

Education Statistics

Ministry of Education, Arts and Culture
REPUBLIC OF NAMIBIA



Statistics

2021

EDUCATION MANAGEMENT INFORMATION SYSTEM

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FINDING YOUR WAY

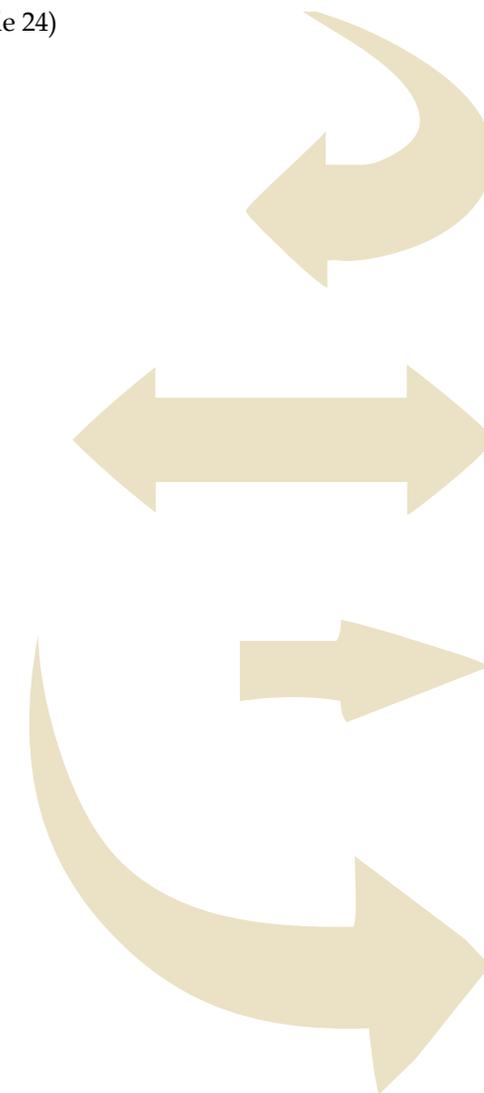


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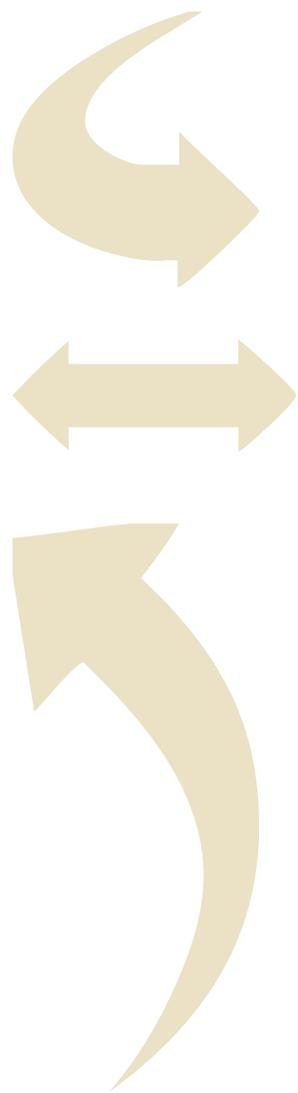
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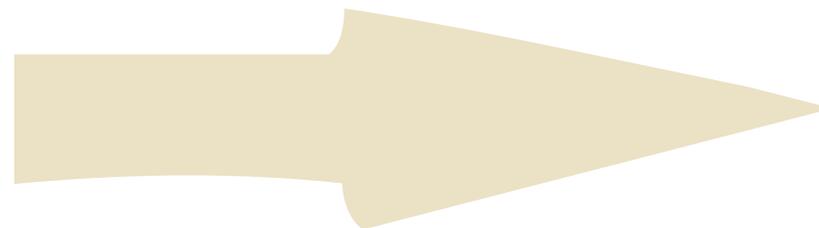


FINDING YOUR WAY



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INTRODUCTION



This publication presents information statistics on the education system in Namibian schools in 2021. Two school censuses are conducted annually: the 15th School-day Census, held on the fifteenth day after schools open at the start of the new school year, and the Annual Education Census (AEC), held on the first Tuesday after schools reopen for the third term, usually in September. The 15th School-Day Census is intended to provide information for operational and planning purposes, while the AEC provides information for monitoring and evaluating the educational systems.

The majority of the statistics illustrated herein were collected during the 2021 AEC. Information reported in the AEC questionnaires should therefore have been confirmed to be factual on the day of the census. Coverage during the 2021 AEC was estimated to be 100%, with both state and government-registered schools submitting census returns. The Grade 10 and 12 examination results were provided by the Directorate of National Examinations and Assessment, while the Adult Basic Education learners 2021 results were made available by the Directorate of Adult Basic Education.

When comparing the statistics herein to those previously recorded, readers should take into consideration that after publishing education statistics from 1992 to 2008, the EMIS have introduced several changes to the reports. The most notable difference being the change in regional boundaries, reflected in the education statistics since 2003. Statistics reported in this publication for earlier years have therefore been recalculated to better align with the new delimitations of the regions. The majority of tables from earlier reports were retained, some were omitted, others were modified and new tables were introduced to include more of the Education for All (EFA) indicators.

Only government and Ministry registered private schools statistics on education have been collected and reported on. Another noticeable change is that in 2015, the decision was made to do away with the “Pseudo Region” previously reported as Head Office, which assisted in the collection of data for Special Education Schools. These schools are now reported under the educational regions in which they reside.

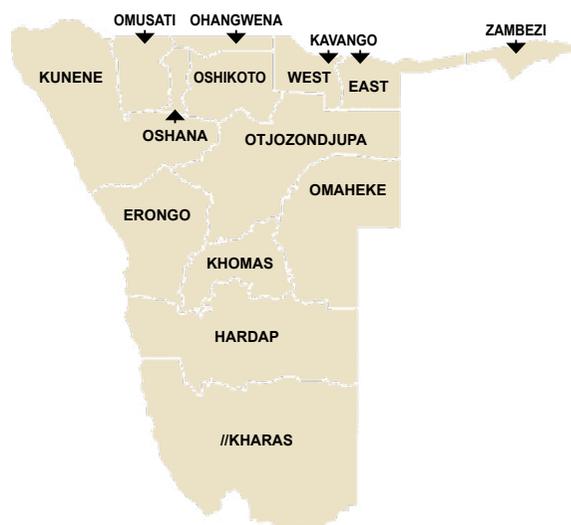
The regional border changes have additionally resulted in a few schools being figuratively moved from one region to another. In addition the Kavango Region was divided into two regions: Kavango East and Kavango West.

Introduction continued

The statistics published herein are intended for reference purposes and a wide readership in the education sector. The intention of the material is to study and reflect on the performance of the Namibian education system. These indicators broadly relate to the Ministry of Education's goals of providing quality education in an equitable, efficient and democratic way. While statistics presented here can be compared with indicators from previous years, comparisons can also be made between different geographical regions.

These are shown on the map and are as follows:

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



Pre-Primary through Grade 12 make up the majority of Namibia's educational system, divided into four phases: Junior Primary (Pre-Primary 0-3), Senior Primary (Grades 4-7), Junior Secondary (Grades 8-9) and Senior Secondary (Grades 10 - 12). Tables throughout this report are subdivided accordingly to reflect these phases.

In addition, certain schools offer several other grades:

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

The criteria used herein to illustrate these educational statistics are based largely on perceived demands from a variety of user feedback including telephone, email and walk-in enquiries in recent years. Graphs and narrative comments that accompany certain tables are intended to provide illustrative material on how these statistics can be interpreted. Comments are not definitive and the interpretation and use of the data responsibly lies with the user. In the event that the reader wants to know the exact nature of the questions used to collect the information, copies of the Annual Education Census and 15th School-Day questionnaires would be of great assistance. It is important to note that the statistics reflected in this book focus on and prioritize the Namibian 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 14 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	45	12
	Primary School	38	28	10
	Combined School	8	6	2
	Secondary School	11	11	0
	Other	0		
Number of learners	Total	23 943	22 284	1 659
	Primary	17 399	15839	1560
	Secondary	6 507	6416	91
	Other	37	29	8
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	981	94	887
	Total	7	5	2
	Without teacher training	172	86	86
	With teacher training	802	3	799
Learners per teacher	Average learner: teacher ratio	24,4		
Number of classrooms	Total Rooms	964		
	Permanent	785		
	Prefabricated	147		
	Traditional	7		
	Hired	25		

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	0	0	1
Number of learners	Total	48 875	43 660	5 215
	Primary	34 101	30 430	3 671
	Secondary	14 602	13 109	1 493
	Other	172	121	51
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 937	67	1 870
	Total	25	12	13
	Without teacher training	161	44	117
	With teacher training	1 751	11	1 740
Learners per teacher	Average learner: teacher ratio	25,2		
Number of classrooms	Total Rooms	1 550		
	Permanent	1430		
	Prefabricated	109		
	Traditional	1		
	Hired	10		

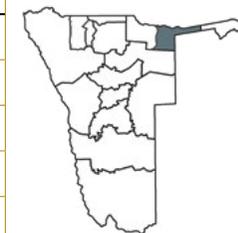
Hardap

		Total	State	Private
Number of schools	Total	61	55	6
	Primary School	43	39	4
	Combined School	6	5	1
	Secondary School	11	10	1
	Other	1	1	
Number of learners	Total	26 999	26 439	560
	Primary	19 686	19 267	419
	Secondary	7 072	6 931	141
	Other	241	241	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 025	77	948
	Total	11	7	4
	Without teacher training	144	67	77
	With teacher training	870	3	867
Learners per teacher	Average learner: teacher ratio	26,3		
Number of classrooms	Total Rooms	968		
	Permanent	888		
	Prefabricated	66		
	Traditional	12		
	Hired	2		



Kavango East

		Total	State	Private
Number of schools	Total	178	161	17
	Primary School	130	118	12
	Combined School	36	33	3
	Secondary School	11	9	2
	Other	1	1	0
Number of learners	Total	68 857	66 445	2 412
	Primary	50 651	48 805	1 846
	Secondary	18 043	17 477	566
	Other	163	163	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	2 341	114	2 227
	Total	23	12	11
	Without teacher training	254	100	154
	With teacher training	2 064	2	2 062
Learners per teacher	Average learner: teacher ratio	29,4		
Number of classrooms	Total Rooms	1 886		
	Permanent	1563		
	Prefabricated	70		
	Traditional	244		
	Hired	9		



Kavango West

		Total	State	Private
Number of schools	Total	178	174	4
	Primary School	135	132	3
	Combined School	39	39	0
	Secondary School	4	3	1
	Other	0	0	0
Number of learners	Total	45 091	44 290	801
	Primary	35 218	34 774	444
	Secondary	9 772	9 415	357
	Other	101	101	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 687	147	1 540
	Total	15	11	4
	Without teacher training	238	135	103
	With teacher training	1 434	1	1 433
Learners per teacher	Average learner: teacher ratio	26,7		
Number of classrooms	Total Rooms	1 441		
	Permanent	1088		
	Prefabricated	73		
	Traditional	271		
	Hired	9		

Khomas

		Total	State	Private
Number of schools	Total	136	81	55
	Primary School	82	46	36
	Combined School	14	0	14
	Secondary School	34	29	5
	Other	6	6	0
Number of learners	Total	95 259	79 581	15 678
	Primary	65 365	54 181	11 184
	Secondary	28 772	24 325	4 447
	Other	1 122	1 075	47
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	3 938	136	3 802
	Total	23	7	16
	Without teacher training	270	83	187
	With teacher training	3 645	46	3 599
Learners per teacher	Average learner: teacher ratio	24,2		
Number of classrooms	Total Rooms	3 495		
	Permanent	3135		
	Prefabricated	288		
	Traditional	54		
	Hired	18		

Kunene

		Total	State	Private
Number of schools	Total	74	68	6
	Primary School	47	42	5
	Combined School	19	18	1
	Secondary School	6	6	0
	Other	2	2	0
Number of learners	Total	30 254	29 258	996
	Primary	23 081	22 174	907
	Secondary	7 159	7 070	89
	Other	14	14	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 158	74	1 084
	Total	20	3	17
	Without teacher training	227	70	157
	With teacher training	911	1	910
Learners per teacher	Average learner: teacher ratio	26,1		
Number of classrooms	Total Rooms	1 027		
	Permanent	870		
	Prefabricated	46		
	Traditional	83		
	Hired	28		

Ohangwena

		Total	State	Private
Number of schools	Total	273	253	20
	Primary School	107	91	16
	Combined School	145	142	3
	Secondary School	20	19	1
	Other	1	1	0
Number of learners	Total	113 094	109 209	3 885
	Primary	83 432	79 902	3530
	Secondary	29 642	29 287	355
	Other	20	20	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	4 362	166	4 196
	Total	16	2	14
	Without teacher training	398	148	250
	With teacher training	3 948	16	3 932
Learners per teacher	Average learner: teacher ratio	25,9		
Number of classrooms	Total Rooms	3 878		
	Permanent	3028		
	Prefabricated	218		
	Traditional	608		
	Hired	24		

Omaheke

		Total	State	Private
Number of schools	Total	48	39	9
	Primary School	35	29	6
	Combined School	4	2	2
	Secondary School	9	8	1
	Other	0		
Number of learners	Total	25 311	22 994	2 317
	Primary	18 544	16 802	1 742
	Secondary	6 736	6 161	575
	Other	31	31	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	973	132	841
	Total	15	8	7
	Without teacher training	178	109	69
	With teacher training	780	15	765
Learners per teacher	Average learner: teacher ratio	26,0		
Number of classrooms	Total Rooms	780		
	Permanent	701		
	Prefabricated	54		
	Traditional	21		
	Hired	4		

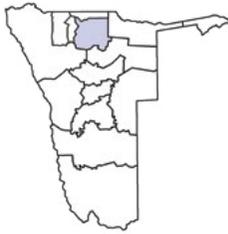
Omusati

		Total	State	Private
Number of schools	Total	293	275	18
	Primary School	136	124	12
	Combined School	125	120	5
	Secondary School	31	30	1
	Other	1	1	0
Number of learners	Total	102 219	99 657	2 562
	Primary	74 569	72 532	2 037
	Secondary	27 480	26 955	525
	Other	170	170	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	4 266	73	4 193
	Total	35	2	33
	Without teacher training	266	67	199
	With teacher training	3 965	4	3 961
Learners per teacher	Average learner: teacher ratio	24,0		
Number of classrooms	Total Rooms	3 880		
	Permanent	3309		
	Prefabricated	239		
	Traditional	314		
	Hired	18		

Oshana

		Total	State	Private
Number of schools	Total	149	127	22
	Primary School	72	55	17
	Combined School	54	49	5
	Secondary School	22	22	0
	Other	1	1	0
Number of learners	Total	56 584	53 170	3 414
	Primary	39 953	36 926	3 027
	Secondary	16 598	16 211	387
	Other	33	33	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	2 463	58	2 405
	Total	17	3	14
	Without teacher training	161	53	108
	With teacher training	2 285	2	2 283
Learners per teacher	Average learner: teacher ratio	23,0		
Number of classrooms	Total Rooms	2 253		
	Permanent	2127		
	Prefabricated	67		
	Traditional	54		
	Hired	5		

Oshikoto

		Total	State	Private
Number of schools	Total	223	202	21
	Primary School	110	96	14
	Combined School	94	89	5
	Secondary School	19	17	2
	Other	0		
Number of learners	Total	74 289	69 621	4 668
	Primary	53 395	49 595	3 800
	Secondary	20 889	20 021	868
	Other	5	5	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	3 153	119	3 034
	Total	6	2	4
	Without teacher training	285	110	175
	With teacher training	2 862	7	2 855
Learners per teacher	Average learner: teacher ratio	23,6		
Number of classrooms	Total Rooms	2 833		
	Permanent	2312		
	Prefabricated	107		
	Traditional	397		
	Hired	17		

Otjozondjupa

		Total	State	Private
Number of schools	Total	56	42	14
	Primary School	13	9	4
	Combined School	18	17	1
	Secondary School	1	0	1
	Other	2	2	
Number of learners	Total	50 875	49 041	1 834
	Primary	37 803	36 225	1 578
	Secondary	12 913	12 665	248
	Other	159	151	8
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 864	129	1 735
	Total	41	26	15
	Without teacher training	210	98	112
	With teacher training	1 613	5	1 608
Learners per teacher	Average learner: teacher ratio	27,3		
Number of classrooms	Total Rooms	1 596		
	Permanent	1477		
	Prefabricated	81		
	Hired	27		

Zambezi

		Total	State	Private
Number of schools	Total	117	108	9
	Primary School	47	41	6
	Combined School	59	57	2
	Secondary School	10	9	1
	Other	1	1	0
Number of learners	Total	41 005	39 482	1 523
	Primary	28 429	27 418	1 011
	Secondary	12 567	12 055	512
	Other	9	9	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 855	33	1 822
	Total	8	5	3
	Without teacher training	178	24	154
	With teacher training	1 669	4	1 665
Learners per teacher	Average learner: teacher ratio	1 353		
Number of classrooms	Total Rooms	1155		
	Permanent	71		
	Prefabricated	120		
	Hired	7		



Chapter 1:

CHARACTERISTICS OF THE SCHOOL SYSTEM

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

It should be stated and recognised that many Namibian schools 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 transitioning 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 that annually extend the range of grades that they offer, but isolated cases do exist.

As described in the introduction of this report, several grades and education levels provided in schools do not fit the ‘normal’ Pre-Primary to Grade 12 curriculum. In some tables these are reported as “Other Grades.” In reports prior to 2010, Pre-Primary was reported under “Other Grades” until the 2016 report, and was reported independently and separately. In this report however, Pre-Primary has been integrated into Junior Primary in most tables.

The number of schools has increased from 1,782 in 2015 to 1,954 in 2021, which translates to an average annual growth rate of 1.5%. 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 accordingly. In 2021 there were 802,655 learners and 32, 003 teachers in total. A total of 568 schools offered Pre-Primary to Grade 7, 66 schools offered Grades 8 - 12 and 107 schools offered Grades 8 - 11. The reason for this discrepancy could be twofold:

- (i) a high number of learners attend Primary School in sparsely populated rural areas
- (ii) not all learners transition from Senior Primary to the 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	1 954	76	802 655	50,0	32 003	67,2	5 752	68,2
//Kharas	57	3	23 943	50,6	981	72,5	243	68,3
Erongo	80	3	48 875	51,0	1 937	79,0	488	64,5
Hardap	61	3	26 999	50,4	1 025	73,3	205	67,3
Kavango East	178	6	68 857	49,7	2 341	55,1	326	74,5
Kavango West	178	7	45 091	48,8	1 687	50,9	210	74,3
Khomas	136	4	95 259	51,7	3 938	76,8	925	64,2
Kunene	74	5	30 254	49,6	1 158	60,7	182	63,2
Ohangwena	273	10	113 094	49,5	4 362	65,6	627	66,0
Omaheke	47	2	25 311	49,8	973	66,3	218	63,8
Omusati	293	12	102 219	49,5	4 266	67,9	685	72,8
Oshana	149	5	56 584	50,6	2 463	72,1	459	67,3
Oshikoto	223	8	74 289	49,3	3 153	67,2	525	60,8
Otjozondjupa	88	3	50 875	50,8	1 864	71,4	345	69,0
Zambezi	117	5	41 005	49,2	1 855	61,2	314	78,7

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

Omusati region had the largest number of schools (293), while Omaheke had the least (47) as indicated in Figure 1(a).

Figure 1(b) indicates the number of learners per region and shows that the Ohangwena region had the most learners (113, 094) while the //Kharas region had the smallest number of learners (23,943).

Figure 1(c) presents the numbers of teachers per region. The number of teachers comprises of staff in all teaching positions including principals and staff in other promotional posts, as well as volunteers and relief staff. There were a total of 32, 003 teachers in Namibia in 2021 with Ohangwena region having the most teachers (4,362) and Omaheke region the least (973).

Ohangwena had 10, 875 more learners than Omusati, but Omusati had 20 more schools than Ohangwena. This could be attributed to the fact that Omusati is by far larger than Ohangwena at 26,551km² compared to Ohangwena's 10, 706 km². Ohangwena's population density is (22 people per km²) compared to that of Omusati (9.1 people per km²). The distribution of these circuits are in proportion to the number of schools in that region rather than their geographical size.

Figure 1a: Numbers of schools in each region

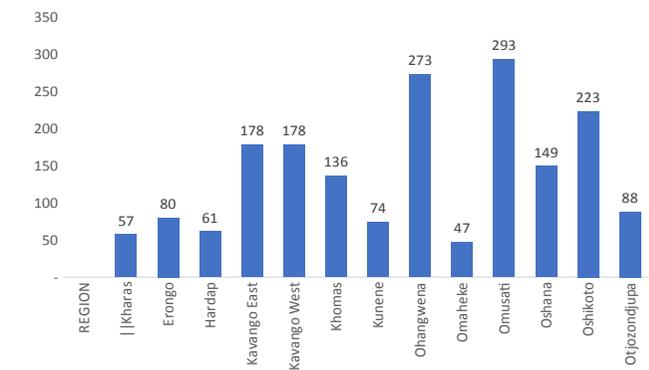


Figure 1b: Number of learners in each region

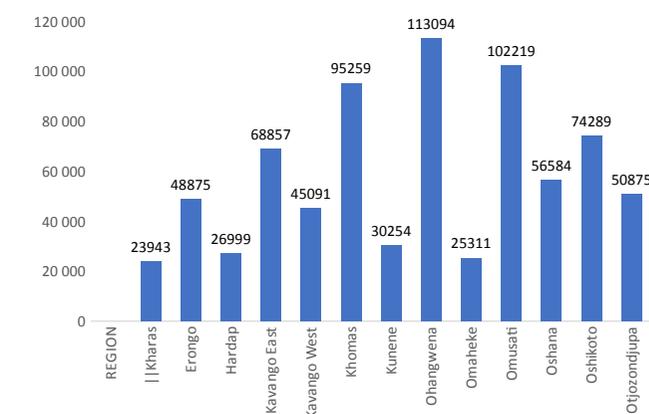


Figure 1c: Number of teachers in each region

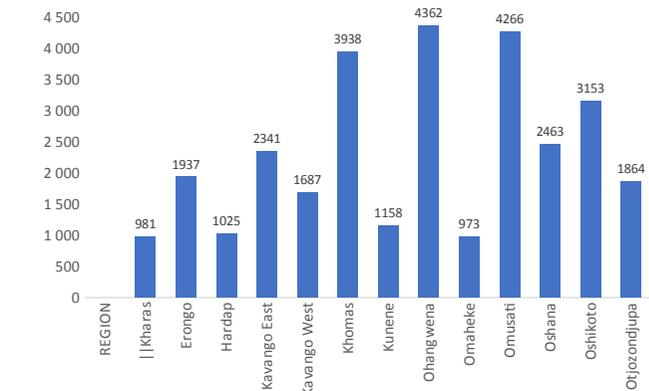


Table 2: Types and numbers of state and private schools

Region	Total			Primary			Combined			Secondary			Other		
	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private
National	1 954	1 708	246	1 083	914	169	632	574	58	223	206	17	16	14	2
//Kharas	57	45	12	38	28	10	8	6	2	11	11	-	-	-	-
Erongo	80	53	27	46	32	14	16	5	11	17	16	1	1	-	1
Hardap	61	55	6	43	39	4	6	5	1	11	10	1	1	1	-
Kavango East	178	161	17	130	118	12	36	33	3	11	9	2	1	1	-
Kavango West	178	174	4	135	132	3	39	39	-	4	3	1	-	-	-
Khomas	136	81	55	82	46	36	14	-	14	34	29	5	6	6	-
Kunene	74	68	6	47	42	5	19	18	1	6	6	-	2	2	-
Ohangwena	273	253	20	107	91	16	145	142	3	20	19	1	1	1	-
Omaheke	47	38	9	34	28	6	4	2	2	9	8	1	-	-	-
Omusati	293	275	18	136	124	12	125	120	5	31	30	1	1	1	-
Oshana	149	127	22	72	55	17	54	49	5	22	22	-	1	1	-
Oshikoto	223	202	21	110	96	14	94	89	5	19	17	2	-	-	-
Otjozondjupa	88	68	20	56	42	14	13	9	4	18	17	1	1	-	1
Zambezi	117	108	9	47	41	6	59	57	2	10	9	1	1	1	-

Table 2 shows the types and ownership of schools in 2021. 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” refers to schools that offer both Primary and Secondary phases of schooling.

In 2021, most schools offered the ‘ordinary’ curriculum. Fourteen (14) state and two (2) private schools, labelled “Other”, provided for children with special educational needs who could otherwise not be taken up by 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 formally part of the primary phase in practice.

Private schools accounted for a relatively small but rapidly growing percentage (12.6%) of the number of schools. There is a rapid increase in private schools across all regions, with the Khomas region taking the lead, with 40.4% of Khomas schools being privately owned.

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	1954	19	7	36	230	48	27	34	637	9	460	9	252	110	3	73
Pre-Primary	1482	19	5	12	133	41	22	23	568	8	433	8	122	24	3	61
Grade 1	221	-	2	23	96	7	5	11	65	-	5	-	3	2	-	2
Grade 2	4	-	-	1	1	-	-	-	2	-	-	-	-	-	-	-
Grade 3	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4	12	-	-	-	-	-	-	-	1	-	7	-	4	-	-	-
Grade 5	6	-	-	-	-	-	-	-	1	-	1	-	1	-	-	3
Grade 6	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
Grade 7	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8	192	-	-	-	-	-	-	-	-	1	14	1	107	66	-	3
Grade 9	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	32	-	-	-	-	-	-	-	-	-	-	-	14	18	-	-
Grade 11	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4

The number of schools that offered specific ranges of grades in 2021 are illustrated 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, 568 schools offered Pre-Primary to Grade 7, while 66 schools offered Grades 8 - 12. There were four(4) schools that only offered ‘other’ grades. These are schools for children with learning impairments exclusively. Note that due to an inclusive education policy, 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 in turn caused the reduction of schools offering Grade 12 (AS).

Even though the number of schools which offered Grades 1 - 7 appears to have declined in comparison to 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% of schools, illustrated 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% 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

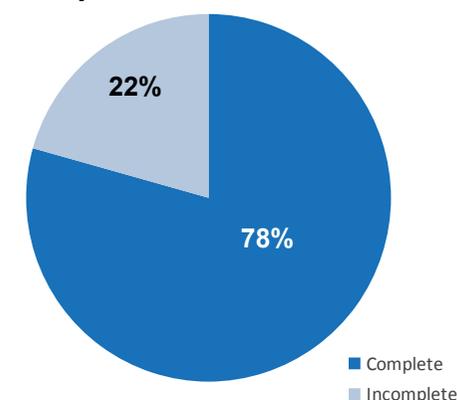


Table 4: Number of schools offering each Grade

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	1 482	1 682	1 676	1 644	1 421	1 376	1 351	1 316	828	816	383	373	118	3
//Kharas	44	45	45	45	45	43	42	40	18	17	18	16	8	-
Erongo	56	60	62	60	55	52	53	50	32	31	31	26	15	1
Hardap	46	48	48	48	47	47	47	47	16	16	12	12	6	-
Kavango East	107	160	160	145	97	91	88	80	45	45	22	22	6	-
Kavango West	112	169	167	158	96	88	83	77	43	41	21	21	3	-
Khomas	86	83	83	83	81	81	82	79	49	49	46	46	24	2
Kunene	64	67	67	66	64	64	63	63	27	26	15	14	5	-
Ohangwena	248	253	252	252	236	233	224	222	157	156	43	44	6	-
Omaheke	34	37	37	37	36	35	35	35	13	12	11	11	3	-
Omusati	208	259	260	257	213	212	210	207	149	148	38	38	9	-
Oshana	119	123	121	117	102	100	98	96	72	72	28	28	7	-
Oshikoto	194	203	202	201	185	178	176	172	113	110	53	52	13	-
Otjozondjupa	58	69	66	69	62	63	61	59	31	30	25	24	10	-
Zambezi	106	106	106	106	102	89	89	89	63	63	20	19	3	-

Table 4 indicates a big discrepancy (488) between the number of schools offering Grade 7 (the last grade of the Primary phase) and the number offering Grade 8 (the first grade of the Secondary phase). This indicates that a number of learners either repeat or drop out of school after completing the 7th Grade. This in turn implies that a large number of learners do not progress to the secondary phase of their schooling.

Similarly, there is an even larger discrepancy (698) between the number of schools offering Grade 9 (last grade at Junior Secondary) and the number offering Senior Secondary Grades. This is an indication that the number of learners decreased as they progressed through the schooling system.

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	13	10	4	29	28	30	15	11	8	3	1	3	3	3	3	2	5	
//Kharas	-	-	-	1	2	3	2	1	1	-	-	-	-	-	-	-	-	
Erongo	-	-	-	6	5	7	3	3	2	1	-	-	-	-	-	-	1	
Hardap	-	1	-	5	7	4	1	-	-	-	-	1	-	-	-	-	-	
Kavango East	2	1	-	3	1	1	1	1	1	1	-	-	1	1	1	-	-	
Kavango West	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	
Khomas	6	3	2	7	8	9	5	5	3	1	1	2	2	2	2	2	2	
Kunene	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ohangwena	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
Omaheke	-	-	-	1	1	1	1	-	-	-	-	-	-	-	-	-	-	
Omusati	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oshana	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oshikoto	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	
Otjozondjupa	1	1	-	2	4	4	2	1	1	-	-	-	-	-	-	-	1	
Zambezi	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	

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	11 171	97	1 584	3 710	2 624	821	861	468	513	149	-	83	261	-	-
	% of total	1,0%	0,2%	1,9%	4,4%	3,3%	1,1%	1,1%	0,7%	0,8%	0,3%	-	0,2%	0,6%	-	-
//Kharas	Enrolment	17	-	-	-	-	-	-	-	-	-	-	17	-	-	-
	% of total	0,1%	-	-	-	-	-	-	-	-	-	-	1,3%	-	-	-
Erongo	Enrolment	2 771	-	402	1 480	698	191	-	-	-	-	-	-	-	-	-
	% of total	4,0%	-	8,5%	29,5%	14,4%	4,1%	-	-	-	-	-	-	-	-	-
Hardap	Enrolment	178	-	36	109	-	-	-	-	-	-	-	-	33	-	-
	% of total	0,5%	-	1,3%	3,9%	-	-	-	-	-	-	-	-	2,4%	-	-
Kavango East	Enrolment	2 088	-	-	799	424	134	498	84	82	-	-	35	32	-	-
	% of total	2,2%	-	-	10,2%	5,9%	2,0%	7,5%	1,4%	1,5%	-	-	0,8%	0,9%	-	-
Kavango West	Enrolment	35	-	-	-	-	-	-	-	35	-	-	-	-	-	-
	% of total	0,1%	-	-	-	-	-	-	-	1,1%	-	-	-	-	-	-
Khomas	Enrolment	2 146	-	-	199	417	349	328	289	368	-	-	-	196	-	-
	% of total	1,9%	-	-	2,2%	4,7%	4,1%	3,9%	3,6%	4,7%	-	-	-	3,0%	-	-
Kunene	Enrolment	1 033	43	341	298	192	40	35	30	28	26	-	-	-	-	-
	% of total	2,4%	2,4%	9,6%	9,1%	5,9%	1,3%	1,1%	1,1%	1,2%	1,2%	-	-	-	-	-
Ohangwena	Enrolment	67	-	-	-	-	-	-	36	-	-	-	31	-	-	-
	% of total	0,1%	-	-	-	-	-	-	0,4%	-	-	-	0,5%	-	-	-
Omaheke	Enrolment	729	-	368	172	189	-	-	-	-	-	-	-	-	-	-
	% of total	2,0%	-	13,7%	6,3%	7,6%	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	60	26	-	-	-	-	-	-	-	34	-	-	-	-	-
	% of total	0,1%	0,4%	-	-	-	-	-	-	-	0,5%	-	-	-	-	-
Oshana	Enrolment	70	-	-	-	35	35	-	-	-	-	-	-	-	-	-
	% of total	0,1%	-	-	-	0,7%	0,7%	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	28	28	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	0,0%	0,6%	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	937	-	55	274	418	72	-	29	-	89	-	-	-	-	-
	% of total	1,3%	-	1,0%	5,1%	8,1%	1,5%	-	0,6%	-	2,5%	-	-	-	-	-
Zambezi	Enrolment	1 012	-	382	379	251	-	-	-	-	-	-	-	-	-	-
	% of total	1,8%	-	10,0%	9,3%	6,3%	-	-	-	-	-	-	-	-	-	-

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 - 5. Compared to earlier reports where there were no learners in afternoon classes reported beyond Grade 5, there is a considerable growth in these grades.

A total of 11,171 or 1.0% of learners attended afternoon classes in 2021. The overall percentage of learners in afternoon classes slightly increased from 0.9 in 2020 to 1.0 in 2021, possibly as a result of an increasing demand for classroom spaces and high school enrolment country wide. Although allowing maximum utilisation of classroom spaces, afternoon classes are particularly difficult to implement in areas where children have to walk long distances to and from school, as time spent on teaching and learning might often be compromised.

The majority of learners attending the afternoon session are in the primary phases as indicated in **Figure 5**, pointing to a shortage of classrooms in said phase. This may also pose a challenge to the quality of education, caused by a lower concentration of young learners coming to school in the afternoons. It is also important to note that some of the afternoon classes were offered as a result of the COVID -19 pandemic response.

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

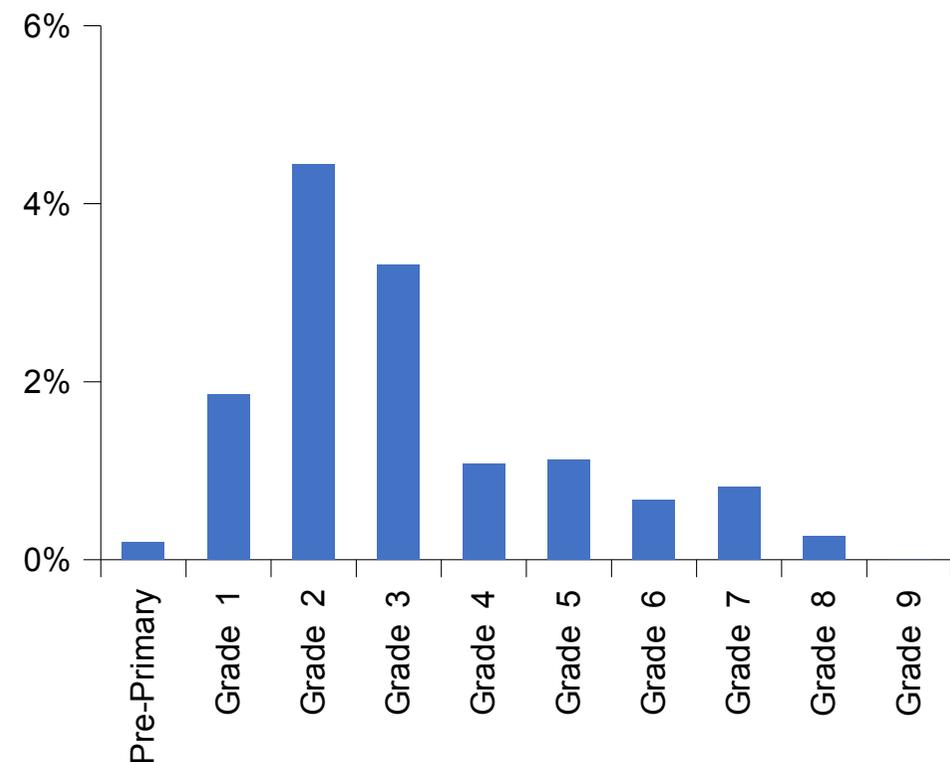


Table 6: Changes in the number of schools between 2015 and 2021

Region	YEAR							Growth rate between 2015 - 2021	Percentage change 2020 - 2021
	2015	2016	2017	2018	2019	2020	2021		
National	1 782	1 826	1 848	1 885	1 894	1 922	1 954	1,5%	1,5%
//Kharas	50	52	55	57	55	57	57	2,2%	3,6%
Erongo	63	65	71	75	75	78	80	4,1%	4,0%
Hardap	57	58	59	59	60	60	61	1,1%	0,0%
Kavango East	158	163	164	171	170	175	178	2,0%	2,9%
Kavango West	176	176	176	176	176	177	178	0,2%	0,6%
Khomas	107	117	121	128	133	133	136	4,1%	0,0%
Kunene	68	73	67	67	68	69	74	1,4%	1,5%
Ohangwena	251	257	262	265	266	270	273	1,4%	1,5%
Omaheke	43	44	44	44	46	47	47	1,5%	2,2%
Omusati	276	280	282	286	286	289	293	1,0%	1,0%
Oshana	138	135	137	139	141	146	149	1,3%	3,5%
Oshikoto	212	219	219	220	221	221	223	0,8%	0,0%
Otjondjupa	76	78	79	83	82	85	88	2,5%	3,7%
Zambezi	107	109	112	115	115	115	117	1,5%	0,0%

Table 6 shows how the number of schools in Namibia has increased from 1, 782 in 2015 to 1, 954 in 2021, which represents a 1.5% growth rate between 2015 and 2021 as indicated in Figure 6a. The growth per region between 2015 and 2021 for the Erongo, Khomas, //Kharas and Otjondjupa regions had a relatively high increase in the number of schools between 2015 and 2021 as indicated in Figure 6b.

The Erongo, Khomas, Kavango East, Ohangwena, and Omusati regions saw approximately 17 schools being established in each of the regions during the same period.

Figure 6a: Numbers of schools, 2015 - 2021

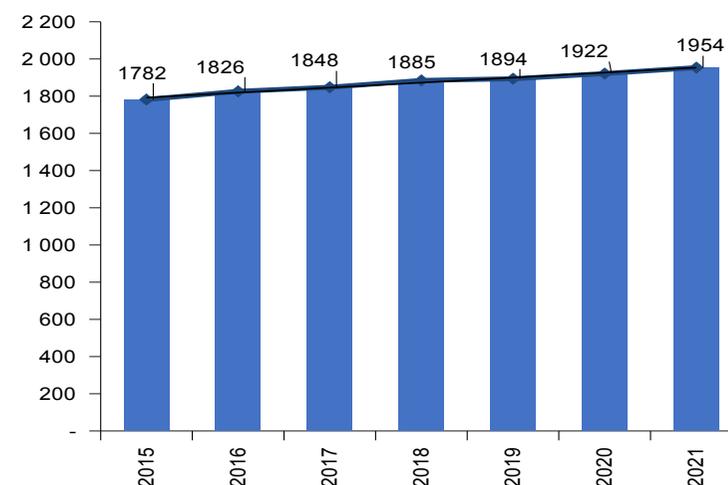
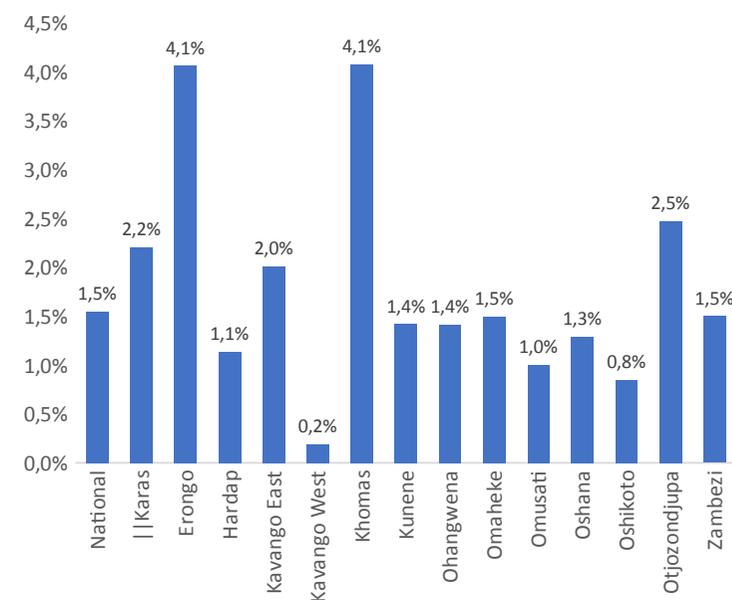


Figure 6b: Percentage increase in the number of schools from 2015 to 2021 for each region



Chapter 2: ENROLMENTS



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

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

The Annual Education Census (AEC) questionnaire lists several language options that teachers can select in reporting the medium of instruction and home languages of learners. The responses to these questions provide information on the numbers of learners with different home languages in different grades, the numbers of learners and class groups being taught in different mother tongues in Grades 1 - 3, and the matching degree between home language and medium of instruction.

Finally, comparative information is provided for the last seven years (2015 - 2021) to examine how enrolments have regionally changed in each phase. Rates of growth over the same period are also compared for and between male and female learners per region.

There are two ways in which multigrade class groups can be counted: i.e., groups comprising of 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 justifications, with the first method giving the correct number of groups in each grade, and the second giving the correct number of groups of learners being taught together. The method employed in each of the tables reflecting class groups has further been elaborated on in the text adjacent to the tables.

Final crucial reminder: The implementation of a new curriculum was adopted for the Primary Phase in 2017, and for Secondary Phase in 2021, and the range of grades are therefore now subdivided into four phases:

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

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

Additionally note that 'Grade 13' learners are also reported under the Senior Secondary phase.

"Other" includes all other grades that do not fit into the ordinary grades as reported above, which predominantly include grades for learners with special 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	Other
National	802 655	581 626	295 964	285 662	218 752	115 755	102 997	2 277
//Kharas	23 943	17 399	8 976	8 423	6 507	3 537	2 970	37
Erongo	48 875	34 101	16 836	17 265	14 602	7 427	7 175	172
Hardap	26 999	19 686	10 195	9 491	7 072	3 934	3 138	241
Kavango East	68 857	50 651	25 787	24 864	18 043	9 740	8 303	163
Kavango West	45 091	35 218	19 024	16 194	9 772	5 438	4 334	101
Khomas	95 259	65 365	32 674	32 691	28 772	14 301	14 471	1 122
Kunene	30 254	23 081	11 881	11 200	7 159	4 229	2 930	14
Ohangwena	113 094	83 432	41 908	41 524	29 642	15 957	13 685	20
Omaheke	25 311	18 544	9 440	9 104	6 736	3 775	2 961	31
Omusati	102 219	74 569	37 753	36 816	27 480	14 921	12 559	170
Oshana	56 584	39 953	20 554	19 399	16 598	8 406	8 192	33
Oshikoto	74 289	53 395	27 102	26 293	20 889	10 975	9 914	5
Otjozondjupa	50 875	37 803	18 869	18 934	12 913	7 591	5 322	159
Zambezi	41 005	28 429	14 965	13 464	12 567	5 524	7 043	9

Table 7 shows the numbers of learners enrolled in each school phase, per region in 2021. Figure 7a shows the total numbers enrolled per school phase in each region, and Figure 7b shows the percentage of enrolment per phase per region.

