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Education Statistics

Ministry of Education, Arts and Culture
REPUBLIC OF NAMIBIA



2022

EDUCATION MANAGEMENT INFORMATION SYSTEM

unicef 
for every child



1. Explain the following
a) PRIMARY ACTIVITIES

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eg

b) ACTIVITIES

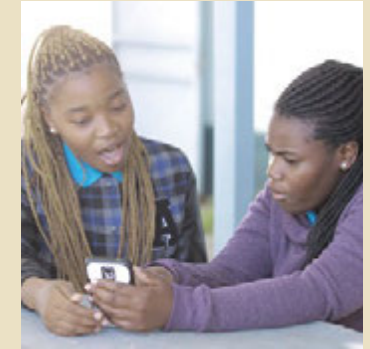
a) Explain the following
1. BIOMASS

2. BUSH ENCROACHMENT

3. INVADER SPECIES

PRIVATE

DIRECTOR



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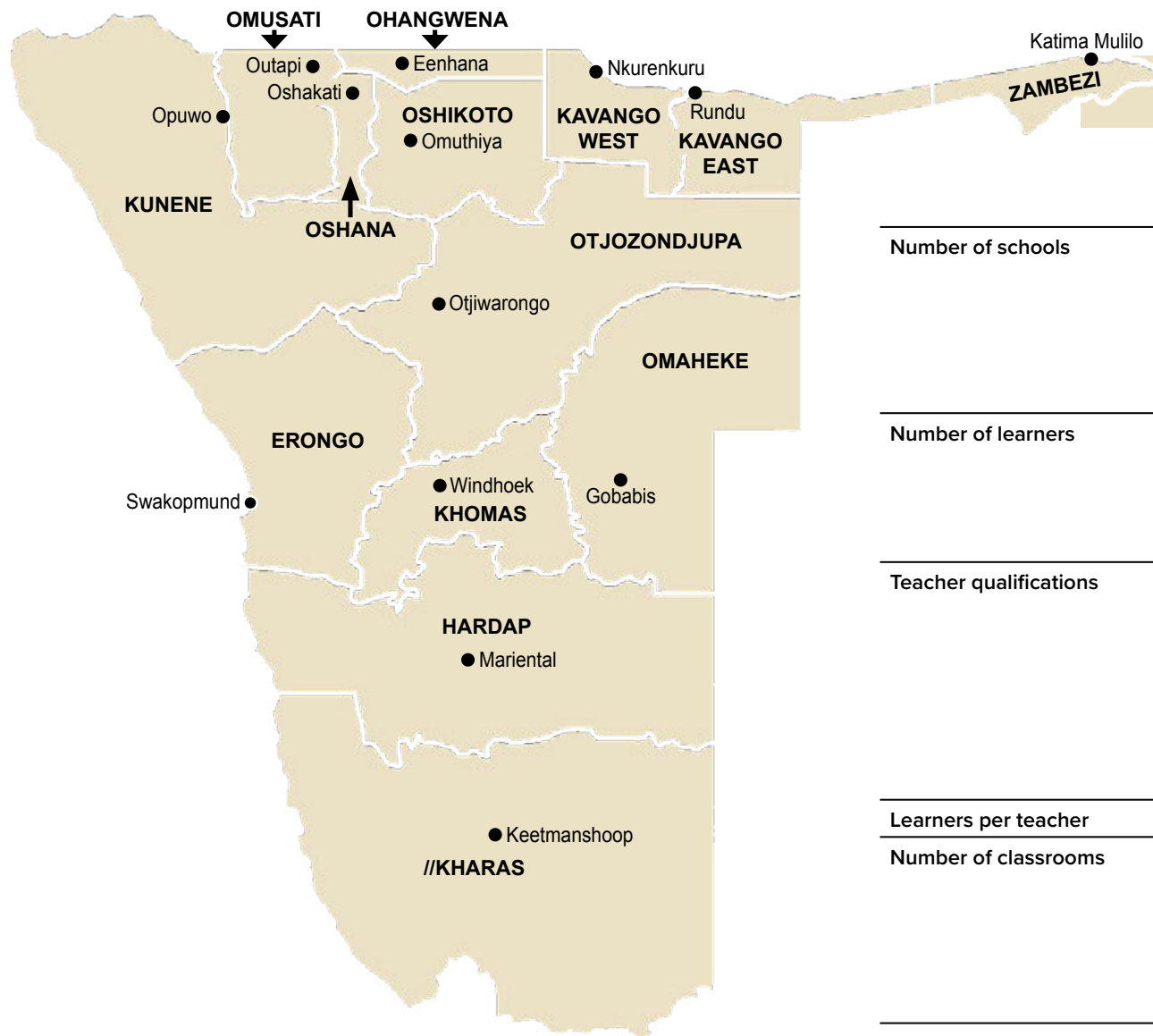
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EDUCATION STATISTICS IN NAMIBIA 2022



FACTS AND FIGURES

		Total	State	Private
Number of schools	Total	1,964	1,713	251
	Primary School	1,091	914	177
	Combined School	641	583	58
	Secondary School	224	209	15
	Other	8	7	1
Number of learners	Total	819,749	769,618	50,131
	Primary*	595,897	556,273	39,624
	Secondary	221,630	211,256	10,374
	Other	2,222	2,089	133
Teacher qualifications		Total	Without teacher training	With teacher training
	Total	32,003	1,419	30,584
	Less than Grade 12	262	105	157
	Grade 12 or 1-2 years' tertiary	3142	1,194	1,984
	More than 2 years' tertiary	28,599	120	28,479
Learners per teacher	Average learner : teacher ratio	25.1		
Number of classrooms	Total	27,904		
	Permanent	23,868		
	Prefabricated	1,636		
	Traditional	2,197		
	Hired	203		

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FINDING YOUR WAY



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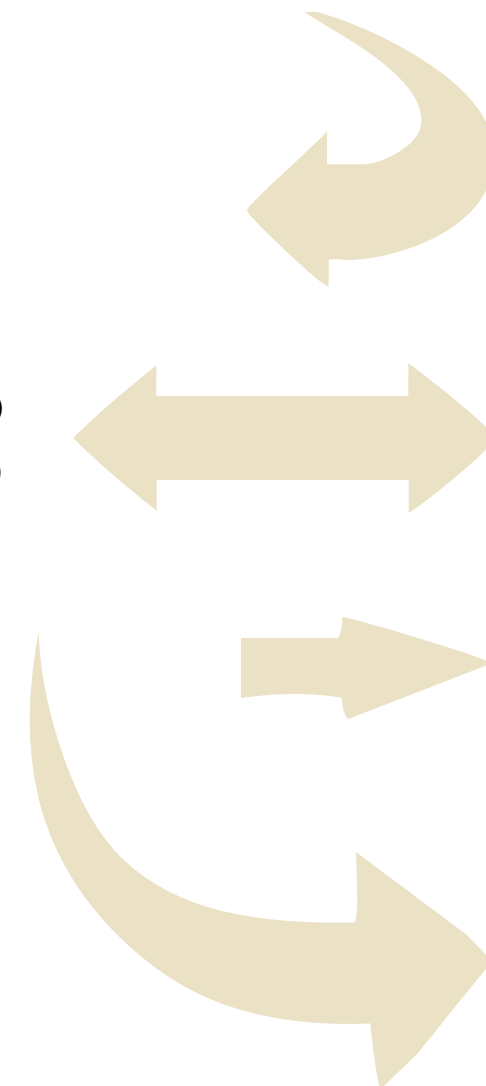
Regional summaries (see Introduction)

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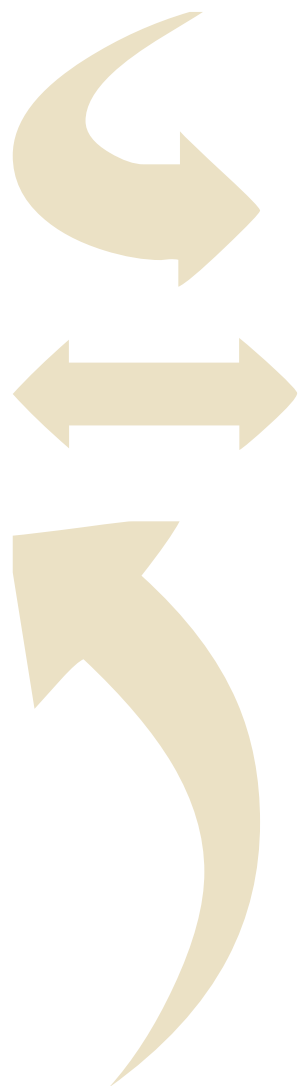
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FINDING YOUR WAY



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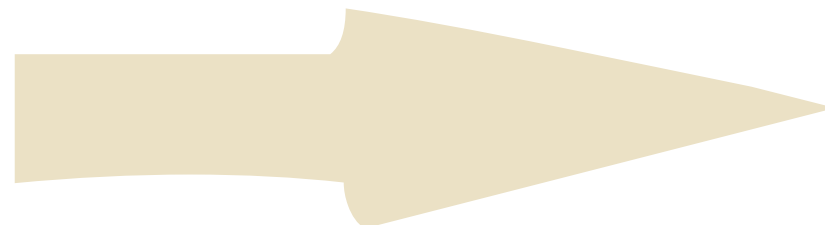
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INTRODUCTION



This publication presents information on education in schools in Namibia for 2022. Two school censuses are conducted and produced each year: the 15th School-Day Census, held on every fifteenth school day after the opening of schools for the beginning of the new school year, and the Annual Education Census (AEC), usually held on the first Tuesday of September each year. The 15th School-Day Census is intended to provide information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year. The great majority of statistics given in this report were collected during the 2022 AEC. Information reported in the AEC questionnaires should thus have been true on the AEC census day. Coverage during the 2022 AEC was considered to be 100%, with all registered schools submitting their completed census questionnaires. The Directorate of National Examinations and Assessment (DNEA) provided the Grade 11 and Grade 12 examination results, while the Directorate of Adult Basic Education provided the Adult Basic Education learners' results as tested in 2022.

After publishing education statistics for 1992 to 2008, the EMIS introduced several changes to the reports, which must be taken into consideration when comparing the statistics of different years. The most important difference is the change of regional boundaries, which has been reflected in the education statistics since 2003. The majority of tables from earlier reports were retained, some tables were excluded, while others were modified. A number of new tables were introduced to include most of the Education for All (EFA) indicators.

Only statistics on education provided by the government and private schools registered with the Ministry of Education, Arts and Culture have been reported. In 2015, a decision was taken to remove the "Pseudo Region" previously reported as Head Office, which contained data for Special Education Schools. These schools are now reported under the educational regions in which they reside.

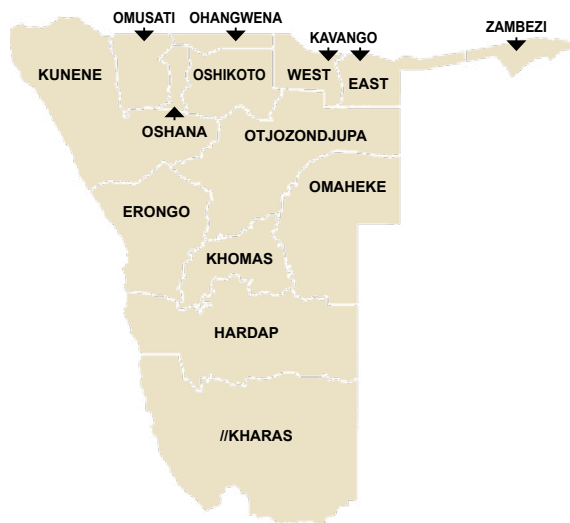
Regional border changes were effected in 2014 and this might have resulted in some schools being moved from one region to the other. Kavango Region was furthermore divided into two regions, namely Kavango East and Kavango West.

INTRODUCTION continued

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

These regions are as follows:

//Kharas
Erongo
Hardap
Kavango East
Kavango West
Khomas
Kunene
Ohangwena
Omaheke
Omusati
Oshana
Oshikoto
Otjozondjupa
Zambezi



Namibia's schooling system mainly consists of Pre-Primary to Grade 12, and is divided into four phases: Junior Primary (Pre-Primary to Grade 3), Senior Primary (Grade 4 to Grade 7), Junior Secondary (Grades 8 and 9) and Senior Secondary (Grade 10 to 12). Tables throughout this book are divided and subdivided to reflect these phases.

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

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

There are many ways of providing education statistics and the criteria used here is based largely on perceived demands from a variety of users including telephone, email and walk-in enquiries over the previous years. Graphs and narrative comments that accompany the tables are intended to provide illustrative information (guidance) on how these statistics can be interpreted. The comments are not definitive, hence the interpretation and use of the data will always be the responsibility of users.

Obtaining copies of the Annual Education Census (AEC) and 15th School-Day questionnaires could be of assistance should the reader need to know the criteria used to collect the information.

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

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

REGIONAL SUMMARIES




For ease and quick reference, this section contains key statistics on each of the fourteen Educational Regions. Other indicators regarding the regions have been included in various tables throughout the report. All statistics in the regional profiles include both state and private schools. The numbers of schools have been grouped into Primary, Combined, Secondary and 'other' schools.

Under the heading 'number of learners', the category 'other' includes all Grades and courses other than Pre-Primary to Grade 12. These 'other' Grades include but are not limited to, special classes and classes for children with severe learning difficulties.


The numbers of teachers are reported in accordance to their qualifications. A clear distinction was made between teachers who had no teacher training, and those who had teacher training. The average learner:teacher (L:T) ratios were calculated per region. Note that a different method was used to the one in **Table 39**, the results therefore differ in certain regions. The formula used in the "Summary" tables consider all teachers in the region, while the one used in **Table 39** takes the various categories and qualifications of teachers into account.

With regard to physical facilities, the numbers of classrooms, specialist rooms, laboratories and workshops were added as 'teaching rooms.' These were labelled according to the structure of the buildings categorized into permanent, prefabricated, traditional and hired. The category 'traditional' included a variety of structures, such as stick-and-mud, metal sheet structures and tents. Facilities hired from, for example, a church or a private organisation, were grouped under 'hired'. The term 'hired' is used to indicate that the facility does not belong to, but is made use of by the government, with some compensation being paid to the owners.


//Kharas

		Total	State	Private
Number of schools	Total	57	42	15
	Primary School	38	25	13
	Combined School	8	6	2
	Secondary School	11	11	0
	Other	0	0	0
Number of learners	Total	24 173	21 376	2 797
	Primary	17 805	15099	2706
	Secondary	6 331	6247	84
	Other	37	30	7
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	980	87	893
	Total	9	4	5
	Without teacher training	143	69	74
	With teacher training	828	14	814
Learners per teacher	Average learner: teacher ratio	24,9		
Number of classrooms	Total Rooms	990		
	Permanent	805		
	Prefabricated	153		
	Traditional	23		
	Hired	9		


Erongo

		Total	State	Private
Number of schools	Total	80	53	27
	Primary School	46	32	14
	Combined School	16	5	11
	Secondary School	17	16	1
	Other	1	0	1
Number of learners	Total	50 984	45 542	5 442
	Primary	35 474	31 630	3 844
	Secondary	15 262	13 740	1 522
	Other	248	172	76
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 990	85	1 905
	Total	23	10	13
	Without teacher training	156	55	101
	With teacher training	1 811	20	1 791
Learners per teacher	Average learner: teacher ratio	26,0		
Number of classrooms	Total Rooms	1 611		
	Permanent	1488		
	Prefabricated	105		
	Traditional	7		
	Hired	11		


Hardap

		Total	State	Private
Number of schools	Total	62	56	6
	Primary School	42	39	3
	Combined School	8	6	2
	Secondary School	11	10	1
	Other	1	1	0
Number of learners	Total	27 316	26 852	464
	Primary	20 009	19 684	325
	Secondary	7 104	6 965	139
	Other	203	203	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 051	60	991
	Total	8	4	4
	Without teacher training	126	53	73
	With teacher training	917	3	914
Learners per teacher	Average learner: teacher ratio	26,1		
Number of classrooms	Total Rooms	1 002		
	Permanent	917		
	Prefabricated	75		
	Traditional	2		
	Hired	8		


Kavango East

		Total	State	Private
Number of schools	Total	179	161	18
	Primary School	131	118	13
	Combined School	37	34	3
	Secondary School	11	9	2
	Other	0	0	0
Number of learners	Total	71 444	68 792	2 652
	Primary	52 460	50 427	2 033
	Secondary	18 818	18 199	619
	Other	166	166	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	2 388	100	2 288
	Total	21	11	10
	Without teacher training	219	83	136
	With teacher training	2 148	6	2 142
Learners per teacher	Average learner: teacher ratio	30,2		
Number of classrooms	Total Rooms	1 964		
	Permanent	1622		
	Prefabricated	94		
	Traditional	242		
	Hired	6		


Kavango West

		Total	State	Private
Number of schools	Total	179	175	4
	Primary School	136	133	3
	Combined School	39	39	0
	Secondary School	4	3	1
	Other	0	0	0
Number of learners	Total	45 664	44 721	943
	Primary	35 493	34 896	597
	Secondary	10 097	9 751	346
	Other	74	74	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 725	97	1 628
	Total	8	6	2
	Without teacher training	165	85	80
	With teacher training	1 552	6	1 546
Learners per teacher	Average learner: teacher ratio	26,7		
Number of classrooms	Total Rooms	1 404		
	Permanent	1058		
	Prefabricated	85		
	Traditional	256		
	Hired	5		


Khomas

		Total	State	Private
Number of schools	Total	134	82	52
	Primary School	81	47	34
	Combined School	15	1	14
	Secondary School	33	29	4
	Other	5	5	0
Number of learners	Total	97 179	82 050	15 129
	Primary	66 924	55 803	11 121
	Secondary	29 156	25 180	3 976
	Other	1 099	1 067	32
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	3 946	205	3 741
	Total	23	10	13
	Without teacher training	312	124	188
	With teacher training	3 611	71	3 540
Learners per teacher	Average learner: teacher ratio	25,0		
Number of classrooms	Total Rooms	3 298		
	Permanent	3019		
	Prefabricated	209		
	Traditional	36		
	Hired	34		

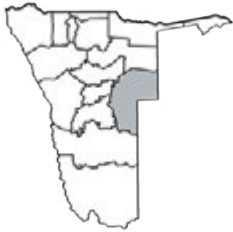
Kunene

		Total	State	Private
Number of schools	Total	77	72	5
	Primary School	50	46	4
	Combined School	20	19	1
	Secondary School	7	7	0
	Other	0	0	0
Number of learners	Total	30 896	30 131	765
	Primary	23 393	22 703	690
	Secondary	7 503	7 428	75
	Other	0	0	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 200	74	1 126
	Total	15	3	12
	Without teacher training	196	65	131
	With teacher training	989	6	983
Learners per teacher	Average learner: teacher ratio	26,0		
Number of classrooms	Total Rooms	1 060		
	Permanent	951		
	Prefabricated	43		
	Traditional	52		
	Hired	14		


Ohangwena

		Total	State	Private
Number of schools	Total	276	254	22
	Primary School	108	90	18
	Combined School	148	145	3
	Secondary School	20	19	1
	Other	0	0	0
Number of learners	Total	115 058	111 074	3 984
	Primary	85 345	81 719	3626
	Secondary	29 697	29 339	358
	Other	16	16	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	4 381	122	4 259
	Total	15	4	11
	Without teacher training	317	99	218
	With teacher training	4 049	19	4 030
Learners per teacher	Average learner: teacher ratio	26,5		
Number of classrooms	Total Rooms	3 928		
	Permanent	3072		
	Prefabricated	215		
	Traditional	615		
	Hired	26		


Omaheke

		Total	State	Private
Number of schools	Total	47	38	9
	Primary School	34	28	6
	Combined School	4	2	2
	Secondary School	9	8	1
	Other	0	0	0
Number of learners	Total	25 130	22 562	2 568
	Primary	18 734	16 735	1 999
	Secondary	6 372	5 803	569
	Other	24	24	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	993	120	873
	Total	11	7	4
	Without teacher training	152	97	55
	With teacher training	830	16	814
Learners per teacher	Average learner: teacher ratio	26,0		
Number of classrooms	Total Rooms	813		
	Permanent	729		
	Prefabricated	59		
	Traditional	18		
	Hired	7		


Omusati

		Total	State	Private
Number of schools	Total	295	275	20
	Primary School	139	124	15
	Combined School	124	120	4
	Secondary School	31	30	1
	Other	1	1	0
Number of learners	Total	104 654	101 812	2 842
	Primary	76 811	74 507	2 304
	Secondary	27 715	27 177	538
	Other	128	128	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	4 308	110	4 198
	Total	25	4	21
	Without teacher training	298	104	194
	With teacher training	3 985	2	3 983
Learners per teacher	Average learner: teacher ratio	24,3		
Number of classrooms	Total Rooms	3 949		
	Permanent	3362		
	Prefabricated	268		
	Traditional	306		
	Hired	13		


Oshana

		Total	State	Private
Number of schools	Total	150	127	23
	Primary School	72	54	18
	Combined School	55	50	5
	Secondary School	23	23	0
	Other	0	0	0
Number of learners	Total	58 281	54 329	3 952
	Primary	41 511	37 933	3 578
	Secondary	16 721	16 347	374
	Other	49	49	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	2 525	88	2 437
	Total	21	7	14
	Without teacher training	172	74	98
	With teacher training	2 332	7	2 325
Learners per teacher	Average learner: teacher ratio	23,2		
Number of classrooms	Total Rooms	2 274		
	Permanent	2126		
	Prefabricated	69		
	Traditional	59		
	Hired	20		


Oshikoto

		Total	State	Private
Number of schools	Total	223	202	21
	Primary School	109	94	15
	Combined School	95	91	4
	Secondary School	19	17	2
	Other	0	0	0
Number of learners	Total	75 667	70 842	4 825
	Primary	54 442	50 581	3 861
	Secondary	21 225	20 261	964
	Other	0	0	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	3 190	99	3 091
	Total	8	4	4
	Without teacher training	216	82	134
	With teacher training	2 966	13	2 953
Learners per teacher	Average learner: teacher ratio	23,9		
Number of classrooms	Total Rooms	2 884		
	Permanent	2347		
	Prefabricated	139		
	Traditional	389		
	Hired	9		

Otjozondjupa

		Total	State	Private
Number of schools	Total	86	68	18
	Primary School	55	42	13
	Combined School	14	9	5
	Secondary School	17	17	0
	Other	0	0	0
Number of learners	Total	52 293	50 230	2 063
	Primary	38 562	36 804	1 758
	Secondary	13 562	13 275	287
	Other	169	151	18
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 905	102	1 803
	Total	30	14	16
	Without teacher training	177	82	95
	With teacher training	1 698	6	1 692
Learners per teacher	Average learner: teacher ratio	27,7		
Number of classrooms	Total Rooms	1 680		
	Permanent	1527		
	Prefabricated	91		
	Traditional	11		
	Hired	51		

Zambezi

		Total	State	Private
Number of schools	Total	119	108	11
	Primary School	50	42	8
	Combined School	58	56	2
	Secondary School	11	10	1
	Other	0	0	0
Number of learners	Total	41 010	39 305	1 705
	Primary	28 934	27 752	1 182
	Secondary	12 067	11 544	523
	Other	9	9	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 883	46	1 837
	Total	8	4	4
	Without teacher training	174	36	138
	With teacher training	1 701	6	1 695
Learners per teacher	Average learner: teacher ratio	21,9		
Number of classrooms	Total Rooms	1 366		
	Permanent	1198		
	Prefabricated	41		
	Traditional	122		
	Hired	5		



Chapter 1:

CHARACTERISTICS OF THE SCHOOL SYSTEM

Chapter 1 introduces the basic features and dimensions of the school system in Namibia. The tables list information on the numbers of schools, learners, teachers, other school staff, the types of schools, phases of schooling and grades offered, governance of schools, afternoon session teaching and changes in the number of schools over the past years.

It must be recognised that many schools in Namibia do not follow the “normal” phases or divisions between primary (Pre-Primary - Grade 7) and secondary (Grades 8-12) schooling. The term “combined” school is used to describe the schools that offer both primary and secondary grades. Extending primary schools to Grade 9, or even Grade 12, makes it possible to provide secondary education in locations where a separate secondary school is not feasible due to the small number of potential learners. Combined schools are an important element of the Government’s strategy to improve access to education, especially in rural areas. In contrast, schools starting with a grade other than the first grade of a phase, or going up to a grade which is not the end of a school phase, may cause problems for learners’ transition to the next grade, after they have completed the highest grade of the school they are in. This is not always the case, for example in schools annually extending the range of grades that they offer, but isolated cases do exist.

Several grades and levels of education provided in some schools do not fit into the normal Pre-Primary to Grade 12 curriculum. These are described in the introduction to this report. In some tables these are aggregated as “Other Grades”. The number of schools has increased from 1 826 in 2016 to 1 964 in 2022, which translates into an average annual growth rate of 1.2%. This increase did not occur at exactly the same annual rate, so the figure provided here has been calculated to describe the rate of increase per annum. In 2022 there were 819 749 learners and 32 465 teachers in total. A total of 589 schools offered Pre-Primary to Grades 7, and 83 schools offered Grades 8 to 12. Ninety-four (94) schools offered Grades 8 to 11.

The reason for this discrepancy could be twofold:

- (i) a high number of learners attend primary school in sparsely populated rural areas; and
- (ii) not all learners transition from Senior Primary phase to Junior Secondary phase.

Expansion of access to secondary education and completion of free, equitable and quality primary and secondary education by 2030 remains one of the strategic priorities of the Ministry of Education, Arts and Culture, in line with the Government’s commitment to achieving Sustainable Development Goal 4 (SDG4).

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

Region	Schools	Circuits	Learners		Teachers		Support Staff	
	Total	Circuit	Total	% Female	Total	% Female	Total	% Female
National	1 964	74	819 749	50,1	32 465	67,7	5 699	67,8
//Kharas	57	3	24 173	50,5	980	73,6	229	68,1
Erongo	80	3	50 984	51,4	1 990	79,4	464	64,4
Hardap	62	3	27 316	50,3	1 051	73,2	193	67,4
Kavango East	179	6	71 444	49,9	2 388	55,7	341	75,1
Kavango West	179	7	45 664	48,7	1 725	51,7	198	74,2
Khomas	134	4	97 179	51,6	3 946	77,3	939	62,2
Kunene	77	3	30 896	50,2	1 200	62,0	185	62,7
Ohangwena	276	10	115 058	49,6	4 381	65,9	627	65,9
Omaheke	47	2	25 130	49,7	993	67,4	207	62,8
Omusati	295	12	104 654	49,6	4 308	68,3	672	71,1
Oshana	150	5	58 281	50,8	2 525	71,2	480	66,7
Oshikoto	223	8	75 667	49,5	3 190	68,1	517	61,7
Otjozondjupa	86	3	52 293	50,9	1 905	71,6	335	69,0
Zambezi	119	5	41 010	49,3	1 883	62,7	312	77,2

Table 1 shows the number of schools, circuits, learners, teachers and support staff in Namibia as indicated in **Figures 1(a), (b) and (c)**. The number of support staff includes secretaries/ administrative officers, cleaners and other non-teaching staff, but excludes hostel staff. Although the number of circuits are indicated in the table, the number of administrative staff does not include staff members at the circuit offices.

The region with the largest number of schools is Omusati (295) while Omaheke had the least number (47) as indicated in **Figure 1(a)**.

Figure 1(b) indicates the number of learners per region, with Ohangwena having the most learners (115 058) and //Kharas the least number of learners (24 173).

Figure 1(c) presents the numbers of teachers per region. The number of teachers comprises staff in all teaching positions including principals and staff in other promotion posts, as well as volunteers and relief staff. There were a total of 32, 465 teachers in Namibia in 2022. Ohangwena had the most teachers (4, 381) while //Kharas had the least (980).

Ohangwena had 10, 404 more learners than Omusati, but Omusati had 19 more schools than Ohangwena. This could be attributed to the fact that Omusati is by far larger than Ohangwena, being 26 551km² compared to Ohangwena (10 706 km²). Ohangwena's population density is 22 persons per km² compared to that of Omusati (9.1 persons per km²).

The distribution of circuits is very much in proportion to the number of schools in the region, rather than the geographical size of regions.

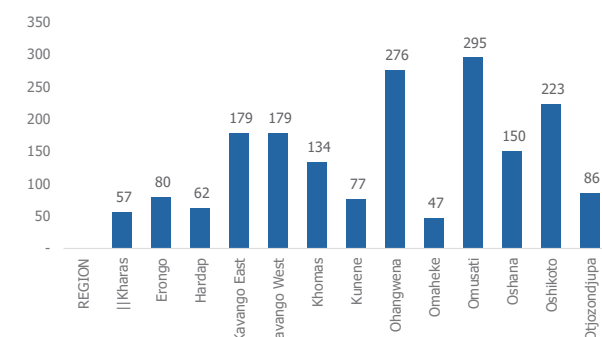
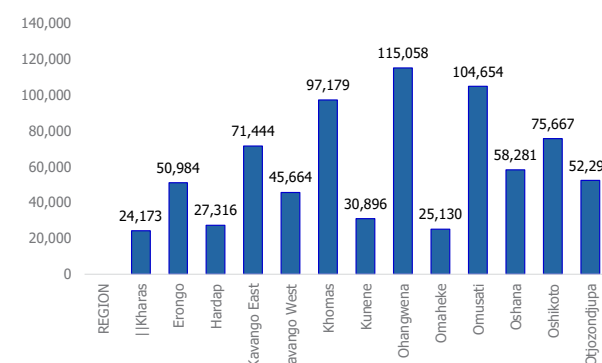
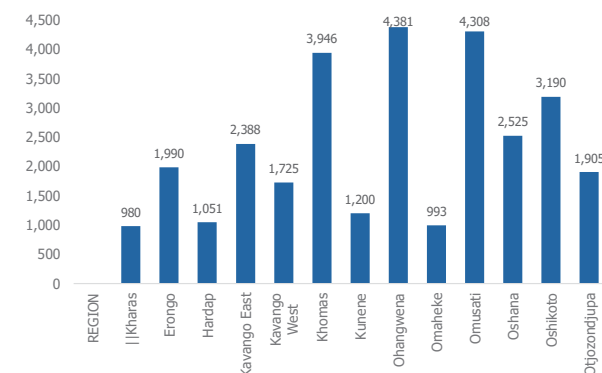
Figure 1a: Number of schools in each region**Figure 1b: Number of learners in each region****Figure 1c: Number of teachers in each region**

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

Region	Total			Primary			Combined			Secondary			Other		
	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private
National	1 964	1 713	251	1 091	914	177	641	583	58	224	209	15	8	7	1
//Kharas	57	42	15	38	25	13	8	6	2	11	11	-	-	-	-
Erongo	80	53	27	46	32	14	16	5	11	17	16	1	1	-	1
Hardap	62	56	6	42	39	3	8	6	2	11	10	1	1	1	-
Kavango East	179	161	18	131	118	13	37	34	3	11	9	2	-	-	-
Kavango West	179	175	4	136	133	3	39	39	-	4	3	1	-	-	-
Khomas	134	82	52	81	47	34	15	1	14	33	29	4	5	5	-
Kunene	77	72	5	50	46	4	20	19	1	7	7	-	-	-	-
Ohangwena	276	254	22	108	90	18	148	145	3	20	19	1	-	-	-
Omaheke	47	38	9	34	28	6	4	2	2	9	8	1	-	-	-
Omusati	295	275	20	139	124	15	124	120	4	31	30	1	1	1	-
Oshana	150	127	23	72	54	18	55	50	5	23	23	-	-	-	-
Oshikoto	223	202	21	109	94	15	95	91	4	19	17	2	-	-	-
Otjozondjupa	86	68	18	55	42	13	14	9	5	17	17	-	-	-	-
Zambezi	119	108	11	50	42	8	58	56	2	11	10	1	-	-	-

Table 2 shows the types and ownership of schools in 2022. Namibia's schools are not strictly divided into primary and secondary schools. Several factors, foremost among them the need to provide Pre-Primary and secondary grades in sparsely populated areas, led to the creation of combined schools, offering primary and secondary grades. The term 'Combined School' thus refers to schools that offer both the primary and secondary phases of schooling.

In 2022, most schools offered the 'ordinary' curriculum. Seven (7) state schools and one (1) private school labelled 'Other', provided for children with special educational needs who could not be taken up in the mainstream schooling system or in schools that predominantly offer pre-vocational subjects, as well as Agricultural Schools. Stand alone Pre-Primary schools which were previously counted in the 'other' category, are now counted as part of primary schools, as they are in practice formally part of the primary phase. In 2021, EMIS reported 14 state and 2 private schools who fell in the category of 'other' schools. However, seven schools were wrongly counted as 'Special' / 'Resource' Schools. Those were either primary or combined schools which had units that provided education for children with special educational needs.

Private schools accounted for a relatively small but rapidly growing percentage (12.8%) of the number of schools. There has been a remarkably rapid growth of private schools across all regions, with Khomas region (38.8%) and Erongo region (33.8%) taking the lead.

Table 3: Numbers of schools offering various ranges of grades

LOWEST Grade OFFERED		HIGHEST Grade OFFERED														
		Junior Primary				Senior Primary				Junior Secondary			Senior Secondary			Other
TOTAL STARTING WITH LOWEST Grade		Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	
Total	1 964	18	4	37	230	42	30	32	656	11	446	23	238	125	4	68
Pre-Primary	1 505	18	4	11	133	37	26	26	589	9	425	17	127	24	4	55
Grade 1	210	0	0	26	97	5	4	6	65	0	4	0	1	0	0	2
Grade 2	0	0	0	0	0	0	0	0	0	0	-	0	0	0	0	0
Grade 3	0	0	0	0	-	-	-	-	-	0	-	-	-	-	-	-
Grade 4	14	0	0	0	0	0	0	0	1	1	5	3	4	0	0	0
Grade 5	6	0	0	0	0	0	0	0	1	0	1	0	1	0	0	3
Grade 6	1	0	0	0	0	0	0	0	0	0	-	0	1	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
Grade 8	196	0	0	0	0	0	0	0	0	1	11	3	94	83	0	4
Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 10	28	0	0	0	0	0	0	0	0	0	0	0	10	18	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
Other	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4

The number of schools that offered specific ranges of grades in 2022 are tabulated in [Table 3](#) for the 'ordinary' grades. To ascertain the number of schools offering various grades, the reader should look for a cell in which the lowest grades listed in the column crosses the highest grades listed in the rows. For example, 589 schools offered Pre-Primary to Grade 7, while 83 schools offered Grades 8 to 12. There were four (4) schools that only offered 'other' grades. These are schools for children with learning impairments exclusively. Note that due to the policy of inclusive education, there are more schools that offer 'other' grades to accommodate learners with special needs. There are also cases where these learners are taught together in 'ordinary grades'. The implementation of a revised curriculum caused the reduction of schools offering Grade 12 (AS).

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

The progression of learners who completed the highest grade of their school to a school offering the next grade may be hampered if the ranges of grades schools offer do not coincide with the beginning and end of a school phase. This was the case in 22.0% of schools, as shown in [Figure 3](#). Several of these schools would have been in the process of adding grades annually, progressing towards being 'in phase'. A total of 1 525 or 78.0% of schools are 'in phase' meaning that they are able to carry learners of a given phase entirely.

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

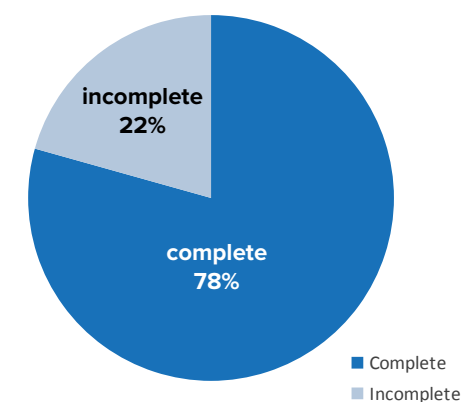


Table 4: Number of schools offering each grade

Region	Primary Grades								Secondary Grades					
	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
National	1 505	1 694	1 691	1 649	1 435	1 395	1 368	1 338	834	820	400	376	133	4
//Kharas	45	45	45	44	45	43	43	42	18	17	18	18	7	-
Erongo	58	61	61	60	57	55	52	50	32	32	29	28	17	2
Hardap	46	48	48	48	48	48	48	47	19	17	13	12	8	-
Kavango East	108	161	161	143	97	90	88	83	47	45	29	22	8	-
Kavango West	112	170	169	160	97	90	86	80	43	42	21	21	3	-
Khomas	87	84	83	83	82	82	79	80	48	48	47	45	24	2
Kunene	68	70	69	68	66	66	65	65	27	27	18	15	5	-
Ohangwena	251	255	255	253	235	235	227	224	159	156	44	42	8	-
Omaheke	34	38	37	37	36	36	36	35	13	13	11	11	5	-
Omusati	212	261	261	260	214	212	212	209	149	148	41	38	12	-
Oshana	121	122	122	119	106	103	101	100	73	72	31	28	7	-
Oshikoto	195	203	203	202	185	180	176	173	114	110	54	52	12	-
Otjozondjupa	60	68	69	65	66	64	64	61	30	31	24	24	12	-
Zambezi	108	108	108	107	101	91	91	89	62	62	20	20	5	-

Region	Other Grades																
	Basic Pre-Voc Yr1	Basic Pre-Voc Yr2	Advance Voc (NTA)	Learning Support 1	Learning Support 2	Learning Support 3	Learning Support 4	Learning Support 5	Learning Support 6	Learning Support 7	Learning Support 7	Orientation	Beginners Phase	Junior Phase	Senior Phase	Access	Autism
National	12	11	1	34	27	25	15	11	9	7	1	2	4	4	4	3	6
//Kharas	-	-	-	1	1	3	2	-	1	-	-	-	-	-	-	1	-
Erongo	1	1	-	9	7	7	5	3	3	3	-	-	-	-	-	-	2
Hardap	1	-	-	7	6	1	1	-	-	-	-	-	-	-	-	-	-
Kavango East	2	1	-	3	1	1	1	1	1	1	-	-	1	1	1	-	-
Kavango West	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Khomas	3	4	1	7	7	8	4	5	2	2	1	2	2	3	3	2	2
Kunene	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	-	-	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-
Omusati	1	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Oshana	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Oshikoto	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	1	1	-	3	5	3	1	2	2	1	-	-	-	-	-	-	1
Zambezi	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-

The large discrepancy between the number of schools offering Grade 7 (504; the last grade of the Primary phase) and the number offering Grade 8 (the first grade of the Secondary phase) is reflected in [Table 4](#). This indicates that a number of learners either repeat Grade 7 or drop out of school at the end of Grade 7. This in turn implies that a large number of learners do not progress to the secondary phase of schooling.

Similarly, there is a big difference (687) between the number of schools offering Grade 9 (last grade at Junior Secondary) and the number of schools offering Grade 12 (last grade at Senior Secondary phase). This is an indicator of learner numbers decreasing as they progress through the schooling system. This could be attributed to the fact that only a few learners qualify for AS-level, or they opt to enroll for TVET and tertiary courses after Grade 11 as per the revised curriculum.

NOTE: With the implementation of the revised curriculum, it would appear that the allocation of Grade 10 schools needs to be attended to urgently. There are currently 820 schools offering Grade 9, as opposed to 400 offering Grade 10. From a classgroups perspective however, the difference appears minimal (1 680 class groups for Grade 9 and 1 376 for Grade 10). This might suggest that there are a great number of learners who travel longer distances to acquire learning space in schools offering Grade 10.

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

Region		Total	PRIMARY Grades							SECONDARY Grades						
			Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Other
National	Enrolment	12 006	57	1 905	3 992	3 355	537	966	582	509	67	19	-	-	17	-
	% of total	1,1%	0,1%	2,0%	4,8%	4,2%	0,7%	1,3%	0,8%	0,8%	0,1%	0,0%	-	-	0,2%	-
//Kharas	Enrolment	36	-	-	-	-	-	-	-	-	36	-	-	-	-	-
	% of total	0,1%	-	-	-	-	-	-	-	-	1,9%	-	-	-	-	-
Erongo	Enrolment	3 107	-	486	1 267	1 304	36	-	-	14	-	-	-	-	-	-
	% of total	4,4%	-	9,1%	25,8%	25,8%	0,7%	-	-	0,4%	-	-	-	-	-	-
Hardap	Enrolment	38	-	-	-	-	21	-	-	-	-	-	-	-	17	-
	% of total	0,8%	-	-	-	-	0,8%	-	-	-	-	-	-	-	11,0%	-
Kavango East	Enrolment	1 683	-	85	557	499	-	542	-	-	-	-	-	-	-	-
	% of total	1,7%	-	0,9%	7,3%	6,6%	-	8,4%	-	-	-	-	-	-	-	-
Kavango West	Enrolment	40	-	-	-	-	40	-	-	-	-	-	-	-	-	-
	% of total	0,1%	-	-	-	-	0,8%	-	-	-	-	-	-	-	-	-
Komas	Enrolment	2 491	-	-	320	441	328	358	549	495	-	-	-	-	-	-
	% of total	2,1%	-	-	3,5%	4,9%	3,8%	4,3%	6,6%	6,3%	-	-	-	-	-	-
Kunene	Enrolment	867	9	270	352	155	48	33	-	-	-	-	-	-	-	-
	% of total	2,0%	0,5%	6,9%	10,9%	4,9%	1,5%	1,2%	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	64	-	-	-	-	-	33	-	-	31	-	-	-	-	-
	% of total	0,0%	-	-	-	-	-	0,3%	-	-	0,3%	-	-	-	-	-
Omaheke	Enrolment	939	-	222	468	249	-	-	-	-	-	-	-	-	-	-
	% of total	2,5%	-	7,2%	18,0%	9,7%	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	62	-	62	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	0,1%	-	0,9%	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	27	-	-	-	27	-	-	-	-	-	-	-	-	-	-
	% of total	0,0%	-	-	-	0,4%	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	912	-	125	434	279	41	-	33	-	-	-	-	-	-	-
	% of total	1,2%	-	2,0%	8,2%	5,3%	0,8%	-	0,7%	-	-	-	-	-	-	-
Zambezi	Enrolment	1 740	48	655	594	401	23	-	-	-	-	19	-	-	-	-
	% of total	3,2%	1,5%	15,8%	15,6%	10,0%	0,6%	-	-	-	-	0,7%	-	-	-	-

Table 5: continued

Afternoon teaching allowed for the dual use of classrooms daily, effectively doubling their capacity. Long-term building of adequate classroom solutions aside, alternatives to afternoon classes are community-built classrooms, overcrowding of classrooms and limiting access to education. Admittedly none of these alternatives are desirable, but as long as classroom building resources are limited, they cannot be avoided.

In most regions with a substantial percentage of learners in afternoon classes, the percentage of learners in these classes were the highest in Grades 1 to 6. There has also been a noticeable growth in learners enrolled in afternoon classes beyond Grade 5 for the past three years, with the exception of 'Other' grades.

A total of 12 006 or 1.1% of learners attended afternoon classes in 2022. The overall percentage of learners in afternoon classes slightly increased, from 1.0 in 2021 to 1.1 in 2022. This may indicate an increasing demand for classroom spaces due to high enrolment of learners countrywide. Although allowing maximum utilisation of classroom spaces, afternoon classes are particularly difficult to implement in areas where children have to walk long distances to school, and time spent on teaching and learning might be compromised.

The majority of learners attending the afternoon session are in the primary phase as indicated in [Figure 5](#), pointing to a shortage of classrooms in that phase. In addition, the ability of young learners to concentrate in the afternoons compromises the quality of education.

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

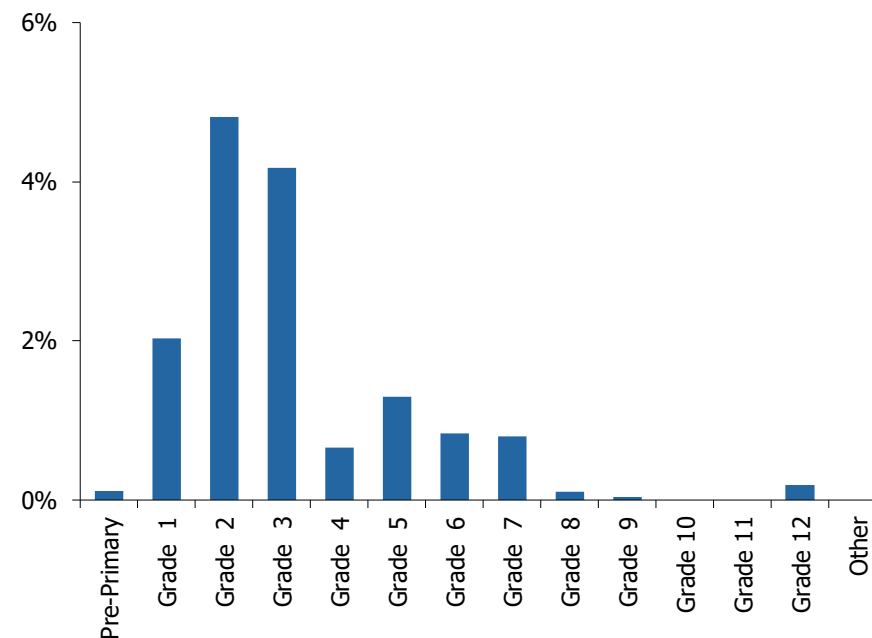
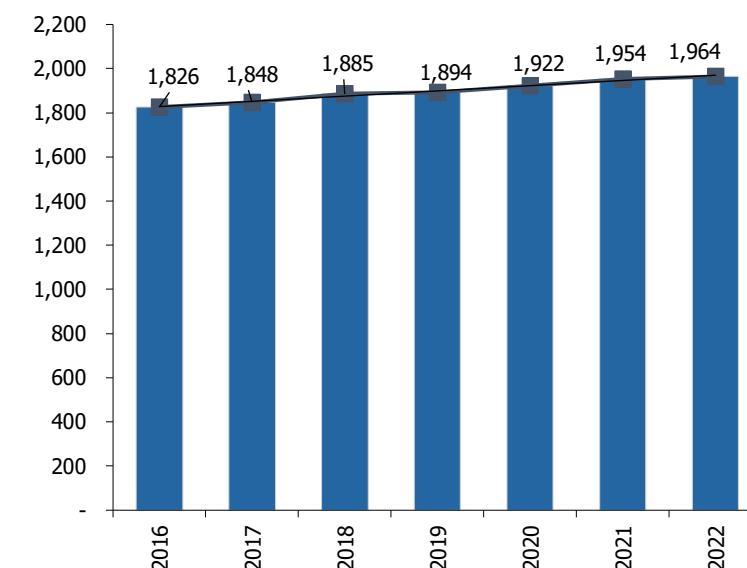
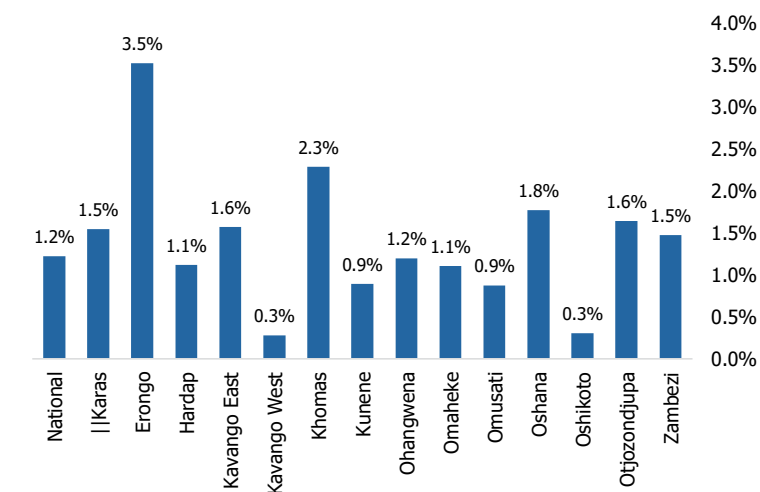


Table 6: Changes in the number of schools between 2016 and 2022

Region	YEAR							Growth rate between 2016 - 2022	Percentage change 2021 - 2022
	2016	2017	2018	2019	2020	2021	2022		
National	1 826	1 848	1 885	1 894	1 922	1 954	1 964	1,2%	0,5%
//Kharas	52	55	57	55	57	57	57	1,5%	0,0%
Erongo	65	71	75	75	78	80	80	3,5%	0,0%
Hardap	58	59	59	60	60	61	62	1,1%	1,6%
Kavango East	163	164	171	170	175	178	179	1,6%	0,6%
Kavango West	176	176	176	176	177	178	179	0,3%	0,6%
Khomas	117	121	128	133	133	136	134	2,3%	-1,5%
Kunene	73	67	67	68	69	74	77	0,9%	4,1%
Ohangwena	257	262	265	266	270	273	276	1,2%	1,1%
Omaheke	44	44	44	46	47	47	47	1,1%	0,0%
Omusati	280	282	286	286	289	293	295	0,9%	0,7%
Oshana	135	137	139	141	146	149	150	1,8%	0,7%
Oshikoto	219	219	220	221	221	223	223	0,3%	0,0%
Otjozondjupa	78	79	83	82	85	88	86	1,6%	-2,3%
Zambezi	109	112	115	115	115	117	119	1,5%	1,7%

The total number of schools in Namibia increased from 1 826 in 2016 to 1 964 in 2022, as shown in [Table 6](#). This represents a growth rate of 1.2% between 2016 and 2022 ([Figure 6a](#)). [Figure 6b](#) indicates the growth per region between 2016 and 2022. Erongo, Khomas, Oshana, Otjozondjupa and Kavango East regions have a relatively high percentage increase in the number of schools between 2016 and 2022.

