

# Education Statistics

Ministry of Education, Arts and Culture  
REPUBLIC OF NAMIBIA



2019

2019

EDUCATION MANAGEMENT INFORMATION SYSTEM

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for every child



# Acknowledgements

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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 2019 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.

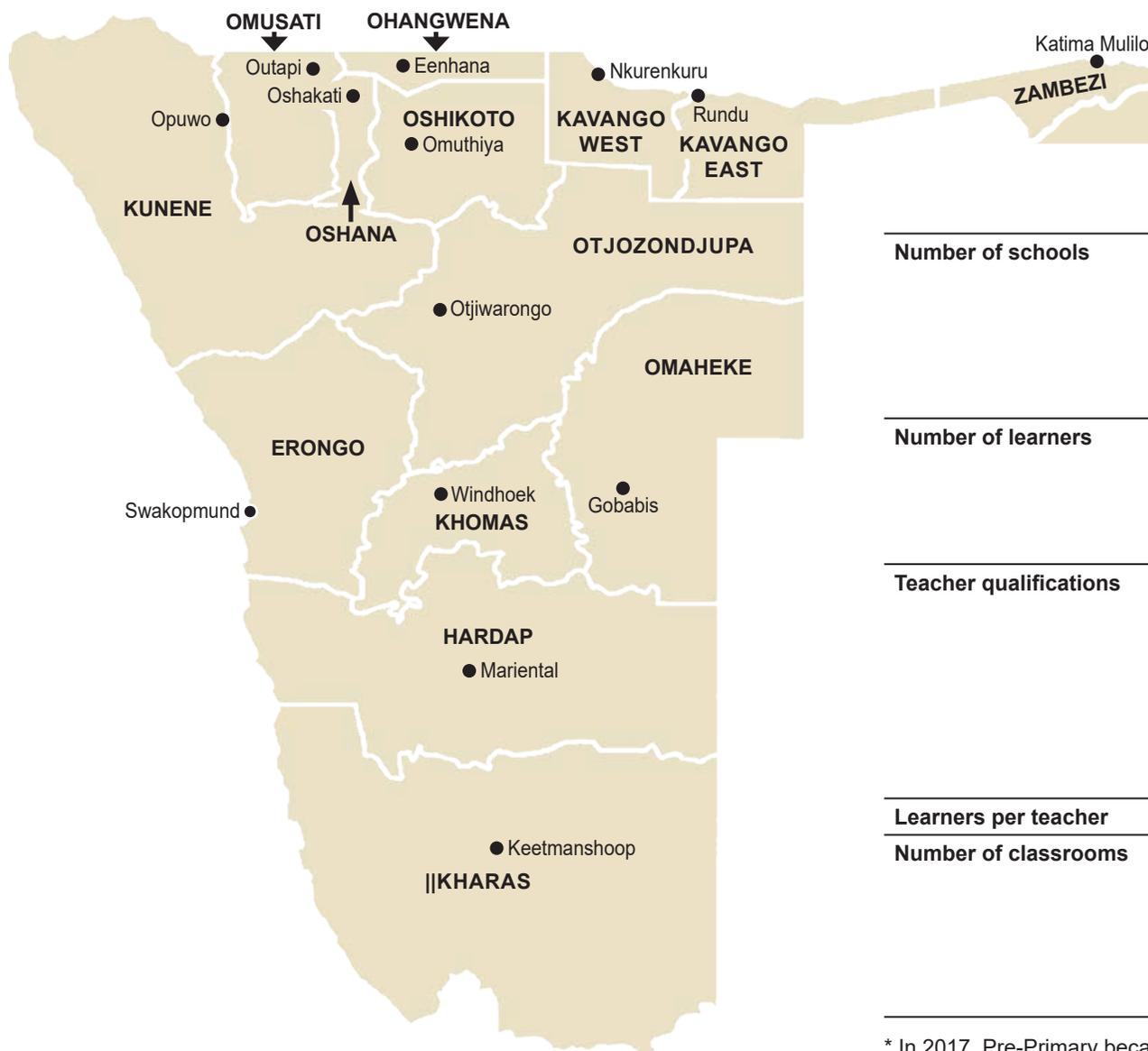
We extend sincere gratitude also to the Namibia Statistics Agency (NSA) for providing information on population projections.

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:

- (a) the production of outstanding EMIS reports;
- (b) 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
- (c) 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 2019



## FACTS AND FIGURES

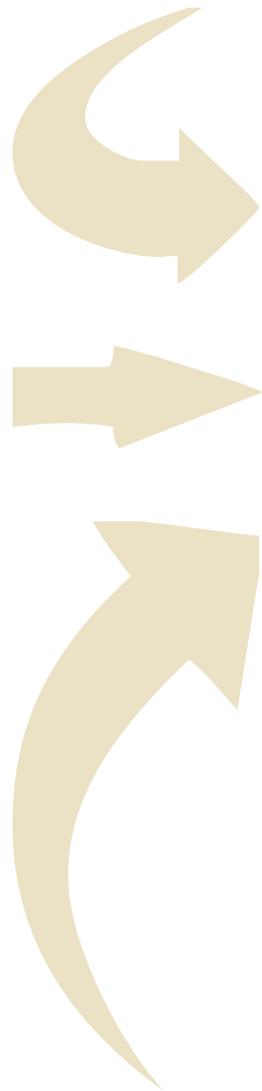
		State	Private	
<b>Number of schools</b>	<b>Total</b>	<b>1,894</b>	<b>1,695</b>	<b>199</b>
	Primary school	1,036	914	122
	Combined school	624	566	58
	Secondary school	221	204	17
	Other	13	11	2
<b>Number of learners</b>	<b>Total</b>	<b>756,994</b>	<b>708,736</b>	<b>48,258</b>
	Primary*	553,317	516,050	37,267
	Secondary	201,197	116,088	5,184
	Other	2,480	2,388	92
<b>Teacher qualifications</b>			Without teacher training	With teacher training
	<b>Total</b>	<b>31,078</b>	<b>2,324</b>	<b>28,754</b>
	Less than Grade 12	385	154	231
	Grade 12 or 1-2 years' tertiary	4,074	2,016	2,058
	More than 2 years' tertiary	26,619	154	26,465
<b>Learners per teacher</b>	Average learner : teacher ratio	24.4		
<b>Number of classrooms</b>	<b>Total</b>	<b>26,090</b>		
	Permanent	22,461		
	Prefabricated	1,426		
	Traditional	2,003		
	Hired	200		

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

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# FINDING YOUR WAY



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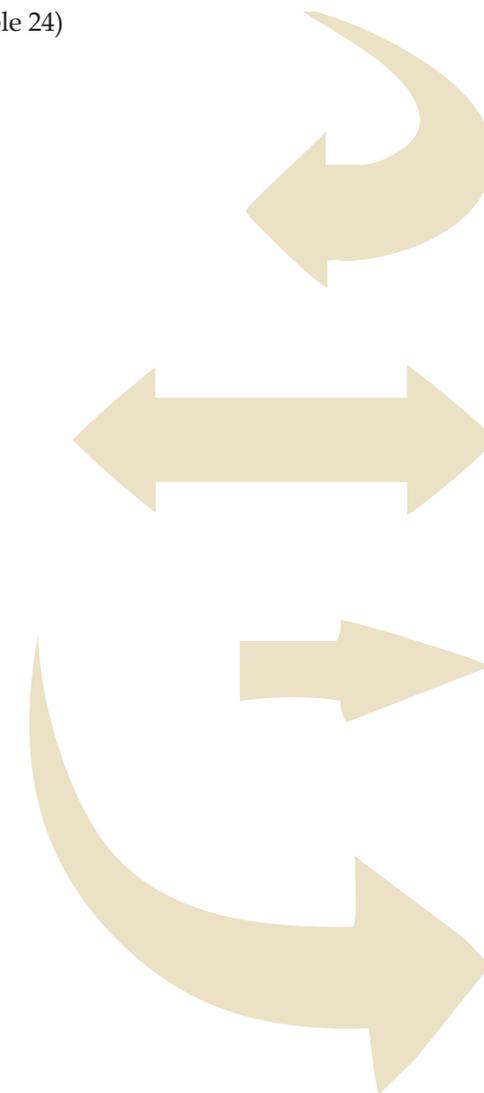
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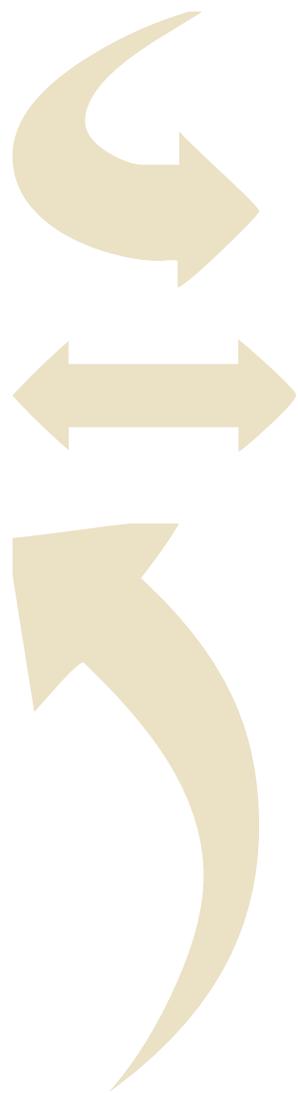
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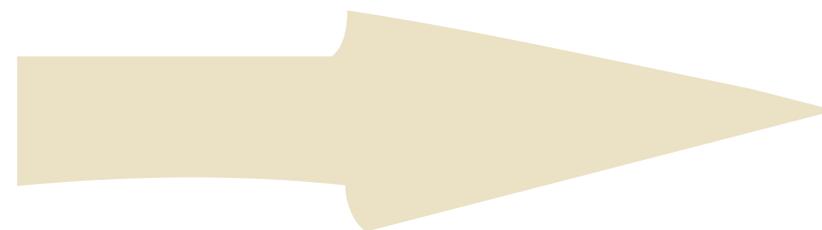


# FINDING YOUR WAY



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# INTRODUCTION



This publication presents information on education in schools in Namibia in 2019. Two school censuses are conducted every year, namely the 15<sup>th</sup> 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 15<sup>th</sup> 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 2019. Information reported in the AEC questionnaires should have been true on the AEC census day. Coverage during the AEC 2019 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 2019.

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.

# Introduction continued

The statistics published herein are intended for a wide readership in education and those requiring reference information. Much of the material is also intended to reflect on the performance of Namibia's education system. These measures or indicators broadly relate to the Ministry of Education's goals of providing education of a good quality in an equitable, efficient and democratic way. Statistics presented herein can be compared with indicators from previous years, and comparisons can also be made between different geographical regions. Namibia's 14 regions are as follows:

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



The vast bulk of Namibia's schooling system fits into the range Pre-Primary to Grade 12, these being divided into four phases:

- Junior Primary (Pre-Primary to Grade 3);
- Senior Primary (Grades 4-7);
- Junior Secondary (Grades 8-9); and
- Senior Secondary (Grades 10-12).

The relevant tables in this report are divided and subdivided to reflect these phases.

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

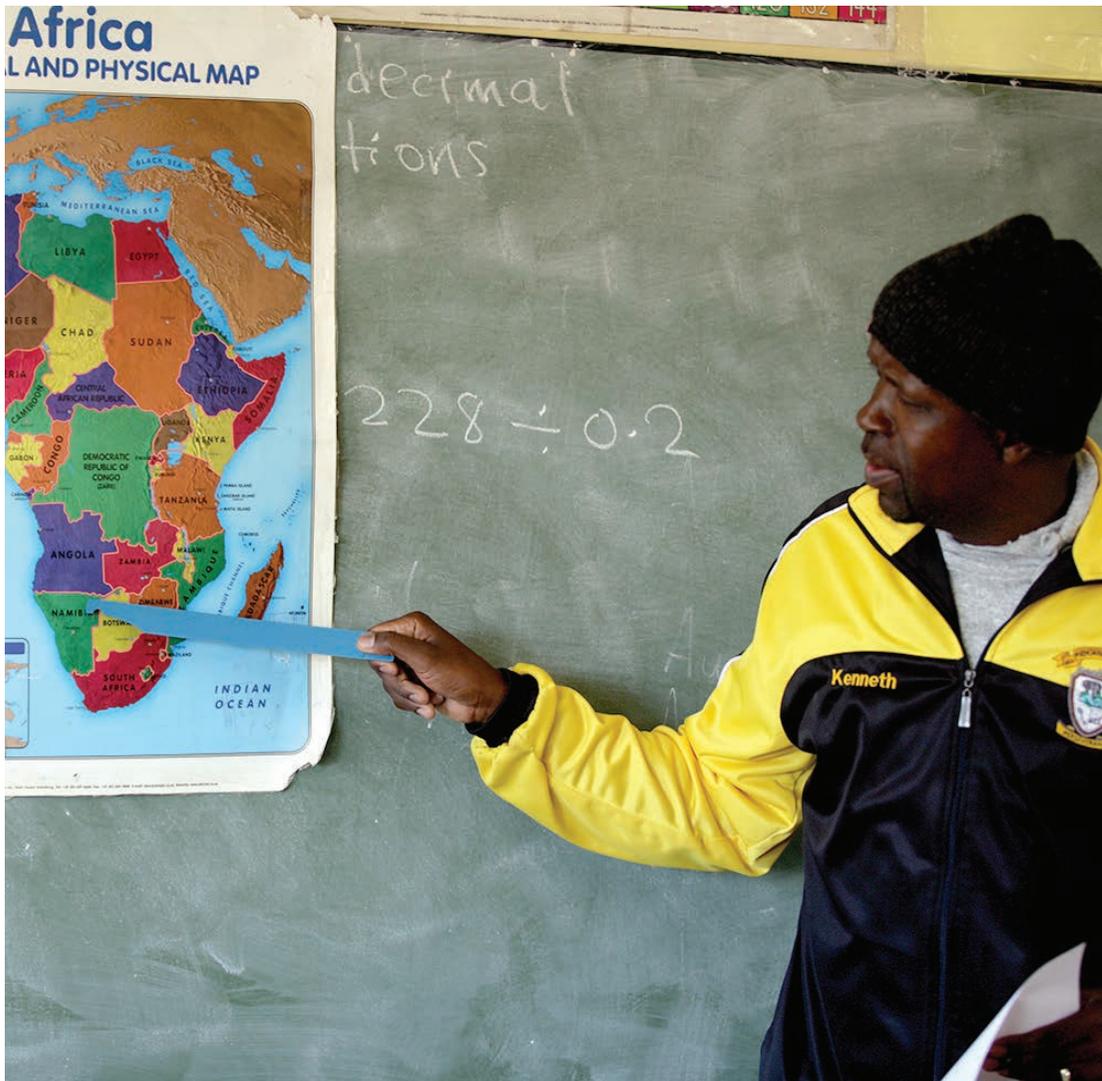
- **Special Classes** – single classes provided at many ordinary schools for children with learning difficulties;
- **Special Grades** – grades with a curriculum adapted for the purposes of Special Schools;
- **Classes for mentally challenged children** (referred to as “handicapped” where the space for row or column labels is limited) – offered at only two Special Schools;
- **Pre-Primary** – a grade recently added in the school curriculum and now reported separately from “Other Grades”; and
- **Grade 13** – a level offered after Grade 12 in one private school in the city of Windhoek, this level being the Hochschulreifeprüfung (Abitur). For all practical purposes, Grade 13 is counted under Senior Secondary in this report, rather than under Other Grades where it was counted for the past few years.

There are many ways to provide education statistics, and the criteria applied in this report are based largely on perceived demands from a variety of users, including those identified through telephone, email and walk-in enquiries over the previous years. The graphs and narrative comments accompanying the tables are intended to serve as examples of how the table data can be interpreted. Since these comments are not definitive, the interpretation and use of the data will always be the responsibility of the user. Copies of the Annual Education Census and 15<sup>th</sup> School-Day questionnaires could be of assistance to readers who want to know the exact nature of the questions used to collect the information.

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

The following seven pages provide summaries of the key features in education for each of the 14 regions.

# REGIONAL SUMMARIES



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

The numbers of schools are broken down by primary, combined, secondary and “other” schools.

Under the heading “number of learners”, the category “other” includes all grades and courses other than Pre-Primary to Grade 12. Such other grades and courses include, for example, classes for children with severe learning difficulties and other special classes.

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

Regarding physical facilities, the numbers of classrooms include specialist rooms, laboratories and workshops as ‘teaching rooms’ – referred to in the regional-summary tables as “class-rooms”. These numbers are reported according to the type of structure, the categories being “permanent”, “prefabricated”, “traditional” and “hired”. The “traditional” category includes a variety of structure types, such as stick-and-mud, metal-sheet and tents. Facilities hired from a church or private organisation, for example, are grouped under “hired”. The term ‘hired’ is used to indicate that the facility does not belong to the government, much as the government is using such facilities. Some compensations are given to owners of such facilities.

# ||Kharas

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>55</b>	<b>43</b>	<b>12</b>
Type of school	Primary	35	26	9
	Combined	10	7	3
	Secondary	10	10	0
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>22,604</b>	<b>20,322</b>	<b>2,282</b>
	Primary	16,882	14,795	2,087
	Secondary	5,676	5,481	195
	Other	46	46	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>986</b>	144	842
Qualification	Less than Grade 12	12	8	4
	Grade 12 or 1-2 years' tertiary	208	125	83
	More than 2 years' tertiary	766	11	755
<b>Learners per teacher</b>	Average learner : teacher ratio	22.9		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>888</b>		
Structure	Permanent	723		
	Prefabricated	141		
	Traditional	6		
	Hired	18		

# Erongo

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>75</b>	<b>53</b>	<b>22</b>
Type of school	Primary	42	32	10
	Combined	16	5	11
	Secondary	17	16	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>45,142</b>	<b>39,898</b>	<b>5,244</b>
	Primary	32,080	28,417	3,663
	Secondary	12,924	11,353	1,571
	Other	138	128	10
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,811</b>	<b>106</b>	<b>1,705</b>
Qualification	Less than Grade 12	30	17	13
	Grade 12 or 1-2 years' tertiary	225	72	153
	More than 2 years' tertiary	1,556	17	1,539
<b>Learners per teacher</b>	Average learner : teacher ratio	24.9		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,480</b>		
Structure	Permanent	1,326		
	Prefabricated	110		
	Traditional	4		
	Hired	40		

# Hardap

		State		
		State	Private	
<b>Number of schools</b>	<b>Total</b>	<b>60</b>	<b>55</b>	<b>5</b>
Type of school	Primary	41	39	2
	Combined	7	5	2
	Secondary	11	10	1
	Other	0	1	0
<b>Number of learners</b>	<b>Total</b>	<b>25,278</b>	<b>24,789</b>	<b>489</b>
	Primary	18,753	18,471	282
	Secondary	6,286	6,082	204
	Other	239	236	3
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,010</b>	<b>171</b>	<b>839</b>
Qualification	Less than Grade 12	20	14	6
	Grade 12 or 1-2 years' tertiary	257	143	114
	More than 2 years' tertiary	733	14	719
<b>Learners per teacher</b>	Average learner : teacher ratio	147.8		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>913</b>		
Structure	Permanent	842		
	Prefabricated	67		
	Traditional	0		
	Hired	4		

# Kavango East

		State		
		State	Private	
<b>Number of schools</b>	<b>Total</b>	<b>170</b>	<b>156</b>	<b>14</b>
Type of school	Primary	123	115	8
	Combined	36	32	4
	Secondary	11	9	2
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>63,460</b>	<b>60,969</b>	<b>2,491</b>
	Primary	47,267	45,318	1,949
	Secondary	16,015	15,473	542
	Other	178	178	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>2,176</b>	<b>244</b>	<b>1,932</b>
Qualification	Less than Grade 12	44	18	26
	Grade 12 or 1-2 years' tertiary	345	218	127
	More than 2 years' tertiary	1,787	8	1,779
<b>Learners per teacher</b>	Average learner : teacher ratio	29.2		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,704</b>		
Structure	Permanent	1,463		
	Prefabricated	68		
	Traditional	165		
	Hired	8		

# Kavango West

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>176</b>	<b>174</b>	<b>2</b>
Type of school	Primary	136	135	1
	Combined	36	36	0
	Secondary	4	3	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>42,442</b>	<b>41,924</b>	<b>518</b>
	Primary	33,963	33,776	187
	Secondary	8,400	8,069	331
	Other	79	79	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,642</b>	<b>224</b>	<b>1,418</b>
Qualification	Less than Grade 12	29	19	10
	Grade 12 or 1-2 years' tertiary	304	203	101
	More than 2 years' tertiary	1,309	2	1,307
<b>Learners per teacher</b>	Average learner : teacher ratio	25.8		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,335</b>		
Structure	Permanent	1,025		
	Prefabricated	65		
	Traditional	233		
	Hired	12		

# Khomas

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>130</b>	<b>78</b>	<b>52</b>
Type of school	Primary	80	46	34
	Combined	13	0	13
	Secondary	31	26	5
	Other	6	6	0
<b>Number of learners</b>	<b>Total</b>	<b>90,360</b>	<b>73,228</b>	<b>17,132</b>
	Primary	63,060	50,320	12,740
	Secondary	26,025	21,695	4,330
	Other	1,275	1,213	62
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>3,839</b>	<b>173</b>	<b>3,666</b>
Qualification	Less than Grade 12	42	13	29
	Grade 12 or 1-2 years' tertiary	317	130	187
	More than 2 years' tertiary	3,480	30	3,450
<b>Learners per teacher</b>	Average learner : teacher ratio	23.5		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>2,996</b>		
Structure	Permanent	2,820		
	Prefabricated	167		
	Traditional	8		
	Hired	1		

# Kunene

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>68</b>	<b>63</b>	<b>5</b>
Type of school	Primary	45	41	4
	Combined	16	15	1
	Secondary	6	6	0
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>29,654</b>	<b>28,690</b>	<b>964</b>
	Primary	23,947	23,080	867
	Secondary	5,685	5,588	97
	Other	22	22	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
		<b>1,202</b>	<b>132</b>	<b>1,070</b>
Qualification	Less than Grade 12	30	15	15
	Grade 12 or 1-2 years' tertiary	271	113	158
	More than 2 years' tertiary	901	4	897
<b>Learners per teacher</b>	Average learner : teacher ratio	48.5		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>912</b>		
Structure	Permanent	793		
	Prefabricated	39		
	Traditional	59		
	Hired	21		

# Ohangwena

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>266</b>	<b>253</b>	<b>13</b>
Type of school	Primary	101	91	10
	Combined	144	142	2
	Secondary	20	19	1
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>106,505</b>	<b>102,412</b>	<b>4,093</b>
	Primary	78,747	75,249	3498
	Secondary	27,758	27,163	595
	Other	0	0	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
		<b>4,240</b>	<b>301</b>	<b>3,939</b>
Qualification	Less than Grade 12	24	2	22
	Grade 12 or 1-2 years' tertiary	558	279	279
	More than 2 years' tertiary	3,658	20	3,638
<b>Learners per teacher</b>	Average learner : teacher ratio	25.1		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>3,752</b>		
Structure	Permanent	2,921		
	Prefabricated	204		
	Traditional	603		
	Hired	24		

# Omaheke

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>46</b>	<b>39</b>	<b>7</b>
Type of school	Primary	34	30	4
	Combined	3	1	2
	Secondary	9	8	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>23,216</b>	<b>21,245</b>	<b>1,971</b>
	Primary	17,851	16,426	1,425
	Secondary	5,343	4,797	546
	Other	22	22	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>911</b>	<b>180</b>	<b>731</b>
Qualification	Less than Grade 12	29	13	16
	Grade 12 or 1-2 years' tertiary	214	153	61
	More than 2 years' tertiary	668	14	654
<b>Learners per teacher</b>	Average learner : teacher ratio	25.5		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>756</b>		
Structure	Permanent	684		
	Prefabricated	57		
	Traditional	10		
	Hired	5		

# Omusati

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>286</b>	<b>274</b>	<b>12</b>
Type of school	Primary	130	123	7
	Combined	125	121	4
	Secondary	30	29	1
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>97,719</b>	<b>95,151</b>	<b>2,568</b>
	Primary	70,727	68,704	2,023
	Secondary	26,815	26,270	545
	Other	177	177	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>4,236</b>	<b>128</b>	<b>4,108</b>
Qualification	Less than Grade 12	38	2	36
	Grade 12 or 1-2 years' tertiary	325	117	208
	More than 2 years' tertiary	3,873	9	3,864
<b>Learners per teacher</b>	Average learner : teacher ratio	23.1		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>3,782</b>		
Structure	Permanent	3,245		
	Prefabricated	225		
	Traditional	302		
	Hired	10		

# Oshana

		State    Private		
<b>Number of schools</b>	<b>Total</b>	<b>148</b>	<b>133</b>	<b>15</b>
Type of school	Primary	65	55	10
	Combined	52	48	4
	Secondary	30	29	1
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>54,382</b>	<b>51,011</b>	<b>3,371</b>
	Primary	37,202	34,177	3,025
	Secondary	17,121	16,775	346
	Other	59	59	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>2,379</b>	<b>89</b>	<b>2,290</b>
Qualification	Less than Grade 12	25	7	18
	Grade 12 or 1-2 years' tertiary	188	78	110
	More than 2 years' tertiary	2,166	4	2,162
<b>Learners per teacher</b>	Average learner : teacher ratio	21.4		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>2,196</b>		
Structure	Permanent	2,061		
	Prefabricated	54		
	Traditional	71		
	Hired	10		

# Oshikoto

		State    Private		
<b>Number of schools</b>	<b>Total</b>	<b>221</b>	<b>207</b>	<b>14</b>
Type of school	Primary	110	102	8
	Combined	93	88	5
	Secondary	18	17	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>71,119</b>	<b>66,600</b>	<b>4,519</b>
	Primary	51,260	47,677	3,583
	Secondary	19,851	18,915	936
	Other	8	8	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>3,087</b>	<b>254</b>	<b>2,833</b>
Qualification	Less than Grade 12	12	4	8
	Grade 12 or 1-2 years' tertiary	437	236	201
	More than 2 years' tertiary	2,638	14	2,624
<b>Learners per teacher</b>	Average learner : teacher ratio	23.0		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>2,718</b>		
Structure	Permanent	2,199		
	Prefabricated	106		
	Traditional	404		
	Hired	9		

# Otjozondjupa

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>82</b>	<b>65</b>	<b>17</b>
Type of school	Primary	49	39	10
	Combined	14	9	5
	Secondary	17	16	1
	Other	2	1	1
<b>Number of learners</b>	<b>Total</b>	<b>45,838</b>	<b>44,333</b>	<b>1,505</b>
	Primary	34,940	33,655	1,285
	Secondary	10,673	10,465	208
	Other	225	213	12
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
		<b>1,743</b>	<b>137</b>	<b>1,606</b>
Qualification	Less than Grade 12	43	22	21
	Grade 12 or 1-2 years' tertiary	212	110	102
	More than 2 years' tertiary	1,488	5	1,483
<b>Learners per teacher</b>	Average learner : teacher ratio	26.7		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,443</b>		
Structure	Permanent	1,324		
	Prefabricated	83		
	Traditional	10		
	Hired	26		

# Zambezi

		State		Private
<b>Number of schools</b>	<b>Total</b>	<b>76</b>	<b>65</b>	<b>11</b>
Type of school	Primary	45	40	5
	Combined	14	9	5
	Secondary	17	16	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>45,032</b>	<b>38,164</b>	<b>6,868</b>
	Primary	32,340	25,985	6,355
	Secondary	12,685	12,172	513
	Other	7	7	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
		<b>1,818</b>	<b>46</b>	<b>1,772</b>
Qualification	Less than Grade 12	12	5	7
	Grade 12 or 1-2 years' tertiary	213	39	174
	More than 2 years' tertiary	1,593	2	1,591
<b>Learners per teacher</b>	Average learner : teacher ratio	24.8		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,260</b>		
Structure	Permanent	1,080		
	Prefabricated	40		
	Traditional	128		
	Hired	12		

# 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 report, Pre-Primary has been integrated into Junior Primary in most tables.

The number of schools has increased from 1,733 in 2013 to 1,894 in 2019, which translates to an average annual growth rate of **9.3%**. 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 2019 there were 756,994 learners and 31,078 teachers in total. A total of 508 schools offered Grades 0-7 and 122 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, circuits, learners, teachers and support staff**

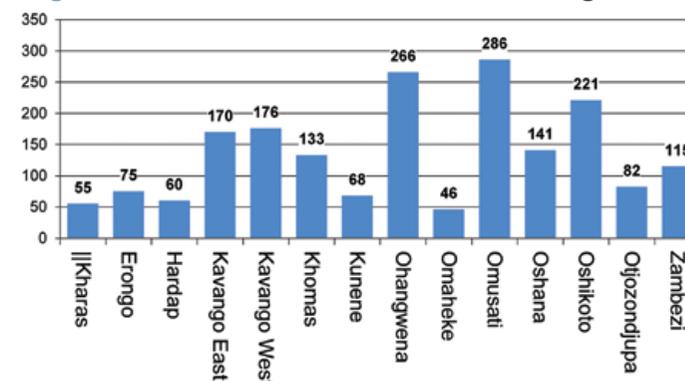
Region	Schools	Circuits	Learners		Teachers		Support Staff	
	Total	Total	Total	% Female	Total	% Female	Total	% Female
Kharas	55	3	22,604	51.0	986	72.3	246	69.9
Erongo	75	3	45,082	51.4	1,811	77.6	459	64.3
Hardap	60	3	25,278	50.6	1,010	69.2	221	69.2
Kavango East	170	6	63,460	49.7	2,176	53.1	319	74.9
Kavango West	176	7	42,442	49.0	1,642	50.5	181	76.2
Khomas	133	4	90,380	51.8	3,839	75.6	783	61.4
Kunene	68	3	29,654	49.7	1,202	58.2	191	62.8
Ohangwena	266	10	106,505	49.8	4,240	65.5	624	65.2
Omaheke	46	2	23,216	50.1	911	64.3	232	62.1
Omusati	286	12	97,719	49.5	4,236	67.6	706	76.8
Oshana	141	5	54,382	50.8	2,377	70.9	440	68.4
Oshikoto	221	8	71,119	49.3	3,087	67.0	515	60.4
Otjozondjupa	82	3	45,838	50.8	1,743	71.6	316	68.4
Zambezi	115	5	39,315	49.4	1,818	60.3	324	79.9
<b>National</b>	<b>1,894</b>	<b>74</b>	<b>756,994</b>	<b>50.2</b>	<b>31,078</b>	<b>66.0</b>	<b>5,557</b>	<b>68.6</b>

Table 1 shows the number of schools, learners, teachers and support staff per region in 2019, 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.

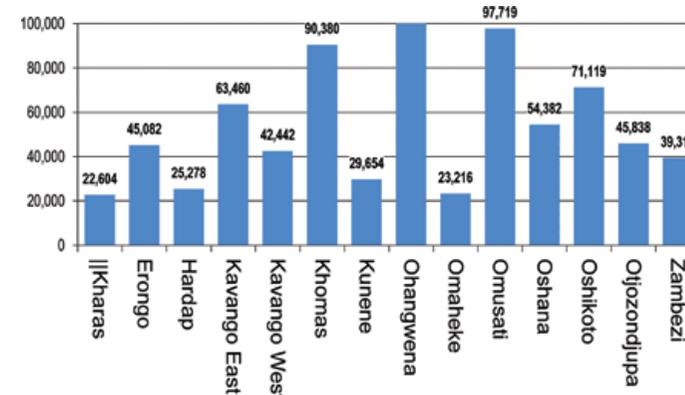
- **Figure 1a** shows the number of schools per region. Omusati had the highest number (286) and Omaheke the lowest number (46).
- **Figure 1b** shows that Ohangwena had the highest number of learners (106,505) and ||Kharas had the lowest number (22,604).
- **Figure 1c** shows the number of teachers per region. The number of teachers comprises staff in all teaching positions, including principals and staff in other promotion posts. Ohangwena had the most teachers (4,240) and Omaheke had the fewest (911).

Ohangwena had 8,786 more learners than Omusati, but Omusati had 20 more schools than Ohangwena. This could be attributed to Omusati being a far larger region than Ohangwena geographically, at 26,551 km<sup>2</sup> compared to 10,706 km<sup>2</sup>, but Ohangwena having a much higher population density than Omusati, with 22 persons per km<sup>2</sup> compared to 9.1 persons per km<sup>2</sup>. The distribution of circuits is very much in proportion to the number of schools per region rather than the geographical size of each region.

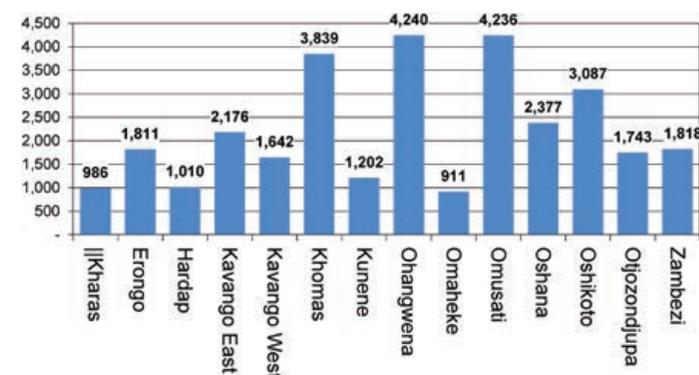
**Figure 1a: Number of schools in each region**



**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	55	43	12	35	26	9	10	7	3	10	10	-	-	-	-
Erongo	75	53	22	42	32	10	16	5	11	17	16	1	-	-	-
Hardap	60	55	5	41	39	2	7	5	2	11	10	1	1	1	-
Kavango East	170	156	14	123	115	8	36	32	4	11	9	2	-	-	-
Kavango West	176	174	2	136	135	1	36	36	-	4	3	1	-	-	-
Khomas	133	81	52	80	46	34	13	-	13	34	29	5	6	6	-
Kunene	68	63	5	45	41	4	16	15	1	6	6	-	1	1	-
Ohangwena	266	253	13	101	91	10	144	142	2	20	19	1	1	1	-
Omaheke	46	39	7	34	30	4	3	1	2	9	8	1	-	-	-
Omusati	286	274	12	130	123	7	125	121	4	30	29	1	1	1	-
Oshana	141	126	15	65	55	10	52	48	4	23	22	1	1	1	-
Oshikoto	221	207	14	110	102	8	93	88	5	18	17	1	-	-	-
Otjozondjupa	82	64	18	49	39	10	14	9	5	17	16	1	2	-	2
Zambezi	115	107	8	45	40	5	59	57	2	11	10	1	-	-	-
<b>National</b>	<b>1,894</b>	<b>1,695</b>	<b>199</b>	<b>1,036</b>	<b>914</b>	<b>122</b>	<b>624</b>	<b>566</b>	<b>58</b>	<b>221</b>	<b>204</b>	<b>17</b>	<b>13</b>	<b>11</b>	<b>2</b>

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 2019, most schools offered the 'ordinary' curriculum. Thirteen (13) 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. Standalone pre-primary schools which were previously counted in the "Other" category are now counted as primary schools, because in practice they are now formally part of the Primary Phase.

Private schools accounted for a relatively small but rapidly growing percentage (11.2%) of the total number of schools. This growth is remarkably apparent in all 14 regions, but particularly in Khomas Region, where 39% of the schools are privately owned.

**Table 3: Numbers of schools offering various ranges of grades**

LOWEST GRADE OFFERED	HIGHEST GRADE OFFERED															
	Junior Primary				Senior Primary				Junior Secondary			Senior Secondary		Grade 13	Other	
Total starting with lowest grade	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Other	
<b>Total</b>	<b>1,894</b>	<b>16</b>	<b>7</b>	<b>38</b>	<b>207</b>	<b>58</b>	<b>30</b>	<b>37</b>	<b>593</b>	<b>23</b>	<b>465</b>	<b>136</b>	<b>10</b>	<b>193</b>	<b>3</b>	<b>78</b>
Pre-Primary	1,370	16	5	9	97	45	21	24	508	23	430	87	4	33	3	65
Grade 1	279	0	2	29	109	13	9	13	83	0	9	1	0	7	0	4
Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 3	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Grade 4	10	0	0	0	0	0	0	0	1	0	5	4	0	0	0	0
Grade 5	7	0	0	0	0	0	0	0	1	0	1	2	0	0	0	3
Grade 6	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	192	0	0	0	0	0	0	0	0	20	41	6	122	0	3	
Grade 9	3	0	0	0	0	0	0	0	0	0	0	0	3	0	0	
Grade 10	28	0	0	0	0	0	0	0	0	0	0	0	28	0	0	
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3	

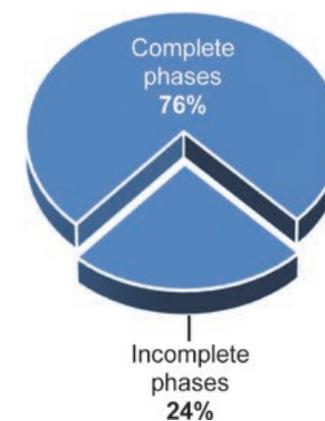
Schools in Namibia offer various ranges of grades. The numbers of schools that offered specific ranges of grades in 2019 are tabulated in Table 3 for the 'ordinary' grades. To ascertain the number of schools offering a particular grade range, the reader should look for a cell in which the lowest grade listed in the column crosses the highest grade listed in the rows. For example, 508 schools offered Pre-Primary to Grade 7, and 122 schools offered Grades 8 to 12. Three (3) 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 Pre-Primary 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 24% 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	44	44	44	43	42	42	40	18	19	17	12	10	-
Erongo	49	57	56	53	52	53	49	48	32	29	29	21	21	1
Hardap	42	47	47	46	45	46	46	46	18	18	14	9	9	-
Kavango East	94	153	150	135	93	85	83	76	45	46	22	15	15	-
Kavango West	98	168	167	157	93	78	75	72	40	29	20	6	6	-
Khomas	77	82	82	80	80	77	75	74	49	49	43	40	39	2
Kunene	57	61	61	61	60	58	58	58	23	22	13	6	6	-
Ohangwena	229	246	246	243	231	230	221	213	155	156	22	13	12	-
Omaheke	32	36	35	35	34	34	34	34	12	12	10	10	6	-
Omusati	195	253	253	252	211	209	207	205	148	148	43	17	17	-
Oshana	107	115	115	114	103	99	97	96	72	71	27	16	14	-
Oshikoto	188	201	200	199	186	180	171	165	110	108	50	20	20	-
Otjozondjupa	55	65	64	61	58	58	59	55	32	31	25	19	19	-
Zambezi	104	104	104	104	99	87	86	85	62	59	18	10	10	-
<b>National</b>	<b>1,370</b>	<b>1,632</b>	<b>1,624</b>	<b>1,584</b>	<b>1,388</b>	<b>1,336</b>	<b>1,303</b>	<b>1,267</b>	<b>816</b>	<b>797</b>	<b>353</b>	<b>214</b>	<b>204</b>	<b>3</b>

Table 4 shows that there is a big difference (451) 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 (593) between the number of schools offering Grade 9 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
Erongo	-	-	-	10	1	-	-	-	-	-	-	1
Hardap	-	2	1	15	-	-	-	-	-	-	-	-
Kavango East	1	-	-	4	2	2	-	-	-	-	-	1
Kavango West	-	-	-	1	-	-	1	1	1	-	-	-
Khomas	3	-	-	13	1	1	1	-	-	-	-	2
Kunene	-	-	-	2	-	-	-	-	-	-	-	-
Ohangwena	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	-	-	-	2	-	-	-	-	-	-	-	-
Omusati	1	1	1	1	-	-	-	1	-	-	-	-
Oshana	1	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	-	-	-	1	-	-	-	-	-	-	-	-
Otjozondjupa	1	2	-	12	1	1	-	-	-	-	-	-
Zambezi	-	-	-	1	-	-	-	-	-	-	-	-
<b>National</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>66</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>5</b>

NOTE: With the implementation of the revised curriculum as from 2016, it now seems necessary to urgently review the allocation of Grade 10 schools. In 2019, 797 schools offered Grade 9 and 353 offered Grade 10 – a difference of 444 schools. Using another dimension (Table 9), there are 3,782 class groups in the Junior Secondary phase compared to 2,381 in Senior Secondary – a difference of 1,401 class groups. If all learners in Grade 9 are expected to move on to Grade 10, then accommodating all these learners in Grade 10 and beyond could prove problematic.

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

Region		Grades														
		Total	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Other
Kharas	Enrolment	31	-	-	-	-	-	31	-	-	-	-	-	-	-	-
	% of total	0.1%	-	-	-	-	-	1.5%	-	-	-	-	-	-	-	-
Erongo	Enrolment	1,868	-	196	837	835	-	-	-	-	-	-	-	-	-	-
	% of total	2.9%	-	3.9%	17.4%	18.9%	-	-	-	-	-	-	-	-	-	-
Hardap	Enrolment	119	-	-	35	-	33	36	-	-	-	-	-	-	-	15
	% of total	0.7%	-	-	1.4%	-	1.3%	1.5%	-	-	-	-	-	-	-	6.3%
Kavango East	Enrolment	2,483	-	-	495	726	903	356	-	3	-	-	-	-	-	-
	% of total	2.6%	-	-	6.9%	11.1%	12.8%	5.9%	-	0.1%	-	-	-	-	-	-
Kavango West	Enrolment	34	-	-	34	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.0%	-	-	0.6%	-	-	-	-	-	-	-	-	-	-	-
Komas	Enrolment	929	-	-	315	406	208	-	-	-	-	-	-	-	-	-
	% of total	0.8%	-	-	3.6%	4.7%	2.5%	-	-	-	-	-	-	-	-	-
Kunene	Enrolment	349	-	181	168	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.7%	-	4.5%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	58	-	-	-	39	-	-	19	-	-	-	-	-	-	-
	% of total	0.0%	-	-	-	0.4%	-	-	0.2%	-	-	-	-	-	-	-
Omaheke	Enrolment	674	-	25	330	284	-	35	-	-	-	-	-	-	-	-
	% of total	2.0%	-	0.9%	13.2%	12.0%	-	1.6%	-	-	-	-	-	-	-	-
Omusati	Enrolment	33	-	-	-	-	-	-	-	-	-	-	33	-	-	-
	% of total	0.1%	-	-	-	-	-	-	-	-	-	-	1.0%	-	-	-
Oshana	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	399	-	221	178	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.4%	-	2.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	701	-	41	206	411	43	-	-	-	-	-	-	-	-	-
	% of total	1.0%	-	0.8%	4.2%	8.6%	0.9%	-	-	-	-	-	-	-	-	-
Zambezi	Enrolment	1,166	-	358	386	400	-	-	-	22	-	-	-	-	-	-
	% of total	2.2%	-	8.5%	10.1%	11.5%	-	-	-	0.9%	-	-	-	-	-	-
National	Enrolment	8,844	-	1,022	2,984	3,101	1,187	458	19	25	-	-	33	-	-	15
	% of total	0.9%	-	1.2%	3.8%	4.2%	1.5%	0.6%	0.0%	0.0%	-	-	0.1%	-	-	0.6%

## Table 5 continued

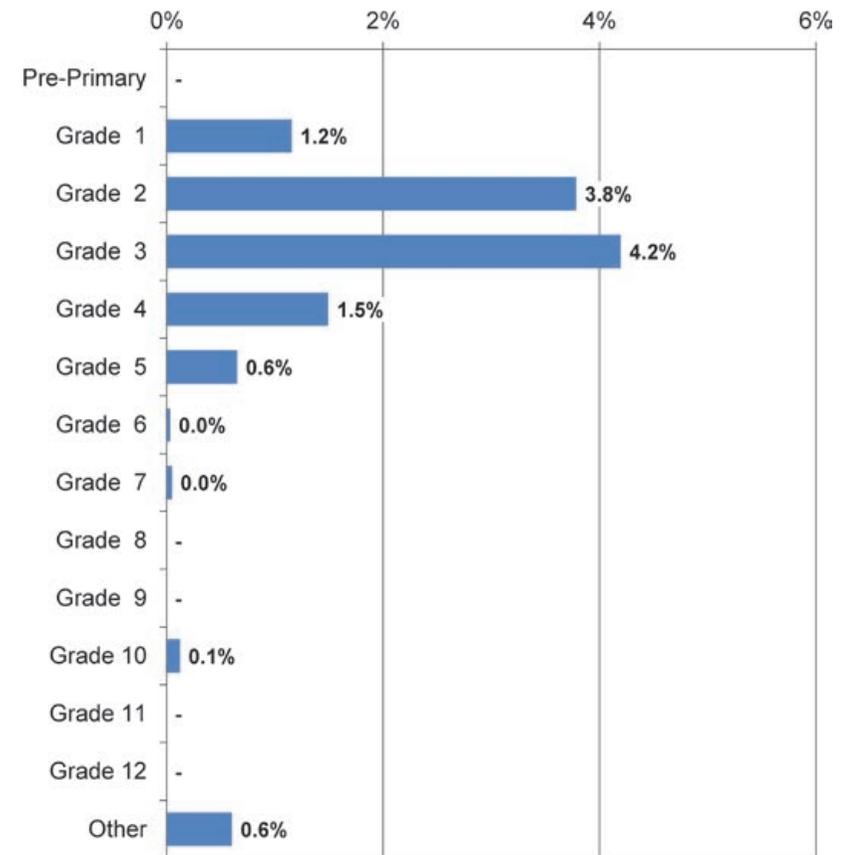
Afternoon teaching allows for the use of classrooms twice per day, effectively doubling their capacity. Apart from the long-term solution of building an adequate number of classrooms, alternatives to afternoon classes are community-built classrooms, overcrowding of classrooms and limiting access to education. 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.

