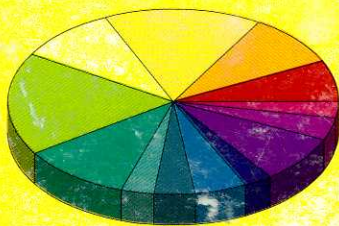
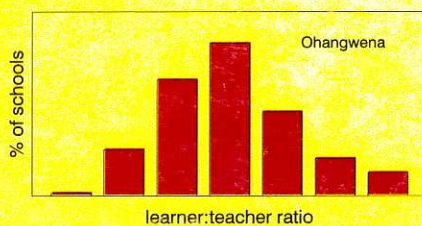
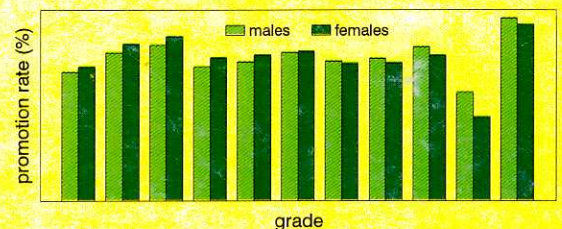
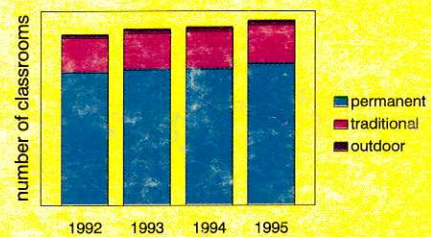


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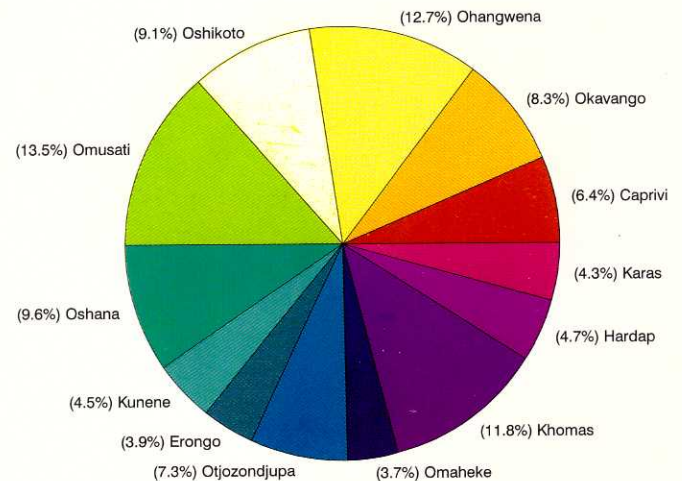


regional distribution of learners



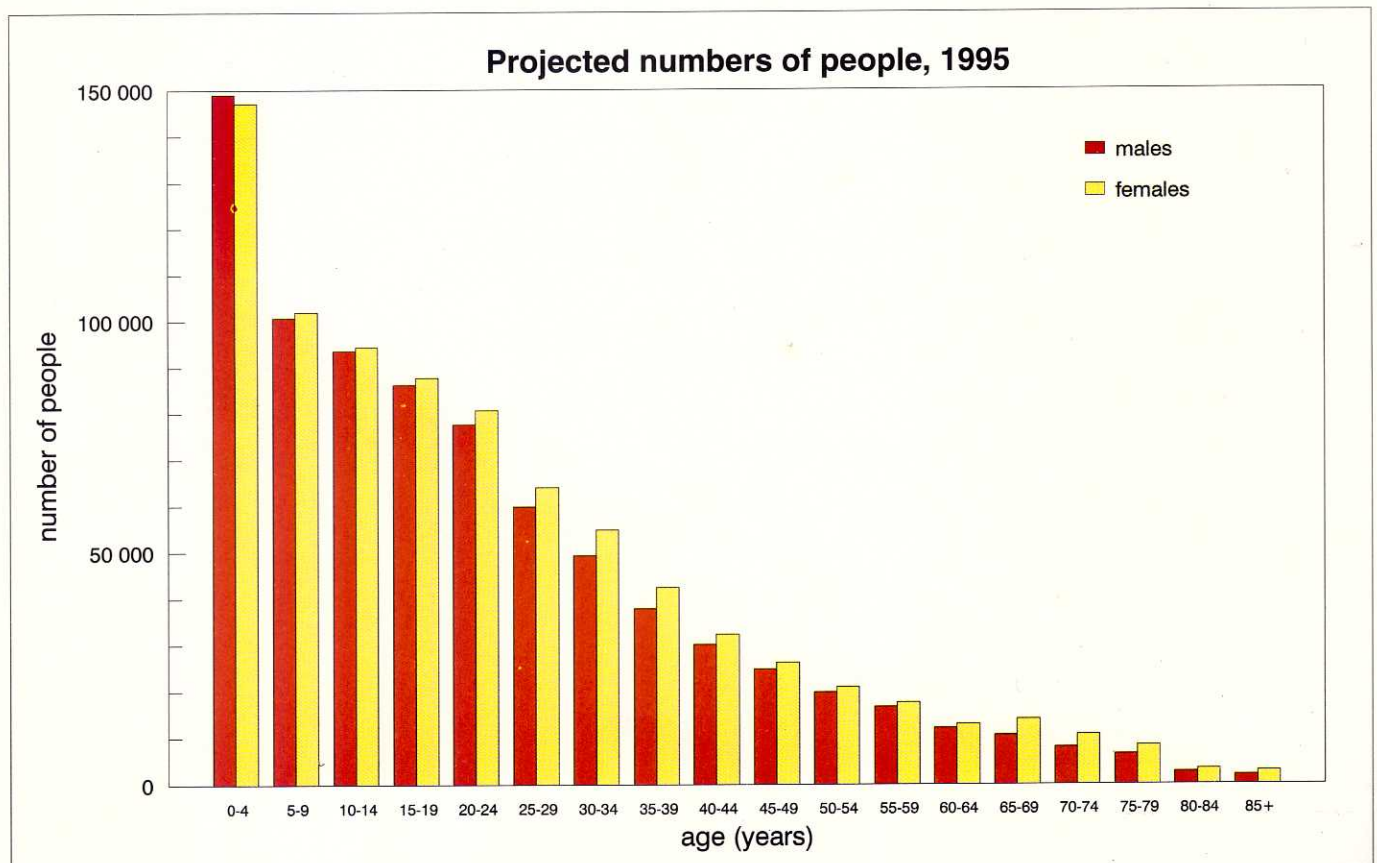
Namibia's population

- In 1991, Namibia had a population of 1 409 920 people. By 1995, the projected population amounted to about 1 610 000 people. The greatest number of people live in the Omusati Region, while Omaheke has the smallest share of the population.
- In 1995, a total of 472 870 people (29.4% of the population) were at school.
- The Constitution of the Republic of Namibia states that children must attend school until the age of sixteen, or until they have completed primary school, whichever is the sooner.
- In 1995, there were about 415 300 people between the ages of six and sixteen, of which 369 200 (88.9% of this age group) were at school.



Distribution of the population, 1991

These numbers are based on the 1991 Population and Housing Census, population projections from that census, and the 1995 Annual Education Census.



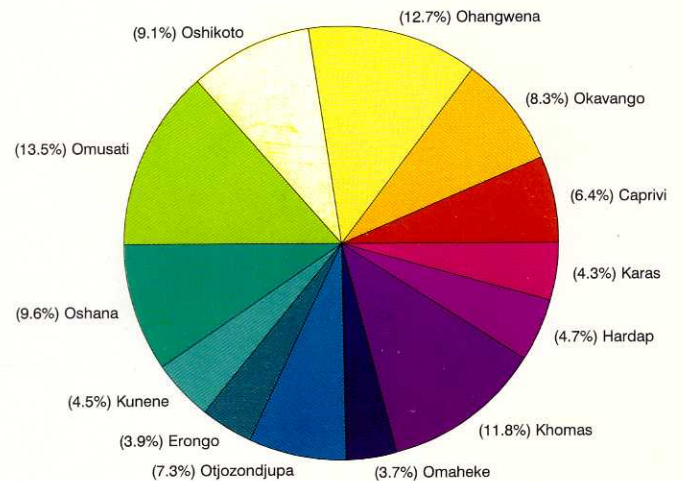
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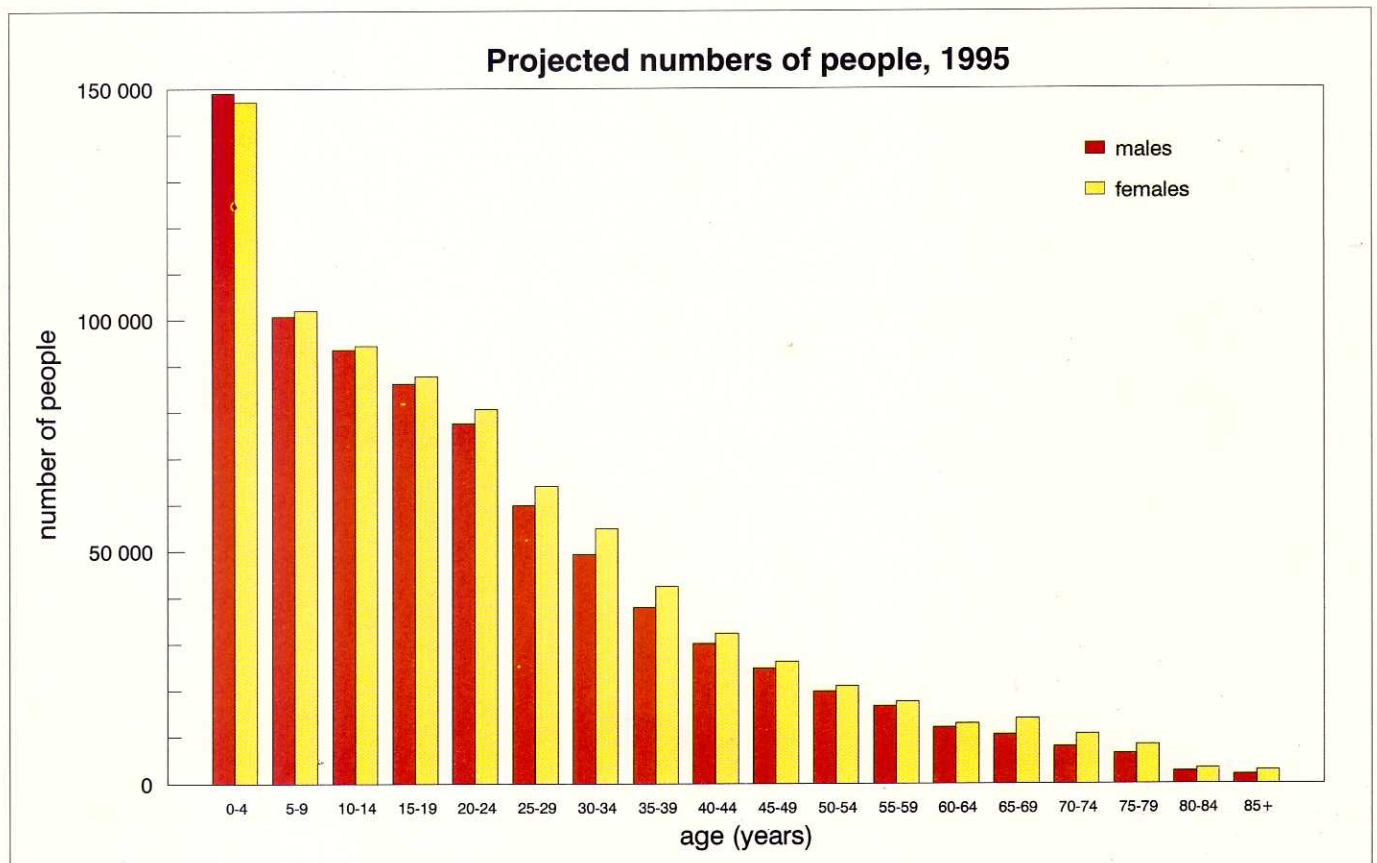
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Preface

This book provides an overview of education in Namibia, showing how the provision of education varies geographically and how conditions have changed in recent years. The presentation of material here evolved out of a previous publication, *Education Statistics for the 13 Regions*, distributed to a small audience comprised mainly of regional governors and councillors. The major focus of this book is on education provided by the Government, especially that delivered in Grades 1 to 12 in formal schools.

Much of the information was collected in 1995. Statistics are only available from earlier years for certain aspects. This is particularly true of information collected during the 1991 Population and Housing Census which is used to describe levels of education amongst adults and access to schooling. Projections have been made available by the Central Statistics Office to provide estimates of some features of the population from 1992 onwards. Information on the population of Walvis Bay was not collected by the 1991 Population and Housing Census and it was only in 1994 that statistics from schools in Walvis Bay were collected.

Comparisons between the thirteen regions in Namibia are useful in showing how conditions vary geographically. The average values given for each region also help to summarise very large volumes of information. However, these averages mask the considerable variation that exists within the regions, tending to hide those individual schools, learners, communities and teachers in greatest need of support.

Foreword

It is my pleasure to introduce this book, *A Profile of Education in Namibia*. Namibia has pursued several important goals since independence in 1990:

- equitable access to schooling
- a high quality of education
- a high degree of internal efficiency to the education system
- life-long learning
- the democratic participation of all stakeholders

Information in this booklet provides several measures of how we have proceeded in pursuit of these goals over the past five years. Other information is helpful in showing how far we still have to go. One major purpose in presenting these statistics is to share information about these challenges amongst our citizens and partners. The more that we all know of what lies ahead, the easier our task will be in making our educational goals a reality.

Most of the information presented here is derived from the Ministry of Basic Education and Culture's routine censuses of schools in Namibia, while other information was obtained from other institutions and the 1991 Population and Housing Census. The book was compiled by the Education Management Information System Division in the Ministry of Basic Education and Culture.

To the readers and users of this book, I trust that you will find it informative and that you will put the information to good use in making education for all Namibians even more rewarding.



JOHN MUTORWA M.P.

MINISTER OF BASIC EDUCATION AND CULTURE

Basic information on Namibia's schools and learners

Namibia's main schooling system covers twelve grades. These grades are divided into four phases: Lower Primary (Grades 1 to 4), Upper Primary (Grades 5 to 7), Junior Secondary (Grades 8 to 10) and Senior Secondary (Grades 11 and 12). Many schools in Namibia, however, do not follow the normal phases or divisions between primary (Grades 1 to 7) and secondary (Grades 8 to 12) schooling. The term "combined" is used to describe these schools that offer a mix of primary and secondary grades.

Most schools in Namibia are run by the Government. Of all Grade 1 to 12 learners, 4.1% were enrolled in private schools in 1995. Only the Omaheke, Khomas and Karas regions have substantial numbers of learners in private schools.

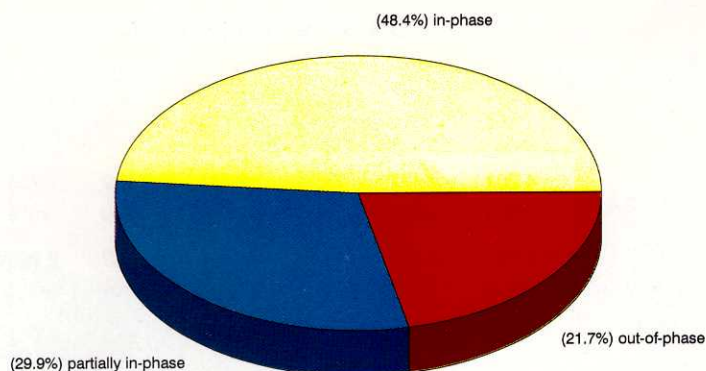
Information on schools in this book concentrates on Grades 1 to 12, as provided in primary, combined and secondary schools. There are, in addition, a number of special schools for children with learning difficulties, while several others provide vocational or technical training. Technical schools were transferred to the Ministry of Labour and Human Resources Development at the beginning of 1994 and then to the newly established Ministry of Higher Education, Vocational Training, Science and Technology in 1995. A number of pre-primary schools were also run by Government up until the end of 1994.

In 1995, 1071 learners were enrolled in the six special schools for children with special learning needs, and a total of 651 learners were enrolled in the six technical schools.

Numbers and types of schools, 1995

Region	Government and private schools				Private schools only		
	total	Types of schools primary combined secondary			schools	learners	% of all learners
Caprivi	139	70	47	22	1	803	2.4
Okavango	212	185	19	8	2	207	0.5
Ohangwena	199	143	50	6	1	185	0.3
Oshikoto	140	105	29	6	5	1 575	3.5
Omusati	223	132	81	10	0	0	0.0
Oshana	107	52	49	6	1	90	0.2
Kunene	57	44	6	7	3	752	4.9
Erongo	48	29	12	7	6	1 452	7.7
Otjozondjupa	46	31	10	5	4	518	2.2
Omaheke	29	19	7	3	7	2 202	17.1
Khomas	64	39	10	15	17	6 519	16.5
Hardap	60	42	10	8	8	1 710	9.2
Karas	48	34	7	7	11	3 308	24.4
Special and technical schools	12	0	0	0	0	0	0.0
Namibia total	1 384	925	337	110	66	19 321	4.1

Many schools offer all the grades in one or more phases of education. Other schools, however, do not offer all the grades in a phase. Some have yet to expand to offer all the grades to complete a phase, while others, for historical reasons, start at a grade in the middle of a phase and offer grades into the next phase. Schools can be divided into three categories according to the range of grades they offer, as shown in the pie chart:



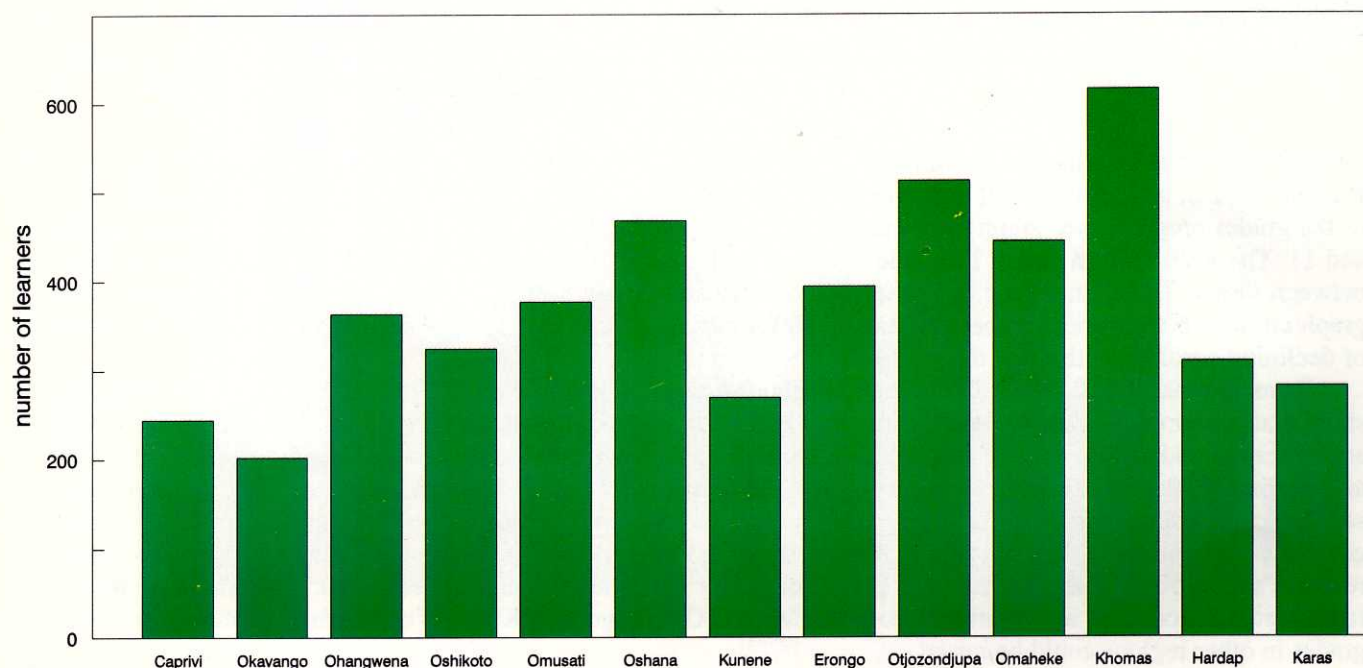
The percentages of schools in-phase, partially in-phase and out-of-phase, 1995

- In-phase schools offer grades which form one or more complete phase(s) of education.
- Out-of-phase schools offer grades which do not cover any one phase. For example, they may offer Grades 1 to 3, 4 to 6, or 7 to 9.
- Partially in-phase schools are those that offer one or more complete phases, but also offer an incomplete part of another phase. For example, schools which offer Grades 1 to 6 allow for lower primary to be completed but not the upper primary phase.

Out-of-phase schools and partially in-phase schools thus restrict learner access and progression. In 1995, 666 schools were in-phase, 412 schools were partially in-phase and 298 schools were out-of-phase. The majority of out-of-phase schools are at the primary level, particularly lower primary, making it difficult for learners to complete this phase where basic literacy and numeracy skills should be acquired.

The average size of schools, as shown in the graph below, differs substantially between regions. This reflects different human settlement patterns and different ways of providing access to schooling. In Okavango, for example, many small rural primary schools have been established within walking distance of most children, while most schools in the Khomas region are large urban schools serving a concentrated urban population and, through hostels, the sparse rural population.

