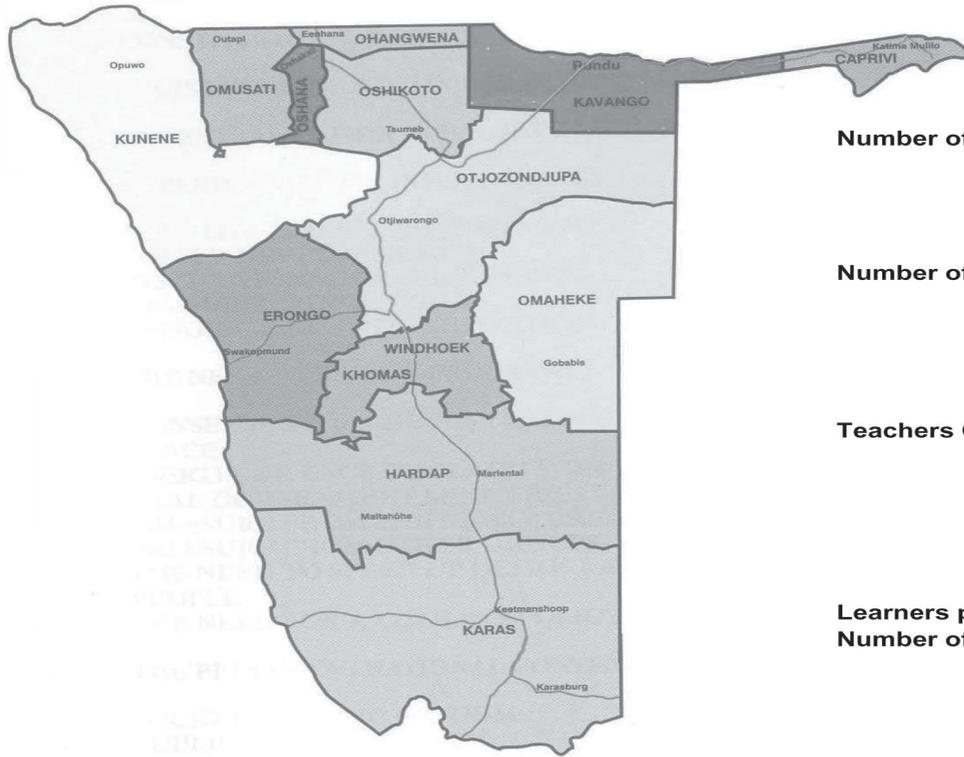


Education Statistics in Namibia in 2008



FACTS AND FIGURES

| | | | | |
|---------------------------------|--------------------------------|-----------------|---------------------------------|------------------------------|
| Number of schools | Total | 1,672 | State | Private |
| | Primary School | 1,039 | 986 | 53 |
| | Combined School | 445 | 411 | 34 |
| | Secondary School | 178 | 164 | 14 |
| | Other | 10 | 10 | 0 |
| Number of learners | Total | 577, 290 | 550, 470 | 26, 820 |
| | Primary | 407, 446 | 389, 806 | 17, 640 |
| | Secondary | 163, 879 | 155, 849 | 8, 030 |
| | Other | 5, 965 | 4, 815 | 1, 150 |
| Teachers Qualifications | Total | 20, 830 | Without teacher training | With teacher training |
| | Less than Gd 12 | 1, 316 | 303 | 1, 013 |
| | Gd 12 or 1-2 years' tertiary | 3, 320 | 498 | 2, 822 |
| | More than 2 years' tertiary | 16, 194 | 101 | 16, 093 |
| | Average learner: teacher ratio | 28.1 | | |
| | Learners per teacher | | | |
| Number of teaching rooms | Total Rooms | 19,460 | | |
| | Permanent | 16,877 | | |
| | Prefabricated | 1,082 | | |
| | Traditional | 1,378 | | |
| | Hired | 123 | | |

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The following list is intended to assist readers in finding the information they are looking for. A Table of Contents has also been included, starting on page 6. Regional comparisons have not explicitly been mentioned in the list of topics because the majority of tables provide information for every region.

Finding your way

- Adult education (Tables 59, 60)
- Afternoon classes (Table 5)
- Ages of learners
 - enrolments by age (Tables 25, 26)
 - new Grade 1 entrants (Table 22)
 - rates of enrolment by age (Table 27)
- Ages of teachers (Table 44)
- Attrition rates of teachers (Table 45)
- Buildings - see facilities
- Changes over years
 - apparent intake rates of Grade 1 learners (Table 23)
 - enrolment (Tables 19, 20, 21)
 - flow rates (Table 31)
 - learner: teacher ratios (Table 50)
 - literacy programme (Table 59)
 - numbers of new Grade 1 entrants (Table 24)
 - numbers of school leavers (Table 33)
 - numbers of schools (Table 6)
 - numbers of teachers (Table 49)
 - percentages teachers qualified to teach (Table 48)
 - physical facilities (Tables 54, 55)
 - promotion rates (Table 31)
 - repetition rates (Table 31)
 - qualifications of teachers (Table 47)
 - sanitary facilities, housing and basic services (Table 58)
 - school-leaving rates (Table 31)
 - survival rates (Table 32)
- Class size
 - average class sizes in school phases (Table 10)
 - class sizes in grades other than grades 1 - 12 (Table 12)

Classgroups

- average class sizes (Tables 10, 12)
- numbers in grades other than grades 1 - 12 (Table 12)
- numbers in school phases (Table 9)

Classrooms - see facilities

Dropout rates - see school-leaving rates

Electricity supply (Tables 57, 58)

Enrolment

- by age (Tables 25, 26)
- changes over years (Tables 19, 20, 21)
- female and male enrolments (Tables 11, 12)
- home languages of learners (Table 16)
- in afternoon classes (Table 5)
- in grades 1 - 12 (Table 11)
- in grades other than grades 1 - 12 (Table 12)
- in school phases (Table 7)
- in state and private schools (Table 13)
- in subjects (Tables 14, 15)
- media of instruction in grades 1 - 3 (Table 17)
- percent female (Table 1)
- percentage females enrolled in school phases (Table 8)
- total numbers (Table 1)

Enrolment rates

- Net and Gross enrolment ratios (Table 28)
- rates of enrolment by age (Table 27)

Entrants

- ages of new entrants to Grade 1 (Table 22)
- apparent intake rates of Grade 1 learners (Table 23)
- changes in the numbers of new Grade 1 entrants (Table 24)
- numbers of new entrants to different grades (Table 29)

Examinations

- HIGCSE (Table 38)
- IGCSE (Table 37)
- Junior Secondary Certificate (Tables 34, 35, 36)

Facilities

- basic services (water, electricity, telephone) (Tables 56, 57, 58)
- changes over years (Tables 54, 55, 58)
- numbers of facilities (Tables 51, 52, 53, 56, 57)
- sanitary facilities (Tables 56, 58)

Females - see gender

Flow rates

- changes in flow rates (Table 31)
- numbers of promotees, repeaters and re-entrants (Table 29)
- numbers of school leavers (Table 33)
- promotion, repetition and school-leaving rates (Table 30)
- survival rates (Table 32)

Gender

- changes in female and male enrolments (Table 19)
- female and male enrolments by age (Table 26)
- female and male enrolments in grades (Table 11)
- female and male enrolments in 'other' grades (Table 12)
- female and male numbers of teachers (Table 40)
- percentage females enrolled in school phases (Table 8)
- percentage female teachers and support staff (Table 1)
- promotion, repetition and school-leaving rates (Table 30)
- rates of female and male enrolment by age (Table 27)

Grades

- changes in enrolment (Table 20)
- enrolments in grades 1 - 12 (Table 11)
- enrolments in grades other than grades 1 - 12 (Table 12)
- numbers of schools offering each grade (Table 4)
- numbers of schools offering ranges of grades (Table 3)

Gross enrolment ratio (Table 28)

HIGCSE (Table 38)

Home languages

- and media of instruction in grades 1 - 3 (Table 18)
- of learners (Table 16)

Housing (Tables 57, 58)

IGCSE (Table 37)

Intake

- ages of new entrants to Grade 1 (Table 22)
- apparent intake rates of Grade 1 learners (Table 23)
- changes in the numbers of new Grade 1 entrants (Table 24)

Junior Secondary Certificate - see examinations

Language - home languages of learners (Table 16)

Learner flow - see flow rates

Learner:teacher ratio

- changes over years (Table 50)
- in school phases (Table 39)

Learners - see enrolment

Literacy programme (Tables 59, 60)
 Medium of instruction
 and home languages of learners (Table 18)
 schools and enrolments in grades 1 - 3 (Table 17)
 Net enrolment ratio (Table 28)
 Phase - see school phase
 Physical facilities - see facilities
 Points scored in the JSC examination (Table 36)
 Private schools
 enrolments (Table 13)
 numbers and types of schools (Table 2)
 Promotion rates
 changes in the promotion rates (Table 31)
 in different grades (Table 30)
 Qualifications of teachers - see teachers
 Regional summaries (see Introduction)
 Repeaters - numbers in different grades (Table 29)
 Repetition rates
 changes over years (Table 31)
 in different grades (Table 30)
 School leavers (Table 33)
 School phase
 average class sizes (Table 10)
 enrolments in school phases (Table 7)
 enrolments in state and private schools (Table 13)
 numbers and qualifications of primary teachers (Table 41)
 numbers and qualifications of secondary teachers (Table 42)
 numbers and qualifications of subject teachers (Table 43)
 numbers of classgroups (Table 9)
 numbers of schools offering ranges of grades (Table 3)
 numbers of teachers and learner:teacher ratios (Table 39)
 percentage females enrolled (Table 8)
 School-leaving rates
 changes over years (Table 31)
 in different grades (Table 30)
 Schools
 changes in numbers (Table 6)
 numbers of schools (Table 1)
 numbers offering each grade (Table 4)
 numbers offering ranges of grades (Table 3)
 offering different media of instruction (Table 17)
 state and private schools (Table 2)
 types of schools (Table 2)
 Staff - numbers of teachers and support staff (Table 1)
 Staffing - see learner:teacher ratio
 Structures - see facilities see facilities
 Subjects
 enrolments in subjects (Tables 14, 15)
 HIGCSE examination (Table 38)
 IGCSE examination (Table 37)
 Junior Secondary Certificate examination (Tables 34, 35)
 numbers and qualifications of teachers (Table 43)
 Summary of regional statistics (see Introduction)
 Survival rates (Table 32)
 Symbols - see examinations
 Teacher housing (Tables 57, 58)
 Teachers
 ages (Table 44)
 attrition rates (Table 45)
 changes in learner:teacher ratios (Table 50)
 changes in numbers (Table 49)
 changes in percentage qualified to teach (Table 48)
 changes of qualifications (Table 47)
 female and male numbers (Table 40)
 housing (Tables 57, 58)
 numbers and learner:teacher ratios (Table 39)
 numbers and qualifications of primary teachers (Table 41)
 numbers and qualifications of secondary teachers (Table 42)
 qualifications (Tables 40, 41, 42, 44, 47, 48)
 qualifications in subjects (Table 43)
 qualified to teach (Table 48)
 transfer rates (Table 46)
 Telephones (Tables 57, 58)
 Time series - see changes over years
 Transfer rates of teachers (Table 46)
 Water supply (Tables 56, 58)
 Years - see changes over years

Table of Contents

| | |
|---|----|
| Introduction | 9 |
| Regional summaries..... | 11 |
| Chapter 1 - Characteristics of the school system | 18 |
| Table 1 Numbers of schools, learners, teachers and support staff | 19 |
| Table 2 Types of schools, and numbers of state and private schools..... | 20 |
| Table 3 Numbers of schools offering various ranges of grades..... | 21 |
| Table 4 Number of schools offering each grade | 22 |
| Table 5 Afternoon classes: enrolments and percentages of total enrolment in afternoon classes | 23 |
| Table 6 Changes in the number of schools between 2002 and 2008..... | 25 |
| Chapter 2 - Enrolments | 26 |
| Table 7 Enrolments in the different school phases in each region | 27 |
| Table 8 Percentage female learners in the different school phases in each region..... | 28 |
| Table 9 Number of classgroups in the different school phases in each region..... | 29 |
| Table 10 Average class sizes in the different school phases in each region | 30 |
| Table 11 Male and female enrolments in grades 1 through 12 | 31 |
| Table 12 Enrolments and classgroups in 'other' grades | 33 |
| Table 13 Enrolment in state and private schools | 34 |
| Table 14 Enrolment in primary and junior secondary subjects | 36 |
| Table 15 Enrolments in senior secondary subjects | 38 |
| Table 16 Home languages of learners | 40 |
| Table 17 Medium of instruction in Grades 1 – 3: Schools, numbers of learners and classgroups | 41 |
| Table 18 Home languages and medium of instruction of learners in Grades 1 - 3..... | 42 |
| Table 19 Changes in female and male enrolments between 2002 and 2008..... | 44 |
| Table 20 Changes in enrolments in different grades between 2002 and 2008 | 45 |
| Table 21 Changes in enrolment in the regions between 2002 and 2008 | 46 |

| | |
|--|---|
| Chapter 3 - The flow of learners | 47 |
| Table 22 | Ages of new entrants to Grade 1 on the 15th school day..... 48 |
| Table 23 | Apparent intake rates of Grade 1 learners between 2002 and 2008..... 50 |
| Table 24 | Changes in the numbers of new Grade 1 entrants between 2002 and 2008 50 |
| Table 25 | Ages of learners - all learners 51 |
| Table 26 | Ages of learners - females and males 52 |
| Table 27 | Rates of enrolment of six to eighteen year olds..... 53 |
| Table 28 | Net and Gross Enrolment Ratios..... 54 |
| Table 29 | Numbers of new entrants, repeaters and re-entrants in grades 1 - 12 55 |
| Table 30 | Promotion, repetition and school-leaving rates in Grades 1 - 11 between 2002 and 2008 56 |
| Table 31 | Promotion, repetition and school leaving rates from 2002 to 2008..... 57 |
| Table 32 | Survival rates to grades 2 - 12 between 2002 and 2008 58 |
| Table 33 | Approximate numbers of people who had left school between 2002 and 2008 59 |
| | |
| Chapter 4 - National examinations | 60 |
| Table 34 | Junior Secondary Certificate examination results, full-time 61 |
| Table 35 | Junior Secondary Certificate examination results, part-time 62 |
| Table 36 | Percentages of candidates in point ranges in the Junior Secondary Certificate (JSC) examination..... 63 |
| Table 37 | International General Certificate of Secondary Education (IGCSE) results, full-time..... 64 |
| Table 38 | Higher International General Certificate of Secondary Education (HIGCSE) results 65 |
| | |
| Chapter 5 - Teachers | 66 |
| Table 39 | The provision of teachers: Numbers and learner: teacher ratios 67 |
| Table 40 | Professional and academic qualifications of female and male teachers 68 |
| Table 41 | Professional and academic qualifications of primary teachers..... 70 |
| Table 42 | Professional and academic qualifications of secondary teachers 71 |
| Table 43 | Qualifications of teachers in the subjects they taught 72 |
| Table 44 | Ages and professional and academic qualifications of teachers..... 74 |
| Table 45 | Attrition rates of teachers between 2007 and 2008..... 75 |
| Table 46 | Transfer rates of teachers between 2007 and 2008 76 |

| | | |
|--|--|-----------|
| Table 47 | Changes in the numbers of teachers and their professional qualifications between 2002 and 2008..... | 77 |
| Table 48 | Percentages of primary and secondary teachers qualified to teach between 2002 and 2008..... | 78 |
| Table 49 | Numbers of teachers from 2002 to 2008 | 80 |
| Table 50 | Learner: teacher ratios from 2002 to 2008..... | 81 |
| Chapter 6 - Physical facilities | | 82 |
| Table 51 | Numbers and structural types of teaching facilities..... | 83 |
| Table 52 | Numbers and structural types of facilities for general use..... | 84 |
| Table 53 | Numbers and structural types of administrative facilities | 85 |
| Table 54 | Changes in the numbers of teaching and administrative facilities from 2002 to 2008..... | 86 |
| Table 55 | Changes in the numbers and structural types of classrooms from 2002 to 2008..... | 88 |
| Table 56 | Provision of sanitary facilities and water supply at schools | 89 |
| Table 57 | Provision of teachers' housing and electricity and telephone supply at schools..... | 90 |
| Table 58 | Percentages of schools with sanitary facilities, basic services and teachers' housing from 2002 to 2008..... | 91 |
| Chapter 7 – Basic Adult Literacy..... | | 93 |
| Table 59 | National Literacy Programme enrolments and pass rates from 2002 to 2008..... | 94 |
| Table 60 | Test results of the National Literacy Programme students, 2008 | 95 |

This publication mainly presents information on education in schools in Namibia for 2008. Two school censuses are conducted each year: the 15th School-Day Census, held on the fifteenth school day after the opening of schools for the beginning of the new school year, and the Annual Education Census (AEC), held on the first Tuesday following the first Monday when the school opens for the third term, usually in September each year. The 15th School-Day Census is intended to provide information for operational and planning purposes, while the AEC provides information to monitor the state of education from year to year. The great majority of statistics given in this book were collected during the 2008 AEC. Information reported in the AEC questionnaires should thus have been true on the AEC census day. Coverage during the 2008 AEC was considered to be 100%, with all state and government-registered schools submitting census returns. The only information presented here from the 15th School-Day Census is on the age of Grade 1 learners as they entered the school system at the start of 2008. The Directorate of National Examinations and Assessment provided the Grade 10 and Grade 12 examination results, while the Directorate of Adult Basic Education has provided the Adult Basic Education learners' results as tested in 2008.

After publishing education statistics for 1992 to 2007, the EMIS introduced several changes to the reports, of which readers comparing the statistics of different years must be aware. The most important difference is, though, the change of regional boundaries, which was reflected in the education statistics since 2002. Statistics reported in this publication for earlier years have been recalculated in terms of the new delimitation of regions. The majority of tables from the earlier reports were retained, some tables were no longer included, and others were modified. A number of new tables were introduced, among others to include more of the Education for All (EFA) indicators. From 2008 new tables were introduced to reflect indicators for ETSIP and NDP3. Only statistics on education provided by the government and private schools registered with the Ministry are reported

Statistics published here are intended for a wide readership in education and requiring reference information. Much of the material is also intended to reflect on the performance of Namibia's education system. These measures or indicators broadly relate to the Ministry of Education's goals of providing education of a good quality in an equitable, efficient and democratic way. While statistics presented here can be compared with indicators from previous years, comparisons can also be made between different geographical regions.

These are shown in the map on the inside cover and are as follows:

Regions

Caprivi

Erongo

Hardap

Karas

Kavango

Khomas

Kunene

Ohangwena

Omaheke

Omusati

Oshana

Oshikoto

Otjozondjupa

There were eight Special Schools for children with special educational needs, distributed in various regions, but are administered centrally from the Ministry's Head Office in Windhoek. Statistics for these eight schools are provided in a regional category "Head Office" in all the tables.

The great bulk of Namibia's schooling system fits into Grades 1 to 12, these being divided into four phases: Lower Primary (Grades 1 - 4), Upper Primary (Grades 5 - 7), Junior Secondary (Grades 8 - 10) and Senior Secondary (Grades 11 and 12). Tables throughout this book are divided and subdivided to reflect these phases. There are, in addition, several other grades offered at certain schools:

Special Classes: single classes provided at many ordinary schools for children with learning difficulties

Special Grades: grades with a curriculum adapted for the purposes of special schools

Classes for mentally challenged children (referred to as 'handicapped' where the space for row or column labels was limited) offered only at two Special Schools

Grade 13: a level offered after Grade 12 in one private school in the city of Windhoek, which is the Hochschulreifeprüfung (Abitur).

There are many ways of providing education statistics and the selection used here is based largely on perceived demands from a variety of users including those that have called for information over the last years. Graphs and text comments that accompany the tables are intended to provide illustrative material on how these statistics can be interpreted. The comments are not definitive and 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 in an event that the reader wants to know the exact nature of the questions used to collect the information.

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

The next seven pages provide summaries of the key features in education for each of the thirteen administrative regions and for the special schools administered by Head Office.

Caprivi

| | | | | |
|---------------------------------|-------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 97 | | |
| Type of school | Primary School | 47 | | |
| | Combined School | 38 | | |
| | Secondary School | 12 | | |
| | Other School | 0 | | |
| Number of learners | Total | 26,850 | | |
| School phase | Primary | 18,620 | | |
| | Secondary | 8,154 | | |
| | Other | 76 | | |
| Teachers | Total | 1,044 | 15 | 1,029 |
| | | | Without teacher training | With teacher training |
| Qualification | Less than Gd 12 | 71 | 5 | 66 |
| | Gd 12 or 1-2 years' tertiary | 170 | 8 | 162 |
| | More than 2 years' tertiary | 803 | 2 | 801 |
| Learners per teacher | Average learner:teacher ratio | 25.7 | | |
| Number of teaching rooms | Total | 946 | | |
| Structure | Permanent | 877 | | |
| | Prefabricated | 0 | | |
| | Traditional | 68 | | |
| | Hired | 1 | | |

Erongo

| | | | | |
|---------------------------------|-------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 61 | | |
| Type of school | Primary School | 33 | | |
| | Combined School | 13 | | |
| | Secondary School | 15 | | |
| | Other School | 0 | | |
| Number of learners | Total | 27,154 | | |
| School phase | Primary | 18,255 | | |
| | Secondary | 8,682 | | |
| | Other | 217 | | |
| Teachers | Total | 1,132 | 55 | 1,077 |
| | | | Without teacher training | With teacher training |
| Qualification | Less than Gd 12 | 978 | 30 | 948 |
| | Gd 12 or 1-2 years' tertiary | 38 | 9 | 29 |
| | More than 2 years' tertiary | 116 | 16 | 100 |
| Learners per teacher | Average learner:teacher ratio | 24.0 | | |
| Number of teaching rooms | Total Rooms | 917 | | |
| Structure | Permanent | 891 | | |
| | Prefabricated | 26 | | |
| | Traditional | 0 | | |
| | Hired | 0 | | |

Key statistics on each of the thirteen administrative regions have been compiled in this section for quick reference. Other statistics and indicators regarding the regions have been included in various tables in the report. Statistics pertaining to the education regions have also been reported in the tables. All statistics in the regional profiles include state and private schools. The numbers of schools have been broken down by primary, combined, secondary and 'other' schools. Only a very small number of schools, mainly schools for learners with special educational needs, were grouped under 'other'. The majority of these schools were directly administered by the Ministry Head Office and are reported under a pseudo region called Head Office.

Under the heading 'number of learners', the category 'other' included all grades and courses other than the grades 1 - 12. These 'other' grades included, for example, special classes and pre-primary classes offered by some private schools.

Regional summaries, EMIS Education Statistics, 2008

Hardap

| | | | | |
|---------------------------------|-------------------------------|---------------|--------------------------------|-----------------------------|
| Number of schools | Total | 55 | | |
| Type of school | Primary School | 39 | | |
| | Combined School | 7 | | |
| | Secondary School | 9 | | |
| | Other School | 0 | | |
| Number of learners | Total | 20,470 | | |
| School phase | Primary | 14,483 | | |
| | Secondary | 5,711 | | |
| | Other | 276 | | |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 736 | 26 | 710 |
| Qualification | Less than Gd 12 | 20 | 6 | 14 |
| | Gd 12 or 1-2 years' tertiary | 101 | 15 | 86 |
| | More than 2 years' tertiary | 615 | 5 | 610 |
| Learners per teacher | Average learner:teacher ratio | 27.8 | | |
| Number of teaching rooms | Total Rooms | 799 | | |
| Structure | Permanent | 736 | | |
| | Prefabricated | 61 | | |
| | Traditional | 0 | | |
| | Hired | 2 | | |

Head Office

| | | | | |
|---------------------------------|-------------------------------|--------------|--------------------------------|-----------------------------|
| Number of schools | Total | 9 | | |
| Type of school | Primary School | 0 | | |
| | Combined School | 0 | | |
| | Secondary School | 0 | | |
| | Other School | 9 | | |
| Number of learners | Total | 1,576 | | |
| School phase | Primary | 353 | | |
| | Secondary | 248 | | |
| | Other | 975 | | |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 174 | 8 | 166 |
| Qualification | Less than Gd 12 | 1 | 1 | 0 |
| | Gd 12 or 1-2 years' tertiary | 16 | 6 | 10 |
| | More than 2 years' tertiary | 157 | 1 | 156 |
| Learners per teacher | Average learner:teacher ratio | 9.1 | | |
| Number of teaching rooms | Total Rooms | 132 | | |
| Structure | Permanent | 130 | | |
| | Prefabricated | 2 | | |
| | Traditional | 0 | | |
| | Hired | 0 | | |

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. The average learner:teacher ratio was calculated for each region.

Regarding physical facilities, the numbers of classrooms, specialist rooms, laboratories and workshops were added as 'teaching rooms'. These numbers were reported according to the structure of the buildings, categorized as permanent, prefabricated, traditional and hired. The category 'traditional' included a variety of structures, such as stick-and-mud and metal sheet structures and tents. Facilities hired from, for example, a church or a private organisation, were grouped under 'hired'.

Karas

| | | | | |
|---------------------------------|-------------------------------|---------------|------------|------------|
| Number of schools | Total | 47 | | |
| Type of school | Primary School | 32 | | |
| | Combined School | 7 | | |
| | Secondary School | 8 | | |
| | Other School | 0 | | |
| Number of learners | Total | 18,595 | | |
| School phase | Primary | 13,241 | | |
| | Secondary | 4,976 | | |
| | Other | 378 | | |
| Teachers | Total | 894 | 133 | 761 |
| Qualification | Less than Gd 12 | 713 | 70 | 643 |
| | Gd 12 or 1-2 years' tertiary | 47 | 25 | 22 |
| | More than 2 years' tertiary | 134 | 38 | 96 |
| Learners per teacher | Average learner:teacher ratio | 20.8 | | |
| Number of teaching rooms | Total Rooms | 696 | | |
| Structure | Permanent | 576 | | |
| | Prefabricated | 94 | | |
| | Traditional | 2 | | |
| | Hired | 24 | | |

Kavango

| | | | | |
|---------------------------------|-------------------------------|---------------|------------|--------------|
| Number of schools | Total | 330 | | |
| Type of school | Primary School | 266 | | |
| | Combined School | 52 | | |
| | Secondary School | 12 | | |
| | Other School | 0 | | |
| Number of learners | Total | 70,392 | | |
| School phase | Primary | 54,891 | | |
| | Secondary | 14,815 | | |
| | Other | 686 | | |
| Teachers | Total | 3,245 | 421 | 2,824 |
| Qualification | Less than Gd 12 | 2,472 | 216 | 2,256 |
| | Gd 12 or 1-2 years' tertiary | 326 | 153 | 173 |
| | More than 2 years' tertiary | 447 | 52 | 395 |
| Learners per teacher | Average learner:teacher ratio | 21.7 | | |
| Number of teaching rooms | Total Rooms | 2,287 | | |
| Structure | Permanent | 2,034 | | |
| | Prefabricated | 44 | | |
| | Traditional | 201 | | |
| | Hired | 8 | | |

Khomas

| | | | | |
|---------------------------------|-------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 91 | | |
| Type of school | Primary School | 52 | | |
| | Combined School | 13 | | |
| | Secondary School | 26 | | |
| | Other School | 0 | | |
| Number of learners | Total | 63,701 | | |
| School phase | Primary | 41,126 | | |
| | Secondary | 21,759 | | |
| | Other | 816 | | |
| Teachers | Total | 2,597 | 87 | 2,510 |
| | | | Without teacher training | With teacher training |
| Qualification | Less than Gd 12 | 2,384 | 55 | 2,329 |
| | Gd 12 or 1-2 years' tertiary | 40 | 7 | 33 |
| | More than 2 years' tertiary | 173 | 25 | 148 |
| Learners per teacher | Average learner:teacher ratio | 24.5 | | |
| Number of teaching rooms | Total Rooms | 1,887 | | |
| Structure | Permanent | 1,742 | | |
| | Prefabricated | 115 | | |
| | Traditional | 19 | | |
| | Hired | 11 | | |

Kunene

| | | | | |
|---------------------------------|-------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 53 | | |
| Type of school | Primary School | 38 | | |
| | Combined School | 8 | | |
| | Secondary School | 6 | | |
| | Other School | 1 | | |
| Number of learners | Total | 16,774 | | |
| School phase | Primary | 13,115 | | |
| | Secondary | 3,432 | | |
| | Other | 227 | | |
| Teachers | Total | 793 | 39 | 754 |
| | | | Without teacher training | With teacher training |
| Qualification | Less than Gd 12 | 649 | 20 | 629 |
| | Gd 12 or 1-2 years' tertiary | 30 | 8 | 22 |
| | More than 2 years' tertiary | 114 | 11 | 103 |
| Learners per teacher | Average learner:teacher ratio | 21.2 | | |
| Number of teaching rooms | Total Rooms | 683 | | |
| Structure | Permanent | 539 | | |
| | Prefabricated | 81 | | |
| | Traditional | 62 | | |
| | Hired | 1 | | |

Ohangwena

| Number of schools | | Total | | |
|---------------------------|-------------------------------|--------------|--------------------------|-----------------------|
| Type of school | Primary School | 127 | | |
| | Combined School | 90 | | |
| | Secondary School | 18 | | |
| | Other School | 0 | | |
| Number of learners | | Total | 47,691 | |
| School phase | Primary | 23,740 | | |
| | Secondary | 23,740 | | |
| | Other | 211 | | |
| Teachers | | Total | Without teacher training | With teacher training |
| Total | | 3,728 | 354 | 3,374 |
| Qualification | Less than Gd 12 | 3,024 | 182 | 2,842 |
| | Gd 12 or 1-2 years' tertiary | 167 | 29 | 138 |
| | More than 2 years' tertiary | 537 | 143 | 394 |
| Learners per teacher | Average learner:teacher ratio | 12.8 | | |
| Number of teaching rooms | | Total Rooms | | |
| Structure | Permanent | 2,172 | | |
| | Prefabricated | 161 | | |
| | Traditional | 376 | | |
| | Hired | 26 | | |

Omaheke

| Number of schools | | Total | | |
|---------------------------|-------------------------------|--------------|--------------------------|-----------------------|
| Type of school | Primary School | 29 | | |
| | Combined School | 3 | | |
| | Secondary School | 8 | | |
| | Other School | 0 | | |
| Number of learners | | Total | 14,661 | |
| School phase | Primary | 11,157 | | |
| | Secondary | 3,255 | | |
| | Other | 249 | | |
| Teachers | | Total | Without teacher training | With teacher training |
| Total | | 677 | 96 | 581 |
| Qualification | Less than Gd 12 | 540 | 50 | 490 |
| | Gd 12 or 1-2 years' tertiary | 34 | 14 | 20 |
| | More than 2 years' tertiary | 103 | 32 | 71 |
| Learners per teacher | Average learner:teacher ratio | 21.7 | | |
| Number of teaching rooms | | Total Rooms | | |
| Structure | Permanent | 540 | | |
| | Prefabricated | 13 | | |
| | Traditional | 0 | | |
| | Hired | 0 | | |

Omusati

| | | | | |
|---------------------------------|-------------------------------|--------------------------|-----------------------|--------------|
| Number of schools | Total | 269 | | |
| Type of school | Primary School | 147 | | |
| | Combined School | 98 | | |
| | Secondary School | 24 | | |
| | Other School | 0 | | |
| Number of learners | Total | 87,221 | | |
| School phase | Primary | 60,731 | | |
| | Secondary | 25,834 | | |
| | Other | 656 | | |
| Teachers | Total | Without teacher training | With teacher training | |
| | Total | 3,119 | 43 | 3,076 |
| Qualification | Less than Gd 12 | 237 | 9 | 228 |
| | Gd 12 or 1-2 years' tertiary | 605 | 29 | 576 |
| | More than 2 years' tertiary | 2,277 | 5 | 2,272 |
| Learners per teacher | Average learner:teacher ratio | 28.0 | | |
| Number of teaching rooms | Total Rooms | 3,093 | | |
| Structure | Permanent | 2,536 | | |
| | Prefabricated | 240 | | |
| | Traditional | 284 | | |
| | Hired | 33 | | |

Oshana

| | | | | |
|---------------------------------|-------------------------------|--------------------------|-----------------------|--------------|
| Number of schools | Total | 132 | | |
| Type of school | Primary School | 66 | | |
| | Combined School | 50 | | |
| | Secondary School | 16 | | |
| | Other School | 0 | | |
| Number of learners | Total | 52,077 | | |
| School phase | Primary | 33,164 | | |
| | Secondary | 18,410 | | |
| | Other | 503 | | |
| Teachers | Total | Without teacher training | With teacher training | |
| | Total | 1,815 | 29 | 1,786 |
| Qualification | Less than Gd 12 | 113 | 3 | 110 |
| | Gd 12 or 1-2 years' tertiary | 305 | 25 | 280 |
| | More than 2 years' tertiary | 1,397 | 1 | 1,396 |
| Learners per teacher | Average learner:teacher ratio | 28.7 | | |
| Number of teaching rooms | Total Rooms | 1,782 | | |
| Structure | Permanent | 1,587 | | |
| | Prefabricated | 112 | | |
| | Traditional | 72 | | |
| | Hired | 11 | | |

Oshikoto

| | | | | |
|---------------------------------|-------------------------------|---------------|-----------|--------------|
| Number of schools | Total | 188 | | |
| Type of school | Primary School | 121 | | |
| | Combined School | 52 | | |
| | Secondary School | 15 | | |
| | Other School | 0 | | |
| Number of learners | Total | 56,699 | | |
| School phase | Primary | 39,617 | | |
| | Secondary | 16,845 | | |
| | Other | 237 | | |
| Teachers | Total | 2,057 | 78 | 1,979 |
| Qualification | Less than Gd 12 | 115 | 11 | 104 |
| | Gd 12 or 1-2 years' tertiary | 318 | 56 | 262 |
| | More than 2 years' tertiary | 1,624 | 11 | 1,613 |
| Learners per teacher | Average learner:teacher ratio | 27.6 | | |
| Number of teaching rooms | Total Rooms | 1,949 | | |
| Structure | Permanent | 1,593 | | |
| | Prefabricated | 80 | | |
| | Traditional | 270 | | |
| | Hired | 6 | | |

Otjozondjupa

| | | | | |
|---------------------------------|-------------------------------|---------------|-----------|--------------|
| Number of schools | Total | 65 | | |
| Type of school | Primary School | 42 | | |
| | Combined School | 14 | | |
| | Secondary School | 9 | | |
| | Other School | 0 | | |
| Number of learners | Total | 33,222 | | |
| School phase | Primary | 24,746 | | |
| | Secondary | 8,018 | | |
| | Other | 458 | | |
| Teachers | Total | 1,117 | 72 | 1,045 |
| Qualification | Less than Gd 12 | 73 | 19 | 54 |
| | Gd 12 or 1-2 years' tertiary | 183 | 44 | 139 |
| | More than 2 years' tertiary | 861 | 9 | 852 |
| Learners per teacher | Average learner:teacher ratio | 29.7 | | |
| Number of teaching rooms | Total Rooms | 1,001 | | |
| Structure | Permanent | 924 | | |
| | Prefabricated | 53 | | |
| | Traditional | 24 | | |
| | Hired | 0 | | |

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 provided, governance of schools, afternoon session teaching and changes in the number of schools over the past years.

A feature that must be recognised is that many schools in Namibia do not follow the "normal" phases or divisions between primary (Grades 1 - 7) and secondary (Grades 8 - 12) schooling. The term "combined" school is used to describe the schools that offer primary and secondary grades. Extending primary schools to Grade 10, or even Grade 12, makes it possible to provide secondary education in locations where a separate secondary school is not feasible due to small numbers of potential learners. Combined schools are an important part of providing access to education. In contrast, schools starting with a grade other than the first grade of a phase, or going up to a grade which is not the end of a school phase, may cause problems for learners' transition to the next grade after they have completed the highest grade of the school they are in. This is not always the case, for example in schools annually extending the range of grades they offer.

There are several grades and levels of education provided in schools which do not fit into the normal Grade 1 - 12 curriculum. These have been described fully in the Introduction to the book. In some tables these are aggregated as "Other grades".

The chapter also introduces the concept of "average annual growth rate" to describe rates of changes over several years. This measure gives a constant annual percentage change (increase or decrease) that would have resulted in the actual change between the first and last years. For example, the number of schools in 2002 was 1 584, and changed to 1 672 by 2008. If the number in 2002 had changed each year at the average growth rate of 1.0%, there would also have been a total of 1 672 schools in Namibia in 2008. The number of schools did not change every year exactly and consistently by 1.0%, but the average growth rate describes a change from 1 584 to 1 672 schools from 2002 to 2008.

Note should also be taken that quite a number of schools, especially very small schools and some private schools, have been closed during the period under report

Characteristics of the school system

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

| Region | Schools | | Learners | | Teachers | | Support staff | |
|--------------------------|--------------|----------------|--------------|---------------|--------------|--------------|---------------|--|
| | Numbers | Numbers | % female | Numbers | % female | Numbers | % female | |
| National | 1,672 | 577,290 | 50.7% | 20,830 | 62.0% | 3,935 | 66.6% | |
| <i>Education regions</i> | | | | | | | | |
| Caprivi | 97 | 26,850 | 48.4% | 1,044 | 53.3% | 274 | 81.4% | |
| Erongo | 61 | 27,154 | 51.4% | 978 | 69.8% | 274 | 63.9% | |
| Hardap | 55 | 20,470 | 50.9% | 736 | 60.7% | 236 | 69.5% | |
| Head Office | 9 | 1,576 | 41.5% | 174 | 70.1% | 46 | 50.0% | |
| Karas | 47 | 18,595 | 50.8% | 713 | 68.9% | 170 | 68.8% | |
| Kavango | 330 | 69,689 | 48.7% | 2,472 | 43.6% | 236 | 68.6% | |
| Khomas | 91 | 63,701 | 51.9% | 2,384 | 72.9% | 541 | 54.9% | |
| Kunene | 53 | 16,774 | 50.1% | 649 | 51.8% | 162 | 61.7% | |
| Ohangwena | 235 | 87,898 | 51.7% | 3,024 | 61.5% | 422 | 65.9% | |
| Omaheke | 40 | 14,661 | 50.6% | 540 | 61.5% | 105 | 67.6% | |
| Omusati | 269 | 87,221 | 50.8% | 3,119 | 65.6% | 557 | 78.6% | |
| Oshana | 132 | 52,077 | 51.0% | 1,815 | 68.2% | 327 | 71.6% | |
| Oshikoto | 188 | 57,402 | 50.7% | 2,057 | 61.9% | 336 | 61.9% | |
| Otjozondjupa | 65 | 33,222 | 50.7% | 1,125 | 64.1% | 249 | 53.4% | |

Figure 1: Number of schools in each region

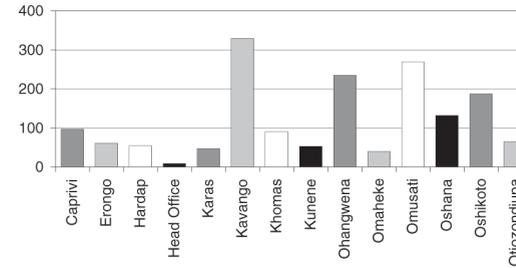


Figure 2: Number of learners in each region

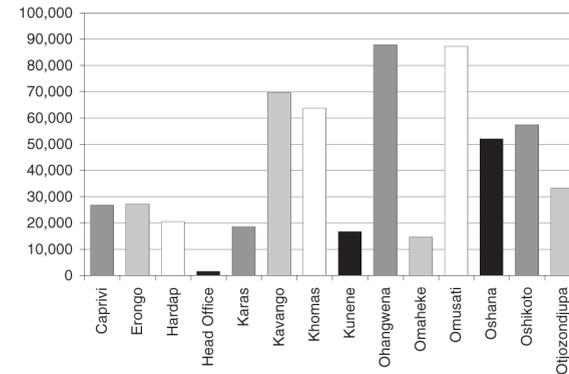
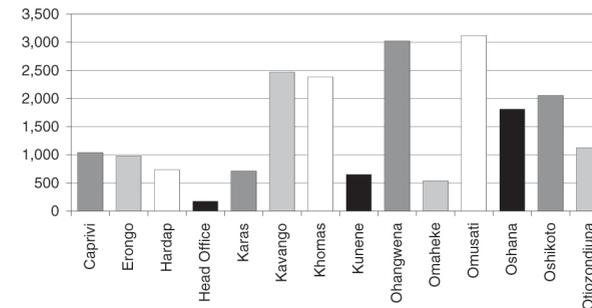


Figure 3: Number of teachers in each region



Basic figures on the size of the education systems in the regions have been tabulated above. Nine special schools, which report directly to Head Office, were grouped under a pseudo region, "Head Office".

The numbers of teachers comprise staff in all teaching positions, including principals and staff in other promotion posts. The numbers of support staff include secretaries, cleaners and other non-teaching staff excluding hostel staff.

The sizes of the regions varied considerably. Figures 1 to 3 depict the sizes of the regions according to different measures: the numbers of schools, learners and teachers. In terms of schools, Kavango was the largest region, but according to learners and teachers, Ohangwena was the largest. Omusati had the largest teacher population.

The differences in the distributions according to these three measures resulted from differences in the average total enrolment in schools in different regions and from disparities in the learner:teacher ratios. Female learners enrolment in Caprivi and Kavango were still below 50.0%

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

| Region | Total | | | Primary | | | Combined | | | Secondary | | | Other | | |
|-----------------|--------------|--------------|------------|--------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|-----------|-----------|----------|
| | Total | State | Private | Total | State | Private | Total | State | Private | Total | State | Private | Total | State | Private |
| National | 1,672 | 1,571 | 101 | 1,039 | 986 | 53 | 445 | 411 | 34 | 178 | 164 | 14 | 10 | 10 | - |
| <i>Regions</i> | | | | | | | | | | | | | | | |
| Caprivi | 97 | 95 | 2 | 47 | 46 | 1 | 38 | 38 | - | 12 | 11 | 1 | - | - | - |
| Erongo | 61 | 46 | 15 | 33 | 29 | 4 | 13 | 4 | 9 | 15 | 13 | 2 | - | - | - |
| Hardap | 55 | 50 | 5 | 39 | 35 | 4 | 7 | 6 | 1 | 9 | 9 | - | - | - | - |
| Head Office | 9 | 9 | - | - | - | - | - | - | - | - | - | - | 9 | 9 | - |
| Karas | 47 | 39 | 8 | 32 | 27 | 5 | 7 | 5 | 2 | 8 | 7 | 1 | - | - | - |
| Kavango | 330 | 325 | 5 | 266 | 265 | 1 | 52 | 50 | 2 | 12 | 10 | 2 | - | - | - |
| Khomas | 91 | 63 | 28 | 52 | 39 | 13 | 13 | 1 | 12 | 26 | 23 | 3 | - | - | - |
| Kunene | 53 | 50 | 3 | 38 | 36 | 2 | 8 | 7 | 1 | 6 | 6 | - | 1 | 1 | - |
| Ohangwena | 235 | 232 | 3 | 127 | 125 | 2 | 90 | 90 | - | 18 | 17 | 1 | - | - | - |
| Omaheke | 40 | 33 | 7 | 29 | 25 | 4 | 3 | 1 | 2 | 8 | 7 | 1 | - | - | - |
| Omusati | 269 | 265 | 4 | 147 | 145 | 2 | 98 | 97 | 1 | 24 | 23 | 1 | - | - | - |
| Oshana | 132 | 125 | 7 | 66 | 59 | 7 | 50 | 50 | - | 16 | 16 | - | - | - | - |
| Oshikoto | 188 | 183 | 5 | 121 | 119 | 2 | 52 | 50 | 2 | 15 | 14 | 1 | - | - | - |
| Otjozondjupa | 65 | 56 | 9 | 42 | 36 | 6 | 14 | 12 | 2 | 9 | 8 | 1 | - | - | - |

Schools structures in Namibia were not strictly divided into primary and secondary schools. Several factors, foremost the need to provide junior secondary grades in sparsely populated areas, led to the existence of combined schools offering primary and secondary grades. The term Combined School, thus refers to schools that offer both Primary and Secondary phases.

Most schools offered the 'ordinary' curriculum. Nine special schools, which were administered directly from Head Office, provided for children with special educational needs who could not be taken up in the main stream schooling.

Private schools accounted for a relatively small percentage, 6%, of the number of schools. Seventy-two (72) of the 101 private schools were situated in the six regions - Erongo, Hardap, Karas, Khomas, Omaheke and Otjozondjupa. This represents 71% of all the private schools.

Table 3 Numbers of schools offering various ranges of grades

| Lowest grade offered | Highest grade offered | | | | | | | | | | | | | | | | |
|--|-----------------------|---------|----------|-----------|-----------|---------------|-----------|-----------|------------------|-----------|-----------|------------------|----------|------------|----------|-----------|----|
| | Lower Primary | | | | | Upper Primary | | | Junior Secondary | | | Senior Secondary | | | Other | | |
| Total starting with lowest grade | Grade 0 | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 13 | | | |
| Total going up to highest grade | 1,672 | - | 8 | 48 | 41 | 246 | 22 | 52 | 580 | 19 | 31 | 417 | 8 | 139 | 1 | 60 | |
| Grade 0 | 122 | - | - | 3 | 1 | 11 | 3 | 3 | 49 | - | 3 | 37 | 1 | 7 | 1 | - | 3 |
| Grade 1 | 1,337 | - | 8 | 45 | 40 | 235 | 19 | 49 | 523 | 18 | 26 | 298 | 4 | 22 | - | - | 50 |
| Grade 2 | 1 | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - |
| Grade 3 | 1 | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| Grade 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 5 | 19 | - | - | - | - | - | - | - | 7 | - | 1 | 11 | - | - | - | - | - |
| Grade 6 | 4 | - | - | - | - | - | - | - | - | - | 4 | - | - | - | - | - | - |
| Grade 7 | 4 | - | - | - | - | - | - | - | - | - | 3 | - | 1 | - | - | - | - |
| Grade 8 | 174 | - | - | - | - | - | - | - | - | 1 | 1 | 62 | 2 | 106 | - | - | 2 |
| Grade 9 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - |
| Grade 10 | 1 | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| Grade 11 | 3 | - | - | - | - | - | - | - | - | - | - | - | 1 | 2 | - | - | - |
| Other | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 5 |

Schools in Namibia offered various ranges of grades. The numbers of schools that offered specific ranges of grades have been tabulated above for the 'ordinary' grades. The ranges extend from the grades given in the first column to the grades heading the respective columns. For example, 523 schools offered grades 1 to 7, while 106 schools offered Grades 8 to 12. Five schools offered none of the 'ordinary' grades. These include three schools for mentally challenged children.

The progression of learners who completed the highest grade of their school to a school offering the next grade may be hampered if the ranges of grades schools offer do not coincide with the beginning and end of a school phase. This was the case in 15% of schools, shown graphically in Figure 4. Several of these schools will have been in the process of adding grades annually, progressing towards being 'in phase'. The numbers of schools 'in phase' have been outlined in the table above. The target of NDP3 of reaching 95% of schools in-phase seem to be still out of reach by 10%. However, this should not be seen as a negative development, as many schools are 'out of phase' because they have added higher grades to cater for secondary grade learners.

