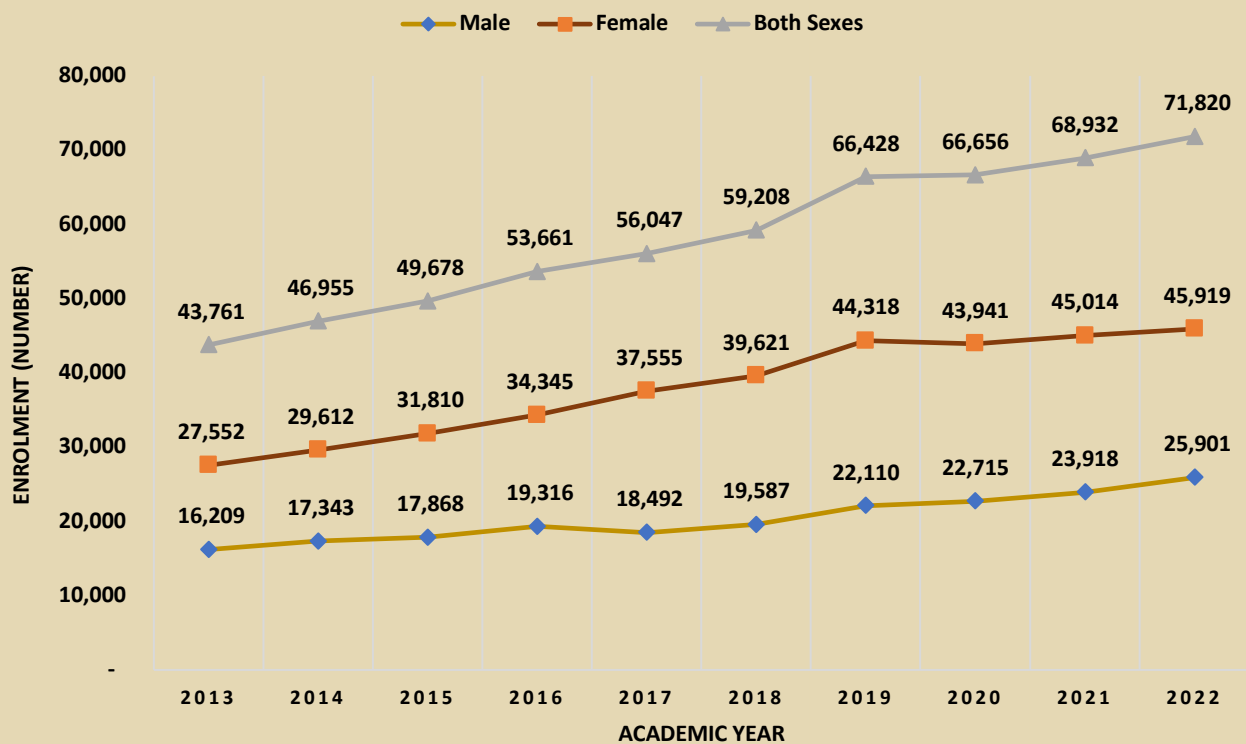
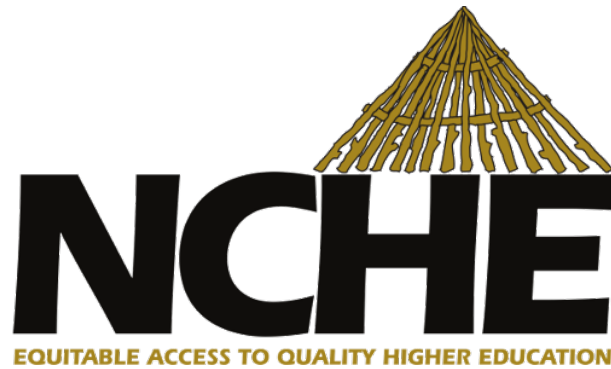


NATIONAL COUNCIL FOR HIGHER EDUCATION

STUDENT ENROLMENT (2013-2022)





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NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK
(NHESY)

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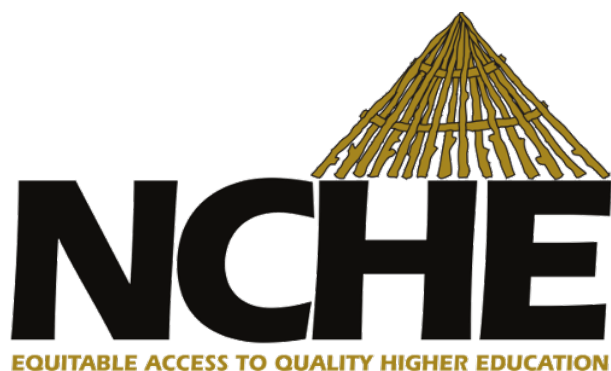
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About us:

NCHE is a statutory body established under section 4 of the Higher Education Act, 2003 (Act No. 26 of 2003) to advise the Minister responsible for Higher Education on issues pertaining to higher education.

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.

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

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LIST OF ABBREVIATIONS/ ACRONYMS

ALI	African Leadership Institute
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
IOB	Institute of Bankers
IOL	Institute for Open Learning
IUM	International University of Management
ITC-Lingua	International Training College Lingua
MHETI	Ministry of Higher Education, Technology and Innovation
NAMCOL	Namibia 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
NSFAF	Namibia Student Financial Assistance Fund
NUST	Namibia University of Science and Technology
STEM	Science, Technology, Engineering and Mathematics
TTAI	Tulipohamba Training and Assessment Institute
ULTS-Paulinum	United Lutheran Theological Seminary-Paulinum
UNAM	University of Namibia

PREFACE

We are proud to present the 10th edition of the Namibia Higher Education Statistical Yearbook (NHESY). For a decade, this publication has been a crucial resource for understanding and shaping the nation's higher education landscape. With unwavering commitment, NCHE strives to consistently deliver accurate, reliable, and timely data to enable evidence-based decisions that drive positive change in our higher education system.

The NHESY series of publications provides the status of higher education in Namibia regarding enrolment, student progression, completion of studies, and staff recruitment in the sub-sector. Therefore, the publication provides valuable information essential for policy planning, development planning and accountability reporting. The information also supports reporting for international ratifications Namibia ascribed to, such as the United Nations Sustainable Development Goal 4 and the African Union (AU) Continental Education Strategy for Africa (CESA) 2016-2024. The information is also submitted to the UNESCO Institute for Statistics (UIS) for dissemination and international comparability annually.

Continuous quality improvement is our primary business. In previous publications of this report, the graduation rate was calculated as the number of students who completed studies divided by the total number of students regardless of their year of study. This was because of the data gaps that existed in the early years of the publication. With substantial improvement in data collection from higher education institutions, NCHE is now in a position to compute graduation rates, specifically for the students who sat for final examinations as a denominator.

While our annual statistical publications are readily available on our website, we strive to stay innovative by producing synopses, banners, posters, factsheets, and infographics for our stakeholders through print and digital media. The Synopsis for this report is accessible at [synopsis2024](#).

We invite you to visit us on our social media platform or website and leave us a message or comment on how we could serve you better with higher education information.

Happy reading!



Sylvia Demas

DEPUTY EXECUTIVE DIRECTOR



INTRODUCTION

This yearbook contains essential information on programme access, participation, and output. It serves as a valuable resource for monitoring, evaluating, reporting and researching various aspects such as career choices, parity, exclusion, quality, and compliance. The yearbook is also a resource for policymakers, development planners, researchers, and academia, among others, who are interested 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. Accordingly, this document includes student enrolment and graduation information from HEIs that deliver programmes registered by the Namibia Qualifications Authority (NQA) on the National Qualifications Framework (NQF). It also presents statistics on staff members within those institutions. However, the report excludes students studying at international institutions and those not recognised by regulatory bodies.

This publication reports on information regarding students and staff members and is divided into three chapters and several annexures. Chapter 1 presents student enrolment; Chapter 2 is about progression and completion rates derived from 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 enhance the presentation of information. As you peruse the book, you may use the space for notes at the end of the report to record your observations. Any observations or enquiries regarding data not included in the yearbook can be submitted to the HEMIS help desk (hemis@ncche.org.na).

This publication is accessible through the NCHE website, www.ncche.org.na, under ‘Publications’.

NOTES TO THE DATA

1. The data presented in this yearbook is obtained from institutions offering higher education with programmes registered on the NQF.
2. This report does not include the enrolment of students studying at institutions outside Namibia or at International institutions.
3. This report only presents information on higher education programmes at NQF level 5 and above. As a result, the total enrolments reported by higher education institutions (HEIs) may not precisely align with the totals presented in this report, as some HEIs offer programmes below NQF level 5.
4. The information in this yearbook does not include students enrolled in technical and vocational education and training (TVET) programmes.
5. An academic year typically starts in January and ends in December. Some institutions have more than one intake per year.
6. The terms and concepts used in this publication are defined in the glossary.
7. The variables used in this publication are explained in Annexures A and B.
8. The theoretical age for higher education corresponds to the first five years (i.e., ages 19 to 23) after leaving secondary school.
9. Comparative analysis of progression rates between universities and colleges has limitations, as progression criteria differ among institutions.
10. Missing data is indicated as 'Not Stated' (NS).

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2018		2019		2020		2021		2022	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Number of Higher Education Institutions	Total HEIs		17		17		16		18		18
	Public HEIs	3	17.6%	3	17.6%	3	18.8%	3	16.7%	3	16.7%
	Private HEIs	14	82.4%	14	82.4%	13	81.3%	15	83.3%	15	83.3%
Number of students	Total Students		59,208		66,428		66,656		68,932		71,820
	Enrolment by Sector										
	Public HEIs	42,519	71.8%	46,867	70.6%	47,352	71.0%	47,942	69.5%	47,264	65.8%
	Private HEIs	16,689	28.2%	19,561	29.4%	19,304	29.0%	20,990	30.5%	24,556	34.2%
	Enrolment by Sex										
	Male	19,587	33.0%	22,110	33.3%	22,715	34.1%	23,918	34.7%	25,901	36.1%
	Female	39,621	67.0%	44,318	66.7%	43,941	65.9%	45,014	65.3%	45,919	63.9%
	Enrolment by Offering Type										
	Full-time	33,717	56.9%	38,648	58.2%	40,512	61.0%	40,514	58.8%	47,638	66.3%
	Part-time	9,111	15.4%	10,211	15.4%	8,616	13.0%	13,195	19.1%	8,523	11.9%
	Distance	16,351	27.6%	17,569	26.4%	17,528	26.0%	15,223	22.1%	15,659	21.8%
	Not Stated	29	0.0%	-	-	-	-			-	-
	Enrolment by NQF Field of Learning										
	Agriculture and Nature Conservation	1,049	1.8%	1,279	1.9%	1,231	1.9%	1,409	2.0%	1,643	2.3%
	Business, Commerce and Management Studies	15,093	25.5%	15,634	23.5%	14,560	21.8%	14,326	20.8%	14,458	20.1%
	Communication Studies and Language	1,690	2.9%	2,036	3.1%	2,281	3.4%	2,182	3.2%	2,318	3.2%
	Culture and the Arts	38	0.1%	902	1.4%	796	1.2%	851	1.2%	878	1.2%
	Education, Training and Development	26,215	44.3%	29,428	44.3%	30,682	46.0%	30,991	45.0%	30,558	42.5%
	Manufacturing, Engineering and Technology	1,719	2.9%	2,017	3.0%	1,911	2.9%	2,386	3.5%	2,671	3.7%
	Human and Social Studies	1,801	3.0%	865	1.3%	1,172	1.8%	1,216	1.8%	797	1.1%
	Law, Military Science and Security	1,773	3.0%	1,790	2.7%	1,903	2.9%	2,204	3.2%	2,550	3.6%
	Health Sciences and Social Services	4,842	8.2%	5,993	9.0%	6,648	10.0%	8,079	11.7%	10,254	14.3%
	Physical, Mathematical and Computer Sciences	3,684	6.2%	4,897	7.4%	4,040	6.1%	3,828	5.6%	4,340	6.0%
	Physical Planning and Construction	1,009	1.7%	870	1.3%	987	1.5%	1,033	1.5%	986	1.4%
	Services and Life Sciences	295	0.5%	717	1.1%	445	0.7%	427	0.6%	367	0.5%

NAMIBIA HIGHER EDUCATION KEY INDICATORS – continued

Indicator		2018		2019		2020		2021		2022	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		3,607	7,184	3,663	7,865	3,617	8,997	2,896	7,212	3,851	8,289
Graduates	Total Graduates	10,791		11,528		12,614		10,108		12,140	
	Graduates by NQF Field of Learning	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Agriculture and Nature Conservation	207	1.9%	232	2.0%	196	1.6%	204	2.0%	240	2.0%
	Business, Commerce and Management Studies	3634	33.7%	3,149	27.3%	3,318	26.3%	2129	21.1%	2,502	20.6%
	Communication Studies and Language	347	3.2%	303	2.6%	212	1.7%	195	1.9%	382	3.1%
	Culture and the Arts	9	0.1%	143	1.2%	129	1.0%	124	1.2%	94	0.8%
	Education, Training and Development	3602	33.4%	4,930	42.8%	5,702	45.2%	4103	40.6%	5,283	43.5%
	Manufacturing, Engineering and Technology	333	3.1%	325	2.8%	254	2.0%	267	2.6%	408	3.4%
	Human and Social Studies	334	3.1%	172	1.5%	182	1.4%	129	1.3%	128	1.1%
	Law, Military Science and Security	372	3.4%	276	2.4%	399	3.2%	358	3.5%	443	3.6%
	Health Sciences and Social Services	808	7.5%	768	6.7%	1158	9.2%	1885	18.6%	1762	14.5%
	Physical, Mathematical and Computer Sciences	755	7.0%	849	7.4%	672	5.3%	424	4.2%	646	5.3%
	Physical Planning and Construction	216	2.0%	188	1.6%	188	1.5%	182	1.8%	188	1.5%
	Services and Life Sciences	67	0.6%	193	1.7%	204	1.6%	108	1.1%	64	0.5%
	Graduates by NQF Qualification Type										
	Certificates	986	9.1%	1,084	9.4%	1,550	12.3%	1,365	13.5%	1,101	9.1%
	Diplomas	2,983	27.6%	3,503	30.4%	3,503	27.8%	2,577	25.5%	2,905	23.9%
	Bachelor Degree	1,666	15.4%	1,842	16.0%	1,968	15.6%	1,852	18.3%	1,678	13.8%
	Professional Bachelor Degree	736	6.8%	636	5.5%	767	6.1%	926	9.2%	1,088	9.0%
	Bachelor Honours Degree	3,451	32.0%	3,774	32.7%	3,939	31.2%	2,915	28.8%	4,339	35.7%
	Post-graduate Certificates/Diplomas	480	4.4%	244	2.1%	429	3.4%	261	2.6%	627	5.2%
	Master Degree	476	4.4%	422	3.7%	383	3.0%	200	2.0%	383	3.2%
	Doctoral Degree	13	0.1%	23	0.2%	75	0.6%	12	0.1%	19	0.2%

NAMIBIA HIGHER EDUCATION KEY INDICATORS - continued

Indicator		2018		2019		2020		2021		2022	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Staff	Academic	3,686	63.50%	3,786	63.20%	3,869	64.90%	4,078	69.80%	4,172	67.30%
	Non-Academic	2,118	36.50%	2,200	36.80%	2,097	35.10%	1,764	30.20%	2,030	32.70%
	Total Staff	5,804		5,986		5,966		5,842		6,202	
	Academic Staff by Highest Qualification										
	Diplomas	356	9.70%	373	6.20%	403	10.40%	464	11.40%	379	9.10%
	Bachelor Degree	672	18.20%	653	10.90%	447	11.60%	462	11.30%	451	10.80%
	Bachelor Honours & Professional Degree	481	13.00%	432	7.20%	590	15.20%	572	14.00%	623	14.90%
	Postgraduate Cert/Dip									76	1.80%
	Master Degree	1,500	40.70%	1,651	27.60%	1,729	44.70%	1,792	43.90%	1,775	42.50%
	Doctoral Degree	624	16.90%	668	11.20%	684	17.70%	777	19.10%	804	19.30%
	Not Stated	53	1.40%	9	0.20%	16	0.40%	11	0.30%	64	1.50%

EXECUTIVE SUMMARY

During the 2022 academic year, the number of students enrolled in higher education increased by 2,888, rising from 68,932 in 2021 to 71,820 in 2022. The number of Higher Education Institutions (HEIs) remained the same as in 2021 at 18 (three public and 15 registered private HEIs). Institutions such as Triumphant, Welwitchia HTC, IUM, and NUST experienced the highest increases in enrolment. Conversely, IOL, UNAM, and NAMCOL saw notable declines in their enrolment numbers.

Among the three public HEIs (UNAM, NUST and NAMCOL), there were 47,264, while 24,556 students were enrolled at 15 private HEIs. Female students constituted 64 per cent of the total student population, in contrast to 36 per cent for male students. The proportion of male students increased marginally from 2021 to 2022, with 1.4 per cent.

Two-thirds (66 per cent) of students studied full-time, 22 per cent part-time, and 12 per cent through distance learning. Additionally, 21,766 students (30 per cent) were enrolled in both undergraduate and postgraduate programmes in their first year of study.

The majority (64 per cent) of students were pursuing undergraduate degrees (Bachelor/ Professional and Honours), followed by 30 per cent pursuing other undergraduate qualifications (Certificates/ Diplomas), and only 6 per cent enrolled in Master and Doctoral programmes. Among the twelve fields of learning, the largest group of students was enrolled in education, training, and development (43 per cent), followed by business, commerce, and management studies (20 per cent). Additionally, 28 per cent of students were enrolled in programmes in STEM fields.

The Namibia Student Financial Assistance Fund (NSFAF) funded 44 per cent of the students in higher education, making it the leading financial sponsor. Meanwhile, 27 per cent of the students funded their studies, and 22 per cent were supported by parents/guardians. Only 7 per cent of the students received funding from other sponsors. Out of the total student population, 97 per cent were Namibians, while the remaining 3 per cent included mainly students from Zimbabwe (1.1 per cent) and Angola (0.5 per cent).

Just over two-thirds (68.4 per cent) of the total students (71,820) passed examinations and progressed to the next academic year. Conversely, a quarter (25 per cent) failed examinations and did not progress to the next year of studies (Figure 2.1). Generally, male students demonstrated a lower pass rate and a higher failure rate, compared to female students, across the HEIs.

Student success varied between different types of HEIs (public and private) and within various categories. For instance, the student progression rate was higher for private HEIs (76 per cent) compared to public HEIs (64 per cent). However, this comparison should be treated with caution, as different HEIs have different varying progression policies that do not conform to a standardised criterion for student advancement. Among public universities, NUST had a

higher progression rate (71 per cent) than UNAM (61 per cent). There is, therefore, a need to understand the various factors at play.

In the 2022 academic year, a total of 24,485 undergraduate students sat for final examinations. Of these, 43 per cent successfully obtained qualifications. Students studying in STEM fields had a higher graduation rate compared to their peers in non-STEM fields.

In Namibia, HEIs employed 6,202 staff members in 2022. Among these, 79 per cent (4,903) were employed in public HEIs, while 21 per cent (1,299) worked in private HEIs. Nationally, the ratio of administrative staff members to academic staff members is 3:1, which aligns with the Minimum Standards for Higher Education Institutions in Namibia. This ratio, however, may vary among different HEIs. A substantive proportion (43 per cent) of academic and academic support staff members had a Master degree, while 19 per cent had a Doctoral degree as a highest qualification.

CHAPTER 1: STUDENT ENROLMENT

This chapter describes key features and trends in Namibia's higher education participation. The following 18 HEIs (three public and fifteen registered private institutions) operating in Namibia submitted data for the 2022 academic year.

Public Institutions

NAMCOL ¹	Namibia College of Open Learning
NUST	Namibia University of Science and Technology
UNAM	University of Namibia

Private Institutions

ALI	African Leadership Institute
Botho	Botho University of Namibia
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
River Higher ²	River Higher Institute of Technology
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 and Assessment Institute
Welwitchia HTC	Welwitchia Health Training Centre

1.1 Enrolment Growth

In total, 71,820 students were enrolled in higher education programmes, leading to qualifications at NQF level 5 and above in 2022 (Table 1.1). This marks a 4.2 per cent increase compared to an enrolment of 68,932 students in 2021. Female students accounted for 63.9 per cent of the total student enrolment, which reflects a 2.0 per cent rise from 45,014 in 2021 to 45,919 in 2022. Additionally, male student enrolment saw a prominent rise of 8.3 per cent, increasing from 23,918 in 2021 to 25,901 in 2022.

