

Education Statistics

Ministry of Education, Arts and Culture
REPUBLIC OF NAMIBIA



2018

2018

EDUCATION MANAGEMENT INFORMATION SYSTEM

unicef 
for every child



© Education Management Information System (2018)

EMIS Education Statistics 2018
Ministry of Education, Arts and Culture
Government of the Republic of Namibia

Date of publication: October 2019
ISSN 2026-7533

Education Management Information System (EMIS)
Email: EMIS@moe.gov.na

Directorate of Planning and Development
Ministry of Education, Arts and Culture
Government Office Park, Luther Street, Windhoek
Private Bag 13186, Windhoek, Namibia
Telephone (+264) (061) 293-3111 (main switchboard)
Website www.moe.gov.na

Photographs: UNICEF Namibia Photo Repository

Acknowledgements

Thousands of teachers in state and private schools, and innumerable staff members of the Ministry of Education, Arts and Culture (MoEAC), contributed enormously to the production of this EMIS 2018 report by providing the data required for the Ministry's annual 15th School Day Census and Annual Education Census (AEC).

School principals, teachers, support staff, inspectors of education, education planners and staff in the regional offices, the Directorate of Adult Education (DAE) and the Directorate of National Examinations and Assessment (DNEA) assisted in collecting and verifying the data.

The staff of the EMIS Division in the MoEAC Directorate of Planning and Development acknowledge these contributions with gratitude.

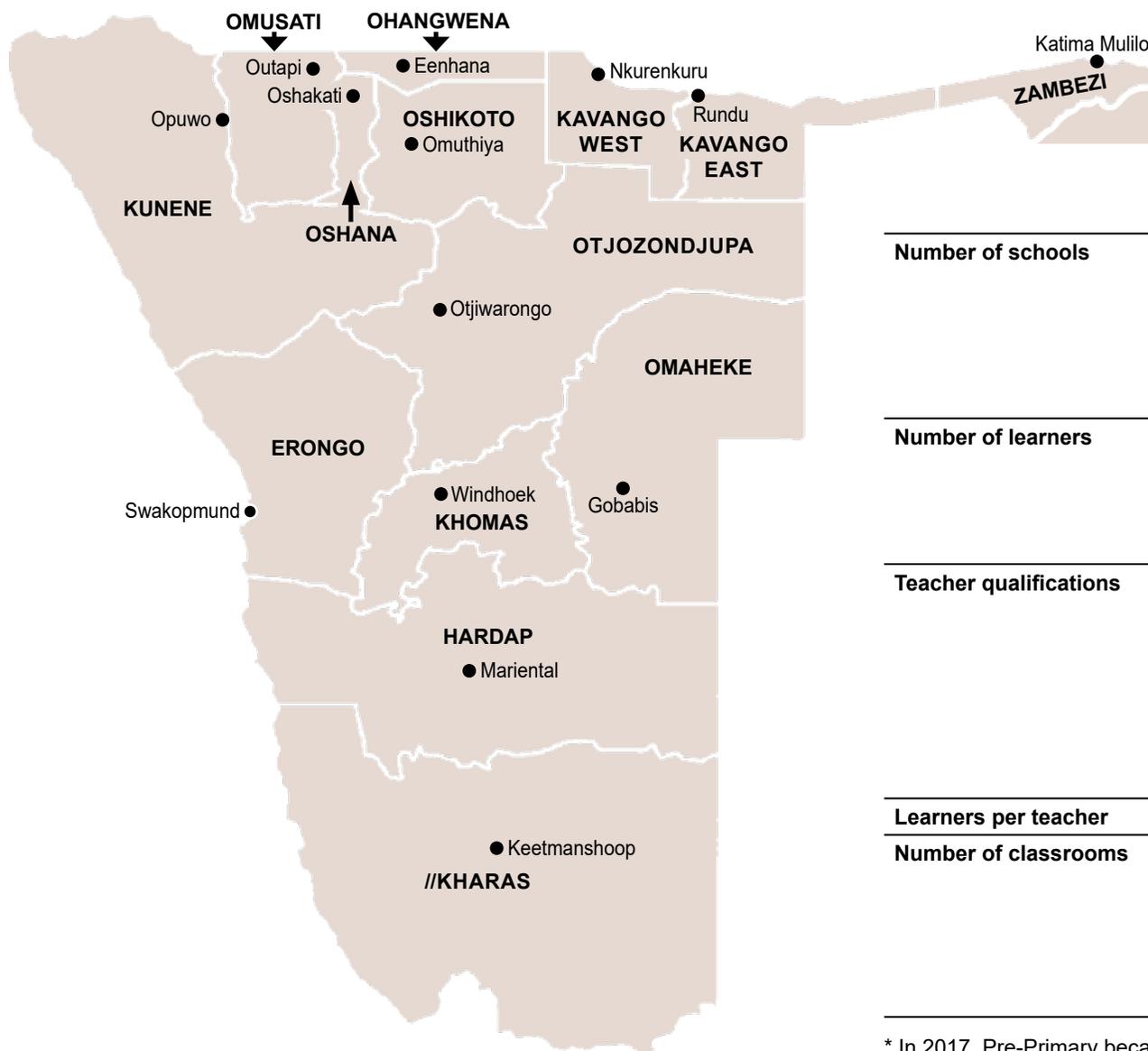
We extend sincere gratitude also to the Namibia Statistics Agency (NSA) for providing information on population projections.

The MoEAC would hereby like to specifically acknowledge the technical and financial support of the United Nations Children's Fund (UNICEF) in consolidating the EMIS architecture and functionality in Namibia from 2014 to date. This support encompassed:

- the production of outstanding EMIS reports;
- capacity building for the MoEAC data planners at both the national and regional levels, aimed at upholding the EMIS quality-assurance processes such as data verification, validation and analysis; and
- the development of a customised, comprehensive and decentralised web-based data-capturing system that allows for education-related data to be entered through an online portal. As a result of these joint efforts of the MoEAC and UNICEF, conducive conditions have been created for consistently producing timely, reliable and accurate EMIS reports.



Education Statistics in Namibia in 2018



FACTS AND FIGURES

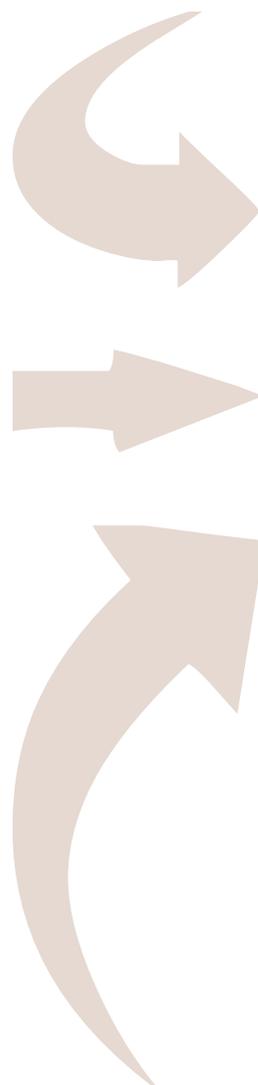
		State	Private
Number of schools	Total	1,885	188
	Primary school	1,039	122
	Combined school	596	52
	Secondary school	218	14
	Other	12	0
Number of learners	Total	736,836	46,968
	Primary*	534,167	35,500
	Secondary	200,695	10,362
	Other	1,974	106
Teacher qualifications		Without teacher training	With teacher training
	Total	2,763	27,498
	Less than Grade 12	191	262
	Grade 12 or 1-2 years' tertiary	2,379	1,928
	More than 2 years' tertiary	193	25,308
Learners per teacher	Average learner : teacher ratio	24.3	
Number of classrooms	Total	25,050	
	Permanent	21,580	
	Prefabricated	1,458	
	Traditional	1,797	
	Hired	215	

* In 2017, Pre-Primary became part of Primary – see the Introduction (page I) for further details.

PRELIMINARY SECTIONS	➔	FINDING YOUR WAY... iv	➔	INTRODUCTION ... I	➔	REGIONAL SUMMARIES II
Chapter 1: CHARACTERISTICS OF THE SCHOOL SYSTEM						1
Table 1: Numbers of schools, learners, teachers and support staff						2
Table 2: Types of schools, and numbers of state and private schools						3
Table 3: Numbers of schools offering various ranges of grades						4
Table 4: Number of schools offering each grade						5
Table 5: Afternoon classes – enrolments and percentages of total enrolment in afternoon classes						6-7
Table 6: Changes in the number of schools from 2012 to 2018						8
Chapter 2: ENROLMENTS						9
Table 7: Enrolment by school phases in each region						10
Table 8: Percentage of female learners by school phases in each region						11
Table 9: Number of class groups by school phases in each region						12
Table 10: Average class size by school phases in each region						13
Table 11: Male and female enrolments in Grades 0 through 12						14-15
Table 12: Enrolments and class groups in “other” grades						16-17
Table 13: Enrolments in state and private schools						18-19
Table 14: Enrolments in primary and junior secondary subjects						20-21
Table 15: Enrolments in senior secondary subjects						22-23
Table 16: Home languages of learners						24
Table 17: Medium of instruction in Grades 1-3: schools, numbers of learners and class groups						25
Table 18: Home languages and medium of instruction of learners in Grades 1-3						26-27
Table 19: Changes in female and male enrolments from 2012 to 2018						28
Table 20: Changes in enrolments in different grades from 2012 to 2018						29
Table 21: Changes in enrolments in the regions from 2012 to 2018						30
Chapter 3: THE FLOW OF LEARNERS						31
Table 22: Pre-primary enrolment by region, age and gender						32-33
Table 23: Apparent intake rates of Grade 1 learners from 2012 to 2018						34
Table 24: Changes in the numbers of new Grade 1 entrants from 2012 to 2018						34
Table 25: Ages of all learners						35
Table 26: Distribution of learners by age and gender for each grade						36
Table 27: Rates of enrolment of 6-year-olds to 18-year-olds						37-38
Table 28: Net and Gross Enrolment Ratios						39
Table 29: Numbers of new entrants, repeaters and re-entrants in Grades 1-12						40
Table 30: Promotion, repetition and school-leaving rates in Grades 1-11 from 2016 to 2017						41
Table 31: Promotion, repetition and school leaving rates from 2011 to 2017						42
Table 32: Survival rates to Grades 2-12 from 2011 to 2017						43
Table 33: Approximate numbers of learners who left school between 2011 and 2017						44
Chapter 4: NATIONAL EXAMINATIONS						45
Table 34: Junior Secondary Certificate (JSC) examination results – full-time						46
Table 35: Junior Secondary Certificate (JSC) examination (Grade 10) results – part-time						47
Table 36: Percentages of candidates in point ranges in the Junior Secondary Certificate (JSC) examination						48
Table 37: Namibia Secondary School Certificate Ordinary Level (NSSC-O) results – full-time						49
Table 38: Namibia Secondary School Certificate Higher Level (NSSC-H) results						50

Chapter 5: TEACHERS	51
Table 39: The provision of teachers: numbers of teachers and learner : teacher ratios	52
Table 40: Professional and academic qualifications of female and male teachers	53-54
Table 41: Professional and academic qualifications of primary teachers.....	55
Table 42: Professional and academic qualifications of secondary teachers	56
Table 43: Qualifications of teachers in the subjects they taught	57-58
Table 44: Ages and professional and academic qualifications of teachers	59
Table 45: Attrition rates of teachers from 2016 to 2017.....	60
Table 46: Transfer rates of teachers from 2017 to 2018	61
Table 47: Changes in the numbers of teachers and their professional qualifications from 2012 to 2018	62
Table 48: Percentages of primary and secondary teachers qualified to teach from 2012 to 2018	63-64
Table 49: Numbers of teachers from 2012 to 2018.....	65
Table 50: Learner : teacher ratios from 2012 to 2018	66
Chapter 6: PHYSICAL FACILITIES	67
Table 51: Numbers and structural types of teaching facilities	68
Table 52: Numbers and structural types of facilities for general use.....	69
Table 53: Numbers and structural types of administrative facilities.....	70
Table 54: Changes in the numbers of teaching and administrative facilities from 2014 to 2018	71-72
Table 55: Changes in the numbers and structural types of classrooms from 2012 to 2018	73
Table 56: Provision of sanitary facilities and water supply at schools.....	74
Table 57: Provision of teachers' housing and electricity and telephone supply at schools	75
Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2013 to 2018	76-77
Chapter 7: ADULT LEARNING	78
Table 59: National Literacy Programme enrolments and pass rates from 2012 to 2018	79
Table 60: Test results of the National Literacy Programme learners in 2018	80
Chapter 8: LEARNING AND SOCIAL CHALLENGES	81
Table 61: Learners with disabilities by region and gender	82-83
Table 62: Learners with disabilities by grade and gender	84
Table 63: Enrolment of orphans and vulnerable children by region and gender	85-86
Table 64: Enrolment of orphans and vulnerable children by age group and gender.....	86
Table 65: Dropout from school by region, gender and reason	87-88
Table 66: Teacher mortality by age and reason	89
Table 67: Teacher mortality by region and reason	89
Table 68: Learner mortality by grade and reason.....	90
Table 69: Learner mortality by region and reason.....	91
Chapter 9: EDUCATION SECTOR RESPONSE TO HIV AND AIDS	92
Table 70: Teachers trained in Life-Skills-Based HIV and Sexuality Education in 2016-2018.....	93
Table 71: Young people aged 10-24 reached by Life-Skills-Based HIV and Sexuality Education in 2018	94
Table 72: Schools that provided Life-Skills-Based HIV and Sexuality Education from 2016 to 2018	94
Table 73: Schools that provided orientation for parents/guardians on Life-Skills-Based HIV and Sexuality Education in 2016-2018.....	95
Table 74: Schools with teachers who received and taught Life-Skills-Based HIV and Sexuality Education in 2016-2018.....	95
Table 75: Schools that implemented an HIV Workplace Programme in 2016-2018	96

FINDING YOUR WAY

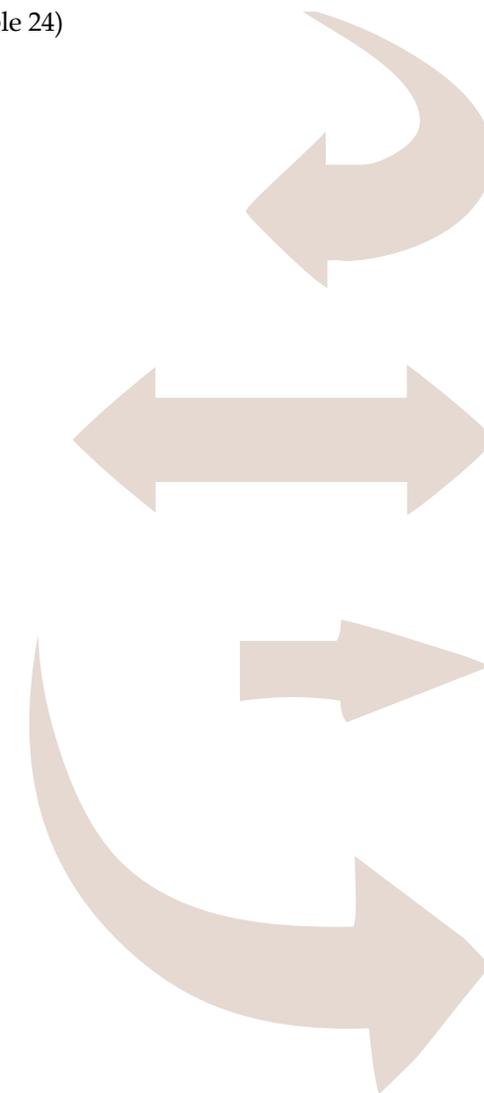


Adult education (Tables 59, 60)
Afternoon classes (Table 5)
Ages of learners
 enrolments by age (Tables 25, 26)
 pre-primary enrolment by region, gender and age (Table 22)
 rates of enrolment by age (Table 27)
Ages of teachers (Table 44)
Attrition rates of teachers (Table 45)
Buildings – see Facilities
Changes over years
 apparent intake rates of Grade 1 learners (Table 23)
 enrolment (Tables 19, 20, 21)
 flow rates (Table 31)
 learner:teacher ratios (Table 50)
 literacy programme (Table 59)
 numbers of new Grade 1 entrants (Table 24)
 numbers of school leavers (Table 33)
 numbers of schools (Table 6)
 numbers of teachers (Table 49)
 percentages of teachers qualified to teach (Table 48)
 physical facilities (Tables 54, 55)
 promotion rates (Table 31)
 repetition rates (Table 31)
 qualifications of teachers (Table 47)
 sanitary facilities, housing and basic services (Table 58)
 school-leaving rates (Table 31)
 survival rates (Table 32)
Class size
 average class sizes in school phases (Table 10)
 class sizes in grades other than Grades 1-12 (Table 12)
Class groups
 average class sizes (Tables 10, 12)
 numbers in grades other than Grades 1-12 (Table 12)
 numbers in school phases (Table 9)

Classrooms – see Facilities
Dropout rates – see School-leaving rates
Electricity supply (Tables 57, 58)
Enrolment
 by age (Tables 25, 26)
 changes over years (Tables 19, 20, 21)
 female and male enrolments (Tables 11, 12)
 home languages of learners (Table 16)
 in afternoon classes (Table 5)
 in Grades 1-12 (Table 11)
 in grades other than Grades 1-12 (Table 12)
 in school phases (Table 7)
 in state and private schools (Table 13)
 in subjects (Tables 14, 15)
 medium of instruction in Grades 1-3 (Table 17)
 percent female (Table 1)
 percentages of females enrolled in school phases (Table 8)
 total numbers (Table 1)
Enrolment rates
 Net and gross enrolment ratios (Table 28)
 rates of enrolment by age (Table 27)
Entrants
 pre-primary enrolment by region, gender and age (Table 22)
 apparent intake rates of Grade 1 learners (Table 23)
 changes in the numbers of new Grade 1 entrants (Table 24)
 numbers of new entrants to different grades (Table 29)
Examinations
 HIGCSE (Table 38)
 IGCSE (Table 37)
 Junior Secondary Certificate (Tables 34, 35, 36)
Facilities
 basic services (water, electricity, telephone) (Tables 56, 57, 58)
 changes over years (Tables 54, 55, 58)
 numbers of facilities (Tables 51, 52, 53, 56, 57)

This list of topics is intended to assist readers in their searches for specific information. Regional comparisons are not explicitly mentioned in this list because most of the tables provide information for every region.

- sanitary facilities (Tables 56, 58)
- Females – see Gender
- Flow rates
 - changes in flow rates (Table 31)
 - numbers of promotees, repeaters and re-entrants (Table 29)
 - numbers of school leavers (Table 33)
 - promotion, repetition and school-leaving rates (Table 30)
 - survival rates (Table 32)
- Gender
 - changes in female and male enrolments (Table 19)
 - female and male enrolments by age (Table 26)
 - female and male enrolments in grades (Table 11)
 - female and male enrolments in ‘other’ grades (Table 12)
 - female and male numbers of teachers (Table 40)
 - percentages of females enrolled in school phases (Table 8)
 - percentages of female teachers and support staff (Table 1)
 - promotion, repetition and school-leaving rates (Table 30)
 - rates of female and male enrolment by age (Table 27)
- Grades
 - changes in enrolment (Table 20)
 - enrolments in Grades 1-12 (Table 11)
 - enrolments in grades other than Grades 1-12 (Table 12)
 - numbers of schools offering each grade (Table 4)
 - numbers of schools offering ranges of grades (Table 3)
- Gross enrolment ratio (Table 28)
- HIGCSE (Table 38)
- Home languages
 - and medium of instruction in Grades 1-3 (Table 18)
 - of learners (Table 16)
- Housing (Tables 57, 58)
- IGCSE (Table 37)
- Intake
 - ages of pre-primary enrolment by region and sex (Table 22)
 - apparent intake rates of Grade 1 learners (Table 23)
 - changes in the numbers of new Grade 1 entrants (Table 24)
- Junior Secondary Certificate – see Examinations
- Language – home languages of learners (Table 16)
- Learner flow – see Flow rates
- Learner : teacher ratio
 - changes over years (Table 50)
 - in school phases (Table 39)
- Learners – see Enrolment
- Literacy programme (Tables 59, 60)
- Medium of instruction
 - and home languages of learners (Table 18)
 - schools and enrolments in Grades 1-3 (Table 17)
- Mortality
 - Teacher mortality by age and reason (Table 66)
 - Teacher mortality by region and reason (Table 67)
 - Learner mortality by grade and reason (Table 68)
 - Learner mortality by region and reason (Table 69)
- Net enrolment ratio (Table 28)
- Orphans and Vulnerable Children (OVCs)
 - Enrolment by gender and region (Table 63)
 - Enrolment by gender and age group (Table 64)
- Phase – see School phase
- Physical facilities – see Facilities
- Points scored in the JSC examination (Table 36)
- Private schools
 - enrolments (Table 13)
 - numbers and types of schools (Table 2)
- Promotion rates
 - changes in the promotion rates (Table 31)
 - in different grades (Table 30)
- Qualifications of teachers – see Teachers
- Regional summaries (see Introduction)
- Repeaters – numbers in different grades (Table 29)
- Repetition rates

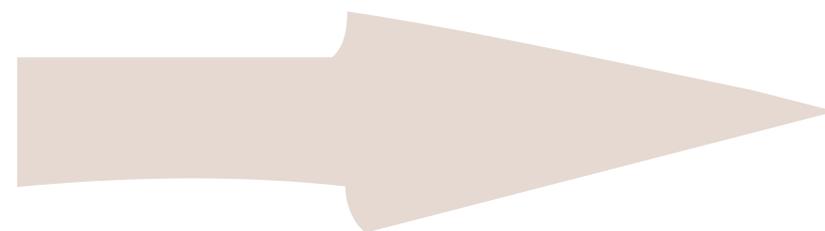


FINDING YOUR WAY



changes over years (Table 31)
in different grades (Table 30)
School leavers (Table 33)
School phase
average class sizes (Table 10)
enrolments in school phases (Table 7)
enrolments in state and private schools (Table 13)
numbers and qualifications of primary teachers (Table 41)
numbers and qualifications of secondary teachers (Table 42)
numbers and qualifications of subject teachers (Table 43)
numbers of class groups (Table 9)
numbers of schools offering ranges of grades (Table 3)
numbers of teachers and learner:teacher ratios (Table 39)
percentages of females enrolled (Table 8)
School-leaving rates
changes over years (Table 31)
in different grades (Table 30)
Schools
changes in numbers (Table 6)
numbers of schools (Table 1)
numbers offering each grade (Table 4)
numbers offering ranges of grades (Table 3)
offering different medium of instruction (Table 17)
state and private schools (Table 2)
types of schools (Table 2)
Staff - numbers of teachers and support staff (Table 1)
Staffing - see learner:teacher ratio
Structures - see Facilities
Subjects
enrolments in subjects (Tables 14, 15)
HIGCSE examination (Table 38)
IGCSE examination (Table 37)
Junior Secondary Certificate examination (Tables 34, 35)
numbers and qualifications of teachers (Table 43)

Summary of regional statistics (see Introduction)
Survival rates (Table 32)
Symbols - see Examinations
Teachers' housing (Tables 57, 58)
Teachers
ages (Table 44)
attrition rates (Table 45)
changes in learner:teacher ratios (Table 50)
changes in numbers (Table 49)
changes in percentage qualified to teach (Table 48)
changes of qualifications (Table 47)
female and male numbers (Table 40)
housing (Tables 57, 58)
numbers and learner:teacher ratios (Table 39)
numbers and qualifications of primary teachers (Table 41)
numbers and qualifications of secondary teachers (Table 42)
qualifications (Tables 40, 41, 42, 44, 47, 48)
qualifications in subjects (Table 43)
qualified to teach (Table 48)
transfer rates (Table 46)
Telephones (Tables 57, 58)
Time series - see Changes over years
Transfer rates of teachers (Table 46)
Water supply (Tables 56, 58)
Years - see Changes over years



INTRODUCTION



This publication presents information on education in schools in Namibia in 2018. Two school censuses are conducted every year, namely the 15th School-Day Census, conducted on the fifteenth school day after the schools open at the beginning of the school year, and the Annual Education Census (AEC), conducted on the first Tuesday after the first Monday on which classes commence in the third term, usually in September. The 15th School-Day Census provides information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year.

The vast majority of the statistics presented in this report were collected during the AEC of 2018. Information reported in the AEC questionnaires should have been true on the AEC census day. Coverage during the AEC 2018 was considered to be 100%, since all registered schools (state and private) submitted census returns. The Directorate of National Examinations and Assessment provided the Grade 10 and Grade 12 examination results, and the Directorate of Adult Basic Education provided the Adult Basic Education learners' results in 2018.

After publishing education statistics for 1992 to 2008, the EMIS introduced several changes to the reports, which readers must take into consideration when comparing the statistics of different years. The most important difference is the change of regional boundaries, which was reflected in the education statistics since 2013. Statistics reported in this publication for earlier years have therefore been recalculated in terms of the new delimitation of regions. The majority of tables from the earlier reports were retained, while some were no longer included and others were modified. A number of new tables were introduced to include, among other things, most of the Education for All (EFA) indicators.

Only statistics on education provided by the government and private schools registered with the Ministry have been reported. Another change is that in 2012, a decision was taken to do away with the "Pseudo Region" previously reported as Head Office, which contained data for Special Education Schools. These schools are now reported under the Educational Regions in which they are located.

There were regional border changes in 2013 which might have caused a few schools to be moved from one region to the other. Also, Kavango Region was divided into two regions, namely Kavango East and Kavango West.

REGIONAL SUMMARIES



Key education statistics in each of the 14 administrative regions have been compiled in this section for quick reference. Other regional statistics and indicators are included in various tables in this report. Statistics pertaining to the Education Regions are also reported in the tables. All statistics in these regional profiles include state and private schools.

The numbers of schools are broken down by primary, combined, secondary and “other” schools. A very small number of schools – mostly schools for learners who have special educational needs – are grouped under “other”.

Under the heading “number of learners”, the category “other” includes all grades and courses other than Grades 0-12, and such other grades and courses include, for example, special classes.

The numbers of teachers were reported in terms of their qualifications. A distinction was also made between teachers who had no teacher training and those who had been trained. The average learner:teacher ratio was calculated for each region. Note that the calculation method used for these “Summary” tables was not the same as the one used for Table 39, so the results are not the same for some regions. Formulae used in these “Summary” tables take all teachers in the region into consideration, while the one used in Table 39 takes various categories of teachers into consideration.

Regarding physical facilities, the numbers of classrooms include specialist rooms, laboratories and workshops as ‘teaching rooms’ – referred to in the regional-summary tables as “class-rooms”. These numbers are reported according to the type of structure, the categories being “permanent”, “prefabricated”, “traditional” and “hired”. The “traditional” category includes a variety of structure types, such as stick-and-mud, metal-sheet and tents. Facilities hired from a church or private organisation, for example, are grouped under “hired”.

//Kharas

		State		Private
Number of schools	Total	57	43	14
Type of school	Primary	37	26	11
	Combined	10	7	3
	Secondary	10	10	0
	Other	0	0	0
Number of learners	Total	22,388	19,981	2,407
	Primary	16,525	14,369	2,156
	Secondary	5,793	5,552	241
	Other	70	60	10
Teachers			Without teacher training	With teacher training
	Total	978	161	817
Qualification	Less than Grade 12	13	12	1
	Grade 12 or 1-2 years' tertiary	205	146	59
	More than 2 years' tertiary	760	3	757
Learners per teacher	Average learner : teacher ratio	22.9		
Number of class-rooms	Total rooms	881		
Structure	Permanent	716		
	Prefabricated	137		
	Traditional	2		
	Hired	26		

Erongo

		State		Private
Number of schools	Total	75	52	23
Type of school	Primary	47	33	14
	Combined	11	3	8
	Secondary	17	16	1
	Other	0	0	0
Number of learners	Total	43,213	38,174	5,039
	Primary	30,694	26,984	3,710
	Secondary	12,389	11,066	1,323
	Other	130	124	6
Teachers			Without teacher training	With teacher training
	Total	1,743	135	1,608
Qualification	Less than Grade 12	25	16	9
	Grade 12 or 1-2 years' tertiary	254	104	150
	More than 2 years' tertiary	1,464	15	1,449
Learners per teacher	Average learner : teacher ratio	24.8		
Number of class-rooms	Total rooms	1,443		
Structure	Permanent	1,296		
	Prefabricated	133		
	Traditional	2		
	Hired	12		

Hardap

		State		Private
Number of schools	Total	59	55	4
Type of school	Primary	40	39	1
	Combined	7	5	2
	Secondary	11	10	1
	Other	0	1	0
Number of learners	Total	24,673	24,194	479
	Primary	18,177	17,942	235
	Secondary	6,189	5,958	231
	Other	307	294	13
Teachers			Without teacher training	With teacher training
	Total	989	175	814
Qualification	Less than Grade 12	30	23	7
	Grade 12 or 1-2 years' tertiary	226	141	85
	More than 2 years' tertiary	733	11	722
Learners per teacher	Average learner : teacher ratio	24.9		
Number of class-rooms	Total rooms	891		
Structure	Permanent	818		
	Prefabricated	66		
	Traditional	2		
	Hired	5		

Kavango East

		State		Private
Number of schools	Total	171	158	13
Type of school	Primary	123	116	7
	Combined	37	33	4
	Secondary	11	9	2
	Other	0	0	0
Number of learners	Total	61,151	58,728	2,423
	Primary	45,186	43,273	1,913
	Secondary	15,822	15,312	510
	Other	143	143	0
Teachers			Without teacher training	With teacher training
	Total	2,095	287	1,808
Qualification	Less than Grade 12	53	26	27
	Grade 12 or 1-2 years' tertiary	363	246	117
	More than 2 years' tertiary	1,679	15	1,664
Learners per teacher	Average learner : teacher ratio	29.2		
Number of class-rooms	Total rooms	1,679		
Structure	Permanent	1,451		
	Prefabricated	67		
	Traditional	151		
	Hired	10		

Kavango West

		State		Private
Number of schools	Total	176	174	2
Type of school	Primary	147	146	1
	Combined	25	25	0
	Secondary	4	3	1
	Other	0	0	0
Number of learners	Total	40,973	40,459	514
	Primary	32,941	32,774	167
	Secondary	7,964	7,617	347
	Other	68	68	0
Teachers			Without teacher training	With teacher training
	Total	1,590	279	1,311
Qualification	Less than Grade 12	40	23	17
	Grade 12 or 1-2 years' tertiary	351	253	98
	More than 2 years' tertiary	1,199	3	1,196
Learners per teacher	Average learner : teacher ratio	25.8		
Number of class-rooms	Total rooms	1,272		
Structure	Permanent	960		
	Prefabricated	62		
	Traditional	236		
	Hired	14		

Khomomas

		State		Private
Number of schools	Total	128	81	47
Type of school	Primary	75	46	29
	Combined	14	0	14
	Secondary	33	29	4
	Other	6	6	0
Number of learners	Total	87,053	71,884	15,169
	Primary	60,481	49,316	11,165
	Secondary	25,728	21,784	3,944
	Other	844	784	60
Teachers		Total	Without teacher training	With teacher training
	Total	3,736	168	3,568
Qualification	Less than Grade 12	60	18	42
	Grade 12 or 1-2 years' tertiary	281	112	169
	More than 2 years' tertiary	3,395	38	3,357
Learners per teacher	Average learner : teacher ratio	23.3		
Number of class-rooms	Total rooms	2,951		
Structure	Permanent	2,749		
	Prefabricated	188		
	Traditional	5		
	Hired	9		

Kunene

		State		Private
Number of schools	Total	67	62	5
Type of school	Primary	44	40	4
	Combined	16	15	1
	Secondary	6	6	0
	Other	1	1	0
Number of learners	Total	28,345	27,376	969
	Primary	23,011	22,150	861
	Secondary	5,318	5,210	108
	Other	16	16	0
Teachers			Without teacher training	With teacher training
	Total			
	Total	1,145	158	987
Qualification	Less than Grade 12	34	17	17
	Grade 12 or 1-2 years' tertiary	297	134	163
	More than 2 years' tertiary	814	7	807
Learners per teacher	Average learner : teacher ratio	24.8		
Number of class-rooms	Total rooms	821		
Structure	Permanent	725		
	Prefabricated	39		
	Traditional	34		
	Hired	23		

Ohangwena

		State		Private
Number of schools	Total	265	253	12
Type of school	Primary	100	91	9
	Combined	144	142	2
	Secondary	20	19	1
	Other	1	1	0
Number of learners	Total	103,669	99,810	3,859
	Primary	75,248	72,093	3155
	Secondary	28,421	27,717	704
	Other	0	0	0
Teachers			Without teacher training	With teacher training
	Total			
	Total	4,115	444	3,671
Qualification	Less than Grade 12	21	3	18
	Grade 12 or 1-2 years' tertiary	598	402	196
	More than 2 years' tertiary	3,496	39	3,457
Learners per teacher	Average learner : teacher ratio	25.2		
Number of class-rooms	Total rooms	3,634		
Structure	Permanent	2,856		
	Prefabricated	219		
	Traditional	535		
	Hired	24		

Omaheke

		State		Private
Number of schools	Total	44	38	6
Type of school	Primary	32	29	3
	Combined	3	1	2
	Secondary	9	8	1
	Other	0	0	0
Number of learners	Total	22,177	20,220	1,957
	Primary	17,142	15,761	1,381
	Secondary	5,006	4,430	576
	Other	29	29	
Teachers			Without teacher training	With teacher training
	Total	867	157	710
Qualification	Less than Grade 12	24	8	16
	Grade 12 or 1-2 years' tertiary	187	140	47
	More than 2 years' tertiary	656	9	647
Learners per teacher	Average learner : teacher ratio	25.6		
Number of class-rooms	Total rooms	776		
Structure	Permanent	672		
	Prefabricated	55		
	Traditional	19		
	Hired	30		

Omusati

		State		Private
Number of schools	Total	286	274	12
Type of school	Primary	131	123	8
	Combined	124	121	3
	Secondary	30	29	1
	Other	1	1	0
Number of learners	Total	95,948	93,402	2,546
	Primary	68,341	66,342	1,999
	Secondary	27,489	26,942	547
	Other	118	118	0
Teachers			Without teacher training	With teacher training
	Total	4,191	183	4,008
Qualification	Less than Grade 12	44	3	41
	Grade 12 or 1-2 years' tertiary	357	167	190
	More than 2 years' tertiary	3,790	13	3,777
Learners per teacher	Average learner : teacher ratio	22.9		
Number of class-rooms	Total rooms	3,677		
Structure	Permanent	3,132		
	Prefabricated	233		
	Traditional	303		
	Hired	9		

Oshana

		State Private		
Number of schools	Total	139	126	13
Type of school	Primary	65	56	9
	Combined	51	47	4
	Secondary	22	22	0
	Other	1	1	0
Number of learners	Total	53,729	50,348	3,381
	Primary	36,094	32,980	3,114
	Secondary	17,585	17,318	267
	Other	50	50	0
Teachers			Without teacher training	With teacher training
	Total	2,314	94	2,220
Qualification	Less than Grade 12	28	2	26
	Grade 12 or 1-2 years' tertiary	183	83	100
	More than 2 years' tertiary	2,103	9	2,094
Learners per teacher	Average learner : teacher ratio	23.2		
Number of class-rooms	Total rooms	2,123		
Structure	Permanent	1,958		
	Prefabricated	76		
	Traditional	70		
	Hired	19		

Oshikoto

		State Private		
Number of schools	Total	220	208	12
Type of school	Primary	111	104	7
	Combined	91	87	4
	Secondary	18	17	1
	Other	0	0	0
Number of learners	Total	69,469	65,227	4,242
	Primary	49,443	46,034	3,409
	Secondary	20,026	19,193	833
	Other	0	0	0
Teachers			Without teacher training	With teacher training
	Total	2,974	292	2,682
Qualification	Less than Grade 12	18	5	13
	Grade 12 or 1-2 years' tertiary	467	268	199
	More than 2 years' tertiary	2,489	19	2,470
Learners per teacher	Average learner : teacher ratio	23.4		
Number of class-rooms	Total rooms	2,704		
Structure	Permanent	2,199		
	Prefabricated	95		
	Traditional	404		
	Hired	6		

Otjozondjupa

		State		Private
Number of schools	Total	83	67	16
Type of school	Primary	53	41	12
	Combined	13	9	4
	Secondary	16	16	0
	Other	1	1	0
Number of learners	Total	45,878	44,497	1,381
	Primary	34,901	33,737	1,164
	Secondary	10,785	10,585	200
	Other	192	175	17
Teachers			Without teacher training	With teacher training
	Total	1,718	158	1,560
Qualification	Less than Grade 12	45	27	18
	Grade 12 or 1-2 years' tertiary	257	121	136
	More than 2 years' tertiary	1,416	10	1,406
Learners per teacher	Average learner : teacher ratio	26.7		
Number of class-rooms	Total rooms	1,438		
Structure	Permanent	1,317		
	Prefabricated	90		
	Traditional	13		
	Hired	18		

Zambezi

		State		Private
Number of schools	Total	115	106	9
Type of school	Primary	54	47	7
	Combined	50	49	1
	Secondary	11	10	1
	Other	0	0	0
Number of learners	Total	38,170	36,568	1,602
	Primary	25,983	24,912	1,071
	Secondary	12,180	11,649	531
	Other	7	7	0
Teachers			Without teacher training	With teacher training
	Total	1,806	72	1,734
Qualification	Less than Grade 12	18	8	10
	Grade 12 or 1-2 years' tertiary	281	62	219
	More than 2 years' tertiary	1,507	2	1,505
Learners per teacher	Average learner : teacher ratio	21.1		
Number of class-rooms	Total rooms	1,243		
Structure	Permanent	1,082		
	Prefabricated	30		
	Traditional	127		
	Hired	4		



Chapter 1: CHARACTERISTICS OF THE SCHOOL SYSTEM

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

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

Several grades and levels of education provided in schools do not fit into the normal Grade 1-12 curriculum. These are described in the Introduction to this report. In some tables these are aggregated as “Other Grades”. In the reports prior to 2010, Pre-Primary was reported under “Other Grades”. Thereafter, up until the 2016 report, Pre-Primary was reported independently and separately. In this 2018 report, Pre-Primary has been integrated into Junior Primary in most tables.

The number of schools has increased from 1,723 in 2012 to 1,885 in 2018, which translates to an average annual growth rate of 9.4%. The increase did not occur at exactly the same annual rate, so the figure provided here has been calculated to describe the rate of increase per annum. In 2018 there were 736,836 learners and 30,199 teachers in total. A total of 516 schools offered Grades 0-7 and 128 schools offered Grades 8-12. The reason for this discrepancy could be two-fold: (i) a high number of learners attend primary school in sparsely populated rural areas; and (ii) not all learners transition from Senior Primary phase to Junior Secondary phase.

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



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

Region	Schools	Learners		Teachers		Support Staff	
	Total	Total	% Female	Total	% Female	Total	% Female
//Kharas	57	22,388	50.7	978	71.8	246	69.9
Erongo	75	43,213	51.5	1,743	77.2	465	63.2
Hardap	59	24,673	50.4	989	67.1	238	69.7
Kavango East	171	61,151	49.6	2,095	52.2	316	74.1
Kavango West	176	40,973	49.0	1,590	49.8	191	77.0
Khomas	128	87,053	51.9	3,736	76.1	745	61.7
Kunene	67	28,345	49.3	1,145	57.6	198	63.1
Ohangwena	265	103,669	49.7	4,115	65.6	611	65.1
Omaheke	44	22,177	50.0	867	64.5	224	62.5
Omusati	286	95,948	49.5	4,191	67.9	717	76.8
Oshana	139	53,729	50.5	2,314	71.4	443	68.6
Oshikoto	220	69,469	49.2	2,974	66.5	505	60.0
Otjozondjupa	83	45,878	50.7	1,718	69.7	322	66.5
Zambezi	115	38,170	49.2	1,806	59.3	319	79.3
National	1,885	736,836	50.1	30,261	65.5	5,540	68.4

Table 1 shows the number of schools, learners, teachers and support staff per region in Namibia in 2018, as also shown in Figures 1a, 1b and 1c. The number of support staff includes secretaries, cleaners and other non-teaching staff, but excludes hostel staff.

Figure 1a shows the number of schools in each region in 2018. Omusati had the highest number (286) and Omaheke the lowest number (44).

Figure 1b shows that Ohangwena had the highest number of learners (103,669) and Omaheke had the lowest number (22,177).

Figure 1c shows the number of teachers per region. The number of teachers comprises staff in all teaching positions, including principals and staff in other promotion posts. Omusati had the most teachers (4,191) and Omaheke had the fewest (867).

Although Ohangwena had 7,721 more learners than Omusati, it had 76 fewer teachers than Omusati. This could be attributed to the fact that there are more small schools scattered in Omusati compared to Ohangwena, forcing the deployment of more teachers in that region to ensure all schools have sufficient teachers.

Figure 1a: Number of schools in each region

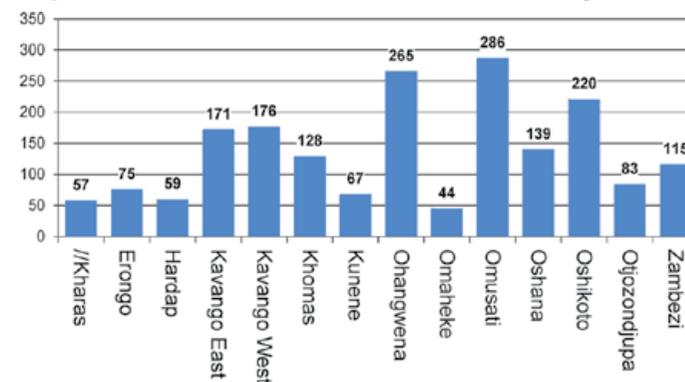


Figure 1b: Number of learners in each region

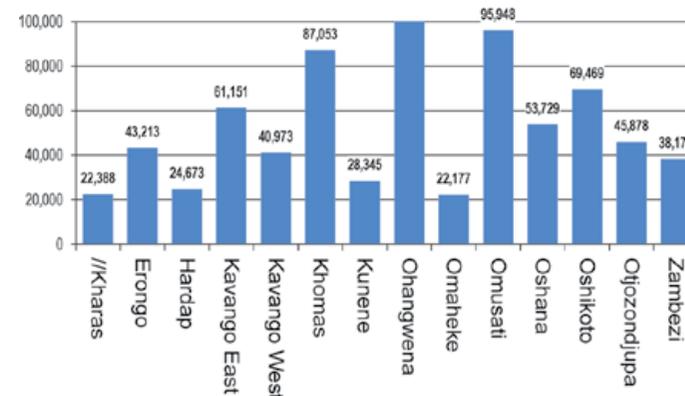


Figure 1c: Number of teachers in each region

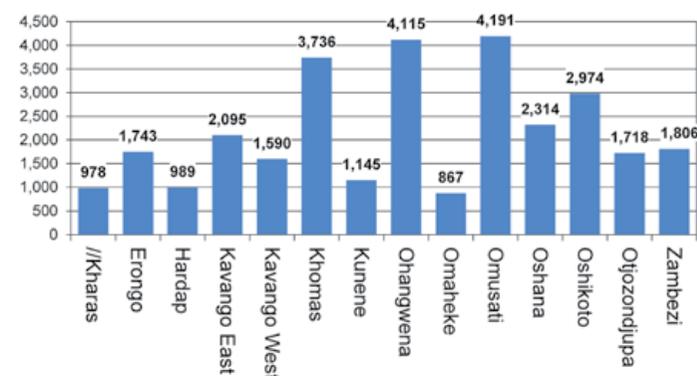


Table 2: Types of schools, and numbers of state and private schools

Region	Total			Primary			Combined			Secondary			Other		
	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private
//Kharas	57	43	14	37	26	11	10	7	3	10	10	-	-	-	-
Erongo	75	52	23	47	33	14	11	3	8	17	16	1	-	-	-
Hardap	59	55	4	40	39	1	7	5	2	11	10	1	1	1	-
Kavango East	171	158	13	123	116	7	37	33	4	11	9	2	-	-	-
Kavango West	176	174	2	147	146	1	25	25	-	4	3	1	-	-	-
Khomas	128	81	47	75	46	29	14	-	14	33	29	4	6	6	-
Kunene	67	62	5	44	40	4	16	15	1	6	6	-	1	1	-
Ohangwena	265	253	12	100	91	9	144	142	2	20	19	1	1	1	-
Omaheke	44	38	6	32	29	3	3	1	2	9	8	1	-	-	-
Omusati	286	274	12	131	123	8	124	121	3	30	29	1	1	1	-
Oshana	139	126	13	65	56	9	51	47	4	22	22	-	1	1	-
Oshikoto	220	208	12	111	104	7	91	87	4	18	17	1	-	-	-
Otjozondjupa	83	67	16	53	41	12	13	9	4	16	16	-	1	1	-
Zambezi	115	106	9	54	47	7	50	49	1	11	10	1	-	-	-
National	1,885	1,697	188	1,059	937	122	596	544	52	218	204	14	12	12	-

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

In 2018, most schools offered the 'ordinary' curriculum. Sixteen schools, labelled "Other", provided for children with special educational needs who could not be taken up in the mainstream schooling system or in schools that emphasise pre-vocational subjects, or in agricultural schools or standalone pre-primary schools.

Private schools accounted for a relatively small but rapidly growing percentage (10.0%) of the total number of schools. This growth is remarkably apparent in all 14 regions. In 2018, the regions with the highest numbers of private schools were Khomas, Erongo, Otjozondjupa and //Kharas. These four regions accounted for 100 of the 188 private schools in the country, which represents 53.2% of all the private schools. The total number of private schools increased by 33, compared with the total (155) recorded in the Annual Education Census report of 2017, consistent with the steady rise in the number of private schools in Namibia since 2015.

Table 3: Numbers of schools offering various ranges of grades

LOWEST GRADE OFFERED	HIGHEST GRADE OFFERED															
	Junior Primary				Senior Primary				Junior Secondary			Senior Secondary		Grade 13	Other	
Total starting with lowest grade	Grade 0	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Other	
Total	1,885	12	9	35	209	58	37	47	603	23	38	544	6	190	1	73
Grade 0	1,338	12	6	7	90	45	25	29	516	21	34	458	3	32	1	59
Grade 1	303	0	3	27	118	13	10	18	85	0	2	14	0	8	0	5
Grade 2	4	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	11	0	0	0	0	0	0	0	1	0	0	10	0	0	0	0
Grade 5	6	0	0	0	0	0	0	0	1	0	0	2	0	0	0	3
Grade 6	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	197	0	0	0	0	0	0	0	0	2	2	59	3	128	0	3
Grade 9	13	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0
Grade 10	8	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0
Grade 11	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Other	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2

Schools in Namibia offer various ranges of grades. The numbers of schools that offered specific ranges of grades in 2018 are tabulated in Table 3 for the 'ordinary' grades. To ascertain the number of schools offering a particular grade range, the reader should look for a cell in which the lowest grade listed in the column crosses the highest grade listed in the rows. For example, 516 schools offered Grades 0 to 7, and 128 schools offered Grades 8 to 12. Three schools offered 'other' grades. These are schools for children with learning impairments.

Even though the number of schools which offered Grades 1 to 7 appears to have declined in comparison to the earlier reports, this is not actually the case, because schools that started offering pre-primary grades are now reported in the range of schools offering Grade 0 to Grade 7, hence the increase in that range.

It has to be noted with concern that, if all Grade 7 learners were to progress to the next grade, the number of secondary schools would not be sufficient to accommodate all of the learners promoted. This has an important bearing on planning for physical infrastructure to address the second pillar of the MoEAC's Strategic Plan (2018/19-2021/22) in terms of equity. The goal of equity in education is to provide access to learners entering Junior Secondary education regardless of their socio-economic background or sex.

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 that schools offer do not coincide with the beginning and end of a school phase. This was the case in 13% of all schools, as Figure 3 shows. Several of these schools would have been in the process of adding grades annually, progressing towards being 'in phase'. The numbers of schools 'in phase' are outlined in Table 3 above.

Figure 3: Percentage of schools offering complete and incomplete phases

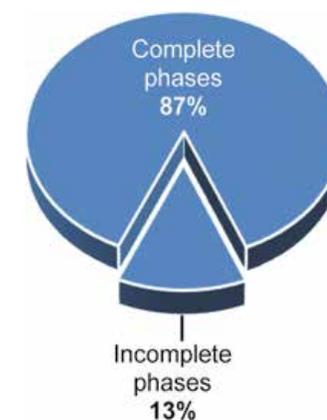


Table 4: Number of schools offering each grade

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
//Kharas	43	45	46	45	44	44	41	43	19	19	19	11	10	-
Erongo	47	58	55	55	54	52	52	47	27	27	27	20	20	-
Hardap	40	46	46	45	45	45	46	46	18	18	18	9	9	-
Kavango East	92	154	151	139	95	86	82	72	47	46	43	15	15	-
Kavango West	96	168	168	157	91	78	74	71	29	29	29	6	6	-
Khomas	74	82	79	80	76	78	77	74	50	48	48	40	38	1
Kunene	57	60	59	60	58	57	57	57	22	21	15	6	6	-
Ohangwena	220	245	244	241	230	229	218	213	156	155	153	12	12	-
Omaheke	29	35	35	35	34	34	34	34	12	12	12	6	6	-
Omusati	190	253	252	249	210	207	207	203	147	147	143	17	16	-
Oshana	106	114	114	112	104	99	97	96	70	73	72	14	14	-
Oshikoto	182	199	200	198	185	176	167	157	109	103	94	19	18	-
Otjozondjupa	58	66	66	62	60	60	58	54	30	29	28	19	18	-
Zambezi	104	104	103	104	99	87	85	83	60	58	55	10	10	-
National	1,338	1,629	1,618	1,582	1,385	1,332	1,295	1,250	796	785	756	204	198	1

Table 4 shows that there is a big difference (454) 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 Grade 7 or drop out of school at the end of Grade 7. This in turn implies that a large number of learners do not progress to the secondary phase of schooling.

