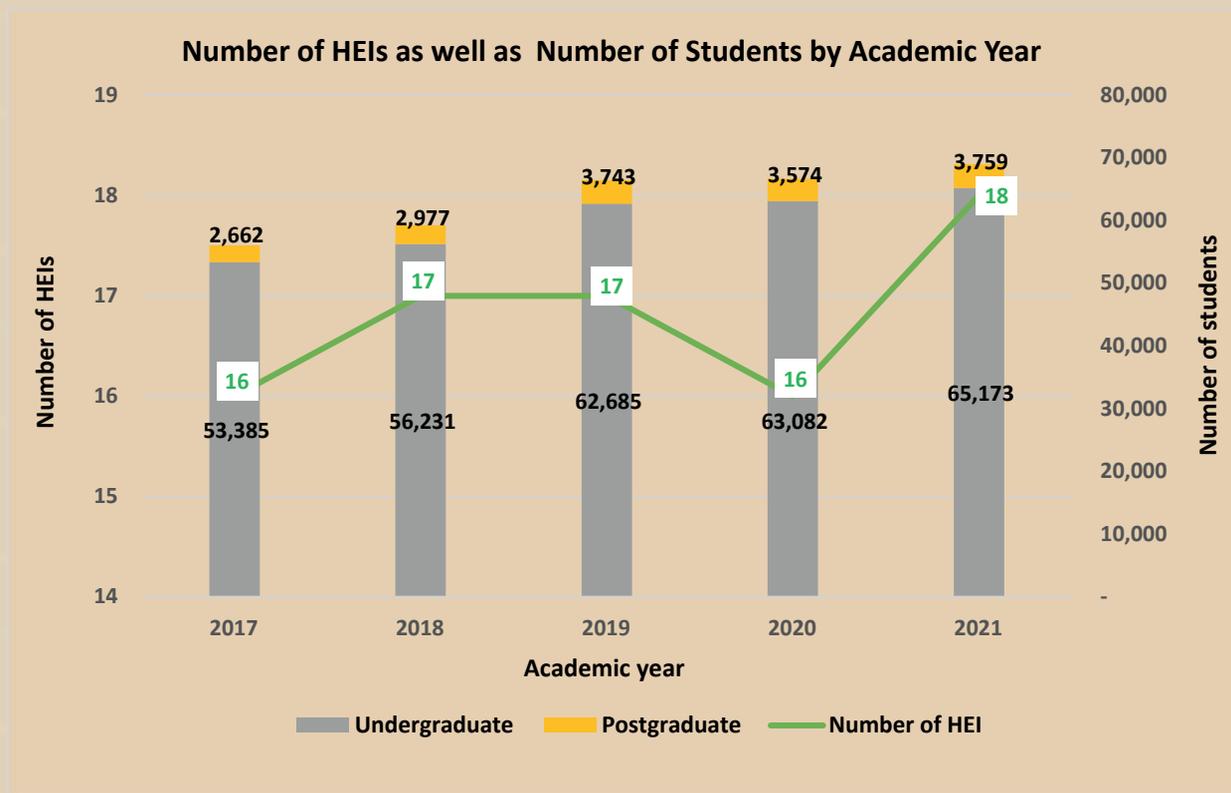


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National Council for Higher Education
Erf 6445 & 6446, C/O Hoogenhout and Haddy Streets
PO Box 90890 Klein Windhoek Namibia

Tel: +264 61 287 1500

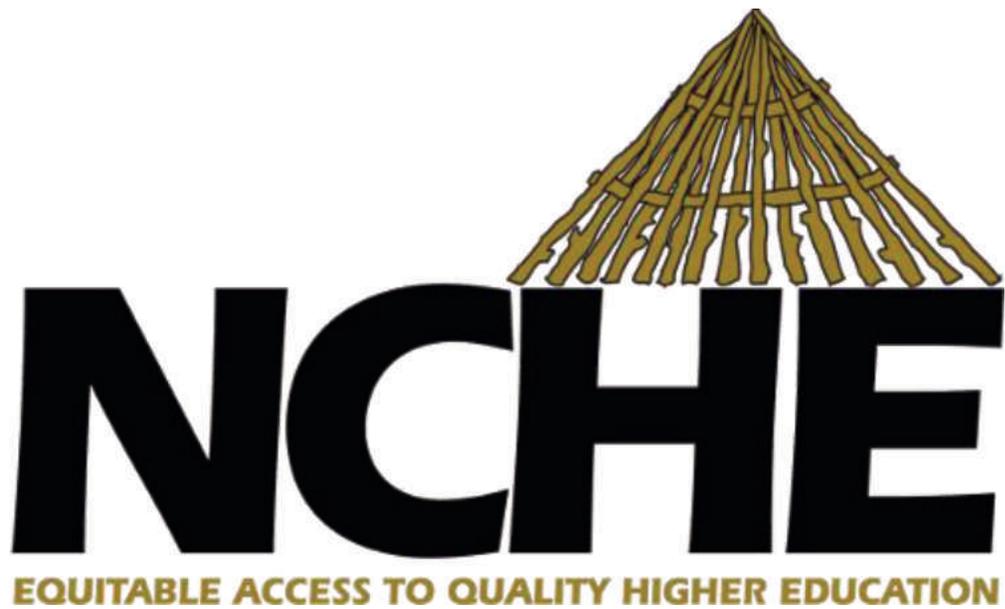
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Our logo embodies the following:

- 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.

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High level statements

The Vision

NCHE aspires, to be a valued leader and a partner in coordinating quality higher education in pursuit of a knowledge-based society.

The Mission

NCHE exists, to ensure a coordinated and responsive higher education system through equitable access and quality service delivery.

The Core Values

In the execution of our mandate and the pursuit of our strategic pillars, we are inspired and guided by the following values;

Core Value	Description
Integrity	We exhibit the quality of an intuitive sense of honesty and truthfulness with regards to our behaviour and motivation for our actions.
Professionalism	We exercise high levels of competence in our work and avoid compromises to our set standards and values.
Accountability	We take responsibility for our policies, decisions and actions and report, explain and answer for resulting consequences.
Empathy	We endeavour to cultivate empathy amongst ourselves, customers and stakeholders, with a view to building positive relationships and boost productivity.
Innovation	We strive for continuous learning, seek creative ways to change, solve problems and find better solutions in the execution of our mandate.

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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
Limkokwing	Limkokwing University of Creative Technology
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
Sunshine	Sunshine Private College
Triumphant	Triumphant College
Tulipohamba TAI	Tulipohamba Training & Assessment Institute
ULTS-Paulinum	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia
Welwitchia HTC	Welwitchia Health Training Centre

PREFACE

Lesson learnt from emergency teaching and learning mechanisms due to COVID-19 pandemic in 2020 have helped the higher education institutions to develop medium to long term strategies. During the year 2021 HEIs had some experience handling teaching and learning during the pandemic, and most have developed their learning management systems. However, there were challenges of calendar adjustments and delayed registrations which affected data collection. Nevertheless, higher education institutions managed to submit their 2021 data which is really commendable.

This is the ninth publication in the series of Namibia Higher Education Statistical Yearbooks (NHESY). It provides the status on higher education in Namibia in terms of enrolments, completion of studies and staff recruitment in the sector.

The yearbook serves as a source of information for policy planning and analysis, development planning and accountability reporting. It also assists with monitoring and evaluation of national and international reporting and comparability.

The enrolment figures present a major shift from business fields into the field of Education, Training and Development as well as Health Sciences and Social Services. The higher education gender parity index continues to be skewed further towards female students. A high growth for private higher education providers has also been noted as new institutions were registered. Failure and repetition rates remain high, especially for senior students which negate the completion rate. These findings point to a need for further investigations to reveal the driving force behind gender imbalances, career choices and poor throughput rates.

NCHE continues to rely on our higher education institutions to provide verified, complete and reliable data for quality, accurate and timely information dissemination. We are truly grateful for such support and cooperation. We further encourage the institutions to keep improving capturing of registration information, checking their consistency and updating of information systems to improve record keeping for a more open data era.


Hannu Shipena
EXECUTIVE DIRECTOR



INTRODUCTION

This yearbook has information on programme access, participation and output. The information presents an opportunity to monitor, evaluate, report and research issues of career choices, parity, exclusion, quality and compliance. The yearbook is also a source of information for policy makers, development planners, researchers and academia, among others, with interest in higher education.

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 information from HEIs that deliver programmes registered by the Namibia Qualifications Authority (NQA) on the National Qualification Framework (NQF). It also presents statistics on staff members within those institutions. The report excludes students studying at foreign institutions and institutions not recognised by regulatory bodies.

This publication reports on students information and staff members. The publication is divided into three chapters and several annexures. Chapter 1 presents student enrolment; Chapter 2 is about the annual 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.

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. These observations and enquiries on data not included in the Yearbook should be forwarded to the HEMIS help desk (hemis@nche.org.na).

This publication can be accessed through NCHE website 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 the higher education institutions (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 by 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 calendars were adjusted and registrations delayed.
11. **Comparative analysis of progression rates** between universities and colleges has some limitations as most colleges allow students to progress to the next year of study while they have major workload not completed in the previous year of study.

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator	2017		2018		2019		2020		2021		
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Number of Higher Education Institutions	Total HEIs	16	17	17	16	18					
	Public HEIs	3	18.8%	3	17.6%	3	17.6%	3	18.8%	3	16.7%
	Private HEIs	13	81.3%	14	82.4%	14	82.4%	13	81.3%	15	83.3%
Number of students	Total Students	56,047	59,208	66,428	66,656	68,932					
	Enrolment by Sector										
	Public HEIs	39,689	70.8%	42,519	71.8%	46,867	70.6%	47,352	71.0%	47,942	69.5%
	Private HEIs	16,358	29.2%	16,689	28.2%	19,561	29.4%	19,304	29.0%	20,990	30.5%
	Enrolment by Sex										
	Male	18,492	33.0%	19,587	33.0%	22,110	33.3%	22,715	34.1%	23,918	34.7%
	Female	37,555	67.0%	39,621	67.0%	44,318	66.7%	43,941	65.9%	45,014	65.3%
	Enrolment by Offering Type										
	Full-time	32,857	58.6%	33,717	56.9%	38,648	58.2%	40,512	61.0%	40,514	58.8%
	Part-time	8,291	14.8%	9,111	15.4%	10,211	15.4%	8,616	13.0%	13,195	19.1%
	Distance	14,899	26.6%	16,351	27.6%	17,569	26.4%	17,528	26.0%	15,223	22.1%
	Not Stated	-	-	29	0.0%	-	-	-	-	-	-
	Enrolment by NQF Field of Learning										
	Agriculture and Nature Conservation	1,102	2.0%	1,049	1.8%	1,279	1.9%	1,231	1.9%	1,409	2.0%
	Business, Commerce and Management Studies	16,899	30.2%	15,093	25.5%	15,634	23.5%	14,560	21.8%	14,326	20.8%
	Communication Studies and Language	1,601	2.9%	1,690	2.9%	2,036	3.1%	2,281	3.4%	2,182	3.2%
	Culture and the Arts	56	0.1%	38	0.1%	902	1.4%	796	1.2%	851	1.2%
	Education, Training and Development	22,552	40.2%	26,215	44.3%	29,428	44.3%	30,682	46.0%	30,991	45.0%
	Manufacturing, Engineering and Technology	1,499	2.7%	1,719	2.9%	2,017	3.0%	1,911	2.9%	2,386	3.5%
	Human and Social Studies	1,939	3.5%	1,801	3.0%	865	1.3%	1,172	1.8%	1,216	1.8%
	Law, Military Science and Security	1,434	2.6%	1,773	3.0%	1,790	2.7%	1,903	2.9%	2,204	3.2%
	Health Sciences and Social Services	3,852	6.9%	4,842	8.2%	5,993	9.0%	6,648	10.0%	8,079	11.7%
Physical, Mathematical and Computer Sciences	4,141	7.4%	3,684	6.2%	4,897	7.4%	4,040	6.1%	3,828	5.6%	
Physical Planning and Construction	729	1.3%	1,009	1.7%	870	1.3%	987	1.5%	1,033	1.5%	
Services and Life Sciences	243	0.4%	295	0.5%	717	1.1%	445	0.7%	427	0.6%	

NAMIBIA HIGHER EDUCATION KEY INDICATORS - continue

Indicator	2017		2018		2019		2020		2021	
	Male	Female								
	3,248	6,539	3,607	7,184	3,663	7,865	3,617	8,997	2,896	7,212
Total Graduates	9,786		10,791		11,528		12,614		10,108	
Graduates by NQF Field of Learning	Number	Per cent								
Agriculture and Nature Conservation	251	2.6%	207	1.9%	232	2.0%	196	1.6%	204	2.0%
Business, Commerce and Management Studies	3,794	38.8%	3634	33.7%	3,149	27.3%	3,318	26.3%	2129	21.1%
Communication Studies and Language	323	3.3%	347	3.2%	303	2.6%	212	1.7%	195	1.9%
Culture and the Arts	15	0.2%	9	0.1%	143	1.2%	129	1.0%	124	1.2%
Education, Training and Development	2,913	29.8%	3602	33.4%	4,930	42.8%	5,702	45.2%	4103	40.6%
Manufacturing, Engineering and Technology	276	2.8%	333	3.1%	325	2.8%	254	2.0%	267	2.6%
Human and Social Studies	333	3.4%	334	3.1%	172	1.5%	182	1.4%	129	1.3%
Law, Military Science and Security	323	3.3%	372	3.4%	276	2.4%	399	3.2%	358	3.5%
Health Sciences and Social Services	650	6.6%	808	7.5%	768	6.7%	1158	9.2%	1885	18.6%
Physical, Mathematical and Computer Sciences	710	7.3%	755	7.0%	849	7.4%	672	5.3%	424	4.2%
Physical Planning and Construction	140	1.4%	216	2.0%	188	1.6%	188	1.5%	182	1.8%
Services and Life Sciences	59	0.6%	67	0.6%	193	1.7%	204	1.6%	108	1.1%
Graduates by NQF Qualification Type										
Certificate	927	9.5%	986	9.1%	1,084	9.4%	1,550	12.3%	1,365	13.5%
Diploma	2,692	27.5%	2,983	27.6%	3,503	30.4%	3,503	27.8%	2,577	25.5%
Bachelor Degree	1,547	15.8%	1,666	15.4%	1,842	16.0%	1,968	15.6%	1,852	18.3%
Bachelor Honours Degree	3,403	34.8%	3,451	32.0%	3,774	32.7%	3,939	31.2%	2,915	28.8%
Professional Bachelor Degree	621	6.3%	736	6.8%	636	5.5%	767	6.1%	926	9.2%
Post-graduate Certificate/Diploma	324	3.3%	480	4.4%	244	2.1%	429	3.4%	261	2.6%
Masters Degree	251	2.6%	476	4.4%	422	3.7%	383	3.0%	200	2.0%
Doctoral Degree	22	0.2%	13	0.1%	23	0.2%	75	0.6%	12	0.1%

NAMIBIA HIGHER EDUCATION KEY INDICATORS - continue

Indicator		2017		2018		2019		2020		2021		
		Number	Per cent									
Staff	Academic	3,369	60.9%	3,686	63.5%	3,786	63.2%	3,869	64.9%	4,078	69.8%	
	Non-Academic	2,167	39.1%	2,118	36.5%	2,200	36.8%	2,097	35.1%	1,764	30.2%	
	Total Staff	5,536		5,804		5,986		5,966		5,842		
	Academic Staff by Highest Qualification											
	Diploma	101	3.0%	356	9.7%	373	6.2%	403	10.4%	464	11.4%	
	Bachelor Degree	227	6.7%	672	18.2%	653	10.9%	447	11.6%	462	11.3%	
	Bachelor Honours & Professional Degree	930	27.6%	481	13.0%	432	7.2%	590	15.2%	572	14.0%	
	Masters Degree	947	28.1%	1,500	40.7%	1,651	27.6%	1,729	44.7%	1,792	43.9%	
	Doctoral Degree	540	16.0%	624	16.9%	668	11.2%	684	17.7%	777	19.1%	
Not Stated	624	18.5%	53	1.4%	9	0.2%	16	0.4%	11	0.3%		

EXECUTIVE SUMMARY

For the 2021 academic year, the number of students for higher education increased with 2,276 students from 66,656 in 2020 to 68,932 in 2021. Two new private Higher Education Institutions (HEIs) were registered increasing the number of public and registered private HEIs to 18. HEIs such as IUM, Welwitchia HTC, NAMCOL and Triumphant expanded their enrolment numbers the most.

Students enrolled at three public HEIs were 47,942 while 20,990 were enrolled at 15 private HEIs. Female students represented 65 per cent of the total students, and their enrolment share has increased over the years.

About half of the students enrolled were 24 years old or younger. The average age of students who enrolled for bachelors, bachelor honours and professional bachelor's degrees ranged from 24 to 26, which is out of the official age range (19-23 yrs. old) for such qualifications. About 60 per cent of students were studying full-time compared to part-time and distance at about 20 per cent each. A total of 21,741 (31.5 per cent) students in both undergraduate and postgraduate programmes were in the first year of their studies.

Majority (61.8 per cent) of the students enrolled for bachelor (including professional and honours) degrees, followed by certificates/diplomas (32.8 per cent). A large proportion (38.8 per cent) of female students were enrolled for certificates and diplomas compared to 24.5 per cent of male students. Only 4.3 per cent of students were enrolled for masters and doctoral degrees. Among the twelve fields of learning, most of the students were enrolled in education, training and development field (45 per cent) and business, commerce and management studies (20.8 per cent). About 24.5 per cent of students, excluding science teachers, were enrolled in STEM fields.

Having funded 48.3 per cent of the students, NSFAP emerged as the main financial sponsor, 27.5 per cent funded their studies themselves and 19.7 were funded by parents.

Approximately 97 per cent of the students were Namibians. The rest (3 per cent) were mainly from Zimbabwe (1.2 per cent) and Angola (0.8 per cent).

A total of 10,108 students completed studies, 39,307 passed the year examinations while 15,851 failed the year of study. The failure rate results in a high repetition rate which was recorded at about 23 per cent during the same year. Male students had a lower rate of completing studies and a high failure rate compared to female students.

HEIs in Namibia employed 5,842 staff members in 2021. Of these, 81.4 per cent (4,756) were in public HEIs, whereas 18.6 per cent (1,086) were in private HEIs. On average, the proportion of academic staff members was 70 per cent, compared to 30 per cent of non-academic staff members.

The majority (63 per cent) of academic and academic support staff members had masters (44 per cent) and doctoral (19 per cent) degrees as the highest qualification. The remaining 37 per cent held qualifications at bachelor honours or lower. Of all public HEIs staff, 21.3 per cent has doctoral degrees compared to 9.1 per cent at private HEIs with IUM contributing the highest with 5 per cent.

