

**emis**

**Education Statistics**

**2001**

**Education Management Information System  
Ministry of Basic Education, Sport and Culture**



# **EMIS Education Statistics 2001**

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Ministry of Basic Education, Sport and Culture**

Education Management Information System (EMIS)  
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The following list is intended to assist readers in finding the information they are looking for. A Table of Contents has also been included, starting on page 6. Regional comparisons have not explicitly been mentioned in the list of topics because the majority of tables provide information for every region.

## Finding your way .....

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

## Classgroups

- average class sizes (Tables 10, 12)
- numbers in grades other than grades 1 - 12 (Table 12)
- numbers in school phases (Table 9)

## Classrooms - see facilities

## Dropout rates - see school-leaving rates

## Electricity supply (Tables 57, 58)

## Enrolment

- by age (Tables 25, 26)
- changes over years (Tables 19, 20, 21)
- female and male enrolments (Tables 11, 12)
- home languages of learners (Table 16)
- in afternoon classes (Table 5)
- in grades 1 - 12 (Table 11)
- in grades other than grades 1 - 12 (Table 12)
- in school phases (Table 7)
- in state and private schools (Table 13)
- in subjects (Tables 14, 15)
- media of instruction in grades 1 - 3 (Table 17)
- percent female (Table 1)
- percentage females enrolled in school phases (Table 8)
- total numbers (Table 1)

## Enrolment rates

- Net and Gross enrolment ratios (Table 28)
- rates of enrolment by age (Table 27)

## Entrants

- ages of new entrants to Grade 1 (Table 22)
- apparent intake rates of Grade 1 learners (Table 23)
- changes in the numbers of new Grade 1 entrants (Table 24)
- numbers of new entrants to different grades (Table 29)

## Examinations

- HIGCSE (Table 38)
- IGCSE (Table 37)
- Junior Secondary Certificate (Tables 34, 35, 36)

## Facilities

- basic services (water, electricity, telephone) (Tables 56, 57, 58)
- changes over years (Tables 54, 55, 58)
- numbers of facilities (Tables 51, 52, 53, 56, 57)
- sanitary facilities (Tables 56, 58)

## Females - see gender

## Flow rates

- changes in flow rates (Table 31)
- numbers of promotees, repeaters and re-entrants (Table 29)
- numbers of school leavers (Table 33)
- promotion, repetition and school-leaving rates (Table 30)
- survival rates (Table 32)

## Gender

- changes in female and male enrolments (Table 19)
- female and male enrolments by age (Table 26)
- female and male enrolments in grades (Table 11)
- female and male enrolments in 'other' grades (Table 12)
- female and male numbers of teachers (Table 40)
- percentage females enrolled in school phases (Table 8)
- percentage female teachers and support staff (Table 1)
- promotion, repetition and school-leaving rates (Table 30)
- rates of female and male enrolment by age (Table 27)

## Grades

- changes in enrolment (Table 20)
- enrolments in grades 1 - 12 (Table 11)
- enrolments in grades other than grades 1 - 12 (Table 12)
- numbers of schools offering each grade (Table 4)
- numbers of schools offering ranges of grades (Table 3)

## Gross enrolment ratio (Table 28)

## HIGCSE (Table 38)

## Home languages

- and media of instruction in grades 1 - 3 (Table 18)
- of learners (Table 16)

## Housing (Tables 57, 58)

## IGCSE (Table 37)

## Intake

- ages of new entrants to Grade 1 (Table 22)
- apparent intake rates of Grade 1 learners (Table 23)
- changes in the numbers of new Grade 1 entrants (Table 24)

## Junior Secondary Certificate - see examinations

## Language - home languages of learners (Table 16)

## Learner flow - see flow rates

## Learner:teacher ratio

- changes over years (Table 50)
- in school phases (Table 39)

## Learners - see enrolment

Literacy programme (Tables 59, 60)

Medium of instruction  
  and home languages of learners (Table 18)  
  schools and enrolments in grades 1 - 3 (Table 17)

Net enrolment ratio (Table 28)

Phase - see school phase

Physical facilities - see facilities

Points scored in the JSC examination (Table 36)

Private schools  
  enrolments (Table 13)  
  numbers and types of schools (Table 2)

Promotion rates  
  changes in the promotion rates (Table 31)  
  in different grades (Table 30)

Qualifications of teachers - see teachers

Regional summaries (see Introduction)

Repeaters - numbers in different grades (Table 29)

Repetition rates  
  changes over years (Table 31)  
  in different grades (Table 30)

School leavers (Table 33)

School phase  
  average class sizes (Table 10)  
  enrolments in school phases (Table 7)  
  enrolments in state and private schools (Table 13)  
  numbers and qualifications of primary teachers (Table 41)  
  numbers and qualifications of secondary teachers (Table 42)  
  numbers and qualifications of subject teachers (Table 43)  
  numbers of classgroups (Table 9)  
  numbers of schools offering ranges of grades (Table 3)  
  numbers of teachers and learner:teacher ratios (Table 39)  
  percentage females enrolled (Table 8)

School-leaving rates  
  changes over years (Table 31)  
  in different grades (Table 30)

Schools  
  changes in numbers (Table 6)  
  numbers of schools (Table 1)  
  numbers offering each grade (Table 4)  
  numbers offering ranges of grades (Table 3)  
  offering different media of instruction (Table 17)

state and private schools (Table 2)  
  types of schools (Table 2)

Staff - numbers of teachers and support staff (Table 1)

Staffing - see learner:teacher ratio

Structures - see facilities see facilities

Subjects  
  enrolments in subjects (Tables 14, 15)  
  HIGCSE examination (Table 38)  
  IGCSE examination (Table 37)  
  Junior Secondary Certificate examination (Tables 34, 35)  
  numbers and qualifications of teachers (Table 43)

Summary of regional statistics (see Introduction)

Survival rates (Table 32)

Symbols - see examinations

Teacher housing (Tables 57, 58)

Teachers  
  ages (Table 44)  
  attrition rates (Table 45)  
  changes in learner:teacher ratios (Table 50)  
  changes in numbers (Table 49)  
  changes in percentage qualified to teach (Table 48)  
  changes of qualifications (Table 47)  
  female and male numbers (Table 40)  
  housing (Tables 57, 58)  
  numbers and learner:teacher ratios (Table 39)  
  numbers and qualifications of primary teachers (Table 41)  
  numbers and qualifications of secondary teachers (Table 42)  
  qualifications (Tables 40, 41, 42, 44, 47, 48)  
  qualifications in subjects (Table 43)  
  qualified to teach (Table 48)  
  transfer rates (Table 46)

Telephones (Tables 57, 58)

Time series - see changes over years

Transfer rates of teachers (Table 46)

Water supply (Tables 56, 58)

Years - see changes over years

# Table of Contents

<b>Introduction</b> .....	9
Regional summaries .....	11
<b>Chapter 1 - Characteristics of the school system</b> .....	18
Table 1 Numbers of schools, learners, teachers and support staff.....	19
Table 2 Types of schools, and numbers of state and private schools .....	20
Table 3 Numbers of schools offering various ranges of grades .....	21
Table 4 Number of schools offering each grade .....	22
Table 5 Afternoon classes: enrolments and percentages of total enrolment in afternoon classes .....	23
Table 6 Changes in the number of schools between 1995 and 2001.....	25
<b>Chapter 2 - Enrolments</b> .....	26
Table 7 Enrolments in the different school phases in each region .....	27
Table 8 Percentage female learners in the different school phases in each region .....	28
Table 9 Number of classgroups in the different school phases in each region .....	29
Table 10 Average class sizes in the different school phases in each region.....	30
Table 11 Male and female enrolments in grades 1 through 12.....	31
Table 12 Enrolments and classgroups in 'other' grades .....	33
Table 13 Enrolment in state and private schools .....	34
Table 14 Enrolment in primary and junior secondary subjects.....	36
Table 15 Enrolments in senior secondary subjects .....	38
Table 16 Home languages of learners .....	40
Table 17 Medium of instruction in Grades 1 – 3: Schools, numbers of learners and classgroups.....	41
Table 18 Home languages and medium of instruction of learners in Grades 1 - 3.....	42
Table 19 Changes in female and male enrolments between 1995 and 2001 .....	44
Table 20 Changes in enrolments in different grades between 1995 and 2001 .....	45
Table 21 Changes in enrolment in the regions between 1995 and 2001 .....	46

<b>Chapter 3 - The flow of learners</b> .....	<b>47</b>
Table 22    Ages of new entrants to Grade 1 on the 15th school day .....	48
Table 23    Apparent intake rates of Grade 1 learners between 1995 and 2001 .....	50
Table 24    Changes in the numbers of new Grade 1 entrants between 1995 and 2001 .....	50
Table 25    Ages of learners - all learners .....	51
Table 26    Ages of learners - females and males .....	52
Table 27    Rates of enrolment of six to eighteen year olds .....	53
Table 28    Net and Gross Enrolment Ratios .....	54
Table 29    Numbers of new entrants, repeaters and re-entrants in grades 1 - 12 .....	55
Table 30    Promotion, repetition and school-leaving rates in Grades 1 - 11 between 2000 and 2001 .....	56
Table 31    Promotion, repetition and school leaving rates from 1994 to 2000 .....	57
Table 32    Survival rates to grades 2 - 12 between 1994 and 2000 .....	58
Table 33    Approximate numbers of people who had left school between 1994 and 2000 .....	59
 <b>Chapter 4 - National examinations</b> .....	 <b>60</b>
Table 34    Junior Secondary Certificate examination results, full-time .....	61
Table 35    Junior Secondary Certificate examination results, part-time .....	62
Table 36    Percentages of candidates in point ranges in the Junior Secondary Certificate (JSC) examination.....	63
Table 37    International General Certificate of Secondary Education (IGCSE) results, full-time .....	64
Table 38    Higher International General Certificate of Secondary Education (HIGCSE) results .....	65
 <b>Chapter 5 - Teachers</b> .....	 <b>66</b>
Table 39    The provision of teachers: Numbers and learner:teacher ratios .....	67
Table 40    Professional and academic qualifications of female and male teachers .....	68
Table 41    Professional and academic qualifications of primary teachers.....	70
Table 42    Professional and academic qualifications of secondary teachers .....	71
Table 43    Qualifications of teachers in the subjects they taught.....	72
Table 44    Ages and professional and academic qualifications of teachers.....	74
Table 45    Attrition rates of teachers between 2000 and 2001 .....	75
Table 46    Transfer rates of teachers between 2000 and 2001 .....	76

Table 47	Changes in the numbers of teachers and their professional qualifications between 1995 and 2001 .....	77
Table 48	Percentages of primary and secondary teachers qualified to teach between 1995 and 2001.....	78
Table 49	Numbers of teachers from 1995 to 2001 .....	80
Table 50	Learner:teacher ratios from 1995 to 2001 .....	81
<b>Chapter 6 - Physical facilities .....</b>		<b>82</b>
Table 51	Numbers and structural types of teaching facilities.....	83
Table 52	Numbers and structural types of facilities for general use.....	84
Table 53	Numbers and structural types of administrative facilities .....	85
Table 54	Changes in the numbers of teaching and administrative facilities from 1997 to 2001 .....	86
Table 55	Changes in the numbers and structural types of classrooms from 1995 to 2001.....	88
Table 56	Provision of sanitary facilities and water supply at schools .....	89
Table 57	Provision of teachers' housing and electricity and telephone supply at schools .....	90
Table 58	Percentages of schools with sanitary facilities, basic services and teachers' housing from 1996 to 2001.....	91
<b>Chapter 7 - Life-long learning .....</b>		<b>93</b>
Table 59	National Literacy Programme enrolments and pass rates from 1995 to 2001 .....	94
Table 60	Test results of the National Literacy Programme students, 2001 .....	95
Table numbers in the 1998 and 2001 reports .....		96

## Introduction

After publishing education statistics for 1992 to 1998, the EMIS introduced several changes to the reports, of which readers comparing the statistics of different years must be aware. The most important difference is, though, the change of some regional boundaries, which was reflected in the education statistics since 1999. Statistics reported in this publication for earlier years have been recalculated in terms of the new delimitation of regions. The majority of tables from the earlier reports were retained, some tables were no longer included, and others were modified. A number of new tables were introduced, among others to include more of the international Education for All (EFA) indicators. A table relating table numbers in this report to table numbers in reports up to 1998 has been included on page 96. It was decided to report only statistics on education provided by the Ministry and private schools registered with the Ministry, mainly affecting the chapter on life-long learning.

This publication mainly presents information on education in schools in Namibia for 2001. Two school censuses are conducted each year: the 15<sup>th</sup> School-Day Census, held three weeks after the opening of schools for the beginning of the new school year, and the Annual Education Census (AEC), held on the first Tuesday in August each year. The 15<sup>th</sup> School-Day Census is intended to provide information for operational and planning purposes the rest of the year, while the AEC provides information to monitor the state of education from year to year. The great majority of statistics given in this book were collected during the 2001 AEC, which was conducted on 31 July 2001, as many teachers had been involved with the preparations for the National Population and Housing Census during the first week of August 2001. Information reported in the AEC questionnaires should thus have been true on that day. Coverage during the 2001 AEC was considered to be 100%, with all state and government-registered schools submitting census returns. The only information presented here from the 15<sup>th</sup> School-Day Census is on the age of Grade 1 learners as they entered the school system at the start of 2001. The Directorate of National Examinations and Assessment provided the Grade 10 and Grade 12 examination results.

Statistics published here are intended for a wide readership of people interested in education and requiring reference information. Much of the material is also intended to reflect on the performance of Namibia's education system. These measures or indicators broadly relate to the Ministry of Basic Education, Sport and Culture's goals of providing education of a good quality in an equitable, efficient and democratic way. While statistics presented here can be compared with indicators from previous years, comparisons can also be made between different geographical regions. Each of the 13 administrative regions in Namibia forms part of, or wholly forms, one of the seven educational regions. These are shown in the map on the inside cover and are as follows:

Education region	Administrative region
Katima Mulilo	Caprivi
Rundu	Kavango
Ondangwa East	Ohangwena Oshikoto
Ondangwa West	Omusati Oshana
Khorixas	Kunene Erongo
Windhoek	Otjozondjupa Omaheke Khomas
Keetmanshoop	Hardap Karas

There were eight Special Schools for children with special educational needs, distributed in various regions, but are administered centrally from the Ministry's Head Office in Windhoek. Statistics for these eight schools are provided in a regional category "Head Office" in all the tables.

The great bulk of Namibia's schooling system fits into Grades 1 to 12, these being divided into four phases: Lower Primary (Grades 1 - 4), Upper Primary (Grades 5 - 7), Junior Secondary (Grades 8 - 10) and Senior Secondary (Grades 11 and 12). Tables throughout this book are divided and subdivided to reflect these phases. There are, in addition, several other grades offered at certain schools:

Special Classes: single classes provided at many ordinary schools for children with learning difficulties

Special Grades: grades with a curriculum adapted for the purposes of special schools

Classes for mentally challenged children (referred to as 'handicapped' where the space for row or column labels was limited) offered only at two Special Schools

ETC: Elementary Technical Certificate

N1, N2 and N3: National Technical Certificate

Grade 13: a level offered after Grade 12 in two private schools in the city of Windhoek. At one school the grade is equivalent to A levels, at the other the Hochschulreifeprüfung (Abitur).

There are, of course, many ways of providing education statistics and the selection used here is based largely on perceived demands from a variety of users who have called for information over the last several years. Graphs and text comments that accompany the tables are intended to provide illustrative material on how these statistics can be interpreted. The comments are not definitive and the interpretation and use of the data will always be the responsibility of users. Interpretation may be helped by examining copies of the Annual Education Census and 15<sup>th</sup> School-Day questionnaires to see the exact nature of the questions used to collect the information.

It is important to recognise that the statistics in this book reflect mainly on Namibia's formal school education system, as is provided in state and private schools. Pre-primary education, vocational training provided by various non-government sectors and small-scale private initiatives have not been reported.

Information given in this book is held and has been compiled by the Education Management Information System (EMIS) Division of the Ministry of Basic Education, Sport and Culture, Private Bag 13186, Windhoek, Namibia. Please contact the EMIS Division should you require further information or assistance.

The thirteen pages which follow, provide summaries of the key features in education for each of the thirteen administrative regions.

**Chapter 1** introduces the basic features and dimensions of the school system in Namibia. The tables list information on the numbers of schools, learners, teachers, other school staff, the types of schools, phases of schooling and grades 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 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 small numbers of potential learners. Combined schools are an important part of providing access to education. 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 they offer.

There are several grades and levels of education provided in schools which do not fit into the normal Grade 1 - 12 curriculum. These have been described fully in the Introduction to the book. In some tables these are aggregated as "Other grades".

The chapter also introduces the concept of "average annual growth rate" to describe rates of changes over several years. This measure gives a constant annual percentage change (increase or decrease) that would have resulted in the actual change between the first and last years. For example, the number of schools in 1995 was 1378, and changed to 1545 by 2001. If the number in 1995 had changed each year at the average growth rate of 1.9%, there would also have been a total of 1545 schools in Namibia in 2001. The number of schools did not change every year exactly and consistently by 1.9%, but the average growth rate describes a change from 1378 to 1545 schools from 1995 to 2001.

## Characteristics of the school system

## Hardap

<b>Number of schools</b>	<b>Total</b>	<b>58</b>			
Type of school	Primary School	42			
	Combined School	7			
	Secondary School	9			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>19 731</b>			
School phase	Primary	14 210			
	Secondary	5 388			
	Other	133			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>792</b>	<b>73</b>	<b>719</b>	
	Qualification	Less than Gd 12	103	34	69
		Gd 12 or 1-2 years' tertiary	171	27	144
More than 2 years' tertiary		518	12	506	
Learners per teacher	Average learner:teacher ratio	24.9			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>943</b>			
Structure	Permanent	835			
	Prefabricated	100			
	Traditional	1			
	Hired	7			

## Karas

<b>Number of schools</b>	<b>Total</b>	<b>48</b>			
Type of school	Primary School	36			
	Combined School	5			
	Secondary School	7			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>15 545</b>			
School phase	Primary	11 615			
	Secondary	3 809			
	Other	121			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>613</b>	<b>79</b>	<b>534</b>	
	Qualification	Less than Gd 12	94	40	54
		Gd 12 or 1-2 years' tertiary	126	35	91
More than 2 years' tertiary		393	4	389	
Learners per teacher	Average learner:teacher ratio	25.4			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>783</b>			
Structure	Permanent	652			
	Prefabricated	96			
	Traditional	0			
	Hired	35			

## Omaheke

<b>Number of schools</b>	<b>Total</b>	<b>42</b>			
Type of school	Primary School	29			
	Combined School	4			
	Secondary School	9			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>14 256</b>			
School phase	Primary	10 698			
	Secondary	3 503			
	Other	55			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>Total</b>	<b>556</b>	<b>68</b>	<b>488</b>
	Qualification	Less than Gd 12	97	37	60
		Gd 12 or 1-2 years' tertiary	125	24	101
		More than 2 years' tertiary	334	7	327
Learners per teacher	Average learner:teacher ratio	25.6			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>535</b>			
Structure	Permanent	514			
	Prefabricated	19			
	Traditional	0			
	Hired	2			

## Khomas

<b>Number of schools</b>	<b>Total</b>	<b>73</b>			
Type of school	Primary School	47			
	Combined School	6			
	Secondary School	20			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>52 135</b>			
School phase	Primary	35 002			
	Secondary	16 538			
	Other	595			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>Total</b>	<b>1 997</b>	<b>94</b>	<b>1 903</b>
	Qualification	Less than Gd 12	94	21	73
		Gd 12 or 1-2 years' tertiary	246	35	211
		More than 2 years' tertiary	1 657	38	1 619
Learners per teacher	Average learner:teacher ratio	26.1			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>1 786</b>			
Structure	Permanent	1 663			
	Prefabricated	116			
	Traditional	0			
	Hired	7			

## Erongo

<b>Number of schools</b>	<b>Total</b>	<b>57</b>			
Type of school	Primary School	36			
	Combined School	8			
	Secondary School	13			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>21 574</b>			
School phase	Primary	14 789			
	Secondary	6 684			
	Other	101			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>828</b>	<b>55</b>	<b>773</b>	
	Qualification	Less than Gd 12	99	25	74
		Gd 12 or 1-2 years' tertiary	174	18	156
More than 2 years' tertiary		555	12	543	
Learners per teacher	Average learner:teacher ratio	26.1			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>928</b>			
Structure	Permanent	876			
	Prefabricated	40			
	Traditional	1			
	Hired	11			

## Otjozondjupa

<b>Number of schools</b>	<b>Total</b>	<b>56</b>			
Type of school	Primary School	38			
	Combined School	11			
	Secondary School	7			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>30 911</b>			
School phase	Primary	24 249			
	Secondary	6 564			
	Other	98			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>1 001</b>	<b>139</b>	<b>862</b>	
	Qualification	Less than Gd 12	165	47	118
		Gd 12 or 1-2 years' tertiary	306	83	223
More than 2 years' tertiary		530	9	521	
Learners per teacher	Average learner:teacher ratio	30.9			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>893</b>			
Structure	Permanent	824			
	Prefabricated	61			
	Traditional	1			
	Hired	7			

## Oshana

<b>Number of schools</b>	<b>Total</b>	<b>122</b>		
Type of school	Primary School	60		
	Combined School	52		
	Secondary School	10		
	Other School	0		
<b>Number of learners</b>	<b>Total</b>	<b>53 041</b>		
School phase	Primary	37 307		
	Secondary	15 537		
	Other	197		
<b>Teachers</b>	<b>Total</b>	<b>1 702</b>	<b>77</b>	<b>1 625</b>
			<b>Without teacher training</b>	<b>With teacher training</b>
Qualification	Less than Gd 12	273	19	254
	Gd 12 or 1-2 years' tertiary	600	33	567
	More than 2 years' tertiary	829	25	804
Learners per teacher	Average learner:teacher ratio	31.2		
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>1 673</b>		
Structure	Permanent	1 222		
	Prefabricated	206		
	Traditional	210		
	Hired	35		

## Kunene

<b>Number of schools</b>	<b>Total</b>	<b>51</b>		
Type of school	Primary School	38		
	Combined School	7		
	Secondary School	6		
	Other School	0		
<b>Number of learners</b>	<b>Total</b>	<b>14 934</b>		
School phase	Primary	11 623		
	Secondary	3 248		
	Other	63		
<b>Teachers</b>	<b>Total</b>	<b>557</b>	<b>94</b>	<b>463</b>
			<b>Without teacher training</b>	<b>With teacher training</b>
Qualification	Less than Gd 12	112	44	68
	Gd 12 or 1-2 years' tertiary	197	47	150
	More than 2 years' tertiary	248	3	245
Learners per teacher	Average learner:teacher ratio	26.8		
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>568</b>		
Structure	Permanent	514		
	Prefabricated	20		
	Traditional	32		
	Hired	2		

## Oshikoto

<b>Number of schools</b>	<b>Total</b>	<b>150</b>			
Type of school	Primary School	94			
	Combined School	47			
	Secondary School	9			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>50 675</b>			
School phase	Primary	38 548			
	Secondary	12 087			
	Other	40			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>1 581</b>	<b>184</b>	<b>1 397</b>	
	Qualification	Less than Gd 12	254	32	222
		Gd 12 or 1-2 years' tertiary	599	129	470
		More than 2 years' tertiary	728	23	705
Learners per teacher	Average learner:teacher ratio	32.1			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>1 599</b>			
Structure	Permanent	1 155			
	Prefabricated	116			
	Traditional	319			
	Hired	9			

## Omusati

<b>Number of schools</b>	<b>Total</b>	<b>263</b>			
Type of school	Primary School	160			
	Combined School	87			
	Secondary School	16			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>88 901</b>			
School phase	Primary	66 504			
	Secondary	22 397			
	Other	0			
<b>Teachers</b>		<b>Total</b>	<b>Without teacher training</b>	<b>With teacher training</b>	
		<b>2 897</b>	<b>228</b>	<b>2 669</b>	
	Qualification	Less than Gd 12	643	61	582
		Gd 12 or 1-2 years' tertiary	961	145	816
		More than 2 years' tertiary	1 293	22	1 271
Learners per teacher	Average learner:teacher ratio	30.7			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>2 946</b>			
Structure	Permanent	1 969			
	Prefabricated	374			
	Traditional	558			
	Hired	45			

## Kavango

<b>Number of schools</b>	<b>Total</b>	<b>313</b>			
Type of school	Primary School	258			
	Combined School	43			
	Secondary School	12			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>62 441</b>			
School phase	Primary	51 072			
	Secondary	11 369			
	Other	0			
<b>Teachers</b>			Without teacher training	With teacher training	
		<b>Total</b>			
		<b>2 179</b>	<b>578</b>	<b>1 601</b>	
	Qualification	Less than Gd 12	809	410	399
		Gd 12 or 1-2 years' tertiary	630	149	481
More than 2 years' tertiary		740	19	721	
Learners per teacher	Average learner:teacher ratio	28.7			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>2 037</b>			
Structure	Permanent	1 670			
	Prefabricated	19			
	Traditional	331			
	Hired	17			

## Ohangwena

<b>Number of schools</b>	<b>Total</b>	<b>209</b>			
Type of school	Primary School	141			
	Combined School	59			
	Secondary School	9			
	Other School	0			
<b>Number of learners</b>	<b>Total</b>	<b>80 302</b>			
School phase	Primary	64 688			
	Secondary	15 614			
	Other	0			
<b>Teachers</b>			Without teacher training	With teacher training	
		<b>Total</b>			
		<b>2 204</b>	<b>259</b>	<b>1 945</b>	
	Qualification	Less than Gd 12	361	44	317
		Gd 12 or 1-2 years' tertiary	851	202	649
More than 2 years' tertiary		992	13	979	
Learners per teacher	Average learner:teacher ratio	36.4			
<b>Number of teaching rooms</b>	<b>Total Rooms</b>	<b>2 213</b>			
Structure	Permanent	1 581			
	Prefabricated	240			
	Traditional	384			
	Hired	8			

## Regional summaries

Key statistics on each of the thirteen administrative regions have been compiled in this section for quick reference. Other statistics and indicators regarding the regions have been included in various tables in the report. Statistics pertaining to the education regions have also been reported in the tables.

All statistics in the regional profiles include state and private schools.

The numbers of schools have been broken down by primary, combined, secondary and 'other' schools. Only a very small number of schools, mainly schools for learners with special educational needs, were grouped under 'other'. The majority of these schools were directly administered by the Ministry Head Office and thus do not appear in the regional summaries.

Under the heading 'number of learners', the category 'other' included all grades and courses other than the grades 1 - 12. These 'other' grades included, for example, special classes and pre-primary classes offered by some private schools.

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. The average learner:teacher ratio was calculated for each region.

Regarding physical facilities, the numbers of classrooms, specialist rooms, laboratories and workshops were added as 'teaching rooms'. These numbers were reported according to the structure of the buildings, categorized as permanent, prefabricated, traditional and hired. The category 'traditional' included a variety of structures, such as stick-and-mud and metal sheet structures and tents. Facilities hired from, for example, a church or a private organisation, were grouped under 'hired'.

## Caprivi

<b>Number of schools</b>	<b>Total</b>		<b>95</b>	
Type of school	Primary School		31	
	Combined School		52	
	Secondary School		12	
	Other School		0	
<b>Number of learners</b>	<b>Total</b>		<b>23 277</b>	
School phase	Primary		15 601	
	Secondary		7 667	
	Other		9	
<b>Teachers</b>			<b>Total</b>	
				Without teacher training
				With teacher training
	<b>Total</b>	<b>1 062</b>	<b>43</b>	<b>1 019</b>
Qualification	Less than Gd 12	<b>189</b>	21	168
	Gd 12 or 1-2 years' tertiary	<b>388</b>	9	379
	More than 2 years' tertiary	<b>485</b>	13	472
Learners per teacher	Average learner:teacher ratio		21.9	
<b>Number of teaching rooms</b>	<b>Total</b>		<b>1 073</b>	
Structure	Permanent		732	
	Prefabricated		1	
	Traditional		319	
	Hired		21	

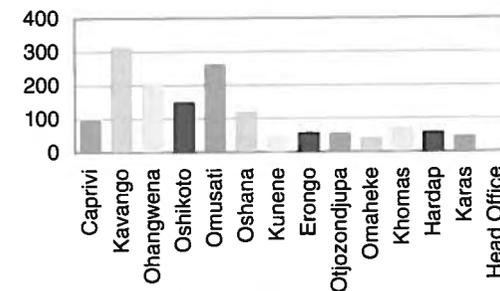
**Table 1 Numbers of schools, learners, teachers and support staff**

Region	Schools		Learners		Teachers		Support staff	
	Numbers	Numbers	% female	Numbers	% female	Numbers	% female	
<b>National</b>	<b>1 545</b>	<b>528 958</b>	<b>50.8%</b>	<b>18 117</b>	<b>60.9%</b>	<b>3 524</b>	<b>66.9%</b>	
<i>Education regions</i>								
Katima Mulilo	95	23 277	48.8%	1 062	45.6%	227	85.5%	
Rundu	313	62 441	48.7%	2 179	37.8%	217	65.4%	
Ondangwa East	359	130 977	51.7%	3 785	62.9%	691	65.7%	
Ondangwa West	385	141 942	51.4%	4 599	67.3%	837	72.5%	
Khorixas	108	36 508	50.7%	1 385	60.2%	366	66.7%	
Windhoek	171	97 302	50.6%	3 554	67.4%	740	55.4%	
Keetmanshoop	106	35 276	50.6%	1 405	65.2%	406	71.4%	
Head Office	8	1 235	42.9%	148	74.3%	40	40.0%	
<i>Administrative regions</i>								
Caprivi	95	23 277	48.8%	1 062	45.6%	227	85.5%	
Kavango	313	62 441	48.7%	2 179	37.8%	217	65.4%	
Ohangwena	209	80 302	52.3%	2 204	63.3%	396	65.2%	
Oshikoto	150	50 675	50.7%	1 581	62.3%	295	66.4%	
Omusati	263	88 901	51.5%	2 897	66.7%	534	74.2%	
Oshana	122	53 041	51.2%	1 702	68.4%	303	69.6%	
Kunene	51	14 934	49.7%	557	47.9%	128	72.7%	
Erongo	57	21 574	51.4%	828	68.5%	238	63.4%	
Otjozondjupa	56	30 911	49.8%	1 001	60.5%	191	54.5%	
Omaheke	42	14 256	48.8%	556	58.8%	94	56.4%	
Khomas	73	52 135	51.5%	1 997	73.2%	455	55.6%	
Hardap	58	19 731	50.6%	792	63.3%	230	72.6%	
Karas	48	15 545	50.6%	613	67.7%	176	69.9%	
Head Office	8	1 235	42.9%	148	74.3%	40	40.0%	

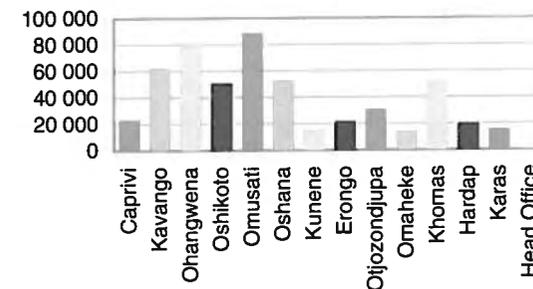
Basic figures on the size of the education systems in the education and administrative regions have been tabulated above. Eight special schools, which resorted directly under the head office, were grouped as a pseudo region.

The numbers of teachers comprise staff in all teaching positions, including principals and staff in other promotion posts. The numbers of support staff include secretaries, cleaners and other non-teaching staff.

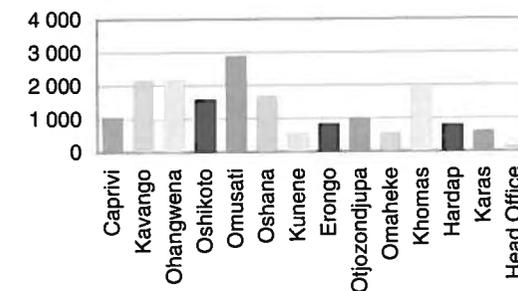
**Figure 1: Number of schools in each region**



**Figure 2: Number of learners in each region**



**Figure 3: Number of teachers in each region**



The sizes of the regional education systems varied considerably. Figures 1 to 3 depict the sizes of the administrative regions according to different measures: the numbers of schools, learners and teachers. In terms of schools, Kavango was the largest region, but according to learners and teachers, Omusati was the largest one.

The differences in the distributions according to these three measures resulted from differences in the average total enrolment in schools in different regions and from disparities in the learner:teacher ratios.

**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
<b>National</b>	<b>1 545</b>	<b>1 453</b>	<b>92</b>	<b>1 010</b>	<b>951</b>	<b>59</b>	<b>388</b>	<b>370</b>	<b>18</b>	<b>139</b>	<b>124</b>	<b>15</b>	<b>8</b>	<b>8</b>	<b>-</b>
<i>Education regions</i>															
Katima Mulilo	95	92	3	31	29	2	52	52	-	12	11	1	-	-	-
Rundu	313	311	2	258	258	-	43	43	-	12	10	2	-	-	-
Ondangwa East	359	354	5	235	233	2	106	105	1	18	16	2	-	-	-
Ondangwa West	385	380	5	220	216	4	139	138	1	26	26	-	-	-	-
Khorixas	108	91	17	74	65	9	15	9	6	19	17	2	-	-	-
Windhoek	171	133	38	114	89	25	21	13	8	36	31	5	-	-	-
Keetmanshoop	106	84	22	78	61	17	12	10	2	16	13	3	-	-	-
Head Office	8	8	-	-	-	-	-	-	-	-	-	-	8	8	-
<i>Administrative regions</i>															
Caprivi	95	92	3	31	29	2	52	52	-	12	11	1	-	-	-
Kavango	313	311	2	258	258	-	43	43	-	12	10	2	-	-	-
Ohangwena	209	208	1	141	141	-	59	59	-	9	8	1	-	-	-
Oshikoto	150	146	4	94	92	2	47	46	1	9	8	1	-	-	-
Omusati	263	262	1	160	159	1	87	87	-	16	16	-	-	-	-
Oshana	122	118	4	60	57	3	52	51	1	10	10	-	-	-	-
Kunene	51	48	3	38	36	2	7	6	1	6	6	-	-	-	-
Erongo	57	43	14	36	29	7	8	3	5	13	11	2	-	-	-
Otjozondjupa	56	48	8	38	31	7	11	10	1	7	7	-	-	-	-
Omaheke	42	31	11	29	23	6	4	2	2	9	6	3	-	-	-
Khomas	73	54	19	47	35	12	6	1	5	20	18	2	-	-	-
Hardap	58	49	9	42	35	7	7	6	1	9	8	1	-	-	-
Karas	48	35	13	36	26	10	5	4	1	7	5	2	-	-	-
Head Office	8	8	-	-	-	-	-	-	-	-	-	-	8	8	-

Schools in Namibia were not strictly divided into primary and secondary schools. Several factors, foremost the need to provide junior secondary grades in sparsely populated areas, led to the existence of combined schools offering primary and secondary grades.

Most schools resorting under the Ministry of Basic Education, Sport and Culture offered the 'ordinary' curriculum. Eight special schools, which were administered directly from

Head Office, provided for children with special educational needs who could not be taken up in the main stream.

Private schools accounted for a relatively small percentage, 6%, of the number of schools. Seventy-four of the 92 private schools were situated in the six southern regions.

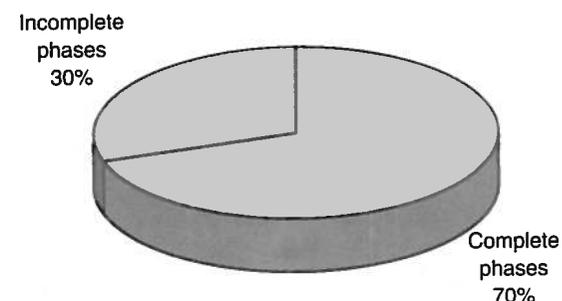
**Table 3 Numbers of schools offering various ranges of grades**

Lowest grade offered	Total starting with lowest grade	Highest grade offered													
		Lower Primary				Upper Primary			Junior Secondary			Senior Secondary			Other
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	
Total going up to highest grade	1 545	10	48	77	221	76	103	476	53	65	304	4	104	2	2
Grade 1	1 342	10	48	77	221	76	100	464	52	62	217	2	12	1	-
Grade 2	3	-	-	-	-	-	2	1	-	-	-	-	-	-	-
Grade 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-
Grade 5	34	-	-	-	-	-	1	10	-	2	20	-	-	1	-
Grade 6	14	-	-	-	-	-	-	-	-	-	14	-	-	-	-
Grade 7	8	-	-	-	-	-	-	-	-	-	8	-	-	-	-
Grade 8	137	-	-	-	-	-	-	-	1	1	45	2	88	-	-
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Grade 11	3	-	-	-	-	-	-	-	-	-	-	-	3	-	-
Other	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2

Schools in Namibia offered various ranges of grades. The numbers of schools that offered specific ranges of grades have been tabulated above for the 'ordinary' grades. The ranges extend from the grades given in the first column to the grades heading the respective columns. For example, 464 schools offered grades 1 to 7, while 88 schools offered Grades 8 to 12. Two schools for mentally challenged children offered none of the 'ordinary' grades.

The progression of learners who completed the highest grade of their school to a school offering the next grade may be hampered if the ranges of grades schools offer do not coincide with the beginning and end of a school phase. This was the case in 30% of schools, shown graphically in Figure 4. Several of these schools will have been in the process of adding grades annually, progressing towards being 'in phase'. The numbers of schools 'in phase' have been outlined in the table above.

**Figure 4 Percentage of schools which offered only complete phases**



**Table 4 Number of schools offering each grade**

Region	Primary Grades							Secondary Grades						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
<b>National</b>	<b>1 342</b>	<b>1 332</b>	<b>1 285</b>	<b>1 207</b>	<b>1 022</b>	<b>960</b>	<b>866</b>	<b>527</b>	<b>467</b>	<b>400</b>	<b>107</b>	<b>106</b>		
<i>Education regions</i>														
Katima Mulilo	83	83	83	83	83	83	80	63	59	59	10	9		
Rundu	292	287	261	233	143	127	107	55	50	34	9	9		
Ondangwa East	326	326	321	309	258	239	205	124	108	92	13	12		
Ondangwa West	335	331	318	287	254	231	217	163	140	110	14	14		
Khorixas	84	84	84	80	75	73	70	33	30	27	18	17		
Windhoek	131	130	128	125	121	120	108	57	48	48	30	31		
Keetmanshoop	88	87	86	86	84	83	77	28	28	26	13	14		
Head Office	3	4	4	4	4	4	2	4	4	4	-	-		
<i>Administrative regions</i>														
Caprivi	83	83	83	83	83	83	80	63	59	59	10	9		
Kavango	292	287	261	233	143	127	107	55	50	34	9	9		
Ohangwena	191	191	186	179	152	138	123	68	60	52	5	5		
Oshikoto	135	135	135	130	106	101	82	56	48	40	8	7		
Omusati	234	231	221	195	174	158	148	101	87	67	9	9		
Oshana	101	100	97	92	80	73	69	62	53	43	5	5		
Kunene	43	44	43	42	38	36	34	12	11	9	5	5		
Erongo	41	40	41	38	37	37	36	21	19	18	13	12		
Otjozondjupa	49	47	45	46	40	39	37	17	12	13	5	5		
Omaheke	30	31	31	30	30	31	27	13	11	11	4	6		
Khomas	52	52	52	49	51	50	44	27	25	24	21	20		
Hardap	47	47	47	47	47	46	42	16	16	14	7	7		
Karas	41	40	39	39	37	37	35	12	12	12	6	7		
Head Office	3	4	4	4	4	4	2	4	4	4	-	-		
Region	Other Grades													
	Pre-primary	Bridg. year	Grade 13	Elem. Vocat.	Interm.Vocat.	Adv. Vocat.	Special Cl.	Spec. Gd 6	Spec. Gd 7	Spec. Gd 8	Spec. Gd 9	Spec. Gd 10	Spec. Gd 11	Handicapped
<b>National</b>	<b>21</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>42</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>
Head Office	3	2	-	1	1	-	-	2	2	2	2	2	1	2
All other regions	18	7	2	-	-	1	42	-	-	-	-	-	-	1

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

Region		Grade													
		Total	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
<b>National</b>	<b>Enrolment</b>	<b>17 448</b>	<b>3 892</b>	<b>5 162</b>	<b>5 376</b>	<b>2 006</b>	<b>745</b>	<b>267</b>	-	-	-	-	-	-	-
	<b>% of total</b>	<b>3.3%</b>	<b>5.8%</b>	<b>8.7%</b>	<b>9.5%</b>	<b>3.7%</b>	<b>1.2%</b>	<b>0.5%</b>	-	-	-	-	-	-	-
<i>Education regions</i>															
Katima Mulilo	Enrolment	1 312	496	452	364	-	-	-	-	-	-	-	-	-	-
	% of total	5.6%	16.9%	19.8%	17.9%	-	-	-	-	-	-	-	-	-	-
Rundu	Enrolment	5 213	1 138	1 093	1 132	921	662	267	-	-	-	-	-	-	-
	% of total	8.3%	10.7%	13.7%	15.4%	12.6%	9.0%	4.9%	-	-	-	-	-	-	-
Ondangwa East	Enrolment	522	181	175	166	-	-	-	-	-	-	-	-	-	-
	% of total	0.4%	1.1%	1.2%	1.2%	-	-	-	-	-	-	-	-	-	-
Ondangwa West	Enrolment	454	150	106	65	50	83	-	-	-	-	-	-	-	-
	% of total	0.3%	0.9%	0.7%	0.4%	0.3%	0.5%	-	-	-	-	-	-	-	-
Khorixas	Enrolment	1 431	365	481	459	126	-	-	-	-	-	-	-	-	-
	% of total	3.9%	7.5%	11.7%	11.6%	3.5%	-	-	-	-	-	-	-	-	-
Windhoek	Enrolment	8 431	1 477	2 855	3 190	909	-	-	-	-	-	-	-	-	-
	% of total	8.7%	12.3%	25.9%	30.3%	9.4%	-	-	-	-	-	-	-	-	-
Keetmanshoop	Enrolment	85	85	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
Head Office	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Administrative regions</i>															
Caprivi	Enrolment	1 312	496	452	364	-	-	-	-	-	-	-	-	-	-
	% of total	5.6%	16.9%	19.8%	17.9%	-	-	-	-	-	-	-	-	-	-
Kavango	Enrolment	5 213	1 138	1 093	1 132	921	662	267	-	-	-	-	-	-	-
	% of total	8.3%	10.7%	13.7%	15.4%	12.6%	9.0%	4.9%	-	-	-	-	-	-	-
Ohangwena	Enrolment	89	-	89	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.1%	-	1.0%	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	433	181	86	166	-	-	-	-	-	-	-	-	-	-
	% of total	0.9%	3.1%	1.6%	3.1%	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	75	27	22	-	26	-	-	-	-	-	-	-	-	-
	% of total	0.1%	0.3%	0.2%	-	0.3%	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	379	123	84	65	24	83	-	-	-	-	-	-	-	-
	% of total	0.7%	2.3%	1.6%	1.2%	0.4%	1.4%	-	-	-	-	-	-	-	-
Kunene	Enrolment	457	200	149	99	9	-	-	-	-	-	-	-	-	-
	% of total	3.1%	7.9%	7.9%	5.7%	0.6%	-	-	-	-	-	-	-	-	-
Erongo	Enrolment	974	165	332	360	117	-	-	-	-	-	-	-	-	-
	% of total	4.5%	7.1%	15.0%	16.1%	5.5%	-	-	-	-	-	-	-	-	-

**Table 5 continued**

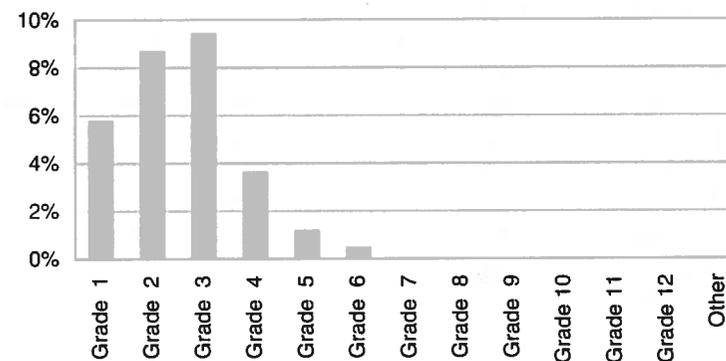
Region		Total	Grade												Other	
			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Otjozondjupa	Enrolment	3 058	800	1 057	886	315	-	-	-	-	-	-	-	-	-	-
	% of total	9.9%	17.3%	26.2%	26.6%	9.7%	-	-	-	-	-	-	-	-	-	-
Omaheke	Enrolment	1 140	81	415	374	270	-	-	-	-	-	-	-	-	-	-
	% of total	8.0%	4.4%	25.6%	22.6%	18.2%	-	-	-	-	-	-	-	-	-	-
Khomas	Enrolment	4 233	596	1 383	1 930	324	-	-	-	-	-	-	-	-	-	-
	% of total	8.1%	10.8%	25.8%	34.9%	6.6%	-	-	-	-	-	-	-	-	-	-
Hardap	Enrolment	85	85	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	0.4%	3.7%	-	-	-	-	-	-	-	-	-	-	-	-	-
Karas	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Head Office	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

The teaching in afternoon classes allowed using 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. None of the alternatives is desirable, but they cannot be avoided as long as resources for building classrooms are limited. The overall percentage of learners in afternoon classes was reduced from 4.7% in 1999 to 3.3% in 2001. Afternoon classes are particularly difficult to implement in areas where children have long distances to walk to school.