Figure 7a indicates that primary enrolment was by far the highest in all regions and enrolment in other grades being the lowest in all regions. Nationally, similar statistics indicate over two-thirds (72.5%) of all learners in the country enrolled in the primary phase; just under one third (27.3%) enrolled in the secondary phase; and only 0.3% of the total enrolment in “Other” grades.

The low number of learners reported in “Other” grades should not be interpreted as the only number of learners with disabilities in schools. With the introduction of the Inclusive Education Policy, more learners with disabilities are accommodated in ordinary grades. To get a clearer picture, please refer to Tables 61 and 62 in Chapter 8 of this report.

Figure 7a: Total enrolment by school phase in each region

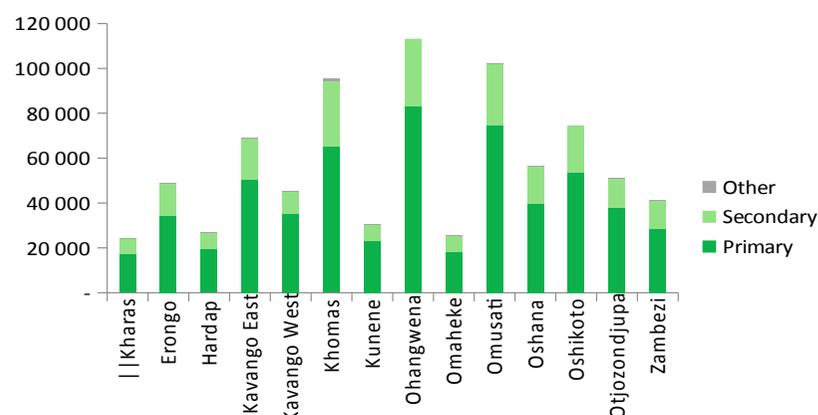


Figure 7b: Percentage of enrolment by school phase in each region

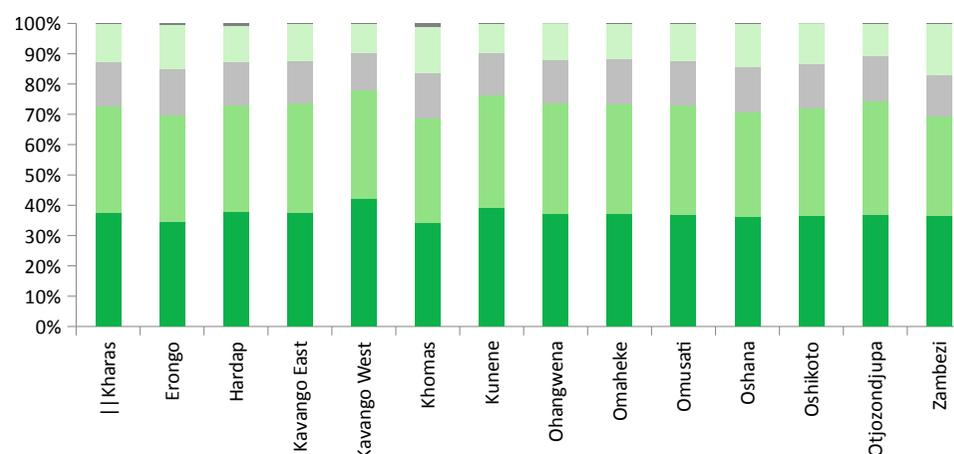


Table 8: Percentage of female learners by school phases in each region

Region	TOTAL	Primary	Junior Primary	Senior Primary	Secondary	Junior Secondary	Senior Secondary	Other
National	50,0%	49,4%	49,3%	49,5%	51,8%	51,1%	52,6%	39,1%
//Kharas	50,6%	49,7%	49,0%	50,4%	53,2%	52,7%	53,7%	37,8%
Erongo	51,0%	50,2%	49,4%	51,0%	53,2%	52,4%	54,0%	29,1%
Hardap	50,4%	49,6%	49,2%	49,9%	53,2%	51,9%	54,8%	35,3%
Kavango East	49,7%	49,4%	48,6%	50,1%	50,7%	51,6%	49,6%	46,0%
Kavango West	48,8%	48,7%	48,1%	49,3%	49,4%	50,6%	47,9%	20,8%
Khomas	51,7%	50,7%	50,7%	50,6%	54,2%	52,8%	55,6%	43,0%
Kunene	49,6%	50,1%	51,1%	49,1%	48,0%	48,1%	47,7%	50,0%
Ohangwena	49,5%	48,9%	48,7%	49,0%	51,1%	50,0%	52,4%	50,0%
Omaheke	49,8%	49,0%	49,2%	48,8%	52,1%	51,3%	53,1%	25,8%
Omusati	49,5%	48,8%	49,0%	48,6%	51,4%	50,8%	52,1%	38,8%
Oshana	50,6%	49,9%	49,9%	50,0%	52,1%	50,4%	53,8%	51,5%
Oshikoto	49,3%	48,6%	49,2%	48,1%	51,1%	49,8%	52,4%	40,0%
Otjozondjupa	50,8%	49,9%	49,9%	49,9%	53,5%	52,7%	54,7%	31,4%
Zambezi	49,2%	48,8%	49,1%	48,4%	50,2%	50,1%	50,3%	33,3%

The percentage of female learners by school phase per region shown in **Table 8**, depicts an overall good balance between female and male enrolments in 2021, despite some regional variations, particularly when comparing the different phases.

Nationally, the Junior Primary phase had the lowest percentage of female learners, at 49.3%, gradually growing to 49.5% in Senior Primary. This gradual increase continued as female learners progressed through the schooling system, reaching 51.1% in the Junior Secondary phase and peaking at 52.6% in Senior Secondary with more female learners in the Senior Secondary phase in most regions, except the Kavango East (49.6%), Kavango West (47.9%) and Kunene (47.7%).

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

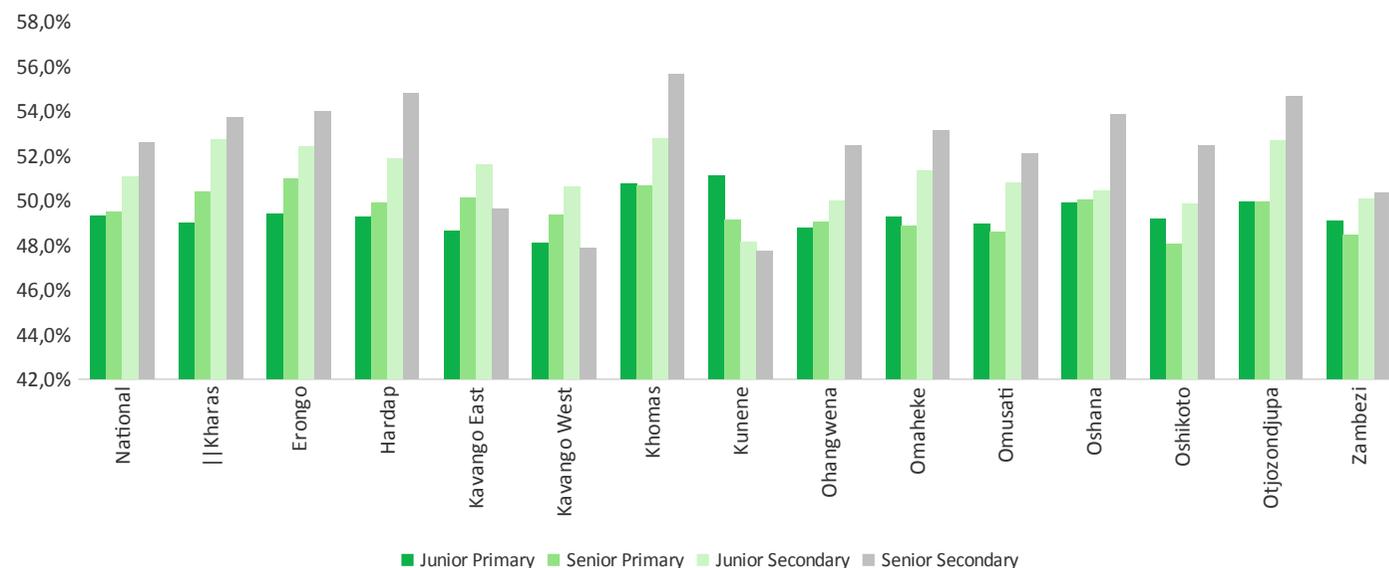


Table 9: Number of class groups by school phases in each region

Region	TOTAL	PRIMARY			SECONDARY			
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	26 146	19 191	10 303	8 888	6 726	3 647	3 079	229
//Karas	875	628	339	289	237	123	114	10
Erongo	1551	1092	565	527	430	213	217	29
Hardap	939	685	363	322	235	126	109	19
Kavango East	1943	1485	871	614	442	233	209	16
Kavango West	1467	1190	737	453	273	152	121	4
Khomas	3020	1997	1013	984	911	436	475	112
Kunene	1075	851	486	365	223	131	92	1
Ohangwena	3586	2674	1382	1292	909	521	388	3
Omaheke	810	612	327	285	194	107	87	4
Omusati	3444	2575	1356	1219	862	526	336	7
Oshana	1906	1352	726	626	549	306	243	5
Oshikoto	2613	1908	988	920	704	378	326	1
Otjozondjupa	1550	1151	604	547	382	212	170	17
Zambezi	1367	991	546	445	375	183	192	1

Table 9 shows the number of class groups per school phase, per region. The total number of class groups reported for 2021 were 26, 146 with 19, 191 in the Primary Phase and 6, 4726 in the Secondary Phase. Figure 9 shows the percentages of class groups in the different school phases, per region. The Kavango West region had a high percentage (50.2%) of class groups in the Junior Primary Phase and low percentages for all other phases.

Special consideration should be given to the larger number of class groups in Senior Primary compared to Junior Secondary, as well as Junior Secondary and Senior Secondary. If no remedial planning is taken, the situation will most likely lead to a crisis, where schools might not have enough space to accommodate learners in the Junior Secondary or Senior Secondary phases.

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

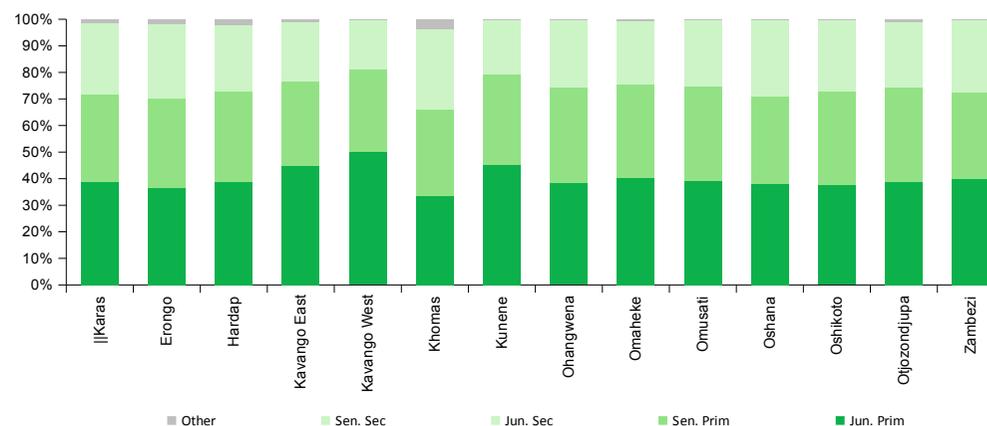


Table 10: Average class size by school phases in each region

Region	TOTAL	PRIMARY			SECONDARY			
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	34,1	35,1	38,6	32,1	32,5	31,7	33,5	9,9
//Kharas	30,2	31,9	35,1	29,1	27,5	28,8	26,1	3,7
Erongo	35,0	36,3	40,9	32,8	34,0	34,9	33,1	5,9
Hardap	31,8	33,0	37,2	29,5	30,1	31,2	28,8	12,7
Kavango East	40,1	40,3	40,0	40,5	40,8	41,8	39,7	10,2
Kavango West	35,4	35,4	35,0	35,7	35,8	35,8	35,8	25,3
Khomas	34,5	37,7	43,5	33,2	31,6	32,8	30,5	10,0
Kunene	31,8	31,8	32,9	30,7	32,1	32,3	31,8	14,0
Ohangwena	35,0	36,0	40,8	32,1	32,6	30,6	35,3	6,7
Omaheke	34,7	34,9	38,4	31,9	34,7	35,3	34,0	7,8
Omusati	33,1	33,6	37,7	30,2	31,9	28,4	37,4	24,3
Oshana	32,7	33,9	37,3	31,0	30,2	27,5	33,7	6,6
Oshikoto	31,4	32,1	36,5	28,6	29,7	29,0	30,4	5,0
Otjozondjupa	36,6	38,1	42,4	34,6	33,8	35,8	31,3	9,4
Zambezi	33,2	33,1	36,2	30,3	33,5	30,2	36,7	9,0

Table 10 shows the average class size by school phase, per region. The average class size for each phase was calculated by dividing the number of learners in a 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 illustrated in Figure 10.

It is evident that class sizes are typically larger in the Junior Primary phase, with the national average of 38.6 gradually decreasing to 32.1 in Senior Primary and 33.5 in Senior Secondary. Kavango East had the largest average class size at 40.1 and //Kharas region the smallest average at 30.2.

Figure 10: Average class size in each region

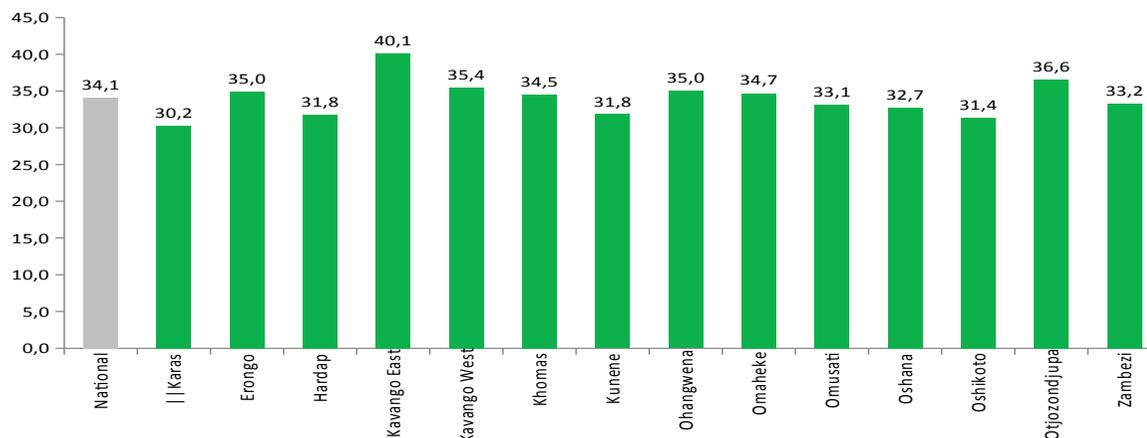


Table 11: Male and female enrolments in Pre-Primary through Grade 12

Region	Sex	Total	JUNIOR PRIMARY				SENIOR PRIMARY				JUNIOR SECONDARY			SENIOR SECONDARY	
			Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	Total	800 360	48 336	85 091	83 424	79 113	76 461	76 902	69 736	62 563	57 131	58 624	51 188	46 403	5 388
	Female	399 817	23 609	43 472	42 736	40 179	39 205	39 675	34 822	30 672	27 864	28 774	24 448	21 928	2 433
	Male	400 543	24 727	41 619	40 688	38 934	37 256	37 227	34 914	31 891	29 267	29 850	26 740	24 475	2 955
//Kharas	Total	23 906	1 839	2 407	2 412	2 318	2 199	2 282	2 081	1 861	1 688	1 849	1 358	1 476	136
	Female	11 804	902	1 228	1 268	1 180	1 136	1 138	1 009	895	800	873	656	653	66
	Male	12 102	937	1 179	1 144	1 138	1 063	1 144	1 072	966	888	976	702	823	70
Erongo	Total	48 701	2 245	4 743	5 014	4 834	4 612	4 455	4 140	4 058	3 726	3 701	3 663	3 053	457
	Female	23 819	1 077	2 388	2 620	2 437	2 298	2 240	1 989	1 936	1 755	1 779	1 713	1 394	193
	Male	24 882	1 168	2 355	2 394	2 397	2 314	2 215	2 151	2 122	1 971	1 922	1 950	1 659	264
Hardap	Total	26 758	1 956	2 868	2 784	2 587	2 537	2 502	2 277	2 175	1 946	1 988	1 704	1 355	79
	Female	13 242	949	1 466	1 436	1 324	1 297	1 292	1 119	1 047	971	922	773	610	36
	Male	13 516	1 007	1 402	1 348	1 263	1 240	1 210	1 158	1 128	975	1 066	931	745	43
Kavango East	Total	68 694	3 410	7 363	7 796	7 218	6 811	6 621	6 138	5 294	4 897	4 843	4 519	3 369	415
	Female	34 546	1 662	3 805	4 082	3 695	3 462	3 305	3 098	2 538	2 378	2 338	2 282	1 664	237
	Male	34 148	1 748	3 558	3 714	3 523	3 349	3 316	3 040	2 756	2 519	2 505	2 237	1 705	178
Kavango West	Total	44 990	3 132	5 609	5 350	4 933	4 663	4 374	3 915	3 242	2 721	2 717	2 671	1 491	172
	Female	23 028	1 526	2 943	2 816	2 591	2 416	2 223	1 961	1 606	1 327	1 359	1 375	787	98
	Male	21 962	1 606	2 666	2 534	2 342	2 247	2 151	1 954	1 636	1 394	1 358	1 296	704	74
Khomas	Total	94 121	5 570	9 147	9 086	8 871	8 496	8 474	7 962	7 759	6 953	7 348	6 849	6 484	1 122
	Female	45 405	2 685	4 592	4 477	4 349	4 174	4 245	3 949	3 766	3 287	3 466	3 084	2 828	503
	Male	48 716	2 885	4 555	4 609	4 522	4 322	4 229	4 013	3 993	3 666	3 882	3 765	3 656	619
Kunene	Total	30 240	1 800	3 557	3 267	3 257	2 968	3 129	2 733	2 370	2 180	2 049	1 766	1 036	128
	Female	15 239	832	1 749	1 614	1 618	1 525	1 637	1 336	1 203	1 160	1 033	918	534	80
	Male	15 001	968	1 808	1 653	1 639	1 443	1 492	1 397	1 167	1 020	1 016	848	502	48
Ohangwena	Total	113 074	6 352	12 441	11 813	11 302	11 163	11 184	10 218	8 959	8 066	7 891	6 517	6 508	660
	Female	57 140	3 128	6 428	6 154	5 769	5 755	5 879	5 085	4 446	3 998	3 988	3 081	3 153	276
	Male	55 934	3 224	6 013	5 659	5 533	5 408	5 305	5 133	4 513	4 068	3 903	3 436	3 355	384
Omaheke	Total	25 280	1 515	2 689	2 748	2 488	2 363	2 564	2 208	1 969	1 678	2 097	1 415	1 481	65
	Female	12 674	739	1 383	1 395	1 274	1 208	1 359	1 144	947	806	1 031	660	698	30
	Male	12 606	776	1 306	1 353	1 214	1 155	1 205	1 064	1 022	872	1 066	755	783	35

Table 11: continued

Omusati	Total	102 049	5 914	10 932	10 756	10 151	10 095	10 309	8 920	7 492	7 278	7 643	6 211	5 770	578
	Female	51 564	2 925	5 555	5 564	5 227	5 314	5 438	4 509	3 671	3 537	3 805	3 033	2 746	240
	Male	50 485	2 989	5 377	5 192	4 924	4 781	4 871	4 411	3 821	3 741	3 838	3 178	3 024	338
Oshana	Total	56 551	3 709	5 942	5 623	5 280	5 136	5 096	4 764	4 403	4 041	4 365	3 606	4 038	548
	Female	27 945	1 843	3 003	2 780	2 671	2 595	2 570	2 436	2 099	1 977	2 190	1 673	1 888	220
	Male	28 606	1 866	2 939	2 843	2 609	2 541	2 526	2 328	2 304	2 064	2 175	1 933	2 150	328
Oshikoto	Total	74 284	5 000	7 949	7 378	6 775	6 951	7 035	6 470	5 837	5 572	5 403	4 642	4 582	690
	Female	37 651	2 453	4 116	3 754	3 452	3 717	3 681	3 263	2 995	2 815	2 690	2 276	2 175	264
	Male	36 633	2 547	3 833	3 624	3 323	3 234	3 354	3 207	2 842	2 757	2 713	2 366	2 407	426
Otjozondjupa	Total	50 716	2 788	5 623	5 329	5 129	4 857	5 221	4 617	4 239	3 627	3 964	3 081	2 046	195
	Female	24 937	1 355	2 872	2 672	2 549	2 432	2 737	2 236	2 077	1 682	1 912	1 393	931	89
	Male	25 779	1 433	2 751	2 657	2 580	2 425	2 484	2 381	2 162	1 945	2 052	1 688	1 115	106
Zambezi	Total	40 996	3 106	3 821	4 068	3 970	3 610	3 656	3 293	2 905	2 758	2 766	3 186	3 714	143
	Female	20 823	1 533	1 944	2 104	2 043	1 876	1 931	1 688	1 446	1 371	1 388	1 531	1 867	101
	Male	20 173	1 573	1 877	1 964	1 927	1 734	1 725	1 605	1 459	1 387	1 378	1 655	1 847	42

Table 11 depicts the exact number of enrolments of female and male learners in Pre-Primary through Grade 12 for the benefit of readers who prefer to see the numbers themselves.

Figure 11 is a graphical representation of the information presented in **Table 11**. As indicated in the previous tables, enrolment peaks in Junior Primary and drops with increasing phase levels.

Related indicators such as 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 that this table differs from others as it excludes Grade 13, which was subsequently recorded with other Senior Secondary grades.

The enrolment gap between Grades 7 and 8 may have been caused by a high repetition rate in Grade 8, while the sharp decrease in enrolment between Grades 5 and 7 as well as Grades 8 and 10 may be associated with high drop-out rates.

Figure 11: Enrolment by Grade and Sex: 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	Orienta-tion	Begin-ners	Junior Phase	Senior Phase	Basic Skills Phase	Autism	
National	Enrolment	2 295	18	352	329	143	246	212	192	132	106	93	61	38	55	84	83	51	47	
	Female enrolment	901	10	113	124	56	100	72	58	33	35	56	52	16	23	38	31	19	12	
	Male enrolment	1 394	8	239	205	87	146	140	134	99	71	37	9	22	32	46	52	32	35	
	% female	39%	56%	32%	38%	39%	41%	34%	30%	25%	33%	60%	-	-	42%	45%	37%	37%	26%	
	Class groups	232	3	27	18	12	29	28	30	15	13	10	5	3	6	8	8	8	6	7
	Average class size	10	6	13	18	12	8	8	6	9	8	9	9	-	9	11	10	9	9	7
//Kharas	Enrolment	37	-	-	-	-	1	17	12	5	1	1	-	-	-	-	-	-	-	
	Female enrolment	14	-	-	-	-	1	2	6	4	-	1	-	-	-	-	-	-	-	
	Male enrolment	23	-	-	-	-	-	15	6	1	1	-	-	-	-	-	-	-	-	
	% female	38%	-	-	-	-	100%	12%	50%	80%	0%	-	-	-	-	-	-	-	-	
	Class groups	10	-	-	-	-	1	2	3	2	1	1	-	-	-	-	-	-	-	
	Average class size	4	-	-	-	-	1	9	4	3	1	-	-	-	-	-	-	-	-	
Erongo	Enrolment	174	2	-	-	-	42	18	38	15	16	16	6	-	-	-	-	-	21	
	Female enrolment	51	1	-	-	-	16	8	10	1	4	5	2	-	-	-	-	-	4	
	Male enrolment	123	1	-	-	-	26	10	28	14	12	11	4	-	-	-	-	-	17	
	% female	29%	50%	-	-	-	38%	44%	26%	7%	25%	31%	33%	-	-	-	-	-	-	
	Classgroups	30	1	-	-	-	6	5	7	3	3	2	1	-	-	-	-	-	-	
	Average class size	6	2	-	-	-	7	4	5	5	5	8	6	-	-	-	-	-	-	
Hardap	Enrolment	241	-	-	50	-	39	74	34	21	-	-	-	23	-	-	-	-	-	
	Female enrolment	85	-	-	20	-	13	22	15	6	-	-	-	9	-	-	-	-	-	
	Male enrolment	156	-	-	30	-	26	52	19	15	-	-	-	14	-	-	-	-	-	
	% female	35%	-	-	40%	-	33%	30%	44%	-	-	-	-	-	-	-	-	-	-	
	Classgroups	19	-	-	1	-	5	7	4	1	-	-	-	1	-	-	-	-	-	
	Average class size	13	-	-	50	-	8	11	9	-	-	-	-	-	-	-	-	-	-	
Kavango East	Enrolment	163	-	34	14	-	35	6	5	4	7	9	8	-	12	11	18	-	-	
	Female enrolment	75	-	12	9	-	17	4	2	2	5	5	3	-	7	4	5	-	-	
	Male enrolment	88	-	22	5	-	18	2	3	2	2	4	5	-	5	7	13	-	-	
	% female	46%	-	35%	64%	-	49%	67%	40%	50%	71%	56%	38%	-	58%	36%	28%	-	-	
	Classgroups	16	-	3	1	-	3	1	1	1	1	1	1	-	1	1	1	-	-	
	Average class size	10	-	11	14	-	12	6	5	4	7	9	8	-	12	11	18	-	-	
Kavango West	Enrolment	101	-	30	38	19	14	-	-	-	-	-	-	-	-	-	-	-	-	
	Female enrolment	21	-	6	8	1	6	-	-	-	-	-	-	-	-	-	-	-	-	
	Male enrolment	80	-	24	30	18	8	-	-	-	-	-	-	-	-	-	-	-	-	
	% female	21%	-	20%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Classgroups	4	-	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	
	Average class size	25	-	30	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Khomas	Enrolment	1 138	16	188	130	70	54	54	66	62	73	61	47	15	43	73	65	51	17	
	Female enrolment	409	9	59	49	31	21	22	16	15	24	40	47	7	16	34	26	19	4	
	Male enrolment	523	7	129	81	39	33	32	50	47	49	21	-	8	27	39	39	32	13	
	% female	36%	56%	31%	38%	44%	39%	41%	24%	24%	33%	66%	100%	47%	37%	47%	40%	37%	24%	
	Classgroups	114	2	16	10	8	7	8	9	5	7	5	3	2	5	7	7	6	3	
	Average class size	10	8	12	13	9	8	7	7	12	10	12	16	8	9	10	9	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 for 'Others' in the two tables. Its important to note that enrolment in pre-vocational subjects at the 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. Additionally, special classes have been re-classified into phases, therefore sections of this table cannot be compared to earlier reports.

Table 12: continued

Kunene	Enrolment	14	-	-	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
	% female	50%	-	-	-	-	50%	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	14	-	-	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	20	-	6	10	-	-	-	-	-	-	-	-	-	-	-	-	-	4
	Female enrolment	8	-	3	5	-	-	-	-	-	-	-	-	-	-	-	-	-	2
	Male enrolment	8	-	3	5	-	-	-	-	-	-	-	-	-	-	-	-	-	2
	% female	0	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	7	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	Enrolment	31	-	-	-	-	15	4	4	8	-	-	-	-	-	-	-	-	-
	Female enrolment	8	-	-	-	-	4	-	3	1	-	-	-	-	-	-	-	-	-
	Male enrolment	23	-	-	-	-	11	4	1	7	-	-	-	-	-	-	-	-	-
	% female	26%	-	-	-	-	27%	0%	75%	13%	-	-	-	-	-	-	-	-	-
	Classgroups	4	-	-	-	-	1	1	1	1	-	-	-	-	-	-	-	-	-
	Average class size	8	-	-	-	-	15	4	4	8	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	170	-	55	61	54	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	66	-	17	25	24	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	104	-	38	36	30	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	39%	-	31%	41%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	7	-	2	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	24	-	28	31	18	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	33	-	18	8	-	7	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	17	-	10	2	-	5	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	16	-	8	6	-	2	-	-	-	-	-	-	-	-	-	-	-	-
	% female	52%	-	56%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	5	-	3	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	7	-	6	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	5	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-
	Female enrolment	2	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
	Male enrolment	3	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-
	% female	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
	Average class size	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	159	-	21	18	-	16	39	28	17	9	6	-	-	-	-	-	-	5
	Female enrolment	48	-	6	6	-	7	14	4	4	2	5	-	-	-	-	-	-	2
	Male enrolment	106	-	15	12	-	9	25	24	13	7	1	-	-	-	-	-	-	3
	% female	30%	-	29%	33%	-	44%	36%	14%	24%	22%	83%	-	-	-	-	-	-	40%
	Classgroups	17	-	1	1	-	2	4	4	2	1	1	-	-	-	-	-	-	1
	Average class size	9	-	21	18	-	8	10	7	9	9	6	-	-	-	-	-	-	5
Zambezi	Enrolment	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	3	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	6	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-	-	-
	% female	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 13: Enrolment in state and private schools

Region	Control of school	TOTAL	PRIMARY			SECONDARY			
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	Total	802 655	581 626	295 964	285 662	218 752	115 755	102 997	2 277
	State	755 131	544 870	273 963	270 907	208 098	111 033	97 065	2 163
	Private	47 524	36 756	22 001	14 755	10 654	4 722	5 932	114
//Kharas	Total	23 943	17 399	8 976	8 423	6 507	3 537	2 970	37
	State	22 284	15 839	8 114	7 725	6 416	3 500	2 916	29
	Private	1 659	1 560	862	698	91	37	54	8
Erongo	Total	48 875	34 101	16 836	17 265	14 600	7 427	7 173	174
	State	43 660	30 430	14 786	15 644	13 109	6 722	6 387	121
	Private	5 215	3 671	2 050	1 621	1 493	705	788	51
Hardap	Total	26 999	19 686	10 195	9 491	7 072	3 934	3 138	241
	State	26 439	19 267	9 937	9 330	6 931	3 891	3 040	241
	Private	560	419	258	161	141	43	98	-
Kavango East	Total	68 857	50 651	25 787	24 864	18 043	9 740	8 303	163
	State	66 445	48 805	24 400	24 405	17 477	9 470	8 007	163
	Private	2 412	1 846	1 387	459	566	270	296	-
Kavango West	Total	45 091	35 218	19 024	16 194	9 772	5 438	4 334	101
	State	44 290	34 774	18 682	16 092	9 415	5 256	4 159	101
	Private	801	444	342	102	357	182	175	-
Khomas	Total	95 259	65 365	32 674	32 691	28 756	14 301	14 455	1 138
	State	79 581	54 181	26 278	27 903	24 325	12 521	11 804	1 075
	Private	15 678	11 184	6 396	4 788	4 447	1 780	2 667	47
Kunene	Total	30 254	23 081	11 881	11 200	7 159	4 229	2 930	14
	State	29 258	22 174	11 356	10 818	7 070	4 191	2 879	14
	Private	996	907	525	382	89	38	51	-
Ohangwena	Total	113 094	83 432	41 908	41 524	29 642	15 957	13 685	20
	State	109 209	79 902	39 714	40 188	29 287	15 848	13 439	20
	Private	3 885	3 530	2 194	1 336	355	109	246	-
Omaheke	Total	25 311	18 544	9 440	9 104	6 736	3 775	2 961	31
	State	22 994	16 802	8 405	8 397	6 161	3 435	2 726	31
	Private	2 317	1 742	1 035	707	575	340	235	-

Table 13: continued

Omusati	Total	102 219	74 569	37 753	36 816	27 480	14 921	12 559	170
	State	99 657	72 532	36 505	36 027	26 955	14 630	12 325	170
	Private	2 562	2 037	1 248	789	525	291	234	-
Oshana	Total	56 584	39 953	20 554	19 399	16 598	8 406	8 192	33
	State	53 170	36 926	18 469	18 457	16 211	8 182	8 029	33
	Private	3 414	3 027	2 085	942	387	224	163	-
Oshikoto	Total	74 289	53 395	27 102	26 293	20 889	10 975	9 914	5
	State	69 621	49 595	24 995	24 600	20 021	10 585	9 436	5
	Private	4 668	3 800	2 107	1 693	868	390	478	-
Otjozondjupa	Total	50 875	37 803	18 869	18 934	12 913	7 591	5 322	159
	State	49 041	36 225	17 957	18 268	12 665	7 490	5 175	151
	Private	1 834	1 578	912	666	248	101	147	8
Zambezi	Total	41 005	28 429	14 965	13 464	12 567	5 524	7 043	9
	State	39 482	27 418	14 365	13 053	12 055	5 312	6 743	9
	Private	1 523	1 011	600	411	512	212	300	-

Table 13 and Figure 13a indicate that the vast majority of Namibian learners attend public schools. Nationally, only 6.0% of all learners were enrolled in private schools in the year under review. More than 10% of the learners in the //Karas, Erongo, Khomas and Omaheke regions attended private schools in 2021.

Khomas had the highest percentage of learners enrolled in private schools at 16.5%, while the Kavango West region had the lowest percentage at 1.8%.

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

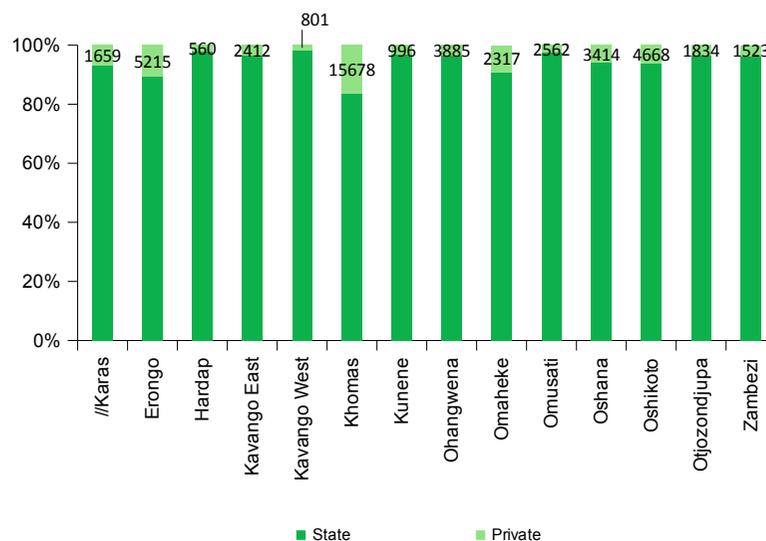


Figure 13b: Percentage of all learners in state and private schools in each school phase

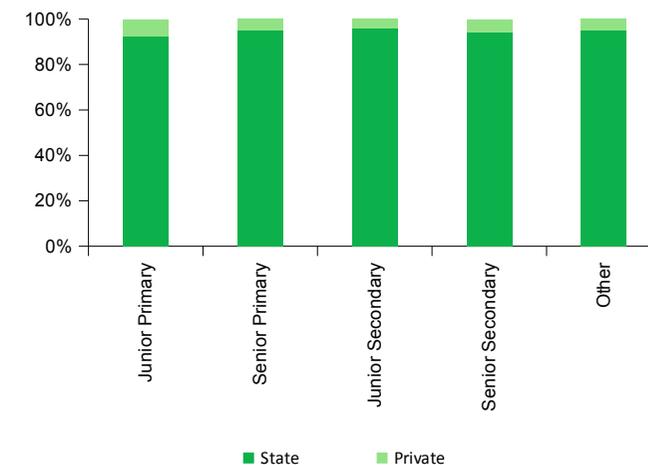


Table 14: Enrolments in Primary and Junior Secondary subjects

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	-	-	-	-	-	42	-	-	-	42
Afrikaans 1st or Home Language	1 240	-	406	401	433	14 322	3 683	3 706	3 535	3 398
Afrikaans 2nd Language	4 653	-	1 450	1 569	1 634	52 061	13 157	13 636	12 853	12 415
Art and Design	-	-	-	-	-	14	-	-	-	14
Arts (non-pr.)	-	-	2 885	2 867	2 906	21 723	7 910	5 169	4 682	3 962
Biology	-	-	-	-	-	120	-	-	-	120
Chemistry	-	-	-	-	-	10	-	-	-	10
Computer Literacy	-	-	71	124	103	3 228	801	902	847	678
Computer Studies	-	-	-	-	-	87	-	-	-	87
Craft & Technology	-	-	-	-	-	1 840	26	543	691	580
Design and Technology	-	-	-	-	-	22 727	284	8 066	7 339	7 038
Elementary Agriculture	-	-	-	-	-	158 281	4 603	56 786	51 139	45 753
English 1st Language	3 149	-	1 009	1 060	1 080	15 309	4 124	4 114	3 541	3 530
English 2nd Language	-	-	9 579	9 186	9 475	269 192	71 945	72 302	66 086	58 859
Entrepreneurship	-	-	-	-	-	32	-	-	-	32
Environmental Studies	29 907	-	10 043	9 712	10 152	526	384	14	123	5
Extraordinary subj.	-	-	-	-	-	110	42	29	23	16
French Foreign Language	-	-	-	-	-	-	274	263	322	250
General Science	-	-	-	-	-	-	76	57	104	102
Geography	-	-	-	-	-	-	-	-	-	110
German 1st or Home Language	53	-	16	17	20	-	121	128	116	68
German Third or Foreign Language	-	-	24	22	37	1 311	231	384	352	344
Pre-Primary class teaching	-	48 242	-	-	-	0	-	-	-	-
Grade 1 class teaching	-	-	74 327	-	-	0	-	-	-	-
Grade 2 class teaching	-	-	-	73 098	-	0	-	-	-	-
Grade 3 class teaching	-	-	-	-	68 376	0	-	-	-	-
Grade 4 class teaching	-	-	-	-	-	328	328	-	-	-
Grade 5 class teaching	-	-	-	-	-	251	-	251	-	-
Grade 6 class teaching	-	-	-	-	-	121	-	-	121	-
Grade 7 class teaching	-	-	-	-	-	138	-	-	-	138
Handicraft/Art	-	-	-	-	-	100	50	12	17	21
Handwriting	-	-	163	135	160	205	205	-	-	-
Health	-	-	-	-	-	8	-	8	-	-
Health and Social Care(Hygiene)	-	-	-	-	-	47	37	3	7	-
History	9	-	9	-	-	535	94	84	128	229
History & Geography	-	-	-	-	-	173	29	33	76	35
Home Ecology	-	-	-	-	-	29 105	-	10 240	9 790	9 075
ICT	-	-	47	42	40	18 746	5 876	4 256	4 533	4 081
Individual Learning	-	-	-	-	-	0	-	-	-	-
Khoekhoegowab	-	-	393	498	786	17 656	4 862	4 945	4 115	3 734
Life Science	-	-	-	-	-	177	-	-	-	177

JUNIOR SECONDARY			
SUBJECT	Junior Secondary	Grade 8	Grade 9
Accounting	27 356	14 134	13 222
Afrikaans 1st or Home Language	4 838	2 270	2 568
Afrikaans 2nd Language	20 905	10 410	10 495
Agriculture	75 851	37 000	38 851
Art and Design	96	34	62
Art of Entertainment	18	18	-
Arts (non-pr.)	836	554	282
Arts appreciation	335	207	128
Arts in Culture	1 049	379	670
Biology	307	164	143
Building Studies	15	-	15
Business Accounting	37	21	16
Business Methods	60	21	39
Chemistry	411	166	245
Computer Literacy	271	99	172
Computer Science	439	235	204
Computer Studies	5 415	2 747	2 668
Design and Technology	3 040	1 555	1 485
Development Studies	45	-	45
Economics	93	-	93
Electrician-Work	17	-	17
English 1st Language	3 197	1 701	1 496
English 2nd Language	112 004	55 050	56 954
Entrepreneurship	105 366	51 850	53 516
Fashion and Fabrics	907	414	493
Fitting and Turning	20	20	-
French Foreign Language	1 206	612	594
General Science	87	70	17
Geography	113 239	55 860	57 379
German 1st or Home Language	243	110	133
German Third or Foreign Language	2 964	1 507	1 457
Hairdressing	50	36	14
Health and Social Care(Hygiene)	1	1	-
History	112 434	55 363	57 071
Home Economics	3 639	1 747	1 892
Hospitality	1 095	552	543
ICT	3 127	1 558	1 569
Integrated Performing Art	261	150	111
Keyboard and Word Processing	198	127	71
Khoekhoegowab	5 991	3 004	2 987
Languages	9	5	4

Table 14: continued

Life Skills	-	-	-	-	-	169 563	61 994	39 932	35 307	32 330
Literature (English)	-	-	-	-	-	69	20	28	12	9
Mathematics	31 008	-	10 461	10 046	10 501	283 653	76 255	76 235	69 185	61 978
Natural Science and Health Education	134	-	32	29	73	282 216	75 893	75 833	68 763	61 727
Oshikwanyama	9 969	-	3 556	3 198	3 215	54 316	14 829	14 640	13 197	11 650
Oshindonga	8 543	-	2 940	2 772	2 831	71 239	19 191	19 379	17 257	15 412
Otjiherero	-	-	844	860	870	18 712	5 003	5 089	4 660	3 960
Phys Ed & Health Aw	1 562	-	660	569	333	5 042	1 650	1 389	1 064	939
Physical Education	8 067	-	2 675	2 511	2 881	25 058	8 589	5 943	5 657	4 869
Physical Science	-	-	-	-	-	128	-	-	-	128
Physics	-	-	-	-	-	20	6	3	1	10
Portuguese	-	-	-	-	-	94	40	24	16	14
Reading	-	-	-	-	-	6 726	2 249	1 653	1 513	1 311
Religious and Moral Education	8 630	-	3 082	2 798	2 750	25 711	9 560	5 967	5 371	4 813
Remedial Teaching	229	-	115	62	52	904	154	325	271	154
Robotics	-	-	-	-	-	9	-	-	-	9
Rukwangali	825	-	305	296	224	25 264	7 140	6 594	6 208	5 322
Rumanyo (Rugcirku)	-	-	-	-	-	10 716	2 991	3 000	2 578	2 147
School Music	177	-	74	38	65	1 470	434	357	386	293
Setswana	120	-	33	59	28	458	124	139	103	92
Sign Language	61	-	23	20	18	139	35	40	33	31
Silozi	834	-	292	270	272	12 950	3 527	3 504	3 142	2 777
Social Sciences	-	-	-	-	-	3 034	1 026	884	549	575
Social Studies	-	-	-	-	-	278 942	74 696	74 950	68 591	60 705
Thimbukushu	381	-	100	133	148	4 695	1 281	1 250	1 175	989

Enrolment in different subjects is tabulated for the primary and junior secondary grades in **Table 14**.

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 through to Grade 3, although exceptionally it could also be observed in classes up to Grade 7, probably due to multi-grade teaching. In general, subject teaching was predominantly practised in the higher grades.

There are a few other subjects that are not reported in this table, for the simple reason that there are only a very few learners taking these subjects. Readers can inquire directly from EMIS for the complete list of all subjects.