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 2021, the following 18 HEIs- three public and fifteen registered private institutions, operating in Namibia submitted data:

Public Institutions

NAMCOL ¹	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
Limkokwing	Limkokwing University of Creative Technology
Monitronic	Monitronic Success College
NETS	Namibia Evangelical Theological Seminary
Philippi Trust	Philippi Trust Namibia
St. Charles Lwanga	St. Charles Lwanga Major Seminary
Sunshine	Sunshine Private College
Triumphant	Triumphant College
Tulipohamba TAI	Tulipohamba Training & Assessment Institute
Welwitchia HTC	Welwitchia Health Training Centre

¹Even 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

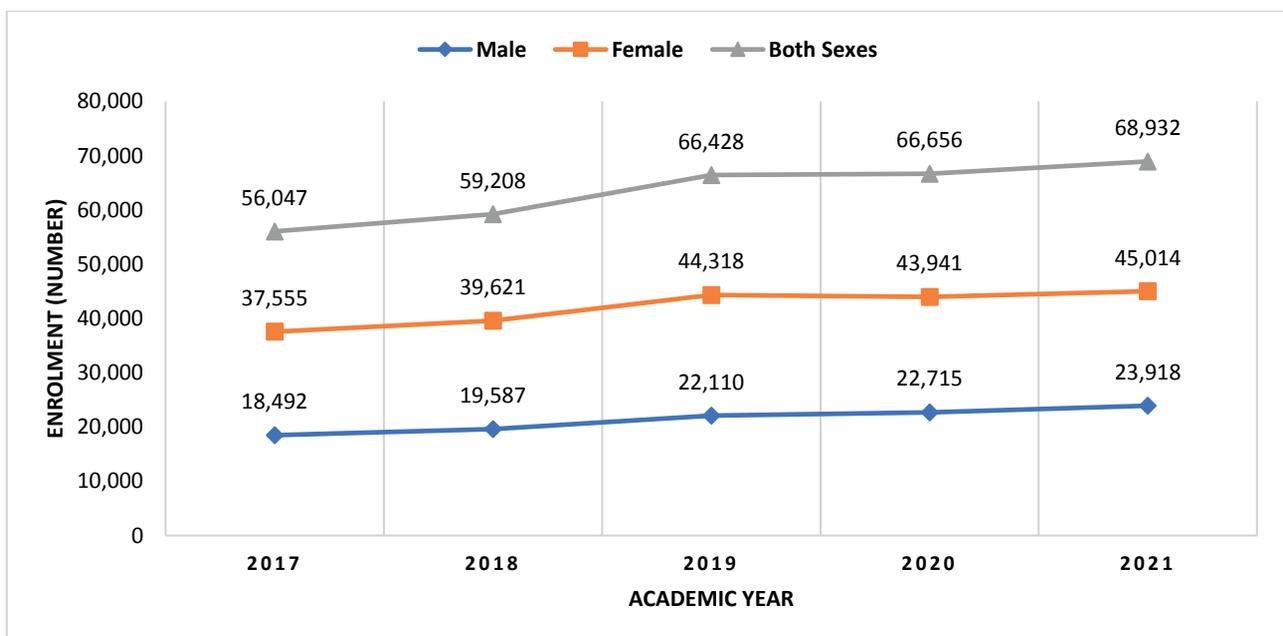
In total, the population of 68,932 students were enrolled in higher education programmes, leading to qualifications at NQF level 5 and above in 2021. When compared to the enrolment of 66,656 students in 2020, this represents an increase of 3.4 per cent. This total includes all students irrespective of the mode of study (Table 1.1). Female students represented 65 per cent of the total students. An increase of 2.4 per cent from 43,941 in 2020 to 45,014 in 2021 was recorded for female students. In contrast, male students also increased from 22,715 in 2020 to 23,918 (5.3 per cent) in 2021.

Table 1.1 Enrolment by Academic Year and Sex

Year	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
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%
2021	23,918	45,014	68,932	34.7%	65.3%	100.0%

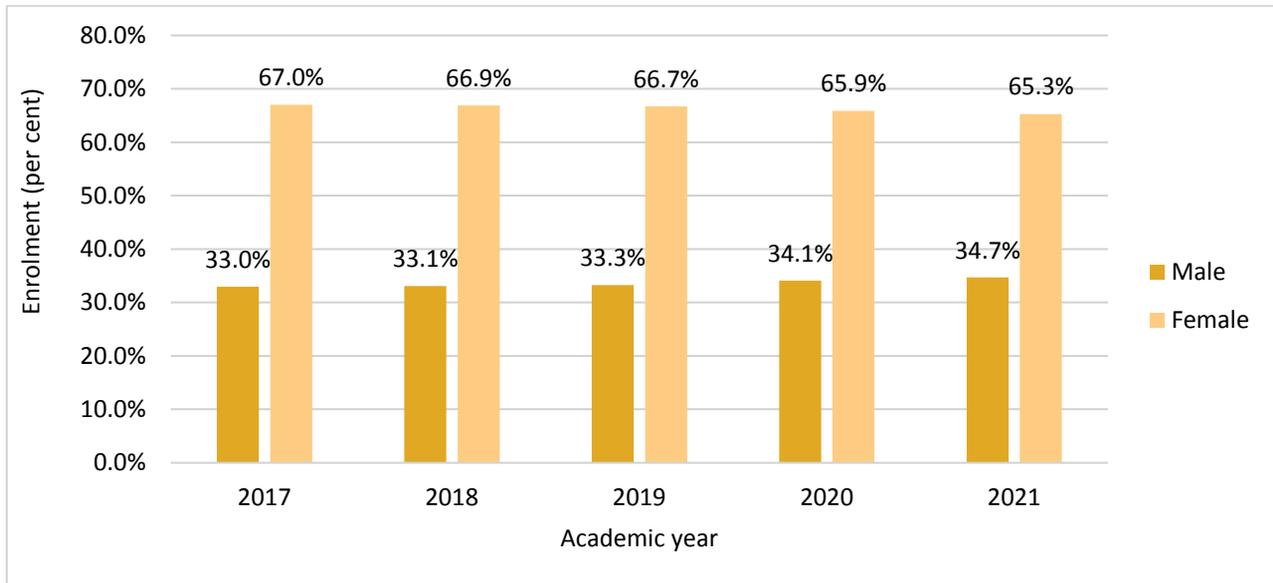
The total enrolment increased firmly from 56,047 students in 2017 to 68,932 in 2021, an average annual increase of 4.6 per cent (Figure 1.1). The female student enrolment increased from 37,555 to 45,014 while the male students increased from 18,492 to 23,918.

Figure 1.1 Enrolment Trend by Sex (2017 – 2021)



As proportion to the total, female student enrolment decreased from 67 per cent in 2017 to 65.3 per cent in 2021 whereas male student enrolment increased from 33 per cent to 34.7 per cent over the same period, besides the reduction, the gap between male and female student enrolment proportions remains wide (Figure 1.2).

Figure 1.2 Student Enrolment by Sex and by Academic Year (Per Cent), 2017-2021



1.2 Gross Enrolment Ratio

Gross enrolment ratio (GER) measures the extent of access to an education level. For higher education, GER measures the access level by calculating the ratio of persons in all age groups enrolled in various higher education programmes to the total population in the age group of 19 to 23 years. In 2017, the gross enrolment ratio was 22.6 per cent, which over the 5-year period increased to 28.9 per cent in 2021, showing an increase of 6.3 per cent. This increase can be attributed to the steep rise in female gross enrolment that recorded 6.5 per cent increase over the five-year period compared to 4.5 per cent for the male gross enrolment (Table 1.2).

Table 1.2 Gross Enrolment Ratio (GER) by Sex, 2017–2021

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
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%
2021	118,245	120,263	238,508	23,918	45,014	68,932	20.2%	37.4%	28.9% Note:*

Sourced from: 2011 Namibia Housing and Population Census based Population Projections, NSA

1.3 Enrolment by Higher Education Institution (HEI)

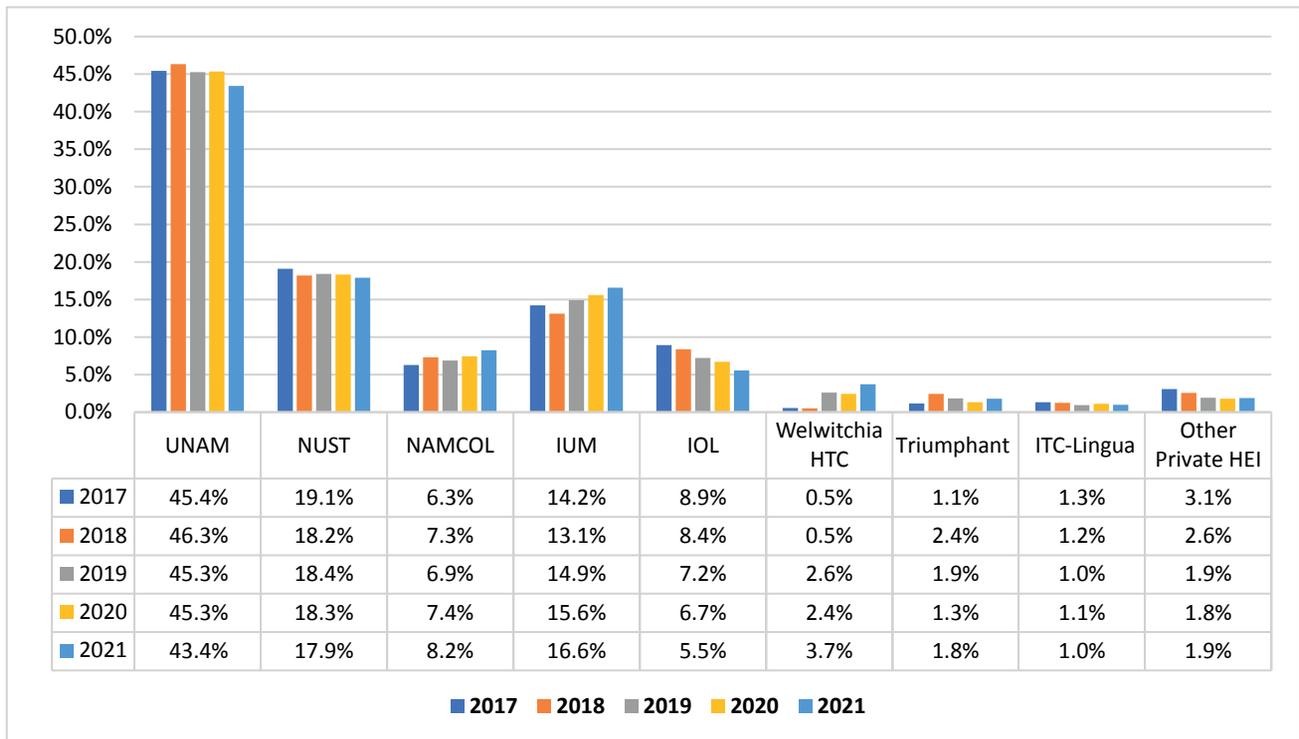
As shown in Table 1.3, during 2021 academic year, there were 47,942 students at public HEIs and 20,990 students at registered/accredited private HEIs representing 70 and 30 per cent respectively. The number of student enrolment in the public HEI only increased by 590 students from the 2020 academic year while in private HEIs increased with 1,686. It is worth noting that there are two new private institutions, namely Limkokwing University and Sunshine Private College. While Paulinum has not managed to submit information since 2020, IOB has closed down and taken over by Academy of Banking in Namibia.

Table 1.3 Enrolment by Higher Education Institution between 2017 and 2021

Higher Education Institutions	Number of students				
	2017	2018	2019	2020	2021
UNAM	25,471	27,423	30,069	30,216	29,923
NUST	10,705	10,761	12,227	12,197	12,340
NAMCOL	3,513	4,335	4,571	4,939	5,679
Public HEI Total	39,689	42,519	46,867	47,352	47,942
IUM	7,966	7,753	9,905	10,396	11,409
IOL	4,998	4,967	4,805	4,473	3,815
Welwitchia HTC	299	299	1,719	1,612	2,552
Triumphant	634	1,430	1,233	878	1,245
ITC-Lingua	733	725	635	750	684
Headstart Montessori	504	515	503	448	494
Monitronic	522	458	542	511	283
Tulipohamba TAI		60	64	91	233
ALI	108	168	51	30	69
St. Charles Lwanga	33	40	38	50	57
Limkokwing					47
Sunshine					44
Botho			6	21	28
NETS	27	21	24	33	19
Philippi Trust	12	5	5	11	11
ULTS-Paulinum	37	30	31	-	-
IOB	485	218	-	-	-
Private HEI Total	16,358	16,689	19,561	19,304	20,990
Grand Total	56,047	59,208	66,428	66,656	68,932

The relatively substantive increase in enrolment at NAMCOL, IUM, Triumphant and Welwitchia caused a proportional decrease in the enrolment of UNAM and NUST. However, the decline in the enrolment proportions does not mean a decline in the number of students.

Figure 1.3 Enrolment in public and private HEI for the last five years (2017 - 2021)



1.4 Enrolment by Higher Education Institutions and by first time entrant

Higher Education Institutions in Namibia as of 2021 had a total number of 21,741 new and first year students. Among these, the majority (7,553) were enrolled at UNAM (34.7 per cent), followed by IUM (19.7 per cent), NUST with (16.3 per cent), NAMCOL with (15.4 per cent) and then IOL with (6.9 per cent).

Botho University had a lowest new intake, admitting only 10 students followed by NETS with 18 students. Philippi Trust did not have any new intake for the academic year 2021 (Table 1.4).

Table 1.4 Enrolment by new and first year students into Higher Education Institutions, 2021

HEI Name	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	331	3,020	3,351	4.4%	21.2%	15.4%
NUST	1,780	1,769	3,549	23.7%	12.4%	16.3%
UNAM	3,066	4,487	7,553	40.8%	31.5%	34.7%
Public HEI Total	5,177	9,276	14,453	68.9%	65.2%	66.5%
Philippi Trust	0	0	0	0.0%	0.0%	0.0%
Botho	8	2	10	0.1%	0.0%	0.0%
NETS	12	6	18	0.2%	0.0%	0.1%
Sunshine	8	26	34	0.1%	0.2%	0.2%
Triumphant	20	16	36	0.3%	0.1%	0.2%
Limkokwing	30	17	47	0.4%	0.1%	0.2%
St. Charles Lwanga	48	0	48	0.6%	0.0%	0.2%
ALI	23	46	69	0.3%	0.3%	0.3%
Monitronic	78	67	145	1.0%	0.5%	0.7%
Tulipohamba	70	126	196	0.9%	0.9%	0.9%
Headstart Montessori	9	207	216	0.1%	1.5%	1.0%
Lingua	140	185	325	1.9%	1.3%	1.5%
Welwitchia	75	291	366	1.0%	2.0%	1.7%
IOL	315	1,187	1,502	4.2%	8.3%	6.9%
IUM	1,497	2,779	4,276	19.9%	19.5%	19.7%
Private HEI Total	2,333	4,955	7,288	31.1%	34.8%	33.5%
Grand Total	7,510	14,231	21,741	100.0%	100.0%	100.0%

1.5 Enrolment by Higher Education Institutions and by Sex

Table 1.5 indicates that, the total number of female students (45,014) was almost twice as much as their male counterparts (23,918). In other words, for every male student, there were two female students in higher education for the 2021 academic year. In terms of Gender Parity Index (GPI), for every 100 male students, there were 188 female students enrolled in Namibia in 2021.

While enrolment was in favour of female students in most of the HEIs, enrolment at some faith-based colleges (NETS and St. Charles Lwanga), Botho, Limkokwing and Monitronic were in favour of male students. Other institutions such as NUST and Triumphant had the most gender balance of almost 1 male to 1 female. Health and education focused HEIs (Welwitchia HTC, Philippi Trust, Tulipohamba TAI, Headstart Montessori, IOL and NAMCOL) had the majority being female students which is seven or more female students for every male student.

Table 1.5 Enrolment by Higher Education Institutions and by Sex, 2021

HEI Name	Count			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	560	5,119	5,679	9.9%	90.1%	100.0%
NUST	6,206	6,134	12,340	50.3%	49.7%	100.0%
UNAM	10,971	18,952	29,923	36.7%	63.3%	100.0%
Public Total	17,737	30,205	47,942	37.0%	63.0%	100.0%
ALI	23	46	69	33.3%	66.7%	100.0%
Botho	23	5	28	82.1%	17.9%	100.0%
Headstart Montessori	18	476	494	3.6%	96.4%	100.0%
IOL	710	3,105	3,815	18.6%	81.4%	100.0%
Lingua	278	406	684	40.6%	59.4%	100.0%
IUM	3,670	7,739	11,409	32.2%	67.8%	100.0%
Limkokwing	30	17	47	63.8%	36.2%	100.0%
Monitronic	169	114	283	59.7%	40.3%	100.0%
NETS	13	6	19	68.4%	31.6%	100.0%
Philippi	1	10	11	9.1%	90.9%	100.0%
St. Charles Lwanga	57	0	57	100.0%	0.0%	100.0%
Sunshine	11	33	44	25.0%	75.0%	100.0%
Triumphant	640	605	1,245	51.4%	48.6%	100.0%
Tulipohamba	76	157	233	32.6%	67.4%	100.0%
Welwitchia	462	2,090	2,552	18.1%	81.9%	100.0%
Private Total	6,181	14,809	20,990	29.4%	70.6%	100.0%
Grand Total	23,918	45,014	68,932	34.7%	65.3%	100.0%

1.6 Enrolment by Age

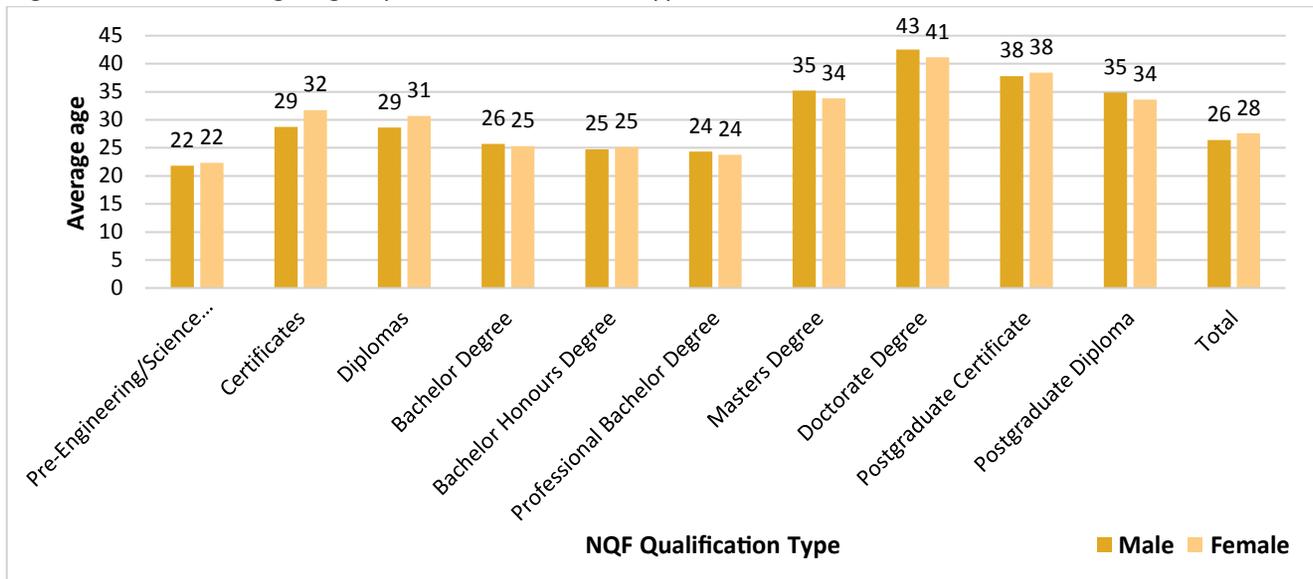
Students whose age was within the maximum higher education theoretical age of 23 years constituted a cumulative 42.5 per cent of the total enrolment (Table 1.6). It is also worth noting that 50 per cent of the total students were 24 years old or younger.