Substantial differences existed between the regions in the use of this practice to overcome shortages in physical facilities. In the Otjozondjupa Region, for example, 9.9% of all learners attended afternoon classes, and in the Kavango 8.3%. The Oshana, Oshana, Oshana and Oshana regions accommodated only between 0.1% and 0.9% of their learners in afternoon classes.

In most regions with a substantial percentage of learners in afternoon classes, the percentage of learners in these classes was the highest in Grades 1 to 3. The highest percentage of learners in afternoon classes in a grade was 34.9% in Grade 3 in the Khomas Region. In the Kavango, afternoon classes were used in substantial numbers up to Grade 6. In 2001, no afternoon classes were reported for any grade higher than Grade 6.

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



**Table 6 Changes in the number of schools between 1995 and 2001**

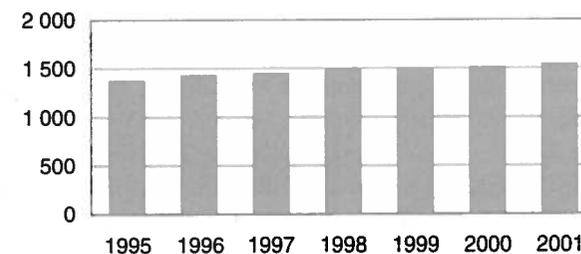
Region	Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
	1995	1996	1997	1998	1999	2000	2001		
<b>National</b>	<b>1 378</b>	<b>1 435</b>	<b>1 457</b>	<b>1 489</b>	<b>1 496</b>	<b>1 513</b>	<b>1 545</b>	<b>1.9%</b>	<b>2.1%</b>
<i>Education regions</i>									
Katima Mulilo	99	100	102	99	96	93	95	-0.7%	2.2%
Rundu	252	278	277	303	301	305	313	3.7%	2.6%
Ondangwa East	339	349	350	350	352	353	359	1.0%	1.7%
Ondangwa West	341	357	364	371	374	381	385	2.0%	1.0%
Khorixas	94	95	100	102	106	107	108	2.3%	0.9%
Windhoek	139	141	148	150	154	161	171	3.5%	6.2%
Keetmanshoop	108	109	108	106	105	105	106	-0.3%	1.0%
Head Office	6	6	8	8	8	8	8	4.9%	0.0%
<i>Administrative regions</i>									
Caprivi	99	100	102	99	96	93	95	-0.7%	2.2%
Kavango	252	278	277	303	301	305	313	3.7%	2.6%
Ohangwena	199	204	204	204	205	205	209	0.8%	2.0%
Oshikoto	140	145	146	146	147	148	150	1.2%	1.4%
Omusati	234	246	252	256	257	262	263	2.0%	0.4%
Oshana	107	111	112	115	117	119	122	2.2%	2.5%
Kunene	46	46	49	50	50	51	51	1.7%	0.0%
Erongo	48	49	51	52	56	56	57	2.9%	1.8%
Otjozondjupa	46	46	53	54	53	54	56	3.3%	3.7%
Omaheke	29	30	30	32	35	40	42	6.4%	5.0%
Khomas	64	65	65	64	66	67	73	2.2%	9.0%
Hardap	60	60	60	60	59	58	58	-0.6%	0.0%
Karas	48	49	48	46	46	47	48	0.0%	2.1%
Head Office	6	6	8	8	8	8	8	4.9%	0.0%

Table 6 was calculated in terms of the demarcation of regions in force in 2001. The numbers up to 1998, therefore, differ in several regions from previously published figures, which were calculated in terms of the then applicable delimitation.

Several schools were amalgamated during the period 1995 - 2001 to rationalise resources or because of decreasing enrolments. This explains, for example, the decrease in numbers in Caprivi between 1997 and 2000.

The total number of schools in Namibia increased from 1 378 in 1995 to 1 545 in 2001, representing an average annual growth of 1.9%. The average annual growth was calculated comparing the 1995 and 2001 figures. Omaheke had the highest growth in the number of schools, 6.4%. Kavango had the highest increase in the number of schools, 61, over the period.

**Figure 6  
Numbers of schools,  
1995 - 2001**



**Chapter 2** focuses on the people education is all about: the learner. The chapter begins by providing summary numbers of learners in each phase in each region. Average class group sizes, the numbers of classes and percentage of female learners are given. Enrolments of female and male learners are reported for each grade. Numbers of learners enrolled in private and government schools in different phases are provided for each region.

Two tables provide information on the numbers of learners enrolled for different subjects. These tables probably contain a number of errors of a minor nature, but the errors are almost impossible to identify. Although curricula prescribe that a number of core subjects be taught in each phase, a great variety of other subjects are also taught. All of this means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census 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. Notwithstanding these difficulties, the tables provide useful information on the numbers of learners being taught different subjects.

The Annual Education Census questionnaire lists a number of languages that teachers can select in reporting the medium of instruction and the home languages of learners. The results of these questions provide information on numbers of learners with different home languages in different grades, the number of learners and class groups being taught in different mother tongue languages in Grades 1 - 3, and the degree of match between home languages and medium of instruction.

Finally, comparative information is provided for the past years to examine how enrolments have changed in each grade and phase, and in the different regions. Rates of growth over this period are also compared for males and females in each region.

Classgroups can be counted in two different ways in multigrade groups, that is, in groups comprising learners from two or more grades: each grade group in a multigrade group can be counted as one, or the whole multigrade group can be seen as a single group. Both methods have their justification: the first gives the correct number of groups in each grade, and the second one the correct number of groups of learners being taught together. The method employed in each of the different tables containing classgroups has been stated in the text adjacent to the tables.

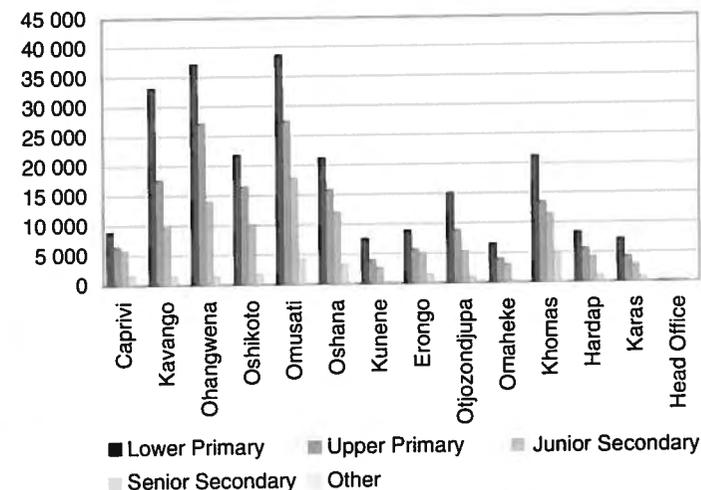
**Table 7 Enrolments in the different school phases in each region**

Region	Primary				Secondary			Other
	Total	Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
<b>National</b>	<b>528 958</b>	<b>396 252</b>	<b>237 274</b>	<b>158 978</b>	<b>130 577</b>	<b>105 643</b>	<b>24 934</b>	<b>2 129</b>
<i>Education regions</i>								
Katima Mulilo	23 277	15 601	9 018	6 583	7 667	5 932	1 735	9
Rundu	62 441	51 072	33 285	17 787	11 369	9 705	1 664	-
Ondangwa East	130 977	103 236	59 262	43 974	27 701	24 279	3 422	40
Ondangwa West	141 942	103 811	60 154	43 657	37 934	30 246	7 688	197
Khorixas	36 508	26 412	16 500	9 912	9 932	7 904	2 028	164
Windhoek	97 302	69 949	43 161	26 788	26 605	20 197	6 408	748
Keetmanshoop	35 276	25 825	15 696	10 129	9 197	7 208	1 989	254
Head Office	1 235	346	198	148	172	172	-	717
<i>Administrative regions</i>								
Caprivi	23 277	15 601	9 018	6 583	7 667	5 932	1 735	9
Kavango	62 441	51 072	33 285	17 787	11 369	9 705	1 664	-
Ohangwena	80 302	64 688	37 333	27 355	15 614	14 082	1 532	-
Oshikoto	50 675	38 548	21 929	16 619	12 087	10 197	1 890	40
Omusati	88 901	66 504	38 838	27 666	22 397	18 051	4 346	-
Oshana	53 041	37 307	21 316	15 991	15 537	12 195	3 342	197
Kunene	14 934	11 623	7 584	4 039	3 248	2 764	484	63
Erongo	21 574	14 789	8 916	5 873	6 684	5 140	1 544	101
Otjozondjupa	30 911	24 249	15 227	9 022	6 564	5 434	1 130	98
Omaheke	14 256	10 698	6 591	4 107	3 503	3 138	365	55
Khomas	52 135	35 002	21 343	13 659	16 538	11 625	4 913	595
Hardap	19 731	14 210	8 445	5 765	5 388	4 290	1 098	133
Karas	15 545	11 615	7 251	4 364	3 809	2 918	891	121
Head Office	1 235	346	198	148	172	172	-	717

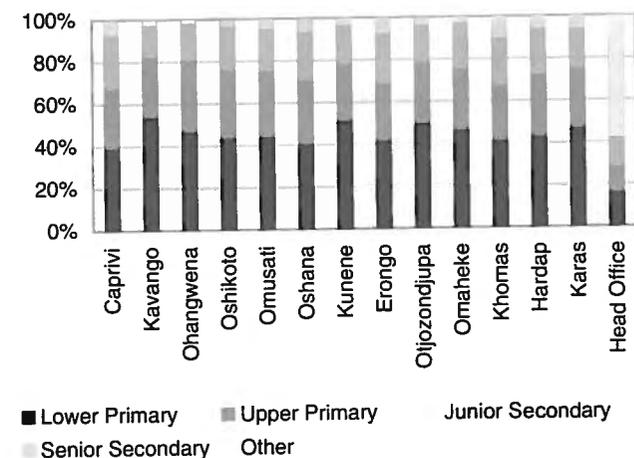
The variation in the sizes of regions in terms of schools, enrolment and teachers has been shown in Table 1 and Figures 1 to 3. Enrolments in the different school phases have been reported in Table 7. Figure 8 indicates the variation in the distribution of learners between phases.

Only 0.4% of all learners were in grades other than grades 1 to 12. Learners in 'other' grades accounted for 58% of the enrolment in special schools resorting under Head Office, but represented between 0 and 1.1% in the geographic regions.

**Figure 7: Enrolments in the different school phases in each region**



**Figure 8: Distribution of enrolments among school phases in each region**



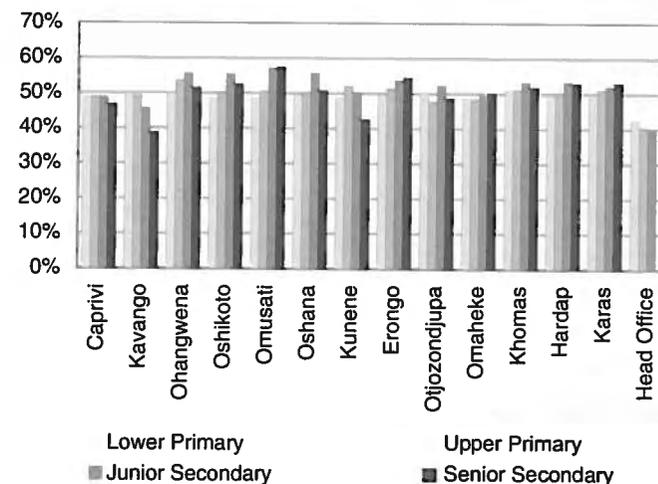
**Table 8 Percentage female learners in the different school phases in each region**

Region	Total	Primary			Secondary			Other
		Primary	Lower Primary	Upper Primary	Secondary	Junior Secondary	Senior Secondary	
<b>National</b>	<b>50.8%</b>	<b>50.0%</b>	<b>49.5%</b>	<b>50.7%</b>	<b>53.1%</b>	<b>53.6%</b>	<b>51.4%</b>	<b>42.7%</b>
<i>Education regions</i>								
Katima Mulilo	48.8%	48.9%	48.8%	49.1%	48.4%	48.9%	46.8%	22.2%
Rundu	48.7%	49.6%	49.8%	49.3%	44.6%	45.5%	38.8%	-
Ondangwa East	51.7%	50.7%	49.5%	52.4%	55.2%	55.6%	52.1%	32.5%
Ondangwa West	51.4%	49.6%	49.0%	50.4%	56.2%	56.7%	54.5%	48.2%
Khorixas	50.7%	50.2%	49.2%	51.8%	52.4%	52.5%	51.7%	40.2%
Windhoek	50.6%	50.1%	50.4%	49.6%	52.1%	52.4%	51.2%	40.4%
Keetmanshoop	50.6%	49.9%	49.4%	50.6%	52.9%	52.8%	53.0%	44.9%
Head Office	42.9%	41.6%	42.4%	40.5%	39.5%	39.5%	-	44.4%
<i>Administrative regions</i>								
Caprivi	48.8%	48.9%	48.8%	49.1%	48.4%	48.9%	46.8%	22.2%
Kavango	48.7%	49.6%	49.8%	49.3%	44.6%	45.5%	38.8%	-
Ohangwena	52.3%	51.5%	50.0%	53.7%	55.3%	55.7%	51.5%	-
Oshikoto	50.7%	49.3%	48.7%	50.2%	55.0%	55.5%	52.6%	32.5%
Omusati	51.5%	49.5%	48.7%	50.6%	57.3%	57.2%	57.4%	-
Oshana	51.2%	49.8%	49.5%	50.1%	54.7%	55.8%	50.8%	48.2%
Kunene	49.7%	49.9%	48.7%	52.2%	49.0%	50.2%	42.6%	42.9%
Erongo	51.4%	50.3%	49.6%	51.5%	54.0%	53.8%	54.5%	38.6%
Otjozondjupa	49.8%	49.3%	50.3%	47.7%	51.8%	52.4%	48.7%	42.9%
Omaheke	48.8%	48.6%	48.6%	48.6%	49.6%	49.5%	50.1%	41.8%
Khomas	51.5%	51.1%	51.0%	51.2%	52.8%	53.3%	51.8%	39.8%
Hardap	50.6%	49.7%	49.4%	50.1%	53.3%	53.3%	53.0%	39.1%
Karas	50.6%	50.1%	49.4%	51.2%	52.3%	52.1%	53.1%	51.2%
Head Office	42.9%	41.6%	42.4%	40.5%	39.5%	39.5%	-	44.4%

There was a good balance between total male and female enrolments, despite significant imbalances in some regions and in particular school phases. Only 42.9% of learners in the special schools resorting under Head Office were females. In the 13 administrative regions, the percentage female

enrolment in the lower primary phase ranged between 48.7% and 51.0%. Higher school phases had less balanced ratios and showed significant differences between the regions.

**Figure 9: Percentage female learners in the different school phases in each region**



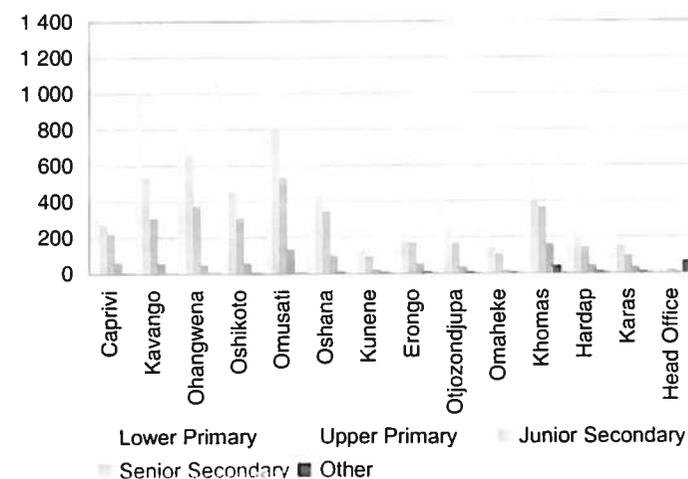
Imbalances in the higher phases can be caused by differences in intake, early school leaving and migration of learners between regions. According to statistics published for earlier years, intake patterns seemed not to have been a major contributing factor. Early school leaving in grades up to Grade 7 had been higher for male learners than for females in most years, calculated for Namibia as a whole, causing the higher percentages of females in the higher grades. This pattern changed in grades above Grade 7, especially in Grade 10, causing the drop between Junior Secondary and Senior Secondary in the percentage females. No data was available on the migration of learners. It is plausible that the high increase in the percentage females between Lower Primary and Junior Secondary in the Ohangwena, Oshikoto, Omusati and Oshana regions could to some extent have been caused by the migration of male learners to other regions.

The Kavango and Kunene regions had very low percentages of female learners in the senior secondary phase, 38.8% and 42.6% respectively.

**Table 9 Number of classgroups in the different school phases in each region**

Region	Primary				Secondary			Other
	Total	Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
<b>National</b>	<b>15 794</b>	<b>11 592</b>	<b>6 989</b>	<b>4 603</b>	<b>4 047</b>	<b>3 244</b>	<b>803</b>	<b>155</b>
<i>Education regions</i>								
Katima Mulilo	870	587	316	271	282	222	60	1
Rundu	1 913	1 551	1 017	534	362	307	55	-
Ondangwa East	3 458	2 672	1 564	1 108	784	680	104	2
Ondangwa West	4 114	2 996	1 775	1 220	1 111	879	232	7
Khorixas	1 187	843	523	320	331	261	70	13
Windhoek	2 919	2 018	1 236	782	850	638	212	51
Keetmanshoop	1 212	887	536	351	308	238	70	17
Head Office	121	38	22	16	19	19	-	64
<i>Administrative regions</i>								
Caprivi	870	587	316	271	282	222	60	1
Kavango	1 913	1 551	1 017	534	362	307	55	-
Ohangwena	2 037	1 616	962	654	421	374	47	-
Oshikoto	1 421	1 056	602	454	363	306	57	2
Omusati	2 625	1 958	1 165	793	667	534	133	-
Oshana	1 489	1 038	611	427	444	345	99	7
Kunene	493	378	242	136	110	91	19	5
Erongo	694	465	281	184	221	170	51	8
Otjozondjupa	861	651	401	250	202	166	36	8
Omaheke	474	348	211	137	121	105	16	5
Khomas	1 584	1 019	623	396	527	367	160	38
Hardap	681	489	287	202	183	143	40	9
Karas	531	398	249	149	125	95	30	8
Head Office	121	38	22	16	19	19	-	64

**Figure 10: Number of classgroups in the different school phases in each region**



The number of classgroups has been calculated counting each group as one, including multigrade groups. A multigrade group, which comprised learners from grades 4, 5 and 6, for example, was counted as 0.33 in the column Lower Primary and 0.67 in the column Upper Primary. Rounding errors may, thus, occur. This calculation method differs from the one used in reports up to 1998, where each grade in a multigrade group was counted as one. The total number reported for 1998 was 15 132 while, according to the calculation method used in Table 9 of this report, there were 14 586 classgroups.

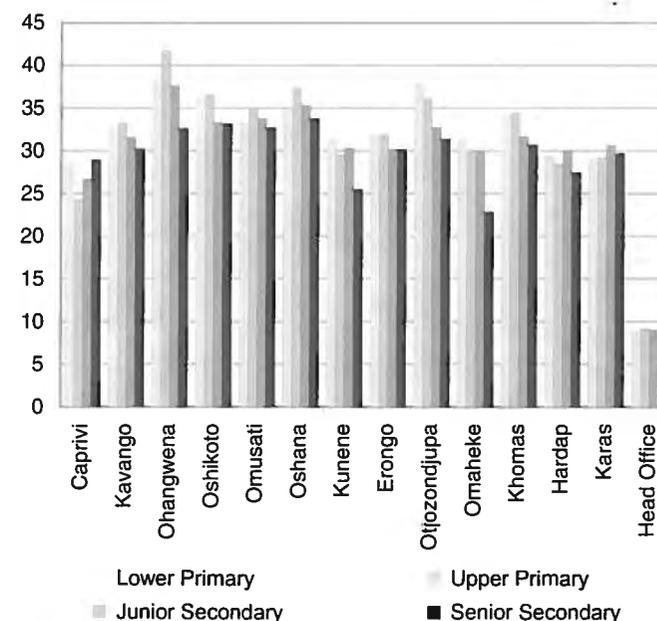
**Table 10 Average class sizes in the different school phases in each region**

Region	Total	Primary			Secondary			Other
		Primary	Lower Primary	Upper Primary	Secondary	Junior Secondary	Senior Secondary	
<b>National</b>	<b>33.5</b>	<b>34.2</b>	<b>33.9</b>	<b>34.5</b>	<b>32.3</b>	<b>32.6</b>	<b>31.0</b>	<b>13.7</b>
<i>Education regions</i>								
Katima Mulilo	26.8	26.6	28.5	24.3	27.2	26.7	28.9	9.0
Rundu	32.6	32.9	32.7	33.3	31.4	31.6	30.3	-
Ondangwa East	37.9	38.6	37.9	39.7	35.3	35.7	32.9	20.0
Ondangwa West	34.5	34.6	33.9	35.8	34.1	34.4	33.1	28.1
Khorixas	30.8	31.3	31.6	31.0	30.0	30.3	28.9	12.6
Windhoek	33.3	34.7	34.9	34.2	31.3	31.7	30.2	14.7
Keetmanshoop	29.1	29.1	29.3	28.8	29.9	30.3	28.4	14.9
Head Office	10.2	9.1	9.0	9.3	9.1	9.1	-	11.2
<i>Administrative regions</i>								
Caprivi	26.8	26.6	28.5	24.3	27.2	26.7	28.9	9.0
Kavango	32.6	32.9	32.7	33.3	31.4	31.6	30.3	-
Ohangwena	39.4	40.0	38.8	41.8	37.1	37.7	32.6	-
Oshikoto	35.7	36.5	36.4	36.6	33.3	33.3	33.2	20.0
Omusati	33.9	34.0	33.3	34.9	33.6	33.8	32.7	-
Oshana	35.6	35.9	34.9	37.4	35.0	35.3	33.8	28.1
Kunene	30.3	30.7	31.4	29.6	29.5	30.4	25.5	12.6
Erongo	31.1	31.8	31.7	32.0	30.2	30.2	30.2	12.6
Otjozondjupa	35.9	37.2	37.9	36.2	32.5	32.7	31.4	12.3
Omaheke	30.1	30.7	31.3	29.9	29.0	29.9	22.8	11.0
Khomas	32.9	34.3	34.2	34.5	31.4	31.7	30.7	15.7
Hardap	29.0	29.1	29.4	28.5	29.4	30.0	27.5	14.8
Karas	29.3	29.2	29.1	29.3	30.5	30.7	29.7	15.1
Head Office	10.2	9.1	9.0	9.3	9.1	9.1	-	11.2

The calculation of Table 10 was based on the approach described next to Table 9 on page 29. Class sizes in this table are, thus, not comparable to similar statistics reported up to 1998. The national average class size reported in 1998 was 32.9, compared to 34.1 using the revised method. In regions

with significant numbers of multigrade classes, the difference was larger. It should also be noted that rounded figures were reported in Table 9, while the average class sizes reported in Table 10 were calculated using numbers of classgroups which were not rounded.

**Figure 11: Average class sizes in the different school phases in each region**



Significant disparities in the primary and junior secondary class sizes still occurred between the regions, but to a lesser degree than in earlier years. Decreasing upper primary enrolments in the Caprivi resulted in decreasing average upper primary class sizes in the region. This trend was expected to be reversed in later years as a result of higher learner intake and strict policy implementation. Kunene and Omaheke had the lowest senior secondary enrolment, 486 and 365 respectively (see Table 7 on page 27.) The relatively low average senior secondary class sizes in these regions should be seen against this background.

Average class sizes in the different school phases differed less among regions than in previous years, with the exception of the above-mentioned small regions.

**Table 11 Male and female enrolments in grades 1 through 12**

Region		Lower Primary				Upper Primary			Junior Secondary			Senior Secondary		
		Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	Total	526 829	66 736	59 098	56 799	54 641	60 527	51 448	47 003	44 216	36 133	25 294	13 274	11 660
	Females	267 569	32 795	29 160	28 260	27 288	29 619	26 510	24 541	23 832	19 529	13 219	6 971	5 845
	Males	259 260	33 941	29 938	28 539	27 353	30 908	24 938	22 462	20 384	16 604	12 075	6 303	5 815
<i>Education regions</i>														
Katima Mulilo	Total	23 268	2 935	2 288	2 036	1 759	2 402	2 147	2 034	2 054	2 018	1 860	886	849
	Females	11 347	1 461	1 088	1 002	853	1 180	1 056	993	1 070	973	859	444	368
	Males	11 921	1 474	1 200	1 034	906	1 222	1 091	1 041	984	1 045	1 001	442	481
Rundu	Total	62 441	10 663	7 964	7 333	7 325	7 360	5 458	4 969	4 052	3 516	2 137	909	755
	Females	30 415	5 338	3 898	3 709	3 628	3 652	2 734	2 391	1 890	1 625	905	363	282
	Males	32 026	5 325	4 066	3 624	3 697	3 708	2 724	2 578	2 162	1 891	1 232	546	473
Ondangwa East	Total	130 937	15 990	14 769	14 387	14 116	16 338	14 713	12 923	10 982	8 045	5 252	1 803	1 619
	Females	67 653	7 882	7 305	7 077	7 073	7 994	7 899	7 137	6 218	4 482	2 803	981	802
	Males	63 284	8 108	7 464	7 310	7 043	8 344	6 814	5 786	4 764	3 563	2 449	822	817
Ondangwa West	Total	141 745	16 016	14 901	14 810	14 427	16 264	14 027	13 366	12 829	10 364	7 053	4 205	3 483
	Females	72 835	7 734	7 234	7 329	7 188	7 732	7 174	7 116	7 177	5 990	3 968	2 331	1 862
	Males	68 910	8 282	7 667	7 481	7 239	8 532	6 853	6 250	5 652	4 374	3 085	1 874	1 621
Khorixas	Total	36 344	4 844	4 096	3 965	3 595	3 948	3 168	2 796	3 182	2 815	1 907	1 065	963
	Females	18 448	2 334	1 983	1 998	1 801	2 017	1 679	1 435	1 670	1 492	991	537	511
	Males	17 896	2 510	2 113	1 967	1 794	1 931	1 489	1 361	1 512	1 323	916	528	452
Windhoek	Total	96 554	11 970	11 017	10 514	9 660	10 233	8 731	7 824	8 028	6 882	5 287	3 340	3 068
	Females	48 915	5 919	5 625	5 333	4 872	5 082	4 311	3 902	4 189	3 644	2 758	1 739	1 541
	Males	47 639	6 051	5 392	5 181	4 788	5 151	4 420	3 922	3 839	3 238	2 529	1 601	1 527
Keetmanshoop	Total	35 022	4 279	4 018	3 702	3 697	3 925	3 150	3 054	3 019	2 437	1 752	1 066	923
	Females	17 744	2 114	2 009	1 788	1 844	1 938	1 632	1 556	1 593	1 300	915	576	479
	Males	17 278	2 165	2 009	1 914	1 853	1 987	1 518	1 498	1 426	1 137	837	490	444
Head Office	Total	518	39	45	52	62	57	54	37	70	56	46	-	-
	Females	212	13	18	24	29	24	25	11	25	23	20	-	-
	Males	306	26	27	28	33	33	29	26	45	33	26	-	-
<i>Administrative regions</i>														
Caprivi	Total	23 268	2 935	2 288	2 036	1 759	2 402	2 147	2 034	2 054	2 018	1 860	886	849
	Females	11 347	1 461	1 088	1 002	853	1 180	1 056	993	1 070	973	859	444	368
	Males	11 921	1 474	1 200	1 034	906	1 222	1 091	1 041	984	1 045	1 001	442	481
Kavango	Total	62 441	10 663	7 964	7 333	7 325	7 360	5 458	4 969	4 052	3 516	2 137	909	755
	Females	30 415	5 338	3 898	3 709	3 628	3 652	2 734	2 391	1 890	1 625	905	363	282
	Males	32 026	5 325	4 066	3 624	3 697	3 708	2 724	2 578	2 162	1 891	1 232	546	473

The enrolments of female and male learners in grades 1 through 12 have been recorded in Table 11 for the benefit of readers requiring the actual numbers. Related indicators, the percentage female

learners and average class size, have been reported for the school phases in Tables 8 and 10. Total enrolments per phase have been tabulated in Table 7.

Table 11 continued

Region		Lower Primary				Upper Primary			Junior Secondary			Senior Secondary		
		Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Ohangwena	Total	80 302	10 216	9 263	9 005	8 849	10 249	9 079	8 027	6 394	4 695	2 993	794	738
	Females	41 980	5 064	4 626	4 480	4 489	5 153	5 043	4 491	3 662	2 605	1 578	420	369
	Males	38 322	5 152	4 637	4 525	4 360	5 096	4 036	3 536	2 732	2 090	1 415	374	369
Oshikoto	Total	50 635	5 774	5 506	5 382	5 267	6 089	5 634	4 896	4 588	3 350	2 259	1 009	881
	Females	25 673	2 818	2 679	2 597	2 584	2 841	2 856	2 646	2 556	1 877	1 225	561	433
	Males	24 962	2 956	2 827	2 785	2 683	3 248	2 778	2 250	2 032	1 473	1 034	448	448
Omusati	Total	88 901	10 764	9 693	9 398	8 983	10 376	8 918	8 372	7 736	6 166	4 149	2 354	1 992
	Females	45 760	5 171	4 684	4 663	4 409	4 918	4 589	4 500	4 385	3 602	2 343	1 368	1 128
	Males	43 141	5 593	5 009	4 735	4 574	5 458	4 329	3 872	3 351	2 564	1 806	986	864
Oshana	Total	52 844	5 252	5 208	5 412	5 444	5 888	5 109	4 994	5 093	4 198	2 904	1 851	1 491
	Females	27 075	2 563	2 550	2 666	2 779	2 814	2 585	2 616	2 792	2 388	1 625	963	734
	Males	25 769	2 689	2 658	2 746	2 665	3 074	2 524	2 378	2 301	1 810	1 279	888	757
Kunene	Total	14 871	2 517	1 886	1 727	1 454	1 674	1 278	1 087	1 134	1 054	576	255	229
	Females	7 395	1 198	913	869	715	857	688	562	593	529	265	115	91
	Males	7 476	1 319	973	858	739	817	590	525	541	525	311	140	138
Erongo	Total	21 473	2 327	2 210	2 238	2 141	2 274	1 890	1 709	2 048	1 761	1 331	810	734
	Females	11 053	1 136	1 070	1 129	1 086	1 160	991	873	1 077	963	726	422	420
	Males	10 420	1 191	1 140	1 109	1 055	1 114	899	836	971	798	605	388	314
Otjozondjupa	Total	30 813	4 616	4 034	3 326	3 251	3 391	2 968	2 663	2 344	1 862	1 228	556	574
	Females	15 357	2 317	2 035	1 689	1 613	1 642	1 402	1 262	1 239	1 005	603	278	272
	Males	15 456	2 299	1 999	1 637	1 638	1 749	1 566	1 401	1 105	857	625	278	302
Omaheke	Total	14 201	1 832	1 619	1 655	1 485	1 575	1 318	1 214	1 416	984	738	187	178
	Females	6 937	861	810	816	719	761	633	601	680	494	379	91	92
	Males	7 264	971	809	839	766	814	685	613	736	490	359	96	86
Khomas	Total	51 540	5 522	5 364	5 533	4 924	5 267	4 445	3 947	4 268	4 036	3 321	2 597	2 316
	Females	26 621	2 741	2 780	2 828	2 540	2 679	2 276	2 039	2 270	2 145	1 776	1 370	1 177
	Males	24 919	2 781	2 584	2 705	2 384	2 588	2 169	1 908	1 998	1 891	1 545	1 227	1 139
Hardap	Total	19 598	2 278	2 135	2 014	2 018	2 182	1 824	1 759	1 842	1 428	1 020	564	534
	Females	9 934	1 125	1 055	982	1 011	1 055	934	902	986	764	538	312	270
	Males	9 664	1 153	1 080	1 032	1 007	1 127	890	857	856	664	482	252	264
Karas	Total	15 424	2 001	1 883	1 688	1 679	1 743	1 326	1 295	1 177	1 009	732	502	389
	Females	7 810	989	954	806	833	883	698	654	607	536	377	264	209
	Males	7 614	1 012	929	882	846	860	628	641	570	473	355	238	180
Head Office	Total	518	39	45	52	62	57	54	37	70	56	46	-	-
	Females	212	13	18	24	29	24	25	11	25	23	20	-	-
	Males	306	26	27	28	33	33	29	26	45	33	26	-	-

**Table 12 Enrolments and classgroups in 'other' grades**

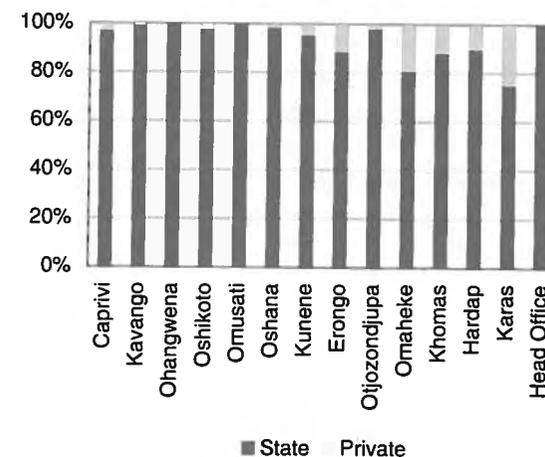
Region		Pre-primary			Vocational			Special grades						Mentally challen.		
		Total	Pre-primary	Bridging year	Grade 13	Elem. Vocat.	Interm. Vocat.	Adv. Vocat.	Special Cl.	Spec. Gd 6	Spec. Gd 7	Spec. Gd 8	Spec. Gd 9		Spec. Gd 10	Spec. Gd 11
National	Enrolment	2 129	483	189	37	34	18	12	727	90	111	96	96	68	17	151
	Female enrolment	910	243	86	16	34	18	6	265	33	40	40	32	37	-	60
	Male enrolment	1 219	240	103	21	-	-	6	462	57	71	56	64	31	17	91
	% female	42.7%	50.3%	45.5%	43.2%	100.0%	100.0%	50.0%	36.5%	36.7%	36.0%	41.7%	33.3%	54.4%	0.0%	39.7%
	Classgroups	155	25	11	3	3	3	2	54	7	8	7	8	6	2	16
	Average class size	13.7	19.3	17.2	12.3	11.3	6.0	6.0	13.5	12.9	13.9	13.7	12.0	11.3	8.5	9.4
																9
All Regions	Enrolment	1 412	459	168	37	-	-	12	727	-	-	-	-	-	-	2
	Female enrolment	592	228	75	16	-	-	6	265	-	-	-	-	-	-	7
	Male enrolment	820	231	93	21	-	-	6	462	-	-	-	-	-	-	22.2%
	% female	41.9%	49.7%	44.6%	43.2%	-	-	50.0%	36.5%	-	-	-	-	-	-	1
	Classgroups	91	22	9	3	-	-	2	54	-	-	-	-	-	-	9.0
	Average class size	15.5	20.9	18.7	12.3	-	-	6.0	13.5	-	-	-	-	-	-	-
Head Office	Enrolment	717	24	21	-	34	18	-	-	90	111	96	96	68	17	142
	Female enrolment	318	15	11	-	34	18	-	-	33	40	40	32	37	-	58
	Male enrolment	399	9	10	-	-	-	-	-	57	71	56	64	31	17	84
	% female	44.4%	62.5%	52.4%	-	100.0%	100.0%	-	-	36.7%	36.0%	41.7%	33.3%	54.4%	0.0%	40.8%
	Classgroups	64	3	2	-	3	3	-	-	7	8	7	8	6	2	15
	Average class size	11.2	8.0	10.5	-	11.3	6.0	-	-	12.9	13.9	13.7	12.0	11.3	8.5	9.5

Table 12 shows the data aggregated under the heading 'Other' in Tables 7 through 10 by grade. As in all ordinary regions the numbers involved were small in comparison to the total enrolments, all ordinary regions have been grouped together in this table.

**Table 13 Enrolment in state and private schools**

Region	Control of school	Total	Primary			Secondary			Other
			Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
<b>National</b>	<b>Total</b>	<b>528 958</b>	<b>396 252</b>	<b>237 274</b>	<b>158 978</b>	<b>130 577</b>	<b>105 643</b>	<b>24 934</b>	<b>2 129</b>
	<b>State</b>	<b>506 154</b>	<b>379 590</b>	<b>227 131</b>	<b>152 459</b>	<b>125 114</b>	<b>101 778</b>	<b>23 336</b>	<b>1 450</b>
	<b>Private</b>	<b>22 804</b>	<b>16 662</b>	<b>10 143</b>	<b>6 519</b>	<b>5 463</b>	<b>3 865</b>	<b>1 598</b>	<b>679</b>
<i>Education regions</i>									
Katima Mulilo	Total	23 277	15 601	9 018	6 583	7 667	5 932	1 735	9
	State	22 514	15 247	8 786	6 461	7 258	5 646	1 612	9
	Private	763	354	232	122	409	286	123	-
Rundu	Total	62 441	51 072	33 285	17 787	11 369	9 705	1 664	-
	State	61 969	51 072	33 285	17 787	10 897	9 369	1 528	-
	Private	472	-	-	-	472	336	136	-
Ondangwa East	Total	130 977	103 236	59 262	43 974	27 701	24 279	3 422	40
	State	129 548	102 388	58 748	43 640	27 142	23 955	3 187	18
	Private	1 429	848	514	334	559	324	235	22
Ondangwa West	Total	141 942	103 811	60 154	43 657	37 934	30 246	7 688	197
	State	140 815	102 799	59 346	43 453	37 909	30 221	7 688	107
	Private	1 127	1 012	808	204	25	25	-	90
Khorixas	Total	36 508	26 412	16 500	9 912	9 932	7 904	2 028	164
	State	33 244	24 137	15 087	9 050	8 993	7 262	1 731	114
	Private	3 264	2 275	1 413	862	939	642	297	50
Windhoek	Total	97 302	69 949	43 161	26 788	26 605	20 197	6 408	748
	State	87 554	62 920	38 933	23 987	24 269	18 559	5 710	365
	Private	9 748	7 029	4 228	2 801	2 336	1 638	698	383
Keetmanshoop	Total	35 276	25 825	15 696	10 129	9 197	7 208	1 989	254
	State	29 275	20 681	12 748	7 933	8 474	6 594	1 880	120
	Private	6 001	5 144	2 948	2 196	723	614	109	134
Head Office	Total	1 235	346	198	148	172	172	-	717
	State	1 235	346	198	148	172	172	-	717
	Private	-	-	-	-	-	-	-	-
<i>Administrative regions</i>									
Caprivi	Total	23 277	15 601	9 018	6 583	7 667	5 932	1 735	9
	State	22 514	15 247	8 786	6 461	7 258	5 646	1 612	9
	Private	763	354	232	122	409	286	123	-
Kavango	Total	62 441	51 072	33 285	17 787	11 369	9 705	1 664	-
	State	61 969	51 072	33 285	17 787	10 897	9 369	1 528	-
	Private	472	-	-	-	472	336	136	-

**Figure 12: Percentage of all learners in state and private schools in each region**

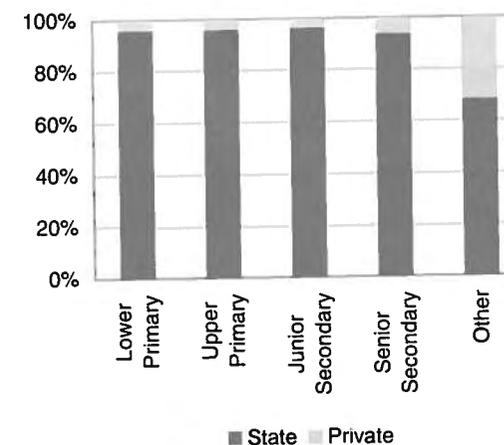


Only 4.3 percent of all learners were in private schools. More than 10 percent of the learners in Erongo, Omaheke, Khomas, Hardap and Karas attended private schools, with Karas having the highest percentage, 25.3%.

**Table 13 continued**

Region		Total	Primary			Secondary			Other
			Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	
Ohangwena	Total	80 302	64 688	37 333	27 355	15 614	14 082	1 532	-
	State	80 165	64 688	37 333	27 355	15 477	13 999	1 478	-
	Private	137	-	-	-	137	83	54	-
Oshikoto	Total	50 675	38 548	21 929	16 619	12 087	10 197	1 890	40
	State	49 383	37 700	21 415	16 285	11 665	9 956	1 709	18
	Private	1 292	848	514	334	422	241	181	22
Omusati	Total	88 901	66 504	38 838	27 666	22 397	18 051	4 346	-
	State	88 727	66 330	38 698	27 632	22 397	18 051	4 346	-
	Private	174	174	140	34	-	-	-	-
Oshana	Total	53 041	37 307	21 316	15 991	15 537	12 195	3 342	197
	State	52 088	36 469	20 648	15 821	15 512	12 170	3 342	107
	Private	953	838	668	170	25	25	-	90
Kunene	Total	14 934	11 623	7 584	4 039	3 248	2 764	484	63
	State	14 187	10 924	7 152	3 772	3 200	2 730	470	63
	Private	747	699	432	267	48	34	14	-
Erongo	Total	21 574	14 789	8 916	5 873	6 684	5 140	1 544	101
	State	19 057	13 213	7 935	5 278	5 793	4 532	1 261	51
	Private	2 517	1 576	981	595	891	608	283	50
Otjozondjupa	Total	30 911	24 249	15 227	9 022	6 564	5 434	1 130	98
	State	30 218	23 571	14 775	8 796	6 559	5 429	1 130	88
	Private	693	678	452	226	5	5	-	10
Omaheke	Total	14 256	10 698	6 591	4 107	3 503	3 138	365	55
	State	11 476	8 501	5 220	3 281	2 961	2 681	280	14
	Private	2 780	2 197	1 371	826	542	457	85	41
Khomas	Total	52 135	35 002	21 343	13 659	16 538	11 625	4 913	595
	State	45 860	30 848	18 938	11 910	14 749	10 449	4 300	263
	Private	6 275	4 154	2 405	1 749	1 789	1 176	613	332
Hardap	Total	19 731	14 210	8 445	5 765	5 388	4 290	1 098	133
	State	17 656	12 451	7 500	4 951	5 099	4 072	1 027	106
	Private	2 075	1 759	945	814	289	218	71	27
Karas	Total	15 545	11 615	7 251	4 364	3 809	2 918	891	121
	State	11 619	8 230	5 248	2 982	3 375	2 522	853	14
	Private	3 926	3 385	2 003	1 382	434	396	38	107
Head Office	Total	1 235	346	198	148	172	172	-	717
	State	1 235	346	198	148	172	172	-	717
	Private	-	-	-	-	-	-	-	-

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



The highest percentage of learners in private schools, 32%, was recorded in the grades other than grades 1 to 12. This was mainly due to the pre-primary learners, where 75% of the learners attended private schools. Pre-primary grades were only offered in private and special schools. In special classes, 17% of the learners were in private schools.

