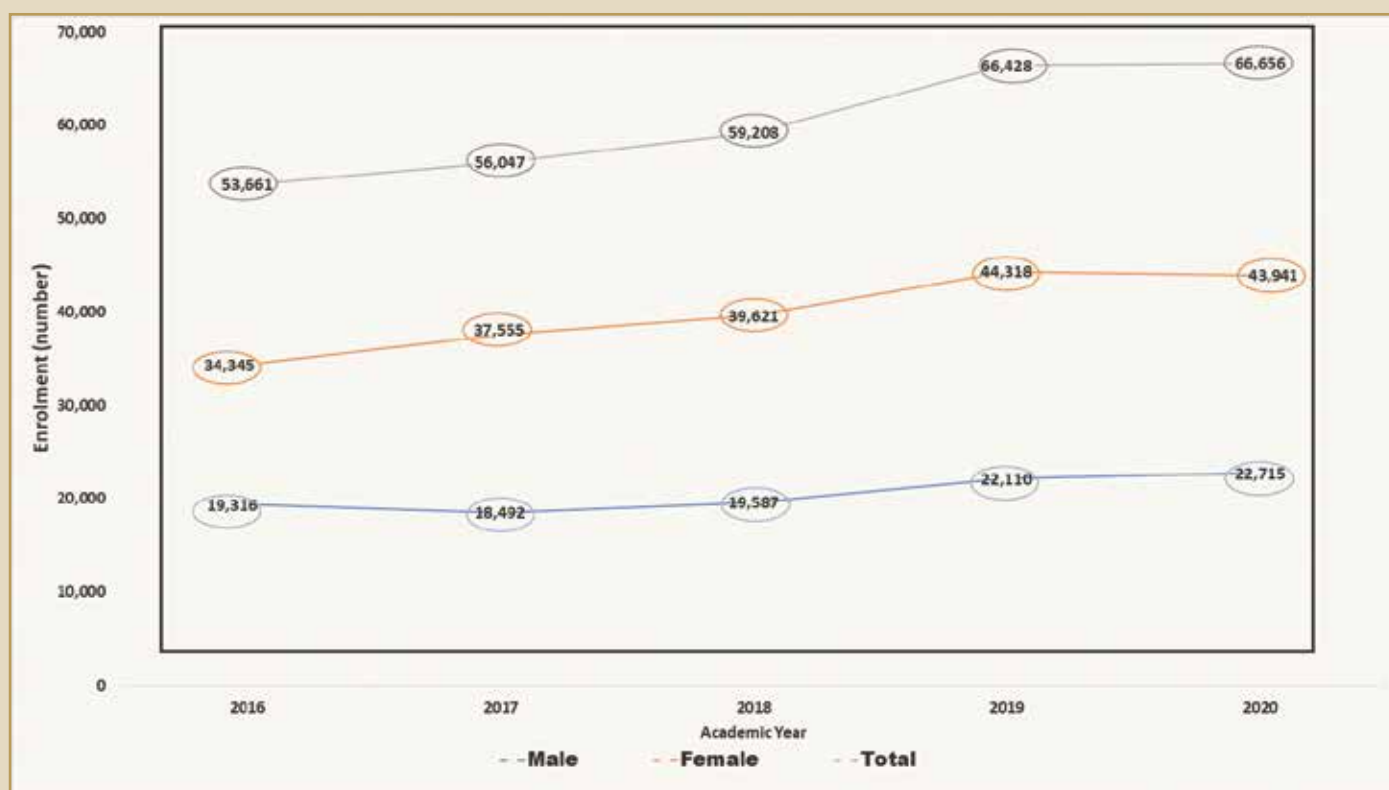


# NATIONAL COUNCIL FOR HIGHER EDUCATION



2020

NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK  
(NHESY)





**2020**  
**NAMIBIA HIGHER EDUCATION**  
**STATISTICAL YEARBOOK**  
**(NHESY)**

**November 2021**

## THE PUBLISHER

National Council for Higher Education  
Erf 6445 & 6446, C/O Hoogenhout and Haddy Streets  
PO Box 90890  
Klein Windhoek  
Namibia

**Tel:** +264 61 30 7012

**Fax:** +264 61 30 7014/16

**Email:** [hemis@nche.org.na](mailto:hemis@nche.org.na)

This publication may be used in part or in its entirety, provided the National Council for Higher Education (NCHE) is acknowledged as the source.

Although the NCHE does all it can to ensure that the statistics on higher education in Namibia are accurate, it cannot be held liable for any misinterpretation or incorrect conclusions or opinions arising from the information presented. The NCHE can also not be held liable for any costs, loss or damage that may arise from the misuse, misunderstanding or misinterpretation of the contents of this publication.

**ISSN:** 2026-8173

**This report is available on the NCHE website:** [www.nche.org.na](http://www.nche.org.na)



### Our logo embodies the following:

- The “hut” symbolises a pyramid of which the “sticks” represent the different academic streams which lead to excellence.
- The different academic streams join and guarantee “shelter” for the nation.
- The “hut” also symbolises unity through binding the different academic streams together;
- This unified effort emphasises coordination among our higher education institutions.

**Visit us at:**  
[www.nche.org.na](http://www.nche.org.na)

**Contact us at:**  
[info@nche.org.na](mailto:info@nche.org.na)

## The Vision

A valued leader in coordinating quality higher education in pursuit of a knowledge-based society.

## The Mission

To ensure a coordinated and responsive higher education system through equitable access and quality service delivery.

## The Core Values

<b>Integrity</b>	We will adhere to moral and ethical principles by exhibiting the quality of an intuitive sense of honesty and truthfulness with regard to the motivation for our actions.
<b>Professionalism</b>	We will exercise high level of competence in our work, never compromise our set standards and values.
<b>Accountability</b>	We will acknowledge and take responsibility for our actions, decisions and policies including the administration, governance and implementation within the scope of our role and encompassing the obligation to report, explain and be answerable for resulting consequences.
<b>Equity</b>	We will serve our employees, customers and stakeholders with uniformity of rule application, fairness, reasonableness and interpretation, and make decisions that are free from any bias or dishonesty.
<b>Commitment</b>	We will devote our time and energy always to meet our strategic objectives and satisfy our stakeholders' expectations.
<b>Teamwork</b>	We will continuously work together as a team to achieve our strategic objectives, reason of existence and hold ourselves accountable for our team outputs.

## Table of Contents

List of Tables .....	III
List of Figures.....	IV
LIST OF ABBREVIATIONS/ACRONYMS.....	V
PREFACE .....	VI
INTRODUCTION .....	VII
NOTES TO THE DATA .....	VIII
NAMIBIA HIGHER EDUCATION KEY INDICATORS .....	IX - XI

### CHAPTER 1: STUDENT ENROLMENT ..... 1

1.1	Enrolment Growth.....	2
1.2	Gross Enrolment Ratio.....	3
1.3	Enrolment by Higher Education Institution .....	3
1.4	Enrolment by Higher Education Institutions and by Sex.....	4
1.5	Enrolment by Age .....	5
1.6	Enrolment by Age and by Sex .....	6
1.7	Enrolment by Offering Type and by Sex .....	7
1.8	Enrolment by NQF Field of Learning.....	8
1.9	Enrolment by NQF Qualification Type and by Sex .....	10
1.10	New and Repeating Students by Sex .....	10
1.11	New and Repeating Students by Year of Study and by Sex .....	11
1.12	Enrolment by Region of Origin .....	12
1.13	Enrolment by NQF Field of Learning and by Region of Origin .....	13
1.14	Enrolment by Region of Campus and by Sex .....	16
1.15	Enrolment by Financial Sponsor .....	16
1.16	Enrolment by Nationality .....	18
1.17	Enrolment by Nationality and by Sex .....	20

### CHAPTER 2: EXAMINATION RESULTS ..... 21

2.1	Examination Results by Sex .....	21
2.2	Completion of Studies by NQF Field of Learning and by Sex.....	24
2.3	Completion of Studies by Offering Type .....	25
2.4	Completion of Studies by Type of Institution Type and NQF Qualification Type .....	25

## Table of Contents - continue

<b>CHAPTER 3: STAFF MEMBERS.....</b>	<b>28</b>
3.1. Staff Member by Higher Education Institution.....	28
3.2. Type of staff by Sex, 2020.....	29
3.3. Academic and Academic Support Staff Members by Highest Qualification .....	30
3.4. Academic and Academic Support Staff Members by Employment Status .....	31
<b>ANNEXURES .....</b>	<b>32</b>
Annexure A: List of Variables in the Student Database .....	32
Annexure B: List of Variables in the Staff Members Database .....	34
Annexure C: Examination Results by HEIs and by Sex .....	35
Annexure D: Graduates by Sex, 2016-2020 .....	37
Annexure E: Graduates by Field of Learning, 2016-2020 .....	38
Annexure F: Graduates by Qualification Type, 2016-2020 .....	39
Annexure G: Graduates by Region of Origin, 2016 - 2020.....	40
Annexure H: Glossary .....	41



## List of Tables

Table 1.1	Enrolment by Academic Year and Sex .....	2
Table 1.2	Gross Enrolment Ratio (GER) by Sex, 2016–2020 .....	3
Table 1.3	Enrolment by Higher Education Institution, 2020 .....	4
Table 1.4	Enrolment by Higher Education Institutions and by Sex, 2020 .....	5
Table 1.5	Enrolment by Age, 2020 .....	5
Table 1.6	Enrolment by Age and by Sex, 2020 .....	6
Table 1.7	Enrolment by Offering Type and by Sex, 2020 .....	7
Table 1.8	Student Enrolments by Higher Education Institution and by Offering Type, 2020 .....	8
Table 1.9	Enrolment by NQF Field of Learning and by Sex, 2020 .....	9
Table 1.10	Enrolment by STEM and Non-STEM NQF Fields of Learning, 2020 .....	9
Table 1.11	Enrolment by NQF Qualification Type and by Sex, 2020 .....	10
Table 1.12	New and Repeating Students by Type of HEI by Sex, 2020 .....	11
Table 1.13	New and Repeating Students by Year of Study and by Sex, 2020 .....	12
Table 1.14	Enrolment by Region of Origin, 2020 .....	13
Table 1.15(a)	Enrolment by Region of Origin and by NQF Field of Learning, 2020 .....	14
Table 1.15(b)	Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2020 .....	15
Table 1.16	Enrolment by Region of Campus and by Sex, 2020 .....	16
Table 1.17 a)	Enrolment by Financial Sponsor and by Sex, 2020 .....	17
Table 1.17 b)	Students Funded by Fields of Learning and by Sex, 2020 .....	17
Table 1.18. a)	Enrolment by Nationality, 2020 .....	18
Table 1.18. b)	Countr(ies) Enrolment by Qualification Field of Learning, 2020 .....	19
Table 1.19	Enrolment by Nationality and by Sex, 2020 .....	20
Table 2.1 a)	Examination Results by Sex, 2020 .....	21
Table 2.1 b)	Examination Results by Type of HEI by Sex, 2020 .....	22
Table 2.1 c)	Examination Results by HEI Name by Sex, 2020 .....	23
Table 2.2	Students Completing Studies by NQF Field of Learning and by Sex, 2020 .....	25
Table 2.3	Students Completing Studies by Offering Type and by Sex, 2020 .....	25
Table 2.4(a)	Students Completing Studies by Institution Type .....	26
Table 2.4(b)	Students Completing Studies by NQF Qualification Type and by Sex, 2020 .....	26
Table 2.5	Students Completing Studies by Age Group and NQF Qualification Type, (Cumulative Per Cent ) 2020 .....	27
Table 3.1	Staff Member by Higher Education Institutions, 2020 .....	28
Table 3.2	Staff Members by Type (Per Cent), 2020 .....	29
Table 3.3	Academic and Academic Support Staff Members by Highest Qualification, 2020 .....	30
Table 3.4	Academic and Academic Support Staff Members by Employment Status, 2020 .....	31

## List of Figures

Figure 1.1	Enrolment Trend by Sex (2016 – 2020) .....	2
Figure 1.2	Student Enrolment by Sex and by Academic Year (Per Cent), 2016-2020.....	3
Figure 1.3	Average Age by Qualification Type and Sex, 2020 .....	6
Figure 1.4	Enrolment by Offering Type, 2020 .....	7
Figure 1.5	Enrolment by NQF Field of Learning (per cent), 2020.....	8
Figure 1.6	Enrolment by Region of Origin, 2020 .....	13
Figure 3.1	Staff Members by Higher Education Institution (Per Cent), 2020 .....	29

## LIST OF ABBREVIATIONS/ACRONYMS

ALI	African Leadership Institute
Headstart Montessori	Headstart Montessori Teacher Training College
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
IOL	Institute for Open Learning
IUM	International University of Management
ITC-Lingua	International Training College Lingua
MHETI	Ministry of Higher Education, Technology and Innovation
Monitronic	Monitronic Success College
NAMCOL	Namibian College of Open Learning
NCHE	National Council for Higher Education
NETS	Namibia Evangelical Theological Seminary
NHESY	Namibia Higher Education Statistical Yearbook
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NSSCAS	Namibia Senior Secondary Certificate Advanced Subsidiary
NSSCO	Namibia Senior Secondary Certificate Ordinary
NUST	Namibia University of Science and Technology
Philippi Trust	Philippi Trust Namibia
STEM	Science, Technology, Engineering and Mathematics
St. Charles Lwanga	St. Charles Lwanga Major Seminary
Triumphant	Triumphant College
Tulipohamba TAI	Tulipohamba Training & Assessment Institute
Paulinum	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia
Welwitchia HTC	Welwitchia Health Training Centre

## PREFACE


The year 2020 has been characterised by uncertainty, where teaching and learning came to a halt at some institutions, while at others, where some learning management systems exists, staff members were working from home due to the COVID-19 pandemic state of emergency and lockdown. Although, the pandemic might have slowed some activity, most Higher Education Institutions managed to submit their 2020 data which is really commendable.


NCHE is proud to release the eighth in the series of Namibia Higher Education Statistical Yearbooks (NHESY). It provides updates on progress that higher education in Namibia has made towards participation measured by Gross Enrolment Rate (GER), access (measured by new intakes) and success (measured by progression and throughput rates).

The yearbook serves as a source of information for evidence-based planning, monitoring, evaluation and reporting at multiple levels. It can provide responses to Sustainable Development Goals (SDGs) targets as well as the fifth National Development Plan (NDP) indicators such as: Namibia's gross enrolment rate (participation rate); gender parity; female students in fields traditionally dominated by male students; access into STEM fields; the enrolments in the fields of learning or qualifications of priority; the status of postgraduate level studies and academic staff qualifications.

The trends emerging from annual statistics show a gradual decline in proportions of male enrolment and an increase in enrolment in the field of education and training over the past five years. Failure and repetition rates are persistently accounting for about a quarter of students for the past few years, but some decline has been recorded in 2020. These findings point to a need for further investigations to reveal the driving force behind gender imbalances, the career choices and poor success rates.

While due pressure is upon NCHE to deliver quality, accurate and timely information, this is never possible without the relevant and reliable data from our higher education institutions. We are truly grateful for such support and cooperation, and we encourage them to keep improving capturing of registration information, checking their consistency and usage of information systems to Improve record keeping.

  
Hannu Shipena  
**EXECUTIVE DIRECTOR**



## INTRODUCTION

This statistical yearbook is written for policy makers, development planners, researchers and academia, among others, with interest in higher education. The yearbook has data on programme access, orientation and output. The information presents an opportunity to analyse and evaluate issues of parity, exclusion, quality and for further research.

In the Namibian context, higher education " means all learning programmes leading to qualifications higher than grade 12 or its equivalent, and includes tertiary education as contemplated in Article 20(4) of the Namibian Constitution but does not include vocational education and training and open learning provided by NAMCOL as defined in the Higher Education Act, Act 26 of 2003. Consequently, this document includes student enrolment and graduation statistics from HEIs that deliver programmes registered by the Namibia Qualifications Authority (NQA) on the NQF. It also presents statistics on staff members within those institutions. The report excludes students studying at foreign institutions.

Higher Education Management Information Systems (HEMIS) incorporates different kinds of data from HEIs in various datasets, such as students, subjects, staff and facilities. However, this publication only reports on students and staff members. The publication is divided into three chapters and several annexures. Chapter 1 presents student enrolment; Chapter 2 is about the examination results obtained at the end of the academic year or when semesters for a qualification are completed and Chapter 3 focuses on the characteristics of the staff members such as type of staff, sex, mode of teaching (full- or part-time), highest qualifications and nationality. There are annexures on graduates by sex, graduates by qualification type, graduates by field of learning, graduates by region of origin, variables in the student database, variables in the staff database and the glossary.