Average number of learners per school, 1995



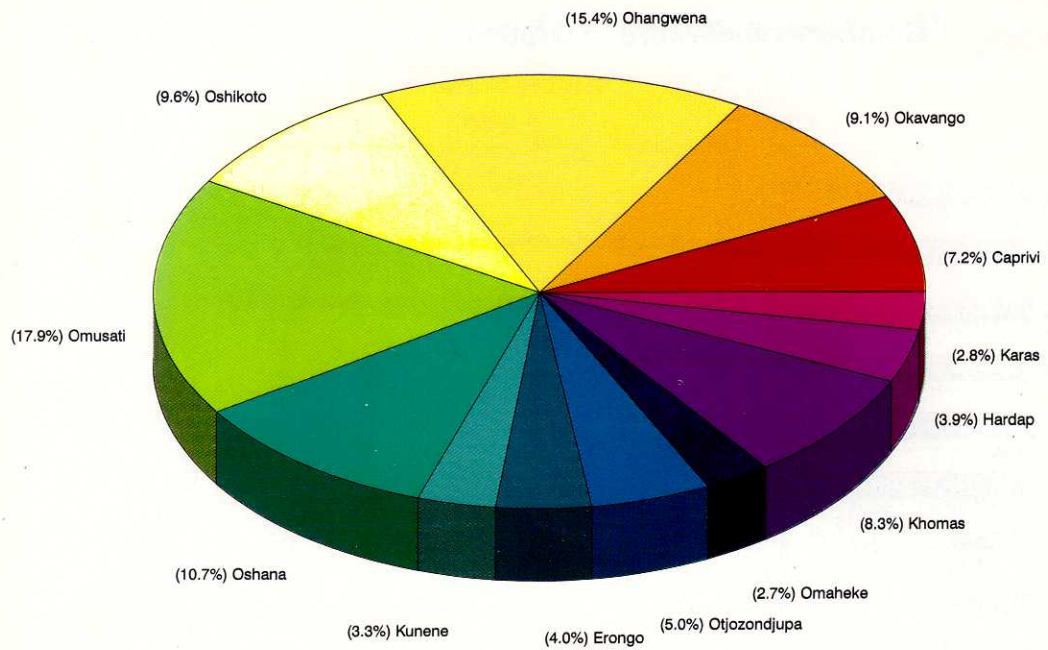
Numbers of learners in Grades 1 to 12, 1995

Region	Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
Caprivi	4 207	3 467	3 651	3 561	3 182	2 755	2 694	2 480	2 319	2 990	1 396	1 234
% female	49.3	49.7	50.5	47.7	48.0	47.6	46.8	50.1	47.9	49.9	46.5	42.0
Okavango	9 307	6 943	6 039	5 224	3 823	2 900	2 502	2 253	1 813	1 066	469	616
% female	50.3	49.5	50.5	51.9	49.8	47.6	48.9	46.2	43.2	38.7	30.1	29.9
Ohangwena	13 455	12 756	10 504	9 965	6 645	4 817	4 040	3 130	2 701	3 014	489	756
% female	47.8	49.1	51.6	53.7	55.0	55.9	55.7	56.2	58.2	63.3	63.0	57.5
Oshikoto	6 109	6 974	6 593	6 071	4 396	3 465	2 816	2 648	2 233	2 828	609	514
% female	47.3	46.4	47.9	50.6	51.4	52.0	54.5	56.2	57.9	62.6	55.5	51.9
Omusati	10 628	12 350	11 023	11 306	8 552	6 614	5 881	5 559	4 150	4 838	1 816	1 464
% female	46.1	45.8	47.4	49.6	52.3	53.0	55.4	57.4	58.5	62.6	57.1	57.9
Oshana	5 605	6 579	6 319	6 445	5 252	3 930	3 456	3 188	2 927	3 262	1 987	1 133
% female	46.9	46.9	48.5	48.8	50.4	53.9	53.2	55.9	56.6	61.2	54.0	48.0
Kunene	1 902	1 788	1 799	1 931	1 680	1 288	1 096	988	915	817	500	641
% female	50.8	48.0	50.5	49.1	51.4	52.5	47.8	50.9	49.5	48.1	44.2	37.8
Erongo	1 783	1 886	1 786	2 067	1 951	1 774	1 799	1 596	1 442	1 182	774	817
% female	48.2	50.3	51.5	50.0	50.4	53.9	53.9	52.4	57.4	56.3	57.4	58.5
Otjozondjupa	2 883	3 148	2 893	3 168	2 666	2 358	2 099	1 641	1 009	718	475	473
% female	47.9	47.5	49.7	48.4	50.2	51.6	52.5	56.6	53.7	53.3	46.7	49.9
Omaheke	1 614	1 635	1 560	1 637	1 460	1 295	1 153	867	822	499	181	170
% female	49.3	49.1	48.2	48.1	50.8	52.4	50.6	52.2	55.5	52.3	45.9	43.5
Khomas	4 132	4 019	3 991	4 042	4 046	3 367	2 804	2 887	2 769	2 562	2 209	2 003
% female	49.4	49.3	50.2	48.3	52.0	52.4	54.1	51.7	50.7	53.1	49.9	47.2
Hardap	2 055	2 115	2 071	2 222	1 897	1 747	1 590	1 499	1 164	949	601	581
% female	47.8	49.7	49.2	49.3	47.9	52.2	52.6	49.6	55.3	55.0	51.9	44.8
Karas	1 544	1 551	1 625	1 564	1 378	1 205	1 142	957	789	652	482	439
% female	46.7	48.1	48.2	48.1	48.4	52.9	53.2	52.8	57.2	52.5	49.8	47.6
Special schools	34	39	35	45	38	26	25	67	45	55	0	30
% female	36.0	33.3	34.3	31.1	26.3	34.6	28.0	53.7	57.8	58.2	-	40.0
Namibia total	65 258	65 250	59 889	59 248	46 966	37 541	33 097	29 760	25 098	25 432	11 988	10 871
% female	48.1	48.0	49.4	50.1	51.3	52.4	52.9	53.8	54.4	57.3	51.5	48.3

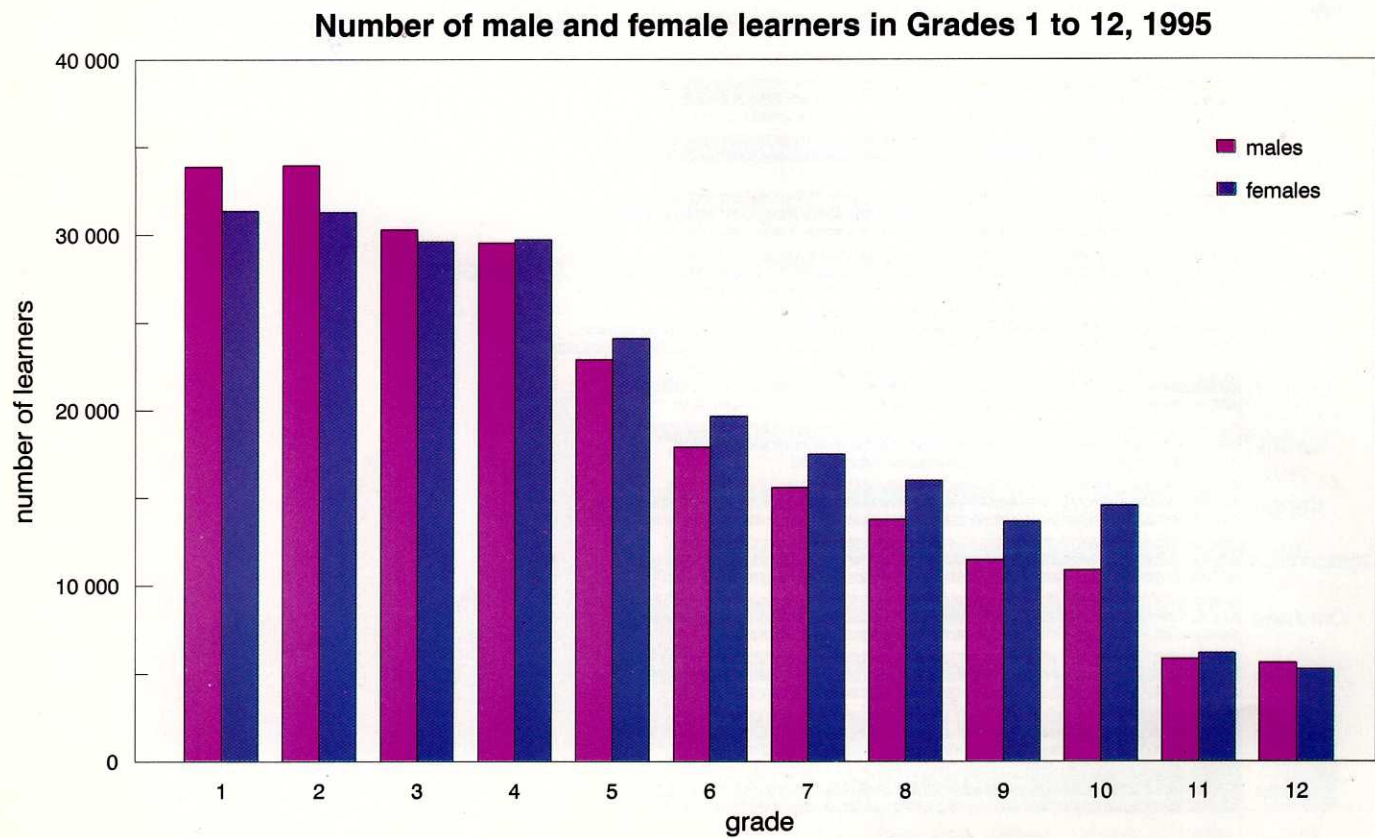
Special schools are for children with learning difficulties.
They are distributed in various regions but are administered centrally from the Ministry's Head Office in Windhoek.

Omusati had the largest learner enrolment in 1995 with 84 181 learners. Ohangwena had over 70 000 learners, while Rundu, Oshana, and Oshikoto all had over 40 000 learners. For the country as a whole, enrolment generally declines as the grades progress (see graph opposite), with the biggest declines being between Grades 4 and 5 and Grades 10 and 11. The decline from Grade 10 is due to the limited number of places available in Grade 11. There is little drop between Grade 7, the final year of primary schooling, and Grade 8, the start of junior secondary school. The top graph on page 6 compares numbers of learners in Grades 1, 4, 7, 10 and 12 to show regional variation in the extent of declining enrolments through the grades.

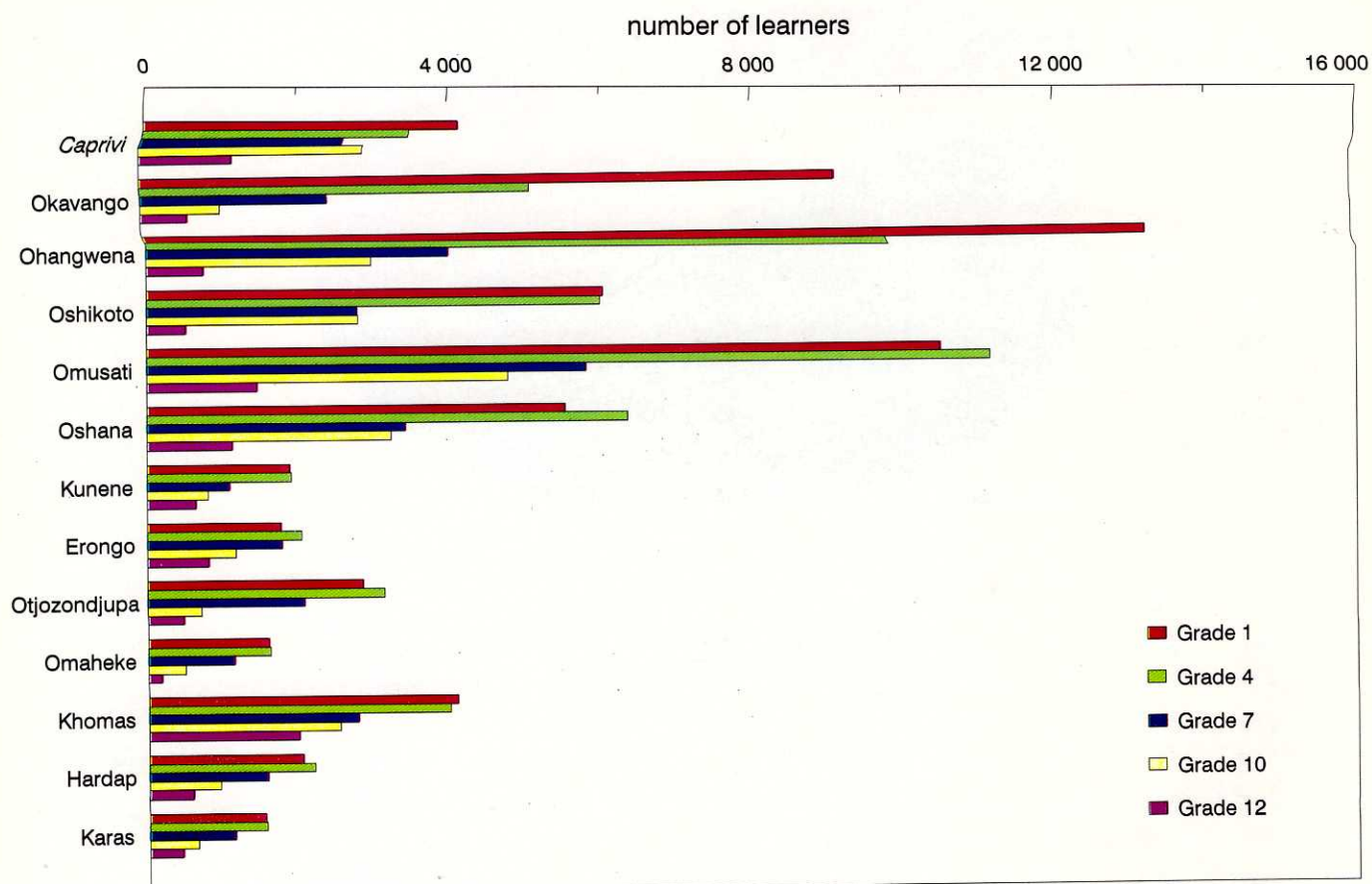
Females make up 50.4% of all children of school-going age in Namibia. Rates of participation above this figure show that proportionally more females or fewer males are at school than there are in the population. On a national scale there is widespread female participation in schooling, rising through the grades to a high of 57% in Grade 10 and declining slightly in senior secondary grades. Proportions of female learners, however, vary between regions - see the lower graph on page 6. In Caprivi, Okavango and Kunene, proportions of females in secondary grades are generally far below 50%, while in other regions they are higher than 50% in most secondary grades. Percentages of females above 50% mean that rates of participation by males are lower than expected. This suggests that while female attendance rates are relatively poor in Caprivi, Okavango and Kunene, enrolments of males in secondary grades in other regions could be raised.



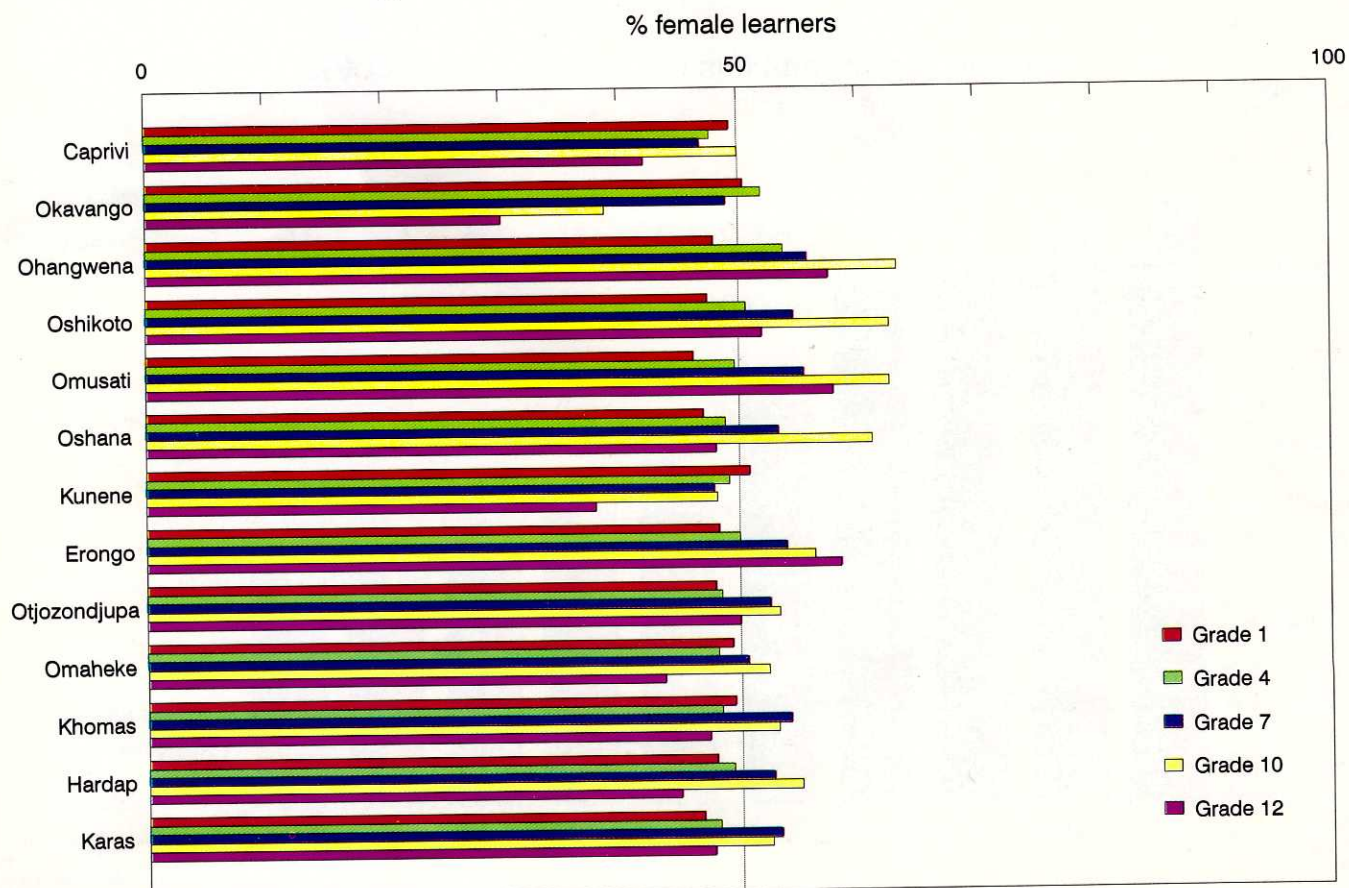
Distribution of learners, 1995



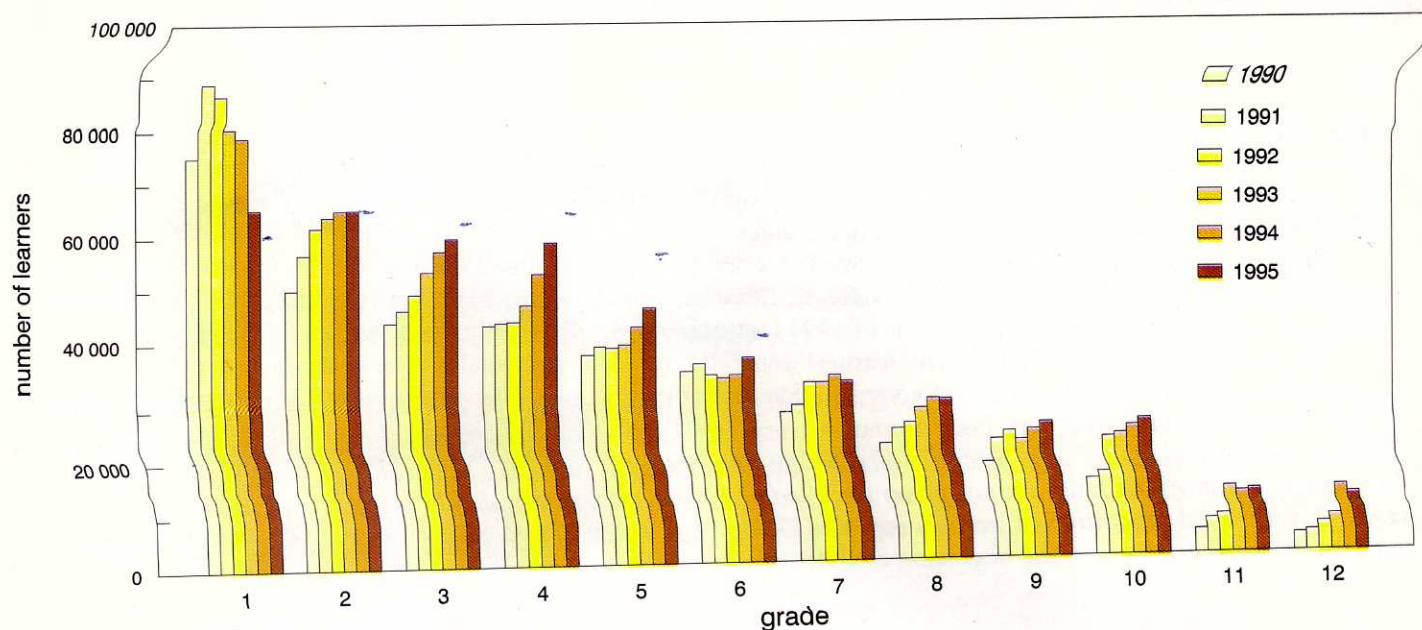
Numbers of learners in Grades 1, 4, 7, 10 and 12 in 1995



Percentage female learners in Grades 1, 4, 7, 10 and 12 in 1995



Number of Grade 1 to 12 learners, 1990 - 1995

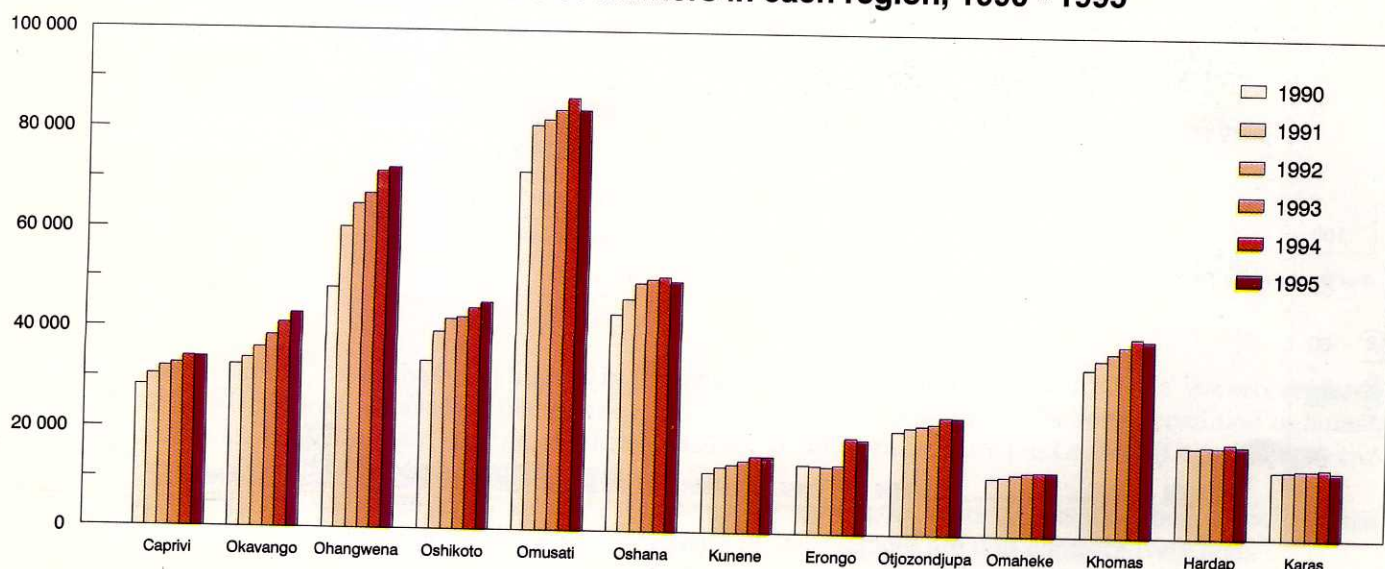


Enrolments have grown substantially since 1990, at a rate of growth that has exceeded the population growth rate. The percentage of learners at school has increased and they spend longer at school than previously. Rates of growth have been greatest at the secondary level, especially the senior secondary phase, with Grade 12 enrolments being three times greater than they were in 1990. There has also been a substantial decline in Grade 1 numbers since 1991, from a record 88 673 Grade 1's in 1991 to 65 258 in 1995. This is because a backlog of learners who did not go to school before independence has largely been cleared. It is also because fewer Grade 1's now drop out and then start Grade 1 again in a following year.

