

Education Statistics

Ministry of Education, Arts and Culture
REPUBLIC OF NAMIBIA



EDUCATION MANAGEMENT INFORMATION SYSTEM

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- (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 2017



FACTS AND FIGURES

| | | State | | Private |
|------------------------|---------------------------------|---------|--------------------------|-----------------------|
| Number of schools | Total | 1,848 | 1,693 | 155 |
| | Primary | 1,034 | 947 | 87 |
| | Combined | 585 | 534 | 51 |
| | Secondary | 213 | 202 | 11 |
| | Other | 16 | 10 | 6 |
| Number of learners | Total | 722,248 | 676,120 | 46,128 |
| | Primary* | 518,103 | 482,859 | 35,244 |
| | Secondary | 202,252 | 191,535 | 10,717 |
| | Other | 1,893 | 1,726 | 167 |
| Teacher qualifications | | | Without teacher training | With teacher training |
| | Total | 29,947 | 3,558 | 26,389 |
| | Less than Grade 12 | 465 | 212 | 253 |
| | Grade 12 or 1-2 years' tertiary | 4,767 | 3,113 | 1,635 |
| | More than 2 years' tertiary | 24,810 | 233 | 24,501 |
| Learners per teacher | Average learner : teacher ratio | 24.1 | | |
| Number of classrooms | Total | 25,050 | | |
| | Permanent | 21,580 | | |
| | Prefabricated | 1,458 | | |
| | Traditional | 1,797 | | |
| | Hired | 215 | | |

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

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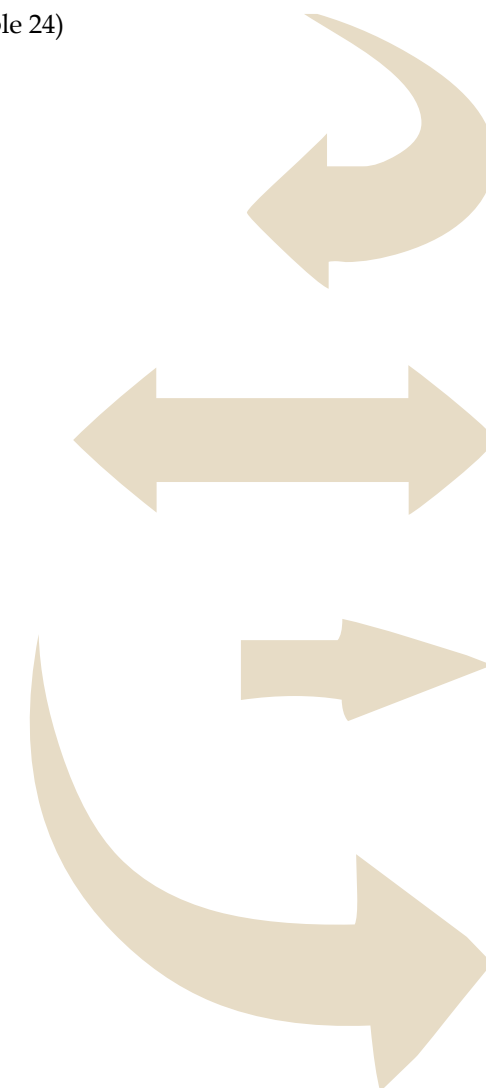
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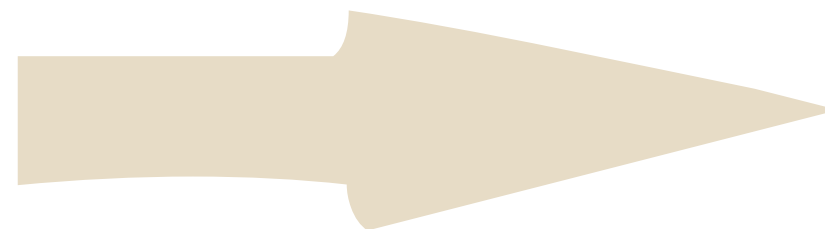


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INTRODUCTION

This publication presents information on education in schools in Namibia in 2017. Two school censuses are conducted every year, namely the 15th School-Day Census, conducted on the fifteenth school day after the schools open at the beginning of the school year, and the Annual Education Census (AEC), conducted on the first Tuesday after the first Monday on which classes commence in the third term, usually in September. The 15th School-Day Census provides information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year.

The vast majority of the statistics presented in this report were collected during the AEC of 2017. Information reported in the AEC questionnaires should have been true on the AEC census day. Coverage during the AEC 2017 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 2017.

Only statistics provided by state schools and the private schools registered with the Ministry of Education, Arts and Culture (MoEAC) are recorded herein.

The largest portion of Namibia's schooling system fits into Grades 1-12. However, please note that the implementation of the new Curriculum was completed in 2017 for the Primary phase, and the range of grades is now subdivided into five phases instead of four: **Junior Primary** (Grades 0-3); **Senior Primary** (Grades 4-7); **Junior Secondary** (Grades 8-9); **Senior Secondary** (Grades 10-11); and **Namibia Senior Secondary Higher Level** (Grade 12). In this report the data for the Primary phases is recorded in accordance with the new Curriculum, whereas the data for the Secondary phases is recorded as before, because the new Curriculum has not yet been fully implemented in the Secondary phases.



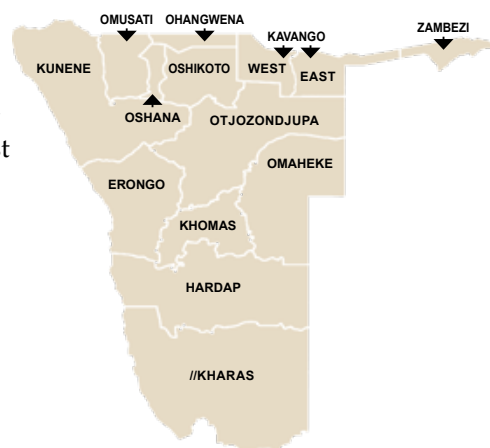
Introduction continued

The following additional grades/classes are offered at certain schools:

- **Special Classes:** Single classes provided at many ordinary schools for children who have learning difficulties.
- **Special Grades:** Grades with a curriculum adapted for the purposes of Special Schools.
- **Classes for children with disabilities:** Offered at only 2 of the 11 Special Schools.
- **Grade 13:** A level offered after Grade 12 in one private school in the city of Windhoek, namely the Hochschulreifeprüfung (Abitur).

The statistics published in this report are intended for a wide readership on education and those requiring specific information for referencing. Much of the material herein is also intended to reflect the performance of Namibia's education system. In this regard, the measures or indicators broadly relate to the MoEAC's goals in providing inclusive, quality education in an equitable, efficient and democratic way. The statistics presented here can be compared with indicators in previous reports, and comparisons can be made between the different geographical/administrative regions, of which there are 14:

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



The following points about changes in the delimitation of Namibia's regions in 2013 are important to bear in mind when comparing statistics in the pre- and post-2014 AEC reports:

- Prior to the delimitation changes, Namibia had 13 regions. The fourteenth region was created by the division of Kavango Region into two regions, namely Kavango East and Kavango West. After the new delimitation, the Ministry changed the Education Regions to accord with the geographical/administrative regions, hence there are 14 Education Regions.
- The delimitation changes resulted in several schools being located in a different region.
- As from 2010, the AEC data on the 11 Special Schools for children who have special educational needs has been recorded by Education Region rather than under the regional category previously called "Head Office".

There are many ways to provide education statistics, and the criteria used for these AEC reports are based largely on the perceived demands expressed by a variety of users through telephonic, email and walk-in enquiries over the years. The graphs and narrative comments accompanying the tables are intended to provide user-friendly guidance for interpreting the statistics. The comments are not definitive, and the interpretation and use of the statistics remain the responsibility of the users. Copies of the questionnaires used for the Annual Education Census and 15th School Day Census could be helpful to readers who would like to know the exact nature of the questions used to collect the data.

It is important to recognise that the statistics herein are primarily reflective of Namibia's formal schooling system, as provided for in the registered state and private schools. The next section provides summaries of the key features of this system in each of the 14 Education Regions.

We trust that the data in this report will greatly assist education planners in optimising the human and material resource allocations in Namibia's Basic Education Sector towards truly inclusive Education for All.

REGIONAL SUMMARIES



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

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

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

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

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

//Kharas

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 55 | 44 | 11 |
| Type of school | Primary | 34 | 27 | 7 |
| | Combined | 11 | 7 | 4 |
| | Secondary | 10 | 10 | 0 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 22,045 | 19,585 | 2,460 |
| | Primary | 16,011 | 13,884 | 2,127 |
| | Secondary | 5,963 | 5,653 | 310 |
| | Other | 71 | 48 | 23 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 963 | 189 | 774 |
| Qualification | Less than Grade 12 | 15 | 10 | 5 |
| | Grade 12 or 1-2 years' tertiary | 236 | 173 | 63 |
| | More than 2 years' tertiary | 712 | 6 | 706 |
| Learners per teacher | Average learner : teacher ratio | 22.9 | | |
| Number of class-rooms | Total rooms | 842 | | |
| Structure | Permanent | 701 | | |
| | Prefabricated | 117 | | |
| | Traditional | 2 | | |
| | Hired | 22 | | |

Erongo

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 71 | 52 | 19 |
| Type of school | Primary | 42 | 32 | 10 |
| | Combined | 14 | 6 | 8 |
| | Secondary | 15 | 14 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 41,287 | 36,764 | 4,523 |
| | Primary | 29,006 | 25,830 | 3,176 |
| | Secondary | 12,082 | 10,795 | 1,287 |
| | Other | 199 | 139 | 60 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,659 | 159 | 1,500 |
| Qualification | Less than Grade 12 | 30 | 23 | 7 |
| | Grade 12 or 1-2 years' tertiary | 235 | 122 | 113 |
| | More than 2 years' tertiary | 1,394 | 14 | 1,380 |
| Learners per teacher | Average learner : teacher ratio | 24.9 | | |
| Number of class-rooms | Total rooms | 1,350 | | |
| Structure | Permanent | 1,256 | | |
| | Prefabricated | 81 | | |
| | Traditional | 3 | | |
| | Hired | 10 | | |

Hardap

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 59 | 54 | 5 |
| Type of school | Primary | 40 | 38 | 2 |
| | Combined | 7 | 5 | 2 |
| | Secondary | 11 | 10 | 1 |
| | Other | 0 | 1 | 0 |
| Number of learners | Total | 24,954 | 24,245 | 709 |
| | Primary | 17,918 | 17,493 | 425 |
| | Secondary | 6,735 | 6,465 | 270 |
| | Other | 301 | 287 | 14 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,008 | 186 | 822 |
| Qualification | Less than Grade 12 | 23 | 16 | 7 |
| | Grade 12 or 1-2 years' tertiary | 231 | 156 | 75 |
| | More than 2 years' tertiary | 754 | 14 | 740 |
| Learners per teacher | Average learner : teacher ratio | 24.8 | | |
| Number of class-rooms | Total rooms | 887 | | |
| Structure | Permanent | 806 | | |
| | Prefabricated | 77 | | |
| | Traditional | 2 | | |
| | Hired | 2 | | |

Kavango East

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 164 | 156 | 8 |
| Type of school | Primary | 117 | 115 | 2 |
| | Combined | 36 | 32 | 4 |
| | Secondary | 10 | 9 | 1 |
| | Other | 0 | 0 | 1 |
| Number of learners | Total | 59,129 | 56,772 | 2,357 |
| | Primary | 43,413 | 41,479 | 1,934 |
| | Secondary | 15,607 | 15,184 | 423 |
| | Other | 109 | 109 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 2,056 | 329 | 1,727 |
| Qualification | Less than Grade 12 | 46 | 28 | 18 |
| | Grade 12 or 1-2 years' tertiary | 393 | 281 | 112 |
| | More than 2 years' tertiary | 1,617 | 20 | 1,597 |
| Learners per teacher | Average learner : teacher ratio | 28.8 | | |
| Number of class-rooms | Total rooms | 1,642 | | |
| Structure | Permanent | 1,434 | | |
| | Prefabricated | 53 | | |
| | Traditional | 143 | | |
| | Hired | 12 | | |

Kavango West

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 176 | 175 | 1 |
| Type of school | Primary | 147 | 147 | 0 |
| | Combined | 23 | 23 | 0 |
| | Secondary | 6 | 5 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 40,025 | 39,658 | 367 |
| | Primary | 31,881 | 31,881 | 0 |
| | Secondary | 8,046 | 7,679 | 367 |
| | Other | 98 | 98 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,543 | 370 | 1,173 |
| Qualification | Less than Grade 12 | 67 | 44 | 23 |
| | Grade 12 or 1-2 years' tertiary | 387 | 319 | 68 |
| | More than 2 years' tertiary | 1,089 | 7 | 1,082 |
| Learners per teacher | Average learner : teacher ratio | 25.9 | | |
| Number of class-rooms | Total rooms | 1,249 | | |
| Structure | Permanent | 947 | | |
| | Prefabricated | 69 | | |
| | Traditional | 221 | | |
| | Hired | 12 | | |

Khomas

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 121 | 80 | 41 |
| Type of school | Primary | 64 | 45 | 19 |
| | Combined | 15 | 1 | 14 |
| | Secondary | 31 | 28 | 3 |
| | Other | 0 | 6 | 5 |
| Number of learners | Total | 88,429 | 71,322 | 17,107 |
| | Primary | 61,470 | 48,804 | 12,666 |
| | Secondary | 26,099 | 21,720 | 4,379 |
| | Other | 860 | 798 | 62 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 3,636 | 192 | 3,444 |
| Qualification | Less than Grade 12 | 54 | 20 | 34 |
| | Grade 12 or 1-2 years' tertiary | 301 | 133 | 168 |
| | More than 2 years' tertiary | 3,281 | 39 | 3,242 |
| Learners per teacher | Average learner : teacher ratio | 24.3 | | |
| Number of class-rooms | Total rooms | 2,970 | | |
| Structure | Permanent | 2,719 | | |
| | Prefabricated | 234 | | |
| | Traditional | 10 | | |
| | Hired | 7 | | |

Kunene

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 67 | 64 | 3 |
| Type of school | Primary | 43 | 41 | 2 |
| | Combined | 17 | 16 | 1 |
| | Secondary | 6 | 6 | 0 |
| | Other | 0 | 1 | 0 |
| Number of learners | Total | 27,737 | 27,163 | 574 |
| | Primary | 22,258 | 21,783 | 475 |
| | Secondary | 5,465 | 5,366 | 99 |
| | Other | 14 | 14 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,180 | 214 | 966 |
| Qualification | Less than Grade 12 | 33 | 19 | 14 |
| | Grade 12 or 1-2 years' tertiary | 303 | 185 | 118 |
| | More than 2 years' tertiary | 844 | 10 | 834 |
| Learners per teacher | Average learner : teacher ratio | 23.5 | | |
| Number of class-rooms | Total rooms | 824 | | |
| Structure | Permanent | 722 | | |
| | Prefabricated | 41 | | |
| | Traditional | 36 | | |
| | Hired | 25 | | |

Ohangwena

| | | State | | Private |
|------------------------------|---------------------------------|----------------|--------------------------|-----------------------|
| Number of schools | Total | 262 | 252 | 10 |
| Type of school | Primary | 106 | 99 | 7 |
| | Combined | 137 | 135 | 2 |
| | Secondary | 19 | 18 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 101,250 | 97,871 | 3,379 |
| | Primary | 72,224 | 69,486 | 2738 |
| | Secondary | 29,026 | 28,385 | 641 |
| | Other | 0 | 0 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 4,120 | 648 | 3,472 |
| Qualification | Less than Grade 12 | 23 | 3 | 20 |
| | Grade 12 or 1-2 years' tertiary | 722 | 597 | 125 |
| | More than 2 years' tertiary | 3,375 | 48 | 3,327 |
| Learners per teacher | Average learner : teacher ratio | 24.6 | | |
| Number of class-rooms | Total rooms | 3,548 | | |
| Structure | Permanent | 2,795 | | |
| | Prefabricated | 218 | | |
| | Traditional | 498 | | |
| | Hired | 37 | | |

Omaheke

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 44 | 38 | 6 |
| Type of school | Primary | 32 | 29 | 3 |
| | Combined | 3 | 1 | 2 |
| | Secondary | 9 | 8 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 21,923 | 19,846 | 2,077 |
| | Primary | 16,897 | 15,418 | 1,479 |
| | Secondary | 4,998 | 4,400 | 598 |
| | Other | 28 | 28 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 883 | 176 | 707 |
| Qualification | Less than Grade 12 | 22 | 11 | 11 |
| | Grade 12 or 1-2 years' tertiary | 193 | 158 | 35 |
| | More than 2 years' tertiary | 668 | 7 | 661 |
| Learners per teacher | Average learner : teacher ratio | 24.8 | | |
| Number of class-rooms | Total rooms | 757 | | |
| Structure | Permanent | 660 | | |
| | Prefabricated | 55 | | |
| | Traditional | 11 | | |
| | Hired | 31 | | |

Omusati

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 282 | 272 | 10 |
| Type of school | Primary | 127 | 121 | 6 |
| | Combined | 126 | 122 | 4 |
| | Secondary | 29 | 29 | 0 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 93,223 | 90,860 | 2,363 |
| | Primary | 65,557 | 63,764 | 1,793 |
| | Secondary | 27,666 | 27,096 | 570 |
| | Other | 0 | 0 | 0 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 3,976 | 275 | 3,701 |
| Qualification | Less than Grade 12 | 46 | 4 | 42 |
| | Grade 12 or 1-2 years' tertiary | 431 | 252 | 179 |
| | More than 2 years' tertiary | 3,720 | 19 | 3,701 |
| Learners per teacher | Average learner : teacher ratio | 23.4 | | |
| Number of class-rooms | Total rooms | 3,598 | | |
| Structure | Permanent | 3,063 | | |
| | Prefabricated | 249 | | |
| | Traditional | 277 | | |
| | Hired | 9 | | |

Oshana

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 137 | 126 | 11 |
| Type of school | Primary | 64 | 56 | 8 |
| | Combined | 50 | 47 | 3 |
| | Secondary | 22 | 22 | 0 |
| | Other | 0 | 1 | 0 |
| Number of learners | Total | 52,860 | 49,530 | 3,330 |
| | Primary | 34,861 | 31,781 | 3,080 |
| | Secondary | 17,999 | 17,749 | 250 |
| | Other | 0 | 0 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 2,282 | 88 | 2,194 |
| Qualification | Less than Grade 12 | 22 | 2 | 20 |
| | Grade 12 or 1-2 years' tertiary | 194 | 85 | 109 |
| | More than 2 years' tertiary | 2,066 | 1 | 2,065 |
| Learners per teacher | Average learner : teacher ratio | 23.2 | | |
| Number of class-rooms | Total rooms | 2,110 | | |
| Structure | Permanent | 1,957 | | |
| | Prefabricated | 77 | | |
| | Traditional | 66 | | |
| | Hired | 10 | | |

Oshikoto

| | | State | | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 219 | 208 | 11 |
| Type of school | Primary | 114 | 108 | 6 |
| | Combined | 87 | 83 | 4 |
| | Secondary | 18 | 17 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 68,008 | 63,884 | 4,124 |
| | Primary | 47,973 | 44,676 | 3,297 |
| | Secondary | 20,035 | 19,208 | 827 |
| | Other | 0 | 0 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 2,989 | 465 | 2,524 |
| Qualification | Less than Grade 12 | 17 | 4 | 13 |
| | Grade 12 or 1-2 years' tertiary | 564 | 430 | 134 |
| | More than 2 years' tertiary | 2,408 | 31 | 2,377 |
| Learners per teacher | Average learner : teacher ratio | 22.8 | | |
| Number of class-rooms | Total rooms | 2,673 | | |
| Structure | Permanent | 2,173 | | |
| | Prefabricated | 87 | | |
| | Traditional | 402 | | |
| | Hired | 11 | | |

Otjozondjupa

| | | State Private | | |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 79 | 67 | 12 |
| Type of school | Primary | 50 | 41 | 9 |
| | Combined | 12 | 9 | 3 |
| | Secondary | 16 | 16 | 0 |
| | Other | 0 | 1 | 0 |
| Number of learners | Total | 44,996 | 43,604 | 1,392 |
| | Primary | 34,007 | 32,828 | 1,179 |
| | Secondary | 10,785 | 10,580 | 205 |
| | Other | 204 | 196 | 8 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,714 | 195 | 1,519 |
| Qualification | Less than Grade 12 | 49 | 22 | 27 |
| | Grade 12 or 1-2 years' tertiary | 283 | 159 | 124 |
| | More than 2 years' tertiary | 1,382 | 14 | 1,368 |
| Learners per teacher | Average learner : teacher ratio | 26.3 | | |
| Number of class-rooms | Total rooms | 1,403 | | |
| Structure | Permanent | 1,293 | | |
| | Prefabricated | 80 | | |
| | Traditional | 9 | | |
| | Hired | 21 | | |

Zambezi

| | | State Private | | |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 112 | 105 | 7 |
| Type of school | Primary | 54 | 48 | 6 |
| | Combined | 47 | 47 | 0 |
| | Secondary | 11 | 10 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 36,382 | 35,016 | 1,366 |
| | Primary | 24,627 | 23,752 | 875 |
| | Secondary | 11,746 | 11,255 | 491 |
| | Other | 9 | 9 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,717 | 72 | 1,645 |
| Qualification | Less than Grade 12 | 18 | 6 | 12 |
| | Grade 12 or 1-2 years' tertiary | 275 | 63 | 212 |
| | More than 2 years' tertiary | 1,424 | 3 | 1,421 |
| Learners per teacher | Average learner : teacher ratio | 21.2 | | |
| Number of class-rooms | Total rooms | 1,197 | | |
| Structure | Permanent | 1,054 | | |
| | Prefabricated | 20 | | |
| | Traditional | 117 | | |
| | Hired | 6 | | |



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 2017 report, Pre-Primary has been integrated into Junior Primary in most tables.

The number of schools has increased from 1,703 in 2011 to 1,848 in 2017, which translates to an average annual growth rate of 8.5%. 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 2017 there were 722,248 learners and 29,947 teachers in total. A total of 486 schools offered Grades 0-7 and 140 schools offered Grades 8-12. The reason for this discrepancy could be two-fold: (i) a high number of learners attend primary school in sparsely populated rural areas; and (ii) not all learners transition from Senior Primary phase to Junior Secondary phase.

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

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

| Region | Schools | Learners | | Teachers | | Support Staff | |
|-----------------|--------------|----------------|-------------|---------------|-------------|---------------|-------------|
| | Total | Total | % Female | Total | % Female | Total | % Female |
| //Kharas | 55 | 22,045 | 51.1 | 963 | 70.7 | 253 | 69.2 |
| Erongo | 71 | 41,287 | 51.6 | 1,659 | 76.7 | 438 | 63.9 |
| Hardap | 59 | 24,954 | 50.4 | 1,008 | 65.6 | 257 | 67.3 |
| Kavango East | 164 | 59,129 | 49.7 | 2,056 | 51.1 | 314 | 73.9 |
| Kavango West | 176 | 40,025 | 48.8 | 1,543 | 48.3 | 182 | 76.4 |
| Khomas | 121 | 88,429 | 51.7 | 3,636 | 76.4 | 849 | 62.0 |
| Kunene | 67 | 27,737 | 49.0 | 1,180 | 56.5 | 198 | 66.2 |
| Ohangwena | 262 | 101,250 | 49.6 | 4,120 | 64.8 | 624 | 65.2 |
| Omaheke | 44 | 21,923 | 50.0 | 883 | 64.4 | 216 | 61.6 |
| Omusati | 282 | 93,223 | 49.5 | 4,197 | 67.1 | 710 | 77.0 |
| Oshana | 137 | 52,860 | 50.6 | 2,282 | 71.0 | 434 | 71.2 |
| Oshikoto | 219 | 68,008 | 49.3 | 2,989 | 66.4 | 526 | 60.3 |
| Otjozondjupa | 79 | 44,996 | 50.7 | 1,714 | 69.8 | 331 | 65.6 |
| Zambezi | 112 | 36,382 | 49.1 | 1,717 | 58.2 | 319 | 81.5 |
| National | 1,848 | 722,248 | 50.1 | 29,947 | 65.8 | 5,651 | 68.7 |

Table 1 shows the number of schools, learners, teachers and support staff per region in Namibia in 2017, as also shown in Figures 1a, 1b and 1c. The number of support staff includes secretaries, cleaners and other non-teaching staff, but excludes hostel staff.

Figure 1a shows the number of schools in each region in 2017. Omusati had the highest number (282) and Omaheke the lowest number (44).

Figure 1b shows that Ohangwena had the highest number of learners (101,250) and Omaheke had the lowest number (21,923).

Figure 1c shows the number of teachers per region. The number of teachers comprises staff in all teaching positions, including principals and staff in other promotion posts. Omusati had the most teachers (4,197) and Omaheke had the fewest (883).

Although Ohangwena had 8,027 more learners than Omusati, it had 81 fewer teachers than Omusati.

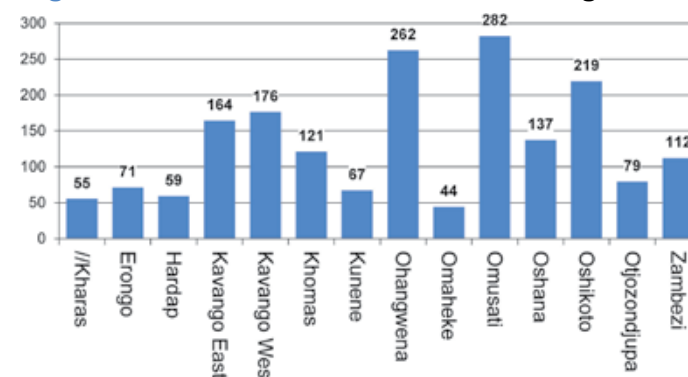
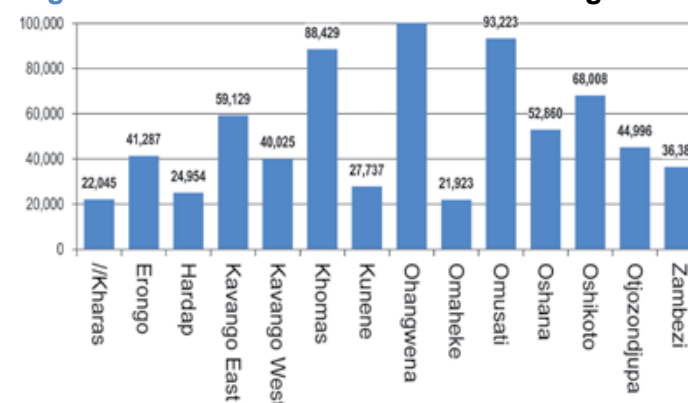
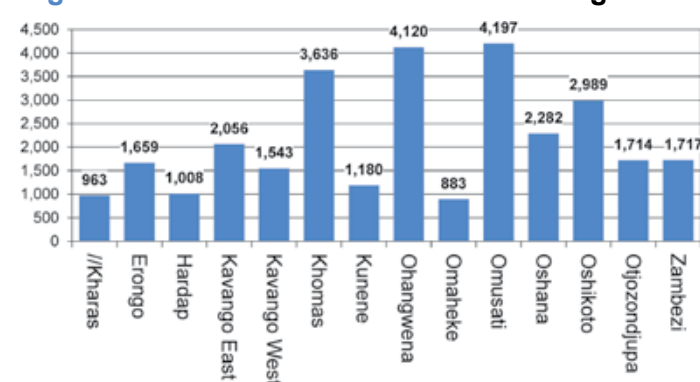
Figure 1a: Number of schools in each region**Figure 1b: Number of learners in each region****Figure 1c: Number of teachers in each region**

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 | 44 | 11 | 34 | 27 | 7 | 11 | 7 | 4 | 10 | 10 | - | - | - | - |
| Erongo | 71 | 52 | 19 | 42 | 32 | 10 | 14 | 6 | 8 | 15 | 14 | 1 | - | - | - |
| Hardap | 59 | 54 | 5 | 40 | 38 | 2 | 7 | 5 | 2 | 11 | 10 | 1 | 1 | 1 | - |
| Kavango East | 164 | 156 | 8 | 117 | 115 | 2 | 36 | 32 | 4 | 10 | 9 | 1 | 1 | - | 1 |
| Kavango West | 176 | 175 | 1 | 147 | 147 | - | 23 | 23 | - | 6 | 5 | 1 | - | - | - |
| Khomas | 121 | 80 | 41 | 64 | 45 | 19 | 15 | 1 | 14 | 31 | 28 | 3 | 11 | 6 | 5 |
| Kunene | 67 | 64 | 3 | 43 | 41 | 2 | 17 | 16 | 1 | 6 | 6 | - | 1 | 1 | - |
| Ohangwena | 262 | 252 | 10 | 106 | 99 | 7 | 137 | 135 | 2 | 19 | 18 | 1 | - | - | - |
| Omaheke | 44 | 38 | 6 | 32 | 29 | 3 | 3 | 1 | 2 | 9 | 8 | 1 | - | - | - |
| Omusati | 282 | 272 | 10 | 127 | 121 | 6 | 126 | 122 | 4 | 29 | 29 | - | - | - | - |
| Oshana | 137 | 126 | 11 | 64 | 56 | 8 | 50 | 47 | 3 | 22 | 22 | - | 1 | 1 | - |
| Oshikoto | 219 | 208 | 11 | 114 | 108 | 6 | 87 | 83 | 4 | 18 | 17 | 1 | - | - | - |
| Otjozondjupa | 79 | 67 | 12 | 50 | 41 | 9 | 12 | 9 | 3 | 16 | 16 | - | 1 | 1 | - |
| Zambezi | 112 | 105 | 7 | 54 | 48 | 6 | 47 | 47 | - | 11 | 10 | 1 | - | - | - |
| National | 1,848 | 1,693 | 155 | 1,034 | 947 | 87 | 585 | 534 | 51 | 213 | 202 | 11 | 16 | 10 | 6 |

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 2017, most schools offered the 'ordinary' curriculum. Sixteen schools, labelled "Other", provided for children with special educational needs who could not be taken up in the mainstream schooling system or in schools that emphasise pre-vocational subjects, or in agricultural schools or standalone pre-primary schools.

Private schools accounted for a relatively small percentage (7.8%) of the total number of schools. In 2017, the regions with the highest numbers of private schools were Khomas, Erongo, Otjozondjupa, Oshikoto, //Kharas, Ohangwena, Omusati and Oshana. The total number of private schools increased by 12, compared with the total (143) recorded in the Annual Education Census report of 2016, consistent with the steady rise in the number of private schools in Namibia since 2015.

Table 3: Numbers of schools offering various ranges of grades

| LOWEST GRADE OFFERED | | HIGHEST GRADE OFFERED | | | | | | | | | | | | | | |
|----------------------------------|-------|-----------------------|---------|---------|---------|----------------|---------|---------|---------|------------------|---------|----------|------------------|----------|----------|-------|
| | | Junior Primary | | | | Senior Primary | | | | Junior Secondary | | | Senior Secondary | | Grade 13 | Other |
| Total starting with lowest grade | | Grade 0 | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | | |
| Total | 1,848 | 6 | 6 | 35 | 181 | 84 | 43 | 52 | 579 | 24 | 25 | 543 | 2 | 196 | 1 | 71 |
| Grade 0 | 1,292 | 6 | 2 | 6 | 70 | 56 | 34 | 37 | 486 | 23 | 23 | 453 | 1 | 33 | 1 | 61 |
| Grade 1 | 318 | 0 | 4 | 29 | 111 | 28 | 9 | 15 | 90 | 1 | 1 | 17 | 0 | 11 | 0 | 2 |
| Grade 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 8 | 0 | 0 | 0 | 0 |
| Grade 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 0 | 2 |
| Grade 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 |
| Grade 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Grade 8 | 204 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 60 | 1 | 140 | 0 | 2 |
| Grade 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 |
| Grade 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 11 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Other | 3 | 0 | 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 2017 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, 486 schools offered Grades 0 to 7, and 140 schools offered Grades 8 to 12. Three schools offered 'other' grades. These are schools for children with learning impairments.

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

It has to be noted with concern that, if all Grade 7 learners were to progress to the next grade, the number of secondary schools would not be sufficient to accommodate all of the learners promoted. This has an important bearing on planning for physical infrastructure to address the second pillar of the MoEAC's Strategic Plan (2017/18-2021/22) 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 16% 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.

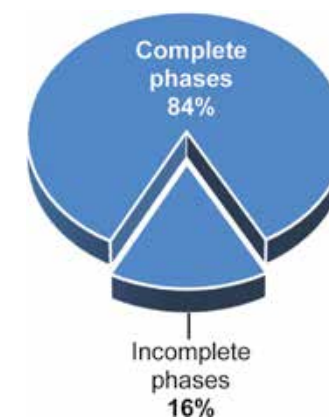
Figure 3: Percentage of schools offering complete and incomplete phases

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 | 41 | 45 | 44 | 44 | 42 | 40 | 41 | 40 | 20 | 20 | 19 | 10 | 12 | - |
| Erongo | 43 | 52 | 51 | 52 | 49 | 49 | 47 | 45 | 29 | 28 | 29 | 21 | 21 | - |
| Hardap | 39 | 46 | 46 | 45 | 45 | 45 | 46 | 46 | 18 | 18 | 18 | 9 | 8 | - |
| Kavango East | 86 | 150 | 149 | 139 | 102 | 85 | 78 | 73 | 46 | 44 | 43 | 15 | 15 | - |
| Kavango West | 96 | 168 | 167 | 156 | 94 | 77 | 74 | 71 | 29 | 29 | 29 | 6 | 6 | - |
| Khomas | 67 | 81 | 79 | 78 | 76 | 77 | 75 | 73 | 49 | 48 | 47 | 39 | 39 | 1 |
| Kunene | 56 | 59 | 60 | 60 | 60 | 58 | 58 | 56 | 24 | 21 | 16 | 6 | 6 | - |
| Ohangwena | 215 | 243 | 241 | 236 | 229 | 226 | 214 | 207 | 155 | 154 | 151 | 12 | 12 | - |
| Omaheke | 31 | 35 | 35 | 35 | 34 | 34 | 34 | 33 | 12 | 12 | 12 | 6 | 6 | - |
| Omusati | 181 | 248 | 246 | 245 | 213 | 207 | 205 | 196 | 147 | 147 | 140 | 17 | 18 | - |
| Oshana | 103 | 111 | 112 | 109 | 103 | 98 | 96 | 93 | 73 | 72 | 72 | 14 | 14 | - |
| Oshikoto | 179 | 200 | 200 | 199 | 184 | 170 | 162 | 147 | 105 | 98 | 94 | 18 | 18 | - |
| Otjozondjupa | 55 | 63 | 61 | 60 | 59 | 58 | 56 | 55 | 29 | 28 | 27 | 17 | 16 | - |
| Zambezi | 100 | 101 | 101 | 101 | 98 | 84 | 82 | 81 | 58 | 57 | 55 | 10 | 10 | - |
| National | 1,292 | 1,602 | 1,592 | 1,559 | 1,388 | 1,308 | 1,268 | 1,216 | 794 | 776 | 752 | 200 | 201 | 1 |

Table 4 shows that there is a big difference (422) 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 (551) between the number of schools offering Grade 10 and the number offering Grade 12. This is one of the indications that the number of learners decreases as they progress through the schooling system.

| Regions | Other Grades | | | | | | | | | | | |
|-----------------|-----------------------|-------------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|-------------|
| | Elementary Vocational | Intermediate Vocational | Advanced Vocational | Special Classes | Special Grade 6 | Special Grade 7 | Special Grade 8 | Special Grade 9 | Special Grade 10 | Special Grade 11 | Special Grade 12 | Handicapped |
| //Kharas | - | - | - | 5 | - | - | - | - | - | - | - | 1 |
| Erongo | - | - | - | 11 | - | - | - | - | - | - | - | - |
| Hardap | - | - | 1 | 16 | - | - | - | - | 1 | - | - | - |
| Kavango East | - | - | - | 3 | 1 | 1 | - | - | - | - | - | - |
| Kavango West | - | - | - | 1 | - | 1 | 1 | 1 | 1 | - | - | - |
| Khomas | 3 | 2 | 1 | 11 | - | - | - | - | - | - | 1 | 2 |
| Kunene | - | - | - | 1 | - | - | - | - | - | - | - | - |
| Ohangwena | - | - | - | - | - | - | - | - | - | - | - | - |
| Omaheke | - | - | - | 2 | - | - | - | - | - | - | - | - |
| Omusati | - | - | - | - | - | - | - | - | - | - | - | - |
| Oshana | - | - | - | - | - | - | - | - | - | - | - | - |
| Oshikoto | - | - | - | - | - | - | - | - | - | - | - | - |
| Otjozondjupa | - | - | - | 13 | - | - | - | - | - | - | - | - |
| Zambezi | - | - | - | 1 | - | - | - | - | - | - | - | - |
| National | 3 | 2 | 2 | 64 | 1 | 2 | 1 | 1 | 2 | - | 1 | 3 |

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

| Region | | Grades | | | | | | | | | | | | | | |
|--------------|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|-------|
| | | Total | Grade 0 | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Other |
| //Kharas | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erongo | Enrolment | 1,680 | - | 210 | 697 | 773 | - | - | - | - | - | - | - | - | - | - |
| | % of total | 4.1% | - | 4.5% | 16.5% | 19.0% | - | - | - | - | - | - | - | - | - | - |
| Hardap | Enrolment | 80 | - | - | - | - | - | - | 32 | 38 | - | - | - | - | - | 10 |
| | % of total | 0.3% | - | - | - | - | - | - | 1.6% | 2.0% | - | - | - | - | - | 3.3% |
| Kavango East | Enrolment | 2,330 | - | 82 | 678 | 765 | 495 | 158 | 7 | 145 | - | - | - | - | - | - |
| | % of total | 3.9% | - | 1.1% | 10.2% | 12.1% | 8.0% | 3.0% | 0.2% | 3.9% | - | - | - | - | - | - |
| Kavango West | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Khomas | Enrolment | 830 | - | - | 277 | 409 | 69 | 75 | - | - | - | - | - | - | - | - |
| | % of total | 0.9% | - | - | 3.2% | 4.8% | 0.8% | 1.0% | - | - | - | - | - | - | - | - |
| Kunene | Enrolment | 638 | 23 | 239 | 300 | 76 | - | - | - | - | - | - | - | - | - | - |
| | % of total | 2.3% | 1.2% | 6.0% | 8.6% | 2.4% | - | - | - | - | - | - | - | - | - | - |
| Ohangwena | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Omaheke | Enrolment | 294 | - | 38 | 40 | 216 | - | - | - | - | - | - | - | - | - | - |
| | % of total | 1.3% | - | 1.4% | 1.6% | 9.4% | - | - | - | - | - | - | - | - | - | - |
| Omusati | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Oshana | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Oshikoto | Enrolment | 24 | - | - | - | - | - | - | - | - | - | - | 24 | - | - | - |
| | % of total | 0.0% | - | - | - | - | - | - | - | - | - | - | 0.7% | - | - | - |
| Otjozondjupa | Enrolment | 1,007 | 20 | 143 | 414 | 430 | - | - | - | - | - | - | - | - | - | - |
| | % of total | 2.2% | 0.8% | 2.6% | 8.4% | 9.2% | - | - | - | - | - | - | - | - | - | - |
| Zambezi | Enrolment | 638 | - | 88 | 196 | 153 | 162 | - | - | 39 | - | - | - | - | - | - |
| | % of total | 1.8% | - | 2.2% | 5.7% | 4.8% | 5.0% | - | - | 1.6% | - | - | - | - | - | - |
| National | Enrolment | 7,521 | 43 | 800 | 2,602 | 2,822 | 726 | 233 | 39 | 222 | - | - | 24 | - | - | 10 |
| | % of total | 1.0% | 0.1% | 1.0% | 3.5% | 4.0% | 1.0% | 0.4% | 0.1% | 0.4% | - | - | 0.1% | - | - | 0.5% |

Table 5 continued

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

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

In most regions with a substantial percentage of learners in afternoon classes, the percentage of learners in these classes was by far the highest in Grades 1 to 4. Compared to earlier years when there were no learners in afternoon classes reported beyond Grade 5, in 2017 there was considerable growth in these numbers in grades beyond Grade 5, with the exception of “Other” grades.

A total of 7,521 learners attended afternoon classes in 2017. The overall percentage of learners in afternoon classes increased in 2017, although it is still low, at only 1.0% of all learners. This might indicate a success in the government’s effort to provide classrooms combined with the community effort to assist by building traditional/temporary classrooms to accommodate learners. Although allowing for maximum utilisation of classroom spaces, afternoon classes are particularly difficult to implement in areas where children have to walk long distances to school, and time spent on teaching and learning might be compromised.

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

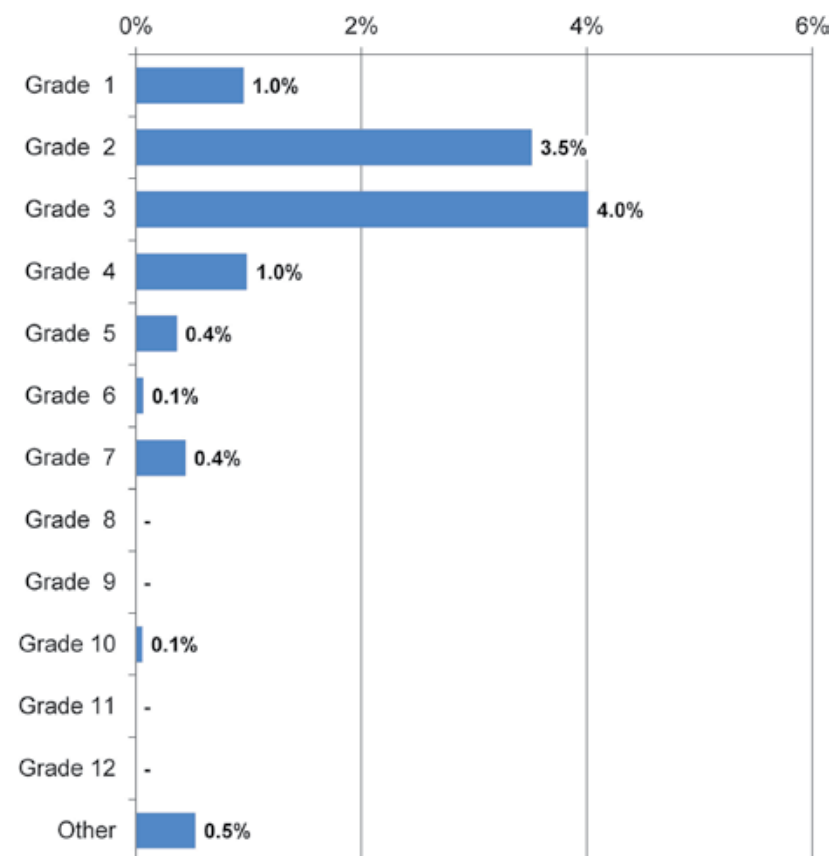
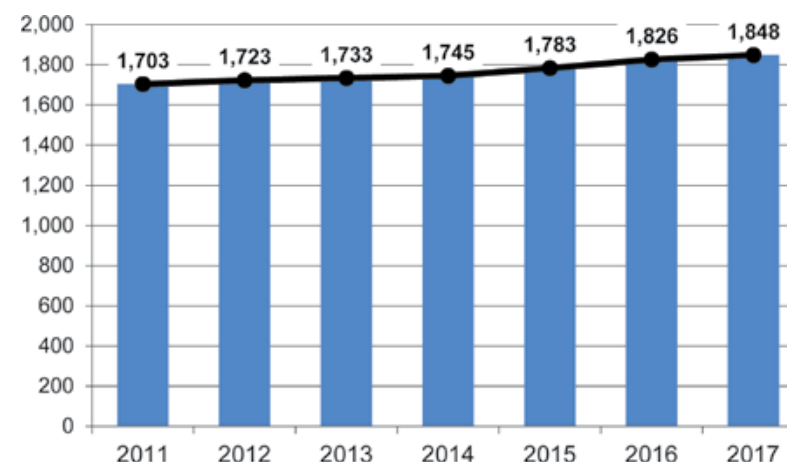
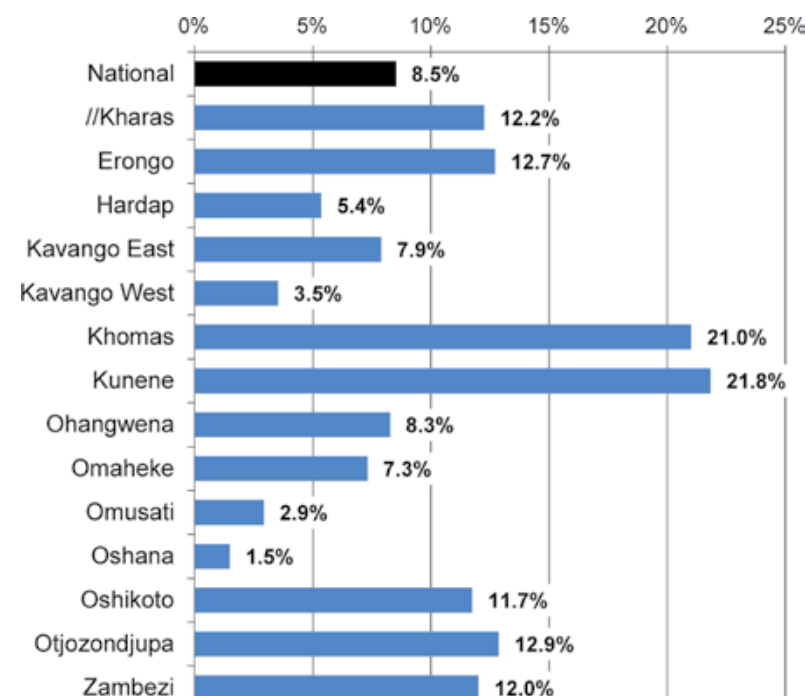
Figure 5: Percentage of learners in afternoon classes (nationally)

Table 6: Changes in the number of schools from 2011 to 2017

| Region | Years | | | | | | | Growth Rate from 2011 to 2017 | Percentage Change from 2016 to 2017 |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------------------|-------------------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| //Kharas | 49 | 49 | 48 | 49 | 50 | 52 | 55 | 12.2% | 5.8% |
| Erongo | 63 | 66 | 64 | 61 | 63 | 65 | 71 | 12.7% | 9.2% |
| Hardap | 56 | 55 | 55 | 56 | 57 | 58 | 59 | 5.4% | 1.7% |
| Kavango East | 152 | 152 | 153 | 153 | 158 | 163 | 164 | 7.9% | 0.6% |
| Kavango West | 170 | 171 | 172 | 172 | 176 | 176 | 176 | 3.5% | 0.0% |
| Khomas | 100 | 100 | 103 | 106 | 107 | 117 | 121 | 21.0% | 3.4% |
| Kunene | 55 | 60 | 63 | 63 | 68 | 73 | 67 | 21.8% | -8.2% |
| Ohangwena | 242 | 243 | 243 | 249 | 252 | 257 | 262 | 8.3% | 1.9% |
| Omaheke | 41 | 42 | 42 | 43 | 43 | 44 | 44 | 7.3% | 0.0% |
| Omusati | 274 | 274 | 275 | 274 | 276 | 280 | 282 | 2.9% | 0.7% |
| Oshana | 135 | 137 | 139 | 137 | 138 | 135 | 137 | 1.5% | 1.5% |
| Oshikoto | 196 | 200 | 202 | 203 | 212 | 219 | 219 | 11.7% | 0.0% |
| Otjozondjupa | 70 | 72 | 72 | 73 | 76 | 78 | 79 | 12.9% | 1.3% |
| Zambezi | 100 | 102 | 102 | 106 | 107 | 109 | 112 | 12.0% | 2.8% |
| National | 1,703 | 1,723 | 1,733 | 1,745 | 1,783 | 1,826 | 1,848 | 8.5% | 1.2% |

Table 6 shows that the total number of schools in Namibia increased from 1,703 in 2011 to 1,848 in 2017, representing a growth of 8.5% from 2011 to 2017, as Figure 6a indicates. Figure 6b indicates the growth per region from 2016 to 2017. Khomas, Kunene and Otjozondjupa have had a relatively high growth rate in the number of schools between 2011 and 2017.

Figure 6a: Numbers of schools in 2011-2017**Figure 6b: Percentage increase (growth) of schools from 2011 to 2017 for each region**

Chapter 2:

ENROLMENTS

Chapter 2 focuses on the learner. The 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. The numbers of learners enrolled in private and government schools in different phases are provided for each region. Comparative information is provided for the last seven years (2011-2017) to show how enrolments have changed in each grade, phase and region. Rates of growth over the same seven-year period are also compared for males and females in each region.

Two tables provide information on the numbers of learners enrolled for different subjects. Although curricula prescribe that a number of core subjects be taught in each phase, a wide variety of other subjects are also taught. This means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census (AEC) forms. In addition there is some uncertainty about the correct and appropriate naming of various subjects as new subjects are introduced and others are phased out. These methodological limitations notwithstanding, the tables provide useful information on the numbers of learners taught different subjects in 2017.

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

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

Finally, an important reminder: In 2017 the implementation of the new Curriculum was completed for the Primary phase, and the range of grades is now subdivided into five phases instead of four: **Junior Primary** (Grades 0-3); **Senior Primary** (Grades 4-7); **Junior Secondary** (Grades 8-9); **Senior Secondary** (Grades 10-11); and **Namibia Senior Secondary Higher Level** (Grade 12). In this report the data for the Primary phases is recorded in accordance with the new Curriculum, whereas the data for the Secondary phases is recorded as before, because the new Curriculum has not yet been implemented in the Secondary phases.



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 | 22,045 | 16,011 | 8,338 | 7,673 | 5,963 | 4,745 | 1,218 | 71 |
| Erongo | 41,287 | 29,006 | 14,906 | 14,100 | 12,082 | 9,173 | 2,909 | 199 |
| Hardap | 24,954 | 17,918 | 9,183 | 8,735 | 6,735 | 5,662 | 1,073 | 301 |
| Kavango East | 59,129 | 43,413 | 23,551 | 19,862 | 15,607 | 12,086 | 3,521 | 109 |
| Kavango West | 40,025 | 31,881 | 18,252 | 13,629 | 8,046 | 6,858 | 1,188 | 98 |
| Khomas | 88,429 | 61,470 | 31,674 | 29,796 | 26,099 | 19,050 | 7,049 | 860 |
| Kunene | 27,737 | 22,258 | 12,489 | 9,769 | 5,465 | 4,705 | 760 | 14 |
| Ohangwena | 101,250 | 72,224 | 36,156 | 36,068 | 29,026 | 23,142 | 5,884 | - |
| Omaheke | 21,923 | 16,897 | 8,825 | 8,072 | 4,998 | 4,276 | 722 | 28 |
| Omusati | 93,223 | 65,557 | 33,611 | 31,946 | 27,666 | 20,656 | 7,010 | - |
| Oshana | 52,860 | 34,861 | 17,619 | 17,242 | 17,999 | 12,704 | 5,295 | - |
| Oshikoto | 68,008 | 47,973 | 24,527 | 23,446 | 20,035 | 14,721 | 5,314 | - |
| Otjozondjupa | 44,996 | 34,007 | 17,778 | 16,229 | 10,785 | 8,828 | 1,957 | 204 |
| Zambezi | 36,382 | 24,627 | 13,302 | 11,325 | 11,746 | 8,747 | 2,999 | 9 |
| National | 722,248 | 518,103 | 270,211 | 247,892 | 202,252 | 155,353 | 46,899 | 1,893 |

Table 7 shows the numbers of learners enrolled in each school phase in each region in 2017.

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 (71.7%) of all learners in the country enrolled in the Primary phase; just under one-third (28.0%) enrolled in the Secondary phase; and only 0.3% enrolled in “Other” grades.