Ohangwena, Khomas, Kavango East, Erongo, Oshana and Omusati regions saw 15 or more schools being established in each of those regions during the same period.

Figure 6a: Numbers of schools, 2016 - 2022**Figure 6b: Percentage increase in the number of schools from 2016 to 2022 for each region**

Chapter 2: ENROLMENTS

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

Two tables provide information on the numbers of learners enrolled for different subjects. Although the curriculum prescribes that a specific number of core subjects be taught in each phase, a great variety of other subjects are also taught. This means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census (AEC) forms. In addition there is some uncertainty about the correct and appropriate naming of various subjects as new subjects are introduced and others are phased out.

The AEC questionnaire lists a number of languages that teachers can select in reporting the medium of instruction and the home languages of learners. The responses to these questions provide information on the numbers of learners with different home languages in different grades, the numbers of learners and class groups being taught in different mother tongues in Grades 1 to 3, and the degree of match between home language and medium of instruction.

Finally, comparative information is provided for the last seven years (2016-2022) to examine how enrolments have changed in each grade and phase, and in the different regions. Rates of growth for males and females are also compared over the same period in each region.

Class groups can be counted in two ways in multigrade groups i.e, groups comprising learners from two or more grades: (1) each grade group in the multigrade group can be counted as one; or (2) the whole multigrade group can be seen as a single group. Both methods have their justification: the first method gives the correct number of groups in each grade, and the second gives the correct number of groups of learners being taught together. The method employed in each of the tables reflecting class groups has been elaborated in the text adjacent to the tables.

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

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

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

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

The “Other” includes all other grades that do not fit into the ordinary grades reported above, which included mostly grades for learners with special educational needs.



Table 7: Enrolment by school phase in each region

Region	TOTAL	PRIMARY			SECONDARY			OTHER		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Subtotal Other	Pre-Voc	Special Grade
National	819 749	595 897	307 316	288 581	221 630	117 184	104 446	2 222	744	1 478
//Kharas	24 173	17 805	9 216	8 589	6 331	3 440	2 891	37	-	37
Erongo	50 984	35 474	17 789	17 685	15 262	8 090	7 172	248	51	197
Hardap	27 316	20 009	10 511	9 498	7 104	3 939	3 165	203	77	126
Kavango East	71 444	52 460	27 600	24 860	18 818	10 145	8 673	166	50	116
Kavango West	45 664	35 493	19 335	16 158	10 097	5 660	4 437	74	57	17
Khomas	97 179	66 924	33 675	33 249	29 156	14 300	14 856	1 099	313	786
Kunene	30 896	23 393	12 214	11 179	7 503	4 398	3 105	-	-	-
Ohangwena	115 058	85 345	43 213	42 132	29 697	16 180	13 517	16	10	6
Omaheke	25 130	18 734	9 784	8 950	6 372	3 667	2 705	24	-	24
Omusati	104 654	76 811	39 186	37 625	27 715	14 532	13 183	128	114	14
Oshana	58 281	41 511	21 705	19 806	16 721	8 288	8 433	49	27	22
Oshikoto	75 667	54 442	28 308	26 134	21 225	11 183	10 042	-	-	-
Otjozondjupa	52 293	38 562	19 681	18 881	13 562	7 818	5 744	169	45	124
Zambezi	41 010	28 934	15 099	13 835	12 067	5 544	6 523	9	-	9

Table 7 shows the numbers of learners enrolled in each school phase in each region in 2022. **Figure 7a** shows the total numbers enrolled per school phase in each region, and indicates that primary enrolment was by far the highest in all regions, and enrolment in 'other' grades was the lowest in all regions. **Figure 7b** shows the percentage of enrolment per phase per region.

Nationally, the picture is similar with over two-thirds (72.7%) of all learners in the country enrolled in the primary phase; just under one third (27.0%) enrolled in the secondary phase; and only 0.3% of the total enrolment was in 'Other' grades. For the benefit of readers, the 'Other' category is divided into Pre-vocational and Special Grades, reflecting the components of this category and the number of learners in each.

The reduction in numbers of learners reported in Other Grades should not be interpreted as the only number of learners that are differently-abled in schools. With the introduction of the Inclusive Education Policy, more differently able learners are accommodated in ordinary grades. For clarification, see also **Tables 61 and 62** in Chapter 8 of this report.

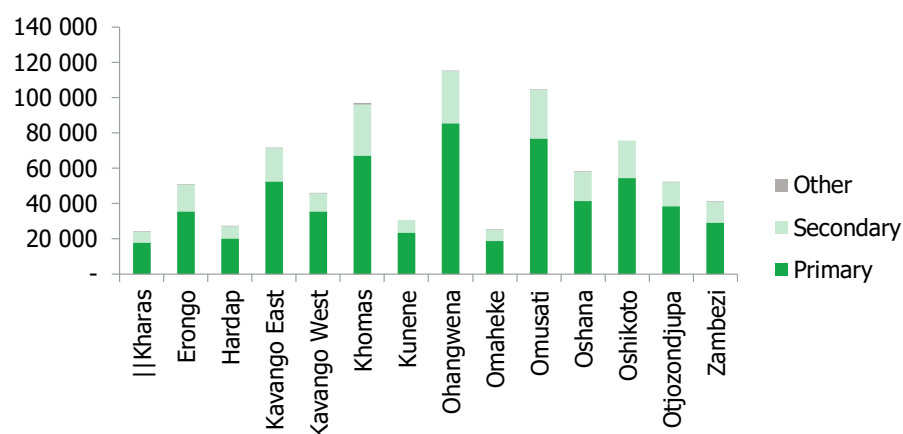
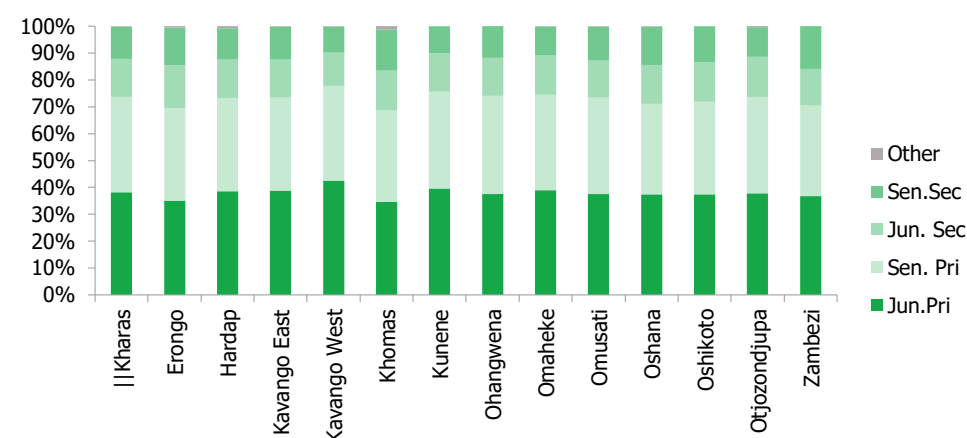
Figure 7a: Total enrolment by school phase in each region**Figure 7b: Percentage of enrolment by school phase in each region**

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

Region	TOTAL	Primary	Junior Primary	Senior Primary	Secondary	Junior Secondary	Senior Secondary	Other	Pre-Vocational	Special Grade
National	50,1%	49,4%	49,2%	49,6%	52,2%	51,4%	53,1%	39,1%	38,4%	39,4%
//Kharas	50,5%	49,6%	48,5%	50,8%	53,1%	53,5%	52,7%	27,0%	-	27,0%
Erongo	51,4%	50,4%	49,9%	51,0%	53,8%	53,1%	54,5%	33,5%	39,2%	32,0%
Hardap	50,3%	49,4%	49,6%	49,2%	53,4%	52,0%	55,0%	30,0%	24,7%	33,3%
Kavango East	49,9%	49,4%	48,6%	50,3%	51,4%	51,8%	50,9%	49,4%	50,0%	49,1%
Kavango West	48,7%	48,3%	47,6%	49,1%	50,5%	51,1%	49,8%	25,7%	21,1%	41,2%
Khomas	51,6%	50,8%	50,7%	50,8%	53,7%	52,5%	54,8%	43,9%	44,1%	43,8%
Kunene	50,2%	50,5%	51,2%	49,8%	49,1%	49,0%	49,4%	-	-	-
Ohangwena	49,6%	49,0%	48,6%	49,3%	51,6%	50,8%	52,6%	31,3%	30,0%	33,3%
Omaheke	49,7%	48,6%	48,6%	48,7%	52,7%	51,0%	55,0%	29,2%	-	29,2%
Omusati	49,6%	48,8%	48,8%	48,9%	51,9%	51,5%	52,3%	35,2%	34,2%	42,9%
Oshana	50,8%	49,9%	49,9%	49,9%	53,2%	51,9%	54,4%	49,0%	48,1%	50,0%
Oshikoto	49,5%	48,7%	48,9%	48,6%	51,4%	49,9%	53,2%	-	-	-
Otjozondjupa	50,9%	50,0%	49,7%	50,3%	53,6%	52,3%	55,4%	27,2%	37,8%	23,4%
Zambezi	49,3%	48,7%	49,0%	48,3%	50,7%	49,7%	51,6%	44,4%	-	44,4%

Table 8 shows the percentage of female learners by school phase per region. Overall, there was a good balance between female and male enrolments in 2022, despite some regional variations, especially if one compares the different phases.

Nationally, the Junior Primary phase had the lowest percentage of female learners, at 49.2%, which slightly grew to 49.6% in Senior Primary. This gradual growth trend continued as female learners progressed through the schooling system, to reach 51.4% in the Junior Secondary phase and a peak of 53.1% in Senior Secondary. There were more female learners in the Senior Secondary phase in all regions, except Kunene (49.4%) and Kavango West (49.8%).

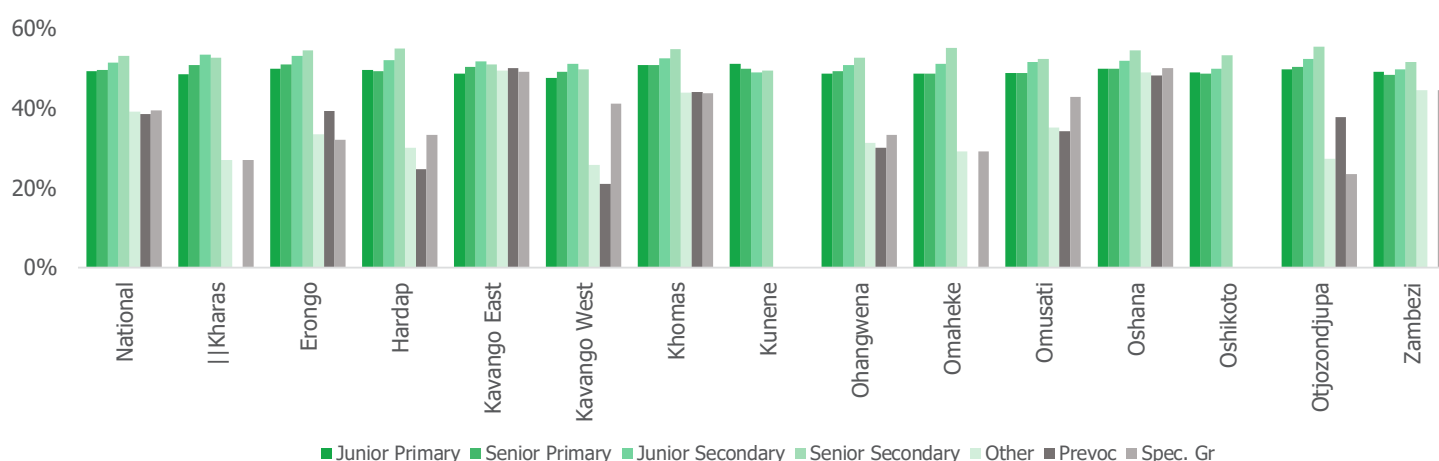
Figure 8: Percentage of female learners by school phases in each region

Table 9: Number of class groups by school phases in each region

Region	TOTAL	PRIMARY			SECONDARY			OTHER		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other	Pre-Vocational	Special Grades
National	26 392	19 414	10 431	8 983	6 738	3 635	3 103	240	48	192
//Karas	863	632	338	294	222	116	106	9	0	9
Erongo	1 595	1 109	571	538	441	228	213	45	2	43
Hardap	969	710	375	335	243	132	111	16	1	15
Kavango East	1 955	1 490	871	619	450	238	212	15	3	12
Kavango West	1 483	1 202	748	454	278	153	125	3	2	1
Khomas	3 037	2 011	1 023	988	913	440	473	113	28	85
Kunene	1 085	859	495	364	226	129	97	0	0	0
Ohangwena	3 606	2 687	1 392	1 295	916	526	390	3	2	1
Omaheke	805	614	331	283	188	104	84	3	0	3
Omusati	3 451	2 600	1 360	1 240	846	498	348	5	4	1
Oshana	1 945	1 397	749	648	541	294	247	7	4	3
Oshikoto	2 617	1 915	1 001	914	702	377	325	0	0	0
Otjozondjupa	1 590	1 168	612	556	402	222	180	20	2	18
Zambezi	1 391	1 020	565	455	370	178	192	1	0	1

Table 9 shows the number of class groups per school phase for each region. The total number of class groups reported for 2022 were 26 392, with 19 414 in the Primary phase and 6 738 in the Secondary phase.

Figure 9 shows the percentage of class groups in the different school phases in each region. Kavango West had a high percentage (50.4%) of class groups in the Junior Primary phase and low percentages for all other phases.

Particular attention must be paid to the large number of class groups in Senior Primary compared to Junior Secondary, as well as the Junior Secondary and Senior Secondary phases. This could potentially develop into a crisis if remedial planning is not done, and create a situation where learners might not have spaces in either the Junior Secondary or Senior Secondary phases.

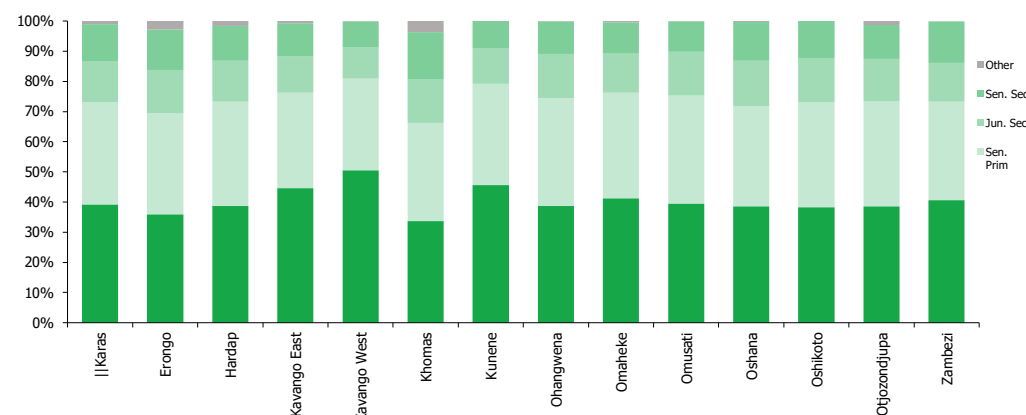
Figure 9: Percentage of class groups by school phases in each region

Table 10: Average class size by school phases in each region

Region	TOTAL	PRIMARY			SECONDARY			OTHER		
		Primary	Junior Primary	Senior Primary	Secondary	Junior Secondary	Senior Secondary	Other Grades	Pre-Vocational	Special Grades
National	31,1	30,7	29,5	32,1	32,9	32,2	33,7	9,3	15,5	7,7
//Kharas	28,0	28,2	27,3	29,2	28,5	29,7	27,3	4,1	-	4,1
Erongo	32,0	32,0	31,2	32,9	34,6	35,5	33,7	5,5	25,5	4,6
Hardap	28,2	28,2	28,0	28,4	29,2	29,8	28,5	12,7	77,0	8,4
Kavango East	36,5	35,2	31,7	40,2	41,8	42,6	40,9	11,1	16,7	9,7
Kavango West	30,8	29,5	25,8	35,6	36,3	37,0	35,5	24,7	28,5	17,0
Khomas	32,0	33,3	32,9	33,7	31,9	32,5	31,4	9,7	11,2	9,2
Kunene	28,5	27,2	24,7	30,7	33,2	34,1	32,0	-	-	-
Ohangwena	31,9	31,8	31,0	32,5	32,4	30,8	34,7	5,3	5,0	6,0
Omaheke	31,2	30,5	29,6	31,6	33,9	35,3	32,1	8,0	-	8,0
Omusati	30,3	29,5	28,8	30,3	32,8	29,2	37,9	25,6	28,5	14,0
Oshana	30,0	29,7	29,0	30,6	30,9	28,2	34,1	7,0	6,8	7,3
Oshikoto	28,9	28,4	28,3	28,6	30,2	29,7	30,9	-	-	-
Otjozondjupa	32,9	33,0	32,2	34,0	33,7	35,2	31,9	8,5	22,5	6,9
Zambezi	29,5	28,4	26,7	30,4	32,6	31,1	34,0	9,0	-	9,0

Table 10 shows the average class size by school phase in each region. The average class size for each phase was calculated by dividing the number of learners in the particular school phase by the number of classes in that phase. The average class size for the region was calculated by dividing the total number of learners by the total number of class groups in the region, as indicated in **Figure 10**.

Class sizes tend to be lower in the Junior Primary phase, with a national average size of 29.5%, which then gradually increased to 32.1% in Senior Primary, and 33.7% in the Senior Secondary phase. Kavango East had the largest average class size (36.5%) while //Kharas had the smallest (28.0%).

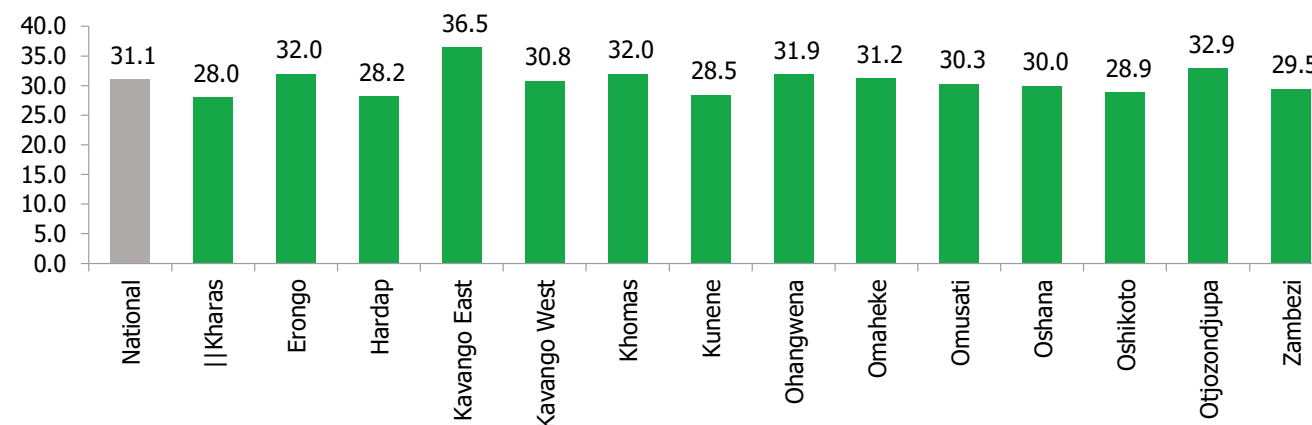
Figure 10: Average class size in each region

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

Region	Gender	Total	JUNIOR PRIMARY				SENIOR PRIMARY				JUNIOR SECONDARY			SENIOR SECONDARY	
			Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	Total	817 477	50 408	93 660	82 858	80 390	81 534	74 321	69 446	63 280	65 262	51 922	57 478	37 954	8 964
	Female	410 146	25 426	45 816	40 617	39 375	39 507	36 764	34 716	32 224	32 956	27 327	30 309	20 053	5 056
	Male	407 331	24 982	47 844	42 241	41 015	42 027	37 557	34 730	31 056	32 306	24 595	27 169	17 901	3 908
//Kharas	Total	24 136	1 819	2 634	2 424	2 339	2 375	2 172	2 089	1 953	1 933	1 507	1 857	741	293
	Female	12 191	904	1 268	1 181	1 115	1 149	1 085	1 083	1 044	1 009	830	973	393	157
	Male	11 945	915	1 366	1 243	1 224	1 226	1 087	1 006	909	924	677	884	348	136
Erongo	Total	50 709	2 465	5 355	4 905	5 064	5 004	4 504	4 240	3 937	4 498	3 592	3 902	2 502	741
	Female	26 086	1 286	2 715	2 416	2 459	2 446	2 313	2 183	2 070	2 328	1 970	2 138	1 363	399
	Male	24 623	1 179	2 640	2 489	2 605	2 558	2 191	2 057	1 867	2 170	1 622	1 764	1 139	342
Hardap	Total	27 113	2 004	3 048	2 767	2 692	2 655	2 491	2 253	2 099	2 263	1 676	2 000	1 010	155
	Female	13 675	994	1 511	1 395	1 311	1 257	1 221	1 113	1 083	1 183	867	1 100	550	90
	Male	13 438	1 010	1 537	1 372	1 381	1 398	1 270	1 140	1 016	1 080	809	900	460	65
Kavango East	Total	71 278	3 370	9 069	7 621	7 540	7 048	6 427	5 923	5 462	5 745	4 400	6 005	1 947	721
	Female	35 576	1 731	4 357	3 694	3 624	3 481	3 247	3 053	2 721	2 941	2 312	3 125	949	341
	Male	35 702	1 639	4 712	3 927	3 916	3 567	3 180	2 870	2 741	2 804	2 088	2 880	998	380
Kavango West	Total	45 590	2 966	6 227	5 280	4 862	5 013	4 253	3 784	3 108	3 229	2 431	2 625	1 564	248
	Female	22 236	1 506	2 949	2 488	2 263	2 335	2 089	1 908	1 596	1 610	1 284	1 375	723	110
	Male	23 354	1 460	3 278	2 792	2 599	2 678	2 164	1 876	1 512	1 619	1 147	1 250	841	138
Komas	Total	96 057	6 053	9 538	9 017	9 067	8 690	8 398	8 350	7 811	7 705	6 595	7 898	5 266	1 669
	Female	49 610	3 057	4 887	4 530	4 606	4 417	4 298	4 184	3 991	3 963	3 541	4 212	2 954	970
	Male	46 447	2 996	4 651	4 487	4 461	4 273	4 100	4 166	3 820	3 742	3 054	3 686	2 312	699
Kunene	Total	30 896	1 863	3 929	3 233	3 189	3 250	2 846	2 597	2 486	2 510	1 888	2 098	841	166
	Female	15 505	946	2 045	1 652	1 606	1 642	1 397	1 266	1 264	1 218	936	1 045	411	77
	Male	15 391	917	1 884	1 581	1 583	1 608	1 449	1 331	1 222	1 292	952	1 053	430	89
Ohangwena	Total	115 042	6 663	13 198	12 033	11 319	12 051	10 888	9 982	9 211	9 066	7 114	6 601	5 864	1 052
	Female	57 101	3 350	6 371	5 811	5 472	5 749	5 353	4 940	4 737	4 480	3 733	3 395	3 103	607
	Male	57 941	3 313	6 827	6 222	5 847	6 302	5 535	5 042	4 474	4 586	3 381	3 206	2 761	445
Omaheke	Total	25 106	1 539	3 078	2 606	2 561	2 583	2 348	2 147	1 872	2 182	1 485	1 845	683	177
	Female	12 471	755	1 494	1 279	1 227	1 267	1 136	1 058	895	1 106	766	1 033	364	91
	Male	12 635	784	1 584	1 327	1 334	1 316	1 212	1 089	977	1 076	719	812	319	86

Table 11: continued

	Total	104 526	6 171	12 316	10 658	10 041	10 733	9 734	9 123	8 035	7 956	6 576	6 580	5 611	992
Omusati	Female	51 882	3 104	5 904	5 187	4 923	5 114	4 712	4 495	4 061	4 020	3 471	3 397	2 890	604
	Male	52 644	3 067	6 412	5 471	5 118	5 619	5 022	4 628	3 974	3 936	3 105	3 183	2 721	388
	Total	58 232	4 040	6 540	5 737	5 388	5 569	5 012	4 765	4 460	4 586	3 702	4 128	3 356	949
Oshana	Female	29 597	2 049	3 191	2 867	2 719	2 704	2 552	2 405	2 222	2 316	1 982	2 166	1 821	603
	Male	28 635	1 991	3 349	2 870	2 669	2 865	2 460	2 360	2 238	2 270	1 720	1 962	1 535	346
	Total	75 667	5 392	8 426	7 443	7 047	7 388	6 875	6 307	5 564	6 186	4 997	5 000	4 105	937
Oshikoto	Female	37 456	2 697	4 059	3 588	3 506	3 418	3 319	3 110	2 843	3 036	2 540	2 605	2 175	560
	Male	38 211	2 695	4 367	3 855	3 541	3 970	3 556	3 197	2 721	3 150	2 457	2 395	1 930	377
	Total	52 124	2 928	6 157	5 318	5 278	5 263	4 843	4 575	4 200	4 458	3 360	3 491	1 872	381
Otjozondjupa	Female	26 551	1 461	3 034	2 676	2 612	2 631	2 373	2 333	2 163	2 291	1 795	1 947	1 017	218
	Male	25 573	1 467	3 123	2 642	2 666	2 632	2 470	2 242	2 037	2 167	1 565	1 544	855	163
	Total	41 001	3 135	4 145	3 816	4 003	3 912	3 530	3 311	3 082	2 945	2 599	3 448	2 592	483
Zambezi	Female	20 209	1 586	2 031	1 853	1 932	1 897	1 669	1 585	1 534	1 455	1 300	1 798	1 340	229
	Male	20 792	1 549	2 114	1 963	2 071	2 015	1 861	1 726	1 548	1 490	1 299	1 650	1 252	254

The enrolments of female and male learners in Pre-Primary through Grade 12 are recorded in **Table 11**, for the benefit of readers requiring the actual numbers. **Figure 11** is a graphical representation of the information presented in **Table 11**. As indicated in the previous tables, the enrolment peaks in Junior Primary and falls with increasing phase levels.

Related indicators, the percentage of female learners and average class size, are reported for the school phases in **Tables 8 and 10** respectively. Total enrolments per phase are tabulated in **Table 7**.

NOTE: this table differs from other tables as it excludes Grade 13 and 'Other' grades.

The sharp decrease in enrolment between Grade 10 and 11 may be indicative of high drop-out rates in those grades. In addition, the enrolment gap between Grade 11 and 12 may be due to the fact that Grade 11 has become the first exit point as per the revised curriculum, and only learners meeting the requirements for Advanced Subsidiary (AS) can advance to Grade 12.

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

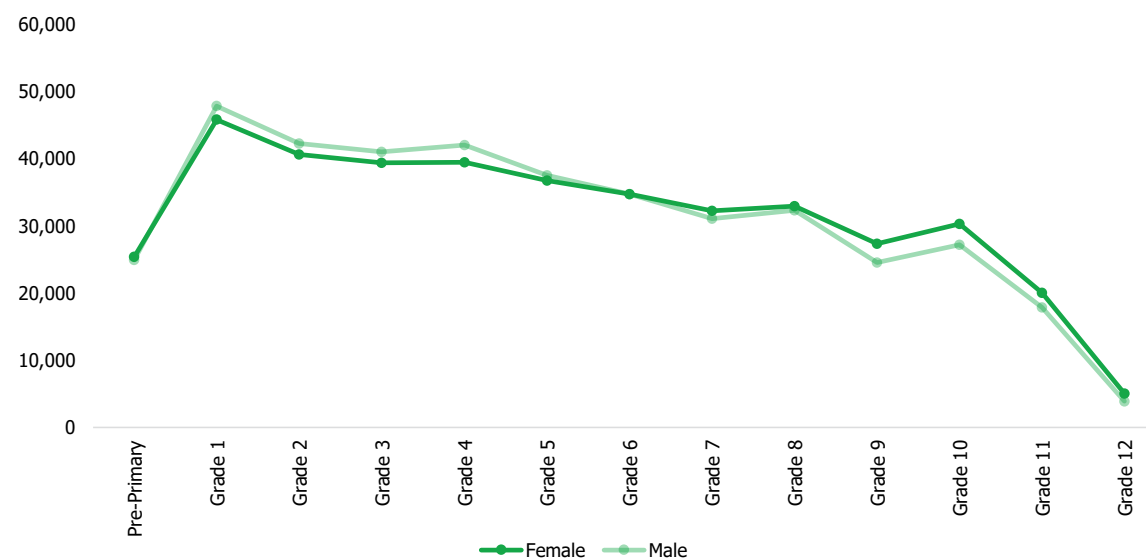


Table 12: Enrolments and class groups in 'Other' grades

Region	Enrolment	Other	Grade 13	Basic Pre-Voc. Skill Yr.1	Basic Pre-Voc. Skill Yr.2	Advanced Vocational (NTA Level)	Learning Support Gr.1	Learning Support Gr. 2	Learning Support Gr.3	Learning Support Gr.4	Learning Support Gr.5	Learning Support Gr.6	Learning Support Gr.7	Learning Support Gr.8	Orientation	Beginners	Junior Phase	Senior Phase	Basic Skills Phase
National	Enrolment	2 272	50	414	288	42	238	193	171	101	127	69	86	21	73	98	108	82	66
	Female enrolment	892	24	149	95	42	89	67	46	30	46	49	50	5	35	39	36	27	18
	Male enrolment	1 380	26	265	193	-	149	126	125	71	81	20	36	16	38	59	72	55	48
	% female	39%	48%	36%	33%	100%	37%	35%	27%	30%	36%	71%	-	-	48%	40%	33%	33%	27%
	Class groups	244	4	22	21	6	34	29	25	13	15	10	10	3	7	11	12	9	10
	Average class size	9	13	19	14	7	7	7	7	8	8	7	-	-	10	9	9	9	7
//Kharas	Enrolment	37	-	-	-	-	2	2	19	8	-	1	-	-	-	-	-	5	-
	Female enrolment	10	-	-	-	-	1	1	3	2	-	1	-	-	-	-	-	2	-
	Male enrolment	27	-	-	-	-	1	1	16	6	-	-	-	-	-	-	-	3	-
	% female	27%	-	-	-	-	50%	50%	16%	25%	0%	-	-	-	-	-	-	-	-
	Class groups	9	-	-	-	1	1	3	2	-	1	-	-	-	-	-	1	-	-
	Average class size	4	-	-	-	-	2	1	10	-	-	-	-	-	-	-	-	-	-
Erongo	Enrolment	275	27	23	28	-	41	31	35	18	17	11	23	-	-	-	-	-	21
	Female enrolment	95	12	10	10	-	12	13	14	6	7	1	6	-	-	-	-	-	4
	Male enrolment	180	15	13	18	-	29	18	21	12	10	10	17	-	-	-	-	-	17
	% female	35%	44%	-	-	-	29%	42%	40%	33%	41%	9%	26%	-	-	-	-	-	-
	Classgroups	47	2	1	1	-	9	7	8	5	3	3	4	-	-	-	-	-	-
	Average class size	6	14	-	-	-	5	4	4	4	6	4	6	-	-	-	-	-	-
Hardap	Enrolment	203	-	77	-	-	59	44	3	20	-	-	-	-	-	-	-	-	-
	Female enrolment	61	-	19	-	-	21	14	1	6	-	-	-	-	-	-	-	-	-
	Male enrolment	142	-	58	-	-	38	30	2	14	-	-	-	-	-	-	-	-	-
	% female	30%	-	-	#DIV/0!	-	36%	32%	33%	-	-	-	-	-	-	-	-	-	-
	Classgroups	16	-	1	-	-	7	6	1	1	-	-	-	-	-	-	-	-	-
	Average class size	13	-	-	#DIV/0!	-	8	7	3	-	-	-	-	-	-	-	-	-	-
Kavango East	Enrolment	166	-	25	25	-	33	8	6	4	4	6	9	-	12	10	24	-	-
	Female enrolment	82	-	15	10	-	17	4	4	2	2	5	5	-	5	7	6	-	-
	Male enrolment	84	-	10	15	-	16	4	2	2	2	1	4	-	7	3	18	-	-
	% female	49%	-	60%	40%	-	52%	50%	67%	50%	50%	83%	56%	-	42%	70%	25%	-	-
	Classgroups	15	-	2	1	-	3	1	1	1	1	1	1	-	1	1	1	-	-
	Average class size	11	-	13	25	-	11	8	6	4	4	6	9	-	12	10	24	-	-
Kavango West	Enrolment	74	-	29	28	-	-	-	-	-	-	-	-	-	17	-	-	-	-
	Female enrolment	19	-	6	6	-	-	-	-	-	-	-	-	-	7	-	-	-	-
	Male enrolment	55	-	23	22	-	-	-	-	-	-	-	-	-	10	-	-	-	-
	% female	26%	-	21%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	3	-	1	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-
	Average class size	25	-	29	28	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Khomas	Enrolment	1 122	23	145	126	42	49	65	63	42	97	39	53	21	44	88	84	77	19
	Female enrolment	403	12	52	44	42	17	25	13	11	36	39	39	5	23	32	30	25	4
	Male enrolment	451	11	93	82	-	32	40	50	31	61	-	14	16	21	56	54	52	15
	% female	36%	52%	36%	35%	100%	35%	38%	21%	26%	37%	100%	74%	24%	52%	36%	36%	32%	21%
	Classgroups	115	2	10	13	5	7	7	8	4	8	4	4	3	5	10	10	9	3
	Average class size	10	12	15	10	8	7	9	8	11	12	10	13	7	9	9	8	9	6

Table 12 shows the data aggregated under the heading 'Other'. Unlike in **Table 7** where Grade 13 was included in the Senior Secondary Phase, in this table, Grade 13 is reported under 'Others', hence the difference in the total in the two tables. It has to be noted that the enrolment in pre-vocational subjects at school level is still extremely poor and is mostly limited to the 'Special Grades'. If the vision of creating a knowledge-based society through diversified vocational training is to be realised, then considerable attention and action must be accorded to increasing learner enrolment in those subjects. Further, special classes are reclassified into phases, thus this table has parts that cannot be compared to earlier reports.

Table 12: continued

Kunene	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0%	-	-	-	-	0%	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	16	-	7	3	-	6	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	5	-	2	1	-	2	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	11	-	5	2	-	4	-	-	-	-	-	-	-	-	-	-	-
	% female	0	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	5	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	Enrolment	24	-	-	-	-	14	-	6	4	-	-	-	-	-	-	-	-
	Female enrolment	7	-	-	-	-	4	-	1	2	-	-	-	-	-	-	-	-
	Male enrolment	17	-	-	-	-	10	-	5	2	-	-	-	-	-	-	-	-
	% female	29%	-	-	-	-	29%	0%	17%	50%	-	-	-	-	-	-	-	-
	Classgroups	3	-	-	-	-	1	-	1	1	-	-	-	-	-	-	-	-
	Average class size	8	-	-	-	-	14	-	6	4	-	-	-	-	-	-	-	-
Omusati	Enrolment	128	-	58	56	-	-	-	14	-	-	-	-	-	-	-	-	-
	Female enrolment	45	-	23	16	-	-	-	6	-	-	-	-	-	-	-	-	-
	Male enrolment	83	-	35	40	-	-	-	8	-	-	-	-	-	-	-	-	-
	% female	35%	-	40%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	5	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	26	-	29	28	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	49	-	20	7	-	5	-	-	-	-	-	-	-	-	-	-	17
	Female enrolment	17	-	12	1	-	4	-	-	-	-	-	-	-	-	-	-	7
	Male enrolment	15	-	8	6	-	1	-	-	-	-	-	-	-	-	-	-	10
	% female	35%	-	60%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	7	-	3	1	-	1	-	-	-	-	-	-	-	-	-	-	2
	Average class size	7	-	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	169	-	30	15	-	20	43	25	5	9	12	1	-	-	-	-	9
	Female enrolment	43	-	10	7	-	7	10	4	1	1	3	-	-	-	-	-	3
	Male enrolment	117	-	20	8	-	13	33	21	4	8	9	1	-	-	-	-	6
	% female	25%	-	33%	47%	-	35%	23%	16%	20%	11%	25%	-	-	-	-	-	33%
	Classgroups	20	-	1	1	-	3	5	3	1	2	2	1	-	-	-	-	1
	Average class size	8	-	30	15	-	7	9	8	5	5	6	-	-	-	-	-	9
Zambezi	Enrolment	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	4	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	5	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-
	% female	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
	Average class size	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 13: Enrolment in state and private schools

Region	Control of school	TOTAL	PRIMARY			SECONDARY			OTHER		
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other	Pre-Vocational	Special Grades
National	Total	819 749	595 897	307 316	288 581	221 630	117 184	104 446	2 222	744	1 478
	State	769 618	556 273	283 495	272 778	211 256	112 633	98 623	2 089	731	1 358
	Private	50 131	39 624	23 821	15 803	10 374	4 551	5 823	133	13	120
//Kharas	Total	24 173	17 805	9 216	8 589	6 331	3 440	2 891	37	-	37
	State	21 376	15 099	7 795	7 304	6 247	3 406	2 841	30	-	30
	Private	2 797	2 706	1 421	1 285	84	34	50	7	-	7
Erongo	Total	50 984	35 474	17 789	17 685	15 262	8 090	7 172	248	51	197
	State	45 542	31 630	15 586	16 044	13 740	7 399	6 341	172	51	121
	Private	5 442	3 844	2 203	1 641	1 522	691	831	76	-	76
Hardap	Total	27 316	20 009	10 511	9 498	7 104	3 939	3 165	203	77	126
	State	26 852	19 684	10 291	9 393	6 965	3 884	3 081	203	77	126
	Private	464	325	220	105	139	55	84	-	-	-
Kavango East	Total	71 444	52 460	27 600	24 860	18 818	10 145	8 673	166	50	116
	State	68 792	50 427	26 015	24 412	18 199	9 867	8 332	166	50	116
	Private	2 652	2 033	1 585	448	619	278	341	-	-	-
Kavango West	Total	45 664	35 493	19 335	16 158	10 097	5 660	4 437	74	57	17
	State	44 721	34 896	18 915	15 981	9 751	5 483	4 268	74	57	17
	Private	943	597	420	177	346	177	169	-	-	-
Komas	Total	97 179	66 924	33 675	33 249	29 156	14 300	14 856	1 099	313	786
	State	82 050	55 803	27 267	28 536	25 180	12 677	12 503	1 067	300	767
	Private	15 129	11 121	6 408	4 713	3 976	1 623	2 353	32	13	19
Kunene	Total	30 896	23 393	12 214	11 179	7 503	4 398	3 105	-	-	-
	State	30 131	22 703	11 779	10 924	7 428	4 375	3 053	-	-	-
	Private	765	690	435	255	75	23	52	-	-	-
Ohangwena	Total	115 058	85 345	43 213	42 132	29 697	16 180	13 517	16	10	6
	State	111 074	81 719	40 985	40 734	29 339	16 087	13 252	16	10	6
	Private	3 984	3 626	2 228	1 398	358	93	265	-	-	-
Omaheke	Total	25 130	18 734	9 784	8 950	6 372	3 667	2 705	24	-	24
	State	22 562	16 735	8 634	8 101	5 803	3 340	2 463	24	-	24
	Private	2 568	1 999	1 150	849	569	327	242	-	-	-

Table 13: continued

Omusati	Total	104 654	76 811	39 186	37 625	27 715	14 532	13 183	128	114	14
	State	101 812	74 507	37 674	36 833	27 177	14 245	12 932	128	114	14
	Private	2 842	2 304	1 512	792	538	287	251	-	-	-
Oshana	Total	58 281	41 511	21 705	19 806	16 721	8 288	8 433	49	27	22
	State	54 329	37 933	19 318	18 615	16 347	8 094	8 253	49	27	22
	Private	3 952	3 578	2 387	1 191	374	194	180	-	-	-
Oshikoto	Total	75 667	54 442	28 308	26 134	21 225	11 183	10 042	-	-	-
	State	70 842	50 581	26 181	24 400	20 261	10 769	9 492	-	-	-
	Private	4 825	3 861	2 127	1 734	964	414	550	-	-	-
Otjozondjupa	Total	52 293	38 562	19 681	18 881	13 562	7 818	5 744	169	45	124
	State	50 230	36 804	18 692	18 112	13 275	7 692	5 583	151	45	106
	Private	2 063	1 758	989	769	287	126	161	18	-	18
Zambezi	Total	41 010	28 934	15 099	13 835	12 067	5 544	6 523	9	-	9
	State	39 305	27 752	14 363	13 389	11 544	5 315	6 229	9	-	9
	Private	1 705	1 182	736	446	523	229	294	-	-	-

Table 13 and **Figure 13a** indicate that the vast majority of Namibian learners attend public schools. Nationally, only 6.1% of all learners were enrolled in private schools in 2022, while more than 10% of the learners in //Karas, Erongo, Khomas and Omaheke attended private schools. Khomas had the highest percentage of learners enrolled in private schools (15.6%), while Hardap had the lowest percentage (1.7%).