Growth rates have varied substantially in different regions, from a low average annual rate of 0% in Hardap to a high of 8.5% in Ohangwena. Ohangwena and Oshikoto have had growth rates double those in Oshana and Omusati. Overall, growth rates have been highest in the northern regions of the country and lower in the large and sparsely populated southern regions. The inclusion of Walvis Bay into Namibia in 1994 is responsible for the large increase in enrolments in Erongo during that year.

Enrolments in most regions declined slightly in 1995 in comparison to 1994, the total enrolment in Namibia being down by 0.5%.

Numbers of learners in each region, 1990 - 1995



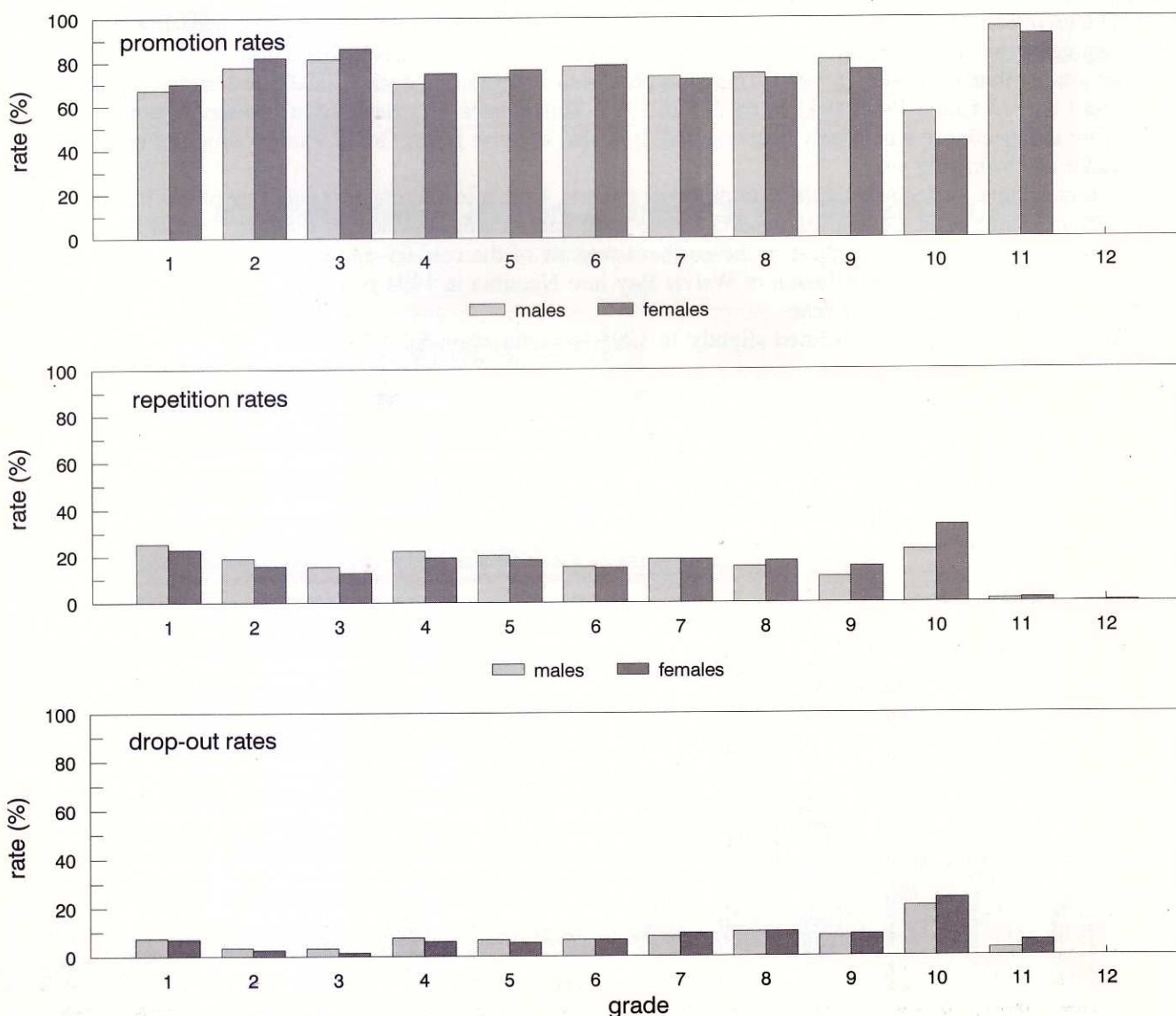
Flow of learners through the system

Under ideal conditions, a learner begins Grade 1 at the age of 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 by the learner repeating one or more grades, or terminated by him/her dropping out of school. The flow of learners through the system is described using promotion, repetition and drop-out rates.

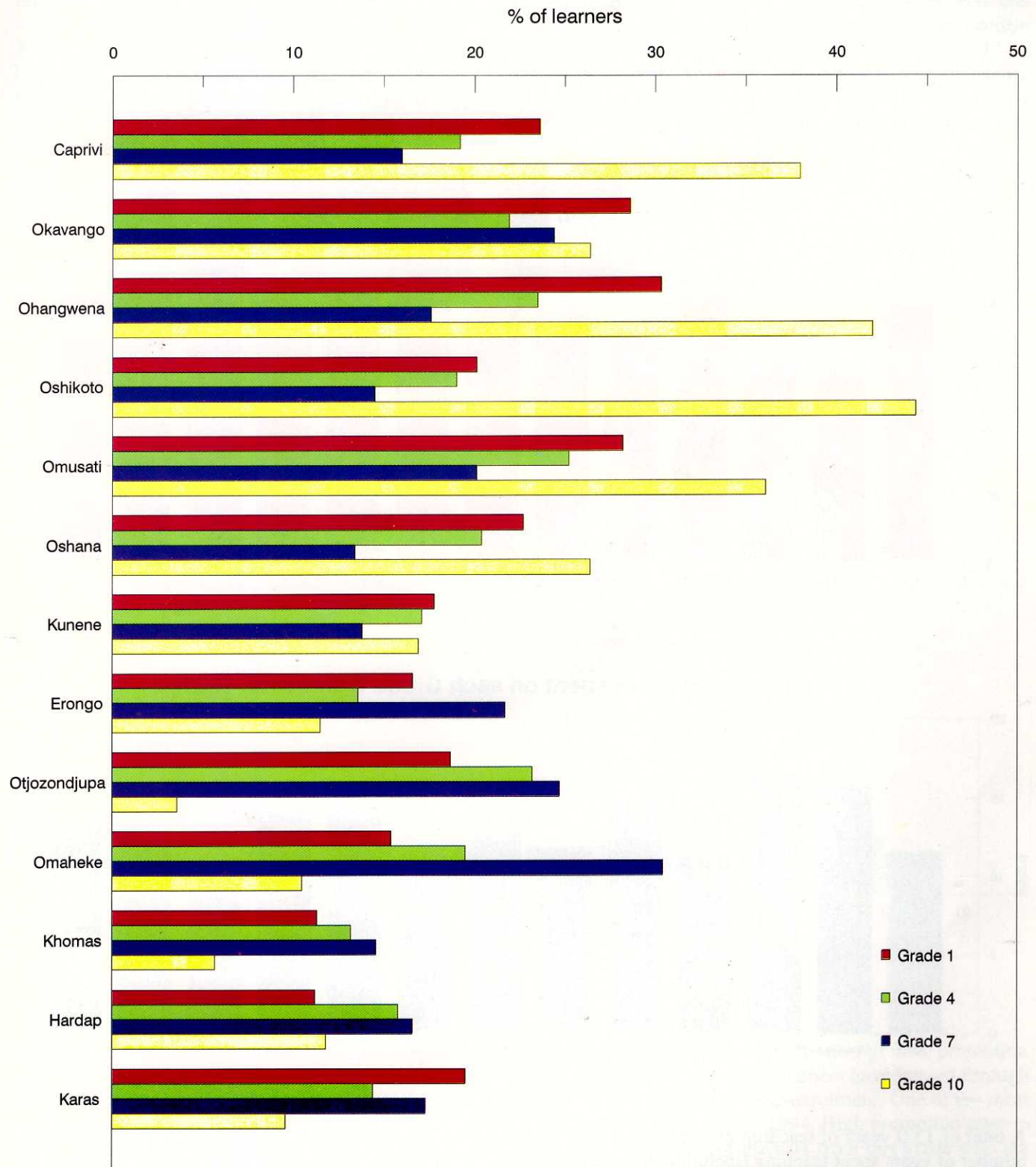
The most recent information on these rates is for the progression from 1994 to 1995. Promotion rates for this period reflect the proportion of learners enrolled in 1994 that were promoted into the next grade in 1995. Likewise, repetition rates for 1994 are the proportions of 1994 learners repeating the same grade in 1995.

The graphs below show how female learners generally do better than males in primary grades where they are promoted at a higher rate, and have lower repetition and drop-out rates. The converse is true in secondary grades where males do better. The very high promotion rates in Grade 11 are due to the almost automatic promotion of learners between the first and second years of the International General Certificate for Secondary Education. Promotion and drop-out rates are not given for Grade 12 since all learners should leave school at the end of that grade. A very small proportion of learners repeated Grade 12 in 1995. A new policy aimed at eliminating repetition in Grade 10 was introduced at the beginning of 1995, but has yet to be implemented.

Promotion, repetition and drop-out rates of male and female learners in Grades 1 to 12, 1994



Repetition rates of Grades 1, 4, 7 and 10 learners, 1994



These repetition rates are the proportions of 1994 learners repeating the same grade in 1995.

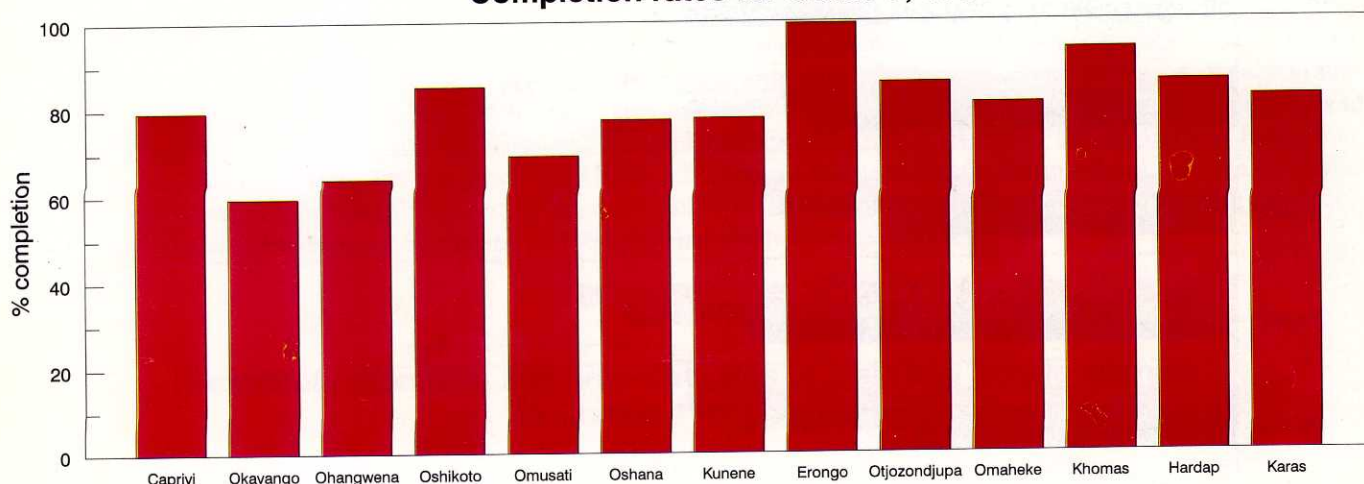
Repetition rates vary substantially, being highest in the northern regions of Namibia. Over 20% of learners repeated Grades 1 and 10 in Caprivi, Okavango, Ohangwena, Oshikoto, Omusati and Oshana - a costly condition in human and financial terms. In the southern regions, repetition rates above 20% are only seen in Grade 4 (Otjozondjupa) and Grade 7 (Erongo, Otjozondjupa, Omaheke).

Learners in regions with high repetition rates tend to spend many more years to complete their schooling than should be necessary. The costs of producing school graduates in these regions are thus comparatively high.

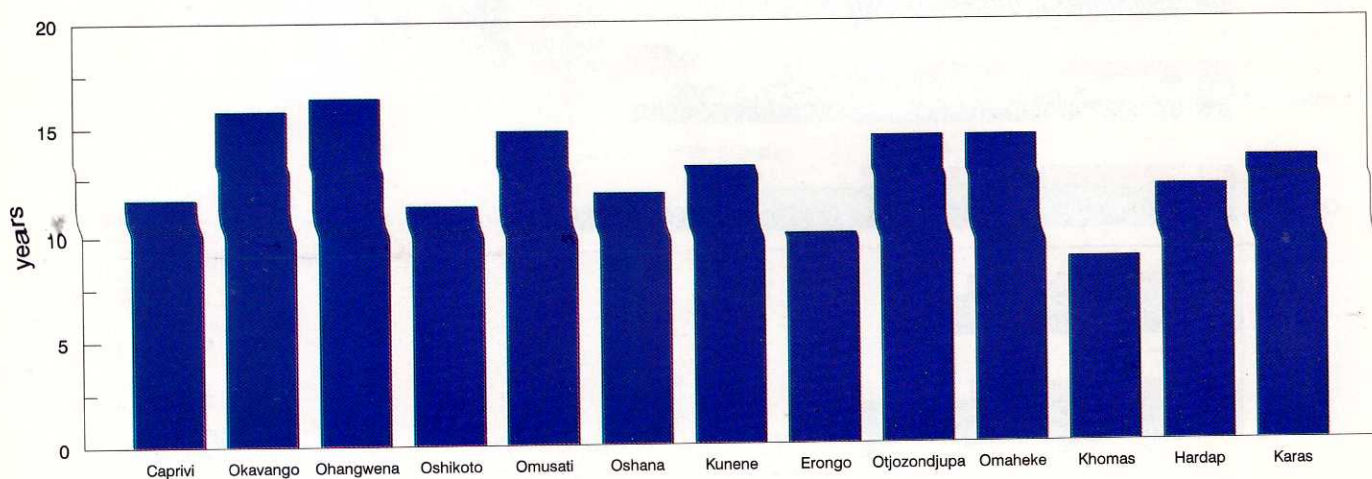
The combined effects of promotion, repetition and drop-out determines how many learners complete their schooling and how many years of schooling are devoted to each graduate. The graphs below provide these measures for primary grades, based on flow rates recorded in 1994.

It is estimated that for primary grades, 75.1% of all learners who start Grade 1 should complete Grade 7. A higher proportion of females complete Grade 7 (78.5%) than males (71.8%) because fewer females drop out of primary grades. The highest rates of completion are in the Erongo and Khomas regions, while only about 64% of learners in Ohangwena and 59% of those in Okavango should complete Grade 7.

Completion rates for Grade 7, 1994



Number of years spent on each Grade 7 graduate, 1994

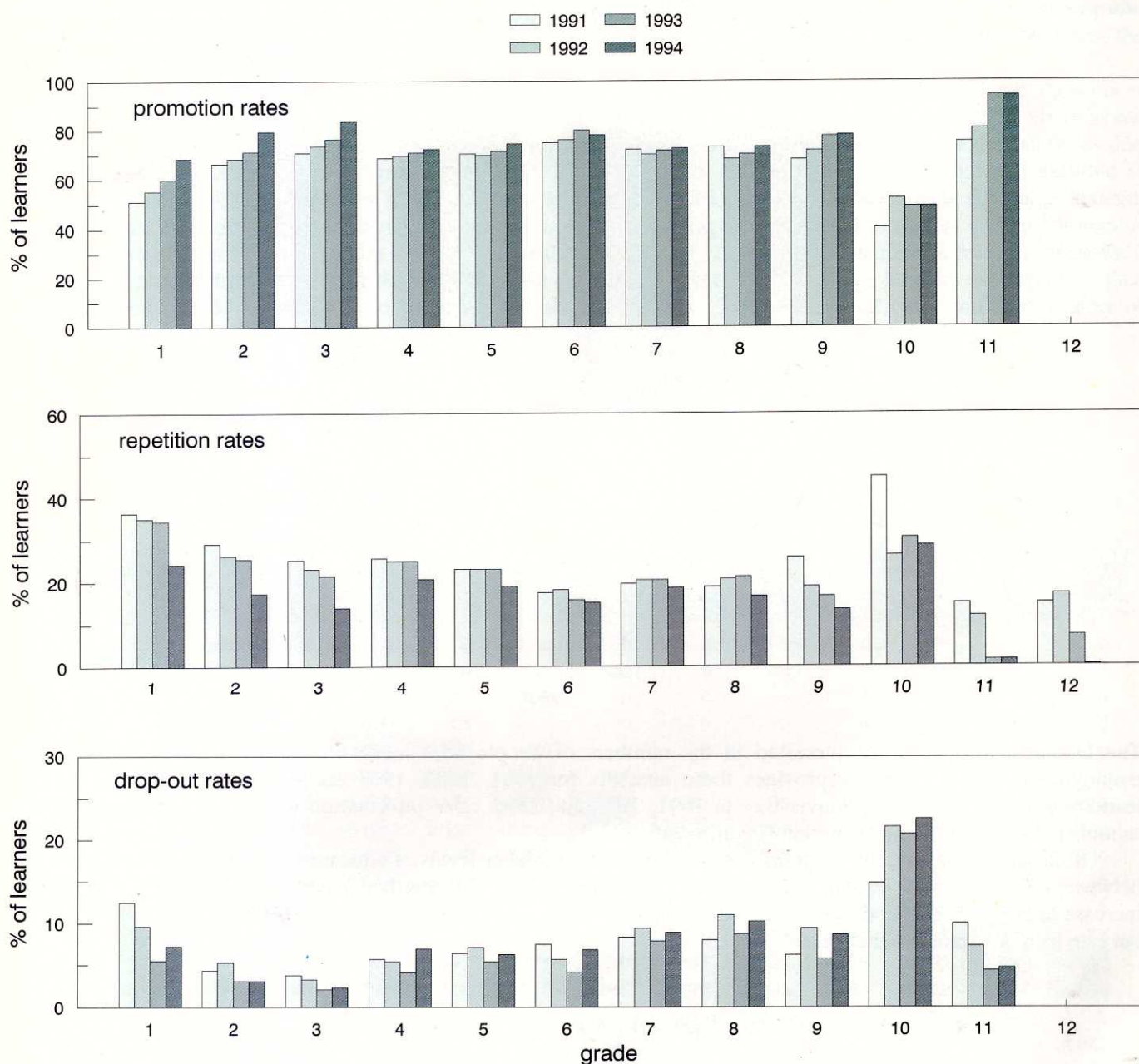


A total of 13.0 years of teaching are "invested" in each Grade 7 graduate in Namibia. This is calculated as the total number of years spent teaching (including those additional years for repeaters repeating and the years lost as a result of drop-outs), for each learner that passes Grade 7. For each male graduate 13.6 years are spent, a year more than the 12.5 years for each female. Almost double the number of years are needed to produce a Grade 7 graduate in the Ohangwena (16.4 years) and Okavango (15.8 years) regions compared with the Khomas region (8.7 years).