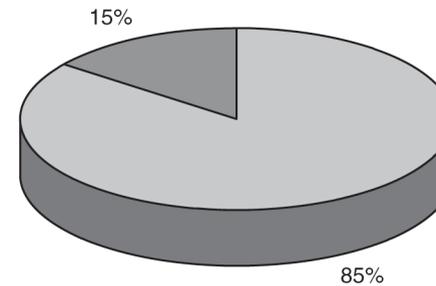


Table 4 Number of schools offering each grade

| Region | Primary Grades | | | | | | | Secondary Grades | | | | |
|-----------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|------------|------------|------------|------------|
| | 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 | 1,458 | 1,449 | 1,402 | 1,362 | 1,130 | 1,112 | 1,065 | 623 | 601 | 572 | 148 | 141 |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 85 | 85 | 84 | 85 | 69 | 69 | 68 | 49 | 49 | 49 | 9 | 9 |
| Erongo | 46 | 46 | 44 | 44 | 43 | 43 | 43 | 29 | 27 | 27 | 19 | 16 |
| Hardap | 43 | 43 | 43 | 43 | 43 | 43 | 42 | 15 | 15 | 15 | 5 | 5 |
| Head Office | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | - | - |
| Karas | 39 | 40 | 39 | 39 | 37 | 36 | 38 | 15 | 15 | 13 | 7 | 7 |
| Kavango | 309 | 303 | 269 | 247 | 144 | 141 | 133 | 64 | 61 | 55 | 15 | 12 |
| Khomas | 64 | 63 | 62 | 61 | 58 | 56 | 55 | 38 | 37 | 36 | 31 | 31 |
| Kunene | 45 | 45 | 45 | 43 | 42 | 41 | 40 | 15 | 15 | 12 | 5 | 5 |
| Ohangwena | 216 | 216 | 216 | 213 | 190 | 187 | 179 | 107 | 103 | 98 | 9 | 9 |
| Omaheke | 33 | 33 | 33 | 33 | 32 | 32 | 31 | 12 | 12 | 12 | 5 | 5 |
| Omusati | 238 | 238 | 237 | 228 | 189 | 185 | 176 | 121 | 118 | 111 | 11 | 11 |
| Oshana | 110 | 110 | 109 | 108 | 93 | 92 | 85 | 63 | 62 | 58 | 10 | 9 |
| Oshikoto | 171 | 168 | 165 | 163 | 138 | 135 | 129 | 67 | 63 | 63 | 11 | 11 |
| Otjozondjupa | 56 | 56 | 53 | 52 | 49 | 49 | 43 | 23 | 19 | 18 | 11 | 11 |

| | Other Grades | | | | | | | | | | | | | | |
|-------------------|--------------|-------------|----------|--------------|--------------|-------------|-------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|
| | Pre-primary | Bridg. year | Grade 13 | Elem. Vocat. | Interm.Vocat | Adv. Vocat. | Special Cl. | Spec. Gd 6 | Spec. Gd 7 | Spec. Gd 8 | Spec. Gd 9 | Spec. Gd 10 | Spec. Gd 11 | Spec. Gd 12 | Handicapped |
| National | 117 | 10 | 1 | 3 | 2 | - | 55 | 5 | 3 | 4 | 4 | 4 | 1 | 1 | 2 |
| Head Office | 3 | - | - | 1 | 1 | - | 4 | 4 | 3 | 3 | 3 | 3 | 1 | - | 2 |
| All other regions | 114 | 10 | 1 | 2 | 1 | - | 51 | 1 | - | 1 | 1 | 1 | - | 1 | - |

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

| Region | | Grade | | | | | | | | | | | | | |
|-----------------|-------------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|----------|----------|-------------|
| | | Total | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Other |
| National | Enrolment | 9,782 | 1,824 | 2,437 | 2,321 | 1,068 | 986 | 437 | 417 | 120 | 59 | 95 | - | - | 18 |
| | % of total | 1.7% | 2.7% | 4.0% | 4.1% | 1.9% | 1.6% | 0.8% | 0.8% | 0.2% | 0.1% | 0.3% | - | - | 0.3% |
| <i>Regions</i> | | | | | | | | | | | | | | | |
| Caprivi | Enrolment | 22 | - | 22 | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | 0.1% | - | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Erongo | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hardap | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Head Office | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Karas | Enrolment | 3 | - | - | - | - | - | - | 3 | - | - | - | - | - | - |
| | % of total | 0.0% | - | - | - | - | - | - | 0.2% | - | - | - | - | - | - |
| Kavango | Enrolment | 2,139 | 377 | 368 | 389 | 451 | 370 | 97 | 87 | - | - | - | - | - | - |
| | % of total | 3.0% | 3.4% | 4.1% | 4.7% | 5.8% | 4.7% | 1.6% | 1.7% | - | - | - | - | - | - |
| Khomas | Enrolment | 3,596 | 684 | 1,092 | 1,261 | 389 | 152 | - | - | - | - | - | - | - | 18 |
| | % of total | 5.6% | 10.4% | 17.1% | 21.3% | 6.9% | 2.5% | - | - | - | - | - | - | - | 2.2% |
| Kunene | Enrolment | 553 | 28 | 25 | 65 | 41 | 163 | 128 | 103 | - | - | - | - | - | - |
| | % of total | 3.3% | 1.0% | 1.2% | 3.7% | 2.4% | 8.8% | 8.8% | 7.6% | - | - | - | - | - | - |
| Ohangwena | Enrolment | 32 | - | - | 32 | - | - | - | - | - | - | - | - | - | - |
| | % of total | 0.0% | - | - | 0.4% | - | - | - | - | - | - | - | - | - | - |
| Omaheke | Enrolment | 389 | 132 | 138 | 119 | - | - | - | - | - | - | - | - | - | - |
| | % of total | 2.7% | 6.3% | 7.8% | 7.5% | - | - | - | - | - | - | - | - | - | - |
| Omusati | Enrolment | 111 | - | - | - | 48 | 33 | - | - | 30 | - | - | - | - | - |
| | % of total | 0.1% | - | - | - | 0.6% | 0.3% | - | - | 0.3% | - | - | - | - | - |
| Oshana | Enrolment | 488 | - | - | - | - | 190 | 151 | 147 | - | - | - | - | - | - |
| | % of total | 0.9% | - | - | - | - | 3.6% | 3.1% | 3.0% | - | - | - | - | - | - |
| Oshikoto | Enrolment | 501 | 77 | 74 | 73 | 61 | 78 | 61 | 77 | - | - | - | - | - | - |
| | % of total | 0.9% | 1.3% | 1.3% | 1.3% | 1.1% | 1.2% | 1.1% | 1.5% | - | - | - | - | - | - |
| Otjozondjupa | Enrolment | 1,948 | 526 | 718 | 382 | 78 | - | - | - | 90 | 59 | 95 | - | - | - |
| | % of total | 5.9% | 11.8% | 18.6% | 10.9% | 2.4% | - | - | - | 3.1% | 2.9% | 5.5% | - | - | - |

The teaching in afternoon classes allowed using classrooms twice per day, effectively doubling their capacity. Apart from the long-term solution of building an adequate number of classrooms, alternatives to afternoon classes are community-built classrooms, overcrowding of classrooms and limiting access to education. None of the alternatives is desirable, but they cannot be avoided as long as resources for building classrooms are limited. The overall percentage of learners in afternoon classes has remained constant at 1.7% for 2007 and 2008. Grade 2 and 3 had the largest percentage of 4.0% and 4.1% of learners attending afternoon classes. Afternoon classes are particularly difficult to implement in areas where children have long distances to walk to school.

Substantial differences existed between regions in the use of this practice to overcome shortages in physical facilities. In the Otjozondjupa Region, for example, 5.9 % of all learners attended afternoon classes, and in the Khomas Region 5.6%. Complete calculations for all regions are shown on Table 5.

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 4. Whereas no afternoon classes were reported for any grade higher than Grade 6 in the past few years, afternoon classes beyond Grade 6 are on the increase.

Figure 5
Percentage of learners in
afternoon classes
(nationally)

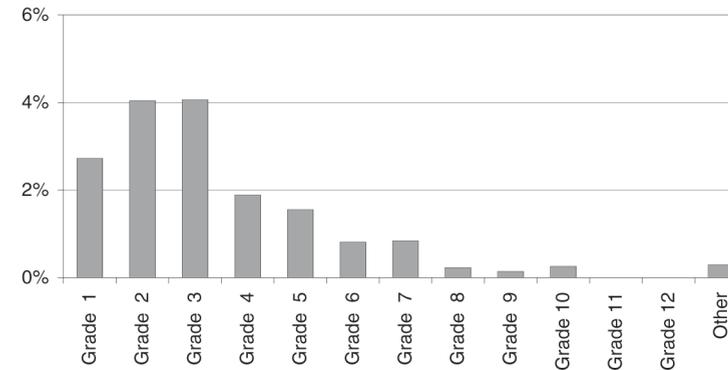


Table 6 Changes in the number of schools between 2002 and 2008

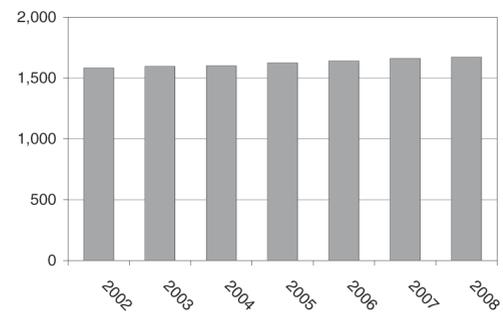
| Region | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2007 - 2008 |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|-------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| National | 1,584 | 1,598 | 1,601 | 1,626 | 1,641 | 1,661 | 1,672 | 0.9% | 0.7% |
| <i>Regions</i> | | | | | | | | | |
| Caprivi | 95 | 95 | 96 | 96 | 97 | 97 | 97 | 0.3% | 0.0% |
| Erongo | 57 | 57 | 59 | 58 | 61 | 61 | 61 | 1.1% | 0.0% |
| Hardap | 58 | 58 | 58 | 60 | 57 | 57 | 55 | -0.9% | -3.5% |
| Head Office | 8 | 8 | 8 | 8 | 8 | 8 | 9 | 2.0% | 12.5% |
| Karas | 48 | 47 | 46 | 52 | 47 | 47 | 47 | -0.4% | 0.0% |
| Kavango | 330 | 330 | 325 | 329 | 329 | 329 | 330 | 0.0% | 0.3% |
| Khomas | 74 | 74 | 72 | 75 | 78 | 85 | 91 | 3.5% | 7.1% |
| Kunene | 52 | 52 | 52 | 52 | 52 | 52 | 53 | 0.3% | 1.9% |
| Ohangwena | 214 | 218 | 221 | 223 | 232 | 235 | 235 | 1.6% | 0.0% |
| Omaheke | 41 | 43 | 42 | 42 | 42 | 41 | 40 | -0.4% | -2.4% |
| Omusati | 265 | 267 | 267 | 271 | 268 | 268 | 269 | 0.3% | 0.4% |
| Oshana | 126 | 127 | 127 | 127 | 131 | 134 | 132 | 0.8% | -1.5% |
| Oshikoto | 159 | 165 | 170 | 171 | 178 | 184 | 188 | 2.8% | 2.2% |
| Otjozondjupa | 57 | 57 | 58 | 62 | 61 | 63 | 65 | 2.2% | 3.2% |

Table 6 was calculated in terms of the demarcation of regions in force in 2008.

The total number of schools in Namibia increased from 1 584 in 2002 to 1 672 in 2008, representing an average annual growth of 1.2%.

The average annual growth was calculated comparing the 2002 and 2008 figures. Khomas had the highest growth in the number of schools, 3.5% since 2002

**Figure 6
Numbers of schools,
2002- 2008**



Chapter 2 focuses on the people education and is all about: the learner. The chapter begins by providing summary in terms of numbers of learners in each phase in each region. Average class group sizes, the numbers of classes and percentage of female learners are given. Enrolments of female and male learners are reported for each grade. Numbers of learners enrolled in private and government schools in different phases are provided for each region.

Two tables provide information on the numbers of learners enrolled for different subjects. Although curricula prescribe that a number of core subjects be taught in each phase, a great variety of other subjects are also taught. This means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census 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. Notwithstanding these difficulties, the tables provide useful information on the numbers of learners being taught different subjects.

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

Finally, comparative information is provided for the past years to examine how enrolments have changed in each grade and phase, and in the different regions. Rates of growth over this period are also compared for males and females in each region.

Classgroups can be counted in two different ways in multigrade groups, that is, in groups comprising learners from two or more grades: each grade group in a multigrade group can be counted as one, or the whole multigrade group can be seen as a single group. Both methods have their justification: the first gives the correct number of groups in each grade, and the second one the correct number of groups of learners being taught together. The method employed in each of the different tables containing classgroups has been elaborated in the text adjacent to the tables.

Enrolments

Table 7 Enrolments in the different school phases in each region

| Region | Total | Primary | | | Secondary | | Other | |
|--------------------------|----------------|------------------|----------------|----------------|--------------------|------------------|---------------|------------------|
| | | Subtotal Primary | Lower Primary | Upper Primary | Subtotal Secondary | Junior Secondary | | Senior Secondary |
| National | 577,290 | 407,446 | 240,741 | 166,705 | 163,879 | 130,478 | 33,401 | 5,965 |
| <i>Education regions</i> | | | | | | | | |
| Caprivi | 26,850 | 18,620 | 11,318 | 7,302 | 8,154 | 6,069 | 2,085 | 76 |
| Erongo | 27,154 | 18,255 | 10,858 | 7,397 | 8,682 | 6,659 | 2,023 | 217 |
| Hardap | 20,470 | 14,483 | 8,717 | 5,766 | 5,711 | 4,636 | 1,075 | 276 |
| Head Office | 1,576 | 353 | 219 | 134 | 248 | 248 | - | 975 |
| Karas | 18,595 | 13,241 | 7,817 | 5,424 | 4,976 | 3,904 | 1,072 | 378 |
| Kavango | 70,392 | 54,891 | 36,103 | 18,788 | 14,815 | 12,123 | 2,692 | 686 |
| Khomas | 63,701 | 41,126 | 24,507 | 16,619 | 21,759 | 15,566 | 6,193 | 816 |
| Kunene | 16,774 | 13,115 | 8,468 | 4,647 | 3,432 | 2,919 | 513 | 227 |
| Ohangwena | 87,898 | 63,947 | 36,363 | 27,584 | 23,740 | 20,296 | 3,444 | 211 |
| Omaheke | 14,661 | 11,157 | 7,021 | 4,136 | 3,255 | 2,793 | 462 | 249 |
| Omusati | 87,221 | 60,731 | 33,528 | 27,203 | 25,834 | 21,771 | 4,063 | 656 |
| Oshana | 52,077 | 33,164 | 18,081 | 15,083 | 18,410 | 13,635 | 4,775 | 503 |
| Oshikoto | 56,699 | 39,617 | 22,623 | 16,994 | 16,845 | 13,205 | 3,640 | 237 |
| Otjozondjupa | 33,222 | 24,746 | 15,118 | 9,628 | 8,018 | 6,654 | 1,364 | 458 |

The variation in the sizes of regions in terms of schools, enrolment and teachers has been shown in Table 1 and Figures 1 to 3. Enrolments in the different school phases have been reported in Table 7. Figure 8 indicates the variation in the distribution of learners between phases.

Only 1% of all learners were in grades other than grades 1 to 12. this figure has increased by 0.5% following the introduction of Pre-Primary grades in Public Schools. Learners in 'other' grades accounted for 62% of the enrolment in special schools resorting under Head Office.

Figure 7: Enrolments in the different school phases in each region

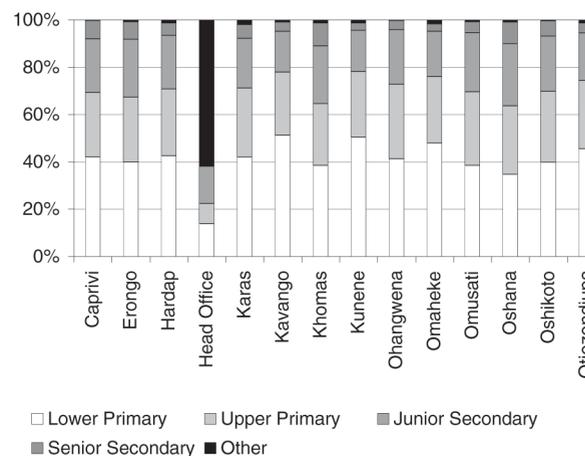
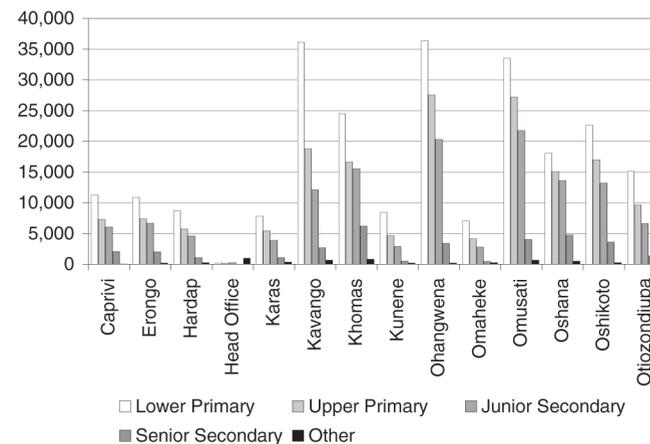
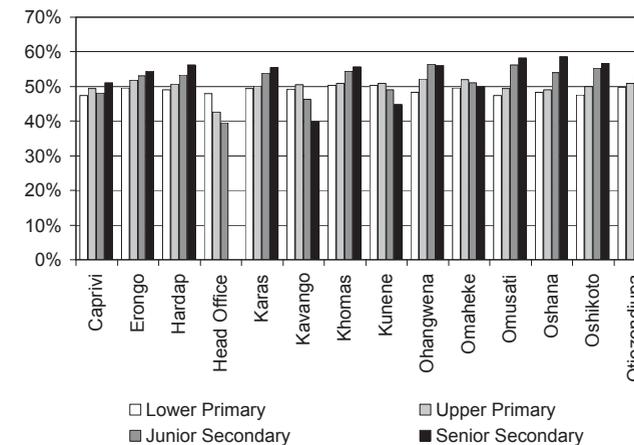


Table 8 Percentage female learners in the different school phases in each region

| Region | Primary | | | | Secondary | | | Other |
|-----------------|---------|---------|---------------|---------------|-----------|------------------|------------------|-------|
| | Total | Primary | Lower Primary | Upper Primary | Secondary | Junior Secondary | Senior Secondary | |
| National | 50.7% | 49.5% | 48.8% | 50.5% | 53.8% | 53.6% | 54.5% | 46.7% |
| Regions | | | | | | | | |
| Caprivi | 48.4% | 48.3% | 47.5% | 49.5% | 48.9% | 48.1% | 51.1% | 44.7% |
| Erongo | 51.4% | 50.6% | 49.7% | 51.9% | 53.4% | 53.1% | 54.4% | 42.9% |
| Hardap | 50.9% | 49.7% | 49.0% | 50.8% | 53.8% | 53.3% | 56.2% | 48.9% |
| Head Office | 41.5% | 45.9% | 47.9% | 42.5% | 39.5% | 39.5% | - | 40.4% |
| Karas | 50.8% | 49.8% | 49.5% | 50.2% | 54.3% | 53.9% | 55.5% | 42.6% |
| Kavango | 48.8% | 49.7% | 49.3% | 50.5% | 45.2% | 46.3% | 39.8% | 50.4% |
| Khomas | 51.9% | 50.6% | 50.4% | 50.8% | 54.7% | 54.4% | 55.6% | 44.5% |
| Kunene | 50.1% | 50.5% | 50.4% | 50.9% | 48.5% | 49.1% | 44.8% | 48.9% |
| Ohangwena | 51.7% | 50.0% | 48.3% | 52.1% | 56.4% | 56.5% | 56.1% | 52.6% |
| Omaheke | 50.6% | 50.5% | 49.6% | 52.0% | 50.9% | 51.1% | 50.0% | 50.6% |
| Omusati | 50.8% | 48.3% | 47.4% | 49.4% | 56.5% | 56.2% | 58.2% | 53.5% |
| Oshana | 51.0% | 48.7% | 48.4% | 49.0% | 55.2% | 54.0% | 58.6% | 47.9% |
| Oshikoto | 50.7% | 48.6% | 47.6% | 49.9% | 55.7% | 55.4% | 56.7% | 51.5% |
| Otjozondjupa | 50.7% | 50.3% | 49.8% | 51.0% | 52.4% | 52.8% | 50.5% | 43.7% |

Figure 9: Percentage female learners in the different school phases in each region



There was a good balance between total male and female enrolments, despite significant imbalances in some regions and in particular school phases. Only 41.5% of learners in the special schools resorting under Head Office were females. This is a slight increase compared to 39.9% recorded in 2007. In the 13 regions, the percentage of female enrolment in the lower primary phase ranged between 47.4% and 50.4%. Higher school phases had less balanced ratios and showed significant differences between the regions, with Kavango still trailing lower than 40%.

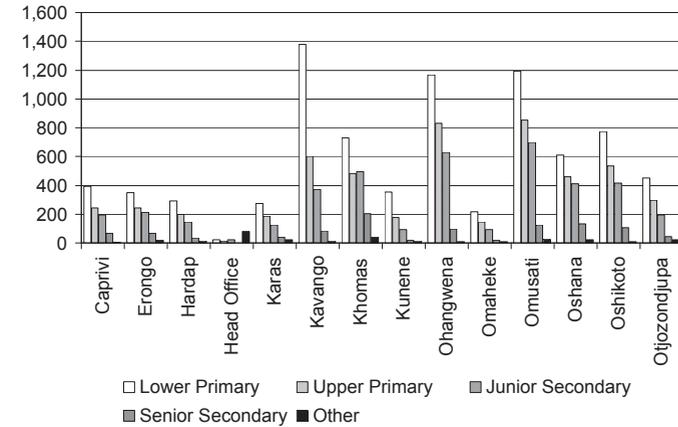
Imbalances in the higher phases can be caused by differences in intake, early school leaving and migration of learners between regions. According to statistics published for earlier years, intake patterns seemed not to have been a major contributing factor. Early school leaving in grades up to Grade 7 had been higher for male learners than for females in most years, calculated for Namibia as a whole, causing the higher percentages of females in the higher grades. This pattern changed in grades above Grade 7, especially in Grade 10, causing the drop between Junior Secondary and Senior Secondary in the percentage of females. No data was available on the migration of learners. It is plausible that the high increase in the percentage of females between Lower Primary and Junior Secondary in the Ohangwena, Oshikoto, Omusati and Oshana regions could to some extent have been caused by the high drop-out of male learners in these regions. The Kavango and Kunene regions had low percentages of female learners in the senior secondary phase, 39.8% and 44.8% respectively. A thorough examination of these differences will be needed.

Table 9 Number of classgroups in the different school phases in each region

| Region | Total | Primary | | | Secondary | | | Other |
|-----------------|---------------|------------------|---------------|---------------|--------------------|------------------|------------------|------------|
| | | Subtotal Primary | Lower Primary | Upper Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| National | 18,896 | 13,471 | 8,207 | 5,264 | 5,127 | 4,096 | 1,031 | 298 |
| <i>Regions</i> | | | | | | | | |
| Caprivi | 898 | 636 | 392 | 244 | 258 | 193 | 65 | 4 |
| Erongo | 885 | 590 | 348 | 242 | 278 | 211 | 67 | 17 |
| Hardap | 685 | 491 | 292 | 199 | 180 | 146 | 34 | 14 |
| Head Office | 139 | 37 | 22 | 15 | 24 | 24 | - | 78 |
| Karas | 640 | 460 | 276 | 184 | 160 | 122 | 38 | 20 |
| Kavango | 2,451 | 1,980 | 1,380 | 600 | 456 | 373 | 83 | 15 |
| Khomas | 1,949 | 1,213 | 731 | 482 | 697 | 494 | 203 | 39 |
| Kunene | 655 | 528 | 353 | 175 | 112 | 95 | 17 | 15 |
| Ohangwena | 2,733 | 1,999 | 1,168 | 831 | 725 | 626 | 99 | 9 |
| Omaheke | 485 | 363 | 218 | 145 | 111 | 94 | 17 | 11 |
| Omusati | 2,895 | 2,048 | 1,194 | 854 | 822 | 697 | 125 | 25 |
| Oshana | 1,633 | 1,069 | 608 | 461 | 544 | 411 | 133 | 20 |
| Oshikoto | 1,844 | 1,309 | 772 | 537 | 524 | 416 | 108 | 11 |
| Otjozondjupa | 1,004 | 748 | 453 | 295 | 236 | 194 | 42 | 20 |

281900

Figure 10: Number of classgroups in the different school phases in each region

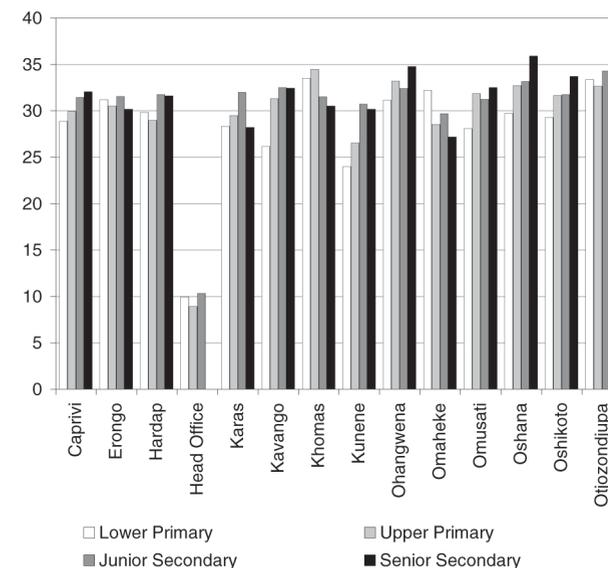


The number of classgroups was calculated by counting each group as one, including multigrade groups. A multigrade group, which comprised learners from grades 4, 5 and 6, for example, was counted as 0.33 in the column Lower Primary and 0.67 in the column Upper Primary. Rounding errors may, thus, occur. The total number reported for 2008 was 18 896.

Table 10 Average class sizes in the different school phases in each region

| Region | Total | Primary | | | Secondary | | | Other Grades |
|-----------------|-------------|-------------|---------------|---------------|-------------|------------------|------------------|--------------|
| | | Primary | Lower Primary | Upper Primary | Secondary | Junior Secondary | Senior Secondary | |
| National | 30.6 | 30.2 | 29.3 | 31.7 | 32.0 | 31.9 | 32.4 | 20.0 |
| <i>Regions</i> | | | | | | | | |
| Caprivi | 29.9 | 29.3 | 28.9 | 29.9 | 31.6 | 31.4 | 32.1 | 19.0 |
| Erongo | 30.7 | 30.9 | 31.2 | 30.5 | 31.2 | 31.6 | 30.2 | 12.8 |
| Hardap | 29.9 | 29.5 | 29.9 | 29.0 | 31.7 | 31.8 | 31.6 | 19.7 |
| Head Office | 11.3 | 9.5 | 10.0 | 8.9 | 10.3 | 10.3 | - | 12.5 |
| Karas | 29.1 | 28.8 | 28.3 | 29.5 | 31.1 | 32.0 | 28.2 | 18.9 |
| Kavango | 28.7 | 27.7 | 26.2 | 31.3 | 32.5 | 32.5 | 32.4 | 45.7 |
| Khomas | 32.7 | 33.9 | 33.5 | 34.5 | 31.2 | 31.5 | 30.5 | 20.9 |
| Kunene | 25.6 | 24.8 | 24.0 | 26.6 | 30.6 | 30.7 | 30.2 | 15.1 |
| Ohangwena | 32.2 | 32.0 | 31.1 | 33.2 | 32.7 | 32.4 | 34.8 | 23.4 |
| Omaheke | 30.2 | 30.7 | 32.2 | 28.5 | 29.3 | 29.7 | 27.2 | 22.6 |
| Omusati | 30.1 | 29.7 | 28.1 | 31.9 | 31.4 | 31.2 | 32.5 | 26.2 |
| Oshana | 31.9 | 31.0 | 29.7 | 32.7 | 33.8 | 33.2 | 35.9 | 25.2 |
| Oshikoto | 30.7 | 30.3 | 29.3 | 31.6 | 32.1 | 31.7 | 33.7 | 21.5 |
| Otjozondjupa | 33.1 | 33.1 | 33.4 | 32.6 | 34.0 | 34.3 | 32.5 | 22.9 |

Figure 11: Average class sizes in the different school phases in each region



The calculation of Table 10 was based on the approach described next to Table 9 on page 29.

In regions with significant numbers of multigrade classes, the difference was larger. It should also be noted that rounded figures were reported in Table 9, while the average class sizes reported in Table 10 were calculated using numbers of classgroups which were not rounded. This year's national class size averages were 30.6, ranging between 30.2 for Primary and 32.0 for Secondary. "Other Grades" had an average class size of 20.0.

Significant disparities in the primary and junior secondary class sizes still occurred between the regions, but to a lesser degree than in earlier years.

This trend was expected to be reversed in later years as a result of higher learner intake and strict policy implementation. The average senior secondary class sizes is increasing in most regions compared to earlier years, exception in rather smaller regions.

Average class sizes at different school phases differed less among regions than in previous years, with the exception of the above-mentioned small regions.

The average class sizes should also be looked into the light of growing school numbers versus slowing down in population growth and the scattering population that has to be reached,

Table 11 Male and female enrolments in grades 1 through 12

| Region | | Total | Lower Primary | | | | Upper Primary | | | Junior Secondary | | | Senior Secondary | |
|-----------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|
| | | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| National | Total | 571,325 | 66,819 | 60,256 | 57,130 | 56,536 | 63,240 | 53,877 | 49,588 | 52,304 | 41,514 | 36,660 | 17,376 | 16,025 |
| | Females | 289,806 | 32,086 | 29,402 | 27,986 | 27,963 | 30,884 | 27,431 | 25,909 | 27,573 | 22,365 | 20,019 | 9,545 | 8,643 |
| | Males | 281,519 | 34,733 | 30,854 | 29,144 | 28,573 | 32,356 | 26,446 | 23,679 | 24,731 | 19,149 | 16,641 | 7,831 | 7,382 |
| <i>Regions</i> | | | | | | | | | | | | | | |
| Caprivi | Total | 26,774 | 3,078 | 2,833 | 2,743 | 2,664 | 2,819 | 2,330 | 2,153 | 2,104 | 2,026 | 1,939 | 1,124 | 961 |
| | Females | 12,970 | 1,420 | 1,353 | 1,330 | 1,271 | 1,382 | 1,133 | 1,096 | 986 | 995 | 939 | 566 | 499 |
| | Males | 13,804 | 1,658 | 1,480 | 1,413 | 1,393 | 1,437 | 1,197 | 1,057 | 1,118 | 1,031 | 1,000 | 558 | 462 |
| Erongo | Total | 26,937 | 3,066 | 2,777 | 2,501 | 2,514 | 2,713 | 2,523 | 2,161 | 2,598 | 2,263 | 1,798 | 1,042 | 981 |
| | Females | 13,868 | 1,478 | 1,369 | 1,278 | 1,270 | 1,388 | 1,296 | 1,152 | 1,360 | 1,169 | 1,008 | 570 | 530 |
| | Males | 13,069 | 1,588 | 1,408 | 1,223 | 1,244 | 1,325 | 1,227 | 1,009 | 1,238 | 1,094 | 790 | 472 | 451 |
| Hardap | Total | 20,194 | 2,431 | 2,214 | 1,979 | 2,093 | 2,230 | 1,884 | 1,652 | 1,911 | 1,437 | 1,288 | 534 | 541 |
| | Females | 10,275 | 1,154 | 1,099 | 974 | 1,047 | 1,124 | 978 | 826 | 1,003 | 784 | 682 | 313 | 291 |
| | Males | 9,919 | 1,277 | 1,115 | 1,005 | 1,046 | 1,106 | 906 | 826 | 908 | 653 | 606 | 221 | 250 |
| Head Office | Total | 601 | 67 | 50 | 64 | 38 | 47 | 42 | 45 | 95 | 71 | 82 | - | - |
| | Females | 260 | 38 | 19 | 29 | 19 | 15 | 21 | 21 | 37 | 25 | 36 | - | - |
| | Males | 341 | 29 | 31 | 35 | 19 | 32 | 21 | 24 | 58 | 46 | 46 | - | - |
| Karas | Total | 18,217 | 2,175 | 1,984 | 1,878 | 1,780 | 2,144 | 1,694 | 1,586 | 1,521 | 1,314 | 1,069 | 509 | 563 |
| | Females | 9,291 | 1,087 | 934 | 945 | 902 | 1,036 | 875 | 812 | 809 | 720 | 576 | 293 | 302 |
| | Males | 8,926 | 1,088 | 1,050 | 933 | 878 | 1,108 | 819 | 774 | 712 | 594 | 493 | 216 | 261 |
| Kavango | Total | 69,706 | 10,976 | 9,065 | 8,301 | 7,761 | 7,792 | 6,022 | 4,974 | 4,868 | 4,146 | 3,109 | 1,326 | 1,366 |
| | Females | 33,982 | 5,294 | 4,426 | 4,108 | 3,968 | 3,917 | 3,101 | 2,479 | 2,348 | 1,901 | 1,368 | 570 | 502 |
| | Males | 35,724 | 5,682 | 4,639 | 4,193 | 3,793 | 3,875 | 2,921 | 2,495 | 2,520 | 2,245 | 1,741 | 756 | 864 |
| Khomas | Total | 62,885 | 6,554 | 6,377 | 5,911 | 5,665 | 6,011 | 5,546 | 5,062 | 5,736 | 5,087 | 4,743 | 3,097 | 3,096 |
| | Females | 32,705 | 3,234 | 3,200 | 2,983 | 2,928 | 2,963 | 2,833 | 2,652 | 3,051 | 2,797 | 2,622 | 1,719 | 1,723 |
| | Males | 30,180 | 3,320 | 3,177 | 2,928 | 2,737 | 3,048 | 2,713 | 2,410 | 2,685 | 2,290 | 2,121 | 1,378 | 1,373 |
| Kunene | Total | 16,547 | 2,910 | 2,112 | 1,762 | 1,684 | 1,842 | 1,455 | 1,350 | 1,262 | 1,046 | 611 | 288 | 225 |
| | Females | 8,291 | 1,416 | 1,073 | 918 | 857 | 942 | 732 | 690 | 632 | 520 | 281 | 130 | 100 |
| | Males | 8,256 | 1,494 | 1,039 | 844 | 827 | 900 | 723 | 660 | 630 | 526 | 330 | 158 | 125 |
| Ohangwena | Total | 87,687 | 9,334 | 8,988 | 8,925 | 9,116 | 10,364 | 9,091 | 8,129 | 8,733 | 6,070 | 5,493 | 1,919 | 1,525 |
| | Females | 45,347 | 4,478 | 4,377 | 4,294 | 4,425 | 5,146 | 4,807 | 4,423 | 4,904 | 3,464 | 3,097 | 1,094 | 838 |
| | Males | 42,340 | 4,856 | 4,611 | 4,631 | 4,691 | 5,218 | 4,284 | 3,706 | 3,829 | 2,606 | 2,396 | 825 | 687 |
| Omaheke | Total | 14,412 | 2,103 | 1,780 | 1,595 | 1,543 | 1,686 | 1,326 | 1,124 | 1,189 | 830 | 774 | 240 | 222 |
| | Females | 7,292 | 1,038 | 917 | 783 | 747 | 854 | 714 | 582 | 587 | 441 | 398 | 123 | 108 |
| | Males | 7,120 | 1,065 | 863 | 812 | 796 | 832 | 612 | 542 | 602 | 389 | 376 | 117 | 114 |

Table 11 continued

| Region | | Total | Lower Primary | | | | Upper Primary | | | Junior Secondary | | | Senior Secondary | |
|--------------|---------|--------|---------------|---------|---------|---------|---------------|---------|---------|------------------|---------|----------|------------------|----------|
| | | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Omusati | Total | 86,565 | 8,888 | 8,241 | 8,044 | 8,355 | 10,043 | 8,617 | 8,543 | 8,618 | 6,696 | 6,457 | 2,068 | 1,995 |
| | Females | 43,946 | 4,189 | 3,910 | 3,842 | 3,966 | 4,683 | 4,310 | 4,450 | 4,706 | 3,775 | 3,750 | 1,182 | 1,183 |
| | Males | 42,619 | 4,699 | 4,331 | 4,202 | 4,389 | 5,360 | 4,307 | 4,093 | 3,912 | 2,921 | 2,707 | 886 | 812 |
| Oshana | Total | 51,574 | 4,774 | 4,351 | 4,407 | 4,549 | 5,234 | 4,915 | 4,934 | 5,173 | 4,519 | 3,943 | 2,628 | 2,147 |
| | Females | 26,302 | 2,296 | 2,080 | 2,125 | 2,249 | 2,496 | 2,355 | 2,545 | 2,630 | 2,452 | 2,275 | 1,563 | 1,236 |
| | Males | 25,272 | 2,478 | 2,271 | 2,282 | 2,300 | 2,738 | 2,560 | 2,389 | 2,543 | 2,067 | 1,668 | 1,065 | 911 |
| Oshikoto | Total | 56,462 | 6,006 | 5,622 | 5,507 | 5,488 | 6,473 | 5,401 | 5,120 | 5,624 | 3,942 | 3,639 | 1,904 | 1,736 |
| | Females | 28,633 | 2,804 | 2,698 | 2,659 | 2,607 | 3,072 | 2,696 | 2,720 | 3,014 | 2,214 | 2,085 | 1,075 | 989 |
| | Males | 27,829 | 3,202 | 2,924 | 2,848 | 2,881 | 3,401 | 2,705 | 2,400 | 2,610 | 1,728 | 1,554 | 829 | 747 |
| Otjozondjupa | Total | 32,764 | 4,457 | 3,862 | 3,513 | 3,286 | 3,842 | 3,031 | 2,755 | 2,872 | 2,067 | 1,715 | 697 | 667 |
| | Females | 16,644 | 2,160 | 1,947 | 1,718 | 1,707 | 1,866 | 1,580 | 1,461 | 1,506 | 1,108 | 902 | 347 | 342 |
| | Males | 16,120 | 2,297 | 1,915 | 1,795 | 1,579 | 1,976 | 1,451 | 1,294 | 1,366 | 959 | 813 | 350 | 325 |

The enrolments of female and male learners in grades 1 through 12 have been recorded in Table 11 for the benefit of readers requiring the actual numbers. Related indicators, the percentage of female learners and average class size, have been reported for the school phases in Tables 8 and 10. Total enrolments per phase have been tabulated in Table 7.

The Grade 11 enrolment raised from 16 977 in 2007 to 17 376 in 2008 a 2.0% increase all. There is a need to keep this figure increasing steadily for the sector to meet the ETSIP and NDP3 target of 22 617 by 2011 and 2012 respectively. In fact we need to increase these figures by about 1747 (10%) learners in a year for three years if we are to reach the desired target.

Table 12 Enrolments and classgroups in 'other' grades

| Region | | Pre-primary | | | | Vocational | | | Special grades | | | | | | | |
|--------------------|---------------------------|--------------|--------------|---------------|--------------|--------------|----------------|-------------|----------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|
| | | Total | Pre-primary | Bridging year | Grade 13 | Elem. Vocat. | Interm. Vocat. | Adv. Vocat. | Special Cl. | Spec. Gd 6 | Spec. Gd 7 | Spec. Gd 8 | Spec. Gd 9 | Spec. Gd 10 | Spec. Gd 11 | Spec. Gd 12 |
| National | Enrolment | 5,965 | 3,192 | 564 | 12 | 45 | 26 | - | 1,070 | 149 | 138 | 278 | 262 | 223 | - | 6 |
| | Female enrolment | 2,788 | 1,597 | 259 | 7 | 33 | 14 | - | 404 | 56 | 46 | 118 | 136 | 115 | - | 3 |
| | Male enrolment | 3,177 | 1,595 | 305 | 5 | 12 | 12 | - | 666 | 93 | 92 | 160 | 126 | 108 | - | 3 |
| | % female | 46.7% | 50.0% | 45.9% | 58.3% | 73.3% | 53.8% | 0.0% | 37.8% | 37.6% | 33.3% | 42.4% | 51.9% | 51.6% | 0.0% | 1 |
| | Classgroups | 298 | 142 | 9 | 1 | 5 | 4 | - | 76 | 11 | 9 | 13 | 13 | 12 | 2 | 1 |
| | Average class size | 20.0 | 22.5 | 62.7 | 12.0 | 9.0 | 6.5 | 0.0 | 14.1 | 13.5 | 15.3 | 21.4 | 20.2 | 18.6 | 0.0 | 6 |
| | All Regions | Enrolment | 4,990 | 3,146 | 564 | 12 | 25 | 14 | - | 839 | 12 | - | 122 | 139 | 111 | - |
| Female enrolment | | 2,394 | 1,578 | 259 | 7 | 13 | 2 | - | 311 | 4 | - | 68 | 84 | 65 | - | 3 |
| Male enrolment | | 2,596 | 1,568 | 305 | 5 | 12 | 12 | - | 528 | 8 | - | 54 | 55 | 46 | - | 3 |
| % female | | 48.0% | 50.2% | 45.9% | 58.3% | 52.0% | 14.3% | 0.0% | 37.1% | 33.3% | 0.0% | 55.7% | 60.4% | 58.6% | 0.0% | 1 |
| Classgroups | | 220 | 137 | 9 | 1 | 2 | 1 | - | 56 | 1 | - | 4 | 4 | 4 | - | 1 |
| Average class size | | 22.7 | 23.0 | 62.7 | 12.0 | 12.5 | 14.0 | 0.0 | 15.0 | 12.0 | 0.0 | 30.5 | 34.8 | 27.8 | 0.0 | 6 |
| Head Office | Enrolment | 975 | 46 | - | - | 20 | 12 | - | 231 | 137 | 138 | 156 | 123 | 112 | - | - |
| | Female enrolment | 394 | 19 | - | - | 20 | 12 | - | 93 | 52 | 46 | 50 | 52 | 50 | - | - |
| | Male enrolment | 581 | 27 | - | - | - | - | - | 138 | 85 | 92 | 106 | 71 | 62 | - | - |
| | % female | 40.4% | 41.3% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 40.3% | 38.0% | 33.3% | 32.1% | 42.3% | 44.6% | 0.0% | - |
| | Classgroups | 78 | 5 | - | - | 3 | 3 | - | 20 | 10 | 9 | 9 | 9 | 8 | 2 | - |
| | Average class size | 12.5 | 9.2 | 0.0 | 0.0 | 6.7 | 4.0 | 0.0 | 11.6 | 13.7 | 15.3 | 17.3 | 13.7 | 14.0 | 0.0 | - |

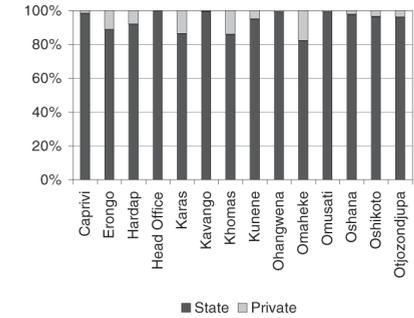
Table 12 shows the data aggregated under the heading 'Other' in Tables 7 through 10 by grade. As in all ordinary regions, the numbers involved were smaller in comparison to the total enrolments. All ordinary regions have been grouped together in this table.

The enrolment in pre-vocational subjects at school level is still extremely poor throughout. If a vision of increasing human capital through vocational training is to be realized, then much has to be done to increase learner enrolment at this level.

Table 13 Enrolment in state and private schools

| Region | Control of school | Total | Primary | | | Secondary | | | Other |
|--------------------------|-------------------|----------------|------------------|----------------|----------------|--------------------|------------------|------------------|--------------|
| | | | Subtotal Primary | Lower Primary | Upper Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| National | Total | 577,290 | 407,446 | 240,748 | 166,698 | 163,879 | 130,478 | 33,401 | 5,965 |
| | State | 550,470 | 389,806 | 230,232 | 159,574 | 155,849 | 124,995 | 30,854 | 4,815 |
| | Private | 26,820 | 17,640 | 10,516 | 7,124 | 8,030 | 5,483 | 2,547 | 1,150 |
| <i>Education regions</i> | | | | | | | | | |
| Caprivi | Total | 26,850 | 18,620 | 11,318 | 7,302 | 8,154 | 6,069 | 2,085 | 76 |
| | State | 26,388 | 18,579 | 11,293 | 7,286 | 7,733 | 5,801 | 1,932 | 76 |
| | Private | 462 | 41 | 25 | 16 | 421 | 268 | 153 | - |
| Erongo | Total | 27,104 | 18,211 | 10,833 | 7,378 | 8,676 | 6,653 | 2,023 | 217 |
| | State | 24,080 | 16,417 | 9,772 | 6,645 | 7,479 | 5,872 | 1,607 | 184 |
| | Private | 3,074 | 1,838 | 1,093 | 745 | 1,203 | 787 | 416 | 33 |
| Hardap | Total | 20,470 | 14,483 | 8,717 | 5,766 | 5,711 | 4,636 | 1,075 | 276 |
| | State | 18,824 | 13,041 | 7,936 | 5,105 | 5,545 | 4,534 | 1,011 | 238 |
| | Private | 1,646 | 1,442 | 781 | 661 | 166 | 102 | 64 | 38 |
| Head Office | Total | 1,576 | 353 | 219 | 134 | 248 | 248 | - | 975 |
| | State | 1,576 | 353 | 219 | 134 | 248 | 248 | - | 975 |
| | Private | - | - | - | - | - | - | - | - |
| Karas | Total | 18,595 | 13,241 | 7,817 | 5,424 | 4,976 | 3,904 | 1,072 | 378 |
| | State | 16,042 | 11,270 | 6,686 | 4,584 | 4,660 | 3,630 | 1,030 | 112 |
| | Private | 2,553 | 1,971 | 1,131 | 840 | 316 | 274 | 42 | 266 |
| Kavango | Total | 70,392 | 54,891 | 36,103 | 18,788 | 14,815 | 12,123 | 2,692 | 686 |
| | State | 69,968 | 54,748 | 35,972 | 18,776 | 14,558 | 11,951 | 2,607 | 662 |
| | Private | 424 | 143 | 131 | 12 | 257 | 172 | 85 | 24 |
| Khomas | Total | 63,701 | 41,126 | 24,507 | 16,619 | 21,759 | 15,566 | 6,193 | 816 |
| | State | 54,681 | 35,471 | 21,091 | 14,380 | 18,864 | 13,732 | 5,132 | 346 |
| | Private | 9,020 | 5,655 | 3,416 | 2,239 | 2,895 | 1,834 | 1,061 | 470 |
| Kunene | Total | 16,774 | 13,115 | 8,468 | 4,647 | 3,432 | 2,919 | 513 | 227 |
| | State | 15,922 | 12,372 | 8,042 | 4,330 | 3,338 | 2,856 | 482 | 212 |
| | Private | 852 | 743 | 426 | 317 | 94 | 63 | 31 | 15 |
| Ohangwena | Total | 87,898 | 63,947 | 36,363 | 27,584 | 23,740 | 20,296 | 3,444 | 211 |
| | State | 87,114 | 63,566 | 36,141 | 27,425 | 23,337 | 20,096 | 3,241 | 211 |
| | Private | 784 | 381 | 222 | 159 | 403 | 200 | 203 | - |
| Omaheke | Total | 14,661 | 11,157 | 7,021 | 4,136 | 3,255 | 2,793 | 462 | 249 |
| | State | 12,025 | 9,204 | 5,802 | 3,402 | 2,653 | 2,329 | 324 | 168 |
| | Private | 2,636 | 1,953 | 1,219 | 734 | 602 | 464 | 138 | 81 |

Figure 12: Percentage of all learners in state and private schools in each region

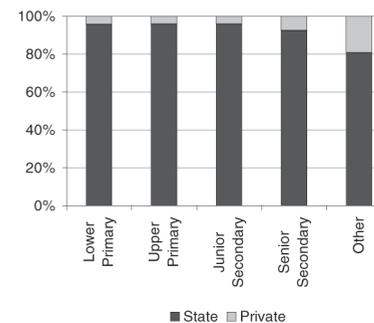


Only 4.7 percent of all learners were in private schools. More than 10 percent of the learners in Erongo, Karas, Omaheke and Khomas attended private schools, with Omaheke having the highest percentage, 18.0%.