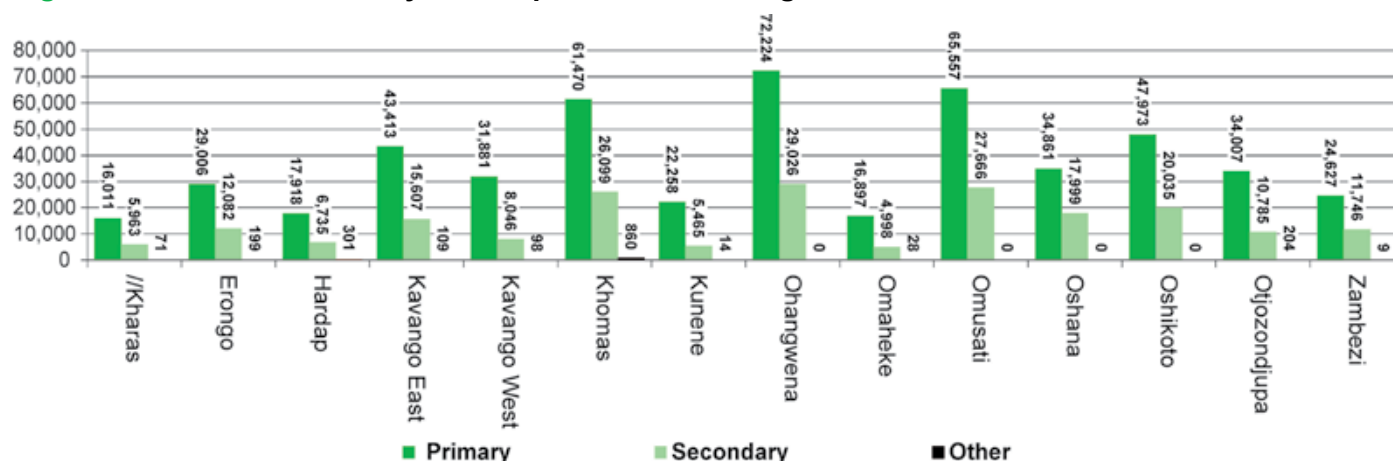
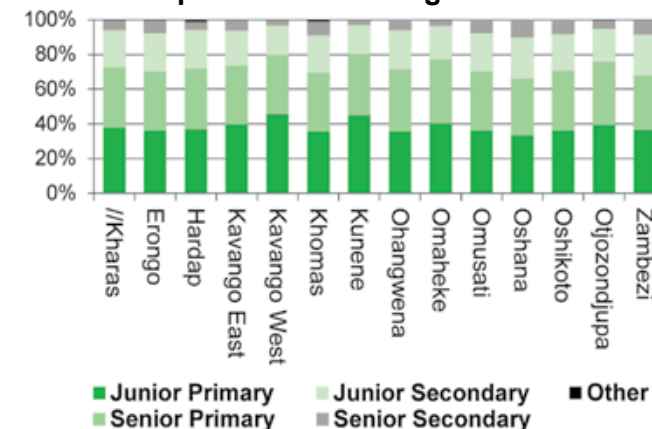
Figure 7a: Total enrolment by school phases in each region**Figure 7b: Percentage of enrolment by school phases in each region**

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 | 51.1% | 50.0% | 50.2% | 49.7% | 54.2% | 53.4% | 57.1% | 40.8% |
| Erongo | 51.6% | 50.6% | 49.9% | 51.2% | 54.3% | 53.3% | 57.6% | 37.2% |
| Hardap | 50.4% | 49.9% | 49.5% | 50.2% | 52.4% | 51.8% | 55.9% | 36.9% |
| Kavango East | 49.7% | 49.4% | 48.7% | 50.3% | 50.3% | 50.6% | 49.1% | 49.5% |
| Kavango West | 48.8% | 48.8% | 48.1% | 49.7% | 49.1% | 49.8% | 44.9% | 34.7% |
| Khomas | 51.7% | 50.8% | 50.4% | 51.2% | 54.3% | 53.2% | 57.2% | 33.7% |
| Kunene | 49.0% | 49.2% | 49.3% | 49.1% | 48.4% | 48.8% | 45.5% | 28.6% |
| Ohangwena | 49.6% | 48.6% | 48.6% | 48.7% | 52.1% | 51.7% | 53.8% | - |
| Omaheke | 50.0% | 49.6% | 48.9% | 50.3% | 51.5% | 51.2% | 53.2% | 14.3% |
| Omusati | 49.5% | 48.4% | 48.3% | 48.5% | 52.0% | 51.4% | 53.7% | - |
| Oshana | 50.6% | 49.6% | 49.6% | 49.7% | 52.6% | 51.3% | 55.8% | - |
| Oshikoto | 49.3% | 47.8% | 47.9% | 47.6% | 53.0% | 52.4% | 54.6% | - |
| Otjozondjupa | 50.7% | 50.1% | 49.4% | 50.8% | 52.8% | 52.1% | 56.0% | 38.2% |
| Zambezi | 49.1% | 48.7% | 48.0% | 49.5% | 49.9% | 49.6% | 50.9% | 22.2% |
| National | 50.1% | 49.3% | 49.0% | 49.6% | 52.2% | 51.7% | 54.1% | 35.9% |

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 2017, 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 49.6% in Senior Primary. This gradual growth trend continued as females learners progressed through the schooling system, to reach 51.7% in the Junior Secondary phase and a peak of 54.1% in Senior Secondary. There were more female learners than male learners in the Senior Secondary phase in all regions except Kavango East (49.1%), Kavango West (44.9%) and Kunene (45.5%). In Oshana, Ohangwena, Omusati and Oshana, all learners are reported under regular grades, hence the blank cells under “Other” in this table.

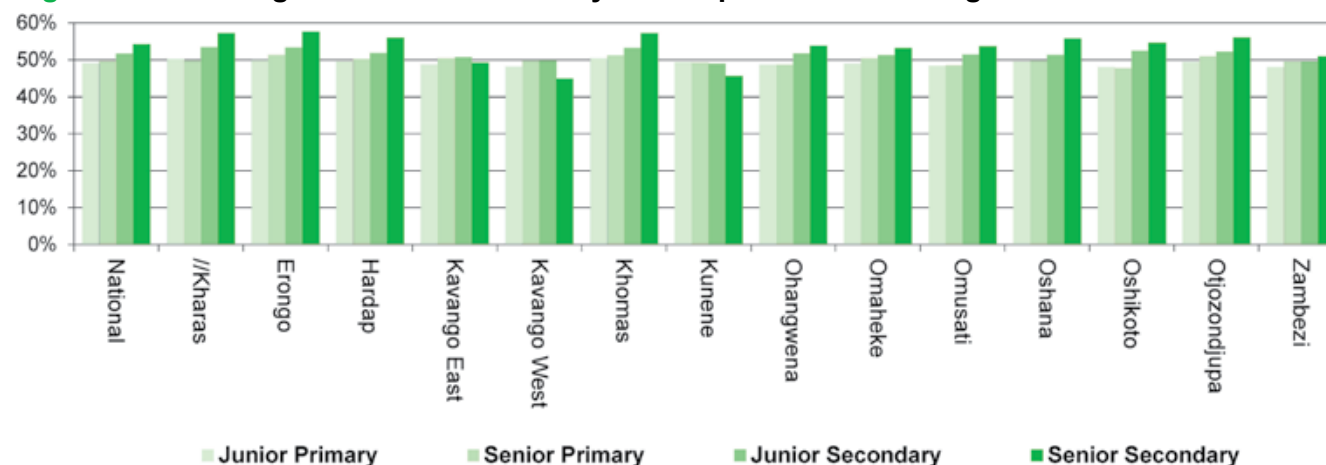
Figure 8: Percentage of female learners by school phases in each region

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

| Region | Total | Primary | | | Secondary | | | Other |
|-----------------|---------------|------------------|----------------|----------------|--------------------|------------------|------------------|------------|
| | | Subtotal Primary | Junior Primary | Senior Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| //Kharas | 804 | 577 | 309 | 268 | 221 | 175 | 46 | 6 |
| Erongo | 1,319 | 941 | 508 | 433 | 365 | 277 | 88 | 13 |
| Hardap | 894 | 642 | 338 | 304 | 232 | 192 | 40 | 20 |
| Kavango East | 1,720 | 1,302 | 766 | 536 | 408 | 317 | 91 | 10 |
| Kavango West | 1,312 | 1,102 | 696 | 406 | 205 | 177 | 28 | 5 |
| Khomas | 2,829 | 1,888 | 982 | 906 | 871 | 628 | 243 | 70 |
| Kunene | 996 | 824 | 488 | 336 | 171 | 146 | 25 | 1 |
| Ohangwena | 3,370 | 2,422 | 1,226 | 1,196 | 948 | 795 | 153 | 0 |
| Omaheke | 708 | 547 | 292 | 255 | 159 | 133 | 26 | 2 |
| Omusati | 3,295 | 2,365 | 1,224 | 1,141 | 930 | 748 | 182 | 0 |
| Oshana | 1,806 | 1,219 | 631 | 588 | 587 | 435 | 152 | 0 |
| Oshikoto | 2,436 | 1,778 | 940 | 838 | 658 | 515 | 143 | 0 |
| Otjozondjupa | 1,399 | 1,050 | 562 | 488 | 335 | 271 | 64 | 14 |
| Zambezi | 1,241 | 904 | 497 | 407 | 336 | 257 | 79 | 1 |
| National | 24,129 | 17,561 | 9,459 | 8,102 | 6,426 | 5,066 | 1,360 | 142 |

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

The total number of class groups reported for 2017 was 24,129, with 17,561 in the Primary phase and 6,426 in the Secondary phase.

Figure 9 shows the percentages of class groups in the different school phases in each region. For instance, Kavango West had a relatively high percentage (53.1%) of class groups in the Junior Primary phase, and much lower percentages in the other phases, i.e. Senior Primary and Junior and Senior Secondary.

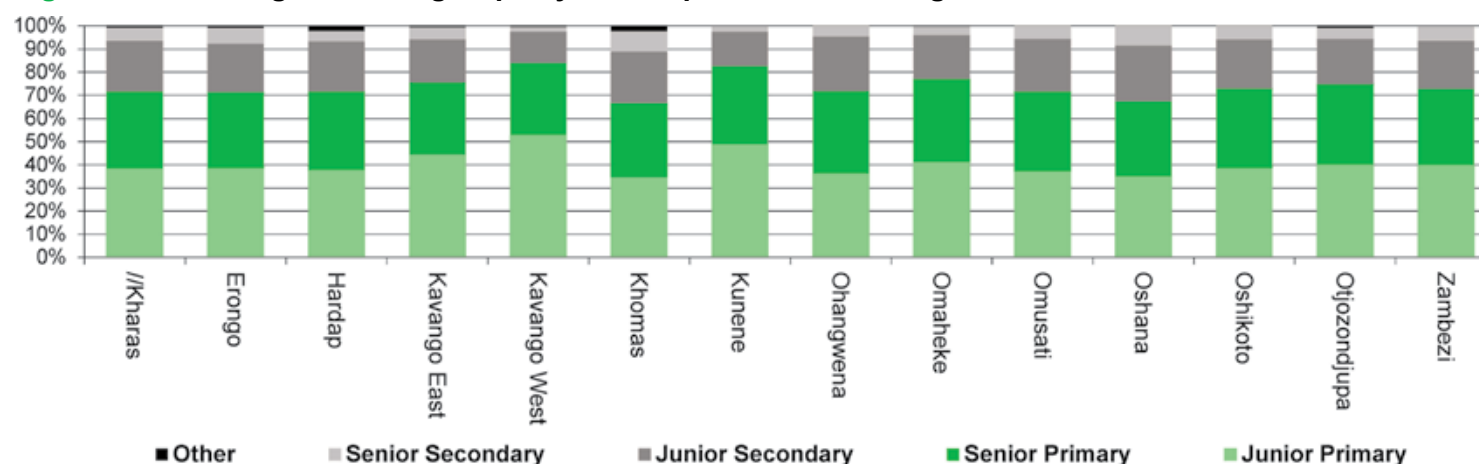
Figure 9: Percentage of class groups by school phases in each region

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

| Region | Total | Primary | | | Secondary | | | Other |
|-----------------|-------------|------------------|----------------|----------------|--------------------|------------------|------------------|-------------|
| | | Subtotal Primary | Junior Primary | Senior Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| //Kharas | 27.4 | 27.7 | 27.0 | 28.6 | 27.0 | 27.1 | 26.5 | 11.8 |
| Erongo | 31.3 | 30.8 | 29.3 | 32.6 | 33.1 | 33.1 | 33.1 | 15.3 |
| Hardap | 27.9 | 27.9 | 27.2 | 28.7 | 29.0 | 29.5 | 26.8 | 15.1 |
| Kavango East | 34.4 | 33.3 | 30.7 | 37.1 | 38.3 | 38.1 | 38.7 | 10.9 |
| Kavango West | 30.5 | 28.9 | 26.2 | 33.6 | 39.2 | 38.7 | 42.4 | 19.6 |
| Khomas | 31.3 | 32.6 | 32.3 | 32.9 | 30.0 | 30.3 | 29.0 | 12.3 |
| Kunene | 27.8 | 27.0 | 25.6 | 29.1 | 32.0 | 32.2 | 30.4 | 14.0 |
| Ohangwena | 30.0 | 29.8 | 29.5 | 30.2 | 30.6 | 29.1 | 38.5 | - |
| Omaheke | 31.0 | 30.9 | 30.2 | 31.7 | 31.4 | 32.2 | 27.8 | 14.0 |
| Omusati | 28.3 | 27.7 | 27.5 | 28.0 | 29.7 | 27.6 | 38.5 | - |
| Oshana | 29.3 | 28.6 | 27.9 | 29.3 | 30.7 | 29.2 | 34.8 | - |
| Oshikoto | 27.9 | 27.0 | 26.1 | 28.0 | 30.4 | 28.6 | 37.2 | - |
| Otjozondjupa | 32.2 | 32.4 | 31.6 | 33.3 | 32.2 | 32.6 | 30.6 | 14.6 |
| Zambezi | 29.3 | 27.2 | 26.8 | 27.8 | 35.0 | 34.0 | 38.0 | 9.0 |
| National | 29.9 | 29.5 | 28.6 | 30.6 | 31.5 | 30.7 | 34.5 | 13.3 |

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

We can observe that class sizes tended to be smaller in the Junior Primary phase, with a national average size of 28.6, which then gradually increased to 29.5 in Primary and 31.5 in Secondary. Kavango East had the largest average class size (34.4) while //Kharas had the smallest (27.4).

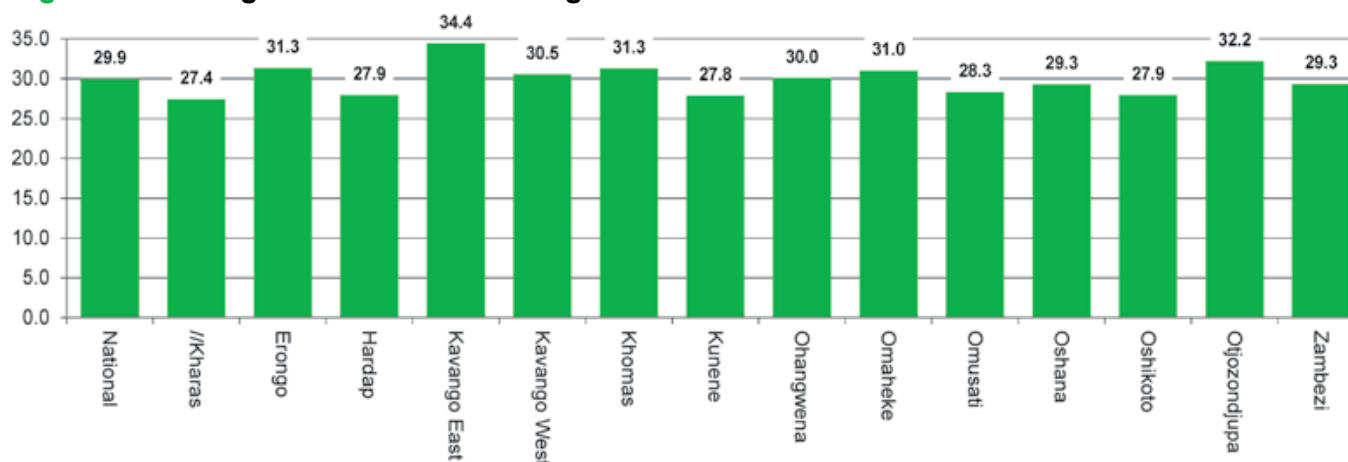
Figure 10: Average class size in each region

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

| Region | Gender | Total | Junior Primary | | | | Senior Primary | | | | Junior Secondary | | | Senior Secondary | |
|--------------|--------------|----------------|----------------|---------------|--------------|--------------|----------------|--------------|--------------|--------------|------------------|--------------|--------------|------------------|--------------|
| | | | Grade 0 | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| //Kharas | Total | 21,974 | 1,633 | 2,410 | 2,302 | 1,993 | 2,221 | 2,076 | 1,838 | 1,538 | 1,835 | 1,546 | 1,364 | 636 | 582 |
| | Female | 11,230 | 818 | 1,205 | 1,162 | 1,000 | 1,069 | 1,031 | 918 | 798 | 967 | 843 | 723 | 353 | 343 |
| | Male | 10,744 | 815 | 1,205 | 1,140 | 993 | 1,152 | 1,045 | 920 | 740 | 868 | 703 | 641 | 283 | 239 |
| Erongo | Total | 41,088 | 1,915 | 4,713 | 4,220 | 4,058 | 4,249 | 3,521 | 3,511 | 2,819 | 3,306 | 2,930 | 2,937 | 1,557 | 1,352 |
| | Female | 21,228 | 959 | 2,280 | 2,153 | 2,045 | 2,155 | 1,830 | 1,792 | 1,449 | 1,719 | 1,555 | 1,615 | 886 | 790 |
| | Male | 19,860 | 956 | 2,433 | 2,067 | 2,013 | 2,094 | 1,691 | 1,719 | 1,370 | 1,587 | 1,375 | 1,322 | 671 | 562 |
| Hardap | Total | 24,653 | 1,741 | 2,719 | 2,316 | 2,407 | 2,572 | 2,171 | 2,058 | 1,934 | 2,517 | 1,618 | 1,527 | 544 | 529 |
| | Female | 12,466 | 880 | 1,300 | 1,162 | 1,207 | 1,245 | 1,081 | 1,042 | 1,017 | 1,314 | 832 | 786 | 304 | 296 |
| | Male | 12,187 | 861 | 1,419 | 1,154 | 1,200 | 1,327 | 1,090 | 1,016 | 917 | 1,203 | 786 | 741 | 240 | 233 |
| Kavango East | Total | 59,020 | 2,868 | 7,718 | 6,628 | 6,337 | 6,197 | 5,327 | 4,623 | 3,715 | 4,837 | 4,215 | 3,034 | 1,790 | 1,731 |
| | Female | 29,310 | 1,414 | 3,718 | 3,230 | 3,102 | 3,034 | 2,695 | 2,404 | 1,867 | 2,408 | 2,111 | 1,598 | 868 | 861 |
| | Male | 29,710 | 1,454 | 4,000 | 3,398 | 3,235 | 3,163 | 2,632 | 2,219 | 1,848 | 2,429 | 2,104 | 1,436 | 922 | 870 |
| Kavango West | Total | 39,927 | 2,582 | 6,042 | 5,048 | 4,580 | 4,428 | 3,647 | 3,150 | 2,404 | 2,953 | 2,522 | 1,383 | 638 | 550 |
| | Female | 19,510 | 1,313 | 2,852 | 2,384 | 2,237 | 2,139 | 1,804 | 1,636 | 1,197 | 1,423 | 1,283 | 709 | 306 | 227 |
| | Male | 20,417 | 1,269 | 3,190 | 2,664 | 2,343 | 2,289 | 1,843 | 1,514 | 1,207 | 1,530 | 1,239 | 674 | 332 | 323 |
| Komas | Total | 87,569 | 5,291 | 9,195 | 8,622 | 8,566 | 8,284 | 7,498 | 7,285 | 6,729 | 6,802 | 6,469 | 5,779 | 3,658 | 3,391 |
| | Female | 45,396 | 2,763 | 4,625 | 4,288 | 4,289 | 4,126 | 3,874 | 3,717 | 3,551 | 3,570 | 3,403 | 3,161 | 2,065 | 1,964 |
| | Male | 42,173 | 2,528 | 4,570 | 4,334 | 4,277 | 4,158 | 3,624 | 3,568 | 3,178 | 3,232 | 3,066 | 2,618 | 1,593 | 1,427 |
| Kunene | Total | 27,723 | 1,854 | 3,974 | 3,488 | 3,173 | 3,170 | 2,474 | 2,233 | 1,892 | 2,099 | 1,656 | 950 | 467 | 293 |
| | Female | 13,595 | 975 | 1,969 | 1,685 | 1,523 | 1,486 | 1,270 | 1,103 | 940 | 997 | 830 | 471 | 190 | 156 |
| | Male | 14,128 | 879 | 2,005 | 1,803 | 1,650 | 1,684 | 1,204 | 1,130 | 952 | 1,102 | 826 | 479 | 277 | 137 |
| Ohangwena | Total | 101,250 | 5,077 | 11,499 | 9,978 | 9,602 | 10,622 | 9,645 | 8,534 | 7,267 | 8,591 | 8,137 | 6,414 | 3,148 | 2,736 |
| | Female | 50,245 | 2,633 | 5,493 | 4,760 | 4,683 | 4,997 | 4,676 | 4,222 | 3,658 | 4,341 | 4,198 | 3,420 | 1,721 | 1,443 |
| | Male | 51,005 | 2,444 | 6,006 | 5,218 | 4,919 | 5,625 | 4,969 | 4,312 | 3,609 | 4,250 | 3,939 | 2,994 | 1,427 | 1,293 |
| Omaheke | Total | 21,895 | 1,249 | 2,761 | 2,508 | 2,307 | 2,510 | 2,258 | 1,870 | 1,434 | 1,905 | 1,344 | 1,027 | 423 | 299 |
| | Female | 10,951 | 630 | 1,339 | 1,169 | 1,176 | 1,234 | 1,079 | 1,000 | 751 | 982 | 648 | 559 | 217 | 167 |
| | Male | 10,944 | 619 | 1,422 | 1,339 | 1,131 | 1,276 | 1,179 | 870 | 683 | 923 | 696 | 468 | 206 | 132 |

Table 11 continued

| Region | Gender | Total | Junior Primary | | | | Senior Primary | | | | Junior Secondary | | | Senior Secondary | |
|--------------|--------|---------|----------------|---------|---------|---------|----------------|---------|---------|---------|------------------|---------|----------|------------------|----------|
| | | | Grade 0 | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Omusati | Total | 93,223 | 4,811 | 10,898 | 9,280 | 8,622 | 9,257 | 8,412 | 7,754 | 6,523 | 8,045 | 7,192 | 5,419 | 3,713 | 3,297 |
| | Female | 46,111 | 2,497 | 5,148 | 4,435 | 4,160 | 4,354 | 4,119 | 3,814 | 3,209 | 3,995 | 3,663 | 2,956 | 1,997 | 1,764 |
| | Male | 47,112 | 2,314 | 5,750 | 4,845 | 4,462 | 4,903 | 4,293 | 3,940 | 3,314 | 4,050 | 3,529 | 2,463 | 1,716 | 1,533 |
| Oshana | Total | 52,860 | 3,083 | 5,247 | 4,745 | 4,544 | 4,715 | 4,371 | 4,280 | 3,876 | 4,848 | 4,337 | 3,519 | 2,735 | 2,560 |
| | Female | 26,764 | 1,553 | 2,558 | 2,341 | 2,282 | 2,322 | 2,158 | 2,112 | 1,973 | 2,393 | 2,256 | 1,864 | 1,471 | 1,481 |
| | Male | 26,096 | 1,530 | 2,689 | 2,404 | 2,262 | 2,393 | 2,213 | 2,168 | 1,903 | 2,455 | 2,081 | 1,655 | 1,264 | 1,079 |
| Oshikoto | Total | 68,008 | 4,344 | 7,234 | 6,651 | 6,298 | 7,100 | 5,969 | 5,801 | 4,576 | 5,785 | 5,476 | 3,460 | 2,782 | 2,532 |
| | Female | 33,535 | 2,196 | 3,398 | 3,132 | 3,034 | 3,253 | 2,823 | 2,802 | 2,284 | 2,978 | 2,874 | 1,861 | 1,539 | 1,361 |
| | Male | 34,473 | 2,148 | 3,836 | 3,519 | 3,264 | 3,847 | 3,146 | 2,999 | 2,292 | 2,807 | 2,602 | 1,599 | 1,243 | 1,171 |
| Otjozondjupa | Total | 44,792 | 2,638 | 5,548 | 4,943 | 4,649 | 5,051 | 4,162 | 3,751 | 3,265 | 3,735 | 2,979 | 2,114 | 1,000 | 957 |
| | Female | 22,718 | 1,344 | 2,670 | 2,475 | 2,285 | 2,510 | 2,115 | 1,901 | 1,724 | 1,899 | 1,568 | 1,131 | 538 | 558 |
| | Male | 22,074 | 1,294 | 2,878 | 2,468 | 2,364 | 2,541 | 2,047 | 1,850 | 1,541 | 1,836 | 1,411 | 983 | 462 | 399 |
| Zambezi | Total | 36,373 | 2,657 | 4,014 | 3,411 | 3,220 | 3,250 | 2,917 | 2,746 | 2,412 | 2,977 | 3,141 | 2,629 | 1,681 | 1,318 |
| | Female | 17,857 | 1,287 | 1,936 | 1,603 | 1,560 | 1,602 | 1,456 | 1,373 | 1,179 | 1,427 | 1,537 | 1,372 | 840 | 685 |
| | Male | 18,516 | 1,370 | 2,078 | 1,808 | 1,660 | 1,648 | 1,461 | 1,373 | 1,233 | 1,550 | 1,604 | 1,257 | 841 | 633 |
| National | Total | 720,355 | 41,743 | 83,972 | 74,140 | 70,356 | 73,626 | 64,448 | 59,434 | 50,384 | 60,235 | 53,562 | 41,556 | 24,772 | 22,127 |
| | Female | 360,916 | 21,262 | 40,491 | 35,979 | 34,583 | 35,526 | 32,011 | 29,836 | 25,597 | 30,413 | 27,601 | 22,226 | 13,295 | 12,096 |
| | Male | 359,439 | 20,481 | 43,481 | 38,161 | 35,773 | 38,100 | 32,437 | 29,598 | 24,787 | 29,822 | 25,961 | 19,330 | 11,477 | 10,031 |

The enrolments of female and male learners in Grades 0-12 are recorded in Table 11 for the benefit of readers requiring the actual numbers. Figure 11 is a graphical representation of the information presented in Table 11. As in previous tables, the enrolment peaks in Junior Primary and falls with increasing grade levels. Related indicators, i.e. percentages of female learners and 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.

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

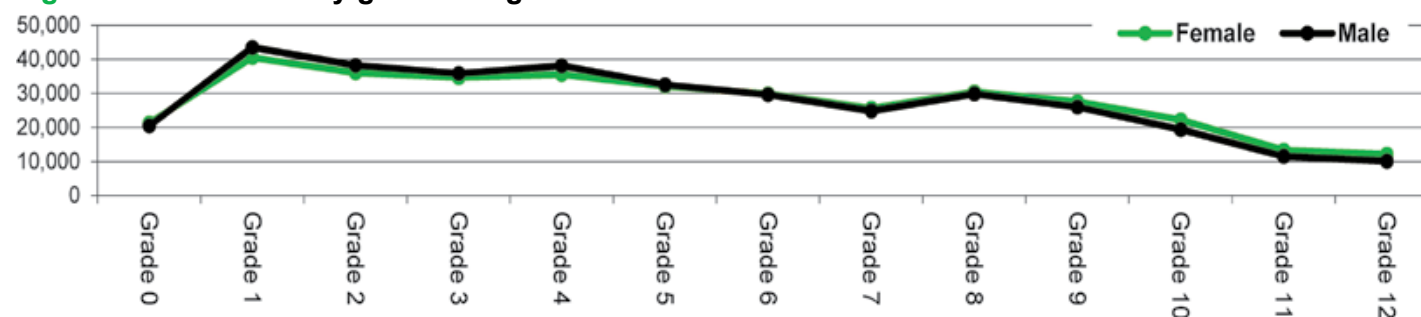


Table 12: Enrolments and class groups in “other” grades

| Region | Indicator | Other | Grade 13 | Elementary Vocational | Intermediate Vocational | Advanced Vocational | Special Classes | Special Grade 6 | Special Grade 7 | Special Grade 8 | Special Grade 9 | Special Grade 10 | Special Grade 11 | Special Grade 12 | Mentally Challenged |
|--------------|--------------------|-------|----------|-----------------------|-------------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|---------------------|
| //Kharas | Enrolment | 71 | - | - | - | - | - | 63 | - | - | - | - | - | - | 8 |
| | Female enrolment | 29 | - | - | - | - | - | 27 | - | - | - | - | - | - | 2 |
| | Male enrolment | 42 | - | - | - | - | - | 36 | - | - | - | - | - | - | 6 |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | 0 |
| | Classgroups | 6 | - | - | - | - | - | - | - | - | - | - | - | - | 1 |
| | Average class size | 12 | - | - | - | - | - | - | - | - | - | - | - | - | 8 |
| Erongo | Enrolment | 199 | - | - | - | - | - | 199 | - | - | - | - | - | - | - |
| | Female enrolment | 74 | - | - | - | - | - | 74 | - | - | - | - | - | - | - |
| | Male enrolment | 125 | - | - | - | - | - | 125 | - | - | - | - | - | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 13 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hardap | Enrolment | 301 | - | - | - | - | 30 | 257 | - | - | - | - | 14 | - | - |
| | Female enrolment | 111 | - | - | - | - | 11 | 95 | - | - | - | - | 5 | - | - |
| | Male enrolment | 190 | - | - | - | - | 19 | 162 | - | - | - | - | 9 | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 20 | - | - | - | - | 1 | - | - | - | - | - | - | - | - |
| | Average class size | 13 | - | - | - | - | 30 | - | - | - | - | - | - | - | - |
| Kavango East | Enrolment | 109 | - | - | - | - | - | 82 | 15 | 12 | - | - | - | - | - |
| | Female enrolment | 54 | - | - | - | - | - | 43 | 9 | 2 | - | - | - | - | - |
| | Male enrolment | 55 | - | - | - | - | - | 39 | 6 | 10 | - | - | - | - | - |
| | % female | 0 | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| | Classgroups | 10 | - | - | - | - | - | 8 | 1 | - | - | - | - | - | - |
| | Average class size | 13 | - | - | - | - | - | 10 | 15 | - | - | - | - | - | - |
| Kavango West | Enrolment | 98 | - | - | - | - | - | 20 | - | 39 | 15 | 13 | 11 | - | - |
| | Female enrolment | 34 | - | - | - | - | - | 7 | - | 20 | 3 | 2 | 2 | - | - |
| | Male enrolment | 64 | - | - | - | - | - | 13 | - | 19 | 12 | 11 | 9 | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 5 | - | - | - | - | - | 1 | - | 1 | 1 | 1 | 1 | - | - |
| | Average class size | 21 | - | - | - | - | - | - | - | 39 | 15 | 13 | - | - | - |
| Khomas | Enrolment | 860 | 17 | 142 | 61 | - | 34 | 303 | - | - | - | - | - | 65 | 238 |
| | Female enrolment | 290 | 10 | 30 | 4 | - | - | 84 | - | - | - | - | - | 65 | 97 |
| | Male enrolment | 570 | 7 | 112 | 57 | - | 34 | 219 | - | - | - | - | - | - | 141 |
| | % female | - | 1 | - | - | - | - | - | - | - | - | - | - | 1 | 0 |
| | Classgroups | 70 | 1 | 7 | 6 | - | 3 | - | - | - | - | - | - | 8 | 25 |
| | Average class size | 12 | 17 | 20 | 10 | - | 11 | - | - | - | - | - | - | 8 | 10 |
| Kunene | Enrolment | 14 | - | - | - | - | - | 14 | - | - | - | - | - | - | - |
| | Female enrolment | 4 | - | - | - | - | - | 4 | - | - | - | - | - | - | - |
| | Male enrolment | 10 | - | - | - | - | - | 10 | - | - | - | - | - | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ohangwena | Enrolment | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 18 | - | - | - | - | - | - | - | - | - | - | - | - | - |

Table 12 continued

| Region | Indicator | Other | Grade 13 | Elementary Vocational | Intermediate Vocational | Advanced Vocational | Special Classes | Special Grade 6 | Special Grade 7 | Special Grade 8 | Special Grade 9 | Special Grade 10 | Special Grade 11 | Special Grade 12 | Mentally Challenged |
|-----------------|---------------------------|--------------|-----------|-----------------------|-------------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|---------------------|
| Omaheke | Enrolment | 28 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 24 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 14 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Omusati | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 33 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Oshana | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Oshikoto | Enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Otjozondjupa | Enrolment | 204 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 78 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 126 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 14 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 33 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Zambezi | Enrolment | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 7 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| National | Enrolment | 1,893 | 17 | 142 | 61 | - | 64 | 1,179 | 15 | 51 | 15 | 13 | 25 | 65 | 246 |
| | Female enrolment | 680 | 10 | 30 | 4 | - | 11 | 418 | 9 | 22 | 3 | 2 | 7 | 65 | 99 |
| | Male enrolment | 1,213 | 7 | 112 | 57 | - | 53 | 761 | 6 | 29 | 12 | 11 | 18 | - | 147 |
| | % female | 0 | 1 | - | - | - | - | - | - | - | 0 | 0 | - | 1 | 0 |
| | Classgroups | 142 | 1 | 7 | 6 | - | 4 | 83 | 1 | 2 | 1 | 1 | 2 | 8 | 26 |
| | Average class size | 14 | 17 | 20 | 10 | - | 16 | 14 | 15 | 26 | 15 | 13 | 13 | 8 | 9 |

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

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

Table 13: Enrolments in state and private schools

| Region | Control of School | Total | Primary | | | Secondary | | | Other |
|--------------|-------------------|----------------|------------------|----------------|----------------|--------------------|------------------|------------------|------------|
| | | | Subtotal Primary | Junior Primary | Senior Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| //Kharas | Total | 22,045 | 16,011 | 8,338 | 7,673 | 5,963 | 4,745 | 1,218 | 71 |
| | State | 19,585 | 13,884 | 7,078 | 6,806 | 5,653 | 4,564 | 1,089 | 48 |
| | Private | 2,460 | 2,127 | 1,260 | 867 | 310 | 181 | 129 | 23 |
| Erongo | Total | 41,287 | 29,006 | 14,906 | 14,100 | 12,082 | 9,173 | 2,909 | 199 |
| | State | 36,764 | 25,830 | 13,140 | 12,690 | 10,795 | 8,332 | 2,463 | 139 |
| | Private | 4,523 | 3,176 | 1,766 | 1,410 | 1,287 | 841 | 446 | 60 |
| Hardap | Total | 24,954 | 17,918 | 9,183 | 8,735 | 6,735 | 5,662 | 1,073 | 301 |
| | State | 24,245 | 17,493 | 8,962 | 8,531 | 6,465 | 5,510 | 955 | 287 |
| | Private | 709 | 425 | 221 | 204 | 270 | 152 | 118 | 14 |
| Kavango East | Total | 59,129 | 43,413 | 23,551 | 19,862 | 15,607 | 12,086 | 3,521 | 109 |
| | State | 56,772 | 41,479 | 21,961 | 19,518 | 15,184 | 11,781 | 3,403 | 109 |
| | Private | 2,357 | 1,934 | 1,590 | 344 | 423 | 305 | 118 | - |
| Kavango West | Total | 40,025 | 31,881 | 18,252 | 13,629 | 8,046 | 6,858 | 1,188 | 98 |
| | State | 39,658 | 31,881 | 18,252 | 13,629 | 7,679 | 6,609 | 1,070 | 98 |
| | Private | 367 | - | - | - | 367 | 249 | 118 | - |
| Komas | Total | 88,429 | 61,470 | 31,674 | 29,796 | 26,099 | 19,050 | 7,049 | 860 |
| | State | 71,322 | 48,804 | 23,725 | 25,079 | 21,720 | 16,263 | 5,457 | 798 |
| | Private | 17,107 | 12,666 | 7,949 | 4,717 | 4,379 | 2,787 | 1,592 | 62 |
| Kunene | Total | 27,737 | 22,258 | 12,489 | 9,769 | 5,465 | 4,705 | 760 | 14 |
| | State | 27,163 | 21,783 | 12,255 | 9,528 | 5,366 | 4,640 | 726 | 14 |
| | Private | 574 | 475 | 234 | 241 | 99 | 65 | 34 | - |
| Ohangwena | Total | 101,250 | 72,224 | 36,156 | 36,068 | 29,026 | 23,142 | 5,884 | - |
| | State | 97,871 | 69,486 | 34,527 | 34,959 | 28,385 | 22,745 | 5,640 | - |
| | Private | 3,379 | 2,738 | 1,629 | 1,109 | 641 | 397 | 244 | - |
| Omaheke | Total | 21,923 | 16,897 | 8,825 | 8,072 | 4,998 | 4,276 | 722 | 28 |
| | State | 19,846 | 15,418 | 8,115 | 7,303 | 4,400 | 3,785 | 615 | 28 |
| | Private | 2,077 | 1,479 | 710 | 769 | 598 | 491 | 107 | - |
| Omusati | Total | 93,223 | 65,557 | 33,611 | 31,946 | 27,666 | 20,656 | 7,010 | - |
| | State | 90,860 | 63,764 | 32,549 | 31,215 | 27,096 | 20,265 | 6,831 | - |
| | Private | 2,363 | 1,793 | 1,062 | 731 | 570 | 391 | 179 | - |

Table 13 continued

| Region | Control of School | Total | Primary | | | Secondary | | | Other |
|-----------------|-------------------|----------------|------------------|----------------|----------------|--------------------|------------------|------------------|--------------|
| | | | Subtotal Primary | Junior Primary | Senior Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| Oshana | Total | 52,860 | 34,861 | 17,619 | 17,242 | 17,999 | 12,704 | 5,295 | - |
| | State | 49,530 | 31,781 | 15,656 | 16,125 | 17,749 | 12,454 | 5,295 | - |
| | Private | 3,330 | 3,080 | 1,963 | 1,117 | 250 | 250 | - | - |
| Oshikoto | Total | 68,008 | 47,973 | 24,527 | 23,446 | 20,035 | 14,721 | 5,314 | - |
| | State | 63,884 | 44,676 | 22,664 | 22,012 | 19,208 | 14,165 | 5,043 | - |
| | Private | 4,124 | 3,297 | 1,863 | 1,434 | 827 | 556 | 271 | - |
| Otjozondjupa | Total | 44,996 | 34,007 | 17,778 | 16,229 | 10,785 | 8,828 | 1,957 | 204 |
| | State | 43,604 | 32,828 | 17,064 | 15,764 | 10,580 | 8,699 | 1,881 | 196 |
| | Private | 1,392 | 1,179 | 714 | 465 | 205 | 129 | 76 | 8 |
| Zambezi | Total | 36,382 | 24,627 | 13,302 | 11,325 | 11,746 | 8,747 | 2,999 | 9 |
| | State | 35,016 | 23,752 | 12,773 | 10,979 | 11,255 | 8,464 | 2,791 | 9 |
| | Private | 1,366 | 875 | 529 | 346 | 491 | 283 | 208 | - |
| National | Total | 722,248 | 518,103 | 270,211 | 247,892 | 202,252 | 155,353 | 46,899 | 1,893 |
| | State | 676,120 | 482,859 | 248,721 | 234,138 | 191,535 | 148,276 | 43,259 | 1,726 |
| | Private | 46,128 | 35,244 | 21,490 | 13,754 | 10,717 | 7,077 | 3,640 | 167 |

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 Erongo, //Kharas and Khomas Regions attended private schools in 2017. Khomas had the highest percentage of learners enrolled in private schools (19.3%), while Kavango West had the lowest percentage (0.92%).

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

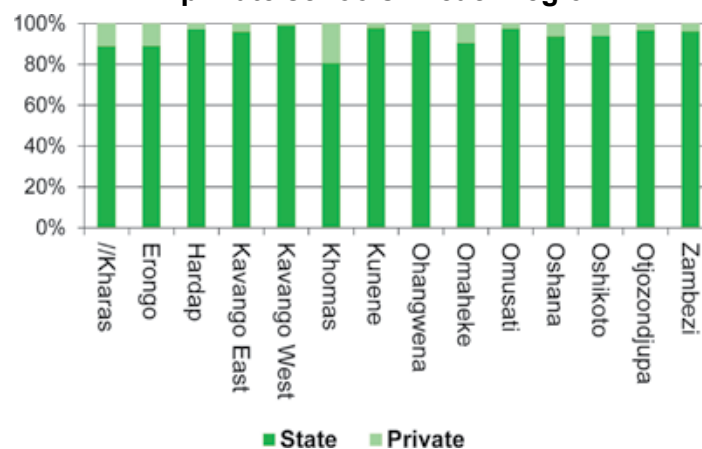


Figure 13b: Percentage of all learners in state and private schools in each school phase

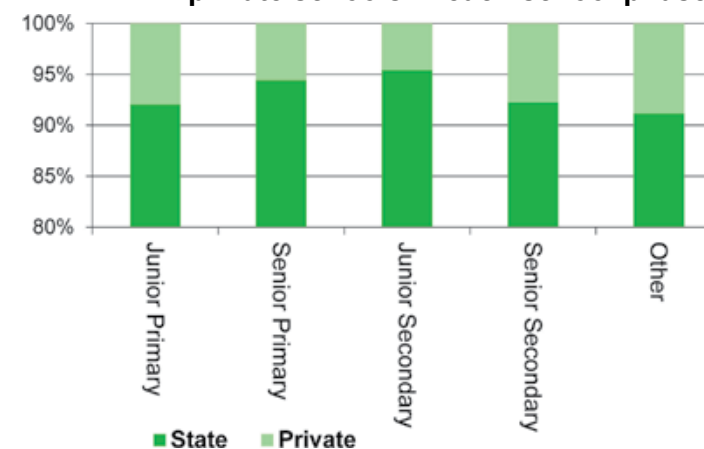


Table 14: Enrolments in primary and junior secondary subjects

| 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 | 6,159 | 120 | 1,814 | 1,879 | 2,346 | 14,918 | 3,936 | 4,019 | 3,643 | 3,320 |
| Afrikaans 2nd Language | 22,603 | 26 | 7,128 | 7,855 | 7,594 | 34,534 | 10,093 | 8,946 | 8,295 | 7,200 |
| Arts (non-productive) | 53,303 | 1,174 | 17,823 | 17,147 | 17,159 | 36,166 | 12,345 | 9,191 | 7,774 | 6,856 |
| Arts in Culture | 593 | 104 | 216 | 123 | 150 | 104 | - | - | - | 104 |
| Basic Information Science | 234 | - | 102 | 62 | 70 | 20,199 | 6,536 | 4,701 | 4,711 | 4,251 |
| Basic Techniques | 368 | - | 42 | 181 | 145 | 271 | 101 | 63 | 73 | 34 |
| Biblical Studies | 37 | - | - | - | 37 | 39 | - | 11 | 6 | 22 |
| Computer Literacy | 689 | - | 171 | 278 | 240 | 5,250 | 1,671 | 1,343 | 1,153 | 1,083 |
| Craft and Technology | 24 | - | - | 24 | - | 85 | 7 | - | 51 | 27 |
| Design and Technology | - | - | - | - | - | 16,204 | 28 | 5,974 | 5,823 | 4,379 |
| Drama | 27 | - | - | - | 27 | 73 | - | 36 | 20 | 17 |
| Electronics | - | - | - | - | - | 86 | - | - | 50 | 36 |
| Elementary Agriculture | - | - | - | - | - | 110,259 | - | 39,829 | 37,407 | 33,023 |
| English 1st Language | 8,046 | 118 | 2,319 | 2,934 | 2,675 | 10,255 | 3,046 | 2,355 | 2,618 | 2,236 |
| English 2nd Language | 87,566 | 726 | 30,473 | 28,696 | 27,671 | 199,380 | 56,427 | 52,790 | 48,680 | 41,483 |
| Environmental Studies | 93,131 | 1,488 | 31,593 | 30,655 | 29,395 | 686 | 653 | 33 | - | - |
| Extraordinary Subject | 421 | - | 92 | 147 | 182 | 407 | 148 | 126 | 60 | 73 |
| French Foreign Language | 59 | - | 24 | 35 | - | 68 | 22 | 23 | 6 | 17 |
| German 1st or Home Language | 25 | - | 4 | 9 | 12 | 208 | 23 | 68 | 38 | 79 |
| German 3rd or Foreign Language | 31 | - | - | - | 31 | 225 | 44 | 53 | 68 | 60 |
| Grade 0 class teaching | 39,987 | 39,987 | - | - | - | - | - | - | - | - |
| Grade 1 class teaching | 52,869 | - | 52,869 | - | - | - | - | - | - | - |
| Grade 2 class teaching | 44,174 | - | - | 44,174 | - | - | - | - | - | - |
| Grade 3 class teaching | 41,566 | - | - | - | 41,566 | - | - | - | - | - |
| Grade 4 class teaching | - | - | - | - | - | - | 12,966 | - | - | - |
| Grade 5 class teaching | - | - | - | - | - | 7,984 | - | 7,984 | - | - |
| Grade 6 class teaching | - | - | - | - | - | 6,985 | - | - | 6,985 | - |
| Grade 7 class teaching | - | - | - | - | - | 5,954 | - | - | - | 5,954 |
| Handwriting | 633 | 61 | 150 | 161 | 261 | - | 50 | - | - | - |
| History and Geography | - | - | - | - | - | 113 | - | 90 | 23 | - |
| Home Ecology | - | - | - | - | - | 23,986 | 90 | 9,393 | 8,437 | 6,066 |
| Individual Learning | 94 | - | 6 | 39 | 49 | 108 | 36 | 53 | - | 19 |
| Integrated Performing Arts | 68 | - | - | 68 | - | 22 | - | - | - | 22 |

| Subject | Junior Secondary | | | |
|--|------------------|---------|---------|----------|
| | Junior Secondary | Grade 8 | Grade 9 | Grade 10 |
| Accounting | 41,033 | 15,192 | 13,764 | 12,077 |
| Afrikaans 1st or Home Language | 6,105 | 2,859 | 2,046 | 1,200 |
| Afrikaans 2nd Language | 26,153 | 9,140 | 8,704 | 8,309 |
| Agriculture | 96,110 | 37,680 | 33,452 | 24,978 |
| Art and Design | 451 | 163 | 181 | 107 |
| Art of Entertainment | 112 | 43 | 69 | - |
| Arts (non-productive) | 419 | 216 | 121 | 82 |
| Arts Appreciation | 133 | 87 | 46 | - |
| Arts in Culture | 6,865 | 3,215 | 2,242 | 1,408 |
| Basic Information Science | 6,010 | 2,497 | 2,318 | 1,195 |
| Biology | 668 | 283 | 144 | 241 |
| Bricklaying and Plastering | 11 | 11 | - | - |
| Business Accounting | 270 | 78 | 105 | 87 |
| Business Economics | 80 | 41 | 18 | 21 |
| Combined Science or Co-ordinated Science | 128 | 90 | - | 38 |
| Computer Literacy | 1,445 | 765 | 505 | 175 |
| Computer Studies | 6,952 | 2,748 | 2,233 | 1,971 |
| Design and Communication | 60 | 51 | - | 9 |
| Design and Technology | 3,593 | 1,166 | 1,279 | 1,148 |
| English 1st Language | 5,128 | 1,909 | 1,800 | 1,419 |
| English 2nd Language | 143,531 | 56,040 | 48,873 | 38,618 |
| Entrepreneurship | 132,166 | 51,175 | 45,850 | 35,141 |
| Fashion and Fabrics | 202 | 179 | 14 | 9 |
| French Foreign Language | 1,275 | 472 | 423 | 380 |
| General Science | 417 | 57 | 263 | 97 |
| Geography | 144,403 | 56,635 | 49,610 | 38,158 |
| German 1st or Home Language | 324 | 127 | 133 | 64 |
| German 3rd or Foreign Language | 3,053 | 1,063 | 1,133 | 857 |
| Hairdressing | 53 | 12 | 15 | 26 |
| History | 143,150 | 55,443 | 49,642 | 38,065 |
| Home Economics | 4,127 | 1,782 | 1,382 | 963 |
| Hotel Management | 113 | 87 | 12 | 14 |
| Individual Learning | 147 | 38 | 12 | 97 |

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 |
| Ju/hoansi | 148 | - | 73 | 43 | 32 | - | - | - | - | - |
| Khoekhoegowab | 8,173 | 74 | 2,712 | 2,758 | 2,629 | 14,737 | 4,379 | 3,953 | 3,549 | 2,856 |
| Life Skills | 30 | - | 25 | 3 | 2 | 43,612 | 14,455 | 10,996 | 9,338 | 8,823 |
| Mathematics | 94,109 | 1,541 | 31,858 | 30,785 | 29,925 | 208,074 | 59,171 | 54,495 | 50,998 | 43,410 |
| Natural Science and Health Education | 348 | 46 | 121 | 133 | 48 | 206,162 | 58,430 | 54,082 | 50,671 | 42,979 |
| Needlework and Clothing | - | - | - | - | - | 91 | - | 26 | 65 | - |
| Oshikwanyama | 16,408 | 167 | 5,856 | 5,344 | 5,041 | 41,905 | 12,221 | 11,012 | 10,159 | 8,513 |
| Oshindonga | 26,096 | 323 | 9,257 | 8,594 | 7,922 | 55,112 | 14,999 | 14,367 | 13,699 | 12,047 |
| Otjiherero | 8,674 | 120 | 3,202 | 2,794 | 2,558 | 13,089 | 3,750 | 3,463 | 3,165 | 2,711 |
| Physical Education and Health Awareness | 543 | 22 | 211 | 267 | 43 | 90 | - | 90 | - | - |
| Physical Education | 54,198 | 1,029 | 17,953 | 17,543 | 17,673 | 34,983 | 12,289 | 8,632 | 7,488 | 6,574 |
| Religious and Moral Education | 55,978 | 1,255 | 18,600 | 18,451 | 17,672 | 38,712 | 13,344 | 9,859 | 8,381 | 7,128 |
| Remedial Teaching | 540 | 30 | 209 | 175 | 126 | 470 | 157 | 204 | 85 | 24 |
| Rukwangali | 2,694 | - | 984 | 848 | 862 | 16,685 | 4,909 | 4,668 | 3,921 | 3,187 |
| Rumanyo (Rugciriku) | 1,751 | 75 | 621 | 583 | 472 | 7,317 | 2,273 | 1,951 | 1,791 | 1,302 |
| Setswana | 214 | 10 | 81 | 71 | 52 | 460 | 136 | 116 | 116 | 92 |
| Sign Language | 7 | 7 | - | - | - | 129 | 36 | 34 | 28 | 31 |
| Silozi | 1,025 | 14 | 366 | 246 | 399 | 6,086 | 1,691 | 1,465 | 1,507 | 1,423 |
| Social Sciences | - | - | - | - | - | 1,657 | 535 | 409 | 381 | 332 |
| Social Studies | 187 | 46 | 48 | 28 | 65 | 203,778 | 57,688 | 53,972 | 50,116 | 42,002 |
| Thimbukushu | 872 | - | 372 | 255 | 245 | 3,229 | 1,013 | 802 | 747 | 667 |

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 Grades 1-4, although exceptionally it could be observed up to Grade 7. In general, subject teaching was practised predominantly in higher grades.

| Subject | Junior Secondary | | | |
|--|------------------|---------|---------|----------|
| | Junior Secondary | Grade 8 | Grade 9 | Grade 10 |
| Integrated Performing Arts | 409 | 164 | 184 | 61 |
| Keyboard and Word Processing | 3,812 | 914 | 1,444 | 1,454 |
| Khoekhoegowab | 7,150 | 3,444 | 2,103 | 1,603 |
| Life Science | 144,115 | 56,012 | 49,791 | 38,312 |
| Life Skills | 17,275 | 7,322 | 5,802 | 4,151 |
| Literature (English) | 60 | 19 | 7 | 34 |
| Mathematics | 146,261 | 56,871 | 50,132 | 39,258 |
| Metalwork | 33 | 33 | 0 | 0 |
| Needlework and Clothing | 667 | 269 | 239 | 159 |
| Office Administration and Keyboard | 88 | 20 | 53 | 15 |
| Office Practice | 764 | 675 | 89 | 0 |
| Oshindonga | 39,576 | 15,128 | 14,043 | 10,405 |
| Otjiherero | 8,790 | 3,692 | 3,103 | 1,995 |
| Performing Art | 33 | 26 | 7 | 0 |
| Physical Education and Health Awareness | 212 | 120 | 57 | 35 |
| Physical Education | 10,035 | 4,461 | 3,458 | 2,116 |
| Physical Science | 141,822 | 54,964 | 48,747 | 38,111 |
| Physics | 222 | 81 | 86 | 55 |
| Plumbing and Sheetmetal Work | 18 | 0 | 0 | 18 |
| Portuguese | 1,103 | 345 | 390 | 368 |
| Religious and Moral Education | 7,845 | 3,662 | 2,645 | 1,538 |
| Rukwangali | 11,287 | 4,774 | 4,054 | 2,459 |
| Rumanyo (Rugciriku) | 4,460 | 1,802 | 1,539 | 1,119 |
| Setswana | 223 | 78 | 77 | 68 |
| Sign Language | 116 | 52 | 35 | 29 |
| Silozi | 8,533 | 2,838 | 3,119 | 2,576 |
| Technical Drawing | 490 | 490 | 0 | 0 |
| Technical Theory and Practice | 364 | 355 | 9 | 0 |
| Thimbukushu | 1,795 | 772 | 548 | 475 |
| Tourism | 23 | 0 | 0 | 23 |
| Typing or Typing and Office Administration | 40 | 25 | 0 | 15 |
| Visual Arts | 204 | 63 | 50 | 91 |
| Woodwork | 39 | 27 | 0 | 12 |