Life Science	112 955	55 522	57 433
Life Skills	47 651	24 126	23 525
Literature (English)	23	2	21
Mathematics	114 088	56 204	57 884
Metal Work	35	35	0
Metalwork & Welding	42	0	42
Motor Mechanics	15	15	0
Music	158	100	58
Natural Science and Health Education	171	75	96
Needlework and Clothing	29	29	0
Office Adm. & Keyboard	113	19	94
Office Practice	2 946	1 431	1 515
Oshikwanyama	20 936	10 480	10 456
Oshindonga	29 209	14 380	14 829
Otjiherero	8 141	3 783	4 358
Performing Art	17	0	17
Phys Ed & Health Aw	28	28	0
Physical Education	5 995	3 034	2 961
Physical Science	112 497	55 821	56 676
Physics	183	42	141
Portuguese	703	373	330
Practical Agriculture	17	0	17
Reading	701	424	277
Religious and Moral Education	3 012	1 488	1 524
Remedial Teaching	27	27	0
Robotics	16	9	7
Rukwangali	9 444	4 728	4 716
Rumanyo (Rugcirku)	3 371	1 749	1 622
School Art	20	19	1
School Music	121	104	17
Setswana	228	105	123
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	1747	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	LEVEL	Grade 10	Grade 11	Grade 12	Grade 13
Accounting	AS	0	0	44	0
	NSSCO	5 567	5 123	619	0
Afrikaans 1st or Home Language	AS	0	0	35	0
	NSSCO	613	602	149	0
Afrikaans 2nd Language	AS	0	0	18	0
	NSSCO	10 210	8 750	359	19
Agriculture	AS	0	46	58	0
	NSSCO	17 359	15 808	698	0
Art and Design	AS	0	0	2	0
	NSSCO	337	167	27	11
Arts (non-pr.)	AS	0	0	0	0
	NSSCO	332	280	35	0
Arts in Culture	AS	0	0	0	0
	NSSCO	527	0	0	0
Biology	AS	0	0	253	0
	NSSCO	29 882	26 997	2 267	59
Bricklaying and Plastering	AS	0	0	0	0
	NSSCO	38	16	0	0
Building Studies	AS	0	0	0	0
	NSSCO	97	88	7	0
Business Economics	AS	0	0	0	0
	NSSCO	22	24	0	3
Business Studies	AS	0	0	28	0
	NSSCO	5 265	5 136	421	0
Chemistry	AS	0	0	139	0
	NSSCO	16 557	14 077	1 219	0
Commercial Maths	AS	0	0	0	0
	NSSCO	12	9	5	0
Computer Literacy	AS	0	0	0	0
	NSSCO	78	30	34	0
Computer Science	AS	0	0	9	0
	NSSCO	19	0	18	0
Computer Studies	AS	0	0	28	0
	NSSCO	791	731	117	2
Design and Technology	AS	0	0	0	0
	NSSCO	489	458	103	3
Development Studies	AS	0	69	0	0
	NSSCO	14 278	13 529	4	0
Economics	AS	0	0	20	0
	NSSCO	5 488	5 107	338	5
Electrician-Work	AS	0	0	0	0
	NSSCO	21	17	10	0
English 1st Language	AS	0	0	21	0
	NSSCO	1 369	1 027	570	1
English 2nd Language	AS	0	0	397	0
	NSSCO	49 396	44 862	3 432	94
Entrepreneurship	AS	0	0	4	0
	NSSCO	4 657	4 066	269	9
Fashion and Fabrics	AS	0	0	0	0
	NSSCO	310	240	0	0
French Foreign Language	AS	0	0	0	0
	NSSCO	437	422	19	0
Functional Maths	AS	0	0	0	0
	NSSCO	9	10	0	0
Geography	AS	0	0	47	0
	NSSCO	19 149	17 456	676	8
German 1st or Home Language	AS	0	0	7	0
	NSSCO	122	63	64	0
German Third or Foreign Language	AS	0	0	15	0
	NSSCO	1 071	748	80	7
Health and Social Care (Hygiene)	AS	0	0	0	0
	NSSCO	44	0	0	0
History	AS	0	0	28	0
	NSSCO	11 747	10 314	332	3
Home Economics	AS	0	0	0	0
	NSSCO	732	751	3	0
Hospitality	AS	0	0	5	0
	NSSCO	328	307	42	0
ICT	AS	0	0	0	0
	NSSCO	1 556	1 618	355	15
Individual Learning	AS	0	0	0	0
	NSSCO	35	37	0	0
Integrated Performing Art	AS	0	0	0	0
	NSSCO	306	0	0	0
Keyboard and Word Processing	AS	0	0	0	0
	NSSCO	38	0	0	0
Khoekhoegowab	AS	0	0	0	0
	NSSCO	2 188	1 586	46	0
Life Science	AS	0	0	0	0
	NSSCO	303	0	0	0
Life Skills	AS	0	0	0	0
	NSSCO	15 900	12 520	1 619	52

Table 15: continued

Literature (English)	AS	0	0	0	0
	NSSCO	35	13	5	0
Mathematics	AS	0	0	346	0
	NSSCO	50 094	45 242	3 256	96
Metal Work	AS	0	0	0	0
	NSSCO	178	127	0	0
Metalwork& Welding	AS	0	0	0	0
	NSSCO	66	17	0	0
Motor Mechanics	AS	0	0	0	0
	NSSCO	152	98	0	0
Music	AS	0	0	0	0
	NSSCO	38	19	30	0
Office Adm. & Keyboard	AS	0	0	0	0
	NSSCO	52	44	10	0
Office Practice	AS	0	0	0	0
	NSSCO	530	571	6	0
Oshikwanyama	AS	0	0	21	0
	NSSCO	9 083	8 853	403	0
Oshindonga	AS	0	33	59	0
	NSSCO	12 297	12 527	482	0
Otjiherero	AS	0	0	0	0
	NSSCO	3 492	2 549	94	0
Phys Ed & Health Aw	AS	0	0	0	0
	NSSCO	72	0	0	0
Physical Education	AS	0	0	0	0
	NSSCO	1 631	1 279	50	2
Physical Science	AS	0	0	31	0
	NSSCO	5 587	5 075	407	8
Physics	AS	0	0	141	0
	NSSCO	15 386	14 691	1 457	44
Portuguese	AS	0	2	0	0
	NSSCO	209	226	0	0
Practical Agriculture	AS	0	0	0	0
	NSSCO	21	17	10	0
Reading	AS	0	0	0	0
	NSSCO	197	168	0	0
Religious and Moral Education	AS	0	0	0	0
	NSSCO	1 089	317	58	0
Rukwangali	AS	0	0	24	0
	NSSCO	4 559	2 972	90	0
Rumanyo (Rugcirku)	AS	0	0	0	0
	NSSCO	1 603	1 312	47	0
School Music	AS	0	0	0	0
	NSSCO	21	17	10	0
Setswana	AS	0	0	0	0
	NSSCO	62	71	0	0
Sign Language	AS	0	0	0	0
	NSSCO	14	61	0	0
Silози	AS	0	0	0	0
	NSSCO	3 109	3 642	77	0
Technical Drawing	AS	0	0	0	0
	NSSCO	57	26	4	0
Thimbukushu	AS	0	0	0	0
	NSSCO	1 090	543	21	0
Tourism	AS	0	0	0	0
	NSSCO	34	29	31	0
Visual Arts	AS	0	0	0	0
	NSSCO	4	0	0	0
Woodwork	AS	0	0	0	0
	NSSCO	97	81	0	0

Enrolment figures in different subjects taught in the Senior Secondary phase are tabulated in **Table 15**. A clear distinction is made between the levels at which the subjects are taken: Namibia Senior Secondary Certificate Higher Level (NSSC-H), which is offered in Grade 12, or Namibia Senior Secondary Certificate Ordinary Level (NSSC-O), which is offered in Grade 11 as per the revised curriculum.

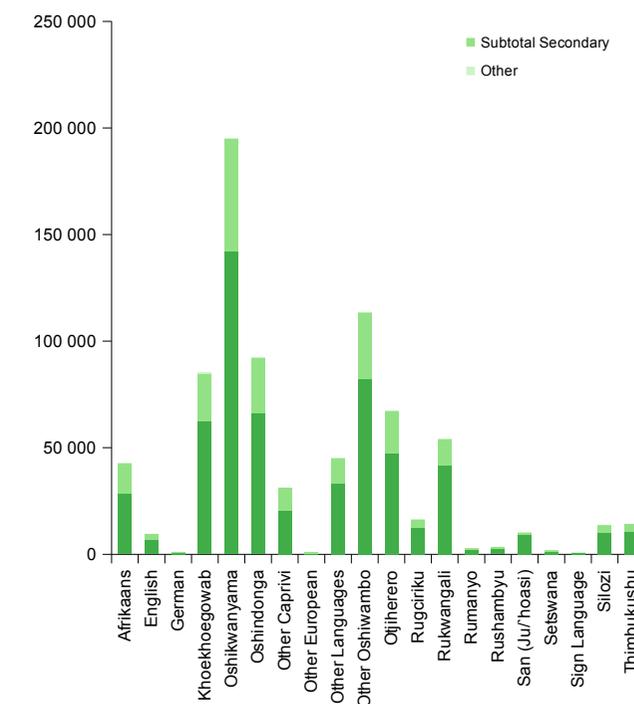
A number of private schools offered certain subjects that were not offered in state schools, or which were offered in different grades in state schools. Deviations from the Ministry's curriculum therefore does not necessarily indicate an error.

Some incorrect reporting was expected, for example an incorrect subject code having been used. Minor inconsistencies in the data are thus also 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
National	802 655	581 626	295 964	285 662	218 752	115 755	102 997	2 277
Afrikaans	42 887	28 705	14 560	14 145	13 876	7 042	6 834	306
English	9 643	6 886	3 576	3 310	2 709	1 283	1 426	48
German	1 171	710	324	386	455	228	227	6
Khoekhoegowab	85 309	62 501	30 692	31 809	22 234	12 835	9 399	574
Oshikwanyama	195 193	141 851	70 239	71 612	53 231	28 263	24 968	111
Oshindonga	92 257	66 391	36 044	30 347	25 762	12 696	13 066	104
Other Caprivi	31 239	20 795	10 101	10 694	10 437	4 773	5 664	7
Other European	1 109	484	111	373	620	322	298	5
Other Languages	45 279	33 144	15 878	17 266	12 060	6 525	5 535	75
Other Oshiwambo	113 730	82 138	41 531	40 607	31 342	16 706	14 636	250
Otjiherero	67 719	47 287	23 688	23 599	19 985	11 029	8 956	447
Rugciriku	16 161	12 777	6 531	6 246	3 365	1 925	1 440	19
Rukwangali	54 332	41 988	22 681	19 307	12 232	6 756	5 476	112
Rumanyo	2 823	2 108	1 157	951	713	413	300	2
Rushambyu	3 597	2 727	1 522	1 205	853	501	352	17
San (Ju/`hoasi)	10 164	9 071	5 153	3 918	1 073	730	343	20
Setswana	1 637	1 076	500	576	551	275	276	10
Sign Language	876	465	197	268	270	181	89	141
Silozu	13 621	10 137	6 042	4 095	3 479	1 444	2 035	5
Thimbukushu	13 908	10 385	5 437	4 948	3 505	1 828	1 677	18

Figure 16: Enrolment of learners for different home languages



Tables 16 - 18 present statistics on home languages, and the mediums of instruction for and of learners, with Table 16 reporting on the learners' enrolments per home language, while Table 17 reports on the enrolments per medium of instruction in Grades 1 to 3. Table 18 illustrates the numbers of different home languages learners are taught in, as various mediums of instruction. Home language statistics were collected by grouping the languages in a way consistent to that of the medium of instruction used in Namibian schools.

Languages that reported over 10% of learners were Oshikwanyama speakers, accounting for 24.3% of all learners in Namibia, other Oshiwambo dialects 14.2%, Oshindonga 11.5% and Khoekhoegowab 10.6%. There were 401,180 Oshiwambo speaking learners (including Oshikwanyama, Oshindonga, and Other Oshiwambo dialects) in total, representing 50% of the school population. Other home languages with enrolments exceeding 40 000 were Otjiherero 8.4%, Afrikaans 5.3% and Rukwangali 6.8%.

The remaining home languages jointly represented 21.7% of the total number of learners. San speaking learners represent only 1.3% of the overall learner population. This could be attributed to the fact that they have a relatively small population, and/or that most are not attending schools.

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 are taught the importance of learning and taking pride in their native tongue. The lack of Ju/`hoasi (San) speaking teachers may also be a contributing factor affecting learner attendance in earlier Grades.

Table 17: Medium of instruction in Grades 1 – 3: Schools, numbers 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
Otjherero	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 indicates the number of schools offering different mediums of instruction in Grades 1 -3, and 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, per class. This method deviates from the one used in Table 9 and generates the number of Grade 1 - Grade 3 groups for each medium of instruction.

The Ministry's language policy encourages mother-tongue education in Grades 1 - 3, although different mediums of instruction (typically English) can be used if recommended by the parents. An increasing number of learners from different mother-tongue settlements (especially in urban areas) and the lack of teachers of different languages are two of the major contributing factors to the increasing use of English as the medium of instruction (a deviation from the language policy). Increasing enrolment in private schools which use English as a medium of instruction in Junior Primary, further suggests that a considerable number of parents prefer English as a medium of instruction. This might also be a clear indication that parents do not understand the objectives of mother tongue instruction in these Grades.

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

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

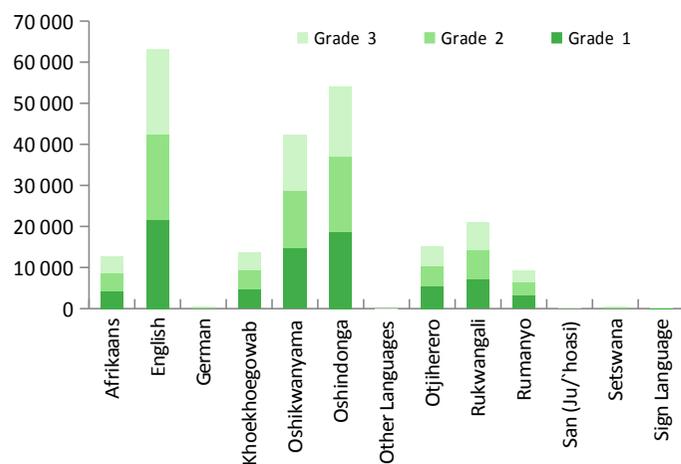


Figure 17b: Numbers of schools with different mediums of instruction in Grades 1 - 3

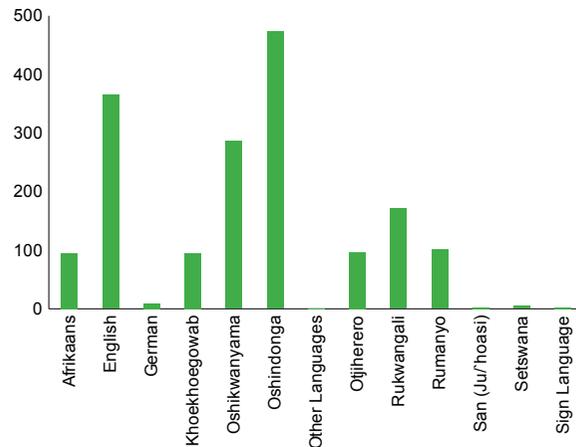


Figure 17c: Numbers of class groups with different mediums of instruction in Grades 1 - 3

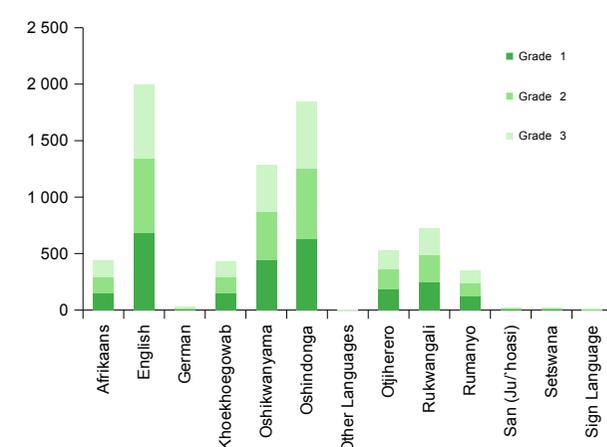


Table 18: Home languages and medium of instruction of learners in Grades 1 - 3

Grade	Medium of instruction	Total	HOME LANGUAGE																		Thimbukushu	
			Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other Zambezi	Other European	Other Languages	Other Oshiwambo	Otjiherero	Rugcirikuru	Rukwangali	Rumanyo	Rushambyu	San (Ju/'hoasi)	Setswana	Sign Language		Silozi
Grade 1	Total	85 091	3 980	1 101	100	8 661	20 501	10 695	2 511	32	4 390	12 105	6 773	1 868	6 759	307	450	1 667	127	46	1 481	1 537
	Afrikaans	4 217	2 403	64	1	1 043	89	146	2	-	13	203	138	6	88	1	-	-	9	-	11	-
	English	21 561	1 472	935	10	3 204	3 455	3 053	261	30	1 057	2 938	2 132	208	1 387	63	29	880	57	18	230	142
	German	134	14	23	89	1	1	-	-	-	1	4	1	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	4 821	23	9	-	4 332	35	43	-	-	9	83	88	8	26	-	1	159	1	-	1	3
	Oshikwanyama	14 856	-	1	-	13 818	96	1	-	84	809	-	-	2	-	-	-	40	-	-	4	-
	Oshindonga	18 613	35	32	-	29	2 971	7 284	4	1	256	7957	18	0	10	0	0	11	-	-	5	-
	Otjiherero	5 387	6	3	-	16	82	53	4	1	535	90	4384	6	21	0	2	181	2	-	1	-
	Rukwangali	7 037	-	2	-	4	34	16	7	-	1 764	11	2	60	4825	30	111	152	-	-	9	10
	Rumanyo	3 277	-	-	-	1	6	-	1	-	612	4	2	1555	388	209	307	57	-	-	1	134
	San (Ju/'hoasi)	92	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	92	-	-	-	-
	Setswana	139	1	-	-	29	3	1	-	-	4	2	7	0	1	2	0	31	58	-	-	-
	Sign Language	28	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	-	28	-	-
	Silozi	3 572	24	32	-	1	1	-	2 230	-	47	2	1	0	0	0	0	8	-	-	1 217	9
Thimbukushu	1 357	2	-	-	-	6	3	1	-	8	2	0	25	11	2	0	56	-	-	2	1 239	
Grade 2	Total	83 424	3 854	781	101	8 786	19 921	9 966	2 959	21	4 864	11 637	6 679	1 825	6 456	432	419	1 510	152	61	1 415	1 585
	Afrikaans	4 352	2 481	81	3	1 045	106	161	20	-	28	170	127	17	95	-	-	1	8	-	7	2
	English	20 969	1 267	678	16	3 534	3 489	2 771	311	14	1 082	2 617	2 131	303	1 307	35	44	832	75	11	300	152
	German	124	11	18	81	-	-	-	-	-	3	8	3	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	4 558	36	1	-	4 018	87	64	-	-	5	73	88	11	25	-	-	146	3	-	1	-
	Oshikwanyama	14 022	1	1	-	12 983	73	-	1	62	852	3	-	5	-	-	-	39	-	-	2	-
	Oshindonga	18 289	6	1	1	92	3 107	6 824	6	1	365	7826	24	1	12	0	0	15	-	-	8	-
	Otjiherero	5 095	1	-	-	47	48	50	2	-	475	47	4255	7	13	0	0	136	3	-	9	2
	Rukwangali	7 314	1	1	-	6	44	19	8	-	2 205	33	1	126	4622	18	66	117	-	20	9	18
	Rumanyo	3 203	-	-	-	1	49	-	-	5	609	1	2	1330	372	378	308	41	-	-	-	107
	San (Ju/'hoasi)	97	-	-	-	-	-	-	-	-	-	1	35	0	0	0	0	61	-	-	-	-
	Setswana	183	9	-	-	31	1	1	-	-	6	3	10	0	0	0	0	60	62	-	-	-
	Sign Language	30	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	-	30	-	-
	Silozi	3 766	39	-	-	-	3	1	2 607	-	21	5	0	0	4	0	0	8	-	-	1 074	4
Thimbukushu	1 422	2	-	-	12	4	2	5	-	3	1	0	30	1	1	1	54	1	-	5	1 300	

Table 18: continued

	Total	79 113	3 797	776	88	8 486	19 379	8 767	2 845	36	4 776	10 893	6 396	1 857	5 861	255	414	1 367	140	45	1 521	1 414
Grade 3	Afrikaans	4 051	2 211	64	1	1 029	161	98	16	-	29	180	140	12	64	6	-	1	17	-	13	9
	English	20 596	1 530	677	16	3 484	3 439	2 469	307	28	1 058	2 331	2 207	285	1 295	33	69	821	61	12	290	184
	German	160	17	12	71	4	24	-	-	7	9	3	8	2	3	-	-	-	-	-	-	-
	Khoekhoegowab	4 298	27	-	-	3 848	70	33	-	-	3	40	120	5	17	-	-	128	2	-	1	4
	Oshikwanyama	13 496	1	3	-	2	12 313	78	28	-	78	925	3	-	2	-	-	30	-	-	32	1
	Oshindonga	17 054	4	7	-	24	3 275	6 029	-	-	321	7 338	19	-	16	1	1	10	-	-	9	-
	Otjiherero	33	-	-	-	-	-	-	-	-	33	-	-	-	-	-	-	-	-	-	-	-
	Rukwangali	4 710	3	3	-	59	46	38	3	1	470	41	3883	4	19	0	0	132	3	-	2	3
	Rumanyo	6 596	-	8	-	7	35	12	6	-	2 158	26	3	125	4063	6	13	82	2	4	15	31
	San (Ju/'hoasi)	2 926	-	2	-	1	5	-	2	-	579	2	0	1341	347	199	330	40	1	-	1	76
	Setswana	43	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	43	-	-	-	-
	Sign Language	123	3	-	-	28	-	-	-	-	6	3	11	0	0	0	0	18	54	-	-	-
	Silozi	39	-	-	-	-	8	-	-	-	2	-	0	0	0	0	0	0	-	29	-	-
	Thimbukushu	3 724	1	-	-	-	1	6	2 483	-	27	3	2	1	26	0	0	6	-	-	1 152	16
		1 264	-	-	-	-	2	4	-	-	3	1	0	82	9	10	1	56	-	-	6	1 090

Although the Ministry’s language policy promotes mother-tongue education in the first three grades, not all learners are being taught in their mother tongue. Contributing factors to this may be: learners residing in areas where their native language is not offered as a medium of instruction, due to a insufficient number of learners and/or the parental decision to either 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 being taught in their mother tongue were English 86.2%, German 83.4, Oshindonga 68.4%, Oshikwanyama 65.4% and Afrikaans 61.0%. The languages with the lowest percentage of learners having been taught in their mother tongue were San 2.9% and Setswana 12.9%.

Closely related languages Rucgiricu and Rushambyu were taught in the common medium of instruction, Rumanyo. The term “San languages” is used to indicate ‘Bushman languages’, in part grouping very different languages together, which all use Ju/’hoasi as a medium of instruction.

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

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

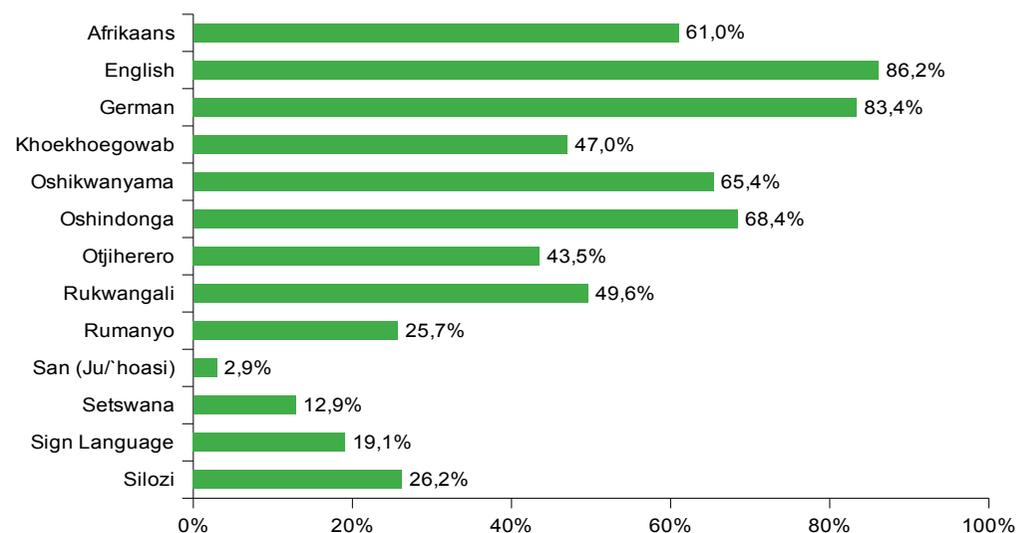


Table 19: Changes in female and male enrolment between 2015 and 2021

School Phase		YEAR							Enrolment Growth Rate 2015 to 2021	Percentage change 2020 - 2021
		2015	2016	2017	2018	2019	2020	2021		
Total	Total	674 577	698 453	722 248	736 836	756 994	777 132	802 655	3,6%	3,3%
	Female	338 285	350 084	361 596	369 086	379 830	389 625	400 718	3,5%	2,8%
	Male	336 292	348 369	360 652	367 750	377 164	387 507	401 937	3,6%	3,7%
PRIMARY										
Subtotal Primary (Pre-Primary -Gr7)	Total	475 461	495 938	518 103	534 167	553 317	561 931	581 626	4,0%	3,5%
	Female	233 748	244 487	255 285	263 622	273 193	277 436	294 370	4,5%	6,1%
	Male	241 713	251 451	262 818	270 545	280 124	284 495	287 256	3,5%	1,0%
Junior Primary (Pre-Primary-Gr3)	Total	304 334	321 407	270 211	277 109	287 471	288 352	295 964	0,4%	2,6%
	Female	149 140	158 004	132 315	135 780	140 805	141 429	149 996	1,0%	6,1%
	Male	155 194	163 403	137 896	141 329	146 666	146 923	145 968	-0,2%	-0,7%
Senior Primary (Gr4-Gr7)	Total	171 127	174 531	247 892	257 058	265 846	273 579	285 662	9,1%	4,4%
	Female	84 608	86 483	122 970	127 842	132 388	136 007	144 374	9,4%	6,2%
	Male	86 519	88 048	124 922	129 216	133 458	137 572	141 288	8,7%	2,7%
SECONDARY										
Subtotal Secondary (Gr8-Gr12)	Total	195 726	200 695	202 252	200 695	201 197	213 074	218 752	2,4%	2,7%
	Female	103 026	104 920	105 631	104 768	105 742	111 350	105 457	0,9%	-5,3%
	Male	92 700	95 775	96 621	95 927	95 455	101 724	113 295	3,9%	11,4%
Junior Secondary (Gr8-Gr9)	Total	153 125	156 576	155 353	105 872	121 272	114 355	115 755	-4,2%	1,2%
	Female	80 070	81 031	80 240	54 318	62 955	58 967	56 638	-5,2%	-3,9%
	Male	73 055	75 545	75 113	51 554	58 317	55 388	59 117	-3,0%	6,7%
Senior Secondary (Gr10-Gr13)	Total	42 601	44 119	46 899	94 823	79 925	98 719	102 997	17,0%	4,3%
	Female	22 956	23 889	25 391	50 450	42 787	52 383	48 819	14,6%	-6,8%
	Male	19 645	20 230	21 508	44 373	37 138	46 336	54 178	19,4%	16,9%
OTHER Grades										
Subtotal Other Grades	Total	3 390	1 820	1 893	1 974	2 480	2 127	2 277	2,7%	7,1%
	Female	1 511	677	680	696	895	839	891	1,6%	6,2%
	Male	1 879	1 143	1 213	1 278	1 585	1 288	1 386	3,5%	7,6%

Table 19 shows the enrolment of females and males in the different school phases between 2015 and 2021.

The average annual growth was calculated by comparing the 2015 and 2021 figures.

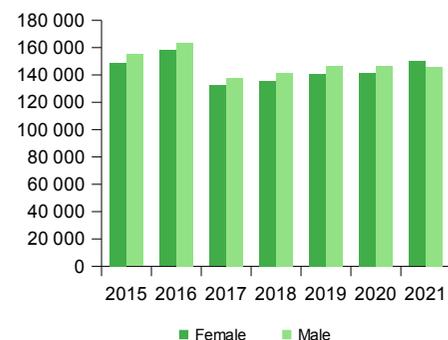
Female and male enrolments in the four school phases have been shown graphically in Figure 19. It should be noted that because the four charts are differently scaled, the heights of the bars are not comparable from one chart to the next.

Implementation of the revised curriculum resulted in an improved flow of learners, which may have caused the decline of enrolment in the Junior Primary Phase and increasing enrolment in the Senior Primary and Junior Secondary phases.

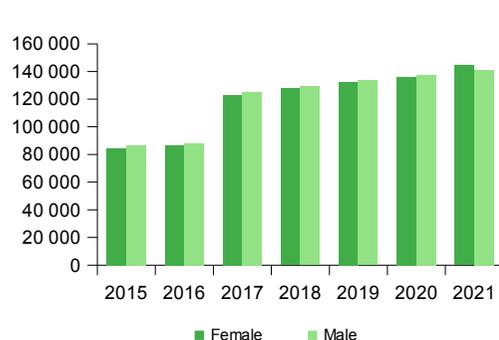
The opposite was noted in enrolment from Senior Primary Phase into the Secondary phases where the enrolment of male learners started to surpass that of female learners. There were previously almost always more male learners in Primary Grades and more female learners in the Secondary Grades.

Figure 19: Changes in female and male enrolments

Junior Primary



Senior Primary



Junior Secondary



Senior Secondary

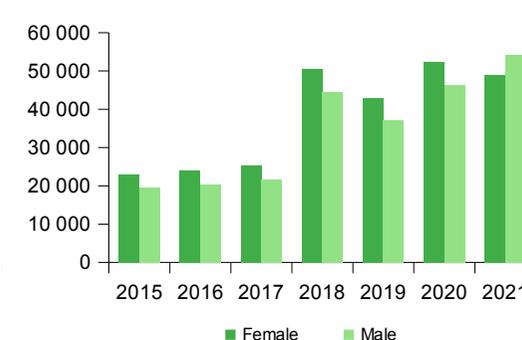


Table 20: Changes in enrolment in different Grades between 2015 and 2021

Grade	YEAR							Average annual growth rate 2015 - 2021	Percentage change 2020 - 2021
	2015	2016	2017	2018	2019	2020	2021		
Total	675 405	698 453	722 248	736 836	756 994	777 132	802 655	2,9%	3,3%
Pre Primary	32 753	41 091	41 743	43 448	46 197	45 412	48 336	6,7%	6,4%
Grade 1	78 107	81 363	83 972	85 937	88 544	88 072	85 091	1,4%	-3,4%
Grade 2	68 023	71 022	74 140	75 887	78 843	79 915	83 424	3,5%	4,4%
Grade 3	64 196	66 164	70 356	71 837	73 887	74 953	79 113	3,5%	5,6%
Grade 4	61 476	61 767	73 626	77 144	79 591	80 102	76 461	3,7%	-4,5%
Grade 5	64 632	66 948	64 448	67 337	70 485	72 503	76 902	2,9%	6,1%
Grade 6	55 621	56 276	59 434	59 470	61 963	64 337	69 736	3,8%	8,4%
Grade 7	51 194	51 307	50 384	53 107	53 807	56 637	62 563	3,4%	10,5%
Grade 8	64 660	65 691	60 235	59 946	63 220	63 290	57 131	-2,0%	-9,7%
Grade 9	50 461	51 852	53 562	45 926	58 052	51 065	58 624	2,5%	14,8%
Grade 10	38 257	39 033	41 556	45 369	27 593	49 794	51 188	5,0%	2,8%
Grade 11	22 418	23 059	24 772	25 780	27 274	21 779	46 403	12,9%	113,1%
Grade 12	20 198	21 060	22 127	23 653	25 045	27 128	5 388	-19,8%	-80,1%
Grade 13	19	16	17	21	13	18	18	-0,9%	-
Learning Support	75	988	1 179	1 010	1 518	1 032	1 095	56,3%	6,1%
Vocational	1 181	258	267	356	354	750	824	-5,8%	9,9%
Special Grades	1 853	348	184	276	276	319	311	-25,7%	-2,5%
Autism	281	210	246	332	332	26	47	-25,8%	80,8%

Enrolment in the different grades for 2015 - 2021 are shown in **Table 20** along with the average annual growth rate over the whole period including the last two years. The average annual growth is determined by comparing the 2015 and 2021 enrolments. The female and male growth rates are tabulated per school phase in **Table 19** depicting a steady growth in enrolments total, per grade and phase, from 2015 - 2021.

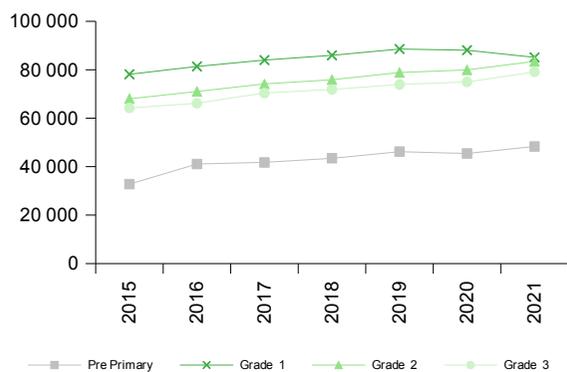
Several grades have been integrated as follows: Pre-Primary and bridging year as “Pre-Primary”; the diverse technical and vocational courses as “Vocational”; and different year levels and special grades as “Special Grades”.

Enrolment in Pre-Primary to Grade 12 statistics are presented in **Figure 20** as four charts. It should be noted that the chart scales are dissimilar.

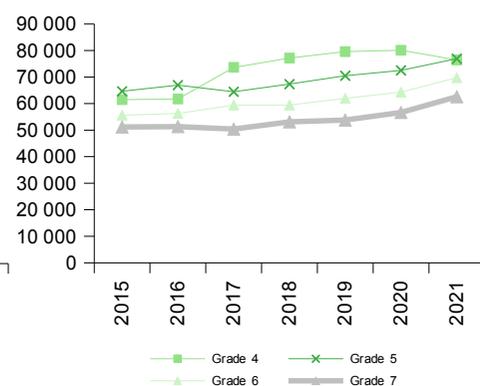
Table 30 highlights the changes in promotion and repetition rates. The ‘wave’ of learners created by the change in promotion policy can be followed yearly, and by grade. The significantly highest average annual growth rate was in the Pre-Primary Grade which became part of the Primary phase, followed by Vocational Grades and Special Grades for the learners with special learning needs. Pre-Primary has been added to the Junior Primary graph.

Figure 20: Changes in enrolments in Pre-Primary - Grade 12

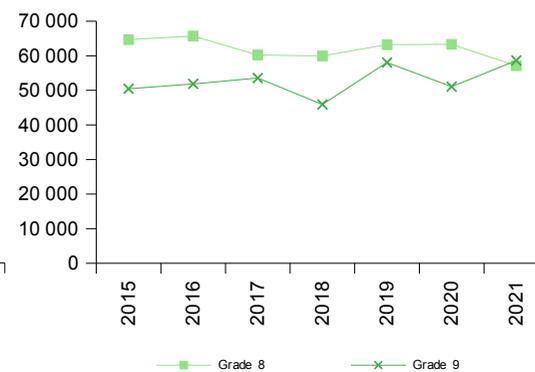
Junior Primary



Senior Primary



Junior Secondary



Senior Secondary

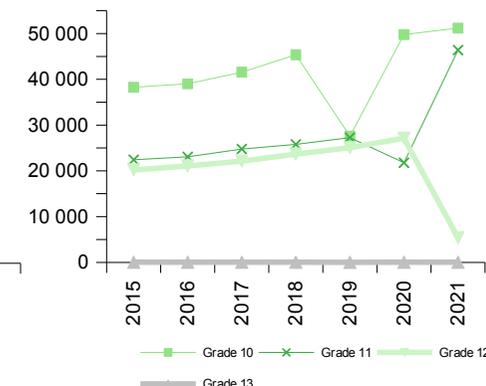


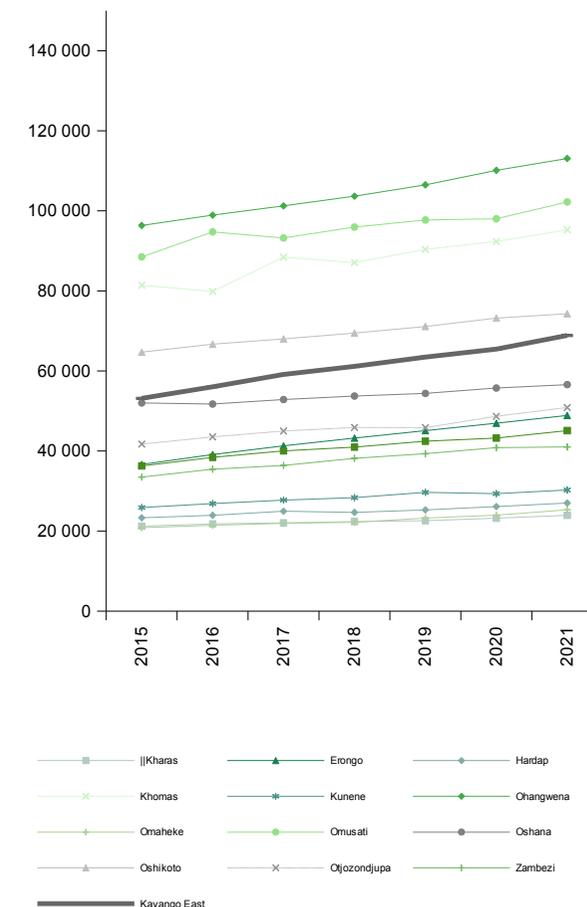
Table 21: Changes in enrolments in the regions from 2015 to 2021

REGION	YEAR							Average annual growth rate 2015 - 2021	Percentage change 2020 - 2021
	2015	2016	2017	2018	2019	2020	2021		
National	675 405	698 453	722 248	736 836	756 994	777 132	802 655	2,9%	3,3%
//Kharas	21 216	21 787	22 045	22 388	22 604	23 214	23 943	2,0%	3,1%
Erongo	36 626	39 102	41 287	43 213	45 082	46 938	48 875	4,9%	4,1%
Hardap	23 321	23 918	24 954	24 673	25 278	26 124	26 999	2,5%	3,3%
Kavango East	53 155	56 043	59 129	61 151	63 460	65 444	68 857	4,4%	5,2%
Kavango West	36 250	38 418	40 025	40 973	42 442	43 214	45 091	3,7%	4,3%
Khomas	81 403	79 863	88 429	87 053	90 380	92 341	95 259	2,7%	3,2%
Kunene	25 882	26 856	27 737	28 345	29 654	29 332	30 254	2,6%	3,1%
Ohangwena	96 346	98 924	101 250	103 669	106 505	110 127	113 094	2,7%	2,7%
Omaheke	20 822	21 431	21 923	22 177	23 216	23 962	25 311	3,3%	5,6%
Omusati	88 498	94 749	93 223	95 948	97 719	98 006	102 219	2,4%	4,3%
Oshana	52 002	51 724	52 860	53 729	54 382	55 724	56 584	1,4%	1,5%
Oshikoto	64 710	66 674	68 008	69 469	71 119	73 214	74 289	2,3%	1,5%
Otjozondjupa	41 705	43 520	44 996	45 878	45 838	48 668	50 875	3,4%	4,5%
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. In similar fashion to that of the other tables in this report, **Table 21** was calculated according to the 2013 demarcation of regions. Between 2015 and 2021, the school population grew the most in the Erongo region by 4.9% and Kavango East by 4.4%. The Omaheke region with 5.6% and Kavango East region at 5.4%, had a higher percentage increase in enrolment between 2020 and 2021. School population in the Zambezi region had the least growth at an average of 0.4% between 2020 and 2021.

Efforts by the Ministry to get learners into, and keep them in schools by providing school feeding and other humanitarian assistance, may have resulted in more learners from marginalised groups accessing education. An increased number of private schools in some of those regions may also have eased the burden of learner accommodation in schools. Regional “Back to School,” campaigns as well as the elimination of School Development Funds and the introduction of Pre-Primary into formal schooling, may also have positively contributed to a rise in learner enrolment. The opening of more private schools since 2020 has also slightly increased learner enrolment in these schools.

Figure 21: Changes in enrolments in the different regions



Chapter 3: THE FLOW OF LEARNERS



Under optimal circumstances, and in accordance with the Education Act, learners start the 1st Grade aged six/seven, passing subsequent grades to graduate from Grade 12 aged 17/18. This progression can however be interrupted or halted by the learner repeating one or more grades and/or leaving school before reaching Grade 12. There are two losses for a learner leaving school before having acquired basic literacy and numeracy skills : the learner's opportunity to acquire the skills required for further learning, and the resources allocated to that learner, which may have benefited other learners. Frequent repetition leads to a high proportion of a class being over the age associated with the said grade. It is for this reason that statistics on the ages of learners have been included in this chapter. Learners may also be considered over the age because they started school late, and/or left school for one or more years and then returned. 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.

Learner flow measurements are usually calculated using promotion, repetition and school leaving rates. Promotion rates are calculated by dividing the numbers of new entrants to a grade in 2021, by the number of learners enrolled in the previous grade and year. The rates given here are thus for 2020, being the proportion of learners enrolled in 2020 that were promoted and continued schooling in 2021. Likewise, repetition rates reported here are for 2020, being the number of learners repeating a grade in 2021 divided by the total number of learners in the same grade in 2020.

Both promotion and repetition rates are calculated from the actual numbers of promotees and reported repeaters. School-leaving rates are calculated by assuming that the numbers of learners in a grade in 2020, which are not accounted for by repeaters in the same grade or promotees in the next grade in 2021, 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 previously left school some time ago and were readmitted to the same grade in 2021.

The survival rate shows the cumulative effect of the promotion, repetition and school-leaving rates. Rates of enrolment are presented for 2021. These are estimates calculated by comparing the actual number of learners in school of each age group with the projected number of people in that age group in Namibia.

Regrettably both the UNDP and NSA population projections were not available during the editing process, tables requiring population figures for calculation could therefore not be populated.

In terms of Namibia's Constitution, every child should attend school until they complete Grade 7 or reach the age of 16, whichever comes first. Enrolment rates 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 a considerable migration of learners between regions, but no detailed migration figures are available at the level required for the calculations, regional flow rates are therefore not reported on.