Table 13 continued

| Region | | Total | Primary | | | Secondary | | Other | |
|--------------|---------|--------|------------------|---------------|---------------|--------------------|------------------|-------|------------------|
| | | | Subtotal Primary | Lower Primary | Upper Primary | Subtotal Secondary | Junior Secondary | | Senior Secondary |
| Omusati | Total | 87,221 | 60,731 | 33,528 | 27,203 | 25,834 | 21,771 | 4,063 | 656 |
| | State | 86,392 | 60,351 | 33,296 | 27,055 | 25,385 | 21,483 | 3,902 | 656 |
| | Private | 829 | 380 | 232 | 148 | 449 | 288 | 161 | - |
| Oshana | Total | 52,077 | 33,164 | 18,081 | 15,083 | 18,410 | 13,635 | 4,775 | 503 |
| | State | 50,906 | 32,108 | 17,396 | 14,712 | 18,410 | 13,635 | 4,775 | 388 |
| | Private | 1,171 | 1,056 | 685 | 371 | - | - | - | 115 |
| Oshikoto | Total | 56,699 | 39,617 | 22,623 | 16,994 | 16,845 | 13,205 | 3,640 | 237 |
| | State | 54,640 | 38,188 | 21,799 | 16,389 | 16,287 | 12,824 | 3,463 | 165 |
| | Private | 2,059 | 1,429 | 824 | 605 | 558 | 381 | 177 | 72 |
| Otjozondjupa | Total | 33,222 | 24,746 | 15,118 | 9,628 | 8,018 | 6,654 | 1,364 | 458 |
| | State | 31,912 | 24,138 | 14,787 | 9,351 | 7,352 | 6,004 | 1,348 | 422 |
| | Private | 1,310 | 608 | 331 | 277 | 666 | 650 | 16 | 36 |

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



The highest percentage of learners in private schools, 19.2%, was recorded in grades other than grades 1 to 12. This was mainly due to the pre-primary learners and Grade 13. State schools have for the first time started to offer Pre-Primary grades in 2008. Previously, Pre-primary grades were only offered in private and special schools.

Table 14 Enrolment in primary and junior secondary subjects

| Subject | Lower Primary | | | | | Upper Primary | | | | Subject | Junior Secondary | | | |
|------------------------|---------------|---------|---------|---------|---------|---------------|---------|---------|---------|------------------------|------------------|---------|---------|----------|
| | Lower Primary | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Upper Primary | Grade 5 | Grade 6 | Grade 7 | | Junior Second. | Grade 8 | Grade 9 | Grade 10 |
| Accounting | - | - | - | - | - | 28 | - | - | 28 | Accounting | 39,695 | 15,714 | 12,800 | 11,181 |
| Afrikaans 1st lang. | 609 | - | 57 | 32 | 520 | 9,673 | 3,375 | 3,216 | 3,082 | Afrikaans 1st lang. | 6,352 | 2,848 | 1,948 | 1,556 |
| Afrikaans 2nd lang. | 1,504 | 78 | 76 | 150 | 1,200 | 24,748 | 9,098 | 8,216 | 7,434 | Afrikaans 2nd lang. | 23,070 | 8,596 | 7,525 | 6,949 |
| Agriculture | - | - | - | - | - | 28 | - | - | 28 | Agriculture | 84,740 | 33,900 | 26,878 | 23,962 |
| Arts (non-pr.) | 1,639 | - | - | 56 | 1,583 | 1,962 | 1,018 | 589 | 355 | Art of Entertainment | 724 | 373 | 185 | 166 |
| Basic Information Sc | 308 | 190 | - | - | 118 | 2,524 | 961 | 1,072 | 491 | Arts in Culture | 1,039 | 509 | 378 | 152 |
| Basic Techniques | - | - | - | - | - | 77 | - | - | 77 | Basic Information Sc | 950 | 497 | 304 | 149 |
| Business Management | - | - | - | - | - | 28 | - | - | 28 | Bricklaying and Plast. | 38 | 23 | - | 15 |
| Computer Literacy | 24 | - | - | - | 24 | 361 | 105 | 57 | 199 | Business Accounting | 191 | 77 | 85 | 29 |
| Craft and Technology | - | - | - | - | - | 14,860 | 3,790 | 5,726 | 5,344 | Business Economics | 30 | - | - | 30 |
| Design and Technology | - | - | - | - | - | 4,541 | 3,500 | 534 | 507 | Business Management | 115,799 | 45,412 | 37,561 | 32,826 |
| Elementary Agricult. | 112 | - | - | - | 112 | 122,111 | 47,358 | 39,029 | 35,724 | Business Methods | 229 | 37 | 114 | 78 |
| English 1st Language | 461 | - | 7 | 4 | 450 | 6,527 | 2,588 | 2,233 | 1,706 | Comm. and Department | 3 | - | 1 | 2 |
| English 2nd Language | 4,439 | 411 | 297 | 505 | 3,226 | 152,375 | 57,365 | 49,301 | 45,709 | Computer Literacy | 517 | 120 | 238 | 159 |
| Environmental Stud. | 3,858 | 244 | 180 | 292 | 3,142 | - | - | - | - | Computer Practice | 658 | 283 | 222 | 153 |
| Ethics | - | - | - | - | - | 28 | - | - | 28 | Computer Studies | 4,168 | 1,713 | 1,361 | 1,094 |
| French Foreign Lang. | - | - | - | - | - | 133 | 14 | 81 | 38 | Craft Design and Dev. | 86 | 30 | - | 56 |
| General Science | 66,734 | 66,734 | - | - | 10 | 331 | 139 | 42 | 150 | Dance | 26 | - | - | 26 |
| Geography | 10 | - | - | - | 10 | 1,538 | 638 | 359 | 541 | Design and Communicat. | 94 | 67 | 27 | - |
| German 1st Language | 50 | 4 | 8 | 5 | 33 | 605 | 229 | 248 | 128 | Design and Technology | 2,334 | 1,258 | 997 | 79 |
| German Foreign Lang. | - | - | - | - | - | 585 | 196 | 238 | 151 | Drama | 46 | - | 46 | - |
| Grade 1 class | 66,352 | 66,352 | - | - | - | - | - | - | - | Electricity | 59 | - | - | 59 |
| Grade 2 class | 59,789 | 29 | 59,760 | - | - | - | - | - | - | English 1st Language | 4,169 | 1,745 | 1,448 | 976 |
| Grade 3 class | 56,666 | - | 25 | 56,641 | - | - | - | - | - | English 2nd Language | 124,079 | 49,754 | 39,373 | 34,952 |
| Grade 4 class | 52,647 | - | - | 32 | 52,615 | - | - | - | - | Ethics | 118 | 77 | 41 | - |
| Grade 5 class | 31 | - | - | - | 31 | 2,181 | 2,181 | - | - | Extraordinary Subj. | 37 | 37 | - | - |
| Grade 6 class | - | - | - | - | - | 1,773 | 26 | 1,747 | - | Fitting and Turning | 26 | - | - | 26 |
| Grade 7 class | - | - | - | - | - | 1,496 | - | 41 | 1,455 | French Foreign Lang. | 1,969 | 895 | 604 | 470 |
| History | 117 | - | - | - | 117 | 1,165 | 448 | 321 | 396 | General Science | 162 | 37 | 89 | 36 |
| Home Ecology | - | - | - | - | - | 28,022 | 9,828 | 9,231 | 8,963 | Geography | 128,194 | 51,463 | 40,699 | 36,032 |
| Hygiene | 22 | - | - | - | 22 | 39 | 39 | - | - | German 1st Language | 542 | 269 | 153 | 120 |
| Individual Learning | 59 | 16 | - | - | 43 | - | - | - | - | German Foreign Lang. | 3,497 | 1,238 | 1,157 | 1,102 |
| Khoekhoegowab 1st L. | 460 | 63 | 60 | 101 | 236 | 9,509 | 4,254 | 2,984 | 2,271 | Hairdressing | 51 | 27 | 11 | 13 |
| Life Science | - | - | - | - | - | 110 | - | - | 110 | History | 126,008 | 50,553 | 39,960 | 35,495 |
| Life Skills (non-pr) | 10 | - | - | - | 10 | 5,286 | 2,026 | 1,799 | 1,461 | Home Economics | 4,143 | 1,644 | 1,300 | 1,199 |
| Mathematics | 4,466 | 244 | 226 | 342 | 3,654 | 159,671 | 60,401 | 51,525 | 47,745 | Hotel Management | 34 | - | 14 | 20 |
| Natural Sc. and Health | 396 | - | - | - | 396 | 158,948 | 60,075 | 51,419 | 47,454 | Integr. Perform. Art | 1,649 | 1,244 | 122 | 283 |
| Needlework (Basic T) | - | - | - | - | - | 96 | - | - | 96 | Keyboard and Word Proc | 4,475 | 1,786 | 1,576 | 1,113 |
| Oshikwanyama 1st L. | 472 | 34 | 29 | - | 409 | 35,748 | 13,506 | 11,510 | 10,732 | Khoekhoegowab 1st L. | 4,347 | 2,132 | 1,413 | 802 |
| Oshindonga 1st Lang. | 496 | - | - | 32 | 464 | 49,170 | 18,091 | 15,707 | 15,372 | Life Science | 125,696 | 50,351 | 40,236 | 35,109 |
| Otjiherero 1st Lang. | 148 | 0 | 0 | 31 | 117 | 8170 | 3074 | 2644 | 2452 | Life Skills (non-pr) | 7,494 | 3,252 | 2,467 | 1,775 |

Table 14 continued

| Subject | Lower Primary | | | | Upper Primary | | | | |
|------------------------|---------------|---------|---------|---------|---------------|---------------|---------|---------|---------|
| | Lower Primary | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Upper Primary | Grade 5 | Grade 6 | Grade 7 |
| Phys Ed and Health Aw | 401 | 0 | 0 | 32 | 369 | 217 | 77 | 61 | 79 |
| Physical Education | 1154 | 0 | 0 | 55 | 1099 | 1,435 | 839 | 417 | 179 |
| Physical Science | 0 | 0 | 0 | 0 | 0 | 28 | - | - | 28 |
| Physics | 0 | 0 | 0 | 0 | 0 | 69 | - | - | 69 |
| Portuguese 1st Lang. | 0 | 0 | 0 | 0 | 0 | 702 | 291 | 183 | 228 |
| Pre-primary class | 105 | 86 | 19 | 0 | 0 | - | - | - | - |
| Religious and Moral Ed | 1695 | 0 | 194 | 259 | 1242 | 1,456 | 838 | 353 | 265 |
| Religious Education | 342 | 0 | 0 | 0 | 342 | 250 | 74 | 147 | 29 |
| Remedial Teaching | 0 | 0 | 0 | 0 | 0 | 1 | - | - | 1 |
| Rukwangali 1st Lang. | 331 | 0 | 0 | 0 | 331 | 10,253 | 4,121 | 3,401 | 2,731 |
| Rumanyo 1st Language | 303 | 0 | 0 | 24 | 279 | 5,307 | 2,279 | 1,592 | 1,436 |
| Setswana 1st Lang. | 0 | 0 | 0 | 0 | 0 | 394 | 143 | 132 | 119 |
| Sign Language | 0 | 0 | 0 | 0 | 0 | 28 | 13 | 7 | 8 |
| Silozi 1st Language | 86 | 25 | 0 | 0 | 61 | 7,025 | 2,727 | 2,239 | 2,059 |
| Social Studies | 126 | 0 | 0 | 0 | 126 | 158,827 | 60,127 | 51,339 | 47,361 |
| Thimbukushu 1st Lang | 58 | 0 | 0 | 0 | 58 | 2,122 | 782 | 703 | 637 |

| Subject | Junior Secondary | | | |
|------------------------|------------------|---------|---------|----------|
| | Junior Second. | Grade 8 | Grade 9 | Grade 10 |
| Mathematics | 127352 | 51359 | 40538 | 35455 |
| Metalwork | 255 | 148 | 0 | 107 |
| Motor Mechanics | 105 | 0 | 0 | 105 |
| Motor Trade Theory | 37 | 37 | 0 | 0 |
| Music | 101 | 12 | 38 | 51 |
| Needlework, Clothing | 1225 | 430 | 353 | 442 |
| Office Adm.andKeyboard | 31 | 31 | 0 | 0 |
| Office Practice | 67 | 19 | 18 | 30 |
| Oshikwanyama 1st L. | 26820 | 11105 | 8100 | 7615 |
| Oshindonga 1st Lang. | 42936 | 17095 | 13590 | 12251 |
| Otjiherero 1st Lang. | 6789 | 2940 | 2048 | 1801 |
| Physical Education | 3021 | 1172 | 989 | 860 |
| Physical Science | 124836 | 50324 | 39659 | 34853 |
| Physics | 421 | 194 | 169 | 58 |
| Plumbing and Sheet-Met | 51 | 0 | 0 | 51 |
| Portuguese 1st Lang. | 437 | 211 | 118 | 108 |
| Religious and Moral Ed | 677 | 607 | 33 | 37 |
| Rukwangali 1st Lang. | 7048 | 2736 | 2330 | 1982 |
| Rumanyo 1st Language | 3228 | 1335 | 1157 | 736 |
| Setswana 1st Lang. | 251 | 84 | 107 | 60 |
| Sign Language | 29 | 12 | 9 | 8 |
| Silozi 1st Language | 5938 | 2089 | 1934 | 1915 |
| Technical Drawing | 779 | 131 | 169 | 479 |
| Technical Th. and Pr. | 640 | 150 | 164 | 326 |
| Thimbukushu 1st Lang | 1526 | 628 | 520 | 378 |
| Tourism | 35 | 16 | 19 | 0 |
| Typing and Office Org. | 1227 | 477 | 414 | 336 |
| Visual Arts | 339 | 119 | 123 | 97 |
| Woodwork | 531 | 51 | 43 | 437 |

Enrolments in the different subjects have been tabulated for primary and junior secondary grades in Table 14 and for senior secondary grades in Table 15. Some aspects of these data should be noted:

Some incorrect reporting was expected, for example due to omission of a subject in respect of a class, or by an incorrect subject code having been used. Minor inconsistencies in the data are thus possible.

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 do, thus, not necessarily indicate an error.

Class teaching was used in grades 1 to 4 although in exceptional cases it was also used up to Grade 7 while in higher grades, subject teaching was practiced.

Enrolments in the different subjects taught in the senior secondary phase have been reported in Table 15. A distinction was made between the levels at which the subjects were taken, Namibia Senior Secondary Certificate Higher Level (NSSCH) or Namibia Senior Secondary Certificate Ordinary Level (NSSCO).

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

Some incorrect reporting was expected, for example due to omission of a subject in respect of a class, or by an incorrect subject code having been used. Minor inconsistencies in the data are, thus, possible.

Table 15 Enrolments in senior secondary subjects

| Subject | Level | Senior Secondary | Grade 11 | Grade 12 |
|----------------------|-------|------------------|----------|----------|
| Accounting | H | 404 | 222 | 182 |
| | O | 6861 | 3577 | 3284 |
| Afrikaans 1st lang. | H | 195 | 127 | 68 |
| | O | 1969 | 922 | 1047 |
| Afrikaans 2nd lang. | H | 113 | 76 | 37 |
| | O | 6007 | 3142 | 2865 |
| Agricultural Science | H | - | - | - |
| | O | 2216 | 1272 | 944 |
| Agriculture | H | 1 | 1 | - |
| | O | 9104 | 4636 | 4468 |
| Art and Design | H | 16 | 8 | 8 |
| | O | 322 | 159 | 163 |
| Art of Entertainment | H | - | - | - |
| | O | 1 | - | 1 |
| Biblical Studies | H | - | - | - |
| | O | 39 | - | 39 |
| Biology | H | 752 | 348 | 404 |
| | O | 21122 | 11198 | 9924 |
| Business Accounting | H | - | - | - |
| | O | 24 | 24 | - |
| Business Economics | H | 60 | 60 | - |
| | O | 172 | 57 | 115 |
| Business Management | H | 5 | - | 5 |
| | O | 1744 | 1081 | 663 |
| Business Studies | H | 217 | 93 | 124 |
| | O | 8156 | 4265 | 3891 |
| Catering | H | - | - | - |
| | O | 55 | 18 | 37 |
| Chemistry | H | - | - | - |
| | O | 58 | 47 | 11 |
| Comb.Sc./Co-ord.Sc. | H | - | - | - |
| | O | 38 | 38 | - |
| Comm. and Department | H | - | - | - |
| | O | 20 | 20 | - |

| Subject | Level | Senior Secondary | Grade 11 |
|------------------------|-------|------------------|----------|
| Computer Literacy | H | - | - |
| | O | 159 | 111 |
| Computer Studies | H | 48 | 40 |
| | O | 676 | 276 |
| Design and Communicat. | H | 6 | 6 |
| | O | 3 | - |
| Design and Technology | H | 76 | 43 |
| | O | 463 | 218 |
| Development Studies | H | 71 | 32 |
| | O | 14338 | 7268 |
| Economics | H | 136 | 98 |
| | O | 4414 | 2367 |
| Electronics | H | - | - |
| | O | 34 | - |
| Engineering Maths | H | - | - |
| | O | 43 | 43 |
| English 1st Language | H | 186 | 114 |
| | O | 1232 | 677 |
| English 2nd Language | H | 1139 | 667 |
| | O | 28739 | 15128 |
| Ethics | H | - | - |
| | O | 55 | 31 |
| Fashion and Fabrics | H | - | - |
| | O | 372 | 198 |
| French Foreign Lang. | H | 7 | 6 |
| | O | 876 | 466 |
| Geography | H | 174 | 71 |
| | O | 15916 | 8616 |
| German 1st Language | H | 59 | 24 |
| | O | 345 | 175 |
| German Foreign Lang. | H | 55 | 43 |
| | O | 1023 | 522 |
| History | H | 42 | 28 |
| | O | 6926 | 3944 |

Table 15 continued

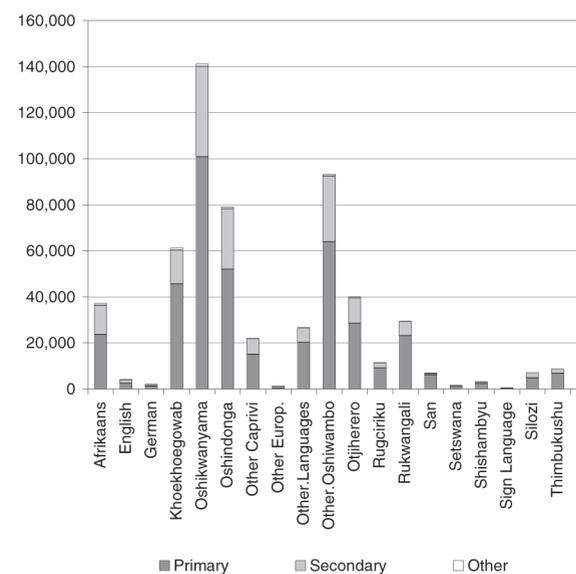
| Subject | Level | Senior Secondary | | |
|------------------------|-------|------------------|----------|-------|
| | | Grade 11 | Grade 12 | |
| Home Economics | H | - | - | - |
| | O | 428 | 271 | 157 |
| Keyboard and Word Proc | H | - | - | - |
| | O | 208 | 116 | 92 |
| Khoekhoegowab 1st L. | H | - | - | - |
| | O | 332 | 161 | 171 |
| Life Skills (non-pr) | H | 14 | 14 | 0 |
| | O | 301 | 220 | 81 |
| Literature (English) | H | 1 - | - | 1 |
| | O | 39 - | - | 39 |
| Literature (German) | H | - | - | - |
| | O | 31 | 31 | - |
| Mathematics | H | 546 | 278 | 268 |
| | O | 21472 | 11279 | 10193 |
| Motor Mechanics | H | - | - | - |
| | O | 40 - | - | 40 |
| Music | H | - | - | - |
| | O | 11 | 11 | - |
| Natural Economy | H | - | - | - |
| | O | 22 - | - | 22 |
| Office Adm.andKeyboard | H | - | - | - |
| | O | 295 | 98 | 197 |
| Office Practice | H | - | - | - |
| | O | 58 | 36 | 22 |
| Oshikwanyama 1st L. | H | 1357 | 807 | 550 |
| | O | 6610 | 3377 | 3233 |
| Oshindonga 1st Lang. | H | 990 | 514 | 476 |
| | O | 9166 | 4898 | 4268 |
| Otjiherero 1st Lang. | H | 11 | 11 | - |
| | O | 1437 | 799 | 638 |

| Subject | Level | Senior Secondary | |
|------------------------|-------|------------------|----------|
| | | Grade 11 | Grade 12 |
| Physical Education | H | 28 | 28 |
| | O | 842 | 496 |
| Physical Science | H | 505 | 280 |
| | O | 15572 | 8058 |
| Physics | H | - | - |
| | O | 61 | 54 |
| Religious and Moral Ed | H | - | - |
| | O | 3 | 1 |
| Religious Studies | H | - | - |
| | O | 5 | 2 |
| Rukwangali 1st Lang. | H | 167 | 59 |
| | O | 1572 | 782 |
| Rumanyo 1st Language | H | - | - |
| | O | 601 | 303 |
| Salon Science | H | - | - |
| | O | 34 - | - |
| Setswana 1st Lang. | H | - | - |
| | O | 38 | 15 |
| Silozi 1st Language | H | 83 | 8 |
| | O | 1838 | 1019 |
| Technical Th. and Pr. | H | - | - |
| | O | 238 | 54 |
| Thimbukushu 1st Lang | H | - | - |
| | O | 338 | 166 |
| Tourism | H | 6 | 6 |
| | O | - | - |
| Typing and Office Org. | H | - | - |
| | O | 69 | 39 |
| Woodwork | H | - | - |
| | O | 174 | 108 |

Table 16 Home languages of learners

| Region | Primary | | | | Secondary | | | Other |
|-----------------|----------------|------------------|----------------|----------------|--------------------|------------------|------------------|--------------|
| | Total | Subtotal Primary | Lower Primary | Upper Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| National | 577,290 | 407,446 | 240,741 | 166,705 | 163,879 | 130,478 | 33,401 | 5,965 |
| Afrikaans | 37,159 | 23,656 | 13,758 | 9,898 | 12,705 | 8,960 | 3,745 | 798 |
| English | 4,212 | 2,432 | 1,373 | 1,059 | 1,610 | 1,098 | 512 | 170 |
| German | 2,030 | 1,181 | 671 | 510 | 798 | 498 | 300 | 51 |
| Khoekhoegowab | 61,285 | 45,601 | 28,071 | 17,530 | 14,712 | 12,500 | 2,212 | 972 |
| Oshikwanyama | 141,150 | 100,752 | 57,037 | 43,715 | 39,344 | 31,881 | 7,463 | 1,054 |
| Oshindonga | 79,051 | 52,010 | 29,391 | 22,619 | 26,266 | 20,538 | 5,728 | 775 |
| Other Caprivi | 21,976 | 15,025 | 8,971 | 6,054 | 6,880 | 5,096 | 1,784 | 71 |
| Other Europ. | 1,409 | 551 | 279 | 272 | 841 | 538 | 303 | 17 |
| Other.Languages | 26,751 | 20,154 | 12,610 | 7,544 | 6,424 | 5,189 | 1,235 | 173 |
| Other.Oshiwambo | 93,194 | 63,887 | 35,801 | 28,086 | 28,684 | 23,324 | 5,360 | 623 |
| Otjiherero | 40,164 | 28,435 | 17,329 | 11,106 | 11,078 | 9,102 | 1,976 | 651 |
| Rugciriku | 11,425 | 9,115 | 5,936 | 3,179 | 2,289 | 1,813 | 476 | 21 |
| Rukwangali | 29,438 | 23,159 | 15,178 | 7,981 | 6,137 | 5,074 | 1,063 | 142 |
| San | 6,942 | 6,152 | 4,655 | 1,497 | 478 | 425 | 53 | 312 |
| Setswana | 1,678 | 1,099 | 681 | 418 | 546 | 418 | 128 | 33 |
| Shishambyu | 3,113 | 2,297 | 1,366 | 931 | 811 | 695 | 116 | 5 |
| Sign Language | 542 | 347 | 219 | 128 | 127 | 119 | 8 | 68 |
| Silozi | 7,088 | 4,860 | 3,026 | 1,834 | 2,212 | 1,636 | 576 | 16 |
| Thimbukushu | 8,683 | 6,733 | 4,389 | 2,344 | 1,937 | 1,574 | 363 | 13 |

Figure 14: Enrolment of learners for different home languages



Statistics on home languages of learners and media of instruction have been presented in tables 16 through 18: The enrolments per home language have been reported in Table 16, and the enrolments per medium of instruction in grades 1 through 3 in Table 17. Table 18 contains the numbers of learners of different home language taught in various mediums of instruction.

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

Oshikwanyama speakers accounted for 24% of all learners in Namibia, and Oshindonga speakers for 14%. There were 313 395 Oshiwambo speaking learners in total, that is 54% of the school population. Other home languages with enrolments exceeding 30 000 were Khoekhoegowab (10% of the total), Otjiherero (7%), Afrikaans (6%) and Rukwangali (5%). The remaining home languages together represented 18% of the total number of learners. The San speaking learners were only 0.1% of the entire learner population.

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

| Medium of instruction | Schools | Total | Enrolment | | | Classgroups | | |
|-----------------------|--------------|----------------|-----------|---------|---------|-------------|---------|---------|
| | | | Grade 1 | Grade 2 | Grade 3 | Grade 1 | Grade 2 | Grade 3 |
| Total | 1,635 | 184,205 | 66,819 | 60,256 | 57,130 | 2,222 | 2,101 | 1,963 |
| Afrikaans | 89 | 11,048 | 3,979 | 3,666 | 3,403 | 135 | 133 | 124 |
| English | 243 | 37,291 | 13,458 | 12,044 | 11,789 | 402 | 363 | 355 |
| German | 13 | 712 | 226 | 199 | 287 | 14 | 13 | 15 |
| Khoekhoegowab | 89 | 11,751 | 4,349 | 4,095 | 3,307 | 132 | 129 | 105 |
| Oshikwanyama | 256 | 32,535 | 11,168 | 10,728 | 10,639 | 351 | 345 | 335 |
| Oshindonga | 464 | 46,198 | 16,291 | 15,288 | 14,619 | 573 | 545 | 521 |
| Oth.Languages | 1 | 823 | 296 | 261 | 266 | 8 | 6 | 6 |
| Otjherero | 67 | 8,953 | 3,787 | 2,717 | 2,449 | 126 | 114 | 101 |
| Rugciriku | 11 | 511 | 187 | 216 | 108 | 7 | 9 | 5 |
| Rukwangali | 177 | 15,850 | 6,204 | 5,066 | 4,580 | 223 | 210 | 181 |
| Rumanyo | 90 | 6,719 | 2,549 | 2,107 | 2,063 | 97 | 90 | 86 |
| San | 9 | 431 | 153 | 118 | 160 | 8 | 7 | 4 |
| Setswana | 3 | 356 | 133 | 121 | 102 | 4 | 4 | 4 |
| Sign Language | 2 | 158 | 59 | 42 | 57 | 6 | 3 | 5 |
| Silozi | 80 | 7,978 | 2,861 | 2,627 | 2,490 | 92 | 90 | 86 |
| Thimbukushu | 41 | 2,891 | 1,119 | 961 | 811 | 44 | 40 | 30 |

The numbers of schools offering education in different media of instruction in the first three grades have been reported in Table 17 together with the enrolments and the number of classgroups. It should be noted that the few schools that offered more than one medium of instruction in these grades were counted under each of the respective media. Multigrade classgroups were counted as one for each grade-group in the class. This method deviates from the one used in Table 9, and generates the number of Grade 1, Grade 2 and Grade 3 groups for each medium of instruction.

According to the language policy of the Ministry, mother tongue education was encouraged in grades 1 to 3, but another medium of instruction - normally English - could be used if the parents recommended it.

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

Figure 15: Numbers of schools with different media of instruction in grades 1 - 3

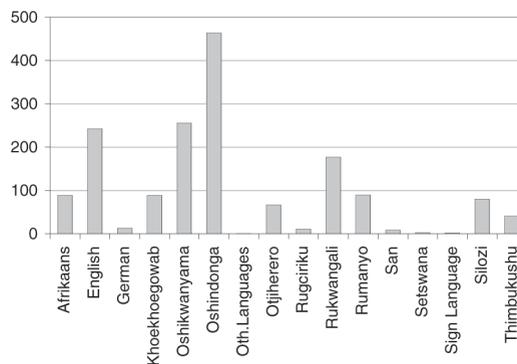


Figure 16: Enrolments in classes with different media of instruction in grades 1 - 3

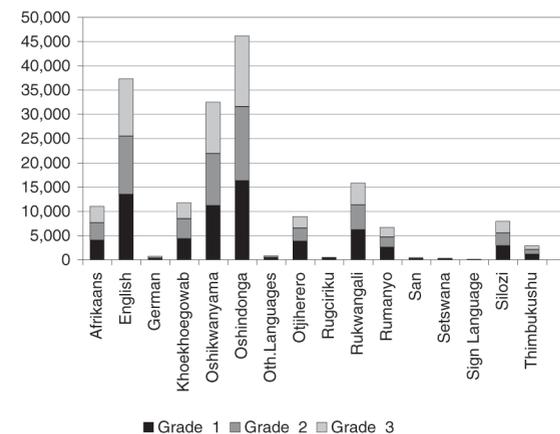


Figure 17: Numbers of classgroups with different media of instruction in grades 1 - 3

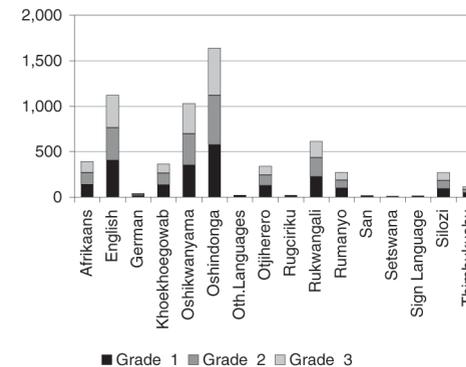


Table 18 Home languages and medium of instruction of learners in Grades 1 - 3

| Grade | Medium of instruction | Home language | | | | | | | | | | | | | | | | | |
|----------------|-----------------------|---------------|--------------|------------|------------|---------------|---------------|--------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|-----------------|------------|------------|---------------|
| | | Total | Afrikaans | English | German | Khoekhoegowab | Oshikwanyama | Oshindonga | Oth.Languages | Oth.Oshiwambo | Other Caprivi | Other Europ. | Otjherero | Rugciriku | Rukwangali | Ju/'hoasi (San) | Setswana | Shishambyu | Sign Language |
| Grade 1 | Total | 66,811 | 3,683 | 308 | 195 | 8,090 | 14,410 | 8,133 | 3,625 | 9,500 | 2,388 | 64 | 5,505 | 1,750 | 4,745 | 1,656 | 162 | 401 | 56 |
| | Afrikaans medium | 3,979 | 2,341 | 21 | 4 | 943 | 60 | 27 | 11 | 153 | 65 | 3 | 186 | 4 | 42 | 83 | 13 | 1 | - |
| | English medium | 13,450 | 1,242 | 277 | 72 | 3,063 | 1,644 | 1,231 | 378 | 1,486 | 127 | 40 | 2,080 | 139 | 508 | 851 | 70 | 6 | 3 |
| | German medium | 226 | 18 | 9 | 119 | 17 | 12 | 1 | 22 | 5 | - | 3 | 12 | 3 | 4 | - | 1 | - | - |
| | Khoekhoegowab medium | 4,349 | 37 | - | - | 3,887 | 26 | 16 | 12 | 69 | 1 | - | 97 | 3 | 8 | 182 | 5 | 1 | 1 |
| | Oshikwanyama medium | 11,168 | - | - | - | 2 | 10,114 | 326 | 28 | 636 | 3 | - | 4 | - | - | 53 | - | - | - |
| | Oshindonga medium | 16,291 | 2 | 1 | - | 36 | 2,477 | 6,480 | 224 | 6,974 | 6 | 2 | 58 | - | 14 | 9 | 2 | 1 | - |
| | Other Lang. medium | 296 | 1 | - | - | - | 2 | - | 284 | - | 1 | - | 7 | - | - | - | - | - | - |
| | Otjherero medium | 3,787 | - | - | - | 101 | 24 | 36 | 263 | 91 | 1 | - | 3,051 | - | 35 | 166 | 3 | 4 | - |
| | Rugciriku medium | 187 | - | - | - | - | - | - | 45 | - | - | - | - | 121 | 1 | - | - | 20 | - |
| | Rukwangali medium | 6,204 | 3 | - | - | 7 | 39 | 11 | 1,872 | 12 | 4 | 16 | 2 | 112 | 3,847 | 126 | 1 | 58 | 1 |
| | Rumanyo medium | 2,549 | - | - | - | 5 | 2 | 2 | 473 | 23 | 1 | - | - | 1,335 | 286 | 30 | - | 310 | - |
| | Ju/'hoasi medium | 153 | - | - | - | 8 | 6 | - | - | 28 | 2 | - | - | 4 | - | 102 | 1 | - | - |
| | Setswana medium | 133 | 1 | - | - | 21 | - | - | 5 | 2 | - | - | 8 | - | - | 30 | 66 | - | - |
| | Sign Language medium | 59 | - | - | - | - | 4 | 2 | - | 2 | - | - | - | - | - | - | - | - | 51 |
| | Silozi medium | 2,861 | 38 | - | - | - | - | 1 | - | 16 | 2,173 | - | - | - | - | 7 | - | - | - |
| | Thimbukushu medium | 1,119 | - | - | - | - | - | - | 8 | 3 | 4 | - | - | 29 | 17 | - | - | - | - |
| Grade 2 | Total | 60,250 | 3,392 | 272 | 168 | 7,239 | 14,214 | 7,437 | 3,118 | 8,618 | 2,215 | 104 | 4,373 | 1,497 | 3,871 | 1,260 | 206 | 357 | 38 |
| | Afrikaans medium | 3,666 | 2,167 | 54 | 4 | 880 | 66 | 39 | 13 | 116 | 2 | 26 | 153 | 3 | 39 | 60 | 31 | 3 | 1 |
| | English medium | 12,038 | 1,126 | 201 | 27 | 2,625 | 1,744 | 1,057 | 478 | 1,226 | 153 | 75 | 1,849 | 57 | 376 | 698 | 92 | 36 | 1 |
| | German medium | 199 | 20 | 10 | 137 | 3 | - | 2 | 14 | 2 | - | - | 4 | 2 | 4 | 1 | - | - | - |
| | Khoekhoegowab medium | 4,095 | 48 | 4 | - | 3,617 | 33 | 67 | 22 | 39 | - | - | 70 | - | 16 | 157 | 16 | - | 3 |
| | Oshikwanyama medium | 10,728 | - | - | - | - | 9,928 | 187 | 10 | 558 | 1 | 1 | 1 | - | 3 | 37 | - | - | - |
| | Oshindonga medium | 15,288 | 3 | - | - | 18 | 2,362 | 6,042 | 194 | 6,568 | 15 | 1 | 44 | 1 | 27 | 1 | 1 | 1 | - |
| | Other Lang. medium | 261 | - | - | - | - | - | 2 | 250 | 3 | - | - | 6 | - | - | - | - | - | - |
| | Otjherero medium | 2,717 | 1 | - | - | 60 | 35 | 12 | 173 | 77 | 3 | 1 | 2,232 | 1 | 17 | 96 | 2 | 2 | - |
| | Rugciriku medium | 216 | - | - | - | - | - | - | 26 | - | - | - | - | 165 | 8 | - | - | 11 | - |
| | Rukwangali medium | 5,066 | 1 | 1 | - | 5 | 15 | 7 | 1,512 | 15 | 8 | - | 8 | 154 | 3,123 | 96 | 1 | 31 | - |
| | Rumanyo medium | 2,107 | - | - | - | - | 2 | - | 408 | 1 | - | - | - | 1,093 | 256 | 14 | - | 271 | - |
| | Ju/'hoasi medium | 118 | - | - | - | - | 23 | 19 | - | - | - | - | - | - | - | 76 | - | - | - |
| | Setswana medium | 121 | - | 1 | - | 29 | - | - | 15 | - | - | - | 6 | - | - | 10 | 60 | - | - |
| | Sign Language medium | 42 | - | - | - | - | 4 | 3 | - | 2 | - | - | - | - | - | - | - | - | 33 |
| | Silozi medium | 2,627 | 26 | 1 | - | 2 | - | - | 1 | 11 | 2,031 | - | - | - | 1 | 6 | - | - | - |
| | Thimbukushu medium | 961 | - | - | - | - | 2 | - | 2 | - | 2 | - | - | 21 | 1 | 8 | 3 | 2 | - |

Table 18 continued

| Grade | Medium of instruction | Total | Home language | | | | | | | | | | | | | | | | |
|----------------|-----------------------|---------------|---------------|---------|--------|---------------|--------------|------------|---------------|---------------|---------------|--------------|------------|-----------|------------|-----------------|----------|------------|---------------|
| | | | Afrikaans | English | German | Khoekhoegowab | Oshikwanyama | Oshindonga | Oth.Languages | Oth.Oshiwambo | Other Caprivi | Other Europ. | Otjiherero | Rugciriku | Rukwangali | Ju/'hoasi (San) | Setswana | Shishambyu | Sign Language |
| Grade 3 | Total | 57,126 | 3,270 | 304 | 138 | 6,485 | 14,006 | 6,908 | 3,149 | 8,858 | 2,172 | 63 | 3,754 | 1,456 | 3,335 | 969 | 148 | 319 | 54 |
| | Afrikaans medium | 3,403 | 2,063 | 43 | 3 | 827 | 64 | 45 | 11 | 107 | 7 | 1 | 122 | 3 | 27 | 48 | 23 | 1 | - |
| | English medium | 11,785 | 1,073 | 242 | 17 | 2,652 | 1,749 | 948 | 483 | 1,318 | 242 | 58 | 1,611 | 137 | 337 | 578 | 83 | 25 | - |
| | German medium | 287 | 28 | 15 | 118 | 16 | 14 | 7 | 1 | - | 71 | 1 | 14 | - | - | - | - | - | 2 |
| | Khoekhoegowab medium | 3,307 | 64 | 1 | - | 2,838 | 31 | 75 | 44 | 48 | 1 | - | 56 | 4 | 12 | 125 | 3 | - | 4 |
| | Oshikwanyama medium | 10,639 | 3 | 2 | - | 1 | 9,751 | 174 | 20 | 659 | 2 | - | - | - | 3 | 22 | - | - | - |
| | Oshindonga medium | 14,619 | 1 | - | - | 4 | 2,264 | 5,564 | 119 | 6,609 | 13 | - | 17 | 1 | 15 | 1 | - | - | - |
| | Other Lang. medium | 266 | 1 | - | - | - | - | - | 262 | - | - | - | 3 | - | - | - | - | - | - |
| | Otjiherero medium | 2,449 | 2 | - | - | 65 | 56 | 23 | 196 | 39 | 6 | - | 1,908 | 23 | 18 | 106 | 4 | - | - |
| | Rugciriku medium | 108 | - | - | - | - | - | - | 22 | - | - | - | - | 67 | 4 | - | - | 15 | - |
| | Rukwangali medium | 4,580 | 11 | 1 | - | 15 | 22 | 14 | 1,620 | 14 | 8 | 1 | 12 | 117 | 2,641 | 59 | - | 20 | 1 |
| | Rumanyo medium | 2,063 | 2 | - | - | 1 | 1 | - | 344 | 5 | - | - | - | 1,082 | 254 | 4 | - | 257 | - |
| | Ju/'hoasi medium | 160 | - | - | - | - | 46 | 57 | 1 | 54 | - | - | 2 | - | - | - | - | - | - |
| | Setswana medium | 102 | - | - | - | 22 | - | - | 21 | - | - | - | 9 | - | - | 15 | 35 | - | - |
| | Sign Language medium | 57 | 1 | - | - | - | 6 | - | - | 3 | - | - | - | - | - | - | - | - | 47 |
| | Silozi medium | 2,490 | 21 | - | - | - | 1 | - | - | 2 | 1,820 | 2 | - | 1 | 2 | 1 | - | - | - |
| | Thimbukushu medium | 811 | - | - | - | 44 | 1 | 1 | 5 | - | 2 | - | - | 21 | 22 | 10 | - | 1 | - |

Although the Ministry's language policy promoted mother tongue education in the first three grades, not all learners were taught in their mother tongue. This might have been due to learners staying in areas where their mother tongue was not offered as medium of instruction because of insufficient numbers of learners. It might have been the parents' decision, either by collectively introducing a different medium of instruction in a school, or by enrolling their child in a school with a different medium of instruction. A lack of human resources also dictates that some learners are "forced" to be taught in another language which is not their mother tongue.

the following languages recorded at least 80% in hvaing learners being taught in their mother tongue : Afrikaans, English, German,khoekhoegowab, Oshikwanyanma and Oshindonga. The least used language as medium of instruction formother tongue speakers is Thimbukushu which recorded only 2%.

The closely related languages Rugciriku and Shishambyu were taught in the common medium of instruction Rumanyo. The term San language and medium of instruction was to indicate 'Ju/'hoasi languages', in part grouping very different languages together.

Table 19 Changes in female and male enrolments between 2002 and 2008

| School phase | | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2007 - 2008 |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--|-------------------------------|
| | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| Total | Total | 544,550 | 553,017 | 550,545 | 555,096 | 557,873 | 570,623 | 577,290 | 1.0% | 1.2% |
| | Females | 276,591 | 280,503 | 279,152 | 281,465 | 283,490 | 289,547 | 292,592 | 0.9% | 1.1% |
| | Males | 267,959 | 272,514 | 271,393 | 273,631 | 274,383 | 281,076 | 284,698 | 1.0% | 1.3% |
| <i>Primary</i> | | | | | | | | | | |
| Subtotal Primary | Total | 404,780 | 408,597 | 403,412 | 404,198 | 402,529 | 409,508 | 407,446 | 0.1% | -0.5% |
| | Females | 202,686 | 204,427 | 201,523 | 201,633 | 200,587 | 203,110 | 201,661 | -0.1% | -0.7% |
| | Males | 202,094 | 204,170 | 201,889 | 202,565 | 201,942 | 206,398 | 205,785 | 0.3% | -0.3% |
| Lower Primary | Total | 243,755 | 245,667 | 239,407 | 239,590 | 237,773 | 241,616 | 240,748 | -0.2% | -0.4% |
| | Females | 120,575 | 121,201 | 117,708 | 117,546 | 116,457 | 118,041 | 117,440 | -0.4% | -0.5% |
| | Males | 123,180 | 124,466 | 121,699 | 122,044 | 121,316 | 123,575 | 123,308 | 0.0% | -0.2% |
| Upper Primary | Total | 161,025 | 162,930 | 164,005 | 164,608 | 164,756 | 167,892 | 166,698 | 0.6% | -0.7% |
| | Females | 82,111 | 83,226 | 83,815 | 84,087 | 84,130 | 85,069 | 84,221 | 0.4% | -1.0% |
| | Males | 78,914 | 79,704 | 80,190 | 80,521 | 80,626 | 82,823 | 82,477 | 0.7% | -0.4% |
| <i>Secondary</i> | | | | | | | | | | |
| Subtotal Secondary | Total | 137,099 | 141,752 | 144,289 | 148,104 | 152,637 | 158,162 | 163,879 | 3.0% | 3.6% |
| | Females | 72,777 | 74,928 | 76,436 | 78,648 | 81,745 | 85,179 | 88,143 | 3.2% | 3.5% |
| | Males | 64,322 | 66,824 | 67,853 | 69,456 | 70,892 | 72,983 | 75,736 | 2.8% | 3.8% |
| Junior Secondary | Total | 110,998 | 114,441 | 115,994 | 119,605 | 121,077 | 124,448 | 130,478 | 2.7% | 4.8% |
| | Females | 59,412 | 61,338 | 62,243 | 64,035 | 65,120 | 67,087 | 69,955 | 2.8% | 4.3% |
| | Males | 51,586 | 53,103 | 53,751 | 55,570 | 55,957 | 57,361 | 60,523 | 2.7% | 5.5% |
| Senior Secondary | Total | 26,101 | 27,311 | 28,295 | 28,499 | 31,560 | 33,714 | 33,401 | 4.2% | -0.9% |
| | Females | 13,365 | 13,590 | 14,193 | 14,613 | 16,625 | 18,092 | 18,188 | 5.3% | 0.5% |
| | Males | 12,736 | 13,721 | 14,102 | 13,886 | 14,935 | 15,622 | 15,213 | 3.0% | -2.6% |
| <i>Other grades</i> | | | | | | | | | | |
| Subtotal other grades | Total | 2,671 | 2,668 | 2,844 | 2,794 | 2,707 | 2,953 | 5,965 | 14.3% | 102.0% |
| | Females | 1,128 | 1,148 | 1,193 | 1,184 | 1,158 | 1,258 | 2,788 | 16.3% | 121.6% |
| | Males | 1,543 | 1,520 | 1,651 | 1,610 | 1,549 | 1,695 | 3,177 | 12.8% | 87.4% |

Table 19 shows the enrolments of females and males in the different school phases between 2002 and 2008. The average annual growth was calculated comparing the 2002 and 2008 figures.

Female and male enrolments in the four school phases have been shown graphically in Figure 18. It should be noted that the four charts have different scales, that is, the heights of the bars are not comparable from one chart to the next.

A change in the promotion policy resulted in an improved flow of learners, which caused the decline of enrolments in lower primary and the increasing enrolments in upper primary and junior secondary.