The content of the Yearbook is reviewed annually to improve presentation of information. As you peruse the book, make use of space for notes at the end of the report to record your observations. Similarly, enquiries on data not included in the Yearbook should be forwarded to the HEMIS help desk ([hemis@nche.org.na](mailto:hemis@nche.org.na))

This publication can be accessed through NCHE website [www.nche.org.na](http://www.nche.org.na) under publications.

## NOTES TO THE DATA

1. Missing data are indicated as 'Not Stated' (NS).
2. An academic year normally starts in January and ends in December. Some institutions have more than one intake per year.
3. Tables and Figures include only those students enrolled under the specified NQF Level.
4. Data presented in this Yearbook are for institutions offering higher education with programmes registered on the NQF. Enrolment of students studying at institutions outside Namibia are not part of this report.
5. Data presented in this Yearbook are for institutions offering higher education with programmes registered on the NQF.
6. Enrolment of students studying at institutions outside Namibia/foreign institutions are not part of this report.
7. The terms and categories used in this publication are defined in the glossary.
8. Higher education theoretical age is the age corresponding to the first five years (i.e., 19-23 years of age) after leaving secondary school.
9. Considering that, this report only report information on higher education programmes on NQF level 5 and above, total enrolments reported by HEIs may not exactly match with totals reported in this report.
10. There might be some minor differences in the number of students reported in this report and the number of students reported for a specific HEI at a specific point in time in the year as the information is regarded as a snapshot of what the enrolment situation was on the day of the census, usually **30 April of each year**. Due to challenges of the pandemic, the census date might have been affected, resulting in institutions having different revised census dates as some students might have cancelled the 2020 academic year.
11. Paulinum is not part of the 2020 report, however it had only 31 students in 2019.
12. **Comparative analysis of progression rates** between universities and colleges has some limitations as most colleges allow their students to progress to the next year of study although they might have major workload not completed in the previous year of study.

## NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2016		2017		2018		2019		2020		
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Number of Higher Education Institutions	Total HEIs	14		16		17		17		16		
	Public HEIs	3	21.4%	3	18.8%	3	17.6%	3	17.6%	3	18.8%	
	Private HEIs	11	78.6%	13	81.3%	14	82.4%	14	82.4%	13	81.3%	
Number of students	Total Students	53,661		56,047		59,208		66,428		66,656		
	Enrolment by Sector											
	Public HEIs	39,659	73.9%	39,689	70.8%	42,519	71.8%	46,867	70.6%	47,352	71.0%	
	Private HEIs	14,002	26.1%	16,358	29.2%	16,689	28.2%	19,561	29.4%	19,304	29.0%	
	Enrolment by Sex											
	Male	19,316	36.0%	18,492	33.0%	19,587	33.0%	22,110	33.3%	22,715	34.1%	
	Female	34,345	64.0%	37,555	67.0%	39,621	67.0%	44,318	66.7%	43,941	65.9%	
	Enrolment by Offering Type											
	Full-time	31,837	59.9%	32,857	58.6%	33,717	56.9%	38,648	58.2%	40,512	60.8%	
	Part-time	6,620	12.5%	8,291	14.8%	9,111	15.4%	10,211	15.4%	8,616	12.9%	
	Distance	14,702	27.7%	14,899	26.6%	16,351	27.6%	17,569	26.4%	17,528	26.3%	
	Not Stated	502	-	-	-	29	0.0%	-	-	-	-	
	Enrolment by NQF Field of Learning											
	Agriculture and Nature Conservation	1,136	2.1%	1,102	2.0%	1,049	1.8%	1,279	1.9%	1,231	1.9%	
	Business, Commerce and Management Studies	19,416	36.2%	16,899	30.2%	15,093	25.5%	15,634	23.5%	14,560	21.8%	
	Communication Studies and Language	1,734	3.2%	1,601	2.9%	1,690	2.9%	2,036	3.1%	2,281	3.4%	
	Culture and the Arts	72	0.1%	56	0.1%	38	0.1%	902	1.4%	796	1.2%	
	Education, Training and Development	17,426	32.5%	22,552	40.2%	26,215	44.3%	29,428	44.3%	30,682	46.0%	
	Manufacturing, Engineering and Technology	1,686	3.1%	1,499	2.7%	1,719	2.9%	2,017	3.0%	1,911	2.9%	
	Human and Social Studies	1,931	3.6%	1,939	3.5%	1,801	3.0%	865	1.3%	1,172	1.8%	
	Law, Military Science and Security	1,325	2.5%	1,434	2.6%	1,773	3.0%	1,790	2.7%	1,903	2.9%	
	Health Sciences and Social Services	3,614	6.7%	3,852	6.9%	4,842	8.2%	5,993	9.0%	6,648	10.0%	
	Physical, Mathematical and Computer Sciences	4,172	7.8%	4,141	7.4%	3,684	6.2%	4,897	7.4%	4,040	6.1%	
	Physical Planning and Construction	819	1.5%	729	1.3%	1,009	1.7%	870	1.3%	987	1.5%	
	Services and Life Sciences	330	0.6%	243	0.4%	295	0.5%	717	1.1%	445	0.7%	



# NAMIBIA HIGHER EDUCATION KEY INDICATORS - continue

Indicator		2016		2017		2018		2019		2020	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Graduates	Total Graduates	3,211	6,677	3,248	6,539	3,607	7,184	3,663	7,865	3,617	8,997
		9,888		9,786		10,791		11,528		12,614	
	Graduates by NQF Field of Learning	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Agriculture and Nature Conservation	216	2.2%	251	2.6%	207	1.9%	232	2.0%	196	1.6%
	Business, Commerce and Management Studies	5,241	53.0%	3,794	38.8%	3,634	33.7%	3,149	27.3%	3,318	26.3%
	Communication Studies and Language	259	2.6%	323	3.3%	347	3.2%	303	2.6%	212	1.7%
	Culture and the Arts	18	0.2%	15	0.2%	9	0.1%	143	1.2%	129	1.0%
	Education, Training and Development	1,444	14.6%	2,913	29.8%	3,602	33.4%	4,930	42.8%	5,702	45.2%
	Manufacturing, Engineering and Technology	267	2.7%	276	2.8%	333	3.1%	325	2.8%	254	2.0%
	Human and Social Studies	243	2.5%	333	3.4%	334	3.1%	172	1.5%	182	1.4%
	Law, Military Science and Security	262	2.6%	323	3.3%	372	3.4%	276	2.4%	399	3.2%
	Health Sciences and Social Services	910	9.2%	650	6.6%	808	7.5%	768	6.7%	1,158	9.2%
	Physical, Mathematical and Computer Sciences	834	8.4%	710	7.3%	755	7.0%	849	7.4%	672	5.3%
	Physical Planning and Construction	152	1.5%	140	1.4%	216	2.0%	188	1.6%	188	1.5%
	Services and Life Sciences	42	0.4%	59	0.6%	67	0.6%	193	1.7%	204	1.6%
	Graduates by NQF Qualification Type										
	Diploma	2,451	24.8%	2,692	27.5%	2,983	27.6%	3,503	30.4%	3,843	30.5%
	Bachelor Degree	1,629	16.5%	1,547	15.8%	1,666	15.4%	1,842	16.0%	1,968	15.6%
	Bachelor Honours Degree	2,707	27.4%	3,403	34.8%	3,451	32.0%	3,774	32.7%	3,939	31.2%
	Professional Bachelor Degree	1,436	14.5%	621	6.3%	736	6.8%	636	5.5%	767	6.1%
	Post-graduate Certificate/ Diploma	98	1.0%	324	3.3%	480	4.4%	244	2.1%	429	3.4%
	Masters Degree	126	1.3%	251	2.6%	476	4.4%	422	3.7%	383	3.0%
	Doctoral Degree	2	0.0%	22	0.2%	13	0.1%	23	0.2%	75	0.6%



## NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2016		2017		2018		2019		2020	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Staff	Academic	3,133	59.0%	3,369	60.9%	3,686	63.5%	3,905	65.2%	3,869	64.9%
	Non-Academic	2,174	41.0%	2,167	39.1%	2,118	36.5%	2,079	34.7%	2,097	35.1%
	Total Staff	5,307		5,536		5,804		5,986		5,966	
	Academic Staff by Highest Qualification										
	Diploma	79	2.5%	101	3.0%	356	9.7%	398	10.2%	403	10.4%
	Bachelor Degree	419	13.4%	227	6.7%	672	18.2%	654	16.8%	447	11.6%
	Bachelor Honours & Professional Degree	471	15.0%	930	27.6%	481	13.0%	473	12.1%	590	15.2%
	Masters Degree	1,087	34.7%	947	28.1%	1,500	40.7%	1,694	43.4%	1,729	44.7%
	Doctoral Degree	457	14.6%	540	16.0%	624	16.9%	675	17.3%	684	17.7%
	Not Stated	620	19.8%	624	18.5%	53	1.4%	10	0.3%	16	0.4%



## CHAPTER 1: STUDENT ENROLMENT

This chapter describes key features and trends in participation to higher education in Namibia. Higher education experienced growth in both participation and access mainly due to expansion in government funding of the sector through efforts such as loans obtained through Namibia Financial Assistance Fund (NSFAF) and expansion of public and private HEIs. As of 2020, the following 16 HEIs (three public and thirteen private) operating in Namibia submitted data:

### Public Institutions

NAMCOL <sup>1</sup>	Namibian College of Open Learning
NUST	Namibia University of Science and Technology
UNAM	University of Namibia

### Private Institutions

ALI	African Leadership Institute
Botho	Botho University – Namibia Campus
Headstart Montessori	Headstart Montessori Teacher Training College
IOL	Institute of Open Learning
IUM	International University of Management
ITC-LINGUA	International Training College LINGUA
Monitronic	Monitronic Success College
NETS	Namibia Evangelical Theological Seminary
Philippi Trust	Philippi Trust Namibia
St. Charles Lwanga	St. Charles Lwanga Major Seminary
Triumphant	Triumphant College
Tulipohamba TAI	Tulipohamba Training & Assessment Institute
Welwitchia HTC	Welwitchia Health Training Centre

<sup>1</sup>Even though NAMCOL is not classified as a Higher Education Institution, it is included in this publication because of the higher education programmes it offers.

## 1.1 Enrolment Growth

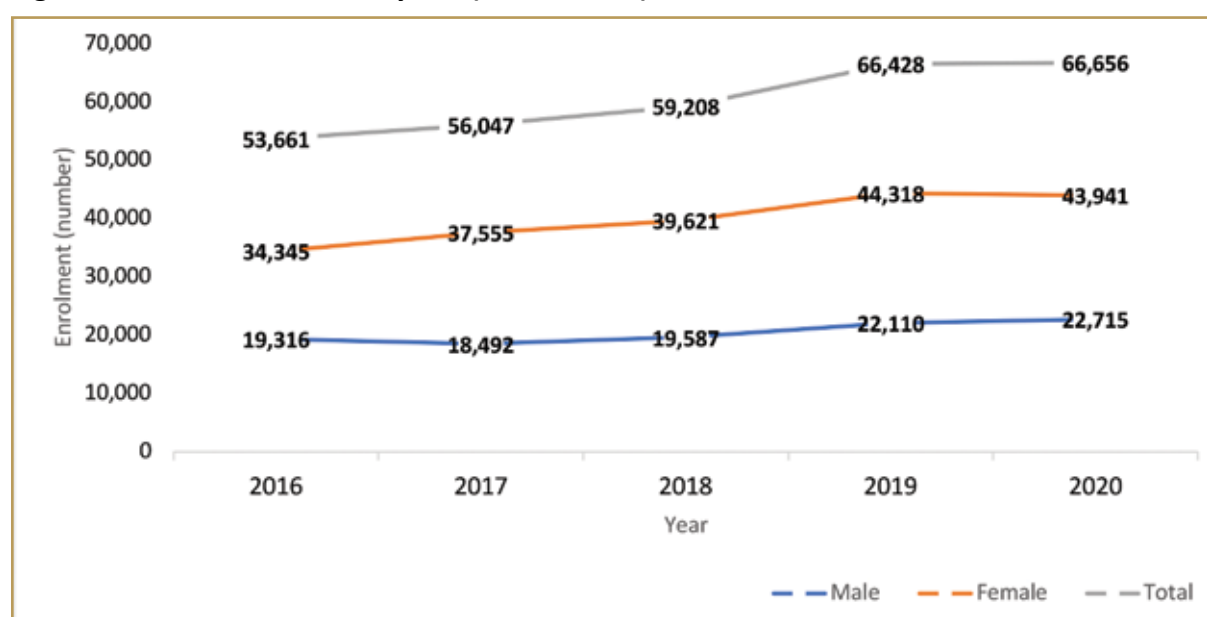
A total population of 66,656 students were enrolled in higher education programmes, leading to qualification at NQF level 5 and above in 2020, compared to 66,428 in 2019, indicating a nominal increase. This total includes full-time, part-time and distance students (Table 1.1). Female students represented 66 per cent of the total students. A decline from 44,318 in 2019 to 43,941 in 2020 was recorded for female students. In contrast, male students increased from 22,110 in 2019 to 22,715 (2.7 per cent) in 2020.

**Table 1.1 Enrolment by Academic Year and Sex**

Year	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
2016	19,316	34,345	53,661	36.0%	64.0%	100.0%
2017	18,492	37,555	56,047	33.0%	67.0%	100.0%
2018	19,587	39,621	59,208	33.1%	66.9%	100.0%
2019	22,110	44,318	66,428	33.3%	66.7%	100.0%
2020	22,715	43,941	66,656	34.1%	65.9%	100.0%

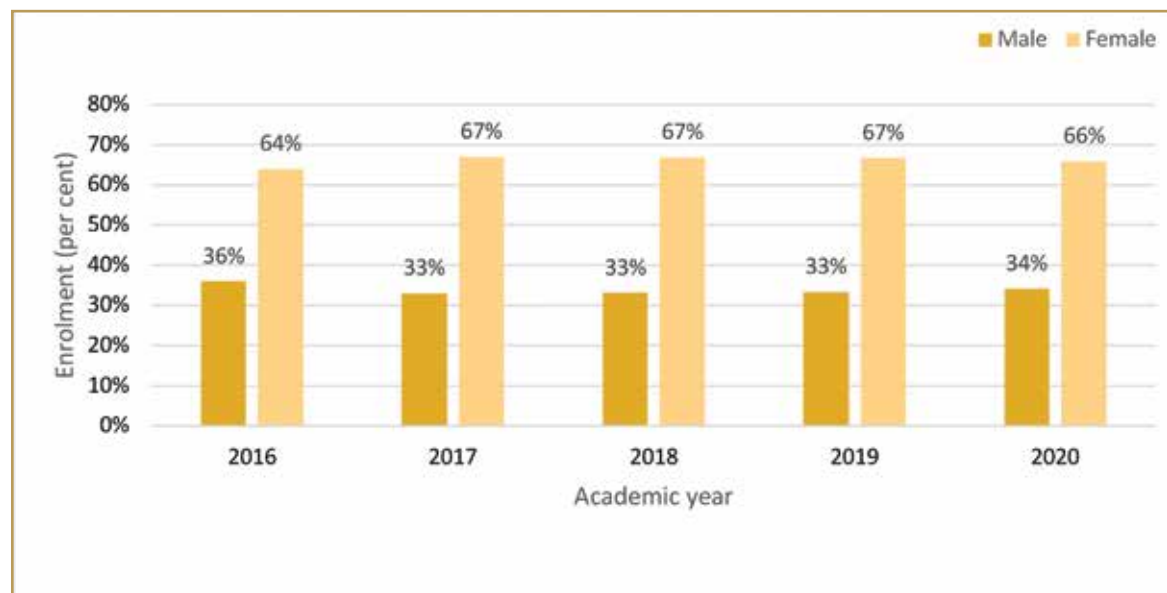
The total enrolment increased steadily from 53,661 students in 2016 to 66,656 in 2020, an average annual increase of six per cent (Figure 1.1). The female student enrolment increased from 34,345 to 43,941 while the male students increased from 19,316 to 22,715. A significant increase in total enrolment over five academic years (2016-2020), was mainly attributed to the high growth in female students' enrolment which grew at an average of 6 per cent per annum, compared to four per cent for male students. A decline (about one per cent) has been recorded for the first time in the female students since 2012.

**Figure 1.1 Enrolment Trend by Sex (2016 – 2020)**



Proportionally, female student enrolment increased from 64 per cent in 2016 to 66 per cent in 2020 whereas male student enrolment decreased from 36 per cent to 34 per cent over the same period, marking a widening gap between male and female student enrolment proportions (Figure 1.2).

