

EMIS data suggest that boy-learners in the Senior Secondary phase in Namibia are less likely to complete the schooling cycle compared to girls (see Figure 1 in this report). The MoEAC works to ensure that all boys and girls complete a full course of secondary schooling by offering children a safe learning environment, psychosocial support and quality instruction.



# NAMIBIA Fifteenth SCHOOL DAY REPORT 2017

The Fifteenth School Day Report for 2017 was produced by the Education Management Information System (EMIS) division within the Ministry of Education, Arts and Culture. EMIS is the primary national process for timely collection, analysis and reporting of reliable information concerning schools in Namibia. Education regions collect data twice a year from all state and private schools in Namibia and publish two reports which enable education planners to develop plans responsive to the context-specific needs of children. The reports are key tools the Ministry uses to drive improved service delivery in basic education.

1. The Fifteenth School Day Survey features the most crucial information about the number of schools, learners and teachers in Namibia as recorded on the 15th school day at the beginning of every year.
2. The Annual Education Census (AEC) is a comprehensive survey of education data in state and private schools in Namibia. The AEC is usually conducted on the first Tuesday of the last trimester of the school year.

**TABLE 1: Number of learners, teachers and schools by region and sex in 2017**

REGION	LEARNERS			TEACHERS			SCHOOLS	Learners as % of National Total	Teachers as % of National Total	Schools as % of National Total
	Female	Male	Total	Female	Male	Total	Schools			
//Kharas	11341	10852	22193	659	282	941	53	3%	3%	3%
Erongo	21606	20568	42174	1231	369	1600	72	6%	5%	4%
Hardap	12223	12169	24392	637	347	984	59	3%	3%	3%
Kavango East	30251	30618	60869	957	939	1896	165	8%	7%	9%
Kavango West	20251	21163	41414	694	770	1464	176	6%	5%	10%
Khomas	45181	42303	87484	2828	874	3702	120	12%	13%	7%
Kunene	14257	14869	29126	604	454	1058	67	4%	4%	4%
Ohangwena	51042	51521	102563	2588	1394	3982	262	14%	14%	14%
Omaheke	11211	11255	22466	563	321	884	44	3%	3%	2%
Omusati	46955	47717	94672	2759	1368	4127	282	13%	14%	15%
Oshana	27115	26339	53454	1610	667	2277	137	7%	8%	7%
Oshikoto	34120	34867	68987	1930	1009	2939	220	9%	10%	12%
Otjozondjupa	23590	22840	46430	1154	511	1665	78	6%	6%	4%
Zambezi	18481	18931	37412	975	673	1648	111	5%	6%	6%
<b>Total</b>	<b>367624</b>	<b>366012</b>	<b>733636</b>	<b>19189</b>	<b>9978</b>	<b>29167</b>	<b>1846</b>			

Table 1 shows the number of female and male learners and teachers and the number of schools by region in Namibia in 2017. There is near parity in the number of school-going girls and boys, with a slightly higher number of girls, and there are nearly twice as many female teachers compared to male teachers. Ohangwena Region has the highest number of learners in 2017, while Omusati has the highest numbers of schools and teachers.