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

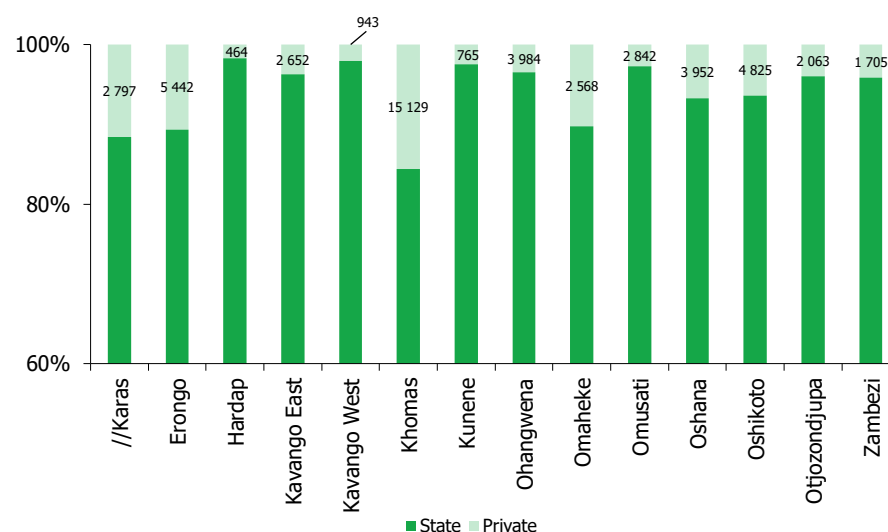


Figure 13b: Percentage of all learners in state and private schools in each school phase

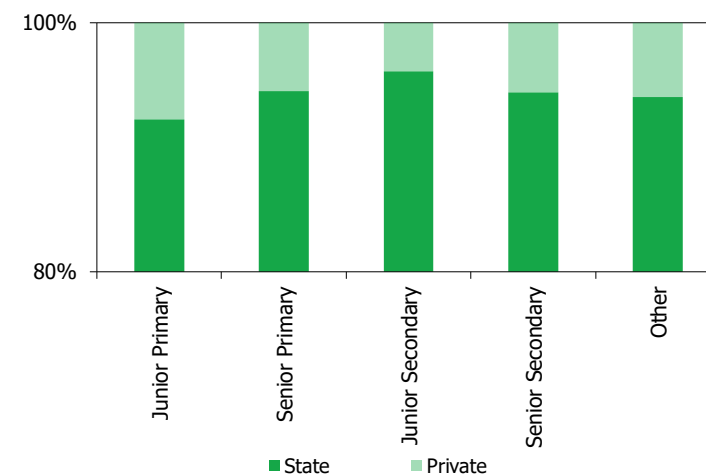


Table 14: Enrolments in Primary and Junior Secondary subjects

SUBJECT	JUNIOR PRIMARY					SENIOR PRIMARY				
	Junior Primary	Pre-Primary	Grade 1	Grade 2	Grade 3	Senior Primary	Grade 4	Grade 5	Grade 6	Grade 7
Accounting	0	0	0	0	0	72	0	0	0	72
Afrikaans 1st or Home Language	233	0	66	98	69	15 820	4 322	3 849	3 879	3 770
Afrikaans 2nd Language	1 428	0	436	509	483	50 226	13 267	12 849	12 143	11 967
Agriculture	0	0	0	0	0	771	0	88	351	332
Art and Design	0	0	0	0	0	4 387	1 562	1 096	861	868
Arts (non-pr.)	5 468	0	2 084	1 641	1 743	94 293	29 436	23 735	21 455	19 667
Arts appreciation	0	0	0	0	0	75	0	38	37	0
Arts in Culture	0	0	0	0	0	204	102	38	31	33
Biology	0	0	0	0	0	129	0	0	0	129
Computer Literacy	3	0	0	0	3	2 905	664	819	784	638
Computer Studies	0	0	0	0	0	74	0	0	0	74
Craft & Technology	0	0	0	0	0	2 014	47	600	713	654
Craft Design & Dev.	0	0	0	0	0	43	0	43	0	0
Design and Technology	0	0	0	0	0	20 477	188	7 047	6 550	6 692
Elementary Agriculture	0	0	0	0	0	153 403	2 453	54 264	50 614	46 072
English 1st Language	896	0	274	302	320	15 349	4 078	3 880	3 897	3 494
English 2nd Language	4 842	0	1 894	1 411	1 537	271 947	77 041	70 086	65 144	59 676
Entrepreneurship	0	0	0	0	0	138	0	0	0	138
Environmental Studies	5 956	0	2 146	1 682	2 128	333	285	25	14	9
Extraordinary subj.	28	28	0	0	0	126	36	38	28	24
French Foreign Language	0	0	0	0	0	1 653	332	419	469	433
General Science	0	0	0	0	0	304	53	87	93	71
Geography	0	0	0	0	0	145	0	0	0	145
German 1st or Home Language	79	0	7	10	62	502	138	119	127	118
German Third or Foreign Language	15	0	8	5	2	1 285	182	410	361	332
Grade 1 class teaching	91 221	0	91 221	0	0	0	0	0	0	0
Grade 2 class teaching	81 078	0	0	81 078	0	0	0	0	0	0
Grade 3 class teaching	78 548	0	0	0	78 548	0	0	0	0	0
Grade 4 class teaching	0	0	0	0	0	415	415	0	0	0
Grade 5 class teaching	0	0	0	0	0	276	0	276	0	0
Grade 6 class teaching	0	0	0	0	0	263	0	0	263	0
Grade 7 class teaching	0	0	0	0	0	320	0	0	0	320
Handwriting	14	0	3	4	7	197	197	0	0	0
Health and Social Care(Hygiene)	0	0	0	0	0	92	0	45	47	0
History	0	0	0	0	0	466	6	121	118	221
History & Geography	0	0	0	0	0	201	70	69	62	0
Home Ecology	0	0	0	0	0	28 458	45	9 797	9 593	9 023
ICT	30	0	0	0	30	89 428	27 739	21 899	20 879	18 911
Khoekhoegowab	55	0	28	15	12	17 721	5 242	4 486	4 383	3 610
Life Skills	0	0	0	0	0	176 470	62 832	41 579	37 444	34 615
Literature (English)	0	0	0	0	0	222	66	70	54	32

JUNIOR SECONDARY			
SUBJECT	Junior Secondary	Grade 8	Grade 9
Accounting	28 978	16 162	12 816
Afrikaans 1st or Home Language	4 531	2 469	2 062
Afrikaans 2nd Language	21 453	11 622	9 831
Agricultural Science	550	331	219
Agriculture	74 261	41 338	32 923
Art and Design	636	473	163
Art of Entertainment	535	340	195
Arts (non-pr.)	4 966	2 806	2 160
Arts appreciation	5 178	2 922	2 256
Arts in Culture	5 789	3 198	2 591
Biology	513	203	310
Bricklaying and Plastering	80	31	49
Building Studies	15	0	15
Business Accounting	33	14	19
Business Studies	23	0	23
Chemistry	396	167	229
Computer Literacy	169	123	46
Computer Science	533	266	267
Computer Studies	5 008	2 863	2 145
Design and Technology	2991	1 655	1 336
Economics	100	21	79
English 1st Language	3 379	1 658	1 721
English 2nd Language	113 294	63 266	50 028
Entrepreneurship	106 603	59 492	47 111
Fashion and Fabrics	795	451	344
French Foreign Language	1075	586	489
Geography	115 447	64 410	51 037
German 1st or Home Language	292	100	192
German Third or Foreign Language	2 966	1689	1277
Hairdressing	10	6	4
History	114 020	63 563	50 457
Home Economics	3 886	2174	1712
Hospitality	1 129	578	551
ICT	18 263	10 269	7 994
Integrated Performing Art	350	180	170
Keyboard and Word Processing	109	69	40
Khoekhoegowab	6 375	3 978	2 397
Languages	19	12	7
Life Science	114 577	63 863	50 714
Life Skills	55 063	31 102	23 961
Mathematics	115 622	64 360	51 262

Table 14: continued

Mathematics	6 167	0	2 093	1 975	2 099	286 193	80 990	73 728	68 765	62 710
Natural Science and Health Education	0	0	0	0	0	283 527	80 445	73 069	68 013	62 000
Oshikwanyama	975	0	447	215	313	55 446	16 161	14 517	12 901	11 867
Oshindonga	2 855	0	901	1 024	930	72 994	20 766	18 705	17 830	15 693
Otjiherero	550	0	204	93	253	18 866	5 465	4 841	4 378	4 182
Phys Ed & Health Aw	1 767	0	748	589	430	36 804	11 958	9 219	8 579	7 048
Physical Education	3 630	0	1 249	1 091	1 290	58 947	18 250	14 893	13 094	12 710
Physical Science	0	0	0	0	0	164	3	1	1	159
Portuguese	0	0	0	0	0	46	5	3	17	21
Pre-Primary class teaching	50 263	50 263	0	0	0	0	0	0	0	0
Reading	47	0	47	0	0	7 508	2 735	1 922	1 534	1 317
Religious and Moral Education	2 337	0	837	702	798	50 701	17 162	12 197	10 898	10 444
Religious Education	3 115	58	1 260	891	949	49 480	16 225	12 247	11 533	9 475
Remedial Teaching	0	0	0	0	0	126	10	60	46	10
Robotics	0	0	0	0	0	619	191	194	176	58
Rukwangali	0	0	0	0	0	25 446	7 385	6 762	6 026	5 273
Rumanyo (Rugcirku)	0	0	0	0	0	10 482	3 241	2 633	2 420	2 188
School Art	6	0	6	0	0	447	132	61	85	169
School Music	0	0	0	0	0	1 464	481	391	310	282
Setswana	0	0	0	0	0	425	114	122	106	83
Sign Language	0	0	0	0	0	159	40	44	35	40
Silozi	201	0	102	41	58	13 347	3 786	3 406	3 181	2 974
Social Sciences	0	0	0	0	0	804	227	262	143	172
Social Studies	0	0	0	0	0	282 047	80 093	72 527	67 905	61 522
Thimbukushu	0	0	0	0	0	4 546	1 325	1 160	1 072	989
Trade Orientation	0	0	0	0	0	80	0	0	0	80

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

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

Class teaching was used in Pre-Primary to Grade 3, although exceptionally it could be observed up to Grade 7, probably due to multigrade teaching or where schools do not have enough teachers to rotate. In general, subject teaching was practised predominantly from Senior Primary to higher grades.

There are a few other subjects that are not reported in this table, for the simple reason that very few learners have taken these subjects. Information on these subjects can be obtained directly from the EMIS Division.

Metal Work	59	31	28
Metalwork& Welding	21	0	21
Motor Mechanics	44	16	28
Music	114	45	69
Natural Science and Health Education	28	28	0
Needlework and Clothing	64	21	43
Office Practice	2 990	1 465	1 525
Oshikwanyama	21 045	11 830	9 215
Oshindonga	29 408	16 214	13 194
Otjiherero	8 038	4 519	3 519
Phys Ed & Health Aw	423	131	292
Physical Education	20 856	12 322	8 534
Physical Science	113 552	63 046	50 506
Physics	212	113	99
Portuguese	569	283	286
Reading	764	308	456
Religious and Moral Education	18 091	10 298	7 793
Religious Education	74	36	38
Robotics	22	13	9
Rukwangali	9 905	5 640	4 265
Rumanyo (Rugcirku)	3 610	2 080	1 530
School Music	49	34	15
Setswana	176	100	76
Sign Language	65	29	36
Silozi	5 309	2 842	2 467
Social Studies	261	118	143
Technical Drawing	1 509	895	614
Technical studies	1 242	745	497
Thimbukushu	1 783	1 032	751
Visual Arts	445	252	193
Woodwork	116	52	64
Sign Language	121	80	41
Silozi	5 363	2 684	2 679
Social Studies	549	296	253
Technical Drawing	1 496	749	747
Technical studies	1 134	546	588
Thimbukushu	1 746	877	869
Visual Arts	219	135	84
Woodwork	103	92	11
Thimbukushu	1 747	932	815
Tourism	43	20	23
Typing or Typing and Office Admin	20	12	8
Visual Arts	365	176	189
Woodwork	22	10	12

Table 15: Enrolments in Senior Secondary subjects

SUBJECT	Total	Grade 10	Grade 11	Grade 12	Grade 13
Accounting	6 161	4 028	1 047	0	0
Afrikaans 1st or Home Language	390	537	187	0	0
Afrikaans 2nd Language	12 208	6 809	595	2	0
Agricultural Science	4 581	3 474	621	0	0
Agriculture	14 794	8 837	1 268	0	0
Art and Design	837	829	14	7	0
Art of Entertainment	611	568	35	0	0
Arts (non-pr.)	840	719	13	5	0
Arts appreciation	1 347	0	0	0	0
Arts in Culture	1 698	0	0	0	0
Biology	33 344	23 111	4 988	24	0
Building Studies	117	89	0	0	0
Business Economics	0	23	0	0	0
Business Studies	5 842	3 770	601	0	0
Chemistry	18 050	13 196	2 512	0	0
Commercial Maths	8	10	9	0	0
Computer Literacy	9	2	3	0	0
Computer Science	101	33	51	0	0
Computer Studies	875	729	306	1	0
Design and Technology	512	308	194	2	0
Development Studies	14 807	9 679	0	0	0
Economics	6 189	3 824	637	1	0
Electricity	4	8	1	0	0
English 1st Language	1 376	1 039	398	10	0
English 2nd Language	55 562	36 605	5 359	0	0
Entrepreneurship	5 131	3 338	613	0	0
Fashion and Fabrics	278	174	0	0	0
French Foreign Language	577	405	29	0	0
Geography	22 508	12 936	1 451	5	0
German 1st or Home Language	151	129	46	3	0
German Third or Foreign Language	1091	848	159	0	0
History	13 795	7 387	706	0	0
Home Economics	842	510	5	0	0
Hospitality	380	281	15	0	0
ICT	6 941	3 889	553	0	0
Integrated Performing Art	40	0	0	0	0
Khoekhoegowab	2 609	936	110	0	0
Life Skills	18 391	10 668	2 420	12	0
Mathematics	56 341	36 842	4 748	37	0
Metal Work	184	125	0	0	0

Table 15: continued

Metalwork& Welding	26	41	0	0	0
Motor Mechanics	182	111	0	0	0
Music	67	47	18	0	0
Office Adm. & Keyboard	38	46	1	0	0
Office Practice	504	297	5	0	0
Oshikwanyama	9 402	7 983	830	0	0
Oshindonga	13 494	11 235	1 049	0	0
Otjiherero	4 178	2 158	190	0	0
Physical Education	6 770	3 518	81	0	0
Physics	24 090	16 955	3 380	44	0
Portuguese	273	254	43	0	0
Reading	741	361	40	0	0
Religious and Moral Education	656	399	36	0	0
Rukwangali	5 261	2 228	242	0	0
Rumanyo (Rugcirku)	1 842	621	97	0	0
Setswana	114	37	4	0	0
Sign Language	26	18	0	0	0
Silozi	3 322	2 506	305	0	0
Spanish Foreign Lang	0	11	0	0	0
Technical Drawing	45	14	2	0	0
Technical studies	0	27	0	0	0
Thimbukushu	1 279	327	45	0	0
Tourism	6	21	22	0	0
Visual Arts	28	0	0	0	0
Woodwork	148	47	0	0	0

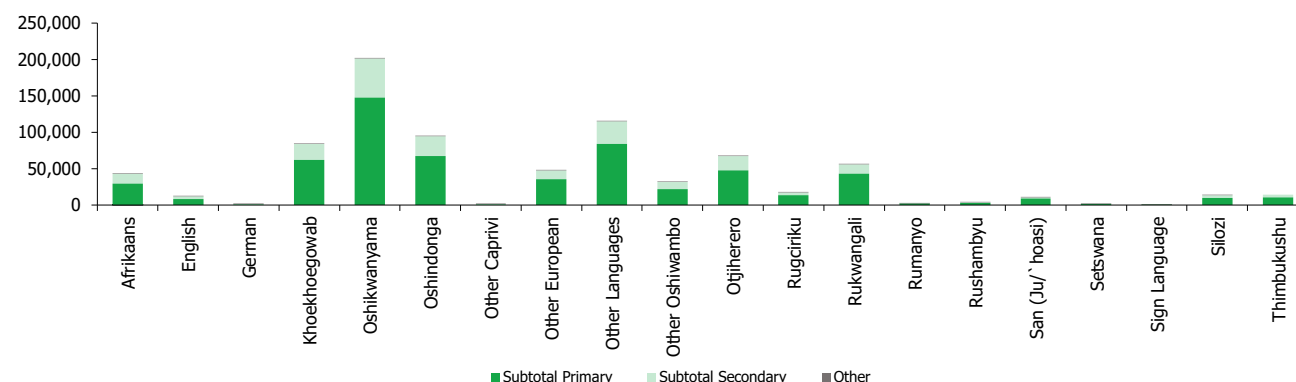
Enrolment in different subjects taught in the Senior Secondary phase is tabulated in **Table 15**. A distinction is made between the levels at which the subjects are taken – Advanced Subsidiary (AS) or Namibia Senior Secondary Certificate Ordinary Level (NSSC-O). It is important to note that in Grades 10 and 11, all subjects are taken on NSSC-O level, while in Grade 12 all subjects are taken at AS level.

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 not necessarily indicate an error.

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

Table 16: Home languages of learners

Language	TOTAL	PRIMARY			SECONDARY			OTHER		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other	Pre-Vocational	Special Grades
National	819 749	595 897	307 316	288 581	221 630	117 184	104 446	2 222	744	1 478
Afrikaans	43 316	29 401	14 548	14 853	13 594	6 867	6 727	321	57	264
English	11 917	8 341	4 315	4 026	3 496	1 608	1 888	80	9	71
German	1 148	710	317	393	433	190	243	5	1	4
Khoekhoegowab	84 729	62 032	31 335	30 697	22 164	12 893	9 271	533	202	331
Oshikwanyama	201 763	147 616	73 879	73 737	54 023	28 813	25 210	124	32	92
Oshindonga	94 528	67 078	36 607	30 471	27 348	13 060	14 288	102	31	71
Other Caprivi	1 026	438	179	259	586	296	290	2	1	1
Other European	47 931	35 451	17 532	17 919	12 414	6 715	5 699	66	31	35
Other Languages	115 257	84 048	43 678	40 370	30 987	16 614	14 373	222	116	106
Other Oshiwambo	31 753	22 063	11 070	10 993	9 682	4 753	4 929	8	1	7
Otjiherero	67 700	47 391	24 057	23 334	19 871	10 742	9 129	438	106	332
Rugciriku	17 058	13 286	6 934	6 352	3 754	2 094	1 660	18	11	7
Rukwangali	55 696	43 084	23 545	19 539	12 491	7 007	5 484	121	55	66
Rumanyo	2 445	1 864	1 182	682	576	372	204	5	1	4
Rushambyu	3 408	2 541	1 387	1 154	856	471	385	11	-	11
San (Ju/'hoasi)	10 303	8 978	5 047	3 931	1 313	933	380	12	5	7
Setswana	1 656	1 016	469	547	629	309	320	11	3	8
Sign Language	680	411	230	181	153	111	42	116	61	55
Silozi	13 213	9 475	5 325	4 150	3 725	1 458	2 267	13	8	5
Thimbukushu	14 222	10 673	5 680	4 993	3 535	1 878	1 657	14	13	1

Figure 16: Enrolment of learners for different home languages

Tables 16 - 18 present statistics on home languages of learners and medium of instruction. Table 16 reports on learner enrolments per home language. Table 17 reports on the enrolments per medium of instruction in Grades 1 to 3, while Table 18 contains the numbers of learners of different home languages taught in various mediums of instruction.

Oshikwanyama speakers accounted for 24.6% of all learners in Namibia, with Other languages (14.1%), Oshindonga (11.5%) and Khoekhoegowab (10.3%) all more than 10% of learners. Oshiwambo speaking learners including Oshikwanyama, Oshindonga, and Other Oshiwambo (328 044), represent 40.0% of the school population. Other home languages with enrolments exceeding 40 000 were Afrikaans (5.3%), Other European (5.8%), Otjiherero (8.3%) and Rukwangali (6.8%). The remaining home languages together represented 9% of the total number of learners.

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

Table 17: Medium of instruction in Grades 1 – 3: Schools, number of learners and class groups

Medium of instruction	Schools	ENROLMENT				CLASS GROUPS		
		Total	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total	1 842	247 628	85 091	83 424	79 113	2 804	2 754	2 636
Afrikaans	95	12 620	4 217	4 352	4 051	145	148	143
English	365	63 126	21 561	20 969	20 596	687	659	653
German	9	418	134	124	160	11	9	12
Khoekhoegowab	95	13 677	4 821	4 558	4 298	149	144	139
Oshikwanyama	286	42 374	14 856	14 022	13 496	446	430	410
Oshindonga	473	53 956	18 613	18 289	17 054	626	621	595
Otjiherero	1	33	-	-	33	-	-	1
Other Languages	97	15 192	5 387	5 095	4 710	183	180	165
Rukwangali	171	20 947	7 037	7 314	6 596	243	249	232
Rumanyo	101	9 406	3 277	3 203	2 926	124	118	108
San (Ju/'hoasi)	2	232	92	97	43	6	7	6
Setswana	5	445	139	183	123	5	7	5
Sign Language	2	97	28	30	39	3	3	4
Silozi	96	11 062	3 572	3 766	3 724	125	125	121
Thimbukushu	44	4 043	1 357	1 422	1 264	51	54	42

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

The Ministry's language policy encourages mother-tongue education in Grades 1 to 3. A different medium of instruction – typically English – can be used if the parents recommend it. Increasing numbers of learners from different mother-tongue settlements (especially in urban areas), and the lack of teachers of different languages are two of the contributing factors to the increasing use of English as the medium of instruction – a deviation from the language policy. An increasing enrolment in private schools, which use English as a medium of instruction in Junior Primary, seems to suggest that a considerable number of parents prefer English as the medium of instruction. This might also be an indication that parents do not understand the objectives of mother tongue instruction in those Grades.

Oshindonga is the medium of instruction in the majority of schools. English however, is the medium of instruction used in most of the classgroups, and which have the highest enrolment. Differences in the average sizes of schools and classgroups resulted in different distributions of the three measures (schools, number of learners and class groups).

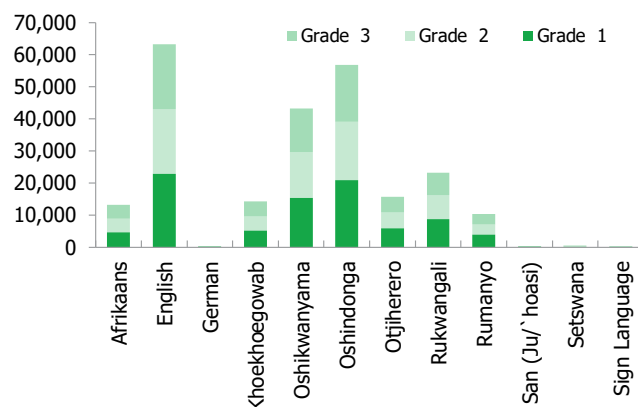
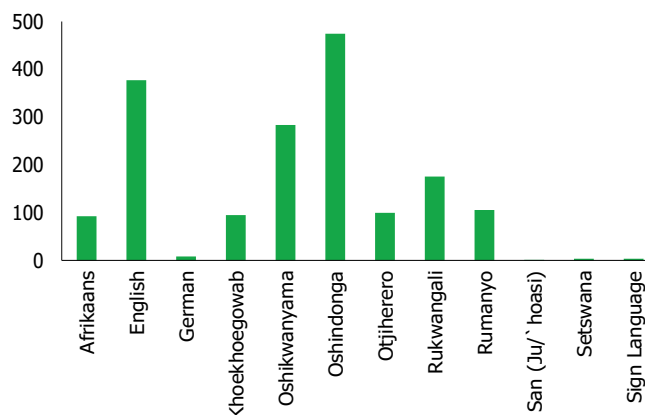
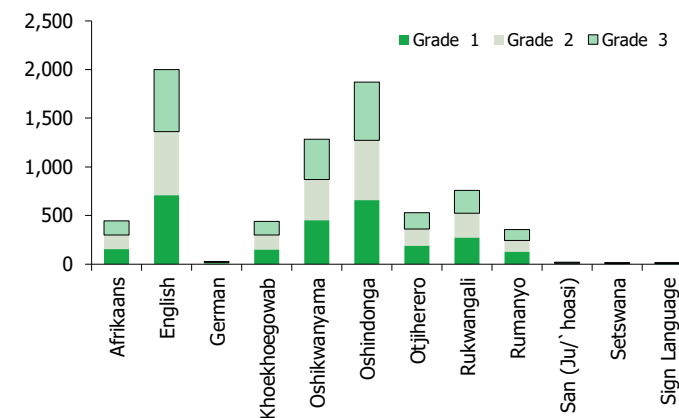
Figure 17a: Enrolment in classes with different mediums of instruction in Grades 1 - 3**Figure 17b: Numbers of schools with different mediums of instruction in Grades 1 - 3****Figure 17c: Numbers of class groups with different mediums of instruction in Grades 1 - 3**

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

Grade	Medium of instruction	Total	HOME LANGUAGE																			Thimbukushu
			Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other European	Other Languages	Other Oshiwambo	Other Zambezi	Otjiherero	Rugciku	Rukwangali	Rumanyo	Rushambyu	San (Ju/'hoasi)	Setswana	Sign Language	Silozi	
Grade 1	Total	93 660	4 061	1 236	99	9 307	22 295	11 177	52	5 745	13 395	3 070	7 262	2 420	7 518	309	430	1 796	124	64	1 411	1 889
	Afrikaans	4 662	2 424	87	-	1 292	126	150	-	29	227	6	157	11	114	-	3	1	16	-	16	3
	English	22 827	1 572	1 112	19	3 380	4 274	2 855	24	910	3 075	390	2 248	175	1 246	65	16	952	53	25	327	109
	German	149	4	16	80	1	25	12	6	2	3	-	-	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	5 126	46	9	-	4 507	73	47	1	9	86	1	121	6	21	38	-	156	-	2	-	3
	Oshikwanyama	15 478	1	3	-	1	14 214	82	1	67	1 076	-	2	-	1	-	1	29	-	-	-	-
	Oshindonga	20 934	4	3	-	3	3 491	7 963	-	661	8 766	1	23	1	14	-	-	1	-	-	2	1
	Otjiherero	5 970	6	1	-	85	52	43	3	698	109	2	4 692	0	42	0	0	230	1	-	2	4
	Rukwangali	8 745	2	2	-	7	35	23	17	2 552	34	8	5	183	5 580	30	70	144	-	2	21	30
	Rumanyo	3 931	-	1	-	1	3	-	-	752	4	3	0	2 012	498	175	338	44	-	1	-	99
	San (Ju/'hoasi)	136	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	136	-	-	-	-
	Setswana	168	2	1	-	29	-	-	-	19	4	0	13	0	0	0	0	46	54	-	-	-
	Sign Language	34	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	-	-	34	-	-
	Silozi	3 757	-	1	-	-	1	-	-	41	4	2 659	1	1	0	0	0	7	-	-	1 042	-
	Thimbukushu	1 743	-	-	-	1	1	2	-	5	7	-	-	31	2	1	2	50	-	-	1	1 640
Grade 2	Total	82 858	3 710	1 167	84	8 513	20 563	9 752	41	4 726	11 597	2 894	6 455	1 685	6 505	503	393	1 332	121	60	1 268	1 489
	Afrikaans	4 325	2 256	170	2	1 094	197	100	-	22	172	3	142	3	131	-	-	1	18	-	11	3
	English	20 300	1 375	965	7	3 233	3 723	2 607	30	815	2 601	350	2 126	222	1 023	30	12	735	56	16	301	73
	German	108	15	15	74	-	-	3	-	-	1	-	-	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	4 629	54	4	-	4 103	48	62	-	3	67	1	86	5	39	25	-	130	1	-	-	1
	Oshikwanyama	14 288	-	1	1	-	13 245	116	3	80	799	-	-	-	7	-	-	33	-	-	3	-
	Oshindonga	18 306	2	2	-	2	3 225	6 760	2	380	7 852	1	57	-	15	1	-	2	-	-	4	1
	Otjiherero	5 009	3	-	-	49	57	77	1	554	70	1	4 022	5	26	-	1	138	1	1	1	2
	Rukwangali	7 460	-	7	-	4	54	20	1	2 161	22	12	9	120	4 805	52	23	121	-	7	10	32
	Rumanyo	3 325	1	1	-	4	4	4	-	668	5	2	-	1 312	451	389	351	44	-	-	1	88
	San (Ju/'hoasi)	44	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44	-	-	-	-
	Setswana	139	4	1	-	22	3	2	-	20	-	-	13	-	-	2	-	27	45	-	-	-
	Sign Language	26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26	-	-
	Silozi	3 494	-	1	-	1	1	-	4	18	4	2 520	-	-	-	-	5	3	-	1	934	2
	Thimbukushu	1 405	-	-	-	1	6	1	-	5	4	4	-	18	8	4	1	54	-	9	3	1 287

Table 18: continued

	Total	80 390	3 893	877	94	8 469	19 628	8 711	47	5 104	11 451	2 968	6 375	1 906	5 837	248	393	1 320	139	51	1 424	1 455
	Afrikaans	4 211	2 313	94	4	968	212	112	-	66	134	4	133	19	90	2	3	13	19	1	9	15
	English	20 202	1 493	743	14	3 407	3 653	2 174	45	889	2 485	422	2 342	171	1 077	38	29	733	62	17	319	89
	German	104	10	13	76	-	-	-	1	2	1	-	1	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	4 487	57	5	-	4 000	83	47	-	4	43	-	95	3	20	-	1	116	6	2	1	4
	Oshikwanyama	13 500	3	4	-	-	12 304	78	-	48	1 000	33	-	-	1	-	-	28	-	-	1	-
	Oshindonga	17 607	2	6	-	12	3 267	6 223	1	345	7 695	5	19	-	10	2	1	15	-	-	3	1
Grade 3	Otjiherero	4 758	2	-	-	39	53	41	-	628	47	2	3 769	2	24	2	1	140	6	1	-	1
	Rukwangali	7 101	1	8	-	10	48	34	-	2 411	32	10	7	184	4 174	27	33	83	0	-	16	23
	Rumanyo	3 211	-	1	-	3	2	1	-	659	2	1	0	1 497	434	171	325	24	0	-	-	91
	San (Ju/'hoasi)	62	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	62	0	-	-	-
	Setswana	162	10	-	-	30	-	-	-	27	5	0	9	0	1	1	0	34	45	-	-	-
	Sign Language	30	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	30	-	-
	Silozi	3 601	1	3	-	-	1	-	-	18	1	2 489	0	0	2	0	0	9	0	-	1 066	11
	Thimbukushu	1 354	1	-	-	-	5	1	-	7	6	2	0	30	4	5	0	63	1	-	9	1 220

Table 18 indicates the home languages and medium of instruction of learners in Grades 1 to 3. The Ministry's language policy promotes mother tongue-education in the first three Grades, but not all schools adhere to this. There are two contributing factors: (1) learners residing in areas where their mother tongue is not offered as a medium of instruction due to insufficient numbers of learners; and (2) parents' decision either to collectively introduce a different medium of instruction in a school, or to enrol their child in a school with a different medium of instruction.

The language groups with the highest percentages of learners having been taught in their mother tongue were (English (86.0%), Thimbukushu (85.8%), German (83.0), Rukwangali (73.3%), Silozi (74.1%) and Oshindonga (70.7%). The languages with the lowest percentage of learners having been taught in their mother tongue were San (5.4%) and Setswana (37.5%).

The closely related languages Ruciricu and Rushambyu were taught in the common medium of instruction Rumanyo. The term 'San languages' groups very different languages together, but which all use Ju/'hoasi as a medium of instruction.

'Sign Language' caters to learners with speech and hearing impairments, and is included as a language on its own.

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

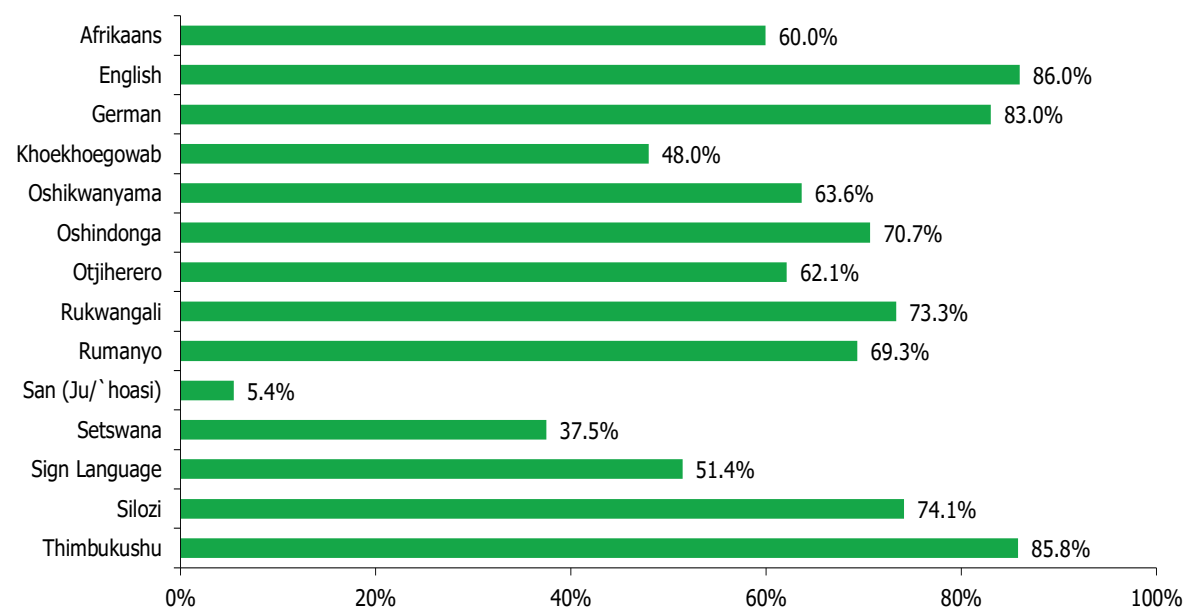


Table 19: Changes in female and male enrolment between 2016 and 2022

School Phase		YEAR							Enrolment Growth Rate 2016 to 2020	Percentage change 2021 - 2022
		2016	2017	2018	2019	2020	2021	2022		
Total	Total	698 453	722 248	736 836	756 994	777 132	802 655	819 749	2,7%	2,1%
	Female	350 084	361 596	369 086	379 830	389 625	400 718	411 038	2,7%	2,6%
	Male	348 369	360 652	367 750	377 164	387 507	401 937	408 711	2,7%	1,7%
PRIMARY										
Subtotal Primary (Pre-Primary -Gr7)	Total	495 938	518 103	534 167	553 317	561 931	581 626	595 897	3,1%	2,5%
	Female	244 487	255 285	263 622	273 193	277 436	294 370	294 445	3,1%	0,0%
	Male	251 451	262 818	270 545	280 124	284 495	287 256	301 452	3,1%	4,9%
Junior Primary (Pre-Primary-Gr3)	Total	321 407	270 211	277 109	287 471	288 352	295 964	307 316	-0,7%	3,8%
	Female	158 004	132 315	135 780	140 805	141 429	149 996	151 234	-0,7%	0,8%
	Male	163 403	137 896	141 329	146 666	146 923	145 968	156 082	-0,8%	6,9%
Senior Primary (Gr4-Gr7)	Total	174 531	247 892	257 058	265 846	273 579	285 662	288 581	8,7%	1,0%
	Female	86 483	122 970	127 842	132 388	136 007	144 374	143 211	8,8%	-0,8%
	Male	88 048	124 922	129 216	133 458	137 572	141 288	145 370	8,7%	2,9%
SECONDARY										
Subtotal Secondary (Gr8-Gr12)	Total	200 695	202 252	200 695	201 197	213 074	218 752	221 630	1,7%	1,3%
	Female	104 920	105 631	104 768	105 742	111 350	105 457	115 725	1,6%	9,7%
	Male	95 775	96 621	95 927	95 455	101 724	113 295	105 905	1,7%	-6,5%
Junior Secondary (Gr8-Gr9)	Total	156 576	155 353	105 872	121 272	114 355	115 755	117 184	-4,7%	1,2%
	Female	81 031	80 240	54 318	62 955	58 967	56 638	60 283	-4,8%	6,4%
	Male	75 545	75 113	51 554	58 317	55 388	59 117	56 901	-4,6%	-3,7%
Senior Secondary (Gr10-Gr13)	Total	44 119	46 899	94 823	79 925	98 719	102 997	104 446	15,4%	1,4%
	Female	23 889	25 391	50 450	42 787	52 383	48 819	55 442	15,1%	13,6%
	Male	20 230	21 508	44 373	37 138	46 336	54 178	49 004	15,9%	-9,6%
OTHER Grades										
Subtotal Other Grades	Total	1 820	1 893	1 974	2 480	2 127	2 277	2 222	3,4%	-2,4%
	Female	677	680	696	895	839	891	868	4,2%	-2,6%
	Male	1 143	1 213	1 278	1 585	1 288	1 386	1 354	2,9%	-2,3%

Table 19 shows the enrolment of females and males in the different school phases between 2016 and 2022. The average annual growth was calculated by comparing the 2016 and 2022 figures.

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

The implementation of the revised curriculum resulted in an improved flow of learners, which impacted on the decline of enrolment in the Junior Primary and Junior Secondary phases, and an increased enrolment in the Senior Primary and Senior Secondary phases.

Interestingly, a reverse trend in enrolment in the Primary Phases occurred in 2021 when the number of female learners increased over male learners, while enrolment of male learners overtook that of female learners in the Secondary Phases. For years there have always been more male learners in the Primary Grades and more female learners in the Secondary Grades.

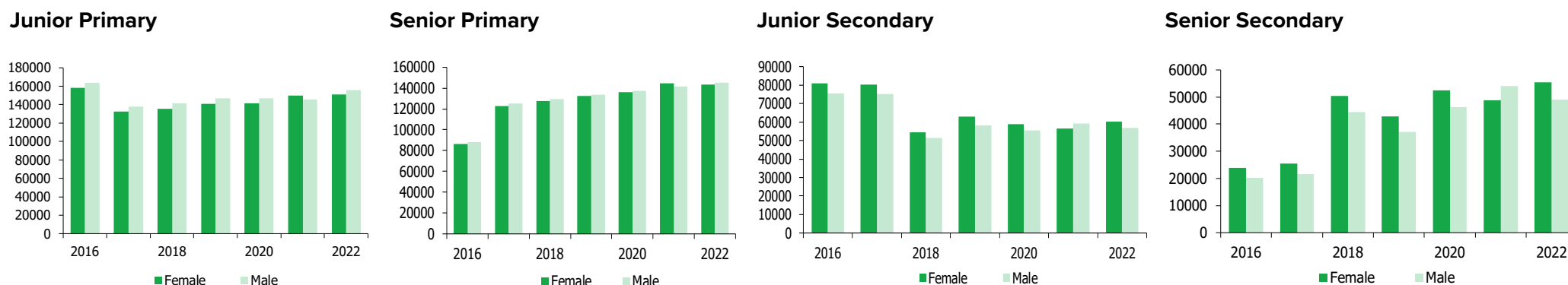
Figure 19: Changes in female and male enrolments

Table 20: Changes in enrolment in different Grades between 2016 and 2022

Grade	YEAR							Average annual growth rate 2016 - 2022	Percentage change 2021 - 2022
	2016	2017	2018	2019	2020	2021	2022		
Total	698 453	722 248	736 836	756 994	777 132	802 655	819 749	2,7%	2,1%
Pre Primary	41 091	41 743	43 448	46 197	45 412	48 336	50 408	3,5%	4,3%
Grade 1	81 363	83 972	85 937	88 544	88 072	85 091	93 660	2,4%	10,1%
Grade 2	71 022	74 140	75 887	78 843	79 915	83 424	82 858	2,6%	-0,7%
Grade 3	66 164	70 356	71 837	73 887	74 953	79 113	80 390	3,3%	1,6%
Grade 4	61 767	73 626	77 144	79 591	80 102	76 461	81 534	4,7%	6,6%
Grade 5	66 948	64 448	67 337	70 485	72 503	76 902	74 321	1,8%	-3,4%
Grade 6	56 276	59 434	59 470	61 963	64 337	69 736	69 446	3,6%	-0,4%
Grade 7	51 307	50 384	53 107	53 807	56 637	62 563	63 280	3,6%	1,1%
Grade 8	65 691	60 235	59 946	63 220	63 290	57 131	65 262	-0,1%	14,2%
Grade 9	51 852	53 562	45 926	58 052	51 065	58 624	51 922	0,0%	-11,4%
Grade 10	39 033	41 556	45 369	27 593	49 794	51 188	57 478	6,7%	12,3%
Grade 11	23 059	24 772	25 780	27 274	21 779	46 403	37 954	8,7%	-18,2%
Grade 12	21 060	22 127	23 653	25 045	27 128	5 388	8 964	-13,3%	66,4%
Grade 13	16	17	21	13	18	18	50	20,9%	177,8%
Learning Support	988	1 179	1 010	1 518	1 032	1 095	1 030	0,7%	-5,9%
Vocational	258	267	356	354	750	824	744	19,3%	-9,7%
Special Grades	348	184	276	276	319	311	382	1,6%	22,8%
Autism	210	246	332	332	26	47	66	-17,5%	40,4%

Enrolment in the different grades is tabulated for the years 2016 to 2022 in **Table 20**, together with the average annual growth rate over the whole period, and the last two years. The average annual growth is determined by comparing the 2016 and 2022 enrolments. The female and male growth rates are tabulated for each school phase in **Table 19**. A steady growth in enrolments is noted, both total and per grades and phases, from 2016 to 2022.

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

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

Changes in the promotion and repetition rates are reported in **Table 30**. The wave of learners created by the change in promotion policy can be followed from grade to grade, and year to year. The significantly highest average annual growth rate was in Grade 13, followed by Vocational Grades, and Grade 11.

For clarification Pre-Primary has been added to the Junior Primary graph.

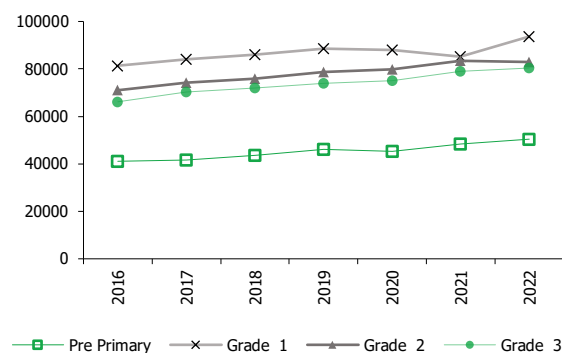
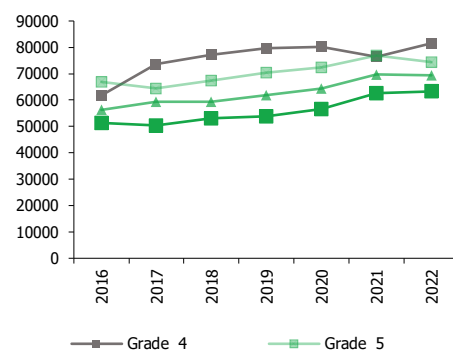
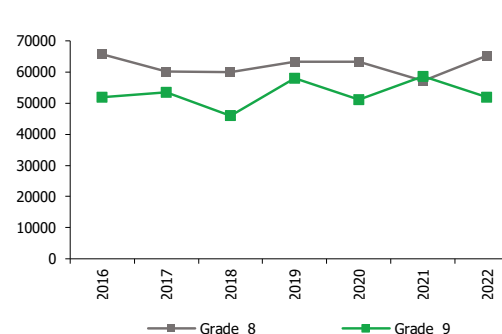
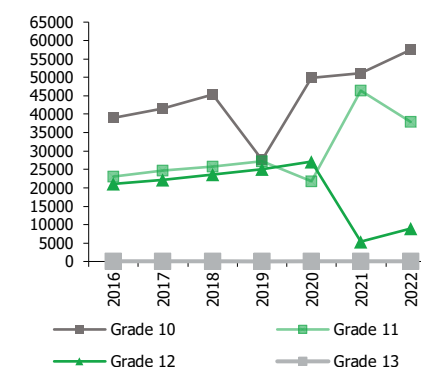
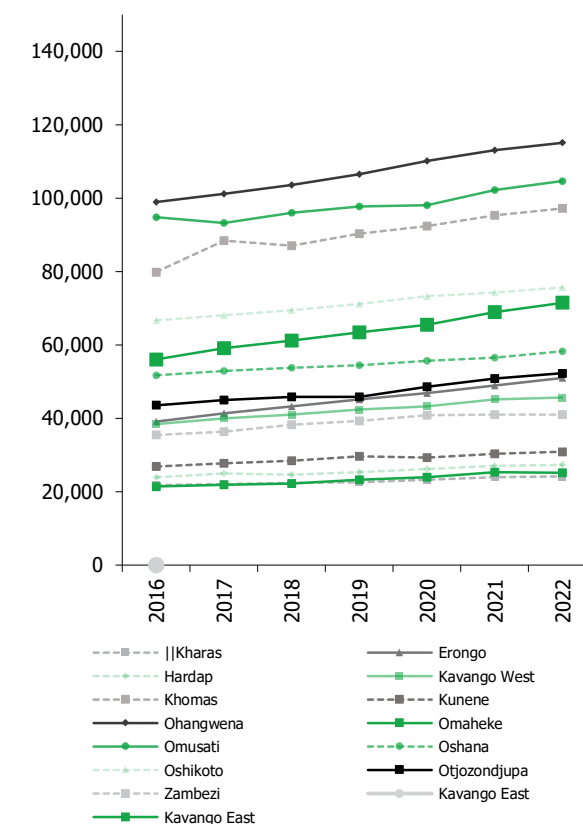
Figure 20: Changes in enrolments in Pre-Primary - Grade 12**Junior Primary****Senior Primary****Junior Secondary****Senior Secondary**

Table 21: Changes in enrolments in the regions from 2016 to 2022

REGION	YEAR							Average annual growth rate 2016 - 2022	Percentage change 2021 - 2022
	2016	2017	2018	2019	2020	2021	2022		
National	21 787	22 045	22 388	22 604	23 214	23 943	24 173	1,7%	1,0%
//Kharas	39 102	41 287	43 213	45 082	46 938	48 875	50 984	4,5%	4,3%
Erongo	23 918	24 954	24 673	25 278	26 124	26 999	27 316	2,2%	1,2%
Hardap	56 043	59 129	61 151	63 460	65 444	68 857	71 444	4,1%	3,8%
Kavango East	38 418	40 025	40 973	42 442	43 214	45 091	45 664	2,9%	1,3%
Kavango West	79 863	88 429	87 053	90 380	92 341	95 259	97 179	3,3%	2,0%
Khomas	26 856	27 737	28 345	29 654	29 332	30 254	30 896	2,4%	2,1%
Kunene	98 924	101 250	103 669	106 505	110 127	113 094	115 058	2,6%	1,7%
Ohangwena	21 431	21 923	22 177	23 216	23 962	25 311	25 130	2,7%	-0,7%
Omaheke	94 749	93 223	95 948	97 719	98 006	102 219	104 654	1,7%	2,4%
Omusati	51 724	52 860	53 729	54 382	55 724	56 584	58 281	2,0%	3,0%
Oshana	66 674	68 008	69 469	71 119	73 214	74 289	75 667	2,1%	1,9%
Oshikoto	43 520	44 996	45 878	45 838	48 668	50 875	52 293	3,1%	2,8%
Otjozondjupa	35 444	36 382	38 170	39 315	40 824	41 005	41 010	2,5%	0,0%
Zambezi	33 469	35 444	36 382	38 170	39 315	40 824	41 005	3,4%	0,4%

Table 21 shows the total enrolments in the different regions for seven years and was calculated according to the 2013 demarcation of regions. Between 2016 and 2022, the school population grew the most in the Erongo (4.5%) and Kavango East (4.1%) regions. Erongo (4.3%) and Kavango East (3.8%) also had a higher percentage increase in enrolment between 2021 and 2022. The least growth in school population for this period was recorded in Omaheke (-0.7%). Zambezi Region remained constant during the year under report.

There have been concerted efforts by the Ministry to get learners into, and keep them in schools, by providing school feeding and other humanitarian assistance, which might have resulted in more learners from marginalised groups accessing education. An increased number of private schools in some of those regions might also have eased the accommodation of learners in schools. “Back to school,” campaigns in the regions, as well as the elimination of the School Development Fund and the introduction of Pre-Primary into formal schooling might have positively contributed to the rise in enrolment. There was also a slight increase in enrolment in private schools due to the opening of more private schools since 2020.

Figure 21: Changes in enrolment in the different regions

Chapter 3:

THE FLOW OF LEARNERS



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

Measures of the flow of learners are usually described using promotion, repetition and school-leaving rates. Promotion rates are calculated by dividing the numbers of new entrants to a grade in 2022 by the number of learners enrolled in the previous grade in 2021. The rates given here are thus for 2021, being the proportion of learners enrolled in 2021 that was promoted and continued schooling in 2022. Likewise, repetition rates reported here are for 2021, being the number of learners repeating a grade in 2022 divided by the total number of learners in the same grade in 2021.

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 2021, which are not accounted for by repeaters in the same grade or promotees in the next grade in 2022, represent the numbers of learners who have left school. The calculation of repetition rates here includes re-entrants as repeaters. Re-entrants are learners who left school some time previously and were readmitted in the same grade again in 2022. The survival rate shows the cumulative effect of the promotion, repetition and school-leaving rates.

Rates of enrolment are presented for 2022. 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.

It is unfortunate that both United Nations Development Programme (UNDP) and Namibia Statistics Agency (NSA) population projections are not available, and therefore tables that use population figures for calculation could not be completed.

In terms of Namibia's Constitution, every child should be at school until they complete Grade 7 or reach the age of 16, whichever comes first. Rates of enrolment provide measures of how well this goal is being met. Estimates of flow rates are most accurate if migration into or out of the country is minimal. Flow rates for the regions would assume minimal migration between regions. There seems to have been considerable migration of learners between regions, but no migration figures are available at the level of detail required for the calculations. Therefore, regional flow rates were not reported.