Table 1.6 Enrolment by Age, 2021

Age Group	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	3,938	5.7%	5.7%
20	5,357	7.8%	13.5%
21	6,713	9.7%	23.2%
22	7,017	10.2%	33.4%
23	6,247	9.1%	42.5%
24	4,940	7.2%	49.6%
25 - 29	15,294	22.2%	71.8%
30 - 39	14,396	20.9%	92.7%
40 - 49	4,139	6.0%	98.7%
50 and +	620	0.9%	99.6%
Not Stated	271	0.4%	100.0%
Total	68,932	100.0%	

There was a minor difference between the total average age of female and male students, recorded at 26 and 28 years, respectively. The average age of students who enrolled for Bachelors, Bachelor Honours and professional bachelor's degrees ranged from 24 to 26. Of all the undergraduates, students who were enrolled for certificates and diplomas were older than others, with an average age of 29 years for male and 32 years old for female students (Figure 1.4).

Figure 1.4 Average Age by NQF Qualification Type and Sex, 2021



1.7 Enrolment by Age and by Sex

As shown in Table 1.7, the female students' enrolment remained 60 per cent or above in all age groups, a trend similar to the gender representation of the overall total. Much higher female proportions in the age group 25-29 years indicates that a large proportion of female students are either pursuing further education or started studies at an older age than male students.

Table 1.7 Enrolment by Age and by Sex, 2021

Age Group	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Less than 20	1,509	2,429	3,938	38.3%	61.7%	100.0%
20	2,117	3,240	5,357	39.5%	60.5%	100.0%
21	2,524	4,189	6,713	37.6%	62.4%	100.0%
22	2,667	4,350	7,017	38.0%	62.0%	100.0%
23	2,351	3,896	6,247	37.6%	62.4%	100.0%
24	1,978	2,962	4,940	40.0%	60.0%	100.0%
25 - 29	5,357	9,937	15,294	35.0%	65.0%	100.0%
30 - 39	3,957	10,439	14,396	27.5%	72.5%	100.0%
40 - 49	1,168	2,971	4,139	28.2%	71.8%	100.0%
50 and +	199	421	620	32.1%	67.9%	100.0%
Not Stated	91	180	271	33.6%	66.4%	100.0%
Grand Total	23,918	45,014	68,932	34.7%	65.3%	100.0%

1.8 Enrolment by Offering Type and by Sex

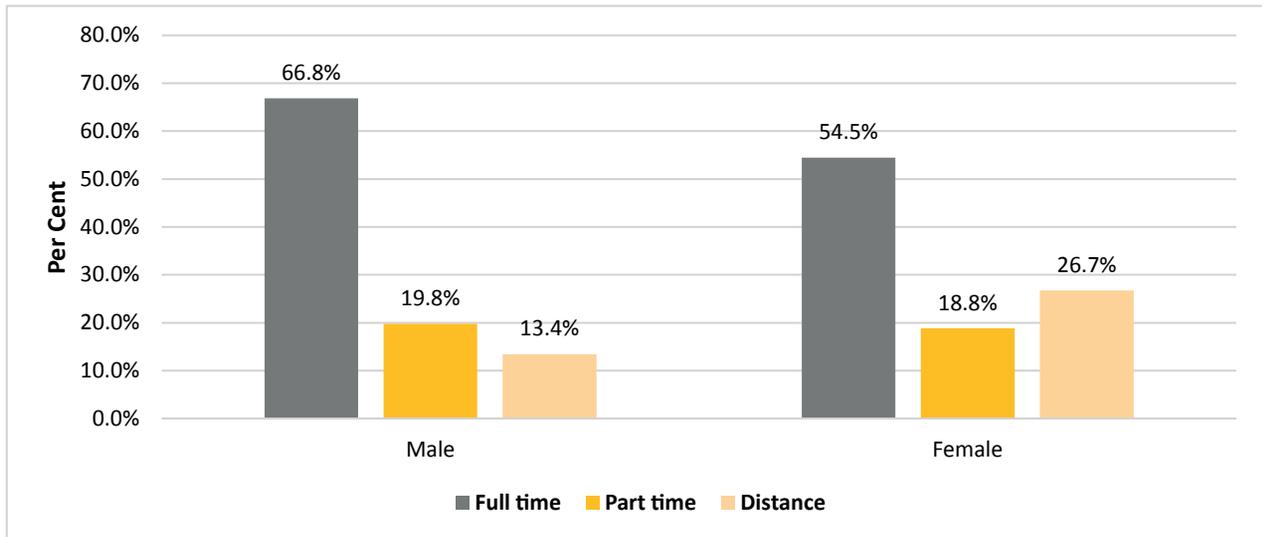
Besides the emerging virtual and blended mode of offering, higher education is offered mainly in three different modes, namely contact (full-time, part-time) and distance. Majority of the students were studying through full time mode 58.8 per cent followed by distance mode with 22.1 per cent and then part time with 19.1 per cent. For public institutions, 39.1 per cent of the students were enrolled for full-time study, while 30 per cent was equally specific between part time and distance modes (Table 1.8). For private HEIs, most students were studying through full-time 19.6 per cent with only 7 per cent were studying through distance and (4.0 per cent) through part time modes.

Table 1.8 Enrolment by Offering Type and by Sex, 2021

Offering Type	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Full time	11,637	15,335	26,972	48.7%	34.1%	39.1%
Part time	3,758	6,654	10,412	15.7%	14.8%	15.1%
Distance	2,342	8,216	10,558	9.8%	18.3%	15.3%
Public HEI Total	17,737	30,205	47,942	74.2%	67.1%	69.5%
Full time	4,351	9,191	13,542	18.2%	20.4%	19.6%
Part time	970	1,813	2,783	4.1%	4.0%	4.0%
Distance	860	3805	4,665	3.6%	8.5%	6.8%
Private HEI Total	6,181	14,809	20,990	25.8%	32.9%	30.5%
Full time	15,988	24,526	40,514	66.8%	54.5%	58.8%
Part time	4,728	8,467	13,195	19.8%	18.8%	19.1%
Distance	3,202	12,021	15,223	13.4%	26.7%	22.1%
Grand Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

Figure 1.5 shows that of all male students, two-thirds (66.8 per cent) were studying full-time, slightly higher than the proportions of all female students at 54.5 per cent. In contrast, only 13.4 per cent of male students were studying through distance compared to about 26.7 per cent of female students. There seems to be reasons as to why many female students are part of the distance mode of offering.

Figure 1.5 Enrolment by Offering Type and Sex, 2021



When the offering type (mode of study) was disaggregated by the HEIs, most of the students (88 per cent of full time; 98 per cent of part time) were in the three universities UNAM, NUST and IUM. NAMCOL and IOL had the majority of the distance students. Institutions such as ALI, Headstart Montessori and IOL only offered qualifications through distance mode of learning whereas Botho, Tulipohamba, Welwitchia HTC and the faith based HEIs such as St. Charles and Philippi Trust only offered education through full-time mode.

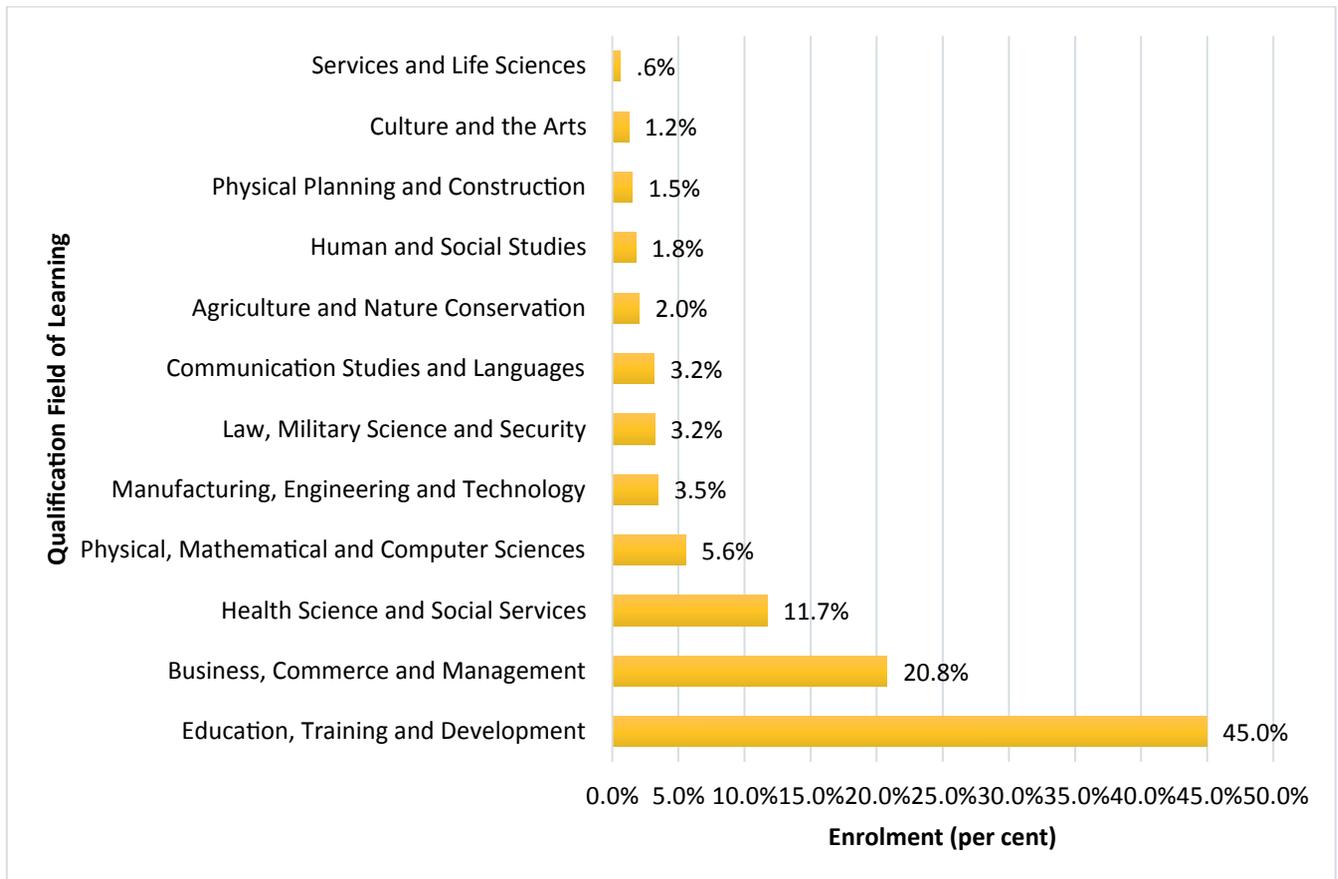
Table 1.9 Student Enrolments by Higher Education Institution and by Offering Type, 2021

Higher Education Institution	Offering Type Number				Offering Type Per Cent			
	Full Time	Part Time	Distance	Total	Full Time	Part Time	Distance	Total
UNAM	19,424	7,521	2,978	29,923	47.9%	57.0%	19.6%	43.4%
NUST	7,530	2,891	1,919	12,340	18.6%	21.9%	12.6%	17.9%
IUM	8,866	2,543	0	11,409	21.9%	19.3%	0.0%	16.6%
NAMCOL	18	0	5,661	5,679	0.0%	0.0%	37.2%	8.2%
IOL	0	0	3,815	3,815	0.0%	0.0%	25.1%	5.5%
Welwitchia HTC	2,552	0	0	2,552	6.3%	0.0%	0.0%	3.7%
Triumphant	1,118	51	76	1,245	2.8%	0.4%	0.5%	1.8%
Lingua	364	141	179	684	0.9%	1.1%	1.2%	1.0%
Headstart	0	0	494	494	0.0%	0.0%	3.2%	0.7%
Monitronic	231	20	32	283	0.6%	0.2%	0.2%	0.4%
Tulipohamba TAI	211	22	0	233	0.5%	0.2%	0.0%	0.3%
ALI	0	0	69	69	0.0%	0.0%	0.5%	0.1%
St. Charles Lwanga	57	0	0	57	0.1%	0.0%	0.0%	0.1%
Limkokwing	47	0	0	47	0.1%	0.0%	0.0%	0.1%
Sunshine	44	0	0	44	0.1%	0.0%	0.0%	0.1%
Botho	28	0	0	28	0.1%	0.0%	0.0%	0.0%
NETS	15	4	0	19	0.0%	0.0%	0.0%	0.0%
Philippi Trust	11	0	0	11	0.0%	0.0%	0.0%	0.0%
Grand Total	40,514	13,195	15,223	68,932	100.0%	100.0%	100.0%	100.0%

1.9 Enrolment by NQF Field of Learning

The predominant fields of learning were Education, Training and Development (45 per cent) and Business, Commerce and Management Studies (20.8 per cent) as illustrated in Figure 1.6.

Figure 1.6 Enrolment by NQF Field of Learning (per cent), 2021



In total, approximately 24 per cent of students were enrolled in the Science, Technology, Engineering and Mathematical (STEM) fields (Table 1.10a). Male students’ proportion was higher than their female counterparts, 30.9 per cent compared to 20.8 per cent. The most concentrated field in STEM is Health Sciences (11.7 per cent). It is also notable that majority of female students are in STEM and are in this field (13.6 per cent).

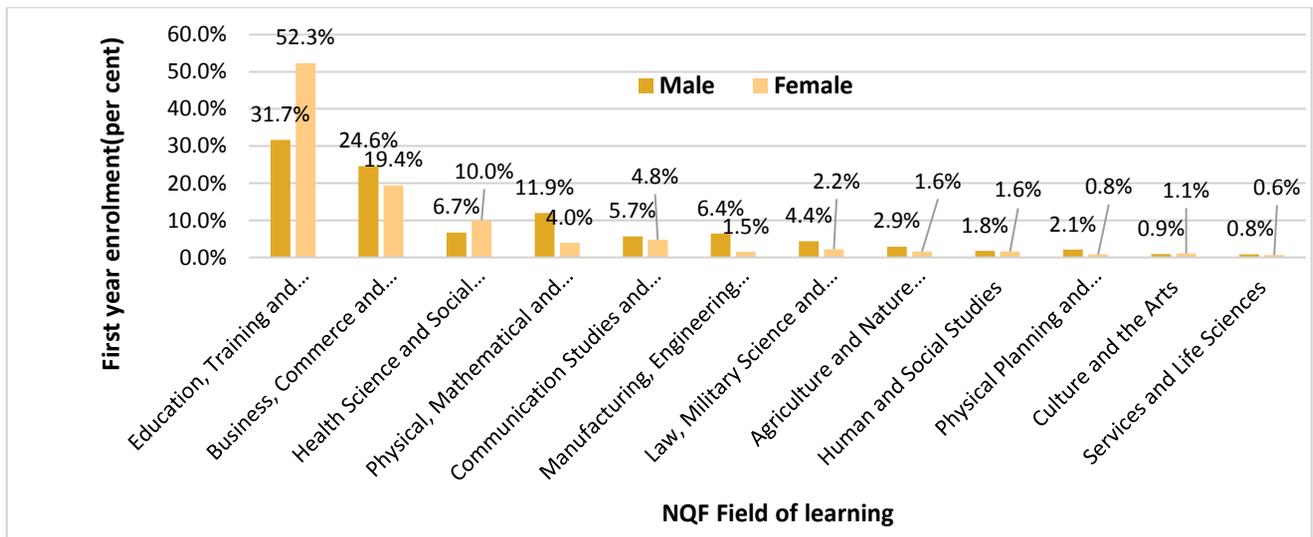
On the contrary, most male students in the STEM fields pursued qualifications in Physical, Mathematical and Computer Sciences (10.1 per cent), Health Sciences and Social Services (8.1 per cent) and Manufacturing, Engineering and Technology (7.2 per cent) fields.

Table 1.10 a) Enrolment by STEM and Non-STEM NQF Fields of Learning, 2021

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	679	730	1,409	2.8%	1.6%	2.0%
Manufacturing, Engineering and Technology	1,719	667	2,386	7.2%	1.5%	3.5%
Health Science and Social Services	1,947	6,132	8,079	8.1%	13.6%	11.7%
Physical, Mathematical and Computer Sciences	2,410	1,418	3,828	10.1%	3.2%	5.6%
Physical Planning and Construction	632	401	1,033	2.6%	0.9%	1.5%
Total STEM Fields	7,387	9,348	16,735	30.9%	20.8%	24.3%
Business, Commerce and Management	5,564	8,762	14,326	23.3%	19.5%	20.8%
Communication Studies and Languages	792	1,390	2,182	3.3%	3.1%	3.2%
Culture and the Arts	252	599	851	1.1%	1.3%	1.2%
Education, Training and Development	8,264	22,727	30,991	34.6%	50.5%	45.0%
Human and Social Studies	367	849	1,216	1.5%	1.9%	1.8%
Law, Military Science and Security	1,131	1,073	2,204	4.7%	2.4%	3.2%
Services and Life Sciences	161	266	427	0.7%	0.6%	0.6%
Total Non-STEM Fields	16,531	35,666	52,197	69.1%	79.2%	75.7%
Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

The first year female student were mostly enrolled in the Education, Training and Development field of learning 52.3 per cent followed by Business, Commerce and Management 19.4 per cent. The male first year student were also highest enrolled in the Education, Training and Development field with 31.7 per cent, followed by Business, Commerce and Management 24.6 per cent this trend is similar to the overall enrolment.