Table 15: Enrolments in senior secondary subjects

| Subject | Level | Senior Secondary | Grade 11 | Grade 12 |
|--------------------------------|-------|------------------|----------|----------|
| Accounting | H | 642 | 249 | 393 |
| | O | 5,006 | 2,597 | 2,409 |
| Afrikaans 1st or Home Language | H | 279 | 159 | 120 |
| | O | 1,345 | 690 | 655 |
| Afrikaans 2nd Language | H | 418 | 193 | 225 |
| | O | 6,260 | 3,101 | 3,159 |
| Agriculture | H | - | - | - |
| | O | 15,248 | 8,186 | 7,062 |
| Art and Design | H | 38 | 17 | 21 |
| | O | 120 | 72 | 48 |
| Biology | H | 2,509 | 1,371 | 1,138 |
| | O | 27,398 | 14,511 | 12,887 |
| Business Accounting | H | - | - | - |
| | O | 3 | - | 3 |
| Business Economics | H | - | - | - |
| | O | 52 | 36 | 16 |
| Business Studies | H | 808 | 367 | 441 |
| | O | 6,559 | 3,457 | 3,102 |
| Catering | H | - | - | - |
| | O | 7 | - | 7 |
| Chemistry | H | 18 | 9 | 9 |
| | O | 17 | 17 | - |
| Computer Literacy | H | 3 | 3 | - |
| | O | 705 | 351 | 354 |
| Computer Studies | H | 167 | 86 | 81 |
| | O | 916 | 522 | 394 |
| Design and Technology | H | 185 | 86 | 99 |
| | O | 554 | 321 | 233 |
| Development Studies | H | 7 | 5 | 2 |
| | O | 16,517 | 8,839 | 7,678 |

| Subject | Level | Senior Secondary | Grade 11 | Grade 12 |
|--------------------------------|-------|------------------|----------|----------|
| Economics | H | 663 | 292 | 371 |
| | O | 3,682 | 2,015 | 1,667 |
| English 1st Language | H | 534 | 217 | 317 |
| | O | 1,549 | 848 | 701 |
| English 2nd Language | H | 2,094 | 1,122 | 972 |
| | O | 39,347 | 20,588 | 18,759 |
| Fashion and Fabrics | H | - | - | - |
| | O | 63 | 31 | 32 |
| French Foreign Language | H | 28 | 9 | 19 |
| | O | 339 | 174 | 165 |
| Geography | H | 1,145 | 635 | 510 |
| | O | 19,261 | 10,107 | 9,154 |
| German 1st or Home Language | H | 44 | - | 44 |
| | O | 197 | 123 | 74 |
| German 3rd or Foreign Language | H | 130 | 29 | 101 |
| | O | 596 | 293 | 303 |
| History | H | 772 | 447 | 325 |
| | O | 8,233 | 4,286 | 3,947 |
| Home Economics | H | 3 | 3 | - |
| | O | 516 | 269 | 247 |
| Hotel Management | H | 5 | 5 | - |
| | O | 18 | 11 | 7 |
| Individual Learning | H | - | - | - |
| | O | 37 | 37 | - |
| Keyboard and Word Processing | H | - | - | - |
| | O | 81 | 35 | 46 |
| Khoekhoegowab | H | - | - | - |
| | O | 664 | 354 | 310 |
| Life Science | H | 12 | 7 | 5 |
| | O | 181 | 81 | 100 |

Table 15 continued

| Subject | Level | Senior Secondary | Grade 11 | Grade 12 |
|------------------------------------|-------|------------------|----------|----------|
| Life Skills | O | 2,801 | 1,469 | 1,359 |
| Mathematics | H | 1,200 | 619 | 581 |
| | O | 42,501 | 22,472 | 20,029 |
| Metalwork | H | - | - | - |
| | O | 38 | - | 38 |
| Needlework and Clothing | H | 6 | 6 | - |
| | O | 6 | 6 | - |
| Office Administration and Keyboard | H | - | - | - |
| | O | 398 | 199 | 199 |
| Oshikwanyama | H | 2,796 | 1,138 | 1,658 |
| | O | 4,799 | 2,943 | 1,856 |
| Oshindonga | H | 4,843 | 2,175 | 2,668 |
| | O | 9,006 | 4,869 | 4,137 |
| Otjiherero | H | 10 | 10 | - |
| | O | 1,548 | 911 | 637 |
| Physical Education | H | - | - | - |
| | O | 1,051 | 555 | 496 |
| Physical Science | H | 1,870 | 1,183 | 687 |
| | O | 25,999 | 13,770 | 12,229 |
| Physics | H | 27 | 8 | 19 |
| | O | 37 | 28 | 9 |
| Portuguese | H | 16 | 5 | 11 |
| | O | 420 | 226 | 194 |
| Rukwangali | H | 1,787 | 913 | 874 |
| | O | 909 | 500 | 409 |
| Rumanyo (Rugciriku) | H | 47 | 36 | 11 |
| | O | 875 | 442 | 433 |
| Setswana | H | - | - | - |
| | O | 43 | 36 | 7 |

| Subject | Level | Senior Secondary | Grade 11 | Grade 12 |
|--|-------|------------------|----------|----------|
| Silozi | H | - | - | - |
| | O | 2,992 | 1,686 | 1,306 |
| Thimbukushu | H | - | - | - |
| | O | 498 | 266 | 232 |
| Tourism | H | 5 | 5 | - |
| | O | 120 | 59 | 61 |
| Typing or Typing and Office Administration | H | - | - | - |
| | O | 12 | 6 | 6 |
| Visual Arts | H | 23 | 19 | 4 |
| | O | 13 | 8 | 5 |

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

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

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

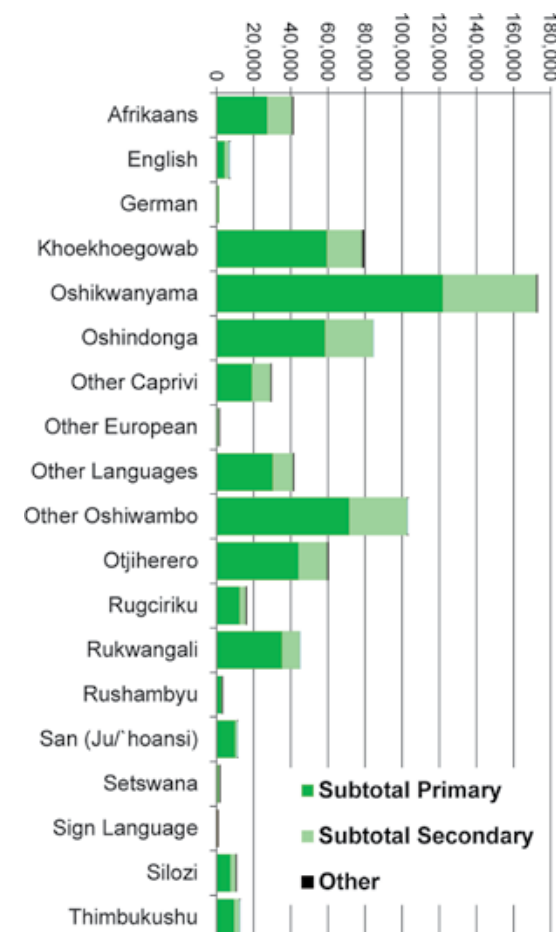
Table 16: Home languages of learners

| Region | Total | Primary | | | Secondary | | | Other |
|------------------|----------------|------------------|----------------|----------------|--------------------|------------------|------------------|--------------|
| | | Subtotal Primary | Junior Primary | Senior Primary | Subtotal Secondary | Junior Secondary | Senior Secondary | |
| Afrikaans | 41,194 | 27,428 | 14,063 | 13,365 | 13,477 | 9,786 | 3,691 | 289 |
| English | 6,856 | 4,429 | 2,172 | 2,257 | 2,399 | 1,569 | 830 | 28 |
| German | 1,443 | 860 | 416 | 444 | 583 | 321 | 262 | - |
| Khoekhoegowab | 79,263 | 59,468 | 30,021 | 29,447 | 19,240 | 16,500 | 2,740 | 555 |
| Oshikwanyama | 172,768 | 121,893 | 60,859 | 61,034 | 50,775 | 39,157 | 11,618 | 100 |
| Oshindonga | 84,494 | 58,466 | 30,899 | 27,567 | 25,980 | 18,788 | 7,192 | 48 |
| Other Caprivi | 29,186 | 19,300 | 10,054 | 9,246 | 9,878 | 7,193 | 2,685 | 8 |
| Other European | 1,385 | 687 | 280 | 407 | 693 | 506 | 187 | 5 |
| Other Languages | 41,427 | 30,433 | 16,169 | 14,264 | 10,933 | 8,458 | 2,475 | 61 |
| Other Oshiwambo | 103,029 | 71,611 | 36,865 | 34,746 | 31,313 | 23,019 | 8,294 | 105 |
| Otjiherero | 60,176 | 44,306 | 23,146 | 21,160 | 15,423 | 12,534 | 2,889 | 447 |
| Rugciriku | 15,873 | 12,452 | 6,891 | 5,561 | 3,413 | 2,751 | 662 | 8 |
| Rukwangali | 45,033 | 35,402 | 20,296 | 15,106 | 9,551 | 7,868 | 1,683 | 80 |
| Rushambyu | 3,280 | 2,449 | 1,329 | 1,120 | 822 | 686 | 136 | 9 |
| San (Ju/'hoansi) | 11,317 | 10,211 | 6,234 | 3,977 | 1,076 | 997 | 79 | 30 |
| Setswana | 1,754 | 1,166 | 562 | 604 | 581 | 437 | 144 | 7 |
| Sign Language | 736 | 448 | 209 | 239 | 185 | 159 | 26 | 103 |
| Silozi | 10,583 | 7,616 | 4,482 | 3,134 | 2,958 | 2,284 | 674 | 9 |
| Thimbukushu | 12,451 | 9,478 | 5,264 | 4,214 | 2,972 | 2,340 | 632 | 1 |
| National | 722,248 | 518,103 | 270,211 | 247,892 | 202,252 | 155,353 | 46,899 | 1,893 |

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

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

Out of all learners in Namibia, Oshikwanyama speakers constituted 23.9%, Other Oshiwambo 14.3% and Oshindonga 11.7%. There were 360,291 Oshiwambo-speaking

Figure 16: Home languages of learners

learners in total (which includes Oshikwanyama, Oshindonga and Other Oshiwambo), representing 49.9% of the school population. Other home languages with enrolments exceeding 40,000 were Khoekhoegowab (11%), Otjiherero (8.3%) and Rukwangali (6.2%). The remaining home languages together represented 25.1% of the total number of learners. The San-speaking learners were only 1.6% of the entire learner population. This could be attributed to two factors: the San population is relatively small; and many San children are not attending school. It should also be noted that many San learners do not speak any San language at all or at home, and thus do not consider a San language to be their home language. Their situation requires the Ministry's continued attention and supportive action.

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

| Medium of Instruction | Schools | Enrolment | | | | Class Groups | | |
|-----------------------|--------------|----------------|---------------|---------------|---------------|--------------|--------------|--------------|
| | | Total | Grade 1 | Grade 2 | Grade 3 | Grade 1 | Grade 2 | Grade 3 |
| Total | 1,622 | 228,468 | 83,972 | 74,140 | 70,356 | 6,896 | 6,738 | 6,733 |
| Afrikaans | 84 | 10,530 | 3,761 | 3,467 | 3,302 | 388 | 399 | 407 |
| English | 313 | 61,390 | 21,627 | 20,203 | 19,560 | 3,112 | 3,187 | 3,269 |
| German | 5 | 307 | 85 | 100 | 122 | 21 | 17 | 30 |
| Khoekhoegowab | 58 | 13,449 | 4,932 | 4,410 | 4,107 | 298 | 291 | 291 |
| Oshikwanyama | 267 | 36,416 | 13,418 | 11,746 | 11,252 | 503 | 459 | 458 |
| Oshindonga | 427 | 46,834 | 17,186 | 15,201 | 14,447 | 991 | 947 | 906 |
| Otjiherero | 64 | 14,563 | 5,859 | 4,553 | 4,151 | 400 | 346 | 313 |
| Rukwangali | 161 | 20,226 | 7,716 | 6,455 | 6,055 | 536 | 498 | 507 |
| Rumanyo | 100 | 9,701 | 3,589 | 3,189 | 2,923 | 329 | 299 | 275 |
| San (Ju/'hoansi) | 1 | 136 | 73 | 31 | 32 | 6 | 5 | 5 |
| Setswana | 3 | 455 | 202 | 134 | 119 | 25 | 20 | 23 |
| Sign Language | 2 | 110 | 41 | 38 | 31 | 5 | 9 | 4 |
| Silozi | 93 | 10,134 | 3,857 | 3,244 | 3,033 | 195 | 187 | 173 |
| Thimbukushu | 44 | 4,217 | 1,626 | 1,369 | 1,222 | 87 | 74 | 72 |

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

The Ministry's language policy encourages mother-tongue education in Grades 1-3. 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.

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.

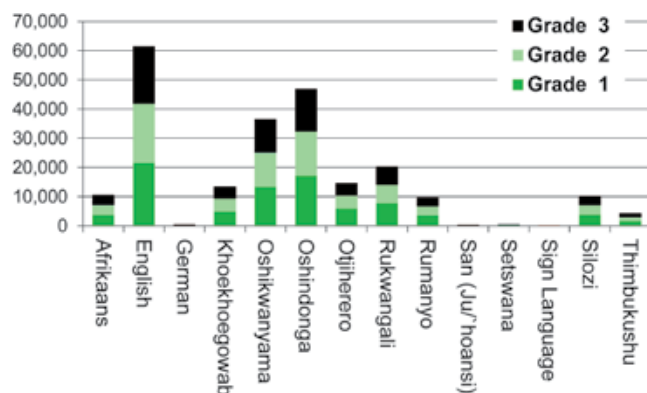
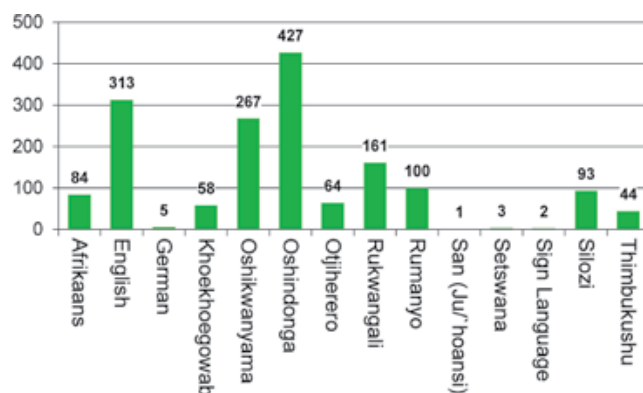
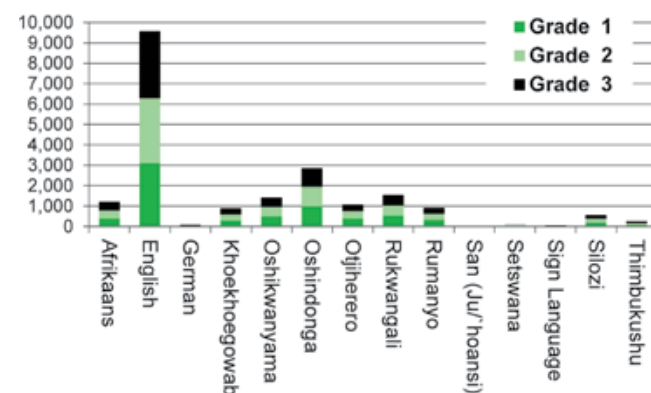
Figure 17a: Enrolments in classes with different mediums of instruction in Grades 1-3**Figure 17b: Numbers of schools with different mediums of instruction in Grades 1-3****Figure 17c: Numbers of class groups with different mediums of instruction in Grades 1-3**

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 | Otjiherero | Rugciritku | Rukwangali | Rushambyu | San Languages | Setswana | Sign Language | Silozi | Thimbukushu |
| Grade 1 | Total | 83,972 | 3,826 | 589 | 101 | 9,098 | 18,817 | 9,710 | 3,045 | 81 | 5,415 | 11,506 | 7,078 | 2,166 | 6,702 | 427 | 2,185 | 169 | 55 | 1,304 | 1,698 |
| | Afrikaans | 3,761 | 2,020 | 27 | 6 | 1,163 | 36 | 52 | 10 | - | 3 | 197 | 172 | 6 | 34 | - | 8 | 14 | - | 11 | 2 |
| | English | 21,627 | 1,755 | 548 | 71 | 3,509 | 3,307 | 2,643 | 209 | 38 | 990 | 3,424 | 2,305 | 240 | 1,157 | 73 | 922 | 69 | 10 | 257 | 100 |
| | German | 85 | 15 | 5 | 24 | 11 | 3 | 10 | - | 1 | 4 | - | 11 | - | - | - | - | - | - | 1 | - |
| | Khoekhoegowab | 4,932 | 27 | - | - | 4,277 | 42 | 45 | - | - | - | 75 | 106 | 8 | 13 | 1 | 322 | 14 | - | 1 | 1 |
| | Oshikwanyama | 13,418 | - | - | - | 1 | 12,461 | 165 | 1 | 1 | 66 | 667 | - | - | - | - | 52 | 1 | - | 3 | - |
| | Oshindonga | 17,186 | 4 | 5 | - | 32 | 2,883 | 6,723 | 6 | 5 | 461 | 7,007 | 31 | 2 | 12 | - | 9 | 1 | - | 4 | 1 |
| | Otjiherero | 5,859 | 1 | 1 | - | 41 | 52 | 40 | 1 | - | 731 | 82 | 4,441 | 9 | 41 | - | 412 | 5 | 2 | - | - |
| | Rukwangali | 7,716 | 2 | - | - | 20 | 24 | 27 | 9 | - | 2,358 | 12 | 1 | 74 | 4,955 | 31 | 177 | 4 | 2 | 9 | 11 |
| | Rumanyo | 3,589 | - | - | - | 2 | 6 | 2 | - | 36 | 752 | 2 | 0 | 1,802 | 466 | 322 | 71 | 1 | 0 | 21 | 106 |
| | San (Ju/'hoansi) | 73 | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 73 | 0 | 0 | - | - |
| | Setswana | 202 | 1 | - | - | 32 | - | - | - | - | 25 | 0 | 10 | 0 | 0 | - | 74 | 60 | 0 | - | - |
| | Sign Language | 41 | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | - | - |
| | Silozi | 3,857 | 1 | 3 | - | - | - | 2 | 2,805 | - | 22 | 13 | 0 | 0 | 1 | 0 | 10 | 0 | 0 | 996 | 4 |
| | Thimbukushu | 1,626 | - | - | - | 10 | 3 | 1 | 4 | - | 3 | 27 | 1 | 25 | 23 | 0 | 55 | 0 | 0 | 1 | 1,473 |
| Grade 2 | Total | 74,140 | 3,655 | 492 | 91 | 8,475 | 17,001 | 8,142 | 2,561 | 66 | 4,664 | 10,076 | 6,466 | 2,024 | 5,511 | 350 | 1,695 | 165 | 55 | 1,154 | 1,497 |
| | Afrikaans | 3,467 | 1,909 | 12 | 5 | 982 | 72 | 64 | 23 | - | 9 | 106 | 152 | 7 | 50 | 1 | 37 | 17 | - | 15 | 6 |
| | English | 20,203 | 1,653 | 458 | 13 | 3,501 | 3,417 | 1,967 | 260 | 58 | 1,018 | 2,940 | 2,543 | 243 | 906 | 26 | 789 | 69 | 16 | 230 | 96 |
| | German | 100 | 9 | 16 | 73 | 1 | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - |
| | Khoekhoegowab | 4,410 | 44 | 1 | - | 3,882 | 35 | 16 | 0 | 0 | 4 | 72 | 113 | 6 | 15 | 0 | 214 | 5 | 0 | 0 | 3 |
| | Oshikwanyama | 11,746 | 1 | 2 | - | 11 | 10,789 | 212 | 3 | 5 | 53 | 627 | 4 | 0 | 1 | 0 | 38 | 0 | 0 | 0 | - |
| | Oshindonga | 15,201 | 5 | 2 | - | 13 | 2,610 | 5,862 | 2 | 3 | 388 | 6,240 | 38 | 1 | 16 | 0 | 16 | 1 | 0 | 3 | 1 |
| | Otjiherero | 4,553 | - | 1 | - | 42 | 49 | 15 | 0 | 0 | 456 | 51 | 3,605 | 3 | 20 | 0 | 278 | 22 | 7 | 4 | - |
| | Rukwangali | 6,455 | - | - | - | 9 | 25 | 6 | 4 | 0 | 2,103 | 15 | 2 | 91 | 4,026 | 18 | 125 | 0 | 1 | 9 | 21 |
| | Rumanyo | 3,189 | 1 | - | - | 0 | 1 | 0 | 1 | 0 | 616 | 1 | 0 | 1,645 | 463 | 305 | 58 | 1 | 0 | 3 | 94 |
| | San (Ju/'hoansi) | 31 | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 0 | 0 | 0 | - |
| | Setswana | 134 | 3 | - | - | 31 | 0 | 0 | 0 | 0 | 7 | 2 | 6 | 0 | 0 | 0 | 35 | 50 | 0 | 0 | - |
| | Sign Language | 38 | 1 | - | - | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 31 | 0 | - |
| | Silozi | 3,244 | 29 | - | - | 1 | 1 | 0 | 2,266 | 0 | 7 | 19 | 0 | 1 | 1 | 0 | 12 | 0 | 0 | 886 | 21 |
| | Thimbukushu | 1,369 | - | - | - | 0 | 2 | 0 | 1 | 0 | 3 | 1 | 1 | 27 | 13 | 0 | 62 | 0 | 0 | 4 | 1,255 |
| Grade 3 | Total | 70,356 | 3,604 | 533 | 121 | 8,062 | 16,642 | 7,580 | 2,635 | 79 | 4,262 | 9,391 | 6,013 | 1,874 | 5,166 | 331 | 1,545 | 162 | 45 | 937 | 1,374 |
| | Afrikaans | 3,302 | 1,804 | 24 | 5 | 961 | 96 | 41 | 9 | 4 | 22 | 113 | 142 | 6 | 43 | 2 | 8 | 13 | - | 8 | 1 |
| | English | 19,560 | 1,734 | 493 | 36 | 3,418 | 3,554 | 1,841 | 281 | 51 | 921 | 2,360 | 2,452 | 238 | 888 | 50 | 759 | 95 | 6 | 233 | 150 |

Table 18 continued

| Grade | Medium of Instruction | Home Language | | | | | | | | | | | | | | | | | | | |
|---------------|-----------------------|---------------|-----------|---------|--------|---------------|--------------|------------|---------------|----------------|-----------------|-----------------|------------|-----------|------------|-----------|---------------|----------|---------------|--------|-------------|
| | | Total | Afrikaans | English | German | Khoekhoegowab | Oshikwanyama | Oshindonga | Other Caprivi | Other European | Other Languages | Other Oshiwambo | Otjiherero | Rugciriku | Rukwangali | Rushambyu | San Languages | Setswana | Sign Language | Silozi | Thimbukushu |
| Grade 3 cont. | German | 122 | 14 | 10 | 80 | 2 | 3 | 2 | - | 1 | 4 | - | 4 | - | 1 | - | 1 | - | - | - | - |
| | Khoekhoegowab | 4,107 | 40 | - | - | 3,580 | 37 | 21 | 0 | 0 | 2 | 43 | 97 | 4 | 23 | 0 | 251 | 6 | 0 | - | 3 |
| | Oshikwanyama | 11,252 | - | 2 | - | 9 | 10,236 | 184 | 2 | 1 | 57 | 726 | 6 | 0 | 6 | 0 | 22 | 0 | 0 | - | 1 |
| | Oshindonga | 14,447 | 3 | 1 | - | 17 | 2,624 | 5,434 | 4 | 15 | 248 | 6,049 | 14 | 3 | 8 | 0 | 14 | 0 | 2 | 7 | 4 |
| | Otjiherero | 4,151 | - | 1 | - | 35 | 48 | 32 | 1 | 0 | 390 | 83 | 3,261 | 0 | 37 | 0 | 252 | 2 | 6 | 2 | 1 |
| | Rukwangali | 6,055 | 3 | 1 | - | 14 | 42 | 18 | 8 | 7 | 1,961 | 11 | 27 | 90 | 3,730 | 17 | 81 | 0 | 0 | 14 | 31 |
| | Rumanyo | 2,923 | 1 | 1 | - | 0 | 1 | 4 | 1 | 0 | 595 | 1 | 0 | 1,507 | 404 | 262 | 47 | 0 | 0 | 1 | 98 |
| | San (Ju/'hoansi) | 32 | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 0 | 0 | - | - |
| | Setswana | 119 | 1 | - | - | 24 | 0 | 0 | 0 | 0 | 16 | 0 | 9 | 0 | 0 | 0 | 23 | 46 | 0 | - | - |
| | Sign Language | 31 | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | - | - |
| | Silozi | 3,033 | 4 | - | - | 2 | 1 | 2 | 2,325 | 0 | 12 | 4 | 1 | 2 | 4 | 0 | 6 | 0 | 0 | 669 | 1 |
| Thimbukushu | 1,222 | - | - | - | 0 | 0 | 1 | 4 | 0 | 34 | 1 | 0 | 24 | 22 | 0 | 49 | 0 | 0 | 3 | 1,084 | |

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 in 2016 were English (93%), Thimbukushu (83%), Silozi (75%), Rukwangali (73%), Oshindonga (71%), Oshikwanyama (64%) and Otjiherero (58%). The languages with the lowest percentage of learners taught in their mother tongue were San (3%) and Setswana (31%).

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

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

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

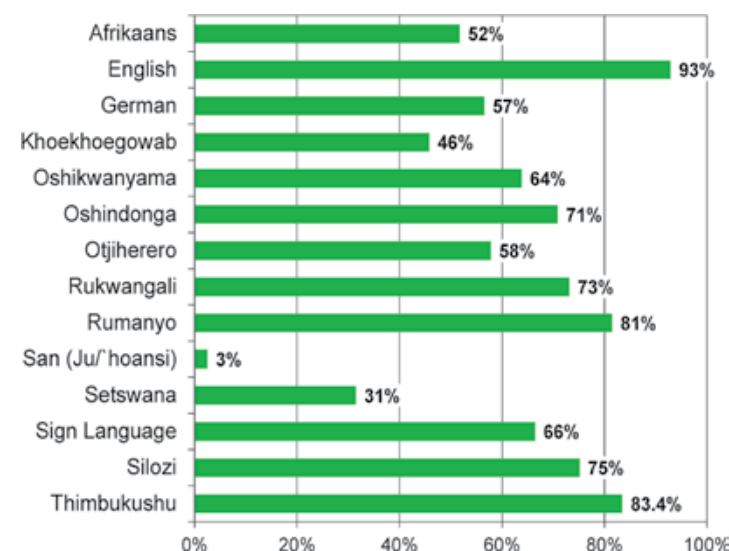


Table 19: Changes in female and male enrolments from 2011 to 2017

| School Phase | Gender | Year | | | | | | | Enrolment Growth Rate 2011-2017 | Percentage Change 2016- 017 |
|----------------------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------------------------------|-----------------------------|
| | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| Total | | | | | | | | | | |
| All grades | Total | 605,627 | 617,827 | 638,789 | 650,712 | 675,405 | 698,453 | 722,248 | 3.0% | 3.4% |
| | Female | 305,337 | 310,504 | 320,331 | 326,276 | 338,739 | 350,084 | 361,596 | 2.9% | 3.3% |
| | Male | 300,290 | 307,323 | 318,458 | 324,436 | 336,666 | 348,369 | 360,652 | 3.1% | 3.5% |
| Primary | | | | | | | | | | |
| Subtotal Primary (Grades 0-7) | Total | 408,804 | 415,454 | 449,987 | 459,127 | 476,002 | 495,938 | 518,103 | 4.0% | 4.5% |
| | Female | 201,140 | 204,061 | 221,120 | 225,693 | 234,055 | 244,487 | 255,285 | 4.1% | 4.4% |
| | Male | 207,664 | 211,393 | 228,867 | 233,434 | 241,947 | 251,451 | 262,818 | 4.0% | 4.5% |
| Junior Primary (Grades 0-3) | Total | 240,062 | 245,060 | 279,342 | 289,392 | 304,555 | 321,407 | 270,211 | 2.0% | -15.9% |
| | Female | 116,634 | 119,086 | 136,537 | 141,641 | 149,293 | 158,004 | 132,315 | 2.1% | -16.3% |
| | Male | 123,428 | 125,974 | 142,805 | 147,751 | 155,262 | 163,403 | 137,896 | 1.9% | -15.6% |
| Senior Primary (Grades 4-7) | Total | 168,742 | 170,394 | 170,645 | 169,735 | 171,447 | 174,531 | 247,892 | 6.6% | 42.0% |
| | Female | 84,506 | 84,975 | 84,583 | 84,052 | 84,762 | 86,483 | 122,970 | 6.5% | 42.2% |
| | Male | 84,236 | 85,419 | 86,062 | 85,683 | 86,685 | 88,048 | 124,922 | 6.8% | 41.9% |
| Secondary | | | | | | | | | | |
| Subtotal Secondary (Grades 8-12) | Total | 181,407 | 182,945 | 187,194 | 189,648 | 195,994 | 200,695 | 202,252 | 1.8% | 0.8% |
| | Female | 96,571 | 96,860 | 98,586 | 99,772 | 103,157 | 104,920 | 105,631 | 1.5% | 0.7% |
| | Male | 84,836 | 86,085 | 88,608 | 89,876 | 92,837 | 95,775 | 96,621 | 2.2% | 0.9% |
| Junior Secondary (Grades 10-12) | Total | 141,031 | 143,189 | 147,262 | 149,396 | 153,378 | 156,576 | 155,353 | 1.6% | -0.8% |
| | Female | 74,779 | 75,528 | 77,416 | 78,255 | 80,199 | 81,031 | 80,240 | 1.2% | -1.0% |
| | Male | 66,252 | 67,661 | 69,846 | 71,141 | 73,179 | 75,545 | 75,113 | 2.1% | -0.6% |
| Senior Secondary (Grades 11-12) | Total | 40,376 | 39,756 | 39,932 | 40,252 | 42,616 | 44,119 | 46,899 | 2.5% | 6.3% |
| | Female | 21,792 | 21,332 | 21,170 | 21,517 | 22,958 | 23,889 | 25,391 | 2.6% | 6.3% |
| | Male | 18,584 | 18,424 | 18,762 | 18,735 | 19,658 | 20,230 | 21,508 | 2.5% | 6.3% |
| Other grades | | | | | | | | | | |
| Subtotal Other Grades | Total | 15,416 | 19,428 | 1,608 | 1,937 | 3,409 | 1,820 | 1,893 | -29.5% | 4.0% |
| | Female | 7,626 | 9,583 | 625 | 811 | 1,527 | 677 | 680 | -33.2% | 0.4% |
| | Male | 7,790 | 9,845 | 983 | 1,126 | 1,882 | 1,143 | 1,213 | -26.7% | 6.1% |

Table 19 shows the enrolment of female and male learners in each school phase in the years 2010 to 2017. The average annual growth rate was calculated by comparing the 2011 and 2017 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 in turn decreased enrolment in the Junior Primary grades and increased enrolment in Senior Primary and Junior Secondary grades.

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

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

Figure 19: Changes in female and male enrolments

Table 20: Changes in enrolments in different grades from 2011 to 2017

| Grade | Year | | | | | | | Average Annual Growth Rate 2011-2017 | Percentage Change 2016-2017 |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------------------|-----------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| Total | 605,627 | 617,827 | 638,789 | 650,712 | 675,405 | 698,453 | 722,248 | 3.0% | 3.4% |
| Pre-Primary | 13,459 | 17,572 | 24,745 | 29,091 | 32,753 | 41,091 | 41,743 | 20.8% | 1.6% |
| Grade 1 | 67,071 | 71,074 | 74,886 | 75,374 | 78,107 | 81,363 | 83,972 | 3.8% | 3.2% |
| Grade 2 | 58,397 | 60,086 | 63,518 | 65,789 | 68,023 | 71,022 | 74,140 | 4.1% | 4.4% |
| Grade 3 | 56,230 | 56,693 | 58,531 | 60,341 | 64,196 | 66,164 | 70,356 | 3.8% | 6.3% |
| Grade 4 | 58,364 | 57,207 | 57,662 | 58,797 | 61,476 | 61,767 | 73,626 | 3.9% | 19.2% |
| Grade 5 | 62,755 | 63,987 | 63,748 | 63,334 | 64,632 | 66,948 | 64,448 | 0.4% | -3.7% |
| Grade 6 | 55,533 | 55,422 | 55,721 | 55,369 | 55,621 | 56,276 | 59,434 | 1.1% | 5.6% |
| Grade 7 | 50,454 | 50,985 | 51,176 | 51,032 | 51,194 | 51,307 | 50,384 | -0.0% | -1.8% |
| Grade 8 | 60,596 | 62,545 | 63,788 | 63,598 | 64,660 | 65,691 | 60,235 | -0.1% | -8.3% |
| Grade 9 | 44,241 | 46,389 | 48,641 | 49,591 | 50,461 | 51,852 | 53,562 | 3.2% | 3.3% |
| Grade 10 | 36,194 | 34,255 | 34,833 | 36,207 | 38,257 | 39,033 | 41,556 | 2.3% | 6.5% |
| Grade 11 | 20,057 | 20,674 | 20,421 | 21,168 | 22,418 | 23,059 | 24,772 | 3.6% | 7.4% |
| Grade 12 | 20,319 | 19,082 | 19,511 | 19,068 | 20,198 | 21,060 | 22,127 | 1.4% | 5.1% |
| Grade 13 | 10 | 19 | 16 | 16 | 19 | 16 | 17 | 9.2% | 6.3% |
| Special Classes | 1,027 | 1,155 | 973 | 1,012 | 75 | 988 | 1,179 | 2.3% | 19.3% |
| Vocational | 53 | 34 | 117 | 128 | 1,181 | 258 | 267 | 30.9% | 3.5% |
| Special Grades | 743 | 515 | 390 | 689 | 1,853 | 348 | 184 | -20.8% | -47.1% |
| Handicapped | 124 | 133 | 112 | 108 | 281 | 210 | 246 | 12.1% | 17.1% |

Enrolment in the different grades is tabulated for the years 2011 to 2017 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 2011 and 2017 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 2011 to 2017.

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”.

One noticeable figure is the percentage change in the Grade 4 enrolment, which increased by 19.2% from 2016 to 2017. One possible explanation is the relatively high promotion rate at the end of Grade 3 in 2016, which stands at 87.1% – see Table 30. Enrolment in Grade 0 (Pre-Primary) to Grade 12 is presented in four charts in Figure 20. Note that these charts have different scales.

Changes in the promotion and repetition rates are reported in Table 30. The ‘wave’ of learners created by the change in promotion policy can be followed from grade to grade and year to year. The significantly highest average annual growth rate was in the pre-primary grade which became part of the Primary phase, followed by Grade 12. For the reader’s benefit, Pre-Primary has been added to the Junior Primary graph.

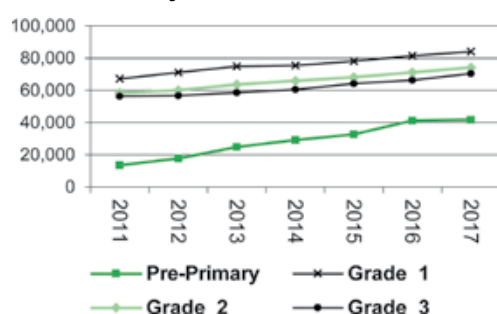
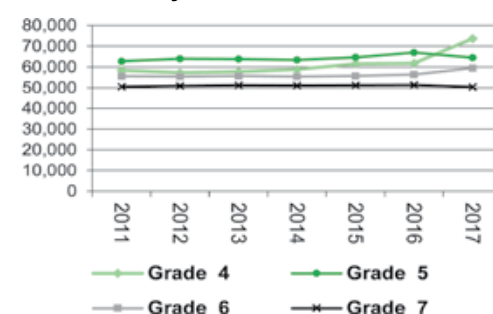
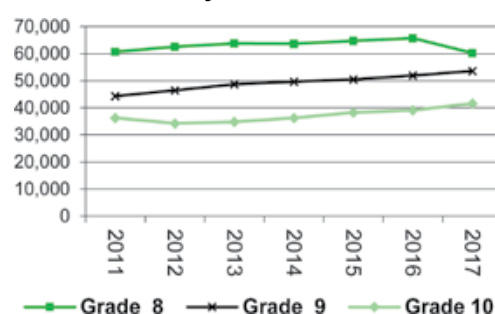
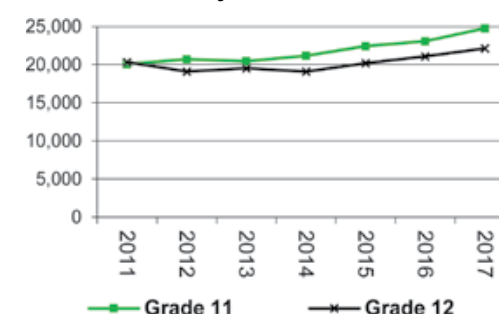
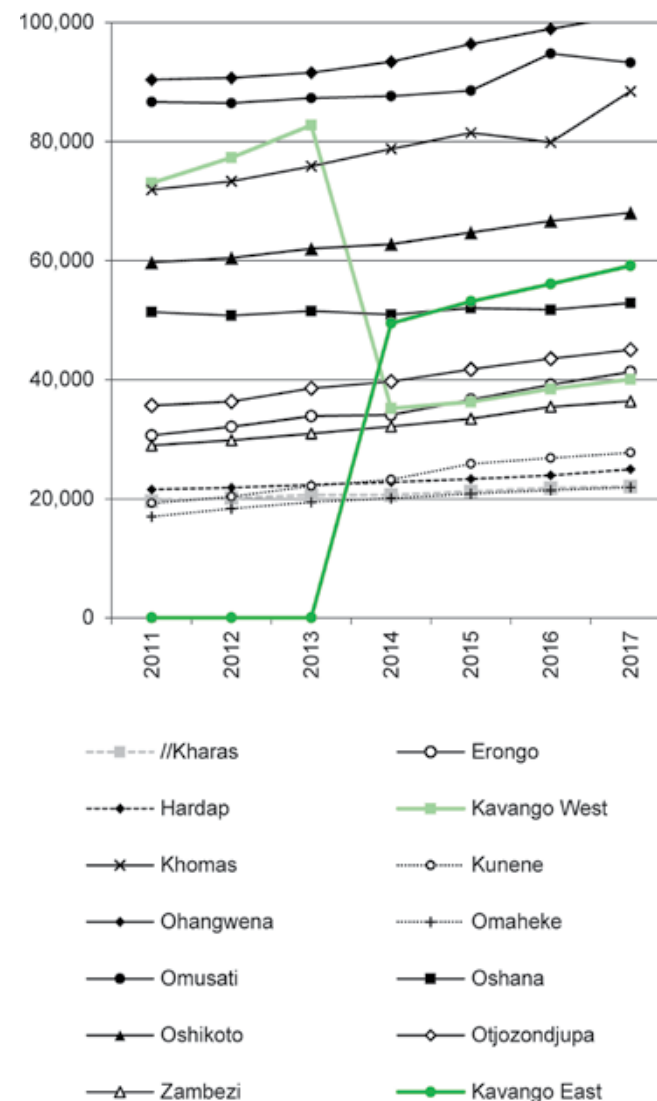
Figure 20: Changes in enrolments in Grades 1-12**Junior Primary****Senior Primary****Junior Secondary****Senior Secondary**

Table 21: Changes in enrolments in the regions from 2011 to 2017

| Region | Year | | | | | | | Average Annual Growth Rate 2011-2017 | Percentage Change 2016-2017 |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------------------|-----------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| //Kharas | 19,614 | 20,110 | 20,624 | 20,621 | 21,216 | 21,787 | 22,045 | 2.0% | 1.2% |
| Erongo | 30,643 | 32,114 | 33,860 | 34,090 | 36,626 | 39,102 | 41,287 | 5.1% | 5.6% |
| Hardap | 21,560 | 21,886 | 22,364 | 22,790 | 23,321 | 23,918 | 24,954 | 2.5% | 4.3% |
| Kavango East | - | - | - | 49,474 | 53,155 | 56,043 | 59,129 | - | 5.5% |
| Kavango West | 73,033 | 77,314 | 82,709 | 35,200 | 36,250 | 38,418 | 40,025 | - | 4.2% |
| Khomas | 71,899 | 73,302 | 75,881 | 78,787 | 81,403 | 79,863 | 88,429 | 3.5% | 10.7% |
| Kunene | 19,250 | 20,332 | 22,133 | 23,226 | 25,882 | 26,856 | 27,737 | 6.3% | 3.3% |
| Ohangwena | 90,379 | 90,703 | 91,522 | 93,357 | 96,346 | 98,924 | 101,250 | 1.9% | 2.4% |
| Omaheke | 16,986 | 18,365 | 19,452 | 20,075 | 20,822 | 21,431 | 21,923 | 4.3% | 2.3% |
| Omusati | 86,635 | 86,430 | 87,256 | 87,615 | 88,498 | 94,749 | 93,223 | 1.2% | -1.6% |
| Oshana | 51,326 | 50,740 | 51,495 | 50,927 | 52,002 | 51,724 | 52,860 | 0.5% | 2.2% |
| Oshikoto | 59,677 | 60,439 | 62,007 | 62,738 | 64,710 | 66,674 | 68,008 | 2.2% | 2.0% |
| Otjozondjupa | 35,651 | 36,284 | 38,505 | 39,667 | 41,705 | 43,520 | 44,996 | 4.0% | 3.4% |
| Zambezi | 28,974 | 29,808 | 30,981 | 32,145 | 33,469 | 35,444 | 36,382 | 3.9% | 2.6% |
| National | 605,627 | 617,827 | 638,789 | 650,712 | 675,405 | 698,453 | 722,248 | 3.0% | 3.4% |

The total enrolments in the different regions have been reported in Table 21 for seven years. Like other tables in this report, Table 21 was calculated according to the 2013 demarcation of regions. Since 2014, the figures for Kavango West and East have been reported separately. Hence, the sudden increase in enrolment in Kavango West and East after 2013 is a result of the new demarcation of the regions.

From 2011 to 2017, the school population grew the most in Kunene (6.3%), Erongo (5.1%), Omaheke (4.3%) and Otjozondjupa (4.0%). Khomas (10.7%), Erongo (5.6%), Kavango East (5.5%), Hardap (4.3%) and Kavango West (4.2%) had a higher percentage increase from 2016 to 2017. This might have been caused by the Ministry's efforts to get learners into schools by providing school feeding and other humanitarian assistance meant to attract and keep learners in school: this assistance might have resulted in more learners from marginalised groups accessing education, and an increased number of private schools in some of those regions. 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. In addition, more slightly more private schools opened at the beginning of 2017.

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 2017 by the number of learners enrolled in the previous grade in 2016. The rates given here are thus for 2016, being the proportion of learners enrolled in 2017 who were promoted and continued schooling in 2017. Likewise, repetition rates reported here are for 2016, being the number of learners repeating a grade in 2017 divided by the total number of learners in the same grade in 2016.

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 2016 which are not accounted for by repeaters in the same grade or promotees in the next grade in 2017, 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 2017. 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 2017. 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 | 16 |
| //Kharas | Total | 5.7 | 1,633 | 485 | 1,120 | 26 | 1 | - | - | - | - | - | - | - | 1 |
| | Females | 5.7 | 818 | 249 | 554 | 13 | 1 | - | - | - | - | - | - | - | 1 |
| | Males | 5.7 | 815 | 236 | 566 | 13 | - | - | - | - | - | - | - | - | - |
| Erongo | Total | 5.8 | 1,915 | 494 | 1,271 | 149 | - | 1 | - | - | - | - | - | - | - |
| | Females | 5.8 | 959 | 259 | 632 | 67 | - | 1 | - | - | - | - | - | - | - |
| | Males | 5.8 | 956 | 235 | 639 | 82 | - | - | - | - | - | - | - | - | - |
| Hardap | Total | 5.9 | 1,741 | 359 | 1,227 | 146 | 7 | 2 | - | - | - | - | - | - | - |
| | Females | 5.9 | 880 | 173 | 636 | 66 | 4 | 1 | - | - | - | - | - | - | - |
| | Males | 5.9 | 861 | 186 | 591 | 80 | 3 | 1 | - | - | - | - | - | - | - |
| Kavango East | Total | 5.8 | 2,868 | 606 | 2,153 | 67 | 34 | 7 | 1 | - | - | - | - | - | - |
| | Females | 5.8 | 1,414 | 311 | 1,042 | 37 | 18 | 5 | 1 | - | - | - | - | - | - |
| | Males | 5.8 | 1,454 | 295 | 1,111 | 30 | 16 | 2 | - | - | - | - | - | - | - |
| Kavango West | Total | 5.9 | 2,582 | 537 | 1,868 | 146 | 25 | 6 | - | - | - | - | - | - | - |
| | Females | 5.9 | 1,313 | 270 | 950 | 84 | 5 | 4 | - | - | - | - | - | - | - |
| | Males | 5.9 | 1,269 | 267 | 918 | 62 | 20 | 2 | - | - | - | - | - | - | - |
| Khomas | Total | 5.7 | 5,291 | 1,941 | 3,199 | 134 | 15 | 2 | - | - | - | - | - | - | - |
| | Females | 5.7 | 2,763 | 1,041 | 1,649 | 67 | 6 | - | - | - | - | - | - | - | - |
| | Males | 5.7 | 2,528 | 900 | 1,550 | 67 | 9 | 2 | - | - | - | - | - | - | - |
| Kunene | Total | 6.0 | 1,854 | 209 | 1,541 | 66 | 18 | 16 | 1 | - | 1 | 1 | - | 1 | - |
| | Females | 6.0 | 975 | 100 | 829 | 30 | 12 | 1 | 1 | - | 1 | 1 | - | - | - |
| | Males | 6.0 | 879 | 109 | 712 | 36 | 6 | 15 | - | - | - | - | - | 1 | - |
| Ohangwena | Total | 5.8 | 5,077 | 1,159 | 3,829 | 69 | 4 | 16 | - | - | - | - | - | - | - |
| | Females | 5.8 | 2,633 | 594 | 2,001 | 29 | 2 | 7 | - | - | - | - | - | - | - |
| | Males | 5.8 | 2,444 | 565 | 1,828 | 40 | 2 | 9 | - | - | - | - | - | - | - |
| Omaheke | Total | 6.0 | 1,249 | 198 | 968 | 39 | 10 | 32 | 2 | - | - | - | - | - | - |
| | Females | 6.0 | 630 | 95 | 490 | 20 | 6 | 17 | 2 | - | - | - | - | - | - |
| | Males | 5.9 | 619 | 103 | 478 | 19 | 4 | 15 | - | - | - | - | - | - | - |
| Omusati | Total | 5.9 | 4,811 | 859 | 3,763 | 170 | 17 | 2 | - | - | - | - | - | - | - |
| | Females | 5.9 | 2,497 | 436 | 1,967 | 83 | 9 | 2 | - | - | - | - | - | - | - |
| | Males | 5.9 | 2,314 | 423 | 1,796 | 87 | 8 | - | - | - | - | - | - | - | - |

Table 22 continued

| Region | Gender | Average Age | Age | | | | | | | | | | | | |
|-----------------|----------------|-------------|---------------|--------------|---------------|--------------|------------|-----------|----------|----|----------|----------|----|----------|----------|
| | | | Total | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Oshana | Total | 5.8 | 3,083 | 696 | 2,264 | 106 | 13 | 2 | 2 | - | - | - | - | - | - |
| | Females | 5.8 | 1,553 | 338 | 1,155 | 51 | 6 | 1 | 2 | - | - | - | - | - | - |
| | Males | 5.8 | 1,530 | 358 | 1,109 | 55 | 7 | 1 | - | - | - | - | - | - | - |
| Oshikoto | Total | 5.9 | 4,344 | 829 | 3,306 | 193 | 14 | 1 | 1 | - | - | - | - | - | - |
| | Females | 5.9 | 2,196 | 441 | 1,638 | 107 | 10 | - | - | - | - | - | - | - | - |
| | Males | 5.9 | 2,148 | 388 | 1,668 | 86 | 4 | 1 | 1 | - | - | - | - | - | - |
| Otjozondjupa | Total | 5.9 | 2,638 | 453 | 2,096 | 52 | 37 | - | - | - | - | - | - | - | - |
| | Females | 5.9 | 1,344 | 230 | 1,071 | 22 | 21 | - | - | - | - | - | - | - | - |
| | Males | 5.9 | 1,294 | 223 | 1,025 | 30 | 16 | - | - | - | - | - | - | - | - |
| Zambezi | Total | 5.9 | 2,657 | 505 | 2,019 | 118 | 13 | 2 | - | - | - | - | - | - | - |
| | Females | 5.9 | 1,287 | 254 | 975 | 53 | 5 | - | - | - | - | - | - | - | - |
| | Males | 5.9 | 1,370 | 251 | 1,044 | 65 | 8 | 2 | - | - | - | - | - | - | - |
| National | Total | 5.8 | 41,743 | 9,330 | 30,624 | 1,481 | 208 | 89 | 7 | - | 1 | 1 | - | 1 | 1 |
| | Females | 5.8 | 21,262 | 4,791 | 15,589 | 729 | 105 | 39 | 6 | - | 1 | 1 | - | - | 1 |
| | Males | 5.8 | 20,481 | 4,539 | 15,035 | 752 | 103 | 50 | 1 | - | - | - | - | 1 | - |

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

The number of 6-year-olds enrolled in Pre-Primary phase (30,624) divided by the number of 6-year-olds in the general population in 2017 (62,662) indicates enrolment of 49% in pre-primary schooling in Namibia. The 2017 target of 45% for this indicator was exceeded, thus good progress was made towards attaining the goal of access to education for all, especially in the early stages of learning.

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

Most learners entered pre-primary school at 6 years of age, but considerable numbers enrolled for the first time at the age of 5 or even 7. Out of all pre-primary enrolments, 0.7% were 8 years old or older. 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

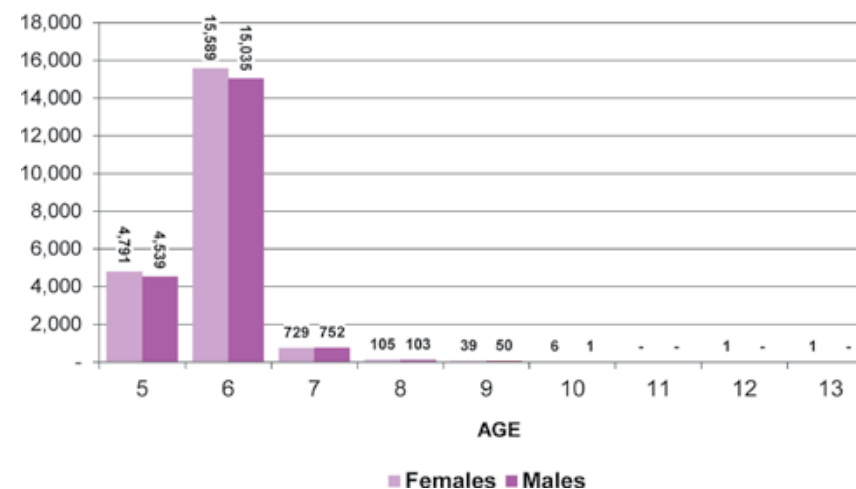


Table 23: Apparent intake rates of Grade 1 learners from 2011 to 2017

| Gender | Year | | | | | | |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Total | 107.0% | 111.4% | 106.7% | 105.8% | 109.0% | 110.5% | 110.3% |
| Females | 106.9% | 111.7% | 106.9% | 106.0% | 109.2% | 110.9% | 110.9% |
| Males | 107.2% | 111.2% | 106.7% | 105.6% | 108.9% | 110.1% | 109.8% |

Table 23 shows the apparent intake rate over seven years. The apparent intake rate is a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (7-year-old) population. There are three possible reasons for the high rates: enrolment of over-aged learners, or over-reporting by schools, or population under-estimation.