Table 22: 2021 Pre-Primary Enrolment by region, sex and age

REGION			AGE										
	Average	TOTAL	5	6	7	8	9	10	11	12	13	14	
National	Total	5,9	48 336	7 534	39 364	1 144	172	44	54	5	17	-	2
	Female	5,9	24 727	3 820	20 184	574	99	15	28	1	5	-	1
	Male	5,9	23 609	3 714	19 180	570	73	29	26	4	12	-	1
//Kharas	Total	5,9	1 839	349	1 378	85	27	-	-	-	-	-	-
	Female	5,9	937	182	694	42	19	-	-	-	-	-	-
	Male	5,9	902	167	684	43	8	-	-	-	-	-	-
Erongo	Total	5,8	2 245	422	1 750	73	-	-	-	-	-	-	-
	Female	5,9	1 168	207	925	36	-	-	-	-	-	-	-
	Male	5,8	1 077	215	825	37	-	-	-	-	-	-	-
Hardap	Total	5,9	1 956	325	1 536	93	1	1	-	-	-	-	-
	Female	5,9	1 007	167	793	47	-	-	-	-	-	-	-
	Male	5,9	949	158	743	46	1	1	-	-	-	-	-
Kavango East	Total	5,9	3 410	433	2 906	68	1	-	1	1	-	-	-
	Female	5,9	1 748	221	1 495	31	-	-	-	1	-	-	-
	Male	5,9	1 662	212	1 411	37	1	-	1	-	-	-	-
Kavango West	Total	5,9	3 132	384	2 571	170	3	-	2	2	-	-	-
	Female	5,9	1 606	202	1 311	92	-	-	1	-	-	-	-
	Male	5,9	1 526	182	1 260	78	3	-	1	2	-	-	-
Khomas	Total	5,8	5 570	1 426	3 974	144	3	3	19	1	-	-	-
	Female	5,8	2 885	722	2 085	65	2	2	9	-	-	-	-
	Male	5,8	2 685	704	1 889	79	1	1	10	1	-	-	-
Kunene	Total	6,0	1 800	168	1 526	64	39	3	-	-	-	-	-
	Female	6,0	968	84	824	40	20	-	-	-	-	-	-
	Male	6,0	832	84	702	24	19	3	-	-	-	-	-
Ohangwena	Total	5,9	6 352	984	5 227	98	19	1	23	-	-	-	-
	Female	5,9	3 224	500	2 641	59	10	1	13	-	-	-	-
	Male	5,9	3 128	484	2 586	39	9	-	10	-	-	-	-

Omaheke	Total	5,9	1 515	209	1 265	20	18	3	-	-	-	-	-
	Female	5,9	776	113	643	8	10	2	-	-	-	-	-
	Male	5,9	739	96	622	12	8	1	-	-	-	-	-
Omusati	Total	5,9	5 914	686	5 058	108	33	21	6	-	-	-	2
	Female	5,9	2 989	345	2 557	54	23	6	3	-	-	-	1
	Male	5,9	2 925	341	2 501	54	10	15	3	-	-	-	1
Oshana	Total	5,8	3 709	670	2 960	65	6	7	1	-	-	-	-
	Female	5,8	1 866	334	1 493	34	2	3	-	-	-	-	-
	Male	5,8	1 843	336	1 467	31	4	4	1	-	-	-	-
Oshikoto	Total	5,9	5 000	779	4 156	41	5	2	-	-	17	-	-
	Female	5,9	2 547	395	2 131	14	1	1	-	-	5	-	-
	Male	5,9	2 453	384	2 025	27	4	1	-	-	12	-	-
Otjozondjupa	Total	5,9	2 788	346	2 390	50	2	-	-	-	-	-	-
	Female	5,9	1 433	170	1 239	23	1	-	-	-	-	-	-
	Male	5,9	1 355	176	1 151	27	1	-	-	-	-	-	-
Zambezi	Total	5,9	3 106	353	2 667	65	15	3	2	1	-	-	-
	Female	5,9	1 573	178	1 353	29	11	-	2	-	-	-	-
	Male	5,9	1 533	175	1 314	36	4	3	-	1	-	-	-

Table 22 provides a quick overview of the number of Pre-Primary learners by region, age and sex.

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

The female and male age distribution in Pre-Primary graphically illustrated in **Figure 22**, shows learners entered Pre-Primary Grade at 6 years of age, but also depicts that a considerable number of learners were enrolled for the first time aged 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. 97,0% of learners in Pre-Primary are between the ages of 5 and 6.

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

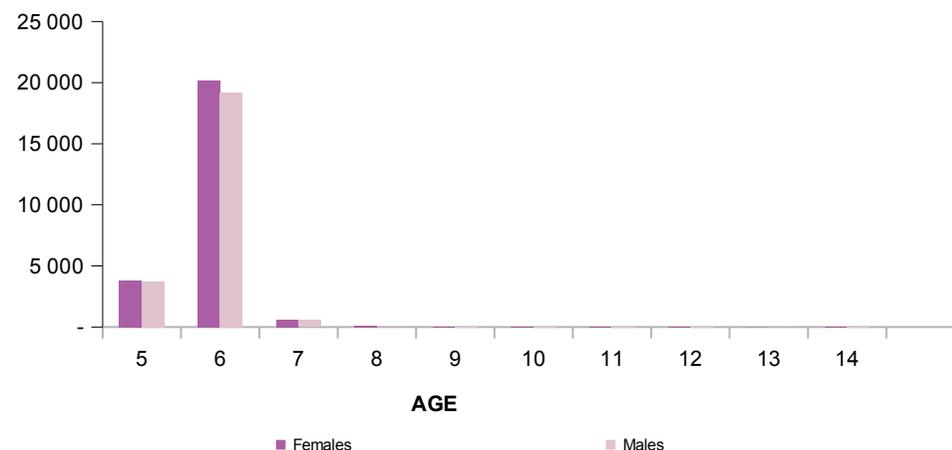


Table 23: Apparent intake rates of Grade 1 learners between 2015 and 2021

Sex	YEAR						
	2015	2016	2017	2018	2019	2020	2021
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 is a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (7 year old) population. The high rates are either due to the enrolment of under and overaged learners, misreporting by schools on learners age or a population underestimation.

Table 24: Changes in the numbers of new Grade 1 entrants between 2015 and 2021

Grade	YEAR							Average annual growth rate 2015 - 2021	Percentage change 2020 - 2021
	2015	2016	2017	2018	2019	2020	2021		
National	63 114	65 083	67 104	68 909	67 104	72 229	74 097	2,7%	2,6%
///Kharas	1881	1991	2004	2079	2004	2124	2209	2,7%	4,0%
Erongo	2976	3803	4151	4314	4151	4593	4491	7,1%	-2,2%
Hardap	2232	2206	2244	2322	2244	2519	2529	2,1%	0,4%
Kavango East	5686	5272	5512	5983	5512	6267	6436	2,1%	2,7%
Kavango West	4093	4206	4278	4554	4278	4146	4270	0,7%	3,0%
Khomas	7887	7165	8553	8159	8553	8546	8967	2,2%	4,9%
Kunene	3309	3267	3104	3131	3104	2930	2989	-1,7%	2,0%
Ohangwena	8336	8616	8937	9406	8937	10186	10400	3,8%	2,1%
Omaheke	2173	2143	2113	2120	2113	2311	2344	1,3%	1,4%
Omusati	7415	8906	8401	8517	8401	8742	9071	3,4%	3,8%
Oshana	4230	4280	4370	4747	4370	5213	5332	3,9%	2,3%
Oshikoto	5596	5539	5686	5757	5686	6372	6617	2,8%	3,8%
Otjozondjupa	4357	4574	4470	4411	4470	4717	4817	1,7%	2,1%
Zambezi	2943	3115	3281	3409	3281	3563	3625	3,5%	1,7%

The Apparent Intake Rate between 2015 - 2021 is presented in **Table 23** while the number of new entrants to Grade 1 from 2015 to 2021 have been mapped out in **Table 24**. The average growth rate has been calculated by comparing the numbers in the first and last year of the period (2015 - 2021). Khomas region recorded the highest percentage intake, at 4.9% between 2020 and 2021, while the Erongo regional intake decreased by 2.2%.

In studying **Table 23**, readers are cautioned that the given population figures are very unstable and given percentages may therefore not be accurate as a result. The hyphen shown in the column for the year 2021 is as a result of no figures being available for the 2021 year.

Figure 23: Apparent intake rates

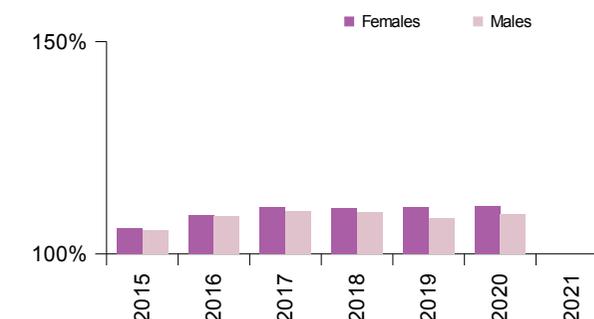


Figure 24: Changes in the numbers of new Grade 1 enrolments

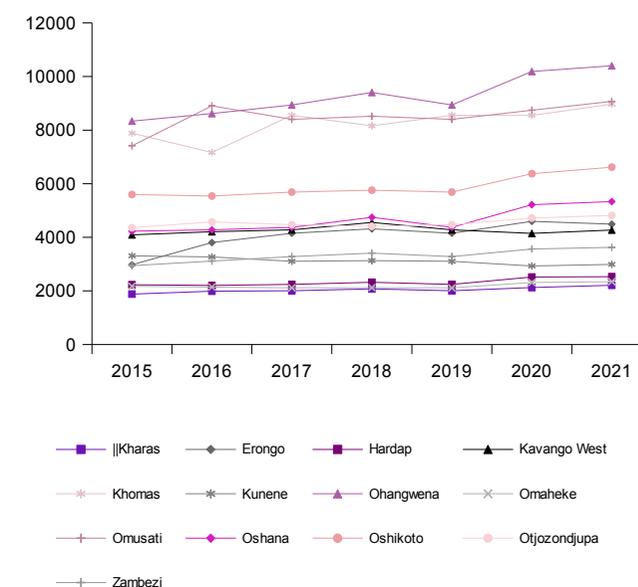


Table 25: Ages of learners: all learners

Grade	TOTAL	AGE																				
		5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
TOTAL	802 655	7 573	48 202	65 698	68 324	66 188	65 499	63 600	60 244	60 432	57 470	54 213	51 104	45 272	36 255	22 642	13 677	7 962	4 477	2 150	907	766
Pre- Primary	48 336	7 534	39 364	1 144	172	44	54	5	17	-	2	-	-	-	-	-	-	-	-	-	-	-
Grade 1	85 091	38	8 706	58 147	13 261	3 070	1 034	423	203	105	39	18	9	37	1	-	-	-	-	-	-	-
Grade 2	83 424	-	118	6 208	49 277	18 509	5 750	2 046	812	402	173	63	36	8	15	2	3	2	-	-	-	-
Grade 3	79 113	-	3	166	5 365	39 733	20 109	8 266	3 028	1 335	674	240	97	49	25	15	3	4	-	-	1	-
Grade 4	76 461	-	-	4	95	4 571	34 098	19 986	9 602	4 557	2 055	796	378	181	67	26	16	21	2	2	2	2
Grade 5	76 902	-	-	-	1	97	4 151	29 250	19 504	12 672	6 199	2 897	1 309	479	213	64	33	20	8	1	2	2
Grade 6	69 736	-	-	-	15	11	127	3 366	23 844	17 559	12 321	6 882	3 279	1 363	617	212	75	40	16	6	1	2
Grade 7	62 563	-	-	-	-	2	-	113	3 004	20 770	15 190	11 345	6 492	3 247	1 472	559	191	99	42	25	4	8
Grade 8	57 131	-	-	-	-	-	-	2	84	2 810	17 994	13 511	10 406	6 250	3 359	1 545	650	298	126	47	18	31
Grade 9	58 624	-	-	-	-	-	-	1	33	78	2 578	16 034	13 780	11 005	7 297	3 983	1 978	1 042	464	198	88	65
Grade 10	51 188	-	-	-	-	-	-	-	-	24	124	2 230	13 147	10 975	9 458	6 299	3 990	2 390	1 409	633	272	237
Grade 11	46 403	-	-	-	-	-	-	-	-	-	1	81	1 927	10 653	10 231	8 860	6 378	3 878	2 303	1 196	505	390
Grade 12	5 388	-	-	-	-	-	-	-	-	-	-	-	35	802	3 259	868	261	95	47	13	1	7
Grade 13	18	-	-	-	-	-	-	-	-	-	-	-	-	1	6	9	2	-	-	-	-	-
Other	2 277	1	11	29	138	151	176	142	113	120	120	116	209	222	235	200	97	73	60	29	13	22

The number of learners per age group is presented in Table 25. The learners who entered school aged seven and never repeated a grade, were considered to be appropriately aged. The data representing appropriately aged learners is shaded in the table for all grades. Figure 25 shows the distribution of learner ages in all grades. Two measures for learners, who by far exceed the appropriate age for their grade, are the number of learners older than 16 in Primary Grades 9, 285 (1.7%) in 2021, and the number of learners 25 years or older still attending school, 766 (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 Junior Primary, and once in Junior Secondary, then they would not be older than one year above the appropriate age in Lower Primary, two years above the appropriate age in Senior Primary, or three years above the appropriate age in the Secondary phases respectively. There were 114, 155 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. A total of 1, 253 (0.2%) learners were underage for the grades they were in. Although the number is still relatively small, yearly increases indicate a clear violation of the government’s policy on the set school starting age.

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

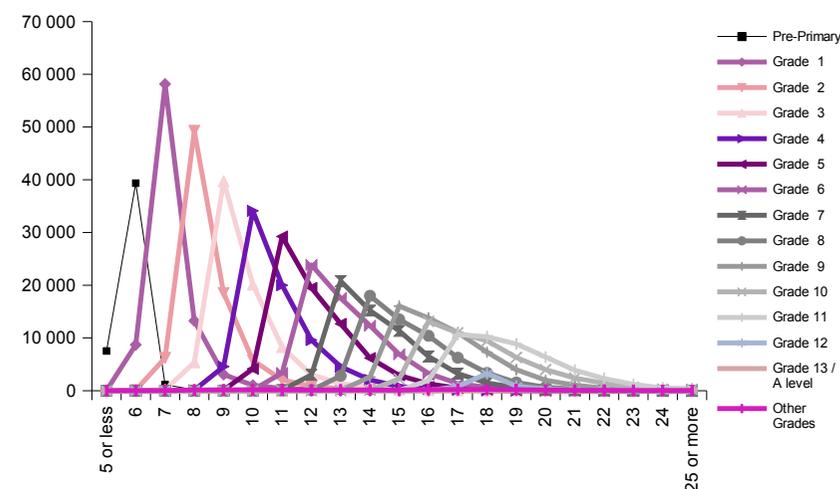


Table 26: Ages of learners: male and female

Grade	SEX	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	389 625	2 550	21 994	32 515	33 130	32 516	32 105	30 362	30 589	29 321	28 114	27 051	24 388	22 517	18 761	10 699	6 161	3 391	1 801	794	510	356
	Male	387 507	2 438	21 634	31 635	32 177	31 541	31 476	29 592	29 232	28 071	27 245	25 996	23 487	22 148	18 766	12 823	8 779	5 128	2 827	1 359	663	490
Pre-Primary	Female	22 856	2 530	19 618	576	84	46	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22 556	2 419	19 373	643	78	35	5	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1	Female	42 658	20	2 303	30 247	7 356	1 665	574	224	134	71	22	18	5	2	1	2	14	-	-	-	-	-
	Male	45 414	19	2 207	29 527	10 044	2 274	723	288	153	88	29	18	9	2	10	-	23	-	-	-	-	-
Grade 2	Female	39 165	-	70	1 634	24 099	8 786	2 892	941	413	190	72	32	10	1	24	-	-	1	-	-	-	-
	Male	40 750	-	51	1 417	20 707	11 688	4 305	1 443	643	262	112	55	24	16	24	2	-	1	-	-	-	-
Grade 3	Female	36 750	-	-	49	1 515	20 442	8 891	3 528	1 309	575	260	98	46	20	9	7	-	-	-	1	-	-
	Male	38 203	-	-	31	1 245	16 359	11 188	5 360	2 305	938	425	190	81	38	20	11	6	3	1	2	-	-
Grade 4	Female	38 213	-	-	-	45	1 454	18 108	9 572	5 198	2 173	941	417	176	81	29	10	7	2	-	-	-	-
	Male	41 889	-	-	-	29	998	14 058	11 481	7 935	4 142	1 835	833	314	146	59	33	17	3	2	-	2	2
Grade 5	Female	36 022	-	-	-	1	66	1 513	14 806	9 175	5 617	2 759	1 215	494	234	83	44	12	2	-	-	-	1
	Male	36 481	-	-	-	1	40	986	10 144	9 122	7 587	4 516	2 345	965	441	186	73	51	18	5	-	-	1
Grade 6	Female	32 724	-	-	-	-	5	83	1 204	13 112	8 136	5 231	2 807	1 300	565	203	53	20	4	1	-	-	-
	Male	31 613	-	-	-	8	6	68	744	8 341	7 429	6 729	4 156	2 273	1 090	460	163	93	32	13	4	3	1
Grade 7	Female	29 048	-	-	-	-	5	2	37	1 161	11 333	7 222	4 894	2 391	1 188	505	176	89	26	16	2	1	-
	Male	27 589	-	-	-	1	9	8	32	631	6 912	6 457	5 817	3 685	2 152	1 072	455	225	75	21	11	12	14
Grade 8	Female	32 096	-	-	-	-	-	-	-	18	1 138	10 471	8 094	5 801	3 454	1 725	774	414	128	53	15	3	8
	Male	31 194	-	-	-	-	2	-	-	19	617	6 452	6 963	6 371	4 970	2 853	1 559	840	347	122	47	18	14
Grade 9	Female	26 871	-	-	-	-	2	-	-	3	38	997	8 510	6 148	4 740	3 038	1 737	824	469	218	77	44	26
	Male	24 194	-	-	-	2	3	-	-	3	19	566	5 020	4 990	4 624	3 634	2 324	1 529	846	374	149	77	34
Grade 10	Female	26 335	-	-	-	-	-	-	-	1	5	85	830	6 944	5 615	5 240	3 499	2 057	1 110	533	242	99	75
	Male	23 459	-	-	-	-	-	-	-	1	9	62	470	4 150	4 497	4 623	3 797	2 692	1 632	827	406	164	129
Grade 11	Female	11 405	-	-	-	-	-	-	-	-	-	4	64	870	5 305	2 402	1 252	655	408	253	95	55	42
	Male	10 374	-	-	-	-	-	-	-	-	-	5	43	473	3 368	2 215	1 608	1 091	716	481	213	100	61
Grade 12	Female	14 632	-	-	-	-	-	-	-	-	-	-	3	134	1 235	5 433	3 075	2 005	1 193	697	353	305	199
	Male	12 496	-	-	-	-	-	-	-	-	-	1	3	65	695	3 486	2 699	2 164	1 404	946	525	285	223
Grade 13	Female	11	-	-	-	-	-	-	-	-	-	-	-	-	1	3	6	1	-	-	-	-	-
	Male	7	-	-	-	-	-	-	-	-	-	-	-	-	1	2	3	1	-	-	-	-	-
Other	Female	839	-	3	9	30	45	42	49	64	45	50	69	69	76	66	64	63	48	30	9	3	5
	Male	1 288	-	3	17	62	127	135	99	77	68	56	83	87	108	122	96	47	51	35	2	2	11

Figure 26 shows the distributions of learner ages and sex for specific grades depicting female learners as being older than males on average.

Figure 26: Age distribution of learners by age and Sex for specific Grades

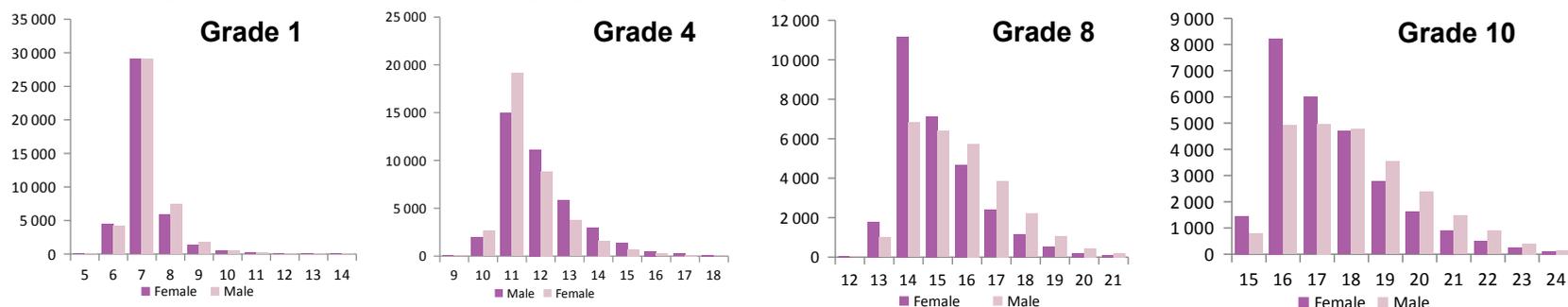


Table 27: Rates of enrolment of 6 to 18-year-olds

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		802 655	50,0%	758 309	50,5%	40 539	41,2%	3 807	48,1%
Junior Primary	Pre-Primary	48 336	51,2%	48 119	51,2%	200	40,5%	17	47,1%
	Grade 1	85 091	48,9%	74 097	50,0%	9 978	41,4%	1 016	43,3%
	Grade 2	83 424	48,8%	77 184	49,6%	5 722	38,3%	518	47,3%
	Grade 3	79 113	49,2%	74 390	49,9%	4 299	38,2%	424	41,0%
Senior Primary	Grade 4	76 461	48,7%	70 457	49,8%	5 560	36,0%	444	39,9%
	Grade 5	76 902	48,4%	73 405	48,9%	3 189	37,9%	308	45,5%
	Grade 6	69 736	50,1%	68 103	50,3%	1 429	38,3%	204	45,6%
	Grade 7	62 563	51,0%	61 623	51,1%	793	37,6%	147	50,3%
Junior Secondary	Grade 8	57 131	51,2%	54 011	51,7%	2 826	41,4%	294	60,5%
	Grade 9	58 624	50,9%	57 361	50,9%	1 044	50,1%	219	65,3%
Senior Secondary	Grade 10	51 188	52,2%	48 228	52,2%	2 798	50,9%	162	72,8%
	Grade 11	46 403	52,7%	44 194	52,4%	2 166	58,5%	43	83,7%
	Grade 12	5 388	54,8%	5 385	54,9%	2	50,0%	1	-
	Grade 13	18	55,6%	18	10%	-	-	-	-
Other	Other	2 277	39,1%	1 734	39,3%	533	38,5%	10	5%

A distinction is made between new entrants, repeaters and re-entrants in each grade e.g., new entrants are identified as learners who are in their respective grades for the first time, e.g., new enrolments in Grade 1, or learners who were promoted at the end of the previous year and were promoted to the next grade. Repeaters are those who have repeated a grade and re-entrants are learners who had previously left school at some point and returned in the census year. Factually they are considered repeating learners, but for the purpose of this study they had to be differentiated from those who had attended school the previous year.

The relatively small numbers of re-entrants, at 0.5% of the total enrolment in all grades indicates that very few of the learners who left school returned at a later stage. New entrants, repeaters and re-entrants are highlighted in **Figure 29a**. As a result of the low number of learners reported to have re-enrolled, re-entrant figures are barely visible. Grades 1 - 4 and Grade 10 had relatively high numbers of repeaters. High repetition in Grades 1, 4 and 10 indicate that the beginning of a new phase almost always poses certain challenges to learners, and more effort is thus required to ensure that this enrolment gap is bridged.

Figure 29a: Numbers of new entrants, repeaters and re-entrants in each Grade

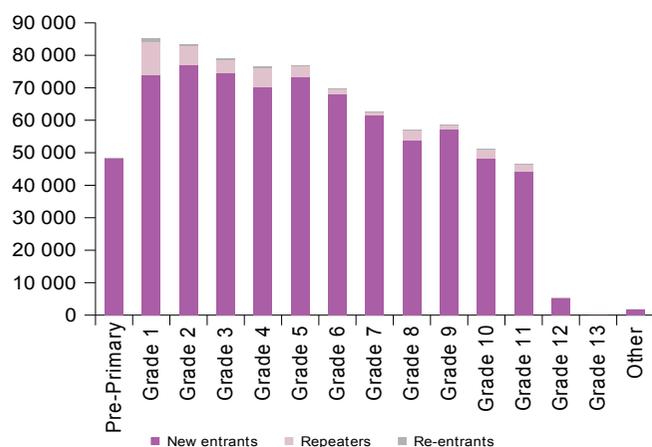


Figure 29b: Percentage females among new entrants, repeaters and re-entrants in each Grade

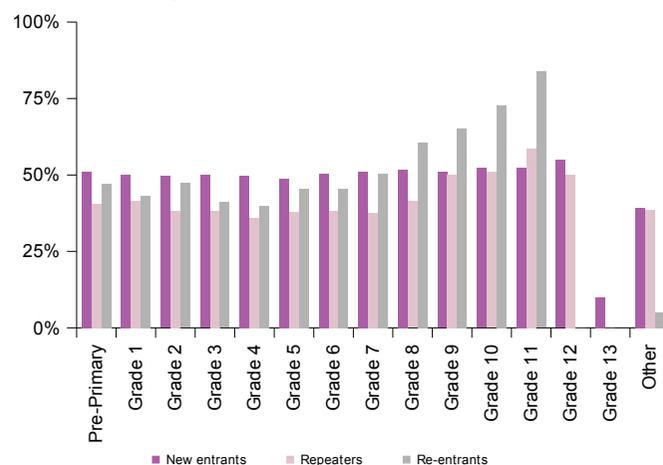


Figure 29b shows the percentages of females among the new entrants, repeaters and re-entrants. The male to female ratio is generally one to one in Junior Primary.

There was a progressive increases in the percentages of female repeaters and re-entrants after Grade 7, rising to above 50%. These rates may indicate a stronger commitment among females to completing their education, and the higher number of re-entrants might additionally be attributed to females who returned to school post-partum.

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

Grade	Promotion rates			Repetition rates			School-leaving rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
Average	86,4%	87,3%	85,5%	6,1%	5,3%	6,7%	7,6%	7,4%	7,8%
Grade 1	87,6%	89,7%	85,7%	12,5%	10,7%	14,1%	-0,1%	-0,4%	0,1%
Grade 2	93,1%	94,8%	91,5%	7,8%	6,2%	9,3%	-0,9%	-1,0%	-0,8%
Grade 3	94,0%	95,4%	92,6%	6,3%	4,9%	7,6%	-0,3%	-0,4%	-0,2%
Grade 4	91,6%	93,9%	89,6%	7,5%	5,7%	9,1%	0,9%	0,4%	1,3%
Grade 5	93,9%	95,1%	92,7%	4,8%	3,7%	5,9%	1,2%	1,1%	1,4%
Grade 6	95,8%	96,3%	95,2%	2,5%	2,0%	3,1%	1,7%	1,7%	1,6%
Grade 7	95,4%	96,1%	94,6%	1,7%	1,3%	2,1%	3,0%	2,6%	3,4%
Grade 8	90,6%	90,9%	90,3%	4,9%	4,2%	5,7%	4,4%	4,9%	4,0%
Grade 9	94,4%	93,8%	95,2%	2,5%	2,5%	2,5%	3,1%	3,7%	2,3%
Grade 10	88,8%	88,0%	89,6%	5,9%	5,9%	6,0%	5,3%	6,2%	4,3%
Grade 11	24,7%	25,9%	23,4%	10,1%	11,4%	8,7%	65,1%	62,7%	67,8%

Figure 30a: Promotion rates of female and male learners

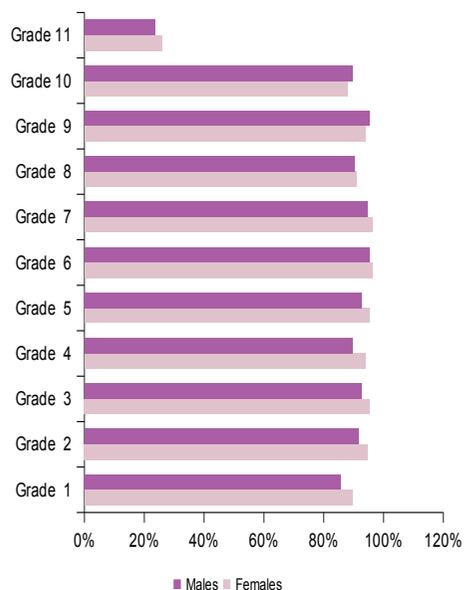


Figure 30b: Repetition rates of female and male learners

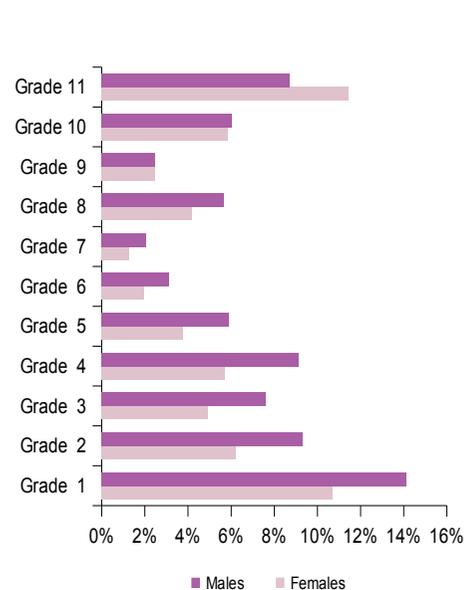


Figure 30c: School-leaving rates of female and male learners

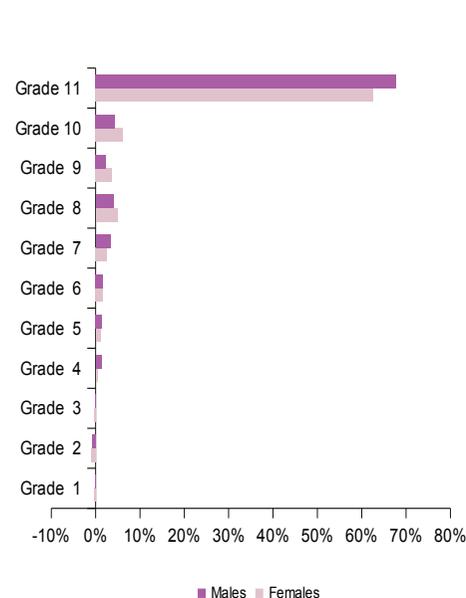


Table 30 summarizes learner flow rates. These are the rates of learner progression from 2020 to 2021. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2020 who were promoted and continued schooling in Grade 2 in 2021. Grade 12 is not included in this table since, for all practical purposes, all Grade 12 learners left school at the end of 2020. For Grade 11, the majority of learners also exited from schooling, thus a higher number in Grade 11 school-leaving rate compared to that of earlier years. Re-entrants were counted as repeaters in the calculation of **Table 30**.

Flow-rate calculations normally assume that a negligible number of learners enter or leave the system from outside its borders. Calculations per region would be inaccurate, as no numbers are available concerning cross-border learner migration. National flow rates are reported as a result of regions with a high influx of learners showing 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.

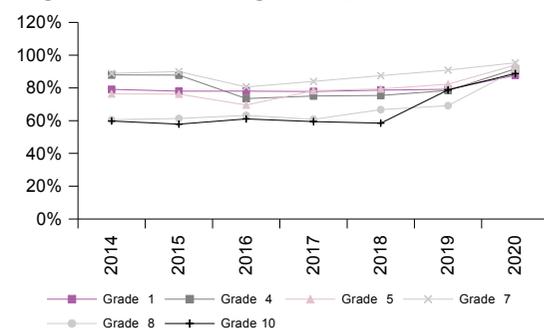
With the Grade 7 promotion rate, the transition rate from primary to secondary education, being 95.4% in 2020 - 2021, the school-leaving rates in Grade 8 were higher than those in Grade 7, thus a higher percentage of learners transitioned from primary to secondary education than between the same grades of secondary education. Female learners had higher promotion rates and lower repetition rates than males up to Grade 7. 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 2021 repetition rates and targets were: Grade 1, 12.5% (target 17.0%); Grade 4, 7.5% (target 10%); and Grade 8, 4.9% (target 27%).

It is worth noting that as a result of the COVID-19 pandemic, few adjustments were made on the promotion requirements. This might explain the higher promotion rates and lower repetition rates, and school-leaving in all grades in comparison to earlier years. The revised curriculum rendered Grade 11 an exit Grade and only a few learners progressed to Grade 12. This explains the drop in Grade 11 promotion and is therefore not an error in calculations.

Table 31: Promotion, repetition and school leaving rates from 2014 to 2020

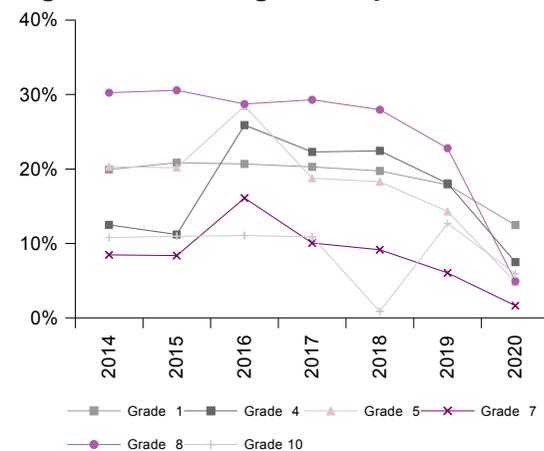
School Phase	Grade	YEAR						
		2014	2015	2016	2017	2018	2019	2020
Promotion rates								
Junior Primary	Grade 1	77,3%	79,1%	78,0%	78,0%	77,8%	78,7%	79,1%
	Grade 2	86,3%	87,5%	84,6%	86,5%	85,1%	84,7%	85,1%
	Grade 3	88,0%	89,6%	85,6%	87,1%	86,3%	86,7%	89,0%
Senior Primary	Grade 4	86,1%	87,9%	87,9%	73,5%	75,0%	75,4%	78,4%
	Grade 5	74,9%	76,3%	76,2%	69,6%	78,3%	79,3%	82,3%
	Grade 6	83,3%	84,5%	84,7%	74,8%	80,8%	82,3%	86,1%
Junior Secondary	Grade 7	86,3%	88,9%	90,0%	80,6%	84,0%	87,5%	90,8%
	Grade 8	59,5%	60,6%	61,3%	63,2%	60,8%	66,7%	69,2%
	Grade 9	67,4%	69,1%	69,2%	71,8%	76,2%	59,2%	79,7%
Senior Secondary	Grade 10	57,0%	59,8%	57,8%	61,1%	59,4%	58,5%	78,7%
	Grade 11	94,0%	94,6%	93,5%	95,6%	94,7%	96,1%	98,4%
Repetition rates								
Junior Primary	Grade 1	21,2%	19,9%	20,8%	20,7%	20,3%	19,7%	17,9%
	Grade 2	14,3%	12,8%	14,9%	14,8%	14,2%	14,8%	12,5%
	Grade 3	11,8%	10,9%	13,6%	13,5%	12,4%	13,4%	10,6%
Senior Primary	Grade 4	13,6%	12,5%	11,2%	25,9%	22,3%	22,4%	18,1%
	Grade 5	22,6%	20,3%	20,2%	28,4%	18,8%	18,3%	14,3%
	Grade 6	14,1%	13,1%	12,8%	22,9%	15,2%	14,4%	10,2%
Junior Secondary	Grade 7	9,8%	8,5%	8,4%	16,1%	10,1%	9,2%	6,1%
	Grade 8	31,6%	30,2%	30,6%	28,7%	29,3%	28,0%	22,8%
	Grade 9	24,6%	23,7%	24,3%	23,2%	17,4%	39,3%	12,6%
Senior Secondary	Grade 10	10,3%	10,8%	11,0%	11,1%	10,9%	0,9%	12,7%
	Grade 11	4,4%	3,5%	4,3%	4,0%	4,4%	2,8%	0,2%
School-leaving rates								
Junior Primary	Grade 1	1,5%	1,0%	1,2%	1,3%	1,9%	1,6%	3,0%
	Grade 2	-0,6%	-0,3%	0,6%	-1,3%	0,7%	0,5%	2,4%
	Grade 3	0,3%	-0,4%	0,9%	-0,6%	1,3%	-0,1%	0,4%
Senior Primary	Grade 4	0,3%	-0,4%	0,9%	0,6%	2,7%	2,2%	3,5%
	Grade 5	2,5%	3,4%	3,6%	2,0%	3,0%	2,4%	3,4%
	Grade 6	2,6%	2,4%	2,4%	2,3%	4,0%	3,3%	3,6%
Junior Secondary	Grade 7	3,8%	2,7%	1,6%	3,3%	6,0%	3,3%	3,1%
	Grade 8	8,9%	9,2%	8,1%	8,0%	9,9%	5,3%	8,1%
	Grade 9	7,9%	7,2%	6,5%	5,0%	6,4%	1,5%	7,6%
Senior Secondary	Grade 10	32,7%	29,4%	31,2%	27,8%	29,7%	40,6%	8,6%
	Grade 11	1,6%	1,9%	2,2%	0,4%	0,8%	1,1%	1,4%

Figure 31a: Changes in promotion rates



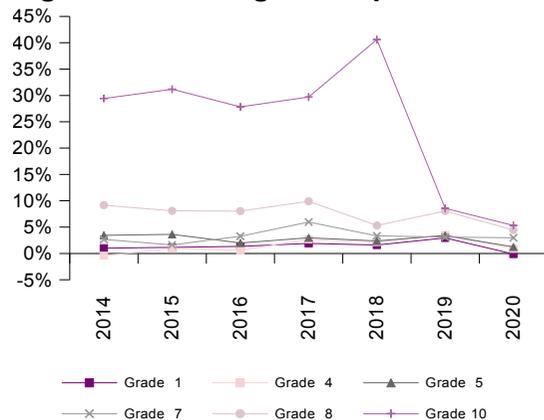
General observations indicate high promotion rates across all grades especially between 2019 and 2020, except for Grade 11. Highlighting a different trend when compared to years prior to 2019. The difference between 2019 and 2020 being the adjustments made to the promotional requirements to remedy the situation after the COVID-19 outbreak.

Figure 31b: Changes in repetition rates



Repetition rates gradually decreased across all the grades in 2021. As earlier stated, the promotional requirements were readjusted due to the COVID-19 pandemic, resulting in a relatively low repetition rate.

Figure 31c: Changes in school-leaving rates



School-leaving had for many years been high in Grade 10, where many learners left after writing the Junior Secondary Certificate examinations. This has shifted to Grade 11 which is now an exiting point, after Grade 10 was moved to the Senior Secondary phase.

The school-leaving rates in Grades 8, 9 and 10 were higher than in Grade 7, the last year of primary schooling. The odd occurrence of learners dropping out after surviving primary education is a matter of concern that requires additional analysis and intervention.

Table 32: Survival rates to Grades 2 - 12 between 2014 and 2020

Grade	SEX	YEAR						
		2014	2015	2016	2017	2018	2019	2020
Grade 2	Total	98,4%	98,6%	98,8%	97,6%	98,0%	96,4%	100,1%
	Female	99,3%	99,5%	99,3%	98,0%	98,4%	97,0%	100,4%
	Male	97,5%	97,6%	98,2%	97,2%	97,6%	95,8%	99,8%
Grade 3	Total	98,7%	98,8%	98,3%	96,9%	97,5%	93,7%	101,1%
	Female	99,7%	99,8%	98,8%	97,5%	98,2%	94,8%	101,5%
	Male	97,6%	97,7%	97,7%	96,2%	96,7%	92,6%	100,7%
Grade 4	Total	99,1%	99,1%	97,4%	95,4%	97,5%	93,3%	101,4%
	Female	97,8%	97,8%	95,8%	93,8%	95,4%	91,6%	100,4%
	Male	100,1%	100,0%	98,7%	96,7%	99,2%	94,7%	102,4%
Grade 5	Total	99,6%	99,4%	96,5%	92,1%	94,8%	89,3%	100,5%
	Female	98,5%	98,4%	95,1%	91,6%	93,6%	88,8%	100,0%
	Male	100,4%	100,1%	97,6%	92,1%	95,4%	89,4%	100,9%
Grade 6	Total	95,2%	94,9%	92,2%	88,6%	91,9%	85,7%	99,2%
	Female	95,1%	94,7%	92,2%	88,8%	91,4%	85,7%	98,8%
	Male	95,0%	94,7%	91,8%	87,8%	91,7%	85,2%	99,4%
Grade 7	Total	92,6%	92,2%	89,7%	84,4%	91,9%	82,2%	97,5%
	Female	92,9%	92,3%	90,0%	85,0%	91,4%	82,3%	97,1%
	Male	92,0%	91,7%	89,0%	83,2%	91,7%	81,7%	97,7%
Grade 8	Total	90,3%	89,5%	88,2%	78,8%	88,2%	79,5%	94,5%
	Female	91,7%	90,6%	88,5%	80,3%	88,4%	79,9%	94,5%
	Male	88,4%	88,0%	87,4%	76,6%	87,4%	78,7%	94,4%
Grade 9	Total	78,4%	77,4%	77,5%	67,4%	85,0%	71,1%	90,1%
	Female	80,6%	79,2%	78,8%	69,6%	85,7%	72,4%	89,7%
	Male	75,7%	75,2%	75,7%	64,5%	83,5%	69,4%	90,4%
Grade 10	Total	70,2%	69,8%	70,5%	61,9%	78,3%	64,8%	87,2%
	Female	72,4%	71,8%	72,1%	64,2%	80,2%	65,8%	86,3%
	Male	67,5%	67,3%	68,4%	59,1%	75,6%	63,5%	88,2%
Grade 11	Total	47,0%	46,7%	45,7%	41,2%	74,8%	58,4%	82,3%
	Female	49,2%	48,7%	47,5%	43,5%	80,1%	58,9%	80,6%
	Male	43,3%	43,0%	42,2%	37,3%	68,9%	56,7%	84,1%
Grade 12	Total	45,8%	45,7%	44,6%	40,8%	44,2%	57,6%	22,7%
	Female	48,1%	47,9%	46,1%	43,2%	48,5%	58,0%	23,6%
	Male	43,1%	43,1%	42,6%	37,9%	37,7%	56,9%	21,6%

The survival rate of specific grades indicates the percentage of learners expected to stay in school until reaching at least that particular grade. This indicator is based on the promotion, repetition and school-leaving rates between two consecutive years only. Survival rates should be interpreted as follows: 'If the flow rates remain constant for all grades, then the said percentage of learners would stay in school until reaching at least the given grade in the year under report. It actually shows the percentage of learners who were in the previous year and went on to the next year, during the year under report. Flow rates 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 indicators to vary greatly for higher grades.

As with related tables in this chapter, the years in the column headers indicate the first of the two years between which the rates have been calculated. Grade 1 was excluded from the table, as by definition the Grade 1 rate is 100%. The survival rates were calculated using the artificial cohort method and applying the flow rates in **Table 31** to an imaginary cohort of 1,000 learners who entered Grade 1. Returnees were counted as repeaters in this calculation. The survival rate to Grade 5 is often used as an estimate of the percentage of new Grade 1 entrants who are expected, after leaving school, to retain at least functional literacy for life. **Table 32** shows a consistent higher survival rate for both males and females from Grades 2 - 7 and a lower survival rate from Grades 9 - 12 in the last five years.

