

NAMIBIA Fifteenth SCHOOL DAY REPORT 2015



The Education Management Information System (EMIS) is the division within the Ministry of Education, Arts and Culture Head Office and regional offices responsible for producing, managing and disseminating of education data. EMIS is the primary national process for collecting and reporting data related to schools in Namibia. An important function of EMIS is that education regions collect data twice a year from all state and private schools in Namibia. These two Reports are vital tools that enable education planners to develop plans responsive to the needs of children in their given context and thus improve the quality of service delivery in education.

1. The Fifteenth School Day survey features all the vital information about schools in the country as recorded on the 15th school day every year.
2. The Annual Education Census (AEC) is a comprehensive survey of all state and private schools in Namibia. The Annual Education Census is completed by all schools in the country on a specific day, usually in September.

TABLE 1. Number of learners, teachers and schools by region in 2015.

Regions	Learners	Teachers	Schools	Learners as a % of National Total	Teachers as a % of National Total	Schools as a % of National Total
//Kharas	21 501	893	50	3%	3%	3%
Erongo	37 869	1 459	65	5%	5%	4%
Hardap	23 885	949	57	3%	4%	3%
Kavango–East	55 069	1 729	156	8%	6%	9%
Kavango–West	38 388	1 265	176	6%	5%	10%
Khomas	81 928	3 396	106	12%	13%	6%
Kunene	26 892	1 068	67	4%	4%	4%
Ohangwena	98 028	3 703	253	14%	14%	14%
Omaheke	21 457	796	42	3%	3%	2%
Omusati	89 803	3 812	276	13%	14%	16%
Oshana	52 285	2 274	137	8%	8%	8%
Oshikoto	65 527	2 670	212	9%	10%	12%
Otjozondjupa	43 113	1 482	75	6%	5%	4%
Zambezi	34 873	1 546	107	5%	6%	6%
NAMIBIA	690 618	27 042	1 779			

Table 1 shows the number of learners, teachers and schools by region, in Namibia in 2015. It further indicates that the highest percentages of learners, teachers and schools are in Ohangwena and Omusati Regions.



TABLE 2. Number of learners and teachers in schools and number of schools, by region in 2013 – 2015.