**Table 14 Enrolment in primary and junior secondary subjects**

Subject	Lower Primary				Upper Primary				
	Lower Primary	Grade 1	Grade 2	Grade 3	Grade 4	Upper Primary	Grade 5	Grade 6	Grade 7
Afrikaans 1st lang.	893	-	-	-	893	9 346	3 369	2 962	3 015
Afrikaans 2nd lang.	2 517	-	-	-	2 517	23 228	8 976	7 643	6 609
Arts (non-pr.)	2 702	-	-	-	2 702	2 713	1 246	866	601
Basic Information Sc	2 711	-	-	-	2 711	3 961	1 771	1 088	1 102
Basic Techniques	-	-	-	-	-	112	-	22	90
Biology	-	-	-	-	-	187	73	46	68
Computer Literacy	166	-	-	-	166	178	25	24	129
Computer Practice	-	-	-	-	-	24	-	-	24
Craft & Technology	3 294	-	-	-	3 294	28 392	11 065	9 331	7 996
Elementary Agricult.	58	-	-	-	58	76 951	28 106	24 904	23 941
English 1st Language	1 430	-	-	-	1 430	9 065	4 024	2 788	2 253
English 2nd Language	5 759	-	-	-	5 759	146 779	54 720	47 841	44 218
French	-	-	-	-	-	113	-	32	81
General Science	40	-	-	-	40	643	134	233	276
Geography	2	-	-	-	2	275	119	34	122
German 1st Language	38	-	-	-	38	593	232	217	144
German Foreign Lang.	-	-	-	-	-	555	224	141	190
Grade 1 class	66 734	66 734	-	-	-	-	-	-	-
Grade 2 class	59 098	-	59 098	-	-	-	-	-	-
Grade 3 class	56 798	-	-	56 798	-	-	-	-	-
Grade 4 class	47 360	-	-	-	47 360	-	-	-	-
Grade 5 class	-	-	-	-	-	1 676	1 676	-	-
Grade 6 class	-	-	-	-	-	582	-	582	-
Grade 7 class	-	-	-	-	-	265	-	-	265
Handwriting	1 782	-	-	-	1 782	-	-	-	-
History	2	-	-	-	2	375	43	166	166
Home Ecology	-	-	-	-	-	36 383	13 957	11 756	10 670
Khoekhoegowab	331	-	-	-	331	5 975	2 524	1 795	1 656
Literature (English)	-	-	-	-	-	14	3	4	7
Mathematics	7 222	-	-	-	7 222	155 206	58 240	50 450	46 516
Natural Sc. & Health	7 180	-	-	-	7 180	154 787	58 338	50 314	46 135
Needlework (Basic T)	-	-	-	-	-	20	-	-	20
Oshikwanyama	834	-	-	-	834	32 924	12 111	10 954	9 859
Oshindonga	1 157	-	-	-	1 157	51 620	18 895	16 912	15 813

Subject	Junior Secondary			
	Junior Second.	Grade 8	Grade 9	Grade 10
Accounting	31 540	12 828	10 849	7 863
Afrikaans 1st lang.	8 341	3 222	3 229	1 890
Afrikaans 2nd lang.	17 035	6 478	5 605	4 952
Agriculture	62 196	26 618	21 047	14 531
Art of Entertainment	98	22	-	76
Biology	339	60	110	169
Bricklaying & Plast.	258	57	128	73
Business Economics	12	-	12	-
Business Management	92 504	39 242	31 562	21 700
Business Studies	31	-	12	19
Catering	30	10	11	9
Comb.Sc./Co-ord.Sc.	80	-	35	45
Computer Practice	3 322	1 342	1 107	873
Drama	23	-	16	7
Economics	42	-	-	42
Electricity	240	70	93	77
Electronics	19	-	19	-
Engineering Maths	4	-	-	4
Engineering Science	8	-	-	8
English 1st Language	4 685	1 955	1 630	1 100
English 2nd Language	100 804	42 192	34 513	24 099
Fitting and Turning	42	8	27	7
French	1 524	559	524	441
General Science	218	109	75	34
Geography	104 920	44 087	35 867	24 966
German 1st Language	551	181	222	148
German Foreign Lang.	2 787	1 129	948	710
History	104 952	44 066	35 957	24 929
Home Economics	3 743	1 418	1 289	1 036
Hotel Management	6	-	-	6
Integr. Perform. Art	40	25	15	-
Keyboard & Word Proc	265	190	69	6
Khoekhoegowab	2 245	1 179	713	353
Life Science	104 052	43 588	35 503	24 961

**Table 14 continued**

Subject	Lower Primary				Upper Primary				
	Lower Primary	Grade 1	Grade 2	Grade 3	Grade 4	Upper Primary	Grade 5	Grade 6	Grade 7
Otjherero	259	-	-	-	259	7 496	2 833	2 383	2 280
Phys Ed & Health Aw	2 695	-	-	-	2 695	2 840	1 434	701	705
Portuguese	-	-	-	-	-	1 044	388	401	255
Religious Education	2 537	-	-	-	2 537	3 725	1 750	963	1 012
Remedial Teaching	-	-	-	-	-	28	-	28	-
Rukwangali	734	-	-	-	734	10 174	3 958	3 275	2 941
Rumanyo	-	-	-	-	-	4 703	1 887	1 440	1 376
Setswana	-	-	-	-	-	416	181	118	117
Sign Language	-	-	-	-	-	19	10	9	-
Silozi	63	-	-	-	63	6 426	2 337	2 067	2 022
Social Studies	7 206	-	-	-	7 206	155 135	58 405	50 472	46 258
Technical Drawing	-	-	-	-	-	50	-	27	23
Thimbukushu	-	-	-	-	-	2 042	1 001	596	445
Woodwork	-	-	-	-	-	17	-	-	17

Subject	Junior Secondary			
	Junior Second.	Grade 8	Grade 9	Grade 10
Mathematics	105 218	44 104	36 048	25 066
Metalwork	352	80	108	164
Motor Mechanics	303	90	144	69
Motor Trade Theory	4	-	-	4
Music (promotion s.)	4	-	4	-
Needlework, Clothing	2 678	1 028	966	684
Oshikwanyama	18 432	8 211	6 171	4 050
Oshindonga	35 060	15 204	11 817	8 039
Otjherero	5 427	2 420	1 780	1 227
Physical Science	103 746	43 366	35 614	24 766
Portuguese	62	16	34	12
Religious & Moral Ed	259	104	97	58
Rukwangali	5 587	2 315	2 161	1 111
Rumanyo	2 706	1 215	896	595
School Art	108	25	50	33
Setswana	198	79	87	32
Silozi	5 815	2 040	1 939	1 836
Social Studies	11	3	8	-
Technical Drawing	1 676	609	625	442
Technical Th. & Pr.	139	126	-	13
Thimbukushu	935	364	302	269
Tourism	27	12	10	5
Typing & Office Org.	5 461	2 182	1 803	1 476
Welding & Metalwork.	126	67	43	16
Woodwork	1 767	663	651	453

Enrolments in the different subjects have been tabulated for primary and junior secondary grades in Table 14 and for senior secondary grades in Table 15. Some aspects of these data should be noted:

- Some incorrect reporting was expected, for example due to omission of a subject in respect of a class, or by an incorrect subject code having been used. Minor inconsistencies in the data are, thus, possible.

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

Class teaching was used in grades 1 to 3, and had already been implemented in most of the Grade 4 classes. In higher grades, subject teaching was the rule, although in exceptional cases, class teaching was used up to Grade 7.

Enrolments in the different subjects taught in the senior secondary phase have been reported in Table 15. A distinction was made between the levels at which the subjects were taken, Higher International Certificate of Secondary Education (HIGCSE) or International Certificate of Secondary Education (IGCSE). Where the distinction between HIGCSE and IGCSE had not been reported, the enrolments were listed under 'other'. In exceptional cases a subject may in fact not have been offered as HIGCSE or IGCSE subject.

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

Some incorrect reporting was expected, for example due to omission of a subject in respect of a class, or by an incorrect subject code having been used. Minor inconsistencies in the data are, thus, possible

**Table 15 Enrolments in senior secondary subjects**

Subject	Level	Senior Secondary	Grade 11	Grade 12
Accounting	HIGCSE	652	358	294
	IGCSE	3 770	1 849	1 921
	Other	549	320	229
Afrikaans 1st lang.	HIGCSE	1 107	624	483
	IGCSE	855	388	467
	Other	342	224	118
Afrikaans 2nd lang.	HIGCSE	120	47	73
	IGCSE	3 703	1 952	1 751
	Other	452	217	235
Agricultural Science	HIGCSE	36	-	36
	IGCSE	5 054	2 720	2 334
	Other	1 378	760	618
Art and Design	HIGCSE	91	57	34
	IGCSE	79	22	57
	Other	22	21	1
Basic Information Sc	Other	1	-	1
Biology	HIGCSE	1 588	924	664
	IGCSE	12 549	6 538	6 011
	Other	2 755	1 489	1 266
Bricklaying & Plast.	IGCSE	11	8	3
Business Economics	HIGCSE	5	1	4
	IGCSE	27	22	5
	Other	34	27	7
Business Management	HIGCSE	9	9	-
	IGCSE	195	153	42
	Other	87	21	66
Business Studies	HIGCSE	14	14	-
	IGCSE	6 002	3 038	2 964
	Other	1 223	734	489
Catering	Other	19	13	6
Chemistry	IGCSE	8	-	8
	Other	15	8	7
Child Development	IGCSE	195	101	94
	Other	162	80	82

Subject	Level	Senior Secondary	Grade 11	Grade 12
Computer Study	HIGCSE	154	111	43
	IGCSE	320	143	177
	Other	62	25	37
Design & Technology	HIGCSE	72	46	26
	IGCSE	97	75	22
	Other	1	1	-
Development Studies	HIGCSE	37	3	34
	IGCSE	6 042	3 193	2 849
	Other	1 632	888	744
Economics	HIGCSE	307	180	127
	IGCSE	3 027	1 482	1 545
	Other	444	256	188
Electricity	IGCSE	60	39	21
Electronics	IGCSE	24	13	11
	Other	9	2	7
Engineering Science	IGCSE	5	3	2
English 1st Language	HIGCSE	340	182	158
	IGCSE	664	487	177
	Other	277	101	176
English 2nd Language	HIGCSE	2 254	1 382	872
	IGCSE	17 783	9 039	8 744
	Other	3 427	2 003	1 424
Fashion & Fabrics	HIGCSE	13	-	13
	IGCSE	257	126	131
	Other	37	21	16
Fitting and Turning	IGCSE	22	17	5
French	HIGCSE	51	32	19
	IGCSE	343	157	186
	Other	79	29	50
Geography	HIGCSE	526	308	218
	IGCSE	7 673	4 043	3 630
	Other	1 855	1 073	782
German 1st Language	HIGCSE	186	119	67
	IGCSE	75	38	37
	Other	14	-	14

Table 15 continued

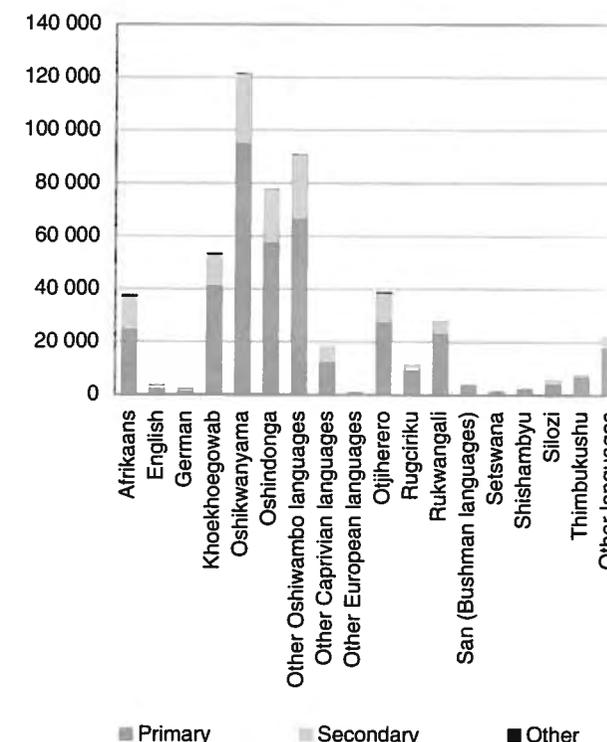
Subject	Level	Senior Secondary	Grade 11	Grade 12
German Foreign Lang.	HIGCSE	183	104	79
	IGCSE	378	189	189
	Other	69	46	23
History	HIGCSE	312	219	93
	IGCSE	5 576	2 824	2 752
	Other	1 411	785	626
Home Economics	IGCSE	324	173	151
	Other	76	35	41
Hotel Management	Other	13	9	4
Khoekhoegowab	IGCSE	41	17	24
	Other	15	12	3
Life Skills (non-pr)	IGCSE	16	16	-
	Other	66	65	1
Literature (English)	HIGCSE	4	-	4
Mathematics	HIGCSE	1 135	655	480
	IGCSE	12 074	6 503	5 571
	Other	1 456	825	631
Metalwork	IGCSE	35	24	11
Motor Mechanics	HIGCSE	2	-	2
	IGCSE	64	37	27
	Other	8	-	8
Nat Economy(Ecology)	HIGCSE	71	38	33
	IGCSE	6 333	3 224	3 109
	Other	1 759	978	781
Needlework, Clothing	IGCSE	8	8	-
Office Practice	Other	13	13	-
Oshikwanyama	HIGCSE	217	190	27
	IGCSE	2 552	1 304	1 248
	Other	289	170	119
Oshindonga	HIGCSE	430	291	139
	IGCSE	5 967	3 158	2 809
	Other	1 017	654	363
Otjiherero	IGCSE	207	105	102
	Other	265	125	140

Subject	Level	Senior Secondary	Grade 11	Grade 12
Physical Science	HIGCSE	1 150	644	506
	IGCSE	9 129	5 061	4 068
	Other	1 082	612	470
Physics	Other	12	7	5
Portuguese	IGCSE	1	1	-
Religious Studies	IGCSE	506	152	354
	Other	9	7	2
Rukwangali	HIGCSE	231	58	173
	IGCSE	392	279	113
	Other	70	34	36
Rumanyo	IGCSE	239	126	113
Silozi	HIGCSE	22	-	22
	IGCSE	1 133	571	562
	Other	399	211	188
Swahili	IGCSE	1	1	-
Technical Drawing	HIGCSE	13	9	4
	IGCSE	184	119	65
	Other	17	4	13
Technical Th. & Pr.	HIGCSE	10	-	10
	IGCSE	25	-	25
Thimbukushu	IGCSE	108	28	80
	Other	38	38	-
Typing & Office Org.	IGCSE	603	290	313
	Other	112	59	53
Welding & Metalwork.	IGCSE	25	9	16
Woodwork	HIGCSE	2	2	-
	IGCSE	145	81	64
	Other	2	-	2

**Table 16 Home languages of learners**

Region	Primary			Secondary			Other	
	Total	Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary		Senior Secondary
<b>National</b>	<b>528 958</b>	<b>396 252</b>	<b>237 274</b>	<b>158 978</b>	<b>130 577</b>	<b>105 643</b>	<b>24 934</b>	<b>2 129</b>
Afrikaans	37 588	24 664	14 444	10 220	12 184	8 689	3 495	740
English	3 487	2 221	1 203	1 018	1 122	752	370	144
German	2 318	1 383	801	582	885	563	322	50
Khoekhoegowab	53 342	41 105	25 237	15 868	11 913	9 998	1 915	324
Oshikwanyama	121 473	95 004	54 781	40 223	26 291	22 053	4 238	178
Oshindonga	77 807	57 500	32 957	24 543	20 199	16 217	3 982	108
Other Oshiwambo languages	90 841	66 491	39 168	27 323	24 230	19 823	4 407	120
Other Caprivian languages	18 490	12 358	6 995	5 363	6 129	4 651	1 478	3
Other European languages	1 082	401	172	229	643	408	235	38
Otjiherero	38 770	27 313	16 612	10 701	11 142	9 102	2 040	315
Rugcirikuru	11 341	9 222	5 932	3 290	2 118	1 834	284	1
Rukwangali	28 171	23 106	15 188	7 918	5 062	4 301	761	3
San (Bushman languages)	3 930	3 667	2 818	849	237	225	12	26
Setswana	1 612	1 110	668	442	484	377	107	18
Shishambyu	2 805	2 203	1 378	825	602	512	90	-
Silozi	5 983	4 055	2 521	1 534	1 918	1 533	385	10
Thimbukushu	7 951	6 676	4 266	2 410	1 275	1 094	181	-
Other languages	21 967	17 773	12 133	5 640	4 143	3 511	632	51

**Figure 14: Enrolment of learners for different home languages**



Statistics on home languages of learners and media of instruction have been presented in tables 16 through 18: The enrolments per home language have been reported in Table 16, and the enrolments per medium instruction in grades 1 through 3 in Table 17. Table 18 contains the numbers of learners of different home language instructed in various media of instruction.

Home language statistics were collected grouping the languages in a way consistent with the media of instruction used in Namibian schools.

Oshikwanyama speakers accounted for 23% of all learners in Namibia, and Oshindonga speakers for 15%. There were 290 121 Oshiwambo speaking learners in total, that is 55% of the school population. Other home languages with enrolments exceeding 20 000 were Khoekhoegowab (10% of the total), Otjiherero (7%), Afrikaans (7%) and Rukwangali (5%). The remaining home languages together represented 16% of the total number of learners.

**Table 17 Medium of instruction in Grades 1 – 3: Schools, numbers of learners and classgroups**

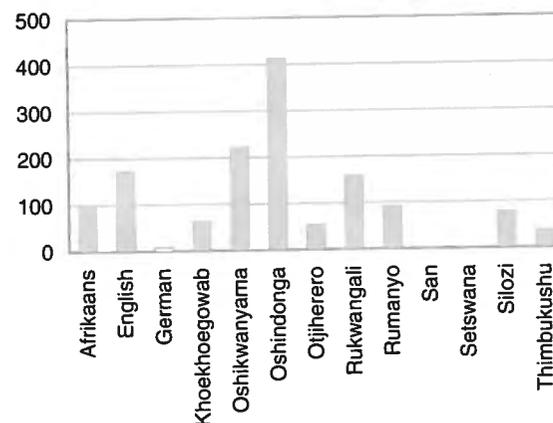
Medium of instruction	Schools	Total	Enrolment			Classgroups		
			Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
<b>Total</b>		<b>182 633</b>	<b>66 736</b>	<b>59 098</b>	<b>56 799</b>	<b>2 062</b>	<b>1 938</b>	<b>1 872</b>
Afrikaans	97	11 623	4 154	3 850	3 619	146	146	139
English	175	35 801	12 728	11 758	11 315	350	327	335
German	11	606	212	200	194	14	14	13
Khoekhoegowab	64	7 231	2 564	2 330	2 337	95	86	84
Oshikwanyama	224	34 401	12 162	11 247	10 992	333	311	300
Oshindonga	414	52 216	18 326	17 093	16 797	559	531	523
Otjiherero	56	7 708	3 037	2 413	2 258	108	95	87
Rukwangali	160	15 312	6 260	4 746	4 306	212	193	175
Rumanyo	93	7 271	3 007	2 206	2 058	103	98	92
San	2	151	77	46	28	5	4	3
Setswana	4	429	134	131	164	4	4	5
Silozi	79	6 986	2 843	2 202	1 941	92	90	86
Thimbukushu	39	2 898	1 232	876	790	41	39	30

The numbers of schools offering education in different media of instruction in the first three grades have been reported in Table 17 together with the enrolments and the number of classgroups. It should be noted that the few schools that offered more than one medium of instruction in these grades were counted under each of the respective media. Multigrade classgroups were counted as one for each grade-group in the class. This method deviates from the one used in Table 9, and generates the number of Grade 1, Grade 2 and Grade 3 groups for each medium of instruction.

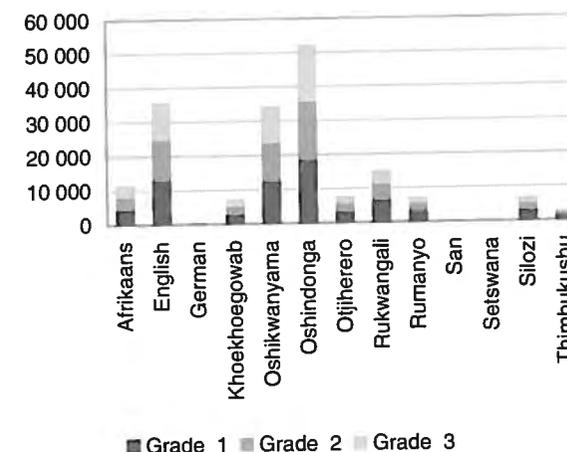
According to the language policy of the Ministry, mother tongue education was encouraged in grades 1 to 3, but another medium of instruction - normally English - could be used if the parents recommended it.

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

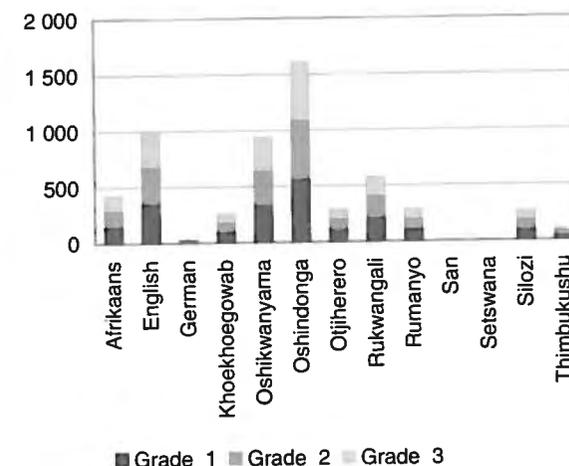
**Figure 15: Numbers of schools with different media of instruction in grades 1 - 3**



**Figure 16: Enrolments in classes with different media of instruction in grades 1 - 3**



**Figure 17: Numbers of classgroups with different media of instruction in grades 1 - 3**



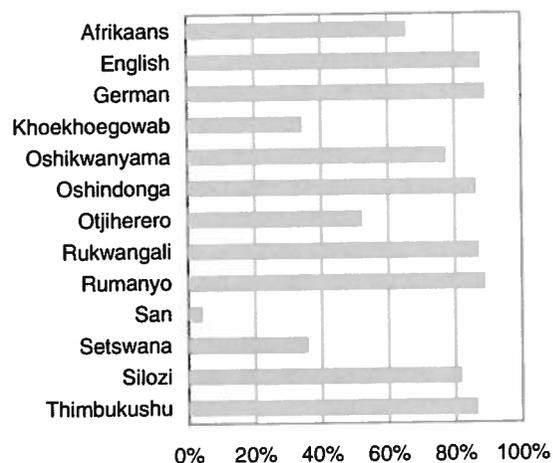
**Table 18 Home languages and medium of instruction of learners in Grades 1 - 3**

Grade	Medium of instruction	Total	Home language																		
			Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other Oshiwambo	Other Caprivan lang.	Other European lang.	Otjiherero	Rugciriku	Rukwangali	San (Bushman lang.)	Setswana	Shishambyu	Silozi	Thimbukushu	Other languages	
Grade 1	<b>Total</b>	<b>66 736</b>	<b>3 824</b>	<b>288</b>	<b>206</b>	<b>6 768</b>	<b>14 555</b>	<b>8 617</b>	<b>10 781</b>	<b>2 231</b>	<b>32</b>	<b>4 723</b>	<b>1 921</b>	<b>4 869</b>	<b>1 040</b>	<b>148</b>	<b>421</b>	<b>825</b>	<b>1 368</b>	<b>4 119</b>	
	Afrikaans	4 154	2 577	24	5	940	32	50	150	4	3	138	5	63	112	10	2	14	7	18	
	English	12 728	1 194	253	25	3 393	1 223	990	1 069	83	26	1 869	73	182	652	74	13	86	36	1 487	
	German	212	14	11	176	6	-	1	-	-	3	-	-	-	-	-	-	-	-	-	1
	Khoekhoegowab	2 564	38	-	-	2 347	14	11	33	-	-	75	1	3	37	3	-	-	-	-	2
	Oshikwanyama	12 162	-	-	-	-	11 327	212	573	6	-	1	-	2	25	-	-	4	-	-	12
	Oshindonga	18 326	-	-	-	34	1 900	7 330	8 860	4	-	10	-	-	3	-	-	4	-	-	181
	Otjiherero	3 037	-	-	-	20	37	12	72	2	-	2 625	1	13	31	1	-	1	2	220	
	Rukwangali	6 260	-	-	-	5	22	11	16	13	-	3	121	4 237	74	-	40	7	22	1 689	
	Rumanyo	3 007	-	-	-	-	-	-	-	-	-	-	1 702	365	8	-	366	1	94	471	
	San	77	-	-	-	-	-	-	-	-	-	-	-	-	48	-	-	-	16	13	
	Setswana	134	1	-	-	23	-	-	2	-	-	2	-	-	29	60	-	-	-	-	17
	Silozi	2 843	-	-	-	-	-	-	6	2 119	-	-	1	3	2	-	-	706	1	5	
Thimbukushu	1 232	-	-	-	-	-	-	-	-	-	-	17	1	19	-	-	2	1 190	3		
Grade 2	<b>Total</b>	<b>59 098</b>	<b>3 530</b>	<b>300</b>	<b>195</b>	<b>6 306</b>	<b>13 506</b>	<b>8 253</b>	<b>9 821</b>	<b>1 685</b>	<b>28</b>	<b>4 113</b>	<b>1 329</b>	<b>3 745</b>	<b>743</b>	<b>185</b>	<b>332</b>	<b>745</b>	<b>949</b>	<b>3 333</b>	
	Afrikaans	3 850	2 349	30	7	842	45	33	122	14	1	171	7	45	92	23	-	11	2	56	
	English	11 758	1 144	258	11	3 254	1 189	850	994	53	26	1 783	33	182	473	74	15	122	28	1 269	
	German	200	9	6	177	6	-	1	-	-	-	1	-	-	-	-	-	-	-	-	
	Khoekhoegowab	2 330	23	3	-	2 160	17	2	25	-	-	45	-	5	44	4	-	-	1	1	
	Oshikwanyama	11 247	-	-	-	-	10 532	181	515	4	-	3	-	1	5	-	-	-	-	6	
	Oshindonga	17 093	1	1	-	2	1 651	7 139	8 068	3	-	9	-	3	1	-	-	4	-	211	
	Otjiherero	2 413	-	-	-	17	34	29	64	-	-	2 093	2	2	14	34	-	-	-	124	
	Rukwangali	4 746	4	1	-	3	35	17	32	17	-	-	59	3 241	32	-	13	7	39	1 246	
	Rumanyo	2 206	-	-	-	2	2	-	1	1	1	1	1 214	261	6	-	288	-	40	389	
	San	46	-	-	-	-	-	-	-	-	-	-	-	-	30	-	-	-	5	11	
	Setswana	131	-	-	-	18	1	-	-	-	-	7	1	-	35	50	-	-	-	19	
	Silozi	2 202	-	1	-	2	-	1	-	1 593	-	-	-	2	1	-	-	599	3	-	
Thimbukushu	876	-	-	-	-	-	-	-	-	-	-	13	3	10	-	16	2	831	1		

Table 18 continued

Grade	Medium of instruction	Total	Home language																	
			Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other Oshiwambo	Other Caprivan lang.	Other European lang.	Otjiherero	Rugciriku	Rukwangali	San (Bushman lang.)	Setswana	Shishambyu	Silozi	Thimbukushu	Other languages
<b>Grade 3</b>	<b>Total</b>	<b>56 799</b>	<b>3 523</b>	<b>256</b>	<b>177</b>	<b>6 307</b>	<b>13 534</b>	<b>8 438</b>	<b>9 156</b>	<b>1 623</b>	<b>49</b>	<b>4 052</b>	<b>1 299</b>	<b>3 386</b>	<b>545</b>	<b>180</b>	<b>358</b>	<b>523</b>	<b>907</b>	<b>2 486</b>
	Afrikaans	3 619	2 212	13	2	872	57	27	96	4	3	179	5	40	52	24	5	7	7	14
	English	11 315	1 234	230	13	3 214	1 393	896	928	87	46	1 766	65	147	378	75	11	87	16	729
	German	194	10	12	162	5	-	1	1	-	-	3	-	-	-	-	-	-	-	-
	Khoekhoegowab	2 337	62	-	-	2 129	16	9	15	-	-	64	1	2	25	7	-	1	-	6
	Oshikwanyama	10 992	-	-	-	10 267	16	9	15	1	-	1	-	1	3	-	-	-	-	32
	Oshindonga	16 797	2	-	-	27	1 743	7 345	7 486	3	-	9	-	3	-	-	-	12	-	167
	Otjiherero	2 258	1	-	-	27	39	22	47	1	-	1 993	1	9	18	1	-	-	-	99
	Rukwangali	4 306	2	-	-	4	14	9	19	17	-	4	73	2 968	20	-	30	11	34	1 101
	Rumanyo	2 058	-	-	-	-	4	-	1	2	-	-	1 145	206	4	-	312	-	69	315
	San	28	-	-	-	-	-	-	-	-	-	-	-	-	15	-	-	-	6	7
	Setswana	164	-	-	-	29	-	1	-	-	-	33	-	1	17	73	-	-	-	10
	Silozi	1 941	-	1	-	-	1	1	2	1 508	-	-	1	6	3	-	-	403	14	1
	Thimbukushu	790	-	-	-	-	-	-	1	-	-	-	8	3	10	-	-	2	761	5

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



Although the Ministry's language policy promoted mother tongue education in the first three grades, not all learners were taught in their mother tongue. This might have been due to learners staying in areas where their mother tongue was not offered as medium of instruction because of insufficient numbers of learners. It might have been the parents' decision, either by collectively introducing a different medium of instruction in a school, or by enrolling their child in a school with a different medium of instruction.

The language groups with the highest percentages of learners having been taught in their mother tongue were German (89%), Rugciricu and Shishambyu (89%), English (88%), Rukwangali (87%), Thimbukushu (86%), Oshindonga (86%), Silozi (82%) and Oshikwanyama (77%). The languages with the lowest percentage of learners having been taught in their mother tongue were San (4%) Khoekhoegowab (34%), and Setswana (36%).

The closely related languages Rugciricu and Shishambyu were taught in the common medium of instruction Rumanyo. The term San language and medium of instruction was to indicate 'Bushman languages', in part grouping very different languages together.

**Table 19 Changes in female and male enrolments between 1995 and 2001**

School phase		Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
		1995	1996	1997	1998	1999	2000	2001		
Total	Total	472 228	478 534	490 388	497 418	500 071	514 196	528 958	1.9%	2.9%
	Females	239 677	242 820	248 895	251 782	253 635	260 730	268 479	1.9%	3.0%
	Males	232 551	235 714	241 493	245 636	246 436	253 466	260 479	1.9%	2.8%
<i>Primary</i>										
Subtotal Primary	Total	367 249	372 256	379 891	385 938	382 291	388 497	396 252	1.3%	2.0%
	Females	183 227	185 828	190 105	193 246	191 704	194 464	198 173	1.3%	1.9%
	Males	184 022	186 428	189 786	192 692	190 587	194 033	198 079	1.2%	2.1%
Lower Primary	Total	249 645	244 238	240 892	236 823	230 579	232 386	237 274	-0.8%	2.1%
	Females	121 973	119 107	117 776	116 032	113 744	115 052	117 503	-0.6%	2.1%
	Males	127 672	125 131	123 116	120 791	116 835	117 334	119 771	-1.1%	2.1%
Upper Primary	Total	117 604	128 018	138 999	149 115	151 712	156 111	158 978	5.2%	1.8%
	Females	61 254	66 721	72 329	77 214	77 960	79 412	80 670	4.7%	1.6%
	Males	56 350	61 297	66 670	71 901	73 752	76 699	78 308	5.6%	2.1%
<i>Secondary</i>										
Subtotal Secondary	Total	103 149	104 480	108 749	109 686	115 771	123 797	130 577	4.0%	5.5%
	Females	55 641	56 203	58 071	57 795	61 073	65 443	69 396	3.8%	6.0%
	Males	47 508	48 277	50 678	51 891	54 698	58 354	61 181	4.3%	4.8%
Junior Secondary	Total	80 290	80 353	83 093	85 206	92 963	100 267	105 643	4.7%	5.4%
	Females	44 218	43 800	44 963	45 524	49 613	53 541	56 580	4.2%	5.7%
	Males	36 072	36 553	38 130	39 682	43 350	46 726	49 063	5.3%	5.0%
Senior Secondary	Total	22 859	24 127	25 656	24 480	22 808	23 530	24 934	1.5%	6.0%
	Females	11 423	12 403	13 108	12 271	11 460	11 902	12 816	1.9%	7.7%
	Males	11 436	11 724	12 548	12 209	11 348	11 628	12 118	1.0%	4.2%
<i>Other grades</i>										
Subtotal other grades	Total	1 830	1 798	1 748	1 794	2 009	1 902	2 129	2.6%	11.9%
	Females	809	789	719	741	858	823	910	2.0%	10.6%
	Males	1 021	1 009	1 029	1 053	1 151	1 079	1 219	3.0%	13.0%

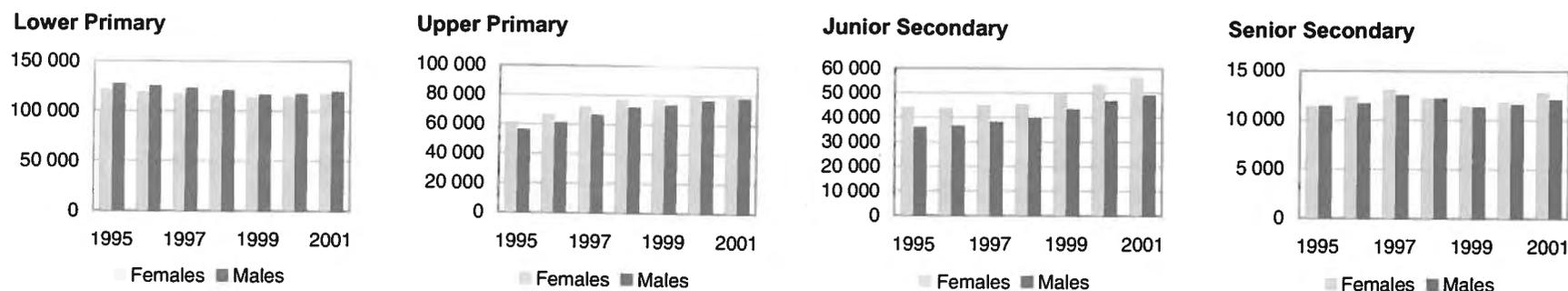
Table 19 shows the enrolments of females and males in the different school phases between 1995 and 2001. The average annual growth was calculated comparing the 1995 and 2001 figures.

Female and male enrolments in the four school phases have been shown graphically in Figure 18. It should be noted that the four charts have different scales, that is, 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 caused the decline of enrolments in lower primary and the increasing enrolments in upper primary and junior secondary. Lower primary enrolments increased again after 1999.

Lower promotion rates and higher school leaving rates of males in most primary and junior secondary grades resulted in female enrolments having been higher than male enrolments in upper primary and junior secondary, and the inverse in lower primary.

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



**Table 20 Changes in enrolments in different grades between 1995 and 2001**

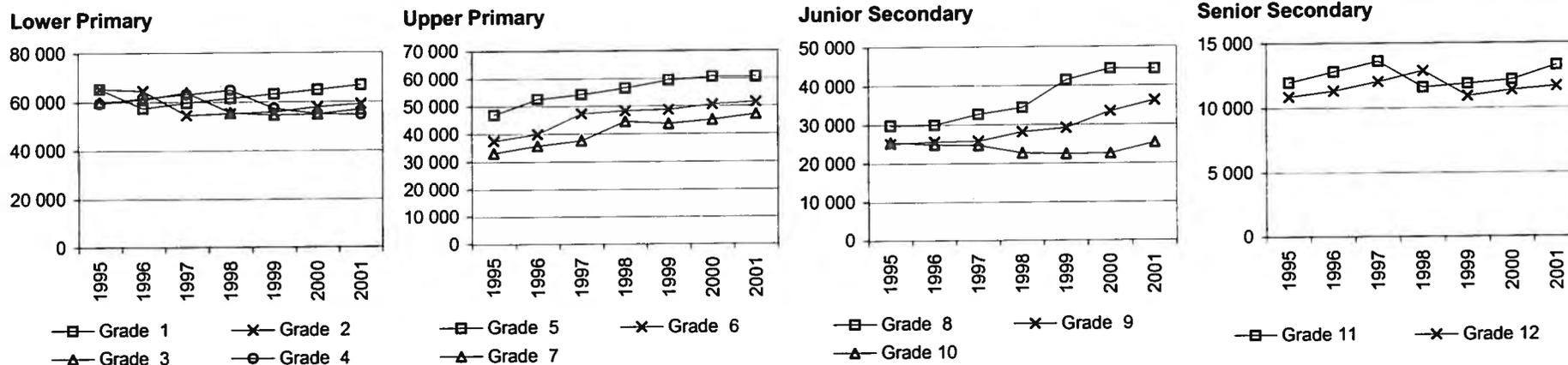
Region	Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
	1995	1996	1997	1998	1999	2000	2001		
<b>Total</b>	<b>472 228</b>	<b>478 534</b>	<b>490 388</b>	<b>497 418</b>	<b>500 071</b>	<b>514 196</b>	<b>528 958</b>	<b>1.9%</b>	<b>2.9%</b>
Pre Primary	575	527	437	432	673	566	672	2.6%	18.7%
Grade 1	65 258	57 377	59 651	61 373	63 103	64 805	66 736	0.4%	3.0%
Grade 2	65 250	64 498	54 497	55 217	55 721	57 761	59 098	-1.6%	2.3%
Grade 3	59 889	60 821	63 752	55 584	54 570	54 825	56 799	-0.9%	3.6%
Grade 4	59 248	61 542	62 992	64 649	57 185	54 995	54 641	-1.3%	-0.6%
Grade 5	46 966	52 503	54 186	56 464	59 415	60 531	60 527	4.3%	-0.0%
Grade 6	37 541	39 909	47 296	48 299	48 662	50 557	51 448	5.4%	1.8%
Grade 7	33 097	35 606	37 517	44 352	43 635	45 023	47 003	6.0%	4.4%
Grade 8	29 760	29 923	32 662	34 369	41 405	44 326	44 216	6.8%	-0.2%
Grade 9	25 098	25 542	25 785	28 148	29 101	33 403	36 133	6.3%	8.2%
Grade 10	25 432	24 888	24 646	22 689	22 457	22 538	25 294	-0.1%	12.2%
Grade 11	11 988	12 803	13 610	11 600	11 880	12 170	13 274	1.7%	9.1%
Grade 12	10 871	11 324	12 046	12 880	10 928	11 360	11 660	1.2%	2.6%
Grade 13	63	51	42	31	33	37	37	-8.5%	-
Special Cl.	575	591	621	654	652	662	727	4.0%	9.8%
Vocational	96	81	97	84	122	36	64	-6.5%	77.8%
Special Grades	398	429	433	464	401	484	478	3.1%	-1.2%
Handicapped	123	119	118	129	128	117	151	3.5%	29.1%

Enrolments in the different grades have been tabulated for the years 1995 to 2001 in Table 20 together with the average annual growth over the whole period and between the last two years. The average annual growth was based on a comparison between the 1995 and 2001 enrolments. Female and male growth rates were tabulated for each school phase in Table 19. 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.

Enrolments in grades 1 to 12 have been presented in four charts in Figure 19. It should be noted that these charts have different scales.

A change in the promotion policy caused in a sharp drop in Grade 1 enrolments as a result of the much smaller number of learners repeating the grade. As these learners moved on to Grade 2, and due to a more gradual implementation of the promotion policy in Grade 2, the pattern was different in Grade 2. Changes in the promotion and repetition rates have been 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.

**Figure 20: Changes in enrolments in grades 1 - 12**



**Table 21 Changes in enrolment in the regions between 1995 and 2001**

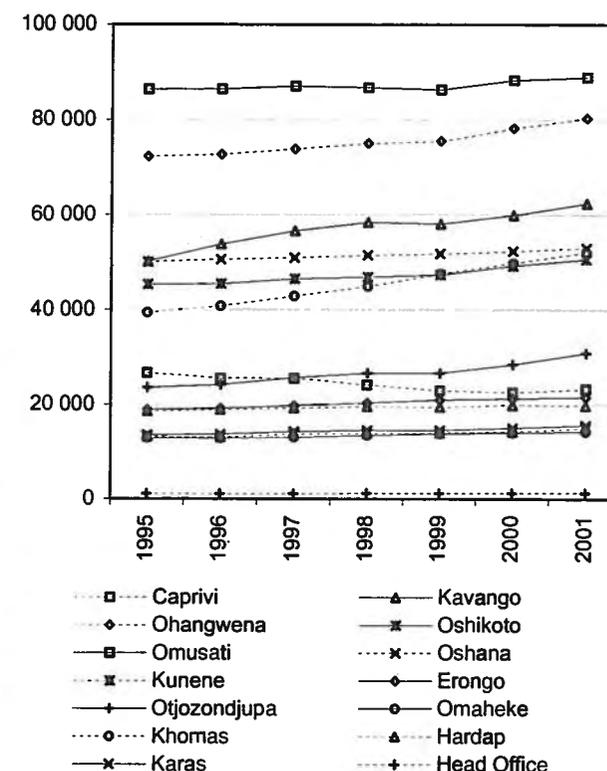
Region	Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
	1995	1996	1997	1998	1999	2000	2001		
<b>National</b>	<b>472 228</b>	<b>478 534</b>	<b>490 388</b>	<b>497 418</b>	<b>500 071</b>	<b>514 196</b>	<b>528 958</b>	<b>1.9%</b>	<b>2.9%</b>
<i>Education regions</i>									
Katima Mulilo	26 635	25 535	25 544	24 140	22 939	22 524	23 277	-2.2%	3.3%
Rundu	50 256	53 887	56 682	58 477	58 103	59 938	62 441	3.7%	4.2%
Ondangwa East	117 660	118 201	120 448	121 932	122 877	127 459	130 977	1.8%	2.8%
Ondangwa West	136 464	137 066	138 018	138 261	138 046	140 589	141 942	0.7%	1.0%
Khorixas	32 096	32 259	33 487	34 265	34 946	35 467	36 508	2.2%	2.9%
Windhoek	75 907	77 894	81 596	85 084	88 056	92 268	97 302	4.2%	5.5%
Keetmanshoop	32 130	32 601	33 483	34 075	33 950	34 776	35 276	1.6%	1.4%
Head Office	1 080	1 091	1 130	1 184	1 154	1 175	1 235	2.3%	5.1%
<i>Administrative regions</i>									
Caprivi	26 635	25 535	25 544	24 140	22 939	22 524	23 277	-2.2%	3.3%
Kavango	50 256	53 887	56 682	58 477	58 103	59 938	62 441	3.7%	4.2%
Ohangwena	72 272	72 692	73 865	74 999	75 484	78 184	80 302	1.8%	2.7%
Oshikoto	45 388	45 509	46 583	46 933	47 393	49 275	50 675	1.9%	2.8%
Omusati	86 381	86 426	87 054	86 754	86 261	88 276	88 901	0.5%	0.7%
Oshana	50 083	50 640	50 964	51 507	51 785	52 313	53 041	1.0%	1.4%
Kunene	13 156	13 086	13 752	13 889	13 977	14 244	14 934	2.1%	4.8%
Erongo	18 940	19 173	19 735	20 376	20 969	21 223	21 574	2.2%	1.7%
Otjozondjupa	23 599	24 194	25 674	26 649	26 619	28 438	30 911	4.6%	8.7%
Omaheke	12 907	12 930	13 069	13 495	13 831	14 005	14 256	1.7%	1.8%
Khomas	39 401	40 770	42 853	44 940	47 606	49 825	52 135	4.8%	4.6%
Hardap	18 594	18 908	19 253	19 539	19 457	19 795	19 731	1.0%	-0.3%
Karas	13 536	13 693	14 230	14 536	14 493	14 981	15 545	2.3%	3.8%
Head Office	1 080	1 091	1 130	1 184	1 154	1 175	1 235	2.3%	5.1%

The total enrolments in the different regions have been reported in Table 21 for seven years.