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 2019 there was considerable growth in these numbers in grades beyond Grade 5, with the exception of “Other” grades.

A total of 8,844 learners attended afternoon classes in 2019. The overall percentage of learners in afternoon classes increased in 2019, 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, as Figure 5 indicates, which points to a shortage of classrooms in that phase.

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



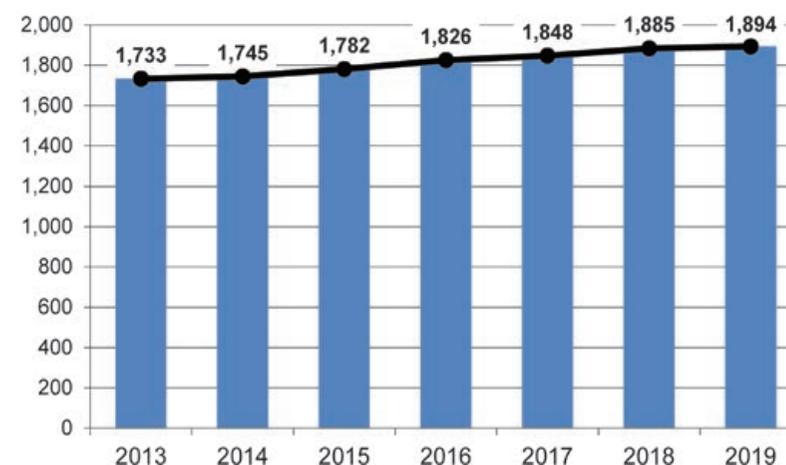
**Table 6: Changes in the number of schools from 2013 to 2019**

Region	Years							Growth Rate from 2013 to 2019	Percentage Change from 2018 to 2019
	2013	2014	2015	2016	2017	2018	2019		
Kharas	48	49	50	52	55	57	55	2.3%	-3.5%
Erongo	64	61	63	65	71	75	75	2.7%	0.0%
Hardap	55	56	57	58	59	59	60	1.5%	1.7%
Kavango East	153	153	158	163	164	171	170	1.8%	-0.6%
Kavango West	172	172	176	176	176	176	176	0.4%	0.0%
Khomas	103	106	107	117	121	128	133	4.4%	3.9%
Kunene	63	63	68	73	67	67	68	1.3%	1.5%
Ohangwena	243	249	251	257	262	265	266	1.5%	0.4%
Omaheke	42	43	43	44	44	44	46	1.5%	4.5%
Omusati	275	274	276	280	282	286	286	0.7%	0.0%
Oshana	139	137	138	135	137	139	141	0.2%	1.4%
Oshikoto	202	203	212	219	219	220	221	1.5%	0.5%
Otjozondjupa	72	73	76	78	79	83	82	2.2%	-1.2%
Zambezi	102	106	107	109	112	115	115	2.0%	0.0%
<b>National</b>	<b>1,733</b>	<b>1,745</b>	<b>1,782</b>	<b>1,826</b>	<b>1,848</b>	<b>1,885</b>	<b>1,894</b>	<b>1.5%</b>	<b>0.5%</b>

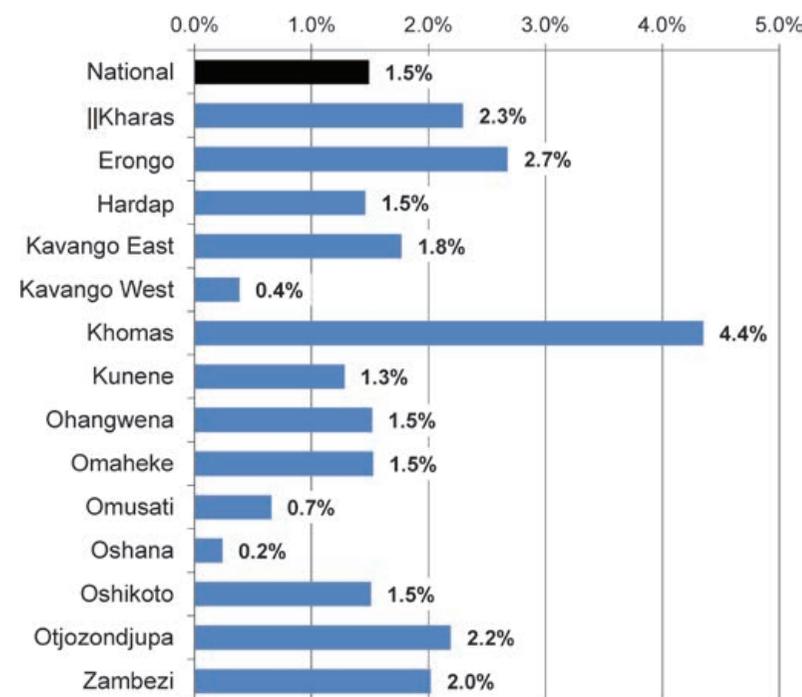
Table 6 shows that the total number of schools in Namibia increased from 1,733 in 2013 to 1,894 in 2019, representing a growth of 1.5% from 2013 to 2019, as Figure 6a indicates. Figure 6b indicates the growth per region from 2018 to 2019. Khomas, ||Kharas and Otjozondjupa have had a relatively high growth rate in the number of schools between 2013 and 2019.

Ohangwena, Khomas, Kavango East and Oshikoto each saw more than 15 schools established between 2013 and 2019.

**Figure 6a: Numbers of schools in 2013-2019**



**Figure 6b: Percentage increase (growth) of schools from 2013 to 2019 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 2019.



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 (2013-2019) 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** (Pre-Primary to Grade 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 revised Curriculum, and likewise the data for the Junior Secondary phase (Grades 8-9). Grade 10 data is reflected in the Senior Secondary phase, and Grade 12 data is still reported under Senior Secondary for 2019.

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	22,604	16,877	8,864	8,013	5,676	3,404	2,272	51
Erongo	45,082	32,080	16,469	15,611	12,864	7,611	5,253	138
Hardap	25,278	18,753	9,653	9,100	6,286	4,070	2,216	239
Kavango East	63,460	47,267	24,815	22,452	16,015	9,566	6,449	178
Kavango West	42,442	33,963	19,066	14,897	8,400	5,651	2,749	79
Khomas	90,380	63,080	32,419	30,661	26,025	14,600	11,425	1,275
Kunene	29,654	23,947	12,905	11,042	5,685	4,036	1,649	22
Ohangwena	106,505	78,747	40,090	38,657	27,758	17,356	10,402	-
Omaheke	23,216	17,851	9,242	8,609	5,343	3,815	1,528	22
Omusati	97,719	70,727	36,689	34,038	26,815	15,899	10,916	177
Oshana	54,382	37,202	19,135	18,067	17,121	9,287	7,834	59
Oshikoto	71,119	51,260	26,038	25,222	19,851	11,472	8,379	8
Otjozondjupa	45,838	34,940	17,749	17,191	10,673	7,389	3,284	225
Zambezi	39,315	26,623	14,337	12,286	12,685	7,116	5,569	7
<b>National</b>	<b>756,994</b>	<b>553,317</b>	<b>287,471</b>	<b>265,846</b>	<b>201,197</b>	<b>121,272</b>	<b>79,925</b>	<b>2,480</b>

Table 7 shows the numbers of learners enrolled in each school phase in each region in 2019.

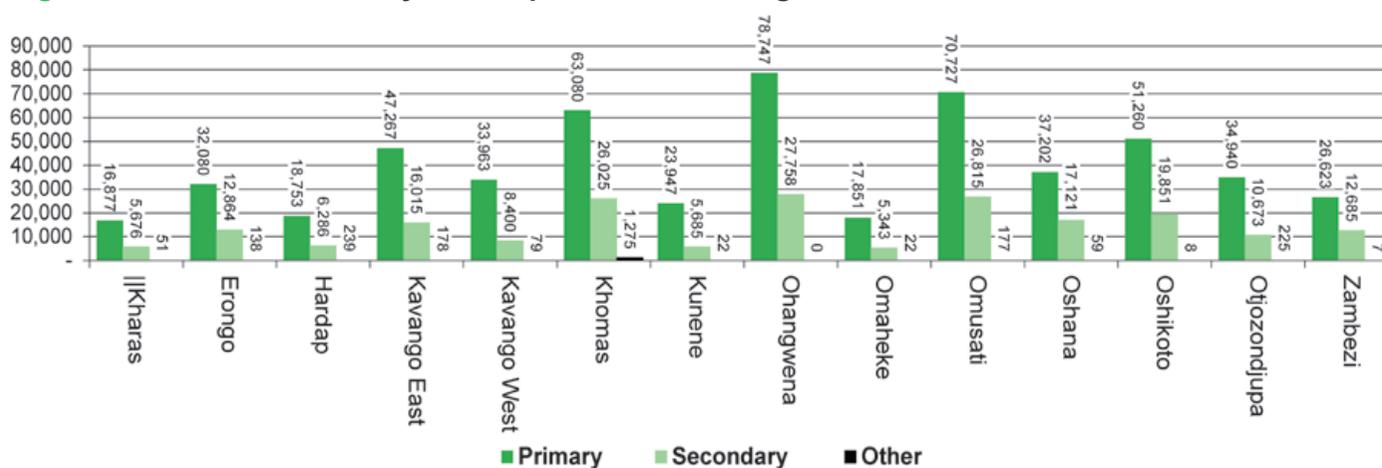
Figure 7a shows the total numbers enrolled per school phase in each region, and Figure 7b shows the percentage of enrolment per phase per region.

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.

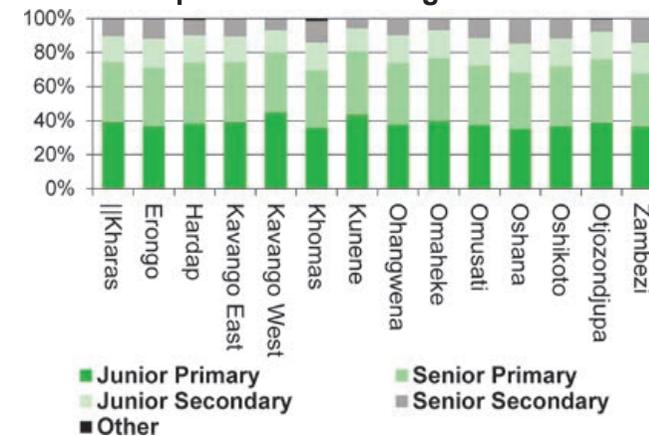
Nationally the picture is similar, with over two-thirds (73.1%) of all learners in the country enrolled in the Primary phase; just under one-third (26.6%) enrolled in the Secondary phase; and only 0.3% enrolled in “Other” grades.

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**

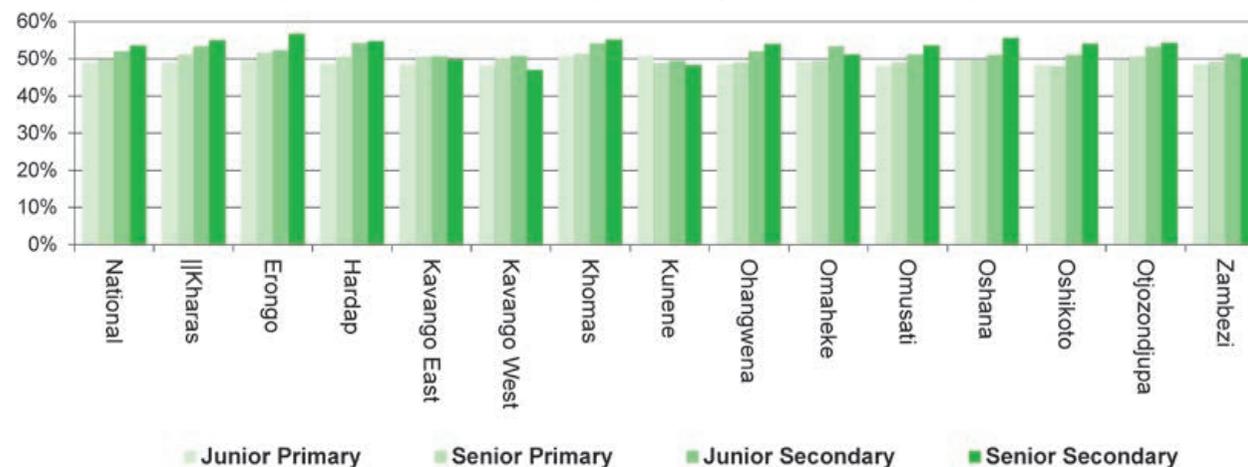


**Table 8: Percentage of female learners by school phases in each region**

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Kharas	51.0%	50.0%	49.0%	51.2%	54.1%	53.4%	55.1%	33.3%
Erongo	51.4%	50.4%	49.4%	51.5%	54.1%	52.3%	56.7%	29.0%
Hardap	50.6%	49.6%	48.7%	50.5%	54.4%	54.2%	54.8%	32.2%
Kavango East	49.7%	49.5%	48.5%	50.5%	50.3%	50.6%	49.8%	47.8%
Kavango West	49.0%	48.9%	48.1%	50.0%	49.5%	50.7%	47.0%	24.1%
Khomas	51.8%	50.9%	50.6%	51.3%	54.6%	54.1%	55.2%	35.4%
Kunene	49.7%	49.9%	50.7%	48.9%	49.1%	49.4%	48.3%	40.9%
Ohangwena	49.8%	48.8%	48.5%	49.1%	52.7%	51.9%	54.1%	-
Omaheke	50.1%	49.3%	49.1%	49.4%	52.7%	53.4%	51.1%	54.5%
Omusati	49.5%	48.6%	48.1%	49.0%	52.1%	51.1%	53.6%	41.2%
Oshana	50.8%	49.7%	49.7%	49.7%	53.1%	51.0%	55.6%	54.2%
Oshikoto	49.3%	48.1%	48.3%	48.0%	52.3%	51.0%	54.1%	25.0%
Otjozondjupa	50.8%	50.1%	49.5%	50.6%	53.5%	53.2%	54.3%	33.8%
Zambezi	49.4%	48.8%	48.4%	49.1%	50.9%	51.3%	50.3%	28.6%
<b>National</b>	<b>50.2%</b>	<b>49.4%</b>	<b>49.0%</b>	<b>49.8%</b>	<b>52.6%</b>	<b>51.9%</b>	<b>53.5%</b>	<b>36.1%</b>

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 2019, 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 49.8% in Senior Primary. This gradual growth trend continued as female learners progressed through the schooling system, to reach 51.9% in the Junior Secondary phase and a peak of 53.5% in Senior Secondary. There were more female learners than male learners in the Senior Secondary phase in all regions except Kavango East (49.8%), Kavango West (47.0%) and Kunene (48.3%). In Ohangwena, all learners are reported under regular grades, hence the blank cell under “Other” in this table. This is despite Ohangwena having a Resource School, since all learners in this specific school follow the mainstream curriculum.

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



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

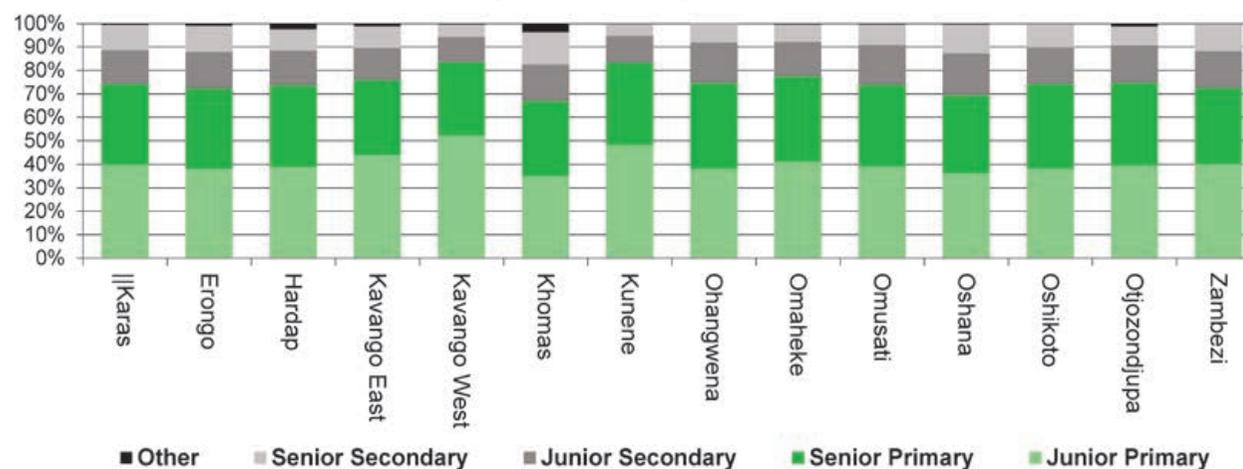
Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Karas	817	608	326	282	204	117	87	5
Erongo	1,403	1,019	536	483	371	215	156	13
Hardap	886	655	345	310	209	130	79	22
Kavango East	1,789	1,362	789	573	407	242	165	20
Kavango West	1,357	1,138	712	426	215	144	71	4
Khomas	2,894	1,944	1,017	927	845	447	398	105
Kunene	1,042	871	505	366	169	117	52	2
Ohangwena	3,433	2,572	1,317	1,255	861	585	276	0
Omaheke	730	567	301	266	161	106	55	2
Omusati	3,327	2,474	1,303	1,171	845	549	296	8
Oshana	1,822	1,270	662	608	548	318	230	4
Oshikoto	2,501	1,861	959	902	639	388	251	1
Otjozondjupa	1,405	1,054	556	498	334	221	113	17
Zambezi	1,311	955	529	426	355	203	152	1
<b>National</b>	<b>24,717</b>	<b>18,350</b>	<b>9,857</b>	<b>8,493</b>	<b>6,163</b>	<b>3,782</b>	<b>2,381</b>	<b>204</b>

Table 9 shows the number of class groups per school phase for each region. The total number of class groups reported for 2019 was 24,717, with 18,350 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 (52.5%) of class groups in the Junior Primary phase, and lower percentages in all other phases.

NOTE: Particular attention must be paid to the higher number of class groups in the Senior Primary phase compared to Junior Secondary, and likewise Junior Secondary compared to Senior Secondary. Without remedial planning, the current situation is likely to lead to a crisis of spaces lacking for learners in either Junior Secondary or Senior Secondary.

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



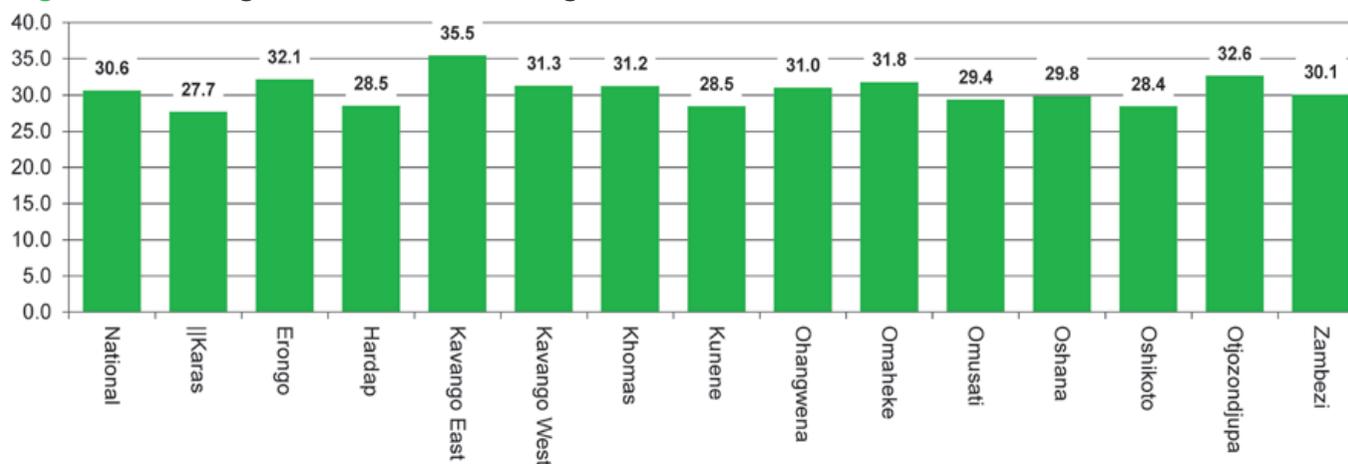
**Table 10: Average class size by school phases in each region**

Region	Total	Primary			Secondary			Other
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Kharas	27.7	27.8	27.2	28.4	27.8	29.1	26.1	10.2
Erongo	32.1	31.5	30.7	32.3	34.7	35.4	33.7	10.6
Hardap	28.5	28.6	28.0	29.4	30.1	31.3	28.1	10.9
Kavango East	35.5	34.7	31.5	39.2	39.3	39.5	39.1	8.9
Kavango West	31.3	29.8	26.8	35.0	39.1	39.2	38.7	19.8
Khomas	31.2	32.4	31.9	33.1	30.8	32.7	28.7	12.1
Kunene	28.5	27.5	25.6	30.2	33.6	34.5	31.7	11.0
Ohangwena	31.0	30.6	30.4	30.8	32.2	29.7	37.7	-
Omaheke	31.8	31.5	30.7	32.4	33.2	36.0	27.8	11.0
Omusati	29.4	28.6	28.2	29.1	31.7	29.0	36.9	22.1
Oshana	29.8	29.3	28.9	29.7	31.2	29.2	34.1	14.8
Oshikoto	28.4	27.5	27.2	28.0	31.1	29.6	33.4	-
Otjozondjupa	32.6	33.1	31.9	34.5	32.0	33.4	29.1	13.2
Zambezi	30.1	27.9	27.2	28.8	36.0	35.4	36.6	7.0
<b>National</b>	<b>30.6</b>	<b>30.2</b>	<b>29.2</b>	<b>31.3</b>	<b>32.7</b>	<b>32.1</b>	<b>33.6</b>	<b>12.2</b>

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 29.2, which then gradually increased to 31.3 in Senior Primary and 32.1 in Secondary. Kavango East had the largest average class size (35.5) while ||Kharas had the smallest (27.7). Compared to 2018, class sizes have increased by an average of 0.3% across the regions.

**Figure 10: Average class size in each region**



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

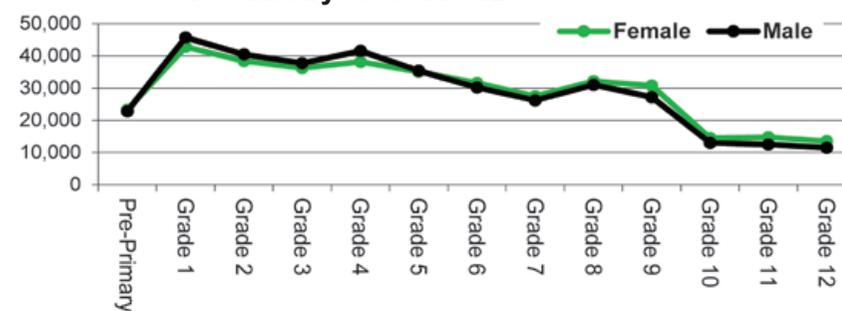
Region	Gender	Total	Junior Primary				Senior Primary				Junior Secondary			Senior Secondary	
			Grade 0	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Kharas	<b>Total</b>	<b>22,553</b>	<b>1,850</b>	<b>2,572</b>	<b>2,307</b>	<b>2,135</b>	<b>2,318</b>	<b>2,073</b>	<b>1,889</b>	<b>1,733</b>	<b>1,843</b>	<b>1,561</b>	<b>961</b>	<b>655</b>	<b>656</b>
	Female	11,506	897	1,239	1,105	1,098	1,145	1,057	982	915	962	855	519	362	370
	Male	11,047	953	1,333	1,202	1,037	1,173	1,016	907	818	881	706	442	293	286
Erongo	<b>Total</b>	<b>44,941</b>	<b>2,172</b>	<b>5,049</b>	<b>4,821</b>	<b>4,427</b>	<b>4,289</b>	<b>4,151</b>	<b>3,914</b>	<b>3,257</b>	<b>3,913</b>	<b>3,698</b>	<b>2,019</b>	<b>1,620</b>	<b>1,611</b>
	Female	23,141	1,067	2,448	2,408	2,212	2,166	2,128	2,029	1,721	2,022	1,960	1,114	911	955
	Male	21,800	1,105	2,601	2,413	2,215	2,123	2,023	1,885	1,536	1,891	1,738	905	709	656
Hardap	<b>Total</b>	<b>25,039</b>	<b>1,888</b>	<b>2,825</b>	<b>2,538</b>	<b>2,402</b>	<b>2,532</b>	<b>2,457</b>	<b>2,182</b>	<b>1,929</b>	<b>2,285</b>	<b>1,785</b>	<b>1,156</b>	<b>474</b>	<b>586</b>
	Female	12,719	952	1,346	1,225	1,178	1,262	1,232	1,088	1,018	1,210	994	634	254	326
	Male	12,320	936	1,479	1,313	1,224	1,270	1,225	1,094	911	1,075	791	522	220	260
Kavango East	<b>Total</b>	<b>63,282</b>	<b>3,060</b>	<b>8,059</b>	<b>7,164</b>	<b>6,532</b>	<b>7,079</b>	<b>6,054</b>	<b>4,999</b>	<b>4,320</b>	<b>4,869</b>	<b>4,697</b>	<b>2,498</b>	<b>2,157</b>	<b>1,794</b>
	Female	31,439	1,511	3,872	3,474	3,189	3,423	3,093	2,586	2,242	2,498	2,342	1,256	1,054	899
	Male	31,843	1,549	4,187	3,690	3,343	3,656	2,961	2,413	2,078	2,371	2,355	1,242	1,103	895
Kavango West	<b>Total</b>	<b>42,363</b>	<b>2,640</b>	<b>6,292</b>	<b>5,452</b>	<b>4,682</b>	<b>4,965</b>	<b>3,946</b>	<b>3,355</b>	<b>2,631</b>	<b>3,078</b>	<b>2,573</b>	<b>1,080</b>	<b>969</b>	<b>700</b>
	Female	20,779	1,325	2,987	2,564	2,297	2,373	2,003	1,732	1,341	1,565	1,300	482	469	341
	Male	21,584	1,315	3,305	2,888	2,385	2,592	1,943	1,623	1,290	1,513	1,273	598	500	359
Khomas	<b>Total</b>	<b>89,095</b>	<b>5,818</b>	<b>9,309</b>	<b>8,744</b>	<b>8,548</b>	<b>8,405</b>	<b>8,098</b>	<b>7,535</b>	<b>6,623</b>	<b>7,585</b>	<b>7,015</b>	<b>4,333</b>	<b>3,647</b>	<b>3,435</b>
	Female	46,331	2,948	4,674	4,445	4,347	4,202	4,112	3,899	3,502	3,952	3,948	2,360	2,029	1,913
	Male	42,764	2,870	4,635	4,299	4,201	4,203	3,986	3,636	3,121	3,633	3,067	1,973	1,618	1,522
Kunene	<b>Total</b>	<b>29,632</b>	<b>2,051</b>	<b>4,055</b>	<b>3,456</b>	<b>3,343</b>	<b>3,549</b>	<b>2,808</b>	<b>2,444</b>	<b>2,241</b>	<b>2,258</b>	<b>1,778</b>	<b>626</b>	<b>565</b>	<b>458</b>
	Female	14,731	1,099	2,054	1,729	1,660	1,701	1,383	1,177	1,137	1,110	885	287	284	225
	Male	14,901	952	2,001	1,727	1,683	1,848	1,425	1,267	1,104	1,148	893	339	281	233
Ohangwena	<b>Total</b>	<b>106,505</b>	<b>6,038</b>	<b>12,698</b>	<b>11,032</b>	<b>10,322</b>	<b>11,770</b>	<b>10,576</b>	<b>8,771</b>	<b>7,540</b>	<b>8,861</b>	<b>8,495</b>	<b>3,284</b>	<b>3,707</b>	<b>3,411</b>
	Female	53,062	2,995	6,078	5,370	5,009	5,459	5,204	4,532	3,777	4,518	4,496	1,777	2,007	1,840
	Male	53,443	3,043	6,620	5,662	5,313	6,311	5,372	4,239	3,763	4,343	3,999	1,507	1,700	1,571
Omaheke	<b>Total</b>	<b>23,194</b>	<b>1,483</b>	<b>2,889</b>	<b>2,509</b>	<b>2,361</b>	<b>2,596</b>	<b>2,221</b>	<b>1,964</b>	<b>1,828</b>	<b>2,076</b>	<b>1,739</b>	<b>654</b>	<b>514</b>	<b>360</b>
	Female	11,612	765	1,420	1,210	1,147	1,217	1,107	1,025	904	1,094	942	326	261	194
	Male	11,582	718	1,469	1,299	1,214	1,379	1,114	939	924	982	797	328	253	166

**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	<b>Total</b>	<b>97,542</b>	<b>5,500</b>	<b>11,530</b>	<b>10,140</b>	<b>9,519</b>	<b>10,607</b>	<b>8,727</b>	<b>7,913</b>	<b>6,791</b>	<b>8,420</b>	<b>7,479</b>	<b>3,238</b>	<b>3,935</b>	<b>3,743</b>
	Female	48,320	2,745	5,462	4,889	4,548	4,953	4,350	3,973	3,418	4,214	3,914	1,650	2,145	2,059
	Male	49,222	2,755	6,068	5,251	4,971	5,654	4,377	3,940	3,373	4,206	3,565	1,588	1,790	1,684
Oshana	<b>Total</b>	<b>54,323</b>	<b>3,353</b>	<b>5,760</b>	<b>5,197</b>	<b>4,825</b>	<b>5,171</b>	<b>4,774</b>	<b>4,215</b>	<b>3,907</b>	<b>4,749</b>	<b>4,538</b>	<b>2,127</b>	<b>2,903</b>	<b>2,804</b>
	Female	27,595	1,721	2,812	2,571	2,414	2,459	2,398	2,176	1,952	2,356	2,380	1,207	1,623	1,526
	Male	26,728	1,632	2,948	2,626	2,411	2,712	2,376	2,039	1,955	2,393	2,158	920	1,280	1,278
Oshikoto	<b>Total</b>	<b>71,111</b>	<b>4,908</b>	<b>7,830</b>	<b>6,759</b>	<b>6,541</b>	<b>7,666</b>	<b>6,700</b>	<b>5,802</b>	<b>5,054</b>	<b>5,933</b>	<b>5,539</b>	<b>2,647</b>	<b>3,096</b>	<b>2,636</b>
	Female	35,056	2,499	3,766	3,202	3,099	3,562	3,190	2,841	2,506	2,893	2,962	1,451	1,686	1,399
	Male	36,055	2,409	4,064	3,557	3,442	4,104	3,510	2,961	2,548	3,040	2,577	1,196	1,410	1,237
Otjozondjupa	<b>Total</b>	<b>45,613</b>	<b>2,607</b>	<b>5,452</b>	<b>4,921</b>	<b>4,769</b>	<b>5,052</b>	<b>4,602</b>	<b>4,026</b>	<b>3,511</b>	<b>4,198</b>	<b>3,191</b>	<b>1,240</b>	<b>990</b>	<b>1,054</b>
	Female	23,205	1,350	2,659	2,424	2,354	2,461	2,317	2,108	1,817	2,182	1,750	651	544	588
	Male	22,408	1,257	2,793	2,497	2,415	2,591	2,285	1,918	1,694	2,016	1,441	589	446	466
Zambezi	<b>Total</b>	<b>39,308</b>	<b>2,829</b>	<b>4,224</b>	<b>3,803</b>	<b>3,481</b>	<b>3,592</b>	<b>3,298</b>	<b>2,954</b>	<b>2,442</b>	<b>3,152</b>	<b>3,964</b>	<b>1,730</b>	<b>2,042</b>	<b>1,797</b>
	Female	19,432	1,440	2,006	1,810	1,690	1,705	1,568	1,502	1,258	1,602	2,049	802	1,088	912
	Male	19,876	1,389	2,218	1,993	1,791	1,887	1,730	1,452	1,184	1,550	1,915	928	954	885
National	<b>Total</b>	<b>754,501</b>	<b>46,197</b>	<b>88,544</b>	<b>78,843</b>	<b>73,887</b>	<b>79,591</b>	<b>70,485</b>	<b>61,963</b>	<b>53,807</b>	<b>63,220</b>	<b>58,052</b>	<b>27,593</b>	<b>27,274</b>	<b>25,045</b>
	Female	378,928	23,314	42,823	38,426	36,242	38,088	35,142	31,650	27,508	32,178	30,777	14,516	14,717	13,547
	Male	375,573	22,883	45,721	40,417	37,645	41,503	35,343	30,313	26,299	31,042	27,275	13,077	12,557	11,498

The enrolments of female and male learners in Pre-Primary through Grade 12 are recorded in Table 11 for readers who require the actual numbers. Figure 11 is a graphical representation of the data presented in Table 11. As mentioned for previous tables, the enrolment peaks in Junior 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. Note also the huge enrolment difference (30,459) between Grades 9 and 10. Should all or a larger majority of Grade 9 learners be promoted to Grade 10, the downward trend of low enrolment in Senior Secondary will be reversed, which in turn means more resources needed to ensure that the Senior Secondary phase copes not only with the intake (infrastructure-wise), but also with the allocation of teachers in that phase. The enrolment gap between Grades 7 and 8 may have been caused by the high repetition rate in Grade 8, while the sharp decrease in enrolment between Grades 4 and 7, and between Grades 8 and 10, may point to high dropout rates in those grades.

**Figure 11: Enrolment by grade and gender: Pre-Primary 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	51	-	-	-	-	44	-	-	-	-	-	-	-	7
	Female enrolment	17	-	-	-	-	15	-	-	-	-	-	-	-	2
	Male enrolment	34	-	-	-	-	29	-	-	-	-	-	-	-	5
	% female	33%	0%	0%	0%	0%	34%	0%	0%	0%	0%	0%	0%	0%	29%
	Classgroups	5	-	-	-	-	4	-	-	-	-	-	-	-	1
	Average class size	12	-	-	-	-	11	-	-	-	-	-	-	-	7
Erongo	Enrolment	141	3	-	-	-	108	21	-	-	-	-	-	-	9
	Female enrolment	40	-	-	-	-	30	8	-	-	-	-	-	-	2
	Male enrolment	101	3	-	-	-	78	13	-	-	-	-	-	-	7
	% female	28%	0%	0%	0%	0%	28%	38%	0%	0%	0%	0%	0%	0%	22%
	Classgroups	14	1	-	-	-	11	1	-	-	-	-	-	-	1
	Average class size	15	3	-	-	-	10	21	-	-	-	-	-	-	9
Hardap	Enrolment	239	-	-	42	13	184	-	-	-	-	-	-	-	-
	Female enrolment	77	-	-	5	9	63	-	-	-	-	-	-	-	-
	Male enrolment	162	-	-	37	4	121	-	-	-	-	-	-	-	-
	% female	32%	0%	0%	12%	69%	34%	0%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	22	-	-	5	2	15	-	-	-	-	-	-	-	-
	Average class size	13	-	-	8	7	12	-	-	-	-	-	-	-	-
Kavango East	Enrolment	178	-	10	-	-	93	20	13	-	-	-	-	-	42
	Female enrolment	85	-	4	-	-	47	11	5	-	-	-	-	-	18
	Male enrolment	93	-	6	-	-	46	9	8	-	-	-	-	-	24
	% female	48%	0%	40%	0%	0%	51%	55%	38%	0%	0%	0%	0%	0%	43%
	Classgroups	17	-	1	-	-	12	2	2	-	-	-	-	-	-
	Average class size	13	-	10	-	-	8	10	7	-	-	-	-	-	-
Kavango West	Enrolment	79	-	-	-	-	26	-	-	32	8	13	-	-	-
	Female enrolment	19	-	-	-	-	9	-	-	5	2	3	-	-	-
	Male enrolment	60	-	-	-	-	17	-	-	27	6	10	-	-	-
	% female	24%	0%	0%	0%	0%	35%	0%	0%	16%	25%	23%	0%	0%	0%
	Classgroups	4	-	-	-	-	1	-	-	1	1	1	-	-	-
	Average class size	21	-	-	-	-	26	-	-	32	8	13	-	-	-
Komas	Enrolment	1,285	10	56	-	-	819	39	48	39	-	-	-	-	274
	Female enrolment	458	7	31	-	-	186	39	48	39	-	-	-	-	108
	Male enrolment	827	3	25	-	-	633	-	-	-	-	-	-	-	166
	% female	36%	70%	55%	0%	0%	23%	100%	100%	100%	0%	0%	0%	0%	39%
	Classgroups	107	2	7	-	-	60	3	3	3	-	-	-	-	29
	Average class size	12	5	8	-	-	14	13	16	13	-	-	-	-	9
Kunene	Enrolment	22	-	-	-	-	22	-	-	-	-	-	-	-	-
	Female enrolment	9	-	-	-	-	9	-	-	-	-	-	-	-	-
	Male enrolment	13	-	-	-	-	13	-	-	-	-	-	-	-	-
	% female	41%	0%	0%	0%	0%	41%	0%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	2	-	-	-	-	2	-	-	-	-	-	-	-	-
	Average class size	9	-	-	-	-	11	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**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	22	-	-	-	-	22	-	-	-	-	-	-	-	-
	Female enrolment	12	-	-	-	-	12	-	-	-	-	-	-	-	-
	Male enrolment	10	-	-	-	-	10	-	-	-	-	-	-	-	-
	% female	55%	0%	0%	0%	0%	55%	0%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	2	-	-	-	-	2	-	-	-	-	-	-	-	-
	Average class size	14	-	-	-	-	11	-	-	-	-	-	-	-	-
Omusati	Enrolment	177	-	59	56	14	8	-	-	-	40	-	-	-	-
	Female enrolment	73	-	24	23	2	6	-	-	-	18	-	-	-	-
	Male enrolment	104	-	35	33	12	2	-	-	-	22	-	-	-	-
	% female	41%	0%	41%	41%	14%	75%	0%	0%	0%	45%	0%	0%	0%	0%
	Classgroups	8	-	2	2	2	1	-	-	-	1	-	-	-	-
	Average class size	33	-	30	28	7	8	-	-	-	40	-	-	-	-
Oshana	Enrolment	59	-	59	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	32	-	32	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	27	-	27	-	-	-	-	-	-	-	-	-	-	-
	% female	54%	0%	54%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	4	-	4	-	-	-	-	-	-	-	-	-	-	-
	Average class size	5	-	15	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	8	-	-	-	-	8	-	-	-	-	-	-	-	-
	Female enrolment	2	-	-	-	-	2	-	-	-	-	-	-	-	-
	Male enrolment	6	-	-	-	-	6	-	-	-	-	-	-	-	-
	% female	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	1	-	-	-	-	1	-	-	-	-	-	-	-	-
	Average class size	15	-	-	-	-	8	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	225	-	25	20	-	177	2	1	-	-	-	-	-	-
	Female enrolment	76	-	8	6	-	61	1	-	-	-	-	-	-	-
	Male enrolment	149	-	17	14	-	116	1	1	-	-	-	-	-	-
	% female	34%	0%	32%	30%	0%	34%	50%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	17	-	1	2	-	12	1	1	-	-	-	-	-	-
	Average class size	33	-	25	10	-	15	2	1	-	-	-	-	-	-
Zambezi	Enrolment	7	-	-	-	-	7	-	-	-	-	-	-	-	-
	Female enrolment	2	-	-	-	-	2	-	-	-	-	-	-	-	-
	Male enrolment	5	-	-	-	-	5	-	-	-	-	-	-	-	-
	% female	29%	0%	0%	0%	0%	29%	0%	0%	0%	0%	0%	0%	0%	0%
	Classgroups	1	-	-	-	-	1	-	-	-	-	-	-	-	-
	Average class size	9	-	-	-	-	7	-	-	-	-	-	-	-	-
<b>National</b>	<b>Enrolment</b>	<b>2,493</b>	<b>13</b>	<b>209</b>	<b>118</b>	<b>27</b>	<b>1,518</b>	<b>82</b>	<b>62</b>	<b>71</b>	<b>48</b>	<b>13</b>	<b>-</b>	<b>-</b>	<b>332</b>
	<b>Female enrolment</b>	<b>902</b>	<b>7</b>	<b>99</b>	<b>34</b>	<b>11</b>	<b>442</b>	<b>59</b>	<b>53</b>	<b>44</b>	<b>20</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>130</b>
	<b>Male enrolment</b>	<b>1,591</b>	<b>6</b>	<b>110</b>	<b>84</b>	<b>16</b>	<b>1,076</b>	<b>23</b>	<b>9</b>	<b>27</b>	<b>28</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>202</b>
	<b>% female</b>	<b>36%</b>	<b>54%</b>	<b>47%</b>	<b>29%</b>	<b>41%</b>	<b>29%</b>	<b>72%</b>	<b>85%</b>	<b>62%</b>	<b>42%</b>	<b>23%</b>	<b>-</b>	<b>-</b>	<b>39%</b>
	<b>Classgroups</b>	<b>204</b>	<b>3</b>	<b>15</b>	<b>9</b>	<b>4</b>	<b>122</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>31</b>
	<b>Average class size</b>	<b>12</b>	<b>4</b>	<b>14</b>	<b>13</b>	<b>7</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>18</b>	<b>24</b>	<b>13</b>	<b>-</b>	<b>-</b>	<b>11</b>

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**

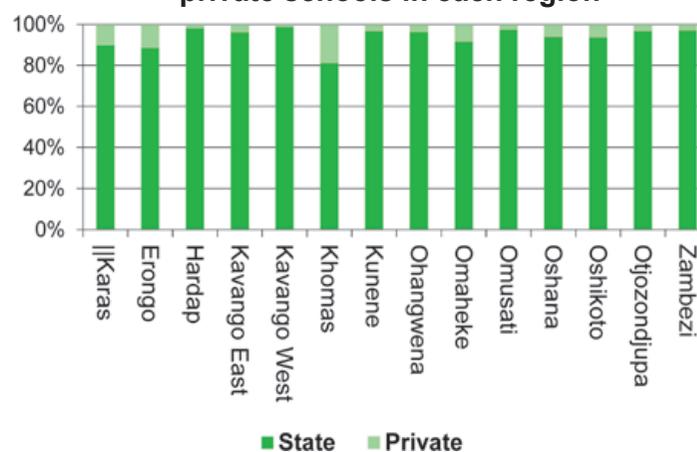
Region	Control of School	Total	Primary			Secondary			Other
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Kharas	<b>Total</b>	<b>22,604</b>	<b>16,877</b>	<b>8,864</b>	<b>8,013</b>	<b>5,676</b>	<b>3,404</b>	<b>2,272</b>	<b>51</b>
	State	20,322	14,795	7,715	7,080	5,481	3,325	2,156	46
	Private	2,282	2,082	1,149	933	195	79	116	5
Erongo	<b>Total</b>	<b>45,082</b>	<b>32,080</b>	<b>16,469</b>	<b>15,611</b>	<b>12,864</b>	<b>7,611</b>	<b>5,253</b>	<b>138</b>
	State	39,898	28,417	14,443	13,974	11,353	6,903	4,450	128
	Private	5,184	3,663	2,026	1,637	1,511	708	803	10
Hardap	<b>Total</b>	<b>25,278</b>	<b>18,753</b>	<b>9,653</b>	<b>9,100</b>	<b>6,286</b>	<b>4,070</b>	<b>2,216</b>	<b>239</b>
	State	24,789	18,471	9,516	8,955	6,082	3,999	2,083	236
	Private	489	282	137	145	204	71	133	3
Kavango East	<b>Total</b>	<b>63,460</b>	<b>47,267</b>	<b>24,815</b>	<b>22,452</b>	<b>16,015</b>	<b>9,566</b>	<b>6,449</b>	<b>178</b>
	State	60,969	45,318	23,259	22,059	15,473	9,288	6,185	178
	Private	2,491	1,949	1,556	393	542	278	264	-
Kavango West	<b>Total</b>	<b>42,442</b>	<b>33,963</b>	<b>19,066</b>	<b>14,897</b>	<b>8,400</b>	<b>5,651</b>	<b>2,749</b>	<b>79</b>
	State	41,924	33,776	18,879	14,897	8,069	5,504	2,565	79
	Private	518	187	187	-	331	147	184	-
Khomas	<b>Total</b>	<b>90,380</b>	<b>63,080</b>	<b>32,419</b>	<b>30,661</b>	<b>26,025</b>	<b>14,600</b>	<b>11,425</b>	<b>1,275</b>
	State	73,228	50,320	24,457	25,863	21,695	12,589	9,106	1,213
	Private	17,152	12,760	7,962	4,798	4,330	2,011	2,319	62
Kunene	<b>Total</b>	<b>29,654</b>	<b>23,947</b>	<b>12,905</b>	<b>11,042</b>	<b>5,685</b>	<b>4,036</b>	<b>1,649</b>	<b>22</b>
	State	28,690	23,080	12,427	10,653	5,588	3,998	1,590	22
	Private	964	867	478	389	97	38	59	-
Ohangwena	<b>Total</b>	<b>106,505</b>	<b>78,747</b>	<b>40,090</b>	<b>38,657</b>	<b>27,758</b>	<b>17,356</b>	<b>10,402</b>	<b>-</b>
	State	102,412	75,249	37,856	37,393	27,163	17,098	10,065	-
	Private	4,093	3,498	2,234	1,264	595	258	337	-
Omaheke	<b>Total</b>	<b>23,216</b>	<b>17,851</b>	<b>9,242</b>	<b>8,609</b>	<b>5,343</b>	<b>3,815</b>	<b>1,528</b>	<b>22</b>
	State	21,245	16,426	8,572	7,854	4,797	3,462	1,335	22
	Private	1,971	1,425	670	755	546	353	193	-
Omusati	<b>Total</b>	<b>97,719</b>	<b>70,727</b>	<b>36,689</b>	<b>34,038</b>	<b>26,815</b>	<b>15,899</b>	<b>10,916</b>	<b>177</b>
	State	95,151	68,704	35,572	33,132	26,270	15,611	10,659	177
	Private	2,568	2,023	1,117	906	545	288	257	-

**Table 13** continued

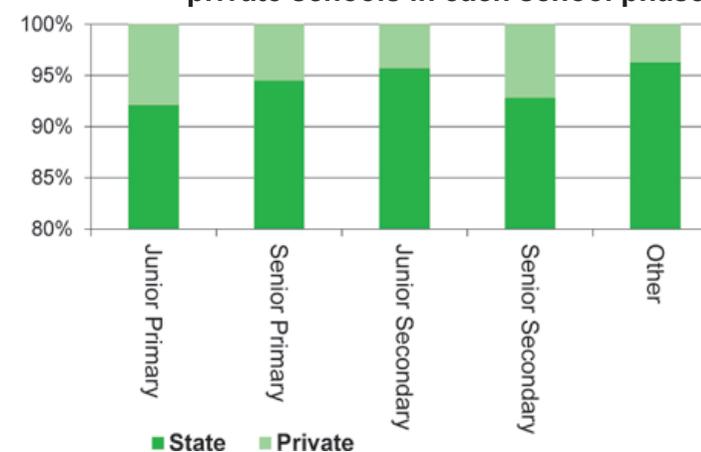
Region	Control of School	Total	Primary			Secondary			Other
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Oshana	<b>Total</b>	<b>54,382</b>	<b>37,202</b>	<b>19,135</b>	<b>18,067</b>	<b>17,121</b>	<b>9,287</b>	<b>7,834</b>	<b>59</b>
	State	51,011	34,177	17,207	16,970	16,775	9,054	7,721	59
	Private	3,371	3,025	1,928	1,097	346	233	113	-
Oshikoto	<b>Total</b>	<b>71,119</b>	<b>51,260</b>	<b>26,038</b>	<b>25,222</b>	<b>19,851</b>	<b>11,472</b>	<b>8,379</b>	<b>8</b>
	State	66,600	47,677	24,059	23,618	18,915	11,061	7,854	8
	Private	4,519	3,583	1,979	1,604	936	411	525	-
Otjozondjupa	<b>Total</b>	<b>45,838</b>	<b>34,940</b>	<b>17,749</b>	<b>17,191</b>	<b>10,673</b>	<b>7,389</b>	<b>3,284</b>	<b>225</b>
	State	44,333	33,655	16,972	16,683	10,465	7,266	3,199	213
	Private	1,505	1,285	777	508	208	123	85	12
Zambezi	<b>Total</b>	<b>39,315</b>	<b>26,623</b>	<b>14,337</b>	<b>12,286</b>	<b>12,685</b>	<b>7,116</b>	<b>5,569</b>	<b>7</b>
	State	38,164	25,985	13,877	12,108	12,172	6,930	5,242	7
	Private	1,151	638	460	178	513	186	327	-
<b>National</b>	<b>Total</b>	<b>756,994</b>	<b>553,317</b>	<b>287,471</b>	<b>265,846</b>	<b>201,197</b>	<b>121,272</b>	<b>79,925</b>	<b>2,480</b>
	State	708,736	516,050	264,811	251,239	190,298	116,088	74,210	2,388
	Private	48,258	37,267	22,660	14,607	10,899	5,184	5,715	92

Table 13 and Figure 13a show that the vast majority of Namibian learners attend public schools: nationally, only 6.4% of all learners were enrolled in private schools in the year under review. More than 10% of the learners in ||Karas, Erongo and Khomas Regions attended private schools in 2019. Khomas had the highest percentage of learners enrolled in private schools (19.0%), while Kavango West had the lowest percentage (1.2%).