Similarly, there is a big difference (587) between the number of schools offering Grade 10 and the number offering Grade 12. This is one of the indications that the number of learners decreases as they progress through the schooling system.

Regions	Other Grades											
	Elementary Vocational	Intermediate Vocational	Advanced Vocational	Special Classes	Special Grade 6	Special Grade 7	Special Grade 8	Special Grade 9	Special Grade 10	Special Grade 11	Special Grade 12	Handicapped
//Kharas	-	-	-	4	-	-	-	-	-	1	-	1
Erongo	-	-	-	9	1	2	-	-	-	-	-	-
Hardap	-	1	-	17	-	-	-	-	-	-	-	-
Kavango East	-	-	-	3	1	1	-	-	-	-	-	1
Kavango West	-	-	-	1	-	-	1	1	1	-	-	-
Khomas	2	2	2	12	1	-	-	-	-	-	1	3
Kunene	-	-	-	2	-	-	-	-	-	-	-	-
Ohangwena	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	-	-	-	2	-	-	-	-	-	-	-	-
Omusati	-	-	-	-	-	-	1	1	1	-	-	-
Oshana	1	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	2	1	-	10	2	1	-	-	-	-	-	-
Zambezi	-	-	-	1	-	-	-	-	-	-	-	-
National	5	4	2	61	5	4	2	2	2	1	1	5

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

Region		Grades														
		Total	Grade 0	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Other
//Kharas	Enrolment	318	-	-	-	-	103	77	67	71	-	-	-	-	-	-
	% of total	1.4%	-	-	-	-	4.7%	3.8%	3.5%	4.3%	-	-	-	-	-	-
Erongo	Enrolment	1,234	-	-	766	468	-	-	-	-	-	-	-	-	-	-
	% of total	2.9%	-	-	17.1%	11.1%	-	-	-	-	-	-	-	-	-	-
Hardap	Enrolment	99	-	-	-	35	-	-	-	-	-	64	-	-	-	-
	% of total	0.4%	-	-	-	1.5%	-	-	-	-	-	3.8%	-	-	-	-
Kavango East	Enrolment	1,202	-	-	364	5	204	629	-	-	-	-	-	-	-	-
	% of total	2.0%	-	-	5.3%	0.1%	3.0%	11.4%	-	-	-	-	-	-	-	-
Kavango West	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Khomas	Enrolment	762	-	190	377	195	-	-	-	-	-	-	-	-	-	-
	% of total	0.9%	-	2.2%	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-
Kunene	Enrolment	194	-	136	31	27	-	-	-	-	-	-	-	-	-	-
	% of total	0.7%	-	3.3%	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	Enrolment	535	-	26	294	215	-	-	-	-	-	-	-	-	-	-
	% of total	2.4%	-	1.0%	11.9%	8.9%	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	49	-	-	-	-	-	-	-	16	33	-	-	-	-	-
	% of total	0.1%	-	-	-	-	-	-	-	0.4%	0.7%	-	-	-	-	-
Oshikoto	Enrolment	261	22	239	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.4%	0.5%	3.2%	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	540	-	-	177	363	-	-	-	-	-	-	-	-	-	-
	% of total	1.2%	-	-	3.5%	7.6%	-	-	-	-	-	-	-	-	-	-
Zambezi	Enrolment	1,792	-	556	681	555	-	-	-	-	-	-	-	-	-	-
	% of total	4.7%	-	13.1%	18.7%	16.4%	-	-	-	-	-	-	-	-	-	-
National	Enrolment	6,986	22	1,147	2,690	1,863	307	706	67	87	33	64	-	-	-	-
	% of total	0.9%	0.1%	1.3%	3.5%	2.6%	0.4%	1.0%	0.1%	0.2%	0.1%	0.1%	-	-	-	-

Table 5 continued

Afternoon teaching allows for the use of classrooms twice per day, effectively doubling their capacity. Apart from the long-term solution of building an adequate number of classrooms, alternatives to afternoon classes are community-built classrooms, overcrowding of classrooms and limiting access to education. Although none of these alternatives are desirable, they cannot be avoided as long as resources for building classrooms are limited. As a stop-gap measure, afternoon classes can be a viable modality to respond to the Fifth National Development Plan (NDP5) which calls for 96% of learners to complete primary education by 2022.

Afternoon classes are also held to provide supplementary instruction, and can be voluntary or required. Learners attend the classes to ensure that they receive all necessary content or for remedial purposes. The practice of providing afternoon classes is not consistent across the country; it varies dramatically from region to region.

In most regions with a substantial percentage of learners in afternoon classes, the percentage of learners in these classes was by far the highest in Grades 1 to 5. Compared to earlier years when there were no learners in afternoon classes reported beyond Grade 5, in 2018 there was considerable growth in these numbers in grades beyond Grade 5, with the exception of “Other” grades.

A total of 6,986 learners attended afternoon classes in 2018. The overall percentage of learners in afternoon classes increased in 2018, although it is still low, at only 0.9% of all learners. This might indicate a success in the government’s effort to provide classrooms combined with the community effort to assist by building traditional/temporary classrooms to accommodate learners. Although allowing for maximum utilisation of classroom spaces, afternoon classes are particularly difficult to implement in areas where children have to walk long distances to school, and time spent on teaching and learning might be compromised.

The majority of learners attending afternoon classes were in the Primary phase, especially in Grades 2 and 3, as indicated in Figure 5.

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

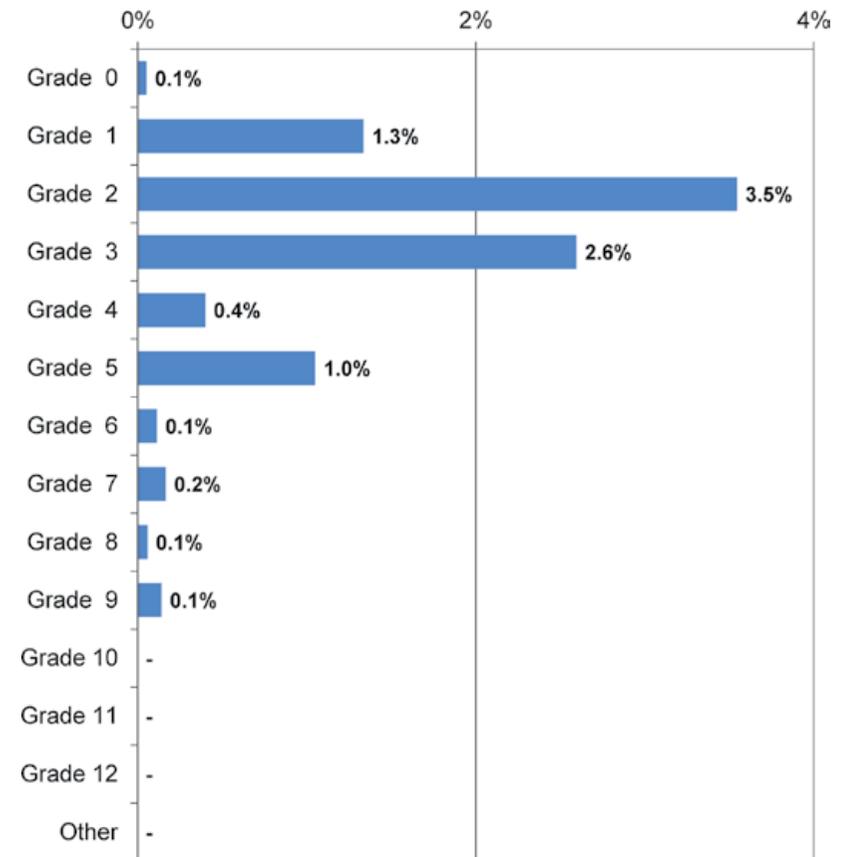


Table 6: Changes in the number of schools from 2012 to 2018

Region	Years							Growth Rate from 2012 to 2018	Percentage Change from 2017 to 2018
	2012	2013	2014	2015	2016	2017	2018		
//Kharas	49	48	49	50	52	55	57	16.3%	3.6%
Erongo	66	64	61	63	65	71	75	13.6%	5.6%
Hardap	55	55	56	57	58	59	59	7.3%	0.0%
Kavango East	152	153	153	158	163	164	171	12.5%	4.3%
Kavango West	171	172	172	176	176	176	176	2.9%	0.0%
Khomas	100	103	106	107	117	121	128	28.0%	5.8%
Kunene	60	63	63	68	73	67	67	11.7%	0.0%
Ohangwena	243	243	249	251	257	262	265	9.1%	1.1%
Omaheke	42	42	43	43	44	44	44	4.8%	0.0%
Omusati	274	275	274	276	280	282	286	4.4%	1.4%
Oshana	137	139	137	138	135	137	139	1.5%	1.5%
Oshikoto	200	202	203	212	219	219	220	10.0%	0.5%
Otjozondjupa	72	72	73	76	78	79	83	15.3%	5.1%
Zambezi	102	102	106	107	109	112	115	12.7%	2.7%
National	1,723	1,733	1,745	1,782	1,826	1,848	1,885	9.4%	2.0%

Table 6 shows that the total number of schools in Namibia increased from 1,723 in 2012 to 1,885 in 2018, representing a growth of 9.4% from 2012 to 2018, as Figure 6a indicates. Figure 6b indicates the growth per region from 2017 to 2018. Khomas, Kunene and Otjozondjupa have had a relatively high growth rate in the number of schools between 2012 and 2018.

Ohangwena, Khomas, Kavango East and Oshikoto each saw more than 15 schools established between 2012 and 2018.

Figure 6a: Numbers of schools in 2012-2018

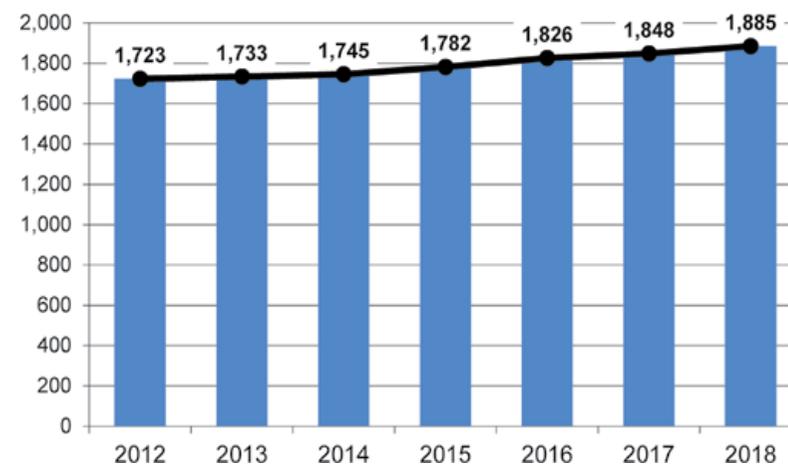
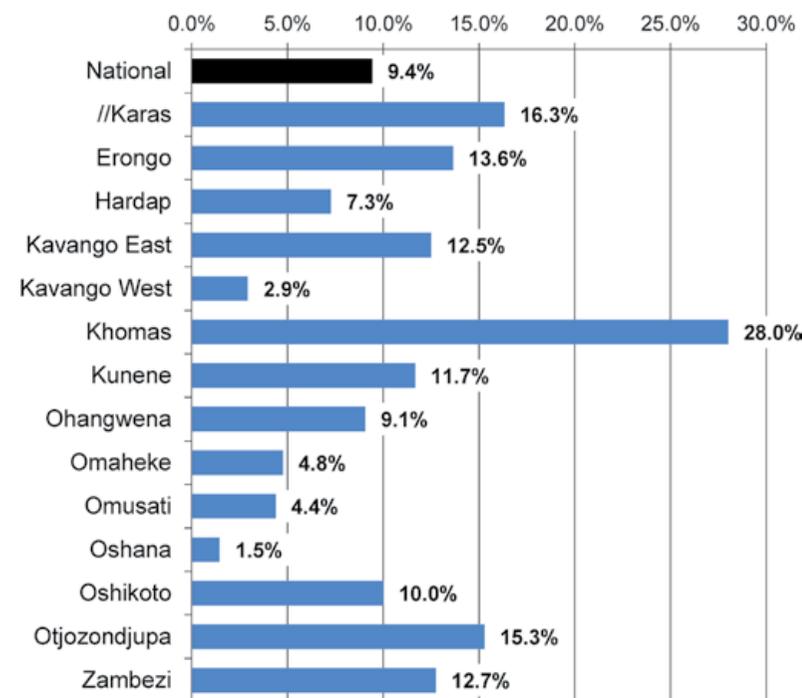


Figure 6b: Percentage increase (growth) of schools from 2012 to 2018 for each region



Chapter 2: ENROLMENTS



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

Two tables (14 and 15) provide information on the numbers of learners enrolled for different subjects. Although curricula prescribe that a number of core subjects be taught in each phase, a wide range of other subjects are taught as well. This means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census (AEC) forms. In addition there is some uncertainty about the correct and appropriate naming of various subjects as new subjects are introduced and others are phased out. These methodological limitations notwithstanding, these tables provide useful information on the numbers of learners taught different subjects in 2018.

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

Finally, comparative information is provided for the last seven years (2012-2018) to examine how enrolments have changed in each grade and phase, and in the different regions. Rates of growth over the same period are also compared for males and females in each region.

The class groups in multigrade groups (i.e. groups comprising learners from two or more grades) can be counted in two ways: (1) each grade group in the multigrade group can be counted as one; or (2) the whole multigrade group can be seen as a single group. Both methods have their justification: the first method gives the correct number of groups in each grade, and the second gives the correct number of groups of learners being taught together. The method employed for each of the tables reflecting class groups (Tables 9, 10, 12 and 17) is elaborated in the text adjacent to the tables.

Finally, an important reminder: In 2017 the implementation of the new curriculum was completed for the Primary phases, and in 2018 the same commenced for the Secondary phases, hence the range of grades is now subdivided into five phases:

1. **Junior Primary** (Grades 0-3)
2. **Senior Primary** (Grades 4-7)
3. **Junior Secondary** (Grades 8-9)
4. **Senior Secondary** (Grades 10-11)
5. **Namibia Senior Secondary Higher Level** (Grade 12)

In this report, the data for the Primary phases is recorded in accordance with the new Curriculum, and likewise the data for the Junior Secondary phase (Grades 8-9). Grade 10 data are reflected in the Senior Secondary phase whereas Grade 12 data are now reported under the Namibia Senior Secondary Higher Level phase, as per the revised curriculum.

Note also that the data on learners in Grade 13, which is offered in only one school, is also reported under Senior Secondary, since these learners are indeed in this phase.

The “phase” includes all other grades that do not fit into the ordinary grades listed above, most being grades for learners with special needs.

Table 7: Enrolment by school phases in each region

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
//Kharas	22,388	16,525	8,806	7,719	5,793	3,070	2,723	70
Erongo	43,213	30,694	15,630	15,064	12,389	6,203	6,186	130
Hardap	24,673	18,177	9,210	8,967	6,189	3,783	2,406	307
Kavango East	61,151	45,186	24,017	21,169	15,822	8,770	7,052	143
Kavango West	40,973	32,941	18,724	14,217	7,964	4,936	3,028	68
Khomas	87,053	60,481	30,707	29,774	25,728	12,758	12,970	844
Kunene	28,345	23,011	12,613	10,398	5,318	3,307	2,011	16
Ohangwena	103,669	75,248	37,818	37,430	28,421	15,321	13,100	-
Omaheke	22,177	17,142	8,811	8,331	5,006	3,041	1,965	29
Omusati	95,948	68,341	35,349	32,992	27,489	13,856	13,633	118
Oshana	53,729	36,094	18,284	17,810	17,585	8,250	9,335	50
Oshikoto	69,469	49,443	24,960	24,483	20,026	10,266	9,760	-
Otjozondjupa	45,878	34,901	18,009	16,892	10,785	6,448	4,337	192
Zambezi	38,170	25,983	14,171	11,812	12,180	5,863	6,317	7
National	736,836	534,167	277,109	257,058	200,695	105,872	94,823	1,974

Table 7 shows the numbers of learners enrolled in each school phase in each region in 2018.

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 was by far the lowest in all regions.

Nationally the picture is similar, with over two-thirds (72.5%) of all learners in the country enrolled in the Primary phase; just under one-third (27.2%) enrolled in the Secondary phase; and only 0.3% enrolled in “Other” grades.

The lower number of learners reported in “Other” Grades should not be interpreted as the number of learners who are differently abled in schools. With the introduction of the Inclusive Education Policy, more differently abled learners are accommodated in formal grades, thus the actual number of learners is higher than the number in this table. For a better picture, see also Tables 61 and 62 in Chapter 8.

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

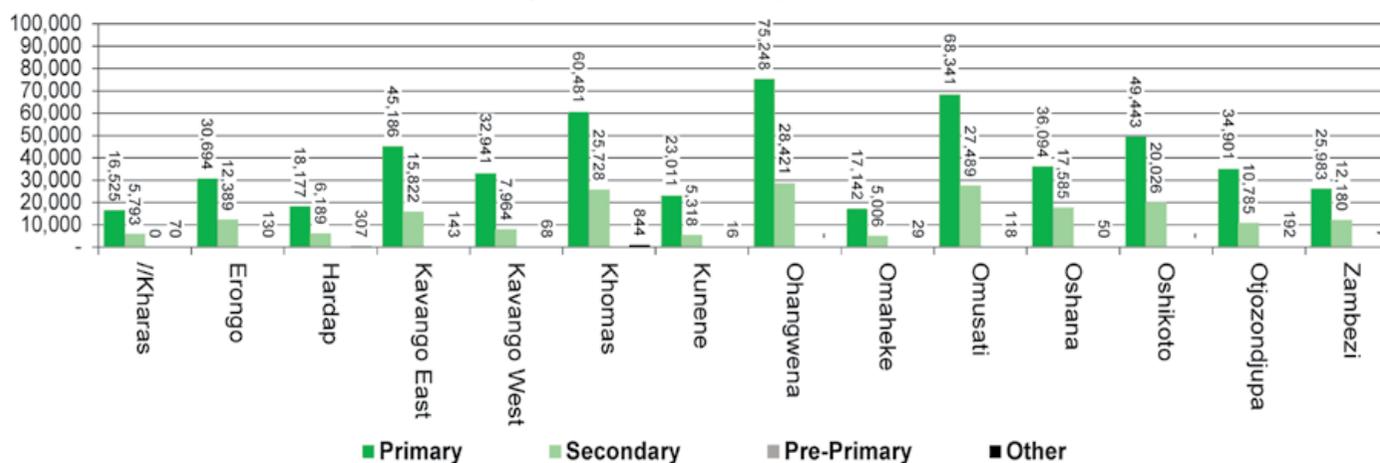


Figure 7b: Percentage of enrolment by school phases in each region

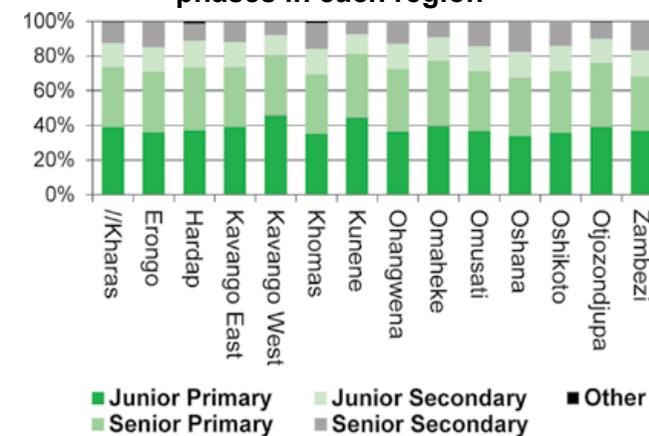


Table 8: Percentage of female learners by school phases in each region

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
//Kharas	50.7%	49.7%	49.0%	50.6%	53.5%	53.1%	54.1%	47.1%
Erongo	51.5%	50.5%	49.7%	51.3%	54.4%	52.2%	56.6%	29.2%
Hardap	50.4%	49.5%	48.6%	50.4%	53.6%	53.8%	53.3%	33.6%
Kavango East	49.6%	49.6%	48.7%	50.7%	49.6%	49.7%	49.5%	45.5%
Kavango West	49.0%	49.1%	48.5%	49.8%	49.1%	49.6%	48.4%	22.1%
Khomas	51.9%	50.8%	50.6%	51.1%	54.8%	54.2%	55.5%	33.3%
Kunene	49.3%	49.5%	49.7%	49.2%	48.4%	48.4%	48.5%	56.3%
Ohangwena	49.7%	48.8%	48.7%	49.0%	52.1%	50.9%	53.5%	-
Omaheke	50.0%	49.5%	48.7%	50.4%	51.7%	52.5%	50.5%	24.1%
Omusati	49.5%	48.6%	48.5%	48.7%	51.7%	50.1%	53.2%	40.7%
Oshana	50.5%	49.7%	49.4%	50.0%	52.1%	50.5%	53.5%	56.0%
Oshikoto	49.2%	47.8%	48.1%	47.6%	52.7%	51.9%	53.6%	-
Otjozondjupa	50.7%	50.0%	49.6%	50.5%	53.2%	52.3%	54.6%	35.4%
Zambezi	49.2%	48.8%	48.3%	49.4%	50.0%	49.2%	50.7%	14.3%
National	50.1%	49.4%	49.0%	49.7%	52.2%	51.3%	53.2%	35.3%

Table 8 shows the percentage of female learners by school phase per region. Overall, there was a good balance between female and male enrolments in 2018, despite some regional variation, especially if one compares the different phases. Nationally, the Junior Primary phase had the lowest percentage of female learners, at 49.0%, which gradually grew to 49.7% in Senior Primary. This gradual growth trend continued as females learners progressed through the schooling system, to reach 51.3% in the Junior Secondary phase and a peak of 53.2% in Senior Secondary. There were more female learners than male learners in the Senior Secondary phase in all regions except Kavango East (49.5%), Kavango West (48.8%) and Kunene (48.5%). In Ohangwena and Oshikoto, all learners are reported under regular grades, hence the blank cells under “Other” in this table.

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

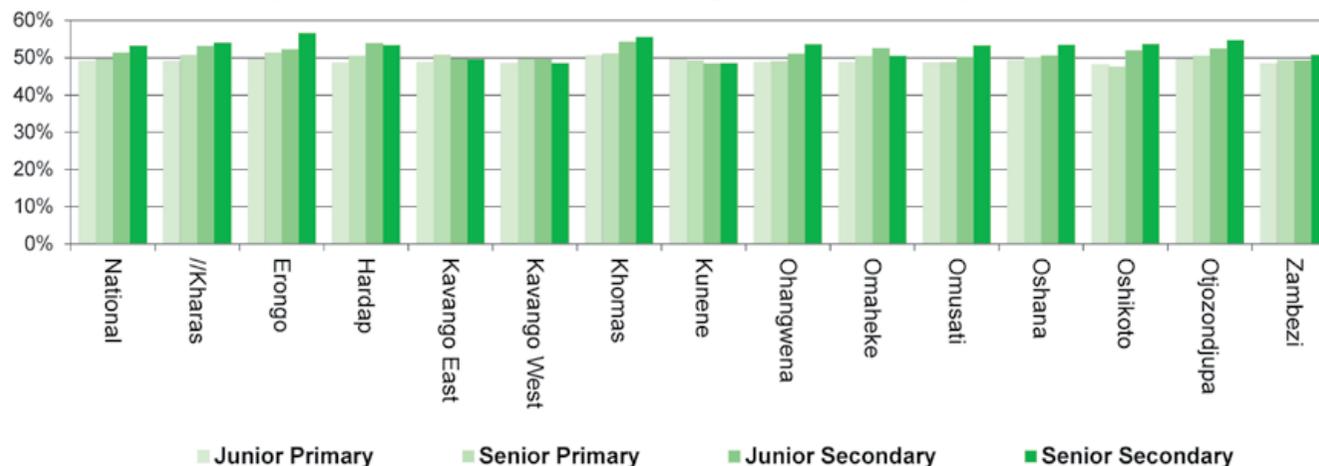


Table 9: Number of class groups by school phases in each region

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
//Kharas	824	609	328	281	209	110	99	6
Erongo	1,368	998	531	467	356	185	171	14
Hardap	873	638	328	310	212	128	84	23
KavangoEast	1,749	1,327	778	549	410	231	179	12
KavangoWest	1,330	1,119	709	410	207	128	79	4
Khomas	2,788	1,860	956	904	854	418	436	74
Kunene	994	831	485	346	161	100	61	2
Ohangwena	3,395	2,467	1,253	1,214	928	526	402	-
Omaheke	691	535	283	252	154	95	59	2
Omusati	3,333	2,419	1,279	1,140	908	506	402	6
Oshana	1,824	1,242	647	595	578	290	288	4
Oshikoto	2,453	1,800	941	859	653	350	303	-
Otjozondjupa	1,427	1,074	576	498	337	198	139	16
Zambezi	1,294	946	526	420	346	174	172	2
National	24,343	17,865	9,620	8,245	6,313	3,439	2,874	165

Table 9 shows the number of class groups per school phase for each region.

The total number of class groups reported for 2018 was 24,343, with 17,865 in the Primary phase and 6,313 in the Secondary phase.

Figure 9 shows the percentages of class groups in the different school phases in each region. For instance, Kavango West had a relatively high percentage (53.3%) of class groups in the Junior Primary phase, and much lower percentages in the other phases, i.e. Senior Primary and Junior and Senior Secondary.

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

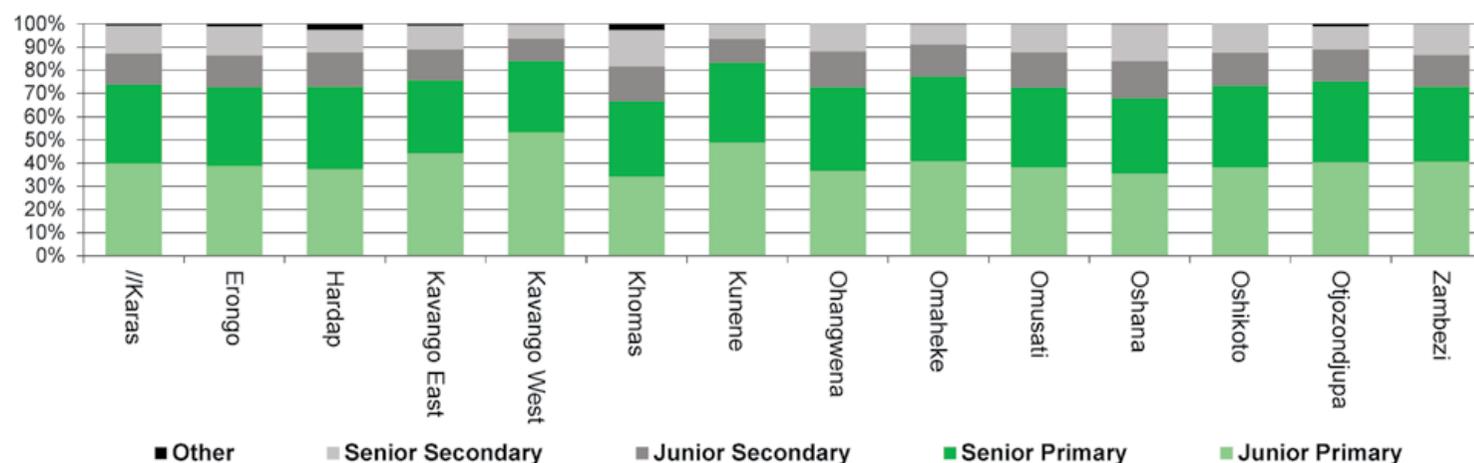


Table 10: Average class size by school phases in each region

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
//Kharas	27.2	27.1	26.8	27.5	27.7	27.9	27.5	11.7
Erongo	31.6	30.8	29.4	32.3	34.8	33.5	36.2	9.3
Hardap	28.3	28.5	28.1	28.9	29.2	29.6	28.6	13.3
Kavango East	35.0	34.1	30.9	38.6	38.6	38.0	39.4	11.9
Kavango West	30.8	29.4	26.4	34.7	38.5	38.6	38.3	17.0
Khomas	31.2	32.5	32.1	32.9	30.1	30.5	29.7	11.4
Kunene	28.5	27.7	26.0	30.1	33.0	33.1	33.0	8.0
Ohangwena	30.5	30.5	30.2	30.8	30.6	29.1	32.6	-
Omaheke	32.1	32.0	31.1	33.1	32.5	32.0	33.3	14.5
Omusati	28.8	28.3	27.6	28.9	30.3	27.4	33.9	19.7
Oshana	29.5	29.1	28.3	29.9	30.4	28.4	32.4	12.5
Oshikoto	28.3	27.5	26.5	28.5	30.7	29.3	32.2	-
Otjozondjupa	32.1	32.5	31.3	33.9	32.0	32.6	31.2	12.0
Zambezi	29.5	27.5	26.9	28.1	35.2	33.7	36.7	3.5
National	30.3	29.9	28.8	31.2	31.8	30.8	33.0	12.0

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

We can observe that class sizes tended to be smaller in the Junior Primary phase, with a national average size of 28.8, which then gradually increased to 31.2 in Senior Primary and 31.8 in Secondary. Kavango East had the largest average class size (35.0) while //Kharas had the smallest (27.2).

Figure 10: Average class size in each region

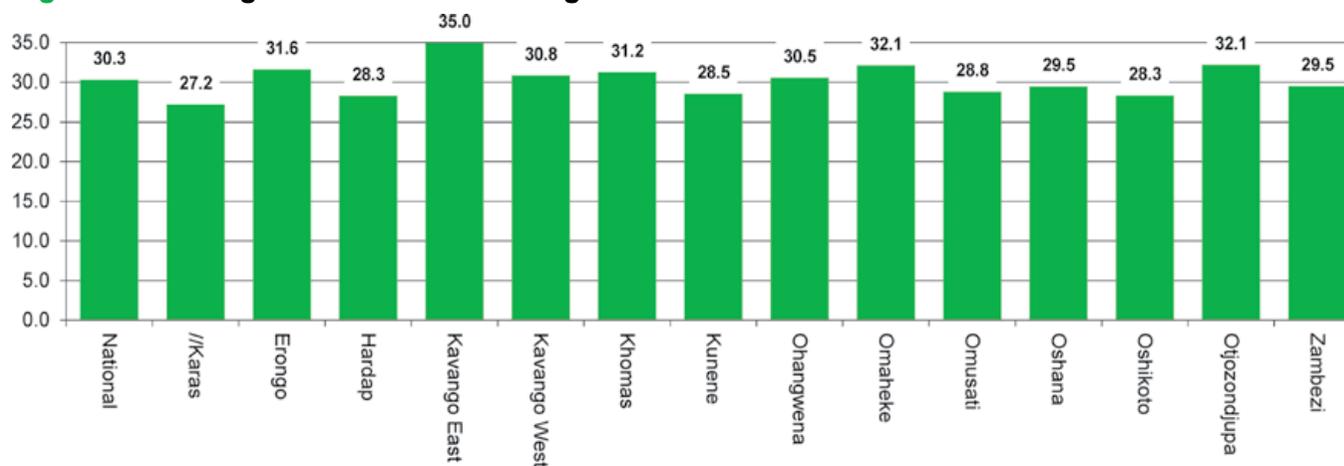


Table 11: Male and female enrolments in Grades 0 through 12

Region	Gender	Total	Junior Primary				Senior Primary				Junior Secondary			Senior Secondary	
			Grade 0	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
//Kharas	Total	22,318	1,863	2,466	2,281	2,196	2,173	2,004	1,907	1,635	1,820	1,250	1,430	667	626
	Female	11,322	911	1,151	1,165	1,087	1,076	1,013	979	838	955	675	758	370	344
	Male	10,996	952	1,315	1,116	1,109	1,097	991	928	797	865	575	672	297	282
Erongo	Total	43,083	2,047	4,882	4,484	4,217	4,280	4,082	3,478	3,224	3,516	2,687	3,049	1,613	1,524
	Female	22,234	1,014	2,389	2,225	2,145	2,140	2,088	1,812	1,683	1,776	1,461	1,677	952	872
	Male	20,849	1,033	2,493	2,259	2,072	2,140	1,994	1,666	1,541	1,740	1,226	1,372	661	652
Hardap	Total	24,366	1,769	2,742	2,398	2,301	2,628	2,336	2,035	1,968	2,102	1,681	1,299	585	522
	Female	12,321	862	1,297	1,164	1,155	1,277	1,158	1,059	1,029	1,115	922	665	323	295
	Male	12,045	907	1,445	1,234	1,146	1,351	1,178	976	939	987	759	634	262	227
Kavango East	Total	61,008	2,991	7,873	6,865	6,288	6,702	5,507	4,957	4,003	4,756	4,014	3,436	1,907	1,709
	Female	30,279	1,540	3,749	3,336	3,067	3,291	2,787	2,547	2,110	2,335	2,026	1,712	957	822
	Male	30,729	1,451	4,124	3,529	3,221	3,411	2,720	2,410	1,893	2,421	1,988	1,724	950	887
Kavango West	Total	40,905	2,580	6,396	5,127	4,621	4,693	3,758	3,190	2,576	2,813	2,123	1,672	781	575
	Female	20,071	1,339	3,057	2,451	2,227	2,257	1,914	1,631	1,282	1,419	1,027	804	383	280
	Male	20,834	1,241	3,339	2,676	2,394	2,436	1,844	1,559	1,294	1,394	1,096	868	398	295
Khomas	Total	86,188	5,249	8,746	8,484	8,228	8,342	7,798	7,008	6,626	7,314	5,444	6,033	3,456	3,460
	Female	44,846	2,704	4,412	4,313	4,097	4,170	3,959	3,647	3,445	3,971	2,941	3,259	1,920	2,008
	Male	41,342	2,545	4,334	4,171	4,131	4,172	3,839	3,361	3,181	3,343	2,503	2,774	1,536	1,452
Kunene	Total	28,329	1,878	4,066	3,371	3,298	3,343	2,710	2,293	2,052	2,003	1,304	1,087	500	424
	Female	13,954	993	2,000	1,701	1,571	1,626	1,286	1,156	1,046	992	608	557	243	175
	Male	14,375	885	2,066	1,670	1,727	1,717	1,424	1,137	1,006	1,011	696	530	257	249
Ohangwena	Total	103,669	5,417	11,978	10,495	9,928	11,320	10,072	8,447	7,591	8,479	6,842	6,463	3,533	3,104
	Female	51,572	2,772	5,811	5,061	4,773	5,368	4,964	4,188	3,819	4,300	3,501	3,407	1,918	1,690
	Male	52,097	2,645	6,167	5,434	5,155	5,952	5,108	4,259	3,772	4,179	3,341	3,056	1,615	1,414
Omaheke	Total	22,148	1,206	2,713	2,473	2,419	2,423	2,184	2,066	1,658	1,784	1,257	1,182	403	380
	Female	11,075	621	1,306	1,216	1,149	1,204	1,105	1,009	877	936	660	579	216	197
	Male	11,073	585	1,407	1,257	1,270	1,219	1,079	1,057	781	848	597	603	187	183

Table 11 continued

Region	Gender	Total	Junior Primary				Senior Primary				Junior Secondary			Senior Secondary	
			Grade 0	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Omusati	Total	95,830	5,144	11,379	9,703	9,123	9,902	8,731	7,503	6,856	8,073	5,783	6,218	3,859	3,556
	Female	47,438	2,587	5,527	4,604	4,434	4,630	4,312	3,735	3,403	4,036	2,912	3,231	2,115	1,912
	Male	48,392	2,557	5,852	5,099	4,689	5,272	4,419	3,768	3,453	4,037	2,871	2,987	1,744	1,644
Oshana	Total	53,679	3,137	5,543	4,948	4,656	5,145	4,506	4,157	4,002	4,470	3,780	3,799	2,870	2,666
	Female	27,092	1,610	2,710	2,442	2,263	2,488	2,293	2,079	2,047	2,253	1,915	1,993	1,560	1,439
	Male	26,587	1,527	2,833	2,506	2,393	2,657	2,213	2,078	1,955	2,217	1,865	1,806	1,310	1,227
Oshikoto	Total	69,469	4,569	7,394	6,620	6,377	7,576	6,064	5,766	5,077	5,882	4,384	4,459	2,667	2,634
	Female	34,202	2,350	3,500	3,112	3,037	3,500	2,908	2,792	2,447	3,009	2,315	2,376	1,410	1,446
	Male	35,267	2,219	3,894	3,508	3,340	4,076	3,156	2,974	2,630	2,873	2,069	2,083	1,257	1,188
Otjozondjupa	Total	45,686	2,671	5,527	5,005	4,806	5,180	4,476	3,920	3,316	3,979	2,469	2,288	1,080	969
	Female	23,205	1,355	2,680	2,489	2,403	2,507	2,326	1,998	1,704	2,052	1,322	1,247	604	518
	Male	22,481	1,316	2,847	2,516	2,403	2,673	2,150	1,922	1,612	1,927	1,147	1,041	476	451
Zambezi	Total	38,163	2,927	4,232	3,633	3,379	3,437	3,109	2,743	2,523	2,955	2,908	2,954	1,859	1,504
	Female	18,767	1,454	1,983	1,761	1,648	1,610	1,565	1,380	1,278	1,462	1,422	1,520	947	737
	Male	19,396	1,473	2,249	1,872	1,731	1,827	1,544	1,363	1,245	1,493	1,486	1,434	912	767
National	Total	734,841	43,448	85,937	75,887	71,837	77,144	67,337	59,470	53,107	59,946	45,926	45,369	25,780	23,653
	Female	368,378	22,112	41,572	37,040	35,056	37,144	33,678	30,012	27,008	30,611	23,707	23,785	13,918	12,735
	Male	366,463	21,336	44,365	38,847	36,781	40,000	33,659	29,458	26,099	29,335	22,219	21,584	11,862	10,918

The enrolments of female and male learners in Pre-Primary through Grade 12 are recorded in Table 11 for the benefit of readers requiring the actual numbers. Figure 11 is a graphical representation of the information presented in Table 11. As mentioned for previous tables, the enrolment peaks in lower primary and falls with increasing grade levels. Related indicators, i.e. the percentage of female learners and the average class size, are reported for the school phases in Tables 8 and 10 respectively. The total enrolments per phase are tabulated in Table 7.

Note that Table 11 differs from others in that it excludes Grade 13, which is recorded with other Senior Secondary grades in this table.

Figure 11: Enrolment by grade and gender: Grade 0 to Grade 12

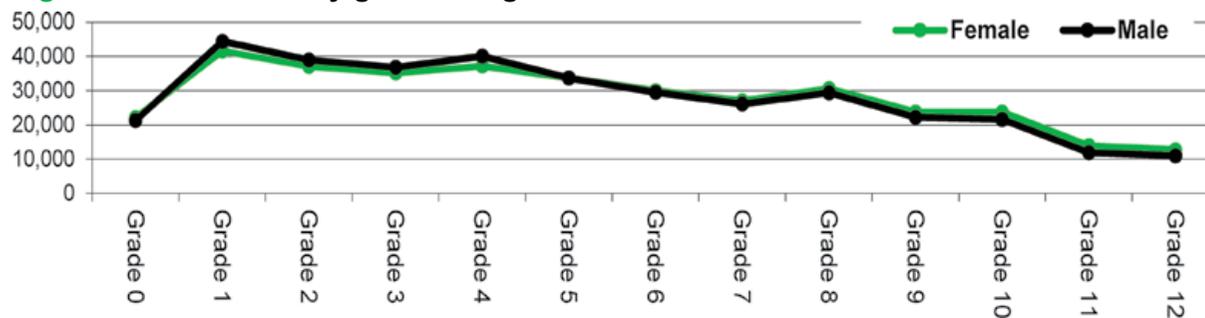


Table 12: Enrolments and class groups in “other” grades

Region	Indicator	Other	Grade 13	Elementary Vocational	Intermediate Vocational	Advanced Vocational	Special Classes	Special Grade 6	Special Grade 7	Special Grade 8	Special Grade 9	Special Grade 10	Special Grade 11	Special Grade 12	Mentally Challenged
//Kharas	Enrolment	70	-	-	-	-	46	-	-	-	-	-	16	-	8
	Female enrolment	33	-	-	-	-	21	-	-	-	-	-	9	-	3
	Male enrolment	37	-	-	-	-	25	-	-	-	-	-	7	-	5
	% female	0	-	-	-	-	0	-	-	-	-	-	-	-	0
	Classgroups	6	-	-	-	-	4	-	-	-	-	-	-	-	1
	Average class size	12	-	-	-	-	12	-	-	-	-	-	-	-	8
Erongo	Enrolment	130	-	-	-	-	97	7	26	-	-	-	-	-	-
	Female enrolment	38	-	-	-	-	26	1	11	-	-	-	-	-	-
	Male enrolment	92	-	-	-	-	71	6	15	-	-	-	-	-	-
	% female	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	14	-	-	-	-	11	-	2	-	-	-	-	-	-
	Average class size	15	-	-	-	-	9	-	13	-	-	-	-	-	-
Hardap	Enrolment	307	-	-	5	-	302	-	-	-	-	-	-	-	-
	Female enrolment	103	-	-	-	-	103	-	-	-	-	-	-	-	-
	Male enrolment	204	-	-	5	-	199	-	-	-	-	-	-	-	-
	% female	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	23	-	-	1	-	22	-	-	-	-	-	-	-	-
	Average class size	13	-	-	5	-	14	-	-	-	-	-	-	-	-
Kavango East	Enrolment	143	-	-	-	-	68	7	14	-	-	-	-	-	54
	Female enrolment	65	-	-	-	-	37	3	8	-	-	-	-	-	17
	Male enrolment	78	-	-	-	-	31	4	6	-	-	-	-	-	37
	% female	0	-	-	-	-	-	-	1	-	-	-	-	-	-
	Classgroups	12	-	-	-	-	7	1	1	-	-	-	-	-	-
	Average class size	13	-	-	-	-	10	7	14	-	-	-	-	-	-
Kavango West	Enrolment	68	-	-	-	-	29	-	-	17	14	8	-	-	-
	Female enrolment	15	-	-	-	-	9	-	-	3	3	-	-	-	-
	Male enrolment	53	-	-	-	-	20	-	-	14	11	8	-	-	-
	% female	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	4	-	-	-	-	1	-	-	1	1	1	-	-	-
	Average class size	21	-	-	-	-	29	-	-	17	14	8	-	-	-
Komas	Enrolment	865	21	147	77	33	294	15	-	-	-	-	-	8	270
	Female enrolment	293	12	82	7	8	77	3	-	-	-	-	-	3	101
	Male enrolment	572	9	65	70	25	217	12	-	-	-	-	-	5	169
	% female	-	1	-	-	-	-	-	-	-	-	-	-	-	0
	Classgroups	75	1	13	6	-	22	-	-	-	-	-	-	1	28
	Average class size	12	21	11	13	-	13	-	-	-	-	-	-	8	10
Kunene	Enrolment	16	-	-	-	-	16	-	-	-	-	-	-	-	-
	Female enrolment	9	-	-	-	-	9	-	-	-	-	-	-	-	-
	Male enrolment	7	-	-	-	-	7	-	-	-	-	-	-	-	-
	% female	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	2	-	-	-	-	2	-	-	-	-	-	-	-	-
	Average class size	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	18	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 12 continued

Region	Indicator	Other	Grade 13	Elementary Vocational	Intermediate Vocational	Advanced Vocational	Special Classes	Special Grade 6	Special Grade 7	Special Grade 8	Special Grade 9	Special Grade 10	Special Grade 11	Special Grade 12	Mentally Challenged
Omaheke	Enrolment	29	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	7	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	22	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	14	-	-	-	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	6	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	33	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	5	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	15	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	192	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	68	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	124	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	16	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	33	-	-	-	-	-	-	-	-	-	-	-	-	-
Zambezi	Enrolment	7	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	6	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	2	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	9	-	-	-	-	-	-	-	-	-	-	-	-	-
National	Enrolment	1,995	21	227	96	33	1,010	52	43	74	44	39	16	8	332
	Female enrolment	708	12	119	13	8	334	16	19	26	17	11	9	3	121
	Male enrolment	1,287	9	108	83	25	676	36	24	48	27	28	7	5	211
	% female	0	1	-	-	-	-	-	-	-	1	0	-	0	1
	Classgroups	166	1	19	8	3	83	5	4	3	2	4	1	1	32
	Average class size	12	21	12	12	11	12	10	11	25	22	10	16	8	10

Table 12 shows the data aggregated under the heading “Other” in Tables 7 through 10 by grade. All ordinary regions have been grouped together in this table.

It has to be noted that the enrolment in pre-vocational subjects at school level is still extremely poor. If the vision of creating a knowledge-based society through diversified vocational training is to be realised, then considerable attention and action must be accorded to increasing learner enrolment.

Table 13: Enrolments in state and private schools

Region	Control of School	Total	Primary			Secondary			Other
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
//Kharas	Total	22,388	16,525	8,806	7,719	5,793	3,070	2,723	70
	State	19,981	14,369	7,552	6,817	5,552	2,973	2,579	60
	Private	2,407	2,156	1,254	902	241	97	144	10
Erongo	Total	43,213	30,694	15,630	15,064	12,389	6,203	6,186	130
	State	38,174	26,984	13,544	13,440	11,066	5,621	5,445	124
	Private	5,039	3,710	2,086	1,624	1,323	582	741	6
Hardap	Total	24,673	18,177	9,210	8,967	6,189	3,783	2,406	307
	State	24,194	17,942	9,100	8,842	5,958	3,691	2,267	294
	Private	479	235	110	125	231	92	139	13
Kavango East	Total	61,151	45,186	24,017	21,169	15,822	8,770	7,052	143
	State	58,728	43,273	22,448	20,825	15,312	8,499	6,813	143
	Private	2,423	1,913	1,569	344	510	271	239	-
Kavango West	Total	40,973	32,941	18,724	14,217	7,964	4,936	3,028	68
	State	40,459	32,774	18,557	14,217	7,617	4,778	2,839	68
	Private	514	167	167	-	347	158	189	-
Khomas	Total	87,053	60,481	30,707	29,774	25,728	12,758	12,970	844
	State	71,884	49,316	23,830	25,486	21,784	11,173	10,611	784
	Private	15,169	11,165	6,877	4,288	3,944	1,585	2,359	60
Kunene	Total	28,345	23,011	12,613	10,398	5,318	3,307	2,011	16
	State	27,376	22,150	12,120	10,030	5,210	3,259	1,951	16
	Private	969	861	493	368	108	48	60	-
Ohangwena	Total	103,669	75,248	37,818	37,430	28,421	15,321	13,100	-
	State	99,810	72,093	35,891	36,202	27,717	15,092	12,625	-
	Private	3,859	3,155	1,927	1,228	704	229	475	-
Omaheke	Total	22,177	17,142	8,811	8,331	5,006	3,041	1,965	29
	State	20,220	15,761	8,183	7,578	4,430	2,686	1,744	29
	Private	1,957	1,381	628	753	576	355	221	-
Omusati	Total	95,948	68,341	35,349	32,992	27,489	13,856	13,633	118
	State	93,402	66,342	34,190	32,152	26,942	13,619	13,323	118
	Private	2,546	1,999	1,159	840	547	237	310	-

Table 13 continued

Region	Control of School	Total	Primary			Secondary			Other
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Oshana	Total	53,729	36,094	18,284	17,810	17,585	8,250	9,335	50
	State	50,348	32,980	16,303	16,677	17,318	8,067	9,251	50
	Private	3,381	3,114	1,981	1,133	267	183	84	-
Oshikoto	Total	69,469	49,443	24,960	24,483	20,026	10,266	9,760	-
	State	65,227	46,034	23,078	22,956	19,193	9,927	9,266	-
	Private	4,242	3,409	1,882	1,527	833	339	494	-
Otjozondjupa	Total	45,878	34,901	18,009	16,892	10,785	6,448	4,337	192
	State	44,497	33,737	17,282	16,455	10,585	6,360	4,225	175
	Private	1,381	1,164	727	437	200	88	112	17
Zambezi	Total	38,170	25,983	14,171	11,812	12,180	5,863	6,317	7
	State	36,568	24,912	13,466	11,446	11,649	5,649	6,000	7
	Private	1,602	1,071	705	366	531	214	317	-
National	Total	736,836	534,167	277,109	257,058	200,695	105,872	94,823	1,974
	State	690,868	498,667	255,544	243,123	190,333	101,394	88,939	1,868
	Private	45,968	35,500	21,565	13,935	10,362	4,478	5,884	106

Table 13 and Figure 13a show that the vast majority of Namibian learners attend public schools: nationally, only 6.2% of all learners were enrolled in private schools in the year under review. More than 10% of the learners in //Kharas, Erongo and Khomas Regions attended private schools in 2018. Khomas had the highest percentage of learners enrolled in private schools (17.4%), while Kavango West had the lowest percentage (1.3%).