Similar measures for secondary grades indicate that 50.6% of all learners who start Grade 8 should complete Grade 12. About ten percent fewer females complete Grade 12 (46.0%) than males (56.0%). A total of 9.4 years of secondary teaching are spent on each female Grade 12 graduate and 7.7 years on each male. For both sexes, the "investment" period is 8.6 years. Adding this to the total of 13.0 years of primary schooling, means that almost 22 years are spent on each Grade 12 graduate.

Regional comparisons for secondary grades cannot be made because of the substantial movement of learners from one region to another during secondary schooling.

Promotion, repetition and drop-out rates of learners, 1991 - 1994



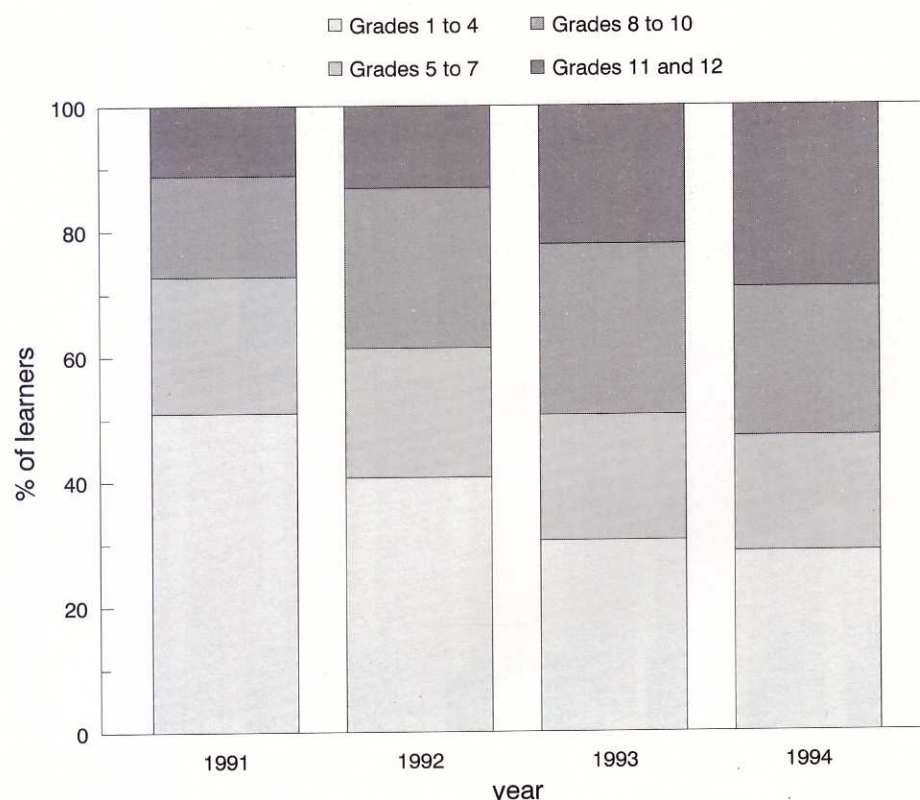
The graphs above show some substantial changes in flow rates over the past five years. In most grades, promotion rates have increased, and repetition rates have accordingly decreased. This means that learners have passed through the grades more rapidly in recent years, helping to reduce overcrowding and severe over-enrolment. One of the most dramatic changes was in the higher promotion rates in Grades 1, 2 and 3 at the end of 1994. High promotion rates in Grade 11 in 1993 and 1994 are due to the introduction of automatic promotion of learners from this grade who are taking the two-year International General Certificate of Secondary Education. Promotion and repetition rates in Grades 4 to 8 have seen the least change.

Changes in drop-out rates have differed from grade to grade and from year to year. Grade 1, 2, 3 and 11 drop-out rates have declined substantially and fairly consistently. While drop-out rates from all grades were lower in 1993 than in 1992, those in 1994 were higher than in 1993.

The overall effect of these changes in flow rates is that more learners are staying at school and progressing to higher grades than in previous years. This has been an important change contributing to the rapid rate of growth in total enrolment.

Information on flow rates for 1995 will only be available when numbers of promotees and repeaters are reported in 1996.

Percentages of learners who left school with different levels of education, 1991 - 1994



The labour market is often interested in the numbers of people who leave school and then potentially seek employment. The table below provides these numbers for 1991, 1992, 1993 and 1994. These figures exclude learners who left schools in Walvis Bay in 1991, 1992 and 1993 since information was not collected from those schools before 1994 by the Namibian Government.

Of all school-leavers, the numbers and proportions with higher levels of education have increased substantially between 1991 and 1994. People leaving school and seeking jobs are now better educated than before. The sharp increase in numbers of school-leavers in 1994 was due to the much higher enrolment of Grade 12's, and higher drop-out rate from all grades in that year.

Estimated numbers of people leaving school from Grades 1 to 12, 1991 - 1994

Grade from which learners left school		Year			
		1991	1992	1993	1994
Lower primary	Gd 1	11 094	8 247	4 357	5 686
	Gd 2	2 514	3 334	1 997	2 012
	Gd 3	1 782	1 606	1 127	1 335
	Gd 4	2 527	2 376	1 956	3 682
Upper primary	Gd 5	2 550	2 822	2 191	2 734
	Gd 6	2 724	1 969	1 416	2 344
	Gd 7	2 400	3 085	2 584	3 045
Junior secondary	Gd 8	1 938	2 803	2 478	3 064
	Gd 9	1 369	2 247	1 267	2 053
	Gd 10	2 323	4 759	4 718	5 427
Senior secondary	Gd 11	639	529	542	545
	Gd 12	3 298	4 486	6 313	12 352
Total		35 158	38 263	30 946	44 279

The age of learners is of importance for a number of reasons. Children starting school at the appropriate age appear to do better than their older and younger classmates. Classes with a large age spread pose problems for teaching and class dynamics. Finally, the older a child is, the greater the chances of him/her leaving school before completing the basic education cycle.

The table below gives the number of learners of each single year age group in Grades 1 to 12 and shows how many learners are enrolled in grades appropriate to their ages (shaded). For example, learners should be six or seven years old in Grade 1, twelve or thirteen in Grade 7 and seventeen or eighteen in Grade 12. These data show us that large numbers of learners are overage. For example, 27 364 learners are seventeen or older but still enrolled in primary grades, 2 530 are 25 or older and still at school, and only 18.8% of all Grade 10's are the fifteen- or sixteen-year-olds that we might expect them to be. The high numbers of overage learners lead to classes having learners of very different ages in them. Since the Constitution of the Republic of Namibia only guarantees free education until the completion of primary school or the age of sixteen (whichever comes first), overage learners use resources that, constitutionally, could be allocated to other, less advantaged people. There is a small but significant number of under age learners in all grades.

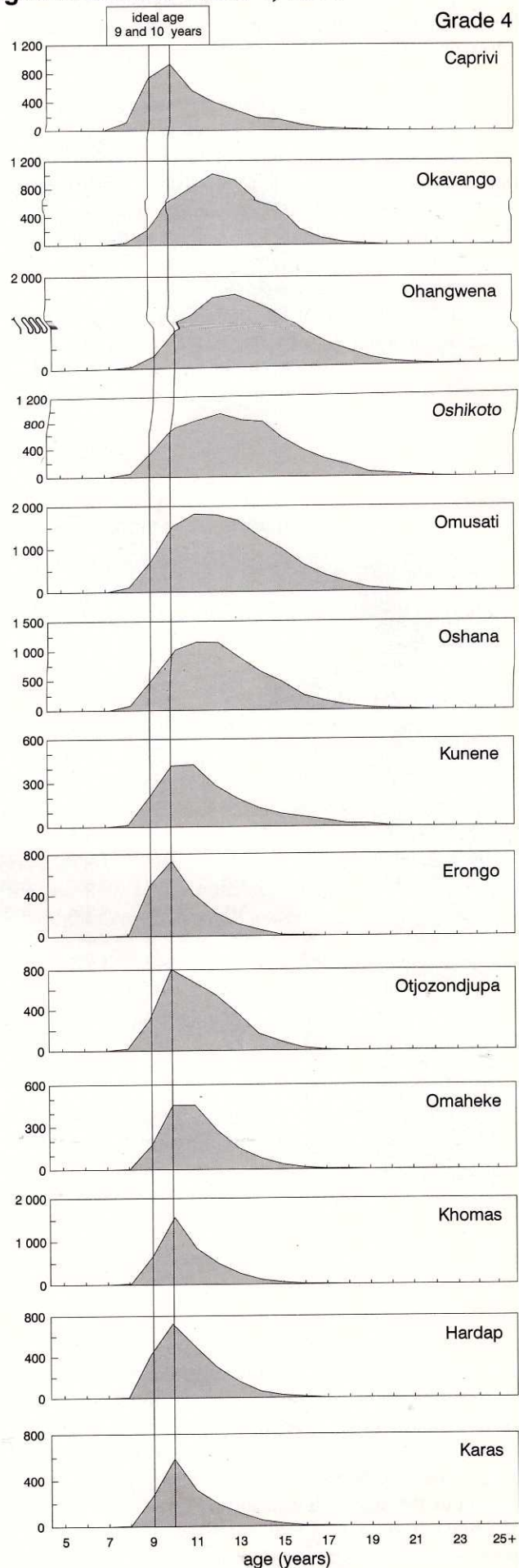
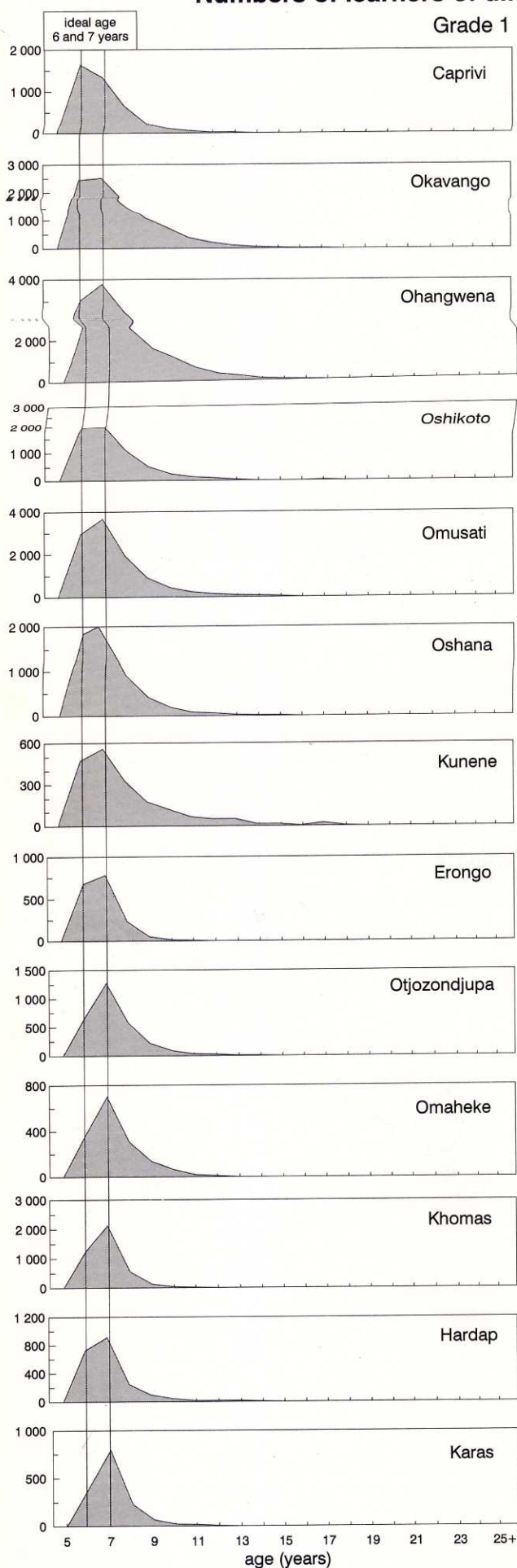
Numbers of learners of different ages in Grades 1 to 12, 1995

Age (years)	Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
5 or less	260	0	0	0	0	0	0	0	0	0	0	0
6	18 420	918	0	0	0	0	0	0	0	0	0	0
7	22 527	11 689	604	0	0	0	0	0	0	0	0	0
8	11 296	17 505	7 435	538	0	0	0	0	0	0	0	0
9	5 600	12 816	13 209	5 378	370	0	0	0	0	0	0	0
10	3 235	8 730	11 754	10 967	3 763	311	0	0	0	0	0	0
11	1 733	5 430	8 719	10 105	7 671	2 986	227	0	0	0	0	0
12	1 033	3 485	6 601	9 108	7 715	6 015	2 594	224	0	0	0	0
13	589	2 040	4 420	7 549	7 326	6 031	5 055	2 306	138	0	0	0
14	268	1 310	2 907	5 607	6 001	5 441	4 902	4 196	2 007	169	0	0
15	154	734	2 055	4 244	5 396	5 324	5 267	4 661	3 640	1 718	117	0
16	50	284	1 014	2 542	3 514	4 245	4 825	5 053	4 030	3 057	1 184	83
17	62	154	602	1 537	2 171	2 729	3 585	4 139	4 156	3 400	2 026	1 047
18	14	99	299	912	1 517	1 980	2 676	3 300	3 689	3 952	1 907	1 701
19	5	29	139	413	742	1 099	1 711	2 370	2 719	3 519	1 949	1 723
20	1	20	70	204	433	740	1 135	1 455	1 936	3 049	1 647	1 682
21	1	3	43	81	190	323	555	885	1 166	2 287	1 143	1 482
22	0	3	8	32	76	148	275	591	694	1 551	758	1 115
23	1	0	5	19	36	79	165	314	451	1 169	512	811
24	0	1	2	8	14	24	77	146	228	703	302	479
25 or more	0	0	3	4	33	29	48	120	244	858	443	748

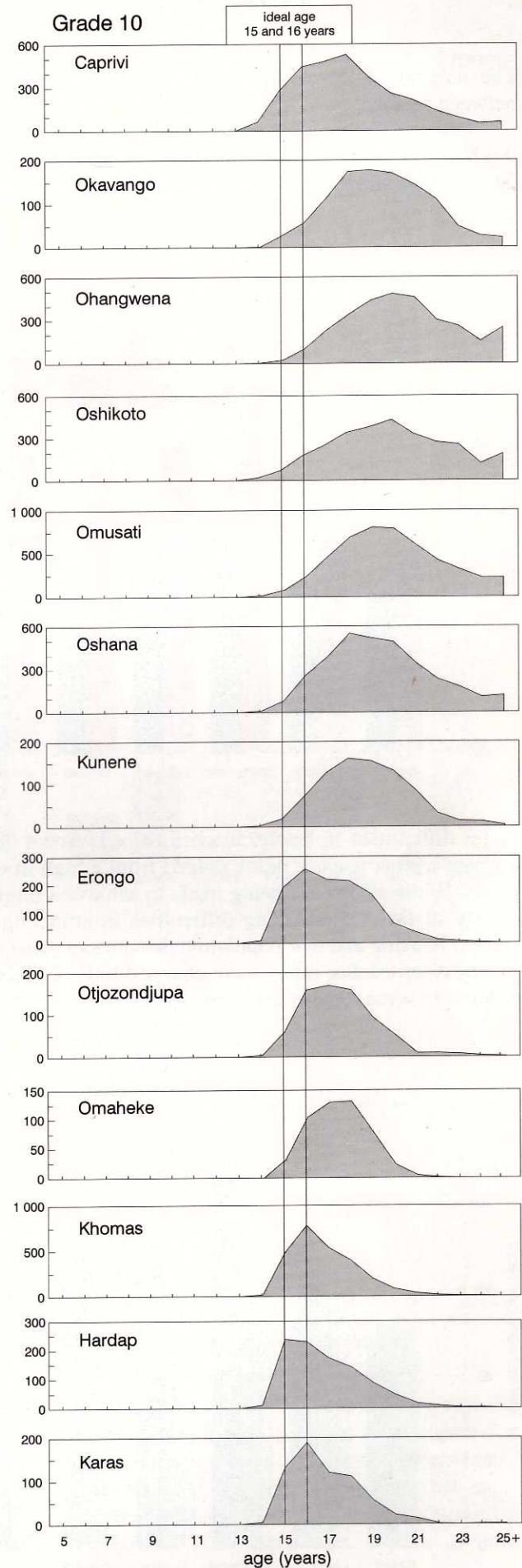
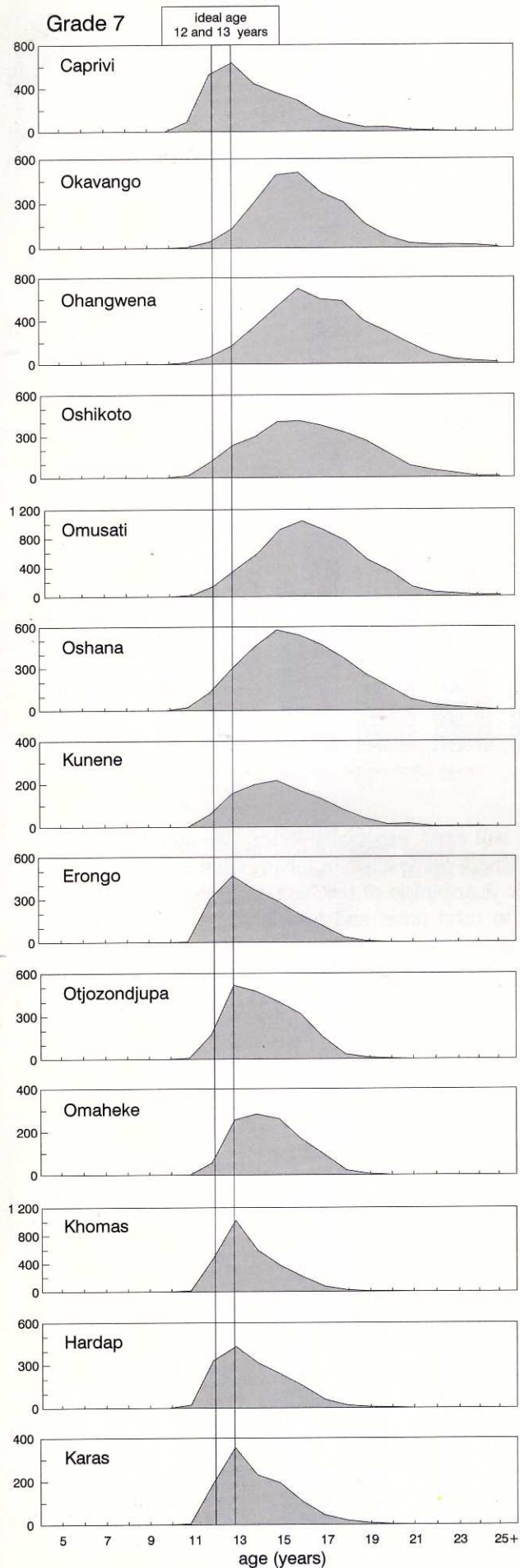
numbers of learners of the appropriate age = 

The four sets of graphs on the following two pages show the distribution of learners' ages for Grades 1, 4, 7 and 10. They highlight the great variation in ages between regions. Although the six- and seven-year-olds predominate as Grade 1 learners in all regions, by Grade 4 most learners in Okavango, Ohangwena, Oshikoto, Omusati and Oshana are at least three years older than the official age of nine or ten, due in large part to failure and subsequent repetition. This is despite learners in these regions starting school slightly earlier than in other regions. The overage trend continues through Grade 7 and by Grade 10 only a small number of learners in those regions are the appropriate age of fifteen or sixteen. Many more are 25 years or older - ten years overage! The regions in which overage classes are not a serious problem are Caprivi, Khomas, Hardap and Karas.

Numbers of learners of different ages in Grades 1 and 4, 1995



Numbers of learners of different ages in Grades 7 and 10, 1995

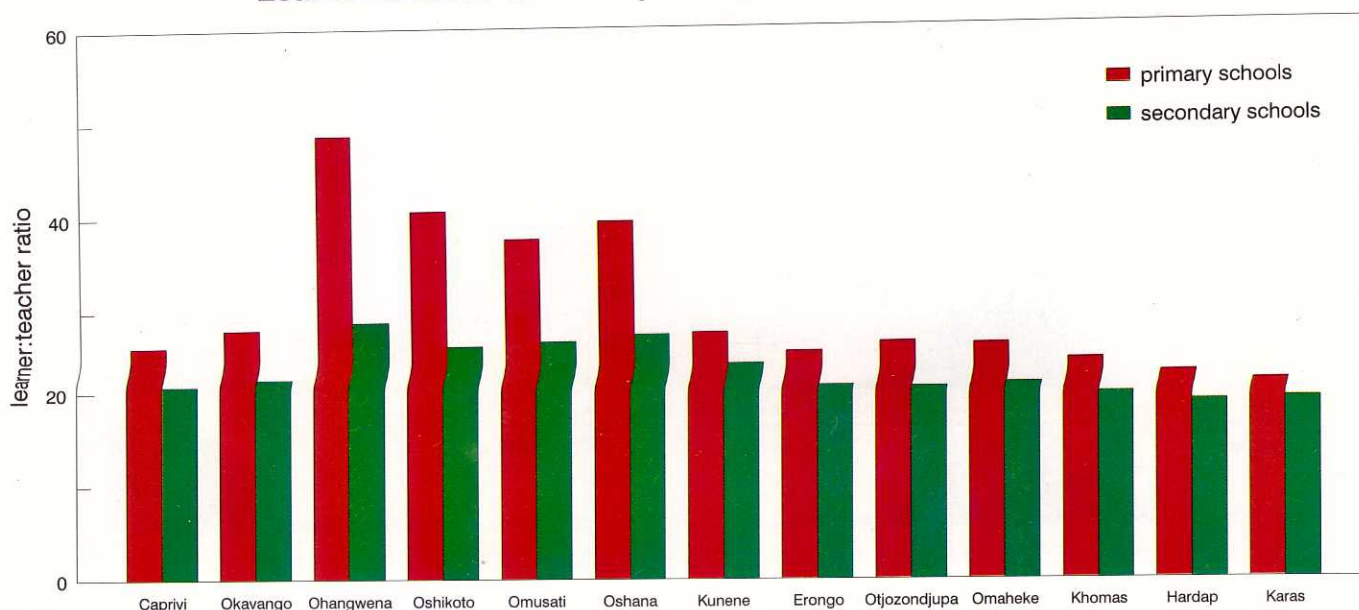


Teachers and their qualifications

The number of learners per teacher varies a great deal, especially between primary and secondary grades and between regions.