As in the other tables in this report, Table 21 was calculated according to the 2001 demarcation of regions. Numbers up to 1998 may, thus, differ from previously published ones.

Enrolments had different trends in the regions: In Khomas, enrolment increased rapidly since 1996. There was a consistent high growth in Kavango between 1995 and 1998, which levelled off in 1999 and continued rising again since 2000. The increase in enrolment in Otjozondjupa in 2001 was coupled to an increase of just over 2300 learners in the Osire refugee camp.

**Figure 21: Changes in enrolments in the different regions**



Ohangwena and Oshikoto experienced a consistent, though lower, growth throughout the period. The percentage increase in Karas was slightly higher than in Ohangwena and Oshikoto. Caprivi's enrolments decreased significantly between 1994 and 2000. The causes for this drop were not evident. Enrolment increased again in Caprivi in 2001.

Several lines in the chart can hardly be distinguished: Between 1995 and 2001, Kunene, Omaheke, and Karas had enrolments ranging between 12 907 and 15 545 over the seven years represented in the chart.

**Chapter 3** 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 stopped by the learner repeating one or more grades, or leaving school earlier. 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 overage. It is for this reason that statistics on the ages of learners have been 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 wastage in the education system. Other forms of wastage, 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 flow 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 2001 by the number of learners enrolled in the previous grade in 2000. The rates given here are thus for 2000, being the proportion of learners enrolled in 2000 that was promoted and continued schooling in 2001. Likewise, repetition rates reported here are for 2000, being the number of learners repeating a grade in 2001 divided by the total number of learners in the same grade in 2000.

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 2000, which are not accounted for by repeaters in the same grade or promotees in the next grade in 2001, represent the numbers of learners who have left school. The school-leaving rate is calculated as the ratio between the numbers who apparently left school between 2000 and 2001, and the enrolment in 2000.

The calculation of repetition rates here includes re-entrants as repeaters. Re-entrants are learners who left school some time previously and have started a grade again in 2001. 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.

## The flow of learners

Rates of enrolment are presented for 2001. 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 1991 Population and Housing Census. In terms of Namibia's Constitution, everyone should be at school until they complete Grade 7 or reach the age of 16, whichever comes first. Rates of enrolment provide measures of how well this goal is being met.

Estimates of flow rates are most accurate if migration into or out of the country is minimal. Flow rates for the regions would assume minimal migration between regions. 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** Ages of new entrants to Grade 1 on the 15th school day

Region		Average age	Total	Age								
				5	6	7	8	9	10	11	12	13
National	Total	6.7	57 103	34	33 328	15 425	4 551	1 905	907	484	247	222
	Females	6.7	28 687	20	17 023	7 697	2 184	906	420	224	111	102
	Males	6.7	28 416	14	16 305	7 728	2 367	999	487	260	136	120
<i>Education regions</i>												
Katima Mulilo	Total	6.5	2 618	2	1 877	452	166	78	24	11	3	5
	Females	6.4	1 313	1	965	218	75	36	6	8	1	3
	Males	6.5	1 305	1	912	234	91	42	18	3	2	2
Rundu	Total	7.1	9 354	10	4 263	2 480	1 269	655	319	193	97	68
	Females	7.1	4 694	3	2 176	1 273	615	329	132	87	46	33
	Males	7.1	4 660	7	2 087	1 207	654	326	187	106	51	35
Ondangwa East	Total	6.6	13 660	7	7 627	4 245	1 158	406	136	51	16	14
	Females	6.6	6 937	5	3 936	2 165	557	173	68	20	8	5
	Males	6.7	6 723	2	3 691	2 080	601	233	68	31	8	9
Ondangwa West	Total	6.5	12 849	4	7 940	3 657	806	266	93	45	27	11
	Females	6.5	6 413	2	4 078	1 770	362	120	40	25	10	6
	Males	6.6	6 436	2	3 862	1 887	444	146	53	20	17	5
Khorixas	Total	6.9	4 277	5	2 533	925	268	155	131	94	68	98
	Females	6.9	2 089	3	1 255	458	122	72	63	45	30	41
	Males	7.0	2 188	2	1 278	467	146	83	68	49	38	57
Windhoek	Total	6.7	7 803	3	4 738	1 929	575	261	166	74	32	25
	Females	6.7	3 904	3	2 387	921	298	144	90	33	15	13
	Males	6.7	3 899	-	2 351	1 008	277	117	76	41	17	12
Keetmanshoop	Total	6.4	6 501	3	4 350	1 722	295	78	34	14	4	1
	Females	6.4	3 324	3	2 226	887	150	31	19	6	1	1
	Males	6.4	3 177	-	2 124	835	145	47	15	8	3	-
Head Office	Total	8.1	41	-	-	15	14	6	4	2	-	-
	Females	8.0	13	-	-	5	5	1	2	-	-	-
	Males	8.2	28	-	-	10	9	5	2	2	-	-
<i>Administrative regions</i>												
Caprivi	Total	6.5	2 618	2	1 877	452	166	78	24	11	3	5
	Females	6.4	1 313	1	965	218	75	36	6	8	1	3
	Males	6.5	1 305	1	912	234	91	42	18	3	2	2
Kavango	Total	7.1	9 354	10	4 263	2 480	1 269	655	319	193	97	68
	Females	7.1	4 694	3	2 176	1 273	615	329	132	87	46	33
	Males	7.1	4 660	7	2 087	1 207	654	326	187	106	51	35

The numbers of learners who entered school at the beginning of 2001 have been recorded in Table 22 for the different age groups, and average ages have been calculated. The ages of learners on the 15th School Day were reported. The last group includes any learners aged 13 and older.

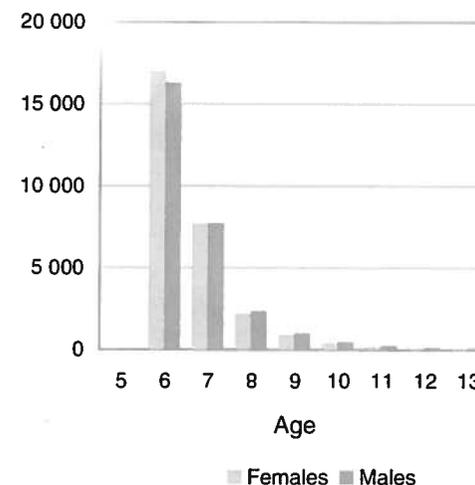
Apart from the special schools, the average ages of new Grade 1 entrants ranged between 6.3 years in Erongo and 7.5 years in Kunene.

The average ages hardly differed for females and males in any region.

**Table 22 continued**

Region		Average age	Total	Age								
				5	6	7	8	9	10	11	12	13
Ohangwena	Total	6.7	8 707	3	4 434	2 945	884	301	94	29	10	7
	Females	6.7	4 428	2	2 319	1 495	415	134	44	11	5	3
	Males	6.8	4 279	1	2 115	1 450	469	167	50	18	5	4
Oshikoto	Total	6.5	4 953	4	3 193	1 300	274	105	42	22	6	7
	Females	6.5	2 509	3	1 617	670	142	39	24	9	3	2
	Males	6.5	2 444	1	1 576	630	132	66	18	13	3	5
Omusati	Total	6.5	8 352	1	5 193	2 330	516	185	64	33	22	8
	Females	6.5	4 153	1	2 640	1 125	237	87	31	19	8	5
	Males	6.6	4 199	-	2 553	1 205	279	98	33	14	14	3
Oshana	Total	6.5	4 497	3	2 747	1 327	290	81	29	12	5	3
	Females	6.5	2 260	1	1 438	645	125	33	9	6	2	1
	Males	6.6	2 237	2	1 309	682	165	48	20	6	3	2
Kunene	Total	7.5	2 204	5	1 003	486	195	134	123	92	68	98
	Females	7.4	1 064	3	504	239	81	63	59	44	30	41
	Males	7.6	1 140	2	499	247	114	71	64	48	38	57
Erongo	Total	6.3	2 073	-	1 530	439	73	21	8	2	-	-
	Females	6.3	1 025	-	751	219	41	9	4	1	-	-
	Males	6.3	1 048	-	779	220	32	12	4	1	-	-
Otjozondjupa	Total	7.0	1 655	1	703	594	192	74	52	21	8	10
	Females	7.0	797	1	348	278	96	30	28	8	3	5
	Males	7.0	858	-	355	316	96	44	24	13	5	5
Omaheke	Total	6.7	4 149	2	2 602	971	266	154	71	47	22	14
	Females	6.7	2 111	2	1 306	486	144	95	36	23	11	8
	Males	6.6	2 038	-	1 296	485	122	59	35	24	11	6
Khomas	Total	6.5	1 999	-	1 433	364	117	33	43	6	2	1
	Females	6.5	996	-	733	157	58	19	26	2	1	-
	Males	6.5	1 003	-	700	207	59	14	17	4	1	1
Hardap	Total	6.5	4 857	3	3 109	1 425	234	52	22	7	4	1
	Females	6.4	2 486	3	1 593	736	114	22	12	4	1	1
	Males	6.5	2 371	-	1 516	689	120	30	10	3	3	-
Karas	Total	6.4	1 644	-	1 241	297	61	26	12	7	-	-
	Females	6.3	838	-	633	151	36	9	7	2	-	-
	Males	6.4	806	-	608	146	25	17	5	5	-	-
Head Office	Total	8.1	41	-	-	15	14	6	4	2	-	-
	Females	8.0	13	-	-	5	5	1	2	-	-	-
	Males	8.2	28	-	-	10	9	5	2	2	-	-

**Figure 22:**  
Ages of female and male new Grade 1 entrants



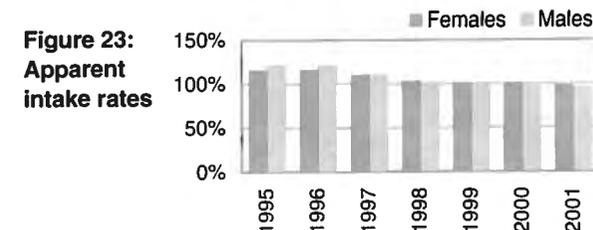
The age distribution of female and male new Grade 1 entrants has been shown graphically in Figure 21.

Most learners entered school at the age of six, although considerable numbers enrolled in school for the first time at the age of seven or even eight. Out of all new Grade I enrolments, 6.6% were nine years old, or older.

**Table 23 Apparent intake rates of Grade 1 learners between 1995 and 2001**

	Year						
	1995	1996	1997	1998	1999	2000	2001
<b>Total</b>	<b>118.9%</b>	<b>119.0%</b>	<b>110.9%</b>	<b>102.4%</b>	<b>100.6%</b>	<b>99.2%</b>	<b>97.1%</b>
Females	116.2%	116.6%	110.6%	103.3%	101.2%	100.4%	98.1%
Males	121.7%	121.4%	111.2%	101.5%	100.0%	98.0%	96.1%

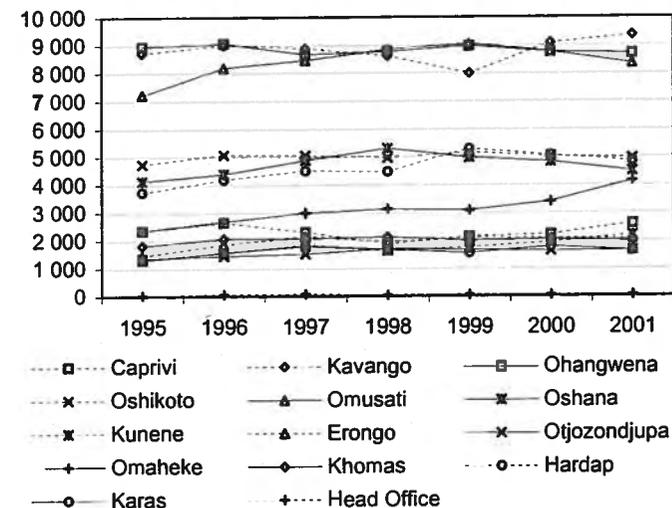
The apparent intake rate is a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (six-year-old) population. The high rates in early years were mainly due to the enrolment of overaged learners.



**Table 24 Changes in the numbers of new Grade 1 entrants between 1995 and 2001**

Region	Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
	1995	1996	1997	1998	1999	2000	2001		
<b>National</b>	<b>49 550</b>	<b>53 943</b>	<b>55 337</b>	<b>55 265</b>	<b>55 912</b>	<b>56 747</b>	<b>57 103</b>	<b>2.4%</b>	<b>0.6%</b>
<i>Education regions</i>									
Katima Mulilo	2 353	2 654	2 301	1 890	2 150	2 221	2 618	1.8%	17.9%
Rundu	8 735	9 017	8 900	8 630	7 988	9 086	9 354	1.1%	2.9%
Ondangwa East	13 703	14 147	13 745	13 766	14 147	13 810	13 660	-0.1%	-1.1%
Ondangwa West	11 366	12 605	13 365	14 181	14 035	13 611	12 849	2.1%	-5.6%
Khorixas	2 766	3 447	4 004	3 599	3 895	4 025	4 277	7.5%	6.3%
Windhoek	5 548	6 226	6 614	6 996	6 790	7 090	7 803	5.8%	10.1%
Keetmanshoop	5 051	5 783	6 325	6 166	6 857	6 863	6 501	4.3%	-5.3%
Head Office	28	64	83	37	50	41	41	6.6%	0.0%
<i>Administrative regions</i>									
Caprivi	2 353	2 654	2 301	1 890	2 150	2 221	2 618	1.8%	17.9%
Kavango	8 735	9 017	8 900	8 630	7 988	9 086	9 354	1.1%	2.9%
Ohangwena	8 964	9 079	8 690	8 789	8 979	8 772	8 707	-0.5%	-0.7%
Oshikoto	4 739	5 068	5 055	4 977	5 168	5 038	4 953	0.7%	-1.7%
Omusati	7 229	8 205	8 476	8 864	9 051	8 778	8 352	2.4%	-4.9%
Oshana	4 137	4 400	4 889	5 317	4 984	4 833	4 497	1.4%	-7.0%
Kunene	1 299	1 572	1 852	1 637	1 770	1 946	2 204	9.2%	13.3%
Erongo	1 467	1 875	2 152	1 962	2 125	2 079	2 073	5.9%	-0.3%
Otjozondjupa	1 361	1 456	1 532	1 722	1 678	1 633	1 655	3.3%	1.3%
Omaheke	2 362	2 692	3 005	3 141	3 097	3 405	4 149	9.8%	21.9%
Khomas	1 825	2 078	2 077	2 133	2 015	2 052	1 999	1.5%	-2.6%
Hardap	3 742	4 202	4 513	4 473	5 296	5 070	4 857	4.4%	-4.2%
Karas	1 309	1 581	1 812	1 693	1 561	1 793	1 644	3.9%	-8.3%
Head Office	28	64	83	37	50	41	41	6.6%	0.0%

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



The numbers of new entrants to Grade 1 have been tabulated for 1995 to 2001 in Table 24. The average growth rate has been calculated comparing the numbers in the first and last year of the period. Omaheke, followed by Kunene had the highest average growth rates. After a decrease in new enrolments between 1996 and 1998, Caprivi had an 18% growth between 2000 and 2001. New enrolments dropped in several regions after 1999.

The three regions on the central part of Namibia's northern border, Kavango, Ohangwena and Omusati had a considerable variation in the number of new Grade 1 intakes.

**Table 25** Ages of learners - all learners

Grade	Total	Age																				
		5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
<b>Total</b>	<b>528 958</b>	<b>613</b>	<b>20 114</b>	<b>41 420</b>	<b>46 135</b>	<b>48 247</b>	<b>46 779</b>	<b>49 173</b>	<b>42 675</b>	<b>40 574</b>	<b>38 005</b>	<b>36 746</b>	<b>33 949</b>	<b>29 635</b>	<b>21 979</b>	<b>13 703</b>	<b>7 957</b>	<b>5 238</b>	<b>3 066</b>	<b>1 506</b>	<b>776</b>	<b>668</b>
Grade 1	66 736	248	19 584	29 047	10 965	3 615	1 520	784	402	225	119	81	90	33	11	9	3	-	-	-	-	-
Grade 2	59 098	-	235	12 016	24 942	12 714	4 883	2 338	958	476	276	123	76	37	20	3	-	1	-	-	-	-
Grade 3	56 799	-	44	299	9 773	22 871	12 229	6 223	2 766	1 319	642	345	165	65	25	28	4	1	-	-	-	-
Grade 4	54 641	-	-	4	353	8 510	19 665	12 793	6 385	3 312	1 845	1 003	458	204	69	23	11	5	1	-	-	-
Grade 5	60 527	-	-	-	18	413	7 812	19 732	12 556	8 574	5 351	3 122	1 694	748	320	119	44	20	2	2	-	-
Grade 6	51 448	-	-	-	-	11	502	6 702	13 278	10 344	7 783	5 648	3 616	2 106	854	359	156	64	15	4	3	3
Grade 7	47 003	-	-	-	-	-	7	441	5 555	10 549	9 146	7 711	5 705	3 976	2 198	1 020	373	204	63	26	11	18
Grade 8	44 216	-	-	-	-	-	-	23	590	5 233	8 784	8 485	7 433	5 700	3 791	2 189	1 031	531	256	96	52	22
Grade 9	36 133	-	-	-	-	-	-	-	40	376	3 608	7 091	7 076	6 232	4 645	3 055	1 793	1 111	639	250	137	80
Grade 10	25 294	-	-	-	-	-	-	-	30	314	2 773	5 515	5 199	4 248	2 883	1 706	1 244	718	344	189	131	
Grade 11	13 274	-	-	-	-	-	-	-	-	21	214	1 757	3 564	2 761	1 802	1 195	847	550	278	154	131	
Grade 12	11 660	-	-	-	-	-	-	-	-	-	15	243	1 660	2 948	2 139	1 617	1 199	820	506	230	283	
Other grades	2 129	365	251	54	84	113	161	137	145	136	116	135	121	111	89	74	24	11	2	-	-	-

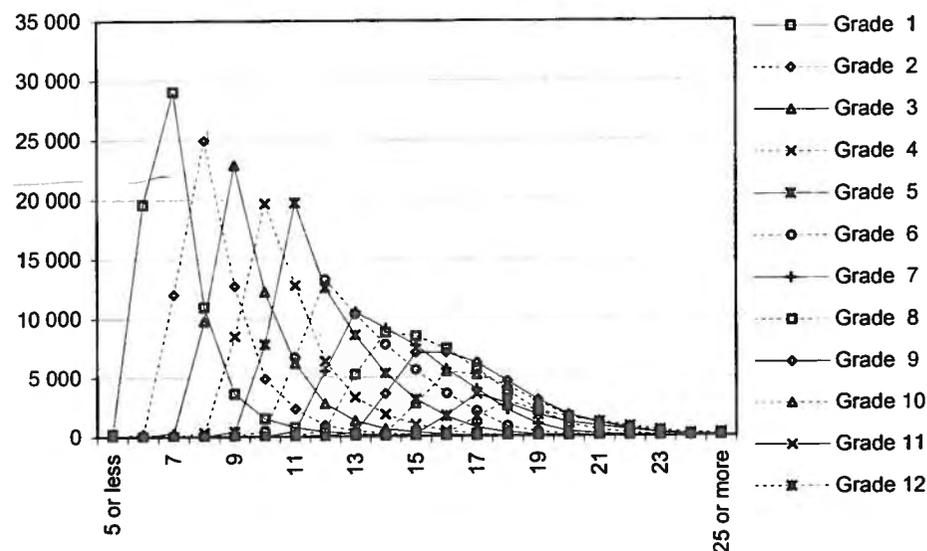
The numbers of learners in each age group have been tabulated for grades 1 to 12 in Table 25. The learners who entered school at the age of six, and who never repeated, were considered to be appropriately aged. Numbers representing appropriately aged learners have been shaded in the table for all grades. Figure 25 shows the age distributions in grades 1 to 12 graphically.

High repetition rates in the eighties and the first half of the nineties resulted in wide spreads of ages in all grades, especially in the higher grades. A change in promotion policy resulted in lower repetition rates after 1994, but the effect of the high repetition rates in earlier years was still visible in 1999 in Grade 6 and higher grades. Age distributions for Grade 5 and higher grades showed a wide spread of ages in each grade compared to grades 1 to 4. An increasing repetition rate in Grade 5 since 1998 contributed to the wider age spread in Upper Primary grades.

Two measures for learners, who by far exceed the appropriate age for their grade, are the number of learners older than 16 in primary grades, 13 261, and the number of learners 25 years old or older, and still at school, 668.

If learners entered school at the age of six, and did not repeat more than once in the Lower Primary phase, once in Upper Primary, and once in Junior Secondary, then they would not be older than one year above the appropriate age in Lower Primary, two years above the appropriate age in Upper Primary, or three years above the appropriate age in Secondary. There were 101 990 learners in grades 1 to 12, or 19% of all learners in these grades, who were too old for their grade according to this argument.

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

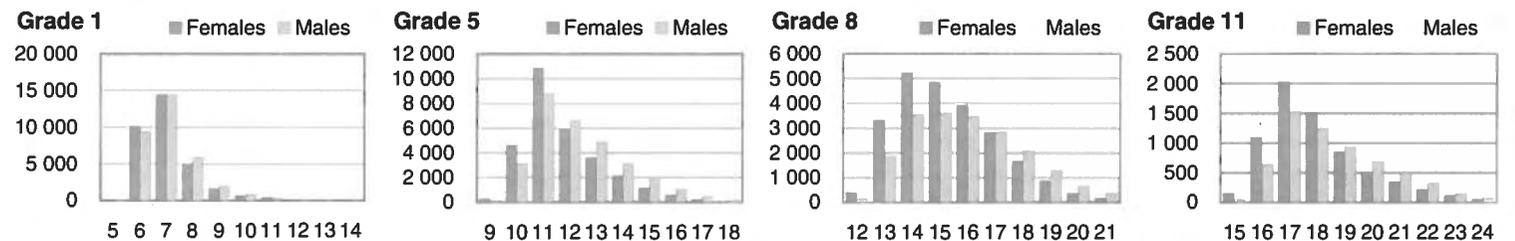


**Table 26 Ages of learners - females and males**

Grade	Sex	Total	Age																				
			5 or older	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
Total	Females	268 479	312	10 376	21 154	23 686	24 910	24 086	25 367	21 901	20 933	19 762	19 289	17 507	14 886	10 746	6 153	3 281	2 015	1 095	528	253	239
	Males	260 479	301	9 738	20 266	22 449	23 337	22 693	23 806	20 774	19 641	18 243	17 457	16 442	14 749	11 233	7 550	4 676	3 223	1 971	978	523	429
Grade 1	Females	32 795	126	10 120	14 483	4 977	1 620	682	373	173	109	29	29	48	16	4	5	1	-	-	-	-	-
	Males	33 941	122	9 464	14 564	5 988	1 995	838	411	229	116	90	52	42	17	7	4	2	-	-	-	-	-
Grade 2	Females	29 160	-	112	6 495	12 947	5 758	2 045	1 012	418	181	105	49	26	7	2	2	-	1	-	-	-	-
	Males	29 938	-	123	5 521	11 995	6 956	2 838	1 326	540	295	171	74	50	30	18	1	-	-	-	-	-	-
Grade 3	Females	28 260	-	26	148	5 497	12 256	5 513	2 637	1 165	544	246	123	64	19	4	15	2	1	-	-	-	-
	Males	28 539	-	18	151	4 276	10 615	6 716	3 586	1 601	775	396	222	101	46	21	13	2	-	-	-	-	-
Grade 4	Females	27 288	-	-	1	220	4 962	10 789	5 913	2 698	1 370	728	370	146	57	20	9	3	2	-	-	-	-
	Males	27 353	-	-	3	133	3 548	8 876	6 880	3 687	1 942	1 117	633	312	147	49	14	8	3	1	-	-	-
Grade 5	Females	29 619	-	-	-	9	265	4 650	10 868	5 910	3 628	2 160	1 165	592	236	80	31	16	7	1	1	-	-
	Males	30 908	-	-	-	9	148	3 162	8 864	6 646	4 946	3 191	1 957	1 102	512	240	88	28	13	1	1	-	-
Grade 6	Females	26 510	-	-	-	-	10	345	4 192	7 570	5 326	3 747	2 549	1 512	787	292	112	43	19	3	3	-	-
	Males	24 938	-	-	-	-	1	157	2 510	5 708	5 018	4 036	3 099	2 104	1 319	562	247	113	45	12	1	3	3
Grade 7	Females	24 541	-	-	-	-	-	5	313	3 481	6 129	4 907	3 975	2 665	1 646	847	378	116	47	14	6	4	8
	Males	22 462	-	-	-	-	-	2	128	2 074	4 420	4 239	3 736	3 040	2 330	1 351	642	257	157	49	20	7	10
Grade 8	Females	23 832	-	-	-	-	-	-	18	413	3 334	5 228	4 853	3 937	2 842	1 686	872	365	162	80	18	15	9
	Males	20 384	-	-	-	-	-	-	5	177	1 899	3 556	3 632	3 496	2 858	2 105	1 317	666	369	176	78	37	13
Grade 9	Females	19 529	-	-	-	-	-	-	-	25	240	2 338	4 172	4 003	3 361	2 379	1 466	784	418	210	72	38	23
	Males	16 604	-	-	-	-	-	-	-	15	136	1 270	2 919	3 073	2 871	2 266	1 589	1 009	693	429	178	99	57
Grade 10	Females	13 219	-	-	-	-	-	-	-	-	15	208	1 785	3 215	2 854	2 238	1 300	712	474	232	100	52	34
	Males	12 075	-	-	-	-	-	-	-	-	15	106	988	2 300	2 345	2 010	1 583	994	770	486	244	137	97
Grade 11	Females	6 971	-	-	-	-	-	-	-	-	-	16	154	1 103	2 030	1 506	856	502	351	220	123	62	48
	Males	6 303	-	-	-	-	-	-	-	-	-	5	60	654	1 534	1 255	946	693	496	330	155	92	83
Grade 12	Females	5 845	-	-	-	-	-	-	-	-	-	-	12	155	980	1 645	1 072	718	526	333	205	82	117
	Males	5 815	-	-	-	-	-	-	-	-	-	-	3	88	680	1 303	1 067	899	673	487	301	148	166
Other	Females	910	186	118	27	36	39	57	41	48	57	50	53	41	51	43	35	19	7	2	-	-	-
	Males	1 219	179	133	27	48	74	104	96	97	79	66	82	80	60	46	39	5	4	-	-	-	-

The charts show age distributions for females and males in the first grade of each school phase. Males on average repeated more often than females, resulting in wider age distributions for males.

**Figure 26: Age distributions of female and male learners**



**Table 27 Rates of enrolment of six to eighteen year olds**

School phase	Grade	Age												
		6	7	8	9	10	11	12	13	14	15	16	17	18
<i>Total</i>														
<b>Total</b>		<b>33.8%</b>	<b>71.5%</b>	<b>82.2%</b>	<b>88.5%</b>	<b>93.0%</b>	<b>107.8%</b>	<b>101.9%</b>	<b>103.4%</b>	<b>99.4%</b>	<b>91.9%</b>	<b>86.7%</b>	<b>77.2%</b>	<b>58.4%</b>
Lower Primary	Grade 1	32.9%	50.2%	19.7%	6.7%	3.1%	1.7%	1.0%	0.6%	0.3%	0.2%	0.2%	0.1%	0.0%
	Grade 2	0.4%	20.7%	44.4%	23.5%	9.8%	5.2%	2.3%	1.2%	0.7%	0.3%	0.2%	0.1%	0.1%
	Grade 3	0.1%	0.5%	17.3%	41.9%	24.5%	13.8%	6.7%	3.4%	1.7%	0.9%	0.4%	0.2%	0.1%
	Grade 4	-	0.0%	0.6%	15.4%	39.0%	28.2%	15.4%	8.5%	4.9%	2.5%	1.2%	0.5%	0.2%
Upper Primary	Grade 5	-	-	0.0%	0.8%	15.4%	43.1%	30.2%	22.1%	14.1%	7.9%	4.4%	2.0%	0.9%
	Grade 6	-	-	-	0.0%	1.0%	14.5%	31.5%	26.4%	20.5%	14.3%	9.3%	5.5%	2.3%
	Grade 7	-	-	-	-	0.0%	1.0%	13.0%	26.6%	24.0%	19.5%	14.7%	10.5%	5.9%
Junior Secondary	Grade 8	-	-	-	-	-	0.1%	1.4%	13.1%	22.7%	21.2%	19.1%	15.0%	10.2%
	Grade 9	-	-	-	-	-	-	0.1%	1.0%	9.2%	17.5%	18.0%	16.3%	12.4%
	Grade 10	-	-	-	-	-	-	-	0.1%	0.8%	6.7%	13.9%	13.6%	11.3%
Senior Secondary	Grade 11	-	-	-	-	-	-	-	-	0.1%	0.5%	4.3%	9.1%	7.3%
	Grade 12	-	-	-	-	-	-	-	-	-	0.0%	0.6%	4.2%	7.6%
Other grades		0.4%	0.1%	0.1%	0.2%	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%	0.2%
<i>Females</i>														
<b>Total</b>		<b>35.1%</b>	<b>73.4%</b>	<b>84.7%</b>	<b>91.7%</b>	<b>95.7%</b>	<b>110.7%</b>	<b>103.9%</b>	<b>105.9%</b>	<b>102.5%</b>	<b>96.0%</b>	<b>89.0%</b>	<b>77.1%</b>	<b>56.8%</b>
Lower Primary	Grade 1	34.2%	50.3%	17.9%	6.0%	2.7%	1.6%	0.8%	0.6%	0.2%	0.1%	0.2%	0.1%	0.0%
	Grade 2	0.4%	22.5%	46.3%	21.4%	8.2%	4.5%	2.0%	0.9%	0.6%	0.2%	0.1%	0.0%	0.0%
	Grade 3	0.1%	0.5%	19.6%	45.0%	22.1%	11.6%	5.6%	2.8%	1.3%	0.6%	0.3%	0.1%	0.0%
	Grade 4	-	0.0%	0.8%	18.1%	42.8%	26.0%	13.0%	7.0%	3.8%	1.9%	0.8%	0.3%	0.1%
Upper Primary	Grade 5	-	-	0.0%	1.0%	18.3%	47.3%	28.3%	18.5%	11.3%	5.9%	3.0%	1.2%	0.4%
	Grade 6	-	-	-	0.0%	1.4%	18.0%	35.7%	27.1%	19.6%	12.8%	7.8%	4.1%	1.6%
	Grade 7	-	-	-	-	0.0%	1.4%	16.3%	30.9%	25.6%	20.0%	13.7%	8.6%	4.5%
Junior Secondary	Grade 8	-	-	-	-	-	0.1%	2.0%	16.6%	26.9%	24.2%	20.2%	14.8%	9.0%
	Grade 9	-	-	-	-	-	-	0.1%	1.2%	11.8%	20.5%	20.3%	17.4%	12.6%
	Grade 10	-	-	-	-	-	-	-	0.1%	1.1%	8.6%	16.1%	14.8%	11.9%
Senior Secondary	Grade 11	-	-	-	-	-	-	-	-	0.1%	0.8%	5.5%	10.3%	7.9%
	Grade 12	-	-	-	-	-	-	-	-	-	0.1%	0.8%	4.9%	8.5%
Other grades		0.4%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%

The percentages of each age cohort enrolled in the different grades have been reported in Table 27. These numbers were based on the 'medium scenario' population projections provided by the Central Bureau for Statistics after the 1991 Population and Household Census. As the population projections excluded the area of Walvis Bay, which was administered by the Republic of South Africa in 1991, the Walvis Bay schools were excluded from these calculations.

For each age group, the number of learners of that age enrolled in a particular grade was divided by the number of people of the same age in the total projected population. There were, for example,

19 373 six-year-old learners enrolled in Grade 1, while there were 58 816 six-year-olds in the population. Therefore, 19 373 divided by 58 816 or 32.9% of the six-year-old population was enrolled in Grade 1.

The totals of the percentages enrolled in the different grades indicate the percentage of each age group enrolled in school. It will be noted that these totals exceeded 100% for some ages, which was most likely due to an under-estimation of the size of the population of the particular age.

**Table 27 continued**

School phase	Grade	Age												
		6	7	8	9	10	11	12	13	14	15	16	17	18
<i>Males</i>														
<b>Total</b>		<b>32.6%</b>	<b>69.6%</b>	<b>79.7%</b>	<b>85.3%</b>	<b>90.4%</b>	<b>105.0%</b>	<b>99.9%</b>	<b>100.8%</b>	<b>96.3%</b>	<b>87.8%</b>	<b>84.4%</b>	<b>77.3%</b>	<b>60.1%</b>
Lower Primary	Grade 1	31.7%	50.1%	21.4%	7.4%	3.4%	1.8%	1.1%	0.6%	0.5%	0.3%	0.2%	0.1%	0.0%
	Grade 2	0.4%	18.9%	42.5%	25.6%	11.4%	5.9%	2.6%	1.5%	0.9%	0.4%	0.3%	0.2%	0.1%
	Grade 3	0.1%	0.5%	15.1%	38.7%	26.9%	15.9%	7.8%	4.0%	2.1%	1.1%	0.5%	0.2%	0.1%
	Grade 4	-	0.0%	0.5%	12.8%	35.2%	30.5%	17.9%	10.1%	6.0%	3.2%	1.6%	0.8%	0.3%
Upper Primary	Grade 5	-	-	0.0%	0.5%	12.4%	38.8%	32.2%	25.7%	17.0%	9.9%	5.7%	2.7%	1.3%
	Grade 6	-	-	-	0.0%	0.6%	10.9%	27.2%	25.8%	21.4%	15.7%	10.9%	7.0%	3.0%
	Grade 7	-	-	-	-	0.0%	0.6%	9.7%	22.4%	22.4%	18.9%	15.7%	12.3%	7.3%
Junior Secondary	Grade 8	-	-	-	-	-	0.0%	0.9%	9.5%	18.5%	18.2%	18.0%	15.1%	11.3%
	Grade 9	-	-	-	-	-	-	0.1%	0.7%	6.6%	14.5%	15.7%	15.1%	12.2%
	Grade 10	-	-	-	-	-	-	-	0.1%	0.6%	4.8%	11.6%	12.3%	10.8%
Senior Secondary	Grade 11	-	-	-	-	-	-	-	-	0.0%	0.3%	3.2%	7.8%	6.7%
	Grade 12	-	-	-	-	-	-	-	-	-	0.0%	0.4%	3.4%	6.7%
Other grades		0.4%	0.1%	0.2%	0.3%	0.4%	0.4%	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%	0.2%

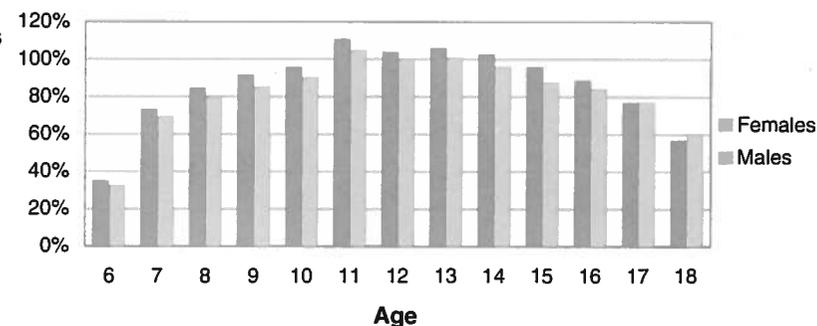
**Table 28 Net and Gross Enrolment Ratios**

	Age group	7 - 13	7 - 16	7 - 18	14 - 18
		Grades	Gd 1 - 7	Gd 1 - 10	Gd 1 - 12
Net Enrolment Ratio	<b>Total</b>	<b>89.1%</b>	<b>90.8%</b>	<b>87.9%</b>	<b>48.3%</b>
	Female	91.2%	93.4%	90.2%	53.9%
	Males	87.0%	88.1%	85.7%	42.7%
Gross Enrolment Ratio	<b>Total</b>	<b>114.9%</b>	<b>108.6%</b>	<b>97.8%</b>	<b>67.3%</b>
	Female	114.9%	110.0%	99.1%	71.1%
	Males	114.9%	107.1%	96.5%	63.4%

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 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. There were, for example, 304 057 learners aged between seven and thirteen enrolled in Grades 1 to 7 out of 341 196 people in the same age range in the projected population. The NER of 89.1% is 304 057 divided by 341 196.

**Figure 27: Enrolment rates of female and male learners**



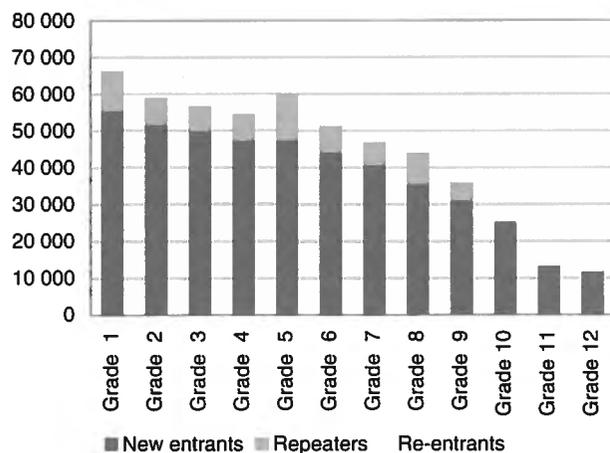
The total enrolment rates for females and males have been charted in Figure 27. Enrolment rates of males have been lower than those of females in all age groups up to the age of 17. This observation is in agreement with the higher school leaving rates reported for males in most grades and years up to Grade 9.

The enrolment rates for the different grades show the feature of over-aged learners in a different way than tables 25 and 26. While up to the age of 13, the highest percentage of the age cohort was enrolled in the appropriate grade - 26.6% of thirteen-year-olds were enrolled in Grade 7 - this pattern changed for higher grades. Out of the eighteen-year-olds, the highest single percentage, 12.4%, were enrolled in Grade 9 and not in Grade 12, where they were expected.

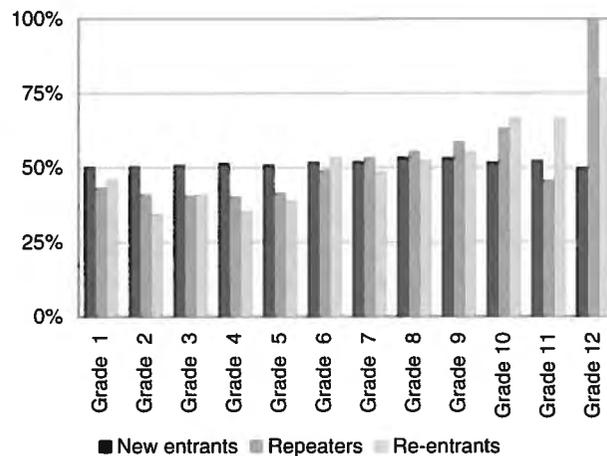
**Table 29 Numbers of new entrants, repeaters and re-entrants in grades 1 - 12**

School Phase	Grade	Total enrolment		New entrants		Repeaters		Re-entrants	
		Total	% female	Total	% female	Total	% female	Total	% female
<b>Total</b>		<b>526 829</b>	<b>50.8%</b>	<b>450 890</b>	<b>51.5%</b>	<b>73 065</b>	<b>46.4%</b>	<b>2 874</b>	<b>46.7%</b>
Lower Primary	Grade 1	66 736	49.1%	55 295	50.3%	10 962	43.4%	479	46.1%
	Grade 2	59 098	49.3%	51 582	50.6%	7 224	41.1%	292	34.6%
	Grade 3	56 799	49.8%	49 810	51.0%	6 682	40.6%	307	41.0%
	Grade 4	54 641	49.9%	47 227	51.5%	7 128	40.3%	286	35.7%
Upper Primary	Grade 5	60 527	48.9%	47 228	51.0%	13 002	41.6%	297	39.1%
	Grade 6	51 448	51.5%	43 928	51.9%	7 308	49.2%	212	53.8%
	Grade 7	47 003	52.2%	40 476	52.0%	6 338	53.5%	189	48.7%
Junior Secondary	Grade 8	44 216	53.9%	35 213	53.5%	8 744	55.5%	259	52.5%
	Grade 9	36 133	54.0%	30 871	53.3%	4 936	58.8%	326	55.5%
	Grade 10	25 294	52.3%	24 505	51.9%	690	63.3%	99	66.7%
Senior Secondary	Grade 11	13 274	52.5%	13 118	52.4%	48	45.8%	108	66.7%
	Grade 12	11 660	50.1%	11 637	50.1%	3	100.0%	20	80.0%

**Figure 28: Numbers of new entrants, repeaters and re-entrants in each grade**



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



A distinction was made between new entrants, repeaters and re-entrants in each grade. New entrants were learners who were in their respective grades for the first time, that is, 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 were those learners, who repeated their grade. Re-entrants had left school previously and had returned in the year of the census.

The relatively small numbers of re-entrants, less than 1% of the total enrolment in all grades, suggest that few of the learners who left school returned at a later stage.

The new entrants, repeaters and re-entrants have been charted in Figure 28. Because of the small numbers involved, the re-entrants are hardly visible. Grades 1 and 5 had relatively high numbers of repeaters. There were hardly any repeaters in the senior secondary phase.

Figure 29 shows the percentage of females among the new entrants, repeaters and re-entrants. There were about equal numbers of female and male new entrants (about 50% females) in most grades. Up to Grade 5, females accounted for about 40% of the repeaters and re-entrants, but these percentages increased in higher grades. This might have been due to females who had left school temporarily due to pregnancy. It might also indicate a higher commitment among females to complete school.

**Table 30 Promotion, repetition and school-leaving rates in Grades 1 - 11 between 2000 and 2001**

Grade	Promotion rates			Repetition rates			School-leaving rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
Total	79.0%	80.5%	77.4%	15.2%	13.9%	16.5%	5.9%	5.7%	6.1%
Grade 1	79.6%	81.7%	77.5%	17.7%	15.6%	19.7%	2.7%	2.7%	2.8%
Grade 2	86.2%	89.0%	83.5%	13.0%	10.8%	15.2%	0.8%	0.3%	1.2%
Grade 3	86.1%	88.8%	83.5%	12.7%	10.4%	15.1%	1.1%	0.9%	1.4%
Grade 4	85.9%	88.6%	83.2%	13.5%	10.9%	16.0%	0.6%	0.4%	0.9%
Grade 5	72.6%	77.3%	68.1%	22.0%	18.7%	25.1%	5.5%	4.0%	6.9%
Grade 6	80.1%	81.1%	79.0%	14.9%	14.3%	15.5%	5.1%	4.6%	5.5%
Grade 7	78.2%	78.7%	77.7%	14.5%	14.5%	14.4%	7.3%	6.8%	7.9%
Grade 8	69.6%	69.0%	70.4%	20.3%	20.9%	19.6%	10.0%	10.1%	10.0%
Grade 9	73.4%	71.3%	75.7%	15.8%	17.3%	14.0%	10.9%	11.4%	10.3%
Grade 10	58.3%	58.0%	58.6%	3.5%	4.2%	2.6%	38.2%	37.7%	38.8%
Grade 11	95.6%	95.1%	96.2%	1.3%	1.5%	1.0%	3.1%	3.4%	2.8%

The flow rates of learners have been reported in Table 30. These rates show the progression of learners between 2000 and 2001. The grades in the table and figures are the grades, learners attended in 2000. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2000, who were promoted and continued schooling in Grade 2 in 2001. - Grade 12 was not included in the table as, for all practical purposes, all Grade 12 learners left school at the end of 2000.

Re-entrants were counted as repeaters in the calculation of Table 30.

The promotion, repetition and school-leaving rates of all learners enrolled in grades 1 to 11 were reported in the 'total' row.

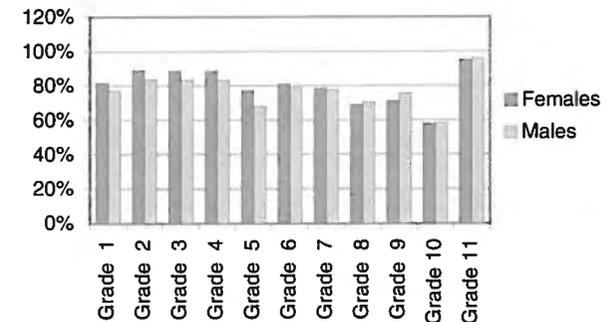
Flow rate calculations normally assume that negligible numbers of learners enter or leave the system from outside its borders. Calculations per region would have been inaccurate, as no numbers on the migration of learners were available. Regions with a high influx of learners would, for example, have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

A large number of learners left school after the Junior Secondary Certificate examination at the end of Grade 10. The Grade 10 promotion rate was, thus, much lower than the promotion rates in other grades, and the school-leaving rate was 38%.