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

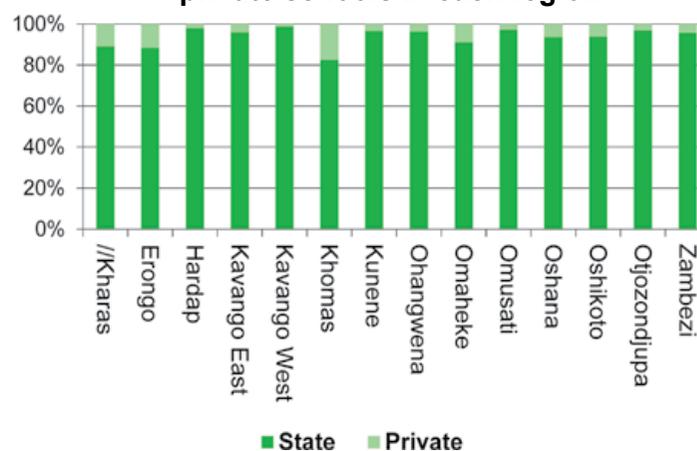


Figure 13b: Percentage of all learners in state and private schools in each school phase

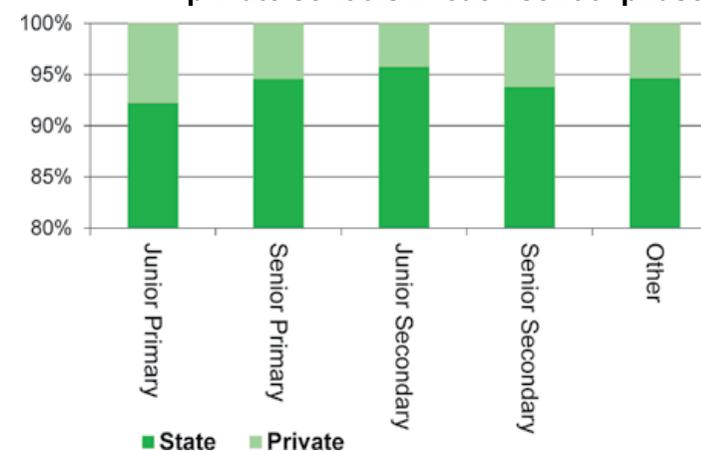


Table 14: Enrolments in primary and junior secondary subjects

Subject	Junior Primary					Senior Primary				
	Junior Primary	Pre-Primary	Grade 1	Grade 2	Grade 3	Senior Primary	Grade 4	Grade 5	Grade 6	Grade 7
Afrikaans 1st or Home Language	4,833	-	1,562	1,769	1,502	14,719	2,879	3,916	4,060	3,864
Afrikaans 2nd Language	25,092	-	8,438	8,297	8,357	45,803	12,295	12,523	11,058	9,927
Art and Design	-	-	-	-	-	7	-	-	-	7
Arts (non-productive)	74,722	-	25,670	24,507	24,545	59,398	20,719	14,874	12,267	11,538
Basic Information Science	490	-	160	212	118	35,224	11,340	8,947	7,860	7,077
Basic Techniques	-	-	-	-	-	45	-	-	-	45
Computer Literacy	2,235	-	789	744	702	8,968	2,640	2,366	2,053	1,909
Craft & Technology	75	-	-	-	75	445	149	150	146	-
Design and Technology	-	-	-	-	-	21,432	-	7,762	7,347	6,323
Elementary Agriculture	-	-	-	-	-	132,814	1,792	49,051	43,459	38,512
English 1st Language	9,001	-	2,897	2,966	3,138	12,596	2,971	3,521	3,122	2,982
English 2nd Language	94,543	-	33,765	31,336	29,442	233,571	64,107	63,320	56,150	49,994
Environmental Studies	100,913	-	35,836	33,381	31,696	1,294	1,294	-	-	-
Extraordinary Subject	517	174	44	97	202	652	261	102	145	144
General Science	-	-	-	-	-	194	43	35	53	63
Geography	-	-	-	-	-	15	-	-	-	15
German 1st or Home Language	148	-	9	100	39	1,134	237	324	308	265
German 3rd or Foreign Language	-	-	-	-	-	8	-	-	-	8
Grade0	43,448	43,448	-	-	-	-	-	-	-	-
Grade 0 class teaching	50,147	-	50,147	-	-	-	-	-	-	-
Grade 1 class teaching	42,741	-	-	42,741	-	-	-	-	-	-
Grade 2 class teaching	40,257	-	-	-	40,257	-	-	-	-	-
Grade 3 class teaching	-	-	-	-	-	9,467	9,467	-	-	-
Grade 4 class teaching	-	-	-	-	-	1,148	-	1,148	-	-
Grade 5 class teaching	-	-	-	-	-	881	-	-	881	-
Grade 6 class teaching	-	-	-	-	-	869	-	-	-	869
Grade 7 class teaching	-	-	-	-	-	157	89	11	17	40
Handwriting	675	-	285	209	181	40	40	-	-	-
Health	-	-	-	-	-	12	-	6	6	-
History	25	-	11	6	8	450	16	180	113	141
History and Geography	-	-	-	-	-	138	17	29	54	38
Home Ecology	-	-	-	-	-	30,716	11	11,310	10,257	9,138
Hygiene	-	-	-	-	-	31	-	-	31	-
Individual Learning	197	197	-	-	-	48	38	10	-	-
Ju/hoansi	103	-	32	37	34	-	-	-	-	-
Keyboard and Word Processing	-	-	-	-	-	21	-	6	-	15
Khoekhoegowab	8,819	-	3,223	2,883	2,713	16,473	4,579	4,611	3,924	3,359
Languages	-	-	-	-	-	332	-	113	111	108
Life Skills	-	-	-	-	-	69,278	21,705	17,709	15,711	14,153

Subject	Junior Secondary		
	Junior Secondary	Grade 8	Grade 9
Accounting	26,323	14,299	12,024
Afrikaans 1st or Home Language	4,562	2,653	1,909
Afrikaans 2nd Language	17,842	10,235	7,607
Agriculture	72,026	40,912	31,114
Art and Design	12	12	-
Art of Entertainment	103	52	51
Arts Appreciation	363	157	206
Arts in Culture	7,830	4,839	2,991
Basic Information Science	4,737	3,245	1,492
Biology	60	41	19
Bricklaying and Plastering	111	62	49
Business Accounting	302	193	109
Business Methods	99	37	62
Business Studies	8	-	8
Catering	185	140	45
Chemical Technology	41	23	18
Commerce	48	35	13
Commercial Maths	82	82	-
Communication and Department	88	55	33
Computer Literacy	1,814	1,069	745
Computer Practice	180	71	109
Computer Studies	4,837	2,655	2,182
Craft Design and Development	32	-	32
Design and Communication	68	-	68
Design and Technology	2,215	1,139	1,076
Development Studies	203	203	-
Electrician Work	26	8	18
Electronics	23	23	-
Engineering Maths	69	69	-
English 1st Language	3,212	1,959	1,253
English 2nd Language	101,545	57,451	44,094
Entrepreneurship	96,568	54,611	41,957
Extraordinary Subject	52	-	52
Fashion and Fabrics	130	16	114
French Foreign Language	831	492	339
General Science	132	32	100
Geography	103,778	59,049	44,729
German 1st or Home Language	284	93	191
German Third or Foreign Language	2,639	1,446	1,193
Hairdressing	13	9	4
History	103,291	58,711	44,580

Table 14 continued

Subject	Junior Primary					Senior Primary				
	Junior Primary	Pre-Primary	Grade 1	Grade 2	Grade 3	Senior Primary	Grade 4	Grade 5	Grade 6	Grade 7
Lower Primary	160	-	154	6	-	89	89	-	-	-
Mathematics	102,198	-	36,242	33,795	32,161	243,422	66,670	66,162	58,490	52,100
Natural Science and Health Education	512	166	100	119	127	242,583	65,841	66,121	58,383	52,238
Oshikwanyama	22,754	-	8,155	7,483	7,116	47,899	13,945	12,952	11,134	9,868
Oshindonga	25,625	-	9,339	8,482	7,804	63,388	18,201	16,380	14,934	13,873
Otjiherero	9,958	-	3,664	3,142	3,152	16,494	5,123	4,393	3,669	3,309
Physical Education and Health Awareness	416	-	267	110	39	220	76	69	75	-
Physical Education	74,764	-	25,797	25,089	23,878	60,376	20,570	14,486	13,211	12,109
Portuguese	-	-	-	-	-	16	-	11	-	5
Religious and Moral Education	79,565	-	27,716	26,277	25,572	67,267	24,264	16,402	13,988	12,613
Remedial Teaching	264	-	112	65	87	98	29	36	33	-
Rukwangali	3,426	-	1,381	965	1,080	19,104	4,471	5,836	4,826	3,971
Rumanyo (Rugciriku)	840	-	261	315	264	8,255	1,824	2,583	2,269	1,579
School Music	171	-	-	53	118	28	-	28	-	-
Setswana	377	-	125	132	120	438	118	101	114	105
Sign Language	15	-	7	-	8	372	105	121	69	77
Silozi	1,188	-	350	503	335	11,198	3,005	3,043	2,661	2,489
Social Sciences	-	-	-	-	-	1,924	-	956	512	456
Social Studies	-	-	-	-	-	239,565	65,431	64,903	57,906	51,325
Spanish Foreign Language	178	-	50	6	122	17	17	-	-	-
Thimbukushu	353	-	170	133	50	3,742	1,150	1,066	832	694
Upper Primary	-	-	-	-	-	137	-	80	49	8

Enrolment for each subject is tabulated for the Primary and Junior Secondary grades in Table 14, and for the Senior Secondary grades in Table 15.

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

Class teaching was used in Pre-Primary to Grade 4, although exceptionally it could be observed up to Grade 7. In general, subject teaching was practised predominantly in higher grades.

A few other subjects in both Primary phases and the Junior Secondary phase are not reported on in this table, for the sole reason that very few learners took these subjects in 2018.

Subject	Junior Secondary		
	Junior Secondary	Grade 8	Grade 9
Home Economics	3,531	2,003	1,528
Hotel Management	192	92	100
Individual Learning	92	64	28
Integrated Performing Art	377	217	160
Keyboard and Word Processing	1,167	591	576
Khoekhoegowab	6,085	3,720	2,365
Life Science	103,345	58,481	44,864
Life Skills	15,790	9,828	5,962
Literature (English)	2	1	1
Mathematics	104,441	59,134	45,307
Motor Mechanics	75	37	38
Natural Science and Health Education	176	101	75
Needlework and Clothing	563	337	226
Office Administration and Keyboard	120	52	68
Office Practice	1,831	1,121	710
Oshikwanyama	19,800	11,114	8,686
Oshindonga	28,162	15,945	12,217
Otjiherero	6,980	4,280	2,700
Panelbeating and Spraying	76	76	0
Performing Art	34	33	1
Physical Education & Health Awareness	109	39	70
Physical Education	10,123	5,986	4,137
Physical Science	101,849	57,677	44,172
Physics	136	52	84
Physiology	39	39	0
Portuguese	634	314	320
Religious and Moral Education	8,617	5,481	3,136
Rukwangali	8,290	4,761	3,529
Rumanyo (Rugciriku)	3,179	1,628	1,551
School Art	283	77	206
Setswana	179	108	71
Sign Language	107	52	55
Silozi	5,742	2,911	2,831
Social Studies	9	9	0
Technical Drawing	936	569	367
Technical Theory and Practice	594	344	250
Thimbukushu	1,612	864	748
Tourism	48	48	0
Typing or Typing and Office Admin	60	60	0
Visual Arts	418	242	176
Woodwork	31	0	31

Table 15: Enrolments in senior secondary subjects

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Accounting	H	-	426	396	-
	O	-	1,222	1,170	-
	N	11,681	1,488	1,539	-
Afrikaans 1st or Home Language	H	-	246	242	-
	O	-	39	80	-
	N	1,270	351	281	-
Afrikaans 2nd Language	H	-	504	332	-
	O	-	1,489	1,687	5
	N	9,312	1,789	1,538	-
Agriculture	H	-	108	209	-
	O	-	3,508	4,008	-
	N	31,693	7,581	5,551	4
Art and Design	H	-	50	31	-
	O	-	19	33	15
	N	2,708	93	67	-
Biology	H	-	1,951	1,406	-
	O	-	5,472	7,109	7
	N	50	9,578	7,481	-
Business Accounting	H	-	2	-	-
	O	-	25	-	-
	N	185	-	-	-
Business Economics	H	-	1	-	-
	O	-	70	19	-
	N	68	160	163	-
Business Studies	H	-	454	314	-
	O	-	1,242	1,393	-
	N	72	1,562	1,321	-
Computer Literacy	H	-	36	13	-
	O	-	1	52	-
	N	231	474	165	-
Computer Studies	H	-	55	105	-
	O	-	239	230	-
	N	2,348	481	595	-
Design and Technology	H	-	79	92	-
	O	-	43	87	-
	N	1,411	341	317	-

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Development Studies	H	-	97	52	-
	O	-	4,093	3,799	15
	N	-	5,150	4,856	-
Economics	H	-	363	326	-
	O	-	1,101	993	-
	N	-	1,157	1,059	-
English 1st Language	H	-	244	319	4
	O	-	291	212	-
	N	1,422	558	385	-
English 2nd Language	H	-	2,262	1,790	-
	O	-	8,662	9,992	17
	N	43,345	13,271	10,575	-
Entrepreneurship	H	-	17	35	-
	O	-	346	156	-
	N	41,064	559	578	-
Fashion and Fabrics	H	-	-	-	-
	O	-	44	17	-
	N	76	24	23	-
French Foreign Language	H	-	8	11	-
	O	-	93	137	-
	N	484	90	15	-
Geography	H	-	1,410	610	-
	O	-	4,078	4,604	-
	N	44,408	6,446	5,842	-
German 1st or Home Language	H	-	21	7	1
	O	-	-	3	-
	N	142	80	125	-
German 3rd or Foreign Language	H	-	87	55	-
	O	-	209	195	20
	N	1,179	279	195	-
History	H	-	625	365	-
	O	-	1,898	1,889	5
	N	43,927	3,318	3,162	-
Home Economics	H	-	15	17	-
	O	-	91	40	-
	N	1,265	118	122	-

Table 15 continued

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Integrated Performing Art	H	-	-	-	-
	O	-	-	-	-
	N	216	-	-	-
Khoekhoegowab	H	-	1	-	-
	O	-	220	128	-
	N	1,986	299	416	-
Life Science	H	-	-	-	-
	O	-	-	-	-
	N	43,757	322	342	-
Life Skills	H	-	18	22	-
	O	-	571	635	-
	N	6,155	1,580	1,364	-
Mathematics	H	-	1,201	748	4
	O	-	9,910	11,003	-
	N	44,488	13,497	10,838	-
Needlework and Clothing	H	-	-	-	-
	O	-	-	-	-
	N	238	-	-	-
Office Administration and Keyboard	H	-	3	-	-
	O	-	138	182	-
	N	1,666	82	64	-
Oshikwanyama	H	-	2,244	2,270	-
	O	-	646	540	-
	N	8,547	2,609	2,198	-
Oshindonga	H	-	2,681	2,800	-
	O	-	714	790	-
	N	12,646	4,379	3,430	-
Otjiherero	H	-	52	9	-
	O	-	286	316	-
	N	2,868	800	663	-
Physical Education	H	-	-	11	-
	O	-	150	131	-
	N	3,526	828	410	-
Physical Science	H	-	1,398	1,168	-
	O	-	5,767	6,772	12
	N	44,111	8,918	7,152	-

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Portuguese	H	-	-	4	-
	O	-	80	133	-
	N	264	168	139	-
Rukwangali	H	-	1,022	972	-
	O	-	135	44	-
	N	2,934	450	380	-
Rumanyo (Rugciriku)	H	-	-	2	-
	O	-	219	252	-
	N	1,357	292	283	-
Setswana	H	-	-	-	-
	O	-	4	5	-
	N	63	22	22	-
Sign Language	H	-	-	-	-
	O	-	3	1	-
	N	23	-	-	-
Silozi	H	-	209	217	-
	O	-	31	-	-
	N	2,991	1,601	1,232	-
Thimbukushu	H	-	-	-	-
	O	-	46	-	-
	N	649	366	288	-

Enrolment in the subjects taught in the Senior Secondary phase is tabulated in Table 15. A distinction is made between the levels at which the subjects are taken – Namibia Senior Secondary Certificate Higher Level (NSSC-H) or Namibia Senior Secondary Certificate Ordinary Level (NSSC-O).

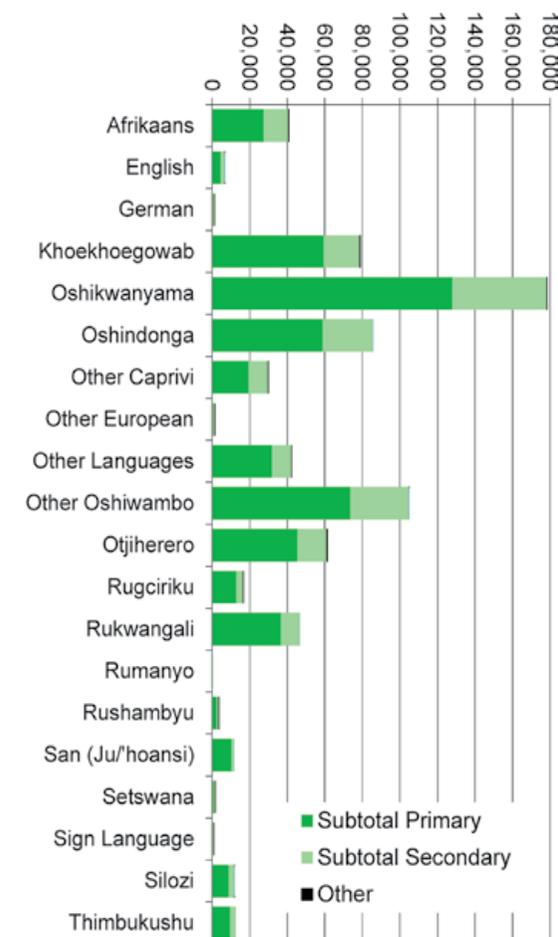
A number of private schools offered subjects which were not offered in state schools, or which were offered in different grades in state schools. Therefore, deviations from the Ministry's curriculum do not necessarily indicate an error.

Some incorrect reporting was expected, for example an incorrect subject code having being used. Therefore, minor inconsistencies in the data are possible.

Table 16: Home languages of learners

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Afrikaans	40,859	27,560	13,752	13,808	13,034	6,391	6,643	265
English	6,738	4,684	2,442	2,242	2,024	993	1,031	30
German	1,176	702	297	405	473	177	296	1
Khoekhoegowab	79,018	59,623	29,847	29,776	18,880	11,589	7,291	515
Oshikwanyama	178,354	128,050	64,059	63,991	50,211	26,186	24,025	93
Oshindonga	85,497	59,169	31,288	27,881	26,255	12,567	13,688	73
Other Caprivi	29,858	19,439	9,937	9,502	10,411	5,083	5,328	8
Other European	1,382	597	236	361	781	306	475	4
Other Languages	42,391	32,007	16,904	15,103	10,327	5,967	4,360	57
Other Oshiwambo	104,829	73,864	38,169	35,695	30,769	15,302	15,467	196
Otjiherero	61,391	45,320	23,198	22,122	15,638	8,877	6,761	433
Rugciriku	16,511	12,969	7,146	5,823	3,533	1,957	1,576	9
Rukwangali	46,544	36,736	20,613	16,123	9,708	5,779	3,929	100
Rumanyo	261	192	151	41	69	35	34	-
Rushambyu	3,520	2,712	1,450	1,262	807	427	380	1
San (Ju/'hoansi)	11,470	10,342	6,146	4,196	1,088	810	278	40
Setswana	1,720	1,169	544	625	547	303	244	4
Sign Language	863	558	287	271	182	126	56	123
Silozi	11,798	8,862	5,346	3,516	2,925	1,338	1,587	11
Thimbukushu	12,656	9,612	5,297	4,315	3,033	1,659	1,374	11
National	736,836	534,167	277,109	257,058	200,695	105,872	94,823	1,974

Figure 16: Home languages of learners



Statistics on home languages of learners and mediums of instruction are presented in Tables 16, 17 and 18. Enrolment per home language is reported in Table 16, and enrolment per medium of instruction in Grades 1-3 in Table 17. Table 18 shows how many learners with different home languages were taught in various mediums of instruction.

The home-language statistics are collected by grouping the languages in a way that is consistent with the mediums of instruction used in Namibian schools.

Out of all learners in Namibia, Oshikwanyama speakers constituted 24.2%, Other Oshiwambo 14.2% and Oshindonga 11.6%. There were 368,680 Oshiwambo-speaking

learners in total (which includes Oshikwanyama, Oshindonga and Other Oshiwambo), representing 50.0% of the school population. Other home languages with enrolments exceeding 40,000 were Khoekhoegowab (10.7%), Otjiherero (8.3%), Afrikaans (5.5%) and Rukwangali (6.3%). The remaining home languages together represented 19.2% of the total number of learners. The San-speaking learners were only 1.6% of the entire learner population. This could be attributed to two factors: the San population is relatively small; and many San children are not attending school. It should also be noted that many San learners do not speak any San language at all or at home, and thus do not consider a San language to be their home language. Their situation requires the Ministry's continued attention and supportive action.

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	1,785	395,485	233,661	85,937	75,887	2,742	2,561	2,453
Afrikaans	92	19,379	11,526	4,069	3,784	140	140	133
English	314	97,836	58,535	20,041	19,260	618	596	603
German	5	539	309	128	102	7	7	6
Khoekhoegowab	89	21,605	12,739	4,710	4,156	141	133	121
Oshikwanyama	282	65,226	38,439	14,256	12,531	431	400	373
Oshindonga	470	84,379	49,802	18,517	16,060	630	576	560
Other Caprivi	2	177	120	6	51	1	1	2
Other Oshiwambo	16	1,677	938	513	226	18	11	9
Otjiherero	86	26,106	15,258	5,885	4,963	183	171	156
Rugciriku	4	275	145	81	49	3	4	1
Rukwangali	174	36,781	21,467	8,472	6,842	257	228	215
Rumanyo	99	15,559	9,168	3,475	2,916	119	110	106
Rushambyu	3	328	200	43	85	1	3	2
San (Ju/'hoansi)	1	205	121	58	26	5	5	5
Setswana	6	726	423	147	156	5	7	5
Sign Language	3	140	83	24	33	3	4	3
Silozi	93	17,637	10,361	3,946	3,330	126	115	113
Thimbukushu	46	6,910	4,027	1,566	1,317	54	50	40

Table 17 shows 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 1 for each grade group in the class. This method deviates from the one used for Table 9, and generates the number of Grade 1, Grade 2 and Grade 3 groups for each medium of instruction.

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

English, the medium used in the highest number of schools and class groups, has the highest enrolment, 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

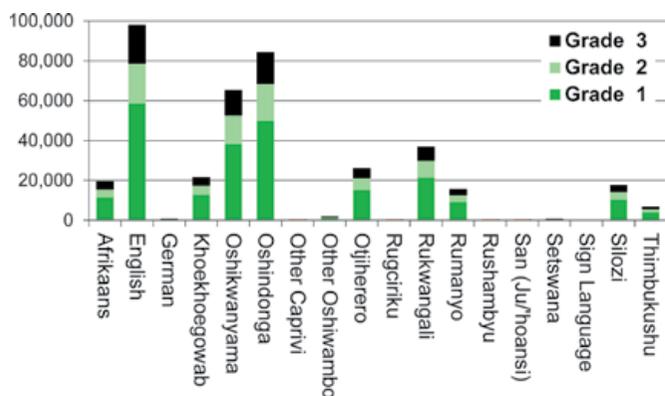


Figure 17b: Numbers of schools with different mediums of instruction in Grades 1-3

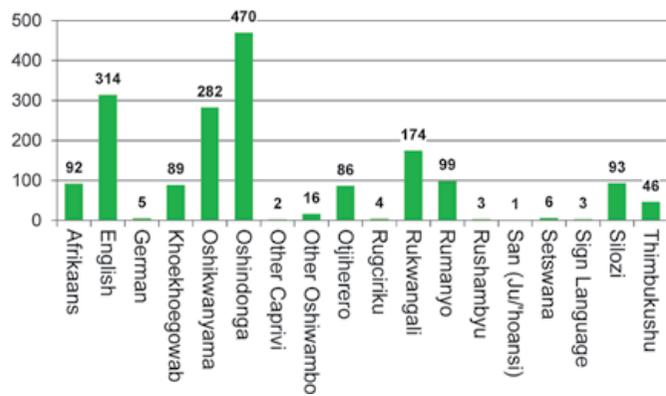


Figure 17c: Numbers of class groups with different mediums of instruction in Grades 1-3

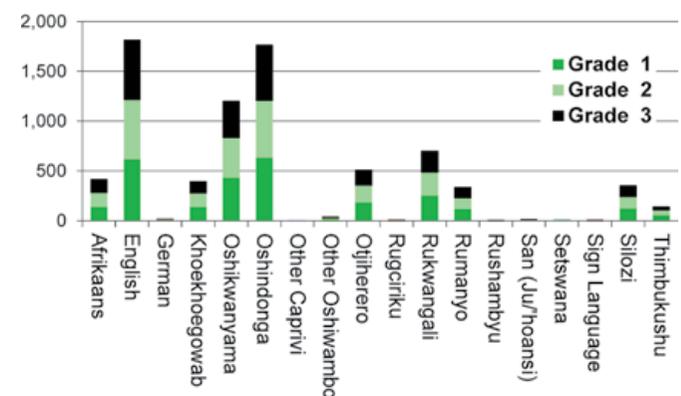


Table 18: Home languages and medium of instruction of learners in Grades 1-3

Grade	Medium of Instruction	Home Language																			
		Total	Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other Caprivi	Other European	Other Languages	Other Oshiwambo	Otjherero	Rugciritku	Rukwangali	Rushambyu	San Languages	Setswana	Sign Language	Silozi	Thimbukushu
Grade 1	Total	85,239	3,839	669	81	8,890	20,070	9,447	2,962	38	5,610	11,362	7,016	2,287	6,772	503	2,206	139	88	1,542	1,718
	Afrikaans	4,069	2,269	104	9	1,126	103	71	8	1	9	163	117	9	46	-	2	14	-	18	-
	English	20,041	1,503	533	25	3,669	3,382	2,169	335	28	815	2,629	2,276	214	1,056	42	950	52	24	217	122
	German	128	15	20	47	-	-	2	-	2	1	38	2	-	-	-	-	-	-	1	-
	Khoekhoegowab	4,710	37	3	-	4,026	33	36	1	-	10	82	91	3	32	-	321	5	1	1	28
	Oshikwanyama	14,256	-	1	-	3	13,143	172	1	2	71	808	4	-	5	-	46	-	-	-	-
	Oshindonga	18,517	2	2	-	7	3,316	6,929	8	5	605	7,546	24	3	8	-	25	-	35	2	-
	Otjherero	5,885	3	-	-	44	52	39	2	-	749	61	4,487	4	53	-	368	20	1	1	1
	Rukwangali	8,417	-	4	-	5	32	26	4	-	2,577	26	3	231	5,140	96	189	1	3	22	58
	Rumanyo	3,475	1	-	-	-	5	2	1	-	712	0	2	1,789	408	364	91	0	0	1	99
	San (Ju/'hoasi)	58	-	-	-	-	-	-	-	-	-	1	0	0	0	0	57	0	0	-	-
	Setswana	147	-	-	-	10	-	-	-	-	23	2	10	0	0	-	55	47	0	-	-
	Sign Language	24	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	24	-	-
Silozi	3,946	9	2	-	-	4	-	2,600	-	14	3	0	0	1	0	35	0	0	1,276	2	
Thimbukushu	1,566	-	-	-	-	-	1	2	-	24	3	0	34	23	1	67	0	0	3	1,408	
Grade 2	Total	75,468	3,570	568	90	8,331	17,646	8,250	2,622	55	4,900	10,428	6,251	2,050	5,530	351	1,751	186	94	1,285	1,510
	Afrikaans	3,782	2,149	53	6	969	103	59	16	1	17	150	154	3	45	1	18	19	-	16	3
	English	19,257	1,380	450	30	3,596	3,122	2,080	309	47	1,048	2,482	2,143	239	989	50	813	88	17	212	162
	German	102	10	18	53	1	-	-	-	3	7	5	5	-	-	-	-	-	-	-	-
	Khoekhoegowab	4,153	24	4	-	3,615	31	25	4	0	3	62	107	1	20	0	245	11	0	1	-
	Oshikwanyama	12,531	-	38	-	1	11,440	214	3	3	57	724	2	0	3	0	45	0	0	1	-
	Oshindonga	16,060	3	4	-	12	2,852	5,808	3	0	436	6,875	23	12	17	0	3	0	1	11	-
	Otjherero	4,963	-	-	-	59	56	41	2	1	563	93	3,806	3	23	1	284	2	22	2	5
	Rukwangali	6,842	1	-	-	21	32	18	19	0	2,211	18	5	216	4,056	35	129	0	20	27	34
	Rumanyo	2,916	-	-	1	37	5	1	0	0	517	7	0	1,547	374	263	62	4	8	1	89
	San (Ju/'hoasi)	26	-	-	-	0	0	0	1	0	0	0	0	0	0	0	25	0	0	0	-
	Setswana	156	1	-	-	19	0	0	0	0	13	0	5	0	0	0	57	52	9	0	-
	Sign Language	33	-	-	-	1	1	2	0	0	0	2	1	0	0	0	0	10	16	0	-
Silozi	3,330	-	1	-	0	1	0	2,264	0	23	10	0	0	0	0	13	0	1	1,011	6	
Thimbukushu	1,317	2	-	-	0	3	2	1	0	5	0	0	29	3	1	57	0	0	3	1,211	
Grade 3	Total	71,423	3,424	531	91	8,196	17,247	7,568	2,423	91	4,612	9,566	6,182	1,886	4,995	354	1,524	135	58	1,254	1,286
	Afrikaans	3,673	1,980	100	6	959	146	69	11	3	12	103	137	8	60	8	32	15	1	21	2
	English	19,233	1,398	414	28	3,774	3,524	1,959	332	52	1,030	1,905	2,380	233	935	59	761	68	30	225	126

Table 18 continued

Grade	Medium of Instruction	Home Language																		
		Total	Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other Caprivi	Other European	Other Languages	Other Oshiwambo	Otjiherero	Rugciriku	Rukwangali	Rushambyu	San Languages	Setswana	Sign Language	Silozi
Grade 3 cont.	German	79	4	9	57	-	-	-	-	7	1	1	-	-	-	-	-	-	-	-
	Khoekhoegowab	3,850	32	1	-	3,348	45	22	0	0	3	41	106	8	17	3	212	9	0	-
	Oshikwanyama	11,652	-	-	-	3	10,622	116	1	3	61	811	4	0	3	1	26	1	0	-
	Oshindonga	15,225	2	5	-	34	2,834	5,365	2	9	314	6612	22	0	13	0	6	0	0	6
	Otjiherero	4,410	3	-	-	46	44	20	0	0	460	74	3,517	3	25	0	211	3	1	3
	Rukwangali	6,153	1	2	-	5	22	15	12	0	2,156	5	6	172	3,573	20	92	0	0	6
	Rumanyo	2,777	1	-	-	1	6	0	1	15	558	4	1	1,422	363	263	50	0	0	2
	San (Ju/'hoasi)	37	-	-	-	0	0	0	0	0	0	0	0	0	0	0	37	0	0	-
	Setswana	120	2	-	-	26	0	0	0	0	14	2	9	0	0	0	28	39	0	-
	Sign Language	26	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	26	-
Silozi	3,085	1	-	-	0	1	1	2,064	2	2	7	0	1	1	0	8	0	0	984	
Thimbukushu	1,103	-	-	-	0	3	1	0	0	1	1	0	39	5	0	61	0	0	7	

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. Two factors may contribute to this: learners residing in areas where their mother tongue is not offered as a medium of instruction due to insufficient numbers of learners; and parents’ decision either to collectively introduce a different medium of instruction in a school, or to enrol their child in a school with a different medium of instruction.

The language groups with the highest percentages of learners taught in their mother tongue were Silozi (80%), Thimbukushu (79.8%), English (79%), Rumanyo (76%), Rukwangali (74%), Oshindonga (72%), Oshikwanyama (64%) and Otjiherero (61%). The languages with the lowest percentages of learners taught in their mother tongue were Sign Language (38%) and San (2%).

The closely related languages Rugciriku and Rushambyu were taught in the common medium of instruction, Rumanyo. The term “San Languages” groups together the very different languages of Namibia’s different San peoples, and all schools use the Ju/’hoansi language as the medium of instruction for San learners.

For the benefit of the reader desiring to know the extent to which learners with speech and hearing impairments are catered for, “Sign Language” is included as a language on its own. It is important to note that many teachers still do not consider Sign Language an independent language, hence they reported learners from Oshindonga-speaking households as Oshindonga speakers rather than Sign Language speakers, therefore the number of Sign Language speakers should not be interpreted as the number of learners with hearing impairments.

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

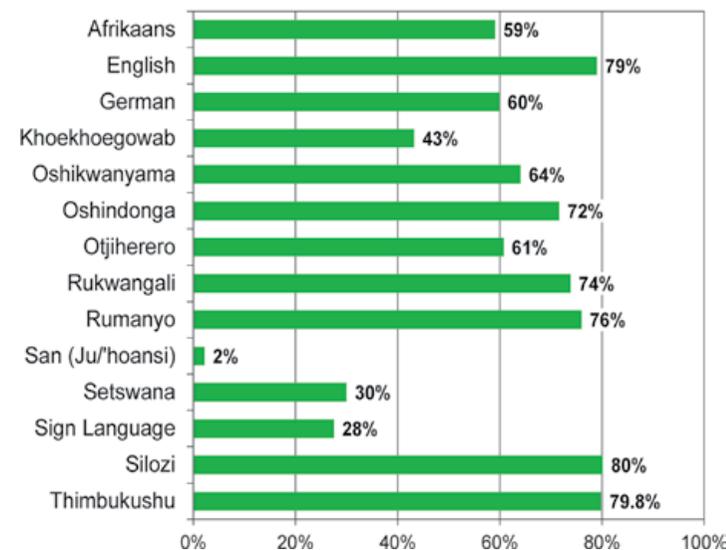


Table 19: Changes in female and male enrolments from 2012 to 2018

School Phase	Gender	Year							Enrolment Growth Rate 2012-2018	Percentage Change 2017-2018
		2012	2013	2014	2015	2016	2017	2018		
Total										
All grades	Total	617,827	638,789	650,712	674,577	698,453	722,248	736,836	3.0%	2.0%
	Female	310,504	320,331	326,276	338,285	350,084	361,596	369,086	2.9%	2.1%
	Male	307,323	318,458	324,436	336,292	348,369	360,652	367,750	3.0%	2.0%
Primary										
Subtotal Primary (Grades 0-7)	Total	415,454	449,987	459,127	475,461	495,938	518,103	534,167	4.3%	3.1%
	Female	204,061	221,120	225,693	233,748	244,487	255,285	263,622	4.4%	3.3%
	Male	211,393	228,867	233,434	241,713	251,451	262,818	270,545	4.2%	2.9%
Junior Primary (Grades 0-3)	Total	245,060	279,342	289,392	304,334	321,407	270,211	277,109	2.1%	2.6%
	Female	119,086	136,537	141,641	149,140	158,004	132,315	135,780	2.2%	2.6%
	Male	125,974	142,805	147,751	155,194	163,403	137,896	141,329	1.9%	2.5%
Senior Primary (Grades 4-7)	Total	170,394	170,645	169,735	171,127	174,531	247,892	257,058	7.1%	3.7%
	Female	84,975	84,583	84,052	84,608	86,483	122,970	127,842	7.0%	4.0%
	Male	85,419	86,062	85,683	86,519	88,048	124,922	129,216	7.1%	3.4%
Secondary										
Subtotal Secondary (Grades 8-12)	Total	182,945	187,194	189,648	195,726	200,695	202,252	200,695	1.6%	-0.8%
	Female	96,860	98,586	99,772	103,026	104,920	105,631	104,768	1.3%	-0.8%
	Male	86,085	88,608	89,876	92,700	95,775	96,621	95,927	1.8%	-0.7%
Junior Secondary (Grades 10-12)	Total	143,189	147,262	149,396	153,125	156,576	155,353	105,872	-4.9%	-31.9%
	Female	75,528	77,416	78,255	80,070	81,031	80,240	54,318	-5.3%	-32.3%
	Male	67,661	69,846	71,141	73,055	75,545	75,113	51,554	-4.4%	-31.4%
Senior Secondary (Grades 11-12)	Total	39,756	39,932	40,252	42,601	44,119	46,899	94,823	15.6%	102.2%
	Female	21,332	21,170	21,517	22,956	23,889	25,391	50,450	15.4%	98.7%
	Male	18,424	18,762	18,735	19,645	20,230	21,508	44,373	15.8%	106.3%
Other grades										
Subtotal Other Grades	Total	19,428	1,608	1,937	3,390	1,820	1,893	1,974	-31.7%	4.3%
	Female	9,583	625	811	1,511	677	680	696	-35.4%	2.4%
	Male	9,845	983	1,126	1,879	1,143	1,213	1,278	-28.8%	5.4%

Table 19 shows the enrolment of female and male learners in each school phase in the years 2012 to 2018. The average annual growth rate was calculated by comparing the 2012 and 2018 figures.

Female and male enrolments in the four phases are shown graphically in Figure 19. The four charts have different scales, thus the heights of the bars are not comparable from one chart to the next.

A change in the promotion policy resulted in an improved flow of learners, which can be said to have caused the decline of enrolment in the Junior Primary phase and the increased enrolment in the Senior Primary and Junior Secondary phases.

Lower promotion rates and higher school-leaving rates of males in Junior Primary and Junior Secondary grades resulted in female enrolment being higher than male enrolment in Senior Primary and Junior Secondary (see Table 30).

Note that Pre-Primary was counted under "Other Grades" until 2012, and since 2013 has been counted under Junior Primary. This change explains the massive drop in figures under "Other Grades" since 2013.

Figure 19: Changes in female and male enrolments

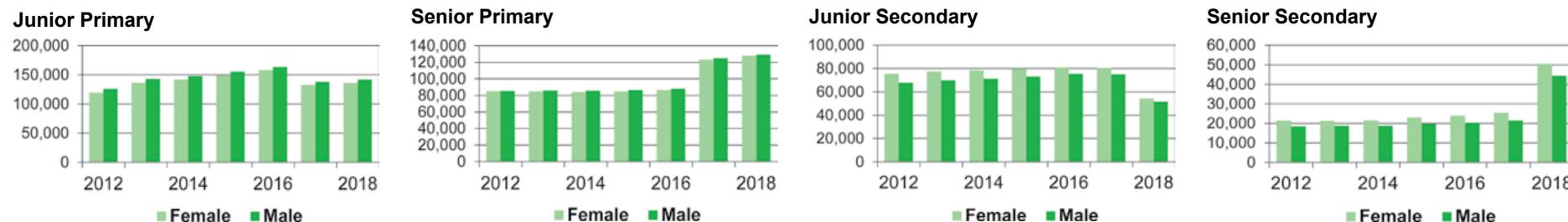


Table 20: Changes in enrolments in different grades from 2012 to 2018

Grade	Year							Average Annual Growth Rate 2012-2018	Percentage Change 2017-2018
	2012	2013	2014	2015	2016	2017	2018		
Total	617,827	638,789	650,712	675,405	698,453	722,248	736,836	3.0%	2.0%
Pre-Primary	17,572	24,745	29,091	32,753	41,091	41,743	43,448	16.3%	4.1%
Grade 1	71,074	74,886	75,374	78,107	81,363	83,972	85,937	3.2%	2.3%
Grade 2	60,086	63,518	65,789	68,023	71,022	74,140	75,887	4.0%	2.4%
Grade 3	56,693	58,531	60,341	64,196	66,164	70,356	71,837	4.0%	2.1%
Grade 4	57,207	57,662	58,797	61,476	61,767	73,626	77,144	5.1%	4.8%
Grade 5	63,987	63,748	63,334	64,632	66,948	64,448	67,337	0.9%	4.5%
Grade 6	55,422	55,721	55,369	55,621	56,276	59,434	59,470	1.2%	0.1%
Grade 7	50,985	51,176	51,032	51,194	51,307	50,384	53,107	0.7%	5.4%
Grade 8	62,545	63,788	63,598	64,660	65,691	60,235	59,946	-0.7%	-0.5%
Grade 9	46,389	48,641	49,591	50,461	51,852	53,562	45,926	-0.2%	-14.3%
Grade 10	34,255	34,833	36,207	38,257	39,033	41,556	45,369	4.8%	9.2%
Grade 11	20,674	20,421	21,168	22,418	23,059	24,772	25,780	3.7%	4.1%
Grade 12	19,082	19,511	19,068	20,198	21,060	22,127	23,653	3.6%	6.9%
Grade 13	19	16	16	19	16	17	21	1.7%	23.5%
Special Classes	1,155	973	1,012	75	988	1,179	1,010	-2.2%	-14.3%
Vocational	34	117	128	1,181	258	267	356	47.9%	33.3%
Special Grades	515	390	689	1,853	348	184	276	-9.9%	50.0%
Handicapped	133	112	108	281	210	246	332	16.5%	35.0%

Enrolment in the different grades is tabulated for the years 2012 to 2018 in Table 20, together with the average annual growth rate over the whole period and the last two years. The average annual growth is determined by comparing the 2012 and 2018 enrolments. The female and male growth rates are tabulated for each school phase in Table 19. We can observe a steady growth in enrolments, both in total and per grade and phase, from 2012 to 2018.

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

Enrolment in Grade 0 (Pre-Primary) to Grade 12 is presented in four charts in Figure 20. Note that these charts have different scales.

Changes in the promotion and repetition rates are reported in Table 30. The ‘wave’ of learners created by the change in promotion policy can be followed from grade to grade and year to year. The significantly highest average annual growth rate was in the pre-primary grade which became part of the Primary phase, followed by Vocational grades and grades for the handicapped. For the reader’s benefit, Pre-Primary has been added to the Junior Primary graph.

Figure 20: Changes in enrolments in Grades 1-12

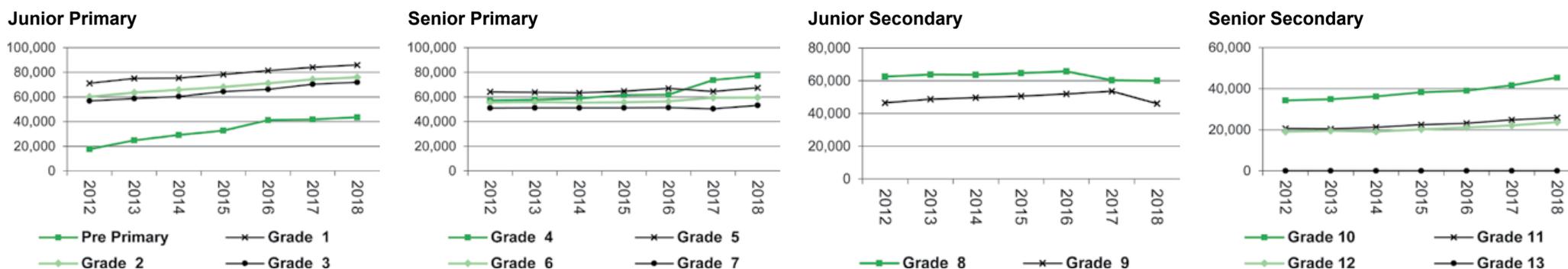


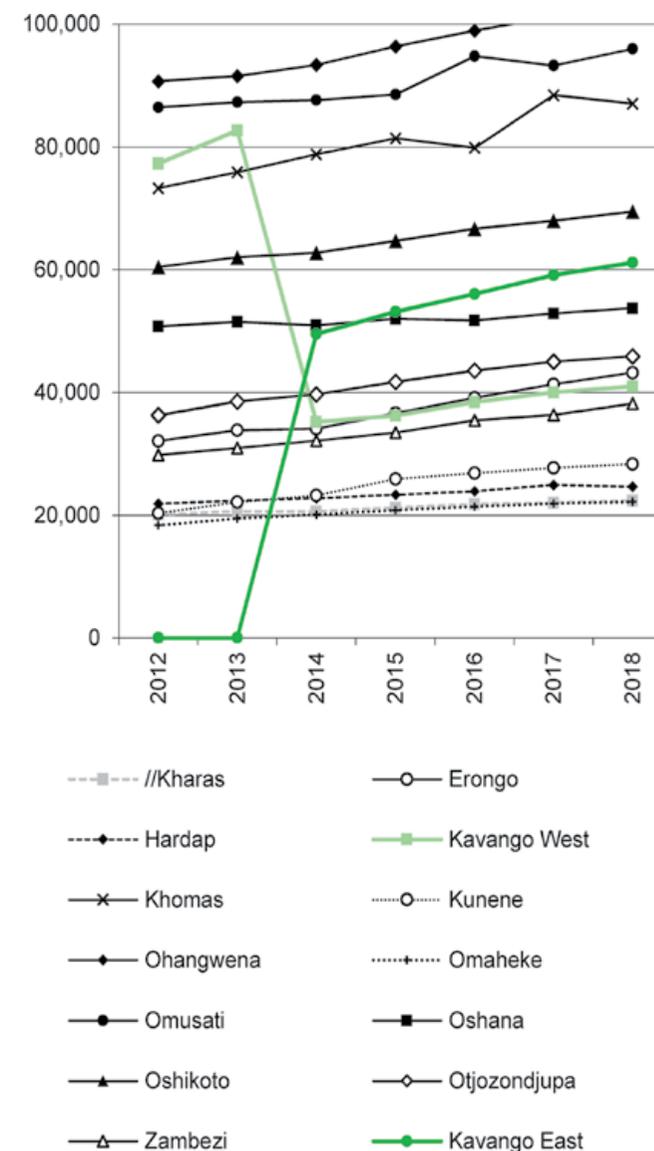
Table 21: Changes in enrolments in the regions from 2012 to 2018

Region	Year							Average Annual Growth Rate 2012-2018	Percentage Change 2017-2018
	2012	2013	2014	2015	2016	2017	2018		
//Kharas	20,110	20,624	20,621	21,216	21,787	22,045	22,388	1.8%	1.6%
Erongo	32,114	33,860	34,090	36,626	39,102	41,287	43,213	5.1%	4.7%
Hardap	21,886	22,364	22,790	23,321	23,918	24,954	24,673	2.0%	-1.1%
Kavango East	-	-	49,474	53,155	56,043	59,129	61,151	-	3.4%
Kavango West	77,314	82,709	35,200	36,250	38,418	40,025	40,973	-	2.4%
Khomas	73,302	75,881	78,787	81,403	79,863	88,429	87,053	2.9%	-1.6%
Kunene	20,332	22,133	23,226	25,882	26,856	27,737	28,345	5.7%	2.2%
Ohangwena	90,703	91,522	93,357	96,346	98,924	101,250	103,669	2.3%	2.4%
Omaheke	18,365	19,452	20,075	20,822	21,431	21,923	22,177	3.2%	1.2%
Omusati	86,430	87,256	87,615	88,498	94,749	93,223	95,948	1.8%	2.9%
Oshana	50,740	51,495	50,927	52,002	51,724	52,860	53,729	1.0%	1.6%
Oshikoto	60,439	62,007	62,738	64,710	66,674	68,008	69,469	2.3%	2.1%
Otjozondjupa	36,284	38,505	39,667	41,705	43,520	44,996	45,878	4.0%	2.0%
Zambezi	29,808	30,981	32,145	33,469	35,444	36,382	38,170	4.2%	4.9%
National	617,827	638,789	650,712	675,405	698,453	722,248	736,836	3.0%	2.0%

The total enrolments in the different regions are reported in Table 21 for seven years. Like other tables in this report, Table 21 was calculated according to the 2013 demarcation of regions. Thereafter, i.e. in 2014 to 2018, the figures for Kavango West and East are reported separately. Hence, the sudden increase in enrolment which can be observed in Kavango West and East after 2013 is a result of the new demarcation of the regions.

Between 2012 and 2018, the school population grew the most in Kunene (5.7%), Erongo (5.1%), Zambezi (4.2%) and Otjozondjupa (4.0). Zambezi (4.9%) and Erongo (4.7%) had a higher percentage increase from 2017 to 2018. There was a slight decrease in school population in Khomas and Hardap (-1.6 and -1.1 respectively). There have been efforts by the Ministry to get learners into schools and keep them in schools by providing school feeding and other humanitarian assistance meant to attract and keep learners in schools, which might have resulted in more learners from marginalised groups accessing education. An increased number of private schools in some regions might also have eased the accommodation of learners in schools. "Back to school," campaigns in regions as well as the elimination of the School Development Fund and the introduction of Pre-Primary into formal schooling might have positively contributed to the rise in enrolment. There was also a slight increase in enrolment in private schools due to new private schools opening at the beginning of 2018.