Lower promotion rates and higher school leaving rates of males in lower primary and junior secondary grades resulted in female enrolments having been higher than male enrolments in upper primary and junior secondary. The highest average annual growth rate was recorded in 'Other Grades' which resulted from the

Figure 19: Changes in female and male enrolments

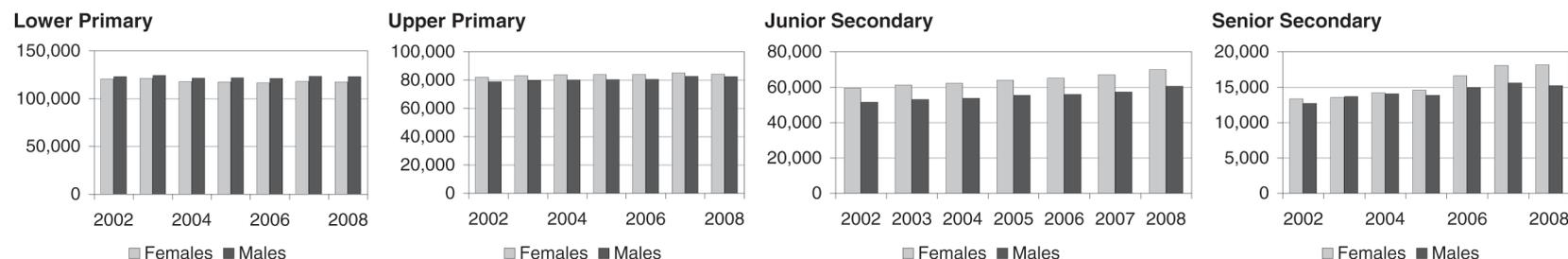


Table 20 Changes in enrolments in different grades between 2002 and 2008

| Region | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2007 - 2008 |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--|-------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| Total | 544,550 | 553,017 | 550,545 | 555,096 | 557,873 | 570,623 | 577,290 | 1.0% | 1.2% |
| Pre Primary | 1,066 | 969 | 999 | 990 | 1,080 | 1,172 | 3,756 | 23.4% | 220.5% |
| Grade 1 | 68,165 | 68,400 | 63,265 | 66,210 | 65,993 | 68,861 | 66,819 | -0.3% | -3.0% |
| Grade 2 | 60,734 | 60,829 | 60,406 | 57,255 | 58,059 | 58,910 | 60,256 | -0.1% | 2.3% |
| Grade 3 | 57,754 | 58,602 | 57,867 | 58,215 | 55,469 | 57,148 | 57,130 | -0.2% | -0.0% |
| Grade 4 | 57,102 | 57,836 | 57,869 | 57,910 | 58,252 | 56,697 | 56,536 | -0.2% | -0.3% |
| Grade 5 | 59,827 | 61,462 | 61,557 | 61,589 | 62,411 | 64,552 | 63,240 | 0.9% | -2.0% |
| Grade 6 | 52,500 | 51,195 | 52,694 | 51,972 | 51,608 | 51,932 | 53,877 | 0.4% | 3.7% |
| Grade 7 | 48,698 | 50,273 | 49,754 | 51,047 | 50,737 | 51,408 | 49,588 | 0.3% | -3.5% |
| Grade 8 | 45,681 | 47,987 | 48,949 | 49,692 | 49,019 | 50,575 | 52,304 | 2.3% | 3.4% |
| Grade 9 | 37,409 | 37,286 | 38,138 | 39,741 | 40,673 | 41,582 | 41,514 | 1.8% | -0.2% |
| Grade 10 | 27,908 | 29,168 | 28,907 | 30,172 | 31,385 | 32,291 | 36,660 | 4.7% | 13.5% |
| Grade 11 | 13,355 | 14,673 | 14,301 | 14,777 | 17,226 | 16,977 | 17,376 | 4.5% | 2.4% |
| Grade 12 | 12,746 | 12,638 | 13,994 | 13,722 | 14,334 | 16,737 | 16,025 | 3.9% | -4.3% |
| Grade 13 | 39 | 34 | 29 | 55 | 31 | 22 | 12 | -17.8% | -45.5% |
| Special Cl. | 841 | 904 | 894 | 931 | 833 | 860 | 1,049 | 3.8% | 22.0% |
| Vocational | 57 | 59 | 54 | 38 | 34 | 55 | 77 | 5.1% | 40.0% |
| Special Grades | 506 | 558 | 615 | 638 | 651 | 677 | 888 | 9.8% | 31.2% |
| Handicapped | 162 | 144 | 253 | 142 | 78 | 167 | 183 | 2.1% | 9.6% |

Enrolments in the different grades have been tabulated for the years 2002 to 2008 in Table 20 together with the average annual growth over the whole period and between the last two years. The average annual growth was based on a comparison between the 2002 and 2008 enrolments. Female and male growth rates were tabulated for each school phase in Table 19. Several grades have been combined: Pre-Primary and Bridging Year as Pre-primary, the diverse technical and vocational courses as Vocational, and different Year Levels and Special Grades as Special grades.

Enrolments in grades 1 to 12 have been presented in four charts in Figure 19. It should be noted that these charts have different scales.

A change in the promotion policy caused a sharp drop in Grade 1 enrolments as a result of the much smaller number of learners repeating the grade. As these learners moved on to Grade 2, and due to a more gradual implementation of the promotion policy in Grade 2, the pattern was different in Grade 2. Changes in the promotion and repetition rates have been reported in Table 30. The 'wave' of learners created by the change in promotion policy can be followed from grade to grade and year to year. The significant highest average annual growth rate was in Pre-Primary grade which has become part of the primary phase. Another growth was remarkable in Grade 10, which allowed learners to repeat across the nation.

Figure 20: Changes in enrolments in grades 1 - 12

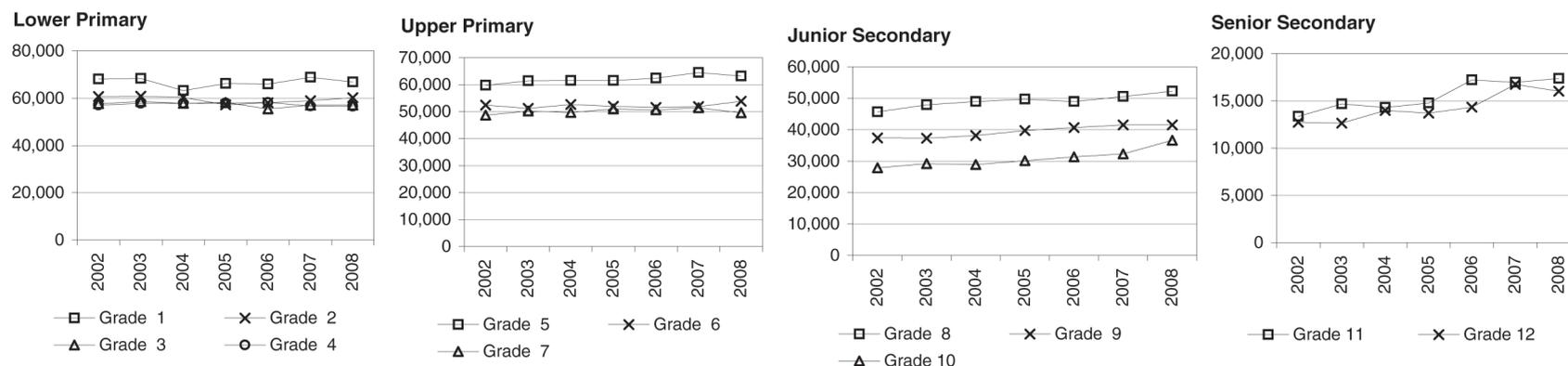
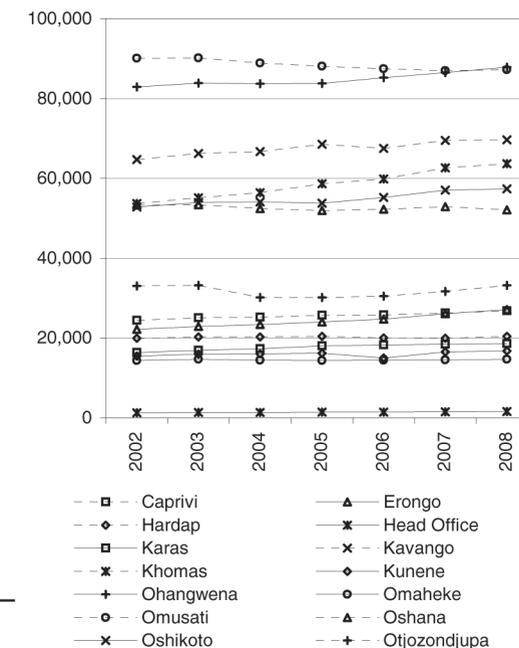


Table 21 Changes in enrolment in the regions between 2002 and 2008

| Region | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2007 - 2008 |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--|-------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| National | 544,550 | 553,017 | 550,545 | 555,096 | 557,873 | 570,623 | 577,290 | 1.0% | 1.2% |
| <i>Regions</i> | | | | | | | | | |
| Caprivi | 24,410 | 25,039 | 25,216 | 25,661 | 25,759 | 26,277 | 26,850 | 1.6% | 2.2% |
| Erongo | 22,180 | 22,920 | 23,403 | 24,013 | 24,754 | 26,131 | 27,154 | 3.4% | 3.9% |
| Hardap | 19,974 | 20,258 | 20,266 | 20,430 | 20,032 | 19,973 | 20,470 | 0.4% | 2.5% |
| Head Office | 1,281 | 1,328 | 1,378 | 1,420 | 1,470 | 1,524 | 1,576 | 3.5% | 3.4% |
| Karas | 16,334 | 16,901 | 17,334 | 18,035 | 18,241 | 18,450 | 18,595 | 2.2% | 0.8% |
| Kavango | 64,688 | 66,226 | 66,738 | 68,554 | 67,538 | 69,534 | 69,689 | 1.2% | 0.2% |
| Khomas | 53,731 | 55,142 | 56,418 | 58,648 | 59,876 | 62,613 | 63,701 | 2.9% | 1.7% |
| Kunene | 15,453 | 15,958 | 16,007 | 16,203 | 15,002 | 16,491 | 16,774 | 1.4% | 1.7% |
| Ohangwena | 82,885 | 83,854 | 83,730 | 83,777 | 85,208 | 86,475 | 87,898 | 1.0% | 1.6% |
| Omaheke | 14,330 | 14,663 | 14,452 | 14,385 | 14,448 | 14,541 | 14,661 | 0.4% | 0.8% |
| Omusati | 90,136 | 90,208 | 88,901 | 88,089 | 87,497 | 87,030 | 87,221 | -0.5% | 0.2% |
| Oshana | 53,302 | 53,402 | 52,400 | 51,924 | 52,282 | 52,880 | 52,077 | -0.4% | -1.5% |
| Oshikoto | 52,831 | 53,924 | 54,099 | 53,828 | 55,263 | 57,035 | 57,402 | 1.4% | 0.6% |
| Otjozondjupa | 33,015 | 33,194 | 30,203 | 30,129 | 30,503 | 31,669 | 33,222 | 0.1% | 4.9% |

Figure 21: Changes in enrolments in the different regions



The total enrolments in the different regions have been reported in Table 21 for seven years.

As in the other tables in this report, Table 21 was calculated according to the 2003 demarcation of regions.

Oshana enrolments decreased somehow between 2007 and 2008. However, generally the national enrolment has picked up again by 1.2% between 2007 and 2008. It is also worth noting that the lower enrolment figures, do not necessarily mean that more children of school going ages are out of school. Rather, there has also been a decline in the population growth (Compare for example the 1991 and 2001 Population and Housing Census and their accompanying projections. The school population grew the most in Erongo (3.9%) and Khomas (2.9%). This might have been caused by fast rate of urbanization in the two regions coupled with mining rush in Erongo.

Chapter 3 Under ideal conditions, a learner begins Grade 1 at age six, and then passes that and subsequent grades to graduate from Grade 12 at the age of 17 or 18. However, this progression can be interrupted or stopped by the learner repeating one or more grades, or leaving school earlier. For a learner leaving school before having acquired at least basic literacy and numeracy skills, there are two losses: the opportunity of that learner acquiring the skills required for further learning, and the resources allocated to that learner, which could have benefited other learners. Frequent repetition leads to a high proportion of a class being overage. It is for this reason that statistics on the ages of learners have been included in this chapter. Learners may also be overage because they started school at a late age, or because they left school for one or more years and then returned to school. Repetition and early school-leaving are measurable indications of wastage in the education system. Other forms of wastage, such as the goals of the curriculum not being achieved as a result of various deficiencies in the system, are often difficult to quantify.

Measures of flow are usually described using promotion, repetition and school-leaving rates. Promotion rates are calculated by dividing the numbers of new entrants to a grade in 2008 by the number of learners enrolled in the previous grade in 2007. The rates given here are thus for 2007, being the proportion of learners enrolled in 2007 that was promoted and continued schooling in 2008. Likewise, repetition rates reported here are for 2007, being the number of learners repeating a grade in 2008 divided by the total number of learners in the same grade in 2007.

Both promotion and repetition rates are calculated from the actual numbers of promotees and repeaters reported. School-leaving rates are calculated by assuming that the numbers of learners in a grade in 2007, which are not accounted for by repeaters in the same grade or promotees in the next grade in 2008, represent the numbers of learners who have left school. The school-leaving rate is calculated as the ratio between the numbers who apparently left school between 2007 and 2008, and the enrolment in 2007.

The calculation of repetition rates here includes re-entrants as repeaters. Re-entrants are learners who left school some time previously and have started a grade again in 2007. These learners are thus treated as repeaters and not as permanent school-leavers.

The flow of learners

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

Rates of enrolment are presented for 2008. These are estimates calculated by comparing the actual number of learners in school of each age group with the projected number of people of that age group in Namibia. These projected numbers are based on the 2001 Population and Housing Census. 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. As there seems to have been considerable migration of learners between regions, but no migration figures are available at the level of details required for the calculations, regional flow rates are not reported.

Table 22 2008 Pre-primary Enrolment by Region, Age and Gender

| Region | | Average age | Age | | | | | | | | | |
|-----------------|----------------|-------------|--------------|--------------|--------------|------------|------------|-----------|-----------|----------|----------|----------|
| | | | Total | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| National | Total | 6.0 | 3,526 | 1,090 | 1,847 | 226 | 311 | 18 | 15 | 7 | 7 | 5 |
| | Females | 6.0 | 1,739 | 552 | 913 | 112 | 139 | 9 | 6 | 4 | 2 | 2 |
| | Males | 6.0 | 1,787 | 538 | 934 | 114 | 172 | 9 | 9 | 3 | 5 | 3 |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | Total | 5.6 | 67 | 29 | 36 | 2 | - | - | - | - | - | - |
| | Females | 5.5 | 30 | 15 | 14 | 1 | - | - | - | - | - | - |
| | Males | 5.6 | 37 | 14 | 22 | 1 | - | - | - | - | - | - |
| Erongo | Total | 5.8 | 135 | 34 | 99 | 2 | - | - | - | - | - | - |
| | Females | 5.7 | 56 | 18 | 38 | - | - | - | - | - | - | - |
| | Males | 5.8 | 79 | 16 | 61 | 2 | - | - | - | - | - | - |
| Hardap | Total | 5.8 | 139 | 35 | 102 | 2 | - | - | - | - | - | - |
| | Females | 5.8 | 79 | 19 | 59 | 1 | - | - | - | - | - | - |
| | Males | 5.8 | 60 | 16 | 43 | 1 | - | - | - | - | - | - |
| Head Office | Total | 7.2 | 46 | - | 17 | 16 | 8 | 2 | 2 | - | - | 1 |
| | Females | 7.1 | 19 | - | 5 | 8 | 5 | 1 | - | - | - | - |
| | Males | 7.2 | 27 | - | 12 | 8 | 3 | 1 | 2 | - | - | 1 |
| Karas | Total | 5.4 | 322 | 202 | 116 | 4 | - | - | - | - | - | - |
| | Females | 5.4 | 141 | 89 | 50 | 2 | - | - | - | - | - | - |
| | Males | 5.4 | 181 | 113 | 66 | 2 | - | - | - | - | - | - |
| Kavango | Total | 6.8 | 446 | 86 | 144 | 5 | 211 | - | - | - | - | - |
| | Females | 6.6 | 226 | 45 | 86 | 3 | 92 | - | - | - | - | - |
| | Males | 6.9 | 220 | 41 | 58 | 2 | 119 | - | - | - | - | - |
| Khomas | Total | 5.7 | 494 | 216 | 230 | 43 | 3 | 2 | - | - | - | - |
| | Females | 5.6 | 250 | 115 | 116 | 18 | - | 1 | - | - | - | - |
| | Males | 5.7 | 244 | 101 | 114 | 25 | 3 | 1 | - | - | - | - |
| Kunene | Total | 5.7 | 124 | 37 | 87 | - | - | - | - | - | - | - |
| | Females | 5.7 | 72 | 22 | 50 | - | - | - | - | - | - | - |
| | Males | 5.7 | 52 | 15 | 37 | - | - | - | - | - | - | - |
| Ohangwena | Total | 5.9 | 211 | 31 | 179 | 1 | - | - | - | - | - | - |
| | Females | 5.9 | 111 | 16 | 94 | 1 | - | - | - | - | - | - |
| | Males | 5.9 | 100 | 15 | 85 | - | - | - | - | - | - | - |
| Omaheke | Total | 6.3 | 213 | 52 | 92 | 35 | 28 | 2 | 1 | 2 | 1 | - |
| | Females | 6.5 | 114 | 25 | 44 | 23 | 17 | 1 | 1 | 2 | 1 | - |
| | Males | 6.1 | 99 | 27 | 48 | 12 | 11 | 1 | - | - | - | - |

The number of Pre-primary learners by region, age and gender are recorded in Table 22. Average ages have been calculated. The last group includes any learners aged 13 and older.

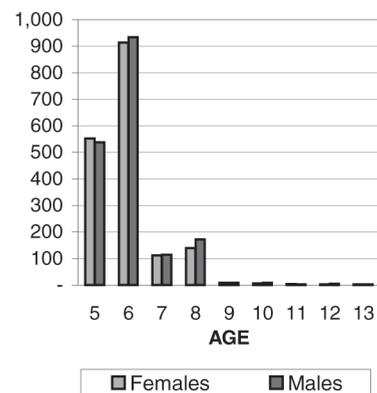
The average ages of learners ranged from 5.4 years in Karas to 6.8 Karas. Special schools' average was 7.2 years.

The average ages hardly differed for females and males in any given region.

Table 22 continued

| Region | | Average age | Total | Age | | | | | | | | |
|--------------|---------|-------------|------------|-----|-----|----|----|----|----|----|----|----|
| | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Omusati | Total | 5.7 | 282 | 105 | 160 | 9 | 7 | 1 | - | - | - | - |
| | Females | 5.7 | 133 | 50 | 76 | 6 | 1 | - | - | - | - | - |
| | Males | 5.8 | 149 | 55 | 84 | 3 | 6 | 1 | - | - | - | - |
| Oshana | Total | 5.8 | 456 | 112 | 329 | 14 | 1 | - | - | - | - | - |
| | Females | 5.8 | 218 | 55 | 155 | 7 | 1 | - | - | - | - | - |
| | Males | 5.8 | 238 | 57 | 174 | 7 | - | - | - | - | - | - |
| Oshikoto | Total | 5.9 | 220 | 64 | 118 | 38 | - | - | - | - | - | - |
| | Females | 5.9 | 117 | 34 | 63 | 20 | - | - | - | - | - | - |
| | Males | 5.9 | 103 | 30 | 55 | 18 | - | - | - | - | - | - |
| Otjozondjupa | Total | 6.7 | 371 | 87 | 138 | 55 | 53 | 11 | 12 | 5 | 6 | 4 |
| | Females | 6.5 | 173 | 49 | 63 | 22 | 23 | 6 | 5 | 2 | 1 | 2 |
| | Males | 6.8 | 198 | 38 | 75 | 33 | 30 | 5 | 7 | 3 | 5 | 2 |

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



The age distribution of female and male new Grade 1 entrants are shown graphically in Figure 21.

Most learners entered school at the age of six, although considerable numbers enrolled in school for the first time at the age of seven or even eight. Out of all new Grade 1 enrolments, 5.3 % were nine years old, or older. In 2005 this figure stood at 6.6%.

Table 23 Apparent intake rates of Grade 1 learners between 2002 and 2008

| | Year | | | | | | |
|--------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Total | 98.5% | 95.4% | 104.6% | 122.2% | 119.0% | 130.6% | 109.2% |
| Females | 98.6% | 95.2% | 102.9% | 122.5% | 119.4% | 130.4% | 108.4% |
| Males | 98.3% | 95.5% | 106.3% | 121.8% | 118.7% | 130.8% | 110.0% |

The apparent intake rate is a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (six-year-old) population. The high rates in early years were mainly due to the enrolment of overaged learners.

Figure 23: Apparent intake rates

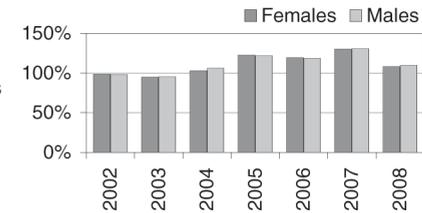
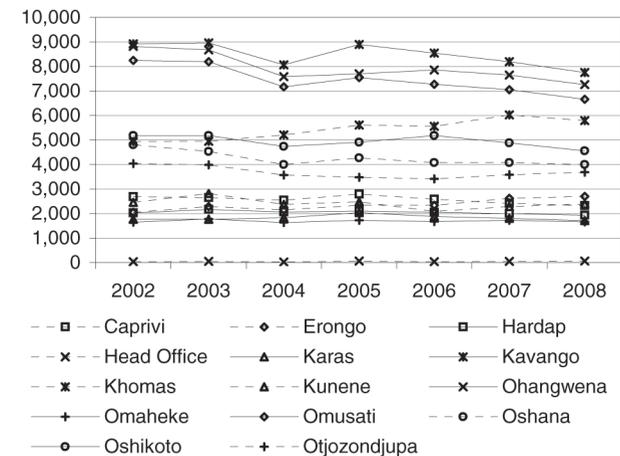


Table 24 Changes in the numbers of new Grade 1 entrants between 2002 and 2008

| Region | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2007 - 2008 |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|-------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| National | 57,629 | 58,015 | 52,964 | 55,956 | 54,562 | 54,370 | 52,529 | -1.5% | -3.4% |
| Regions | | | | | | | | | |
| Caprivi | 2,684 | 2,652 | 2,544 | 2,793 | 2,590 | 2,414 | 2,330 | -2.3% | -3.5% |
| Erongo | 2,052 | 2,289 | 2,154 | 2,335 | 2,340 | 2,628 | 2,706 | 4.7% | 3.0% |
| Hardap | 2,021 | 2,167 | 2,064 | 2,102 | 2,046 | 1,997 | 1,939 | -0.7% | -2.9% |
| Head Office | 35 | 58 | 27 | 61 | 45 | 58 | 59 | 9.1% | 1.7% |
| Karas | 1,761 | 1,769 | 1,828 | 2,045 | 1,878 | 1,806 | 1,717 | -0.4% | -4.9% |
| Kavango | 8,927 | 8,964 | 8,066 | 8,895 | 8,546 | 8,197 | 7,754 | -2.3% | -5.4% |
| Khomas | 4,934 | 4,952 | 5,207 | 5,616 | 5,558 | 6,020 | 5,794 | 2.7% | -3.8% |
| Kunene | 2,460 | 2,824 | 2,379 | 2,481 | 2,095 | 2,282 | 2,390 | -0.5% | 4.7% |
| Ohangwena | 8,824 | 8,673 | 7,580 | 7,697 | 7,859 | 7,654 | 7,266 | -3.2% | -5.1% |
| Omaheke | 1,655 | 1,777 | 1,636 | 1,723 | 1,676 | 1,721 | 1,664 | 0.1% | -3.3% |
| Omusati | 8,252 | 8,197 | 7,172 | 7,547 | 7,271 | 7,049 | 6,665 | -3.5% | -5.4% |
| Oshana | 4,808 | 4,526 | 3,997 | 4,275 | 4,072 | 4,074 | 3,999 | -3.0% | -1.8% |
| Oshikoto | 5,181 | 5,185 | 4,736 | 4,910 | 5,176 | 4,881 | 4,554 | -2.1% | -6.7% |
| Otjozondjupa | 4,035 | 3,982 | 3,574 | 3,476 | 3,410 | 3,589 | 3,692 | -1.5% | 2.9% |

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



The numbers of new entrants to Grade 1 have been tabulated for 2002 to 2008 in Table 24. The average growth rate has been calculated comparing the numbers in the first and last year of the period. Kunene followed by Erongo had the highest average growth rates. After a decrease in new enrolments in 2004 there was generally a slight increase nationally, although not as steep as it was in 2005. In fact, compared to 2005, a slight decrease is observed.

Table 25 Ages of learners - all learners

| Grade | Total | Age | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|------------|------------|------------|
| | | 5 or less | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 or more |
| Total | 577,290 | 1,300 | 12,116 | 40,939 | 47,317 | 48,886 | 48,849 | 46,478 | 48,141 | 47,612 | 48,462 | 47,037 | 44,437 | 36,503 | 29,254 | 14,770 | 7,798 | 3,912 | 2,008 | 840 | 363 | 268 |
| Grade 1 | 66,819 | 205 | 9,988 | 34,310 | 14,301 | 4,757 | 1,770 | 688 | 331 | 206 | 94 | 79 | 16 | 45 | 27 | 1 | - | - | - | 1 | - | - |
| Grade 2 | 60,256 | 5 | 212 | 5,888 | 27,386 | 15,488 | 6,397 | 2,629 | 1,175 | 601 | 268 | 132 | 45 | 21 | 7 | 1 | 1 | - | - | - | - | - |
| Grade 3 | 57,130 | - | 26 | 245 | 4,973 | 23,570 | 14,948 | 6,615 | 3,502 | 1,642 | 844 | 459 | 182 | 84 | 26 | 11 | 3 | - | - | - | - | |
| Grade 4 | 56,536 | - | - | 24 | 229 | 4,793 | 21,355 | 13,825 | 7,965 | 4,140 | 2,317 | 1,116 | 485 | 170 | 81 | 24 | 7 | 4 | 1 | - | - | |
| Grade 5 | 63,240 | - | - | - | 8 | 146 | 4,077 | 18,374 | 16,253 | 11,039 | 6,852 | 3,719 | 1,748 | 632 | 282 | 75 | 26 | 5 | 2 | - | 2 | |
| Grade 6 | 53,877 | - | - | - | - | 6 | 99 | 3,990 | 14,837 | 12,790 | 9,820 | 6,235 | 3,560 | 1,497 | 745 | 202 | 64 | 16 | 9 | 6 | 1 | |
| Grade 7 | 49,588 | - | - | - | - | - | 19 | 163 | 3,785 | 13,395 | 11,516 | 9,013 | 6,029 | 3,156 | 1,645 | 558 | 213 | 62 | 17 | 12 | 2 | |
| Grade 8 | 52,304 | - | - | - | - | - | - | 13 | 138 | 3,408 | 13,091 | 11,937 | 10,195 | 6,452 | 4,149 | 1,737 | 742 | 263 | 110 | 35 | 25 | |
| Grade 9 | 41,514 | - | - | - | - | - | - | - | 11 | 233 | 3,210 | 10,649 | 9,264 | 6,996 | 5,195 | 3,080 | 1,682 | 678 | 324 | 108 | 58 | |
| Grade 10 | 36,660 | - | - | - | - | - | - | - | - | 29 | 241 | 3,281 | 10,025 | 8,193 | 6,495 | 3,826 | 2,266 | 1,211 | 593 | 285 | 116 | |
| Grade 11 | 17,376 | - | - | - | - | - | - | - | - | - | 14 | 184 | 2,481 | 6,511 | 4,151 | 1,930 | 1,072 | 586 | 243 | 129 | 33 | |
| Grade 12 | 16,025 | - | - | - | - | - | - | - | - | - | - | 7 | 154 | 2,505 | 6,246 | 3,217 | 1,660 | 1,061 | 699 | 261 | 126 | |
| Other grades | 5,965 | 1,090 | 1,890 | 472 | 420 | 126 | 184 | 181 | 144 | 129 | 195 | 226 | 253 | 241 | 205 | 108 | 62 | 26 | 10 | 3 | - | |

The numbers of learners in each age group are tabulated for grades 1 to 12 in Table 25. The learners who entered school at the age of six, and who never repeated, were considered to be appropriately aged. Numbers representing appropriately aged learners are shaded in the table for all grades. Figure 25 shows the age distributions in grades 1 to 12 graphically.

Two measures for learners, who by far exceed the appropriate age for their grade, are the number of learners older than 16 in primary grades, 9 747 (2.4%), and the number of learners 25 years old or older, and still at school, 268 (0.05%).

If learners entered school at the age of six, and did not repeat more than once in the Lower Primary phase, once in Upper Primary, and once in Junior Secondary, then they would not be older than one year above the appropriate age in Lower Primary, two years above the appropriate age in Upper Primary, or three years above the appropriate age in Secondary. There were 106 149 learners in grades 1 to 12, or 19% of all learners in these grades, who were too old for their grade according to this argument.

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

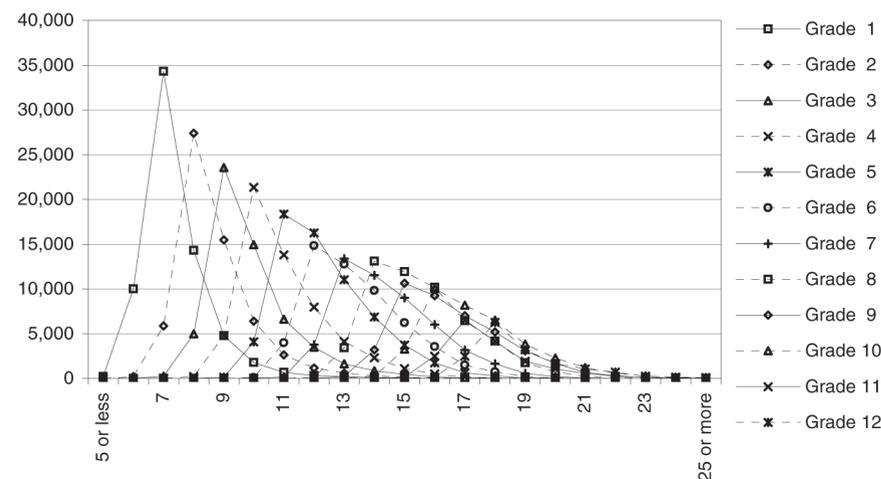
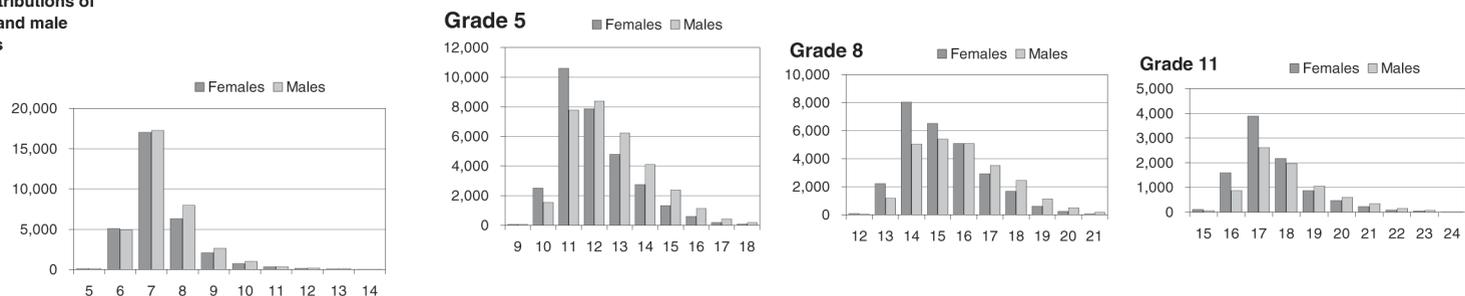


Table 26 Ages of learners - females and males

| Grade | Sex | Total | Age | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------|----------------|------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|------------|------------|------------|
| | | | 5 or older | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 or more |
| Total | Females | 292,594 | 658 | 6,142 | 20,621 | 23,965 | 24,999 | 24,883 | 23,852 | 24,810 | 24,591 | 25,035 | 24,403 | 22,974 | 18,688 | 14,329 | 6,519 | 3,251 | 1,509 | 817 | 301 | 143 | 104 |
| | Males | 284,696 | 642 | 5,974 | 20,318 | 23,352 | 23,887 | 23,966 | 22,626 | 23,331 | 23,021 | 23,427 | 22,634 | 21,463 | 17,815 | 14,925 | 8,251 | 4,547 | 2,403 | 1,191 | 539 | 220 | 164 |
| Grade 1 | Females | 32,086 | 104 | 5,096 | 17,037 | 6,306 | 2,095 | 760 | 345 | 139 | 87 | 38 | 41 | 7 | 22 | 7 | 1 | - | - | - | 1 | - | - |
| | Males | 34,733 | 101 | 4,892 | 17,273 | 7,995 | 2,662 | 1,010 | 343 | 192 | 119 | 56 | 38 | 9 | 23 | 20 | - | - | - | - | - | - | - |
| Grade 2 | Females | 29,402 | 2 | 119 | 3,214 | 14,459 | 6,948 | 2,748 | 1,057 | 460 | 245 | 82 | 43 | 19 | 3 | 3 | - | - | - | - | - | - | - |
| | Males | 30,854 | 3 | 93 | 2,674 | 12,927 | 8,540 | 3,649 | 1,572 | 715 | 356 | 186 | 89 | 26 | 18 | 4 | 1 | 1 | - | - | - | - | - |
| Grade 3 | Females | 27,986 | - | 7 | 116 | 2,881 | 12,910 | 6,804 | 2,646 | 1,399 | 611 | 318 | 184 | 64 | 32 | 7 | 6 | 1 | - | - | - | - | - |
| | Males | 29,144 | - | 19 | 129 | 2,092 | 10,660 | 8,144 | 3,969 | 2,103 | 1,031 | 526 | 275 | 118 | 52 | 19 | 5 | 2 | - | - | - | - | - |
| Grade 4 | Females | 27,963 | - | - | 17 | 128 | 2,912 | 11,912 | 6,507 | 3,333 | 1,604 | 891 | 407 | 171 | 44 | 27 | 7 | 1 | 2 | - | - | - | - |
| | Males | 28,573 | - | - | 7 | 101 | 1,881 | 9,443 | 7,318 | 4,632 | 2,536 | 1,426 | 709 | 314 | 126 | 54 | 17 | 6 | 2 | 1 | - | - | - |
| Grade 5 | Females | 30,884 | - | - | - | - | 8 | 75 | 2,521 | 10,597 | 7,873 | 4,806 | 2,755 | 1,342 | 599 | 199 | 80 | 21 | 6 | 1 | - | 1 | - |
| | Males | 32,356 | - | - | - | - | - | 71 | 1,556 | 7,777 | 8,380 | 6,233 | 4,097 | 2,377 | 1,149 | 433 | 202 | 54 | 20 | 5 | 1 | - | 1 |
| Grade 6 | Females | 27,431 | - | - | - | - | - | 3 | 65 | 2,517 | 8,989 | 6,664 | 4,379 | 2,673 | 1,319 | 522 | 224 | 51 | 20 | 3 | 1 | 1 | - |
| | Males | 26,446 | - | - | - | - | - | 3 | 34 | 1,473 | 5,848 | 6,126 | 5,441 | 3,562 | 2,241 | 975 | 521 | 151 | 44 | 13 | 8 | 5 | 1 |
| Grade 7 | Females | 25,909 | - | - | - | - | - | - | 7 | 107 | 2,479 | 8,124 | 6,214 | 4,343 | 2,582 | 1,217 | 586 | 157 | 72 | 13 | 2 | 4 | - |
| | Males | 23,679 | - | - | - | - | - | - | 12 | 56 | 1,306 | 5,271 | 5,302 | 4,670 | 3,447 | 1,939 | 1,059 | 401 | 141 | 49 | 15 | 8 | 2 |
| Grade 8 | Females | 27,573 | - | - | - | - | - | - | - | 13 | 87 | 2,223 | 8,042 | 6,520 | 5,101 | 2,927 | 1,692 | 610 | 246 | 70 | 32 | 3 | 6 |
| | Males | 24,731 | - | - | - | - | - | - | - | 51 | 1,185 | 5,049 | 5,417 | 5,094 | 3,525 | 2,457 | 1,127 | 496 | 193 | 78 | 32 | 19 | 8 |
| Grade 9 | Females | 22,365 | - | - | - | - | - | - | - | - | 3 | 157 | 2,085 | 6,480 | 5,187 | 3,606 | 2,464 | 1,285 | 680 | 237 | 118 | 37 | 16 |
| | Males | 19,149 | - | - | - | - | - | - | - | - | 8 | 76 | 1,125 | 4,169 | 4,077 | 3,390 | 2,731 | 1,795 | 1,002 | 441 | 206 | 71 | 42 |
| Grade 10 | Females | 20,019 | - | - | - | - | - | - | - | - | - | 16 | 144 | 2,142 | 6,106 | 4,553 | 3,406 | 1,799 | 980 | 467 | 233 | 100 | 42 |
| | Males | 16,641 | - | - | - | - | - | - | - | - | - | 13 | 97 | 1,139 | 3,919 | 3,640 | 3,089 | 2,027 | 1,286 | 744 | 360 | 185 | 74 |
| Grade 11 | Females | 9,545 | - | - | - | - | - | - | - | - | - | 8 | 117 | 1,603 | 3,890 | 2,174 | 878 | 471 | 232 | 94 | 46 | 16 | 16 |
| | Males | 7,831 | - | - | - | - | - | - | - | - | - | 6 | 67 | 878 | 2,621 | 1,977 | 1,052 | 601 | 354 | 149 | 83 | 17 | 26 |
| Grade 12 | Females | 8,643 | - | - | - | - | - | - | - | - | - | - | 5 | 101 | 1,555 | 3,564 | 1,653 | 745 | 472 | 333 | 109 | 62 | 44 |
| | Males | 7,382 | - | - | - | - | - | - | - | - | - | - | 2 | 53 | 950 | 2,682 | 1,564 | 915 | 589 | 366 | 152 | 64 | 45 |
| Other | Females | 2,788 | 552 | 920 | 237 | 183 | 56 | 66 | 63 | 48 | 54 | 79 | 106 | 115 | 118 | 95 | 51 | 29 | 13 | 3 | - | - | - |
| | Males | 3,177 | 538 | 970 | 235 | 237 | 70 | 118 | 118 | 96 | 75 | 116 | 120 | 138 | 123 | 110 | 57 | 33 | 13 | 7 | 3 | - | - |

Figure 26:
Age distributions of female and male learners



The charts show age distributions for females and males in the first grade of each school phase. Males on average repeated more often than females, or dropout and come back later or on average start school a bit older than female counterparts, resulting in wider age distributions for males.

Table 27 Rates of enrolment of six to eighteen year olds

| School phase | Grade | Age | | | | | | | | | | | | |
|------------------|----------|--------------|--------------|---------------|---------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Total | | | | | | | | | | | | | | |
| Total | | 25.2% | 98.7% | 104.0% | 103.2% | 100.7% | 94.4% | 97.2% | 96.0% | 98.0% | 95.9% | 91.7% | 76.5% | 62.5% |
| Lower Primary | Grade 1 | 20.8% | 82.7% | 31.4% | 10.0% | 3.6% | 1.4% | 0.7% | 0.4% | 0.2% | 0.2% | 0.0% | 0.1% | 0.1% |
| | Grade 2 | 0.4% | 14.2% | 60.2% | 32.7% | 13.2% | 5.3% | 2.4% | 1.2% | 0.5% | 0.3% | 0.1% | 0.0% | 0.0% |
| | Grade 3 | 0.1% | 0.6% | 10.9% | 49.8% | 30.8% | 13.4% | 7.1% | 3.3% | 1.7% | 0.9% | 0.4% | 0.2% | 0.1% |
| | Grade 4 | - | 0.1% | 0.5% | 10.1% | 44.0% | 28.1% | 16.1% | 8.3% | 4.7% | 2.3% | 1.0% | 0.4% | 0.2% |
| Upper Primary | Grade 5 | - | - | 0.0% | 0.3% | 8.4% | 37.3% | 32.8% | 22.2% | 13.9% | 7.6% | 3.6% | 1.3% | 0.6% |
| | Grade 6 | - | - | - | 0.0% | 0.2% | 8.1% | 30.0% | 25.8% | 19.9% | 12.7% | 7.3% | 3.1% | 1.6% |
| | Grade 7 | - | - | - | - | 0.0% | 0.3% | 7.6% | 27.0% | 23.3% | 18.4% | 12.4% | 6.6% | 3.5% |
| Junior Secondary | Grade 8 | - | - | - | - | - | 0.0% | 0.3% | 6.9% | 26.5% | 24.3% | 21.0% | 13.5% | 8.9% |
| | Grade 9 | - | - | - | - | - | - | 0.0% | 0.5% | 6.5% | 21.7% | 19.1% | 14.7% | 11.1% |
| | Grade 10 | - | - | - | - | - | - | - | 0.1% | 0.5% | 6.7% | 20.7% | 17.2% | 13.9% |
| Senior Secondary | Grade 11 | - | - | - | - | - | - | - | - | 0.0% | 0.4% | 5.1% | 13.7% | 8.9% |
| | Grade 12 | - | - | - | - | - | - | - | - | - | 0.0% | 0.3% | 5.3% | 13.3% |
| Other grades | | 3.9% | 1.1% | 0.9% | 0.3% | 0.4% | 0.4% | 0.3% | 0.3% | 0.4% | 0.5% | 0.5% | 0.5% | 0.4% |
| Females | | | | | | | | | | | | | | |
| Total | | 25.5% | 99.9% | 105.7% | 105.7% | 102.4% | 96.5% | 99.6% | 98.4% | 100.4% | 98.5% | 93.8% | 77.4% | 60.5% |
| Lower Primary | Grade 1 | 21.2% | 82.6% | 27.8% | 8.9% | 3.1% | 1.4% | 0.6% | 0.3% | 0.2% | 0.2% | 0.0% | 0.1% | 0.0% |
| | Grade 2 | 0.5% | 15.6% | 63.8% | 29.4% | 11.3% | 4.3% | 1.8% | 1.0% | 0.3% | 0.2% | 0.1% | 0.0% | 0.0% |
| | Grade 3 | 0.0% | 0.6% | 12.7% | 54.6% | 28.0% | 10.7% | 5.6% | 2.4% | 1.3% | 0.7% | 0.3% | 0.1% | 0.0% |
| | Grade 4 | - | 0.1% | 0.6% | 12.3% | 49.0% | 26.3% | 13.4% | 6.4% | 3.6% | 1.6% | 0.7% | 0.2% | 0.1% |
| Upper Primary | Grade 5 | - | - | 0.0% | 0.3% | 10.4% | 42.9% | 31.6% | 19.2% | 11.0% | 5.4% | 2.4% | 0.8% | 0.3% |
| | Grade 6 | - | - | - | 0.0% | 0.3% | 10.2% | 36.1% | 26.7% | 17.6% | 10.8% | 5.4% | 2.2% | 0.9% |
| | Grade 7 | - | - | - | - | 0.0% | 0.4% | 9.9% | 32.5% | 24.9% | 17.5% | 10.5% | 5.0% | 2.5% |
| Junior Secondary | Grade 8 | - | - | - | - | - | 0.1% | 0.3% | 8.9% | 32.2% | 26.3% | 20.8% | 12.1% | 7.1% |
| | Grade 9 | - | - | - | - | - | - | 0.0% | 0.6% | 8.4% | 26.2% | 21.2% | 14.9% | 10.4% |
| | Grade 10 | - | - | - | - | - | - | - | 0.1% | 0.6% | 8.6% | 24.9% | 18.9% | 14.4% |
| Senior Secondary | Grade 11 | - | - | - | - | - | - | - | - | 0.0% | 0.5% | 6.5% | 16.1% | 9.2% |
| | Grade 12 | - | - | - | - | - | - | - | - | - | 0.0% | 0.4% | 6.4% | 15.0% |
| Other grades | | 3.8% | 1.1% | 0.8% | 0.2% | 0.3% | 0.3% | 0.2% | 0.2% | 0.3% | 0.4% | 0.5% | 0.5% | 0.4% |

The percentages of each age cohort enrolled in the different grades have been reported in Table 27. These numbers were based on the 'high variant' population projections provided by the Central Bureau of Statistics after the 2001 Population and Household Census.

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

9, 988 six-year-old learners enrolled in Grade 1, while there were 48, 098 six-year-olds in the population. Therefore, 9 988 divided by 48 098 or 20.8% of the six-year-old population was enrolled in Grade 1. By law, children can only enrol in grade 1 if they are six years of age by 01 January. The majority of learners who turned six years of age after 31 December preceding the school year, could therefore not be taken in in Grade 1 during the year under report.

The totals of the percentages enrolled in the different grades indicate the percentage of each age group enrolled in school. It will be noted that these totals exceeded 100% for some ages, which was most likely due to an under-estimation of the size of the population of the particular age.

Table 27 continued

| School phase | Grade | Age | | | | | | | | | | | | |
|------------------|----------|--------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Males | | | | | | | | | | | | | | |
| Total | | 24.9% | 97.5% | 102.3% | 100.8% | 99.0% | 92.3% | 94.8% | 93.5% | 95.6% | 93.3% | 89.6% | 75.6% | 64.6% |
| Lower Primary | Grade 1 | 20.4% | 82.9% | 35.0% | 11.2% | 4.2% | 1.4% | 0.8% | 0.5% | 0.2% | 0.2% | 0.0% | 0.1% | 0.1% |
| | Grade 2 | 0.4% | 12.8% | 56.6% | 36.1% | 15.1% | 6.4% | 2.9% | 1.4% | 0.8% | 0.4% | 0.1% | 0.1% | 0.0% |
| | Grade 3 | 0.1% | 0.6% | 9.2% | 45.0% | 33.6% | 16.2% | 8.5% | 4.2% | 2.1% | 1.1% | 0.5% | 0.2% | 0.1% |
| | Grade 4 | - | 0.0% | 0.4% | 7.9% | 39.0% | 29.9% | 18.8% | 10.3% | 5.8% | 2.9% | 1.3% | 0.5% | 0.2% |
| Upper Primary | Grade 5 | - | - | - | 0.3% | 6.4% | 31.7% | 34.0% | 25.3% | 16.7% | 9.8% | 4.8% | 1.8% | 0.9% |
| | Grade 6 | - | - | - | 0.0% | 0.1% | 6.0% | 23.8% | 24.9% | 22.2% | 14.7% | 9.4% | 4.1% | 2.3% |
| | Grade 7 | - | - | - | - | 0.0% | 0.2% | 5.3% | 21.4% | 21.6% | 19.2% | 14.4% | 8.2% | 4.6% |
| Junior Secondary | Grade 8 | - | - | - | - | - | - | 0.2% | 4.8% | 20.6% | 22.3% | 21.3% | 15.0% | 10.6% |
| | Grade 9 | - | - | - | - | - | - | 0.0% | 0.3% | 4.6% | 17.2% | 17.0% | 14.4% | 11.8% |
| | Grade 10 | - | - | - | - | - | - | - | 0.1% | 0.4% | 4.7% | 16.4% | 15.4% | 13.4% |
| Senior Secondary | Grade 11 | - | - | - | - | - | - | - | - | 0.0% | 0.3% | 3.7% | 11.1% | 8.6% |
| | Grade 12 | - | - | - | - | - | - | - | - | - | 0.0% | 0.2% | 4.0% | 11.6% |
| Other grades | | 4.0% | 1.1% | 1.0% | 0.3% | 0.5% | 0.5% | 0.4% | 0.3% | 0.5% | 0.5% | 0.6% | 0.5% | 0.5% |

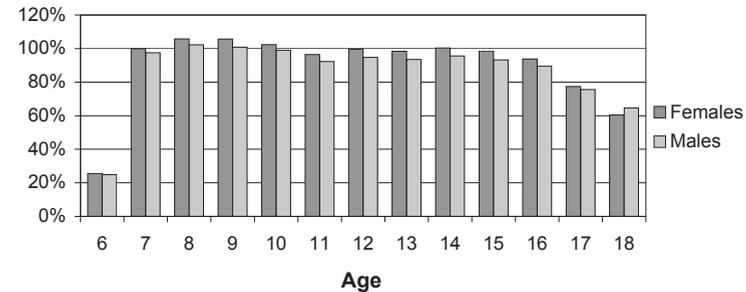
Table 28 Net and Gross Enrolment Ratios

| | Age group | 7 - 13 | 7 - 16 | 7 - 18 | 14 - 18 |
|-----------------------|--------------|-----------------|---------------|--------------|--------------|
| | | Grades Gd 1 - 7 | Gd 1 - 10 | Gd 1 - 12 | Gd 8 - 12 |
| Net Enrolment Ratio | Total | 97.4% | 96.8% | 92.8% | 54.5% |
| | Female | 99.2% | 98.8% | 94.4% | 60.2% |
| | Males | 95.7% | 94.8% | 91.0% | 48.7% |
| Gross Enrolment Ratio | Total | 123.0% | 112.5% | 99.8% | 67.9% |
| | Female | 121.6% | 113.1% | 100.7% | 72.2% |
| | Males | 124.5% | 111.9% | 98.9% | 63.4% |

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

The GER is the total enrolment in a range of grades, divided by the number of people in the population of the age that should be enrolled in those grades. GER values over 100% are an indication of under and/or over-aged learners enrolled in the specific school phase. The NER is the number of learners of appropriate age enrolled in a range of grades, divided by the population in the same age group. There were, for example, 322 734 learners aged between six/seven and thirteen enrolled in Grades 1 to 7 out of 331 209 people in the same age range in the projected population. The NER of 97.4% is 322 734 divided by 331 209 .