**Figure 1.2 Student Enrolment by Sex and by Academic Year (Per Cent), 2016-2020**



## 1.2 Gross Enrolment Ratio

Gross enrolment ratio (GER) measures the extent of access to higher education. GER measures the access level by calculating the ratio of persons in all age groups enrolled in various programmes to the total population in the age group of 19 to 23 years. In 2016, the gross enrolment ratio was 22.6 per cent, which over the 5-year period increased to 27.8 per cent in 2020, showing an increase of 5.1 per cent. This increase can be attributed to the steep rise in female enrolment that recorded 7.8 per cent increase over the five-year period compared to 2.5 per cent for the male students (Table 1.2).

**Table 1.2 Gross Enrolment Ratio (GER) by Sex, 2016–2020**

Year	Population Group Aged 19–23 Years*			Student Enrolment in Local HEIs			Gross Enrolment Ratio		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
2016	116,482	120,783	237,265	19,316	34,345	53,661	16.6%	28.4%	22.6%
2017	117,515	121,548	239,063	18,492	37,555	54,047	15.7%	30.9%	22.6%
2018	118,317	121,948	240,265	19,587	39,621	59,208	16.6%	32.5%	24.6%
2019	118,739	121,873	240,612	22,110	44,318	66,428	18.6%	36.4%	27.6%
2020	118,717	121,317	240,034	22,715	43,941	66,656	19.1%	36.2%	27.8%

Source: \* 2011 Namibia Housing and Population Census based Population Projections, NSA

## 1.3 Enrolment by Higher Education Institution

In 2020, there were 47,352 students at public institutions and 19,304 students in registered/accredited private institutions representing 71 and 29 per cent respectively (Table 1.3). The highest enrolment (45.3 per cent) of all students was at UNAM. IUM (15.6 per cent) and IOL (6.7 per cent) continued to enrol most of the students among private HEIs.

**Table 1.3 Enrolment by Higher Education Institution, 2020**

Higher Education Institution	Number of Students	Per Cent
NAMCOL	4,939	7.4%
NUST	12,197	18.3%
UNAM	30,216	45.3%
<b>Total public HEIs</b>	<b>47,352</b>	<b>71.0%</b>
ALI	30	0.1%
Botho	21	0.0%
Headstart Montessori	448	0.7%
IOL	4,473	6.7%
IUM	10,396	15.6%
ITC-LINGUA	750	1.1%
Monitronic	511	0.8%
NETS	33	0.1%
Philippi Trust	11	0.0%
ST. Charles Lwanga	50	0.1%
Triumphant	878	1.3%
Tulipohamba TAI	91	0.1%
Welwitchia HTC	1,612	2.4%
<b>Total Private HEIs</b>	<b>19,304</b>	<b>29.0%</b>
<b>Total</b>	<b>66,656</b>	<b>100.0%</b>

### 1.4 Enrolment by Higher Education Institutions and by Sex

Table 1.4 indicates that, the number of female students (43,941) was almost twice as much as their male counterparts (22,715). In other words, for every male student, there were two female students in higher education for the 2020 academic year. In terms of Gender Parity Index (GPI), for every 100 male students, there were 200 female students enrolled in Namibia in 2020. While enrolment was in favour of female students in most of the HEIs, enrolment at some faith-based colleges such as NETS and St. Charles Lwanga but also at Botho were in favour of male students. Other institutions such as NUST, Monitronic and Triumphant had a more balanced gender proportion. Health and education focused HEIs (Welwitchia HTC, Philippi Trust, Tulipohamba TAI, Headstart Montessori, IOL and NAMCOL) had 8 or more female students for every male student.

**Table 1.4 Enrolment by Higher Education Institutions and by Sex, 2020**

Higher Education Institution	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	517	4,422	4,939	10.5%	89.5%	100.0%
NUST	6,057	6,140	12,197	49.7%	50.3%	100.0%
UNAM	10,787	19,429	30,216	35.7%	64.3%	100.0%
<b>Total Public HEIs</b>	<b>17,361</b>	<b>29,991</b>	<b>47,352</b>	<b>36.7%</b>	<b>63.3%</b>	<b>100.0%</b>
ALI	8	22	30	26.7%	73.3%	100.0%
Botho	17	4	21	81.0%	19.0%	100.0%
Headstart Montessori	4	444	448	0.9%	99.1%	100.0%
IOL	760	3,713	4,473	17.0%	83.0%	100.0%
IUM	3,218	7,178	10,396	31.0%	69.0%	100.0%
ITC-LINGUA	247	503	750	32.9%	67.1%	100.0%
Monitronic	253	258	511	49.5%	50.5%	100.0%
NETS	25	8	33	75.8%	24.2%	100.0%
Philippi Trust	1	10	11	9.1%	90.9%	100.0%
St. Charles Lwanga	49	1	50	98.0%	2.0%	100.0%
Triumphant	463	415	878	52.7%	47.3%	100.0%
Tulipohamba TAI	17	74	91	18.7%	81.3%	100.0%
Welwitchia HTC	292	1,320	1,612	18.1%	81.9%	100.0%
<b>Total Private HEIs</b>	<b>5,354</b>	<b>13,950</b>	<b>19,304</b>	<b>27.7%</b>	<b>72.3%</b>	<b>100.0%</b>
<b>Grand Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>34.1%</b>	<b>65.9%</b>	<b>100.0%</b>

## 1.5 Enrolment by Age

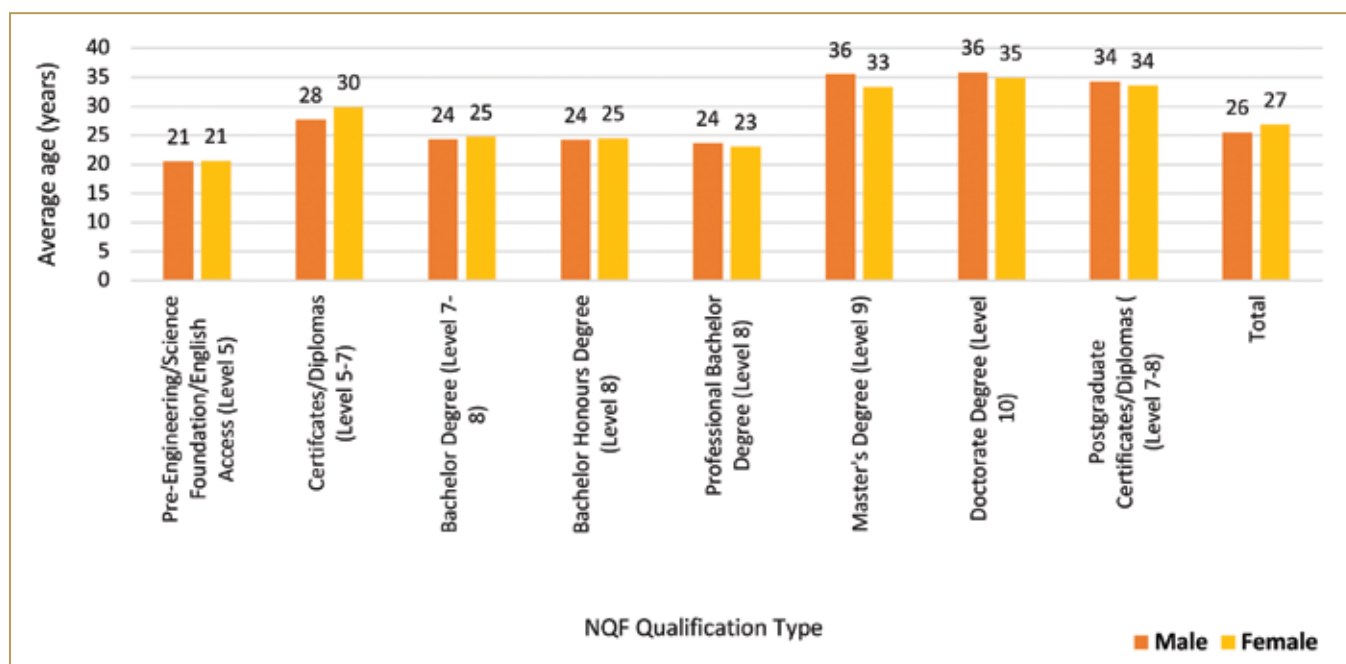
Students whose age was within the maximum higher education theoretical age of 23 years constituted a cumulative 45.8 per cent of the total enrolment (Table 1.5). It is also worth noting that over half (52 per cent) of the total students were 24 years old or younger.

**Table 1.5 Enrolment by Age, 2020**

Age Group	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	6,935	10.4%	10.4%
20	5,991	9.0%	19.4%
21	6,614	9.9%	29.3%
22	6,175	9.3%	38.6%
23	4,814	7.2%	45.8%
24	4,079	6.1%	51.9%
25-29	14,158	21.2%	73.2%
30-39	13,172	19.8%	92.9%
40-49	4,141	6.2%	99.1%
50 and +	577	0.9%	100.0%
<b>Grand Total</b>	<b>66,656</b>	<b>100.0%</b>	

There was no major difference between the total average age of female and male students, recorded at 26 and 27 years, respectively (Figure 1.3). The average age of students who enrolled for Bachelors, Bachelor Honours and professional bachelor's degrees ranged from 23 to 25. Of all the undergraduates, students who were enrolled for certificates and diplomas were slightly older than others, with an average age of 28 years for male and 30 years old for female students (Figure 1.3).



**Figure 1.3 Average Age by NQF Qualification Type and Sex, 2020**

### 1.6 Enrolment by Age and by Sex

The information in Table 1.6 shows that female students' enrolment remained above 60 per cent in all age groups, a trend similar to the gender representation of the overall total. Much higher female proportions after age group 25-29 indicates that a large proportion of female students are either pursuing further education or started studies at an older age than male students.

**Table 1.6 Enrolment by Age and by Sex, 2020**

Age Group	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Less than 20	2,646	4,289	6,935	39.1%	60.9%	100.0%
20	2,265	3,726	5,991	37.8%	62.2%	100.0%
21	2,448	4,166	6,614	37.0%	63.0%	100.0%
22	2,396	3,779	6,175	38.8%	61.2%	100.0%
23	1,915	2,899	4,814	39.8%	60.2%	100.0%
24	1,579	2,500	4,079	38.7%	61.3%	100.0%
25-29	4,612	9,546	14,158	32.6%	67.4%	100.0%
30-39	3,509	9,663	13,172	26.6%	73.4%	100.0%
40-49	1,167	2,974	4,141	28.2%	71.8%	100.0%
50 and +	178	399	577	30.9%	69.2%	100.0%
Grand Total	22,715	43,941	66,656	34.1%	65.9%	100.0%



## 1.7 Enrolment by Offering Type and by Sex

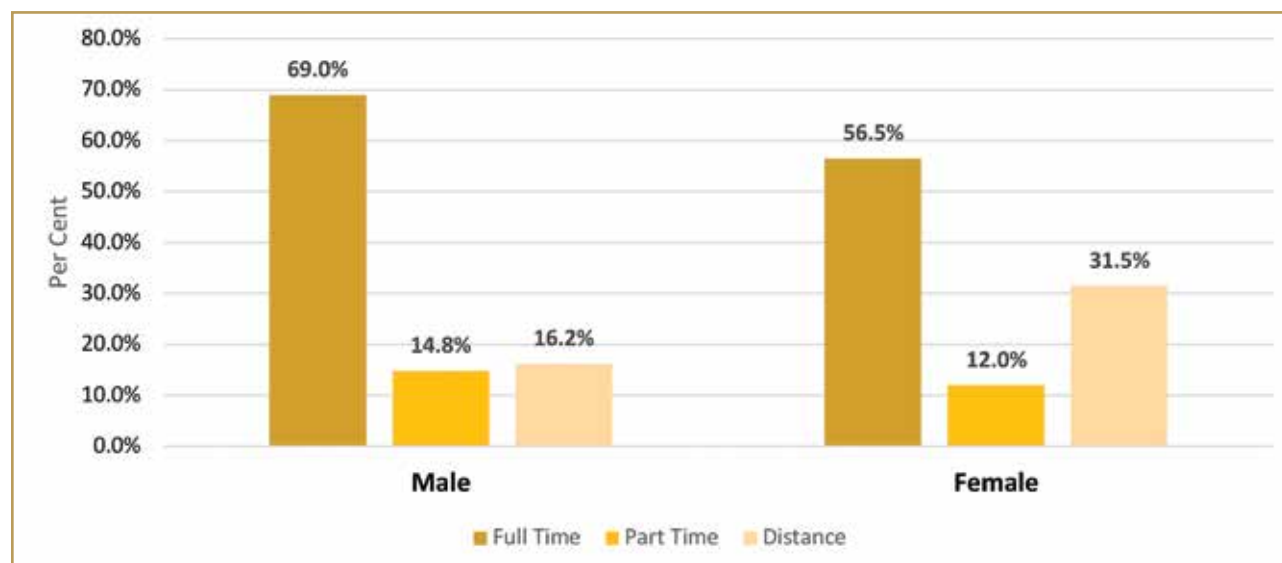
Higher education is offered in three different modes, namely full-time, part-time and distance. In 2020, 40,512 (61 per cent) students were enrolled for full-time study, followed by distance education (26.3 per cent), as reflected in Table 1.7.

**Table 1.7 Enrolment by Offering Type and by Sex, 2020**

Offering Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Full Time	15,677	24,835	40,512	69.0%	56.5%	60.8%
Part Time	3,359	5,257	8,616	14.8%	12.0%	12.9%
Distance	3,679	13,849	17,528	16.2%	31.5%	26.3%
Grand Total	22,715	43,941	66,656	100.0%	100.0%	100.0%

It is however worth noting that of all male students, just over two-thirds (69 per cent) were studying full-time, slightly higher than the proportions of female students at 56.5 per cent. In contrast, only 16 per cent of male students were studying through distance compared to about 32 per cent of female students (Figure 1.4).

**Figure 1.4 Enrolment by Offering Type, 2020**



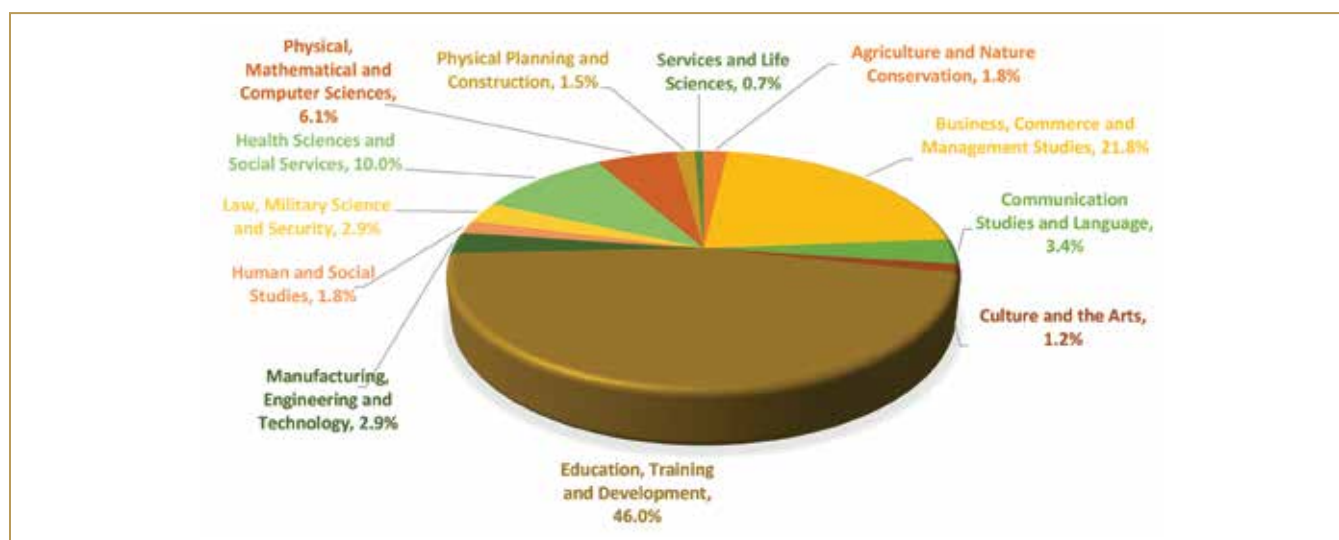
When the mode of study (offering type) was disaggregated by the HEIs, most of the students (91 per cent of full time; 97 per cent of part time; and 42 per cent of distance students) were in the three universities (UNAM, NUST and IUM) (Table 1.8). Institutions such as NAMCOL, IOL, Headstart and ALI only offered qualifications through distance mode of learning whereas Botho, Tulipohamba, Welwitchia and the faith based HEIs such as St. Charles and Philippi Trust only offered education through full-time mode.