**TABLE 2: Number of learners by region, grade and sex in 2017**

REGION	Gender	Pre-primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Special	Other	TOTAL
//Karas	Male	817	1180	1154	984	1098	1039	942	750	918	747	672	283	240	28	0	10852
	Female	802	1191	1152	1017	1059	1033	923	812	1021	871	748	348	342	22	0	11341
	<b>Total</b>	<b>1619</b>	<b>2371</b>	<b>2306</b>	<b>2001</b>	<b>2157</b>	<b>2072</b>	<b>1865</b>	<b>1562</b>	<b>1939</b>	<b>1618</b>	<b>1420</b>	<b>631</b>	<b>582</b>	<b>50</b>	<b>0</b>	<b>22193</b>
Erongo	Male	945	2489	2118	2100	2097	1756	1735	1456	1626	1478	1388	692	584	103	1	20568
	Female	926	2338	2213	2031	2151	1840	1826	1546	1754	1650	1558	927	792	53	1	21606
	<b>Total</b>	<b>1871</b>	<b>4827</b>	<b>4331</b>	<b>4131</b>	<b>4248</b>	<b>3596</b>	<b>3561</b>	<b>3002</b>	<b>3380</b>	<b>3128</b>	<b>2946</b>	<b>1619</b>	<b>1376</b>	<b>156</b>	<b>2</b>	<b>42174</b>
Hardap	Male	801	1384	1175	1184	1335	1121	1080	935	988	787	726	230	231	153	39	12169
	Female	819	1268	1177	1171	1246	1113	1102	1026	1058	812	735	305	297	80	14	12223
	<b>Total</b>	<b>1620</b>	<b>2652</b>	<b>2352</b>	<b>2355</b>	<b>2581</b>	<b>2234</b>	<b>2182</b>	<b>1961</b>	<b>2046</b>	<b>1599</b>	<b>1461</b>	<b>535</b>	<b>528</b>	<b>233</b>	<b>53</b>	<b>24392</b>
Kavango East	Male	1453	4095	3579	3259	3366	2718	2270	1932	2560	2129	1392	924	860	56	25	30618
	Female	1423	3794	3338	3154	3189	2783	2410	2036	2569	2228	1547	876	836	51	17	30251
	<b>Total</b>	<b>2876</b>	<b>7889</b>	<b>6917</b>	<b>6413</b>	<b>6555</b>	<b>5501</b>	<b>4680</b>	<b>3968</b>	<b>5129</b>	<b>4357</b>	<b>2939</b>	<b>1800</b>	<b>1696</b>	<b>107</b>	<b>42</b>	<b>60869</b>
Kavango West	Male	1320	3405	2682	2388	2414	1907	1571	1244	1540	1295	680	348	321	48	0	21163
	Female	1311	3005	2409	2292	2209	1841	1736	1274	1537	1340	739	310	233	15	0	20251
	<b>Total</b>	<b>2631</b>	<b>6410</b>	<b>5091</b>	<b>4680</b>	<b>4623</b>	<b>3748</b>	<b>3307</b>	<b>2518</b>	<b>3077</b>	<b>2635</b>	<b>1419</b>	<b>658</b>	<b>554</b>	<b>63</b>	<b>0</b>	<b>41414</b>
Khomas	Male	2518	4337	4328	4190	4064	3633	3530	3221	3343	3136	2640	1554	1434	190	185	42303
	Female	2688	4447	4271	4199	4120	3844	3632	3481	3635	3449	3181	2057	1990	187	0	45181
	<b>Total</b>	<b>5206</b>	<b>8784</b>	<b>8599</b>	<b>8389</b>	<b>8184</b>	<b>7477</b>	<b>7162</b>	<b>6702</b>	<b>6978</b>	<b>6585</b>	<b>5821</b>	<b>3611</b>	<b>3424</b>	<b>377</b>	<b>185</b>	<b>87484</b>
Kunene	Male	933	2179	1919	1643	1829	1244	1180	992	1173	854	494	285	136	8	0	14869
	Female	988	2047	1797	1624	1607	1309	1141	970	1057	859	499	196	158	5	0	14257
	<b>Total</b>	<b>1921</b>	<b>4226</b>	<b>3716</b>	<b>3267</b>	<b>3436</b>	<b>2553</b>	<b>2321</b>	<b>1962</b>	<b>2230</b>	<b>1713</b>	<b>993</b>	<b>481</b>	<b>294</b>	<b>13</b>	<b>0</b>	<b>29126</b>
Ohangwena	Male	2443	6058	5254	4955	5671	5006	4336	3669	4358	4031	2991	1505	1244	0	0	51521
	Female	2645	5519	4767	4699	5066	4722	4294	3719	4525	4359	3465	1862	1400	0	0	51042