Table 24: Changes in the numbers of new Grade 1 entrants from 2011 to 2017

| Region | Year | | | | | | | Average Annual Growth Rate 2011-2017 | Percentage Change 2011-2017 |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|-----------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| //Kharas | 1,740 | 1,805 | 1,970 | 1,833 | 1,881 | 1,991 | 2,004 | 2.4% | 0.7% |
| Erongo | 2,919 | 3,118 | 3,356 | 3,316 | 2,976 | 3,803 | 4,151 | 6.0% | 9.2% |
| Hardap | 1,999 | 2,092 | 2,110 | 2,152 | 2,232 | 2,206 | 2,244 | 1.9% | 1.7% |
| Kavango East | 3,862 | 4,301 | 4,683 | 5,154 | 5,686 | 5,272 | 5,512 | 6.1% | 4.6% |
| Kavango West | 3,862 | 4,300 | 4,682 | 3,961 | 4,093 | 4,206 | 4,278 | 1.7% | 1.7% |
| Khomas | 6,534 | 6,890 | 7,119 | 7,563 | 7,887 | 7,165 | 8,553 | 4.6% | 19.4% |
| Kunene | 2,375 | 2,481 | 2,670 | 2,750 | 3,309 | 3,267 | 3,104 | 4.6% | -5.0% |
| Ohangwena | 7,409 | 7,788 | 7,712 | 8,033 | 8,336 | 8,616 | 8,937 | 3.2% | 3.7% |
| Omaheke | 1,869 | 2,372 | 2,373 | 2,074 | 2,173 | 2,143 | 2,113 | 2.1% | -1.4% |
| Omusati | 6,572 | 6,881 | 7,146 | 7,185 | 7,415 | 8,906 | 8,401 | 4.2% | -5.7% |
| Oshana | 3,623 | 3,912 | 3,892 | 4,068 | 4,230 | 4,280 | 4,370 | 3.2% | 2.1% |
| Oshikoto | 4,600 | 4,989 | 5,221 | 5,229 | 5,596 | 5,539 | 5,686 | 3.6% | 2.7% |
| Otjozondjupa | 3,727 | 3,874 | 4,180 | 4,079 | 4,357 | 4,574 | 4,470 | 3.1% | -2.3% |
| Zambezi | 2,497 | 2,625 | 2,652 | 2,775 | 2,943 | 3,115 | 3,281 | 4.7% | 5.3% |
| National | 53,588 | 57,428 | 59,766 | 60,172 | 63,114 | 65,083 | 67,104 | 3.8% | 3.1% |

Table 24 shows the numbers of new entrants to Grade 1 from 2011 to 2017. The average growth rate is calculated by comparing the numbers in the first and last year of the period (2011-2017). The figures for Kavango East and Kavango West are artificial for the years 2010-2013 as these regions did not exist before August 2013 when Kavango Region was split into two. For ease of calculation, the figures for the former Kavango Region were simply divided by two. Real numbers for the two Kavango regions are provided only as from 2014. Khomas Region recorded the highest percentage increase in the years 2016-2017, at 19.4%.

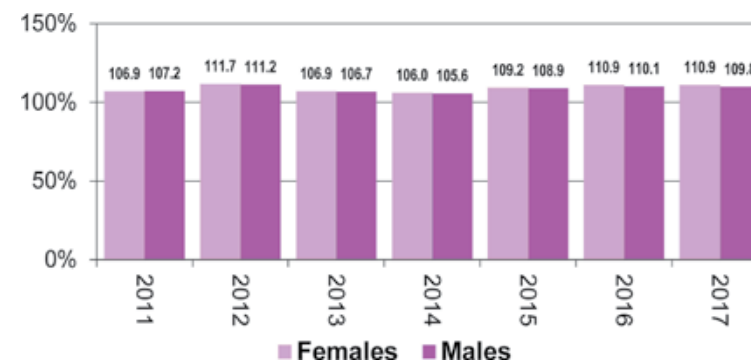
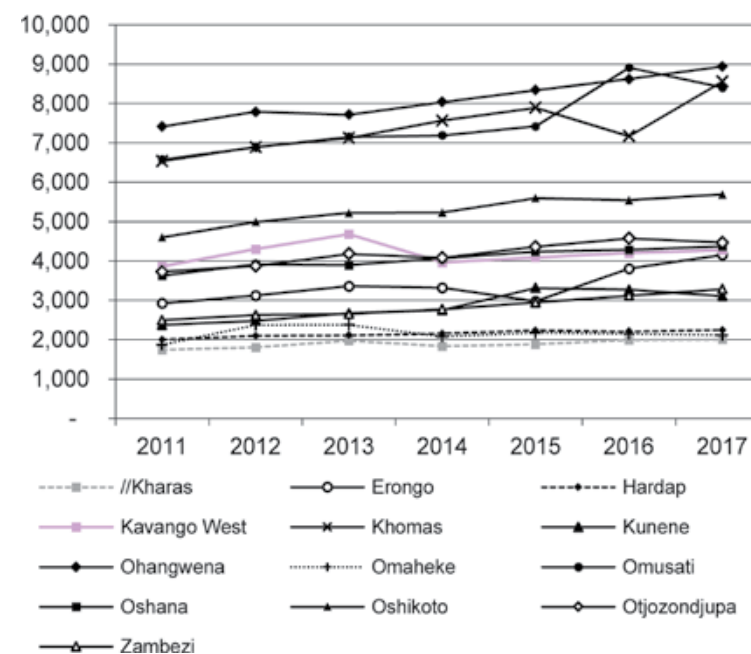
Figure 23: Apparent intake rates**Figure 24: Changes in the numbers of new Grade 1 enrolments**

Table 25: Ages of all learners

| Grade | Age | | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|------------|------------|
| | Total | 5 or less | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 or more |
| Total | 722,248 | 9,443 | 41,903 | 57,377 | 58,840 | 59,887 | 58,253 | 55,923 | 54,622 | 51,920 | 49,956 | 47,430 | 45,370 | 43,912 | 36,372 | 22,648 | 13,284 | 7,706 | 3,919 | 2,013 | 892 | 578 |
| Grade 0 | 41,743 | 9,330 | 30,624 | 1,481 | 208 | 89 | 7 | - | 1 | 1 | - | 1 | 1 | - | - | - | - | - | - | - | - | - |
| Grade 1 | 83,972 | 98 | 11,061 | 49,390 | 15,793 | 4,413 | 1,617 | 686 | 346 | 215 | 169 | 86 | 38 | 21 | 11 | 19 | 3 | 2 | - | - | - | 4 |
| Grade 2 | 74,140 | 1 | 200 | 6,235 | 36,659 | 18,683 | 7,314 | 2,670 | 1,175 | 597 | 340 | 138 | 69 | 36 | 14 | 8 | - | 1 | - | - | - | - |
| Grade 3 | 70,356 | - | 1 | 211 | 5,953 | 31,422 | 17,662 | 8,052 | 3,604 | 1,753 | 851 | 429 | 211 | 117 | 49 | 22 | 6 | 5 | 1 | - | 4 | 3 |
| Grade 4 | 73,626 | - | - | 4 | 112 | 4,954 | 27,414 | 19,232 | 11,495 | 5,540 | 2,565 | 1,228 | 563 | 318 | 114 | 49 | 23 | 6 | 7 | 1 | - | 1 |
| Grade 5 | 64,448 | - | - | - | 2 | 169 | 3,945 | 21,453 | 15,758 | 11,024 | 6,087 | 3,152 | 1,533 | 857 | 290 | 115 | 37 | 13 | 6 | 3 | - | 4 |
| Grade 6 | 59,434 | - | - | - | - | - | 86 | 3,523 | 18,646 | 13,784 | 10,306 | 6,229 | 3,472 | 1,963 | 862 | 364 | 110 | 50 | 23 | 8 | 6 | 2 |
| Grade 7 | 50,384 | - | - | - | - | - | 7 | 126 | 3,337 | 15,743 | 11,115 | 8,167 | 5,260 | 3,490 | 1,857 | 787 | 321 | 96 | 44 | 19 | 8 | 7 |
| Grade 8 | 60,235 | - | - | - | - | - | - | - | 62 | 3,006 | 15,715 | 13,135 | 10,613 | 7,875 | 5,095 | 2,690 | 1,259 | 476 | 188 | 60 | 31 | 30 |
| Grade 9 | 53,562 | - | - | - | - | - | - | - | 7 | 112 | 2,582 | 12,403 | 10,566 | 9,373 | 7,360 | 5,049 | 3,019 | 1,686 | 806 | 329 | 164 | 106 |
| Grade 10 | 41,556 | - | - | - | - | - | - | - | - | - | 109 | 2,297 | 10,846 | 9,421 | 7,322 | 4,773 | 3,070 | 1,917 | 981 | 511 | 198 | 111 |
| Grade 11 | 24,772 | - | - | - | - | - | - | - | - | - | - | 73 | 1,942 | 8,232 | 5,675 | 3,796 | 2,344 | 1,425 | 660 | 346 | 171 | 108 |
| Grade 12 | 22,127 | - | - | - | - | - | - | - | - | - | - | 1 | 126 | 2,049 | 7,550 | 4,901 | 3,062 | 2,015 | 1,193 | 727 | 304 | 199 |
| Other grades | 1,893 | 14 | 17 | 56 | 113 | 157 | 201 | 181 | 191 | 145 | 117 | 91 | 130 | 160 | 173 | 75 | 30 | 14 | 10 | 9 | 6 | 3 |

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 12,187 (2.6%) in 2017; and the number of learners aged 25 or older and still at school, at 578 (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 128,782 learners in Grades 0-12, or 19.0% of all learners in these grades, who were too old for their grade.

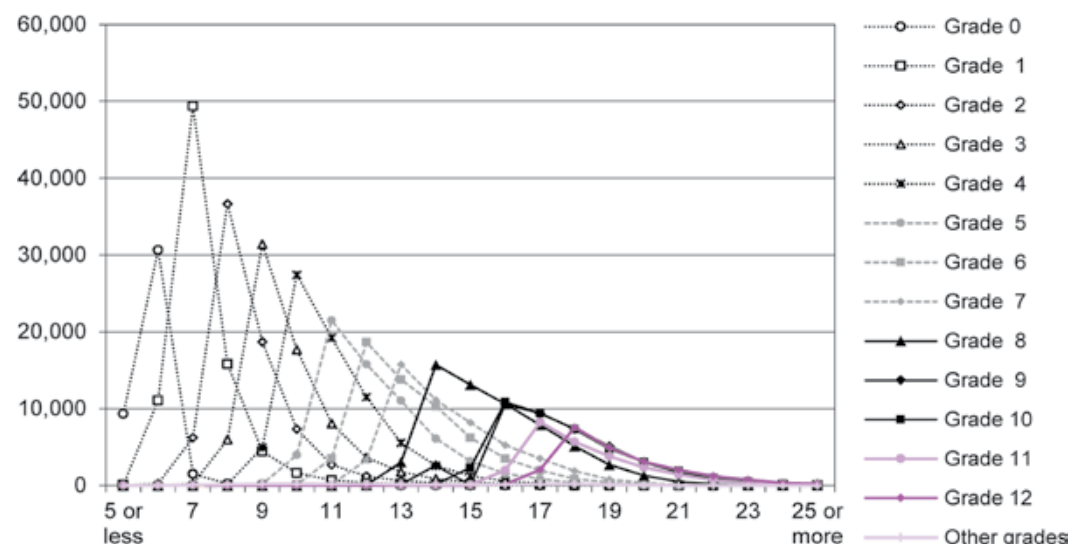
Figure 25: Distribution of learners' ages in Grades 1-12

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

| Grade | Gender | Age | | | | | | | | | | | | | | | | | | | | | |
|-------------|--------|---------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-----|------------|
| | | Total | 5 or younger | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 or more |
| Total | Female | 361,596 | 4,855 | 21,433 | 28,894 | 29,975 | 30,467 | 29,636 | 28,418 | 27,781 | 26,236 | 25,223 | 24,087 | 23,055 | 21,803 | 17,725 | 10,236 | 5,605 | 3,136 | 1,584 | 835 | 377 | 235 |
| | Male | 360,652 | 4,588 | 20,470 | 28,483 | 28,865 | 29,420 | 28,617 | 27,505 | 26,841 | 25,684 | 24,733 | 23,343 | 22,315 | 22,109 | 18,647 | 12,412 | 7,679 | 4,570 | 2,335 | 1,178 | 515 | 343 |
| Pre-Primary | Female | 21,262 | 4,791 | 15,589 | 729 | 105 | 39 | 6 | - | 1 | 1 | - | - | 1 | - | - | - | - | - | - | - | - | - |
| | Male | 20,481 | 4,539 | 15,035 | 752 | 103 | 50 | 1 | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - |
| Grade 1 | Female | 40,491 | 57 | 5,739 | 24,624 | 6,849 | 1,815 | 717 | 287 | 165 | 90 | 72 | 39 | 18 | 4 | 2 | 12 | 1 | - | - | - | - | - |
| | Male | 43,481 | 41 | 5,322 | 24,766 | 8,944 | 2,598 | 900 | 399 | 181 | 125 | 97 | 47 | 20 | 17 | 9 | 7 | 2 | 2 | - | - | - | 4 |
| Grade 2 | Female | 35,979 | 1 | 93 | 3,383 | 19,492 | 8,157 | 2,874 | 1,051 | 462 | 256 | 124 | 59 | 16 | 8 | 3 | - | - | - | - | - | - | - |
| | Male | 38,161 | - | 107 | 2,852 | 17,167 | 10,526 | 4,440 | 1,619 | 713 | 341 | 216 | 79 | 53 | 28 | 11 | 8 | - | 1 | - | - | - | - |
| Grade 3 | Female | 34,583 | - | 1 | 128 | 3,427 | 17,267 | 7,886 | 3,198 | 1,367 | 699 | 320 | 166 | 71 | 33 | 13 | 6 | - | - | - | - | - | 1 |
| | Male | 35,773 | - | - | 83 | 2,526 | 14,155 | 9,776 | 4,854 | 2,237 | 1,054 | 531 | 263 | 140 | 84 | 36 | 16 | 6 | 5 | 1 | - | 4 | 2 |
| Grade 4 | Female | 35,526 | - | - | 3 | 62 | 3,040 | 15,533 | 8,677 | 4,532 | 2,082 | 888 | 396 | 177 | 99 | 25 | 6 | 4 | 1 | 1 | - | - | - |
| | Male | 38,100 | - | - | 1 | 50 | 1,914 | 11,881 | 10,555 | 6,963 | 3,458 | 1,677 | 832 | 386 | 219 | 89 | 43 | 19 | 5 | 6 | 1 | - | 1 |
| Grade 5 | Female | 32,011 | - | - | - | - | 96 | 2,471 | 12,877 | 7,759 | 4,563 | 2,301 | 1,083 | 482 | 248 | 85 | 31 | 7 | 3 | 3 | - | - | 2 |
| | Male | 32,437 | - | - | - | 2 | 73 | 1,474 | 8,576 | 7,999 | 6,461 | 3,786 | 2,069 | 1,051 | 609 | 205 | 84 | 30 | 10 | 3 | 3 | - | 2 |
| Grade 6 | Female | 29,836 | - | - | - | - | - | 62 | 2,192 | 11,277 | 7,023 | 4,513 | 2,517 | 1,247 | 588 | 253 | 116 | 27 | 12 | 5 | 1 | 3 | - |
| | Male | 29,598 | - | - | - | - | - | 24 | 1,331 | 7,369 | 6,761 | 5,793 | 3,712 | 2,225 | 1,375 | 609 | 248 | 83 | 38 | 18 | 7 | 3 | 2 |
| Grade 7 | Female | 25,597 | - | - | - | - | - | 4 | 72 | 2,108 | 9,474 | 5,828 | 3,764 | 2,120 | 1,231 | 569 | 268 | 100 | 33 | 14 | 8 | 1 | 3 |
| | Male | 24,787 | - | - | - | - | - | 3 | 54 | 1,229 | 6,269 | 5,287 | 4,403 | 3,140 | 2,259 | 1,288 | 519 | 221 | 63 | 30 | 11 | 7 | 4 |
| Grade 8 | Female | 30,413 | - | - | - | - | - | - | - | 42 | 1,935 | 9,397 | 6,962 | 5,134 | 3,308 | 1,949 | 991 | 446 | 162 | 53 | 17 | 9 | 8 |
| | Male | 29,822 | - | - | - | - | - | - | - | 20 | 1,071 | 6,318 | 6,173 | 5,479 | 4,567 | 3,146 | 1,699 | 813 | 314 | 135 | 43 | 22 | 22 |
| Grade 9 | Female | 27,601 | - | - | - | - | - | - | - | 3 | 62 | 1,676 | 7,536 | 5,758 | 4,659 | 3,405 | 2,125 | 1,199 | 657 | 287 | 135 | 61 | 38 |
| | Male | 25,961 | - | - | - | - | - | - | - | 4 | 50 | 906 | 4,867 | 4,808 | 4,714 | 3,955 | 2,924 | 1,820 | 1,029 | 519 | 194 | 103 | 68 |
| Grade 10 | Female | 22,226 | - | - | - | - | - | - | - | - | - | 61 | 1,486 | 6,643 | 5,258 | 3,694 | 2,196 | 1,300 | 803 | 439 | 215 | 88 | 43 |
| | Male | 19,330 | - | - | - | - | - | - | - | - | - | 48 | 811 | 4,203 | 4,163 | 3,628 | 2,577 | 1,770 | 1,114 | 542 | 296 | 110 | 68 |
| Grade 11 | Female | 13,295 | - | - | - | - | - | - | - | - | - | - | 43 | 1,266 | 4,956 | 3,079 | 1,819 | 1,011 | 593 | 251 | 154 | 73 | 50 |
| | Male | 11,477 | - | - | - | - | - | - | - | - | - | - | 30 | 676 | 3,276 | 2,596 | 1,977 | 1,333 | 832 | 409 | 192 | 98 | 58 |
| Grade 12 | Female | 12,096 | - | - | - | - | - | - | - | - | - | - | 1 | 83 | 1,356 | 4,601 | 2,633 | 1,496 | 867 | 530 | 300 | 141 | 88 |
| | Male | 10,031 | - | - | - | - | - | - | - | - | - | - | - | 43 | 693 | 2,949 | 2,268 | 1,566 | 1,148 | 663 | 427 | 163 | 111 |
| Other | Female | 680 | 6 | 11 | 27 | 40 | 53 | 83 | 64 | 65 | 51 | 43 | 35 | 39 | 55 | 47 | 33 | 14 | 5 | 1 | 5 | 1 | 2 |
| | Male | 1,213 | 8 | 6 | 29 | 73 | 104 | 118 | 117 | 126 | 94 | 74 | 56 | 91 | 105 | 126 | 42 | 16 | 9 | 9 | 4 | 5 | 1 |

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

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

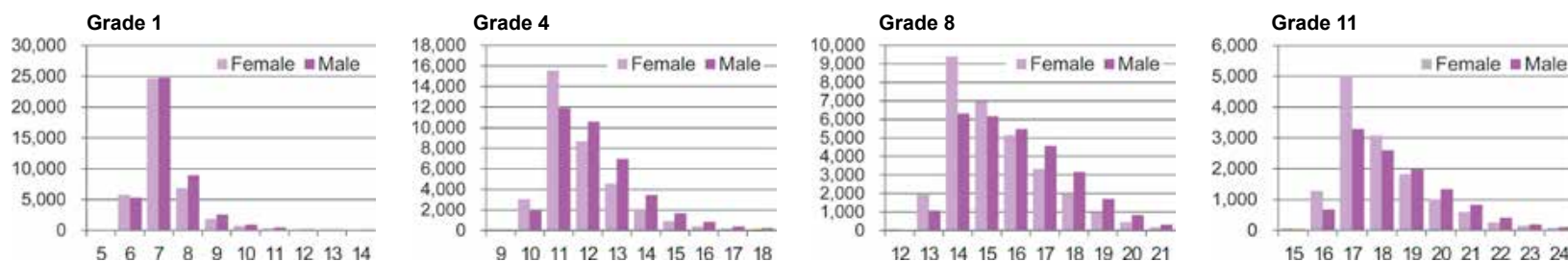


Table 27: Rates of enrolment of 6-year-olds to 18-year-olds

| School Phase | Grade | Age | | | | | | | | | | | | |
|------------------|----------|-------|-------|-------|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Total | | | | | | | | | | | | | | |
| Total | | 18.0% | 91.9% | 99.2% | 103.7% | 102.9% | 100.1% | 99.0% | 95.1% | 92.2% | 88.0% | 84.5% | 82.0% | 68.1% |
| Junior primary | Grade 1 | 17.7% | 81.2% | 26.7% | 7.7% | 2.9% | 1.2% | 0.6% | 0.4% | 0.3% | 0.2% | 0.1% | 0.0% | 0.0% |
| | Grade 2 | 0.3% | 10.2% | 62.0% | 32.4% | 12.9% | 4.8% | 2.1% | 1.1% | 0.6% | 0.3% | 0.1% | 0.1% | 0.0% |
| | Grade 3 | 0.0% | 0.3% | 10.1% | 54.5% | 31.2% | 14.4% | 6.5% | 3.2% | 1.6% | 0.8% | 0.4% | 0.2% | 0.1% |
| Senior Primary | Grade 4 | - | 0.0% | 0.2% | 8.6% | 48.4% | 34.4% | 20.8% | 10.1% | 4.7% | 2.3% | 1.0% | 0.6% | 0.2% |
| | Grade 5 | - | - | 0.0% | 0.3% | 7.0% | 38.4% | 28.5% | 20.2% | 11.2% | 5.8% | 2.9% | 1.6% | 0.5% |
| | Grade 6 | - | - | - | - | 0.2% | 6.3% | 33.8% | 25.2% | 19.0% | 11.6% | 6.5% | 3.7% | 1.6% |
| | Grade 7 | - | - | - | - | 0.0% | 0.2% | 6.0% | 28.8% | 20.5% | 15.2% | 9.8% | 6.5% | 3.5% |
| Junior Secondary | Grade 8 | - | - | - | - | - | - | 0.1% | 5.5% | 29.0% | 24.4% | 19.8% | 14.7% | 9.5% |
| | Grade 9 | - | - | - | - | - | - | 0.0% | 0.2% | 4.8% | 23.0% | 19.7% | 17.5% | 13.8% |
| Senior Secondary | Grade 10 | - | - | - | - | - | - | - | - | 0.2% | 4.3% | 20.2% | 17.6% | 13.7% |
| | Grade 11 | - | - | - | - | - | - | - | - | - | 0.1% | 3.6% | 15.4% | 10.6% |
| | Grade 12 | - | - | - | - | - | - | - | - | - | 0.0% | 0.2% | 3.8% | 14.1% |
| Other grades | | 0.0% | 0.1% | 0.2% | 0.3% | 0.4% | 0.3% | 0.3% | 0.3% | 0.2% | 0.2% | 0.2% | 0.3% | 0.3% |
| Females | | | | | | | | | | | | | | |
| Total | | 18.2% | 90.3% | 98.6% | 103.3% | 103.1% | 100.6% | 99.6% | 95.1% | 92.3% | 88.8% | 85.4% | 81.0% | 66.0% |
| Junior Primary | Grade 1 | 17.9% | 78.9% | 22.6% | 6.2% | 2.5% | 1.0% | 0.6% | 0.3% | 0.3% | 0.1% | 0.1% | 0.0% | 0.0% |
| | Grade 2 | 0.3% | 10.8% | 64.3% | 27.7% | 10.0% | 3.7% | 1.7% | 0.9% | 0.5% | 0.2% | 0.1% | 0.0% | 0.0% |
| | Grade 3 | 0.0% | 0.4% | 11.3% | 58.6% | 27.4% | 11.3% | 4.9% | 2.5% | 1.2% | 0.6% | 0.3% | 0.1% | 0.0% |
| Senior Primary | Grade 4 | - | 0.0% | 0.2% | 10.3% | 54.0% | 30.7% | 16.2% | 7.5% | 3.3% | 1.5% | 0.7% | 0.4% | 0.1% |
| | Grade 5 | - | - | - | 0.3% | 8.6% | 45.6% | 27.8% | 16.5% | 8.4% | 4.0% | 1.8% | 0.9% | 0.3% |
| | Grade 6 | - | - | - | - | 0.2% | 7.8% | 40.4% | 25.5% | 16.5% | 9.3% | 4.6% | 2.2% | 0.9% |
| | Grade 7 | - | - | - | - | 0.0% | 0.3% | 7.6% | 34.3% | 21.3% | 13.9% | 7.9% | 4.6% | 2.1% |
| Junior Secondary | Grade 8 | - | - | - | - | - | - | 0.2% | 7.0% | 34.4% | 25.7% | 19.0% | 12.3% | 7.3% |
| | Grade 9 | - | - | - | - | - | - | 0.0% | 0.2% | 6.1% | 27.8% | 21.3% | 17.3% | 12.7% |
| Senior Secondary | Grade 10 | - | - | - | - | - | - | - | - | 0.2% | 5.5% | 24.6% | 19.5% | 13.8% |
| | Grade 11 | - | - | - | - | - | - | - | - | - | 0.2% | 4.7% | 18.4% | 11.5% |
| | Grade 12 | - | - | - | - | - | - | - | - | - | 0.0% | 0.3% | 5.0% | 17.1% |
| Other grades | | 0.0% | 0.1% | 0.1% | 0.2% | 0.3% | 0.2% | 0.2% | 0.2% | 0.2% | 0.1% | 0.1% | 0.2% | 0.2% |

Table 27 continues ►

Table 27 continued

| School Phase | Grade | Age | | | | | | | | | | | | |
|------------------|----------|-------|-------|-------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Males | | | | | | | | | | | | | | |
| Total | | 17.3% | 90.8% | 97.0% | 101.6% | 100.9% | 98.4% | 97.2% | 94.1% | 91.4% | 86.8% | 83.3% | 82.8% | 70.1% |
| Junior Primary | Grade 1 | 16.9% | 81.1% | 30.2% | 9.0% | 3.2% | 1.4% | 0.7% | 0.5% | 0.4% | 0.2% | 0.1% | 0.1% | 0.0% |
| | Grade 2 | 0.3% | 9.3% | 57.9% | 36.4% | 15.7% | 5.8% | 2.6% | 1.2% | 0.8% | 0.3% | 0.2% | 0.1% | 0.0% |
| | Grade 3 | - | 0.3% | 8.5% | 49.0% | 34.5% | 17.4% | 8.1% | 3.9% | 2.0% | 1.0% | 0.5% | 0.3% | 0.1% |
| Senior Primary | Grade 4 | - | 0.0% | 0.2% | 6.6% | 41.9% | 37.7% | 25.2% | 12.7% | 6.2% | 3.1% | 1.4% | 0.8% | 0.3% |
| | Grade 5 | - | - | 0.0% | 0.3% | 5.2% | 30.7% | 29.0% | 23.7% | 14.0% | 7.7% | 3.9% | 2.3% | 0.8% |
| | Grade 6 | - | - | - | - | 0.1% | 4.8% | 26.7% | 24.8% | 21.4% | 13.8% | 8.3% | 5.2% | 2.3% |
| | Grade 7 | - | - | - | - | 0.0% | 0.2% | 4.5% | 23.0% | 19.5% | 16.4% | 11.7% | 8.5% | 4.8% |
| Junior Secondary | Grade 8 | - | - | - | - | - | - | 0.1% | 3.9% | 23.4% | 23.0% | 20.4% | 17.1% | 11.8% |
| | Grade 9 | - | - | - | - | - | - | 0.0% | 0.2% | 3.3% | 18.1% | 17.9% | 17.7% | 14.9% |
| Senior Secondary | Grade 10 | - | - | - | - | - | - | - | - | 0.2% | 3.0% | 15.7% | 15.6% | 13.6% |
| | Grade 11 | - | - | - | - | - | - | - | - | - | 0.1% | 2.5% | 12.3% | 9.8% |
| | Grade 12 | - | - | - | - | - | - | - | - | - | - | 0.2% | 2.6% | 11.1% |
| Other grades | | 0.0% | 0.1% | 0.2% | 0.4% | 0.4% | 0.4% | 0.5% | 0.3% | 0.3% | 0.2% | 0.3% | 0.4% | 0.5% |

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

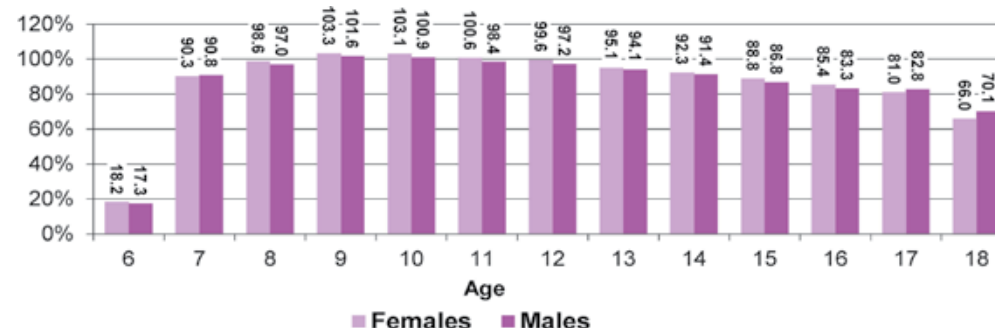
For each age group, the number of learners enrolled in a particular grade is divided by the number of people of the same age in the total projected population. For example, there were 49,390 7-year-old learners enrolled in Grade 1, and 60,831 7-year-olds in the population. Therefore, 49,390 divided by 60,831 or 81.2% 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 2016 could not be taken into Grade 1 in the year under review. In Namibia the official theoretical age for Grade 1 is 7 years. Most of the 6-year-olds in Grade 1 are enrolled in private schools.

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

Table 28: Net and Gross Enrolment Ratios

| | Age Group | 7-13 | 7-16 | 7-18 | 14-18 |
|-----------------------|-----------|---------|----------|----------|----------|
| | Grades | Gr. 1-7 | Gr. 1-10 | Gr. 1-12 | Gr. 8-12 |
| Net Enrolment Ratio | Total | 97.7% | 95.1% | 92.2% | 56.0% |
| | Males | 96.2% | 93.7% | 91.1% | 50.8% |
| | Female | 97.4% | 95.1% | 92.1% | 60.9% |
| Gross Enrolment Ratio | Total | 119.1% | 112.5% | 101.5% | 75.3% |
| | Males | 121.0% | 113.0% | 101.4% | 72.1% |
| | Female | 115.0% | 110.3% | 100.3% | 78.1% |

Figure 28: Enrolment rates of female and male learners

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

The GER is the total enrolment in a range of grades, divided by the number of people in the population of the age that should be enrolled in those grades. GER values over 100% are an indication of under-aged and/or over-aged learners enrolled in the specific school phase. The NER is the number of learners of appropriate age enrolled in a range of grades, divided by the population in the same age group. For example, there were 390,804 learners aged between 7 and 13 enrolled in Grades 1-7 out of 399,840 people in the same age range in the projected population. The NER of 94.8% is 390,804 divided by 399,840. The targets for 2017 primary and secondary NER were 99.74% and 62% respectively (MoEAC Strategic Plan 2017/18-2021/22). The target of 99.7% was based on different population projections. With the updated population projections in use, the baseline figure will change and the meeting of targets based on the updated baseline figures should be interpreted accordingly.

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

The enrolment rates for different grades show the feature of over-aged learners in a different way than do Tables 25 and 26. Up to the age of 14, the highest percentage of the age cohort were enrolled in the appropriate grade, with 29.0% of 14-year-olds enrolled in Grade 8. This pattern changed for enrolment in higher grades. Out of the 16-year-olds, the highest single percentage (19.8%) were enrolled in Grade 8. The 16-year-olds are actually expected to be in Grade 10 by this age.

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

| School Phase | Grade | Total Enrolment | | New Entrants | | Repeaters | | Re-entrants | |
|------------------|----------|-----------------|----------|--------------|----------|-----------|----------|-------------|----------|
| | | Total | % Female | Total | % Female | Total | % Female | Total | % Female |
| Total | | 720,355 | 50.1% | 591,323 | 51.6% | 125,613 | 43.1% | 3,419 | 53.8% |
| Junior Primary | Grade 0 | 41,743 | 50.9% | 41,454 | 51.0% | 219 | 42.0% | 70 | 45.7% |
| | Grade 1 | 83,972 | 48.2% | 67,104 | 50.1% | 16,287 | 40.9% | 581 | 41.3% |
| | Grade 2 | 74,140 | 48.5% | 63,622 | 50.2% | 10,255 | 38.5% | 263 | 33.1% |
| | Grade 3 | 70,356 | 49.2% | 61,406 | 50.9% | 8,710 | 37.4% | 240 | 32.5% |
| Senior Primary | Grade 4 | 73,626 | 48.3% | 57,627 | 51.0% | 15,770 | 38.3% | 229 | 31.4% |
| | Grade 5 | 64,448 | 49.7% | 45,408 | 53.4% | 18,804 | 40.8% | 236 | 39.4% |
| | Grade 6 | 59,434 | 50.2% | 46,573 | 51.6% | 12,611 | 45.3% | 250 | 47.6% |
| | Grade 7 | 50,384 | 50.8% | 42,116 | 51.9% | 8,064 | 44.7% | 204 | 66.7% |
| Junior Secondary | Grade 8 | 60,235 | 50.5% | 41,366 | 52.2% | 18,491 | 46.3% | 378 | 70.1% |
| | Grade 9 | 53,562 | 51.5% | 41,540 | 51.7% | 11,506 | 50.0% | 516 | 74.8% |
| | Grade 10 | 41,556 | 53.5% | 37,229 | 52.7% | 4,082 | 59.6% | 245 | 71.4% |
| Senior Secondary | Grade 11 | 24,772 | 53.7% | 23,843 | 53.6% | 753 | 50.3% | 176 | 73.3% |
| | Grade 12 | 22,127 | 54.7% | 22,035 | 54.6% | 61 | 68.9% | 31 | 83.9% |

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

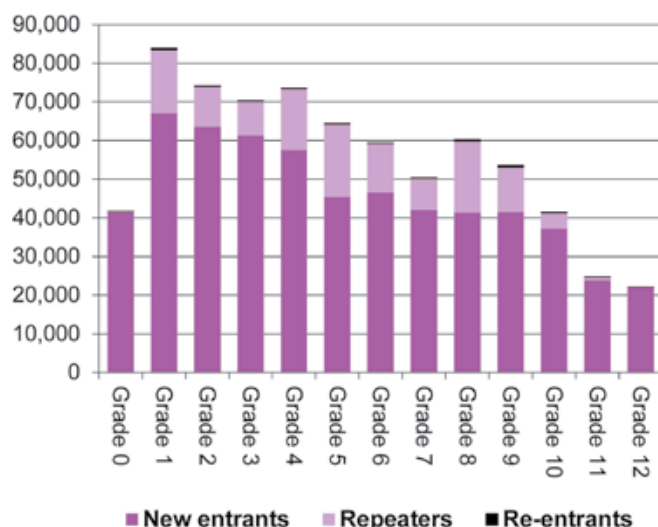
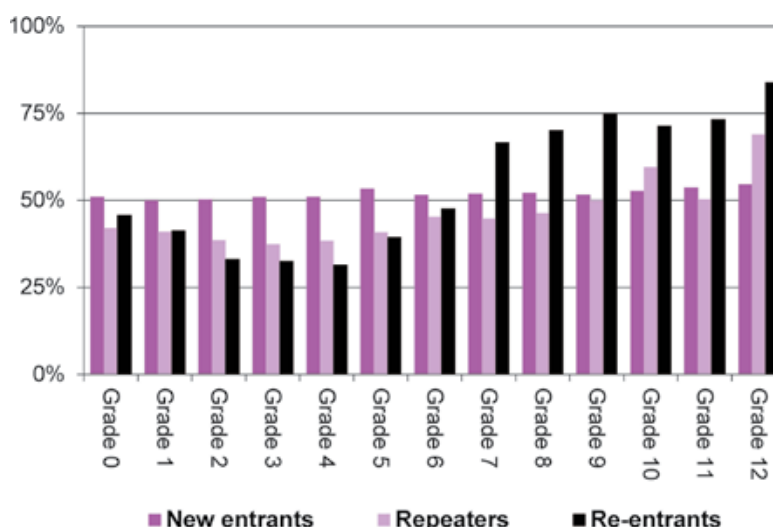


Figure 29b: Percentage of females among new entrants, repeaters and re-entrants in each grade



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

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

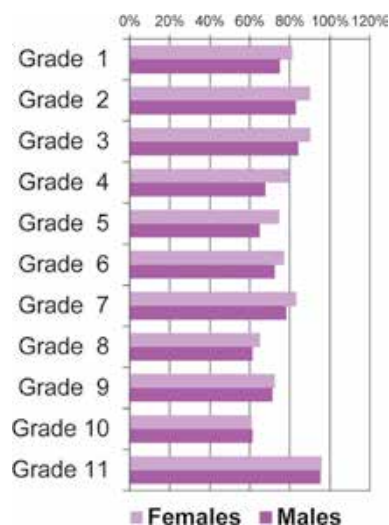
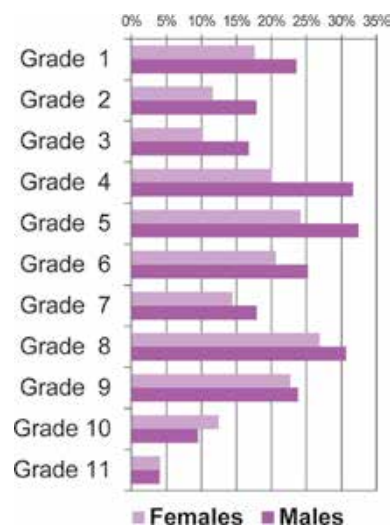
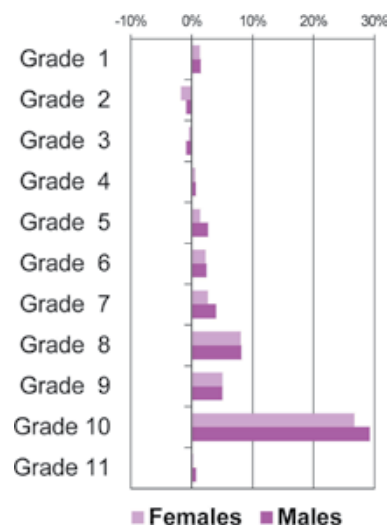
The new entrants, repeaters and re-entrants are charted in Figure 29a. Re-entrants are hardly visible because of the low number of learners who are reported to re-enrol. Grades 1, 5 and 8 had relatively high numbers of repeaters, an indication that the beginning of a new phase always poses some challenges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

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

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

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

| Grade | Promotion Rates | | | Repetition Rates | | | School-Leaving Rates | | |
|----------------|-----------------|---------|-------|------------------|---------|-------|----------------------|-------------|-------------|
| | Total | Females | Males | Total | Females | Males | Total | Females | Males |
| Average | 76.5% | 79.1% | 74.0% | 19.0% | 16.8% | 21.2% | 4.4% | 4.1% | 4.8% |
| Grade 1 | 78.0% | 81.2% | 75.0% | 20.7% | 17.6% | 23.6% | 1.3% | 1.2% | 1.4% |
| Grade 2 | 86.5% | 90.0% | 83.0% | 14.8% | 11.6% | 17.8% | -1.3% | -1.7% | -0.9% |
| Grade 3 | 87.1% | 90.2% | 84.1% | 13.5% | 10.2% | 16.7% | -0.6% | -0.4% | -0.8% |
| Grade 4 | 73.5% | 79.4% | 67.7% | 25.9% | 20.0% | 31.6% | 0.6% | 0.5% | 0.6% |
| Grade 5 | 69.6% | 74.6% | 64.9% | 28.4% | 24.1% | 32.4% | 2.0% | 1.3% | 2.6% |
| Grade 6 | 74.8% | 77.2% | 72.4% | 22.9% | 20.6% | 25.2% | 2.3% | 2.2% | 2.4% |
| Grade 7 | 80.6% | 83.0% | 78.1% | 16.1% | 14.4% | 17.9% | 3.3% | 2.6% | 4.0% |
| Grade 8 | 63.2% | 65.2% | 61.3% | 28.7% | 26.8% | 30.6% | 8.0% | 8.0% | 8.1% |
| Grade 9 | 71.8% | 72.3% | 71.2% | 23.2% | 22.6% | 23.8% | 5.0% | 5.0% | 5.0% |
| Grade 10 | 61.1% | 60.9% | 61.3% | 11.1% | 12.4% | 9.5% | 27.8% | 26.6% | 29.2% |
| Grade 11 | 95.6% | 95.8% | 95.3% | 4.0% | 4.0% | 4.0% | 0.4% | 0.2% | 0.7% |

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 2016 to 2017. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2016 who were promoted and continued schooling in Grade 2 in 2017. Grade 12 is not included in this table since, for all practical purposes, all Grade 12 learners left school at the end of 2016. 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). According to Directorate of National Examinations and Assessment (DNEA) results, the Grade 10 promotion rate was 56.2%, but now it is reported as 61.1% due to taking into account the part-time learners who completed Grade 10. Grade 10 has a lower promotion rate because the examination is of a certain standard and is a national examination.

The Grade 7 promotion rate is the transition rate from primary to secondary education, being 80.6% in 2016-2017. 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 2017 repetition rates and targets were: Grade 1, 20.7% (target 19%); Grade 4, 25.9% (target 12%); and Grade 8, 28.7% (target 29%). Therefore the Grade 8 target was met, whereas the Grade 1 and Grade 4 rates fell short of the target, by a slight 1.7% for Grade 1 and over 50% for Grade 4.

Table 31: Promotion, repetition and school leaving rates from 2010 to 2016

| School Phase | Grade | Year | | | | | | |
|----------------------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Promotion rates | | | | | | | | |
| Junior Primary | Grade 1 | 76.8% | 77.2% | 77.2% | 77.3% | 79.1% | 78.0% | 78.0% |
| | Grade 2 | 85.1% | 85.8% | 86.2% | 86.3% | 87.5% | 84.6% | 86.5% |
| | Grade 3 | 87.4% | 88.0% | 87.9% | 88.0% | 89.6% | 85.6% | 87.1% |
| Senior Primary | Grade 4 | 85.8% | 86.1% | 86.1% | 86.1% | 87.9% | 87.9% | 73.5% |
| | Grade 5 | 75.4% | 74.9% | 74.8% | 74.9% | 76.3% | 76.2% | 69.6% |
| | Grade 6 | 81.5% | 82.0% | 83.2% | 83.3% | 84.5% | 84.7% | 74.8% |
| | Grade 7 | 83.8% | 86.0% | 86.3% | 86.3% | 88.9% | 90.0% | 80.6% |
| Junior Secondary | Grade 8 | 57.8% | 59.2% | 59.5% | 59.5% | 60.6% | 61.3% | 63.2% |
| | Grade 9 | 65.0% | 68.9% | 67.4% | 67.4% | 69.1% | 69.2% | 71.8% |
| | Grade 10 | 57.5% | 55.6% | 57.0% | 57.0% | 59.8% | 57.8% | 61.1% |
| Senior Secondary | Grade 11 | 95.9% | 94.7% | 94.0% | 94.0% | 94.6% | 93.5% | 95.6% |
| Repetition rates | | | | | | | | |
| Junior Primary | Grade 1 | 20.6% | 20.3% | 21.2% | 21.2% | 19.9% | 20.8% | 20.7% |
| | Grade 2 | 14.1% | 14.2% | 14.3% | 14.3% | 12.8% | 14.9% | 14.8% |
| | Grade 3 | 11.6% | 11.7% | 11.8% | 11.8% | 10.9% | 13.6% | 13.5% |
| Senior Primary | Grade 4 | 13.1% | 13.3% | 13.6% | 13.6% | 12.5% | 11.2% | 25.9% |
| | Grade 5 | 21.3% | 21.9% | 22.6% | 22.6% | 20.3% | 20.2% | 28.4% |
| | Grade 6 | 14.8% | 15.1% | 14.1% | 14.1% | 13.1% | 12.8% | 22.9% |
| | Grade 7 | 11.8% | 10.8% | 9.8% | 9.8% | 8.5% | 8.4% | 16.1% |
| Junior Secondary | Grade 8 | 33.9% | 31.6% | 31.6% | 31.6% | 30.2% | 30.6% | 28.7% |
| | Grade 9 | 27.5% | 23.7% | 24.6% | 24.6% | 23.7% | 24.3% | 23.2% |
| | Grade 10 | 23.6% | 10.4% | 10.3% | 10.3% | 10.8% | 11.0% | 11.1% |
| Senior Secondary | Grade 11 | 2.5% | 2.7% | 4.4% | 4.4% | 3.5% | 4.3% | 4.0% |
| School-leaving rates | | | | | | | | |
| Junior Primary | Grade 1 | 2.6% | 2.4% | 1.6% | 1.5% | 1.0% | 1.2% | 1.3% |
| | Grade 2 | 0.8% | 0.0% | -0.5% | -0.6% | -0.3% | 0.6% | -1.3% |
| | Grade 3 | 1.1% | 0.3% | 0.4% | 0.3% | -0.4% | 0.9% | -0.6% |
| Senior Primary | Grade 4 | 1.1% | 0.7% | 0.3% | 0.3% | -0.4% | 0.9% | 0.6% |
| | Grade 5 | 3.3% | 3.2% | 2.5% | 2.5% | 3.4% | 3.6% | 2.0% |
| | Grade 6 | 3.7% | 2.8% | 2.7% | 2.6% | 2.4% | 2.4% | 2.3% |
| | Grade 7 | 4.3% | 3.2% | 3.8% | 3.8% | 2.7% | 1.6% | 3.3% |
| Junior Secondary | Grade 8 | 8.3% | 9.2% | 8.9% | 8.9% | 9.2% | 8.1% | 8.0% |
| | Grade 9 | 7.5% | 7.4% | 7.9% | 7.9% | 7.2% | 6.5% | 5.0% |
| | Grade 10 | 18.9% | 33.9% | 32.7% | 32.7% | 29.4% | 31.2% | 27.8% |
| Senior Secondary | Grade 11 | 1.6% | 2.7% | 1.6% | 1.6% | 1.9% | 2.2% | 0.4% |

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 shows that Grade 8 promotion rates increased from 57.8% in 2010 to 63.2% in 2016. The changes in other grades were constant on average, except in Grade 4 where there was a marked drop from 2015 to 2016. The promotion rate for Grade 10 to Grade 11 increased from 57.5% to 61.1%, which indicates an incremental improvement in the progression from Junior to Senior Secondary. There was a drop in this rate in 2016, and a slight increase in 2017. Note that the high percentage in Grade 11 is 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 shows high repetition rates for the Junior Secondary grades and for the first grade of each phase. The same does not apply to the Senior Secondary phase – see Table 31. 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 shows that most of the school-leaving rates have decreased, some drastically. For many years this rate was high in Grade 10, due to many learners leaving school after writing the Junior Secondary Certificate exam. The decrease is 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.

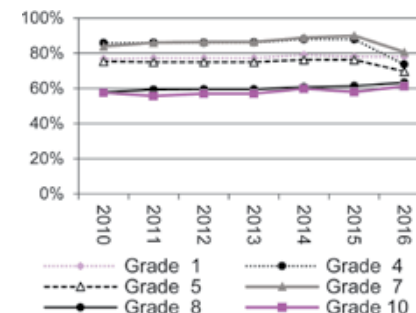
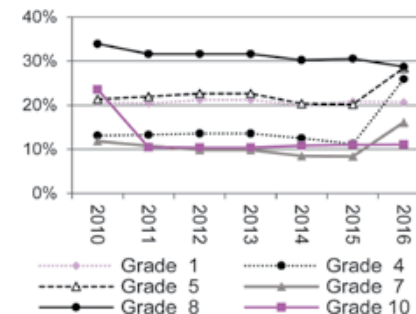
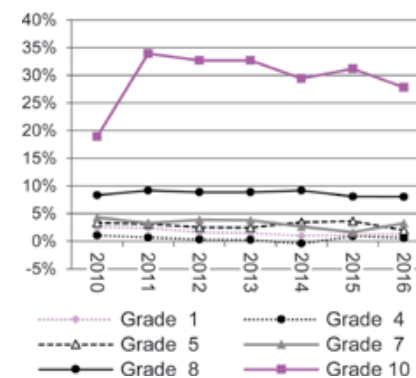
Figure 31a: Changes in promotion rates**Figure 31b: Changes in repetition rates****Figure 31c: Changes in school-leaving rates**

Table 32: Survival rates to Grades 2-12 from 2010 to 2016

| Grade | Gender | Year | | | | | | |
|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Grade 2 | Total | 96.7% | 96.7% | 98.1% | 95.6% | 98.4% | 98.6% | 98.8% |
| | Females | 97.0% | 96.9% | 98.4% | 96.4% | 99.3% | 99.5% | 99.3% |
| | Males | 96.5% | 96.5% | 97.8% | 94.7% | 97.5% | 97.6% | 98.2% |
| Grade 3 | Total | 95.8% | 96.6% | 98.8% | 93.4% | 98.7% | 98.8% | 98.3% |
| | Females | 96.4% | 97.0% | 98.9% | 94.5% | 99.7% | 99.8% | 98.8% |
| | Males | 95.2% | 96.2% | 98.6% | 92.2% | 97.6% | 97.7% | 97.7% |
| Grade 4 | Total | 94.6% | 96.3% | 98.5% | 92.0% | 99.1% | 99.1% | 97.4% |
| | Females | 93.3% | 94.8% | 96.8% | 90.8% | 97.8% | 97.8% | 95.8% |
| | Males | 95.6% | 97.5% | 99.8% | 92.9% | 100.1% | 100.0% | 98.7% |
| Grade 5 | Total | 93.4% | 95.6% | 98.1% | 90.7% | 99.6% | 99.4% | 96.5% |
| | Females | 92.1% | 94.0% | 96.2% | 89.5% | 98.5% | 98.4% | 95.1% |
| | Males | 94.5% | 96.8% | 99.7% | 91.6% | 100.4% | 100.1% | 97.6% |
| Grade 6 | Total | 89.4% | 91.5% | 94.9% | 86.4% | 95.2% | 94.9% | 92.2% |
| | Females | 88.8% | 91.4% | 94.0% | 86.4% | 95.1% | 94.7% | 92.2% |
| | Males | 89.7% | 91.3% | 95.4% | 86.1% | 95.0% | 94.7% | 91.8% |
| Grade 7 | Total | 85.5% | 88.5% | 92.0% | 83.0% | 92.6% | 92.2% | 89.7% |
| | Females | 85.5% | 88.8% | 91.2% | 83.5% | 92.9% | 92.3% | 90.0% |
| | Males | 85.0% | 87.7% | 92.2% | 82.2% | 92.0% | 91.7% | 89.0% |
| Grade 8 | Total | 81.3% | 85.6% | 88.0% | 79.2% | 90.3% | 89.5% | 88.2% |
| | Females | 81.9% | 86.1% | 87.9% | 80.2% | 91.7% | 90.6% | 88.5% |
| | Males | 80.1% | 84.6% | 87.6% | 77.8% | 88.4% | 88.0% | 87.4% |
| Grade 9 | Total | 70.5% | 74.0% | 76.1% | 67.3% | 78.4% | 77.4% | 77.5% |
| | Females | 71.6% | 75.4% | 77.0% | 69.6% | 80.6% | 79.2% | 78.8% |
| | Males | 69.0% | 72.1% | 74.7% | 64.5% | 75.7% | 75.2% | 75.7% |
| Grade 10 | Total | 62.6% | 65.9% | 67.7% | 59.5% | 70.2% | 69.8% | 70.5% |
| | Females | 63.7% | 66.8% | 68.4% | 61.3% | 72.4% | 71.8% | 72.1% |
| | Males | 61.2% | 64.5% | 66.4% | 57.4% | 67.5% | 67.3% | 68.4% |
| Grade 11 | Total | 46.6% | 40.9% | 42.9% | 39.0% | 47.0% | 46.7% | 45.7% |
| | Females | 47.8% | 41.2% | 43.5% | 40.6% | 49.2% | 48.7% | 47.5% |
| | Males | 43.1% | 39.2% | 40.5% | 36.2% | 43.3% | 43.0% | 42.2% |
| Grade 12 | Total | 45.8% | 39.7% | 42.1% | 36.9% | 45.8% | 45.7% | 44.6% |
| | Females | 46.9% | 40.0% | 42.4% | 38.5% | 48.1% | 47.9% | 46.1% |
| | Males | 44.4% | 39.0% | 41.4% | 35.0% | 43.1% | 43.1% | 42.6% |

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

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

The survival rates were calculated using the artificial cohort method and applying the flow rates in Table 31 to an imaginary cohort of 1,000 learners who entered Grade 1. Returnees were counted as repeaters in this calculation.

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

Table 32 shows a consistent higher survival rate for both males and females from Grades 2 to 7. A lower survival rate can be seen from Grades 9 to 12 for the past five years.

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

The 2017 target for survival rate up to Grade 7 was 89.6% (MoEAC Strategic Plan 2017/18-2021/22), and the actual survival rate up to Grade 7 in 2017 was 89.7%. The 2017 target for survival rate up to Grade 12 was 47% (ibid.), and the actual survival rate up to Grade 12 in 2017 was 44.6%. We can see that survival rate targets for primary education are being met, but that meeting the targets at secondary level remains a challenge.