**Table 1.8 Student Enrolments by Higher Education Institution and by Offering Type, 2020**

Higher Education Institution	Number				Per Cent			
	Offering type			Total	Offering type			Total
	Full Time	Part Time	Distance		Full Time	Part Time	Distance	
ALI	0	0	30	30	0.0%	0.0%	0.2%	0.0%
Botho	21	0	0	21	0.1%	0.0%	0.0%	0.0%
Headstart Montessori	0	0	448	448	0.0%	0.0%	2.6%	0.7%
IOL	0	0	4,473	4,473	0.0%	0.0%	25.5%	6.7%
IUM	7,770	2,626	0	10,396	19.2%	30.5%	0.0%	15.6%
ITC-LINGUA	380	218	152	750	0.9%	2.5%	0.9%	1.1%
Monitronic	495	13	3	511	1.2%	0.2%	0.0%	0.8%
NAMCOL	0	0	4,939	4,939	0.0%	0.0%	28.2%	7.4%
NETS	25	8	0	33	0.1%	0.1%	0.0%	0.0%
NUST	7,063	3,071	2,063	12,197	17.4%	35.6%	11.8%	18.3%
Philippi Trust	11	0	0	11	0.0%	0.0%	0.0%	0.0%
St. Charles Lwanga	50	0	0	50	0.1%	0.0%	0.0%	0.1%
Triumphant	750	53	75	878	1.9%	0.6%	0.4%	1.3%
Tulipohamba TAI	91	0	0	91	0.2%	0.0%	0.0%	0.1%
UNAM	22,244	2,627	5,345	30,216	54.9%	30.5%	30.5%	45.3%
Welwitchia HTC	1,612	0	0	1,612	4.0%	0.0%	0.0%	2.4%
<b>Grand Total</b>	<b>40,512</b>	<b>8,616</b>	<b>17,528</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 1.8 Enrolment by NQF Field of Learning

The predominant fields of learning were Education, Training and Development (46 per cent) and Business, Commerce and Management Studies (22 per cent) as illustrated in Figure 1.5.

**Figure 1.5 Enrolment by NQF Field of Learning (per cent), 2020**

Half of the female students were enrolled in Education, Training and Development field (Table 1.9). Although the male student enrolment proportions were also dominant in the same field, it was much lower at 34.9 per cent.

**Table 1.9 Enrolment by NQF Field of Learning and by Sex, 2020**

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	601	630	1,231	2.7%	1.4%	1.9%
Business, Commerce and Management Studies	5,555	9,005	14,560	24.5%	20.5%	21.8%
Communication Studies and Language	921	1,360	2,281	4.1%	3.1%	3.4%
Culture and the Arts	224	572	796	1.0%	1.3%	1.2%
Education, Training and Development	7,937	22,745	30,682	34.9%	51.8%	46.0%
Manufacturing, Engineering and Technology	1,400	511	1,911	6.2%	1.2%	2.9%
Human and Social Studies	426	746	1,172	1.9%	1.7%	1.8%
Law, Military Science and Security	954	949	1,903	4.2%	2.2%	2.9%
Health Sciences and Social Services	1,531	5,117	6,648	6.7%	11.7%	10.0%
Physical, Mathematical and Computer Sciences	2,414	1,626	4,040	10.6%	3.7%	6.1%
Physical Planning and Construction	597	390	987	2.6%	0.9%	1.5%
Services and Life Sciences	155	290	445	0.7%	0.7%	0.7%
<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

In total, approximately 22 per cent of students were enrolled in the Science, Technology, Engineering and Mathematical (STEM) fields (Table 1.10). Male students' proportion was higher than their female counterparts, 29 per cent compared to 18 per cent. Female students in STEM were mainly concentrated in Health Sciences and Social Services (12 per cent). On the contrary, most male students in the STEM fields pursued qualifications in Physical, Mathematical and Computer Sciences (10.6 per cent), Health Sciences and Social Services (6.7 per cent) and Manufacturing, Engineering and Technology (6.2 per cent) fields.

**Table 1.10 Enrolment by STEM and Non-STEM NQF Fields of Learning, 2020**

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	601	630	1,231	2.6%	1.4%	1.8%
Manufacturing, Engineering and Technology	1,400	511	1,911	6.2%	1.2%	2.9%
Health Sciences and Social Services	1,531	5,117	6,648	6.7%	11.6%	10.0%
Physical, Mathematical and Computer Sciences	2,414	1,626	4,040	10.6%	3.7%	6.1%
Physical Planning and Construction	597	390	987	2.6%	0.9%	1.5%
<b>Total STEM Fields</b>	<b>6,476</b>	<b>8,017</b>	<b>14,493</b>	<b>28.5%</b>	<b>18.2%</b>	<b>21.7%</b>
Business, Commerce and Management Studies	5,555	9,005	14,560	24.5%	20.5%	21.8%
Communication Studies and Language	921	1,360	2,281	4.1%	3.1%	3.4%
Culture and the Arts	224	572	796	1.0%	1.3%	1.2%
Education, Training and Development	7,937	22,745	30,682	34.9%	51.8%	46.0%
Human and Social Studies	426	746	1,172	1.9%	1.7%	1.8%
Law, Military Science and Security	954	949	1,903	4.2%	2.2%	2.9%
Services and Life Sciences	155	290	445	0.7%	0.7%	0.7%
<b>Total non-STEM Fields</b>	<b>16,239</b>	<b>35,924</b>	<b>52,163</b>	<b>71.5%</b>	<b>81.8%</b>	<b>78.3%</b>
<b>Grand Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 1.9 Enrolment by NQF Qualification Type and by Sex

More than half (59.5 per cent) of the students enrolled for Bachelor (including Professional and Honours) degrees, followed by Certificates/Diplomas (33.4 per cent). Of all male students, almost two-thirds (67.6 per cent) were enrolled for Bachelor/ Professional/ Honours degrees compared to female students who represented 55.2 per cent for the same NQF qualification types. A large proportion (38.1 per cent) of female students were enrolled for Certificates and Diplomas. Masters and Doctoral degrees accounted for 3.8 per cent of the total enrolment (Table 1.11).

**Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2020**

NQF Qualification Type NQF	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Access and Foundation Programmes	669	550	1,219	2.9%	1.3%	1.8%
Certificates/Diplomas (Level 5-7)	5,279	16,977	22,256	23.2%	38.6%	33.4%
Bachelor (Level 7-8)	5,029	5,141	10,170	22.1%	11.7%	15.3%
Professional Bachelor (Level 8)	2,416	3,897	6,313	10.6%	8.9%	9.5%
Bachelor Honours (Level 8)	7,933	15,191	23,124	34.9%	34.6%	34.7%
Postgraduate Cert/ Dipl. (Level 7-8)	310	509	819	1.4%	1.2%	1.2%
Master (Level 9)	738	1,248	1,986	3.2%	2.8%	3.0%
Doctoral (Level 10)	341	428	769	1.5%	1.0%	1.2%
<b>Grand Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 1.10 New and Repeating Students by Sex

The progression and repetition rates determine the internal efficiency of an education system. Table 1.12 indicates that about 72 per cent of the students were either in their first year or had progressed to the next year of study, while about 28 per cent were repeating a year of study. The information shows that the total number of repeaters was almost 19,000 students out of a student population of 66,656. When compared within sexes, male students who were repeating were about one-third of all male students compared to female students repeaters who were about one-quarter of all female students, meaning male students are frequent repeaters than female students. For public HEIs, the repetition proportions are one-third of enrolment and male students repetition is much higher at 37 per cent. For private HEIs repetition is low even for male students perhaps because in most private institutions students are allowed to progress to the next year of study although they have major workload not completed in the previous year of study.

**Table 1.12 New and Repeating Students by Type of HEI by Sex, 2020**

Type of HEI	New or Repeater	Number			Per cent within Sex		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Public HEIs	New	10,942	21,239	32,181	63.0%	70.8%	68.0%
	Repeater	6,419	8,752	15,171	37.0%	29.2%	32.0%
	Total	17,361	29,991	47,352	100.0%	100.0%	100.0%
Private HEIs	New	4,178	11,508	15,686	78.0%	82.5%	81.3%
	Repeater	1,176	2,442	3,618	22.0%	17.5%	18.7%
	Total	5,354	13,950	19,304	100.0%	100.0%	100.0%
Total	New	15,120	32,747	47,867	66.6%	74.5%	71.8%
	Repeater	7,595	11,194	18,789	33.4%	25.5%	28.2%
	Grand Total	22,715	43,941	66,656	100.0%	100.0%	100.0%

### 1.11 New and Repeating Students by Year of Study and by Sex

When information is presented by year of study, it provides an opportunity to analyse progression and retention. The first-year new students are regarded as new entrants to higher education and this information allows analysis of transition between general and higher education. Table 1.13 presents the percentage of new and repeating students within each year of study by sex. Besides the third-year students who represented the highest proportion of repeaters (one-third), repetition was generally high at about one-quarter for the first-, second- and fourth-year students. Male students were more prone to repeating compared to female students. The students from medical field study up to the sixth year and their repetition was much lower.



**Table 1.13 New and Repeating Students by Year of Study and by Sex, 2020**

Year of Study		Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Year 1	New	6,754	11,902	18,656			
	Repeater	2,611	4,137	6,748	27.9%	25.8%	26.6%
	Total	9,365	16,039	25,404			
Year 2	New	3,928	9,009	12,937			
	Repeater	2,088	2,649	4,737	34.7%	22.7%	26.8%
	Total	6,016	11,658	17,674			
Year 3	New	2,777	7,771	10,548			
	Repeater	2,142	3,157	5,299	43.5%	28.9%	33.4%
	Total	4,919	10,928	15,847			
Year 4	New	1,621	3,938	5,559			
	Repeater	743	1,245	1,988	31.4%	24.0%	26.3%
	Total	2,364	5,183	7,547			
Year 5	New	22	72	94			
	Repeater	8	4	12	26.7%	5.3%	11.3%
	Total	30	76	106			
Year 6	New	18	55	73			
	Repeater	3	2	5	14.3%	3.5%	6.4%
	Total	21	57	78			
Total	New	15,120	32,747	47,867			
	Repeater	7,595	11,194	18,789	33.4%	25.5%	28.2%
	Total	22,715	43,941	66,656			

## 1.12 Enrolment by Region of Origin

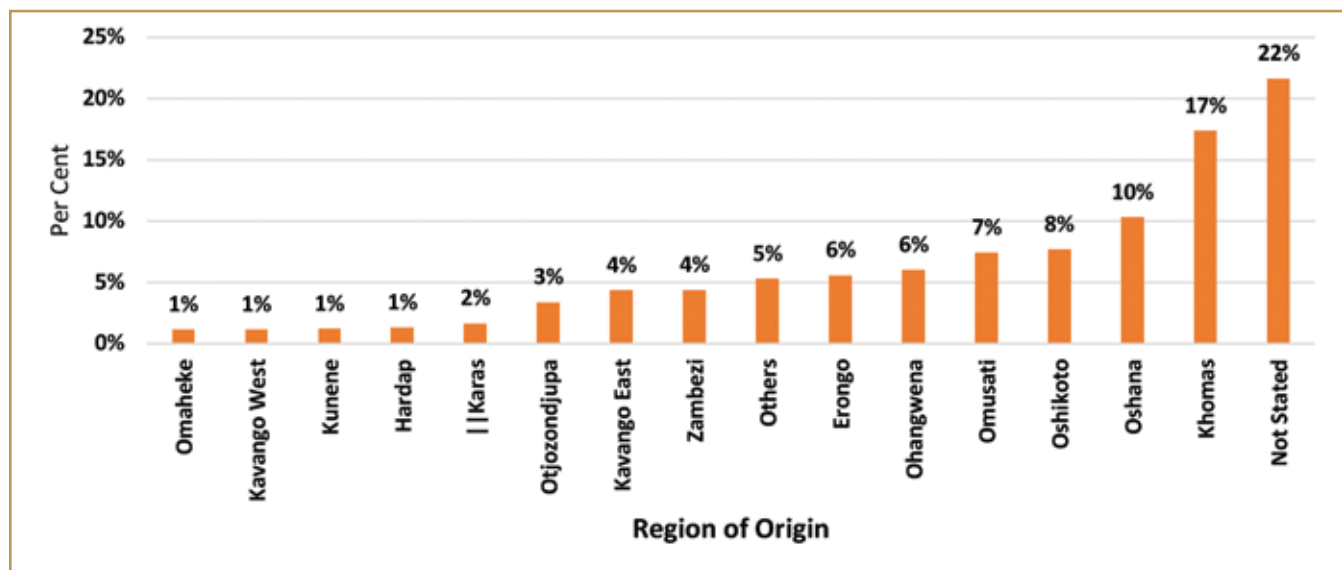
The region in which students completed Grade 12 was used as a proxy for the Region of Origin. Table 1.14 and Figure 1.6 present enrolment by region. It was observed that students from Khomas Region represented the highest proportion (17.4 per cent) of students in HEIs, followed by Oshana Region with 10 per cent. Students from Kunene, Hardap, Kavango West and Omaheke region accounted for less than 2 per cent. The large proportion of students without information on region of origin ('Not Stated' 21.6 per cent) underestimates the enrolment, especially of populous regions such as Khomas and Oshana. Only about 5 per cent of students were from elsewhere, when they joined higher education, mainly from other countries.

**Table 1.14 Enrolment by Region of Origin, 2020**

Region of Grade 12	Number	Per Cent	Cumulative Per Cent
Erongo	3,715	5.6%	5.6%
Hardap	876	1.3%	6.9%
Karas	1,105	1.7%	8.5%
Kavango East	2,893	4.3%	12.9%
Kavango West	776	1.2%	14.0%
Khomas	11,584	17.4%	31.4%
Kunene	815	1.2%	32.7%
Ohangwena	4,021	6.0%	38.7%
Omaheke	775	1.2%	39.8%
Omusati	4,960	7.4%	47.3%
Oshana	6,880	10.3%	57.6%
Oshikoto	5,136	7.7%	65.3%
Otjozondjupa	2,251	3.4%	68.7%
Zambezi	2,920	4.4%	73.1%
Others	3,525	5.3%	78.4%
Not Stated	14,424	21.6%	100.0%
<b>Total</b>	<b>66,656</b>	<b>100.0%</b>	

\*Region of origin is the Region in which students completed Grade 12

**Figure 1.6 Enrolment by Region of Origin, 2020**



### 1.13 Enrolment by NQF Field of Learning and by Region of Origin

There was no major difference in preference of NQF Field of Learning by students from respective regions. This observation holds true for both STEM and Non-STEM Fields (Tables 1.15a & b). However, most students (more than half) from Kunene, Kavango West, Omaheke, Oshana, Kavango East, Zambezi and Ohangwena regions opted to pursue the Education, Training and Development field of study (Table 1.15b).