	<b>Total</b>	<b>5088</b>	<b>11577</b>	<b>10021</b>	<b>9654</b>	<b>10737</b>	<b>9728</b>	<b>8630</b>	<b>7388</b>	<b>8883</b>	<b>8390</b>	<b>6456</b>	<b>3367</b>	<b>2644</b>	<b>0</b>	<b>0</b>	<b>102563</b>
Omaheke	Male	625	1445	1330	1162	1303	1201	902	700	1002	723	492	217	131	22	0	11255
	Female	625	1312	1199	1175	1249	1122	1020	766	1097	691	574	211	166	4	0	11211
	<b>Total</b>	<b>1250</b>	<b>2757</b>	<b>2529</b>	<b>2337</b>	<b>2552</b>	<b>2323</b>	<b>1922</b>	<b>1466</b>	<b>2099</b>	<b>1414</b>	<b>1066</b>	<b>428</b>	<b>297</b>	<b>26</b>	<b>0</b>	<b>22466</b>
Omusati	Male	2314	5858	4891	4509	4944	4370	3978	3414	4129	3648	2461	1581	1620	0	0	47717
	Female	2496	5228	4472	4190	4384	4140	3813	3375	4164	3822	3048	1956	1867	0	0	46955
	<b>Total</b>	<b>4810</b>	<b>11086</b>	<b>9363</b>	<b>8699</b>	<b>9328</b>	<b>8510</b>	<b>7791</b>	<b>6789</b>	<b>8293</b>	<b>7470</b>	<b>5509</b>	<b>3537</b>	<b>3487</b>	<b>0</b>	<b>0</b>	<b>94672</b>
Oshana	Male	1548	2732	2417	2278	2439	2200	2205	1915	2474	2114	1627	1261	1129	0	0	26339
	Female	1547	2566	2340	2327	2323	2116	2140	1986	2510	2352	1862	1488	1558	0	0	27115
	<b>Total</b>	<b>3095</b>	<b>5298</b>	<b>4757</b>	<b>4605</b>	<b>4762</b>	<b>4316</b>	<b>4345</b>	<b>3901</b>	<b>4984</b>	<b>4466</b>	<b>3489</b>	<b>2749</b>	<b>2687</b>	<b>0</b>	<b>0</b>	<b>53454</b>
Oshikoto	Male	2117	3867	3522	3267	3885	3204	3062	2334	2925	2637	1609	1259	1179	0	0	34867
	Female	2170	3434	3148	3038	3300	2856	2865	2340	3108	3004	1892	1578	1387	0	0	34120
	<b>Total</b>	<b>4287</b>	<b>7301</b>	<b>6670</b>	<b>6305</b>	<b>7185</b>	<b>6060</b>	<b>5927</b>	<b>4674</b>	<b>6033</b>	<b>5641</b>	<b>3501</b>	<b>2837</b>	<b>2566</b>	<b>0</b>	<b>0</b>	<b>68987</b>
Otjozondjupa	Male	1276	3005	2545	2384	2611	2105	1906	1574	1978	1449	995	466	408	121	17	22840
	Female	1317	2771	2585	2363	2564	2158	1981	1765	2058	1674	1165	546	564	71	8	23590
	<b>Total</b>	<b>2593</b>	<b>5776</b>	<b>5130</b>	<b>4747</b>	<b>5175</b>	<b>4263</b>	<b>3887</b>	<b>3339</b>	<b>4036</b>	<b>3123</b>	<b>2160</b>	<b>1012</b>	<b>972</b>	<b>192</b>	<b>25</b>	<b>46430</b>
Zambezi	Male	1395	2145	1851	1702	1688	1492	1416	1270	1560	1668	1255	818	664	7	0	18931
	Female	1345	1989	1654	1618	1636	1531	1433	1225	1530	1647	1409	769	693	2	0	18481
	<b>Total</b>	<b>2740</b>	<b>4134</b>	<b>3505</b>	<b>3320</b>	<b>3324</b>	<b>3023</b>	<b>2849</b>	<b>2495</b>	<b>3090</b>	<b>3315</b>	<b>2664</b>	<b>1587</b>	<b>1357</b>	<b>9</b>	<b>0</b>	<b>37412</b>
National	Male	20505	44179	38765	36005	38744	32996	30113	25406	30574	26696	19422	11423	10181	736	267	366012
	Female	21102	40909	36522	34898	36103	32408	30316	26321	31623	28758	22422	13429	12283	490	40	367624
	<b>Total</b>	<b>41607</b>	<b>85088</b>	<b>75287</b>	<b>70903</b>	<b>74847</b>	<b>65404</b>	<b>60429</b>	<b>51727</b>	<b>62197</b>	<b>55454</b>	<b>41844</b>	<b>24852</b>	<b>22464</b>	<b>1226</b>	<b>307</b>	<b>733636</b>