Figure 1.7 Enrolment by NQF Field of Learning by first year student and by Sex



There were no significant differences in the proportions of STEM and Non-STEM enrolment between public and private HEIs. Both types of HEIs had at least a third quarter (75 per cent) of enrolment in Non-STEM.

Table 1.10 b) Enrolment by STEM and Non-STEM NQF Fields of Learning, 2021

Qualification Field of Learning	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Agriculture and Nature Conservation	1,308	101	1,409	2.7%	0.5%	2.0%
Manufacturing, Engineering and Technology	1,874	512	2,386	3.9%	2.4%	3.5%
Health Science and Social Services	4,700	3,379	8,079	9.8%	16.1%	11.7%
Physical, Mathematical and Computer Sciences	3,134	694	3,828	6.5%	3.3%	5.6%
Physical Planning and Construction	929	104	1,033	1.9%	0.5%	1.5%
Total STEM Fields	11,945	4,790	16,735	24.9%	22.8%	24.3%
Business, Commerce and Management	10,983	3,343	14,326	22.9%	15.9%	20.8%
Communication Studies and Languages	2,101	81	2,182	4.4%	0.4%	3.2%
Culture and the Arts	851	-	851	1.8%	0.0%	1.2%
Education, Training and Development	18,922	12,069	30,991	39.5%	57.5%	45.0%
Human and Social Studies	1,051	165	1,216	2.2%	0.8%	1.8%
Law, Military Science and Security	1,948	256	2,204	4.1%	1.2%	3.2%
Services and Life Sciences	141	286	427	0.3%	1.4%	0.6%
Total Non-STEM Fields	35,997	16,200	52,197	75.1%	77.2%	75.7%
Total	47,942	20,990	68,932	100.0%	100.0%	100.0%

1.10 Enrolment by NQF Qualification Type and by Sex

More than half (61.8 per cent) of the students were enrolled for Undergraduate Bachelors (including Professional and Honours) degrees, followed by other undergraduates of Certificates/Diplomas (32.8 per cent). Postgraduate qualifications including Masters and Doctoral degrees accounted for 5.5 per cent of the total enrolment (Table 1.11).

Of all male students, over two-thirds (69.4 per cent) were enrolled for Bachelor/ Professional/ Honours degrees compared to female students who represented 57.7 per cent for the same NQF qualification types. A large proportion (37.2 per cent) of female students were enrolled for Other undergraduate (Certificates and Diplomas) qualifications while male students only enrolled 24.6 per cent.

While it is important to note that female students enrolment is almost twice that of male students in higher education, it is important to note of major differences when analysis focus within each sex.

Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2021

NQF Qualification Type	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Access and Foundation Programmes	601	591	1,192	2.5%	1.3%	1.7%
Certificates	871	4,184	5,055	3.6%	9.3%	7.3%
Diplomas	4,402	11,950	16,352	18.4%	26.5%	23.7%
Total Other Undergraduates	5,874	16,725	22,599	24.6%	37.2%	32.8%
Bachelor Degree	5,274	5,580	10,854	22.1%	12.4%	15.7%
Bachelor Honours Degree	8,717	16,200	24,917	36.4%	36.0%	36.1%
Professional Bachelor Degree	2,615	4,188	6,803	10.9%	9.3%	9.9%
Total Bachelor/Honours	16,606	25,968	42,574	69.4%	57.7%	61.8%
Postgraduate Certificate/Diploma	287	536	823	1.2%	1.2%	1.2%
Master's Degree	980	1,590	2,570	4.1%	3.5%	3.7%
Doctorate Degree	171	195	366	0.7%	0.4%	0.5%
Total Postgraduates	1438	2321	3759	6.0%	5.2%	5.5%
Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

1.11 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 77 per cent of the students were either in their first year or had progressed to the next year of study, while approximately 23 per cent (or 15,946) were repeating a year of study.

When compared within sexes, 29 per cent of all male students were repeating compared to 20 per cent of female students, meaning male students are frequent repeaters than female students. For public HEIs, the repetition rates are almost one-third of enrolment while the repetition rate for private HEIs appear to be generally low since the standards for progression to the next year of study is not systematically defined.

Table 1.12 New and Repeating Students by Type of HEI by Sex, 2021

Type of HEI	New or Repeater	Number			Per cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Public HEIs	New	11,224	22,191	33,415	63.3%	73.5%	69.7%
	Repeater	6,513	8,014	14,527	36.7%	26.5%	30.3%
	Total	17,737	30,205	47,942	100.0%	100.0%	100.0%
Private HEIs	New	5,733	13,838	19,571	92.8%	93.4%	93.2%
	Repeater	448	971	1,419	7.2%	6.6%	6.8%
	Total	6,181	14,809	20,990	100.0%	100.0%	100.0%
Total	New	16,957	36,029	52,986	70.9%	80.0%	76.9%
	Repeater	6,961	8,985	15,946	29.1%	20.0%	23.1%
	Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

1.12 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 24 per cent for the second and 27.8 per cent for fourth-year students. Male students were more prone to repeating compared to female students. Students who were in the sixth year of study, mainly in the medical discipline had a lower repetition rate at 9.3 per cent.

Table 1.13 New and Repeating Students by Year of Study and by Sex, 2021

Year of Study		Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Year 1	New	7,510	14,231	21,741	19.5%	12.3%	15.0%
	Repeater	1,823	2,003	3,826			
	Total	9,333	16,234	25,567			
Year 2	New	4,466	10,139	14,605	32.6%	19.4%	24.0%
	Repeater	2,164	2,442	4,606			
	Total	6,630	12,581	19,211			
Year 3	New	3,110	7,247	10,357	40.7%	29.3%	33.2%
	Repeater	2,136	3,001	5,137			
	Total	5,246	10,248	15,494			
Year 4	New	1,821	4,263	6,084	31.3%	26.2%	27.8%
	Repeater	829	1,517	2,346			
	Total	2,650	5,780	8,430			
Year 5	New	27	84	111	18.2%	16.0%	16.5%
	Repeater	6	16	22			
	Total	33	100	133			
Year 6	New	23	65	88	11.5%	8.5%	9.3%
	Repeater	3	6	9			
	Total	26	71	97			
Total	New	16,957	36,029	52,986	29.1%	20.0%	23.1%
	Repeater	6,961	8,985	15,946			
	Total	23,918	45,014	68,932			

1.13 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 1.8 present enrolment by region. Students from Khomas Region represented the highest proportion (21.5 per cent) of students in HEIs, followed by Oshana Region with 15.1 per cent. Students from Omaheke, Kunene, Hardap and Kavango West region accounted for less than 2 per cent each.

A large proportion of students without information on region of origin ('Not Stated' 14.8 per cent) underestimates the enrolment, especially of populous regions such as Khomas and Oshana. Only 2.0 per cent of students were from elsewhere, when they joined higher education, mainly from other countries.

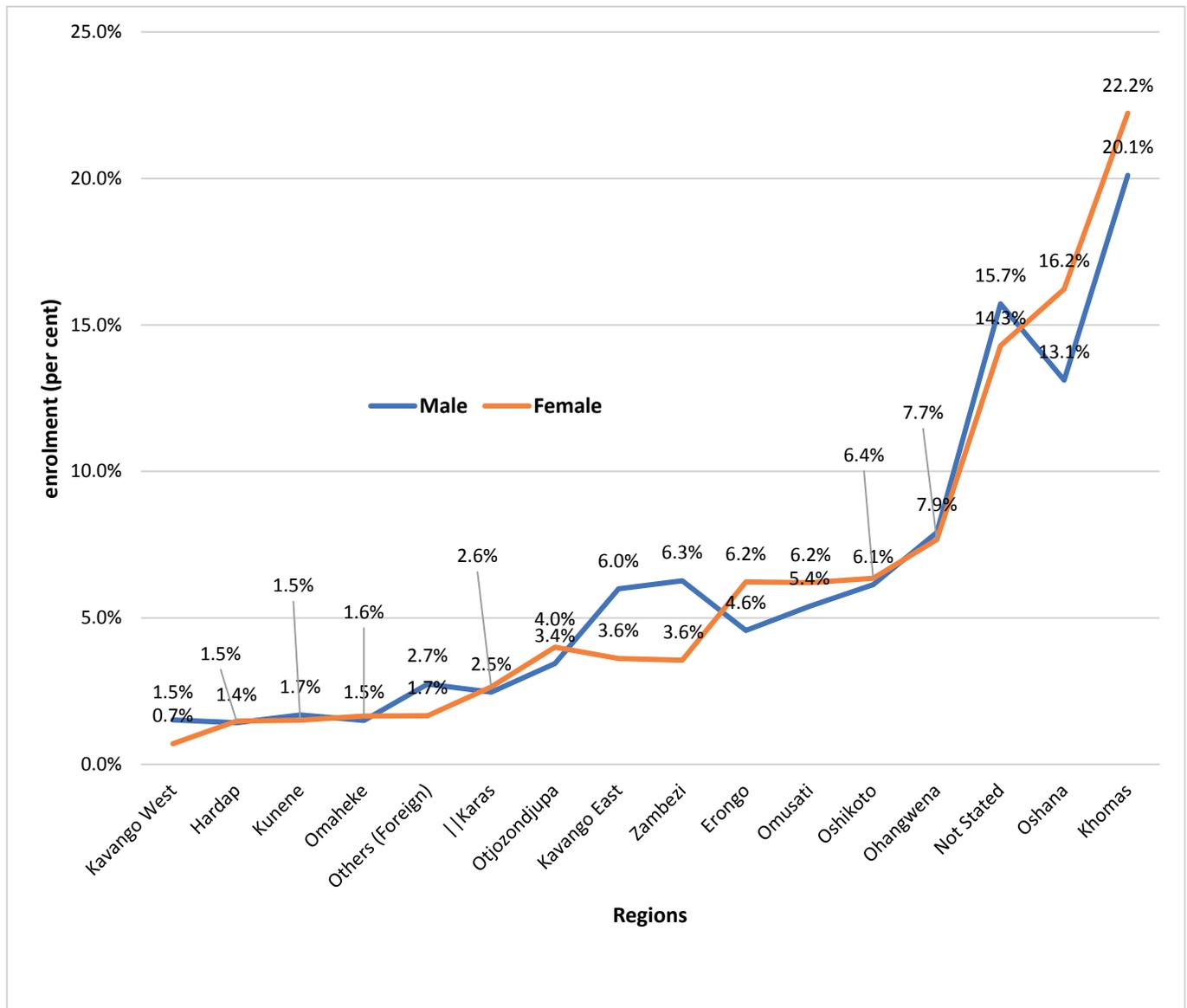
The fact that learners attend school in other regions in search for better schools also underestimate some regions counts.

Table 1.14 Enrolment by Region of Origin, 2021

Region of Origin	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Khomas	4,809	10,006	14,815	20.1%	22.2%	21.5%
Oshana	3,137	7,305	10,442	13.1%	16.2%	15.1%
Not Stated	3,761	6,431	10,192	15.7%	14.3%	14.8%
Ohangwena	1,893	3,452	5,345	7.9%	7.7%	7.8%
Oshikoto	1,468	2,859	4,327	6.1%	6.4%	6.3%
Omusati	1,291	2,792	4,083	5.4%	6.2%	5.9%
Erongo	1,093	2,804	3,897	4.6%	6.2%	5.7%
Zambezi	1,499	1,599	3,098	6.3%	3.6%	4.5%
Kavango East	1,433	1,626	3,059	6.0%	3.6%	4.4%
Otjozondjupa	824	1,800	2,624	3.4%	4.0%	3.8%
Karas	590	1,191	1,781	2.5%	2.6%	2.6%
Others (Foreign)	656	748	1,404	2.7%	1.7%	2.0%
Omaheke	359	741	1,100	1.5%	1.6%	1.6%
Kunene	403	679	1,082	1.7%	1.5%	1.6%
Hardap	340	664	1,004	1.4%	1.5%	1.5%
Kavango West	362	317	679	1.5%	0.7%	1.0%
Grand Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

Female student enrolment was dominating in all regions. The only regions with a high proportion of male students' enrolment than the female enrolment was Kavango West, Kavango East and Zambezi (Figure 1.8). The foreign students and those Not stated regions also had more high proportion of males students than that of female students.

Figure 1.8 Region of Origin Enrolment Percentage by Sex, 2021



1.14 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 (Tables 1.15a & b). However, most students (more than half) from Kunene, Kavango East, Omaheke, Oshana and Ohangwena regions opted to pursue higher education progress in the Education, Training and Development field of study (Table 1.16b).

Table 1.15(a) Enrolment by Region of Origin and by NQF Field of Learning, 2021

Region of Origin	Qualification 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	49	1,022	98	57	1,790	109	48	129	294	216	66	19	3,897
Hardap	26	267	15	16	427	17	22	40	78	64	16	16	1,004
Karas	20	509	40	17	724	48	48	63	185	89	22	16	1,781
Kavango East	47	546	60	27	1,670	105	53	66	348	101	25	11	3,059
Kavango West	16	116	30	2	282	19	14	18	140	34	4	4	679
Khomas	236	4,057	545	307	5,131	589	299	735	1,328	1,069	356	163	14,815
Kunene	36	145	19	13	639	30	13	29	92	40	13	13	1,082
Ohangwena	95	727	237	44	2,865	206	58	99	695	242	56	21	5,345
Omahoke	21	259	26	16	570	16	24	42	73	38	9	6	1,100
Omusati	89	692	153	13	1,876	199	32	65	646	201	92	25	4,083
Oshana	212	1,653	395	94	5,509	366	150	261	1,216	489	79	18	10,442
Oshikoto	72	764	108	18	2,156	177	41	101	566	230	84	10	4,327
Otjozondjupa	63	607	51	32	1,170	88	36	86	256	161	47	27	2,624
Zambezi	92	539	146	24	1,537	56	82	128	295	150	35	14	3,098
Others (Foreign)	12	532	20		282	76	23	2	191	183	37	46	1,404
Not Stated	323	1,891	239	171	4,363	285	273	340	1,676	521	92	18	10,192
Total	1,409	14,326	2,182	851	30,991	2,386	1,216	2,204	8,079	3,828	1,033	427	68,932

Table 1.15(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2021

Region of Origin	Qualification 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	1.3%	26.2%	2.5%	1.5%	45.9%	2.8%	1.2%	3.3%	7.5%	5.5%	1.7%	0.5%	100.0%
Hardap	2.6%	26.6%	1.5%	1.6%	42.5%	1.7%	2.2%	4.0%	7.8%	6.4%	1.6%	1.6%	100.0%
Karas	1.1%	28.6%	2.2%	1.0%	40.7%	2.7%	2.7%	3.5%	10.4%	5.0%	1.2%	0.9%	100.0%
Kavango East	1.5%	17.8%	2.0%	0.9%	54.6%	3.4%	1.7%	2.2%	11.4%	3.3%	0.8%	0.4%	100.0%
Kavango West	2.4%	17.1%	4.4%	0.3%	41.5%	2.8%	2.1%	2.7%	20.6%	5.0%	0.6%	0.6%	100.0%
Khomas	1.6%	27.4%	3.7%	2.1%	34.6%	4.0%	2.0%	5.0%	9.0%	7.2%	2.4%	1.1%	100.0%
Kunene	3.3%	13.4%	1.8%	1.2%	59.1%	2.8%	1.2%	2.7%	8.5%	3.7%	1.2%	1.2%	100.0%
Ohangwena	1.8%	13.6%	4.4%	0.8%	53.6%	3.9%	1.1%	1.9%	13.0%	4.5%	1.0%	0.4%	100.0%
Omahoke	1.9%	23.5%	2.4%	1.5%	51.8%	1.5%	2.2%	3.8%	6.6%	3.5%	0.8%	0.5%	100.0%
Omusati	2.2%	16.9%	3.7%	0.3%	45.9%	4.9%	0.8%	1.6%	15.8%	4.9%	2.3%	0.6%	100.0%
Oshana	2.0%	15.8%	3.8%	0.9%	52.8%	3.5%	1.4%	2.5%	11.6%	4.7%	0.8%	0.2%	100.0%
Oshikoto	1.7%	17.7%	2.5%	0.4%	49.8%	4.1%	0.9%	2.3%	13.1%	5.3%	1.9%	0.2%	100.0%
Otjozondjupa	2.4%	23.1%	1.9%	1.2%	44.6%	3.4%	1.4%	3.3%	9.8%	6.1%	1.8%	1.0%	100.0%
Zambezi	3.0%	17.4%	4.7%	0.8%	49.6%	1.8%	2.6%	4.1%	9.5%	4.8%	1.1%	0.5%	100.0%
Others (Foreign)	0.9%	37.9%	1.4%	0.0%	20.1%	5.4%	1.6%	0.1%	13.6%	13.0%	2.6%	3.3%	100.0%
Not Stated	3.2%	18.6%	2.3%	1.7%	42.8%	2.8%	2.7%	3.3%	16.4%	5.1%	0.9%	0.2%	100.0%
Total	2.0%	20.8%	3.2%	1.2%	45.0%	3.5%	1.8%	3.2%	11.7%	5.6%	1.5%	0.6%	100.0%

1.15 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 (61 per cent) were enrolled in Khomas region the seat of the capital city, followed by Oshana Region at 18 per cent (Table 1.16). Regions such as Ohangwena, Kunene, Hardap and Omaheke had the lowest numbers of enrolment, this is attributed to the absence of HEI or satellite campuses in those regions.