Table 1.15(a) Enrolment by Region of Origin and by NQF Field of Learning, 2020

Region of School (Grade12)	NQF Field of Learning												Total
	Agriculture and Nature Conservation	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Manufacturing, Engineering and Technology	Human and Social Studies	Law, Military Science and Security	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	
Erongo	36	880	94	38	1,914	108	35	83	236	200	68	23	3,715
Hardap	13	273	15	13	385	13	21	15	62	44	13	9	876
!Karas	10	342	33	8	431	41	23	38	84	53	24	18	1,105
Kavango East	36	524	83	9	1,554	89	34	74	343	116	24	7	2,893
Kavango West	4	81	17	8	457	21	11	15	117	34	5	6	776
Khomas	174	3,620	399	216	3,674	453	244	492	889	903	340	180	11,584
Kunene	16	131	11	6	527	21	9	14	42	26	4	8	815
Ohangwena	64	634	213	19	2,113	128	40	68	450	215	46	31	4,021
Omaheke	9	159	19	5	448	7	12	17	60	27	7	5	775
Omusati	99	856	232	24	2,358	199	73	87	682	230	91	29	4,960
Oshana	82	1,245	174	31	3,963	152	70	137	620	317	68	21	6,880
Oshikoto	92	1,015	160	33	2,425	177	69	107	642	305	90	21	5,136
Otjozondjupa	41	554	43	28	1,018	60	34	70	220	136	29	18	2,251
Zambezi	63	564	101	23	1,567	46	62	114	197	152	21	10	2,920
Others	59	1,232	86	62	1,007	133	82	30	351	350	83	50	3,525
Not Stated	433	2,450	601	273	6,841	263	353	542	1,653	932	74	9	14,424
Total	1,231	14,560	2,281	796	30,682	1,911	1,172	1,903	6,648	4,040	987	445	66,656



**Table 1.15(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2020**

Region of School (Grade12)	NQF Field of Learning												Total
	Agriculture and Nature Conservation	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Manufacturing, Engineering and Technology	Human and Social Studies	Law, Military Science and Security	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	
Erongo	1.0%	23.7%	2.5%	1.0%	51.5%	2.9%	0.9%	2.2%	6.4%	5.4%	1.8%	0.6%	100.0%
Hardap	1.5%	31.2%	1.7%	1.5%	43.9%	1.5%	2.4%	1.7%	7.1%	5.0%	1.5%	1.0%	100.0%
!Karas	0.9%	31.0%	3.0%	0.7%	39.0%	3.7%	2.1%	3.4%	7.6%	4.8%	2.2%	1.6%	100.0%
Kavango East	1.2%	18.1%	2.9%	0.3%	53.7%	3.1%	1.2%	2.6%	11.9%	4.0%	0.8%	0.2%	100.0%
Kavango West	0.5%	10.4%	2.2%	1.0%	58.9%	2.7%	1.4%	1.9%	15.1%	4.4%	0.6%	0.8%	100.0%
Khomas	1.5%	31.3%	3.4%	1.9%	31.7%	3.9%	2.1%	4.2%	7.7%	7.8%	2.9%	1.6%	100.0%
Kunene	2.0%	16.1%	1.3%	0.7%	64.7%	2.6%	1.1%	1.7%	5.2%	3.2%	0.5%	1.0%	100.0%
Ohangwena	1.6%	15.8%	5.3%	0.5%	52.5%	3.2%	1.0%	1.7%	11.2%	5.3%	1.1%	0.8%	100.0%
Omaheke	1.2%	20.5%	2.5%	0.6%	57.8%	0.9%	1.5%	2.2%	7.7%	3.5%	0.9%	0.6%	100.0%
Omusati	2.0%	17.3%	4.7%	0.5%	47.5%	4.0%	1.5%	1.8%	13.8%	4.6%	1.8%	0.6%	100.0%
Oshana	1.2%	18.1%	2.5%	0.5%	57.6%	2.2%	1.0%	2.0%	9.0%	4.6%	1.0%	0.3%	100.0%
Oshikoto	1.8%	19.8%	3.1%	0.6%	47.2%	3.4%	1.3%	2.1%	12.5%	5.9%	1.8%	0.4%	100.0%
Otjozondjupa	1.8%	24.6%	1.9%	1.2%	45.2%	2.7%	1.5%	3.1%	9.8%	6.0%	1.3%	0.8%	100.0%
Zambezi	2.2%	19.3%	3.5%	0.8%	53.7%	1.6%	2.1%	3.9%	6.7%	5.2%	0.7%	0.3%	100.0%
Others	1.7%	35.0%	2.4%	1.8%	28.6%	3.8%	2.3%	0.9%	10.0%	9.9%	2.4%	1.4%	100.0%
Not Stated	3.0%	17.0%	4.2%	1.9%	47.4%	1.8%	2.4%	3.8%	11.5%	6.5%	0.5%	0.1%	100.0%
<b>Total</b>	<b>1.8%</b>	<b>21.8%</b>	<b>3.4%</b>	<b>1.2%</b>	<b>46.0%</b>	<b>2.9%</b>	<b>1.8%</b>	<b>2.9%</b>	<b>10.0%</b>	<b>6.1%</b>	<b>1.5%</b>	<b>0.7%</b>	<b>100.0%</b>

### 1.14 Enrolment by Region of Campus and by Sex

HEIs are represented in most regions, by either a campus or a distance education centre. The highest proportion of students (59.6 per cent) –were enrolled in Khomas region where the capital city is situated, followed by Oshana Region at 18.7 per cent (Table 1.16).

**Table 1.16 Enrolment by Region of Campus and by Sex, 2020**

Region of Campus	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Erongo	664	2,113	2,777	2.9%	4.8%	4.2%
Hardap	2	17	19	0.0%	0.0%	0.0%
Karas	348	919	1,267	1.5%	2.1%	1.9%
Kavango East	1,772	2,929	4,701	7.8%	6.7%	7.1%
Kavango West	514	792	1,306	2.3%	1.8%	2.0%
Khomas	14,418	25,291	39,709	63.5%	57.6%	59.6%
Kunene	45	59	104	0.2%	0.1%	0.2%
Ohangwena	73	124	197	0.3%	0.3%	0.3%
Omaheke	53	86	139	0.2%	0.2%	0.2%
Omusati	157	184	341	0.7%	0.4%	0.5%
Oshana	3,204	9,255	12,459	14.1%	21.1%	18.7%
Oshikoto	169	209	378	0.7%	0.5%	0.6%
Otjozondjupa	191	582	773	0.8%	1.3%	1.2%
Zambezi	1,105	1,381	2,486	4.9%	3.1%	3.7%
<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 1.15 Enrolment by Financial Sponsor

Funding of higher education is regarded as one of the main factors that determines access to higher education. In the year under review, 64.4 per cent of students were either self-funded or funded by parents or guardians, while the Namibia Student Financial Assistance Fund (NSFAF) funded about 33 per cent (Table 1.17a). Other Public Institutions funded 0.7 per cent whereas Private Institutions funded 1.5 per cent of the students.

**Table 1.17 a) Enrolment by Financial Sponsor and by Sex, 2020**

Financial Sponsor	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Parent or Guardian/ Self-funded	13,887	29,040	42,927	61.1%	66.1%	64.4%
NSFAF	7,913	13,900	21,813	34.8%	31.6%	32.7%
Other Public	228	264	492	1.0%	0.6%	0.7%
Private Institutions	503	523	1,026	2.2%	1.2%	1.5%
Others	182	213	395	0.8%	0.5%	0.6%
<b>Total</b>	<b>22,713</b>	<b>43,940</b>	<b>66,653</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

NSFAF allocate funds based on social background, annual parent/own income and on priority fields. It is therefore important to analyse further the students financial assistance by NQF field of learning to collate the information with priority fields. One quarter (26 per cent) of NSFAF funded students were studying in STEM fields (Table 1.17b).

Considering that only 21 per cent of all students were in the STEM fields is an indication that funding is skewed to STEM fields which are part of the priority fields. Some students who are pursuing education programmes such as science subjects also fall under priority fields for funding although it is grouped under non-STEM fields, thereby under-estimating the STEM proportions.

**Table 1.17 b) Students Funded by NQF Field of Learning and by Sex, 2020**

Qualification NQF Field of Learning	Number			Per Cent within Sex		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	263	285	548	3.3%	2.1%	2.5%
Physical Planning and Construction	266	186	452	3.4%	1.3%	2.1%
Physical, Mathematical and Computer Sciences	810	545	1,355	10.2%	3.9%	6.2%
Health Sciences and Social Services	642	2,015	2,657	8.1%	14.5%	12.2%
Manufacturing, Engineering and Technology	518	193	711	6.5%	1.4%	3.3%
<b>STEM Fields Total</b>	<b>2,499</b>	<b>3,224</b>	<b>5,723</b>	<b>31.6%</b>	<b>23.2%</b>	<b>26.2%</b>
Education, Training and Development	3,245	7,279	10,524	41.0%	52.4%	48.2%
Culture and the Arts	64	171	235	0.8%	1.2%	1.1%
Human and Social Studies	73	256	329	0.9%	1.8%	1.5%
Law, Military Science and Security	334	342	676	4.2%	2.5%	3.1%
Communication Studies and Language	156	380	536	2.0%	2.7%	2.5%
Business, Commerce and Management Studies	1,501	2,196	3,697	19.0%	15.8%	16.9%
Services and Life Sciences	41	52	93	0.5%	0.4%	0.4%
<b>Non-STEM Fields Total</b>	<b>5,414</b>	<b>10,676</b>	<b>16,090</b>	<b>68.4%</b>	<b>76.8%</b>	<b>73.8%</b>
<b>Total</b>	<b>7,913</b>	<b>13,900</b>	<b>21,813</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 1.16 Enrolment by Nationality

Approximately 97 per cent of the students were Namibians (Table 1.18a). The rest were mainly from Zimbabwe (1.2 per cent) and Angola (0.8 per cent). Students from 'Other SADC Countries' and 'Other African Countries' constituted 0.4 per cent, whereas those from overseas were less than 0.1 per cent.

**Table 1.18. a) Enrolment by Nationality, 2020**

Countr(ies)	Number		Total	Per Cent		Total
	Male	Female		Male	Female	
Namibia	21,595	42,899	64,494	95.1%	97.6%	96.8%
Angola	291	218	509	1.3%	0.5%	0.8%
Botswana	9	16	25	0.0%	0.0%	0.0%
South Africa	36	72	108	0.2%	0.2%	0.2%
Zambia	112	99	211	0.5%	0.2%	0.3%
Zimbabwe	412	416	828	1.8%	0.9%	1.2%
Other SADC Countries	158	124	282	0.7%	0.3%	0.4%
Other African Countries	90	71	161	0.4%	0.2%	0.2%
European Countries	9	11	20	0.0%	0.0%	0.0%
American Countries	0	4	4	0.0%	0.0%	0.0%
Asian and Oceanic Countries	3	11	14	0.0%	0.0%	0.0%
<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

It is interesting to know the NQF field of learning that attracted expatriate students to HEIs in Namibia and the fields that are dominated by Namibian students. The proportions of Angolan students were more than the average in the business, manufacturing and natural sciences fields. The proportions of South African students were much more than the average in the agriculture, culture, human and physical planning fields. The proportions of Zambian students were much more than the average in all the fields except education, health and law fields. The proportions of Zimbabwean students were more than the average in all the fields except education and human fields. The proportions of Namibian were higher than the average in the education field

Table 1.18. b) Countr(ies) Enrolment by Qualification NQF Field of Learning, 2020

Country(ies)	Total Number	Qualification NQF Field of Learning (Per Cent Within Nationality)												Total (Per Cent)
		Agriculture and Nature Conservation	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Manufacturing, Engineering and Technology	Human and Social Studies	Law, Military Science and Security	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	
Namibia	64,494	1.8%	21.2%	3.4%	1.1%	47.4%	2.7%	1.7%	2.9%	10.0%	5.7%	1.4%	0.6%	100.0%
Angola	509	0.6%	60.9%	0.8%	0.6%	0.4%	6.5%	1.0%	0.4%	2.2%	23.2%	1.2%	2.4%	100.0%
Botswana	25	0.0%	40.0%	0.0%	20.0%	0.0%	0.0%	12.0%	0.0%	4.0%	4.0%	12.0%	8.0%	100.0%
South Africa	108	13.0%	13.9%	1.9%	4.6%	37.0%	0.0%	12.0%	0.9%	8.3%	2.8%	4.6%	0.9%	100.0%
Zambia	211	7.1%	40.8%	5.7%	2.4%	4.7%	4.3%	4.3%	1.4%	7.1%	13.7%	6.6%	1.9%	100.0%
Zimbabwe	828	2.1%	32.5%	5.0%	4.6%	6.6%	5.8%	5.2%	2.4%	13.4%	14.7%	5.3%	2.4%	100.0%
Other SADC Countries	282	1.1%	55.0%	2.1%	2.5%	1.1%	12.1%	2.5%	0.4%	5.7%	10.3%	5.7%	1.8%	100.0%
Other African Countries	161	1.9%	23.6%	2.5%	1.2%	9.9%	10.6%	4.3%	1.9%	18.6%	21.1%	2.5%	1.9%	100.0%
European Countries	20	0.0%	5.0%	10.0%	0.0%	20.0%	20.0%	10.0%	5.0%	20.0%	5.0%	5.0%	0.0%	100.0%
American Countries	4	25.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	100.0%
Asian and Oceanic Countries	14	0.0%	28.6%	14.3%	7.1%	21.4%	0.0%	0.0%	0.0%	14.3%	14.3%	0.0%	0.0%	100.0%
Grand Total	66,656	1.8%	21.8%	3.4%	1.2%	46.0%	2.9%	1.8%	2.9%	10.0%	6.1%	1.5%	0.7%	100.0%



### 1.17 Enrolment by Nationality and by Sex

Of the total non-Namibians, female students outnumbered male students, at 52 per cent (Table 1.19).

**Table 1.19 Enrolment by Nationality and by Sex, 2020**

Nationality	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Namibian	21,595	42,899	64,494	33.5%	66.5%	100.0%
Non-Namibian	1,120	1,042	2,162	51.8%	48.2%	100.0%
<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>34.1%</b>	<b>65.9%</b>	<b>100.0%</b>

## CHAPTER 2: EXAMINATION RESULTS

Examination results also referred to as progression status, is categorised into obtain qualification, pass, fail, continuing and absent. This chapter focuses on the examination results for the 2020 academic year by Sex, NQF Fields of Learning, Offering Type and NQF Qualification Type, both for public and private HEIs.

While public HEIs have pre-requisites for most of the modules for advancing to the next year of study, students at most private college's students are allowed to proceed to enrol for modules in the next year of study while repeating major workload from the previous year. This approach makes it difficult to compare the passing, failure and repetition rates between public and private institutions except for the completed studies which is used to derive graduation rate.

### 2.1 Examination Results by Sex

Table 2.1(a) presents examination results within the examination categories. A total of 12,614 students completed studies, 37,622 passed the year while 13,608 failed the year of study (Table 2.1 a). By comparing the percentage of students completing studies to those enrolled, male students had a lower rate of completing studies (28.7 per cent) compared to proportions of total enrolled male students (34.1 per cent). The opposite was true for female students as those who completed studies (71.3 per cent) were high compared to proportions of those who were enrolled (65.9 per cent). In the category of those who passed a year of study, the gender differences were similar between those who completed studies and total enrolment (66.6 per cent female students and 33.4 per cent for male students). The male students were likely to repeat as their failure proportions (41.5 per cent) were way above male enrolment proportions of 34.1 percent. The percentage of female students who failed was lower than the proportions of female students enrolled.

**Table 2.1 a) Examination Results by Sex, 2020**

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,448	5,564	8,012	30.6%	69.4%	100.0%
Pass	9,765	17,043	26,808	36.4%	63.6%	100.0%
Fail	4,327	5,554	9,881	43.8%	56.2%	100.0%
Continuing (Master's and PhD)	544	897	1,441	37.8%	62.2%	100.0%
Absent	277	933	1,210	22.9%	77.1%	100.0%
<b>Public HEIs</b>	<b>17,361</b>	<b>29,991</b>	<b>47,352</b>	<b>36.7%</b>	<b>63.3%</b>	<b>100.0%</b>
Completed Studies	1,169	3,433	4,602	25.4%	74.6%	100.0%
Pass	2,810	8,004	10,814	26.0%	74.0%	100.0%
Fail	1,322	2,405	3,727	35.5%	64.5%	100.0%
Continuing (Master's and PhD)	29	48	77	37.7%	62.3%	100.0%
Absent	24	60	84	28.6%	71.4%	100.0%
<b>Private HEIs</b>	<b>5,354</b>	<b>13,950</b>	<b>19,304</b>	<b>27.7%</b>	<b>72.3%</b>	<b>100.0%</b>
Completed Studies	3,617	8,997	12,614	28.7%	71.3%	100.0%
Pass	12,575	25,047	37,622	33.4%	66.6%	100.0%
Fail	5,649	7,959	13,608	41.5%	58.5%	100.0%
Continuing (Master's and PhD)	573	945	1,518	37.7%	62.3%	100.0%
Absent	301	993	1,294	23.3%	76.7%	100.0%
<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>34.1%</b>	<b>65.9%</b>	<b>100.0%</b>



Table 2.1(b) presents examination results within the sex categories. About 19 per cent of the total students completed studies (obtained qualifications). Slightly above half (56.4 per cent) of the students progressed to the next year of study and approximately 20 per cent failed their examinations (Table 2.1 b). There were significant differences in failure rates recorded between sexes i.e., 24.9 per cent for male students compared to 18.1 per cent for female students.