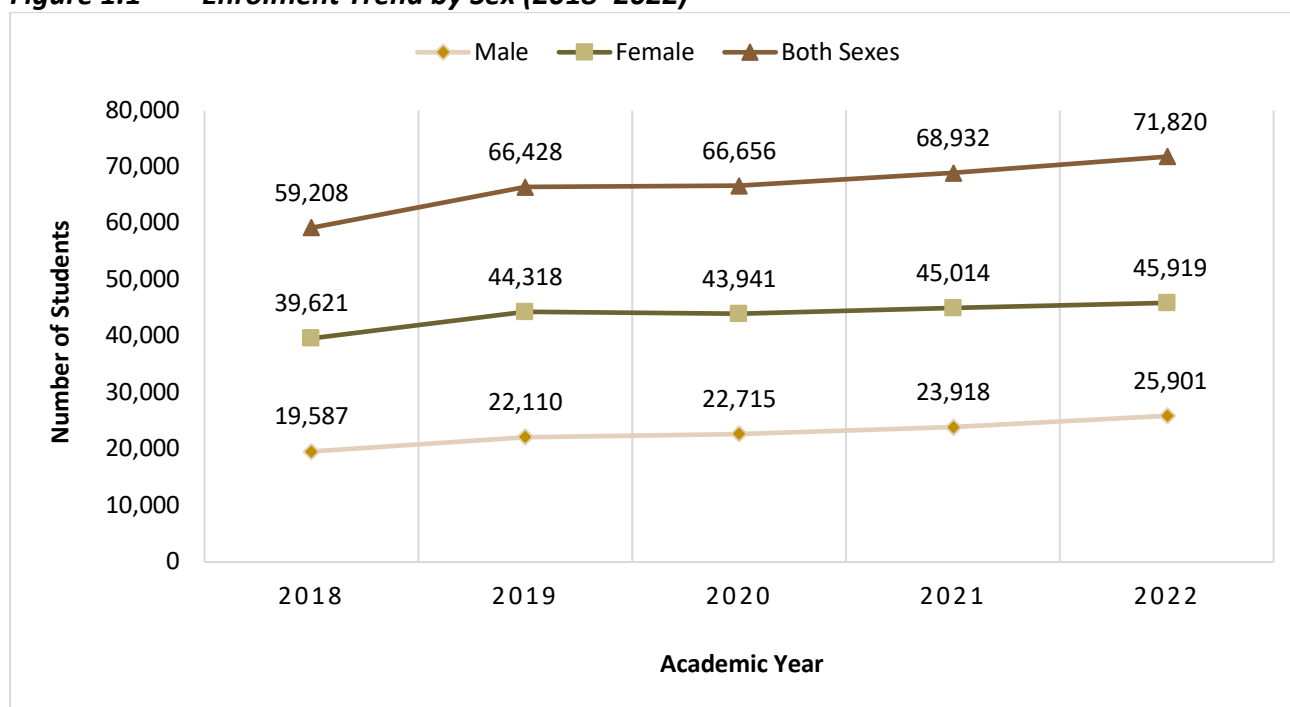
¹Even though NAMCOL is not classified as a Higher Education Institution, it is included in this publication because of the higher education programmes it offers.

² Previously known as Monitronic Success College

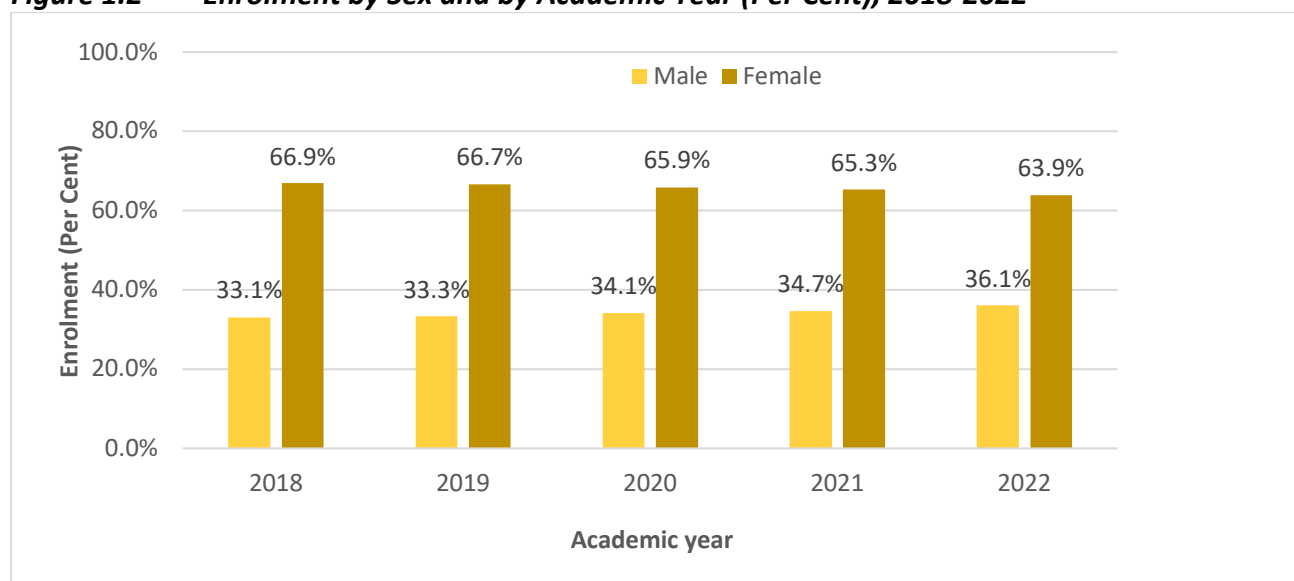
Table 1.1 *Enrolment by Academic Year and by Sex*

Year	Number			Per Cent		
	Sex		Both Sexes	Sex		Both Sexes
	Male	Female		Male	Female	
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%
2022	25,901	45,919	71,820	36.1%	63.9%	100.0%

In the past 5 years, total enrolment increased from 59,208 students in 2018 to 71,820 in 2022. Female student enrolment rose from 39,621 to 45,919, while male students enrolment increased from 19,587 to 25,901 (Figure 1.1).

Figure 1.1 *Enrolment Trend by Sex (2018–2022)*

Female student enrolment as proportion of the total decreased from 66.9 per cent in 2018 to 63.9 per cent in 2022. In contrast, male student enrolment increased from 33 per cent to 36 per cent during the same period. Notwithstanding the reduction in female enrolment, the gap between male and female student enrolment proportions remains wide (Figure 1.2).

Figure 1.2 *Enrolment by Sex and by Academic Year (Per Cent), 2018-2022*

1.2 Gross Enrolment Ratio

The Gross Enrolment Ratio (GER) measures the extent of access to an education level. For higher education, GER calculates the ratio of students in all age groups enrolled in various higher education programmes to the total population in the age group of 19 to 23. In 2018, the gross enrolment ratio was 24.6 per cent. By 2022, it had increased to 30.4 per cent, reflecting a growth of 5.8 percentage points. (Table 1.2).

Table 1.2 *Gross Enrolment Ratio by Sex, 2018–2022*

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
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%
2022	117,467	118,859	236,326	25,901	45,919	71,820	22.0%	38.6%	30.4%

Note: * Sourced from 2011 Namibia Housing and Population Census Based Population Projections, NSA

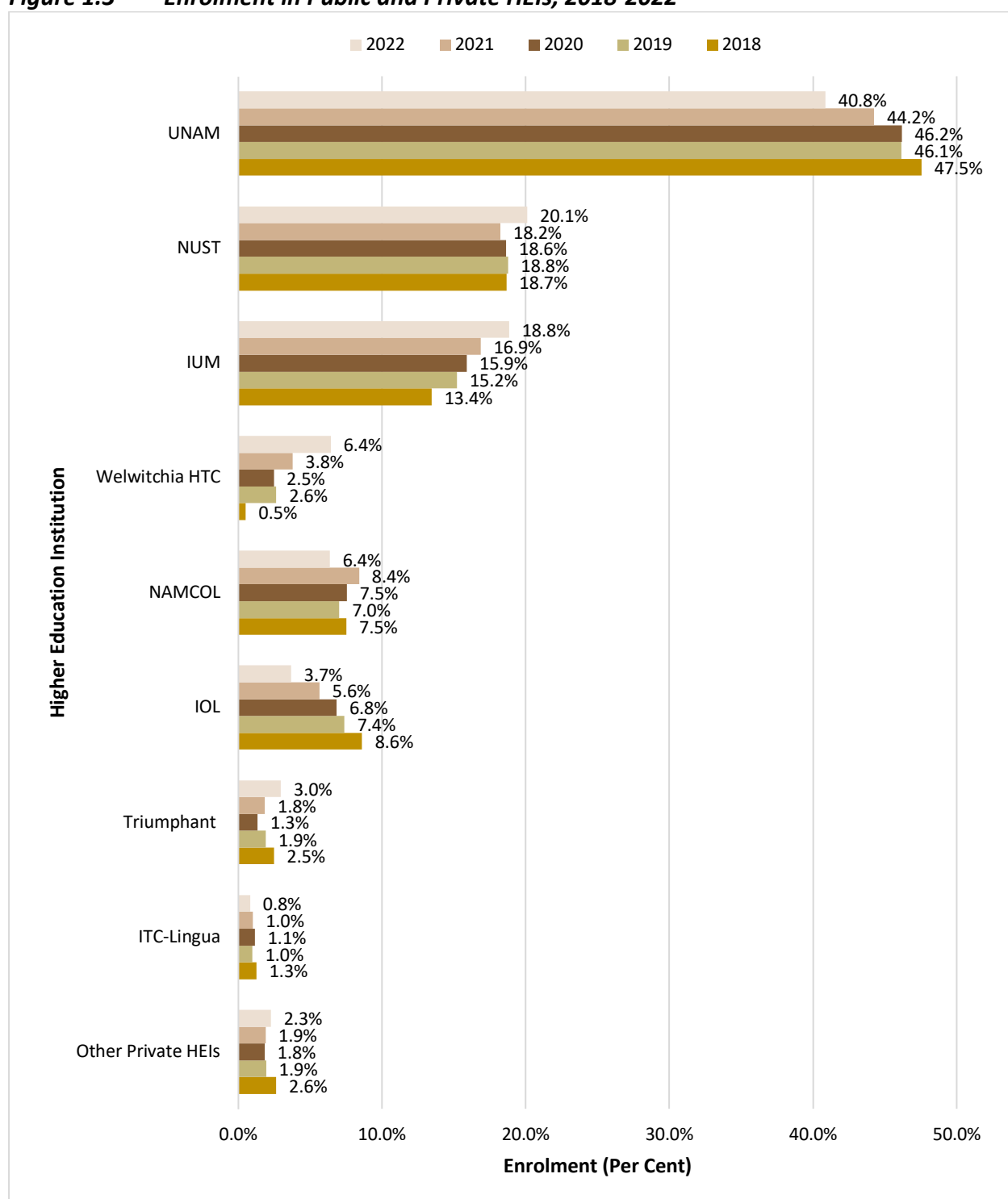
1.3 Enrolment by Higher Education Institution

As shown in Table 1.3, during the 2022 academic year, public HEIs had 47,264 students enrolled, while and registered and accredited private HEIs had 24,556 students. This represents a decrease of 678 students in public HEIs compared to the 2021 academic year, while private HEIs saw an increase of 3,566 students

Table 1.3 Enrolment by Higher Education Institutions, 2018-2022

Higher Education Institutions	Number of Students				
	2018	2019	2020	2021	2022
UNAM	27,423	30,069	30,216	29,923	28,685
NUST	10,761	12,227	12,197	12,340	14,111
NAMCOL	4,335	4,571	4,939	5,679	4,468
Public HEI Total	42,519	46,867	47,352	47,942	47,264
IUM	7,753	9,905	10,396	11,409	13,225
IOL	4,967	4,805	4,473	3,815	2,582
Welwitchia HTC	299	1,719	1,612	2,552	4,510
Triumphant	1,430	1,233	878	1,245	2,078
ITC-Lingua	725	635	750	684	569
Headstart Montessori	515	503	448	494	488
River Higher / Monitronic	458	542	511	283	457
Sunshine	0	0	0	44	147
Tulipohamba TAI	60	64	91	233	127
ALI	168	51	30	69	115
Botho	0	6	21	28	67
Philippi Trust	5	5	11	11	66
St. Charles Lwanga	40	38	50	57	63
NETS	21	24	33	19	34
Limkokwing	0	0	0	47	28
ULTS-Paulinum	30	31	0	0	0
IOB	218	0	0	0	0
Private HEI Total	16,689	19,561	19,304	20,990	24,556
Grand Total	59,208	66,428	66,656	68,932	71,820

Enrolment at Welwitchia, IUM, NUST, and Triumphant increased substantively between the 2021 and 2022 academic years, while UNAM, IOL, and NAMCOL experienced a decline (Figure 1.3).

Figure 1.3 *Enrolment in Public and Private HEIs, 2018-2022*

1.4 Enrolment by Higher Education Institutions and by First-time Entrants

In 2022, HEIs in Namibia welcomed a total of 21,766 new first-year students. The largest enrolment was at UNAM, which had 5,966 students, accounting for 27.4 per cent of all new first-year students. This was followed by NUST with 22.3 per cent, IUM at 20.1 per cent, Welwitchia HTC with 12.1 per cent, and NAMCOL at 8.5 per cent.

Both Botho University and Limkokwing University had no new intakes during the 2022 academic year. St. Charles Lwanga and Tulipohamba Health Training Institute had the lowest new intakes, admitting only 23 students each (Table 1.4).

Table 1.4 Enrolment of New First-year Students, 2022

HEI Name	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	239	1,616	1,855	3.0%	11.7%	8.5%
NUST	2,445	2,407	4,852	30.7%	17.4%	22.3%
UNAM	2,461	3,505	5,966	30.9%	25.4%	27.4%
Public Total	5,145	7,528	12,673	64.7%	54.5%	58.2%
Botho	0	0	0	0.0%	0.0%	0.0%
Limkokwing	0	0	0	0.0%	0.0%	0.0%
NETS	14	9	23	0.2%	0.1%	0.1%
St. Charles Lwanga	23		23	0.3%	0.0%	0.1%
Tulipohamba	5	18	23	0.1%	0.1%	0.1%
Philippi Trust	19	47	66	0.2%	0.3%	0.3%
Triumphant	50	45	95	0.6%	0.3%	0.4%
Sunshine	29	72	101	0.4%	0.5%	0.5%
ALI	45	70	115	0.6%	0.5%	0.5%
River Higher	114	91	205	1.4%	0.7%	0.9%
ITC-Lingua	60	151	211	0.8%	1.1%	1.0%
Headstart Montessori	19	223	242	0.2%	1.6%	1.1%
IOL	200	778	978	2.5%	5.6%	4.5%
Welwitchia HTC	584	2,050	2,634	7.3%	14.8%	12.1%
IUM	1,647	2,730	4,377	20.7%	19.8%	20.1%
Private Total	2,809	6,284	9,093	35.3%	45.5%	41.8%
Grand Total	7,954	13,812	21,766	100.0%	100.0%	100.0%

1.5 Enrolment by Higher Education Institutions and by Sex

UNESCO defined the Gender Parity Index (GPI) as a socioeconomic measure that assesses the relative access to education for males and females. In the context of higher education, the GPI is used to evaluate gender equality in access to educational opportunities.

Table 1.5 indicates that the total number of female students in Namibia in 2022 was 45,919, nearly double that of their male counterparts, who numbered 25,901. This results in a GPI of 1.77, meaning that for every 100 male students, there were 177 female students enrolled.

While female students comprised the majority of enrolment in most HEIs, male students were more prevalent in faith-based colleges (NETS and St. Charles Lwanga), Botho, Limkokwing, and River Higher. On the other hand, institutions like NUST and Triumphant, exhibited a more balanced gender distribution, with nearly equal numbers of male and female students.

Table 1.5 Enrolment by Higher Education Institutions and by Sex, 2022

HEI Name	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	450	4,018	4,468	1.7%	8.8%	6.2%
NUST	7,179	6,932	14,111	27.7%	15.1%	19.6%
UNAM	10,681	18,004	28,685	41.2%	39.2%	39.9%
Public Total	18,310	28,954	47,264	70.7%	63.1%	65.8%
Limkokwing	22	6	28	0.1%	0.0%	0.0%
NETS	23	11	34	0.1%	0.0%	0.0%
St. Charles Lwanga	63	0	63	0.2%	0.0%	0.1%
Philippi Trust	19	47	66	0.1%	0.1%	0.1%
Botho	37	30	67	0.1%	0.1%	0.1%
ALI	45	70	115	0.2%	0.2%	0.2%
Tulipohamba	39	88	127	0.2%	0.2%	0.2%
Sunshine	45	102	147	0.2%	0.2%	0.2%
River Higher	231	226	457	0.9%	0.5%	0.6%
Headstart Montessori	27	461	488	0.1%	1.0%	0.7%
ITC-Lingua	206	363	569	0.8%	0.8%	0.8%
Triumphant	1,019	1,059	2,078	3.9%	2.3%	2.9%
IOL	478	2,104	2,582	1.8%	4.6%	3.6%
Welwitchia HTC	912	3,598	4,510	3.5%	7.8%	6.3%
IUM	4,425	8,800	13,225	17.1%	19.2%	18.4%
Private Total	7,591	16,965	24,556	29.3%	36.9%	34.2%
Grand Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

1.6 Enrolment by Age

Students within the maximum higher education theoretical age of 23 constituted a cumulative 43.7 per cent of the total enrolment (Table 1.6). The median age for students enrolled in 2022 was 24 years.

Table 1.6 Enrolment by Age, 2022

Age Group	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	4,381	6.1%	6.1%
20	5,711	8.0%	14.1%
21	6,892	9.6%	23.6%
22	7,670	10.7%	34.3%
23	6,751	9.4%	43.7%
24	5,501	7.7%	51.4%
25 - 29	15,848	22.1%	73.5%
30 - 39	14,276	19.9%	93.3%
40 - 49	3,980	5.5%	98.9%
50 and +	643	0.9%	99.8%
Not Stated	167	0.2%	100.0%
Total	71,820	100.0%	

1.7 Enrolment by Age and by Sex

Female representation remained above 60 per cent across most age groups, which is consistent with the overall distribution of the student body (Table 1.7). However, a fascinating departure emerges between the 30-39 and 40-49-year brackets, where female students surge further ahead. This intriguing pattern suggests a higher proportion of women pursuing higher education or furthering their studies later in life than their male counterparts.

Table 1.7 Enrolment by Age and by Sex, 2022

Age Group	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Less than 20	1,579	2,802	4,381	36.0%	64.0%	100.0%
20	2,258	3,453	5,711	39.5%	60.5%	100.0%
21	2,724	4,168	6,892	39.5%	60.5%	100.0%
22	2,942	4,728	7,670	38.4%	61.6%	100.0%
23	2,618	4,133	6,751	38.8%	61.2%	100.0%
24	2,213	3,288	5,501	40.2%	59.8%	100.0%
25 - 29	5,791	10,057	15,848	36.5%	63.5%	100.0%
30 - 39	4,198	10,078	14,276	29.4%	70.6%	100.0%
40 - 49	1,229	2,751	3,980	30.9%	69.1%	100.0%
50 and +	261	382	643	40.6%	59.4%	100.0%
Not Stated	88	79	167	52.7%	47.3%	100.0%
Grand Total	25,901	45,919	71,820	36.1%	63.9%	100.0%

1.8 Enrolment by Age and by NQF Qualification Type

The majority of the students were enrolled in Bachelor Honours degrees, followed by Diplomas and Bachelor degrees. Students in the 25 – 29 age group comprised the largest portion of those pursuing undergraduate qualifications (Table 1.8).