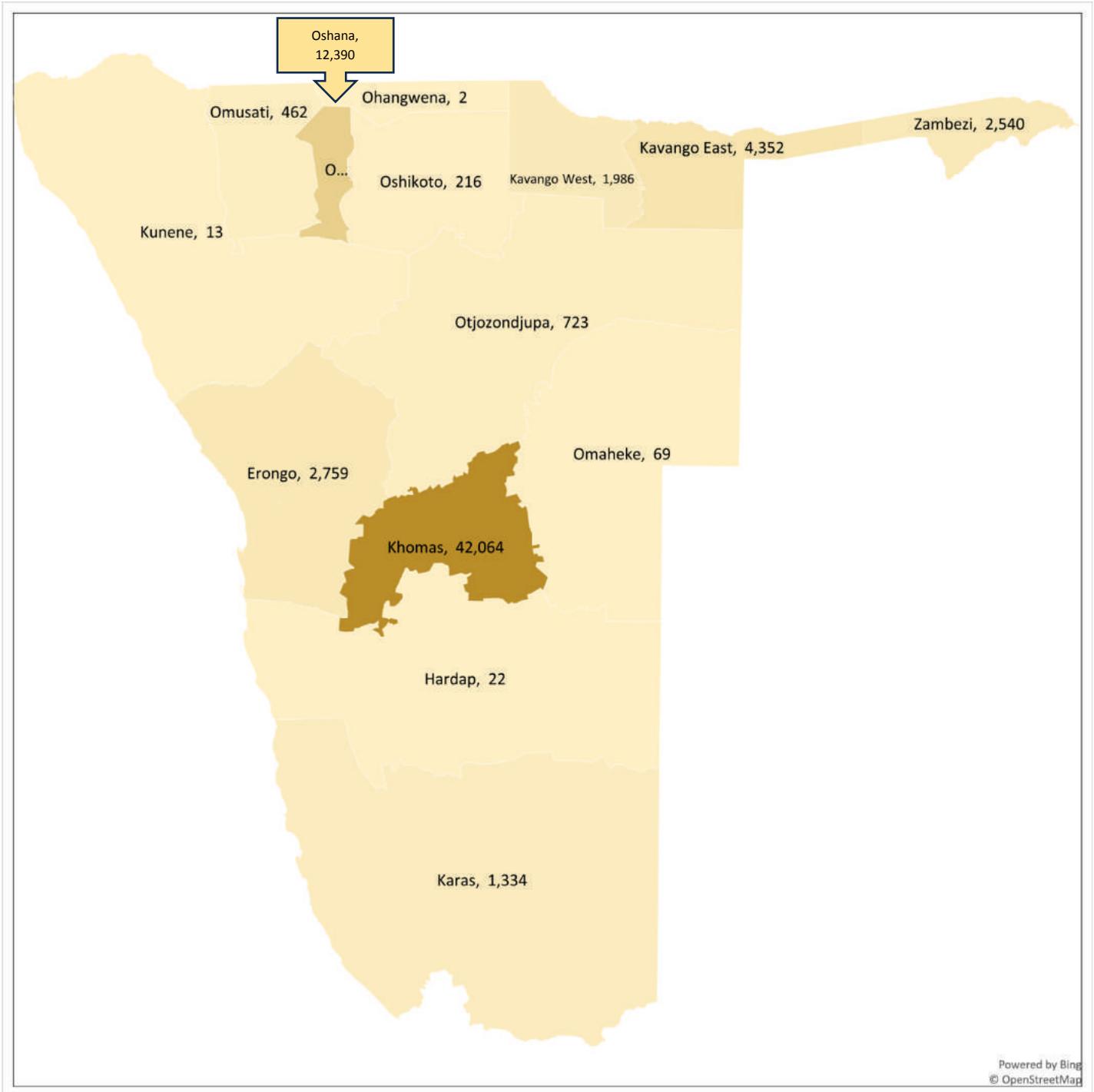
Table 1.16 Enrolment by Region of Campus and by Sex, 2021

Campus Region	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Ohangwena	2	0	2	0.0%	0.0%	0.0%
Kunene	8	5	13	0.0%	0.0%	0.0%
Hardap	3	19	22	0.0%	0.0%	0.0%
Omaheke	30	39	69	0.1%	0.1%	0.1%
Oshikoto	101	115	216	0.4%	0.3%	0.3%
Omusati	196	266	462	0.8%	0.6%	0.7%
Otjozondjupa	148	575	723	0.6%	1.3%	1.0%
Karas	376	958	1,334	1.6%	2.1%	1.9%
Kavango West	745	1,241	1,986	3.1%	2.8%	2.9%
Zambezi	1,151	1,389	2,540	4.8%	3.1%	3.7%
Erongo	666	2,093	2,759	2.8%	4.6%	4.0%
Kavango East	1,683	2,669	4,352	7.0%	5.9%	6.3%
Oshana	3,476	8,914	12,390	14.5%	19.8%	18.0%
Khomas	15,333	26,731	42,064	64.1%	59.4%	61.0%
Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

According to the Namibia Population and Housing Census (NSA, 2011) Ohangwena region is the second highly populated region after Khomas, however, only 5,345 students enrolled in HEI during

2021 academic year (Table 1.15). Surprisingly, Ohangwena is the region with the lowest number of HEIs and the number of students enrolled in the HEI in the region.

Figure 1.9 Students Enrolment by Region of Campus, 2021



1.16 Enrolment by Financial Sponsor

Funding of higher education is regarded as one of the main factors that determines access to higher education. As reported by HEIs, in 2021 the Namibia Student Financial Assistance Fund (NSFAF) funded the highest portion of students at about 48 per cent while 47.2 per cent of students were either self-funded or funded by parents or guardians, (Table 1.17). The Privately owned Institutions funded 3.1 per cent of the students whereas Other Public Institutions funded 0.5 per cent.

Table 1.17 a) Enrolment by Financial Sponsor and by Sex, 2021

Financial Sponsor	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Self Funding	4,031	8,714	12,745	16.9%	19.4%	18.5%
Parent/Guardian	3,328	5,688	9,016	13.9%	12.6%	13.1%
NSFAF	9,567	14,905	24,472	40.0%	33.1%	35.5%
Other Public Institution	102	189	291	0.4%	0.4%	0.4%
Private Institution	706	708	1,414	3.0%	1.6%	2.1%
Others	3	1	4	0.0%	0.0%	0.0%
Public HEI Total	17,737	30,205	47,942	74.2%	67.1%	69.5%
Self Funding	1,599	4,617	6,216	6.7%	10.3%	9.0%
Parent/Guardian	1,258	3,326	4,584	5.3%	7.4%	6.7%
NSFAF	2,824	5,991	8,815	11.8%	13.3%	12.8%
Other Public Institution	15	25	40	0.1%	0.1%	0.1%
Private Institution	383	348	731	1.6%	0.8%	1.1%
Others	16	26	42	0.1%	0.1%	0.1%
Not Stated	86	476	562	0.4%	1.1%	0.8%
Private HEI Total	6,181	14,809	20,990	25.8%	32.9%	30.5%
Self Funding	5,630	13,331	18,961	23.5%	29.6%	27.5%
Parent/Guardian	4,586	9,014	13,600	19.2%	20.0%	19.7%
NSFAF	12,391	20,896	33,287	51.8%	46.4%	48.3%
Other Public Institution	117	214	331	0.5%	0.5%	0.5%
Private Institution	1,089	1,056	2,145	4.6%	2.3%	3.1%
Others	19	27	46	0.1%	0.1%	0.1%
Not Stated	86	476	562	0.4%	1.1%	0.8%
Grand Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

About one quarter (25 per cent) of the NSFAF funded students were studying in STEM fields and 75 per cent were in non-STEM fields. This relationship is the same as the enrolment in STEM and Non-STEM fields.

Table 1.17 b) Students Funded by NSFAF by NQF Field of Learning and by Sex, 2021

Qualification NQF Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	434	472	906	3.5%	2.3%	2.7%
Manufacturing, Engineering and Technology	858	347	1,205	6.9%	1.7%	3.6%
Health Science and Social Services	949	2,958	3,907	7.7%	14.2%	11.7%
Physical, Mathematical and Computer Sciences	1,030	697	1,727	8.3%	3.3%	5.2%
Physical Planning and Construction	297	189	486	2.4%	0.9%	1.5%
STEM Total	3,568	4,663	8,231	28.8%	22.3%	24.7%
Business, Commerce and Management	2,422	3,708	6,130	19.5%	17.7%	18.4%
Communication Studies and Languages	228	495	723	1.8%	2.4%	2.2%
Culture and the Arts	117	353	470	0.9%	1.7%	1.4%
Education, Training and Development	5,230	10,568	15,798	42.2%	50.6%	47.5%
Human and Social Studies	145	415	560	1.2%	2.0%	1.7%
Law, Military Science and Security	649	636	1,285	5.2%	3.0%	3.9%
Services and Life Sciences	32	58	90	0.3%	0.3%	0.3%
Non-STEM Total	8,823	16,233	25,056	71.2%	77.7%	75.3%
Grand Total	12,391	20,896	33,287	100.0%	100.0%	100.0%

1.17 Enrolment by Citizenship

Approximately 97 per cent of the students were Namibians (Table 1.18a). The rest were mainly from Zimbabwe (1.3 per cent) and Angola (0.6 per cent). Students from 'Other SADC Countries' and 'Other African Countries' constituted 0.7 per cent, whereas those from overseas were less than 0.1 per cent.

Table 1.18 a) Enrolment by Citizenship, 2021

Citizenship	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Namibia	22,809	43,887	66,696	95.4%	97.5%	96.8%
Angola	238	205	443	1.0%	0.5%	0.6%
Botswana	18	20	38	0.1%	0.0%	0.1%
South Africa	35	92	127	0.1%	0.2%	0.2%
Zambia	90	87	177	0.4%	0.2%	0.3%
Zimbabwe	432	461	893	1.8%	1.0%	1.3%
Other SADC Countries	174	141	315	0.7%	0.3%	0.5%
Other African Countries	91	72	163	0.4%	0.2%	0.2%
European Countries	7	17	24	0.0%	0.0%	0.0%
American Countries	0	8	8	0.0%	0.0%	0.0%
Asian and Oceanic Countries	3	10	13	0.0%	0.0%	0.0%
Not stated	21	14	35	0.1%	0.0%	0.1%
Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

Table 1.18.b shows that majority of the non-Namibian students preferred to study in the Business, Commerce and Management field of learning. Proportionally, there were no differences between male and female students who were enrolled in Business, Commerce and Management field of learning. The second preferred field of learning was Physical, Mathematical and Computer Sciences with 14.9 per cent third was Health Science and Social Services with 14.4 per cent.

Disaggregation within the sexes, 22.6 per cent of the male students were in Physical, Mathematical and Computer Sciences field of study compared to 7.4 per cent of female students. In the Health Science and Social Services field of learning, 20.2 per cent were female and 8.4 per cent were male students.

Table 1. 18.b) Enrolment by Non-Namibian student by Qualification NQF Field of Learning, 2021

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	29	45	74	2.7%	4.0%	3.4%
Business, Commerce and Management	393	423	816	36.1%	37.8%	37.0%
Communication Studies and Languages	25	36	61	2.3%	3.2%	2.8%
Culture and the Arts	19	47	66	1.7%	4.2%	3.0%
Education, Training and Development	38	96	134	3.5%	8.6%	6.1%
Manufacturing, Engineering and Technology	108	37	145	9.9%	3.3%	6.6%
Human and Social Studies	43	34	77	4.0%	3.0%	3.5%
Law, Military Science and Security	30	26	56	2.8%	2.3%	2.5%
Health Science and Social Services	91	226	317	8.4%	20.2%	14.4%
Physical, Mathematical and Computer Sciences	246	83	329	22.6%	7.4%	14.9%
Physical Planning and Construction	53	28	81	4.9%	2.5%	3.7%
Services and Life Sciences	13	38	51	1.2%	3.4%	2.3%
Total	1,088	1,119	2,207	100.0%	100.0%	100.0%

From Table 1.18.c) one can observe that 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 foreign students were mostly in the Business, Commerce and Management field of learning followed by Health Sciences and Social Services. Angolan students were 58.7 per cent enrolled in the Business, Commerce and Management field. The proportions of Zambian students were more in the fields of Business, Commerce and Management with 40 per cent. The proportions of Zimbabwe and other African countries students were more in the fields of Health Sciences and Social Services. The proportions of Namibians were highest in the field of education.

Table 1.18. c) Countries Enrolment by Qualification NQF Field of Learning, 2021

Countries	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	
Namibian	66,696	2.0%	20.2%	3.2%	1.2%	46.3%	3.3%	1.7%	3.2%	11.6%	5.2%	1.4%	0.6%	100.0%
Non-Namibian	2,236	3.3%	36.9%	2.8%	3.0%	6.0%	6.8%	3.4%	2.5%	14.2%	14.9%	3.7%	2.3%	100.0%
Angola	443	0.9%	58.7%	0.5%	1.1%	1.1%	6.5%	0.2%	0.5%	3.8%	22.8%	0.7%	3.2%	100.0%
Botswana	38	2.6%	36.8%	0.0%	7.9%	10.5%	5.3%	7.9%	0.0%	13.2%	5.3%	7.9%	2.6%	100.0%
South Africa	127	17.3%	11.0%	1.6%	4.7%	35.4%	0.0%	13.4%	1.6%	7.9%	1.6%	3.9%	1.6%	100.0%
Zambia	177	5.6%	40.1%	2.3%	1.7%	3.4%	6.2%	4.0%	1.1%	13.0%	13.0%	8.5%	1.1%	100.0%
Zimbabwe	893	2.4%	28.8%	4.0%	3.2%	5.7%	5.9%	4.0%	4.6%	20.7%	14.6%	4.0%	2.0%	100.0%
Other SADC Countries	315	1.3%	47.9%	3.2%	4.4%	0.3%	11.7%	1.3%	1.0%	9.5%	11.7%	4.8%	2.9%	100.0%
Other African Countries	163	4.3%	23.3%	2.5%	1.8%	8.0%	7.4%	3.7%	2.5%	25.2%	17.2%	2.5%	1.8%	100.0%
European Countries	24	8.3%	0.0%	8.3%	0.0%	29.2%	0.0%	12.5%	8.3%	8.3%	16.7%	0.0%	8.3%	100.0%
American Countries	8	25.0%	37.5%	0.0%	0.0%	0.0%	12.5%	0.0%	0.0%	12.5%	12.5%	0.0%	0.0%	100.0%
Asian and Oceanic Countries	13	0.0%	46.2%	7.7%	23.1%	7.7%	0.0%	0.0%	0.0%	7.7%	7.7%	0.0%	0.0%	100.0%
Not Stated	35	0.0%	34.3%	5.7%	0.0%	5.7%	22.9%	0.0%	0.0%	8.6%	14.3%	5.7%	2.9%	100.0%
Total	71,168	0.1%	1.2%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	0.4%	0.5%	0.1%	0.1%	3.1%

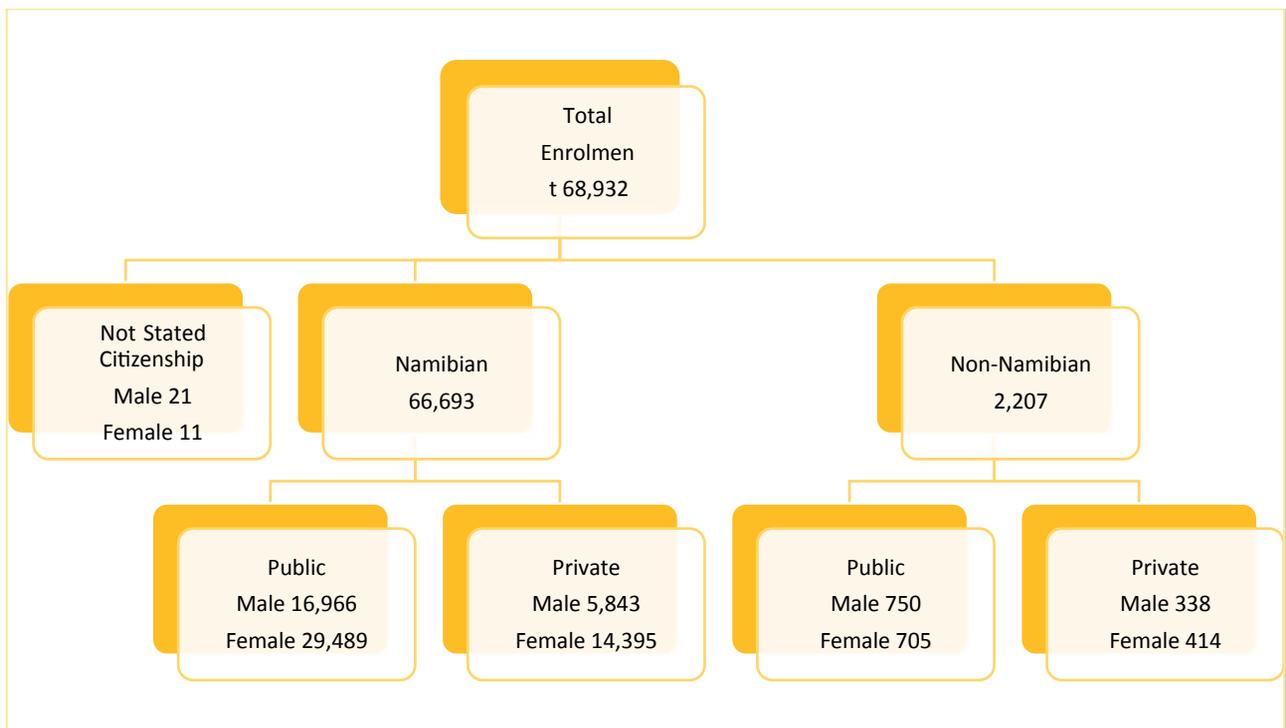
1.18 Enrolment by Citizenship and by Sex

Unlike their Namibia counterparts, the number of Non-Namibian citizens were 1,088 male students and 1,119 female students causing a balance in proportions as male students contribute 49.3 per cent and female students a 50.7 per cent of the enrolment.

While this distribution is balanced for the sex, the enrolment in public HEIs outnumbered that of students in the private HEIs.

The diagram below shows the distributions of Namibian and Non-Namibian students in public and private HEIs, their sex.

Figure 1.10 Enrolment by Type of HEIs by Citizenship and by Sex, 2021



CHAPTER 2: ANNUAL EXAMINATION RESULTS

This chapter focuses on the examination results for the 2021 academic year by Sex, NQF Fields of Learning, Offering Type and NQF Qualification Type, both for public and private HEIs. Examination results also sometimes referred to as progression status, is categorized into obtain qualification, pass, fail, continuing, absent and drop-out/ cancelled.

While public HEIs have pre-requisites for most of the modules for advancing to the next year of study, students at most private colleges are allowed 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. For this reason, examination results are computed only for the HEI that have systematic progression mechanisms.

2.1 Examination Results by Sex

Table 2.1(a) presents the number of students who completed studies as well as percentages within the examination categories. A total of 10,108 students completed studies, 39,307 passed the year while 15,851 failed the year of study (Table 2.1 a). Male students had a lower rate of completing studies (28.7 per cent) compared to proportions of total enrolled male students (34.7 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 (65.3 per cent).

In the category of those who passed a year of study, the gender differences were almost similar to that of total enrolment (33.4 per cent for male students and 66.6 per cent female students). The male students were likely to repeat as their failure proportions (40.4 per cent) were way above male enrolment proportions of 34.7 per cent. The percentage of female students who failed (59.6 per cent) was lower than the proportions of female students enrolled (65.3 per cent).

