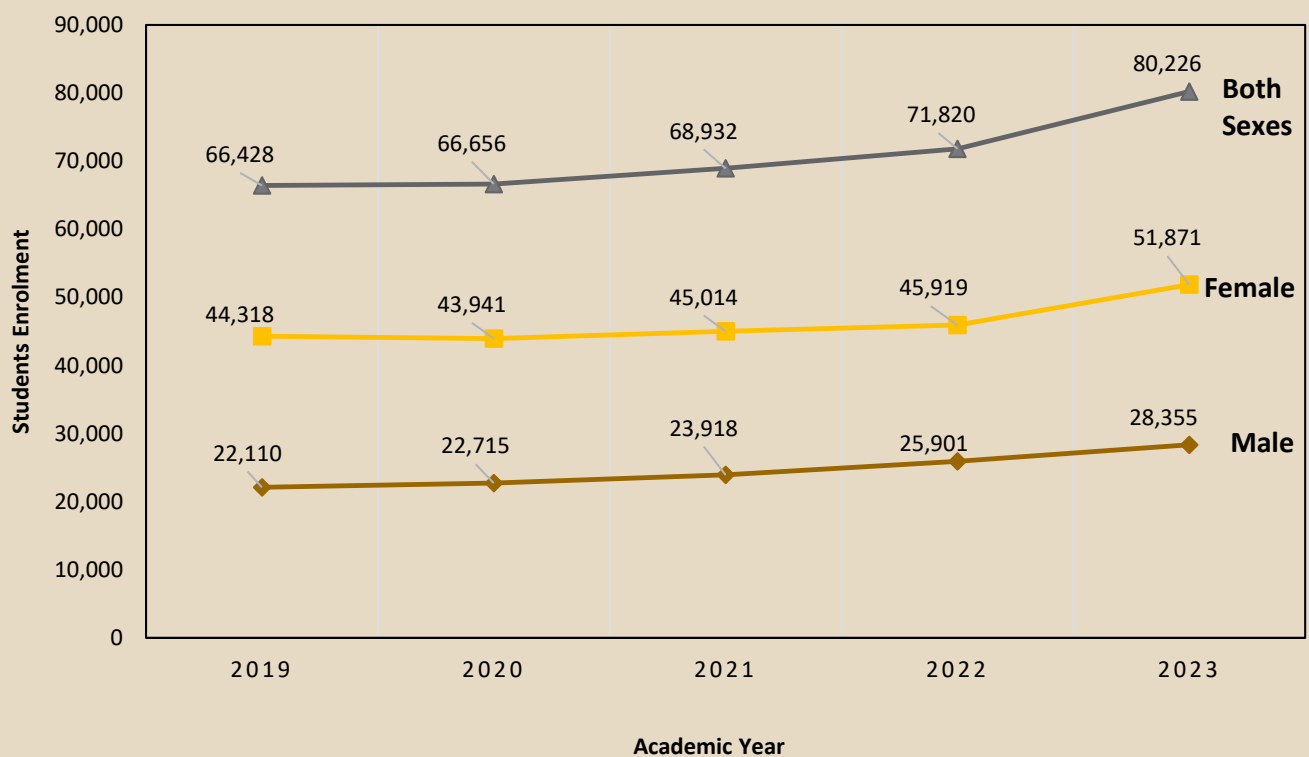




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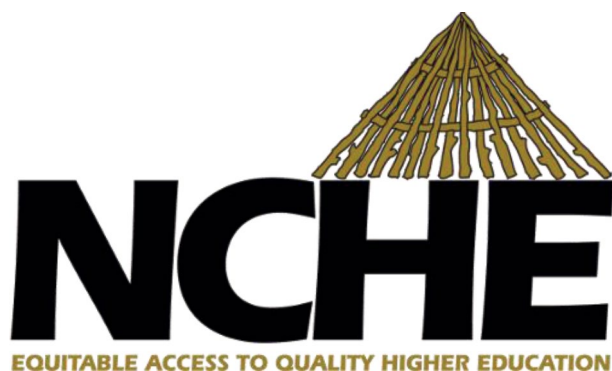
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About us:

NCHE is a statutory body in terms of section 4 of the Higher Education Act, 2003 (Act No. 26 of 2003), established 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
Botho	Botho University of Namibia
Headstart Montessori	Headstart Montessori Teacher Training College
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
I-Care HTI	I-Care Health Training Institute
IOL	Institute for Open Learning
IUM	International University of Management
ITC-Lingua	International Training College Lingua
Limkokwing	Limkokwing University of Creative Technology
MHETI	Ministry of Higher Education, Technology and Innovation
River Higher	River Higher Institute of Technology
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
Philippi Trust	Philippi Trust Namibia
River Higher	River Higher Institute of Technology
STEM	Science, Technology, Engineering and Mathematics
Shiramed MI	Shiramed Medical Institute
St. Charles Lwanga	St. Charles Lwanga Major Seminary
Sunshine	Sunshine Private College
Triumphant	Triumphant College
Tulipohamba TAI	Tulipohamba Training and Assessment Institute
ULTS-Paulinum	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia
Welwitchia HTC	Welwitchia Health Training Centre

PREFACE

We are proud to release the 11th edition of the Namibia Higher Education Statistical Yearbook (NHESY). For over a decade, this publication has been a crucial resource for developmental planning, policy analysis and programme reporting in the higher education system. NCHE is dedicated to consistently delivering accurate, reliable, and timely data to facilitate informed decisions that promote progress in the 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 to tracking higher education progress using indicators of access, equity and quality. The information also supports reporting for international ratifications that Namibia has ascribed to at the regional and international levels. This includes the annual submission to the UNESCO Institute for Statistics (UIS) for policy development, global monitoring, data standardisation, statistical capacity building and research and analysis.

We are committed to providing customised information for our different types of users and stakeholders. As such, the statistical yearbook is usually complemented by synopses, banners, posters, factsheets, and infographics for our stakeholders, available in both print and digital formats. The Synopsis for this report is accessible at [Synopsis2025](#).

Stay connected with us on Facebook, Twitter, LinkedIn, and Instagram for the latest updates and leave us a message or comment on how we could serve you better with higher education information.

Happy reading



Sylvia Demas

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INTRODUCTION

This yearbook provides comprehensive data and trend analysis on programme access (measured by new entrants), participation (measured by gross enrolment ratio), and output (completion rate), making it an essential resource for assessing career choices, quality, and compliance issues within higher education. It is intended for policymakers, development planners, researchers, and academics with an interest in higher education.

In Namibia, "higher education" includes all programmes leading to qualifications beyond grade 12, excluding vocational training and some open learning by NAMCOL. This document features student enrolment and graduation information from gazetted public and private higher education institutions (HEIs) and staff statistics for these institutions. The report excludes data of students who obtained qualifications from international institutions not registered in Namibia.

The publication comprises three chapters: student enrolment (Chapter 1), progression and completion rates (Chapter 2), and characteristics of staff members (Chapter 3). The content of this report undergoes an annual review to ensure continuous improvement and to incorporate information that aligns with user demands.

Various annexures, including a list of variables and a glossary of terms, are provided at the end of this publication to enhance readers' understanding and engagement with its contents.

NOTES TO THE DATA

1. Data presented in this Yearbook are obtained from institutions offering higher education with programmes registered on the NQF.
2. The enrolment of students studying at institutions outside Namibia/ International institutions is not part of this report. Therefore, students funded by NSFAP to study abroad are also not part of the NSFAP-supported students.
3. This report only presents information on higher education programmes at NQF level 5 and above. Therefore, the total enrolments reported by the higher education institutions (HEIs) may not precisely match the totals included in this report. This is because some HEIs offer programmes below NQF level 5.
4. Access/Foundation programmes are preparatory courses designed to help students who do not meet the standard entry requirements for higher education gain the necessary qualifications, skills, and knowledge to progress to a university degree programme. Although they do not lead to qualifications, access/foundation programmes are included because they are regarded as NQF level 5 programmes.
5. The information reported in this yearbook does not include students enrolled in technical and vocational education and training (TVET) programmes.
6. An academic year usually starts in January and ends in December. Some institutions have more than one intake per year.
7. The variables used in this publication are explained in Annexures A and B.
8. The terms and concepts used in this publication are defined in the glossary, Annexure H.
9. The theoretical age for higher education corresponds to the first five years (i.e., 19-23 years of age) after leaving secondary school.
10. Comparative analysis of progression rates between universities and colleges has limitations as progression criteria differ between institutions.
11. Additional detailed information on student progression and graduation is presented in Annexure C to G.
12. The numbers reported are actual, for both students and staff.
13. Missing data are indicated as 'Not Stated' (NS).

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2019		2020		2021		2022		2023	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Number of HEIs	Total HEIs		17		16		18		18		18
	Public HEIs	3	17.6%	3	18.8%	3	16.7%	3	16.7%	3	16.7%
	Private HEIs	14	82.4%	13	81.3%	15	83.3%	15	83.3%	15	83.3%
	Total Students		66,428		66,656		68,932		71,820		80,226
Enrolment by Sector											
	Public HEIs	46,867	70.6%	47,352	71.0%	47,942	69.5%	47,264	65.8%	47,570	59.3%
	Private HEIs	19,561	29.4%	19,304	29.0%	20,990	30.5%	24,556	34.2%	32,656	40.7%
Enrolment by Sex											
	Male	22,110	33.3%	22,715	34.1%	23,918	34.7%	25,901	36.1%	28,355	35.3%
	Female	44,318	66.7%	43,941	65.9%	45,014	65.3%	45,919	63.9%	51,871	64.7%
Enrolment by Offering Type											
	Full-time	38,648	58.2%	40,512	61.0%	40,514	58.8%	47,638	66.3%	54,817	68.3%
	Part-time	10,211	15.4%	8,616	13.0%	13,195	19.1%	8,523	11.9%	7,609	9.5%
	Distance	17,569	26.4%	17,528	26.0%	15,223	22.1%	15,659	21.8%	17,800	22.2%
Enrolment by NQF Field of Learning											
Students Enrolment	Agriculture and Nature Conservation	1,279	1.9%	1,231	1.9%	1,409	2.0%	1,643	2.3%	2,114	2.6%
	Business, Commerce and Management Studies	15,634	23.5%	14,560	21.8%	14,326	20.8%	14,458	20.1%	14,605	18.2%
	Communication Studies and Language	2,036	3.1%	2,281	3.4%	2,182	3.2%	2,318	3.2%	1,594	2.0%
	Culture and the Arts	902	1.4%	796	1.2%	851	1.2%	878	1.2%	696	0.9%
	Education, Training and Development	29,428	44.3%	30,682	46.0%	30,991	45.0%	30,558	42.5%	33,753	42.1%
	Manufacturing, Engineering and Technology	2,017	3.0%	1,911	2.9%	2,386	3.5%	2,671	3.7%	3,091	3.9%
	Human and Social Studies	865	1.3%	1,172	1.8%	1,216	1.8%	797	1.1%	1,266	1.6%
	Law, Military Science and Security	1,790	2.7%	1,903	2.9%	2,204	3.2%	2,550	3.6%	2,652	3.3%
	Health Sciences and Social Services	5,993	9.0%	6,648	10.0%	8,079	11.7%	10,254	14.3%	13,666	17.0%
	Physical, Mathematical and Computer Sciences	4,897	7.4%	4,040	6.1%	3,828	5.6%	4,340	6.0%	5,227	6.5%
	Physical Planning and Construction	870	1.3%	987	1.5%	1,033	1.5%	986	1.4%	1,188	1.5%
	Services and Life Sciences	717	1.1%	445	0.7%	427	0.6%	367	0.5%	374	0.5%

NAMIBIA HIGHER EDUCATION KEY INDICATORS – continued

	2019			2020			2021			2022			2023		
	Number	Per Cent		Number	Per Cent		Number	Per Cent		Number	Per Cent		Number	Per Cent	
Total Graduates			11,528			12,614			10,108			12,140			12,926
Male	3,663	31.8%		3,617	28.7%		2,896	28.7%		3,851	31.7%		4,002	31.0%	
Female	7,865	68.2%		8,997	71.3%		7,212	71.3%		8,289	68.3%		8,924	69.0%	
Graduates by NQF Field of Learning															
Agriculture and Nature Conservation	232	2.0%		196	1.6%		204	2.0%		240	2.0%		327	2.5%	
Business, Commerce and Management Studies	3,149	27.3%		3,318	26.3%		2,129	21.1%		2,502	20.6%		2,311	17.9%	
Communication Studies and Language	303	2.6%		212	1.7%		195	1.9%		382	3.1%		260	2.0%	
Culture and the Arts	143	1.2%		129	1.0%		124	1.2%		94	0.8%		125	1.0%	
Education, Training and Development	4,930	42.8%		5,702	45.2%		4,103	40.6%		5,283	43.5%		5,778	44.7%	
Manufacturing, Engineering and Technology	325	2.8%		254	2.0%		267	2.6%		408	3.4%		461	3.6%	
Human and Social Studies	172	1.5%		182	1.4%		129	1.3%		128	1.1%		177	1.4%	
Law, Military Science and Security	276	2.4%		399	3.2%		358	3.5%		443	3.6%		455	3.5%	
Health Sciences and Social Services	768	6.7%		1,158	9.2%		1,885	18.6%		1,762	14.5%		2,101	16.3%	
Physical, Mathematical and Computer Sciences	849	7.4%		672	5.3%		424	4.2%		646	5.3%		633	4.9%	
Physical Planning and Construction	188	1.6%		188	1.5%		182	1.8%		188	1.5%		248	1.9%	
Services and Life Sciences	193	1.7%		204	1.6%		108	1.1%		64	0.5%		50	0.4%	
Graduates by NQF Qualification Type															
Certificate	1,084	9.4%		1,550	12.3%		1,365	13.5%		1,101	9.1%		1,820	14.1%	
Diploma	3,503	30.4%		3,503	27.8%		2,577	25.5%		2,905	23.9%		2,609	20.2%	
Bachelor Degree	1,842	16.0%		1,968	15.6%		1,852	18.3%		1,678	13.8%		1,853	14.3%	
Professional Bachelor Degree	636	5.5%		767	6.1%		926	9.2%		1,088	9.0%		1,251	9.7%	
Bachelor Honours Degree	3,774	32.7%		3,939	31.2%		2,915	28.8%		4,339	35.7%		4,435	34.3%	
Post-graduate Certificate/Diploma	244	2.1%		429	3.4%		261	2.6%		627	5.2%		621	4.8%	
Master Degree	422	3.7%		383	3.0%		200	2.0%		383	3.2%		324	2.5%	
Doctoral Degree	23	0.2%		75	0.6%		12	0.1%		19	0.2%		13	0.1%	

NAMIBIA HIGHER EDUCATION KEY INDICATORS – continued

Indicator	2019		2020		2021		2022		2023	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Total Staff	5,986		5,966		5,842		6,202		6,566	
Academic	3,786	63.2%	3,869	64.9%	4,078	69.8%	4,172	67.3%	4,281	65.2%
Non-Academic	2,200	36.8%	2,097	35.1%	1,764	30.2%	2,030	32.7%	2,285	34.8%
Academic Staff by Highest Qualification										
Diploma	373	6.2%	403	10.4%	464	11.4%	379	9.1%	351	5.3%
Bachelor Degree	653	10.9%	447	11.6%	462	11.3%	451	10.8%	580	8.8%
Bachelor Honours & Professional Degree	432	7.2%	590	15.2%	572	14.0%	623	14.9%	616	9.4%
Postgraduate Cert/Dip							76	1.8%	78	1.2%
Master Degree	1,651	27.6%	1,729	44.7%	1,792	43.9%	1,775	42.5%	1,690	25.7%
Doctoral Degree	668	11.2%	684	17.7%	777	19.1%	804	19.3%	813	12.4%
Not Stated	9	0.2%	16	0.4%	11	0.3%	64	1.5%	153	2.3%
Staff										

EXECUTIVE SUMMARY

During the 2023 academic year, the number of students for higher education increased by 8,406 from 71,820 in 2022 to 80,226. The number of Higher Education Institutions (HEIs) were 18 (3 public and 15 registered private HEIs). HEIs such as IUM, Welwitchia HTC, and NUST observed the highest increase in enrolment. Conversely, UNAM experienced notable enrolment declines.

Students enrolled at the three public HEIs (UNAM, NUST and NAMCOL) were 47,570, while 32,656 enrolled at 15 private HEIs. Female students represented 65 per cent of the total students, compared to 35 per cent for male students. A marginal increase was noted in the number of male and female students between 2022 and 2023.

The majority (62.7 per cent) of the students were studying full-time, compared to 27.5 per cent of distance and 9.8 per cent of part-time learning students. A total of 25,059 students (31 per cent) in both undergraduate and postgraduate programmes were enrolled in the first year of studies.

More than half (59.5 per cent) of students were enrolled for undergraduate degrees (Bachelor/ Professional Bachelor and Honours), followed by Other undergraduate (Certificates/ Diplomas) qualifications at 34.7 per cent. Only 5.8 per cent of students were enrolled for Master and Doctoral degrees. Among the twelve fields of learning, most students were enrolled in education, training, and development (42 per cent), and business, commerce, and management studies (18 per cent). About 32 per cent of students were enrolled in STEM fields programmes.