Table 1.8 Enrolment by Age Group by NQF Qualification Type, 2022

Age group	Certificates	Diplomas	Bachelor Degree	Professional Bachelor Degree	Bachelor Honours Degree	Postgraduate Cert/Diplomas	Master Degree	Doctorate Degree	Access and Foundation Programmes
Less than 20	382	416	1,008	654	1,861	1	0	0	59
20	396	524	1,184	992	2,424	0	0	0	191
21	465	784	1,373	1,069	3,033	3	0	0	165
22	425	1,113	1,393	1,148	3,457	12	2	0	120
23	395	994	1,139	831	3,257	13	12	0	110
24	313	857	906	589	2,682	30	56	0	68
25 - 29	1,551	3,421	2,174	1,083	6,357	312	753	27	170
30 - 39	1,626	4,566	1,625	792	3,300	683	1,449	173	62
40 - 49	437	1,264	367	203	727	249	574	145	14
50 and +	79	173	45	20	67	59	115	81	4
Not Stated	-	137	12	2	10	6	0	0	0
Total	6,069	14,249	11,226	7,383	27,175	1,368	2,961	426	963
Age group	Certificates	Diplomas	Bachelor Degree	Professional Bachelor Degree	Bachelor Honours Degree	Postgraduate Certificates/Diplomas	Master Degree	Doctorate Degree	Access and Foundation Programmes
Less than 20	6.3%	2.9%	9.0%	8.9%	6.8%	0.1%	0.0%	0.0%	6.1%
20	6.5%	3.7%	10.5%	13.4%	8.9%	0.0%	0.0%	0.0%	19.8%
21	7.7%	5.5%	12.2%	14.5%	11.2%	0.2%	0.0%	0.0%	17.1%
22	7.0%	7.8%	12.4%	15.5%	12.7%	0.9%	0.1%	0.0%	12.5%
23	6.5%	7.0%	10.1%	11.3%	12.0%	1.0%	0.4%	0.0%	11.4%
24	5.2%	6.0%	8.1%	8.0%	9.9%	2.2%	1.9%	0.0%	7.1%
25 - 29	25.6%	24.0%	19.4%	14.7%	23.4%	22.8%	25.4%	6.3%	17.7%
30 - 39	26.8%	32.0%	14.5%	10.7%	12.1%	49.9%	48.9%	40.6%	6.4%
40 - 49	7.2%	8.9%	3.3%	2.7%	2.7%	18.2%	19.4%	34.0%	1.5%
50 and +	1.3%	1.2%	0.4%	0.3%	0.2%	4.3%	3.9%	19.0%	0.4%
Not Stated	0.0%	1.0%	0.1%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1.9 Enrolment by Offering Type

Higher education traditionally offers three modes of delivery: full-time, part-time, and distance learning. Table 1.9(a) shows that the majority of students are enrolled in full-time programmes (66.3 per cent) followed by distance learning (21.8 per cent) and part-time studies (11.9 per cent). In public institutions, 63.1 per cent of the students were enrolled in full-time programmes, while 24.8 per cent were enrolled in distance learning and only 12.0 per cent were part-time students. In contrast, private HEIs had a higher percentage of full-time students at 72.5 per cent, with 16.0 per cent studying through distance learning and 11.5 per cent enrolled part-time.

Table 1.9(a) Enrolment by Offering Type, 2022

Offering Type	Number	Per Cent
Full-time	29,833	63.1%
Part-time	5,690	12.0%
Distance	11,741	24.8%
Public HEI Total	47,264	100.0%
Full-time	17,805	72.5%
Part-time	2,833	11.5%
Distance	3,918	16.0%
Private HEI Total	24,556	100.0%
Full-time	47,638	66.3%
Part-time	8,523	11.9%
Distance	15,659	21.8%
Grand Total	71,820	100.0%

When analysing the offering type (mode of delivery) across HEIs, it emerged that a significant majority of students were enrolled at UNAM, NUST and IUM. Specifically, 84.5 per cent of full-time students and 97 per cent of part-time students attended these institutions [Table 1.9(b)]. UNAM, NAMCOL and IOL had the highest number of distance learning students. Institutions such as NAMCOL, IOL, Headstart Montessori, and ALI offered qualifications exclusively through distance learning. In contrast, Botho, Welwitchia HTC, St. Charles, NETS, and Philippi Trust provided education only through full-time mode.

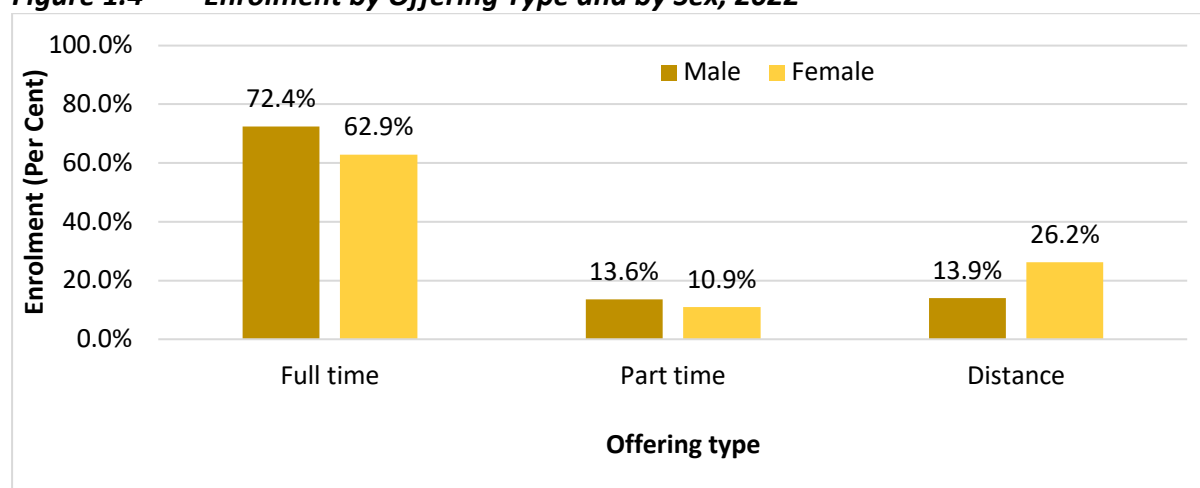
Table 1.9(b) Enrolments by Higher Education Institution and by Offering Type

HEI name	Offering Type Number				Offering Type Per Cent			
	Full-Time	Part-Time	Distance	Total	Full-Time	Part-Time	Distance	Total
UNAM	21,710	1,790	5,185	28,685	45.6%	21.0%	33.1%	39.9%
IUM	10,404	2,575	246	13,225	21.8%	30.2%	1.6%	18.4%
NUST	8,123	3,900	2,088	14,111	17.1%	45.8%	13.3%	19.6%
Welwitchia HTC	4,510	0	0	4,510	9.5%	0.0%	0.0%	6.3%
Triumphant	1,698	115	265	2,078	3.6%	1.3%	1.7%	2.9%
River Higher/ Monitronic	445	12	0	457	0.9%	0.1%	0.0%	0.6%
ITC-Lingua	301	53	215	569	0.6%	0.6%	1.4%	0.8%
Tulipohamba	118	9	0	127	0.2%	0.1%	0.0%	0.2%
Sunshine	71	70	6	147	0.1%	0.8%	0.0%	0.2%
Botho	67	0	0	67	0.1%	0.0%	0.0%	0.1%
Philippi Trust	66	0	0	66	0.1%	0.0%	0.0%	0.1%
St. Charles Lwanga	63	0	0	63	0.1%	0.0%	0.0%	0.1%
NETS	34	0	0	34	0.1%	0.0%	0.0%	0.0%
Limkokwing	28	0	0	28	0.1%	0.0%	0.0%	0.0%
NAMCOL	0	0	4,468	4,468	0.0%	0.0%	28.5%	6.2%
IOL	0	0	2,582	2,582	0.0%	0.0%	16.5%	3.6%
ALI	0	0	115	115	0.0%	0.0%	0.7%	0.2%
Headstart Montessori	0	0	488	488	0.0%	0.0%	3.1%	0.7%
Grand Total	47,638	8,524	15,658	71,820	100.0%	100.0%	100.0%	100.0%

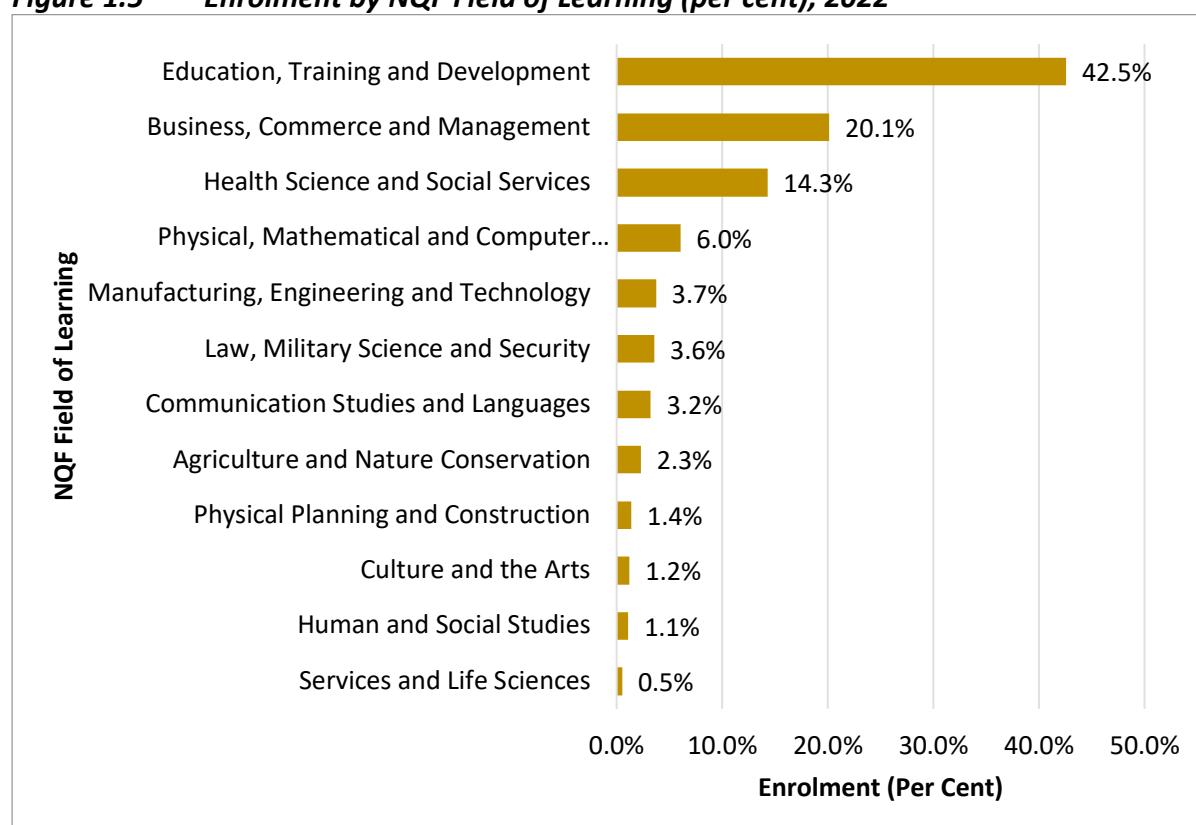
Table 1.9(c) and Figure 1.4 show that 72.4 per cent of male students chose full-time studies, which is 10 percentage points higher than the 62.9 per cent of female students who do the same. Conversely, female students are more inclined toward distance learning, with 26.2 per cent opting for this mode, nearly double the 13.9 per cent of male students. This suggests there may be underlying reasons for these notable gender-differing preferences.

Table 1.9 (c) Enrolment by Offering Type and by Sex, 2022

Offering Type	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Full-time	12,919	16,914	29,833	70.6%	58.4%	63.1%
Part-time	2,598	3,092	5,690	14.2%	10.7%	12.0%
Distance	2,793	8,948	11,741	15.3%	30.9%	24.8%
Public HEI Total	18,310	28,954	47,264	100.0%	100.0%	100.0%
Full-time	5841	11964	17,805	76.9%	70.5%	72.5%
Part-time	934	1899	2,833	12.3%	11.2%	11.5%
Distance	816	3102	3,918	10.7%	18.3%	16.0%
Private HEI Total	7,591	16,965	24,556	100.0%	100.0%	100.0%
Full-time	18,760	28,878	47,638	72.4%	62.9%	66.3%
Part-time	3,532	4,991	8,523	13.6%	10.9%	11.9%
Distance	3,609	12,050	15,659	13.9%	26.2%	21.8%
Grand Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

Figure 1.4 *Enrolment by Offering Type and by Sex, 2022***1.10 Enrolment by NQF Field of Learning**

The predominant fields of learning included Education, Training and Development, which accounted for 42.6 per cent of student enrolment, and Business, Commerce and Management Studies, representing 20.1 per cent of the student population (Figure 1.5).

Figure 1.5 *Enrolment by NQF Field of Learning (per cent), 2022*

Over a quarter (27.7 per cent) of students were enrolled in the Science, Technology, Engineering and Mathematics (STEM) fields [Table 1.10 (a)]. Among these fields, a higher proportion of male students were represented compared to female students with 32.4 per cent of males enrolled versus 25 per cent of females. The most concentrated field in STEM is Health Sciences and Social Services (14.3 per cent). It is also notable that most female STEM students are in Health Sciences and Social Services (17 per cent). On the contrary, most male STEM students pursued qualifications in Physical, Mathematical and Computer Sciences (10.4 per cent), Health Sciences and Social Services (9.4 per cent), and Manufacturing, Engineering and Technology (7.3 per cent) fields.

Among the non-STEM fields, most female students were enrolled in the Education, Training and Development field (47.1 per cent) followed by Business, Commerce and Management Studies (18.7 per cent). Though lower in proportions, the male students followed the overall trend with 34.5 per cent for Education and 22.6 per cent for Business field of learning.

Table 1.10 (a) Enrolment by NQF Fields of Learning and by Sex

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Health Sciences and Social Services	2,429	7,825	10,254	9.4%	17.0%	14.3%
Physical, Mathematical and Computer Sciences	2,690	1,650	4,340	10.4%	3.6%	6.0%
Manufacturing, Engineering and Technology	1,898	773	2,671	7.3%	1.7%	3.7%
Agriculture and Nature Conservation	807	836	1,643	3.1%	1.8%	2.3%
Physical Planning and Construction	568	418	986	2.2%	0.9%	1.4%
Total STEM Fields	8,392	11,502	19,894	32.4%	25.0%	27.7%
Education, Training and Development	8,944	21,614	30,558	34.5%	47.1%	42.5%
Business, Commerce and Management Studies	5,855	8,603	14,458	22.6%	18.7%	20.1%
Law, Military Science and Security	1,301	1,249	2,550	5.0%	2.7%	3.6%
Communication Studies and Languages	792	1,526	2,318	3.1%	3.3%	3.2%
Culture and the Arts	260	618	878	1.0%	1.3%	1.2%
Human and Social Studies	228	569	797	0.9%	1.2%	1.1%
Services and Life Sciences	129	238	367	0.5%	0.5%	0.5%
Total Non-STEM Fields	17,509	34,417	51,926	67.6%	75.0%	72.3%
Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

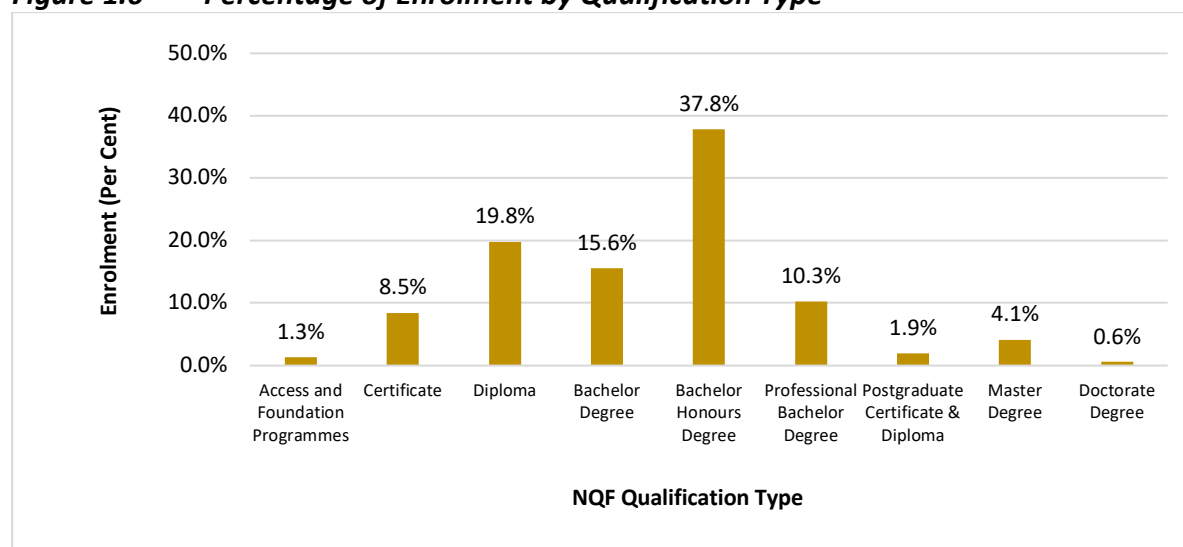
STEM and non-STEM enrolment percentages were similar across public and private HEIs. However, 22.1 per cent of students at private HEIs were in health-related fields, compared to 10.2 per cent at public HEIs [Table 1.10(b)]. While students studying for STEM fields at private HEIs were mainly from Health Sciences and Social Services, students from public HEIs who were studying for STEM fields were from diverse fields. Additionally, 52 per cent of students at private HEIs were enrolled in education, compared to 37.6 per cent at public HEIs.

Table 1.10(b) Enrolment by NQF Fields of Learning and by Type of HEI, 2022

Qualification Field of Learning	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Health Sciences and Social Services	4,815	5,439	10,254	10.2%	22.1%	14.3%
Physical, Mathematical & Computer Sciences	3,508	832	4,340	7.4%	3.4%	6.0%
Manufacturing, Engineering & Technology	1,993	678	2,671	4.2%	2.8%	3.7%
Agriculture and Nature Conservation	1,363	280	1,643	2.9%	1.1%	2.3%
Physical Planning and Construction	986	-	986	2.1%	0.0%	1.4%
Total STEM Fields	12,665	7,229	19,894	26.8%	29.4%	27.7%
Education, Training and Development	17,787	12,771	30,558	37.6%	52.0%	42.5%
Business, Commerce & Management Studies	10,801	3,657	14,458	22.9%	14.9%	20.1%
Law, Military Science and Security	2,253	297	2,550	4.8%	1.2%	3.6%
Communication Studies and Languages	2,200	118	2,318	4.7%	0.5%	3.2%
Culture and the Arts	867	11	878	1.8%	0.0%	1.2%
Human and Social Studies	533	264	797	1.1%	1.1%	1.1%
Services and Life Sciences	158	209	367	0.3%	0.9%	0.5%
Total Non-STEM Fields	34,599	17,327	51,926	73.2%	70.6%	72.3%
Total	47,264	24,556	71,820	100.0%	100.0%	100.0%

1.11 Enrolment by NQF Qualification Type

Almost two-thirds (63.7 per cent) of students were enrolled in undergraduate Bachelor degree programmes (Bachelor, Bachelor Honours and Professional Bachelor), followed by other undergraduate (Certificates/ Diplomas) qualifications at 29.6 per cent. Postgraduate qualifications including Master and Doctoral degrees programmes accounted for 6.6 per cent of the total enrolment (Figure 1.6).

Figure 1.6 Percentage of Enrolment by Qualification Type

A higher percentage of male students (70 per cent) were enrolled in Bachelor/Professional/Bachelor Honours degrees compared to female students (60 per cent). Meanwhile, more female students (33.5 per cent) were enrolled in other undergraduate qualifications (Certificates and Diplomas) than male students (22.8 per cent) (Table 1.11).

Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2022

NQF Qualification Type	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Access and Foundation Programmes	437	526	963	1.7%	1.1%	1.3%
Certificates	1,303	4,766	6,069	5.0%	10.4%	8.5%
Diplomas	4,176	10,073	14,249	16.1%	21.9%	19.8%
Total Other Undergraduates	5,916	15,365	21,281	22.8%	33.5%	29.6%
Bachelor Degree	5726	5500	11,226	22.1%	12.0%	15.6%
Bachelor Honours Degree	9,671	17,504	27,175	37.3%	38.1%	37.8%
Professional Bachelor Degree	2,766	4,617	7,383	10.7%	10.1%	10.3%
Total Bachelor/Honours	18,163	27,621	45,784	70.1%	60.2%	63.7%
Postgraduate Certificates/Diplomas	494	874	1,368	1.9%	1.9%	1.9%
Master Degree	1,133	1,828	2,961	4.4%	4.0%	4.1%
Doctorate Degree	195	231	426	0.8%	0.5%	0.6%
Total Postgraduates	1822	2933	4,755	7.0%	6.4%	6.6%
Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

1.12 New and Repeating Students

Progression and repetition rates are crucial indicators of an education system's internal efficiency. Table 1.12 shows that 78.4 per cent of students were either in their first year of

study or had progressed to the next year, while 19.3 per cent (or 13,839 students) were repeating a year.

In terms of gender comparison, 22.1 per cent of male students were repeating a year compared to 17.7 per cent of female students. The repetition rate was higher in public HEIs (23.8 per cent) compared to private HEIs (10.6 per cent).

Table 1.10 Type of HEI by New and Repeating Students and by Sex, 2022

Type of HEI	New or Repeater	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Public HEIs	New	13,426	22,600	36,026	73.3%	78.1%	76.2%
	Repeater	4,884	6,354	11,238	26.7%	21.9%	23.8%
	Public Total	18,310	28,954	47,264	100.0%	100.0%	100.0%
Private HEIs	New	5,940	14,336	20,276	78.3%	84.5%	82.6%
	Repeater	838	1,763	2,601	11.0%	10.4%	10.6%
	Not Stated	813	866	1,679	10.7%	5.1%	6.8%
	Private Total	7,591	16,965	24,556	100.0%	100.0%	100.0%
Total	New	19,366	36,936	56,302	74.8%	80.4%	78.4%
	Repeater	5,722	8,117	13,839	22.1%	17.7%	19.3%
	Not Stated	813	866	1,679	3.1%	1.9%	2.3%
	Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

1.13 New and Repeating Students by Year of Study and by Sex

When information is organised by year of study, it allows a thorough analysis of student progression and retention. First-year new students are considered new entrants to higher education, and this information allows for an analysis of the transition between general and higher education.