Figure 21: Changes in enrolments in the different regions





Chapter 3:

THE FLOW OF LEARNERS

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



Measures of the flow of learners are usually described using promotion, repetition and school-leaving rates. Promotion rates are calculated by dividing the numbers of new entrants to a grade in 2018 by the number of learners enrolled in the previous grade in 2017. The rates given here are thus for 2017, being the proportion of learners enrolled in 2018 who were promoted and continued schooling in 2018. Likewise, repetition rates reported here are for 2017, being the number of learners repeating a grade in 2018 divided by the total number of learners in the same grade in 2017.

Both promotion and repetition rates are calculated from the actual numbers of promotees and repeaters reported. School-leaving rates are calculated by assuming that the numbers of learners in a grade in 2017 which are not accounted for by repeaters in the same grade or promotees in the next grade in 2018, represent the numbers of learners who have left school.



The calculation of repetition rates here includes re-entrants as repeaters. Re-entrants are learners who left school some time previously and started a grade again in 2018. These learners are thus treated as repeaters and not as permanent school-leavers.

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

Rates of enrolment are presented for 2018. These are estimates calculated by comparing the actual number of learners in school of each age group with the projected number of people of that age group in Namibia. These projected numbers are based on the UNDP projections and not the Population and Housing Census of 2011. In terms of Namibia's Constitution, every child should attend school until completing Grade 7 or reaching the age of 16, whichever occurs first. Rates of enrolment provide measures of how well this goal is being met.

Estimates of flow rates are most accurate if migration into or out of the country is minimal. Flow rates for the regions would assume minimal migration between regions. As there seems to have been considerable migration of learners between regions, but no migration figures are available at the level of detail required for the calculations, regional flow rates are not reported.

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

Region	Gender	Average Age	Age											
			Total	5	6	7	8	9	10	11	12	13	14	15
//Kharas	Total	5.8	1,863	498	1,330	35	-	-	-	-	-	-	-	-
	Females	5.8	911	226	667	18	-	-	-	-	-	-	-	-
	Males	5.7	952	272	663	17	-	-	-	-	-	-	-	-
Erongo	Total	5.9	2,047	517	1,366	116	7	-	1	27	8	2	3	-
	Females	5.9	1,014	265	670	54	2	-	1	17	4	1	-	-
	Males	5.9	1,033	252	696	62	5	-	-	10	4	1	3	-
Hardap	Total	5.8	1,769	387	1,363	18	1	-	-	-	-	-	-	-
	Females	5.8	862	194	657	11	-	-	-	-	-	-	-	-
	Males	5.8	907	193	706	7	1	-	-	-	-	-	-	-
Kavango East	Total	5.8	2,991	625	2,263	101	2	-	-	-	-	-	-	-
	Females	5.8	1,540	315	1,178	46	1	-	-	-	-	-	-	-
	Males	5.8	1,451	310	1,085	55	1	-	-	-	-	-	-	-
Kavango West	Total	5.9	2,580	499	1,971	95	15	-	-	-	-	-	-	-
	Females	5.8	1,339	272	1,017	45	5	-	-	-	-	-	-	-
	Males	5.9	1,241	227	954	50	10	-	-	-	-	-	-	-
Khomas	Total	5.7	5,249	1,613	3,506	105	25	-	-	-	-	-	-	-
	Females	5.7	2,704	849	1,797	46	12	-	-	-	-	-	-	-
	Males	5.7	2,545	764	1,709	59	13	-	-	-	-	-	-	-
Kunene	Total	5.9	1,878	233	1,563	59	17	2	1	-	-	2	-	1
	Females	5.9	993	123	829	30	9	1	-	-	-	1	-	-
	Males	5.9	885	110	734	29	8	1	1	-	-	1	-	1
Ohangwena	Total	5.8	5,417	1,013	4,272	129	3	-	-	-	-	-	-	-
	Females	5.8	2,772	553	2,155	64	-	-	-	-	-	-	-	-
	Males	5.9	2,645	460	2,117	65	3	-	-	-	-	-	-	-
Omaheke	Total	5.9	1,206	146	1,004	27	29	-	-	-	-	-	-	-
	Females	6.0	621	77	508	17	19	-	-	-	-	-	-	-
	Males	5.9	585	69	496	10	10	-	-	-	-	-	-	-
Omusati	Total	5.9	5,144	598	4,401	132	4	6	1	1	-	-	1	-
	Females	5.9	2,587	293	2,219	68	1	4	-	1	-	-	1	-
	Males	5.9	2,557	305	2,182	64	3	2	1	-	-	-	-	-

Table 22 continued

Region	Gender	Average Age	Age											
			Total	5	6	7	8	9	10	11	12	13	14	15
Oshana	Total	5.9	3,137	572	2,482	70	2	7	1	1	2	-	-	-
	Females	5.9	1,610	299	1,272	32	1	3	1	-	2	-	-	-
	Males	5.9	1,527	273	1,210	38	1	4	-	1	-	-	-	-
Oshikoto	Total	5.9	4,569	817	3,609	136	3	2	1	-	1	-	-	-
	Females	5.9	2,350	433	1,833	79	3	1	-	-	1	-	-	-
	Males	5.9	2,219	384	1,776	57	-	1	1	-	-	-	-	-
Otjozondjupa	Total	5.9	2,671	351	2,238	82	-	-	-	-	-	-	-	-
	Females	5.9	1,355	165	1,153	37	-	-	-	-	-	-	-	-
	Males	5.9	1,316	186	1,085	45	-	-	-	-	-	-	-	-
Zambezi	Total	5.9	2,927	538	2,287	92	8	1	1	-	-	-	-	-
	Females	5.9	1,454	267	1,138	44	3	1	1	-	-	-	-	-
	Males	5.9	1,473	271	1,149	48	5	-	-	-	-	-	-	-
National	Total	5.8	43,448	8,407	33,655	1,197	116	18	6	29	11	4	4	1
	Females	5.8	22,112	4,331	17,093	591	56	10	3	18	7	2	1	-
	Males	5.8	21,336	4,076	16,562	606	60	8	3	11	4	2	3	1

The numbers of pre-primary learners by region, age and gender are recorded in Table 22. Average ages have been calculated. The average age of learners was 5.8 nationally. The differences in average ages did not vary significantly across regions, nor between females and males in any of the regions.

The number of 6-year-olds enrolled in Pre-Primary phase (33,655) divided by the number of 6-year-olds in the general population in 2018 (64,770) indicates enrolment of 52.0% in pre-primary schooling in Namibia. The 2018 target of 45% for this indicator was exceeded, thus good progress was made towards attaining the goal of access to education for all, especially in the early stages of learning.

The age distribution of female and male pre-school entrants is shown graphically in Figure 22.

Most learners entered pre-primary school at 6 years of age, but considerable numbers enrolled for the first time at the age of 5 or even 7. Out of all Pre-Primary enrolments, 0.4% were 8 years old or older, and 96.8% were 5-6 years old. The enrolment figures are expected to increase as more Pre-Primary grades are introduced in public schools.

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

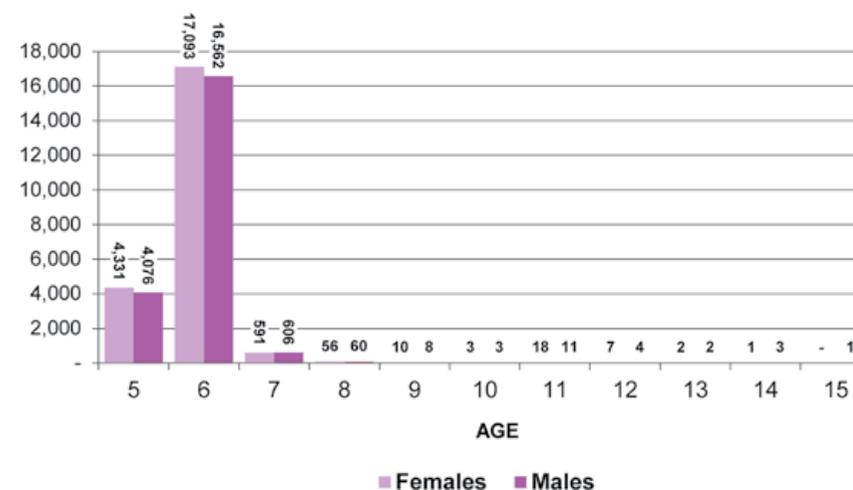


Table 23: Apparent intake rates of Grade 1 learners from 2012 to 2018

Gender	Year						
	2012	2013	2014	2015	2016	2017	2018
Total	111.4%	106.7%	105.8%	109.0%	110.5%	110.3%	109.6%
Females	111.7%	106.9%	106.0%	109.2%	110.9%	110.9%	110.9%
Males	111.2%	106.7%	105.6%	108.9%	110.1%	109.8%	108.4%

Table 23 shows the apparent intake rate over seven years. 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. There are three possible reasons for the high rates: enrolment of over-aged learners, or over-reporting by schools, or population under-estimation.

Table 24: Changes in the numbers of new Grade 1 entrants from 2012 to 2018

Region	Year							Average Annual Growth Rate 2012-2018	Percentage Change 2017-2018
	2012	2013	2014	2015	2016	2017	2018		
//Kharas	1,740	1,805	1,970	1,833	1,881	1,991	2,004	2.4%	0.7%
Erongo	2,919	3,118	3,356	3,316	2,976	3,803	4,151	6.0%	9.2%
Hardap	1,999	2,092	2,110	2,152	2,232	2,206	2,244	1.9%	1.7%
Kavango East	3,862	4,301	4,683	5,154	5,686	5,272	5,512	6.1%	4.6%
Kavango West	3,862	4,300	4,682	3,961	4,093	4,206	4,278	1.7%	1.7%
Khomas	6,534	6,890	7,119	7,563	7,887	7,165	8,553	4.6%	19.4%
Kunene	2,375	2,481	2,670	2,750	3,309	3,267	3,104	4.6%	-5.0%
Ohangwena	7,409	7,788	7,712	8,033	8,336	8,616	8,937	3.2%	3.7%
Omaheke	1,869	2,372	2,373	2,074	2,173	2,143	2,113	2.1%	-1.4%
Omusati	6,572	6,881	7,146	7,185	7,415	8,906	8,401	4.2%	-5.7%
Oshana	3,623	3,912	3,892	4,068	4,230	4,280	4,370	3.2%	2.1%
Oshikoto	4,600	4,989	5,221	5,229	5,596	5,539	5,686	3.6%	2.7%
Otjozondjupa	3,727	3,874	4,180	4,079	4,357	4,574	4,470	3.1%	-2.3%
Zambezi	2,497	2,625	2,652	2,775	2,943	3,115	3,281	4.7%	5.3%
National	53,588	57,428	59,766	60,172	63,114	65,083	67,104	3.8%	3.1%

Table 24 shows the numbers of new entrants to Grade 1 from 2012 to 2018. The average growth rate is calculated by comparing the numbers in the first and last year of the period (2012-2018). The figures for Kavango East and Kavango West are artificial for the years 2012-2013 as these regions did not exist before August 2013 when Kavango Region was split into two. For ease of calculation, the figures for the former Kavango Region were simply divided by two. Real numbers for the two Kavango regions are provided only as from 2014. Khomas Region recorded the highest percentage increase in the years 2017-2018, at 19.4%.

Figure 23: Apparent intake rates

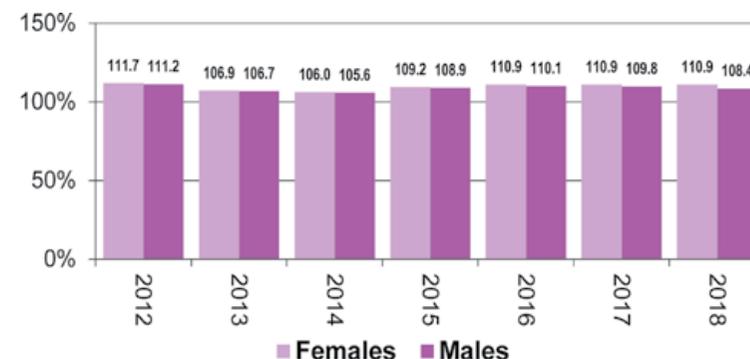


Figure 24: Changes in the numbers of new Grade 1 enrolments

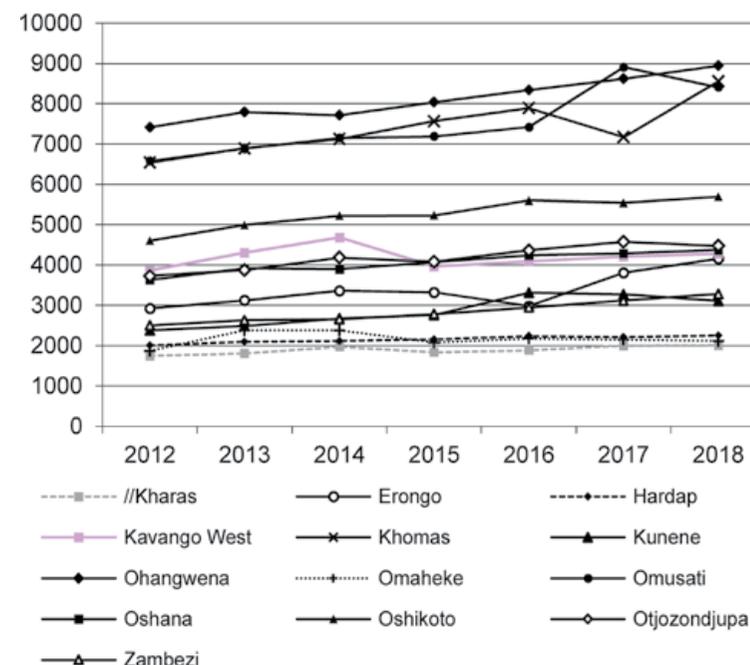


Table 25: Ages of all learners

Grade	Age																					
	Total	5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
Total	736,836	8,502	43,303	59,831	60,274	60,042	60,784	57,533	55,861	54,691	50,892	48,254	44,901	41,614	36,163	23,540	14,512	7,883	4,395	2,106	983	772
Pre-Primary	43,448	8,407	33,655	1,197	116	18	6	29	11	4	4	1	-	-	-	-	-	-	-	-	-	-
Grade 1	85,937	95	9,546	52,650	16,360	3,979	1,736	717	393	229	115	41	33	35	6	1	1	-	-	-	-	-
Grade 2	75,887	-	89	5,859	39,113	18,517	7,452	2,661	1,124	564	269	132	58	31	12	4	1	-	1	-	-	-
Grade 3	71,837	-	4	97	4,532	32,856	18,583	8,556	3,704	1,758	861	455	218	112	60	24	11	-	-	2	1	3
Grade 4	77,144	-	-	1	61	4,427	29,305	19,865	12,115	6,217	2,873	1,219	580	242	152	49	25	6	4	1	1	1
Grade 5	67,337	-	-	-	3	64	3,444	22,417	16,935	12,080	6,391	3,246	1,520	687	334	131	46	21	10	4	-	4
Grade 6	59,470	-	-	-	-	-	59	3,031	18,473	14,241	10,546	6,518	3,474	1,697	875	345	121	38	17	30	3	2
Grade 7	53,107	-	-	-	-	-	2	85	2,876	16,820	12,019	9,173	5,651	3,250	1,865	856	335	93	42	23	11	6
Grade 8	59,946	-	-	-	-	-	-	-	93	2,552	15,444	13,362	11,065	7,654	4,894	2,840	1,247	475	185	78	30	27
Grade 9	45,926	-	-	-	-	-	-	-	2	38	2,164	11,842	9,132	7,432	5,873	4,288	2,726	1,329	609	284	118	89
Grade 10	45,369	-	-	-	-	-	-	-	3	39	67	2,086	11,369	10,002	8,075	5,560	3,648	2,185	1,244	634	270	187
Grade 11	25,780	-	-	-	-	-	-	-	-	3	69	1,534	8,370	5,952	4,031	2,642	1,497	907	398	203	174	
Grade 12	23,653	-	-	-	-	-	-	-	-	3	4	9	142	1,933	7,853	5,255	3,635	2,198	1,367	643	340	271
Other grades	1,995	-	9	27	89	181	197	172	132	146	132	101	125	169	212	156	74	41	9	9	6	8

The numbers of learners in each age group are tabulated in Table 25. The learners who entered school at the age of 7 and never repeated are considered to be appropriately aged. The data representing appropriately aged learners are shaded in the table for all grades. Figure 25 shows the age distributions in all grades graphically.

The two measures for learners who by far exceeded the appropriate age for their grade are: the number of learners older than 16 in primary grades, at 11,632 (2.4%) in 2018; and the number of learners aged 25 or older and still at school, at 772 (0.1%).

If learners entered school at the age of 7 and did not repeat more than once in the Junior Primary phase, or more than once in Senior Primary or in Junior Secondary, then they would not be more than one year older than the appropriate age in Junior Primary, or more than two years older than the appropriate age in Senior Primary, or more than three years older than the appropriate age in Secondary. According to this criterion, there were 131,051 learners in Grades 0-12, or 19.0% of all learners in these grades, who were too old for their grade.

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

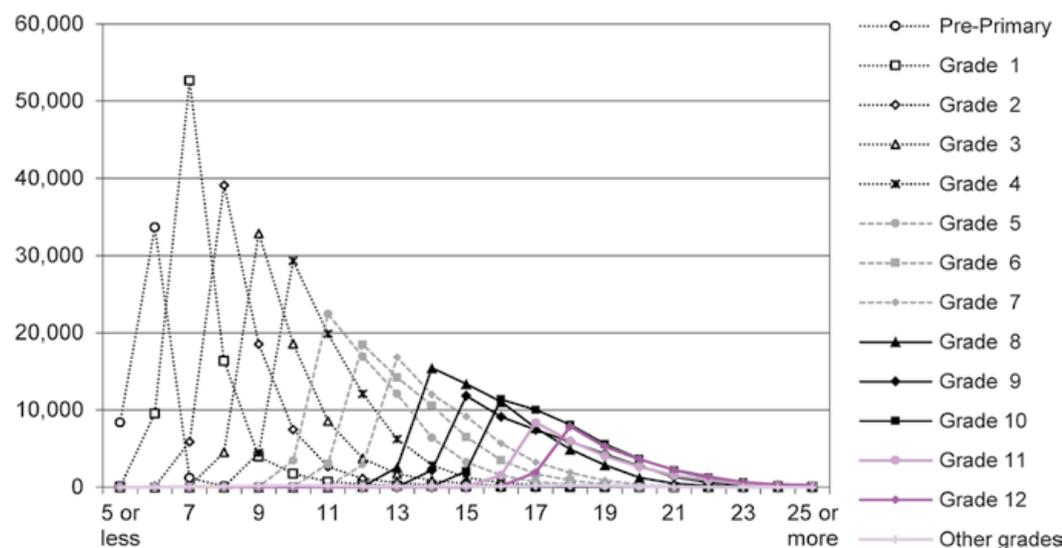


Table 26: Distribution of learners by age and gender for each grade

Grade	Gender	Age																					
		Total	5 or younger	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
Total	Female	369,086	4,382	22,132	30,299	30,609	30,614	30,864	29,239	28,404	27,770	25,943	24,405	22,724	20,977	17,540	10,548	6,211	3,141	1,693	843	407	341
	Male	367,750	4,120	21,171	29,532	29,665	29,428	29,920	28,294	27,457	26,921	24,949	23,849	22,177	20,637	18,623	12,992	8,301	4,742	2,702	1,263	576	431
Pre-Primary	Female	22,112	4,331	17,093	591	56	10	3	18	7	2	1	-	-	-	-	-	-	-	-	-	-	-
	Male	21,336	4,076	16,562	606	60	8	3	11	4	2	3	1	-	-	-	-	-	-	-	-	-	-
Grade 1	Female	41,572	51	4,987	26,379	7,032	1,642	765	337	185	113	41	14	9	15	2	-	-	-	-	-	-	-
	Male	44,365	44	4,559	26,271	9,328	2,337	971	380	208	116	74	27	24	20	4	1	1	-	-	-	-	-
Grade 2	Female	37,040	-	46	3,263	20,793	8,048	2,977	1,007	457	252	106	58	19	12	2	-	-	-	-	-	-	-
	Male	38,847	-	43	2,596	18,320	10,469	4,475	1,654	667	312	163	74	39	19	10	4	1	-	1	-	-	-
Grade 3	Female	35,056	-	3	57	2,650	18,135	8,196	3,235	1,422	699	349	180	75	37	14	3	1	-	-	-	-	-
	Male	36,781	-	1	40	1,882	14,721	10,387	5,321	2,282	1,059	512	275	143	75	46	21	10	-	-	2	1	3
Grade 4	Female	37,144	-	-	1	38	2,662	16,623	9,091	4,741	2,222	1,032	427	194	67	32	10	3	1	-	-	-	-
	Male	40,000	-	-	-	23	1,765	12,682	10,774	7,374	3,995	1,841	792	386	175	120	39	22	5	4	1	1	1
Grade 5	Female	33,678	-	-	-	1	42	2,201	13,504	8,364	5,165	2,439	1,152	478	209	87	22	9	3	2	-	-	-
	Male	33,659	-	-	-	2	22	1,243	8,913	8,571	6,915	3,952	2,094	1,042	478	247	109	37	18	8	4	-	4
Grade 6	Female	30,012	-	-	-	-	-	33	1,943	11,338	7,299	4,673	2,538	1,238	548	234	108	33	11	1	15	-	-
	Male	29,458	-	-	-	-	-	26	1,088	7,135	6,942	5,873	3,980	2,236	1,149	641	237	88	27	16	15	3	2
Grade 7	Female	27,008	-	-	-	-	-	46	1,780	10,295	6,315	4,210	2,271	1,132	563	251	103	23	8	5	4	2	2
	Male	26,099	-	-	-	-	-	2	39	1,096	6,525	5,704	4,963	3,380	2,118	1,302	605	232	70	34	18	7	4
Grade 8	Female	30,611	-	-	-	-	-	-	57	1,625	9,460	7,179	5,390	3,332	1,891	972	450	159	51	23	13	9	9
	Male	29,335	-	-	-	-	-	-	36	927	5,984	6,183	5,675	4,322	3,003	1,868	797	316	134	55	17	18	18
Grade 9	Female	23,707	-	-	-	-	-	-	1	30	1,436	7,227	4,961	3,729	2,585	1,777	1,072	501	216	105	43	24	24
	Male	22,219	-	-	-	-	-	-	1	8	728	4,615	4,171	3,703	3,288	2,511	1,654	828	393	179	75	65	65
Grade 10	Female	23,785	-	-	-	-	-	-	2	22	38	1,337	6,962	5,464	4,093	2,557	1,569	835	485	246	104	71	71
	Male	21,584	-	-	-	-	-	-	1	17	29	749	4,407	4,538	3,982	3,003	2,079	1,350	759	388	166	116	116
Grade 11	Female	13,918	-	-	-	-	-	-	-	-	3	48	992	5,143	3,200	1,951	1,184	623	387	183	102	102	102
	Male	11,862	-	-	-	-	-	-	-	-	-	21	542	3,227	2,752	2,080	1,458	874	520	215	101	72	72
Grade 12	Female	12,735	-	-	-	-	-	-	-	3	1	5	95	1,235	4,762	2,844	1,754	962	541	263	141	129	129
	Male	10,918	-	-	-	-	-	-	-	-	3	4	47	698	3,091	2,411	1,881	1,236	826	380	199	142	142
Other	Female	708	-	3	8	39	75	66	58	50	43	49	30	40	54	75	53	33	23	2	3	-	4
	Male	1,287	-	6	19	50	106	131	114	82	103	83	71	85	115	137	103	41	18	7	6	6	4

Figure 26 shows the age distributions by gender in the first grade of each school phase. On average, more males than females repeated a grade or dropped out of school and then returned, and males on average started school at a slightly older age than their female counterparts. These factors have resulted in wider age distributions for males.

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

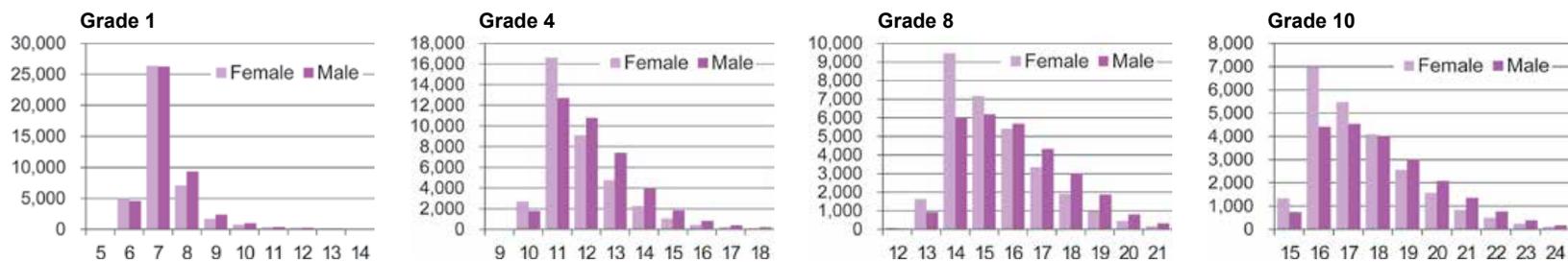


Table 27: Rates of enrolment of 6-year-olds to 18-year-olds

School Phase	Grade	Age												
		6	7	8	9	10	11	12	13	14	15	16	17	18
Total														
Total		14.9%	93.3%	98.7%	101.6%	105.6%	101.7%	100.0%	99.1%	93.2%	89.1%	83.4%	77.5%	67.6%
Junior primary	Grade 1	14.7%	83.8%	26.8%	6.7%	3.0%	1.3%	0.7%	0.4%	0.2%	0.1%	0.1%	0.1%	0.0%
	Grade 2	0.1%	9.3%	64.1%	31.3%	12.9%	4.7%	2.0%	1.0%	0.5%	0.2%	0.1%	0.1%	0.0%
	Grade 3	0.0%	0.2%	7.4%	55.6%	32.3%	15.1%	6.6%	3.2%	1.6%	0.8%	0.4%	0.2%	0.1%
Senior Primary	Grade 4	-	0.0%	0.1%	7.5%	50.9%	35.1%	21.7%	11.3%	5.3%	2.3%	1.1%	0.5%	0.3%
	Grade 5	-	-	0.0%	0.1%	6.0%	39.7%	30.3%	21.9%	11.7%	6.0%	2.8%	1.3%	0.6%
	Grade 6	-	-	-	-	0.1%	5.4%	33.1%	25.8%	19.3%	12.0%	6.4%	3.2%	1.6%
	Grade 7	-	-	-	-	0.0%	0.2%	5.2%	30.5%	22.0%	16.9%	10.5%	6.1%	3.5%
Junior Secondary	Grade 8	-	-	-	-	-	-	0.2%	4.6%	28.3%	24.7%	20.5%	14.3%	9.1%
	Grade 9	-	-	-	-	-	-	0.0%	0.1%	4.0%	21.9%	17.0%	13.8%	11.0%
Senior Secondary	Grade 10	-	-	-	-	-	-	0.0%	0.1%	0.1%	3.9%	21.1%	18.6%	15.1%
	Grade 11	-	-	-	-	-	-	-	-	0.0%	0.1%	2.8%	15.6%	11.1%
	Grade 12	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	0.3%	3.6%	14.7%
Other grades		0.0%	0.0%	0.1%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.3%	0.4%
Females														
Total		15.2%	92.2%	97.6%	100.7%	104.8%	101.8%	100.6%	99.5%	94.0%	89.3%	83.8%	77.7%	65.2%
Junior Primary	Grade 1	15.0%	81.9%	22.5%	5.4%	2.6%	1.2%	0.7%	0.4%	0.1%	0.1%	0.0%	0.1%	0.0%
	Grade 2	0.1%	10.1%	66.4%	26.5%	10.1%	3.5%	1.6%	0.9%	0.4%	0.2%	0.1%	0.0%	0.0%
	Grade 3	0.0%	0.2%	8.5%	59.7%	27.8%	11.3%	5.0%	2.5%	1.3%	0.7%	0.3%	0.1%	0.1%
Senior Primary	Grade 4	-	0.0%	0.1%	8.8%	56.4%	31.7%	16.8%	8.0%	3.7%	1.6%	0.7%	0.2%	0.1%
	Grade 5	-	-	0.0%	0.1%	7.5%	47.0%	29.6%	18.5%	8.8%	4.2%	1.8%	0.8%	0.3%
	Grade 6	-	-	-	-	0.1%	6.8%	40.2%	26.2%	16.9%	9.3%	4.6%	2.0%	0.9%
	Grade 7	-	-	-	-	-	0.2%	6.3%	36.9%	22.9%	15.4%	8.4%	4.2%	2.1%
Junior Secondary	Grade 8	-	-	-	-	-	-	0.2%	5.8%	34.3%	26.3%	19.9%	12.3%	7.0%
	Grade 9	-	-	-	-	-	-	0.0%	0.1%	5.2%	26.5%	18.3%	13.8%	9.6%
Senior Secondary	Grade 10	-	-	-	-	-	-	0.0%	0.1%	0.1%	4.9%	25.7%	20.2%	15.2%
	Grade 11	-	-	-	-	-	-	-	-	0.0%	0.2%	3.7%	19.1%	11.9%
	Grade 12	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	0.4%	4.6%	17.7%
Other grades		0.0%	0.0%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	0.3%

Table 27 continues ►

Table 27 continued

School Phase	Grade	Age												
		6	7	8	9	10	11	12	13	14	15	16	17	18
Males														
Total		14.3%	92.4%	97.5%	99.9%	104.2%	100.2%	98.4%	97.6%	91.3%	88.0%	82.5%	77.1%	69.8%
Junior Primary	Grade 1	14.1%	83.9%	30.7%	7.9%	3.4%	1.3%	0.7%	0.4%	0.3%	0.1%	0.1%	0.1%	0.0%
	Grade 2	0.1%	8.3%	60.3%	35.5%	15.6%	5.9%	2.4%	1.1%	0.6%	0.3%	0.1%	0.1%	0.0%
	Grade 3	0.0%	0.1%	6.2%	50.0%	36.2%	18.9%	8.2%	3.8%	1.9%	1.0%	0.5%	0.3%	0.2%
Senior Primary	Grade 4	-	-	0.1%	6.0%	44.2%	38.2%	26.4%	14.5%	6.7%	2.9%	1.4%	0.7%	0.4%
	Grade 5	-	-	0.0%	0.1%	4.3%	31.6%	30.7%	25.1%	14.5%	7.7%	3.9%	1.8%	0.9%
	Grade 6	-	-	-	-	0.1%	3.9%	25.6%	25.2%	21.5%	14.7%	8.3%	4.3%	2.4%
	Grade 7	-	-	-	-	0.0%	0.1%	3.9%	23.6%	20.9%	18.3%	12.6%	7.9%	4.9%
Junior Secondary	Grade 8	-	-	-	-	-	-	0.1%	3.4%	21.9%	22.8%	21.1%	16.1%	11.3%
	Grade 9	-	-	-	-	-	-	0.0%	0.0%	2.7%	17.0%	15.5%	13.8%	12.3%
Senior Secondary	Grade 10	-	-	-	-	-	-	0.0%	0.1%	0.1%	2.8%	16.4%	17.0%	14.9%
	Grade 11	-	-	-	-	-	-	-	-	-	0.1%	2.0%	12.1%	10.3%
	Grade 12	-	-	-	-	-	-	-	-	0.0%	0.0%	0.2%	2.6%	11.6%
Other grades		0.0%	0.1%	0.2%	0.4%	0.5%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%	0.4%	0.5%

The percentages of each age cohort enrolled in the different grades are reported in Table 27. These numbers are based on population projections provided by the United Nations Population Division.

For each age group, the number of learners enrolled in a particular grade is divided by the number of people of the same age in the total projected population. For example, there were 52,650 7-year-old learners enrolled in Grade 1, and 62,861 7-year-olds in the population. Therefore, 52,650 divided by 62,861 or 83.8% of the 7-year-old population were enrolled in Grade 1.

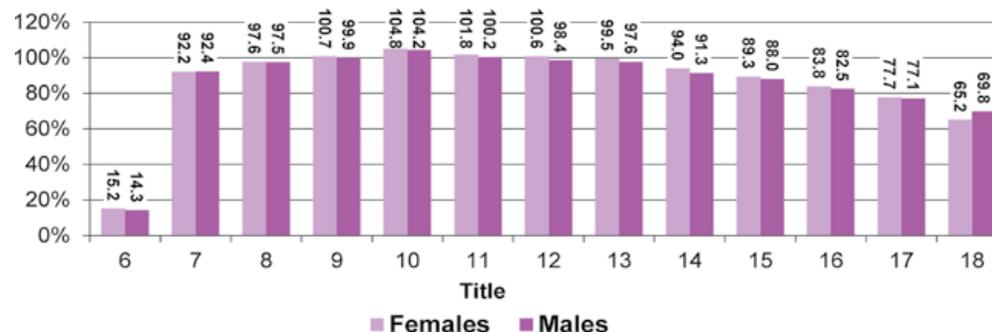
By law, children can only enrol in Grade 1 if they are 6 years of age before 1 January of the year in which they are enrolling in Grade 1. Therefore, the majority of learners who turned 6 after 31 December 2017 could not be taken into Grade 1 in the year under review. In Namibia the official theoretical age for Grade 1 is 7 years. There has been an increase of underaged learners being admitted into both government and private schools, but mostly the latter. The AEC 2018 data shows that the increase in Grade 1 enrolment among 6-year-olds is driven mainly by private schools.

The totals of the percentages enrolled in the different grades indicate the percentage of each age group enrolled in school. For some ages these totals exceed 100%, which is most likely due to an under-estimation of the size of the population of the particular age, but it could also be due to a higher number of immigrants in Namibian schools as of recently.

Table 28: Net and Gross Enrolment Ratios

	Age Group	7-13	7-16	7-18	14-18
	Grades	Gr. 1-7	Gr. 1-10	Gr. 1-12	Gr. 8-12
Net Enrolment Ratio	Total	99.0%	96.1%	92.6%	54.2%
	Males	97.3%	94.5%	91.3%	48.9%
	Female	100.7%	97.8%	93.9%	59.6%
Gross Enrolment Ratio	Total	120.3%	112.5%	102.0%	74.4%
	Males	121.9%	112.8%	101.8%	71.3%
	Female	118.7%	112.2%	102.2%	77.5%

Figure 28: Enrolment rates of female and male learners



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

The GER is the total enrolment in a range of grades, divided by the number of people in the population of the age that should be enrolled in those grades. GER values over 100% are an indication of under-aged and/or over-aged learners enrolled in the specific school phase. The NER is the number of learners of appropriate age enrolled in a range of grades, divided by the population in the same age group. For example, there were 403,961 learners aged between 7 and 13 enrolled in Grades 1-7 out of 408,052 people in the same age range in the projected population. The NER of 99.0% is 403,961 divided by 408,052.

The total enrolment rates for females and males are charted in Figure 28. The enrolment rates of males have remained lower than those of females in all age groups up to age 17. This observation is in agreement with the higher school-leaving rates reported for males in most grades and years up to Grade 9.

Table 29: Numbers of new entrants, repeaters and re-entrants in Grades 1-12

School Phase	Grade	Total Enrolment		New Entrants		Repeaters		Re-entrants	
		Total	% Female	Total	% Female	Total	% Female	Total	% Female
Total		734,841	50.1%	622,889	51.3%	108,490	43.1%	3,462	54.7%
Junior Primary	Grade 0	43,448	50.9%	43,174	50.9%	203	51.7%	71	43.7%
	Grade 1	85,937	48.4%	68,909	50.4%	16,382	40.2%	646	43.5%
	Grade 2	75,887	48.8%	65,340	50.4%	10,261	38.8%	286	41.6%
	Grade 3	71,837	48.8%	63,111	50.2%	8,487	38.5%	239	34.7%
Senior Primary	Grade 4	77,144	48.1%	60,731	50.8%	16,189	38.4%	224	45.1%
	Grade 5	67,337	50.0%	55,240	51.7%	11,897	42.3%	200	48.5%
	Grade 6	59,470	50.5%	50,433	51.7%	8,816	43.6%	221	48.0%
	Grade 7	53,107	50.9%	48,033	51.6%	4,853	43.1%	221	62.4%
Junior Secondary	Grade 8	59,946	51.1%	42,301	52.2%	17,249	48.0%	396	65.2%
	Grade 9	45,926	51.6%	36,622	51.9%	8,881	49.3%	423	72.1%
	Grade 10	45,369	52.4%	40,837	51.8%	4,349	56.8%	183	78.1%
Senior Secondary	Grade 11	25,780	54.0%	24,687	53.9%	793	52.6%	300	64.0%
	Grade 12	23,653	53.8%	23,471	53.8%	130	53.1%	52	75.0%

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

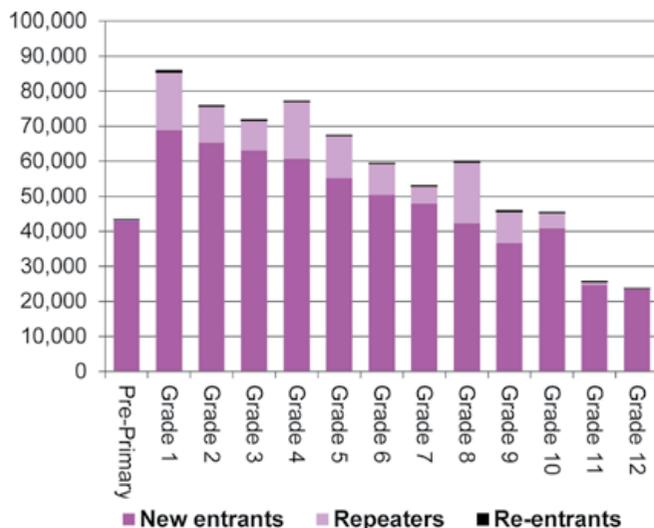
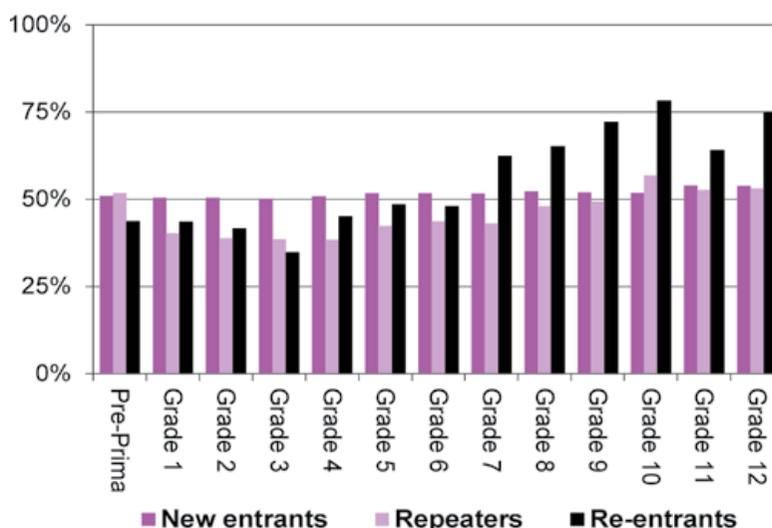


Figure 29b: Percentage of females among new entrants, repeaters and re-entrants in each grade



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

The relatively small numbers of re-entrants, at 0.5% of the total enrolment in all grades, indicates that few of the learners who left school returned at a later stage.

The new entrants, repeaters and re-entrants are charted in Figure 29a. Re-entrants are hardly visible because of the low number of learners who are reported to re-enrol. Grades 1, 5 and 8 had relatively high numbers of repeaters, an indication that the beginning of a new phase always poses some challenges to learners, thus more effort is required to make sure that the gap in enrolment is bridged.

Figure 29b shows the percentages of females among the new entrants, repeaters and re-entrants. In Junior Primary the male-to-female ratio is one to one, and as they progress the gap widens, in favour of females, to around 9% in Grade 12.

There is a marked and progressive increase in the percentages of female repeaters and re-entrants after Grade 9, rising to above 50%. The higher repetition rates might indicate a higher commitment among females to completing their education, and the higher number of re-entrants might include females who returned to school after pregnancy.

Table 30: Promotion, repetition and school-leaving rates in Grades 1-11 from 2016 to 2017

Grade	Promotion Rates			Repetition Rates			School-Leaving Rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
Average	78.0%	80.3%	75.8%	15.9%	14.1%	17.7%	6.0%	5.5%	6.5%
Grade 1	77.8%	81.3%	74.5%	20.3%	17.0%	23.4%	1.9%	1.7%	2.1%
Grade 2	85.1%	88.1%	82.3%	14.2%	11.4%	16.9%	0.7%	0.5%	0.8%
Grade 3	86.3%	89.2%	83.6%	12.4%	9.7%	15.0%	1.3%	1.2%	1.4%
Grade 4	75.0%	80.4%	70.1%	22.3%	17.8%	26.5%	2.7%	1.9%	3.4%
Grade 5	78.3%	81.4%	75.1%	18.8%	16.0%	21.5%	3.0%	2.6%	3.4%
Grade 6	80.8%	83.1%	78.6%	15.2%	13.2%	17.2%	4.0%	3.7%	4.2%
Grade 7	84.0%	86.3%	81.6%	10.1%	8.7%	11.5%	6.0%	5.0%	6.9%
Grade 8	60.8%	62.6%	59.0%	29.3%	28.1%	30.6%	9.9%	9.4%	10.4%
Grade 9	76.2%	76.7%	75.7%	17.4%	17.0%	17.8%	6.4%	6.3%	6.4%
Grade 10	59.4%	59.9%	58.9%	10.9%	11.8%	9.9%	29.7%	28.4%	31.2%
Grade 11	94.7%	95.0%	94.5%	4.4%	4.6%	4.2%	0.8%	0.4%	1.3%

Figure 30a: Promotion rates of female and male learners

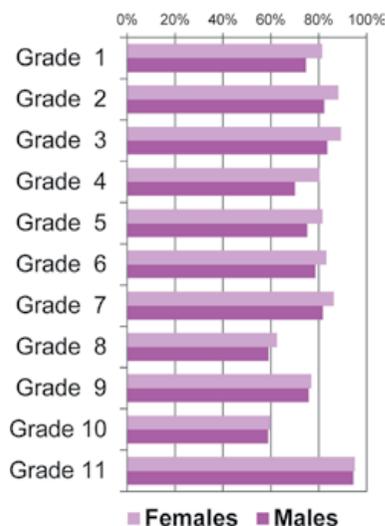


Figure 30b: Repetition rates of female and male learners

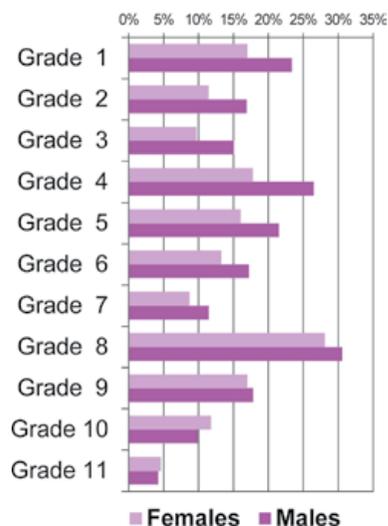
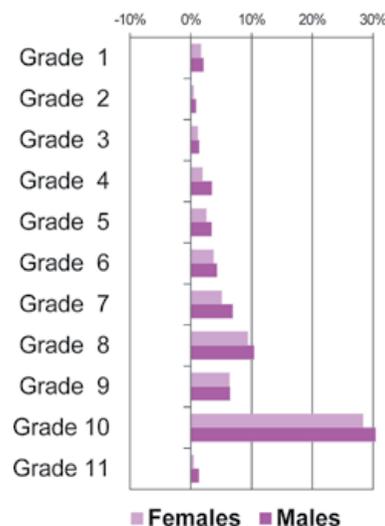


Figure 30c: School-leaving rates of female and male learners



The flow rates of learners are reported in Table 30. These are the rates of learner progression from 2017 to 2018. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2017 who were promoted and continued schooling in Grade 2 in 2018. Grade 12 is not included in this table since, for all practical purposes, all Grade 12 learners left school at the end of 2017. Re-entrants were counted as repeaters in the calculation of Table 30.

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

A high number of learners left school after the Junior Secondary Certificate examination (Grade 10), some intending to repeat through the Namibian College of Open Learning (NAMCOL).

The Grade 7 promotion rate is the transition rate from primary to secondary education, being 84.0% in 2017-2018. The school-leaving rates in Grades 8 and 9 were higher than those in Grade 7, thus a higher percentage of learners transitioned from primary to secondary education than between the first two grades of secondary education.

Females had higher promotion rates and lower repetition rates than males up to Grade 7. Up to Grade 8, a higher percentage of males than females left school. An estimate of the cumulative effect of the school-leaving rates, expressed as the percentage of learners reaching different grades, is provided in Table 32.

The 2018 repetition rates and targets were: Grade 1, 20.3% (target 18%); Grade 4, 22.3% (target 11%); and Grade 8, 29.3% (target 28%). Thus, no target was met during the period under review.

Table 31: Promotion, repetition and school leaving rates from 2011 to 2017

School phase	Grade	Year						
		2011	2012	2013	2014	2015	2016	2017
Promotion rates								
Junior Primary	Grade 1	77.2%	77.2%	77.3%	79.1%	78.0%	78.0%	77.8%
	Grade 2	85.8%	86.2%	86.3%	87.5%	84.6%	86.5%	85.1%
	Grade 3	88.0%	87.9%	88.0%	89.6%	85.6%	87.1%	86.3%
Senior Primary	Grade 4	86.1%	86.1%	86.1%	87.9%	87.9%	73.5%	75.0%
	Grade 5	74.9%	74.8%	74.9%	76.3%	76.2%	69.6%	78.3%
	Grade 6	82.0%	83.2%	83.3%	84.5%	84.7%	74.8%	80.8%
Junior Secondary	Grade 7	86.0%	86.3%	86.3%	88.9%	90.0%	80.6%	84.0%
	Grade 8	59.2%	59.5%	59.5%	60.6%	61.3%	63.2%	60.8%
	Grade 9	68.9%	67.4%	67.4%	69.1%	69.2%	71.8%	76.2%
Senior Secondary	Grade 10	55.6%	57.0%	57.0%	59.8%	57.8%	61.1%	59.4%
	Grade 11	94.7%	94.0%	94.0%	94.6%	93.5%	95.6%	94.7%
Repetition rates								
Junior Primary	Grade 1	20.3%	21.2%	21.2%	19.9%	20.8%	20.7%	20.3%
	Grade 2	14.2%	14.3%	14.3%	12.8%	14.9%	14.8%	14.2%
	Grade 3	11.7%	11.8%	11.8%	10.9%	13.6%	13.5%	12.4%
Senior Primary	Grade 4	13.3%	13.6%	13.6%	12.5%	11.2%	25.9%	22.3%
	Grade 5	21.9%	22.6%	22.6%	20.3%	20.2%	28.4%	18.8%
	Grade 6	15.1%	14.1%	14.1%	13.1%	12.8%	22.9%	15.2%
Junior Secondary	Grade 7	10.8%	9.8%	9.8%	8.5%	8.4%	16.1%	10.1%
	Grade 8	31.6%	31.6%	31.6%	30.2%	30.6%	28.7%	29.3%
	Grade 9	23.7%	24.6%	24.6%	23.7%	24.3%	23.2%	17.4%
Senior Secondary	Grade 10	10.4%	10.3%	10.3%	10.8%	11.0%	11.1%	10.9%
	Grade 11	2.7%	4.4%	4.4%	3.5%	4.3%	4.0%	4.4%
School-leaving rates								
Junior Primary	Grade 1	2.4%	1.6%	1.5%	1.0%	1.2%	1.3%	1.9%
	Grade 2	0.0%	-0.5%	-0.6%	-0.3%	0.6%	-1.3%	0.7%
	Grade 3	0.3%	0.4%	0.3%	-0.4%	0.9%	-0.6%	1.3%
Senior Primary	Grade 4	0.7%	0.3%	0.3%	-0.4%	0.9%	0.6%	2.7%
	Grade 5	3.2%	2.5%	2.5%	3.4%	3.6%	2.0%	3.0%
	Grade 6	2.8%	2.7%	2.6%	2.4%	2.4%	2.3%	4.0%
Junior Secondary	Grade 7	3.2%	3.8%	3.8%	2.7%	1.6%	3.3%	6.0%
	Grade 8	9.2%	8.9%	8.9%	9.2%	8.1%	8.0%	9.9%
	Grade 9	7.4%	7.9%	7.9%	7.2%	6.5%	5.0%	6.4%
Senior Secondary	Grade 10	33.9%	32.7%	32.7%	29.4%	31.2%	27.8%	29.7%
	Grade 11	2.7%	1.6%	1.6%	1.9%	2.2%	0.4%	0.8%

Figure 31a: Changes in promotion rates

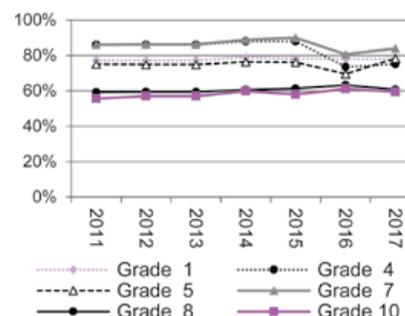


Figure 31b: Changes in repetition rates

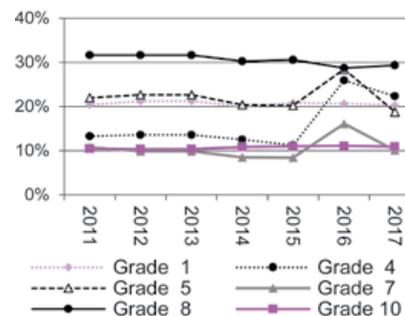
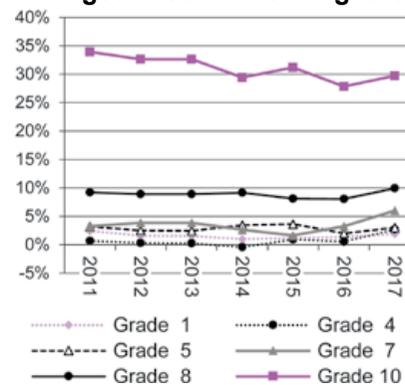


Figure 31c: Changes in school-leaving rates



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

Figure 31a: Grade 8 promotion rates increased from 59.2% in 2011 to 63.2% in 2016, but dropped by 2.4% to 60.8% in 2017. General observation indicates a decrease in both the Junior Primary and Secondary phases, but a remarkable increase in Senior Primary grades, indicating a slump in the system. Note that the high percentages shown in Table 31 for Grade 11 are due to semi-automatic promotion to Grade 12. Note also that although Pre-Primary is now part of Junior Primary, it was not considered in these calculations.