Having funded 45 per cent of the students in higher education, the Namibia Student Financial Assistance Fund (NSFAF) emerged as the leading financial sponsor. Out of the total student population, 97 per cent were Namibians. The rest (3 per cent) were mainly from Zimbabwe (1.2 per cent) and Angola (0.5 per cent).

A substantive proportion of 74 per cent of the total students (80,226) passed examinations and progressed to the next academic year. Male students generally have a lower pass rate and a higher failure rate across the HEIs.

Student success varied between the types of HEIs (public and private) and within the categories. For instance, the student progression rate was higher for private HEIs (85 per cent) compared to public HEIs (67 per cent). Between the public universities, the progression rate was higher for NUST (71 per cent) than for UNAM (61 per cent).

A total of 32,022 students sat for final examinations in the 2023 academic year. Of these, 40.4 per cent obtained qualifications. Among the undergraduate students who completed studies, Professional Bachelor graduates had the highest percentage (64.9 per cent) of students completing studies, while Certificate graduates had the lowest rate (27.4 per cent). Students in non-STEM fields were more likely to graduate (42.6 per cent) than their counterparts in the STEM fields (35.8 per cent).

HEIs in Namibia employed 6,566 staff members in 2023. Of these, 77 per cent (5,063) were in public HEIs, whereas 23 per cent (1,503) were in private HEIs. Nationally, the ratio of administrative staff members to academic staff members is 3:1, which is in line with the Minimum Standards for Higher Education Institutions in Namibia. Among academic and academic support staff members, 40 per cent held a Master's degree, while 19 per cent possessed a Doctoral degree as their highest qualification.

CHAPTER 1: STUDENT ENROLMENT

This chapter describes key features and trends in Namibia's higher education participation for programmes leading to qualifications at NQF levels 5 to 10. The following 18 HEIs (three public and fifteen registered private institutions) operating in Namibia submitted data for the 2023 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
Headstart Montessori	Headstart Montessori Teacher Training College
I-Care HTI	I-Care Health Training Institute
IOL	Institute of Open Learning
IUM	International University of Management
ITC-Lingua	International Training College Lingua
Limkokwing	Limkokwing University of Creative Technology
River Higher	River Higher Institute of Technology
NETS	Namibia Evangelical Theological Seminary
Philippi Trust	Philippi Trust Namibia
Shiramed MI	Shiramed Medical Institute
St. Charles Lwanga	St. Charles Lwanga Major Seminary
Sunshine	Sunshine Private College
Triumphant	Triumphant College
Welwitchia HTC	Welwitchia Health Training Centre

1.1 Enrolment Growth

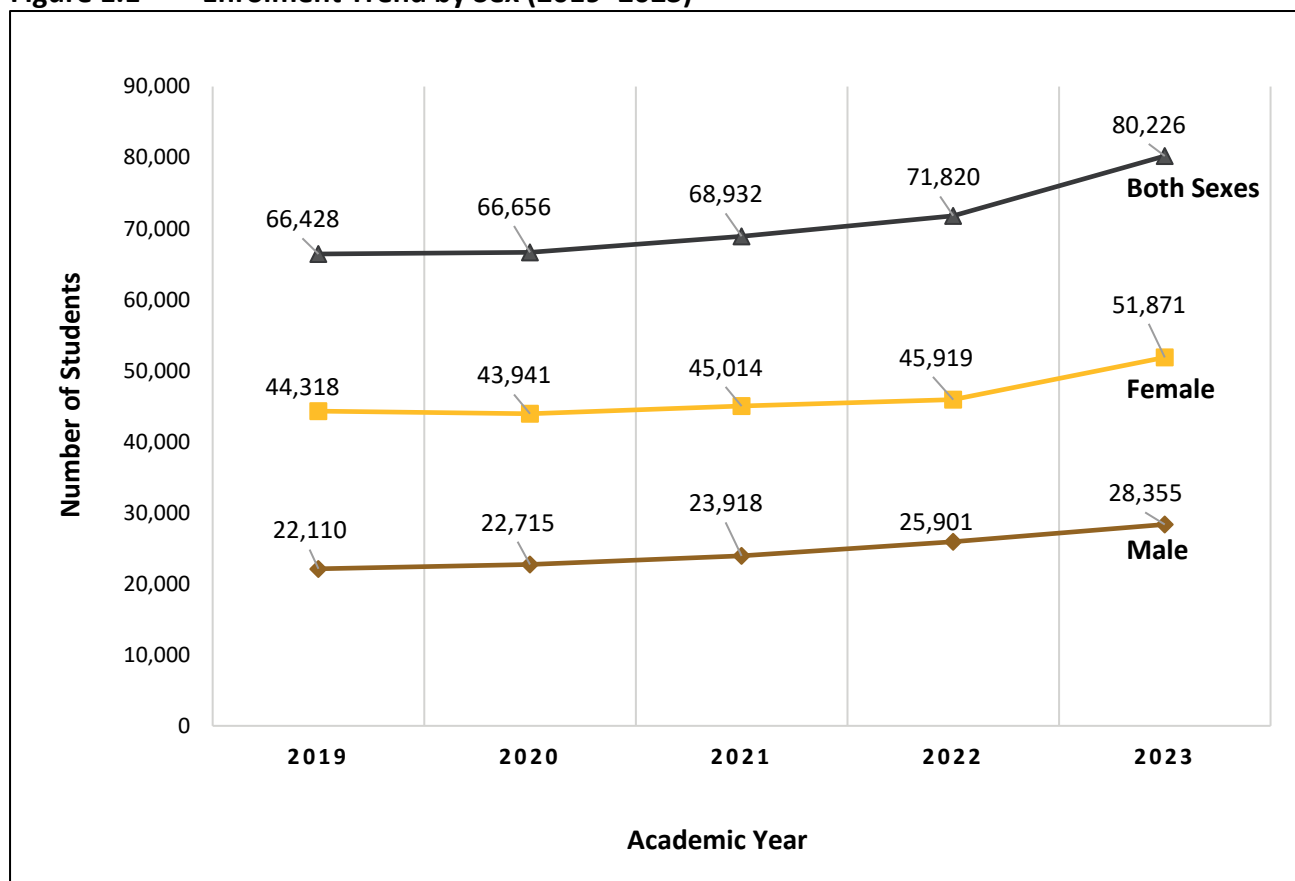
In 2023, enrolment in higher education programmes rose to 80,226 students, marking an increase of 11.7 per cent from 71,820 in 2022. Female students represented 64.7 per cent of the total, with their enrolment increasing by 13.0 per cent, from 45,919 in 2022 to 51,871 in 2023. Male enrolment also grew by 9.5 per cent, rising from 25,901 in 2022 to 28,355 in 2023. Despite these numerical increases, the proportion of female students declined from 66.9 per cent to 63.9 per cent, while the proportion of male students rose correspondingly, from 33.1 per cent to 36.1 per cent (Table 1.1). This data underscores significant growth in overall enrolment alongside a shift in gender representation.

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

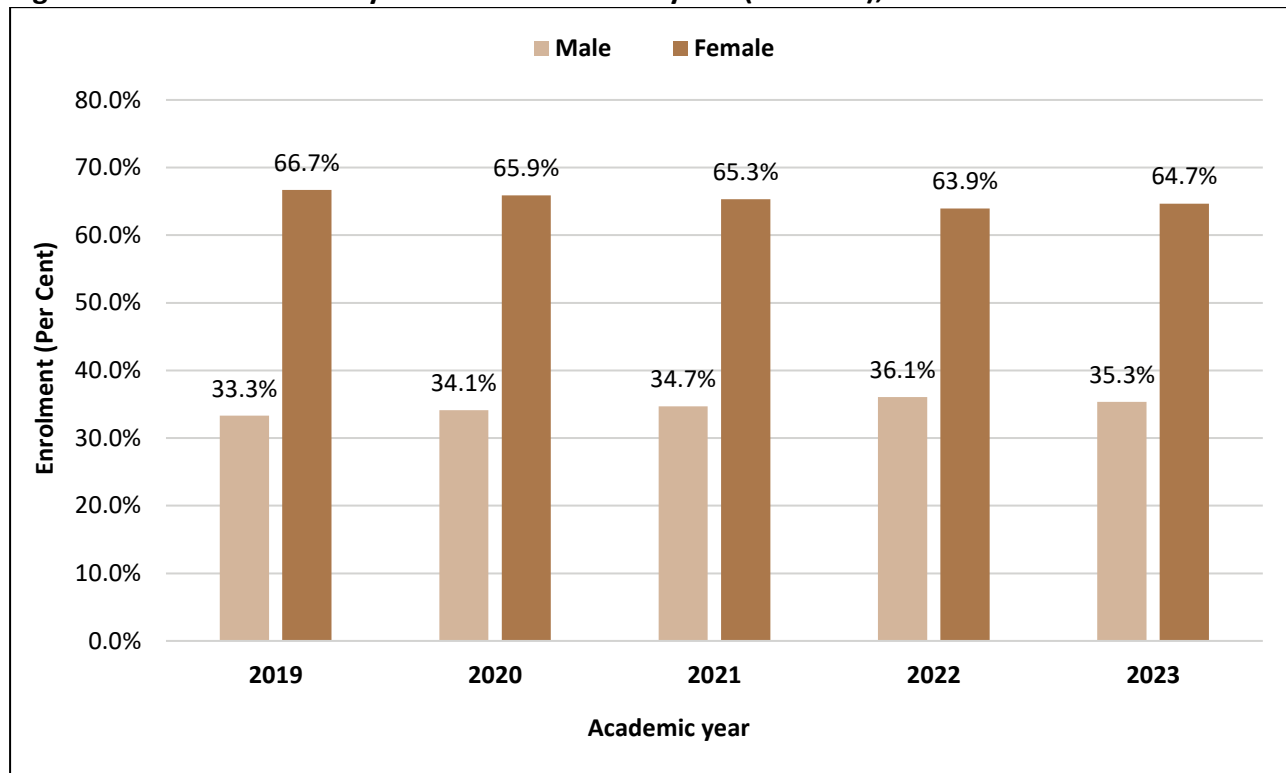
Table 1.1 Enrolment by Academic Year and by Sex, 2023

Year	Number			Per Cent		
	Sex		Both Sexes	Sex		Both Sexes
	Male	Female		Male	Female	
2019	22,110	44,318	66,428	33.1%	66.9%	100.0%
2020	22,715	43,941	66,656	33.3%	66.7%	100.0%
2021	23,918	45,014	68,932	34.1%	65.9%	100.0%
2022	25,901	45,919	71,820	34.7%	65.3%	100.0%
2023	28,355	51,871	80,226	36.1%	63.9%	100.0%

Over the past 5 years, the total enrolment increased from 66,428 students in 2019 to 80,226 in 2023. The female student enrolment increased from 44,318 to 51,871, while the male students increased from 22,110 to 28,355 (Figure 1.1).

Figure 1.1 Enrolment Trend by Sex (2019–2023)

As a proportion of the total, female student enrolment decreased from 66.7 per cent in 2019 to 64.7 per cent in 2023, whereas male student enrolment increased from 33.3 per cent to 35.3 per cent over the same period. Notwithstanding the reduction, the gap between male and female student enrolment proportions remains wide (Figure 1.2).

Figure 1.2 Enrolment by Academic Year and by Sex (Per Cent), 2019-2023

1.2 Gross Enrolment Ratio

The Gross Enrolment Ratio (GER) measures the extent of access to an education level. For HE, GER calculates the ratio of students in all age groups enrolled in various higher education programmes to the total population aged 19 to 23. In 2019, the gross enrolment ratio was 27.6 per cent, which increased to 30.6 per cent by 2023, showing an increase of 3.0 percentage points (Table 1.2).

Table 1.2 Gross Enrolment Ratio by Sex, 2019–2023

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
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%
2023	132,277	129,648	261,925	28,355	51,871	80,226	21.4%	40.0%	30.6%

*Source: 2023 Namibia Housing and Population Census, Namibia Statistics Agency (NSA)

1.3 Enrolment by Higher Education Institutions

During the 2023 academic year, 47,570 students enrolled at public HEIs and 32,656 students at registered private HEIs. The number of students enrolled at public HEIs experienced a net increase of only 306 students from the 2022 academic year, while the private HEIs observed a net increase of 8,100 students (Table 1.3).

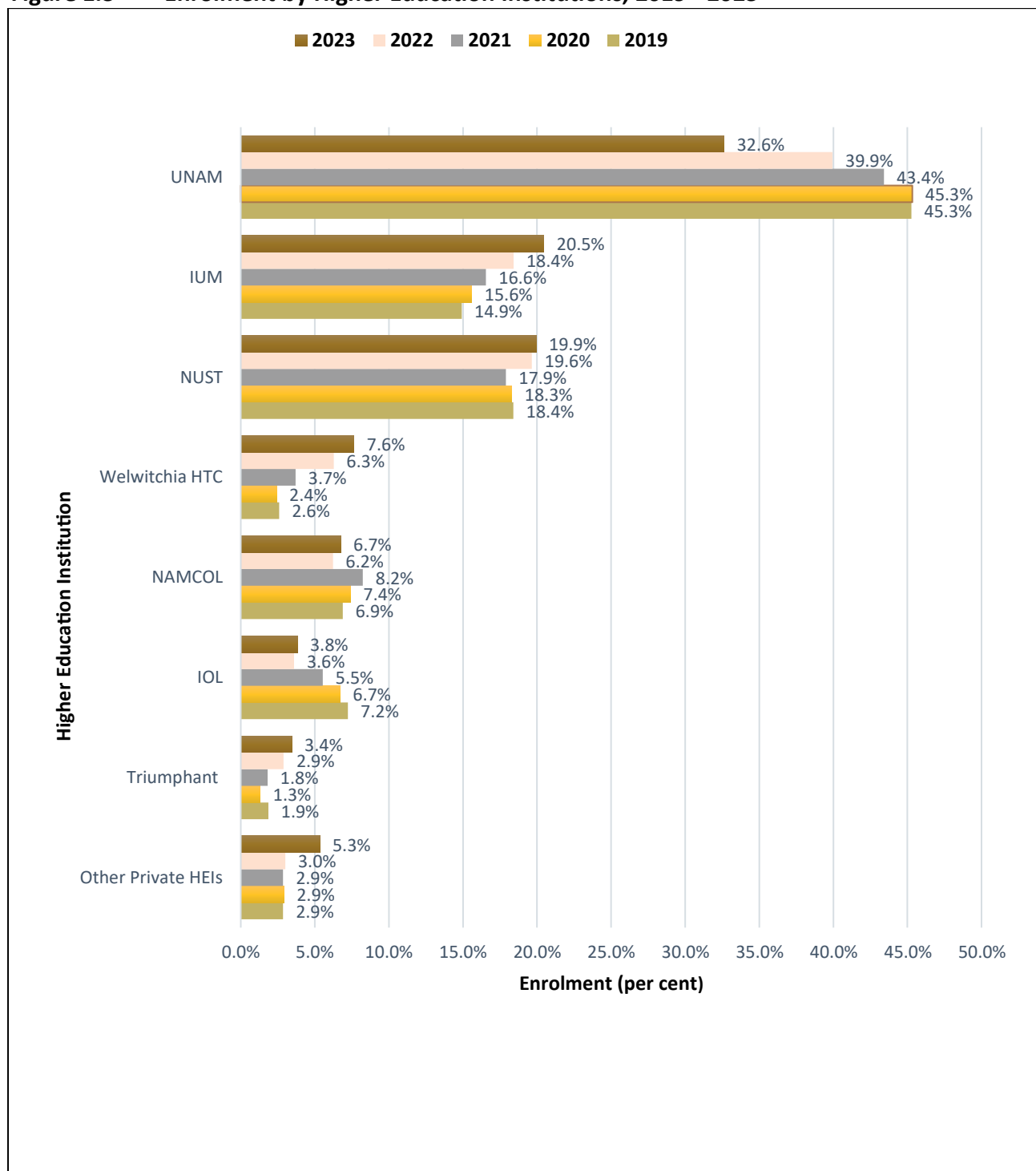
Table 1.3 Enrolment by Higher Education Institutions, 2019 - 2023

Higher Education Institution	Number of students				
	2019	2020	2021	2022	2023
UNAM	30,069	30,216	29,923	28,685	26,164
NUST	12,227	12,197	12,340	14,111	15,996
NAMCOL	4,571	4,939	5,679	4,468	5,410
Public HEI Total	46,867	47,352	47,942	47,264	47,570
IUM	9,905	10,396	11,409	13,225	16,416
Welwitchia HTC	1,719	1,612	2,552	4,510	6,134
IOL	4,805	4,473	3,815	2,582	3,064
Triumphant	1,233	878	1,245	2,078	2,766
I-Care HTI	-	-	-	-	1,268
Shiramed MI	-	-	-	-	624
River Higher (formerly Monitronic)	542	511	283	457	625
ITC-Lingua	635	750	684	569	609
Headstart Montessori	503	448	494	488	433
Sunshine	-	-	44	147	293
ALI	51	30	69	115	122
St. Charles Lwanga	38	50	57	63	57
Philippi Trust	5	11	11	66	52
NETS	24	33	19	34	33
Tulipohamba TAI	64	91	233	127	-
Botho	6	21	28	67	--
Limkokwing	-	-	47	28	160
ULTS-Paulinum	31	-	-	-	-
Private HEI Total	19,561	19,304	20,990	24,556	32,656
Grand Total	66,428	66,656	68,932	71,820	80,226

- No dataset was submitted for the academic year because the institution has not yet been gazetted.