Table 1.13 presents the percentage of repeating students within each year of study, categorised by sex. Overall, the repetition rate tends to increase as the programmes advance over the years. As such, it linearly increased from the first year and peaked at 29.5 per cent in the fourth year, after which it began to fluctuate in the fifth and sixth years.

Table 1.11 Year of Study by New and Repeating Students and by Sex, 2022

Year of Study		Number			Percentage of Repeaters		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Year 1	New	7,954	13,812	21,766			
	Repeater	1,765	2,034	3,799	18.1%	12.8%	14.8%
	Not Stated	57	58	115			
	Total	9,776	15,904	25,680			
Year 2	New	5,548	10,974	16,522			
	Repeater	1,555	2,342	3,897	20.5%	17.0%	18.2%
	Not Stated	489	500	989			
	Total	7,592	13,816	21,408			
Year 3	New	3,820	7,781	11,601			
	Repeater	1,465	2,049	3,514	26.4%	20.2%	22.4%
	Not Stated	267	308	575			
	Total	5,552	10,138	15,690			
Year 4	New	1,987	4,211	6,198			
	Repeater	927	1,672	2,599	31.8%	28.4%	29.5%
	Total	2,914	5,883	8,797			
Year 5	New	29	76	105			
	Repeater	3	6	9	9.4%	7.3%	7.9%
	Total	32	82	114			
Year 6	New	28	82	110			
	Repeater	7	14	21	20.0%	14.6%	16.0%
	Total	35	96	131			
Total	New	19,366	36,936	56,302			
	Repeater	5,722	8,117	13,839	22.1%	17.7%	19.3%
	Not Stated	813	866	1,679			
	Total	25,901	45,919	71,820			

1.14 Enrolment by Region of Origin

The region where students completed Grade 12 was used as a proxy for the Region of Origin. Table 1.14 presents enrolment by region of origin. Students from the Khomas region made up the highest proportion of students in HEIs at 19.9 per cent, followed by the Oshana region with 12.0 per cent. Students from each of these regions: Kavango West, Omaheke, Hardap, and Kunene, accounted for less than 2 per cent.

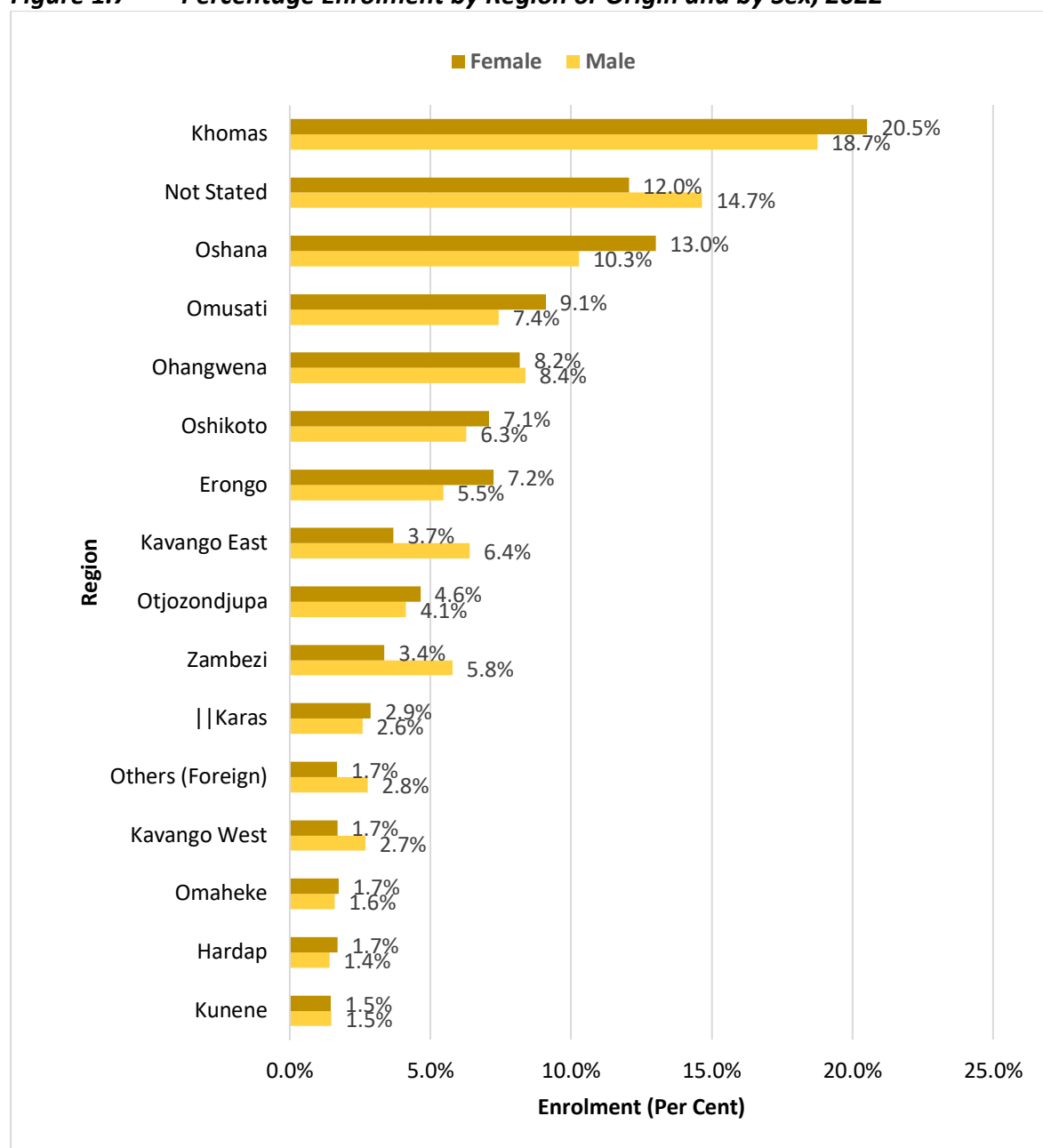
These results should be interpreted with caution, as some learners who attended schools in different regions in search of better educational offerings might undercount regional enrolment figures.

Additionally, the percentage of students with no information on their region of origin, labelled as 'Not Stated' - is 13.0 per cent. This figure is likely to underestimate the enrolment, particularly in populous areas such as Khomas and Oshana. Only 2.1 per cent of students were from other countries.

Table 1.12 Enrolment by Region of Origin, 2022

Region of Origin	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Khomas	4,855	9,422	14,277	18.7%	20.5%	19.9%
Oshana	2,660	5,971	8,631	10.3%	13.0%	12.0%
Ohangwena	2,168	3,756	5,924	8.4%	8.2%	8.2%
Omusati	1,921	4,177	6,098	7.4%	9.1%	8.5%
Erongo	1,412	3,320	4,732	5.5%	7.2%	6.6%
Otjozondjupa	1,070	2,132	3,202	4.1%	4.6%	4.5%
Oshikoto	1,626	3,254	4,880	6.3%	7.1%	6.8%
Kavango East	1,655	1,689	3,344	6.4%	3.7%	4.7%
Zambezi	1,497	1,545	3,042	5.8%	3.4%	4.2%
Karas	668	1,322	1,990	2.6%	2.9%	2.8%
Kavango West	694	775	1,469	2.7%	1.7%	2.0%
Omaheke	415	799	1,214	1.6%	1.7%	1.7%
Hardap	365	781	1,146	1.4%	1.7%	1.6%
Kunene	383	672	1,055	1.5%	1.5%	1.5%
Others (International)	717	772	1,489	2.8%	1.7%	2.1%
Not Stated	3,795	5,532	9,327	14.7%	12.0%	13.0%
Grand Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

Regions such as Kavango West, Kavango East, and Zambezi had higher proportions of male students than female students enrolled in higher education (Figure 1.7). Similarly, both International students and those from unspecified regions showed this trend. A balanced distribution of male and female students was observed in Ohangwena, Otjozondjupa, ||Karas, Omaheke, Hardap and Kunene regions.

Figure 1.7 Percentage Enrolment by Region or Origin and by Sex, 2022

1.15 Enrolment by Region of Origin and by NQF Field of Learning

There were no major differences in the preference for the NQF Field of Learning among students from different regions [Tables 1.15(a) & (b)]. However, more than half of the students from the Kunene, Kavango East, Kavango West, and Oshana regions chose to pursue higher education in the Education, Training and Development field of learning. Also important to note is that no students from the Kavango West region were enrolled in Services and Life Sciences programmes.

Table 1.15(a) Enrolment by Region of Origin and by NQF Field of Learning, 2022

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	69	1,299	120	58	1,917	128	37	174	540	269	85	17	4,713
Hardap	28	350	42	11	448	18	20	43	119	66	12	4	1,161
Karas	47	481	38	11	962	40	13	43	210	103	30	9	1,987
Kavango East	66	558	92	18	1,666	125	46	81	497	146	38	11	3,344
Kavango West	31	150	39	16	845	28	11	35	262	41	11	0	1,469
Khomas	325	4,085	542	307	4,448	507	159	656	1,606	1,196	370	96	14,297
Kunene	33	121	23	13	660	6	6	23	130	35	3	4	1,057
Ohangwena	128	767	242	43	2,943	161	17	139	1,110	289	53	9	5,901
Omaheke	25	283	28	19	590	34	9	29	117	57	21	6	1,218
Omusati	169	868	172	31	2,679	244	32	129	1,279	322	114	11	6,050
Oshana	134	1,292	327	67	4,576	235	46	231	1,369	384	47	22	8,730
Oshikoto	98	775	81	44	2,199	143	33	143	973	253	61	13	4,816
Otjozondjupa	101	769	92	39	1,296	105	22	106	400	222	56	8	3,216
Zambezi	101	511	127	19	1,397	55	38	137	483	135	34	5	3,042
Others (International)	64	492	41	63	85	160	57	51	244	184	28	23	1,492
Not Stated	224	1,657	312	119	3,847	682	251	530	915	638	23	129	9,327
Total	1,643	14,458	2,318	878	30,558	2,671	797	2,550	10,254	4,340	986	367	71,820

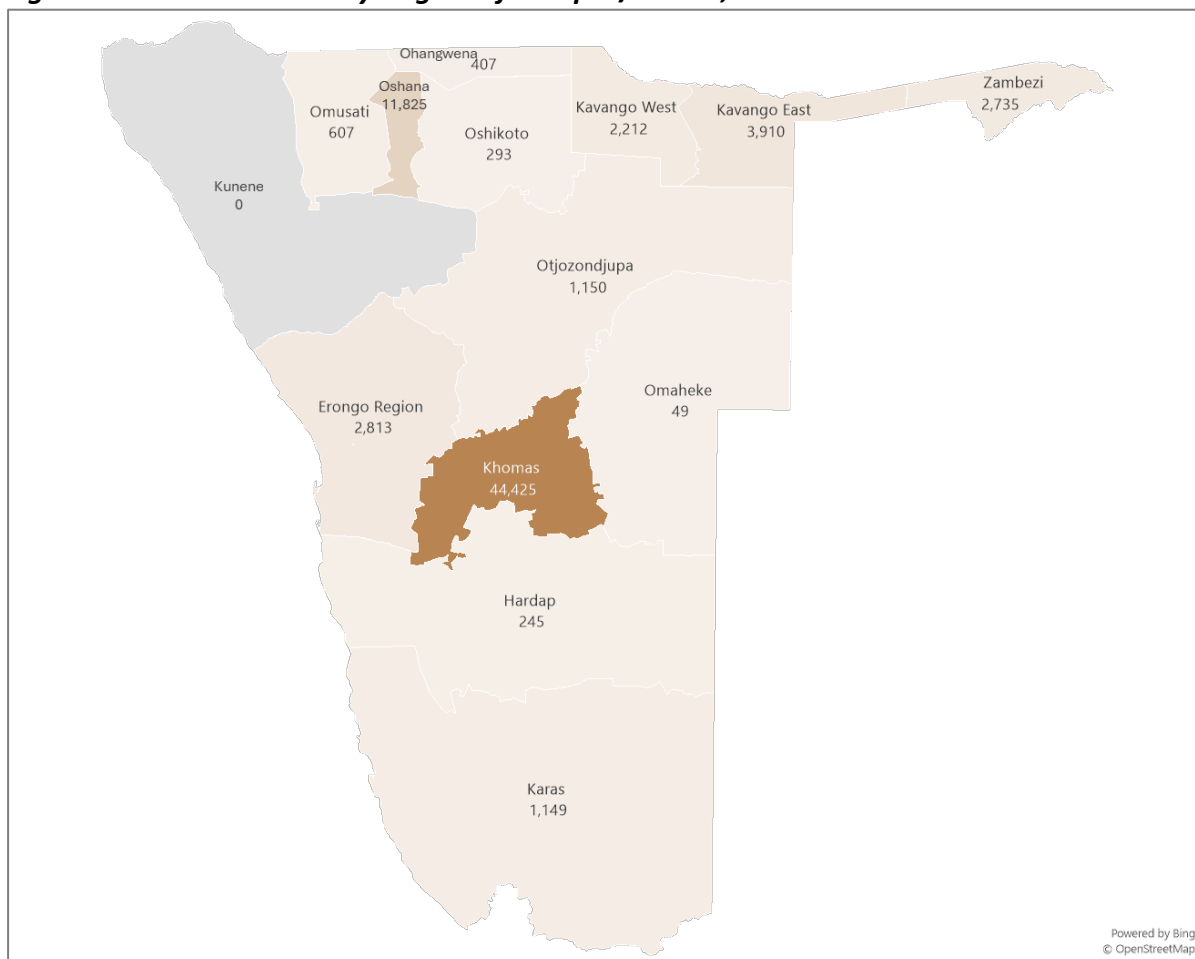
Table 1.15(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2022

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	1.5%	27.6%	2.5%	1.2%	40.7%	2.7%	0.8%	3.7%	11.5%	5.7%	1.8%	0.4%	100.0%
Hardap	2.4%	30.1%	3.6%	0.9%	38.6%	1.6%	1.7%	3.7%	10.2%	5.7%	1.0%	0.3%	100.0%
Karas	2.4%	24.2%	1.9%	0.6%	48.4%	2.0%	0.7%	2.2%	10.6%	5.2%	1.5%	0.5%	100.0%
Kavango East	2.0%	16.7%	2.8%	0.5%	49.8%	3.7%	1.4%	2.4%	14.9%	4.4%	1.1%	0.3%	100.0%
Kavango West	2.1%	10.2%	2.7%	1.1%	57.5%	1.9%	0.7%	2.4%	17.8%	2.8%	0.7%	0.0%	100.0%
Khomas	2.3%	28.6%	3.8%	2.1%	31.1%	3.5%	1.1%	4.6%	11.2%	8.4%	2.6%	0.7%	100.0%
Kunene	3.1%	11.4%	2.2%	1.2%	62.4%	0.6%	0.6%	2.2%	12.3%	3.3%	0.3%	0.4%	100.0%
Ohangwena	2.2%	13.0%	4.1%	0.7%	49.9%	2.7%	0.3%	2.4%	18.8%	4.9%	0.9%	0.2%	100.0%
Omaheke	2.1%	23.2%	2.3%	1.6%	48.4%	2.8%	0.7%	2.4%	9.6%	4.7%	1.7%	0.5%	100.0%
Omusati	2.8%	14.3%	2.8%	0.5%	44.3%	4.0%	0.5%	2.1%	21.1%	5.3%	1.9%	0.2%	100.0%
Oshana	1.5%	14.8%	3.7%	0.8%	52.4%	2.7%	0.5%	2.6%	15.7%	4.4%	0.5%	0.3%	100.0%
Oshikoto	2.0%	16.1%	1.7%	0.9%	45.7%	3.0%	0.7%	3.0%	20.2%	5.3%	1.3%	0.3%	100.0%
Otjozondjupa	3.1%	23.9%	2.9%	1.2%	40.3%	3.3%	0.7%	3.3%	12.4%	6.9%	1.7%	0.2%	100.0%
Zambezi	3.3%	16.8%	4.2%	0.6%	45.9%	1.8%	1.2%	4.5%	15.9%	4.4%	1.1%	0.2%	100.0%
Others (International)	4.3%	33.0%	2.7%	4.2%	5.7%	10.7%	3.8%	3.4%	16.4%	12.3%	1.9%	1.5%	100.0%
Not Stated	2.4%	17.8%	3.3%	1.3%	41.2%	7.3%	2.7%	5.7%	9.8%	6.8%	0.2%	1.4%	100.0%
Total	2.3%	20.1%	3.2%	1.2%	42.5%	3.7%	1.1%	3.6%	14.3%	6.0%	1.4%	0.5%	100.0%

1.16 Enrolment by Region of Campus/ Centre

In some regions, HEIs are represented by either a campus or a distance education centre. Figure 1.8 depicts student enrolment by region in Namibia. The Khomas region had the highest enrolment, with 44,425 students. In contrast, regions such as Omusati, Ohangwena, Oshikoto, Hardap, and Omaheke had significantly lower enrolments, each with fewer than 1,000 students. In 2022, there was no HEI with a campus/ centre in the Kunene region.

Figure 1.8 *Enrolment by Region of Campus/Centre, 2022*



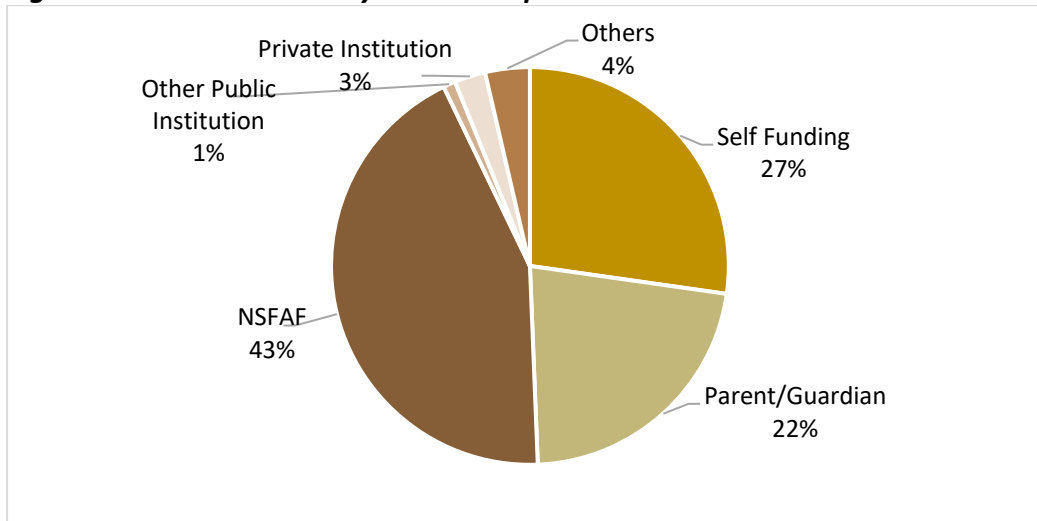
The Khomas region, where the capital city is located, had the highest proportion of students enrolled, accounting for 61.9 per cent of the total. This was followed by the Oshana region, which had 16.5 per cent (Table 1.16). The lowest numbers of enrolment were recorded for Omaheke and Hardap mainly due to the absence of HEI or satellite campuses in those areas.

Table 1.16 Enrolment by Region of Campus/ Centre and by Sex, 2022

Campus Region	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Omaheke	22	27	49	0.1%	0.1%	0.1%
Hardap	78	167	245	0.3%	0.4%	0.3%
Oshikoto	143	150	293	0.6%	0.3%	0.4%
Ohangwena	196	211	407	0.8%	0.5%	0.6%
Omusati	201	406	607	0.8%	0.9%	0.8%
Karas	366	783	1,149	1.4%	1.7%	1.6%
Otjozondjupa	264	886	1,150	1.0%	1.9%	1.6%
Kavango West	903	1,309	2,212	3.5%	2.9%	3.1%
Zambezi	1,241	1,494	2,735	4.8%	3.3%	3.8%
Erongo	654	2,159	2,813	2.5%	4.7%	3.9%
Kavango East	1,549	2,361	3,910	6.0%	5.1%	5.4%
Oshana	3,544	8,281	11,825	13.7%	18.0%	16.5%
Khomas	16,740	27,685	44,425	64.6%	60.3%	61.9%
Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

1.17 Enrolment by Financial Sponsor

Financial assistance or sponsorship for students in higher education is considered one of the main factors influencing access to higher education. In 2022, the Namibia Students Financial Assistance Fund (NSFAF) supported the highest proportion of students, accounting for 43.5 per cent. Meanwhile, 49.3 per cent of students either funded their education or received funding from their parents or guardians (Figure 1.9). Private agencies provided funding for 2.5 per cent of students, while Other Public agencies accounted for 1 per cent.