Figure 31b: High repetition rates were recorded for Junior Secondary grades and for the first grade of each phase except Senior Secondary. A gradual implementation of a policy which allowed only learners not older than 17 to repeat Grade 10 resulted in relatively low repetition of Grade 10, but the figure increased dramatically as from 2010 when all learners were allowed to repeat Grade 10.

Figure 31c: For many years the school-leaving rate was high in Grade 10, due to many learners leaving school after writing the Junior Secondary Certificate exam, but this rate decreased after 2010 due to all learners being allowed to repeat Grade 10 since 2010. The school-leaving rates in Grades 8 and 9 are higher than in Grade 7 (the last year of Primary phase). The fact that more learners drop out after surviving primary education is a matter of concern that requires additional analysis. The low school-leaving rate in Grade 11 suggests a high number of learners coming in from the Namibian College of Open Learning (NAMCOL) as well as learners returning to school after having dropped out in previous years.

Table 32: Survival rates to Grades 2-12 from 2011 to 2017

Grade	Gender	Year						
		2011	2012	2013	2014	2015	2016	2017
Grade 2	Total	96.7%	98.1%	95.6%	98.4%	98.6%	98.8%	97.6%
	Females	96.9%	98.4%	96.4%	99.3%	99.5%	99.3%	98.0%
	Males	96.5%	97.8%	94.7%	97.5%	97.6%	98.2%	97.2%
Grade 3	Total	96.6%	98.8%	93.4%	98.7%	98.8%	98.3%	96.9%
	Females	97.0%	98.9%	94.5%	99.7%	99.8%	98.8%	97.5%
	Males	96.2%	98.6%	92.2%	97.6%	97.7%	97.7%	96.2%
Grade 4	Total	96.3%	98.5%	92.0%	99.1%	99.1%	97.4%	95.4%
	Females	94.8%	96.8%	90.8%	97.8%	97.8%	95.8%	93.8%
	Males	97.5%	99.8%	92.9%	100.1%	100.0%	98.7%	96.7%
Grade 5	Total	95.6%	98.1%	90.7%	99.6%	99.4%	96.5%	92.1%
	Females	94.0%	96.2%	89.5%	98.5%	98.4%	95.1%	91.6%
	Males	96.8%	99.7%	91.6%	100.4%	100.1%	97.6%	92.1%
Grade 6	Total	91.5%	94.9%	86.4%	95.2%	94.9%	92.2%	88.6%
	Females	91.4%	94.0%	86.4%	95.1%	94.7%	92.2%	88.8%
	Males	91.3%	95.4%	86.1%	95.0%	94.7%	91.8%	87.8%
Grade 7	Total	88.5%	92.0%	83.0%	92.6%	92.2%	89.7%	84.4%
	Females	88.8%	91.2%	83.5%	92.9%	92.3%	90.0%	85.0%
	Males	87.7%	92.2%	82.2%	92.0%	91.7%	89.0%	83.2%
Grade 8	Total	85.6%	88.0%	79.2%	90.3%	89.5%	88.2%	78.8%
	Females	86.1%	87.9%	80.2%	91.7%	90.6%	88.5%	80.3%
	Males	84.6%	87.6%	77.8%	88.4%	88.0%	87.4%	76.6%
Grade 9	Total	74.0%	76.1%	67.3%	78.4%	77.4%	77.5%	67.4%
	Females	75.4%	77.0%	69.6%	80.6%	79.2%	78.8%	69.6%
	Males	72.1%	74.7%	64.5%	75.7%	75.2%	75.7%	64.5%
Grade 10	Total	65.9%	67.7%	59.5%	70.2%	69.8%	70.5%	61.9%
	Females	66.8%	68.4%	61.3%	72.4%	71.8%	72.1%	64.2%
	Males	64.5%	66.4%	57.4%	67.5%	67.3%	68.4%	59.1%
Grade 11	Total	40.9%	42.9%	39.0%	47.0%	46.7%	45.7%	41.2%
	Females	41.2%	43.5%	40.6%	49.2%	48.7%	47.5%	43.5%
	Males	39.2%	40.5%	36.2%	43.3%	43.0%	42.2%	37.3%
Grade 12	Total	39.7%	42.1%	36.9%	45.8%	45.7%	44.6%	40.8%
	Females	40.0%	42.4%	38.5%	48.1%	47.9%	46.1%	43.2%
	Males	39.0%	41.4%	35.0%	43.1%	43.1%	42.6%	37.9%

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

As in related tables in this chapter, the years in the column headers indicate the first of the two years between which the rates have been calculated. Grade 1 is excluded in Table 32 as the Grade 1 rate is 100% by definition.

The survival rates were calculated using the artificial cohort method and applying the flow rates in Table 31 to an imaginary cohort of 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 to 7. A lower survival rate can be seen from Grades 9 to 12 for the past five years.

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

The 2018 target for survival rate up to Grade 7 was 91.2% (MoEAC Strategic Plan 2017/18-2021/22), and the actual survival rate up to Grade 7 in 2017 was 89.7%. The 2018 target for survival rate up to Grade 12 was 48% (ibid.), and the actual survival rate up to Grade 12 in 2017 was 44.6%. Figures suggest that meeting the survival rate targets at both Primary and Secondary level remains a challenge.

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

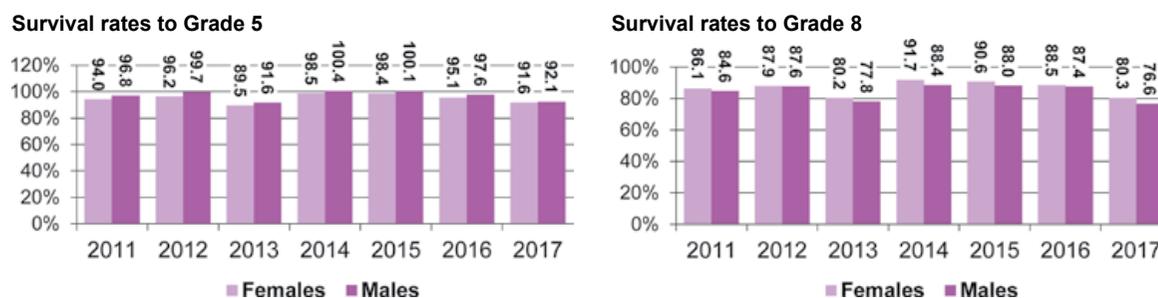


Table 33: Approximate numbers of learners who left school between 2011 and 2017

School Phase	Grade	Year						
		2011	2012	2013	2014	2015	2016	2017
Total		49,240	45,775	53,076	44,272	47,908	44,245	56,128
Junior Primary	Grade 1	1,627	1,070	2,318	756	915	1,084	1,604
	Grade 2	-9	-361	1,331	-203	379	-902	482
	Grade 3	184	146	743	-269	547	-413	899
Senior Primary	Grade 4	393	155	743	-247	569	360	1,973
	Grade 5	1,982	1,579	2,242	2,174	2,337	1,335	1,918
	Grade 6	1,574	1,466	1,898	1,317	1,356	1,299	2,364
	Grade 7	1,634	1,956	2,338	1,353	838	1,673	3,009
Junior Secondary	Grade 8	5,562	5,548	6,591	5,837	5,233	5,282	5,968
	Grade 9	3,258	3,681	3,821	3,571	3,253	2,601	3,421
	Grade 10	12,277	11,191	10,802	10,647	11,914	10,863	12,337
Senior Secondary	Grade 11	532	338	973	405	497	95	208
	Grade 12	20,226	19,006	19,276	18,931	20,070	20,968	21,945

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

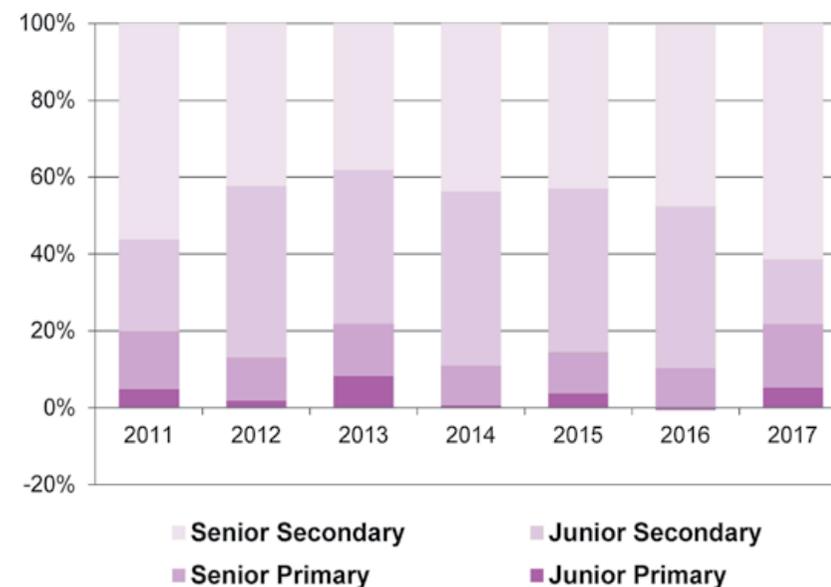


Table 33 shows the approximate number of learners who left school between 2011 and 2017. The number of learners who left school at different grades can provide an early indication for tertiary training institutions about the demand for different types of training that they provide. This data also provides an educational profile of learners who could be entering the job market.

Table 33 was not corrected for movements of learners over Namibia's borders, because such figures are not available at present. Learners who had left school previously and returned later in the same year were counted as school leavers. For this reason, and also because the system for tracking individual learners and the immigration and emigration figures are not yet available, the numbers in Table 33 are 'approximate' rather than actual. Note that Table 33 does not reflect movement of learners across the borders of Namibia.

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

Chapter 4:

NATIONAL EXAMINATIONS



Chapter 4 presents the results of the national examinations written towards the end of 2018, namely the Junior Secondary Certificate (JSC), the Namibia Secondary School Certificate Ordinary Level (NSSC-O) and the Namibia Secondary School Certificate Higher Level (NSSC-H) examinations.

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

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

National examination results are indicators of educational achievement based on criteria applying to the whole country.

As of 2012, for the first time, Grade 10 learners who obtained a 'G' grade in English and 23 points or more were allowed to proceed to Grade 11.

Table 34: Junior Secondary Certificate (JSC) examination results – full-time

Subject	Learners	Total %	Symbol							Ungraded U	Incomplete I	Pending X
			A	B	C	D	E	F	G			
Accounting	10,792	100.0%	6.1%	6.5%	10.9%	17.4%	13.9%	13.3%	13.5%	17.1%	1.3%	0.0%
Additional Mathematics	437	100.0%	19.0%	16.5%	18.5%	18.8%	20.4%	5.7%	0.2%	0.0%	0.9%	0.0%
Afrikaans First Language	346	100.0%	4.3%	11.3%	17.6%	20.5%	24.0%	12.4%	6.4%	0.6%	2.9%	0.0%
Afrikaans Second Language	9,193	100.0%	1.5%	6.6%	18.0%	20.9%	28.8%	16.7%	4.3%	1.0%	2.2%	0.0%
Agriculture	30,083	100.0%	8.5%	9.4%	12.4%	25.1%	19.2%	13.7%	7.3%	3.3%	1.1%	0.0%
Computer Studies	2,175	100.0%	7.3%	10.5%	15.7%	17.6%	15.4%	15.3%	9.5%	6.3%	2.2%	0.1%
Design and Technology	1,096	100.0%	3.1%	3.9%	12.3%	28.2%	20.7%	13.8%	8.9%	5.9%	3.1%	0.0%
English First Language	248	100.0%	5.2%	9.3%	11.7%	36.3%	31.0%	2.0%	1.2%	1.6%	1.6%	0.0%
English Second Language	44,614	100.0%	1.4%	4.2%	10.0%	19.7%	33.8%	23.6%	5.5%	0.7%	1.1%	0.0%
Entrepreneurship	42,310	100.0%	3.8%	7.2%	14.8%	24.4%	24.8%	13.4%	6.2%	3.3%	1.6%	0.5%
First Language Rumanyo	1,313	100.0%	3.0%	8.9%	14.6%	29.2%	38.9%	3.5%	0.5%	0.2%	1.1%	0.0%
French Foreign Language	342	100.0%	3.8%	3.2%	13.2%	14.9%	21.9%	17.5%	18.7%	5.3%	1.5%	0.0%
Geography	44,862	100.0%	3.7%	6.4%	13.3%	23.6%	24.8%	16.1%	8.1%	3.0%	1.1%	0.0%
German First Language	33	100.0%	3.0%	24.2%	12.1%	15.2%	36.4%	0.0%	3.0%	0.0%	6.1%	0.0%
German Foreign Language	987	100.0%	11.0%	11.2%	12.3%	18.5%	16.5%	14.4%	8.4%	6.8%	0.8%	0.0%
History	44,842	100.0%	3.8%	6.3%	11.4%	24.9%	21.0%	17.9%	10.6%	3.0%	1.2%	0.0%
Home Economics	1,042	100.0%	6.0%	9.4%	15.1%	22.0%	20.6%	14.8%	7.7%	2.7%	1.7%	0.0%
Integrated Performing Arts	189	100.0%	0.0%	1.1%	7.4%	36.0%	36.5%	12.2%	4.2%	1.1%	1.6%	0.0%
Keyboard and Word Processing	1,620	100.0%	11.2%	11.5%	13.0%	14.2%	17.1%	15.8%	8.1%	7.2%	1.9%	0.0%
Khoekhoegowab First Language	1,703	100.0%	3.5%	8.4%	11.2%	26.8%	19.7%	12.2%	7.0%	6.6%	4.6%	0.0%
Life Science	44,863	100.0%	5.3%	7.1%	13.7%	24.4%	19.6%	15.5%	8.7%	4.5%	1.1%	0.0%
Mathematics	44,425	100.0%	8.6%	7.3%	11.3%	18.5%	23.3%	17.7%	9.3%	2.8%	1.2%	0.0%
Needlework and Clothing	211	100.0%	0.5%	4.3%	11.8%	16.6%	34.6%	16.6%	10.0%	4.3%	1.4%	0.0%
Oshikwanyama First Language	8,598	100.0%	3.6%	7.5%	14.2%	29.4%	35.7%	7.3%	1.1%	0.2%	0.8%	0.0%
Oshindonga First Language	12,632	100.0%	4.8%	7.2%	13.5%	25.6%	37.7%	8.7%	1.4%	0.4%	0.7%	0.0%
Otjherero First Language	2,590	100.0%	3.9%	10.8%	17.4%	26.1%	27.1%	7.9%	2.9%	1.3%	2.5%	0.0%
Physical Science	44,863	100.0%	6.2%	8.3%	14.3%	21.5%	14.6%	14.6%	9.9%	9.4%	1.2%	0.0%
Portuguese Foreign Language	304	100.0%	13.2%	11.5%	10.5%	22.7%	14.5%	11.8%	7.9%	6.9%	1.0%	0.0%
Rukwangali First Language	2,965	100.0%	1.1%	4.5%	9.2%	30.4%	44.2%	8.2%	1.1%	0.1%	1.1%	0.0%
Setswana First Language	64	100.0%	1.6%	6.3%	3.1%	37.5%	34.4%	10.9%	3.1%	1.6%	1.6%	0.0%
Silozi First Language	2,886	100.0%	2.0%	7.0%	17.5%	29.7%	37.0%	5.0%	0.3%	0.3%	1.2%	0.0%
Thimbukushu First Language	621	100.0%	1.9%	8.9%	13.8%	34.0%	37.5%	2.3%	0.2%	0.0%	1.4%	0.0%
Visual Arts	169	100.0%	5.9%	9.5%	21.3%	25.4%	26.0%	5.9%	2.4%	0.0%	3.6%	0.0%

Figure 34: JSC full-time – symbol distribution in six main subjects

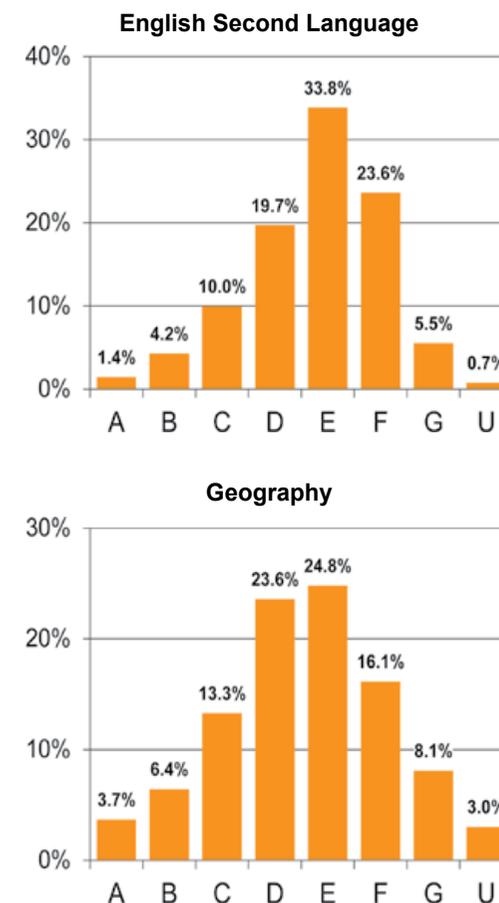


Table 34 shows the percentages of learners who attained the different symbols in the subjects of the full-time JSC examination. The total number of learners who enrolled per subject is reflected in the column headed “Learners”. An A symbol denotes the highest level of achievement, and G is the lowest level still graded. “Ungraded” means the minimum ‘G’ was not attained; “Incomplete” means the exam paper was not completed; and “Pending” means a component of the subject is under investigation, which is indicated with an “X”. Seven Technical subjects were replaced by Design and Technology (a single subject). There were 403,418 full-time subject entries by 44,863 in 2018.

The symbol distributions for the six main subjects in which enrolment was highest are shown graphically in Figure 34. In all six the scores were mostly D, E and F. English, Geography and Mathematics had the highest peak at E, and History, Life Science and Physical Science peaked at D. Accounting had the highest numbers of ungraded entries, at 17.1%, followed by Physical Science at 9.4%. All six main subjects fared below D on average. The cumulative percentages for scores A-D in the ETSIP priority subjects are English (35.3%), Mathematics (45.7%) and Physical Science (50.3%) – as per DNEA reports for 2018.

Figure 34 continued:
JSC full-time – symbol distribution
in six main subjects

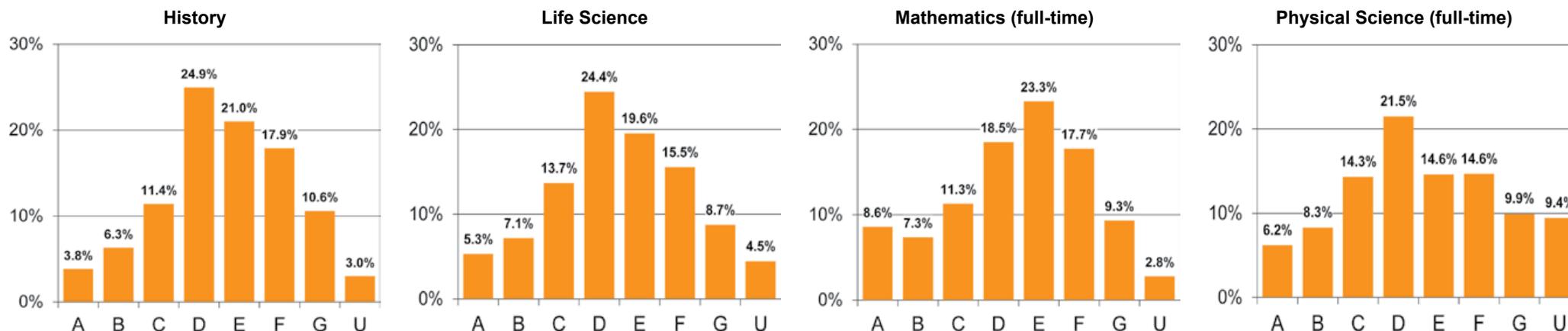


Table 35: Junior Secondary Certificate (JSC) examination (Grade 10) results – part-time

Subject	Learners	Total %	Symbol							Ungraded U	Incomplete I	Pending X
			A	B	C	D	E	F	G			
Accounting	343	100.0%	0.3%	0.3%	1.5%	6.1%	6.7%	7.3%	12.8%	39.9%	25.1%	0.0%
Afrikaans First Language	4	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%
Afrikaans Second Language	65	100.0%	0.0%	4.6%	4.6%	21.5%	30.8%	15.4%	3.1%	0.0%	20.0%	0.0%
Agriculture	3,978	100.0%	0.6%	2.3%	4.9%	17.0%	21.7%	17.6%	12.4%	9.2%	14.3%	0.0%
English Second Language	3,171	100.0%	0.0%	0.2%	1.2%	5.7%	23.8%	29.9%	19.2%	3.6%	16.2%	0.1%
Entrepreneurship	2,872	100.0%	0.0%	0.3%	2.1%	7.1%	16.2%	19.6%	19.4%	15.2%	20.1%	0.0%
Geography	3,852	100.0%	0.0%	0.3%	2.9%	11.1%	23.6%	22.6%	16.5%	5.9%	17.1%	0.0%
History	1,881	100.0%	0.0%	1.1%	3.8%	17.0%	15.0%	20.0%	15.0%	10.5%	17.6%	0.0%
Khoekhoegowab First Language	23	100.0%	0.0%	0.0%	0.0%	13.0%	13.0%	8.7%	8.7%	13.0%	43.5%	0.0%
Life Science	4,652	100.0%	0.2%	1.1%	4.1%	14.2%	19.1%	20.5%	15.4%	11.6%	13.8%	0.0%
Mathematics	1,450	100.0%	0.5%	1.4%	5.0%	11.7%	22.8%	20.7%	15.3%	7.3%	15.3%	0.0%
Oshikwanyama First Language	208	100.0%	0.5%	1.4%	4.8%	16.8%	47.1%	12.5%	1.4%	1.0%	14.4%	0.0%
Oshindonga First Language	179	100.0%	0.0%	3.4%	7.3%	17.9%	44.7%	12.3%	2.2%	0.0%	12.3%	0.0%
Otjiherero First Language	174	100.0%	2.3%	7.5%	13.8%	14.4%	27.6%	8.6%	2.9%	1.1%	21.8%	0.0%
Physical Science	1,946	100.0%	0.2%	1.4%	4.8%	12.0%	12.0%	17.0%	14.1%	23.6%	15.1%	0.0%
Rukwangali First Language	65	100.0%	0.0%	0.0%	6.2%	20.0%	27.7%	10.8%	3.1%	0.0%	32.3%	0.0%
Rumanyo First Language	54	100.0%	3.7%	14.8%	31.5%	31.5%	13.0%	0.0%	0.0%	0.0%	5.6%	0.0%
Sign Language	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Silozi First Language	33	100.0%	0.0%	0.0%	6.1%	15.2%	30.3%	3.0%	0.0%	3.0%	42.4%	0.0%

The percentages of learners who attained different symbols in the subjects of the Part-time Junior Secondary Certificate (JSC) examination are tabulated in Table 35.

In 2018 there were 24,951 subject entries by 11,222 learners.

The cumulative percentages for scores A-D in the ETSIP priority subjects are English Second Language (7.2%), Mathematics (18.6%) and Physical Science (18.3%).

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

Region	Number of Candidates	Points Scored										
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-42	0-22	23-42
Number of candidates	44,863	1,330	1,053	3,123	7,052	11,105	10,489	6,093	3,237	1,381	19,160	25,698
//Kharas	1,424	3.9%	6.3%	10.4%	17.4%	22.5%	20.6%	10.7%	5.9%	2.3%	51.0%	49.0%
Erongo	2,884	4.7%	4.8%	8.7%	17.4%	23.8%	20.4%	11.5%	6.3%	2.4%	50.5%	49.5%
Hardap	1,321	6.1%	6.9%	13.3%	20.6%	25.4%	17.0%	5.9%	3.7%	1.1%	62.7%	37.3%
Kavango East	3,510	4.3%	0.7%	7.0%	18.9%	26.2%	22.5%	10.6%	6.1%	3.7%	53.2%	46.8%
Kavango West	1,678	0.6%	1.6%	3.4%	16.6%	32.0%	25.6%	12.2%	6.2%	1.7%	40.9%	59.1%
Khomas	5,536	3.4%	5.0%	11.1%	17.6%	21.3%	18.7%	12.0%	7.2%	3.7%	49.7%	50.2%
Kunene	1,058	5.5%	3.1%	6.8%	15.0%	23.7%	25.8%	14.4%	4.8%	0.9%	44.0%	56.0%
Ohangwena	6,525	2.4%	1.1%	4.9%	14.1%	25.5%	26.3%	15.3%	7.8%	2.5%	36.6%	63.4%
Omaheke	1,181	3.8%	4.4%	15.2%	23.0%	24.4%	19.5%	7.3%	1.4%	0.9%	60.6%	39.1%
Omusati	6,241	2.9%	0.8%	4.3%	13.6%	25.8%	24.8%	15.4%	8.4%	4.0%	36.0%	64.0%
Oshana	3,792	2.3%	1.3%	5.1%	12.2%	22.7%	25.4%	16.4%	9.6%	5.0%	33.3%	66.7%
Oshikoto	4,452	1.8%	0.6%	3.2%	10.9%	24.1%	25.2%	18.4%	11.2%	4.6%	30.0%	70.0%
Otjozondjupa	2,284	2.3%	3.7%	11.5%	21.8%	24.8%	18.4%	10.3%	4.9%	2.4%	53.5%	46.5%
Zambezi	2,977	1.6%	1.2%	6.4%	15.5%	27.4%	28.8%	14.0%	4.4%	0.8%	40.5%	59.5%
National	100.0%	2.1%	2.4%	7.0%	17.2%	26.2%	22.8%	12.8%	6.5%	2.9%	43.8%	56.2%

Points were calculated for each candidate as the sum of scores of the five best subjects and English:

- A = 7 points
- B = 6 points
- C = 5 points
- D = 4 points
- E = 3 points
- F = 2 points
- G = 1 point

Thus the highest score that a candidate could achieve was 42. Ungraded and incomplete subjects were counted as 0 points.

The entry requirements for Grade 11 in 2018 were 23 points and an F or higher grading in English.

In 2018, 56.2% of the JSC candidates scored 23 points or more. Overall, 22,804 learners or 56.2% obtained at least 23 points and an F or higher grading in English.

Figure 36: Points scored in the JSC examination

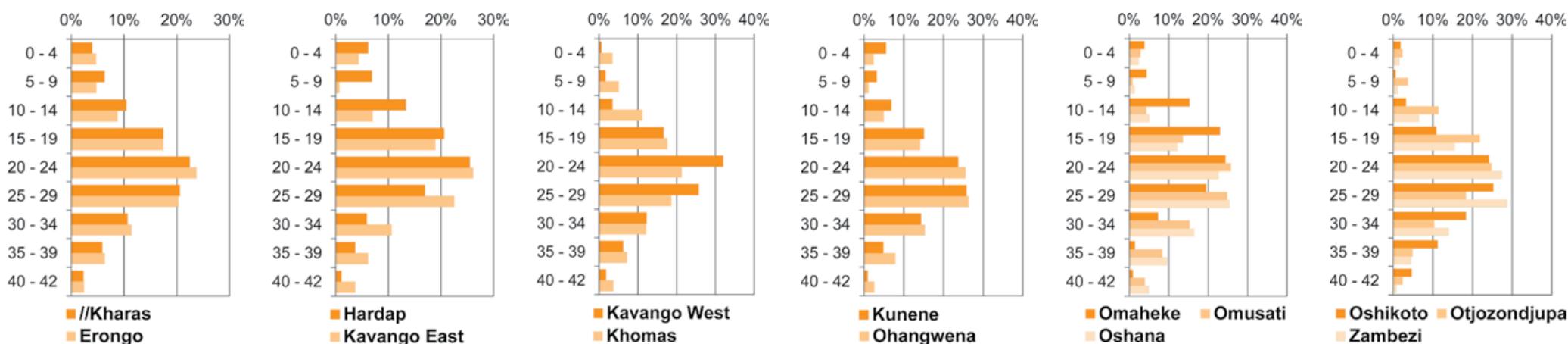


Table 37: Namibia Secondary School Certificate Ordinary Level (NSSC-O) results – full-time

Subject	Learners	Total %	Symbol									Ungraded U	Incomplete I
			A*	A	B	C	D	E	F	G			
Accounting	2,406	100.0%	1.0%	2.7%	7.9%	14.9%	16.7%	19.3%	13.5%	12.1%	11.4%	0.5%	
Afrikaans as a Second Language	3,338	100.0%	0.7%	2.0%	8.8%	17.2%	31.2%	25.9%	7.8%	2.9%	2.4%	1.1%	
Agriculture	8,286	100.0%	0.6%	1.3%	8.4%	16.7%	27.6%	25.5%	16.4%	2.4%	0.1%	1.1%	
Art and Design	100	100.0%	4.0%	14.0%	17.0%	19.0%	12.0%	12.0%	6.0%	4.0%	0.0%	12.0%	
Biology	14,528	100.0%	0.3%	0.8%	4.6%	12.1%	14.5%	19.0%	18.4%	17.6%	12.0%	0.6%	
Business Studies	2,174	100.0%	0.3%	0.9%	5.2%	15.5%	15.6%	18.7%	19.1%	13.6%	10.5%	0.6%	
Computer Studies	333	100.0%	3.3%	9.0%	14.7%	23.7%	18.0%	13.8%	7.5%	3.3%	4.2%	2.4%	
Design and Technology	114	100.0%	0.9%	0.9%	5.3%	21.9%	26.3%	18.4%	16.7%	5.3%	4.4%	0.0%	
Development Studies	8,536	100.0%	0.6%	1.9%	6.3%	10.4%	16.4%	18.7%	26.0%	15.3%	3.7%	0.7%	
Economics	1,840	100.0%	0.1%	0.2%	4.3%	15.2%	18.7%	25.2%	10.9%	9.5%	15.5%	0.5%	
Entrepreneurship	20,399	100.0%	0.4%	1.2%	3.9%	8.8%	20.4%	19.5%	24.3%	10.3%	10.6%	0.7%	
English as a Second Language	950	100.0%	1.5%	4.0%	9.2%	16.5%	22.6%	18.0%	14.3%	7.2%	3.1%	3.7%	
Fashion and Fabrics	50	100.0%	6.0%	12.0%	28.0%	36.0%	10.0%	8.0%	0.0%	0.0%	0.0%	0.0%	
First Language Afrikaans	227	100.0%	0.4%	0.0%	5.7%	28.2%	41.9%	22.5%	1.3%	0.0%	0.0%	0.0%	
First Language English	101	100.0%	2.0%	3.0%	15.8%	39.6%	30.7%	4.0%	0.0%	0.0%	0.0%	5.0%	
First Language German	9	100.0%	0.0%	0.0%	0.0%	33.3%	33.3%	11.1%	0.0%	0.0%	0.0%	22.2%	
First Language Khoekhoegowab	339	100.0%	1.8%	2.9%	13.6%	30.4%	28.9%	14.2%	5.6%	1.2%	0.0%	1.5%	
First Language Oshikwanyama	614	100.0%	0.0%	0.2%	4.6%	20.2%	38.8%	25.6%	7.0%	1.8%	0.2%	1.8%	
First Language Oshindonga	741	100.0%	0.0%	0.0%	1.2%	21.5%	31.8%	28.9%	12.4%	2.2%	0.3%	1.8%	
First Language Otjherero	882	100.0%	0.5%	1.7%	10.1%	28.0%	48.5%	9.3%	0.6%	0.1%	0.0%	1.2%	
First Language Rukwangali	445	100.0%	0.7%	0.4%	11.0%	30.6%	39.6%	15.1%	2.0%	0.0%	0.0%	0.7%	
First Language Rumanyo	28	100.0%	0.0%	0.0%	10.7%	28.6%	39.3%	21.4%	0.0%	0.0%	0.0%	0.0%	
First Language Setswana	44	100.0%	0.0%	2.3%	29.5%	38.6%	18.2%	9.1%	0.0%	0.0%	0.0%	2.3%	
First Language Silozi	222	100.0%	0.5%	1.4%	11.7%	40.1%	33.3%	10.4%	2.3%	0.0%	0.0%	0.5%	
First Language Thimbukushu	4	100.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	
Foreign Language French	467	100.0%	1.9%	5.8%	22.1%	27.0%	22.1%	15.6%	3.2%	1.1%	0.2%	1.1%	
Foreign Language German	210	100.0%	13.8%	24.3%	25.2%	20.0%	8.1%	6.2%	1.4%	0.0%	0.0%	1.0%	
Foreign Language Portuguese	202	100.0%	3.5%	9.4%	10.9%	19.3%	18.8%	12.4%	15.8%	2.5%	1.0%	6.4%	
Geography	8,908	100.0%	0.4%	1.2%	3.2%	7.0%	14.6%	23.8%	24.7%	17.3%	7.0%	0.7%	
History	3,345	100.0%	0.7%	2.0%	3.4%	5.6%	13.4%	17.2%	36.1%	17.6%	3.1%	0.8%	
Home Economics	172	100.0%	1.2%	2.9%	11.0%	37.2%	25.0%	19.8%	2.3%	0.0%	0.0%	0.6%	
Mathematics	22,742	100.0%	0.3%	0.9%	2.4%	18.1%	20.0%	21.4%	19.2%	11.2%	5.9%	0.6%	
Namibian Sign Language	2	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	
Office Administration and Keyboard Application	236	100.0%	0.8%	2.1%	13.1%	24.6%	15.3%	12.3%	18.2%	9.3%	3.4%	0.8%	
Physical Science	13,678	100.0%	0.9%	2.6%	7.8%	13.5%	18.4%	20.3%	19.7%	12.7%	3.4%	0.7%	

Figure 37: NSSC-O full-time – symbol distribution in main subjects

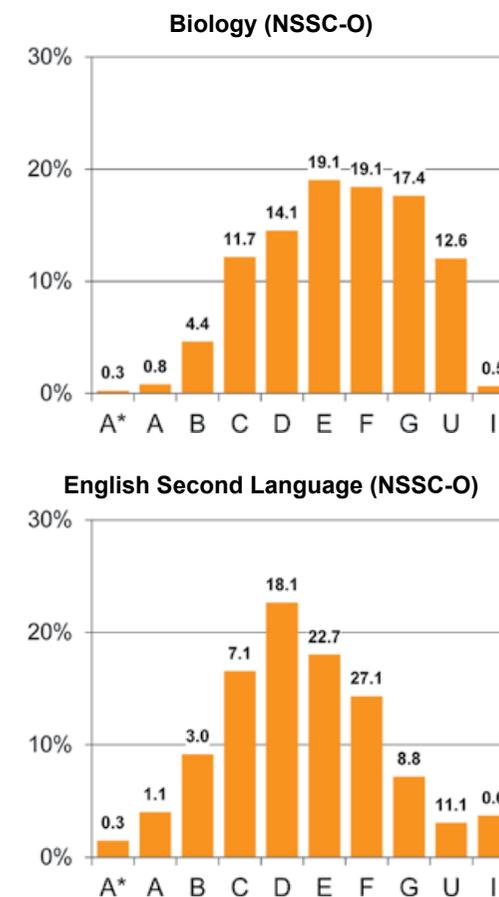


Figure 37 continues ▶

Table 37 shows the percentages of learners who attained different symbols in the subjects of the full-time NSSC-O examination. The “Learners” column shows the total number of learners who enrolled for each subject. An A* is the highest level of achievement, and G is the lowest level still graded. There were 116,470 subject entries by 23,594 full-time learners in 2018. In 2018, 93.3% were graded compared to 93.7% in 2017, which shows an decrease of 0.4%.

Figure 37 (which continues on the next page) shows the symbol distributions graphically for the six subjects with the highest enrolments. High percentages of candidates were ungraded in Economics (15.5%), Biology (12%), Accounting (11.4%), Entrepreneurship (10.6%) and Business Studies (10.5%). The cumulative percentages for scores A*-D in the ETSIP priority subjects are English Second Language 53.8%, Physical Science 43.3% and Mathematics 41.8%. The cumulative percentage of 32.3% for Biology is even lower than those for the other science subjects. The 2018 targets for scores A*-D in the ETSIP priority subjects (English, Physical Science and Mathematics) were set at 35%, 49% and 51% respectively. The target for English was met in 2018, but not the targets for Physical Science and Mathematics.

Figure 37 continued: NSSC-O full-time – symbol distribution in main subjects

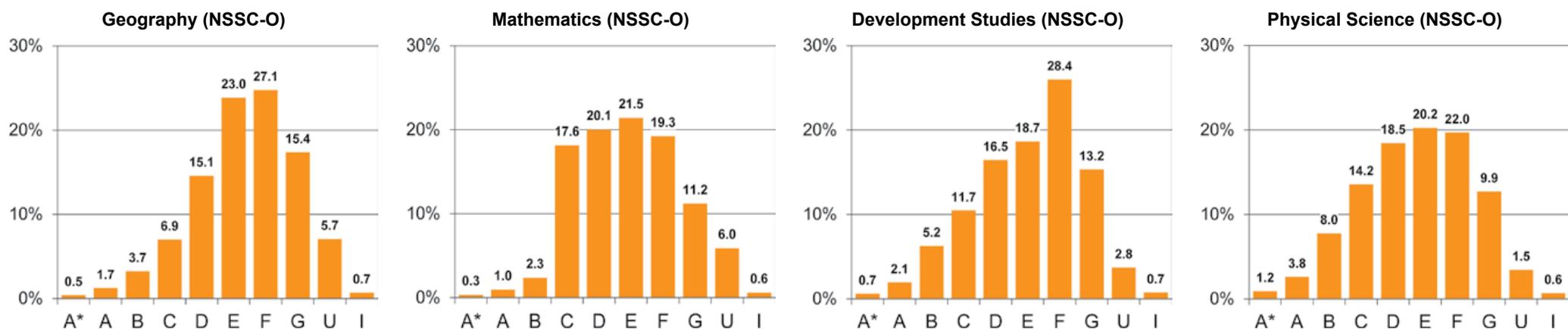


Table 38: Namibia Secondary School Certificate Higher Level (NSSC-H) results

Subject	Learners	Total %	Grade/Score				Ungraded	Incomplete
			1	2	3	4	U	I
Accounting	481	100%	18%	27%	30%	15%	8%	1%
Afrikaans as a Second Language	407	100%	4%	28%	45%	19%	2%	1%
Art and Design	37	100%	43%	19%	16%	11%	8%	3%
Biology	1,928	100%	12%	29%	33%	18%	7%	1%
Business Studies	669	100%	8%	19%	30%	26%	16%	0%
Computer Studies	170	100%	15%	44%	26%	12%	4%	0%
Design and Technology	223	100%	21%	43%	29%	6%	1%	0%
Economics	535	100%	7%	18%	27%	33%	14%	0%
English as a Second Language	2,699	100%	3%	24%	46%	23%	4%	1%
First Language Afrikaans	169	100%	5%	26%	47%	18%	4%	1%
First Language English	403	100%	4%	33%	48%	13%	0%	2%
First Language German	42	100%	55%	26%	19%	0%	0%	0%
First Language Oshikwanyama	4,055	100%	0%	5%	55%	33%	6%	1%
First Language Oshindonga	6,295	100%	0%	7%	49%	39%	3%	1%
First Language Rukwangali	1,373	100%	0%	20%	51%	29%	0%	0%
First Language Silozi	1,433	100%	0%	25%	62%	12%	0%	1%
Foreign Language German	72	100%	22%	33%	36%	4%	0%	4%
Geography	1,119	100%	5%	18%	32%	25%	19%	1%
History	1,181	100%	8%	16%	28%	36%	12%	0%
Mathematics	962	100%	24%	29%	27%	12%	6%	0%
Physical Science	1,459	100%	15%	29%	31%	16%	7%	2%

The NSSC-H subjects were graded from 1 to 4, where 1 is the highest level of achievement. The percentages of ungraded candidates and candidates who did not complete all the exam papers are listed in columns “U” and “I”.

A total of 17,968 out of 74,502 Grade 12 candidates wrote one or more NSSC-H subjects. The percentage of candidates obtaining grades/scores 1, 2, 3 and 4 (93.9%) was 0.5% lower than in 2017 (94.4%).

The percentages of ungraded candidates were relatively high for Geography, Business Studies, Economics and History.

The cumulative percentages for grades/scores 1-4 in the ETSIP priority subjects at Higher Level in 2018 are English Second Language 95.0%, Physical Science 91.0%, Mathematics 93.0%, Biology 92.0% and Computer Studies 96.0%.

Grades at NSSC-H level carry the following weights: 1=9, 2=8, 3=7 and 4=6.

Chapter 5: TEACHERS

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

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

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

The AEC questionnaire requires teachers to specify the subjects they teach as well as their qualifications for teaching those subjects.

The ratios of learners to teachers are compared in different regions over 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 were teaching primary *and* secondary grades in combined schools are allocated pro rata to both phases according to the range of grades taught.

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



Table 39: The provision of teachers: numbers of teachers 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	978	702	276	576	308	89	6	22.9	25.5	18.8	21.8
Erongo	1,743	1,342	401	1,065	565	91	22	24.8	26.9	21.9	23.9
Hardap	989	664	325	617	286	79	7	24.9	26.6	21.7	26.3
Kavango East	2,095	1,094	1,001	1,304	649	129	14	29.2	32.4	24.4	24.4
Kavango West	1,590	791	799	1,107	372	107	4	25.8	27.4	21.4	24.8
Khomas	3,736	2,842	894	2,036	1,307	336	57	23.3	27.1	19.7	18.2
Kunene	1,145	660	485	806	238	94	7	24.8	26.2	22.4	20.2
Ohangwena	4,115	2,699	1,416	2,553	1,315	235	12	25.2	27.4	21.6	23.1
Omaheke	867	559	308	580	228	50	9	25.6	27.5	22.0	24.7
Omusati	4,191	2,844	1,347	2,512	1,429	237	12	22.9	25.2	19.2	22.2
Oshana	2,314	1,652	662	1,295	878	134	7	23.2	25.4	20.0	23.9
Oshikoto	2,974	1,979	995	1,758	999	215	2	23.4	25.5	20.1	21.2
Otjozondjupa	1,718	1,197	521	1,096	500	115	7	26.7	29.4	21.6	24.9
Zambezi	1,806	1,072	734	1,029	636	129	13	21.1	22.4	19.2	22.8
National	30,261	20,097	10,164	18,335	9,709	2,038	179	24.6	26.8	21.0	23.0

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

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

The average learner : teacher ratios for the Primary and Secondary phases are charted for the 14 regions in Figure 39.

There were some disparities in the provision of teachers per region and/or phase. The average learner : teacher ratios in the Primary phase differed substantially between regions, ranging from 22.4 in Zambezi to 32.4 in Kavango East. Lesser differences were observed in the Secondary learner : teacher ratios, ranging from 18.8 in //Kharas to 24.4 in Kavango West.

Learner : teacher ratios are below the national standard of 40 and 35 learners per teacher for the Primary and Secondary phases respectively. This does not necessarily indicate failure to comply with the teacher : learner ratio policy, as several factors can hamper implementation of the policy, such as new schools being opened in remote areas, larger number of combined schools causing teachers to split across phases, lack of specialised teachers, and teacher loads per subject (especially in the Secondary phase). However, known cases of overstaffing across regions have not been fully addressed either.

A total of 179 teachers had no teaching loads. These are mostly school principals in private schools and teachers who are on maternity leave, study leave or extended sick leave, and to a lesser extend principals in bigger state schools.

Figure 39: Average learner : teacher ratios in the Primary and Secondary school phases

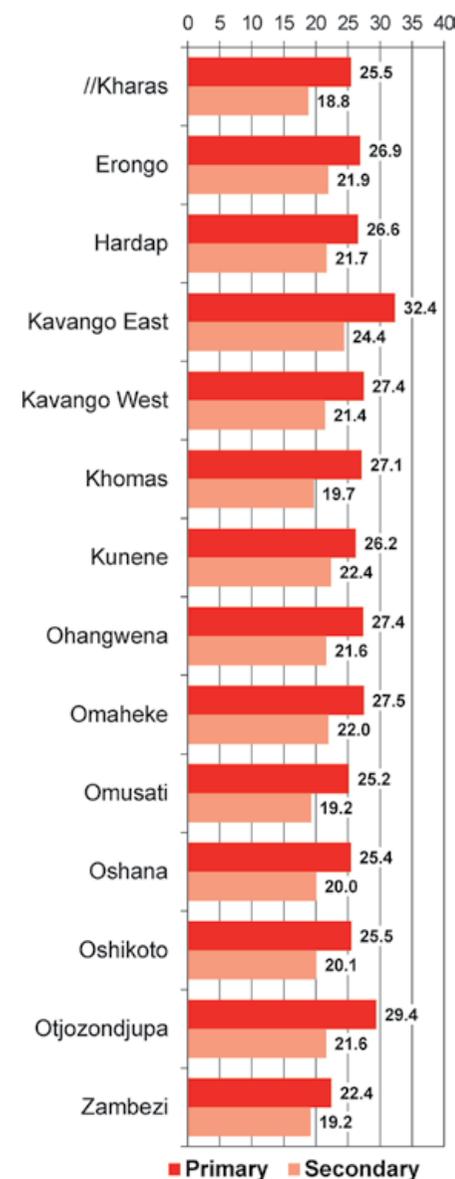


Table 40: Professional and academic qualifications of female and male teachers

Region	Gender	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
//Kharas	Total	978	13	205	760	161	12	146	3	817	1	59	757
	Females	702	13	175	514	138	12	125	1	564	1	50	513
	Males	276	0	30	246	23	0	21	2	253	0	9	244
Erongo	Total	1,743	25	254	1,464	135	16	104	15	1,608	9	150	1,449
	Females	1,342	22	208	1,112	107	15	81	11	1,235	7	127	1,101
	Males	401	3	46	352	28	1	23	4	373	2	23	348
Hardap	Total	989	30	226	733	175	23	141	11	814	7	85	722
	Females	664	25	170	469	128	18	103	7	536	7	67	462
	Males	325	5	56	264	47	5	38	4	278	0	18	260
Kavango East	Total	2,095	53	363	1,679	287	26	246	15	1,808	27	117	1,664
	Females	1,094	29	241	824	183	12	164	7	911	17	77	817
	Males	1,001	24	122	855	104	14	82	8	897	10	40	847
Kavango West	Total	1,590	40	351	1,199	279	23	253	3	1,311	17	98	1,196
	Females	791	18	223	550	186	10	175	1	605	8	48	549
	Males	799	22	128	649	93	13	78	2	706	9	50	647
Khomas	Total	3,736	60	281	3,395	168	18	112	38	3,568	42	169	3,357
	Females	2,842	51	229	2,562	127	12	87	28	2,715	39	142	2,534
	Males	894	9	52	833	41	6	25	10	853	3	27	823
Kunene	Total	1,145	34	297	814	158	17	134	7	987	17	163	807
	Females	660	27	210	423	115	13	100	2	545	14	110	421
	Males	485	7	87	391	43	4	34	5	442	3	53	386
Ohangwena	Total	4,115	21	598	3,496	444	3	402	39	3,671	18	196	3,457
	Females	2,699	12	445	2,242	334	2	304	28	2,365	10	141	2,214
	Males	1,416	9	153	1,254	110	1	98	11	1,306	8	55	1,243
Omaheke	Total	867	24	187	656	157	8	140	9	710	16	47	647
	Females	559	15	145	399	120	7	106	7	439	8	39	392
	Males	308	9	42	257	37	1	34	2	271	8	8	255

Table 40 continued

Region	Gender	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
Omusati	Total	4,191	44	357	3,790	183	3	167	13	4,008	41	190	3,777
	Females	2,844	33	288	2,523	142	3	132	7	2,702	30	156	2,516
	Males	1,347	11	69	1,267	41	0	35	6	1,306	11	34	1,261
Oshana	Total	2,314	28	183	2,103	94	2	83	9	2,220	26	100	2,094
	Females	1,652	24	142	1,486	77	2	68	7	1,575	22	74	1,479
	Males	662	4	41	617	17	0	15	2	645	4	26	615
Oshikoto	Total	2,974	18	467	2,489	292	5	268	19	2,682	13	199	2,470
	Females	1,979	14	344	1,621	222	3	204	15	1,757	11	140	1,606
	Males	995	4	123	868	70	2	64	4	925	2	59	864
Otjozondjupa	Total	1,718	45	257	1,416	158	27	121	10	1,560	18	136	1,406
	Females	1,197	32	210	955	127	16	105	6	1,070	16	105	949
	Males	521	13	47	461	31	11	16	4	490	2	31	457
Zambezi	Total	1,806	18	281	1,507	72	8	62	2	1,734	10	219	1,505
	Females	1,072	11	203	858	50	5	43	2	1,022	6	160	856
	Males	734	7	78	649	22	3	19	0	712	4	59	649
National	Total	30,261	453	4,307	25,501	2,763	191	2,379	193	27,498	262	1,928	25,308
	Females	20,097	326	3,233	16,538	2,056	130	1,797	129	18,041	196	1,436	16,409
	Males	10,164	127	1,074	8,963	707	61	582	64	9,457	66	492	8,899

Table 40 is intended to provide the numbers of all teachers according to their qualifications and sex. Qualification profiles of Primary and Secondary teachers are reported in Tables 41 and 42 respectively. Teachers' qualifications in the subjects they taught are recorded in Tables 43 and 44.