**TABLE 3: Number of learners, teachers and schools by region, from 2015 to 2017**

REGION	LEARNERS			TEACHERS			SCHOOLS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
//Kharas	21501	22085	22193	893	922	941	50	52	53
Erongo	37869	40204	42174	1459	1512	1600	65	66	72
Hardap	23885	24110	24392	949	917	984	57	57	59
Kavango East	55069	58387	60869	1729	1840	1896	156	162	165
Kavango West	38388	38835	41414	1265	1354	1464	176	172	176
Khomas	81928	83119	87484	3396	3372	3702	106	104	120
Kunene	26892	28163	29126	1068	1078	1058	67	68	67
Ohangwena	98028	99156	102563	3703	3853	3982	253	256	262
Omaheke	21457	22111	22466	796	833	884	42	43	44
Omusati	89803	91231	94672	3812	3914	4127	276	276	282
Oshana	52285	52524	53454	2274	2290	2277	137	135	137
Oshikoto	65527	67544	68987	2670	2816	2939	212	219	220
Otjozondjupa	43113	44542	46430	1482	1607	1665	75	77	78
Zambezi	34873	35867	37412	1546	1578	1648	107	109	111
<b>NATIONAL</b>	<b>690618</b>	<b>707878</b>	<b>733636</b>	<b>27042</b>	<b>27886</b>	<b>29167</b>	<b>1779</b>	<b>1796</b>	<b>1846</b>

From the figures presented in Table 3, we can observe a continued trend of increase in the numbers of learners (by 3.6%), teachers (by 4.6%) and schools (by 2.8%) from 2016 to 2017.