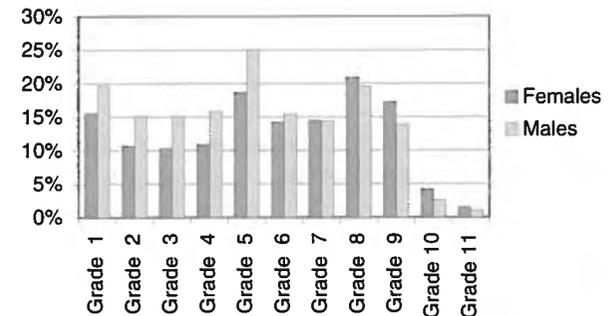
The Grade 7 promotion rate is the transition rate from primary to secondary education. This transition rate was 78% between 2000 and 2001. It should be noted that the school-leaving rates in grades 8 and 9 were higher than that in Grade 7, indicating that a higher percentage of learners made the transition from primary to secondary than between the first grades of secondary education.

Females had higher promotion rates and lower repetition rates than males up to Grade 6. The opposite was true for higher grades. Up to Grade 7, a higher percentage of males left school than females. An estimate of the cumulative effect of the school-leaving rates, expressed as the percentage of learners reaching different grades, has been given in Table 32. The substantially higher repetition rates of male learners resulted in the differences in female and male age distributions shown in Table 26.

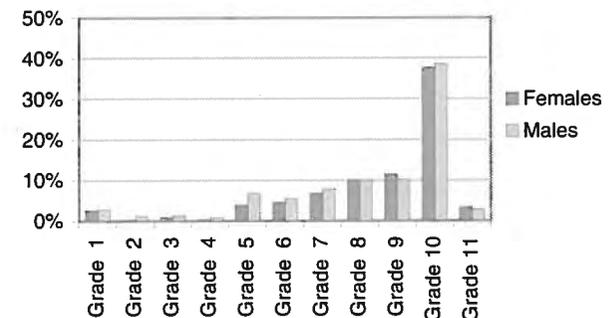
**Figure 30: Promotion rates of female and male learners**



**Figure 31: Repetition rates of female and male learners**



**Figure 32: School-leaving rates of female and male learners**



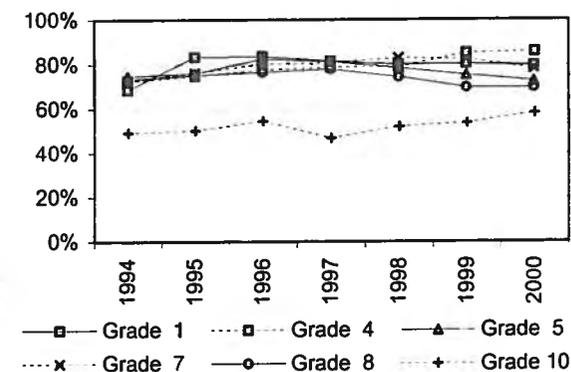
**Table 31 Promotion, repetition and school leaving rates from 1994 to 2000**

School phase	Grade	Year						
		1994	1995	1996	1997	1998	1999	2000
<b>Promotion rates</b>								
Lower Primary	Grade 1	68.6%	83.4%	83.6%	81.5%	80.1%	80.4%	79.6%
	Grade 2	79.7%	81.3%	87.5%	87.8%	85.9%	86.7%	86.2%
	Grade 3	83.8%	83.5%	85.6%	84.9%	84.8%	87.5%	86.1%
	Grade 4	72.5%	74.9%	77.5%	78.7%	79.0%	85.2%	85.9%
Upper Primary	Grade 5	74.6%	76.0%	82.5%	81.3%	78.4%	75.3%	72.6%
	Grade 6	78.1%	81.7%	83.7%	85.1%	84.0%	83.1%	80.1%
	Grade 7	72.6%	76.2%	80.3%	80.8%	82.9%	82.5%	78.2%
Junior Secondary	Grade 8	73.2%	75.2%	76.6%	77.9%	74.4%	69.7%	69.6%
	Grade 9	78.0%	79.9%	80.5%	80.9%	75.8%	74.1%	73.4%
	Grade 10	49.2%	50.2%	54.5%	46.8%	51.9%	53.7%	58.3%
Senior Secondary	Grade 11	93.9%	94.2%	93.9%	94.4%	94.2%	95.5%	95.6%
<b>Repetition rates</b>								
Lower Primary	Grade 1	24.2%	9.5%	13.3%	14.6%	15.0%	16.4%	17.7%
	Grade 2	17.3%	15.4%	10.1%	12.1%	11.8%	12.6%	13.0%
	Grade 3	13.9%	13.0%	12.0%	12.2%	12.8%	11.9%	12.7%
	Grade 4	20.6%	19.5%	17.8%	16.7%	15.5%	12.6%	13.5%
Upper Primary	Grade 5	19.1%	17.3%	12.3%	12.7%	14.7%	19.9%	22.0%
	Grade 6	15.1%	11.3%	9.9%	9.0%	9.1%	11.9%	14.9%
	Grade 7	18.5%	15.0%	11.6%	10.9%	6.9%	10.5%	14.5%
Junior Secondary	Grade 8	16.5%	15.8%	13.6%	12.4%	13.5%	20.2%	20.3%
	Grade 9	13.4%	12.6%	11.3%	10.5%	12.5%	15.6%	15.8%
	Grade 10	28.5%	19.1%	16.4%	7.5%	4.9%	4.3%	3.5%
Senior Secondary	Grade 11	1.4%	0.6%	0.5%	0.7%	1.0%	1.1%	1.3%
<b>School-leaving rates</b>								
Lower Primary	Grade 1	7.2%	7.1%	3.1%	3.9%	4.9%	3.2%	2.7%
	Grade 2	3.0%	3.3%	2.4%	0.1%	2.2%	0.7%	0.8%
	Grade 3	2.3%	3.5%	2.4%	2.9%	2.4%	0.5%	1.1%
	Grade 4	6.9%	5.6%	4.6%	4.6%	5.4%	2.2%	0.6%
Upper Primary	Grade 5	6.3%	6.7%	5.2%	6.1%	6.8%	4.8%	5.5%
	Grade 6	6.8%	7.1%	6.4%	5.8%	7.0%	5.0%	5.1%
	Grade 7	8.9%	8.8%	8.1%	8.3%	10.2%	7.0%	7.3%
Junior Secondary	Grade 8	10.2%	9.0%	9.9%	9.7%	12.2%	10.2%	10.0%
	Grade 9	8.6%	7.5%	8.2%	8.7%	11.7%	10.3%	10.9%
	Grade 10	22.3%	30.8%	29.1%	45.7%	43.1%	42.0%	38.2%
Senior Secondary	Grade 11	4.7%	5.2%	5.6%	4.9%	4.9%	3.5%	3.1%

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

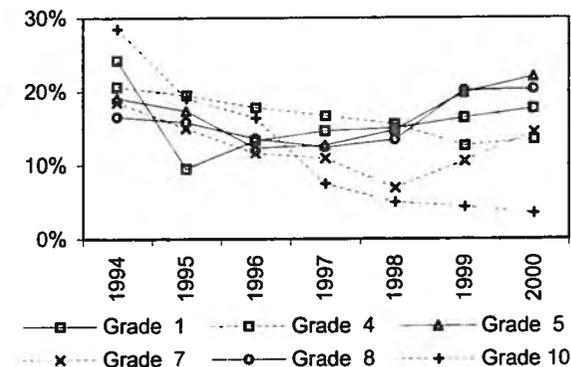
**Figure 33: Changes in promotion rates**

Grade 1 promotion rates increased from 69% for 1994-1995 to 84% between 1996 and 1997, but dropped back to 80%. The changes in other grades were less rapid. After an initial increase, promotion rates dropped again in several grades. In Grade 5, promotion dropped from 83% to 73% over a period of four years. The promotion rate from Grade 10 to Grade 11 varied between 46% and 58%.



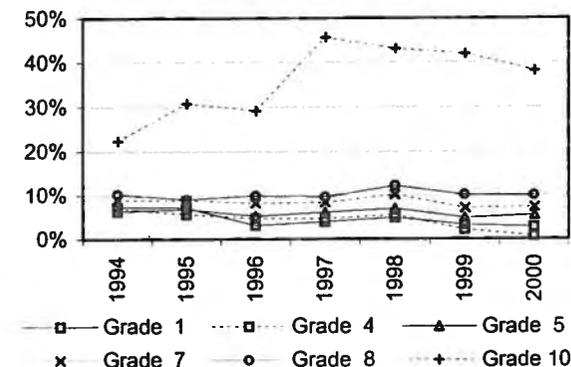
**Figure 34: Changes in repetition rates**

Grade 1 repetition dropped from 24% between 1993 and 1994 to below 10% for 1995-1996 as a result of a change in the promotion policy. This repetition rate gradually increased again after 1995. High increases of repetition rates were recorded for grades 5 and 8. A gradual implementation of a policy, which only allowed learners not older than 16 to repeat Grade 10, resulted in a drop of repetition in Grade 10.



**Figure 35: Changes in school-leaving rates**

School-leaving had for many years been high in Grade 10, where many learners left after writing the Junior Secondary Certificate examination. A higher percentage left after 1996 as a result of the non-repetition policy. The school-leaving rates in Grade 8 and, since 1997, also Grade 9 were higher than in Grade 7, the last year of Primary.



**Table 32 Survival rates to grades 2 - 12 between 1994 and 2000**

Grade	Sex	Year						
		1994	1995	1996	1997	1998	1999	2000
Grade 2	Total	90%	92%	96%	95%	94%	96%	97%
	Females	91%	93%	97%	96%	95%	96%	97%
	Males	90%	92%	95%	95%	94%	96%	96%
Grade 3	Total	87%	89%	94%	95%	92%	95%	96%
	Females	88%	90%	96%	95%	93%	96%	97%
	Males	86%	87%	92%	95%	91%	95%	95%
Grade 4	Total	85%	85%	91%	92%	89%	95%	95%
	Females	87%	87%	94%	93%	92%	95%	96%
	Males	83%	83%	89%	91%	87%	94%	94%
Grade 5	Total	77%	79%	86%	87%	84%	92%	94%
	Females	80%	82%	90%	89%	87%	93%	95%
	Males	75%	76%	82%	85%	80%	92%	93%
Grade 6	Total	71%	73%	81%	81%	77%	87%	87%
	Females	75%	76%	86%	84%	81%	88%	91%
	Males	68%	69%	76%	78%	73%	86%	84%
Grade 7	Total	66%	67%	75%	76%	71%	82%	82%
	Females	69%	70%	80%	79%	75%	84%	86%
	Males	63%	63%	71%	73%	67%	80%	79%
Grade 8	Total	58%	60%	68%	69%	63%	76%	75%
	Females	61%	63%	73%	72%	68%	78%	79%
	Males	56%	57%	64%	66%	59%	73%	71%
Grade 9	Total	51%	53%	61%	61%	54%	66%	66%
	Females	53%	56%	65%	63%	58%	68%	69%
	Males	49%	51%	56%	59%	51%	64%	62%
Grade 10	Total	46%	49%	55%	55%	47%	58%	57%
	Females	48%	51%	59%	57%	50%	59%	59%
	Males	45%	46%	51%	53%	44%	57%	55%
Grade 11	Total	32%	30%	36%	28%	26%	33%	35%
	Females	31%	30%	36%	26%	26%	32%	36%
	Males	33%	31%	36%	30%	26%	33%	33%
Grade 12	Total	30%	29%	34%	27%	25%	31%	33%
	Females	29%	28%	34%	24%	25%	31%	35%
	Males	32%	29%	34%	29%	24%	32%	32%

The survival rate to a specific grade indicates the percentage of learners expected to stay in school until they reached 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 'if the flow rates remained constant for all grades, then the said percentage of learners would stay in school until they reached at least Grade ....' Flow rates do change annually, and the survival rate should, thus, 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 enrolments that 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 was excluded from the table, as the Grade 1 rate is 100% by definition.

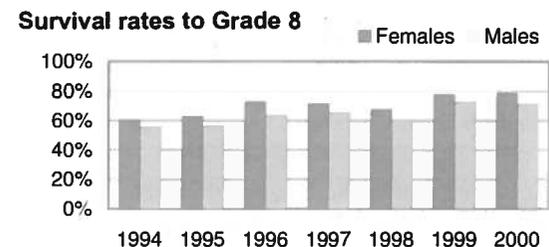
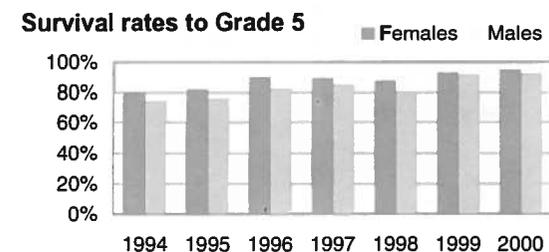
The survival rates were calculated, using the artificial cohort method and applying the flow rates in Table 31 to an imaginary cohort of 10000 learners who entered Grade 1. Returnees were counted as repeaters in the calculation. The survival rate indicator is very sensitive to its exact definition, and this must be noted in comparing rates reported elsewhere.

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.

The survival rates generally increased throughout the period, with a slight drop in the transition between 1998 and 1999.

An extraordinary feature of Namibia's survival rates was that they were consistently higher for females than for males up to Grade 10, and even up to Grade 12 for the last year. 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.

**Figure 36: Changes in the survival rates to grades 5 and 8**



**Table 33 Approximate numbers of people who had left school between 1994 and 2000**

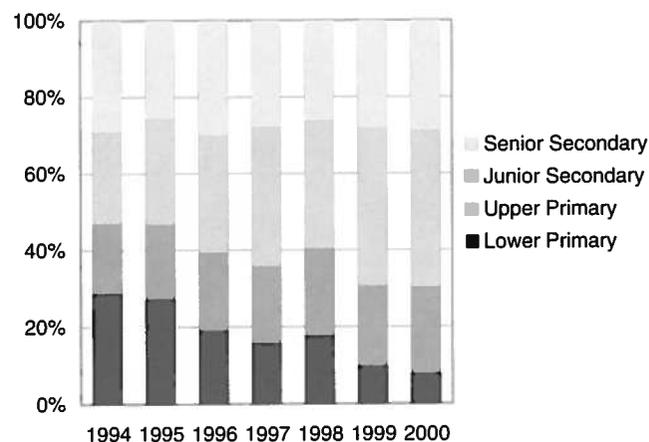
School phase	Grade	Year						
		1994	1995	1996	1997	1998	1999	2000
<b>Total</b>		<b>44 236</b>	<b>44 836</b>	<b>40 123</b>	<b>45 674</b>	<b>51 463</b>	<b>40 238</b>	<b>40 760</b>
Lower Primary	Grade 1	5 686	4 605	1 765	2 329	2 982	2 040	1 782
	Grade 2	1 984	2 170	1 550	59	1 235	368	435
	Grade 3	1 334	2 104	1 474	1 841	1 318	292	609
	Grade 4	3 682	3 333	2 861	2 905	3 505	1 230	353
Upper Primary	Grade 5	2 725	3 155	2 713	3 286	3 864	2 863	3 304
	Grade 6	2 341	2 656	2 542	2 760	3 359	2 424	2 561
	Grade 7	3 045	2 923	2 886	3 113	4 503	3 068	3 283
Junior Secondary	Grade 8	3 064	2 687	2 955	3 161	4 176	4 203	4 452
	Grade 9	2 051	1 879	2 090	2 236	3 283	2 986	3 636
	Grade 10	5 427	7 861	7 268	11 300	9 798	9 446	8 631
Senior Secondary	Grade 11	545	626	716	666	566	410	377
	Grade 12	12 352	10 837	11 303	12 018	12 874	10 908	11 337

The number of people who left school at different levels of schooling is an indication for post-school training institutions of the potential demand for different levels of training they are providing. It is also an indication of the educational profile of people who could enter the job market.

Table 33 was not corrected for movements of learners over Namibia's borders, as such figures were not available. People who had left school previously and returned to school in a later year were counted in such a way that they made up for actual school leavers. The numbers in Table 33 are thus 'net' school leavers, and they are 'approximate' because immigration and emigration were ignored.

The numbers of learners who had left school in each year for the four school phases have been charted in Figure 37 as percentage of the total numbers of learners who left school in the particular year. It is evident from the chart that the percentage of people leaving school from a lower primary grade had gone down considerably. The percentage who had left school from Grade 8, 9 or 10 increased substantially. About 27% of the school-leavers left school after Grade 12.

**Figure 37: Percentage of all school-leavers who left school from different school phases**



An exceptional low number of learners apparently left Grade 2 in 1997. This could have been due to an influx of learners from neighbouring countries, and a culmination of factors, which motivated the 1997 Grade 2 learners not to leave school. An influx of learners would 'hide' actual school-leavers in the reported numbers. Ohangwena, for example, had a negative school-leaving rate – equivalent to an influx – of 2.4% in Grade 2 between 1997 and 1998. Omusati and Oshana had negative school-leaving rates of 0.9%. Another factor, which might have contributed to the small number of learners having left school in Grade 2, was that the 1997 Grade 2 cohort had exceptional few learners who had either repeated Grade 1 in 1996, or who repeated Grade 2 in 1997. This successful progress may have motivated learners and their parents to continue their schooling.

**Chapter 4** presents the results of the national examinations written towards the end of 2001, that is, the Junior Secondary Certificate (JSC), International General Certificate of Secondary Education (IGCSE) and Higher International General Certificate of Secondary Education (HIGCSE) examinations.

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

Data for the tables in this chapter have been provided by the Directorate of National Examinations and Assessment (DNEA). The data were compiled long after the Directorate first published the results, and several questions regarding individual candidates' results were 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, and they are important as such.

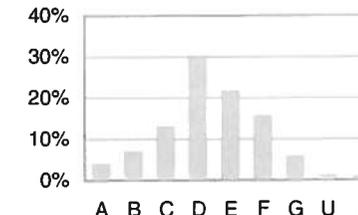
## **National examinations**

**Table 34 Junior Secondary Certificate examination results, full-time**

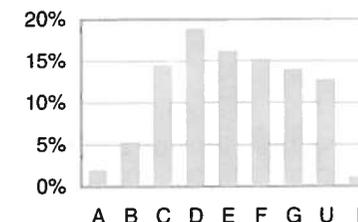
Subject	Learners	Total	Symbol							Ungraded	Incomplete
			A	B	C	D	E	F	G	U	I
Accounting	7 762	100.0%	3.3%	4.8%	10.8%	16.1%	10.8%	13.2%	14.2%	25.2%	1.6%
Additional Mathematics	1 778	100.0%	10.3%	12.4%	10.6%	9.2%	8.5%	9.2%	9.9%	29.2%	0.6%
Afrikaans First Language	1 488	100.0%	3.8%	9.7%	21.8%	21.0%	24.5%	12.8%	4.6%	0.9%	0.9%
Afrikaans Second Language	5 089	100.0%	2.8%	7.5%	16.1%	29.1%	17.4%	11.4%	7.7%	5.7%	2.4%
Agriculture	14 777	100.0%	2.7%	5.2%	12.2%	21.3%	20.5%	19.5%	12.2%	5.5%	0.8%
Bricklaying and Plastering	72	100.0%	4.2%	4.2%	16.7%	22.2%	33.3%	12.5%	6.9%	0.0%	0.0%
Business Management	21 987	100.0%	2.9%	5.5%	11.6%	19.5%	14.9%	16.3%	14.8%	13.4%	1.0%
Computer Practice	842	100.0%	10.9%	9.0%	13.8%	15.1%	14.1%	16.7%	12.0%	7.7%	0.6%
Electricity	82	100.0%	1.2%	6.1%	15.9%	11.0%	20.7%	12.2%	6.1%	22.0%	4.9%
English First Language	206	100.0%	1.9%	12.1%	27.7%	17.5%	26.7%	10.2%	1.5%	0.0%	2.4%
English Second Language	24 869	100.0%	4.1%	7.1%	13.2%	30.1%	21.9%	15.7%	5.8%	1.2%	0.9%
Fitting and Turning	7	100.0%	14.3%	0.0%	14.3%	28.6%	14.3%	28.6%	0.0%	0.0%	0.0%
French Foreign Language	375	100.0%	4.3%	6.4%	16.8%	14.4%	16.0%	16.5%	12.0%	6.4%	7.2%
Geography	24 973	100.0%	2.0%	5.3%	14.5%	18.8%	16.2%	15.3%	14.0%	12.8%	1.1%
German First Language	87	100.0%	3.4%	17.2%	19.5%	18.4%	31.0%	10.3%	0.0%	0.0%	0.0%
German Foreign Language	658	100.0%	6.8%	9.1%	15.3%	21.9%	19.1%	13.7%	8.1%	2.4%	3.5%
History	24 977	100.0%	1.8%	4.5%	12.7%	30.2%	24.3%	17.0%	7.2%	1.4%	0.9%
Home Economics	1 021	100.0%	2.1%	4.2%	11.9%	26.2%	22.9%	22.1%	7.7%	1.3%	1.5%
Keyboard and Word Processing	90	100.0%	8.9%	10.0%	17.8%	18.9%	24.4%	11.1%	4.4%	4.4%	0.0%
Khoekhoegowab First Language	350	100.0%	3.1%	8.0%	17.4%	30.9%	26.0%	10.0%	1.1%	1.1%	2.3%
Life Science	25 078	100.0%	2.2%	5.0%	11.7%	22.7%	21.4%	18.4%	12.5%	5.0%	1.0%
Mathematics	23 277	100.0%	1.8%	3.4%	6.3%	9.9%	20.7%	16.3%	3.3%	37.3%	1.1%
Motor Mechanics	90	100.0%	3.3%	8.9%	10.0%	14.4%	5.6%	18.9%	7.8%	31.1%	0.0%
Needlework and Clothing	663	100.0%	0.6%	5.0%	13.7%	24.1%	14.9%	12.2%	15.8%	12.2%	1.4%
Oshikwanyama First Language	4 004	100.0%	2.6%	6.2%	14.4%	33.2%	32.8%	8.7%	0.8%	0.1%	1.1%
Oshindonga First Language	8 006	100.0%	3.3%	6.9%	17.5%	27.8%	38.8%	4.6%	0.3%	0.0%	0.8%
Otjiherero First Language	1 198	100.0%	5.8%	11.2%	17.9%	23.7%	22.9%	9.2%	4.6%	2.5%	2.3%
Physical Science	25 061	100.0%	2.1%	4.3%	12.2%	21.5%	16.1%	15.5%	15.0%	12.2%	1.0%
Portuguese First Language	12	100.0%	8.3%	8.3%	16.7%	33.3%	16.7%	8.3%	0.0%	0.0%	8.3%
Rukwangali First Language	1 211	100.0%	4.7%	9.8%	17.1%	22.6%	37.4%	6.0%	0.3%	0.2%	1.8%

**Figure 38: JSC full-time: Symbol distribution in main subjects**

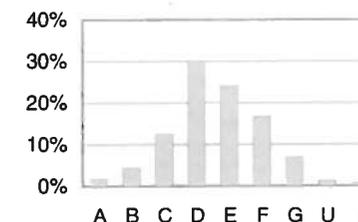
**English Second Language**



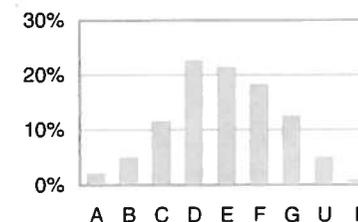
**Geography**



**History**



**Life Science**



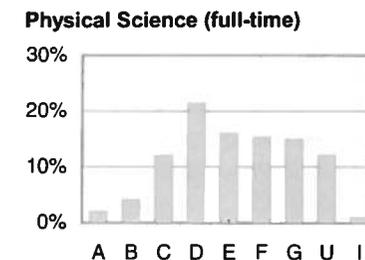
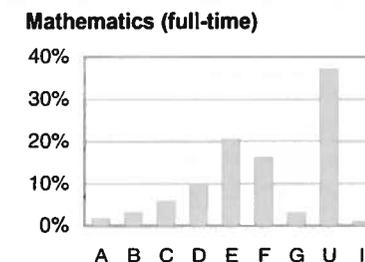
The percentages of learners who attained different symbols in the subjects of the full-time Junior Secondary Certificate (JSC) examination have been tabulated in Table 34. The total number of learners who enrolled for each subject has been stated in the column 'Learners.' An A indicates the highest level of achievement, with G being the lowest level still graded. An U indicated an 'ungraded' score. Incomplete results were indicated by an I.

Symbol distributions have been shown graphically for the six subjects with the highest enrolments in Figure 38, which has been continued on page 62. While English Second Language, History and Life Science had similar distributions, peaking at the symbol D, Geography and Physical Science had relatively 'flat' distributions, indicating that achievements were distributed almost evenly over all grades. About 37% of all learners were ungraded in Mathematics.

**Table 34 continued**

Subject	Learners	Total	Symbol							Ungraded Incomplete	
			A	B	C	D	E	F	G	U	I
Rumanyo First Language	597	100.0%	3.0%	8.5%	20.1%	28.6%	34.0%	3.7%	0.2%	0.2%	1.7%
Setswana First Language	34	100.0%	5.9%	5.9%	11.8%	26.5%	23.5%	14.7%	11.8%	0.0%	0.0%
Silozi First Language	1 838	100.0%	2.8%	8.7%	20.0%	24.5%	36.4%	6.3%	0.4%	0.0%	1.0%
Technical Drawing	509	100.0%	6.3%	9.0%	13.0%	13.6%	13.9%	5%	12.4%	14.9%	2.4%
Thimbukushu First Language	274	100.0%	4.0%	11.7%	18.2%	28.1%	22.3%	0.2%	1.1%	0.7%	3.6%
Typing/Typing and Office Organisation	1 377	100.0%	5.7%	9.2%	10.7%	18.4%	12.0%	11.5%	13.1%	17.0%	2.3%
Visual Arts	82	100.0%	11.0%	15.9%	17.1%	14.6%	15.9%	14.6%	6.1%	1.2%	3.7%
Welding and Metalworking	110	100.0%	3.6%	8.2%	11.8%	11.8%	15.5%	11.8%	15.5%	20.9%	0.9%
Woodwork	453	100.0%	1.8%	6.2%	16.8%	18.3%	13.5%	15.2%	16.1%	11.5%	0.7%

**Figure 38: Continued**



**Table 35 Junior Secondary Certificate examination results, part-time**

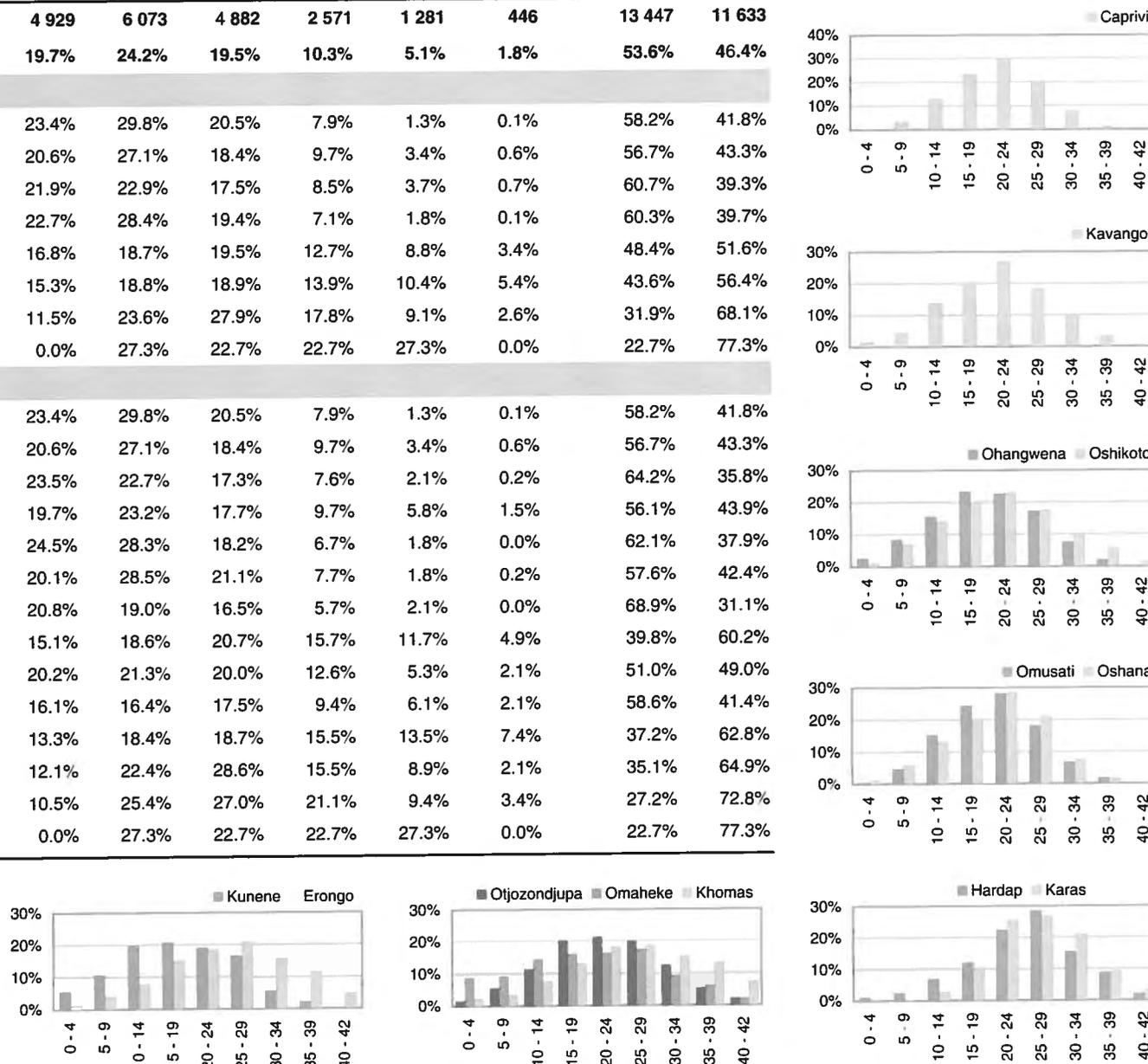
Subject	Learners	Total	Symbol							Ungraded Incomplete	
			A	B	C	D	E	F	G	U	I
Accounting	535	100.0%	0.4%	1.9%	3.6%	14.4%	9.2%	12.3%	9.2%	20.9%	28.2%
Afrikaans First Language	5	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	0.0%	60.0%
Afrikaans Second Language	25	100.0%	0.0%	0.0%	0.0%	20.0%	12.0%	8.0%	0.0%	0.0%	60.0%
Agriculture	3 279	100.0%	2.4%	5.6%	11.4%	19.8%	10.1%	11.3%	8.6%	22.4%	8.5%
Business Management	7 026	100.0%	0.7%	3.7%	9.6%	16.5%	12.7%	14.0%	12.7%	17.5%	12.5%
English Second Language	5 499	100.0%	0.2%	0.4%	2.4%	22.9%	14.0%	19.8%	13.4%	12.6%	14.4%
Geography	3 216	100.0%	0.0%	0.2%	2.8%	10.7%	12.6%	15.3%	16.6%	25.8%	16.0%
History	4 774	100.0%	0.0%	0.4%	2.4%	18.8%	24.0%	22.4%	14.8%	5.1%	12.1%
Life Science	7 480	100.0%	0.1%	1.2%	5.2%	15.7%	14.3%	13.0%	13.7%	24.3%	12.5%
Mathematics	1 505	100.0%	0.6%	2.1%	4.1%	10.1%	2.9%	4.3%	5.4%	49.0%	21.5%
Oshikwanyama First Language	127	100.0%	5.5%	7.1%	18.9%	24.4%	25.2%	8.7%	1.6%	0.0%	8.7%
Oshindonga First Language	393	100.0%	4.1%	11.7%	17.3%	20.1%	29.0%	9.4%	0.5%	0.0%	7.9%
Otjiherero First Language	558	100.0%	7.2%	9.7%	20.4%	16.8%	11.8%	5.4%	6.5%	6.1%	16.1%
Physical Science	3 017	100.0%	0.0%	0.4%	4.3%	15.2%	10.8%	11.5%	14.1%	29.2%	14.5%
Rukwangali First Language	248	100.0%	1.6%	7.3%	15.3%	19.4%	37.1%	8.1%	0.8%	0.8%	9.7%
Rumanyo First Language	28	100.0%	0.0%	0.0%	14.3%	21.4%	7.1%	28.6%	28.6%	0.0%	0.0%
Silozi First Language	2	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**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
<b>Number of candidates</b>	<b>25 080</b>	<b>420</b>	<b>1 330</b>	<b>3 148</b>	<b>4 929</b>	<b>6 073</b>	<b>4 882</b>	<b>2 571</b>	<b>1 281</b>	<b>446</b>	<b>13 447</b>	<b>11 633</b>
<b>National</b>	<b>25 080</b>	<b>1.7%</b>	<b>5.3%</b>	<b>12.6%</b>	<b>19.7%</b>	<b>24.2%</b>	<b>19.5%</b>	<b>10.3%</b>	<b>5.1%</b>	<b>1.8%</b>	<b>53.6%</b>	<b>46.4%</b>
<i>Education regions</i>												
Katima Mulilo	1 846	0.4%	3.6%	13.1%	23.4%	29.8%	20.5%	7.9%	1.3%	0.1%	58.2%	41.8%
Rundu	2 166	1.5%	4.8%	13.9%	20.6%	27.1%	18.4%	9.7%	3.4%	0.6%	56.7%	43.3%
Ondangwa East	5 255	2.0%	7.8%	15.0%	21.9%	22.9%	17.5%	8.5%	3.7%	0.7%	60.7%	39.3%
Ondangwa West	7 056	0.8%	5.2%	14.5%	22.7%	28.4%	19.4%	7.1%	1.8%	0.1%	60.3%	39.7%
Khorixas	1 900	2.7%	6.0%	11.3%	16.8%	18.7%	19.5%	12.7%	8.8%	3.4%	48.4%	51.6%
Windhoek	5 118	3.0%	4.7%	9.5%	15.3%	18.8%	18.9%	13.9%	10.4%	5.4%	43.6%	56.4%
Keetmanshoop	1 717	0.6%	1.6%	5.2%	11.5%	23.6%	27.9%	17.8%	9.1%	2.6%	31.9%	68.1%
Head Office	22	0.0%	0.0%	0.0%	0.0%	27.3%	22.7%	22.7%	27.3%	0.0%	22.7%	77.3%
<i>Administrative regions</i>												
Caprivi	1 846	0.4%	3.6%	13.1%	23.4%	29.8%	20.5%	7.9%	1.3%	0.1%	58.2%	41.8%
Kavango	2 166	1.5%	4.8%	13.9%	20.6%	27.1%	18.4%	9.7%	3.4%	0.6%	56.7%	43.3%
Ohangwena	3 011	2.7%	8.4%	15.6%	23.5%	22.7%	17.3%	7.6%	2.1%	0.2%	64.2%	35.8%
Oshikoto	2 244	1.2%	7.0%	14.3%	19.7%	23.2%	17.7%	9.7%	5.8%	1.5%	56.1%	43.9%
Omusati	4 159	0.5%	4.7%	15.3%	24.5%	28.3%	18.2%	6.7%	1.8%	0.0%	62.1%	37.9%
Oshana	2 897	1.3%	5.9%	13.3%	20.1%	28.5%	21.1%	7.7%	1.8%	0.2%	57.6%	42.4%
Kunene	563	5.5%	10.7%	19.7%	20.8%	19.0%	16.5%	5.7%	2.1%	0.0%	68.9%	31.1%
Erongo	1 337	1.5%	4.0%	7.8%	15.1%	18.6%	20.7%	15.7%	11.7%	4.9%	39.8%	60.2%
Otjozondjupa	1 232	1.5%	5.5%	11.4%	20.2%	21.3%	20.0%	12.6%	5.3%	2.1%	51.0%	49.0%
Omaheke	727	8.8%	9.2%	14.6%	16.1%	16.4%	17.5%	9.4%	6.1%	2.1%	58.6%	41.4%
Khomas	3 159	2.2%	3.4%	7.6%	13.3%	18.4%	18.7%	15.5%	13.5%	7.4%	37.2%	62.8%
Hardap	1 005	1.1%	2.5%	6.9%	12.1%	22.4%	28.6%	15.5%	8.9%	2.1%	35.1%	64.9%
Karas	712	0.0%	0.4%	2.8%	10.5%	25.4%	27.0%	21.1%	9.4%	3.4%	27.2%	72.8%
Head Office	22	0.0%	0.0%	0.0%	0.0%	27.3%	22.7%	22.7%	27.3%	0.0%	22.7%	77.3%

Points were calculated for each candidate as the sum of scores of his or her five best subjects and English: A=7 points, B=6, C=5, D=4, E=3, F=2 and G=1 point. The highest score a candidate could achieve was thus 42. Ungraded and incomplete subjects were counted as 0 points. The entry requirements for Grade 11 in 2002 were 23 points and a F or higher grading in English. 46.4% of the 2001 JSC candidates scored the required 23 points.

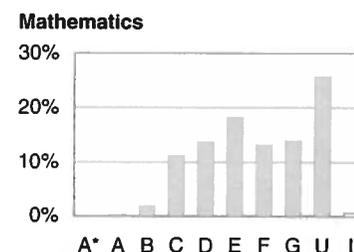
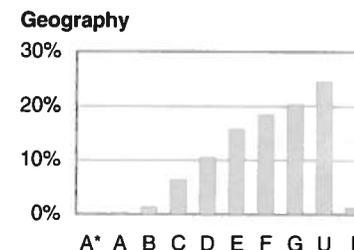
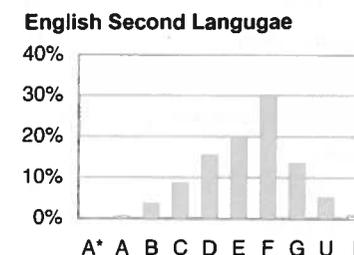
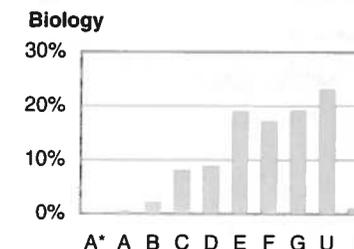
**Figure 39: Points scored in the JSC examination**



**Table 37 International General Certificate of Secondary Education (IGCSE) results, full-time**

Subject	Learners	Total	Symbol									Ungraded Incomplete	
			A*	A	B	C	D	E	F	G	U	I	
Accounting	2 221	100.0%	0.5%	2.5%	5.0%	14.7%	13.7%	15.7%	20.8%	15.3%	10.6%	1.1%	
Additional Mathematics	2	100.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Afrikaans First Language	434	100.0%	0.5%	1.6%	9.7%	28.1%	38.2%	18.4%	3.0%	0.2%	0.2%	0.0%	
Afrikaans Second Language	2 181	100.0%	0.8%	3.9%	11.6%	24.4%	23.7%	22.3%	7.5%	2.6%	2.5%	0.7%	
Agricultural Science	3 112	100.0%	0.0%	0.1%	2.0%	25.8%	22.8%	29.9%	15.9%	1.9%	0.1%	1.6%	
Art and Design	55	100.0%	3.6%	12.7%	25.5%	38.2%	7.3%	7.3%	5.5%	0.0%	0.0%	0.0%	
Biology	7 461	100.0%	0.2%	0.6%	2.2%	8.2%	9.0%	19.0%	17.2%	19.3%	23.1%	1.1%	
Bricklaying and Plastering	4	100.0%	0.0%	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0.0%	
Business Studies	3 581	100.0%	0.2%	1.1%	3.2%	7.3%	11.2%	18.8%	29.4%	21.9%	5.6%	1.3%	
Chemistry	22	100.0%	0.0%	0.0%	0.0%	0.0%	4.5%	4.5%	18.2%	31.8%	40.9%	0.0%	
Child Development	179	100.0%	0.0%	0.6%	1.7%	10.6%	12.3%	14.0%	32.4%	18.4%	7.3%	2.8%	
Computer Studies	190	100.0%	2.1%	13.7%	33.7%	26.8%	13.2%	7.9%	1.6%	0.0%	0.5%	0.5%	
Design and Communication	94	100.0%	0.0%	1.1%	6.4%	10.6%	17.0%	22.3%	25.5%	12.8%	2.1%	2.1%	
Development Studies	3 716	100.0%	1.0%	2.9%	7.4%	14.9%	15.9%	22.1%	25.2%	7.3%	2.0%	1.1%	
Economics	1 769	100.0%	0.1%	1.2%	3.9%	11.4%	15.8%	24.3%	13.4%	9.9%	19.3%	0.8%	
Electricity	21	100.0%	0.0%	0.0%	0.0%	19.0%	14.3%	19.0%	19.0%	14.3%	9.5%	4.8%	
Electronics	11	100.0%	0.0%	0.0%	54.5%	27.3%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	
English First Language	131	100.0%	1.5%	9.2%	22.9%	30.5%	22.9%	6.9%	3.8%	0.0%	2.3%	0.0%	
English Second Language	10 588	100.0%	0.2%	0.9%	4.0%	8.9%	15.8%	19.9%	30.1%	13.9%	5.4%	1.0%	
Fashion and Fabrics	106	100.0%	0.0%	0.0%	4.7%	23.6%	36.8%	18.9%	9.4%	3.8%	1.9%	0.9%	
Fitting and Turning	5	100.0%	0.0%	0.0%	20.0%	40.0%	0.0%	40.0%	0.0%	0.0%	0.0%	0.0%	
French Foreign Language	196	100.0%	1.5%	0.0%	2.6%	9.2%	10.2%	22.4%	25.5%	15.8%	8.7%	4.1%	
Geography	4 499	100.0%	0.3%	0.4%	1.4%	6.4%	10.6%	15.9%	18.6%	20.4%	24.6%	1.3%	
German First Language	39	100.0%	2.6%	2.6%	25.6%	38.5%	30.8%	0.0%	0.0%	0.0%	0.0%	0.0%	
German Foreign Language	226	100.0%	3.1%	3.1%	7.1%	16.8%	13.7%	24.8%	17.3%	11.1%	2.2%	0.9%	
History	3 415	100.0%	0.1%	0.3%	1.6%	3.5%	6.1%	10.3%	30.6%	32.9%	13.5%	1.1%	
Home Economics	194	100.0%	0.0%	1.5%	2.6%	4.6%	11.9%	35.1%	26.3%	12.9%	3.6%	1.5%	
Khoekhoegowab First Language	28	100.0%	0.0%	3.6%	7.1%	42.9%	21.4%	21.4%	0.0%	0.0%	0.0%	3.6%	
Mathematics	6 390	100.0%	0.0%	0.5%	2.0%	11.3%	13.9%	18.3%	13.3%	14.1%	25.7%	0.8%	
Motor Mechanics	35	100.0%	0.0%	2.9%	5.7%	8.6%	17.1%	11.4%	31.4%	14.3%	8.6%	0.0%	
Natural Economy	3 959	100.0%	0.4%	1.8%	5.6%	16.3%	24.5%	24.8%	18.0%	6.1%	1.1%	1.4%	
Oshikwanyama First Language	1 438	100.0%	0.1%	0.8%	5.1%	16.3%	41.8%	28.0%	1.4%	0.1%	4.9%	1.5%	
Oshindonga First Language	3 148	100.0%	0.3%	1.7%	11.8%	27.1%	36.0%	18.8%	0.7%	0.0%	2.3%	1.3%	
Otjherero First Language	258	100.0%	1.2%	2.7%	12.8%	23.3%	39.5%	14.3%	2.3%	0.0%	0.8%	3.1%	
Physical Science	4 694	100.0%	0.7%	1.8%	4.5%	13.0%	13.1%	19.9%	20.5%	15.8%	9.6%	1.0%	

**Figure 40: IGCSE full-time: Symbol distribution in main subjects**



The percentages of learners who attained different symbols in the subjects of the full-time IGCSE examination have been tabulated in Table 37. The total number of learners who enrolled for each subject has been stated in the column 'Learners.' An A\* indicates the highest level of achievement, with G being the lowest level still graded. An U indicated an 'ungraded' score. Incomplete results were indicated by an I.