Table 2.1 a) Examination Results by Type of HEI by Sex, 2021

Examination Results	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Completed Studies	2,174	4,657	6,831	31.8%	68.2%	100.0%
Pass	9,204	16,271	25,475	36.1%	63.9%	100.0%
Fail	5,146	7,495	12,641	40.7%	59.3%	100.0%
Continuing (Master's and PhD)	688	1,061	1,749	39.3%	60.7%	100.0%
Absent	479	690	1,169	41.0%	59.0%	100.0%
Drop-out/Cancelled	46	31	77	59.7%	40.3%	100.0%
Public Total	17,737	30,205	47,942	37.0%	63.0%	100.0%
Completed Studies	722	2,555	3,277	22.0%	78.0%	100.0%
Pass	3,939	9,893	13,832	28.5%	71.5%	100.0%
Fail	1,264	1,946	3,210	39.4%	60.6%	100.0%
Continuing (Master's and PhD)	119	229	348	34.2%	65.8%	100.0%
Absent	61	91	152	40.1%	59.9%	100.0%
Drop-out/Cancelled	15	31	46	32.6%	67.4%	100.0%
Not Stated	61	64	125	48.8%	51.2%	100.0%
Private Total	6,181	14,809	20,990	29.4%	70.6%	100.0%
Completed Studies	2,896	7,212	10,108	28.7%	71.3%	100.0%
Pass	13,143	26,164	39,307	33.4%	66.6%	100.0%
Fail	6,410	9,441	15,851	40.4%	59.6%	100.0%
Continuing (Master's and PhD)	807	1,290	2,097	38.5%	61.5%	100.0%
Absent	540	781	1,321	40.9%	59.1%	100.0%
Drop-out/Cancelled	61	62	123	49.6%	50.4%	100.0%
Not Stated	61	64	125	48.8%	51.2%	100.0%
Grand Total	23,918	45,014	68,932	34.7%	65.3%	100.0%

Table 2.1(b) depicts examination results within the sex categories. When disaggregated within the sex, about 15 per cent of the total students completed studies (obtained qualifications). Fifty-seven per cent of the students progressed to the next year of study and 23 per cent failed their examinations. There were no major differences in failure rates recorded between sexes i.e., 26.8 per cent for male students compared to 21.0 per cent for female students.

Table 2.1 b) Examination Results by Sex, 2021

Examination Results	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Completed Studies	2,896	7,212	10,108	12.1%	16.0%	14.7%
Pass	13,143	26,164	39,307	55.0%	58.1%	57.0%
Fail	6,410	9,441	15,851	26.8%	21.0%	23.0%
Continuing (Master's and PhD)	807	1,290	2,097	3.4%	2.9%	3.0%
Absent	540	781	1,321	2.3%	1.7%	1.9%
Drop-out/Cancelled	61	62	123	0.3%	0.1%	0.2%
Not Stated	61	64	125	0.3%	0.1%	0.2%
Grand Total	23,918	45,014	68,932	100.0%	100.0%	100.0%

Table 2.1 c) illustrate examination results by higher education institutions and sex. Among the three universities, there were major differences on the proportions of students who completed studies at NUST (19.4 per cent) in comparison to UNAM (12.2 per cent) and IUM (11.0 per cent). The proportions of graduates completing studies at other individual institutions (Colleges and Institutes) were higher than those of the three universities. The colleges and institutes have different admission policies and offer mainly undergraduates qualifications.

Table 2.1 c) Examination Results by HEI Name by Sex, 2021

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Completed Studies	1,124	2,535	3,659	10.2%	13.4%	12.2%
	Pass	5,325	9,604	14,929	48.5%	50.7%	49.9%
	Fail	3,653	5,371	9,024	33.3%	28.3%	30.2%
	Continuing (Masters and PhD)	587	948	1,535	5.4%	5.0%	5.1%
	Absent	282	494	776	2.6%	2.6%	2.6%
	Total	10,971	18,952	29,923	100.0%	100.0%	100.0%
NUST	Completed Studies	1,008	1,392	2,400	16.2%	22.7%	19.4%
	Pass	3,581	3,594	7,175	57.7%	58.6%	58.1%
	Fail	1,273	808	2,081	20.5%	13.2%	16.9%
	Continuing (Masters and PhD)	101	113	214	1.6%	1.8%	1.7%
	Absent	197	196	393	3.2%	3.2%	3.2%
	Drop-out/Cancelled	46	31	77	0.7%	0.5%	0.6%
Total	6,206	6,134	12,340	100.0%	100.0%	100.0%	
IUM	Completed Studies	300	960	1,260	8.2%	12.4%	11.0%
	Pass	2,182	4,704	6,886	59.5%	60.8%	60.4%
	Fail	1,045	1,836	2,881	28.5%	23.7%	25.3%
	Continuing (Masters and PhD)	111	193	304	3.0%	2.5%	2.7%
	Absent	32	46	78	0.9%	0.6%	0.7%
	Total	3,670	7,739	11,409	100.0%	100.0%	100.0%
NAMCOL	Completed Studies	42	730	772	7.5%	14.3%	13.6%
	Pass	298	3,073	3,371	53.2%	60.0%	59.4%
	Fail	220	1,316	1,536	39.3%	25.7%	27.0%
	Total	560	5,119	5,679	100.0%	100.0%	100.0%
IOL	Completed Studies	116	641	757	16.3%	20.6%	19.8%
	Pass	594	2,464	3,058	83.7%	79.4%	80.2%
	Total	710	3,105	3,815	100.0%	100.0%	100.0%
Welwitchia	Completed Studies	120	688	808	26.0%	32.9%	31.7%
	Pass	331	1,355	1,686	71.6%	64.8%	66.1%
	Fail	3	11	14	0.6%	0.5%	0.5%
	Continuing (Masters and PhD)	8	36	44	1.7%	1.7%	1.7%
	Total	462	2,090	2,552	100.0%	100.0%	100.0%
Triumphant	Pass	496	604	1,100	77.5%	99.8%	88.4%
	Fail	140	1	141	21.9%	0.2%	11.3%
	Not Stated	4	0	4	0.6%	0.0%	0.3%
	Total	640	605	1,245	100.0%	100.0%	100.0%

Table 2.1 c) Examination Results by HEI Name by Sex, 2021- continue

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Lingua	Completed Studies	83	178	261	29.9%	43.8%	38.2%
	Pass	57	72	129	20.5%	17.7%	18.9%
	Fail	54	53	107	19.4%	13.1%	15.6%
	Absent	29	45	74	10.4%	11.1%	10.8%
	Drop-out/Cancelled	0	1	1	0.0%	0.2%	0.1%
	Pending	55	57	112	19.8%	14.0%	16.4%
	Total	278	406	684	100.0%	100.0%	100.0%
ALI	Completed Studies	12	37	49	52.2%	80.4%	71.0%
	Fail	11	9	20	47.8%	19.6%	29.0%
	Total	23	46	69	100.0%	100.0%	100.0%
Headstart	Pass	12	427	439	66.7%	89.7%	88.9%
	Fail	4	29	33	22.2%	6.1%	6.7%
	Drop-out/Cancelled	2	20	22	11.1%	4.2%	4.5%
	Total	18	476	494	100.0%	100.0%	100.0%
Monitronic	Completed Studies	84	42	126	49.7%	36.8%	44.5%
	Pass	72	63	135	42.6%	55.3%	47.7%
	Drop-out/Cancelled	13	9	22	7.7%	7.9%	7.8%
	Total	169	114	283	100.0%	100.0%	100.0%
Tulipohamba	Pass	76	152	228	100.0%	96.8%	97.9%
	Fail	0	5	5	0.0%	3.2%	2.1%
	Total	76	157	233	100.0%	100.0%	100.0%
St. Charles Lwanga	Completed Studies	6		6	10.5%		10.5%
	Pass	51		51	89.5%		89.5%
	Total	57		57	100.0%		100.0%
Sunshine	Pass	10	26	36	90.9%	78.8%	81.8%
	Not Stated	0	1	1	0.0%	3.0%	2.3%
	Pending	1	6	7	9.1%	18.2%	15.9%
	Total	11	33	44	100.0%	100.0%	100.0%
Limkokwing	Pass	30	17	47	100.0%	100.0%	100.0%
	Total	30	17	47	100.0%	100.0%	100.0%
Botho	Pass	16	3	19	69.6%	60.0%	67.9%
	Fail	7	2	9	30.4%	40.0%	32.1%
	Total	23	5	28	100.0%	100.0%	100.0%
NETS	Pass	12	6	18	92.3%	100.0%	94.7%
	Not Stated	1	0	1	7.7%	0.0%	5.3%
	Total	13	6	19	100.0%	100.0%	100.0%
Philippi Trust	Completed Studies	1	9	10	100.0%	90.0%	90.9%
	Drop-out/Cancelled	0	1	1	0.0%	10.0%	9.1%
	Total	1	10	11	100.0%	100.0%	100.0%

Table 2.1 d) illustrates the examination results by public universities only. Namibia only has two public universities which are UNAM and NUST. The results indicate that the majority of the students who completed their studies were from UNAM with 60.4 per cent while 39.6 per cent were from NUST. Approximately 81 per cent of students failed their examination at UNAM and only 18.7 per cent of NUST.

The results also show within the universities, NUST had a high proportion of student completing studies (19.4 per cent) than UNAM (12.2 per cent), while UNAM had a high proportion of failures (30.2 per cent) and those continuing with their Masters and PhDs (5.1 per cent) than NUST (1.7 per cent). There was a pass rate difference of 8.2 per cent between the two universities as the pass rate for NUST was 58.1 per cent and for UNAM was 49.9 per cent.

Table 2.1 d) Examination Results by Public universities, 2021

Examination results	Number			Per Cent			Per Cent		
	NUST	UNAM	Total	NUST	UNAM	Total	NUST	UNAM	Total
Completed Studies	2,400	3,659	6,059	19.4%	12.2%	14.3%	39.6%	60.4%	100.0%
Pass	7,175	14,929	22,104	58.1%	49.9%	52.3%	32.5%	67.5%	100.0%
Fail	2,081	9,024	11,105	16.9%	30.2%	26.3%	18.7%	81.3%	100.0%
Continuing (Master's and PhD)	214	1,535	1,749	1.7%	5.1%	4.1%	12.2%	87.8%	100.0%
Absent	393	776	1,169	3.2%	2.6%	2.8%	33.6%	66.4%	100.0%
Drop-out/Cancelled	77		77	0.6%	0.0%	0.2%	100.0%	0.0%	100.0%
Grand Total	12,340	29,923	42,263	100.0%	100.0%	100.0%	29.2%	70.8%	100.0%

2.2 Examination Result by Year of Study

When the qualification results were cross tabulated with the year of study, the majority of the student completed their study in year 4 at 33.5 per cent in public HEIs and 8.7 per cent in private HEIs. These results were obtained by dividing the number of students in the year of study for specific examination results with the total student in that year of study. Third year comes second in completion of study with 11.5 per cent in public HEIs and 5.9 per cent in private HEIs.

Year 6 is mainly for medical students where the majority of them, 78.4 per cent, completed their studies while 20.6 per cent failed the year of study. The Bachelor of Medicine offered for six years is only offered at UNAM. The highest proportion of failure rate of 42.5 per cent was observed among year 4 (fourth year) students.

Table 2.2 Examination result by year of study, 2021

Examination Results	Per Cent						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Completed Studies	4.5%	5.2%	11.5%	33.5%	3.0%	78.4%	9.9%
Pass	42.4%	39.8%	41.6%	5.1%	81.2%	0.0%	37.0%
Fail	18.7%	15.4%	14.2%	31.6%	6.8%	20.6%	18.3%
Continuing (Master's and PhD)	2.4%	4.0%	1.9%	0.4%	9.0%	0.0%	2.5%
Absent	1.6%	1.1%	1.3%	4.0%	0.0%	1.0%	1.7%
Drop-out/Cancelled	0.2%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%
Public HEI Total	69.9%	65.7%	70.6%	74.7%	100.0%	100.0%	69.5%
Completed Studies	2.3%	5.4%	5.9%	8.7%	0.0%	0.0%	4.8%
Pass	22.9%	24.8%	18.2%	4.9%	0.0%	0.0%	20.1%
Fail	4.1%	2.5%	4.9%	10.9%	0.0%	0.0%	4.7%
Continuing (Master's and PhD)	0.2%	1.3%	0.0%	0.5%	0.0%	0.0%	0.5%
Absent	0.2%	0.1%	0.3%	0.3%	0.0%	0.0%	0.2%
Drop-out/Cancelled	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%
Not Stated	0.3%	0.2%	0.1%	0.1%	0.0%	0.0%	0.2%
Private HEI Total	30.1%	34.3%	29.4%	25.3%	0.0%	0.0%	30.5%
Grand Total	100.0%						

2.3 Completion of Studies by NQF Field of Learning and by Sex

The percentage of students completing studies were more in STEM fields when compared with the enrolment rates, i.e., enrolment of 24.3 per cent versus completion of 29.3 per cent for STEM and enrolment of 75.7 per cent versus completion of 70.7 per cent for non-STEM. This is because there was a steep increase in the proportion of students completing studies from the field of Health Sciences and Social Services when compared to 2020.

Students who completed studies in 2021 were mainly from the field Education, Training and Development (40.6 per cent); followed by Business, Commerce and Management Studies (21.1 per cent), Health Sciences and Social Services (18.6 per cent) and Physical, Mathematical and Computer Sciences (4.2 per cent) (Table 2.3). This distribution is similar to enrolment distribution as presented in Table 1.11 a.

Table 2.3 Students Completing Studies by NQF Field of Learning and by Sex, 2021

Qualification NQF Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	91	113	204	3.1%	1.6%	2.0%
Manufacturing, Engineering and Technology	204	63	267	7.0%	0.9%	2.6%
Health Science and Social Services	360	1,525	1,885	12.4%	21.1%	18.6%
Physical, Mathematical and Computer Sciences	236	188	424	8.1%	2.6%	4.2%
Physical Planning and Construction	95	87	182	3.3%	1.2%	1.8%
STEM Total	986	1,976	2,962	34.0%	27.4%	29.3%
Business, Commerce and Management	697	1,432	2,129	24.1%	19.9%	21.1%
Communication Studies and Languages	43	152	195	1.5%	2.1%	1.9%
Culture and the Arts	35	89	124	1.2%	1.2%	1.2%
Education, Training and Development	898	3,205	4,103	31.0%	44.4%	40.6%
Human and Social Studies	28	101	129	1.0%	1.4%	1.3%
Law, Military Science and Security	180	178	358	6.2%	2.5%	3.5%
Services and Life Sciences	29	79	108	1.0%	1.1%	1.1%
Non-STEM Total	1,910	5,236	7,146	66.0%	72.6%	70.7%
Grand Total	2,896	7,212	10,108	100.0%	100.0%	100.0%

2.4 Completion of Studies by Offering Type

About 56 per cent of students completed studies through full-time mode, compared to distance at 25 per cent and part-time at 19.2 per cent (Table 2.4). Of those who completed studies through distance mode, 81 per cent were female students, while male students were only 19 per cent. For public HEIs there were no differences in the sex proportions when full-time is compared to part time students.

Table 2.4 Students Completing Studies by Offering Type and by Sex, 2021

Offering Type	Number			Per Cent Within Offering Type			Per Cent Within Sex		
	Sex		Total	Sex		Total	Sex		Total
	Male	Female		Male	Female		Male	Female	
Full Time	1,291	2,330	3,621	35.7%	64.3%	100.0%	44.6%	32.3%	35.8%
Part Time	556	1,004	1,560	35.6%	64.4%	100.0%	19.2%	13.9%	15.4%
Distance	327	1,323	1,650	19.8%	80.2%	100.0%	11.3%	18.3%	16.3%
Public HEI Total	2,174	4,657	6,831	31.8%	68.2%	100.0%	75.1%	64.6%	67.6%
Full Time	453	1,564	2,017	22.5%	77.5%	100.0%	15.6%	21.7%	20.0%
Part Time	115	265	380	30.3%	69.7%	100.0%	4.0%	3.7%	3.8%
Distance	154	726	880	17.5%	82.5%	100.0%	5.3%	10.1%	8.7%
Private HEI Total	722	2,555	3,277	22.0%	78.0%	100.0%	24.9%	35.4%	32.4%
Full Time	1,744	3,894	5,638	30.9%	69.1%	100.0%	60.2%	54.0%	55.8%
Part Time	671	1,269	1,940	34.6%	65.4%	100.0%	23.2%	17.6%	19.2%
Distance	481	2,049	2,530	19.0%	81.0%	100.0%	16.6%	28.4%	25.0%
Grand Total	2,896	7,212	10,108	28.7%	71.3%	100.0%	100.0%	100.0%	100.0%

2.5 Completion of Studies by Qualification Type and Institution Type

Close to two-thirds of students who completed studies were at public HEIs, while one-third were at private HEIs [Table 2.5(a)]. About 80 per cent of students who completed bachelor honours were at public HEIs, while about 20 per cent were at private HEIs. All students who completed a professional bachelor degree were from the public HEIs while majority of the students who completed certificates and diplomas were from the private HEIs. Only 15.5 per cent of Masters' students were from private HEIs.

Table 2.5(a) Students Completing Studies by Qualification Type and by Institution Type

Qualification NQF Type	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Certificates (Level 5-6)	463	902	1,365	33.9%	66.1%	100.0%
Diplomas (Level 5-7)	1,227	1,350	2,577	47.6%	52.4%	100.0%
Bachelor Degree (Level 7)	1,504	348	1,852	81.2%	18.8%	100.0%
Bachelor Honours (Level 8)	2,321	594	2,915	79.6%	20.4%	100.0%
Professional Bachelor (Level 8)	926	0	926	100.0%	0.0%	100.0%
Postgraduate Cert/Dip (Level 7-8)	210	51	261	80.5%	19.5%	100.0%
Masters Degree (Level 9)	169	31	200	84.5%	15.5%	100.0%
Doctorate (Level 10)	11	1	12	91.7%	8.3%	100.0%
Grand Total	6,831	3,277	10,108	67.6%	32.4%	100.0%

Table 2.5(b) presents the distribution of students who completed studies by NQF Qualification Type. Cumulatively, 39 per cent of students obtained Certificates and Diplomas. Students who obtained Bachelor, Professional and Honours Degrees represented 56.3 per cent of the total graduates. Approximately 4.7 per cent obtained Postgraduate qualifications, of which 3.9 per cent are from public HEIs and 0.8 per cent for private HEIs.