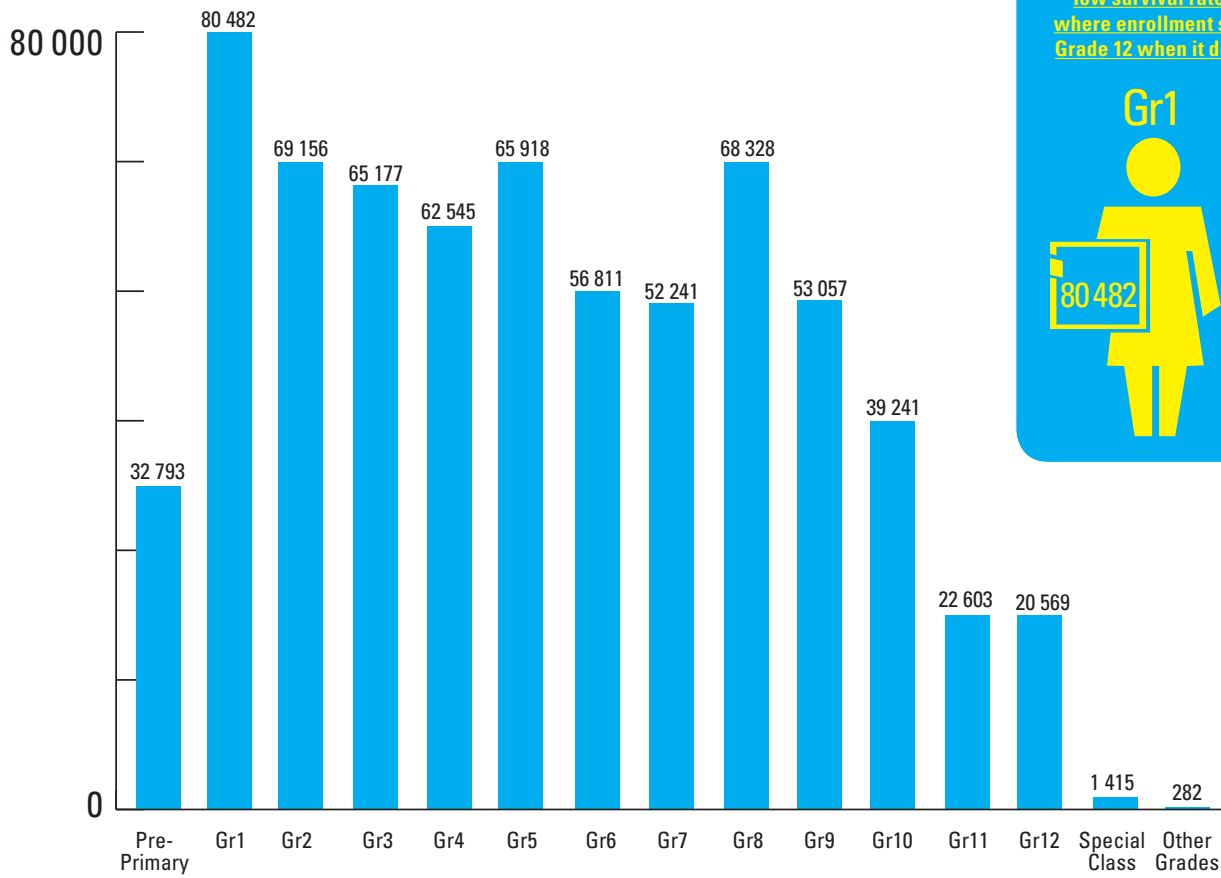
Region	Learners			Teachers			Schools		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
//Kharas	20 624	20 645	21 501	885	875	893	48	50	50
Erongo	33 860	33 967	37 869	1 359	1 370	1 459	64	65	65
Hardap	22 364	22 149	23 885	899	1 851	949	55	55	57
Kavango–East ^(From 2015)			55 069			1 729			156
Kavango–West ^(From 2015)			38 388			1 265			176
Kavango ^(Before 2015)	82 709	82 190		3 033	3 045		329	329	
Khomas	75 881	75 783	81 928	3 109	3 119	3 396	103	103	106
Kunene	22 133	22 097	26 892	947	949	1 068	63	64	67
Ohangwena	91 522	91 745	98 028	3 571	3 564	3 703	243	249	253
Omaheke	19 452	19 866	21 457	758	752	796	42	42	42
Omusati	87 256	87 266	89 803	3 779	3 780	3 812	275	276	276
Oshana	51 495	51 151	52 285	2 265	2 259	2 274	139	138	137
Oshikoto	62 007	62 215	65 527	2 518	2 527	2 670	202	204	212
Otjozondjupa	38 505	38 527	43 113	1 425	1 430	1 482	72	72	75
Caprivi ^{(Before 2015) / Zambezi^(From 2015)}	30 981	30 954	34 873	1 468	1 473	1 546	102	105	107
NATIONAL	638 789	638 555	690 618	26 016	26 994	27 042	1 737	1 752	1 779

Table 2: From the figures reflected in Table 2 it can be deduced that, from 2013 to 2015, the number of learners increased by 8% nationally, while the number of teachers increased by 4% and the number of schools increased by 2%.

TABLE 3. Number of learners by region and grade, in 2015.