**Table 2.1 b) Examination Results by Type of HEI by Sex, 2020**

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,448	5,564	8,012	14.1%	18.6%	16.9%
Pass	9,765	17,043	26,808	56.2%	56.8%	56.6%
Fail	4,327	5,554	9,881	24.9%	18.5%	20.9%
Continuing (Master's and PhD)	544	897	1,441	3.1%	3.0%	3.0%
Absent	277	933	1,210	1.6%	3.1%	2.6%
<b>Public HEIs</b>	<b>17,361</b>	<b>29,991</b>	<b>47,352</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Completed Studies	1,169	3,433	4,602	21.8%	24.6%	23.8%
Pass	2,810	8,004	10,814	52.5%	57.4%	56.0%
Fail	1,322	2,405	3,727	24.7%	17.2%	19.3%
Continuing (Master's and PhD)	29	48	77	0.5%	0.3%	0.4%
Absent	24	60	84	0.4%	0.4%	0.4%
<b>Private HEIs</b>	<b>5,354</b>	<b>13,950</b>	<b>19,304</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Completed Studies	3,617	8,997	12,614	15.9%	20.5%	18.9%
Pass	12,575	25,047	37,622	55.4%	57.0%	56.4%
Fail	5,649	7,959	13,608	24.9%	18.1%	20.4%
Continuing (Master's and PhD)	573	945	1,518	2.5%	2.2%	2.3%
Absent	301	993	1,294	1.3%	2.3%	1.9%
<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 2.1 c) focuses on examination results by higher education institutions. Among the three universities, there were no meaningful differences on the proportions of students who completed studies between IUM (21.3 per cent) and NUST (20.8 per cent), but UNAM (14.5 per cent) was much lower. The proportions of graduates completing studies at other individual institutions were higher than those of the three universities.

**Table 2.1 c) Examination Results by HEI Name by Sex, 2020**

HEI Name	Examination Results/Annual Result Code	Number			Per Cent		
		Male	Female	Total	Male	Female	Total
UNAM	Completed Studies	1,291	3,098		12.0%	15.9%	14.5%
	Pass	5,838	10,395	16,233	54.1%	53.5%	53.7%
	Fail	2,859	4,125	6,984	26.5%	21.2%	23.1%
	Continuing (Master's and PhD)	544	897	1,441	5.0%	4.6%	4.8%
	Absent	255	914	1,169	2.4%	4.7%	3.9%
	<b>Total</b>	<b>10,787</b>	<b>19,429</b>	<b>30,216</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
NUST	Completed Studies	1,081	1,451	2,532	17.8%	23.6%	20.8%
	Pass	3,578	3,745	7,323	59.1%	61.0%	60.0%
	Fail	1,376	925	2,301	22.7%	15.1%	18.9%
	Absent	22	19	41	0.4%	0.3%	0.3%
	<b>Total</b>	<b>6,057</b>	<b>6,140</b>	<b>12,197</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
IUM	Completed Studies	601	1,612	2,213	18.7%	22.5%	21.3%
	Pass	1,476	3,407	4,883	45.9%	47.5%	47.0%
	Fail	1,112	2,111	3,223	34.6%	29.4%	31.0%
	Continuing (Master's and PhD)	29	48	77	0.9%	0.7%	0.7%
	<b>Total</b>	<b>3,218</b>	<b>7,178</b>	<b>10,396</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
NAMCOL	Completed Studies	76	1,015	1,091	14.7%	23.0%	22.1%
	Pass	349	2,903	3,252	67.5%	65.6%	65.8%
	Fail	92	504	596	17.8%	11.4%	12.1%
	<b>Total</b>	<b>517</b>	<b>4,422</b>	<b>4,939</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
IOL	Completed Studies	136	890	1,026	17.9%	24.0%	22.9%
	Pass	612	2,712	3,324	80.5%	73.0%	74.3%
	Fail	12	111	123	1.6%	3.0%	2.7%
	<b>Total</b>	<b>760</b>	<b>3,713</b>	<b>4,473</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Welwitchia HTC	Completed Studies	23	153	176	7.9%	11.6%	10.9%
	Pass	263	1,147	1,410	90.1%	86.9%	87.5%
	Fail	6	19	25	2.1%	1.4%	1.6%
	Absent	0	1	1	0.0%	0.1%	0.1%
	<b>Total</b>	<b>292</b>	<b>1,320</b>	<b>1,612</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Triumphant	Completed Studies	101	137	238	21.8%	33.0%	27.1%
	Pass	227	182	409	49.0%	43.9%	46.6%
	Fail	122	74	196	26.3%	17.8%	22.3%
	Absent	13	22	35	2.8%	5.3%	4.0%
	<b>Total</b>	<b>463</b>	<b>415</b>	<b>878</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
ITC-Lingua	Completed Studies	107	275	382	43.3%	54.7%	50.9%
	Pass	74	152	226	30.0%	30.2%	30.1%
	Fail	58	57	115	23.5%	11.3%	15.3%
	Absent	8	19	27	3.2%	3.8%	3.6%
	<b>Total</b>	<b>247</b>	<b>503</b>	<b>750</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Monitronic	Completed Studies	181	202	383	71.5%	78.3%	75.0%

**Table 2.1 c) Examination Results by HEI Name by Sex, 2020 - continue**

HEI Name	Examination Results/Annual Result Code	Number			Per Cent		
		Male	Female	Total	Male	Female	Total
	Pass	72	56	128	28.5%	21.7%	25.0%
	Total	253	258	511	100.0%	100.0%	100.0%
Headstart Montessori	Completed Studies	2	141	143	50.0%	31.8%	31.9%
	Pass	2	290	292	50.0%	65.3%	65.2%
	Fail	0	12	12	0.0%	2.7%	2.7%
	Absent	0	1	1	0.0%	0.2%	0.2%
	Total	4	444	448	100.0%	100.0%	100.0%
Tulipohamba	Pass	11	38	49	64.7%	51.4%	53.8%
	Fail	4	19	23	23.5%	25.7%	25.3%
	Absent	2	17	19	11.8%	23.0%	20.9%
	Total	17	74	91	100.0%	100.0%	100.0%
St. Charles Lwanga	Completed Studies	10	1	11	20.4%	100.0%	22.0%
	Pass	39	0	39	79.6%	0.0%	78.0%
	Total	49	1	50	100.0%	100.0%	100.0%
NETS	Pass	23	8	31	92.0%	100.0%	93.9%
	Fail	1	0	1	4.0%	0.0%	3.0%
	Absent	1	0	1	4.0%	0.0%	3.0%
	Total	25	8	33	100.0%	100.0%	100.0%
ALI	Completed Studies	8	22	30	100.0%	100.0%	100.0%
Botho	Pass	11	3	14	64.7%	75.0%	66.7%
	Fail	6	1	7	35.3%	25.0%	33.3%
	Total	17	4	21	100.0%	100.0%	100.0%
Philippi Trust	Pass	0	9	9	0.0%	90.0%	81.8%
	Fail	1	1	2	100.0%	10.0%	18.2%
	Total	1	10	11	100.0%	100.0%	100.0%

## 2.2 Completion of Studies by NQF Field of Learning and by Sex

As it was the case with enrolment, students who completed studies in 2020 were mainly from the field Education, Training and Development (45.2 per cent); followed by Business, Commerce and Management Studies (26.3 per cent), Health Sciences and Social Services (9.2 per cent) and Physical, Mathematical and Computer Sciences (5.3 per cent) (Table 2.2).

The percentage of students completing studies were in line with the enrolment rates for both STEM and Non-STEM fields, i.e., 18.8 versus 21.7 and 81.2 versus 78.3 respectively.

A comparison to enrolment for STEM (21.7 per cent) and non-STEM (78.3 per cent), shows a balanced throughput for both STEM and Non-STEM fields.

**Table 2.2 Students Completing Studies by NQF Field of Learning and by Sex, 2020**

Qualification NQF Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	91	105		2.5%	1.2%	1.6%
Manufacturing, Engineering and Technology	191	63	254	5.3%	0.7%	2.0%
Health Sciences and Social Services	238	920	1,158	6.6%	10.2%	9.2%
Physical, Mathematical and Computer Sciences	381	291	672	10.5%	3.2%	5.3%
Physical Planning and Construction	103	85	188	2.8%	0.9%	1.5%
<b>STEM Fields Total</b>	<b>984</b>	<b>1,382</b>	<b>2,366</b>	<b>27.2%</b>	<b>15.4%</b>	<b>18.8%</b>
Business, Commerce and Management Studies	1,072	2,246	3,318	29.6%	25.0%	26.3%
Communication Studies and Language	63	149	212	1.7%	1.7%	1.7%
Culture and the Arts	23	106	129	0.6%	1.2%	1.0%
Education, Training and Development	1,156	4,546	5,702	32.0%	50.5%	45.2%
Human and Social Studies	44	138	182	1.2%	1.5%	1.4%
Law, Military Science and Security	195	204	399	5.4%	2.3%	3.2%
Services and Life Sciences	60	144	204	1.7%	1.6%	1.6%
<b>Non-STEM Fields Total</b>	<b>2,633</b>	<b>7,615</b>	<b>10,248</b>	<b>72.8%</b>	<b>84.6%</b>	<b>81.2%</b>
<b>Grand Total</b>	<b>3,617</b>	<b>8,997</b>	<b>12,614</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 2.3 Completion of Studies by Offering Type

About 55 per cent of students completed studies through full-time mode, followed by distance at 27.6 per cent and then part-time at 17.7 per cent (Table 2.3).

**Table 2.3 Students Completing Studies by Offering Type and by Sex, 2020**

Offering Type	Number		Total	Per Cent Within Offering Type		Total	Per Cent Within sex		Total
	Male	Female		Male	Female		Male	Female	
Full Time	2,216	4,690	6,906	32.1%	67.9%	100.0%	61.3%	52.1%	54.7%
Part Time	884	1,347	2,231	39.6%	60.4%	100.0%	24.4%	15.0%	17.7%
Distance	517	2,960	3,477	14.9%	85.1%	100.0%	14.3%	32.9%	27.6%
<b>Total</b>	<b>3,617</b>	<b>8,997</b>	<b>12,614</b>	<b>28.7%</b>	<b>71.3%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 2.4 Completion of Studies by Type of Institution Type and NQF Qualification Type

The total number of students who completed studies at public HEIs stood at 64 per cent while those at private HEIs were 37 per cent [Table 2.4(a)]. About one-third (27 per cent) of Masters' students were from public HEIs.



**Table 2.4(a) Students Completing Studies by NQF Qualification Type and by Institution Type**

Qualification NQF Type	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Certificates/Diplomas (Level 5-7)	2,528	2,525	5,053	50.0%	50.0%	100.0%
Bachelor (Level 7-8)	1,688	280	1,968	85.8%	14.2%	100.0%
Bachelor Honours (Level 8)	2,622	1,317	3,939	66.6%	33.4%	100.0%
Professional Bachelor (Level 8)	767	0	767	100.0%	0.0%	100.0%
Master (Level 9)	103	280	383	26.9%	73.1%	100.0%
Doctoral (Level 10)	75	0	75	100.0%	0.0%	100.0%
Postgraduate Cert/Dip (Level 7-8)	229	200	429	53.4%	46.6%	100.0%
<b>Total</b>	<b>8,012</b>	<b>4,602</b>	<b>12,614</b>	<b>63.5%</b>	<b>36.5%</b>	<b>100.0%</b>

Table 2.4(b) presents the distribution of students who completed studies by NQF Qualification Type. About 40 per cent of students obtained Certificates and Diplomas. Students who obtained Bachelor, Professional and Honours Degrees represented 52.9 per cent of the total graduates. Approximately 3 per cent obtained Post-graduate Certificates/Diploma and 3.6 per cent obtained Masters' and Doctoral Degrees.

**Table 2.4(b) Students Completing Studies by NQF Qualification Type and by Sex, 2020**

Qualification NQF Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Certificates/Diplomas (Level 5-7)	504	2,024	2,528	20.6%	36.4%	
Bachelor (Level 7-8)	739	949	1,688	30.2%	17.1%	21.1%
Bachelor Honours (Level 8)	815	1,807	2,622	33.3%	32.5%	32.7%
Professional Bachelor (Level 8)	222	545	767	9.1%	9.8%	9.6%
Postgraduate Cert/Dipl. (Level 7-8)	94	135	229	3.8%	2.4%	2.9%
Master (Level 9)	28	75	103	1.1%	1.3%	1.3%
Doctoral (Level 10)	46	29	75	1.9%	0.5%	0.9%
<b>Public HEIs Total</b>	<b>2,448</b>	<b>5,564</b>	<b>8,012</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Certificates/Diplomas (Level 5-7)	569	1,956	2,525	48.7%	57.0%	54.9%
Bachelor (Level 7-8)	100	180	280	8.6%	5.2%	6.1%
Bachelor Honours (Level 8)	332	985	1,317	28.4%	28.7%	28.6%
Postgraduate Cert/Dipl. (Level 7-8)	57	143	200	4.9%	4.2%	4.3%
Master (Level 9)	111	169	280	9.5%	4.9%	6.1%
<b>Private HEIs Total</b>	<b>1,169</b>	<b>3,433</b>	<b>4,602</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Certificates/Diplomas (Level 5-7)	1,073	3,980	5,053	29.7%	44.2%	40.1%
Bachelor (Level 7-8)	839	1,129	1,968	23.2%	12.5%	15.6%
Bachelor Honours (Level 8)	1,147	2,792	3,939	31.7%	31.0%	31.2%
Professional Bachelor (Level 8)	222	545	767	6.1%	6.1%	6.1%
Postgraduate Cert/Dipl. (Level 7-8)	151	278	429	4.2%	3.1%	3.4%
Master (Level 9)	139	244	383	3.8%	2.7%	3.0%
Doctoral (Level 10)	46	29	75	1.3%	0.3%	0.6%
<b>Grand Total</b>	<b>3,617</b>	<b>8,997</b>	<b>12,614</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Cumulatively about 37 per cent of the students who completed Bachelor Honours were within the age of 23 years, the maximum hypothetical age of higher education (Table 2.5). Those who completed Masters

Degree were mainly between the ages of 25 and 49 years old. Most of the students who completed studies with Doctoral Degree were mainly 30 years and older.

**Table 2.5 Students Completing Studies by Age Group and NQF Qualification Type,  
(Cumulative Per Cent ) 2020**

Age Group	Qualification NQF Type (Per Cent)							Total
	Certificates/ Diplomas (Level 5-7)	Bachelor (Level 7-8)	Bachelor Honours (Level 8)	Professional Bachelor (Level 8)	Postgraduate Cert/Dipl. (Level 7-8)	Master (Level 9)	Doctoral (Level 10)	
Less than 20	0.8%	1.6%	0.0%	0.4%	0.0%	0.0%	0.0%	0.6%
20	3.6%	9.8%	0.5%	2.6%	0.0%	0.0%	0.0%	3.3%
21	8.7%	23.2%	8.4%	21.6%	0.0%	0.0%	0.0%	11.0%
22	15.7%	37.0%	23.0%	41.5%	0.2%	0.3%	0.0%	21.8%
23	22.2%	48.2%	36.5%	57.9%	0.7%	0.3%	1.3%	31.4%
24	27.8%	57.8%	49.7%	71.3%	3.5%	2.6%	4.0%	40.2%
25-29	53.8%	78.4%	76.6%	87.1%	39.4%	27.2%	29.3%	65.3%
30-39	87.4%	95.1%	94.3%	97.9%	82.8%	66.8%	72.0%	90.5%
40-49	98.5%	99.9%	99.4%	100.0%	97.2%	94.5%	97.3%	98.9%
50 and +	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	5,053	1,968	3,939	767	429	383	75	12,614

## CHAPTER 3: STAFF MEMBERS

This chapter presents information on staff members at HEIs. It provides an overview on the Types of Staff (academic or non – academic) with more focus on the characteristics of the academic staff members. Staff members' information is compared by HEIs, sex, type of staff, qualification, and employment contract. While the role of staff members is much more defined in large institutions, especially the three universities, staff members in private HEIs tend to play multiple roles, making it challenging to classify them.

### 3.1. Staff Member by Higher Education Institution

HEIs in Namibia employed 5, 966 staff members in 2020 (Table 3.1). Of these, 81 per cent (4,824) were in public HEIs, whereas 19 per cent (1,142) were in private HEIs.