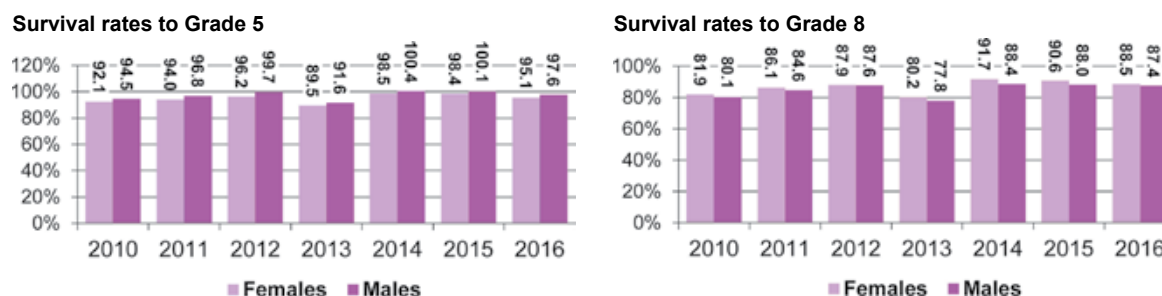
Figure 32: Changes in the survival rates to Grades 5 and 8

Table 33: Approximate numbers of learners who left school between 2010 and 2016

| School Phase | Grade | Year | | | | | | |
|------------------|----------|--------|--------|--------|--------|--------|--------|--------|
| | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Total | | 44,172 | 49,240 | 45,775 | 53,076 | 44,272 | 47,908 | 44,245 |
| Junior Primary | Grade 1 | 1,699 | 1,627 | 1,070 | 2,318 | 756 | 915 | 1,084 |
| | Grade 2 | 474 | -9 | -361 | 1,331 | -203 | 379 | -902 |
| | Grade 3 | 635 | 184 | 146 | 743 | -269 | 547 | -413 |
| Senior Primary | Grade 4 | 607 | 393 | 155 | 743 | -247 | 569 | 360 |
| | Grade 5 | 2,093 | 1,982 | 1,579 | 2,242 | 2,174 | 2,337 | 1,335 |
| | Grade 6 | 2,040 | 1,574 | 1,466 | 1,898 | 1,317 | 1,356 | 1,299 |
| | Grade 7 | 2,141 | 1,634 | 1,956 | 2,338 | 1,353 | 838 | 1,673 |
| Junior Secondary | Grade 8 | 4,639 | 5,562 | 5,548 | 6,591 | 5,837 | 5,233 | 5,282 |
| | Grade 9 | 3,264 | 3,258 | 3,681 | 3,821 | 3,571 | 3,253 | 2,601 |
| | Grade 10 | 6,421 | 12,277 | 11,191 | 10,802 | 10,647 | 11,914 | 10,863 |
| Senior Secondary | Grade 11 | 342 | 532 | 338 | 973 | 405 | 497 | 95 |
| | Grade 12 | 19,817 | 20,226 | 19,006 | 19,276 | 18,931 | 20,070 | 20,968 |

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 2010 and 2016. The number of learners who left school at different grades can provide an early indication for tertiary training institutions about the demand for different types of training that they provide. This data also provides an educational profile of learners who could be entering the job market.

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

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

Chapter 4:

NATIONAL EXAMINATIONS



Chapter 4 presents the results of the national Examinations written towards the end of 2017, namely the Junior Secondary Certificate (JSC), the Namibia Secondary School Certificate Ordinary Level (NSSC-O) and the Namibia Secondary School Certificate Higher Level (NSSC-H) examinations.

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

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

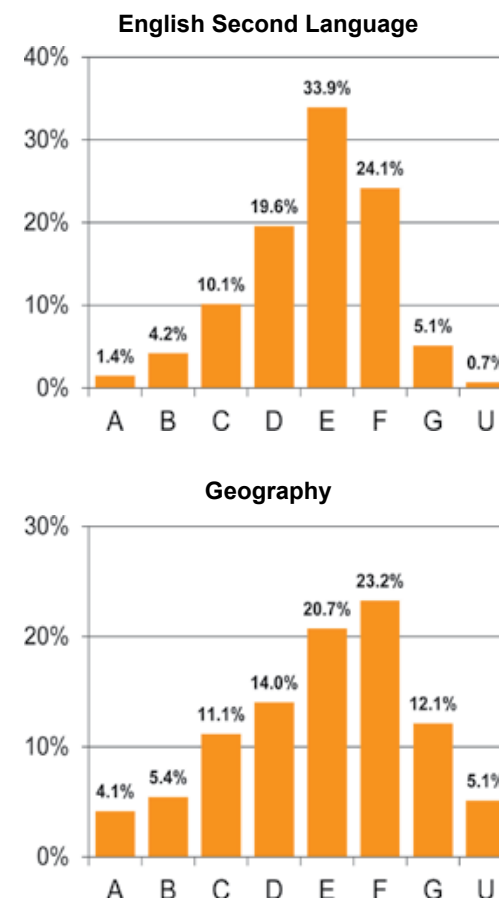
National examination results are indicators of educational achievement based on criteria applying to the whole country.

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

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

| Subject | Learners | Total % | Symbol | | | | | | | Ungraded U | Incomplete I | Pending X |
|------------------------------|----------|---------|--------|-------|-------|-------|-------|-------|-------|------------|--------------|-----------|
| | | | A | B | C | D | E | F | G | | | |
| Accounting | 10,965 | 100.0% | 6.4% | 6.6% | 11.0% | 18.1% | 14.4% | 14.8% | 11.8% | 15.9% | 0.9% | 0.0% |
| Additional Mathematics | 498 | 100.0% | 19.1% | 18.7% | 14.3% | 20.5% | 20.9% | 5.0% | 1.0% | 0.2% | 0.4% | 0.0% |
| Afrikaans First Language | 365 | 100.0% | 3.8% | 10.4% | 17.8% | 20.5% | 26.3% | 13.4% | 5.5% | 1.4% | 0.8% | 0.0% |
| Afrikaans Second Language | 8,829 | 100.0% | 2.3% | 7.9% | 17.7% | 19.5% | 31.7% | 14.5% | 3.9% | 0.7% | 1.8% | 0.0% |
| Agriculture | 26,230 | 100.0% | 9.1% | 10.8% | 12.7% | 24.5% | 22.3% | 12.5% | 5.1% | 2.1% | 1.0% | 0.0% |
| Computer Studies | 1,898 | 100.0% | 7.1% | 9.4% | 16.9% | 17.4% | 13.5% | 10.8% | 11.4% | 12.2% | 1.3% | 0.0% |
| Design and Technology | 1,102 | 100.0% | 4.2% | 3.9% | 11.1% | 32.3% | 21.0% | 14.6% | 6.8% | 3.4% | 2.7% | 0.0% |
| English First Language | 261 | 100.0% | 7.3% | 8.0% | 11.9% | 39.5% | 27.6% | 4.2% | 0.8% | 0.0% | 0.8% | 0.0% |
| English Second Language | 40,337 | 100.0% | 1.4% | 4.2% | 10.1% | 19.6% | 33.9% | 24.1% | 5.1% | 0.7% | 0.9% | 0.0% |
| Entrepreneurship | 37,882 | 100.0% | 4.3% | 8.1% | 14.1% | 25.9% | 24.0% | 14.4% | 5.6% | 2.6% | 0.9% | 0.0% |
| French Foreign Language | 314 | 100.0% | 4.1% | 5.4% | 11.1% | 14.0% | 20.7% | 23.2% | 12.1% | 5.1% | 4.1% | 0.0% |
| Geography | 40,599 | 100.0% | 4.2% | 7.0% | 14.2% | 23.9% | 27.3% | 14.8% | 6.0% | 1.6% | 0.9% | 0.0% |
| German First Language | 34 | 100.0% | 2.9% | 14.7% | 17.6% | 20.6% | 32.4% | 11.8% | 0.0% | 0.0% | 0.0% | 0.0% |
| German Foreign Language | 1,006 | 100.0% | 9.9% | 9.2% | 13.1% | 17.9% | 17.4% | 15.9% | 10.0% | 5.2% | 1.3% | 0.0% |
| History | 40,564 | 100.0% | 4.8% | 6.5% | 11.3% | 25.8% | 21.9% | 18.3% | 8.3% | 2.1% | 0.9% | 0.0% |
| Home Economics | 883 | 100.0% | 7.9% | 12.5% | 12.6% | 22.1% | 23.2% | 11.2% | 7.6% | 2.2% | 0.8% | 0.0% |
| Integrated Performing Arts | 99 | 100.0% | 0.0% | 1.0% | 9.1% | 31.3% | 27.3% | 19.2% | 5.1% | 3.0% | 4.0% | 0.0% |
| Keyboard and Word Processing | 1,562 | 100.0% | 10.3% | 11.3% | 13.0% | 14.7% | 15.9% | 15.3% | 11.2% | 6.5% | 1.7% | 0.0% |
| Khoekhoegowab First Language | 1,628 | 100.0% | 4.4% | 8.4% | 11.9% | 28.1% | 22.4% | 14.0% | 5.2% | 3.3% | 2.3% | 0.0% |
| Life Science | 40,599 | 100.0% | 4.4% | 7.2% | 13.9% | 23.1% | 20.1% | 17.1% | 8.6% | 4.7% | 0.9% | 0.0% |
| Mathematics | 40,100 | 100.0% | 9.2% | 8.0% | 11.1% | 18.9% | 22.9% | 17.8% | 9.2% | 1.9% | 1.0% | 0.0% |
| Needlework and Clothing | 232 | 100.0% | 4.3% | 9.5% | 11.6% | 21.6% | 31.9% | 15.5% | 3.9% | 1.3% | 0.4% | 0.0% |
| Oshikwanyama First Language | 7,887 | 100.0% | 4.4% | 8.0% | 15.5% | 32.5% | 31.9% | 6.1% | 0.8% | 0.1% | 0.7% | 0.0% |
| Oshindonga First Language | 11,101 | 100.0% | 6.2% | 8.9% | 12.7% | 24.8% | 37.8% | 7.6% | 1.2% | 0.2% | 0.5% | 0.0% |
| Otjiherero First Language | 2,130 | 100.0% | 5.3% | 12.6% | 17.6% | 26.0% | 26.8% | 6.8% | 1.8% | 0.5% | 2.6% | 0.0% |
| Physical Science | 40,599 | 100.0% | 5.9% | 8.4% | 15.4% | 22.7% | 16.8% | 13.8% | 9.0% | 7.1% | 0.9% | 0.0% |
| Portuguese First Language | 3 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 66.7% | 0.0% |
| Portuguese Foreign Language | 351 | 100.0% | 16.0% | 12.3% | 8.3% | 20.5% | 16.2% | 11.7% | 6.8% | 3.7% | 4.6% | 0.0% |
| Rukwangali First Language | 2,513 | 100.0% | 1.7% | 4.2% | 11.9% | 28.4% | 47.1% | 5.3% | 0.4% | 0.1% | 0.8% | 0.0% |
| Rumanyo First Language | 1,163 | 100.0% | 4.5% | 8.5% | 14.2% | 27.0% | 40.8% | 3.5% | 0.0% | 0.0% | 1.5% | 0.0% |
| Setswana First Language | 69 | 100.0% | 1.4% | 4.3% | 10.1% | 33.3% | 34.8% | 13.0% | 1.4% | 0.0% | 1.4% | 0.0% |
| Sign Language | 6 | 100.0% | 0.0% | 16.7% | 16.7% | 16.7% | 16.7% | 16.7% | 16.7% | 0.0% | 0.0% | 0.0% |
| Silozi First Language | 2,572 | 100.0% | 2.5% | 7.0% | 17.0% | 31.2% | 37.8% | 3.5% | 0.3% | 0.0% | 0.7% | 0.0% |
| Thimbukushu First Language | 503 | 100.0% | 2.8% | 9.5% | 14.3% | 30.2% | 38.4% | 1.6% | 0.2% | 0.0% | 3.0% | 0.0% |
| Visual Arts | 197 | 100.0% | 6.1% | 9.6% | 20.3% | 24.4% | 25.9% | 12.7% | 0.5% | 0.0% | 0.5% | 0.0% |

Table 34 shows the percentages of learners who attained the different symbols in the subjects of the full-time JSC examination. The total number of learners who enrolled per subject is reflected in the column headed “Learners”. An A symbol denotes the highest level of achievement, and G is the lowest level still graded. “Ungraded” means the minimum ‘G’ was not attained; “Incomplete” means the exam paper was not completed; and “Pending” means a component of the subject is under investigation, which is indicated with an “X”. Seven Technical subjects were replaced by Design and Technology (a single subject). There were 365,081 full-time subject entries by 40,599 in 2017.

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

The symbol distributions for the six main subjects in which enrolment was highest are shown graphically in Figure 34. In all six the scores were mostly D, E and F. English, Geography and Physical Science had the highest peak at E, and the other three subjects peaked at D. Accounting had one of the highest numbers of ungraded entries at 15.9%, with Computer Studies following at 12.2%. All six main subjects fared below D on average. The cumulative percentages for scores A-D in the ETSIP priority subjects are English (35.3%), Mathematics (47.2%) and Physical Science (52.4%) - as per the DNEA reports.

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

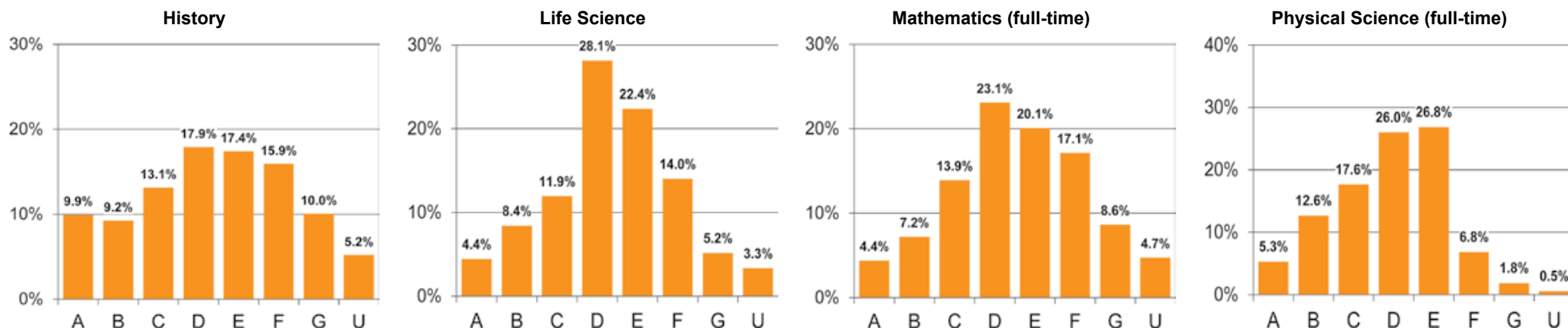


Table 35: Junior Secondary Certificate (JSC) examination results – part-time

| Subject | Learners | Total % | Symbol | | | | | | | Ungraded U | Incomplete I | Pending X |
|------------------------------|----------|---------|--------|--------|-------|-------|-------|-------|-------|------------|--------------|-----------|
| | | | A | B | C | D | E | F | G | | | |
| Accounting | 380 | 100.0% | 0.0% | 0.3% | 2.6% | 10.8% | 8.9% | 12.1% | 10.3% | 28.2% | 26.6% | 0.3% |
| Afrikaans First Language | 13 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 7.7% | 23.1% | 15.4% | 30.8% | 23.1% | 0.0% |
| Afrikaans Second Language | 97 | 100.0% | 0.0% | 2.1% | 5.2% | 17.5% | 28.9% | 8.2% | 3.1% | 0.0% | 35.1% | 0.0% |
| Agriculture | 4,384 | 100.0% | 3.7% | 7.3% | 10.0% | 19.0% | 20.5% | 14.7% | 7.5% | 4.1% | 13.2% | 0.1% |
| English Second Language | 3,581 | 100.0% | 0.0% | 0.1% | 0.7% | 5.2% | 15.8% | 35.0% | 21.7% | 5.4% | 16.0% | 0.0% |
| Entrepreneurship | 3,511 | 100.0% | 0.0% | 0.7% | 2.8% | 10.2% | 19.1% | 21.3% | 15.5% | 12.7% | 17.8% | 0.0% |
| Geography | 4,362 | 100.0% | 0.0% | 0.4% | 2.1% | 10.3% | 25.6% | 24.8% | 16.9% | 5.0% | 14.9% | 0.0% |
| History | 2,114 | 100.0% | 0.2% | 1.0% | 3.5% | 15.6% | 20.2% | 21.6% | 14.9% | 6.8% | 16.2% | 0.0% |
| Khoekhoegowab First Language | 38 | 100.0% | 0.0% | 0.0% | 5.3% | 7.9% | 13.2% | 15.8% | 13.2% | 2.6% | 42.1% | 0.0% |
| Life Science | 5,178 | 100.0% | 0.1% | 0.6% | 2.9% | 11.8% | 16.7% | 21.3% | 16.8% | 15.4% | 14.4% | 0.0% |
| Mathematics | 1,658 | 100.0% | 0.7% | 2.1% | 5.2% | 12.3% | 21.0% | 21.4% | 15.7% | 4.8% | 16.7% | 0.0% |
| Oshikwanyama First Language | 211 | 100.0% | 0.9% | 5.2% | 11.8% | 31.8% | 34.1% | 5.7% | 0.5% | 0.5% | 9.5% | 0.0% |
| Oshindonga First Language | 260 | 100.0% | 0.8% | 1.5% | 4.6% | 16.5% | 47.7% | 17.3% | 3.1% | 0.4% | 8.1% | 0.0% |
| Otjiherero First Language | 221 | 100.0% | 5.9% | 11.8% | 7.7% | 28.5% | 21.3% | 7.2% | 0.0% | 0.0% | 17.6% | 0.0% |
| Physical Science | 2,183 | 100.0% | 0.2% | 1.6% | 5.1% | 13.0% | 13.1% | 16.9% | 13.7% | 20.4% | 16.0% | 0.0% |
| Rukwangali First Language | 60 | 100.0% | 3.3% | 1.7% | 11.7% | 25.0% | 36.7% | 10.0% | 0.0% | 0.0% | 11.7% | 0.0% |
| Rumanyo First Language | 36 | 100.0% | 11.1% | 25.0% | 13.9% | 30.6% | 2.8% | 2.8% | 0.0% | 0.0% | 13.9% | 0.0% |
| Sign Language | 1 | 100.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Silozi First Language | 75 | 100.0% | 0.0% | 1.3% | 10.7% | 25.3% | 40.0% | 8.0% | 0.0% | 0.0% | 14.7% | 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 2017 there were 28,363 subject entries by 12,733 learners.

The cumulative percentages for scores A-D in the ETSIP priority subjects are English (6.1%), Mathematics (20.4%) and Physical Science (19.9%).

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

| Region | Number of Candidates | Points Scored | | | | | | | | | | |
|-----------------------------|----------------------|---------------|-------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|---------------|---------------|
| | | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-42 | 0-22 | 23-42 |
| Number of candidates | 40,599 | 847 | 994 | 2,860 | 6,978 | 10,648 | 9,270 | 5,185 | 2,634 | 1,183 | 17,795 | 22,804 |
| //Kharas | 1,367 | 4.0% | 6.7% | 9.7% | 17.5% | 24.4% | 19.2% | 9.7% | 6.1% | 2.8% | 52.7% | 47.3% |
| Erongo | 2,801 | 1.5% | 3.1% | 10.4% | 20.3% | 26.4% | 19.8% | 10.1% | 6.0% | 2.4% | 51.4% | 48.6% |
| Hardap | 1,476 | 5.1% | 7.0% | 14.5% | 22.5% | 23.2% | 14.8% | 7.6% | 4.1% | 1.2% | 63.4% | 36.6% |
| Kavango East | 3,060 | 1.1% | 0.8% | 6.4% | 21.7% | 28.9% | 20.5% | 10.0% | 4.9% | 5.8% | 47.7% | 52.3% |
| Kavango West | 1,404 | 0.9% | 0.6% | 5.6% | 21.0% | 31.5% | 23.0% | 10.8% | 4.9% | 1.7% | 47.4% | 52.6% |
| Khomas | 5,173 | 3.4% | 6.5% | 10.2% | 16.7% | 21.7% | 19.8% | 12.7% | 5.9% | 3.1% | 54.7% | 45.3% |
| Kunene | 853 | 5.6% | 2.7% | 8.8% | 14.3% | 25.8% | 24.4% | 13.2% | 4.5% | 0.7% | 45.8% | 54.2% |
| Ohangwena | 6,442 | 2.6% | 1.5% | 6.4% | 17.5% | 27.6% | 24.1% | 12.4% | 6.5% | 1.3% | 44.3% | 55.7% |
| Omaheke | 1,014 | 3.8% | 5.0% | 15.3% | 26.1% | 27.4% | 14.6% | 5.4% | 1.8% | 0.5% | 33.1% | 66.9% |
| Omusati | 5,436 | 1.0% | 0.4% | 3.3% | 13.4% | 28.4% | 26.1% | 15.6% | 7.7% | 4.0% | 33.6% | 66.4% |
| Oshana | 3,448 | 0.7% | 1.1% | 4.1% | 14.1% | 25.2% | 25.3% | 16.2% | 9.0% | 4.3% | 34.7% | 65.3% |
| Oshikoto | 3,428 | 0.6% | 0.2% | 2.8% | 11.1% | 23.1% | 28.6% | 18.3% | 10.8% | 4.4% | 27.1% | 72.9% |
| Otjozondjupa | 2,076 | 3.7% | 4.2% | 10.7% | 17.1% | 25.0% | 19.1% | 11.3% | 5.9% | 3.0% | 50.4% | 49.6% |
| Zambezi | 2621 | 0.7% | 0.6% | 5.3% | 20.7% | 29.9% | 26.0% | 11.8% | 4.1% | 0.8% | 44.3% | 55.7% |
| National | 100.0% | 2.1% | 2.4% | 7.0% | 17.2% | 26.2% | 22.8% | 12.8% | 6.5% | 2.9% | 43.8% | 56.2% |

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

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

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

The entry requirements for Grade 11 in 2017 were 23 points and an F or higher grading in English.

In 2017, 56.2% of the JSC candidates scored 23 points or more. Overall, 22,462 learners or 55.3% obtained at least 23 points and an F or higher grading in English.

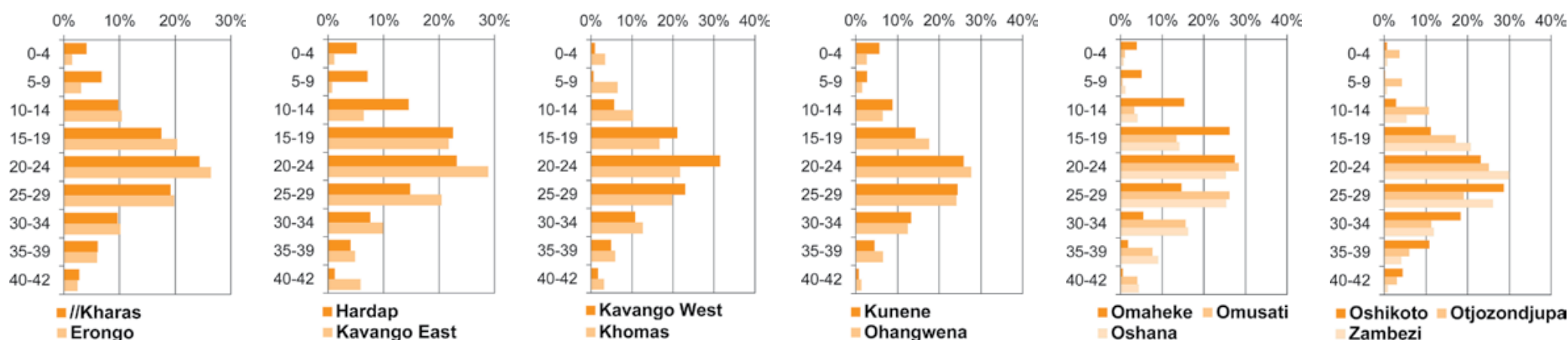
Figure 36: Points scored in the JSC examination

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

| Subject | Learners | Total % | Symbol | | | | | | | | Ungraded | Incomplete |
|--|----------|---------|--------|-------|-------|-------|-------|-------|-------|-------|----------|------------|
| | | | A* | A | B | C | D | E | F | G | U | I |
| Accounting | 2,315 | 100.0% | 1.1% | 3.3% | 8.1% | 16.9% | 15.2% | 17.7% | 14.9% | 10.8% | 11.0% | 1.0% |
| Afrikaans as a Second Language | 3,187 | 100.0% | 0.5% | 1.6% | 9.1% | 17.7% | 33.8% | 24.8% | 7.2% | 2.3% | 2.1% | 0.8% |
| Agriculture | 7,721 | 100.0% | 0.3% | 1.0% | 7.9% | 18.1% | 28.2% | 25.7% | 16.2% | 1.7% | 0.1% | 0.8% |
| Art and Design | 99 | 100.0% | 17.2% | 8.1% | 8.1% | 24.2% | 12.1% | 13.1% | 6.1% | 8.1% | 1.0% | 2.0% |
| Biology | 13,465 | 100.0% | 0.3% | 0.8% | 4.4% | 11.7% | 14.1% | 19.1% | 19.1% | 17.4% | 12.6% | 0.5% |
| Business Studies | 2,170 | 100.0% | 0.4% | 1.3% | 5.9% | 15.3% | 16.8% | 18.0% | 21.1% | 14.3% | 6.2% | 0.7% |
| Computer Studies | 335 | 100.0% | 3.9% | 11.0% | 23.3% | 19.1% | 22.4% | 8.7% | 4.8% | 3.0% | 1.8% | 2.1% |
| Design and Technology | 93 | 100.0% | 0.0% | 1.1% | 14.0% | 22.6% | 29.0% | 15.1% | 15.1% | 1.1% | 1.1% | 1.1% |
| Development Studies | 7,908 | 100.0% | 0.7% | 2.1% | 5.2% | 11.7% | 16.5% | 18.7% | 28.4% | 13.2% | 2.8% | 0.7% |
| Economics | 1,724 | 100.0% | 0.1% | 0.2% | 3.9% | 16.5% | 20.9% | 24.5% | 11.4% | 8.6% | 13.3% | 0.5% |
| Entrepreneurship | 809 | 100.0% | 1.2% | 4.2% | 8.9% | 18.4% | 19.7% | 20.4% | 14.8% | 7.4% | 3.2% | 1.7% |
| English as a Second Language | 19,098 | 100.0% | 0.3% | 1.1% | 3.0% | 7.1% | 18.1% | 22.7% | 27.1% | 8.8% | 11.1% | 0.6% |
| Fashion and Fabrics | 32 | 100.0% | 0.0% | 3.1% | 21.9% | 40.6% | 28.1% | 3.1% | 3.1% | 0.0% | 0.0% | 0.0% |
| First Language Afrikaans | 204 | 100.0% | 0.0% | 0.5% | 2.9% | 31.4% | 43.1% | 18.6% | 2.5% | 0.0% | 0.0% | 1.0% |
| First Language English | 84 | 100.0% | 2.4% | 4.8% | 28.6% | 50.0% | 14.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| First Language German | 4 | 100.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% |
| First Language Khoekhoegowab | 336 | 100.0% | 0.9% | 2.4% | 15.2% | 30.1% | 32.7% | 14.3% | 2.7% | 0.3% | 0.0% | 1.5% |
| First Language Oshikwanyama | 575 | 100.0% | 0.2% | 0.5% | 5.2% | 25.6% | 41.2% | 21.7% | 3.3% | 0.5% | 0.0% | 1.7% |
| First Language Oshindonga | 826 | 100.0% | 0.0% | 0.1% | 8.5% | 28.5% | 42.1% | 15.5% | 3.1% | 1.0% | 0.0% | 1.2% |
| First Language Otjiherero | 713 | 100.0% | 0.0% | 0.1% | 2.9% | 24.4% | 42.5% | 22.7% | 5.3% | 1.3% | 0.3% | 0.4% |
| First Language Rukwangali | 5 | 100.0% | 0.0% | 0.0% | 20.0% | 40.0% | 20.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| First Language Rumanyo | 440 | 100.0% | 0.0% | 0.0% | 4.3% | 29.5% | 41.8% | 18.4% | 3.4% | 0.0% | 0.0% | 2.5% |
| First Language Setwana | 22 | 100.0% | 0.0% | 0.0% | 9.1% | 40.9% | 40.9% | 9.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| First Language Silozi | 10 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 70.0% | 10.0% | 0.0% | 0.0% | 0.0% | 20.0% |
| First Language Thimbukushu | 278 | 100.0% | 0.4% | 0.7% | 10.4% | 38.1% | 35.3% | 12.6% | 1.8% | 0.4% | 0.0% | 0.4% |
| Foreign Language French | 197 | 100.0% | 3.6% | 7.1% | 13.2% | 12.2% | 17.8% | 22.8% | 9.1% | 4.6% | 0.0% | 9.6% |
| Foreign Language German | 523 | 100.0% | 2.1% | 5.7% | 20.5% | 27.0% | 27.0% | 11.9% | 3.1% | 1.1% | 0.2% | 1.5% |
| Foreign Language Portuguese | 207 | 100.0% | 8.7% | 21.3% | 12.1% | 20.3% | 17.4% | 15.0% | 4.3% | 0.5% | 0.0% | 0.5% |
| Geography | 8,393 | 100.0% | 0.5% | 1.7% | 3.7% | 6.9% | 15.1% | 23.0% | 27.1% | 15.4% | 5.7% | 0.7% |
| History | 3,366 | 100.0% | 0.5% | 1.2% | 3.7% | 6.5% | 11.9% | 18.0% | 38.2% | 16.0% | 2.7% | 1.1% |
| Home Economics | 176 | 100.0% | 5.7% | 1.1% | 23.9% | 33.0% | 22.7% | 11.9% | 1.7% | 0.0% | 0.0% | 0.0% |
| Mathematics | 21,315 | 100.0% | 0.3% | 1.0% | 2.3% | 17.6% | 20.1% | 21.5% | 19.3% | 11.2% | 6.0% | 0.6% |
| Namibian Sign Language | 2 | 100.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Office Administration and Keyboard Application | 260 | 100.0% | 1.5% | 1.2% | 10.0% | 27.7% | 15.0% | 11.9% | 16.5% | 11.2% | 5.0% | 0.0% |
| Physical Science | 12,659 | 100.0% | 1.2% | 3.8% | 8.0% | 14.2% | 18.5% | 20.2% | 22.0% | 9.9% | 1.5% | 0.6% |

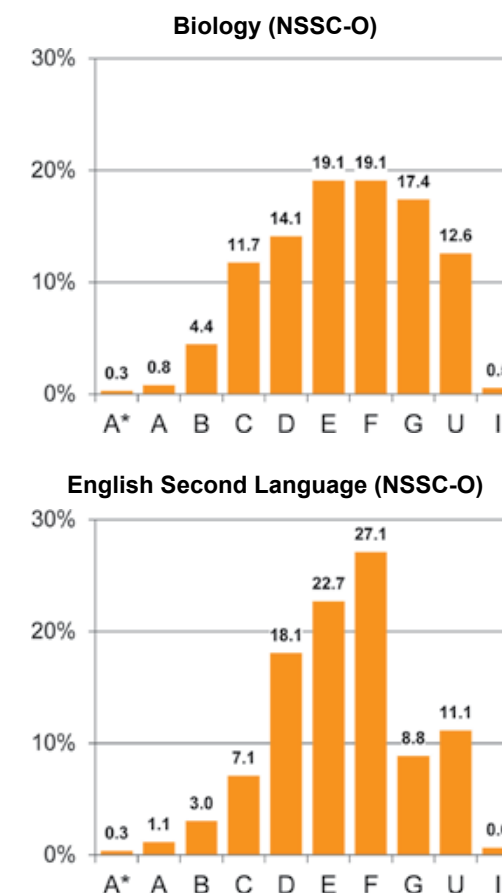
Figure 37: NSSC-O full-time – symbol distribution in main subjects

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. There were 109,551 subject entries by 22,091 full-time learners in 2017. In 2017, 93.7% were graded compared to 93.3% in 2016, which shows an increase of 0.4%.

Figure 37 (which continues on the next page) shows the symbol distributions graphically for the six subjects with the highest enrolments. High percentages of candidates were ungraded in Economics (13.3%), Biology (12.6%), English Second Language (11.1%) and Accounting (11.0%). The cumulative percentages for scores A*-D in the ETSIP priority subjects are English Second Language 29.6%, Physical Science 45.8% and Mathematics 41.4%. The cumulative percentage of 31.3% for Biology is even lower than those for the other science subjects. The 2017 targets for scores A*-D in the ETSIP priority subjects (English, Physical Science and Mathematics) were set at 30%, 49% and 47% respectively. The target for English was close to being met, whereas for Physical Science and Mathematics the results fell well short of the target.

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

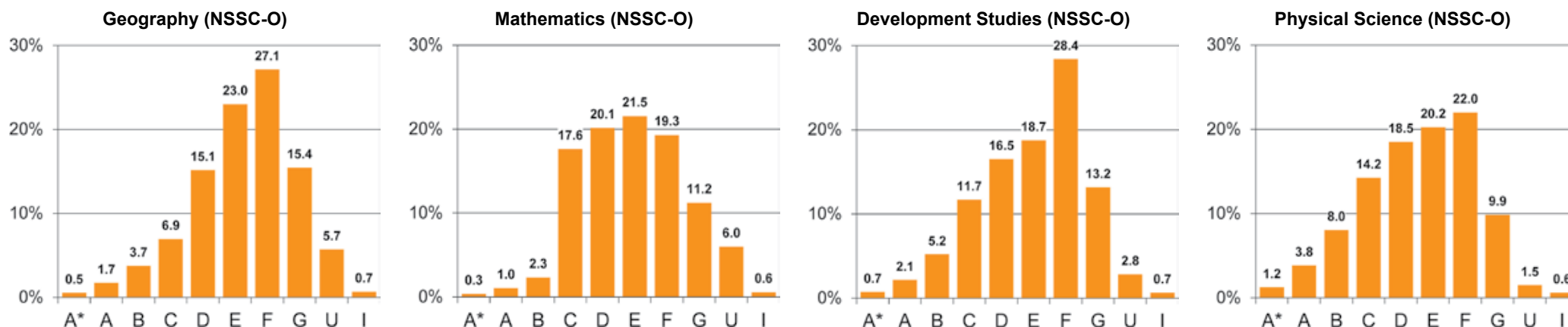


Table 38: Namibia Secondary School Certificate Higher Level (NSSC-H) results

| Subject | Learners | Total % | Grade/Score | | | | Ungraded | Incomplete |
|--------------------------------|----------|---------|-------------|-----|-----|-----|----------|------------|
| | | | 1 | 2 | 3 | 4 | U | I |
| Accounting | 461 | 100% | 19% | 27% | 31% | 16% | 7% | 1% |
| Afrikaans as a Second Language | 343 | 100% | 7% | 26% | 48% | 18% | 1% | 0% |
| Art and Design | 48 | 100% | 52% | 13% | 4% | 6% | 17% | 8% |
| Biology | 1,781 | 100% | 11% | 30% | 34% | 17% | 8% | 0% |
| Business Studies | 685 | 100% | 8% | 22% | 27% | 27% | 14% | 0% |
| Computer Studies | 150 | 100% | 14% | 36% | 33% | 14% | 3% | 0% |
| Design and Technology | 170 | 100% | 30% | 37% | 26% | 4% | 2% | 2% |
| Economics | 591 | 100% | 6% | 17% | 31% | 31% | 15% | 0% |
| English as a Second Language | 2,507 | 100% | 3% | 23% | 49% | 22% | 4% | 1% |
| First Language Afrikaans | 195 | 100% | 6% | 25% | 47% | 19% | 4% | 0% |
| First Language English | 413 | 100% | 5% | 31% | 47% | 16% | 0% | 1% |
| First Language German | 41 | 100% | 39% | 44% | 17% | 0% | 0% | 0% |
| First Language Oshikwanyama | 3,663 | 100% | 0% | 2% | 55% | 35% | 7% | 1% |
| First Language Oshindonga | 6,002 | 100% | 0% | 3% | 51% | 42% | 3% | 1% |
| First Language Rukwangali | 1,316 | 100% | 0% | 12% | 59% | 28% | 0% | 1% |
| First Language Silozi | 1,279 | 100% | 0% | 26% | 63% | 10% | 0% | 1% |
| Foreign Language German | 78 | 100% | 9% | 33% | 42% | 14% | 0% | 1% |
| Geography | 1,054 | 100% | 6% | 18% | 35% | 24% | 18% | 0% |
| History | 864 | 100% | 7% | 14% | 28% | 39% | 11% | 1% |
| Mathematics | 870 | 100% | 21% | 28% | 30% | 13% | 7% | 1% |
| Physical Science | 1,235 | 100% | 15% | 27% | 32% | 18% | 6% | 1% |

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

A total of 16,314 out of 72,619 Grade 12 candidates wrote one or more NSSC-H subjects. The percentage of candidates obtaining grades/scores 1, 2, 3 and 4 (94.4%) was lower than in 2016 (95.5%).

Like in 2016, the percentages of ungraded candidates were relatively high for Geography, Art and Design, Economics, Business Studies and History.

The cumulative percentages for grades/scores 1-4 in the ETSIP priority subjects at Higher Level in 2017 are English Second Language 96.0%, Physical Science 93.0%, Mathematics 92.0%, Biology 92.0% and Computer Studies 97.0%.



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 | 963 | 681 | 282 | 568 | 313 | 82 | 0 | 22.9 | 25.3 | 19.0 | 20.8 |
| Erongo | 1,659 | 1,272 | 387 | 1,009 | 541 | 93 | 17 | 24.9 | 26.8 | 22.3 | 22.8 |
| Hardap | 1,008 | 661 | 347 | 612 | 307 | 82 | 7 | 24.7 | 26.4 | 21.8 | 24.8 |
| Kavango East | 2,056 | 1,051 | 1,005 | 1,290 | 642 | 115 | 10 | 28.8 | 31.4 | 24.3 | 26.0 |
| Kavango West | 1,543 | 745 | 798 | 1,071 | 357 | 110 | 5 | 25.9 | 27.4 | 22.5 | 24.3 |
| Khomas | 3,636 | 2,777 | 859 | 2,011 | 1,301 | 299 | 25 | 24.3 | 27.9 | 20.1 | 20.6 |
| Kunene | 1,180 | 667 | 513 | 825 | 254 | 97 | 4 | 23.5 | 24.7 | 21.5 | 19.3 |
| Ohangwena | 4,120 | 2,668 | 1,452 | 2,508 | 1,376 | 225 | 12 | 24.6 | 26.8 | 21.1 | 22.6 |
| Omaheke | 883 | 569 | 314 | 587 | 227 | 57 | 12 | 24.8 | 26.7 | 22.0 | 22.4 |
| Omusati | 4,197 | 2,818 | 1,379 | 2,474 | 1,488 | 226 | 9 | 22.2 | 24.6 | 18.6 | 21.3 |
| Oshana | 2,282 | 1,621 | 661 | 1,268 | 883 | 128 | 3 | 23.2 | 25.1 | 20.4 | 24.1 |
| Oshikoto | 2,989 | 1,984 | 1,005 | 1,776 | 999 | 212 | 3 | 22.8 | 24.6 | 20.1 | 20.5 |
| Otjozondjupa | 1,714 | 1,197 | 517 | 1,094 | 495 | 112 | 12 | 26.3 | 28.7 | 21.8 | 25.3 |
| Zambezi | 1,717 | 1,000 | 717 | 980 | 613 | 122 | 2 | 21.2 | 22.4 | 19.1 | 21.9 |
| National | 29,947 | 19,711 | 10,236 | 18,070 | 9,796 | 1,960 | 121 | 24.3 | 26.3 | 21.1 | 22.6 |

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

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

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

There were some disparities in the provision of teachers per region and/or phase. The average learner : teacher ratios in the Primary phase differed substantially between regions, ranging from 22.4 in Zambezi to 31.4 in Kavango East. Lesser differences were observed in the Secondary learner : teacher ratios, ranging from 18.6 in Omusati to 24.3 in Kavango West.

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

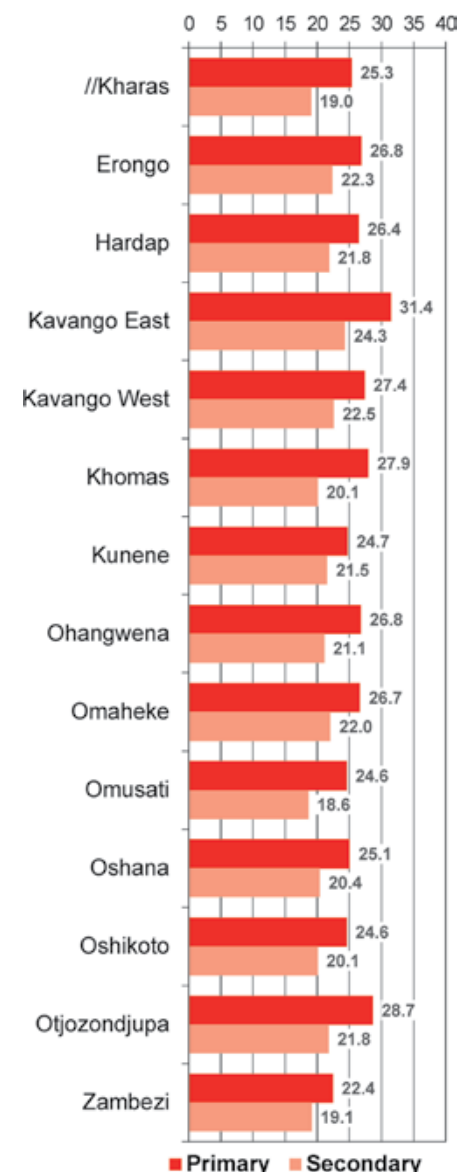
Figure 39: Average learner : teacher ratios in the Primary and Secondary school phases

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

| Region | Gender | Total – all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|--------------|--------------|----------------------|--------------------|---------------------------------|-----------------------------|--|--------------------|---------------------------------|-----------------------------|---------------------------------------|--------------------|---------------------------------|-----------------------------|
| | | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary |
| //Kharas | Total | 963 | 15 | 236 | 712 | 189 | 10 | 173 | 6 | 774 | 5 | 63 | 706 |
| | Females | 681 | 13 | 183 | 485 | 145 | 9 | 133 | 3 | 536 | 4 | 50 | 482 |
| | Males | 282 | 2 | 53 | 227 | 44 | 1 | 40 | 3 | 238 | 1 | 13 | 224 |
| Erongo | Total | 1,659 | 30 | 235 | 1,394 | 159 | 23 | 122 | 14 | 1,500 | 7 | 113 | 1,380 |
| | Females | 1,272 | 26 | 191 | 1,055 | 126 | 21 | 92 | 13 | 1,146 | 5 | 99 | 1,042 |
| | Males | 387 | 4 | 44 | 339 | 33 | 2 | 30 | 1 | 354 | 2 | 14 | 338 |
| Hardap | Total | 1,008 | 23 | 231 | 754 | 186 | 16 | 156 | 14 | 822 | 7 | 75 | 740 |
| | Females | 661 | 21 | 167 | 473 | 135 | 14 | 113 | 8 | 526 | 7 | 54 | 465 |
| | Males | 347 | 2 | 64 | 281 | 51 | 2 | 43 | 6 | 296 | 0 | 21 | 275 |
| Kavango East | Total | 2,056 | 46 | 393 | 1,617 | 329 | 28 | 281 | 20 | 1,727 | 18 | 112 | 1,597 |
| | Females | 1,051 | 18 | 249 | 784 | 205 | 12 | 184 | 9 | 846 | 6 | 65 | 775 |
| | Males | 1,005 | 28 | 144 | 833 | 124 | 16 | 97 | 11 | 881 | 12 | 47 | 822 |
| Kavango West | Total | 1,543 | 67 | 387 | 1,089 | 370 | 44 | 319 | 7 | 1,173 | 23 | 68 | 1,082 |
| | Females | 745 | 30 | 240 | 475 | 229 | 21 | 206 | 2 | 516 | 9 | 34 | 473 |
| | Males | 798 | 37 | 147 | 614 | 141 | 23 | 113 | 5 | 657 | 14 | 34 | 609 |
| Khomas | Total | 3,636 | 54 | 301 | 3,281 | 192 | 20 | 133 | 39 | 3,444 | 34 | 168 | 3,242 |
| | Females | 2,777 | 47 | 249 | 2,481 | 148 | 16 | 103 | 29 | 2,629 | 31 | 146 | 2,452 |
| | Males | 859 | 7 | 52 | 800 | 44 | 4 | 30 | 10 | 815 | 3 | 22 | 790 |
| Kunene | Total | 1,180 | 33 | 303 | 844 | 214 | 19 | 185 | 10 | 966 | 14 | 118 | 834 |
| | Females | 667 | 26 | 201 | 440 | 149 | 16 | 127 | 6 | 518 | 10 | 74 | 434 |
| | Males | 513 | 7 | 102 | 404 | 65 | 3 | 58 | 4 | 448 | 4 | 44 | 400 |
| Ohangwena | Total | 4,120 | 23 | 722 | 3,375 | 648 | 3 | 597 | 48 | 3,472 | 20 | 125 | 3,327 |
| | Females | 2,668 | 13 | 529 | 2,126 | 469 | 1 | 433 | 35 | 2,199 | 12 | 96 | 2,091 |
| | Males | 1,452 | 10 | 193 | 1,249 | 179 | 2 | 164 | 13 | 1,273 | 8 | 29 | 1,236 |
| Omaheke | Total | 883 | 22 | 193 | 668 | 176 | 11 | 158 | 7 | 707 | 11 | 35 | 661 |
| | Females | 569 | 12 | 151 | 406 | 140 | 8 | 125 | 7 | 429 | 4 | 26 | 399 |
| | Males | 314 | 10 | 42 | 262 | 36 | 3 | 33 | 0 | 278 | 7 | 9 | 262 |

Table 40 continued

| Region | Gender | Total – all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------|----------------------|--------------------|---------------------------------|-----------------------------|--|--------------------|---------------------------------|-----------------------------|---------------------------------------|--------------------|---------------------------------|-----------------------------|
| | | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary |
| Omusati | Total | 4,197 | 46 | 431 | 3,720 | 275 | 4 | 252 | 19 | 3,922 | 42 | 179 | 3,701 |
| | Females | 2,818 | 34 | 330 | 2,454 | 207 | 3 | 191 | 13 | 2,611 | 31 | 139 | 2,441 |
| | Males | 1,379 | 12 | 101 | 1,266 | 68 | 1 | 61 | 6 | 1,311 | 11 | 40 | 1,260 |
| Oshana | Total | 2,282 | 22 | 194 | 2,066 | 88 | 2 | 85 | 1 | 2,194 | 20 | 109 | 2,065 |
| | Females | 1,621 | 21 | 145 | 1,455 | 65 | 2 | 62 | 1 | 1,556 | 19 | 83 | 1,454 |
| | Males | 661 | 1 | 49 | 611 | 23 | 0 | 23 | 0 | 638 | 1 | 26 | 611 |
| Oshikoto | Total | 2,989 | 17 | 564 | 2,408 | 465 | 4 | 430 | 31 | 2,524 | 13 | 134 | 2,377 |
| | Females | 1,984 | 12 | 427 | 1,545 | 355 | 3 | 330 | 22 | 1,629 | 9 | 97 | 1,523 |
| | Males | 1,005 | 5 | 137 | 863 | 110 | 1 | 100 | 9 | 895 | 4 | 37 | 854 |
| Otjozondjupa | Total | 1,714 | 49 | 283 | 1,382 | 195 | 22 | 159 | 14 | 1,519 | 27 | 124 | 1,368 |
| | Females | 1,197 | 34 | 230 | 933 | 150 | 13 | 129 | 8 | 1,047 | 21 | 101 | 925 |
| | Males | 517 | 15 | 53 | 449 | 45 | 9 | 30 | 6 | 472 | 6 | 23 | 443 |
| Zambezi | Total | 1,717 | 18 | 275 | 1,424 | 72 | 6 | 63 | 3 | 1,645 | 12 | 212 | 1,421 |
| | Females | 1,000 | 10 | 205 | 785 | 51 | 3 | 46 | 2 | 949 | 7 | 159 | 783 |
| | Males | 717 | 8 | 70 | 639 | 21 | 3 | 17 | 1 | 696 | 5 | 53 | 638 |
| National | Total | 29,947 | 465 | 4,748 | 24,734 | 3,558 | 212 | 3,113 | 233 | 26,389 | 253 | 1,635 | 24,501 |
| | Females | 19,711 | 317 | 3,497 | 15,897 | 2,574 | 142 | 2,274 | 158 | 17,137 | 175 | 1,223 | 15,739 |
| | Males | 10,236 | 148 | 1,251 | 8,837 | 984 | 70 | 839 | 75 | 9,252 | 78 | 412 | 8,762 |

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 29,947 teachers, 3,558 (2,574 female and 984 male) had no teaching qualification. This translates to 11.9% of all teachers having no teaching qualification. Looking at the gender perspective, 13.0% of all female teachers and 9.7% of all male teachers had no teaching qualification. Out of all teachers, 24,501 (92.8%) had a teaching qualification of more than two years' tertiary education, of whom about 64.2% 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 | 568 | 8 | 166 | 393 | 135 | 4 | 128 | 4 | 432 | 4 | 39 | 390 |
| Erongo | 1,009 | 17 | 174 | 818 | 104 | 13 | 85 | 6 | 905 | 4 | 89 | 812 |
| Hardap | 612 | 17 | 159 | 436 | 126 | 12 | 108 | 7 | 485 | 5 | 52 | 429 |
| Kavango East | 1,290 | 36 | 272 | 982 | 221 | 24 | 195 | 2 | 1,069 | 12 | 77 | 980 |
| Kavango West | 1,071 | 56 | 272 | 743 | 269 | 37 | 226 | 5 | 802 | 19 | 46 | 737 |
| Khomas | 2,011 | 33 | 195 | 1,783 | 124 | 15 | 95 | 14 | 1,887 | 18 | 100 | 1,769 |
| Kunene | 825 | 25 | 230 | 570 | 160 | 15 | 139 | 6 | 666 | 10 | 91 | 565 |
| Ohangwena | 2,508 | 18 | 471 | 2,019 | 430 | 1 | 393 | 36 | 2,077 | 17 | 77 | 1,984 |
| Omaheke | 587 | 16 | 138 | 433 | 126 | 7 | 115 | 4 | 461 | 9 | 23 | 429 |
| Omusati | 2,474 | 36 | 266 | 2,172 | 177 | 2 | 168 | 7 | 2,298 | 34 | 99 | 2,165 |
| Oshana | 1,268 | 16 | 134 | 1,118 | 65 | 1 | 63 | 1 | 1,203 | 15 | 71 | 1,117 |
| Oshikoto | 1,776 | 15 | 367 | 1,393 | 313 | 4 | 291 | 18 | 1,463 | 11 | 76 | 1,376 |
| Otjozondjupa | 1,094 | 39 | 209 | 846 | 143 | 18 | 117 | 7 | 952 | 21 | 92 | 839 |
| Zambezi | 980 | 14 | 156 | 810 | 36 | 5 | 29 | 1 | 944 | 9 | 126 | 809 |
| National | 18,070 | 345 | 3,209 | 14,516 | 2,427 | 158 | 2,152 | 117 | 15,644 | 188 | 1,057 | 14,399 |

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.

In 2017, considerable disparities in the qualifications of primary teachers can still be observed across the regions. The region with the lowest proportion of adequately trained primary teachers was Kunene, with only 68,4% 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 Oshana, where 88.1% had formal teacher training and at least three years' tertiary education. The other regions with the fewest adequately trained primary teachers were //Kharas (76.2%), Omaheke (78.7%) and Hardap (79.3%).

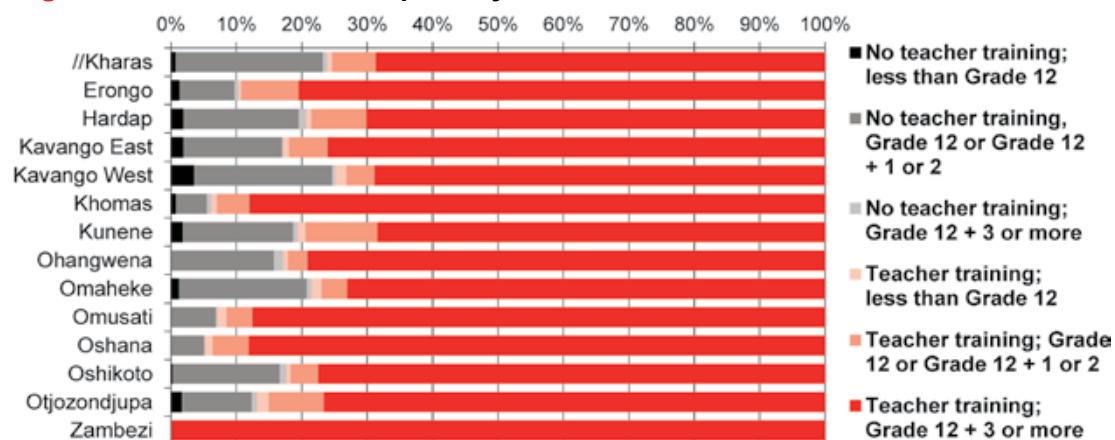
Figure 41: Qualifications of primary teachers

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 | 313 | - | 27 | 287 | 19 | - | 17 | 2 | 294 | - | 10 | 284 |
| Erongo | 541 | 1 | 27 | 512 | 25 | 1 | 17 | 7 | 515 | - | 10 | 505 |
| Hardap | 307 | - | 42 | 265 | 39 | - | 32 | 7 | 268 | - | 11 | 258 |
| Kavango East | 642 | 2 | 56 | 585 | 57 | 0 | 38 | 18 | 585 | 1 | 17 | 566 |
| Kavango West | 357 | 2 | 44 | 311 | 31 | - | 29 | 2 | 326 | 2 | 15 | 309 |
| Khomas | 1,301 | 1 | 46 | 1,254 | 51 | 1 | 26 | 24 | 1,251 | - | 20 | 1,231 |
| Kunene | 254 | - | 20 | 234 | 16 | - | 12 | 5 | 238 | - | 8 | 229 |
| Ohangwena | 1,376 | 1 | 147 | 1,228 | 134 | 1 | 122 | 11 | 1,242 | 0 | 25 | 1,216 |
| Omaheke | 227 | 2 | 26 | 199 | 22 | 1 | 19 | 2 | 205 | 1 | 7 | 197 |
| Omusati | 1,488 | 3 | 84 | 1,401 | 62 | 1 | 51 | 10 | 1,425 | 2 | 32 | 1,391 |
| Oshana | 883 | 2 | 32 | 849 | 10 | - | 10 | - | 873 | 2 | 22 | 849 |
| Oshikoto | 999 | 1 | 100 | 898 | 84 | - | 72 | 11 | 915 | 1 | 27 | 887 |
| Otjozondjupa | 495 | 1 | 24 | 470 | 20 | 1 | 13 | 6 | 475 | - | 11 | 464 |
| Zambezi | 613 | 1 | 41 | 571 | 17 | - | 16 | 2 | 596 | 1 | 26 | 569 |
| National | 9,796 | 16 | 716 | 9,064 | 588 | 6 | 475 | 107 | 9,208 | 10 | 241 | 8,957 |

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 83.9% and 96.2% for qualified teachers, with the highest proportion in Oshana and the lowest proportion in Hardap. A total of 6.0% of all Secondary teachers had no formal professional qualifications.