-- No data was submitted for the academic year

The highest enrolment increases between 2022 and 2023 were recorded at IUM, NUST, and Welwitchia, respectively. Conversely, the highest enrolment decline was recorded at UNAM (Figure 1.3).

Figure 1.3 Enrolment by Higher Education Institutions, 2019 - 2023

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

In 2023, HEIs in Namibia enrolled 25,059 new first-year students. The majority (6,780) of the new, first-year students were enrolled at IUM (27.1 per cent), followed by NUST (23.3 per cent), UNAM (21.5 per cent), NAMCOL (8.1 per cent), and then Welwitchia HTC (7.8 per cent).

NETS admitted the fewest new first-year students, only 25. Limkokwing University and Philippi Trust did not admit any new first-year students during the 2023 academic year. (Table 1.4).

Table 1.4 Enrolment of New First-year Students, 2023

HEI Name	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	231	1,804	2,035	2.5%	11.3%	8.1%
UNAM	2,153	3,246	5,399	23.6%	20.4%	21.5%
NUST	3,083	2,765	5,848	33.8%	17.3%	23.3%
Public Total	5,467	7,815	13,282	60.0%	49.0%	53.0%
Limkokwing	0	0	0	0.0%	0.0%	0.0%
Philippi Trust	0	0	0	0.0%	0.0%	0.0%
NETS	12	13	25	0.1%	0.1%	0.1%
Triumphant	13	31	44	0.1%	0.2%	0.2%
St. Charles Lwanga	46	0	46	0.5%	0.0%	0.2%
I-Care HTI	7	76	83	0.1%	0.5%	0.3%
ALI	50	72	122	0.5%	0.5%	0.5%
Shiramed MI	38	144	182	0.4%	0.9%	0.7%
Headstart Montessori	11	207	218	0.1%	1.3%	0.9%
Sunshine	80	156	236	0.9%	1.0%	0.9%
ITC-Lingua	128	185	313	1.4%	1.2%	1.2%
River Higher IT	211	250	461	2.3%	1.6%	1.8%
IOL	253	1,063	1,316	2.8%	6.7%	5.3%
Welwitchia HTC	339	1,612	1,951	3.7%	10.1%	7.8%
IUM	2,462	4,318	6,780	27.0%	27.1%	27.1%
Private Total	3,650	8,127	11,777	40.0%	51.0%	47.0%
Grand Total	9,117	15,942	25,059	100.0%	100.0%	100.0%

1.5 Enrolment by Higher Education Institutions and by Sex

Higher education enrolment by sex is an essential indicator of gender parity. UNESCO defines the Gender Parity Index (GPI) as a socioeconomic index usually designed to measure the relative access to education of males and females. In the context of higher education, GPI is used to measure gender equality in access to higher educational opportunities.

Table 1.5 indicates that the total number of female students (51,871) was almost twice that of their male counterparts (28,355). In terms of GPI, for every 100 male students, there were 182 female students enrolled in Namibia in 2023; in other words, for every male student, there were roughly two (1.82) female students enrolled.

While enrolment favoured female students in most HEIs, enrolment at faith-based colleges (NETS and St. Charles Lwanga) and Limkokwing favoured male students. Other institutions, such as NUST and Triumphant, had the most balanced gender, with almost one male to one female (Table 1.5).

Table 1.5 Enrolment by Higher Education Institutions and by Sex, 2023

HEI Name	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	543	4,867	5,410	1.9%	9.4%	6.7%
NUST	8,280	7,716	15,996	29.2%	14.9%	19.9%
UNAM	9,745	16,419	26,164	34.4%	31.7%	32.6%
Public Total	18,568	29,002	47,570	65.5%	55.9%	59.3%
NETS	19	14	33	0.1%	0.0%	0.0%
Philippi Trust	11	41	52	0.0%	0.1%	0.1%
St. Charles Lwanga	57	0	57	0.2%	0.0%	0.1%
ALI	50	72	122	0.2%	0.1%	0.2%
Limkokwing	96	64	160	0.3%	0.1%	0.2%
Sunshine	92	201	293	0.3%	0.4%	0.4%
Headstart Montessori	24	409	433	0.1%	0.8%	0.5%
ITC-Lingua	238	371	609	0.8%	0.7%	0.8%
Shiramed MI	168	456	624	0.6%	0.9%	0.8%
River Higher (formerly Monitronic)	286	339	625	1.0%	0.7%	0.8%
I-Care HTI	125	1,143	1,268	0.4%	2.2%	1.6%
Triumphant	1,289	1,477	2,766	4.5%	2.8%	3.4%
IOL	534	2,530	3,064	1.9%	4.9%	3.8%
Welwitchia HTC	1,191	4,943	6,134	4.2%	9.5%	7.6%
IUM	5,607	10,809	16,416	19.8%	20.8%	20.5%
Private Total	9,787	22,869	32,656	34.5%	44.1%	40.7%
Grand total	28,355	51,871	80,226	100%	100%	100%

1.6 Enrolment by Age

Students within the maximum higher education theoretical age of 23 constituted a cumulative 43.2 per cent of the total enrolment (Table 1.6). The median age for students enrolled in 2023 was 24.

Table 1.6 Enrolment by Age, 2023

Age Group	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	4,740	5.9%	5.9%
20	6,704	8.4%	14.3%
21	7,666	9.6%	23.8%
22	8,048	10.0%	33.9%
23	7,491	9.3%	43.2%
24	6,194	7.7%	50.9%
25 - 29	17,856	22.3%	73.2%
30 - 39	16,038	20.0%	93.2%
40 - 49	4,589	5.7%	98.9%
50 and +	701	0.9%	99.8%
Not Stated	199	0.2%	100.0%
Total	80,226	100.0%	

1.7 Enrolment by Age and by Sex

The 25 – 29 and 30 – 39 age groups had the highest proportions of total enrolment (Table 1.7). Male students consistently constituted a higher proportion within each age category across the younger age groups (30 years and below). In contrast, female enrolments were higher in the 30-39 and 40-49 age groups, possibly reflecting a greater tendency among women to pursue higher education or continue their studies later in life.

Table 1.7 Enrolment by Age and by Sex, 2023

Age Group	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Less than 20	1,736	3,004	4,740	6.1%	5.8%	5.9%
20	2,544	4,160	6,704	9.0%	8.0%	8.4%
21	3,038	4,628	7,666	10.7%	8.9%	9.6%
22	3,160	4,888	8,048	11.1%	9.4%	10.0%
23	2,948	4,543	7,491	10.4%	8.8%	9.3%
24	2,406	3,788	6,194	8.5%	7.3%	7.7%
25 - 29	6,471	11,385	17,856	22.8%	21.9%	22.3%
30 - 39	4,450	11,588	16,038	15.7%	22.3%	20.0%
40 - 49	1,266	3,323	4,589	4.5%	6.4%	5.7%
50 and +	239	462	701	0.8%	0.9%	0.9%
Not Stated	97	102	199	0.3%	0.2%	0.2%
Grand Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

1.8 Enrolment by Age and by NQF Qualification Type

Most of the students were enrolled in a Bachelor Honours degree (30,089), followed by a Bachelor degree (14,735) and then Diplomas (14,522). At least 50 per cent of the students enrolled in Bachelor, Professional Bachelor and Bachelor Honours degree programmes were 23 years or below. Students in the age group between 25 to 39 dominated the undergraduate certificates and diplomas qualifications, Access & Foundation programmes and postgraduate qualifications (Table 1.8)

Table 1.8 Enrolment by Age Group by NQF Qualification Type, 2023

Age group	Certificates	Diplomas	Bachelor Degree	Professional Bachelor Degree	Bachelor Honours Degree	Postgraduate Certificate/Diploma	Master Degree	Doctoral Degree	Access and Foundation Programmes
Number									
Less than 20	394	484	1,731	612	1,518	1	0	0	0
20	514	781	1,823	791	2,793	0	0	0	2
21	632	911	1,713	978	3,425	1	1	0	5
22	743	1,032	1,541	914	3,810	4	2	0	2
23	643	1,016	1,363	781	3,648	8	25	0	7
24	615	966	1,023	515	3,000	16	49	0	10
25 - 29	2,553	3,388	2,749	855	7,173	244	854	24	16
30 - 39	2,819	4,233	2,192	643	3,802	595	1,541	192	21
40 - 49	733	1,354	527	185	822	212	584	165	7
50 and +	95	174	68	18	93	45	132	73	3
Not Stated	5	183	5	0	5	1	0	0	0
Total	9,746	14,522	14,735	6,292	30,089	1,127	3,188	454	73
Per Cent									
Less than 20	4.0%	3.3%	11.7%	9.7%	5.0%	0.1%	0.0%	0.0%	0.0%
20	5.3%	5.4%	12.4%	12.6%	9.3%	0.0%	0.0%	0.0%	2.7%
21	6.5%	6.3%	11.6%	15.5%	11.4%	0.1%	0.0%	0.0%	6.8%
22	7.6%	7.1%	10.5%	14.5%	12.7%	0.4%	0.1%	0.0%	2.7%
23	6.6%	7.0%	9.3%	12.4%	12.1%	0.7%	0.8%	0.0%	9.6%
24	6.3%	6.7%	6.9%	8.2%	10.0%	1.4%	1.5%	0.0%	13.7%
25 - 29	26.2%	23.3%	18.7%	13.6%	23.8%	21.7%	26.8%	5.3%	21.9%
30 - 39	28.9%	29.1%	14.9%	10.2%	12.6%	52.8%	48.3%	42.3%	28.8%
40 - 49	7.5%	9.3%	3.6%	2.9%	2.7%	18.8%	18.3%	36.3%	9.6%
50 and +	1.0%	1.2%	0.5%	0.3%	0.3%	4.0%	4.1%	16.1%	4.1%
Not Stated	0.1%	1.3%	0.0%	0.0%	0.0%	0.1%	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

Conventionally, higher education follows three offering types: full-time, part-time, and distance learning. Table 1.9(a) shows that the majority of the students studied through full-time mode (68.3 per cent), followed by distance mode (22.2 per cent) and then part-time mode (9.5 per cent). For public institutions, most students were enrolled in full-time study mode (62.7 per cent), followed by distance mode (27.5 per cent), and only 9.8 per cent were in part-time mode. The same pattern continued for private HEIs, where most students studied full-time mode (76.6 per cent) followed by distance mode (14.5 per cent) and Part-time mode (9.0 per cent).

Table 1.9 (a) Enrolment by Offering Type, 2023

Offering Type	Number	Per Cent
Full-time	29,805	62.7%
Part-time	4,679	9.8%
Distance	13,086	27.5%
Public HEI Total	47,570	100.0%
Full-time	25,004	76.6%
Part-time	2,927	9.0%
Distance	4,725	14.5%
Private HEI Total	32,656	100.0%
Full-time	54,809	68.3%
Part-time	7,606	9.5%
Distance	17,811	22.2%
Grand Total	80,226	100.0%

Table 1.9(b) presents that the majority of the full-time students were enrolled at UNAM (36.3 per cent), IUM (24.4 per cent), and NUST (18.1 per cent). Most of the part-time students were enrolled at NUST (50.1 per cent), IUM (36.2 per cent), and UNAM (11.4 per cent). Students enrolled in the distance mode of education were mainly from NAMCOL (30.4 per cent), UNAM (30.3 per cent), and IOL (17.2 per cent). NAMCOL, IOL, Headstart Montessori, Sunshine and ALI had no full-time and part-time study modes.

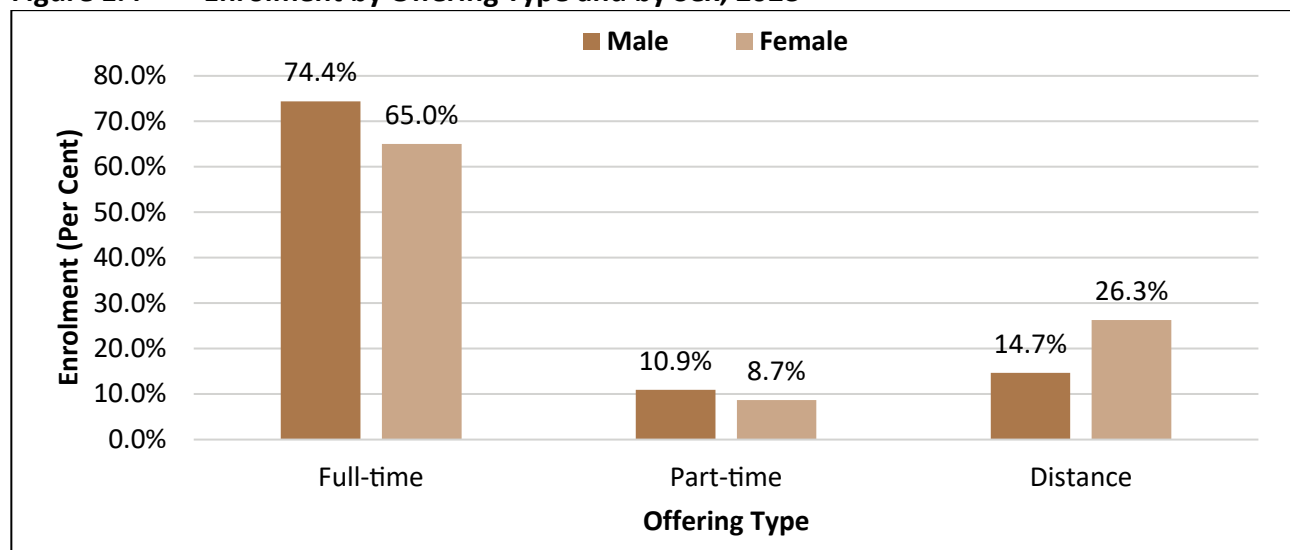
Table 1.9 (b) Enrolments by Higher Education Institution and by Offering Type, 2023

HEI name	Offering Type Number				Offering Type Per Cent			
	Full-time	Part-time	Distance	Total	Full-time	Part-time	Distance	Total
UNAM	19,899	870	5,395	26,164	36.3%	11.4%	30.3%	32.6%
IUM	13,374	2,755	287	16,416	24.4%	36.2%	1.6%	20.5%
NUST	9,906	3,809	2,281	15,996	18.1%	50.1%	12.8%	19.9%
Welwitchia HTC	6,134	0	0	6,134	11.2%	0.0%	0.0%	7.6%
Triumphant	2,344	81	341	2,766	4.3%	1.1%	1.9%	3.4%
ITC-Lingua	333	91	185	609	0.6%	1.2%	1.0%	0.8%
I-Care HTI	1,268	0	0	1,268	2.3%	0.0%	0.0%	1.6%
River Higher IT	625	0	0	625	1.1%	0.0%	0.0%	0.8%
Shiramed MI	624	0	0	624	1.1%	0.0%	0.0%	0.8%
Limkokwing	160	0	0	160	0.3%	0.0%	0.0%	0.2%
St. Charles Lwanga	57	0	0	57	0.1%	0.0%	0.0%	0.1%
Philippi Trust	52	0	0	52	0.1%	0.0%	0.0%	0.1%
NETS	33	0	0	33	0.1%	0.0%	0.0%	0.0%
NAMCOL	0	0	5,410	5,410	0.0%	0.0%	30.4%	6.7%
IOL	0	0	3,064	3,064	0.0%	0.0%	17.2%	3.8%
Headstart Montessori	0	0	433	433	0.0%	0.0%	2.4%	0.5%
Sunshine	0	0	293	293	0.0%	0.0%	1.6%	0.4%
ALI	0	0	122	122	0.0%	0.0%	0.7%	0.2%
Total	54,809	7,606	17,811	80,226	100.0%	100.0%	100.0%	100.0%

Table 1.9(c) and Figure 1.4 reveal a significant gender gap in study mode preferences. For example, there were 74.4 per cent of male students enrolled in full-time studies, which is 9.4 per cent higher than the female students (65 per cent). Conversely, more than a quarter (26.3 per cent) of the female students opted for distance learning, nearly double the 14.7 per cent of male students, suggesting underlying reasons for their preference for this mode.