The survival rate indicator is very sensitive to its exact definition, and should be noted when comparing rates reported elsewhere. An extraordinary feature of Namibia's survival rates was that they were consistently higher for females than males from Grade 6 - 12 for the past five years. The lower survival rates of male learners again confirmed that on average in Namibia, early school-leaving was a greater problem in male than among female learners. The target to survival rate up to Grade 7 for 2020/21 was 92.8% (MoEAC Strategic Plan, 2017/18 - 2021/22) and the actual survival rate for the the same grade was 97.5%. Attention is again brought to the fact that there was an adjustment on promotions across all grades. This explains why some survival rates went up above 100, as almost all learners progressed to the next grade.

Figure 32a: Survival rates to Grade 4

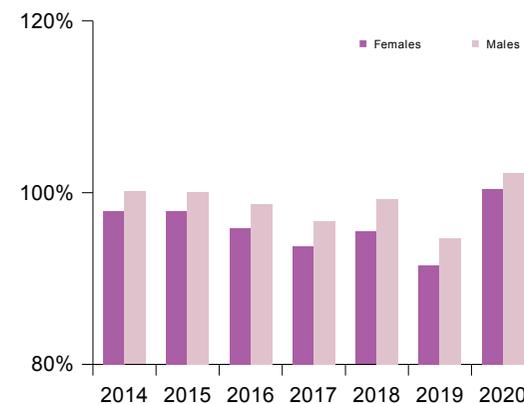


Figure 32b: Survival rates to Grade 8

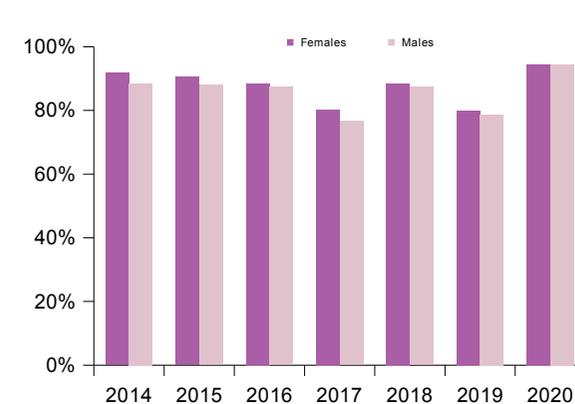


Table 33: Approximate numbers of learners in Grades 1 - 12 who had left school between 2014 and 2020

School Phase	Grade	YEAR						
		2014	2015	2016	2017	2018	2019	2020
Total		44 272	47 908	44 245	56 128	54 664	50 958	51 648
Junior Primary	Grade 1	756	915	1 084	1 604	1 370	2 622	-106
	Grade 2	-203	379	-902	482	359	1 891	-715
	Grade 3	-269	547	-413	899	-46	326	-227
Senior Primary	Grade 4	-247	569	360	1 973	1 665	2 792	693
	Grade 5	2 174	2 337	1 335	1 918	1 605	2 413	903
	Grade 6	1 317	1 356	1 299	2 364	1 984	2 241	1 081
	Grade 7	1 353	838	1 673	3 009	1 776	1 663	1 686
Junior Secondary	Grade 8	5 837	5 233	5 282	5 968	3 181	5 090	2 809
	Grade 9	3 571	3 253	2 601	3 421	690	4 420	1 574
Senior Secondary	Grade 10	10 647	11 914	10 863	12 337	18 424	2 365	2 640
	Grade 11	405	497	95	208	279	385	14 185
	Grade 12	18 931	20 070	20 968	21 945	23 377	24 750	27 125

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

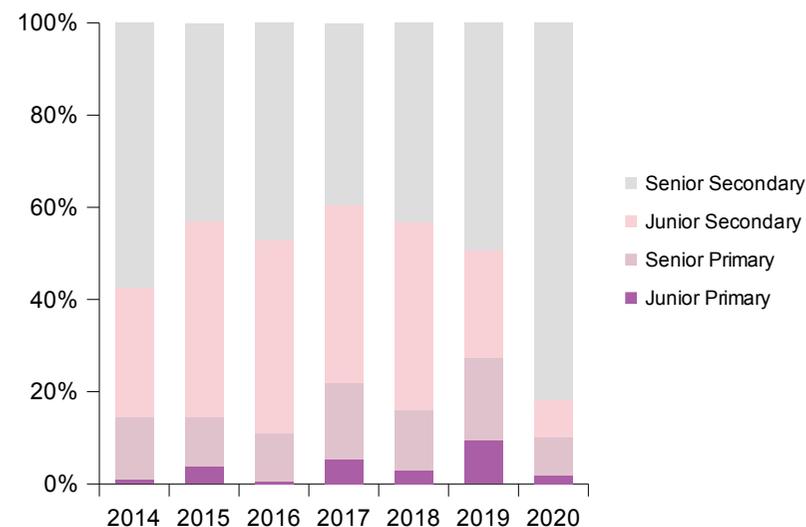


Table 33 shows the approximate number of learners who left school between 2014 and 2020. The number of learners who left school at different grades can provide an early indication for tertiary training institutions, about the demand for different types of training that they can provide. The data also provides an educational profile of learners who could most likely be entering the job market.

Table 33 was not corrected for movements of learners over Namibia's borders, as these figures were not available. Learners who had previously left school and returned later in the year were counted as school leavers. For this reason, and also because the individual learner tracking system, and the immigration and emigration figures are not yet available, the numbers indicated in **Table 33** are therefore 'approximate', rather than absolute.

The numbers of learners who had left school in each year for the four school phases, have been charted in **Figure 33** as percentages of the total number 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 per grade and fluctuates annually.

Chapter 4:

NATIONAL EXAMINATIONS



This chapter illustrates the collective results of the 2021 National examinations, the Namibia Secondary School Certificate Ordinary Level (NSSC-O) and Namibia Secondary School Certificate Advanced Subsidiary (NSSCAS) examinations.

The results achieved by candidates in the different subjects have been reported for the above-mentioned examinations.

Data for the tables in this chapter were provided by the Directorate of National Examinations and Assessment (DNEA).

National examination results are important indicators of educational achievements, based on criteria that apply to the country as a whole.

Table 34: Number of learners who obtained 1 to I points in NSSC-H per region

Region	Number of Candidates	TOTAL	Points Scored										
			A	A*	B	C	D	E	F	G	Q	U	X
National	281526	281526	8989	3267	20865	35239	52276	58720	36835	27681	2	25881	11771
//Kharas	8996	8996	354	151	838	1202	1518	1558	1095	842	0	972	466
Erongo	18047	18047	932	288	1863	2615	3202	3051	2158	1692	0	1696	550
Hardap	8101	8101	285	106	637	885	1185	1270	973	906	1	1292	561
Kavango E	20726	20726	832	371	1717	2617	4104	4387	2686	1807	0	1589	616
Kavango W	9245	9245	250	83	630	1171	1924	2167	1127	809	0	684	400
Khomas	38665	38665	1914	734	3655	5116	6483	6535	4719	3632	1	3756	2120
Kunene	6041	6041	113	41	438	774	935	1223	986	717	0	652	162
Ohangwena	39699	39699	713	183	2270	4742	7697	9440	5565	4224	0	3137	1728
Omaheke	8912	8912	172	53	567	976	1365	1568	1180	1108	0	1512	411
Omusati	35459	35459	863	396	2043	4224	7377	8924	4860	3291	0	2251	1230
Oshana	24509	24509	725	228	1709	3203	4782	5304	3122	2392	0	2308	736
Oshikoto	27931	27931	782	271	1859	3453	5684	6847	3678	2507	0	1775	1075
Otjozondjupa	12296	12296	515	187	1048	1656	2180	2251	1638	1206	0	1234	381
Zambezi	22899	22899	539	175	1591	2605	3840	4195	3048	2548	0	3023	1335

Table 35: Percentage of learners who obtained 1- I points in NSSC-H

Region	Number of Candidates	TOTAL	Points Scored										
			A	A*	B	C	D	E	F	G	Q	U	X
National	281526		3,2%	1,2%	7,6%	12,5%	18,0%	20,1%	13,1%	10,0%	0,0%	10,1%	4,2%
//Kharas	8996	100%	4%	2%	9%	13%	17%	17%	12%	9%	0%	11%	5%
Erongo	18047	100%	5%	2%	10%	14%	18%	17%	12%	9%	0%	9%	3%
Hardap	8101	100%	4%	1%	8%	11%	15%	16%	12%	11%	0%	16%	7%
Kavango E	20726	100%	4%	2%	8%	13%	20%	21%	13%	9%	0%	8%	3%
Kavango W	9245	100%	3%	1%	7%	13%	21%	23%	12%	9%	0%	7%	4%
Khomas	38665	100%	5%	2%	9%	13%	17%	17%	12%	9%	0%	10%	5%
Kunene	6041	100%	2%	1%	7%	13%	15%	20%	16%	12%	0%	11%	3%
Ohangwena	39699	100%	2%	0%	6%	12%	19%	24%	14%	11%	0%	8%	4%
Omaheke	8912	100%	2%	1%	6%	11%	15%	18%	13%	12%	0%	17%	5%
Omusati	35459	100%	2%	1%	6%	12%	21%	25%	14%	9%	0%	6%	3%
Oshana	24509	100%	3%	1%	7%	13%	20%	22%	13%	10%	0%	9%	3%
Oshikoto	27931	100%	3%	1%	7%	12%	20%	25%	13%	9%	0%	6%	4%
Otjozondjupa	12296	100%	4%	2%	9%	13%	18%	18%	13%	10%	0%	10%	3%
Zambezi	22899	100%	2%	1%	7%	11%	17%	18%	13%	11%	0%	13%	6%

Tables 34 and 35 indicate the number and percentages of learners who sat for the NSSC-H 2020 examinations per region, and the points they scored respectively. A total of 32 377 learners sat for said examination nationally, of which 29 109 were scored 1 to 4 points 89.9%, while 3 271 learners 10.1% were either ungraded or graded incomplete.

Figure 34 categorizes, the number of learners who sat for the NSSC-H, per region. Evidently Khomas had the highest number of NSSC-H learners (5 893), while Kunene had the lowest at 203. Furthermore, the majority of NNC-H learners nationally scored a graded 3, translating into 42.7 % of the national points distribution indicated in Figure 35.

Figure 34: Number of learners per region

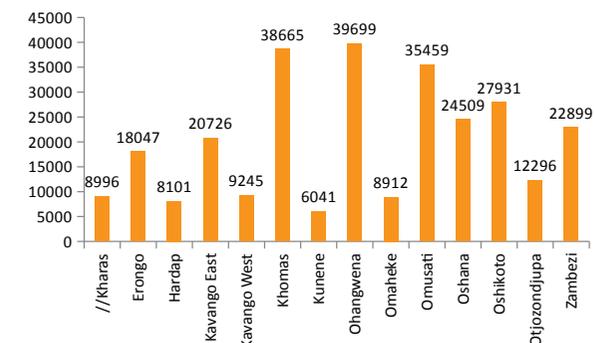


Figure 35: National percentage distribution of 1-I points in NSSC-H

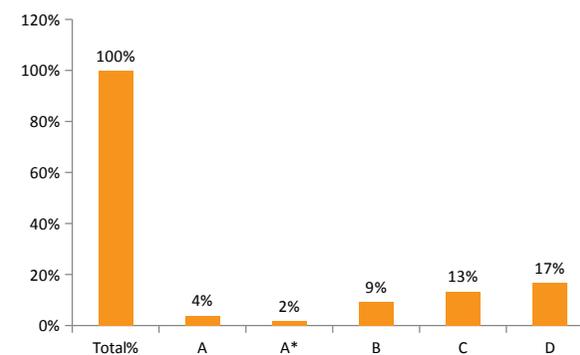


Table 36: Number of schools in the top 20 in Ordinary and Higher Level in 2020

Region	Ordinary Level		Higher Level	
	Number of Centers	Number in top 20	Number of Centers	Number in top 20
//Kharas	7	1	7	2
Erongo	13	1	17	2
Hardap	7	0	6	1
Kavango E	11	3	13	2
Kavango W	6	0	7	0
Khomas	28	2	22	3
Kunene	5	0	5	2
Ohangwena	11	2	11	1
Omaheke	8	1	6	1
Omusati	15	4	17	1
Oshana	14	1	16	0
Oshikoto	15	2	10	1
Otjozondjupa	14	3	10	3
Zambezi	10	0	9	1

Table 36 indicates the top twenty (20) performing schools in both ordinary and higher levels in 2020.

The Omusati, Kavango East and the Otjozondjupa regions had the most centers in the top 20 on Ordinary Level. The Hardap, Kavango West, Kunene and the Zambezi regions did not have any center in the top 20, in 2020.

The Khomas and Otjozondjupa regions topped the list at the Higher Level, with 3 schools each, while the Kavango West and Oshana regions had none.

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

SUBJECT	Learners	Total	SYMBOL									
			A	A*	B	C	D	E	F	G	U	X
Accounting	5147	100%	3%	1%	8%	15%	15%	20%	11%	9%	14%	3%
Afrikaans Second Language	9334	100%	3%	1%	11%	16%	34%	21%	6%	2%	1%	5%
Agricultural Science	15866	100%	2%	1%	8%	16%	27%	25%	14%	3%	1%	5%
Art and Design	117	100%	13%	5%	9%	15%	9%	13%	15%	6%	7%	8%
Biology	27747	100%	1%	1%	6%	13%	14%	17%	20%	16%	8%	3%
Building Studies	54	100%	4%	2%	19%	15%	13%	13%	17%	7%	0%	11%
Business Studies	5105	100%	1%	0%	4%	9%	8%	12%	13%	18%	31%	4%
Chemistry	14708	100%	1%	1%	5%	11%	12%	22%	19%	18%	8%	3%
Computer Science	693	100%	9%	3%	18%	21%	13%	11%	6%	4%	2%	12%
Design and Technology	363	100%	12%	4%	19%	16%	13%	15%	8%	6%	2%	5%
Development Studies	13800	100%	2%	1%	5%	11%	15%	18%	26%	14%	4%	6%
Economics	5201	100%	1%	0%	4%	10%	8%	10%	16%	17%	29%	4%
English as a Second Language	46464	100%	7%	3%	12%	13%	24%	26%	6%	3%	2%	4%
Entrepreneurship	3897	100%	4%	1%	11%	19%	20%	18%	10%	6%	5%	5%
Fashion and Fabrics	195	100%	7%	3%	27%	33%	8%	5%	3%	5%	4%	7%
First Language Afrikaans	220	100%	9%	4%	11%	23%	34%	15%	2%	0%	0%	4%
First Language English	494	100%	5%	2%	25%	38%	24%	3%	0%	0%	2%	1%
First Language German	20	100%	5%	5%	25%	30%	20%	10%	0%	0%	0%	5%
First Language Khoekhoegowab	1620	100%	6%	2%	20%	27%	16%	9%	5%	2%	1%	10%
First Language Oshikwanyama	8762	100%	2%	1%	11%	24%	36%	18%	3%	0%	0%	5%
First Language Oshindonga	12835	100%	3%	1%	10%	22%	35%	21%	4%	0%	0%	5%
First Language Otjiherero	2619	100%	4%	2%	20%	34%	19%	8%	3%	1%	1%	7%
First Language Rukwangali	2944	100%	4%	1%	14%	23%	33%	16%	3%	0%	0%	4%
First Language Rumanyo	1086	100%	10%	4%	25%	31%	21%	5%	1%	0%	0%	4%
First Language Setswana	72	100%	11%	4%	31%	35%	8%	6%	0%	0%	0%	6%
First Language Silozi	3697	100%	8%	3%	22%	27%	24%	6%	1%	0%	0%	7%
First Language Thimbukushu	564	100%	7%	2%	18%	26%	32%	10%	2%	0%	0%	3%
Foreign Language French	302	100%	2%	2%	8%	17%	14%	22%	25%	9%	0%	0%
Foreign Language German	790	100%	7%	2%	18%	26%	16%	12%	7%	4%	3%	4%
Foreign Language Portuguese	236	100%	32%	11%	22%	16%	6%	1%	3%	0%	2%	7%
Geography	17575	100%	1%	0%	3%	7%	14%	23%	15%	12%	21%	3%
History	10424	100%	3%	1%	4%	6%	14%	17%	25%	17%	10%	4%
Home Economics	604	100%	4%	1%	24%	33%	19%	13%	2%	0%	0%	4%
Hospitality	305	100%	4%	3%	7%	10%	21%	25%	15%	6%	4%	7%
Integrated Performing Arts	38	100%	5%	3%	0%	5%	5%	21%	32%	5%	0%	24%
Mathematics	46829	100%	3%	1%	3%	5%	12%	25%	13%	13%	21%	4%
Metalwork and Welding	180	100%	3%	2%	8%	10%	20%	19%	17%	6%	2%	15%
Motor Mechanics	106	100%	3%	1%	8%	11%	22%	19%	16%	8%	3%	10%
Namibia Sign Language	17	100%	6%	0%	18%	0%	29%	18%	18%	12%	0%	0%
Office Practice	584	100%	2%	1%	7%	21%	11%	16%	9%	9%	21%	3%
Physics	19966	100%	2%	0%	5%	11%	13%	19%	19%	19%	9%	4%
Woodwork	65	100%	6%	5%	14%	8%	22%	14%	12%	14%	0%	6%

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

Figure 37 shows symbol distribution in the six main subjects with the highest enrolments.

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

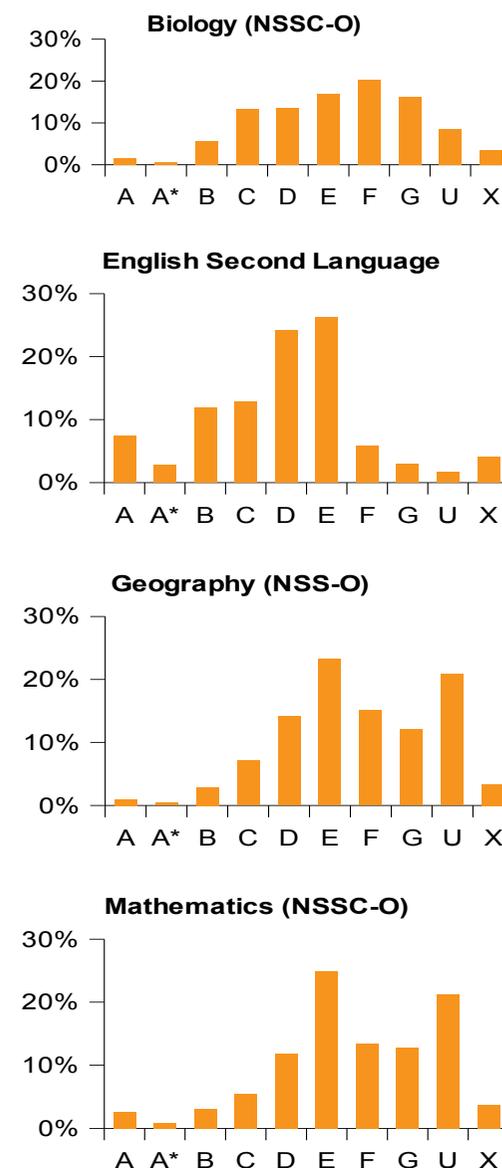


Table 38: Namibia Senior Secondary Certificate (NSSC-AS Level) results

SUBJECT			SYMBOL							
	Learners	Total	A	B	C	D	E	U	X	
Accounting	606	100%	8%	13%	23%	22%	18%	15%	1%	
Afrikaans as a Second Language	240	100%	11%	31%	33%	20%	4%	0%	1%	
Agricultural Science	797	100%	3%	15%	38%	38%	5%	0%	1%	
Art and Design	13	100%	23%	23%	15%	15%	15%	8%	0%	
Biology	2363	100%	5%	14%	24%	28%	18%	9%	2%	
Business Studies	377	100%	2%	8%	23%	26%	24%	16%	1%	
Chemistry	1314	100%	9%	11%	27%	27%	19%	6%	1%	
Computer Science	145	100%	14%	21%	27%	11%	13%	10%	3%	
Design and Technology	56	100%	2%	50%	30%	11%	5%	2%	0%	
Economics	352	100%	1%	11%	20%	33%	26%	8%	1%	
English as a Second Language	3810	100%	5%	19%	28%	22%	15%	9%	2%	
Entrepreneurship	247	100%	8%	18%	16%	27%	21%	11%	0%	
First Language Afrikaans	26	100%	8%	15%	31%	19%	4%	19%	4%	
First Language English	330	100%	9%	15%	17%	27%	21%	10%	1%	
First Language German	3	100%	33%	33%	0%	0%	0%	0%	33%	
First Language Khoekhoegowab	54	100%	13%	37%	31%	13%	6%	0%	0%	
First Language Oshikwanyama	422	100%	1%	13%	30%	32%	18%	5%	0%	
First Language Oshindonga	482	100%	2%	7%	20%	28%	23%	20%	0%	
First Language Otjherero	103	100%	9%	15%	23%	35%	14%	5%	0%	
First Language Rukwangali	90	100%	11%	59%	27%	3%	0%	0%	0%	
First Language Rumanyo	48	100%	2%	17%	42%	29%	8%	0%	2%	
First Language Setswana	1	100%	0%	0%	0%	0%	100%	0%	0%	
First Language Silozi	68	100%	4%	25%	37%	25%	9%	0%	0%	
First Language Thimbukushu	21	100%	5%	19%	43%	33%	0%	0%	0%	
Geography	517	100%	2%	9%	20%	29%	21%	19%	1%	
History	296	100%	4%	7%	27%	43%	16%	2%	1%	
Mathematics	3428	100%	12%	12%	13%	18%	18%	25%	2%	
Physics	1907	100%	5%	12%	23%	26%	21%	12%	2%	

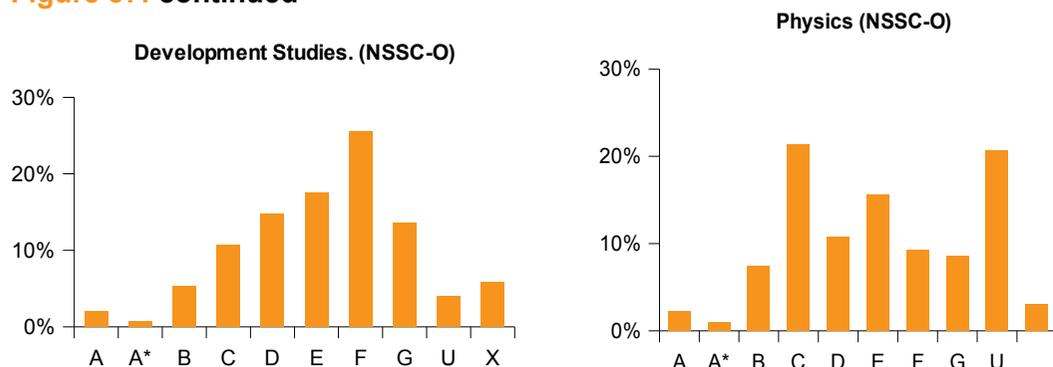
The summary of ETSIP priority subject scores of A* - D is: English Second Language (38.2%), Physical Science (39.5%), Mathematics (44.0%), and Biology, (a science subject) 36.7%, even less than the other science subjects.

NSSC-H subjects were graded from 1 to 4, with a 1 indicating the best achievement. Ungraded candidates have been listed in the column 'U', and those who did not complete all the examination papers are under 'I'. Geography, History, Business Studies, Economics, and Arts and Design have relatively high ungraded candidates.

The priority subject scores of 1 - 4 on higher level add up to: English Second Language (90.6%), Physical Science (92%), and Mathematics (90.0%). Biology and Computer Studies are 92.6% and 95.4% respectively.

For the benefit of the reader, grades in NSSC-H carry the following weights: 1=9, 2=8, 3=7, and 4=6.

Figure 37: continued



Chapter 5:

TEACHERS

This chapter focuses on teacher statistics with the majority of the data relating to teacher credentials. Qualifications are annually compared across regions, into school phases, subjects taught, and age categories.

Categorizing teachers' qualifications is often difficult as a result of Namibian teachers obtaining their training and qualifications from different educational systems. Therefore, for the purposes of this publication, teachers are divided into two broader groups: teachers without professional teaching qualifications, and teachers with formal and specific teacher-training qualifications.

Another aspect of teacher qualifications concerns the levels of academic training, hence three categories being used in this report: 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 and more than two years tertiary education.

The Annual Education Census questionnaires required teachers to specify subjects they teach, for which they also have specific qualifications.

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

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 instructed both primary and secondary grades in combined schools, are allocated pro rata to both phases.

Several teachers leave the education system permanently for a variety of reasons such as retirement, resignation, ill health and/or death. Transfers are not considered part of the attrition rate (teacher turnover), as the teachers remain in the system.

The attrition rate among teachers is another focus of this chapter.



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

Region	Teachers			Approximate teachers per phase			Teachers w/o lessons	Approximate learner:teacher ratios			
	Total	Females	Males	Primary	Secondary	Other		Total	Primary	Secondary	Other
//Kharas	981	711	270	575	308	90	8	24,6	27,1	21,1	20,8
Erongo	1 937	1 530	407	1 118	643	138	38	25,7	28,5	22,7	17,5
Hardap	1 025	751	274	619	301	100	5	26,5	28,6	23,4	22,0
Kavango E	2 341	1 291	1 050	1 467	697	153	24	29,7	32,2	25,9	23,4
Kavango W	1 687	859	828	1 090	450	131	16	27,0	29,4	21,7	24,7
Khomas	3 938	3 026	912	2 140	1 330	388	80	24,7	27,9	21,6	17,4
Kunene	1 158	703	455	759	298	87	14	26,4	28,0	24,0	20,9
Ohangwena	4 362	2 863	1 499	2 714	1 341	283	24	26,1	28,4	22,1	22,5
Omaheke	973	645	328	626	262	66	19	26,5	27,2	25,6	24,0
Omusati	4 266	2 897	1 369	2 624	1 365	270	7	24,0	26,2	20,1	22,5
Oshana	2 463	1 775	688	1 415	859	173	16	23,1	25,6	19,3	21,6
Oshikoto	3 153	2 120	1 033	1 849	1 076	221	7	23,6	26,2	19,4	22,7
Otjozondjupa	1 864	1 331	533	1 158	552	142	12	27,5	30,2	23,4	20,8
Zambezi	1 855	1 136	719	1 049	659	139	8	22,2	24,1	19,1	22,5

Table 39 identifies teachers as well as learner : teacher ratio per region, and per school phase. Some combined school teachers taught both Primary and Secondary Grades. To avoid double-counting, estimates were made of their relative workloads per phase, based on the range of grades that each teacher taught. This method may render a few errors in rounding the numbers of teachers per phase.

The table includes both 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 if only teachers appointed by the Public Service were included.

Figure 39 charts the average learner : teacher ratios for the Primary and Secondary phases for the 14 regions.

Some disparities were noted 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. Fewer differences were observed in the Secondary learner : teacher ratios, 19.1 for Zambezi, 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 set staffing norms, as several factors may hamper implementation of the policy, such as new schools being opened in remote areas, an increase in the number of combined schools causing teachers to split across phases, lack of specialised teachers, and teacher loads per subject (especially in the Secondary phase). Known cases of overstaffing across regions have however 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 leave, and teachers who are on the payroll of a 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

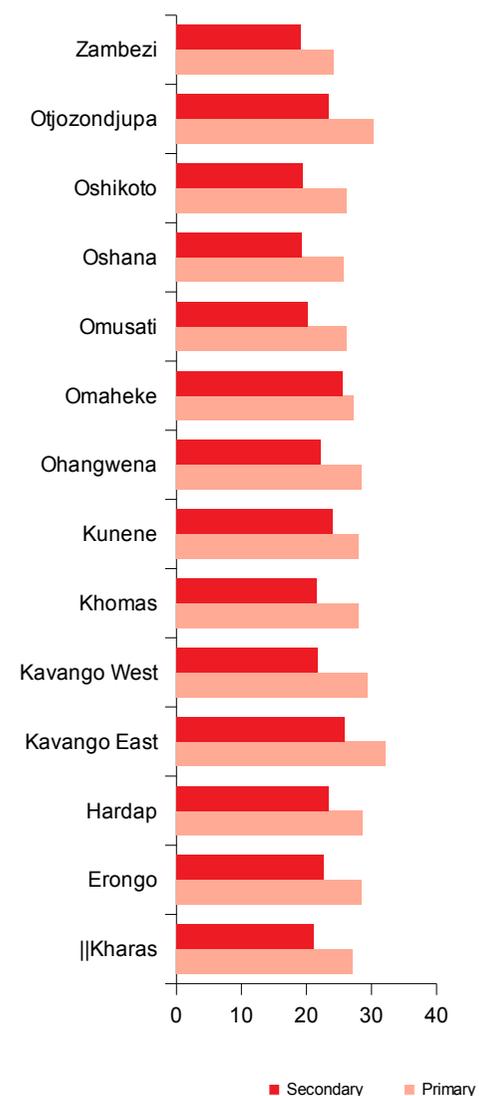


Table 40: Professional and academic qualifications of female and male teachers

REGION	Sex	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	32 003	262	3 142	28 599	1 419	105	1 194	120	30 584	157	1 948	28 479
	Female	21 638	204	2 378	19 056	1 079	75	920	84	20 559	129	1 458	18 972
	Male	10 365	58	764	9 543	340	30	274	36	10 025	28	490	9 507
//Kharas	Total	981	7	172	802	94	5	86	3	887	2	86	799
	Female	711	7	132	572	76	5	68	3	635	2	64	569
	Male	270	0	40	230	18	0	18	0	252	0	22	230
Erongo	Total	1 937	25	161	1 751	67	12	44	11	1 870	13	117	1 740
	Female	1 530	22	137	1 371	51	10	35	6	1 479	12	102	1 365
	Male	407	3	24	380	16	2	9	5	391	1	15	375
Hardap	Total	1 025	11	144	870	77	7	67	3	948	4	77	867
	Female	751	11	120	620	64	7	54	3	687	4	66	617
	Male	274	0	24	250	13	0	13	0	261	0	11	250
Kavango East	Total	2 341	23	254	2 064	114	12	100	2	2 227	11	154	2 062
	Female	1 291	12	154	1 125	75	7	67	1	1 216	5	87	1 124
	Male	1 050	11	100	939	39	5	33	1	1 011	6	67	938
Kavango West	Total	1 687	15	238	1 434	147	11	135	1	1 540	4	103	1 433
	Female	859	4	142	713	93	2	91	0	766	2	51	713
	Male	828	11	96	721	54	9	44	1	774	2	52	720
Khomas	Total	3 938	23	270	3 645	136	7	83	46	3 802	16	187	3 599
	Female	3 026	22	231	2 773	112	7	73	32	2 914	15	158	2 741
	Male	912	1	39	872	24	0	10	14	888	1	29	858
Kunene	Total	1 158	20	227	911	74	3	70	1	1 084	17	157	910
	Female	703	17	175	511	54	1	53	0	649	16	122	511
	Male	455	3	52	400	20	2	17	1	435	1	35	399

Table 40: Continued

Ohangwena	Total	4 362	16	398	3 948	166	2	148	16	4 196	14	250	3 932
	Female	2 863	11	294	2 558	133	1	118	14	2 730	10	176	2 544
	Male	1 499	5	104	1 390	33	1	30	2	1 466	4	74	1 388
Omaheke	Total	973	15	178	780	132	8	109	15	841	7	69	765
	Female	645	13	137	495	99	8	81	10	546	5	56	485
	Male	328	2	41	285	33	0	28	5	295	2	13	280
Omusati	Total	4 266	35	266	3 965	73	2	67	4	4 193	33	199	3 961
	Female	2 897	27	214	2 656	59	2	54	3	2 838	25	160	2 653
	Male	1 369	8	52	1 309	14	0	13	1	1 355	8	39	1 308
Oshana	Total	2 463	17	161	2 285	58	3	53	2	2 405	14	108	2 283
	Female	1 775	16	122	1 637	48	3	43	2	1 727	13	79	1 635
	Male	688	1	39	648	10	0	10	0	678	1	29	648
Oshikoto	Total	3 153	6	285	2 862	119	2	110	7	3 034	4	175	2 855
	Female	2 120	5	205	1 910	85	1	79	5	2 035	4	126	1 905
	Male	1 033	1	80	952	34	1	31	2	999	0	49	950
Otjozondjupa	Total	1 864	41	210	1 613	129	26	98	5	1 735	15	112	1 608
	Female	1 331	30	174	1 127	105	16	85	4	1 226	14	89	1 123
	Male	533	11	36	486	24	10	13	1	509	1	23	485
Zambezi	Total	1 855	8	178	1 669	33	5	24	4	1 822	3	154	1 665
	Female	1 136	7	141	988	25	5	19	1	1 111	2	122	987
	Male	719	1	37	681	8	0	5	3	711	1	32	678

Table 40 tabulates teachers according to their qualifications and sex per region, while **Tables 41 and 42** report on the qualification profiles of primary and secondary teachers. Teachers' qualifications in the subjects they taught are recorded in **Tables 43 and 44**.

The Annual Education Census requested that teachers state their academic and professional qualifications, for example, a teacher with a three-year tertiary teaching diploma would have indicated Grade 12 as her/his academic qualification, and three years of tertiary education as her/his professional qualification. Their professional education, combined with their academic qualifications can be studied in **Table 40**.

Out of 32, 003 teachers, 1,419 (1, 079 female and 340 male) had no teaching qualification. This translates to 4.4% of all teachers having no teaching qualification. This is a 1.1% decrease compared to 2020. In terms of sex, 3.4% of all female teachers and 1.1% of all male teachers had no teaching qualification. Of all teachers, 30, 584 (95.1%) had a teaching qualification of more than two years' tertiary education, of whom about 63.8% were females.

Table 41: Professional and academic qualifications of primary teachers

REGION	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than 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	19 201	167	2 133	16 902	944	69	818	57	18 257	98	1 315	16 845
//Kharas	575	4	119	452	59	3	54	2	515	1	65	450
Erongo	1119	13	112	994	36	7	27	2	1083	6	85	992
Hardap	619	8	103	509	56	4	50	2	563	4	53	507
Kavango East	1467	14	164	1289	74	6	68	0	1393	8	96	1289
Kavango West	1090	13	168	908	107	10	96	1	983	3	73	907
Khomas	2140	11	162	1967	64	4	44	16	2075	7	118	1951
Kunene	759	11	164	584	52	3	49	0	707	8	115	584
Ohangwena	2713	9	280	2424	123	1	108	13	2590	8	171	2411
Omaheke	625	9	133	482	103	5	89	10	521	4	45	473
Omusati	2624	30	169	2425	51	2	47	2	2573	28	122	2423
Oshana	1415	11	108	1296	38	2	35	1	1377	9	74	1295
Oshikoto	1849	4	200	1645	81	0	77	3	1768	4	123	1642
Otjozondjupa	1158	27	148	984	86	21	62	2	1073	6	85	981
Zambezi	1049	3	103	942	14	1	11	2	1034	2	92	940

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 had 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**. Great disparities are still present in the qualifications of primary teachers across the regions. The region with the lowest proportion of adequately trained primary teachers was Omaheke with only 83.4%, while the Zambezi region had the highest, with 98.6% of teachers having received formal teacher training.

Figure 41: Qualifications of primary teachers

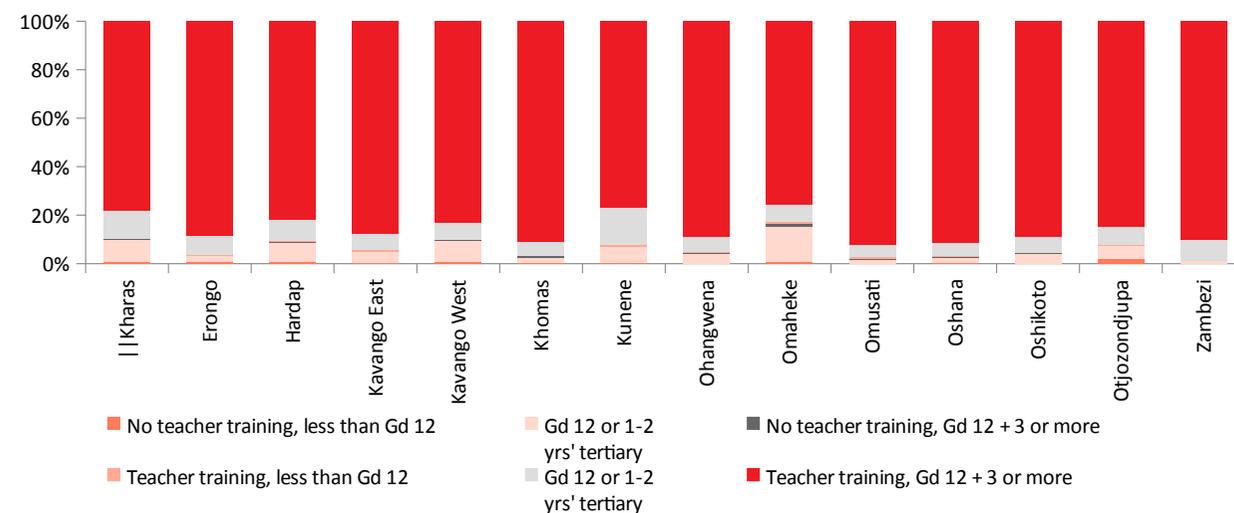


Table 42: Professional and academic qualifications of secondary teachers

REGION	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than 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	10 141	6	445	9 690	198	0	147	51	9 943	5	299	9 638
//Kharas	308	0	30	278	17	0	16	1	292	0	14	277
Erongo	643	1	18	625	14	0	5	9	629	0	12	616
Hardap	301	0	16	285	9	0	8	1	292	0	8	284
Kavango East	697	1	38	658	10	0	9	1	687	1	29	657
Kavango West	450	0	19	431	7	0	7	0	444	0	12	431
Khomas	1330	0	43	1287	41	0	17	24	1289	0	26	1263
Kunene	298	0	24	273	8	0	7	1	290	0	17	272
Ohangwena	1341	1	57	1283	19	0	17	3	1322	1	41	1281
Omaheke	262	2	22	238	18	0	12	5	244	2	9	233
Omusati	1365	0	32	1332	5	0	4	1	1360	0	28	1331
Oshana	859	0	30	829	9	0	8	1	849	0	22	828
Oshikoto	1076	0	49	1027	16	0	14	1	1060	0	34	1026
Otjozondjupa	552	1	30	521	16	0	14	2	536	1	16	519
Zambezi	659	0	37	622	10	0	8	2	649	0	29	620

Teacher distribution 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 captured in **Figure 42**.

Regional disparities in the qualifications of secondary teachers were much smaller than those of the primary teachers. Most secondary teachers had at least three years tertiary education, which included teacher training. Nationally, 98.0% of the teachers in secondary phase had formal teacher training, of which 95.0% had a qualification of 3 or more years. Omaheke (93.3%), had the lowest percentage of qualified teachers in secondary phase, and Omusati region the highest, with 97.5%. A total of 2% of secondary teachers had no formal professional qualifications.

Figure 42: Qualifications of secondary teachers

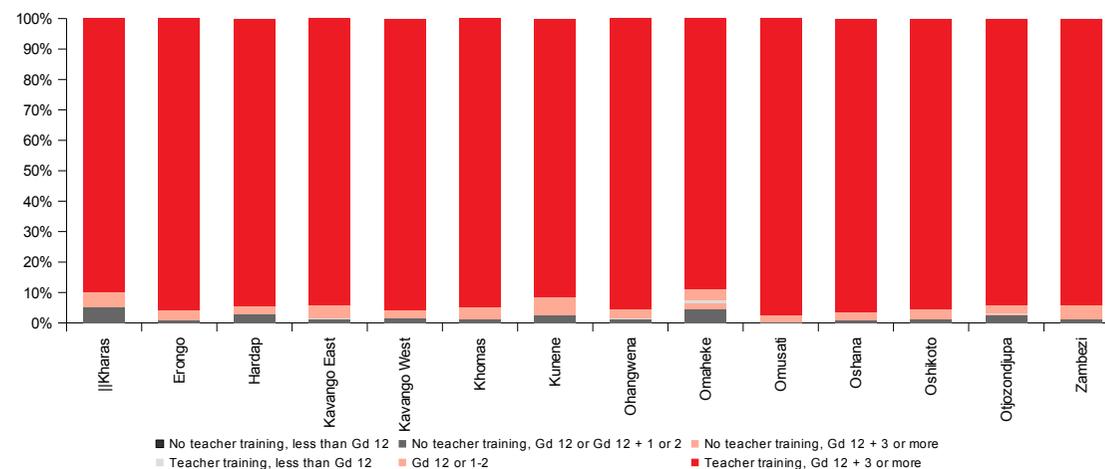


Table 43: Qualifications of teachers in the subjects they taught

SUBJECT	Primary					Primary and Secondary					Secondary				
	Total	Less than 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	2	5	7	0	0	2	5	580	1	15	55	509
Afrikaans 1st or Home Language	242	3	28	36	175	242	3	28	36	175	80	2	9	12	57
Afrikaans 2nd Language	749	20	135	108	486	749	20	135	108	486	333	2	50	46	235
Agriculture	36	1	7	3	25	36	1	7	3	25	1242	45	121	98	978
Art and Design	29	1	2	1	25	29	1	2	1	25	41	3	8	3	27
Art of Entertainment	2	0	0	0	2	2	0	0	0	2	4	0	0	1	3
Arts (non-pr.)	1164	76	184	199	705	1164	76	184	199	705	213	31	36	34	112
Biblical studies	2	0	0	0	2	2	0	0	0	2	2	0	0	0	2
Biology	10	0	0	0	10	10	0	0	0	10	735	2	16	38	679
Building Studies	0	0	0	0	0	0	0	0	0	0	18	0	1	0	17
Business Economics	0	0	0	0	0	0	0	0	0	0	5	0	0	3	2
Business Methods	0	0	0	0	0	0	0	0	0	0	6	0	0	2	4
Business Studies	1	0	0	0	1	1	0	0	0	1	255	4	8	20	223
Chemistry	5	0	0	0	5	5	0	0	0	5	513	1	14	42	456
Computer Literacy	96	8	17	20	51	96	8	17	20	51	22	0	6	6	10
Computer Science	3	1	0	0	2	3	1	0	0	2	23	0	1	5	17
Computer Studies	6	0	0	2	4	6	0	0	2	4	114	2	3	21	88
Craft & Technology	33	8	6	0	19	33	8	6	0	19	0	0	0	0	0
Design & Communicat.	2	0	0	0	2	2	0	0	0	2	1	0	0	1	0
Design and Technology	318	40	31	25	222	318	40	31	25	222	71	3	4	7	57
Development Studies	0	0	0	0	0	0	0	0	0	0	394	4	20	26	344
Drama	2	0	0	0	2	2	0	0	0	2	1	0	0	0	1
Economics	1	0	0	0	1	1	0	0	0	1	235	2	10	18	205
Elementary Agriculture	2308	194	316	274	1524	2308	194	316	274	1524	10	1	3	1	5
English 1st Language	431	9	36	63	323	431	9	36	63	323	119	0	1	13	105
English 2nd Language	4573	30	286	404	3853	4573	30	286	404	3853	2102	2	59	140	1901
Entrepreneurship	13	1	2	2	8	13	1	2	2	8	1218	39	78	117	984
Environmental Studies	1040	10	75	134	821	1040	10	75	134	821	2	0	0	0	2
Extraordinary subj.	4	0	0	1	3	4	0	0	1	3	4	0	0	2	2
Fashion and Fabrics	0	0	0	0	0	0	0	0	0	0	27	2	1	0	24
French Foreign Language	20	0	6	3	11	20	0	6	3	11	27	0	0	3	24
General Science	32	2	0	6	24	32	2	0	6	24	8	0	0	2	6
Geography	16	0	0	0	16	16	0	0	0	16	1564	16	62	122	1364
German 1st or Home Language	34	0	3	0	31	34	0	3	0	31	22	0	1	1	20
German Third or Foreign Language	32	0	1	1	30	32	0	1	1	30	67	2	3	6	56
Grade 1 class teaching	2613	38	193	252	2130	2613	38	193	252	2130	0	0	0	0	0
Grade 2 class teaching	2508	43	190	257	2018	2508	43	190	257	2018	0	0	0	0	0
Grade 3 class teaching	2408	31	168	232	1977	2408	31	168	232	1977	0	0	0	0	0
Grade 4 class teaching	69	2	6	13	48	69	2	6	13	48	0	0	0	0	0
Grade 5 class teaching	43	2	2	6	33	43	2	2	6	33	0	0	0	0	0
Grade 6 class teaching	40	2	3	7	28	40	2	3	7	28	0	0	0	0	0
Grade 7 class teaching	32	1	1	4	26	32	1	1	4	26	0	0	0	0	0
Handicraft/Art	8	0	1	1	6	8	0	1	1	6	0	0	0	0	0
Handwriting	44	3	5	6	30	44	3	5	6	30	0	0	0	0	0
Health and Social Care(Hygiene)	3	0	0	0	3	3	0	0	0	3	2	0	0	0	2
History	27	0	0	3	24	27	0	0	3	24	1369	20	68	122	1159
History & Georgraphy	9	0	0	0	9	9	0	0	0	9	1	0	0	0	1
Home Ecology	420	62	50	39	269	420	62	50	39	269	0	0	0	0	0
Home Economics	3	0	0	0	3	3	0	0	0	3	102	3	6	12	81
Hospitality	0	0	0	0	0	0	0	0	0	0	35	3	3	3	26

The number of teachers who taught different subjects in the ordinary grades (Pre-Primary - 12) have been listed in **Table 43**. The table focuses on the 99 subjects taught in most 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 inaccurate reporting and or data capturing 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 the primary and secondary phases are for the teachers who taught across the phases, i.e. primary and secondary.