**FIGURE 1: Distribution of learners by grade and sex in 2017**

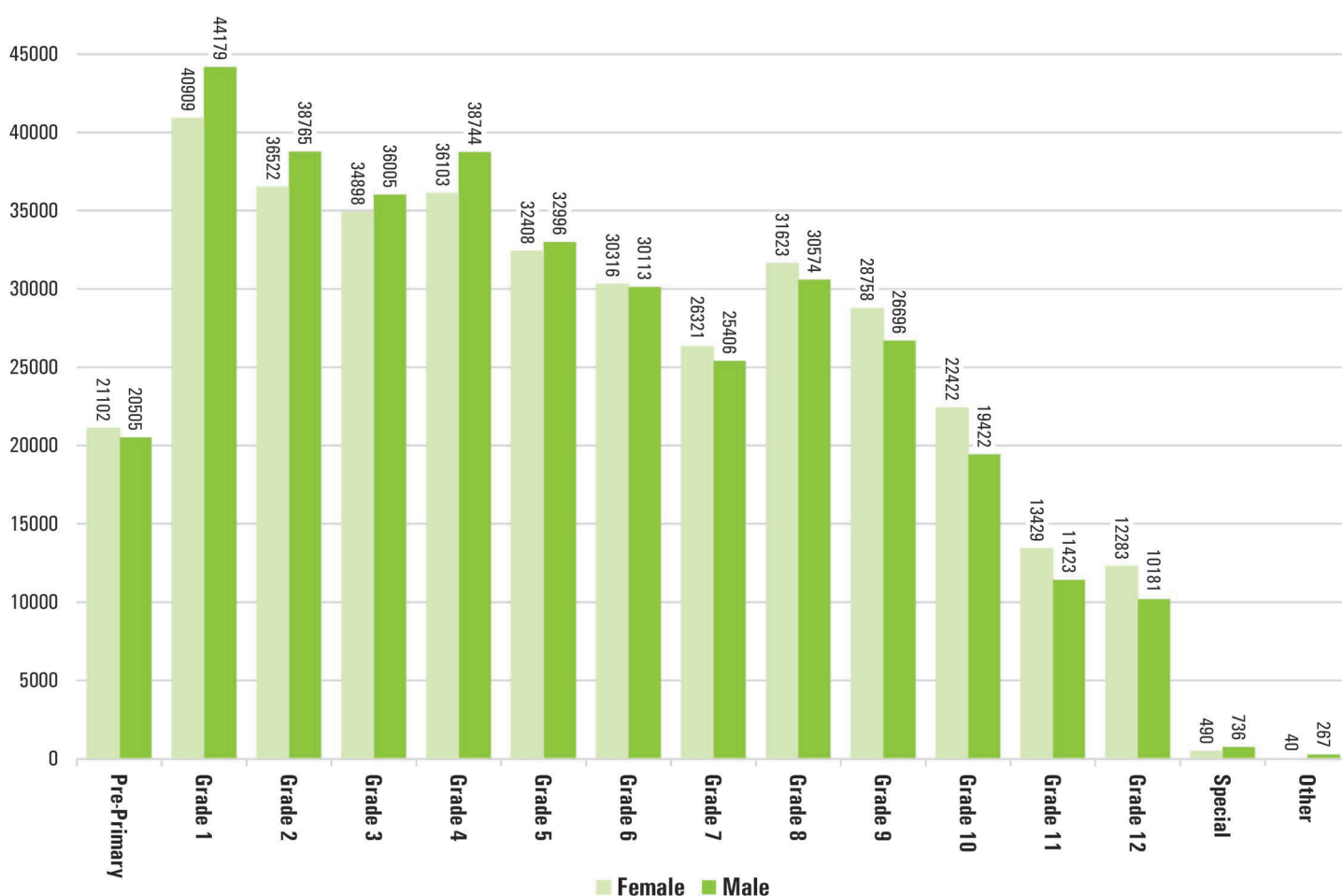
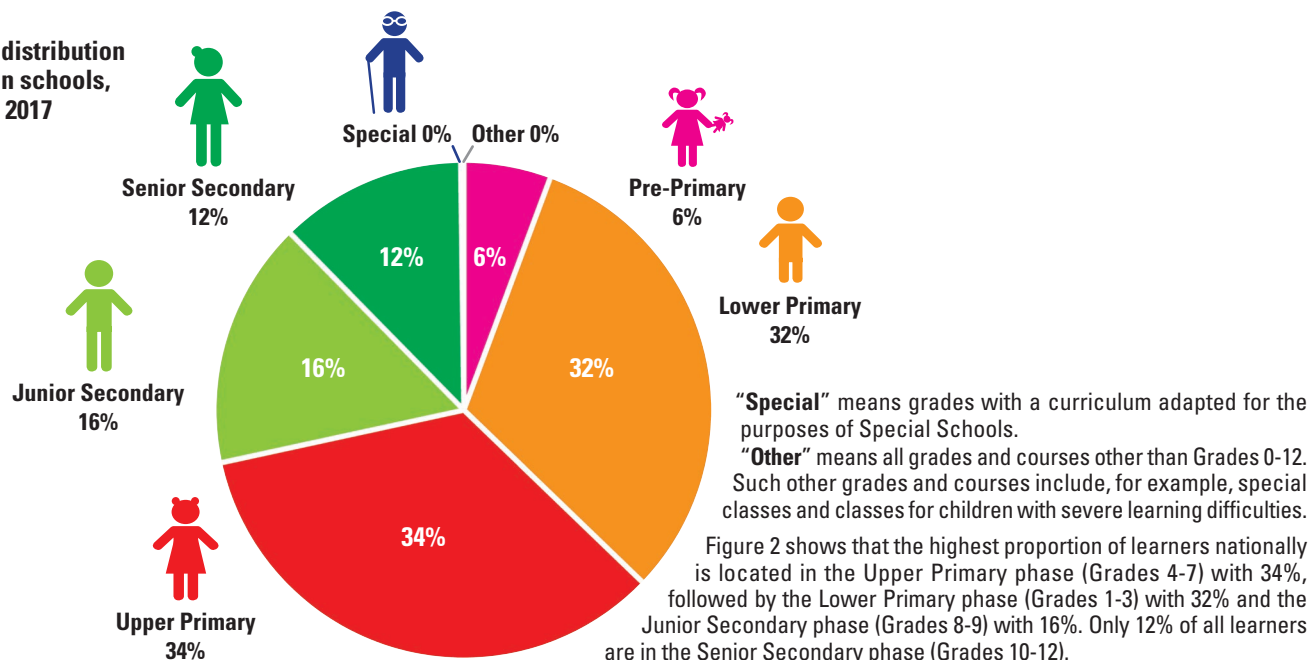