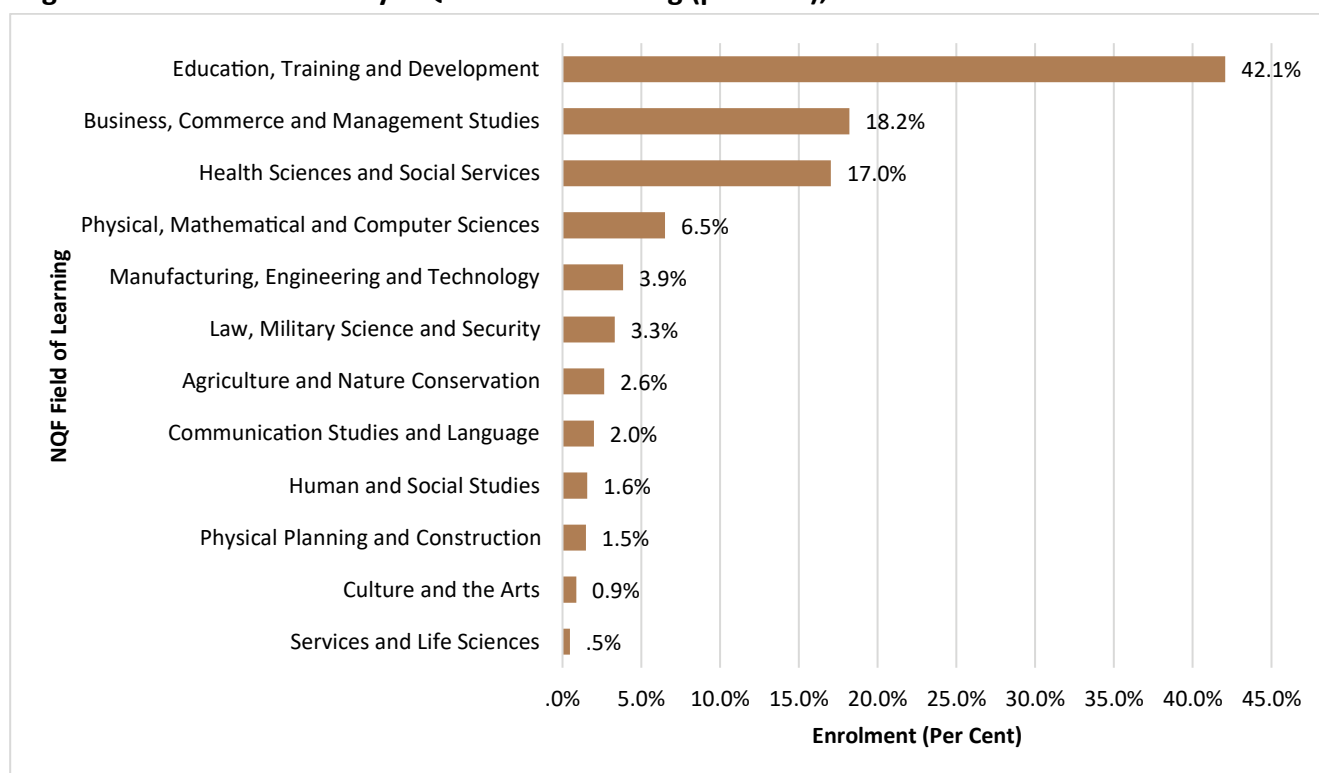
Table 1.9 (c) Enrolment by Offering Type and by Sex, 2023

Offering Type	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Full-time	13,276	16,529	29,805	46.8%	31.9%	37.2%
Part-time	2,138	2,541	4,679	7.5%	4.9%	5.8%
Distance	3,154	9,932	13,086	11.1%	19.1%	16.3%
Public HEI Total	18,568	29,002	47,570	65.5%	55.9%	59.3%
Full-time	7,815	17,189	25,004	27.6%	33.1%	31.2%
Part-time	960	1,967	2,927	3.4%	3.8%	3.6%
Distance	1,012	3,713	4,725	3.6%	7.2%	5.9%
Private HEI Total	9,787	22,869	32,656	34.5%	44.1%	40.7%
Full-time	21,091	33,718	54,809	74.4%	65.0%	68.3%
Part-time	3,098	4,508	7,606	10.9%	8.7%	9.5%
Distance	4,166	13,645	17,811	14.7%	26.3%	22.2%
Grand Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

Figure 1.4 Enrolment by Offering Type and by Sex, 2023

1.10 Enrolment by NQF Field of Learning

The predominant fields of learning were Education, Training and Development, which enrolled 42.1 per cent, and Business, Commerce and Management Studies, with 18.2 per cent of student proportions. Services and Life Sciences had the lowest student enrolment of 0.5 per cent (Figure 1.5).

Figure 1.5 Enrolment by NQF Field of Learning (per cent), 2023

More than two-thirds (68.5 per cent) of the students were enrolled in the non-Science, Technology, Engineering and Mathematical (non-STEM) fields. For which, the female students' proportion (70.8 per cent) was higher than that of their male counterparts (64.3 per cent) (Table 1.10(a)). The most

concentrated non-STEM field was Education, Training, and Development (42.1 per cent), where female students had a notable presence (46.1 per cent), surpassing male students (34.7 per cent). Conversely, male students were more likely to enrol in Business, Commerce, and Management Studies, where they constituted 20.7 per cent of non-STEM students compared to 16.8 per cent of females.

Among STEM fields, Health Sciences and Social Services had the highest concentration (17.0 per cent), with female students accounting for 20.7 per cent, a significantly higher proportion than male students (10.4 per cent). In contrast, male students dominated the remaining STEM fields.

Table 1.10 (a) Enrolment by NQF Fields of Learning and by Sex, 2023

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Health Sciences and Social Services	2,951	10,715	13,666	10.4%	20.7%	17.0%
Physical, Mathematical and Computer Sciences	3,259	1,968	5,227	11.5%	3.8%	6.5%
Manufacturing, Engineering and Technology	2,205	886	3,091	7.8%	1.7%	3.9%
Agriculture and Nature Conservation	991	1,123	2,114	3.5%	2.2%	2.6%
Physical Planning and Construction	730	458	1,188	2.6%	0.9%	1.5%
Total STEM Fields	10,136	15,150	25,286	35.7%	29.2%	31.5%
Education, Training and Development	9,851	23,902	33,753	34.7%	46.1%	42.1%
Business, Commerce and Management Studies	5,866	8,739	14,605	20.7%	16.8%	18.2%
Law, Military Science and Security	1,300	1,352	2,652	4.6%	2.6%	3.3%
Communication Studies and Language	505	1,089	1,594	1.8%	2.1%	2.0%
Human and Social Studies	369	897	1,266	1.3%	1.7%	1.6%
Culture and the Arts	198	498	696	0.7%	1.0%	0.9%
Services and Life Sciences	130	244	374	0.5%	0.5%	0.5%
Total Non-STEM Fields	18,219	36,721	54,940	64.3%	70.8%	68.5%
Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

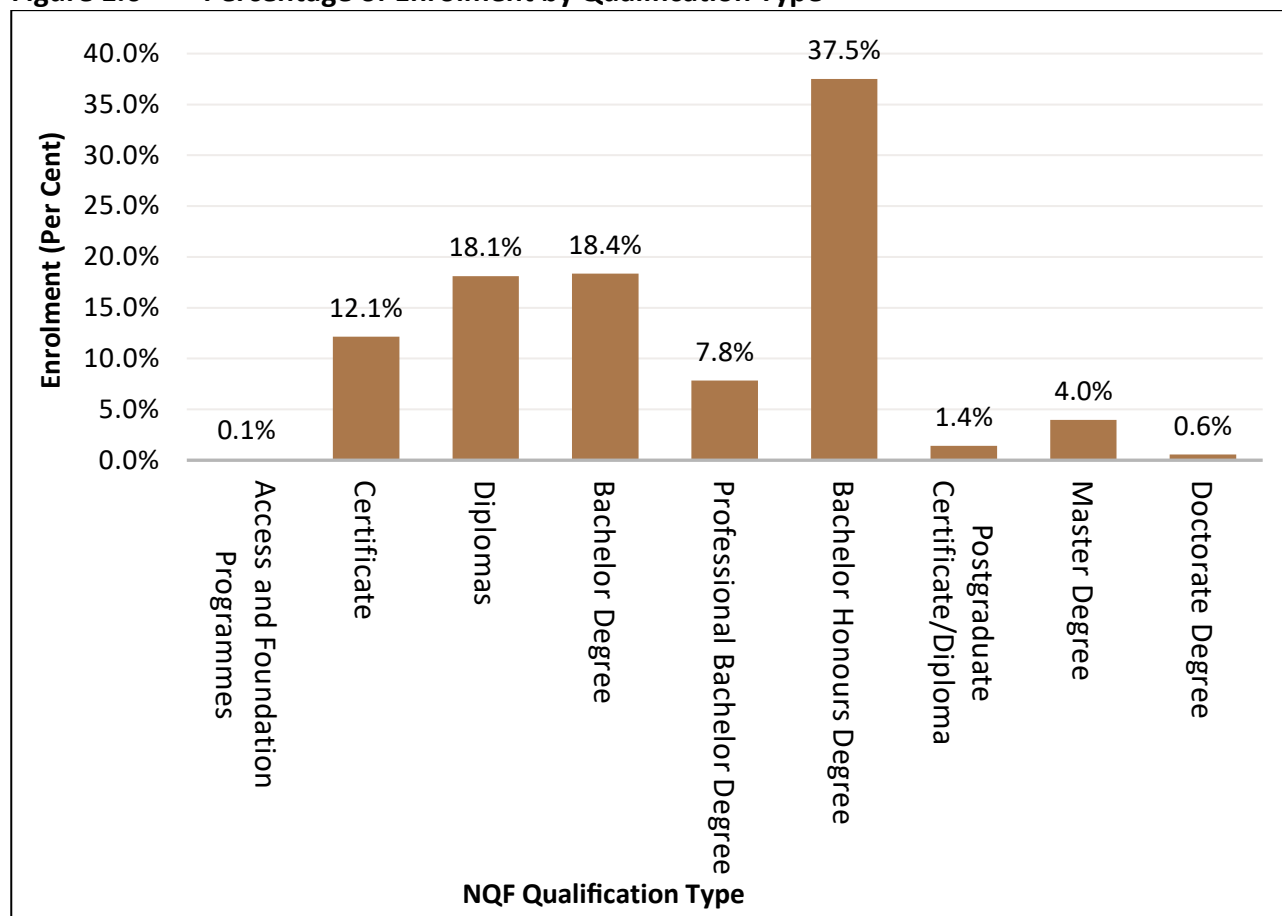
The enrolment distribution between STEM and non-STEM fields shows notable patterns across public and private Higher Education Institutions in 2023. Overall, non-STEM fields held a larger share of enrolment across both public and private HEIs, comprising 71.9 per cent of enrolments in public HEIs and 63.5 per cent in private HEIs (Table 1.10(b)). In terms of specific STEM fields, Health Sciences and Social Services was particularly significant among private HEIs, with 27.5 per cent of their students enrolled in this field compared to only 9.9 per cent in public HEIs. Among non-STEM fields, Education, Training, and Development constituted 37.1 per cent of public HEI enrolments and 49.3 per cent of private HEI enrolments.

Table 1.10 (b) Enrolment by NQF Fields of Learning and by Type of HEI, 2023

Qualification Field of Learning	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Health Sciences and Social Services	4,696	8,970	13,666	9.9%	27.5%	17.0%
Physical, Mathematical and Computer Sciences	4,078	1,149	5,227	8.6%	3.5%	6.5%
Manufacturing, Engineering and Technology	2,087	1,004	3,091	4.4%	3.1%	3.9%
Agriculture and Nature Conservation	1,374	740	2,114	2.9%	2.3%	2.6%
Physical Planning and Construction	1,146	42	1,188	2.4%	0.1%	1.5%
Total STEM Fields	13,381	11,905	25,286	28.1%	36.5%	31.5%
Education, Training and Development	17,641	16,112	33,753	37.1%	49.3%	42.1%
Business, Commerce and Management Studies	11,048	3,557	14,605	23.2%	10.9%	18.2%
Law, Military Science and Security	2,304	348	2,652	4.8%	1.1%	3.3%
Communication Studies and Language	1,410	184	1,594	3.0%	0.6%	2.0%
Human and Social Studies	929	337	1,266	2.0%	1.0%	1.6%
Culture and the Arts	679	17	696	1.4%	0.1%	0.9%
Services and Life Sciences	178	196	374	0.4%	0.6%	0.5%
Total non-STEM Fields	34,189	20,751	54,940	71.9%	63.5%	68.5%
Total	47,570	32,656	80,226	100.0%	100.0%	100.0%

1.11 Enrolment by NQF Qualification Type

Approximately two-thirds (63.7 per cent) of the students were enrolled in undergraduate Bachelor degree programmes (Bachelor, Bachelor Honours and Professional Bachelor), followed by other undergraduate (Certificates/ Diplomas) qualifications at 30.2 per cent. Postgraduate qualifications including Master and Doctoral degree programmes accounted for 6 per cent of the total enrolment (Figure 1.6). Access and Foundation Programmes had an enrolment of 0.1 per cent (Figure 1.6).

Figure 1.6 Percentage of Enrolment by Qualification Type

Male students were predominantly enrolled in Bachelor, Professional Bachelor, and Bachelor Honours degrees, with 71.5 per cent of male students pursuing these qualifications, compared to 59.5 per cent of female students (Table 1.11). Regarding Other undergraduate qualifications (Certificates and Diplomas as well as Access and Foundation Programmes), female students represented a large proportion, 34.7 per cent, compared to their male counterparts (22.3 per cent).

Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2023

NQF Qualification Type	Number		Total	Per Cent		Total
	Sex			Sex		
	Male	Female		Male	Female	
Access and Foundation Programmes	17	56	73	0.1%	0.1%	0.1%
Certificates	1,884	7,862	9,746	6.6%	15.2%	12.1%
Diplomas	4,426	10,096	14,522	15.6%	19.5%	18.1%
Total Other Undergraduates	6,327	18,014	24,341	22.3%	34.7%	30.3%
Bachelor Degree	7,287	7,448	14,735	25.7%	14.4%	18.4%
Bachelor Honours Degree	10,449	19,640	30,089	36.9%	37.9%	37.5%
Professional Bachelor Degree	2,533	3,759	6,292	8.9%	7.2%	7.8%
Total Bachelor/Honours	20,269	30,847	51,116	71.5%	59.5%	63.7%
Postgraduate Certificate/Diploma	367	760	1,127	1.3%	1.5%	1.4%
Master Degree	1,180	2,008	3,188	4.2%	3.9%	4.0%
Doctoral Degree	212	242	454	0.7%	0.5%	0.6%
Total Postgraduates	1,759	3,010	4,769	6.2%	5.8%	5.9%
Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

1.12 New and Repeating Students

The progression and repetition rates determine the internal efficiency of an education system. Table 1.12 indicates that 80.6 per cent of the students were either in their first year or had progressed to the next year of study, while only 19.4 per cent (or 15,582 students) were repeating a year of study.

When compared between sexes, 22.2 per cent of male students were repeating, compared to 17.7 per cent of female students. The repetition rate was significantly higher in public HEIs, at 26.7 per cent, than in private HEIs, at 8.8 per cent. Variations in repetition rates between public and private HEIs may be influenced by differences in their student progression policies.

Table 1.12 New and Repeating Students by Type of HEI and by Sex, 2023

Type of HEI	New or Repeater	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Public HEIs	New	13,206	21,658	34,864	71.1%	74.7%	73.3%
	Repeater	5,362	7,344	12,706	28.9%	25.3%	26.7%
	Public Total	18,568	29,002	47,570	100.0%	100.0%	100.0%
Private HEIs	New	8,854	20,926	29,780	90.5%	91.5%	91.2%
	Repeater	933	1,943	2,876	9.5%	8.5%	8.8%
	Private Total	9,787	22,869	32,656	100.0%	100.0%	100.0%
Total	New	22,060	42,584	64,644	77.8%	82.1%	80.6%
	Repeater	6,295	9,287	15,582	22.2%	17.9%	19.4%
	Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

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

When information is presented by year of study, it provides an opportunity to analyse progression and retention. First-year new students are regarded as new entrants to higher education, and this information allows for an analysis of the transition between other lower phases of education and higher education.

Table 1.13 presents the percentage of repeating students within each year of study by sex. In general, the repetition rate increases as the programmes advance over the years. As such, the repetition rate linearly increased from the first year and peaked in the fourth year at 29.4 per cent, after which it decreased in the fifth year and increased again in the sixth year. Only medical students (Bachelor of Medicine) enrol for the fifth and sixth years.