**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	5,422	-	1,759	1,742	1,921	13,950	3,760	3,784	3,308	3,098
Afrikaans 2nd Language	15,103	-	5,256	5,157	4,673	45,431	10,390	12,859	11,825	10,357
Arts (non-productive)	68,207	-	24,643	22,350	21,190	70,342	23,309	18,374	15,189	13,470
Basic Techniques	-	-	-	-	-	21	-	-	-	21
Book Education	-	-	-	-	-	25	-	-	-	25
Computer Literacy	482	-	156	149	177	6,236	1,620	1,767	1,622	1,227
Craft and Technology	37	-	-	-	37	76	21	18	17	20
Design and Technology	-	-	-	-	-	21,350	-	8,320	7,139	5,891
Elementary Agriculture	-	-	-	-	-	138,171	3,251	51,184	44,922	38,814
English 1st Language	4,657	-	1,746	1,627	1,267	14,248	3,340	4,158	3,549	3,201
English 2nd Language	80,763	-	29,238	25,892	25,609	239,808	67,887	65,127	57,174	49,620
Environmental Studies	83,914	-	30,476	27,027	26,387	691	691	-	-	-
Extraordinary Subject	86	-	-	12	74	823	247	264	148	164
French Foreign Language	-	-	-	-	-	225	-	44	96	85
General Science	-	-	-	-	-	108	7	47	19	35
German 1st or Home Language	52	-	32	7	13	829	97	201	230	301
German Third or Foreign Language	-	-	-	-	-	650	72	210	205	163
Pre-Primary class teaching	46,041	-	-	-	-	-	-	-	-	-
Grade 1 class teaching	58,279	-	58,279	-	-	-	-	-	-	-
Grade 2 class teaching	52,145	-	-	52,145	-	-	-	-	-	-
Grade 3 class teaching	47,912	-	-	-	47,912	-	-	-	-	-
Grade 4 class teaching	-	-	-	-	-	8,488	8,488	-	-	-
Grade 5 class teaching	-	-	-	-	-	941	-	941	-	-
Grade 6 class teaching	-	-	-	-	-	982	-	-	982	-
Grade 7 class teaching	-	-	-	-	-	769	-	-	-	769
Guidance	-	-	-	-	-	47	-	-	-	47
Handicraft/Art	-	-	-	-	-	108	-	-	-	108
Handwriting	377	-	150	120	107	98	98	-	-	-
Health	-	-	-	-	-	26	26	-	-	-
Health and Social Care (Hygiene)	-	-	-	-	-	150	56	29	65	-
History	-	-	-	-	-	618	351	150	61	56
History and Geography	-	-	-	-	-	158	26	21	50	61
Home Ecology	-	-	-	-	-	27,086	-	9,724	9,253	8,109
Individual Learning	75	-	-	11	3	102	-	7	62	33
Information and Communication Technology	673	-	391	88	194	51,078	15,619	13,612	11,367	10,480
Ju 'hoansi	-	-	-	-	-	30	30	-	-	-
Khoekhoegowab	8,363	-	2,913	2,778	2,672	15,819	4,445	4,460	3,710	3,204
Life Science	-	-	-	-	-	574	-	-	-	574
Life Skills	-	-	-	-	-	112,222	51,806	23,632	19,877	16,907
Literature (English)	-	-	-	-	-	21	-	9	4	8
Mathematics	84,320	-	30,644	27,087	26,565	252,811	70,960	69,147	60,457	52,247
Natural Science and Health Education	218	-	77	79	62	251,890	70,561	68,330	60,433	52,566

Subject	Junior Secondary		
	Junior Secondary	Grade 8	Grade 9
Accounting	27,727	14,605	13,122
Afrikaans 1st or Home Language	4,620	2,531	2,089
Afrikaans 2nd Language	20,717	10,906	9,811
Agriculture	83,283	42,697	40,586
Art of Entertainment	182	121	61
Arts Appreciation	376	191	185
Arts in Culture	5,784	2,951	2,833
Biblical Studies	3	3	-
Biology	36	-	36
Bricklaying and Plastering	73	37	36
Business Accounting	201	191	10
Business Methods	192	130	62
Business Studies	7	-	7
Catering	5	3	2
Chemistry	36	-	36
Commercial Maths	58	34	24
Computer Literacy	1,141	504	637
Computer Practice	134	89	45
Computer Studies	5,294	2,887	2,407
Design and Technology	2,700	1,642	1,058
Development Studies	115	24	91
Drama	18	-	18
Economics	4	-	4
Electricity	34	34	-
Electronics	1	-	1
Engineering Maths	40	-	40
English 1st Language	3,666	1,823	1,843
English 2nd Language	116,824	60,963	55,861
Entrepreneurship	110,960	57,542	53,418
Ethics	43	-	43
Extraordinary Subject	137	80	57
Fashion and Fabrics	631	363	268
Fitting and Turning	12	12	-
French Foreign Language	1,138	653	485
General Science	169	73	96
Geography	118,872	62,037	56,835
German 1st or Home Language	275	138	137
German Third or Foreign Language	2,828	1,602	1,226
Hairdressing	74	7	67
History	118,022	61,536	56,486
Home Economics	3,963	2,319	1,644
Hospitality	702	409	293

**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
Oshikwanyama	17,569	-	6,474	5,668	5,427	49,703	14,659	13,501	11,537	10,006
Oshindonga	25,167	-	9,023	8,135	7,985	64,178	18,330	17,329	15,198	13,321
Otjiherero	9,429	-	3,492	2,827	3,110	17,463	5,334	4,539	3,961	3,629
Physical Education and Health Awareness	201	-	65	68	68	738	334	175	63	166
Physical Education	68,200	-	24,586	22,136	21,454	74,200	25,693	18,507	16,091	13,909
Physics	-	-	-	-	-	81	-	-	38	43
Portuguese	92	-	14	-	78	242	167	28	21	26
Religious and Moral Education	68,633	-	24,872	22,299	21,438	83,520	30,624	20,493	17,273	15,130
Remedial Teaching	48	-	44	4	-	175	122	-	53	-
Rukwangali	2,084	-	877	701	506	22,622	7,018	6,063	5,180	4,361
Rumanyo (Rugciriku)	1,000	-	466	280	254	9,664	3,187	2,666	2,090	1,721
School Music	-	-	-	-	-	59	22	19	18	-
Setswana	187	-	75	63	49	477	138	145	96	98
Sign Language	78	-	62	16	-	435	119	115	72	129
Silozi	899	-	295	293	311	12,171	3,533	3,237	2,969	2,432
Social Sciences	-	-	-	-	-	3,114	598	1,194	701	621
Social Studies	-	-	-	-	-	248,642	69,800	67,601	59,595	51,646
Spanish Foreign Language	-	-	-	-	-	106	63	-	43	-
Thimbukushu	-	-	-	-	-	3,850	1,126	1,065	960	699

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 3, 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 take these subjects. Readers interested in knowing which subjects these are can request this information directly from the EMIS.

Subject	Junior Secondary		
	Junior Secondary	Grade 8	Grade 9
Hotel Management	20	20	-
Information & Communication Technology	8,501	4,692	3,809
Individual Learning	271	179	92
Integrated Performing Art	454	198	256
Keyboard and Word Processing	608	341	267
Khoekhoegowab	6,038	3,632	2,406
Life Science	118,524	62,102	56,422
Life Skills	23,089	12,606	10,483
Literature (English)	7	-	7
Mathematics	119,000	61,845	57,155
Metalwork	34	-	34
Motor Mechanics	56	7	49
Music	14	3	11
Natural Science and Health Education	288	195	93
Needlework and Clothing	97	54	43
Office Administration and Keyboard	168	139	29
Office Practice	2,783	1,479	1,304
Oshikwanyama	22,576	11,678	10,898
Oshindonga	31,745	16,326	15,419
Otjiherero	8236	4,381	3,855
Performing Art	35	35	-
Physical Education & Health Awareness	34	-	34
Physical Education	13,134	7,180	5,954
Physical Science	117,210	61,228	55,982
Physics	137	61	76
Portuguese	618	327	291
Religious and Moral Education	11,080	5,992	5,088
Rukwangali	9,388	4,926	4,462
Rumanyo (Rugciriku)	3,382	1,807	1,575
Salon Science	82	46	36
School Art	3,256	1,843	1,413
School Music	43	9	34
Sciences	79	19	60
Setswana	166	94	72
Sign Language	82	48	34
Silozi	6,967	3,081	3,886
Social Studies	97	26	71
Technical Drawing	1,008	579	429
Technical Theory and Practice	629	282	347
Thimbukushu	1,824	920	904
Tourism	23	23	-
Typing or Typing and Office Admin	2	2	-
Visual Arts	265	113	152

**Table 15: Enrolments in senior secondary subjects**

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Accounting	H	0	438	427	0
	E	4,920	2,254	1,507	0
	C	0	966	1,405	0
Afrikaans 1st or Home Language	H	0	138	124	0
	E	1,014	341	292	0
	C	0	98	182	0
Afrikaans 2nd Language	H	0	245	335	0
	E	5,723	2,147	1,588	9
	C	0	1,309	1,646	0
Agriculture	H	0	90	51	0
	E	10,303	6,658	5,209	0
	C	0	3,810	4,140	0
Art and Design	H	0	36	30	0
	E	400	57	98	0
	C	0	65	109	0
Arts in Culture	H	0	0	0	0
	E	5,317	34	0	0
	C	0	0	0	0
Biology	H	0	2,531	1,304	0
	E	18,674	10,382	7,832	11
	C	0	5,855	7,707	0
Bricklaying and Plastering	H	0	0	18	0
	E	46	0	0	0
	C	0	54	0	0
Building Studies	H	0	0	7	0
	E	170	41	0	0
	C	0	60	63	0
Business Economics	H	0	0	0	0
	E	84	0	0	0
	C	0	0	0	0
Business Studies	H	0	485	404	0
	E	3,128	1,667	1,219	0
	C	0	922	1,237	0
Chemistry	H	0	15	25	0
	E	7,681	18	19	0
	C	0	0	0	0
Computer Literacy	H	0	90	5	0
	E	408	491	587	0
	C	0	0	0	0

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Computer Studies	H	0	103	40	0
	E	1,235	566	386	3
	C	0	118	206	0
Design and Technology	H	0	80	113	0
	E	440	317	294	0
	C	0	66	89	0
Development Studies	H	0	1	39	0
	E	7,855	6,116	4,559	0
	C	0	4,574	4,471	0
Economics	H	0	358	404	0
	E	3,421	1,323	1,134	9
	C	0	809	1,211	0
English 1st Language	H	0	240	223	0
	E	1,289	549	558	0
	C	0	105	191	0
English 2nd Language	H	0	2,531	2,282	0
	E	25,715	13,939	10,900	9
	C	0	9,212	10,463	0
Entrepreneurship	H	0	50	22	0
	E	5,014	1,203	1,004	0
	C	0	439	561	0
Fashion and Fabrics	H	0	0	2	0
	E	131	3	0	0
	C	0	47	46	0
French Foreign Language	H	0	22	21	0
	E	247	47	108	0
	C	0	118	88	0
Geography	H	0	1,069	940	0
	E	13,204	6,895	5,669	1
	C	0	3,742	4,477	0
German 1st or Home Language	H	0	28	28	0
	E	117	57	85	0
	C	0	6	0	0
German Third or Foreign Language	H	0	101	82	0
	E	770	322	282	10
	C	0	161	188	0
History	H	0	1,065	941	0
	E	8,941	3,840	3,003	1
	C	0	1,077	1,553	0

**Table 15 continued**

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Home Economics	H	0	0	21	0
	E	453	105	106	0
	C	0	68	123	0
Hospitality	H	0	7	4	0
	E	212	17	18	0
	C	0	0	0	0
Information and Communication Technology	H	0	0	0	0
	E	6,101	759	487	0
	C	0	0	147	0
Life Skills	H	0	58	3	0
	E	13,367	3,528	3,456	0
	C	0	505	918	0
Mathematics	H	0	1,270	693	0
	E	26,842	14,518	11,531	13
	C	0	10,436	11,673	0
Metalwork and Welding	H	0	0	0	0
	E	179	0	0	0
	C	0	0	0	0
Motor Mechanics	H	0	0	0	0
	E	101	0	0	0
	C	0	0	0	0
Office Administration and Keyboard	H	0	0	0	0
	E	18	90	114	0
	C	0	64	104	0
Oshikwanyama	H	0	1,904	2,001	0
	E	4,611	3,258	2,541	0
	C	0	380	465	0
Oshindonga	H	0	3,971	4,239	0
	E	6,870	3,748	2,817	0
	C	0	468	409	0
Otjiherero	H	0	0	6	0
	E	1,448	767	625	0
	C	0	418	329	0
Physical Education	H	0	124	0	0
	E	10,324	2,256	2,274	3
	C	0	338	244	0
Physical Science	H	0	1,978	737	0
	E	8,138	9,354	7,075	10
	C	0	5,721	7,096	0

Subject	Level	Grade 10	Grade 11	Grade 12	Grade 13
Physics	H	0	8	18	0
	E	6,611	120	120	3
	C	0	0	41	0
Portuguese	H	0	3	1	0
	E	202	100	101	0
	C	0	50	51	0
Rukwangali	H	0	1,257	1,053	0
	E	2,091	548	408	0
	C	0	0	17	0
Rumanyo (Rugciriku)	H	0	0	0	0
	E	750	338	231	0
	C	0	338	274	0
Setswana	H	0	0	0	0
	E	46	15	15	0
	C	0	4	6	0
Sign Language	H	0	0	0	0
	E	11	0	0	0
	C	0	0	3	0
Silozi	H	0	618	693	0
	E	1,636	1,230	1,051	0
	C	0	140	0	0
Thimbukushu	H	0	0	0	0
	E	405	367	337	0
	C	0	104	0	0
Woodwork	H	0	0	0	0
	E	78	0	0	0
	C	0	0	0	0

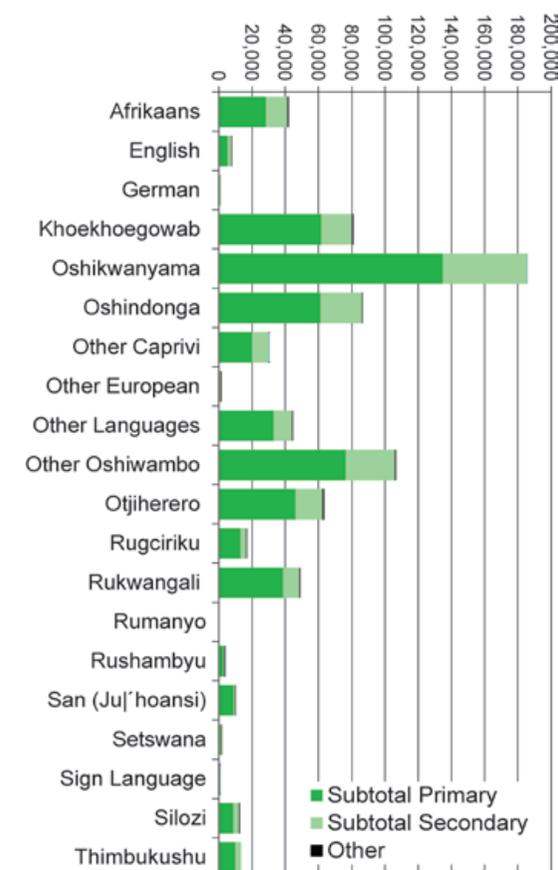
Enrolment in the subjects taught in the Senior Secondary phase is tabulated in Table 15. A distinction is made between the levels at which the subjects are taken – Namibia Senior Secondary Certificate Higher Level (NSSC-H) or Namibia Senior Secondary Certificate Ordinary Level (NSSC-O). The ordinary level is further sub-divided in Core and Extended levels, hence H/E/C in the table.

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, due to, for example, an incorrect subject code 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	41,928	28,441	14,416	14,025	13,151	7,155	5,996	336
English	7,816	5,320	2,784	2,536	2,442	1,187	1,255	54
German	1,288	782	324	458	506	211	295	-
Khoekhoegowab	80,821	61,599	31,019	30,580	18,594	13,008	5,586	628
Oshikwanyama	185,675	134,957	68,411	66,546	50,563	30,359	20,204	155
Oshindonga	86,472	61,297	32,851	28,446	25,088	13,718	11,370	87
Other Caprivi	30,409	20,061	10,379	9,682	10,342	6,011	4,331	6
Other European	1,176	557	194	363	618	297	321	1
Other Languages	44,285	33,201	17,454	15,747	11,002	6,816	4,186	82
Other Oshiwambo	106,438	76,419	39,241	37,178	29,772	17,460	12,312	247
Otjiherero	63,168	46,129	23,425	22,704	16,483	10,874	5,609	556
Rugciriku	16,608	13,181	7,153	6,028	3,417	2,126	1,291	10
Rukwangali	48,960	38,798	21,552	17,246	10,026	6,619	3,407	136
Rumanyo	107	87	58	29	20	16	4	-
Rushambyu	3,618	2,824	1,573	1,251	785	468	317	9
San (Ju 'hoansi)	10,012	8,990	5,358	3,632	1,004	821	183	18
Setswana	1,695	1,159	518	641	524	338	186	12
Sign Language	932	610	329	281	191	162	29	131
Silozi	12,328	8,871	5,143	3,728	3,449	1,660	1,789	8
Thimbukushu	13,258	10,034	5,289	4,745	3,220	1,966	1,254	4
<b>National</b>	<b>756,994</b>	<b>553,317</b>	<b>287,471</b>	<b>265,846</b>	<b>201,197</b>	<b>121,272</b>	<b>79,925</b>	<b>2,480</b>

**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.

Oshikwanyama speakers constituted 24.5% of all learners in Namibia. Other Oshiwambo (14.1%), Oshindonga (11.4%) and Khoekhoegowab (10.7%) were other languages with percentages of more than 10% of all learners. There were 378,585 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 Otjiherero (8.3%), Afrikaans (5.5%) and Rukwangali (6.5%). The remaining home languages together represented 19.2% of the total number of learners.

The San-speaking learners made up only 1.3% of the learner population. This may well be attributable to these three factors: the San population is relatively small; many San children do not attend school; and there is a lack of teachers who speak and teach in Ju|'hoansi and other San languages – a factor that might have affected learners' attendance as from the earliest grade. 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. The situation of San learners requires specific attention and action by the Ministry, not only to ensure that they are not left behind, but also to promote their pride in who they are.

**Table 17: Medium of instruction in Grades 1-3: schools, numbers of learners and class groups**

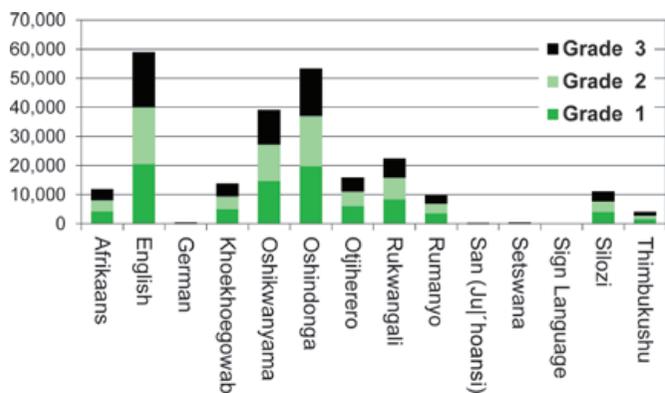
Medium of instruction	Schools	Enrolment				Classgroups		
		Total	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
<b>Total</b>	<b>1,802</b>	<b>241,274</b>	<b>88,544</b>	<b>78,843</b>	<b>73,887</b>	<b>2,787</b>	<b>2,614</b>	<b>2,496</b>
Afrikaans	86	11,916	4,280	3,900	3,736	141	140	132
English	329	58,900	20,533	19,525	18,842	625	610	597
German	8	282	118	95	69	10	8	7
Khoekhoegowab	96	13,820	5,016	4,498	4,306	151	145	139
Oshikwanyama	275	39,091	14,735	12,561	11,795	440	393	370
Oshindonga	489	53,319	19,759	17,382	16,178	651	612	587
Otjiherero	91	15,893	6,025	5,050	4,818	189	171	168
Rukwangali	170	22,375	8,449	7,441	6,485	258	234	218
Rumanyo	106	9,798	3,645	3,303	2,850	120	120	108
San (Ju 'hoansi)	2	216	128	38	50	6	3	4
Setswana	5	395	154	129	112	6	5	5
Sign Language	2	84	30	24	30	3	3	3
Silozi	97	11,086	4,080	3,635	3,371	132	122	118
Thimbukushu	46	4,099	1,592	1,262	1,245	55	48	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.

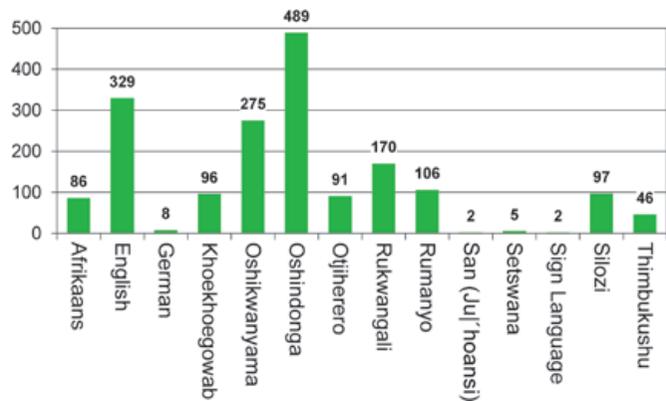
The Ministry's language policy encourages mother-tongue education in Grades 1-3. A different medium of instruction – typically English – can be used if the parents recommend it. Increasing numbers of learners from different mother-tongue settlements (especially in urban areas) and the lack of teachers 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.

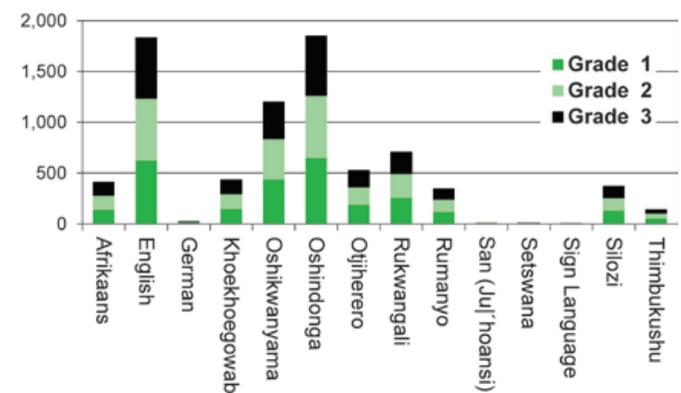
**Figure 17a: Enrolments in classes with different mediums of instruction in Grades 1-3**



**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	Rugciriku	Rukwangali	Rushambyu	San (Ju 'hoansi)	Setswana	Sign Language	Silozi	Thimbukushu
Grade 1	<b>Total</b>	<b>88,544</b>	<b>4,068</b>	<b>764</b>	<b>92</b>	<b>9,278</b>	<b>21,171</b>	<b>9,906</b>	<b>3,086</b>	<b>39</b>	<b>5,438</b>	<b>12,229</b>	<b>7,163</b>	<b>2,261</b>	<b>7,318</b>	<b>458</b>	<b>1,872</b>	<b>128</b>	<b>118</b>	<b>1,461</b>	<b>1,694</b>
	Afrikaans	4,280	2,422	67	4	1,092	64	101	1	-	7	246	134	21	87	-	11	12	-	11	-
	English	20,533	1,571	662	23	3,567	3,807	2,345	146	28	841	2,671	2,239	239	1,130	29	731	61	23	313	107
	German	118	17	15	64	1	-	5	-	4	2	-	3	-	-	-	-	5	-	1	1
	Khoekhoegowab	5,016	34	2	-	4,469	39	31	2	-	3	83	97	11	22	-	216	6	-	-	1
	Oshikwanyama	14,735	10	1	-	11	13,704	119	-	6	69	760	5	2	13	-	34	-	-	1	-
	Oshindonga	19,759	10	5	-	55	3,477	7,226	3	1	532	8,351	30	-	12	-	7	1	-	48	1
	Otjherero	6,025	-	-	-	54	44	33	-	-	747	81	4,638	1	32	1	380	2	5	3	4
	Rukwangali	8,449	1	1	-	4	30	38	10	-	2,369	24	4	168	5,516	43	155	0	55	7	24
	Rumanyo	3,645	-	-	-	1	4	6	4	-	785	5	0	1,790	498	355	72	0	5	1	119
	San (Ju 'hoansi)	128	-	-	-	-	-	-	-	-	-	0	0	0	0	0	128	0	-	-	-
	Setswana	154	2	-	-	23	-	-	-	-	34	3	12	0	0	-	39	41	-	-	-
	Sign Language	30	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	30	-	-
Silozi	4,080	1	11	1	1	1	2	2,916	-	17	3	0	0	0	0	39	0	-	1,071	17	
Thimbukushu	1,592	-	-	-	-	1	-	4	-	32	2	1	29	8	30	60	0	-	5	1,420	
Grade 2	<b>Total</b>	<b>78,843</b>	<b>3,651</b>	<b>636</b>	<b>90</b>	<b>8,606</b>	<b>19,158</b>	<b>8,636</b>	<b>2,899</b>	<b>46</b>	<b>5,238</b>	<b>10,572</b>	<b>6,266</b>	<b>2,094</b>	<b>6,007</b>	<b>531</b>	<b>1,517</b>	<b>169</b>	<b>82</b>	<b>1,214</b>	<b>1,431</b>
	Afrikaans	3,900	2,262	56	-	1,003	127	72	3	5	11	142	123	9	47	2	4	13	4	16	1
	English	19,525	1,345	560	44	3,416	3,762	2,128	214	37	951	2,509	2,100	198	1,058	37	705	80	33	268	80
	German	95	13	11	46	-	-	3	-	2	19	1	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	4,498	23	-	-	4,030	31	33	0	0	0	50	97	14	14	3	194	5	0	2	2
	Oshikwanyama	12,561	-	1	-	2	11,835	79	0	2	74	480	10	0	9	0	38	26	0	5	-
	Oshindonga	17,382	1	3	-	39	3,296	6,239	5	0	424	7,309	21	3	15	0	3	1	19	4	-
	Otjherero	5,050	-	1	-	51	65	47	0	0	616	44	3,900	1	59	1	254	8	0	3	-
	Rukwangali	7,441	1	-	-	11	35	31	11	0	2,472	25	2	219	4,339	110	144	1	2	11	27
	Rumanyo	3,303	-	1	-	39	4	1	2	0	603	3	3	1,624	459	374	35	0	0	-	155
	San (Ju 'hoansi)	38	-	-	-	0	0	0	0	0	0	0	0	0	0	0	38	0	0	-	-
	Setswana	129	4	-	-	14	0	0	0	0	30	1	8	0	0	0	37	35	0	-	-
	Sign Language	24	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	24	-	-
Silozi	3,635	2	2	-	1	1	1	2,663	0	38	7	2	2	1	1	2	0	0	901	11	
Thimbukushu	1,262	-	1	-	0	2	2	1	0	0	1	0	24	6	3	63	0	0	4	1,155	
Grade 3	<b>Total</b>	<b>73,887</b>	<b>3,511</b>	<b>729</b>	<b>95</b>	<b>8,332</b>	<b>18,044</b>	<b>7,864</b>	<b>2,529</b>	<b>66</b>	<b>4,876</b>	<b>10,121</b>	<b>6,211</b>	<b>1,875</b>	<b>5,080</b>	<b>373</b>	<b>1,319</b>	<b>137</b>	<b>90</b>	<b>1,237</b>	<b>1,398</b>
	Afrikaans	3,736	2,116	55	5	976	122	73	5	1	30	113	137	21	32	-	12	16	-	12	10
	English	18,842	1,353	640	42	3,469	3,682	1,956	215	48	896	2,208	2,136	213	880	51	621	75	17	208	132

**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 (Ju 'hoansi)	Setswana	Sign Language	Silozi	Thimbukushu
	German	69	4	8	48	-	-	-	-	4	2	-	3	-	-	-	-	-	-	-	
	Khoekhoegowab	4,306	35	2	-	3,711	37	88	1	0	13	47	108	16	23	20	198	4	-	1	2
	Oshikwanyama	11,795	1	3	-	0	11,005	101	1	0	66	574	0	0	7	1	31	0	-	5	-
	Oshindonga	16,178	-	1	-	6	3,080	5,607	5	8	371	7,043	28	3	14	0	3	0	1	6	2
	Otjiherero	4,818	-	1	-	61	77	20	0	0	544	100	3,788	1	46	0	175	5	-	-	-
	Rukwangali	6,485	1	2	-	11	32	11	8	5	2,332	19	4	103	3,742	21	96	1	20	45	32
	Rumanyo	2,850	-	-	-	69	5	3	1	0	546	3	1	1,490	331	280	29	0	22	4	66
	San (Ju 'hoansi)	50	-	-	-	0	0	0	0	0	0	0	0	0	0	0	50	0	-	-	-
	Setswana	112	1	-	-	26	0	0	0	0	16	0	6	0	0	0	27	36	-	-	-
	Sign Language	30	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	30	-	-
	Silozi	3,371	-	17	-	3	2	1	2,292	0	50	13	0	2	5	0	29	0	-	953	4
	Thimbukushu	1,245	-	-	-	0	2	4	1	0	10	1	0	26	0	0	48	0	-	3	1,150

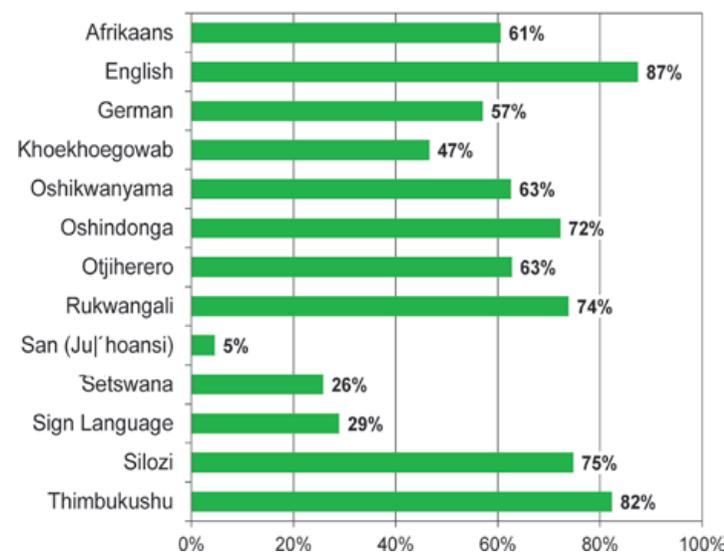
Although the Ministry’s language policy promotes mother-tongue education in the first three grades, not all learners are being taught in their mother tongue. Two factors may contribute to this: learners residing in areas where their mother tongue is not offered as a medium of instruction due to insufficient 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 (English (87.0%), Thimbukushu (82.4), Silozi (75.0%), Rukwangali (74%), Oshindonga (72%), Oshikwanyama (64.0%) and Otjiherero (63.0%). The languages with the lowest percentage of learners taught in their mother tongue were San (5%) and Setswana (26%).

The closely related languages Rugciriku and Rushambyu were taught in the common medium of instruction, Rumanyo. The term “San Languages” groups together the differing 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 2013 to 2019**

School Phase	Gender	Year							Enrolment Growth Rate 2013-2019	Percentage Change 2018-2019
		2013	2014	2015	2016	2017	2018	2019		
<b>Total</b>										
All grades	Total	638,789	650,712	674,577	698,453	722,248	736,836	756,994	2.9%	2.7%
	Female	320,331	326,276	338,285	350,084	361,596	369,086	379,830	2.9%	2.9%
	Male	318,458	324,436	336,292	348,369	360,652	367,750	377,164	2.9%	2.6%
<b>Primary</b>										
Subtotal Primary (Pre-Primary to Grade 7)	Total	449,987	459,127	475,461	495,938	518,103	534,167	553,317	3.5%	3.6%
	Female	221,120	225,693	233,748	244,487	255,285	263,622	273,193	3.6%	3.6%
	Male	228,867	233,434	241,713	251,451	262,818	270,545	280,124	3.4%	3.5%
Junior Primary (Pre-Primary to Grade 3)	Total	279,342	289,392	304,334	321,407	270,211	277,109	287,471	0.5%	3.7%
	Female	136,537	141,641	149,140	158,004	132,315	135,780	140,805	0.5%	3.7%
	Male	142,805	147,751	155,194	163,403	137,896	141,329	146,666	0.4%	3.8%
Senior Primary (Grades 4-7)	Total	170,645	169,735	171,127	174,531	247,892	257,058	265,846	7.7%	3.4%
	Female	84,583	84,052	84,608	86,483	122,970	127,842	132,388	7.8%	3.6%
	Male	86,062	85,683	86,519	88,048	124,922	129,216	133,458	7.6%	3.3%
<b>Secondary</b>										
Subtotal Secondary (Grades 8-12)	Total	187,194	189,648	195,726	200,695	202,252	200,695	201,197	1.2%	0.3%
	Female	98,586	99,772	103,026	104,920	105,631	104,768	105,742	1.2%	0.9%
	Male	88,608	89,876	92,700	95,775	96,621	95,927	95,455	1.2%	-0.5%
Junior Secondary (Grades 8-9)	Total	147,262	149,396	153,125	156,576	155,353	105,872	121,272	-3.2%	14.5%
	Female	77,416	78,255	80,070	81,031	80,240	54,318	62,955	-3.4%	15.9%
	Male	69,846	71,141	73,055	75,545	75,113	51,554	58,317	-3.0%	13.1%
Senior Secondary (Grades 10-12)	Total	39,932	40,252	42,601	44,119	46,899	94,823	79,925	12.3%	-15.7%
	Female	21,170	21,517	22,956	23,889	25,391	50,450	42,787	12.4%	-15.2%
	Male	18,762	18,735	19,645	20,230	21,508	44,373	37,138	12.1%	-16.3%
<b>Other grades</b>										
Subtotal Other Grades	Total	1,608	1,937	3,390	1,820	1,893	1,974	2,480	7.5%	25.6%
	Female	625	811	1,511	677	680	696	895	6.2%	28.6%
	Male	983	1,126	1,879	1,143	1,213	1,278	1,585	8.3%	24.0%

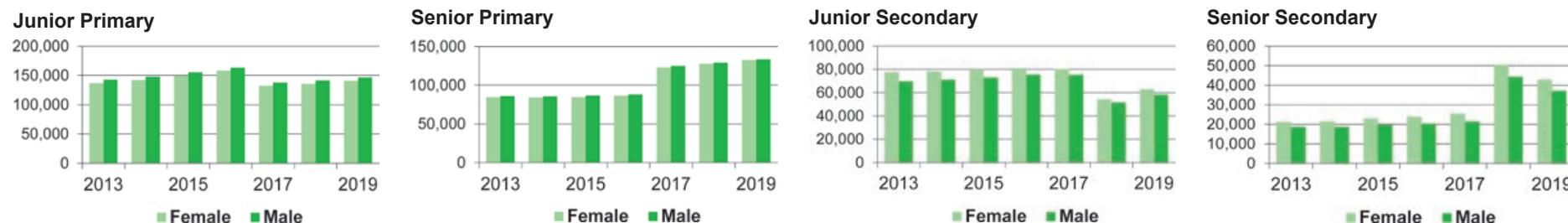
Table 19 shows the enrolment of female and male learners in each school phase in the years 2013 to 2019. The average annual growth rate was calculated by comparing the 2013 and 2019 figures.

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).

**Figure 19: Changes in female and male enrolments**



**Table 20: Changes in enrolments in different grades from 2013 to 2019**

Grade	Year							Average Annual Growth Rate 2013-2019	Percentage Change 2018-2019
	2013	2014	2015	2016	2017	2018	2019		
<b>Total</b>	<b>638,789</b>	<b>650,712</b>	<b>675,405</b>	<b>698,453</b>	<b>722,248</b>	<b>736,836</b>	<b>756,994</b>	<b>2.9%</b>	<b>2.7%</b>
Pre-Primary	24,745	29,091	32,753	41,091	41,743	43,448	46,197	11.0%	6.3%
Grade 1	74,886	75,374	78,107	81,363	83,972	85,937	88,544	2.8%	3.0%
Grade 2	63,518	65,789	68,023	71,022	74,140	75,887	78,843	3.7%	3.9%
Grade 3	58,531	60,341	64,196	66,164	70,356	71,837	73,887	4.0%	2.9%
Grade 4	57,662	58,797	61,476	61,767	73,626	77,144	79,591	5.5%	3.2%
Grade 5	63,748	63,334	64,632	66,948	64,448	67,337	70,485	1.7%	4.7%
Grade 6	55,721	55,369	55,621	56,276	59,434	59,470	61,963	1.8%	4.2%
Grade 7	51,176	51,032	51,194	51,307	50,384	53,107	53,807	0.8%	1.3%
Grade 8	63,788	63,598	64,660	65,691	60,235	59,946	63,220	-0.1%	5.5%
Grade 9	48,641	49,591	50,461	51,852	53,562	45,926	58,052	3.0%	26.4%
Grade 10	34,833	36,207	38,257	39,033	41,556	45,369	27,593	-3.8%	-39.2%
Grade 11	20,421	21,168	22,418	23,059	24,772	25,780	27,274	4.9%	5.8%
Grade 12	19,511	19,068	20,198	21,060	22,127	23,653	25,045	4.2%	5.9%
Grade 13	16	16	19	16	17	21	13	-3.4%	-38.1%
Special Classes	973	1,012	75	988	1,179	1,010	1,518	7.7%	50.3%
Vocational	117	128	1,181	258	267	356	354	20.3%	-0.6%
Special Grades	390	689	1,853	348	184	276	276	-5.6%	-
Handicapped	112	108	281	210	246	332	332	19.9%	-

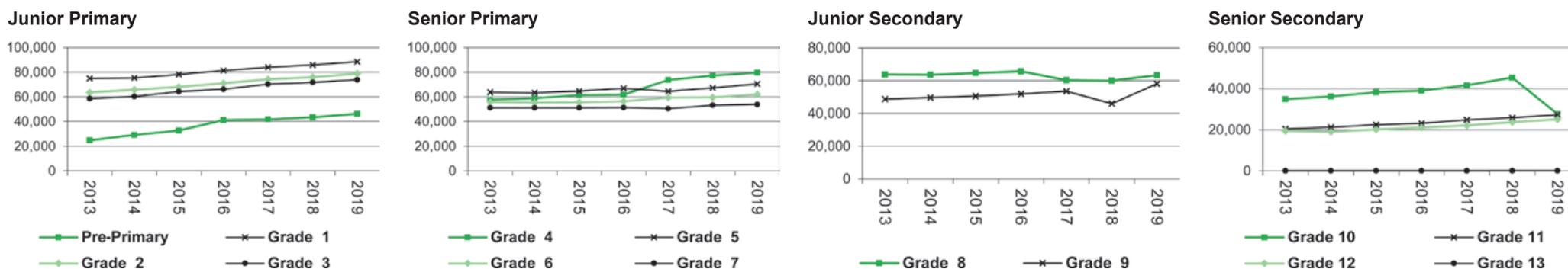
Enrolment in the different grades is tabulated for the years 2013 to 2019 in Table 20, together with the average annual growth rate over the whole period and the last two years. The average annual growth is determined by comparing the 2013 and 2019 enrolments. The female and male growth rates are tabulated for each school phase in Table 19. We can observe a steady growth in enrolments, both in total and per grade and phase, from 2013 to 2019.