Table 22: 2022 Pre-Primary enrolment by region, gender and age

REGION				AGE										
		Average	TOTAL	5	6	7	8	9	10	11	12	13	14	15
National	Total	5,9	50 403	7 544	41 575	990	174	67	22	11	17	2	-	1
	Female	5,9	25 431	3 856	20 978	471	72	35	11	4	4	-	-	-
	Male	5,9	24 972	3 688	20 597	519	102	32	11	7	13	2	-	1
//Kharas	Total	5,8	1 819	416	1 377	23	1	1	-	-	1	-	-	-
	Female	5,8	904	212	682	9	-	1	-	-	-	-	-	-
	Male	5,8	915	204	695	14	1	-	-	-	1	-	-	-
Erongo	Total	5,9	2 465	367	1 999	68	4	24	2	-	-	1	-	-
	Female	5,9	1 286	200	1 037	33	-	15	1	-	-	-	-	-
	Male	5,9	1 179	167	962	35	4	9	1	-	-	1	-	-
Hardap	Total	6,0	2 004	274	1 621	71	19	14	4	-	-	1	-	-
	Female	5,9	994	134	808	37	6	7	2	-	-	-	-	-
	Male	6,0	1 010	140	813	34	13	7	2	-	-	1	-	-
Kavango East	Total	5,9	3 370	398	2 902	69	1	-	-	-	-	-	-	-
	Female	5,9	1 731	217	1 475	38	1	-	-	-	-	-	-	-
	Male	5,9	1 639	181	1 427	31	-	-	-	-	-	-	-	-
Kavango West	Total	5,9	2 966	440	2 415	106	4	1	-	-	-	-	-	-
	Female	5,9	1 506	227	1 237	39	3	-	-	-	-	-	-	-
	Male	5,9	1 460	213	1 178	67	1	1	-	-	-	-	-	-
Komas	Total	5,8	6 053	1 364	4 403	196	79	9	2	-	-	-	-	-
	Female	5,8	3 057	687	2 245	89	32	3	1	-	-	-	-	-
	Male	5,8	2 996	677	2 158	107	47	6	1	-	-	-	-	-
Kunene	Total	6,0	1 863	134	1 685	42	1	1	-	-	-	-	-	-
	Female	6,0	946	67	857	21	-	1	-	-	-	-	-	-
	Male	6,0	917	67	828	21	1	-	-	-	-	-	-	-
Ohangwena	Total	5,9	6 663	898	5 655	105	1	2	2	-	-	-	-	-
	Female	5,9	3 350	461	2 826	61	-	1	1	-	-	-	-	-
	Male	5,9	3 313	437	2 829	44	1	1	1	-	-	-	-	-

Table 22: continued

Omaheke	Total	5,9	1 539	191	1 277	36	33	1	-	-	1	-	-	-
	Female	5,9	755	89	630	21	15	-	-	-	-	-	-	-
	Male	5,9	784	102	647	15	18	1	-	-	1	-	-	-
Omusati	Total	5,9	6 171	744	5 316	71	7	6	9	7	11	-	-	-
	Female	5,9	3 104	388	2 666	36	1	3	5	2	3	-	-	-
	Male	5,9	3 067	356	2 650	35	6	3	4	5	8	-	-	-
Oshana	Total	5,9	4 040	670	3 316	40	8	4	1	1	-	-	-	-
	Female	5,9	2 049	335	1 688	21	4	1	-	-	-	-	-	-
	Male	5,9	1 991	335	1 628	19	4	3	1	1	-	-	-	-
Oshikoto	Total	5,9	5 392	797	4 554	39	2	-	-	-	-	-	-	-
	Female	5,9	2 697	399	2 282	15	1	-	-	-	-	-	-	-
	Male	5,9	2 695	398	2 272	24	1	-	-	-	-	-	-	-
Otjozondjupa	Total	5,9	2 928	406	2 438	77	4	1	-	1	1	-	-	-
	Female	5,9	1 461	211	1 219	27	2	1	-	1	-	-	-	-
	Male	5,9	1 467	195	1 219	50	2	-	-	-	1	-	-	-
Zambezi	Total	5,9	3 129	445	2 617	47	10	3	2	2	3	-	-	1
	Female	5,9	1 591	229	1 326	24	7	2	1	1	1	-	-	-
	Male	5,9	1 538	216	1 291	23	3	1	1	1	2	-	-	1

Table 22 provides an overview of the enrolment of Pre-Primary learners by region, gender and age.

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

The age distribution of females and males in Pre-Primary is shown in **Figure 22**. Most learners entered the Pre-Primary grade at 6 years of age, but a considerable number were enrolled for the first time at the age of 5 or even 7. Out of all Pre-Primary enrolments, 0.6% were 8 years old or older. The enrolment figures are expected to increase as more Pre-Primary grades are being introduced in public schools. The majority of learners in Pre-Primary are between the ages of 5 and 6 (97.5%).

Figure 22: Ages of female and male Pre-Primary learners

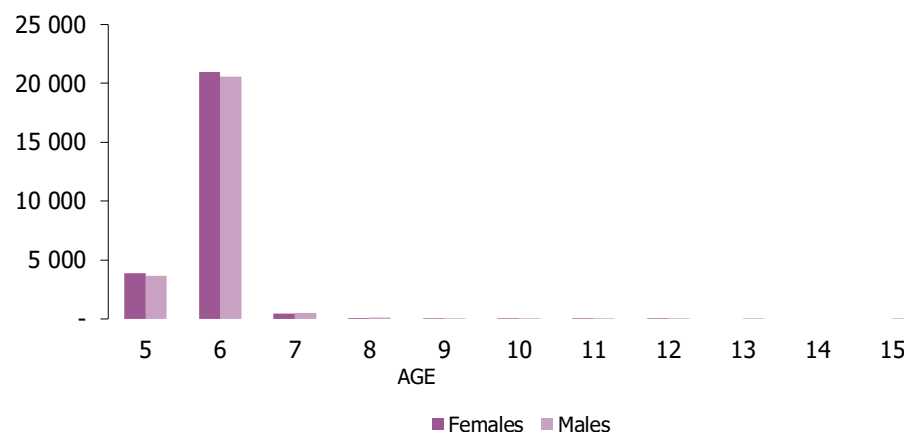


Table 23: Apparent intake rates of Grade 1 learners between 2016 and 2022

Gender	YEAR						
	2016	2017	2018	2019	2020	2021	2022
National	105,8%	109,0%	110,5%	110,3%	109,6%	110,3%	-
Females	106,0%	109,2%	110,9%	110,9%	110,9%	111,3%	-
Males	105,6%	108,9%	110,1%	109,8%	108,4%	109,3%	-

The Apparent Intake Rate over seven (7) years is presented in **Table 23**. This is basically a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (seven-year-old) population. The high rates are either due to the enrolment of under- and overaged learners, misreporting by schools on learners' age, or population underestimation. Apparent intake rates for 2021 and 2022 were not calculated, as the NSA population projections were not available due to delays in conducting the National Population Census.

Table 24: Changes in the numbers of new Grade 1 entrants between 2016 and 2022

Grade	YEAR							Average annual growth rate 2016 - 2022	Percentage change 2021 - 2022
	2016	2017	2018	2019	2020	2021	2022		
National	65 083	67 104	68 909	67 104	72 229	74 097	78 968	3,3%	6,6%
//Kharas	1 991	2 004	2 079	2 004	2 124	2 209	2 322	2,6%	5,1%
Erongo	3 803	4 151	4 314	4 151	4 593	4 491	4 945	4,5%	10,1%
Hardap	2 206	2 244	2 322	2 244	2 519	2 529	2 647	3,1%	4,7%
Kavango East	5 272	5 512	5 983	5 512	6 267	6 436	7 299	5,6%	13,4%
Kavango West	4 206	4 278	4 554	4 278	4 146	4 270	4 685	1,8%	9,7%
Khomas	7 165	8 553	8 159	8 553	8 546	8 967	9 364	4,6%	4,4%
Kunene	3 267	3 104	3 131	3 104	2 930	2 989	3 300	0,2%	10,4%
Ohangwena	8 616	8 937	9 406	8 937	10 186	10 400	10 746	3,8%	3,3%
Omaheke	2 143	2 113	2 120	2 113	2 311	2 344	2 559	3,0%	9,2%
Omusati	8 906	8 401	8 517	8 401	8 742	9 071	9 851	1,7%	8,6%
Oshana	4 280	4 370	4 747	4 370	5 213	5 332	5 593	4,6%	4,9%
Oshikoto	5 539	5 686	5 757	5 686	6 372	6 617	6 685	3,2%	1,0%
Otjozondjupa	4 574	4 470	4 411	4 470	4 717	4 817	5 225	2,2%	8,5%
Zambezi	3 115	3 281	3 409	3 281	3 563	3 625	3 747	3,1%	3,4%

The number of new entrants to Grade 1 has been tabulated for 2016 to 2022 in **Table 24**. The average growth rate has been calculated by comparing the numbers in the first and last year of the period (2016 - 2022). Kavango East region recorded the highest percentage intake, at 13.4% between 2021 and 2022, while Oshikoto increased the least, by only 1.0%.

In reading **Table 23**, please note that due to the inaccuracy of the population figures, the percentages given may not be very accurate. No figures were available to calculate for years 2021 and 2022, and they are recorded as a dash.

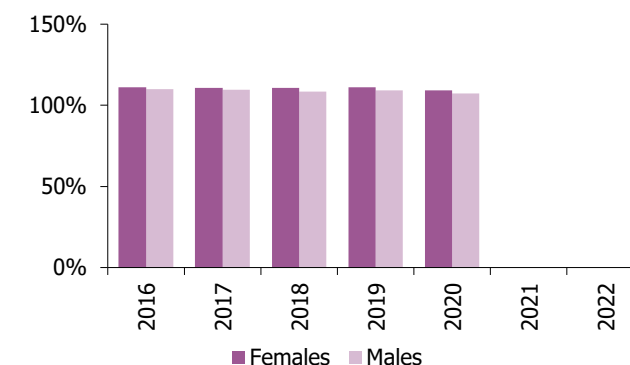
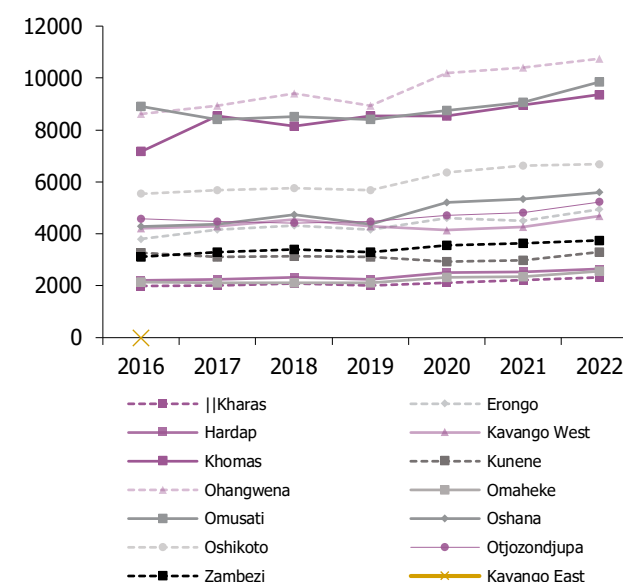
Figure 23: Apparent intake rates**Figure 24: Changes in the numbers of new Grade 1 enrolments**

Table 25: Ages of 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	819 749	7 641	49 502	68 650	70 101	69 376	67 344	64 766	63 649	60 971	59 246	55 858	51 834	47 309	35 762	22 195	12 237	6 376	3 615	1 859	819	639
Pre- Primary	50 408	7 544	41 615	971	168	64	20	9	15	2	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1	93 660	94	7 836	62 723	17 239	3 444	1 304	450	304	144	67	34	15	3	3	-	-	-	-	-	-	-
Grade 2	82 858	1	38	4 849	47 911	20 097	6 405	2 038	871	356	165	74	33	11	4	3	-	-	2	-	-	-
Grade 3	80 390	-	2	61	4 554	41 205	20 226	8 407	3 535	1 343	581	268	116	45	28	11	2	1	3	1	-	1
Grade 4	81 534	-	-	-	115	4 299	35 372	21 410	11 968	4 847	2 028	912	323	141	66	30	15	7	1	-	-	-
Grade 5	74 321	-	-	-	1	113	3 714	29 104	18 597	12 054	6 085	2 754	1 107	502	179	59	25	12	11	2	1	1
Grade 6	69 446	-	-	-	2	9	126	3 149	25 189	17 231	12 221	6 369	2 972	1 335	519	192	75	22	18	12	2	3
Grade 7	63 280	-	-	-	-	-	7	58	2 938	22 070	15 327	11 257	6 341	3 114	1 307	532	186	68	44	20	8	3
Grade 8	65 262	-	-	-	-	-	-	1	67	2 731	20 076	15 682	12 371	7 703	3 814	1 693	664	235	130	52	19	24
Grade 9	51 922	-	-	-	-	-	-	-	3	75	2 486	15 912	11 766	9 587	5 853	3 303	1 620	703	348	149	67	50
Grade 10	57 478	-	-	-	-	-	-	-	-	5	68	2 307	14 603	13 174	10 885	7 515	4 240	2 278	1 306	614	250	233
Grade 11	37 954	-	-	-	-	-	-	-	-	1	8	161	1 968	10 659	8 666	6 270	4 364	2 616	1 580	933	432	296
Grade 12	8 964	-	-	-	-	-	-	-	-	-	-	2	37	782	4 181	2 386	945	386	142	59	29	15
Grade 13 / A level	50	-	-	-	-	-	-	-	-	-	-	-	-	4	10	31	5	-	-	-	-	-
Other Grades	2 222	2	11	46	111	145	170	140	162	112	134	126	182	249	247	170	96	48	30	17	11	13

The number of learners in each age group are reflected in **Table 25**. Learners who entered school at the age of seven, and who have never repeated a grade, were considered to be appropriately aged. The data representing appropriately-aged learners are shaded in the table for all grades. **Figure 25** shows the age distributions in all grades.

According to **Table 25**, two measures indicate learners who by far exceed the appropriate age for their grade. These are: (1) the number of learners older than 16 in primary grades, 8 630 (1.6%) in 2022, and (2) the number of learners 25 years or older and still in school, 639 (0.1%).

If learners entered school at the age of seven, and did not repeat more than once in the Junior Primary phase, once in Senior Primary, and once in Junior Secondary, then they would not be older than one year above the appropriate age in Junior Primary, two years above the appropriate age in Senior Primary, or three years above the appropriate age in Junior Secondary. There were 113 433 learners in Pre-Primary to 12, or 15.0% of all learners in these grades, who were too old for their grade according to this criterion. 1 059 or (0.1%) of learners were underaged in the grades they attended. Although this number is relatively small, it is an indication that the government policy on the set age for starting school is disregarded in some schools.

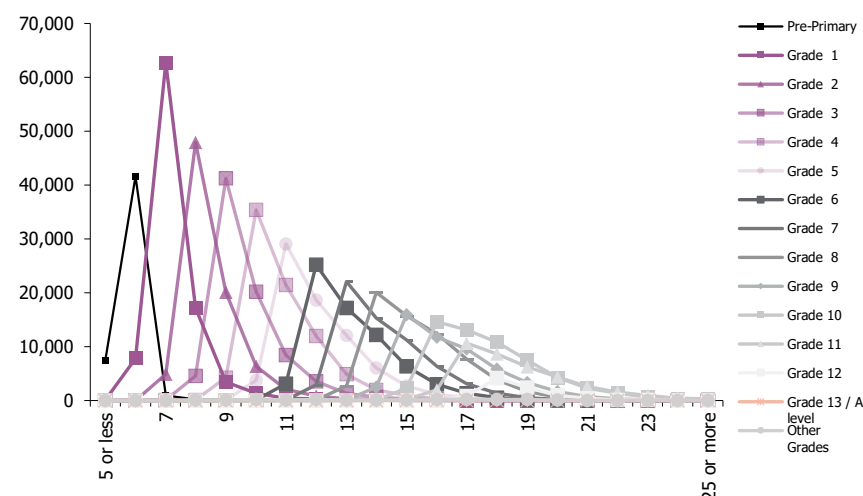
Figure 25: The distribution of learners' ages in Grades 1 - 12

Table 26: Ages of learners: male and female

Grade	Gender	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	Female	411 038	3 910	24 977	35 130	35 313	35 455	34 197	33 127	32 474	31 090	30 244	28 465	26 144	23 714	17 244	9 676	4 944	2 379	1 340	681	299	235
	Male	408 711	3 731	24 525	33 520	34 788	33 921	33 147	31 639	31 175	29 881	29 002	27 393	25 690	23 595	18 518	12 519	7 293	3 997	2 275	1 178	520	404
Pre-Primary	Female	25 426	3 856	20 992	462	67	33	10	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24 982	3 688	20 623	509	101	31	10	6	12	2	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1	Female	45 816	54	3 963	31 971	7 265	1 465	607	211	166	66	25	16	6	1	-	-	-	-	-	-	-	-
	Male	47 844	40	3 873	30 752	9 974	1 979	697	239	138	78	42	18	9	2	3	-	-	-	-	-	-	-
Grade 2	Female	40 617	-	19	2 642	25 300	8 636	2 511	830	400	177	67	24	6	5	-	-	-	-	-	-	-	-
	Male	42 241	1	19	2 207	22 611	11 461	3 894	1 208	471	179	98	50	27	6	4	3	-	-	2	-	-	-
Grade 3	Female	39 375	-	1	38	2 574	22 603	8 647	3 242	1 348	514	231	113	41	18	3	-	1	-	-	-	-	1
	Male	41 015	-	1	23	1 980	18 602	11 579	5 165	2 187	829	350	155	75	27	25	11	1	1	3	1	-	-
Grade 4	Female	39 507	-	-	-	68	2 594	20 021	9 461	4 518	1 692	641	311	125	43	20	4	7	2	-	-	-	-
	Male	42 027	-	-	-	47	1 705	15 351	11 949	7 450	3 155	1 387	601	198	98	46	26	8	5	1	-	-	-
Grade 5	Female	36 764	-	-	-	1	76	2 263	17 299	8 880	4 651	2 144	871	345	159	47	21	3	3	1	-	-	-
	Male	37 557	-	-	-	-	37	1 451	11 805	9 717	7 403	3 941	1 883	762	343	132	38	22	9	10	2	1	1
Grade 6	Female	34 716	-	-	-	1	7	74	1 997	15 199	8 560	5 035	2 238	958	415	159	44	20	6	1	2	-	-
	Male	34 730	-	-	-	1	2	52	1 152	9 990	8 671	7 186	4 131	2 014	920	360	148	55	16	17	10	2	3
Grade 7	Female	32 224	-	-	-	-	-	7	34	1 854	13 579	7 914	4 845	2 338	1 029	409	135	47	16	12	3	1	1
	Male	31 056	-	-	-	-	-	-	24	1 084	8 491	7 413	6 412	4 003	2 085	898	397	139	52	32	17	7	2
Grade 8	Female	32 956	-	-	-	-	-	-	-	45	1 755	12 405	8 238	5 409	2 961	1 323	531	195	56	26	5	-	7
	Male	32 306	-	-	-	-	-	-	1	22	976	7 671	7 444	6 962	4 742	2 491	1 162	469	179	104	47	19	17
Grade 9	Female	27 327	-	-	-	-	-	-	-	1	47	1 677	10 125	6 384	4 436	2 333	1 222	612	250	126	67	29	18
	Male	24 595	-	-	-	-	-	-	-	2	28	809	5 787	5 382	5 151	3 520	2 081	1 008	453	222	82	38	32
Grade 10	Female	30 309	-	-	-	-	-	-	-	-	4	41	1 523	9 136	7 396	5 337	3 311	1 750	885	507	238	97	84
	Male	27 169	-	-	-	-	-	-	-	-	1	27	784	5 467	5 778	5 548	4 204	2 490	1 393	799	376	153	149
Grade 11	Female	20 053	-	-	-	-	-	-	-	-	1	7	107	1 273	6 647	4 895	3 062	1 845	998	611	342	157	108
	Male	17 901	-	-	-	-	-	-	-	-	-	1	54	695	4 012	3 771	3 208	2 519	1 618	969	591	275	188
Grade 12	Female	5 056	-	-	-	-	-	-	-	-	-	-	2	24	502	2 623	1 271	416	138	45	18	9	8
	Male	3 908	-	-	-	-	-	-	-	-	-	-	-	13	280	1 558	1 115	529	248	97	41	20	7
Grade 13	Female	24	-	-	-	-	-	-	-	-	-	-	-	-	2	5	13	4	-	-	-	-	-
	Male	26	-	-	-	-	-	-	-	-	-	-	-	-	-	2	5	18	1	-	-	-	-
Other	Female	868	-	2	17	37	41	57	50	60	44	57	52	99	100	90	62	44	25	11	6	6	8
	Male	1 354	2	9	29	74	104	113	90	102	68	77	74	83	149	157	108	52	23	19	11	5	

Figure 26 shows age distributions by gender in the first grade of each school phase. A wider age variation between male and female learners can be observed. This could mean that males, on average, repeated more often than females, males dropped out and returned, or on average, they started school a bit older than their female counterparts.

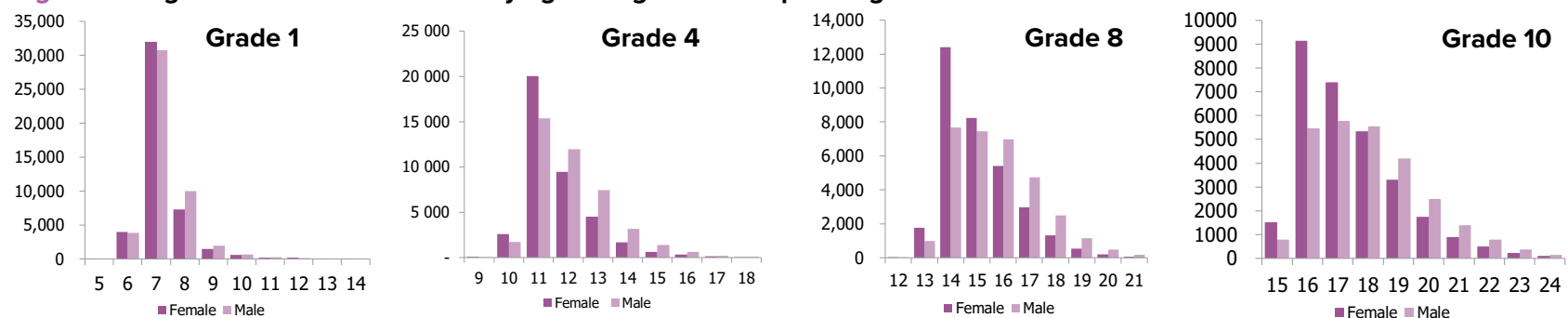
Figure 26: Age distribution of learners by age and gender for specific grades

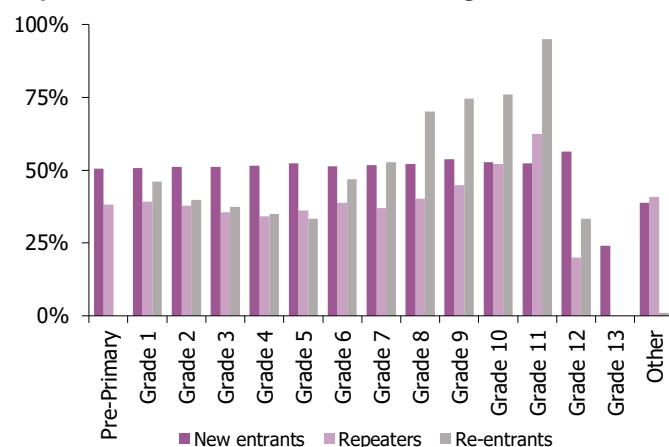
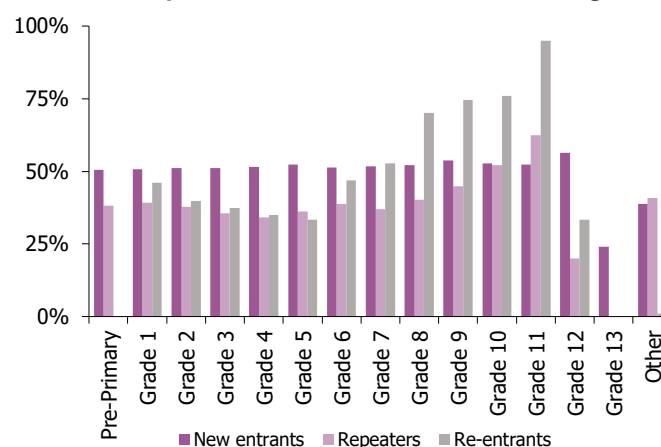
Table 27: Rates of enrolment of 6 to 18-year-olds

Table 28: Net and gross enrolment ratios

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

Table 29: Numbers of new entrants, repeaters and re-entrants per grade

School Phase	Grade	Total enrolment		New entrants		Repeaters		Re-entrants	
		Total	% female	Total	% female	Total	% female	Total	% female
Total		819 749	49,0%	712 718	51,7%	105 022	39,7%	2 009	52,4%
Junior Primary	Pre-Primary	50 408	49,1%	50 188	50,5%	217	38,2%	3	-
	Grade 1	93 660	44,4%	78 968	50,7%	14 401	39,2%	291	46,0%
	Grade 2	82 858	49,1%	69 615	51,2%	13 034	37,7%	209	39,7%
	Grade 3	80 390	48,4%	69 820	51,0%	10 383	35,5%	187	37,4%
Senior Primary	Grade 4	81 534	45,7%	67 546	51,4%	13 822	34,1%	166	34,9%
	Grade 5	74 321	50,1%	61 275	52,3%	12 821	36,2%	225	33,3%
	Grade 6	69 446	50,3%	61 780	51,4%	7 534	38,9%	132	47,0%
	Grade 7	63 280	50,4%	59 874	51,7%	3 281	37,0%	125	52,8%
Junior Secondary	Grade 8	65 262	44,8%	56 074	52,1%	9 044	40,2%	144	70,1%
	Grade 9	51 922	57,5%	44 306	53,8%	7 381	44,8%	235	74,5%
Senior Secondary	Grade 10	57 478	46,5%	46 573	52,8%	10 681	52,2%	224	75,9%
	Grade 11	37 954	64,5%	35 928	52,2%	1 966	62,4%	60	95,0%
	Grade 12	8 964	33,0%	8 956	56,4%	5	20,0%	3	33,3%
	Grade 13	50	20,0%	50	24%	-	-	-	-
Other	Other	2 222	40,1%	1 765	38,7%	452	40,7%	5	1%

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

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

The relatively small number of re-entrants, at 0.2%, of the total enrolment in all grades, indicates that only a few of the learners who left school returned at a later stage. The new entrants, repeaters and re-entrants are charted in **Figure 29a**. Re-entrants are hardly visible because of the low number of learners who are reported to re-enrol. Grades 1, 4 and 9 had relatively high numbers of repeaters - an indication that the beginning of a new phase always poses some challenges to learners, thus more effort is required to make sure that the gap in enrolment is bridged.

Figure 29b shows the percentages of females among the new entrants, repeaters and re-entrants. In Junior Primary the ratio of female-to-male new entrants is generally one to one.

There is a marked and progressive increase in the percentages of female repeaters and re-entrants after Grade 7, rising to above 50%. The higher repetition rates might indicate a higher commitment among females to complete their education, and the higher number of re-entrants might also include females who returned to school after pregnancy.

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

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

Grade	Promotion rates			Repetition rates			School-leaving rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
Average	75,8%	79,0%	72,6%	13,9%	11,4%	16,4%	10,3%	9,7%	11,0%
Grade 1	81,8%	85,6%	78,2%	17,3%	13,9%	20,5%	0,9%	0,5%	1,3%
Grade 2	83,7%	87,5%	80,0%	15,9%	12,3%	19,3%	0,4%	0,2%	0,7%
Grade 3	85,4%	89,2%	81,6%	13,4%	9,6%	17,0%	1,3%	1,1%	1,4%
Grade 4	80,1%	86,0%	74,6%	18,3%	12,8%	23,5%	1,6%	1,2%	1,9%
Grade 5	80,3%	85,2%	75,8%	17,0%	12,7%	21,0%	2,7%	2,1%	3,3%
Grade 6	85,9%	88,6%	83,1%	11,0%	8,6%	13,4%	3,1%	2,8%	3,5%
Grade 7	89,6%	91,6%	87,6%	5,4%	4,0%	6,9%	4,9%	4,4%	5,5%
Grade 8	77,6%	81,5%	73,4%	16,1%	12,8%	19,6%	6,4%	5,7%	7,0%
Grade 9	79,4%	82,3%	76,5%	13,0%	11,7%	14,4%	7,6%	6,0%	9,2%
Grade 10	70,2%	70,2%	70,2%	21,3%	21,5%	21,1%	8,5%	8,3%	8,7%
Grade 11	19,3%	20,6%	17,8%	4,4%	5,2%	3,4%	76,3%	74,1%	78,8%

Figure 30a: Promotion rates of female and male learners

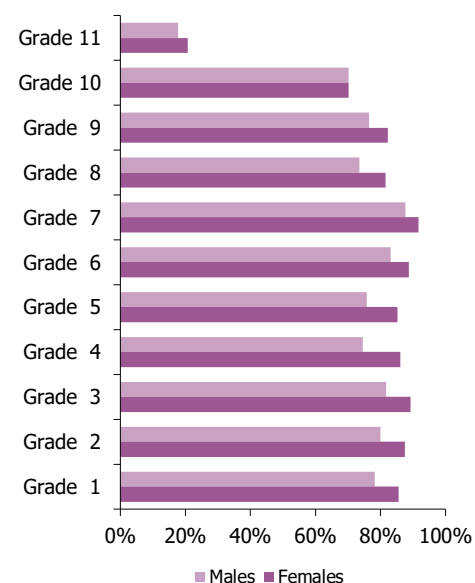


Figure 30b: Repetition rates of female and male learners

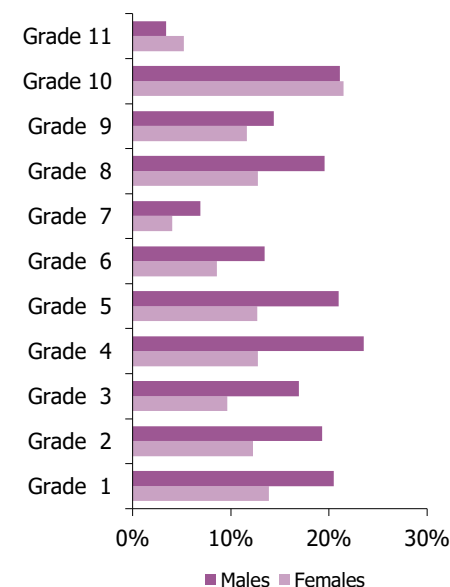
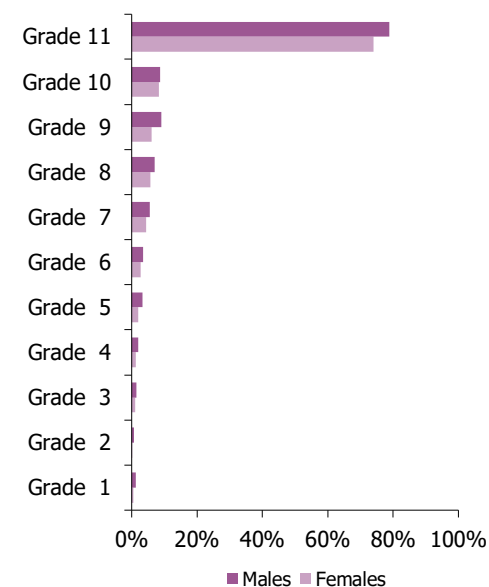


Figure 30c: School-leaving rates of female and male learners



The flow rates of learners are reported in **Table 30**. These are the rates of learner progression from 2021 to 2022. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2021 who were promoted and continued schooling in Grade 2 in 2022. Grade 12 is not included in this table since, for all practical purposes, all Grade 12 learners left school at the end of 2021. For Grade 11, the majority of learners also exited from schooling. Re-entrants were counted as repeaters.

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

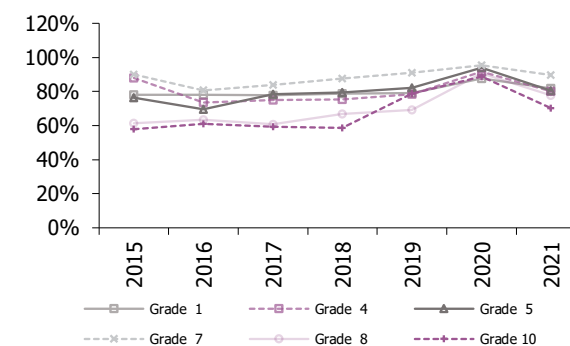
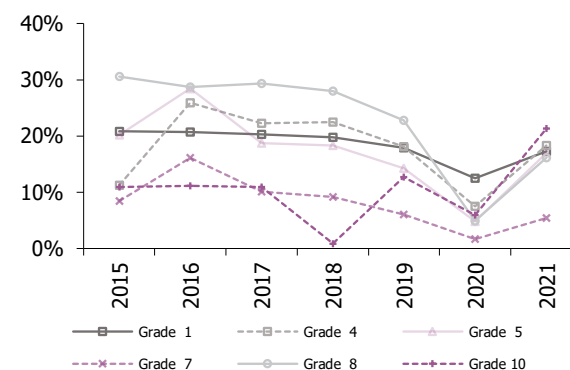
The Grade 7 promotion rate (89.6%) in 2021 - 2022, is the transition rate from primary to secondary education. The school-leaving rates in Grade 8 was higher than those in Grade 7, thus a higher percentage of learners transitioned from primary to secondary education, than between the secondary education grades (Grade 8 to 11). Females had higher promotion rates and lower repetition rates than males up to Grade 9. However, up to Grade 10, a higher percentage of males than females left school. An estimate of the cumulative effect of the school-leaving rates, expressed as the percentage of learners reaching different grades, is provided in **Table 32**.

The 2022 repetition rates and targets were: Grade 1, 17.3% (target 15.0%); Grade 4, 18.3% (target 8%); and Grade 8, 16.1% (target 25%).

It is worth noting that because of the COVID-19 outbreak, there were some adjustments made on the promotion requirements. This might explain the higher promotion rates in all grades when compared to earlier years. Furthermore, as per the revised curriculum, Grade 11 is now the first exit point from basic education. This means that only learners who meet the requirements for Advanced Subsidiary (AS) can proceed to Grade 12. This explains the drop in Grade 11 promotion rates (**Figure 30a**) and the sharp increase in Grade 11 school-leaving rates (**Figure 30c**).

Table 31: Promotion, repetition and school leaving rates from 2015 to 2021

School Phase	Grade	YEAR						
		2015	2016	2017	2018	2019	20120	2021
Promotion rates								
Junior Primary	Grade 1	78,0%	78,0%	77,8%	78,7%	79,1%	87,6%	81,8%
	Grade 2	84,6%	86,5%	85,1%	84,7%	85,1%	93,1%	83,7%
	Grade 3	85,6%	87,1%	86,3%	86,7%	89,0%	94,0%	85,4%
Senior Primary	Grade 4	87,9%	73,5%	75,0%	75,4%	78,4%	91,6%	80,1%
	Grade 5	76,2%	69,6%	78,3%	79,3%	82,3%	93,9%	80,3%
	Grade 6	84,7%	74,8%	80,8%	82,3%	86,1%	95,8%	85,9%
	Grade 7	90,0%	80,6%	84,0%	87,5%	90,8%	95,4%	89,6%
Junior Secondary	Grade 8	61,3%	63,2%	60,8%	66,7%	69,2%	90,6%	77,6%
	Grade 9	69,2%	71,8%	76,2%	59,2%	79,7%	94,4%	79,4%
Senior Secondary	Grade 10	57,8%	61,1%	59,4%	58,5%	78,7%	88,8%	70,2%
	Grade 11	93,5%	95,6%	94,7%	96,1%	98,4%	24,7%	19,3%
Repetition rates								
Junior Primary	Grade 1	20,8%	20,7%	20,3%	19,7%	17,9%	12,5%	17,3%
	Grade 2	14,9%	14,8%	14,2%	14,8%	12,5%	7,8%	15,9%
	Grade 3	13,6%	13,5%	12,4%	13,4%	10,6%	6,3%	13,4%
Senior Primary	Grade 4	11,2%	25,9%	22,3%	22,4%	18,1%	7,5%	18,3%
	Grade 5	20,2%	28,4%	18,8%	18,3%	14,3%	4,8%	17,0%
	Grade 6	12,8%	22,9%	15,2%	14,4%	10,2%	2,5%	11,0%
	Grade 7	8,4%	16,1%	10,1%	9,2%	6,1%	1,7%	5,4%
Junior Secondary	Grade 8	30,6%	28,7%	29,3%	28,0%	22,8%	4,9%	16,1%
	Grade 9	24,3%	23,2%	17,4%	39,3%	12,6%	2,5%	13,0%
Senior Secondary	Grade 10	11,0%	11,1%	10,9%	0,9%	12,7%	5,9%	21,3%
	Grade 11	4,3%	4,0%	4,4%	2,8%	0,2%	10,1%	4,4%
School-leaving rates								
Junior Primary	Grade 1	1,2%	1,3%	1,9%	1,6%	3,0%	-0,1%	0,9%
	Grade 2	0,6%	-1,3%	0,7%	0,5%	2,4%	-0,9%	0,4%
	Grade 3	0,9%	-0,6%	1,3%	-0,1%	0,4%	-0,3%	1,3%
Senior Primary	Grade 4	0,9%	0,6%	2,7%	2,2%	3,5%	0,9%	1,6%
	Grade 5	3,6%	2,0%	3,0%	2,4%	3,4%	1,2%	2,7%
	Grade 6	2,4%	2,3%	4,0%	3,3%	3,6%	1,7%	3,1%
	Grade 7	1,6%	3,3%	6,0%	3,3%	3,1%	3,0%	4,9%
Junior Secondary	Grade 8	8,1%	8,0%	9,9%	5,3%	8,1%	4,4%	6,4%
	Grade 9	6,5%	5,0%	6,4%	1,5%	7,6%	3,1%	7,6%
Senior Secondary	Grade 10	31,2%	27,8%	29,7%	40,6%	8,6%	5,3%	8,5%
	Grade 11	2,2%	0,4%	0,8%	1,1%	1,4%	65,1%	76,3%

Figure 31a: Changes in promotion rates

Figure 31b: Changes in repetition rates

Figure 31b: Changes in repetition rates


The rates in **Table 31** are based on the enrolments in the grades in the left column, in the years appearing as column headings. They indicate the percentage of learners who were promoted at the end of the year, repeated during the next year, or left school between the two years.

Grade 8 promotion rates increased from 61.3% in 2015 to 77.6% in 2021, but there have been some fluctuations in between. General observation indicates high promotion rates in the primary phases. However, the promotion rate decreases as it progress to secondary phases.

Repetition rates gradually decreased across all the grades in 2020. The adjustment made to the promotion requirements in mitigation of the COVID-19 outbreak, resulted in relatively low repetition.

School-leaving has for many years been high in Grade 10, where many learners left after writing the Junior Secondary Certificate examination. This has now shifted to Grade 11 which is the current exit point after Grade 10 was added to the Senior Secondary phase. Between 2015 and 2021, school-leaving rates in Grade 8 and Grade 9 were generally higher than in Grade 7, except for Grade 9 in 2018. The fact that learners drop-out after surviving primary education is a matter of concern that requires further scrutiny.

High school-leaving rates for all grades also requires further analysis and possibly remedial action.

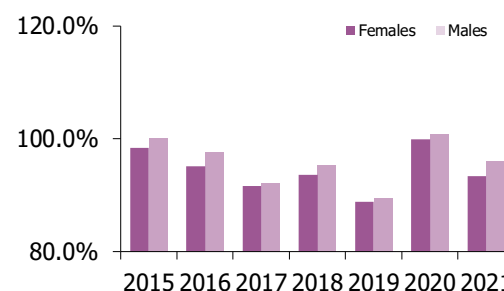
Table 32: Survival rates to Grades 2 to 12 between 2015 and 2021

Grade	Gender	YEAR						
		2015	2016	2017	2018	2019	2020	2021
Grade 2	Total	98,6%	98,8%	97,6%	98,0%	96,4%	100,1%	98,9%
	Female	99,5%	99,3%	98,0%	98,4%	97,0%	100,4%	99,4%
	Male	97,6%	98,2%	97,2%	97,6%	95,8%	99,8%	98,4%
Grade 3	Total	98,8%	98,3%	96,9%	97,5%	93,7%	101,1%	98,4%
	Female	99,8%	98,8%	97,5%	98,2%	94,8%	101,5%	99,2%
	Male	97,7%	97,7%	96,2%	96,7%	92,6%	100,7%	97,5%
Grade 4	Total	99,1%	97,4%	95,4%	97,5%	93,3%	101,4%	96,9%
	Female	97,8%	95,8%	93,8%	95,4%	91,6%	100,4%	94,7%
	Male	100,0%	98,7%	96,7%	99,2%	94,7%	102,4%	98,7%
Grade 5	Total	99,4%	96,5%	92,1%	94,8%	89,3%	100,5%	95,0%
	Female	98,4%	95,1%	91,6%	93,6%	88,8%	100,0%	93,4%
	Male	100,1%	97,6%	92,1%	95,4%	89,4%	100,9%	96,1%
Grade 6	Total	94,9%	92,2%	88,6%	91,9%	85,7%	99,2%	91,9%
	Female	94,7%	92,2%	88,8%	91,4%	85,7%	98,8%	91,1%
	Male	94,7%	91,8%	87,8%	91,7%	85,2%	99,4%	91,9%
Grade 7	Total	92,2%	89,7%	84,4%	91,9%	82,2%	97,5%	88,6%
	Female	92,3%	90,0%	85,0%	91,4%	82,3%	97,1%	88,3%
	Male	91,7%	89,0%	83,2%	91,7%	81,7%	97,7%	88,1%
Grade 8	Total	89,5%	88,2%	78,8%	88,2%	79,5%	94,5%	84,0%
	Female	90,6%	88,5%	80,3%	88,4%	79,9%	94,5%	84,3%
	Male	88,0%	87,4%	76,6%	87,4%	78,7%	94,4%	82,9%
Grade 9	Total	77,4%	77,5%	67,4%	85,0%	71,1%	90,1%	77,5%
	Female	79,2%	78,8%	69,6%	85,7%	72,4%	89,7%	78,7%
	Male	75,2%	75,7%	64,5%	83,5%	69,4%	90,4%	75,5%
Grade 10	Total	69,8%	70,5%	61,9%	78,3%	64,8%	87,2%	70,7%
	Female	71,8%	72,1%	64,2%	80,2%	65,8%	86,3%	73,3%
	Male	67,3%	68,4%	59,1%	75,6%	63,5%	88,2%	67,2%
Grade 11	Total	46,7%	45,7%	41,2%	74,8%	58,4%	82,3%	62,9%
	Female	48,7%	47,5%	43,5%	80,1%	58,9%	80,6%	65,5%
	Male	43,0%	42,2%	37,3%	68,9%	56,7%	84,1%	58,1%
Grade 12	Total	45,7%	44,6%	40,8%	44,2%	57,6%	22,7%	12,7%
	Female	47,9%	46,1%	43,2%	48,5%	58,0%	23,6%	14,3%
	Male	43,1%	42,6%	37,9%	37,7%	56,9%	21,6%	10,9%

The survival rate to a specific grade indicates the percentage of learners expected to stay in school until reaching at least that particular grade. This indicator is based on the promotion, repetition and school-leaving rates between two consecutive years only. Survival rates should be interpreted as follows: *'If the flow rates remain constant for all grades, then the said percentage of learners would stay in school until reaching at least the given grade'* in the year under report. **Table 32** shows the percentage of learners who were in the previous year and graduated to the next year. Flow rates do change annually, thus the survival rate should be interpreted as an indicator applying to the transition of learners between two consecutive years. Flow rates are not projections of the percentage of new enrollees who will actually reach a certain grade. Interpreted correctly, the survival rate is a sensitive indicator showing the theoretical cumulative effect of the flow rates between several grades. Its sensitivity causes the indicator to vary rapidly for higher grades.

As in related tables in this chapter, the years in the column headers indicate the first of the two years for which 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**

Figure 32a: Survival rates to Grade 5

to an imaginary cohort of 1 000 learners who entered Grade 1. Returnees were counted as repeaters in this calculation.

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

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

As stated earlier, the survival rate indicator is very sensitive to its exact definition, and this must be noted in comparing rates reported elsewhere. An extraordinary feature of Namibia's survival rates was that they were consistently higher for females than for males, from Grade 6 up to Grade 12, for the past five years. The lower survival rates of male learners again confirmed that in Namibia, on average, early school-leaving was a greater problem among male learners than among female learners.

The adjustment of the promotion requirements across all grades explains why some survival rates went up above 100, as almost all learners progressed to the next grade.

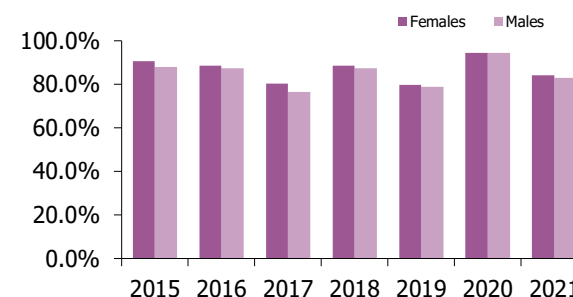
Figure 32b: Survival rates to Grade 8

Table 33: Approximate numbers of learners in Grades 1 to 12 who had left school between 2015 and 2021

School Phase	Grade	YEAR						
		2015	2016	2017	2018	2019	2020	2021
Total		47 908	44 245	56 128	54 664	50 958	51 648	63 923
Junior Primary	Grade 1	915	1 084	1 604	1 370	2 622	-106	784
	Grade 2	379	-902	482	359	1 891	-715	361
	Grade 3	547	-413	899	-46	326	-227	997
Senior Primary	Grade 4	569	360	1 973	1 665	2 792	693	1 198
	Grade 5	2 337	1 335	1 918	1 605	2 413	903	2 076
	Grade 6	1 356	1 299	2 364	1 984	2 241	1 081	2 196
Junior Secondary	Grade 7	838	1 673	3 009	1 776	1 663	1 686	3 083
	Grade 8	5 233	5 282	5 968	3 181	5 090	2 809	3 637
	Grade 9	3 253	2 601	3 421	690	4 420	1 574	4 435
Senior Secondary	Grade 10	11 914	10 863	12 337	18 424	2 365	2 640	4 355
	Grade 11	497	95	208	279	385	14 185	35 421
	Grade 12	20 070	20 968	21 945	23 377	24 750	27 125	5 380

Table 33 shows the approximate number of learners who left school between 2015 and 2021. The number of learners who left school at different grades provides an early indication for tertiary training institutions about the potential demand for the different types of training that they provide. The data also provides an educational profile of learners who could be entering the job market.

Table 33 does not take into account the movements of learners over Namibia's borders, as these figures are not available. Learners who had left school previously and returned later in the same year were counted as school leavers. This, and the absence of a system for tracking individual learners, together with the unavailability of immigration and emigration figures, means that the numbers in **Table 33** are 'approximates' rather than absolute actuals.