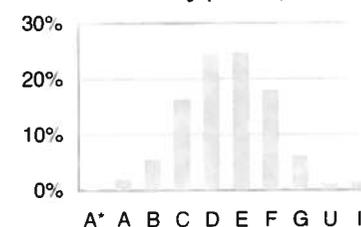
Symbol distributions have been shown graphically for the six subjects with the highest enrolments in Figure 40, which has been continued on page 65. High percentages of candidates were ungraded in Biology (23%), Geography (25%) and Mathematics (26%). Two subjects with low enrolments, Physics and Chemistry, both had 41% ungraded candidates.

**Table 37 continued**

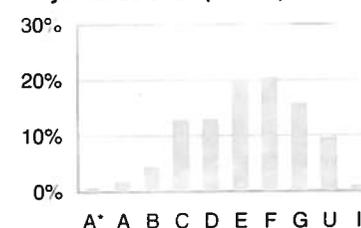
Subject	Learners	Total	Symbol								Ungraded Incomplete	
			A*	A	B	C	D	E	F	G	U	I
Physics	22	100.0%	0.0%	0.0%	0.0%	4.5%	4.5%	0.0%	18.2%	31.8%	40.9%	0.0%
Religious Studies	306	100.0%	1.6%	3.3%	11.1%	19.3%	23.9%	16.3%	20.3%	3.6%	0.0%	0.7%
Rukwangali First Language	159	100.0%	1.3%	1.9%	11.3%	30.2%	42.8%	11.9%	0.0%	0.0%	0.0%	0.6%
Rumanyo First Language	108	100.0%	0.0%	5.6%	11.1%	23.1%	33.3%	18.5%	2.8%	0.0%	1.9%	3.7%
Silozi First Language	762	100.0%	0.5%	2.5%	13.6%	28.3%	38.6%	13.4%	1.3%	0.1%	0.5%	1.0%
Thimbukushu First Language	83	100.0%	0.0%	4.8%	18.1%	25.3%	28.9%	21.7%	0.0%	0.0%	0.0%	1.2%
Typing/Typing and Office Organisation	355	100.0%	2.8%	2.5%	4.5%	10.1%	11.5%	17.2%	28.5%	16.6%	5.9%	0.3%
Welding and Metalworking	26	100.0%	0.0%	0.0%	19.2%	34.6%	11.5%	15.4%	3.8%	15.4%	0.0%	0.0%
Woodwork	65	100.0%	0.0%	1.5%	9.2%	43.1%	35.4%	10.8%	0.0%	0.0%	0.0%	0.0%

**Figure 40: Continued**

**Natural Economy (IGCSE)**



**Physical Science (IGCSE)**



**Table 38 Higher International General Certificate of Secondary Education (HIGCSE) results**

Subject	Learners	Total	Grade				Ungraded Incomplete	
			1	2	3	4	U	I
Accounting	233	100.0%	21.0%	35.6%	21.0%	18.9%	3.0%	0.4%
Afrikaans First Language	469	100.0%	7.9%	32.4%	41.8%	15.8%	1.5%	0.6%
Afrikaans Second Language	46	100.0%	10.9%	39.1%	43.5%	6.5%	0.0%	0.0%
Art and Design	37	100.0%	21.6%	18.9%	18.9%	24.3%	16.2%	0.0%
Biology	568	100.0%	13.4%	26.6%	29.8%	21.8%	8.1%	0.4%
Computer Studies	43	100.0%	27.9%	23.3%	23.3%	11.6%	14.0%	0.0%
Design and Technology	33	100.0%	18.2%	24.2%	27.3%	30.3%	0.0%	0.0%
Economics	88	100.0%	14.8%	19.3%	27.3%	20.5%	15.9%	2.3%
English First Language	165	100.0%	8.5%	26.7%	43.0%	17.0%	4.8%	0.0%
English Second Language	823	100.0%	6.8%	37.9%	40.7%	13.1%	0.9%	0.6%
French Foreign Language	21	100.0%	23.8%	52.4%	19.0%	0.0%	4.8%	0.0%
Geography	194	100.0%	18.6%	26.3%	32.0%	13.4%	9.3%	0.5%
German First Language	79	100.0%	13.9%	36.7%	36.7%	12.7%	0.0%	0.0%
German Foreign Language	94	100.0%	7.4%	29.8%	36.2%	23.4%	3.2%	0.0%
History	107	100.0%	22.4%	17.8%	17.8%	26.2%	15.0%	0.9%
Mathematics	367	100.0%	20.4%	36.8%	22.9%	11.7%	7.6%	0.5%
Oshikwanyama First Language	61	100.0%	1.6%	32.8%	37.7%	23.0%	1.6%	3.3%
Oshindonga First Language	104	100.0%	1.0%	20.2%	58.7%	17.3%	0.0%	2.9%
Physical Science	451	100.0%	10.0%	29.5%	34.6%	19.1%	5.1%	1.8%
Rukwangali First Language	177	100.0%	0.6%	20.3%	58.8%	16.4%	0.0%	4.0%
Silozi First Language	15	100.0%	26.7%	40.0%	26.7%	6.7%	0.0%	0.0%

HIGCSE subjects were graded from 1 to 4, where a 1 indicated the best achievement. Ungraded candidates have been listed in the column 'U', and those who did not complete all papers of the examination under 'I'.

**Chapter 5** presents a variety of statistics on teachers. Much of the information is focused around their qualifications. Qualifications are compared between different regions, years, phases of schooling, subjects taught, and age categories.

Teachers in Namibia obtained their training and qualifications in many different places. Categorizing qualifications is thus difficult. For the purposes of this publication, teachers are divided into two broad groups: those teachers who do not have a professional teaching qualification, and those who do have formal and specific training to be teachers.

Another dimension of teachers' qualifications concerns their levels of academic training. In this book, three categories are used: those teachers who have not completed Grade 12, those who have completed Grade 12 or up to an additional two years of academic training or tertiary education, and those 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 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' teacher education after Grade 12, for example, was 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 only referred to the academic qualifications reported by teachers.

The Annual Education Census questionnaires ask teachers what subjects they teach and also what their qualification is in each of these subjects. These subject qualifications have been reported in this publication, which again deviates from the reporting up to 1998.

The ratios of learners to teachers are compared in different regions and over the past 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.

Teachers need to be classified for several purposes according to the school phase they are teaching in, that is, as primary and secondary teachers. Where such a classification was required, those teachers who taught primary and secondary grades in combined schools, were allocated pro-rata to the two phases according to the range of grades they taught.

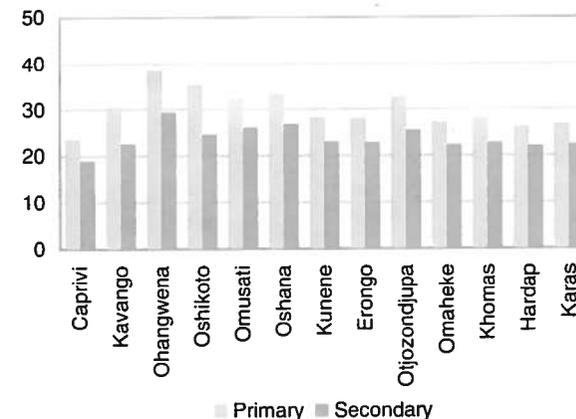
**Table 39 The provision of teachers: Numbers and learner:teacher ratios**

Region	Teachers			Approximate teachers per phase			Approximate learner:teacher ratios			
	Total	Females	Males	Primary	Secondary	Other	Total	Primary	Secondary	Other
<b>National</b>	<b>18 117</b>	<b>11 039</b>	<b>7 078</b>	<b>12 579</b>	<b>5 384</b>	<b>154</b>	<b>29.2</b>	<b>31.5</b>	<b>24.3</b>	<b>13.9</b>
<i>Education regions</i>										
Katima Mulilo	1 062	484	578	657	404	1	21.9	23.7	19.0	9.0
Rundu	2 179	824	1 355	1 674	505	0	28.7	30.5	22.5	-
Ondangwa East	3 785	2 381	1 404	2 766	1 017	2	34.6	37.3	27.2	20.0
Ondangwa West	4 599	3 096	1 503	3 156	1 436	7	30.9	32.9	26.4	28.1
Khorixas	1 385	834	551	940	431	13	26.4	28.1	23.0	12.4
Windhoek	3 554	2 394	1 160	2 370	1 134	50	27.4	29.5	23.5	14.9
Keetmanshoop	1 405	916	489	975	414	16	25.1	26.5	22.2	16.4
Head Office	148	110	38	40	43	65	8.3	8.6	4.0	11.1
<i>Administrative regions</i>										
Caprivi	1 062	484	578	657	404	1	21.9	23.7	19.0	9.0
Kavango	2 179	824	1 355	1 674	505	0	28.7	30.5	22.5	-
Ohangwena	2 204	1 396	808	1 674	530	0	36.4	38.6	29.5	-
Oshikoto	1 581	985	596	1 092	487	2	32.1	35.3	24.8	20.0
Omusati	2 897	1 931	966	2 040	857	0	30.7	32.6	26.1	-
Oshana	1 702	1 165	537	1 116	579	7	31.2	33.4	26.8	28.1
Kunene	557	267	290	412	140	5	26.8	28.2	23.1	12.5
Erongo	828	567	261	529	291	8	26.1	28.0	23.0	12.2
Otjozondjupa	1 001	606	395	738	257	6	30.9	32.9	25.5	16.3
Omaheke	556	327	229	393	157	6	25.6	27.2	22.3	9.2
Khomas	1 997	1 461	536	1 238	720	38	26.1	28.3	23.0	15.6
Hardap	792	501	291	542	244	6	24.9	26.2	22.0	22.2
Karas	613	415	198	434	170	10	25.4	26.8	22.4	12.7
Head Office	148	110	38	40	43	65	8.3	8.6	4.0	11.1

Different numbers indicating the level of teacher provision in the regions have been given in Table 39. Some teachers in combined schools taught primary and secondary grades. To avoid double-counting these teachers, an estimate was made of their relative work loads in the two phases, based on the range of grades each teacher taught. Because of this calculation, rounding errors may occur in the numbers of teachers per phase.

For the purpose of this table, teachers in private schools and teachers hired by school boards in state schools, have been included in the table. Ratios in regions where a relatively large number of such teachers existed may, thus, be slightly more favourable than they would have been if only teachers appointed by the Public Service had been included.

**Figure 41: Learner:teacher ratios in the primary and secondary school phases**



The average learner:teacher ratios for the primary and secondary school phases have been charted for the administrative regions in Figure 41.

There were large disparities in the provision of teachers. Learner:teacher ratios in the primary phase differed substantially between regions. Lesser differences were observed in the secondary learner:teacher ratios. Apart from the few special schools, which resorted under Head Office, Caprivi had the most favourable learner:teacher ratios. Ohangwena had the highest ratios in both phases, followed by Oshikoto, Oshana, Otjozondjupa and Omusati. The high rate in Otjozondjupa was partially due to an increase in enrolment of 2 300 between 2000 and 2001 in the Osire Primary School, which catered for refugee children.

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

Region		Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
National	Total	18 117	3 299	5 399	9 419	1 982	838	939	205	16 135	2 461	4 460	9 214
	Females	11 039	2 011	3 446	5 582	1 019	451	480	88	10 020	1 560	2 966	5 494
	Males	7 078	1 288	1 953	3 837	963	387	459	117	6 115	901	1 494	3 720
<i>Education regions</i>													
Katima Mulilo	Total	1 062	189	388	485	43	21	9	13	1 019	168	379	472
	Females	484	79	183	222	12	7	4	1	472	72	179	221
	Males	578	110	205	263	31	14	5	12	547	96	200	251
Rundu	Total	2 179	809	630	740	578	410	149	19	1 601	399	481	721
	Females	824	284	253	287	217	159	52	6	607	125	201	281
	Males	1 355	525	377	453	361	251	97	13	994	274	280	440
Ondangwa East	Total	3 785	615	1 450	1 720	443	76	331	36	3 342	539	1 119	1 684
	Females	2 381	449	954	978	255	55	180	20	2 126	394	774	958
	Males	1 404	166	496	742	188	21	151	16	1 216	145	345	726
Ondangwa West	Total	4 599	916	1 561	2 122	305	80	178	47	4 294	836	1 383	2 075
	Females	3 096	695	1 153	1 248	179	56	106	17	2 917	639	1 047	1 231
	Males	1 503	221	408	874	126	24	72	30	1 377	197	336	844
Khorixas	Total	1 385	211	371	803	149	69	65	15	1 236	142	306	788
	Females	834	132	211	491	76	43	26	7	758	89	185	484
	Males	551	79	160	312	73	26	39	8	478	53	121	304
Windhoek	Total	3 554	356	677	2 521	301	105	142	54	3 253	251	535	2 467
	Females	2 394	217	460	1 717	160	65	69	26	2 234	152	391	1 691
	Males	1 160	139	217	804	141	40	73	28	1 019	99	144	776
Keetmanshoop	Total	1 405	197	297	911	152	74	62	16	1 253	123	235	895
	Females	916	151	213	552	118	64	43	11	798	87	170	541
	Males	489	46	84	359	34	10	19	5	455	36	65	354
Head Office	Total	148	6	25	117	11	3	3	5	137	3	22	112
	Females	110	4	19	87	2	2	-	-	108	2	19	87
	Males	38	2	6	30	9	1	3	5	29	1	3	25
<i>Administrative regions</i>													
Caprivi	Total	1 062	189	388	485	43	21	9	13	1 019	168	379	472
	Females	484	79	183	222	12	7	4	1	472	72	179	221
	Males	578	110	205	263	31	14	5	12	547	96	200	251
Kavango	Total	2 179	809	630	740	578	410	149	19	1 601	399	481	721
	Females	824	284	253	287	217	159	52	6	607	125	201	281
	Males	1 355	525	377	453	361	251	97	13	994	274	280	440

Teachers were requested in the Annual Education Census to state their academic and professional qualifications. A teacher with a three-year tertiary teaching diploma, for example, would have indicated Grade 12 as his or her academic qualification and three years' of professional tertiary education. The professional education was combined with the academic qualification in Table 40.

The teacher in the example was counted as having had professional training and more than two years' tertiary education. This calculation differed from the method used up to 1998. Qualifications of teachers with professional training reported in the EMIS Statistical Yearbooks up to 1998 are thus **not comparable** with the above table. Refer also to Table 46.

**Table 40 continued**

Region		Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
Ohangwena	Total	2 204	361	851	992	259	44	202	13	1 945	317	649	979
	Females	1 396	264	583	549	161	33	119	9	1 235	231	464	540
	Males	808	97	268	443	98	11	83	4	710	86	185	439
Oshikoto	Total	1 581	254	599	728	184	32	129	23	1 397	222	470	705
	Females	985	185	371	429	94	22	61	11	891	163	310	418
	Males	596	69	228	299	90	10	68	12	506	59	160	287
Omusati	Total	2 897	643	961	1 293	228	61	145	22	2 669	582	816	1 271
	Females	1 931	486	706	739	139	44	87	8	1 792	442	619	731
	Males	966	157	255	554	89	17	58	14	877	140	197	540
Oshana	Total	1 702	273	600	829	77	19	33	25	1 625	254	567	804
	Females	1 165	209	447	509	40	12	19	9	1 125	197	428	500
	Males	537	64	153	320	37	7	14	16	500	57	139	304
Kunene	Total	557	112	197	248	94	44	47	3	463	68	150	245
	Females	267	64	89	114	44	25	17	2	223	39	72	112
	Males	290	48	108	134	50	19	30	1	240	29	78	133
Erongo	Total	828	99	174	555	55	25	18	12	773	74	156	543
	Females	567	68	122	377	32	18	9	5	535	50	113	372
	Males	261	31	52	178	23	7	9	7	238	24	43	171
Otjozondjupa	Total	1 001	165	306	530	139	47	83	9	862	118	223	521
	Females	606	101	182	323	62	26	32	4	544	75	150	319
	Males	395	64	124	207	77	21	51	5	318	43	73	202
Omaheke	Total	556	97	125	334	68	37	24	7	488	60	101	327
	Females	327	53	81	193	38	23	14	1	289	30	67	192
	Males	229	44	44	141	30	14	10	6	199	30	34	135
Khomas	Total	1 997	94	246	1 657	94	21	35	38	1 903	73	211	1 619
	Females	1 461	63	197	1 201	60	16	23	21	1 401	47	174	1 180
	Males	536	31	49	456	34	5	12	17	502	26	37	439
Hardap	Total	792	103	171	518	73	34	27	12	719	69	144	506
	Females	501	78	114	309	60	31	19	10	441	47	95	299
	Males	291	25	57	209	13	3	8	2	278	22	49	207
Karas	Total	613	94	126	393	79	40	35	4	534	54	91	389
	Females	415	73	99	243	58	33	24	1	357	40	75	242
	Males	198	21	27	150	21	7	11	3	177	14	16	147
Head Office	Total	148	6	25	117	11	3	3	5	137	3	22	112
	Females	110	4	19	87	2	2	-	-	108	2	19	87
	Males	38	2	6	30	9	1	3	5	29	1	3	25

Table 40 is intended to provide the numbers of all teachers according to their qualifications and sex. Qualification profiles of primary and secondary teachers have been reported in tables 41 and 42 respectively. The qualifications teachers had in the subjects they taught have been given in tables 43 and 44.

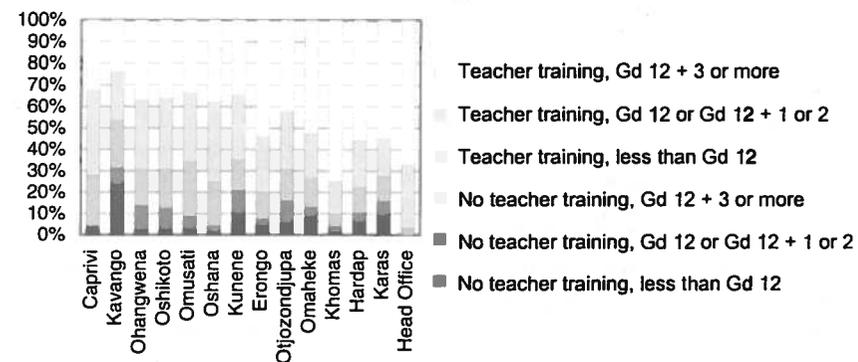
**Table 41 Professional and academic qualifications of primary teachers**

Region	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>National</b>	<b>12 579</b>	<b>3 031</b>	<b>4 340</b>	<b>5 208</b>	<b>1 621</b>	<b>795</b>	<b>782</b>	<b>44</b>	<b>10 958</b>	<b>2 237</b>	<b>3 558</b>	<b>5 164</b>
<i>Education regions</i>												
Katima Mulilo	657	177	266	214	27	21	4	2	630	156	262	212
Rundu	1 674	765	504	405	526	397	125	4	1 148	368	379	400
Ondangwa East	2 766	554	1 189	1 023	369	69	287	13	2 398	486	902	1 010
Ondangwa West	3 156	825	1 210	1 121	227	75	141	11	2 929	750	1 070	1 110
Khorixas	940	193	319	428	125	65	57	2	815	127	262	426
Windhoek	2 370	328	593	1 448	222	95	119	9	2 147	233	475	1 440
Keetmanshoop	975	189	245	541	125	73	50	2	850	116	195	539
Head Office	40	1	12	27	-	-	-	-	40	1	12	27
<i>Administrative regions</i>												
Caprivi	657	177	266	214	27	21	4	2	630	156	262	212
Kavango	1 674	765	504	405	526	397	125	4	1 148	368	379	400
Ohangwena	1 674	329	722	622	230	41	183	6	1 444	289	539	616
Oshikoto	1 092	225	466	401	138	28	103	7	954	197	363	394
Omusati	2 040	581	768	690	177	58	114	4	1 863	523	654	686
Oshana	1 116	244	442	431	50	17	26	7	1 066	227	416	424
Kunene	412	100	169	142	86	42	43	1	326	58	126	141
Erongo	529	92	150	286	39	23	14	1	490	69	136	285
Otjozondjupa	738	151	275	312	119	43	76	-	619	109	199	312
Omaheke	393	88	98	207	51	35	16	1	342	54	82	206
Khomas	1 238	88	221	929	53	18	27	8	1 186	70	194	921
Hardap	542	98	141	303	56	33	22	1	485	65	119	302
Karas	434	91	105	238	69	40	28	1	365	51	77	237
Head Office	40	1	12	27	-	-	-	-	40	1	12	27

The distribution of teachers in the Primary school phase has been 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 they taught. This method may result in rounding errors in the Table. The percentage distributions of the different qualification categories in each region have been shown graphically in Figure 42.

There were still great disparities in the qualifications of Primary teachers between the regions. In the Kavango, 31% of Primary teachers did not have formal teacher training. Out of the 1 674 Primary teachers in the region, 397 had no teacher training and a qualification of less than Grade 12. Khomas had the highest proportion of adequately trained teachers: 921 of the 1 186 Primary teachers in Khomas had formal teacher training and at least three years' tertiary education.

**Figure 42: Qualifications of Primary teachers**



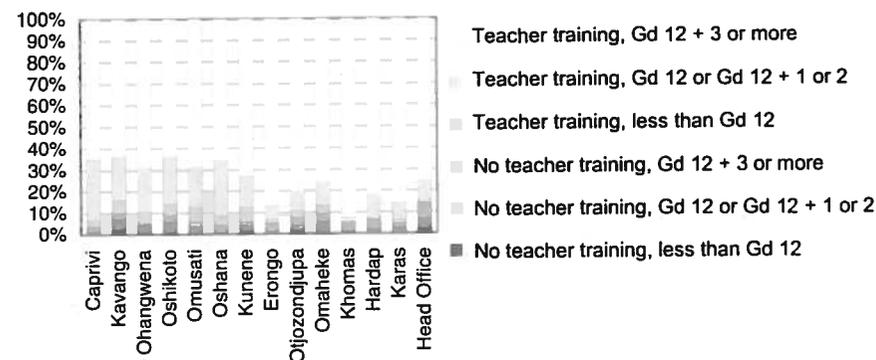
**Table 42 Professional and academic qualifications of secondary teachers**

Region	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>National</b>	<b>5 384</b>	<b>256</b>	<b>1 029</b>	<b>4 099</b>	<b>343</b>	<b>35</b>	<b>149</b>	<b>159</b>	<b>5 041</b>	<b>221</b>	<b>880</b>	<b>3 940</b>
<i>Education regions</i>												
Katima Mulilo	404	12	121	271	16	-	5	11	388	12	116	260
Rundu	505	44	126	335	52	13	24	15	453	31	102	321
Ondangwa East	1 017	61	260	696	73	7	43	23	943	53	217	673
Ondangwa West	1 436	90	347	999	75	4	35	36	1 361	86	311	963
Khorixas	431	17	47	367	23	3	8	13	408	15	39	355
Windhoek	1 134	24	74	1 036	73	7	22	45	1 061	17	53	991
Keetmanshoop	414	6	49	359	24	-	10	14	390	6	39	345
Head Office	43	2	6	35	6	1	2	3	37	1	4	32
<i>Administrative regions</i>												
Caprivi	404	12	121	271	16	-	5	11	388	12	116	260
Kavango	505	44	126	335	52	13	24	15	453	31	102	321
Ohangwena	530	32	129	370	29	3	19	7	501	28	110	363
Oshikoto	487	29	132	326	45	4	25	16	442	25	107	310
Omusati	857	62	193	603	51	3	31	18	806	59	162	585
Oshana	579	28	154	396	24	1	5	18	555	27	149	378
Kunene	140	12	25	104	8	2	4	2	132	10	21	102
Erongo	291	6	22	263	15	1	4	11	276	5	18	253
Otjozondjupa	257	14	29	214	20	5	6	9	238	9	23	205
Omaheke	157	7	25	125	15	1	9	6	142	6	17	119
Khomas	720	4	19	698	39	2	7	30	682	2	12	667
Hardap	244	3	30	211	16	-	5	11	229	3	25	200
Karas	170	3	18	148	8	-	5	3	162	3	13	145
Head Office	43	2	6	35	6	1	2	3	37	1	4	32

The distribution of teachers in the Secondary school phase has been tabulated in Table 42. Teachers who taught in primary and secondary grades were allocated to the two phases according to ratios determined from the range of grades they taught. This method may result in rounding errors in the Table. The percentage distributions of the different qualification categories in each region have been shown graphically in Figure 43.

The disparities between regions in the qualifications of Secondary teachers were much smaller than for Primary teachers. In all regions more than 60% of the Secondary teachers had at least three years' tertiary education, which included teacher training. The seven northern regions had relatively high numbers of teachers who had a qualification equivalent to Grade 12 or Grade 12 plus one or two years' tertiary education.

**Figure 43: Qualifications of Secondary teachers**



**Table 43 Qualifications of teachers in the subjects they taught**

Subject	Primary					Primary and Secondary					Secondary				
	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years
Accounting	-	-	-	-	-	-	-	-	-	-	318	13	51	78	176
Afrikaans 1st lang.	130	4	9	33	84	11	-	-	2	9	102	1	4	26	71
Afrikaans 2nd lang.	300	45	42	77	136	18	-	5	7	6	213	6	20	65	122
Agricultural Science	-	-	-	-	-	-	-	-	-	-	69	3	3	7	56
Agriculture	-	-	-	-	-	-	-	-	-	-	737	163	155	122	297
Art and Design	-	-	-	-	-	-	-	-	-	-	9	4	-	-	5
Art of Entertainment	-	-	-	-	-	-	-	-	-	-	9	3	2	1	3
Arts (non-pr.)	1 123	380	129	228	386	-	-	-	-	-	-	-	-	-	-
Arts in Culture	-	-	-	-	-	-	-	-	-	-	342	115	39	66	122
Basic Information Sc	1 043	373	146	236	288	55	15	7	15	18	208	68	26	50	64
Biology	1	#	#	#	#	1	#	#	#	#	192	3	10	25	154
Business Management	-	-	-	-	-	-	-	-	-	-	946	154	274	168	350
Business Studies	-	-	-	-	-	-	-	-	-	-	98	2	7	18	71
Child Development	-	-	-	-	-	-	-	-	-	-	8	2	2	-	4
Computer Literacy	32	8	2	10	12	-	-	-	-	-	-	-	-	-	-
Computer Practice	-	-	-	-	-	2	#	#	#	#	50	4	4	23	19
Computer Study	-	-	-	-	-	-	-	-	-	-	19	-	2	12	5
Craft & Technology	470	190	57	79	144	-	-	-	-	-	-	-	-	-	-
Development Studies	-	-	-	-	-	-	-	-	-	-	101	13	12	19	57
Economics	-	-	-	-	-	-	-	-	-	-	67	2	3	12	50
Elementary Agricult.	1 084	367	245	181	291	-	-	-	-	-	-	-	-	-	-
English 1st Language	103	6	15	23	59	9	-	-	1	8	43	2	4	10	27
English 2nd Language	1 822	205	321	423	873	167	9	18	38	102	1 090	25	136	291	638
Environmental Stud.	17	4	4	5	4	-	-	-	-	-	-	-	-	-	-
Fashion & Fabrics	-	-	-	-	-	-	-	-	-	-	8	1	-	1	6
French	1	#	#	#	#	6	-	-	-	6	16	-	-	7	9
General Science	21	1	4	6	10	3	#	#	#	#	1	#	#	#	#
Geography	5	-	1	1	3	5	1	-	2	2	972	137	106	179	550
German 1st Language	20	-	-	-	20	8	1	-	-	7	18	2	1	1	14
German Foreign Lang.	9	2	1	1	5	7	-	1	-	6	39	1	4	6	28
Grade 1 class	2 062	786	279	522	475	-	-	-	-	-	-	-	-	-	-
Grade 2 class	1 935	702	269	480	484	-	-	-	-	-	-	-	-	-	-
Grade 3 class	1 858	571	304	504	479	-	-	-	-	-	-	-	-	-	-
Grade 4 class	1 525	382	240	384	519	-	-	-	-	-	-	-	-	-	-
Grade 5 class	99	19	10	25	45	-	-	-	-	-	-	-	-	-	-

The number of teachers who taught different subjects in the ordinary grades (grades 1 - 12) have been listed in Table 43. The table has been confined to the 70 subjects with the highest numbers of teachers, that is, subjects taught by eight or more teachers.

Teachers reported the subjects they were teaching, and their qualification in the specific subjects, classified as indicated in the respective column headings.

A number of teachers in combined schools taught the same subject in the primary and secondary phase. In such cases, the teacher was counted under the heading 'Primary and Secondary'.

In subjects taught by less than five teachers in a school phase, only the total number was reported. The numbers per category were omitted, indicated by a '#', for reasons of confidentiality. The cautionary note in the next paragraph should also be noted.

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

**Table 43 continued**

Subject	Primary					Primary and Secondary					Secondary				
	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years
Grade 6 class	47	11	6	8	22	-	-	-	-	-	-	-	-	-	-
Grade 7 class	24	4	3	5	12	-	-	-	-	-	-	-	-	-	-
Guidance	90	28	13	18	31	-	-	-	-	-	-	-	-	-	-
Handwriting	89	23	13	21	32	-	-	-	-	-	-	-	-	-	-
History	4	#	#	#	#	4	#	#	#	#	1 030	132	163	245	490
Home Ecology	482	202	70	89	121	-	-	-	-	-	-	-	-	-	-
Home Economics	-	-	-	-	-	1	#	#	#	#	69	12	13	12	32
Keyboard & Word Proc	-	-	-	-	-	-	-	-	-	-	12	1	-	3	8
Khoekhoegowab	93	58	7	13	15	5	2	-	1	2	27	11	1	8	7
Life Science	-	-	-	-	-	-	-	-	-	-	1 040	94	218	231	497
Life Skills (non-pr)	93	36	19	14	24	30	8	4	5	13	661	207	135	118	201
Mathematics	1 992	533	197	486	776	185	21	18	37	109	1 015	59	89	243	624
Motor Mechanics	-	-	-	-	-	-	-	-	-	-	13	1	1	4	7
Nat Economy(Ecology)	-	-	-	-	-	-	-	-	-	-	90	10	8	18	54
Natural Sc. & Health	2 094	430	370	478	816	-	-	-	-	-	-	-	-	-	-
Needlework, Clothing	-	-	-	-	-	-	-	-	-	-	55	7	4	12	32
Oshikwanyama	331	55	123	85	68	40	3	20	8	9	144	12	50	46	36
Oshindonga	608	111	191	170	136	85	11	24	31	19	328	15	76	116	121
Otjiherero	91	39	4	24	24	6	3	-	1	2	42	7	2	11	22
Phys Ed & Health Aw	1 632	424	240	363	605	-	-	-	-	-	-	-	-	-	-
Physical Education	-	-	-	-	-	-	-	-	-	-	604	122	113	117	252
Physical Science	1	#	#	#	#	4	#	#	#	#	995	102	85	193	615
Religious & Moral Ed	-	-	-	-	-	-	-	-	-	-	461	140	97	101	123
Religious Education	1 516	498	294	369	355	-	-	-	-	-	-	-	-	-	-
Religious Studies	-	-	-	-	-	-	-	-	-	-	24	3	2	5	14
Remedial Teaching	20	1	-	2	17	-	-	-	-	-	2	#	#	#	#
Rukwangali	123	42	33	16	32	14	4	1	2	7	37	4	9	8	16
Rumanyo	57	31	9	7	10	8	7	-	-	1	18	10	3	-	5
School Music (non-p)	369	139	41	91	98	8	4	-	-	4	38	12	9	9	8
Silozi	101	17	25	46	13	22	5	2	8	7	91	9	24	45	13
Social Studies	2 059	576	313	431	739	2	#	#	#	#	2	#	#	#	#
Technical Drawing	-	-	-	-	-	-	-	-	-	-	36	4	-	5	27
Thimbukushu	23	15	1	2	5	4	#	#	#	#	9	4	1	1	3
Typing & Office Org.	1	#	#	#	#	1	#	#	#	#	90	3	25	20	42
Woodwork	1	#	#	#	#	-	-	-	-	-	41	5	-	2	34

Although the desired qualification of teachers was three or four-year tertiary education, considerable numbers of teachers in the secondary phase had qualifications lower than Grade 12. For example, 13% of the teachers teaching History in the secondary phase, or 132 of 1030 History teachers, had a qualification of less than Grade 12 in the subject. 16% of the 946 Business Management teachers had less than a Grade 12 qualification, and 14% or 137 in Geography. In Mathematics the equivalent numbers were 'only' 6% or 59 teachers out of 1015. In English as a Second Language, 2% or 25 out of 1090 Secondary teachers had less than Grade 12.

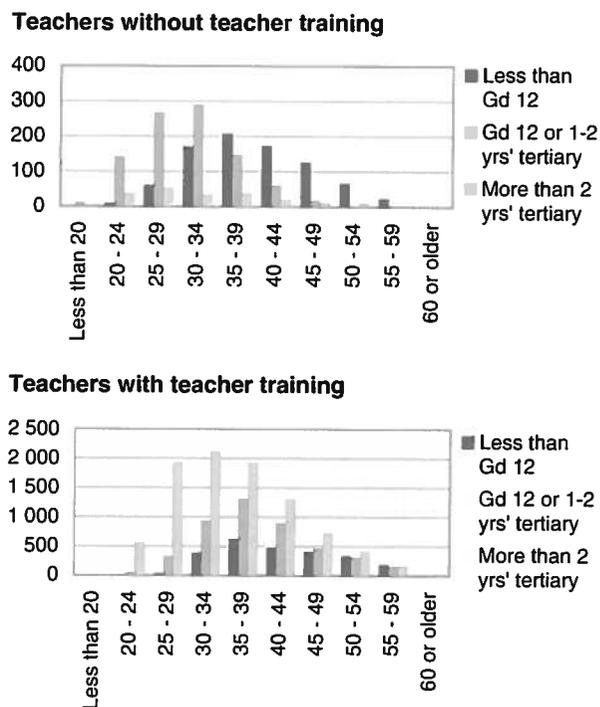
Substantially higher proportions of teachers in the primary phase had qualifications lower than Grade 12 in the subjects they were teaching. Of the Grade 1 and Grade 2 class teachers, for example, 38% and 36% respectively had a qualification equivalent to less than Grade.

The above-mentioned situation had improved significantly since 1999. The percentage of Secondary Mathematics teachers with a qualification of less than Grade 12, for example, dropped from 12% to 6%. This improvement may have been due to teachers improving their qualifications and a better utilisation of teachers in the subjects they are trained in.

**Table 44** Ages and professional and academic qualifications of teachers

Age group	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>Total</b>	<b>18 117</b>	<b>3 299</b>	<b>5 399</b>	<b>9 419</b>	<b>1 982</b>	<b>838</b>	<b>939</b>	<b>205</b>	<b>16 135</b>	<b>2 461</b>	<b>4 460</b>	<b>9 214</b>
Less than 20	13	0	13	0	11	0	11	0	2	0	2	0
20 - 24	809	12	195	602	187	9	141	37	622	3	54	565
25 - 29	2 665	92	589	1 984	380	60	267	53	2 285	32	322	1 931
30 - 34	3 931	554	1 228	2 149	494	170	290	34	3 437	384	938	2 115
35 - 39	4 261	834	1 457	1 970	392	208	147	37	3 869	626	1 310	1 933
40 - 44	2 936	646	955	1 335	254	173	60	21	2 682	473	895	1 314
45 - 49	1 769	541	490	738	156	127	18	11	1 613	414	472	727
50 - 54	1 146	403	312	431	80	67	3	10	1 066	336	309	421
55 - 59	539	212	156	171	26	23	2	1	513	189	154	170
60 or older	48	5	4	39	2	1	0	1	46	4	4	38
<i>Average Age</i>	<i>37.2</i>	<i>41.6</i>	<i>37.5</i>	<i>35.4</i>	<i>34.7</i>	<i>39.4</i>	<i>30.8</i>	<i>33.2</i>	<i>37.5</i>	<i>42.4</i>	<i>38.9</i>	<i>35.5</i>

**Figure 44:** Ages and qualifications of teachers



The numbers of teachers in different age groups have been tabulated according to qualification groups in Table 44. Average ages of the teachers in each column have been calculated. The ages of individual teachers were determined for 01 August 2001, and expressed as full completed years. A teacher born on 01 November 1972, for example, who was 28 years and 9 months old on 01 August 2001, was entered into the calculations as 28 years old.

There were 16 133 teachers with formal training, and 1 982 without. The overall age distribution was, therefore, mainly determined by teachers with teacher training.

Teachers without teacher training were, on average, 2.8 years younger than those with teacher training. In both of these groups, teachers with qualifications lower than Grade 12 were older than their colleagues with higher qualifications.

Figure 42 shows the age distributions of teachers in different qualification categories. It should be noted that the scales of the two charts differed. 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 teachers with a qualification lower than Grade 12 peaked at the 35-39 age group. This group had a very wide age distribution. The peak for those with Grade 12 or Grade 12 plus one or two years was at the 30-34 group. There were very few teachers with three or more years' tertiary education.

Teachers with a three or more years' tertiary qualification made up the largest group among teachers with teacher training. Most of these teachers were between 25 and 39 years old. Teachers with lower qualifications in this group had broad age distributions extending well into the higher age groups.

**Table 45 Attrition rates of teachers between 2000 and 2001**

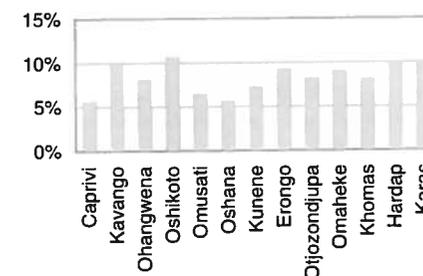
Region	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>National</b>	<b>8.2%</b>	<b>9.6%</b>	<b>7.9%</b>	<b>7.7%</b>	<b>19.4%</b>	<b>14.7%</b>	<b>22.6%</b>	<b>29.3%</b>	<b>6.6%</b>	<b>7.7%</b>	<b>4.9%</b>	<b>7.2%</b>
<i>Education regions</i>												
Katima Mulilo	5.7%	4.5%	5.7%	6.3%	15.8%	7.7%	22.2%	23.1%	5.2%	4.0%	4.9%	5.8%
Rundu	10.0%	10.6%	10.6%	8.4%	13.1%	10.7%	17.5%	40.0%	8.6%	10.5%	7.8%	7.6%
Ondangwa East	9.2%	13.5%	9.7%	6.5%	28.9%	32.6%	27.9%	20.0%	6.2%	9.2%	4.6%	6.2%
Ondangwa West	6.2%	8.4%	4.8%	6.1%	23.2%	22.1%	22.5%	29.7%	4.9%	6.4%	3.1%	5.6%
Khorixas	8.5%	7.0%	7.1%	9.7%	17.8%	8.7%	17.6%	44.0%	7.1%	6.2%	3.8%	8.5%
Windhoek	8.4%	6.9%	9.4%	8.3%	14.6%	5.7%	19.6%	23.9%	8.1%	8.6%	7.0%	8.3%
Keetmanshoop	9.9%	11.6%	11.0%	9.1%	22.2%	16.3%	23.9%	39.1%	8.5%	0.0%	0.0%	10.7%
Head Office	7.8%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	8.5%	0.0%	0.0%	10.7%
<i>Administrative regions</i>												
Caprivi	5.7%	4.5%	5.7%	6.3%	15.8%	7.7%	22.2%	23.1%	5.2%	4.0%	4.9%	5.8%
Kavango	10.0%	10.6%	10.6%	8.4%	13.1%	10.7%	17.5%	40.0%	8.6%	10.5%	7.8%	7.6%
Ohangwena	8.2%	14.1%	8.3%	4.7%	24.9%	31.3%	22.0%	20.0%	5.8%	10.4%	4.7%	4.6%
Oshikoto	10.7%	12.6%	11.6%	8.8%	33.3%	34.5%	34.7%	20.0%	6.7%	7.4%	4.4%	8.4%
Omusati	6.5%	8.5%	5.2%	6.3%	24.2%	22.9%	22.3%	42.1%	4.9%	6.1%	2.8%	5.6%
Oshana	5.7%	8.2%	4.2%	5.7%	19.7%	18.5%	23.1%	16.7%	5.0%	7.3%	3.4%	5.4%
Kunene	7.3%	5.5%	9.1%	6.6%	15.7%	4.7%	17.9%	80.0%	5.0%	6.0%	4.6%	4.9%
Erongo	9.3%	8.7%	5.0%	10.8%	21.4%	15.4%	16.7%	35.0%	8.2%	6.5%	3.2%	9.9%
Otjozondjupa	8.3%	6.8%	9.6%	8.1%	13.6%	8.6%	20.0%	14.3%	7.6%	6.0%	7.7%	8.0%
Omaheke	9.1%	4.7%	9.9%	10.3%	10.8%	0.0%	20.8%	66.7%	8.9%	7.4%	7.6%	9.8%
Khomas	8.2%	9.3%	8.8%	8.0%	19.0%	10.0%	18.2%	22.2%	7.7%	9.2%	7.4%	7.7%
Hardap	10.0%	16.4%	9.0%	8.6%	22.4%	21.3%	20.0%	31.3%	8.2%	13.6%	6.1%	7.9%
Karas	9.8%	5.2%	13.4%	9.7%	22.0%	10.3%	27.8%	57.1%	7.9%	1.7%	8.2%	8.8%
Head Office	7.8%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	8.5%	0.0%	0.0%	10.7%

Attrition rates of teachers were defined as the percentage of the 2000 teachers who were no longer teaching in 2001. Estimated attrition rates of teachers have been 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 2000 by looking for the identification or salary numbers in all other schools. This method was likely to give a too high estimate, but the rates were still reported as no better data was available.

The calculations made up to 1998 were refined, and Table 45 is, therefore, not comparable to figures published prior to the 1999 report.

It should be noted in interpreting the rates that there had been only 191 teachers without teacher training and a qualification of more than two years' tertiary in 2000. Some regional attrition rates in that category were thus based on small numbers of teachers.

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



**Table 46 Transfer rates of teachers between 2000 and 2001**

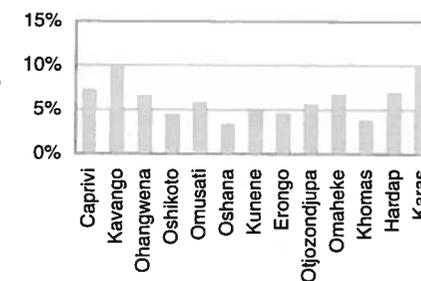
Region	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>National</b>	<b>6.1%</b>	<b>4.9%</b>	<b>4.9%</b>	<b>7.3%</b>	<b>6.5%</b>	<b>7.4%</b>	<b>6.5%</b>	<b>1.6%</b>	<b>6.0%</b>	<b>4.0%</b>	<b>4.6%</b>	<b>7.4%</b>
<i>Education regions</i>												
Katima Mulilo	7.4%	4.5%	5.9%	10.0%	1.8%	3.8%	0.0%	0.0%	7.7%	4.5%	6.2%	10.3%
Rundu	9.8%	7.6%	8.7%	14.4%	8.5%	8.8%	8.2%	0.0%	10.5%	6.4%	8.9%	14.7%
Ondangwa East	5.7%	2.6%	5.0%	8.1%	5.9%	2.9%	7.0%	8.0%	5.7%	2.6%	4.4%	8.1%
Ondangwa West	4.9%	4.2%	2.7%	7.3%	5.1%	6.6%	5.1%	0.0%	4.9%	3.8%	2.5%	7.4%
Khorixas	4.7%	3.5%	4.2%	5.3%	2.2%	2.9%	2.2%	0.0%	5.1%	3.7%	4.9%	5.5%
Windhoek	4.8%	2.3%	5.3%	5.1%	3.9%	2.8%	5.9%	2.2%	4.9%	2.1%	5.2%	5.2%
Keetmanshoop	8.3%	11.6%	7.0%	7.8%	13.3%	18.6%	11.3%	0.0%	7.5%	7.2%	5.7%	8.1%
Head Office	2.8%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	0.0%	3.1%	0.0%	0.0%	3.9%
<i>Administrative regions</i>												
Caprivi	7.4%	4.5%	5.9%	10.0%	1.8%	3.8%	0.0%	0.0%	7.7%	4.5%	6.2%	10.3%
Kavango	9.8%	7.6%	8.7%	14.4%	8.5%	8.8%	8.2%	0.0%	10.5%	6.4%	8.9%	14.7%
Ohangwena	6.6%	3.1%	5.5%	9.7%	7.9%	3.8%	9.5%	20.0%	6.4%	2.9%	4.5%	9.6%
Oshikoto	4.5%	2.0%	4.2%	6.1%	3.6%	1.7%	4.1%	5.0%	4.7%	2.0%	4.2%	6.1%
Omusati	5.8%	4.3%	4.0%	8.5%	6.3%	7.3%	6.3%	0.0%	5.8%	3.8%	3.7%	8.6%
Oshana	3.4%	3.9%	0.8%	5.4%	1.4%	3.7%	0.0%	0.0%	3.5%	4.0%	0.9%	5.6%
Kunene	4.9%	2.4%	4.6%	6.6%	0.9%	0.0%	1.5%	0.0%	6.0%	3.6%	6.2%	6.8%
Erongo	4.6%	4.9%	3.9%	4.8%	4.3%	7.7%	4.2%	0.0%	4.6%	3.9%	3.8%	5.0%
Otjozondjupa	5.7%	3.7%	4.4%	7.1%	4.5%	5.2%	4.4%	0.0%	5.8%	3.0%	4.4%	7.2%
Omaheke	6.8%	0.9%	8.5%	8.0%	3.1%	0.0%	8.3%	0.0%	7.2%	1.5%	8.5%	8.1%
Khomas	3.9%	1.0%	4.4%	3.9%	3.8%	0.0%	6.1%	2.8%	3.9%	1.1%	4.2%	4.0%
Hardap	7.0%	7.8%	5.4%	7.3%	10.2%	12.8%	11.4%	0.0%	6.5%	4.9%	3.8%	7.5%
Karas	10.0%	16.5%	9.0%	8.6%	17.1%	25.6%	11.1%	0.0%	8.8%	10.3%	8.2%	8.8%
Head Office	2.8%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	0.0%	3.1%	0.0%	0.0%	3.9%

Transfer rates of teachers were defined as the percentage of the 2000 teachers who were teaching at a different school in 2001 than in 2000. Estimated transfer rates of teachers have been reported in Table 46. These numbers were calculated by searching for teachers who were no longer at the school where they had been teaching in 2000 by looking for their identification or salary numbers in all other schools. This method was likely to give a too low estimate, but the rates were still reported as no better data was available.