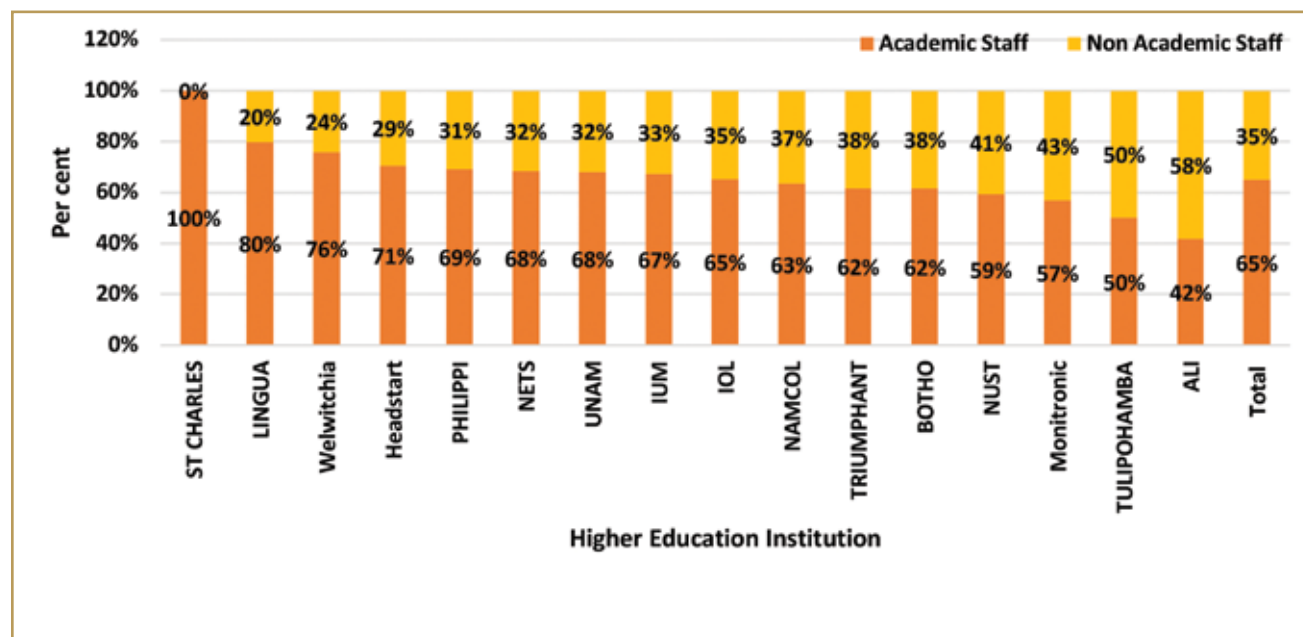
**Table 3.1 Staff Member by Higher Education Institutions and by Type of Staff, 2020**

Higher Education Institutions	Type of Staff				Total
	Academic	Academic Support	Skilled Admin	Unskilled Admin	
NAMCOL	270	32	173	1	476
NUST	800	304	744	13	1,861
UNAM	1590	101	669	127	2,487
<b>Public HEI Total</b>	<b>2,660</b>	<b>437</b>	<b>1,586</b>	<b>141</b>	<b>4,824</b>
ALI	5		7		12
Botho	7	1	4	1	13
Headstart Montessori	10	2	3	2	17
IOL	204	36	128		368
IUM	180	21	68	30	299
ITC-Lingua	56	19	19		94
Monitronic	25		19		44
NETS	9	4	4	2	19
Philippi Trust	7	2	3	1	13
St Charles Lwanga	23				23
Triumphant	59	4	21	18	102
Tulipohamba TAI	7		5	2	14
Welwitchia HTC	90	1	20	13	124
<b>Private HEI Total</b>	<b>682</b>	<b>90</b>	<b>301</b>	<b>69</b>	<b>1,142</b>
<b>Total</b>	<b>3,342</b>	<b>527</b>	<b>1,887</b>	<b>210</b>	<b>5,966</b>

On average, the proportion of academic staff members was 65 per cent, compared to 35 per cent of non-academic staff members. (Figure 3.1). St Charles Lwanga had a full complement of academic staff members only. Social and development focused HEIs such as ALI, and Tulipohamba TAI had higher proportions of non-academic staff members than other HEIs.



Figure 3.1 Staff Members by Higher Education Institution (Per Cent), 2020



### 3.2. Type of staff by Sex, 2020

There was a balance between male and female staff members' proportions, with 49 per cent for males and 51 per cent for female staff members (Table 3.2). When comparing the types of staff member, male academic staff outweighed their female counterparts at 51.8 per cent. This picture is however reversed in the private institutions where female academic staff were recorded at 54 per cent.

Table 3.2 Staff Members by Type (Per Cent), 2020

Type of Staff	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Academic and Academic Support	1,649	1,448	3,097	53.2%	46.8%	100.0%
Non-Academic Skilled and Unskilled Staff	768	959	1,727	44.5%	55.5%	100.0%
<b>Public Total</b>	<b>2,417</b>	<b>2,407</b>	<b>4,824</b>	<b>50.1%</b>	<b>49.9%</b>	<b>100.0%</b>
Academic and Academic Support	355	417	772	46.0%	54.0%	100.0%
Non-Academic Skilled and Unskilled Staff	137	233	370	37.0%	63.0%	100.0%
<b>Private Total</b>	<b>492</b>	<b>650</b>	<b>1,142</b>	<b>43.1%</b>	<b>56.9%</b>	<b>100.0%</b>
Academic and Academic Support	2,004	1,865	3,869	51.8%	48.2%	100.0%
Non-Academic Skilled and Unskilled Staff	905	1,192	2,097	43.2%	56.8%	100.0%
<b>Grand Total</b>	<b>2,909</b>	<b>3,057</b>	<b>5,966</b>	<b>48.8%</b>	<b>51.2%</b>	<b>100.0%</b>

### 3.3. Academic and Academic Support Staff Members by Highest Qualification

The majority of Academic and Academic Support Staff members had Masters (45 per cent) and Doctoral (18 per cent) degrees as highest qualification (Table 3.3). The remaining 37 per cent held qualifications at Bachelor Honours or lower. Academic staff with Doctoral Degree were mainly from public HEIs.

**Table 3.3 Academic and Academic Support Staff Members by Highest Qualification, 2020**

Highest Qualification	Number			Per Cent		
	Public	Private	Total	Public	Private	Total
Up to Diploma	270	133	403	8.7%	17.2%	10.4%
Bachelor's Degree	328	119	447	10.6%	15.4%	11.6%
Bachelor Honours Degree	203	127	330	6.6%	16.5%	8.5%
Professional Bachelor's Degree	243	17	260	7.8%	2.2%	6.7%
Master's Degree	1433	296	1729	46.3%	38.2%	44.7%
Doctoral Degree	620	64	684	20.0%	8.3%	17.7%
Not Stated		16	16	0.0%	2.1%	0.4%
<b>Total</b>	<b>3,097</b>	<b>772</b>	<b>3,869</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 3.4. Academic and Academic Support Staff Members by Employment Status

Academic and Academic Support Staff members may be employed on a full or part-time basis. Table 3.4 presents the distribution of staff members by their employment status. Full-time academic staff members in public HEIs represented 52.4 per cent with 47.6 per cent comprising of part-time staff members. Of the NAMCOL employees, 97 per cent were part time staff members as the college offers distance mode of learning. Private HEIs had a slightly higher proportion of full-time staff members (55 per cent) compared to public HEIs.

**Table 3.4 Academic and Academic Support Staff Members by Employment Status, 2020**

HEI	Number			% Within HEI Name		
	Full-time	Part-time	Total	Full-time	Part-time	Total
NAMCOL	8	294	302	2.6%	97.4%	100.0%
NUST	484	620	1,104	43.8%	56.2%	100.0%
UNAM	1132	559	1,691	66.9%	33.1%	100.0%
<b>Public HEIs Total</b>	<b>1,624</b>	<b>1,473</b>	<b>3,097</b>	<b>52.4%</b>	<b>47.6%</b>	<b>100.0%</b>
ALI	1	4	5	20.0%	80.0%	100.0%
Botho	8		8	100.0%	0.0%	100.0%
Headstart Montessori	6	6	12	50.0%	50.0%	100.0%
IOL	38	202	240	15.8%	84.2%	100.0%
IUM	135	66	201	67.2%	32.8%	100.0%
ITC-Lingua	42	33	75	56.0%	44.0%	100.0%
Monitronic	25		25	100.0%	0.0%	100.0%
NETS	9	4	13	69.2%	30.8%	100.0%
Philippi Trust	5	4	9	55.6%	44.4%	100.0%
St. Charles Lwanga	9	14	23	39.1%	60.9%	100.0%
Triumphant	62	1	63	98.4%	1.6%	100.0%
Tulipohamba TAI	7		7	100.0%	0.0%	100.0%
Welwitchia HTC	76	15	91	84.0%	16.0%	100.0%
<b>Private HEIs Total</b>	<b>423</b>	<b>349</b>	<b>772</b>	<b>54.8%</b>	<b>45.2%</b>	<b>100.0%</b>
<b>Grand Total</b>	<b>2,047</b>	<b>1,822</b>	<b>3,869</b>	<b>52.9%</b>	<b>47.1%</b>	<b>100.0%</b>

## ANNEXURES

### Annexure A: List of Variables in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	Certificates(undergraduate) Diplomas (undergraduates Bachelor Degree Bachelor Honours Degree Professional Bachelor Degree Post-graduate Certificate Post-graduate Diplomas Masters Degree Doctoral Degree	This refers to the NQF Classification of Qualifications ( <a href="http://www.namqa.org">www.namqa.org</a> )
Qualification level (NQF)	The 10 levels of the NQF Level 5 - 10	This variable includes NQF levels 5 to 10 for Higher Education
NQF Field of Learning	1. Agriculture and Nature Conservation 2. Business, Commerce and Management Studies 3. Communication Studies and Language 4. Culture and the Arts 5. Education, Training and Development 6. Manufacturing, Engineering and Technology 7. Human and Social Studies 8. Law, Military Science and Security 9. Health Sciences and Social Services 10. Physical, Mathematical and Computer Sciences 11. Physical Planning and Construction 12. Services and Life Sciences	For the definition of each specific Field of Learning refer to NQF classification of Field of Learning
Offering Type	1. Full-time 2. Part-time 3. Distance	This is the mode of delivery of instruction
Year of Study	1 <sup>st</sup> Year, 2 <sup>nd</sup> Year, 3 <sup>rd</sup> Year, 4 <sup>th</sup> Year etc.	
New/repeater	1. New 2. Repeater	New or Repeater refers to the student's status in the Year of Study
Sex	1. Male 2. Female	
Region	1. Erongo 2. Hardap 3.   Karas 4. Kavango East 5. Kavango West 6. Khomas 7. Kunene 8. Oshana 9. Omaheke 10. Omusati	Others refers to Foreign

## Annexure A: List of Variables in the Student Database - continue

Variable name	Categories	Notes to the Variables
	11. Oshana 12. Oshikoto 13. Otjozondjupa 14. Zambezi 15. Others (Foreign)	
Citizenship	1. Namibian 2. Angolan 3. Botswana 4. South African 5. Zambian 6. Zimbabwean 7. Other SADC countries 8. Other African countries 9. European countries 10. Americas 11. Asian and Oceanic countries	
Financial Sponsor	1. Self-funding/Parent/Guardian 2. NSFAP 3. Other Public Institution 4. Private Institution 5. Others	The Financial Sponsor is a person or an institution paying or funding the tuition fees of the student
Examination Result	1. Obtained Qualification 2. Passed 3. Failed 4. Continuing (Masters and Doctoral only) 5. Absent	

## Annexure B: List of Variables in the Staff Members Database

Variable Name	Categories	Notes to the Variables
<b>Type of staff member</b>	<ol style="list-style-type: none"> <li>1. Academic</li> <li>2. Academic Support</li> <li>3. Non-Academic Skilled Admin</li> <li>4. Non-Academic Unskilled Admin</li> </ol>	
<b>Full/Part-time</b>	<ol style="list-style-type: none"> <li>1. Full-time</li> <li>2. Part-time</li> <li>3. Other</li> </ol>	A part-time member of staff is a member whose number of hours worked per week is lower than what is normally required for the position occupied.
<b>Highest NQF Qualification Type</b>	<ol style="list-style-type: none"> <li>1. Primary school or lower</li> <li>2. Junior secondary school</li> <li>3. Secondary school</li> <li>4. Certificate</li> <li>5. Diploma</li> <li>6. Bachelor Degree</li> <li>7. Bachelor Honours Degree</li> <li>8. Professional Bachelor Degree</li> <li>9. Masters degree</li> <li>10. Doctoral Degree</li> </ol>	



## Annexure C: Examination Results by HEIs and by Sex, 2020

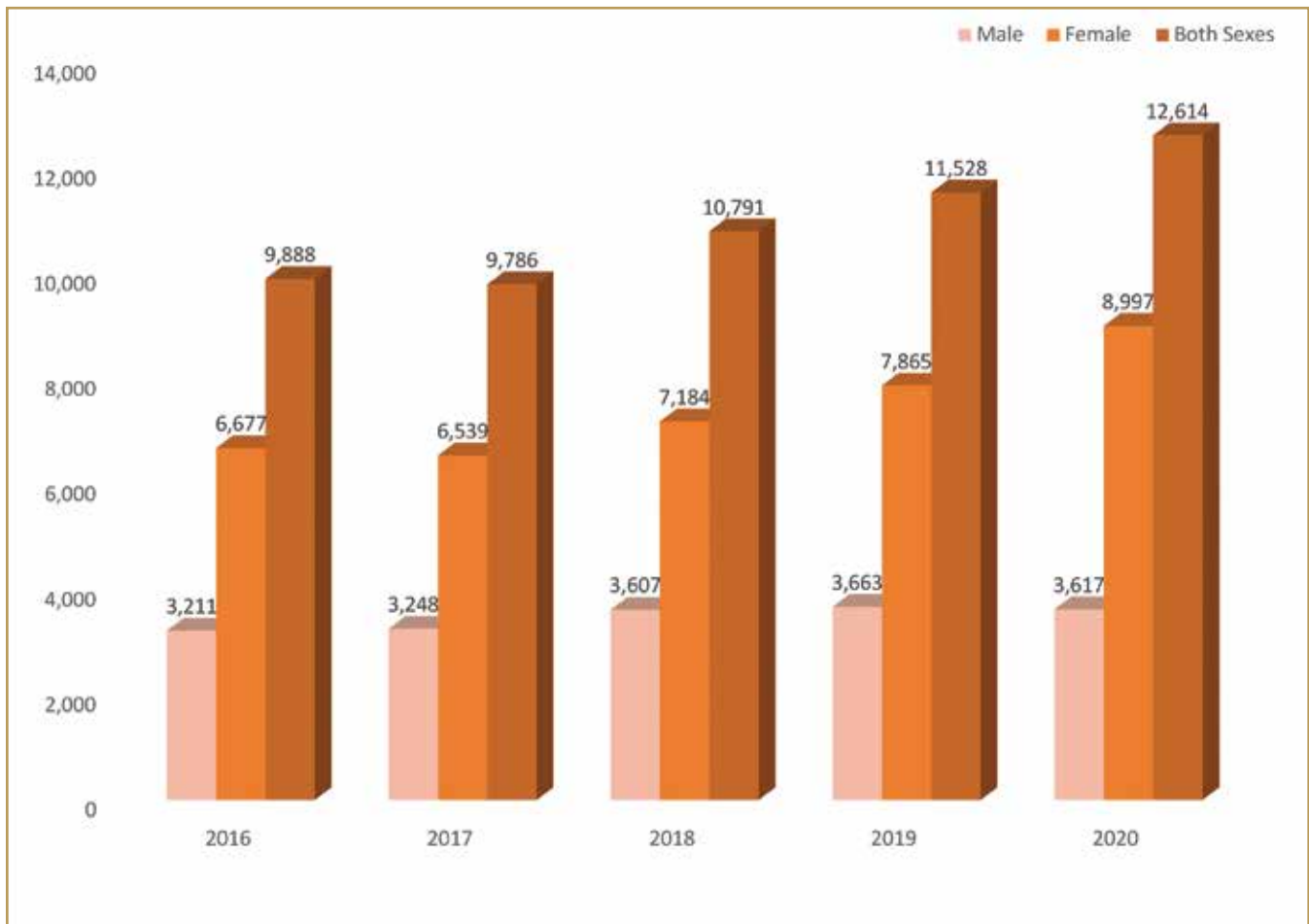
HEI Name	Examination Results/ Annual Result Code	Sex (Number)		Total (Number)	Sex (Per Cent)		Total (Per Cent)
		Male	Female		Male	Female	
ALI	Completed Studies	8	22	30	26.7%	73.3%	100.0%
Botho	Pass	11	3	14	78.6%	21.4%	100.0%
	Fail	6	1	7	85.7%	14.3%	100.0%
	Total	17	4	21	81.0%	19.0%	100.0%
Headstart Montessori	Completed Studies	2	141	143	1.4%	98.6%	100.0%
	Pass	2	290	292	0.7%	99.3%	100.0%
	Fail	0	12	12	0.0%	100.0%	100.0%
	Absent	0	1	1	0.0%	100.0%	100.0%
	Total	4	444	448	0.9%	99.1%	100.0%
IOL	Completed Studies	136	890	1,026	13.3%	86.7%	100.0%
	Pass	612	2712	3,324	18.4%	81.6%	100.0%
	Fail	12	111	123	9.8%	90.2%	100.0%
	Total	760	3,713	4,473	17.0%	83.0%	100.0%
ITC-Lingua	Completed Studies	107	275	382	28.0%	72.0%	100.0%
	Pass	74	152	226	32.7%	67.3%	100.0%
	Fail	58	57	115	50.4%	49.6%	100.0%
	Absent	8	19	27	29.6%	70.4%	100.0%
	Total	247	503	750	32.9%	67.1%	100.0%
Monitronic	Completed Studies	181	202	383	47.3%	52.7%	100.0%
	Pass	72	56	128	56.3%	43.8%	100.0%
	Total	253	258	511	49.5%	50.5%	100.0%
NAMCOL	Completed Studies	76	1,015	1,091	7.0%	93.0%	100.0%
	Pass	349	2,903	3,252	10.7%	89.3%	100.0%
	Fail	92	504	596	15.4%	84.6%	100.0%
	Total	517	4,422	4,939	10.5%	89.5%	100.0%
NETS	Pass	23	8	31	74.2%	25.8%	100.0%
	Fail	1	0	1	100.0%	0.0%	100.0%
	Absent	1	0	1	100.0%	0.0%	100.0%
	Total	25	8	33	75.8%	24.2%	100.0%
NUST	Completed Studies	1,081	1,451	2,532	42.7%	57.3%	100.0%
	Pass	3,578	3,745	7,323	48.9%	51.1%	100.0%
	Fail	1,376	925	2,301	59.8%	40.2%	100.0%
	Absent	22	19	41	53.7%	46.3%	100.0%
	Total	6,057	6,140	12,197	49.7%	50.3%	100.0%
Philippi Trust	Pass	0	9	9	0.0%	100.0%	100.0%
	Fail	1	1	2	50.0%	50.0%	100.0%
	Total	1	10	11	9.1%	90.9%	100.0%
St. Charles	Completed Studies	10	1	11	90.9%	9.1%	100.0%
	Pass	39	0	39	100.0%	0.0%	100.0%
	Total	49	1	50	98.0%	2.0%	100.0%