Table 1.13 New and Repeating Students by Year of Study and by Sex, 2023

Year of Study		Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Year 1	New	9,166	15,967	25,133			
	Repeater	1,837	2,492	4,329	16.7%	13.5%	14.7%
	Total	11,003	18,459	29,462			
Year 2	New	6,622	13,283	19,905			
	Repeater	1,605	2,263	3,868	19.5%	14.6%	16.3%
	Total	8,227	15,546	23,773			
Year 3	New	4,146	8,943	13,089			
	Repeater	1,928	2,777	4,705	31.7%	23.7%	26.4%
	Total	6,074	11,720	17,794			
Year 4	New	2,059	4,257	6,316			
	Repeater	907	1,725	2,632	30.6%	28.8%	29.4%
	Total	2,966	5,982	8,948			
Year 5	New	42	73	115			
	Repeater	3	7	10	6.7%	8.8%	8.0%
	Total	45	80	125			
Year 6	New	25	61	86			
	Repeater	15	23	38	37.5%	27.4%	30.6%
	Total	40	84	124			
Total	New	22,060	42,584	64,644			
	Repeater	6,295	9,287	15,582	22.2%	17.9%	19.4%
	Total	28,355	51,871	80,226			

1.14 Enrolment by Region of Origin

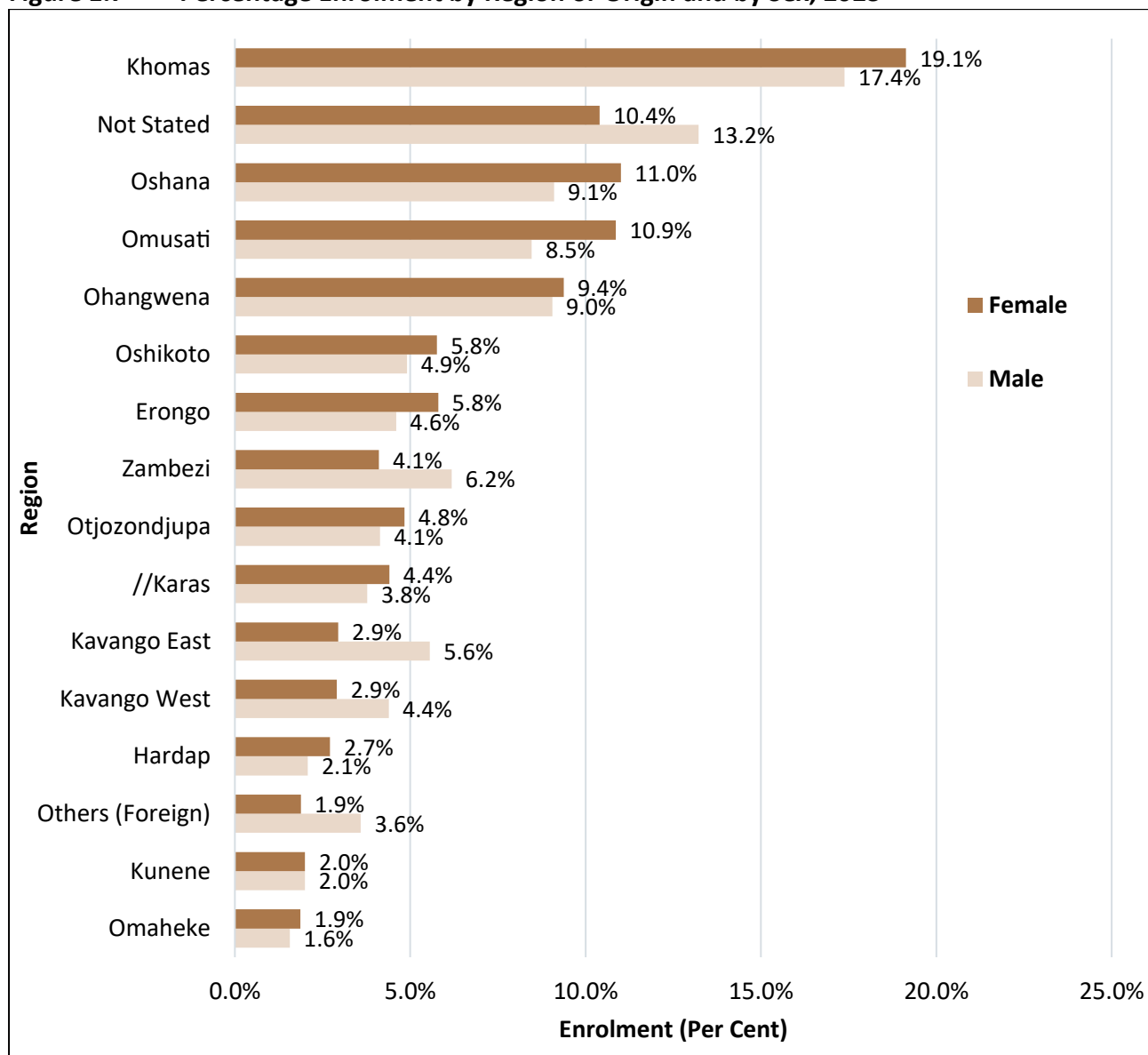
The region where students completed Grade 11/12 was used as a proxy for the Region of Origin. Table 1.14 presents enrolment by region of origin. Students from the Khomas region represented the highest proportion (20.9 per cent) of students at HEIs, followed by the Oshana region (11.7 per cent), Omusati region (11.3 per cent) and Ohangwena region (10.5 per cent). Students from Omaheke, Hardap, and Kunene accounted for less than three per cent each. These results should be treated cautiously as some learners attended schools in other regions in search of better educational offerings, which underestimates some regional counts. Generally, the regional distribution of secondary schools also affects where students would complete their secondary school exit examinations.

Furthermore, the table also reveals a relatively high proportion of students (12.9 per cent) with no stated region of origin. Students without a region of origin were mainly among male students, at 15.2 per cent, compared to 11.6 per cent among female students.

Table 1.14 Enrolment by Region of Origin, 2023

Region of Origin	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Khomas	4,929	9,924	14,853	20.0%	21.4%	20.9%
Oshana	2,580	5,709	8,289	10.5%	12.3%	11.7%
Omusati	2,400	5,634	8,034	9.8%	12.1%	11.3%
Ohangwena	2,566	4,864	7,430	10.4%	10.5%	10.5%
Oshikoto	1,392	2,988	4,380	5.7%	6.4%	6.2%
Erongo	1,304	3,008	4,312	5.3%	6.5%	6.1%
Zambezi	1,752	2,131	3,883	7.1%	4.6%	5.5%
Otjozondjupa	1,173	2,509	3,682	4.8%	5.4%	5.2%
//Karas	1,071	2,284	3,355	4.4%	4.9%	4.7%
Kavango East	1,576	1,528	3,104	6.4%	3.3%	4.4%
Kavango West	1,244	1,508	2,752	5.1%	3.2%	3.9%
Hardap	589	1,408	1,997	2.4%	3.0%	2.8%
Others (Foreign)	1,018	975	1,993	4.1%	2.1%	2.8%
Kunene	566	1,038	1,604	2.3%	2.2%	2.3%
Omaheke	445	969	1,414	1.8%	2.1%	2.0%
Not Stated	3,750	5,394	9,144	15.2%	11.6%	12.9%
Grand Total	24,605	46,477	71,082	100.0%	100.0%	100.0%

Figure 1.7 illustrates that the highest proportion of students, both sexes, were from Khomas region, of which the proportion of female students (19.1 per cent) slightly outnumbered that of male students (17.4 per cent). Regions such as Oshana and Omusati also had substantial student representation. In contrast, representation from Zambezi, Kavango East, and Kavango West had a higher proportion of male students than female students. Meanwhile, Omaheke and Kunene had the lowest student representation overall, indicating minimal participation from these regions.

Figure 1.7 Percentage Enrolment by Region or Origin and by Sex, 2023

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

Students who completed secondary school in Namibia were predominantly enrolled in Education, Training and Development and Business, Commerce and Management Studies, indicating these fields were the primary areas of study within the country. Other popular fields for local students included Health Sciences and Social Services, reflecting a strong focus on education, business, and healthcare. In contrast, international students showed a more balanced enrolment across various fields, with notable representation in Business, Commerce and Management Studies (31.2 per cent), Physical, Mathematical and Computer Sciences (18.3 per cent), and Health Sciences and Social Services (16.7 per cent). This suggests that international students in Namibia are pursuing a diverse range of disciplines, particularly in technical and scientific fields, compared to their local counterparts (Table 1.15 a & b).

Table 1.15 (a) Enrolment by Region of Origin and by NQF Field of Learning, 2023

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	70	1,165	83	20	1,769	170	32	104	562	238	87	12	4,312
Hardap	55	505	36	36	746	29	40	120	248	148	27	7	1,997
Karas	94	666	46	17	1,926	54	18	45	306	144	26	13	3,355
Kavango East	84	476	65	14	1,534	99	38	77	541	140	30	6	3,104
Kavango West	65	237	32	19	1,731	35	31	42	448	92	14	6	2,752
Khomas	398	3,940	462	237	4,753	565	279	687	1,725	1,420	333	54	14,853
Kunene	46	176	24	11	979	31	16	23	247	35	14	2	1,604
Ohangwena	175	831	117	32	3,664	205	58	163	1,767	347	68	3	7,430
Omaheke	29	289	36	17	710	45	17	34	163	53	18	3	1,414
Omusati	238	1,047	104	42	3,405	284	97	192	2,122	372	126	5	8,034
Oshana	200	1,123	147	40	3,985	296	69	187	1,662	429	140	11	8,289
Oshikoto	118	700	64	11	1,741	158	16	93	1,175	228	70	6	4,380
Otjozondjupa	138	786	64	47	1,484	111	60	131	530	260	62	9	3,682
Zambezi	99	547	89	18	1,510	78	60	133	1,104	197	42	6	3,883
Others (International)	68	622	49	61	91	152	70	66	332	364	88	30	1,993
Not Stated	237	1,495	176	74	3,725	779	365	555	734	760	43	201	9,144
Total	2,114	14,605	1,594	696	33,753	3,091	1,266	2,652	13,666	5,227	1,188	374	80,226

Table 1.15 (b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2023

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	1.6%	27.0%	1.9%	0.5%	41.0%	3.9%	0.7%	2.4%	13.0%	5.5%	2.0%	0.3%	100.0%
Hardap	2.8%	25.3%	1.8%	1.8%	37.4%	1.5%	2.0%	6.0%	12.4%	7.4%	1.4%	0.4%	100.0%
Karas	2.8%	19.9%	1.4%	0.5%	57.4%	1.6%	0.5%	1.3%	9.1%	4.3%	0.8%	0.4%	100.0%
Kavango East	2.7%	15.3%	2.1%	0.5%	49.4%	3.2%	1.2%	2.5%	17.4%	4.5%	1.0%	0.2%	100.0%
Kavango West	2.4%	8.6%	1.2%	0.7%	62.9%	1.3%	1.1%	1.5%	16.3%	3.3%	0.5%	0.2%	100.0%
Khomas	2.7%	26.5%	3.1%	1.6%	32.2%	3.8%	1.9%	4.6%	11.6%	9.6%	2.2%	0.4%	100.0%
Kunene	2.9%	11.0%	1.5%	0.7%	61.0%	1.9%	1.0%	1.4%	15.4%	2.2%	0.9%	0.1%	100.0%
Ohangwena	2.4%	11.2%	1.6%	0.4%	49.3%	2.8%	0.8%	2.2%	23.8%	4.7%	0.9%	0.0%	100.0%
Omaheke	2.1%	20.4%	2.5%	1.2%	50.2%	3.2%	1.2%	2.4%	11.5%	3.7%	1.3%	0.2%	100.0%
Omusati	3.0%	13.0%	1.3%	0.5%	42.4%	3.5%	1.2%	2.4%	26.4%	4.6%	1.6%	0.1%	100.0%
Oshana	2.4%	13.5%	1.8%	0.5%	48.1%	3.6%	0.8%	2.3%	20.1%	5.2%	1.7%	0.1%	100.0%
Oshikoto	2.7%	16.0%	1.5%	0.3%	39.7%	3.6%	0.4%	2.1%	26.8%	5.2%	1.6%	0.1%	100.0%
Otjozondjupa	3.7%	21.3%	1.7%	1.3%	40.3%	3.0%	1.6%	3.6%	14.4%	7.1%	1.7%	0.2%	100.0%
Zambezi	2.5%	14.1%	2.3%	0.5%	38.9%	2.0%	1.5%	3.4%	28.4%	5.1%	1.1%	0.2%	100.0%
Others (International)	3.4%	31.2%	2.5%	3.1%	4.6%	7.6%	3.5%	3.3%	16.7%	18.3%	4.4%	1.5%	100.0%
Not Stated	2.6%	16.3%	1.9%	0.8%	40.7%	8.5%	4.0%	6.1%	8.0%	8.3%	0.5%	2.2%	100.0%
Total	2.6%	18.2%	2.0%	0.9%	42.1%	3.9%	1.6%	3.3%	17.0%	6.5%	1.5%	0.5%	100.0%

1.16 Enrolment by Region of Campus/ Centre

Map 1.1 illustrates the distribution of enrolment by region of campus/centre in 2023. The Khomas region was the most densely populated (45,854 students), followed by Oshana (11,972 students) and the Erongo region (6,048 enrolments). In contrast, Kharas and Omaheke regions had significantly lower enrolments, with 287 and 61 enrolments, respectively. No HEI has a campus or centre in the Kunene region.

Map 1.1 Enrolment by Region of Campus/Centre, 2023

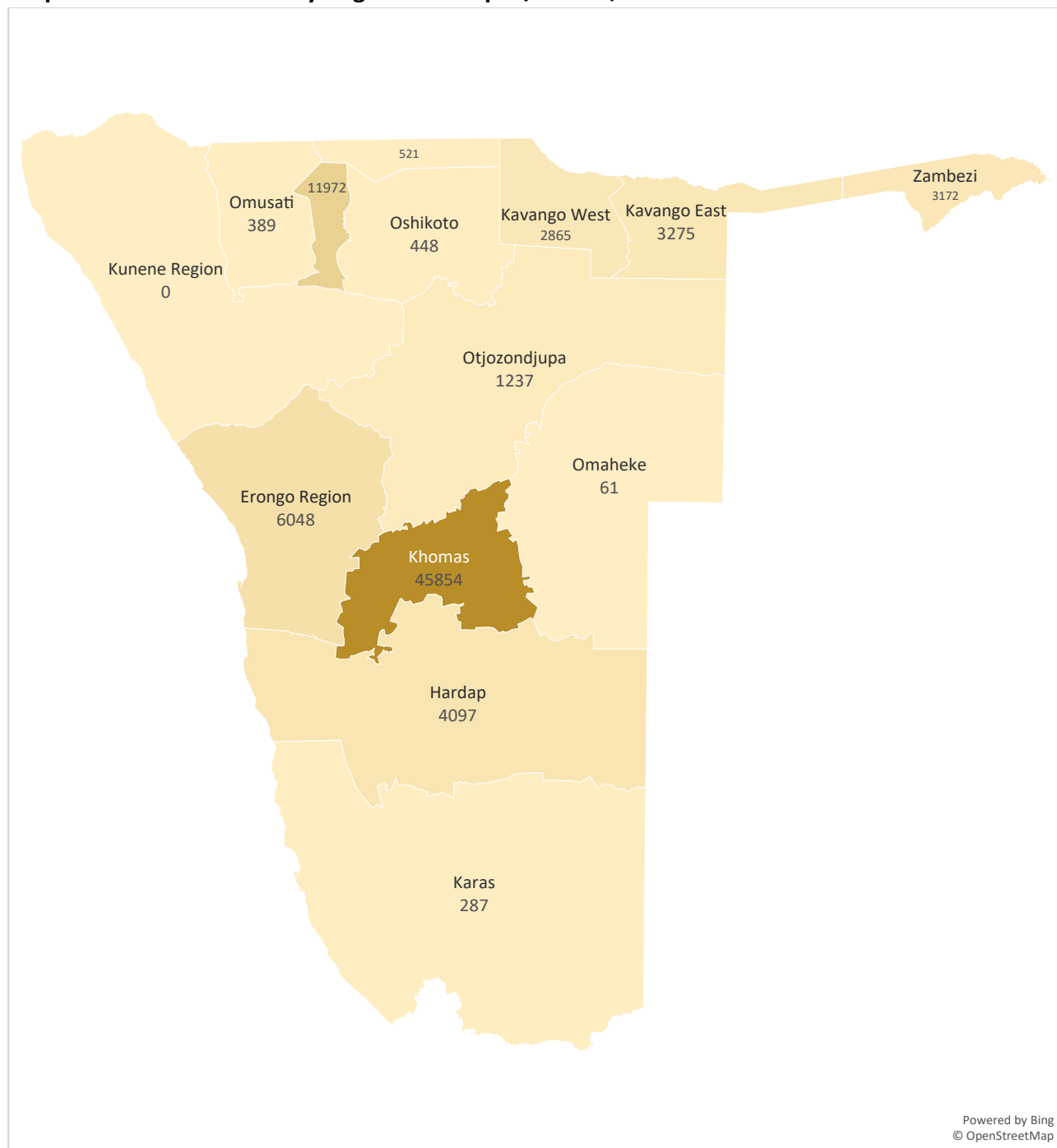


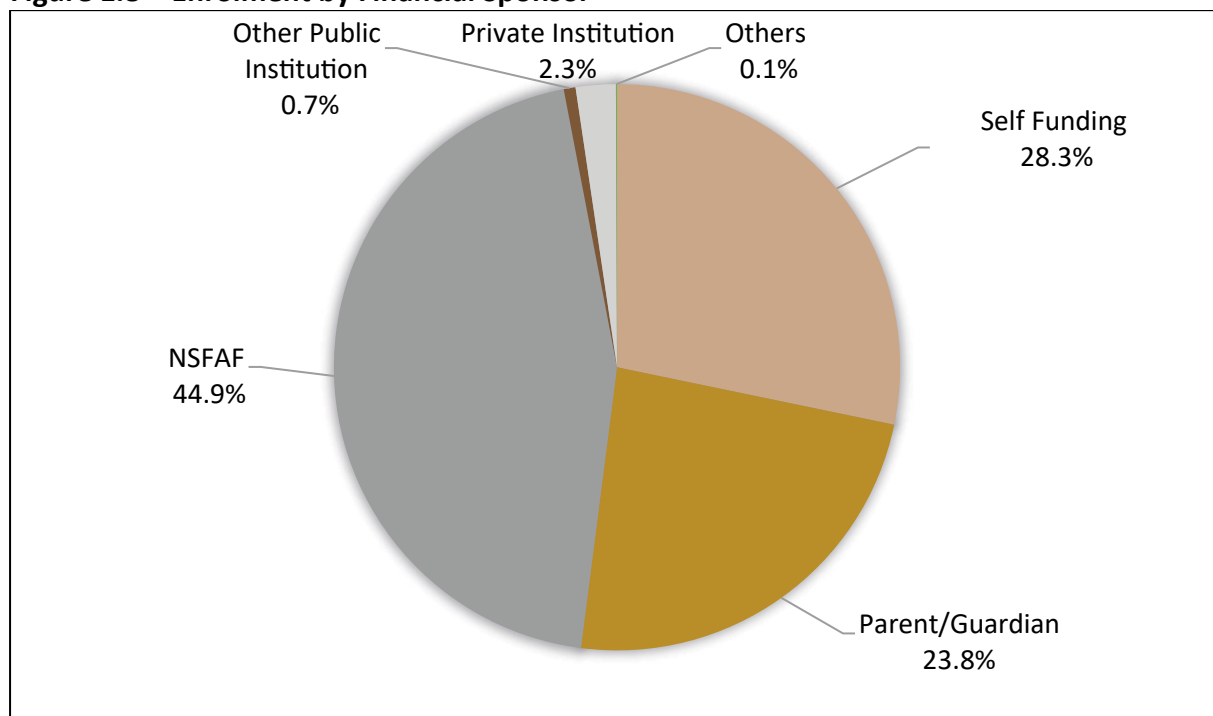
Table 1.16 shows that the Khomas region, where the capital city Windhoek is located, has the highest enrolment, with 63.1 per cent of male students and 53.9 per cent of female students, collectively contributing to 57.2 per cent of the total enrolments. Oshana region follows, accounting for 13.9 per cent of male students and 15.5 per cent of female enrolments, totalling 14.9 per cent overall. Erongo also has a significant share, with 4.6 per cent of male students and 9.2 per cent of female students. In contrast, regions such as Omaheke and //Karas have the lowest enrolments, each below 0.5 per cent of the total for both sexes, highlighting significant regional enrolment disparities across Namibia.