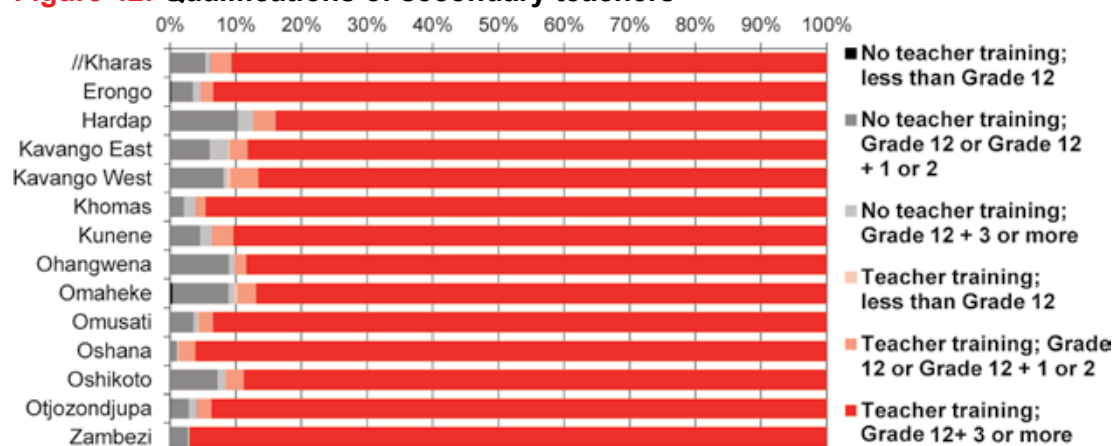
Figure 42: Qualifications of secondary teachers

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 | - | - | - | - | - | - | - | - | - | - | 554 | 5 | 43 | 65 | 441 |
| Afrikaans 1st or Home Language | 196 | - | 41 | 34 | 121 | 6 | - | - | - | 6 | 77 | 3 | 6 | 5 | 63 |
| Afrikaans 2nd Language | 483 | 21 | 106 | 70 | 286 | 28 | 2 | 2 | 2 | 22 | 249 | 5 | 41 | 33 | 170 |
| Agricultural Science | - | - | - | - | - | - | - | - | - | - | 6 | - | 1 | 1 | 4 |
| Agriculture | 51 | 2 | 18 | 11 | 20 | - | - | - | - | - | 1,075 | 65 | 145 | 70 | 795 |
| Art and Design | - | - | - | - | - | - | - | - | - | - | 20 | 3 | 3 | 3 | 11 |
| Art of Entertainment | 3 | 1 | - | - | 2 | - | - | - | - | - | 14 | 3 | 3 | 2 | 6 |
| Arts (non-productive) | 2,358 | 308 | 506 | 324 | 1,220 | 68 | 13 | 14 | 8 | 33 | 108 | 11 | 23 | 9 | 65 |
| Arts Appreciation | - | - | - | - | - | 2 | - | - | - | 2 | 3 | - | - | 1 | 2 |
| Arts in Culture | 92 | 16 | 16 | 11 | 49 | 23 | 3 | 7 | 3 | 10 | 625 | 99 | 146 | 83 | 297 |
| Basic Information Science | 846 | 132 | 189 | 115 | 410 | - | - | - | - | - | 518 | 80 | 128 | 73 | 237 |
| Business Studies | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | 1 |
| Biology | - | - | - | - | - | - | - | - | - | - | 382 | 1 | 3 | 30 | 348 |
| Bricklaying and Plastering | - | - | - | - | - | - | - | - | - | - | 2 | - | - | 1 | 1 |
| Business Economics | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 1 | 7 |
| Business Studies | 1 | - | - | - | 1 | - | - | - | - | - | 151 | - | 11 | 13 | 127 |
| Chemistry | - | - | - | - | - | - | - | - | - | - | 2 | - | - | - | 2 |
| Communication and Deportment | - | - | - | - | - | - | - | - | - | - | 3 | - | - | 1 | 2 |
| Computer Literacy | 200 | 26 | 36 | 49 | 89 | 28 | 3 | 2 | 6 | 17 | 93 | 7 | 16 | 23 | 47 |
| Computer Practice | 1 | - | 1 | - | - | - | - | - | - | - | 3 | 2 | - | - | 1 |
| Computer Studies | 8 | 1 | 1 | 3 | 3 | 6 | - | 2 | 1 | 3 | 117 | 3 | 7 | 35 | 72 |
| Craft and Technology | - | - | - | - | - | - | - | - | - | - | 1 | - | - | 1 | - |
| Design and Technology | - | - | - | - | - | - | - | - | - | - | 60 | 4 | 5 | 7 | 44 |
| Development Studies | - | - | - | - | - | - | - | - | - | - | 228 | 8 | 27 | 20 | 173 |
| Economics | 1 | - | - | - | 1 | - | - | - | - | - | 112 | 4 | 5 | 8 | 95 |
| Elementary Agriculture | 1,735 | 229 | 419 | 141 | 946 | 6 | - | 2 | 1 | 3 | 5 | - | 1 | - | 4 |
| Engineering Science | 1 | - | - | - | 1 | - | - | - | - | - | 2 | - | - | - | 2 |
| English 1st Language | 194 | 5 | 25 | 28 | 136 | 14 | - | 2 | 1 | 11 | 82 | 2 | 8 | 7 | 65 |
| English 2nd Language | 2,951 | - | - | - | 2,139 | 337 | 5 | 39 | 31 | 262 | 1,566 | 6 | 105 | 138 | 1,317 |
| Entrepreneurship | 3 | - | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - |
| Environmental Studies | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fashion and Fabrics | - | - | - | - | - | - | - | - | - | - | 10 | - | - | - | - |
| French Foreign Language | 5 | - | - | 3 | 2 | 2 | - | - | - | 2 | 19 | - | - | 2 | 17 |
| General Science | 2 | - | - | - | - | - | - | - | - | - | 3 | - | - | - | 2 |
| Geography | 8 | - | 4 | - | - | - | - | - | - | - | 1,419 | - | - | - | 1,153 |
| German 1st or Home Language | 24 | - | 1 | - | 20 | 3 | - | 1 | - | 1 | 16 | - | - | - | 16 |
| German 3rd or Foreign Language | 9 | - | - | 1 | 8 | 2 | - | - | - | 2 | 52 | 2 | 4 | 9 | 37 |
| Grade 0 class teaching | 1,850 | - | - | 372 | 807 | - | - | - | - | - | - | - | - | - | - |
| Grade 1 class teaching | 2,620 | 120 | 489 | 278 | 1,733 | 1 | - | - | - | 1 | - | - | - | - | - |
| Grade 2 class teaching | 2,432 | 94 | 516 | 281 | 1,541 | - | - | - | - | - | - | - | - | - | - |
| Grade 3 class teaching | 2,354 | 80 | 474 | 254 | 1,546 | - | - | - | - | - | - | - | - | - | - |
| Grade 4 class teaching | 207 | 5 | 27 | 20 | 155 | - | - | - | - | - | - | - | - | - | - |
| Grade 5 class teaching | 35 | 1 | 1 | 6 | 27 | - | - | - | - | - | - | - | - | - | - |
| Grade 6 class teaching | 28 | - | 3 | 3 | 22 | - | - | - | - | - | - | - | - | - | - |
| Grade 7 class teaching | 20 | - | 3 | - | 14 | - | - | - | - | - | - | - | - | - | - |
| Hairdressing | 1 | - | - | - | 1 | - | - | - | - | - | 2 | - | - | - | - |

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

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

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

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

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

Table 43 continues ►

Table 43 continued

| Subject | Primary | | | | | Primary and Secondary | | | | | Secondary | | | | |
|--|---------|--------------------|----------|-------------------------|----------------------------|-----------------------|--------------------|----------|-------------------------|----------------------------|-----------|--------------------|----------|-------------------------|----------------------------|
| | Total | Less than Grade 12 | Grade 12 | Grade 12 + 1 or 2 years | Grade 12 + 3 or more years | Total | Less than Grade 12 | Grade 12 | Grade 12 + 1 or 2 years | Grade 12 + 3 or more years | Total | Less than Grade 12 | Grade 12 | Grade 12 + 1 or 2 years | Grade 12 + 3 or more years |
| Handwriting | 16 | - | - | - | 6 | - | - | - | - | - | - | - | - | - | - |
| History | 8 | - | 3 | 1 | 3 | - | - | - | - | - | - | - | - | - | - |
| History and Geography | 1 | - | - | - | 1 | - | - | - | - | - | 1 | - | 1 | - | - |
| Home Ecology | 373 | 54 | 68 | 44 | 207 | - | - | - | - | - | 2 | 1 | - | 1 | - |
| Home Economics | 2 | - | - | - | 1 | - | - | - | - | - | 86 | 2 | 9 | 5 | 70 |
| Integrated Performing Arts | | - | - | - | - | - | - | - | - | - | 6 | 1 | 1 | 1 | 3 |
| Ju/'hoansi | 10 | - | - | - | 2 | | - | - | - | - | | | | | |
| Keyboard and Word Processing | 1 | - | - | 1 | - | 1 | - | - | - | 1 | 65 | 6 | 9 | 6 | 44 |
| Khoekhoegowab | 183 | 22 | 41 | 17 | 103 | 10 | - | - | - | - | - | - | - | - | - |
| Life Science | 18 | 2 | 2 | 2 | 12 | 10 | 1 | - | - | 9 | 1,453 | 23 | 150 | 114 | 1,166 |
| Life Skills | 1,029 | 160 | 289 | 133 | 447 | 437 | 34 | 102 | 70 | 231 | 455 | 42 | 89 | 67 | 257 |
| Literature (English) | | | | | | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2,999 | 93 | 351 | 308 | 2,247 | 257 | 1 | 11 | 24 | 221 | 1,568 | 7 | 64 | 138 | 1,359 |
| Natural Science and Health Education | 3,064 | - | - | 304 | - | 12 | - | - | - | 6 | - | - | - | - | - |
| Needlework and Clothing | 5 | - | - | - | - | | - | - | - | - | - | - | - | - | - |
| Office Administration and Keyboard | | | | | | | - | | | | 16 | 1 | 2 | 1 | 12 |
| Oshikwanyama | 601 | 28 | 178 | 60 | 335 | - | - | - | - | - | 309 | 3 | 45 | 34 | 227 |
| Oshindonga | - | - | - | - | - | - | - | - | - | - | 439 | - | 33 | 41 | 365 |
| Otjiherero | 192 | 18 | 38 | 21 | 115 | 9 | 1 | 1 | 4 | 3 | 87 | 4 | 6 | 7 | 70 |
| Performing Arts | 2 | - | 1 | - | 1 | 2 | - | - | - | 2 | 7 | 1 | 3 | - | 3 |
| Physical Education and Health Awareness | 21 | 1 | 5 | 3 | 12 | 2 | - | - | - | 2 | 6 | 1 | 3 | 1 | 1 |
| Physical Education | 2,021 | - | - | - | 1,132 | 186 | - | - | - | 110 | 843 | 98 | 216 | - | 434 |
| Physical Science | 7 | - | 1 | 3 | 3 | 10 | - | 3 | 1 | 6 | 1,471 | 11 | 129 | - | 1,211 |
| Physics | 3 | - | - | 1 | 2 | | | | | | 2 | - | - | - | 2 |
| Portuguese | 2 | - | 1 | - | 1 | 4 | 1 | - | 1 | 2 | 18 | 1 | 3 | 4 | 10 |
| Religious and Moral Education | 1,957 | - | 518 | 262 | 875 | 190 | 37 | 57 | 19 | 77 | 719 | 134 | 176 | 89 | 320 |
| Remedial Teaching | - | - | - | - | - | - | - | - | - | - | | | | | |
| Rukwangali | 183 | - | 26 | - | - | 16 | - | 2 | 1 | 13 | 76 | 1 | 1 | 7 | 67 |
| Rumanyo(Rugciriku) | 91 | 4 | 17 | 6 | 64 | - | - | - | - | - | - | - | - | - | - |
| School Art | 2 | 1 | - | 1 | - | | | | | | 3 | 2 | - | - | 1 |
| Setswana | 10 | - | - | - | 5 | 1 | - | - | - | - | 5 | - | 1 | - | - |
| Sign Language | 18 | 1 | 2 | 4 | 11 | 2 | - | - | - | - | 9 | - | - | - | 5 |
| Silozi | 145 | 7 | 18 | 23 | 97 | 17 | - | 1 | 4 | 12 | 83 | - | 6 | 16 | 60 |
| Social Sciences | 37 | - | 7 | 5 | 25 | | - | | | | | | | - | |
| Social Studies | - | - | - | - | - | - | - | - | - | - | 10 | - | - | - | 5 |
| Special Education | 15 | 1 | - | 3 | - | - | - | - | - | - | | | - | - | - |
| Specialised Education or Handicapped | | - | - | | | 1 | - | - | - | - | - | | - | - | - |
| Technical Drawing | | - | - | | | | - | - | - | - | - | 2 | - | - | - |
| Technical Theory and Practice | | - | | | | | - | | - | - | 12 | - | 2 | 2 | 7 |
| Television Radiotrician Work | | - | | | | | | | - | | 1 | - | - | - | 1 |
| Thimbukushu | 35 | - | 8 | 8 | 19 | 1 | - | - | 1 | - | 18 | - | - | 4 | 14 |
| Tourism | - | - | - | - | - | - | - | - | - | - | 11 | - | - | - | 4 |
| Typing or Typing and Office Administration | | | | | | - | - | - | - | - | - | - | - | - | 1 |
| Upper Primary | 1 | - | - | 1 | - | | - | | | | | - | | | |
| Visual Arts | | | - | | | 1 | - | - | - | - | 15 | - | - | 1 | - |
| Woodwork | - | - | - | - | - | | - | - | - | - | - | - | - | - | - |

Table 44: Ages and professional and academic qualifications of teachers

| Age group | Total – all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|--------------|----------------------|--------------------|---------------------------------|-----------------------------|--|--------------------|---------------------------------|-----------------------------|---------------------------------------|--------------------|---------------------------------|-----------------------------|
| | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary |
| Total | 29,947 | 465 | 4,748 | 24,734 | 3,558 | 212 | 3,113 | 233 | 26,389 | 253 | 1,635 | 24,501 |
| Less than 20 | 34 | 0 | 29 | 5 | 29 | 0 | 29 | 0 | 5 | 0 | 0 | 5 |
| 20 - 24 | 1,919 | 18 | 853 | 1,048 | 756 | 11 | 709 | 36 | 1,163 | 7 | 144 | 1,012 |
| 25 - 29 | 5,291 | 46 | 1,703 | 3,542 | 1,455 | 33 | 1,314 | 108 | 3,836 | 13 | 389 | 3,434 |
| 30 - 34 | 4,888 | 33 | 805 | 4,050 | 600 | 19 | 530 | 51 | 4,288 | 14 | 275 | 3,999 |
| 35 - 39 | 4,246 | 38 | 488 | 3,720 | 295 | 20 | 260 | 15 | 3,951 | 18 | 228 | 3,705 |
| 40 - 44 | 3,348 | 41 | 267 | 3,040 | 166 | 28 | 132 | 6 | 3,182 | 13 | 135 | 3,034 |
| 45 - 49 | 3,507 | 56 | 224 | 3,227 | 117 | 27 | 82 | 8 | 3,390 | 29 | 142 | 3,219 |
| 50 - 54 | 3,915 | 104 | 222 | 3,589 | 66 | 29 | 33 | 4 | 3,849 | 75 | 189 | 3,585 |
| 55 - 59 | 2,359 | 118 | 119 | 2,122 | 61 | 42 | 16 | 3 | 2,298 | 76 | 103 | 2,119 |
| 60 or older | 440 | 11 | 38 | 391 | 13 | 3 | 8 | 2 | 427 | 8 | 30 | 389 |
| Average Age | 39.6 | 46.5 | 32.4 | 40.9 | 30.5 | 43.3 | 29.6 | 30.6 | 40.9 | 49.1 | 37.7 | 41.0 |

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 2016, and expressed as full completed years. So, for example, a teacher born on 1 November 1972, who was 44 years and 8 months old on 5 September 2017, was entered into the calculations as 45 years of age.

There were 26,389 teachers with formal training and 3,558 without. Therefore, the overall age distribution was determined mainly by teachers with teacher training. Teachers without teacher training were on average 10 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 50-54 and 55-59. Age group 25-29 had the next highest number, which can be attributed to Grade 12 matriculants who went on to teach without a formal qualification.

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

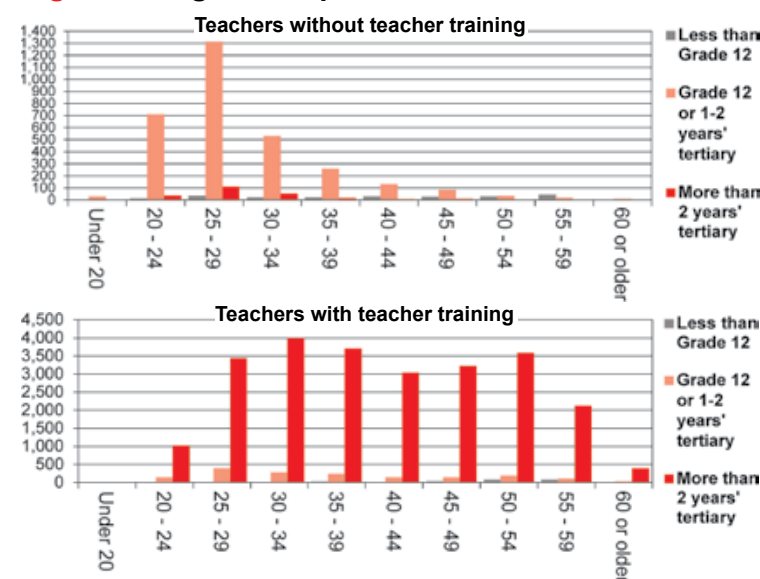
Figure 44: Ages and qualifications of teachers

Table 45: Attrition rates of teachers from 2016 to 2017

| Region | Total – all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------------|--------------------|---------------------------------|-----------------------------|--|--------------------|---------------------------------|-----------------------------|---------------------------------------|--------------------|---------------------------------|-----------------------------|
| | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary |
| //Kharas | 13.6% | 0.1% | 0.4% | 12.4% | 18.2% | 0.1% | 1.1% | 25.0% | 12.4% | 0.0% | 1.7% | 12.3% |
| Erongo | 9.8% | 0.1% | 0.7% | 9.5% | 17.2% | 0.1% | 3.2% | 27.3% | 9.2% | 0.1% | 1.3% | 9.4% |
| Hardap | 11.0% | 0.2% | 0.4% | 10.7% | 13.0% | 0.2% | 1.4% | 14.3% | 10.6% | 0.1% | 1.3% | 10.6% |
| Kavango East | 8.7% | 0.2% | 0.2% | 5.7% | 21.9% | 0.2% | 1.1% | 25.0% | 6.1% | 0.2% | 0.8% | 5.5% |
| Kavango West | 9.1% | 0.1% | 0.2% | 6.7% | 16.7% | 0.2% | 1.7% | 45.5% | 6.5% | 0.1% | 0.9% | 6.2% |
| Khomas | 8.7% | 0.1% | 1.0% | 8.2% | 16.8% | 0.1% | 5.6% | 16.7% | 8.2% | 0.1% | 1.8% | 8.1% |
| Kunene | 11.9% | 0.2% | 0.2% | 9.5% | 18.2% | 0.3% | 1.0% | 18.2% | 10.2% | 0.2% | 0.7% | 9.4% |
| Ohangwena | 9.8% | 0.1% | 0.3% | 7.3% | 23.6% | 0.3% | 1.9% | 20.8% | 7.3% | 0.0% | 1.7% | 7.0% |
| Omaheke | 10.7% | 0.2% | 0.3% | 9.0% | 16.5% | 0.1% | 1.3% | 22.2% | 9.3% | 0.2% | 1.4% | 8.8% |
| Omusati | 9.3% | 0.1% | 0.6% | 7.6% | 26.0% | 0.5% | 1.4% | 18.2% | 7.9% | 0.0% | 1.5% | 7.6% |
| Oshana | 6.8% | 0.1% | 0.7% | 6.2% | 20.0% | 0.0% | 2.7% | 66.7% | 6.3% | 0.1% | 1.3% | 6.1% |
| Oshikoto | 10.9% | 0.3% | 0.3% | 8.2% | 21.7% | 0.1% | 0.5% | 6.9% | 8.7% | 0.3% | 1.5% | 8.2% |
| Otjozondjupa | 11.2% | 0.1% | 0.6% | 10.7% | 17.0% | 0.0% | 6.6% | 50.0% | 10.5% | 0.1% | 1.2% | 10.1% |
| Zambezi | 7.2% | 0.1% | 0.3% | 6.9% | 13.5% | 0.0% | 0.0% | 0.0% | 6.9% | 0.2% | 0.5% | 6.9% |
| National | 9.6% | 0.1% | 0.4% | 8.0% | 20.0% | 0.2% | 1.8% | 22.0% | 8.1% | 0.1% | 1.2% | 7.8% |

Attrition rates of teachers are defined as the percentage of teaching staff in 2016 who left the teaching profession by 2017.

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 2016, by looking for the identification or salary numbers in all other schools. There could be a marginal error where teachers have changed their identity numbers or have moved between state and private schools, because teachers in private schools do not have salary reference numbers unless the salaries are paid by the Government. Out of 26,389 teachers with an adequate qualification, 7.8% left teaching in 2017.

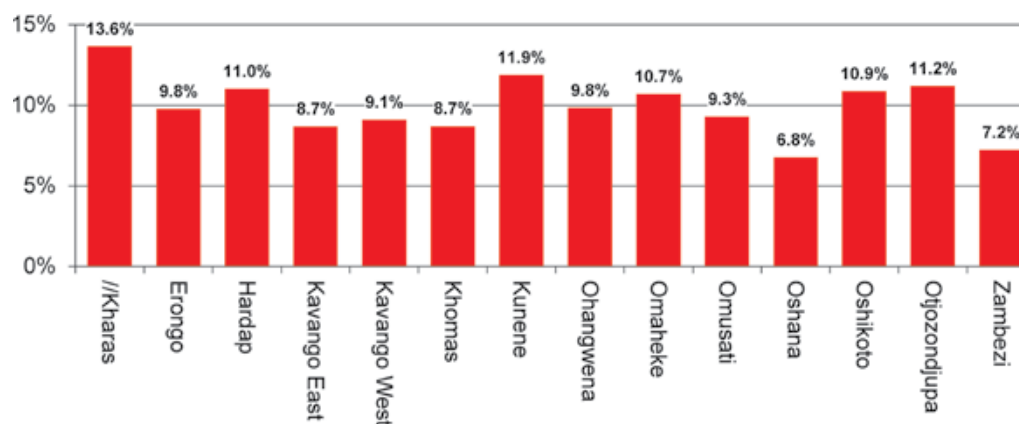
Figure 45: Total attrition rates of teachers in the regions

Table 46: Transfer rates of teachers from 2016 to 2017

| Region | Total – all teachers | | | | Teachers without formal teacher training | | | | Teachers with formal teacher training | | | |
|-----------------|----------------------|--------------------|---------------------------------|-----------------------------|--|--------------------|---------------------------------|-----------------------------|---------------------------------------|--------------------|---------------------------------|-----------------------------|
| | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary | Total | Less than Grade 12 | Grade 12 or 1-2 years' tertiary | More than 2 years' tertiary |
| //Kharas | 0.4% | 0.0% | 1.7% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.5% | 0.0% | 7.8% | 0.6% |
| Erongo | 0.1% | 0.0% | 1.1% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 2.1% | 0.1% |
| Hardap | 0.3% | 0.0% | 1.0% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% | 0.0% | 3.4% | 0.3% |
| Kavango East | 0.5% | 0.0% | 1.6% | 0.4% | 0.6% | 0.0% | 0.0% | 0.0% | 0.5% | 0.0% | 5.6% | 0.4% |
| Kavango West | 0.3% | 0.0% | 0.5% | 0.2% | 0.5% | 0.0% | 0.0% | 0.0% | 0.2% | 0.0% | 2.9% | 0.2% |
| Khomas | 0.5% | 0.0% | 6.0% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.5% | 0.0% | 11.3% | 0.5% |
| Kunene | 0.5% | 0.0% | 1.0% | 0.4% | 1.3% | 0.0% | 0.5% | 9.1% | 0.3% | 0.0% | 1.8% | 0.3% |
| Ohangwena | 0.0% | 0.0% | 0.3% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 1.5% | 0.1% |
| Omaheke | 0.1% | 0.0% | 0.5% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 2.5% | 0.2% |
| Omusati | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.5% | 0.0% |
| Oshana | 0.2% | 0.0% | 2.3% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.0% | 4.0% | 0.2% |
| Oshikoto | 0.1% | 0.0% | 0.5% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 2.4% | 0.1% |
| Otjozondjupa | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Zambezi | 0.1% | 0.0% | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.5% | 0.1% |
| National | 0.2% | 0.0% | 1.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.4% | 0.2% | 0.0% | 3.0% | 0.2% |

Transfer rates of teachers are defined as the percentage of teaching staff in 2016 who were teaching at a different school in 2017.

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 2016, by looking for their identification or salary numbers in all other schools. This method is likely to render estimates which are too low, but they are reported nonetheless, since the more comprehensive data needed for accurately calculating these rates was unavailable. The introduction of the unique salary reference number was supposed to have improved the data for calculating the transfer rates, but this improvement was limited by cases of wrong or unavailable salary reference numbers (private schools), or discrepancies in dates of birth, or different identification methods being used in different years.

High transfer cases can be observed in Khomas (11.3%), //Kharas (7.8%) and Kavango East (5.6%) for teachers with formal teacher training of Grade 12 or 1-2 years of tertiary education.

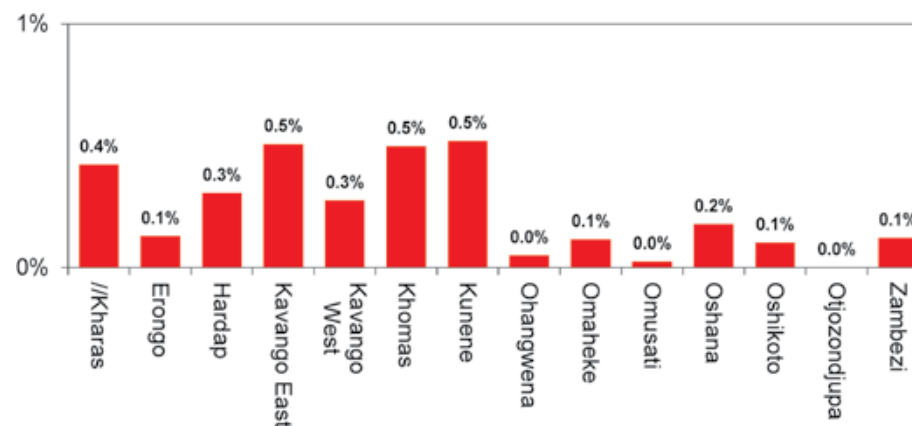
Figure 46: Total transfer rates of teachers in the regions

Table 47: Changes in the numbers of teachers and their professional qualifications from 2011 to 2017

| Qualification | Year | | | | | | | Average Annual Growth Rate 2011-2017 | Percentage Change 2016-2017 |
|--|--------|--------|--------|--------|--------|--------|--------|--|-----------------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| Total – all teachers | | | | | | | | | |
| Total | 23,039 | 24,660 | 26,012 | 26,749 | 27,990 | 28,922 | 29,947 | 4.5% | 3.5% |
| Less than Grade 12 | 774 | 724 | 733 | 623 | 582 | 498 | 465 | -8.1% | -6.6% |
| Grade 12 or Grade 12 plus 1 or 2 years' tertiary | 2,884 | 3,365 | 2,727 | 3,436 | 3,843 | 4,585 | 4,748 | 8.7% | 3.6% |
| Grade 12 plus 3 or more years' tertiary | 19,381 | 20,571 | 22,552 | 22,690 | 23,566 | 23,839 | 24,734 | 4.1% | 3.8% |
| Teachers without teacher training | | | | | | | | | |
| Total | 749 | 1,207 | 2,070 | 2,567 | 3,135 | 4,063 | 3,558 | 29.7% | -12.4% |
| Less than Grade 12 | 227 | 225 | 344 | 276 | 243 | 213 | 212 | -1.1% | -0.5% |
| Grade 12 or Grade 12 plus 1 or 2 years' tertiary | 430 | 863 | 1,536 | 2,103 | 2,569 | 2,920 | 3,113 | 39.1% | 6.6% |
| Grade 12 plus 3 or more years' tertiary | 92 | 119 | 190 | 188 | 323 | 930 | 233 | 16.8% | -74.9% |
| Teachers with teacher training | | | | | | | | | |
| Total | 22,290 | 23,453 | 23,942 | 24,182 | 24,855 | 24,859 | 26,389 | 2.9% | 6.2% |
| Less than Grade 12 | 547 | 499 | 389 | 347 | 338 | 285 | 253 | -12.1% | -11.2% |
| Grade 12 or Grade 12 plus 1 or 2 years' tertiary | 2,454 | 2,502 | 1,191 | 1,333 | 1,274 | 1,665 | 1,635 | -6.5% | -1.8% |
| Grade 12 plus 3 or more years' tertiary | 19,289 | 20,452 | 22,362 | 22,502 | 23,243 | 22,909 | 24,501 | 4.1% | 6.9% |

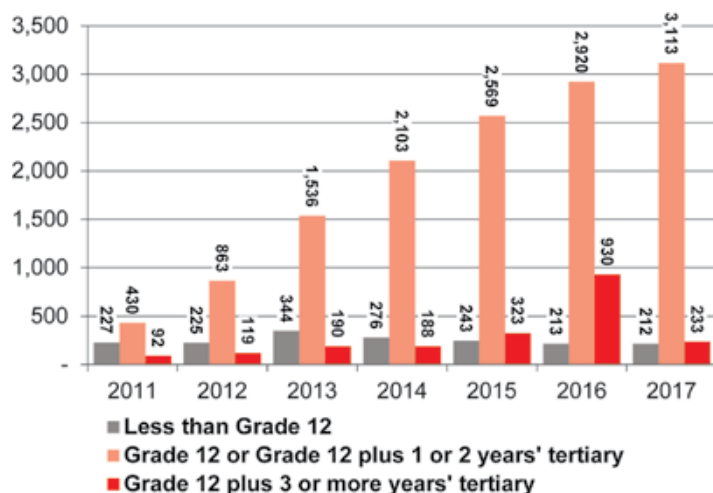
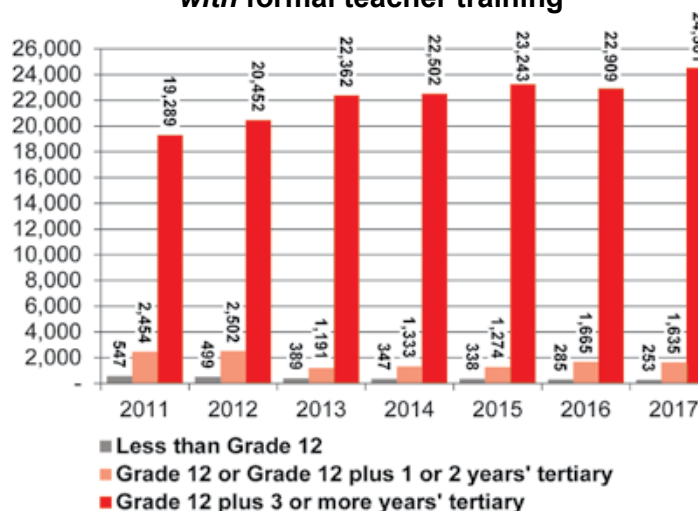
Figure 47a: Changes in the numbers of teachers without formal teacher training**Figure 47b: Changes in the numbers of teachers with formal teacher training**

Table 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 4.5% annually. The change towards a better-qualified teaching force is reflected by the growth rates in the levels of qualification: the number of teachers with a lower-than-desired qualification decreased over the years, while the number of teachers with the desired qualification of at least three years' tertiary education increased at a rate of 4.1% from 2011 to 2017.

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

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

Table 48: Percentages of primary and secondary teachers qualified to teach from 2011 to 2017

| Region | Gender | Primary | | | | | | | Secondary | | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| //Kharas | Total | 73.5% | 69.3% | 72.8% | 96.8% | 74.2% | 66.7% | 68.6% | 90.8% | 89.2% | 90.2% | 99.1% | 85.2% | 87.4% | 90.7% |
| | Females | 68.1% | 65.4% | 68.7% | 99% | 73.9% | 65.0% | 67.8% | 89.8% | 89.6% | 90.6% | 98.9% | 83.1% | 84.6% | 90.7% |
| | Males | 89.9% | 81.1% | 85.2% | 93% | 75.2% | 71.8% | 71.0% | 91.8% | 88.7% | 89.7% | 99.6% | 88.3% | 91.3% | 90.6% |
| Erongo | Total | 83.5% | 83.7% | 87.9% | 94.3% | 86.9% | 81.9% | 80.5% | 95.9% | 94.4% | 95.4% | 97.9% | 95.3% | 93.6% | 93.5% |
| | Females | 83.5% | 83.5% | 87.7% | 97.6% | 87.1% | 81.6% | 79.7% | 96.9% | 95.0% | 96.0% | 97.6% | 96.2% | 94.5% | 94.5% |
| | Males | 83.6% | 84.6% | 88.8% | 96.1% | 85.9% | 83.4% | 83.9% | 94.5% | 93.5% | 94.5% | 98.3% | 93.8% | 92.0% | 91.6% |
| Hardap | Total | 81.0% | 79.6% | 83.6% | 99.1% | 76.0% | 70.9% | 70.1% | 96.7% | 93.1% | 94.1% | 99% | 91.3% | 88.6% | 83.9% |
| | Females | 78.9% | 76.5% | 80.3% | 98.6% | 72.4% | 67.1% | 67.5% | 98.2% | 93.7% | 94.7% | 99.4% | 91.2% | 89.4% | 85.5% |
| | Males | 85.5% | 86.7% | 91.0% | 99.2% | 83.6% | 80.7% | 76.0% | 95.4% | 92.5% | 93.5% | 98.6% | 91.4% | 87.9% | 82.4% |
| Kavango East | Total | 0.0% | 0.0% | 0.0% | 100% | 76.2% | 72.3% | 76.0% | 0.0% | 0.0% | 0.0% | 99.3% | 89.4% | 88.9% | 88.2% |
| | Females | 0.0% | 0.0% | 0.0% | 100% | 75.9% | 69.2% | 74.6% | 0.0% | 0.0% | 0.0% | 99.7% | 86.9% | 86.7% | 87.2% |
| | Males | 0.0% | 0.0% | 0.0% | 100% | 76.5% | 76.5% | 77.6% | 0.0% | 0.0% | 0.0% | 99% | 90.7% | 90.1% | 88.8% |
| Kavango West | Total | 0.0% | 0.0% | 0.0% | 97.5% | 69.8% | 64.2% | 68.9% | 0.0% | 0.0% | 0.0% | 99.3% | 86.7% | 83.6% | 86.6% |
| | Females | 0.0% | 0.0% | 0.0% | 98.5% | 68.0% | 57.7% | 65.8% | 0.0% | 0.0% | 0.0% | 99.4% | 81.7% | 78.6% | 84.2% |
| | Males | 0.0% | 0.0% | 0.0% | 95.4% | 71.4% | 70.7% | 72.0% | 0.0% | 0.0% | 0.0% | 99.1% | 89.2% | 86.1% | 87.6% |
| Khomas | Total | 89.6% | 89.3% | 93.8% | 98.8% | 89.6% | 87.6% | 88.0% | 93.5% | 93.5% | 94.5% | 99.7% | 94.9% | 93.4% | 94.6% |
| | Females | 89.1% | 89.0% | 93.5% | 96.4% | 89.7% | 86.8% | 87.5% | 94.1% | 93.8% | 94.8% | 99.3% | 94.9% | 93.2% | 94.9% |
| | Males | 91.4% | 90.4% | 94.9% | 100% | 89.1% | 90.9% | 89.9% | 92.4% | 92.9% | 93.9% | 100% | 94.8% | 93.6% | 93.9% |
| Kunene | Total | 74.7% | 70.7% | 74.2% | 90.9% | 68.2% | 63.4% | 68.4% | 91.6% | 91.8% | 92.8% | 84.3% | 89.6% | 89.3% | 90.4% |
| | Females | 68.7% | 64.3% | 67.5% | 89.9% | 66.1% | 56.1% | 65.2% | 89.8% | 92.4% | 93.4% | 83.7% | 84.6% | 85.8% | 86.8% |
| | Males | 82.6% | 79.5% | 83.5% | 92% | 70.8% | 74.1% | 72.8% | 92.7% | 91.4% | 92.4% | 85.5% | 93.2% | 91.8% | 92.9% |
| Ohangwena | Total | 81.8% | 79.0% | 83.0% | 98.8% | 79.9% | 77.6% | 79.1% | 94.5% | 93.4% | 94.4% | 99.2% | 89.6% | 88.3% | 88.4% |
| | Females | 78.3% | 76.7% | 80.5% | 98.4% | 78.6% | 76.3% | 78.0% | 93.7% | 92.8% | 93.8% | 99% | 88.6% | 87.1% | 86.7% |
| | Males | 88.7% | 83.7% | 87.9% | 99.2% | 82.8% | 80.6% | 81.6% | 95.2% | 94.0% | 95.0% | 99.5% | 90.5% | 89.5% | 90.2% |
| Omaheke | Total | 73.7% | 73.2% | 76.9% | 93.5% | 72.9% | 70.6% | 73.0% | 94.8% | 95.7% | 96.7% | 99.5% | 86.9% | 85.7% | 86.9% |
| | Females | 72.5% | 70.4% | 73.9% | 89.8% | 71.4% | 67.9% | 70.5% | 92.9% | 95.2% | 96.2% | 99.4% | 88.5% | 84.3% | 82.3% |
| | Males | 76.3% | 79.7% | 83.7% | 100% | 76.2% | 76.3% | 78.2% | 96.3% | 96.1% | 97.1% | 99.5% | 85.3% | 87.0% | 91.7% |
| Omusati | Total | 72.4% | 74.5% | 78.2% | 98.9% | 85.9% | 85.4% | 87.5% | 93.0% | 92.7% | 93.7% | 99.8% | 92.2% | 92.0% | 93.5% |
| | Females | 69.5% | 72.3% | 75.9% | 98.2% | 85.2% | 85.0% | 87.1% | 92.9% | 92.1% | 93.1% | 99.9% | 90.3% | 89.7% | 92.4% |
| | Males | 80.3% | 80.3% | 84.3% | 99.8% | 87.5% | 86.5% | 88.4% | 93.2% | 93.4% | 94.4% | 99.7% | 94.6% | 94.7% | 94.8% |
| Oshana | Total | 76.4% | 79.0% | 83.0% | 100% | 87.0% | 0.9% | 88.10% | 92.9% | 94.4% | 95.4% | 99.9% | 97.2% | 97.0% | 96.2% |
| | Females | 74.7% | 77.2% | 81.1% | 100% | 87.4% | 0.9% | 87.60% | 93.3% | 95.0% | 96.0% | 100% | 97.2% | 96.8% | 96.5% |
| | Males | 82.1% | 84.4% | 88.6% | 100% | 85.9% | 0.9% | 89.70% | 92.4% | 93.5% | 94.5% | 99.8% | 97.1% | 97.4% | 95.7% |

Table 48 continued

| Region | Gender | Primary | | | | | | | Secondary | | | | | | |
|--------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Oshikoto | Total | 78.9% | 79.1% | 83.1% | 97.3% | 78.9% | 74.4% | 77.5% | 92.8% | 93.1% | 94.1% | 98.5% | 90.0% | 88.6% | 88.8% |
| | Females | 76.8% | 77.0% | 80.9% | 95.9% | 77.1% | 71.9% | 75.6% | 95.2% | 93.7% | 94.7% | 98.6% | 89.4% | 85.8% | 87.7% |
| | Males | 82.8% | 83.1% | 87.3% | 98.5% | 82.7% | 80.4% | 81.9% | 90.4% | 92.5% | 93.5% | 98.4% | 90.7% | 91.7% | 90.2% |
| Otjozondjupa | Total | 75.0% | 78.1% | 82.0% | 95.5% | 80.2% | 76.6% | 76.6% | 88.0% | 89.2% | 90.2% | 99.3% | 93.8% | 93.1% | 93.7% |
| | Females | 77.2% | 77.3% | 81.2% | 94% | 80.6% | 75.2% | 75.6% | 91.0% | 89.6% | 90.6% | 99.5% | 95.7% | 93.4% | 92.6% |
| | Males | 69.8% | 80.1% | 84.1% | 96.9% | 79.0% | 80.3% | 79.5% | 84.9% | 88.7% | 89.7% | 98.7% | 91.4% | 92.7% | 95.3% |
| Zambezi | Total | 81.9% | 82.7% | 86.8% | 99.5% | 85.9% | 78.5% | 82.6% | 93.7% | 92.7% | 93.7% | 99.7% | 94.6% | 92.3% | 92.8% |
| | Females | 82.3% | 82.0% | 86.1% | 98.8% | 84.6% | 76.5% | 81.7% | 94.8% | 92.1% | 93.1% | 99.8% | 94.1% | 90.9% | 90.7% |
| | Males | 81.3% | 83.9% | 88.1% | 99.9% | 88.4% | 82.5% | 84.1% | 93.0% | 93.4% | 94.4% | 99.5% | 94.9% | 93.1% | 94.2% |
| National | Total | 78.7% | 77.8% | 81.7% | 97.2% | 81.0% | 77.6% | 79.7% | 93.7% | 93.2% | 94.2% | 98.2% | 92.0% | 91.0% | 91.4% |
| | Females | 77.8% | 76.7% | 80.5% | 96.8% | 80.8% | 76.4% | 79.1% | 94.1% | 93.2% | 94.2% | 98.2% | 91.6% | 90.1% | 91.0% |
| | Males | 80.7% | 80.3% | 84.3% | 97.9% | 81.2% | 80.5% | 81.1% | 93.2% | 93.2% | 94.2% | 98.2% | 92.5% | 92.0% | 91.9% |

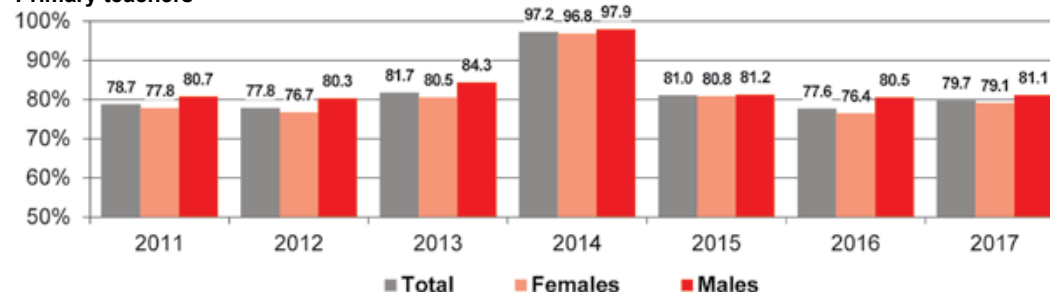
Teachers with teacher training and a qualification equivalent to at least three years' tertiary education are deemed qualified to teach. The percentages of teachers who met these criteria in the years 2011-2017 are reported in Table 48. A distinction is made between teachers in the Primary phase and 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 grew during the period 2011-2017 from 78.7% to 79.7%, but was much lower than the equivalent percentage of Secondary teachers. To date, 20.3% of the Primary teachers were still not qualified to teach, and about 8.6% of the Secondary teachers were not qualified to teach. The percentage of qualified teachers dropped from 2014 to 2015 and 2016, possibly due to higher-education constraints. There was a very slight increase in the number of teachers qualified to teach from 2016 to 2017.

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 professional qualification.

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

Primary teachers



Secondary teachers

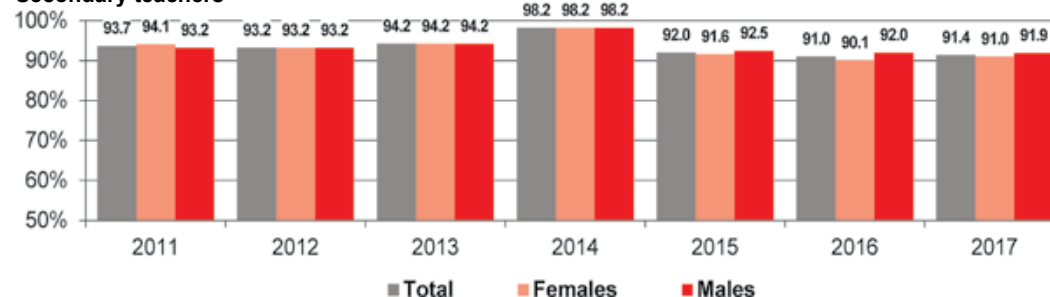


Table 49: Numbers of teachers from 2011 to 2017

| Region | Year | | | | | | | Average Annual Growth Rate 2011-2017 | Percentage Change 2016-2017 |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|-----------------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | |
| //Kharas | 770 | 826 | 885 | 887 | 919 | 946 | 963 | 3.8% | 1.8% |
| Erongo | 1,181 | 1,280 | 1,359 | 1,375 | 1,469 | 1,558 | 1,659 | 5.8% | 6.5% |
| Hardap | 808 | 845 | 899 | 938 | 948 | 982 | 1,008 | 3.8% | 2.6% |
| Kavango East | - | - | - | 1,803 | 1,930 | 1,972 | 2,056 | - | - |
| Kavango West | 2,629 | 2,876 | 3,033 | 1,361 | 1,417 | 1,452 | 1,543 | -8.5% | 6.3% |
| Khomas | 2,856 | 2,983 | 3,109 | 3,206 | 3,326 | 3,415 | 3,636 | 4.1% | 6.5% |
| Kunene | 746 | 838 | 947 | 1,001 | 1,130 | 1,155 | 1,180 | 7.9% | 2.2% |
| Ohangwena | 3,202 | 3,421 | 3,588 | 3,671 | 3,866 | 4,013 | 4,120 | 4.3% | 2.7% |
| Omaheke | 610 | 706 | 758 | 784 | 819 | 861 | 883 | 6.4% | 2.6% |
| Omusati | 3,472 | 3,632 | 3,779 | 3,847 | 3,962 | 4,087 | 4,197 | 3.2% | 2.7% |
| Oshana | 2,039 | 2,137 | 2,253 | 2,250 | 2,297 | 2,248 | 2,282 | 1.9% | 1.5% |
| Oshikoto | 2,203 | 2,407 | 2,518 | 2,602 | 2,739 | 2,921 | 2,989 | 5.2% | 2.3% |
| Otjozondjupa | 1,252 | 1,315 | 1,425 | 1,478 | 1,565 | 1,665 | 1,714 | 5.4% | 2.9% |
| Zambezi | 1,271 | 1,394 | 1,468 | 1,546 | 1,603 | 1,647 | 1,717 | 5.1% | 4.3% |
| National | 23,039 | 24,660 | 26,021 | 26,749 | 27,990 | 28,922 | 29,947 | 4.5% | 3.5% |

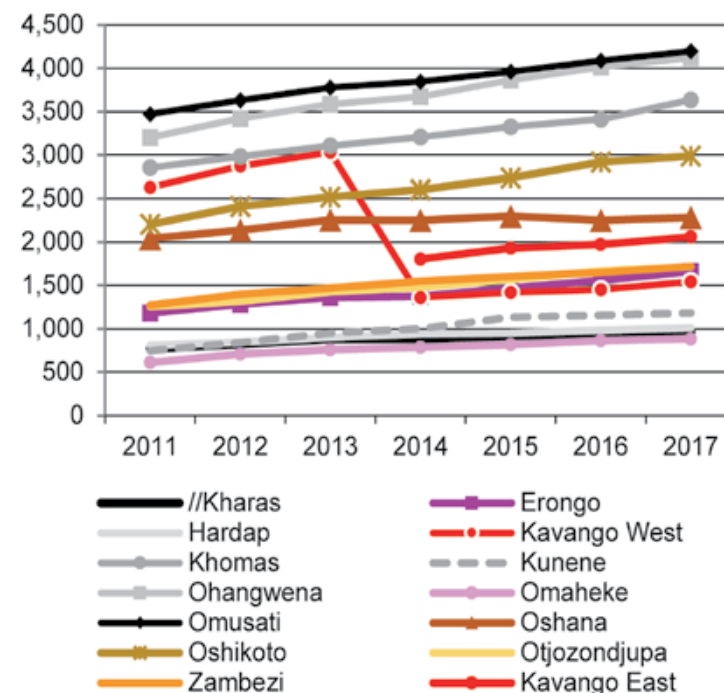
Figure 49:**Numbers of teachers from 2011 to 2017**

Table 49 shows that the total number of teachers increased at an average annual growth rate of 4.5% from 2011 to 2017. Different regions had varying annual growth rates. Khomas and Erongo had the highest percentage increase (6.5%) in teachers from 2016 to 2017, consistent with these regions' high percentage increase in enrolment, as reported in Table 21.

The percentage change in teacher numbers from 2016 to 2017 is 3.5%.