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

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





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

Table 34: Number of learners who obtained A*- X symbols in NSSC-O per region

Region	Number of Candidates	TOTAL	Points Scored										
			A*	A	B	C	D	E	F	G	Q	U	X
National	227 900	227 900	2 728	7 348	18 641	31 016	41 754	43 078	28 249	23 633	8	24 229	7 216
//Kharas	14 574	14 574	217	711	1 352	2 058	2 651	2 565	1 674	1 296	0	1 588	462
Erongo	6 102	6 102	56	196	423	656	890	949	684	684	0	1 136	428
Hardap	11 818	11 818	387	824	1 656	2 053	2 232	2 021	1 137	750	1	531	226
Kavango East	9 599	9 599	94	293	902	1 255	1 617	1 880	1 215	983	0	1 064	296
Kavango West	4 428	4 428	72	223	517	635	920	827	490	333	0	337	74
Khomas	29 936	29 936	558	1 457	2 927	4 117	5 264	4 887	3 463	2 995	1	3 394	873
Kunene	4 824	4 824	24	77	331	545	786	909	771	621	0	662	98
Ohangwena	36 110	36 110	160	592	2 182	4 759	6 983	7 392	4 715	4 135	3	3 728	1 461
Omaheke	4 199	4 199	28	92	318	538	776	791	543	411	0	528	174
Omusati	34 054	34 054	413	753	2 136	4 286	6 009	7 068	4 746	4 066	1	3 554	1 022
Oshana	20 406	20 406	226	663	1 691	2 968	3 984	3 835	2 363	2 023	2	2 078	573
Oshikoto	24 864	24 864	222	615	1 911	3 707	5 074	5 170	3 169	2 447	0	1 919	630
Otjozondjupa	11 242	11 242	130	444	1 021	1 480	1 893	1 967	1 303	1 096	0	1 646	262
Zambezi	15 744	15 744	141	408	1 274	1 959	2 675	2 817	1 976	1 793	0	2 064	637

Table 35: Percentage of candidates who obtained A*- X symbols in NSSC-O

Region	Number of Candidates	TOTAL	Points Scored										
			A*	A	B	C	D	E	F	G	Q	U	X
National	227 900	100%	1%	3%	8%	13%	18%	20%	13%	10%	0%	10%	4%
//Kharas	14 574	100%	2%	4%	9%	13%	17%	17%	12%	9%	0%	11%	5%
Erongo	6 102	100%	2%	5%	10%	14%	18%	17%	12%	9%	0%	9%	3%
Hardap	11 818	100%	1%	4%	8%	11%	15%	16%	12%	11%	0%	16%	7%
Kavango East	9 599	100%	2%	4%	8%	13%	20%	21%	13%	9%	0%	8%	3%
Kavango West	4 428	100%	1%	3%	7%	13%	21%	23%	12%	9%	0%	7%	4%
Khomas	29 936	100%	2%	5%	9%	13%	17%	17%	12%	9%	0%	10%	5%
Kunene	4 824	100%	1%	2%	7%	13%	15%	20%	16%	12%	0%	11%	3%
Ohangwena	36 110	100%	0%	2%	6%	12%	19%	24%	14%	11%	0%	8%	4%
Omaheke	4 199	100%	1%	2%	6%	11%	15%	18%	13%	12%	0%	17%	5%
Omusati	34 054	100%	1%	2%	6%	12%	21%	25%	14%	9%	0%	6%	3%
Oshana	20 406	100%	1%	3%	7%	13%	20%	22%	13%	10%	0%	9%	3%
Oshikoto	24 864	100%	1%	3%	7%	12%	20%	25%	13%	9%	0%	6%	4%
Otjozondjupa	11 242	100%	2%	4%	9%	13%	18%	18%	13%	10%	0%	10%	3%
Zambezi	15 744	100%	1%	2%	7%	11%	17%	18%	13%	11%	0%	13%	6%

Tables 34 and 35 tabulate the number and percentages of candidates who sat for NSSC-O in 2022 per region, and the points they scored respectively. A total of 227 900 candidates sat for NSSC-O nationally out of which 196 447 were scored A to G points (86.2%), while 31 453 candidates (13.8%) were either ungraded or graded incomplete. The number of candidates who sat for NSSC-O per region are represented in Figure 34. Ohangwena Region had the highest number of NSSC-O candidates (36 110), while Omaheke had the lowest (4 199). On average, the majority of NSSC-O candidates obtained a D symbol (18%) as indicated in Figure 35. In the case of quality symbols (A* - D), the majority of candidates (41 754) obtained a D symbol, translating into 41.1% of the national quality symbols distribution.

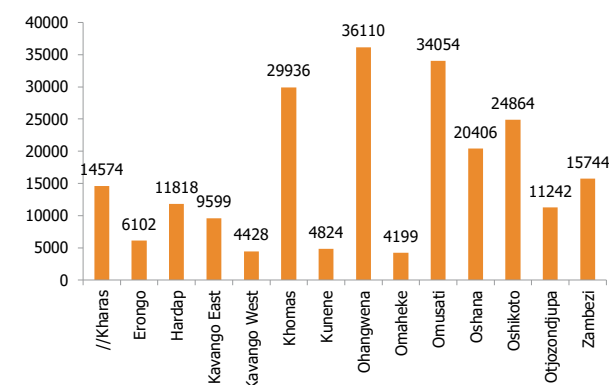
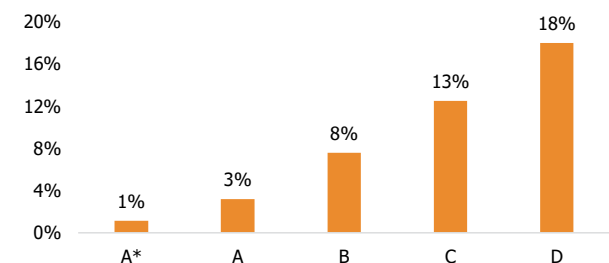
Figure 34: Number of candidates per region**Figure 35: National percentage distribution of A* - D grades in NSSC-O**

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

Region	Number of Candidates	TOTAL								
			A	B	C	D	E	Q	U	X
National	29 942	1 453	3 251	5 653	7 353	6 063	0	5 818	351	7 216
//Kharas	933	27	98	178	210	190	0	217	13	462
Erongo	2 213	92	220	441	490	407	0	541	22	428
Hardap	463	14	48	85	95	108	0	101	12	226
Kavango East	2 415	266	324	445	535	420	0	404	21	296
Kavango West	857	69	125	145	211	160	0	143	4	74
Khomas	5 179	274	514	949	1 169	1 032	0	1 159	82	873
Kunene	411	5	29	66	118	94	0	93	6	98
Ohangwena	3 585	90	384	729	917	810	0	618	37	1461
Omaheke	621	26	35	79	157	135	0	151	38	174
Omusati	3 567	169	470	791	957	677	0	471	32	1022
Oshana	3 490	86	265	618	964	769	0	750	38	573
Oshikoto	3 244	167	378	654	834	658	0	536	17	630
Otjozondjupa	1 338	63	159	238	325	257	0	280	16	262
Zambezi	1 626	105	202	235	371	346	0	354	13	637

Table 36a indicates the number of learners who sat for the NSSC-AS examination per region, and the grades obtained in 2022. A total of 29 942 learners sat for the NSSC-AS nationally, out of which 23 773 scored 'A' to 'E' symbols (79.4%), while 6 169 learners (20.6%) were either ungraded or graded incomplete.

Table 36b: Percentage of Candidates who obtained a- x symbols in NSSC-AS per region

Region	Number of Candidates								
		A	B	C	D	E	Q	U	X
National	29 942	4,9%	10,9%	18,9%	24,6%	20,2%	0,0%	19,4%	1,2%
//Kharas	933	2,9%	10,5%	19,1%	22,5%	20,4%	0,0%	23,3%	1,4%
Erongo	2 213	4,2%	9,9%	19,9%	22,1%	18,4%	0,0%	24,4%	1,0%
Hardap	463	3,0%	10,4%	18,4%	20,5%	23,3%	0,0%	21,8%	2,6%
Kavango East	2 415	11,0%	13,4%	18,4%	22,2%	17,4%	0,0%	16,7%	0,9%
Kavango West	857	8,1%	14,6%	16,9%	24,6%	18,7%	0,0%	16,7%	0,5%
Khomas	5 179	5,3%	9,9%	18,3%	22,6%	19,9%	0,0%	22,4%	1,6%
Kunene	411	1,2%	7,1%	16,1%	28,7%	22,9%	0,0%	22,6%	1,5%
Ohangwena	3 585	2,5%	10,7%	20,3%	25,6%	22,6%	0,0%	17,2%	1,0%
Omaheke	621	4,2%	5,6%	12,7%	25,3%	21,7%	0,0%	24,3%	6,1%
Omusati	3 567	4,7%	13,2%	22,2%	26,8%	19,0%	0,0%	13,2%	0,9%
Oshana	3 490	2,5%	7,6%	17,7%	27,6%	22,0%	0,0%	21,5%	1,1%
Oshikoto	3 244	5,1%	11,7%	20,2%	25,7%	20,3%	0,0%	16,5%	0,5%
Otjozondjupa	1 338	4,7%	11,9%	17,8%	24,3%	19,2%	0,0%	20,9%	1,2%
Zambezi	1 626	6,5%	12,4%	14,5%	22,8%	21,3%	0,0%	21,8%	0,8%

Table 36b indicates the number of candidates who sat for the NSSC-AS examination per region, and the percentage scored in each symbol. Khomas Region had the highest number of NSSC-AS candidates (5, 179), while Kunene had the lowest number (411). The majority of NSSC-AS candidates nationally obtained a 'D' symbol, translating into 24.6% of the national average.

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

SUBJECT	Candidates	Total	SYMBOL										U	X
			A*	A	B	C	D	E	F	G				
Accounting	4 114	100%	1%	2%	5%	15%	15%	20%	10%	10%			19%	3%
Afrikaans Second Language	7 203	100%	1%	2%	11%	15%	35%	24%	6%	2%			1%	3%
Agricultural Science	12 794	100%	0%	1%	6%	15%	27%	26%	15%	5%			1%	4%
Art and Design	68	100%	4%	13%	6%	3%	0%	3%	15%	28%			22%	6%
Biology	23 626	100%	1%	4%	7%	12%	12%	14%	18%	17%			12%	2%
Building Studies	67	100%	1%	4%	15%	22%	13%	16%	22%	3%			0%	1%
Business Studies	3 865	100%	1%	2%	8%	13%	13%	13%	13%	11%			23%	4%
Chemistry	13 560	100%	0%	1%	5%	11%	13%	18%	21%	19%			10%	2%
Computer Science	620	100%	3%	7%	11%	17%	13%	12%	11%	11%			8%	8%
Design and Technology	288	100%	3%	9%	13%	20%	16%	15%	9%	5%			3%	6%
Development Studies	9 902	100%	0%	1%	4%	10%	14%	18%	24%	17%			9%	4%
Economics	4 002	100%	0%	1%	3%	12%	9%	10%	19%	17%			24%	3%
English as a Second Language	37 578	100%	3%	7%	11%	13%	25%	26%	7%	4%			3%	3%
Entrepreneurship	3 244	100%	3%	7%	20%	23%	19%	11%	6%	3%			3%	4%
Fashion and Fabrics	191	100%	1%	1%	18%	51%	12%	7%	4%	1%			2%	4%
First Language Afrikaans	159	100%	4%	8%	13%	22%	40%	12%	1%	0%			0%	1%
First Language English	436	100%	2%	5%	24%	41%	18%	10%	1%	0%			0%	1%
First Language German	15	100%	13%	7%	33%	20%	27%	0%	0%	0%			0%	0%
First Language Khoekhoegowab	965	100%	1%	2%	16%	25%	18%	13%	10%	3%			1%	10%
First Language Oshikwanyama	8 059	100%	0%	1%	11%	32%	37%	13%	2%	0%			0%	5%
First Language Oshindonga	11 136	100%	1%	2%	16%	35%	32%	9%	1%	0%			0%	4%
First Language Otjiherero	2 037	100%	1%	3%	22%	32%	19%	10%	5%	1%			0%	6%
First Language Rukwangali	2 269	100%	3%	9%	33%	32%	15%	4%	1%	0%			0%	3%
First Language Rumanyo	629	100%	7%	19%	44%	23%	5%	1%	0%	0%			0%	2%
First Language Setswana	40	100%	3%	3%	28%	25%	28%	8%	5%	0%			0%	3%
First Language Silozi	2 523	100%	4%	9%	28%	33%	17%	4%	1%	0%			0%	5%
First Language Thimbukushu	303	100%	3%	9%	31%	38%	12%	2%	0%	0%			0%	5%
Foreign Language German	776	100%	2%	6%	16%	22%	15%	16%	9%	5%			3%	6%
Foreign Language Portuguese	200	100%	13%	32%	20%	11%	6%	8%	4%	2%			1%	5%
Geography	13 108	100%	1%	3%	4%	7%	15%	19%	13%	13%			21%	3%
History	7 696	100%	1%	2%	3%	4%	12%	15%	23%	21%			16%	3%
Home Economics	496	100%	1%	3%	24%	32%	27%	7%	1%	0%			0%	4%
Hospitality	234	100%	3%	3%	5%	9%	20%	29%	20%	8%			3%	2%
Integrated Performing Arts	37	100%	3%	3%	11%	5%	22%	22%	16%	11%			5%	3%
Mathematics	38 012	100%	1%	2%	3%	6%	11%	23%	11%	14%			26%	3%
Metalwork and Welding	164	100%	2%	4%	7%	12%	24%	21%	22%	4%			0%	3%
Motor Mechanics	118	100%	0%	0%	1%	9%	16%	17%	27%	14%			3%	12%
Namibia Sign Language	20	100%	0%	0%	5%	25%	20%	30%	5%	0%			10%	5%
Office Practice	352	100%	1%	2%	6%	18%	10%	15%	10%	10%			24%	4%
Physics	16 935	100%	1%	3%	7%	13%	14%	19%	20%	15%			6%	2%
Woodwork	59	100%	5%	12%	12%	12%	12%	14%	19%	7%			7%	2%

NSSC-AS subjects were graded from 'A' to 'X', where 'A' indicated the best achievement. Ungraded candidates have been listed in the column 'U', and those who did not complete all the examination papers, under 'X'. Mathematics, Art and Design, Accounting, Economics, Afrikaans as a second language, and Biology had relatively high ungraded candidates.

Scores of 'A' - 'D' in priority subjects on NSSC-AS level are: English Second Language (62%), Physics (64%), Chemistry (61%), and Mathematics (36%). Biology and Computer Science which are also science subjects, have 50% and 74% respectively. Grades in NSSC-AS carry the following weights: A=9, B=8, C=7, and D=6.

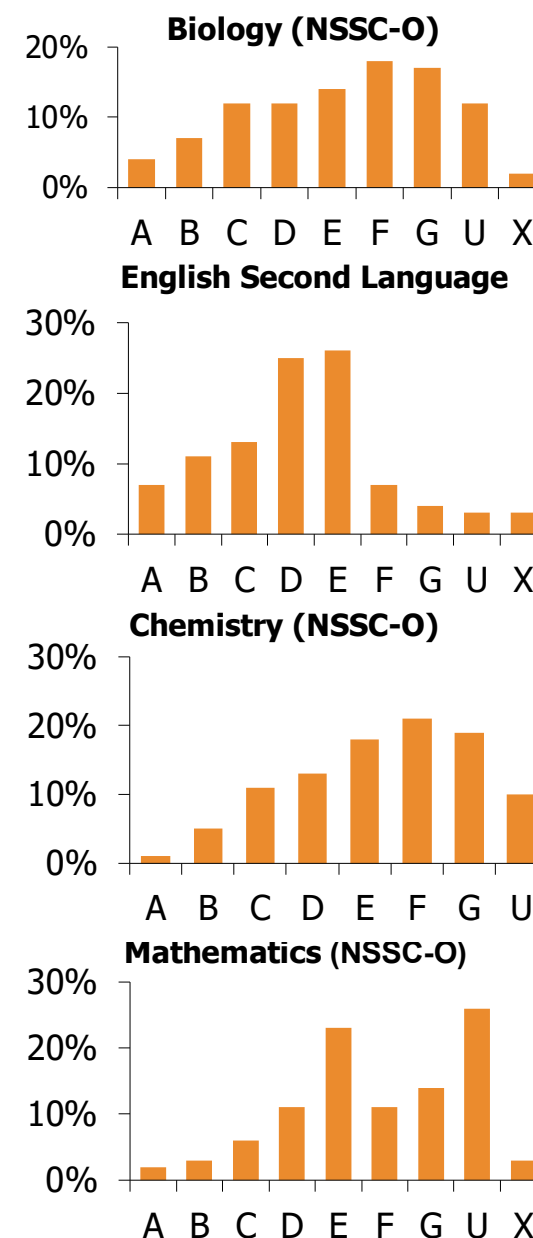
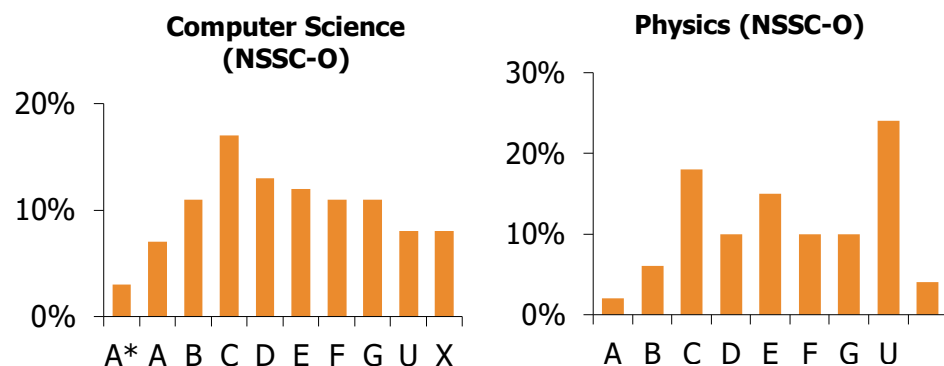
Figure 37: (NSSCO) full-time: Symbol distribution in main subjects

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

SUBJECT	SYMBOL								
	Candidates	Total	A	B	C	D	E	U	X
Accounting	965	100%	6%	9%	17%	15%	21%	31%	0%
Afrikaans as a Second Language	477	100%	5%	8%	17%	20%	23%	25%	1%
Agricultural Science	1 865	100%	2%	12%	27%	47%	9%	1%	2%
Art and Design	10	100%	30%	20%	0%	0%	10%	40%	0%
Biology	4 894	100%	2%	7%	15%	26%	27%	22%	1%
Business Studies	502	100%	3%	16%	33%	28%	13%	7%	0%
Chemistry	2 381	100%	4%	9%	20%	28%	24%	14%	1%
Computer Science	162	100%	23%	17%	19%	15%	17%	8%	0%
Design and Technology	60	100%	17%	38%	30%	13%	2%	0%	0%
Economics	601	100%	1%	2%	7%	22%	37%	29%	1%
English as a Second Language	5 217	100%	4%	13%	23%	22%	18%	19%	1%
Entrepreneurship	475	100%	6%	13%	16%	33%	22%	8%	1%
First Language Afrikaans	23	100%	43%	30%	22%	4%	0%	0%	0%
First Language English	199	100%	6%	10%	14%	29%	25%	16%	1%
First Language German	3	100%	33%	33%	0%	33%	0%	0%	0%
First Language Khoekhoegowab	111	100%	26%	32%	19%	16%	3%	1%	3%
First Language Oshikwanyama	726	100%	8%	32%	32%	20%	6%	1%	2%
First Language Oshindonga	885	100%	3%	16%	29%	31%	14%	6%	1%
First Language Otjiherero	195	100%	8%	16%	25%	27%	10%	10%	3%
First Language Rukwangali	234	100%	37%	45%	15%	1%	0%	0%	1%
First Language Rumanyo	98	100%	9%	35%	38%	17%	0%	0%	1%
First Language Setswana	5	100%	0%	20%	20%	60%	0%	0%	0%
First Language Silozi	290	100%	30%	44%	21%	4%	0%	0%	1%
First Language Thimbukushu	46	100%	26%	28%	28%	15%	0%	0%	2%
Geography	1 224	100%	3%	9%	22%	26%	22%	16%	2%
History	710	100%	0%	1%	10%	40%	31%	16%	1%
Mathematics	4 409	100%	5%	6%	9%	16%	21%	42%	2%
Physics	3 175	100%	7%	11%	21%	25%	21%	14%	1%

NSSC-AS subjects were graded from 'A' to 'X', where 'A' indicated the best achievement. Ungraded candidates have been listed in the column 'U', and those who did not complete all the examination papers under 'X'. Mathematics, Art and Design, Accounting, Economics, Afrikaans as a second language and Biology had relatively high ungraded candidates.

Scores of 'A' to 'D' in priority subjects on NSSC-AS level are: English Second Language (62%), Physics (64%), Chemistry (61%) and Mathematics (36%). Biology and Computer Science which are also science subjects have 50% and 74% respectively. Grades in NSSC-AS carry the following weights: A=9, B=8, C=7, and D=6.

Figure 37: continued

Chapter 5: TEACHERS

Chapter 5 presents statistics on teachers, with the bulk of the information focused on teacher qualifications. Qualifications are compared across regions, years, phases of schooling, subjects taught and age categories.

Teachers in Namibia obtained their training and qualifications from different education systems. Categorizing teacher qualifications is therefore difficult. For the purposes of this publication, teachers are divided into two broad groups: teachers *without* professional teaching qualification(s), and teachers *with* formal and specific teacher-training qualifications.

Another dimension of teacher qualifications concerns the levels of academic training. In this report, three categories are used: teachers who have not completed Grade 12; teachers who have completed Grade 12 or up to an additional two years of academic training or tertiary education; and teachers 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 (AEC) questionnaires: their academic qualifications excluding professional training; and their professional education. The years of professional education have been taken into account in the qualifications reported in this chapter. A teacher who completed three years of teacher education after Grade

12, for example, is reported as having a professional qualification of more than two years' tertiary education.

The Annual Education Census questionnaires require teachers to specify subjects they teach and also the specific qualifications they have in those subjects.

The ratios of learners to teachers are compared in different regions over previous years. Learner to Teacher ratios are calculated simply by dividing the total number of learners in a region divided by the total number of teachers in that same region in a given year.

For several purposes, teachers have to be classified according to the school phase in which they are teaching, i.e., whether they are primary or secondary teachers. Where such a classification is required for the AEC, teachers who were teaching both primary and secondary grades in combined schools are allocated pro rata to both phases, according to the range of grades they taught.

A number of teachers permanently leave the education system in a specific year for a variety of reasons, such as retirement, resignation, ill health or death. Transfers are not part of the attrition (teacher turnover) since these teachers remain in the system. The attrition rate among teachers is another focus of this chapter.



Table 39: The provision of teachers: Number 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	32 465	22 096	10 369	19 620	10 160	2 408	277	25,6	27,8	22,1	22,2
//Kharas	980	721	259	576	305	90	9	24,9	27,8	20,8	20,5
Erongo	1 990	1 581	409	1 160	662	138	30	26,0	28,5	23,0	19,9
Hardap	1 051	769	282	646	307	95	3	26,1	27,9	23,1	23,2
Kavango E	2 388	1 330	1 058	1 487	718	161	22	30,2	33,0	26,2	21,9
Kavango W	1 725	891	834	1 118	465	124	18	26,7	29,1	21,7	24,5
Khomas	3 946	3 049	897	2 150	1 337	401	58	25,0	28,3	21,8	17,9
Kunene	1 200	744	456	792	315	81	12	26,0	27,2	23,9	23,0
Ohangwena	4 381	2 886	1 495	2 732	1 327	289	33	26,5	28,8	22,4	23,1
Omaheke	993	669	324	634	266	66	27	26,0	27,1	24,0	23,8
Omusati	4 308	2 942	1 366	2 699	1 332	271	6	24,3	26,2	20,8	23,3
Oshana	2 525	1 798	727	1 471	859	187	8	23,2	25,5	19,5	21,9
Oshikoto	3 190	2 171	1 019	1 886	1 061	223	20	23,9	26,0	20,0	24,2
Otjozondjupa	1 905	1 364	541	1 180	568	137	20	27,7	30,2	23,9	22,7
Zambezi	1 883	1 181	702	1 089	638	145	11	21,9	23,7	18,9	21,7

Table 39 indicates the number of teachers and the learner : teacher ratio per region, and per school phase. Some teachers in combined schools taught in both primary and secondary grades. To avoid double-counting, an estimate was made of their relative workloads in each phase, based on the range of grades that each teacher taught. This method may render minor errors in rounding the numbers of teachers per phase.

This table includes teachers in private schools, and those hired by school boards in state schools, thus the ratios in regions with higher numbers of such teachers may be slightly more favourable than they would be if only teachers appointed by the Public Service were included.

The average learner : teacher ratios for the primary and secondary phases are charted for the 14 regions in **Figure 39**.

There were some disparities in the provision of teachers per region, and/or phase. The average learner : teacher ratios in the primary phase differed substantially between regions, ranging from 24.1 in Zambezi to 32.2 in Kavango East. Lesser differences were observed in the secondary learner : teacher ratios, 19.1 for Zambezi Region to 25.9 for Kavango East.

Learner : teacher ratios are below the national standard of 35 and 30 learners per teacher for the primary and secondary phases respectively. This does not necessarily indicate failure to comply with the teacher : learner ratio policy, as several factors can hamper implementation of the policy, such as new schools being opened in remote areas, larger number of combined schools causing teachers to split across phases, lack of specialised teachers, and teacher loads per subject (especially in the secondary phase). However, known cases of overstaffing across regions have not been fully addressed either.

A total of 277 teachers had no teaching loads. These are mostly school principals, teachers who are either on maternity, study or extended sick leaves and teachers who are on the payroll of particular school, but are posted elsewhere, e.g., advisory services or at inspectorates.

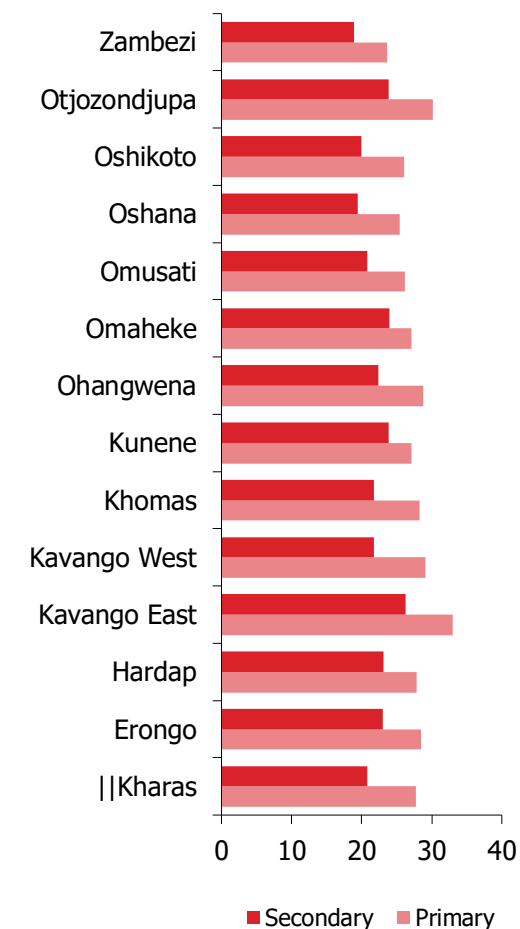
Figure 39: Learner : teacher ratios in the primary and secondary school phases

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

REGION	Gender	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	32 465	225	2 823	29 417	1 395	92	1 108	195	31 070	133	1 715	29 222
	Female	22 096	169	2 086	19 841	1 012	59	811	142	21 084	110	1 275	19 699
	Male	10 369	56	737	9 576	383	33	297	53	9 986	23	440	9 523
//Kharas	Total	980	9	143	828	87	4	69	14	893	5	74	814
	Female	721	9	111	601	64	4	48	12	657	5	63	589
	Male	259	0	32	227	23	0	21	2	236	0	11	225
Erongo	Total	1 990	23	156	1 811	85	10	55	20	1 905	13	101	1 791
	Female	1 581	20	139	1 422	66	8	50	8	1 515	12	89	1 414
	Male	409	3	17	389	19	2	5	12	390	1	12	377
Hardap	Total	1 051	8	126	917	60	4	53	3	991	4	73	914
	Female	769	7	104	658	46	4	39	3	723	3	65	655
	Male	282	1	22	259	14	0	14	0	268	1	8	259
Kavango East	Total	2 388	21	219	2 148	100	11	83	6	2 288	10	136	2 142
	Female	1 330	11	123	1 196	59	6	50	3	1 271	5	73	1 193
	Male	1 058	10	96	952	41	5	33	3	1 017	5	63	949
Kavango West	Total	1 725	8	165	1 552	97	6	85	6	1 628	2	80	1 546
	Female	891	1	86	804	54	0	51	3	837	1	35	801
	Male	834	7	79	748	43	6	34	3	791	1	45	745
Khomas	Total	3 946	23	312	3 611	205	10	124	71	3 741	13	188	3 540
	Female	3 049	20	257	2 772	164	8	101	55	2 885	12	156	2 717
	Male	897	3	55	839	41	2	23	16	856	1	32	823
Kunene	Total	1 200	15	196	989	74	3	65	6	1 126	12	131	983
	Female	744	12	147	585	53	1	48	4	691	11	99	581
	Male	456	3	49	404	21	2	17	2	435	1	32	402

Table 40: Continued

Ohangwena	Total	4 381	15	317	4 049	122	4	99	19	4 259	11	218	4 030
	Female	2 886	10	229	2 647	98	3	77	18	2 788	7	152	2 629
	Male	1 495	5	88	1 402	24	1	22	1	1 471	4	66	1 401
Omaheke	Total	993	11	152	830	120	7	97	16	873	4	55	814
	Female	669	9	109	551	85	6	66	13	584	3	43	538
	Male	324	2	43	279	35	1	31	3	289	1	12	276
Omusati	Total	4 308	25	298	3 985	110	4	104	2	4 198	21	194	3 983
	Female	2 942	19	229	2 694	84	3	79	2	2 858	16	150	2 692
	Male	1 366	6	69	1 291	26	1	25	0	1 340	5	44	1 291
Oshana	Total	2 525	21	172	2 332	88	7	74	7	2 437	14	98	2 325
	Female	1 798	18	127	1 653	63	5	55	3	1 735	13	72	1 650
	Male	727	3	45	679	25	2	19	4	702	1	26	675
Oshikoto	Total	3 190	8	216	2 966	99	4	82	13	3 091	4	134	2 953
	Female	2 171	7	159	2 005	69	3	57	9	2 102	4	102	1 996
	Male	1 019	1	57	961	30	1	25	4	989	0	32	957
Otjozondjupa	Total	1 905	30	177	1 698	102	14	82	6	1 803	16	95	1 692
	Female	1 364	19	135	1 210	74	4	66	4	1 290	15	69	1 206
	Male	541	11	42	488	28	10	16	2	513	1	26	486
Zambezi	Total	1 883	8	174	1 701	46	4	36	6	1 837	4	138	1 695
	Female	1 181	7	131	1 043	33	4	24	5	1 148	3	107	1 038
	Male	702	1	43	658	13	0	12	1	689	1	31	657

Table 40 provides the numbers of all teachers according to their qualifications and gender. Qualification profiles of primary and secondary teachers are reported in **Tables 41 and 42** respectively. Teachers' qualifications in the subjects they taught are recorded in **Tables 43 and 44**.

Teachers were requested to state their academic and professional qualifications in the Annual Education Census. For example, a teacher with a three-year tertiary teaching diploma would have indicated Grade 12 as his/her academic qualification, and three years of tertiary education as his/her professional qualification. Professional education combined with the academic qualification is recorded in **Table 40**.

Out of 32 465 teachers, 1 395 (1,012 female and 383 male) had no teaching qualification. This translates to 4.3% of all teachers having no teaching qualification. This is a decrease by 0.1% when compared to 2021. Looking at the gender perspective, 3.1% of all female teachers and 1.2% of all male teachers had no teaching qualification. Of all teachers, 29 222 (90.0%) had a teaching qualification of more than two years' tertiary education, 67.4% of whom were female.

Table 41: Professional and academic qualifications of primary phase 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	19 622	135	1 845	17 643	876	54	731	91	18 746	81	1 114	17 551
//Kharas	576	4	89	484	45	1	37	7	532	3	52	477
Erongo	1 160	12	105	1042	47	4	36	7	1 113	8	69	1 035
Hardap	646	4	91	550	37	2	33	2	608	2	58	548
Kavango East	1 487	14	138	1335	63	6	57	0	1 424	8	82	1 335
Kavango West	1 118	7	114	997	70	6	60	4	1 049	1	55	993
Khomas	2 150	8	172	1971	105	3	70	32	2 045	5	102	1 939
Kunene	793	9	143	640	50	3	44	3	743	6	99	637
Ohangwena	2 732	11	218	2 504	87	3	75	9	2 645	9	142	2 494
Omaheke	634	7	104	523	80	4	68	8	554	3	37	515
Omusati	2 699	20	187	2 492	73	3	69	2	2 626	18	118	2 490
Oshana	1 471	15	128	1 329	71	6	59	6	1 401	9	69	1 323
Oshikoto	1 886	4	141	1 741	55	2	49	4	1 831	2	92	1 737
Otjozondjupa	1 181	15	116	1 050	70	10	57	3	1 111	5	59	1 047
Zambezi	1 089	5	99	985	23	2	18	3	1 066	3	80	983

Teacher distribution in the primary phase is tabulated in **Table 41**. Teachers who taught in primary and secondary grades were allocated to the two phases according to ratios determined from the range of grades that they taught. This method may have resulted in minor rounding errors in the table. The percentage distributions of the different qualification categories in each region are shown in **Figure 41**.

There were still great disparities in the qualifications of primary teachers across the regions. The region with the lowest proportion of adequately trained primary teachers was Omaheke with 87.4% while Zambezi had the highest percentage (97.9%) of teachers with formal teacher training.

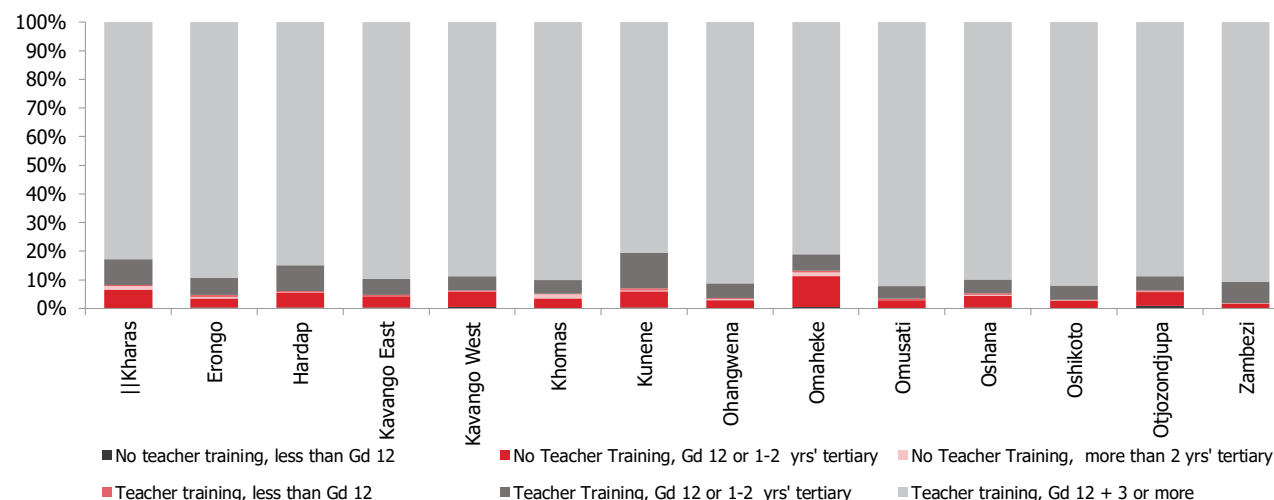
Figure 41: Qualifications of primary teachers

Table 42: Professional and academic qualifications of secondary phase 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	10 160	9	502	9 648	285	6	200	79	9 875	3	302	9 569
//Kharas	519	0	24	496	12	0	10	2	507	0	14	494
Erongo	431	0	21	409	16	0	6	10	414	0	14	400
Hardap	310	0	15	295	12	0	11	1	299	0	5	294
Kavango East	713	0	37	677	13	0	8	5	701	0	28	672
Kavango West	484	0	30	453	28	0	19	9	456	0	11	445
Khomas	1 324	2	62	1 261	49	2	26	21	1 276	0	36	1 240
Kunene	313	0	24	289	11	0	8	3	301	0	15	286
Ohangwena	1 338	1	64	1 274	27	0	19	8	1311	1	45	1 266
Omaheke	262	2	29	231	21	1	18	3	241	1	11	228
Omusati	1 319	1	38	1 280	7	1	5	1	1 312	0	33	1 279
Oshana	878	1	33	844	29	1	21	7	850	0	12	837
Oshikoto	1 043	1	30	1 012	9	1	8	0	1 033	0	22	1 012
Otjozondjupa	578	2	50	527	27	0	23	4	551	2	27	522
Zambezi	647	0	46	600	24	0	18	6	622	0	28	594

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

The disparity between regions in the qualifications of secondary teachers were much smaller than for primary teachers. Most secondary teachers had at least three years' tertiary education, which included teacher training. Nationally, 97.2% of the teachers in the secondary phase had formal teacher training, of which 94.2% had a qualification of 3 or more years. Omaheke Region had the lowest percentage (92.0%) of qualified teachers in secondary phase, while Omusati was the highest with 99.5%. A total of 2.8% of secondary teachers had no formal professional qualifications.

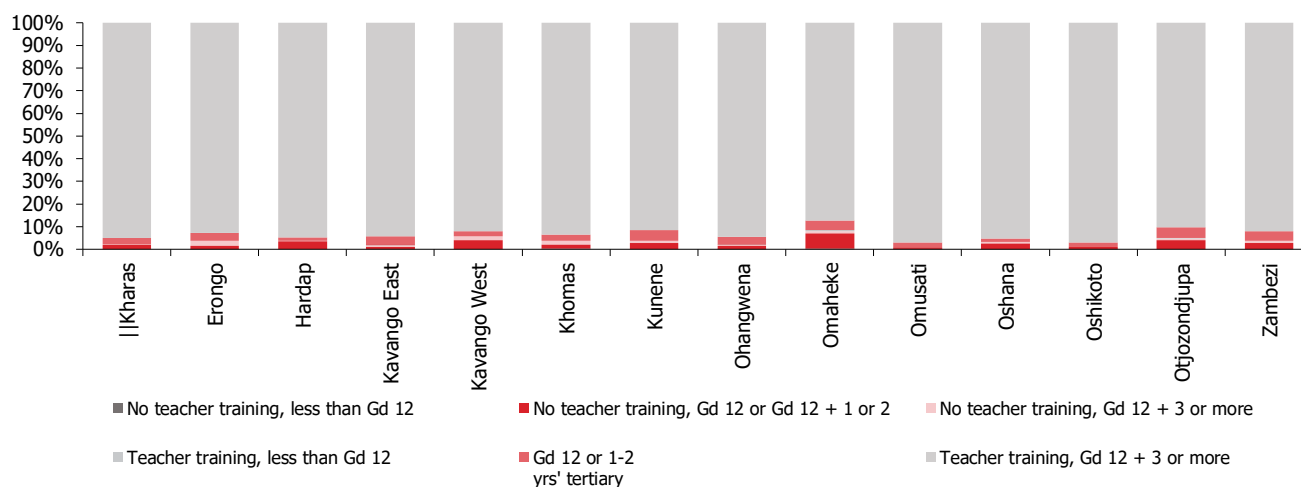
Figure 42: Qualifications of secondary teachers

Table 43: Qualifications of teachers in the subjects they taught

SUBJECT	Primary					Primary and Secondary					Secondary				
	Total	Less than 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	7	0	0	1	6	7	0	0	1	6	574	3	10	43	518
Afrikaans 1st or Home Language	205	2	29	35	139	205	2	29	35	139	83	3	7	12	61
Afrikaans 2nd Language	646	19	124	79	424	646	19	124	79	424	360	6	52	55	247
Agricultural Science											149	1	3	9	136
Agriculture	38	0	3	6	29	38	0	3	6	29	1111	41	93	81	896
Art and Design	150	4	26	21	99	150	4	26	21	99	118	6	32	13	67
Art of Entertainment	3	1	1	0	1	3	1	1	0	1	64	12	20	6	26
Arts (non-pr.)	2 796	305	591	327	1 573	2 796	305	591	327	1 573	309	42	62	42	163
Arts appreciation	22	5	6	1	10	22	5	6	1	10	265	34	64	26	141
Arts in Culture	109	16	21	14	58	109	16	21	14	58	329	46	82	28	173
Basic Techniques	3	1	0	0	2	3	1	0	0	2	3	0	1	0	2
Biology	11	0	0	0	11	11	0	0	0	11	753	3	18	24	708
Bricklaying and Plastering											3	0	0	2	1
Building Studies											24	1	3	3	17
Business Studies											269	1	13	21	234
Chemistry	1	0	0	0	1	1	0	0	0	1	546	2	11	38	495
Computer Literacy	85	2	13	23	47	85	2	13	23	47	15	1	0	0	14
Computer Science	1	0	0	0	1	1	0	0	0	1	29	2	3	1	23
Computer Studies	11	0	2	2	7	11	0	2	2	7	127	6	1	15	105
Craft & Technology	45	10	3	6	26	45	10	3	6	26	1	0	0	0	1
Design and Technology	280	21	35	22	202	280	21	35	22	202	80	2	3	7	68
Development Studies											386	7	22	24	333
Economics	1	0	0	0	1	1	0	0	0	1	266	2	13	14	237
Elementary Agriculture	2 214	163	293	194	1 564	2 214	163	293	194	1 564	4	0	1	0	3
English 1st Language	344	4	28	38	274	344	4	28	38	274	139	2	3	12	122
English 2nd Language	3 879	20	208	261	3 390	3 879	20	208	261	3 390	2 127	4	56	133	1 934
Entrepreneurship	9	0	1	2	6	9	0	1	2	6	1 223	34	83	94	1 012
Environmental Studies	317	3	12	44	258	317	3	12	44	258	5	0	0	0	5
Fashion and Fabrics											25	0	2	1	22
French Foreign Language	24	0	5	1	18	24	0	5	1	18	27	1	1	2	23
General Science	19	0	5	2	12	19	0	5	2	12	3	0	0	0	3
Geography	13	0	3	0	10	13	0	3	0	10	1 526	6	70	100	1 350
German 1st or Home Language	33	0	4	2	27	33	0	4	2	27	31	1	1	2	27
German Third or Foreign Language	27	0	1	1	25	27	0	1	1	25	69	3	1	6	59
Grade 1 class teaching	2 884	39	119	262	2 464	2 884	39	119	262	2 464	1	0	0	0	1
Grade 2 class teaching	2 695	32	119	237	2 307	2 695	32	119	237	2 307					
Grade 3 class teaching	2 656	23	101	206	2 326	2 656	23	101	206	2 326					
Grade 4 class teaching	53	1	6	7	39	53	1	6	7	39					
Grade 5 class teaching	31	0	6	2	23	31	0	6	2	23					
Grade 6 class teaching	33	0	6	0	27	33	0	6	0	27					
Grade 7 class teaching	35	0	9	0	26	35	0	9	0	26	1	0	0	0	1
Handicraft/Art	5	0	0	3	2	5	0	0	3	2					
Handwriting	14	1	5	0	8	14	1	5	0	8					
Health	2	0	0	0	2	2	0	0	0	2	2	0	1	1	0
Health and Social Care(Hygiene)	4	0	1	0	3	4	0	1	0	3					
History	21	0	1	1	19	21	0	1	1	19	1 347	13	65	88	1 181
History & Geography	6	0	0	1	5	6	0	0	1	5	2	0	0	0	2
Home Ecology	392	50	59	45	238	392	50	59	45	238	1	0	0	0	1
Home Economics	1	0	0	0	1	1	0	0	0	1	93	2	2	4	85

The number of teachers who taught different subjects in the ordinary grades (Grades 1 to 12) have been listed in **Table 43**. The table contains the 103 subjects taught in Namibian schools.

Teachers reported the subjects they were teaching, and their qualification in the specific subjects, as per the qualification category headings in this table.

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

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

Table 43: Continued

Hospitality											39	2	3	4	30
ICT	2 045	275	474	295	1 001	2 045	275	474	295	1 001	1 012	126	224	143	519
Individual Learning	14	1	0	1	12	14	1	0	1	12	2	0	1	0	1
Integrated Performing Art											10	0	2	4	4
Keyboard and Word Processing	1	0	0	1	0	1	0	0	1	0	3	0	0	1	2
Khoekhoegowab	199	4	40	23	132	199	4	40	23	132	95	2	16	10	67
Life Science	17	2	2	2	11	17	2	2	2	11	1 330	16	72	84	1 158
Life Skills	1 902	178	418	282	1 024	1 902	178	418	282	1 024	1 043	74	162	156	651
Literature (English)	13	0	8	1	4	13	0	8	1	4	1	0	0	0	1
Lower Primary	35	0	0	3	32	35	0	0	3	32					
Mathematics	3 910	27	165	282	3 436	3 910	27	165	282	3 436	2 096	4	65	115	1 912
Metal Work	2	0	0	0	2	2	0	0	0	2	14	0	0	2	12
Metalwork& Welding											4	0	0	0	4
Motor Mechanics											8	0	0	1	7
Music	9	0	1	0	8	9	0	1	0	8	10	0	0	0	10
Natural Economy	3	0	0	0	3	3	0	0	0	3	1	0	0	1	0
Natural Science and Health Education	3 699	78	287	292	3 042	3 699	78	287	292	3 042	9	0	1	1	7
Needlework and Clothing											5	0	0	0	5
Office Adm. & Keyboard											8	0	2	1	5
Office Practice	1	0	0	0	1	1	0	0	0	1	64	2	5	11	46
Oshikwanyama	895	8	77	61	749	895	8	77	61	749	500	3	14	30	453
Oshindonga	1 234	12	88	99	1 035	1 234	12	88	99	1 035	688	2	21	42	623
Otjiherero	231	3	30	30	168	231	3	30	30	168	129	14	14	12	89
Performing Art	1	0	0	0	1	1	0	0	0	1	4	0	0	0	4
Phys Ed & Health Aw	947	70	186	115	576	947	70	186	115	576	42	8	10	2	22
Physical Education	1 790	143	365	224	1 058	1 790	143	365	224	1 058	1 126	128	248	107	643
Physical Science	23	1	3	3	16	23	1	3	3	16	1 380	9	90	79	1 202
Physics	1	0	0	0	1	1	0	0	0	1	568	3	14	43	508
Portuguese	8	0	0	1	7	8	0	0	1	7	20	0	3	1	16
Pre-Primary class teaching	2 252	70	140	249	1 793	2 252	70	140	249	1 793					
Reading	440	35	97	28	280	440	35	97	28	280	237	46	35	17	139
Religious and Moral Education	1 365	139	250	213	763	1 365	139	250	213	763	700	92	168	88	352
Religious Education	1 437	142	330	190	775	1 437	142	330	190	775	68	9	17	10	32
Religious Studies	5	0	2	1	2	5	0	2	1	2	11	0	3	0	8
Remedial Teaching	12	1	2	1	8	12	1	2	1	8	6	0	1	1	4
Robotics	6	1	2	1	2	6	1	2	1	2	1	1	0	0	0
Rukwangali	248	3	12	11	222	248	3	12	11	222	135	1	4	8	122
Rumanyo	107	3	9	7	88	107	3	9	7	88	45	0	0	1	44
School Art	27	1	8	5	13	27	1	8	5	13	6	0	2	0	4
School Music	47	1	6	7	33	47	1	6	7	33	4	0	0	1	3
Sciences	5	0	0	0	5	5	0	0	0	5	1	0	1	0	0
Setswana	8	1	5	0	2	8	1	5	0	2	4	0	0	0	4
Sign Language	17	2	5	3	7	17	2	5	3	7	16	3	2	1	10
Silozi	216	0	14	11	191	216	0	14	11	191	118	0	5	10	103
Social Sciences	47	5	6	8	28	47	5	6	8	28	1	0	0	1	0
Social Studies	3 181	148	291	261	2 481	3 181	148	291	261	2 481	20	1	0	1	18
Special Education	14	1	1	4	8	14	1	1	4	8					
Technical Drawing	1	0	0	0	1	1	0	0	0	1	41	0	3	5	33
Technical studies											38	0	4	4	30
Thimbukushu	48	0	4	4	40	48	0	4	4	40	24	1	1	0	22
Tourism											5	0	1	1	3
Trade Orientation	5	0	0	0	5	5	0	0	0	5					
Visual Arts	2	0	0	0	2	2	0	0	0	2	12	2	1	1	8
Woodwork	1	0	0	0	1	1	0	0	0	1	16	0	0	4	12

Although the desired qualification of teachers is three or four-year tertiary education, considerable numbers of teachers in the secondary phase had qualifications lower than Grade 12 in the some of the subjects they teach.