Figure 1.9 Enrolment by Financial Sponsor

Overall, there were no major differences in funding between male and female students. This shows that both male and female students have equal access to all funding categories [Table 1.17(a)].

Table 1.17(a) Enrolment by Financial Sponsor and by Sex, 2022

Financial Sponsor	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Self-Funding	5,081	8,649	13,730	19.6%	18.8%	19.1%
Parent/Guardian	4,384	7,084	11,468	16.9%	15.4%	16.0%
NSFAF	8,057	12,339	20,396	31.1%	26.9%	28.4%
Other Public Agencies	249	342	591	1.0%	0.7%	0.8%
Private Agencies	533	528	1,061	2.1%	1.1%	1.5%
Others	6	12	18	0.0%	0.0%	0.0%
Public HEI Total	18,310	28,954	47,264	70.7%	63.1%	65.8%
Self-Funding	1,600	4,240	5,840	6.2%	9.2%	8.1%
Parent/Guardian	1,329	3,090	4,419	5.1%	6.7%	6.2%
NSFAF	3,730	7,108	10,838	14.4%	15.5%	15.1%
Other Public Agencies	22	101	123	0.1%	0.2%	0.2%
Private Agencies	345	402	747	1.3%	0.9%	1.0%
Others	565	2,024	2,589	2.2%	4.4%	3.6%
Private HEI Total	7,591	16,965	24,556	29.3%	36.9%	34.2%
Self-Funding	6,681	12,889	19,570	25.8%	28.1%	27.2%
Parent/Guardian	5,713	10,174	15,887	22.1%	22.2%	22.1%
NSFAF	11,787	19,447	31,234	45.5%	42.4%	43.5%
Other Public Agencies	271	443	714	1.0%	1.0%	1.0%
Private Agencies	878	930	1,808	3.4%	2.0%	2.5%
Others	571	2,036	2,607	2.2%	4.4%	3.6%
Grand Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

About one-quarter (25.8 per cent) of NSFAF-funded students pursued STEM fields, while 74.2 per cent focused on non-STEM fields, reflecting a similar distribution to overall enrolment in these fields. [Table 1.17(b)].

Table 1.17(b) NSFAF-Funded Students by NQF Field of Learning and by Sex

Qualification NQF Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	350	381	731	3.0%	2.0%	2.3%
Manufacturing, Engineering & Technology	833	366	1,199	7.1%	1.9%	3.8%
Health Sciences and Social Services	1047	3,078	4,125	8.9%	15.8%	13.2%
Physical, Mathematical & Computer Sciences	1,030	673	1,703	8.7%	3.5%	5.5%
Physical Planning and Construction	180	130	310	1.5%	0.7%	1.0%
STEM Total	3,440	4,628	8,068	29.2%	23.8%	25.8%
Business, Commerce and Management	1,759	2,525	4,284	14.9%	13.0%	13.7%
Communication Studies and Languages	213	547	760	1.8%	2.8%	2.4%
Culture and the Arts	80	244	324	0.7%	1.3%	1.0%
Education, Training and Development	5,624	10,584	16,208	47.7%	54.4%	51.9%
Human and Social Studies	58	220	278	0.5%	1.1%	0.9%
Law, Military Science and Security	557	592	1,149	4.7%	3.0%	3.7%
Services and Life Sciences	56	107	163	0.5%	0.6%	0.5%
Non-STEM Total	8,347	14,819	23,166	70.8%	76.2%	74.2%
Grand Total	11,787	19,447	31,234	100.0%	100.0%	100.0%

1.18 Enrolment by Citizenship

Ninety-seven (97) per cent of enrolled students were Namibians, while 3 per cent were international students, predominantly from Zimbabwe (1.1 per cent) and Angola (0.5 per cent). Students from SADC countries (excluding Namibia) made up 2.5 per cent, and those from the rest of Africa and overseas accounted for 0.2 per cent and 0.1 per cent, respectively.

Table 1.18(a) Enrolment by Citizenship, 2022

Citizenship	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Namibia	24,833	44,855	69,688	95.9%	97.7%	97.0%
Angola	209	183	392	0.8%	0.4%	0.5%
Botswana	15	27	42	0.1%	0.1%	0.1%
South Africa	34	63	97	0.1%	0.1%	0.1%
Zambia	92	81	173	0.4%	0.2%	0.2%
Zimbabwe	392	424	816	1.5%	0.9%	1.1%
Other SADC Countries	204	147	351	0.8%	0.3%	0.5%
Other African Countries	81	73	154	0.3%	0.2%	0.2%
European Countries	32	46	78	0.1%	0.1%	0.1%
American Countries	1	7	8	0.0%	0.0%	0.0%
Asian and Oceanic Countries	8	13	21	0.0%	0.0%	0.0%
Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

Unlike their Namibian counterparts, the number of non-Namibian/international students comprised 1,068 male students (50 per cent) and 1,064 female students (50 per cent), resulting in a gender balance distribution of 50:50. As shown in Table 1.18 (b), most international students (33.6 per cent) chose to study in the Business, Commerce and Management field. The second most popular field was the Health Sciences and Social Services, accounting for 15.3 per cent, followed by Physical, Mathematical and Computer Sciences, at 14.3 per cent, and Manufacturing, Engineering and Technology, at 11.9 per cent.

Regarding disaggregation within the sexes, there were no noticeable differences between male and female students in the Business, Commerce and Management field of learning. However, 19.9 per cent of the male students were enrolled in Physical, Mathematical and Computer Sciences, compared to only 8.6 per cent of female students. In contrast, in the Health Sciences and Social Services field, 21.1 per cent of students were female, while 9.6 per cent were male students.

Table 1.18(b) International Students Enrolment by NQF Field of Learning

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	34	42	76	3.2%	3.9%	3.6%
Manufacturing, Engineering and Technology	184	69	253	17.2%	6.5%	11.9%
Health Sciences and Social Services	102	224	326	9.6%	21.1%	15.3%
Physical, Mathematical and Computer Sciences	213	91	304	19.9%	8.6%	14.3%
Physical Planning and Construction	40	21	61	3.7%	2.0%	2.9%
Total STEM Fields	573	447	1,020	53.7%	42.0%	47.8%
Business, Commerce and Management	346	370	716	32.4%	34.8%	33.6%
Communication Studies and Languages	20	35	55	1.9%	3.3%	2.6%
Culture and the Arts	21	55	76	2.0%	5.2%	3.6%
Education, Training and Development	33	77	110	3.1%	7.2%	5.2%
Human and Social Studies	33	29	62	3.1%	2.7%	2.9%
Law, Military Science and Security	31	31	62	2.9%	2.9%	2.9%
Services and Life Sciences	11	20	31	1.0%	1.9%	1.5%
Total Non-STEM Fields	495	617	1,112	46.3%	58.0%	52.2%
Total	1,068	1,064	2,132	100.0%	100.0%	100.0%

As shown in Tables 1.18(c) and 1.18(d), the NQF fields of learning that attracted international students to HEIs in Namibia differed from those chosen by Namibian students. The Majority of Angolan students (53.6 per cent) were enrolled in the Business, Commerce and Management field. Additionally, higher proportions of international students were enrolled in STEM fields compared to local students. Among South African students, the highest proportions were enrolled in the fields of Education, Training and Development (22.7 per cent) and Agriculture and Nature Conservation (21.6 per cent).

Table 1.18(c) Enrolment by Citizenship and by NQF Field of Learning, 2022

Countries	Qualification NQF Field of Learning (Number)												Total (Number)
	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	1,567	13,742	2,263	802	30,448	2,418	735	2,488	9,928	4,036	925	336	69,688
Angola	5	210	2	9	6	59	2	3	18	70	2	6	392
Botswana	4	13	0	3	4	4	2	5	4	1	2	0	42
South Africa	21	10	3	4	22	0	16	1	14	2	4	0	97
Zambia	13	63	4	4	7	26	3	1	26	21	4	1	173
Zimbabwe	21	210	27	30	38	77	19	35	185	124	33	17	816
Other SADC Countries	4	145	11	10	12	66	8	10	26	43	12	4	351
Other African Countries	5	31	2	3	9	17	5	4	45	29	2	2	154
European Countries	2	26	3	10	8	3	6	2	5	10	2	1	78
American Countries	1	2	1	0	1	0	0	1	1	1	0	0	8
Asian and Oceanic Countries	0	6	2	3	3	1	1	0	2	3	0	0	21
Non-Namibian	76	716	55	76	110	253	62	62	326	304	61	31	2,132
Total	1,643	14,458	2,318	878	30,558	2,671	797	2,550	10,254	4,340	986	367	71,820

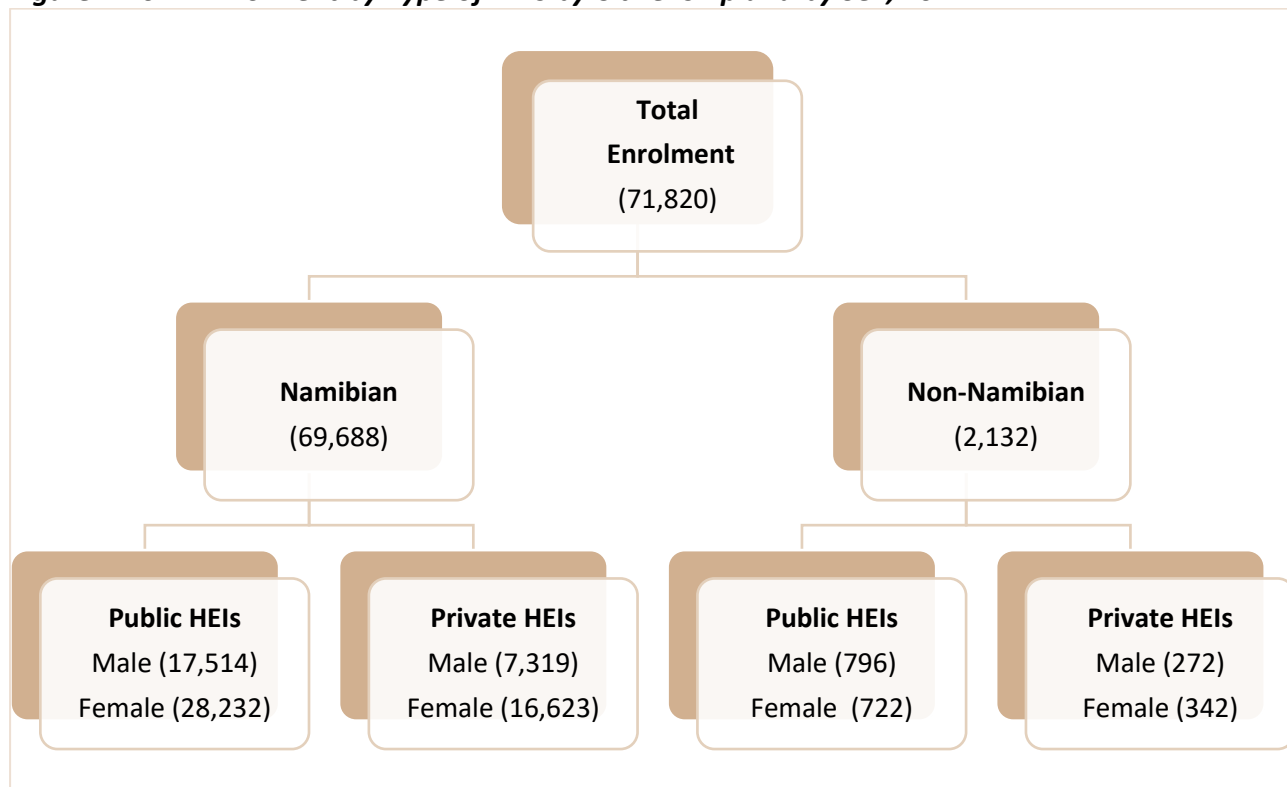
Table 1.18(d) Percentage Enrolment by Citizenship and by NQF Field of Learning, 2022

Countries	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	2.2%	19.7%	3.2%	1.2%	43.7%	3.5%	1.1%	3.6%	14.2%	5.8%	1.3%	0.5%	100.0%
Angola	1.3%	53.6%	0.5%	2.3%	1.5%	15.1%	0.5%	0.8%	4.6%	17.9%	0.5%	1.5%	100.0%
Botswana	9.5%	31.0%	0.0%	7.1%	9.5%	9.5%	4.8%	11.9%	9.5%	2.4%	4.8%	0.0%	100.0%
South Africa	21.6%	10.3%	3.1%	4.1%	22.7%	0.0%	16.5%	1.0%	14.4%	2.1%	4.1%	0.0%	100.0%
Zambia	7.5%	36.4%	2.3%	2.3%	4.0%	15.0%	1.7%	0.6%	15.0%	12.1%	2.3%	0.6%	100.0%
Zimbabwe	2.6%	25.7%	3.3%	3.7%	4.7%	9.4%	2.3%	4.3%	22.7%	15.2%	4.0%	2.1%	100.0%
Other SADC Countries	1.1%	41.3%	3.1%	2.8%	3.4%	18.8%	2.3%	2.8%	7.4%	12.3%	3.4%	1.1%	100.0%
Other African Countries	3.2%	20.1%	1.3%	1.9%	5.8%	11.0%	3.2%	2.6%	29.2%	18.8%	1.3%	1.3%	100.0%
European Countries	2.6%	33.3%	3.8%	12.8%	10.3%	3.8%	7.7%	2.6%	6.4%	12.8%	2.6%	1.3%	100.0%
American Countries	12.5%	25.0%	12.5%	0.0%	12.5%	0.0%	0.0%	12.5%	12.5%	12.5%	0.0%	0.0%	100.0%
Asian and Oceanic Countries	0.0%	28.6%	9.5%	14.3%	14.3%	4.8%	4.8%	0.0%	9.5%	14.3%	0.0%	0.0%	100.0%
Non-Namibian	3.6%	33.6%	2.6%	3.6%	5.2%	11.9%	2.9%	2.9%	15.3%	14.3%	2.9%	1.5%	100.0%
Total	2.3%	20.1%	3.2%	1.2%	42.5%	3.7%	1.1%	3.6%	14.3%	6.0%	1.4%	0.5%	100.0%

1.19 Enrolment by Type of HEI, by Citizenship and by Sex

Similar to the enrolment patterns for Namibians, the number of international students enrolled at public HEIs surpassed those enrolled at private HEIs. Figure 1.10 below illustrates the distributions of Namibian and non-Namibian students in both public and private HEIs, with further breakdown by sex.

Figure 1.10 Enrolment by Type of HEIs by Citizenship and by Sex, 2022



CHAPTER 2: EXAMINATION RESULTS

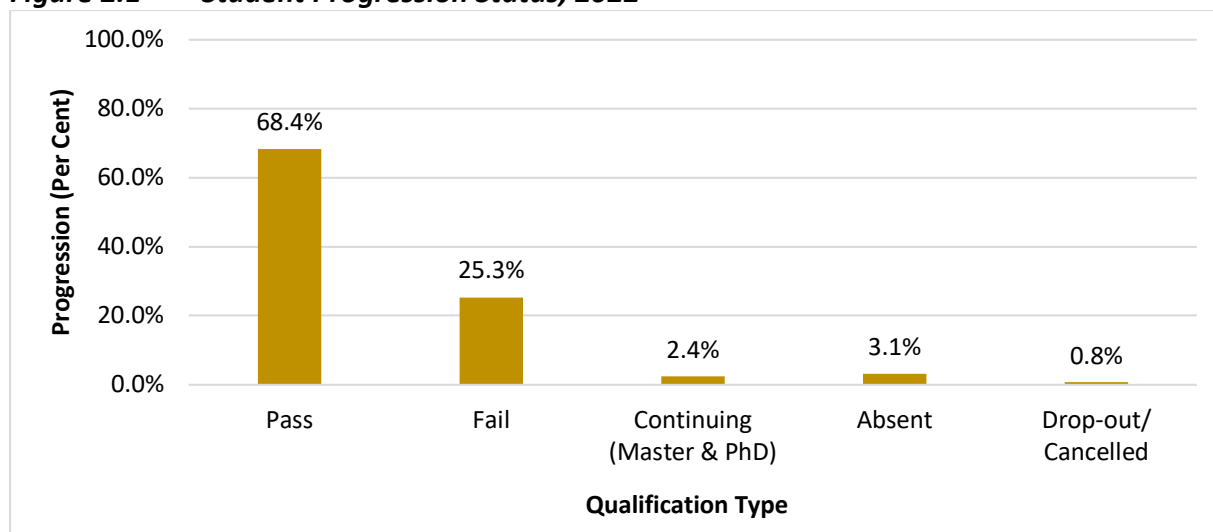
This chapter examines the progression and graduation rates based on examination results for the 2022 academic year. These rates are categorised by Type of HEI, Sex, HEIs, NQF Fields of Learning, Offering Type, NQF Qualification Type, Year of Study and Age Group. Examination results are categorised into Obtain Qualification, Pass, Fail, Continuing, Absent and Drop-out/Cancelled.

While public HEIs have established and actively enforced progression policies, such practice is not institutionalised at some private HEIs. This inconsistency poses significant challenges in accurately comparing passing, failure, and repetition rates between public and private institutions, ultimately hindering the evaluation of graduation rates. Consequently, examination results were exclusively calculated for HEIs with comprehensive and structured progression mechanisms. There is, therefore, a need to ensure adherence to a standardised number of credits needed for students to advance to the subsequent academic year and the application of prerequisites to ensure a coherent and equitable educational experience across institutions.

2.1 Progression Status

The progression rate refers to the rate at which students advance from one year of study to the next within the specific programme. It is a measure of students' successful progress in their academic journey. This rate is calculated by comparing the number of students who successfully pass their current year of study and are eligible to advance to the next year against the total number of students enrolled in that academic year. A high progression rate indicates that many students are advancing through their studies on schedule. In contrast, a low progression rate may indicate high failure rates, dropout rates, academic difficulties, or other challenges students may encounter.

In this case, over two-thirds (68.4 per cent) of the total students (71,820) passed examinations and progressed to the next academic year. Conversely, a quarter (25 per cent) failed examinations and did not progress to the next year of study (Figure 2.1).

Figure 2.1 Student Progression Status, 2022**2.1.1 Progression Status by Type of HEI and by Sex**

Student success rates varied between the types of HEIs (Figure 2.2). For instance, the student progression rate was higher for private HEIs (76.1 per cent) compared to public HEIs (64.4 per cent). However, this comparison should be treated with caution as different HEIs have different progression policies that do not conform to the standard criteria needed for students to advance to subsequent academic years

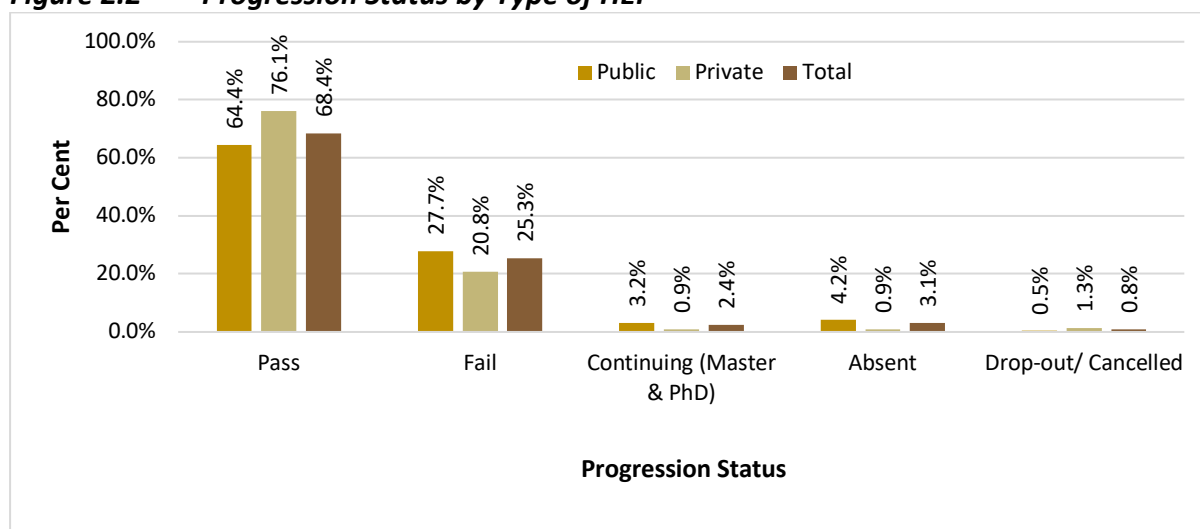
Figure 2.2 Progression Status by Type of HEI

Table 2.1(a) depicts the progression status within the two types of HEIs (public or private) and by the sex categories. Notably, male students exhibit a lower pass rate coupled with a higher failure rate across the HEIs. Specifically, female students demonstrate a pass rate of 70.6 per cent, which is 5 per cent higher than the 64.4 per cent pass rate recorded for male students. Similarly, the failure rate for female students is observed to be 5 per cent lower than that of their male counterparts, with 23.5 per cent of female students failing compared to 28.5 per

cent of male students. The identified gender disparity in both pass and failure rates are more pronounced within private HEIs. This gender imbalance necessitates enhanced student engagement strategies aimed at identifying at-risk students and implementing timely interventions.