Table 2.5(b) Students Completing Studies by NQF Qualification Type and by Sex, 2021

Qualification NQF Type	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Certificates (Level 5-6)	30	433	463	1.0%	6.0%	4.6%
Diplomas (Level 5-7)	331	896	1,227	11.4%	12.4%	12.1%
Bachelor Degree (Level 7)	638	866	1,504	22.0%	12.0%	14.9%
Bachelor Honours (Level 8)	749	1,572	2,321	25.9%	21.8%	23.0%
Professional Bachelor (Level 8)	282	644	926	9.7%	8.9%	9.2%
Postgraduate Cert/Dip (Level 7-8)	79	131	210	2.7%	1.8%	2.1%
Master Degree (Level 9)	61	108	169	2.1%	1.5%	1.7%
Doctorate (Level 10)	4	7	11	0.1%	0.1%	0.1%
Public HEIs Total	2,174	4,657	6,831	75.1%	64.6%	67.6%
Certificates (Level 5-6)	136	766	902	4.7%	10.6%	8.9%
Diplomas (Level 5-7)	331	1,019	1,350	11.4%	14.1%	13.4%
Bachelor Degree (Level 7)	84	264	348	2.9%	3.7%	3.4%
Bachelor Honours (Level 8)	148	446	594	5.1%	6.2%	5.9%
Postgraduate Cert/Dip (Level 7-8)	13	38	51	0.4%	0.5%	0.5%
Master Degree (Level 9)	10	21	31	0.3%	0.3%	0.3%
Doctorate (Level 10)	-	1	1	0.0%	0.0%	0.0%
Private HEIs Total	722	2,555	3,277	24.9%	35.4%	32.4%
Certificates (Level 5-6)	166	1,199	1,365	5.7%	16.6%	13.5%
Diplomas (Level 5-7)	662	1,915	2,577	22.9%	26.6%	25.5%
Bachelor Degree (Level 7)	722	1,130	1,852	24.9%	15.7%	18.3%
Bachelor Honours (Level 8)	897	2,018	2,915	31.0%	28.0%	28.8%
Professional Bachelor (Level 8)	282	644	926	9.7%	8.9%	9.2%
Postgraduate Cert/Dip (Level 7-8)	92	169	261	3.2%	2.3%	2.6%
Master Degree (Level 9)	71	129	200	2.5%	1.8%	2.0%
Doctorate (Level 10)	4	8	12	0.1%	0.1%	0.1%
Grand Total	2,896	7,212	10,108	100.0%	100.0%	100.0%

Table 2.6 was tabulated using the students that completed studies within the Qualification NQF type and their age group. The table reveal that in total, majority of the students (36.3 per cent) completed studies between the age of 21 to 24 followed by 25 - 29 age group with 27.1 per cent and then 30 - 39 age group with 25.3 per cent.

The younger age group of 21-24 years old, had the highest proportion of students completing studies with the Professional bachelor degree (62.3 per cent), followed by Bachelor degrees (51.0 per cent) and 43.6 per cent of Bachelor Honours (Table 2.6). Students who completed Masters Degree were mainly between the ages of 25 and 49 years old, with the age group 30-39 years old contributing half of the students. Most of the students who completed studies with Doctoral Degree were mainly between the age group of 30 -39 years.

Table 2.6 Students Completing Studies by Age Group and NQF Qualification Type, 2021

Age Group	Qualification NQF Type									Total
	Certificat es (Level 5-6)	Diplom as (Level 5-7)	Bachelor Degree (Level 7)	Bachelor Honours (Level 8)	Profess ional Bachel or (Level 8)	Postgraduat e Cert (Level 7-8)	Postgradu ate Dip (Level 7-8)	Master Degree (Level 9)	Doctora te (Level 10)	
20 and under	2.3%	2.0%	3.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%
21 -24	15.4%	25.8%	51.0%	43.6%	62.3%	0.5%	0.0%	0.0%	1.9%	36.3%
25 - 29	29.2%	24.1%	22.7%	34.3%	21.5%	20.5%	8.3%	10.9%	27.2%	27.1%
30 - 39	34.4%	35.9%	18.1%	16.9%	11.9%	53.0%	25.0%	52.7%	43.7%	25.3%
40 - 49	9.2%	10.8%	3.9%	4.5%	3.7%	23.5%	50.0%	20.0%	20.4%	7.4%
50 and +	1.2%	1.4%	0.5%	0.6%	0.6%	2.5%	16.7%	16.4%	6.8%	1.1%
Not Stated	8.4%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CHAPTER 3: STAFF MEMBERS

Staff members is a critical component of inputs into higher education. 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, staff members in some private HEIs tend to play multiple roles, making it challenging to classify them.

3.1. Staff Member by Higher Education Institution

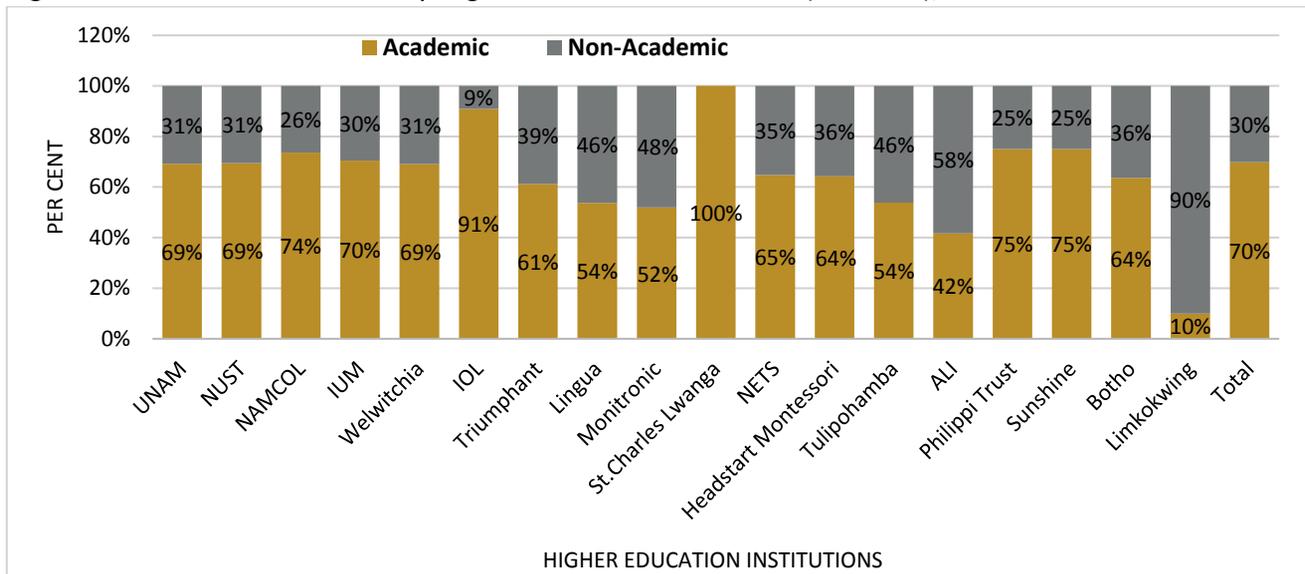
HEIs in Namibia reported having employed 5,842 staff members in 2021 (Table 3.1). Of the total employed, 4,756 staff were employed at public HEIs, whereas 1,086 were at private HEIs.

Table 3.1 Staff Member by Higher Education Institutions, 2021

Higher Education Institutions	Type of Staff				Total
	Academic	Academic Support	Skilled Administration	Unskilled Administration	
UNAM	1,465	193	665	75	2,398
NUST	1,125	79	514	15	1,733
NAMCOL	365	95	159	6	625
Public HEI Total	2,955	367	1,338	96	4,756
IUM	133	82	67	23	305
Welwitchia HTC	164	6	38	38	246
IOL	119	30	15	0	164
Triumphant	64	4	24	19	111
Lingua	20	24	20	18	82
Monitronic	25	2	23	2	52
St. Charles Lwanga	25	0	0	0	25
NETS	8	3	4	2	17
Headstart	7	2	3	2	14
TulipohambaTAI	7	0	5	1	13
ALI	5	0	7	0	12
Philippi Trust	7	2	2	1	12
Sunshine	9	0	3	0	12
Botho	6	1	3	1	11
Limkokwing	1	0	8	1	10
Private HEI Total	600	156	222	108	1,086
Total	3,555	523	1,560	204	5,842

In total, the proportion of academic staff members was 70 per cent, compared to 30 per cent for non-academic staff members. (Figure 3.1). St. Charles Lwanga had a full complement of academic staff members only and IOL had few non-academic staff members as they outsource services while some administration works are handled by the holding company. Institutions such as Limkokwing and ALI had higher proportions of non-academic staff members, however these have an extremely small staff complement and very few students.

Figure 3.1 Staff Members by Higher Education Institution (Per Cent), 2021



3.2. Type of staff by Sex, 2021

Academic and Academic Support Staff contributed 70 per cent both in Private and Public Institutions, while Non-Academic skilled and Unskilled 30 per cent. There was almost a balance between male and female in Academic and Academic Support staff members' proportions, with 51 per cent for males and 49 per cent for female staff members in public Institutions (Table 3.2). Private institutions female academic staff were recorded at 54 per cent while the male academic staff at 46 per cent.

Table 3.2 Staff Members by Type of Staff and Sex, 2021

Type of Staff	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Academic and Academic Support	1,702	1,620	3,322	51.2%	48.8%	69.8%
Non-Academic Skilled and Unskilled Staff	662	772	1,434	46.2%	53.8%	30.2%
Public Total	2,364	2,392	4,756	49.7%	50.3%	100.0%
Academic and Academic Support	349	407	756	46.2%	53.8%	69.6%
Non-Academic Skilled and Unskilled Staff	148	182	330	44.8%	55.2%	30.4%
Private Total	497	589	1,086	45.8%	54.2%	100.0%
Academic and Academic Support	2,051	2,027	4,078	50.3%	49.7%	69.8%
Non-Academic Skilled and Unskilled Staff	810	954	1,764	45.9%	54.1%	30.2%
Grand Total	2,861	2,981	5,842	49.0%	51.0%	100.0%

3.3. Staff members by Citizenship and Type of Staff

Majority of the staff members were Namibians at 84.6 per cent. Among the foreign nationals, 5.4 per cent were from Zimbabwe, 3 per cent from other African countries and staff members from American countries, Angola and Botswana were all 0.2 per cent or less. It is evident that among the foreign nationals, most of them were recruited as academic staff members.

Table 3.3 Staff member by Citizenship and Academic & Non-Academic

Citizenship	Number			Per Cent		
	Academic	Non-Academic	Total	Academic	Non-Academic	Total
Namibia	3,231	1,713	4,944	79.2%	97.1%	84.6%
Zimbabwe	302	12	314	7.4%	0.7%	5.4%
Other African Countries	176	2	178	4.3%	0.1%	3.0%
South Africa	99	6	105	2.4%	0.3%	1.8%
European Countries	82	7	89	2.0%	0.4%	1.5%
Other SADC Countries	55	1	56	1.3%	0.1%	1.0%
Asian and Oceanic Countries	49	4	53	1.2%	0.2%	0.9%
Zambia	41	0	41	1.0%	0.0%	0.7%
American Countries	11	1	12	0.3%	0.1%	0.2%
Angola	4	2	6	0.1%	0.1%	0.1%
Botswana	5	0	5	0.1%	0.0%	0.1%
Not Stated	23	16	39	0.6%	0.9%	0.7%
Total	4,078	1,764	5,842	100.0%	100.0%	100.0%

3.4. Academic and Academic Support Staff Members by Highest Qualification

Most academic and academic support staff members had masters (43.9 per cent) and doctoral (19.1 per cent) degrees as highest qualification (Table 3.4). The remaining 37 per cent held qualifications at bachelor honours or lower. Of all public HEIs academic staff 21.3 per cent had doctoral degree while private HEIs had only 9.1 per cent of their academic staff with a similar degree.

Table 3.4 Academic and Academic Support Staff Members by Highest Qualification, 2021

Highest Qualification	Number			Per Cent		
	Public HEI	Private HEI	Total	Public HEI	Private HEI	Total
Up to Diploma	374	90	464	11.3%	11.9%	11.4%
Bachelor Degree	328	134	462	9.9%	17.7%	11.3%
Bachelor Honours	249	105	354	7.5%	13.9%	8.7%
Professional Bachelor Degree	175	43	218	5.3%	5.7%	5.3%
Masters Degree	1,477	315	1,792	44.5%	41.7%	43.9%
Doctorate Degree	708	69	777	21.3%	9.1%	19.1%
Not Stated	11	0	11	0.3%	0.0%	0.3%
Total	3,322	756	4,078	100.0%	100.0%	100.0%

3.5 Academic and Academic Support Staff Members by Mode of Employment

Academic and academic support staff members may be employed on a full or part-time basis. Table 3.5 presents the distribution of staff members by their mode of employment. Public HEIs had equal proportions of full-time and part-time staff members, while private HEIs had two third of their staff working full-time. Almost all Academic staff from NAMCOL (98.3 per cent) were part time staff as the college offers distance mode of learning and this caused the balance between full and part time in public HEIs. Most private HEIs had higher proportion of full-time staff members with exception of IOL and ALI. NUST also had a higher proportion of part time staff.

Table 3.5 Academic and Academic Support Staff Members by Mode of Employment, 2021

Higher Education Institutions	Number			Per Cent		
	Full Time	Part Time	Total	Full Time	Part Time	Total
UNAM	1,142	516	1,658	68.9%	31.1%	100.0%
NUST	505	699	1,204	41.9%	58.1%	100.0%
NAMCOL	8	452	460	1.7%	98.3%	100.0%
Public HEIs Total	1,655	1,667	3,322	49.8%	50.2%	100.0%
IUM	136	79	215	63.3%	36.7%	100.0%
Welwitchia	137	33	170	80.6%	19.4%	100.0%
IOL	38	111	149	25.5%	74.5%	100.0%
Triumphant	67	1	68	98.5%	1.5%	100.0%
Lingua	39	5	44	88.6%	11.4%	100.0%
Monitronic	27	0	27	100.0%	0.0%	100.0%
St. Charles Lwanga	10	15	25	40.0%	60.0%	100.0%
NETS	8	3	11	72.7%	27.3%	100.0%
Headstart	7	2	9	77.8%	22.2%	100.0%
Philippi Trust	5	4	9	55.6%	44.4%	100.0%
Sunshine	7	2	9	77.8%	22.2%	100.0%
Botho	7	0	7	100.0%	0.0%	100.0%
Tulipohamba	7	0	7	100.0%	0.0%	100.0%
ALI	1	4	5	20.0%	80.0%	100.0%
Limkokwing	1	0	1	100.0%	0.0%	100.0%
Private HEIs Total	497	259	756	65.9%	34.1%	100.0%
Grand Total	2,152	1,926	4,078	52.8%	47.2%	100.0%

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 (www.namqa.org)
Qualification level (NQF)	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 st Year, 2 nd Year, 3 rd Year, 4 th 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

Variable name	Categories	Notes to the Variables
	<ul style="list-style-type: none"> 11. Oshana 12. Oshikoto 13. Otjzondjupa 14. Zambezi 15. Others (Foreign) 	
Citizenship	<ul style="list-style-type: none"> 1. Namibian 2. Angolan 3. Batswana 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1. Obtained Qualification 2. Passed 3. Failed 4. Continuing (Masters and Doctoral only) 5. Absent 6. Cancelled / Drop-out 	

Annexure B: List of Variables in the Staff Members Database

Variable Name	Categories	Notes to the Variables
Type of staff member	<ol style="list-style-type: none"> 1. Academic 2. Academic Support 3. Non-Academic Skilled Admin 4. Non-Academic Unskilled Admin 	
Full/Part-time	<ol style="list-style-type: none"> 1. Full-time 2. Part-time 3. Other 	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.
Highest NQF Qualification Type	<ol style="list-style-type: none"> 1. Primary school or lower 2. Junior secondary school 3. Secondary school 4. Certificate 5. Diploma 6. Bachelor Degree 7. Bachelor Honours Degree 8. Professional Bachelor Degree 9. Masters degree 10. Doctoral Degree 	

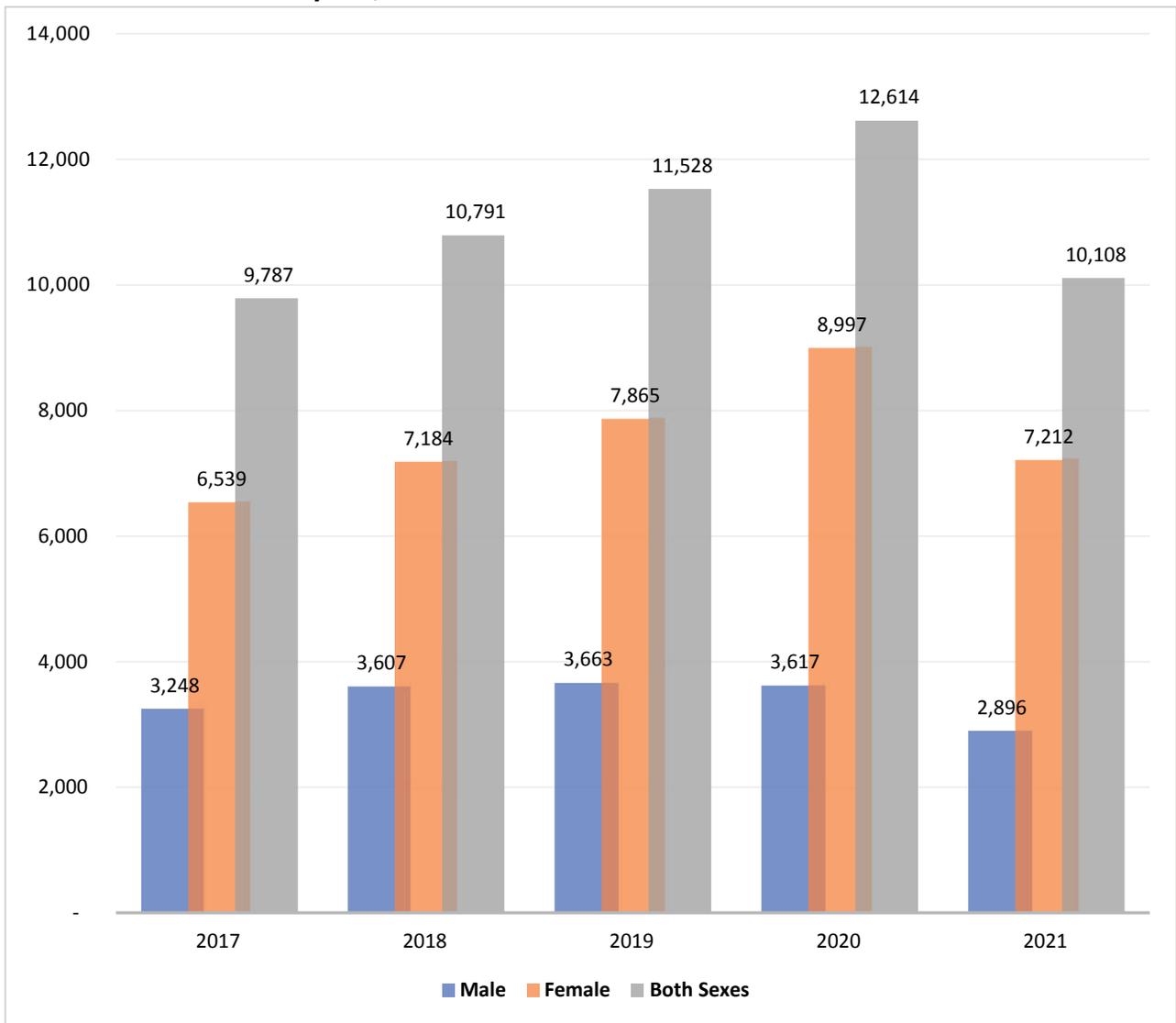
Annexure C: Examination Results by HEIs and by Sex,2021