Table 43: Continued

ICT	583	70	130	93	290	583	70	130	93	290	286	26	56	41	163
Individual Learning	8	0	1	0	7	8	0	1	0	7	4	0	3	0	1
Keyboard and Word Processing	0	0	0	0	0	0	0	0	0	0	7	0	1	1	5
Khoekhogowab	251	10	53	38	150	251	10	53	38	150	95	2	23	7	63
Languages	5	0	0	0	5	5	0	0	0	5	6	0	0	0	6
Life Science	39	2	6	10	21	39	2	6	10	21	1338	14	67	111	1146
Life Skills	2047	166	436	287	1158	2047	166	436	287	1158	1045	73	155	144	673
Literature (English)	7	4	2	1	0	7	4	2	1	0	9	0	0	1	8
Lower Primary	49	1	4	4	40	49	1	4	4	40	0	0	0	0	0
Mathematics	4711	50	244	448	3969	4711	50	244	448	3969	2062	2	63	150	1847
Metal Work	2	0	0	0	2	2	0	0	0	2	11	0	0	4	7
Metalwork& Welding	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6
Motor Mechanics	0	0	0	0	0	0	0	0	0	0	8	0	0	0	8
Music	9	0	0	1	8	9	0	0	1	8	4	0	0	0	4
Natural Science and Health Education	3829	93	339	331	3066	3829	93	339	331	3066	27	0	1	8	18
Needlework and Clothing	2	0	0	0	2	2	0	0	0	2	5	0	0	1	4
Office Adm. & Keyboard	0	0	0	0	0	0	0	0	0	0	6	0	2	0	4
Office Practice	0	0	0	0	0	0	0	0	0	0	67	1	5	9	52
Oshikwanyama	1125	10	83	70	962	1125	10	83	70	962	507	2	13	36	456
Oshindonga	1436	9	108	171	1148	1436	9	108	171	1148	684	3	28	55	598
Otjiherero	304	9	35	43	217	304	9	35	43	217	131	3	13	11	104
Phys Ed & Health Aw	252	7	39	28	178	252	7	39	28	178	15	0	1	2	12
Physical Education	1316	90	213	216	797	1316	90	213	216	797	435	58	73	60	244
Physical Science	33	0	0	8	25	33	0	0	8	25	1472	8	94	119	1251
Physics	4	0	0	0	4	4	0	0	0	4	516	3	21	50	442
Portuguese	9	0	1	0	8	9	0	1	0	8	19	0	0	1	18
Pre-Primary class teaching	2218	59	217	297	1645	2218	59	217	297	1645	0	0	0	0	0
Reading	503	33	94	40	336	503	33	94	40	336	155	9	14	4	128
Religious and Moral Education	1189	82	213	203	691	1189	82	213	203	691	167	17	37	25	88
Religious Studies	25	0	2	5	18	25	0	2	5	18	5	0	1	2	2
Remedial Teaching	53	3	7	6	37	53	3	7	6	37	1	0	0	1	0
Robotics	2	0	1	1	0	2	0	1	1	0	1	0	0	0	1
Rukwangali	304	4	27	31	242	304	4	27	31	242	118	0	5	7	106
Rumanyo (Rugcirku)	117	1	7	13	96	117	1	7	13	96	47	1	0	6	40
School Music	32	3	1	3	25	32	3	1	3	25	2	0	0	0	2
Sciences	2	0	0	0	2	2	0	0	0	2	1	0	0	0	1
Setswana	13	0	8	1	4	13	0	8	1	4	5	0	1	0	4
Sign Language	29	2	5	5	17	29	2	5	5	17	15	1	1	3	10
Silozi	231	2	7	13	209	231	2	7	13	209	126	1	4	6	115
Social Sciences	103	4	3	16	80	103	4	3	16	80	0	0	0	0	0
Social Studies	3299	144	312	313	2530	3299	144	312	313	2530	28	0	2	6	20
Special Education	8	0	0	0	8	8	0	0	0	8	0	0	0	0	0
Technical Drawing	1	0	0	0	1	1	0	0	0	1	41	0	3	7	31
Technical studies	1	1	0	0	0	1	1	0	0	0	35	0	1	5	29
Thimbukushu	60	3	1	1	55	60	3	1	1	55	24	0	1	1	22
Tourism	0	0	0	0	0	0	0	0	0	0	10	0	5	0	5
Trade Orientation	6	0	0	0	6	6	0	0	0	6	0	0	0	0	0
Visual Arts	1	0	0	0	1	1	0	0	0	1	7	0	0	0	7
Woodwork	1	0	0	0	1	1	0	0	0	1	9	0	0	1	8

Although the desired teacher qualifications are a three or four-year tertiary education, a considerable number of Secondary phase teachers had less than Grade 12 qualifications in some of the subjects they teach.

Table 44: Ages and professional and academic qualifications of teachers

AGE GROUP	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
Total	32 003	262	3 142	28 599	1 419	105	1 194	120	30 584	157	1 948	28 479
Less than 20	7	0	7	0	5	0	5	0	2	0	2	0
20 - 24	1 509	4	228	1 277	128	3	112	13	1 381	1	116	1 264
25 - 29	6 054	26	820	5 208	436	12	385	39	5 618	14	435	5 169
30 - 34	5 418	31	758	4 629	393	18	348	27	5 025	13	410	4 602
35 - 39	5 004	38	454	4 512	180	19	140	21	4 824	19	314	4 491
40 - 44	4 058	27	302	3 729	120	15	96	9	3 938	12	206	3 720
45 - 49	3 321	26	221	3 074	74	13	57	4	3 247	13	164	3 070
50 - 54	3 479	51	185	3 243	53	12	39	2	3 426	39	146	3 241
55 - 59	2 886	57	150	2 679	24	12	9	3	2 862	45	141	2 676
60 or older	267	2	17	248	6	1	3	2	261	1	14	246
Average Age	39,4	44,8	35,7	39,8	33,6	41,1	32,9	33,6	39,7	47,2	37,5	39,8

Table 44 captures teacher age groups, according to their qualifications. Average ages of the teachers in each column have been calculated. The ages of individual teachers were determined for 31 August 2021, and expressed as fully completed years. A teacher born on 01 November 1986, for example, who was 34 years and 8 months old on a Census date (01 September 2021), was entered into the calculations as 35 years old.

There were 30, 584 teachers with formal training, and 1, 419 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 chart scales differ. The age distributions for teachers without (top chart) and with teacher training (bottom chart), differed significantly.

Teachers with three or more years tertiary qualification made up the largest group among teachers with teacher training. Most of these teachers were aged 25 - 59. Teachers with lower qualifications in this group had broad age distributions extending well into the higher age groups.

Nationally, the average teacher age was 39.4, almost similar to the average age of teachers with formal teacher qualification plus 3 or more years of tertiary education.

Figure 44: Ages and qualifications of teachers

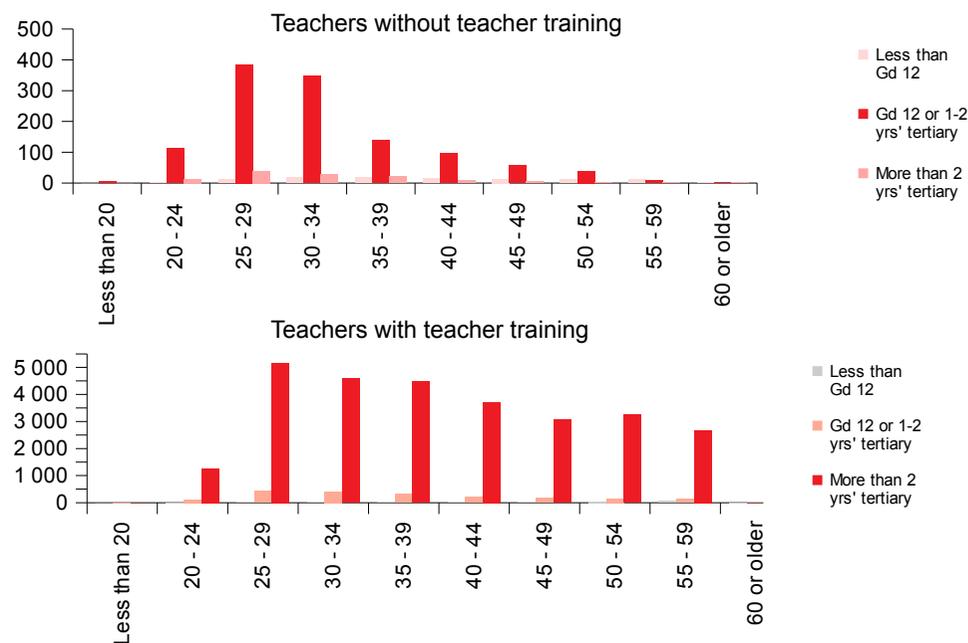


Table 45: Attrition rates of teachers between 2020 and 2021

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	12,7%	0,2%	0,7%	11,7%	39,4%	0,2%	3,0%	36,3%	13,2%	0,2%	1,4%	11,5%
//Kharas	14,5%	0,2%	0,5%	13,8%	69,4%	0,1%	5,6%	63,6%	14,6%	0,3%	1,2%	13,1%
Erongo	15,1%	0,3%	1,0%	13,8%	51,1%	0,2%	9,7%	41,2%	15,3%	0,5%	1,4%	13,5%
Hardap	15,9%	0,3%	0,4%	15,1%	16,0%	0,4%	1,4%	14,3%	16,3%	0,2%	1,0%	15,2%
Kavango East	9,1%	0,3%	0,4%	8,3%	39,0%	0,2%	1,4%	37,5%	9,8%	0,4%	1,1%	8,2%
Kavango West	8,5%	0,2%	0,3%	7,9%	0,2%	0,2%	0,0%	0,0%	9,2%	0,3%	1,0%	7,9%
Khomas	11,3%	0,1%	1,1%	10,1%	28,8%	0,1%	5,4%	23,3%	12,0%	0,1%	1,8%	10,0%
Kunene	13,8%	0,3%	0,4%	13,1%	77,9%	0,3%	2,7%	75,0%	13,8%	0,3%	0,7%	12,8%
Ohangwena	10,4%	0,2%	0,6%	9,6%	16,1%	0,0%	1,1%	15,0%	11,0%	0,2%	1,2%	9,5%
Omaheke	14,4%	0,2%	0,4%	13,8%	39,1%	0,1%	3,3%	35,7%	15,0%	0,3%	1,4%	13,3%
Omusati	12,0%	0,1%	1,3%	10,6%	47,9%	0,0%	3,4%	44,4%	12,6%	0,1%	2,0%	10,6%
Oshana	11,3%	0,2%	1,1%	10,0%	78,8%	0,0%	3,8%	75,0%	11,9%	0,2%	1,9%	9,8%
Oshikoto	11,6%	0,4%	0,6%	10,6%	45,6%	0,3%	2,5%	42,9%	12,3%	0,5%	1,4%	10,4%
Otjozondjupa	14,1%	0,1%	0,9%	13,1%	41,9%	0,0%	1,8%	40,0%	15,0%	0,1%	1,9%	13,0%
Zambezi	15,2%	0,3%	1,0%	13,9%	0,4%	0,4%	0,0%	0,0%	15,4%	0,1%	1,3%	14,0%

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.

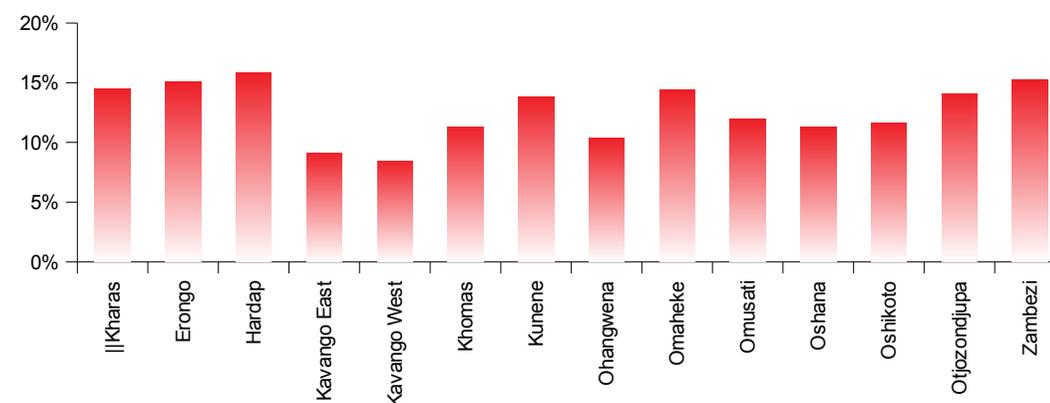
Figure 45: Total attrition rates of teachers in the regions

Table 46: Transfer rates of teachers between 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	0,1%	0,0%	0,3%	0,1%	0,1%	0,0%	0,0%	0,6%	0,0%	0,0%	0,6%	0,0%
//Kharas	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Erongo	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Hardap	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Kavango East	0,0%	-	-	-	0,0%	-	-	-	0,1%	-	0,8%	0,1%
Kavango West	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	0,0%	0,0%
Khomas	0,1%	-	0,6%	0,1%	0,6%	-	-	-	0,1%	-	1,1%	0,1%
Kunene	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Ohangwena	0,0%	-	0,2%	0,0%	0,0%	-	-	-	0,0%	-	0,4%	0,0%
Omaheke	0,2%	-	0,5%	0,1%	0,6%	-	-	-	0,1%	-	1,6%	0,2%
Omusati	0,2%	-	2,2%	0,2%	0,0%	-	-	-	0,2%	-	3,4%	0,2%
Oshana	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	0,0%	0,0%
Oshikoto	0,1%	-	0,5%	0,1%	0,4%	-	0,4%	7,1%	0,0%	-	0,5%	0,0%
Otjozondjupa	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Zambezi	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-

Transfer rate of teachers is defined as the percentage of teaching staff in 2020 who taught at a different school in 2021, and are reported on in **Table 46**.

These numbers were calculated by identifying teachers who were no longer at the school where they had been teaching in 2020, by looking for their identification and salary reference numbers in all other schools, and were found elsewhere in 2021.

The difference between **Tables 45 and 46** is that in **Table 46** these teachers are 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 transfer rate calculating data 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

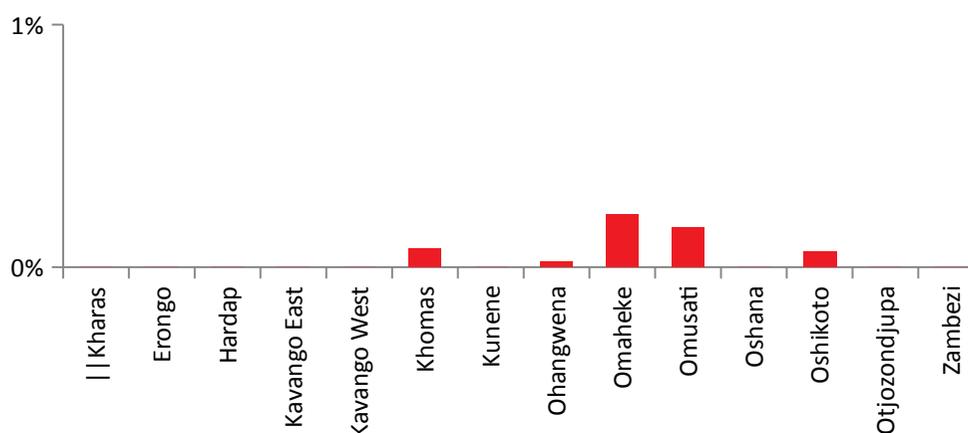


Table 47: Changes in the numbers of teachers and their professional qualifications between 2015 and 2021

Qualification	YEAR							Average annual growth rate 2015 - 2021	Percentage change 2020 - 2021
	2015	2016	2017	2018	2019	2020	2021		
Total - all teachers									
Total	27 990	28 922	30 042	30 261	31 078	31 462	32 003	2,3%	1,7%
Less than Gd 12	581	498	465	453	385	331	262	-12,4%	-20,8%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	3 843	4 585	4 767	4 307	4 074	3 484	3 142	-3,3%	-9,8%
Gd 12 plus 3 or more years' tertiary	23 566	23 839	24 810	25 501	26 619	27 647	28 599	3,3%	3,4%
Teachers without teacher training									
Total	3 135	4 063	3 568	2 763	2 324	1 722	1 419	-12,4%	-17,6%
Less than Gd 12	243	213	212	191	154	150	105	-13,1%	-30,0%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	2 569	2 920	3 123	2 379	2 016	1 472	1 194	-12,0%	-18,9%
Gd 12 plus 3 or more years' tertiary	323	930	233	193	154	100	120	-15,2%	20,0%
Teachers with teacher training									
Total	24 855	24 859	26 474	27 498	28 754	29 740	30 584	3,5%	2,8%
Less than Gd 12	338	285	253	262	231	181	157	-12,0%	-13,3%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	1 274	1 665	1 644	1 928	2 058	2 012	1 948	7,3%	-3,2%
Gd 12 plus 3 or more years' tertiary	23 243	22 909	24 577	25 308	26 465	27 547	28 479	3,4%	3,4%

Table 47 shows the changes in the number of teachers according to their qualifications. The first set of three rows includes all teachers, irrespective of whether they had formal teacher training or not. The second set of rows shows teachers who had no formal teacher training, and the third set shows those 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 2.3% per year. The shift towards a better-qualified teaching force is reflected in the growth rates of levels of qualifications: 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 3.4%.

Figure 47(a) shows a consistent decrease in the number of teachers without any teacher training and 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 highlighted in Figure 47(b) indicating the number of teachers with a qualification lower than Grade 12 has consistently decreased. The number of teachers with Grade 12 or Grade 12 plus one or two years' tertiary training slightly decreased. 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

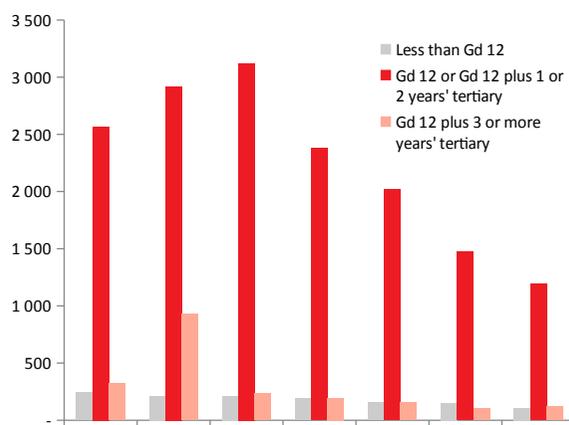


Figure 47b: Changes in the numbers of teachers with formal teacher training

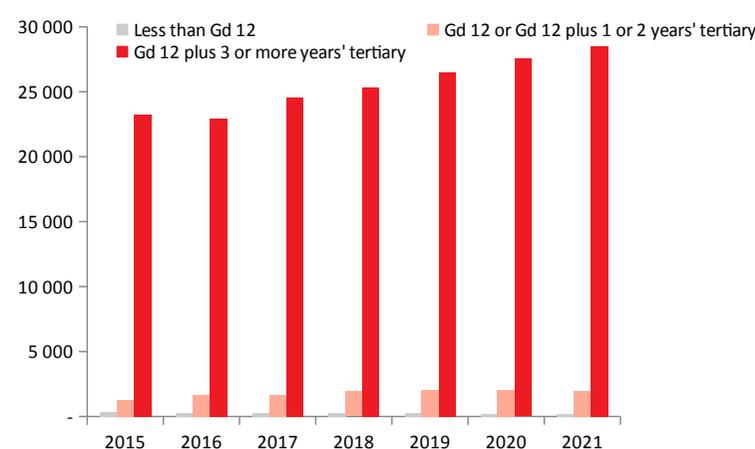


Table 48: Percentages of primary and secondary teachers qualified to teach between 2015 and 2021

REGION	Sex	Primary							Secondary						
		2015	2016	2017	2018	2019	2020	2021	2015	2016	2017	2018	2019	2020	2021
National	Total	81,0%	77,6%	79,7%	81,8%	83,8%	86,2%	87,7%	92,0%	91,0%	91,4%	92,6%	93,2%	94,7%	95,0%
	Female	80,8%	76,4%	79,1%	80,8%	82,8%	85,4%	86,9%	91,6%	90,1%	91,0%	92,5%	93,2%	94,6%	95,1%
	Male	81,2%	80,5%	81,1%	84,0%	86,1%	88,0%	89,6%	92,5%	92,0%	91,9%	92,7%	93,3%	94,8%	94,9%
//Kharas	Total	74,2%	66,7%	68,6%	74,3%	76,5%	77,6%	78,2%	85,2%	87,4%	90,7%	91,9%	85,7%	87,9%	90,0%
	Female	73,9%	65,0%	67,8%	69,8%	73,7%	76,8%	76,5%	83,1%	84,6%	90,7%	92,4%	86,9%	87,3%	91,7%
	Male	75,2%	71,8%	71,0%	86,2%	83,8%	79,6%	83,3%	88,3%	91,3%	90,6%	91,1%	83,7%	88,8%	87,2%
Erongo	Total	86,9%	81,9%	80,5%	80,2%	83,8%	88,5%	88,7%	95,3%	93,6%	93,5%	92,1%	93,1%	94,8%	95,8%
	Female	87,1%	81,6%	79,7%	79,6%	82,2%	88,3%	88,2%	96,2%	94,5%	94,5%	92,6%	94,1%	95,1%	97,0%
	Male	85,9%	83,4%	83,9%	82,6%	90,7%	89,5%	91,2%	93,8%	92,0%	91,6%	90,9%	91,2%	94,1%	93,3%
Hardap	Total	76,0%	70,9%	70,1%	69,1%	68,7%	74,4%	81,9%	91,3%	88,6%	83,9%	87,0%	82,6%	91,0%	94,3%
	Female	72,4%	67,1%	67,5%	66,6%	65,0%	71,1%	79,3%	91,2%	89,4%	85,5%	87,5%	85,7%	92,3%	94,2%
	Male	83,6%	80,7%	76,0%	75,2%	78,1%	83,0%	89,3%	91,4%	87,9%	82,4%	86,4%	78,8%	89,2%	94,6%
Kavango East	Total	76,2%	72,3%	76,0%	78,8%	80,4%	85,6%	87,9%	89,4%	88,9%	88,2%	89,0%	93,4%	93,6%	94,3%
	Female	75,9%	69,2%	74,6%	76,7%	79,0%	84,5%	88,3%	86,9%	86,7%	87,2%	87,8%	93,6%	94,6%	95,2%
	Male	76,5%	76,5%	77,6%	81,4%	82,2%	87,1%	87,3%	90,7%	90,1%	88,8%	89,8%	93,2%	93,0%	93,5%
Kavango West	Total	69,8%	64,2%	68,9%	74,2%	79,2%	81,4%	83,3%	86,7%	83,6%	86,6%	88,9%	91,3%	93,9%	95,7%
	Female	68,0%	57,7%	65,8%	70,3%	77,8%	81,0%	84,3%	81,7%	78,6%	84,2%	88,5%	90,7%	93,9%	95,7%
	Male	71,4%	70,7%	72,0%	78,2%	80,7%	81,7%	82,1%	89,2%	86,1%	87,6%	89,1%	91,6%	93,9%	95,8%
Komas	Total	89,6%	87,6%	88,0%	88,6%	88,6%	90,7%	91,2%	94,9%	93,4%	94,6%	95,6%	95,2%	95,1%	95,0%
	Female	89,7%	86,8%	87,5%	88,5%	88,0%	89,8%	90,4%	94,9%	93,2%	94,9%	95,6%	95,1%	95,1%	95,5%
	Male	89,1%	90,9%	89,9%	88,6%	90,9%	93,7%	94,1%	94,8%	93,6%	93,9%	95,4%	95,4%	95,2%	93,8%
Kunene	Total	68,2%	63,4%	68,4%	67,9%	72,7%	73,4%	77,0%	89,6%	89,3%	90,4%	90,0%	91,1%	92,4%	91,5%
	Female	66,1%	56,1%	65,2%	62,6%	68,8%	69,6%	71,5%	84,6%	85,8%	86,8%	87,5%	90,0%	89,8%	90,4%
	Male	70,8%	74,1%	72,8%	75,1%	77,9%	79,2%	85,2%	93,2%	91,8%	92,9%	92,0%	92,2%	95,0%	92,5%
Ohangwena	Total	79,9%	77,6%	79,1%	82,7%	84,5%	87,1%	88,9%	89,6%	88,3%	88,4%	91,2%	93,3%	95,8%	95,5%
	Female	78,6%	76,3%	78,0%	81,4%	83,6%	86,1%	87,7%	88,6%	87,1%	86,7%	90,8%	92,3%	95,8%	95,3%
	Male	82,8%	80,6%	81,6%	85,8%	86,6%	89,3%	91,3%	90,5%	89,5%	90,2%	91,6%	94,3%	95,8%	95,6%
Omaheke	Total	72,9%	70,6%	73,0%	71,6%	69,9%	71,1%	75,7%	86,9%	85,7%	86,9%	87,5%	81,4%	84,4%	89,0%
	Female	71,4%	67,9%	70,5%	68,7%	67,4%	67,7%	73,3%	88,5%	84,3%	82,3%	85,0%	79,0%	79,2%	85,6%
	Male	76,2%	76,3%	78,2%	77,9%	75,1%	77,6%	80,7%	85,3%	87,0%	91,7%	90,0%	83,8%	90,5%	92,7%
Omusati	Total	85,9%	85,4%	87,5%	89,4%	90,9%	0,92	92,3%	92,2%	92,0%	93,5%	96,2%	96,9%	97,6%	97,5%
	Female	85,2%	85,0%	87,1%	88,8%	89,9%	0,914	91,6%	90,3%	89,7%	92,4%	95,6%	96,1%	97,9%	97,5%
	Male	87,5%	86,5%	88,4%	91,0%	93,4%	0,934	94,1%	94,6%	94,7%	94,8%	96,8%	97,8%	97,3%	97,6%

Table 48: Continued

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

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 teacher training. The percentages of teachers who met these criteria in the years between 2015 - 2021 are recorded 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 2015 - 2021 from 81.0% to 87.7%, but was much lower than the equivalent percentage of the Secondary teachers. To date, 12.3% of the Primary teachers were still not qualified to teach, or rather, are underqualified, and 5.0% 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 grades. 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 Primary is mostly attributed to the high number of Pre-Primary teachers, (a majority of which are female), who have no professional qualification and/or only hold Grade 12 or lower.

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

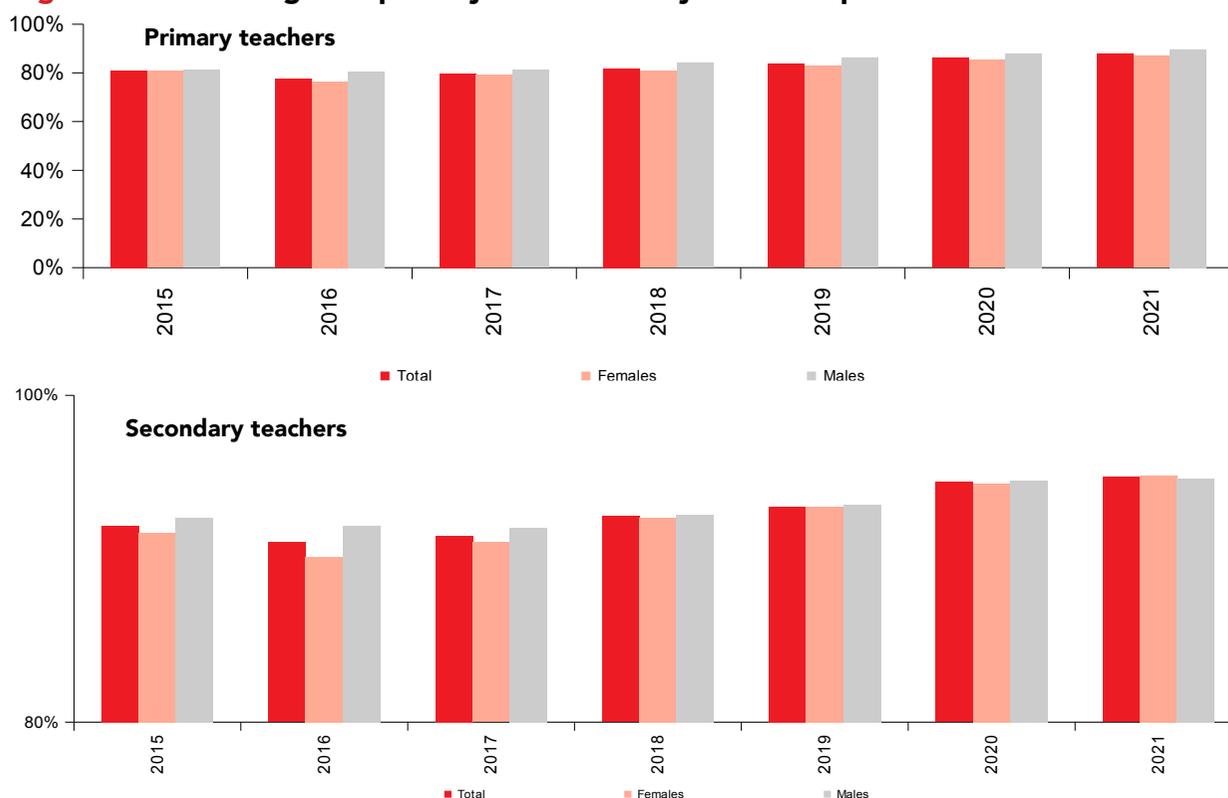


Table 49: Numbers of teachers from 2015 to 2021

REGION	YEAR							Average annual growth rate 2015 - 2021	Percentage change 2020 - 2021
	2015	2016	2017	2018	2019	2020	2021		
National	27 990	28 922	29 947	30 261	31 078	31 462	32 003	2,3%	1,7%
//Kharas	919	946	963	978	986	993	981	1,1%	-1,2%
Erongo	1 469	1 558	1 659	1 743	1 811	1 859	1937	4,7%	4,3%
Hardap	948	982	1 008	989	1 010	1 024	1025	1,3%	0,1%
Kavango East	1 930	1 972	2 056	2 095	2 176	2 214	2341	3,3%	5,8%
Kavango West	1 417	1 452	1 543	1 590	1 642	1 660	1687	2,9%	1,6%
Khomas	3 326	3 415	3 636	3 736	3 839	3 846	3938	2,9%	2,4%
Kunene	1 130	1 155	1 180	1 145	1 202	1 187	1158	0,4%	-2,4%
Ohangwena	3 866	4 013	4 120	4 115	4 240	4 315	4362	2,0%	1,1%
Omaheke	819	861	883	867	911	934	973	2,9%	4,3%
Omusati	3 962	4 087	4 197	4 191	4 236	4 278	4266	1,2%	-0,3%
Oshana	2 297	2 248	2 282	2 314	2 377	2 408	2463	1,2%	2,3%
Oshikoto	2 739	2 921	2 989	2 974	3 087	3 107	3153	2,4%	1,5%
Otjozondjupa	1 565	1 665	1 714	1 718	1 743	1 813	1864	3,0%	2,9%
Zambezi	1 603	1 647	1 717	1 806	1 818	1 824	1855	2,5%	1,7%

As reflected in **Table 49**, the total number of teachers increased annually with varying numbers per region. Kavango East had the highest percentage increase in teachers from 2020 - 2021, with 5.8%, followed by Erongo and Omaheke with 4.3%, reflecting the regions high enrolment percentage increase as reported in **Table 21**.

A 2.3% annual teacher growth rate from 2015 - 2021 is indicated in **Table 49**, with the Erongo and Kavango East regions showing the highest growth during this period.

Figure 49: Numbers of teachers from 2015 to 2021

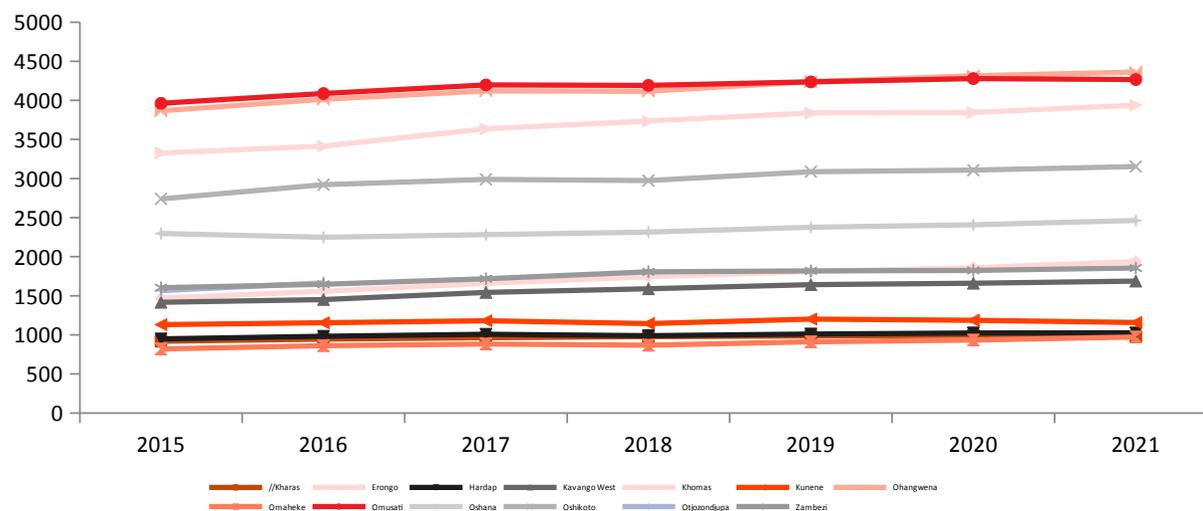


Table 50: Learner : teacher ratios from 2015 to 2021

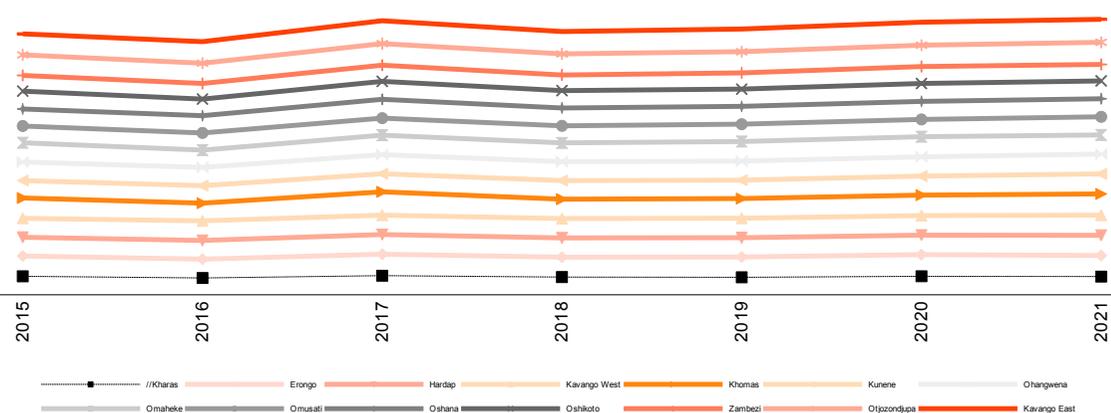
REGION	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2015	2016	2017	2018	2019	2020	2021	2015	2016	2017	2018	2019	2020	2021
National	24,3	24,3	24,3	24,6	24,5	24,9	25,3	25,0	24,2	26,2	25,2	25,4	26,1	26,3
//Kharas	23,1	23,0	22,9	22,9	22,9	23,4	24,4	24,7	22,5	25,6	23,7	23,4	24,8	24,4
Erongo	24,9	25,1	24,9	24,8	24,9	25,2	25,2	27,2	25,3	28,8	26,7	27,2	28,9	28,2
Hardap	24,6	24,4	24,8	24,9	25,0	25,5	26,3	25,1	24,9	26,3	25,7	25,8	26,2	27,0
Kavango East	27,6	28,4	28,8	29,2	29,2	29,6	29,4	28,2	28,9	30,7	30,0	30,4	30,8	30,7
Kavango West	25,6	26,5	25,9	25,8	25,8	26,0	26,7	25,4	26,3	26,0	25,9	26,2	26,1	26,9
Khomas	24,5	23,4	24,3	23,3	23,5	24,0	24,2	27,2	23,7	31,3	26,0	26,2	27,5	28,5
Kunene	22,9	23,3	23,5	24,8	24,7	24,7	26,1	23,3	23,4	24,1	24,8	24,7	25,4	26,8
Ohangwena	24,9	24,7	24,6	25,2	25,1	25,5	25,9	24,9	24,5	25,6	25,4	25,4	25,9	26,4
Omaheke	25,3	24,9	24,8	25,6	25,5	25,7	26,0	25,7	23,1	26,0	25,1	26,3	26,9	25,7
Omusati	22,4	23,2	22,2	22,9	23,1	22,9	24,0	22,5	23,0	22,9	22,9	23,2	23,1	24,2
Oshana	22,6	23,0	23,2	23,2	22,9	23,1	23,0	22,8	23,0	25,2	23,9	23,8	24,1	24,2
Oshikoto	23,6	22,8	22,8	23,4	23,0	23,6	23,6	23,9	22,3	24,0	23,2	23,1	24,0	23,8
Otjozondjupa	26,6	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
Zambezi	20,9	21,5	21,2	21,1	21,6	22,4	22,1	21,0	20,9	21,7	20,9	21,8	22,6	22,1

Two different methods were used to calculate Learner : Teacher (L:T) ratios in **Table 50**. On the left-hand side of the table, the ratios were calculated by dividing the total enrolment in each region by the total number of teachers in that region. On the right side, the ratios were calculated to indicate the teaching staff employed, or funded (appointed) by the State. The total enrolment in schools staffed by the State was divided by the number of teachers appointed by the State per region. Teachers in a number of private schools, typically church and farm schools, were appointed by the State. Such schools were included on the right side of the table as well.

Figure 50 shows the L:T ratios in schools staffed by the State, i.e., the ratios in the right part of **Table 50**. Some fluctuations were noted among the regions, with some recording a slight decrease while others recorded an increase in their L:T ratios from 2015 - 2021. In terms of all teachers and learners, Kavango East had the highest ratio while the Zambezi region had the lowest, even when taking the state and state-appointed teachers into consideration. Discrepancies among the regions have narrowed a great deal.

Strictly speaking, we require a better approach to reconsidering the ratios in the Senior Primary to Secondary phases. In the Junior Primary phase where class teaching is practiced, it is easy to calculate the L:T ratio as currently calculated. From the Senior Primary to Secondary phases, teachers switch to subject teaching, hence the current calculation method. L:T ratio in those grades are inaccurate and most likely give an indication of lower ratios, whereas 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 documents school buildings, available facilities and basic services, i.e., water supply, sanitation facilities, electricity, telephones and access to internet connectivity.

The physical structures 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. To build as many classrooms as possible with the available budget, or to speed up the building programme, the government has at times provided “prefabricated” buildings, often constructed from asbestos sheets. However, most buildings are “permanent,” built predominantly from brick and mortar. In exceptional cases, buildings not belonging to a school are regularly used for teaching, and are categorized as “hired” structures.

Schools reported the number of individual toilet units or spaces, and indicated whether or not they had a water supply, electricity, telephone and or an internet connection. A considerable proportion of Namibian schools do not have one or more of these basic facilities and services.

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

It is the Ministry’s intention to eliminate overcrowding in 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 teacher housing.