Figure 27: Enrolment rates of female and male learners



The total enrolment rates for females and males are charted in Figure 27. Enrolment rates of males have been lower than those of females in all age groups up to the age of 17. This observation is in agreement with the higher school leaving rates reported for males in most grades and years up to Grade 9.

The enrolment rates for the different grades show the feature of over-aged learners in a different way than tables 25 and 26. While up to the age of 13, the highest percentage of the age cohort was enrolled in the appropriate grade - 27.0% of thirteen-year-olds were enrolled in Grade 7 - this pattern changed for higher grades. Out of the eighteen-year-olds, the highest single percentage, 13.4%, were enrolled in Grade 10. The 18 year-olds are actually expected to be in Grade 12 this time.

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 | | 571,325 | 50.7% | 472,012 | 51.9% | 96,706 | 45.2% | 2,607 | 49.7% |
| Lower Primary | Grade 1 | 66,819 | 48.0% | 52,537 | 49.7% | 13,955 | 41.7% | 327 | 48.0% |
| | Grade 2 | 60,256 | 48.8% | 51,666 | 50.4% | 8,293 | 39.2% | 297 | 37.7% |
| | Grade 3 | 57,130 | 49.0% | 49,509 | 50.6% | 7,353 | 38.3% | 268 | 36.9% |
| | Grade 4 | 56,536 | 49.5% | 48,551 | 51.0% | 7,754 | 40.0% | 231 | 36.8% |
| Upper Primary | Grade 5 | 63,240 | 48.8% | 47,814 | 51.1% | 15,188 | 41.8% | 238 | 38.7% |
| | Grade 6 | 53,877 | 51.0% | 45,712 | 52.0% | 8,032 | 45.2% | 133 | 36.1% |
| | Grade 7 | 49,588 | 52.3% | 41,220 | 52.9% | 8,184 | 48.9% | 184 | 56.5% |
| Junior Secondary | Grade 8 | 52,304 | 53.0% | 39,567 | 53.3% | 12,553 | 51.0% | 184 | 57.6% |
| | Grade 9 | 41,514 | 53.5% | 32,880 | 54.1% | 8,250 | 52.6% | 384 | 63.0% |
| | Grade 10 | 36,660 | 54.6% | 29,548 | 54.0% | 6,959 | 56.7% | 153 | 66.0% |
| Senior Secondary | Grade 11 | 17,376 | 54.5% | 17,037 | 54.9% | 170 | 47.6% | 169 | 68.0% |
| | Grade 12 | 16,025 | 53.7% | 15,971 | 53.9% | 15 | 33.3% | 39 | 87.2% |

A distinction was made between new entrants, repeaters and re-entrants in each grade. New entrants were learners who were in their respective grades for the first time, that is, 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 were those learners, who repeated their grade. Re-entrants had left school previously and had returned in the year of the census.

The relatively small numbers of re-entrants, less than 1% of the total enrolment in all grades, suggest that few of the learners who left school returned at a later stage.

The new entrants, repeaters and re-entrants have been charted in Figure 28. Because of the small numbers involved, the re-entrants are hardly visible. Grades 1, 5 and 8 had relatively high numbers of repeaters. There were relatively few repeaters in the senior secondary phase.

Figure 28: Numbers of new entrants, repeaters and re-entrants in each grade

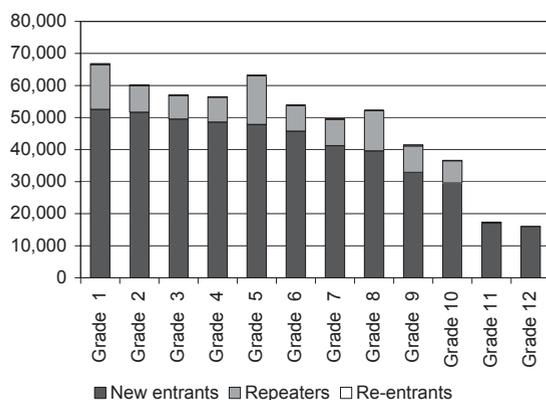


Figure 29: Percentage females among new entrants, repeaters and re-entrants in each grade

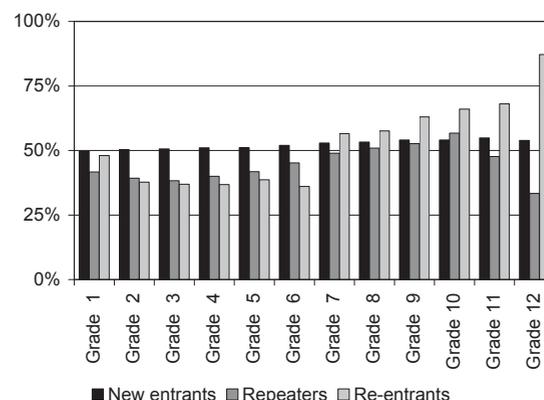


Figure 29 shows the percentage of females among the new entrants, repeaters and re-entrants. There were about equal numbers of female and male new entrants (about 50% females) in most grades. There is a marked and progressive increase in the percentage of female repeaters and re-entrants after grade 5, rising to above 60% by grade 10 before it decends again. The higher repetition rates could indicate a higher commitment among females to complete their education, where as the re-entrants could possibly indicate females returning to school after pregnancy.

Table 30 Promotion, repetition and school-leaving rates in Grades 1 - 11 between 2007 and 2008

| Grade | Promotion rates | | | Repetition rates | | | School-leaving rates | | |
|--------------|-----------------|---------|-------|------------------|---------|-------|----------------------|-------------|-------------|
| | Total | Females | Males | Total | Females | Males | Total | Females | Males |
| Total | 79.5% | 82.9% | 76.1% | 17.6% | 14.6% | 20.5% | 2.9% | 2.5% | 3.4% |
| Grade 1 | 75.0% | 78.4% | 71.9% | 20.7% | 18.0% | 23.3% | 4.2% | 3.6% | 4.8% |
| Grade 2 | 84.0% | 87.0% | 81.1% | 14.8% | 11.7% | 17.3% | 1.4% | 1.3% | 1.6% |
| Grade 3 | 84.9% | 88.2% | 81.8% | 13.3% | 10.4% | 16.2% | 1.7% | 1.4% | 2.0% |
| Grade 4 | 84.3% | 86.2% | 81.4% | 14.1% | 11.4% | 16.7% | 1.6% | 1.3% | 1.9% |
| Grade 5 | 70.9% | 75.2% | 66.7% | 23.9% | 20.4% | 27.3% | 5.2% | 4.4% | 4.6% |
| Grade 6 | 79.5% | 82.1% | 76.8% | 15.7% | 14.1% | 17.7% | 4.8% | 4.1% | 5.5% |
| Grade 7 | 77.1% | 78.6% | 75.2% | 16.3% | 15.3% | 17.4% | 6.6% | 6.1% | 7.2% |
| Grade 8 | 65.3% | 66.4% | 64.0% | 25.3% | 24.3% | 26.4% | 9.5% | 9.3% | 9.6% |
| Grade 9 | 71.4% | 72.8% | 74.3% | 20.9% | 20.4% | 21.4% | 7.7% | 8.4% | 6.9% |
| Grade 10 | 53.0% | 53.5% | 52.9% | 22.1% | 23.0% | 21.1% | 24.8% | 23.8% | 26.0% |
| Grade 11 | 95.0% | 94.8% | 95.2% | 2.0% | 2.2% | 1.8% | 3.0% | 3.0% | 3.0% |

The flow rates of learners have been reported in Table 30. These rates show the progression of learners between 2007 and 2008. The grades in the table and figures are the grades, learners attended in 2008. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2007, who were promoted and continued schooling in Grade 2 in 2008. Grade 12 was not included in the table as, for all practical purposes, all Grade 12 learners left school at the end of 2007. Re-entrants were counted as repeaters in the calculation of Table 30.

The promotion, repetition and school-leaving rates of all learners enrolled in grades 1 to 11 were reported in the 'total' row.

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

A large number of learners left school after the Junior Secondary Certificate examination (Grade 10). The Grade 10 promotion rate was, thus, much lower than the promotion rates in other grades, and the school-leaving rate was 24.8%. Repetition was also noticeably high in grade 5 and grade 8.

The Grade 7 promotion rate is the transition rate from primary to secondary education. This transition rate was 77.1% between 2007 and 2008. It should be noted that the school-leaving rates in grades 8 and 9 were higher than that in Grade 7, indicating that a higher percentage of learners made the transition from primary to secondary than between the first grades of secondary education.

Females had higher promotion rates and lower repetition rates than males up to Grade 8. The opposite was true for higher grades. Up to Grade 8, a higher percentage of males left school than females. An estimate of the cumulative effect of the school-leaving rates, expressed as the percentage of learners reaching different grades, has been given in Table 32.

Figure 30: Promotion rates of female and male learners

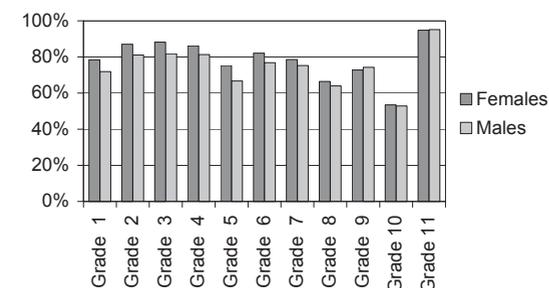


Figure 31: Repetition rates of female and male learners

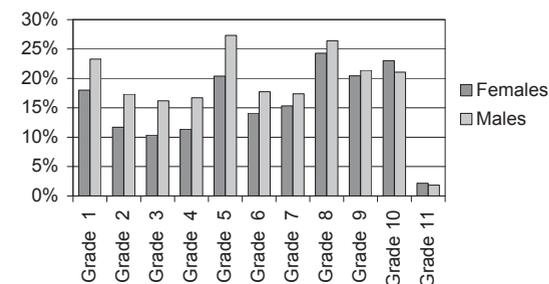


Figure 32: School-leaving rates of female and male learners

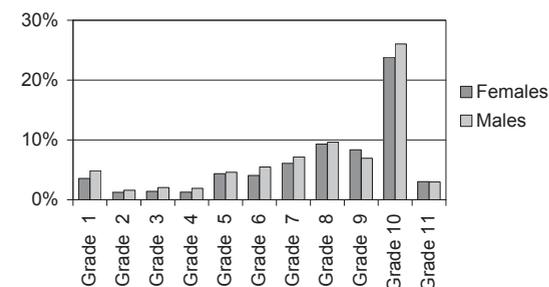


Table 31 Promotion, repetition and school leaving rates from 2001 to 2007

| School phase | Grade | Year | | | | | | |
|-----------------------------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Promotion rates | | | | | | | | |
| Lower Primary | Grade 1 | 79.6% | 78.8% | 77.0% | 76.3% | 77.1% | 75.7% | 76.2% |
| | Grade 2 | 86.2% | 85.3% | 84.4% | 83.7% | 84.4% | 84.2% | 85.2% |
| | Grade 3 | 86.1% | 86.3% | 85.9% | 85.6% | 85.4% | 85.2% | 85.5% |
| | Grade 4 | 85.9% | 85.1% | 84.7% | 84.6% | 82.9% | 83.4% | 83.3% |
| Upper Primary | Grade 5 | 72.6% | 73.4% | 73.2% | 74.2% | 73.0% | 70.6% | 70.3% |
| | Grade 6 | 80.1% | 79.9% | 81.0% | 81.8% | 82.2% | 80.5% | 81.7% |
| | Grade 7 | 78.2% | 77.4% | 77.5% | 76.8% | 77.2% | 74.8% | 76.5% |
| Junior Secondary | Grade 8 | 69.6% | 70.8% | 67.9% | 67.2% | 68.2% | 68.2% | 69.1% |
| | Grade 9 | 73.4% | 73.8% | 74.3% | 73.6% | 74.3% | 73.3% | 73.4% |
| | Grade 10 | 58.2% | 51.8% | 51.8% | 48.4% | 50.0% | 55.7% | 53.6% |
| Senior Secondary | Grade 11 | 95.6% | 95.7% | 94.4% | 95.2% | 95.8% | 96.6% | 96.7% |
| Repetition rates | | | | | | | | |
| Lower Primary | Grade 1 | 17.7% | 18.9% | 18.6% | 18.8% | 19.6% | 19.7% | 21.9% |
| | Grade 2 | 13.0% | 13.8% | 13.7% | 13.5% | 14.1% | 13.8% | 14.9% |
| | Grade 3 | 12.7% | 13.0% | 12.7% | 11.9% | 12.6% | 12.4% | 13.9% |
| | Grade 4 | 13.5% | 14.8% | 14.4% | 13.4% | 14.7% | 14.8% | 15.9% |
| Upper Primary | Grade 5 | 22.0% | 22.0% | 21.9% | 20.5% | 22.1% | 22.8% | 25.7% |
| | Grade 6 | 14.9% | 15.7% | 14.1% | 13.8% | 13.3% | 15.3% | 15.7% |
| | Grade 7 | 14.5% | 16.1% | 15.9% | 15.6% | 15.6% | 17.2% | 18.5% |
| Junior Secondary | Grade 8 | 20.3% | 21.0% | 22.4% | 21.5% | 23.1% | 21.1% | 24.2% |
| | Grade 9 | 15.8% | 16.9% | 16.7% | 15.8% | 16.7% | 16.5% | 19.4% |
| | Grade 10 | 3.5% | 4.9% | 4.9% | 5.0% | 6.4% | 7.0% | 8.2% |
| Senior Secondary | Grade 11 | 1.3% | 2.0% | 1.5% | 1.3% | 2.3% | 2.7% | 1.3% |
| School-leaving rates | | | | | | | | |
| Lower Primary | Grade 1 | 2.7% | 2.3% | 4.4% | 4.8% | 3.3% | 4.7% | 1.9% |
| | Grade 2 | 0.8% | 1.0% | 1.8% | 2.9% | 1.6% | 1.9% | 0.0% |
| | Grade 3 | 1.1% | 0.8% | 1.5% | 2.5% | 2.0% | 2.4% | 0.6% |
| | Grade 4 | 0.6% | 0.1% | 0.9% | 2.0% | 2.4% | 1.8% | 0.8% |
| Upper Primary | Grade 5 | 5.5% | 4.6% | 4.9% | 5.2% | 4.9% | 6.6% | 4.0% |
| | Grade 6 | 5.1% | 4.4% | 4.9% | 4.3% | 4.5% | 4.2% | 2.6% |
| | Grade 7 | 7.3% | 6.5% | 6.6% | 7.5% | 7.3% | 8.0% | 5.0% |
| Junior Secondary | Grade 8 | 10.0% | 8.2% | 9.6% | 11.3% | 8.7% | 10.7% | 6.7% |
| | Grade 9 | 10.9% | 9.3% | 9.0% | 10.6% | 9.0% | 10.2% | 7.2% |
| | Grade 10 | 38.3% | 43.4% | 43.2% | 46.6% | 43.6% | 37.3% | 38.2% |
| Senior Secondary | Grade 11 | 3.1% | 2.3% | 4.0% | 3.5% | 1.9% | 0.7% | 2.0% |

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 percentages who were promoted at the end of the year, repeated during the next year or left school between the two years.

Figure 33: Changes in promotion rates

Grade 1 promotion rates dropped from 80% for 2001-2007 to 76% between 2006 and 2007. The changes in other grades were less rapid. The promotion rate Grade 10 to Grade 11 shows negative growth of 2.1%.

These means more learners out of school.

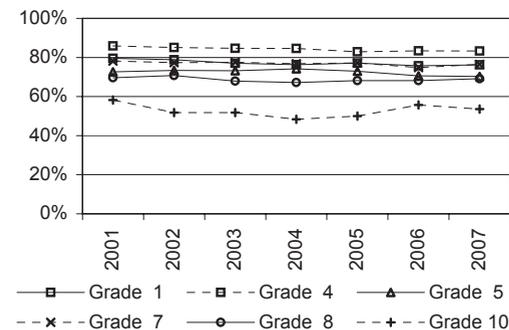


Figure 34: Changes in repetition rates

Grade 1 repetition rose from 18% between for 2001 to 21% for 2007. High repetition rates were recorded for grades 5 and 8. A gradual implementation of a policy, which only allowed learners not older than 16 to repeat Grade 10, resulted in relatively low repetition in Grade 10. This might changes as learners will now be allowed to repeat as from 2008. Repetition rates are higher in entry Grade of each Phase.

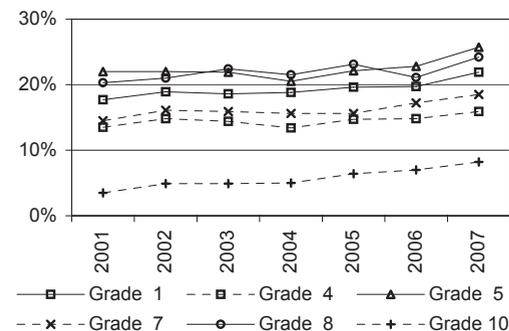


Figure 35: Changes in school-leaving rates

School-leaving had for many years been high in Grade 10, where many learners left after writing the Junior Secondary Certificate examination. The school-leaving rates in Grade 8 and Grade 9 were higher than in Grade 7, the last year of Primary. This is rather strange that learners drop-out after surviving primary education.

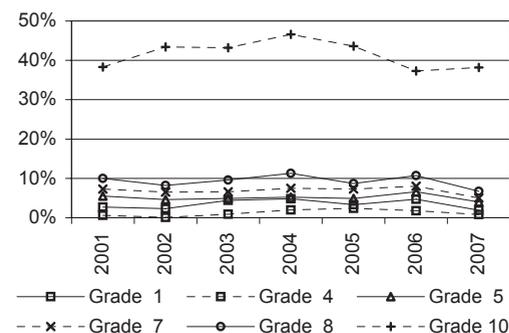


Table 32 Survival rates to grades 2 - 12 between 2001 and 2007

| Grade | Sex | Year | | | | | | |
|----------|---------|------|------|------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Grade 2 | Total | 97% | 95% | 94% | 96% | 94% | 96% | 95% |
| | Females | 97% | 95% | 94% | 95% | 95% | 96% | 96% |
| | Males | 97% | 95% | 94% | 96% | 94% | 95% | 94% |
| Grade 3 | Total | 96% | 93% | 91% | 94% | 92% | 96% | 93% |
| | Females | 97% | 93% | 90% | 93% | 93% | 97% | 94% |
| | Males | 95% | 92% | 91% | 95% | 91% | 95% | 92% |
| Grade 4 | Total | 95% | 91% | 88% | 92% | 90% | 95% | 91% |
| | Females | 97% | 92% | 87% | 91% | 89% | 94% | 90% |
| | Males | 94% | 90% | 89% | 93% | 90% | 96% | 92% |
| Grade 5 | Total | 95% | 90% | 86% | 89% | 88% | 94% | 89% |
| | Females | 97% | 91% | 85% | 88% | 88% | 93% | 89% |
| | Males | 94% | 89% | 88% | 91% | 88% | 95% | 89% |
| Grade 6 | Total | 90% | 84% | 81% | 84% | 81% | 89% | 83% |
| | Females | 93% | 87% | 78% | 81% | 82% | 89% | 84% |
| | Males | 87% | 82% | 83% | 86% | 79% | 88% | 82% |
| Grade 7 | Total | 85% | 80% | 76% | 79% | 77% | 86% | 79% |
| | Females | 88% | 83% | 73% | 76% | 78% | 86% | 80% |
| | Males | 81% | 76% | 80% | 82% | 74% | 85% | 76% |
| Grade 8 | Total | 78% | 73% | 70% | 73% | 69% | 81% | 72% |
| | Females | 82% | 77% | 66% | 69% | 72% | 82% | 74% |
| | Males | 74% | 70% | 73% | 76% | 66% | 79% | 70% |
| Grade 9 | Total | 70% | 64% | 60% | 64% | 60% | 73% | 63% |
| | Females | 74% | 67% | 56% | 61% | 62% | 76% | 65% |
| | Males | 67% | 61% | 63% | 67% | 57% | 71% | 60% |
| Grade 10 | Total | 62% | 57% | 52% | 57% | 52% | 66% | 56% |
| | Females | 65% | 60% | 50% | 56% | 55% | 68% | 58% |
| | Males | 60% | 55% | 55% | 59% | 50% | 64% | 54% |
| Grade 11 | Total | 34% | 31% | 27% | 31% | 31% | 39% | 38% |
| | Females | 34% | 31% | 26% | 30% | 33% | 40% | 40% |
| | Males | 34% | 32% | 27% | 31% | 28% | 36% | 35% |
| Grade 12 | Total | 33% | 30% | 26% | 30% | 31% | 38% | 37% |
| | Females | 33% | 29% | 25% | 30% | 33% | 39% | 39% |
| | Males | 33% | 31% | 26% | 30% | 29% | 36% | 35% |

The survival rate to a specific grade indicates the percentage of learners expected to stay in school until they reached at least that particular grade. This indicator is based on the promotion, repetition and school-leaving rates between two consecutive years only. Survival rates should be interpreted as 'if the flow rates remained constant for all grades, then the said percentage of learners would stay in school until they reached at least Grade' Flow rates do change annually, and the survival rate should, thus, be interpreted as an indicator applying to the transition of learners between two consecutive years. Flow rates are not projections of the percentage of new enrolments that will actually reach a certain grade. Interpreted correctly, the survival rate is a sensitive indicator showing the theoretical cumulative effect of the flow rates between several grades. Its sensitivity causes the indicator to vary rapidly for higher grades.

As in related tables in this chapter, the years in the column headers indicate the first of the two years between which the rates have been calculated. Grade 1 was excluded from the table, as the Grade 1 rate is 100% by definition.

The survival rates were calculated, using the artificial cohort method and applying the flow rates in Table 31 to an imaginary cohort of 1000 learners who entered Grade 1. Returnees were counted as repeaters in the calculation. The survival rate indicator is very sensitive to its exact definition, and this must be noted in comparing rates reported elsewhere.

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

An extraordinary feature of Namibia's survival rates was that they were consistently higher for females than for males up to Grade 10, and even up to Grade 12 for the last year. The lower survival rates of male learners again confirmed that in Namibia, on average, early school-leaving was a greater problem among male learners than among female learners.

Figure 36: Changes in the survival rates to grades 5 and 8

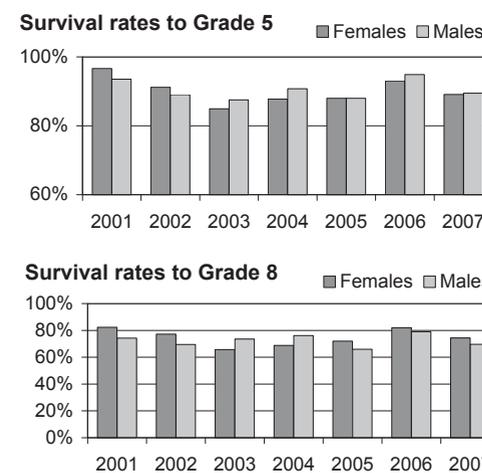


Table 33 Approximate numbers of people who had left school between 2001 and 2007

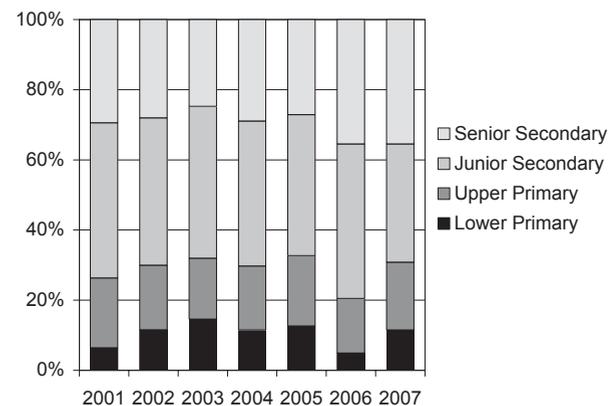
| School phase | Grade | Year | | | | | | |
|------------------|----------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Total | | 40,512 | 47,244 | 53,036 | 49,202 | 50,738 | 41,144 | 48,924 |
| Lower Primary | Grade 1 | 1,534 | 2,981 | 3,307 | 2,110 | 2,992 | 1,236 | 2,919 |
| | Grade 2 | 569 | 1,114 | 1,740 | 947 | 1,061 | -23 | 815 |
| | Grade 3 | 436 | 846 | 1,493 | 1,186 | 1,358 | 322 | 983 |
| | Grade 4 | 60 | 505 | 1,175 | 1,415 | 980 | 490 | 905 |
| Upper Primary | Grade 5 | 2,765 | 2,925 | 3,218 | 2,992 | 3,992 | 2,508 | 3,420 |
| | Grade 6 | 2,254 | 2,568 | 2,223 | 2,361 | 2,145 | 1,350 | 2,553 |
| | Grade 7 | 3,040 | 3,214 | 3,791 | 3,618 | 4,056 | 2,539 | 3,477 |
| Junior Secondary | Grade 8 | 3,609 | 4,403 | 5,405 | 4,275 | 5,165 | 3,276 | 4,960 |
| | Grade 9 | 3,351 | 3,363 | 3,960 | 3,449 | 3,994 | 2,905 | 3,400 |
| | Grade 10 | 10,971 | 12,069 | 13,592 | 12,608 | 11,240 | 11,940 | 8,142 |
| Senior Secondary | Grade 11 | 302 | 535 | 520 | 268 | 86 | 346 | 667 |
| | Grade 12 | 11,621 | 12,721 | 12,612 | 13,973 | 13,669 | 14,255 | 16,683 |

The number of people who left school at different levels of schooling is an indication for post-school training institutions of the potential demand for different levels of training they are providing. It is also an indication of the educational profile of people who could enter the job market.

Table 33 was not corrected for movements of learners over Namibia's borders, as such figures were not available. People who had left school previously and returned to school in a later year were counted in such a way that they made up for actual school leavers. The numbers in Table 33 are thus 'net' school leavers, and they are 'approximate' because immigration and emigration figures were not available.

The numbers of learners who had left school in each year for the four school phases have been charted in Figure 37 as percentage of the total numbers of learners who left school in the particular year. It is evident from the chart that the percentage of people leaving school from across phases vary from grade to grade and have been fluctuating over years.

Figure 37: Percentage of all school-leavers who left school from different school phases



Chapter 4 presents the results of the national examinations written towards the end of 2006, that is, the Junior Secondary Certificate (JSC), International General Certificate of Secondary Education (IGCSE) and Higher International General Certificate of Secondary Education (HIGCSE) examinations.

The results achieved by candidates in the different subjects have been reported for the above-mentioned examinations. A table stating the points achieved by the JSC examination candidates has also been included. The entry requirements for Grade 11 are based on these points.

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

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

National examinations

Table 34 Junior Secondary Certificate examination results, full-time

| Subject | Learners | Total | Symbol | | | | | | | Ungraded Incomplete Pending | | |
|-------------------------------------|----------|--------|--------|-------|-------|-------|-------|-------|-------|-----------------------------|------|------|
| | | | A | B | C | D | E | F | G | U | I | X |
| Accounting | 10258 | 100.0% | 5.3% | 8.0% | 14.6% | 18.5% | 15.8% | 13.4% | 11.7% | 11.1% | 1.6% | 0.0% |
| Additional Mathematics | 677 | 100.0% | 24.2% | 14.9% | 14.6% | 22.7% | 14.8% | 4.4% | 2.5% | 1.3% | 0.4% | 0.0% |
| Afrikaans First Language | 803 | 100.0% | 4.6% | 9.2% | 17.8% | 22.0% | 19.9% | 12.1% | 7.5% | 5.5% | 1.4% | 0.0% |
| Afrikaans Second Language | 7283 | 100.0% | 2.7% | 8.3% | 15.2% | 21.0% | 21.1% | 17.4% | 8.5% | 3.1% | 2.7% | 0.0% |
| Agriculture | 23613 | 100.0% | 2.7% | 6.6% | 15.4% | 24.4% | 24.2% | 16.8% | 6.5% | 2.2% | 1.3% | 0.0% |
| Bricklaying,Plastering And Painting | 49 | 100.0% | 4.1% | 4.1% | 12.2% | 26.5% | 32.7% | 18.4% | 2.0% | 0.0% | 0.0% | 0.0% |
| Business Management | 33513 | 100.0% | 3.5% | 5.6% | 11.3% | 21.5% | 18.5% | 17.8% | 12.7% | 7.6% | 1.4% | 0.0% |
| Computer Studies | 1093 | 100.0% | 9.9% | 11.6% | 14.0% | 14.5% | 19.8% | 18.7% | 7.9% | 2.8% | 0.8% | 0.0% |
| Electricity | 48 | 100.0% | 4.2% | 8.3% | 14.6% | 4.2% | 6.3% | 10.4% | 22.9% | 29.2% | 0.0% | 0.0% |
| English First Language | 236 | 100.0% | 3.0% | 9.7% | 15.3% | 32.2% | 30.9% | 5.5% | 0.0% | 0.0% | 3.4% | 0.0% |
| English Second Language | 36388 | 100.0% | 1.7% | 5.3% | 13.7% | 22.1% | 26.6% | 21.7% | 6.3% | 1.0% | 1.4% | 0.0% |
| Entrepreneurship | 274 | 100.0% | 3.6% | 8.8% | 8.8% | 22.6% | 19.3% | 17.2% | 12.8% | 6.6% | 0.4% | 0.0% |
| Fitting And Turning | 26 | 100.0% | 3.8% | 3.8% | 23.1% | 11.5% | 11.5% | 34.6% | 11.5% | 0.0% | 0.0% | 0.0% |
| French Foreign Language | 398 | 100.0% | 5.5% | 7.0% | 9.0% | 10.6% | 15.1% | 17.3% | 14.3% | 13.6% | 7.5% | 0.0% |
| Geography | 36554 | 100.0% | 3.2% | 6.3% | 13.7% | 23.1% | 24.5% | 18.5% | 7.2% | 2.3% | 1.2% | 0.0% |
| German First Language | 56 | 100.0% | 5.4% | 10.7% | 12.5% | 33.9% | 12.5% | 17.9% | 7.1% | 0.0% | 0.0% | 0.0% |
| German Foreign Language | 922 | 100.0% | 10.5% | 9.1% | 12.3% | 17.4% | 14.5% | 13.1% | 11.2% | 7.6% | 4.3% | 0.0% |
| History | 36547 | 100.0% | 2.8% | 4.9% | 9.9% | 25.4% | 23.4% | 20.7% | 8.8% | 2.8% | 1.3% | 0.0% |
| Home Economics | 966 | 100.0% | 1.1% | 5.5% | 16.6% | 24.4% | 21.4% | 19.7% | 6.7% | 2.9% | 1.7% | 0.0% |
| Integrated Performing Arts | 18 | 100.0% | 11.1% | 16.7% | 5.6% | 16.7% | 33.3% | 16.7% | 0.0% | 0.0% | 0.0% | 0.0% |
| Keyboard And Word Processing | 1155 | 100.0% | 4.8% | 11.6% | 14.5% | 14.1% | 13.9% | 12.0% | 10.7% | 15.8% | 1.6% | 0.9% |
| Khoekhoegwab First Language | 716 | 100.0% | 1.1% | 5.0% | 15.5% | 27.5% | 22.6% | 14.9% | 6.6% | 1.8% | 4.9% | 0.0% |
| Life Science | 36557 | 100.0% | 1.9% | 4.8% | 12.2% | 25.3% | 20.5% | 18.5% | 10.2% | 5.4% | 1.3% | 0.0% |
| Mathematics | 35858 | 100.0% | 7.3% | 6.2% | 9.5% | 16.6% | 15.9% | 18.0% | 14.7% | 10.2% | 1.5% | 0.0% |
| Motor Mechanics | 73 | 100.0% | 1.4% | 1.4% | 16.4% | 13.7% | 23.3% | 9.6% | 13.7% | 15.1% | 5.5% | 0.0% |
| Needlework And Clothing | 469 | 100.0% | 4.9% | 7.2% | 14.3% | 22.8% | 23.2% | 12.6% | 9.6% | 4.1% | 1.3% | 0.0% |
| Oshikwanyama First Language | 7104 | 100.0% | 2.6% | 5.9% | 13.3% | 32.8% | 37.4% | 6.3% | 0.4% | 0.1% | 1.2% | 0.0% |
| Oshindonga First Language | 12435 | 100.0% | 2.9% | 6.6% | 12.9% | 30.6% | 37.7% | 7.7% | 0.5% | 0.1% | 1.0% | 0.0% |
| Otjherero First Language | 1774 | 100.0% | 2.6% | 8.9% | 14.9% | 29.0% | 28.2% | 9.2% | 2.5% | 1.0% | 3.6% | 0.0% |
| Physical Science | 36540 | 100.0% | 3.0% | 5.2% | 11.9% | 26.2% | 18.4% | 16.2% | 10.5% | 7.2% | 1.3% | 0.0% |

The percentages of learners who attained different symbols in the subjects of the full-time Junior Secondary Certificate (JSC) examination have been tabulated in Table 34. The total number of learners who enrolled for each subject is reflected in the column 'Learners.' An A indicates the highest level of achievement, with G being the lowest level still graded. An U indicates an 'ungraded' score. Incomplete results were indicated by an I. Pending results are indicated with an X.

Symbol distributions for the main six subjects with the highest enrolments are shown graphically in Figure 38, which continues on page 62. While all six subjects scores are mostly D, E & F, English and Geography are peaking at E, Mathematics had relatively 'flat' distributions, indicating that achievements were distributed almost evenly over all grades. Accounting has one of the highest ungraded entries at 11.1%, with Mathematics coming with 10.2%. All six subjects faired below D on average. The range A- D scores in priority subjects are English (42.8%), Mathematics (39.9%) and Physical Science (46.3%)

Figure 38: JSC full-time: Symbol distribution in main subjects



Table 34 continued

| Subject | Learners | Total | Symbol | | | | | | | Ungraded | Incomplete | Pending |
|----------------------------|----------|--------|--------|-------|-------|-------|-------|-------|-------|----------|------------|---------|
| | | | A | B | C | D | E | F | G | | | |
| Portuguese First Language | 152 | 100.0% | 5.9% | 9.2% | 17.8% | 18.4% | 16.4% | 13.8% | 7.2% | 6.6% | 4.6% | 0.0% |
| Rukwangali First Language | 2042 | 100.0% | 5.1% | 9.5% | 16.0% | 23.3% | 38.7% | 4.4% | 0.3% | 0.3% | 2.4% | 0.0% |
| Rumanyo First Language | 694 | 100.0% | 5.3% | 12.8% | 13.8% | 24.5% | 38.9% | 2.6% | 0.3% | 0.0% | 1.7% | 0.0% |
| Setswana First Language | 62 | 100.0% | 3.2% | 6.5% | 16.1% | 29.0% | 32.3% | 8.1% | 0.0% | 0.0% | 4.8% | 0.0% |
| Silozi First Language | 1867 | 100.0% | 6.3% | 10.6% | 17.7% | 29.2% | 31.2% | 3.1% | 0.3% | 0.0% | 1.6% | 0.0% |
| Technical Drawing | 521 | 100.0% | 2.9% | 8.1% | 14.2% | 18.2% | 18.6% | 16.9% | 10.6% | 8.8% | 1.7% | 0.0% |
| Thimbukushu First Language | 364 | 100.0% | 2.7% | 11.8% | 16.8% | 26.4% | 33.8% | 5.8% | 0.5% | 0.8% | 1.4% | 0.0% |
| Typing | 289 | 100.0% | 1.7% | 3.8% | 10.4% | 14.9% | 17.0% | 14.2% | 14.9% | 19.7% | 3.5% | 0.0% |
| Visual Art | 157 | 100.0% | 15.3% | 14.6% | 15.9% | 22.3% | 26.1% | 5.1% | 0.0% | 0.0% | 0.6% | 0.0% |
| Welding And Metalwork | 89 | 100.0% | 3.4% | 12.4% | 15.7% | 11.2% | 27.0% | 15.7% | 5.6% | 6.7% | 2.2% | 0.0% |

Figure 38: Continued

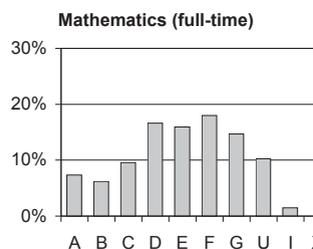


Table 35 Junior Secondary Certificate examination results, part-time

| Subject | Learners | Total | Symbol | | | | | | | Ungraded | Incomplete | Pending |
|-----------------------------|----------|--------|--------|------|-------|-------|--------|-------|-------|----------|------------|---------|
| | | | A | B | C | D | E | F | G | | | |
| Accounting | 296 | 100.0% | 0.3% | 1.7% | 10.1% | 14.2% | 13.2% | 15.5% | 17.2% | 14.2% | 13.5% | 0.0% |
| Afrikaans First Language | 5 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 20.0% | 0.0% | 20.0% | 60.0% | 0.0% |
| Afrikaans Second Language | 76 | 100.0% | 2.6% | 3.9% | 21.1% | 14.5% | 21.1% | 14.5% | 5.3% | 1.3% | 15.8% | 0.0% |
| Agriculture | 2832 | 100.0% | 0.8% | 4.9% | 10.7% | 18.9% | 22.1% | 19.5% | 9.2% | 4.7% | 9.2% | 0.0% |
| Business Management | 3265 | 100.0% | 2.1% | 6.0% | 10.9% | 16.9% | 15.7% | 17.1% | 12.0% | 9.8% | 9.4% | 0.0% |
| English Second Language | 2399 | 100.0% | 0.1% | 0.4% | 2.8% | 11.6% | 25.3% | 23.6% | 18.2% | 4.2% | 13.8% | 0.0% |
| Geography | 2657 | 100.0% | 0.4% | 3.5% | 14.0% | 23.3% | 23.8% | 15.7% | 7.9% | 2.2% | 9.2% | 0.0% |
| History | 1455 | 100.0% | 1.1% | 4.1% | 9.1% | 23.1% | 21.0% | 20.8% | 7.8% | 2.5% | 10.7% | 0.0% |
| Life Science | 3416 | 100.0% | 0.1% | 1.8% | 9.0% | 19.5% | 18.4% | 18.0% | 12.1% | 10.1% | 10.9% | 0.0% |
| Mathematics | 775 | 100.0% | 3.0% | 3.9% | 6.7% | 13.4% | 12.1% | 16.8% | 14.1% | 14.3% | 15.6% | 0.1% |
| Oshikwanyama First Language | 171 | 100.0% | 2.3% | 4.7% | 12.9% | 29.2% | 33.3% | 6.4% | 1.8% | 0.0% | 9.4% | 0.0% |
| Oshindonga First Language | 374 | 100.0% | 1.6% | 6.4% | 9.1% | 23.5% | 40.4% | 10.7% | 0.5% | 0.0% | 7.8% | 0.0% |
| Otjiherero First Language | 119 | 100.0% | 0.8% | 4.2% | 11.8% | 20.2% | 29.4% | 9.2% | 2.5% | 1.7% | 20.2% | 0.0% |
| Physical Science | 1414 | 100.0% | 0.3% | 3.2% | 8.6% | 20.3% | 14.6% | 15.6% | 14.1% | 11.0% | 12.5% | 0.0% |
| Rukwangali First Language | 97 | 100.0% | 3.1% | 7.2% | 11.3% | 22.7% | 37.1% | 5.2% | 0.0% | 0.0% | 13.4% | 0.0% |
| Rumanyo First Language | 15 | 100.0% | 0.0% | 6.7% | 6.7% | 26.7% | 46.7% | 13.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| Silozi First Language | 47 | 100.0% | 6.4% | 2.1% | 8.5% | 29.8% | 25.5% | 0.0% | 2.1% | 0.0% | 25.5% | 0.0% |
| Thimbukushu First Language | 7 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Physical Science (full-time)

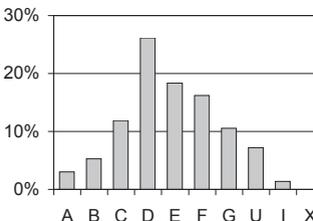


Table 36 Percentages of candidates in point ranges in the Junior Secondary Certificate (JSC) examination

| Region | Number of candidates | Points scored | | | | | | | | | | |
|-----------------------------|----------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|--------------|--------------|
| | | 0 - 4 | 5 - 9 | 10 - 14 | 15 - 19 | 20 - 24 | 25 - 29 | 30 - 34 | 35 - 39 | 40 - 42 | 0 - 22 | 23 - 42 |
| Number of candidates | 36633 | 1132 | 1036 | 3617 | 7222 | 9727 | 7507 | 3627 | 1989 | 776 | 18694 | 17939 |
| National | 36633 | 3.1% | 2.8% | 9.9% | 19.7% | 26.6% | 20.5% | 9.9% | 5.4% | 2.1% | 51.0% | 49.0% |
| Education regions | | | | | | | | | | | | |
| Caprivi | 1898 | 1.8% | 1.8% | 9.7% | 20.5% | 28.3% | 23.9% | 10.2% | 3.3% | 0.3% | 49.5% | 50.5% |
| Erongo | 1809 | 2.6% | 3.0% | 8.9% | 16.1% | 22.4% | 20.3% | 13.7% | 8.7% | 4.3% | 44.7% | 55.3% |
| Hardap | 1246 | 3.5% | 7.1% | 9.7% | 22.6% | 24.6% | 17.3% | 7.4% | 5.1% | 2.6% | 58.0% | 42.0% |
| Karas | 1060 | 1.5% | 3.4% | 12.0% | 20.6% | 26.9% | 19.0% | 9.6% | 5.1% | 2.0% | 53.5% | 46.5% |
| Kavango | 3191 | 2.8% | 1.8% | 9.9% | 21.9% | 29.5% | 21.9% | 7.8% | 2.7% | 1.8% | 53.7% | 46.3% |
| Khomas | 4616 | 6.1% | 5.3% | 11.3% | 15.0% | 18.9% | 16.9% | 12.9% | 9.4% | 4.3% | 48.7% | 51.3% |
| Kunene | 596 | 2.5% | 1.2% | 6.0% | 19.5% | 30.5% | 26.0% | 9.9% | 4.0% | 0.3% | 48.8% | 51.2% |
| Ohangwena | 5536 | 2.6% | 1.9% | 9.4% | 22.1% | 28.1% | 21.1% | 9.1% | 4.6% | 1.0% | 52.1% | 47.9% |
| Omaheke | 779 | 6.7% | 7.1% | 15.0% | 20.3% | 24.6% | 17.8% | 5.5% | 2.3% | 0.6% | 64.1% | 35.9% |
| Omusati | 6487 | 2.9% | 2.1% | 10.3% | 21.3% | 28.8% | 20.5% | 8.6% | 4.4% | 1.1% | 53.4% | 46.6% |
| Oshana | 4037 | 1.7% | 1.4% | 8.9% | 19.5% | 29.1% | 21.9% | 10.7% | 5.0% | 1.7% | 48.6% | 51.4% |
| Oshikoto | 3640 | 1.7% | 1.0% | 5.8% | 17.2% | 29.7% | 23.6% | 10.9% | 6.5% | 3.6% | 42.3% | 57.7% |
| Otjozondjupa | 1738 | 5.4% | 7.3% | 15.5% | 20.6% | 18.5% | 14.5% | 9.1% | 6.3% | 2.7% | 60.6% | 39.4% |

Points were calculated for each candidate as the sum of scores of his or her five best subjects and English: A=7 points, B=6, C=5, D=4, E=3, F=2 and G=1 point. The highest score a candidate could achieve was thus 42. Ungraded and incomplete subjects were counted as 0 points. The entry requirements for Grade 11 in 2008 was 23 points and F or higher grading in English. 49.0% of the 2008 JSC candidates scored the required 23 points, an increase of 1.4% compared to 2007. There was an increase of 12.8% of candidates for 2008 compared to 2007. Compared to 2007, the regions that made the most improvement were Omusati, Oshana & Omaheke respectively while those that declined the most were Otjozondjupa, Erongo and Khomas respectively.