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

Table 50: Learner : teacher ratios from 2011 to 2017

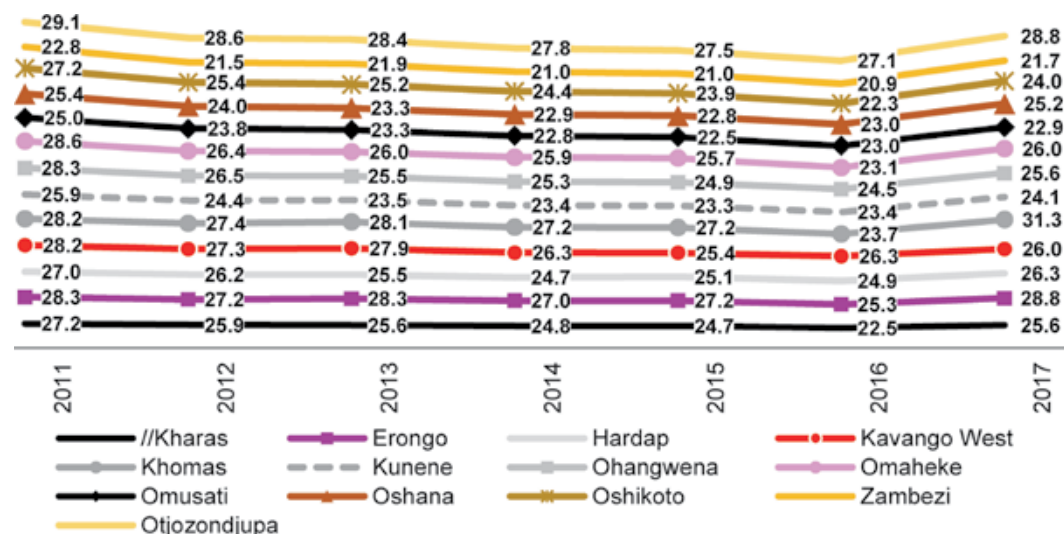
| Region | All schools and teachers | | | | | | | Schools staffed by the State and State-appointed teachers | | | | | | |
|-----------------|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| //Kharas | 22.7 | 24.3 | 23.3 | 23.2 | 23.1 | 23.0 | 22.9 | 27.2 | 25.9 | 25.6 | 24.8 | 24.7 | 22.5 | 25.6 |
| Erongo | 22.4 | 25.1 | 24.9 | 24.8 | 24.9 | 25.1 | 24.9 | 28.3 | 27.2 | 28.3 | 27.0 | 27.2 | 25.3 | 28.8 |
| Hardap | 23.0 | 25.9 | 24.9 | 24.3 | 24.6 | 24.4 | 24.8 | 27.0 | 26.2 | 25.5 | 24.7 | 25.1 | 24.9 | 26.3 |
| Kavango East | - | - | - | 27.4 | 27.6 | 28.4 | 28.8 | - | - | - | 28.1 | 28.2 | 28.9 | 30.7 |
| Kavango West | 27.2 | 26.9 | 27.3 | 25.8 | 25.6 | 26.5 | 25.9 | 28.2 | 27.3 | 27.9 | 26.3 | 25.4 | 26.3 | 26.0 |
| Khomas | 21.3 | 24.6 | 24.4 | 24.5 | 24.5 | 23.4 | 24.3 | 28.2 | 27.4 | 28.1 | 27.2 | 27.2 | 23.7 | 31.3 |
| Kunene | 24.7 | 24.3 | 23.4 | 23.2 | 22.9 | 23.3 | 23.5 | 25.9 | 24.4 | 23.5 | 23.4 | 23.3 | 23.4 | 24.1 |
| Ohangwena | 27.8 | 26.5 | 25.5 | 25.4 | 24.9 | 24.7 | 24.6 | 28.3 | 26.5 | 25.5 | 25.3 | 24.9 | 24.5 | 25.6 |
| Omaheke | 23.8 | 26.0 | 25.7 | 25.6 | 25.3 | 24.9 | 24.8 | 28.6 | 26.4 | 26.0 | 25.9 | 25.7 | 23.1 | 26.0 |
| Omusati | 24.5 | 23.8 | 23.1 | 22.8 | 22.4 | 23.2 | 22.2 | 25.0 | 23.8 | 23.3 | 22.8 | 22.5 | 23.0 | 22.9 |
| Oshana | 24.4 | 23.7 | 22.9 | 22.7 | 22.6 | 23.0 | 23.2 | 25.4 | 24.0 | 23.3 | 22.9 | 22.8 | 23.0 | 25.2 |
| Oshikoto | 25.8 | 25.1 | 24.6 | 24.1 | 23.6 | 22.8 | 22.8 | 27.2 | 25.4 | 25.2 | 24.4 | 23.9 | 22.3 | 24.0 |
| Otjozondjupa | 25.9 | 27.6 | 27.0 | 26.9 | 26.6 | 26.1 | 26.3 | 29.1 | 28.6 | 28.4 | 27.8 | 27.5 | 27.1 | 28.8 |
| Zambezi | 24.8 | 21.4 | 21.1 | 20.8 | 20.9 | 21.5 | 21.2 | 22.8 | 21.5 | 21.9 | 21.0 | 21.0 | 20.9 | 21.7 |
| National | 24.8 | 25.1 | 24.5 | 24.3 | 24.1 | 24.1 | 24.1 | 27.0 | 25.7 | 25.5 | 24.9 | 24.7 | 24.1 | 26.0 |

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 2011 and 2017. Regarding all teachers and learners in 2017, 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 2017.

The figures for Kavango West from 2011 to 2013 represent the former Kavango Region (which was split into two regions in August 2013).

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



Chapter 6:

PHYSICAL FACILITIES

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

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



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

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

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

Table 51: Numbers and structural types of teaching facilities

| Region | Class-room | | | | | Laboratory | | | | | Computer Room | | | | | Specialist Room | | | | | Workshop | | | | |
|-----------------|---------------|---------------|---------------|--------------|------------|------------|------------|---------------|-------------|----------|---------------|------------|---------------|-------------|----------|-----------------|------------|---------------|-------------|----------|------------|------------|---------------|-------------|----------|
| | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired |
| //Kharas | 842 | 701 | 117 | 2 | 22 | 31 | 30 | 1 | - | - | 53 | 50 | 3 | - | - | 30 | 25 | 1 | 4 | - | 14 | 13 | 1 | - | - |
| Erongo | 1,350 | 1,256 | 81 | 3 | 10 | 49 | 49 | - | - | - | 45 | 43 | 2 | - | - | 40 | 37 | 1 | 2 | - | 17 | 17 | - | - | - |
| Hardap | 887 | 806 | 77 | 2 | 2 | 34 | 32 | 2 | - | - | 42 | 40 | 2 | - | - | 17 | 16 | 1 | - | - | 23 | 23 | - | - | - |
| Kavango East | 1,642 | 1,434 | 53 | 143 | 12 | 36 | 36 | - | - | - | 35 | 29 | 1 | 5 | - | 21 | 14 | 1 | 6 | - | 10 | 10 | - | - | - |
| Kavango West | 1,249 | 947 | 69 | 221 | 12 | 17 | 17 | - | - | - | 14 | 13 | - | 1 | - | 11 | 4 | 1 | 6 | - | 5 | 5 | - | - | - |
| Khomas | 2,970 | 2,719 | 234 | 10 | 7 | 103 | 103 | - | - | - | 129 | 129 | - | - | - | 93 | 91 | 2 | - | - | 54 | 54 | - | - | - |
| Kunene | 824 | 722 | 41 | 36 | 25 | 15 | 14 | 1 | - | - | 22 | 22 | - | - | - | 18 | 6 | - | 12 | - | 5 | 5 | - | - | - |
| Ohangwena | 3,548 | 2,795 | 218 | 498 | 37 | 53 | 53 | - | - | - | 45 | 40 | - | 5 | - | 21 | 9 | - | 12 | - | 4 | 3 | - | 1 | - |
| Omaheke | 757 | 660 | 55 | 11 | 31 | 19 | 19 | - | - | - | 23 | 23 | - | - | - | 17 | 15 | - | 2 | - | 7 | 7 | - | - | - |
| Omusati | 3,598 | 3,063 | 249 | 277 | 9 | 80 | 74 | 2 | - | 4 | 58 | 49 | 1 | 8 | - | 36 | 17 | 2 | 13 | 4 | 17 | 15 | - | 2 | - |
| Oshana | 2,110 | 1,957 | 77 | 66 | 10 | 47 | 47 | - | - | - | 36 | 34 | - | 2 | - | 21 | 16 | - | 5 | - | 10 | 10 | - | - | - |
| Oshikoto | 2,673 | 2,173 | 87 | 402 | 11 | 47 | 46 | - | 1 | - | 42 | 40 | - | 2 | - | 21 | 11 | - | 10 | - | 5 | 5 | - | - | - |
| Otjozondjupa | 1,403 | 1,293 | 80 | 9 | 21 | 69 | 68 | 1 | - | - | 46 | 45 | - | - | 1 | 27 | 20 | 1 | 5 | 1 | 10 | 10 | - | - | - |
| Zambezi | 1,197 | 1,054 | 20 | 117 | 6 | 20 | 20 | - | - | - | 14 | 13 | - | 1 | - | 3 | 1 | - | 2 | - | 1 | 1 | - | - | - |
| National | 25,050 | 21,580 | 1,458 | 1,797 | 215 | 620 | 608 | 7 | 1 | 4 | 604 | 570 | 9 | 24 | 1 | 376 | 282 | 10 | 79 | 5 | 182 | 178 | 1 | 3 | - |

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

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

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

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

| Region | Small Rooms | | | | | School Halls / Gymnasiums | | | | | Resource Rooms (libraries etc.) | | | | | Storerooms | | | | | Outdoor Teaching Areas |
|-----------------|-------------|------------|---------------|-------------|----------|---------------------------|------------|---------------|-------------|----------|---------------------------------|------------|---------------|-------------|-----------|--------------|--------------|---------------|-------------|-----------|------------------------|
| | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | Total | Permanent | Prefabricated | Traditional | Hired | |
| //Kharas | 19 | 18 | 1 | - | - | 20 | 18 | 2 | - | - | 33 | 29 | 3 | - | 1 | 239 | 215 | 17 | 4 | 3 | 20 |
| Erongo | 52 | 40 | 9 | - | 3 | 32 | 32 | - | - | - | 53 | 50 | 2 | - | 1 | 274 | 255 | 16 | 2 | 1 | - |
| Hardap | 25 | 25 | - | - | - | 27 | 26 | 1 | - | - | 32 | 30 | 2 | - | - | 157 | 148 | 7 | 2 | - | 14 |
| Kavango East | 8 | 7 | 1 | - | - | 10 | 10 | - | - | - | 32 | 32 | - | - | - | 384 | 377 | 2 | 5 | - | 24 |
| Kavango West | 11 | 6 | - | 4 | 1 | 3 | 3 | - | - | - | 25 | 25 | - | - | - | 293 | 270 | 4 | 18 | 1 | 50 |
| Khomas | 102 | 100 | 2 | - | - | 79 | 78 | 1 | - | - | 102 | 102 | - | - | - | 665 | 646 | 16 | - | 3 | - |
| Kunene | 7 | 4 | 2 | - | 1 | 13 | 13 | - | - | - | 23 | 23 | - | - | - | 162 | 156 | 3 | 2 | 1 | 56 |
| Ohangwena | 12 | 9 | - | 3 | - | 9 | 8 | - | 1 | - | 64 | 58 | - | 5 | 1 | 780 | 726 | 14 | 36 | 4 | 28 |
| Omaheke | 5 | 4 | - | 1 | - | 10 | 10 | - | - | - | 35 | 34 | - | - | 1 | 157 | 149 | 6 | 1 | 1 | 36 |
| Omusati | 21 | 17 | 1 | - | 3 | 18 | 15 | 1 | 1 | 1 | 145 | 135 | 3 | 4 | 3 | 746 | 726 | 1 | 18 | 1 | 12 |
| Oshana | 21 | 21 | - | - | - | 13 | 12 | - | 1 | - | 50 | 48 | 2 | - | - | 464 | 453 | 3 | 8 | - | - |
| Oshikoto | 31 | 29 | - | 2 | - | 18 | 18 | - | - | - | 59 | 54 | 1 | 1 | 3 | 574 | 544 | 8 | 22 | - | 22 |
| Otjozondjupa | 32 | 31 | - | - | 1 | 24 | 23 | - | - | 1 | 62 | 59 | 1 | - | 2 | 350 | 341 | 6 | 1 | 2 | 18 |
| Zambezi | 6 | 2 | - | 4 | - | 8 | 7 | - | 1 | - | 19 | 18 | - | 1 | - | 344 | 340 | - | 4 | - | 10 |
| National | 352 | 313 | 16 | 14 | 9 | 284 | 273 | 5 | 4 | 2 | 734 | 697 | 14 | 11 | 12 | 5,589 | 5,346 | 103 | 123 | 17 | 290 |

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

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

Outdoor areas used regularly for teaching due to a lack of classrooms are reported as “Outdoor Teaching Areas”. The numbers of outdoor teaching areas suggest that there was some misreporting, but there were still schools where groups of learners were taught under trees. Kunene Region seems to be the worst off overall, but this situation is due to a high proportion of the population being mobile and the schools being too small to warrant the erection of permanent structures. Kavango West also reported high number of outdoor teaching areas in 2017.

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 | 54 | 49 | 5 | - | - | 168 | 149 | 16 | - | 3 | 45 | 38 | 6 | - | 1 | 30 | 29 | 1 | - | - | 9 | 8 | - | 1 | - |
| Erongo | 83 | 79 | 2 | - | 2 | 277 | 270 | 3 | - | 4 | 87 | 87 | - | - | - | 51 | 49 | 1 | - | 1 | 24 | 19 | 1 | 3 | 1 |
| Hardap | 53 | 52 | 1 | - | - | 155 | 146 | 8 | - | 1 | 43 | 37 | 6 | - | - | 36 | 34 | 2 | - | - | 45 | 44 | - | 1 | - |
| Kavango East | 60 | 58 | - | 2 | - | 166 | 162 | 1 | 3 | - | 25 | 23 | - | 2 | - | 33 | 33 | - | - | - | 23 | 20 | - | 3 | - |
| Kavango West | 32 | 31 | - | 1 | - | 92 | 87 | 3 | 2 | - | 10 | 8 | 1 | 1 | - | 18 | 16 | 1 | 1 | - | 49 | 42 | - | 7 | - |
| Khomas | 218 | 212 | 5 | - | 1 | 490 | 483 | 6 | - | 1 | 138 | 138 | - | - | - | 99 | 96 | 3 | - | - | 42 | 37 | 2 | 1 | 2 |
| Kunene | 44 | 43 | - | 1 | - | 120 | 120 | - | - | - | 16 | 14 | 2 | - | - | 25 | 25 | - | - | - | 25 | 21 | - | 4 | - |
| Ohangwena | 134 | 131 | - | 3 | - | 296 | 290 | 3 | - | 3 | 44 | 39 | - | 4 | 1 | 81 | 78 | - | 3 | - | 68 | 52 | 3 | 13 | - |
| Omaheke | 43 | 42 | - | - | 1 | 142 | 140 | 1 | - | 1 | 30 | 29 | - | - | 1 | 27 | 26 | - | - | 1 | 34 | 28 | 1 | 1 | 4 |
| Omusati | 119 | 113 | 3 | - | 3 | 208 | 195 | 5 | 7 | 1 | 61 | 50 | 6 | 2 | 3 | 97 | 90 | 2 | 5 | - | 43 | 38 | 1 | 4 | - |
| Oshana | 81 | 81 | - | - | - | 218 | 215 | 2 | 1 | - | 32 | 29 | - | 3 | - | 50 | 50 | - | - | - | 83 | 78 | - | 3 | 2 |
| Oshikoto | 80 | 76 | - | 4 | - | 276 | 267 | 2 | 6 | 1 | 39 | 32 | 6 | 1 | - | 59 | 58 | - | 1 | - | 38 | 27 | 2 | 9 | - |
| Otjozondjupa | 78 | 76 | 1 | - | 1 | 234 | 230 | 1 | - | 3 | 76 | 76 | - | - | - | 46 | 45 | - | - | 1 | 28 | 26 | - | 2 | - |
| Zambezi | 59 | 59 | - | - | - | 208 | 205 | - | 2 | 1 | 25 | 23 | - | 1 | 1 | 49 | 48 | - | 1 | - | 23 | 16 | 2 | 5 | - |
| National | 1,138 | 1,102 | 17 | 11 | 8 | 3,050 | 2,959 | 51 | 21 | 19 | 671 | 623 | 27 | 14 | 7 | 701 | 677 | 10 | 11 | 3 | 534 | 456 | 12 | 57 | 9 |

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 2013 to 2017

| Region | Classrooms | | | | | Laboratories | | | | | Special Teaching Rooms | | | | | Workshops | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|--------------|------------|------------|------------|------------|------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| //Kharas | 742 | 785 | 778 | 818 | 842 | 30 | 29 | 31 | 31 | 31 | 30 | 29 | 31 | 77 | 83 | 13 | 13 | 17 | 13 | 14 |
| Erongo | 1,115 | 1,105 | 1,244 | 1,260 | 1,350 | 47 | 48 | 48 | 50 | 49 | 47 | 48 | 48 | 81 | 85 | 26 | 23 | 21 | 17 | 17 |
| Hardap | 836 | 835 | 867 | 876 | 887 | 34 | 31 | 31 | 33 | 34 | 34 | 31 | 31 | 61 | 59 | 25 | 26 | 23 | 23 | 23 |
| Kavango East | 1,410 | 1,396 | 1,437 | 1,584 | 1,642 | 39 | 35 | 35 | 35 | 36 | 39 | 35 | 35 | 54 | 56 | 4 | 8 | 1 | 7 | 10 |
| Kavango West | 1,112 | 1,174 | 1,185 | 1,239 | 1,249 | 20 | 19 | 21 | 19 | 17 | 20 | 19 | 21 | 26 | 25 | 1 | 2 | 2 | 1 | 5 |
| Khomas | 2,417 | 2,601 | 2,677 | 2,865 | 2,970 | 102 | 98 | 102 | 103 | 103 | 102 | 98 | 102 | 220 | 222 | 58 | 66 | 55 | 58 | 54 |
| Kunene | 675 | 723 | 777 | 797 | 824 | 17 | 18 | 18 | 15 | 15 | 17 | 18 | 18 | 36 | 40 | 14 | 5 | 5 | 5 | 5 |
| Ohangwena | 3,039 | 3,177 | 3,317 | 3,464 | 3,548 | 46 | 55 | 57 | 50 | 53 | 46 | 55 | 57 | 61 | 66 | 3 | 4 | 3 | 5 | 4 |
| Omaheke | 663 | 656 | 714 | 753 | 757 | 21 | 19 | 20 | 19 | 19 | 21 | 19 | 20 | 40 | 40 | 7 | 6 | 5 | 3 | 7 |
| Omusati | 3,228 | 3,336 | 3,439 | 3,505 | 3,598 | 68 | 74 | 74 | 78 | 80 | 68 | 74 | 74 | 83 | 94 | 11 | 6 | 8 | 12 | 17 |
| Oshana | 2,025 | 2,005 | 2,060 | 2,065 | 2,110 | 49 | 46 | 48 | 49 | 47 | 49 | 46 | 48 | 65 | 57 | 5 | 5 | 5 | 7 | 10 |
| Oshikoto | 2,283 | 2,336 | 2,517 | 2,600 | 2,673 | 48 | 44 | 47 | 47 | 47 | 48 | 44 | 47 | 62 | 63 | 14 | 9 | 7 | 6 | 5 |
| Otjozondjupa | 1,127 | 1,228 | 1,293 | 1,385 | 1,403 | 48 | 42 | 43 | 45 | 69 | 48 | 42 | 43 | 69 | 73 | 13 | 13 | 10 | 10 | 10 |
| Zambezi | 1,026 | 1,063 | 1,127 | 1,179 | 1,197 | 21 | 20 | 20 | 21 | 20 | 21 | 20 | 20 | 19 | 17 | - | - | 1 | - | 1 |
| National | 21,698 | 22,420 | 23,432 | 24,390 | 25,050 | 590 | 578 | 595 | 595 | 620 | 590 | 578 | 595 | 954 | 980 | 194 | 186 | 163 | 167 | 182 |

Table 54 continues ►

The total numbers of different facilities are reported for five years in Table 54. It can be observed that the numbers of structures, including classrooms, have steadily increased from 2013 to 2017. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities were counted under one heading.

Figure 54: Changes in the numbers of facilities

Figure 54 continues ►

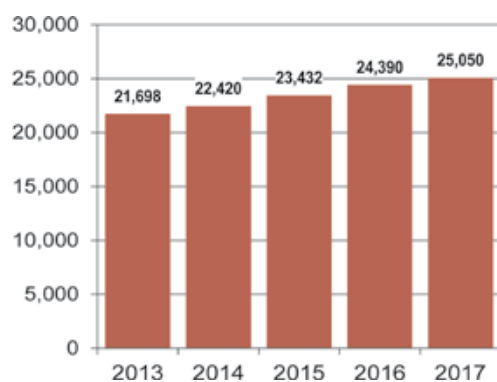
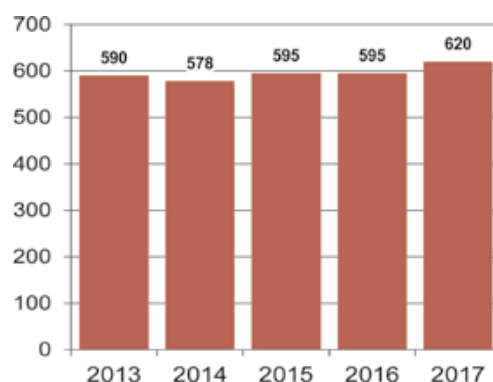
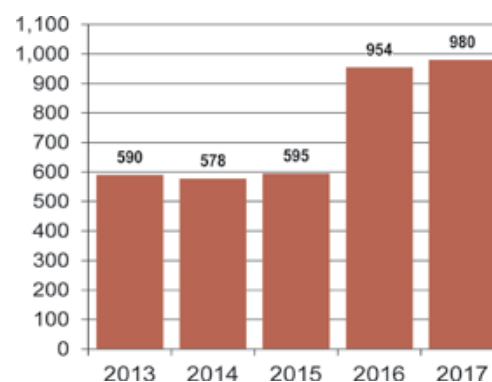
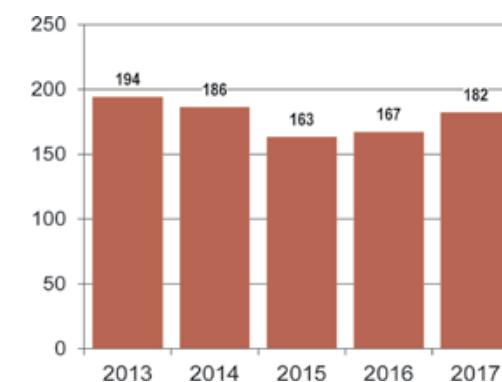
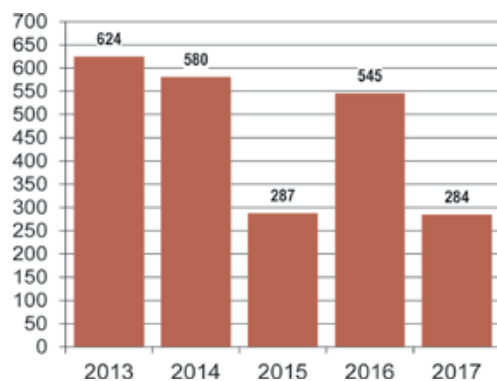
Classrooms**Laboratories****Special Teaching Rooms****Workshops**

Table 54 continued

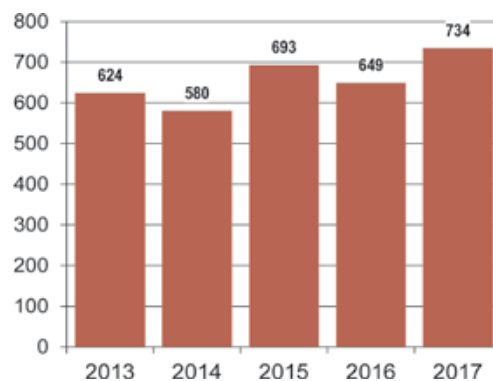
| Region | School or Gymnastics Halls | | | | | Libraries and Media or Resource Centres | | | | | All Administrative Facilities | | | | | Outdoor Teaching Areas | | | | |
|-----------------|----------------------------|------------|------------|------------|------------|---|------------|------------|------------|------------|-------------------------------|--------------|---------------|---------------|---------------|------------------------|------------|------------|------------|------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| //Kharas | 31 | 30 | 20 | 276 | 20 | 31 | 30 | 75 | 32 | 33 | 493 | 506 | 500 | 549 | 539 | 3 | 9 | 5 | 16 | 20 |
| Erongo | 51 | 47 | 33 | 20 | 32 | 51 | 47 | 42 | 46 | 53 | 683 | 653 | 762 | 792 | 817 | 3 | 2 | - | - | - |
| Hardap | 41 | 33 | 24 | 34 | 27 | 41 | 33 | 46 | 40 | 32 | 432 | 455 | 452 | 483 | 505 | - | 1 | 2 | 7 | 14 |
| Kavango East | 39 | 41 | 10 | 25 | 10 | 39 | 41 | 33 | 42 | 32 | 654 | 516 | 596 | 659 | 691 | 12 | 25 | 14 | 35 | 24 |
| Kavango West | 22 | 24 | 3 | 10 | 3 | 22 | 24 | 25 | 29 | 25 | 384 | 471 | 507 | 520 | 477 | 13 | 59 | 34 | 26 | 50 |
| Khomas | 106 | 70 | 74 | 3 | 79 | 106 | 70 | 100 | 104 | 102 | 132 | 122 | 1,641 | 1,693 | 1,733 | 2 | 1 | 54 | 2 | - |
| Kunene | 28 | 21 | 11 | 78 | 13 | 28 | 21 | 24 | 24 | 23 | 354 | 374 | 406 | 390 | 390 | 9 | 6 | 55 | 29 | 56 |
| Ohangwena | 44 | 52 | 23 | 13 | 9 | 44 | 52 | 62 | 51 | 64 | 1,137 | 1,207 | 1,311 | 1,373 | 1,358 | 16 | 12 | 8 | 28 | 28 |
| Omaheke | 29 | 28 | 10 | 8 | 10 | 29 | 28 | 29 | 30 | 35 | 381 | 360 | 396 | 420 | 429 | 12 | 10 | 6 | 27 | 36 |
| Omusati | 64 | 62 | 13 | 9 | 18 | 64 | 62 | 67 | 84 | 145 | 1,054 | 1,111 | 1,243 | 1,273 | 1,271 | 15 | 24 | 63 | 16 | 12 |
| Oshana | 41 | 44 | 13 | 16 | 13 | 41 | 44 | 49 | 42 | 50 | 97 | 98 | 815 | 872 | 938 | 38 | 2 | - | - | - |
| Oshikoto | 47 | 55 | 25 | 15 | 18 | 47 | 55 | 55 | 56 | 59 | 942 | 956 | 1,051 | 1,078 | 1,065 | 3 | 14 | 14 | 29 | 22 |
| Otjozondjupa | 59 | 48 | 23 | 17 | 24 | 59 | 48 | 62 | 51 | 62 | 686 | 739 | 766 | 830 | 834 | 60 | 21 | 20 | 19 | 18 |
| Zambezi | 22 | 25 | 5 | 21 | 8 | 22 | 25 | 24 | 18 | 19 | 121 | 122 | 676 | 689 | 706 | 11 | 39 | 17 | 8 | 10 |
| National | 624 | 580 | 287 | 545 | 284 | 624 | 580 | 693 | 649 | 734 | 7,550 | 7,690 | 11,122 | 11,621 | 11,753 | 197 | 225 | 292 | 242 | 290 |

Figure 54 continued

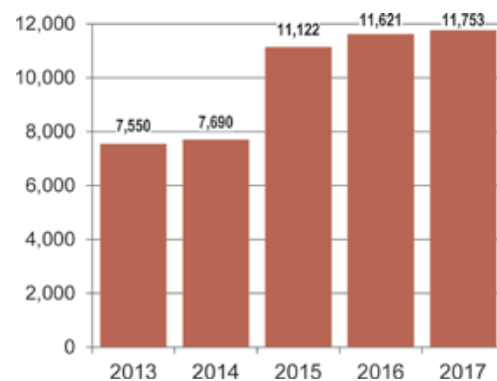
School or Gymnastics Halls



Libraries and Media or Resource Centres



All Administrative Facilities



Outdoor Teaching Areas

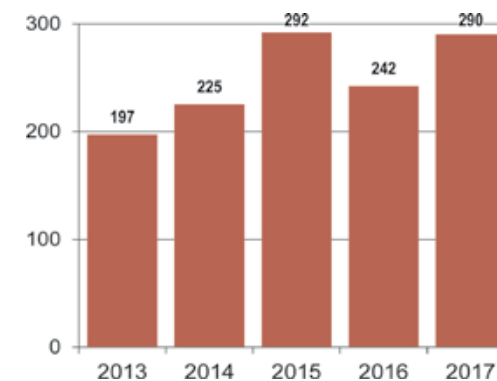


Table 55: Changes in the numbers and structural types of classrooms from 2011 to 2017

| Region | Total | | | | Permanent | | | | Prefabricated | | | | Traditional | | | | Hired | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|------------|
| | 2011 | 2013 | 2015 | 2017 | 2011 | 2013 | 2015 | 2017 | 2011 | 2013 | 2015 | 2017 | 2011 | 2013 | 2015 | 2017 | 2011 | 2013 | 2015 | 2017 |
| //Kharas | 735 | 763 | 1,007 | 842 | 641 | 641 | 684 | 701 | 84 | 113 | 77 | 117 | 4 | 2 | - | 2 | 6 | 7 | 17 | 22 |
| Erongo | 1,035 | 1,093 | 1,224 | 1,350 | 987 | 1,015 | 1,139 | 1,256 | 46 | 66 | 97 | 81 | - | 9 | 4 | 3 | 2 | 3 | 4 | 10 |
| Hardap | 814 | 819 | 862 | 887 | 745 | 763 | 790 | 806 | 67 | 54 | 73 | 77 | - | 1 | - | 2 | 2 | 1 | 4 | 2 |
| Kavango East | - | - | 1,436 | 1,642 | - | - | 1,267 | 1,434 | - | - | 50 | 53 | - | - | 115 | 143 | - | - | 5 | 12 |
| Kavango West | 2,326 | 2,443 | 1,157 | 1,249 | 2,076 | 2,156 | 944 | 947 | 34 | 53 | 54 | 69 | 208 | 217 | 182 | 221 | 8 | 17 | 5 | 12 |
| Khomas | 2,296 | 2,381 | 2,424 | 2,970 | 2,099 | 2,226 | 2,480 | 2,719 | 134 | 147 | 183 | 234 | 52 | - | 10 | 10 | 11 | 8 | 4 | 7 |
| Kunene | 731 | 669 | 735 | 824 | 583 | 628 | 686 | 722 | 86 | 20 | 40 | 41 | 58 | 21 | 19 | 36 | 4 | - | 32 | 25 |
| Ohangwena | 2,913 | 3,038 | 3,243 | 3,548 | 2,364 | 2,465 | 2,651 | 2,795 | 172 | 188 | 213 | 218 | 348 | 366 | 399 | 498 | 29 | 19 | 54 | 37 |
| Omaheke | 568 | 620 | 664 | 757 | 555 | 600 | 642 | 660 | 12 | 17 | 52 | 55 | 1 | 2 | 16 | 11 | - | 1 | 4 | 31 |
| Omusati | 3,262 | 3,270 | 3,358 | 3,598 | 2,699 | 2,776 | 2,952 | 3,063 | 255 | 229 | 244 | 249 | 272 | 234 | 233 | 277 | 36 | 31 | 10 | 9 |
| Oshana | 1,882 | 1,965 | 1,994 | 2,110 | 1,729 | 1,815 | 1,920 | 1,957 | 85 | 74 | 64 | 77 | 56 | 67 | 67 | 66 | 12 | 9 | 9 | 10 |
| Oshikoto | 2,147 | 2,209 | 2,416 | 2,673 | 1,728 | 1,765 | 2,062 | 2,173 | 96 | 110 | 86 | 87 | 302 | 312 | 362 | 402 | 21 | 22 | 7 | 11 |
| Otjozondjupa | 1,080 | 1,092 | 1,242 | 1,403 | 1,002 | 1,002 | 1,205 | 1,293 | 68 | 60 | 70 | 80 | 1 | 9 | 7 | 9 | 9 | 21 | 11 | 21 |
| Zambezi | 951 | 1,012 | 1,112 | 1,197 | 895 | 948 | 1,017 | 1,054 | 8 | 1 | 19 | 20 | 48 | 63 | 80 | 117 | - | - | 11 | 6 |
| National | 20,740 | 21,374 | 22,874 | 25,050 | 18,103 | 18,800 | 20,439 | 21,580 | 1,147 | 1,132 | 1,322 | 1,458 | 1,350 | 1,303 | 1,494 | 1,797 | 140 | 139 | 177 | 215 |

Table 55 shows changes in the numbers and structural types of classrooms from 2011 to 2017. There were 4,310 more classrooms in 2017 than in 2011. Out of the 4,330 new classrooms, 80% are permanent structures.

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 145 new schools were opened between 2011 and 2017.

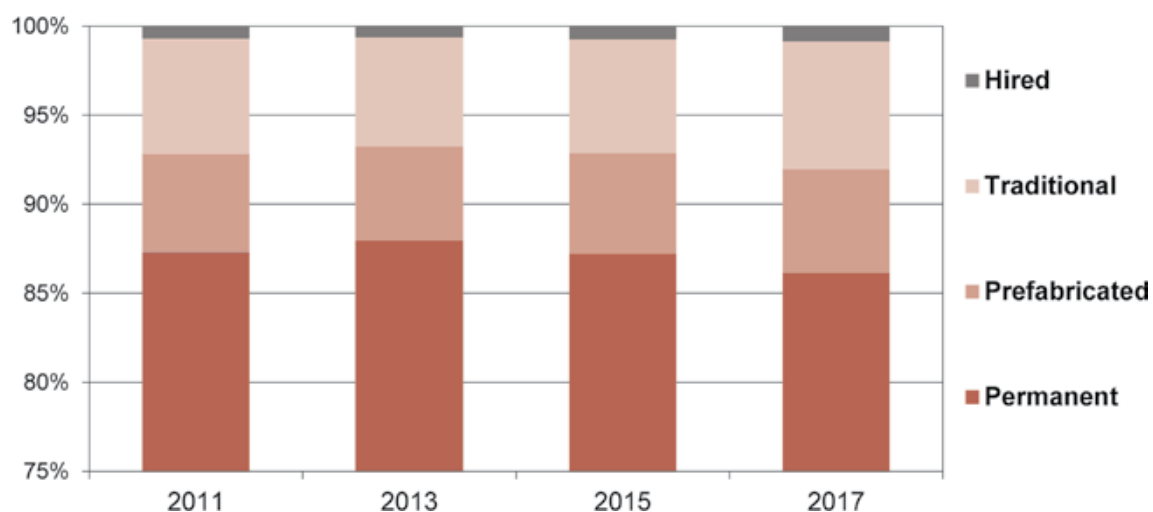
Figure 55: Changes in the percentages of classrooms of different structural types

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 | 1,480 | - | 100.0% | 1 | 54 | 98.2% | 5 | 50 | 90.9% | - | 55 | 100.0% |
| Erongo | 1,694 | 6 | 99.6% | 1 | 70 | 98.6% | 3 | 68 | 95.8% | - | 71 | 100.0% |
| Hardap | 1,252 | - | 100.0% | - | 59 | 100.0% | 1 | 58 | 98.3% | - | 59 | 100.0% |
| Kavango East | 575 | 691 | 45.4% | 63 | 101 | 61.6% | 76 | 88 | 53.7% | 54 | 110 | 67.1% |
| Kavango West | 211 | 766 | 21.6% | 70 | 106 | 60.2% | 74 | 102 | 58.0% | 47 | 129 | 73.3% |
| Khomas | 3,459 | - | 100.0% | 2 | 119 | 98.3% | 5 | 116 | 95.9% | 1 | 120 | 99.2% |
| Kunene | 507 | 242 | 67.7% | 4 | 63 | 94.0% | 19 | 48 | 71.6% | 5 | 62 | 92.5% |
| Ohangwena | 745 | 2,065 | 26.5% | 14 | 248 | 94.7% | 45 | 217 | 82.8% | 38 | 224 | 85.5% |
| Omaheke | 664 | 34 | 95.1% | 1 | 43 | 97.7% | 3 | 41 | 93.2% | 2 | 42 | 95.5% |
| Omusati | 560 | 1,927 | 22.5% | 21 | 261 | 92.6% | 45 | 237 | 84.0% | 16 | 266 | 94.3% |
| Oshana | 729 | 980 | 42.7% | 5 | 132 | 96.4% | 20 | 117 | 85.4% | 1 | 136 | 99.3% |
| Oshikoto | 787 | 1,282 | 38.0% | 39 | 180 | 82.2% | 54 | 165 | 75.3% | 21 | 198 | 90.4% |
| Otjozondjupa | 1,630 | 62 | 96.3% | 2 | 77 | 97.5% | 8 | 71 | 89.9% | 2 | 77 | 97.5% |
| Zambezi | 435 | 522 | 45.5% | 23 | 89 | 79.5% | 32 | 80 | 71.4% | 24 | 88 | 78.6% |
| National | 14,728 | 8,577 | 63.2% | 246 | 1,602 | 86.7% | 390 | 1,458 | 78.9% | 211 | 1,637 | 88.6% |

The provision of sanitary facilities, teacher housing and basic services is reported in Tables 56, 57 and 58. Nationally, 63.2% of schools have flush toilets and 86.7% of schools have toilets for learners.

There has been a palpable 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 61.6% and 60.2% 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 67.1% and 73.3% 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 | 206 | 79 | 127 | 24 | 31 | 56.4% | - | 55 | 100.0% | - | 55 | 100.0% |
| Erongo | 201 | 126 | 75 | 41 | 30 | 42.3% | - | 71 | 100.0% | 1 | 70 | 98.6% |
| Hardap | 226 | 146 | 80 | 15 | 44 | 74.6% | - | 59 | 100.0% | 2 | 57 | 96.6% |
| Kavango East | 195 | 138 | 57 | 126 | 38 | 23.2% | 47 | 117 | 71.3% | 85 | 79 | 48.2% |
| Kavango West | 92 | 78 | 14 | 152 | 24 | 13.6% | 81 | 95 | 54.0% | 110 | 66 | 37.5% |
| Khomas | 334 | 232 | 102 | 77 | 44 | 36.4% | 5 | 116 | 95.9% | 5 | 116 | 95.9% |
| Kunene | 301 | 177 | 124 | 12 | 55 | 82.1% | 7 | 60 | 89.6% | 14 | 53 | 79.1% |
| Ohangwena | 383 | 250 | 133 | 148 | 114 | 43.5% | 58 | 204 | 77.9% | 98 | 164 | 62.6% |
| Omaheke | 345 | 252 | 93 | 6 | 38 | 86.4% | 2 | 42 | 95.5% | 3 | 41 | 93.2% |
| Omusati | 341 | 174 | 167 | 213 | 69 | 24.5% | 49 | 233 | 82.6% | 117 | 165 | 58.5% |
| Oshana | 127 | 75 | 52 | 103 | 34 | 24.8% | 3 | 134 | 97.8% | 24 | 113 | 82.5% |
| Oshikoto | 270 | 174 | 96 | 139 | 80 | 36.5% | 60 | 159 | 72.6% | 82 | 137 | 62.6% |
| Otjozondjupa | 428 | 245 | 183 | 29 | 50 | 63.3% | 3 | 76 | 96.2% | 11 | 68 | 86.1% |
| Zambezi | 414 | 85 | 329 | 83 | 29 | 25.9% | 23 | 89 | 79.5% | 59 | 53 | 47.3% |
| National | 3,863 | 2,231 | 1,632 | 1,168 | 680 | 36.8% | 338 | 1,510 | 81.7% | 611 | 1,237 | 66.9% |

Provision of teacher housing remains very poor, as in more than two-thirds of Namibia's regions, less than 50% of the schools have housing for teachers. Only five regions have adequate teacher housing, namely //Kharas, Hardap, Kunene, Omaheke and Otjozondjupa.

The disparities in the supply of teacher housing are also evident from the numbers of housing units. The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools in 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. Kavango East, Kavango West and Zambezi are the regions with the least telecommunication connectivity.

Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2012 to 2017

| Region | Schools with toilets for learners | | | | | | Schools with toilets for teachers | | | | | | Schools with water supply | | | | | |
|-----------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|---------------------------|--------------|--------------|--------------|--------------|--------------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| //Kharas | 100.0% | 100.0% | 98.0% | 98.0% | 96.2% | 98.2% | 100.0% | 100.0% | 93.9% | 94.0% | 98.1% | 90.9% | 100.0% | 100.0% | 100.0% | 94.0% | 100.0% | 100.0% |
| Erongo | 92.4% | 96.9% | 96.7% | 93.7% | 96.9% | 98.6% | 92.4% | 95.3% | 95.1% | 96.8% | 92.3% | 95.8% | 97.0% | 100.0% | 95.1% | 98.4% | 98.5% | 100.0% |
| Hardap | 100.0% | 100.0% | 100.0% | 96.5% | 98.3% | 100.0% | 100.0% | 100.0% | 96.4% | 96.5% | 100.0% | 98.3% | 100.0% | 98.2% | 98.2% | 100.0% | 100.0% | 100.0% |
| Kavango East | - | - | 61.4% | 57.0% | 58.3% | 61.6% | - | - | 56.9% | 52.5% | 52.8% | 53.7% | - | - | 58.2% | 67.1% | 64.4% | 67.1% |
| Kavango West | - | - | 53.5% | 56.3% | 55.7% | 60.2% | - | - | 55.8% | 56.3% | 57.4% | 58.0% | - | - | 58.7% | 66.5% | 67.6% | 73.3% |
| Khomas | 100.0% | 98.1% | 96.2% | 94.4% | 95.7% | 98.3% | 97.0% | 94.2% | 95.3% | 93.5% | 94.0% | 95.9% | 100.0% | 97.1% | 92.5% | 97.2% | 99.1% | 99.2% |
| Kunene | 80.0% | 76.2% | 96.8% | 91.2% | 84.9% | 94.0% | 80.0% | 76.2% | 84.1% | 77.9% | 65.8% | 71.6% | 91.7% | 87.3% | 88.9% | 86.8% | 90.4% | 92.5% |
| Ohangwena | 82.3% | 82.3% | 92.0% | 91.7% | 93.8% | 94.7% | 78.2% | 78.2% | 86.3% | 85.3% | 86.0% | 82.8% | 68.7% | 68.7% | 80.3% | 84.9% | 85.2% | 85.5% |
| Omaheke | 95.2% | 95.2% | 100.0% | 100.0% | 95.5% | 97.7% | 97.6% | 97.6% | 95.3% | 95.3% | 93.2% | 93.2% | 100.0% | 100.0% | 90.7% | 97.7% | 95.5% | 95.5% |
| Omusati | 78.8% | 78.5% | 86.5% | 88.0% | 87.9% | 92.6% | 73.7% | 73.8% | 79.2% | 80.8% | 81.8% | 84.0% | 93.1% | 92.7% | 93.1% | 94.6% | 92.1% | 94.3% |
| Oshana | 95.6% | 95.7% | 96.4% | 92.8% | 94.1% | 96.4% | 89.1% | 88.5% | 88.3% | 82.6% | 81.5% | 85.4% | 97.8% | 96.4% | 97.1% | 98.6% | 99.3% | 99.3% |
| Oshikoto | 65.0% | 64.4% | 79.8% | 76.4% | 78.5% | 82.2% | 67.5% | 66.8% | 79.8% | 75.0% | 83.6% | 75.3% | 85.5% | 84.7% | 90.1% | 88.7% | 88.6% | 90.4% |
| Otjozondjupa | 91.7% | 91.7% | 98.6% | 97.4% | 96.2% | 97.5% | 88.9% | 88.9% | 90.4% | 92.1% | 84.6% | 89.9% | 97.2% | 97.2% | 94.5% | 96.1% | 97.4% | 97.5% |
| Zambezi | 70.6% | 70.6% | 74.5% | 68.2% | 78.0% | 79.5% | 74.5% | 75.5% | 71.7% | 67.3% | 73.4% | 71.4% | 76.5% | 76.5% | 77.4% | 72.9% | 75.2% | 78.6% |
| National | 90.8% | 90.5% | 79.5% | 82.4% | 83.5% | 86.7% | 94.0% | 93.6% | 79.8% | 78.1% | 79.1% | 78.9% | 97.4% | 96.8% | 81.3% | 86.6% | 86.8% | 88.6% |

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 the change in the percentage of schools with toilets for learners in different regions from 2012 to 2017.

At the national level, the percentage of schools with toilets for learners has actually decreased over the last five years, from 90.8% in 2012 to 86.7% in 2017; however, there has been an improvement in the last three years. Also noteworthy is that the numbers of schools with a water supply are steadily increasing in all regions. The disaggregation of figures by region reveals stark regional variances: more attention should be given to Kavango East, Kavango West and Zambezi, where fewer schools than in other regions have 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.

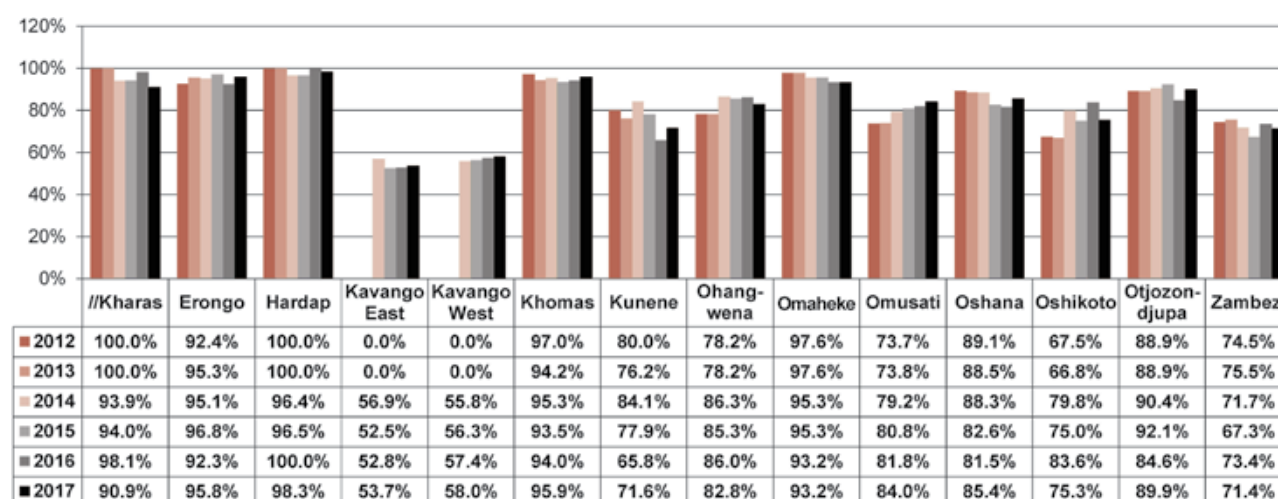
Figure 58a: Changes in the percentages of schools with toilets for learners

Table 58 continued

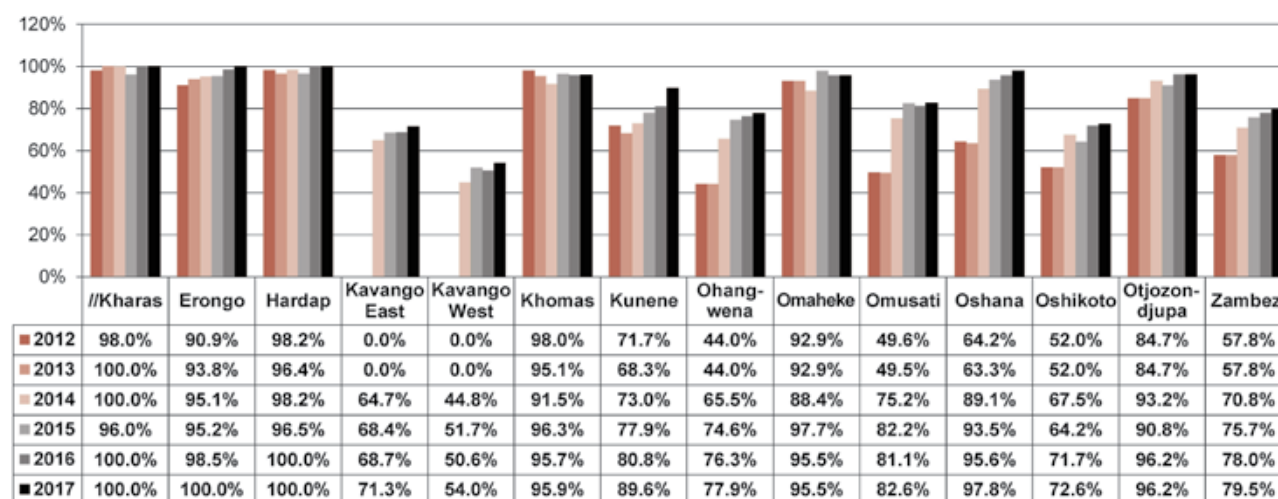
| Region | Schools with electricity | | | | | | Schools with telephone | | | | | | Schools with teachers' housing | | | | | |
|-----------------|--------------------------|--------------|--------------|--------------|--------------|--------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------------------------|--------------|--------------|--------------|--------------|--------------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| //Kharas | 98.0% | 100.0% | 100.0% | 96.0% | 100.0% | 100.0% | 100.0% | 102.1% | 100.0% | 96.0% | 100.0% | 100.0% | 71.4% | 72.9% | 71.4% | 60.0% | 59.6% | 56.4% |
| Erongo | 90.9% | 93.8% | 95.1% | 95.2% | 98.5% | 100.0% | 95.5% | 98.4% | 93.4% | 96.8% | 98.5% | 98.6% | 39.4% | 42.2% | 39.3% | 44.4% | 44.6% | 42.3% |
| Hardap | 98.2% | 96.4% | 98.2% | 96.5% | 100.0% | 100.0% | 100.0% | 100.0% | 96.4% | 93.0% | 98.3% | 96.6% | 76.4% | 75.0% | 91.1% | 70.2% | 74.1% | 74.6% |
| Kavango East | - | - | 64.7% | 68.4% | 68.7% | 71.3% | - | - | 45.8% | 48.7% | 47.9% | 48.2% | - | - | 23.5% | 20.3% | 20.2% | 23.2% |
| Kavango West | - | - | 44.8% | 51.7% | 50.6% | 54.0% | - | - | 36.0% | 35.8% | 36.4% | 37.5% | - | - | 15.7% | 11.9% | 12.5% | 13.6% |
| Khomas | 98.0% | 95.1% | 91.5% | 96.3% | 95.7% | 95.9% | 96.0% | 93.2% | 94.3% | 94.4% | 94.9% | 95.9% | 41.0% | 40.8% | 40.6% | 39.3% | 31.6% | 36.4% |
| Kunene | 71.7% | 68.3% | 73.0% | 77.9% | 80.8% | 89.6% | 80.0% | 76.2% | 71.4% | 80.9% | 71.2% | 79.1% | 73.3% | 69.8% | 73.0% | 67.6% | 74.0% | 82.1% |
| Ohangwena | 44.0% | 44.0% | 65.5% | 74.6% | 76.3% | 77.9% | 53.9% | 53.9% | 57.4% | 59.1% | 61.1% | 62.6% | 22.6% | 22.6% | 38.2% | 31.3% | 40.1% | 43.5% |
| Omaheke | 92.9% | 92.9% | 88.4% | 97.7% | 95.5% | 95.5% | 95.2% | 95.2% | 88.4% | 93.0% | 90.9% | 93.2% | 85.7% | 85.7% | 111.6% | 83.7% | 86.4% | 86.4% |
| Omusati | 49.6% | 49.5% | 75.2% | 82.2% | 81.1% | 82.6% | 59.5% | 59.3% | 54.0% | 54.7% | 57.9% | 58.5% | 13.5% | 13.5% | 19.7% | 21.0% | 19.6% | 24.5% |
| Oshana | 64.2% | 63.3% | 89.1% | 93.5% | 95.6% | 97.8% | 73.0% | 71.9% | 75.2% | 76.1% | 85.2% | 82.5% | 15.3% | 15.1% | 18.2% | 18.8% | 19.3% | 24.8% |
| Oshikoto | 52.0% | 52.0% | 67.5% | 64.2% | 71.7% | 72.6% | 45.5% | 45.0% | 61.1% | 59.0% | 61.6% | 62.6% | 23.5% | 23.3% | 34.5% | 27.8% | 32.0% | 36.5% |
| Otjozondjupa | 84.7% | 84.7% | 93.2% | 90.8% | 96.2% | 96.2% | 91.7% | 91.7% | 86.3% | 85.5% | 87.2% | 86.1% | 58.3% | 58.3% | 61.6% | 60.5% | 64.1% | 63.3% |
| Zambezi | 57.8% | 57.8% | 70.8% | 75.7% | 78.0% | 79.5% | 60.8% | 60.8% | 42.5% | 43.0% | 46.8% | 47.3% | 29.4% | 30.4% | 34.9% | 25.2% | 28.4% | 25.9% |
| National | 71.7% | 71.3% | 71.1% | 78.0% | 79.8% | 81.7% | 74.7% | 74.3% | 60.3% | 63.9% | 66.0% | 66.9% | 35.9% | 35.8% | 36.4% | 32.0% | 34.1% | 36.8% |

Some progress was made with the provision of electricity to schools in the northern regions from 2012 to 2017. The five regions with the lowest percentages of schools with electricity in 2017, and are serviced below the national average of 81.7%, are Kavango East, Kavango West, Oshikoto, Ohangwena and Zambezi.

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

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

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



Chapter 7:

ADULT LEARNING

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

The 2017 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 2011 to 2017

| Programme Stage | | Total | Year of Enrolment | | | | | | |
|-----------------|-----------|---------------|-------------------|-------|-------|-------|-------|-------|-------|
| | | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Stage 1 | Enrolment | 42,315 | 5,153 | 6,352 | 6,087 | 5,342 | 8,064 | 6,369 | 4,948 |
| | Tested | 27,257 | 3,393 | 3,804 | 4,200 | 3,659 | 4,834 | 3,889 | 3,478 |
| | Passed | 22,548 | 2,847 | 3,171 | 3,417 | 2,859 | 3,960 | 3,147 | 3,147 |
| | % Passed | 82.7% | 84% | 83% | 81% | 78% | 82% | 81% | 90% |
| Stage 2 | Enrolment | 46,942 | 6,231 | 6,561 | 6,854 | 7,046 | 6,078 | 7,296 | 6,876 |
| | Tested | 28,842 | 3,990 | 4,436 | 4,435 | 4,211 | 3,252 | 4,344 | 4,174 |
| | Passed | 24,212 | 3,334 | 3,682 | 3,639 | 3,479 | 2,793 | 3,672 | 3,613 |
| | % Passed | 83.9% | 84% | 83% | 82% | 83% | 86% | 85% | 87% |
| Stage 3 | Enrolment | 52,011 | 7,633 | 8,350 | 8,410 | 8,362 | 7,008 | 5,760 | 6,488 |
| | Tested | 30,169 | 4,824 | 4,877 | 4,625 | 4,242 | 4,101 | 3,267 | 4,233 |
| | Passed | 25,683 | 4,130 | 4,224 | 4,037 | 3,529 | 3,504 | 2,634 | 3,625 |
| | % Passed | 85.1% | 85% | 87% | 87% | 83% | 85% | 81% | 86% |

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 2011 to 2017. 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 42,315 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills), but only 22,548 passed that stage. In comparison to the past few years, the enrolment figures dropped drastically in 2017. This could be an indication that more people have achieved basic literacy, or otherwise that more people are not being reached, as was the case in the past.