Teachers were requested in the Annual Education Census to state their academic and professional qualifications. So, 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. The professional education was combined with the academic qualification in Table 40.

Out of 30,261 teachers, 2,763 (2,056 female and 707 male) had no teaching qualification. This translates to 9.1% of all teachers having no teaching qualification. Looking at the gender perspective, 10.2% of all female teachers and 7.0% of all male teachers had no teaching qualification. Out of all teachers, 27,236 (90.0%) had a teaching qualification of more than two years' tertiary education, of whom about 59.0% 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 Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
//Kharas	576	7	141	427	112	7	105	-	464	-	36	427
Erongo	1,065	16	191	858	94	10	80	5	971	6	111	854
Hardap	617	24	159	434	127	19	101	7	490	6	58	427
Kavango East	1,304	33	239	1,032	184	19	161	4	1,120	14	78	1,028
Kavango West	1,107	31	253	823	209	19	188	2	898	12	66	821
Khomas	2,036	37	176	1,823	111	15	76	20	1,926	22	101	1,803
Kunene	806	23	232	552	124	13	107	4	683	10	125	548
Ohangwena	2,553	17	398	2,139	299	2	270	26	2,254	15	128	2,112
Omaheke	580	17	141	423	123	5	111	7	458	12	30	416
Omusati	2,512	33	227	2,253	120	3	111	6	2,392	30	116	2,246
Oshana	1,295	20	128	1,148	68	1	59	7	1,228	19	68	1,141
Oshikoto	1,758	15	297	1,446	196	5	181	11	1,562	11	117	1,435
Otjozondjupa	1,096	35	183	879	113	22	87	5	983	13	96	874
Zambezi	1,029	13	148	868	33	6	26	1	996	7	122	867
National	18,335	319	2,913	15,104	1,912	144	1,662	105	16,424	174	1,251	14,998

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

Considerable disparities in the qualifications of primary teachers can still be observed across the regions. The region with the lowest proportion of adequately trained primary teachers was Omaheke, with only 78.9% of teachers having formal teacher training and at least three years' tertiary education. The region with the highest proportion of adequately trained primary teachers was Khomas, where 94.6% had formal teacher training and at least three years' tertiary education. The other regions with the fewest adequately trained primary teachers were Hardap (79.4%), //Kharas (80.6%) and Kavango West (81.1%).

Figure 41: Qualifications of primary teachers

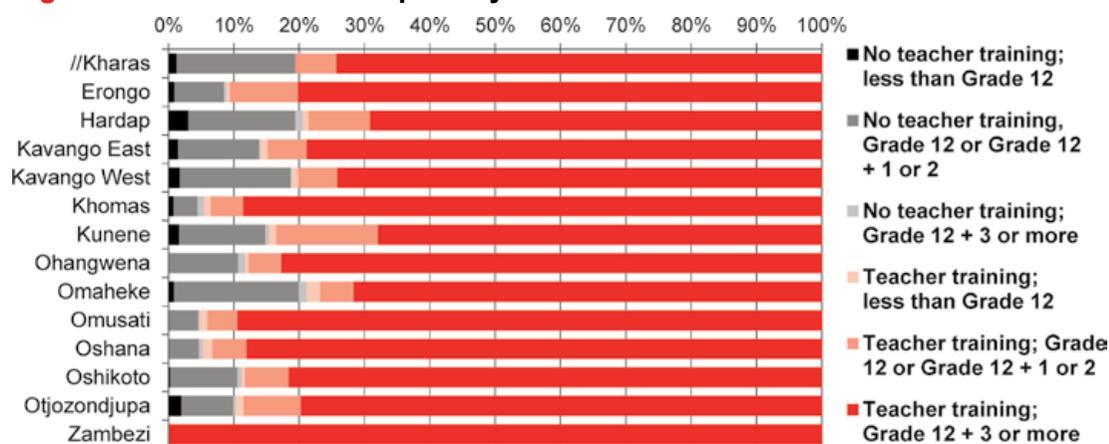


Table 42: Professional and academic qualifications of secondary teachers

Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
//Kharas	308	-	22	286	18	-	15	3	290	-	7	283
Erongo	565	-	35	530	25	-	15	10	540	-	20	520
Hardap	286	1	32	252	24	1	19	4	261	-	13	248
Kavango East	649	3	57	589	48	1	35	11	601	2	22	578
Kavango West	372	2	39	332	18	-	17	1	353	2	21	331
Khomas	1,307	1	41	1,265	39	-	23	16	1,269	1	18	1,249
Kunene	238	2	19	217	13	2	8	3	225	-	11	214
Ohangwena	1,315	1	104	1,209	84	-	74	11	1,231	1	30	1,199
Omaheke	228	3	23	201	18	-	16	2	209	3	7	199
Omusati	1,429	2	48	1,379	28	-	24	5	1,401	2	25	1,375
Oshana	878	2	26	850	12	-	10	2	866	2	16	848
Oshikoto	999	1	87	911	49	1	42	7	949	1	45	904
Otjozondjupa	500	1	26	473	18	1	12	5	481	-	14	468
Zambezi	636	1	57	578	24	-	23	1	612	1	35	576
National	9,709	20	617	9,072	420	6	334	81	9,289	15	283	8,991

The distribution of teachers in the Secondary phase is tabulated in Table 42. Teachers who taught in primary and secondary grades were allocated to the two phases according to ratios determined from the range of grades that they taught. This method may have resulted in rounding errors in the table.

The percentage distributions of the different qualification categories in each region are shown graphically in Figure 42.

The disparities between regions in the qualifications of Secondary teachers were much smaller than for Primary teachers. Most Secondary teachers had at least three years' tertiary education, which included teacher training. All regions ranged between 91.5% and 98.7% for qualified teachers, with the highest proportion in Zambezi and the lowest proportion in Hardap. A total of 4.3% of all Secondary teachers had no formal professional qualifications.

Figure 42: Qualifications of secondary teachers

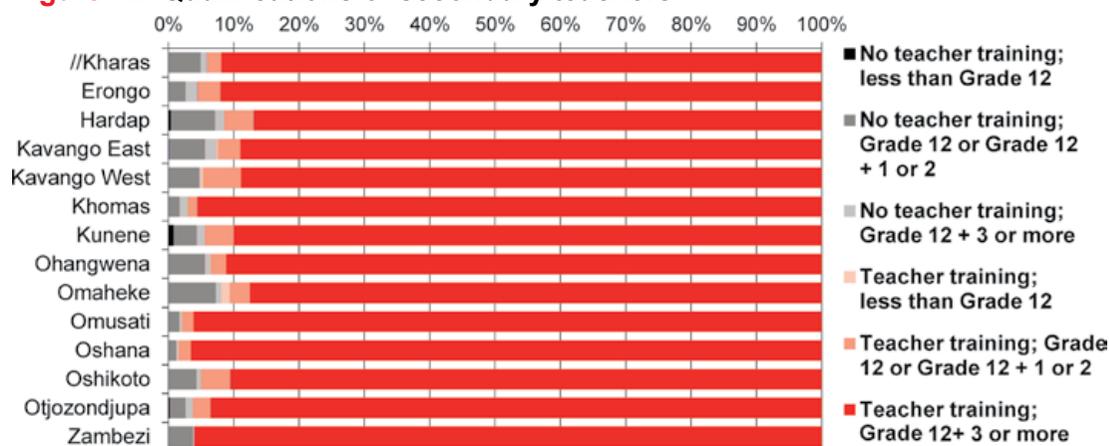


Table 43: Qualifications of teachers in the subjects they taught

Subject	Primary					Primary and Secondary					Secondary				
	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years
Accounting	2	-	-	-	2	1	-	-	-	1	518	6	29	43	440
Afrikaans 1st or Home Language	170	2	40	21	107	11	-	-	2	9	66	1	7	6	52
Afrikaans 2nd Language	479	12	94	60	313	21	-	-	3	18	255	3	36	32	184
Agriculture	47	3	5	5	34	13	-	-	2	11	1,082	58	140	54	830
Art and Design	1	-	-	-	1	1	-	-	-	1	17	2	3	1	11
Art of Entertainment	1	-	-	-	1	1	-	-	-	1	16	-	9	-	7
Arts (non-productive)	2,313	299	505	269	1,240	72	12	20	8	32	83	15	19	9	40
Arts Appreciation	1	-	-	-	1	1	-	-	-	1	10	1	3	1	5
Arts in Culture	74	6	23	8	37	26	5	7	4	10	552	94	132	51	275
Basic Information Science	851	122	202	122	405	104	17	20	12	55	391	62	90	44	195
Basic Techniques	9	1	3	1	4	-	-	-	-	-	2	-	-	-	2
Biblical Studies	3	-	-	1	2	-	-	-	-	-	2	-	1	-	1
Biology	2	-	-	-	2	-	-	-	-	-	395	2	7	12	374
Bricklaying and Plastering	-	-	-	-	-	-	-	-	-	-	3	-	-	1	2
Business Economics	-	-	-	-	-	-	-	-	-	-	3	-	-	-	3
Business Studies	-	-	-	-	-	-	-	-	-	-	149	3	9	13	124
Communication and Department	2	-	1	-	1	2	1	1	-	-	2	-	2	-	-
Computer Literacy	139	16	26	26	71	27	2	3	7	15	66	6	7	10	43
Computer Practice	-	-	-	-	-	-	-	-	-	-	4	1	1	-	2
Computer Studies	9	-	2	5	2	5	-	1	1	3	119	7	9	21	82
Craft and Technology	1	-	-	-	1	-	-	-	-	-	1	-	-	-	1
Craft Design and Development	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-
Design and Communication	1	-	-	-	1	-	-	-	-	-	4	-	-	1	3
Design and Technology	230	31	33	22	144	8	-	-	1	7	58	4	5	5	44
Development Studies	1	1	-	-	-	-	-	-	-	-	213	5	26	9	173
Economics	1	-	1	-	-	-	-	-	-	-	118	3	8	7	100
Electrician Work	-	-	-	-	-	1	-	1	-	-	1	-	-	-	1
Electronics	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Elementary Agriculture	1,718	212	331	159	1,016	3	-	-	-	3	10	-	2	-	8
Engineering Maths	2	-	1	-	1	-	-	-	-	-	1	-	-	-	1
English 1st Language	156	3	16	9	128	14	-	-	-	14	63	-	1	4	58
English 2nd Language	2,989	29	330	203	2,427	328	2	17	21	288	1,523	14	71	81	1,357
Entrepreneurship	1	-	-	-	1	6	-	1	1	4	1,216	73	157	122	864
Environmental Studies	148	5	25	19	99	-	-	-	-	-	2	-	-	-	2
Extraordinary Subject	13	2	2	3	6	2	1	-	1	-	1	-	-	-	1
Fashion and Fabrics	-	-	-	-	-	-	-	-	-	-	14	-	1	-	13
French Foreign Language	5	-	-	-	5	1	-	-	-	1	17	-	-	-	17
General Science	1	-	1	-	-	-	-	-	-	-	1	-	-	-	1
Geography	3	-	-	1	2	6	-	1	1	4	1,405	31	127	80	1,167
German 1st or Home Language	18	1	1	3	13	1	-	-	-	1	14	-	1	-	13
German Third or Foreign Language	6	-	-	1	5	6	-	-	1	5	51	-	3	5	43
Grade 1 class teaching	2,664	82	432	268	1,882	-	-	-	-	-	-	-	-	-	1
Grade 2 class teaching	2,414	67	407	243	1,697	-	-	-	-	-	-	-	-	-	-
Grade 3 class teaching	2,325	48	402	217	1,658	-	-	-	-	-	-	-	-	1	-
Grade 4 class teaching	165	-	13	13	139	-	-	-	-	-	1	-	-	1	-
Grade 5 class teaching	76	-	4	7	65	-	-	-	-	-	-	-	-	-	-
Grade 6 class teaching	62	2	4	4	52	-	-	-	-	-	-	-	-	-	-
Grade 7 class teaching	46	-	4	3	39	-	-	-	-	-	-	-	-	-	-

The numbers of teachers who taught different subjects in the ordinary grades (Grades 1-12) are recorded in Table 43. This table lists 92 subjects, which are taught in most of the schools.

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

A number of teachers in combined schools taught the same subject in the Primary and Secondary phases. In such cases, the teacher was counted under the columns headed “Primary and Secondary”.

Some incorrect reporting and/or capturing of data may have occurred at the very detailed level of this information. Teachers who taught subjects 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.

Although three or four years of tertiary education is the desired teacher qualification, a considerable number of teachers in the Secondary phase had a qualification lower than Grade 12, especially in Arts subjects and Basic Information Science.

Table 43 continues ►

Table 43 continued

Subject	Primary					Primary and Secondary					Secondary				
	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years
Handicraft/Art	9	-	5	-	4	-	-	-	-	-	-	-	-	-	-
Handwriting	8	3	2	1	2	1	-	-	-	1	-	-	-	-	-
History	7	-	1	-	6	7	-	2	1	4	1,310	41	125	99	1,045
History and Geography	3	-	2	-	1	1	-	-	-	1	3	-	1	-	2
Home Ecology	377	50	66	31	230	-	-	-	-	-	1	-	-	-	1
Home Economics	2	-	-	-	2	1	-	-	-	1	90	4	7	4	75
Hotel Management	-	-	-	-	-	-	-	-	-	-	8	1	2	1	4
Individual Learning	39	1	4	4	30	-	-	-	-	-	3	-	1	-	2
Integrated Performing Art	2	1	-	-	1	-	-	-	-	-	9	1	2	-	6
Keyboard and Word Processing	-	-	-	-	-	-	-	-	-	-	47	2	9	6	30
Khoekhoegowab	179	17	38	16	108	6	-	1	-	5	78	4	18	6	50
Languages	1	-	-	-	1	2	-	-	-	2	2	-	-	-	2
Life Science	17	1	3	3	10	15	1	2	1	11	1,381	29	97	70	1,185
Life Skills	1,035	132	291	113	499	436	37	90	64	245	465	38	84	64	279
Lower Primary	147	4	34	5	104	-	-	-	-	-	-	-	-	-	-
Mathematics	2,994	50	264	228	2,452	259	2	16	14	227	1,573	6	67	90	1,410
Natural Science and Health Education	3,088	124	342	223	2,399	5	-	1	-	4	6	-	1	-	5
Needlework and Clothing	3	1	1	-	1	-	-	-	-	-	21	2	-	1	18
Office Administration and Keyboard	-	-	-	-	-	-	-	-	-	-	17	-	3	2	12
Office Practice	1	-	-	-	1	-	-	-	-	-	37	1	7	4	25
Oshikwanyama	613	22	138	40	413	115	-	24	9	82	293	6	33	13	241
Oshindonga	855	13	139	70	633	164	-	11	15	138	429	3	30	23	373
Otjiherero	171	8	35	20	108	8	-	-	-	8	78	3	8	5	62
Performing Art	1	-	-	-	1	1	-	-	-	1	4	-	1	1	2
Physical Education and Health Awareness	10	-	4	2	4	1	-	-	-	1	5	-	1	1	3
Physical Education	1,939	168	433	240	1,098	195	20	39	20	116	740	82	167	69	422
Physical Science	15	2	2	-	11	13	-	-	3	10	1,475	19	98	74	1,284
Portuguese	-	-	-	-	-	3	-	-	-	3	11	-	2	3	6
Pre-Primary class teaching	23	1	1	3	18	1	-	-	1	-	-	-	-	-	-
Religious and Moral Education	1,904	281	509	225	889	190	29	51	26	84	621	121	151	70	279
Religious Studies	2	-	1	-	1	-	-	-	-	-	7	1	2	1	3
Remedial Teaching	15	-	2	-	13	1	-	1	-	-	1	-	-	-	1
Rukwangali	195	7	15	22	151	16	-	1	1	14	73	-	3	7	63
Rumanyo (Rugciriku)	97	6	13	12	66	14	-	1	-	13	31	1	1	1	28
School Art	4	-	1	-	3	1	-	-	-	1	1	-	-	-	1
Setswana	9	-	3	-	6	-	-	-	-	-	7	-	4	-	3
Sign Language	18	2	4	4	8	1	1	-	-	-	11	-	1	3	7
Silozi	151	2	12	15	122	19	-	2	1	16	81	-	2	14	65
Social Sciences	34	1	8	4	21	2	-	-	-	2	-	-	-	-	-
Social Studies	2,682	180	343	208	1,951	3	-	2	1	-	6	2	-	1	3
Technical Drawing	-	-	-	-	-	-	-	-	-	-	25	-	3	5	17
Technical Theory and Practice	-	-	-	-	-	-	-	-	-	-	18	-	3	2	13
Thimbukushu	34	4	3	2	25	3	1	-	-	2	19	1	1	-	17
Tourism	-	-	-	-	-	-	-	-	-	-	6	-	1	1	4
Visual Arts	-	-	-	-	-	-	-	-	-	-	19	-	7	-	12
Welding and Metalwork	-	-	-	-	-	-	-	-	-	-	4	-	-	-	4
Woodwork	3	-	-	-	3	-	-	-	-	-	3	-	-	-	3

Table 44: Ages and professional and academic qualifications of teachers

Age group	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
Total	30,261	453	4,307	25,501	2,763	191	2,379	193	27,498	262	1,928	25,308
Less than 20	35	0	30	5	26	0	26	0	9	0	4	5
20 - 24	1,836	17	511	1,308	417	10	388	19	1,419	7	123	1,289
25 - 29	5,341	50	1,497	3,794	1,142	32	1,021	89	4,199	18	476	3,705
30 - 34	4,853	49	816	3,988	525	26	457	42	4,328	23	359	3,946
35 - 39	4,572	50	474	4,048	261	24	218	19	4,311	26	256	4,029
40 - 44	3,414	32	314	3,068	161	19	133	9	3,253	13	181	3,059
45 - 49	3,348	46	241	3,061	103	23	72	8	3,245	23	169	3,053
50 - 54	3,916	103	252	3,561	75	28	42	5	3,841	75	210	3,556
55 - 59	2,571	97	147	2,327	46	26	19	1	2,525	71	128	2,326
60 or older	375	9	25	341	7	3	3	1	368	6	22	340
Average Age	39.7	44.9	33.8	40.6	31.5	41.3	30.7	31.5	40.5	47.5	37.8	40.7

Table 44 shows the numbers of teachers in different age groups per qualification category, and the average ages of the teachers in each of these categories. The ages of individual teachers were determined as at 31 August 2018, and expressed as full completed years. So, for example, a teacher born on 1 November 1972, who was 45 years and 8 months old on a Census date (1 September 2018), was entered into the calculations as 46 years of age.

There were 27,498 teachers with formal training and 2,763 without. Therefore, the overall age distribution was determined mainly by teachers with teacher training. Teachers without teacher training were on average 6 years younger than those with teacher training. In both of these groups, teachers with qualifications lower than Grade 12 were older than their colleagues with higher qualifications.

Figure 44 shows the age distributions of teachers in different qualification categories. Note that the scales of the two charts differ. The age distributions for teachers without (top chart) and with (bottom chart) teacher training differed significantly. Among the teachers without teacher training, the distribution of those with a qualification lower than Grade 12 peaks at age groups 25-29 and 30-34.

Teachers with three or more years of tertiary education constitute the largest group among teachers with teacher training. Most of these teachers were between 25 and 59 years of age. Teachers with lower qualifications in this group have broad age distributions extending well into the higher age groups.

Figure 44: Ages and qualifications of teachers

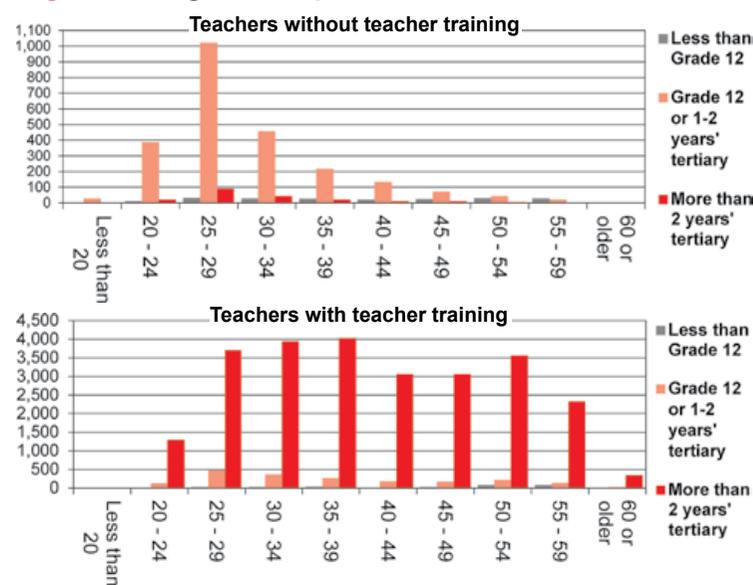


Table 45: Attrition rates of teachers from 2016 to 2017

Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
//Kharas	22.2%	0.3%	0.6%	18.4%	31.7%	0.1%	1.2%	33.3%	19.9%	0.6%	2.0%	18.3%
Erongo	12.4%	0.1%	0.7%	11.5%	17.0%	0.1%	2.5%	21.4%	11.9%	0.1%	1.4%	11.4%
Hardap	14.6%	0.0%	0.5%	13.8%	17.2%	0.0%	2.6%	28.6%	14.0%	0.0%	1.3%	13.6%
Kavango East	9.0%	0.2%	0.3%	6.9%	18.2%	0.2%	2.1%	30.0%	7.2%	0.1%	0.9%	6.6%
Kavango West	11.5%	0.3%	0.2%	7.4%	22.2%	0.3%	0.6%	28.6%	8.1%	0.3%	1.2%	7.3%
Khomas	9.0%	0.1%	0.9%	8.5%	20.8%	0.2%	4.5%	15.4%	8.3%	0.0%	1.6%	8.4%
Kunene	16.4%	0.1%	0.4%	15.9%	21.0%	0.2%	2.2%	40.0%	15.4%	0.1%	1.1%	15.6%
Ohangwena	13.3%	0.1%	0.4%	9.2%	37.5%	0.0%	3.4%	41.7%	8.8%	0.1%	2.3%	8.7%
Omaheke	12.0%	0.2%	0.3%	9.9%	18.2%	0.3%	1.3%	28.6%	10.5%	0.2%	1.8%	9.7%
Omusati	11.6%	0.2%	0.8%	9.8%	33.5%	0.3%	2.4%	31.6%	10.1%	0.1%	2.0%	9.7%
Oshana	8.4%	0.0%	0.8%	7.3%	28.4%	0.0%	0.0%	0.0%	7.6%	0.1%	1.4%	7.3%
Oshikoto	14.8%	0.1%	0.4%	10.2%	40.6%	0.5%	2.8%	38.7%	10.1%	0.0%	1.7%	9.8%
Otjozondjupa	16.7%	0.3%	0.7%	14.5%	31.3%	0.3%	1.9%	21.4%	14.8%	0.3%	1.6%	14.4%
Zambezi	10.0%	0.1%	0.5%	10.4%	11.1%	0.0%	0.0%	0.0%	9.9%	0.2%	0.7%	10.4%
National	12.3%	0.2%	0.5%	10.0%	28.0%	0.2%	2.2%	30.0%	10.2%	0.1%	1.5%	9.9%

Attrition rates of teachers are defined as the percentage of teaching staff in 2017 who left the teaching profession by the end of 2017 or during 2018.

Estimated attrition rates of teachers are reported in Table 45. These numbers were calculated by searching for teachers who were no longer at the school where they had been teaching in 2017, by looking for the identification and salary reference numbers (employee number) in all other schools. There could be a marginal error where teachers changed their identity numbers or moved between state and private schools, because teachers in private schools do not have salary reference numbers unless their salaries are paid by the Government.

Out of 27,498 teachers with an adequate qualification, 10.2% left teaching by the end of 2017 or during 2018.

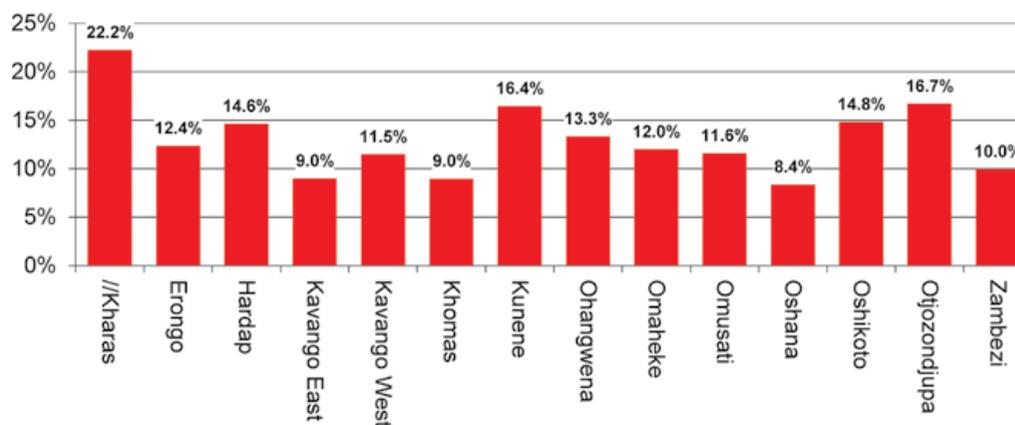
Figure 45: Total attrition rates of teachers in the regions

Table 46: Transfer rates of teachers from 2017 to 2018

Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
//Kharas	-	-	-	-	-	-	-	-	-	-	-	-
Erongo	0.2%	-	0.9%	0.1%	0.6%	-	-	-	0.1%	0.0%	1.8%	0.1%
Hardap	0.2%	-	0.9%	0.3%	-	-	-	-	0.2%	-	2.7%	0.3%
Kavango East	-	-	-	-	-	-	-	-	0.0%	-	-	-
Kavango West	-	-	-	-	-	-	-	-	-	-	-	-
Khomas	0.5%	-	5.3%	0.5%	0.5%	-	-	-	0.5%	-	9.5%	0.5%
Kunene	0.1%	-	0.3%	0.1%	-	-	-	-	0.1%	-	0.8%	0.1%
Ohangwena	-	-	-	-	0.2%	-	-	-	-	-	0.0%	-
Omaheke	-	-	-	-	-	-	-	-	-	-	0.0%	-
Omusati	0.1%	0.0%	0.7%	0.1%	-	-	-	-	0.1%	-	1.7%	0.1%
Oshana	0.1%	-	-	-	2.3%	-	-	-	-	-	-	-
Oshikoto	-	-	0.2%	-	-	-	-	-	-	-	0.7%	-
Otjozondjupa	-	-	-	-	-	-	-	-	-	-	-	-
Zambezi	-	-	-	-	-	-	-	-	-	-	-	-
National	0.1%	0.0%	0.5%	0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	1.5%	0.1%

Transfer rates of teachers are defined as the percentage of teaching staff in 2017 who were teaching at a different school in 2018.

Estimated transfer rates of teachers are reported in Table 46. These numbers are calculated by searching for teachers who were no longer at the school where they had been teaching in 2017, by looking for their identification or salary numbers in all other schools. This method is likely to render estimates which are too low, but they are reported nonetheless, since the more comprehensive data needed for accurately calculating these rates was unavailable. The introduction of the unique salary reference number was supposed to have improved the data for calculating the transfer rates, but this improvement was limited by cases of wrong or unavailable salary reference numbers (private schools), or discrepancies in dates of birth, or different identification methods being used in different years.

The dash or 0.0% does not necessarily indicate data blank, but rather that the figure might be very insignificant.

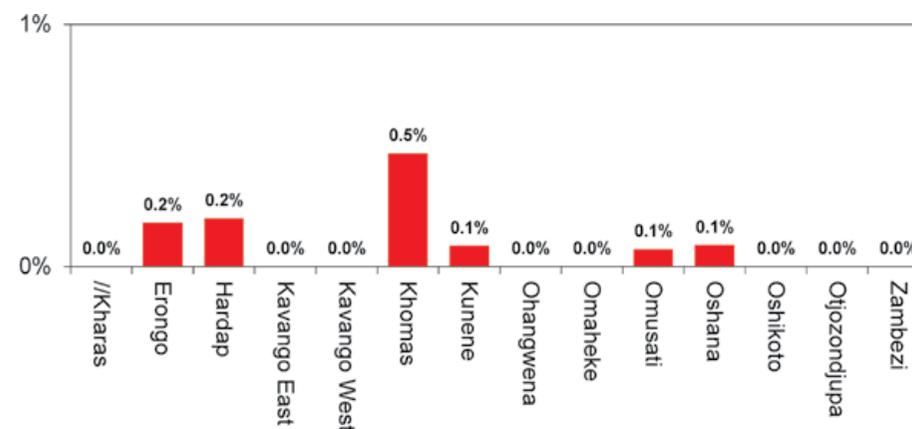
Figure 46: Total transfer rates of teachers in the regions

Table 47: Changes in the numbers of teachers and their professional qualifications from 2012 to 2018

Qualification	Year							Average Annual Growth Rate 2012-2018	Percentage Change 2017-2018
	2012	2013	2014	2015	2016	2017	2018		
Total – all teachers									
Total	24,660	26,012	26,749	27,990	28,922	30,042	30,261	3.5%	0.7%
Less than Grade 12	724	733	623	582	498	465	453	-7.5%	-2.6%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	3,365	2,727	3,436	3,843	4,585	4,767	4,307	4.2%	-9.6%
Grade 12 plus 3 or more years' tertiary	20,571	22,552	22,690	23,566	23,839	24,810	25,501	3.6%	2.8%
Teachers without teacher training									
Total	1,207	2,070	2,567	3,135	4,063	3,568	2,763	14.8%	-22.6%
Less than Grade 12	225	344	276	243	213	212	191	-2.7%	-9.9%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	863	1,536	2,103	2,569	2,920	3,123	2,379	18.4%	-23.8%
Grade 12 plus 3 or more years' tertiary	119	190	188	323	930	233	193	8.4%	-17.2%
Teachers with teacher training									
Total	23,453	23,942	24,182	24,855	24,859	26,474	27,498	2.7%	3.9%
Less than Grade 12	499	389	347	338	285	253	262	-10.2%	3.6%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	2,502	1,191	1,333	1,274	1,665	1,644	1,928	-4.3%	17.3%
Grade 12 plus 3 or more years' tertiary	20,452	22,362	22,502	23,243	22,909	24,577	25,308	3.6%	3.0%

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

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

The total number of teachers increased by an average of 3.5% annually. The change towards a better-qualified teaching force is reflected by the growth rates in the levels of qualification: the number of teachers with a lower-than-desired qualification decreased over the years, while the number of teachers with the desired qualification of at least three years' tertiary education increased at a rate of 3.6% from 2012 to 2018.

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

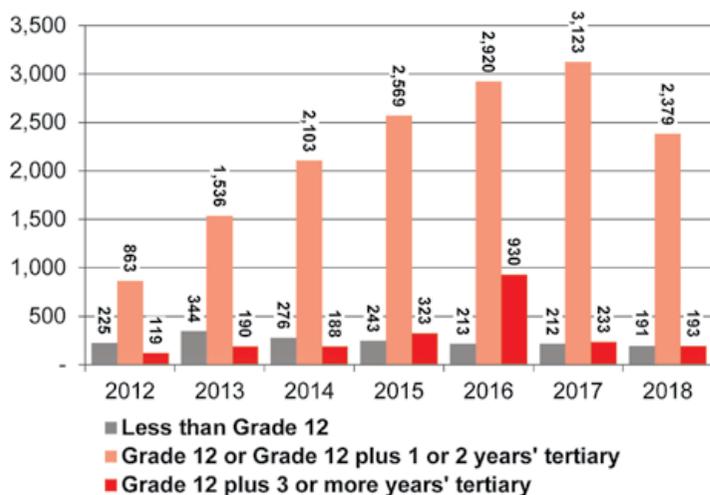


Figure 47b: Changes in the numbers of teachers with formal teacher training

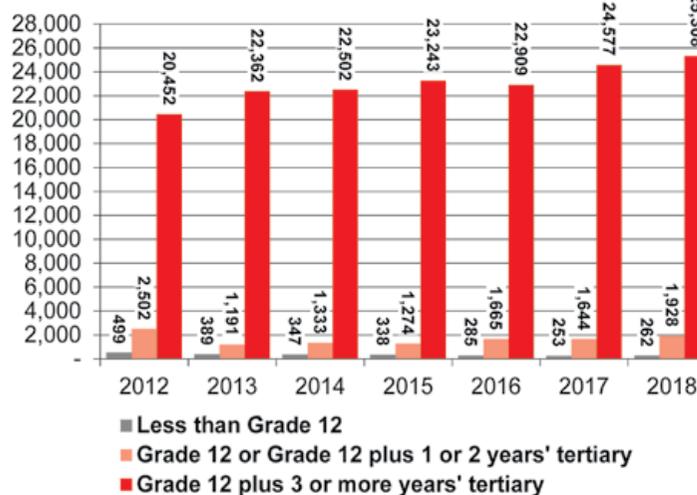


Figure 47a shows the consistent decrease in the number of teachers without any teacher training and a with qualification lower than Grade 12. Very few teachers had three years' tertiary education but no teacher training.

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

Table 48: Percentages of primary and secondary teachers qualified to teach from 2012 to 2018

Region	Gender	Primary							Secondary						
		2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
//Kharas	Total	69.3%	72.8%	96.8%	74.2%	66.7%	68.6%	74.3%	89.2%	90.2%	99.1%	85.2%	87.4%	90.7%	91.9%
	Females	65.4%	68.7%	99%	73.9%	65.0%	67.8%	69.8%	89.6%	90.6%	98.9%	83.1%	84.6%	90.7%	92.4%
	Males	81.1%	85.2%	93%	75.2%	71.8%	71.0%	86.2%	88.7%	89.7%	99.6%	88.3%	91.3%	90.6%	91.1%
Erongo	Total	83.7%	87.9%	94.3%	86.9%	81.9%	80.5%	80.2%	94.4%	95.4%	97.9%	95.3%	93.6%	93.5%	92.1%
	Females	83.5%	87.7%	97.6%	87.1%	81.6%	79.7%	79.6%	95.0%	96.0%	97.6%	96.2%	94.5%	94.5%	92.6%
	Males	84.6%	88.8%	96.1%	85.9%	83.4%	83.9%	82.6%	93.5%	94.5%	98.3%	93.8%	92.0%	91.6%	90.9%
Hardap	Total	79.6%	83.6%	99.1%	76.0%	70.9%	70.1%	69.1%	93.1%	94.1%	99%	91.3%	88.6%	83.9%	87.0%
	Females	76.5%	80.3%	98.6%	72.4%	67.1%	67.5%	66.6%	93.7%	94.7%	99.4%	91.2%	89.4%	85.5%	87.5%
	Males	86.7%	91.0%	99.2%	83.6%	80.7%	76.0%	75.2%	92.5%	93.5%	98.6%	91.4%	87.9%	82.4%	86.4%
Kavango East	Total	0.0%	0.0%	100%	76.2%	72.3%	76.0%	78.8%	0.0%	0.0%	99.3%	89.4%	88.9%	88.2%	89.0%
	Females	0.0%	0.0%	100%	75.9%	69.2%	74.6%	76.7%	0.0%	0.0%	99.7%	86.9%	86.7%	87.2%	87.8%
	Males	0.0%	0.0%	100%	76.5%	76.5%	77.6%	81.4%	0.0%	0.0%	99%	90.7%	90.1%	88.8%	89.8%
Kavango West	Total	0.0%	0.0%	97.5%	69.8%	64.2%	68.9%	74.2%	0.0%	0.0%	99.3%	86.7%	83.6%	86.6%	88.9%
	Females	0.0%	0.0%	98.5%	68.0%	57.7%	65.8%	70.3%	0.0%	0.0%	99.4%	81.7%	78.6%	84.2%	88.5%
	Males	0.0%	0.0%	95.4%	71.4%	70.7%	72.0%	78.2%	0.0%	0.0%	99.1%	89.2%	86.1%	87.6%	89.1%
Komas	Total	89.3%	93.8%	98.8%	89.6%	87.6%	88.0%	88.6%	93.5%	94.5%	99.7%	94.9%	93.4%	94.6%	95.6%
	Females	89.0%	93.5%	96.4%	89.7%	86.8%	87.5%	88.5%	93.8%	94.8%	99.3%	94.9%	93.2%	94.9%	95.6%
	Males	90.4%	94.9%	100%	89.1%	90.9%	89.9%	88.6%	92.9%	93.9%	100%	94.8%	93.6%	93.9%	95.4%
Kunene	Total	70.7%	74.2%	90.9%	68.2%	63.4%	68.4%	67.9%	91.8%	92.8%	84.3%	89.6%	89.3%	90.4%	90.0%
	Females	64.3%	67.5%	89.9%	66.1%	56.1%	65.2%	62.6%	92.4%	93.4%	83.7%	84.6%	85.8%	86.8%	87.5%
	Males	79.5%	83.5%	92%	70.8%	74.1%	72.8%	75.1%	91.4%	92.4%	85.5%	93.2%	91.8%	92.9%	92.0%
Ohangwena	Total	79.0%	83.0%	98.8%	79.9%	77.6%	79.1%	82.7%	93.4%	94.4%	99.2%	89.6%	88.3%	88.4%	91.2%
	Females	76.7%	80.5%	98.4%	78.6%	76.3%	78.0%	81.4%	92.8%	93.8%	99%	88.6%	87.1%	86.7%	90.8%
	Males	83.7%	87.9%	99.2%	82.8%	80.6%	81.6%	85.8%	94.0%	95.0%	99.5%	90.5%	89.5%	90.2%	91.6%
Omaheke	Total	73.2%	76.9%	93.5%	72.9%	70.6%	73.0%	71.6%	95.7%	96.7%	99.5%	86.9%	85.7%	86.9%	87.5%
	Females	70.4%	73.9%	89.8%	71.4%	67.9%	70.5%	68.7%	95.2%	96.2%	99.4%	88.5%	84.3%	82.3%	85.0%
	Males	79.7%	83.7%	100%	76.2%	76.3%	78.2%	77.9%	96.1%	97.1%	99.5%	85.3%	87.0%	91.7%	90.0%
Omusati	Total	74.5%	78.2%	98.9%	85.9%	85.4%	87.5%	89.4%	92.7%	93.7%	99.8%	92.2%	92.0%	93.5%	96.2%
	Females	72.3%	75.9%	98.2%	85.2%	85.0%	87.1%	88.8%	92.1%	93.1%	99.9%	90.3%	89.7%	92.4%	95.6%
	Males	80.3%	84.3%	99.8%	87.5%	86.5%	88.4%	91.0%	93.4%	94.4%	99.7%	94.6%	94.7%	94.8%	96.8%
Oshana	Total	79.0%	83.0%	100%	87.0%	0.9%	88.1%	88.1%	94.4%	95.4%	99.9%	97.2%	97.0%	96.2%	96.6%
	Females	77.2%	81.1%	100%	87.4%	0.9%	87.6%	87.5%	95.0%	96.0%	100%	97.2%	96.8%	96.5%	96.6%
	Males	84.4%	88.6%	100%	85.9%	0.9%	89.7%	90.0%	93.5%	94.5%	99.8%	97.1%	97.4%	95.7%	96.5%

Table 48 continued

Region	Gender	Primary							Secondary						
		2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
Oshikoto	Total	79.1%	83.1%	97.3%	78.9%	74.4%	77.5%	81.6%	93.1%	94.1%	98.5%	90.0%	88.6%	88.8%	90.5%
	Females	77.0%	80.9%	95.9%	77.1%	71.9%	75.6%	80.2%	93.7%	94.7%	98.6%	89.4%	85.8%	87.7%	90.1%
	Males	83.1%	87.3%	98.5%	82.7%	80.4%	81.9%	84.9%	92.5%	93.5%	98.4%	90.7%	91.7%	90.2%	91.0%
Otjozondjupa	Total	78.1%	82.0%	95.5%	80.2%	76.6%	76.6%	79.7%	89.2%	90.2%	99.3%	93.8%	93.1%	93.7%	93.5%
	Females	77.3%	81.2%	94%	80.6%	75.2%	75.6%	78.0%	89.6%	90.6%	99.5%	95.7%	93.4%	92.6%	93.3%
	Males	80.1%	84.1%	96.9%	79.0%	80.3%	79.5%	84.2%	88.7%	89.7%	98.7%	91.4%	92.7%	95.3%	93.9%
Zambezi	Total	82.7%	86.8%	99.5%	85.9%	78.5%	82.6%	84.3%	92.7%	93.7%	99.7%	94.6%	92.3%	92.8%	90.6%
	Females	82.0%	86.1%	98.8%	84.6%	76.5%	81.7%	84.3%	92.1%	93.1%	99.8%	94.1%	90.9%	90.7%	88.3%
	Males	83.9%	88.1%	99.9%	88.4%	82.5%	84.1%	84.3%	93.4%	94.4%	99.5%	94.9%	93.1%	94.2%	92.1%
National	Total	77.8%	81.7%	97.2%	81.0%	77.6%	79.7%	81.8%	93.2%	94.2%	98.2%	92.0%	91.0%	91.4%	92.6%
	Females	76.7%	80.5%	96.8%	80.8%	76.4%	79.1%	80.8%	93.2%	94.2%	98.2%	91.6%	90.1%	91.0%	92.5%
	Males	80.3%	84.3%	97.9%	81.2%	80.5%	81.1%	84.0%	93.2%	94.2%	98.2%	92.5%	92.0%	91.9%	92.7%

Teachers with teacher training and a qualification equivalent to at least three years' tertiary education are deemed qualified to teach. The percentages of teachers who met these criteria in the years 2012-2018 are reported in Table 48. A distinction is made between teachers in the Primary phase and teachers in the Secondary phase. Those who taught grades in both phases were allocated pro rata to the two phases, based on the range of grades that they taught.

The percentage of Primary teachers qualified to teach increased over the period 2012-2018 from 77.8% to 81.8%, but remained much lower than the corresponding percentage of Secondary teachers. To date, 18.2% of the Primary teachers were still not qualified to teach, and 7.4% of the Secondary teachers were not qualified to teach.

The percentage of teachers qualified to teach in the Primary phase was slightly higher for males, with a few exceptions in some regions. Although the gap between female and male teachers in both phases has narrowed over the last few years, it remains high in some regions. The high number (percentage) of unqualified female teachers in Primary is probably attributable to a high number of pre-primary teachers, the majority of whom are women with a Grade 12 or or lower and no professional qualification.

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

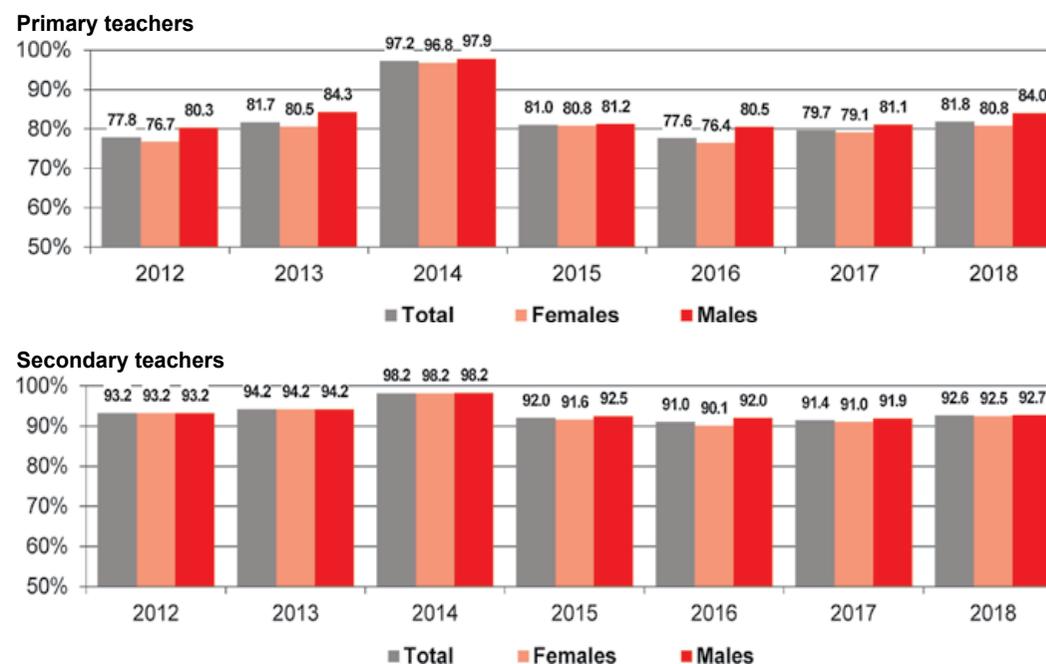
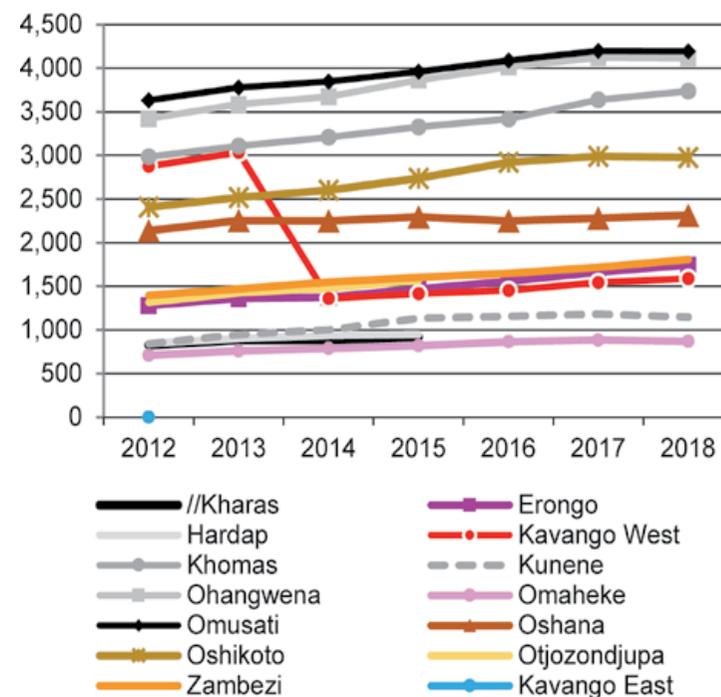


Table 49: Numbers of teachers from 2012 to 2018

Region	Year							Average Annual Growth Rate 2012-2018	Percentage Change 2017-2018
	2012	2013	2014	2015	2016	2017	2018		
//Kharas	826	885	887	919	946	963	978	2.9%	1.6%
Erongo	1,280	1,359	1,375	1,469	1,558	1,659	1,743	5.3%	5.1%
Hardap	845	899	938	948	982	1,008	989	2.7%	-1.9%
Kavango East	-	-	1,803	1,930	1,972	2,056	2,095	-	1.9%
Kavango West	2,876	3,033	1,361	1,417	1,452	1,543	1,590	-9.4%	3.0%
Khomas	2,983	3,109	3,206	3,326	3,415	3,636	3,736	3.8%	2.8%
Kunene	838	947	1,001	1,130	1,155	1,180	1,145	5.3%	-3.0%
Ohangwena	3,421	3,588	3,671	3,866	4,013	4,120	4,115	3.1%	-0.1%
Omaheke	706	758	784	819	861	883	867	3.5%	-1.8%
Omusati	3,632	3,779	3,847	3,962	4,087	4,197	4,191	2.4%	-0.1%
Oshana	2,137	2,253	2,250	2,297	2,248	2,282	2,314	1.3%	1.4%
Oshikoto	2,407	2,518	2,602	2,739	2,921	2,989	2,974	3.6%	-0.5%
Otjozondjupa	1,315	1,425	1,478	1,565	1,665	1,714	1,718	4.6%	0.2%
Zambezi	1,394	1,468	1,546	1,603	1,647	1,717	1,806	4.4%	5.2%
National	24,660	26,021	26,749	27,990	28,922	29,947	30,261	3.5%	1.0%

Figure 49:

Numbers of teachers from 2012 to 2018



As Table 49 reflects, the total number of teachers increased annually. Different regions had varying numbers. Zambezi and Erongo had the highest percentage increase (5.2% and 5.1% respectively) in teachers from 2017 to 2018, reflecting these regions' respective high percentage increase in enrolment, as reported in Table 21.