Regions	Pre-Primary	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	Special Class	Other Grades	Total
//Kharas	1 412	2 285	2 034	2 023	1 871	2 045	1 797	1 741	2 184	1 488	1 450	575	553	43		21 501
Erongo	1 692	4 176	4 004	3 618	3 483	3 369	2 945	2 842	3 617	3 051	2 422	1 253	1 237	145	15	37 869
Hardap	1 436	2 643	2 332	2 310	2 183	2 419	2 091	1 806	2 325	1 642	1 367	519	522	227	63	23 885
Kavango – East	2 074	7 742	6 182	5 758	5 097	5 269	4 501	3 835	5 079	3 940	2 651	1 466	1 271	204		55 069
Kavango – West	2 035	5 917	4 809	4 100	3 668	3 774	3 067	2 662	3 402	2 357	1 462	655	441	39		38 388
Khomas	3 757	8 197	8 055	7 537	7 220	7 451	6 635	6 382	7 174	6 205	5 910	3 491	3 219	491	204	81 928
Kunene	1 705	4 831	3 112	2 965	2 563	2 697	2 100	1 947	1 967	1 428	857	375	312	33		26 892
Ohangwena	3 561	10 707	9 356	8 941	9 138	9 616	8 315	7 719	10 903	8 340	5 757	2 873	2 801	1		98 028
Omaheke	1 101	2 838	2 463	2 427	2 118	2 191	1 730	1 612	1 940	1 390	913	392	317	25		21 457
Omusati	3 379	9 889	8 263	7 847	8 123	8 778	7 584	7 051	10 045	7 546	4 816	3 409	3 073	-	-	89 803
Oshana	2 598	5 027	4 350	4 139	4 253	4 615	4 226	4 110	5 723	4 600	3 371	2 726	2 539	8	-	52 285
Oshikoto	3 404	7 117	6 188	5 830	5 885	6 456	5 450	4 872	6 860	5 167	3 366	2 611	2 307	14		65 527
Otjozondjupa	2 250	5 406	4 731	4 686	4 093	4 268	3 621	3 198	3 935	2 839	2 269	815	831	171		43 113
Zambezi	2 389	3 707	3 277	2 996	2 850	2 970	2 749	2 464	3 174	3 064	2 630	1 443	1 146	14		34 873
GRAND TOTAL	32 793	80 482	69 156	65 177	62 545	65 918	56 811	52 241	68 328	53 057	39 241	22 603	20 569	1 415	282	690 618

FIGURE 1. Distribution of learners by grade, in 2015.



BAD NEWS

The graph indicates a low survival rate from Grade 1 where enrollment stands at 12% to Grade 12 when it decreases to 3%.

Gr1

Gr12

80 482

20 569

Figure 1 indicates that enrollment is generally very high in Grade 1 (12%) and declines as learners move to higher grades within the schooling system with only 3% of the learners in Grade 12.

FIGURE 2. Percentage distribution of learners in schools, by phase, in 2015.

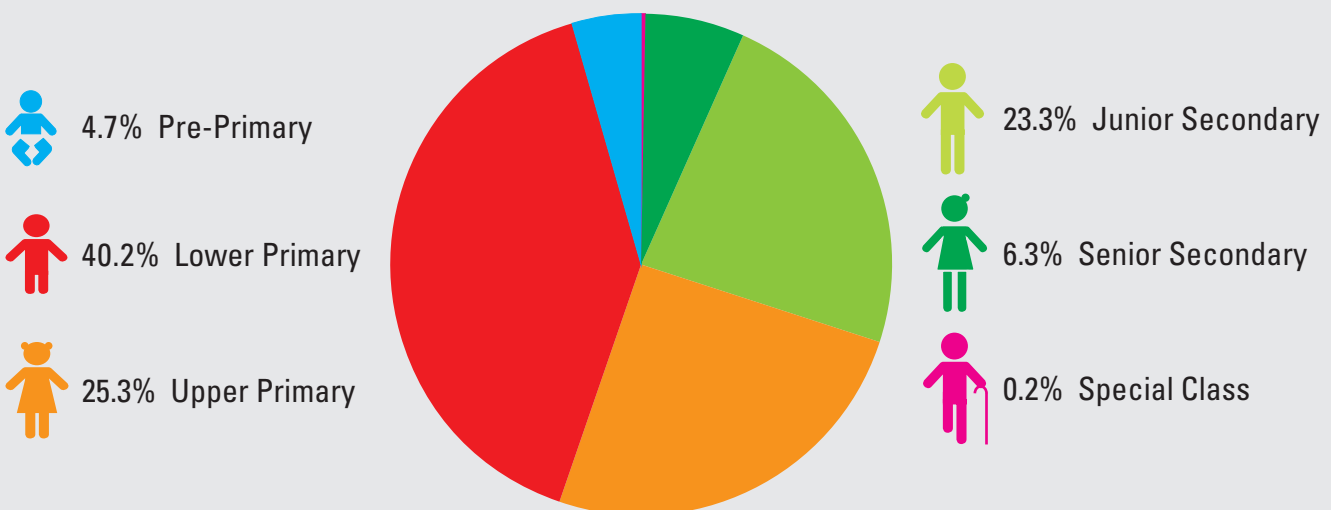


Figure 2 reveals that the highest proportion of learners nationally was located in the Lower Primary phase (Grades 1–3) with 40.2%, followed by the Upper Primary phase (Grades 4–7) with 25.3%, and the Junior Secondary phase (Grades 8 and 9) with 23.3%. There was only 6.3% learners in the Senior Secondary phase (Grades 10–12).