Table 2.1(a) Progression Status by Type of HEI and by Sex, 2022

Examination Results	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Pass	11,445	19,001	30,446	62.5%	65.6%	64.4%
Fail	5,344	7,742	13,086	29.2%	26.7%	27.7%
Continuing (Master and PhD)	577	935	1,512	3.2%	3.2%	3.2%
Absent	872	1128	2,000	4.8%	3.9%	4.2%
Drop-out/Cancelled	72	148	220	0.4%	0.5%	0.5%
Public Total	18,310	28,954	47,264	100.0%	100.0%	100.0%
Pass	5,236	13,432	18,733	69.0%	79.2%	76.1%
Fail	2,046	3,069	5,115	27.0%	18.1%	20.8%
Continuing (Master and PhD)	73	149	222	1.0%	0.9%	0.9%
Absent	83	143	226	1.1%	0.8%	0.9%
Drop-out/Cancelled	153	172	325	2.0%	1.0%	1.3%
Private Total	7,591	16,965	24,621	100.0%	100.0%	100.0%
Pass	16,681	32,433	49,114	64.4%	70.6%	68.4%
Fail	7,390	10,811	18,201	28.5%	23.5%	25.3%
Continuing (Master and PhD)	650	1084	1734	2.5%	2.4%	2.4%
Absent	955	1271	2226	3.7%	2.8%	3.1%
Drop-out/Cancelled	225	320	545	0.9%	0.7%	0.8%
Grand Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

For UNAM and NUST, the differences in pass and failure rates between male and female students are approximately three to four percent in favour of female students [Table 2.1(b)]. Furthermore, a balance in pass rates between sexes was observed among seven HEIs: Welwitchia HTC, IOL, ICT-Lingua, Sunshine, Botho, Tulipohamba and Limkokwing.

Table 2.1(b) Progression Status by HEI and by Sex, 2022

HEI Name	Progression Status	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Pass	6,199	11,216	17,415	58.0%	62.3%	60.7%
	Fail	3,379	5,035	8,414	31.6%	28.0%	29.3%
	Continuing (Master and PhD)	331	643	974	3.1%	3.6%	3.4%
	Absent	700	965	1,665	6.6%	5.4%	5.8%
	Drop-out/Cancelled	72	145	217	0.7%	0.8%	0.8%
	Total	10,681	18,004	28,685	100.0%	100.0%	100.0%
NUST	Pass	4,972	5,053	10,025	69.3%	72.9%	71.0%
	Fail	1,789	1,421	3,210	24.9%	20.5%	22.7%
	Continuing (Master and PhD)	246	292	538	3.4%	4.2%	3.8%
	Absent	172	163	335	2.4%	2.4%	2.4%
	Drop-out/Cancelled	0	3	3	0.0%	0.0%	0.0%

HEI Name	Progression Status	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
	Total	7,179	6,932	14,111	100.0%	100.0%	100.0%
IUM	Pass	2,648	6,106	8,754	59.8%	69.4%	66.2%
	Fail	1,704	2,545	4,249	38.5%	28.9%	32.1%
	Continuing (Master and PhD)	73	149	222	1.6%	1.7%	1.7%
	Total	4,425	8,800	13,225	100.0%	100.0%	100.0%
Welwitchia HTC	Pass	867	3,439	4,306	95.1%	95.6%	95.5%
	Fail	45	159	204	4.9%	4.4%	4.5%
	Total	912	3,598	4,510	100.0%	100.0%	100.0%
NAMCOL	Pass	274	2,732	3,006	60.9%	68.0%	67.3%
	Fail	176	1,286	1,462	39.1%	32.0%	32.7%
	Total	450	4,018	4,468	100.0%	100.0%	100.0%
IOL	Pass	455	2,008	2,463	95.2%	95.4%	95.4%
	Fail	23	96	119	4.8%	4.6%	4.6%
	Total	478	2,104	2,582	100.0%	100.0%	100.0%
Triumphant	Pass	680	790	1,470	66.7%	74.6%	70.7%
	Fail	235	202	437	23.1%	19.1%	21.0%
	Drop-out/Cancelled	104	67	171	10.2%	6.3%	8.2%
	Total	1,019	1,059	2,078	100.0%	100.0%	100.0%
ICT-Lingua	Pass	110	194	304	53.4%	53.4%	53.4%
	Fail	31	28	59	15.0%	7.7%	10.4%
	Absent	45	88	133	21.8%	24.2%	23.4%
	Drop-out/Cancelled	20	53	73	9.7%	14.6%	12.8%
	Total	206	363	569	100.0%	100.0%	100.0%
Headstart Montessori	Pass	23	410	433	85.2%	88.9%	88.7%
	Fail	4	36	40	14.8%	7.8%	8.2%
	Drop-out/Cancelled	0	15	15	0.0%	3.3%	3.1%
	Total	27	461	488	100.0%	100.0%	100.0%
River Higher	Pass	211	195	406	91.3%	86.3%	88.8%
	Drop-out/Cancelled	20	31	51	8.7%	13.7%	11.2%
	Total	231	226	457	100.0%	100.0%	100.0%
Sunshine	Pass	45	102	147	100.0%	100.0%	100.0%
	Total	45	102	147	100.0%	100.0%	100.0%
Tulipohamba	Pass	39	88	127	100.0%	100.0%	100.0%
	Total	39	88	127	100.0%	100.0%	100.0%
ALI	Pass	4	12	16	8.9%	17.1%	13.9%
	Fail	1	0	1	2.2%	0.0%	0.9%
	Absent	38	55	93	84.4%	78.6%	80.9%
	Drop-out/Cancelled	2	3	5	4.4%	4.3%	4.3%
	Total	45	70	115	100.0%	100.0%	100.0%
Botho	Pass	37	30	67	100.0%	100.0%	100.0%
	Total	37	30	67	100.0%	100.0%	100.0%
Philippi Trust	Pass	11	41	52	57.9%	87.2%	78.8%
	Fail	3	3	6	15.8%	6.4%	9.1%
	Drop-out/Cancelled	5	3	8	26.3%	6.4%	12.1%
	Total	19	47	66	100.0%	100.0%	100.0%
St. Charles Lwanga	Pass	63	0	63	100.0%	0.0%	100.0%
	Total	63	0	63	100.0%	0.0%	100.0%
NETS	Pass	21	11	32	91.3%	100.0%	94.1%
	Drop-out/Cancelled	2	0	2	8.7%	0.0%	5.9%
	Total	23	11	34	100.0%	100.0%	100.0%
Limkokwing	Pass	22	6	28	100.0%	100.0%	100.0%
	Total	22	6	28	100.0%	100.0%	100.0%

2.1.2 Progression Status in Public Universities

Given that 60 per cent of students enrolment occurs at UNAM and NUST and considering the need to monitor the effective use of state funds allocated to the public HEIs, it is necessary to evaluate the progression status at these two public universities.

Table 2.1(c) indicates that 71.0 per cent of students at NUST passed examinations compared to 60.7 per cent at UNAM. It is important to unpack these results to understand the various factors influencing them and assess whether there are any policy differences for student admission, progression and assessment. Additionally, there is a need to delve into the relatively high number of students with absent examinations results at UNAM.

Table 2.1(c) Progression Status by Public Universities, 2022

Progression Status	Number			Per Cent within Public University		
	NUST	UNAM	Total	NUST	UNAM	Total
Pass	10,025	17,415	27,440	71.0%	60.7%	64.1%
Fail	3,210	8,414	11,624	22.7%	29.3%	27.2%
Continuing (Master & PhD)	538	974	1,512	3.8%	3.4%	3.5%
Absent	335	1,665	2,000	2.4%	5.8%	4.7%
Drop-out/Cancelled	3	217	220	0.0%	0.8%	0.5%
Grand Total	14,111	28,685	42,796	100.0%	100.0%	100.0%

2.1.3 Progression Status of Undergraduate Students

Considering that assessment methods and support for students differ between postgraduate and undergraduate programmes, it is essential to closely examine the progression status of undergraduate students.

An analysis of the examination results of undergraduate students by year of the study revealed that Year 3 students had the highest pass rate (75.3 per cent), followed by Year 1 (71.8 per cent), Year 2 (70.3 per cent) and Year 4 (60.0 per cent) being the lowest pass rate [Table 2.1(d)]. Year 5 and Year 6 were excluded from the above analysis, being primarily designated for medical students. Year 5 students had the highest pass rate of about 90 per cent, and a failure rate of 9 per cent. In contrast, Year 6 students had a pass rate of 64 per cent and a failure rate of 36 per cent.

Table 2.1(d) Progression Status of Undergraduate Students by Year of Study, 2022

Examination Results	Number							Per Cent						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Pass	8,748	7,588	7,924	4,028	101	84	28,473	39.2%	39.9%	51.1%	45.8%	88.6%	64.1%	43.2%
Fail	3,600	4,229	2,625	2,346	11	47	12,858	16.1%	22.2%	16.9%	26.7%	9.6%	35.9%	19.5%
Absent	704	320	87	88	1	0	1,200	3.2%	1.7%	0.6%	1.0%	0.9%	0.0%	1.8%
Drop-out/Cancelled	89	35	18	19	0	0	161	0.4%	0.2%	0.1%	0.2%	0.0%	0.0%	0.2%
Public HEI Total	13,141	12,172	10,654	6,481	113	131	42,692	58.9%	64.0%	68.6%	73.7%	99.1%	100.0%	64.8%
Pass	7,261	5,779	3,762	1,252	1	0	18,055	32.6%	30.4%	24.2%	14.2%	0.9%	0.0%	27.4%
Fail	1,666	891	1,025	1,046	0	0	4,628	7.5%	4.7%	6.6%	11.9%	0.0%	0.0%	7.0%
Absent	148	38	25	15	0	0	226	0.7%	0.2%	0.2%	0.2%	0.0%	0.0%	0.3%
Drop-out/Cancelled	85	137	56	3	0	0	281	0.4%	0.7%	0.4%	0.0%	0.0%	0.0%	0.4%
Private HEI Total	9,160	6,845	4,868	2,316	1	0	23,190	41.1%	36.0%	31.4%	26.3%	0.9%	0.0%	35.2%
Pass	16,009	13,367	11,686	5,280	102	84	46,528	71.8%	70.3%	75.3%	60.0%	89.5%	64.1%	70.6%
Fail	5,266	5,120	3,650	3,392	11	47	17,486	23.6%	26.9%	23.5%	38.6%	9.6%	35.9%	26.5%
Absent	852	358	112	103	1	0	1,426	3.8%	1.9%	0.7%	1.2%	0.9%	0.0%	2.2%
Drop-out/Cancelled	174	172	74	22	0	0	442	0.8%	0.9%	0.5%	0.3%	0.0%	0.0%	0.7%
Grand Total	22,301	19,017	15,522	8,797	114	131	65,882	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2.2 Completion Rate

Completion rate, also known as graduation rate, refers to the percentage of students who successfully complete their academic programme within a specific timeframe, including those who graduate within the minimum duration and those who take longer to complete their studies. In the previous publications of this report, the graduation rate was calculated as the number of students who completed their studies divided by the total number of students regardless of their year of study. This was because of the gaps in the data, which resulted in underestimated graduation rates.

With improvement in data collection from the institutions, it has become possible to consider only students in the final year as a denominator. From 2022 onward, the graduation rate shall be calculated by dividing the number of students who completed studies by the total number of students in the final year.

For all qualifications at NQF level 5 and above, 42.1 per cent (12,140 students) of the 28,818 students in the final year successfully completed studies and obtained qualifications [Table 2.2(a)].

Table 2.2(a) Completion Rate, 2022

Progression Status	Number of students	Graduation rate
Students who completed their studies	12,140	42.1%
Final year students	28,818	

2.2.1 Completion Rate by NQF Qualification Type

Out of the total number of students who took final examinations, 24,485 were pursuing undergraduate qualifications. Table 2.2(b) shows that 43.2 percent of these final-year undergraduate students obtained qualifications.

Table 2.2(b) Completion Rate by Qualification Type

Qualification NQF Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	1,101	2135	3,236	34.0%	66.0%	100.0%
Diplomas (Level 5-7)	2,905	4526	7,431	39.1%	60.9%	100.0%
Bachelor Degree (Level 7)	1,678	3303	4,981	33.7%	66.3%	100.0%
Professional Bachelor (Level 8)	1,088	749	1,837	59.2%	40.8%	100.0%
Bachelor Honours (Level 8)	3,795	3205	7,000	54.2%	45.8%	100.0%
Undergraduate Total	10,567	13918	24,485	43.2%	56.8%	100.0%
Bachelor Honours (Level 8)	544	591	1,135	47.9%	52.1%	100.0%
Postgraduate Cert (Level 7-8)	36	6	42	85.7%	14.3%	100.0%
Postgraduate Dip (Level 7-8)	591	473	1,064	55.5%	44.5%	100.0%
Master Degree (Level 9)	383	1548	1,931	19.8%	80.2%	100.0%
Doctorate (Level 10)	19	142	161	11.8%	88.2%	100.0%
Postgraduate Total	1,573	2760	4,333	36.3%	63.7%	100.0%
Grand Total	12,140	16,678	28,818	42.1%	57.9%	100.0%

Undergraduate students constituted 85.0 per cent of all final year students [Table 2.2(c)]. Similarly, they represented 87.0 per cent of the students who completed their studies, whereas postgraduate students accounted for 13 per cent.

Table 2.2(c) Completion Rate by Qualification Type

Qualification NQF Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	1,101	2,135	3,236	9.1%	12.8%	11.2%
Diplomas (Level 5-7)	2,905	4,526	7,431	23.9%	27.1%	25.8%
Bachelor Degree (Level 7)	1,678	3,303	4,981	13.8%	19.8%	17.3%
Professional Bachelor (Level 8)	1,088	749	1,837	9.0%	4.5%	6.4%
Bachelor Honours (Level 8)	3,795	3,205	7,000	31.3%	19.2%	24.3%
Undergraduate Total	10,567	13,918	24,485	87.0%	83.5%	85.0%
Bachelor Honours (Level 8)	544	591	1,135	4.5%	3.5%	3.9%
Postgraduate Cert (Level 7-8)	36	6	42	0.3%	0.0%	0.1%
Postgraduate Dip (Level 7-8)	591	473	1,064	4.9%	2.8%	3.7%
Master Degree (Level 9)	383	1,548	1,931	3.2%	9.3%	6.7%
Doctorate (Level 10)	19	142	161	0.2%	0.9%	0.6%
Postgraduate Total	1,573	2,760	4,333	13.0%	16.5%	15.0%
Grand Total	12,140	16,678	28,818	100.0%	100.0%	100.0%

2.2.2 Completion Rate by NQF Field of Learning

The completion rate for STEM graduates is significantly high at 45.4 per cent, compared to 41.0 per cent for non-STEM graduates [Table 2.2(d)]. Health Sciences and Social Services, along with Law, Military Science, and Security, had the highest completion rates, exceeding 50 per cent. Conversely, Business, Commerce, and Management had the lowest completion rate at 30.2 per cent.

Table 2.2(d) Completion Status by NQF Field of Learning, 2022

NQF Field of Learning	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Agriculture & Nature Conservation	240	475	715	33.6%	66.4%	100.0%
Manufacturing, Engineering & Technology	408	454	862	47.3%	52.7%	100.0%
Health Sciences & Social Services	1,762	1,543	3,305	53.3%	46.7%	100.0%
Physical, Mathematical & Computer Sciences	646	1,105	1,751	36.9%	63.1%	100.0%
Physical Planning & Construction	188	319	507	37.1%	62.9%	100.0%
STEM Total	3,244	3,896	7,140	45.4%	54.6%	100.0%
Business, Commerce & Management	2,502	5,790	8,292	30.2%	69.8%	100.0%
Communication Studies & Languages	382	413	795	48.1%	51.9%	100.0%
Culture & the Arts	94	164	258	36.4%	63.6%	100.0%
Education, Training & Development	5,283	5,626	10,909	48.4%	51.6%	100.0%
Human & Social Studies	128	236	364	35.2%	64.8%	100.0%
Law, Military Science & Security	443	417	860	51.5%	48.5%	100.0%
Services & Life Sciences	64	136	200	32.0%	68.0%	100.0%
Non-STEM Total	8,896	12,782	21,678	41.0%	59.0%	100.0%
Grand Total	12,140	16,678	28,818	42.1%	57.9%	100.0%

2.2.3 Completion Rate by Offering Type

Over half (55.5 per cent) of the students in the final year of study were studying full-time, while 26.0 per cent opted for distance learning, and 18.5 chose part-time study. Among the 12,140 students who completed studies, 60.7 per cent were enrolled full-time, 23.7 per cent were on distance learning, and 15.6 per cent were in part-time mode [Table 2.2(e)].

Table 2.2(e) Completion Rate by Offering Type and by Examination Results, 2022

Offering Type	Number			Per Cent		
	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Full-time	7,374	8,623	15,997	60.7%	51.7%	55.5%
Part-time	1,888	3,429	5,317	15.6%	20.6%	18.6%
Distance	2,878	4,626	7,504	23.7%	27.7%	26.0%
Grand Total	12,140	16,678	28,818	100.0%	100.0%	100.0%

Following the enrolment trend, majority of the students who completed studies through distance mode, 80 per cent were female students [Table 2.2(f)].

Table 2.2(f) Students Graduating by Offering Type and by Sex, 2022

Offering Type	Number		Total	Offering Type	Per Cent		Total
	Male	Female			Male	Female	
Full-time	2479	4895	7,374	Full-time	33.6%	66.4%	100.0%
Part-time	798	1089	1,887	Part-time	42.3%	57.7%	100.0%
Distance	574	2305	2,879	Distance	19.9%	80.1%	100.0%
Grand Total	3,851	8,289	12,140	Grand Total	31.7%	68.3%	100.0%

2.2.4 Completion Rate by Type of HEI

The completion rates for public and private HEIs are even, with 42 per cent of students completing studies in both types of institutions [Table 2.2(g)].

Table 2.2(g) Completion Rate by Type of HEI

Qualification NQF Type	Number			Per Cent		
	Completed Studies	Not completed studies	Total	Completed Studies	Not completed studies	Total
Public HEI Total	7,971	10,970	18,941	42.1%	57.9%	100.0%
Private HEI Total	4,169	5,708	9,877	42.2%	57.8%	100.0%
Grand Total	12,140	16,678	28,818	42.1%	57.9%	100.0%

A combined 33.0 per cent of students obtained Certificates and Diplomas [Table 2.2(h)], with most recipients from private HEIs (20.2 per cent) compared to public HEIs (12.8 per cent). Bachelor degree graduates accounted for 13.8 per cent, while Bachelor Honours graduates represented 35.7 per cent, consisting of 25.5 per cent from public HEIs and 10.3 per cent from private HEIs. Nine (9.0) per cent of graduates obtained a Professional Bachelor degree, with

nearly all (8.7 per cent) from public HEIs. Master's degree graduates constituted 3.2 per cent, with 2.7 per cent from public HEIs and 0.5 per cent from private HEIs. Finally, there were 19 Doctoral graduates, equating to 0.2 per cent, with only one (1) from a private HEI.