Figure 1 indicates that there is a big difference in enrolment between pre-primary, where it stands at 6%, and Grade 1, where it increases to 12%, before it declines as learners move to higher grades within the schooling system, with only 3% of the learners enrolled in Grade 12.

We can also observe a fair gender parity across the grades, with slightly more boys than girls in junior phase (up until Grade 5) and slightly more girls than boys in the Upper Junior and Senior phases.

**FIGURE 2:**  
Percentage distribution  
of learners in schools,  
by phase, in 2017



**FIGURE 3:** Frequency distribution by school size (as measured by number of learners in schools) in 2017

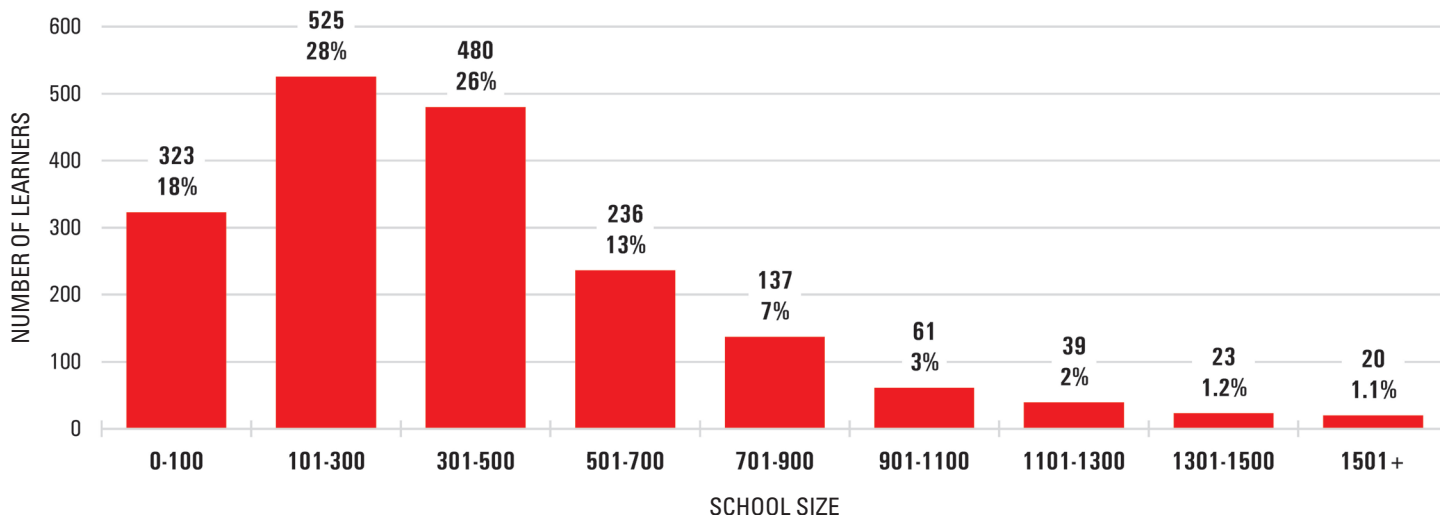


Figure 3 shows that in terms of school size, the highest proportion of schools nationally (525 or 28%) have 101-300 learners each. This graph also shows that there are a number of small schools in Namibia: 323 (18%) with fewer than 100 learners. Finally, 43 schools (2.3%) have over 1300 learners.

**FIGURE 4:** Frequency distribution of learner-teacher ratio (LTR) in schools in 2017

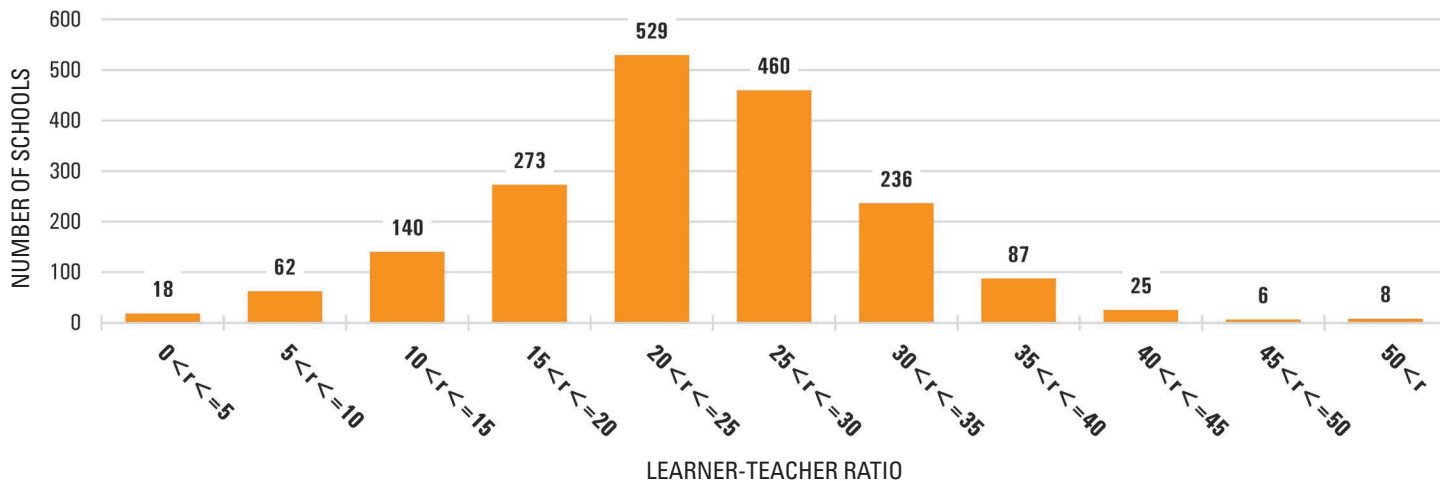


Figure 4 shows that the schools constituting the highest proportion nationally (529 or 29%) are in the 21-25 LTR interval in 2017, which is an improvement compared to 2016 when 28% of the schools nationally had a 21-25 LTR. Furthermore, 39 schools (2%) have more than 40 learners per teacher. The LTR in Namibian schools has not changed significantly compared to 2016 Fifteenth School Day Survey.