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

Enrolment in Pre-Primary to Grade 12 is presented in four charts in Figure 20. 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**



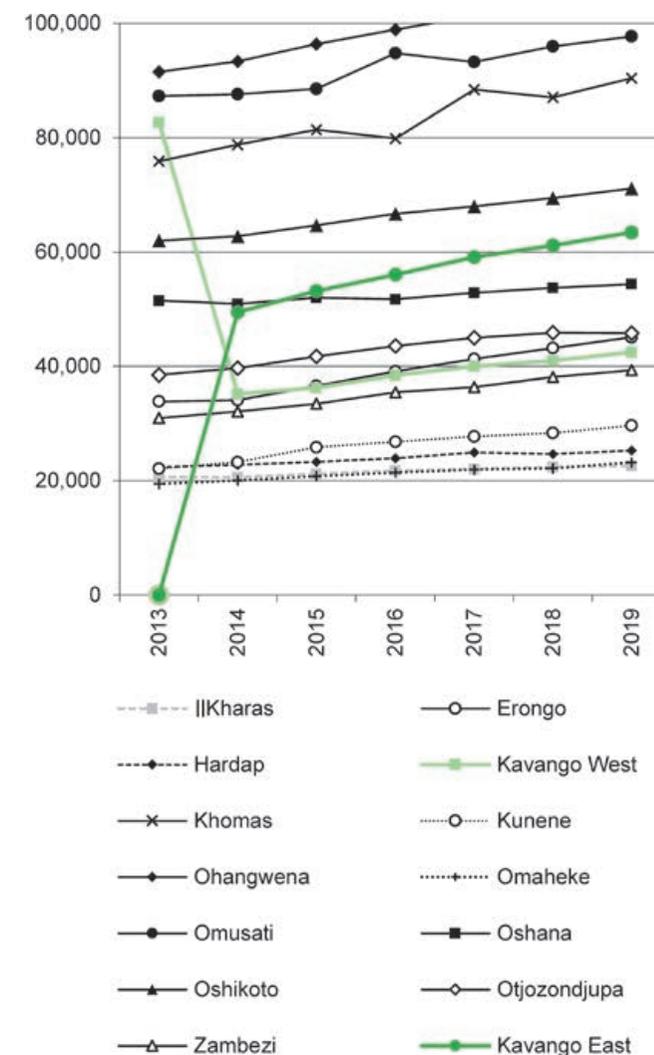
**Table 21: Changes in enrolments in the regions from 2013 to 2019**

Region	Year							Average Annual Growth Rate 2013-2019	Percentage Change 2018-2019
	2013	2014	2015	2016	2017	2018	2019		
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%
Otjondjupa	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%
<b>National</b>	<b>617,827</b>	<b>638,789</b>	<b>650,712</b>	<b>675,405</b>	<b>698,453</b>	<b>722,248</b>	<b>736,836</b>	<b>3.0%</b>	<b>2.0%</b>

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 Otjondjupa (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 2019 by the number of learners enrolled in the previous grade in 2018. The rates given here are thus for 2018, being the proportion of learners enrolled in 2019 who were promoted and continued schooling in 2019. Likewise, repetition rates reported here are for 2018, being the number of learners repeating a grade in 2019 divided by the total number of learners in the same grade in 2018.

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 2018 which are not accounted for by repeaters in the same grade or promotees in the next grade in 2019, 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 2019. 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 2019. 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	<b>Total</b>	<b>5.8</b>	<b>1,850</b>	<b>536</b>	<b>1,233</b>	<b>79</b>	<b>2</b>	-	-	-	-	-	-	-
	Females	5.8	897	254	608	35	-	-	-	-	-	-	-	-
	Males	5.8	953	282	625	44	2	-	-	-	-	-	-	-
Erongo	<b>Total</b>	<b>5.9</b>	<b>2,172</b>	<b>416</b>	<b>1,577</b>	<b>174</b>	<b>5</b>	-	-	-	-	-	-	-
	Females	5.9	1,067	211	768	87	1	-	-	-	-	-	-	-
	Males	5.9	1,105	205	809	87	4	-	-	-	-	-	-	-
Hardap	<b>Total</b>	<b>5.8</b>	<b>1,888</b>	<b>412</b>	<b>1,431</b>	<b>42</b>	<b>1</b>	<b>2</b>	-	-	-	-	-	-
	Females	5.8	952	208	722	19	1	2	-	-	-	-	-	-
	Males	5.8	936	204	709	23	-	-	-	-	-	-	-	-
Kavango East	<b>Total</b>	<b>5.8</b>	<b>3,060</b>	<b>722</b>	<b>2,237</b>	<b>88</b>	<b>10</b>	<b>1</b>	<b>1</b>	-	-	<b>1</b>	-	-
	Females	5.8	1,511	368	1,090	47	3	1	1	-	-	1	-	-
	Males	5.8	1,549	354	1,147	41	7	-	-	-	-	-	-	-
Kavango West	<b>Total</b>	<b>5.9</b>	<b>2,640</b>	<b>570</b>	<b>1,912</b>	<b>145</b>	<b>9</b>	<b>3</b>	-	<b>1</b>	-	-	-	-
	Females	5.9	1,325	275	972	74	4	-	-	-	-	-	-	-
	Males	5.8	1,315	295	940	71	5	3	-	1	-	-	-	-
Komas	<b>Total</b>	<b>5.7</b>	<b>5,818</b>	<b>2,197</b>	<b>3,422</b>	<b>194</b>	<b>2</b>	<b>2</b>	<b>1</b>	-	-	-	-	-
	Females	5.6	2,948	1,132	1,725	89	-	1	1	-	-	-	-	-
	Males	5.7	2,870	1,065	1,697	105	2	1	-	-	-	-	-	-
Kunene	<b>Total</b>	<b>5.9</b>	<b>2,051</b>	<b>266</b>	<b>1,671</b>	<b>104</b>	<b>9</b>	-	<b>1</b>	-	-	-	-	-
	Females	6.0	1,099	126	905	63	5	-	-	-	-	-	-	-
	Males	5.9	952	140	766	41	4	-	1	-	-	-	-	-
Ohangwena	<b>Total</b>	<b>5.8</b>	<b>6,038</b>	<b>1,427</b>	<b>4,482</b>	<b>121</b>	<b>6</b>	<b>2</b>	-	-	-	-	-	-
	Females	5.8	2,995	723	2,214	58	-	-	-	-	-	-	-	-
	Males	5.8	3,043	704	2,268	63	6	2	-	-	-	-	-	-
Omaheke	<b>Total</b>	<b>5.9</b>	<b>1,483</b>	<b>259</b>	<b>1,123</b>	<b>64</b>	<b>31</b>	<b>2</b>	<b>3</b>	-	<b>1</b>	-	-	-
	Females	5.9	765	142	578	33	9	-	2	-	1	-	-	-
	Males	6.0	718	117	545	31	22	2	1	-	-	-	-	-
Omusati	<b>Total</b>	<b>5.9</b>	<b>5,500</b>	<b>957</b>	<b>4,434</b>	<b>85</b>	<b>22</b>	<b>1</b>	-	<b>1</b>	-	-	-	-
	Females	5.8	2,745	482	2,218	36	7	1	-	1	-	-	-	-
	Males	5.9	2,755	475	2,216	49	15	-	-	-	-	-	-	-

**Table 22 continued**

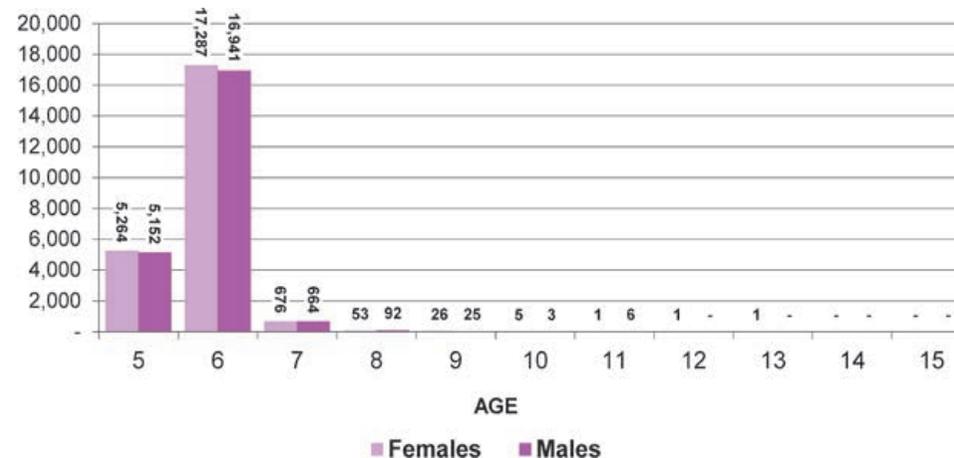
Region	Gender	Average Age	Age											
			Total	5	6	7	8	9	10	11	12	13	14	15
Oshana	<b>Total</b>	<b>5.8</b>	<b>3,353</b>	<b>733</b>	<b>2,556</b>	<b>47</b>	<b>12</b>	<b>3</b>	-	<b>2</b>	-	-	-	-
	Females	5.8	1,721	373	1,309	30	7	2	-	-	-	-	-	-
	Males	5.8	1,632	360	1,247	17	5	1	-	2	-	-	-	-
Oshikoto	<b>Total</b>	<b>5.8</b>	<b>4,908</b>	<b>997</b>	<b>3,813</b>	<b>87</b>	<b>7</b>	<b>3</b>	-	<b>1</b>	-	-	-	-
	Females	5.8	2,499	490	1,951	54	3	1	-	-	-	-	-	-
	Males	5.8	2,409	507	1,862	33	4	2	-	1	-	-	-	-
Otjozondjupa	<b>Total</b>	<b>5.9</b>	<b>2,607</b>	<b>413</b>	<b>2,124</b>	<b>45</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>2</b>	-	-	-	-
	Females	5.9	1,350	216	1,098	24	5	6	1	-	-	-	-	-
	Males	5.9	1,257	197	1,026	21	7	3	1	2	-	-	-	-
Zambezi	<b>Total</b>	<b>5.9</b>	<b>2,829</b>	<b>511</b>	<b>2,213</b>	<b>65</b>	<b>17</b>	<b>23</b>	-	-	-	-	-	-
	Females	5.9	1,440	264	1,129	27	8	12	-	-	-	-	-	-
	Males	5.9	1,389	247	1,084	38	9	11	-	-	-	-	-	-
<b>National</b>	<b>Total</b>	<b>5.8</b>	<b>46,197</b>	<b>10,416</b>	<b>34,228</b>	<b>1,340</b>	<b>145</b>	<b>51</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>1</b>	-	-
	<b>Females</b>	<b>5.8</b>	<b>23,314</b>	<b>5,264</b>	<b>17,287</b>	<b>676</b>	<b>53</b>	<b>26</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	-	-
	<b>Males</b>	<b>5.8</b>	<b>22,883</b>	<b>5,152</b>	<b>16,941</b>	<b>664</b>	<b>92</b>	<b>25</b>	<b>3</b>	<b>6</b>	-	-	-	-

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 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, 0.5% were 8 years old or older, and 96.6% 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 2013 to 2019**

Gender	Year						
	2013	2014	2015	2016	2017	2018	2019
<b>Total</b>	<b>106.7%</b>	<b>105.8%</b>	<b>109.0%</b>	<b>110.5%</b>	<b>110.3%</b>	<b>109.6%</b>	<b>110.3%</b>
Females	106.9%	106.0%	109.2%	110.9%	110.9%	110.9%	111.3%
Males	106.7%	105.6%	108.9%	110.1%	109.8%	108.4%	109.3%

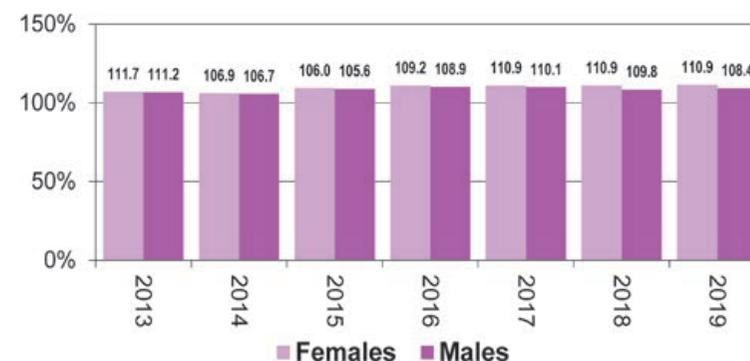
Table 23 shows the apparent intake rate over seven years. The apparent intake rate is a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (7-year-old) population. There are three possible reasons for the high rates: enrolment of under/over-aged learners, or over-reporting by schools, or population under-estimation. The reader is cautioned that population figures are very shaky, thus these percentages may not be entirely accurate.

**Table 24: Changes in the numbers of new Grade 1 entrants from 2013 to 2019**

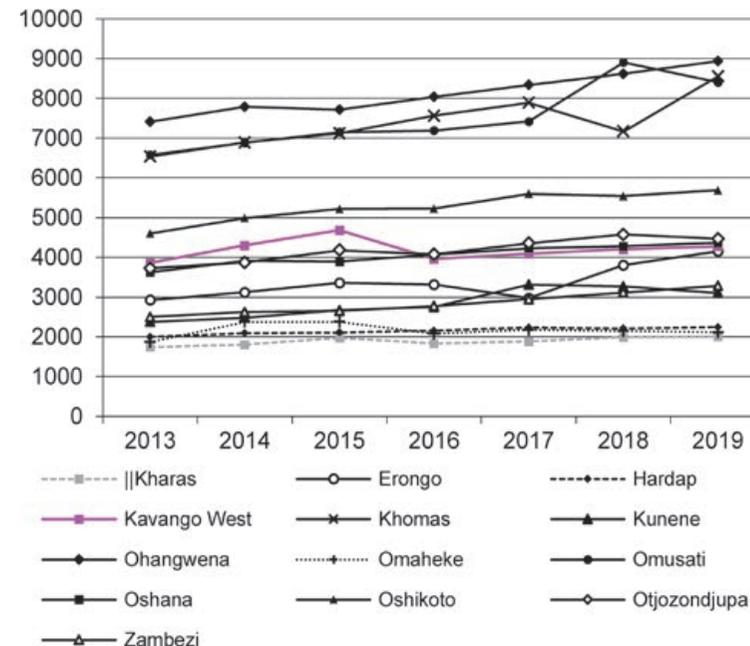
Region	Year							Average Annual Growth Rate 2013-2019	Percentage Change 2018-2019
	2013	2014	2015	2016	2017	2018	2019		
Kharas	1,740	1,805	1,970	1,833	1,881	1,991	2,004	2.4%	0.7%
Erongo	2,919	3,118	3,356	3,316	2,976	3,803	4,151	6.0%	9.2%
Hardap	1,999	2,092	2,110	2,152	2,232	2,206	2,244	1.9%	1.7%
Kavango 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%
<b>National</b>	<b>53,588</b>	<b>57,428</b>	<b>59,766</b>	<b>60,172</b>	<b>63,114</b>	<b>65,083</b>	<b>67,104</b>	<b>3.8%</b>	<b>3.1%</b>

Table 24 shows the numbers of new entrants to Grade 1 from 2013 to 2019. The average growth rate is calculated by comparing the numbers in the first and last year of the period (2013-2019). The figures for Kavango East and Kavango West are artificial for the years up to and including 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. The correct figures for the two Kavango regions are provided only as from 2014. Khomas Region recorded the highest percentage increase in the years 2018-2019, 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**

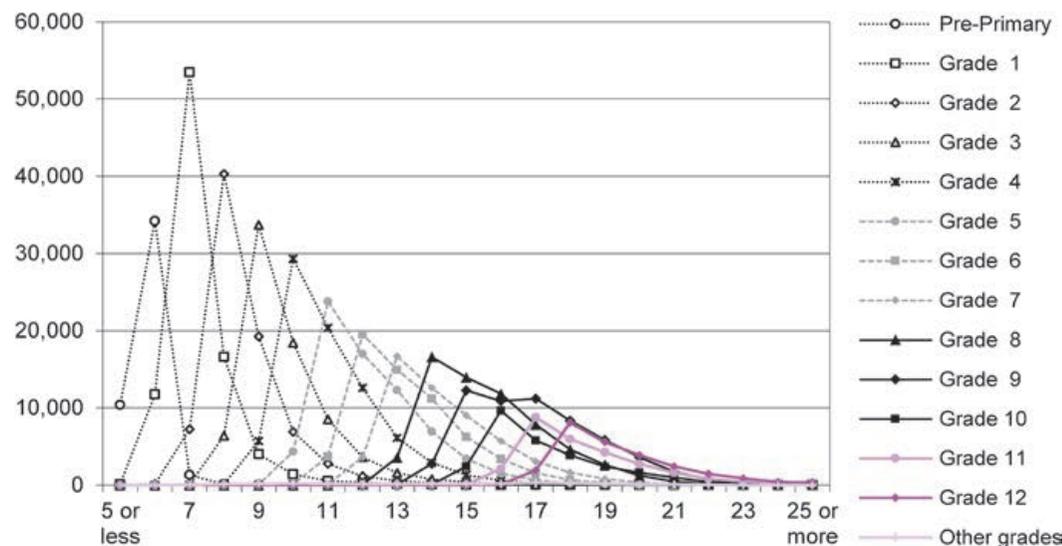
Grade	Age																					
	Total	5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
<b>Total</b>	<b>756,994</b>	<b>10,561</b>	<b>46,164</b>	<b>62,200</b>	<b>63,815</b>	<b>62,988</b>	<b>60,796</b>	<b>59,975</b>	<b>58,113</b>	<b>56,156</b>	<b>54,342</b>	<b>49,443</b>	<b>46,267</b>	<b>41,473</b>	<b>33,796</b>	<b>22,208</b>	<b>13,711</b>	<b>7,485</b>	<b>3,731</b>	<b>2,078</b>	<b>925</b>	<b>767</b>
Pre-Primary	46,197	10,416	34,228	1,340	145	51	8	7	1	-	1	-	-	-	-	-	-	-	-	-	-	-
Grade 1	88,544	122	11,764	53,458	16,614	3,998	1,399	546	351	135	66	33	10	37	3	5	3	-	-	-	-	-
Grade 2	78,843	2	119	7,256	40,320	19,239	6,913	2,779	1,133	547	271	153	47	21	10	2	1	-	2	27	1	-
Grade 3	73,887	-	9	83	6,399	33,715	18,446	8,504	3,632	1,593	777	364	175	103	40	32	7	3	1	3	-	1
Grade 4	79,591	-	4	16	142	5,717	29,323	20,386	12,600	6,122	2,910	1,331	589	254	95	63	26	6	1	-	2	4
Grade 5	70,485	-	-	3	41	84	4,361	23,792	16,989	12,317	6,938	3,387	1,503	628	243	121	43	21	5	6	1	2
Grade 6	61,963	9	1	-	-	22	132	3,701	19,556	14,967	11,192	6,273	3,395	1,560	663	301	118	44	13	8	6	2
Grade 7	53,807	12	27	-	-	1	5	69	3,612	16,712	12,599	9,011	5,728	3,075	1,600	817	348	112	44	19	12	4
Grade 8	63,220	-	9	-	-	-	1	6	91	3,571	16,609	13,962	11,864	7,834	4,594	2,626	1,252	473	188	82	34	24
Grade 9	58,052	-	-	-	-	-	-	1	1	72	2,750	12,260	10,893	11,197	8,348	5,824	3,607	1,704	752	374	145	124
Grade 10	27,593	-	-	-	-	-	2	-	-	4	75	2,437	9,655	5,774	3,867	2,406	1,605	971	421	224	92	60
Grade 11	27,274	-	-	-	16	-	-	-	-	1	2	46	2,112	8,774	5,983	4,249	2,739	1,638	828	455	246	185
Grade 12	25,045	-	-	-	-	-	-	-	-	-	-	4	69	1,928	8,096	5,593	3,857	2,445	1,449	874	377	353
Other grades	2,493	-	3	44	138	161	206	184	147	115	152	182	227	288	254	169	105	68	27	6	9	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 10,569 (2.1%) in 2019; and the number of learners aged 25 or older and still at school, 767 (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 127,905 learners in Pre-Primary to Grade 12, or 18.0% of all learners in these grades, who were too old for their grade. Compared to 2018, there was a slight improvement of 1.0% in 2019.

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

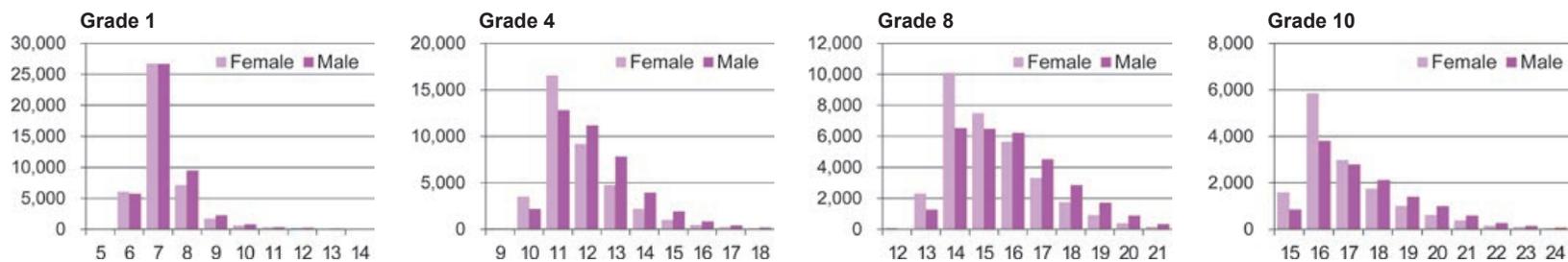


**Table 26: Distribution of learners by age and gender for each grade**

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	379,830	5,339	23,409	31,581	32,426	32,167	30,865	30,494	29,566	28,507	27,669	25,225	23,299	20,856	16,646	9,953	5,689	3,079	1,459	851	392	358
	Male	377,164	5,222	22,755	30,619	31,389	30,821	29,931	29,481	28,547	27,649	26,673	24,218	22,968	20,617	17,150	12,255	8,022	4,406	2,272	1,227	533	409
Pre-Primary	Female	23,314	5,264	17,287	676	53	26	5	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-
	Male	22,883	5,152	16,941	664	92	25	3	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1	Female	42,823	62	6,030	26,755	7,134	1,723	606	240	163	54	28	6	3	18	-	-	1	-	-	-	-	-
	Male	45,721	60	5,734	26,703	9,480	2,275	793	306	188	81	38	27	7	19	3	5	2	-	-	-	-	-
Grade 2	Female	38,426	2	63	4,080	21,409	8,244	2,655	1,046	472	234	126	56	11	6	5	-	-	-	-	17	-	-
	Male	40,417	-	56	3,176	18,911	10,995	4,258	1,733	661	313	145	97	36	15	5	2	1	-	2	10	1	-
Grade 3	Female	36,242	-	6	50	3,673	18,531	8,199	3,250	1,367	594	320	143	58	33	10	7	-	-	-	-	-	1
	Male	37,645	-	3	33	2,726	15,184	10,247	5,254	2,265	999	457	221	117	70	30	25	7	3	1	3	-	-
Grade 4	Female	38,088	-	3	7	82	3,518	16,519	9,194	4,783	2,195	987	464	212	75	30	17	2	-	-	-	-	-
	Male	41,503	-	1	9	60	2,199	12,804	11,192	7,817	3,927	1,923	867	377	179	65	46	24	6	1	-	2	4
Grade 5	Female	35,142	-	-	1	24	57	2,736	14,219	8,381	5,062	2,655	1,227	491	194	56	25	10	3	-	1	-	-
	Male	35,343	-	-	2	17	27	1,625	9,573	8,608	7,255	4,283	2,160	1,012	434	187	96	33	18	5	5	1	2
Grade 6	Female	31,650	4	1	-	-	13	66	2,422	11,933	7,723	4,990	2,524	1,144	516	191	86	24	12	-	-	1	-
	Male	30,313	5	-	-	-	9	66	1,279	7,623	7,244	6,202	3,749	2,251	1,044	472	215	94	32	13	8	5	2
Grade 7	Female	27,508	7	14	-	-	1	4	41	2,358	10,258	6,569	4,026	2,240	1,109	511	227	100	30	8	2	3	-
	Male	26,299	5	13	-	-	-	1	28	1,254	6,454	6,030	4,985	3,488	1,966	1,089	590	248	82	36	17	9	4
Grade 8	Female	32,178	-	3	-	-	-	-	1	62	2,298	10,096	7,497	5,653	3,311	1,735	899	379	142	65	16	11	10
	Male	31,042	-	6	-	-	-	1	5	29	1,273	6,513	6,465	6,211	4,523	2,859	1,727	873	331	123	66	23	14
Grade 9	Female	30,777	-	-	-	-	-	-	1	1	44	1,806	7,598	6,126	5,946	4,082	2,541	1,449	683	278	129	48	45
	Male	27,275	-	-	-	-	-	-	-	-	28	944	4,662	4,767	5,251	4,266	3,283	2,158	1,021	474	245	97	79
Grade 10	Female	14,516	-	-	-	-	-	1	-	-	3	41	1,594	5,848	2,987	1,746	1,001	612	385	157	80	33	28
	Male	13,077	-	-	-	-	-	1	-	-	1	34	843	3,807	2,787	2,121	1,405	993	586	264	144	59	32
Grade 11	Female	14,717	-	-	-	10	-	-	-	-	-	1	33	1,383	5,303	3,217	2,070	1,234	715	321	222	114	94
	Male	12,557	-	-	-	6	-	-	-	-	-	1	1	13	729	3,471	2,766	2,179	1,505	923	507	233	132
Grade 12	Female	13,547	-	-	-	-	-	-	-	-	-	-	4	47	1,252	4,970	3,001	1,838	1,078	620	381	178	178
	Male	11,498	-	-	-	-	-	-	-	-	-	-	-	22	676	3,126	2,592	2,019	1,367	829	493	199	175
Other	Female	902	-	2	12	41	54	74	79	45	42	49	53	83	106	93	79	40	31	10	3	4	2
	Male	1,591	-	1	32	97	107	132	105	102	73	103	129	144	182	161	90	65	37	17	3	5	6

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
<b>Total</b>														
<b>Total</b>		<b>17.9%</b>	<b>93.8%</b>	<b>101.0%</b>	<b>103.0%</b>	<b>102.9%</b>	<b>104.4%</b>	<b>103.0%</b>	<b>100.6%</b>	<b>98.5%</b>	<b>90.6%</b>	<b>85.5%</b>	<b>77.1%</b>	<b>63.0%</b>
Junior primary	Grade 1	17.6%	82.4%	26.4%	6.5%	2.4%	1.0%	0.6%	0.2%	0.1%	0.1%	0.0%	0.1%	0.0%
	Grade 2	0.2%	11.2%	64.0%	31.5%	11.7%	4.8%	2.0%	1.0%	0.5%	0.3%	0.1%	0.0%	0.0%
	Grade 3	0.0%	0.1%	10.2%	55.2%	31.2%	14.8%	6.4%	2.9%	1.4%	0.7%	0.3%	0.2%	0.1%
Senior Primary	Grade 4	0.0%	0.0%	0.2%	9.4%	49.6%	35.5%	22.3%	11.0%	5.3%	2.4%	1.1%	0.5%	0.2%
	Grade 5	-	0.0%	0.1%	0.1%	7.4%	41.4%	30.1%	22.1%	12.6%	6.2%	2.8%	1.2%	0.5%
	Grade 6	0.0%	-	-	0.0%	0.2%	6.4%	34.7%	26.8%	20.3%	11.5%	6.3%	2.9%	1.2%
	Grade 7	0.0%	-	-	0.0%	0.0%	0.1%	6.4%	30.0%	22.8%	16.5%	10.6%	5.7%	3.0%
Junior Secondary	Grade 8	0.0%	-	-	-	0.0%	0.0%	0.2%	6.4%	30.1%	25.6%	21.9%	14.6%	8.6%
	Grade 9	-	-	-	-	-	0.0%	0.0%	0.1%	5.0%	22.5%	20.1%	20.8%	15.6%
Senior Secondary	Grade 10	-	-	-	-	0.0%	-	-	0.0%	0.1%	4.5%	17.8%	10.7%	7.2%
	Grade 11	-	-	0.0%	-	-	-	-	0.0%	0.0%	0.1%	3.9%	16.3%	11.2%
	Grade 12	-	-	-	-	-	-	-	-	-	0.0%	0.1%	3.6%	15.1%
Other grades		0.0%	0.1%	0.2%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.4%	0.5%	0.5%
<b>Females</b>														
<b>Total</b>		<b>18.0%</b>	<b>93.1%</b>	<b>100.2%</b>	<b>102.4%</b>	<b>101.4%</b>	<b>103.5%</b>	<b>103.1%</b>	<b>101.2%</b>	<b>99.3%</b>	<b>91.5%</b>	<b>85.3%</b>	<b>77.0%</b>	<b>61.7%</b>
Junior Primary	Grade 1	17.7%	80.6%	22.1%	5.5%	2.0%	0.8%	0.6%	0.2%	0.1%	0.0%	0.0%	0.1%	-
	Grade 2	0.2%	12.3%	66.3%	26.3%	8.7%	3.6%	1.6%	0.8%	0.5%	0.2%	0.0%	0.0%	0.0%
	Grade 3	0.0%	0.2%	11.4%	59.0%	26.9%	11.0%	4.8%	2.1%	1.1%	0.5%	0.2%	0.1%	0.0%
Senior Primary	Grade 4	0.0%	0.0%	0.3%	11.2%	54.3%	31.2%	16.7%	7.8%	3.5%	1.7%	0.8%	0.3%	0.1%
	Grade 5	-	0.0%	0.1%	0.2%	9.0%	48.3%	29.2%	18.0%	9.5%	4.4%	1.8%	0.7%	0.2%
	Grade 6	0.0%	-	-	0.0%	0.2%	8.2%	41.6%	27.4%	17.9%	9.2%	4.2%	1.9%	0.7%
	Grade 7	0.0%	-	-	0.0%	0.0%	0.1%	8.2%	36.4%	23.6%	14.6%	8.2%	4.1%	1.9%
Junior Secondary	Grade 8	0.0%	-	-	-	-	0.0%	0.2%	8.2%	36.2%	27.2%	20.7%	12.2%	6.4%
	Grade 9	-	-	-	-	-	0.0%	0.0%	0.2%	6.5%	27.5%	22.4%	21.9%	15.1%
Senior Secondary	Grade 10	-	-	-	-	0.0%	-	-	0.0%	0.1%	5.8%	21.4%	11.0%	6.5%
	Grade 11	-	-	0.0%	-	-	-	-	-	0.0%	0.1%	5.1%	19.6%	11.9%
	Grade 12	-	-	-	-	-	-	-	-	-	0.0%	0.2%	4.6%	18.4%
Other grades		0.0%	0.0%	0.1%	0.2%	0.2%	0.3%	0.2%	0.1%	0.2%	0.2%	0.3%	0.4%	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
<b>Males</b>														
<b>Total</b>		<b>17.5%</b>	<b>92.7%</b>	<b>99.7%</b>	<b>101.2%</b>	<b>101.6%</b>	<b>102.8%</b>	<b>101.4%</b>	<b>99.2%</b>	<b>96.7%</b>	<b>88.7%</b>	<b>85.1%</b>	<b>76.8%</b>	<b>64.2%</b>
Junior Primary	Grade 1	17.3%	82.6%	30.2%	7.5%	2.7%	1.1%	0.7%	0.3%	0.1%	0.1%	0.0%	0.1%	0.0%
	Grade 2	0.2%	9.8%	60.2%	36.1%	14.5%	6.0%	2.3%	1.1%	0.5%	0.4%	0.1%	0.1%	0.0%
	Grade 3	0.0%	0.1%	8.7%	49.9%	34.8%	18.3%	8.0%	3.6%	1.7%	0.8%	0.4%	0.3%	0.1%
Senior Primary	Grade 4	0.0%	0.0%	0.2%	7.2%	43.5%	39.0%	27.8%	14.1%	7.0%	3.2%	1.4%	0.7%	0.2%
	Grade 5	-	0.0%	0.1%	0.1%	5.5%	33.4%	30.6%	26.0%	15.5%	7.9%	3.7%	1.6%	0.7%
	Grade 6	-	-	-	0.0%	0.2%	4.5%	27.1%	26.0%	22.5%	13.7%	8.3%	3.9%	1.8%
	Grade 7	0.0%	-	-	-	0.0%	0.1%	4.5%	23.2%	21.9%	18.3%	12.9%	7.3%	4.1%
Junior Secondary	Grade 8	0.0%	-	-	-	0.0%	0.0%	0.1%	4.6%	23.6%	23.7%	23.0%	16.9%	10.7%
	Grade 9	-	-	-	-	-	-	-	0.1%	3.4%	17.1%	17.7%	19.6%	16.0%
Senior Secondary	Grade 10	-	-	-	-	0.0%	-	-	0.0%	0.1%	3.1%	14.1%	10.4%	7.9%
	Grade 11	-	-	0.0%	-	-	-	-	0.0%	0.0%	0.0%	2.7%	12.9%	10.3%
	Grade 12	-	-	-	-	-	-	-	-	-	-	0.1%	2.5%	11.7%
Other grades		0.0%	0.1%	0.3%	0.4%	0.4%	0.4%	0.4%	0.3%	0.4%	0.5%	0.5%	0.7%	0.6%

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 53,458 7-year-old learners enrolled in Grade 1, and 64,915 7-year-olds in the population. Therefore, 53,458 divided by 64,915 or 82.4% 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 2018 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 under-aged learners being admitted into both government and private schools, but mostly the latter. The AEC 2019 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**

FIGURES NOT AVAILABLE

**Figure 28: Enrolment rates of female and male learners**

FIGURES NOT AVAILABLE

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

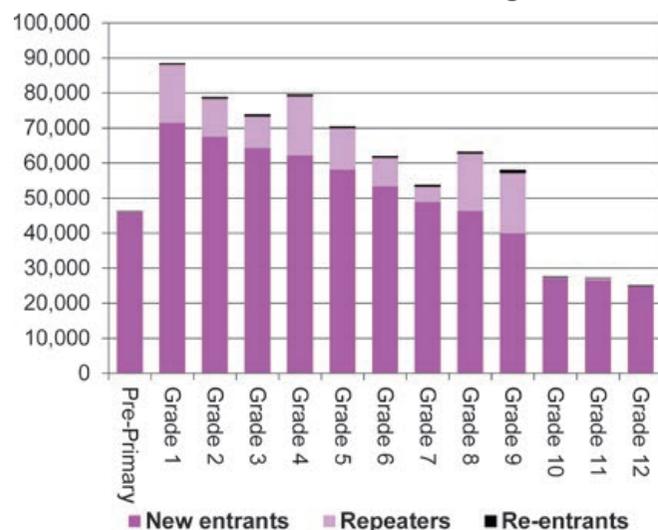
School Phase	Grade	Total Enrolment		New Entrants		Repeaters		Re-entrants	
		Total	% Female	Total	% Female	Total	% Female	Total	% Female
<b>Total</b>		<b>754,501</b>	<b>50.2%</b>	<b>637,109</b>	<b>51.5%</b>	<b>112,102</b>	<b>43.1%</b>	<b>5,290</b>	<b>53.6%</b>
Junior Primary	Pre-Primary	46,197	50.5%	45,888	50.5%	290	45.2%	19	52.6%
	Grade 1	88,544	48.4%	71,575	50.2%	16,597	40.6%	372	37.1%
	Grade 2	78,843	48.7%	67,598	50.5%	10,782	37.9%	463	39.5%
	Grade 3	73,887	49.1%	64,283	50.8%	9,075	36.9%	529	38.2%
Senior Primary	Grade 4	79,591	47.9%	62,279	50.7%	16,818	37.9%	494	33.4%
	Grade 5	70,485	49.9%	58,167	51.6%	11,783	41.6%	535	38.9%
	Grade 6	61,963	51.1%	53,414	52.2%	8,049	44.1%	500	40.2%
	Grade 7	53,807	51.1%	48,937	51.9%	4,407	43.1%	463	43.6%
Junior Secondary	Grade 8	63,220	50.9%	46,461	52.0%	16,251	47.7%	508	57.3%
	Grade 9	58,052	53.0%	40,006	52.9%	17,106	52.6%	940	63.3%
	Grade 10	27,593	52.6%	27,190	52.6%	212	53.3%	191	48.2%
Senior Secondary	Grade 11	27,274	54.0%	26,542	53.9%	558	56.6%	174	61.5%
	Grade 12	25,045	54.1%	24,769	54.1%	174	50.0%	102	56.9%

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

The relatively small numbers of re-entrants, at 0.7% 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, 4 and 9 had relatively high numbers of repeaters, an indication that the beginning of a new phase always poses some challenges to learners, thus more effort is required to make sure that the gap in enrolment is bridged.

**Figure 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**

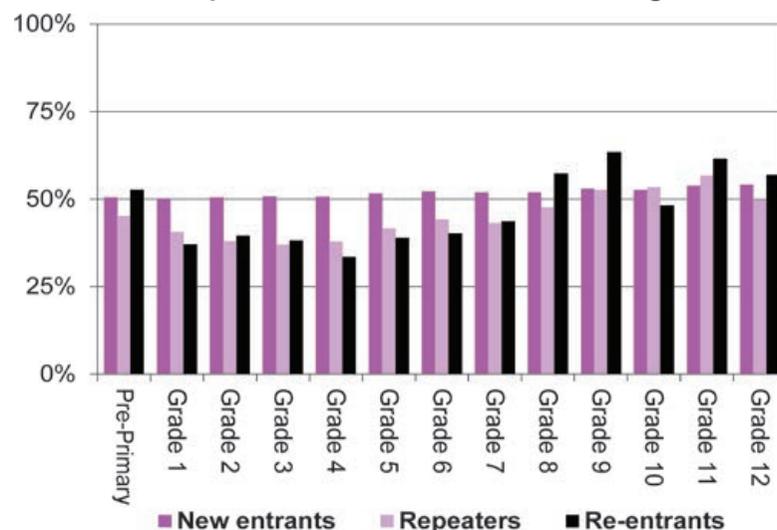
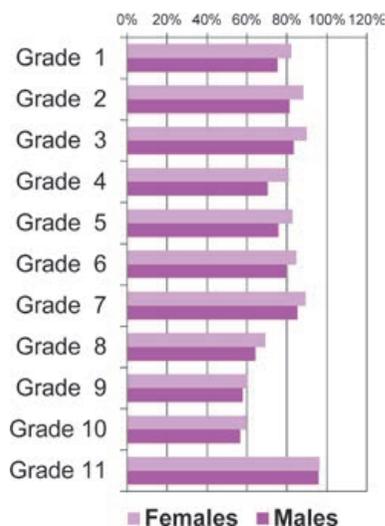


Figure 29b shows the percentages of females among the new entrants, repeaters and re-entrants. In Junior Primary the male-to-female ratio is generally one to one, and then the gap widens, in favour of females, to around 8.2% in Grade 12. There is a marked and progressive increase in the percentages of 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.

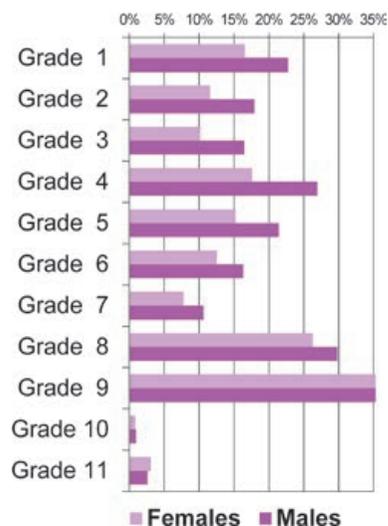
**Table 30: Promotion, repetition and school-leaving rates in Grades 1-11 from 2018 to 2019**

Grade	Promotion Rates			Repetition Rates			School-Leaving Rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
<b>Average</b>	<b>77.7%</b>	80.4%	75.1%	<b>16.7%</b>	14.7%	18.5%	<b>5.6%</b>	<b>4.9%</b>	<b>6.3%</b>
Grade 1	<b>78.7%</b>	82.2%	75.4%	<b>19.7%</b>	16.5%	22.7%	<b>1.6%</b>	1.3%	1.9%
Grade 2	<b>84.7%</b>	88.2%	81.3%	<b>14.8%</b>	11.5%	17.9%	<b>0.5%</b>	0.2%	0.7%
Grade 3	<b>86.7%</b>	90.0%	83.5%	<b>13.4%</b>	10.1%	16.4%	<b>-0.1%</b>	-0.1%	0.0%
Grade 4	<b>75.4%</b>	80.8%	70.3%	<b>22.4%</b>	17.6%	26.9%	<b>2.2%</b>	1.6%	2.7%
Grade 5	<b>79.3%</b>	82.8%	75.8%	<b>18.3%</b>	15.2%	21.4%	<b>2.4%</b>	2.0%	2.8%
Grade 6	<b>82.3%</b>	84.7%	79.9%	<b>14.4%</b>	12.5%	16.3%	<b>3.3%</b>	2.8%	3.8%
Grade 7	<b>87.5%</b>	89.4%	85.5%	<b>9.2%</b>	7.8%	10.6%	<b>3.3%</b>	2.8%	3.9%
Grade 8	<b>66.7%</b>	69.2%	64.2%	<b>28.0%</b>	26.2%	29.7%	<b>5.3%</b>	4.6%	6.1%
Grade 9	<b>59.2%</b>	60.4%	58.0%	<b>39.3%</b>	40.5%	38.0%	<b>1.5%</b>	-0.8%	4.0%
Grade 10	<b>58.5%</b>	60.1%	56.7%	<b>0.9%</b>	0.9%	0.9%	<b>40.6%</b>	39.0%	42.3%
Grade 11	<b>96.1%</b>	96.3%	95.8%	<b>2.8%</b>	3.0%	2.6%	<b>1.1%</b>	0.7%	1.6%

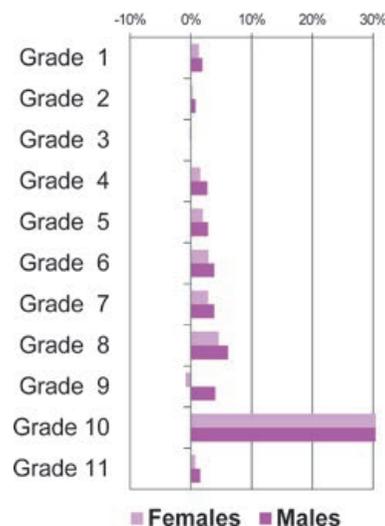
**Figure 30a: Promotion rates of female and male learners**



**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 2018 to 2019. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2018 who were promoted and continued schooling in Grade 2 in 2019. Grade 12 is not included in this table since, for all practical purposes, all Grade 12 learners left school at the end of 2018. 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 87.5% 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.

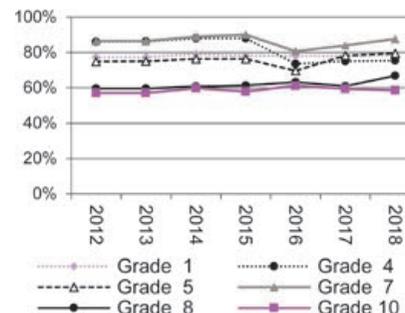
Females had higher promotion rates and lower repetition rates than males up to Grade 7. Up to Grade 8, a higher percentage of males than females left school. An estimate of the cumulative effect of the school-leaving rates, expressed as the percentage of learners reaching different grades, is provided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

The 2019 repetition rates and targets were: Grade 1, 19.7% (target 17%); Grade 4, 22.4% (target 10%); and Grade 8, 28% (target 27%). Thus, no target was met during the period under review.