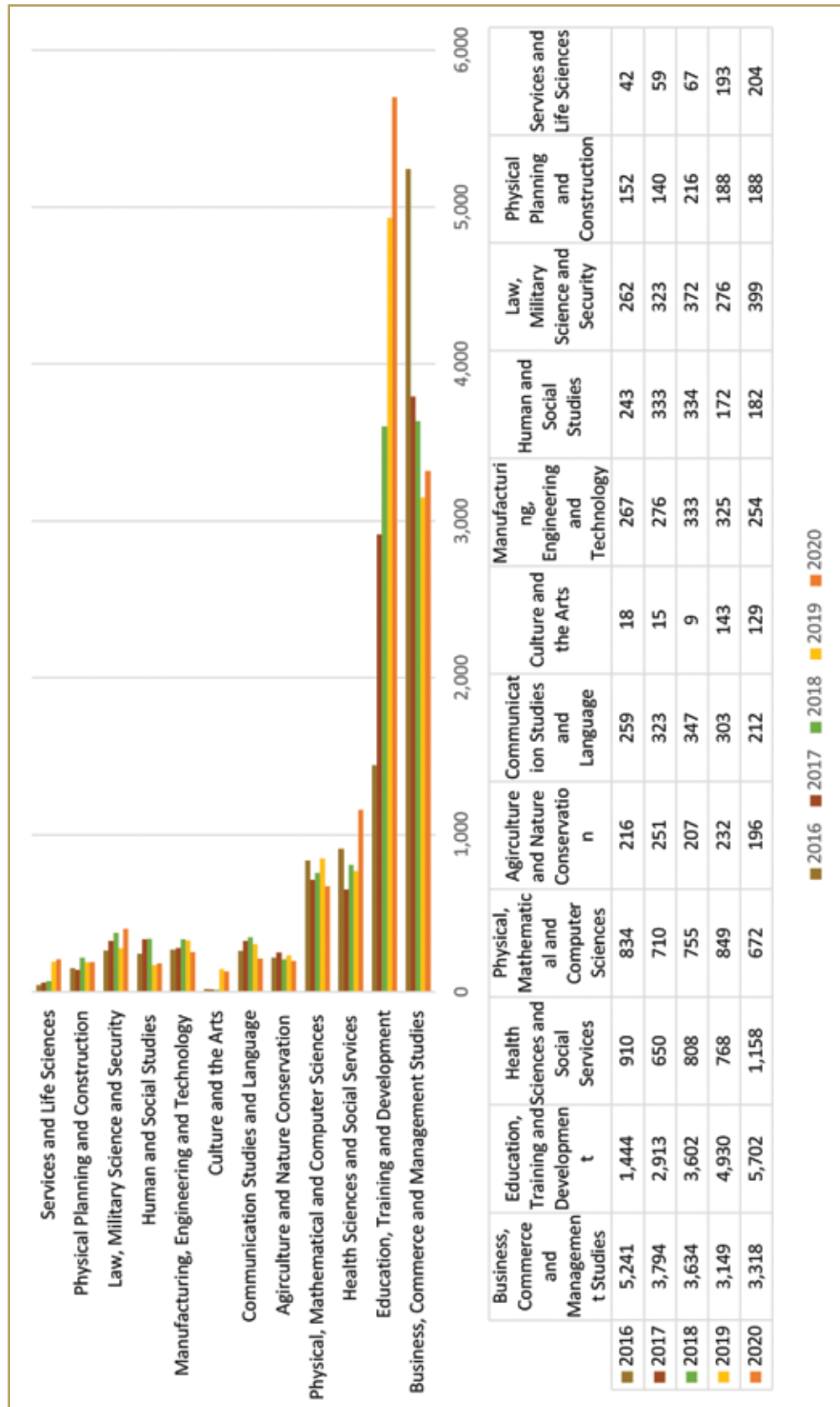
## Annexure C: Examination Results by HEIs and by Sex, 2020 - continue

HEI Name	Examination Results/ Annual Result Code	Sex (Number)		Total (Number)	Sex (Per Cent)		Total (Per Cent)
		Male	Female		Male	Female	
IUM	Completed Studies	601	1,612	2213	27.2%	72.8%	100.0%
	Pass	1,476	3,407	4,883	30.2%	69.8%	100.0%
	Fail	1,112	2,111	3,223	34.5%	65.5%	100.0%
	Continuing (Master's and PhD)	29	48	77	37.7%	62.3%	100.0%
	<b>Total</b>	<b>3,218</b>	<b>7,178</b>	<b>10,396</b>	<b>31.0%</b>	<b>69.0%</b>	<b>100.0%</b>
Triumphant	Completed Studies	101	137	238	42.4%	57.6%	100.0%
	Pass	227	182	409	55.5%	44.5%	100.0%
	Fail	122	74	196	62.2%	37.8%	100.0%
	Absent	13	22	35	37.1%	62.9%	100.0%
	<b>Total</b>	<b>463</b>	<b>415</b>	<b>878</b>	<b>52.7%</b>	<b>47.3%</b>	<b>100.0%</b>
Tulipohamba TAI	Pass	11	38	49	22.4%	77.6%	100.0%
	Fail	4	19	23	17.4%	82.6%	100.0%
	Absent	2	17	19	10.5%	89.5%	100.0%
	<b>Total</b>	<b>17</b>	<b>74</b>	<b>91</b>	<b>18.7%</b>	<b>81.3%</b>	<b>100.0%</b>
UNAM	Completed Studies	1,291	3,098	4,389	29.4%	70.6%	100.0%
	Pass	5,838	10,395	16,233	36.0%	64.0%	100.0%
	Fail	2859	4125	6,984	40.9%	59.1%	100.0%
	Continuing (Master's and PhD)	544	897	1,441	37.8%	62.2%	100.0%
	Absent	255	914	1,169	21.8%	78.2%	100.0%
	<b>Total</b>	<b>10,787</b>	<b>19,429</b>	<b>30,216</b>	<b>35.7%</b>	<b>64.3%</b>	<b>100.0%</b>
Welwitchia HTC	Completed Studies	23	153	176	13.1%	86.9%	100.0%
	Pass	263	1,147	1,410	18.7%	81.3%	100.0%
	Fail	6	19	25	24.0%	76.0%	100.0%
	Absent	0	1	1	0.0%	100.0%	100.0%
	<b>Total</b>	<b>292</b>	<b>1,320</b>	<b>1,612</b>	<b>18.1%</b>	<b>81.9%</b>	<b>100.0%</b>
Total	Completed Studies	3,617	8,997	12,614	28.7%	71.3%	100.0%
	Pass	12,575	25,047	37,622	33.4%	66.6%	100.0%
	Fail	5,649	7,959	13,608	41.5%	58.5%	100.0%
	Continuing (Master's and PhD)	573	945	1,518	37.7%	62.3%	100.0%
	Absent	301	993	12,94	23.3%	76.7%	100.0%
	<b>Total</b>	<b>22,715</b>	<b>43,941</b>	<b>66,656</b>	<b>34.1%</b>	<b>65.9%</b>	<b>100.0%</b>

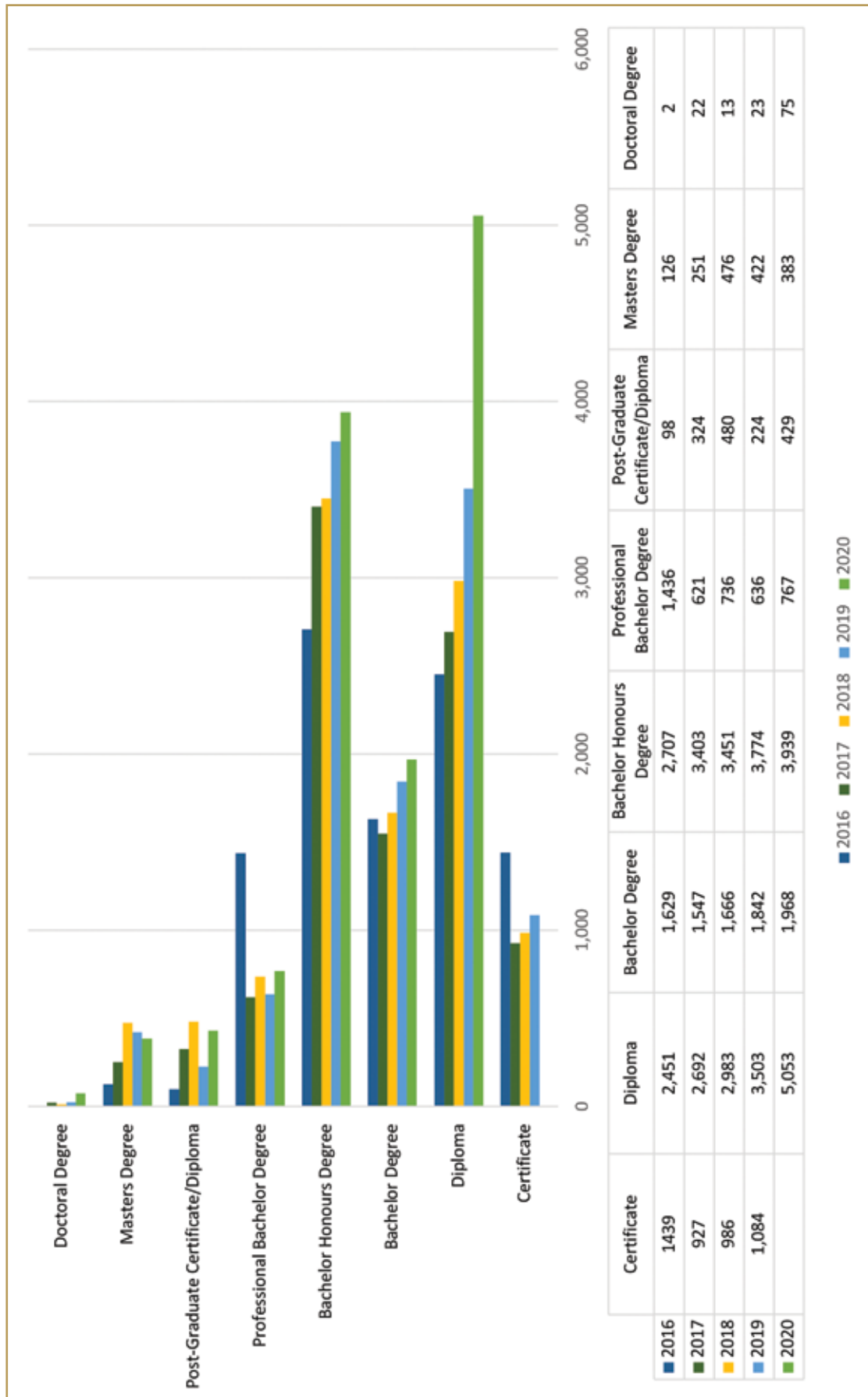
## Annexure D: Graduates by Sex, 2016-2020



## Annexure E: Graduates by NQF Field of Learning, 2016-2020



## Annexure F: Graduates by NQF Qualification Type, 2016-2020



## 2020 NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK (NHESY)



## Annexure H: Glossary

**Absent:** Students who have not written their examinations but have not cancelled their registration.

**Academic Year:** Annual teaching or examination period during which students attend courses or take final examinations, not considering minor breaks. It is typically 12 months from January to December.

**Academic staff:** These are staff members who are responsible for direct teaching of students namely lecturers, researchers.

**Academic Support Staff:** These staff members support the work of the academic staff members such as tutors, laboratory technicians, academic and related staff.

**Continuing:** A term for students to whom failure is irrelevant. This is specifically the case of students registered for Masters (inclusive of writing their thesis) and Doctoral degrees.

**Distance Mode of Learning:** The mode of delivering educational instruction, to students who are mostly not present physically in a traditional setting such as a lecture room.

**NQF Field of Learning:** The broad domain, branch or area of content covered by an educational programme, course, or module. It may also be referred to as a Field of Study or Field of Education. For the definition of each specific NQF Field of Learning, refer to the NQF (National Qualifications Framework) Classification of NQF Field of Learning.

**Full-time:** A normal full-time undergraduate programme of study consists of 120 credits per academic year. Programmes consisting of more than 80 credits in an academic year would still be considered as full-time. Programmes that involve a minimum of 24 weeks of study or placement per academic year.

**Gross Enrolment Ratio:** This entails the total enrolment ratio in tertiary education in the age group of 19-23 years five years after leaving secondary school, expressed as a percentage of the total population.

**New Entrant:** An individual enrolling at the beginning of an education level, set of levels, programme, or stage or module thereof, regardless of age.

**Non-Academic Staff:** Staff members who are employed by educational institutions but have no instructional responsibilities. Although this definition might vary from one country to the next, non-teaching staff members generally include the Vice-Chancellor and Vice-Rector, and other administrators of HEIs such as librarians or educational media specialists, as well as staff members responsible for building operations and maintenance, security personnel, transportation workers and catering staff.

**Offering Type/Mode of delivery:** The range of options for study available to students. Examples include attendance face-to-face in a classroom, supervised study on a HEI's campus, eLearning (online learning), distance or independent learning, work-integrated learning, block release and mixed (or blended) delivery.

**Part-time:** Programmes consisting of 80 credits or less in an academic year. Programmes that involve less than 24 weeks of study or placement per academic year.



**Professional Bachelor Degree:** This degree represents a substantial attainment of a body of outcomes of learning greater than and in advance of a Bachelor degree. These degrees normally entail a substantial element of 'learning by doing' and are often focused on preparation for entry into a professional field of practice. (Source: NQA).

**Repeater:** A student registered in the same year of study as in the previous academic year, regardless of the qualification.

**Skilled Administrative Staff:** These are trained staff members who have no instructional responsibilities and work as supporting departments such as Vice-Chancellor Office, Finance, HR, IT etc. It includes professional, technical staff, computer operators and clerical staff.

**Unskilled Administrative Staff:** These are manual staff including among other Cleaners, Drivers, Security and Gardeners.



[illegible]

## Notes



## CONTACTS

---

National Council for Higher Education  
P.O. Box 90890  
Klein Windhoek  
NAMIBIA

Tel: +264 (0)61 - 307 012  
Fax: +264 (0)61 - 307 014/16  
[info@nche.org.na](mailto:info@nche.org.na)  
[www.nche.org.na](http://www.nche.org.na)