Figure 39: Points scored in the JSC examination

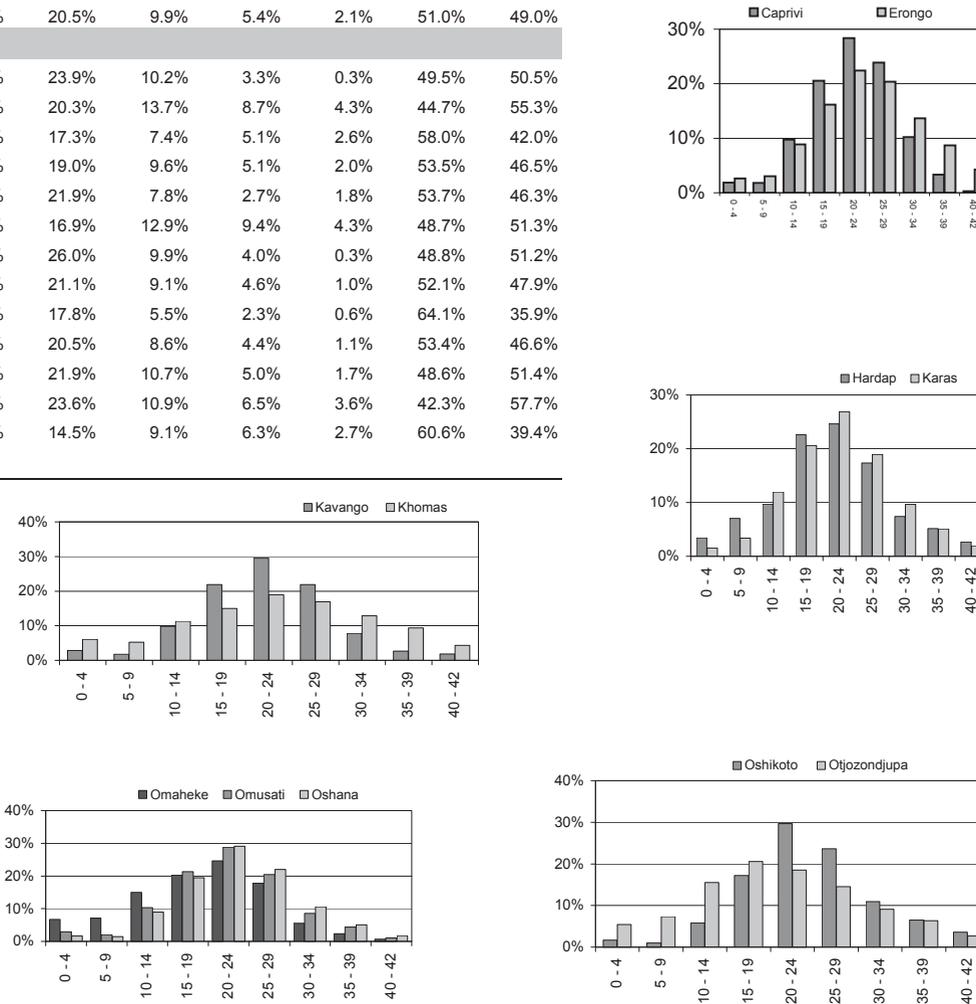


Table 37 Namibia Secondary School Certificate Ordinary Level (NSSC-O Level) results, full-time

| Subject | Learners | Total | Symbol | | | | | | | | | Ungraded Incomplete | |
|----------------------------------|----------|--------|--------|------|-------|-------|-------|-------|-------|-------|-------|---------------------|--|
| | | | A* | A | B | C | D | E | F | G | U | I | |
| Accounting | 5254 | 100.0% | 1.0% | 2.2% | 8.1% | 16.2% | 15.0% | 17.7% | 15.1% | 12.4% | 11.2% | 1.0% | |
| Afrikaans First Language | 598 | 100.0% | 0.3% | 0.3% | 7.7% | 30.8% | 37.1% | 21.1% | 2.3% | 0.0% | 0.0% | 0.3% | |
| Afrikaans Second Language | 6028 | 100.0% | 0.9% | 2.5% | 13.4% | 23.5% | 25.2% | 21.8% | 5.0% | 2.7% | 3.8% | 1.0% | |
| Agriculture | 10786 | 100.0% | 0.1% | 0.6% | 6.8% | 23.3% | 29.2% | 21.8% | 15.3% | 1.8% | 0.1% | 0.9% | |
| Art and Design | 48 | 100.0% | 4.2% | 4.2% | 25.0% | 41.7% | 12.5% | 4.2% | 8.3% | 0.0% | 0.0% | 0.0% | |
| Biology | 20904 | 100.0% | 0.3% | 0.9% | 4.1% | 13.1% | 14.8% | 18.8% | 19.2% | 16.5% | 11.5% | 0.7% | |
| Business Studies | 9142 | 100.0% | 0.3% | 1.0% | 5.1% | 14.6% | 15.9% | 20.1% | 23.3% | 14.1% | 4.9% | 0.7% | |
| Computer Studies | 442 | 100.0% | 2.7% | 5.0% | 19.0% | 23.1% | 19.9% | 16.7% | 8.1% | 2.7% | 0.5% | 2.3% | |
| Design and Communication | 292 | 100.0% | 0.0% | 0.0% | 2.1% | 11.0% | 21.9% | 28.8% | 18.5% | 6.2% | 0.0% | 11.6% | |
| Development Studies | 14862 | 100.0% | 0.4% | 1.3% | 4.8% | 14.1% | 16.9% | 19.1% | 25.4% | 12.9% | 4.0% | 1.1% | |
| Economics | 4090 | 100.0% | 0.0% | 0.2% | 5.3% | 22.2% | 20.9% | 24.8% | 8.2% | 7.2% | 10.4% | 0.6% | |
| English First Language | 120 | 100.0% | 1.7% | 6.7% | 25.0% | 33.3% | 26.7% | 5.0% | 0.0% | 0.0% | 0.0% | 1.7% | |
| English Second Language | 29980 | 100.0% | 0.3% | 0.9% | 4.3% | 10.5% | 19.4% | 22.3% | 18.9% | 9.4% | 13.0% | 0.9% | |
| Fashion and Fabrics | 234 | 100.0% | 0.0% | 1.7% | 5.1% | 32.5% | 16.2% | 24.8% | 13.7% | 3.4% | 0.9% | 1.7% | |
| French Foreign Language | 350 | 100.0% | 0.0% | 0.6% | 8.6% | 22.3% | 20.6% | 26.3% | 15.4% | 3.4% | 0.0% | 2.9% | |
| Geography | 15512 | 100.0% | 0.1% | 0.5% | 1.5% | 6.1% | 11.6% | 23.8% | 24.9% | 21.3% | 9.4% | 1.0% | |
| German First Language | 52 | 100.0% | 0.0% | 7.7% | 11.5% | 23.1% | 38.5% | 19.2% | 0.0% | 0.0% | 0.0% | 0.0% | |
| German Foreign Language | 712 | 100.0% | 2.5% | 7.9% | 17.7% | 35.1% | 19.9% | 12.1% | 3.1% | 1.4% | 0.0% | 0.3% | |
| History | 6152 | 100.0% | 0.6% | 0.7% | 2.4% | 6.0% | 11.2% | 17.0% | 34.2% | 22.2% | 4.4% | 1.2% | |
| Home Economics | 282 | 100.0% | 0.0% | 0.0% | 0.7% | 20.6% | 27.0% | 45.4% | 2.8% | 1.4% | 0.0% | 2.1% | |
| Khoekhoegowab First Language | 248 | 100.0% | 0.0% | 0.0% | 8.1% | 32.3% | 31.5% | 22.6% | 4.0% | 0.0% | 0.0% | 1.6% | |
| Mathematics | 22050 | 100.0% | 0.3% | 0.8% | 2.5% | 18.2% | 18.3% | 22.1% | 16.6% | 11.2% | 9.4% | 0.7% | |
| Office Adm. and Keyboard Applica | 488 | 100.0% | 0.4% | 0.8% | 6.6% | 13.5% | 19.3% | 11.9% | 15.6% | 22.1% | 9.4% | 0.4% | |
| Oshikwanyama First Language | 2782 | 100.0% | 0.3% | 0.5% | 4.7% | 22.4% | 41.6% | 25.3% | 3.2% | 0.4% | 0.1% | 1.6% | |
| Oshindonga First Language | 4002 | 100.0% | 0.2% | 0.8% | 5.6% | 23.8% | 44.4% | 19.7% | 4.2% | 0.1% | 0.0% | 0.9% | |
| Otjiherero First Language | 1002 | 100.0% | 0.6% | 1.6% | 10.4% | 28.5% | 39.7% | 13.2% | 2.4% | 0.8% | 0.4% | 2.4% | |
| Physical Science | 16388 | 100.0% | 1.2% | 3.5% | 7.7% | 13.9% | 17.7% | 21.4% | 21.7% | 10.8% | 1.5% | 0.6% | |
| Rukwangali First Language | 364 | 100.0% | 0.5% | 1.9% | 13.5% | 33.8% | 32.7% | 11.8% | 1.6% | 1.1% | 1.4% | 1.6% | |
| Rumanyo First Language | 259 | 100.0% | 0.4% | 0.8% | 13.5% | 30.5% | 35.9% | 13.9% | 3.5% | 0.0% | 0.0% | 1.5% | |
| Setswana First Language | 23 | 100.0% | 4.3% | 0.0% | 0.0% | 56.5% | 30.4% | 4.3% | 0.0% | 0.0% | 0.0% | 4.3% | |
| Silozi First Language | 816 | 100.0% | 0.6% | 2.3% | 19.9% | 34.7% | 33.8% | 6.6% | 0.6% | 0.0% | 0.0% | 1.5% | |
| Thimbukushu First Language | 175 | 100.0% | 2.9% | 3.4% | 20.6% | 33.1% | 33.1% | 3.4% | 0.0% | 0.0% | 0.0% | 3.4% | |

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

Symbol distributions have been shown graphically for the six subjects with the highest enrolments in Figure 40, which has been continued on page 65. High percentages of candidates were ungraded in English Second Language (13.0%), Biology (11.5%), Accounting (11.2%), Economics(10.4%) and Mathematics (9.4%). ETSIP priority subjects scores of A* - D are English Second Language (33.0%) , Physical Science (40.0%) and Mathematics (36.5%)

Figure 40: (NSSCO) full-time: Symbol distribution in main subjects

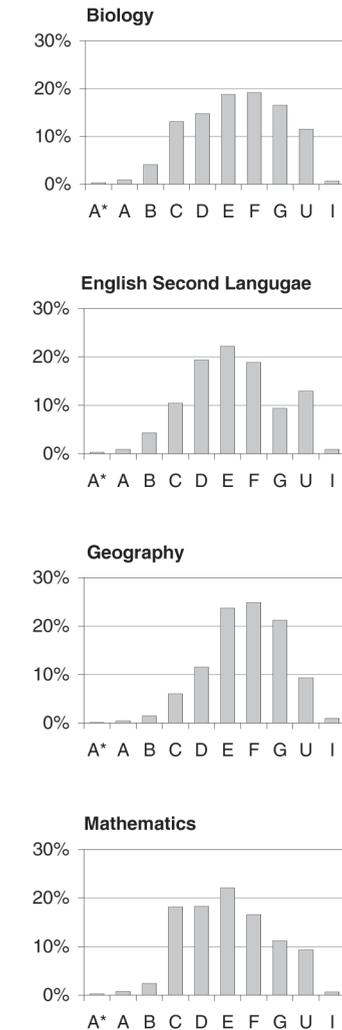


Table 34 continued

| Subject | Learners | Total | Symbol | | | | | | | Ungraded | Incomplete | Pending |
|----------------------------|----------|--------|--------|-------|-------|-------|-------|-------|-------|----------|------------|---------|
| | | | A | B | C | D | E | F | G | U | I | X |
| Portuguese First Language | 152 | 100.0% | 5.9% | 9.2% | 17.8% | 18.4% | 16.4% | 13.8% | 7.2% | 6.6% | 4.6% | 0.0% |
| Rukwangali First Language | 2042 | 100.0% | 5.1% | 9.5% | 16.0% | 23.3% | 38.7% | 4.4% | 0.3% | 0.3% | 2.4% | 0.0% |
| Rumanyo First Language | 694 | 100.0% | 5.3% | 12.8% | 13.8% | 24.5% | 38.9% | 2.6% | 0.3% | 0.0% | 1.7% | 0.0% |
| Setswana First Language | 62 | 100.0% | 3.2% | 6.5% | 16.1% | 29.0% | 32.3% | 8.1% | 0.0% | 0.0% | 4.8% | 0.0% |
| Silozi First Language | 1867 | 100.0% | 6.3% | 10.6% | 17.7% | 29.2% | 31.2% | 3.1% | 0.3% | 0.0% | 1.6% | 0.0% |
| Technical Drawing | 521 | 100.0% | 2.9% | 8.1% | 14.2% | 18.2% | 18.6% | 16.9% | 10.6% | 8.8% | 1.7% | 0.0% |
| Thimbukushu First Language | 364 | 100.0% | 2.7% | 11.8% | 16.8% | 26.4% | 33.8% | 5.8% | 0.5% | 0.8% | 1.4% | 0.0% |
| Typing | 289 | 100.0% | 1.7% | 3.8% | 10.4% | 14.9% | 17.0% | 14.2% | 14.9% | 19.7% | 3.5% | 0.0% |
| Visual Art | 157 | 100.0% | 15.3% | 14.6% | 15.9% | 22.3% | 26.1% | 5.1% | 0.0% | 0.0% | 0.6% | 0.0% |
| Welding And Metalwork | 89 | 100.0% | 3.4% | 12.4% | 15.7% | 11.2% | 27.0% | 15.7% | 5.6% | 6.7% | 2.2% | 0.0% |

Figure 38: Continued

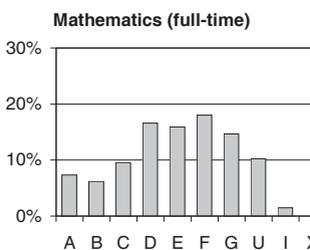
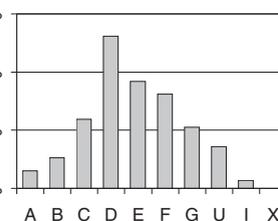


Table 35 Junior Secondary Certificate examination results, part-time

| Subject | Learners | Total | Symbol | | | | | | | Ungraded | Incomplete | Pending |
|-----------------------------|----------|--------|--------|------|-------|-------|--------|-------|-------|----------|------------|---------|
| | | | A | B | C | D | E | F | G | U | I | X |
| Accounting | 296 | 100.0% | 0.3% | 1.7% | 10.1% | 14.2% | 13.2% | 15.5% | 17.2% | 14.2% | 13.5% | 0.0% |
| Afrikaans First Language | 5 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 20.0% | 0.0% | 20.0% | 60.0% | 0.0% |
| Afrikaans Second Language | 76 | 100.0% | 2.6% | 3.9% | 21.1% | 14.5% | 21.1% | 14.5% | 5.3% | 1.3% | 15.8% | 0.0% |
| Agriculture | 2832 | 100.0% | 0.8% | 4.9% | 10.7% | 18.9% | 22.1% | 19.5% | 9.2% | 4.7% | 9.2% | 0.0% |
| Business Management | 3265 | 100.0% | 2.1% | 6.0% | 10.9% | 16.9% | 15.7% | 17.1% | 12.0% | 9.8% | 9.4% | 0.0% |
| English Second Language | 2399 | 100.0% | 0.1% | 0.4% | 2.8% | 11.6% | 25.3% | 23.6% | 18.2% | 4.2% | 13.8% | 0.0% |
| Geography | 2657 | 100.0% | 0.4% | 3.5% | 14.0% | 23.3% | 23.8% | 15.7% | 7.9% | 2.2% | 9.2% | 0.0% |
| History | 1455 | 100.0% | 1.1% | 4.1% | 9.1% | 23.1% | 21.0% | 20.8% | 7.8% | 2.5% | 10.7% | 0.0% |
| Life Science | 3416 | 100.0% | 0.1% | 1.8% | 9.0% | 19.5% | 18.4% | 18.0% | 12.1% | 10.1% | 10.9% | 0.0% |
| Mathematics | 775 | 100.0% | 3.0% | 3.9% | 6.7% | 13.4% | 12.1% | 16.8% | 14.1% | 14.3% | 15.6% | 0.1% |
| Oshikwanyama First Language | 171 | 100.0% | 2.3% | 4.7% | 12.9% | 29.2% | 33.3% | 6.4% | 1.8% | 0.0% | 9.4% | 0.0% |
| Oshindonga First Language | 374 | 100.0% | 1.6% | 6.4% | 9.1% | 23.5% | 40.4% | 10.7% | 0.5% | 0.0% | 7.8% | 0.0% |
| Otjiherero First Language | 119 | 100.0% | 0.8% | 4.2% | 11.8% | 20.2% | 29.4% | 9.2% | 2.5% | 1.7% | 20.2% | 0.0% |
| Physical Science | 1414 | 100.0% | 0.3% | 3.2% | 8.6% | 20.3% | 14.6% | 15.6% | 14.1% | 11.0% | 12.5% | 0.0% |
| Rukwangali First Language | 97 | 100.0% | 3.1% | 7.2% | 11.3% | 22.7% | 37.1% | 5.2% | 0.0% | 0.0% | 13.4% | 0.0% |
| Rumanyo First Language | 15 | 100.0% | 0.0% | 6.7% | 6.7% | 26.7% | 46.7% | 13.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| Silozi First Language | 47 | 100.0% | 6.4% | 2.1% | 8.5% | 29.8% | 25.5% | 0.0% | 2.1% | 0.0% | 25.5% | 0.0% |
| Thimbukushu First Language | 7 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Physical Science (full-time)



Chapter 5 presents a variety of statistics on teachers. Much of the information is focused around their qualifications. Qualifications are compared between different regions, years, phases of schooling, subjects taught, and age categories.

Teachers in Namibia obtained their training and qualifications in different education systems. Categorizing qualifications is thus difficult. For the purposes of this publication, teachers are divided into two broad groups: those teachers who do not have a professional teaching qualification, and those who have formal and specific teachers training qualifications.

Another dimension of teachers' qualifications concerns their levels of academic training. In this book, three categories are used: those teachers who have not completed Grade 12, those who have completed Grade 12 or up to an additional two years of academic training or tertiary education, and those who have more than two years of tertiary education after Grade 12. Teachers reported two components of their qualifications separately in the Annual Education Census questionnaires: their academic qualifications excluding professional training, and their professional education. The years of professional education have been taken into account in the qualifications reported in this chapter. A teacher who completed three years' teacher education after Grade 12, for example, was reported as having a professional qualification and more than two years' tertiary education. This reporting differs from the reports of up to 1998, where the column headings in the qualification tables only referred to the academic qualifications reported by teachers.

The Annual Education Census questionnaires ask teachers what subjects they teach and also what their qualification is in each of these subjects are.

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

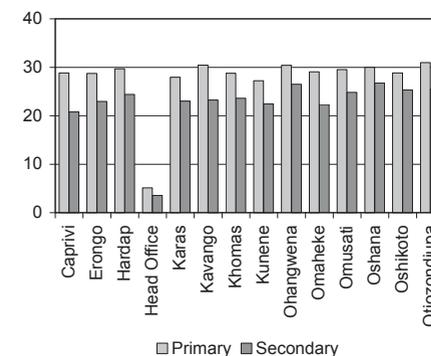
Teachers need to be classified for several purposes according to the school phase they are teaching in (primary or secondary teachers). Where such a classification was required, those teachers who taught primary and secondary grades in combined schools, were allocated pro-rata to the two phases according to the range of grades they taught.

Teachers

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

| Region | Teachers | | | Approximate teachers per phase | | | Teachers w/o lessons | Approximate learner:teacher ratios | | | |
|--------------------------|----------|---------|-------|--------------------------------|-----------|-------|----------------------|------------------------------------|---------|-----------|-------|
| | Total | Females | Males | Primary | Secondary | Other | | Total | Primary | Secondary | Other |
| National | 20,830 | 12,921 | 7,909 | 13,853 | 6,708 | 259 | 11 | 27.7 | 29.4 | 24.4 | 23.0 |
| <i>Education regions</i> | | | | | | | | | | | |
| Caprivi | 1,044 | 556 | 488 | 646 | 392 | 6 | 0 | 25.7 | 28.8 | 20.8 | 12.7 |
| Erongo | 978 | 683 | 295 | 607 | 355 | 16 | 0 | 26.3 | 28.7 | 23.0 | 2.3 |
| Hardap | 736 | 447 | 289 | 488 | 234 | 14 | 0 | 27.8 | 29.7 | 24.4 | 19.7 |
| Head Office | 174 | 122 | 52 | 69 | 70 | 35 | 0 | 9.1 | 5.1 | 3.5 | 27.7 |
| Karas | 713 | 491 | 222 | 474 | 216 | 22 | 1 | 26.1 | 27.9 | 23.0 | 17.2 |
| Kavango | 2,472 | 1,078 | 1,394 | 1,804 | 637 | 31 | 0 | 28.5 | 30.4 | 23.3 | 22.1 |
| Khomas | 2,384 | 1,738 | 646 | 1,429 | 922 | 33 | 0 | 26.7 | 28.8 | 23.6 | 24.6 |
| Kunene | 649 | 336 | 313 | 482 | 153 | 14 | 0 | 25.8 | 27.2 | 22.4 | 16.2 |
| Ohangwena | 3,024 | 1,861 | 1,163 | 2,102 | 896 | 26 | 0 | 29.1 | 30.4 | 26.5 | 8.1 |
| Omaheke | 540 | 332 | 208 | 384 | 146 | 11 | 0 | 27.2 | 29.1 | 22.3 | 23.7 |
| Omusati | 3,119 | 2,045 | 1,074 | 2,089 | 1,020 | 9 | 1 | 27.9 | 29.5 | 24.8 | 16.0 |
| Oshana | 1,815 | 1,237 | 578 | 1,106 | 688 | 17 | 4 | 28.7 | 30.0 | 26.8 | 29.6 |
| Oshikoto | 2,057 | 1,274 | 783 | 1,374 | 665 | 13 | 5 | 27.6 | 28.8 | 25.3 | 18.2 |
| Otjozondjupa | 1,125 | 721 | 404 | 799 | 314 | 12 | 0 | 29.5 | 31.0 | 25.5 | 37.8 |

Figure 41: Learner:teacher ratios in the primary and secondary school phases



There were large disparities in the provision of teachers. Learner:teacher ratios in the primary phase differed substantially between regions. Lesser differences were observed in the secondary learner:teacher ratios.

Learner:Teacher Ratios were 29:1 in primary and 24: 1 in secondary for 2008 which is a decrease with one learner for each phase if compared to 2007.

The target are 31:1 in primary and 26:1 in secondary by 2009. 33:1 in primary and 28:1 in secondary by 2010. 35:1 in primary and 30:1 in secondary by 2013. This does not necessarily indicate failure to execute the policy, but a result of several factors. New schools being opened in remote areas, larger number of combined schools causing teachers to split across phases, lack of specialised teachers, teacher loads per subject especially in the Secondary phases are all factors that may hamper the implementation of the teacher learner ratio policy. However, known cases of overstaffing across regions have also not been tackled.

Different numbers indicating the level of teacher provision in the regions have been given in Table 39. Some teachers in combined schools taught primary and secondary grades. To avoid double-counting these teachers, an estimate was made of their relative work loads in the two phases, based on the range of grades each teacher taught. Because of this calculation, rounding errors may occur in the numbers of teachers per phase.

For the purpose of this table, teachers in private schools and teachers hired by school boards in state schools, have been included in the table. Ratios in regions where a relatively large number of such teachers existed may, thus, be slightly more favourable than they would have been if only teachers appointed by the Public Service had been included.

The average learner:teacher ratios for the primary and secondary school phases have been charted for the administrative regions in Figure 41.

Table 40 Professional and academic qualifications of female and male teachers

| Region | | Total - all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------|----------------------|-----------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| National | Total | 20,830 | 1,316 | 3,320 | 16,194 | 902 | 303 | 498 | 101 | 19,928 | 1,013 | 2,822 | 16,093 |
| | Females | 12,921 | 871 | 2,221 | 9,829 | 542 | 184 | 299 | 59 | 12,379 | 687 | 1,922 | 9,770 |
| | Males | 7,909 | 445 | 1,099 | 6,365 | 360 | 119 | 199 | 42 | 7,549 | 326 | 900 | 6,323 |
| <i>Regions</i> | | | | | | | | | | | | | |
| Caprivi | Total | 1044 | 71 | 170 | 803 | 15 | 5 | 8 | 2 | 1029 | 66 | 162 | 801 |
| | Females | 556 | 33 | 84 | 439 | 8 | 2 | 6 | 0 | 548 | 31 | 78 | 439 |
| | Males | 488 | 38 | 86 | 364 | 7 | 3 | 2 | 2 | 481 | 35 | 84 | 362 |
| Erongo | Total | 978 | 38 | 116 | 824 | 30 | 9 | 16 | 5 | 948 | 29 | 100 | 819 |
| | Females | 683 | 30 | 83 | 570 | 22 | 9 | 10 | 3 | 661 | 21 | 73 | 567 |
| | Males | 295 | 8 | 33 | 254 | 8 | 0 | 6 | 2 | 287 | 8 | 27 | 252 |
| Hardap | Total | 736 | 20 | 101 | 615 | 26 | 6 | 15 | 5 | 710 | 14 | 86 | 610 |
| | Females | 447 | 13 | 73 | 361 | 17 | 5 | 10 | 2 | 430 | 8 | 63 | 359 |
| | Males | 289 | 7 | 28 | 254 | 9 | 1 | 5 | 3 | 280 | 6 | 23 | 251 |
| Head Office | Total | 174 | 1 | 16 | 157 | 8 | 1 | 6 | 1 | 166 | 0 | 10 | 156 |
| | Females | 122 | 1 | 10 | 111 | 4 | 1 | 3 | 0 | 118 | 0 | 7 | 111 |
| | Males | 52 | 0 | 6 | 46 | 4 | 0 | 3 | 1 | 48 | 0 | 3 | 45 |
| Karas | Total | 713 | 47 | 134 | 532 | 70 | 25 | 38 | 7 | 643 | 22 | 96 | 525 |
| | Females | 491 | 40 | 110 | 341 | 55 | 22 | 28 | 5 | 436 | 18 | 82 | 336 |
| | Males | 222 | 7 | 24 | 191 | 15 | 3 | 10 | 2 | 207 | 4 | 14 | 189 |
| Kavango | Total | 2472 | 326 | 447 | 1699 | 216 | 153 | 52 | 11 | 2256 | 173 | 395 | 1688 |
| | Females | 1078 | 125 | 202 | 751 | 90 | 66 | 19 | 5 | 988 | 59 | 183 | 746 |
| | Males | 1394 | 201 | 245 | 948 | 126 | 87 | 33 | 6 | 1268 | 114 | 212 | 942 |
| Khomas | Total | 2384 | 40 | 173 | 2171 | 55 | 7 | 25 | 23 | 2329 | 33 | 148 | 2148 |
| | Females | 1738 | 28 | 139 | 1571 | 43 | 5 | 20 | 18 | 1695 | 23 | 119 | 1553 |
| | Males | 646 | 12 | 34 | 600 | 12 | 2 | 5 | 5 | 634 | 10 | 29 | 595 |
| Kunene | Total | 649 | 30 | 114 | 505 | 20 | 8 | 11 | 1 | 629 | 22 | 103 | 504 |
| | Females | 336 | 19 | 70 | 247 | 11 | 5 | 6 | 0 | 325 | 14 | 64 | 247 |
| | Males | 313 | 11 | 44 | 258 | 9 | 3 | 5 | 1 | 304 | 8 | 39 | 257 |
| Ohangwena | Total | 3024 | 167 | 537 | 2320 | 182 | 29 | 143 | 10 | 2842 | 138 | 394 | 2310 |
| | Females | 1861 | 132 | 382 | 1347 | 114 | 24 | 83 | 7 | 1747 | 108 | 299 | 1340 |
| | Males | 1163 | 35 | 155 | 973 | 68 | 5 | 60 | 3 | 1095 | 30 | 95 | 970 |
| Omaheke | Total | 540 | 34 | 103 | 403 | 50 | 14 | 32 | 4 | 490 | 20 | 71 | 399 |
| | Females | 332 | 22 | 66 | 244 | 41 | 11 | 26 | 4 | 291 | 11 | 40 | 240 |
| | Males | 208 | 12 | 37 | 159 | 9 | 3 | 6 | 0 | 199 | 9 | 31 | 159 |

Table 40 continued

| Region | | Total - all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|--------------|---------|----------------------|-----------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| Omusati | Total | 3119 | 237 | 605 | 2277 | 43 | 9 | 29 | 5 | 3076 | 228 | 576 | 2272 |
| | Females | 2045 | 195 | 457 | 1393 | 27 | 6 | 19 | 2 | 2018 | 189 | 438 | 1391 |
| | Males | 1074 | 42 | 148 | 884 | 16 | 3 | 10 | 3 | 1058 | 39 | 138 | 881 |
| Oshana | Total | 1815 | 113 | 305 | 1397 | 29 | 3 | 25 | 1 | 1786 | 110 | 280 | 1396 |
| | Females | 1237 | 92 | 226 | 919 | 18 | 2 | 15 | 1 | 1219 | 90 | 211 | 918 |
| | Males | 578 | 21 | 79 | 478 | 11 | 1 | 10 | 0 | 567 | 20 | 69 | 478 |
| Oshikoto | Total | 2057 | 115 | 318 | 1624 | 78 | 11 | 56 | 11 | 1979 | 104 | 262 | 1613 |
| | Females | 1274 | 93 | 217 | 964 | 50 | 10 | 35 | 5 | 1224 | 83 | 182 | 959 |
| | Males | 783 | 22 | 101 | 660 | 28 | 1 | 21 | 6 | 755 | 21 | 80 | 654 |
| Otjozondjupa | Total | 1125 | 77 | 181 | 867 | 80 | 23 | 42 | 15 | 1045 | 54 | 139 | 852 |
| | Females | 721 | 48 | 102 | 571 | 42 | 16 | 19 | 7 | 679 | 32 | 83 | 564 |
| | Males | 404 | 29 | 79 | 296 | 38 | 7 | 23 | 8 | 366 | 22 | 56 | 288 |

Table 40 is intended to provide the numbers of all teachers according to their qualifications and sex. Qualification profiles of primary and secondary teachers have been reported in tables 41 and 42 respectively. The qualifications teachers had in the subjects they taught have been given in tables 43 and 44.

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

The teacher in the example was counted as having had professional training and more than two years' tertiary education. This calculation differed from the method used up to 1998. Qualifications of teachers with professional training reported in the EMIS Statistical Yearbooks up to 1998 are thus not comparable with the above table. Refer also to Table 46.

Table 41 Professional and academic qualifications of primary teachers

| Region | Total - all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------------|-----------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| National | 13,853 | 1,226 | 2,729 | 9,899 | 693 | 281 | 384 | 29 | 13,160 | 945 | 2,345 | 9,870 |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 646 | 68 | 126 | 451 | 13 | 5 | 7 | 1 | 633 | 63 | 119 | 450 |
| Erongo | 607 | 33 | 91 | 483 | 21 | 8 | 11 | 2 | 587 | 25 | 81 | 481 |
| Hardap | 488 | 18 | 86 | 384 | 19 | 5 | 13 | 1 | 468 | 13 | 73 | 382 |
| Head Office | 69 | 0 | 4 | 64 | 2 | 0 | 2 | 1 | 66 | - | 3 | 64 |
| Karas | 474 | 39 | 110 | 325 | 45 | 20 | 24 | 1 | 429 | 19 | 86 | 324 |
| Kavango | 1,804 | 311 | 383 | 1,111 | 192 | 149 | 42 | 1 | 1,612 | 162 | 340 | 1,110 |
| Khomas | 1,429 | 32 | 127 | 1,271 | 24 | 4 | 18 | 3 | 1,405 | 28 | 109 | 1,268 |
| Kunene | 482 | 28 | 95 | 359 | 16 | 8 | 7 | 1 | 466 | 20 | 89 | 358 |
| Ohangwena | 2,102 | 160 | 448 | 1,494 | 146 | 28 | 112 | 6 | 1,957 | 132 | 337 | 1,489 |
| Omaheke | 384 | 28 | 87 | 269 | 40 | 11 | 27 | 2 | 343 | 17 | 60 | 267 |
| Omusati | 2,089 | 224 | 517 | 1,348 | 33 | 9 | 24 | 0 | 2,056 | 215 | 493 | 1,348 |
| Oshana | 1,106 | 107 | 237 | 762 | 21 | 3 | 18 | - | 1,085 | 104 | 219 | 762 |
| Oshikoto | 1,374 | 109 | 264 | 1,001 | 58 | 10 | 43 | 4 | 1,316 | 99 | 220 | 997 |
| Otjozondjupa | 799 | 69 | 155 | 576 | 63 | 21 | 37 | 5 | 735 | 48 | 117 | 570 |

The distribution of teachers in the Primary school phase has been 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 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 have been shown graphically in Figure 42.

There were still great disparities in the qualifications of Primary teachers between the regions. In the Kavango, 11% of Primary teachers did not have formal teacher training. Out of the 1 804 Primary teachers in the region, 149 had no teacher training and a qualification of less than Grade 12. Khomas had the highest proportion of adequately trained teachers: 1 405 of the 1 429 Primary teachers or 98% in Khomas had formal teacher training and at least three years' tertiary education.

Figure 42: Qualifications of Primary teachers

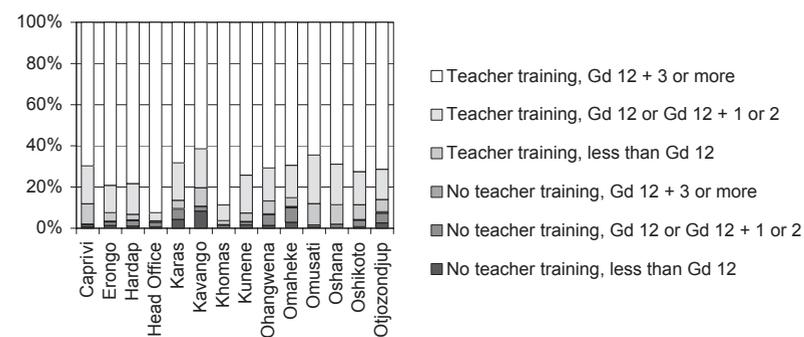


Table 42 Professional and academic qualifications of secondary teachers

| Region | Total | Total - all teachers | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|--------------|----------------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| National | 6,708 | 65 | 533 | 6,110 | 170 | 12 | 87 | 71 | 6,538 | 53 | 446 | 6,039 |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 393 | 3 | 44 | 346 | 2 | - | 1 | 1 | 391 | 3 | 43 | 345 |
| Erongo | 354 | 3 | 15 | 336 | 7 | 1 | 4 | 2 | 347 | 2 | 11 | 334 |
| Hardap | 235 | 1 | 12 | 222 | 4 | - | - | 4 | 231 | 1 | 12 | 218 |
| Head Office | 70 | 1 | 9 | 61 | 5 | 1 | 4 | 1 | 65 | - | 5 | 60 |
| Karas | 216 | 4 | 21 | 191 | 18 | 1 | 11 | 6 | 198 | 3 | 10 | 185 |
| Kavango | 637 | 13 | 58 | 566 | 18 | 3 | 5 | 10 | 619 | 10 | 53 | 556 |
| Khomas | 922 | 6 | 43 | 872 | 31 | 3 | 7 | 20 | 891 | 3 | 36 | 852 |
| Kunene | 154 | - | 15 | 139 | 3 | - | 3 | - | 151 | - | 12 | 139 |
| Ohangwena | 894 | 6 | 86 | 802 | 35 | 1 | 30 | 4 | 859 | 5 | 56 | 798 |
| Omaheke | 146 | 1 | 14 | 131 | 6 | - | 4 | 2 | 140 | 1 | 10 | 129 |
| Omusati | 1,020 | 12 | 86 | 923 | 9 | - | 6 | 4 | 1,011 | 12 | 80 | 919 |
| Oshana | 688 | 6 | 61 | 621 | 2 | - | 1 | 1 | 686 | 6 | 60 | 620 |
| Oshikoto | 665 | 4 | 46 | 616 | 15 | - | 9 | 7 | 650 | 4 | 37 | 609 |
| Otjozondjupa | 315 | 5 | 25 | 285 | 16 | 2 | 4 | 10 | 299 | 3 | 21 | 275 |

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 from 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 have been shown graphically in Figure 43.

The disparities between regions in the qualifications of Secondary teachers were much smaller than for Primary teachers. In all regions more than 93% of the Secondary teachers had at least three years' tertiary education, which included teacher training. Caprivi and Oshana being the highest. About 3.0% of Secondary teachers have no formal professional qualifications.

Figure 43: Qualifications of Secondary teachers

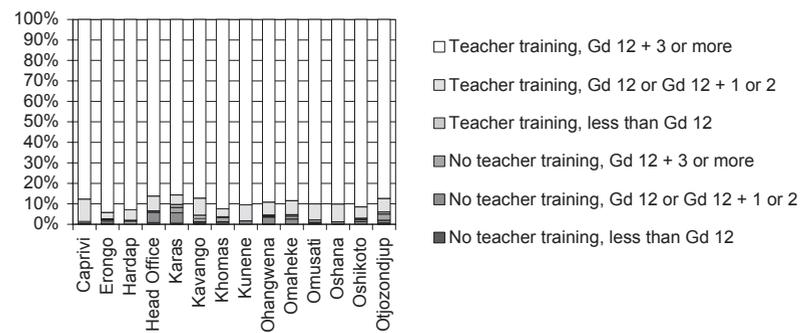


Table 43 Qualifications of teachers in the subjects they taught

| Subject | Primary | | | | | Primary and Secondary | | | | | Secondary | | | | |
|------------------------|---------|-----------------|-------|----------------------|-----------------------|-----------------------|-----------------|-------|----------------------|-----------------------|-----------|-----------------|-------|----------------------|-----------------------|
| | Total | Less than Gd 12 | Gd 12 | Gd 12 + 1 or 2 years | Gd 12+3 or more years | Total | Less than Gd 12 | Gd 12 | Gd 12 + 1 or 2 years | Gd 12+3 or more years | Total | Less than Gd 12 | Gd 12 | Gd 12 + 1 or 2 years | Gd 12+3 or more years |
| Accounting | - | - | - | - | - | - | - | - | - | - | 379 | 164 | 21 | 32 | 162 |
| Afrikaans 1st lang. | 124 | 37 | 6 | 26 | 55 | 16 | 7 | 2 | 2 | 5 | 86 | 42 | 4 | 14 | 26 |
| Afrikaans 2nd lang. | 296 | 139 | 34 | 27 | 96 | 20 | 7 | 2 | 3 | 8 | 220 | 93 | 20 | 30 | 77 |
| Agricultural Science | - | - | - | - | - | - | - | - | - | - | 11 | 1 | 3 | - | 7 |
| Agriculture | - | - | - | - | - | - | - | - | - | - | 880 | 437 | 65 | 48 | 330 |
| Art and Design | - | - | - | - | - | - | - | - | - | - | 17 | 13 | - | - | 4 |
| Art of Entertainment | - | - | - | - | - | - | - | - | - | - | 17 | 8 | 4 | 2 | 3 |
| Arts (non-pr.) | 1541 | 795 | 143 | 172 | 431 | - | - | - | - | - | - | - | - | - | - |
| Arts appreciation | - | - | - | - | - | - | - | - | - | - | 8 | 6 | - | - | 2 |
| Arts in Culture | - | - | - | - | - | - | - | - | - | - | 567 | 309 | 38 | 49 | 171 |
| Basic Information Sc | 1072 | 595 | 85 | 127 | 265 | 119 | 66 | 10 | 13 | 30 | 468 | 273 | 39 | 34 | 122 |
| Basic Techniques | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Biblical Studies | - | - | - | - | - | - | - | - | - | - | 2 | 1 | 1 | - | - |
| Biology | - | - | - | - | - | - | - | - | - | - | 235 | 104 | 10 | 12 | 109 |
| Book Education | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Bricklaying and Plast. | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Business Accounting | - | - | - | - | - | - | - | - | - | - | 2 | 1 | 1 | - | - |
| Business Economics | - | - | - | - | - | - | - | - | - | - | 4 | 2 | - | - | 2 |
| Business Management | - | - | - | - | - | - | - | - | - | - | 938 | 471 | 93 | 77 | 297 |
| Business Methods | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Business Studies | - | - | - | - | - | - | - | - | - | - | 134 | 55 | 8 | 13 | 58 |
| Chemistry | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | 1 |
| Comb.Sc./Co-ord.Sc. | - | - | - | - | - | - | - | - | - | - | 2 | 2 | - | - | - |
| Comm. and Department | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Computer Literacy | 40 | 18 | 3 | 7 | 12 | 8 | 5 | - | 1 | 2 | 26 | 11 | 1 | 5 | 9 |
| Computer Practice | - | - | - | - | - | - | - | - | - | - | 8 | 7 | - | - | 1 |
| Computer Studies | - | - | - | - | - | - | - | - | - | - | 53 | 30 | 4 | 7 | 12 |
| Craft and Technology | 143 | 71 | 18 | 18 | 36 | - | - | - | - | - | - | - | - | - | - |
| Design and Communicat. | - | - | - | - | - | - | - | - | - | - | 2 | 1 | 1 | - | - |
| Design and Technology | 56 | 34 | 4 | 7 | 11 | - | - | - | - | - | 39 | 14 | 2 | 5 | 18 |
| Development Studies | - | - | - | - | - | - | - | - | - | - | 181 | 93 | 14 | 9 | 65 |
| Drama | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Economics | - | - | - | - | - | - | - | - | - | - | 79 | 39 | 3 | 5 | 32 |
| Educare | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Electricity | - | - | - | - | - | - | - | - | - | - | 2 | - | 1 | - | 1 |
| Elementary Agricult. | 1432 | 819 | 153 | 119 | 341 | - | - | - | - | - | 1 | 1 | - | - | - |
| Engineering Science | - | - | - | - | - | - | - | - | - | - | 2 | 2 | - | - | - |
| English 1st Language | 100 | 41 | 6 | 6 | 47 | 21 | 11 | 3 | 2 | 5 | 48 | 21 | 2 | 2 | 23 |
| English 2nd Language | 1886 | 821 | 120 | 153 | 792 | 162 | 74 | 13 | 2 | 73 | 1118 | 462 | 62 | 85 | 509 |
| Environmental Stud. | 91 | 36 | 7 | 10 | 38 | - | - | - | - | - | - | - | - | - | - |
| Ethics | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Fashion and Fabrics | - | - | - | - | - | - | - | - | - | - | 7 | 5 | 1 | - | 1 |
| Fitting and Turning | - | - | - | - | - | - | - | - | - | - | 3 | 1 | - | - | 2 |
| French Foreign Lang. | 5 | 2 | - | - | 3 | 5 | - | - | 1 | 4 | 29 | 20 | 1 | - | 8 |
| General Science | 12 | 5 | - | 1 | 6 | 1 | - | 1 | - | - | - | - | - | - | - |
| Geography | 12 | 10 | - | - | 2 | 6 | 2 | 1 | - | 3 | 1032 | 447 | 58 | 72 | 455 |

The number of teachers who taught different subjects in the ordinary grades (grades 1 - 12) have been listed in Table 43. The table has 92 subjects that are taught in all most schools.

Teachers reported the subjects they were teaching, and their qualification in the specific subjects, classified as indicated in the respective column headings.

A number of teachers in combined schools taught the same subject in the primary and secondary phase. In such cases, the teacher was counted under the heading 'Primary and Secondary'.

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

Table 43 continued

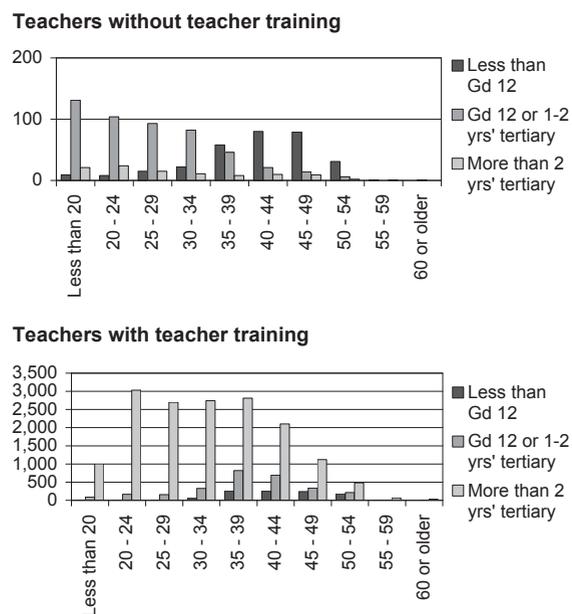
| Subject | Total | Primary | | | | Primary and Secondary | | | | | Secondary | | | | |
|------------------------|-------|-----------------|-------|----------------------|-----------------------|-----------------------|-----------------|-------|----------------------|-----------------------|-----------|-----------------|-------|----------------|------------|
| | | Less than Gd 12 | Gd 12 | Gd 12 + 1 or 2 years | Gd 12+3 or more years | Total | Less than Gd 12 | Gd 12 | Gd 12 + 1 or 2 years | Gd 12+3 or more years | Total | Less than Gd 12 | Gd 12 | Gd 12 + 1 or 2 | Gd 12+3 or |
| German 1st Language | 20 | 3 | - | 3 | 14 | 1 | - | - | - | 1 | 27 | 12 | - | 1 | 14 |
| German Foreign Lang. | 11 | 4 | - | 3 | 4 | 6 | 1 | - | - | 5 | 37 | 19 | 2 | 1 | 15 |
| Grade 1 class | 2264 | 1367 | 79 | 158 | 660 | - | - | - | - | - | - | - | - | - | - |
| Grade 2 class | 2083 | 1255 | 82 | 142 | 604 | - | - | - | - | - | - | - | - | - | - |
| Grade 3 class | 2055 | 1211 | 75 | 140 | 629 | - | - | - | - | - | - | - | - | - | - |
| Grade 4 class | 1882 | 1112 | 56 | 118 | 596 | - | - | - | - | - | - | - | - | - | - |
| Grade 5 class | 59 | 41 | 2 | 1 | 15 | - | - | - | - | - | - | - | - | - | - |
| Grade 6 class | 33 | 26 | - | 1 | 6 | - | - | - | - | - | - | - | - | - | - |
| Grade 7 class | 27 | 21 | 1 | 1 | 4 | - | - | - | - | - | - | - | - | - | - |
| Hairdressing | - | - | - | - | - | - | - | - | - | - | 26 | 22 | - | 1 | 3 |
| Handicraft/Art | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Handwriting | 5 | - | 1 | 1 | 3 | - | - | - | - | - | - | - | - | - | - |
| History | 7 | 4 | 2 | 1 | - | 6 | 2 | - | - | 4 | 1015 | 481 | 62 | 75 | 397 |
| History and Geography | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Home Ecology | 294 | 164 | 28 | 32 | 70 | - | - | - | - | - | - | - | - | - | - |
| Home Economics | - | - | - | - | - | - | - | - | - | - | 43 | 20 | 4 | 6 | 13 |
| Hotel Management | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Integr. Perform. Art | - | - | - | - | - | - | - | - | - | - | 59 | 31 | 5 | 5 | 18 |
| Keyboard and Word Proc | - | - | - | - | - | - | - | - | - | - | 39 | 22 | 5 | 5 | 7 |
| Khoekhoegwab 1st L. | 117 | 50 | 7 | 18 | 42 | 1 | - | - | 1 | - | 55 | 22 | 2 | 5 | 26 |
| Life Science | 7 | 7 | - | - | - | 5 | 3 | - | 1 | 1 | 1122 | 535 | 77 | 81 | 429 |
| Life Skills (non-pr) | 1184 | 701 | 163 | 100 | 220 | 94 | 54 | 11 | 6 | 23 | 816 | 476 | 97 | 85 | 158 |
| Literature (English) | - | - | - | - | - | - | - | - | - | - | 2 | 1 | - | - | 1 |
| Mathematics | 2006 | 920 | 94 | 202 | 790 | 167 | 75 | 7 | 9 | 76 | 1163 | 515 | 38 | 73 | 537 |
| Metalwork | - | - | - | - | - | - | - | - | - | - | 12 | 5 | - | 1 | 6 |
| Motor Body Repairing | - | - | - | - | - | - | - | - | - | - | 4 | 3 | - | 1 | - |
| Motor Mechanics | - | - | - | - | - | - | - | - | - | - | 7 | 3 | - | 2 | 2 |
| Music | - | - | - | - | - | - | - | - | - | - | 8 | 5 | - | - | 3 |
| Natural Sc. and Health | 2009 | 957 | 122 | 188 | 742 | - | - | - | - | - | - | - | - | - | - |
| Needlework (Basic T) | 3 | 2 | - | - | 1 | - | - | - | - | - | - | - | - | - | - |
| Needlework, Clothing | - | - | - | - | - | - | - | - | - | - | 21 | 8 | 2 | 2 | 9 |
| Office Adm.andKeyboard | - | - | - | - | - | - | - | - | - | - | 16 | 8 | 1 | 4 | 3 |
| Office Practice | - | - | - | - | - | - | - | - | - | - | 1 | - | - | 1 | - |
| Oshikwanyama 1st L. | 391 | 197 | 47 | 29 | 118 | 47 | 30 | 2 | 5 | 10 | 252 | 114 | 16 | 30 | 92 |
| Oshindonga 1st Lang. | 562 | 290 | 61 | 60 | 151 | 76 | 46 | 3 | 6 | 21 | 354 | 178 | 35 | 39 | 102 |
| Otjherero 1st Lang. | 102 | 48 | 8 | 12 | 34 | 5 | 2 | 1 | 1 | 1 | 64 | 29 | 2 | 5 | 28 |
| Phys Ed and Health Aw | 248 | 127 | 18 | 21 | 82 | - | - | - | - | - | - | - | - | - | - |
| Physical Education | 1257 | 608 | 116 | 124 | 409 | 112 | 52 | 13 | 7 | 40 | 717 | 354 | 69 | 77 | 217 |
| Physical Science | - | - | - | - | - | - | - | - | - | - | 1146 | 515 | 48 | 81 | 502 |
| Plumbing and Sheet-Met | - | - | - | - | - | - | - | - | - | - | 4 | 1 | - | - | 3 |
| Portuguese 1st Lang. | 4 | 2 | - | 2 | - | 1 | 1 | - | - | - | 2 | 2 | - | - | - |
| Religious and Moral Ed | 1148 | 648 | 121 | 120 | 259 | 83 | 46 | 7 | 8 | 22 | 558 | 316 | 63 | 61 | 118 |
| Religious Education | 249 | 139 | 27 | 26 | 57 | - | - | - | - | - | - | - | - | - | - |
| Religious Studies | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Remedial Teaching | 22 | 14 | - | 1 | 7 | - | - | - | - | - | - | - | - | - | - |

Although the desired qualification of teachers was three or four-year tertiary education, considerable numbers of teachers in the secondary phase had qualifications lower than Grade 12. Grade 1 through to 4 recorded on average 60% of the teachers having a qualification of less than Grade 12.