Differences between primary and secondary grades reflect the higher number of teachers needed for subject teaching. In some regions the disparity between primary and secondary learner:teacher ratios is greater than in others, suggesting that different regions place different levels of priority on primary and secondary teaching.

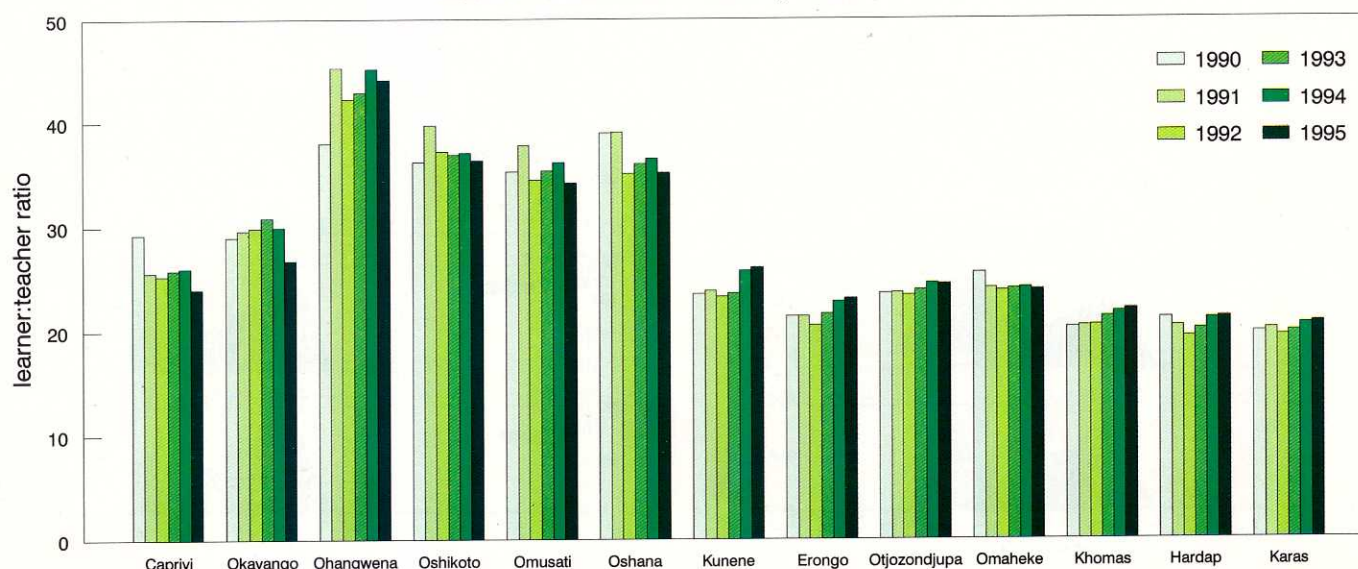
Learner:teacher ratios of primary and secondary phases, 1995



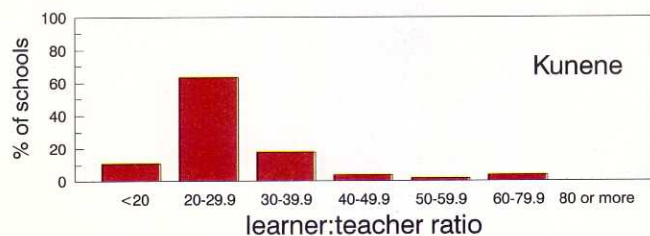
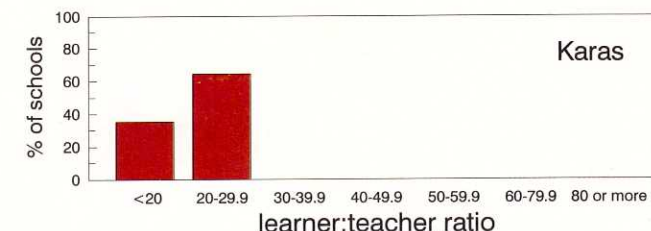
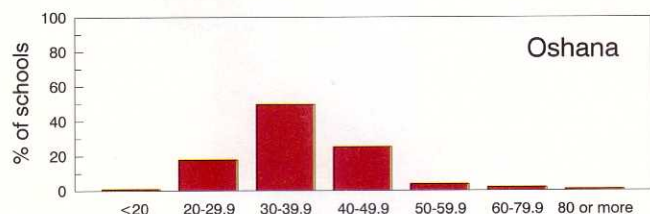
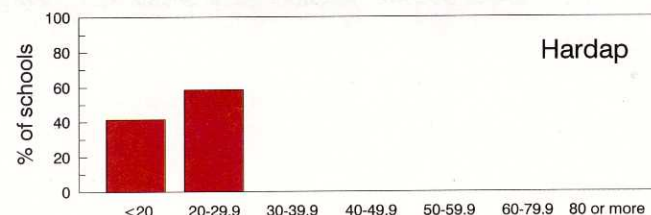
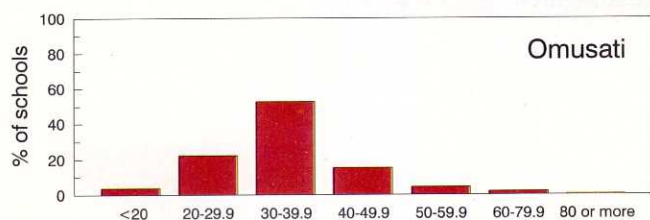
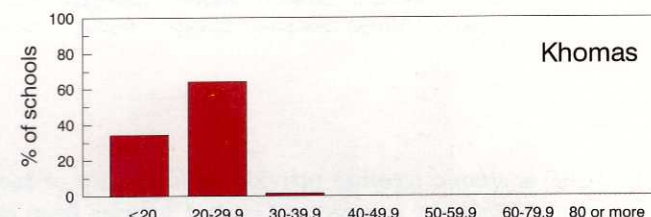
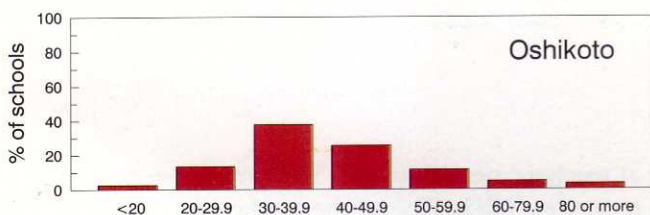
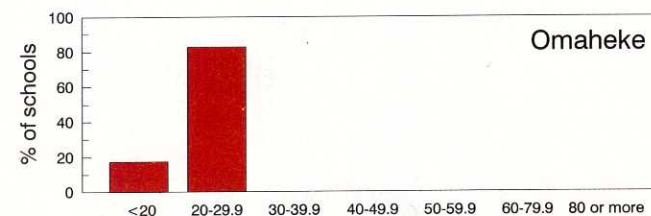
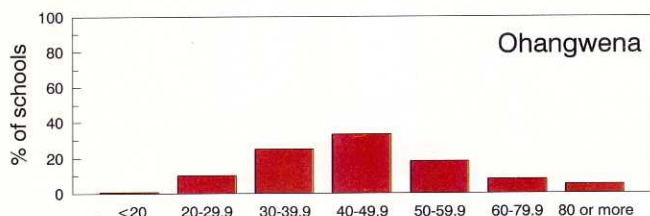
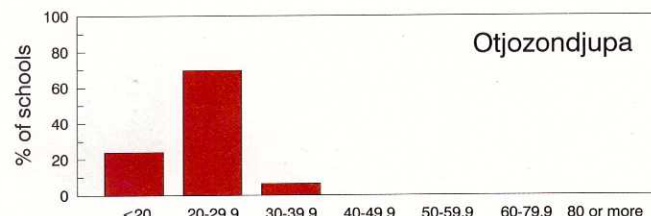
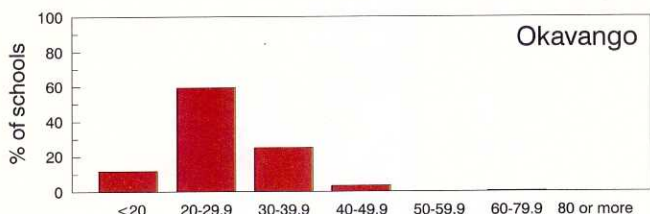
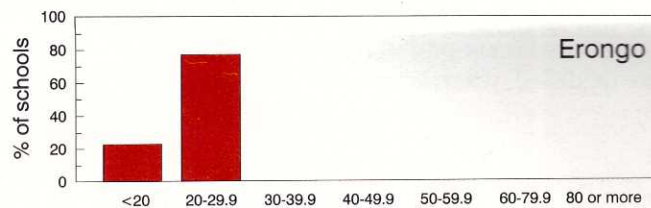
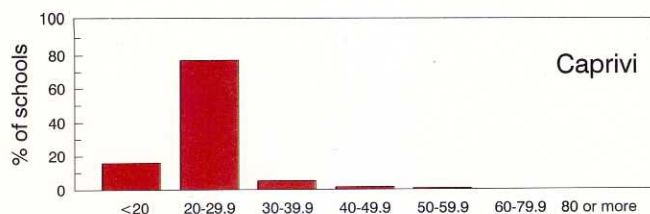
Major differences in learner:teacher ratios between the regions still exist, especially in the primary phase. In 1995, average learner:teacher ratios ranged from a high in of 44.1 learners per teacher in Ohangwena to a low of 20.8 in Karas. While efforts are being made to achieve a more equitable distribution of teachers, progress is hampered by a variety of factors, including difficulties in attracting teachers to rural areas and transferring them, a shortage of teacher housing and low population densities in some regions.

Learner:teacher ratios have changed only slightly over the past five years. The changes have been small and erratic - in some regions and years the ratios have increased while in other regions and years they have decreased.

Learner: teacher ratios, 1990 - 1995



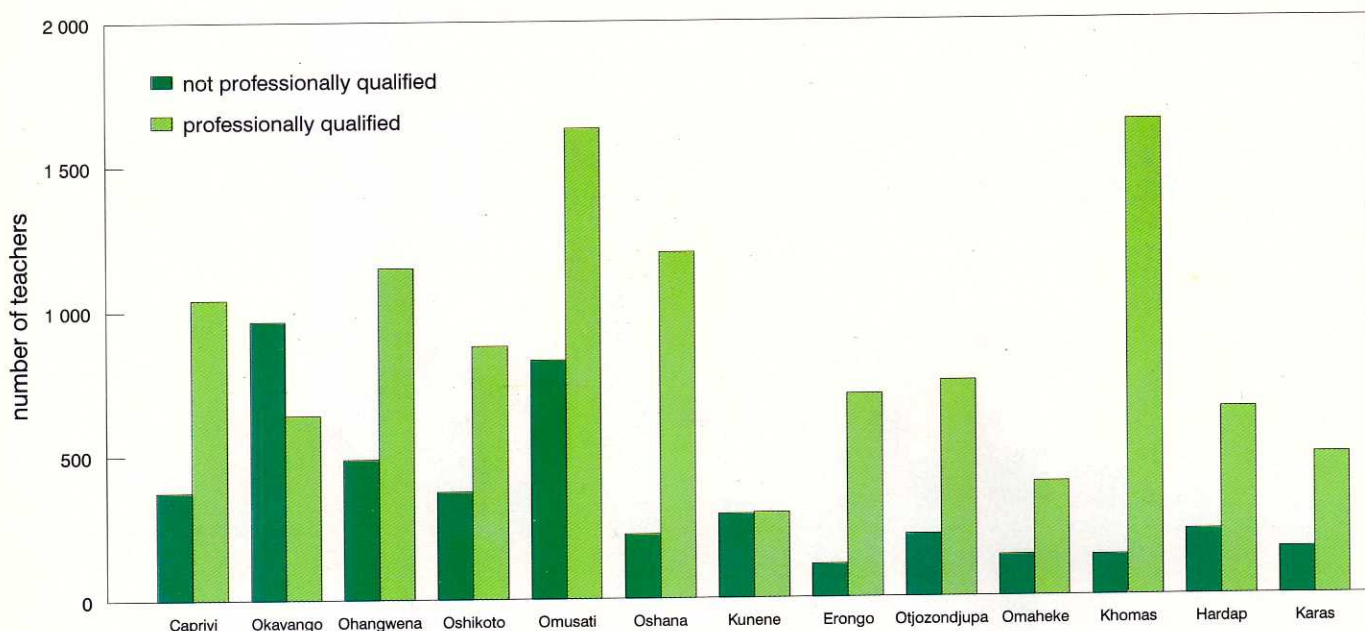
Proportions of schools with different learner:teacher ratios, 1995



Average learner:teacher ratios are useful in showing regional disparities. However, they also provide the false impression that all schools in a region have the same learner:teacher ratio. These graphs show the great disparities that exist between the schools in each region. The biggest disparities are in those regions that have the highest overall learner:teacher ratios.

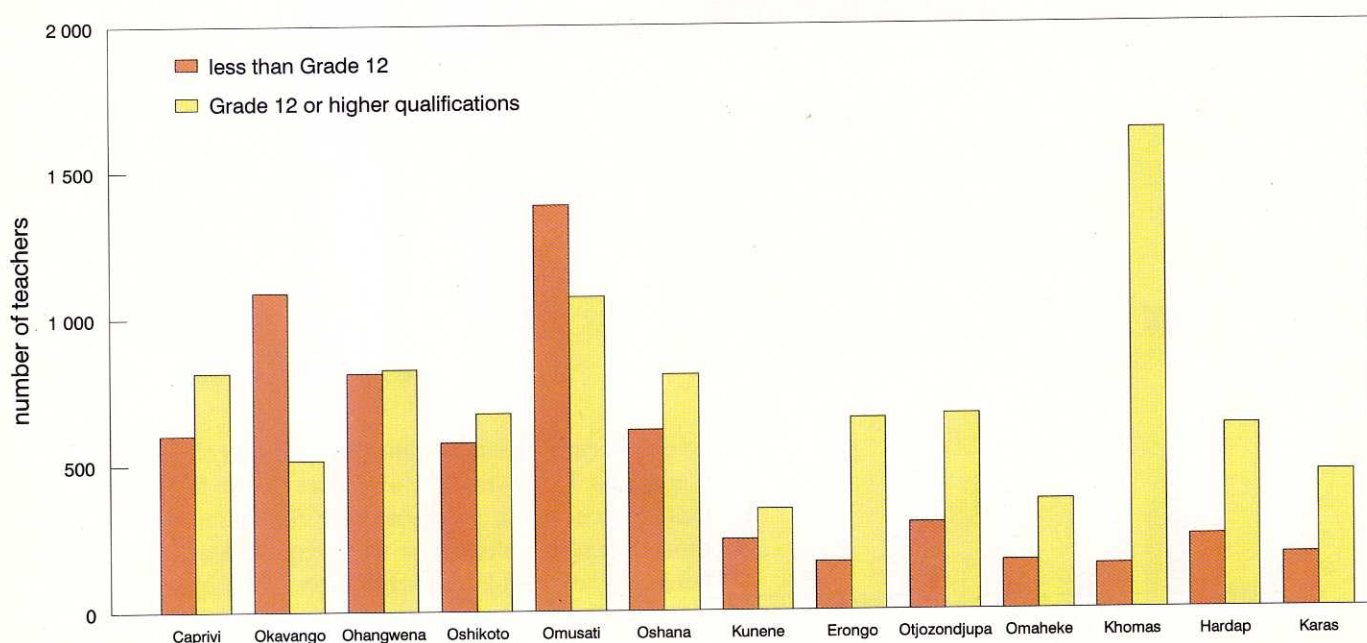
In the graph directly below, teachers are divided into two broad categories: those who do not have professional teacher training, and those teachers that do have a formal teacher training certificate, diploma or degree, for example ECP, HED, BETD, BEd, etc. In 1995, 71.6% of all teachers had professional training in teaching. The proportion of teachers who are professionally qualified varies from region to region. For example, 92% of the teachers in Khomas are qualified, whereas only 40% of those in Okavango are qualified.

Numbers of teachers qualified as professional teachers, 1995



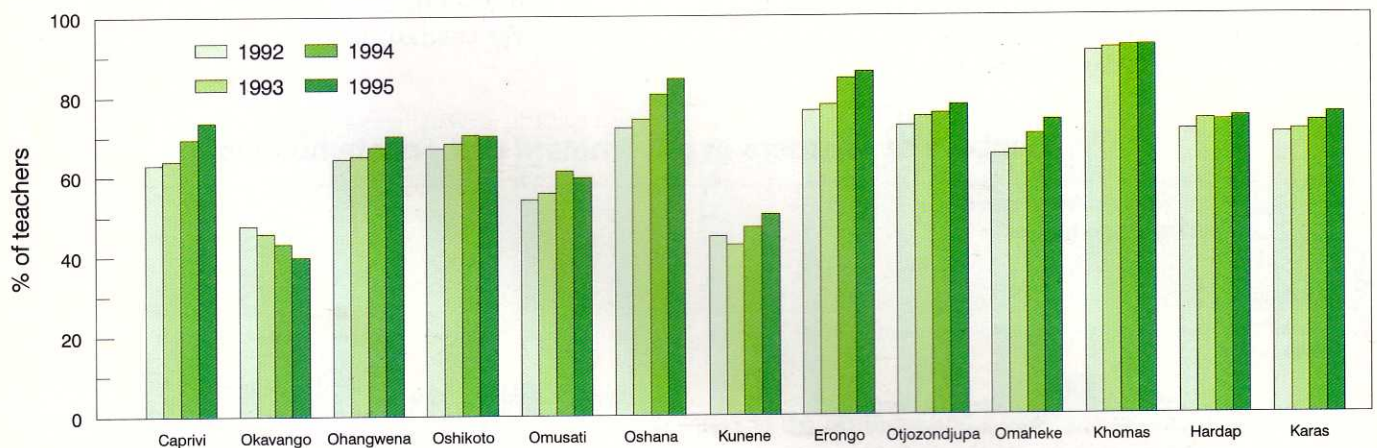
Levels of academic training provide another way of looking at teachers' qualifications. The proportion of teachers who themselves have completed Grade 12 varies from region to region. While 92% of the teachers in Khomas have a qualification of Grade 12 or higher, only 32% in Okavango and 44% in Omusati have this level of qualification. Nationally, about 59% of teachers have Grade 12 or a higher qualification.

The academic qualifications of teachers, 1995

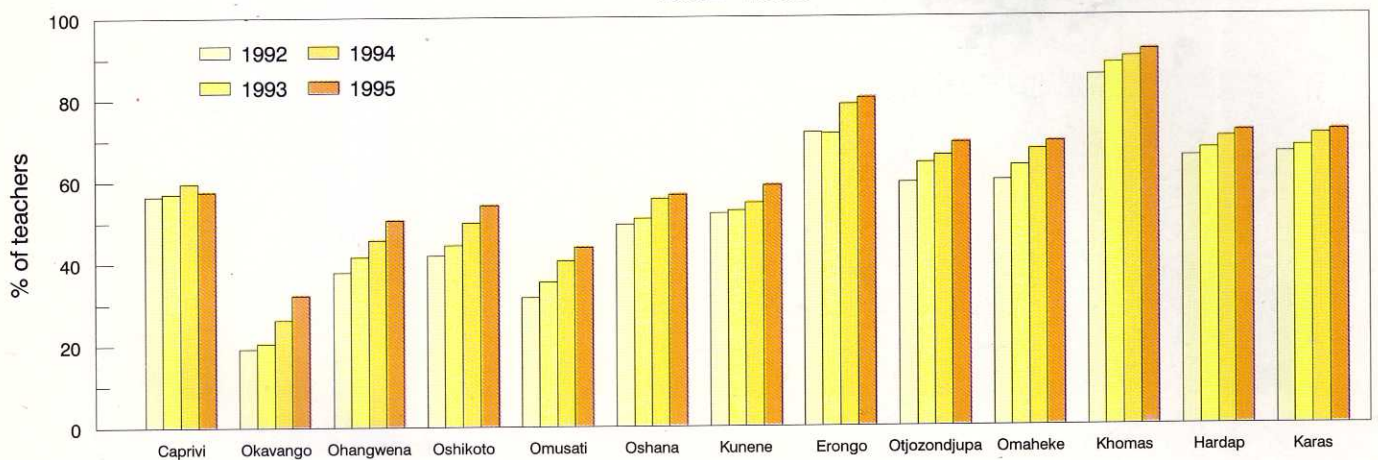


Teachers' qualifications have improved over the past four years. Nationally, the proportion of teachers with Grade 12 or a higher academic qualification has increased from 51.5% in 1992 to 59.2% in 1995, while the proportion of teachers with a formal teacher training qualification increased from 66.5% to 71.6%. All regions have had an improvement in levels of academic training, but improvements in levels of professional training have been more erratic, with Okavango showing a consistent decline in the proportion of qualified teachers.