The calculations made up to 1998 were refined, and Table 46 is, therefore, not comparable to figures published prior to the 1999 report.

It should be noted in interpreting the rates that there had been only 191 teachers without teacher training and a qualification of more than two years' tertiary in 2000. Some regional transfer rates in that category were thus based on small numbers of teachers.

**Figure 46: Total transfer rates of teachers in the regions**



**Table 47 Changes in the numbers of teachers and their professional qualifications between 1995 and 2001**

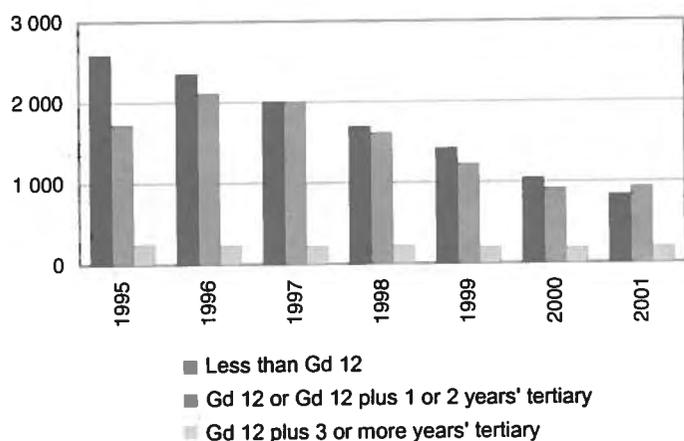
Qualification	Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
	1995	1996	1997	1998	1999	2000	2001		
<i>Total - all teachers</i>									
<b>Total</b>	<b>16 127</b>	<b>16 679</b>	<b>16 894</b>	<b>17 085</b>	<b>17 241</b>	<b>17 645</b>	<b>18 117</b>	<b>2.0%</b>	<b>2.7%</b>
Less than Gd 12	6 532	5 903	5 233	4 869	4 480	3 855	3 299	-10.8%	-14.4%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	5 360	6 098	6 328	5 986	5 710	5 408	5 399	0.1%	-0.2%
Gd 12 plus 3 or more years' tertiary	4 235	4 678	5 333	6 230	7 051	8 382	9 419	14.3%	12.4%
<i>Teachers without teacher training</i>									
<b>Total</b>	<b>4 567</b>	<b>4 701</b>	<b>4 235</b>	<b>3 537</b>	<b>2 846</b>	<b>2 162</b>	<b>1 982</b>	<b>-13.0%</b>	<b>-8.3%</b>
Less than Gd 12	2 589	2 355	2 006	1 695	1 423	1 051	838	-17.1%	-20.3%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	1 725	2 110	2 007	1 616	1 226	920	939	-9.6%	2.1%
Gd 12 plus 3 or more years' tertiary	253	236	222	226	197	191	205	-3.4%	7.3%
<i>Teachers with teacher training</i>									
<b>Total</b>	<b>11 560</b>	<b>11 978</b>	<b>12 659</b>	<b>13 548</b>	<b>14 395</b>	<b>15 483</b>	<b>16 135</b>	<b>5.7%</b>	<b>4.2%</b>
Less than Gd 12	3 943	3 548	3 227	3 174	3 057	2 804	2 461	-7.6%	-12.2%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	3 635	3 988	4 321	4 370	4 484	4 488	4 460	3.5%	-0.6%
Gd 12 plus 3 or more years' tertiary	3 982	4 442	5 111	6 004	6 854	8 191	9 214	15.0%	12.5%

Table 47 shows the changes in the numbers of teachers according to their qualifications. The top rows of data include all teachers irrespective of whether they had formal teacher training or not. Teachers who had no formal teacher training were reported in the next set of rows, while teachers with formal teacher training have been reported in the four bottom rows.

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

The total number of teachers increased on average by 2% per year. A change towards a better qualified teaching force was reflected by the growth rates in different qualification levels: The numbers of low qualified teachers decreased, while the numbers of teachers with the desired qualification of at least three years' tertiary education had a growth rate of 14.3%.

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



**Figure 48: Changes in the numbers of teachers with formal teacher training**

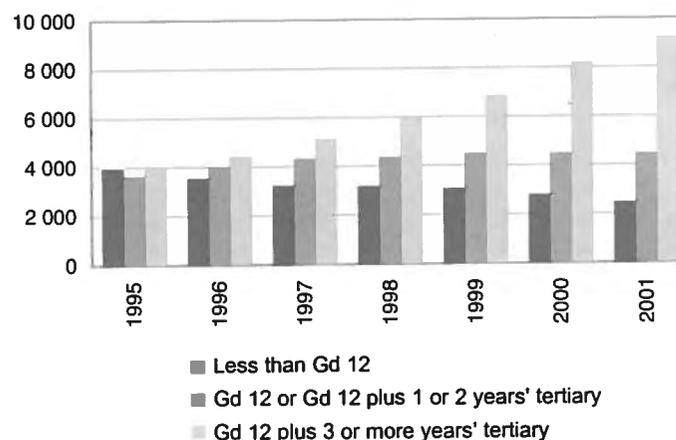


Figure 47 shows the consistent decrease of the numbers of teachers without teacher training and a qualification lower than Grade 12. By 2001, this number was about one-third of the 1995 number. Numbers of teachers with a Grade 12 or one or two years' tertiary education still increased until 1996, and decreased in later years, except in 2001. Very few teachers had three years' tertiary education, but no teacher training.

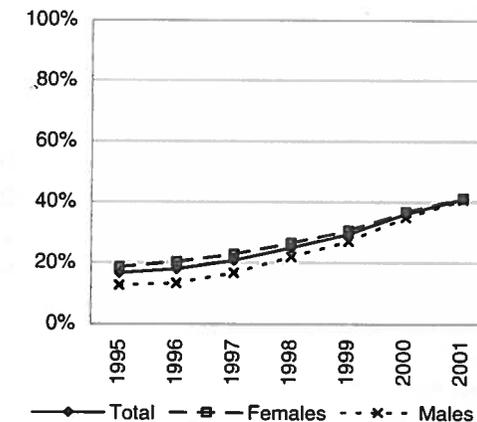
The growth in the numbers of teachers with teacher training has been shown in Figure 48. In this category, the number of teachers with a qualification lower than Grade 12 decreased consistently. The numbers of teachers with Grade 12 or Grade 12 plus one or two years' tertiary increased gradually until 2000. The numbers of teachers with the desired qualification had the highest growth rate.

**Table 48 Percentages of primary and secondary teachers qualified to teach between 1995 and 2001**

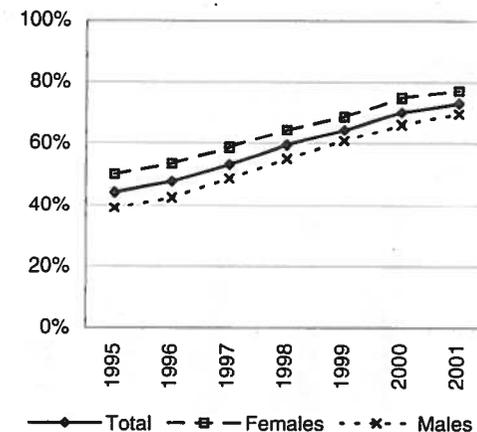
Region		Primary							Secondary						
		1995	1996	1997	1998	1999	2000	2001	1995	1996	1997	1998	1999	2000	2001
National	Total	16.6%	17.9%	20.7%	25.0%	29.4%	36.1%	41.1%	44.1%	47.6%	53.2%	59.5%	64.5%	70.2%	73.2%
	Females	18.6%	20.3%	22.8%	26.5%	30.5%	36.7%	41.2%	50.0%	53.5%	58.7%	64.5%	68.7%	74.9%	77.1%
	Males	12.7%	13.3%	16.7%	22.0%	27.1%	34.9%	40.7%	39.1%	42.6%	48.6%	55.1%	60.8%	66.2%	69.7%
<i>Education regions</i>															
Katima Mulilo	Total	4.2%	7.5%	13.3%	20.8%	21.6%	28.7%	32.3%	21.8%	28.9%	36.2%	46.5%	52.9%	61.0%	64.4%
	Females	5.3%	10.4%	16.5%	24.2%	25.9%	32.7%	37.7%	12.5%	20.8%	39.1%	45.2%	51.5%	70.0%	70.6%
	Males	3.1%	4.4%	9.8%	17.0%	16.3%	23.6%	25.5%	24.4%	31.0%	35.3%	46.9%	53.3%	57.6%	61.8%
Rundu	Total	1.5%	1.7%	4.1%	6.3%	10.9%	17.4%	23.9%	22.4%	24.6%	33.4%	44.0%	52.3%	60.1%	63.5%
	Females	2.6%	2.4%	4.8%	7.6%	12.8%	19.2%	25.8%	30.5%	27.3%	37.9%	51.9%	63.3%	65.3%	71.6%
	Males	0.9%	1.2%	3.7%	5.6%	9.7%	16.2%	22.6%	19.0%	23.5%	31.7%	40.8%	47.7%	58.1%	60.0%
Ondangwa East	Total	6.0%	7.0%	9.6%	14.9%	21.9%	29.9%	36.5%	25.2%	28.6%	36.3%	45.5%	53.4%	61.7%	66.2%
	Females	6.2%	7.6%	9.8%	14.1%	20.4%	27.5%	33.0%	26.4%	30.5%	38.2%	48.1%	55.8%	64.1%	68.6%
	Males	5.4%	5.6%	9.1%	16.8%	25.4%	35.5%	44.2%	24.0%	26.8%	34.5%	43.1%	51.2%	59.4%	64.0%
Ondangwa West	Total	5.1%	7.6%	11.0%	16.4%	20.9%	29.6%	35.2%	24.7%	30.8%	38.1%	47.3%	53.9%	62.0%	67.1%
	Females	5.4%	7.8%	11.2%	15.6%	19.3%	26.7%	31.8%	26.2%	34.1%	40.2%	48.4%	54.2%	63.2%	67.2%
	Males	3.9%	7.0%	10.2%	19.1%	26.3%	39.1%	45.6%	23.1%	27.2%	35.7%	46.1%	53.7%	60.8%	67.0%
Khorixas	Total	26.1%	28.8%	31.1%	34.1%	37.5%	42.2%	45.3%	68.1%	71.1%	75.3%	75.7%	77.4%	79.6%	82.2%
	Females	30.1%	32.2%	34.3%	37.6%	40.9%	45.8%	48.1%	75.7%	76.8%	79.3%	81.7%	84.5%	84.8%	87.7%
	Males	18.9%	22.5%	25.2%	27.4%	31.0%	35.3%	40.1%	62.6%	66.7%	72.1%	70.9%	71.6%	75.0%	77.2%
Windhoek	Total	41.8%	44.4%	46.6%	50.7%	53.5%	58.1%	60.8%	76.3%	80.8%	81.9%	82.3%	83.7%	86.5%	87.4%
	Females	44.8%	47.7%	49.5%	53.1%	55.6%	60.2%	63.1%	83.2%	87.4%	88.1%	88.3%	88.4%	91.5%	91.0%
	Males	34.1%	35.2%	39.0%	44.3%	47.9%	52.8%	54.6%	67.2%	72.4%	74.3%	74.8%	77.9%	80.3%	82.7%
Keetmanshoop	Total	35.2%	38.9%	41.4%	43.4%	48.0%	52.2%	55.3%	71.0%	71.1%	74.7%	78.5%	82.2%	81.9%	83.4%
	Females	33.6%	36.6%	38.5%	39.3%	44.6%	49.4%	51.7%	75.4%	72.7%	77.1%	80.6%	81.7%	83.8%	84.1%
	Males	38.8%	44.3%	48.0%	53.1%	56.1%	59.3%	64.5%	67.4%	69.8%	72.9%	76.6%	82.6%	80.3%	82.6%
Head Office	Total	40.6%	41.5%	41.2%	54.4%	51.9%	54.7%	66.6%	74.3%	72.7%	76.7%	87.8%	88.1%	91.4%	75.0%
	Females	21.6%	28.8%	37.5%	47.3%	48.7%	50.7%	65.2%	85.7%	89.9%	91.5%	90.9%	91.7%	92.5%	86.0%
	Males	84.5%	67.8%	53.6%	77.2%	60.0%	64.9%	70.9%	56.7%	50.4%	58.5%	78.0%	81.4%	89.2%	58.4%
<i>Administrative regions</i>															
Caprivi	Total	4.2%	7.5%	13.3%	20.8%	21.6%	28.7%	32.3%	21.8%	28.9%	36.2%	46.5%	52.9%	61.0%	64.4%
	Females	5.3%	10.4%	16.5%	24.2%	25.9%	32.7%	37.7%	12.5%	20.8%	39.1%	45.2%	51.5%	70.0%	70.6%
	Males	3.1%	4.4%	9.8%	17.0%	16.3%	23.6%	25.5%	24.4%	31.0%	35.3%	46.9%	53.3%	57.6%	61.8%
Kavango	Total	1.5%	1.7%	4.1%	6.3%	10.9%	17.4%	23.9%	22.4%	24.6%	33.4%	44.0%	52.3%	60.1%	63.5%
	Females	2.6%	2.4%	4.8%	7.6%	12.8%	19.2%	25.8%	30.5%	27.3%	37.9%	51.9%	63.3%	65.3%	71.6%
	Males	0.9%	1.2%	3.7%	5.6%	9.7%	16.2%	22.6%	19.0%	23.5%	31.7%	40.8%	47.7%	58.1%	60.0%

**Figure 49: Percentages of primary and secondary teachers qualified to teach**

**Primary teachers**



**Secondary teachers**



**Table 48 continued**

Region		Primary							Secondary						
		1995	1996	1997	1998	1999	2000	2001	1995	1996	1997	1998	1999	2000	2001
Ohangwena	Total	4.3%	5.1%	8.3%	15.2%	23.0%	30.7%	36.8%	21.4%	26.4%	32.0%	45.1%	53.5%	63.4%	68.5%
	Females	3.8%	5.0%	7.9%	13.4%	20.6%	26.8%	32.2%	18.2%	25.2%	29.6%	41.7%	52.1%	63.0%	68.0%
	Males	5.6%	5.5%	9.1%	19.4%	28.7%	39.6%	46.7%	24.2%	27.5%	34.0%	47.9%	54.7%	63.7%	68.9%
Oshikoto	Total	8.4%	9.7%	11.5%	14.5%	20.2%	28.7%	36.1%	29.1%	30.9%	40.9%	46.1%	53.2%	59.8%	63.7%
	Females	9.8%	11.3%	12.5%	15.1%	20.1%	28.4%	34.2%	34.3%	35.9%	46.5%	53.9%	59.6%	65.2%	69.2%
	Males	5.1%	5.6%	9.0%	13.3%	20.6%	29.4%	40.3%	23.8%	25.9%	35.0%	37.4%	47.0%	54.5%	58.7%
Omusati	Total	4.6%	6.9%	10.6%	16.1%	20.8%	28.9%	33.6%	21.9%	27.5%	35.4%	47.0%	54.9%	61.9%	68.3%
	Females	5.0%	7.2%	10.9%	15.1%	19.1%	25.6%	30.1%	22.7%	29.5%	37.9%	48.7%	55.4%	63.4%	67.8%
	Males	3.3%	5.9%	9.4%	19.4%	26.4%	39.5%	44.3%	21.1%	25.5%	32.8%	45.2%	54.5%	60.6%	68.6%
Oshana	Total	5.9%	9.0%	11.8%	16.9%	21.2%	30.8%	38.0%	29.0%	35.6%	42.0%	47.7%	52.5%	62.1%	65.3%
	Females	6.1%	8.9%	11.8%	16.4%	19.8%	28.5%	34.9%	31.3%	40.4%	43.3%	47.9%	52.5%	63.0%	66.4%
	Males	5.2%	9.1%	11.8%	18.6%	26.0%	38.4%	48.3%	26.3%	29.8%	40.4%	47.4%	52.5%	61.1%	64.3%
Kunene	Total	7.9%	10.7%	14.3%	17.7%	22.6%	27.3%	34.2%	52.6%	62.5%	63.4%	64.0%	65.5%	69.1%	72.7%
	Females	9.6%	10.7%	14.5%	18.7%	23.4%	28.8%	35.5%	54.5%	66.7%	67.9%	71.3%	74.3%	73.1%	72.6%
	Males	6.0%	10.6%	14.1%	16.5%	21.8%	25.7%	32.9%	51.8%	60.7%	61.2%	60.6%	61.4%	67.4%	72.8%
Erongo	Total	39.0%	41.8%	43.4%	46.2%	48.1%	52.9%	53.9%	75.8%	75.3%	81.1%	81.3%	83.0%	84.5%	86.8%
	Females	41.1%	43.6%	44.8%	47.6%	49.7%	54.6%	54.9%	82.5%	79.8%	82.9%	84.9%	87.4%	87.8%	92.0%
	Males	33.8%	37.1%	39.5%	41.8%	43.4%	48.1%	50.8%	69.7%	70.8%	79.2%	77.8%	78.4%	80.5%	80.4%
Otjozondjupa	Total	24.6%	25.8%	29.0%	33.4%	37.2%	42.2%	42.3%	66.0%	72.6%	72.7%	71.7%	75.3%	75.9%	79.8%
	Females	26.9%	28.4%	31.7%	35.7%	39.2%	44.3%	44.5%	77.1%	84.8%	86.0%	84.2%	82.6%	82.2%	83.8%
	Males	19.8%	20.3%	23.7%	28.6%	33.0%	38.0%	38.2%	55.1%	60.9%	60.3%	61.2%	68.9%	70.8%	76.1%
Omaheke	Total	24.1%	25.6%	29.5%	35.9%	38.4%	44.8%	52.5%	50.7%	58.5%	62.1%	66.4%	67.2%	76.2%	75.7%
	Females	25.5%	27.9%	29.1%	35.4%	37.8%	44.7%	54.3%	65.1%	64.7%	66.5%	70.7%	68.2%	83.7%	81.0%
	Males	21.4%	21.1%	30.2%	36.8%	39.5%	45.0%	48.7%	40.6%	54.6%	59.5%	63.9%	66.5%	71.7%	72.4%
Khomas	Total	59.8%	63.1%	64.3%	67.2%	68.8%	72.4%	74.4%	84.9%	87.9%	88.9%	89.0%	90.2%	92.7%	92.6%
	Females	60.9%	64.6%	65.4%	67.9%	69.3%	72.7%	74.6%	87.2%	90.8%	91.3%	91.4%	92.6%	95.0%	94.3%
	Males	55.9%	57.6%	60.1%	64.6%	66.9%	71.6%	73.8%	81.2%	83.1%	85.1%	85.0%	86.3%	88.9%	89.7%
Hardap	Total	34.9%	38.0%	40.3%	42.3%	47.1%	52.4%	55.7%	69.9%	69.6%	75.4%	76.8%	82.7%	82.5%	81.9%
	Females	32.1%	35.0%	38.1%	38.5%	44.2%	50.1%	52.2%	71.4%	72.3%	77.4%	80.8%	82.9%	86.3%	84.3%
	Males	40.9%	44.9%	45.3%	50.8%	53.7%	57.8%	64.1%	68.7%	67.3%	73.9%	73.7%	82.5%	79.5%	79.8%
Karas	Total	35.5%	40.2%	42.8%	44.8%	49.1%	52.0%	54.7%	72.6%	73.5%	73.7%	80.8%	81.4%	81.0%	85.5%
	Females	35.4%	38.7%	39.1%	40.3%	45.1%	48.6%	51.0%	81.2%	73.4%	76.7%	80.5%	80.0%	80.4%	84.0%
	Males	35.8%	43.7%	51.8%	56.5%	59.7%	61.4%	65.0%	65.6%	73.5%	71.3%	81.1%	82.8%	81.6%	87.2%
Head Office	Total	40.6%	41.5%	41.2%	54.4%	51.9%	54.7%	66.6%	74.3%	72.7%	76.7%	87.8%	88.1%	91.4%	75.0%
	Females	21.6%	28.8%	37.5%	47.3%	48.7%	50.7%	65.2%	85.7%	89.9%	91.5%	90.9%	91.7%	92.5%	86.0%
	Males	84.5%	67.8%	53.6%	77.2%	60.0%	64.9%	70.9%	56.7%	50.4%	58.5%	78.0%	81.4%	89.2%	58.4%

Teachers who had teacher training and a qualification equivalent to at least three years' tertiary education were qualified to teach. The percentage of teachers who met these criteria in the years between 1995 and 2001 were reported in Table 48. A distinction was made between Primary and Secondary teachers. Teachers who taught grades in both phases were allocated pro rata to the two phases, based on the range of grades they taught.

The percentage of Primary teachers qualified to teach more than doubled during the period 1995 to 2001 (from 16.6% to 41.1%), but was much lower than the equivalent percentage of Secondary teachers. By 2000, 59% of the Primary teachers were still not qualified to teach, and about one-quarter of the Secondary teachers were not qualified to teach. The progress made in the qualification structure of teachers after 1996 was, though, remarkable.

Khomas had the highest percentage of Primary and Secondary teachers qualified to teach in all the years. Rundu had the lowest percentage of Primary teachers qualified to teach. In general, the northern regions, with the exception of Secondary teachers in Kunene, had the lowest percentages of qualified teachers.

In general, the percentage of teachers qualified to teach was higher for females than for males. But, there were exceptions in some regions. The gap between female and male Primary teachers narrowed in the last two years.

**Table 49 Numbers of teachers from 1995 to 2001**

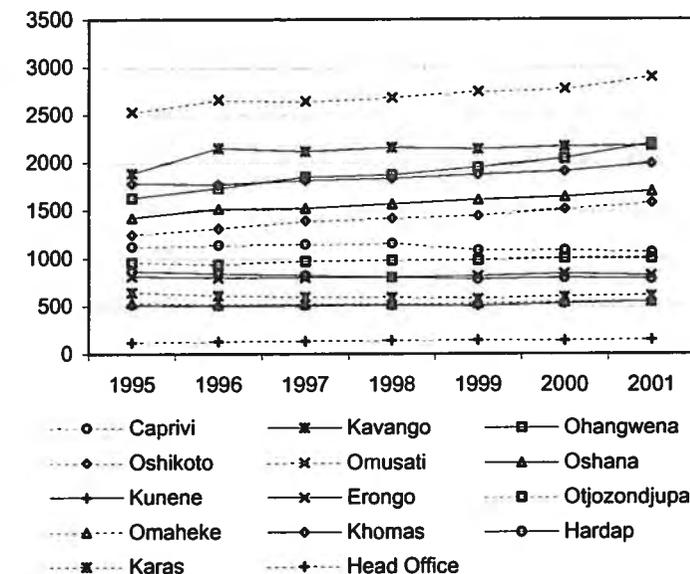
Region	Year							Average annual growth rate 1995 - 2001	Percentage change 2000 - 2001
	1995	1996	1997	1998	1999	2000	2001		
<b>National</b>	<b>16 127</b>	<b>16 679</b>	<b>16 894</b>	<b>17 085</b>	<b>17 241</b>	<b>17 645</b>	<b>18 117</b>	<b>2.0%</b>	<b>2.7%</b>
<i>Education regions</i>									
Katima Mulilo	1 125	1 141	1 148	1 157	1 086	1 086	1 062	-1.0%	-2.2%
Rundu	1 894	2 158	2 125	2 165	2 150	2 177	2 179	2.4%	0.1%
Ondangwa East	2 886	3 053	3 248	3 295	3 403	3 569	3 785	4.6%	6.1%
Ondangwa West	3 953	4 173	4 166	4 248	4 355	4 416	4 599	2.6%	4.1%
Khorixas	1 336	1 319	1 322	1 330	1 334	1 382	1 385	0.6%	0.2%
Windhoek	3 290	3 240	3 319	3 345	3 398	3 469	3 554	1.3%	2.5%
Keetmanshoop	1 524	1 465	1 431	1 405	1 373	1 405	1 405	-1.3%	0.0%
Head Office	119	130	135	140	142	141	148	3.7%	5.0%
<i>Administrative regions</i>									
Caprivi	1 125	1 141	1 148	1 157	1 086	1 086	1 062	-1.0%	-2.2%
Kavango	1 894	2 158	2 125	2 165	2 150	2 177	2 179	2.4%	0.1%
Ohangwena	1 638	1 741	1 855	1 877	1 958	2 054	2 204	5.1%	7.3%
Oshikoto	1 248	1 312	1 393	1 418	1 445	1 515	1 581	4.0%	4.4%
Omusati	2 530	2 657	2 643	2 679	2 743	2 773	2 897	2.3%	4.5%
Oshana	1 423	1 516	1 523	1 569	1 612	1 643	1 702	3.0%	3.6%
Kunene	518	513	515	519	512	535	557	1.2%	4.1%
Erongo	818	806	807	811	822	847	828	0.2%	-2.2%
Otjozondjupa	964	941	970	980	982	1 004	1 001	0.6%	-0.3%
Omaheke	539	520	527	523	534	548	556	0.5%	1.5%
Khomas	1 787	1 779	1 822	1 842	1 882	1 917	1 997	1.9%	4.2%
Hardap	873	847	828	809	791	803	792	-1.6%	-1.4%
Karas	651	618	603	596	582	602	613	-1.0%	1.8%
Head Office	119	130	135	140	142	141	148	3.7%	5.0%

The total numbers of teachers, as reported in Table 49, increased annually. Different regions had, though, varying patterns of changes in the numbers. Caprivi, Hardap and Karas had fewer teachers in 2001 than they had had in 1995.

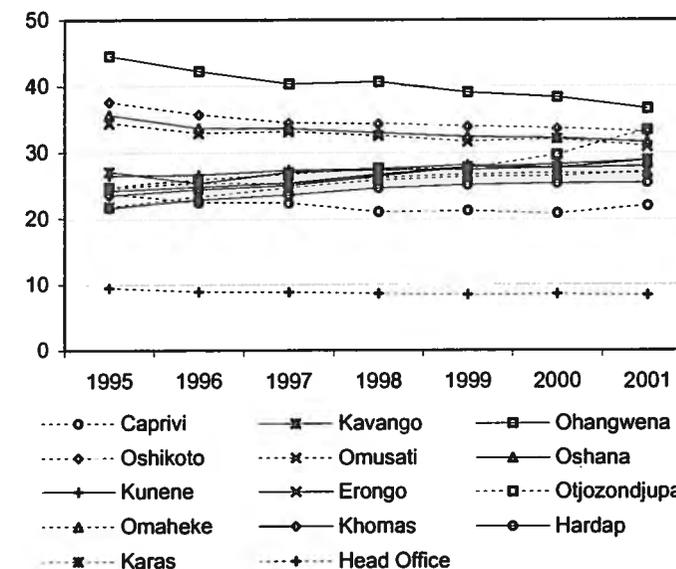
The average annual growth rates in Table 49 were calculated by comparing the situation in 2001 to 1995.

The numbers of teachers have been shown graphically in Figure 50. Kavango still had a high increase of numbers of teachers between 1995 and 1996. Other regions with high growth rates were the regions with the highest learner:teacher ratios, Ohangwena, Oshikoto, Omusati and Oshana.

**Figure 50: Numbers of teachers between 1995 and 2001**



**Figure 51: Learner:teacher ratios in schools staffed by the State**



**Table 50 Learner:teacher ratios from 1995 to 2001**

Region	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	1995	1996	1997	1998	1999	2000	2001	1995	1996	1997	1998	1999	2000	2001
<b>National</b>	<b>29.3</b>	<b>28.7</b>	<b>29.0</b>	<b>29.1</b>	<b>29.0</b>	<b>29.1</b>	<b>29.2</b>	<b>30.1</b>	<b>29.5</b>	<b>29.7</b>	<b>29.9</b>	<b>29.9</b>	<b>30.0</b>	<b>30.2</b>
<i>Education regions</i>														
Katima Mulilo	23.7	22.4	22.3	20.9	21.1	20.7	21.9	23.8	22.4	22.4	21.0	21.2	20.8	21.9
Rundu	26.5	25.0	26.7	27.0	27.0	27.5	28.7	27.1	25.4	27.1	27.4	27.5	27.7	28.9
Ondangwa East	40.8	38.7	37.1	37.0	36.1	35.7	34.6	41.6	39.5	37.9	38.0	36.9	36.4	35.2
Ondangwa West	34.5	32.8	33.1	32.5	31.7	31.8	30.9	34.9	33.2	33.4	32.7	31.9	32.1	31.2
Khorixas	24.0	24.5	25.3	25.8	26.2	25.7	26.4	25.1	25.5	26.2	27.1	28.0	27.7	28.5
Windhoek	23.1	24.0	24.6	25.4	25.9	26.6	27.4	24.1	25.1	25.7	26.8	27.6	28.5	29.9
Keetmanshoop	21.1	22.3	23.4	24.3	24.7	24.8	25.1	21.7	23.1	24.1	25.2	25.7	25.8	26.2
Head Office	9.1	8.4	8.4	8.5	8.1	8.3	8.3	9.5	8.9	8.8	8.6	8.4	8.5	8.3
<i>Administrative regions</i>														
Caprivi	23.7	22.4	22.3	20.9	21.1	20.7	21.9	23.8	22.4	22.4	21.0	21.2	20.8	21.9
Kavango	26.5	25.0	26.7	27.0	27.0	27.5	28.7	27.1	25.4	27.1	27.4	27.5	27.7	28.9
Ohangwena	44.1	41.8	39.8	40.0	38.6	38.1	36.4	44.6	42.3	40.4	40.7	39.1	38.3	36.6
Oshikoto	36.4	34.7	33.4	33.1	32.8	32.5	32.1	37.6	35.7	34.5	34.3	33.9	33.6	33.1
Omusati	34.1	32.5	32.9	32.4	31.4	31.8	30.7	34.5	32.9	33.2	32.6	31.7	32.1	30.9
Oshana	35.2	33.4	33.5	32.8	32.1	31.8	31.2	35.7	33.7	33.7	33.0	32.4	32.2	31.6
Kunene	25.4	25.5	26.7	26.8	27.3	26.6	26.8	26.5	26.7	27.4	27.5	28.2	27.7	27.9
Erongo	23.2	23.8	24.5	25.1	25.5	25.1	26.1	24.3	24.8	25.4	26.7	27.9	27.7	28.9
Otjozondjupa	24.5	25.7	26.5	27.2	27.1	28.3	30.9	24.8	26.0	26.8	27.7	27.6	29.7	33.5
Omaheke	23.9	24.9	24.8	25.8	25.9	25.6	25.6	24.6	25.5	25.4	26.3	26.8	27.0	27.0
Khomas	22.0	22.9	23.5	24.4	25.3	26.0	26.1	23.6	24.5	25.1	26.5	27.8	28.2	28.9
Hardap	21.3	22.3	23.3	24.2	24.6	24.7	24.9	21.6	22.9	23.7	24.7	25.2	25.4	25.5
Karas	20.8	22.2	23.6	24.4	24.9	24.9	25.4	21.8	23.3	24.8	25.9	26.4	26.5	27.2
Head Office	9.1	8.4	8.4	8.5	8.1	8.3	8.3	9.5	8.9	8.8	8.6	8.4	8.5	8.3

Learner teacher ratios were calculated in two different ways in Table 50: In the left part of the table, learner:teacher 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 the provision by the State. 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 were included in the right part of the table.

Figure 51 on page 80 shows the learner:teacher ratios in schools staffed by the State, that is the ratios in the right part of Table 50.

At Independence in 1990, Namibia had great disparities between its regions in the learner:teacher ratios. Since 1995, the ratios started to converge in schools staffed by the State. While the learner:teacher ratio in Ohangwena was 2.1 times the ratio in Hardap in 1995, this factor had decreased to 1.4 by 2001. Caprivi had the lowest ratio among the regions after 1995.

An extraordinary increase in enrolment in the Osire Primary School, catering for refugee children, caused the high learner:teacher ratios in Otjozondjupa in 2000 and 2001. Most teachers in the school were refugees not hired by the State. Excluding this school, the learner:teacher ratios in state-staffed schools in Otjozondjupa would have been 27.9 in 2000 and 29.1 in 2001.

**Chapter 6** focuses on school buildings. Information is available on facilities and the basic services, that is, water supply, electricity and telephones.

The structural types of school buildings are important to take into account when using physical facilities statistics. In Namibia, large numbers of schools were initiated and initially built by parents who constructed "traditional" classrooms using materials which were available to them, normally poles, mud and thatch or corrugated iron. Government at times provided "prefabricated" buildings, often constructed from asbestos sheets, to build as many classrooms as possible within the available budget, or to speed up the building programme. Most buildings, though, are "permanent", mostly built from brick and mortar. In exceptional cases, buildings not belonging to a school are used regularly for teaching, indicated as "hired" structures.

It is difficult for a school to operate in the absence of certain basic amenities, but large proportions of schools in Namibia do not have toilets, water, telephones or electricity. Schools reported the numbers of individual toilet units or spaces in the Annual Education Census, and indicated whether or not they had a water supply, electricity or telephone service.

The availability of teachers' housing 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.

It is policy to eradicate the overcrowding of classrooms, replace "traditional" structures, and to provide sanitary facilities and the basic services at all schools. The large shortages in basic facilities seem not to have allowed any substantial progress to have been made in the provision of teachers' housing, except in Kavango, Oshana, Oshikoto, Omusati and Oshana between 1999 and 2001.

## Physical facilities

**Table 51 Numbers and structural types of teaching facilities**

Region	Classrooms					Laboratories					Special teaching rooms					Workshops				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
<b>National</b>	<b>16 970</b>	<b>13 241</b>	<b>1 384</b>	<b>2 145</b>	<b>200</b>	<b>406</b>	<b>396</b>	<b>9</b>	<b>1</b>	<b>-</b>	<b>604</b>	<b>579</b>	<b>13</b>	<b>9</b>	<b>3</b>	<b>159</b>	<b>149</b>	<b>6</b>	<b>1</b>	<b>3</b>
<i>Education regions</i>																				
Katima Mulilo	1 057	716	1	319	21	10	10	-	-	-	6	6	-	-	-	-	-	-	-	-
Rundu	1 969	1 604	19	329	17	34	34	-	-	-	26	25	-	1	-	8	7	-	1	-
Ondangwa East	3 735	2 665	356	698	16	34	33	-	1	-	33	29	-	4	-	10	9	-	-	1
Ondangwa West	4 510	3 089	576	765	80	75	74	1	-	-	30	24	3	3	-	4	4	-	-	-
Khorixas	1 306	1 204	59	32	11	56	55	1	-	-	105	104	-	1	-	29	27	-	-	2
Windhoek	2 812	2 600	196	1	15	125	125	-	-	-	221	220	-	-	1	56	56	-	-	-
Keetmanshoop	1 472	1 258	173	1	40	69	62	7	-	-	152	140	10	-	2	33	27	6	-	-
Head Office	109	105	4	-	-	3	3	-	-	-	31	31	-	-	-	19	19	-	-	-
<i>Administrative regions</i>																				
Caprivi	1 057	716	1	319	21	10	10	-	-	-	6	6	-	-	-	-	-	-	-	-
Kavango	1 969	1 604	19	329	17	34	34	-	-	-	26	25	-	1	-	8	7	-	1	-
Ohangwena	2 194	1 562	240	384	8	11	11	-	-	-	4	4	-	-	-	4	4	-	-	-
Oshikoto	1 541	1 103	116	314	8	23	22	-	1	-	29	25	-	4	-	6	5	-	-	1
Omusati	2 881	1 911	370	555	45	49	48	1	-	-	16	10	3	3	-	-	-	-	-	-
Oshana	1 629	1 178	206	210	35	26	26	-	-	-	14	14	-	-	-	4	4	-	-	-
Kunene	530	477	20	31	2	9	9	-	-	-	24	23	-	1	-	5	5	-	-	-
Erongo	776	727	39	1	9	47	46	1	-	-	81	81	-	-	-	24	22	-	-	2
Otjozondjupa	800	731	61	1	7	35	35	-	-	-	45	45	-	-	-	13	13	-	-	-
Omaheke	492	471	19	-	2	15	15	-	-	-	23	23	-	-	-	5	5	-	-	-
Khomas	1 520	1 398	116	-	6	75	75	-	-	-	153	152	-	-	1	38	38	-	-	-
Hardap	813	718	87	1	7	35	32	3	-	-	74	68	6	-	-	21	17	4	-	-
Karas	659	540	86	-	33	34	30	4	-	-	78	72	4	-	2	12	10	2	-	-
Head Office	109	105	4	-	-	3	3	-	-	-	31	31	-	-	-	19	19	-	-	-

The numbers of teaching rooms in which groups of learners can be taught have been reported in Table 51. In addition, the numbers of rooms only suitable for teaching very small groups, and outdoor areas routinely used for teaching have been stated in Table 52 on page 84.

The different types of structures have been classified as permanent, prefabricated and traditional. Rooms not belonging to schools, but used on a daily basis, have been grouped under 'hired'. Permanent structures were normally brick buildings, prefabricated structured were often made of asbestos sheets.

Structures built from cheap locally available materials, for example, poles or metal sheets, and tents were reported under the heading 'traditional'. These 'traditional' structures were confined almost entirely to the seven northern regions.

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

Region	Rooms for small groups					School or gymnastics halls					Libraries, media or resource centres					
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Outdoor teaching areas
<b>National</b>	<b>264</b>	<b>231</b>	<b>15</b>	<b>8</b>	<b>10</b>	<b>189</b>	<b>175</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>412</b>	<b>386</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>134</b>
<i>Education regions</i>																
Katima Mulilo	2	2	-	-	-	1	1	-	-	-	23	22	-	1	-	4
Rundu	3	3	-	-	-	10	8	-	2	-	35	35	-	-	-	87
Ondangwa East	19	18	-	1	-	30	26	3	1	-	43	40	-	3	-	20
Ondangwa West	25	20	-	4	1	7	7	-	-	-	65	62	1	1	1	22
Khorixas	56	49	2	3	2	34	34	-	-	-	51	49	2	-	-	-
Windhoek	124	116	5	-	3	70	69	-	-	1	119	113	5	-	1	1
Keetmanshoop	33	21	8	-	4	33	26	2	-	5	69	58	8	-	3	-
Head Office	2	2	-	-	-	4	4	-	-	-	7	7	-	-	-	-
<i>Administrative regions</i>																
Caprivi	2	2	-	-	-	1	1	-	-	-	23	22	-	1	-	4
Kavango	3	3	-	-	-	10	8	-	2	-	35	35	-	-	-	87
Ohangwena	5	4	-	1	-	21	17	3	1	-	16	16	-	-	-	12
Oshikoto	14	14	-	-	-	9	9	-	-	-	27	24	-	3	-	8
Omusati	15	14	-	1	-	3	3	-	-	-	37	34	1	1	1	17
Oshana	10	6	-	3	1	4	4	-	-	-	28	28	-	-	-	5
Kunene	12	7	-	3	2	9	9	-	-	-	14	14	-	-	-	-
Erongo	44	42	2	-	-	25	25	-	-	-	37	35	2	-	-	-
Otjozondjupa	28	27	-	-	1	15	15	-	-	-	34	30	4	-	-	1
Omaheke	21	18	3	-	-	6	6	-	-	-	26	25	1	-	-	-
Khomas	75	71	2	-	2	49	48	-	-	1	59	58	-	-	1	-
Hardap	21	9	8	-	4	15	12	-	-	3	32	27	5	-	-	-
Karas	12	12	-	-	-	18	14	2	-	2	37	31	3	-	3	-
Head Office	2	2	-	-	-	4	4	-	-	-	7	7	-	-	-	-

Outdoor areas used regularly for teaching due to a lack of classrooms were supposed to be reported as 'outdoor teaching areas'. The numbers suggest that there was some misreporting, but there were still schools where groups of learners were taught under a tree.

Diverse facilities and outdoor teaching areas used daily were included in Table 52. The 'rooms for small groups' were rooms that were only suitable for teaching individuals or very small groups of learners.

**Table 53 Numbers and structural types of administrative facilities**

Region	Store-rooms					Book stores					Offices					Other administrative facilities				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
<b>National</b>	<b>3 010</b>	<b>2 901</b>	<b>55</b>	<b>31</b>	<b>23</b>	<b>850</b>	<b>806</b>	<b>31</b>	<b>3</b>	<b>10</b>	<b>1 905</b>	<b>1 807</b>	<b>46</b>	<b>32</b>	<b>20</b>	<b>817</b>	<b>745</b>	<b>37</b>	<b>15</b>	<b>20</b>
<i>Education regions</i>																				
Katima Mulilo	145	140	2	2	1	36	36	-	-	-	141	124	-	15	2	33	30	-	3	-
Rundu	256	247	3	5	1	115	114	-	-	1	140	127	4	9	-	47	41	-	4	2
Ondangwa East	547	537	-	9	1	140	138	1	-	1	238	231	-	5	2	102	99	-	1	2
Ondangwa West	593	582	3	4	4	121	117	1	2	1	243	233	-	2	8	87	69	10	4	4
Khorixas	288	273	9	3	3	105	100	4	-	1	268	264	2	1	1	140	118	12	2	8
Windhoek	772	750	17	-	5	190	178	9	1	2	567	554	10	-	3	275	271	2	-	2
Keetmanshoop	322	285	21	8	8	125	105	16	-	4	264	234	26	-	4	124	108	13	1	2
Head Office	87	87	-	-	-	18	18	-	-	-	44	40	4	-	-	9	9	-	-	-
<i>Administrative regions</i>																				
Caprivi	145	140	2	2	1	36	36	-	-	-	141	124	-	15	2	33	30	-	3	-
Kavango	256	247	3	5	1	115	114	-	-	1	140	127	4	9	-	47	41	-	4	2
Ohangwena	303	297	-	5	1	78	78	-	-	-	109	102	-	5	2	57	56	-	1	-
Oshikoto	244	240	-	4	-	62	60	1	-	1	129	129	-	-	-	45	43	-	-	2
Omusati	362	353	1	4	4	82	80	-	1	1	135	126	-	2	7	59	44	9	4	2
Oshana	231	229	2	-	-	39	37	1	1	-	108	107	-	-	1	28	25	1	-	2
Kunene	90	81	6	3	-	41	41	-	-	-	93	91	1	1	-	57	38	11	2	6
Erongo	198	192	3	-	3	64	59	4	-	1	175	173	1	-	1	83	80	1	-	2
Otjozondjupa	225	221	4	-	-	63	55	7	-	1	148	139	7	-	2	66	64	1	-	1
Omaheke	96	92	1	-	3	36	34	-	1	1	89	89	-	-	-	63	63	-	-	-
Khomas	451	437	12	-	2	91	89	2	-	-	330	326	3	-	1	146	144	1	-	1
Hardap	185	167	5	8	5	66	58	5	-	3	147	135	11	-	1	72	63	8	1	-
Karas	137	118	16	-	3	59	47	11	-	1	117	99	15	-	3	52	45	5	-	2
Head Office	87	87	-	-	-	18	18	-	-	-	44	40	4	-	-	9	9	-	-	-

The 'administrative' facilities in Table 53 included offices, store rooms and any other facilities. A comparison of the numbers of these facilities to the enrolment, staff and school numbers reported in Table 1 shows great disparities between the regions.