Table 44: Age of teachers and professional, and academic qualifications

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	32 465	225	2 823	29 417	1 395	92	1 108	195	31 070	133	1 715	29 222
Less than 20	15	1	14	0	11	1	10	0	4	0	4	0
20 - 24	1 298	6	225	1 067	138	4	120	14	1 160	2	105	1 053
25 - 29	6 275	15	678	5 582	380	10	311	59	5 895	5	367	5 523
30 - 34	5 967	45	676	5 246	366	21	297	48	5 601	24	379	5 198
35 - 39	5 004	29	412	4 563	181	13	144	24	4 823	16	268	4 539
40 - 44	4 271	16	289	3 966	114	10	89	15	4 157	6	200	3 951
45 - 49	3 287	24	189	3 074	87	13	62	12	3 200	11	127	3 062
50 - 54	3 291	34	197	3 060	69	11	51	7	3 222	23	146	3 053
55 - 59	2 783	52	123	2 608	35	8	16	11	2 748	44	107	2 597
60 or older	274	3	20	251	14	1	8	5	260	2	12	246
Average Age	39,2	44,1	35,9	39,5	34,4	40,4	33,6	35,6	39,4	46,7	37,4	39,5

The number of teachers in different age groups have been tabulated according to qualification groups in **Table 44**. Average ages of the teachers in each column have also been calculated. The ages of individual teachers were determined as at the census date (25 October 2022), and rounded off as full completed years. For example, a teacher born on 01 December 1986, who was 35 years and 8 months old on the census date (25 October 2022), was entered into the calculations as being 36 years old.

There were 31 070 teachers with formal training, and 1 395 without. The overall age distribution was therefore mainly determined by teachers with teacher training.

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

Teachers with a qualification of 'more than two years tertiary' made up the largest group among teachers with teacher training. Most of these teachers were between 25 and 59 years old. Teachers with lower qualifications in this group had broad age distributions, extending well into the older age groups.

Nationally, the average age of teacher was 39.2, which is similar to the average age of teachers with formal qualifications, and more than two years tertiary education.

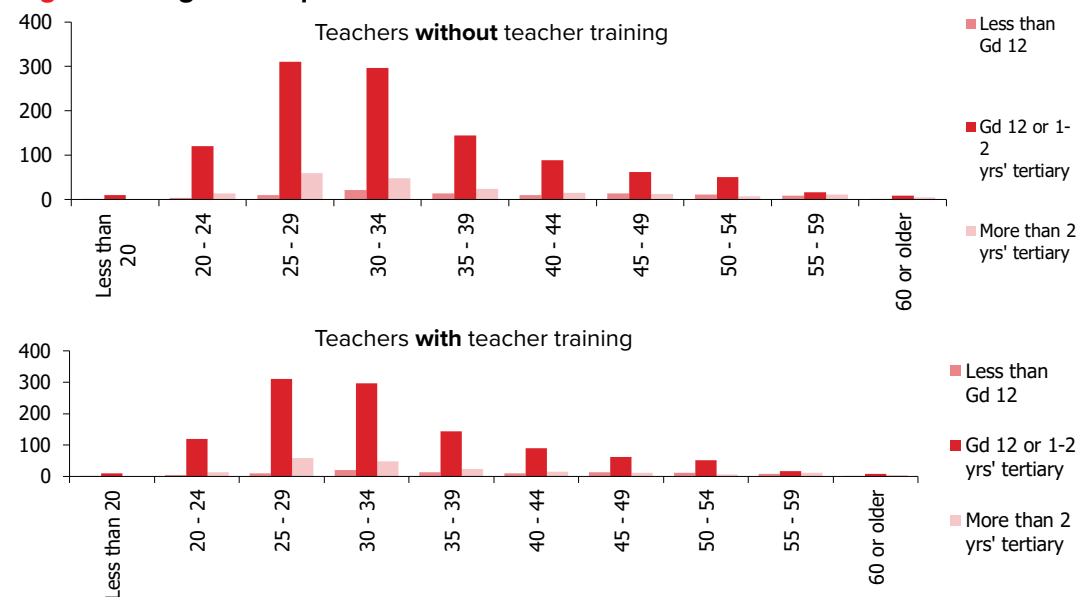
Figure 44: Ages and qualifications of teachers

Table 45: Attrition rates of teachers between 2020 and 2021

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	10,7%	0,2%	0,9%	9,7%	44,1%	0,2%	4,2%	39,7%	11,1%	0,2%	1,3%	9,6%
//Kharas	13,3%	0,0%	0,6%	12,7%	0,0%	0,0%	0,0%	0,0%	14,0%	0,0%	1,2%	12,8%
Erongo	11,1%	0,1%	1,1%	9,9%	56,9%	0,1%	11,4%	45,5%	11,3%	0,2%	1,4%	9,7%
Hardap	16,8%	0,3%	0,9%	15,6%	35,0%	0,1%	1,5%	33,3%	17,8%	0,5%	1,8%	15,6%
Kavango East	6,4%	0,1%	0,5%	5,9%	51,0%	0,0%	1,0%	50,0%	6,8%	0,2%	0,8%	5,8%
Kavango West	5,3%	0,3%	0,3%	4,7%	0,3%	0,3%	0,0%	0,0%	5,7%	0,3%	0,7%	4,7%
Khomas	16,6%	0,4%	1,9%	14,3%	41,1%	0,6%	14,5%	26,1%	17,2%	0,4%	2,7%	14,1%
Kunene	9,2%	0,1%	0,4%	8,8%	101,4%	0,0%	1,4%	100,0%	9,3%	0,1%	0,5%	8,7%
Ohangwena	8,2%	0,0%	0,7%	7,5%	0,0%	0,0%	0,0%	0,0%	8,7%	0,0%	1,2%	7,5%
Omaheke	11,4%	0,3%	0,5%	10,6%	61,0%	0,4%	7,3%	53,3%	11,0%	0,1%	1,1%	9,8%
Omusati	8,9%	0,1%	1,1%	7,7%	27,0%	0,5%	1,5%	25,0%	9,3%	0,1%	1,5%	7,6%
Oshana	11,0%	0,1%	1,4%	9,6%	51,9%	0,0%	1,9%	50,0%	11,6%	0,1%	2,0%	9,5%
Oshikoto	8,8%	0,3%	0,8%	7,7%	61,3%	0,5%	3,6%	57,1%	9,0%	0,3%	1,2%	7,6%
Otjozondjupa	12,3%	0,1%	0,9%	11,3%	42,2%	0,2%	2,0%	40,0%	12,9%	0,1%	1,6%	11,2%
Zambezi	11,0%	0,1%	0,9%	9,9%	87,7%	0,2%	12,5%	75,0%	10,8%	0,0%	1,1%	9,8%

Table 45 reports on the attrition rates of teachers, defined as the percentage of teaching staff in 2020 who permanently left the teaching profession by 2021.

These numbers were calculated by identifying teachers who were no longer at the schools where they had been teaching the previous year, by way of identification or employee codes (salary reference numbers) in all other schools. This thus implies that their identifications were not found in the system. This strategy proved most effective given that the employee codes do not change.

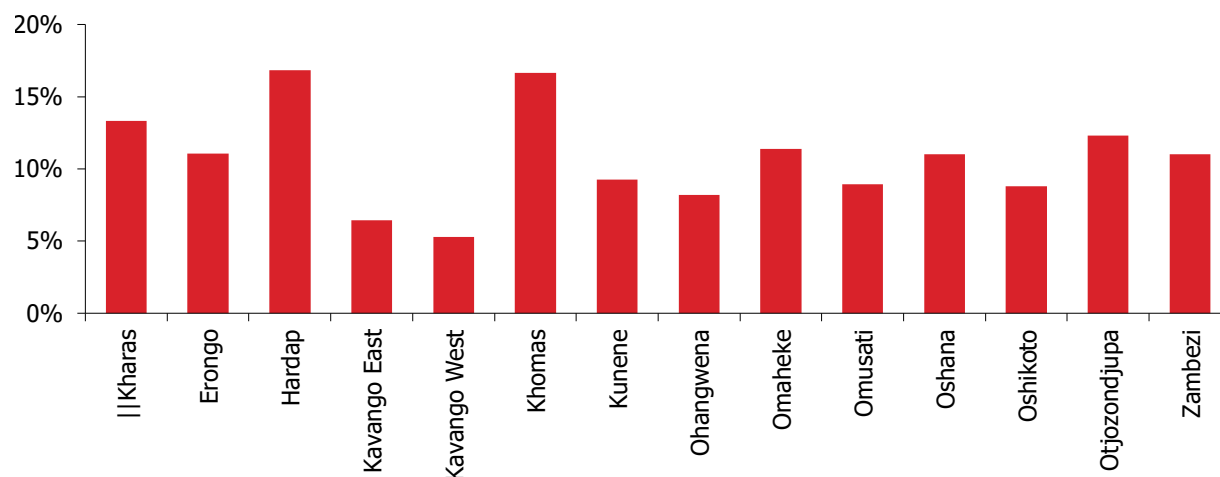
Figure 45: Total attrition rates of teachers in the regions

Table 46: Transfer rates of teachers between 2021 and 2022

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	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
//Kharas	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Erongo	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Hardap	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Kavango East	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Kavango West	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Khomas	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Kunene	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Ohangwena	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Omaheke	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Omusati	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Oshana	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Oshikoto	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Otjozondjupa	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Zambezi	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%

The transfer rate of teachers is defined as the percentage of teaching staff in 2021 who were teaching at a different school in 2022. The estimated transfer rates of teachers are reported in **Table 46**.

These numbers were calculated by identifying teachers who were no longer at the school where they had been teaching in 2021, by looking for their identification and salary reference numbers in all other schools, and were found elsewhere in 2022.

The difference between **Tables 45 and 46** is that in **Table 46** these teachers are actually still in the teaching ranks elsewhere. This method is likely to render more realistic and accurate estimates. With the introduction of the unique salary reference number, teacher tracking has improved, and the data for calculating the transfer rates is more comprehensive. The dash or 0.0% does not necessarily indicate no data/blank, but rather that the figures may be insignificant.

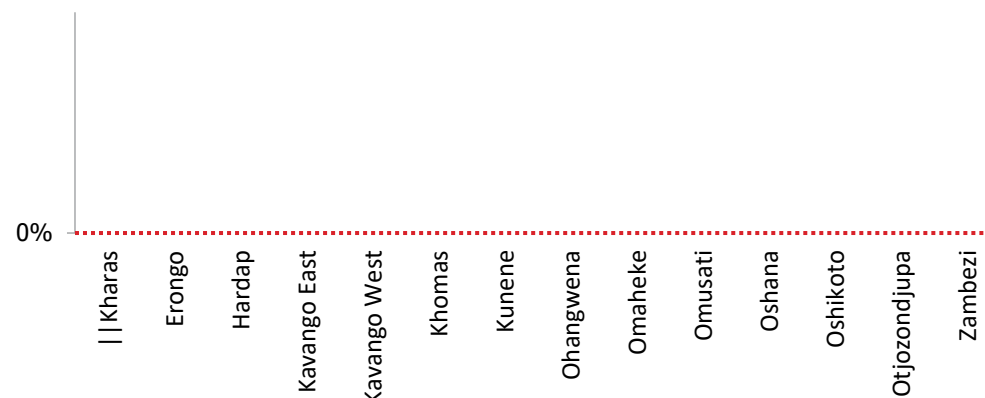
Figure 46: Total transfer rates of teachers in the regions

Table 47: Changes in the numbers of teachers and their professional qualifications between 2016 and 2022

Qualification	YEAR							Average annual growth rate 2016 - 2022	Percentage change 2021 - 2022
	2016	2016	2018	2019	2020	2021	2022		
Total - all teachers									
Total	28 922	30 042	30 261	31 078	31 462	32 003	32 465	1,9%	1,4%
Less than Gd 12	498	465	453	385	331	262	225	-12,4%	-14,1%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	4 585	4 767	4 307	4 074	3 484	3 142	2 823	-7,8%	-10,2%
Gd 12 plus 3 or more years' tertiary	23 839	24 810	25 501	26 619	27 647	28 599	29 417	3,6%	2,9%
Teachers without teacher training									
Total	4 063	3 568	2 763	2 324	1 722	1 419	1 395	-16,3%	-1,7%
Less than Gd 12	213	212	191	154	150	105	92	-13,1%	-12,4%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	2 920	3 123	2 379	2 016	1 472	1 194	1 108	-14,9%	-7,2%
Gd 12 plus 3 or more years' tertiary	930	233	193	154	100	120	195	-22,9%	62,5%
Teachers with teacher training									
Total	24 859	26 474	27 498	28 754	29 740	30 584	31 070	3,8%	1,6%
Less than Gd 12	285	253	262	231	181	157	133	-11,9%	-15,3%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	1 665	1 644	1 928	2 058	2 012	1 948	1 715	0,5%	-12,0%
Gd 12 plus 3 or more years' tertiary	22 909	24 577	25 308	26 465	27 547	28 479	29 222	4,1%	2,6%

Table 47 shows the changes in the number of teachers according to their qualifications. The first of the three sets of rows includes all teachers irrespective of whether or not they had formal teacher training. The second set of rows shows the numbers of teachers who had no formal teacher training, and the third set shows the numbers with formal teacher training.

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

The total number of teachers increased on average by 1.9% per year. The change towards a better-qualified teaching force is reflected by the growth rates in the levels of qualification: the number of teachers with a lower-than-desired qualification decreased over the years, while the

number of teachers with the desired qualification of at least three years' tertiary education increased at a growth rate of 4.1%.

Figure 47a shows the consistent decrease in the number of teachers without any teacher training, particularly those with qualifications lower than Grade 12. Very few teachers had three years' tertiary education but no teacher training.

The growth in the number of teachers with teacher training is shown in **Figure 47b**. In this category, the number of teachers with a qualification lower than Grade 12 decreased consistently. The number of teachers with Grade 12, or Grade 12 plus one or two years' tertiary decreased slightly. The number of teachers with the desired qualification had the highest growth rate.

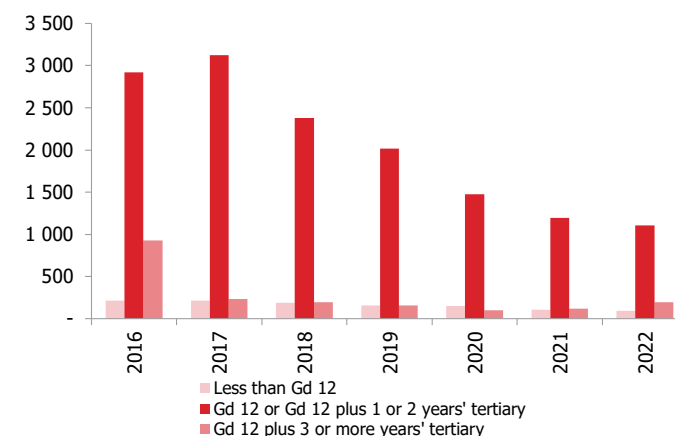
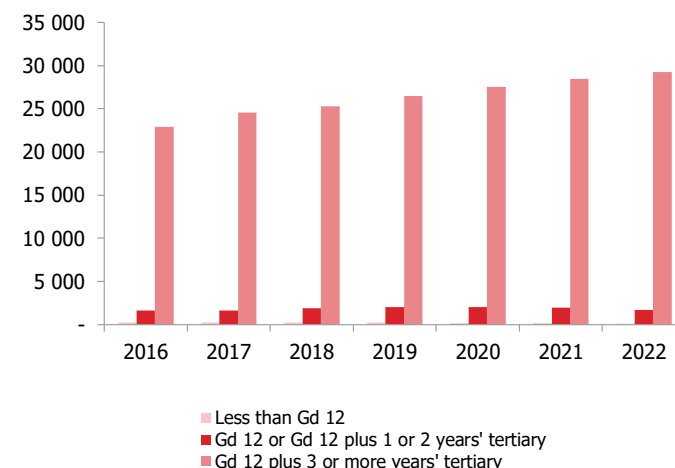
Figure 47a: Changes in the numbers of teachers without formal teacher training**Figure 47b: Changes in the numbers of teachers with formal teacher training**

Table 48: Percentages of primary and secondary teachers qualified to teach between 2016 and 2022

REGION	Gender	Primary							Secondary						
		2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
National	Total	77,6%	79,7%	81,8%	83,8%	86,2%	87,7%	89,4%	91,0%	91,4%	92,6%	93,2%	94,7%	95,0%	94,2%
	Female	76,4%	79,1%	80,8%	82,8%	85,4%	86,9%	89,0%	90,1%	91,0%	92,5%	93,2%	94,6%	95,1%	94,2%
	Male	80,5%	81,1%	84,0%	86,1%	88,0%	89,6%	90,4%	92,0%	91,9%	92,7%	93,3%	94,8%	94,9%	94,2%
//Kharas	Total	66,7%	68,6%	74,3%	76,5%	77,6%	78,2%	82,7%	87,4%	90,7%	91,9%	85,7%	87,9%	90,0%	88,1%
	Female	65,0%	67,8%	69,8%	73,7%	76,8%	76,5%	81,3%	84,6%	90,7%	92,4%	86,9%	87,3%	91,7%	88,6%
	Male	71,8%	71,0%	86,2%	83,8%	79,6%	83,3%	87,1%	91,3%	90,6%	91,1%	83,7%	88,8%	87,2%	87,1%
Erongo	Total	81,9%	80,5%	80,2%	83,8%	88,5%	88,7%	89,3%	93,6%	93,5%	92,1%	93,1%	94,8%	95,8%	94,4%
	Female	81,6%	79,7%	79,6%	82,2%	88,3%	88,2%	88,8%	94,5%	94,5%	92,6%	94,1%	95,1%	97,0%	95,1%
	Male	83,4%	83,9%	82,6%	90,7%	89,5%	91,2%	91,4%	92,0%	91,6%	90,9%	91,2%	94,1%	93,3%	92,9%
Hardap	Total	70,9%	70,1%	69,1%	68,7%	74,4%	81,9%	84,9%	88,6%	83,9%	87,0%	82,6%	91,0%	94,3%	95,9%
	Female	67,1%	67,5%	66,6%	65,0%	71,1%	79,3%	83,7%	89,4%	85,5%	87,5%	85,7%	92,3%	94,2%	94,0%
	Male	80,7%	76,0%	75,2%	78,1%	83,0%	89,3%	88,2%	87,9%	82,4%	86,4%	78,8%	89,2%	94,6%	99,1%
Kavango East	Total	72,3%	76,0%	78,8%	80,4%	85,6%	87,9%	89,8%	88,9%	88,2%	89,0%	93,4%	93,6%	94,3%	93,6%
	Female	69,2%	74,6%	76,7%	79,0%	84,5%	88,3%	91,0%	86,7%	87,2%	87,8%	93,6%	94,6%	95,2%	94,6%
	Male	76,5%	77,6%	81,4%	82,2%	87,1%	87,3%	88,1%	90,1%	88,8%	89,8%	93,2%	93,0%	93,5%	92,9%
Kavango West	Total	64,2%	68,9%	74,2%	79,2%	81,4%	83,3%	88,8%	83,6%	86,6%	88,9%	91,3%	93,9%	95,7%	95,7%
	Female	57,7%	65,8%	70,3%	77,8%	81,0%	84,3%	91,1%	78,6%	84,2%	88,5%	90,7%	93,9%	95,7%	95,7%
	Male	70,7%	72,0%	78,2%	80,7%	81,7%	82,1%	86,2%	86,1%	87,6%	89,1%	91,6%	93,9%	95,8%	95,7%
Khomas	Total	87,6%	88,0%	88,6%	88,6%	90,7%	91,2%	90,1%	93,4%	94,6%	95,6%	95,2%	95,1%	95,0%	92,7%
	Female	86,8%	87,5%	88,5%	88,0%	89,8%	90,4%	89,9%	93,2%	94,9%	95,6%	95,1%	95,1%	95,5%	92,7%
	Male	90,9%	89,9%	88,6%	90,9%	93,7%	94,1%	90,9%	93,6%	93,9%	95,4%	95,4%	95,2%	93,8%	92,8%
Kunene	Total	63,4%	68,4%	67,9%	72,7%	73,4%	77,0%	80,4%	89,3%	90,4%	90,0%	91,1%	92,4%	91,5%	90,9%
	Female	56,1%	65,2%	62,6%	68,8%	69,6%	71,5%	76,9%	85,8%	86,8%	87,5%	90,0%	89,8%	90,4%	89,2%
	Male	74,1%	72,8%	75,1%	77,9%	79,2%	85,2%	86,3%	91,8%	92,9%	92,0%	92,2%	95,0%	92,5%	92,7%
Ohangwena	Total	77,6%	79,1%	82,7%	84,5%	87,1%	88,9%	91,3%	88,3%	88,4%	91,2%	93,3%	95,8%	95,5%	95,4%
	Female	76,3%	78,0%	81,4%	83,6%	86,1%	87,7%	90,2%	87,1%	86,7%	90,8%	92,3%	95,8%	95,3%	95,7%
	Male	80,6%	81,6%	85,8%	86,6%	89,3%	91,3%	93,6%	89,5%	90,2%	91,6%	94,3%	95,8%	95,6%	95,0%
Omaheke	Total	70,6%	73,0%	71,6%	69,9%	71,1%	75,7%	81,1%	85,7%	86,9%	87,5%	81,4%	84,4%	89,0%	86,0%
	Female	67,9%	70,5%	68,7%	67,4%	67,7%	73,3%	80,4%	84,3%	82,3%	85,0%	79,0%	79,2%	85,6%	82,8%
	Male	76,3%	78,2%	77,9%	75,1%	77,6%	80,7%	82,9%	87,0%	91,7%	90,0%	83,8%	90,5%	92,7%	89,7%
Omusati	Total	85,4%	87,5%	89,4%	90,9%	0,92	92,3%	92,3%	92,0%	93,5%	96,2%	96,9%	97,6%	97,5%	96,0%
	Female	85,0%	87,1%	88,8%	89,9%	0,914	91,6%	91,7%	89,7%	92,4%	95,6%	96,1%	97,9%	97,5%	96,0%
	Male	86,5%	88,4%	91,0%	93,4%	0,934	94,1%	93,7%	94,7%	94,8%	96,8%	97,8%	97,3%	97,6%	96,0%

Table 48: Continued

Oshana	Total	0,9%	88,1%	88,1%	89,1%	0,905	91,5%	89,9%	97,0%	96,2%	96,6%	96,7%	96,6%	96,4%	97,5%
	Female	0,9%	87,6%	87,5%	88,9%	0,902	91,3%	90,0%	96,8%	96,5%	96,6%	96,6%	95,9%	96,4%	97,9%
	Male	0,9%	89,7%	90,0%	89,6%	0,913	92,2%	89,6%	97,4%	95,7%	96,5%	96,9%	97,6%	96,3%	96,9%
Oshikoto	Total	74,4%	77,5%	81,6%	84,1%	0,869	88,8%	92,1%	88,6%	88,8%	90,5%	91,0%	94,0%	95,4%	95,3%
	Female	71,9%	75,6%	80,2%	82,9%	0,862	88,3%	91,8%	85,8%	87,7%	90,1%	90,4%	94,4%	95,6%	95,3%
	Male	80,4%	81,9%	84,9%	86,7%	0,885	90,0%	92,8%	91,7%	90,2%	91,0%	91,9%	93,5%	95,0%	95,3%
Otjozondjupa	Total	76,6%	76,6%	79,7%	82,8%	0,842	84,7%	88,7%	93,1%	93,7%	93,5%	94,7%	94,6%	94,0%	91,9%
	Female	75,2%	75,6%	78,0%	81,8%	0,831	83,4%	88,8%	93,4%	92,6%	93,3%	95,0%	94,4%	92,7%	91,8%
	Male	80,3%	79,5%	84,2%	85,9%	0,873	88,2%	88,3%	92,7%	95,3%	93,9%	94,1%	94,9%	96,2%	92,1%
Zambezi	Total	78,5%	82,6%	84,3%	88,1%	0,895	89,7%	90,3%	92,3%	92,8%	90,6%	93,8%	95,4%	94,1%	93,2%
	Female	76,5%	81,7%	84,3%	86,2%	0,875	87,5%	88,4%	90,9%	90,7%	88,3%	93,9%	95,1%	93,6%	93,0%
	Male	82,5%	84,1%	84,3%	92,0%	0,934	94,2%	94,2%	93,1%	94,2%	92,1%	93,7%	95,7%	94,5%	93,3%

Teachers with teacher training and a qualification equivalent to at least three years' tertiary education are deemed qualified to teach, although this definition was changed after 2014 to give more consideration to those with 4 years of training. The percentage of teachers who met these criteria in the years between 2016 and 2022 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 2016 to 2022, from 77.6% to 89.4%, but was much lower than the equivalent percentage of secondary teachers. To date, 10.6% of the primary teachers were still not qualified to teach, or are largely underqualified, while 5.8% of the secondary teachers were unqualified, or underqualified to teach.

The percentage of teachers qualified to teach was slightly higher for males than for females in the primary phases. There were, however, exceptions in some regions. The gap between female and male teachers in both phases narrowed in the last few years, although it remains high in some regions. The high percentage of unqualified female teachers in the primary phase is most probably attributed to a high number of pre-primary teachers (the majority of which are female), who only hold Grade 12 or lower, and no professional qualification.

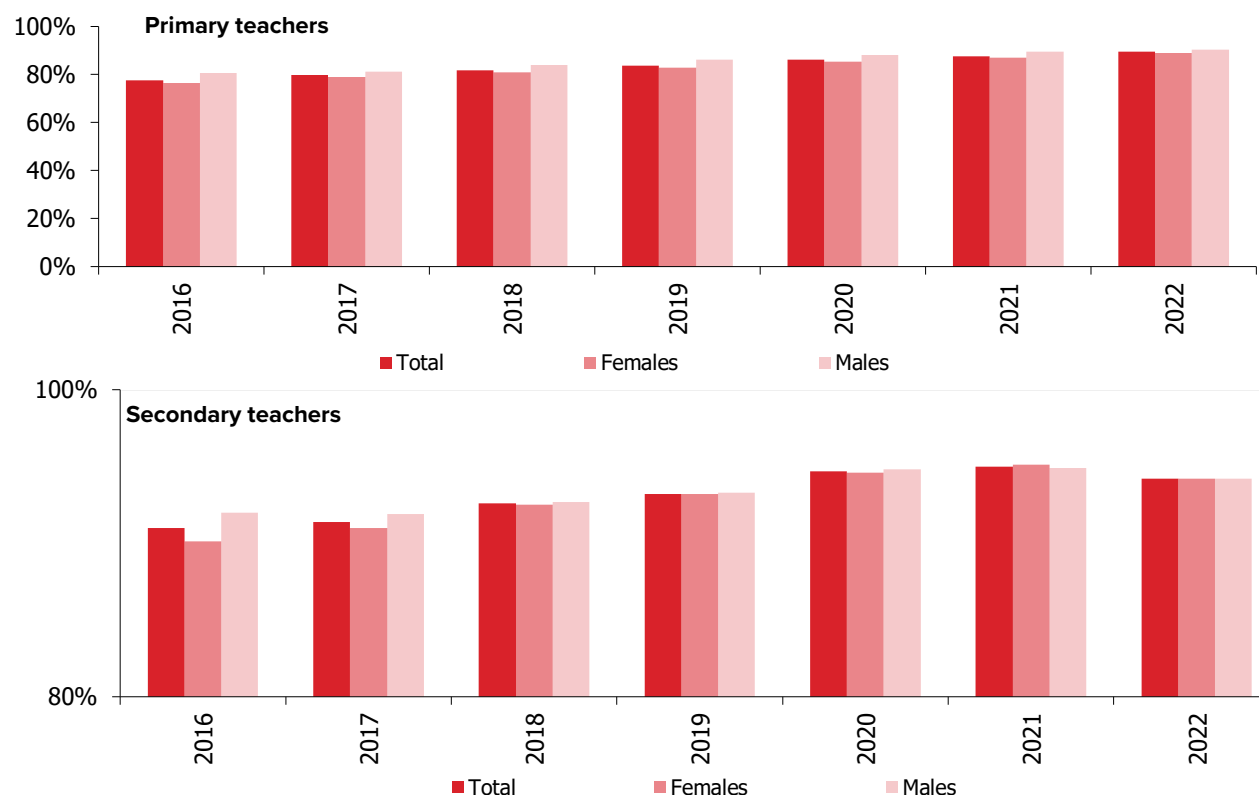
Figure 48: Percentages of primary and secondary teachers qualified to teach

Table 49: Numbers of teachers from 2016 to 2022

REGION	YEAR							Average annual growth rate 2016 - 2022	Percentage change 2021 - 2022
	2016	2017	2018	2019	2020	2021	2022		
National	28 922	29 947	30 261	31 078	31 462	32 003	32 465	1,9%	1,4%
//Kharas	946	963	978	986	993	981	980	0,6%	-0,1%
Erongo	1 558	1 659	1 743	1 811	1 859	1 937	1 990	4,2%	2,7%
Hardap	982	1 008	989	1 010	1 024	1 025	1 051	1,1%	2,5%
Kavango East	1 972	2 056	2 095	2 176	2 214	2 341	2 388	3,2%	2,0%
Kavango West	1 452	1 543	1 590	1 642	1 660	1 687	1 725	2,9%	2,3%
Khomas	3 415	3 636	3 736	3 839	3 846	3 938	3 946	2,4%	0,2%
Kunene	1 155	1 180	1 145	1 202	1 187	1 158	1 200	0,6%	3,6%
Ohangwena	4 013	4 120	4 115	4 240	4 315	4 362	4 381	1,5%	0,4%
Omaheke	861	883	867	911	934	973	993	2,4%	2,1%
Omusati	4 087	4 197	4 191	4 236	4 278	4 266	4 308	0,9%	1,0%
Oshana	2 248	2 282	2 314	2 377	2 408	2 463	2 525	2,0%	2,5%
Oshikoto	2 921	2 989	2 974	3 087	3 107	3 153	3 190	1,5%	1,2%
Otjozondjupa	1 665	1 714	1 718	1 743	1 813	1 864	1 905	2,3%	2,2%
Zambezi	1 647	1 717	1 806	1 818	1 824	1 855	1 883	2,3%	1,5%

As reflected in **Table 49**, the total number of teachers increased annually. Different regions had varying numbers. Kunene had the highest percentage increase in teachers from 2021 to 2022, with 3.6%, followed by Erongo (2.7%), and Hardap and Oshana with 2.5% each. The average annual growth rate of teachers from 2016 to 2022 is 1.4%.

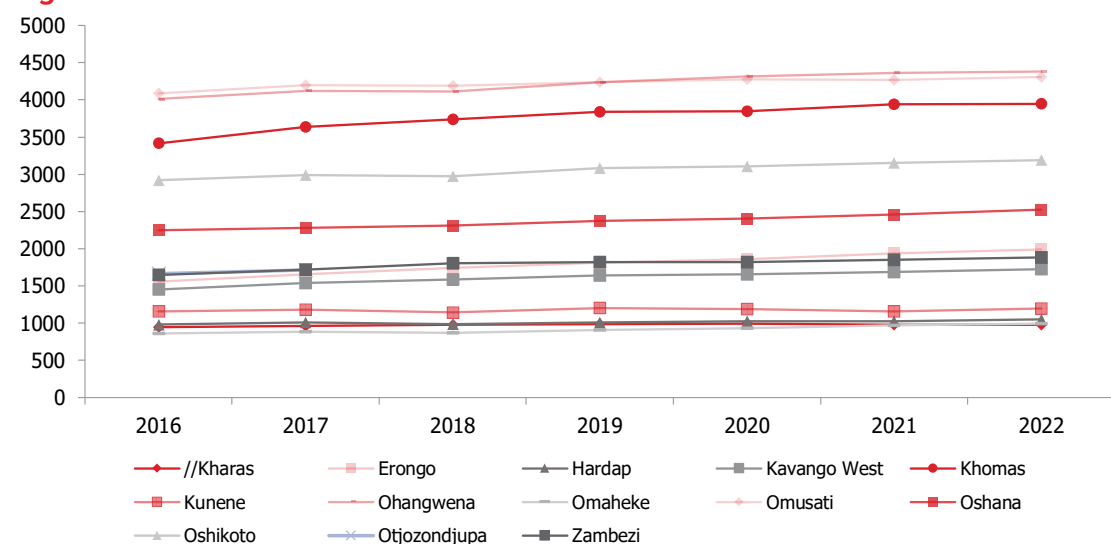
Figure 49: Numbers of teachers from 2016 to 2022

Table 50: Learner : teacher ratios from 2016 to 2022

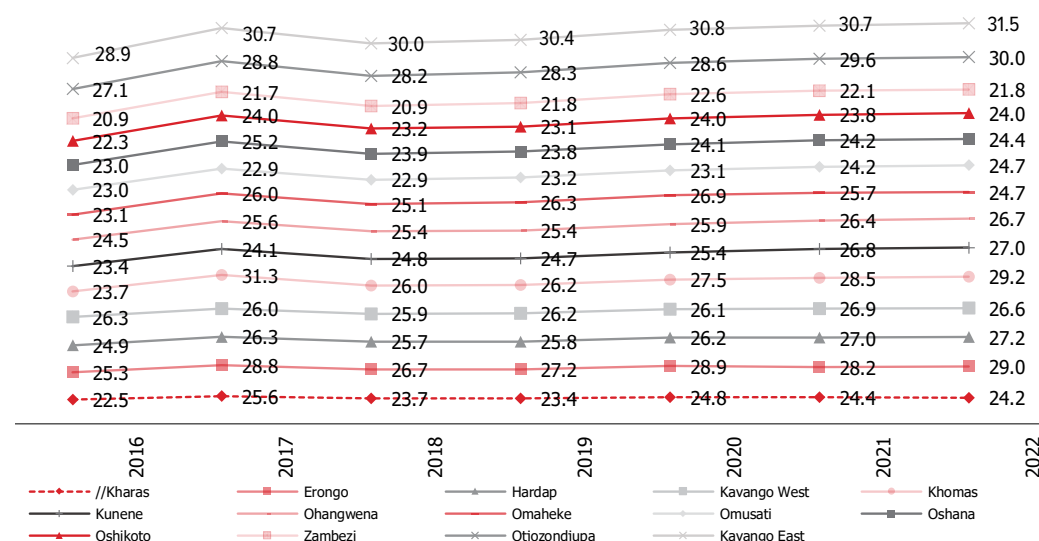
REGION	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
National	24,3	24,3	24,6	24,5	24,9	25,3	25,4	24,2	26,2	25,2	25,4	26,1	26,3	26,5
//Kharas	23,0	22,9	22,9	22,9	23,4	24,4	24,7	22,5	25,6	23,7	23,4	24,8	24,4	24,2
Erongo	25,1	24,9	24,8	24,9	25,2	25,2	25,6	25,3	28,8	26,7	27,2	28,9	28,2	29,0
Hardap	24,4	24,8	24,9	25,0	25,5	26,3	26,0	24,9	26,3	25,7	25,8	26,2	27,0	27,2
Kavango East	28,4	28,8	29,2	29,2	29,6	29,4	29,9	28,9	30,7	30,0	30,4	30,8	30,7	31,5
Kavango West	26,5	25,9	25,8	25,8	26,0	26,7	26,5	26,3	26,0	25,9	26,2	26,1	26,9	26,6
Khomas	23,4	24,3	23,3	23,5	24,0	24,2	24,6	23,7	31,3	26,0	26,2	27,5	28,5	29,2
Kunene	23,3	23,5	24,8	24,7	24,7	26,1	25,7	23,4	24,1	24,8	24,7	25,4	26,8	27,0
Ohangwena	24,7	24,6	25,2	25,1	25,5	25,9	26,3	24,5	25,6	25,4	25,4	25,9	26,4	26,7
Omaheke	24,9	24,8	25,6	25,5	25,7	26,0	25,3	23,1	26,0	25,1	26,3	26,9	25,7	24,7
Omusati	23,2	22,2	22,9	23,1	22,9	24,0	24,3	23,0	22,9	22,9	23,2	23,1	24,2	24,7
Oshana	23,0	23,2	23,2	22,9	23,1	23,0	23,1	23,0	25,2	23,9	23,8	24,1	24,2	24,4
Oshikoto	22,8	22,8	23,4	23,0	23,6	23,6	23,7	22,3	24,0	23,2	23,1	24,0	23,8	24,0
Otjozondjupa	26,1	26,3	26,7	26,3	26,8	27,3	27,5	27,1	28,8	28,2	28,3	28,6	29,6	30,0
Zambezi	21,5	21,2	21,1	21,6	22,4	22,1	21,8	20,9	21,7	20,9	21,8	22,6	22,1	21,8

Two different methods were used to calculate Learner : Teacher (L:T) ratios in **Table 50**. In the left part of the table, the ratios were calculated by dividing the total enrolment in each region by the total number of teachers in the region. On the right, the ratios were calculated by dividing the total enrolment in schools staffed by the State, by the number of teachers appointed by the State in each region. Some teachers in a number of private schools, typically church and farm schools, were appointed by the State. Such schools were included on the right part of the table.

Figure 50 shows the L:T ratios in schools staffed by the State, i.e. the ratios in the right part of **Table 50**.

All the regions have recorded a slight increase in their L:T ratios from 2016 to 2022. Some fluctuations were noted among the regions, with some recording a slight decrease, while others recorded a slight increase during this period. In terms of all teachers and learners, and taking State and State-appointed teachers into consideration, Kavango East Region had the highest ratio, while Zambezi had the lowest. The discrepancy among the regions has narrowed a great deal.

Strictly speaking, a more precise method for calculating the ratios in Senior Primary through to the secondary phase is required. In the Junior Primary phase where class teaching is practiced, it is easy to calculate the L:T ratio. From Senior Primary to the secondary phases, teachers switch to subject teaching. The current method of calculating L:T ratio in these phases may not be accurate, and is more likely to record lower ratios, when in reality more teachers might be needed and vice-versa.

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



Chapter 6:

PHYSICAL FACILITIES

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

The structural types of school buildings are important to consider when using statistics on physical facilities. A large number of schools in Namibia were founded and initially built by parents who constructed “traditional” classrooms using materials which were available to them such as poles, mud and thatch or corrugated iron. Government at times provided prefabricated buildings, often constructed from asbestos sheets, to build as many classrooms as possible within the available budget, or to speed up the building programme. However, most buildings are “permanent”, built predominantly from brick and mortar. In exceptional cases, buildings not belonging to a school are used regularly for teaching, and these are categorised as “hired” structures.

In the Annual Education Census, schools report the number of individual toilet units or spaces, and indicate whether or not they had access to water supply, electricity, telephone and internet connectivity. Considerable proportions of schools in Namibia do not have one or more of these basic facilities and services.

Availability of housing for teachers has often been cited as a requirement for attracting qualified teachers to rural schools. Some information on teachers’ housing has been included in this chapter. The Ministry has plans to provide more teachers’ housing in the current Medium-Term Expenditure Framework.

It is a ministerial intention to eliminate the overcrowding of classrooms, replace “traditional” structures, provide sanitary facilities and basic services at all schools. The large shortages in basic facilities seem to have impeded substantial progress in the provision of teachers’ housing.

Table 51: Numbers and structural types of teaching facilities

REGION	Classroom					Laboratory					Computer Room					Specialised room					Workshop				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
National	28 223	24 221	1 646	2 138	218	615	603	8	3	1	536	519	8	9	-	775	456	23	282	14	181	172	2	6	1
//Kharas	990	805	153	23	9	24	22	1	-	1	36	33	3	-	-	39	30	1	7	1	19	18	1	-	-
Erongo	1 611	1 488	105	7	11	47	46	-	1	-	42	40	2	-	-	57	48	3	6	-	17	17	-	-	-
Hardap	1 002	917	75	2	8	30	28	2	-	-	33	31	2	-	-	32	26	2	4	-	19	19	-	-	-
Kavango East	1 964	1 622	94	242	6	33	33	-	-	-	27	27	-	-	-	45	23	2	20	-	10	9	-	1	-
Kavango West	1 404	1 058	85	256	5	18	18	-	-	-	13	12	-	1	-	48	7	4	35	2	2	2	-	-	-
Khomas	3 298	3 019	209	36	34	117	115	2	-	-	111	111	-	-	-	147	143	2	2	-	56	55	1	-	-
Kunene	1 060	951	43	52	14	19	17	2	-	-	16	16	-	-	-	36	21	1	13	1	6	6	-	-	-
Ohangwena	3 928	3 072	215	615	26	54	54	-	-	-	45	42	1	2	-	86	20	1	63	2	5	3	-	2	-
Omaheke	813	729	59	18	7	17	17	-	-	-	23	22	-	1	-	16	16	-	-	-	4	4	-	-	-
Omusati	3 949	3 362	268	306	13	83	81	-	2	-	49	47	-	2	-	81	26	4	47	4	8	8	-	-	-
Oshana	2 274	2 126	69	59	20	51	51	-	-	-	44	43	-	1	-	46	24	1	19	2	11	11	-	-	-
Oshikoto	2 884	2 347	139	389	9	61	61	-	-	-	39	37	-	2	-	69	27	1	41	-	9	6	-	3	-
Otjozondjupa	1 680	1 527	91	11	51	40	40	-	-	-	42	42	-	-	-	39	32	-	6	1	10	9	-	-	1
Zambezi	1 366	1 198	41	122	5	21	20	1	-	-	16	16	-	-	-	34	13	1	19	1	5	5	-	-	-

The number of teaching rooms in which groups of learners can be accommodated are recorded in **Table 51**. In addition, the number of rooms only suitable to very small groups, and outdoor areas routinely used for accommodating learners, have been charted in **Table 52** on page 66.

The different types of structures have been classified as permanent, prefabricated and traditional. Rooms that did not belong to schools, but were used on a daily basis, have been grouped under 'hired'. Permanent structures are normally buildings constructed from bricks. Prefabricated structures are most often made out of asbestos sheets. Structures under the heading 'traditional', are constructed using materials like poles, mud, thatch, or corrugated iron, and tents.

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

REGION	Small room					Gymnasiums/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	456	421	18	14	3	346	334	3	6	3	751	723	17	9	2	6 708	6 288	123	273	24	110
//Kharas	27	25	2	-	-	22	20	2	-	-	34	29	5	-	-	244	218	21	5	-	-
Erongo	52	47	5	-	-	31	31	-	-	-	41	38	3	-	-	419	404	9	5	1	4
Hardap	24	24	-	-	-	19	19	-	-	-	33	31	2	-	-	172	163	7	2	-	1
Kavango East	15	15	-	-	-	21	21	-	-	-	37	36	-	1	-	510	471	5	34	-	10
Kavango West	8	6	-	2	-	3	3	-	-	-	23	22	-	1	-	322	283	8	30	1	9
Khomas	111	107	4	-	-	95	92	1	-	2	161	160	1	-	-	760	740	17	-	3	19
Kunene	12	10	2	-	-	17	16	-	1	-	20	19	1	-	-	216	209	1	3	3	18
Ohangwena	17	15	-	2	-	17	16	-	1	-	60	55	1	4	-	920	816	13	86	5	10
Omaheke	14	14	-	-	-	11	11	-	-	-	34	34	-	-	-	169	160	9	-	-	-
Omusati	42	35	2	2	3	21	21	-	-	-	121	119	1	1	-	853	818	4	28	3	8
Oshana	48	45	1	2	-	25	22	-	3	-	55	54	1	-	-	572	552	1	19	-	3
Oshikoto	39	37	2	-	-	27	26	-	1	-	54	52	-	2	-	754	680	18	56	-	6
Otjozondjupa	31	31	-	-	-	30	29	-	-	1	53	50	1	-	2	454	439	7	2	6	13
Zambezi	16	10	-	6	-	7	7	-	-	-	25	24	1	-	-	343	335	3	3	2	9

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 accommodating individuals, or very small groups of learners.

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 trees. Kavango West remains the worst of all regions in this regard. Kavango East and Kunene also reported a high number of outdoor teaching areas in 2022.

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

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	1 036	1 009	11	13	3	1 903	1 823	51	19	10	867	783	28	47	9	724	705	6	12	1	849	682	14	149	4
//Kharas	52	47	5	-	-	131	110	21	-	-	48	41	7	-	-	34	33	1	-	-	24	19	2	2	1
Erongo	70	69	1	-	-	167	167	-	-	-	102	99	3	-	-	56	55	1	-	-	46	33	2	11	-
Hardap	42	41	1	-	-	104	100	3	-	1	53	53	-	-	-	39	38	1	-	-	43	35	-	8	-
Kavango East	57	55	-	2	-	104	102	-	2	-	75	64	-	8	3	39	39	-	-	-	38	37	-	1	-
Kavango West	52	49	-	3	-	61	58	1	2	-	21	19	-	-	2	22	22	-	-	-	44	24	1	18	1
Khomas	133	131	2	-	-	311	308	2	-	1	173	167	5	1	-	103	102	1	-	-	76	71	3	2	-
Kunene	38	36	-	-	2	83	83	-	-	-	22	20	-	2	-	22	20	-	2	-	46	41	-	5	-
Ohangwena	97	95	-	2	-	159	149	4	2	4	58	49	2	7	-	86	81	-	4	1	123	78	-	44	1
Omaheke	35	35	-	-	-	73	72	1	-	-	18	18	-	-	-	26	26	-	-	-	37	35	1	1	-
Omusati	164	162	1	1	-	127	115	5	5	2	70	44	2	20	4	61	58	1	2	-	111	89	-	22	-
Oshana	78	78	-	-	-	153	150	2	1	-	40	38	-	2	-	66	66	-	-	-	78	70	-	8	-
Oshikoto	78	73	-	5	-	153	140	9	4	-	65	53	7	5	-	63	61	-	2	-	84	63	3	18	-
Otjozondjupa	79	77	1	-	1	178	175	1	-	2	98	95	2	1	-	59	58	-	1	-	50	45	1	4	-
Zambezi	61	61	-	-	-	99	94	2	3	-	24	23	-	1	-	48	46	1	1	-	49	42	1	5	1

Table 53 groups the administrative facilities reported, including offices, storerooms, and any other facilities used for administrative purposes.