Percentages of teachers with a professional qualification, 1992-1995

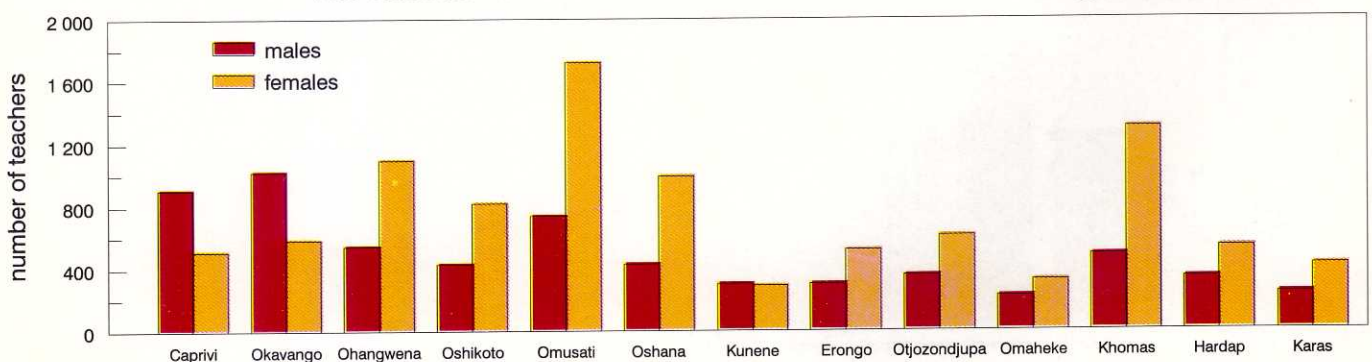


Percentages of teachers with a Grade 12 or higher academic qualification, 1992 -1995



Nationally, there are many more female than male teachers - 60.7% of all teachers are females and 39.3% are male. Only in Okavango and Caprivi are there more male than female teachers.

The number of male and female teachers in each region, 1995



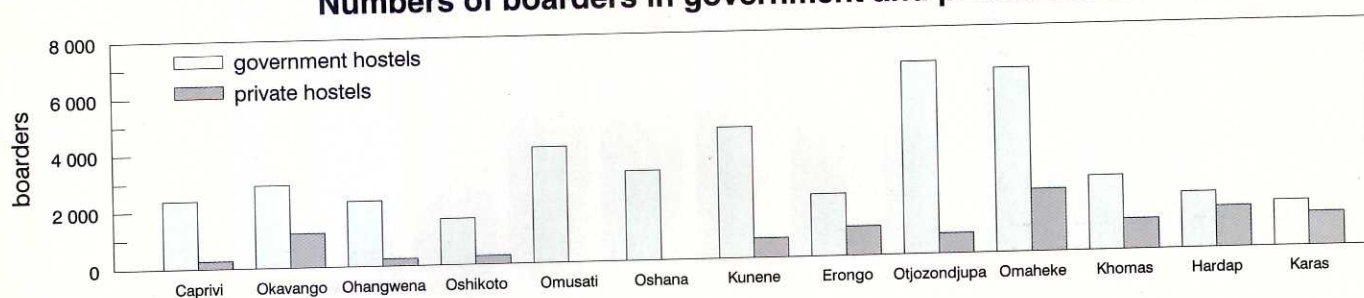
Hostels and physical facilities

In 1995, almost 53 000 boarders (11.2% of all learners) lived in 189 government and 67 private hostels. Most hostels are in towns in the southern, sparsely populated regions. In Omaheke about 67% of learners are boarders while in the Ohangwena and Oshikoto regions, less than 4% of the learners board.

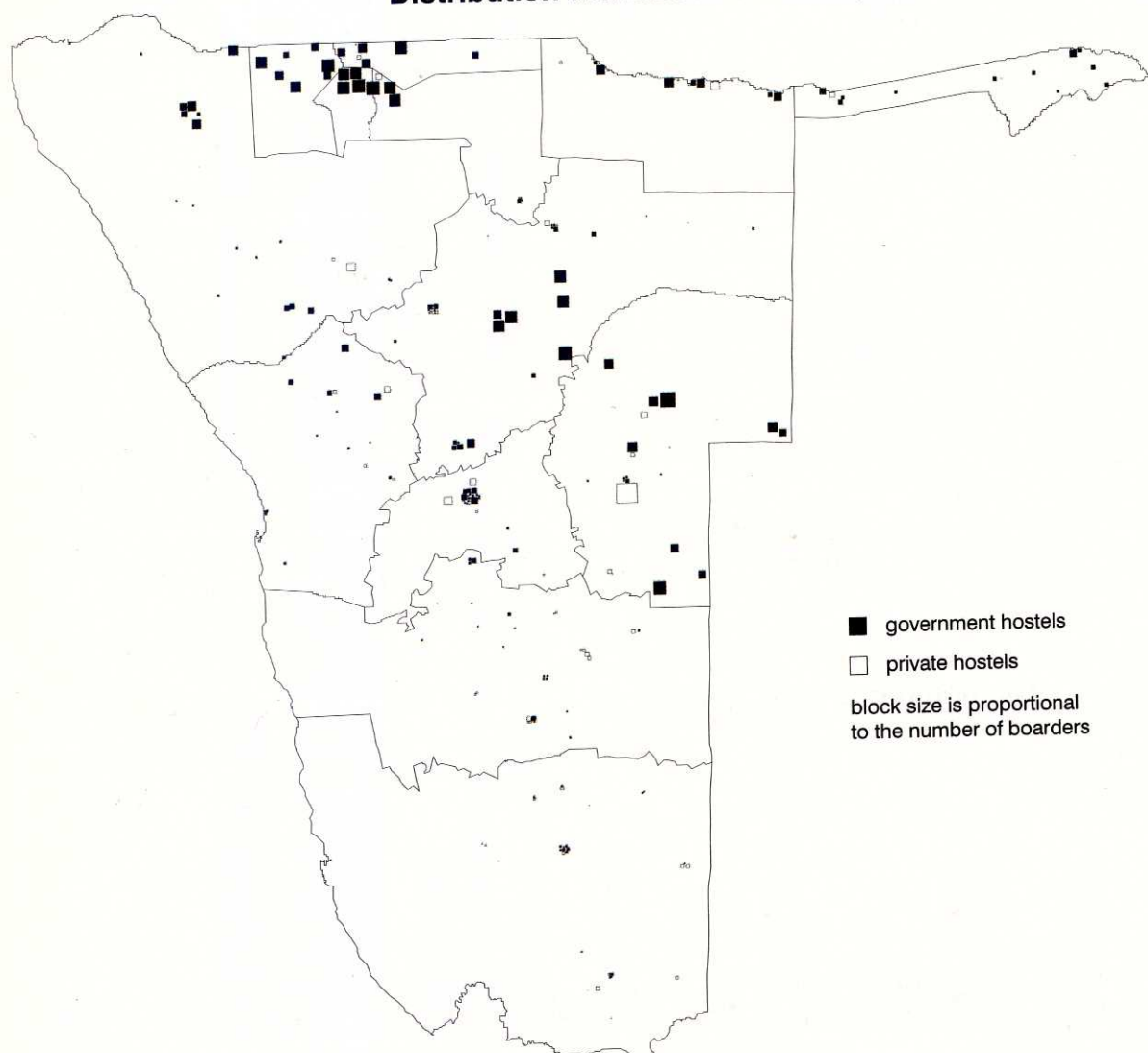
Private hostels are subsidized by the Government and the great majority are run by church organizations. About 10 200 boarders were accommodated in private hostels in 1995. Many other learners board informally in the homes of relatives and friends close to schools. In some regions, these homes receive a small subsidy from the Government.

Hostels vary a great deal in size. Large hostels, accommodating between 600 and 1000 boarders are mostly in Omaheke, Otjozondjupa, Ohangwena, Omusati, Oshana and Oshikoto. By contrast, most hostels in Erongo, Karas and Hardap have less than 100 boarders.

Numbers of boarders in government and private hostels

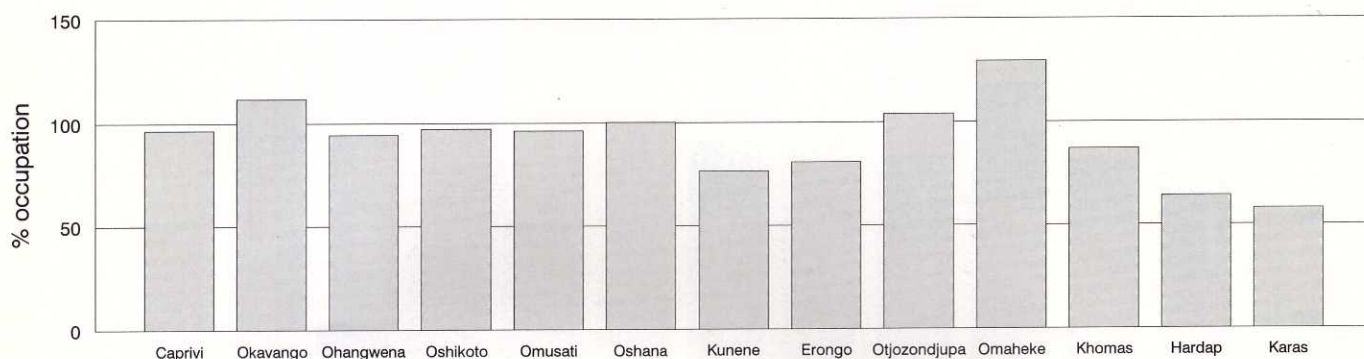


Distribution and sizes of hostels, 1995



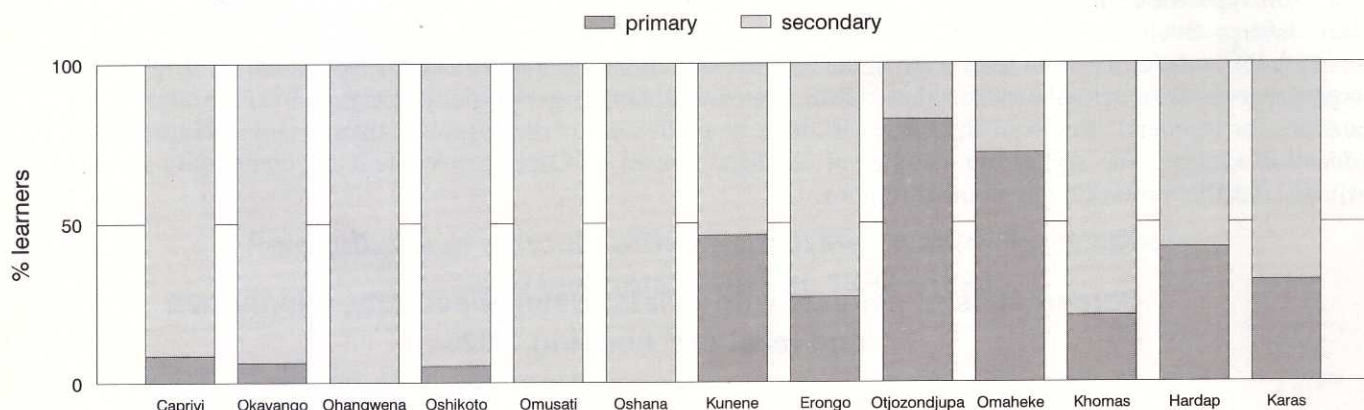
The graphs below show the occupation rates of hostels in different regions as the number of boarders in relation to hostel capacity. Hostels are overcrowded in some regions, with more boarders than they have been designed to accommodate. In other regions, spare places are available. Less than 65% of hostel places are taken in Hardap and Karas. The great geographical distances, typically 1000 km, between the overcrowded and underutilized hostels constrains the equilization of occupancy rates.

Occupation rates in government hostels, 1995



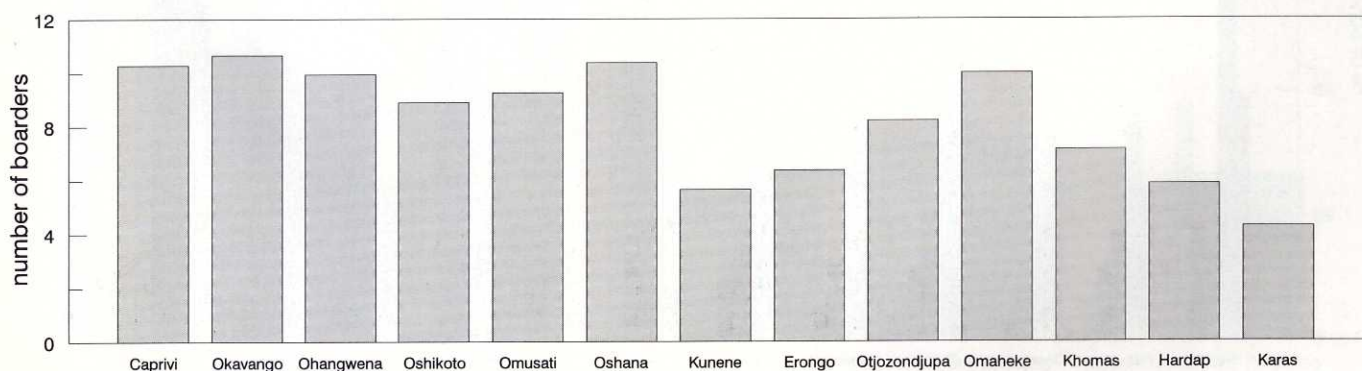
Hostels provide access to both primary and secondary learners in the southern and sparsely populated regions. In the northern and more densely populated regions, hostels are used almost exclusively to provide access to secondary learners. Very few primary learners in these regions gain access to schooling through hostels. Nationally, 64.2% of boarders are in secondary grades and 35.8% are in primary grades.

Proportions of primary and secondary learners in government hostels, 1995

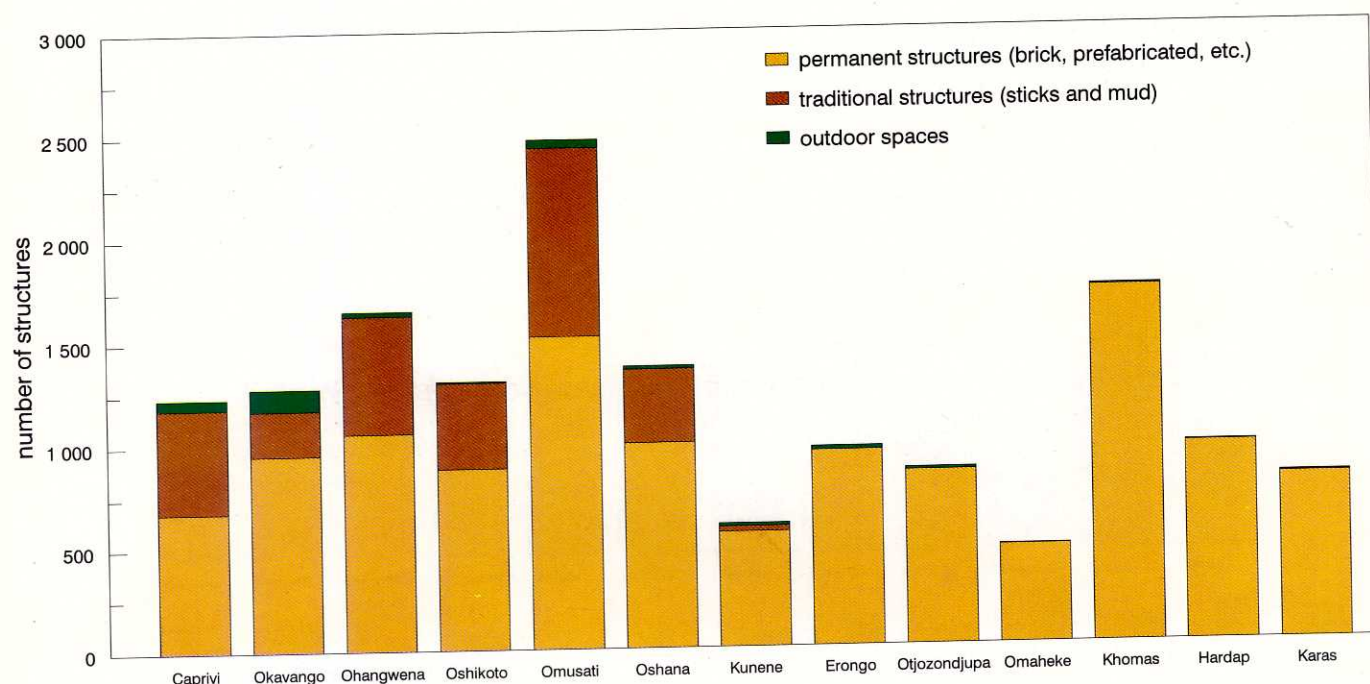


There is considerable regional variation in government hostel staffing, ranging from 4.3 boarders per hostel staff member in Karas region to 10.7 boarders per staff member in Okavango. For Namibia as a whole, there are 7.9 boarders for each staff member in government hostels.

Numbers of boarders per hostel staff member, 1995



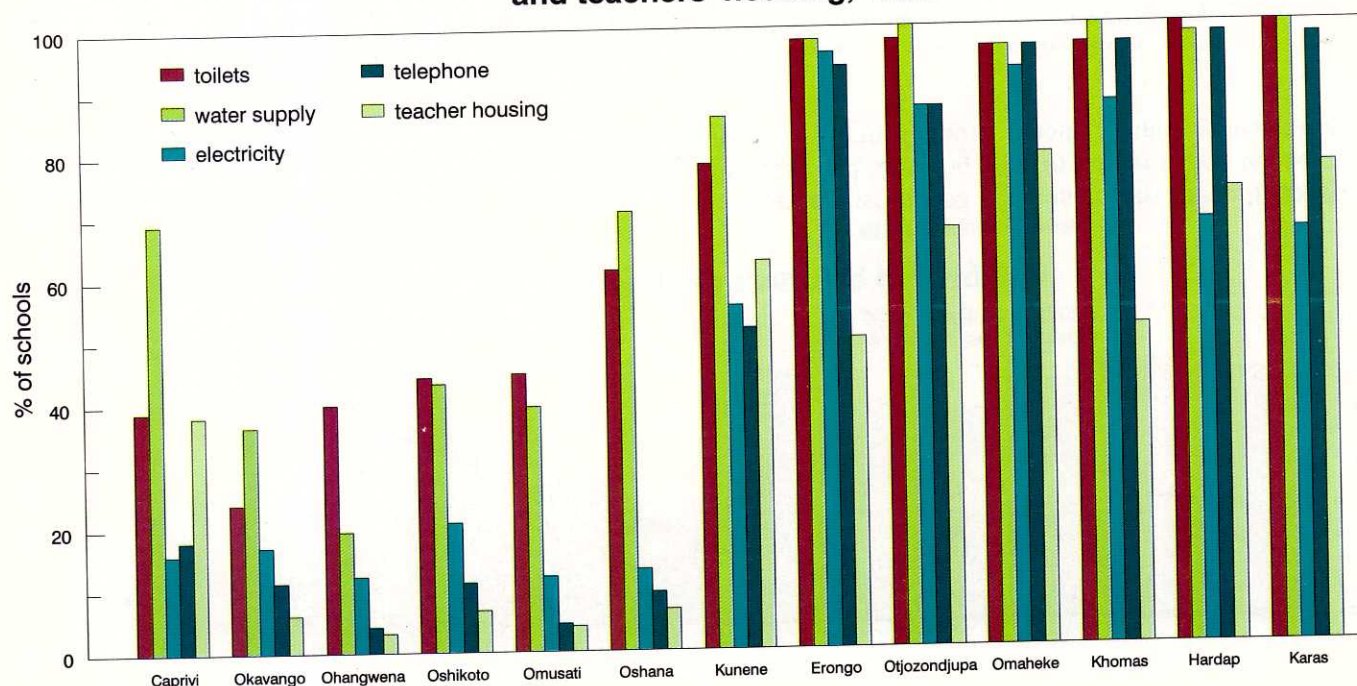
Structures used for teaching, 1995



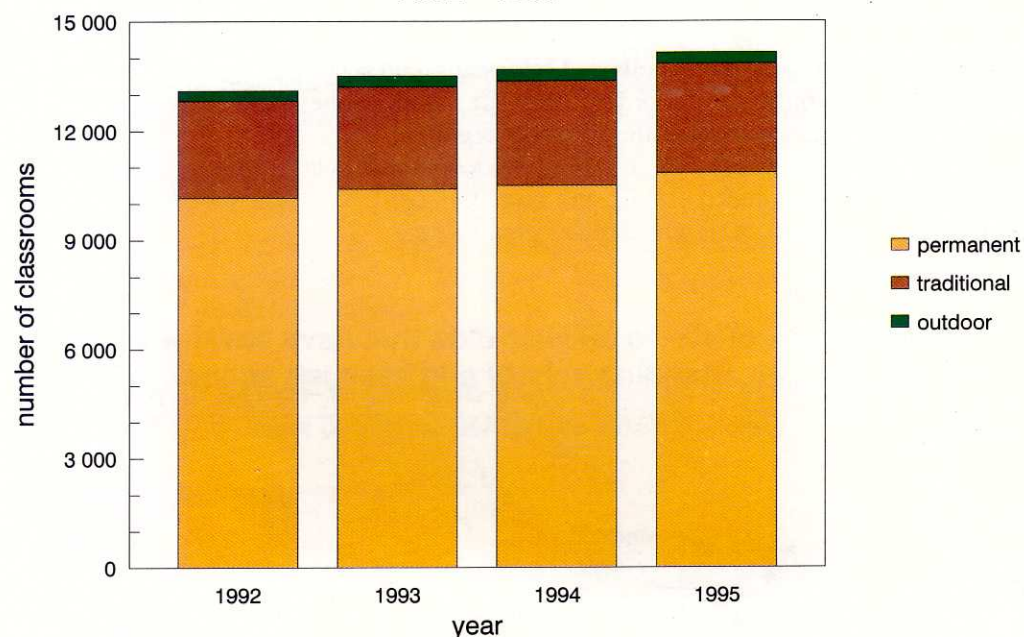
The quality of classrooms and provision of basic services varies greatly between the regions. The graph above highlights the significant proportion of classrooms in the northern regions that are traditionally constructed of mud, sticks or metal sheets, or are outdoor spaces with no walls. About 19% of all classrooms are of a traditional structural type which have been built by parents and other community members anxious to have schools near to their children. Such classrooms are rare in the rest of the country.