Table 1.16 Enrolment by Region of Campus/ Centre and by Sex, 2023

Campus Region	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Kunene	0	0	0	0.0%	0.0%	0.0%
Omaheke	26	35	61	0.1%	0.1%	0.1%
//Karas	66	221	287	0.2%	0.4%	0.4%
Omusati	53	336	389	0.2%	0.6%	0.5%
Oshikoto	202	246	448	0.7%	0.5%	0.6%
Ohangwena	272	249	521	1.0%	0.5%	0.6%
Otjozondjupa	267	970	1,237	0.9%	1.9%	1.5%
Kavango West	1,167	1,698	2,865	4.1%	3.3%	3.6%
Zambezi	1,281	1,891	3,172	4.5%	3.6%	4.0%
Kavango East	1,434	1,841	3,275	5.1%	3.5%	4.1%
Hardap	436	3,661	4,097	1.5%	7.1%	5.1%
Erongo	1,300	4,748	6,048	4.6%	9.2%	7.5%
Oshana	3,952	8,020	11,972	13.9%	15.5%	14.9%
Khomas	17,899	27,955	45,854	63.1%	53.9%	57.2%
Total	28,355	51,871	80,226	100%	100%	100%

1.17 Enrolment by Financial Sponsor

Figure 1.8 shows enrolment by financial sponsor. Namibia Student Financial Assistance Fund (NSFAF) supported the highest proportion of students, covering 44.9 per cent of total enrolments. Self-funded and parent/guardian support collectively accounted for 28.3 per cent and 23.8 per cent, respectively, implying 52.1 per cent of students depended on household income for financing their education. Private organisations funded 2.3 per cent, while other public organisations and other sources provided minimal support, at 0.7 per cent and 0.1 per cent, respectively. This distribution highlights NSFAF's dominant role in enabling access to higher education.

Figure 1.8 Enrolment by Financial Sponsor

There were no major differences in funding between the sexes. This shows that male and female students had equal access to all funding categories (Table 1.17(a)).

Table 1.17(a) Enrolment by Financial Sponsor and by Sex, 2023

Financial Sponsor	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Self-Funding	5,130	8,884	14,014	18.1%	17.1%	17.5%
Parent/Guardian	3,867	6,560	10,427	13.6%	12.6%	13.0%
NSFAF	8,824	12,887	21,711	31.1%	24.8%	27.1%
Other Public Institution	232	212	444	0.8%	0.4%	0.6%
Private Institution	513	452	965	1.8%	0.9%	1.2%
Others	2	7	9	0.0%	0.0%	0.0%
Public HEI Total	18,568	29,002	47,570	65.5%	55.9%	59.3%
Self-Funding	2,617	6,036	8,593	9.2%	11.6%	10.7%
Parent/Guardian	1,972	6,681	8,653	7.0%	12.9%	10.8%
NSFAF	4,730	9,615	14,235	16.7%	18.5%	17.7%
Other Public Institution	40	58	98	0.1%	0.1%	0.1%
Private Institution	424	442	846	1.5%	0.9%	1.1%
Others	4	37	41	0.0%	0.1%	0.1%
Private HEI Total	9,787	22,869	32,466	34.5%	44.1%	40.5%
Self-Funding	7,747	14,920	22,667	27.3%	28.8%	28.3%
Parent/Guardian	5,839	13,241	19,080	20.6%	25.5%	23.8%
NSFAF	13,554	22,502	36,056	47.8%	43.4%	44.9%
Other Public Institution	272	270	542	1.0%	0.5%	0.7%
Private Institution	937	894	1,831	3.3%	1.7%	2.3%
Others	6	44	50	0.0%	0.1%	0.1%
Grand Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

Most students funded by NSFAF were enrolled in non-STEM fields, accounting for 73.8 per cent compared to 26.2 per cent in STEM fields. Among the funded qualifications, Education, Training, and Development had the highest funding allocation, with 50.7 per cent of male students and 56.9 per cent of female students, averaging 54.6 per cent overall (Table 1.17(b)).

Table 1.17(b) NSFAF- Funded Students by NQF Field of Learning and by Sex, 2023

Qualification NQF Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	452	503	955	3.3%	2.2%	2.6%
Manufacturing, Engineering and Technology	824	343	1,167	6.1%	1.5%	3.2%
Health Sciences and Social Services	1172	3711	4,883	8.6%	16.5%	13.5%
Physical, Mathematical and Computer Sciences	1147	756	1,903	8.5%	3.4%	5.3%
Physical Planning and Construction	320	210	530	2.4%	0.9%	1.5%
STEM Total	3,915	5,523	9,438	28.9%	24.5%	26.2%
Business, Commerce and Management Studies	1815	2583	4,398	13.4%	11.5%	12.2%
Communication Studies and Language	209	484	693	1.5%	2.2%	1.9%
Culture and the Arts	83	213	296	0.6%	0.9%	0.8%
Education, Training and Development	6875	12798	19,673	50.7%	56.9%	54.6%
Human and Social Studies	97	309	406	0.7%	1.4%	1.1%
Law, Military Science and Security	535	553	1,088	3.9%	2.5%	3.0%
Services and Life Sciences	25	39	64	0.2%	0.2%	0.2%
Total Non-STEM Fields	9,639	16,979	26,618	71.1%	75.5%	73.8%
Grand Total	13,554	22,502	36,056	100.0%	100.0%	100.0%

1.18 Enrolment by Citizenship

Ninety-seven 97.3 per cent of the total enrolled students were Namibians, while 2.7 per cent were international students (Table 1.18(a)). The international students were mainly from Zimbabwe (1.0 per cent) and Angola (0.5 per cent). Students from other SADC Countries constituted 0.4 per cent, whereas those from the rest of Africa and overseas were just 0.3 and 0.1 per cent, respectively.

Table 1.18 (a) Enrolment by Citizenship, 2023

Citizenship	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Namibia	27,254	50,813	78,067	96.1%	98.0%	97.3%
Angola	218	170	388	0.8%	0.3%	0.5%
Botswana	12	26	38	0.0%	0.1%	0.0%
South Africa	46	58	104	0.2%	0.1%	0.1%
Zambia	71	61	132	0.3%	0.1%	0.2%
Zimbabwe	401	438	839	1.4%	0.8%	1.0%
Other SADC Countries	187	138	325	0.7%	0.3%	0.4%
Other African Countries	134	119	253	0.5%	0.2%	0.3%
European Countries	11	17	28	0.0%	0.0%	0.0%
American Countries	6	13	19	0.0%	0.0%	0.0%
Asian and Oceanic Countries	15	18	33	0.1%	0.0%	0.0%
Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

Of the total 2,159 international students, 1,107 (51.3 per cent) were enrolled in STEM fields. The field of Physical, Mathematical, and Computer Sciences enrolled the highest proportion (18.2 per cent) of STEM international students (Table 1.18(b)). Meanwhile, 48.7 per cent of the students were enrolled in non-STEM fields, of whom the highest enrolment was recorded under Business, Commerce, and Management (31.2 per cent). This shows a somewhat balanced distribution of international students between STEM and non-STEM fields.

Table 1.18 (b) International Students Enrolment by NQF Field of Learning, 2023

Qualification Field of Learning	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	31	41	72	2.8%	3.9%	3.3%
Manufacturing, Engineering and Technology	148	53	201	13.4%	5.0%	9.3%
Health Science and Social Services	111	239	350	10.1%	22.6%	16.2%
Physical, Mathematical and Computer Sciences	280	114	394	25.4%	10.8%	18.2%
Physical Planning and Construction	64	26	90	5.8%	2.5%	4.2%
Total STEM Fields	634	473	1,107	57.6%	44.7%	51.3%
Business, Commerce and Management	325	348	673	29.5%	32.9%	31.2%
Communication Studies and Languages	22	31	53	2.0%	2.9%	2.5%
Culture and the Arts	14	47	61	1.3%	4.4%	2.8%
Education, Training and Development	24	63	87	2.2%	6.0%	4.0%
Human and Social Studies	33	44	77	3.0%	4.2%	3.6%
Law, Military Science and Security	39	31	70	3.5%	2.9%	3.2%
Services and Life Sciences	10	21	31	0.9%	2.0%	1.4%
Total Non-STEM Fields	467	585	1,052	42.4%	55.3%	48.7%
Total	1,101	1,058	2,159	100.0%	100.0%	100.0%

Based on Tables 1.18(c) and 1.18(d), which present the enrolment of Namibian and international students in Namibia by NQF field of learning, Angolan students represented a significant share of international enrolments in the Business, Commerce, and Management field, with 45.9 per cent choosing this area. Overall, international students tended to enrol in STEM fields at higher rates than their Namibian counterparts. For instance, 18.2 per cent of non-Namibian students were enrolled in Physical, Mathematical, and Computer Sciences, compared to 6.2 per cent of Namibian students.

Table 1.18 (c) Enrolment by Citizenship and by NQF Field of Learning, 2023

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	2,042	13,932	1,541	635	33,666	2,890	1,189	2,582	13,316	4,833	1,098	343	78,067
Angola	9	178	4	5	10	53	1	5	12	105	4	2	388
Botswana	3	9	0	5	2	2	0	2	9	3	3	0	38
South Africa	3	15	3	6	16	2	13	6	34	2	3	1	104
Zambia	10	46	2	5	2	10	3	3	15	22	14	0	132
Zimbabwe	32	188	23	20	33	63	32	37	206	151	38	16	839
Other SADC Countries	3	152	10	7	2	46	4	3	26	50	15	7	325
Other African Countries	7	63	8	10	11	20	13	9	42	53	12	5	253
European Countries	1	6	1	1	4	3	5	2	1	3	1	0	28
American Countries	2	7	0	1	5	0	2	0	1	1	0	0	19
Asian and Oceanic Countries	2	9	2	1	2	2	4	3	4	4	0	0	33
Non-Namibian	72	673	53	61	87	201	77	70	350	394	90	31	2,159
Total	2,114	14,605	1,594	696	33,753	3,091	1,266	2,652	13,666	5,227	1,188	374	80,226

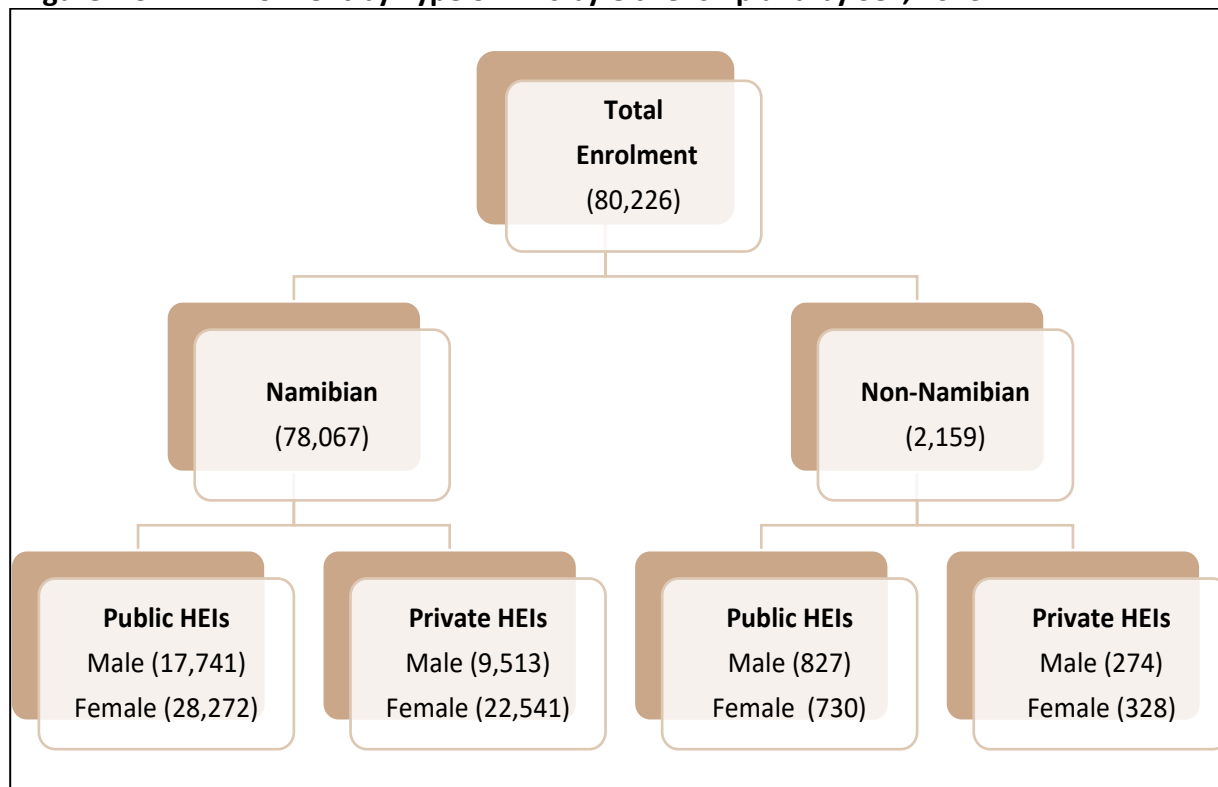
Table 1.18 (d) Percentage Enrolment by Citizenship and by NQF Field of Learning, 2023

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	2.6%	17.8%	2.0%	0.8%	43.1%	3.7%	1.5%	3.3%	17.1%	6.2%	1.4%	0.4%	100.0%
Angola	2.3%	45.9%	1.0%	1.3%	2.6%	13.7%	0.3%	1.3%	3.1%	27.1%	1.0%	0.5%	100.0%
Botswana	7.9%	23.7%	0.0%	13.2%	5.3%	5.3%	0.0%	5.3%	23.7%	7.9%	7.9%	0.0%	100.0%
South Africa	2.9%	14.4%	2.9%	5.8%	15.4%	1.9%	12.5%	5.8%	32.7%	1.9%	2.9%	1.0%	100.0%
Zambia	7.6%	34.8%	1.5%	3.8%	1.5%	7.6%	2.3%	2.3%	11.4%	16.7%	10.6%	0.0%	100.0%
Zimbabwe	3.8%	22.4%	2.7%	2.4%	3.9%	7.5%	3.8%	4.4%	24.6%	18.0%	4.5%	1.9%	100.0%
Other SADC Countries	0.9%	46.8%	3.1%	2.2%	0.6%	14.2%	1.2%	0.9%	8.0%	15.4%	4.6%	2.2%	100.0%
Other African Countries	2.8%	24.9%	3.2%	4.0%	4.3%	7.9%	5.1%	3.6%	16.6%	20.9%	4.7%	2.0%	100.0%
European Countries	3.6%	21.4%	3.6%	3.6%	14.3%	10.7%	17.9%	7.1%	3.6%	10.7%	3.6%	0.0%	100.0%
American Countries	10.5%	36.8%	0.0%	5.3%	26.3%	0.0%	10.5%	0.0%	5.3%	5.3%	0.0%	0.0%	100.0%
Asian and Oceanic Countries	6.1%	27.3%	6.1%	3.0%	6.1%	6.1%	12.1%	9.1%	12.1%	12.1%	0.0%	0.0%	100.0%
Non-Namibian	3.3%	31.2%	2.5%	2.8%	4.0%	9.3%	3.6%	3.2%	16.2%	18.2%	4.2%	1.4%	100.0%
Total	2.6%	18.2%	2.0%	0.9%	42.1%	3.9%	1.6%	3.3%	17.0%	6.5%	1.5%	.5%	100.0%

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

Figure 1.9 illustrates the distributions of Namibian and non-Namibian students in public and private HEIs, which are further disaggregated by sex. Similar to enrolment for Namibians, the enrolment of international students at public HEIs outnumbered those who were enrolled at private HEIs.