The annual growth rate of teachers from 2012-2018 is 3.5%, as shown in Table 49.

Please note: Figures indicated in Kavango West from 2011 to 2013 represents the former Kavango Region. Therefore the drop seen in that region is artificial.

Table 50: Learner : teacher ratios from 2012 to 2018

Region	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
//Kharas	24.3	23.3	23.2	23.1	23.0	22.9	22.9	25.9	25.6	24.8	24.7	22.5	25.6	23.7
Erongo	25.1	24.9	24.8	24.9	25.1	24.9	24.8	27.2	28.3	27.0	27.2	25.3	28.8	26.7
Hardap	25.9	24.9	24.3	24.6	24.4	24.8	24.9	26.2	25.5	24.7	25.1	24.9	26.3	25.7
Kavango East	-	-	27.4	27.6	28.4	28.8	29.2	-	-	28.1	28.2	28.9	30.7	30.0
Kavango West	26.9	27.3	25.8	25.6	26.5	25.9	25.8	27.3	27.9	26.3	25.4	26.3	26.0	25.9
Khomas	24.6	24.4	24.5	24.5	23.4	24.3	23.3	27.4	28.1	27.2	27.2	23.7	31.3	26.0
Kunene	24.3	23.4	23.2	22.9	23.3	23.5	24.8	24.4	23.5	23.4	23.3	23.4	24.1	24.8
Ohangwena	26.5	25.5	25.4	24.9	24.7	24.6	25.2	26.5	25.5	25.3	24.9	24.5	25.6	25.4
Omaheke	26.0	25.7	25.6	25.3	24.9	24.8	25.6	26.4	26.0	25.9	25.7	23.1	26.0	25.1
Omusati	23.8	23.1	22.8	22.4	23.2	22.2	22.9	23.8	23.3	22.8	22.5	23.0	22.9	22.9
Oshana	23.7	22.9	22.7	22.6	23.0	23.2	23.2	24.0	23.3	22.9	22.8	23.0	25.2	23.9
Oshikoto	25.1	24.6	24.1	23.6	22.8	22.8	23.4	25.4	25.2	24.4	23.9	22.3	24.0	23.2
Otjozondjupa	27.6	27.0	26.9	26.6	26.1	26.3	26.7	28.6	28.4	27.8	27.5	27.1	28.8	28.2
Zambezi	21.4	21.1	20.8	20.9	21.5	21.2	21.1	21.5	21.9	21.0	21.0	20.9	21.7	20.9
National	25.1	24.5	24.3	24.1	24.1	24.1	24.3	25.7	25.5	24.9	24.7	24.1	26.0	25.2

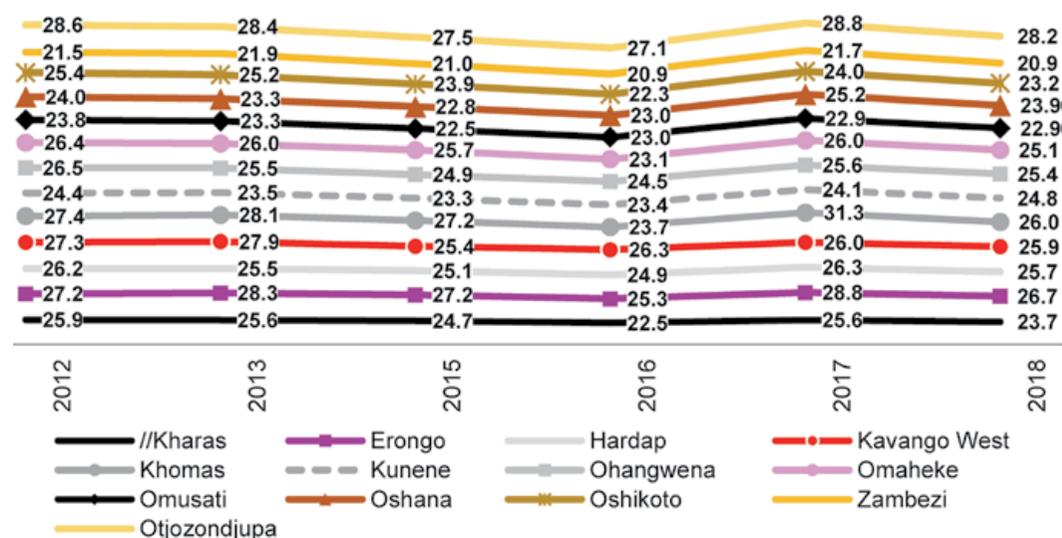
Learner : teacher ratios were calculated in two different ways in Table 50. In the left part of the table, the ratios were calculated by dividing the total enrolment in each region by the total number of teachers in the region. On the right, the ratios were calculated to indicate State teaching staff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

Figure 50 shows the learner : teacher ratios in schools staffed by the State, i.e. the ratios in the right part of Table 50.

All regions recorded a slight decrease in their learner : teacher ratios between 2012 and 2018. Regarding all teachers and learners in 2018, Kavango East had the highest ratio and Zambezi the lowest, also if the State and State-appointed teachers are taken into account. The discrepancy between regions further narrowed a great deal in 2018.

The figures for Kavango West from 2012 to 2013 represent the former Kavango Region (which was split into two regions in August 2013).

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





Chapter 6: PHYSICAL FACILITIES

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

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



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

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

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

Table 51: Numbers and structural types of teaching facilities

Region	Class-room					Laboratory					Computer Room					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
//Kharas	881	716	137	2	26	32	31	1	-	-	54	48	5	1	-	31	27	1	3	-	16	15	1	-	-
Erongo	1,443	1,296	133	2	12	48	48	-	-	-	46	44	2	-	-	44	40	2	2	-	26	26	-	-	-
Hardap	891	818	66	2	5	34	32	2	-	-	44	40	3	1	-	20	17	1	2	-	23	23	-	-	-
Kavango East	1,679	1,451	67	151	10	38	38	-	-	-	56	48	2	6	-	18	13	1	4	-	10	10	-	-	-
Kavango West	1,272	960	62	236	14	18	18	-	-	-	13	13	-	-	-	12	2	1	9	-	5	5	-	-	-
Khomas	2,951	2,749	188	5	9	103	103	-	-	-	132	132	-	-	-	91	89	1	-	1	59	59	-	-	-
Kunene	821	725	39	34	23	15	14	1	-	-	20	20	-	-	-	18	7	-	11	-	5	5	-	-	-
Ohangwena	3,634	2,856	219	535	24	53	53	-	-	-	45	41	-	4	-	25	9	-	16	-	4	3	-	1	-
Omaheke	776	672	55	19	30	19	19	-	-	-	23	23	-	-	-	16	15	-	1	-	5	5	-	-	-
Omusati	3,677	3,132	233	303	9	87	77	2	-	8	49	44	1	4	-	39	19	1	15	4	21	18	1	2	-
Oshana	2,123	1,958	76	70	19	46	46	-	-	-	36	34	-	2	-	22	18	-	4	-	11	11	-	-	-
Oshikoto	2,704	2,199	95	404	6	48	47	-	1	-	49	49	-	-	-	22	11	-	11	-	6	5	-	1	-
Otjozondjupa	1,438	1,317	90	13	18	41	40	1	-	-	48	47	-	-	1	20	17	1	1	1	12	11	-	-	1
Zambezi	1,243	1,082	30	127	4	21	21	-	-	-	15	14	-	1	-	3	1	-	2	-	2	1	-	1	-
National	25,533	21,931	1,490	1,903	209	603	587	7	1	8	630	597	13	19	1	381	285	9	81	6	205	197	2	5	1

The numbers of teaching rooms in which groups of learners can be accommodated are reported in Table 51. In addition, as reported in Table 52, there are teaching rooms suitable for accommodating only very small groups, and there are outdoor areas routinely used for accommodating learners.

The different types of structures are classified as permanent, prefabricated and traditional. Rooms not belonging to schools, but used on a daily basis, are grouped under "Hired". Permanent structures are normally buildings constructed from bricks. Prefabricated structures are often made of asbestos sheets. Traditional structures are constructed with materials such as poles, mud, thatch or corrugated iron, and tents.

Note should be taken that a further differentiation and categorisation of rooms was done in 2011, differentiating specialised rooms from ordinary classrooms.

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

Region	Small Rooms					School Halls / Gymnasiums					Resource Rooms (libraries etc.)					Storerooms					Outdoor Teaching Areas
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	
//Kharas	19	16	2	-	1	23	21	2	-	-	42	33	8	-	1	244	215	21	4	4	10
Erongo	47	35	9	-	3	35	35	-	-	-	55	51	3	-	1	276	258	15	3	-	-
Hardap	26	26	-	-	-	28	28	-	-	-	37	35	2	-	-	161	153	5	3	-	1
Kavango East	7	7	-	-	-	13	13	-	-	-	43	42	1	-	-	388	381	1	6	-	6
Kavango West	10	5	-	4	1	6	6	-	-	-	25	25	-	-	-	312	285	2	25	-	25
Khomas	98	95	1	-	2	77	77	-	-	-	108	107	1	-	-	661	646	13	-	2	-
Kunene	10	7	2	-	1	18	18	-	-	-	24	24	-	-	-	163	160	1	1	1	17
Ohangwena	21	16	-	5	-	10	10	-	-	-	66	62	-	4	-	803	748	14	37	4	9
Omaheke	7	6	-	1	-	9	9	-	-	-	37	35	-	-	2	149	142	6	-	1	5
Omusati	27	24	-	-	3	24	20	2	1	1	157	148	3	3	3	721	698	4	17	2	9
Oshana	29	28	1	-	-	21	21	-	-	-	80	77	3	-	-	405	393	1	11	-	-
Oshikoto	32	30	-	2	-	20	20	-	-	-	77	69	3	2	3	585	555	9	21	-	9
Otjozondjupa	33	33	-	-	-	27	25	-	-	2	56	53	1	-	2	364	353	8	2	1	8
Zambezi	5	4	-	1	-	8	7	-	1	-	21	21	-	-	-	357	351	-	4	2	14
National	371	332	15	13	11	319	310	4	2	3	828	782	25	9	12	5,589	5,338	100	134	17	113

Table 52 presents the numbers of diverse facilities and outdoor teaching areas used daily.

“Small Rooms” are rooms suitable for accommodating only very small groups of learners or individuals.

Outdoor areas used regularly for teaching due to a lack of classrooms are reported as “Outdoor Teaching Areas”. The numbers of outdoor teaching areas suggest that there was some misreporting, but there were still schools where groups of learners were taught under trees. Kunene Region seems to be the worst off overall, but this situation is due to a high proportion of the population being mobile and the schools being too small to warrant the erection of permanent structures. Kavango West also reported high number of outdoor teaching areas in 2018.

Table 53: Numbers and structural types of administrative facilities

Region	Bookstores					Offices					Other Admin Structures					Strongrooms					Agricultural Facilities				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
//Kharas	53	48	5	-	-	185	157	25	-	3	44	36	8	-	-	34	32	2	-	-	9	8	-	1	-
Erongo	100	97	2	-	1	264	264	-	-	-	91	91	-	-	-	54	50	1	3	-	26	20	1	5	-
Hardap	68	66	2	-	-	139	131	7	-	1	43	35	8	-	-	35	33	2	-	-	25	24	-	1	-
Kavango East	64	62	-	2	-	167	163	1	3	-	26	24	-	2	-	30	30	-	-	-	25	21	-	4	-
Kavango West	33	32	-	1	-	92	86	2	4	-	8	7	-	1	-	16	15	1	-	-	61	44	-	17	-
Khomas	204	201	1	-	2	488	483	3	-	2	151	146	4	-	1	94	92	2	-	-	37	33	2	-	2
Kunene	34	33	-	1	-	109	109	-	-	-	16	14	2	-	-	25	25	-	-	-	29	23	1	5	-
Ohangwena	113	111	-	2	-	301	297	1	-	3	47	40	-	6	1	75	74	-	1	-	67	55	2	10	-
Omaheke	46	45	-	-	1	138	136	1	-	1	30	30	-	-	-	26	25	-	-	1	33	27	1	1	4
Omusati	153	146	2	3	2	215	202	3	4	6	75	63	5	3	4	63	61	1	-	1	58	49	1	8	-
Oshana	139	139	-	-	-	188	184	2	2	-	32	30	-	2	-	51	49	-	2	-	81	33	2	45	1
Oshikoto	123	120	-	3	-	232	217	7	8	-	47	40	6	1	-	60	57	2	1	-	47	29	3	15	-
Otjozondjupa	91	89	1	-	1	214	210	1	-	3	82	82	-	-	-	51	50	-	-	1	27	23	3	-	1
Zambezi	61	61	-	-	-	202	195	-	6	1	38	33	-	2	3	43	42	-	1	-	28	19	3	4	2
National	1,282	1,250	13	12	7	2,934	2,834	53	27	20	730	671	33	17	9	657	635	11	8	3	553	408	19	116	10

The administrative facilities reported in Table 53 included offices, storerooms and any other facilities used for administrative purposes.

Table 54: Changes in the numbers of teaching and administrative facilities from 2014 to 2018

Region	Classrooms					Laboratories					Special Teaching Rooms					Workshops				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
//Kharas	785	778	818	842	881	29	31	31	31	32	29	31	77	83	85	13	17	13	14	16
Erongo	1,105	1,244	1,260	1,350	1,443	48	48	50	49	48	48	48	81	85	90	23	21	17	17	26
Hardap	835	867	876	887	891	31	31	33	34	34	31	31	61	59	64	26	23	23	23	23
Kavango East	1,396	1,437	1,584	1,642	1,679	35	35	35	36	38	35	35	54	56	74	8	1	7	10	10
Kavango West	1,174	1,185	1,239	1,249	1,272	19	21	19	17	18	19	21	26	25	25	2	2	1	5	5
Khomas	2,601	2,677	2,865	2,970	2,951	98	102	103	103	103	98	102	220	222	223	66	55	58	54	59
Kunene	723	777	797	824	821	18	18	15	15	15	18	18	36	40	38	5	5	5	5	5
Ohangwena	3,177	3,317	3,464	3,548	3,634	55	57	50	53	53	55	57	61	66	70	4	3	5	4	4
Omaheke	656	714	753	757	776	19	20	19	19	19	19	20	40	40	39	6	5	3	7	5
Omusati	3,336	3,439	3,505	3,598	3,677	74	74	78	80	87	74	74	83	94	88	6	8	12	17	21
Oshana	2,005	2,060	2,065	2,110	2,123	46	48	49	47	46	46	48	65	57	58	5	5	7	10	11
Oshikoto	2,336	2,517	2,600	2,673	2,704	44	47	47	47	48	44	47	62	63	71	9	7	6	5	6
Otjozondjupa	1,228	1,293	1,385	1,403	1,438	42	43	45	69	41	42	43	69	73	68	13	10	10	10	12
Zambezi	1,063	1,127	1,179	1,197	1,243	20	20	21	20	21	20	20	19	17	18	-	1	-	1	2
National	22,420	23,432	24,390	25,050	25,533	578	595	595	620	603	578	595	954	980	1,011	186	163	167	182	205

Table 54 continues ►

The total numbers of different facilities are reported for five years in Table 54. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities were counted under one heading. Tents used as teaching facilities were counted under traditional facilities rather than outdoor teaching facilities as in previous reports. This explains the drop in the reported number of outdoor facilities.

Figure 54: Changes in the numbers of facilities

Figure 54 continues ►

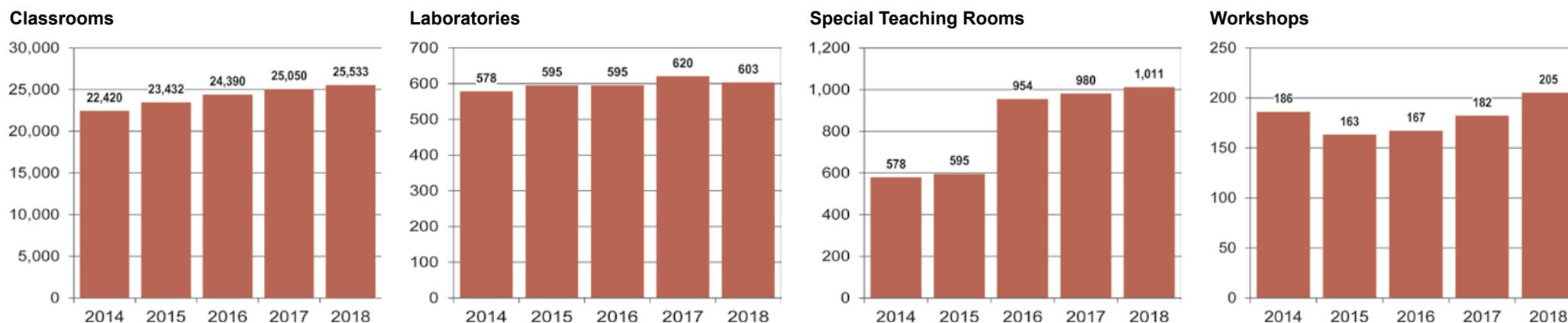
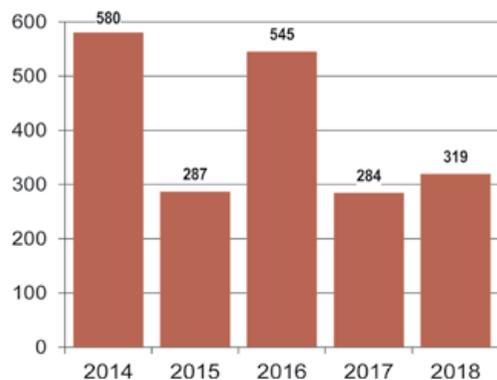


Table 54 continued

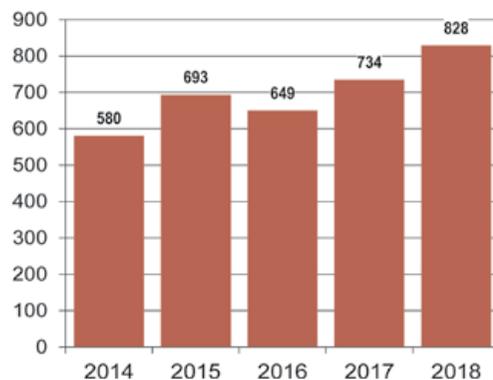
Region	School or Gymnastics Halls					Libraries and Media or Resource Centres					All Administrative Facilities					Outdoor Teaching Areas				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
//Kharas	30	20	276	20	23	30	75	32	33	42	506	500	549	539	579	9	5	16	20	10
Erongo	47	33	20	32	35	47	42	46	53	55	653	762	792	817	832	2	-	-	-	-
Hardap	33	24	34	27	28	33	46	40	32	37	455	452	483	505	472	1	2	7	14	1
Kavango East	41	10	25	10	13	41	33	42	32	43	516	596	659	691	682	25	14	35	24	6
Kavango West	24	3	10	3	6	24	25	29	25	25	471	507	520	477	471	59	34	26	50	25
Khomas	70	74	3	79	77	70	100	104	102	108	122	1,641	1,693	1,733	1,696	1	54	2	-	-
Kunene	21	11	78	13	18	21	24	24	23	24	374	406	390	390	357	6	55	29	56	17
Ohangwena	52	23	13	9	10	52	62	51	64	66	1,207	1,311	1,373	1,358	1,360	12	8	28	28	9
Omaheke	28	10	8	10	9	28	29	30	35	37	360	396	420	429	396	10	6	27	36	5
Omusati	62	13	9	18	24	62	67	84	145	157	1,111	1,243	1,273	1,271	1,254	24	63	16	12	9
Oshana	44	13	16	13	21	44	49	42	50	80	98	815	872	938	844	2	-	-	-	-
Oshikoto	55	25	15	18	20	55	55	56	59	77	956	1,051	1,078	1,065	1,079	14	14	29	22	9
Otjozondjupa	48	23	17	24	27	48	62	51	62	56	739	766	830	834	835	21	20	19	18	8
Zambezi	25	5	21	8	8	25	24	18	19	21	122	676	689	706	706	39	17	8	10	14
National	580	287	545	284	319	580	693	649	734	828	7,690	11,122	11,621	11,753	11,563	225	292	242	290	113

Figure 54 continued

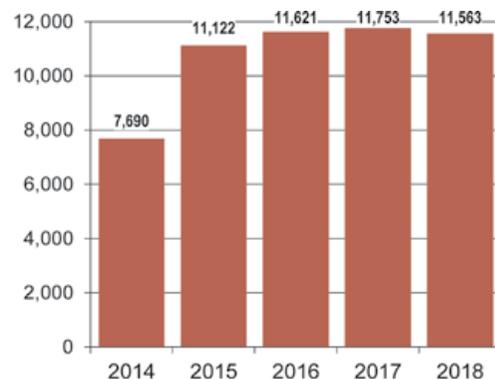
School or Gymnastics Halls



Libraries and Media or Resource Centres



All Administrative Facilities



Outdoor Teaching Areas

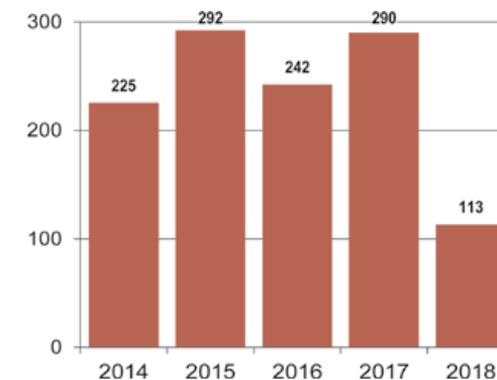


Table 55: Changes in the numbers and structural types of classrooms from 2012 to 2018

Region	Total				Permanent				Prefabricated				Traditional				Hired			
	2012	2014	2016	2018	2012	2014	2016	2018	2012	2014	2016	2018	2012	2014	2016	2018	2012	2014	2016	2018
//Kharas	763	785	818	869	641	662	678	716	113	111	116	137	2	2	2	2	7	10	22	26
Erongo	1,093	1,105	1,260	1,423	1,015	1,026	1,167	1,296	66	71	76	133	9	3	6	2	3	5	11	12
Hardap	819	835	876	891	763	765	801	818	54	69	73	66	1	-	-	2	1	1	2	5
Kavango East	-	1,396	1,584	1,676	-	1,246	1,386	1,451	-	37	58	67	-	108	129	151	-	5	11	10
Kavango West	2,443	1,174	1,239	1,261	2,156	940	957	960	53	55	60	62	217	171	210	236	17	8	12	14
Khomas	2,381	2,601	2,865	2,846	2,226	2,381	2,626	2,749	147	216	228	188	-	-	4	5	8	4	7	9
Kunene	669	723	797	813	628	660	706	725	20	28	41	39	21	20	32	34	-	15	18	23
Ohangwena	3,038	3,177	3,464	3,630	2,465	2,522	2,720	2,856	188	213	231	219	366	416	484	535	19	26	29	24
Omaheke	620	656	753	776	600	576	654	672	17	45	55	55	2	11	13	19	1	24	31	30
Omusati	3,270	3,336	3,505	3,609	2,776	2,847	3,000	3,132	229	222	238	233	234	248	255	303	31	19	12	9
Oshana	1,965	2,005	2,065	2,110	1,815	1,843	1,897	1,958	74	83	72	76	67	67	65	70	9	12	31	19
Oshikoto	2,209	2,336	2,600	2,650	1,765	1,891	2,087	2,199	110	84	92	95	312	351	416	404	22	10	5	6
Otjozondjupa	1,092	1,228	1,385	1,438	1,002	1,142	1,271	1,317	60	61	82	90	9	5	10	13	21	20	22	18
Zambezi	1,012	1,063	1,179	1,232	948	958	1,036	1,082	1	9	23	30	63	75	114	127	-	21	6	4
National	21,374	22,420	24,390	25,224	18,800	19,459	20,986	21,931	1,132	1,304	1,445	1,490	1,303	1,477	1,740	1,903	139	180	219	209

Table 55 shows changes in the numbers and structural types of classrooms from 2012 to 2018. There were 3,850 more classrooms in 2018 than in 2012. Out of 21,931 classrooms, 87% of them were permanent.

The data clearly indicates both a gradual success of the Ministry's building programme and a determination to provide a conducive learning environment, given also that 162 new schools were opened between 2012 and 2018.

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

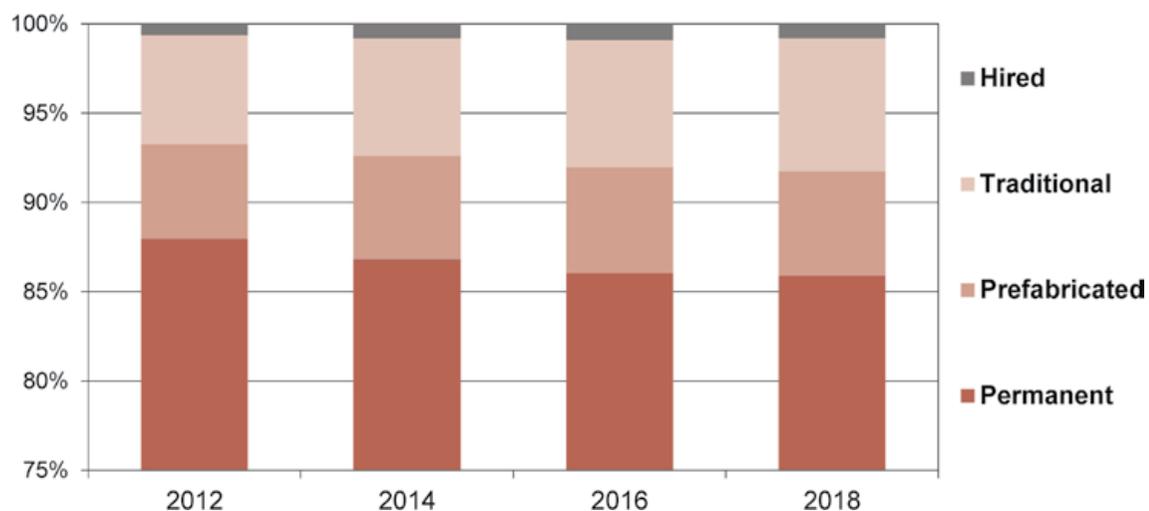


Table 56: Provision of sanitary facilities and water supply at schools

Region	Numbers of toilet units for learners			Numbers of schools with toilets for learners			Numbers of schools with toilets for teachers			Numbers of schools with a water supply		
	Flush	Pit	% flush	No toilets	Have toilets	% with toilets	No toilets	Have toilets	% with toilets	No water	Have water	% with water
//Kharas	1,562	-	100.0%	1	56	98.2%	4	53	93.0%	-	57	100.0%
Erongo	1,750	7	99.6%	-	75	100.0%	2	73	97.3%	-	75	100.0%
Hardap	1,259	-	100.0%	-	59	100.0%	2	57	96.6%	-	59	100.0%
Kavango East	611	679	47.4%	64	107	62.6%	76	95	55.6%	53	118	69.0%
Kavango West	181	785	18.7%	65	111	63.1%	72	104	59.1%	51	125	71.0%
Khomas	3,449	-	100.0%	1	127	99.2%	5	123	96.1%	-	128	100.0%
Kunene	468	194	70.7%	8	59	88.1%	24	43	64.2%	4	63	94.0%
Ohangwena	828	2,044	28.8%	14	251	94.7%	47	218	82.3%	35	230	86.8%
Omaheke	683	34	95.3%	1	43	97.7%	3	41	93.2%	1	43	97.7%
Omusati	658	1,913	25.6%	19	267	93.4%	50	236	82.5%	11	275	96.2%
Oshana	736	976	43.0%	4	135	97.1%	22	117	84.2%	1	138	99.3%
Oshikoto	789	1,221	39.3%	39	181	82.3%	60	160	72.7%	21	199	90.5%
Otjozondjupa	1,640	64	96.2%	1	82	98.8%	12	71	85.5%	2	81	97.6%
Zambezi	456	510	47.2%	25	90	78.3%	39	76	66.1%	21	94	81.7%
National	15,070	8,427	64.1%	242	1,643	87.2%	418	1,467	77.8%	200	1,685	89.4%

The provision of sanitary facilities, teacher housing and basic services is reported in Tables 56, 57 and 58. Nationally, 87.2% of schools have toilets for learners and 64.1% of all schools have flush toilets.

There has been a remarkable improvement in the provision of the sanitary services to schools country-wide. However, concerns remain as Kavango East and Kavango West are still poorly serviced regions, with respectively 62.6% and 63.1% of schools having toilets for learners, and these are the only regions where such services have reached less than 65% of schools.

There has also been an increase in water supply to the schools in general. Kavango East and Kavango West are the most poorly serviced in water supply, with 69.0% and 71.0% 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		
	Total	Single quarters	Family quarters	No housing	Have housing	% with housing	No electricity	Have electricity	% with electricity	No telephone	Have telephone	% with telephone
//Kharas	220	115	105	24	33	57.9%	-	57	100.0%	-	57	100.0%
Erongo	170	55	115	43	32	42.7%	1	74	98.7%	1	74	98.7%
Hardap	218	80	138	16	43	72.9%	-	59	100.0%	1	58	98.3%
Kavango East	195	96	99	133	38	22.2%	45	126	73.7%	83	88	51.5%
Kavango West	85	25	60	155	21	11.9%	77	99	56.3%	112	64	36.4%
Khomas	242	120	122	91	37	28.9%	4	124	96.9%	5	123	96.1%
Kunene	289	139	150	14	53	79.1%	8	59	88.1%	13	54	80.6%
Ohangwena	401	223	178	145	120	45.3%	59	206	77.7%	102	163	61.5%
Omaheke	343	174	169	7	37	84.1%	-	44	100.0%	2	42	95.5%
Omusati	340	152	188	207	79	27.6%	48	238	83.2%	114	172	60.1%
Oshana	114	56	58	106	33	23.7%	4	135	97.1%	19	120	86.3%
Oshikoto	278	123	155	130	90	40.9%	57	163	74.1%	77	143	65.0%
Otjozondjupa	435	225	210	29	54	65.1%	3	80	96.4%	8	75	90.4%
Zambezi	107	40	67	84	31	27.0%	25	90	78.3%	59	56	48.7%
National	3,437	1,623	1,814	1,184	701	37.2%	331	1,554	82.4%	596	1,289	68.4%

The disparities in the supply of teacher housing are evident from the numbers of housing units. The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools in the regions concerned. In spite of the Government Housing Scheme, there are regions that need even more teacher housing units due to their vastness.

The provision of electricity to the schools has improved somewhat, but the tireless efforts in providing electricity to more schools must be sustained. Kavango West is the only region with coverage below 60%. Having no electricity places constraints on the equipment that schools can use, especially in terms of integrating Information and Communication Technologies (ICT) into education. Also, without electricity it is difficult to use school facilities after dark.

The disparities in the provision of telephone services were even higher, with Kavango West, Kavango East, Zambezi, Ohangwena and Oshikoto still highly under-served. The lack of a telephone service severely limits communication with support staff in regional offices, such as inspectors, advisory teachers and personnel officers, as well as with, importantly, the parents and other service providers.

Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2013 to 2018

Region	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
//Kharas	100.0%	98.0%	98.0%	96.2%	98.2%	98.2%	100.0%	93.9%	94.0%	98.1%	90.9%	93.0%	100.0%	100.0%	100.0%	94.0%	100.0%	100.0%
Erongo	96.9%	96.7%	93.7%	96.9%	98.6%	100.0%	95.3%	95.1%	96.8%	92.3%	95.8%	97.3%	97.0%	100.0%	95.1%	98.4%	98.5%	100.0%
Hardap	100.0%	100.0%	96.5%	98.3%	100.0%	100.0%	100.0%	96.4%	96.5%	100.0%	98.3%	96.6%	100.0%	98.2%	98.2%	100.0%	100.0%	100.0%
Kavango East	-	61.4%	57.0%	58.3%	61.6%	62.6%	-	56.9%	52.5%	52.8%	53.7%	55.6%	-	-	58.2%	67.1%	64.4%	67.1%
Kavango West	-	53.5%	56.3%	55.7%	60.2%	63.1%	-	55.8%	56.3%	57.4%	58.0%	59.1%	-	-	58.7%	66.5%	67.6%	73.3%
Khomas	98.1%	96.2%	94.4%	95.7%	98.3%	99.2%	94.2%	95.3%	93.5%	94.0%	95.9%	96.1%	100.0%	97.1%	92.5%	97.2%	99.1%	99.2%
Kunene	76.2%	96.8%	91.2%	84.9%	94.0%	88.1%	76.2%	84.1%	77.9%	65.8%	71.6%	64.2%	91.7%	87.3%	88.9%	86.8%	90.4%	92.5%
Ohangwena	82.3%	92.0%	91.7%	93.8%	94.7%	94.7%	78.2%	86.3%	85.3%	86.0%	82.8%	82.3%	68.7%	68.7%	80.3%	84.9%	85.2%	85.5%
Omaheke	95.2%	100.0%	100.0%	95.5%	97.7%	97.7%	97.6%	95.3%	95.3%	93.2%	93.2%	93.2%	100.0%	100.0%	90.7%	97.7%	95.5%	95.5%
Omusati	78.5%	86.5%	88.0%	87.9%	92.6%	93.4%	73.8%	79.2%	80.8%	81.8%	84.0%	82.5%	93.1%	92.7%	93.1%	94.6%	92.1%	94.3%
Oshana	95.7%	96.4%	92.8%	94.1%	96.4%	97.1%	88.5%	88.3%	82.6%	81.5%	85.4%	84.2%	97.8%	96.4%	97.1%	98.6%	99.3%	99.3%
Oshikoto	64.4%	79.8%	76.4%	78.5%	82.2%	82.3%	66.8%	79.8%	75.0%	83.6%	75.3%	72.7%	85.5%	84.7%	90.1%	88.7%	88.6%	90.4%
Otjozondjupa	91.7%	98.6%	97.4%	96.2%	97.5%	98.8%	88.9%	90.4%	92.1%	84.6%	89.9%	85.5%	97.2%	97.2%	94.5%	96.1%	97.4%	97.5%
Zambezi	70.6%	74.5%	68.2%	78.0%	79.5%	78.3%	75.5%	71.7%	67.3%	73.4%	71.4%	66.1%	76.5%	76.5%	77.4%	72.9%	75.2%	78.6%
National	90.5%	79.5%	82.4%	83.5%	86.7%	87.2%	93.6%	79.8%	78.1%	79.1%	78.9%	77.8%	96.8%	81.3%	86.6%	86.8%	88.6%	89.4%

Changes in the percentages of schools that had basic facilities and services are shown in Table 58 (which continues on the next page). Figures 58a and 58b show two examples of the situations in different regions and changes between 2013 and 2018.

At the national level, although the percentage of schools with toilets for learners has increased since 2014, it can be seen from Table 56 that a large number (35.9%) of all learner toilets are not flush toilets. From 2017 to 2018, the percentage of schools with a water supply rose in 12 regions and stayed the same in two regions (Omaheke and Oshana).

More attention should be given to Kavango East, Kavango West and Zambezi, which, compared to all other regions, have fewer schools with an on-site water supply and toilets for learners and teachers. A substantial number of schools in these regions get their water supply only from neighbouring communities.

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

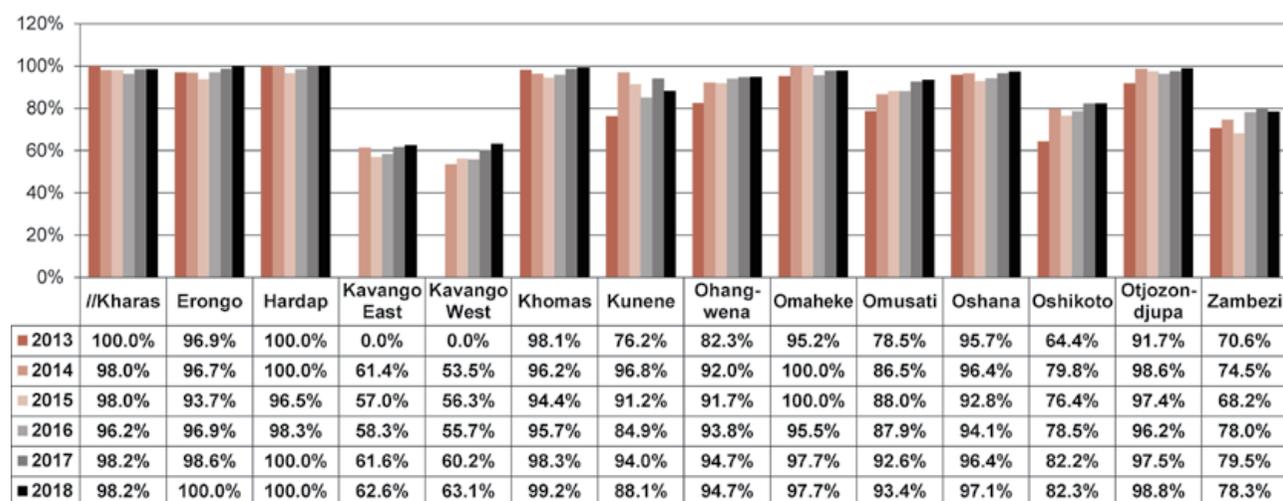


Table 58 continued

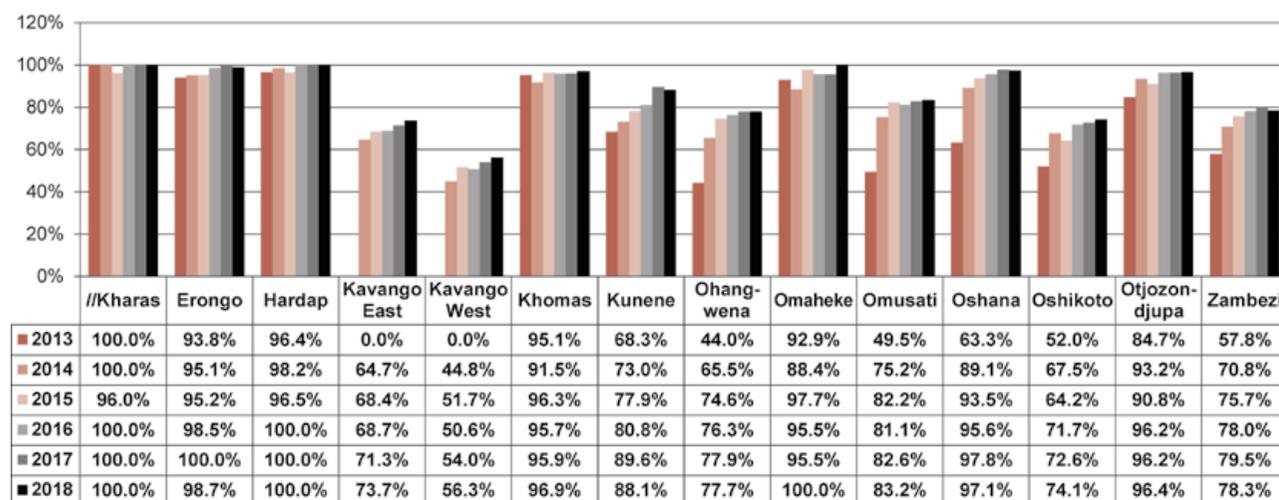
Region	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
//Kharas	100.0%	100.0%	96.0%	100.0%	100.0%	100.0%	100.0%	98.0%	96.0%	100.0%	100.0%	100.0%	72.9%	71.4%	60.0%	59.6%	56.4%	57.9%
Erongo	93.8%	95.1%	95.2%	98.5%	100.0%	98.7%	98.4%	93.4%	96.8%	98.5%	98.6%	98.7%	42.2%	39.3%	44.4%	44.6%	42.3%	42.7%
Hardap	96.4%	98.2%	96.5%	100.0%	100.0%	100.0%	100.0%	96.4%	93.0%	98.3%	96.6%	98.3%	75.0%	91.1%	70.2%	74.1%	74.6%	72.9%
Kavango East	-	64.7%	68.4%	68.7%	71.3%	73.7%	-	45.8%	48.7%	47.9%	48.2%	51.5%	-	23.5%	20.3%	20.2%	23.2%	22.2%
Kavango West	-	44.8%	51.7%	50.6%	54.0%	56.3%	-	36.0%	35.8%	36.4%	37.5%	36.4%	-	15.7%	11.9%	12.5%	13.6%	11.9%
Khomas	95.1%	91.5%	96.3%	95.7%	95.9%	96.9%	93.2%	94.3%	94.4%	94.9%	95.9%	96.1%	40.8%	40.6%	39.3%	31.6%	36.4%	28.9%
Kunene	68.3%	73.0%	77.9%	80.8%	89.6%	88.1%	76.2%	71.4%	80.9%	71.2%	79.1%	80.6%	69.8%	73.0%	67.6%	74.0%	82.1%	79.1%
Ohangwena	44.0%	65.5%	74.6%	76.3%	77.9%	77.7%	53.9%	57.4%	59.1%	61.1%	62.6%	61.5%	22.6%	38.2%	31.3%	40.1%	43.5%	45.3%
Omaheke	92.9%	88.4%	97.7%	95.5%	95.5%	100.0%	95.2%	88.4%	93.0%	90.9%	93.2%	95.5%	85.7%	111.6%	83.7%	86.4%	86.4%	84.1%
Omusati	49.5%	75.2%	82.2%	81.1%	82.6%	83.2%	59.3%	54.0%	54.7%	57.9%	58.5%	60.1%	13.5%	19.7%	21.0%	19.6%	24.5%	27.6%
Oshana	63.3%	89.1%	93.5%	95.6%	97.8%	97.1%	71.9%	75.2%	76.1%	85.2%	82.5%	86.3%	15.1%	18.2%	18.8%	19.3%	24.8%	23.7%
Oshikoto	52.0%	67.5%	64.2%	71.7%	72.6%	74.1%	45.0%	61.1%	59.0%	61.6%	62.6%	65.0%	23.3%	34.5%	27.8%	32.0%	36.5%	40.9%
Otjozondjupa	84.7%	93.2%	90.8%	96.2%	96.2%	96.4%	91.7%	86.3%	85.5%	87.2%	86.1%	90.4%	58.3%	61.6%	60.5%	64.1%	63.3%	65.1%
Zambezi	57.8%	70.8%	75.7%	78.0%	79.5%	78.3%	60.8%	42.5%	43.0%	46.8%	47.3%	48.7%	30.4%	34.9%	25.2%	28.4%	25.9%	27.0%
National	71.3%	71.1%	78.0%	79.8%	81.7%	82.4%	74.3%	60.3%	63.9%	66.0%	66.9%	68.4%	35.8%	36.4%	32.0%	34.1%	36.8%	37.2%

Some progress was made with the provision of electricity to schools in the northern regions from 2013 to 2018. The five regions with the lowest percentages of schools with electricity in 2018, and are serviced below the national average of 81.7%, are Kavango East, Kavango West, Oshikoto, Ohangwena and Zambezi.

The schools in the same five regions were also relatively poorly serviced with telecommunications.

All regions except Hardap, Kunene, Omaheke, Otjozondjupa and //Kharas had low percentages of schools with teacher housing.

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



Chapter 7: ADULT LEARNING

Chapter 7 provides information on Adult Education's enrolments and pass rates in the National Literacy Programme (NLP). This programme, which began in 1992, forms part of the National Policy on Adult Learning of 2003, although it pre-dates this policy. The NLP contributed to increasing the adult literacy rate to 80% by 2000. This programme has demonstrated the Government's commitment to implementing the United Nations Literacy Decade in meeting the "Education for All" goal of achieving a 50% improvement in levels of adult literacy by 2015, especially for women.

The 2018 literacy results of students in the NLP are reported per region. The aim of the National Policy on Adult Education is to strengthen and promote the role of adult education in individual, community, regional and national development.



Table 59: National Literacy Programme enrolments and pass rates from 2012 to 2018

Programme Stage	Total	Year of Enrolment							
		2012	2013	2014	2015	2016	2017	2018	
Stage 1	Enrolment	37,162	6,352	6,087	5,342	8,064	6,369	4,948	4,188
	Tested	23,864	3,804	4,200	3,659	4,834	3,889	3,478	3,143
	Passed	19,701	3,171	3,417	2,859	3,960	3,147	3,147	3,148
	% Passed	82.6%	83%	81%	78%	82%	81%	90%	68%
Stage 2	Enrolment	40,711	6,561	6,854	7,046	6,078	7,296	6,876	6,222
	Tested	24,852	4,436	4,435	4,211	3,252	4,344	4,174	5,148
	Passed	20,878	3,682	3,639	3,479	2,793	3,672	3,613	3,270
	% Passed	84.0%	83%	82%	83%	86%	85%	87%	69%
Stage 3	Enrolment	44,378	8,350	8,410	8,362	7,008	5,760	6,488	6,154
	Tested	25,345	4,877	4,625	4,242	4,101	3,267	4,233	4,745
	Passed	21,553	4,224	4,037	3,529	3,504	2,634	3,625	2,965
	% Passed	85.0%	87%	87%	83%	85%	81%	86%	67%

The numbers of learners who enrolled for the different stages of the National Literacy Programme (NLP), the numbers who were tested and the numbers who passed the examination are reported in Table 59. Pass rates were calculated as the percentages of the numbers who were tested. The “Total” column shows the total numbers for the whole period 2012 to 2018. The same individuals may have been counted several times if they enrolled for the same stage in different years.

Over the seven years, a total of 37,162 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills), but only 19,701 passed that stage. In comparison to the past few years, the enrolment figures dropped drastically in 2017 and again in 2018. This could be an indication that more people have achieved basic literacy, or otherwise that more people are not being reached, as was the case in the past.

Changes in the numbers are shown graphically in Figure 59, which also provides a picture of the relative numbers enrolled, tested and passed.