It is difficult for a school to operate in the absence of certain basic amenities but, as shown in the graph below, large proportions of schools do not have toilets, water, telephones or electricity. Only 23.9% of schools have any quarters for teachers. Regional disparities in these amenities are perhaps greater than in any other aspect of the education system. The significant number of teachers' houses in Caprivi were built by community members, a private contribution lacking in all other regions.

Percentages of schools with toilets, water, electricity, telephones and teachers' housing, 1995



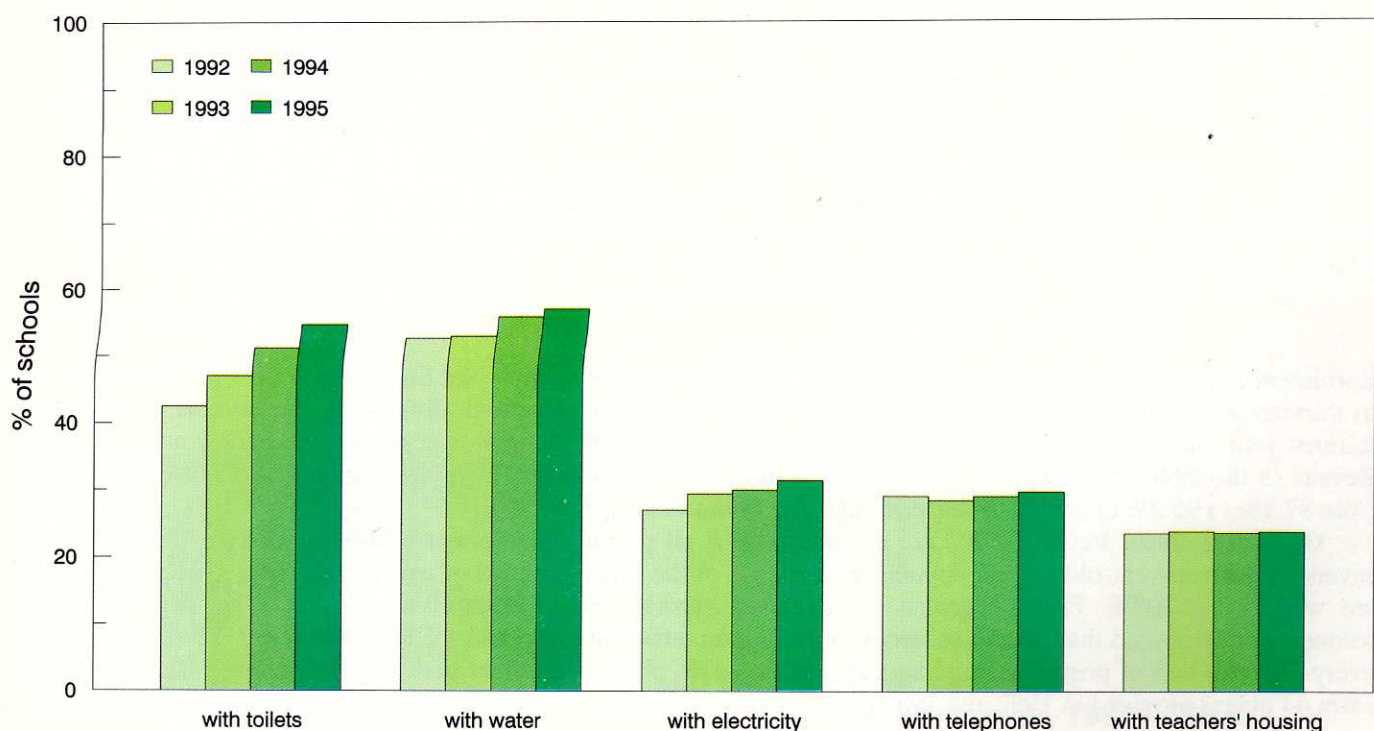
**Numbers of classrooms of different structural types,
1992 - 1995**



Since 1992, there has been considerable expansion in the provision of classrooms. However, new traditional (stick and mud) structures have been added as fast as permanent classrooms have been built. There has, thus, been little change in the proportions of permanent and traditional structures used as classrooms. The number of outdoor spaces used as classrooms, usually under trees, has remained fairly constant at about 300.

The graph below shows changes in the proportions (as percentages) of schools with various facilities and amenities from 1992 to 1995. The provision of sanitary facilities has increased substantially over these years, while electrification programmes and water supply schemes have benefited many schools. The provision of telephone services to schools has not changed to any significant degree, and there has been little change in the proportion of schools able to offer housing to their teachers.

**Percentages of schools with toilets, water, electricity, telephones
and teachers' housing, 1992 - 1995**

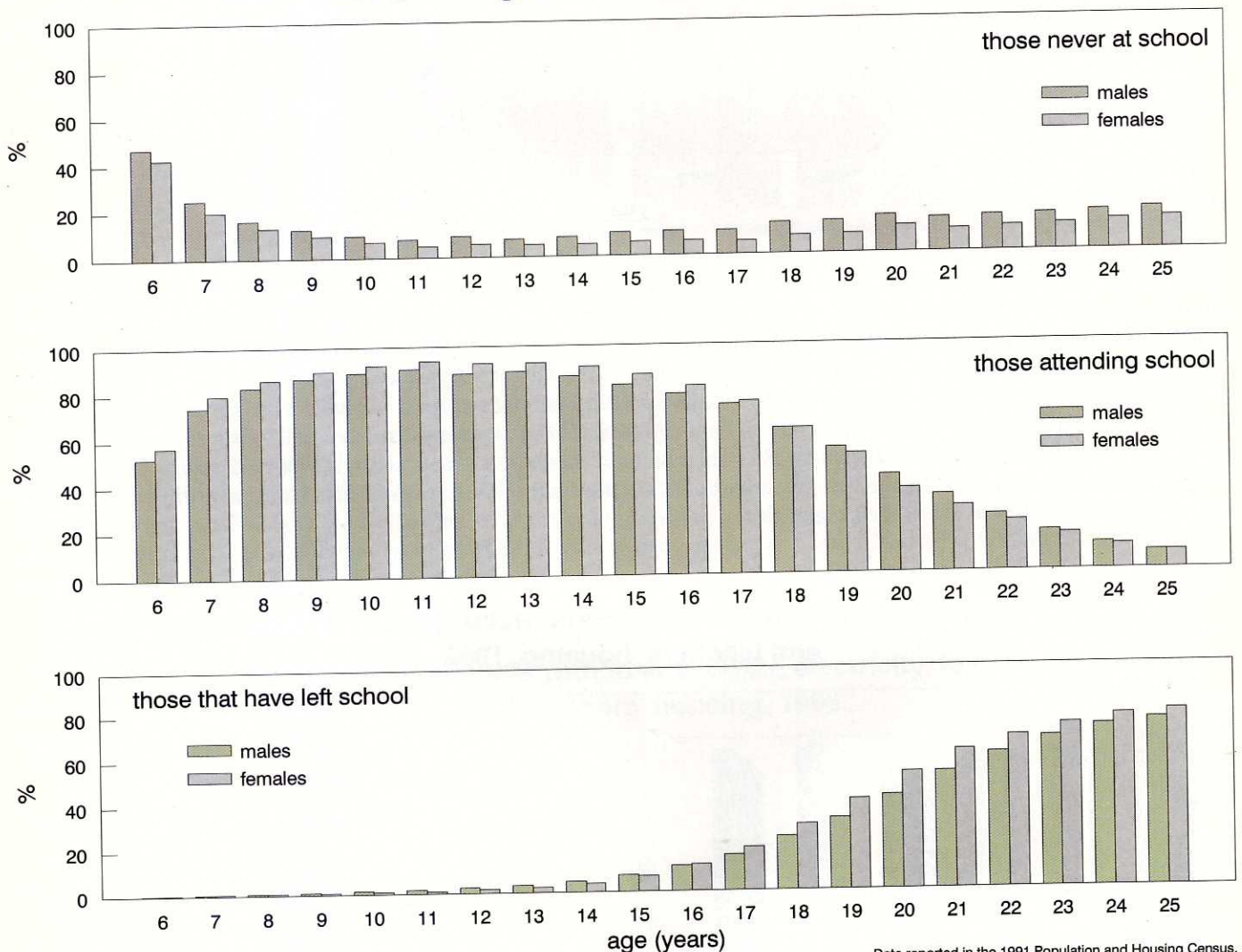


Access to schooling

The 1991 Population and Housing Census collected information on school attendance by asking each person: "Have you ever been to school, are you at school, or have you left school?" The graphs below show the proportions of six- to 25-year-old males and females in each of these three categories.

The great majority of six-year-olds not at school evidently start school later at age seven, eight or nine. More males than females have never attended school, and more females have left school than males. More females are at school up until the age of eighteen, after which males predominate.

Percentages of six- to 25-year-olds that have never attended school, are attending school and have left school, 1991



Enrolment ratios are measures of what proportions of people are at school. Net Enrolment Ratios (NER) for seven- to thirteen-year-olds are the number of children in this age group at school, divided by the number of seven- to thirteen-year-old children in the population. If everyone in this age group was at school, the NER would be 100%. Results in the table on the opposite page (p. 25) show that NERs have grown substantially in the past five years, from 87.5% to 95.2% of seven- to thirteen-year-olds being at school in 1995.

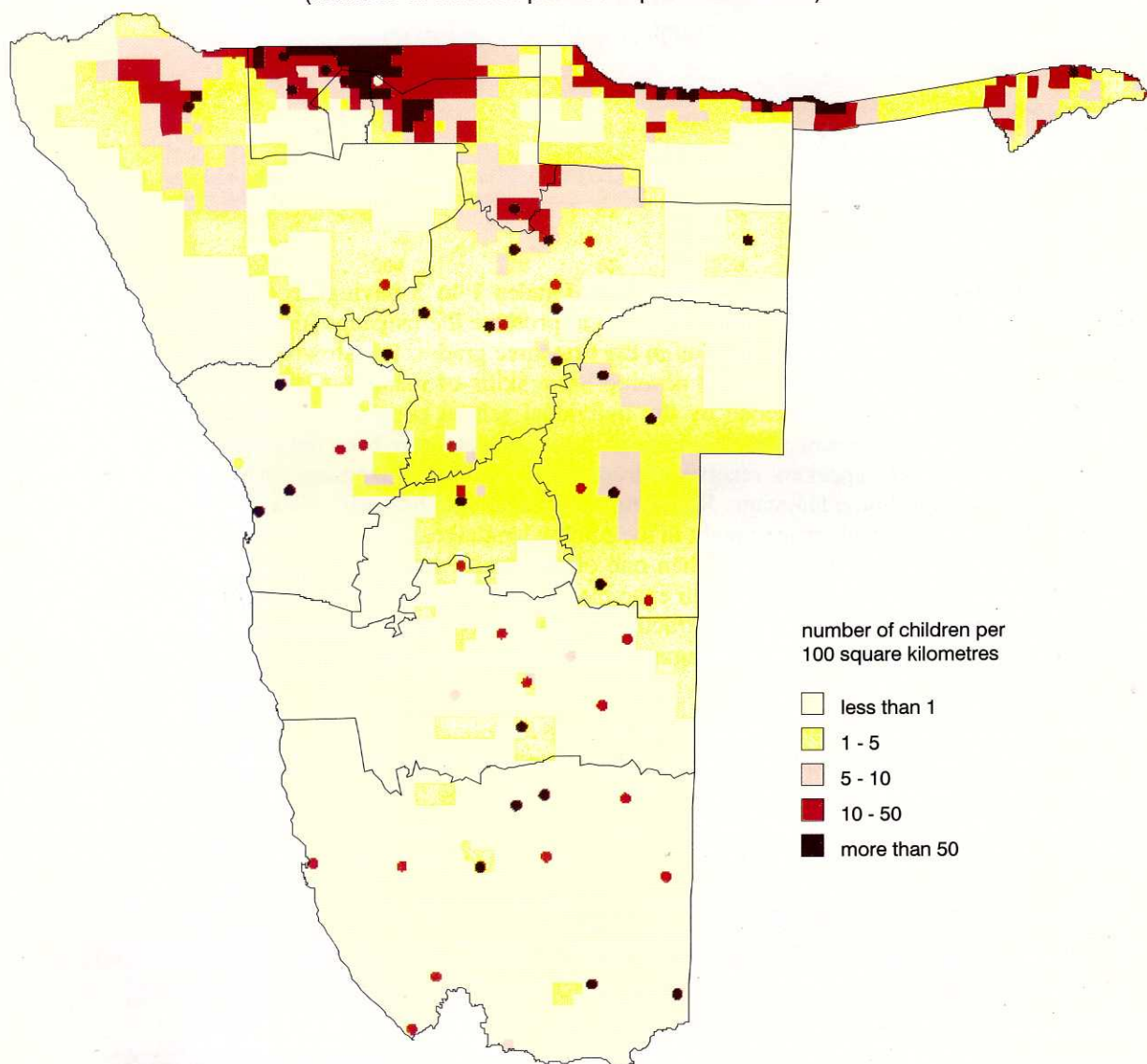
Gross Enrolment Ratios (GER) are the numbers of all primary learners at school divided by the number of seven- to thirteen-year-olds in the population. Because of the great numbers of overage learners, GERs in Namibia are well above 100%. Primary grades are therefore substantially over-enrolled, and more teachers and other resources are provided than would be necessary in a more efficient system. A GER of 136% in 1995 means that for every 100 children of primary school age, an additional 36 places were provided. This is an improvement over the extra 44 places provided in 1992 and 1993.

The map below shows the density of seven- to thirteen-year-olds that had never been to school in 1991. Children of these ages should be at primary school.

In some places concentrations of children not at school are simply due to the high densities of people living in those areas. For example, many towns in the southern regions of Namibia show high concentrations of children not at school, but these are small towns and few children are involved. Social factors prevent most such children from being at school since nearby schools are accessible to them. The same is true in some of the most densely populated areas in northern Namibia.

In other areas, however, there are no schools nearby. Comparing this map to the map of schools on the back cover shows that the main access problems are in Ohangwena, Oshikoto, Otjozondjupa and northern Kunene. This map should also be read in conjunction with the statistics on children of different language groups not at school (p. 26). A high percentage of children not at school are "Bushman" language speakers. Improving access in some areas may require different systems of providing education.

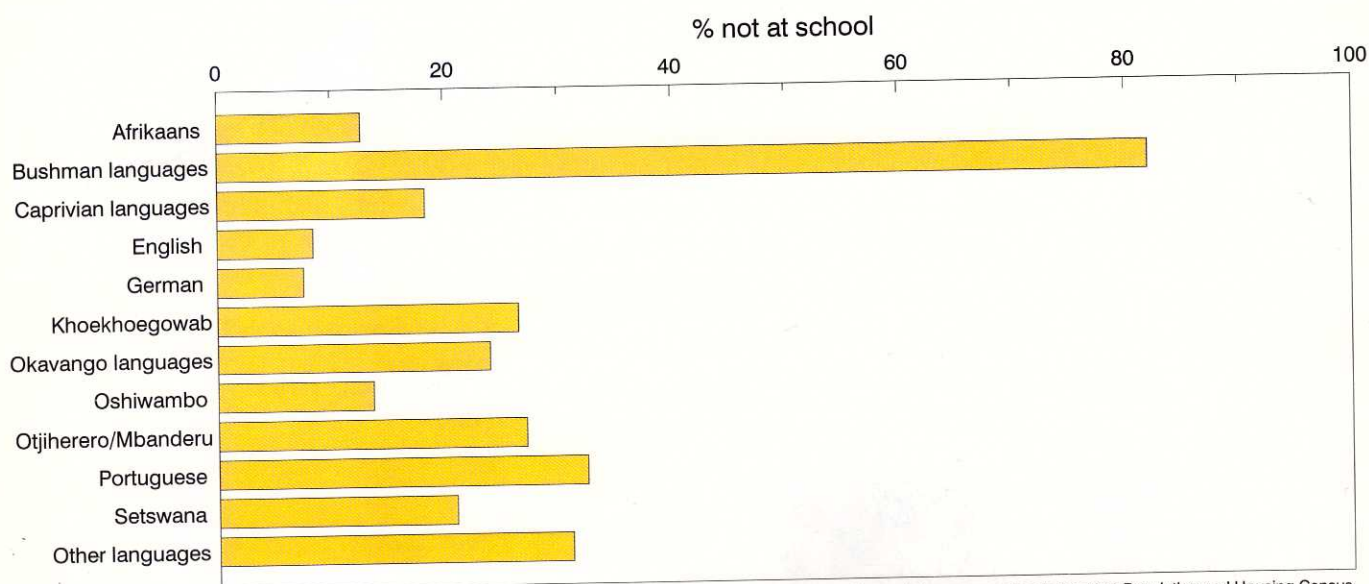
Density of seven- to thirteen-year-olds not at school, 1991
(number of children per 100 square kilometres)



Year	Enrolment ratios	
	net	gross
1991	87.5	133.4
1992	89.2	144.1
1993	90.1	144.2
1994	92.6	136.6
1995	95.2	136.1

**Net and Gross Enrolment Ratios
of seven- to thirteen-year-olds, 1991 - 1995**

Six- to eighteen-year-olds of different language groups not at school, 1991



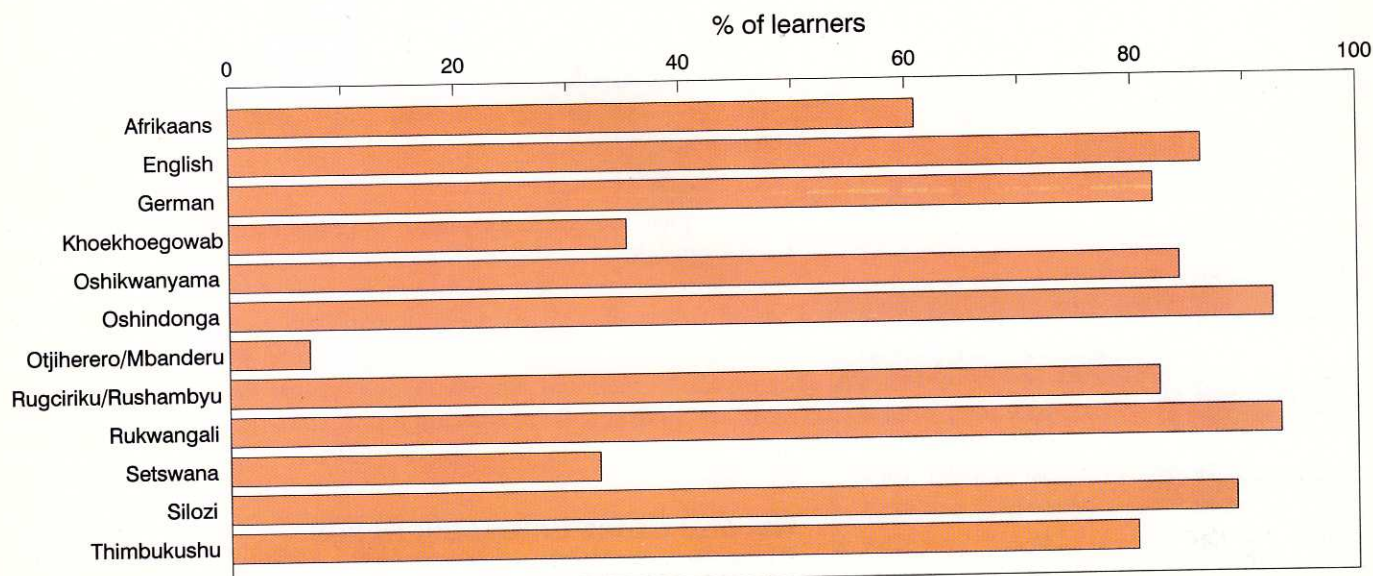
These data were reported in the 1991 Population and Housing Census. Kavango languages include Rugciriku, Rushambyu, Rukwangali and Thimbukushu. Oshiwambo includes Oshikwanyama, Oshindonga and other Oshiwambo languages. Caprivian languages includes Silozi and other Caprivian languages.

The graph below shows the percentage of learners in Grades 1 to 3 having access to schooling in their home language. One goal of the National Language Policy is to promote the language identity of children through the use of home languages as the medium of instruction in the first three grades. By allowing children to study through their own language in the early years they should develop basic skills of reading, writing and concept formation more readily. The choice of medium is decided by the individual school community, but has to be one of the twelve languages, shown in the graph below, for which curriculum materials have been developed for the first three grades.

Only 7.1% of Otjiherero speakers receive instruction in their home language, while 35% of Khoekhoegowab speakers are taught in their home language. Rukwangali speakers fare best with 93%, while 92% of the Oshindonga speakers and 89% of Silozi speakers are taught in their home language.