Table 2.2(h) Completion Rate by Qualification Type and by Type of HEI, 2022

Qualification NQF Type	Number			Per Cent		
	Completed Studies	Not completed studies	Total	Completed Studies	Not completed studies	Total
Certificates (Level 5-6)	434	728	1,162	3.6%	4.4%	4.0%
Diplomas (Level 5-7)	1,121	2,704	3,825	9.2%	16.2%	13.3%
Bachelor Degree (Level 7)	1,482	2,773	4,255	12.2%	16.6%	14.8%
Professional Bachelor (Level 8)	1,058	683	1,741	8.7%	4.1%	6.0%
Bachelor Honours (Level 8)	3,091	2,581	5,672	25.5%	15.5%	19.7%
Postgraduate Cert/Dip (Level 7-8)	440	138	578	3.6%	0.8%	2.0%
Master Degree (Level 9)	327	1,223	1,550	2.7%	7.3%	5.4%
Doctorate (Level 10)	18	140	158	0.1%	0.8%	0.5%
Public HEI Total	7,971	10,970	18,941	65.7%	65.8%	65.7%
Certificates (Level 5-6)	667	1,407	2,074	5.5%	8.4%	7.2%
Diplomas (Level 5-7)	1,784	1,822	3,606	14.7%	10.9%	12.5%
Bachelor Degree (Level 7)	196	530	726	1.6%	3.2%	2.5%
Professional Bachelor (Level 8)	30	66	96	0.2%	0.4%	0.3%
Bachelor Honours (Level 8)	1,248	1,215	2,463	10.3%	7.3%	8.5%
Postgraduate Cert/Dip (Level 7-8)	187	341	528	1.5%	2.0%	1.8%
Master Degree (Level 9)	56	325	381	0.5%	1.9%	1.3%
Doctorate (Level 10)	1	2	3	0.0%	0.0%	0.0%
Private HEI Total	4,169	5,708	9,877	34.3%	34.2%	34.3%
Certificates (Level 5-6)	1,101	2,135	3,236	9.1%	12.8%	11.2%
Diplomas (Level 5-7)	2,905	4,526	7,431	23.9%	27.1%	25.8%
Bachelor Degree (Level 7)	1,678	3,303	4,981	13.8%	19.8%	17.3%
Professional Bachelor (Level 8)	1,088	749	1,837	9.0%	4.5%	6.4%
Bachelor Honours (Level 8)	4,339	3,796	8,135	35.7%	22.8%	28.2%
Postgraduate Cert/Dip (Level 7-8)	627	479	1,106	5.2%	2.9%	3.8%
Master Degree (Level 9)	383	1,548	1,931	3.2%	9.3%	6.7%
Doctorate (Level 10)	19	142	161	0.2%	0.9%	0.6%
Grand Total	12,140	16,678	28,818	100.0%	100.0%	100.0%

Table 2.2(i) presents the distribution of students who completed studies by NQF Qualification Type and by Sex. The majority (63.1 per cent) of male student graduates obtained undergraduate degrees (Bachelor, Professional and Bachelor Honours degrees) compared to only 56.4 per cent of female graduates. Similarly, a slightly higher percentage of male graduates obtained postgraduate qualifications (9.9 per cent) compared to 7.8 per cent of their female counterparts.

Table 2.2(i) Graduates by NQF Qualification Type and by Sex, 2022

Qualification NQF Type	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Certificates (Level 5-6)	99	335	434	2.6%	4.0%	3.6%
Diplomas (Level 5-7)	339	782	1,121	8.8%	9.4%	9.2%
Bachelor Degree (Level 7)	709	773	1,482	18.4%	9.3%	12.2%
Bachelor Honours (Level 8)	1,010	2,081	3,091	26.2%	25.1%	25.5%
Professional Bachelor (Level 8)	346	712	1,058	9.0%	8.6%	8.7%
Postgraduate Cert/Dip (Level 7-8)	153	287	440	4.0%	3.5%	3.6%
Master Degree (Level 9)	131	196	327	3.4%	2.4%	2.7%
Doctorate (Level 10)	9	9	18	0.2%	0.1%	0.1%
Public HEIs Total	2,796	5,175	7,971	72.6%	62.4%	65.7%
Certificates (Level 5-6)	117	550	667	3.0%	6.6%	5.5%
Diplomas (Level 5-7)	485	1299	1,784	12.6%	15.7%	14.7%
Bachelor Degree (Level 7)	67	129	196	1.7%	1.6%	1.6%
Bachelor Honours (Level 8)	3	27	30	0.1%	0.3%	0.2%
Professional Bachelor (Level 8)	294	954	1,248	7.6%	11.5%	10.3%
Postgraduate Cert/Dip (Level 7-8)	69	118	187	1.8%	1.4%	1.5%
Master Degree (Level 9)	20	36	56	0.5%	0.4%	0.5%
Doctorate (Level 10)		1	1	0.0%	0.0%	0.0%
Private HEIs Total	1,055	3,114	4,169	27.4%	37.6%	34.3%
Certificates & Diplomas	1,040	2,966	4,006	27.0%	35.8%	33.0%
Bachelor, Professional, Honours Bachelors	2,429	4,676	7,105	63.1%	56.4%	58.5%
Postgraduate qualifications	382	647	1,029	9.9%	7.8%	8.5%
Grand Total	3,851	8,289	12,140	100.0%	100.0%	100.0%

2.2.5 Characteristics of Undergraduate Graduates

Of the 24,485 final-year undergraduate students who sat for final examinations, 43.2 per cent obtained qualifications, whereas 56.8 per cent did not complete their studies [Table 2.2(j)].

Table 2.2(j) Completion Rate of Undergraduate Students

Qualification NQF Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	1,101	2,135	3,236	34.0%	66.0%	100.0%
Diplomas (Level 5-7)	2,905	4,526	7,431	39.1%	60.9%	100.0%
Bachelor Degree (Level 7)	1,678	3,303	4,981	33.7%	66.3%	100.0%
Professional Bachelor (Level 8)	1,088	749	1,837	59.2%	40.8%	100.0%
Bachelor Honours (Level 8)	3,795	3,205	7,000	54.2%	45.8%	100.0%
Undergraduate Total	10,567	13,918	24,485	43.2%	56.8%	100.0%

Table 2.2(k) presents the results of the undergraduate students who completed studies by age within the NQF Qualification type. The results revealed that 40.4 per cent of the students

completed studies between the ages of 21 and 24, followed by 28.2 per cent in the 25-29 age group and 22 per cent in the 30-39 age group.

Contrary to the data for Bachelor's degrees, where 45 and 60 per cent of graduates were in the 21-24 age range, a higher proportion of students who obtained Certificates and Diplomas were older, with more than 30 per cent in the 30-34 age group.

Table 2.2(k) Undergraduates Graduates by Age and by Qualification Type, 2022

Age Group	Qualification NQF Type					Total
	Certificates (Level 5-6)	Diplomas (Level 5-7)	Bachelor Degree (Level 7)	Professional Bachelor (Level 8)	Bachelor Honours (Level 8)	
Number						
20 and under	80	52	45	2	86	265
21 -24	231	783	858	656	1,737	4,265
25 - 29	307	690	415	268	1,295	2,975
30 - 39	339	1,020	278	130	553	2,320
40 - 49	122	288	71	28	114	623
50 and +	22	45	9	4	8	88
Not Stated		27	2		2	31
Total	1,101	2,905	1,678	1,088	3,795	10,567
Per Cent						
20 and under	7.3%	1.8%	2.7%	0.2%	2.3%	2.5%
21 -24	21.0%	27.0%	51.1%	60.3%	45.8%	40.4%
25 - 29	27.9%	23.8%	24.7%	24.6%	34.1%	28.2%
30 - 39	30.8%	35.1%	16.6%	11.9%	14.6%	22.0%
40 - 49	11.1%	9.9%	4.2%	2.6%	3.0%	5.9%
50 and +	2.0%	1.5%	0.5%	0.4%	0.2%	0.8%
Not Stated	0.0%	0.9%	0.1%	0.0%	0.1%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CHAPTER 3: STAFF MEMBERS

Staff members are a crucial input component in higher education. This chapter presents information on staff profiles within HEIs, offering an overview of the type of staff (academic vs. non-academic), with special focus on academic staff characteristics. The chapter compares staff data by HEI, gender, type, qualification, and employment contract. While staff members' roles are clearly defined in some institutions, some private HEIs assign multiple roles to staff, posing classification challenges.

3.1 Staff Member by Higher Education Institution

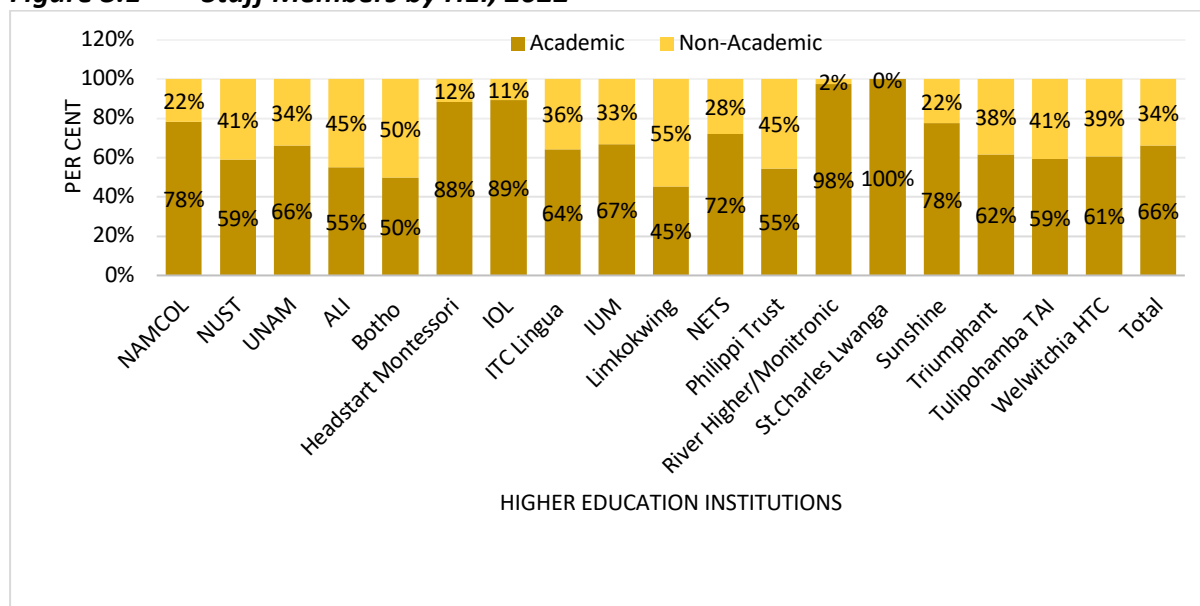
HEIs in Namibia reported employing a total of 6,202 staff members (Table 3.1). Among these, 4,903 were employed at public HEIs, while 1,299 worked at private HEIs.

Table 3.1 *Staff Member by HEI, 2022*

Higher Education Institutions	Type of Staff				Total
	Academic	Academic Support	Skilled Administration	Unskilled Administration	
NAMCOL	419	81	139	1	640
NUST	729	308	501	216	1,754
UNAM	1,461	198	723	127	2,509
Public HEI Total	2,609	587	1,363	344	4,903
ALI	11	0	9	0	20
Botho	9	0	8	1	18
Headstart Montessori	11	4	0	2	17
IOL	158	20	21	0	199
ITC Lingua	27	36	14	21	98
IUM	151	98	114	9	372
Limkokwing	10	0	11	1	22
NETS	12	1	3	2	18
Philippi Trust	5	1	4	1	11
River Higher/Monitronic	21	21	1	0	43
St. Charles Lwanga	25	0	0	0	25
Sunshine	13	1	4	0	18
Triumphant	60	3	21	18	102
Tulipohamba TAI	16	0	7	4	27
Welwitchia HTC	169	18	81	41	309
Private HEI Total	698	203	298	100	1,299
Total	3,307	790	1,661	444	6,202

The academic staff members comprised 66 per cent of the total staff members, while non-academic staff members accounted for 34 per cent (Figure 3.1). St. Charles Lwanga had all staff as academic staff members, followed closely by River Higher, which had 98 per cent of its staff as academic. On the other hand, Limkokwing had a higher proportion of non-academic staff members, making up 55 per cent of the total. HEIs that specialises in Open and Distance Learning (ODL), such as IOL, Headstart and NAMCOL, had much lower ratios of administrative staff-to-academic staff. Botho had a ratio of one academic staff for every non-academic staff.

Figure 3.1 Staff Members by HEI, 2022



3.2 Type of Staff by Type of Institution

Academic and academic support staff contributed 65.2 per cent to public HEIs and 69.4 per cent to private HEIs staff members (Table 3.2). In comparison, non-academic skilled and unskilled staff contributed 34.8 per cent in public HEIs and 30.6 per cent in private HEIs.

Table 3.2 Type of Staff by Type of Institution

Type of Staff	Number	Per Cent
Academic and Academic Support Staff	3,196	65.2%
Non-Academic Skilled and Unskilled Staff	1,707	34.8%
Public Total	4,903	100.0%
Academic and Academic Support Staff	901	69.4%
Non-Academic Skilled and Unskilled Staff	398	30.6%
Private Total	1,299	100.0%
Academic and Academic Support Staff	4,097	66.1%
Non-Academic Skilled and Unskilled Staff	2,105	33.9%
Grand Total	6,202	100.0%

3.3 Type of Staff by Sex, 2022

Private HEIs employed a higher proportion of female academic staff (58.4 per cent) compared to male academic staff (41.6 per cent), as shown in Table 3.3. Similar trends were observed among non-academic staff members.

Table 3.3 *Type of Staff by Sex, 2022*

Type of Staff	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Academic and Academic Support	1,650	1,546	3,196	51.6%	48.4%	65.2%
Non-Academic Skilled and Unskilled Staff	801	906	1,707	46.9%	53.1%	34.8%
Public Total	2,451	2,452	4,903	50.0%	50.0%	100.0%
Academic and Academic Support	375	526	901	41.6%	58.4%	69.4%
Non-Academic Skilled and Unskilled Staff	167	231	398	42.0%	58.0%	30.6%
Private Total	542	757	1,299	41.7%	58.3%	100.0%
Academic and Academic Support	2,025	2,072	4,097	49.4%	50.6%	66.1%
Non-Academic Skilled and Unskilled Staff	968	1,137	2,105	46.0%	54.0%	33.9%
Grand Total	2,993	3,209	6,202	48.3%	51.7%	100.0%

3.4 Staff Members by Citizenship and Type of Staff

As shown in Table 3.4, 86 per cent of staff members were Namibians. Among international staff, 4.7 per cent were from Zimbabwe, 2.7 per cent from other African countries, and minimal numbers from Angola and Botswana (0.1 per cent each). Most expatriates were employed as academic staff members.

Table 3.4 *Type of Staff by Citizenship, 2022*

Citizenship	Number			Per Cent		
	Academic	Non-Academic	Total	Academic	Non-Academic	Total
Namibia	3,296	2,037	5,333	80.4%	96.8%	86.0%
Angola	5	0	5	0.1%	0.0%	0.1%
Botswana	8	0	8	0.2%	0.0%	0.1%
South Africa	82	6	88	2.0%	0.3%	1.4%
Zambia	38	1	39	0.9%	0.0%	0.6%
Zimbabwe	275	17	292	6.7%	0.8%	4.7%
Other African Countries	56	2	58	1.4%	0.1%	0.9%
Other SADC Countries	159	7	166	3.9%	0.3%	2.7%
European Countries	61	5	66	1.5%	0.2%	1.1%
American Countries	16	1	17	0.4%	0.0%	0.3%
Asian and Oceanic Countries	39	5	44	1.0%	0.2%	0.7%
Not Stated	62	24	86	1.5%	1.1%	1.4%
Total	4,097	2,105	6,202	100.0%	100.0%	100.0%

3.5 Academic and Academic Support Staff Members by Highest Qualification

Most academic and academic support staff members held Master degrees (43 per cent) or Doctoral degrees (20 per cent) as the highest qualifications (Table 3.5). A combined total of 16.6 per cent of academic staff possessed Honours degrees, Professional Bachelor degrees, and Postgraduate Certificates/ Diplomas. The remaining academic staff held bachelor degrees. Among all public HEIs, 23.1 per cent of academic staff had Doctoral degrees, compared to only 7.4 per cent at private HEIs.

Table 3.5 Academic and Academic Support Staff by Highest Qualification, 2022

Highest Qualification	Number			Per Cent		
	Public HEI	Private HEI	Total	Public HEI	Private HEI	Total
Up to Diploma	271	108	379	8.5%	12.0%	9.3%
Bachelor Degree	254	122	376	7.9%	13.5%	9.2%
Bachelor Honours	261	163	424	8.2%	18.1%	10.3%
Professional Bachelor Degree	148	51	199	4.6%	5.7%	4.9%
Postgraduate Cert/ Diplomas	49	27	76	1.5%	3.0%	1.9%
Master Degree	1,412	363	1,775	44.2%	40.3%	43.3%
Doctorate Degree	737	67	804	23.1%	7.4%	19.6%
Not Stated	64	0	64	2.0%	0.0%	1.6%
Total	3,196	901	4,097	100.0%	100.0%	100.0%

3.6 Academic and Academic Support Staff Members by Mode of Employment

Table 3.6 presents the distribution of staff members by their mode of employment. In total, public HEIs had equal proportions of full-time and part-time staff members (49.5 per cent of full-time versus 50.5 per cent of part-time). On the other hand, private HEIs had 61 per cent of their staff employed on a full-time. Most Academic staff members from NAMCOL (95.8 per cent), IOL (84.8 per cent), ALI (100 per cent) were part-time as the colleges offer a distance mode of learning. Most private HEIs had a higher proportion of full-time staff members except for St. Charles Lwanga and Sunshine. NUST, a public HEI, also had a higher proportion of part-time staff (57 per cent).

Table 3.6 Academic and Academic Support Staff by Mode of Employment, 2022

Higher Education Institutions	Number			Per Cent		
	Full-time	Part-time	Total	Full-time	Part-time	Total
UNAM	1,112	547	1,659	67.0%	33.0%	100.0%
NUST	449	588	1,037	43.3%	56.7%	100.0%
NAMCOL	21	479	500	4.2%	95.8%	100.0%
Public HEIs Total	1,582	1,614	3,196	49.5%	50.5%	100.0%
IUM	147	102	249	59.0%	41.0%	100.0%
Welwitchia HTC	141	46	187	75.4%	24.6%	100.0%
IOL	27	151	178	15.2%	84.8%	100.0%
ITC Lingua	59	4	63	93.7%	6.3%	100.0%
Triumphant	63	0	63	100.0%	0.0%	100.0%
River Higher/Monitronic	34	8	42	81.0%	19.0%	100.0%
St. Charles Lwanga	10	15	25	40.0%	60.0%	100.0%
Tulipohamba TAI	14	2	16	87.5%	12.5%	100.0%
Headstart Montessori	12	3	15	80.0%	20.0%	100.0%
Sunshine	6	8	14	42.9%	57.1%	100.0%
NETS	12	1	13	92.3%	7.7%	100.0%
ALI	0	11	11	0.0%	100.0%	100.0%
Limkokwing	10	0	10	100.0%	0.0%	100.0%
Botho	8	1	9	88.9%	11.1%	100.0%
Philippi Trust	3	3	6	50.0%	50.0%	100.0%
Private HEIs Total	546	355	901	60.6%	39.4%	100.0%
Grand Total	2,128	1,969	4,097	51.9%	48.1%	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 (undergraduate) Bachelor Degree Bachelor Honours Degree Professional Bachelor Degree Post-graduate Certificates Post-graduate Diplomas Master 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 the 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. Ohangwena 9. Omaheke	Others refer to Other countries.