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

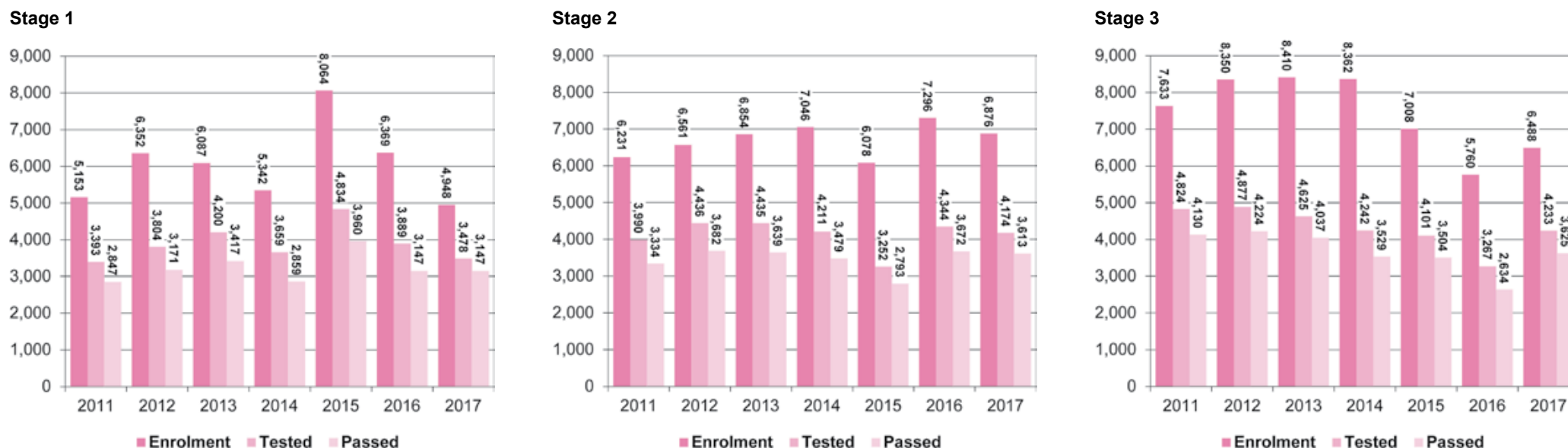
Figure 59: Numbers of learners enrolled, tested and passed in each stage of the National Literacy Programme from 2011 to 2017

Table 60: Test results of the National Literacy Programme learners in 2017

| Region | Programme Stage | | | | | | | | |
|--------------|-----------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|
| | STAGE 1 | | | STAGE 2 | | | STAGE 3 | | |
| | Number tested | % Female | % Passed | Number tested | % Female | % Passed | Number tested | % Female | % Passed |
| Total | 3,478 | 62.4% | 87.0% | 4,174 | 66.6% | 83.6% | 4,233 | 64.6% | 86.4% |
| //Kharas | 45 | 53.3% | 88.9% | 64 | 75.0% | 98.4% | 64 | 68.8% | 84.4% |
| Erongo | 117 | 60.7% | 86.3% | 154 | 61.0% | 89.0% | 349 | 50.4% | 82.2% |
| Hardap | 100 | 67.0% | 95.0% | 97 | 64.9% | 99.0% | 107 | 66.4% | 97.2% |
| Khomas | 425 | 75.5% | 76.0% | 456 | 79.6% | 78.1% | 368 | 61.4% | 89.1% |
| Kunene | 402 | 75.6% | 87.3% | 398 | 72.6% | 92.5% | 531 | 75.3% | 88.5% |
| Ohangwena | 23 | 78.3% | 91.3% | 193 | 60.1% | 86.5% | 193 | 47.7% | 82.9% |
| Kavango East | 548 | 57.8% | 75.5% | 446 | 52.0% | 80.5% | 297 | 47.5% | 67.7% |
| Kavango West | 414 | 66.9% | 87.0% | 809 | 76.0% | 83.9% | 793 | 76.7% | 86.5% |
| Omaheke | 229 | 43.7% | 91.3% | 132 | 60.6% | 92.4% | 146 | 65.1% | 100.0% |
| Omusati | 382 | 58.6% | 78.8% | 365 | 60.0% | 87.1% | 239 | 67.4% | 82.0% |
| Oshana | 13 | 53.8% | 100.0% | 94 | 79.8% | 100.0% | 141 | 78.7% | 93.6% |
| Oshikoto | 181 | 55.8% | 88.4% | 302 | 60.6% | 90.1% | 338 | 67.5% | 92.9% |
| Otjozondjupa | 345 | 50.4% | 95.7% | 381 | 51.7% | 92.9% | 358 | 57.0% | 91.1% |
| Zambezi | 254 | 76.0% | 76.8% | 283 | 78.4% | 80.6% | 309 | 74.1% | 71.5% |

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

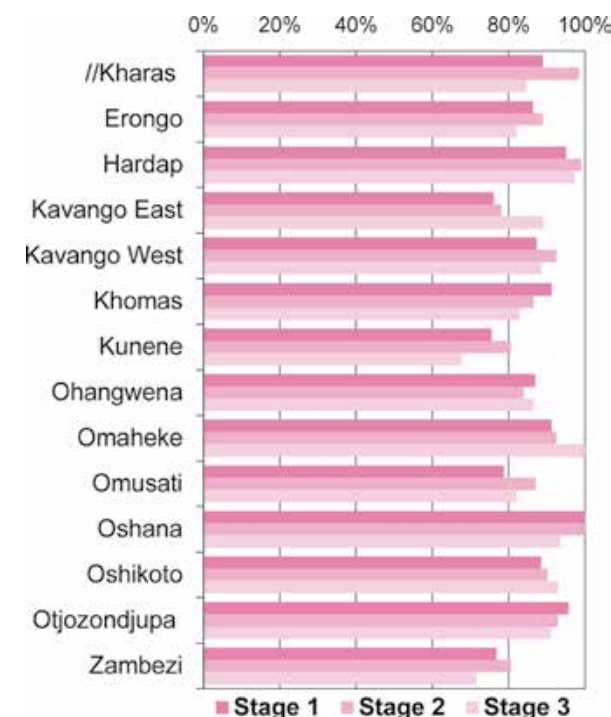
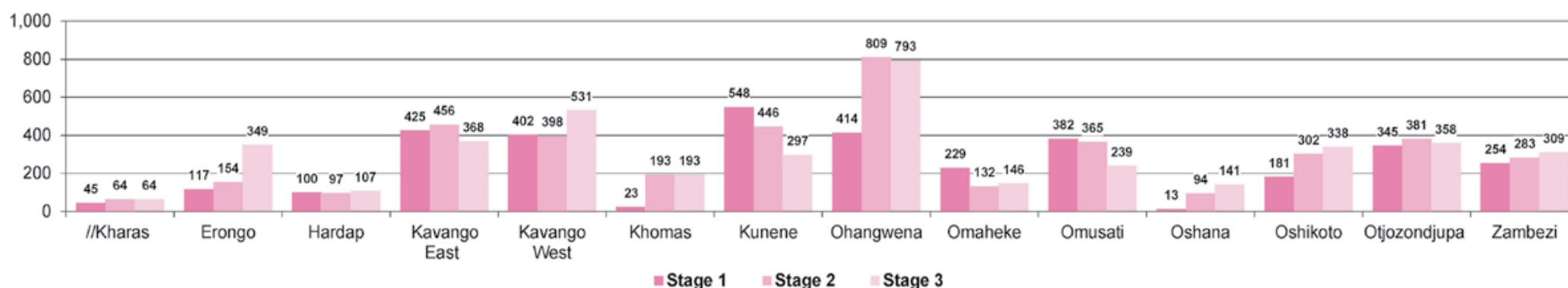


Figure 60a: Number of learners tested in each region



Chapter 8:

LEARNING AND SOCIAL CHALLENGES

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



Table 61: Learners with disabilities by region and gender

| Region | Gender | Total | Types of Disability | | | | | | | | | | | | |
|--------------|--------------|--------------|-------------------------|-----------------|---------------|-----------------|------------|------------|----------------------|-------------------|---------------------|------------|-------------------|-----------|------------|
| | | | Both Visual and Hearing | Partially Blind | Totally Blind | Hard of Hearing | Deaf | Epileptic | Behavioural Disorder | Mild Intellectual | Severe Intellectual | Physical | Learning Disorder | Autistic | Other |
| //Kharas | Total | 872 | 7 | 184 | 14 | 216 | 3 | 58 | 126 | 87 | 18 | 27 | 86 | 8 | 38 |
| | Females | 425 | 3 | 114 | 11 | 127 | 1 | 28 | 34 | 43 | 5 | 10 | 29 | 2 | 18 |
| | Males | 447 | 4 | 70 | 3 | 89 | 2 | 30 | 92 | 44 | 13 | 17 | 57 | 6 | 20 |
| Erongo | Total | 1,198 | 65 | 284 | - | 135 | 10 | 49 | 255 | 86 | 13 | 47 | 183 | 12 | 59 |
| | Females | 570 | 40 | 187 | - | 86 | 2 | 30 | 86 | 33 | 4 | 23 | 55 | 2 | 22 |
| | Males | 628 | 25 | 97 | - | 49 | 8 | 19 | 169 | 53 | 9 | 24 | 128 | 10 | 37 |
| Hardap | Total | 893 | 26 | 164 | 34 | 98 | 2 | 71 | 149 | 92 | 23 | 50 | 153 | 3 | 28 |
| | Females | 423 | 16 | 89 | 19 | 50 | - | 45 | 47 | 30 | 9 | 27 | 77 | 1 | 13 |
| | Males | 470 | 10 | 75 | 15 | 48 | 2 | 26 | 102 | 62 | 14 | 23 | 76 | 2 | 15 |
| Kavango East | Total | 3,527 | 157 | 735 | 1 | 795 | 107 | 122 | 507 | 344 | 45 | 175 | 390 | 31 | 59 |
| | Females | 1,661 | 95 | 351 | 1 | 432 | 48 | 78 | 169 | 170 | 59 | 72 | 154 | 14 | 32 |
| | Males | 1,866 | 62 | 384 | - | 363 | 59 | 44 | 338 | 174 | 65 | 103 | 236 | 17 | 27 |
| Kavango West | Total | 2,289 | 109 | 356 | 41 | 512 | 26 | 47 | 420 | 202 | 32 | 97 | 332 | 11 | 71 |
| | Females | 1,065 | 63 | 170 | 20 | 274 | 15 | 29 | 162 | 97 | 33 | 44 | 129 | 5 | 25 |
| | Males | 1,224 | 46 | 186 | 21 | 238 | 11 | 18 | 258 | 105 | 98 | 53 | 203 | 6 | 46 |
| Khomas | Total | 4,395 | 123 | 1,362 | 6 | 479 | 131 | 192 | 610 | 357 | 98 | 139 | 682 | 33 | 183 |
| | Females | 2,251 | 78 | 856 | 4 | 261 | 63 | 124 | 184 | 118 | 38 | 69 | 353 | 11 | 92 |
| | Males | 2,144 | 45 | 506 | 2 | 218 | 68 | 68 | 426 | 239 | 60 | 70 | 329 | 22 | 91 |
| Kunene | Total | 1,772 | 38 | 334 | 15 | 308 | 8 | 55 | 386 | 166 | 47 | 73 | 274 | 31 | 37 |
| | Females | 811 | 20 | 166 | 11 | 174 | 4 | 30 | 137 | 68 | 19 | 32 | 122 | 16 | 12 |
| | Males | 961 | 18 | 168 | 4 | 134 | 4 | 25 | 249 | 98 | 28 | 41 | 152 | 15 | 25 |
| Ohangwena | Total | 4,264 | 46 | 670 | 3 | 732 | 88 | 109 | 640 | 551 | 148 | 235 | 923 | 26 | 93 |
| | Females | 1,844 | 30 | 358 | 2 | 401 | 40 | 52 | 205 | 234 | 52 | 98 | 320 | 8 | 44 |
| | Males | 2,420 | 16 | 312 | 1 | 331 | 48 | 57 | 435 | 317 | 96 | 137 | 603 | 18 | 49 |
| Omaheke | Total | 814 | 25 | 150 | 40 | 91 | 1 | 49 | 114 | 68 | 13 | 49 | 182 | 4 | 28 |
| | Females | 377 | 9 | 70 | 26 | 51 | - | 30 | 36 | 28 | 5 | 19 | 93 | - | 10 |
| | Males | 437 | 16 | 80 | 14 | 40 | 1 | 19 | 78 | 40 | 8 | 30 | 89 | 4 | 18 |

Table 61 continued

| Region | Gender | Total | Types of Disability | | | | | | | | | | | | |
|-----------------|----------------|---------------|-------------------------|-----------------|---------------|-----------------|------------|--------------|----------------------|-------------------|---------------------|--------------|-------------------|------------|--------------|
| | | | Both Visual and Hearing | Partially Blind | Totally Blind | Hard of Hearing | Deaf | Epileptic | Behavioural Disorder | Mild Intellectual | Severe Intellectual | Physical | Learning Disorder | Autistic | Other |
| Omusati | Total | 3,445 | 59 | 474 | 39 | 480 | 34 | 149 | 519 | 363 | 159 | 180 | 737 | 37 | 215 |
| | Females | 1,507 | 36 | 273 | 22 | 265 | 25 | 81 | 136 | 145 | 64 | 82 | 278 | 17 | 83 |
| | Males | 1,938 | 23 | 201 | 17 | 215 | 9 | 68 | 383 | 218 | 95 | 98 | 459 | 20 | 132 |
| Oshana | Total | 1,903 | 45 | 410 | 64 | 303 | 189 | 60 | 215 | 141 | 52 | 79 | 283 | 13 | 49 |
| | Females | 932 | 24 | 234 | 44 | 168 | 90 | 33 | 84 | 59 | 16 | 32 | 112 | 4 | 32 |
| | Males | 971 | 21 | 176 | 20 | 135 | 99 | 27 | 131 | 82 | 36 | 47 | 171 | 9 | 17 |
| Oshikoto | Total | 2,796 | 44 | 500 | 17 | 599 | 30 | 90 | 388 | 264 | 91 | 151 | 496 | 39 | 87 |
| | Females | 1,255 | 31 | 271 | 8 | 314 | 20 | 58 | 106 | 110 | 38 | 58 | 186 | 10 | 45 |
| | Males | 1,541 | 13 | 229 | 9 | 285 | 10 | 32 | 282 | 154 | 53 | 93 | 310 | 29 | 42 |
| Otjozondjupa | Total | 2,142 | 89 | 475 | 14 | 299 | 12 | 62 | 306 | 267 | 84 | 104 | 365 | 13 | 52 |
| | Females | 985 | 47 | 269 | 6 | 157 | 6 | 40 | 103 | 103 | 32 | 47 | 147 | 2 | 26 |
| | Males | 1,157 | 42 | 206 | 8 | 142 | 6 | 22 | 203 | 164 | 52 | 57 | 218 | 11 | 26 |
| Zambezi | Total | 1,989 | 80 | 432 | 288 | 372 | 13 | 88 | 294 | 175 | 21 | 83 | 99 | 9 | 35 |
| | Females | 977 | 43 | 197 | 174 | 203 | 4 | 60 | 105 | 83 | 7 | 32 | 43 | 5 | 21 |
| | Males | 1,012 | 37 | 235 | 114 | 169 | 9 | 28 | 189 | 92 | 14 | 51 | 56 | 4 | 14 |
| National | Total | 32,299 | 913 | 6,530 | 576 | 5,419 | 654 | 1,201 | 4,929 | 3,163 | 936 | 1,489 | 5,185 | 270 | 1,034 |
| | Females | 15,083 | 535 | 3,605 | 348 | 2,963 | 318 | 718 | 1,594 | 1,321 | 366 | 645 | 2,098 | 97 | 475 |
| | Males | 17,216 | 378 | 2,925 | 228 | 2,456 | 336 | 483 | 3,335 | 1,842 | 570 | 844 | 3,087 | 173 | 559 |

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 32,299 learners were reported to have a disability, of whom 15,083 or 46.7% are females. Ohangwena, Khomas, Omusati, Kavango East and Oshikoto had the highest percentages of learners with disabilities, and a total of 57% of learners with disabilities are recorded as being resident in these five regions in 2017. This percentage is well in proportion to the enrolment figures in these regions.

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

| National (Physical +Functional) | Total | Female | Male | Visual and Hearing | | | Partially Blind | | | Totally Blind | | | Hard of Hearing | | | Deaf | | | Physical | | |
|---------------------------------------|---------------|--------------|--------------|--------------------|------------|------------|-----------------|--------------|--------------|---------------|------------|------------|-----------------|--------------|--------------|------------|------------|------------|--------------|------------|------------|
| | 32,010 | 14,909 | 17,101 | | | | | | | | | | | | | | | | | | |
| | Percentage | 46.6% | 53.4% | | | | | | | | | | | | | | | | | | |
| Grade | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| Pre-Primary | 213 | 106 | 107 | 7 | 1 | 6 | 45 | 22 | 23 | 7 | 3 | 4 | 56 | 33 | 23 | 44 | 17 | 27 | 54 | 30 | 24 |
| Grade 1 | 676 | 291 | 385 | 26 | 18 | 8 | 172 | 66 | 106 | 13 | 5 | 8 | 234 | 94 | 140 | 52 | 27 | 25 | 179 | 81 | 98 |
| Grade 2 | 710 | 319 | 391 | 9 | 2 | 7 | 214 | 89 | 125 | 9 | 2 | 7 | 293 | 142 | 151 | 49 | 24 | 25 | 136 | 60 | 76 |
| Grade 3 | 911 | 428 | 483 | 20 | 9 | 11 | 273 | 130 | 143 | 25 | 15 | 10 | 389 | 200 | 189 | 39 | 20 | 19 | 165 | 54 | 111 |
| Grade 4 | 1,524 | 779 | 745 | 80 | 49 | 31 | 468 | 234 | 234 | 21 | 13 | 8 | 704 | 357 | 347 | 76 | 40 | 36 | 175 | 86 | 89 |
| Grade 5 | 1,436 | 718 | 718 | 56 | 26 | 30 | 567 | 270 | 297 | 20 | 7 | 13 | 601 | 326 | 275 | 62 | 30 | 32 | 130 | 59 | 71 |
| Grade 6 | 1,595 | 882 | 713 | 106 | 71 | 35 | 645 | 336 | 309 | 19 | 9 | 10 | 632 | 390 | 242 | 54 | 31 | 23 | 139 | 45 | 94 |
| Grade 7 | 1,266 | 685 | 581 | 52 | 33 | 19 | 596 | 317 | 279 | 19 | 12 | 7 | 461 | 262 | 199 | 40 | 22 | 18 | 98 | 39 | 59 |
| Grade 8 | 2,135 | 1,203 | 932 | 175 | 91 | 84 | 996 | 578 | 418 | 39 | 25 | 14 | 728 | 415 | 313 | 55 | 29 | 26 | 142 | 65 | 77 |
| Grade 9 | 1,774 | 992 | 782 | 118 | 75 | 43 | 972 | 549 | 423 | 35 | 22 | 13 | 521 | 288 | 233 | 43 | 19 | 24 | 85 | 39 | 46 |
| Grade 10 | 1,262 | 770 | 492 | 114 | 73 | 41 | 675 | 429 | 246 | 27 | 21 | 6 | 348 | 207 | 141 | 40 | 12 | 28 | 58 | 28 | 30 |
| Grade 11 | 993 | 620 | 373 | 90 | 60 | 30 | 555 | 365 | 190 | 22 | 18 | 4 | 264 | 150 | 114 | 7 | 5 | 2 | 55 | 22 | 33 |
| Grade 12 | 603 | 369 | 234 | 51 | 26 | 25 | 332 | 214 | 118 | 32 | 22 | 10 | 161 | 90 | 71 | 3 | 3 | - | 24 | 14 | 10 |
| Other grades | 195 | 78 | 117 | 9 | 1 | 8 | 20 | 6 | 14 | - | - | - | 27 | 9 | 18 | 90 | 39 | 51 | 49 | 23 | 26 |
| National | 15,293 | 8,240 | 7,053 | 913 | 535 | 378 | 6,530 | 3,605 | 2,925 | 288 | 174 | 114 | 5,419 | 2,963 | 2,456 | 654 | 318 | 336 | 1,489 | 645 | 844 |

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 | 437 | 172 | 265 | 27 | 7 | 20 | 195 | 77 | 118 | 48 | 20 | 28 | 18 | 5 | 13 | 89 | 41 | 48 | 15 | 1 | 14 | 45 | 21 | 24 |
| Grade 1 | 1,884 | 706 | 1,178 | 91 | 45 | 46 | 514 | 179 | 335 | 311 | 126 | 185 | 113 | 37 | 76 | 709 | 267 | 442 | 46 | 18 | 28 | 100 | 34 | 66 |
| Grade 2 | 1,699 | 588 | 1,111 | 67 | 26 | 41 | 512 | 162 | 350 | 272 | 95 | 177 | 76 | 28 | 48 | 677 | 234 | 443 | 30 | 11 | 19 | 65 | 32 | 33 |
| Grade 3 | 1,447 | 531 | 916 | 76 | 39 | 37 | 397 | 123 | 274 | 240 | 92 | 148 | 130 | 52 | 78 | 537 | 199 | 338 | 19 | 7 | 12 | 48 | 19 | 29 |
| Grade 4 | 2,092 | 771 | 1,321 | 142 | 75 | 67 | 565 | 167 | 398 | 374 | 137 | 237 | 179 | 75 | 104 | 700 | 271 | 429 | 40 | 13 | 27 | 92 | 33 | 59 |
| Grade 5 | 1,781 | 648 | 1,133 | 127 | 70 | 57 | 412 | 114 | 298 | 441 | 169 | 272 | 88 | 29 | 59 | 581 | 217 | 364 | 22 | 9 | 13 | 110 | 40 | 70 |
| Grade 6 | 1,468 | 610 | 858 | 134 | 98 | 36 | 438 | 135 | 303 | 264 | 117 | 147 | 90 | 30 | 60 | 474 | 203 | 271 | 23 | 7 | 16 | 45 | 20 | 25 |
| Grade 7 | 1,120 | 449 | 671 | 112 | 68 | 44 | 347 | 90 | 257 | 204 | 89 | 115 | 67 | 28 | 39 | 264 | 120 | 144 | 15 | 6 | 9 | 111 | 48 | 63 |
| Grade 8 | 1,673 | 764 | 909 | 159 | 114 | 45 | 500 | 159 | 341 | 405 | 193 | 212 | 34 | 15 | 19 | 447 | 207 | 240 | 6 | 4 | 2 | 122 | 72 | 50 |
| Grade 9 | 1,165 | 542 | 623 | 116 | 80 | 36 | 414 | 159 | 255 | 253 | 126 | 127 | 35 | 17 | 18 | 242 | 103 | 139 | 9 | 2 | 7 | 96 | 55 | 41 |
| Grade 10 | 654 | 324 | 330 | 78 | 52 | 26 | 250 | 95 | 155 | 109 | 58 | 51 | 9 | 5 | 4 | 135 | 64 | 71 | 12 | 4 | 8 | 61 | 46 | 15 |
| Grade 11 | 411 | 204 | 207 | 35 | 21 | 14 | 180 | 73 | 107 | 44 | 23 | 21 | 29 | 19 | 10 | 53 | 26 | 27 | 17 | 9 | 8 | 53 | 33 | 20 |
| Grade 12 | 249 | 115 | 134 | 17 | 13 | 4 | 121 | 43 | 78 | 20 | 11 | 9 | - | - | - | 57 | 31 | 26 | 3 | 2 | 1 | 31 | 15 | 16 |
| Other grades | 637 | 245 | 392 | 20 | 10 | 10 | 84 | 18 | 66 | 178 | 65 | 113 | 68 | 26 | 42 | 219 | 115 | 104 | 13 | 4 | 9 | 55 | 7 | 48 |
| National | 16,717 | 6,669 | 10,048 | 1,201 | 718 | 483 | 4,929 | 1,594 | 3,335 | 3,163 | 1,321 | 1,842 | 936 | 366 | 570 | 5,184 | 2,098 | 3,086 | 270 | 97 | 173 | 1,034 | 475 | 559 |

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

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

| Region | Gender | Orphans | | | Vulnerable Children (VCs) | | |
|--------------|--------------|---------------|------------------------|-----------------------|---------------------------|------------------------|-------------------|
| | | Total orphans | As % of total learners | As % of total orphans | Total VCs | As % of total learners | As % of total VCs |
| //Kharas | Total | 2,702 | 12.3% | 2.1% | 4,588 | 20.9% | 6.4% |
| | Females | 1,396 | 12.4% | 2.2% | 2,262 | 20.1% | 6.3% |
| | Males | 1,306 | 12.2% | 2.1% | 2,326 | 21.6% | 6.5% |
| Erongo | Total | 3,738 | 9.1% | 3.0% | 5,060 | 12.3% | 7.1% |
| | Females | 1,996 | 9.4% | 3.1% | 2,436 | 11.5% | 6.8% |
| | Males | 1,742 | 8.8% | 2.8% | 2,624 | 13.2% | 7.3% |
| Hardap | Total | 3,161 | 12.8% | 2.5% | 6,273 | 25.4% | 8.8% |
| | Females | 1,618 | 13.0% | 2.5% | 3,097 | 24.8% | 8.7% |
| | Males | 1,543 | 12.7% | 2.5% | 3,176 | 26.1% | 8.8% |
| Kavango East | Total | 10,371 | 17.6% | 8.2% | 16,424 | 27.8% | 22.9% |
| | Females | 5,003 | 17.1% | 7.8% | 8,081 | 27.6% | 22.7% |
| | Males | 5,368 | 18.1% | 8.6% | 8,343 | 28.1% | 23.2% |
| Kavango West | Total | 5,571 | 14.0% | 4.4% | 15,730 | 39.4% | 22.0% |
| | Females | 2,603 | 13.3% | 4.1% | 7,780 | 39.9% | 21.8% |
| | Males | 2,968 | 14.5% | 4.7% | 7,950 | 38.9% | 22.1% |
| Khomas | Total | 7,130 | 8.1% | 5.6% | 8,246 | 9.4% | 11.5% |
| | Females | 3,818 | 8.4% | 6.0% | 4,107 | 9.0% | 11.5% |
| | Males | 3,312 | 7.9% | 5.3% | 4,139 | 9.8% | 11.5% |
| Kunene | Total | 3,380 | 12.2% | 2.7% | 8,374 | 30.2% | 11.7% |
| | Females | 1,608 | 11.8% | 2.5% | 4,019 | 29.6% | 11.3% |
| | Males | 1,772 | 12.5% | 2.8% | 4,355 | 30.8% | 12.1% |
| Ohangwena | Total | 18,140 | 17.9% | 14.4% | 18,545 | 18.3% | 25.9% |
| | Females | 8,949 | 17.8% | 14.0% | 8,906 | 17.7% | 25.0% |
| | Males | 9,191 | 18.0% | 14.7% | 9,639 | 18.9% | 26.8% |
| Omaheke | Total | 2,887 | 13.2% | 2.3% | 5,874 | 26.8% | 8.2% |
| | Females | 1,422 | 13.0% | 2.2% | 2,985 | 27.3% | 8.4% |
| | Males | 1,465 | 13.4% | 2.3% | 2,889 | 26.4% | 8.0% |
| Omusati | Total | 16,695 | 17.9% | 13.2% | 18,584 | 19.9% | 25.9% |
| | Females | 8,149 | 17.7% | 12.8% | 8,899 | 19.3% | 24.9% |
| | Males | 8,546 | 18.1% | 13.7% | 9,685 | 20.6% | 26.9% |

Table 63 shows how many orphans and vulnerable children (OVC) were enrolled in Namibia's schools in 2016 per region and gender. It also shows the percentages of enrolled male and female OVC out of the total number of learners in each region and the total numbers of OVC in each region.

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

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

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

Table 63 continued

| Region | Gender | Orphans | | | Vulnerable Children (VCs) | | |
|-----------------|----------------|----------------|------------------------|-----------------------|---------------------------|------------------------|-------------------|
| | | Total orphans | As % of total learners | As % of total orphans | Total VCs | As % of total learners | As % of total VCs |
| Oshana | Total | 8,713 | 16.5% | 6.9% | 7,795 | 14.7% | 10.9% |
| | Females | 4,386 | 16.4% | 6.9% | 3,756 | 14.0% | 10.5% |
| | Males | 4,327 | 16.6% | 6.9% | 4,039 | 15.5% | 11.2% |
| Oshikoto | Total | 11,422 | 16.8% | 9.0% | 17,676 | 26.0% | 24.7% |
| | Females | 5,634 | 16.8% | 8.8% | 8,416 | 25.1% | 23.6% |
| | Males | 5,788 | 16.8% | 9.2% | 9,260 | 26.9% | 25.7% |
| Otjozondjupa | Total | 4,764 | 10.6% | 3.8% | 7,635 | 17.0% | 10.7% |
| | Females | 2,468 | 10.9% | 3.9% | 3,674 | 16.2% | 10.3% |
| | Males | 2,296 | 10.4% | 3.7% | 3,961 | 17.9% | 11.0% |
| Zambezi | Total | 6,680 | 18.4% | 5.3% | 9,235 | 25.4% | 12.9% |
| | Females | 3,203 | 17.9% | 5.0% | 4,513 | 25.3% | 12.7% |
| | Males | 3,477 | 18.8% | 5.6% | 4,722 | 25.5% | 13.1% |
| National | Total | 105,354 | 14.6% | | 150,039 | 20.8% | |
| | Females | 52,253 | 14.5% | | 72,931 | 20.2% | |
| | Males | 53,101 | 14.8% | | 77,108 | 21.5% | |

Figure 63a: Enrolment of orphaned learners per region

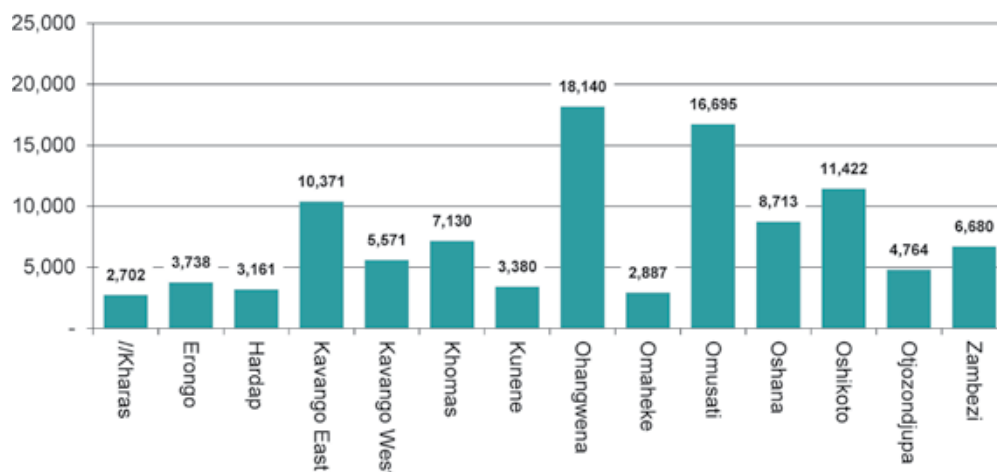


Figure 63b: Enrolment of vulnerable learners per region

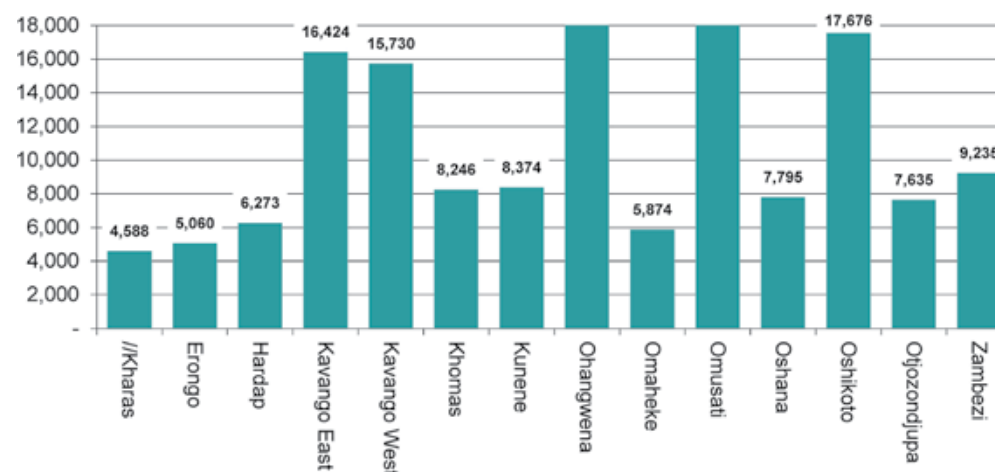


Table 64: Enrolment of orphans and vulnerable children by age group and gender

| Age Group | Orphans | | | Vulnerable Children | | |
|--------------|----------------|---------------|---------------|---------------------|---------------|---------------|
| | Total | Female | Male | Total | Female | Male |
| Total | 105,354 | 52,253 | 53,101 | 150,039 | 77,108 | 72,931 |
| 5 or younger | 363 | 182 | 181 | 2,348 | 1,202 | 1,146 |
| 6 to 9 | 14,797 | 7,470 | 7,327 | 56,809 | 28,646 | 28,163 |
| 10 to 14 | 38,527 | 19,547 | 18,980 | 59,323 | 30,463 | 28,860 |
| 15 to 19 | 43,781 | 21,830 | 21,951 | 28,298 | 14,838 | 13,460 |
| 20 to 24 | 7,763 | 3,178 | 4,585 | 3,201 | 1,922 | 1,279 |
| 25 or older | 123 | 46 | 77 | 60 | 37 | 23 |

It should be noted here that the figures for “Receiving Support” are not included in this table as in the previous reports, because this data is no longer collected from the Annual Education Census; it is now collected under the OVC Register.

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.

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

| Region | Gender | Total | Reason for dropping out of school | | | | | | | | | | | | | | | | |
|--------------|---------|-------|-----------------------------------|------------|----------|----------------|--------------|--------|---|----------------|---------|-------------------|------------|-----------|-----|----------------|-----------------|-----------|------------------|
| | | | Teacher Attitude | Disability | Distance | Early Marriage | School Funds | Hunger | Illness or caring for sick family member(s) | Discrimination | Failure | Learner feels old | Discipline | Exam Fees | Job | Parental Death | Parental Demand | Pregnancy | Unknown / Others |
| //Kharas | Total | 370 | 5 | - | 28 | - | - | 1 | 7 | 1 | 2 | 12 | 16 | - | 21 | 4 | 15 | 26 | 232 |
| | Females | 157 | 1 | - | 11 | - | - | - | 4 | - | 1 | 5 | 3 | - | 6 | - | 2 | 26 | 98 |
| | Males | 213 | 4 | - | 17 | - | - | 1 | 3 | 1 | 1 | 7 | 13 | - | 15 | 4 | 13 | - | 134 |
| Erongo | Total | 344 | 6 | 1 | 16 | - | 5 | - | 5 | 1 | 3 | 7 | 30 | - | 11 | 2 | 7 | 37 | 213 |
| | Females | 145 | 3 | - | 6 | - | 4 | - | 1 | 1 | - | 1 | 4 | - | 2 | - | 3 | 37 | 83 |
| | Males | 199 | 3 | 1 | 10 | - | 1 | - | 4 | - | 3 | 6 | 26 | - | 9 | 2 | 4 | - | 130 |
| Hardap | Total | 616 | 2 | 2 | 30 | - | - | - | 10 | 3 | 12 | 30 | 33 | - | 18 | 3 | 16 | 36 | 421 |
| | Females | 276 | 2 | 2 | 18 | - | - | - | 5 | 1 | 4 | 13 | 4 | - | 6 | 1 | 6 | 36 | 178 |
| | Males | 340 | - | - | 12 | - | - | - | 5 | 2 | 8 | 17 | 29 | - | 12 | 2 | 10 | - | 243 |
| Kavango East | Total | 1,533 | 6 | 4 | 195 | 49 | 6 | 7 | 104 | 2 | 24 | 107 | 77 | - | 73 | 33 | 119 | 226 | 501 |
| | Females | 784 | 2 | 2 | 72 | 43 | 4 | 4 | 52 | 1 | 6 | 30 | 24 | - | 26 | 22 | 54 | 222 | 220 |
| | Males | 749 | 4 | 2 | 123 | 6 | 2 | 3 | 52 | 1 | 18 | 77 | 53 | - | 47 | 11 | 65 | 4 | 281 |
| Kavango West | Total | 1,289 | 12 | 8 | 169 | 35 | 4 | 16 | 101 | 5 | 24 | 72 | 66 | - | 49 | 20 | 98 | 195 | 415 |
| | Females | 696 | 5 | 3 | 77 | 29 | 2 | 6 | 48 | 4 | 14 | 19 | 22 | - | 20 | 6 | 42 | 195 | 204 |
| | Males | 593 | 7 | 5 | 92 | 6 | 2 | 10 | 53 | 1 | 10 | 53 | 44 | - | 29 | 14 | 56 | - | 211 |
| Khomas | Total | 1,102 | 17 | - | 127 | - | 22 | 3 | 30 | 3 | 44 | 29 | 80 | 2 | 24 | 8 | 23 | 81 | 609 |
| | Females | 563 | 8 | - | 62 | - | 14 | - | 16 | 2 | 24 | 14 | 25 | - | 10 | 4 | 16 | 81 | 287 |
| | Males | 539 | 9 | - | 65 | - | 8 | 3 | 14 | 1 | 20 | 15 | 55 | 2 | 14 | 4 | 7 | - | 322 |
| Kunene | Total | 1,328 | 5 | 4 | 240 | 1 | 1 | 7 | 57 | 3 | 28 | 19 | 53 | - | 19 | 12 | 145 | 105 | 629 |
| | Females | 620 | 5 | 1 | 116 | 1 | - | - | 27 | - | 11 | 6 | 4 | - | 2 | 7 | 57 | 104 | 279 |
| | Males | 708 | - | 3 | 124 | - | 1 | 7 | 30 | 3 | 17 | 13 | 49 | - | 17 | 5 | 88 | 1 | 350 |
| Ohangwena | Total | 1,444 | 6 | 3 | 29 | 3 | 18 | - | 47 | 5 | 39 | 63 | 47 | 1 | 78 | 15 | 43 | 413 | 634 |
| | Females | 846 | 1 | 2 | 12 | 3 | 12 | - | 27 | 2 | 23 | 24 | 10 | - | 23 | 6 | 22 | 413 | 266 |
| | Males | 598 | 5 | 1 | 17 | - | 6 | - | 20 | 3 | 16 | 39 | 37 | 1 | 55 | 9 | 21 | - | 368 |
| Omaheke | Total | 682 | - | 5 | 22 | - | 30 | 3 | 19 | 2 | 30 | 18 | 37 | - | 14 | 2 | 14 | 57 | 429 |
| | Females | 318 | - | 2 | 9 | - | 15 | 2 | 8 | 1 | 13 | 8 | 11 | - | 2 | - | 6 | 56 | 185 |
| | Males | 364 | - | 3 | 13 | - | 15 | 1 | 11 | 1 | 17 | 10 | 26 | - | 12 | 2 | 8 | 1 | 244 |

Table 65 continued

| Region | Gender | Total | Reason for dropping out of school | | | | | | | | | | | | | | | | |
|--------------|---------|--------|-----------------------------------|------------|----------|----------------|--------------|--------|---|----------------|---------|-------------------|------------|-----------|-----|----------------|-----------------|-----------|------------------|
| | | | Teacher Attitude | Disability | Distance | Early Marriage | School Funds | Hunger | Illness or caring for sick family member(s) | Discrimination | Failure | Learner feels old | Discipline | Exam Fees | Job | Parental Death | Parental Demand | Pregnancy | Unknown / Others |
| Omusati | Total | 1,248 | 26 | 3 | 29 | 4 | 2 | - | 60 | 4 | 70 | 75 | 42 | 1 | 57 | 15 | 28 | 272 | 560 |
| | Females | 640 | 12 | 2 | 11 | 3 | 2 | - | 36 | 2 | 30 | 17 | 5 | 1 | 11 | 6 | 15 | 268 | 219 |
| | Males | 608 | 14 | 1 | 18 | 1 | - | - | 24 | 2 | 40 | 58 | 37 | - | 46 | 9 | 13 | 4 | 341 |
| Oshana | Total | 511 | 3 | 1 | 19 | - | 2 | - | 32 | 1 | 46 | 22 | 22 | 1 | 24 | 2 | 8 | 118 | 210 |
| | Females | 274 | 2 | - | 9 | - | 2 | - | 15 | 1 | 19 | 9 | 2 | 1 | 5 | 1 | 4 | 117 | 87 |
| | Males | 237 | 1 | 1 | 10 | - | - | - | 17 | - | 27 | 13 | 20 | - | 19 | 1 | 4 | 1 | 123 |
| Oshikoto | Total | 1,023 | 4 | 3 | 60 | 1 | 2 | - | 30 | 1 | 10 | 95 | 44 | - | 59 | 13 | 28 | 209 | 464 |
| | Females | 525 | 1 | 2 | 22 | 1 | 2 | - | 15 | - | 1 | 35 | 12 | - | 15 | 8 | 16 | 204 | 191 |
| | Males | 498 | 3 | 1 | 38 | - | - | - | 15 | 1 | 9 | 60 | 32 | - | 44 | 5 | 12 | 5 | 273 |
| Otjozondjupa | Total | 1,191 | 37 | 1 | 80 | 6 | 7 | 10 | 33 | 6 | 5 | 60 | 59 | - | 50 | 3 | 49 | 99 | 686 |
| | Females | 571 | 13 | 1 | 34 | 5 | 3 | 4 | 19 | 4 | 4 | 24 | 23 | - | 15 | 1 | 23 | 98 | 300 |
| | Males | 620 | 24 | - | 46 | 1 | 4 | 6 | 14 | 2 | 1 | 36 | 36 | - | 35 | 2 | 26 | 1 | 386 |
| Zambezi | Total | 553 | - | 4 | 38 | 9 | - | - | 39 | 1 | 43 | 23 | 13 | 1 | 22 | 19 | 29 | 78 | 234 |
| | Females | 315 | - | 1 | 15 | 8 | - | - | 20 | - | 14 | 9 | 3 | 1 | 11 | 8 | 19 | 78 | 128 |
| | Males | 238 | - | 3 | 23 | 1 | - | - | 19 | 1 | 29 | 14 | 10 | - | 11 | 11 | 10 | - | 106 |
| National | Total | 13,234 | 129 | 39 | 1,082 | 108 | 99 | 47 | 574 | 38 | 380 | 632 | 619 | 6 | 519 | 151 | 622 | 1,952 | 6,237 |
| | Females | 6,730 | 55 | 18 | 474 | 93 | 60 | 16 | 293 | 19 | 164 | 214 | 152 | 3 | 154 | 70 | 285 | 1,935 | 2,725 |
| | Males | 6,504 | 74 | 21 | 608 | 15 | 39 | 31 | 281 | 19 | 216 | 418 | 467 | 3 | 365 | 81 | 337 | 17 | 3,512 |

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

A total of 13,234 learners were counted, of whom 6,730 (50.9%) are female and 6,504 or (49.1%) are male. The major reason for female learner dropout is pregnancy, accounting for 28.8% 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, thus the prevalence of learner pregnancy as a reason for dropout may actually be higher. A reasonably large number of learners (1,082) 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, 622 learners were reported to have left school in 2017 due to their parents’ demand. A more robust system entailing individual learner tracking would render a more accurate estimate of the school dropout rates in the country.

Table 66: Teacher mortality by age and reason

| Age group | Total Deaths | Illness | | | Accident | | | Suicide | | | Violence and Homicide | | |
|-----------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|-----------------------|----------|----------|
| | | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| 20-24 | 52 | 22 | 8 | 14 | 27 | 9 | 18 | 0 | 0 | 0 | 3 | 2 | 1 |
| 25-29 | 4 | 2 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 30-34 | 6 | 6 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 35-39 | 18 | 4 | 3 | 1 | 14 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40-44 | 8 | 8 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45-49 | 7 | 6 | 2 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 50-54 | 13 | 12 | 6 | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 55 and older | 22 | 21 | 18 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| National | 130 | 81 | 48 | 33 | 46 | 23 | 23 | 0 | 0 | 0 | 3 | 2 | 1 |

Tables 66 and 67 show the numbers of deaths of teachers in 2017 per age group and per region respectively, clustered according to the reported cause of death.

Out of the total of 130 deaths, 81 or 62% were caused by illnesses.

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

Table 67: Teacher mortality by region and reason

| Regions | Total Deaths | Illness | | | Accident | | | Suicide | | | Violence and Homicide | | |
|-----------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|-----------------------|----------|----------|
| | | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| //Kharas | 7 | 6 | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Erongo | 5 | 3 | 2 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hardap | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kavango East | 10 | 7 | 3 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kavango West | 12 | 7 | 4 | 3 | 4 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Khomas | 12 | 9 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kunene | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ohangwena | 16 | 8 | 5 | 3 | 8 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Omaheke | 3 | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Omusati | 20 | 5 | 4 | 1 | 14 | 3 | 11 | 0 | 0 | 0 | 1 | 1 | 0 |
| Oshana | 5 | 4 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oshikoto | 16 | 12 | 7 | 5 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Otjozondjupa | 6 | 5 | 4 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Zambezi | 14 | 12 | 7 | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| National | 130 | 81 | 48 | 33 | 46 | 23 | 23 | 0 | 0 | 0 | 3 | 2 | 1 |

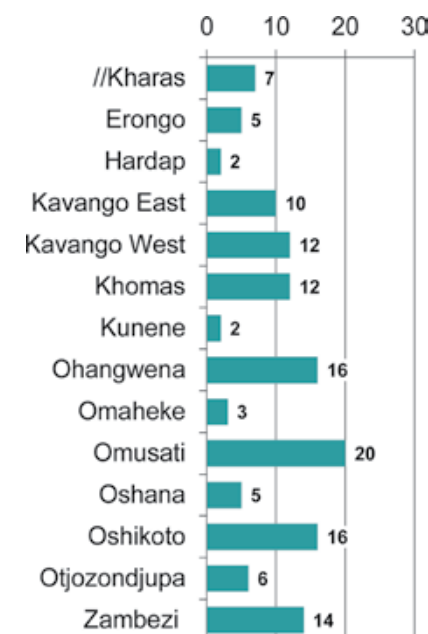
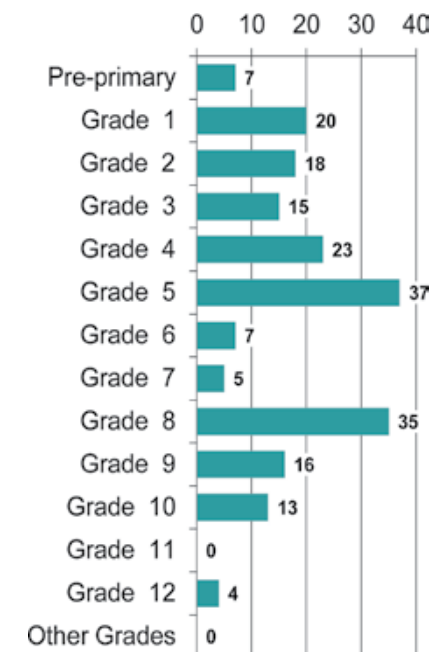
Figure 67: Teacher mortality by region and reason

Table 68: Learner mortality by grade and reason

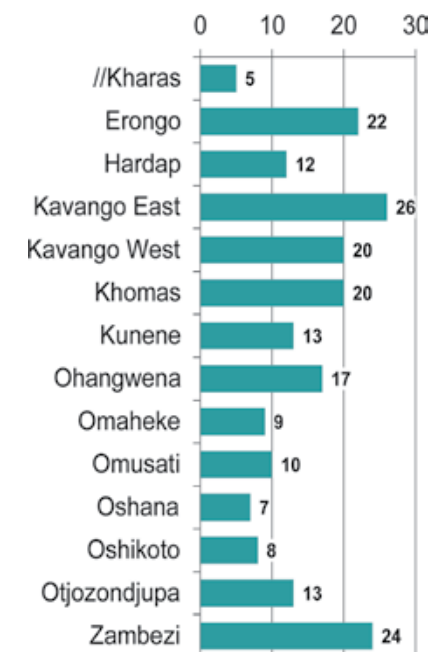
| Grade | Total Deaths | Illness | | | Accident | | | Suicide | | | Violence and Homicide | | |
|-----------------|--------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------------------|----------|----------|
| | | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Pre-Primary | 7 | 3 | 2 | 1 | 3 | 1 | 2 | - | - | - | - | - | - |
| Grade 1 | 20 | 12 | 4 | 8 | 8 | 4 | 4 | - | - | - | 0 | 0 | 0 |
| Grade 2 | 18 | 8 | 5 | 3 | 10 | 5 | 5 | - | - | - | - | - | - |
| Grade 3 | 15 | 4 | 4 | 0 | - | - | - | - | - | - | - | - | - |
| Grade 4 | 23 | 17 | 12 | 5 | 6 | 5 | 1 | 0 | 0 | 0 | - | - | - |
| Grade 5 | 37 | 26 | 14 | 12 | 9 | 7 | 2 | 1 | 0 | 1 | 1 | 0 | 1 |
| Grade 6 | 7 | 4 | 1 | 3 | 2 | 2 | 0 | - | - | - | 1 | 1 | 0 |
| Grade 7 | 5 | 0 | 0 | 0 | - | - | - | - | - | - | - | - | - |
| Grade 8 | 35 | 10 | 5 | 5 | - | - | - | 8 | 5 | 3 | - | - | - |
| Grade 9 | 16 | 7 | 6 | 1 | 6 | 5 | 1 | 1 | 0 | 1 | - | - | - |
| Grade 10 | 13 | 7 | 3 | 4 | 2 | 2 | 0 | 3 | 2 | 1 | 1 | 0 | 1 |
| Grade 11 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 12 | 4 | - | - | - | 2 | 1 | 1 | - | - | - | 0 | 0 | 0 |
| Other Grades | 0 | - | - | - | 0 | 0 | 0 | - | - | - | - | - | - |
| National | 206 | 104 | 59 | 45 | 77 | 50 | 27 | 14 | 7 | 7 | 11 | 3 | 8 |

Figure 68: Learner mortality by grade

A total of 206 learners died during 2017. The majority, 47.6%, succumbed to illness, and 23.3% died as a result of accidents. Kavango East had the highest number of learner mortalities – see Table 69 on the next page.

Table 69: Learner mortality by region and reason

| Regions | Total Deaths | Illness | | | Accident | | | Suicide | | | Violence and Homicide | | |
|-----------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------------------|----------|----------|
| | | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| //Kharas | 5 | 0 | 0 | 0 | 4 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Erongo | 22 | 17 | 9 | 8 | 5 | 1 | 4 | - | - | - | - | - | - |
| Hardap | 12 | 5 | 2 | 3 | 6 | 3 | 3 | 0 | 0 | 0 | 1 | 1 | 0 |
| Kavango East | 26 | 22 | 14 | 8 | 1 | 1 | 0 | - | - | - | - | - | - |
| Kavango West | 20 | 6 | 4 | 2 | 10 | 6 | 4 | - | - | - | - | - | - |
| Khomas | 20 | 5 | 3 | 2 | 9 | 6 | 3 | - | - | - | - | - | - |
| Kunene | 13 | 6 | 2 | 4 | - | - | - | - | - | - | 1 | 0 | 1 |
| Ohangwena | 17 | 10 | 6 | 4 | 5 | 3 | 2 | 1 | 1 | 0 | - | - | - |
| Omaheke | 9 | 3 | 2 | 1 | 5 | 5 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Omusati | 10 | - | - | - | 6 | 5 | 1 | - | - | - | 0 | 0 | 0 |
| Oshana | 7 | - | - | - | 4 | 3 | 1 | - | - | - | - | - | - |
| Oshikoto | 8 | 4 | 2 | 2 | 4 | 3 | 1 | 0 | 0 | 0 | - | - | - |
| Otjozondjupa | 13 | 7 | 5 | 2 | 5 | 3 | 2 | - | - | - | - | - | - |
| Zambezi | 24 | 12 | 6 | 6 | 8 | 6 | 2 | 3 | 1 | 2 | 1 | 0 | 1 |
| National | 206 | 98 | 56 | 42 | 48 | 32 | 16 | 13 | 7 | 6 | 3 | 1 | 2 |

Figure 69: Learner mortality by region

A total of 206 learners died during 2017. The majority, 47.6%, succumbed to illness, and 23.3% died as a result of accidents. Kavango East had the highest number of learner mortalities, totalling 12.6% of all cases in the country, followed by Zambezi with 11.7%.



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