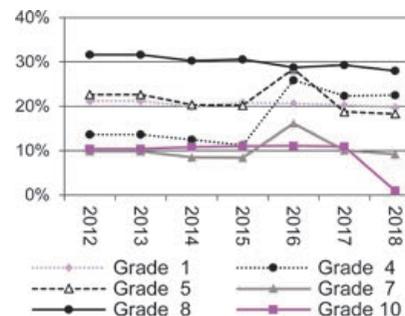
**Table 31: Promotion, repetition and school leaving rates from 2012 to 2018**

School phase	Grade	Year						
		2012	2013	2014	2015	2016	2017	2018
<b>Promotion rates</b>								
Junior Primary	Grade 1	77.2%	77.3%	79.1%	78.0%	78.0%	77.8%	78.7%
	Grade 2	86.2%	86.3%	87.5%	84.6%	86.5%	85.1%	84.7%
	Grade 3	87.9%	88.0%	89.6%	85.6%	87.1%	86.3%	86.7%
Senior Primary	Grade 4	86.1%	86.1%	87.9%	87.9%	73.5%	75.0%	75.4%
	Grade 5	74.8%	74.9%	76.3%	76.2%	69.6%	78.3%	79.3%
	Grade 6	83.2%	83.3%	84.5%	84.7%	74.8%	80.8%	82.3%
Junior Secondary	Grade 7	86.3%	86.3%	88.9%	90.0%	80.6%	84.0%	87.5%
	Grade 8	59.5%	59.5%	60.6%	61.3%	63.2%	60.8%	66.7%
	Grade 9	67.4%	67.4%	69.1%	69.2%	71.8%	76.2%	59.2%
Senior Secondary	Grade 10	57.0%	57.0%	59.8%	57.8%	61.1%	59.4%	58.5%
	Grade 11	94.0%	94.0%	94.6%	93.5%	95.6%	94.7%	96.1%
<b>Repetition rates</b>								
Junior Primary	Grade 1	21.2%	21.2%	19.9%	20.8%	20.7%	20.3%	19.7%
	Grade 2	14.3%	14.3%	12.8%	14.9%	14.8%	14.2%	14.8%
	Grade 3	11.8%	11.8%	10.9%	13.6%	13.5%	12.4%	13.4%
Senior Primary	Grade 4	13.6%	13.6%	12.5%	11.2%	25.9%	22.3%	22.4%
	Grade 5	22.6%	22.6%	20.3%	20.2%	28.4%	18.8%	18.3%
	Grade 6	14.1%	14.1%	13.1%	12.8%	22.9%	15.2%	14.4%
Junior Secondary	Grade 7	9.8%	9.8%	8.5%	8.4%	16.1%	10.1%	9.2%
	Grade 8	31.6%	31.6%	30.2%	30.6%	28.7%	29.3%	28.0%
	Grade 9	24.6%	24.6%	23.7%	24.3%	23.2%	17.4%	39.3%
Senior Secondary	Grade 10	10.3%	10.3%	10.8%	11.0%	11.1%	10.9%	0.9%
	Grade 11	4.4%	4.4%	3.5%	4.3%	4.0%	4.4%	2.8%
<b>School-leaving rates</b>								
Junior Primary	Grade 1	1.6%	1.5%	1.0%	1.2%	1.3%	1.9%	1.6%
	Grade 2	-0.5%	-0.6%	-0.3%	0.6%	-1.3%	0.7%	0.5%
	Grade 3	0.4%	0.3%	-0.4%	0.9%	-0.6%	1.3%	-0.1%
Senior Primary	Grade 4	0.3%	0.3%	-0.4%	0.9%	0.6%	2.7%	2.2%
	Grade 5	2.5%	2.5%	3.4%	3.6%	2.0%	3.0%	2.4%
	Grade 6	2.7%	2.6%	2.4%	2.4%	2.3%	4.0%	3.3%
Junior Secondary	Grade 7	3.8%	3.8%	2.7%	1.6%	3.3%	6.0%	3.3%
	Grade 8	8.9%	8.9%	9.2%	8.1%	8.0%	9.9%	5.3%
	Grade 9	7.9%	7.9%	7.2%	6.5%	5.0%	6.4%	1.5%
Senior Secondary	Grade 10	32.7%	32.7%	29.4%	31.2%	27.8%	29.7%	40.6%
	Grade 11	1.6%	1.6%	1.9%	2.2%	0.4%	0.8%	1.1%

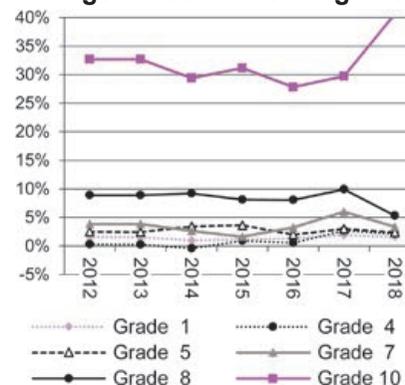
**Figure 31a: Changes in promotion rates**



**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 59.5% in 2012 to 66.7% in 2018, with some fluctuations in between. Generally these rates are high in both Primary phases, but then progressively decrease in the Secondary phases. 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 2012 to 2018**

Grade	Gender	Year						
		2012	2013	2014	2015	2016	2017	2018
Grade 2	<b>Total</b>	<b>98.1%</b>	<b>95.6%</b>	<b>98.4%</b>	<b>98.6%</b>	<b>98.8%</b>	<b>97.6%</b>	<b>98.0%</b>
	Females	98.4%	96.4%	99.3%	99.5%	99.3%	98.0%	98.4%
	Males	97.8%	94.7%	97.5%	97.6%	98.2%	97.2%	97.6%
Grade 3	<b>Total</b>	<b>98.8%</b>	<b>93.4%</b>	<b>98.7%</b>	<b>98.8%</b>	<b>98.3%</b>	<b>96.9%</b>	<b>97.5%</b>
	Females	98.9%	94.5%	99.7%	99.8%	98.8%	97.5%	98.2%
	Males	98.6%	92.2%	97.6%	97.7%	97.7%	96.2%	96.7%
Grade 4	<b>Total</b>	<b>98.5%</b>	<b>92.0%</b>	<b>99.1%</b>	<b>99.1%</b>	<b>97.4%</b>	<b>95.4%</b>	<b>97.5%</b>
	Females	96.8%	90.8%	97.8%	97.8%	95.8%	93.8%	95.4%
	Males	99.8%	92.9%	100.1%	100.0%	98.7%	96.7%	99.2%
Grade 5	<b>Total</b>	<b>98.1%</b>	<b>90.7%</b>	<b>99.6%</b>	<b>99.4%</b>	<b>96.5%</b>	<b>92.1%</b>	<b>94.8%</b>
	Females	96.2%	89.5%	98.5%	98.4%	95.1%	91.6%	93.6%
	Males	99.7%	91.6%	100.4%	100.1%	97.6%	92.1%	95.4%
Grade 6	<b>Total</b>	<b>94.9%</b>	<b>86.4%</b>	<b>95.2%</b>	<b>94.9%</b>	<b>92.2%</b>	<b>88.6%</b>	<b>91.9%</b>
	Females	94.0%	86.4%	95.1%	94.7%	92.2%	88.8%	91.4%
	Males	95.4%	86.1%	95.0%	94.7%	91.8%	87.8%	91.7%
Grade 7	<b>Total</b>	<b>92.0%</b>	<b>83.0%</b>	<b>92.6%</b>	<b>92.2%</b>	<b>89.7%</b>	<b>84.4%</b>	<b>91.9%</b>
	Females	91.2%	83.5%	92.9%	92.3%	90.0%	85.0%	91.4%
	Males	92.2%	82.2%	92.0%	91.7%	89.0%	83.2%	91.7%
Grade 8	<b>Total</b>	<b>88.0%</b>	<b>79.2%</b>	<b>90.3%</b>	<b>89.5%</b>	<b>88.2%</b>	<b>78.8%</b>	<b>88.2%</b>
	Females	87.9%	80.2%	91.7%	90.6%	88.5%	80.3%	88.4%
	Males	87.6%	77.8%	88.4%	88.0%	87.4%	76.6%	87.4%
Grade 9	<b>Total</b>	<b>76.1%</b>	<b>67.3%</b>	<b>78.4%</b>	<b>77.4%</b>	<b>77.5%</b>	<b>67.4%</b>	<b>85.0%</b>
	Females	77.0%	69.6%	80.6%	79.2%	78.8%	69.6%	85.7%
	Males	74.7%	64.5%	75.7%	75.2%	75.7%	64.5%	83.5%
Grade 10	<b>Total</b>	<b>67.7%</b>	<b>59.5%</b>	<b>70.2%</b>	<b>69.8%</b>	<b>70.5%</b>	<b>61.9%</b>	<b>78.3%</b>
	Females	68.4%	61.3%	72.4%	71.8%	72.1%	64.2%	80.2%
	Males	66.4%	57.4%	67.5%	67.3%	68.4%	59.1%	75.6%
Grade 11	<b>Total</b>	<b>42.9%</b>	<b>39.0%</b>	<b>47.0%</b>	<b>46.7%</b>	<b>45.7%</b>	<b>41.2%</b>	<b>74.8%</b>
	Females	43.5%	40.6%	49.2%	48.7%	47.5%	43.5%	80.1%
	Males	40.5%	36.2%	43.3%	43.0%	42.2%	37.3%	68.9%
Grade 12	<b>Total</b>	<b>42.1%</b>	<b>36.9%</b>	<b>45.8%</b>	<b>45.7%</b>	<b>44.6%</b>	<b>40.8%</b>	<b>44.2%</b>
	Females	42.4%	38.5%	48.1%	47.9%	46.1%	43.2%	48.5%
	Males	41.4%	35.0%	43.1%	43.1%	42.6%	37.9%	37.7%

The survival rate to a specific grade indicates the percentage of learners expected to stay in school until reaching at least that particular grade. This indicator is based on the promotion, repetition and school-leaving rates between two consecutive years only. Survival rates should be interpreted as follows: 'If the flow rates remain constant for all grades, then the said percentage of learners would stay in school until reaching at least the given grade' in the year under review. In other words, the survival rates are the percentages of learners in 2018 who progressed to the next grade in 2019. 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.

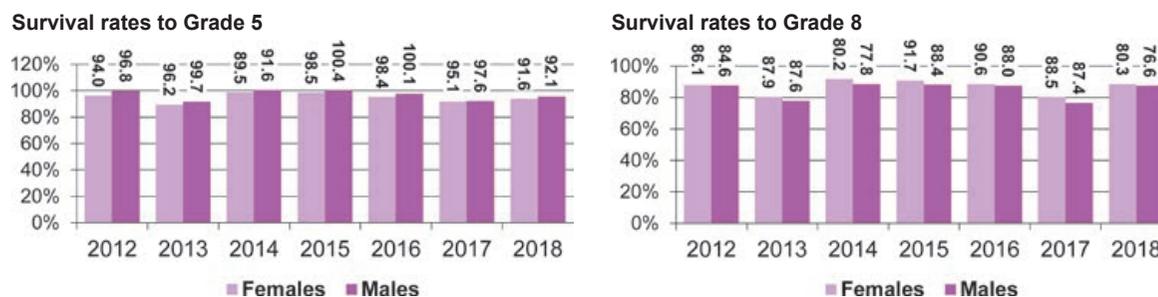
The survival rate to Grade 5 is often used as an estimate of the percentage of new Grade 1 entrants who are expected, after leaving school, to retain at least functional literacy for life.

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 2018/19 target for survival rate up to Grade 7 is 92.8% (MoEAC Strategic Plan 2017/18-2021/22), and the actual survival rate up to Grade 7 in 2018 was 91.9%. The survival rate target up to Grade 12 is 49% (ibid.), and the actual survival rate up to Grade 12 in 2018 was 44.2%. Figures suggest that Primary survival rates remain a challenge.

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



**Table 33: Approximate numbers of learners who left school between 2012 and 2018**

School Phase	Grade	Year						
		2012	2013	2014	2015	2016	2017	2018
<b>Total</b>		<b>45,775</b>	<b>53,076</b>	<b>44,272</b>	<b>47,908</b>	<b>44,245</b>	<b>56,128</b>	<b>54,664</b>
Junior Primary	Grade 1	1,070	2,318	756	915	1,084	1,604	1,370
	Grade 2	-361	1,331	-203	379	-902	482	359
	Grade 3	146	743	-269	547	-413	899	-46
Senior Primary	Grade 4	155	743	-247	569	360	1,973	1,665
	Grade 5	1,579	2,242	2,174	2,337	1,335	1,918	1,605
	Grade 6	1,466	1,898	1,317	1,356	1,299	2,364	1,984
	Grade 7	1,956	2,338	1,353	838	1,673	3,009	1,776
Junior Secondary	Grade 8	5,548	6,591	5,837	5,233	5,282	5,968	3,181
	Grade 9	3,681	3,821	3,571	3,253	2,601	3,421	690
	Grade 10	11,191	10,802	10,647	11,914	10,863	12,337	18,424
Senior Secondary	Grade 11	338	973	405	497	95	208	279
	Grade 12	19,006	19,276	18,931	20,070	20,968	21,945	23,377

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

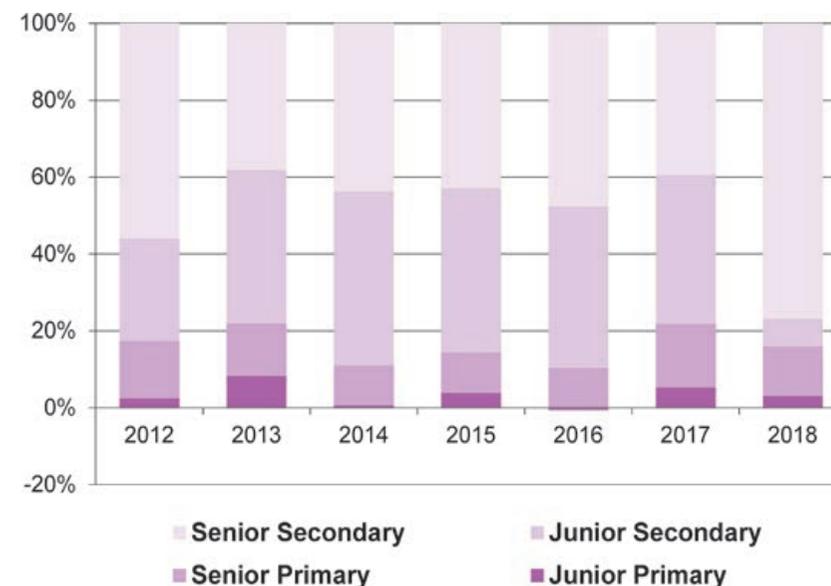


Table 33 shows the approximate number of learners who left school between 2012 and 2018. The number of learners who left school at different grades can provide an early indication for tertiary training institutions about the demand for different types of training that they provide. This data also provides 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.

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 2019, namely the Junior Secondary Certificate (JSC) (written only by *part-time* candidates in 2019 – as explained under Table 34), the Namibia Senior Secondary Certificate Ordinary Level (NSSC-O) and the Namibia Senior Secondary 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 recording the points achieved by the JSC 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 the result of individual candidates 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 report.

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

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

Subject	Learners	Symbol							Ungraded	Incomplete	Pending
		A	B	C	D	E	F	G			
Accounting	212	-	1	4	14	17	26	28	75	47	-
Afrikaans First Language	2	-	-	-	-	-	-	1	-	1	-
Afrikaans Second Language	74	1	1	8	14	20	9	-	-	21	-
Agriculture	3,511	149	309	403	791	682	390	211	125	450	1
English Second Language	2,820	9	24	71	278	704	781	433	81	438	1
Entrepreneurship	2,214	13	53	151	338	422	417	303	226	291	-
Geography	3,377	4	22	187	640	1,048	673	238	68	495	2
History	1,355	6	23	95	346	258	247	124	46	210	-
Khoekhoegowab First Language	8	-	-	-	1	2	1	-	-	4	-
Life Science	3,746	11	81	256	601	624	666	529	409	567	2
Mathematics	1,332	27	51	97	196	258	218	174	86	225	-
Oshikwanyama First Language	189	-	2	5	23	85	46	5	4	19	-
Oshindonga First Language	180	1	1	11	15	89	50	3	-	10	-
Otjherero First Language	154	5	25	31	37	26	3	2	-	25	-
Physical Science	1,576	-	1	6	40	102	290	317	598	222	-
Rukwangali First Language	94	-	3	4	20	41	17	3	1	5	-
Rumanyo First Language	57	10	8	13	14	7	1	-	-	4	-
Sign Language	4	-	-	-	1	1	-	1	-	1	-
Silozi First Language	39	1	4	4	7	12	2	2	-	7	-

Table 34 shows the percentages of part-time learners who attained the different symbols in the JSC examination. In the previous AEC reports, Table 34 conveyed the JSC results of *full-time* learners. As a result of the implementation of the revised curriculum, there were no Grade 10 full-time candidates in 2019, thus the Grade 10 full-time examinations were written for the last time in 2018, and the 2019 Grade 10 examination was set for part-time candidates only. This 2019 JSC examination was the last for Grade 10.

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’ symbol 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”.

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

Subject	Learners	Total %	Symbol							Ungraded	Incomplete	Pending
			A	B	C	D	E	F	G	U	I	X
Accounting	212	100.0%	0.0%	0.5%	1.9%	6.6%	8.0%	12.3%	13.2%	35.4%	22.2%	0.0%
Afrikaans First Language	2	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Afrikaans Second Language	74	100.0%	1.4%	1.4%	10.8%	18.9%	27.0%	12.2%	0.0%	0.0%	28.4%	0.0%
Agriculture	3,511	100.0%	4.2%	8.8%	11.5%	22.5%	19.4%	11.1%	6.0%	3.6%	12.8%	0.0%
English Second Language	2,820	100.0%	0.3%	0.9%	2.5%	9.9%	25.0%	27.7%	15.4%	2.9%	15.5%	0.0%
Entrepreneurship	2,214	100.0%	0.6%	2.4%	6.8%	15.3%	19.1%	18.8%	13.7%	10.2%	13.1%	0.0%
Geography	3,377	100.0%	0.1%	0.7%	5.5%	19.0%	31.0%	19.9%	7.0%	2.0%	14.7%	0.1%
History	1,355	100.0%	0.4%	1.7%	7.0%	25.5%	19.0%	18.2%	9.2%	3.4%	15.5%	0.0%
Khoekhoegowab First Language	8	100.0%	0.0%	0.0%	0.0%	12.5%	25.0%	12.5%	0.0%	0.0%	50.0%	0.0%
Life Science	3,746	100.0%	0.3%	2.2%	6.8%	16.0%	16.7%	17.8%	14.1%	10.9%	15.1%	0.1%
Mathematics	1,332	100.0%	2.0%	3.8%	7.3%	14.7%	19.4%	16.4%	13.1%	6.5%	16.9%	0.0%
Oshikwanyama First Language	189	100.0%	0.0%	1.1%	2.6%	12.2%	45.0%	24.3%	2.6%	2.1%	10.1%	0.0%
Oshindonga First Language	180	100.0%	0.6%	0.6%	6.1%	8.3%	49.4%	27.8%	1.7%	0.0%	5.6%	0.0%
Otjiherero First Language	154	100.0%	3.2%	16.2%	20.1%	24.0%	16.9%	1.9%	1.3%	0.0%	16.2%	0.0%
Physical Science	1,576	100.0%	0.0%	0.1%	0.4%	2.5%	6.5%	18.4%	20.1%	37.9%	14.1%	0.0%
Rukwangali First Language	94	100.0%	0.0%	3.2%	4.3%	21.3%	43.6%	18.1%	3.2%	1.1%	5.3%	0.0%
Rumanyo First Language	57	100.0%	17.5%	14.0%	22.8%	24.6%	12.3%	1.8%	0.0%	0.0%	7.0%	0.0%
Sign Language	4	100.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%	25.0%	0.0%	25.0%	0.0%
Silozi First Language	39	100.0%	2.6%	10.3%	10.3%	17.9%	30.8%	5.1%	5.1%	0.0%	17.9%	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 2019 there were 20,944 subject entries.

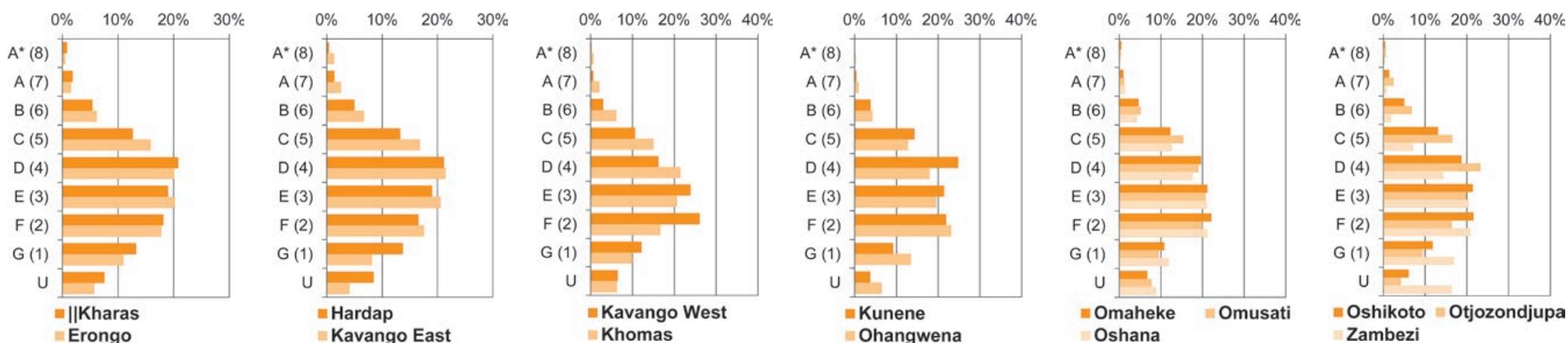
**Table 36: Namibia Senior Secondary Certificate Ordinary Level (NSSC-O) scores per region**

Region	Number of Candidates	Points Scored									
		A* (8)	A (7)	B (6)	C (5)	D (4)	E (3)	F (2)	G (1)	U	I
<b>Number of candidates</b>	<b>121,839</b>	<b>577</b>	<b>1,801</b>	<b>6,077</b>	<b>16,746</b>	<b>23,507</b>	<b>25,101</b>	<b>24,347</b>	<b>13,914</b>	<b>8,805</b>	<b>964</b>
Kharas	3,182	0.8%	1.9%	5.4%	12.7%	20.8%	19.0%	18.1%	13.3%	7.6%	0.4%
Erongo	8,010	0.5%	1.6%	6.2%	15.9%	20.1%	20.2%	17.8%	11.0%	5.7%	1.0%
Hardap	2,989	0.4%	1.3%	5.0%	13.2%	21.2%	19.0%	16.6%	13.7%	8.5%	1.1%
Kavango East	9,031	1.3%	2.6%	6.7%	16.9%	21.5%	20.6%	17.6%	8.2%	4.1%	0.7%
Kavango West	3,299	0.2%	0.6%	3.0%	10.6%	16.2%	23.9%	26.1%	12.2%	6.4%	0.8%
Khomas	15,422	0.7%	2.0%	6.1%	15.0%	21.4%	20.7%	16.7%	10.0%	6.3%	1.0%
Kunene	2,507	0.0%	0.4%	3.8%	14.4%	24.8%	21.5%	21.9%	9.3%	3.7%	0.4%
Ohangwena	17,219	0.3%	1.0%	4.3%	12.8%	17.9%	19.5%	23.1%	13.5%	6.5%	1.1%
Omaheke	2,019	0.4%	0.9%	4.6%	12.3%	19.6%	21.1%	22.1%	10.8%	6.7%	1.3%
Omusati	17,864	0.4%	1.3%	5.1%	15.4%	19.1%	20.8%	19.9%	9.5%	7.8%	0.8%
Oshana	13,558	0.3%	1.4%	4.2%	12.6%	17.6%	21.1%	21.2%	12.0%	8.9%	0.6%
Oshikoto	12,642	0.4%	1.4%	5.0%	13.0%	18.7%	21.5%	21.6%	11.8%	6.0%	0.5%
Otjondjupa	5,879	0.6%	2.4%	6.9%	16.6%	23.3%	20.0%	16.4%	9.4%	4.2%	0.3%
Zambezi	8,220	0.2%	0.9%	1.9%	7.1%	14.4%	20.5%	21.0%	16.8%	16.4%	0.9%
<b>National</b>	<b>100.0%</b>	<b>0.5%</b>	<b>1.5%</b>	<b>5.0%</b>	<b>13.7%</b>	<b>19.3%</b>	<b>20.6%</b>	<b>20.0%</b>	<b>11.4%</b>	<b>7.2%</b>	<b>0.8%</b>

Table 36 shows the learners' performance per points scored in each region. The majority of learners (53.6%) across all 14 regions performed within the range C to E. The target range for all learners is A\* to D. In 2019, only 40.0% of all learners performed within the target range.

Figure 6 is a graphical representation of the figures in Table 36.

**Figure 36: Points scored in the NSSC-O examination**



**Table 37: Namibia Senior Secondary 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	2,493	100.0%	1.1%	3.1%	8.5%	14.8%	17.0%	19.6%	13.4%	10.4%	10.7%	1.4%
Afrikaans as a Second Language	3,138	100.0%	0.6%	1.3%	8.3%	17.5%	34.0%	27.2%	6.2%	2.0%	2.1%	0.8%
Agriculture	9,038	100.0%	0.3%	0.9%	7.8%	16.9%	28.9%	24.5%	17.1%	2.4%	0.1%	1.0%
Art and Design	107	100.0%	3.7%	10.3%	16.8%	12.1%	13.1%	12.1%	11.2%	14.0%	3.7%	2.8%
Biology	15,158	100.0%	0.3%	1.0%	5.1%	12.2%	15.6%	19.1%	21.5%	16.0%	8.7%	0.6%
Business Studies	2,131	100.0%	0.3%	0.7%	4.9%	15.5%	15.7%	18.1%	16.5%	14.4%	13.3%	0.7%
Computer Studies	331	100.0%	3.0%	8.8%	15.1%	24.5%	16.9%	12.4%	6.6%	4.8%	3.3%	4.5%
Design and Technology	101	100.0%	3.0%	8.9%	13.9%	18.8%	24.8%	12.9%	10.9%	2.0%	3.0%	2.0%
Development Studies	8,819	100.0%	0.7%	2.2%	5.6%	11.0%	14.8%	19.5%	25.2%	15.5%	4.5%	1.0%
Economics	1,904	100.0%	0.1%	0.3%	4.0%	15.3%	21.6%	21.4%	12.4%	9.5%	14.7%	0.8%
Entrepreneurship	21,455	100.0%	0.4%	1.4%	4.3%	8.8%	18.5%	20.0%	19.9%	10.1%	15.9%	0.7%
English as a Second Language	1,240	100.0%	0.8%	2.3%	9.0%	24.8%	25.2%	18.7%	10.6%	4.7%	3.0%	0.8%
Fashion and Fabrics	54	100.0%	1.9%	0.0%	25.9%	50.0%	18.5%	3.7%	0.0%	0.0%	0.0%	0.0%
First Language Afrikaans	201	100.0%	0.0%	0.5%	7.0%	28.4%	45.3%	15.9%	2.5%	0.0%	0.0%	0.5%
First Language English	107	100.0%	0.9%	0.0%	23.4%	43.9%	24.3%	5.6%	0.0%	0.0%	0.0%	1.9%
First Language German	4	100.0%	0.0%	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0.0%
First Language Khoekhoegowab	389	100.0%	0.8%	0.8%	11.1%	26.5%	30.6%	21.1%	5.9%	1.0%	0.0%	2.3%
First Language Oshikwanyama	590	100.0%	0.0%	0.3%	7.6%	36.3%	37.8%	13.2%	1.9%	0.7%	0.0%	2.2%
First Language Oshindonga	452	100.0%	0.0%	0.0%	1.3%	15.7%	39.2%	33.4%	8.2%	0.9%	0.0%	1.3%
First Language Otjiherero	988	100.0%	0.3%	0.3%	8.7%	30.9%	42.2%	15.2%	1.2%	0.1%	0.4%	0.7%
First Language Rukwangali	2	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
First Language Rumanyo	468	100.0%	0.0%	0.2%	9.6%	49.4%	33.5%	5.1%	0.4%	0.2%	0.0%	1.5%
First Language Setswana	21	100.0%	4.8%	4.8%	28.6%	23.8%	28.6%	9.5%	0.0%	0.0%	0.0%	0.0%
First Language Silozi	13	100.0%	0.0%	7.7%	7.7%	23.1%	15.4%	30.8%	15.4%	0.0%	0.0%	0.0%
First Language Thimbukushu	295	100.0%	0.3%	1.0%	6.4%	37.3%	44.1%	9.5%	1.0%	0.0%	0.0%	0.3%
Foreign Language French	169	100.0%	3.0%	11.2%	13.6%	22.5%	19.5%	16.6%	6.5%	1.8%	0.0%	5.3%
Foreign Language German	498	100.0%	2.0%	6.4%	23.3%	25.3%	20.7%	17.3%	3.4%	1.2%	0.2%	0.2%
Foreign Language Portuguese	191	100.0%	8.4%	25.7%	25.7%	22.5%	9.4%	4.2%	2.6%	0.5%	0.0%	1.0%
Geography	9,206	100.0%	0.5%	0.9%	2.8%	7.6%	16.6%	23.9%	24.0%	16.2%	6.8%	0.7%
History	3,320	100.0%	0.6%	1.6%	3.3%	5.3%	12.3%	17.8%	36.2%	18.2%	3.6%	1.2%
Home Economics	202	100.0%	1.5%	4.0%	14.9%	34.2%	29.2%	13.4%	2.0%	0.0%	0.0%	1.0%
Mathematics	24,122	100.0%	0.3%	0.9%	2.0%	17.9%	19.9%	21.2%	20.9%	10.9%	5.6%	0.6%
Namibian Sign Language	3	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Office Administration and Keyboard Application	243	100.0%	0.8%	1.2%	8.2%	16.9%	12.8%	9.9%	20.6%	8.2%	4.5%	16.9%
Physical Science	14,388	100.0%	0.6%	2.6%	6.6%	13.0%	15.8%	20.3%	21.8%	14.5%	4.4%	0.6%

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

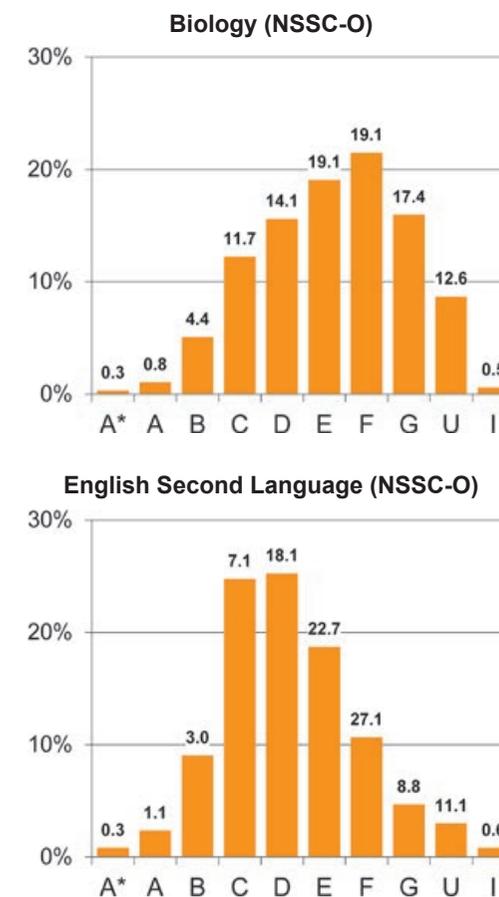


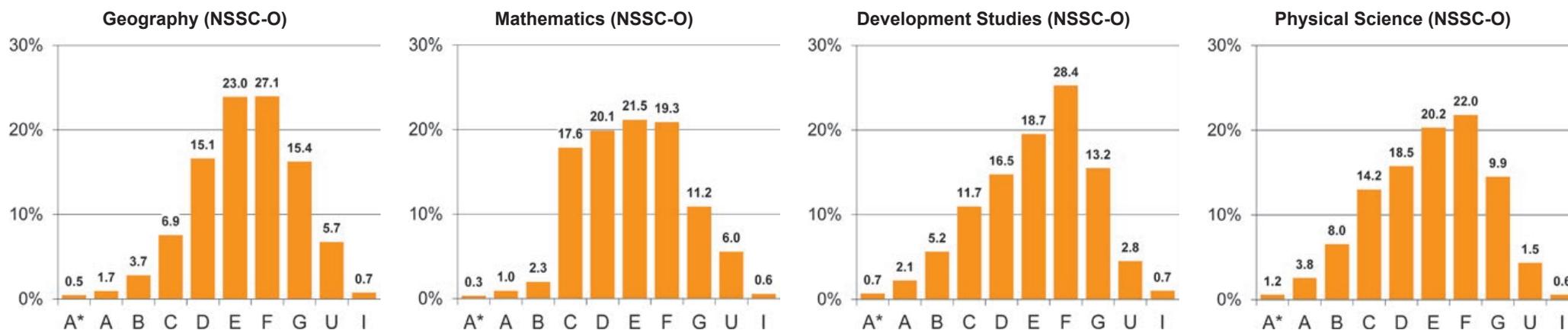
Figure 37 continues ▶

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.

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 (14.7%), Biology (8.7%), Accounting (10.7%), Entrepreneurship (15.9%) and Business Studies (13.3%).

The cumulative percentages for scores A\*-D in the ETSIP priority subjects are English Second Language 62.2%, Physical Science 38.5% and Mathematics 41.0%. The cumulative percentage of 34.2% for Biology is even lower than those for the other science subjects.

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



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

Subject	Learners	Total %	Grade/Score				Ungraded U	Incomplete I
			1	2	3	4		
Accounting	486	100%	18%	25%	33%	14%	10%	0%
Afrikaans as a Second Language	516	100%	5%	27%	48%	19%	1%	0%
Art and Design	30	100%	33%	17%	13%	13%	17%	7%
Biology	1,946	100%	12%	28%	35%	18%	7%	0%
Business Studies	711	100%	4%	17%	32%	25%	21%	0%
Computer Studies	163	100%	11%	40%	34%	15%	1%	0%
Design and Technology	208	100%	16%	41%	28%	11%	3%	1%
Economics	628	100%	7%	18%	28%	33%	13%	1%
English as a Second Language	2,979	100%	3%	23%	48%	21%	4%	0%
First Language Afrikaans	199	100%	8%	27%	43%	23%	1%	0%
First Language English	405	100%	4%	26%	54%	15%	0%	1%
First Language German	31	100%	45%	39%	16%	0%	0%	0%
First Language Oshikwanyama	4,407	100%	0%	1%	45%	44%	9%	1%
First Language Oshindonga	6,955	100%	0%	1%	45%	44%	9%	1%
First Language Rukwangali	1,501	100%	0%	21%	50%	28%	0%	1%
First Language Silozi	1,712	100%	0%	22%	63%	14%	0%	1%
Foreign Language German	80	100%	5%	25%	33%	36%	1%	0%
Geography	1,381	100%	4%	15%	34%	23%	22%	1%
History	1,644	100%	4%	15%	27%	30%	23%	0%
Mathematics	961	100%	25%	27%	26%	13%	8%	1%
Physical Science	1,500	100%	16%	24%	36%	17%	7%	0%

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”.

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

The cumulative percentages for grades/scores 1-4 in the ETSIP priority subjects at Higher Level in 2019 are English Second Language 95.0%, Physical Science 93.0%, Mathematics 91.0%, Biology 93.0% and Computer Studies 99.0%.

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	986	713	273	539	288	79	80	22.9	27.9	19.7	24.0
Erongo	1,811	1,406	405	1,032	564	104	111	24.9	29.0	22.8	22.2
Hardap	1,010	699	311	613	295	95	8	25.0	27.5	21.3	22.5
Kavango East	2,176	1,156	1,020	1,355	651	134	36	29.2	32.6	24.6	24.2
Kavango West	1,642	830	812	1,096	388	113	45	25.8	28.6	21.7	24.1
Khomas	3,839	2,901	938	2,110	1,296	376	57	23.5	27.1	20.1	18.9
Kunene	1,202	700	502	833	255	88	25	24.7	26.3	22.3	23.5
Ohangwena	4,240	2,779	1,461	2,677	1,231	242	89	25.1	27.2	22.5	24.9
Omaheke	911	586	325	591	238	57	25	25.5	27.7	22.5	26.3
Omusati	4,236	2,864	1,372	2,558	1,314	237	127	23.1	25.5	20.4	23.9
Oshana	2,377	1,685	692	1,324	837	132	84	22.9	25.6	20.5	25.8
Oshikoto	3,087	2,067	1,020	1,751	881	183	272	23.0	26.5	22.5	26.9
Otjozondjupa	1,743	1,248	495	1,083	515	112	33	26.3	29.9	20.7	25.4
Zambezi	1,818	1,097	721	1,004	582	130	102	21.6	23.7	21.8	21.9
<b>National</b>	<b>31,078</b>	<b>20,731</b>	<b>10,347</b>	<b>18,566</b>	<b>9,336</b>	<b>2,082</b>	<b>1,094</b>	<b>24.5</b>	<b>27.5</b>	<b>21.7</b>	<b>23.9</b>

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.

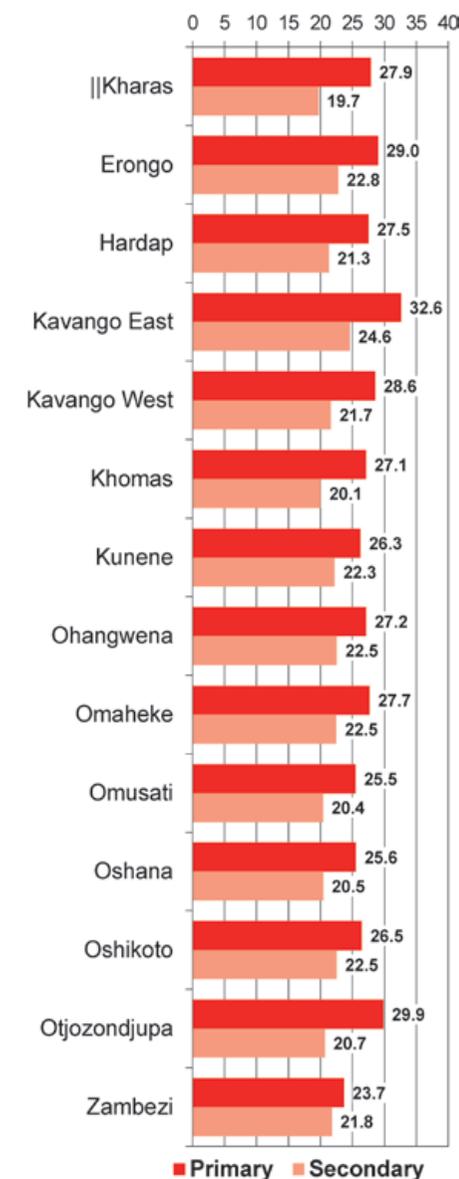
The average learner : teacher ratios for the Primary and Secondary phases are charted for the 14 regions in Figure 39.

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 21.6 in Zambezi to 29.2 in Kavango East. Lesser differences were observed in the Secondary learner : teacher ratios, ranging from 19.7 in ||Kharas to 24.6 in Kavango East.

The learner : teacher ratios were below the national standard of 35 and 30 learners per teacher for the Primary and Secondary phases respectively. This does not necessarily indicate failure to comply with the teacher : learner ratio policy, as several factors can hamper implementation of the policy, such as new schools being opened in remote areas, larger numbers of combined schools causing teachers to be 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 1,094 teachers had no teaching loads. These are mostly school principals, teachers who are on maternity leave, study leave or extended sick leave, and teachers who are on the payroll of a particular school but are posted elsewhere, e.g. at advisory services or inspectorates.

**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	<b>Total</b>	<b>986</b>	<b>12</b>	<b>208</b>	<b>766</b>	<b>144</b>	<b>8</b>	<b>125</b>	<b>11</b>	<b>842</b>	<b>4</b>	<b>83</b>	<b>755</b>
	Females	713	12	169	532	111	8	96	7	602	4	73	525
	Males	273	0	39	234	33	0	29	4	240	0	10	230
Erongo	<b>Total</b>	<b>1,811</b>	<b>30</b>	<b>225</b>	<b>1,556</b>	<b>106</b>	<b>17</b>	<b>72</b>	<b>17</b>	<b>1,705</b>	<b>13</b>	<b>153</b>	<b>1,539</b>
	Females	1,406	26	195	1,185	85	16	57	12	1,321	10	138	1,173
	Males	405	4	30	371	21	1	15	5	384	3	15	366
Hardap	<b>Total</b>	<b>1,010</b>	<b>20</b>	<b>257</b>	<b>733</b>	<b>171</b>	<b>14</b>	<b>143</b>	<b>14</b>	<b>839</b>	<b>6</b>	<b>114</b>	<b>719</b>
	Females	699	15	202	482	122	10	104	8	577	5	98	474
	Males	311	5	55	251	49	4	39	6	262	1	16	245
Kavango East	<b>Total</b>	<b>2,176</b>	<b>44</b>	<b>345</b>	<b>1,787</b>	<b>244</b>	<b>18</b>	<b>218</b>	<b>8</b>	<b>1,932</b>	<b>26</b>	<b>127</b>	<b>1,779</b>
	Females	1,156	20	230	906	157	6	148	3	999	14	82	903
	Males	1,020	24	115	881	87	12	70	5	933	12	45	876
Kavango West	<b>Total</b>	<b>1,642</b>	<b>29</b>	<b>304</b>	<b>1,309</b>	<b>224</b>	<b>19</b>	<b>203</b>	<b>2</b>	<b>1,418</b>	<b>10</b>	<b>101</b>	<b>1,307</b>
	Females	830	8	188	634	147	5	141	1	683	3	47	633
	Males	812	21	116	675	77	14	62	1	735	7	54	674
Khomas	<b>Total</b>	<b>3,839</b>	<b>42</b>	<b>317</b>	<b>3,480</b>	<b>173</b>	<b>13</b>	<b>130</b>	<b>30</b>	<b>3,666</b>	<b>29</b>	<b>187</b>	<b>3,450</b>
	Females	2,901	36	267	2,598	132	10	104	18	2,769	26	163	2,580
	Males	938	6	50	882	41	3	26	12	897	3	24	870
Kunene	<b>Total</b>	<b>1,202</b>	<b>30</b>	<b>271</b>	<b>901</b>	<b>132</b>	<b>15</b>	<b>113</b>	<b>4</b>	<b>1,070</b>	<b>15</b>	<b>158</b>	<b>897</b>
	Females	700	22	188	490	95	10	82	3	605	12	106	487
	Males	502	8	83	411	37	5	31	1	465	3	52	410
Ohangwena	<b>Total</b>	<b>4,240</b>	<b>24</b>	<b>558</b>	<b>3,658</b>	<b>301</b>	<b>2</b>	<b>279</b>	<b>20</b>	<b>3,939</b>	<b>22</b>	<b>279</b>	<b>3,638</b>
	Females	2,779	15	413	2,351	233	1	216	16	2,546	14	197	2,335
	Males	1,461	9	145	1,307	68	1	63	4	1,393	8	82	1,303
Omaheke	<b>Total</b>	<b>911</b>	<b>29</b>	<b>214</b>	<b>668</b>	<b>180</b>	<b>13</b>	<b>153</b>	<b>14</b>	<b>731</b>	<b>16</b>	<b>61</b>	<b>654</b>
	Females	586	20	157	409	128	11	107	10	458	9	50	399
	Males	325	9	57	259	52	2	46	4	273	7	11	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	<b>Total</b>	<b>4,236</b>	<b>38</b>	<b>325</b>	<b>3,873</b>	<b>128</b>	<b>2</b>	<b>117</b>	<b>9</b>	<b>4,108</b>	<b>36</b>	<b>208</b>	<b>3,864</b>
	Females	2,864	30	266	2,568	105	2	97	6	2,759	28	169	2,562
	Males	1,372	8	59	1,305	23	0	20	3	1,349	8	39	1,302
Oshana	<b>Total</b>	<b>2,377</b>	<b>20</b>	<b>188</b>	<b>2,169</b>	<b>84</b>	<b>2</b>	<b>78</b>	<b>4</b>	<b>2,293</b>	<b>18</b>	<b>110</b>	<b>2,165</b>
	Females	1,685	19	141	1,525	66	2	61	3	1,619	17	80	1,522
	Males	692	1	47	644	18	0	17	1	674	1	30	643
Oshikoto	<b>Total</b>	<b>3,087</b>	<b>12</b>	<b>437</b>	<b>2,638</b>	<b>254</b>	<b>4</b>	<b>236</b>	<b>14</b>	<b>2,833</b>	<b>8</b>	<b>201</b>	<b>2,624</b>
	Females	2,067	8	318	1,741	190	2	177	11	1,877	6	141	1,730
	Males	1,020	4	119	897	64	2	59	3	956	2	60	894
Otjozondjupa	<b>Total</b>	<b>1,743</b>	<b>43</b>	<b>212</b>	<b>1,488</b>	<b>137</b>	<b>22</b>	<b>110</b>	<b>5</b>	<b>1,606</b>	<b>21</b>	<b>102</b>	<b>1,483</b>
	Females	1,248	34	172	1,042	108	15	92	1	1,140	19	80	1,041
	Males	495	9	40	446	29	7	18	4	466	2	22	442
Zambezi	<b>Total</b>	<b>1,818</b>	<b>12</b>	<b>213</b>	<b>1,593</b>	<b>46</b>	<b>5</b>	<b>39</b>	<b>2</b>	<b>1,772</b>	<b>7</b>	<b>174</b>	<b>1,591</b>
	Females	1,097	9	166	922	34	5	27	2	1,063	4	139	920
	Males	721	3	47	671	12	0	12	0	709	3	35	671
<b>National</b>	<b>Total</b>	<b>31,078</b>	<b>385</b>	<b>4,074</b>	<b>26,619</b>	<b>2,324</b>	<b>154</b>	<b>2,016</b>	<b>154</b>	<b>28,754</b>	<b>231</b>	<b>2,058</b>	<b>26,465</b>
	<b>Females</b>	<b>20,731</b>	<b>274</b>	<b>3,072</b>	<b>17,385</b>	<b>1,713</b>	<b>103</b>	<b>1,509</b>	<b>101</b>	<b>19,018</b>	<b>171</b>	<b>1,563</b>	<b>17,284</b>
	<b>Males</b>	<b>10,347</b>	<b>111</b>	<b>1,002</b>	<b>9,234</b>	<b>611</b>	<b>51</b>	<b>507</b>	<b>53</b>	<b>9,736</b>	<b>60</b>	<b>495</b>	<b>9,181</b>

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 31,078 teachers, 2,324 (1,713 female and 611 male) had no teaching qualification. This translates to 7.5% of all teachers having no teaching qualification. Looking at the gender perspective, 8.3% of all female teachers and 5.9% of all male teachers had no teaching qualification. Out of all teachers, 28,754 (92.5%) had a teaching qualification of more than two years' tertiary education, of whom about 66.1% were females.