Table 51: Numbers and structural types of teaching facilities

REGION	Classroom					Laboratory					Computer Room					Specialist room					Workshop				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
National	27 904	23 868	1 636	2 197	203	620	608	10	2	-	541	518	8	8	7	672	435	24	203	10	204	191	3	7	3
//Kharas	964	785	147	7	25	29	28	1	-	-	40	35	4	-	1	39	32	2	4	1	18	17	1	-	-
Erongo	1 550	1 430	109	1	10	42	42	-	-	-	43	43	-	-	-	54	49	2	3	-	16	16	-	-	-
Hardap	968	888	66	12	2	32	30	2	-	-	36	34	2	-	-	28	21	3	4	-	24	24	-	-	-
Kavango East	1 886	1 563	70	244	9	34	34	-	-	-	25	25	-	-	-	35	17	4	12	2	4	4	-	-	-
Kavango West	1 441	1 088	73	271	9	18	18	-	-	-	14	13	-	1	-	48	9	4	34	1	5	5	-	-	-
Khomas	3 495	3 135	288	54	18	117	113	3	1	-	116	115	1	-	-	151	147	2	2	-	58	56	2	-	-
Kunene	1 027	870	46	83	28	19	17	2	-	-	18	18	-	-	-	26	17	1	7	1	5	5	-	-	-
Ohangwena	3 878	3 028	218	608	24	56	55	1	-	-	45	39	1	5	-	74	18	1	53	2	8	4	-	4	-
Omaheke	780	701	54	21	4	20	20	-	-	-	21	21	-	-	-	20	18	-	2	-	5	5	-	-	-
Omusati	3 880	3 309	239	314	18	83	82	-	1	-	50	44	-	1	5	56	23	1	32	-	18	16	-	2	-
Oshana	2 253	2 127	67	54	5	50	50	-	-	-	41	40	-	-	1	36	24	1	9	2	14	12	-	-	2
Oshikoto	2 833	2 312	107	397	17	60	60	-	-	-	35	35	-	-	-	53	25	-	28	-	12	12	-	-	-
Otjozondjupa	1 596	1 477	81	11	27	40	39	1	-	-	42	42	-	-	-	29	24	1	4	-	13	11	-	1	1
Zambezi	1 353	1 155	71	120	7	20	20	-	-	-	15	14	-	1	-	23	11	2	9	1	4	4	-	-	-

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 were normally buildings constructed from bricks. Prefabricated structures were most often made out of asbestos sheets.

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	449	426	15	6	2	345	334	4	3	4	718	690	19	8	1	6 289	5 916	127	227	19	142
//Kharas	26	24	1	-	1	23	21	2	-	-	36	31	5	-	-	249	215	26	8	-	5
Erongo	47	42	5	-	-	32	32	-	-	-	41	39	2	-	-	357	342	9	5	1	8
Hardap	26	26	-	-	-	27	27	-	-	-	35	33	2	-	-	182	169	9	4	-	2
Kavango East	17	17	-	-	-	19	19	-	-	-	40	39	1	-	-	410	387	3	19	1	11
Kavango West	6	5	-	1	-	4	4	-	-	-	23	22	-	1	-	373	325	12	35	1	25
Khomas	116	111	5	-	-	94	89	2	-	3	106	100	4	2	-	773	746	23	3	1	13
Kunene	13	11	2	-	-	19	18	-	1	-	26	25	1	-	-	217	209	-	3	5	25
Ohangwena	10	6	-	4	-	15	15	-	-	-	72	68	1	3	-	885	809	10	65	1	12
Omaheke	11	11	-	-	-	10	10	-	-	-	33	33	-	-	-	163	160	3	-	-	6
Omusati	36	36	-	-	-	25	25	-	-	-	120	120	-	-	-	750	719	5	23	3	8
Oshana	37	34	1	1	1	20	20	-	-	-	50	49	1	-	-	522	509	1	9	3	1
Oshikoto	36	35	1	-	-	27	25	-	2	-	54	54	-	-	-	661	598	17	46	-	4
Otjozondjupa	56	56	-	-	-	25	24	-	-	1	55	52	2	-	1	379	369	7	2	1	6
Zambezi	12	12	-	-	-	5	5	-	-	-	27	25	-	2	-	368	359	2	5	2	16

Diverse facilities and outdoor teaching areas used daily, were included in **Table 52**. Rooms for small groups, were rooms that were only suitable for accommodating individuals or a 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 some misreporting, as there were still schools where groups of learners were taught under trees. The Kavango West region seems to be the worst affected of all regions. The Kavango East and Kunene regions also reported a high number of outdoor teaching areas in 2021.

It should be taken into consideration that the EMIS Census only considers schools that were in operation during the Census year. Fluctuation in facilities might, therefore, have been caused by schools that were no longer operational, and as a result their infrastructures were not 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	1 128	1 098	18	9	3	2 114	2 031	60	16	7	905	831	32	41	1	692	680	5	7	-	702	577	13	109	3
//Kharas	51	45	6	-	-	145	124	21	-	-	45	39	6	-	-	35	34	1	-	-	15	14	-	1	-
Erongo	80	79	1	-	-	205	204	1	-	-	109	107	1	1	-	56	55	1	-	-	36	31	1	4	-
Hardap	47	46	1	-	-	125	116	8	1	-	49	48	1	-	-	38	37	1	-	-	31	27	1	3	-
Kavango East	71	68	1	2	-	113	110	1	2	-	55	48	-	7	-	40	39	-	1	-	25	24	-	1	-
Kavango West	41	40	-	1	-	61	58	1	1	1	38	37	-	1	-	21	20	-	1	-	31	19	1	10	1
Khomas	189	186	3	-	-	365	349	11	3	2	195	177	17	1	-	105	103	1	1	-	74	67	3	4	-
Kunene	29	27	-	-	2	86	86	-	-	-	19	19	-	-	-	21	21	-	-	-	40	36	-	3	1
Ohangwena	99	97	-	2	-	189	183	4	1	1	68	58	1	9	-	76	75	-	1	-	105	68	1	36	-
Omaheke	35	35	-	-	-	88	87	1	-	-	25	25	-	-	-	27	27	-	-	-	34	32	1	1	-
Omusati	183	177	4	2	-	127	121	1	4	1	77	63	-	14	-	61	59	-	2	-	78	63	1	13	1
Oshana	84	84	-	-	-	155	152	2	1	-	28	26	-	1	1	57	57	-	-	-	66	61	-	5	-
Oshikoto	98	95	1	2	-	173	164	7	2	-	63	56	1	6	-	55	55	-	-	-	74	51	3	20	-
Otjozondjupa	74	72	1	-	1	163	159	2	-	2	92	88	4	-	-	56	55	1	-	-	54	48	1	5	-
Zambezi	47	47	-	-	-	119	118	-	1	-	42	40	1	1	-	44	43	-	1	-	39	36	-	3	-

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

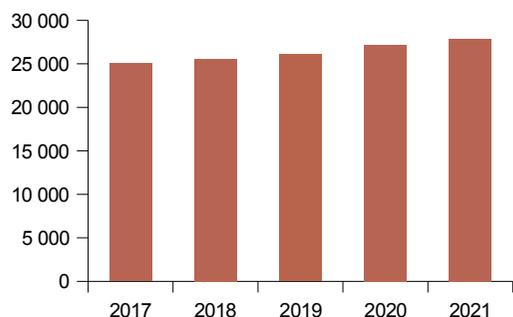
Table 54: Changes in the numbers of teaching and administrative facilities from 2017 to 2021

REGION	Classrooms					Laboratories					Special teaching rooms					Workshops				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
National	25 050	25 533	26 090	27 151	27 904	620	603	617	627	620	980	1 011	1 018	1 114	541	182	205	194	583	653
//Kharas	842	881	888	956	964	31	32	34	30	29	83	85	83	76	40	14	16	16	39	44
Erongo	1 350	1 443	1 480	1 502	1 550	49	48	53	41	42	85	90	86	88	43	17	26	25	46	63
Hardap	887	891	913	955	968	34	34	34	33	32	59	64	66	67	36	23	23	24	30	50
Kavango East	1 642	1 679	1 704	1 822	1 886	36	38	33	33	34	56	74	72	57	25	10	10	10	30	21
Kavango West	1 249	1 272	1 335	1 402	1 441	17	18	18	20	18	25	25	27	60	14	5	5	5	46	11
Khomas	2 970	2 951	2 996	3 311	3 495	103	103	112	122	117	222	223	226	215	116	54	59	50	101	174
Kunene	824	821	912	1 018	1 027	15	15	14	19	19	40	38	39	39	18	5	5	5	22	18
Ohangwena	3 548	3 634	3 752	3 811	3 878	53	53	55	57	56	66	70	69	105	45	4	4	4	61	18
Omaheke	757	776	756	775	780	19	19	18	20	20	40	39	38	40	21	7	5	4	20	16
Omusati	3 598	3 677	3 782	3 804	3 880	80	87	82	82	83	94	88	89	107	50	17	21	15	57	54
Oshana	2 110	2 123	2 151	2 181	2 253	47	46	48	47	50	57	58	58	74	41	10	11	16	37	51
Oshikoto	2 673	2 704	2 718	2 787	2 833	47	48	56	61	60	63	71	70	83	35	5	6	6	47	48
Otjozondjupa	1 403	1 438	1 443	1 545	1 596	69	41	41	41	40	73	68	72	69	42	10	12	13	28	69
Zambezi	1 197	1 243	1 260	1 282	1 353	20	21	19	21	20	17	18	23	34	15	1	2	1	19	16

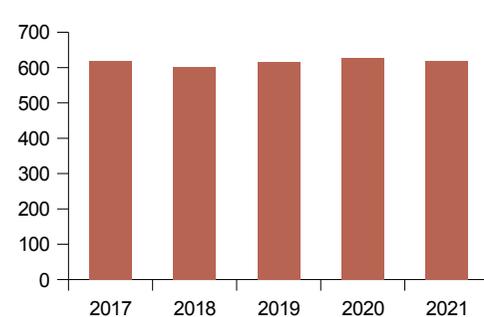
Table 54 reports on the changes in the number of different facilities from 2017 - 2021. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities have been counted under one heading. Tents used as teaching facilities 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

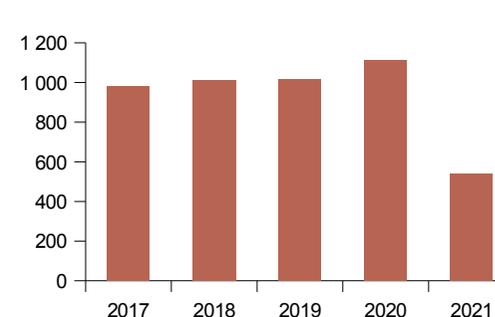
Classrooms



Laboratories



Special Teaching Rooms



Workshops

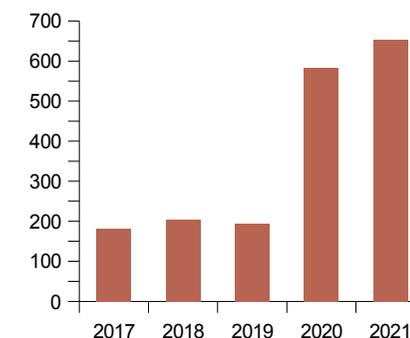
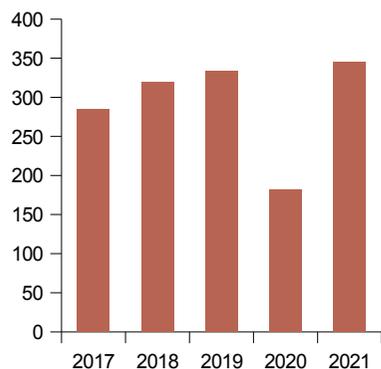


Table 54: Continued

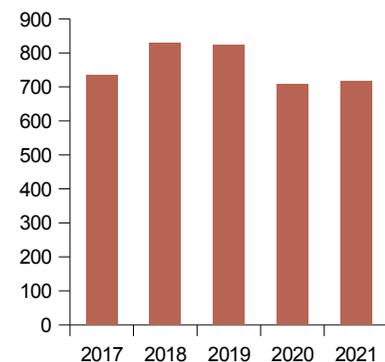
REGION	School or gymnastics halls					Libraries, media or resource centres					Special teaching rooms					Outdoor teaching areas				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
National	284	319	334	182	345	734	828	823	707	718	11 753	11 563	11 609	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

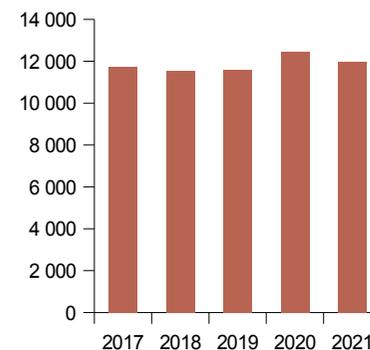
School or gymnastics halls



Libraries, media or resource centres



All administrative facilities



Outdoor teaching areas

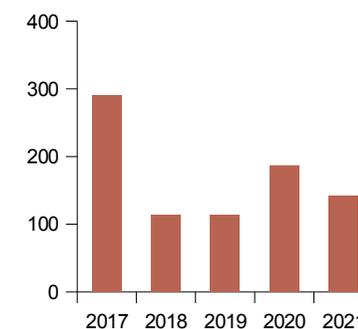


Table 55: Changes in the numbers and structural types of classrooms from 2015 to 2021

REGION	Total				Permanent				Prefabricated				Traditional				Hired			
	2015	2017	2019	2021	2015	2017	2019	2021	2015	2017	2019	2021	2015	2017	2019	2021	2015	2017	2019	2021
National	23 432	25 050	26 090	27 904	20 439	21 580	22 461	23 868	1 322	1 458	1 426	1 636	1 494	1 797	2 003	2 197	177	215	200	203
//Kharas	778	842	888	964	684	701	723	785	77	117	141	147	-	2	6	7	17	22	18	25
Erongo	1 244	1 350	1 480	1 550	1 139	1 256	1 326	1 430	97	81	110	109	4	3	4	1	4	10	40	10
Hardap	867	887	913	968	790	806	842	888	73	77	67	66	-	2	-	12	4	2	4	2
Kavango East	1 437	1 642	1 704	1 886	1 267	1 434	1 463	1 563	50	53	68	70	115	143	165	244	5	12	8	9
Kavango West	1 185	1 249	1 335	1 441	944	947	1 025	1 088	54	69	65	73	182	221	233	271	5	12	12	9
Khomas	2 677	2 970	2 996	3 495	2 480	2 719	2 820	3 135	183	234	167	288	10	10	8	54	4	7	1	18
Kunene	777	824	912	1 027	686	722	793	870	40	41	39	46	19	36	59	83	32	25	21	28
Ohangwena	3 317	3 548	3 752	3 878	2 651	2 795	2 921	3 028	213	218	204	218	399	498	603	608	54	37	24	24
Omaheke	714	757	756	780	642	660	684	701	52	55	57	54	16	11	10	21	4	31	5	4
Omusati	3 439	3 598	3 782	3 880	2 952	3 063	3 245	3 309	244	249	225	239	233	277	302	314	10	9	10	18
Oshana	2 060	2 110	2 151	2 253	1 920	1 957	2 016	2 127	64	77	54	67	67	66	71	54	9	10	10	5
Oshikoto	2 517	2 673	2 718	2 833	2 062	2 173	2 199	2 312	86	87	106	107	362	402	404	397	7	11	9	17
Otjozondjupa	1 293	1 403	1 443	1 596	1 205	1 293	1 324	1 477	70	80	83	81	7	9	10	11	11	21	26	27
Zambezi	1 127	1 197	1 260	1 353	1 017	1 054	1 080	1 155	19	20	40	71	80	117	128	120	11	6	12	7

Table 55 shows changes in the numbers and structural types of classrooms from 2015 - 2021. There were 3, 429 more classrooms in 2021 than in 2015. Out of 27, 904 classrooms, 23, 868 of them were permanent (85.5%).

The data clearly indicates the success of the Ministry's building program and determination to provide a conducive learning environment, in that 172 new schools were opened between 2015 - 2021.

Figure 55: Changes in the percentages of classrooms of different structures

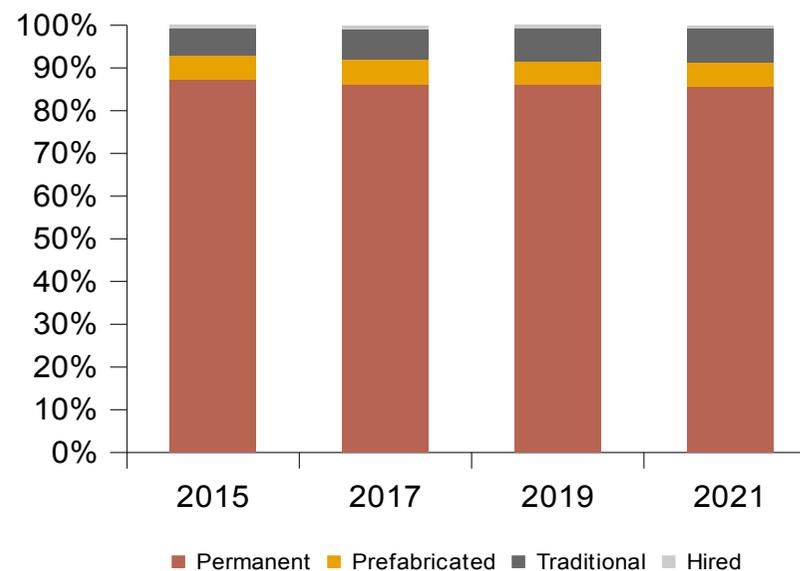


Table 56: Provision of sanitary facilities and water supply at schools

REGION	Numbers of toilet units for learners			Numbers of 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	14 885	6 805	68,6%	3 474	1 497	69,9%	208	1 746	89,4%	208	1 714	89,2%	123	1 831	93,7%
//Kharas	1 090	-	100,0%	248	1	99,6%	-	57	100,0%	2	55	96,5%	-	57	100,0%
Erongo	1 772	1	99,9%	313	0	100,0%	-	80	100,0%	2	78	97,5%	-	80	100,0%
Hardap	1 051	10	99,1%	201	0	100,0%	-	61	100,0%	4	57	93,4%	-	61	100,0%
Kavango East	773	468	62,3%	194	121	61,6%	61	117	65,7%	72	106	59,6%	23	155	87,1%
Kavango West	746	611	55,0%	125	184	40,5%	60	118	66,3%	68	110	61,8%	30	148	83,1%
Khomas	3 075	4	99,9%	656	2	99,7%	-	136	100,0%	4	132	97,1%	1	135	99,3%
Kunene	539	101	84,2%	125	6	95,4%	8	66	89,2%	20	54	73,0%	7	67	90,5%
Ohangwena	770	1 701	31,2%	276	351	44,0%	13	260	95,2%	33	240	87,9%	15	258	94,5%
Omaheke	688	-	100,0%	116	0	100,0%	-	47	100,0%	3	44	93,6%	1	46	97,9%
Omusati	916	1 419	39,2%	275	317	46,5%	16	277	94,5%	35	258	88,1%	10	283	96,6%
Oshana	756	849	47,1%	213	145	59,5%	5	144	96,6%	17	132	88,6%	3	146	98,0%
Oshikoto	826	1 259	39,6%	206	234	46,8%	24	199	89,2%	45	178	79,8%	22	201	90,1%
Otjozondjupa	1 358	41	97,1%	301	4	98,7%	5	83	94,3%	9	79	89,8%	1	87	98,9%
Zambezi	525	341	60,6%	225	132	63,0%	16	101	86,3%	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 remarkable improvement in the provision of sanitary services to schools countrywide. However, the Kavango East and Kavango West regions remain the most poorly serviced regions with 65.7% and 66.3% respectively, of schools having toilets for learners, and the only regions with below 80% of provision of such services to schools.

There has also been an increase in water supply to schools, with the Kavango East and West regions being the most poorly serviced in water supply with 87.1%, and 83.1% 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			Internet	
	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	3 934	1 694	2 240	1 222	700	36,4%	336	1 586	82,5%	624	1 298	67,5%		
//Kharas	209	112	97	24	33	57,9%	2	55	96,5%	-	57	100,0%		
Erongo	199	40	159	45	33	42,3%	3	75	96,2%	2	76	97,4%		
Hardap	224	87	137	16	44	73,3%	-	60	100,0%	4	56	93,3%		
Kavango East	195	95	100	138	37	21,1%	41	134	76,6%	77	98	56,0%		
Kavango West	68	18	50	161	16	9,0%	77	100	56,5%	115	62	35,0%		
Khomas	338	157	181	92	41	30,8%	4	129	97,0%	7	126	94,7%		
Kunene	310	139	171	16	53	76,8%	7	62	89,9%	21	48	69,6%		
Ohangwena	352	177	175	160	110	40,7%	40	230	85,2%	90	180	66,7%		
Omaheke	320	159	161	11	36	76,6%	2	45	95,7%	3	44	93,6%		
Omusati	385	161	224	205	84	29,1%	51	238	82,4%	126	163	56,4%		
Oshana	167	97	70	106	40	27,4%	3	143	97,9%	23	123	84,2%		
Oshikoto	286	123	163	129	92	41,6%	63	158	71,5%	84	137	62,0%		
Otjozondjupa	462	255	207	28	57	67,1%	2	83	97,6%	10	75	88,2%		
Zambezi	420	75	345	91	24	20,9%	41	74	64,3%	62	53	46,1%		

The disparities in the supply of teacher housing is evident in the housing unit numbers. The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools in those regions. Despite the Government Housing Scheme, due to their size, there are still regions that need more teacher housing units. Although the provision of electricity to schools has somewhat improved, tireless efforts in providing electricity to more schools in certain regions are still needed. Kavango West, is the only region below 80%. Having no electricity places serious constraints on the equipment that schools can make use of, and further impedes the usage of school facilities after dark.

The lack of telephonic services severely limits communication with support staff in regional offices, e.g., with inspectors, advisory teachers, personnel offices and more importantly parents, and other service providers. These disparities were even higher in Kavango West, Zambezi, Kavango East, Ohangwena and Oshikoto, with these regions still being highly under-serviced. Although there are still a lot of schools without telephone facilities, the introduction of mobile telecommunications may have rendered traditional phonelines obsolete, as more areas are now connected through mobile technology (although still highly under-serviced).

Internet connectivity as well as the presence of Information and Communication Technologies (ICT) at schools have become an integral part of education, and have proven to enhance learning and school administration. There are 1,231 or 63.0% out of 1,954 schools who have indicated the presence of internet connectivity. This includes both cable and wireless modes. The //Kharas, Khomas and Erongo (mostly urban areas) regions have more connected schools, while the Kavango West, Kavango East and Zambezi regions are poorly connected. The Ministry might need to re-examine its partnership with network service providers, to focus more on the poorly serviced regions, to ensure that learners and teachers in those regions are not left behind.

Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2016 to 2021

REGION	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021
National	83,5%	86,7%	87,2%	87,8%	88,3%	89,4%	79,1%	78,9%	77,8%	77,5%	90,3%	82,9%	86,8%	88,6%	89,4%	89,8%	89,2%	93,7%
//Kharas	96,2%	98,2%	98,2%	100,0%	100,0%	100,0%	98,1%	90,9%	93,0%	96,4%	93,0%	96,5%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Erongo	96,9%	98,6%	100,0%	98,7%	93,6%	100,0%	92,3%	95,8%	97,3%	96,0%	97,4%	97,5%	98,5%	100,0%	100,0%	100,0%	98,7%	100,0%
Hardap	98,3%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	98,3%	96,6%	91,7%	93,3%	93,4%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Kavango East	58,3%	61,6%	62,6%	64,7%	78,9%	65,7%	52,8%	53,7%	55,6%	55,3%	83,4%	59,6%	64,4%	67,1%	69,0%	72,4%	78,3%	87,1%
Kavango West	55,7%	60,2%	63,1%	63,1%	76,8%	66,3%	57,4%	58,0%	59,1%	58,0%	89,3%	61,8%	67,6%	73,3%	71,0%	69,3%	71,8%	83,1%
Khomas	95,7%	98,3%	99,2%	99,2%	97,7%	100,0%	94,0%	95,9%	96,1%	95,5%	96,2%	97,1%	99,1%	99,2%	100,0%	100,0%	98,5%	99,3%
Kunene	84,9%	94,0%	88,1%	88,2%	87,0%	89,2%	65,8%	71,6%	64,2%	67,6%	84,1%	73,0%	90,4%	92,5%	94,0%	92,6%	97,1%	90,5%
Ohangwena	93,8%	94,7%	94,7%	95,5%	90,7%	95,2%	86,0%	82,8%	82,3%	81,2%	92,2%	87,9%	85,2%	85,5%	86,8%	86,8%	94,4%	94,5%
Omaheke	95,5%	97,7%	97,7%	97,8%	91,5%	100,0%	93,2%	93,2%	93,2%	91,3%	100,0%	93,6%	95,5%	95,5%	97,7%	97,8%	100,0%	97,9%
Omusati	87,9%	92,6%	93,4%	94,1%	85,8%	94,5%	81,8%	84,0%	82,5%	85,0%	90,7%	88,1%	92,1%	94,3%	96,2%	96,2%	91,0%	96,6%
Oshana	94,1%	96,4%	97,1%	98,6%	97,3%	96,6%	81,5%	85,4%	84,2%	80,1%	94,5%	88,6%	99,3%	99,3%	99,3%	100,0%	100,0%	98,0%
Oshikoto	78,5%	82,2%	82,3%	82,4%	84,6%	89,2%	83,6%	75,3%	72,7%	71,5%	86,4%	79,8%	88,6%	90,4%	90,5%	90,5%	80,5%	90,1%
Otjozondjupa	96,2%	97,5%	98,8%	100,0%	95,3%	94,3%	84,6%	89,9%	85,5%	86,6%	89,4%	89,8%	97,4%	97,5%	97,6%	97,6%	97,6%	98,9%
Zambezi	78,0%	79,5%	78,3%	77,4%	84,3%	86,3%	73,4%	71,4%	66,1%	65,2%	85,2%	82,9%	75,2%	78,6%	81,7%	85,2%	74,8%	91,5%

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 2016 and 2021. Some progress has been made in the provision of sanitary facilities to schools, with 89.4% of schools having toilets for learners, while 82.9% 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. More attention should however be paid to the Kavango East and West regions who are very low on the provision of water supply and toilets for learners and teachers, compared to the other regions. A substantial number of schools only get their water supply from the nearby communities, or are ferried to schools by the regional offices.

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

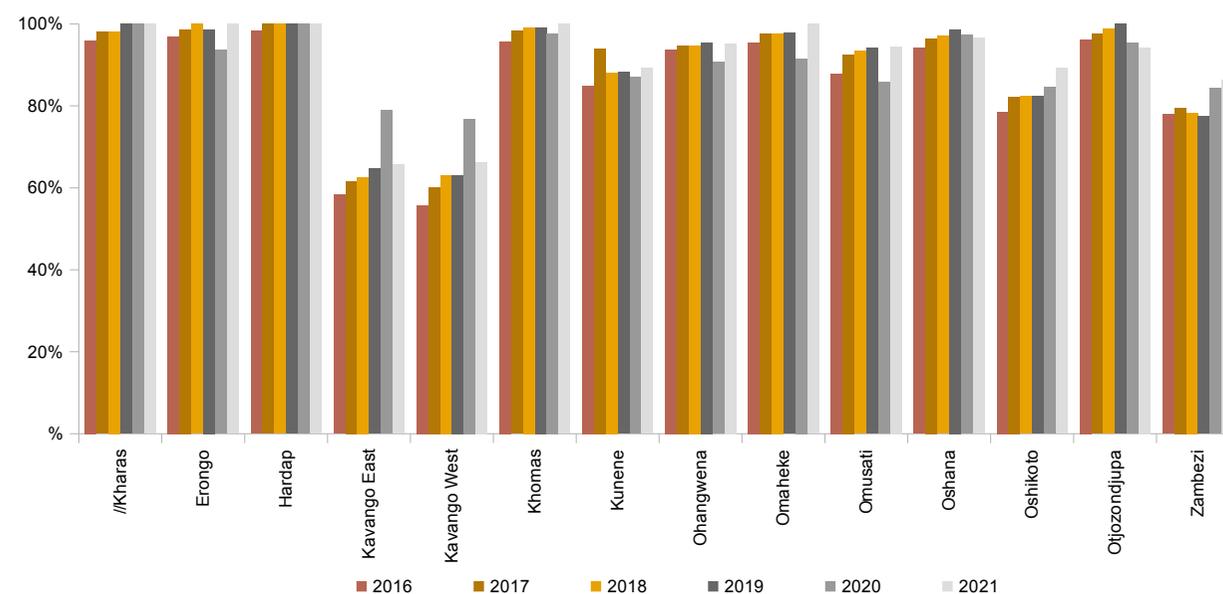


Table 58: Continued

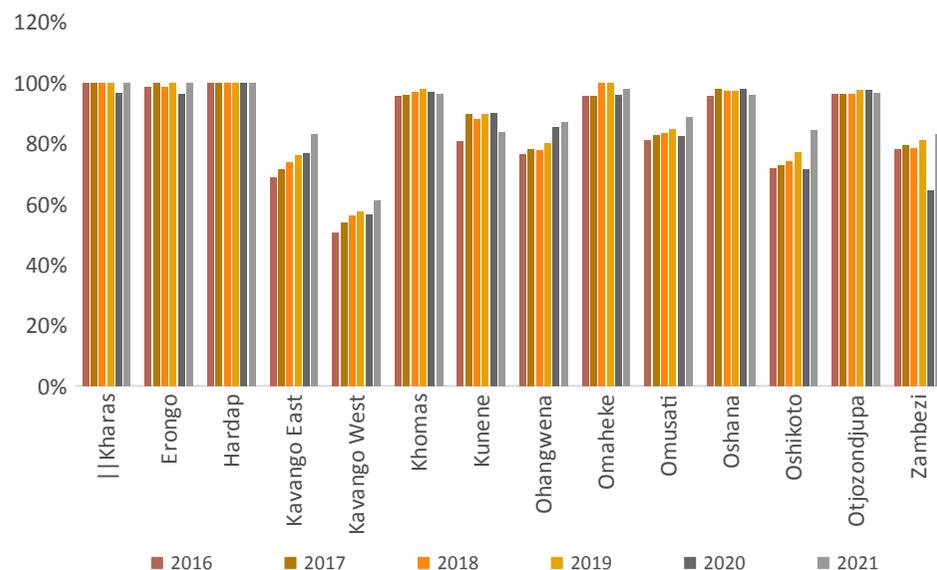
REGION	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021
National	79,8%	81,7%	82,4%	84,1%	82,5%	87,2%	66,0%	66,9%	68,4%	68,9%	67,5%	67,6%	34,1%	36,8%	37,2%	38,1%	36,4%	37,8%
//Kharas	100,0%	100,0%	100,0%	100,0%	96,5%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	96,5%	59,6%	56,4%	57,9%	60,0%	57,9%	57,9%
Erongo	98,5%	100,0%	98,7%	100,0%	96,2%	100,0%	98,5%	98,6%	98,7%	100,0%	97,4%	96,3%	44,6%	42,3%	42,7%	41,3%	42,3%	38,8%
Hardap	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	98,3%	96,6%	98,3%	98,3%	93,3%	93,4%	74,1%	74,6%	72,9%	70,0%	73,3%	75,4%
Kavango East	68,7%	71,3%	73,7%	75,9%	76,6%	83,1%	47,9%	48,2%	51,5%	52,9%	56,0%	55,1%	20,2%	23,2%	22,2%	22,4%	21,1%	21,9%
Kavango West	50,6%	54,0%	56,3%	57,4%	56,5%	61,2%	36,4%	37,5%	36,4%	36,4%	35,0%	36,0%	12,5%	13,6%	11,9%	13,1%	9,0%	11,8%
Khomas	95,7%	95,9%	96,9%	97,7%	97,0%	96,3%	94,9%	95,9%	96,1%	97,0%	94,7%	92,6%	31,6%	36,4%	28,9%	28,6%	30,8%	30,9%
Kunene	80,8%	89,6%	88,1%	89,7%	89,9%	83,8%	71,2%	79,1%	80,6%	79,4%	69,6%	64,9%	74,0%	82,1%	79,1%	76,5%	76,8%	73,0%
Ohangwena	76,3%	77,9%	77,7%	80,1%	85,2%	86,8%	61,1%	62,6%	61,5%	60,5%	66,7%	64,5%	40,1%	43,5%	45,3%	44,7%	40,7%	40,7%
Omaheke	95,5%	95,5%	100,0%	100,0%	95,7%	97,9%	90,9%	93,2%	95,5%	93,5%	93,6%	87,2%	86,4%	86,4%	84,1%	76,1%	76,6%	76,6%
Omusati	81,1%	82,6%	83,2%	84,6%	82,4%	88,7%	57,9%	58,5%	60,1%	60,8%	56,4%	56,3%	19,6%	24,5%	27,6%	32,9%	29,1%	33,1%
Oshana	95,6%	97,8%	97,1%	97,2%	97,9%	96,0%	85,2%	82,5%	86,3%	87,2%	84,2%	91,3%	19,3%	24,8%	23,7%	24,1%	27,4%	27,5%
Oshikoto	71,7%	72,6%	74,1%	76,9%	71,5%	84,3%	61,6%	62,6%	65,0%	67,0%	62,0%	64,6%	32,0%	36,5%	40,9%	44,3%	41,6%	44,8%
Otjozondjupa	96,2%	96,2%	96,4%	97,6%	97,6%	96,6%	87,2%	86,1%	90,4%	89,0%	88,2%	88,6%	64,1%	63,3%	65,1%	64,6%	67,1%	67,0%
Zambezi	78,0%	79,5%	78,3%	80,9%	64,3%	82,9%	46,8%	47,3%	48,7%	49,6%	46,1%	47,0%	28,4%	25,9%	27,0%	27,8%	20,9%	24,8%

Some progress was made with the provision of electricity to schools in the northern regions from 2016 - 2021. The 5 regions that have the lowest percentages of schools with electricity in 2021, and are serviced below the national average of 87.2%, are the Kavango West, Kavango East, Kunene, Ohangwena, Oshikoto, and Zambezi regions.

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 67.6%. 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 37.8%. 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 more 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 documents Adult Education Enrolment and pass rates in the National Literacy Programme. The programme forms part of the National Policy on Adult Education which began in 1992, and has contributed to increasing the adult literacy rate to 80% by the year 2000. In meeting the Education for All Goal of achieving a 50% improvement in adult literacy levels, especially for women by 2015, the government proved its commitment to implementing the United Nations Literacy Decade plan of action.

The 2021 literacy program student results are given per region. The National Policy on Adult Education aims to strengthen and promote the role of adult education on the individual, communal, regional and national development levels.



Table 59: National Literacy Programme enrolments and pass rates from 2015 to 2021

Programme Stage	Total	Year of enrolment						
		2015	2016	2017	2018	2019	2020	2021
Stage 1								
Enrolment	33 176	8 064	6 369	4 948	4 188	4 475	1 729	3 403
Tested	21 423	4 834	3 889	3 478	3 143	2 831	1 110	2 138
Passed	17 617	3 960	3 147	3 147	1 906	2 530	1 045	1 882
% passed	82,2%	81,9%	80,9%	90,5%	68,2%	84,3%	94,1%	88,0%
Stage 2								
Enrolment	42 304	6 078	6 078	7 296	6 876	6 222	6 235	3 519
Tested	25 945	3 252	3 252	4 344	4 174	5 148	3 672	2 103
Passed	21 352	2 793	2 793	3 672	3 613	3 270	3 297	1 914
% passed	82,3%	85,9%	85,9%	84,5%	86,6%	63,5%	89,8%	91,0%
Stage 3								
Enrolment	39 543	7 008	5 760	6 488	6 154	7 140	3 189	3 804
Tested	24 527	4 101	3 267	4 233	4 745	4 036	1 883	2 262
Passed	20 489	3 504	2 634	3 625	2 965	3 996	1 673	2 092
% passed	83,5%	85,4%	80,6%	85,6%	62,5%	99,0%	88,8%	92,5%

Figures for learners enrolled in the different stages of the National Literacy Programme, those who were tested, and those who passed the examination have been recorded in **Table 59**. Pass percentages have been calculated as the percentages of the numbers who were examined. The total column shows the total numbers for 2015 - 2021. These individuals may have been counted several times if they had enrolled for the same stage in different years.

Throughout the past seven years, 33,176 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills). However, only 17,617 adults passed the stage during this period.

Enrolment figures have dropped drastically in comparison to the last few years. This could be an indication that more people have achieved basic literacy, or that more people are not being reached as was the case in the past. Changes in the numbers have been presented graphically in **Figure 59**, presenting a more detailed evaluation of the relative numbers enrolled, tested and passed.

Figure 59: Numbers of learners enrolled, tested and passed in stages of the National Literacy Programme

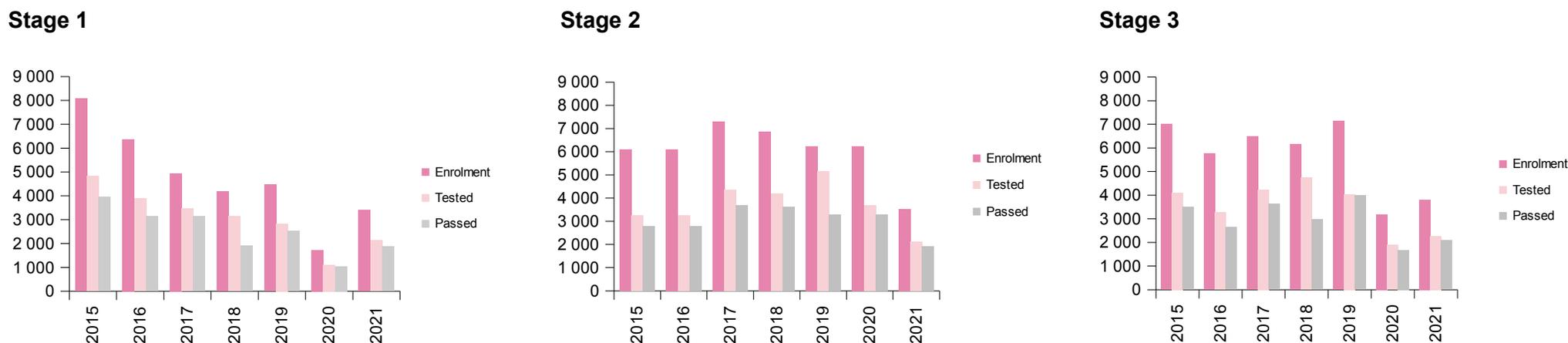


Table 60: Test results of the National Literacy Programme in 2021

REGION	Programme Stage								
	Stage 1			Stage 2			Stage 3		
	Number tested	% female	% passed	Number tested	% female	% passed	Number tested	% female	% passed
National	2 138	56,7%	90,2%	2 629	39,3%	89,1%	1 473	56,7%	86,1%
//Kharas	2	0,0%	100,0%	2	50,0%	100,0%	1	0,0%	0,0%
Erongo	63	47,6%	77,8%	119	50,4%	78,2%	48	47,6%	89,3%
Hardap	43	55,8%	95,3%	68	51,5%	100,0%	33	55,8%	100,0%
Kavango East	429	81,6%	90,7%	280	18,6%	90,0%	205	81,6%	96,7%
Kavango West	207	77,3%	90,8%	327	24,2%	91,1%	223	77,3%	96,6%
Khomas	24	54,2%	100,0%	109	45,9%	73,4%	46	54,2%	93,2%
Kunene	136	47,1%	88,2%	511	46,4%	87,5%	241	47,1%	82,4%
Ohangwena	83	63,9%	92,8%	376	34,6%	88,3%	223	63,9%	90,6%
Omaheke	189	53,4%	72,5%	150	53,3%	90,7%	67	53,4%	79,5%
Omusati	298	53,0%	85,6%	229	43,2%	89,1%	115	53,0%	92,6%
Oshana	13	69,2%	100,0%	71	18,3%	100,0%	58	69,2%	100,0%
Oshikoto	226	57,5%	85,4%	112	45,5%	78,6%	55	57,5%	95,9%
Otjozondjupa	268	54,1%	95,9%	182	46,2%	97,3%	94	54,1%	96,9%
Zambezi	157	79,0%	87,3%	93	21,5%	82,8%	211	44,5%	41,8%

Basic literacy comprises of Stages 1, 2 and 3. An overall total of 10, 726 enrolled in the three phases in 2021. The total number of tested learners reported was 6, 240. *Source: (DAE 2021)*

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

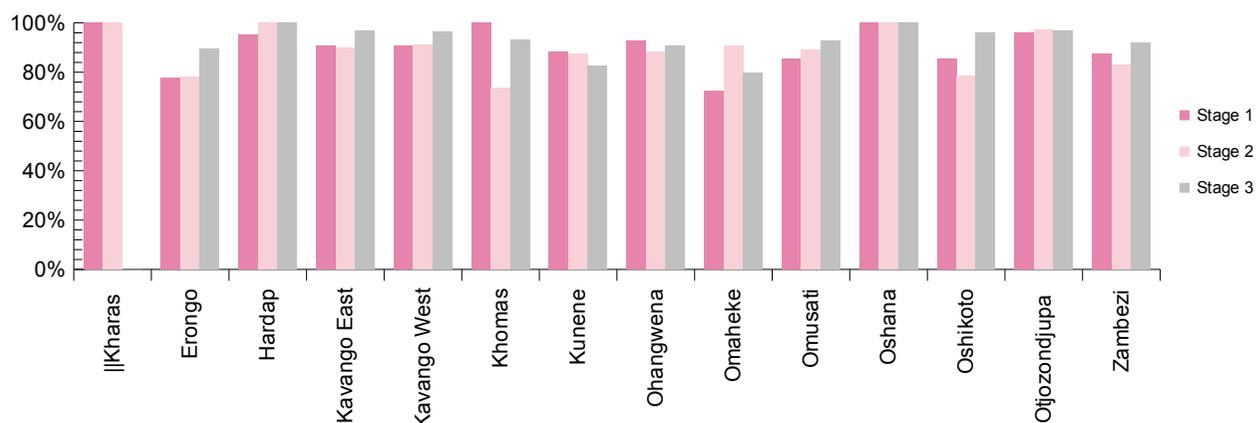
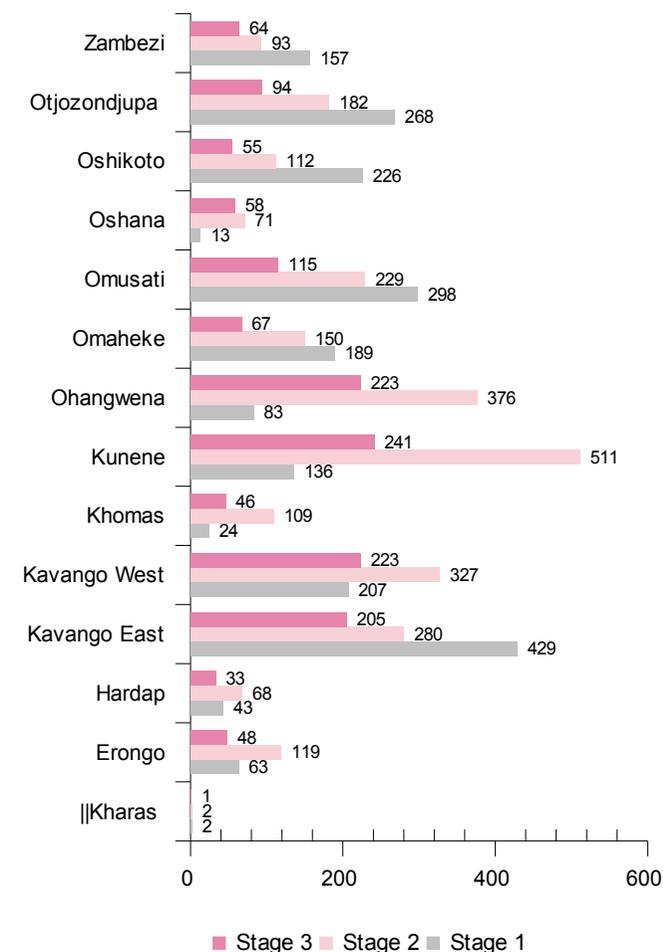


Figure 60a: Numbers of students tested in each region



Chapter 8:

LEARNING AND SOCIAL CHALLENGES



Chapter 8 addresses Learning and Social challenges including but not limited to: 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 reasons by region, and gender (Table 65); and teacher and learner mortality rates (Tables 66 - 69).