Table 54: Changes in the numbers of teaching and administrative facilities from 2018 to 2022

REGION	Classrooms					Science Laboratories					Computer Laboratories					Special teaching rooms					Workshops				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
National	25 533	26 090	27 151	27 904	28 223	603	617	627	620	615	597	601	506	516	519	381	390	578	666	775	205	194	201	204	181
//Kharas	881	888	956	964	990	32	34	30	29	24	48	47	33	35	33	31	30	39	39	39	16	16	18	18	19
Erongo	1 443	1 480	1 502	1 550	1 611	48	53	41	42	47	44	42	42	43	40	44	42	46	54	57	26	25	17	16	17
Hardap	891	913	955	968	1 002	34	34	33	32	30	40	41	33	34	31	20	21	30	28	32	23	24	23	24	19
Kavango East	1 679	1 704	1 822	1 886	1 964	38	33	33	34	33	48	46	26	25	27	18	24	30	35	45	10	10	6	4	10
Kavango West	1 272	1 335	1 402	1 441	1 404	18	18	20	18	18	13	14	11	12	12	12	12	44	46	48	5	5	4	5	2
Khomas	2 951	2 996	3 311	3 495	3 298	103	112	122	117	117	132	136	112	114	111	91	90	98	148	147	59	50	54	58	56
Kunene	821	912	1 018	1 027	1 060	15	14	19	19	19	20	20	17	18	16	18	19	22	26	36	5	5	5	5	6
Ohangwena	3 634	3 752	3 811	3 878	3 928	53	55	57	56	54	41	41	40	39	42	25	25	61	73	86	4	4	6	8	5
Omaheke	776	756	775	780	813	19	18	20	20	17	23	23	20	21	22	16	15	20	20	16	5	4	6	5	4
Omusati	3 677	3 782	3 804	3 880	3 949	87	82	82	83	83	44	48	46	44	47	39	36	57	56	81	21	15	20	18	8
Oshana	2 123	2 151	2 181	2 253	2 274	46	48	47	50	51	34	36	36	40	43	22	22	37	36	46	11	16	16	14	11
Oshikoto	2 704	2 718	2 787	2 833	2 884	48	56	61	60	61	49	48	35	35	37	22	21	47	53	69	6	6	7	12	9
Otjozondjupa	1 438	1 443	1 545	1 596	1 680	41	41	41	40	40	47	47	41	42	42	20	23	28	29	39	12	13	13	13	10
Zambezi	1 243	1 260	1 282	1 353	1 366	21	19	21	20	21	14	12	14	14	16	3	10	19	23	34	2	1	6	4	5

Table 54 reports on the changes in the number of different facilities from 2018 - 2022. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities have been counted under one heading. Tents used as teaching facilities were counted under traditional facilities, and not as outdoor teaching facilities as previously recorded. This explains the drop in reported outdoor facilities.

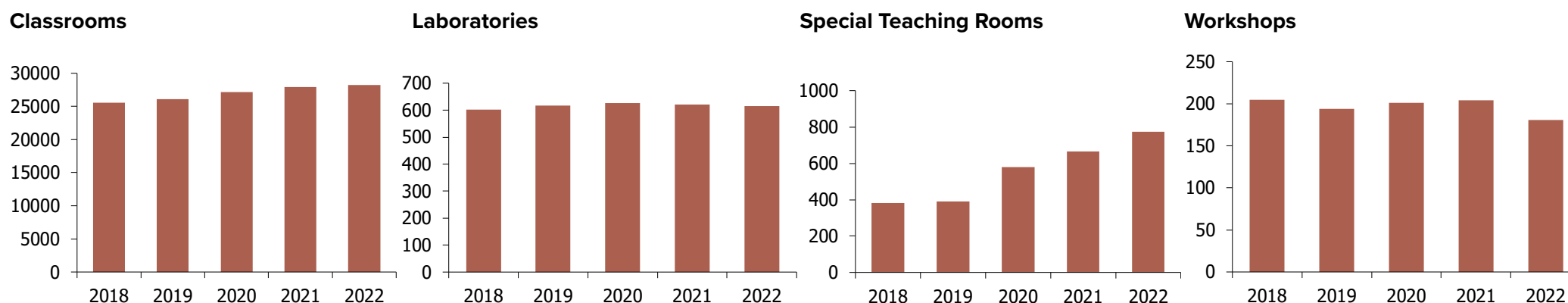
Figure 54: Changes in the numbers of facilities

Table 54: Continued

REGION	School or gymnastics halls					Libraries, media or resource centres					Special teaching rooms					Outdoor teaching areas				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
National	284	319	334	182	345	734	828	823	707	718	11 753	11 563	11 609	12 467	11 972	290	113	114	186	142
//Kharas	20	23	23	17	23	33	42	45	37	36	539	579	576	592	545	20	10	12	8	5
Erongo	32	35	36	17	32	53	55	59	39	41	817	832	869	904	851	-	-	1	13	8
Hardap	27	28	30	23	27	32	37	30	35	35	505	472	478	504	474	14	1	3	3	2
Kavango East	10	13	14	6	19	32	43	39	36	40	691	682	636	746	725	24	6	12	4	11
Kavango West	3	6	6	4	4	25	25	28	23	23	477	471	515	582	590	50	25	25	28	25
Khomas	79	77	86	49	94	102	108	125	107	106	1 733	1 696	1 680	1 834	1 714	-	-	10	14	13
Kunene	13	18	16	5	19	23	24	24	28	26	390	357	386	440	437	56	17	12	28	25
Ohangwena	9	10	9	4	15	64	66	85	62	72	1 358	1 360	1 345	1 443	1 434	28	9	6	20	12
Omaheke	10	9	11	6	10	35	37	33	36	33	429	396	372	414	378	36	5	10	13	6
Omusati	18	24	25	15	25	145	157	137	112	120	1 271	1 254	1 268	1 343	1 284	12	9	1	10	8
Oshana	13	21	20	13	20	50	80	71	57	50	938	844	898	928	913	-	-	-	-	1
Oshikoto	18	20	22	6	27	59	77	67	55	54	1 065	1 079	1 127	1 191	1 128	22	9	9	5	4
Otjozondjupa	24	27	28	11	25	62	56	55	53	55	834	835	841	876	824	18	8	10	11	6
Zambezi	8	8	8	6	5	19	21	25	27	27	706	706	618	670	675	10	14	3	29	16

Figure 54: Continued

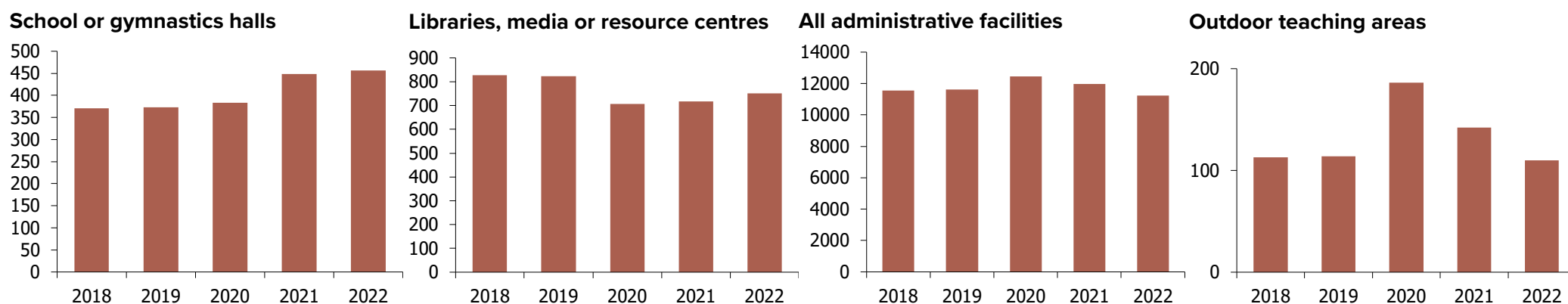


Table 55: Changes in the numbers and structural types of classrooms from 2016 to 2022

REGION	Total				Permanent				Prefabricated				Traditional				Hired			
	2016	2018	2020	2022	2016	2018	2020	2022	2016	2018	2020	2022	2016	2018	2020	2022	2016	2018	2020	2022
National	24 390	25 533	27 151	28 223	20 986	21 931	23 128	24 221	1 445	1 490	1 622	1 646	1 740	1 903	2 123	2 138	219	209	278	218
//Kharas	818	881	956	990	678	716	776	805	116	137	145	153	2	2	7	23	22	26	28	9
Erongo	1 260	1 443	1 502	1 611	1 167	1 296	1 365	1 488	76	133	107	105	6	2	4	7	11	12	26	11
Hardap	876	891	955	1 002	801	818	863	917	73	66	78	75	-	2	2	2	2	5	12	8
Kavango East	1 584	1 679	1 822	1 964	1 386	1 451	1 520	1 622	58	67	73	94	129	151	224	242	11	10	5	6
Kavango West	1 239	1 272	1 402	1 404	957	960	1 049	1 058	60	62	92	85	210	236	250	256	12	14	11	5
Khomas	2 865	2 951	3 311	3 298	2 626	2 749	2 979	3 019	228	188	263	209	4	5	44	36	7	9	25	34
Kunene	797	821	1 018	1 060	706	725	837	951	41	39	43	43	32	34	108	52	18	23	30	14
Ohangwena	3 464	3 634	3 811	3 928	2 720	2 856	2 997	3 072	231	219	208	215	484	535	584	615	29	24	22	26
Omaheke	753	776	775	813	654	672	701	729	55	55	54	59	13	19	16	18	31	30	4	7
Omusati	3 505	3 677	3 804	3 949	3 000	3 132	3 214	3 362	238	233	251	268	255	303	314	306	12	9	25	13
Oshana	2 065	2 123	2 181	2 274	1 897	1 958	2 050	2 126	72	76	64	69	65	70	61	59	31	19	6	20
Oshikoto	2 600	2 704	2 787	2 884	2 087	2 199	2 249	2 347	92	95	104	139	416	404	382	389	5	6	52	9
Otjozondjupa	1 385	1 438	1 545	1 680	1 271	1 317	1 406	1 527	82	90	106	91	10	13	4	11	22	18	29	51
Zambezi	1 179	1 243	1 282	1 366	1 036	1 082	1 122	1 198	23	30	34	41	114	127	123	122	6	4	3	5

Table 55 shows changes in the numbers and structural types of classrooms from 2016 to 2022. There were 3 833 more classrooms in 2022 than in 2016. Out of 28 553 classrooms, 24 221 or 85.8% of them were permanent.

The data clearly indicates the success of the Ministry's building program and determination to provide a conducive learning environment.

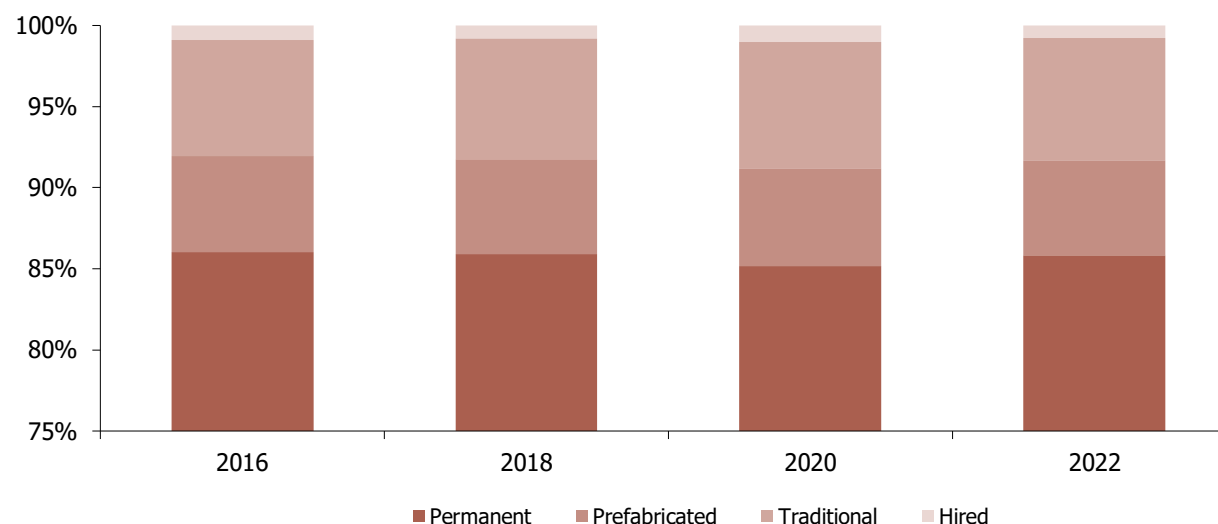
Figure 55: Changes in the percentages of classrooms of different structural types

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

REGION	Numbers of toilet units for learners			Numbers of toilet units for teachers			Numbers of schools with toilets for learners			Numbers of schools with toilets for teachers			Numbers of schools with a water supply		
	Flush	Pit	% flush	Flush	Pit	% flush	No toilets	Have toilets	% with toilets	No toilets	Have toilets	% with toilets	No water	Have water	% with water
National	15 079	7 096	68,0%	3 527	1 542	69,6%	181	1 783	90,8%	-	57	100,0%	-	57	100,0%
//Kharas	1 110	-	100,0%	251	1	99,6%	-	57	100,0%	1	79	98,8%	-	80	100,0%
Erongo	1 644	1	99,9%	317	2	99,4%	-	80	100,0%	6	56	90,3%	-	62	100,0%
Hardap	1 069	6	99,4%	204	0	100,0%	2	60	96,8%	55	124	69,3%	16	163	91,1%
Kavango East	822	531	60,8%	213	146	59,3%	48	131	73,2%	64	115	64,2%	19	160	89,4%
Kavango West	286	624	31,4%	117	184	38,9%	58	121	67,6%	3	131	97,8%	-	134	100,0%
Khomas	3 048	13	99,6%	618	4	99,4%	-	134	100,0%	20	57	74,0%	1	76	98,7%
Kunene	686	173	79,9%	130	10	92,9%	9	68	88,3%	27	249	90,2%	22	254	92,0%
Ohangwena	851	1 789	32,2%	301	375	44,5%	10	266	96,4%	1	46	97,9%	-	47	100,0%
Omaheke	659	-	100,0%	122	0	100,0%	2	45	95,7%	27	268	90,8%	1	294	99,7%
Omusati	1 097	1 388	44,1%	296	313	48,6%	13	282	95,6%	15	135	90,0%	-	150	100,0%
Oshana	846	893	48,6%	230	150	60,5%	1	149	99,3%	46	177	79,4%	17	206	92,4%
Oshikoto	936	1 237	43,1%	229	215	51,6%	19	204	91,5%	8	78	90,7%	-	86	100,0%
Otjozondjupa	1 436	54	96,4%	296	5	98,3%	6	80	93,0%	16	103	86,6%	5	114	95,8%
Zambezi	589	387	60,3%	203	137	59,7%	13	106	89,1%	20	97	82,9%	10	107	91,5%

The provision of sanitary facilities, teacher housing and basic services have been reported on in **Tables 56 and 58**.

There has been a remarkable improvement in the provision of sanitary services to schools countrywide. Kavango East and Kavango West remain the most poorly serviced regions, with 73.2% and 67.6% respectively of schools having toilets for learners, and the only region with below 80% of provision of such service to schools.

There has also been an increase in water supply to schools in general. Kavango East and Kavango West were the most poorly serviced in water supply with 91.1%, and 89.4% respectively.

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

REGION	Numbers of housing units for teachers			Numbers of schools with housing for teachers			Numbers of schools with electricity supply			Numbers of schools with telephones			Numbers of schools with Internet Access	
	Total	Single quarters	Family quarters	No housing	Have housing	% with housing	No electricity	Have electricity	% with electricity	No telephone	Have telephone	% with telephone	Have Internet	% with Internet
National	4 381	1 636	2 745	763	1 201	61,2%	200	1 764	89,8%	627	1 337	68,1%	55	96,5%
//Kharas	216	113	103	33	24	42,1%	-	57	100,0%	-	57	100,0%	79	98,8%
Erongo	189	68	121	29	51	63,8%	-	80	100,0%	2	78	97,5%	57	91,9%
Hardap	256	113	143	46	16	25,8%	-	62	100,0%	4	58	93,5%	78	43,6%
Kavango East	246	86	160	40	139	77,7%	30	149	83,2%	68	111	62,0%	33	18,4%
Kavango West	98	10	88	21	158	88,3%	57	122	68,2%	122	57	31,8%	129	96,3%
Khomas	298	146	152	43	91	67,9%	2	132	98,5%	5	129	96,3%	55	71,4%
Kunene	396	157	239	57	20	26,0%	10	67	87,0%	24	53	68,8%	161	58,3%
Ohangwena	415	118	297	120	156	56,5%	28	248	89,9%	101	175	63,4%	40	85,1%
Omaheke	347	86	261	37	10	21,3%	-	47	100,0%	7	40	85,1%	190	64,4%
Omusati	626	368	258	97	198	67,1%	26	269	91,2%	134	161	54,6%	134	89,3%
Oshana	166	51	115	39	111	74,0%	2	148	98,7%	13	137	91,3%	140	62,8%
Oshikoto	365	136	229	99	124	55,6%	36	187	83,9%	83	140	62,8%	73	84,9%
Otjozondjupa	501	159	342	57	29	33,7%	4	82	95,3%	9	77	89,5%	64	53,8%
Zambezi	262	25	237	45	74	62,2%	5	114	95,8%	55	64	53,8%	52	44,4%

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 those regions. In spite of Government Housing Schema, there are still regions that need more teacher housing units due to their remoteness.

Although the provision of electricity to the schools has somewhat improved, tireless efforts in providing electricity to more schools in some regions is still a need. Kavango West, is the only region below 70%. 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. The disparities in the provision of telephone services were even higher with Kavango West, Zambezi, Kavango East, Ohangwena and Oshikoto regions still highly underserved. Although there are still a lot of schools without telephone facilities, the introduction of mobile telecommunications might have made traditional phone lines obsolete, as more areas are now connected through mobile technologies.

Internet connectivity as well as presence of Information and Communication Technologies (ICT) at schools have become an integral part of education, and have proven to improve learning and administration at schools. There are 1 288 (65.6%) out of 1 954 schools that have indicated the presence of internet connectivity. This includes both cable and wireless modes. //Kharas, Khomas and Erongo regions (being mostly urban areas), have more connected schools, while Kavango West, Kavango East and Zambezi are poorly connected. The Ministry may need to reconsider its partnerships with service providers to focus more on the poorly serviced regions, and ensure that learners in those regions are also not left behind.

Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2017 to 2022

REGION	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
National	86,7%	87,2%	87,8%	88,3%	89,4%	90,8%	78,9%	77,8%	77,5%	90,3%	82,9%	85,3%	88,6%	89,4%	89,8%	89,2%	93,7%	95,9%
///Kharas	98,2%	98,2%	100,0%	100,0%	100,0%	100,0%	90,9%	93,0%	96,4%	93,0%	96,5%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Erongo	98,6%	100,0%	98,7%	93,6%	100,0%	100,0%	95,8%	97,3%	96,0%	97,4%	97,5%	98,8%	100,0%	100,0%	100,0%	98,7%	100,0%	100,0%
Hardap	100,0%	100,0%	100,0%	100,0%	100,0%	96,8%	98,3%	96,6%	91,7%	93,3%	93,4%	90,3%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Kavango East	61,6%	62,6%	64,7%	78,9%	65,7%	73,2%	53,7%	55,6%	55,3%	83,4%	59,6%	69,3%	67,1%	69,0%	72,4%	78,3%	87,1%	91,1%
Kavango West	60,2%	63,1%	63,1%	76,8%	66,3%	67,6%	58,0%	59,1%	58,0%	89,3%	61,8%	64,2%	73,3%	71,0%	69,3%	71,8%	83,1%	89,4%
Khomas	98,3%	99,2%	99,2%	97,7%	100,0%	100,0%	95,9%	96,1%	95,5%	96,2%	97,1%	97,8%	99,2%	100,0%	100,0%	98,5%	99,3%	100,0%
Kunene	94,0%	88,1%	88,2%	87,0%	89,2%	88,3%	71,6%	64,2%	67,6%	84,1%	73,0%	74,0%	92,5%	94,0%	92,6%	97,1%	90,5%	98,7%
Ohangwena	94,7%	94,7%	95,5%	90,7%	95,2%	96,4%	82,8%	82,3%	81,2%	92,2%	87,9%	90,2%	85,5%	86,8%	86,8%	94,4%	94,5%	92,0%
Omaheke	97,7%	97,7%	97,8%	91,5%	100,0%	95,7%	93,2%	93,2%	91,3%	100,0%	93,6%	97,9%	95,5%	97,7%	97,8%	100,0%	97,9%	100,0%
Omusati	92,6%	93,4%	94,1%	85,8%	94,5%	95,6%	84,0%	82,5%	85,0%	90,7%	88,1%	90,8%	94,3%	96,2%	96,2%	91,0%	96,6%	99,7%
Oshana	96,4%	97,1%	98,6%	97,3%	96,6%	99,3%	85,4%	84,2%	80,1%	94,5%	88,6%	90,0%	99,3%	99,3%	100,0%	100,0%	98,0%	100,0%
Oshikoto	82,2%	82,3%	82,4%	84,6%	89,2%	91,5%	75,3%	72,7%	71,5%	86,4%	79,8%	79,4%	90,4%	90,5%	90,5%	80,5%	90,1%	92,4%
Otjozondjupa	97,5%	98,8%	100,0%	95,3%	94,3%	93,0%	89,9%	85,5%	86,6%	89,4%	89,8%	90,7%	97,5%	97,6%	97,6%	97,6%	98,9%	100,0%
Zambezi	79,5%	78,3%	77,4%	84,3%	86,3%	89,1%	71,4%	66,1%	65,2%	85,2%	82,9%	86,6%	78,6%	81,7%	85,2%	74,8%	91,5%	95,8%

Changes in the percentages of schools that had basic facilities and services have been shown in **Table 58** which continues on page 92. **Figures 58a and 58b** show two examples of the situation in different regions, and the changes between 2017 and 2022. Some progress has been made in the provision of sanitary facilities to schools, with 90.8% of schools having toilets for learners, while 85.3% had toilet facilities for teachers.

With the outbreak of the COVID-19 pandemic, the Ministry intervened to supply water and sanitary facilities to needy schools, hence the slight improvement. The percentage of schools that had a water supply rose in all regions, except the Ohangwena region, which experienced a slight decrease. More attention should however be paid to the Kavango East and Kavango West regions which are very low on the provision of water supply and toilets for learners and teachers, compared to other regions.

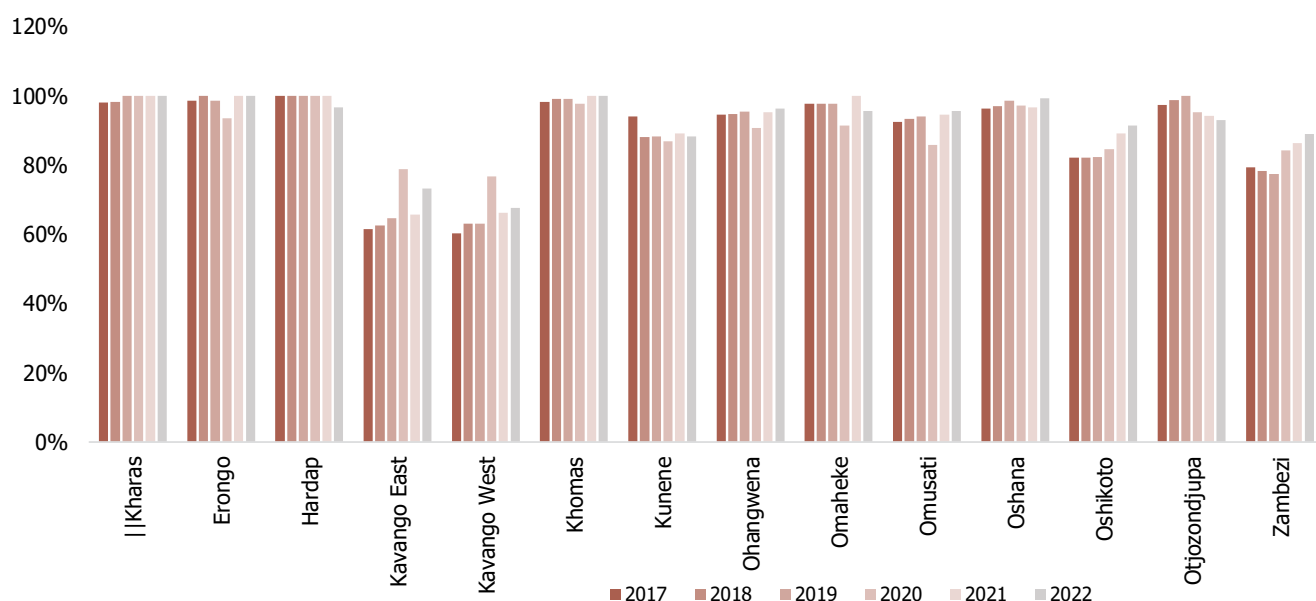
Figure 58a: Changes in the percentages of schools with toilets for learners

Table 58: Continued

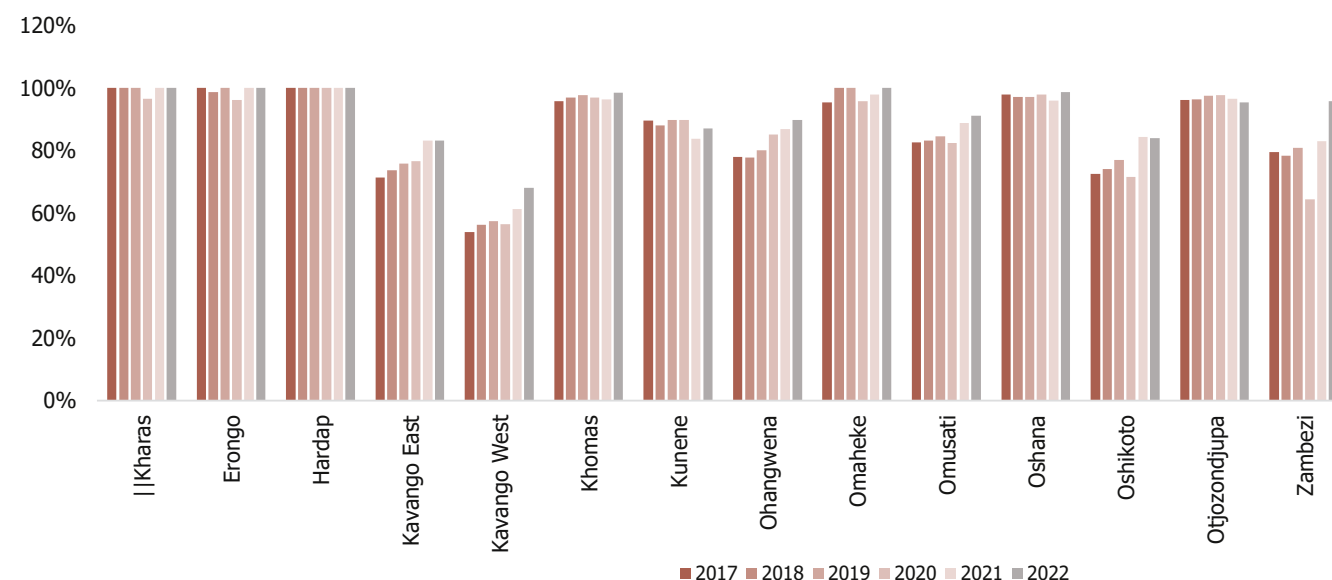
REGION	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
National	81,7%	82,4%	84,1%	82,5%	87,2%	89,8%	66,9%	68,4%	68,9%	67,5%	67,6%	68,1%	36,8%	37,2%	38,1%	36,4%	37,8%	61,2%
//Kharas	100,0%	100,0%	100,0%	96,5%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	96,5%	100,0%	56,4%	57,9%	60,0%	57,9%	57,9%	42,1%
Erongo	100,0%	98,7%	100,0%	96,2%	100,0%	100,0%	98,6%	98,7%	100,0%	97,4%	96,3%	97,5%	42,3%	42,7%	41,3%	42,3%	38,8%	63,8%
Hardap	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	96,6%	98,3%	98,3%	93,3%	93,4%	93,5%	74,6%	72,9%	70,0%	73,3%	75,4%	25,8%
Kavango East	71,3%	73,7%	75,9%	76,6%	83,1%	83,2%	48,2%	51,5%	52,9%	56,0%	55,1%	62,0%	23,2%	22,2%	22,4%	21,1%	21,9%	77,7%
Kavango West	54,0%	56,3%	57,4%	56,5%	61,2%	68,2%	37,5%	36,4%	36,4%	35,0%	36,0%	31,8%	13,6%	11,9%	13,1%	9,0%	11,8%	88,3%
Khomas	95,9%	96,9%	97,7%	97,0%	96,3%	98,5%	95,9%	96,1%	97,0%	94,7%	92,6%	96,3%	36,4%	28,9%	28,6%	30,8%	30,9%	67,9%
Kunene	89,6%	88,1%	89,7%	89,9%	83,8%	87,0%	79,1%	80,6%	79,4%	69,6%	64,9%	68,8%	82,1%	79,1%	76,5%	76,8%	73,0%	26,0%
Ohangwena	77,9%	77,7%	80,1%	85,2%	86,8%	89,9%	62,6%	61,5%	60,5%	66,7%	64,5%	63,4%	43,5%	45,3%	44,7%	40,7%	40,7%	56,5%
Omaheke	95,5%	100,0%	100,0%	95,7%	97,9%	100,0%	93,2%	95,5%	93,5%	93,6%	87,2%	85,1%	86,4%	84,1%	76,1%	76,6%	76,6%	21,3%
Omusati	82,6%	83,2%	84,6%	82,4%	88,7%	91,2%	58,5%	60,1%	60,8%	56,4%	56,3%	54,6%	24,5%	27,6%	32,9%	29,1%	33,1%	67,1%
Oshana	97,8%	97,1%	97,2%	97,9%	96,0%	98,7%	82,5%	86,3%	87,2%	84,2%	91,3%	91,3%	24,8%	23,7%	24,1%	27,4%	27,5%	74,0%
Oshikoto	72,6%	74,1%	76,9%	71,5%	84,3%	83,9%	62,6%	65,0%	67,0%	62,0%	64,6%	62,8%	36,5%	40,9%	44,3%	41,6%	44,8%	55,6%
Otjozondjupa	96,2%	96,4%	97,6%	97,6%	96,6%	95,3%	86,1%	90,4%	89,0%	88,2%	88,6%	89,5%	63,3%	65,1%	64,6%	67,1%	67,0%	33,7%
Zambezi	79,5%	78,3%	80,9%	64,3%	82,9%	95,8%	47,3%	48,7%	49,6%	46,1%	47,0%	53,8%	25,9%	27,0%	27,8%	20,9%	24,8%	62,2%

Some progress was made with the provision of electricity to schools in the northern regions from 2017 to 2022. The 4 regions that had the lowest percentages of schools with electricity in 2022, and are serviced below the national average of 89.8%, are Kavango West, Kavango East, Kunene and Oshikoto.

Schools in the Kavango East, Kavango West, Omusati, Oshikoto and Zambezi regions were also relatively poorly serviced with telephones, with figures well below the national average of 68.1%. These figures are not inclusive of mobile telecommunications, and could be different if EMIS had captured network availability.

Teacher housing provision generally remains poor nationally at 61.2%. The problem might not be pressing in most of the regions that are predominantly urban, as teachers would normally make use of subsidies provided to either buy or rent accommodation. In the most rural areas however, provision of teacher housing should be re-evaluated, as it has proven much harder for these officials to utilise their subsidies to acquire accommodation.

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



Chapter 7: ADULT LEARNING

Chapter 7 provides information on the enrolments and pass rates of Adult Learning in the National Literacy Programme. The programme forms part of the National Policy on Adult Education which began in 1992 and contributed to increasing the adult literacy rate to 80% by 2000. This has shown Government's commitment towards achieving target 4.6 of the United Nations Sustainable Development Goal 4 which is, *"By 2030 ensure that all youth and substantial proportion of adult, both men and women, achieve literacy and numeracy"*.

The 2022 literacy results of students in the programme are given per region. The aim of the National Policy on Adult Education is to strengthen and promote the role of adult education in individual, community, regional and national development.



Table 59: National Literacy Programme enrolments and pass rates from 2016 to 2022

Programme Stage	Total	Year of enrolment						
		2016	2017	2018	2019	2020	2021	2022
Stage 1								
Enrolment	29 185	6 369	4 948	4 188	4 475	1 729	3 403	4 073
Tested	19 153	3 889	3 478	3 143	2 831	1 110	2 138	2 564
Passed	15 951	3 147	3 147	1 906	2 530	1 045	1 882	2 294
% passed	83,3%	80,9%	90,5%	68,2%	84,3%	94,1%	88,0%	89,5%
Stage 2								
Enrolment	35 745	7 296	6 876	6 222	6 235	3 519	4 263	1 334
Tested	23 011	4 344	4 174	5 148	3 672	2 103	2 629	941
Passed	18 986	3 672	3 613	3 270	3 297	1 914	2 325	895
% passed	82,5%	84,5%	86,6%	63,5%	89,8%	91,0%	88,4%	95,1%
Stage 3								
Enrolment	36 009	5 760	6 488	6 154	7 140	3 189	3 804	3 474
Tested	22 571	3 267	4 233	4 745	4 036	1 883	2 262	2 145
Passed	18 901	2 634	3 625	2 965	3 996	1 673	2 092	1 916
% passed	83,7%	80,6%	85,6%	62,5%	99,0%	88,8%	92,5%	89,3%

The number of adult learners who enrolled for the different stages of the National Literacy Programme, the number of those who were tested, and who passed the examination have been reported in **Table 59**. Pass percentages have been calculated as the percentages of the number of learners who were examined. The total column shows the total number of learners for the six-year period (2016-2022). The same individuals may have been counted several times if they enrolled for the same stage in different years.

Over the six years, 29 185 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills), however only 15 951 adults passed the stage during the said period.

In comparison to the past few years, the enrolment figures dropped drastically. This could be an indication that more people have achieved basic literacy, or more people are not being reached as was the case in the past.

Changes in the numbers have been charted in **Figure 59**, which also provides a picture of the relative numbers enrolled, tested and passed.

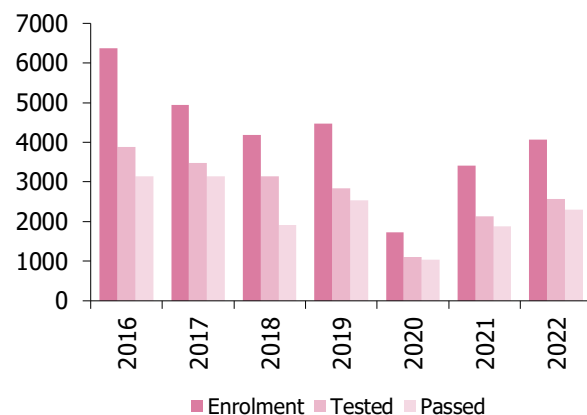
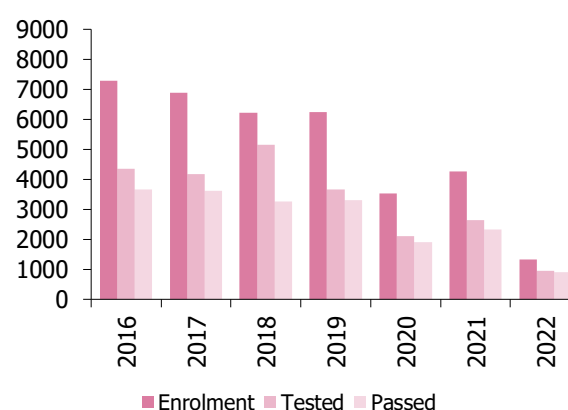
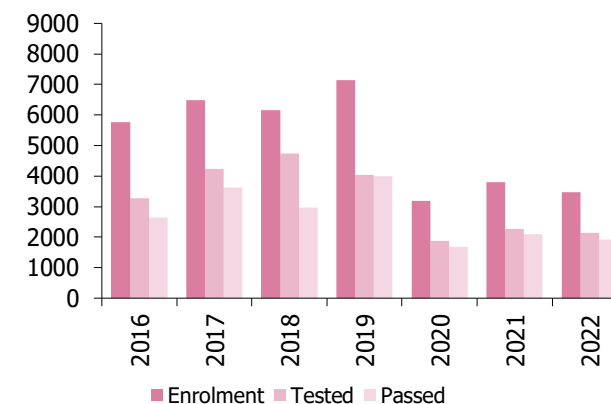
Figure 59: Numbers of learners enrolled, tested and passed in stages of the National Literacy Programme**Stage 1****Stage 2****Stage 3**

Table 60: Test results of the National Literacy Programme in 2022

REGION	Programme Stage								
	Stage 1			Stage 2			Stage 3		
	Number tested	% female	% passed	Number tested	% female	% passed	Number tested	% female	% passed
National	2 564	60,6%	89,5%	941	73,9%	95,1%	2 145	65,0%	89,3%
//Kharas	5	0,0%	100,0%	4	25,0%	100,0%	7	0,0%	71,4%
Erongo	64	59,4%	85,9%	38	81,6%	94,7%	127	47,6%	86,6%
Hardap	69	78,3%	98,6%	12	58,3%	91,7%	75	55,8%	88,0%
Kavango East	395	78,2%	92,9%	43	51,2%	100,0%	153	81,6%	98,7%
Kavango West	168	75,0%	89,3%	208	76,4%	90,4%	220	77,3%	90,5%
Khomas	5	60,0%	100,0%	25	64,0%	84,0%	106	54,2%	95,3%
Kunene	205	58,0%	79,5%	50	76,0%	92,0%	314	47,1%	72,9%
Ohangwena	250	62,8%	94,4%	179	76,0%	96,1%	372	63,9%	93,5%
Omaheke	208	43,3%	95,2%	9	55,6%	100,0%	60	53,4%	93,3%
Omusati	392	53,3%	81,1%	66	72,7%	100,0%	168	53,0%	86,9%
Oshana	22	81,8%	81,8%	78	87,2%	98,7%	77	69,2%	100,0%
Oshikoto	324	45,7%	85,5%	67	74,6%	98,5%	206	57,5%	96,1%
Otjozondjupa	299	49,8%	98,3%	107	63,6%	97,2%	145	54,1%	97,2%
Zambezi	158	85,4%	88,6%	55	83,6%	94,5%	115	79,0%	77,4%

Basic literacy comprises of Stage 1, 2 and 3. A total of 8 881 adult learners enrolled in the three phases in 2022. The total number of tested adult learners reported was 5 650. *Source: (DAE 2022)*

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

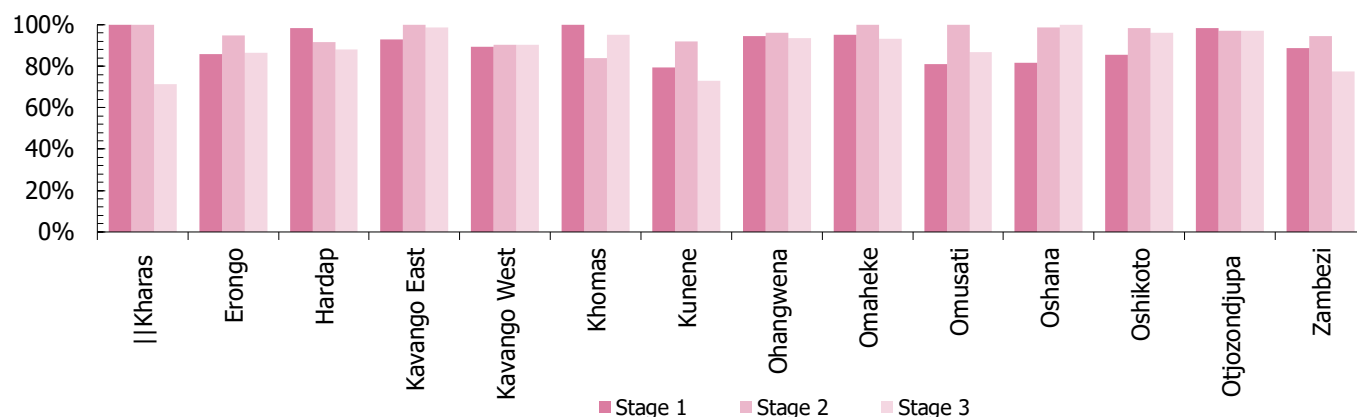
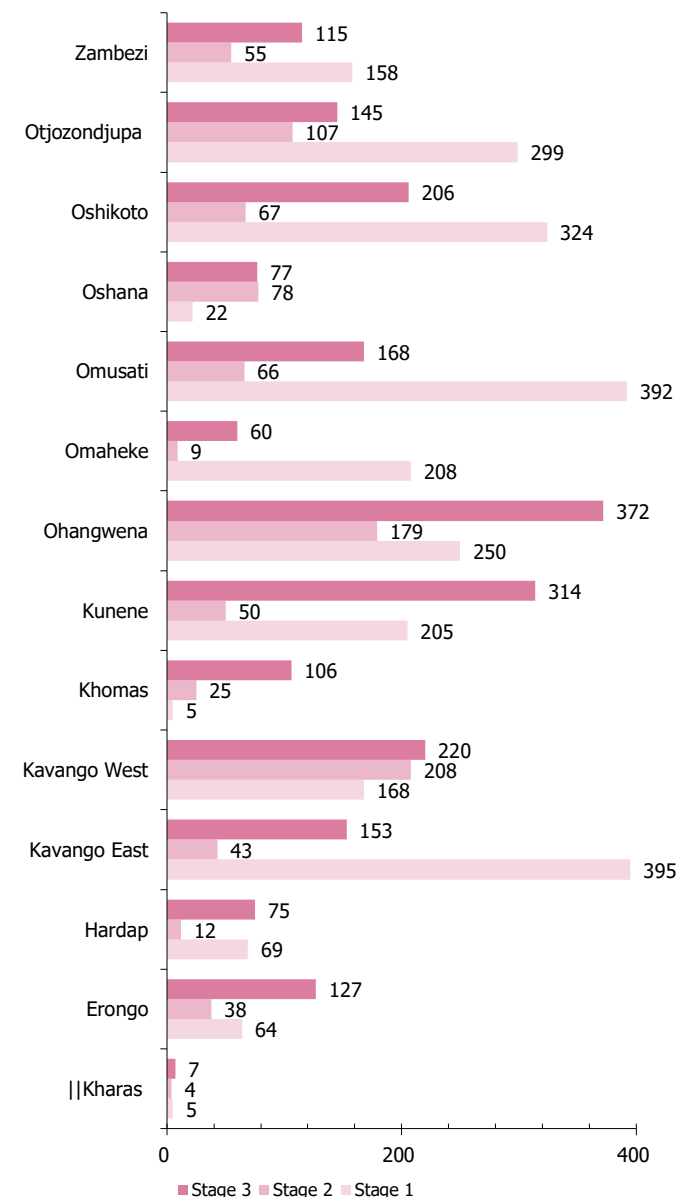
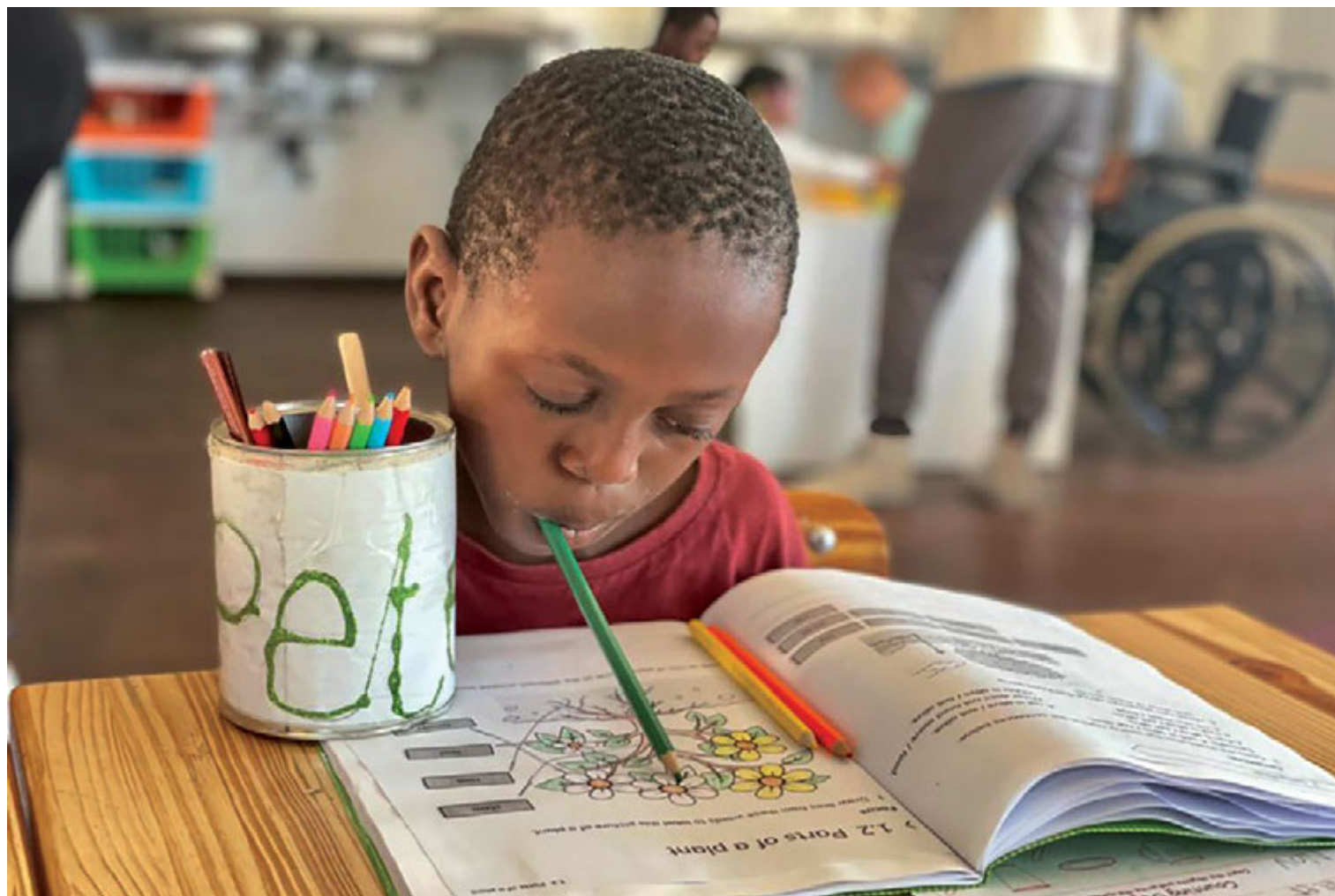


Figure 60a: Numbers of adult learners tested in each region



Chapter 8:

LEARNING AND SOCIAL CHALLENGES



Chapter 8 contains information on learning and social challenges. These include learners with physical and learning challenges by gender, grade and region ([Tables 61 and 62](#)); enrolments of orphans and vulnerable children (OVC) by gender ([Tables 63 and 64](#)); learner dropout by region, gender and reason ([Table 65](#)); and teacher and learner mortalities ([Tables 66 to 69](#)).