Figure 1.9 Enrolment by Type of HEIs by Citizenship and by Sex, 2023



CHAPTER 2: EXAMINATION RESULTS

This chapter focuses on the progression and graduation rates as outcomes of examination results for the 2023 academic year. These rates are grouped by 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.

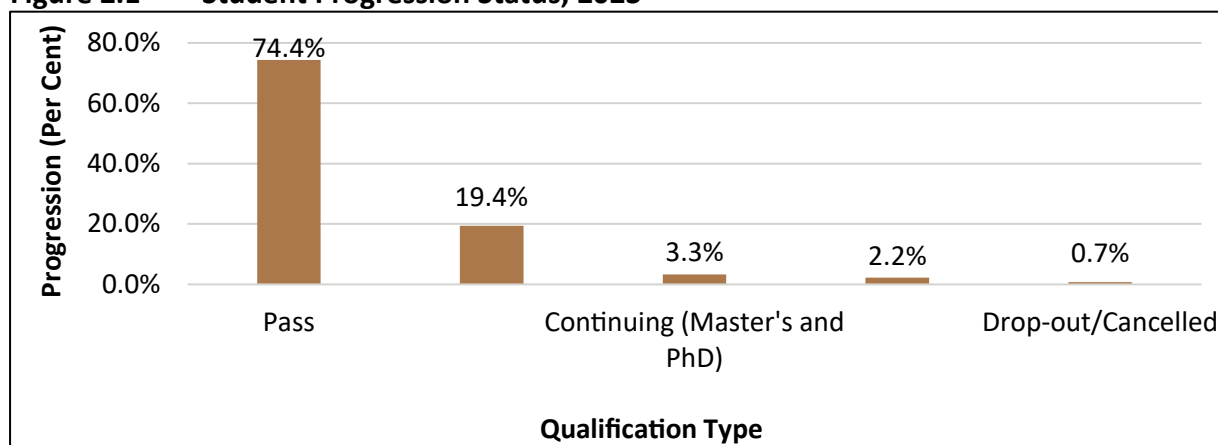
The Minimum Standards for Higher Education in Namibia provided guidance on progression mechanisms from one year of study to another. The standards guide with respect to the number of credits needed for students to advance to the subsequent academic year but also guide the application of prerequisites to ensure a coherent and equitable educational experience across institutions.

2.1. Progression Status

Progression rate refers to the rate at which students advance from one year to the next year of study 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 passed the current year of study and are eligible to advance to the next year against the total number of students enrolled in the specific academic year.

A substantive proportion of 74.4 per cent of the total students (80,226) passed examinations and progressed to the next academic year. About 19 per cent failed examinations and did not progress to the next year of studies (Figure 2.1).

Figure 2.1 Student Progression Status, 2023



2.1.1. Progression Status by Type of HEI and by Sex

Student success varies between the types of HEIs (Figure 2.2). For instance, the student progression rate was higher for private HEIs (85.2 per cent) compared to public HEIs (67 per cent). However, this comparison should be treated with caution as all HEIs have not yet converted to the minimum standard for HEIs criteria for students promotion to subsequent academic years.

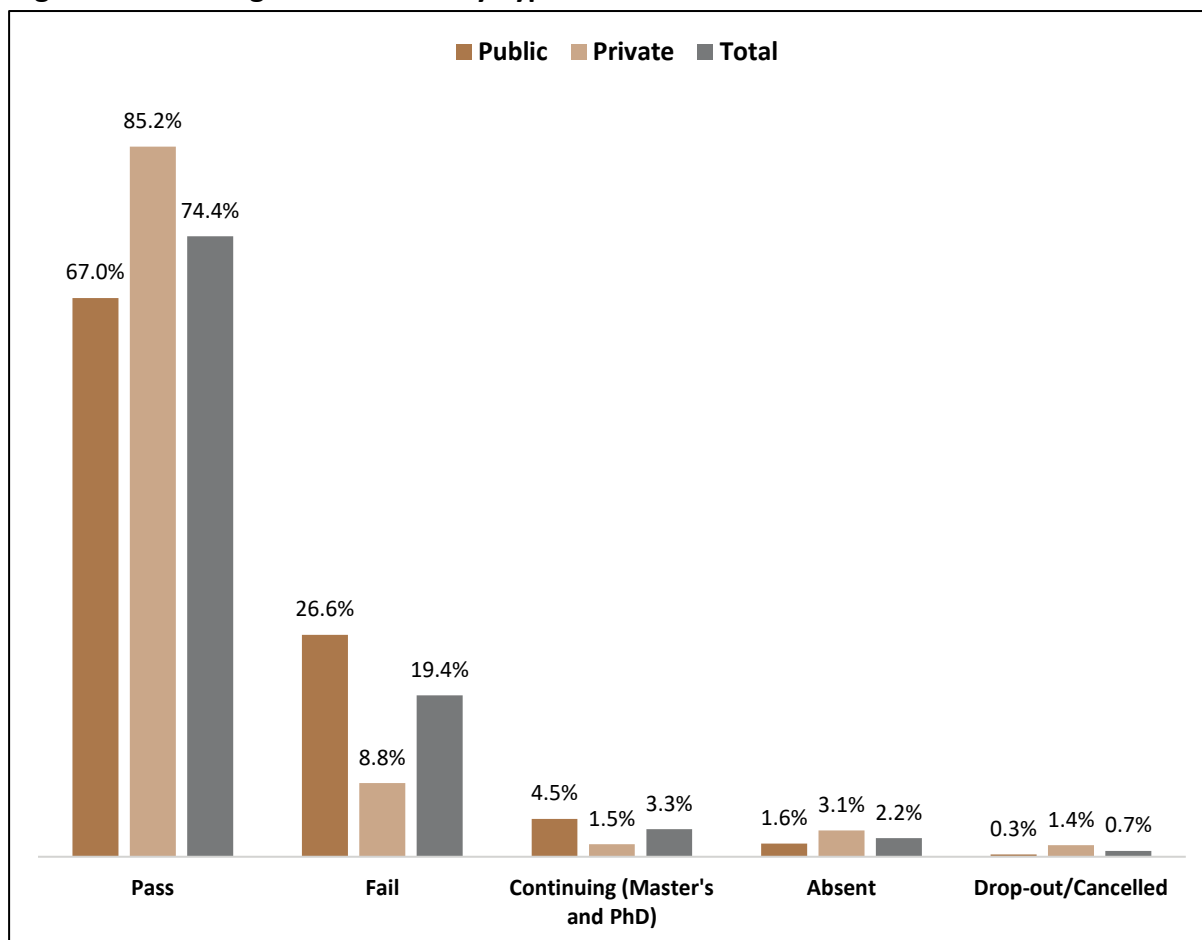
Figure 2.2 Progression Status by Type of HE

Table 2.1(a) depicts progression status within the type of HEI (public or private) and by the sex categories. Generally, male student recorded a lower pass rate and a higher failure rate across the HEIs. There was a seven per cent difference in favour of female students pass rates (76.7 per cent) pass rate of female students compared to 70.2 per cent of male student pass rate. Similarly, failure rate for female students was 5 per cent less than for male students (17.5 per cent of female students compared to 22.8 per cent of male students). The sex differences for both pass and failure rates are higher for private HEIs. This gender disparity requires deeper student engagement to identify struggling students and employs timely interventions.

Table 2.1 (a) Progression Status by Type of HEI and by Sex, 2023

Examination Results	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Pass	12,124	19,754	31,878	65.3%	68.1%	67.0%
Fail	5,272	7,386	12,658	28.4%	25.5%	26.6%
Continuing (Master and PhD)	841	1,316	2,157	4.5%	4.5%	4.5%
Absent	296	458	754	1.6%	1.6%	1.6%
Drop-out/Cancelled	35	88	123	0.2%	0.3%	0.3%
Public Total	18,568	29,002	47,570	100.0%	100.0%	100.0%
Pass	7,791	20,021	27,812	79.6%	87.5%	85.2%
Fail	1,196	1,684	2,880	12.2%	7.4%	8.8%
Continuing (Master and PhD)	156	331	487	1.6%	1.4%	1.5%
Absent	480	546	1,026	4.9%	2.4%	3.1%
Drop-out/Cancelled	164	287	451	1.7%	1.3%	1.4%
Private Total	9,787	22,869	32,656	100.0%	100.0%	100.0%
Pass	19,915	39,775	59,690	70.2%	76.7%	74.4%
Fail	6,468	9,070	15,538	22.8%	17.5%	19.4%
Continuing (Master and PhD)	997	1,647	2,644	3.5%	3.2%	3.3%
Absent	776	1,004	1,780	2.7%	1.9%	2.2%
Drop-out/Cancelled	199	375	574	0.7%	0.7%	0.7%
Grand Total	28,355	51,871	80,226	100.0%	100.0%	100.0%

For UNAM, the sex differences in pass and failure rates were about two to three per cent in favour of female students, however, this was slightly higher for NUST (Table 2.1(b)).

Table 2.1 (b) Progression Status by HEI and by Sex, 2023

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Pass	6,232	10,954	17,186	64.0%	66.7%	65.7%
	Fail	2,652	3,987	6,639	27.2%	24.3%	25.4%
	Continuing (Masters and PhD)	534	949	1,483	5.5%	5.8%	5.7%
	Absent	296	458	754	3.0%	2.8%	2.9%
	Drop-out/Cancelled	31	71	102	.3%	.4%	.4%
	Total	9,745	16,419	26,164	100.0%	100.0%	100.0%
NUST	Pass	5,600	5,670	11,270	67.6%	73.5%	70.5%
	Fail	2,373	1,677	4,050	28.7%	21.7%	25.3%
	Continuing (Masters and PhD)	307	367	674	3.7%	4.8%	4.2%
	Absent	0	0	0	0.0%	0.0%	0.0%
	Drop-out/Cancelled	0	2	2	0.0%	0.0%	0.0%
	Total	8,280	7,716	15,996	100.0%	100.0%	100.0%
IUM	Pass	4,405	9,086	13,491	78.6%	84.1%	82.2%
	Fail	446	657	1,103	8.0%	6.1%	6.7%
	Continuing (Masters and PhD)	155	331	486	2.8%	3.1%	3.0%
	Absent	463	512	975	8.3%	4.7%	5.9%
	Drop-out/Cancelled	138	223	361	2.5%	2.1%	2.2%
	Total	5,607	10,809	16,416	100.0%	100.0%	100.0%
Welwitchia HTC	Pass	1,117	4,736	5,853	93.8%	95.8%	95.4%
	Fail	74	207	281	6.2%	4.2%	4.6%
	Total	1,191	4,943	6,134	100.0%	100.0%	100.0%
NAMCOL	Pass	292	3,130	3,422	53.8%	64.3%	63.3%
	Fail	247	1,722	1,969	45.5%	35.4%	36.4%
	Drop-out/Cancelled	4	15	19	0.7%	0.3%	0.4%
	Total	543	4,867	5,410	100.0%	100.0%	100.0%
IOL	Pass	532	2,498	3,030	99.6%	98.7%	98.9%
	Fail	2	32	34	0.4%	1.3%	1.1%
	Total	534	2,530	3,064	100.0%	100.0%	100.0%
Triumphant	Pass	624	808	1,432	48.4%	54.7%	51.8%
	Fail	640	647	1,287	49.7%	43.8%	46.5%
	Absent	13	14	27	1.0%	0.9%	1.0%
	Drop-out/Cancelled	12	8	20	0.9%	0.5%	0.7%
	Total	1,289	1,477	2,766	100.0%	100.0%	100.0%

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
I-Care HTI	Pass	120	1,071	1,191	96.0%	93.7%	93.9%
	Fail	1	61	62	0.8%	5.3%	4.9%
	Absent	2	8	10	1.6%	0.7%	0.8%
	Drop-out/Cancelled	2	3	5	1.6%	0.3%	0.4%
	Total	125	1,143	1,268	100.0%	100.0%	100.0%
ICT-Lingua	Pass	200	288	488	84.0%	77.6%	80.1%
	Fail	27	47	74	15.0%	7.7%	10.4%
	Absent	2	12	14	21.8%	24.2%	23.4%
	Drop-out/Cancelled	9	24	33	9.7%	14.6%	12.8%
	Total	238	371	609	100.0%	100.0%	100.0%
River Higher	Pass	286	334	620	100.0%	98.5%	99.2%
	Fail	0	1	1	0.0%	0.3%	0.2%
	Drop-out/Cancelled	0	4	4	0.0%	1.2%	0.6%
	Total	286	339	625	100.0%	100.0%	100.0%
Shiramed MI	Pass	168	456	624	100.0%	100.0%	100.0%
	Total	168	456	624	100.0%	100.0%	100.0%
Headstart Montessori	Pass	18	353	371	75.0%	86.3%	85.7%
	Fail	5	32	37	20.8%	7.8%	8.5%
	Drop-out/Cancelled	1	24	25	4.2%	5.9%	5.8%
	Total	24	409	433	100.0%	100.0%	100.0%
Sunshine	Pass	92	201	293	100.0%	100.0%	100.0%
	Total	92	201	293	100.0%	100.0%	100.0%
Limkokwing	Pass	96	64	160	100.0%	100.0%	100.0%
	Total	96	64	160	100.0%	100.0%	100.0%
ALI	Pass	50	72	122	100.0%	100.0%	100.0%
	Total	50	72	122	100.0%	100.0%	100.0%
St.Charles Lwanga	Pass	57	0	57	100.0%		100.0%
	Total	57	0	57	100.0%		100.0%
Philippi Trust	Pass	10	41	51	90.9%	100.0%	98.1%
	Fail	1		1	9.1%	0.0%	1.9%
	Total	11	41	52	100.0%	100.0%	100.0%
NETS	Pass	17	13	30	89.5%	92.9%	90.9%
	Drop-out/Cancelled	2	1	3	10.5%	7.1%	9.1%
	Total	19	14	33	100.0%	100.0%	100.0%

2.1.2 Progression Status in Public Universities

Considering the substantive proportion of student enrolment at UNAM and NUST (53 per cent), it is necessary to examine the progression status within the two public universities.

Table 2.1(c) shows that 70.5 per cent of students at NUST passed examinations compared to 65.7 per cent at UNAM. These results need to be unpacked to understand the various factors at play. Furthermore, there is a need to understand the relatively high number of students absent from examinations at UNAM. Remarkably, there were no absent students at NUST and only 2 students cancelled or dropped out during the academic year.

Table 2.1 (c) Progression Status by Public Universities, 2023

Examination results	Number			Per Cent Within HEIs			Per Cent Across HEIs		
	NUST	UNAM	Total	NUST	UNAM	Total	NUST	UNAM	Total
Pass	11,270	17,186	28,456	70.5%	65.7%	67.5%	39.6%	60.4%	100.0%
Fail	4,050	6,639	10,689	25.3%	25.4%	25.4%	37.9%	62.1%	100.0%
Continuing (Master and PhD)	674	1,483	2,157	4.2%	5.7%	5.1%	31.2%	68.8%	100.0%
Absent	0	754	754	0.0%	2.9%	1.8%	0.0%	100.0%	100.0%
Drop-out/Cancelled	2	102	104	0.0%	0.4%	0.2%	1.9%	98.1%	100.0%
Grand Total	15,996	26,164	42,160	100.0%	100.0%	100.0%	37.9%	62.1%	100.0%

2.1.3 Progression Status of Undergraduate Students

Analysis of the examination results of undergraduate students by year of the study revealed that Year 3 students had the highest pass rate (78.3 per cent), followed by Year 4 (77.5 per cent) and then Year 1 and Year 2 with (76.1 per cent) Table 2.1(d). Year 5 and Year 6 are primarily for medical students. Year 6 had the highest pass rate of about 90 per cent, and a failure rate of 10.4 per cent, compared to Year 5, which had a pass rate of 74.2 per cent and a failure rate of 24.5 per cent.