Table 61: Learners with disabilities by region and sex

REGION	Sex	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	105 750	3 491	243	132	7 895	8 025	99	548	7 427	36 237	1 570	20 392	4 569	15 122
	Female	46 756	1 636	126	41	3 244	2 605	41	305	3 857	14 702	662	8 979	1 837	8 721
	Male	58 994	1 855	117	91	4 651	5 420	58	243	3 570	21 535	908	11 413	2 732	6 401
//Kharas	Total	3 159	153	2	6	210	241	1	23	180	860	25	762	129	567
	Female	1 438	56	1	2	91	77	-	15	95	354	6	343	52	346
	Male	1 721	97	1	4	119	164	1	8	85	506	19	419	77	221
Erongo	Total	6 725	261	3	6	357	425	-	23	378	2 012	72	1 442	161	1 585
	Female	3 114	135	1	2	136	125	-	14	176	824	31	665	53	952
	Male	3 611	126	2	4	221	300	-	9	202	1 188	41	777	108	633
Hardap	Total	4 924	127	2	2	383	480	-	28	177	1 592	51	1 192	217	673
	Female	2 162	60	-	1	143	151	-	20	86	692	23	515	91	380
	Male	2 762	67	2	1	240	329	-	8	91	900	28	677	126	293
Kavango East	Total	9 931	265	36	9	822	710	6	49	878	3 212	164	2 231	368	1 181
	Female	4 500	123	25	5	354	251	3	23	452	1 405	75	1 023	155	606
	Male	5 431	142	11	4	468	459	3	26	426	1 807	89	1 208	213	575
Kavango West	Total	7 370	162	12	7	534	565	2	26	768	2 583	111	1 381	442	777
	Female	3 280	63	9	4	235	170	-	12	409	1 113	42	628	165	430
	Male	4 090	99	3	3	299	395	2	14	359	1 470	69	753	277	347
Khomas	Total	16 066	691	33	57	1 115	1 200	47	87	971	4 438	128	3 232	341	3 726
	Female	7 820	358	18	10	450	484	19	49	533	1 942	56	1 502	134	2 265
	Male	8 246	333	15	47	665	716	28	38	438	2 496	72	1 730	207	1 461
Kunene	Total	5 040	178	3	3	423	481	2	32	329	1 524	58	1 126	361	520
	Female	2 282	74	-	-	189	184	-	21	146	675	24	536	145	288
	Male	2 758	104	3	3	234	297	2	11	183	849	34	590	216	232

Table 61: Continued

Oshana	Total	13 085	419	49	12	926	1 018	8	59	1 028	5 069	265	2 267	640	1 325
	Female	5 540	186	20	8	386	327	3	20	535	1 971	104	957	275	748
	Male	7 545	233	29	4	540	691	5	39	493	3 098	161	1 310	365	577
Omaheke	Total	4 300	221	1	-	410	407	-	22	204	1 428	71	903	168	465
	Female	1 929	100	-	-	173	147	-	12	122	604	32	425	62	252
	Male	2 371	121	1	-	237	260	-	10	82	824	39	478	106	213
Omusati	Total	11 581	343	33	8	783	865	2	60	520	5 409	212	1 759	599	988
	Female	4 493	155	15	1	291	229	1	38	257	1 976	99	660	224	547
	Male	7 088	188	18	7	492	636	1	22	263	3 433	113	1 099	375	441
Oshana	Total	5 920	127	31	8	446	381	3	35	587	2 137	102	941	224	898
	Female	2 479	54	16	3	188	112	2	20	314	782	40	366	86	496
	Male	3 441	73	15	5	258	269	1	15	273	1 355	62	575	138	402
Oshikoto	Total	7 957	231	25	4	697	555	25	36	473	3 059	172	1 383	443	854
	Female	3 359	112	13	1	300	154	13	20	240	1 160	74	569	191	512
	Male	4 598	119	12	3	397	401	12	16	233	1 899	98	814	252	342
Otjozondjupa	Total	5 827	192	12	10	468	396	2	32	420	1 918	70	1 104	277	926
	Female	2 604	90	7	4	192	94	-	17	236	799	29	475	120	541
	Male	3 223	102	5	6	276	302	2	15	184	1 119	41	629	157	385
Zambezi	Total	3 865	121	1	-	321	301	1	36	514	996	69	669	199	637
	Female	1 756	70	1	-	116	100	-	24	256	405	27	315	84	358
	Male	2 109	51	-	-	205	201	1	12	258	591	42	354	115	279

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

Of the total 105, 750 disability cases recorded in 2021, 46, 756 or (44.2%) were linked to females, while 58, 994 (55.8%) were linked to 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 sex

Grade				Accepting changes to routine			Albinism			Autism Spectrum Disorder (ASD)			Communication			Controlling Behaviors			Down's Syndrome		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
National	105 750	46 756	58 994	3 491	1 636	1 855	243	126	117	132	41	91	7 895	3 244	4 651	8 025	2 605	5 420	99	41	58
Pre-Primary	3 883	1 572	2 311	144	59	85	13	7	6	10	2	8	672	278	394	407	140	267	1	-	1
Grade 1	9 996	4 039	5 957	255	104	151	32	14	18	16	8	8	1 122	456	666	710	209	501	6	2	4
Grade 2	9 999	4 016	5 983	210	79	131	17	11	6	1	1	-	959	414	545	598	199	399	25	12	13
Grade 3	10 124	3 957	6 167	218	86	132	32	18	14	9	4	5	841	320	521	601	160	441	1	-	1
Grade 4	11 285	4 584	6 701	365	160	205	19	9	10	5	2	3	934	382	552	824	247	577	4	3	1
Grade 5	9 838	3 880	5 958	156	61	95	22	12	10	5	2	3	588	217	371	842	253	589	4	2	2
Grade 6	8 365	3 693	4 672	229	110	119	22	12	10	6	2	4	659	274	385	708	226	482	6	2	4
Grade 7	7 607	3 361	4 246	256	118	138	27	14	13	6	1	5	454	184	270	617	179	438	-	-	-
Grade 8	8 466	4 184	4 282	346	167	179	10	4	6	9	3	6	393	176	217	730	277	453	3	2	1
Grade 9	8 928	4 655	4 273	544	303	241	14	5	9	3	-	3	315	132	183	766	288	478	1	-	1
Grade 10	8 480	4 485	3 995	406	228	178	15	10	5	14	4	10	405	202	203	696	258	438	3	1	2
Grade 11	5 236	2 781	2 455	202	93	109	15	8	7	7	2	5	248	89	159	334	98	236	-	-	-
Grade 12	484	251	233	51	23	28	3	1	2	-	-	-	20	3	17	30	8	22	-	-	-
Other Grades	3 059	1 298	1 761	109	45	64	2	1	1	41	10	31	285	117	168	162	63	99	45	17	28

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	548	305	243	7 427	3 857	3 570	36 237	14 702	21 535	1 570	662	908	20 392	8 979	11 413	4 569	1 837	2 732	15 122	8 721	6 401
Pre-Primary	6	3	3	150	57	93	1 216	496	720	59	20	39	730	289	441	315	142	173	160	79	81
Grade 1	26	10	16	312	139	173	4 362	1 792	2 570	171	83	88	1 964	801	1 163	587	233	354	433	188	245
Grade 2	20	9	11	414	195	219	4 681	1 849	2 832	142	60	82	1 880	740	1 140	495	202	293	557	245	312
Grade 3	34	17	17	531	241	290	4 606	1 767	2 839	165	67	98	1 892	737	1 155	476	191	285	718	349	369
Grade 4	47	22	25	815	407	408	4 365	1 654	2 711	129	49	80	1 835	746	1 089	807	319	488	1 136	584	552
Grade 5	45	20	25	851	449	402	3 654	1 303	2 351	165	56	109	1 782	674	1 108	481	203	278	1 243	628	615
Grade 6	46	25	21	687	362	325	2 690	1 079	1 611	150	62	88	1 462	666	796	322	119	203	1 378	754	624
Grade 7	49	23	26	651	357	294	2 276	859	1 417	127	52	75	1 392	604	788	191	62	129	1 561	908	653
Grade 8	56	37	19	775	445	330	2 088	948	1 140	109	45	64	1 847	905	942	317	114	203	1 783	1 061	722
Grade 9	73	50	23	746	417	329	2 091	978	1 113	118	55	63	1 828	932	896	286	131	155	2 143	1 364	779
Grade 10	76	51	25	777	425	352	1 765	847	918	93	47	46	1 896	972	924	124	43	81	2 210	1 397	813
Grade 11	36	22	14	515	278	237	1 107	558	549	81	37	44	1 136	592	544	89	47	42	1 466	957	509
Grade 12	4	2	2	30	14	16	31	16	15	6	1	5	78	32	46	11	3	8	220	148	72
Other Grades	30	14	16	173	71	102	1 305	556	749	55	28	27	670	289	381	68	28	40	114	59	55

Table 62a shows disability case numbers per grade, disaggregated by sex, 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 71, 097 (67.2%) 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 sex

Degree of severity	Some difficulty			A lot of difficulty			Cannot do at all			N/A		
Disability category	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	23 573	9 161	14 412	4 573	1 793	2 780	76 582	35 289	41 293	1 022	513	509
Accepting changes to routine	693	304	389	85	39	46	2 713	1 293	1 420	0	0	0
Albinism	0	0	0	0	0	0	0	0	0	243	126	117
Autism Spectrum Disorder (ASD)	0	0	0	0	0	0	0	0	0	132	41	91
Communication	1 872	747	1 125	465	190	275	5 558	2 307	3 251	0	0	0
Controlling Behaviors	1 960	593	1 367	235	67	168	5 830	1 945	3 885	0	0	0
Down Syndrome	0	0	0	0	0	0	0	0	0	99	41	58
Epilepsy	0	0	0	0	0	0	0	0	0	548	305	243
Hearing	710	338	372	431	196	235	6 286	3 323	2 963	0	0	0
Learning	11 193	4 178	7 015	2 240	858	1 382	22 804	9 666	13 138	0	0	0
Physical Disability	343	146	197	35	14	21	1 192	502	690	0	0	0
Remembering & focus attention	4 425	1 690	2 735	762	296	466	15 205	6 993	8 212	0	0	0
Self-care	1 148	444	704	162	59	103	3 259	1 334	1 925	0	0	0
Vision	1229	721	508	158	74	84	13735	7926	5809	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 (OVC) enrolments by region

Region	Sex	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
National	Total	84 791	10,6%		171 257	21,4%	
	Females	41 454	10,4%		83 076	20,8%	
	Males	43 337	10,8%		88 181	22,0%	
//Kharas	Total	2391	9,0%	1,7%	4 865	21,0%	6,8%
	Females	1 112	9,5%	1,7%	2 412	20,5%	6,8%
	Males	980	8,5%	1,6%	2 453	21,4%	6,8%
Erongo	Total	3 176	6,8%	2,5%	5 509	11,7%	7,7%
	Females	1 611	6,7%	2,5%	2 620	10,9%	7,3%
	Males	1 565	6,8%	2,5%	2 889	12,6%	8,0%
Hardap	Total	1 799	6,9%	1,4%	4 057	15,5%	5,7%
	Females	909	6,9%	1,4%	1 946	14,7%	5,5%
	Males	890	6,9%	1,4%	2 111	16,4%	5,9%
Kavango East	Total	8 489	13,0%	6,7%	17 607	26,9%	24,6%
	Females	3 964	12,2%	6,2%	8 573	26,4%	24,0%
	Males	4 525	13,7%	7,2%	9 034	27,4%	25,1%
Kavango West	Total	3 419	7,9%	2,7%	12 081	28,0%	16,9%
	Females	1 535	7,3%	2,4%	5 950	28,2%	16,7%
	Males	1 884	8,5%	3,0%	6 131	27,7%	17,0%
Komas	Total	4 246	4,6%	3,4%	6 533	7,1%	9,1%
	Females	2 232	4,7%	3,5%	3 027	6,3%	8,5%
	Males	2 014	4,5%	3,2%	3 506	7,9%	9,7%
Kunene	Total	2 303	7,9%	1,8%	9 014	30,7%	12,6%
	Females	1 096	7,5%	1,7%	4 455	30,7%	12,5%
	Males	1 207	8,2%	1,9%	4 559	30,8%	12,7%
Ohangwena	Total	12 898	11,7%	10,2%	19 063	17,3%	26,6%
	Females	6 312	11,5%	9,9%	9 263	16,9%	26,0%
	Males	6 586	11,9%	10,5%	9 800	17,7%	27,2%
Omaheke	Total	1 994	8,3%	1,6%	4 390	18,3%	6,1%
	Females	1 018	8,5%	1,6%	2 157	18,0%	6,0%
	Males	976	8,1%	1,6%	2 233	18,6%	6,2%

Table 63 reports on the number of Orphans and Vulnerable Children (OVC) in schools. Although the two are interrelated, and often referred to as a group by definition, orphans are different from vulnerable children. An orphan is a child who has lost one or both parents, while a vulnerable child is defined as a child who does not have adequate adult support (e.g., in a household with chronically ill parents, a household that has experienced a recent death from chronic illness, a household headed by a grandparent, and or headed by a child; a child who lives outside of family care (e.g., in residential care or on the streets); and/or is marginalized, stigmatized, or discriminated against. (PEPFAR OGAC 2006)

Total enrolment percentages of OVC in the regions, per sex, were obtained by dividing the total number of orphans by the total regional enrolment. The same principle was applied to both males and females.

Further calculations were also done to indicate the regional representation of the total number of orphans in the system. This was obtained by dividing the total number of orphans in the regions, by the number of orphans in all schools. The same method was used in the case of vulnerable children.

Region	Sex	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
Omusati	Total	12 781	12,5%	9,7%	17 079	17,4%	23,8%
	Females	5 873	12,1%	9,2%	8 103	16,7%	22,7%
	Males	6 391	12,9%	10,2%	8 976	18,2%	24,9%
Oshana	Total	6 714	12,0%	5,3%	8 234	14,8%	11,5%
	Females	3 393	12,0%	5,3%	3 980	14,1%	11,2%
	Males	3 321	12,1%	5,3%	4 254	15,5%	11,8%
Oshikoto	Total	8 526	11,6%	6,7%	16 653	22,7%	23,2%
	Females	4 137	11,5%	6,5%	7 927	22,0%	22,2%
	Males	4 389	11,8%	7,0%	8 726	23,5%	24,3%
Otjozondjupa	Total	3 929	8,1%	3,1%	8 892	18,3%	12,4%
	Females	2 031	8,2%	3,2%	4 269	17,2%	12,0%
	Males	1 898	7,9%	3,0%	4 623	19,3%	12,8%
Zambezi	Total	4 472	11,0%	3,5%	8 609	21,1%	12,0%
	Females	2 162	10,7%	3,4%	4 258	21,1%	11,9%
	Males	2 310	11,2%	3,7%	4 351	21,1%	12,1%

Table 64: Male and female OVC enrolments per age group

Age Group	Orphans			Vulnerable Children		
	Total	Female	Male	Total	Female	Male
Total	84 791	37 385	38 936	142 586	68 940	73 646
5 or less	108	52	56	913	454	459
6 to 9	10 605	5 217	5 388	54 613	26 810	27 803
10 to 14	28 114	14 061	14 053	56 792	27 627	29 165
15 to 19	31 673	15 823	15 850	27 104	12 785	14 319
20 to 24	5 735	2 201	3 534	3 091	1 232	1 859
25 or older	86	31	55	73	32	41

The number of OVC were recorded by age and sex in [Table 64](#).

A separate count was done for orphans as well as vulnerable children. It should be noted that in this report, “vulnerability” is defined in terms of socio-economic needs, and does not necessarily include those that are otherwise “physiologically or psychologically” vulnerable.

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

Region	Sex	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	15 239	419	1 236	491	1093	180	2 658	603	84	18	505	179	48	38	106	30	7 512	6	6	27
	Females	8 000	216	555	114	533	87	2 631	198	29	6	138	92	18	17	95	16	3 239	2	3	11
	Males	7 239	203	681	377	560	93	27	405	55	12	367	87	30	21	11	14	4 273	4	3	16
//Kharas	Total	361	2	12	12	23	1	21	12	6	-	15	2	1	1	-	-	253	-	-	-
	Females	159	2	6	2	8	1	21	5	2	-	5	1	-	1	-	-	105	-	-	-
	Males	202	-	6	10	15	-	-	7	4	-	10	1	1	-	-	-	148	-	-	-
Erongo	Total	454	11	23	16	26	13	52	7	1	-	17	5	-	1	-	-	281	-	-	1
	Females	239	7	11	3	12	6	52	2	-	-	3	1	-	-	-	-	142	-	-	-
	Males	215	4	12	13	14	7	-	5	1	-	14	4	-	1	-	-	139	-	-	1
Hardap	Total	638	13	32	28	30	5	50	23	1	1	51	3	-	1	-	-	397	-	-	3
	Females	295	8	18	4	10	3	49	7	1	1	11	3	-	-	-	-	179	-	-	1
	Males	343	5	14	24	20	2	1	16	-	-	40	-	-	1	-	-	218	-	-	2
Kavango East	Total	1 722	57	174	44	171	30	297	89	6	-	48	52	8	-	44	-	697	-	-	5
	Females	952	29	79	16	91	18	297	31	3	-	13	29	3	-	43	-	297	-	-	3
	Males	770	28	95	28	80	12	-	58	3	-	35	23	5	-	1	-	400	-	-	2
Kavango West	Total	1 562	81	199	58	122	5	260	75	6	1	51	13	15	3	23	6	643	1	-	-
	Females	800	33	86	18	75	1	260	22	3	1	12	3	6	1	20	4	255	-	-	-
	Males	762	48	113	40	47	4	-	53	3	-	39	10	9	2	3	2	388	1	-	-
Khomas	Total	918	26	105	27	53	47	77	17	3	-	33	21	-	1	-	3	500	1	-	4
	Females	446	17	49	8	28	20	76	9	1	-	15	12	-	1	-	2	206	-	-	2
	Males	472	9	56	19	25	27	1	8	2	-	18	9	-	-	-	1	294	1	-	2
Kunene	Total	1 301	26	204	12	311	11	138	20	2	-	32	1	2	1	2	2	537	-	-	-
	Females	638	12	90	3	135	4	138	7	1	-	13	1	-	-	-	1	233	-	-	-
	Males	663	14	114	9	176	7	-	13	1	-	19	-	2	1	2	1	304	-	-	-
Ohangwena	Total	1 857	51	102	79	85	18	519	83	19	-	66	27	-	4	2	4	795	1	-	2
	Females	1 048	29	39	17	48	7	512	26	7	-	12	13	-	2	2	-	331	1	-	2
	Males	809	22	63	62	37	11	7	57	12	-	54	14	-	2	-	4	464	-	-	-

Table 65: continued

Region	Sex	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	843	20	66	16	40	3	91	14	2	10	30	8	2	5	-	1	533	-	1	1
	Females	408	10	29	3	12	-	90	4	-	4	12	5	-	1	-	-	238	-	-	-
	Males	435	10	37	13	28	3	1	10	2	6	18	3	2	4	-	1	295	-	1	1
Omusati	Total	1 601	42	81	51	48	12	383	67	16	-	46	8	-	8	-	11	825	2	-	1
	Females	909	21	38	12	24	12	379	21	3	-	8	3	-	5	-	7	376	-	-	-
	Males	692	21	43	39	24	-	4	46	13	-	38	5	-	3	-	4	449	2	-	1
Oshana	Total	547	14	38	38	13	7	115	29	4	-	24	8	-	4	1	3	243	-	-	6
	Females	275	8	14	5	7	3	115	5	2	-	8	3	-	-	1	2	101	-	-	1
	Males	272	6	24	33	6	4	-	24	2	-	16	5	-	4	-	1	142	-	-	5
Oshikoto	Total	1 297	22	34	58	43	11	284	67	8	-	44	7	3	3	1	-	707	-	5	-
	Females	670	10	15	12	19	4	284	13	1	-	10	4	-	1	1	-	293	-	3	-
	Males	627	12	19	46	24	7	-	54	7	-	34	3	3	2	-	-	414	-	2	-
Otjozondjupa	Total	1 329	18	89	30	52	16	182	61	7	-	22	15	13	4	12	-	805	1	-	2
	Females	676	12	41	6	22	7	175	27	2	-	8	9	7	4	8	-	346	1	-	1
	Males	653	6	48	24	30	9	7	34	5	-	14	6	6	-	4	-	459	-	-	1
Zambezi	Total	809	36	77	22	76	1	189	39	3	6	26	9	4	2	21	-	296	-	-	2
	Females	485	18	40	5	42	1	183	19	3	-	8	5	2	1	20	-	137	-	-	1
	Males	324	18	37	17	34	-	6	20	-	6	18	4	2	1	1	-	159	-	-	1

A total of 15, 239 learners were counted as having dropped out of school in 2021, of whom 8, 000 (52.5%) were female and 7, 239 (44.5%) were male. The reasons for most dropouts being either disability (language), parental demand and or pregnancy, which altogether accounted for 80.0% of the total dropout rate. Pregnancy alone accounts for 17.4% of the total. A reasonably large number of learners (1, 236) dropped out because of the long distance between school and home, especially in the Kavango East, Kavango West and Kunene regions. Learner dropout due to parents moving regions may not actually be dropouts, as the learners may have resumed their schooling in a different region.

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.

Table 66: Teacher mortality by age and reason in 2021

Age group	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
20-24	48	40	18	22	6	0	6	2	2	0	0	0	0
25-29	10	2	2	0	6	2	4	2	0	2	0	0	0
30-34	22	18	12	6	4	0	4	0	0	0	0	0	0
35-39	18	14	10	4	2	2	0	2	0	2	0	0	0
40-44	40	38	18	20	2	0	2	0	0	0	0	0	0
45-49	42	40	22	18	0	0	0	2	2	0	0	0	0
50-54	80	80	40	40	0	0	0	0	0	0	0	0	0
55 and older	140	134	64	70	4	2	2	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 400 teacher mortalities were reported in 2021. Illness (366), presumably COVID-19, was the major cause of death at 91.5%, while accidents (6%), and suicide (2.5%) were the other causes.

No teachers were lost to violence or homicide. Although the percentage of suicide seems to be small, it is alarming that 10 staff members were lost to suicide, with an astounding two cases per region being reported in each of the Hardap, Kavango West, Khomas, Ohangwena and Zambezi regions.

Table 67: Teacher mortality by region and reason in 2021

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	16	16	8	8	0	0	0	0	0	0	0	0	0
Erongo	26	26	12	14	0	0	0	0	0	0	0	0	0
Hardap	32	28	12	16	2	2	0	2	0	2	0	0	0
Kavango East	18	18	12	6	0	0	0	0	0	0	0	0	0
Kavango West	18	14	4	10	2	0	2	2	0	2	0	0	0
Khomas	50	44	30	14	4	0	4	2	2	0	0	0	0
Kunene	28	28	10	18	0	0	0	0	0	0	0	0	0
Ohangwena	32	28	16	12	2	0	2	2	2	0	0	0	0
Omaheke	20	18	10	8	2	0	2	0	0	0	0	0	0
Omusati	44	40	22	18	4	2	2	0	0	0	0	0	0
Oshana	20	16	8	8	4	2	2	0	0	0	0	0	0
Oshikoto	22	22	10	12	0	0	0	0	0	0	0	0	0
Otjozondjupa	38	36	20	16	2	0	2	0	0	0	0	0	0
Zambezi	36	32	12	20	2	0	2	2	0	2	0	0	0

Figure 67: Teacher mortality by region and reason

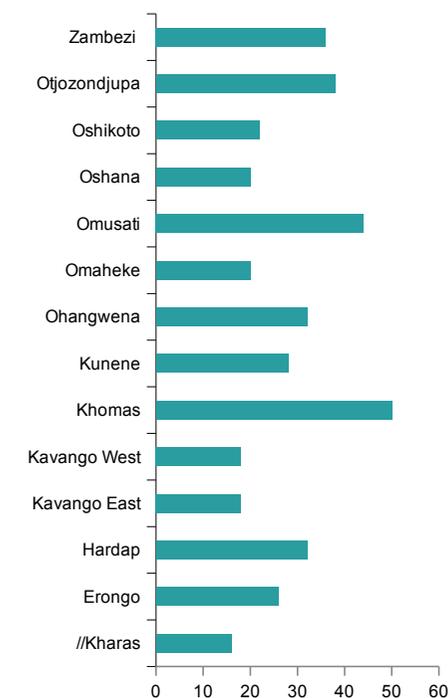


Table 68: Learner mortality by grade and reason

Grade	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	348	206	94	112	116	44	72	22	10	12	4	4	0
Pre-Primary	16	10	2	8	6	4	2	0	0	0	0	0	0
Grade 1	36	20	4	16	16	4	12	0	0	0	0	0	0
Grade 2	20	6	4	2	14	10	4	0	0	0	0	0	0
Grade 3	34	26	12	14	6	0	6	2	0	2	0	0	0
Grade 4	30	10	8	2	16	6	10	0	0	0	4	4	0
Grade 5	28	10	10	0	14	2	12	4	2	2	0	0	0
Grade 6	26	14	8	6	10	2	8	2	0	2	0	0	0
Grade 7	22	16	2	14	4	2	2	2	2	0	0	0	0
Grade 8	36	28	8	20	6	2	4	2	2	0	0	0	0
Grade 9	40	22	8	14	14	6	8	4	0	4	0	0	0
Grade 10	22	16	6	10	6	4	2	0	0	0	0	0	0
Grade 11	30	20	14	6	4	2	2	6	4	2	0	0	0
Grade 12	4	4	4	0	0	0	0	0	0	0	0	0	0
Other Grades	4	4	4	0	0	0	0	0	0	0	0	0	0

A total of 348 learners died during 2021. The majority (59.2%), succumbing to illness, 33.3% to accidents, 6.3% by suicide and 1.1% due to violence and homicide. The Kavango East, Khomas, Ohangwena, Omusati and Oshikoto regions had the highest learner mortality rates, totalling 59.2% of all death cases.

60.9% of of these death cases claimed the lives of primary phase learners, with both the Junior Primary (Grades Pre-Primary - 3) and Senior Primary (Grades 4 - 7) phases losing 106 learners each.

The root causes behind the increase in suicides amongst learners needs urgent investigation. Life Skills might need to be strengthened and counselling should be provided at schools.

All 4 learners who were lost to violence and homicide, were females.

Figure 68: Learner mortality by grade

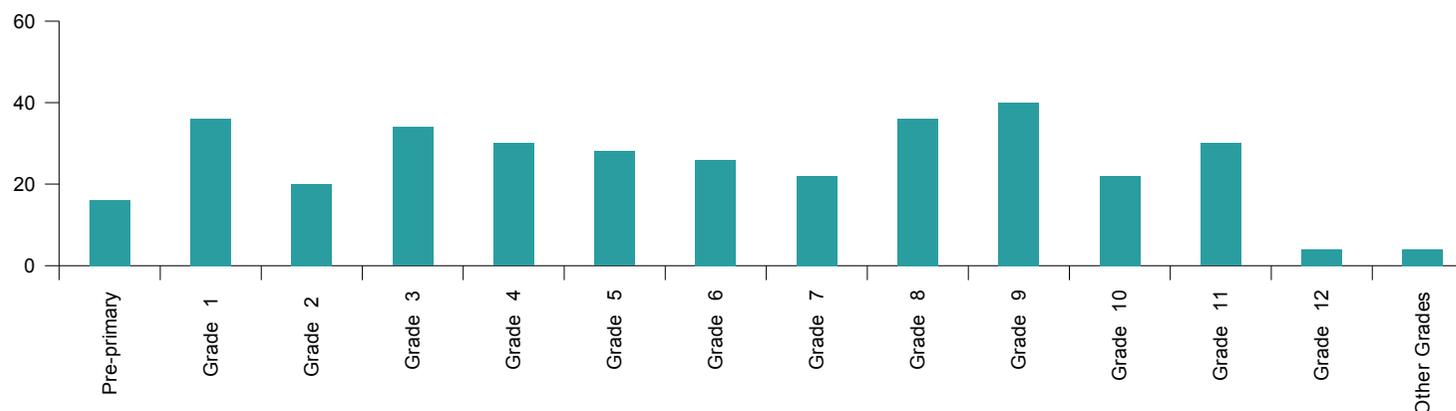
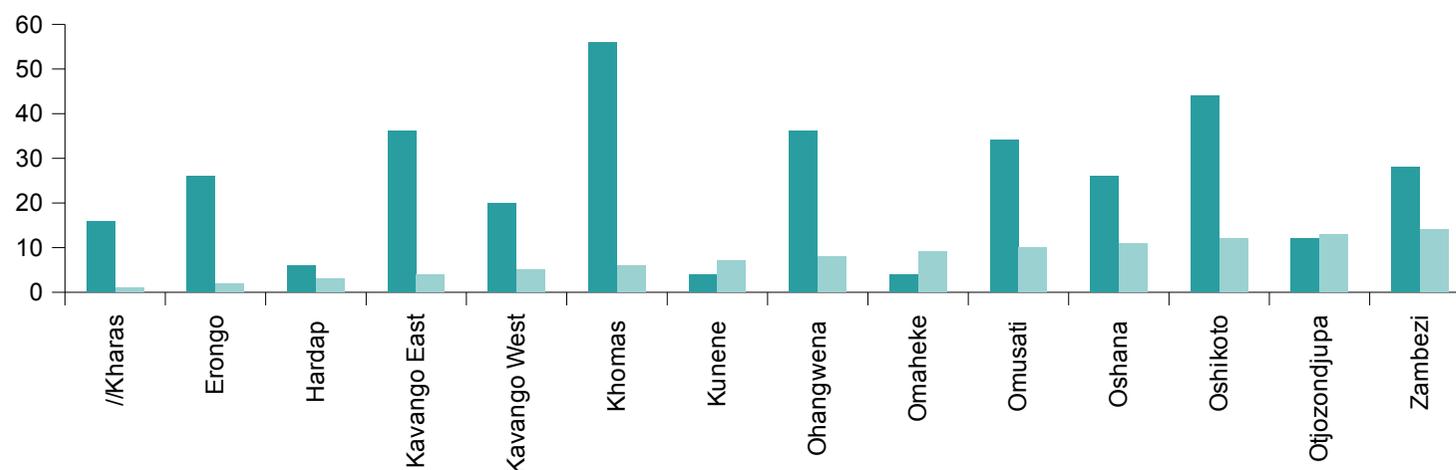


Table 69: Learner mortality by region and reason

Regions	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	348	206	94	112	116	44	72	22	10	12	4	4	0
//Kharas	16	10	2	8	4	2	2	2	2	0	0	0	0
Erongo	26	16	8	8	10	0	10	0	0	0	0	0	0
Hardap	6	6	4	2	0	0	0	0	0	0	0	0	0
Kavango East	36	26	12	14	8	2	6	2	0	2	0	0	0
Kavango West	20	6	4	2	12	6	6	0	0	0	2	2	0
Khomas	56	38	10	28	12	2	10	4	2	2	2	2	0
Kunene	4	4	0	4	0	0	0	0	0	0	0	0	0
Ohangwena	36	18	10	8	14	8	6	4	2	2	0	0	0
Omaheke	4	2	2	0	0	0	0	2	0	2	0	0	0
Omusati	34	20	10	10	14	6	8	0	0	0	0	0	0
Oshana	26	6	2	4	18	10	8	2	2	0	0	0	0
Oshikoto	44	24	12	12	14	8	6	6	2	4	0	0	0
Otjozondjupa	12	8	6	2	4	0	4	0	0	0	0	0	0
Zambezi	28	22	12	10	6	0	6	0	0	0	0	0	0

Figure 69: Learner mortality by region



Chapter 9: EDUCATION SECTOR RESPONSE TO HIV AND AIDS



Chapter 9 measures and reports the educational sector's response to HIV and AIDS.

Tables in this chapter are focused on Comprehensive Life Skills-based HIV and Sexuality Education in schools, as well as Workplace Programs and parental sensitization.

Table 70: Teachers trained in Life Skills-Based HIV and Sexuality Education between 2019 - 2021

Year	2019					2020					2021				
	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained
National	20 731	10 347	31 078	15 166	47,9%	21 044	10 418	31 462	15 669	49,4%	21 638	10 365	32 003	13 888	44,7%
//Kharas	713	273	986	435	44%	712	281	993	452	46%	711	270	981	493	50%
Erongo	1 406	405	1 811	686	38%	1 454	405	1 859	760	41%	1 530	407	1 937	565	29%
Hardap	699	311	1 010	356	35%	714	310	1 024	392	38%	751	274	1 025	415	40%
Kavango East	1 156	1 020	2 176	1 153	53%	1 191	1 023	2 214	1 182	53%	1 291	1 050	2 341	844	36%
Kavango West	830	812	1 642	623	38%	840	820	1 660	772	47%	859	828	1 687	685	41%
Khomas	2 901	938	3 839	2 120	55%	2 936	910	3 846	2 111	55%	3 026	912	3 938	1 305	33%
Kunene	700	502	1 202	638	53%	728	459	1 187	697	59%	703	455	1 158	538	46%
Ohangwena	2 779	1 461	4 240	2 188	52%	2 834	1 481	4 315	2 215	51%	2 863	1 499	4 362	1 851	42%
Omaheke	586	325	911	488	54%	603	331	934	519	56%	645	328	973	615	63%
Omusati	2 864	1 372	4 236	1 988	47%	2 883	1 395	4 278	2 033	48%	2 897	1 369	4 266	2 116	50%
Oshana	1 685	692	2 377	1 145	48%	1 709	699	2 408	1 132	47%	1 775	688	2 463	1 202	49%
Oshikoto	2 067	1 020	3 087	1 427	46%	2 067	1 040	3 107	1 522	49%	2 120	1 033	3 153	1 371	43%
Otjozondjupa	1 248	495	1 743	917	53%	1 278	535	1 813	906	50%	1 331	533	1 864	861	46%
Zambezi	1 097	721	1 818	1 002	55%	1 095	729	1 824	976	54%	1 136	719	1 855	1 027	55%

The number and percentage of teachers who received Life Skills-Based HIV and Sexuality education training from 2019 - 2021, are recorded in **Table 70**. The //Kharas, Omaheke, Omusati and Zambezi regions recorded the highest percentage of teachers trained in Life Skills-Based HIV and Sexuality education in 2021, at 50% or above.

The Erongo, Kavango East and Khomas regions recorded the lowest percentage of teachers who received training in Life Skills-Based HIV and Sexuality education in 2021. The figures on trained teachers 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 community at large.

Table 71: Young people aged 10 - 24 reached by Life Skills-based HIV and Sexuality Education in 2021

Year	Generic			Sexual Reproductive Health		Transmission and Prevention	
	Enrolled	Reached	% Reached	Reached	% Reached	Reached	% Reached
National	564 725	480 431	85,1%	483 401	85,6%	489 785	86,7%
//Kharas	25 887	22 674	87,6%	22 467	86,8%	22 817	88,1%
Erongo	40 112	34 831	86,8%	34 175	85,2%	34 960	87,2%
Hardap	24 336	20 982	86,2%	21 005	86,3%	20 982	86,2%
Kavango East	37 207	31 471	84,6%	31 813	85,5%	32 125	86,3%
Kavango West	19 011	16 264	85,6%	16 141	84,9%	16 542	87,0%
Khomas	53 387	45 928	86,0%	46 125	86,4%	46 069	86,3%
Kunene	19 947	16 591	83,2%	16 744	83,9%	16 962	85,0%
Ohangwena	69 279	58 858	85,0%	59 156	85,4%	60 201	86,9%
Omaheke	16 526	14 204	85,9%	14 311	86,6%	14 428	87,3%
Omusati	48 208	39 178	81,3%	40 011	83,0%	41 370	85,8%
Oshana	50 023	42 327	84,6%	42 798	85,6%	43 303	86,6%
Oshikoto	72 074	62 347	86,5%	62 523	86,7%	62 966	87,4%
Otjozondjupa	30 490	25 740	84,4%	26 211	86,0%	26 416	86,6%
Zambezi	58 238	49 036	84,2%	49 921	85,7%	50 644	87,0%

The total number of young people aged 10 - 24 reached by the Life Skills-Based HIV and Sexuality Education school program in 2021, 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 efforts 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 2019 to 2021

Year	2019			2020			2021		
	Total Schools	Schools that Provided LBS	% Provided	Total Schools	Schools that Provided LBS	% Provided	Total Schools	Schools that Provided LBS	% Provided
National	1 885	1 436	76,2%	1 922	1 836	95,5%	1 954	1 526	78,1%
//Kharas	57	47	82%	57	53	93%	57	47	82%
Erongo	75	32	43%	78	72	92%	80	58	73%
Hardap	59	54	92%	60	59	98%	61	50	82%
Kavango East	171	87	51%	175	161	92%	178	114	64%
Kavango West	176	79	45%	177	160	90%	178	114	64%
Khomas	128	95	74%	133	133	100%	136	94	69%
Kunene	67	54	81%	69	68	99%	74	56	76%
Ohangwena	265	241	91%	270	262	97%	273	239	88%
Omaheke	44	42	95%	47	46	98%	47	37	79%
Omusati	286	226	79%	289	279	97%	293	230	78%
Oshana	139	118	85%	146	138	95%	149	122	82%
Oshikoto	220	191	87%	221	212	96%	223	195	87%
Otjozondjupa	83	67	81%	85	80	94%	88	66	75%
Zambezi	115	103	90%	115	113	98%	117	104	89%

Table 72 shows the number of schools that provided Life Skills-Based HIV and Sexuality Education between 2019 and 2021.

Although there was an increase in the percentage of schools that provided Life Skills-Based HIV and Sexuality Education from 76.2% in 2019 to 95.5 % in 2020, another drop was recorded in 2021 at 78.1%.

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, instead of 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 2019 to 2021

Year	2019			2020			2021		
	Total Schools	Provided Orientation		Total Schools	Provided Orientation		Total Schools	Provided Orientation	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 894	603	31,8%	1 922	442	23,0%	1 954	520	26,6%
//Kharas	55	34	62%	57	24	42%	57	21	37%
Erongo	75	18	24%	78	14	18%	80	18	23%
Hardap	60	18	30%	60	16	27%	61	23	38%
Kavango East	170	36	21%	175	28	16%	178	37	21%
Kavango West	176	36	20%	177	16	9%	178	32	18%
Khomas	133	41	31%	133	33	25%	136	32	24%
Kunene	68	21	31%	69	19	28%	74	18	24%
Ohangwena	266	101	38%	270	76	28%	273	85	31%
Omaheke	46	16	35%	47	14	30%	47	9	19%
Omusati	286	59	21%	289	42	15%	293	60	20%
Oshana	141	53	38%	146	32	22%	149	34	23%
Oshikoto	221	89	40%	221	72	33%	223	80	36%
Otjozondjupa	82	25	30%	85	17	20%	88	19	22%
Zambezi	115	56	49%	115	39	34%	117	52	44%

An overall decrease was noted in the percentage of schools that provided orientation for parents, or guardians of learners from 31.8% in 2019, to 26.6% in 2021. It is suspected that the COVID-19 outbreak prevented the gathering of people, and may have been a major cause for this decline, and which may continue until the pandemic is under control.

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 2019 to 2021

Year	2019			2020			2021		
	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	1 894	1 322	69,8%	1 922	1 253	65,2%	1 954	1 244	63,7%
//Kharas	55	43	78%	57	49	86%	57	43	75%
Erongo	75	58	77%	78	54	69%	80	47	59%
Hardap	60	38	63%	60	44	73%	61	39	64%
Kavango East	170	89	52%	175	71	41%	178	79	44%
Kavango West	176	49	28%	177	56	32%	178	75	42%
Khomas	133	109	82%	133	92	69%	136	94	69%
Kunene	68	49	72%	69	49	71%	74	55	74%
Ohangwena	266	210	79%	270	214	79%	273	214	78%
Omaheke	46	36	78%	47	42	89%	47	33	70%
Omusati	286	227	79%	289	166	57%	293	186	63%
Oshana	141	132	94%	146	121	83%	149	103	69%
Oshikoto	221	132	60%	221	148	67%	223	131	59%
Otjozondjupa	82	58	71%	85	60	71%	88	62	70%
Zambezi	115	92	80%	115	87	76%	117	83	71%

From 2019 - 2021, a steady decrease was noted in the percentage of schools with teachers who received training and taught Life Skill-Based HIV and Sexuality education lessons in most regions.

There was a percentage decrease from 69.8% in 2019, to 63.7% in 2021. It is worth noting that there was a rationalization of the curriculum, and chances are that Life Skills, being an un-examinable subject, was not taught. Teachers may have interpreted the questionnaires differently and thus their answers may vary by circumstance.

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 2019 - 2021

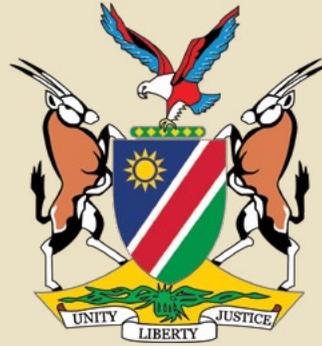
Year	2019			2020			2021		
	Total Schools	Schools that implemented		Total Schools	Schools that implemented		Total Schools	Schools that implemented	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 894	1 054	55,6%	1 922	1 038	54,0%	1 954	1 081	55,3%
//Kharas	55	36	65%	57	42	74%	57	41	72%
Erongo	75	38	51%	78	36	46%	80	39	49%
Hardap	60	37	62%	60	31	52%	61	33	54%
Kavango East	170	74	44%	175	74	42%	178	79	44%
Kavango West	176	65	37%	177	57	32%	178	71	40%
Khomas	133	58	44%	133	67	50%	136	68	50%
Kunene	68	40	59%	69	39	57%	74	40	54%
Ohangwena	266	174	65%	270	156	58%	273	172	63%
Omaheke	46	27	59%	47	31	66%	47	32	68%
Omusati	286	149	52%	289	155	54%	293	150	51%
Oshana	141	99	70%	146	89	61%	149	90	60%
Oshikoto	221	136	62%	221	138	62%	223	138	62%
Otjozondjupa	82	35	43%	85	41	48%	88	41	47%
Zambezi	115	86	75%	115	82	71%	117	87	74%

The percentage of educational institutions implementing HIV Workplace Programs decreased between 2019 and 2020, but increased again in 2021. There are mixed results for various regions, with some regions picking up while others dropped.

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 Workplace Programs. Wider distribution of the Namibian National Policy on HIV/AIDS for the Education Sector as well as guidelines might be needed, for better results.





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