Table 61: Learners with disabilities by region and gender

REGION	Gender	Total	Types of disability												
			Accepting changes to routine	Albinism	Autism Spectrum Disorder (ASD)	Communication	Controlling Behaviors	Down Syndrome	Epilepsy	Hearing	Learning	Physical Disability	Remembering & Focus Attention	Self-care	Vision
National	Total	129 763	4 209	259	194	8 413	10 825	131	648	10 064	42 390	1 576	24 096	5 731	21 227
	Female	57 809	1 831	124	59	3 325	3 583	69	396	5 381	17 163	657	10 801	2 176	12 244
	Male	71 954	2 378	135	135	5 088	7 242	62	252	4 683	25 227	919	13 295	3 555	8 983
//Kharas	Total	4 219	142	3	4	243	300	-	47	281	1 206	36	907	141	909
	Female	1 977	77	1	2	109	89	-	29	157	511	9	409	53	531
	Male	2 242	65	2	2	134	211	-	18	124	695	27	498	88	378
Erongo	Total	9 492	377	12	29	545	841	18	29	647	2 565	74	1 794	306	2 255
	Female	4 363	169	4	3	197	276	9	14	355	1 019	34	823	116	1 344
	Male	5 129	208	8	26	348	565	9	15	292	1 546	40	971	190	911
Hardap	Total	5 309	226	2	7	557	470	-	28	280	1 600	59	936	257	887
	Female	2 492	97	1	1	243	163	-	15	135	695	28	462	125	527
	Male	2 817	129	1	6	314	307	-	13	145	905	31	474	132	360
Kavango East	Total	11 003	395	35	10	799	1 053	14	37	1 153	2 677	154	2 255	606	1 815
	Female	5 051	168	18	3	331	370	5	19	591	1 174	63	1 046	243	1 020
	Male	5 952	227	17	7	468	683	9	18	562	1 503	91	1 209	363	795
Kavango West	Total	8 177	244	12	15	517	615	3	33	854	2 628	131	1 751	474	900
	Female	3 752	103	7	8	211	239	-	14	458	1 186	47	840	189	450
	Male	4 425	141	5	7	306	376	3	19	396	1 442	84	911	285	450
Khomas	Total	19 470	718	24	62	879	1 460	56	84	1 478	5 561	141	4 106	467	4 434
	Female	9 528	347	16	18	354	508	30	56	830	2 524	68	1 953	177	2 647
	Male	9 942	371	8	44	525	952	26	28	648	3 037	73	2 153	290	1 787
Kunene	Total	5 424	222	6	4	327	662	4	41	414	1 539	68	1 106	288	743
	Female	2 419	98	2	2	140	220	2	31	227	646	23	509	87	432
	Male	3 005	124	4	2	187	442	2	10	187	893	45	597	201	311

Table 61: Continued

	Total	12 798	287	49	17	910	948	15	55	1 165	5 467	207	1 817	600	1 261
Ohangwena	Female	5 284	133	20	4	331	306	9	27	601	2 071	94	773	227	688
	Male	7 514	154	29	13	579	642	6	28	564	3 396	113	1 044	373	573
	Total	5 404	137	3	1	533	483	-	24	289	1 967	62	990	213	702
Omaheke	Female	2 438	51	-	-	218	177	-	15	156	871	29	432	86	403
	Male	2 966	86	3	1	315	306	-	9	133	1 096	33	558	127	299
	Total	13 164	321	38	9	811	1 029	8	72	692	5 884	150	2 203	744	1 203
Omusati	Female	5 132	107	19	3	315	273	5	34	353	2 125	65	875	283	675
	Male	8 032	214	19	6	496	756	3	38	339	3 759	85	1 328	461	528
	Total	6 971	199	39	7	448	535	-	51	654	2 427	114	1 122	280	1 095
Oshana	Female	3 024	80	16	2	171	176	-	35	366	905	44	489	99	641
	Male	3 947	119	23	5	277	359	-	16	288	1 522	70	633	181	454
	Total	12 475	353	23	9	761	965	9	47	828	4 377	183	2 159	659	2 102
Oshikoto	Female	5 170	133	13	3	296	270	6	36	431	1 573	70	865	240	1 234
	Male	7 305	220	10	6	465	695	3	11	397	2 804	113	1 294	419	868
	Total	10 131	338	6	11	701	990	3	54	732	2 954	108	1 951	406	1 877
Otjozondjupa	Female	4 638	154	3	7	274	349	3	37	403	1 242	47	886	155	1 078
	Male	5 493	184	3	4	427	641	-	17	329	1 712	61	1 065	251	799
	Total	5 726	250	7	9	382	474	1	46	597	1 538	89	999	290	1 044
Zambezi	Female	2 541	114	4	3	135	167	-	34	318	621	36	439	96	574
	Male	3 185	136	3	6	247	307	1	12	279	917	53	560	194	470

Table 61 sheds light on disability cases, by recording the enrolments of female and male learners with disabilities by gender, and region.

Of the total 129 763 disability cases recorded in 2022, 46 756 or (44.2%) were females, while 71 954 (55.5%) were males. It is important to note that a learner could be counted more than once depending on their disabilities, e.g., a learner with hearing problems could be counted under hearing, but if in addition they are determined to have physical disabilities, they will then also be counted under said category.

Note that this table is not comparable to earlier reports, as it was done in accordance with the Washington Group on Disability Statistics categorization. Taking into account that learners are now measured on the degree of their disabilities, starting from mild to more severe cases. The inclusion of the Washington Group on Disability Statistics made it possible for Namibian data to be internationally comparable. It will also inform the development and evaluation of policies and programs, in support of the objectives of initiatives such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the Sustainable Development Goals (SDGs) and the aims of the Charter for Change - which advocated for the localization of humanitarian aid. The figures on disabilities and their degrees are recorded in **Table 62b** of this report.

Table 62a: Learners with disabilities by grade and gender

Grade	Total			Accepting changes to routine			Albinism			Autism Spectrum Disorder (ASD)			Communication			Controlling Behaviors			Down's Syndrome		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	129 763	57 809	71 954	4 209	1 831	2 378	259	124	135	194	59	135	8 413	3 325	5 088	10 825	3 583	7 242	131	69	62
Pre-Primary	4 980	1 988	2 992	264	106	158	15	8	7	25	5	20	738	290	448	608	193	415	5	4	1
Grade 1	11 686	4 602	7 084	289	117	172	32	13	19	18	3	15	1 280	486	794	934	277	657	13	6	7
Grade 2	10 157	4 013	6 144	221	79	142	26	11	15	4	1	3	867	346	521	738	208	530	7	4	3
Grade 3	11 296	4 435	6 861	183	67	116	17	13	4	11	5	6	878	357	521	835	250	585	9	4	5
Grade 4	13 682	5 411	8 271	307	117	190	34	18	16	13	7	6	869	311	558	1 013	262	751	19	11	8
Grade 5	12 665	5 389	7 276	272	98	174	29	15	14	8	1	7	728	274	454	1 130	357	773	2	1	1
Grade 6	11 035	4 775	6 260	254	90	164	19	8	11	7	1	6	512	196	316	941	314	627	2	1	1
Grade 7	9 131	4 164	4 967	310	126	184	24	9	15	12	6	6	398	155	243	872	323	549	3	2	1
Grade 8	14 255	7 070	7 185	651	304	347	22	13	9	8	5	3	736	337	399	1 392	526	866	26	14	12
Grade 9	10 233	5 203	5 030	430	210	220	14	5	9	23	12	11	410	182	228	967	357	610	3	1	2
Grade 10	12 271	6 730	5 541	634	347	287	16	5	11	11	2	9	467	192	275	872	370	502	1	1	-
Grade 11	4 769	2 586	2 183	189	92	97	7	5	2	2	-	2	238	109	129	316	94	222	-	-	-
Grade 12	555	342	213	33	27	6	1	1	-	-	-	-	15	5	10	38	10	28	-	-	-
Other Grades	3 048	1 101	1 947	172	51	121	3	-	3	52	11	41	277	85	192	169	42	127	41	20	21

Table 62a: continued

Grade	Epilepsy			Hearing			Learning			Physical Disability			Remembering & Focus Attention			Self-care			Vision		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	648	396	252	10 064	5 381	4 683	42 390	17 163	25 227	1 576	657	919	24 096	10 801	13 295	5 731	2 176	3 555	21 227	12 244	8 983
Pre-Primary	17	7	10	211	85	126	1 585	637	948	63	27	36	906	381	525	333	145	188	210	100	110
Grade 1	44	11	33	449	199	250	4 939	1 991	2 948	154	63	91	2 093	822	1 271	726	265	461	715	349	366
Grade 2	49	24	25	509	219	290	4 484	1 770	2 714	135	59	76	1 773	706	1 067	553	200	353	791	386	405
Grade 3	37	17	20	721	342	379	4 887	1 866	3 021	132	55	77	1 843	706	1 137	569	207	362	1 174	546	628
Grade 4	54	36	18	1 118	598	520	5 324	1 907	3 417	150	53	97	2 031	797	1 234	845	312	533	1 905	982	923
Grade 5	59	37	22	1 167	584	583	4 084	1 585	2 499	151	59	92	2 244	999	1 245	699	279	420	2 092	1 100	992
Grade 6	51	29	22	1 143	617	526	3 393	1 298	2 095	158	59	99	1 907	777	1 130	475	174	301	2 173	1 211	962
Grade 7	62	42	20	902	500	402	2 475	930	1 545	147	59	88	1 542	699	843	374	149	225	2 010	1 164	846
Grade 8	93	59	34	1 246	722	524	3 534	1 618	1 916	150	68	82	2 733	1 305	1 428	513	202	311	3 151	1 897	1 254
Grade 9	60	43	17	861	472	389	2 422	1 078	1 344	112	55	57	2 232	1 139	1 093	211	64	147	2 488	1 585	903
Grade 10	67	56	11	1 155	702	453	2 761	1 401	1 360	124	48	76	3 067	1 632	1 435	192	95	97	2 904	1 879	1 025
Grade 11	29	21	8	385	239	146	1 118	521	597	44	25	19	1 131	631	500	94	36	58	1 216	813	403
Grade 12	1	1	-	44	31	13	40	16	24	8	5	3	114	64	50	-	-	-	261	182	79
Other Grades	25	13	12	153	71	82	1 344	545	799	48	22	26	480	143	337	147	48	99	137	50	87

Table 62a shows disability case numbers per grade, disaggregated by gender, and type of disability. Learning as well as remembering and focus attention were identified as the highest across all grades, although more serious in the primary grades. Overall 84 632 (65.2%) of disability cases were identified in the Primary phase. This could also be an indication of a lack of proper foundation in early learning, as opposed to a disability per se.

Table 62b: Learners with disabilities by degree of severity and gender

Disability category	Degree of severity											
	Some difficulty			A lot of difficulty			Cannot do at all			N/A		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	29 277	11 361	17 916	5 916	2 172	3 744	93 338	43 628	49 710	1 232	648	584
Accepting changes to routine	813	364	449	180	71	109	3 216	1 396	1 820	0	0	0
Albinism	0	0	0	0	0	0	0	0	0	259	124	135
Autism Spectrum Disorder (ASD)	0	0	0	0	0	0	0	0	0	194	59	135
Communication	1 999	755	1 244	425	165	260	5 989	2 405	3 584	0	0	0
Controlling Behaviors	2 810	802	2 008	319	90	229	7 696	2 691	5 005	0	0	0
Down Syndrome	0	0	0	0	0	0	0	0	0	131	69	62
Epilepsy	0	0	0	0	0	0	0	0	0	648	396	252
Hearing	1 063	563	500	529	252	277	8 472	4 566	3 906	0	0	0
Learning	13 612	5 111	8 501	2 660	915	1 745	26 118	11 137	14 981	0	0	0
Physical Disability	333	156	177	37	10	27	1 206	491	715	0	0	0
Remembering & focus attention	5 308	2 059	3 249	924	346	578	17 864	8 396	9 468	0	0	0
Self-care	1 826	708	1 118	640	221	419	3 265	1 247	2 018	0	0	0
Vision	1513	843	670	202	102	100	19512	11299	8213	0	0	0

Table 62b groups the number of learners according to the degree of severity, for the disability categories reported in **Table 62a**. It should be noted that because it is impossible to determine the degree of severity for disability categories such as Albinism, Autism Spectrum Disorder (ASD), Down Syndrome and Epilepsy, the number of learners with such disabilities are therefore indicated under N/A so that the total number of learner with disabilities tally between **Tables 62a and 62b**.

‘Some difficulty’ implies that a learner has some limitations with regard to a specific disability category. In the case of hearing, a learner may need to sit in front of the class in order to hear the teacher well.

‘A lot of difficulty’ implies that a learner has a lot of limitations and would for example need hearing aids, in the case of a hearing impairment.

‘Cannot do at all’ implies that a learner cannot perform an action at all. In the case of hearing for example, a learner cannot hear at all, even with hearing aids.

This way of describing and categorizing disabilities amongst learners conforms with the Washington Group questions on disability, as advocated for by the United Nations, which encourages the use of disability-inclusive terminologies as opposed to terminologies such as blind, deaf etc., thereby ensuring that educational data is disability-inclusive.

Table 63: Male and female Orphans and Vulnerable Children (OVC) enrolments by region

Region	Gender	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
National	Total	83 107	10,1%		183 111	22,3%	
	Females	40 745	9,9%		88 715	21,6%	
	Males	42 362	10,4%		94 396	23,1%	
//Kharas	Total	2 350	9,7%	1,9%	7 637	31,6%	10,7%
	Females	1 224	10,0%	1,9%	3 750	30,7%	10,5%
	Males	1 126	9,4%	1,8%	3 887	32,5%	10,8%
Erongo	Total	3 694	7,2%	2,9%	6 667	13,1%	9,3%
	Females	1 899	7,3%	3,0%	3 143	12,0%	8,8%
	Males	1 795	7,2%	2,9%	3 524	14,2%	9,8%
Hardap	Total	2 786	10,2%	2,2%	6 230	22,8%	8,7%
	Females	1 411	10,3%	2,2%	3 074	22,4%	8,6%
	Males	1 375	10,1%	2,2%	3 156	23,2%	8,8%
Kavango East	Total	8 599	12,0%	6,8%	20 032	28,0%	28,0%
	Females	4 178	11,7%	6,6%	9 892	27,7%	27,7%
	Males	4 421	12,4%	7,1%	10 140	28,3%	28,2%
Kavango West	Total	5 033	11,0%	4,0%	16 906	37,0%	23,6%
	Females	2 312	10,4%	3,6%	8 309	37,3%	23,3%
	Males	2 721	11,6%	4,3%	8 597	36,7%	23,9%
Khomas	Total	5 873	6,0%	4,6%	9 051	9,3%	12,6%
	Females	3 083	6,2%	4,8%	4 314	8,6%	12,1%
	Males	2 790	5,9%	4,5%	4 737	10,1%	13,2%
Kunene	Total	3 145	10,2%	2,5%	10 136	32,8%	14,1%
	Females	1 484	9,6%	2,3%	5 063	32,7%	14,2%
	Males	1 661	10,8%	2,7%	5 073	33,0%	14,1%
Ohangwena	Total	12 488	10,9%	9,9%	23 492	20,4%	32,8%
	Females	6 055	10,6%	9,5%	11 210	19,6%	31,4%
	Males	6 433	11,1%	10,3%	12 282	21,2%	34,1%
Omaheke	Total	2 487	9,9%	2,0%	6 232	24,8%	8,7%
	Females	1 222	9,8%	1,9%	3 073	24,6%	8,6%
	Males	1 265	10,0%	2,0%	3 159	25,0%	8,8%

Table 63 reports on the number of Orphans and Vulnerable Children (OVC) in schools across all 14 regions. Although these two are interrelated and often referred to as OVC as a group, orphans are different from vulnerable children. According to the National Policy on Orphans and Vulnerable Children, an orphan is “a child who has lost one or both parents because of death, and is under the age of 18 years,” while a vulnerable child is “a child who needs care and protection.” This definition is further elaborated in the National Plan of Action for Orphans and Vulnerable Children (NPA, 2007).

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

Region	Gender	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
Omusati	Total	12 136	11,6%	9,6%	22 554	21,6%	31,5%
	Females	5 849	11,3%	9,2%	10 707	20,6%	30,0%
	Males	6 287	11,9%	10,0%	11 847	22,5%	32,9%
Oshana	Total	5 984	10,3%	4,7%	10 785	18,5%	15,1%
	Females	2 972	10,0%	4,7%	5 208	17,6%	14,6%
	Males	3 012	10,5%	4,8%	5 577	19,5%	15,5%
Oshikoto	Total	8 287	11,0%	6,6%	19 613	25,9%	27,4%
	Females	4 015	10,7%	6,3%	9 289	24,8%	26,0%
	Males	4 272	11,2%	6,8%	10 324	27,0%	28,7%
Otjozondjupa	Total	4 936	9,4%	3,9%	10 981	21,0%	15,3%
	Females	2 522	9,5%	4,0%	5 329	20,0%	14,9%
	Males	2 414	9,4%	3,9%	5 652	22,0%	15,7%
Zambezi	Total	5 309	12,9%	4,2%	12 795	31,2%	17,9%
	Females	2 519	12,5%	4,0%	6 354	31,4%	17,8%
	Males	2 790	13,4%	4,5%	6 441	31,0%	17,9%

Table 64: Male and female OVC enrolments per age group

Age Group	Orphans			Vulnerable Children		
	Total	Female	Male	Total	Female	Male
Total	83 107	40 745	42 362	183 111	88 715	94 396
5 or less	212	92	120	1 765	879	886
6 to 9	12 749	6283	6466	66 792	32657	34135
10 to 14	31 703	16069	15634	74 290	36562	37728
15 to 19	33 390	16386	17004	36 748	17247	19501
20 to 24	4 946	1883	3063	3 434	1349	2085
25 or older	107	32	75	82	21	61

The number of orphans and vulnerable children in their age groups and gender were reported in [Table 64](#).

A separate count was done for orphans as well as for vulnerable children. Note should be taken that 'vulnerability' is defined in terms of socio-economic, psychological and physiological needs of learners.

Table 65: Male and female dropout from school by reason, gender and region

Region	Gender	Total	Reason for dropping out of school																		
			Illness or caring for sick	Distance	Job	Parental demand	School Funds	Pregnancy	Learners feel old	Failure	Exam Fees	Discipline	Parental Death	Hunger	Discrimination	Infrastructure	Learning Materials	Language	Early Marriage	Teacher Attitude	Unknown/ Others
National	Total	17 982	727	1 315	774	1 075	130	2 739	920	195	14	1087	177	124	47	12	7	17	148	61	8 413
	Females	8 984	381	591	212	482	65	2 701	310	81	6	277	93	47	20	7	4	6	134	29	3 538
	Males	8 998	346	724	562	593	65	38	610	114	8	810	84	77	27	5	3	11	14	32	4 875
//Kharas	Total	516	5	11	26	45	1	24	22	9	-	29	3	3	1	-	1	3	-	-	333
	Females	227	3	4	6	15	1	23	9	2	-	8	2	-	-	-	-	-	-	-	154
	Males	289	2	7	20	30	-	1	13	7	-	21	1	3	1	-	1	3	-	-	179
Erongo	Total	600	18	26	21	19	19	70	30	9	-	41	3	3	2	7	-	2	1	-	329
	Females	278	7	10	4	9	12	70	12	4	-	9	1	2	-	5	-	1	1	-	131
	Males	322	11	16	17	10	7	-	18	5	-	32	2	1	2	2	-	1	-	-	198
Hardap	Total	803	11	59	33	61	2	48	40	5	-	74	6	30	3	-	-	-	-	4	427
	Females	357	7	37	10	24	2	48	18	1	-	15	-	10	1	-	-	-	-	2	182
	Males	446	4	22	23	37	-	-	22	4	-	59	6	20	2	-	-	-	-	2	245
Kavango East	Total	2 070	110	187	77	212	26	399	143	20	2	107	32	24	-	2	-	-	60	3	666
	Females	1 086	55	75	20	103	17	399	36	11	-	26	17	11	-	2	-	-	58	2	254
	Males	984	55	112	57	109	9	-	107	9	2	81	15	13	-	-	-	-	2	1	412
Kavango West	Total	1 850	102	188	77	145	3	317	147	21	3	92	13	20	2	-	1	-	37	10	672
	Females	965	55	81	22	70	1	316	37	8	-	29	6	7	-	-	-	-	32	4	297
	Males	885	47	107	55	75	2	1	110	13	3	63	7	13	2	-	1	-	5	6	375
Khomas	Total	1 153	51	137	51	56	28	101	17	3	1	82	6	1	4	2	3	-	3	7	600
	Females	555	24	69	15	20	11	100	10	-	-	30	1	-	2	-	3	-	1	4	265
	Males	598	27	68	36	36	17	1	7	3	1	52	5	1	2	2	-	-	2	3	335
Kunene	Total	1 566	74	217	25	196	3	158	43	27	-	68	14	5	9	-	-	3	7	1	716
	Females	755	28	97	11	78	1	158	15	19	-	15	6	-	5	-	-	2	5	1	314
	Males	811	46	120	14	118	2	-	28	8	-	53	8	5	4	-	-	1	2	-	402
Ohangwena	Total	2 261	92	117	137	78	23	527	109	22	2	133	26	1	5	-	1	2	-	6	980
	Females	1 143	46	44	26	34	11	501	32	10	2	37	15	-	2	-	1	2	-	1	379
	Males	1 118	46	73	111	44	12	26	77	12	-	96	11	1	3	-	-	-	-	5	601

Table 65: continued

Region	Gender	Total	Reason for dropping out of school																		
			Illness or caring for sick	Distance	Job	Parental demand	School Funds	Pregnancy	Learners feel old	Failure	Exam Fees	Discipline	Parental Death	Hunger	Discrimination	Infrastructure	Learning Materials	Language	Early Marriage	Teacher Attitude	Unknown/ Others
Omaheke	Total	1 076	39	60	31	36	1	71	46	6	-	71	9	3	4	-	-	-	-	2	697
	Females	510	25	26	8	19	1	71	29	5	-	22	3	1	2	-	-	-	-	2	296
	Males	566	14	34	23	17	-	-	17	1	-	49	6	2	2	-	-	-	-	-	401
	Total	1 575	69	67	63	45	7	347	68	24	3	96	26	18	5	-	-	4	3	-	730
Omusati	Females	823	35	31	17	22	2	343	18	7	3	20	21	11	4	-	-	-	3	-	286
	Males	752	34	36	46	23	5	4	50	17	-	76	5	7	1	-	-	4	-	-	444
Oshana	Total	496	17	22	30	10	9	116	39	3	1	24	4	-	4	-	-	1	2	2	212
	Females	257	8	11	4	2	3	113	20	1	-	6	1	-	1	-	-	1	1	-	85
	Males	239	9	11	26	8	6	3	19	2	1	18	3	-	3	-	-	-	1	2	127
Oshikoto	Total	1 459	47	79	87	41	1	251	72	15	1	113	11	1	2	-	-	1	5	22	710
	Females	718	29	29	30	24	-	251	16	3	-	27	7	-	-	-	-	-	5	11	286
	Males	741	18	50	57	17	1	-	56	12	1	86	4	1	2	-	-	1	-	11	424
Otjozondjupa	Total	1 621	46	76	73	55	5	146	86	20	-	86	16	2	3	1	1	-	14	4	987
	Females	804	30	41	22	23	3	146	30	6	-	18	10	-	1	-	-	-	13	2	459
	Males	817	16	35	51	32	2	-	56	14	-	68	6	2	2	1	1	-	1	2	528
Zambezi	Total	936	46	69	43	76	2	164	58	11	1	71	8	13	3	-	-	1	16	-	354
	Females	506	29	36	17	39	-	162	28	4	1	15	3	5	2	-	-	-	15	-	150
	Males	430	17	33	26	37	2	2	30	7	-	56	5	8	1	-	-	1	1	-	204

A total of 17 982 learners were counted as having dropped out of school in 2022, of whom 8 984 (49.96%) were female and 8 998 (50.04%) were male. The major reasons for overall dropouts were either unknown, parental demand, pregnancy, distance and discipline, which altogether accounted for 81.4% of the total dropout rate. Pregnancy alone accounts for 15.2% of the total. A reasonably large number of learners (1 315) dropped out because of the long distance between school and home, especially in the Kavango East, Kavango West and Kunene regions.

Disability is no longer reported as a standalone reason for dropping out, but instead highlights 'Infrastructural Accessibility,' 'Language Barriers,' and 'Learning Material Accessibility,' as reasons that hamper the access of learners with disabilities to learning, and forces them out of schools if violated.

The high number of learners who dropped out due to unknown reason (8 413), accounting for 46.8%, is worrisome and needs further investigation.

Table 66: Teacher mortality by age and reason in 2022

Age group	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	218	164	74	90	30	8	22	24	4	20	0	0	0
20-24	72	44	18	26	14	2	12	14	2	12	0	0	0
25-29	10	2	2	0	4	2	2	4	2	2	0	0	0
30-34	16	12	4	8	4	2	2	0	0	0	0	0	0
35-39	10	10	10	0	0	0	0	0	0	0	0	0	0
40-44	30	24	8	16	6	2	4	0	0	0	0	0	0
45-49	22	20	6	14	0	0	0	2	0	2	0	0	0
50-54	24	20	10	10	2	0	2	2	0	2	0	0	0
55 and older	34	32	16	16	0	0	0	2	0	2	0	0	0

Tables 66 and 67 show teacher mortality per age group and region, as well as causes of death. A total of 218 teacher mortalities were reported in 2022. Illness (164), was the major cause of death at 75.2%, followed by accidents and suicide with 13.8% and 11.0% respectively.

No teachers were lost to violence or homicide during the year under review. Although the percentage of suicide seems to be small, it is alarming that 24 staff members succumbed to suicide, with Omusati region recording the highest number (8 male teachers), while Hardap, Kavango East, Kavango West, Khomas, Ohangwena and Omaheke recorded two suicide cases each.

Table 67: Teacher mortality by region and reason in 2022

Regions	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	400	366	186	180	24	6	18	10	4	6	0	0	0
//Kharas	4	4	4	0	0	0	0	0	0	0	0	0	0
Erongo	2	2	0	2	0	0	0	0	0	0	0	0	0
Hardap	6	2	2	0	0	0	0	4	2	2	0	0	0
Kavango East	30	26	6	20	2	0	2	2	0	2	0	0	0
Kavango West	14	8	2	6	4	0	4	2	0	2	0	0	0
Khomas	26	24	8	16	0	0	0	2	0	2	0	0	0
Kunene	10	6	2	4	4	2	2	0	0	0	0	0	0
Ohangwena	24	14	8	6	6	2	4	4	2	2	0	0	0
Omaheke	8	6	0	6	0	0	0	2	0	2	0	0	0
Omusati	34	18	14	4	8	2	6	8	0	8	0	0	0
Oshana	10	10	8	2	0	0	0	0	0	0	0	0	0
Oshikoto	8	8	2	6	0	0	0	0	0	0	0	0	0
Otjozondjupa	16	12	6	6	4	2	2	0	0	0	0	0	0
Zambezi	26	24	12	12	2	0	2	0	0	0	0	0	0

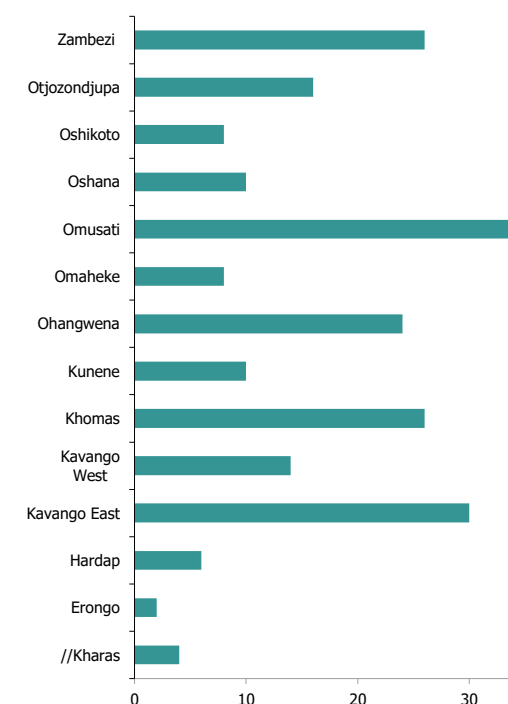
Figure 67: Teacher mortality by region and reason

Table 68: Learner mortality by grade and reason

Grade	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	178	96	45	51	56	19	37	13	0	0	13	3	10
Pre-Primary	10	5	3	2	4	1	3	0	0	0	1	0	1
Grade 1	25	13	5	8	11	4	7	1	0	1	0	0	0
Grade 2	12	5	1	4	7	1	6	0	0	0	0	0	0
Grade 3	12	8	5	3	4	1	3	0	0	0	0	0	0
Grade 4	11	4	2	2	7	3	4	0	0	0	0	0	0
Grade 5	15	7	3	4	8	6	2	0	0	0	0	0	0
Grade 6	6	5	3	2	1	1	0	0	0	0	0	0	0
Grade 7	16	6	2	4	7	0	7	3	1	2	0	0	0
Grade 8	20	7	3	4	4	2	2	3	2	1	6	3	3
Grade 9	11	9	6	3	0	0	0	2	1	1	0	0	0
Grade 10	21	14	8	6	1	0	1	3	1	2	3	0	3
Grade 11	15	11	2	9	1	0	1	1	0	1	2	0	2
Grade 12	1	1	1	0	0	0	0	0	0	0	0	0	0
Other Grades	3	1	1	0	1	0	1	0	0	0	1	0	1

A total of 178 learners died during the year 2022. The majority of them (53.9%), succumbed to illness, 33.3% followed by accidents 39.3%, suicide, violence and homicide at 7.3% each. Kavango East, Khomas, Omusati, Ohangwena and Oshana regions had the highest number of learner mortalities, totalling 67.4% of all death cases.

60.1% of all death cases (107) claimed the lives of primary phase learners.

It is worth looking into the reasons behind suicide which is on the increase amongst learners, and find possible ways of addressing the root causes. Life Skills might need to be strengthened, with more emphasis on stress management.

The number of learners that succumbed to violence and homicide has also increased to a total of 13 learners, compared to 2 learners recorded in the 2021 Census.

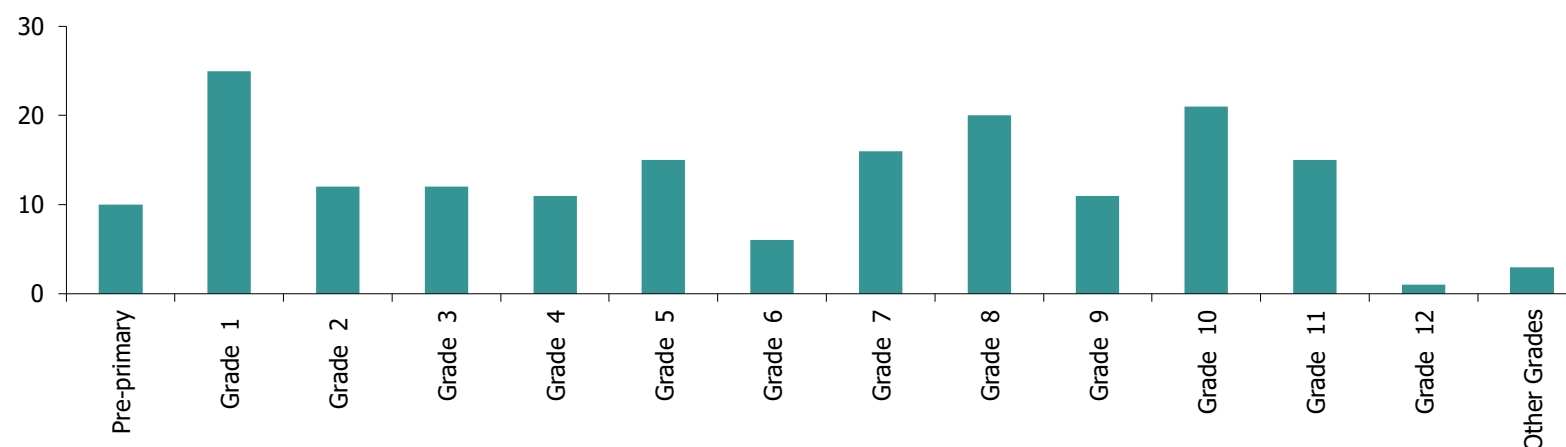
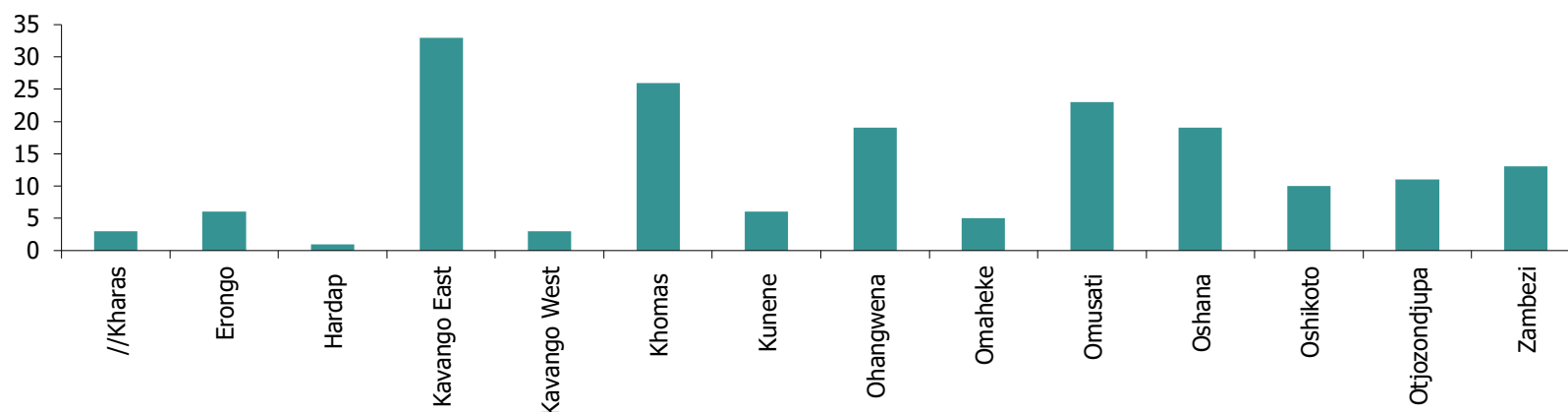
Figure 68: Learner mortality by grade

Table 69: Learner mortality by region and reason

Regions	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	178	96	45	51	56	19	37	13	5	8	13	3	10
//Kharas	3	1	0	1	2	0	2	0	0	0	0	0	0
Erongo	6	2	2	0	2	0	2	0	0	0	2	0	2
Hardap	1	1	1	0	0	0	0	0	0	0	0	0	0
Kavango East	33	19	7	12	9	4	5	3	1	2	2	0	2
Kavango West	3	0	0	0	2	0	2	1	0	1	0	0	0
Khomas	26	10	6	4	6	3	3	5	3	2	5	3	2
Kunene	6	4	3	1	2	1	1	0	0	0	0	0	0
Ohangwena	19	12	3	9	6	3	3	0	0	0	1	0	1
Omaheke	5	5	3	2	0	0	0	0	0	0	0	0	0
Omusati	23	14	6	8	7	2	5	2	1	1	0	0	0
Oshana	19	11	6	5	7	3	4	1	0	1	0	0	0
Oshikoto	10	5	2	3	3	0	3	0	0	0	2	0	2
Otjozondjupa	11	6	3	3	3	2	1	1	0	1	1	0	1
Zambezi	13	6	3	3	7	1	6	0	0	0	0	0	0

Figure 69: Learner mortality by region



Chapter 9:

EDUCATION SECTOR RESPONSE TO HIV AND AIDS



Chapter 9 reports information on measuring the education sector response to HIV and AIDS.

Tables in this chapter are focused on Comprehensive Life-Skills-based HIV and Sexuality Education in schools. The issues of workplace program and parental sensitisation are also reported.

Table 70: Teachers trained in Life Skills-Based HIV and Sexuality Education between 2020 - 2022

Year	2020					2021					2022				
	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained
National	21 044	10 418	31 462	15 669	49,4%	21 638	10 365	32 003	13 888	44,7%	22 096	10 369	32 465	15 270	46,5%
//Kharas	712	281	993	452	46%	711	270	981	493	50%	721	259	980	451	46%
Erongo	1 454	405	1 859	760	41%	1 530	407	1 937	565	29%	1 581	409	1 990	723	36%
Hardap	714	310	1 024	392	38%	751	274	1 025	415	40%	769	282	1 051	414	39%
Kavango East	1 191	1 023	2 214	1 182	53%	1 291	1 050	2 341	844	36%	1 330	1 058	2 388	1 130	47%
Kavango West	840	820	1 660	772	47%	859	828	1 687	685	41%	891	834	1 725	771	45%
Khomas	2 936	910	3 846	2 111	55%	3 026	912	3 938	1 305	33%	3 049	897	3 946	1 813	46%
Kunene	728	459	1 187	697	59%	703	455	1 158	538	46%	744	456	1 200	594	50%
Ohangwena	2 834	1 481	4 315	2 215	51%	2 863	1 499	4 362	1 851	42%	2 886	1 495	4 381	2 120	48%
Omaheke	603	331	934	519	56%	645	328	973	615	63%	669	324	993	401	40%
Omusati	2 883	1 395	4 278	2 033	48%	2 897	1 369	4 266	2 116	50%	2 942	1 366	4 308	1 972	46%
Oshana	1 709	699	2 408	1 132	47%	1 775	688	2 463	1 202	49%	1 798	727	2 525	1 156	46%
Oshikoto	2 067	1 040	3 107	1 522	49%	2 120	1 033	3 153	1 371	43%	2 171	1 019	3 190	1 626	51%
Otjozondjupa	1 278	535	1 813	906	50%	1 331	533	1 864	861	46%	1 364	541	1 905	1 032	54%
Zambezi	1 095	729	1 824	976	54%	1 136	719	1 855	1 027	55%	1 181	702	1 883	1 067	57%

The number and percentage of teachers who received training in Life Skills-Based HIV and Sexuality education from 2020 to 2022 are reported in **Table 70**. Kunene, Oshikoto, Otjozondjupa and Zambezi regions recorded the highest percentage (50% or above) of teachers trained in Life Skills-Based HIV and Sexuality education in 2022.

Erongo, Hardap and Omaheke regions recorded the lowest percentage of teachers who received training in Life Skills-Based HIV and Sexuality education in 2022. The figures on teachers who were trained in Life Skills-Based HIV and Sexuality education remain relatively low. This may jeopardise the Ministry of Education, Arts and Culture's response to combating HIV and AIDS, and creating a better understanding amongst the learners, and the community at large.

Table 71: Young people aged 10 - 24 reached by Life Skills-based HIV and Sexuality Education in 2022

Year	Generic			Sexual Reproductive Health		Transmission and Prevention	
	Enrolled	Reached	% Reached	Reached	% Reached	Reached	% Reached
National	510 211	466 456	91,4%	466 641	91,5%	472 814	92,7%
//Kharas	14 920	14 355	96,2%	14 405	96,5%	14 500	97,2%
Erongo	32 947	31 311	95,0%	31 026	94,2%	30 995	94,1%
Hardap	16 602	15 842	95,4%	15 666	94,4%	15 854	95,5%
Kavango East	43 678	37 402	85,6%	37 770	86,5%	38 246	87,6%
Kavango West	26 255	23 410	89,2%	23 608	89,9%	23 708	90,3%
Khomas	62 405	58 090	93,1%	56 945	91,3%	56 949	91,3%
Kunene	18 682	16 842	90,2%	16 909	90,5%	16 996	91,0%
Ohangwena	71 829	66 850	93,1%	65 831	91,6%	67 615	94,1%
Omaheke	15 322	15 205	99,2%	14 803	96,6%	14 857	97,0%
Omusati	65 340	53 983	82,6%	55 308	84,6%	56 974	87,2%
Oshana	36 527	33 651	92,1%	34 306	93,9%	34 659	94,9%
Oshikoto	47 359	45 493	96,1%	45 368	95,8%	46 160	97,5%
Otjozondjupa	32 443	29 275	90,2%	29 695	91,5%	30 168	93,0%
Zambezi	25 902	24 747	95,5%	25 001	96,5%	25 133	97,0%

The total number of young people aged 10 to 24 reached by the Life Skills-Based HIV and Sexuality Education school program in 2022, are reported in **Table 71**.

The three reported categories each constitute a different part of the syllabus. Different content is taught to each age group. This subject is taught in Grades 4 to 12, thus the enrolment numbers apply only to these grades.

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

Table 72: Schools that provided Life-Skills-Based HIV and Sexuality Education from 2020 to 2022

Year	2020			2021			2022		
	Total Schools	Schools that Provided LBS	% Provided	Total Schools	Schools that Provided LBS	% Provided	Total Schools	Schools that Provided LBS	% Provided
National	1 922	1 836	95,5%	1 954	1 526	78,1%	1 964	1 704	86,8%
//Kharas	57	53	93%	57	47	82%	57	53	93%
Erongo	78	72	92%	80	58	73%	80	68	85%
Hardap	60	59	98%	61	50	82%	62	61	98%
Kavango East	175	161	92%	178	114	64%	179	126	70%
Kavango West	177	160	90%	178	114	64%	179	109	61%
Khomas	133	133	100%	136	94	69%	134	111	83%
Kunene	69	68	99%	74	56	76%	77	72	94%
Ohangwena	270	262	97%	273	239	88%	276	262	95%
Omaheke	47	46	98%	47	37	79%	47	45	96%
Omusati	289	279	97%	293	230	78%	295	255	86%
Oshana	146	138	95%	149	122	82%	150	134	89%
Oshikoto	221	212	96%	223	195	87%	223	215	96%
Otjozondjupa	85	80	94%	88	66	75%	86	78	91%
Zambezi	115	113	98%	117	104	89%	119	115	97%

The number of schools that provided Life Skills-Based HIV and Sexuality Education between 2020 and 2021 decreased from 95.5% in 2020, to 78.1% in 2021, and increased to 86.8% in 2022.

The Life Skills-Based HIV and Sexuality Education concept was not well understood in the past, as data collectors looked at Life Skills as a subject on its own, rather than looking at the content spread over other subjects.

Table 73: Schools that provided an orientation for parents or guardians on Life Skills-Based HIV and Sexuality Education between 2020 to 2022

Year	2020			2021			2022		
	Total Schools	Provided Orientation		Total Schools	Provided Orientation		Total Schools	Provided Orientation	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 922	442	23,0%	1 954	520	26,6%	1 964	560	28,5%
//Kharas	57	24	42%	57	21	37%	57	24	42%
Erongo	78	14	18%	80	18	23%	80	13	16%
Hardap	60	16	27%	61	23	38%	62	16	26%
Kavango East	175	28	16%	178	37	21%	179	38	21%
Kavango West	177	16	9%	178	32	18%	179	24	13%
Khomas	133	33	25%	136	32	24%	134	40	30%
Kunene	69	19	28%	74	18	24%	77	21	27%
Ohangwena	270	76	28%	273	85	31%	276	86	31%
Omaheke	47	14	30%	47	9	19%	47	18	38%
Omusati	289	42	15%	293	60	20%	295	78	26%
Oshana	146	32	22%	149	34	23%	150	40	27%
Oshikoto	221	72	33%	223	80	36%	223	92	41%
Otjozondjupa	85	17	20%	88	19	22%	86	19	22%
Zambezi	115	39	34%	117	52	44%	119	51	43%

From 2020 to 2022, there was an overall increase in the percentage of schools that provided orientation for parents or guardians of learners, from 23.0% in 2020, to 28.5% in 2022.

Discussing HIV and AIDS preventive information with parents is crucial in combating the epidemic. It has also been the stance of the Ministry that parents must be in the know of what their children are being taught in this subject, to avoid resistance and misinterpretation. Schools should therefore be encouraged to orientate parents as part of the program as well.

Further discussions with school principals suggest that the policy requiring schools to have orientation with parents is misunderstood, and in some cases Parent - Teacher meetings are not held. More awareness campaigns and clear guidelines to schools, coupled with arranged Parent - Teacher meetings on a regular basis, would improve the situation.

Table 74: Schools with teachers who received and taught Life Skills-Based HIV and Sexuality Education between 2020 to 2022

Year	2020			2021			2022		
	Total Schools	Schools with teachers who received and taught		Total Schools	Schools with teachers who received and taught		Total Schools	Schools with teachers who received and taught	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 922	1 253	65,2%	1 954	1 244	63,7%	1 964	1 348	68,6%
//Kharas	57	49	86%	57	43	75%	57	47	82%
Erongo	78	54	69%	80	47	59%	80	53	66%
Hardap	60	44	73%	61	39	64%	62	52	84%
Kavango East	175	71	41%	178	79	44%	179	80	45%
Kavango West	177	56	32%	178	75	42%	179	65	36%
Khomas	133	92	69%	136	94	69%	134	96	72%
Kunene	69	49	71%	74	55	74%	77	51	66%
Ohangwena	270	214	79%	273	214	78%	276	207	75%
Omaheke	47	42	89%	47	33	70%	47	33	70%
Omusati	289	166	57%	293	186	63%	295	202	68%
Oshana	146	121	83%	149	103	69%	150	125	83%
Oshikoto	221	148	67%	223	131	59%	223	175	78%
Otjozondjupa	85	60	71%	88	62	70%	86	67	78%
Zambezi	115	87	76%	117	83	71%	119	95	80%

From 2021 to 2022, there was an increase in the percentage of schools with teachers who received training, and taught lessons in Life Skill-Based HIV and Sexuality education in many regions. The percentage increased from 63.7% in 2021, to 68.6% in 2022.

The Kavango East and Kavango West regions were the bottom two regions for all three years. This is not necessarily an indication of failure, as dedicated Life Skills teachers were only in schools with 250 or more learners. The two regions have a relatively large number of smaller schools, which as a result could not be allocated dedicated Life Skills teachers. Life Skills teaching does however take place in these schools, but is taught by teachers who are not trained on the subject.

Table 75: Schools that implemented an HIV Workplace Programme between 2020 - 2022

Year	2020			2021			2022		
	Total Schools	Schools that implemented		Total Schools	Schools that implemented		Total Schools	Schools that implemented	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 922	1 038	54,0%	1 954	1 081	55,3%	1 964	1 110	56,5%
//Kharas	57	42	74%	57	41	72%	57	39	68%
Erongo	78	36	46%	80	39	49%	80	35	44%
Hardap	60	31	52%	61	33	54%	62	40	65%
Kavango East	175	74	42%	178	79	44%	179	80	45%
Kavango West	177	57	32%	178	71	40%	179	66	37%
Khomas	133	67	50%	136	68	50%	134	71	53%
Kunene	69	39	57%	74	40	54%	77	42	55%
Ohangwena	270	156	58%	273	172	63%	276	163	59%
Omaheke	47	31	66%	47	32	68%	47	30	64%
Omusati	289	155	54%	293	150	51%	295	159	54%
Oshana	146	89	61%	149	90	60%	150	98	65%
Oshikoto	221	138	62%	223	138	62%	223	154	69%
Otjozondjupa	85	41	48%	88	41	47%	86	48	56%
Zambezi	115	82	71%	117	87	74%	119	85	71%

The percentage of educational institutions implementing HIV and AIDS Workplace Programs steadily increased between 2020 and 2022. There are mixed results for various regions, with some regions improving, while others dropped off.

The Erongo, Kavango East and Kavango West regions consistently remained among the bottom three during this reporting period.

The Ministry needs to review its strategy to ensure that schools are implementing the HIV and AIDS Workplace Programs. Wider distribution might be needed of the Public Service Workplace Policy on HIV and AIDS, as well as the Workplace HIV and AIDS Policy for the education sector, for better results.





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