Table 44 Ages and professional and academic qualifications of teachers

| Age group | Total - all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|--------------------|----------------------|-----------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| Total | 20,830 | 1,316 | 3,320 | 16,194 | 902 | 303 | 498 | 101 | 19,928 | 1,013 | 2,822 | 16,093 |
| Less than 20 | 1,266 | 20 | 224 | 1,022 | 161 | 9 | 131 | 21 | 1,105 | 11 | 93 | 1,001 |
| 20 - 24 | 3,341 | 14 | 270 | 3,057 | 136 | 8 | 104 | 24 | 3,205 | 6 | 166 | 3,033 |
| 25 - 29 | 2,989 | 24 | 251 | 2,714 | 123 | 15 | 93 | 15 | 2,866 | 9 | 158 | 2,699 |
| 30 - 34 | 3,245 | 80 | 412 | 2,753 | 115 | 22 | 82 | 11 | 3,130 | 58 | 330 | 2,742 |
| 35 - 39 | 3,997 | 308 | 867 | 2,822 | 112 | 58 | 46 | 8 | 3,885 | 250 | 821 | 2,814 |
| 40 - 44 | 3,154 | 329 | 711 | 2,114 | 111 | 80 | 21 | 10 | 3,043 | 249 | 690 | 2,104 |
| 45 - 49 | 1,803 | 321 | 350 | 1,132 | 102 | 79 | 14 | 9 | 1,701 | 242 | 336 | 1,123 |
| 50 - 54 | 922 | 216 | 222 | 484 | 39 | 31 | 6 | 2 | 883 | 185 | 216 | 482 |
| 55 - 59 | 80 | 4 | 9 | 67 | 2 | 1 | - | 1 | 78 | 3 | 9 | 66 |
| 60 or older | 33 | - | 4 | 29 | 1 | - | 1 | - | 32 | - | 3 | 29 |
| <i>Average Age</i> | 34.1 | 42.8 | 36.8 | 32.8 | 32.0 | 41.1 | 26.9 | 29.8 | 34.2 | 43.3 | 38.5 | 32.9 |

Figure 44: Ages and qualifications of teachers



The numbers 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 for 01 August 2008, and expressed as full completed years. A teacher born on 01 November 1972, for example, who was 35 years and 8 months old on 01 September 2008, was entered into the calculations as 35 years old.

There were 19,928 teachers with formal training, and 902 without. The overall age distribution was, therefore, mainly determined by teachers with teacher training.

Teachers without teacher training were, on average, 1.5 years younger than those with teacher training. In both of these groups, teachers with qualifications lower than Grade 12 were older than their colleagues with higher qualifications.

Figure 42 shows the age distributions of teachers in different qualification categories. It should be noted that the scales of the two charts differed. The age distributions for teachers without (top chart) and with (bottom chart) teacher training differed significantly:

Among the teachers without teacher training, the distribution of teachers with a qualification lower than Grade 12 peaked at the 35-39 to 45 - 49 age groups. This group had a very wide age distribution.

Teachers with a three or more years' tertiary qualification made up the largest group among teachers with teacher training. Most of these teachers were between 20 and 49 years old. Teachers with lower qualifications in this group had broad age distributions extending well into the higher age groups.

Table 45 Attrition rates of teachers between 2007 and 2008

| Region | Total - all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------------|-----------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| National | 9.4% | 11.5% | 10.5% | 9.0% | 18.1% | 11.4% | 20.3% | 28.7% | 9.0% | 11.5% | 8.8% | 8.8% |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 8.7% | 11.0% | 10.2% | 8.1% | 50.0% | 20.0% | 60.0% | 75.0% | 8.2% | 10.4% | 8.8% | 7.8% |
| Erongo | 11.2% | 18.2% | 14.2% | 10.4% | 26.5% | 25.0% | 18.8% | 50.0% | 10.6% | 15.6% | 13.3% | 10.1% |
| Hardap | 12.2% | 26.1% | 17.4% | 10.8% | 32.0% | 28.6% | 28.6% | 50.0% | 9.8% | 20.0% | 9.1% | 9.7% |
| Head Office | 8.5% | 0.0% | 0.0% | 9.0% | 28.6% | 0.0% | 0.0% | 66.7% | 7.7% | 0.0% | 0.0% | 8.0% |
| Karas | 14.4% | 14.3% | 17.8% | 13.7% | 25.0% | 5.0% | 31.0% | 57.1% | 13.5% | 22.7% | 13.5% | 13.2% |
| Kavango | 7.3% | 9.8% | 6.6% | 6.9% | 8.7% | 6.5% | 16.7% | 7.1% | 7.1% | 12.2% | 5.3% | 6.9% |
| Khomas | 12.9% | 24.4% | 21.3% | 12.1% | 35.3% | 80.0% | 38.1% | 24.0% | 12.4% | 17.5% | 18.3% | 12.0% |
| Kunene | 9.4% | 19.4% | 10.5% | 8.4% | 7.7% | 14.3% | 0.0% | 0.0% | 9.4% | 20.8% | 11.0% | 8.4% |
| Ohangwena | 6.2% | 11.1% | 7.5% | 5.5% | 17.9% | 15.6% | 17.4% | 33.3% | 5.5% | 10.1% | 4.1% | 5.4% |
| Omaheke | 13.3% | 13.5% | 18.7% | 12.0% | 23.3% | 23.1% | 23.1% | 25.0% | 12.0% | 8.3% | 16.9% | 11.4% |
| Omusati | 10.1% | 13.5% | 8.8% | 10.1% | 18.2% | 14.3% | 18.2% | 25.0% | 10.0% | 13.5% | 8.3% | 10.0% |
| Oshana | 7.9% | 6.2% | 10.2% | 7.4% | 16.2% | 0.0% | 19.4% | 0.0% | 7.1% | 5.7% | 6.9% | 7.3% |
| Oshikoto | 7.7% | 4.9% | 11.2% | 7.2% | 18.6% | 7.7% | 20.3% | 21.4% | 7.2% | 4.6% | 9.2% | 7.1% |
| Otjondjupa | 11.3% | 12.8% | 10.3% | 11.4% | 11.1% | 5.3% | 11.4% | 22.2% | 11.4% | 14.9% | 10.0% | 11.3% |

Attrition rates of teachers were defined as the percentage of the 2006 teachers who were no longer teaching in 2007. 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 in 2007 by looking for the identification or salary numbers in all other schools. This method was likely to give a too high estimate, but the rates were still reported as no better data was available.

It should be noted in interpreting the rates that there had been only 149 teachers without teacher training and a qualification of more than two years' tertiary in 2008. Some regional attrition rates in that category were thus based on small numbers of teachers.

Figure 45: Total attrition rates of teachers in the regions

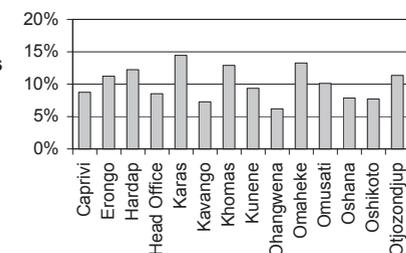


Table 46 Transfer rates of teachers between 2007 and 2008

| Region | Total - all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------------|-----------------|----------------------------|---------------------------|---|-----------------|----------------------------|---------------------------|--|-----------------|----------------------------|---------------------------|
| | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary | Total | Less than Gd 12 | Gd 12 or 1-2 yrs' tertiary | More than 2 yrs' tertiary |
| National | 4.7% | 2.0% | 3.6% | 5.2% | 2.6% | 0.9% | 3.6% | 2.8% | 4.6% | 1.5% | 2.7% | 5.2% |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 4.8% | 0.0% | 5.7% | 5.2% | 0.0% | 0.0% | 0.0% | 0.0% | 4.7% | 0.0% | 5.3% | 5.0% |
| Erongo | 7.0% | 2.3% | 5.7% | 7.4% | 0.0% | 0.0% | 0.0% | 0.0% | 7.0% | 3.1% | 4.4% | 7.5% |
| Hardap | 6.1% | 8.7% | 9.2% | 5.4% | 8.0% | 14.3% | 7.1% | 0.0% | 5.1% | 0.0% | 3.4% | 5.5% |
| Head Office | 4.0% | 0.0% | 0.0% | 4.2% | 0.0% | 0.0% | 0.0% | 0.0% | 4.1% | 0.0% | 0.0% | 4.3% |
| Karas | 8.0% | 7.1% | 10.2% | 7.6% | 3.6% | 0.0% | 6.9% | 0.0% | 7.5% | 0.0% | 9.0% | 7.5% |
| Kavango | 4.5% | 1.9% | 3.5% | 5.4% | 1.3% | 1.2% | 0.0% | 7.1% | 4.7% | 2.5% | 3.2% | 5.4% |
| Khomas | 4.0% | 2.2% | 2.8% | 4.2% | 0.0% | 0.0% | 0.0% | 0.0% | 4.0% | 0.0% | 3.3% | 4.1% |
| Kunene | 6.1% | 3.2% | 7.9% | 5.9% | 7.7% | 0.0% | 20.0% | 0.0% | 5.4% | 0.0% | 5.5% | 5.7% |
| Ohangwena | 4.3% | 0.5% | 3.1% | 4.9% | 4.6% | 0.0% | 6.1% | 0.0% | 4.1% | 0.6% | 1.0% | 4.9% |
| Omaheke | 4.9% | 13.5% | 4.4% | 4.2% | 7.0% | 0.0% | 11.5% | 0.0% | 4.5% | 16.7% | 1.5% | 4.3% |
| Omusati | 3.9% | 0.4% | 1.5% | 5.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3.9% | 0.4% | 1.5% | 5.0% |
| Oshana | 3.1% | 3.1% | 0.3% | 3.8% | 0.0% | 0.0% | 0.0% | 0.0% | 3.2% | 3.3% | 0.3% | 3.8% |
| Oshikoto | 4.8% | 0.0% | 3.9% | 5.3% | 1.2% | 0.0% | 1.7% | 0.0% | 4.7% | 0.0% | 3.3% | 5.3% |
| Otjozondjupa | 5.3% | 2.3% | 3.6% | 6.0% | 4.2% | 0.0% | 2.3% | 22.2% | 5.3% | 3.0% | 3.3% | 5.8% |

Transfer rates of teachers were defined as the percentage of the 2007 teachers who were teaching at a different school in 2008 than in 2007. Estimated transfer rates of teachers have been reported in Table 46. These numbers were calculated by searching for teachers who were no longer at the school where they had been teaching in 2007 by looking for their identification or salary numbers in all other schools. This method was likely to give a too low estimate, but the rates were still reported as no better data was available.

Figure 46: Total transfer rates of teachers in the regions

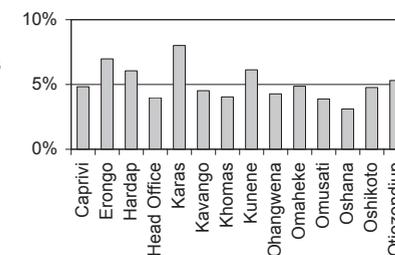


Table 47 Changes in the numbers of teachers and their professional qualifications between 2002 and 2008

| Qualification | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2002 - 2008 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|-------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| Total - all teachers | | | | | | | | | |
| Total | 18,782 | 18,771 | 18,834 | 19,304 | 19,480 | 20,333 | 20,830 | 1.7% | 2.4% |
| Less than Gd 12 | 2,967 | 2,626 | 2,352 | 2,037 | 1,724 | 1,480 | 1,316 | -12.7% | -11.1% |
| Gd 12 or Gd 12 plus 1 or 2 years' tertiary | 5,350 | 4,712 | 4,259 | 3,787 | 3,587 | 3,285 | 3,320 | -7.6% | 1.1% |
| Gd 12 plus 3 or more years' tertiary | 10,465 | 11,433 | 12,223 | 13,480 | 14,169 | 15,568 | 16,194 | 7.5% | 4.0% |
| Teachers without teacher training | | | | | | | | | |
| Total | 2,025 | 1,571 | 1,315 | 1,228 | 1,211 | 894 | 902 | -12.6% | 0.9% |
| Less than Gd 12 | 711 | 608 | 508 | 444 | 398 | 317 | 303 | -13.3% | -4.4% |
| Gd 12 or Gd 12 plus 1 or 2 years' tertiary | 1,103 | 792 | 674 | 664 | 707 | 469 | 498 | -12.4% | 6.2% |
| Gd 12 plus 3 or more years' tertiary | 211 | 171 | 133 | 120 | 106 | 108 | 101 | -11.6% | -6.5% |
| Teachers with teacher training | | | | | | | | | |
| Total | 16,757 | 17,200 | 17,519 | 18,076 | 18,269 | 19,439 | 19,928 | 2.9% | 2.5% |
| Less than Gd 12 | 2,256 | 2,018 | 1,844 | 1,593 | 1,326 | 1,163 | 1,013 | -12.5% | -12.9% |
| Gd 12 or Gd 12 plus 1 or 2 years' tertiary | 4,247 | 3,920 | 3,585 | 3,123 | 2,880 | 2,816 | 2,822 | -6.6% | 0.2% |
| Gd 12 plus 3 or more years' tertiary | 10,254 | 11,262 | 12,090 | 13,360 | 14,063 | 15,460 | 16,093 | 7.8% | 4.1% |

Table 47 shows the changes in the number of teachers according to their qualifications. The top rows of data include all teachers irrespective of whether they had formal teacher training or not. Teachers who had no formal teacher training were reported in the next set of rows, while teachers with formal teacher training have been reported in the four bottom rows.

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

The total number of teachers increased on average by 1.7% per year. A change towards a better qualified teaching force was reflected by the growth rates in different qualification levels: The number of low qualified teachers decreased, while the number of teachers with the desired qualification of at least three years' tertiary education had a growth rate of 7.8%.

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

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

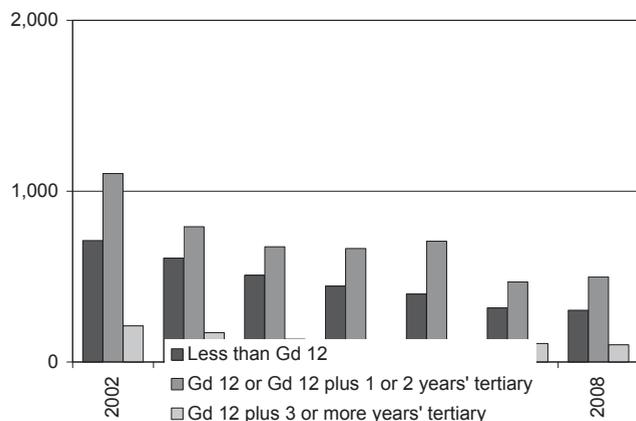
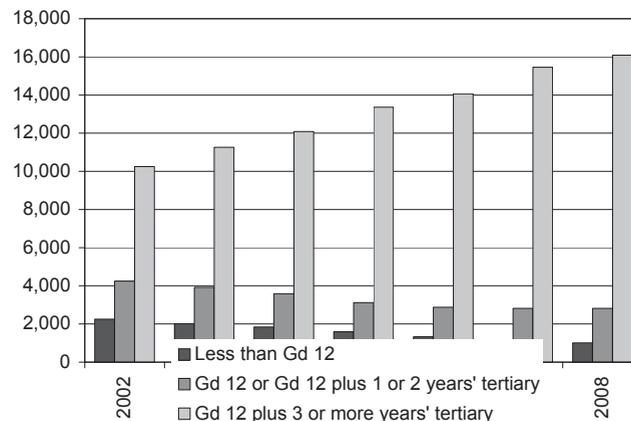


Figure 48: Changes in the numbers of teachers with formal teacher training



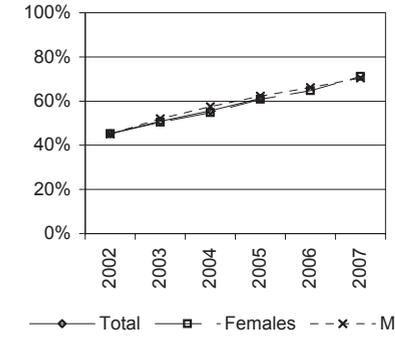
The growth in the number of teachers with teacher training has been shown in Figure 48. In this category, the number of teachers with a qualification lower than Grade 12 decreased consistently. The number of teachers with Grade 12 or Grade 12 plus one or two years' tertiary increased gradually. The number of teachers with the desired qualification had the highest growth rate.

Table 48 Percentages of primary and secondary teachers qualified to teach between 2002 and 2008

| Region | | Primary | | | | | | | Secondary | | | | | | | |
|--------------------|----------------|--------------|--------------|--------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | |
| National | Total | 45.2% | 50.9% | 55.6% | 61.3% | 65.1% | 71.0% | 71.1% | 76.4% | 80.6% | 83.5% | 86.6% | 87.6% | 90.3% | 90.1% | |
| | Females | 45.2% | 50.4% | 54.7% | 60.8% | 64.7% | 71.2% | 70.4% | 79.4% | 82.2% | 84.9% | 88.0% | 88.6% | 90.4% | 90.6% | |
| | Males | 45.1% | 52.0% | 57.5% | 62.3% | 66.1% | 70.5% | 72.7% | 73.8% | 79.1% | 82.4% | 85.4% | 86.6% | 90.1% | 89.6% | |
| <i>Regions</i> | | | | | | | | | | | | | | | | |
| Caprivi | Total | 34.8% | 41.2% | 44.1% | 50.6% | 58.3% | 65.6% | 69.8% | 69.8% | 73.9% | 78.7% | 83.0% | 84.7% | 87.9% | 87.9% | |
| | Females | 42.6% | 49.6% | 51.2% | 57.8% | 65.2% | 72.3% | 74.1% | 74.9% | 73.1% | 77.2% | 81.5% | 82.2% | 89.8% | 91.2% | |
| | Males | 25.0% | 30.3% | 34.2% | 39.9% | 46.9% | 56.8% | 62.6% | 67.4% | 74.3% | 79.5% | 83.8% | 82.3% | 86.7% | 85.7% | |
| Erongo | Total | 56.4% | 63.6% | 68.6% | 71.9% | 75.2% | 77.5% | 78.3% | 87.8% | 91.8% | 92.0% | 94.6% | 90.8% | 91.9% | 94.2% | |
| | Females | 58.0% | 65.8% | 70.9% | 72.9% | 76.0% | 78.9% | 79.3% | 91.3% | 93.9% | 94.5% | 96.2% | 90.9% | 92.3% | 93.5% | |
| | Males | 51.4% | 56.9% | 60.7% | 68.6% | 72.2% | 72.5% | 74.9% | 83.8% | 89.1% | 89.1% | 92.6% | 90.7% | 91.3% | 95.0% | |
| Hardap | Total | 58.8% | 62.9% | 68.0% | 70.0% | 70.3% | 73.8% | 78.2% | 83.6% | 87.6% | 90.2% | 89.2% | 90.8% | 94.4% | 93.0% | |
| | Females | 54.3% | 61.1% | 66.4% | 67.7% | 68.5% | 71.7% | 76.2% | 85.0% | 87.8% | 94.3% | 91.5% | 92.6% | 95.8% | 93.6% | |
| | Males | 69.2% | 67.4% | 71.7% | 75.4% | 74.5% | 77.7% | 82.4% | 82.4% | 87.4% | 86.8% | 87.2% | 89.0% | 93.4% | 92.4% | |
| Head Office | Total | 72.1% | 82.8% | 77.2% | 89.0% | 100.0% | 100.0% | 92.5% | 94.1% | 93.2% | 93.2% | 89.3% | 94.2% | 91.6% | 85.9% | |
| | Females | 70.4% | 84.9% | 76.3% | 90.0% | 92.2% | 100.0% | 91.9% | 98.4% | 100.0% | 93.8% | 94.1% | 99.3% | 92.1% | 89.8% | |
| | Males | 78.2% | 73.9% | 80.5% | 85.0% | 90.8% | 100.0% | 94.3% | 84.9% | 70.7% | 90.9% | 78.3% | 83.6% | 90.5% | 77.8% | |
| Karas | Total | 58.5% | 61.2% | 66.5% | 66.9% | 68.2% | 71.8% | 68.6% | 84.9% | 89.9% | 89.0% | 90.9% | 87.5% | 89.4% | 85.7% | |
| | Females | 55.3% | 57.8% | 61.7% | 60.9% | 63.3% | 68.0% | 65.2% | 84.9% | 92.6% | 92.5% | 91.8% | 90.0% | 86.0% | 80.5% | |
| | Males | 68.2% | 71.9% | 80.5% | 84.2% | 82.9% | 82.0% | 79.6% | 85.0% | 87.1% | 85.3% | 89.8% | 85.1% | 93.2% | 91.5% | |
| Kavango | Total | 31.4% | 39.2% | 44.4% | 49.0% | 53.8% | 60.0% | 61.5% | 68.9% | 76.1% | 77.8% | 81.8% | 85.2% | 88.3% | 87.7% | |
| | Females | 36.2% | 43.5% | 48.9% | 54.6% | 57.7% | 66.1% | 64.5% | 74.9% | 76.8% | 78.5% | 84.0% | 86.6% | 89.1% | 88.9% | |
| | Males | 27.8% | 35.9% | 40.9% | 44.2% | 50.4% | 55.1% | 58.8% | 66.7% | 75.8% | 77.5% | 80.8% | 84.5% | 87.9% | 87.2% | |
| Khomas | Total | 76.0% | 80.9% | 84.2% | 86.0% | 86.6% | 89.4% | 88.7% | 90.5% | 91.0% | 93.2% | 93.1% | 93.6% | 94.1% | 92.4% | |
| | Females | 75.8% | 80.8% | 84.0% | 85.7% | 85.8% | 88.8% | 88.0% | 91.9% | 92.1% | 94.3% | 94.4% | 94.0% | 93.6% | 92.3% | |
| | Males | 76.7% | 81.3% | 85.3% | 87.2% | 90.1% | 91.7% | 91.4% | 87.9% | 89.1% | 91.4% | 91.0% | 92.9% | 94.9% | 92.7% | |
| Kunene | Total | 39.0% | 48.9% | 56.9% | 61.6% | 68.7% | 73.3% | 73.9% | 72.8% | 80.6% | 88.2% | 85.8% | 84.6% | 93.3% | 90.4% | |
| | Females | 41.0% | 51.6% | 55.3% | 63.2% | 69.4% | 74.0% | 70.4% | 73.6% | 85.1% | 91.3% | 86.2% | 77.1% | 92.4% | 88.6% | |
| | Males | 36.9% | 45.8% | 58.8% | 59.8% | 67.9% | 72.4% | 78.2% | 72.5% | 78.1% | 86.3% | 85.6% | 89.2% | 93.9% | 91.6% | |
| Ohangwena | Total | 43.9% | 48.8% | 52.3% | 60.2% | 65.8% | 72.5% | 70.8% | 72.3% | 77.9% | 81.5% | 84.9% | 86.4% | 89.0% | 89.4% | |
| | Females | 38.3% | 43.2% | 46.8% | 55.7% | 61.5% | 68.1% | 66.4% | 69.9% | 77.1% | 80.2% | 84.6% | 86.5% | 87.8% | 90.3% | |
| | Males | 55.6% | 60.8% | 63.4% | 69.2% | 74.5% | 79.8% | 79.9% | 74.2% | 78.6% | 82.5% | 85.1% | 86.3% | 90.1% | 88.6% | |
| Omaheke | Total | 54.9% | 59.5% | 63.6% | 69.9% | 69.7% | 71.1% | 68.4% | 76.8% | 81.1% | 88.1% | 90.7% | 86.7% | 88.8% | 88.7% | |
| | Females | 55.9% | 60.7% | 63.5% | 69.7% | 69.6% | 71.2% | 67.7% | 87.3% | 85.3% | 87.8% | 93.8% | 83.5% | 88.4% | 89.1% | |
| | Males | 52.8% | 57.3% | 63.7% | 70.4% | 69.8% | 71.0% | 69.8% | 70.6% | 78.5% | 88.3% | 88.3% | 89.6% | 89.1% | 88.3% | |

Figure 49: Percentages of primary and secondary teachers qualified to teach

Primary teachers



Secondary teachers

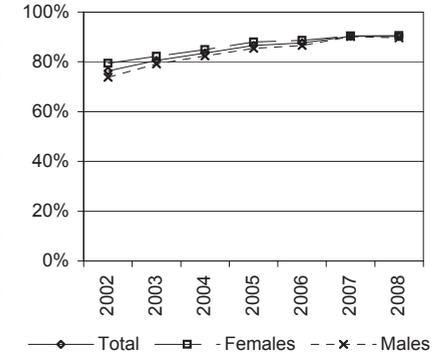


Table 48 continued

| Region | | Primary | | | | | | | Secondary | | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Omusati | Total | 38.4% | 43.8% | 47.3% | 54.0% | 57.3% | 64.4% | 64.4% | 73.6% | 77.5% | 80.7% | 85.4% | 85.7% | 89.7% | 90.3% |
| | Females | 34.1% | 39.1% | 43.0% | 49.9% | 54.2% | 60.6% | 60.8% | 72.2% | 75.4% | 78.2% | 83.8% | 85.2% | 89.7% | 90.2% |
| | Males | 50.7% | 57.8% | 60.4% | 66.9% | 66.5% | 73.4% | 74.2% | 74.7% | 79.2% | 82.8% | 86.8% | 86.2% | 89.7% | 90.4% |
| Oshana | Total | 41.2% | 43.6% | 46.6% | 55.9% | 62.0% | 68.0% | 68.8% | 69.3% | 72.8% | 77.5% | 81.9% | 85.3% | 88.2% | 90.1% |
| | Females | 37.8% | 40.4% | 43.5% | 53.2% | 59.4% | 66.9% | 67.0% | 69.7% | 73.1% | 78.6% | 83.8% | 87.0% | 88.6% | 91.0% |
| | Males | 52.9% | 54.6% | 57.7% | 65.2% | 71.0% | 71.1% | 74.9% | 68.8% | 72.6% | 76.3% | 79.8% | 83.3% | 87.8% | 89.1% |
| Oshikoto | Total | 42.0% | 48.1% | 53.8% | 61.4% | 65.9% | 72.5% | 72.5% | 71.4% | 78.6% | 80.9% | 86.0% | 87.3% | 90.9% | 91.6% |
| | Females | 39.2% | 43.0% | 48.3% | 57.2% | 61.9% | 70.1% | 69.7% | 76.1% | 82.2% | 84.5% | 89.1% | 88.2% | 91.1% | 91.8% |
| | Males | 47.7% | 58.5% | 65.1% | 70.3% | 74.5% | 76.9% | 78.1% | 67.0% | 75.1% | 77.6% | 83.4% | 86.4% | 90.7% | 91.3% |
| Otjozondjupa | Total | 39.3% | 48.3% | 60.9% | 62.5% | 63.3% | 68.1% | 71.2% | 81.5% | 82.5% | 86.0% | 89.1% | 89.2% | 89.3% | 87.4% |
| | Females | 45.0% | 51.8% | 63.7% | 65.0% | 67.6% | 71.5% | 75.2% | 85.6% | 85.1% | 87.3% | 89.6% | 90.7% | 91.2% | 89.2% |
| | Males | 30.8% | 42.7% | 55.6% | 57.1% | 54.0% | 61.4% | 62.3% | 77.8% | 80.1% | 84.7% | 88.7% | 87.8% | 87.3% | 85.6% |

Teachers who had teacher training and a qualification equivalent to at least three years' tertiary education were qualified to teach. The percentage of teachers who met these criteria in the years between 2002 and 2008 are reported in Table 48. A distinction was made between Primary and Secondary teachers. Teachers who taught grades in both phases were allocated pro rata to the two phases, based on the range of grades they taught.

The percentage of Primary teachers qualified to teach grew during the period 2002 to 2002 (from 45.2% to 71.1%), but was much lower than the equivalent percentage of Secondary teachers. To date, 28.9% of the Primary teachers were still not qualified to teach, and about 8.9% of the Secondary teachers were not qualified to teach. The progress made in the qualification structure of teachers after 2002 through 2008 was remarkable.

With the exception of teachers under Head Office who are teaching in Special Education Schools, Khomas had the highest percentage of Primary and (Erongo for Secondary) teachers qualified to teach. Kavango had the lowest percentage of Primary teachers qualified to teach. In general, the northern regions, had the lowest percentages of qualified teachers.

The percentage of teachers qualified to teach was slightly higher for males than for females in primary. But, there were exceptions in some regions. The gap between female and male teachers in both phases narrowed in the last few years.

Table 49 Numbers of teachers from 2002 to 2008

| Region | Year | | | | | | | Average annual growth rate 2002 - 2008 | Percentage change 2007 - 2008 |
|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|-------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| National | 18,782 | 18,771 | 18,834 | 19,304 | 19,480 | 20,333 | 20,830 | 1.7% | 2.4% |
| <i>Education regions</i> | | | | | | | | | |
| Caprivi | 1,031 | 996 | 980 | 978 | 975 | 995 | 1,044 | 0.2% | 4.9% |
| Erongo | 835 | 836 | 856 | 869 | 886 | 937 | 978 | 2.7% | 4.4% |
| Hardap | 779 | 717 | 706 | 713 | 691 | 707 | 736 | -0.9% | 4.1% |
| Head Office | 154 | 155 | 170 | 174 | 174 | 176 | 174 | 2.1% | -1.1% |
| Karas | 629 | 599 | 614 | 648 | 653 | 699 | 713 | 2.1% | 2.0% |
| Kavango | 2,272 | 2,256 | 2,224 | 2,299 | 2,336 | 2,409 | 2,472 | 1.4% | 2.6% |
| Khomas | 2,009 | 2,020 | 1,967 | 2,095 | 2,131 | 2,279 | 2,384 | 2.9% | 4.6% |
| Kunene | 572 | 561 | 571 | 586 | 600 | 620 | 649 | 2.1% | 4.7% |
| Ohangwena | 2,421 | 2,528 | 2,654 | 2,736 | 2,813 | 2,951 | 3,024 | 3.8% | 2.5% |
| Omaheke | 547 | 535 | 514 | 522 | 516 | 535 | 540 | -0.2% | 0.9% |
| Omusati | 2,977 | 2,979 | 3,003 | 3,032 | 3,004 | 3,119 | 3,119 | 0.8% | 0.0% |
| Oshana | 1,742 | 1,728 | 1,726 | 1,739 | 1,772 | 1,819 | 1,815 | 0.7% | -0.2% |
| Oshikoto | 1,720 | 1,796 | 1,845 | 1,894 | 1,926 | 1,994 | 2,057 | 3.0% | 3.2% |
| Otjozondjupa | 1,094 | 1,065 | 1,004 | 1,019 | 1,003 | 1,093 | 1,125 | 0.5% | 2.9% |

The total number of teachers, as reported in Table 49, increased annually. Different regions had, though, varying patterns of changes in the numbers. Hardap and Omaheke had fewer teachers in 2008 than they had had in 2002.

The average annual growth rates in Table 49 were calculated by comparing the situation in 2008 to 2002. The number of teachers have been shown graphically in Figure 50.

Figure 50: Numbers of teachers between 2002 and 2008

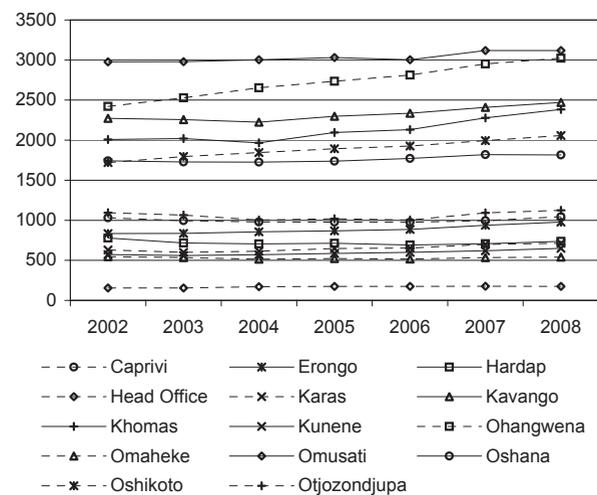


Figure 51: Learner:teacher ratios in schools staffed by the State

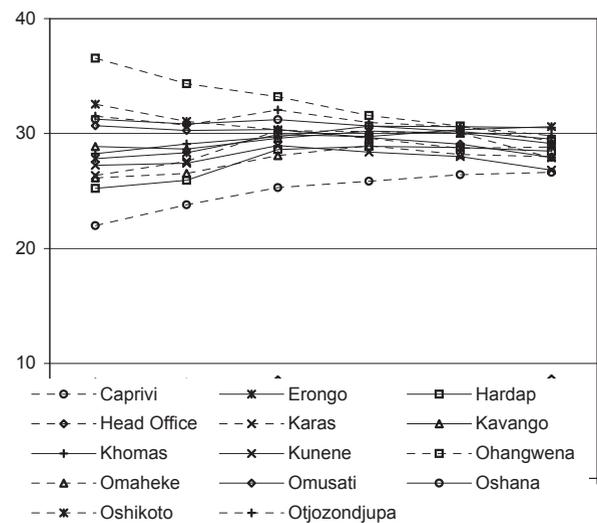


Table 50 Learner:teacher ratios from 2002 to 2008

| Region | All schools and teachers | | | | | | | Schools staffed by the State and State-appointed teachers | | | | | | |
|--------------------------|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| National | 29.2 | 29.0 | 29.5 | 29.2 | 28.8 | 28.1 | 27.8 | 29.8 | 29.6 | 30.1 | 29.8 | 29.4 | 28.7 | 27.8 |
| <i>Education regions</i> | | | | | | | | | | | | | | |
| Caprivi | 21.9 | 23.7 | 25.1 | 25.7 | 26.2 | 26.4 | 25.7 | 22.0 | 23.8 | 25.3 | 25.9 | 26.4 | 26.6 | 25.4 |
| Erongo | 26.1 | 26.6 | 27.4 | 27.3 | 27.6 | 27.9 | 27.9 | 27.8 | 28.3 | 29.9 | 29.7 | 30.3 | 30.6 | 27.7 |
| Hardap | 24.9 | 25.6 | 28.3 | 28.7 | 28.7 | 28.3 | 27.8 | 25.2 | 25.9 | 28.6 | 28.9 | 28.8 | 28.5 | 26.6 |
| Head Office | 8.3 | 8.3 | 8.6 | 8.1 | 8.2 | 8.7 | 9.1 | 8.3 | 8.3 | 8.6 | 8.1 | 8.2 | 8.7 | 9.2 |
| Karas | 25.4 | 26.0 | 28.2 | 28.2 | 27.8 | 26.4 | 26.1 | 26.3 | 27.6 | 30.2 | 30.2 | 30.0 | 27.9 | 25.4 |
| Kavango | 28.7 | 28.5 | 29.4 | 30.0 | 29.8 | 28.9 | 28.5 | 28.9 | 28.7 | 29.6 | 30.2 | 30.0 | 29.1 | 28.8 |
| Khomas | 26.1 | 26.7 | 27.3 | 28.7 | 28.0 | 27.5 | 26.7 | 28.2 | 29.1 | 29.7 | 30.6 | 30.6 | 30.5 | 27.5 |
| Kunene | 26.8 | 27.0 | 28.4 | 28.0 | 27.7 | 26.6 | 25.8 | 27.2 | 27.4 | 28.9 | 28.4 | 28.0 | 26.8 | 24.9 |
| Ohangwena | 36.4 | 34.2 | 33.2 | 31.5 | 30.6 | 29.3 | 29.1 | 36.6 | 34.3 | 33.2 | 31.6 | 30.6 | 29.3 | 29.2 |
| Omaheke | 25.6 | 26.2 | 27.4 | 28.1 | 27.6 | 27.2 | 27.2 | 26.1 | 26.5 | 28.1 | 28.9 | 28.2 | 28.0 | 23.3 |
| Omusati | 30.7 | 30.3 | 30.3 | 29.6 | 29.1 | 27.9 | 28.2 | 30.7 | 30.3 | 30.3 | 29.6 | 29.1 | 27.9 | 28.2 |
| Oshana | 31.2 | 30.6 | 30.9 | 30.4 | 29.9 | 29.1 | 28.7 | 31.2 | 30.8 | 31.2 | 30.7 | 30.2 | 29.5 | 28.7 |
| Oshikoto | 32.0 | 30.7 | 30.0 | 29.3 | 28.4 | 28.6 | 27.6 | 32.6 | 31.1 | 30.3 | 29.6 | 28.7 | 28.8 | 27.8 |
| Otjozondjupa | 30.9 | 30.2 | 31.2 | 30.1 | 29.6 | 29.0 | 29.5 | 31.5 | 30.7 | 32.1 | 31.0 | 30.6 | 29.8 | 32.2 |

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

Figure 51 on page 80 shows the learner:teacher ratios in schools staffed by the State, that is the ratios in the right part of Table 50.

At Independence in 1990, Namibia had great disparities between its regions in the learner:teacher ratios. The ratios started to converge in schools staffed by the State. Otjozondjupa had the highest ratio while Omaheke had the lowest. However, the discrepancy among the regions had narrowed a great deal.

The national teacher learner ratio in state schools was 27.8 in 2008, a 0.9 drop compared to 2007 which stood at 28.7.

Chapter 6 provides information on school buildings, available facilities and the basic services, that is, water supply, electricity and telephones.

The structural types of school buildings are important to take into account when using physical facilities statistics. In Namibia, large numbers of schools were initiated and initially built by parents who constructed "traditional" classrooms using materials which were available to them, normally poles, mud and thatch or corrugated iron. Government at times provided "prefabricated" buildings, often constructed from asbestos sheets, to build as many classrooms as possible within the available budget, or to speed up the building programme. Most buildings, though, are "permanent", mostly built from brick and mortar. In exceptional cases, buildings not belonging to a school are used regularly for teaching, indicated as "hired" structures.

Large proportions of schools in Namibia do not have toilets, water, telephones or electricity. Schools reported the numbers of individual toilet units or spaces in the Annual Education Census, and indicated whether or not they had a water supply, electricity or telephone service.

The availability of teachers' housing 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 policy to eradicate the overcrowding of classrooms, replace "traditional" structures, and to provide sanitary facilities and the basic services at all schools. The large shortages in basic facilities seem not to have allowed any substantial progress to have been made in the provision of teachers' housing, except in Kavango, Ohangwena, Oshikoto, Omusati and Oshana between 2002 and 2008.

Physical facilities

Table 51 Numbers and structural types of teaching facilities

| Region | Class-room | | | | | Laboratory | | | | | Computer Room | | | | | Specialist room | | | | | Workshop | | | | |
|-----------------|---------------|---------------|---------------|--------------|------------|------------|------------|---------------|-------------|-----------|---------------|------------|---------------|-------------|----------|-----------------|------------|---------------|-------------|----------|------------|------------|---------------|-------------|----------|
| | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired |
| National | 19,460 | 16,877 | 1,082 | 1,378 | 123 | 693 | 655 | 14 | 14 | 10 | 654 | 626 | 10 | 16 | 2 | 538 | 499 | 22 | 13 | 4 | 455 | 436 | 10 | 6 | 3 |
| <i>Regions</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Caprivi | 946 | 877 | - | 68 | 1 | 63 | 56 | - | 3 | 4 | 42 | 41 | - | 1 | - | 33 | 31 | 1 | 1 | - | 29 | 29 | - | - | - |
| Erongo | 917 | 891 | 26 | - | - | 80 | 78 | 2 | - | - | 64 | 64 | - | - | - | 38 | 38 | - | - | - | 44 | 42 | 2 | - | - |
| Hardap | 799 | 736 | 61 | - | 2 | 38 | 34 | 3 | - | 1 | 50 | 48 | 2 | - | - | 23 | 20 | 3 | - | - | 23 | 21 | 1 | - | 1 |
| Head Office | 132 | 130 | 2 | - | - | 9 | 9 | - | - | - | 19 | 19 | - | - | - | 9 | 9 | - | - | - | 34 | 34 | - | - | - |
| Karas | 696 | 576 | 94 | 2 | 24 | 40 | 31 | 8 | - | 1 | 54 | 47 | 5 | - | 2 | 51 | 41 | 7 | - | 3 | 29 | 26 | 2 | - | 1 |
| Kavango | 2,287 | 2,034 | 44 | 201 | 8 | 42 | 39 | - | 3 | - | 36 | 32 | 1 | 3 | - | 44 | 39 | - | 5 | - | 25 | 23 | - | 2 | - |
| Khomas | 1,887 | 1,742 | 115 | 19 | 11 | 94 | 92 | 1 | - | 1 | 105 | 105 | - | - | - | 93 | 92 | 1 | - | - | 83 | 78 | 4 | - | 1 |
| Kunene | 683 | 539 | 81 | 62 | 1 | 24 | 23 | - | 1 | - | 36 | 35 | - | 1 | - | 50 | 47 | 3 | - | - | 21 | 20 | 1 | - | - |
| Ohangwena | 2,735 | 2,172 | 161 | 376 | 26 | 44 | 42 | - | 1 | 1 | 30 | 28 | - | 2 | - | 36 | 35 | - | 1 | - | 42 | 41 | - | 1 | - |
| Omaheke | 553 | 540 | 13 | - | - | 19 | 19 | - | - | - | 36 | 36 | - | - | - | 28 | 28 | - | - | - | 12 | 12 | - | - | - |
| Omusati | 3,093 | 2,536 | 240 | 284 | 33 | 93 | 90 | - | 2 | 1 | 54 | 48 | 2 | 4 | - | 46 | 37 | 3 | 6 | - | 41 | 39 | - | 2 | - |
| Oshana | 1,782 | 1,587 | 112 | 72 | 11 | 52 | 49 | - | 2 | 1 | 45 | 44 | - | 1 | - | 37 | 34 | 2 | - | 1 | 15 | 14 | - | 1 | - |
| Oshikoto | 1,949 | 1,593 | 80 | 270 | 6 | 51 | 49 | - | 2 | - | 33 | 29 | - | 4 | - | 17 | 16 | 1 | - | - | 11 | 11 | - | - | - |
| Otjozondjupa | 1,001 | 924 | 53 | 24 | - | 44 | 44 | - | - | - | 50 | 50 | - | - | - | 33 | 32 | 1 | - | - | 46 | 46 | - | - | - |

The numbers of teaching rooms in which groups of learners can be taught have been reported in Table 51. In addition, the numbers of rooms only suitable for teaching very small groups, and outdoor areas routinely used for teaching have been stated in Table 52 on page 84.

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 brick buildings, prefabricated structured were often made of asbestos sheets.

Note should be take that a further differentiation and categorization of rooms was done in 2008, distinguishing specialised rooms from ordinary classrooms. This explains why the report seem to have fewer classrooms, compared to earlier years.

Structures built from cheap locally available materials, for example, poles or metal sheets, and tents were reported under the heading 'traditional'. These 'traditional' structures were confined almost entirely to the seven northern regions.

Table 52 Numbers and structural types of facilities for general use

| Region | Small room | | | | | Gym./School Hall | | | | | Resource Room (Library etc.) | | | | | Storeroom | | | | | Outdoor teaching areas |
|-----------------|------------|------------|---------------|-------------|-----------|------------------|------------|---------------|-------------|----------|------------------------------|------------|---------------|-------------|----------|--------------|--------------|---------------|-------------|----------|------------------------|
| | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | |
| National | 639 | 552 | 26 | 16 | 45 | 359 | 349 | 2 | 4 | 4 | 637 | 619 | 10 | 6 | 2 | 3,417 | 3,319 | 65 | 27 | 6 | 18 |
| <i>Regions</i> | | | | | | | | | | | | | | | | | | | | | |
| Caprivi | 29 | 29 | - | - | - | 8 | 8 | - | - | - | 17 | 17 | - | - | - | 157 | 155 | - | - | 2 | |
| Erongo | 75 | 69 | 6 | - | - | 39 | 39 | - | - | - | 66 | 65 | 1 | - | - | 144 | 143 | 1 | - | - | |
| Hardap | 53 | 38 | 9 | 6 | - | 33 | 32 | - | 1 | - | 59 | 53 | 6 | - | - | 136 | 129 | 5 | 2 | - | |
| Head Office | 14 | 14 | - | - | - | 11 | 11 | - | - | - | 8 | 8 | - | - | - | 42 | 42 | - | - | - | |
| Karas | 35 | 31 | 2 | - | 2 | 30 | 27 | 2 | - | 1 | 29 | 27 | 2 | - | - | 149 | 133 | 10 | 4 | 2 | |
| Kavango | 41 | 39 | 1 | 1 | - | 22 | 21 | - | 1 | - | 59 | 59 | - | - | - | 416 | 401 | 6 | 9 | - | 12 |
| Khomas | 169 | 121 | 5 | - | 43 | 78 | 76 | - | - | 2 | 103 | 101 | - | - | 2 | 493 | 490 | 2 | - | 1 | |
| Kunene | 22 | 17 | - | 5 | - | 22 | 22 | - | - | - | 28 | 26 | - | 2 | - | 114 | 83 | 30 | 1 | - | |
| Ohangwena | 30 | 27 | - | 3 | - | 13 | 13 | - | - | - | 43 | 40 | - | 3 | - | 478 | 471 | 4 | 3 | - | 4 |
| Omaheke | 19 | 19 | - | - | - | 22 | 22 | - | - | - | 38 | 38 | - | - | - | 107 | 107 | - | - | - | 1 |
| Omusati | 65 | 63 | 1 | 1 | - | 26 | 24 | - | 1 | 1 | 62 | 61 | - | 1 | - | 414 | 408 | 5 | 1 | - | |
| Oshana | 33 | 31 | 2 | - | - | 10 | 10 | - | - | - | 43 | 43 | - | - | - | 252 | 249 | 2 | - | 1 | |
| Oshikoto | 30 | 30 | - | - | - | 21 | 21 | - | - | - | 26 | 26 | - | - | - | 342 | 336 | - | 6 | - | |
| Otjozondjupa | 24 | 24 | - | - | - | 24 | 23 | - | 1 | - | 56 | 55 | 1 | - | - | 173 | 172 | - | 1 | - | 1 |

Outdoor areas used regularly for teaching due to a lack of classrooms were reported as 'outdoor teaching areas'. The numbers suggest that there was some misreporting, but there were still schools where groups of learners were taught under a tree. Kavango seems to be worse off, but the situation is triggered by the mobile population and very small schools which won't warrant the erection of permanent structures.