**Table 41: Professional and academic qualifications of primary teachers**

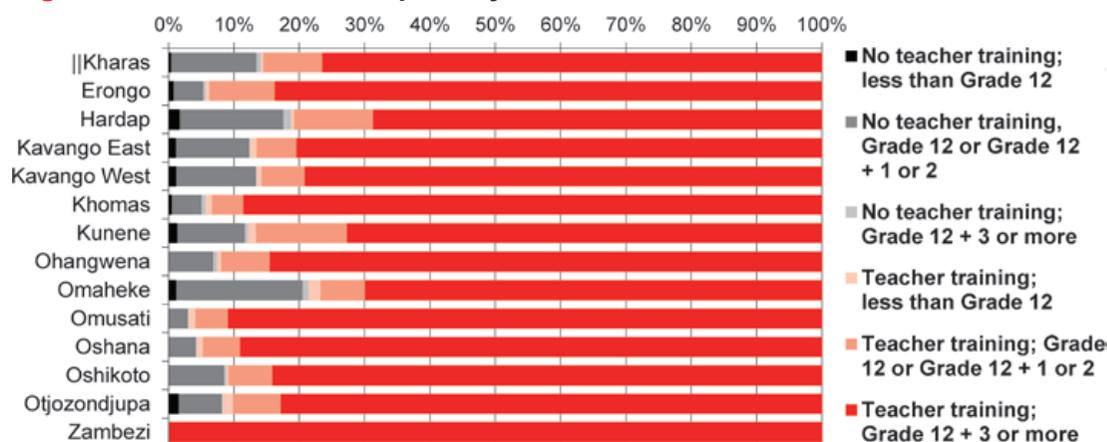
Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
Kharas	539	4	119	416	76	2	71	4	463	2	49	412
Erongo	1,032	14	150	868	59	8	47	4	973	6	103	864
Hardap	613	13	171	428	115	11	97	7	498	3	74	421
Kavango East	1,355	29	234	1,092	170	15	153	2	1,186	14	82	1,090
Kavango West	1,096	21	205	870	148	13	134	2	948	8	72	868
Khomas	2,110	29	198	1,883	121	10	97	14	1,989	19	101	1,869
Kunene	833	21	203	610	101	11	86	4	732	10	116	606
Ohangwena	2,677	17	380	2,281	200	1	183	17	2,477	16	197	2,263
Omaheke	591	18	155	418	127	7	115	5	464	11	40	413
Omusati	2,558	28	201	2,329	79	2	74	3	2,479	26	127	2,326
Oshana	1,324	14	128	1,182	58	2	53	3	1,266	12	75	1,179
Oshikoto	1,751	7	263	1,481	156	2	146	8	1,595	5	117	1,473
Otjozondjupa	1,083	33	151	899	91	17	72	2	992	16	79	897
Zambezi	1,004	7	112	885	17	4	13	1	987	3	99	884
<b>National</b>	<b>18,566</b>	<b>254</b>	<b>2,670</b>	<b>15,642</b>	<b>1,520</b>	<b>104</b>	<b>1,340</b>	<b>76</b>	<b>17,047</b>	<b>150</b>	<b>1,330</b>	<b>15,566</b>

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. In 2019, the region with the lowest proportion of adequately trained primary teachers was Omaheke, with only 78.6% 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 Zambezi, where 98.3% had formal teacher training and at least three years' tertiary education.

**Figure 41: Qualifications of primary teachers**



**Table 42: Professional and academic qualifications of secondary teachers**

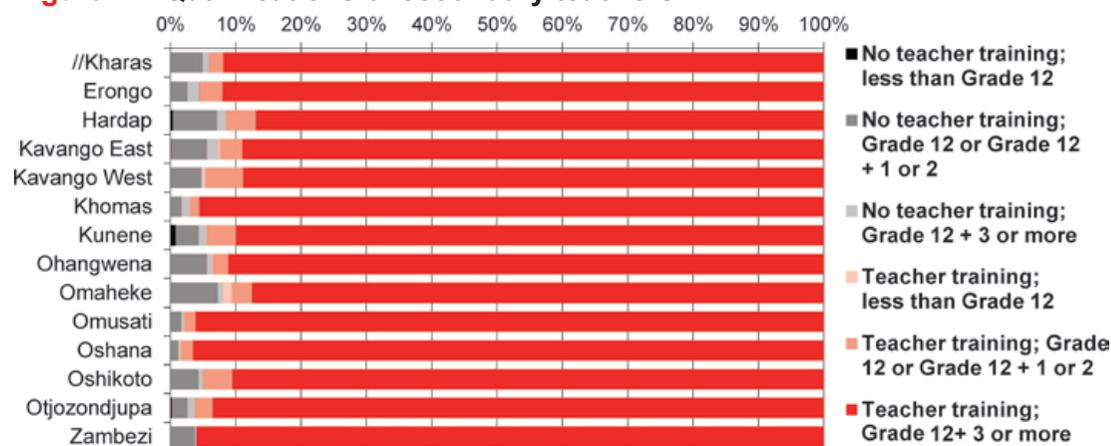
Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than 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
<b>National</b>	<b>9,709</b>	<b>20</b>	<b>617</b>	<b>9,072</b>	<b>420</b>	<b>6</b>	<b>334</b>	<b>81</b>	<b>9,289</b>	<b>15</b>	<b>283</b>	<b>8,991</b>

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	522	2	19	40	461
Afrikaans 1st or Home Language	160	3	29	24	104	5	-	-	-	5	65	-	8	8	49
Afrikaans 2nd Language	511	20	95	60	336	26	1	9	2	14	259	4	43	24	188
Agricultural Science	-	-	-	-	-	-	-	-	-	-	21	-	7	-	14
Agriculture	43	5	6	9	23	21	1	4	2	14	1,012	48	117	68	779
Art and Design	2	-	1	1	-	1	-	-	-	1	32	2	4	4	22
Arts (non-productive)	2,345	353	496	256	1,240	128	24	32	11	61	172	39	40	21	72
Arts in Culture	73	12	8	5	48	19	1	4	2	12	406	87	85	36	198
Biology	2	-	1	-	1	1	-	-	-	1	605	-	29	38	538
Bricklaying and Plastering	-	-	-	-	-	-	-	-	-	-	3	-	-	-	3
Building Studies	-	-	-	-	-	1	-	1	-	-	14	-	1	-	13
Business Studies	1	-	-	-	1	-	-	-	-	-	199	-	13	14	172
Chemistry	-	-	-	-	-	-	-	-	-	-	165	-	11	13	141
Communication and Department	2	-	1	-	1	1	-	-	-	1	3	-	-	1	2
Computer Literacy	82	9	17	11	45	16	-	3	2	11	41	5	3	8	25
Computer Studies	2	-	-	-	2	2	-	-	-	2	109	3	9	7	90
Craft and Technology	5	1	1	1	2	-	-	-	-	-	-	-	-	-	-
Design and Communication	3	1	-	-	2	-	-	-	-	-	-	-	-	-	-
Design and Technology	241	39	37	24	141	11	-	1	3	7	60	2	2	4	52
Development Studies	-	-	-	-	-	-	-	-	-	-	340	11	34	24	271
Drama	2	-	-	-	2	1	-	-	-	1	1	-	-	-	1
Economics	3	-	1	1	1	2	-	-	-	2	171	1	12	10	148
Educare	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Electrician Work	-	-	-	-	-	1	-	-	-	1	1	-	-	-	1
Electronics	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Elementary Agriculture	1,734	211	322	155	1,046	10	1	1	1	7	8	-	-	-	7
Engineering Science	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
English 1st Language	150	4	9	9	128	16	1	1	2	12	60	-	1	3	56
English 2nd Language	3,032	31	310	221	2,470	343	1	17	20	305	1,493	5	78	102	1,308
Entrepreneurship	1	-	-	-	1	5	-	1	-	4	1,098	57	106	116	819
Environmental Studies	179	4	42	14	119	2	-	1	-	1	2	-	1	-	1
Fashion and Fabrics	-	-	-	-	-	-	-	-	-	-	22	1	-	4	17
French Foreign Language	3	-	-	-	3	6	-	-	-	6	18	-	1	2	15
General Science	-	-	-	-	-	1	-	-	-	1	2	-	1	-	1
Geography	8	-	1	1	6	8	-	3	2	3	1,366	11	114	87	1,154
German 1st or Home Language	24	-	1	4	19	2	-	-	-	2	9	-	-	-	9
German Third or Foreign Language	5	-	-	-	5	4	-	-	-	4	48	1	1	4	42
Pre-Primary class teaching	13	1	4	3	5	-	-	-	-	-	-	-	-	-	-
Grade 1 class teaching	2,504	74	349	296	1,785	-	-	-	-	-	-	-	-	-	-
Grade 2 class teaching	2,314	57	355	255	1,647	-	-	-	-	-	-	-	-	-	-
Grade 3 class teaching	2,253	47	333	223	1,650	-	-	-	-	-	-	-	-	-	-
Grade 4 class teaching	133	-	15	15	103	-	-	-	-	-	-	-	-	-	-
Grade 5 class teaching	47	2	2	2	41	-	-	-	-	-	-	-	-	-	-
Grade 6 class teaching	32	1	2	6	23	-	-	-	-	-	-	-	-	-	-
Grade 7 class teaching	34	1	1	-	32	-	-	-	-	-	-	-	-	-	-
Handwriting	11	2	-	2	7	-	-	-	-	-	-	-	-	-	-
Health and Social Care(Hygiene)	2	-	-	-	2	-	-	-	-	-	-	-	-	-	-
History	12	1	2	3	6	9	-	2	2	5	1,214	31	105	99	979

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.

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
Home Ecology	340	43	57	30	210	1	-	-	-	1	3	1	-	-	2
Home Economics	-	-	-	-	-	1	-	-	-	1	90	6	7	8	69
Hospitality	1	-	-	-	1	3	-	-	-	3	21	2	4	2	13
Information & Communication Technology	1,123	191	252	133	547	180	28	41	32	79	373	68	72	53	180
Khoekhoegowab	174	18	37	18	101	8	1	2	1	4	76	1	15	8	52
Languages	3	-	1	-	2	-	-	-	-	-	1	-	1	-	-
Life Science	25	2	-	9	14	8	-	-	2	6	1,180	19	95	91	975
Life Skills	1,001	149	298	121	433	474	41	107	61	265	409	38	75	48	248
Literacy	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Literature – English	-	-	-	-	-	-	-	-	-	-	5	1	-	-	4
Literature – German	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-
Long Leave (Study or Sick)	7	1	-	-	6	1	-	-	-	1	-	-	-	-	-
Lower Primary	207	1	25	8	173	-	-	-	-	-	-	-	-	-	-
Mathematics	3,045	37	211	239	2,558	299	-	11	11	277	1,520	3	72	99	1,346
Metalwork	-	-	-	-	-	-	-	-	-	-	5	-	-	2	3
Metalwork & Welding	1	-	-	-	1	-	-	-	-	-	8	-	-	-	8
Motor Mechanics	-	-	-	-	-	-	-	-	-	-	6	-	1	2	3
Music	6	2	-	1	3	3	-	-	-	3	1	-	-	-	1
Natural Economy	2	-	-	-	2	-	-	-	-	-	-	-	-	-	-
Natural Science and Health Education	3,200	116	339	238	2,507	7	-	1	-	6	10	-	1	1	8
Needlework and Clothing	5	1	-	-	4	-	-	-	-	-	4	1	-	-	3
No teaching	2	-	-	-	2	-	-	-	-	-	2	-	-	-	2
Office Administration and Keyboard	3	-	-	-	3	-	-	-	-	-	22	1	2	1	18
Office Practice	1	-	-	-	1	1	-	-	-	1	52	3	8	8	33
Oshikwanyama	618	14	113	44	447	134	3	17	5	109	292	4	26	15	247
Oshindonga	879	19	112	93	655	156	1	16	10	129	405	3	15	35	352
Otjiherero	197	6	30	21	140	4	-	-	-	4	88	2	11	2	73
Performing Art	2	-	1	-	1	1	-	-	1	-	3	-	-	-	3
Physical Education and Health Awareness	20	2	3	5	10	2	-	-	-	2	2	-	-	-	2
Physical Education	1,965	193	425	223	1,124	247	27	55	22	143	683	88	173	65	357
Physical Science	13	-	3	-	10	18	1	-	2	15	1,435	9	118	82	1,226
Physics	2	-	-	-	2	-	-	-	-	-	142	1	5	22	114
Portuguese	2	-	-	1	1	2	-	-	-	2	13	-	2	3	8
Religious and Moral Education	2,004	317	514	236	937	206	34	57	25	90	530	108	136	61	225
Remedial Teaching	9	1	-	-	8	3	-	-	-	3	-	-	-	-	-
Rukwangali	185	6	12	16	151	22	-	2	2	18	75	1	2	-	72
Rumanyo (Rugciriku)	89	10	15	3	61	9	1	-	-	8	33	-	4	2	27
School Art	12	3	1	1	7	-	-	-	-	-	63	12	17	10	24
Setswana	8	1	3	-	4	-	-	-	-	-	4	-	2	-	2
Sign Language	16	1	2	-	13	1	-	-	-	1	10	-	1	2	7
Silozi	162	3	19	19	121	23	-	1	2	20	71	-	3	7	61
Social Sciences	36	3	3	2	28	1	-	-	-	1	-	-	-	-	-
Social Studies	2,769	193	347	232	1,997	6	1	1	-	4	14	-	4	1	9
Technical Drawing	-	-	-	-	-	-	-	-	-	-	22	1	1	4	16
Technical Theory and Practice	-	-	-	-	-	-	-	-	-	-	15	-	1	5	9
Thimbukushu	38	1	6	8	23	4	-	1	1	2	19	1	-	-	18
Visual Arts	6	3	-	-	3	3	-	-	-	3	13	-	2	-	11
Woodwork	3	-	-	-	3	1	-	-	-	1	10	-	1	1	8

**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
<b>Total</b>	<b>31,078</b>	<b>385</b>	<b>4,074</b>	<b>26,619</b>	<b>2,324</b>	<b>154</b>	<b>2,016</b>	<b>154</b>	<b>28,754</b>	<b>231</b>	<b>2,058</b>	<b>26,465</b>
Less than 20	20	0	18	2	16	0	16	0	4	0	2	2
20 - 24	1,769	13	396	1,360	261	6	240	15	1,508	7	156	1,345
25 - 29	5,607	41	1,321	4,245	930	27	840	63	4,677	14	481	4,182
30 - 34	4,989	39	840	4,110	512	17	461	34	4,477	22	379	4,076
35 - 39	4,851	41	526	4,284	249	18	210	21	4,602	23	316	4,263
40 - 44	3,583	35	314	3,234	144	22	116	6	3,439	13	198	3,228
45 - 49	3,306	45	236	3,025	102	26	74	2	3,204	19	162	3,023
50 - 54	3,828	82	233	3,513	57	17	32	8	3,771	65	201	3,505
55 - 59	2,805	80	161	2,564	44	21	19	4	2,761	59	142	2,560
60 or older	320	9	29	282	9	0	8	1	311	9	21	281
<i>Average Age</i>	<b>39.6</b>	<i>45.1</i>	<i>34.5</i>	<i>40.3</i>	<b>32.2</b>	<i>41.2</i>	<i>31.4</i>	<i>32.6</i>	<b>40.3</b>	<i>47.6</i>	<i>37.6</i>	<i>40.4</i>

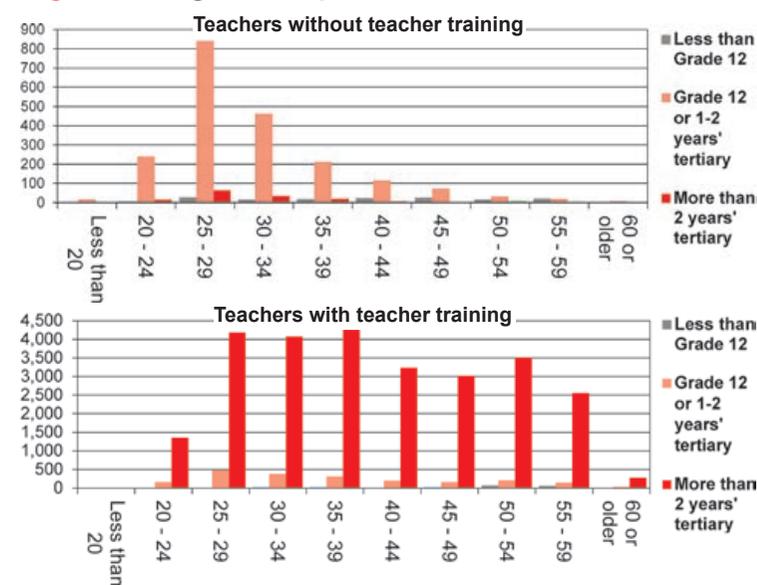
Table 44 shows the numbers of teachers in different age groups per qualification category, and the average ages of the teachers in each of these categories. The ages of individual teachers were determined as at 31 August 2019, and expressed as full completed years. So, for example, a teacher born on 1 November 1972, who was 46 years and 8 months old on a Census date (1 September 2019), was entered into the calculations as 47 years of age.

There were 28,754 teachers with formal training and 2,324 without. Therefore, the overall age distribution was determined mainly by teachers with teacher training. Teachers without teacher training were on average 8 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**



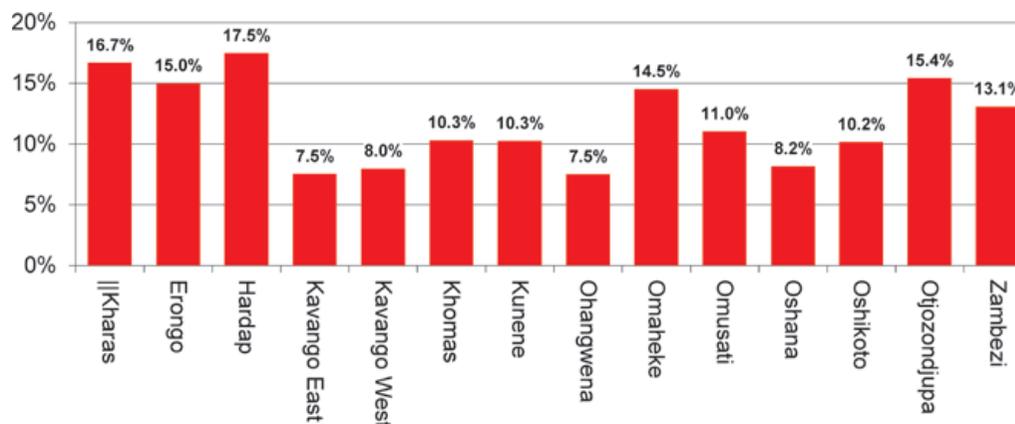
**Table 45: Attrition rates of teachers from 2018 to 2019**

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	16.7%	0.2%	0.6%	15.9%	0.2%	0.2%	0.0%	0.0%	18.0%	0.0%	2.1%	16.0%
Erongo	15.0%	0.0%	0.8%	14.1%	53.5%	0.1%	6.7%	46.7%	15.1%	0.0%	1.3%	13.8%
Hardap	17.5%	0.1%	0.5%	16.8%	10.0%	0.2%	0.7%	9.1%	18.3%	0.0%	1.4%	16.9%
Kavango East	7.5%	0.1%	0.3%	7.1%	35.5%	0.2%	2.0%	33.3%	7.9%	0.1%	1.0%	6.9%
Kavango West	8.0%	0.3%	0.3%	7.4%	33.9%	0.2%	0.4%	33.3%	8.7%	0.4%	0.9%	7.4%
Khomas	10.3%	0.1%	1.1%	9.1%	21.1%	0.0%	5.4%	15.8%	11.0%	0.1%	1.8%	9.1%
Kunene	10.3%	0.0%	0.3%	10.0%	75.2%	0.0%	3.7%	71.4%	9.9%	0.1%	0.5%	9.4%
Ohangwena	7.5%	0.1%	0.4%	7.0%	33.8%	0.0%	3.0%	30.8%	8.0%	0.1%	1.2%	6.7%
Omaheke	14.5%	0.0%	0.5%	14.0%	23.7%	0.0%	1.4%	22.2%	15.8%	0.0%	1.9%	13.9%
Omusati	11.0%	0.0%	1.1%	9.9%	24.9%	0.0%	1.8%	23.1%	11.9%	0.0%	2.0%	9.9%
Oshana	8.2%	0.1%	0.8%	7.2%	49.3%	0.0%	4.9%	44.4%	8.7%	0.1%	1.5%	7.1%
Oshikoto	10.2%	0.2%	0.5%	9.4%	50.9%	0.2%	3.4%	47.4%	10.5%	0.2%	1.1%	9.1%
Otjozondjupa	15.4%	0.1%	0.8%	14.5%	32.6%	0.1%	2.5%	30.0%	16.0%	0.1%	1.5%	14.4%
Zambezi	13.1%	0.3%	0.7%	12.1%	103.5%	0.3%	3.2%	100.0%	13.2%	0.3%	0.8%	12.0%
<b>National</b>	<b>11.8%</b>	<b>0.1%</b>	<b>0.6%</b>	<b>11.0%</b>	<b>39.1%</b>	<b>0.1%</b>	<b>2.8%</b>	<b>36.3%</b>	<b>12.4%</b>	<b>0.1%</b>	<b>1.4%</b>	<b>10.9%</b>

Attrition rates of teachers are defined as the percentage of teaching staff in 2018 who left the teaching profession by the end of 2018 or during 2019 before the census date.

*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 2018, by looking for the identification and salary reference numbers (employee number) in all other schools. This implies that their identifications are nowhere to be found in the system. This method is the best that can be employed, given that the employee codes do not change.

Out of 28,754 teachers with an adequate qualification, 12.4% left teaching by the end of 2018 or during 2019.

**Figure 45: Total attrition rates of teachers in the regions**

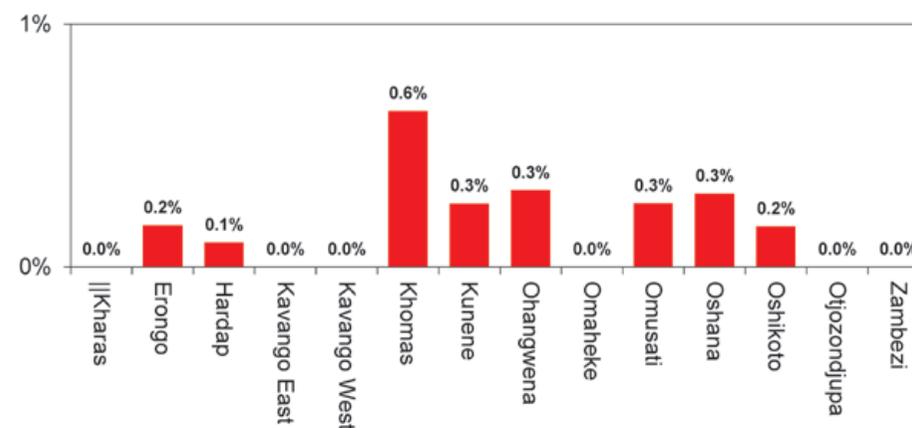
**Table 46: Transfer rates of teachers from 2018 to 2019**

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	-	-	-	-	-	-	-	-	0.1%	-	1.7%	0.1%
Erongo	0.2%	-	0.8%	0.1%	-	-	-	-	0.2%	-	1.3%	0.1%
Hardap	0.1%	-	0.4%	0.1%	-	-	-	-	0.1%	-	1.2%	0.1%
Kavango East	-	-	-	-	-	-	-	-	0.2%	-	2.6%	0.2%
Kavango West	-	-	-	-	-	-	-	-	0.1%	-	1.0%	0.1%
Khomas	0.6%	3.3%	7.1%	0.6%	-	-	-	-	0.7%	4.8%	11.8%	0.6%
Kunene	0.3%	-	0.3%	0.1%	0.6%	-	-	-	0.2%	-	0.6%	0.1%
Ohangwena	0.3%	-	1.5%	0.3%	1.4%	-	0.5%	5.1%	0.2%	-	3.6%	0.2%
Omaheke	-	-	-	-	0.0%	-	-	-	-	-	-	-
Omusati	0.3%	-	2.2%	0.2%	1.1%	-	-	-	0.2%	-	4.2%	0.2%
Oshana	0.3%	-	2.7%	0.2%	2.2%	-	-	-	0.2%	-	5.0%	0.2%
Oshikoto	0.2%	-	0.9%	0.2%	0.3%	-	-	-	0.1%	-	2.0%	0.2%
Otjozondjupa	-	-	-	-	-	-	-	-	0.1%	-	0.7%	0.1%
Zambezi	-	-	-	-	-	-	-	-	0.1%	-	0.5%	0.1%
<b>National</b>	<b>0.2%</b>	<b>0.4%</b>	<b>1.3%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>-</b>	<b>0.1%</b>	<b>1.0%</b>	<b>0.2%</b>	<b>0.8%</b>	<b>2.9%</b>	<b>0.2%</b>

Transfer rates of teachers are defined as the percentage of teaching staff in 2018 who were teaching at a different school in 2019.

*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 2018, by looking for their identification or salary numbers in all other schools. In this respect, the difference between Table 45 and this table is that here the teachers are actually still in the teaching ranks elsewhere. This method is likely to render estimates which are more accurate or very close to reality, because, with the introduction of the unique salary reference number, the tracking of teachers has improved and the data used for calculating transfer rates is more comprehensive.

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 2013 to 2019**

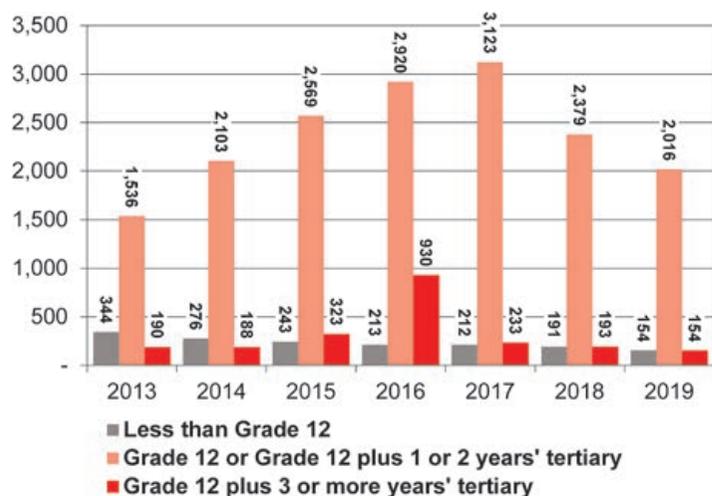
Qualification	Year							Average Annual Growth Rate 2013-2019	Percentage Change 2018-2019
	2013	2014	2015	2016	2017	2018	2019		
<b>Total – all teachers</b>									
<b>Total</b>	<b>26,012</b>	<b>26,749</b>	<b>27,990</b>	<b>28,922</b>	<b>30,042</b>	<b>30,261</b>	<b>31,078</b>	<b>3.0%</b>	<b>2.7%</b>
Less than Grade 12	733	623	581	498	465	453	385	-10.2%	-15.0%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	2,727	3,436	3,843	4,585	4,767	4,307	4,074	6.9%	-5.4%
Grade 12 plus 3 or more years' tertiary	22,552	22,690	23,566	23,839	24,810	25,501	26,619	2.8%	4.4%
<b>Teachers without teacher training</b>									
<b>Total</b>	<b>2,070</b>	<b>2,567</b>	<b>3,135</b>	<b>4,063</b>	<b>3,568</b>	<b>2,763</b>	<b>2,324</b>	<b>1.9%</b>	<b>-15.9%</b>
Less than Grade 12	344	276	243	213	212	191	154	-12.5%	-19.4%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	1,536	2,103	2,569	2,920	3,123	2,379	2,016	4.6%	-15.3%
Grade 12 plus 3 or more years' tertiary	190	188	323	930	233	193	154	-3.4%	-20.2%
<b>Teachers with teacher training</b>									
<b>Total</b>	<b>23,942</b>	<b>24,182</b>	<b>24,855</b>	<b>24,859</b>	<b>26,474</b>	<b>27,498</b>	<b>28,754</b>	<b>3.1%</b>	<b>4.6%</b>
Less than Grade 12	389	347	338	285	253	262	231	-8.3%	-11.8%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	1,191	1,333	1,274	1,665	1,644	1,928	2,058	9.5%	6.7%
Grade 12 plus 3 or more years' tertiary	22,362	22,502	23,243	22,909	24,577	25,308	26,465	2.8%	4.6%

Table 47 shows the changes in the number of teachers according to their qualifications. The first of the three sets of rows includes all teachers irrespective of whether or not they had formal teacher training. The second set of rows shows the numbers of teachers who had no formal teacher training, and the third set shows the numbers with formal teacher training. The average growth rate over the period is calculated by comparing the number of teachers in the first and last years.

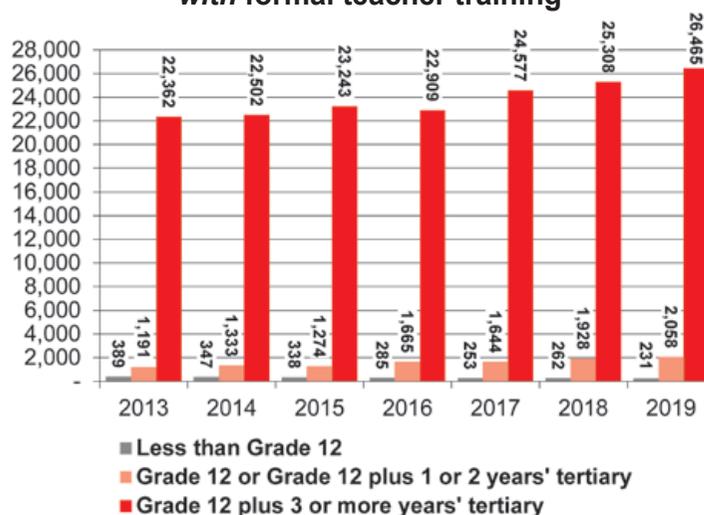
The total number of teachers increased by an average of 3.0% annually. The change towards a better-qualified teaching force is reflected by the growth rates in the levels of qualification: the number of teachers with a lower-than-desired qualification decreased over the years, while the number of teachers with the desired qualification of at least three years' tertiary education increased at a rate of 3.1% from 2013 to 2019.

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

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



**Figure 47b: Changes in the numbers of teachers with formal 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.

The increasing numbers of unqualified teachers in the period 2014 to 2017 are attributed to the large number of unqualified personnel coming in to teach mostly Pre-Primary - due to the lack of qualified Pre-Primary teachers at that time. The situation is gradually normalising as more Pre-Primary teachers are attaining the desired qualifications.

**Table 48: Percentages of primary and secondary teachers qualified to teach from 2013 to 2019**

Region	Gender	Primary							Secondary						
		2013	2014	2015	2016	2017	2018	2019	2013	2014	2015	2016	2017	2018	2019
Kharas	<b>Total</b>	<b>72.8%</b>	<b>96.8%</b>	<b>74.2%</b>	<b>66.7%</b>	<b>68.6%</b>	<b>74.3%</b>	<b>76.5%</b>	<b>90.2%</b>	<b>99.1%</b>	<b>85.2%</b>	<b>87.4%</b>	<b>90.7%</b>	<b>91.9%</b>	<b>85.7%</b>
	Females	68.7%	99%	73.9%	65.0%	67.8%	69.8%	73.7%	90.6%	98.9%	83.1%	84.6%	90.7%	92.4%	86.9%
	Males	85.2%	93%	75.2%	71.8%	71.0%	86.2%	83.8%	89.7%	99.6%	88.3%	91.3%	90.6%	91.1%	83.7%
Erongo	<b>Total</b>	<b>87.9%</b>	<b>94.3%</b>	<b>86.9%</b>	<b>81.9%</b>	<b>80.5%</b>	<b>80.2%</b>	<b>83.8%</b>	<b>95.4%</b>	<b>97.9%</b>	<b>95.3%</b>	<b>93.6%</b>	<b>93.5%</b>	<b>92.1%</b>	<b>93.1%</b>
	Females	87.7%	97.6%	87.1%	81.6%	79.7%	79.6%	82.2%	96.0%	97.6%	96.2%	94.5%	94.5%	92.6%	94.1%
	Males	88.8%	96.1%	85.9%	83.4%	83.9%	82.6%	90.7%	94.5%	98.3%	93.8%	92.0%	91.6%	90.9%	91.2%
Hardap	<b>Total</b>	<b>83.6%</b>	<b>99.1%</b>	<b>76.0%</b>	<b>70.9%</b>	<b>70.1%</b>	<b>69.1%</b>	<b>68.7%</b>	<b>94.1%</b>	<b>99%</b>	<b>91.3%</b>	<b>88.6%</b>	<b>83.9%</b>	<b>87.0%</b>	<b>82.6%</b>
	Females	80.3%	98.6%	72.4%	67.1%	67.5%	66.6%	65.0%	94.7%	99.4%	91.2%	89.4%	85.5%	87.5%	85.7%
	Males	91.0%	99.2%	83.6%	80.7%	76.0%	75.2%	78.1%	93.5%	98.6%	91.4%	87.9%	82.4%	86.4%	78.8%
Kavango East	<b>Total</b>	<b>0.0%</b>	<b>100%</b>	<b>76.2%</b>	<b>72.3%</b>	<b>76.0%</b>	<b>78.8%</b>	<b>80.4%</b>	<b>0.0%</b>	<b>99.3%</b>	<b>89.4%</b>	<b>88.9%</b>	<b>88.2%</b>	<b>89.0%</b>	<b>93.4%</b>
	Females	0.0%	100%	75.9%	69.2%	74.6%	76.7%	79.0%	0.0%	99.7%	86.9%	86.7%	87.2%	87.8%	93.6%
	Males	0.0%	100%	76.5%	76.5%	77.6%	81.4%	82.2%	0.0%	99%	90.7%	90.1%	88.8%	89.8%	93.2%
Kavango West	<b>Total</b>	<b>0.0%</b>	<b>97.5%</b>	<b>69.8%</b>	<b>64.2%</b>	<b>68.9%</b>	<b>74.2%</b>	<b>79.2%</b>	<b>0.0%</b>	<b>99.3%</b>	<b>86.7%</b>	<b>83.6%</b>	<b>86.6%</b>	<b>88.9%</b>	<b>91.3%</b>
	Females	0.0%	98.5%	68.0%	57.7%	65.8%	70.3%	77.8%	0.0%	99.4%	81.7%	78.6%	84.2%	88.5%	90.7%
	Males	0.0%	95.4%	71.4%	70.7%	72.0%	78.2%	80.7%	0.0%	99.1%	89.2%	86.1%	87.6%	89.1%	91.6%
Komas	<b>Total</b>	<b>93.8%</b>	<b>98.8%</b>	<b>89.6%</b>	<b>87.6%</b>	<b>88.0%</b>	<b>88.6%</b>	<b>88.6%</b>	<b>94.5%</b>	<b>99.7%</b>	<b>94.9%</b>	<b>93.4%</b>	<b>94.6%</b>	<b>95.6%</b>	<b>95.2%</b>
	Females	93.5%	96.4%	89.7%	86.8%	87.5%	88.5%	88.0%	94.8%	99.3%	94.9%	93.2%	94.9%	95.6%	95.1%
	Males	94.9%	100%	89.1%	90.9%	89.9%	88.6%	90.9%	93.9%	100%	94.8%	93.6%	93.9%	95.4%	95.4%
Kunene	<b>Total</b>	<b>74.2%</b>	<b>90.9%</b>	<b>68.2%</b>	<b>63.4%</b>	<b>68.4%</b>	<b>67.9%</b>	<b>72.7%</b>	<b>92.8%</b>	<b>84.3%</b>	<b>89.6%</b>	<b>89.3%</b>	<b>90.4%</b>	<b>90.0%</b>	<b>91.1%</b>
	Females	67.5%	89.9%	66.1%	56.1%	65.2%	62.6%	68.8%	93.4%	83.7%	84.6%	85.8%	86.8%	87.5%	90.0%
	Males	83.5%	92%	70.8%	74.1%	72.8%	75.1%	77.9%	92.4%	85.5%	93.2%	91.8%	92.9%	92.0%	92.2%
Ohangwena	<b>Total</b>	<b>83.0%</b>	<b>98.8%</b>	<b>79.9%</b>	<b>77.6%</b>	<b>79.1%</b>	<b>82.7%</b>	<b>84.5%</b>	<b>94.4%</b>	<b>99.2%</b>	<b>89.6%</b>	<b>88.3%</b>	<b>88.4%</b>	<b>91.2%</b>	<b>93.3%</b>
	Females	80.5%	98.4%	78.6%	76.3%	78.0%	81.4%	83.6%	93.8%	99%	88.6%	87.1%	86.7%	90.8%	92.3%
	Males	87.9%	99.2%	82.8%	80.6%	81.6%	85.8%	86.6%	95.0%	99.5%	90.5%	89.5%	90.2%	91.6%	94.3%
Omaheke	<b>Total</b>	<b>76.9%</b>	<b>93.5%</b>	<b>72.9%</b>	<b>70.6%</b>	<b>73.0%</b>	<b>71.6%</b>	<b>69.9%</b>	<b>96.7%</b>	<b>99.5%</b>	<b>86.9%</b>	<b>85.7%</b>	<b>86.9%</b>	<b>87.5%</b>	<b>81.4%</b>
	Females	73.9%	89.8%	71.4%	67.9%	70.5%	68.7%	67.4%	96.2%	99.4%	88.5%	84.3%	82.3%	85.0%	79.0%
	Males	83.7%	100%	76.2%	76.3%	78.2%	77.9%	75.1%	97.1%	99.5%	85.3%	87.0%	91.7%	90.0%	83.8%
Omusati	<b>Total</b>	<b>78.2%</b>	<b>98.9%</b>	<b>85.9%</b>	<b>85.4%</b>	<b>87.5%</b>	<b>89.4%</b>	<b>90.9%</b>	<b>93.7%</b>	<b>99.8%</b>	<b>92.2%</b>	<b>92.0%</b>	<b>93.5%</b>	<b>96.2%</b>	<b>96.9%</b>
	Females	75.9%	98.2%	85.2%	85.0%	87.1%	88.8%	89.9%	93.1%	99.9%	90.3%	89.7%	92.4%	95.6%	96.1%
	Males	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%	97.8%
Oshana	<b>Total</b>	<b>83.0%</b>	<b>100%</b>	<b>87.0%</b>	<b>0.9%</b>	<b>88.1%</b>	<b>88.1%</b>	<b>89.1%</b>	<b>95.4%</b>	<b>99.9%</b>	<b>97.2%</b>	<b>97.0%</b>	<b>96.2%</b>	<b>96.6%</b>	<b>96.7%</b>
	Females	81.1%	100%	87.4%	0.9%	87.6%	87.5%	88.9%	96.0%	100%	97.2%	96.8%	96.5%	96.6%	96.6%
	Males	88.6%	100%	85.9%	0.9%	89.7%	90.0%	89.6%	94.5%	99.8%	97.1%	97.4%	95.7%	96.5%	96.9%

**Table 48 continued**

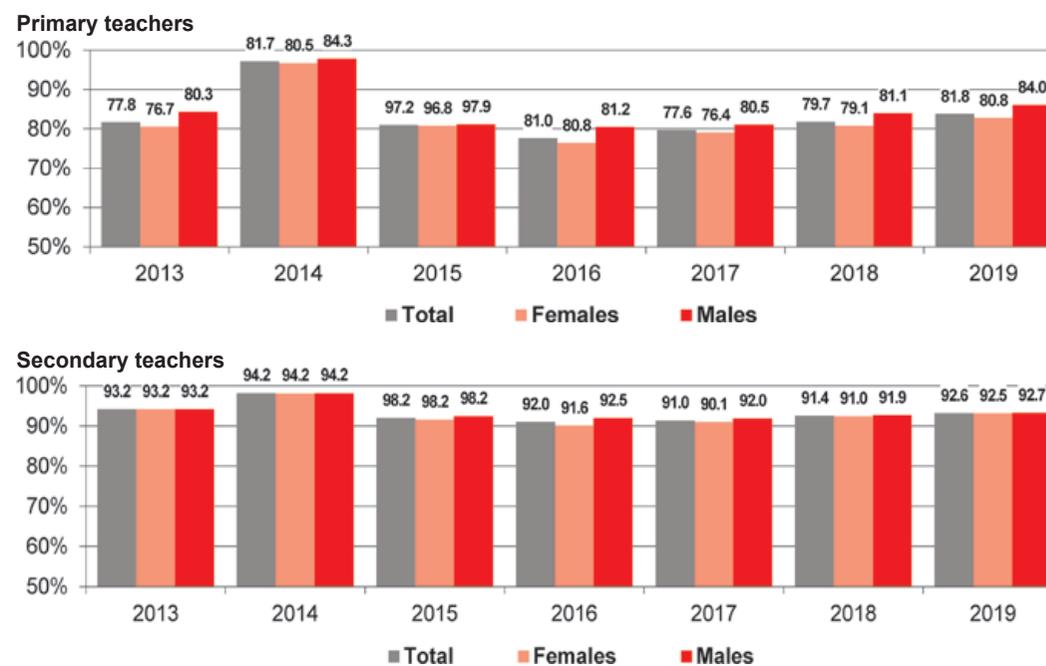
Region	Gender	Primary							Secondary						
		2013	2014	2015	2016	2017	2018	2019	2013	2014	2015	2016	2017	2018	2019
Oshikoto	<b>Total</b>	<b>83.1%</b>	<b>97.3%</b>	<b>78.9%</b>	<b>74.4%</b>	<b>77.5%</b>	<b>81.6%</b>	<b>84.1%</b>	<b>94.1%</b>	<b>98.5%</b>	<b>90.0%</b>	<b>88.6%</b>	<b>88.8%</b>	<b>90.5%</b>	<b>91.0%</b>
	Females	80.9%	95.9%	77.1%	71.9%	75.6%	80.2%	82.9%	94.7%	98.6%	89.4%	85.8%	87.7%	90.1%	90.4%
	Males	87.3%	98.5%	82.7%	80.4%	81.9%	84.9%	86.7%	93.5%	98.4%	90.7%	91.7%	90.2%	91.0%	91.9%
Otjozondjupa	<b>Total</b>	<b>82.0%</b>	<b>95.5%</b>	<b>80.2%</b>	<b>76.6%</b>	<b>76.6%</b>	<b>79.7%</b>	<b>82.8%</b>	<b>90.2%</b>	<b>99.3%</b>	<b>93.8%</b>	<b>93.1%</b>	<b>93.7%</b>	<b>93.5%</b>	<b>94.7%</b>
	Females	81.2%	94%	80.6%	75.2%	75.6%	78.0%	81.8%	90.6%	99.5%	95.7%	93.4%	92.6%	93.3%	95.0%
	Males	84.1%	96.9%	79.0%	80.3%	79.5%	84.2%	85.9%	89.7%	98.7%	91.4%	92.7%	95.3%	93.9%	94.1%
Zambezi	<b>Total</b>	<b>86.8%</b>	<b>99.5%</b>	<b>85.9%</b>	<b>78.5%</b>	<b>82.6%</b>	<b>84.3%</b>	<b>88.1%</b>	<b>93.7%</b>	<b>99.7%</b>	<b>94.6%</b>	<b>92.3%</b>	<b>92.8%</b>	<b>90.6%</b>	<b>93.8%</b>
	Females	86.1%	98.8%	84.6%	76.5%	81.7%	84.3%	86.2%	93.1%	99.8%	94.1%	90.9%	90.7%	88.3%	93.9%
	Males	88.1%	99.9%	88.4%	82.5%	84.1%	84.3%	92.0%	94.4%	99.5%	94.9%	93.1%	94.2%	92.1%	93.7%
<b>National</b>	<b>Total</b>	<b>81.7%</b>	<b>97.2%</b>	<b>81.0%</b>	<b>77.6%</b>	<b>79.7%</b>	<b>81.8%</b>	<b>83.8%</b>	<b>94.2%</b>	<b>98.2%</b>	<b>92.0%</b>	<b>91.0%</b>	<b>91.4%</b>	<b>92.6%</b>	<b>93.2%</b>
	<b>Females</b>	<b>80.5%</b>	<b>96.8%</b>	<b>80.8%</b>	<b>76.4%</b>	<b>79.1%</b>	<b>80.8%</b>	<b>82.8%</b>	<b>94.2%</b>	<b>98.2%</b>	<b>91.6%</b>	<b>90.1%</b>	<b>91.0%</b>	<b>92.5%</b>	<b>93.2%</b>
	<b>Males</b>	<b>84.3%</b>	<b>97.9%</b>	<b>81.2%</b>	<b>80.5%</b>	<b>81.1%</b>	<b>84.0%</b>	<b>86.1%</b>	<b>94.2%</b>	<b>98.2%</b>	<b>92.5%</b>	<b>92.0%</b>	<b>91.9%</b>	<b>92.7%</b>	<b>93.3%</b>

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 2013-2019 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 2013-2019 from 81.7% to 83.8%, but remained much lower than the corresponding percentage of Secondary teachers. To date, 16.2% of the Primary teachers were still not qualified to teach, and 6.8% 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 lower and no professional qualification.