Figure 59: Numbers of learners enrolled, tested and passed in each stage of the National Literacy Programme from 2012 to 2018

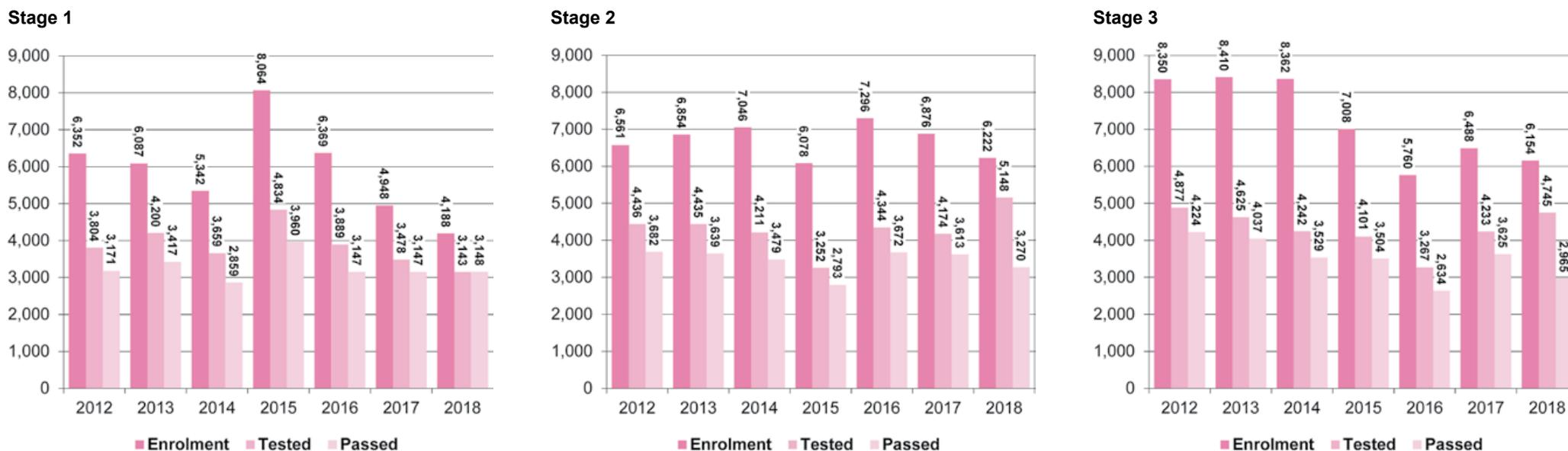
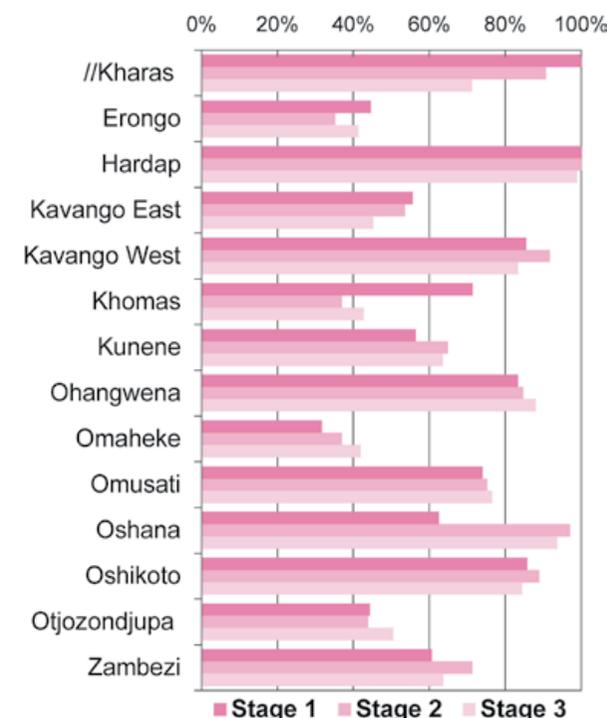


Table 60: Test results of the National Literacy Programme learners in 2018

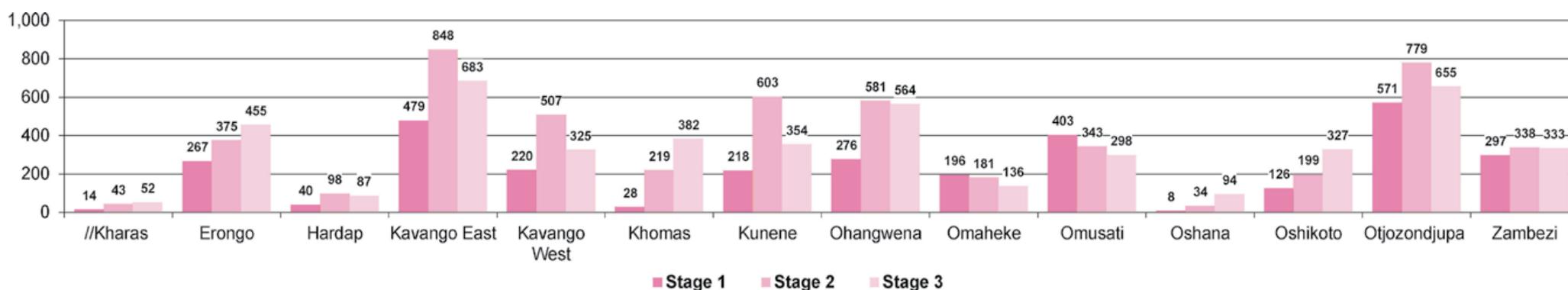
Region	Programme Stage								
	STAGE 1			STAGE 2			STAGE 3		
	Number tested	% Female	% Passed	Number tested	% Female	% Passed	Number tested	% Female	% Passed
Total	3,143	59.7%	68.2%	5,148	62.5%	69.4%	4,745	62.7%	67.5%
//Kharas	14	64.3%	100.0%	43	46.5%	90.7%	52	65.4%	71.2%
Erongo	267	48.7%	44.6%	375	51.5%	35.2%	455	55.4%	41.3%
Hardap	40	80.0%	100.0%	98	67.3%	100.0%	87	59.8%	98.9%
Khomas	479	72.4%	55.5%	848	77.6%	53.5%	683	67.6%	45.1%
Kunene	220	82.7%	85.5%	507	79.3%	91.7%	325	75.1%	83.4%
Ohangwena	28	53.6%	71.4%	219	39.3%	37.0%	382	37.7%	42.7%
Kavango East	218	49.1%	56.4%	603	54.2%	64.8%	354	52.3%	63.6%
Kavango West	276	66.7%	83.3%	581	76.6%	84.7%	564	73.6%	87.9%
Omaheke	196	43.4%	31.6%	181	32.6%	37.0%	136	45.6%	41.9%
Omusati	403	55.1%	73.9%	343	64.4%	75.2%	298	73.8%	76.5%
Oshana	8	50.0%	62.5%	34	88.2%	97.1%	94	76.6%	93.6%
Oshikoto	126	54.0%	85.7%	199	64.3%	88.9%	327	65.4%	84.4%
Otjozondjupa	571	44.0%	44.3%	779	56.9%	43.9%	655	51.5%	50.4%
Zambezi	297	71.4%	60.6%	338	76.6%	71.3%	333	77.8%	63.7%

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



Basic literacy comprises stages 1, 2 and 3. A total of 16,564 enrolled in the three phases in 2018, and 13,036 were tested.

Figure 60a: Number of learners tested in each region



Chapter 8:

LEARNING AND SOCIAL CHALLENGES

Chapter 8 contains information on learning and social challenges in Namibia's basic education sector. The following are included: learners with physical and learning challenges by gender, grade and region (Tables 61 and 62); enrolments of orphans and vulnerable children (OVC) by gender (Tables 63 and 64); learner dropout by region, gender and reason (Table 65); and teacher and learner mortalities (Tables 66-69).



Table 61: Learners with disabilities by region and gender

Region	Gender	Total	Types of Disability												
			Both Visual and Hearing	Partially Blind	Totally Blind	Hard of Hearing	Deaf	Epileptic	Behavioural Disorder	Mild Intellectual	Severe Intellectual	Physical	Learning Disorder	Autistic	Other
//Kharas	Total	898	38	142	6	132	6	92	130	80	28	60	144	6	34
	Females	420	22	72	2	86	4	52	34	36	16	16	64	-	16
	Males	478	16	70	4	46	2	40	96	44	12	44	80	6	18
Erongo	Total	1,421	12	350	2	95	16	35	432	117	17	71	220	16	38
	Females	603	7	207	-	50	2	18	131	48	9	26	85	4	16
	Males	818	5	143	2	45	14	17	301	69	8	45	135	12	22
Hardap	Total	1,076	4	216	44	134	2	64	152	70	10	56	278	10	36
	Females	502	4	138	24	78	2	46	52	16	2	30	92	4	14
	Males	574	-	78	20	56	-	18	100	54	8	26	186	6	22
Kavango East	Total	6,587	200	1,374	74	1,344	216	216	1,114	620	28	297	960	28	54
	Females	3,149	114	685	38	732	108	132	416	260	62	134	464	10	28
	Males	3,438	86	689	36	612	108	84	698	360	92	163	496	18	26
Kavango West	Total	4,375	193	656	23	1,108	25	94	759	494	22	194	578	30	129
	Females	2,020	97	324	8	597	19	49	281	215	70	89	249	4	66
	Males	2,355	96	332	15	511	6	45	478	279	244	105	329	26	63
Komas	Total	8,079	122	2,556	76	814	268	234	1,233	642	244	220	1,174	98	398
	Females	4,203	94	1,612	42	474	128	138	341	266	98	100	710	20	180
	Males	3,876	28	944	34	340	140	96	892	376	146	120	464	78	218
Kunene	Total	2,706	130	576	28	422	6	74	614	150	78	130	468	4	26
	Females	1,186	88	334	14	202	6	40	186	62	24	56	164	2	8
	Males	1,520	42	242	14	220	-	34	428	88	54	74	304	2	18
Ohangwena	Total	6,439	97	944	40	1,191	154	178	1,107	631	287	444	1,159	40	167
	Females	2,856	58	515	28	670	66	84	349	267	84	206	429	8	92
	Males	3,583	39	429	12	521	88	94	758	364	203	238	730	32	75
Omaheke	Total	1,292	31	292	4	151	8	82	196	86	26	76	260	13	67
	Females	595	14	152	2	72	2	41	79	36	12	27	132	-	26
	Males	697	17	140	2	79	6	41	117	50	14	49	128	13	41

Table 61 continued

Region	Gender	Total	Types of Disability												
			Both Visual and Hearing	Partially Blind	Totally Blind	Hard of Hearing	Deaf	Epileptic	Behavioural Disorder	Mild Intellectual	Severe Intellectual	Physical	Learning Disorder	Autistic	Other
Omusati	Total	6,898	86	722	18	794	38	282	1,180	784	324	359	1,721	112	478
	Females	2,761	57	376	14	402	16	166	349	281	107	163	616	40	174
	Males	4,137	29	346	4	392	22	116	831	503	217	196	1,105	72	304
Oshana	Total	3,269	36	805	78	566	400	98	395	161	57	158	384	13	118
	Females	1,507	18	431	34	346	202	62	96	68	21	72	108	5	44
	Males	1,762	18	374	44	220	198	36	299	93	36	86	276	8	74
Oshikoto	Total	5,157	70	935	52	974	16	120	660	700	176	316	1,014	26	98
	Females	2,363	28	560	28	548	14	86	198	270	62	113	388	12	56
	Males	2,794	42	375	24	426	2	34	462	430	114	203	626	14	42
Otjozondjupa	Total	3,021	89	664	2	389	4	147	613	210	70	136	559	22	116
	Females	1,423	63	403	2	191	4	98	196	76	30	70	242	4	44
	Males	1,598	26	261	-	198	-	49	417	134	40	66	317	18	72
Zambezi	Total	3,543	125	987	44	952	22	179	481	263	39	157	221	33	40
	Females	1,799	80	521	28	532	10	146	208	101	4	59	82	12	16
	Males	1,744	45	466	16	420	12	33	273	162	35	98	139	21	24
National	Total	54,761	1,233	11,219	491	9,066	1,181	1,895	9,066	5,008	1,538	2,674	9,140	451	1,799
	Females	25,387	744	6,330	264	4,980	583	1,158	2,916	2,002	519	1,161	3,825	125	780
	Males	29,374	489	4,889	227	4,086	598	737	6,150	3,006	1,019	1,513	5,315	326	1,019

The enrolments of female and male learners with disabilities are recorded in Table 61. This table also sheds light on disability by gender and the regions with the most cases.

A total of 54,761 learners were reported to have a disability, of whom 25,387 or 46.4% are females. Khomas, Omusati, Kavango East, Ohangwena and Oshikoto had the highest percentages of learners with disabilities, and a total of 60.6% of learners with disabilities are recorded as being resident in these five regions in 2018. This percentage is well in proportion to the enrolment figures in these regions.

Table 62: Learners with disabilities by grade and gender
Table 62A: Perceived physical disabilities

National (Physical +Functional)	Total	Female	Male	Visual and Hearing			Partially Blind			Totally Blind			Hard of Hearing			Deaf			Physical		
	54,761	25,387	29,374																		
	Percentage	46.4%	53.6%																		
Grade	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Pre-Primary	389	182	207	2	-	2	110	48	62	22	12	10	78	26	52	90	50	40	87	46	41
Grade 1	1,169	540	629	18	4	14	367	177	190	18	12	6	361	159	202	68	30	38	337	158	179
Grade 2	1,212	541	671	40	18	22	369	174	195	24	6	18	407	172	235	74	34	40	298	137	161
Grade 3	1,484	640	844	54	26	28	410	165	245	18	6	12	653	295	358	104	46	58	245	102	143
Grade 4	2,800	1,380	1,420	55	28	27	979	484	495	32	14	18	1,341	711	630	77	37	40	316	106	210
Grade 5	2,655	1,447	1,208	127	74	53	1,032	563	469	52	20	32	1,037	577	460	108	62	46	299	151	148
Grade 6	2,795	1,553	1,242	128	76	52	1,176	655	521	33	12	21	1,125	655	470	110	60	50	223	95	128
Grade 7	2,353	1,393	960	133	113	20	1,027	634	393	54	32	22	879	506	373	74	40	34	186	68	118
Grade 8	3,275	1,841	1,434	175	110	65	1,614	924	690	54	28	26	1,112	644	468	76	28	48	244	107	137
Grade 9	2,870	1,737	1,133	180	112	68	1,503	908	595	64	54	10	885	547	338	68	30	38	170	86	84
Grade 10	1,831	1,051	780	118	59	59	1,002	613	389	34	18	16	471	272	199	106	48	58	100	41	59
Grade 11	1,689	1,007	682	144	87	57	1,021	604	417	66	42	24	401	250	151	10	6	4	47	18	29
Grade 12	966	576	390	53	31	22	583	373	210	14	4	10	248	142	106	4	4	-	64	22	42
Other grades	376	174	202	6	6	-	26	8	18	6	4	2	68	24	44	212	108	104	58	24	34
National	25,864	14,062	11,802	1,233	744	489	11,219	6,330	4,889	491	264	227	9,066	4,980	4,086	1,181	583	598	2,674	1,161	1,513

Table 62B: Perceived cognitive or learning disabilities

Grade	Overall Total			Epileptic			Behavioural			Mild Intellectual			Severe Intellectual			Learning			Autism			Other Disabilities		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Pre-Primary	921	370	551	102	44	58	360	138	222	128	52	76	34	14	20	227	92	135	22	12	10	48	18	30
Grade 1	3,057	1,152	1,905	129	86	43	1,111	366	745	538	200	338	219	84	135	840	350	490	56	10	46	164	56	108
Grade 2	2,933	960	1,973	117	51	66	919	239	680	389	148	241	159	45	114	1,141	402	739	62	19	43	146	56	90
Grade 3	2,579	885	1,694	116	59	57	802	250	552	412	156	256	175	61	114	922	301	621	22	8	14	130	50	80
Grade 4	3,311	1,158	2,153	224	136	88	897	261	636	514	162	352	224	64	160	1,316	479	837	44	20	24	92	36	56
Grade 5	2,857	1,032	1,825	230	142	88	695	191	504	541	160	381	178	46	132	905	389	516	56	10	46	252	94	158
Grade 6	2,566	1,020	1,546	178	111	67	778	234	544	448	173	275	109	40	69	869	398	471	23	4	19	161	60	101
Grade 7	1,983	827	1,156	144	97	47	596	182	414	442	194	248	102	30	72	589	282	307	36	12	24	74	30	44
Grade 8	2,794	1,228	1,566	224	152	72	1,035	359	676	474	224	250	93	32	61	841	399	442	26	2	24	101	60	41
Grade 9	1,909	929	980	161	129	32	762	303	459	254	132	122	28	12	16	528	249	279	12	4	8	164	100	64
Grade 10	914	365	549	112	65	47	399	106	293	139	60	79	14	8	6	162	84	78	12	6	6	76	36	40
Grade 11	772	361	411	66	54	12	350	135	215	74	38	36	48	28	20	186	84	102	10	-	10	38	22	16
Grade 12	480	245	235	48	20	28	210	86	124	109	73	36	7	5	2	39	25	14	10	4	6	57	32	25
Other grades	1,821	793	1,028	44	12	32	152	66	86	546	230	316	148	50	98	575	291	284	60	14	46	296	130	166
National	28,897	11,325	17,572	1,895	1,158	737	9,066	2,916	6,150	5,008	2,002	3,006	1,538	519	1,019	9,140	3,825	5,315	451	125	326	1,799	780	1,019

Table 62 shows the numbers of learners with disabilities in each grade, disaggregated by gender and type of disability. The disabilities are classified into two clusters: disabilities that have a proximal physical cause (Table 62A); and disabilities that are cognitive and thus affect the ability to learn (Table 62B). It is important to note that some of this data was compiled by teachers based on their observations, rather than being data validated by medical professionals or stemming from medical records. A teacher's interpretation may not always be a true reflection of reality – autism being a case in point.

Table 63: Enrolment of orphans and vulnerable children by region and gender

Region	Gender	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
//Kharas	Total	2,553	11.4%	2.0%	4,030	18.0%	5.6%
	Females	1,301	11.5%	2.0%	1,977	17.4%	5.5%
	Males	1,252	11.3%	2.0%	2,053	18.6%	5.7%
Erongo	Total	4,073	9.4%	3.2%	4,452	10.3%	6.2%
	Females	2,158	9.7%	3.4%	2,183	9.8%	6.1%
	Males	1,915	9.1%	3.1%	2,269	10.8%	6.3%
Hardap	Total	2,640	10.7%	2.1%	5,110	20.7%	7.1%
	Females	1,346	10.8%	2.1%	2,540	20.4%	7.1%
	Males	1,294	10.6%	2.1%	2,570	21.0%	7.1%
Kavango East	Total	9,131	14.9%	7.2%	17,283	28.3%	24.1%
	Females	4,392	14.5%	6.9%	8,513	28.1%	23.9%
	Males	4,739	15.4%	7.6%	8,770	28.5%	24.4%
Kavango West	Total	5,631	13.7%	4.5%	16,304	39.8%	22.8%
	Females	2,595	12.9%	4.1%	8,104	40.3%	22.7%
	Males	3,036	14.5%	4.9%	8,200	39.3%	22.8%
Komas	Total	6,294	7.2%	5.0%	8,966	10.3%	12.5%
	Females	3,350	7.4%	5.3%	4,312	9.6%	12.1%
	Males	2,944	7.0%	4.7%	4,654	11.1%	12.9%
Kunene	Total	3,132	11.0%	2.5%	8,588	30.3%	12.0%
	Females	1,526	10.9%	2.4%	4,235	30.3%	11.9%
	Males	1,606	11.2%	2.6%	4,353	30.3%	12.1%
Ohangwena	Total	16,354	15.8%	12.9%	18,655	18.0%	26.0%
	Females	8,006	15.5%	12.6%	8,999	17.4%	25.2%
	Males	8,348	16.0%	13.3%	9,656	18.5%	26.8%
Omaheke	Total	2,715	12.2%	2.1%	5,668	25.6%	7.9%
	Females	1,407	12.7%	2.2%	2,833	25.6%	7.9%
	Males	1,308	11.8%	2.1%	2,835	25.6%	7.9%
Omusati	Total	15,177	15.8%	12.0%	19,158	20.0%	26.7%
	Females	7,380	15.5%	11.6%	9,184	19.3%	25.7%
	Males	7,797	16.1%	12.5%	9,974	20.6%	27.7%

Table 63 shows how many orphans and vulnerable children (OVC) were enrolled in Namibia's schools in 2018 per region and gender. It also shows the percentages of enrolled male and female OVC out of the total number of learners in each region and the total numbers of OVC in each region.

The percentages of OVC out of all learners in each region were calculated by dividing the total number of orphans or vulnerable children in a region by the total number of learners enrolled in that region, and the same principle was applied for males and females.

Further calculation was necessary to determine the regional representations of the total numbers of OVC as captured by the EMIS. This entailed dividing the total number of orphans in a region by the number of orphans in all schools in that region, and likewise for vulnerable children.

Figures 63a and 63b on the next page show the total enrolments of orphans and vulnerable children respectively per region.

Table 63 continued

Region	Gender	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
Oshana	Total	8,383	15.6%	6.6%	8,631	16.1%	12.0%
	Females	4,237	15.6%	6.6%	4,198	15.5%	11.8%
	Males	4,146	15.6%	6.6%	4,433	16.7%	12.3%
Oshikoto	Total	10,275	14.8%	8.1%	16,381	23.6%	22.9%
	Females	5,018	14.7%	7.9%	7,764	22.7%	21.8%
	Males	5,257	14.9%	8.4%	8,617	24.4%	24.0%
Otjozondjupa	Total	4,780	10.4%	3.8%	7,725	16.8%	10.8%
	Females	2,461	10.6%	3.9%	3,728	16.0%	10.5%
	Males	2,319	10.3%	3.7%	3,997	17.7%	11.1%
Zambezi	Total	6,329	16.6%	5.0%	9,503	24.9%	13.3%
	Females	3,021	16.1%	4.7%	4,712	25.1%	13.2%
	Males	3,308	17.0%	5.3%	4,791	24.7%	13.3%
National	Total	97,467	13.2%		150,454	20.4%	
	Females	48,198	13.1%		73,282	19.9%	
	Males	49,269	13.4%		77,172	21.0%	

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

Age Group	Orphans			Vulnerable Children		
	Total	Female	Male	Total	Female	Male
Total	97,467	48,198	49,269	150,454	73,282	77,172
5 or younger	282	134	148	1,626	812	814
6 to 9	14,209	7,141	7,068	55,709	27,714	27,995
10 to 14	35,820	18,214	17,606	60,923	29,948	30,975
15 to 19	39,674	19,739	19,935	28,710	13,393	15,317
20 to 24	7,314	2,916	4,398	3,399	1,382	2,017
25 or older	168	54	114	87	33	54

Table 64 shows the numbers of orphans and vulnerable children per age group and gender.

The reader should note that “vulnerability” is defined in terms of socio-economic needs, and does not necessarily include learners who could be deemed vulnerable on the basis of physiological or psychological criteria.

It must also be noted that a number of learners who had lost one or both of their parents were not regarded as vulnerable, hence the higher number of orphans compared to vulnerable children.

Figure 63a: Enrolment of orphaned learners per region

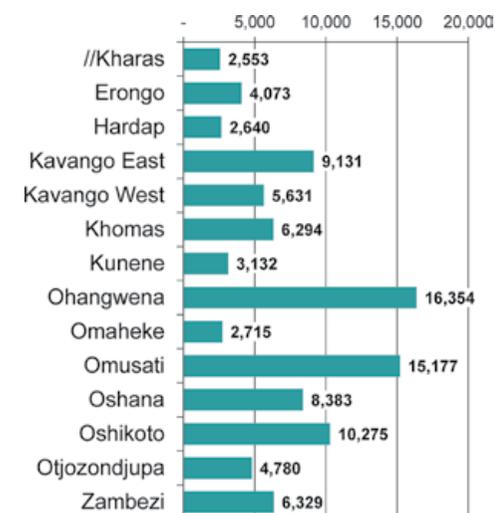


Figure 63b: Enrolment of vulnerable learners per region

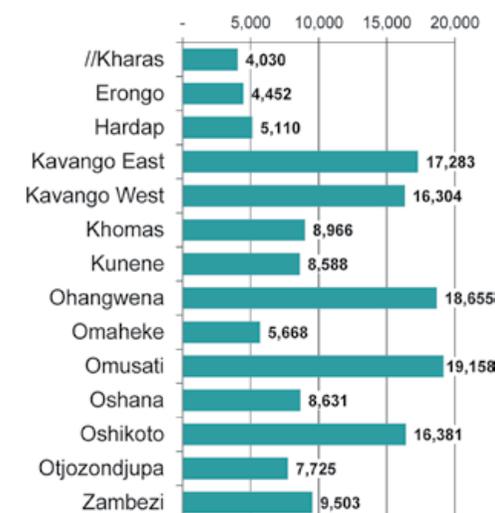


Table 65: Dropout from school by region, gender and reason

Region	Gender	Total	Reason for dropping out of school																
			Illness or caring for sick family member(s)	Distance	Job	Parental Demand	School Funds	Pregnancy	Learner feels old	Failure	Exams Fees	Discipline	Parental Death	Hunger	Discrimination	Disability	Early Marriage	Teacher Attitude	Unknown/ Others
//Kharas	Total	377	5	8	6	23	4	21	17	10	1	17	2	-	-	-	-	-	263
	Females	161	2	4	-	9	3	20	7	6	1	1	2	-	-	-	-	-	106
	Males	216	3	4	6	14	1	1	10	4	-	16	-	-	-	-	-	-	157
Erongo	Total	323	7	8	10	10	1	31	15	-	3	41	3	-	1	-	1	6	186
	Females	154	4	3	3	4	1	31	9	-	-	11	1	-	1	-	1	1	84
	Males	169	3	5	7	6	-	-	6	-	3	30	2	-	-	-	-	5	102
Hardap	Total	646	15	23	15	26	-	31	33	7	-	65	3	3	6	3	-	4	412
	Females	284	9	11	2	13	-	31	18	3	-	15	-	1	2	2	-	1	176
	Males	362	6	12	13	13	-	-	15	4	-	50	3	2	4	1	-	3	236
Kavango East	Total	1,724	95	221	47	132	11	243	140	18	2	97	27	11	3	4	71	4	598
	Females	903	56	102	19	61	4	243	46	8	1	19	11	6	-	3	63	1	260
	Males	821	39	119	28	71	7	-	94	10	1	78	16	5	3	1	8	3	338
Kavango West	Total	1,619	105	233	46	109	2	185	135	56	3	56	12	8	4	6	59	4	596
	Females	810	48	99	23	51	-	183	47	26	-	12	5	2	3	2	54	2	253
	Males	809	57	134	23	58	2	2	88	30	3	44	7	6	1	4	5	2	343
Khomas	Total	1,041	29	93	22	22	14	54	45	39	2	69	2	16	1	7	-	2	624
	Females	465	12	33	7	11	5	53	23	12	1	19	1	9	1	3	-	1	274
	Males	576	17	60	15	11	9	1	22	27	1	50	1	7	-	4	-	1	350
Kunene	Total	1,407	86	187	32	179	7	113	50	40	-	83	13	4	-	3	2	4	604
	Females	617	40	97	11	66	4	112	15	20	-	16	9	-	-	2	2	2	221
	Males	790	46	90	21	113	3	1	35	20	-	67	4	4	-	1	-	2	383
Ohangwena	Total	1,762	76	58	87	47	11	412	93	22	-	71	17	1	4	1	8	8	846
	Females	971	41	30	21	29	3	409	21	9	-	15	8	-	2	1	7	3	372
	Males	791	35	28	66	18	8	3	72	13	-	56	9	1	2	-	1	5	474
Omaheke	Total	840	23	58	25	23	9	57	31	10	-	49	5	2	8	-	4	1	535
	Females	377	7	26	7	9	6	57	9	4	-	23	3	-	1	-	2	-	223
	Males	463	16	32	18	14	3	-	22	6	-	26	2	2	7	-	2	1	312

Table 65 continued

Region	Gender	Total	Reason for dropping out of school																
			Illness or caring for sick family member(s)	Distance	Job	Parental Demand	School Funds	Pregnancy	Learner feels old	Failure	Exams Fees	Discipline	Parental Death	Hunger	Discrimination	Disability	Early Marriage	Teacher Attitude	Unknown/ Others
Omusati	Total	1,551	44	47	65	32	4	353	71	56	-	60	10	1	4	5	1	8	790
	Females	814	22	23	12	16	4	320	24	24	-	20	5	-	4	5	1	6	328
	Males	737	22	24	53	16	-	33	47	32	-	40	5	1	-	-	-	2	462
Oshana	Total	502	26	35	35	9	11	103	21	1	-	31	10	-	1	2	-	10	207
	Females	267	16	17	7	5	7	101	12	-	-	5	4	-	1	2	-	7	83
	Males	235	10	18	28	4	4	2	9	1	-	26	6	-	-	-	-	3	124
Oshikoto	Total	1,103	36	54	67	34	4	189	80	23	1	67	4	-	2	4	3	5	530
	Females	558	18	27	17	19	2	188	22	7	-	23	2	-	1	1	2	2	227
	Males	545	18	27	50	15	2	1	58	16	1	44	2	-	1	3	1	3	303
Otjozondjupa	Total	1,505	26	102	23	42	18	114	70	28	-	56	6	1	6	4	28	6	975
	Females	728	16	48	4	18	14	113	29	8	-	15	3	1	1	-	25	5	428
	Males	777	10	54	19	24	4	1	41	20	-	41	3	-	5	4	3	1	547
Zambezi	Total	663	35	71	17	45	-	76	39	61	-	65	7	3	1	2	23	-	218
	Females	376	20	41	8	21	-	76	16	28	-	26	5	2	1	-	20	-	112
	Males	287	15	30	9	24	-	-	23	33	-	39	2	1	-	2	3	-	106
National	Total	15,063	608	1,198	497	733	96	1,982	840	371	12	827	121	50	41	41	200	62	7,384
	Females	7,485	311	561	141	332	53	1,937	298	155	3	220	59	21	18	21	177	31	3,147
	Males	7,578	297	637	356	401	43	45	542	216	9	607	62	29	23	20	23	31	4,237

The numbers of learners who dropped out of school are reported in Table 65 by region, gender and reason.

A total of 15,063 learners were counted, of whom 7,485 (49.7%) are female and 7,578 (50.3.7%) are male. The major reason for female learner dropout is pregnancy, accounting for 26.0% of overall female dropout. This figure could well be higher if schools reliably reported on incidence of pregnancies. A large number of cases reported under “unknown reasons” conceal the main reason, therefore the prevalence of learner pregnancy as a reason for dropout may actually be higher. A reasonably large number of learners (1,198) dropped out because of the long distance between school and home, especially in Kavango East, Kavango West, Kunene and Khomas. Dropout due to parents moving to another region may not actually be dropout because the learners might have resumed their schooling in another region. Nevertheless, 733 learners were reported to have left school in 2018 due to their parents’ demand. A more robust system entailing individual learner tracking would render a more accurate estimate of the school dropout rates in the country.

Table 66: Teacher mortality by age and reason

Age group	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
20-24	34	20	9	11	11	3	8	2	1	1	1	0	1
25-29	6	2	2	0	3	0	3	1	0	1	0	0	0
30-34	7	3	1	2	3	2	1	0	0	0	1	0	1
35-39	5	2	1	1	1	0	1	2	0	2	0	0	0
40-44	11	9	5	4	1	0	1	1	1	0	0	0	0
45-49	7	7	3	4	0	0	0	0	0	0	0	0	0
50-54	9	9	6	3	0	0	0	0	0	0	0	0	0
55 and older	6	6	3	3	0	0	0	0	0	0	0	0	0
National	85	58	30	28	19	5	14	6	2	4	2	0	2

Tables 66 and 67 show the numbers of deaths of teachers in 2018 per age group and per region respectively, clustered according to the reported cause of death.

In 2018, illness and accidents were the main causes of death, at 68.2% and 22.4% respectively.

The highest numbers of deaths of teachers were recorded in Omusati, Ohangwena and Oshikoto.

Table 67: Teacher 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
//Kharas	4	3	2	1	1	0	1	0	0	0	0	0	0
Erongo	1	1	0	1	0	0	0	0	0	0	0	0	0
Hardap	0	0	0	0	0	0	0	0	0	0	0	0	0
Kavango East	12	10	5	5	2	0	2	0	0	0	0	0	0
Kavango West	10	8	3	5	2	2	0	0	0	0	0	0	0
Khomas	7	7	6	1	0	0	0	0	0	0	0	0	0
Kunene	3	3	1	2	0	0	0	0	0	0	0	0	0
Ohangwena	6	2	1	1	1	0	1	3	2	1	0	0	0
Omaheke	2	2	2	0	0	0	0	0	0	0	0	0	0
Omusati	15	7	3	4	4	0	4	3	0	3	1	0	1
Oshana	8	2	1	1	6	3	3	0	0	0	0	0	0
Oshikoto	5	4	1	3	1	0	1	0	0	0	0	0	0
Otjozondjupa	4	3	3	0	1	0	1	0	0	0	0	0	0
Zambezi	8	6	2	4	1	0	1	0	0	0	1	0	1
National	85	58	30	28	19	5	14	6	2	4	2	0	2

Figure 67: Teacher mortality by region and reason

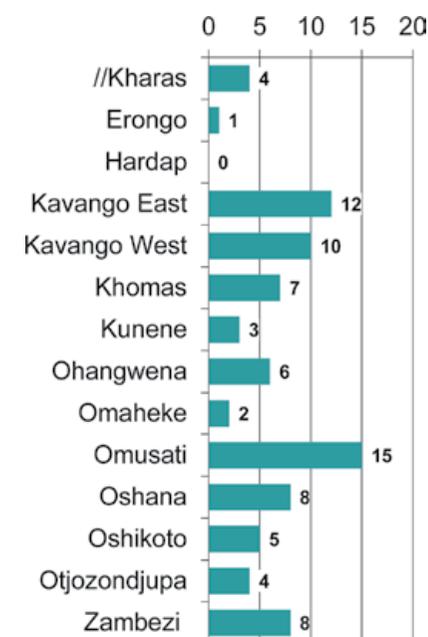
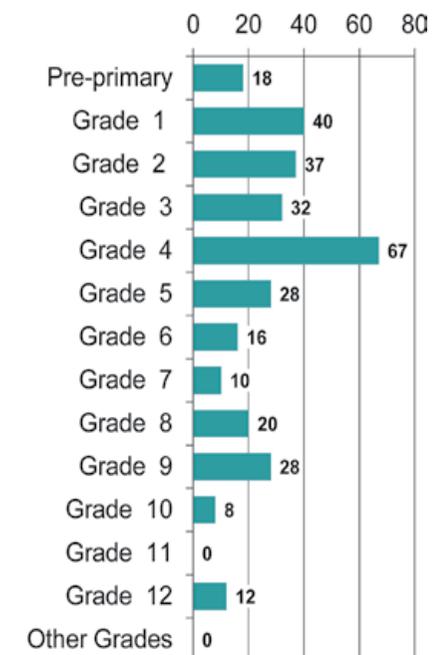


Table 68: Learner mortality by grade and reason

Grade	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pre-Primary	18	10	0	10	8	2	6	-	-	-	-	-	-
Grade 1	40	27	10	17	13	5	8	-	-	-	-	-	-
Grade 2	37	10	6	4	21	13	8	-	-	-	-	-	-
Grade 3	32	22	5	17	-	-	-	-	-	-	-	-	-
Grade 4	67	39	14	25	24	6	18	4	-	4	-	-	-
Grade 5	28	14	6	8	12	8	4	2	-	2	-	-	-
Grade 6	16	4	0	4	10	6	4	-	-	-	-	-	-
Grade 7	10	6	2	4	-	-	-	-	-	-	-	-	-
Grade 8	20	12	6	6	-	-	-	2	0	2	-	-	-
Grade 9	28	20	8	12	6	-	6	2	2	-	-	-	-
Grade 10	8	4	2	2	2	2	-	2	2	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 12	12	-	-	-	4	-	4	-	-	-	-	-	-
Other Grades	0	-	-	-	0	-	-	-	-	-	-	-	-
National	322	176	61	115	122	52	70	24	8	16	-	-	-

Figure 68: Learner mortality by grade



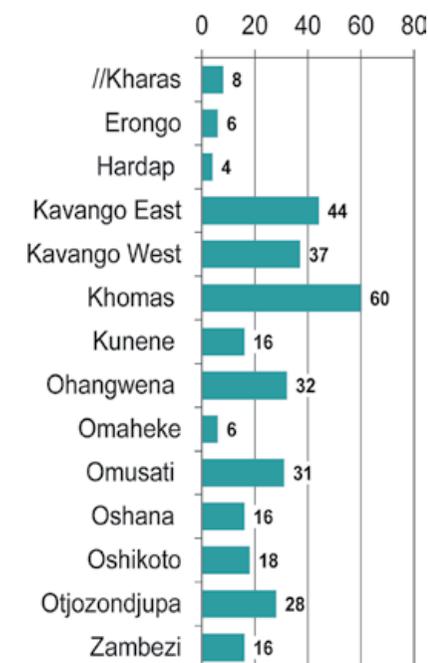
A total of 322 learners lost their lives during 2018. The highest proportion, 54.7%, succumbed to illness, and 37.9% died as a result of an accident.

Out of the 322 learners, 77% were in the Primary phase and the majority (67) were in Grade 4.

Table 69: Learner mortality by region and reason

Regions	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
//Kharas	8	2	-	2	4	-	4	2	-	2	-	-	-
Erongo	6	2	2	-	4	-	4	-	-	-	-	-	-
Hardap	4	2	-	2	2	-	2	-	-	-	-	-	-
Kavango East	44	22	4	18	18	10	8	-	-	-	-	-	-
Kavango West	37	29	11	18	8	4	4	-	-	-	-	-	-
Khomas	60	48	16	32	12	12	-	-	-	-	-	-	-
Kunene	16	2	2	-	-	-	-	-	-	-	-	-	-
Ohangwena	32	16	2	14	8	4	4	8	6	2	-	-	-
Omaheke	6	2	2	-	4	2	2	-	-	-	-	-	-
Omusati	31	-	-	-	16	4	12	-	-	-	-	-	-
Oshana	16	-	-	-	4	2	2	-	-	-	-	-	-
Oshikoto	18	6	6	-	10	2	8	2	-	2	-	-	-
Otjozondjupa	28	10	2	8	14	2	12	-	-	-	-	-	-
Zambezi	16	10	2	8	6	4	2	-	-	-	-	-	-
National	322	168	59	109	100	42	58	12	4	8	0	0	0

Figure 69: Learner mortality by region



A total of 322 learners lost their lives during 2018. The highest proportion, 54.7%, succumbed to illness, and 37.9% died as a result of an accident.

Khomas, Kavango East and Kavango West had the highest incidences of learner mortality in 2018, totalling 43.8% of all cases.

Chapter 9:

EDUCATION SECTOR RESPONSE TO HIV AND AIDS



Chapter 9 reports on the measuring of the education sector's response to HIV and AIDS – i.e. specifically the response of the schools, in the period 2016 to 2018.

This is a new chapter in the Annual AEC/EMIS report. Although the said indicators are being recorded in these reports for the first time, the data has been collected in the AEC since 2014.

The tables in this chapter are focused on the Comprehensive Life-Skills-Based HIV and Sexuality Education provided in schools. The matters of Workplace Programme and parental sensitisation are also reported on.

Table 70: Teachers trained in Life-Skills-Based HIV and Sexuality Education in 2016-2018

Year	2016					2017					2018				
	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained
//Kharas	288	658	946	211	22%	282	681	963	263	27%	276	702	978	340	35%
Erongo	372	1,186	1,558	352	23%	387	1,272	1,659	481	29%	401	1,342	1,743	480	28%
Hardap	337	642	979	206	21%	347	658	1,005	261	26%	325	664	989	281	28%
Kavango East	958	1,014	1,972	741	38%	1,005	1,051	2,056	825	40%	1,001	1,094	2,095	893	43%
Kavango West	767	685	1,452	470	32%	798	745	1,543	504	33%	799	791	1,590	526	33%
Khomas	860	2,555	3,415	1,191	35%	859	2,777	3,636	1,416	39%	894	2,842	3,736	1,846	49%
Kunene	503	652	1,155	355	31%	513	667	1,180	476	40%	485	660	1,145	508	44%
Ohangwena	1,438	2,575	4,013	1,312	33%	1,452	2,668	4,120	1,474	36%	1416	2,699	4,115	1,732	42%
Omaheke	315	546	861	264	31%	314	569	883	332	38%	308	559	867	377	43%
Omusati	1,347	2,740	4,087	1,059	26%	1,379	2,819	4,198	1,345	32%	1,347	2,844	4,191	1,721	41%
Oshana	650	1,598	2,248	869	39%	661	1,621	2,282	878	38%	662	1,652	2,314	909	39%
Oshikoto	1,014	1,907	2,921	646	22%	1,005	1,984	2,989	1,051	35%	995	1,979	2,974	1,284	43%
Otjozondjupa	518	1,147	1,665	451	27%	517	1,197	1,714	562	33%	521	1,197	1,718	708	41%
Zambezi	697	951	1,648	613	37%	717	1,000	1,717	735	43%	734	1,072	1,806	839	46%
National	10,064	18,856	28,920	8,740	29.7%	10,236	19,709	29,945	10,603	34.9%	10,164	20,097	30,261	12,444	39.8%

The number and percentage of teachers who received training in Life-Skills-Based HIV and Sexuality Education from 2016 to 2018 are reported in Table 70.

Erongo, Hardap and //Kharas Regions recorded the lowest percentages of teachers trained in Life-Skills-Based HIV and Sexuality Education from 2016 to 2018, all three ranking below 30% on average, while Kavango East, Zambezi and Khomas are the only regions with at least 40% of their teachers trained in this area of education.

Table 71: Young people aged 10-24 reached by Life-Skills-Based HIV and Sexuality Education in 2018

Year	Generic			Sexual Reproductive Health			Transmission and Prevention		
	Enrolled	Reached	% Reached	Enrolled	Reached	% Reached	Enrolled	Reached	% Reached
//Kharas	13,512	12,573	93.1%	13,512	12,236	90.6%	13,512	12,679	93.8%
Erongo	27,453	17,174	62.6%	27,453	16,756	61.0%	27,453	17,064	62.2%
Hardap	15,156	12,228	80.7%	15,156	13,021	85.9%	15,156	13,192	87.0%
Kavango East	36,991	26,588	71.9%	36,991	29,113	78.7%	36,991	29,855	80.7%
Kavango West	22,181	15,894	71.7%	22,181	17,444	78.6%	22,181	18,037	81.3%
Khomas	55,502	34,803	62.7%	55,502	36,571	65.9%	55,502	37,644	67.8%
Kunene	15,716	12,721	80.9%	15,716	13,479	85.8%	15,716	13,852	88.1%
Ohangwena	65,851	55,760	84.7%	65,851	57,269	87.0%	65,851	60,664	92.1%
Omaheke	13,337	12,299	92.2%	13,337	12,324	92.4%	13,337	12,642	94.8%
Omusati	60,481	41,960	69.4%	60,481	46,189	76.4%	60,481	49,683	82.1%
Oshana	35,395	30,695	86.7%	35,395	31,978	90.3%	35,395	32,652	92.3%
Oshikoto	44,509	38,649	86.8%	44,509	40,039	90.0%	44,509	41,409	93.0%
Otjozondjupa	27,677	21,952	79.3%	27,677	24,162	87.3%	27,677	24,510	88.6%
Zambezi	23,992	20,560	85.7%	23,992	21,813	90.9%	23,992	22,375	93.3%
National	457,753	353,856	77.3%	457,753	372,394	81.4%	457,753	386,258	84.4%

The total number of young people aged 10-24 who were reached with Life-Skills-Based HIV and Sexuality Education in the schools in 2018 are reported in Table 71.

Three categories are reported on, each of these constituting 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 Erongo and Khomas Regions seem to be falling behind in the provision of Life Skills education. It is an ongoing concern that this education is given little attention in some regions, which appears to be the case in Erongo and Khomas in particular.

Table 72: Schools that provided Life-Skills-Based HIV and Sexuality Education from 2016 to 2018

Year	2016			2017			2018		
	Total schools	Provided LBS		Total schools	Provided LBS		Total schools	Provided LBS	
		Number	Percentage		Number	Percentage		Number	Percentage
//Kharas	52	41	79%	55	49	89%	57	47	82%
Erongo	65	48	74%	71	55	77%	75	32	43%
Hardap	58	50	86%	59	48	81%	59	54	92%
Kavango East	163	95	58%	164	70	43%	171	87	51%
Kavango West	176	77	44%	176	70	40%	176	79	45%
Khomas	117	97	83%	121	92	76%	128	95	74%
Kunene	73	55	75%	67	51	76%	67	54	81%
Ohangwena	257	213	83%	262	201	77%	265	241	91%
Omaheke	44	37	84%	44	37	84%	44	42	95%
Omusati	280	180	64%	282	198	70%	286	226	79%
Oshana	135	110	81%	137	110	80%	139	118	85%
Oshikoto	219	152	69%	219	164	75%	220	191	87%
Otjozondjupa	78	54	69%	79	55	70%	83	67	81%
Zambezi	109	82	75%	112	89	79%	115	103	90%
National	1,826	1,291	70.7%	1,848	1,289	69.8%	1,885	1,436	76.2%

The number of schools that provided Life-Skills-Based HIV and Sexuality Education in 2016-2018 slumped slightly in 2017, but increased considerably in 2018.

During the 2018 teacher training it emerged that the whole concept of Life-Skills-Based HIV and Sexuality Education was not well understood. This is one explanation for the lower figures in the years prior to 2018, and for the lower-than-desired national total of 76.2% teaching this subject in 2018.

Kavango East and Kavango West ranked lowest in their schools' provision of Life-Skills-Based HIV and Sexuality Education in the period 2016 to 2018.

Table 73: Schools that provided orientation for parents/guardians on Life-Skills-Based HIV and Sexuality Education in 2016-2018

Year	2016			2017			2018		
	Total Schools	Provided Orientation		Total Schools	Provided Orientation		Total Schools	Provided Orientation	
		Number	Percentage		Number	Percentage		Number	Percentage
//Kharas	52	19	37%	55	11	20%	57	27	47%
Erongo	65	10	15%	71	16	23%	75	14	19%
Hardap	58	18	31%	59	18	31%	59	19	32%
Kavango East	163	25	15%	164	38	23%	171	35	20%
Kavango West	176	30	17%	176	44	25%	176	30	17%
Khomas	117	32	27%	121	37	31%	128	40	31%
Kunene	73	13	18%	67	20	30%	67	16	24%
Ohangwena	257	71	28%	262	66	25%	265	108	41%
Omaheke	44	9	20%	44	17	39%	44	16	36%
Omusati	280	65	23%	282	77	27%	286	76	27%
Oshana	135	35	26%	137	36	26%	139	45	32%
Oshikoto	219	46	21%	219	43	20%	220	75	34%
Otjozondjupa	78	17	22%	79	18	23%	83	23	28%
Zambezi	109	33	30%	112	31	28%	115	51	44%
National	1,826	423	23.2%	1,848	472	25.5%	1,885	575	30.5%

From 2016 to 2018, there was an overall increase in the percentage of schools that provided orientation for parents/guardians of learners, from 23.2% in 2016 to 30.5% in 2018.

Ohangwena, Omusati, Khomas and Oshikoto Regions, which have the highest numbers of schools, are also among the regions with the highest numbers of schools that provided orientation for parents/guardians – although strictly speaking, the number of schools that provided this orientation are very proportional to the sizes of the regions. Discussions with school principals suggest that the policy requiring schools to provide this orientation is not well understood, and in some cases parent-teacher meetings are not held. More awareness campaigns, further guidelines for schools and regular parent-teacher meetings could improve the situation.

Table 74: Schools with teachers who received and taught Life-Skills-Based HIV and Sexuality Education in 2016-2018

Year	2016			2017			2018		
	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
//Kharas	52	28	54%	55	33	60%	57	44	77%
Erongo	65	24	37%	71	30	42%	75	54	72%
Hardap	58	33	57%	59	29	49%	59	35	59%
Kavango East	163	31	19%	164	33	20%	171	79	46%
Kavango West	176	35	20%	176	40	23%	176	53	30%
Khomas	117	34	29%	121	43	36%	128	125	98%
Kunene	73	36	49%	67	30	45%	67	50	75%
Ohangwena	257	132	51%	262	126	48%	265	196	74%
Omaheke	44	25	57%	44	26	59%	44	39	89%
Omusati	280	136	49%	282	148	52%	286	271	95%
Oshana	135	56	41%	137	49	36%	139	122	88%
Oshikoto	219	84	38%	219	109	50%	220	158	72%
Otjozondjupa	78	41	53%	79	38	48%	83	57	69%
Zambezi	109	44	40%	112	39	35%	115	90	78%
National	1,826	739	40.5%	1,848	773	41.8%	1,885	1,373	72.8%

From 2016 to 2018, there was a steady increase in the percentage of schools with teachers who received training and taught lessons in Life-Skills-Based HIV and Sexuality Education. The percentage increased from 40.5% in 2016 to 72.8% in 2018.

Kavango East and Kavango West had the fewest such teachers for three years running. This is not necessarily an indication of failure, considering that dedicated Life Skills teachers were allocated only to schools with a minimum of 250 learners, and the two Kavango regions have relatively large numbers of smaller schools which had no Life Skills teachers. Nevertheless, teaching of Life Skills does take place in the smaller schools.

Table 75: Schools that implemented an HIV Workplace Programme in 2016-2018

Year	2016			2017			2018		
	Total Schools	Schools that implemented		Total Schools	Schools that implemented		Total Schools	Schools that implemented	
		Number	Percentage		Number	Percentage		Number	Percentage
//Kharas	52	32	62%	55	32	58%	57	35	61%
Erongo	65	31	48%	71	38	54%	75	26	35%
Hardap	58	37	64%	59	30	51%	59	36	61%
Kavango East	163	68	42%	164	75	46%	171	69	40%
Kavango West	176	75	43%	176	67	38%	176	63	36%
Khomas	117	65	56%	121	58	48%	128	52	41%
Kunene	73	36	49%	67	38	57%	67	34	51%
Ohangwena	257	165	64%	262	153	58%	265	170	64%
Omaheke	44	23	52%	44	24	55%	44	22	50%
Omusati	280	158	56%	282	139	49%	286	165	58%
Oshana	135	79	59%	137	54	39%	139	97	70%
Oshikoto	219	114	52%	219	114	52%	220	135	61%
Otjozondjupa	78	43	55%	79	33	42%	83	36	43%
Zambezi	109	80	73%	112	72	64%	115	72	63%
National	1,826	1,006	55.1%	1,848	927	50.2%	1,885	1,012	53.7%

The percentage of schools that implemented an HIV Workplace Programme decreased from 55.1% in 2016 to 53.7% in 2018. The decrease was observed in all regions except Omusati, Oshana and Oshikoto.

Erongo, Kavango East and Kavango West were consistently among the bottom three regions in this respect over the three-year period.

The Ministry needs to review the preparedness of the school staff and the understanding of this policy for better implementation. Wide distribution of the policy as well as some guidelines might be needed for better results.



emis

2018