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Completed Studies	1,124	2,535	3,659	10.2%	13.4%	12.2%
	Pass	5,325	9,604	14,929	48.5%	50.7%	49.9%
	Fail	3,653	5,371	9,024	33.3%	28.3%	30.2%
	Continuing (Masters and PhD)	587	948	1,535	5.4%	5.0%	5.1%
	Absent	282	494	776	2.6%	2.6%	2.6%
	Total	10,971	18,952	29,923	100.0%	100.0%	100.0%
NUST	Completed Studies	1,008	1,392	2,400	16.2%	22.7%	19.4%
	Pass	3,581	3,594	7,175	57.7%	58.6%	58.1%
	Fail	1,273	808	2,081	20.5%	13.2%	16.9%
	Continuing (Masters and PhD)	101	113	214	1.6%	1.8%	1.7%
	Absent	197	196	393	3.2%	3.2%	3.2%
	Drop-out/Cancelled	46	31	77	0.7%	0.5%	0.6%
Total	6,206	6,134	12,340	100.0%	100.0%	100.0%	
IUM	Completed Studies	300	960	1,260	8.2%	12.4%	11.0%
	Pass	2,182	4,704	6,886	59.5%	60.8%	60.4%
	Fail	1,045	1,836	2,881	28.5%	23.7%	25.3%
	Continuing (Masters and PhD)	111	193	304	3.0%	2.5%	2.7%
	Absent	32	46	78	0.9%	0.6%	0.7%
	Total	3,670	7,739	11,409	100.0%	100.0%	100.0%
NAMCOL	Completed Studies	42	730	772	7.5%	14.3%	13.6%
	Pass	298	3,073	3,371	53.2%	60.0%	59.4%
	Fail	220	1,316	1,536	39.3%	25.7%	27.0%
	Total	560	5,119	5,679	100.0%	100.0%	100.0%
IOL	Completed Studies	116	641	757	16.3%	20.6%	19.8%
	Pass	594	2,464	3,058	83.7%	79.4%	80.2%
	Total	710	3,105	3,815	100.0%	100.0%	100.0%
Welwitchia	Completed Studies	120	688	808	26.0%	32.9%	31.7%
	Pass	331	1,355	1,686	71.6%	64.8%	66.1%
	Fail	3	11	14	0.6%	0.5%	0.5%
	Continuing (Masters and PhD)	8	36	44	1.7%	1.7%	1.7%
	Total	462	2,090	2,552	100.0%	100.0%	100.0%
Triumphant	Pass	496	604	1,100	77.5%	99.8%	88.4%
	Fail	140	1	141	21.9%	0.2%	11.3%
	Not Stated	4	0	4	0.6%	0.0%	0.3%
	Total	640	605	1,245	100.0%	100.0%	100.0%

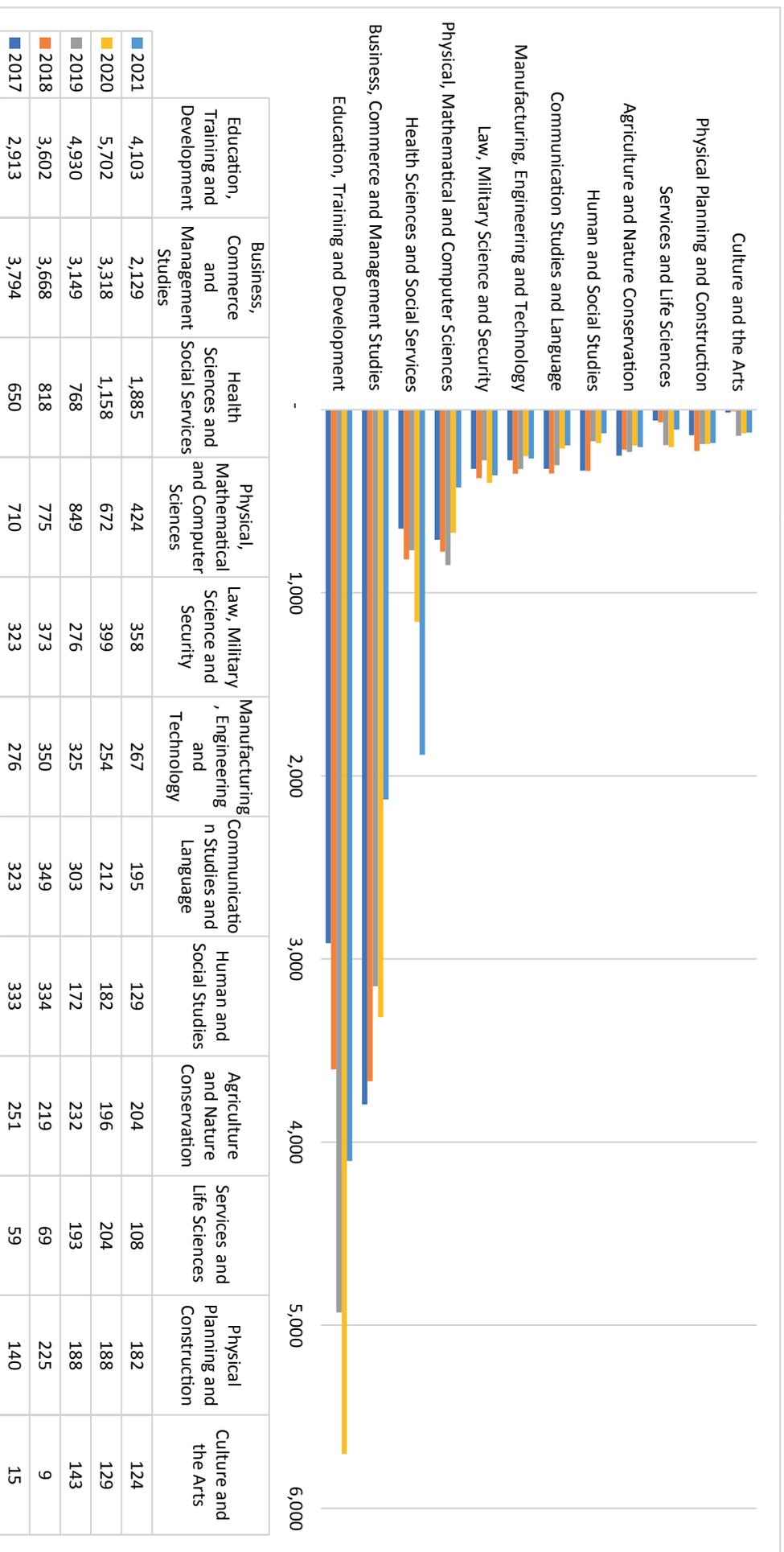
Annexure C: Examination Results by HEIs and by Sex,2021- continued

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Lingua	Completed Studies	83	178	261	29.9%	43.8%	38.2%
	Pass	57	72	129	20.5%	17.7%	18.9%
	Fail	54	53	107	19.4%	13.1%	15.6%
	Absent	29	45	74	10.4%	11.1%	10.8%
	Drop-out/Cancelled	0	1	1	0.0%	0.2%	0.1%
	Pending	55	57	112	19.8%	14.0%	16.4%
	Total	278	406	684	100.0%	100.0%	100.0%
ALI	Completed Studies	12	37	49	52.2%	80.4%	71.0%
	Fail	11	9	20	47.8%	19.6%	29.0%
	Total	23	46	69	100.0%	100.0%	100.0%
Headstart	Pass	12	427	439	66.7%	89.7%	88.9%
	Fail	4	29	33	22.2%	6.1%	6.7%
	Drop-out/Cancelled	2	20	22	11.1%	4.2%	4.5%
	Total	18	476	494	100.0%	100.0%	100.0%
Monitronic	Completed Studies	84	42	126	49.7%	36.8%	44.5%
	Pass	72	63	135	42.6%	55.3%	47.7%
	Drop-out/Cancelled	13	9	22	7.7%	7.9%	7.8%
	Total	169	114	283	100.0%	100.0%	100.0%
Tulipohamba	Pass	76	152	228	100.0%	96.8%	97.9%
	Fail	0	5	5	0.0%	3.2%	2.1%
	Total	76	157	233	100.0%	100.0%	100.0%
St. Charles Lwanga	Completed Studies	6		6	10.5%		10.5%
	Pass	51		51	89.5%		89.5%
	Total	57		57	100.0%		100.0%
Sunshine	Pass	10	26	36	90.9%	78.8%	81.8%
	Not Stated	0	1	1	0.0%	3.0%	2.3%
	Pending	1	6	7	9.1%	18.2%	15.9%
	Total	11	33	44	100.0%	100.0%	100.0%
Limkokwing	Pass	30	17	47	100.0%	100.0%	100.0%
	Total	30	17	47	100.0%	100.0%	100.0%
Botho	Pass	16	3	19	69.6%	60.0%	67.9%
	Fail	7	2	9	30.4%	40.0%	32.1%
	Total	23	5	28	100.0%	100.0%	100.0%
NETS	Pass	12	6	18	92.3%	100.0%	94.7%
	Not Stated	1	0	1	7.7%	0.0%	5.3%
	Total	13	6	19	100.0%	100.0%	100.0%
Philippi Trust	Completed Studies	1	9	10	100.0%	90.0%	90.9%
	Drop-out/Cancelled	0	1	1	0.0%	10.0%	9.1%
	Total	1	10	11	100.0%	100.0%	100.0%

Annexure D: Graduates by Sex, 2017-2021

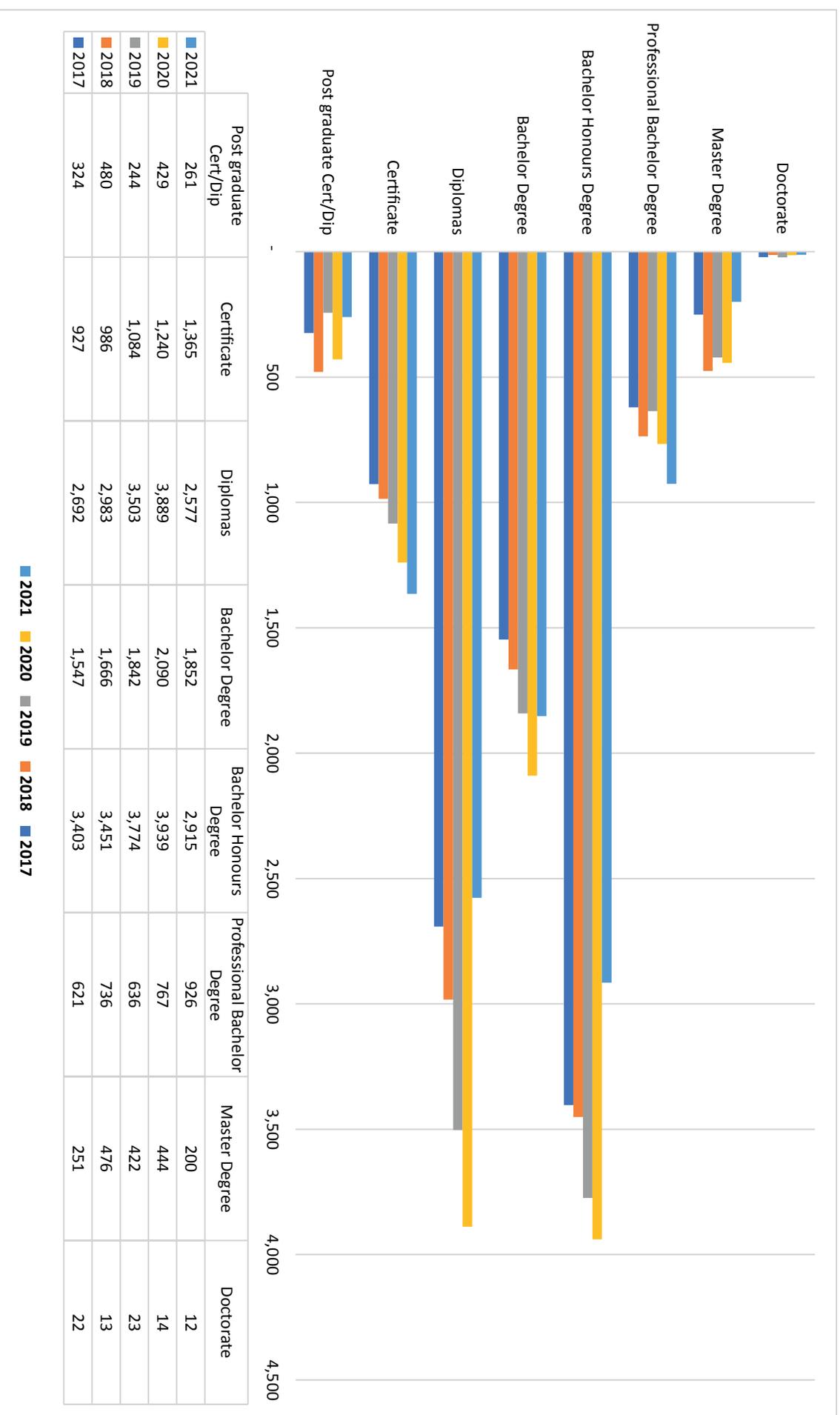


Annexure E: Graduates by NQF Field of Learning, 2017-2021

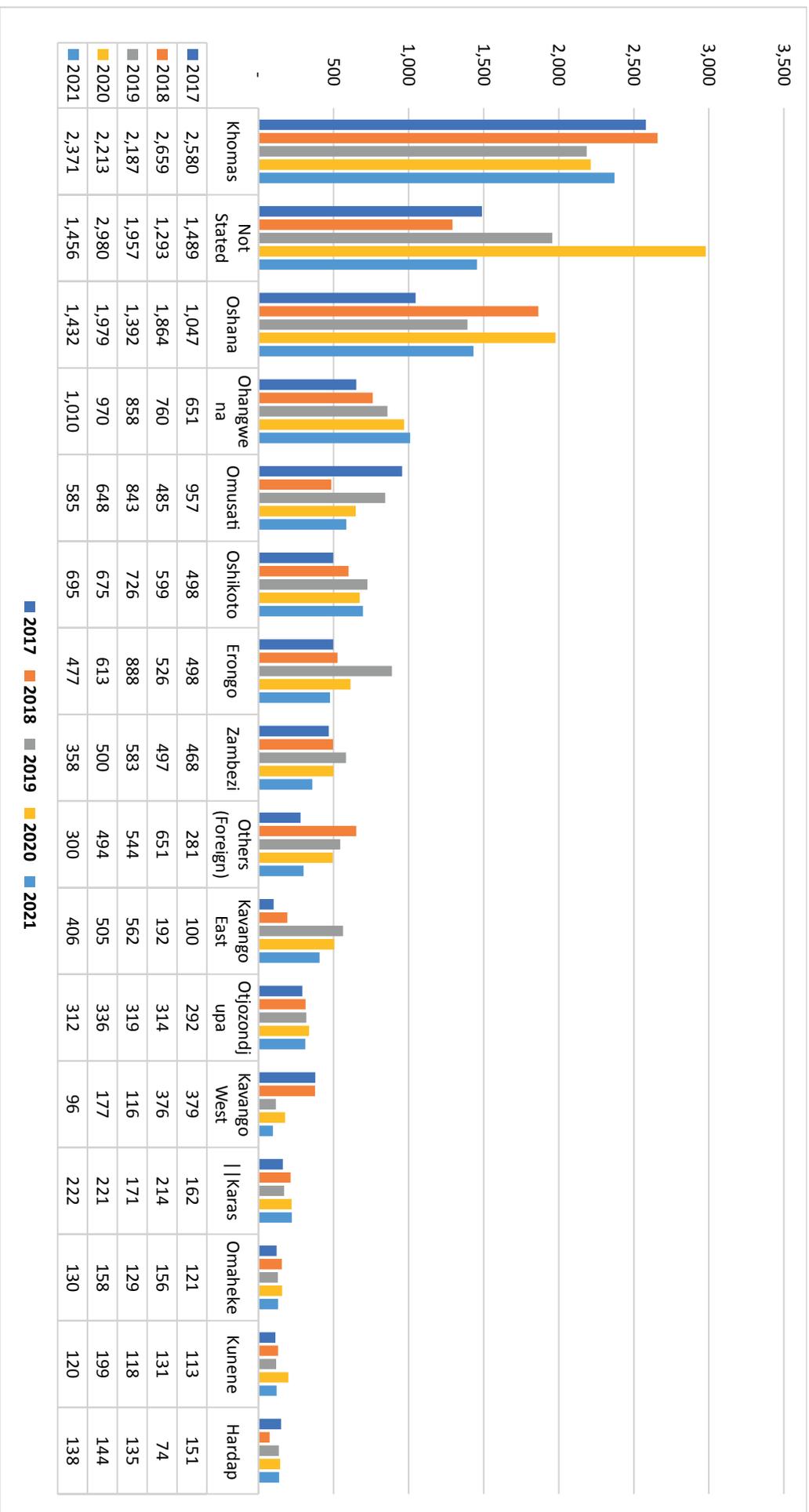


■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Annexure F : Graduates by NQF Qualification Type, 2017-2021



Annexure G: Graduates by Region of Origin, 2017 - 2021



Annexure H: Glossary

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

Academic staff: These are staff members whose workload is more than 50 per cent of their instructions and research namely lecturers, and researchers.

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

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.

Citizenship: The position or status of being a member of a particular country or state.

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

Full-time staff: A full-time member of staff is a member whose number of hours worked (per week) is more than 75% of what is normally required for the full load.

Full-time student: 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.

Gender Parity Index (GPI): The Gender Parity Index (GPI) is a socioeconomic index designed to measure the relative access to education of males and females. This index, in its simplest form, is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education, in this case higher education.

Gross Enrolment Ratio: This is the number of all students enrolled in Higher Education programmes as percentage of age group 19 – 23 years in the 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.

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.

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 staff: A part time member of staff is a member whose number of hours worked (per week) is lower than 75% of what is normally required for the full load for full-time staff.

Part-time student: When a student is registered for a programme where their workload is less than 80 credits in an 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.



CONTACTS

National Council for Higher Education

P. O. Box 90890

Klein Windhoek

NAMIBIA

TEL: +264 61 307012

FAX: +264 61 307014/16

info@nche.org.na

www.nche.org.na