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

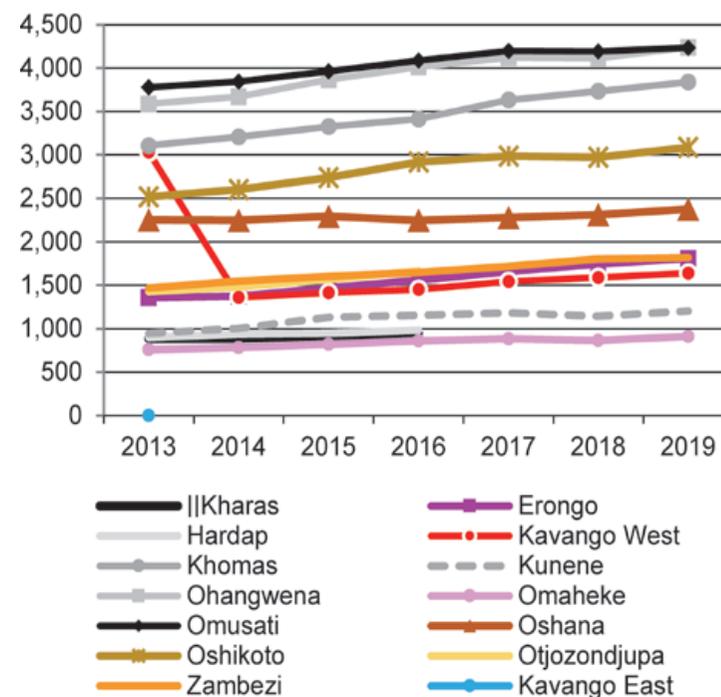


**Table 49: Numbers of teachers from 2013 to 2019**

Region	Year							Average Annual Growth Rate 2013-2019	Percentage Change 2018-2019
	2013	2014	2015	2016	2017	2018	2019		
Kharas	885	887	919	946	963	978	986	1.8%	0.8%
Erongo	1,359	1,375	1,469	1,558	1,659	1,743	1,811	4.9%	3.9%
Hardap	899	938	948	982	1,008	989	1,010	2.0%	2.1%
Kavango East	-	1,803	1,930	1,972	2,056	2,095	2,176	-	3.9%
Kavango West	3,033	1,361	1,417	1,452	1,543	1,590	1,642	-9.7%	3.3%
Khomas	3,109	3,206	3,326	3,415	3,636	3,736	3,839	3.6%	2.8%
Kunene	947	1,001	1,130	1,155	1,180	1,145	1,202	4.1%	5.0%
Ohangwena	3,588	3,671	3,866	4,013	4,120	4,115	4,240	2.8%	3.0%
Omaheke	758	784	819	861	883	867	911	3.1%	5.1%
Omusati	3,779	3,847	3,962	4,087	4,197	4,191	4,236	1.9%	1.1%
Oshana	2,253	2,250	2,297	2,248	2,282	2,314	2,377	0.9%	2.7%
Oshikoto	2,518	2,602	2,739	2,921	2,989	2,974	3,087	3.5%	3.8%
Otjozondjupa	1,425	1,478	1,565	1,665	1,714	1,718	1,743	3.4%	1.5%
Zambezi	1,468	1,546	1,603	1,647	1,717	1,806	1,818	3.6%	0.7%
<b>National</b>	<b>26,021</b>	<b>26,749</b>	<b>27,990</b>	<b>28,922</b>	<b>29,947</b>	<b>30,261</b>	<b>31,078</b>	<b>3.0%</b>	<b>2.7%</b>

**Figure 49:**

**Numbers of teachers from 2013 to 2019**



As Table 49 reflects, the total number of teachers increased annually. Different regions had varying numbers. Omaheke and Kunene had the highest percentage increase (5.1% and 5% respectively) in teachers from 2018 to 2019, reflecting these regions' respective high percentage increase in enrolment, as reported in Table 21.

The annual growth rate of teachers from 2013-2019 is 3%, as shown in Table 49.

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

**Table 50: Learner : teacher ratios from 2013 to 2019**

Region	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2013	2014	2015	2016	2017	2018	2019	2013	2014	2015	2016	2017	2018	2019
Kharas	23.3	23.2	23.1	23.0	22.9	22.9	22.9	25.6	24.8	24.7	22.5	25.6	23.7	23.4
Erongo	24.9	24.8	24.9	25.1	24.9	24.8	24.9	28.3	27.0	27.2	25.3	28.8	26.7	27.2
Hardap	24.9	24.3	24.6	24.4	24.8	24.9	25.0	25.5	24.7	25.1	24.9	26.3	25.7	25.8
Kavango East	-	27.4	27.6	28.4	28.8	29.2	29.2	-	28.1	28.2	28.9	30.7	30.0	30.4
Kavango West	27.3	25.8	25.6	26.5	25.9	25.8	25.8	27.9	26.3	25.4	26.3	26.0	25.9	26.2
Khomas	24.4	24.5	24.5	23.4	24.3	23.3	23.5	28.1	27.2	27.2	23.7	31.3	26.0	26.2
Kunene	23.4	23.2	22.9	23.3	23.5	24.8	24.7	23.5	23.4	23.3	23.4	24.1	24.8	24.7
Ohangwena	25.5	25.4	24.9	24.7	24.6	25.2	25.1	25.5	25.3	24.9	24.5	25.6	25.4	25.4
Omaheke	25.7	25.6	25.3	24.9	24.8	25.6	25.5	26.0	25.9	25.7	23.1	26.0	25.1	26.3
Omusati	23.1	22.8	22.4	23.2	22.2	22.9	23.1	23.3	22.8	22.5	23.0	22.9	22.9	23.2
Oshana	22.9	22.7	22.6	23.0	23.2	23.2	22.9	23.3	22.9	22.8	23.0	25.2	23.9	23.8
Oshikoto	24.6	24.1	23.6	22.8	22.8	23.4	23.0	25.2	24.4	23.9	22.3	24.0	23.2	23.1
Otjozondjupa	27.0	26.9	26.6	26.1	26.3	26.7	26.3	28.4	27.8	27.5	27.1	28.8	28.2	28.3
Zambezi	21.1	20.8	20.9	21.5	21.2	21.1	21.6	21.9	21.0	21.0	20.9	21.7	20.9	21.8
<b>National</b>	<b>24.5</b>	<b>24.3</b>	<b>24.1</b>	<b>24.1</b>	<b>24.1</b>	<b>24.1</b>	<b>24.5</b>	<b>25.5</b>	<b>24.9</b>	<b>24.7</b>	<b>24.1</b>	<b>26.0</b>	<b>25.2</b>	<b>25.4</b>

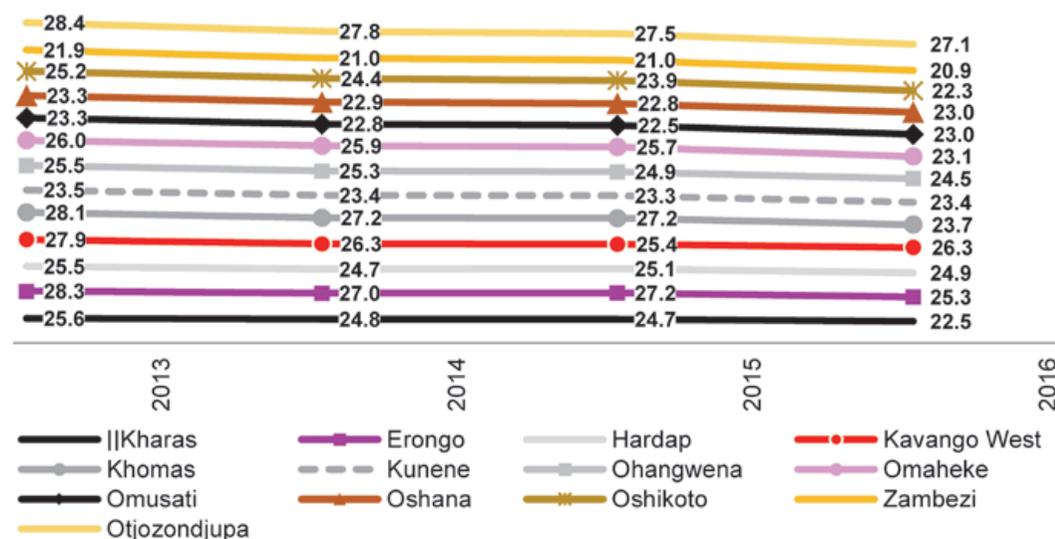
Learner : teacher ratios were calculated in two different ways in Table 50. In the left part of the table, the ratios were calculated by dividing the total enrolment in each region by the total number of teachers in the region. On the right, the ratios were calculated to indicate State teaching staff 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 2013 and 2019. Regarding all teachers and learners in 2019, 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 2019.

The figures for Kavango West in 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	888	723	141	6	18	34	33	1	-	-	53	47	5	1	-	30	25	1	3	1	16	15	1	-	-
Erongo	1,480	1,326	110	4	40	53	53	-	-	-	44	42	1	-	1	42	39	1	2	-	25	25	-	-	-
Hardap	913	842	67	-	4	34	32	2	-	-	45	41	2	2	-	21	18	2	1	-	24	23	1	-	-
Kavango East	1,704	1,463	68	165	8	33	31	-	2	-	48	46	1	1	-	24	13	2	9	-	10	10	-	-	-
Kavango West	1,335	1,025	65	233	12	18	18	-	-	-	15	14	-	1	-	12	5	-	6	1	5	5	-	-	-
Khomas	2,996	2,820	167	8	1	112	111	1	-	-	136	136	-	-	-	90	88	1	-	1	50	50	-	-	-
Kunene	912	793	39	59	21	14	13	1	-	-	20	20	-	-	-	19	8	-	11	-	5	5	-	-	-
Ohangwena	3,752	2,921	204	603	24	55	55	-	-	-	44	41	1	2	-	25	10	-	15	-	4	4	-	-	-
Omaheke	756	684	57	10	5	18	18	-	-	-	23	23	-	-	-	15	14	-	1	-	4	4	-	-	-
Omusati	3,782	3,245	225	302	10	82	76	2	-	4	53	48	1	4	-	36	20	-	15	1	15	12	1	2	-
Oshana	2,151	2,016	54	71	10	48	48	-	-	-	36	36	-	-	-	22	18	-	4	-	16	16	-	-	-
Oshikoto	2,718	2,199	106	404	9	56	55	-	1	-	49	48	-	1	-	21	12	-	9	-	6	5	-	1	-
Otjozondjupa	1,443	1,324	83	10	26	41	40	1	-	-	49	47	-	-	2	23	18	2	3	-	13	11	1	-	1
Zambezi	1,260	1,080	40	128	12	19	19	-	-	-	13	12	-	1	-	10	7	-	3	-	1	1	-	-	-
<b>National</b>	<b>26,090</b>	<b>22,461</b>	<b>1,426</b>	<b>2,003</b>	<b>200</b>	<b>617</b>	<b>602</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>628</b>	<b>601</b>	<b>11</b>	<b>13</b>	<b>3</b>	<b>390</b>	<b>295</b>	<b>9</b>	<b>82</b>	<b>4</b>	<b>194</b>	<b>186</b>	<b>4</b>	<b>3</b>	<b>1</b>

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.

**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	17	15	2	-	-	23	21	2	-	-	45	34	9	-	2	245	217	20	4	4	12
Erongo	49	37	9	-	3	36	35	1	-	-	59	56	1	-	2	316	296	8	4	8	1
Hardap	28	27	1	-	-	30	28	2	-	-	30	28	2	-	-	158	151	5	2	-	3
Kavango East	8	7	-	1	-	14	14	-	-	-	39	37	1	1	-	364	351	1	12	-	12
Kavango West	10	5	-	4	1	6	6	-	-	-	28	28	-	-	-	324	293	7	24	-	25
Khomas	101	98	1	-	2	86	86	-	-	-	125	124	1	-	-	663	646	16	-	1	10
Kunene	6	5	-	-	1	16	16	-	-	-	24	24	-	-	-	184	182	1	-	1	12
Ohangwena	28	20	-	5	3	9	9	-	-	-	85	81	-	4	-	767	717	12	38	-	6
Omaheke	7	6	1	-	-	11	11	-	-	-	33	32	-	-	1	130	123	6	-	1	10
Omusati	27	23	-	1	3	25	23	1	1	-	137	129	1	3	4	726	698	11	15	2	1
Oshana	25	24	1	-	-	20	20	-	-	-	71	70	1	-	-	419	415	1	3	-	-
Oshikoto	29	29	-	-	-	22	22	-	-	-	67	65	2	-	-	618	579	16	19	4	9
Otjozondjupa	32	32	-	-	-	28	25	-	1	2	55	52	1	-	2	364	354	4	2	4	10
Zambezi	6	5	-	1	-	8	7	-	1	-	25	24	-	1	-	309	301	1	5	2	3
<b>National</b>	<b>373</b>	<b>333</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>334</b>	<b>323</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>823</b>	<b>784</b>	<b>19</b>	<b>9</b>	<b>11</b>	<b>5,587</b>	<b>5,323</b>	<b>109</b>	<b>128</b>	<b>27</b>	<b>114</b>

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. Kavango West seems to be the worst off overall. Kavango East and Kunene also reported high number of outdoor teaching areas in 2019.

**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	47	5	-	1	183	155	25	-	3	46	35	8	-	3	32	31	1	-	-	12	9	2	1	-
Erongo	96	92	1	-	3	276	263	3	-	10	80	79	1	-	-	52	50	-	1	1	30	22	1	6	1
Hardap	61	59	1	-	1	149	141	7	-	1	47	43	4	-	-	35	33	2	-	-	28	24	1	2	1
Kavango East	54	53	-	1	-	156	151	2	3	-	25	24	-	1	-	29	29	-	-	-	26	21	-	4	1
Kavango West	49	47	1	1	-	88	83	2	3	-	18	16	-	2	-	26	25	1	-	-	47	41	-	6	-
Khomas	188	186	1	-	1	475	470	4	-	1	150	146	4	-	-	103	103	-	-	-	42	39	3	-	-
Kunene	38	38	-	-	-	118	118	-	-	-	18	16	2	-	-	22	22	-	-	-	29	22	1	5	1
Ohangwena	144	142	-	2	-	274	273	1	-	-	49	42	-	6	1	83	79	3	1	-	74	58	2	14	-
Omaheke	45	44	-	1	-	135	134	1	-	-	30	30	-	-	-	25	25	-	-	-	26	23	1	2	-
Omusati	157	152	2	2	1	234	219	4	5	6	57	45	5	3	4	67	65	1	-	1	64	51	1	12	-
Oshana	160	158	-	2	-	206	203	2	1	-	31	29	-	2	-	57	54	2	1	-	84	37	4	42	1
Oshikoto	113	110	-	3	-	246	231	7	8	-	53	45	7	1	-	68	58	2	6	2	48	29	1	18	-
Otjozondjupa	95	89	5	-	1	216	212	1	-	3	80	80	-	-	-	54	53	-	-	1	24	23	-	1	-
Zambezi	50	50	-	-	-	178	173	-	4	1	25	22	-	2	1	50	49	-	1	-	33	28	1	3	1
<b>National</b>	<b>1,303</b>	<b>1,267</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>2,934</b>	<b>2,826</b>	<b>59</b>	<b>24</b>	<b>25</b>	<b>709</b>	<b>652</b>	<b>31</b>	<b>17</b>	<b>9</b>	<b>703</b>	<b>676</b>	<b>12</b>	<b>10</b>	<b>5</b>	<b>567</b>	<b>427</b>	<b>18</b>	<b>116</b>	<b>6</b>

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 2015 to 2019**

Region	Classrooms					Laboratories					Special Teaching Rooms					Workshops				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Kharas	778	818	842	881	888	31	31	31	32	34	31	77	83	85	83	17	13	14	16	16
Erongo	1,244	1,260	1,350	1,443	1,480	48	50	49	48	53	48	81	85	90	86	21	17	17	26	25
Hardap	867	876	887	891	913	31	33	34	34	34	31	61	59	64	66	23	23	23	23	24
Kavango East	1,437	1,584	1,642	1,679	1,704	35	35	36	38	33	35	54	56	74	72	1	7	10	10	10
Kavango West	1,185	1,239	1,249	1,272	1,335	21	19	17	18	18	21	26	25	25	27	2	1	5	5	5
Khomas	2,677	2,865	2,970	2,951	2,996	102	103	103	103	112	102	220	222	223	226	55	58	54	59	50
Kunene	777	797	824	821	912	18	15	15	15	14	18	36	40	38	39	5	5	5	5	5
Ohangwena	3,317	3,464	3,548	3,634	3,752	57	50	53	53	55	57	61	66	70	69	3	5	4	4	4
Omaheke	714	753	757	776	756	20	19	19	19	18	20	40	40	39	38	5	3	7	5	4
Omusati	3,439	3,505	3,598	3,677	3,782	74	78	80	87	82	74	83	94	88	89	8	12	17	21	15
Oshana	2,060	2,065	2,110	2,123	2,151	48	49	47	46	48	48	65	57	58	58	5	7	10	11	16
Oshikoto	2,517	2,600	2,673	2,704	2,718	47	47	47	48	56	47	62	63	71	70	7	6	5	6	6
Otjozondjupa	1,293	1,385	1,403	1,438	1,443	43	45	69	41	41	43	69	73	68	72	10	10	10	12	13
Zambezi	1,127	1,179	1,197	1,243	1,260	20	21	20	21	19	20	19	17	18	23	1	-	1	2	1
<b>National</b>	<b>23,432</b>	<b>24,390</b>	<b>25,050</b>	<b>25,533</b>	<b>26,090</b>	<b>595</b>	<b>595</b>	<b>620</b>	<b>603</b>	<b>617</b>	<b>595</b>	<b>954</b>	<b>980</b>	<b>1,011</b>	<b>1,018</b>	<b>163</b>	<b>167</b>	<b>182</b>	<b>205</b>	<b>194</b>

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 ►

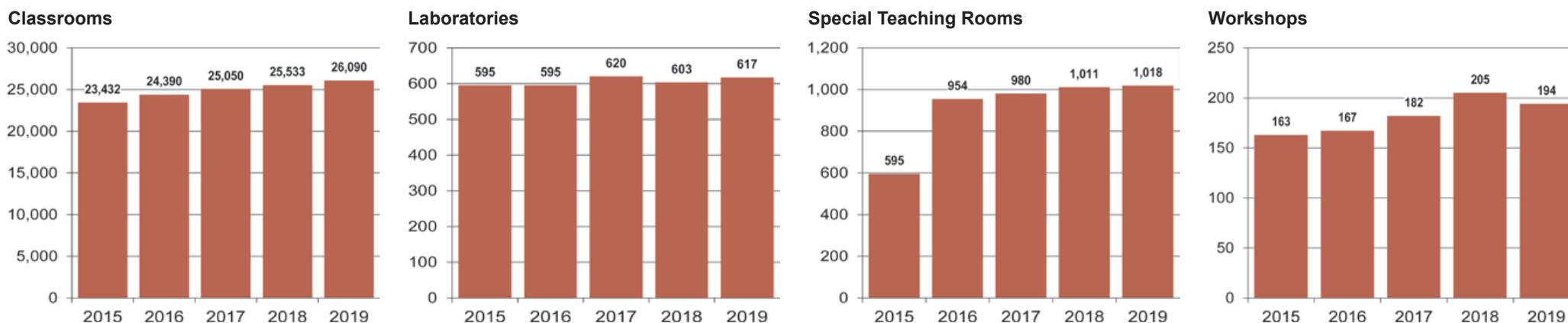
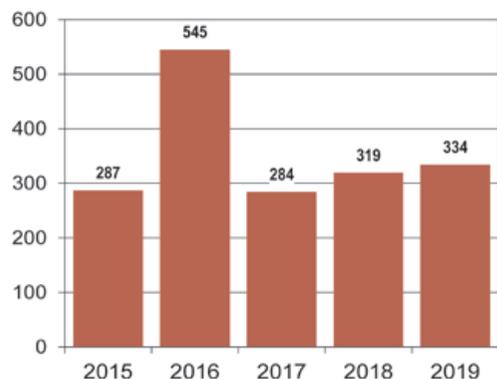


Table 54 continued

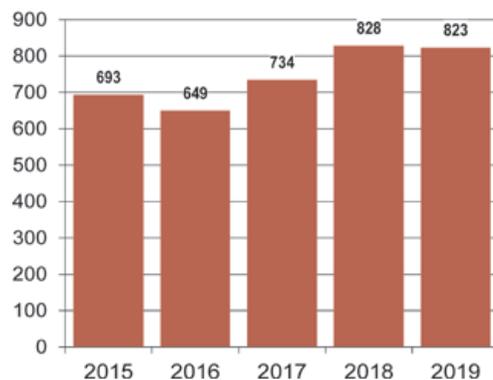
Region	School or Gymnastics Halls					Libraries and Media or Resource Centres					All Administrative Facilities					Outdoor Teaching Areas				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Kharas	20	276	20	23	23	75	32	33	42	45	500	549	539	579	576	5	16	20	10	12
Erongo	33	20	32	35	36	42	46	53	55	59	762	792	817	832	869	-	-	-	-	1
Hardap	24	34	27	28	30	46	40	32	37	30	452	483	505	472	478	2	7	14	1	3
Kavango East	10	25	10	13	14	33	42	32	43	39	596	659	691	682	636	14	35	24	6	12
Kavango West	3	10	3	6	6	25	29	25	25	28	507	520	477	471	515	34	26	50	25	25
Khomas	74	3	79	77	86	100	104	102	108	125	1,641	1,693	1,733	1,696	1,680	54	2	-	-	10
Kunene	11	78	13	18	16	24	24	23	24	24	406	390	390	357	386	55	29	56	17	12
Ohangwena	23	13	9	10	9	62	51	64	66	85	1,311	1,373	1,358	1,360	1,345	8	28	28	9	6
Omaheke	10	8	10	9	11	29	30	35	37	33	396	420	429	396	372	6	27	36	5	10
Omusati	13	9	18	24	25	67	84	145	157	137	1,243	1,273	1,271	1,254	1,268	63	16	12	9	1
Oshana	13	16	13	21	20	49	42	50	80	71	815	872	938	844	898	-	-	-	-	-
Oshikoto	25	15	18	20	22	55	56	59	77	67	1,051	1,078	1,065	1,079	1,127	14	29	22	9	9
Otjozondjupa	23	17	24	27	28	62	51	62	56	55	766	830	834	835	841	20	19	18	8	10
Zambezi	5	21	8	8	8	24	18	19	21	25	676	689	706	706	618	17	8	10	14	3
<b>National</b>	<b>287</b>	<b>545</b>	<b>284</b>	<b>319</b>	<b>334</b>	<b>693</b>	<b>649</b>	<b>734</b>	<b>828</b>	<b>823</b>	<b>11,122</b>	<b>11,621</b>	<b>11,753</b>	<b>11,563</b>	<b>11,609</b>	<b>292</b>	<b>242</b>	<b>290</b>	<b>113</b>	<b>114</b>

Figure 54 continued

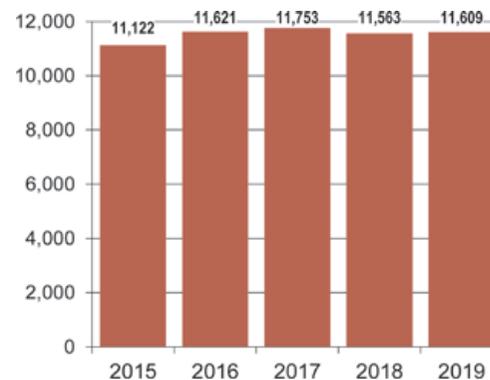
School or Gymnastics Halls



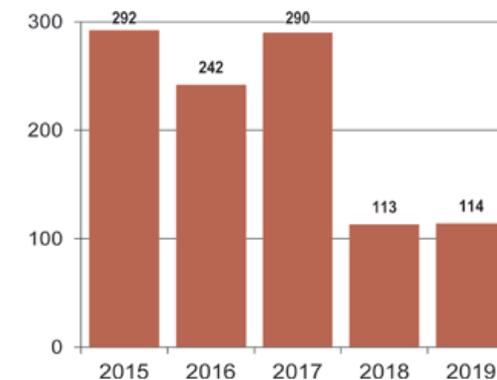
Libraries and Media or Resource Centres



All Administrative Facilities



Outdoor Teaching Areas



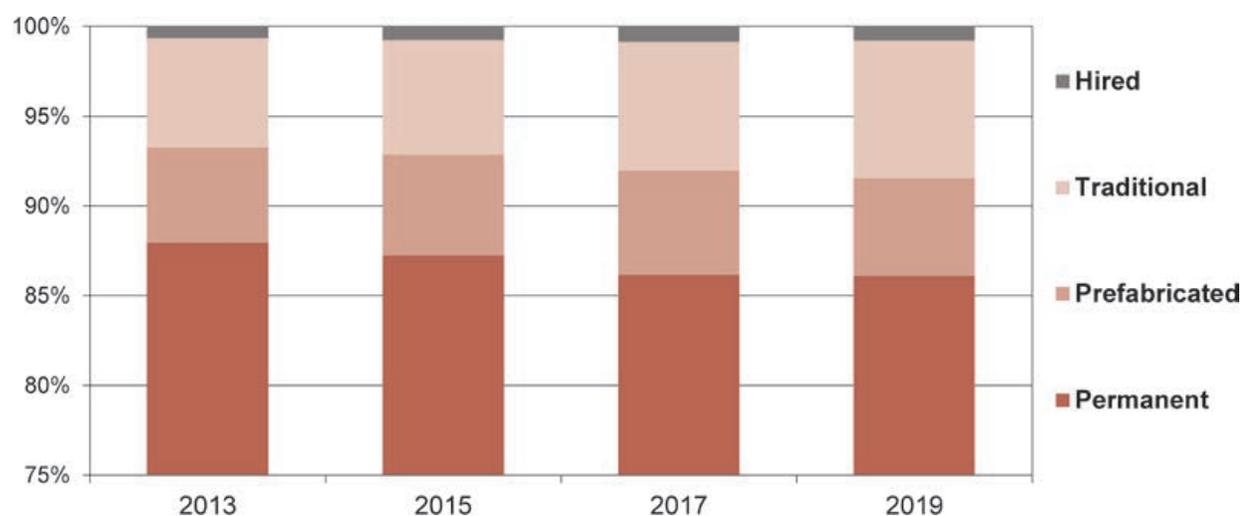
**Table 55: Changes in the numbers and structural types of classrooms from 2013 to 2019**

Region	Total				Permanent				Prefabricated				Traditional				Hired			
	2013	2015	2017	2019	2013	2015	2017	2019	2013	2015	2017	2019	2013	2015	2017	2019	2013	2015	2017	2019
Kharas	763	778	842	888	641	684	701	723	113	77	117	141	2	-	2	6	7	17	22	18
Erongo	1,093	1,244	1,350	1,480	1,015	1,139	1,256	1,326	66	97	81	110	9	4	3	4	3	4	10	40
Hardap	819	867	887	913	763	790	806	842	54	73	77	67	1	-	2	-	1	4	2	4
Kavango East	-	1,437	1,642	1,704	-	1,267	1,434	1,463	-	50	53	68	-	115	143	165	-	5	12	8
Kavango West	2,443	1,185	1,249	1,335	2,156	944	947	1,025	53	54	69	65	217	182	221	233	17	5	12	12
Khomas	2,381	2,677	2,970	2,996	2,226	2,480	2,719	2,820	147	183	234	167	-	10	10	8	8	4	7	1
Kunene	669	777	824	912	628	686	722	793	20	40	41	39	21	19	36	59	-	32	25	21
Ohangwena	3,038	3,317	3,548	3,752	2,465	2,651	2,795	2,921	188	213	218	204	366	399	498	603	19	54	37	24
Omaheke	620	714	757	756	600	642	660	684	17	52	55	57	2	16	11	10	1	4	31	5
Omusati	3,270	3,439	3,598	3,782	2,776	2,952	3,063	3,245	229	244	249	225	234	233	277	302	31	10	9	10
Oshana	1,965	2,060	2,110	2,151	1,815	1,920	1,957	2,016	74	64	77	54	67	67	66	71	9	9	10	10
Oshikoto	2,209	2,517	2,673	2,718	1,765	2,062	2,173	2,199	110	86	87	106	312	362	402	404	22	7	11	9
Otjozondjupa	1,092	1,293	1,403	1,443	1,002	1,205	1,293	1,324	60	70	80	83	9	7	9	10	21	11	21	26
Zambezi	1,012	1,127	1,197	1,260	948	1,017	1,054	1,080	1	19	20	40	63	80	117	128	-	11	6	12
<b>National</b>	<b>21,374</b>	<b>23,432</b>	<b>25,050</b>	<b>26,090</b>	<b>18,800</b>	<b>20,439</b>	<b>21,580</b>	<b>22,461</b>	<b>1,132</b>	<b>1,322</b>	<b>1,458</b>	<b>1,426</b>	<b>1,303</b>	<b>1,494</b>	<b>1,797</b>	<b>2,003</b>	<b>139</b>	<b>177</b>	<b>215</b>	<b>200</b>

Table 55 shows changes in the numbers and structural types of classrooms from 2013 to 2019. There were 4,716 more classrooms in 2019 than in 2013. Out of 26,090 classrooms, 22,461 or 86.1% 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 161 new schools were opened between 2013 and 2019.

**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	1,483	12	99.2%	-	55	100.0%	2	53	96.4%	-	55	100.0%
Erongo	1,686	1	99.9%	1	74	98.7%	3	72	96.0%	-	75	100.0%
Hardap	1,222	-	100.0%	-	60	100.0%	5	55	91.7%	-	60	100.0%
Kavango East	530	585	47.5%	60	110	64.7%	76	94	55.3%	47	123	72.4%
Kavango West	203	773	20.8%	65	111	63.1%	74	102	58.0%	54	122	69.3%
Khomas	3,626	-	100.0%	1	132	99.2%	6	127	95.5%	-	133	100.0%
Kunene	492	250	66.3%	8	60	88.2%	22	46	67.6%	5	63	92.6%
Ohangwena	851	2,008	29.8%	12	254	95.5%	50	216	81.2%	35	231	86.8%
Omaheke	630	85	88.1%	1	45	97.8%	4	42	91.3%	1	45	97.8%
Omusati	691	1,890	26.8%	17	269	94.1%	43	243	85.0%	11	275	96.2%
Oshana	783	959	44.9%	2	139	98.6%	28	113	80.1%	-	141	100.0%
Oshikoto	841	1,208	41.0%	39	182	82.4%	63	158	71.5%	21	200	90.5%
Otjozondjupa	1,651	57	96.7%	-	82	100.0%	11	71	86.6%	2	80	97.6%
Zambezi	423	389	52.1%	26	89	77.4%	40	75	65.2%	17	98	85.2%
<b>National</b>	<b>15,112</b>	<b>8,217</b>	<b>64.8%</b>	<b>232</b>	<b>1,662</b>	<b>87.8%</b>	<b>427</b>	<b>1,467</b>	<b>77.5%</b>	<b>193</b>	<b>1,701</b>	<b>89.8%</b>

The provision of sanitary facilities, teacher housing and basic services is reported in Tables 56, 57 and 58. Nationally, 87.8% of schools have toilets for learners and 64.8% 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 64.7% 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 72.4% and 69.3% 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	218	112	106	22	33	60.0%	-	55	100.0%	-	55	100.0%
Erongo	183	66	117	44	31	41.3%	-	75	100.0%	-	75	100.0%
Hardap	205	60	145	18	42	70.0%	-	60	100.0%	1	59	98.3%
Kavango East	178	86	92	132	38	22.4%	41	129	75.9%	80	90	52.9%
Kavango West	95	23	72	153	23	13.1%	75	101	57.4%	112	64	36.4%
Khomas	315	133	182	95	38	28.6%	3	130	97.7%	4	129	97.0%
Kunene	268	105	163	16	52	76.5%	7	61	89.7%	14	54	79.4%
Ohangwena	387	216	171	147	119	44.7%	53	213	80.1%	105	161	60.5%
Omaheke	312	160	152	11	35	76.1%	-	46	100.0%	3	43	93.5%
Omusati	410	193	217	192	94	32.9%	44	242	84.6%	112	174	60.8%
Oshana	131	60	71	107	34	24.1%	4	137	97.2%	18	123	87.2%
Oshikoto	290	131	159	123	98	44.3%	51	170	76.9%	73	148	67.0%
Otjozondjupa	409	205	204	29	53	64.6%	2	80	97.6%	9	73	89.0%
Zambezi	127	49	78	83	32	27.8%	22	93	80.9%	58	57	49.6%
<b>National</b>	<b>3,528</b>	<b>1,599</b>	<b>1,929</b>	<b>1,172</b>	<b>722</b>	<b>38.1%</b>	<b>302</b>	<b>1,592</b>	<b>84.1%</b>	<b>589</b>	<b>1,305</b>	<b>68.9%</b>

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 2014 to 2019**

Region	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
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%
<b>National</b>	<b>90.5%</b>	<b>79.5%</b>	<b>82.4%</b>	<b>83.5%</b>	<b>86.7%</b>	<b>87.2%</b>	<b>93.6%</b>	<b>79.8%</b>	<b>78.1%</b>	<b>79.1%</b>	<b>78.9%</b>	<b>77.8%</b>	<b>96.8%</b>	<b>81.3%</b>	<b>86.6%</b>	<b>86.8%</b>	<b>88.6%</b>	<b>89.4%</b>

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 2014 and 2019.

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 (35.2%) of all learner toilets are not flush toilets. From 2018 to 2019, 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**

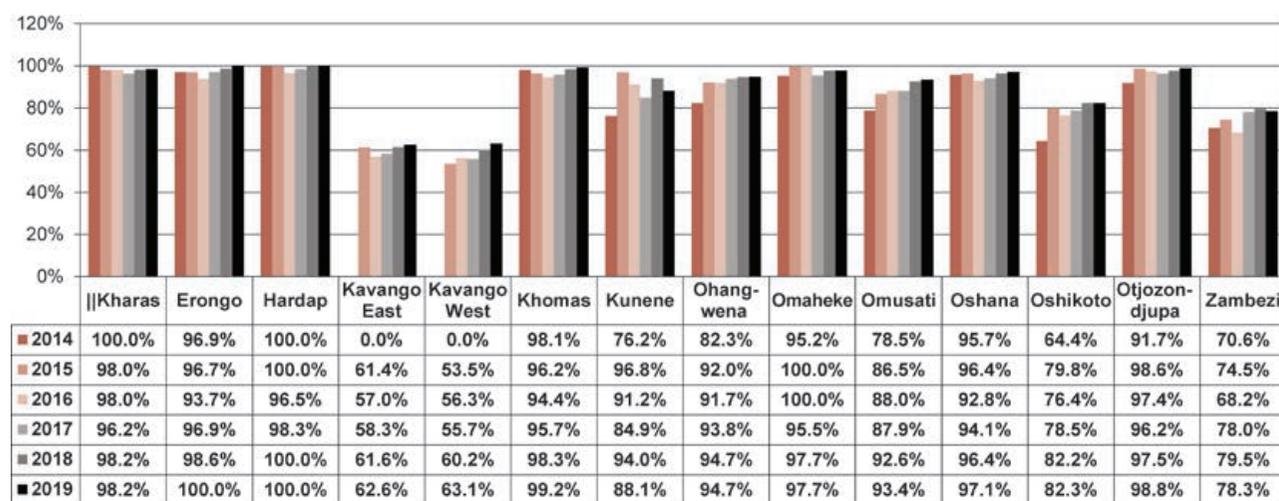


Table 58 continued

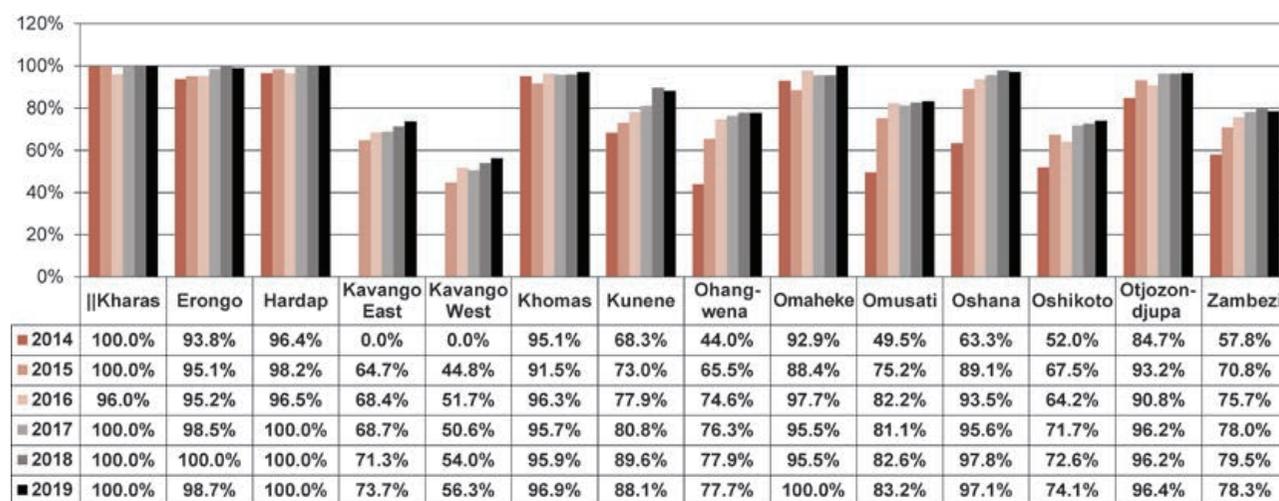
Region	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Kharas	100.0%	100.0%	96.0%	100.0%	100.0%	100.0%	100.0%	98.0%	96.0%	100.0%	100.0%	100.0%	72.9%	71.4%	60.0%	59.6%	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%
<b>National</b>	<b>71.3%</b>	<b>71.1%</b>	<b>78.0%</b>	<b>79.8%</b>	<b>81.7%</b>	<b>82.4%</b>	<b>74.3%</b>	<b>60.3%</b>	<b>63.9%</b>	<b>66.0%</b>	<b>66.9%</b>	<b>68.4%</b>	<b>35.8%</b>	<b>36.4%</b>	<b>32.0%</b>	<b>34.1%</b>	<b>36.8%</b>	<b>37.2%</b>

Some progress was made with the provision of electricity to schools in the northern regions from 2014 to 2019. The five regions with the lowest percentages of schools with electricity in 2019, and which are serviced below the national average of 82.4%, 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 2019 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 2013 to 2019**

Programme Stage	Total	Year of Enrolment							
		2013	2014	2015	2016	2017	2018	2019	
Stage 1	Enrolment	<b>34,998</b>	6,087	5,342	8,064	6,369	4,948	4,188	4,475
	Tested	<b>23,203</b>	4,200	3,659	4,834	3,889	3,478	3,143	2,831
	Passed	<b>18,436</b>	3,417	2,859	3,960	3,147	3,147	1,906	2,530
	% Passed	<b>79.5%</b>	81.4%	78.1%	81.9%	80.9%	90.5%	68.2%	84.3%
Stage 2	Enrolment	<b>40,372</b>	6,854	7,046	6,078	7,296	6,876	6,222	6,235
	Tested	<b>25,564</b>	4,435	4,211	3,252	4,344	4,174	5,148	3,672
	Passed	<b>20,466</b>	3,639	3,479	2,793	3,672	3,613	3,270	3,297
	% Passed	<b>80.1%</b>	82.1%	82.6%	85.9%	84.5%	86.6%	69.4%	90.3%
Stage 3	Enrolment	<b>42,182</b>	8,410	8,362	7,008	5,760	6,488	6,154	7,140
	Tested	<b>25,213</b>	4,625	4,242	4,101	3,267	4,233	4,745	4,036
	Passed	<b>20,294</b>	4,037	3,529	3,504	2,634	3,625	2,965	3,996
	% Passed	<b>80.5%</b>	87.3%	83.2%	85.4%	80.6%	85.6%	67.5%	88.6%

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 2013 to 2019. 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 34,998 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills), but only 18,436 passed that stage. In comparison to the years before 2017, the enrolment figures dropped drastically in 2017, 2018 and again in 2019. This could be an indication that more people have achieved basic literacy, or otherwise that more people are not being reached.

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

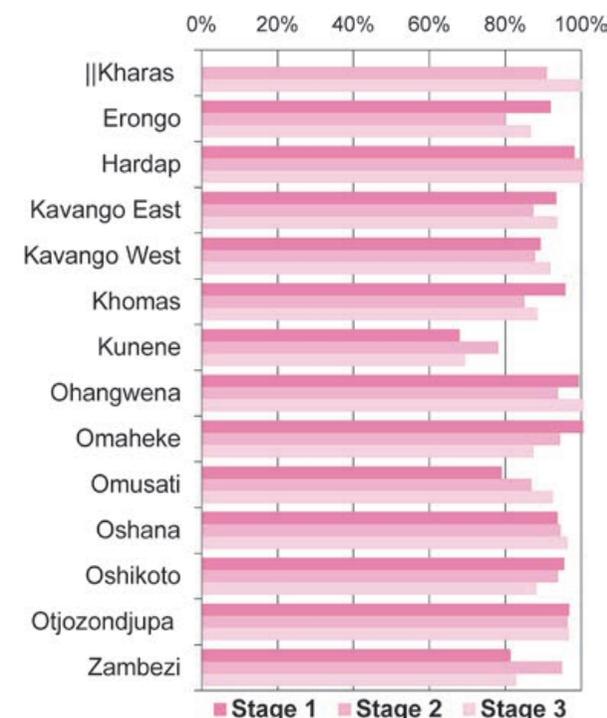
**Figure 59: Numbers of learners enrolled, tested and passed in each stage of the National Literacy Programme from 2013 to 2019**



**Table 60: Test results of the National Literacy Programme learners in 2019**

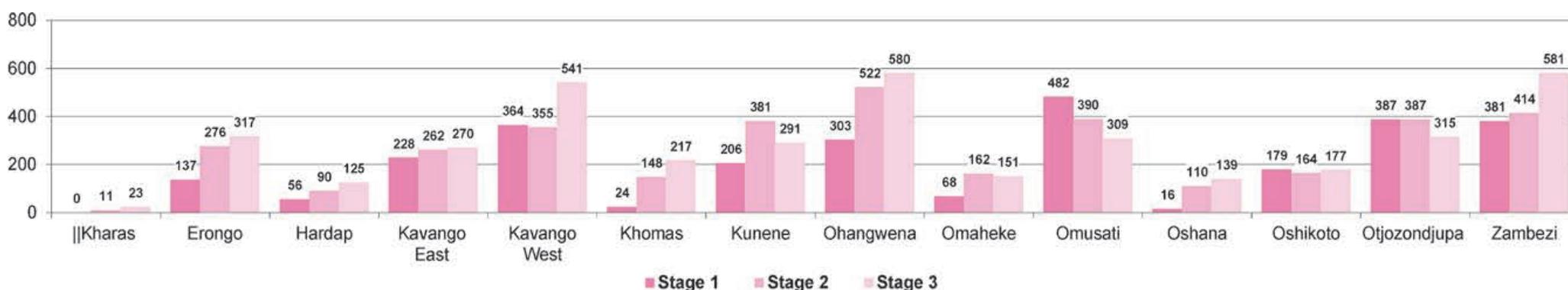
Region	Programme Stage								
	STAGE 1			STAGE 2			STAGE 3		
	Number tested	% Female	% Passed	Number tested	% Female	% Passed	Number tested	% Female	% Passed
<b>Total</b>	<b>2,831</b>	<b>57.0%</b>	<b>87.3%</b>	<b>3,672</b>	<b>61.3%</b>	<b>90.7%</b>	<b>4,036</b>	<b>60.1%</b>	<b>95.7%</b>
Kharas	0	0.0%	0.0%	11	54.5%	90.9%	23	43.5%	100.0%
Erongo	137	38.7%	92.0%	276	33.7%	80.1%	317	34.7%	86.8%
Hardap	56	66.1%	98.2%	90	81.1%	105.6%	125	66.4%	105.6%
Khomas	228	78.5%	93.4%	262	74.4%	87.4%	270	68.1%	93.7%
Kunene	364	80.2%	89.3%	355	78.9%	87.9%	541	76.3%	91.9%
Ohangwena	24	91.7%	95.8%	148	45.3%	85.1%	217	51.2%	88.5%
Kavango East	206	59.7%	68.0%	381	61.7%	78.2%	291	57.4%	69.4%
Kavango West	303	68.3%	99.3%	522	77.4%	93.9%	580	79.3%	160.0%
Omaheke	68	22.1%	139.7%	162	50.0%	94.4%	151	53.0%	87.4%
Omusati	482	57.3%	79.0%	390	60.8%	86.9%	309	68.6%	92.6%
Oshana	16	87.5%	93.8%	110	86.4%	94.5%	139	86.3%	96.4%
Oshikoto	179	52.0%	95.5%	164	58.5%	93.9%	177	59.9%	88.1%
Otjozondjupa	387	52.2%	96.9%	387	52.5%	96.4%	315	54.6%	96.8%
Zambezi	381	44.1%	81.4%	414	43.2%	94.9%	581	42.2%	82.8%

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



Basic literacy comprises stages 1, 2 and 3. A total of 17,850 enrolled in the three phases in 2019, and 10,539 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 mortalities (Tables 66-67).