Variable name	Categories	Notes to the Variables
	10. Omusati 11. Oshana 12. Oshikoto 13. Otjozondjupa 14. Zambezi 15. Others (Specify country)	
Citizenship	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	1. Self-funding 2. Parent/Guardian 3. NSFAF 4. Other Public Institution 5. Private Institution 6. Others	The Financial Sponsor is a person or an institution paying or funding the tuition fees of the student.
Examination Result	1. Obtained Qualification 2. Passed 3. Failed 4. Continuing (Master and PhD) 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	1. Academic 2. Academic Support 3. Non-Academic Skilled Administrative Staff 4. Non-Academic Unskilled Administrative Staff	
Full/Part-time	1. Full-time 2. Part-time 3. Other (Specify)	A part-time staff member is a member whose number of hours worked per week is lower than what is usually required for the position occupied.
Highest NQF Qualification Type	1. Primary school or lower 2. Junior secondary school 3. Secondary school 4. Certificates 5. Diplomas 6. Bachelor Degree 7. Bachelor Honours Degree 8. Professional Bachelor Degree 9. Master Degree 10. Doctoral Degree	

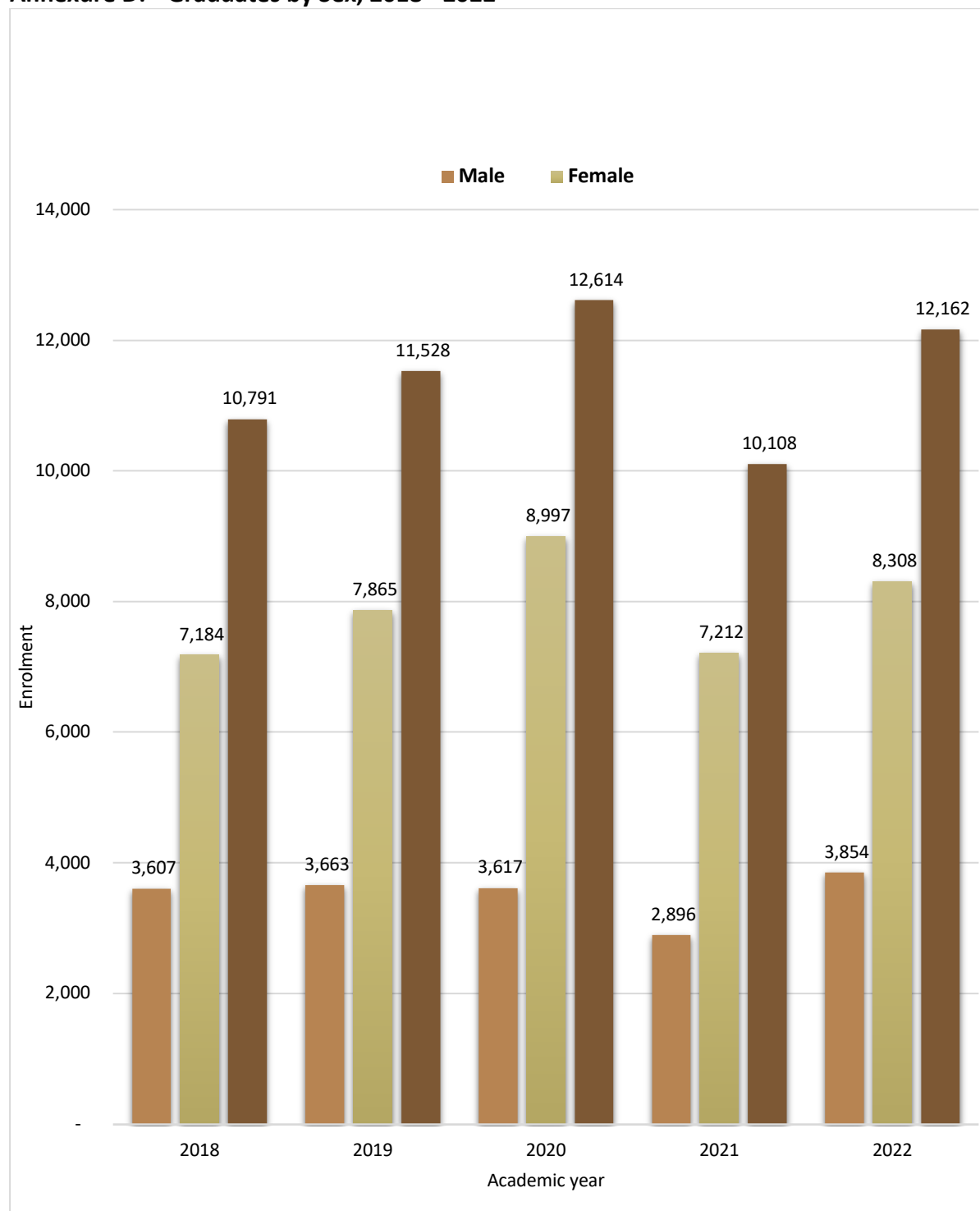
Annexure C: Examination Results by HEIs and by Sex, 2022

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Completed Studies	1,445	3,057	4,502	13.5%	17.0%	15.7%
	Pass	4,754	8,159	12,913	44.5%	45.3%	45.0%
	Fail	3,379	5,035	8,414	31.6%	28.0%	29.3%
	Continuing (Master and PhD)	331	643	974	3.1%	3.6%	3.4%
	Absent	700	965	1,665	6.6%	5.4%	5.8%
	Drop-out/Cancelled	72	145	217	.7%	.8%	.8%
	Total	10,681	18,004	28,685	100.0%	100.0%	100.0%
NUST	Completed Studies	1,318	1,580	2,898	18.4%	22.8%	20.5%
	Pass	3,654	3,473	7,127	50.9%	50.1%	50.5%
	Fail	1,789	1,421	3,210	24.9%	20.5%	22.7%
	Continuing (Master and PhD)	246	292	538	3.4%	4.2%	3.8%
	Absent	172	163	335	2.4%	2.4%	2.4%
	Drop-out/Cancelled	0	3	3	0.0%	0.0%	0.0%
	Total	7,179	6,932	14,111	100.0%	100.0%	100.0%
IUM	Completed Studies	440	1,263	1,703	9.9%	14.4%	12.9%
	Pass	2,208	4,843	7,051	49.9%	55.0%	53.3%
	Fail	1,704	2,545	4,249	38.5%	28.9%	32.1%
	Continuing (Master and PhD)	73	149	222	1.6%	1.7%	1.7%
	Total	4,425	8,800	13,225	100.0%	100.0%	100.0%
Welwitchia HTC	Completed Studies	93	614	707	10.2%	17.1%	15.7%
	Pass	774	2,825	3,599	84.9%	78.5%	79.8%
	Fail	45	159	204	4.9%	4.4%	4.5%
	Total	912	3,598	4,510	100.0%	100.0%	100.0%
NAMCOL	Completed Studies	33	538	571	7.3%	13.4%	12.8%
	Pass	241	2,194	2,435	53.6%	54.6%	54.5%
	Fail	176	1,286	1,462	39.1%	32.0%	32.7%
	Total	450	4,018	4,468	100.0%	100.0%	100.0%
IOL	Completed Studies	160	634	794	32.1%	29.5%	30.0%
	Pass	314	1,420	1,734	63.1%	66.0%	65.5%
	Fail	24	97	121	4.8%	4.5%	4.6%
	Total	498	2,151	2,649	100.0%	100.0%	100.0%
Triumphant	Completed Studies	192	256	448	18.8%	24.2%	21.6%
	Pass	488	534	1,022	47.9%	50.4%	49.2%
	Fail	235	202	437	23.1%	19.1%	21.0%
	Drop-out/Cancelled	104	67	171	10.2%	6.3%	8.2%
	Total	1,019	1,059	2,078	100.0%	100.0%	100.0%

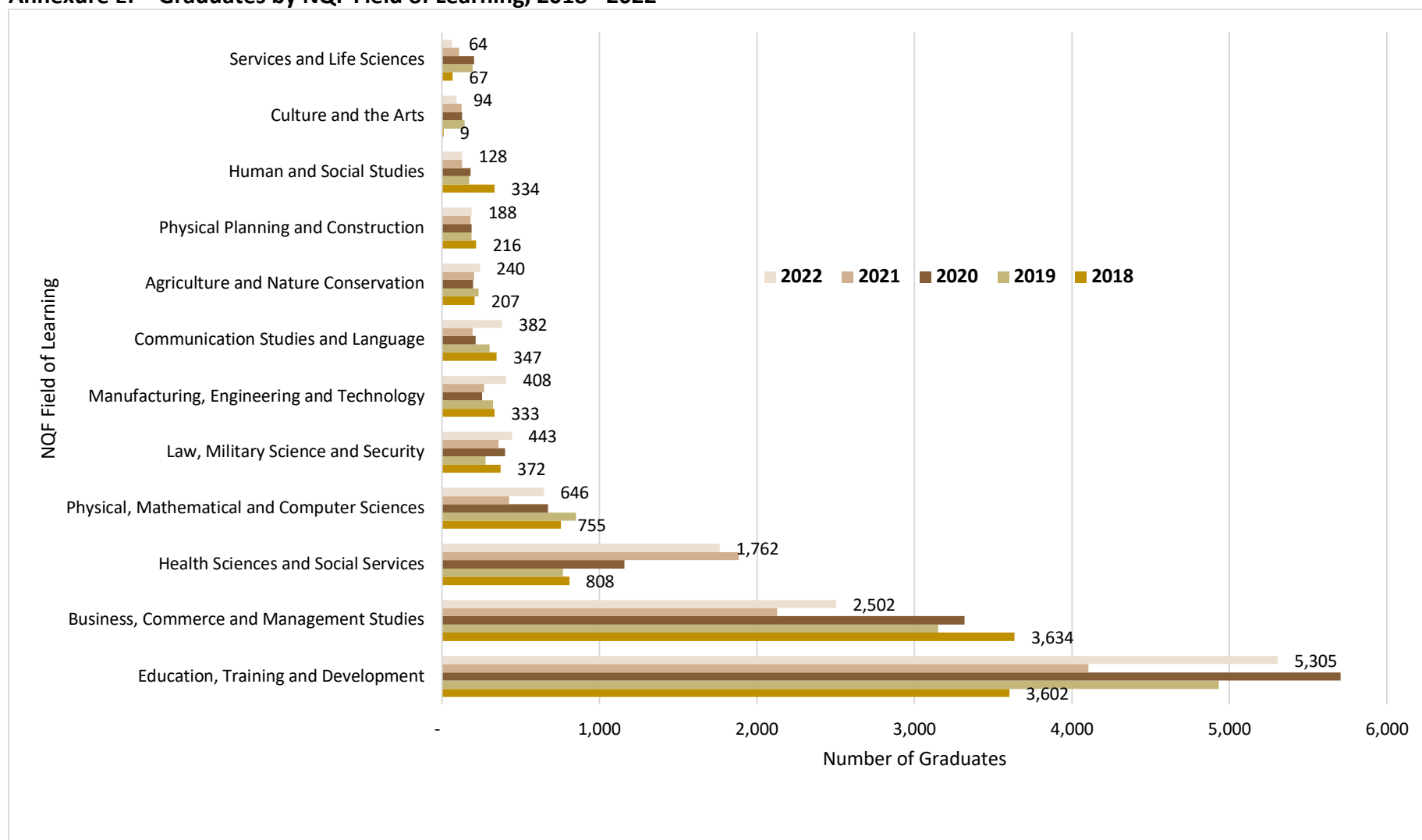
Annexure C: Examination Results by HEIs and by Sex, 2022 - continued

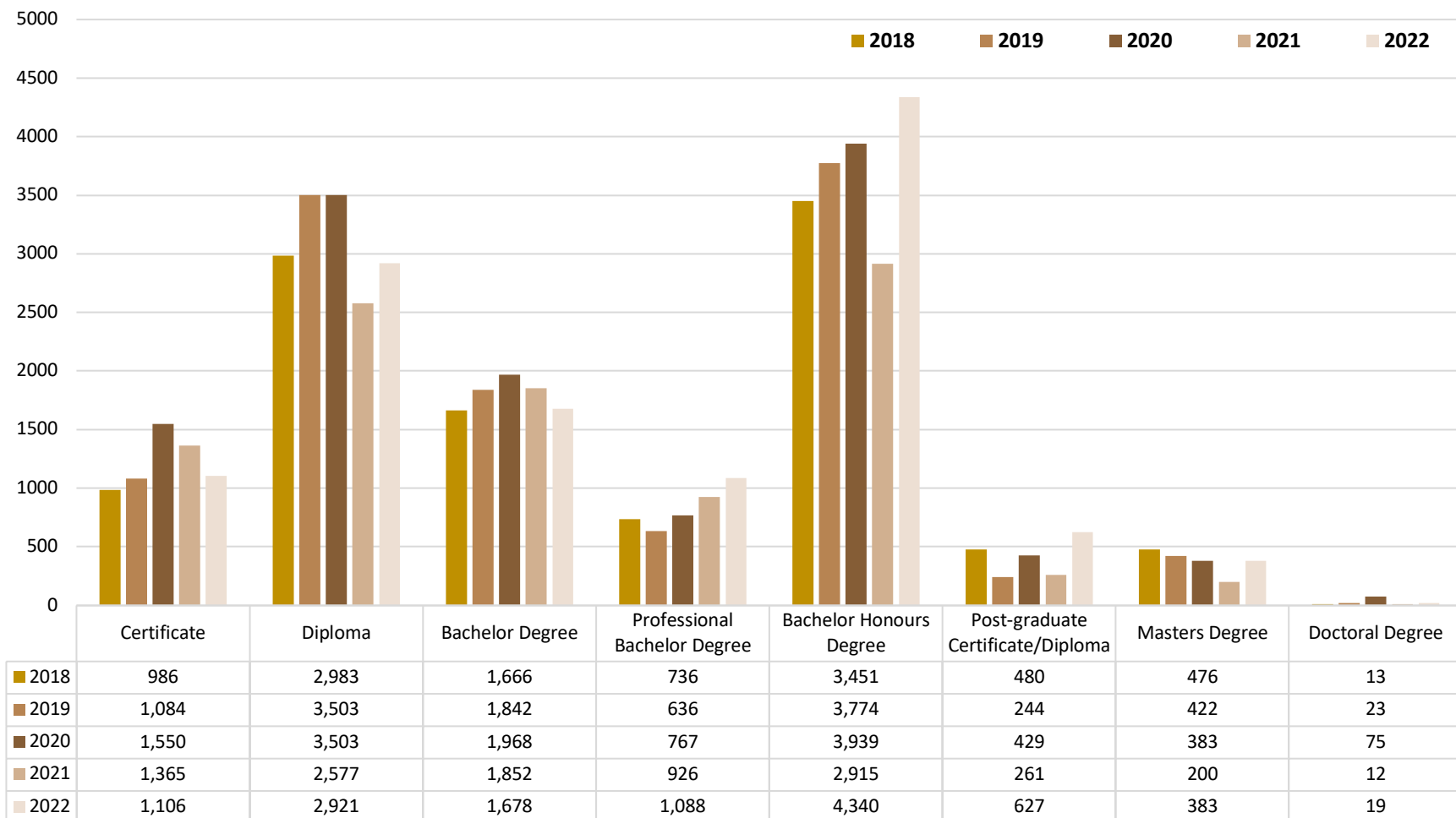
HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
ITC-Lingua	Completed Studies	40	73	113	19.4%	20.1%	19.9%
	Pass	70	121	191	34.0%	33.3%	33.6%
	Fail	31	28	59	15.0%	7.7%	10.4%
	Absent	45	88	133	21.8%	24.2%	23.4%
	Drop-out/Cancelled	20	53	73	9.7%	14.6%	12.8%
	Total	206	363	569	100.0%	100.0%	100.0%
Headstart Montessori	Completed Studies	3	175	178	11.1%	38.0%	36.5%
	Pass	20	235	255	74.1%	51.0%	52.3%
	Fail	4	36	40	14.8%	7.8%	8.2%
	Drop-out/Cancelled	0	15	15	0.0%	3.3%	3.1%
	Total	27	461	488	100.0%	100.0%	100.0%
River Higher/ Monitronic	Completed Studies	72	60	132	31.2%	26.5%	28.9%
	Pass	139	135	274	60.2%	59.7%	60.0%
	Drop-out/Cancelled	20	31	51	8.7%	13.7%	11.2%
	Total	231	226	457	100.0%	100.0%	100.0%
Sunshine	Completed Studies	21	39	60	46.7%	38.2%	40.8%
	Pass	24	63	87	53.3%	61.8%	59.2%
	Total	45	102	147	100.0%	100.0%	100.0%
Tulipohamba	Pass	39	88	127	100.0%	100.0%	100.0%
	Total	39	88	127	100.0%	100.0%	100.0%
ALI	Completed Studies	4	12	16	8.9%	17.1%	13.9%
	Fail	1	0	1	2.2%	0.0%	0.9%
	Absent	38	55	93	84.4%	78.6%	80.9%
	Drop-out/Cancelled	2	3	5	4.4%	4.3%	4.3%
	Total	45	70	115	100.0%	100.0%	100.0%
Botho	Pass	37	30	67	100.0%	100.0%	100.0%
	Total	37	30	67	100.0%	100.0%	100.0%
Philippi Trust	Pass	11	41	52	57.9%	87.2%	78.8%
	Fail	3	3	6	15.8%	6.4%	9.1%
	Drop-out/Cancelled	5	3	8	26.3%	6.4%	12.1%
	Total	19	47	66	100.0%	100.0%	100.0%
St. Charles Lwanga	Completed Studies	4	0	4	6.3%	0.0%	6.3%
	Pass	59	0	59	93.7%	0.0%	93.7%
	Total	63	0	63	100.0%		100.0%
NETS	Completed Studies	7	1	8	30.4%	9.1%	23.5%
	Pass	14	10	24	60.9%	90.9%	70.6%
	Drop-out/Cancelled	2	0	2	8.7%	0.0%	5.9%
	Total	23	11	34	100.0%	100.0%	100.0%
Limkokwing	Completed Studies	22	6	28	100.0%	100.0%	100.0%
	Total	22	6	28	100.0%	100.0%	100.0%

Annexure D: Graduates by Sex, 2018 - 2022

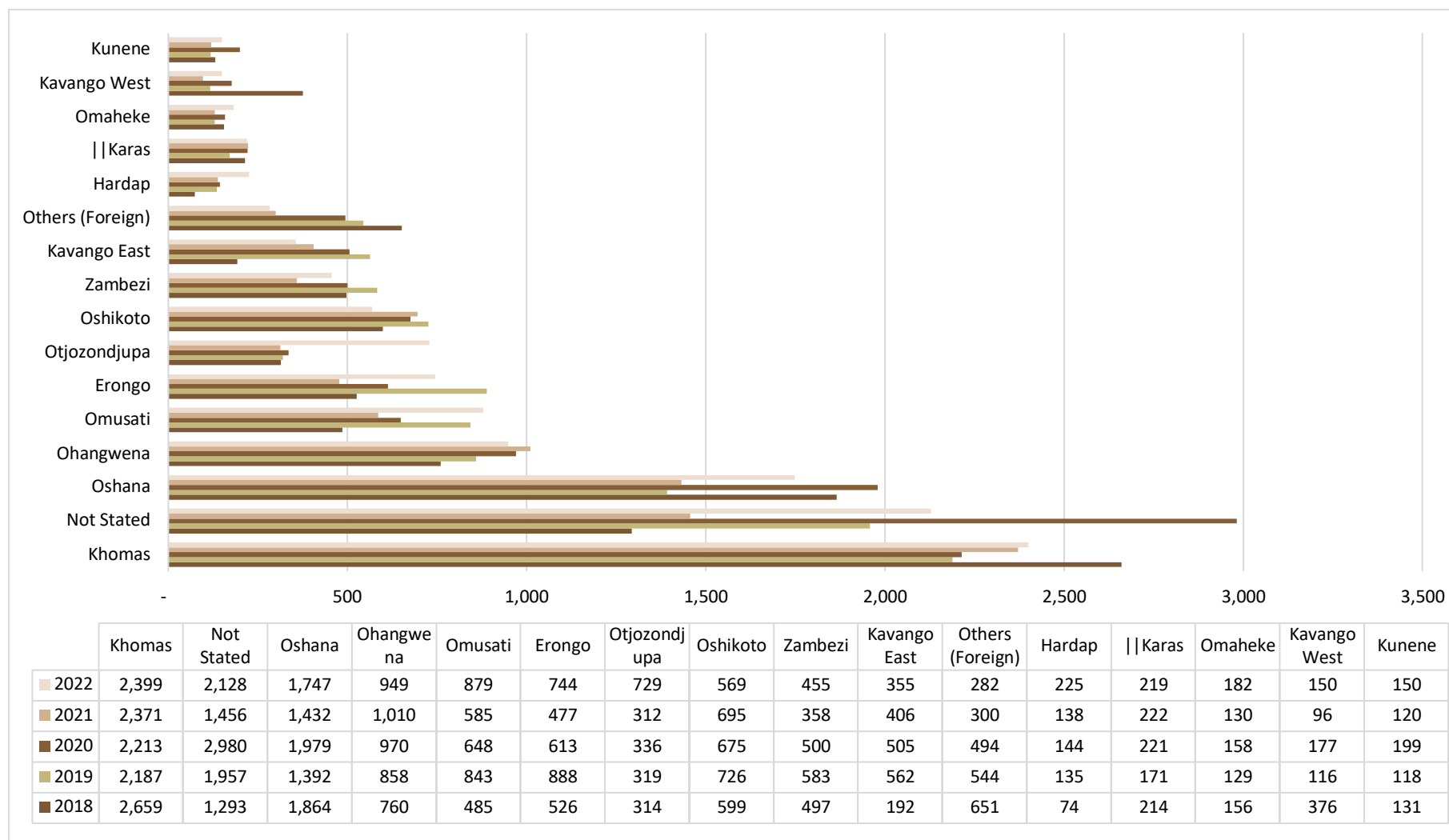


Annexure E: Graduates by NQF Field of Learning, 2018 - 2022



Annexure F: Graduates by NQF Qualification Type, 2018 - 2022

Annexure G: Graduates by Region of Origin, 2018 - 2022



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, namely tutors, laboratory technicians, and 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 precisely the case of students registered for master (inclusive of writing their thesis) and doctoral degrees.

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

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

Full-time student: When a student is registered for a programme where their workload is more than 80 credits in an academic year. A typical 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 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 for the male and female population. This index, in its simplest form, is calculated by dividing the number of females by the number of males enrolled in a given stage of education, in this case, higher education. In general, GPI is used to measure gender equality.

Graduation Rate: The total number of graduates as a percentage of the total number of students registered in the final year of a given year.

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

Higher Education: Refers to 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.

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 attending face-to-face in a classroom, supervised study on an 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 of 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 learning outcomes 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).

Progression Rate: The number of students promoted to the next level of study as a percentage of total enrolment.

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 the 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 others, cleaners, drivers, security, and gardeners.



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