Diverse facilities and outdoor teaching areas used daily were included in Table 52. The 'rooms for small groups' were rooms that were only suitable for teaching individuals or very small groups of learners.

Table 53 Numbers and structural types of administrative facilities

| Region | Bookstore | | | | | Office | | | | | Other Admin | | | | | Strongroom | | | | | Agriculture | | | | |
|-----------------|------------|------------|---------------|-------------|----------|--------------|--------------|---------------|-------------|----------|-------------|------------|---------------|-------------|----------|------------|------------|---------------|-------------|----------|-------------|------------|---------------|-------------|----------|
| | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired |
| National | 789 | 762 | 21 | 2 | 4 | 2,151 | 2,098 | 30 | 19 | 4 | 496 | 475 | 6 | 8 | 7 | 320 | 313 | 3 | 3 | 1 | 162 | 136 | 4 | 22 | - |
| <i>Regions</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Caprivi | 45 | 45 | - | - | - | 118 | 117 | - | 1 | - | 17 | 13 | - | 4 | - | 17 | 17 | - | - | - | 19 | 17 | - | 2 | - |
| Erongo | 70 | 67 | 3 | - | - | 154 | 152 | 2 | - | - | 48 | 48 | - | - | - | 26 | 26 | - | - | - | 7 | 7 | - | - | - |
| Hardap | 61 | 53 | 7 | - | 1 | 147 | 142 | 5 | - | - | 51 | 50 | 1 | - | - | 17 | 17 | - | - | - | 6 | 6 | - | - | - |
| Head Office | 7 | 7 | - | - | - | 37 | 37 | - | - | - | 2 | 2 | - | - | - | 6 | 6 | - | - | - | 6 | 5 | - | 1 | - |
| Karas | 37 | 32 | 5 | - | - | 122 | 104 | 16 | - | 2 | 38 | 36 | 1 | - | 1 | 18 | 18 | - | - | - | 8 | 8 | - | - | - |
| Kavango | 51 | 48 | 1 | 2 | - | 218 | 210 | 2 | 6 | - | 46 | 45 | - | 1 | - | 21 | 20 | 1 | - | - | 11 | 9 | 1 | 1 | - |
| Khomas | 123 | 118 | 2 | - | 3 | 315 | 313 | - | - | 2 | 99 | 94 | 2 | - | 3 | 57 | 57 | - | - | - | 15 | 13 | - | 2 | - |
| Kunene | 26 | 26 | - | - | - | 98 | 98 | - | - | - | 21 | 20 | - | 1 | - | 12 | 12 | - | - | - | 6 | 6 | - | - | - |
| Ohangwena | 73 | 73 | - | - | - | 198 | 197 | - | 1 | - | 20 | 17 | - | - | 3 | 32 | 32 | - | - | - | 24 | 17 | 1 | 6 | - |
| Omaheke | 42 | 42 | - | - | - | 96 | 96 | - | - | - | 30 | 28 | 1 | 1 | - | 15 | 15 | - | - | - | 7 | 7 | - | - | - |
| Omusati | 74 | 74 | - | - | - | 153 | 151 | 2 | - | - | 17 | 17 | - | - | - | 21 | 20 | 1 | - | - | 11 | 10 | - | 1 | - |
| Oshana | 42 | 40 | 2 | - | - | 164 | 162 | 2 | - | - | 19 | 18 | 1 | - | - | 23 | 21 | 1 | - | 1 | 17 | 15 | 1 | 1 | - |
| Oshikoto | 48 | 48 | - | - | - | 177 | 174 | - | 3 | - | 24 | 24 | - | - | - | 27 | 27 | - | - | - | 20 | 12 | 1 | 7 | - |
| Otjozondjupa | 90 | 89 | 1 | - | - | 154 | 145 | 1 | 8 | - | 64 | 63 | - | 1 | - | 28 | 25 | - | 3 | - | 5 | 4 | - | 1 | - |

The 'administrative' facilities in Table 53 included offices, store rooms and any other facilities. A comparison of the numbers of these facilities to the enrolment, staff and school numbers reported in Table 1 shows great disparities between the regions.

Table 54 Changes in the numbers of teaching and administrative facilities from 2004 to 2008

| Region | Classrooms | | | | | Laboratories | | | | | Special teaching rooms | | | | | Workshops | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|--------------|------------|------------|------------|------------|------------------------|------------|------------|------------|--------------|------------|------------|------------|------------|------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 |
| National | 18,232 | 18,495 | 18,615 | 19,290 | 20,099 | 448 | 452 | 463 | 477 | 693 | 593 | 611 | 506 | 438 | 1,354 | 160 | 148 | 240 | 157 | 455 |
| <i>Regions</i> | | | | | | | | | | | | | | | | | | | | |
| Caprivi | 949 | 979 | 946 | 958 | 975 | 13 | 15 | 12 | 14 | 63 | 3 | 3 | 5 | 4 | 94 | 2 | 1 | 1 | 1 | 29 |
| Erongo | 833 | 827 | 850 | 906 | 992 | 52 | 49 | 50 | 49 | 80 | 72 | 76 | 69 | 56 | 109 | 18 | 19 | 20 | 26 | 44 |
| Hardap | 792 | 804 | 789 | 783 | 852 | 34 | 35 | 35 | 34 | 38 | 76 | 76 | 56 | 51 | 79 | 20 | 20 | 22 | 20 | 23 |
| Head Office | 114 | 113 | 112 | 126 | 146 | 3 | 3 | 3 | 4 | 9 | 29 | 33 | 22 | 18 | 34 | 18 | 18 | 19 | 12 | 34 |
| Karas | 674 | 645 | 672 | 675 | 731 | 33 | 30 | 33 | 31 | 40 | 79 | 79 | 67 | 50 | 113 | 10 | 9 | 15 | 23 | 29 |
| Kavango | 2,175 | 2,221 | 2,208 | 2,242 | 2,328 | 43 | 44 | 46 | 48 | 42 | 26 | 31 | 29 | 20 | 91 | 14 | 13 | 14 | 5 | 25 |
| Khomas | 1,570 | 1,628 | 1,699 | 1,812 | 2,056 | 78 | 81 | 80 | 78 | 94 | 145 | 154 | 109 | 97 | 213 | 37 | 37 | 66 | 37 | 83 |
| Kunene | 567 | 623 | 532 | 677 | 705 | 13 | 13 | 7 | 19 | 24 | 22 | 23 | 16 | 12 | 92 | 5 | 5 | 25 | 5 | 21 |
| Ohangwena | 2,579 | 2,562 | 2,694 | 2,735 | 2,765 | 13 | 14 | 15 | 24 | 44 | 9 | 9 | 12 | 13 | 90 | 1 | 3 | 6 | 2 | 42 |
| Omaheke | 533 | 540 | 544 | 547 | 572 | 16 | 15 | 15 | 16 | 19 | 25 | 25 | 27 | 27 | 71 | 5 | 5 | 12 | 4 | 12 |
| Omusati | 3,052 | 3,071 | 3,090 | 3,136 | 3,158 | 53 | 54 | 65 | 55 | 93 | 18 | 18 | 16 | 13 | 111 | 1 | 2 | 8 | 3 | 41 |
| Oshana | 1,723 | 1,724 | 1,682 | 1,774 | 1,815 | 31 | 33 | 33 | 33 | 52 | 15 | 14 | 22 | 17 | 99 | 4 | 3 | 5 | 8 | 15 |
| Oshikoto | 1,786 | 1,835 | 1,889 | 1,942 | 1,979 | 29 | 30 | 31 | 32 | 51 | 27 | 27 | 22 | 20 | 70 | 12 | 3 | 10 | 1 | 11 |
| Otjozondjupa | 885 | 923 | 908 | 977 | 1,025 | 37 | 36 | 38 | 40 | 44 | 47 | 43 | 34 | 40 | 88 | 13 | 10 | 17 | 10 | 46 |

Figure 52: Changes in the numbers of facilities

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.

Note must be taken in looking at these figures and comparison drawn with earlier years. In 2008, rooms were regrouped into specific purposes they are serving in schools. Four categories were added to assist with this distinction. It might therefore appear as if

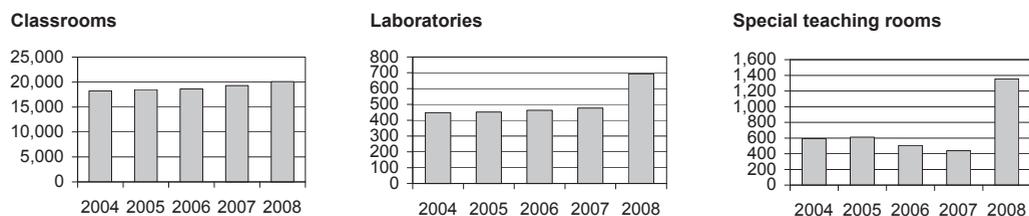
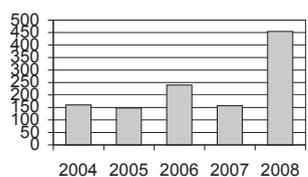


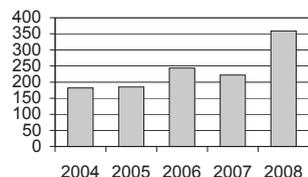
Table 54 continued

| Region | School or gymnastics halls | | | | | Libraries, media or resource centres | | | | | All administrative facilities | | | | | Outdoor teaching areas | | | | |
|-----------------|----------------------------|------------|------------|------------|------------|--------------------------------------|------------|------------|------------|------------|-------------------------------|--------------|--------------|--------------|--------------|------------------------|------------|------------|-----------|-----------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 |
| National | 182 | 185 | 244 | 222 | 359 | 519 | 505 | 438 | 603 | 619 | 6,288 | 7,949 | 7,779 | 8,393 | 6,853 | 153 | 165 | 237 | 81 | 29 |
| <i>Regions</i> | | | | | | | | | | | | | | | | | | | | |
| Caprivi | 2 | 2 | 4 | 3 | 8 | 45 | 28 | 21 | 25 | 17 | 460 | 481 | 477 | 537 | 337 | 6 | 1 | 3 | 1 | 1 |
| Erongo | 28 | 26 | 36 | 26 | 39 | 40 | 45 | 40 | 59 | 65 | 548 | 577 | 528 | 590 | 416 | - | 2 | 2 | 3 | - |
| Hardap | 16 | 19 | 21 | 22 | 33 | 33 | 33 | 26 | 38 | 53 | 468 | 471 | 430 | 466 | 395 | 2 | 1 | 1 | 1 | - |
| Head Office | 5 | 5 | 4 | 7 | 11 | 7 | 7 | 8 | 5 | 8 | 123 | 157 | 134 | 106 | 88 | - | 1 | - | - | - |
| Karas | 14 | 14 | 16 | 18 | 30 | 35 | 34 | 28 | 41 | 27 | - | 353 | 370 | 396 | 346 | - | 21 | 21 | 3 | 5 |
| Kavango | 9 | 11 | 14 | 8 | 22 | 51 | 49 | 34 | 55 | 59 | 727 | 768 | 801 | 838 | 731 | 53 | 68 | 88 | 37 | 16 |
| Khomas | 50 | 53 | 66 | 59 | 78 | 75 | 79 | 68 | 90 | 101 | 1,058 | 1,093 | 1,056 | 1,166 | 1,030 | - | - | - | 3 | - |
| Kunene | 10 | 10 | 11 | 11 | 22 | 20 | 23 | 20 | 26 | 26 | 293 | 336 | 249 | 341 | 259 | 7 | 4 | 12 | 5 | - |
| Ohangwena | 3 | 3 | 9 | 12 | 13 | 18 | 18 | 27 | 42 | 40 | 34 | 800 | 825 | 862 | 769 | 34 | 13 | 42 | 3 | 4 |
| Omaheke | 6 | 6 | 13 | 8 | 22 | 29 | 31 | 32 | 30 | 38 | 1 | 317 | 303 | 343 | 275 | 1 | 14 | 2 | 1 | 2 |
| Omusati | 4 | 5 | 8 | 7 | 26 | 45 | 47 | 40 | 66 | 61 | 907 | 889 | 892 | 899 | 658 | 14 | 16 | 20 | 2 | - |
| Oshana | 8 | 10 | 17 | 8 | 10 | 35 | 38 | 31 | 41 | 43 | 522 | 544 | 541 | 572 | 477 | - | - | - | 2 | - |
| Oshikoto | 11 | 10 | 8 | 12 | 21 | 39 | 34 | 31 | 42 | 26 | 589 | 600 | 623 | 685 | 591 | 11 | 16 | 38 | 20 | - |
| Otjozondjupa | 16 | 11 | 17 | 21 | 24 | 47 | 39 | 32 | 43 | 55 | 558 | 563 | 550 | 592 | 481 | 25 | 8 | 8 | - | 1 |

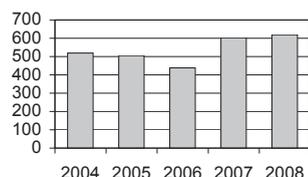
Workshops



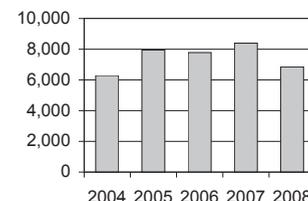
School or gym. halls



Libraries, etc.



Administrative facilities



Outdoor teaching areas

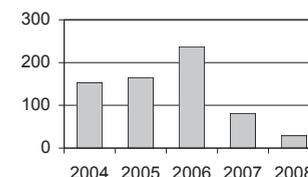


Table 55 Changes in the numbers and structural types of classrooms from 2002 to 2008

| Region | Total | | | | Permanent | | | | Prefabricated | | | | Traditional | | | | Hired | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|------------|
| | 2002 | 2004 | 2006 | 2008 | 2002 | 2004 | 2006 | 2008 | 2002 | 2004 | 2006 | 2008 | 2002 | 2004 | 2006 | 2008 | 2002 | 2004 | 2006 | 2008 |
| National | 17,682 | 18,232 | 18,615 | 19,460 | 14,264 | 15,425 | 15,977 | 16,877 | 1,311 | 1,249 | 1,140 | 1,082 | 1,934 | 1,418 | 1,352 | 1,378 | 173 | 140 | 146 | 123 |
| <i>Regions</i> | | | | | | | | | | | | | | | | | | | | |
| Caprivi | 1,040 | 949 | 946 | 946 | 779 | 805 | 857 | 877 | 1 | 1 | 8 | - | 257 | 131 | 80 | 68 | 3 | 12 | 1 | 1 |
| Erongo | 2,107 | 833 | 850 | 917 | 1,745 | 781 | 810 | 891 | 19 | 43 | 37 | 26 | 325 | - | - | - | 18 | 9 | 3 | - |
| Hardap | 2,366 | 792 | 789 | 799 | 1,746 | 709 | 712 | 736 | 237 | 79 | 74 | 61 | 376 | 1 | - | - | 7 | 3 | 3 | 2 |
| Head Office | 1,679 | 114 | 112 | 132 | 1,222 | 107 | 105 | 130 | 110 | 7 | 7 | 2 | 339 | - | - | - | 8 | - | - | - |
| Karas | 3,006 | 674 | 672 | 696 | 2,202 | 561 | 564 | 576 | 331 | 88 | 87 | 94 | 429 | 2 | 3 | 2 | 44 | 23 | 18 | 24 |
| Kavango | 1,672 | 2,175 | 2,208 | 2,287 | 1,288 | 1,891 | 1,931 | 2,034 | 178 | 34 | 43 | 44 | 175 | 240 | 222 | 201 | 31 | 10 | 12 | 8 |
| Khomas | 537 | 1,570 | 1,699 | 1,887 | 492 | 1,447 | 1,562 | 1,742 | 13 | 117 | 118 | 115 | 30 | - | - | 19 | 2 | 6 | 19 | 11 |
| Kunene | 792 | 567 | 532 | 683 | 742 | 522 | 506 | 539 | 42 | 17 | 14 | 81 | 1 | 26 | 11 | 62 | 7 | 2 | 1 | 1 |
| Ohangwena | 832 | 2,579 | 2,694 | 2,735 | 761 | 2,013 | 2,102 | 2,172 | 62 | 208 | 183 | 161 | 1 | 340 | 394 | 376 | 8 | 18 | 15 | 26 |
| Omaheke | 498 | 533 | 544 | 553 | 478 | 511 | 527 | 540 | 19 | 19 | 17 | 13 | - | 2 | - | - | 1 | 1 | - | - |
| Omusati | 1,555 | 3,052 | 3,090 | 3,093 | 1,429 | 2,406 | 2,457 | 2,536 | 120 | 310 | 306 | 240 | - | 312 | 304 | 284 | 6 | 24 | 23 | 33 |
| Oshana | 819 | 1,723 | 1,682 | 1,782 | 726 | 1,431 | 1,475 | 1,587 | 87 | 167 | 111 | 112 | 1 | 96 | 77 | 72 | 5 | 29 | 19 | 11 |
| Oshikoto | 670 | 1,786 | 1,889 | 1,949 | 549 | 1,414 | 1,548 | 1,593 | 88 | 102 | 72 | 80 | - | 267 | 258 | 270 | 33 | 3 | 11 | 6 |
| Otjozondjupa | 109 | 885 | 908 | 1,001 | 105 | 827 | 821 | 924 | 4 | 57 | 63 | 53 | - | 1 | 3 | 24 | - | - | 21 | - |

Table 55 shows that there were 2 613 more classrooms in 2008 than there were in 2002. The numbers of permanent structures had increased by 1 778 while the other structures and numbers of hired rooms had decreased. These changes were reflected in Figure 53, showing that the permanent structures made up 81% of all classrooms in 2002, changing to 87% by 2008. These figures indicate a gradual success of the Ministry's building program and a determination to provide conducive learning environment.

Figure 53:
Changes in the percentages of classrooms of different structures

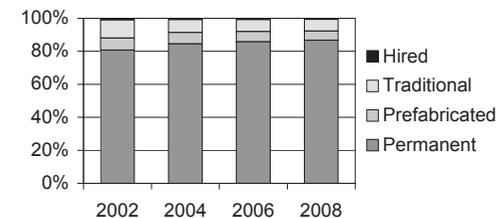


Table 56 Provision of sanitary facilities and water supply at schools

| Region | Numbers of toilet units for learners | | | Numbers of schools with toilets for learners | | | Numbers of schools with toilets for teachers | | | Numbers of schools with a water supply | | |
|-----------------|--------------------------------------|--------------|--------------|--|--------------|----------------|--|--------------|----------------|--|--------------|--------------|
| | Flush | Pit | % flush | No toilets | Have toilets | % with toilets | No toilets | Have toilets | % with toilets | No water | Have water | % with water |
| National | 10,404 | 5,683 | 63.5% | 396 | 1,276 | 76.3% | 401 | 1,271 | 76.0% | 463 | 1,209 | 72.3% |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 225 | 384 | 36.4% | 27 | 70 | 72.2% | 25 | 72 | 74.2% | 40 | 57 | 58.8% |
| Erongo | 1,224 | 14 | 95.5% | 4 | 57 | 93.4% | 2 | 59 | 96.7% | 3 | 58 | 95.1% |
| Hardap | 1,004 | - | 100.0% | - | 55 | 100.0% | - | 55 | 100.0% | 4 | 51 | 92.7% |
| Head Office | 134 | - | 100.0% | 1 | 8 | 88.9% | - | 9 | 100.0% | 1 | 8 | 88.9% |
| Karas | 883 | 27 | 96.9% | 2 | 45 | 95.7% | 1 | 46 | 97.9% | 2 | 45 | 95.7% |
| Kavango | 549 | 888 | 37.4% | 150 | 180 | 54.5% | 142 | 188 | 57.0% | 190 | 140 | 42.4% |
| Khomas | 2,301 | 57 | 98.3% | 3 | 88 | 96.7% | 7 | 84 | 92.3% | 3 | 88 | 96.7% |
| Kunene | 450 | 160 | 72.3% | 4 | 49 | 92.5% | 4 | 49 | 92.5% | 5 | 48 | 90.6% |
| Ohangwena | 326 | 1,480 | 22.4% | 48 | 187 | 79.6% | 46 | 189 | 80.4% | 104 | 131 | 55.7% |
| Omaheke | 535 | 28 | 79.0% | - | 40 | 100.0% | 1 | 39 | 97.5% | 5 | 35 | 87.5% |
| Omusati | 547 | 1,131 | 31.8% | 80 | 189 | 70.3% | 89 | 180 | 66.9% | 37 | 232 | 86.2% |
| Oshana | 488 | 775 | 38.4% | 13 | 119 | 90.2% | 18 | 114 | 86.4% | 12 | 120 | 90.9% |
| Oshikoto | 526 | 674 | 41.3% | 60 | 128 | 68.1% | 62 | 126 | 67.0% | 48 | 140 | 74.5% |
| Otjozondjupa | 1,212 | 65 | 95.0% | 4 | 61 | 93.8% | 4 | 61 | 93.8% | 9 | 56 | 86.2% |

The provision of sanitary facilities, teacher housing and basic services have been reported in tables 57 and 58.

There has been a remarkable improvement in the provision of the sanitary services to schools country-wide. Kavango remain the poorly serviced region with 54.5% of schools having toilets and the only region with below 75% of provision of such service to schools.

There has also been an increase in water supply to the school in general. Caprivi, Kavango and Ohangwena remain the most poorly serviced in water supply with 58.8%, 42.4% and 55.7% respectively. The decrease in Kavango and Ohangwena is mainly attributed to new schools being established in areas without water provisions.

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

| Region | Numbers of housing units for teachers | | | Numbers of schools with housing for teachers | | | Numbers of schools with electricity supply | | | Numbers of schools with telephones | | |
|-----------------|---------------------------------------|-----------------|-----------------|--|--------------|----------------|--|------------------|--------------------|------------------------------------|----------------|------------------|
| | Total | Single quarters | Family quarters | No housing | Have housing | % with housing | No electricity | Have electricity | % with electricity | No telephone | Have telephone | % with telephone |
| National | 2,374 | 978 | 1,396 | 1,230 | 442 | 26.4% | 770 | 902 | 53.9% | 839 | 833 | 49.8% |
| <i>Regions</i> | | | | | | | | | | | | |
| Caprivi | 116 | 42 | 74 | 71 | 26 | 26.8% | 48 | 49 | 50.5% | 60 | 37 | 38.1% |
| Erongo | 152 | 32 | 120 | 38 | 23 | 37.7% | 3 | 58 | 95.1% | 2 | 59 | 96.7% |
| Hardap | 212 | 100 | 112 | 16 | 39 | 70.9% | 6 | 49 | 89.1% | 5 | 50 | 90.9% |
| Head Office | 30 | 17 | 13 | 3 | 6 | 66.7% | 1 | 8 | 88.9% | 1 | 8 | 88.9% |
| Karas | 155 | 72 | 83 | 17 | 30 | 63.8% | 3 | 44 | 93.6% | 2 | 45 | 95.7% |
| Kavango | 189 | 81 | 108 | 289 | 41 | 12.4% | 204 | 126 | 38.2% | 230 | 100 | 30.3% |
| Khomas | 190 | 70 | 120 | 56 | 35 | 38.5% | 4 | 87 | 95.6% | 4 | 87 | 95.6% |
| Kunene | 248 | 125 | 123 | 12 | 41 | 77.4% | 11 | 42 | 79.2% | 10 | 43 | 81.1% |
| Ohangwena | 197 | 87 | 110 | 187 | 48 | 20.4% | 149 | 86 | 36.6% | 159 | 76 | 32.3% |
| Omaheke | 252 | 96 | 156 | 5 | 35 | 87.5% | 6 | 34 | 85.0% | 3 | 37 | 92.5% |
| Omusati | 177 | 70 | 107 | 238 | 31 | 11.5% | 165 | 104 | 38.7% | 172 | 97 | 36.1% |
| Oshana | 108 | 37 | 71 | 113 | 19 | 14.4% | 57 | 75 | 56.8% | 59 | 73 | 55.3% |
| Oshikoto | 142 | 68 | 74 | 150 | 38 | 20.2% | 103 | 85 | 45.2% | 118 | 70 | 37.2% |
| Otjozondjupa | 206 | 81 | 125 | 35 | 30 | 46.2% | 10 | 55 | 84.6% | 14 | 51 | 78.5% |

Less than 30% of the schools in Kavango, Ohangwena, Oshikoto, Omusati and Oshana had teacher housing. In contrast, more than 60% of the schools in Kunene, Otjozondjupa, Omaheke, Hardap and Karas had teacher housing. The disparities in the supply of teacher housing is also evident from the numbers of housing units. The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools in northern Namibia.

Although the provision of electricity to the schools has somehow improved, the majority of schools in the northern regions had no electricity supply. Kavango, Ohangwena and Omusati are still below 50%. The disparities in the provision of telephone services were even higher with the 3 mentioned regions still highly under-serviced.

Having no electricity places constraints on the equipment schools can use, and it makes it difficult to use school facilities after dark. The lack of a telephone service severely limits communication with support staff in regional offices, for example with inspectors, advisory teachers, personnel offices and importantly with the parents and other service providers.

Table 58 Percentages of schools with sanitary facilities, basic services and teachers' housing from 2003 to 2008

| Region | Schools with toilets for learners | | | | | | Schools with toilets for teachers | | | | | | Schools with water supply | | | | | |
|--------------------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|---------------------------|--------------|--------------|--------------|--------------|--------------|
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| National | 76.6% | 78.3% | 78.5% | 77.2% | 78.1% | 76.3% | 70.3% | 71.9% | 73.1% | 72.5% | 73.6% | 76.0% | 70.0% | 70.5% | 72.8% | 72.0% | 80.5% | 72.3% |
| <i>Education regions</i> | | | | | | | | | | | | | | | | | | |
| Caprivi | 72.6% | 78.1% | 77.1% | 77.3% | 76.3% | 72.2% | 72.6% | 74.0% | 76.0% | 70.1% | 71.1% | 74.2% | 56.8% | 55.2% | 58.3% | 67.0% | 76.3% | 58.8% |
| Erongo | 94.7% | 96.6% | 96.6% | 96.7% | 95.1% | 93.4% | 82.5% | 86.4% | 87.9% | 93.4% | 95.1% | 96.7% | 96.5% | 96.6% | 96.6% | 95.1% | 95.1% | 95.1% |
| Hardap | 100.0% | 100.0% | 96.7% | 100.0% | 98.2% | 100.0% | 98.3% | 96.6% | 96.7% | 96.5% | 96.5% | 100.0% | 100.0% | 100.0% | 96.7% | 100.0% | 98.2% | 92.7% |
| Head Office | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 88.9% | 87.5% | 87.5% | 87.5% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 88.9% |
| Karas | 100.0% | 97.8% | 90.4% | 100.0% | 97.9% | 95.7% | 97.9% | 95.7% | 88.5% | 97.9% | 91.5% | 97.9% | 97.9% | 95.7% | 88.5% | 100.0% | 95.7% | 95.7% |
| Kavango | 50.6% | 50.8% | 51.7% | 53.2% | 53.8% | 54.5% | 48.5% | 49.8% | 48.6% | 50.5% | 51.4% | 57.0% | 37.0% | 38.5% | 38.3% | 38.3% | 60.2% | 42.4% |
| Khomas | 100.0% | 97.2% | 98.7% | 100.0% | 97.6% | 96.7% | 95.9% | 94.4% | 96.0% | 96.2% | 96.5% | 92.3% | 98.6% | 98.6% | 100.0% | 93.6% | 92.9% | 96.7% |
| Kunene | 90.4% | 92.3% | 94.2% | 88.5% | 92.3% | 92.5% | 78.8% | 76.9% | 82.7% | 78.8% | 80.8% | 92.5% | 86.5% | 84.6% | 88.5% | 78.8% | 94.2% | 90.6% |
| Ohangwena | 83.0% | 85.1% | 84.8% | 81.9% | 82.1% | 79.6% | 70.6% | 72.4% | 73.5% | 72.8% | 73.2% | 80.4% | 54.1% | 52.5% | 56.5% | 54.3% | 70.2% | 55.7% |
| Omaheke | 100.0% | 100.0% | 100.0% | 97.6% | 100.0% | 100.0% | 93.0% | 97.6% | 97.6% | 95.2% | 100.0% | 97.5% | 90.7% | 92.9% | 90.5% | 90.5% | 97.6% | 87.5% |
| Omusati | 72.7% | 74.2% | 74.2% | 70.5% | 73.9% | 70.3% | 63.7% | 65.5% | 67.2% | 69.8% | 72.4% | 66.9% | 77.2% | 79.0% | 82.3% | 82.5% | 86.9% | 86.2% |
| Oshana | 91.3% | 94.5% | 95.3% | 91.6% | 95.5% | 90.2% | 85.0% | 84.3% | 90.6% | 86.3% | 85.8% | 86.4% | 91.3% | 90.6% | 95.3% | 93.1% | 88.1% | 90.9% |
| Oshikoto | 66.7% | 73.5% | 75.4% | 70.2% | 69.0% | 68.1% | 61.2% | 68.8% | 70.2% | 63.5% | 63.0% | 67.0% | 74.5% | 79.4% | 84.2% | 77.5% | 82.1% | 74.5% |
| Otjozondjupa | 98.2% | 94.8% | 95.2% | 93.4% | 96.8% | 93.8% | 91.2% | 89.7% | 90.3% | 85.2% | 92.1% | 93.8% | 98.2% | 91.4% | 98.4% | 100.0% | 100.0% | 86.2% |

Changes in the percentages of schools that had basic facilities and services have been shown in Table 58, which continues on page 92. Figures 54 and 55 show two examples of the situations in different regions and changes over between 2003 and 2008.

Some progress was made in providing sanitary facilities in Kunene, Kavango and Oshikoto, however there was steep decline in 2008 probably due to new schools established in deep remote areas as well as due to floods in the North and NE regions. The percentage of schools having water supply dropped substantially in Kavango, Caprivi, Ohangwena, Otjozondjupa and Omaheke, but increased slowly in Khomas and Oshana regions. A substantial number of new schools only get their water supply from the nearby communities.

Figure 54: Changes in the percentages of schools with toilets for learners

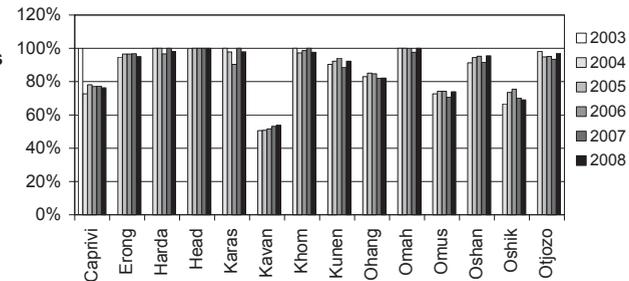


Table 58 continued

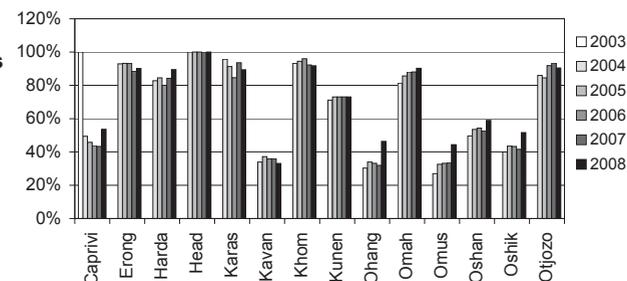
| Region | Schools with electricity | | | | | | Schools with telephone | | | | | | Schools with teachers' housing | | | | | |
|--------------------------|--------------------------|--------------|--------------|--------------|--------------|--------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------------------------|--------------|--------------|--------------|--------------|--------------|
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| National | 48.2% | 50.8% | 50.7% | 50.3% | 55.9% | 53.9% | 44.1% | 47.4% | 48.1% | 47.7% | 51.4% | 49.8% | 28.5% | 29.4% | 29.3% | 29.1% | 28.1% | 26.4% |
| <i>Education regions</i> | | | | | | | | | | | | | | | | | | |
| Caprivi | 49.5% | 45.8% | 43.8% | 43.3% | 53.6% | 50.5% | 43.2% | 42.7% | 41.7% | 41.2% | 43.3% | 38.1% | 24.2% | 30.2% | 27.1% | 26.8% | 32.0% | 26.8% |
| Erongo | 93.0% | 93.2% | 93.1% | 88.5% | 90.2% | 95.1% | 94.7% | 96.6% | 96.6% | 91.8% | 95.1% | 96.7% | 45.6% | 42.4% | 43.1% | 41.0% | 34.4% | 37.7% |
| Hardap | 82.8% | 84.5% | 80.0% | 84.2% | 89.5% | 89.1% | 98.3% | 98.3% | 95.0% | 100.0% | 96.5% | 90.9% | 72.4% | 72.4% | 70.0% | 73.7% | 64.9% | 70.9% |
| Head Office | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 88.9% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 88.9% | 62.5% | 62.5% | 62.5% | 62.5% | 75.0% | 66.7% |
| Karas | 95.7% | 91.3% | 84.6% | 93.6% | 89.4% | 93.6% | 100.0% | 97.8% | 88.5% | 97.9% | 89.4% | 95.7% | 70.2% | 65.2% | 65.4% | 72.3% | 74.5% | 63.8% |
| Kavango | 33.9% | 37.2% | 35.9% | 35.9% | 33.1% | 38.2% | 25.2% | 30.5% | 28.3% | 28.3% | 26.7% | 30.3% | 12.4% | 13.5% | 14.6% | 14.6% | 12.8% | 12.4% |
| Khomas | 93.2% | 94.4% | 96.0% | 92.3% | 91.8% | 95.6% | 98.6% | 97.2% | 97.3% | 93.6% | 91.8% | 95.6% | 54.1% | 54.2% | 52.0% | 50.0% | 35.3% | 38.5% |
| Kunene | 71.2% | 73.1% | 73.1% | 73.1% | 73.1% | 79.2% | 82.7% | 82.7% | 82.7% | 82.7% | 78.8% | 81.1% | 86.5% | 82.7% | 86.5% | 86.5% | 84.6% | 77.4% |
| Ohangwena | 30.3% | 33.9% | 33.2% | 31.9% | 46.4% | 36.6% | 18.8% | 24.9% | 26.0% | 25.0% | 38.7% | 32.3% | 19.7% | 23.1% | 22.9% | 22.0% | 22.1% | 20.4% |
| Omaheke | 81.4% | 85.7% | 88.1% | 88.1% | 90.2% | 85.0% | 95.3% | 88.1% | 88.1% | 88.1% | 97.6% | 92.5% | 86.0% | 85.7% | 83.3% | 83.3% | 85.4% | 87.5% |
| Omusati | 27.0% | 32.6% | 33.2% | 33.6% | 44.4% | 38.7% | 26.2% | 29.2% | 32.5% | 32.8% | 36.2% | 36.1% | 13.1% | 13.1% | 12.9% | 13.1% | 13.8% | 11.5% |
| Oshana | 49.6% | 53.5% | 54.3% | 52.7% | 59.0% | 56.8% | 40.2% | 49.6% | 53.5% | 51.9% | 62.7% | 55.3% | 13.4% | 14.2% | 14.2% | 13.7% | 11.9% | 14.4% |
| Oshikoto | 40.0% | 43.5% | 43.3% | 41.6% | 51.6% | 45.2% | 29.1% | 32.9% | 34.5% | 33.1% | 41.3% | 37.2% | 18.8% | 19.4% | 19.3% | 18.5% | 21.2% | 20.2% |
| Otjozondjupa | 86.0% | 84.5% | 91.9% | 93.4% | 90.5% | 84.6% | 84.2% | 86.2% | 90.3% | 91.8% | 84.1% | 78.5% | 66.7% | 69.0% | 66.1% | 67.2% | 65.1% | 46.2% |

Some progress was made with the provision of electricity to schools in the northern regions from 2003 to 2007 however there was a decline in 2008. The five regions that has lowest percentages of schools having electricity from 2003 to 2007, and are serviced far below a National average are Ohangwena, Kavango, Omusati, Oshikoto and Caprivi .

Schools from the same regions mentioned above have reported very low growth in this facility. The establishment of new schools in deep remote areas also dragged the figures down.

The regions with the lowest percentages of schools having any teacher housing are Caprivi, Kavango, Ohangwena, Oshikoto, Omusati and Oshana reported hardly any improvement in the situation. Teacher housing in Caprivi was in many cases community-built. The majority of these schools are in rural areas thus should at least have 60% of teacher housing if equity is to succeed.

Figure 55:
Changes in the percentages of schools with electricity



Chapter 7 provides very limited information on adult education. Enrolments and pass rates in the National Literacy Programme have been reported for the past years. The 2008 test results of students in the Programme are given for the different education regions.

Adult Learning

NATIONAL LITERACY PROGRAMME IN NAMIBIA (NLPN)
TEST RESULTS-YEAR 2007

| Region | Stage 1 | | | Stage 2 | | | Stage 3 | | |
|--------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|
| | No. Tested | % Female | % Passed | No. Tested | % Female | % Passed | No. Tested | % Female | % Passed |
| Caprivi | 492 | 72% | 85% | 274 | 72% | 88% | 380 | 71% | 86% |
| Erongo | 20 | 30% | 95% | 41 | 54% | 73% | 211 | 51% | 95% |
| Hardap | 28 | 68% | 100% | 102 | 65% | 99% | 147 | 54% | 99% |
| Karas | 67 | 37% | 87% | 62 | 47% | 94% | 122 | 57% | 93% |
| Kavango | 1018 | 78% | 85% | 1268 | 78% | 86% | 674 | 65% | 86% |
| Khomas | 112 | 37% | 96% | 301 | 49% | 95% | 583 | 51% | 92% |
| Kunene | 207 | 49% | 92% | 180 | 46% | 87% | 371 | 55% | 82% |
| Ohangwena | 859 | 65% | 75% | 1139 | 69% | 81% | 600 | 76% | 77% |
| Omaheke | 264 | 47% | 91% | 411 | 49% | 98% | 373 | 52% | 80% |
| Omusati | 489 | 61% | 79% | 823 | 74% | 78% | 485 | 76% | 84% |
| Oshana | 99 | 79% | 86% | 220 | 91% | 89% | 254 | 82% | 89% |
| Oshikoto | 334 | 51% | 87% | 489 | 58% | 82% | 627 | 69% | 87% |
| Otjozondjupa | 404 | 55% | 85% | 352 | 53% | 90% | 329 | 56% | 93% |
| TOTAL | 4397 | 63% | 83% | 5667 | 67% | 85% | 5156 | 64% | 86% |

NLPN AND *AUPE ENROLMENT YEAR 2007

| Regions | Total No. of Literacy Promoters | | Stage 1 | | Stage 2 | | Stage 3 | | AUPE | |
|--------------|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | F | T | female | Total | female | total | female | total | female | total |
| Caprivi | 58 | 113 | 552 | 818 | 306 | 438 | 447 | 698 | 184 | 277 |
| Erongo | 20 | 34 | 23 | 33 | 45 | 75 | 189 | 361 | 26 | 39 |
| Hardap | 25 | 46 | 45 | 96 | 34 | 83 | 89 | 140 | 17 | 51 |
| Karas | 26 | 43 | 705 | 735 | 43 | 82 | 95 | 189 | 202 | 378 |
| Kavango | 26 | 165 | 1119 | 1388 | 1297 | 1747 | 713 | 1011 | 355 | 625 |
| Khomas | 83 | 110 | 96 | 199 | 182 | 468 | 429 | 889 | 276 | 496 |
| Kunene | 66 | 97 | 258 | 484 | 183 | 406 | 402 | 751 | 114 | 165 |
| Ohangwena | 209 | 270 | 681 | 1017 | 1022 | 1456 | 589 | 762 | 1177 | 1491 |
| Omaheke | 69 | 93 | 181 | 418 | 271 | 547 | 289 | 550 | 16 | 19 |
| Omusati | 209 | 278 | 349 | 558 | 907 | 1233 | 521 | 723 | 1031 | 1270 |
| Oshana | 85 | 98 | 129 | 166 | 319 | 365 | 407 | 515 | 174 | 779 |
| Oshikoto | 130 | 191 | 259 | 492 | 306 | 658 | 266 | 867 | 759 | 982 |
| Otjozondjupa | 90 | 119 | 420 | 724 | 281 | 591 | 320 | 590 | 155 | 238 |
| TOTAL | 1096 | 1657 | 4817 | 7128 | 5196 | 8149 | 4756 | 8046 | 4486 | 6810 |

* Adult Upper Primary Education (AUPE)

SUMMARY OF ENROLLMENT

| Stages | Total No. of Literacy Promoters | | Total No. of Learners | |
|-------------|---------------------------------|-------|-----------------------|-------|
| | Female | Total | Female | Total |
| Stage 1 | 273 | 376 | 4817 | 7128 |
| Stage 2 | 326 | 476 | 5196 | 8149 |
| Stage 3 | 319 | 497 | 4756 | 8046 |
| AUPE | 295 | 446 | 4486 | 6810 |
| Grant Total | 1213 | 1795 | 19255 | 30133 |

TEST RESULTS-YEAR 2007

| Region | Stage 1 | | | Stage 2 | | | Stage 3 | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | No. Tested | % Female | % Passed | No. Tested | % Female | % Passed | No. Tested | % Female | % Passed |
| Caprivi | 492 | 356 | 418 | 274 | 198 | 242 | 380 | 268 | 327 |
| Erongo | 20 | 6 | 19 | 41 | 22 | 30 | 211 | 107 | 200 |
| Hardap | 28 | 25 | 58 | 102 | 29 | 58 | 147 | 70 | 114 |
| Karas | 67 | 19 | 28 | 62 | 102 | 101 | 122 | 80 | 146 |
| Kavango | 1018 | 789 | 861 | 1268 | 989 | 1085 | 674 | 438 | 580 |
| Khomas | 112 | 41 | 107 | 301 | 148 | 285 | 583 | 295 | 535 |
| Kunene | 207 | 102 | 190 | 180 | 52 | 157 | 371 | 203 | 303 |
| Ohangwena | 859 | 555 | 646 | 1139 | 781 | 921 | 600 | 455 | 458 |
| Omaheke | 264 | 127 | 243 | 411 | 201 | 401 | 373 | 193 | 297 |
| Omusati | 489 | 300 | 352 | 823 | 605 | 639 | 485 | 368 | 408 |
| Oshana | 99 | 78 | 85 | 220 | 201 | 195 | 254 | 207 | 226 |
| Oshikoto | 334 | 170 | 290 | 489 | 285 | 399 | 627 | 433 | 547 |
| Otjozondjupa | 404 | 222 | 346 | 352 | 186 | 316 | 329 | 184 | 306 |
| TOTAL | 4397 | 2790 | 3643 | 5667 | 3799 | 4829 | 5156 | 3301 | 4447 |

| REGION | STAGE 1 | | | | | | | | STAGE 2 | | | | STAGE 3 | | | | | | | | | | | |
|------------------|-------------|-------------|---------------|-------------|------------------------|-------------|-------------------|-------------|-------------|-------------|---------------|-------------|------------------------|-------------|-------------------|-------------|-------------|-------------|---------------|-------------|------------------------|-------|-------------------|-------|
| | ENROLLMENT | | NUMBER TESTED | | NO. OF LEARNERS PASSED | | % TESTED & PASSED | | ENROLLMENT | | NUMBER TESTED | | NO. OF LEARNERS PASSED | | % TESTED & PASSED | | ENROLLMENT | | NUMBER TESTED | | NO. OF LEARNERS PASSED | | % TESTED & PASSED | |
| | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total | Female | Total |
| 1. CAPRIVI | 392 | 514 | 231 | 316 | 191 | 262 | 82.9 | 469 | 653 | 289 | 417 | 247 | 359 | 86.1 | 403 | 595 | 238 | 341 | 208 | 288 | 84.5 | | | |
| 2. ERONGO | 25 | 40 | 14 | 24 | 13 | 22 | 91.7 | 29 | 78 | 11 | 45 | 11 | 35 | 77.8 | 173 | 331 | 114 | 211 | 100 | 162 | 76.8 | | | |
| 3. HARDAP | 79 | 204 | 49 | 119 | 48 | 110 | 92.4 | 51 | 112 | 23 | 54 | 22 | 49 | 90.7 | 197 | 358 | 82 | 147 | 83 | 146 | 99.3 | | | |
| 4. KARAS | 28 | 43 | 12 | 32 | 12 | 30 | 93.8 | 23 | 46 | 11 | 43 | 11 | 43 | 100.0 | 104 | 168 | 79 | 116 | 80 | 114 | 98.3 | | | |
| 5. KAVANGO | 869 | 1195 | 682 | 859 | 528 | 728 | 84.7 | 1172 | 1528 | 901 | 1098 | 752 | 949 | 86.4 | 972 | 1430 | 614 | 948 | 544 | 788 | 83.1 | | | |
| 6. KHOMAS | 121 | 205 | 43 | 90 | 40 | 82 | 91.1 | 202 | 379 | 158 | 386 | 139 | 270 | 69.9 | 375 | 764 | 245 | 517 | 130 | 247 | 47.8 | | | |
| 7. KUNENE | 214 | 400 | 185 | 344 | 151 | 273 | 79.4 | 203 | 362 | 155 | 312 | 146 | 284 | 91.0 | 257 | 436 | 333 | 437 | 231 | 401 | 91.8 | | | |
| 8. OHANGWENA | 643 | 1059 | 542 | 892 | 437 | 689 | 77.2 | 793 | 1092 | 675 | 997 | 515 | 737 | 73.9 | 793 | 1092 | 623 | 848 | 504 | 656 | 77.4 | | | |
| 9. OMAHEKE | 150 | 388 | 83 | 224 | 72 | 204 | 91.1 | 133 | 330 | 93 | 217 | 86 | 205 | 94.5 | 288 | 568 | 196 | 382 | 177 | 341 | 89.3 | | | |
| 10. OMUSATI | 231 | 559 | 231 | 376 | 159 | 252 | 67.0 | 701 | 981 | 469 | 693 | 378 | 516 | 74.5 | 608 | 785 | 385 | 476 | 782 | 403 | 84.7 | | | |
| 11. OSHANA | 140 | 181 | 143 | 177 | 121 | 149 | 84.2 | 337 | 382 | 148 | 163 | 137 | 149 | 91.4 | 357 | 473 | 183 | 234 | 172 | 217 | 92.7 | | | |
| 12. OSHIKOTO | 163 | 361 | 112 | 250 | 104 | 231 | 92.4 | 422 | 734 | 328 | 572 | 284 | 421 | 73.6 | 468 | 642 | 333 | 437 | 135 | 205 | 46.9 | | | |
| 13. OTJOZONDJUPA | 345 | 699 | 252 | 444 | 198 | 341 | 76.8 | 172 | 315 | 116 | 195 | 91 | 160 | 82.1 | 432 | 729 | 270 | 435 | 210 | 340 | 78.2 | | | |
| TOTAL | 3400 | 5848 | 2579 | 4147 | 2074 | 3373 | 81.3 | 4707 | 6992 | 3377 | 5192 | 2819 | 4177 | 5427 | 8371 | 3695 | 5529 | 3356 | 4308 | 81.3 | | | | |