Learner mortalities (usually recorded in Tables 68 and 69) are not included in this report, because the relevant part of the census form was erroneously omitted when the forms were printed, hence this data was not captured in 2019.



**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	<b>Total</b>	<b>325</b>	<b>7</b>	<b>52</b>	<b>-</b>	<b>60</b>	<b>4</b>	<b>30</b>	<b>53</b>	<b>34</b>	<b>10</b>	<b>38</b>	<b>21</b>	<b>4</b>	<b>12</b>
	Females	149	2	27	-	37	1	15	20	11	4	13	12	1	6
	Males	176	5	25	-	23	3	15	33	23	6	25	9	3	6
Erongo	<b>Total</b>	<b>1,093</b>	<b>28</b>	<b>269</b>	<b>-</b>	<b>105</b>	<b>19</b>	<b>44</b>	<b>222</b>	<b>110</b>	<b>29</b>	<b>45</b>	<b>129</b>	<b>42</b>	<b>51</b>
	Females	514	17	179	-	60	8	22	64	50	10	19	50	7	28
	Males	579	11	90	-	45	11	22	158	60	19	26	79	35	23
Hardap	<b>Total</b>	<b>630</b>	<b>8</b>	<b>179</b>	<b>2</b>	<b>72</b>	<b>1</b>	<b>35</b>	<b>87</b>	<b>51</b>	<b>17</b>	<b>26</b>	<b>89</b>	<b>5</b>	<b>58</b>
	Females	293	4	96	1	40	-	25	22	21	5	13	42	2	22
	Males	337	4	83	1	32	1	10	65	30	12	13	47	3	36
Kavango East	<b>Total</b>	<b>3,424</b>	<b>132</b>	<b>699</b>	<b>43</b>	<b>662</b>	<b>111</b>	<b>134</b>	<b>559</b>	<b>344</b>	<b>35</b>	<b>156</b>	<b>442</b>	<b>18</b>	<b>37</b>
	Females	1,612	62	375	25	372	56	84	175	136	52	67	200	8	17
	Males	1,812	70	324	18	290	55	50	384	208	56	89	242	10	20
Kavango West	<b>Total</b>	<b>2,778</b>	<b>143</b>	<b>566</b>	<b>17</b>	<b>542</b>	<b>23</b>	<b>91</b>	<b>527</b>	<b>327</b>	<b>19</b>	<b>100</b>	<b>287</b>	<b>56</b>	<b>43</b>
	Females	1,305	75	303	5	303	16	44	199	145	37	36	119	21	20
	Males	1,473	68	263	12	239	7	47	328	182	103	64	168	35	23
Komas	<b>Total</b>	<b>4,559</b>	<b>150</b>	<b>1,439</b>	<b>31</b>	<b>538</b>	<b>114</b>	<b>163</b>	<b>675</b>	<b>361</b>	<b>103</b>	<b>107</b>	<b>575</b>	<b>77</b>	<b>226</b>
	Females	2,497	94	917	21	330	62	100	250	154	39	57	321	31	121
	Males	2,062	56	522	10	208	52	63	425	207	64	50	254	46	105
Kunene	<b>Total</b>	<b>1,692</b>	<b>88</b>	<b>354</b>	<b>1</b>	<b>242</b>	<b>2</b>	<b>62</b>	<b>351</b>	<b>149</b>	<b>61</b>	<b>81</b>	<b>263</b>	<b>9</b>	<b>29</b>
	Females	767	53	199	1	113	-	35	116	65	16	39	111	2	17
	Males	925	35	155	-	129	2	27	235	84	45	42	152	7	12
Ohangwena	<b>Total</b>	<b>3,705</b>	<b>61</b>	<b>551</b>	<b>27</b>	<b>556</b>	<b>91</b>	<b>129</b>	<b>524</b>	<b>384</b>	<b>139</b>	<b>246</b>	<b>884</b>	<b>34</b>	<b>79</b>
	Females	1,620	42	306	19	316	42	73	153	159	58	89	323	12	28
	Males	2,085	19	245	8	240	49	56	371	225	81	157	561	22	51
Omaheke	<b>Total</b>	<b>823</b>	<b>27</b>	<b>216</b>	<b>2</b>	<b>123</b>	<b>-</b>	<b>31</b>	<b>150</b>	<b>74</b>	<b>5</b>	<b>51</b>	<b>86</b>	<b>11</b>	<b>47</b>
	Females	391	15	126	1	66	-	22	44	40	2	16	32	7	20
	Males	432	12	90	1	57	-	9	106	34	3	35	54	4	27

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	<b>Total</b>	<b>3,428</b>	<b>47</b>	<b>461</b>	<b>11</b>	<b>446</b>	<b>9</b>	<b>144</b>	<b>483</b>	<b>427</b>	<b>134</b>	<b>176</b>	<b>889</b>	<b>50</b>	<b>151</b>
	Females	1,444	27	272	6	202	6	88	162	153	53	74	315	14	72
	Males	1,984	20	189	5	244	3	56	321	274	81	102	574	36	79
Oshana	<b>Total</b>	<b>1,784</b>	<b>29</b>	<b>428</b>	<b>34</b>	<b>287</b>	<b>195</b>	<b>54</b>	<b>173</b>	<b>176</b>	<b>76</b>	<b>72</b>	<b>214</b>	<b>6</b>	<b>40</b>
	Females	843	17	232	19	176	99	30	50	58	35	25	76	2	24
	Males	941	12	196	15	111	96	24	123	118	41	47	138	4	16
Oshikoto	<b>Total</b>	<b>2,298</b>	<b>60</b>	<b>432</b>	<b>6</b>	<b>366</b>	<b>7</b>	<b>70</b>	<b>344</b>	<b>188</b>	<b>94</b>	<b>183</b>	<b>450</b>	<b>19</b>	<b>79</b>
	Females	1,055	40	237	4	199	6	47	107	77	45	69	186	7	31
	Males	1,243	20	195	2	167	1	23	237	111	49	114	264	12	48
Otjozondjupa	<b>Total</b>	<b>1,723</b>	<b>76</b>	<b>366</b>	<b>8</b>	<b>278</b>	<b>9</b>	<b>55</b>	<b>331</b>	<b>132</b>	<b>75</b>	<b>52</b>	<b>196</b>	<b>19</b>	<b>126</b>
	Females	797	38	198	5	156	9	28	107	55	31	23	92	7	48
	Males	926	38	168	3	122	-	27	224	77	44	29	104	12	78
Zambezi	<b>Total</b>	<b>1,982</b>	<b>119</b>	<b>554</b>	<b>15</b>	<b>492</b>	<b>14</b>	<b>122</b>	<b>234</b>	<b>124</b>	<b>15</b>	<b>100</b>	<b>127</b>	<b>17</b>	<b>49</b>
	Females	969	73	292	6	249	7	96	67	54	5	36	53	7	24
	Males	1,013	46	262	9	243	7	26	167	70	10	64	74	10	25
<b>National</b>	<b>Total</b>	<b>30,244</b>	<b>975</b>	<b>6,566</b>	<b>197</b>	<b>4,769</b>	<b>599</b>	<b>1,164</b>	<b>4,713</b>	<b>2,881</b>	<b>901</b>	<b>1,433</b>	<b>4,652</b>	<b>367</b>	<b>1,027</b>
	<b>Females</b>	<b>14,256</b>	<b>559</b>	<b>3,759</b>	<b>113</b>	<b>2,619</b>	<b>312</b>	<b>709</b>	<b>1,536</b>	<b>1,178</b>	<b>357</b>	<b>576</b>	<b>1,932</b>	<b>128</b>	<b>478</b>
	<b>Males</b>	<b>15,988</b>	<b>416</b>	<b>2,807</b>	<b>84</b>	<b>2,150</b>	<b>287</b>	<b>455</b>	<b>3,177</b>	<b>1,703</b>	<b>544</b>	<b>857</b>	<b>2,720</b>	<b>239</b>	<b>549</b>

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 30,244 learners were reported to have a disability, of whom 14,256 or 47.1% are females. Khomas, Omusati, Kavango East, Ohangwena and Oshikoto had the highest percentages of learners with disabilities, and a total of 57.6% of learners with disabilities are recorded as being resident in these five regions in 2019. This percentage is well in proportion to the enrolment figures in these regions.

Important to note is that the data herein was reported by teachers using “own judgement” and to the best of their abilities as caretakers and acting in *loco parentis*, and not by experts from the Health Ministry or other professional bodies in the field of health. Therefore caution must be taken in reading these figures. Also, the focus here is on the disabilities as opposed to the learners, hence a learner who has a learning disorder as well as a sight problem and epilepsy might be counted three (3) times).

**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		
	30,244	14,256	15,988																		
	Percentage	47.1%	52.9%																		
Grade	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Pre-Primary	246	106	140	4	4	-	56	30	26	7	3	4	58	23	35	47	28	19	74	18	56
Grade 1	553	244	309	10	5	5	163	75	88	9	6	3	164	73	91	50	21	29	157	64	93
Grade 2	725	338	387	18	9	9	231	110	121	6	4	2	315	153	162	30	11	19	125	51	74
Grade 3	749	341	408	29	13	16	226	94	132	7	2	5	305	161	144	39	20	19	143	51	92
Grade 4	1,491	709	782	85	36	49	528	249	279	23	9	14	635	324	311	53	24	29	167	67	100
Grade 5	1,465	781	684	71	41	30	589	325	264	16	10	6	603	328	275	28	15	13	158	62	96
Grade 6	1,267	715	552	58	28	30	529	311	218	12	6	6	528	300	228	43	27	16	97	43	54
Grade 7	1,061	584	477	83	44	39	461	257	204	28	15	13	323	190	133	57	35	22	109	43	66
Grade 8	2,184	1,249	935	189	115	74	1,173	692	481	20	11	9	633	349	284	52	29	23	117	53	64
Grade 9	1,793	1,091	702	139	91	48	953	616	337	17	11	6	490	297	193	49	21	28	145	55	90
Grade 10	999	611	388	109	72	37	557	339	218	13	9	4	240	148	92	21	11	10	59	32	27
Grade 11	1,044	628	416	94	58	36	649	408	241	16	11	5	253	139	114	1	1	-	31	11	20
Grade 12	677	409	268	74	40	34	382	230	152	14	11	3	177	112	65	7	5	2	23	11	12
Other grades	285	132	153	12	3	9	69	23	46	9	5	4	45	22	23	122	64	58	28	15	13
<b>National</b>	<b>14,539</b>	<b>7,938</b>	<b>6,601</b>	<b>975</b>	<b>559</b>	<b>416</b>	<b>6,566</b>	<b>3,759</b>	<b>2,807</b>	<b>197</b>	<b>113</b>	<b>84</b>	<b>4,769</b>	<b>2,619</b>	<b>2,150</b>	<b>599</b>	<b>312</b>	<b>287</b>	<b>1,433</b>	<b>576</b>	<b>857</b>

**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	594	209	385	28	14	14	275	95	180	75	24	51	34	15	19	109	39	70	38	10	28	35	12	23
Grade 1	1,656	665	991	71	32	39	495	174	321	259	110	149	102	47	55	561	232	329	59	25	34	109	45	64
Grade 2	1,328	491	837	63	28	35	390	124	266	233	90	143	93	40	53	464	179	285	29	7	22	56	23	33
Grade 3	1,529	532	997	76	31	45	414	119	295	307	119	188	104	45	59	548	191	357	32	8	24	48	19	29
Grade 4	1,672	601	1,071	154	87	67	457	131	326	298	110	188	104	38	66	565	195	370	24	9	15	70	31	39
Grade 5	1,403	544	859	112	74	38	360	98	262	342	149	193	104	38	66	378	125	253	16	7	9	91	53	38
Grade 6	1,176	432	744	120	68	52	364	112	252	160	52	108	70	32	38	383	137	246	36	11	25	43	20	23
Grade 7	879	347	532	102	60	42	236	75	161	200	85	115	36	8	28	231	90	141	15	5	10	59	24	35
Grade 8	1,593	686	907	138	102	36	535	168	367	295	137	158	68	22	46	404	187	217	23	11	12	130	59	71
Grade 9	1,316	590	726	138	105	33	523	189	334	215	80	135	42	18	24	309	150	159	12	7	5	77	41	36
Grade 10	780	403	377	54	41	13	286	111	175	146	81	65	20	11	9	212	117	95	13	6	7	49	36	13
Grade 11	479	218	261	55	34	21	144	52	92	80	29	51	16	7	9	110	61	49	18	7	11	56	28	28
Grade 12	343	152	191	25	19	6	177	70	107	18	6	12	6	3	3	93	40	53	9	6	3	15	8	7
Other grades	957	448	509	28	14	14	57	18	39	253	106	147	102	33	69	285	189	96	43	9	34	189	79	110
<b>National</b>	<b>15,705</b>	<b>6,318</b>	<b>9,387</b>	<b>1,164</b>	<b>709</b>	<b>455</b>	<b>4,713</b>	<b>1,536</b>	<b>3,177</b>	<b>2,881</b>	<b>1,178</b>	<b>1,703</b>	<b>901</b>	<b>357</b>	<b>544</b>	<b>4,652</b>	<b>1,932</b>	<b>2,720</b>	<b>367</b>	<b>128</b>	<b>239</b>	<b>1,027</b>	<b>478</b>	<b>549</b>

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	<b>Total</b>	<b>2,671</b>	<b>11.8%</b>	<b>2.1%</b>	<b>5,156</b>	<b>22.8%</b>	<b>7.2%</b>
	Females	1,363	11.8%	2.1%	2,602	22.6%	7.3%
	Males	1,308	11.8%	2.1%	2,554	23.0%	7.1%
Erongo	<b>Total</b>	<b>3,680</b>	<b>8.2%</b>	<b>2.9%</b>	<b>5,451</b>	<b>12.1%</b>	<b>7.6%</b>
	Females	1,975	8.5%	3.1%	2,637	11.4%	7.4%
	Males	1,705	7.8%	2.7%	2,814	12.8%	7.8%
Hardap	<b>Total</b>	<b>2,507</b>	<b>9.9%</b>	<b>2.0%</b>	<b>5,920</b>	<b>23.4%</b>	<b>8.3%</b>
	Females	1,294	10.1%	2.0%	2,981	23.3%	8.4%
	Males	1,213	9.7%	1.9%	2,939	23.5%	8.2%
Kavango East	<b>Total</b>	<b>9,433</b>	<b>14.9%</b>	<b>7.5%</b>	<b>18,598</b>	<b>29.3%</b>	<b>26.0%</b>
	Females	4,593	14.6%	7.2%	9,086	28.8%	25.5%
	Males	4,840	15.2%	7.7%	9,512	29.8%	26.4%
Kavango West	<b>Total</b>	<b>4,970</b>	<b>11.7%</b>	<b>3.9%</b>	<b>14,968</b>	<b>35.3%</b>	<b>20.9%</b>
	Females	2,375	11.4%	3.7%	7,378	35.5%	20.7%
	Males	2,595	12.0%	4.1%	7,590	35.1%	21.1%
Khomas	<b>Total</b>	<b>6,431</b>	<b>7.1%</b>	<b>5.1%</b>	<b>9,515</b>	<b>10.5%</b>	<b>13.3%</b>
	Females	3,457	7.4%	5.4%	4,776	10.2%	13.4%
	Males	2,974	6.8%	4.8%	4,739	10.9%	13.2%
Kunene	<b>Total</b>	<b>3,300</b>	<b>11.1%</b>	<b>2.6%</b>	<b>10,427</b>	<b>35.2%</b>	<b>14.6%</b>
	Females	1,555	10.5%	2.4%	5,166	35.0%	14.5%
	Males	1,745	11.7%	2.8%	5,261	35.3%	14.6%
Ohangwena	<b>Total</b>	<b>15,443</b>	<b>14.5%</b>	<b>12.2%</b>	<b>20,959</b>	<b>19.7%</b>	<b>29.3%</b>
	Females	7,601	14.3%	11.9%	10,209	19.2%	28.6%
	Males	7,842	14.7%	12.5%	10,750	20.1%	29.9%
Omaheke	<b>Total</b>	<b>2,460</b>	<b>10.6%</b>	<b>1.9%</b>	<b>5,390</b>	<b>23.2%</b>	<b>7.5%</b>
	Females	1,295	11.1%	2.0%	2,607	22.4%	7.3%
	Males	1,165	10.1%	1.9%	2,783	24.0%	7.7%
Omusati	<b>Total</b>	<b>14,434</b>	<b>14.8%</b>	<b>11.4%</b>	<b>20,006</b>	<b>20.5%</b>	<b>27.9%</b>
	Females	7,001	14.5%	11.0%	9,495	19.6%	26.6%
	Males	7,433	15.1%	11.9%	10,511	21.3%	29.2%

Table 63 shows how many orphans and vulnerable children (OVC) were enrolled in Namibia's schools in 2019 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	<b>Total</b>	<b>7,870</b>	<b>14.5%</b>	<b>6.2%</b>	<b>9,323</b>	<b>17.1%</b>	<b>13.0%</b>
	Females	4,027	14.6%	6.3%	4,618	16.7%	12.9%
	Males	3,843	14.4%	6.1%	4,705	17.6%	13.1%
Oshikoto	<b>Total</b>	<b>10,112</b>	<b>14.2%</b>	<b>8.0%</b>	<b>17,607</b>	<b>24.8%</b>	<b>24.6%</b>
	Females	4,940	14.1%	7.7%	8,381	23.9%	23.5%
	Males	5,172	14.3%	8.3%	9,226	25.6%	25.6%
Otjozondjupa	<b>Total</b>	<b>4,366</b>	<b>9.5%</b>	<b>3.5%</b>	<b>7,910</b>	<b>17.3%</b>	<b>11.0%</b>
	Females	2,280	9.8%	3.6%	3,873	16.6%	10.9%
	Males	2,086	9.2%	3.3%	4,037	17.9%	11.2%
Zambezi	<b>Total</b>	<b>6,344</b>	<b>16.1%</b>	<b>5.0%</b>	<b>10,411</b>	<b>26.5%</b>	<b>14.5%</b>
	Females	3,133	16.1%	4.9%	5,048	26.0%	14.2%
	Males	3,211	16.2%	5.1%	5,363	27.0%	14.9%
<b>National</b>	<b>Total</b>	<b>94,021</b>	<b>12.4%</b>		<b>161,641</b>	<b>21.4%</b>	
	<b>Females</b>	<b>46,889</b>	<b>12.3%</b>		<b>78,857</b>	<b>20.8%</b>	
	<b>Males</b>	<b>47,132</b>	<b>12.5%</b>		<b>82,784</b>	<b>21.9%</b>	

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

Age Group	Orphans			Vulnerable Children		
	Total	Female	Male	Total	Female	Male
<b>Total</b>	<b>94,021</b>	<b>46,889</b>	<b>47,132</b>	<b>161,641</b>	<b>78,857</b>	<b>82,784</b>
5 or younger	347	192	155	2,364	1,165	1,199
6 to 9	13,606	6,902	6,704	60,594	29,930	30,664
10 to 14	35,326	18,016	17,310	65,211	32,022	33,189
15 to 19	37,825	18,969	18,856	30,054	14,351	15,703
20 to 24	6,779	2,740	4,039	3,332	1,349	1,983
25 or older	138	70	68	86	40	46

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

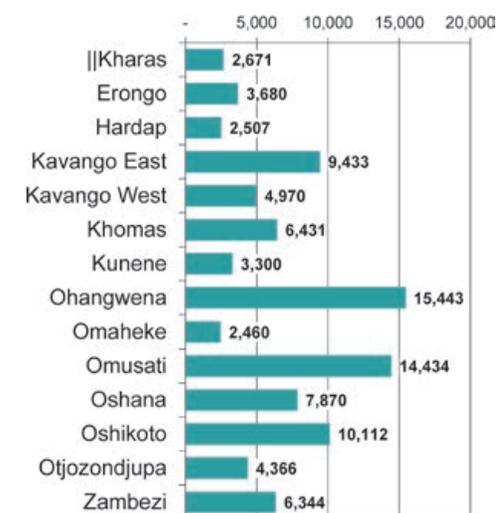
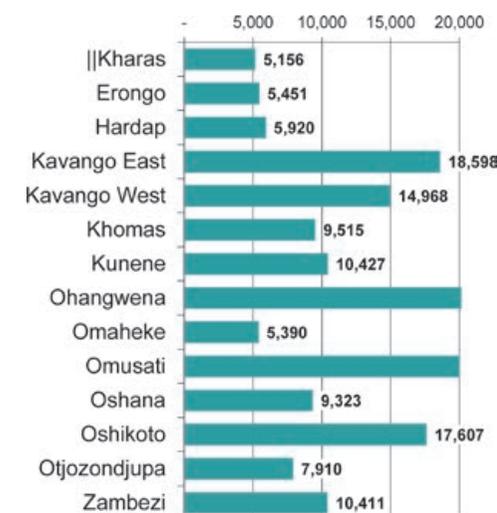


Figure 63b: Enrolment of vulnerable learners per region



**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	<b>Total</b>	<b>348</b>	<b>3</b>	<b>8</b>	<b>17</b>	<b>14</b>	<b>1</b>	<b>18</b>	<b>15</b>	<b>4</b>	<b>2</b>	<b>36</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>225</b>
	Females	143	2	4	10	7	-	18	5	1	-	6	-	1	-	-	-	-	89
	Males	205	1	4	7	7	1	-	10	3	2	30	-	1	1	2	-	-	136
Erongo	<b>Total</b>	<b>547</b>	<b>9</b>	<b>19</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>35</b>	<b>14</b>	<b>9</b>	<b>-</b>	<b>51</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>371</b>
	Females	239	4	8	2	5	3	35	7	1	-	13	4	-	-	-	3	-	154
	Males	308	5	11	6	2	5	-	7	8	-	38	4	1	1	1	-	2	217
Hardap	<b>Total</b>	<b>581</b>	<b>6</b>	<b>30</b>	<b>19</b>	<b>28</b>	<b>-</b>	<b>19</b>	<b>27</b>	<b>9</b>	<b>4</b>	<b>45</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>383</b>
	Females	244	3	8	11	9	-	18	8	2	2	11	1	-	1	-	1	1	168
	Males	337	3	22	8	19	-	1	19	7	2	34	1	1	-	2	-	3	215
Kavango East	<b>Total</b>	<b>1,437</b>	<b>84</b>	<b>168</b>	<b>49</b>	<b>105</b>	<b>11</b>	<b>197</b>	<b>92</b>	<b>19</b>	<b>1</b>	<b>66</b>	<b>17</b>	<b>8</b>	<b>3</b>	<b>6</b>	<b>55</b>	<b>9</b>	<b>547</b>
	Females	750	38	61	17	52	3	193	33	4	-	19	9	2	2	3	50	4	260
	Males	687	46	107	32	53	8	4	59	15	1	47	8	6	1	3	5	5	287
Kavango West	<b>Total</b>	<b>1,478</b>	<b>69</b>	<b>212</b>	<b>41</b>	<b>124</b>	<b>5</b>	<b>150</b>	<b>132</b>	<b>19</b>	<b>1</b>	<b>52</b>	<b>26</b>	<b>14</b>	<b>2</b>	<b>8</b>	<b>57</b>	<b>22</b>	<b>544</b>
	Females	706	37	100	14	48	3	147	34	6	-	10	11	2	1	4	46	11	232
	Males	772	32	112	27	76	2	3	98	13	1	42	15	12	1	4	11	11	312
Khomas	<b>Total</b>	<b>1,023</b>	<b>28</b>	<b>141</b>	<b>22</b>	<b>15</b>	<b>23</b>	<b>61</b>	<b>20</b>	<b>41</b>	<b>-</b>	<b>49</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>599</b>
	Females	506	21	63	5	6	10	60	7	18	-	14	9	1	1	-	4	2	285
	Males	517	7	78	17	9	13	1	13	23	-	35	2	-	-	3	-	2	314
Kunene	<b>Total</b>	<b>1,297</b>	<b>48</b>	<b>235</b>	<b>20</b>	<b>128</b>	<b>7</b>	<b>102</b>	<b>40</b>	<b>21</b>	<b>-</b>	<b>77</b>	<b>4</b>	<b>37</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>-</b>	<b>567</b>
	Females	595	27	82	10	64	5	101	9	9	-	24	2	14	1	-	4	-	243
	Males	702	21	153	10	64	2	1	31	12	-	53	2	23	1	3	2	-	324
Ohangwena	<b>Total</b>	<b>1,615</b>	<b>55</b>	<b>68</b>	<b>81</b>	<b>54</b>	<b>27</b>	<b>314</b>	<b>105</b>	<b>16</b>	<b>-</b>	<b>57</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>18</b>	<b>791</b>
	Females	832	34	32	15	26	20	312	22	9	-	12	10	1	-	2	4	7	326
	Males	783	21	36	66	28	7	2	83	7	-	45	8	-	1	3	-	11	465
Omaheke	<b>Total</b>	<b>733</b>	<b>16</b>	<b>48</b>	<b>10</b>	<b>24</b>	<b>24</b>	<b>46</b>	<b>18</b>	<b>5</b>	<b>-</b>	<b>42</b>	<b>2</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>489</b>
	Females	381	8	29	-	13	12	46	2	1	-	11	1	-	1	-	2	-	255
	Males	352	8	19	10	11	12	-	16	4	-	31	1	-	5	-	-	1	234

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	1,256	44	50	54	16	3	235	83	23	2	45	5	1	3	6	-	8	678
	Females	639	29	29	18	6	2	231	18	8	-	8	1	1	2	3	-	2	281
	Males	617	15	21	36	10	1	4	65	15	2	37	4	-	1	3	-	6	397
Oshana	Total	449	13	10	29	10	5	86	24	42	-	10	6	-	1	3	-	4	206
	Females	249	5	4	5	5	3	85	9	18	-	2	3	-	-	1	-	2	107
	Males	200	8	6	24	5	2	1	15	24	-	8	3	-	1	2	-	2	99
Oshikoto	Total	991	30	43	65	33	9	152	65	2	-	52	6	5	4	1	1	13	510
	Females	479	22	13	14	15	7	151	17	2	-	17	1	1	-	-	1	7	211
	Males	512	8	30	51	18	2	1	48	-	-	35	5	4	4	1	-	6	299
Otjozondjupa	Total	966	24	57	28	21	8	67	42	15	1	29	1	2	-	4	8	8	651
	Females	460	17	23	7	7	3	67	12	3	-	9	-	-	-	-	6	3	303
	Males	506	7	34	21	14	5	-	30	12	1	20	1	2	-	4	2	5	348
Zambezi	Total	654	22	29	15	36	29	78	47	32	-	23	14	6	1	2	12	8	300
	Females	381	14	14	5	23	16	78	20	17	-	5	8	1	1	2	12	3	162
	Males	273	8	15	10	13	13	-	27	15	-	18	6	5	-	-	-	5	138
National	Total	13,375	451	1,118	458	615	160	1,560	724	257	11	634	120	79	27	46	153	101	6,861
	Females	6,604	261	470	133	286	87	1,542	203	99	2	161	60	24	10	15	133	42	3,076
	Males	6,771	190	648	325	329	73	18	521	158	9	473	60	55	17	31	20	59	3,785

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

A total of 13,375 learners were counted, of whom 6,604 (49.4%) are female and 6,771 or (50.6%) are male. The major reason for female learner dropout is pregnancy, accounting for 23.3% 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 (1,118) 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, 615 learners were reported to have left school in 2019 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. A total of 6,861 (51.3%) learners were recorded as having left schools for “unknown reasons”. This is a clear indication of poor record-keeping in schools, which needs to be addressed as a matter of urgency.

**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	13	10	4	6	2	1	1	1	0	1	0	0	0
25-29	2	1	0	1	1	1	0	0	0	0	0	0	0
30-34	7	2	2	0	3	2	1	2	0	2	0	0	0
35-39	5	2	2	0	2	1	1	0	0	0	1	1	0
40-44	6	5	3	2	1	0	1	0	0	0	0	0	0
45-49	5	4	1	3	0	0	0	1	0	1	0	0	0
50-54	5	5	2	3	0	0	0	0	0	0	0	0	0
55 and older	11	9	8	1	1	0	1	0	0	0	1	1	0
<b>National</b>	<b>54</b>	<b>38</b>	<b>22</b>	<b>16</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>

Tables 66 and 67 show the numbers of deaths of teachers in 2019 per age group and per region respectively, clustered according to the reported cause of death.

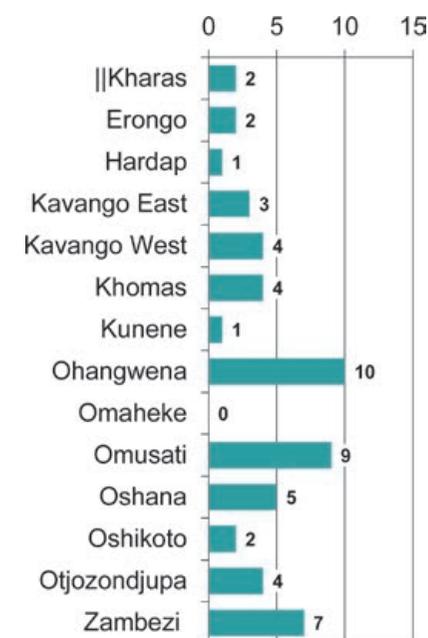
In 2019, illness and accidents were the main causes of death, at 70.4% and 18.5% respectively.

Ohangwena, Omusati and Zambezi recorded the highest numbers of teachers' deaths. No deaths were recorded in Omaheke.

**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	2	2	1	1	0	0	0	0	0	0	0	0	0
Erongo	2	1	1	0	1	1	0	0	0	0	0	0	0
Hardap	1	0	0	0	0	0	0	1	0	1	0	0	0
Kavango East	3	3	1	2	0	0	0	0	0	0	0	0	0
Kavango West	4	2	1	1	2	1	1	0	0	0	0	0	0
Khomas	4	3	3	0	0	0	0	0	0	0	1	1	0
Kunene	1	1	0	1	0	0	0	0	0	0	0	0	0
Ohangwena	10	6	3	3	3	2	1	0	0	0	1	1	0
Omaheke	0	0	0	0	0	0	0	0	0	0	0	0	0
Omusati	9	5	4	1	2	0	2	2	0	2	0	0	0
Oshana	5	4	3	1	1	1	0	0	0	0	0	0	0
Oshikoto	2	2	1	1	0	0	0	0	0	0	0	0	0
Otjozondjupa	4	3	2	1	1	0	1	0	0	0	0	0	0
Zambezi	7	6	2	4	0	0	0	1	0	1	0	0	0
<b>National</b>	<b>54</b>	<b>38</b>	<b>22</b>	<b>16</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>

**Figure 67: Teacher mortality by region and reason**



**Table 68: Learner mortality by grade and reason**

FIGURES NOT AVAILABLE

**Figure 68: Learner mortality by grade**

FIGURES NOT AVAILABLE

**Table 69: Learner mortality by region and reason**

FIGURES NOT AVAILABLE

**Figure 69: Learner mortality by region**

FIGURES NOT AVAILABLE

# 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 2017 to 2019.

This chapter was added in the AEC/EMIS report in 2018. Although these indicators have been recorded in these reports only once before 2019, the data has been collected in the Census 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 2017-2019**

Year	2017					2018					2019				
	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained
Kharas	282	681	<b>963</b>	263	27%	276	702	<b>978</b>	340	35%	713	273	<b>986</b>	435	44%
Erongo	387	1,272	<b>1,659</b>	481	29%	401	1,342	<b>1,743</b>	480	28%	1,406	405	<b>1,811</b>	686	38%
Hardap	347	658	<b>1,005</b>	261	26%	325	664	<b>989</b>	281	28%	699	311	<b>1,010</b>	356	35%
Kavango East	1,005	1,051	<b>2,056</b>	825	40%	1,001	1,094	<b>2,095</b>	893	43%	1,156	1,020	<b>2,176</b>	1,153	53%
Kavango West	798	745	<b>1,543</b>	504	33%	799	791	<b>1,590</b>	526	33%	830	812	<b>1,642</b>	623	38%
Khomas	859	2,777	<b>3,636</b>	1,416	39%	894	2,842	<b>3,736</b>	1,846	49%	2,901	938	<b>3,839</b>	2,120	55%
Kunene	513	667	<b>1,180</b>	476	40%	485	660	<b>1,145</b>	508	44%	700	502	<b>1,202</b>	638	53%
Ohangwena	1,452	2,668	<b>4,120</b>	1,474	36%	1,416	2,699	<b>4,115</b>	1,732	42%	2,779	1,461	<b>4,240</b>	2,188	52%
Omaheke	314	569	<b>883</b>	332	38%	308	559	<b>867</b>	377	43%	586	325	<b>911</b>	488	54%
Omusati	1,379	2,819	<b>4,198</b>	1,345	32%	1,347	2,844	<b>4,191</b>	1,721	41%	2,864	1,372	<b>4,236</b>	1,988	47%
Oshana	661	1,621	<b>2,282</b>	878	38%	662	1,652	<b>2,314</b>	909	39%	1,685	692	<b>2,377</b>	1,145	48%
Oshikoto	1,005	1,984	<b>2,989</b>	1,051	35%	995	1,979	<b>2,974</b>	1,284	43%	2,067	1,020	<b>3,087</b>	1,427	46%
Otjozondjupa	517	1,197	<b>1,714</b>	562	33%	521	1,197	<b>1,718</b>	708	41%	1,248	495	<b>1,743</b>	917	53%
Zambezi	717	1,000	<b>1,717</b>	735	43%	734	1,072	<b>1,806</b>	839	46%	1,097	721	<b>1,818</b>	1,002	55%
<b>National</b>	<b>10,236</b>	<b>19,709</b>	<b>29,945</b>	<b>10,603</b>	<b>34.9%</b>	<b>10,164</b>	<b>20,097</b>	<b>30,261</b>	<b>12,444</b>	<b>39.8%</b>	<b>20,731</b>	<b>10,347</b>	<b>31,078</b>	<b>15,166</b>	<b>47.9%</b>

The number and percentage of teachers who received training in Life-Skills-Based HIV and Sexuality Education from 2017 to 2019 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 2017 to 2019, 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 2019**

Year	Generic			Sexual Reproductive Health		Transmission and Prevention	
	Enrolled	Reached	% Reached	Reached	% Reached	Reached	% Reached
Kharas	13,740	13,473	98.1%	13,307	96.8%	13,579	98.8%
Erongo	28,613	27,660	96.7%	26,024	91.0%	26,571	92.9%
Hardap	15,625	14,702	94.1%	14,383	92.1%	14,577	93.3%
Kavango East	38,645	36,675	94.9%	28,867	74.7%	29,411	76.1%
Kavango West	23,376	21,601	92.4%	18,311	78.3%	18,954	81.1%
Khomas	57,961	55,628	96.0%	48,040	82.9%	48,537	83.7%
Kunene	16,749	15,358	91.7%	14,777	88.2%	15,237	91.0%
Ohangwena	66,415	61,659	92.8%	58,310	87.8%	60,107	90.5%
Omaheke	13,974	13,595	97.3%	12,995	93.0%	13,295	95.1%
Omusati	61,030	52,727	86.4%	46,931	76.9%	49,641	81.3%
Oshana	35,247	32,136	91.2%	31,971	90.7%	33,139	94.0%
Oshikoto	45,081	41,675	92.4%	40,416	89.7%	41,932	93.0%
Otjozondjupa	28,089	26,960	96.0%	25,557	91.0%	25,917	92.3%
Zambezi	24,978	22,799	91.3%	21,778	87.2%	22,493	90.1%
<b>National</b>	<b>469,523</b>	<b>436,648</b>	<b>93.7%</b>	<b>401,667</b>	<b>87.2%</b>	<b>413,390</b>	<b>89.5%</b>

The total number of young people aged 10-24 who were reached with Life-Skills-Based HIV and Sexuality Education in the schools in 2019 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 an effort must be made to ensure that all learners benefit from this subject content.

**Table 72: Schools that provided Life-Skills-Based HIV and Sexuality Education from 2017 to 2019**

Year	2017			2018			2019		
	Total schools	Provided LBS		Total schools	Provided LBS		Total schools	Provided LBS	
		Number	Percentage		Number	Percentage		Number	Percentage
Kharas	55	49	89%	57	47	82%	55	53	96%
Erongo	71	55	77%	75	32	43%	75	72	96%
Hardap	59	48	81%	59	54	92%	60	59	98%
Kavango East	164	70	43%	171	87	51%	170	161	95%
Kavango West	176	70	40%	176	79	45%	176	160	91%
Khomas	121	92	76%	128	95	74%	133	133	100%
Kunene	67	51	76%	67	54	81%	68	68	100%
Ohangwena	262	201	77%	265	241	91%	266	262	98%
Omaheke	44	37	84%	44	42	95%	46	46	100%
Omusati	282	198	70%	286	226	79%	286	279	98%
Oshana	137	110	80%	139	118	85%	141	138	98%
Oshikoto	219	164	75%	220	191	87%	221	212	96%
Otjozondjupa	79	55	70%	83	67	81%	82	80	98%
Zambezi	112	89	79%	115	103	90%	115	113	98%
<b>National</b>	<b>1,848</b>	<b>1,289</b>	<b>69.8%</b>	<b>1,885</b>	<b>1,436</b>	<b>76.2%</b>	<b>1,894</b>	<b>1,836</b>	<b>96.9%</b>

The numbers of schools that provided Life-Skills-Based HIV and Sexuality Education has increased steadily since from 69.8% in 2017 to 96.9% in 2019.

The whole concept of Life-Skills-Based HIV and Sexuality Education was not well understood in the years prior to 2019. This is due to data collectors focusing more on Life Skills as a subject on its own, rather than looking at the interconnectedness of the content with other subjects. This is one explanation for the lower figures in the years prior to 2019.

**Table 73: Schools that provided orientation for parents/guardians on Life-Skills-Based HIV and Sexuality Education in 2017-2019**

Year	2017			2018			2019		
	Total Schools	Provided Orientation		Total Schools	Provided Orientation		Total Schools	Provided Orientation	
		Number	Percentage		Number	Percentage		Number	Percentage
Kharas	55	11	20%	57	27	47%	55	34	62%
Erongo	71	16	23%	75	14	19%	75	18	24%
Hardap	59	18	31%	59	19	32%	60	18	30%
Kavango East	164	38	23%	171	35	20%	170	36	21%
Kavango West	176	44	25%	176	30	17%	176	36	20%
Khomas	121	37	31%	128	40	31%	133	41	31%
Kunene	67	20	30%	67	16	24%	68	21	31%
Ohangwena	262	66	25%	265	108	41%	266	101	38%
Omaheke	44	17	39%	44	16	36%	46	16	35%
Omusati	282	77	27%	286	76	27%	286	59	21%
Oshana	137	36	26%	139	45	32%	141	53	38%
Oshikoto	219	43	20%	220	75	34%	221	89	40%
Otjozondjupa	79	18	23%	83	23	28%	82	25	30%
Zambezi	112	31	28%	115	51	44%	115	56	49%
<b>National</b>	<b>1,848</b>	<b>472</b>	<b>25.5%</b>	<b>1,885</b>	<b>575</b>	<b>30.5%</b>	<b>1,894</b>	<b>603</b>	<b>31.8%</b>

From 2017 to 2019, there was an overall increase in the percentage of schools that provided orientation for parents/guardians of learners, from 25.5% in 2017 to 31.85% in 2019.

Discussing HIV and AIDS preventative information with parents is very crucial for combating the epidemic. It has also been the Ministry's stance that parents must know what information their children are receiving on this subject, to avoid resistance and misinterpretations. Schools should therefore be encouraged to orientate parents. Further discussions with school principals suggest that the policy requiring schools to provide this orientation is still 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 2017-2019**

Year	2017			2018			2019		
	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	55	33	60%	57	44	77%	55	43	78%
Erongo	71	30	42%	75	54	72%	75	58	77%
Hardap	59	29	49%	59	35	59%	60	38	63%
Kavango East	164	33	20%	171	79	46%	170	89	52%
Kavango West	176	40	23%	176	53	30%	176	49	28%
Khomas	121	43	36%	128	125	98%	133	109	82%
Kunene	67	30	45%	67	50	75%	68	49	72%
Ohangwena	262	126	48%	265	196	74%	266	210	79%
Omaheke	44	26	59%	44	39	89%	46	36	78%
Omusati	282	148	52%	286	271	95%	286	227	79%
Oshana	137	49	36%	139	122	88%	141	132	94%
Oshikoto	219	109	50%	220	158	72%	221	132	60%
Otjozondjupa	79	38	48%	83	57	69%	82	58	71%
Zambezi	112	39	35%	115	90	78%	115	92	80%
<b>National</b>	<b>1,848</b>	<b>773</b>	<b>41.8%</b>	<b>1,885</b>	<b>1,373</b>	<b>72.8%</b>	<b>1,894</b>	<b>1,322</b>	<b>69.8%</b>

From 2017 to 2019, 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 in many regions. The percentage increased from 41.8% in 2017 to 69.8% in 2019, although there was also a drop when comparing 2018 to 2019.

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 2017-2019**

Year	2017			2018			2019		
	Total Schools	Schools that implemented		Total Schools	Schools that implemented		Total Schools	Schools that implemented	
		Number	Percentage		Number	Percentage		Number	Percentage
Kharas	55	32	58%	57	35	61%	55	36	65%
Erongo	71	38	54%	75	26	35%	75	38	51%
Hardap	59	30	51%	59	36	61%	60	37	62%
Kavango East	164	75	46%	171	69	40%	170	74	44%
Kavango West	176	67	38%	176	63	36%	176	65	37%
Khomas	121	58	48%	128	52	41%	133	58	44%
Kunene	67	38	57%	67	34	51%	68	40	59%
Ohangwena	262	153	58%	265	170	64%	266	174	65%
Omaheke	44	24	55%	44	22	50%	46	27	59%
Omusati	282	139	49%	286	165	58%	286	149	52%
Oshana	137	54	39%	139	97	70%	141	99	70%
Oshikoto	219	114	52%	220	135	61%	221	136	62%
Otjozondjupa	79	33	42%	83	36	43%	82	35	43%
Zambezi	112	72	64%	115	72	63%	115	86	75%
<b>National</b>	<b>1,848</b>	<b>927</b>	<b>50.2%</b>	<b>1,885</b>	<b>1,012</b>	<b>53.7%</b>	<b>1,894</b>	<b>1,054</b>	<b>55.6%</b>

The percentage of schools that implemented an HIV Workplace Programme decreased from 50.2% in 2017 to 55.6% in 2019. The decrease was observed in several regions, with Khomas and Erongo affected most.

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.

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