Children having home languages other than one of the twelve languages used as mediums of instruction are therefore not taught in their home language. For example, Bushman, Portuguese and Siyeyi speakers all receive their schooling in one of the twelve mediums of instruction in government-registered schools. In total, 55.1% of all Grade 1 to 3's in Namibia are taught in their home language and 44.9% are taught in another language.

Percentages of learners in Grades 1 to 3 taught in their home language, 1995



Life-long learning

A variety of opportunities are available for continued education after formal schooling, including the completion of Grades 10 and 12. Through the Namibian College of Open Learning (NAMCOL), learners can enrol either in distance education (correspondence) courses or join face-to-face classes. The face-to-face classes are more popular accounting for 85.4% of their enrolments in 1995. Classes are held in the evenings and afternoons in 57 centres around the country. Learners write the same Grade 10 examinations as learners in formal education. Grade 12 learners, however, write a separate examination set and administered in Namibia but certified by the Department of Education and Culture, South Africa. NAMCOL was established in 1995.

Learners who are not enrolled in NAMCOL may still enrol to write the Grade 10 and Grade 12 examinations as part-time students. Total registrations for part-time Grade 10 and 12 examinations in 1995 were 3 021 and 18 008, respectively.

NAMCOL enrolments, 1995

Education region	Total	Grade 10			Grade 12		
		total	distance education	face-to-face	total	distance education	face-to-face
Katima Mulilo (Caprivi)	240	118	42	76	122	81	41
Rundu (Okavango)	564	278	55	223	286	143	143
Ondangwa East (Ohangwena, Oshikoto)	705	638	35	603	67	23	44
Ondangwa West (Omusati, Oshana)	3 424	2 915	68	2 847	509	46	463
Khorixas (Kunene, Erongo)	299	226	30	196	73	73	0
Windhoek (Otjozondjupa, Omaheke, Khomas)	1 104	504	116	388	600	124	476
Keetmanshoop (Hardap, Karas)	209	120	47	73	89	73	16
Namibia total	6 545	4 799	393	4 406	1 746	563	1 183

Each of the 13 political regions forms part of, or wholly, one of the seven education regions, as listed in the table.

There are six vocational training centres in Namibia which offer technical subjects at a junior secondary level. To enrol, learners need not have completed primary school if they have some work experience. The centres mainly provide training in building, metal- and wood-working, motor mechanics, electrician work, and fitting and turning.

Enrolments of females are low at these centres. The Zambezi Vocational Training Centre, which also offers subjects in dressmaking and cloth technology, as well as commercial and secretarial training, has a much higher percentage of females enrolled.

Enrolments in the vocational training centres, 1995

Training Centre	Location	Learners	
		number	% female
Arandis Skills Training Centre	Erongo	40	5.0
Okakarara Vocational Training Centre	Otjozondjupa	84	0.0
Rundu Vocational Training Centre	Okavango	94	4.3
Valombola Vocational Training Centre	Oshana	154	3.9
Windhoek Vocational Training Centre	Khomas	246	10.8
Zambezi Vocational Training Centre	Caprivi	33	51.5
Namibia total		651	8.1

The vocational training centres for which information is reported here are those funded by Government. However, additional opportunities for further training are also available through the private sector. A number of institutions offer tertiary education to learners who have completed Grade 12.

Enrolments at tertiary institutions, 1995

Institution		Location	Enrolment	
			number	% female
University of Namibia		Khomas	3 501	61.5
Polytechnic of Namibia		Khomas	3 272	~60
Police Training College		Khomas	363	16.3
Agricultural Colleges	Neudamm	Khomas	67	11.9
	Ogongo	Omusati	86	37.2
	Tsumis	Hardap	44	11.4
	total		197	22.8
Colleges of Education	Caprivi	Caprivi	228	28.9
	Ongwediva	Oshana	792	55.9
	Rundu	Okavango	125	48.8
	Windhoek	Khomas	711	37.7
total			1 866	44.9
Total			9 199	55.0

Enrolment figures for the Windhoek College of Education include part-time students.
Enrolment figures for the Police Training College only include those for the Basic Recruit Training.

The National Literacy Programme in Namibia (NLPN) was launched in the second half of 1992 to boost literacy levels amongst the many adults in Namibia who did not achieve literacy skills from formal schools (see inside back cover). The programme is divided into three stages: Stage 1, Stage 2 and Stage 3. Adults can enrol at any of the stages depending on their levels of literacy. A fourth stage is to be introduced.

The response to the programme has been encouraging. During its first three years of implementation, there have been a total of over 83 000 enrolments. Only 23% of all enrolments have been male. Examinations at different stages have been written by 70.5% of enrolments, of which 81.2% passed. About 22 000 adults have acquired basic mother tongue literacy skills from Stage 1 of the programme.

The goal of the NLPN is to attain 80% adult literacy by the year 2000. To achieve this literacy rate, it is estimated that another 60 000 adults must become literate, at least to the Stage 1 level.

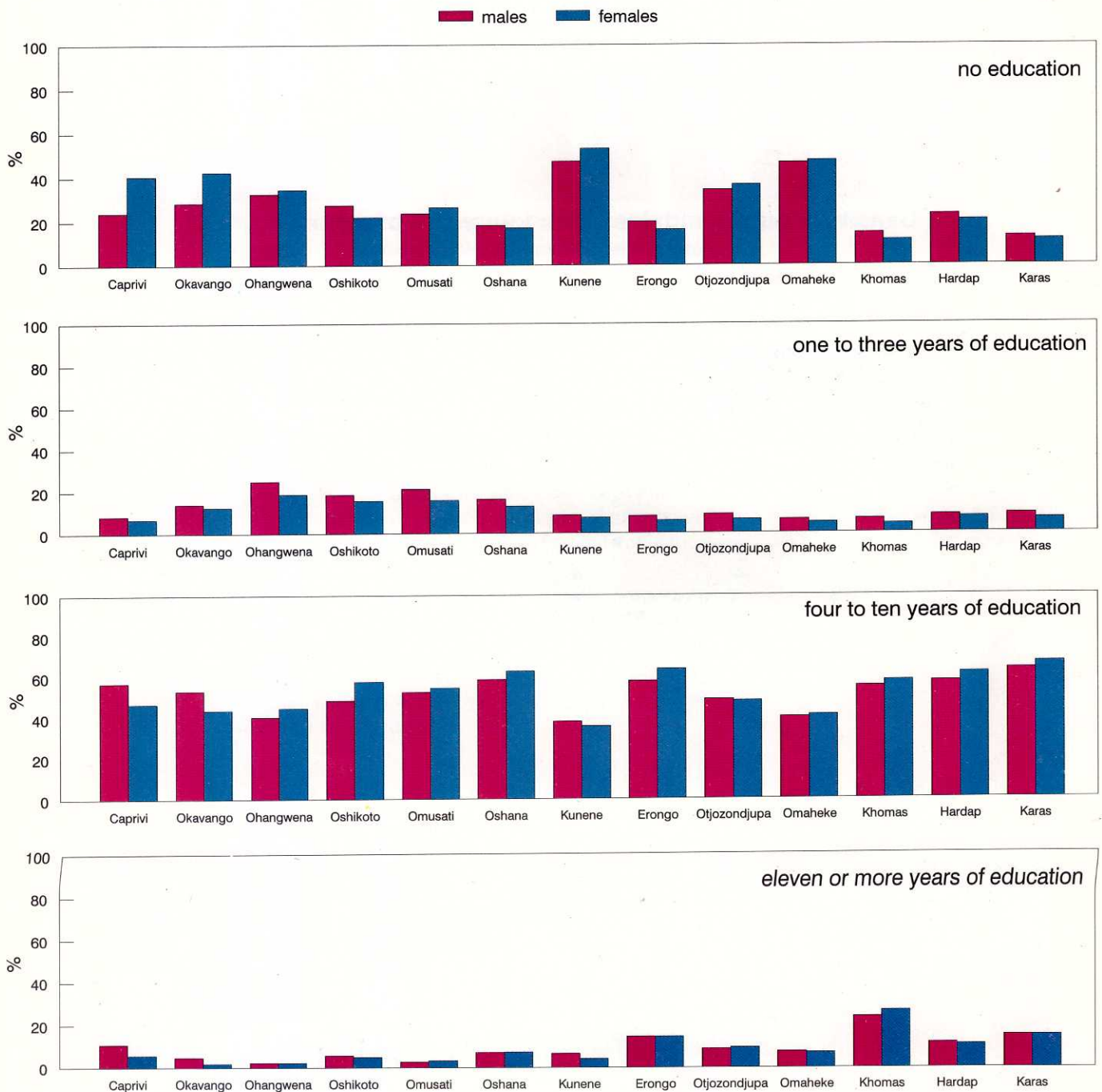
National Literacy Programme enrolments, 1992 - 1994

Stage	Number of enrolments		
	1992-1993	1993-1994	1994-1995
Stage 1	13 714	16 995	12 535
Stage 2		11 799	14 819
Stage 3		5 613	8 091
Total	13 714	34 407	35 445

NLPN students enrol in the November of each year.

In estimating literacy rates, it is commonly assumed that a minimum of four years of schooling is required to attain and retain literacy. Using this measure, the top two graphs show the proportions of illiterate adults in each region. Nationally, 38% of Namibia's population of fifteen years and older were estimated to be illiterate in 1991. Estimates from 1994, provided by the Central Statistics Office, indicate that this figure had dropped to 32%. Literacy levels therefore improved by 6% between 1991 and 1994.

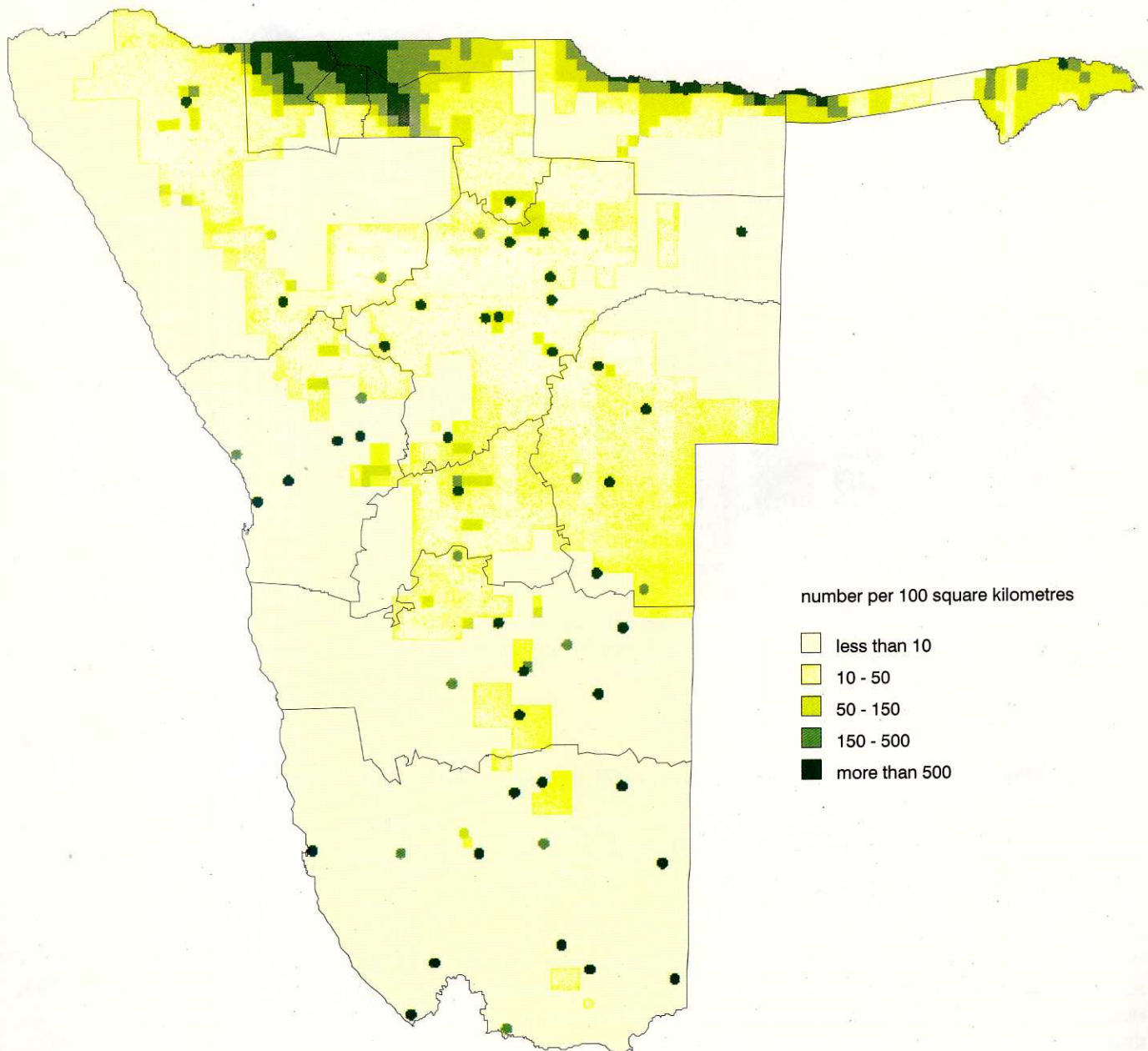
Levels of education of people aged fifteen years or more as a percentage of all the people of that age group in each region, 1991



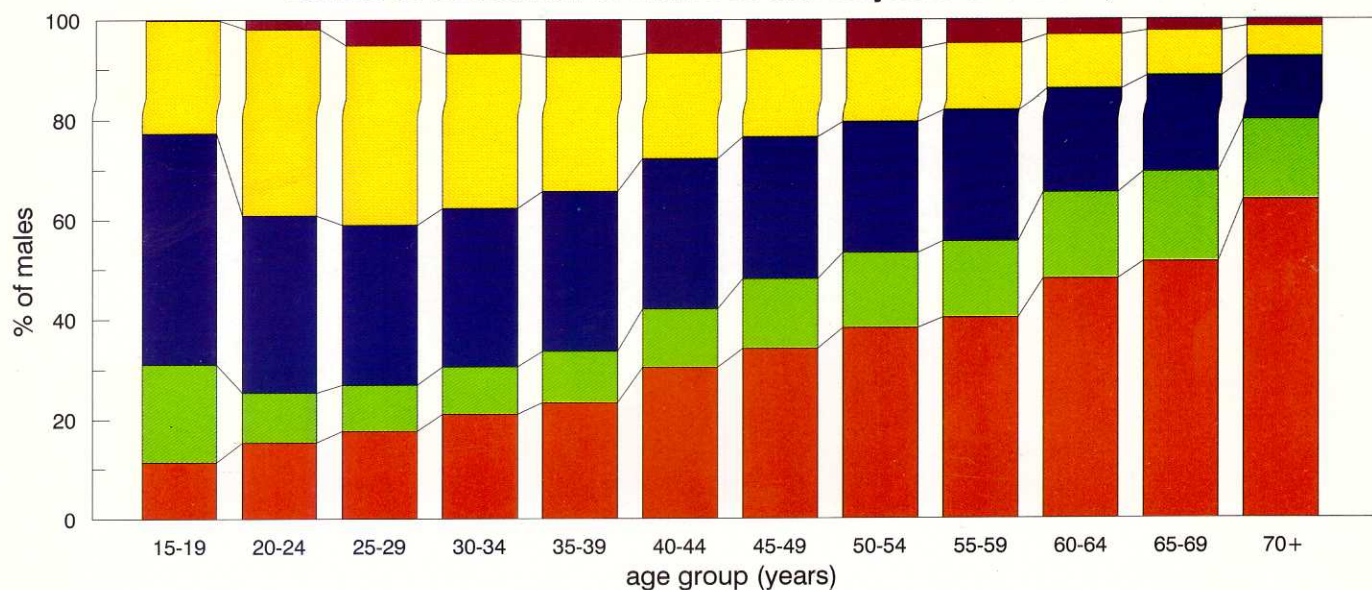
The graphs show the substantial variation between regions and males and females in levels of education. More than 50% of men and women in the Omaheke, Kunene and Ohangwena regions, and more than half of all women in Okavango had less than four years of completed schooling. From the top graph, a larger proportion of women than men in Caprivi and Okavango had never been to school, while more men than women had not been to school in Oshikoto, Oshana, Erongo, Khomas, Hardap and Karas. The proportion of people with no schooling is greatest in Kunene and Omaheke. At the other extreme, Khomas, Erongo, Hardap and Karas are the only regions where more than 10% of adults had senior secondary or higher levels of education. Less than 4% of adults in Okavango, Ohangwena and Omusati had eleven or more years of education.

The map shows geographical variation in the density of adults considered to be "illiterate" within the thirteen regions. Such local variation is due both to differences in the absolute density of people and their levels of education. Thus, densely populated towns (shown as circles) in the southern regions show high densities of "illiterate" adults even though the towns and numbers of people are small. In addition, the map shows that there are concentrations of "illiterate" adults in areas surrounding Opuwo, in the northern areas of Omusati, northern Oshana, western Ohangwena, north-western Oshikoto, along the Okavango River, and in areas surrounding Tsumeb, Grootfontein, Okakarara, Tses, Berseba, Gibeon and Karasburg.

Density of adults with less than four years of schooling, 1991
(number per 100 square kilometres)



Levels of education of males of fifteen years and older, 1991

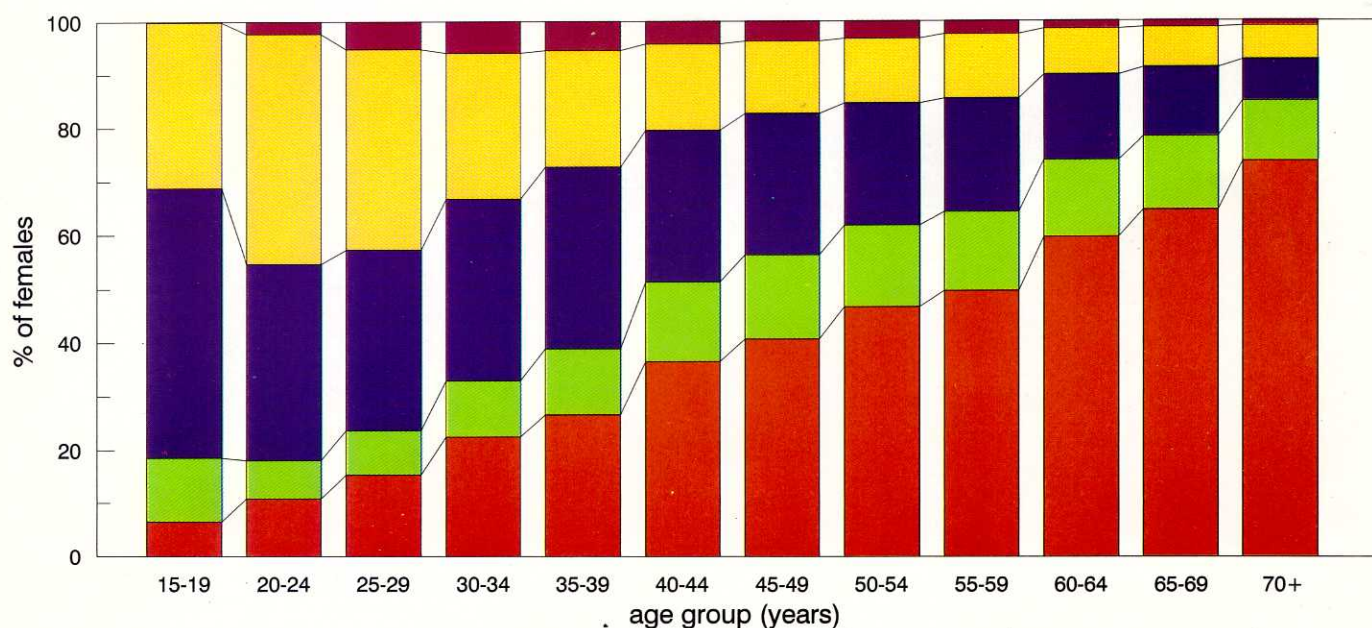


There have been considerable changes in the levels of education of Namibians over the years, and these changes have happened at different rates among males and females. Such changes can be seen by comparing levels of education of people of different ages, as reported in the 1991 Population and Housing Census. For example, the top graph shows that 64% of males aged 70 and older had never been to school, but only 11% of those aged fifteen to nineteen had not been to school. Among females, 74% of those aged 70+ had not been to school, while only 6.5% of fifteen- to nineteen-year-olds had not been to school. Males started attending school in larger numbers before females, but this pattern has now been reversed. The demand for education among females therefore increased at a greater rate.

In addition to increasing rates of school attendance, greater proportions of people have left school with higher levels of education. The proportion of people leaving after having completed Grades 1, 2 or 3 has hardly changed, but there have been dramatic increases in the percentages of people having completed higher grades. These patterns are not yet evident among fifteen- to 24-year-olds because so many of them are still at school.

- never attended school
- completed grades 1, 2 or 3
- completed grades 4, 5, 6 or 7
- completed grades 8, 9, 10, 11 or 12
- completed tertiary education

Levels of education of females of fifteen years and older, 1991



Numbers of schools, learners and teachers

Region	Total numbers		
	schools	learners	teachers
Caprivi	139	33 936	1 415
Rundu	212	42 955	1 603
Ohangwena	199	72 272	1 638
Oshikoto	140	45 388	1 248
Omusati	223	84 181	2 459
Oshana	107	50 083	1 423
Kunene	57	15 356	589
Erongo	48	18 940	818
Otjozondjupa	46	23 599	964
Omaheke	29	12 907	539
Khomas	64	39 401	1 787
Hardap	60	18 594	873
Karas	48	13 536	651

Schools in Namibia, 1995