FIGURE 3. Frequency distribution by school size (as measured by number of learners in schools) in 2015.

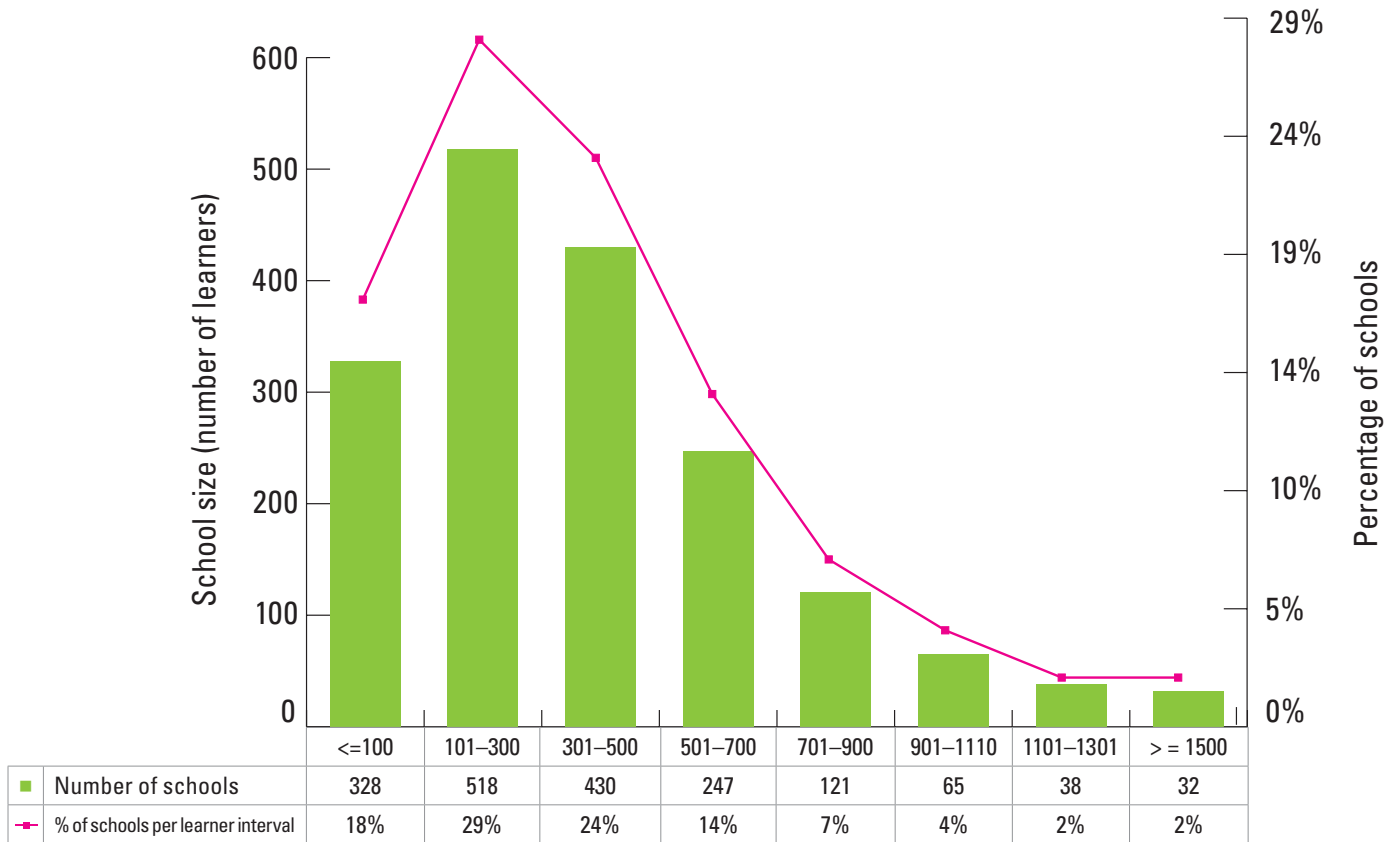
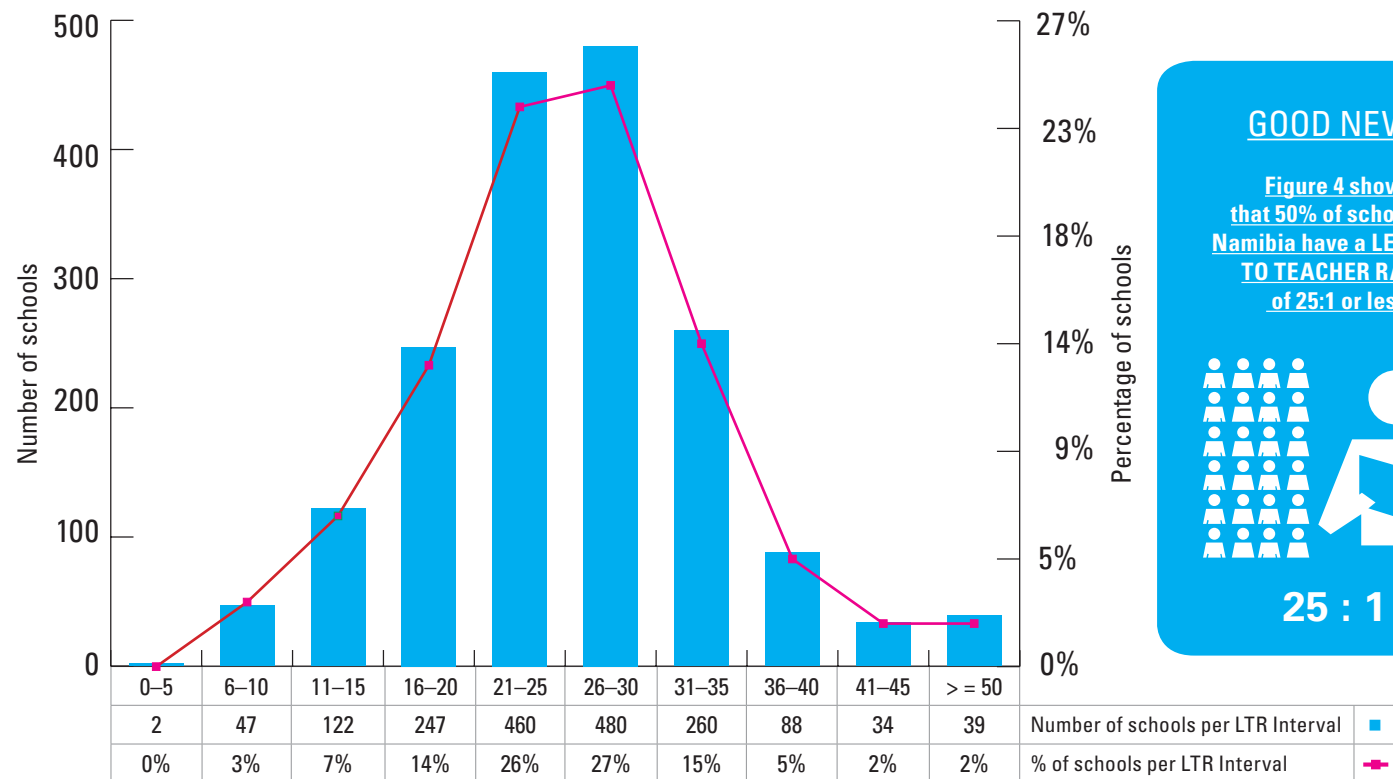


Figure 3 shows frequency distribution of school size according to Fifteen School Day Report in 2015. The Figure shows that the highest number of schools nationally (518, or 29%) has between 101 and 300 learners. Furthermore, the graph shows that there are a number of small schools in Namibia: 328 or 18% of schools with less than 100 learners.

FIGURE 4. Frequency distribution of Learner Teacher Ratio (LTR) in schools in 2015.



GOOD NEWS

Figure 4 shows that 50% of schools in Namibia have a **LEARNER TO TEACHER RATIO** of 25:1 or less.

25 : 1

Figure 4 shows that the highest number of schools nationally (480, or 27.0%) was in the 26 to 30 LTR interval. Furthermore, there were 47 schools (3%) and 39 schools (2%), respectively, the six to ten LTR interval and the above 50 LTR interval.