**Table 54 Changes in the numbers of teaching and administrative facilities from 1997 to 2001**

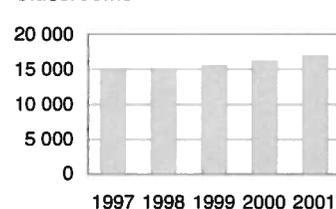
Region	Classrooms					Laboratories					Special teaching rooms					Workshops				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<b>National</b>	<b>14 817</b>	<b>15 188</b>	<b>15 613</b>	<b>16 224</b>	<b>16 970</b>	<b>346</b>	<b>362</b>	<b>381</b>	<b>396</b>	<b>406</b>	<b>598</b>	<b>592</b>	<b>601</b>	<b>608</b>	<b>604</b>	<b>146</b>	<b>150</b>	<b>153</b>	<b>159</b>	<b>159</b>
<i>Education regions</i>																				
Katima Mulilo	993	1 016	1 009	1 000	1 057	7	9	10	10	10	7	7	7	7	6	-	-	-	-	-
Rundu	1 479	1 578	1 655	1 837	1 969	29	31	30	31	34	30	28	28	28	26	7	7	8	8	8
Ondangwa East	3 117	3 242	3 356	3 481	3 735	26	26	28	34	34	23	24	25	31	33	7	7	9	10	10
Ondangwa West	4 032	4 084	4 199	4 387	4 510	47	53	65	70	75	26	26	28	31	30	3	4	4	4	4
Khorixas	1 184	1 211	1 247	1 294	1 306	56	57	57	56	56	113	102	105	104	105	28	28	29	29	29
Windhoek	2 483	2 524	2 603	2 655	2 812	111	114	119	123	125	218	224	224	224	221	55	58	56	56	56
Keetmanshoop	1 429	1 433	1 444	1 463	1 472	67	69	69	69	69	153	153	156	154	152	32	32	33	33	33
Head Office	100	100	100	107	109	3	3	3	3	3	28	28	28	29	31	14	14	14	19	19
<i>Administrative regions</i>																				
Caprivi	993	1 016	1 009	1 000	1 057	7	9	10	10	10	7	7	7	7	6	-	-	-	-	-
Kavango	1 479	1 578	1 655	1 837	1 969	29	31	30	31	34	30	28	28	28	26	7	7	8	8	8
Ohangwena	1 772	1 851	1 911	1 976	2 194	8	8	10	11	11	1	1	2	3	4	1	1	3	4	4
Oshikoto	1 345	1 391	1 445	1 505	1 541	18	18	18	23	23	22	23	23	28	29	6	6	6	6	6
Omusati	2 618	2 641	2 693	2 820	2 881	32	35	44	47	49	15	15	16	17	16	-	-	-	-	-
Oshana	1 414	1 443	1 506	1 567	1 629	15	18	21	23	26	11	11	12	14	14	3	4	4	4	4
Kunene	473	488	504	528	530	9	10	10	9	9	31	23	24	24	24	5	5	5	5	5
Erongo	711	723	743	766	776	47	47	47	47	47	82	79	81	80	81	23	23	24	24	24
Otjozondjupa	727	738	745	765	800	32	31	32	34	35	48	50	50	48	45	12	12	12	12	13
Omaheke	418	434	459	482	492	13	13	14	16	15	20	20	22	23	23	4	5	5	5	5
Khomas	1 338	1 352	1 399	1 408	1 520	66	70	73	73	75	150	154	152	153	153	39	41	39	39	38
Hardap	796	798	802	810	813	34	35	35	35	35	76	76	76	76	74	22	22	22	21	21
Karas	633	635	642	653	659	33	34	34	34	34	77	77	80	78	78	10	10	11	12	12
Head Office	100	100	100	107	109	3	3	3	3	3	28	28	28	29	31	14	14	14	19	19

The total numbers of different facilities have been reported for five years in Table 54. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities have been counted under one heading. Too many outdoor teaching areas had been reported up to 1998.

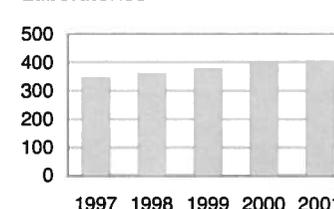
Kavango had the highest increase in the number of classrooms over the period, and Hardap and Karas were the regions with the smallest increases.

**Figure 52: Changes in the numbers of facilities**

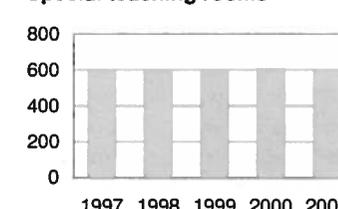
**Classrooms**



**Laboratories**



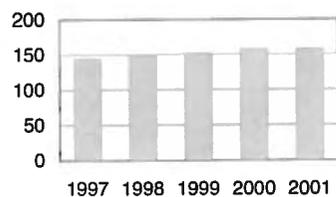
**Special teaching rooms**



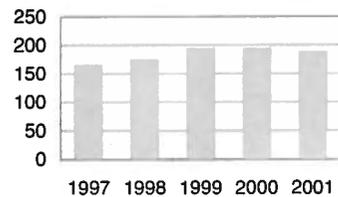
**Table 54 continued**

Region	School or gymnastics halls					Libraries, media or recourse centres					All administrative facilities					Outdoor teaching areas				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<b>National</b>	<b>166</b>	<b>175</b>	<b>196</b>	<b>196</b>	<b>189</b>	<b>316</b>	<b>339</b>	<b>363</b>	<b>384</b>	<b>412</b>	<b>5 073</b>	<b>5 385</b>	<b>5 726</b>	<b>6 095</b>	<b>6 582</b>	<b>326</b>	<b>334</b>	<b>104</b>	<b>111</b>	<b>134</b>
<i>Education regions</i>																				
Katima Mulilo	2	2	2	1	1	18	18	20	21	23	269	288	298	308	355	20	19	7	2	4
Rundu	16	22	22	22	10	19	26	27	30	35	332	407	437	492	558	147	157	78	70	87
Ondangwa East	10	10	28	30	30	28	30	31	36	43	552	614	739	881	1 027	34	33	11	19	20
Ondangwa West	6	6	6	6	7	40	47	56	62	65	648	738	838	956	1 044	62	62	8	20	22
Khorixas	35	35	36	35	34	46	46	50	51	51	755	762	767	790	801	33	33	-	-	-
Windhoek	63	65	66	66	70	97	101	107	108	119	1 579	1 625	1 684	1 681	1 804	24	24	-	-	1
Keetmanshoop	30	31	32	32	33	63	66	67	71	69	807	820	832	841	835	6	6	-	-	-
Head Office	4	4	4	4	4	5	5	5	5	7	131	131	131	146	158	-	-	-	-	-
<i>Administrative regions</i>																				
Caprivi	2	2	2	1	1	18	18	20	21	23	269	288	298	308	355	20	19	7	2	4
Kavango	16	22	22	22	10	19	26	27	30	35	332	407	437	492	558	147	157	78	70	87
Ohangwena	2	2	21	21	21	11	12	14	15	16	254	294	358	427	547	24	23	7	11	12
Oshikoto	8	8	7	9	9	17	18	17	21	27	298	320	381	454	480	10	10	4	8	8
Omusati	3	3	3	3	3	24	28	33	37	37	417	468	525	589	638	44	44	8	13	17
Oshana	3	3	3	3	4	16	19	23	25	28	231	270	313	367	406	18	18	-	7	5
Kunene	10	9	9	9	9	12	13	14	14	14	255	260	262	274	281	15	15	-	-	-
Erongo	25	26	27	26	25	34	33	36	37	37	500	502	505	516	520	18	18	-	-	-
Otjozondjupa	16	16	15	15	15	31	31	31	31	34	475	486	486	469	502	17	17	-	-	1
Omaheke	5	5	5	5	6	17	18	22	24	26	214	227	260	269	284	2	2	-	-	-
Khomas	42	44	46	46	49	49	52	54	53	59	890	912	938	943	1 018	5	5	-	-	-
Hardap	15	15	15	15	15	30	32	32	33	32	456	466	468	471	470	2	2	-	-	-
Karas	15	16	17	17	18	33	34	35	38	37	351	354	364	370	365	4	4	-	-	-
Head Office	4	4	4	4	4	5	5	5	5	7	131	131	131	146	158	-	-	-	-	-

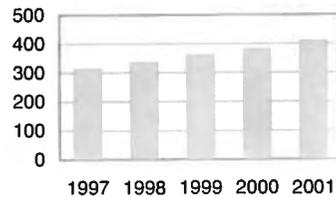
**Workshops**



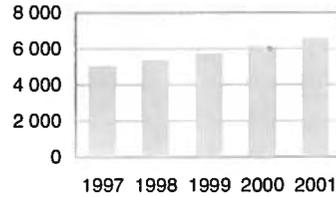
**School or gym. halls**



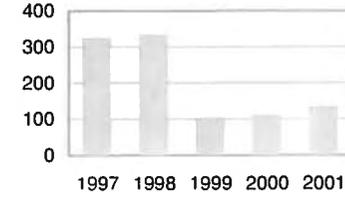
**Libraries, etc.**



**Administrative facilities**



**Outdoor teaching areas**

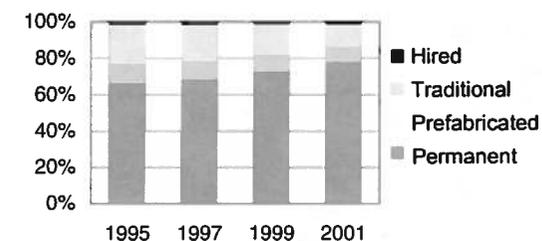


**Table 55 Changes in the numbers and structural types of classrooms from 1995 to 2001**

Region	Total				Permanent				Prefabricated				Traditional				Hired			
	1995	1997	1999	2001	1995	1997	1999	2001	1995	1997	1999	2001	1995	1997	1999	2001	1995	1997	1999	2001
<b>National</b>	<b>13 856</b>	<b>14 817</b>	<b>15 613</b>	<b>16 970</b>	<b>9 157</b>	<b>10 116</b>	<b>11 318</b>	<b>13 241</b>	<b>1 489</b>	<b>1 484</b>	<b>1 413</b>	<b>1 384</b>	<b>2 981</b>	<b>2 985</b>	<b>2 673</b>	<b>2 145</b>	<b>229</b>	<b>232</b>	<b>209</b>	<b>200</b>
<i>Education regions</i>																				
Katima Mulilo	945	993	1 009	1 057	452	504	568	716	-	-	-	1	482	467	420	319	11	22	21	21
Rundu	1 281	1 479	1 655	1 969	1 019	1 139	1 312	1 604	10	14	14	19	229	306	315	329	23	20	14	17
Ondangwa East	2 830	3 117	3 356	3 735	1 363	1 661	2 058	2 665	442	428	381	356	980	984	884	698	45	44	33	16
Ondangwa West	3 748	4 032	4 199	4 510	1 728	2 104	2 503	3 089	621	612	589	576	1 282	1 209	1 025	765	117	107	82	80
Khorixas	1 143	1 184	1 247	1 306	1 078	1 104	1 148	1 204	55	60	59	59	8	18	28	32	2	2	12	11
Windhoek	2 421	2 483	2 603	2 812	2 228	2 290	2 409	2 600	186	184	185	196	-	-	-	1	7	9	9	15
Keetmanshoop	1 399	1 429	1 444	1 472	1 204	1 218	1 224	1 258	171	182	181	173	-	1	1	1	24	28	38	40
Head Office	89	100	100	109	85	96	96	105	4	4	4	4	-	-	-	-	-	-	-	-
<i>Administrative regions</i>																				
Caprivi	945	993	1 009	1 057	452	504	568	716	-	-	-	1	482	467	420	319	11	22	21	21
Kavango	1 281	1 479	1 655	1 969	1 019	1 139	1 312	1 604	10	14	14	19	229	306	315	329	23	20	14	17
Ohangwena	1 600	1 772	1 911	2 194	704	898	1 146	1 562	293	283	245	240	567	556	495	384	36	35	25	8
Oshikoto	1 230	1 345	1 445	1 541	659	763	912	1 103	149	145	136	116	413	428	389	314	9	9	8	8
Omusati	2 441	2 618	2 693	2 881	1 045	1 258	1 518	1 911	387	396	383	370	929	890	740	555	80	74	52	45
Oshana	1 307	1 414	1 506	1 629	683	846	985	1 178	234	216	206	206	353	319	285	210	37	33	30	35
Kunene	449	473	504	530	422	435	453	477	17	20	20	20	8	16	28	31	2	2	3	2
Erongo	694	711	743	776	656	669	695	727	38	40	39	39	-	2	-	1	-	-	9	9
Otjozondjupa	693	727	745	800	641	675	690	731	51	51	54	61	-	-	-	1	1	1	1	7
Omaheke	406	418	459	492	390	401	438	471	15	15	19	19	-	-	-	-	1	2	2	2
Khomas	1 322	1 338	1 399	1 520	1 197	1 214	1 281	1 398	120	118	112	116	-	-	-	-	5	6	6	6
Hardap	771	796	802	813	690	702	708	718	76	87	87	87	-	1	1	1	5	6	6	7
Karas	628	633	642	659	514	516	516	540	95	95	94	86	-	-	-	-	19	22	32	33
Head Office	89	100	100	109	85	96	96	105	4	4	4	4	-	-	-	-	-	-	-	-

Table 55 shows that there were 3 114 more classrooms in 2001 than there were in 1995. The numbers of permanent structures had increased by 4 084, while the other structures and numbers of hired rooms had decreased. These changes were reflected in Figure 53, showing that the permanent structures made up 66% of all classrooms in 1994, changing to 78% by 2001. These figures indicate a gradual success of the Ministry's building program, which was substantially supported by donors.

**Figure 53:**  
**Changes in the percentages of classrooms of different structures**



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

Region	Numbers of toilet units for learners			Numbers of 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
<b>National</b>	<b>9 982</b>	<b>3 720</b>	<b>72.9%</b>	<b>450</b>	<b>1 095</b>	<b>70.9%</b>	<b>540</b>	<b>1 005</b>	<b>65.0%</b>	<b>509</b>	<b>1 036</b>	<b>67.1%</b>
<i>Education regions</i>												
Katima Mulilo	182	284	39.1%	38	57	60.0%	31	64	67.4%	36	59	62.1%
Rundu	468	537	46.6%	188	125	39.9%	193	120	38.3%	192	121	38.7%
Ondangwa East	802	1 196	40.1%	113	246	68.5%	145	214	59.6%	153	206	57.4%
Ondangwa West	993	1 439	40.8%	94	291	75.6%	134	251	65.2%	114	271	70.4%
Khorixas	1 535	100	93.9%	14	94	87.0%	20	88	81.5%	9	99	91.7%
Windhoek	3 886	97	97.6%	3	168	98.2%	14	157	91.8%	5	166	97.1%
Keetmanshoop	1 993	67	96.7%	-	106	100.0%	3	103	97.2%	-	106	100.0%
Head Office	123	-	100.0%	-	8	100.0%	-	8	100.0%	-	8	100.0%
<i>Administrative regions</i>												
Caprivi	182	284	39.1%	38	57	60.0%	31	64	67.4%	36	59	62.1%
Kavango	468	537	46.6%	188	125	39.9%	193	120	38.3%	192	121	38.7%
Ohangwena	294	811	26.6%	67	142	67.9%	80	129	61.7%	110	99	47.4%
Oshikoto	508	385	56.9%	46	104	69.3%	65	85	56.7%	43	107	71.3%
Omusati	550	959	36.4%	76	187	71.1%	107	156	59.3%	101	162	61.6%
Oshana	443	480	48.0%	18	104	85.2%	27	95	77.9%	13	109	89.3%
Kunene	442	50	89.8%	11	40	78.4%	12	39	76.5%	7	44	86.3%
Erongo	1 093	50	95.6%	3	54	94.7%	8	49	86.0%	2	55	96.5%
Otjozondjupa	1 141	17	98.5%	3	53	94.6%	9	47	83.9%	1	55	98.2%
Omaheke	511	27	95.0%	-	42	100.0%	2	40	95.2%	4	38	90.5%
Khomas	2 234	53	97.7%	-	73	100.0%	3	70	95.9%	-	73	100.0%
Hardap	1 083	39	96.5%	-	58	100.0%	1	57	98.3%	-	58	100.0%
Karas	910	28	97.0%	-	48	100.0%	2	46	95.8%	-	48	100.0%
Head Office	123	-	100.0%	-	8	100.0%	-	8	100.0%	-	8	100.0%

The provision of sanitary facilities, teacher housing and basic services has been reported in tables 57 and 58.

Schools in the seven northern regions were poorly endowed with these services: In these regions, between 40% and 85% of schools in these regions had toilets for learners, compared to between 94% and 100% in the other regions.

Between 39% and 89% of schools in the northern regions reported that they had a water supply, compared to between 91% and 100% in the other regions.

**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
<b>National</b>	<b>2 648</b>	<b>1 156</b>	<b>1 492</b>	<b>1 137</b>	<b>408</b>	<b>26.4%</b>	<b>893</b>	<b>652</b>	<b>42.2%</b>	<b>977</b>	<b>568</b>	<b>36.8%</b>
<i>Education regions</i>												
Katima Mulilo	215	133	82	61	34	35.8%	54	41	43.2%	57	38	40.0%
Rundu	203	85	118	279	34	10.9%	221	92	29.4%	259	54	17.3%
Ondangwa East	256	113	143	313	46	12.8%	262	97	27.0%	317	42	11.7%
Ondangwa West	278	113	165	347	38	9.9%	297	88	22.9%	316	69	17.9%
Khorixas	465	183	282	49	59	54.6%	22	86	79.6%	12	96	88.9%
Windhoek	810	331	479	59	112	65.5%	22	149	87.1%	16	155	90.6%
Keetmanshoop	384	181	203	27	79	74.5%	15	91	85.8%	-	106	100.0%
Head Office	37	17	20	2	6	75.0%	-	8	100.0%	-	8	100.0%
<i>Administrative regions</i>												
Caprivi	215	133	82	61	34	35.8%	54	41	43.2%	57	38	40.0%
Kavango	203	85	118	279	34	10.9%	221	92	29.4%	259	54	17.3%
Ohangwena	124	46	78	184	25	12.0%	160	49	23.4%	191	18	8.6%
Oshikoto	132	67	65	129	21	14.0%	102	48	32.0%	126	24	16.0%
Omusati	193	83	110	239	24	9.1%	222	41	15.6%	228	35	13.3%
Oshana	85	30	55	108	14	11.5%	75	47	38.5%	88	34	27.9%
Kunene	265	139	126	17	34	66.7%	18	33	64.7%	9	42	82.4%
Erongo	200	44	156	32	25	43.9%	4	53	93.0%	3	54	94.7%
Otjozondjupa	310	120	190	17	39	69.6%	7	49	87.5%	9	47	83.9%
Omaheke	283	115	168	8	34	81.0%	8	34	81.0%	3	39	92.9%
Khomas	217	96	121	34	39	53.4%	7	66	90.4%	4	69	94.5%
Hardap	215	96	119	16	42	72.4%	11	47	81.0%	-	58	100.0%
Karas	169	85	84	11	37	77.1%	4	44	91.7%	-	48	100.0%
Head Office	37	17	20	2	6	75.0%	-	8	100.0%	-	8	100.0%

Less than 14% of the schools in Kavango, Ohangwena, Oshikoto, Omusati and Oshana had teacher housing. In contrast, more than 60% of the schools in Kunene, Otjozondjupa, Omaheke, Hardap and Karas had teacher housing. The disparities in the supply of teacher housing is also evident from the numbers of housing units. The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools in northern Namibia.

The majority of schools in the northern regions had no electricity supply, compared to between 81% and 93% of schools which had electricity in the southern regions. The disparities in the provision of telephone services were even higher.

Having no electricity places constraints on the equipment schools can use, and it makes it difficult to use school facilities after dark. The lack of a telephone service severely limits communication with support staff in regional offices, for example with inspectors, advisory teachers and personnel offices.

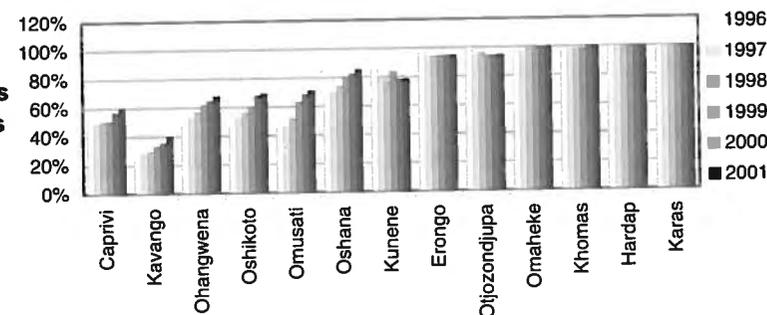
**Table 58 Percentages of schools with sanitary facilities, basic services and teachers' housing from 1996 to 2001**

Region	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	1996	1997	1998	1999	2000	2001	1996	1997	1998	1999	2000	2001	1996	1997	1998	1999	2000	2001
<b>National</b>	<b>55.8%</b>	<b>58.7%</b>	<b>60.6%</b>	<b>65.5%</b>	<b>68.5%</b>	<b>70.9%</b>	<b>52.3%</b>	<b>55.7%</b>	<b>57.4%</b>	<b>60.2%</b>	<b>63.5%</b>	<b>65.0%</b>	<b>57.6%</b>	<b>58.5%</b>	<b>60.2%</b>	<b>63.0%</b>	<b>64.7%</b>	<b>67.1%</b>
<i>Education regions</i>																		
Katima Mulilo	49.0%	49.0%	50.5%	51.0%	57.0%	60.0%	52.0%	52.9%	54.5%	55.2%	61.3%	67.4%	69.0%	65.7%	67.7%	63.5%	62.4%	62.1%
Rundu	23.7%	27.8%	29.4%	33.2%	35.4%	39.9%	22.7%	27.4%	28.4%	32.9%	34.8%	38.3%	41.0%	43.3%	39.9%	40.2%	38.4%	38.7%
Ondangwa East	47.0%	53.4%	56.6%	61.4%	66.3%	68.5%	43.8%	49.7%	52.6%	54.8%	57.8%	59.6%	35.8%	38.0%	40.9%	47.7%	53.3%	57.4%
Ondangwa West	51.3%	53.6%	58.8%	68.7%	73.0%	75.6%	45.1%	48.9%	53.9%	58.0%	64.8%	65.2%	48.7%	49.5%	56.9%	62.6%	65.9%	70.4%
Khorixas	90.5%	87.0%	85.3%	89.6%	86.9%	87.0%	83.2%	81.0%	79.4%	81.1%	83.2%	81.5%	94.7%	91.0%	91.2%	90.6%	90.7%	91.7%
Windhoek	97.9%	96.6%	98.0%	97.4%	98.1%	98.2%	94.3%	92.6%	92.7%	92.9%	91.3%	91.8%	99.3%	98.6%	98.0%	96.8%	96.9%	97.1%
Keetmanshoop	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	95.4%	95.4%	96.2%	96.2%	97.1%	97.2%	99.1%	100.0%	100.0%	100.0%	100.0%	100.0%
Head Office	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Administrative regions</i>																		
Caprivi	49.0%	49.0%	50.5%	51.0%	57.0%	60.0%	52.0%	52.9%	54.5%	55.2%	61.3%	67.4%	69.0%	65.7%	67.7%	63.5%	62.4%	62.1%
Kavango	23.7%	27.8%	29.4%	33.2%	35.4%	39.9%	22.7%	27.4%	28.4%	32.9%	34.8%	38.3%	41.0%	43.3%	39.9%	40.2%	38.4%	38.7%
Ohangwena	47.1%	53.9%	56.9%	62.0%	64.9%	67.9%	42.2%	49.5%	52.5%	56.1%	58.5%	61.7%	27.5%	30.4%	31.9%	38.0%	42.4%	47.4%
Oshikoto	46.9%	52.7%	56.2%	60.5%	68.2%	69.3%	46.2%	50.0%	52.7%	53.1%	56.8%	56.7%	47.6%	48.6%	53.4%	61.2%	68.2%	71.3%
Omusati	45.1%	46.4%	52.0%	63.4%	68.7%	71.1%	38.2%	41.3%	46.1%	51.8%	59.2%	59.3%	40.2%	39.3%	47.3%	53.7%	56.9%	61.6%
Oshana	64.9%	69.6%	73.9%	80.3%	82.4%	85.2%	60.4%	66.1%	71.3%	71.8%	77.3%	77.9%	67.6%	72.3%	78.3%	82.1%	85.7%	89.3%
Kunene	84.8%	79.6%	76.0%	84.0%	78.4%	78.4%	78.3%	73.5%	72.0%	80.0%	76.5%	76.5%	95.7%	87.8%	88.0%	86.0%	84.3%	86.3%
Erongo	95.9%	94.1%	94.2%	94.6%	94.6%	94.7%	87.8%	88.2%	86.5%	82.1%	89.3%	86.0%	93.9%	94.1%	94.2%	94.6%	96.4%	96.5%
Otjozondjupa	100.0%	94.3%	96.3%	94.3%	94.4%	94.6%	93.5%	86.8%	87.0%	86.8%	83.3%	83.9%	100.0%	98.1%	98.1%	98.1%	98.1%	98.2%
Omaheke	96.7%	96.7%	100.0%	100.0%	100.0%	100.0%	96.7%	96.7%	96.9%	94.3%	92.5%	95.2%	96.7%	96.7%	93.8%	91.4%	92.5%	90.5%
Khomas	96.9%	98.5%	98.4%	98.5%	100.0%	100.0%	93.8%	95.4%	95.3%	97.0%	97.0%	95.9%	100.0%	100.0%	100.0%	98.5%	98.5%	100.0%
Hardap	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	98.3%	98.3%	98.3%	98.3%	98.3%	98.3%	98.3%	100.0%	100.0%	100.0%	100.0%	100.0%
Karas	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	91.8%	91.7%	93.5%	93.5%	95.7%	95.8%	100.0%	100.0%	100.0%	100.0%	97.9%	100.0%
Head Office	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Changes in the percentages of schools that had basic facilities and services have been shown in Table 58, which continues on page 92. Figures 54 and 55 show two examples of the situations in different regions and changes over between 1996 and 2001.

Substantial progress was made in providing sanitary facilities in Kavango, Ohangwena, Oshikoto, Omusati and Oshana. Little progress was, though, reported in the Caprivi between 1996 and 1999. The percentage of schools having a water supply dropped in Caprivi and Kavango, but increased substantially in Ohangwena, Oshikoto, Omusati and Oshana. The decrease in the percentage schools with water reported in Kunene in 1997 was due to opening of new schools, which only had water in the nearby community.

**Figure 54: Changes in the percentages of schools with toilets for learners**



**Table 58 continued**

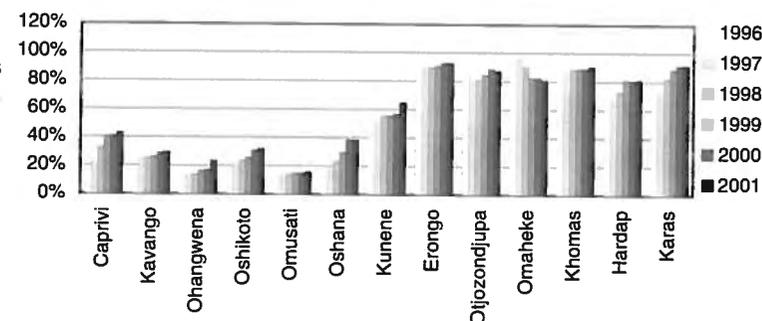
Region	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	1996	1997	1998	1999	2000	2001	1996	1997	1998	1999	2000	2001	1996	1997	1998	1999	2000	2001
<b>National</b>	<b>30.7%</b>	<b>34.0%</b>	<b>35.8%</b>	<b>38.4%</b>	<b>40.5%</b>	<b>42.2%</b>	<b>29.3%</b>	<b>30.3%</b>	<b>30.2%</b>	<b>31.9%</b>	<b>35.0%</b>	<b>36.8%</b>	<b>23.3%</b>	<b>23.5%</b>	<b>23.4%</b>	<b>23.5%</b>	<b>25.4%</b>	<b>26.4%</b>
<i>Education regions</i>																		
Katima Mulilo	15.0%	22.5%	33.3%	40.6%	40.9%	43.2%	23.0%	26.5%	28.3%	31.3%	37.6%	40.0%	50.0%	50.0%	51.5%	37.5%	37.6%	35.8%
Rundu	16.2%	24.9%	25.7%	26.6%	29.2%	29.4%	10.8%	12.6%	12.2%	12.6%	15.7%	17.3%	5.8%	5.8%	6.3%	7.3%	9.5%	10.9%
Ondangwa East	15.5%	16.9%	18.3%	20.5%	22.9%	27.0%	7.2%	8.3%	8.6%	10.5%	11.6%	11.7%	4.3%	4.9%	5.1%	6.5%	10.8%	12.8%
Ondangwa West	12.9%	15.9%	17.0%	19.8%	22.3%	22.9%	7.3%	8.0%	9.2%	10.7%	15.7%	17.9%	4.8%	4.9%	5.7%	7.0%	9.2%	9.9%
Khorixas	75.8%	72.0%	73.5%	74.5%	75.7%	79.6%	74.7%	71.0%	72.5%	81.1%	86.0%	88.9%	62.1%	59.0%	58.8%	56.6%	56.1%	54.6%
Windhoek	89.4%	87.8%	86.7%	86.4%	87.6%	87.1%	93.6%	91.2%	88.7%	87.0%	88.8%	90.6%	63.8%	63.5%	64.7%	65.6%	65.8%	65.5%
Keetmanshoop	69.7%	70.4%	77.4%	84.8%	85.7%	85.8%	98.2%	100.0%	100.0%	99.0%	98.1%	100.0%	75.2%	75.9%	73.6%	75.2%	72.4%	74.5%
Head Office	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	83.3%	62.5%	62.5%	62.5%	62.5%	75.0%
<i>Administrative regions</i>																		
Caprivi	15.0%	22.5%	33.3%	40.6%	40.9%	43.2%	23.0%	26.5%	28.3%	31.3%	37.6%	40.0%	50.0%	50.0%	51.5%	37.5%	37.6%	35.8%
Kavango	16.2%	24.9%	25.7%	26.6%	29.2%	29.4%	10.8%	12.6%	12.2%	12.6%	15.7%	17.3%	5.8%	5.8%	6.3%	7.3%	9.5%	10.9%
Ohangwena	12.7%	13.7%	14.2%	16.6%	17.1%	23.4%	4.9%	5.4%	5.4%	7.8%	8.3%	8.6%	2.9%	2.9%	3.4%	4.4%	10.2%	12.0%
Oshikoto	19.3%	21.2%	24.0%	25.9%	31.1%	32.0%	10.3%	12.3%	13.0%	14.3%	16.2%	16.0%	6.2%	7.5%	7.5%	9.5%	11.5%	14.0%
Omusati	13.0%	14.3%	14.1%	15.2%	14.9%	15.6%	6.1%	6.0%	7.0%	7.0%	12.2%	13.3%	4.1%	4.0%	4.7%	6.2%	8.8%	9.1%
Oshana	12.6%	19.6%	23.5%	29.9%	38.7%	38.5%	9.9%	12.5%	13.9%	18.8%	23.5%	27.9%	6.3%	7.1%	7.8%	8.5%	10.1%	11.5%
Kunene	58.7%	53.1%	56.0%	56.0%	56.9%	64.7%	56.5%	51.0%	52.0%	68.0%	76.5%	82.4%	76.1%	71.4%	72.0%	72.0%	68.6%	66.7%
Erongo	91.8%	90.2%	90.4%	91.1%	92.9%	93.0%	91.8%	90.2%	92.3%	92.9%	94.6%	94.7%	49.0%	47.1%	46.2%	42.9%	44.6%	43.9%
Otjozondjupa	89.1%	83.0%	81.5%	84.9%	88.9%	87.5%	87.0%	81.1%	79.6%	79.2%	81.5%	83.9%	69.6%	69.8%	72.2%	73.6%	72.2%	69.6%
Omaheke	93.3%	96.7%	90.6%	82.9%	82.5%	81.0%	96.7%	96.7%	87.5%	82.9%	87.5%	92.9%	80.0%	76.7%	78.1%	80.0%	80.0%	81.0%
Khomas	87.7%	87.7%	89.1%	89.4%	89.6%	90.4%	96.9%	96.9%	96.9%	95.5%	95.5%	94.5%	52.3%	52.3%	51.6%	51.5%	52.2%	53.4%
Hardap	68.3%	68.3%	73.3%	81.4%	81.0%	81.0%	98.3%	100.0%	100.0%	100.0%	100.0%	100.0%	75.0%	75.0%	73.3%	72.9%	69.0%	72.4%
Karas	71.4%	72.9%	82.6%	89.1%	91.5%	91.7%	98.0%	100.0%	100.0%	97.8%	95.7%	100.0%	75.5%	77.1%	73.9%	78.3%	76.6%	77.1%
Head Office	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	83.3%	62.5%	62.5%	62.5%	62.5%	75.0%

Some progress was made with the provision of electricity to schools in the northern regions from 1997 to 2001, although there was little progress in Ohangwena and Omusati, the two regions with the lowest percentages of schools having electricity from 1997 to 2001.

There was a gradual increase in the percentage of schools with telephones in those regions, where this percentage had been low. Caprivi reported a remarkable improvement in this respect.

The regions with the lowest percentages of schools having any teacher housing, Kavango, Ohangwena, Oshikoto, Omusati and Oshana reported hardly any improvement in the situation. Teacher housing in Caprivi was in many cases community-built.

**Figure 55:**  
**Changes in the percentages of schools with electricity**



**Chapter 7** provides very limited information on adult education. Enrolments and pass rates in the National Literacy Programme have been reported for the past years. The 2001 test results of students in the Programme are given for the different education regions.

The reporting in this publication of statistics on education not resorting directly under the Ministry of Basic Education, Sport and Culture, was discontinued with the 1999 report, to avoid discrepancies between statistics in different publications.

## **Life-long learning**

**Table 59 National Literacy Programme enrolments and pass rates from 1995 to 2001**

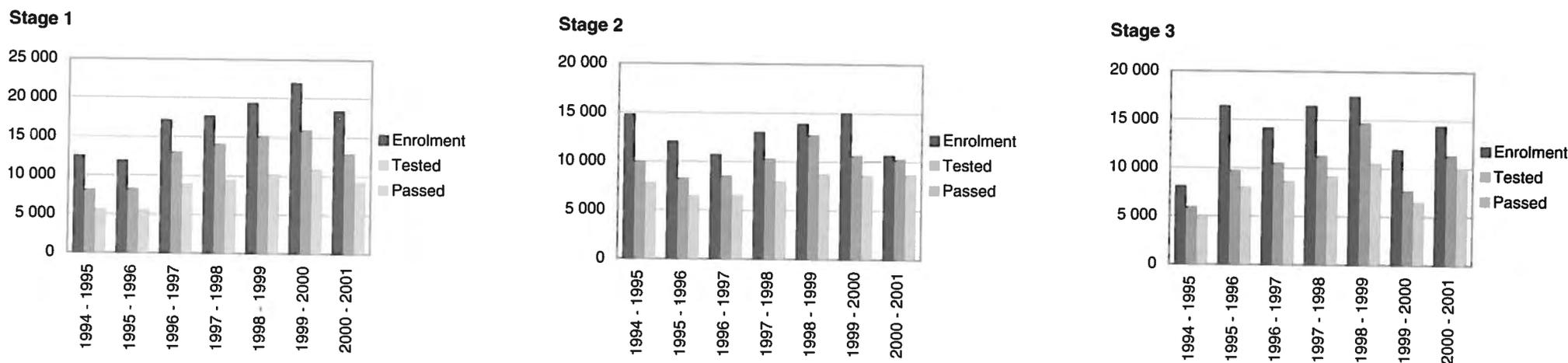
Programme stage	Total	Year of enrolment						
		1994 - 1995	1995 - 1996	1996 - 1997	1997 - 1998	1998 - 1999	1999 - 2000	2000 - 2001
<b>Stage 1</b>								
Enrolment	119 337	12 535	11 924	17 203	17 758	19 399	22 040	18 478
Tested	87 987	8 191	8 327	13 116	14 166	15 229	16 006	12 952
Passed	60 360	5 654	5 605	8 990	9 500	10 302	11 009	9 300
% passed	68.6%	69.0%	67.3%	68.5%	67.1%	67.6%	68.8%	71.8%
<b>Stage 2</b>								
Enrolment	90 216	14 819	12 054	10 710	13 015	13 905	15 026	10 687
Tested	70 988	9 970	8 311	8 561	10 345	12 777	10 689	10 335
Passed	54 930	7 823	6 475	6 562	7 981	8 763	8 638	8 688
% passed	77.4%	78.5%	77.9%	76.6%	77.1%	68.6%	80.8%	84.1%
<b>Stage 3</b>								
Enrolment	98 960	8 091	16 420	14 157	16 436	17 455	11 965	14 436
Tested	71 478	5 962	9 776	10 551	11 334	14 743	7 707	11 405
Passed	57 772	4 885	8 055	8 678	9 189	10 530	6 566	9 869
% passed	80.8%	81.9%	82.4%	82.2%	81.1%	71.4%	85.2%	86.5%

The numbers of learners who enrolled for the different stages of the National Literacy Programme, the numbers who were examined, and the numbers who passed the examination have been reported in Table 59. Pass percentages have been calculated as the percentages of the numbers who were examined. The total column shows the total numbers for the whole period 1994-95 to 2000-01. The same individuals may have been counted several times if they enrolled for the same stage in different years.

More than 60 000 adults acquired basic mother tongue literacy skills from Stage 1 of the programme in the seven years reported here.

Changes in the numbers have been presented graphically in Figure 56, which also provides a picture of the relative numbers enrolled, examined and passed.

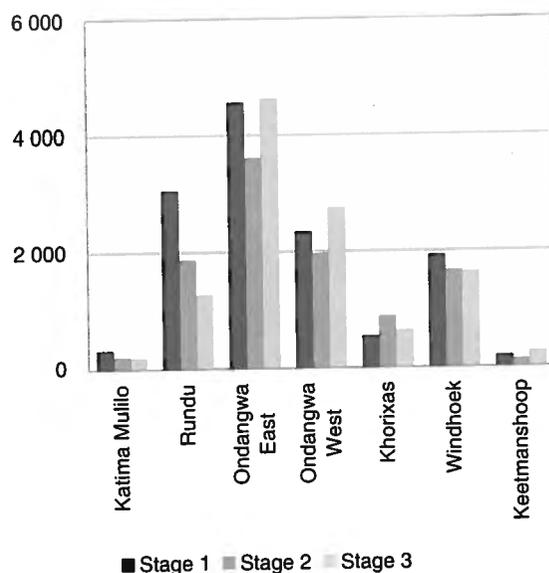
**Figure 56: Numbers of learners enrolled, tested and passed in stages of the National Literacy Programme**



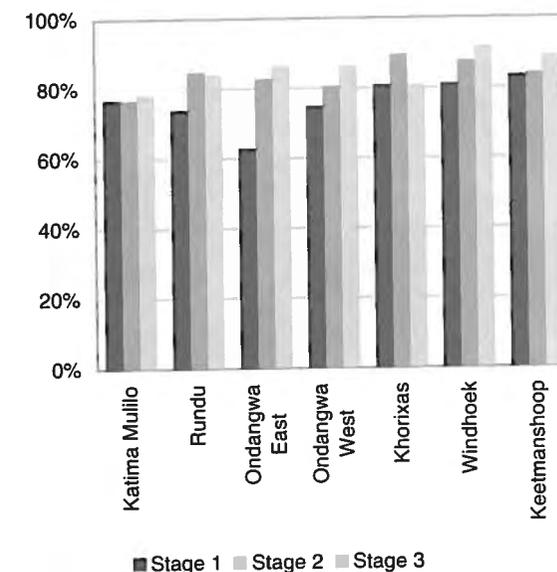
**Table 60 Test results of the National Literacy Programme students, 2001**

Education Region	Programme stage								
	Stage 1			Stage 2			Stage 3		
	Number tested	% female	% passed	Number tested	% female	% passed	Number tested	% female	% passed
<b>Total</b>	<b>12 952</b>	<b>63.2%</b>	<b>71.8%</b>	<b>10 335</b>	<b>66.3%</b>	<b>84.1%</b>	<b>11 405</b>	<b>69.5%</b>	<b>86.5%</b>
Katima Mulilo	328	71.6%	76.8%	211	73.0%	76.8%	202	66.3%	78.2%
Rundu	3 054	79.1%	74.0%	1 870	72.9%	84.9%	1 269	59.1%	84.2%
Ondangwa East	4 562	56.1%	62.9%	3 609	69.7%	82.9%	4 632	75.9%	86.4%
Ondangwa West	2 338	68.8%	74.9%	1 970	75.8%	80.7%	2 752	81.6%	86.4%
Khorixas	545	54.9%	80.9%	881	50.3%	89.6%	637	44.4%	80.8%
Windhoek	1 925	49.4%	81.1%	1 662	50.1%	87.7%	1 640	52.3%	91.8%
Keetmanshoop	200	57.5%	83.5%	132	41.7%	84.1%	273	52.4%	89.0%

**Figure 57: Numbers of students tested in the Education Regions**



**Figure 58: Percentage of students tested that passed in the Education Regions**



## Table numbers in the 1998 and 2001 reports

The numbering of tables in this report is different to the numbering of the 1998 report. To assist readers wishing to compare information for different years, the tables below give the numbers of the equivalent tables in the two reports. In most cases, the tables are directly comparable. Some tables have, though, been changed.

1998 table numbers not appearing below indicate that the tables have no longer been included in the report.

1998 report to this report			
1998 Tables	This report	1998 Tables	This report
1	1	40	36
2	2	41	37
3	3	42	38
4 and 5	4	43	31
6	5	44	33
8	6	45	49
9	7	45	50
9	8	47	40
9	9	48	41
9	10	49	42
10(b) and 11(b)	11	50 and 51	43
12(a) and 12(b)	12	54	44
13	13	55	47
14 and 15	14	56	45
15	15	56	46
17	16	57	51
20	17	57	52
21	18	59	53
22	19	61	54
23 - 25	20	62	55
26	21	63	56
27	29	64	57
28 - 30	30	65	58
31	25	71	59
32	26	72	60
33	22	New	23
34 - 36	27	New	24
37	28	New	32
38	34	New	39
39	35	New	48

It should be noted that the delimitation of several regions changed since 1998, and that regional data is not comparable to earlier reports. Regional information in this report pertaining to 1998 and earlier years has been recalculated in terms of the new regional boundaries.

The most important other change in the reports introduced with the 1999 report is the way the qualifications of teachers with teacher training have been categorised.

This report to 1998 report			
This report	1998 Tables	This report	1998 Tables
1	1	31	43
2	2	32	New
3	3	33	44
4	4 and 5	34	38
5	6	35	39
6	8	36	40
7	9	37	41
8	9	38	42
9	9	39	New
10	9	40	47
11	10(b) and 11(b)	41	48
12	12(a) and 12(b)	42	49
13	13	43	50 and 51
14	14 and 15	44	54
15	15	45	56
16	17	46	56
17	20	47	55
18	21	48	New
19	22	49	45
20	23 - 25	50	45
21	26	51	57
22	33	52	57
23	New	53	59
24	New	54	61
25	31	55	62
26	32	56	63
27	34 - 36	57	64
28	37	58	65
29	27	59	71
30	28 - 30	60	72