Table 2.1 (d) Progression Status of Undergraduate Students by Year of Study, 2023

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	9,448	7,744	8,471	4,011	112	97	29,883	36.6%	35.7%	48.6%	44.9%	89.6%	78.2%	40.3%
Fail	4,109	3,219	2,881	2,159	13	27	12,408	15.9%	14.8%	16.5%	24.2%	10.4%	21.8%	16.7%
Absent	330	66	34	95	0	0	525	1.3%	0.3%	0.2%	1.1%	0.0%	0.0%	0.7%
Drop-out/ Cancelled	69	8	12	9	0	0	98	0.3%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%
Public HEI Total	13,956	11,037	11,398	6,274	125	124	42,914	54.1%	54.1%	50.9%	65.3%	70.2%	100.0%	100.0%
Pass	10,198	9,265	5,046	2,616	0	0	27,125	39.5%	39.5%	42.7%	28.9%	29.3%	0.0%	0.0%
Fail	785	1,152	742	28	0	0	2,707	3.0%	3.0%	5.3%	4.3%	0.3%	0.0%	0.0%
Absent	592	205	227	1	0	0	1,025	2.3%	2.3%	0.9%	1.3%	0.0%	0.0%	0.0%
Drop-out/ Cancelled	287	42	32	16	0	0	377	1.1%	1.1%	0.2%	0.2%	0.2%	0.0%	0.0%
Private HEI Total	11,862	10,664	6,047	2,661	0	0	31,234	45.9%	45.9%	49.1%	34.7%	29.8%	0.0%	0.0%
Pass	19,646	17,009	13,517	6,627	112	97	57,008	76.1%	76.1%	78.4%	77.5%	74.2%	89.6%	78.2%
Fail	4,894	4,371	3,623	2,187	13	27	15,115	19.0%	19.0%	20.1%	20.8%	24.5%	10.4%	21.8%
Absent	922	271	261	96	0	0	1,550	3.6%	3.6%	1.2%	1.5%	1.1%	0.0%	0.0%
Drop-out/ Cancelled	356	50	44	25	0	0	475	1.4%	1.4%	0.2%	0.3%	0.3%	0.0%	0.0%
Grand Total	25,818	21,701	17,445	8,935	125	124	74,148	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 completed their academic programmes within a specific timeframe, including those who graduated within the minimum duration and those who take longer to complete their studies.

Until the 2021 publication of this yearbook, 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.

For all qualifications at NQF level 5 and above, 40.4 per cent (12,926 students) of the 32,022 students in the final year completed studies and obtained qualifications (Table 2.2(a)).

Table 2.2 (a) Completion Rate, 2023

Progression Status	Number of students	Graduation rate
Students who completed their studies	12,926	40.4%
Final year students	32,022	

2.2.1. Completion Rate by Qualification Type

Out of the total number of students who sat for final examinations, 27,754 pursued undergraduate qualifications, while 4,268 pursued postgraduate studies. Table 2.2(b) shows that 40.8 per cent of these final-year undergraduate students obtained qualifications compared to 37.5 per cent of the postgraduate students who completed their studies.

Table 2.2 (b) Completion Rate by Qualification Type, 2023

NQF Qualification on Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	1,820	4,833	6,653	27.4%	72.6%	100%
Diplomas (Level 5-7)	2,609	4,741	7,350	35.5%	64.5%	100%
Bachelor Degree (Level 7)	1,853	3,012	4,865	38.1%	61.9%	100%
Professional Bachelor (Level 8)	973	526	1,499	64.9%	35.1%	100%
Bachelor Honours (Level 8)	4,070	3,317	7,387	55.1%	44.9%	100%
Undergraduate Total	11,325	16,429	27,754	40.8%	59.2%	100%
Bachelor Honours (Level 8)	643	664	1,307	49.2%	50.8%	100%
Postgraduate Certificate (Level 7-8)	36	11	47	76.6%	23.4%	100%
Postgraduate Diploma (Level 7-8)	585	340	925	63.2%	36.8%	100%
Master Degree (Level 9)	324	1,479	1,803	18.0%	82.0%	100%
Doctoral (Level 10)	13	173	186	7.0%	93.0%	100%
Postgraduate Total	1,601	2,667	4,268	37.5%	62.5%	100%
Grand Total	12,926	19,096	32,022	40.4%	59.6%	100%

Undergraduate students constituted 86.7 per cent of all final-year students, whereas postgraduate students accounted for 13.3 per cent (Table 2.2(c)). Consequently, undergraduate students represented 87.6 per cent of the students who completed their studies, compared to 12.4 per cent for the postgraduate students.

Table 2.2(c) Completion Rate by Qualification Type

NQF Qualification Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	1,820	4,833	6,653	14.1%	25.3%	20.8%
Diplomas (Level 5-7)	2,609	4,741	7,350	20.2%	24.8%	23.0%
Bachelor Degree (Level 7)	1,853	3,012	4,865	14.3%	15.8%	15.2%
Professional Bachelor (Level 8)	973	526	1,499	7.5%	2.8%	4.7%
Bachelor Honours (Level 8)	4,070	3,317	7,387	31.5%	17.4%	23.1%
Undergraduate Total	11,325	16,429	27,754	87.6%	86.0%	86.7%
Bachelor Honours (Level 8)	643	664	1,307	5.0%	3.5%	4.1%
Postgraduate Certificate (Level 7-8)	36	11	47	0.3%	0.1%	0.1%
Postgraduate Diploma (Level 7-8)	585	340	925	4.5%	1.8%	2.9%
Master Degree (Level 9)	324	1,479	1,803	2.5%	7.7%	5.6%
Doctoral (Level 10)	13	173	186	0.1%	0.9%	0.6%
Postgraduate Total	1,601	2,667	4,268	12.4%	14.0%	13.3%
Grand Total	12,926	19,096	32,022	100%	100%	100%

2.2.2. Completion Rate by NQF Field of Learning

The completion rate is high for the non-STEM fields (42.6 per cent) compared to 35.8 per cent for STEM fields (Table 2.2(d)).

The Physical Planning and Construction field under the STEM category and the Education, Training and Development field under the non-STEM category had the highest completion rates, at 50 per cent. On the other hand, the Business, Commerce and Management field of learning had the lowest completion rate, at 31.1 per cent.

Table 2.2 (d) Completion Status by NQF Field of Learning, 2023

Qualification NQF Field of Learning	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Agriculture and Nature Conservation	327	455	782	41.8%	58.2%	100%
Manufacturing, Engineering and Technology	461	638	1,099	41.9%	58.1%	100%
Health Sciences and Social Services	2,101	4,223	6,324	33.2%	66.8%	100%
Physical, Mathematical and Computer Sciences	633	1,204	1,837	34.5%	65.5%	100%
Physical Planning and Construction	248	246	494	50.2%	49.8%	100%
STEM Total	3,770	6,766	10,536	35.8%	64.2%	100%
Business, Commerce and Management	2,311	5,114	7,425	31.1%	68.9%	100%
Communication Studies and Languages	260	402	662	39.3%	60.7%	100%
Culture and the Arts	125	128	253	49.4%	50.6%	100%
Education, Training and Development	5,778	5,762	11,540	50.0%	50.0%	100%
Human and Social Studies	177	336	513	34.5%	65.5%	100%
Law, Military Science and Security	455	493	948	48.0%	52.0%	100%
Services and Life Sciences	50	95	145	34.5%	65.5%	100%
Non-STEM Total	9,156	12,330	21,486	42.6%	57.4%	100%
Grand Total	12,926	19,096	32,022	40.4%	59.6%	100%

2.2.3. Completion Rate by Offering Type

More than half (58.9 per cent) of the students in the final year of study were studying full-time, while 28.0 per cent and 13.1 per cent utilised distance and part-time study modes, respectively. Of the 12,926 students who completed studies, 61.2 per cent were studying full-time, 26.7 per cent were on distance, and 12.1 per cent were in part-time mode (Table 2.2(e)).

Table 2.2 (e) Completion Rate by Offering Type and by Examination Results, 2023

Offering Type	Number			Per Cent		
	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Full-time	7,907	10,965	18,872	61.2%	57.4%	58.9%
Part-time	1,565	2,632	4,197	12.1%	13.8%	13.1%
Distance	3,454	5,499	8,953	26.7%	28.8%	28.0%
Grand Total	12,926	19,096	32,022	100%	100%	100%

Male students had higher proportions of graduation rates in full-time and part-time studies compared to female students. In contrast, female students had higher proportions of graduates (30.7 per cent) in the distance mode compared to male students (17.9 per cent) (Table 2.2(f)).

Table 2.2 (f) Students Graduating by Offering Type and by Sex, 2023

Offering Type	Number		Total	Number		Total
	Male	Female		Male	Female	
Full-time	2,661	5,246	7,907	66.5%	58.8%	61.2%
Part-time	623	942	1,565	15.6%	10.6%	12.1%
Distance	718	2,736	3,454	17.9%	30.7%	26.7%
Grand Total	4,002	8,924	12,926	100.0%	100.0%	100.0%

2.2.4. Completion Rate by Type of HEI

Completion rates at public HEIs were slightly higher than those at private HEIs, with 46.5 per cent and 32.9 per cent of students completing studies, respectively (Table 2.2(g)).

Table 2.2 (g) Completion Rate by Type of HEI

NQF Qualification Type	Number			Per Cent		
	Completed Studies	Not completed studies	Total	Completed Studies	Not completed studies	Total
Public HEI Total	8170	9,389	17,559	46.5%	53.5%	100%
Private HEI Total	4756	9,707	14,463	32.9%	67.1%	100%
Grand Total	12,926	19,096	32,022	40.4%	59.6%	100%

A combined 34.3 per cent of students obtained Certificates (14.1 per cent) and Diplomas (20.2 per cent), with a higher proportion from private HEIs (22.3 per cent) compared to public HEIs (12.0 per cent) (Table 2.2(h)). Bachelor degree graduates constituted 14.3 per cent of the graduates. A higher percentage was observed among Bachelor Honours graduates (34.3 per cent), with 26.1 per cent from public institutions and 8.2 per cent from private HEIs. Approximately 9.7 per cent of graduates obtained a Professional Bachelor degree, with a majority (7.5 per cent) from public HEIs. Master degree graduates accounted for 2.5 per cent of the total, with 2.2 per cent from public HEIs and 0.4 per cent from private HEIs. Doctoral degree graduates comprised 0.1 per cent of the total, almost all from the public HEIs.

Table 2.2 (h) Completion Rate by Qualification Type and by Type of HEI, 2023

NQF Qualification Type	Number			Per Cent		
	Completed Studies	Not completed studies	Total	Completed Studies	Not completed studies	Total
Certificates (Level 5-6)	451	438	889	3.5%	2.3%	2.8%
Diplomas (Level 5-7)	1,101	1,913	3,014	8.5%	10.0%	9.4%
Bachelor Degree (Level 7)	1,617	2,578	4,195	12.5%	13.5%	13.1%
Professional Bachelor (Level 8)	973	526	1,499	7.5%	2.8%	4.7%
Bachelor Honours (Level 8)	3,370	2,442	5,812	26.1%	12.8%	18.2%
Postgraduate Cert/Dip (Level 7-8)	368	167	535	2.8%	0.9%	1.7%
Master Degree (Level 9)	278	1,173	1,451	2.2%	6.1%	4.5%
Doctoral (Level 10)	12	152	164	0.1%	0.8%	0.5%
Public HEI Total	8,170	9,389	17,559	63.2%	49.2%	54.8%
Certificates (Level 5-6)	1369	4,395	5,764	10.6%	23.0%	18.0%
Diplomas (Level 5-7)	1,508	2,828	4,336	11.7%	14.8%	13.5%
Bachelor Degree (Level 7)	236	434	670	1.8%	2.3%	2.1%
Professional Bachelor (Level 8)	278	277	555	2.2%	1.5%	1.7%
Bachelor Honours (Level 8)	1,065	1,262	2,327	8.2%	6.6%	7.3%
Postgraduate Cert/Dip (Level 7-8)	253	184	437	2.0%	1.0%	1.4%
Master Degree (Level 9)	46	306	352	0.4%	1.6%	1.1%
Doctoral (Level 10)	1	21	22	0.0%	0.1%	0.1%
Private HEI Total	4,756	9,707	14,463	36.8%	50.8%	45.2%
Certificates (Level 5-6)	1820	4833	6653	14.1%	25.3%	20.8%
Diplomas (Level 5-7)	2,609	4,741	7,350	20.2%	24.8%	23.0%
Bachelor Degree (Level 7)	1,853	3,012	4,865	14.3%	15.8%	15.2%
Professional Bachelor (Level 8)	1,251	803	2,054	9.7%	4.2%	6.4%
Bachelor Honours (Level 8)	4,435	3,704	8,139	34.3%	19.4%	25.4%
Postgraduate Cert/Dip (Level 7-8)	621	351	972	4.8%	1.8%	3.0%
Master Degree (Level 9)	324	1,479	1,803	2.5%	7.7%	5.6%
Doctoral (Level 10)	13	173	186	0.1%	0.9%	0.6%
Grand Total	12,926	19,096	32,022	100%	100%	100%

Table 2.2(i) presents the distribution of graduates by NQF Qualification Type and gender. A notable 67.5 per cent of male graduates achieved degrees (Bachelor, Professional Bachelor, and Bachelor Honours), compared to 54.2 per cent of their female counterparts. Additionally, a marginally higher proportion of male graduates (8.1 per cent) attained postgraduate qualifications, compared to 7.1 per cent of female graduates.

Table 2.2 (i) Graduates by NQF Qualification Type and by Sex, 2023

NQF Qualification Type	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Certificates (Level 5-6)	66	385	451	1.6%	4.3%	3.5%
Diplomas (Level 5-7)	281	820	1,101	7.0%	9.2%	8.5%
Bachelor Degree (Level 7)	792	825	1,617	19.8%	9.2%	12.5%
Bachelor Honours (Level 8)	334	639	973	8.3%	7.2%	7.5%
Professional Bachelor (Level 8)	1,186	2,184	3,370	29.6%	24.5%	26.1%
Postgraduate Cert/Dip (Level 7-8)	110	258	368	2.7%	2.9%	2.8%
Master Degree (Level 9)	105	173	278	2.6%	1.9%	2.2%
Doctoral (Level 10)	7	5	12	0.2%	0.1%	0.1%
Public HEIs Total	2,881	5,289	8,170	72.0%	59.3%	63.2%
Certificates (Level 5-6)	247	1,122	1,369	6.2%	12.6%	10.6%
Diplomas (Level 5-7)	382	1126	1508	9.5%	12.6%	11.7%
Bachelor Degree (Level 7)	84	152	236	2.1%	1.7%	1.8%
Bachelor Honours (Level 8)	305	1038	1,343	7.6%	11.6%	10.4%
Postgraduate Cert/Dip (Level 7-8)	86	167	253	2.1%	1.9%	2.0%
Master Degree (Level 9)	16	30	46	0.4%	0.3%	0.4%
Doctoral (Level 10)	1	-	1	0.0%	0.0%	0.0%
Private HEIs Total	1,121	3,635	4,756	28.0%	40.7%	36.8%
Certificates & Diplomas	976	3,453	4,429	24.4%	38.7%	34.3%
Bachelor, Professional Bachelor, Honours	2,701	4,838	7,539	67.5%	54.2%	58.3%
Postgraduate qualifications	325	633	958	8.1%	7.1%	7.4%
Grand Total	4,002	8,924	12,926	100%	100%	100%

2.2.5. Characteristics of Undergraduate Graduates

Of the 27,754 final-year undergraduate students who sat for final examinations, 40.8 per cent obtained qualifications, whereas 59.2 per cent did not complete their studies (Table 2.2(j)).

Table 2.2 (j) Completion Rate of Undergraduate Students

NQF Qualification Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	1,820	4,833	6,653	27.4%	72.6%	100%
Diplomas (Level 5-7)	2,609	4,741	7,350	35.5%	64.5%	100%
Bachelor Degree (Level 7)	1,853	3,012	4,865	38.1%	61.9%	100%
Professional Bachelor (Level 8)	973	526	1,499	64.9%	35.1%	100%
Bachelor Honours (Level 8)	4,070	3,317	7,387	55.1%	44.9%	100%
Undergraduate Total	11,325	16,429	27,754	40.8%	59.2%	100%

Table 2.2(k) presents the results of the undergraduate students who completed studies within the NQF Qualification type by age. The results reveal that age group 21 to 24 was the highest with 38.3 per cent of the students who completed studies, followed by the 25-29 age group with 29.8 per cent and then the 30-39 age group with 22.8 per cent.

Higher proportions of students who obtained Certificate and Diploma qualifications were older students in the 30-39 age group. For the bachelor degrees, the younger age group (21 - 24) was the majority to complete studies.

Table 2.2 (k) Undergraduate Graduates by Age and by NQF Qualification Type, 2023

Age Group	NQF Qualification 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	110	61	53	2	26	252
21 -24	355	575	960	606	1,839	4,335
25 - 29	492	697	475	238	1,473	3,375
30 - 39	657	933	287	95	607	2,579
40 - 49	177	301	72	30	116	696
50 and +	28	40	6	2	9	85
Not Stated	1	2	0	0	0	3
Total	1,820	2,609	1,853	973	4,070	11,325
Per Cent						
20 and under	6.0%	2.3%	2.9%	0.2%	0.6%	2.2%
21 -24	19.5%	22.0%	51.8%	62.3%	45.2%	38.3%
25 - 29	27.0%	26.7%	25.6%	24.5%	36.2%	29.8%
30 - 39	36.1%	35.8%	15.5%	9.8%	14.9%	22.8%
40 - 49	9.7%	11.5%	3.9%	3.1%	2.9%	6.1%
50 and +	1.5%	1.5%	0.3%	0.2%	0.2%	0.8%
Not Stated	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%

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 versus non-academic), with a 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.

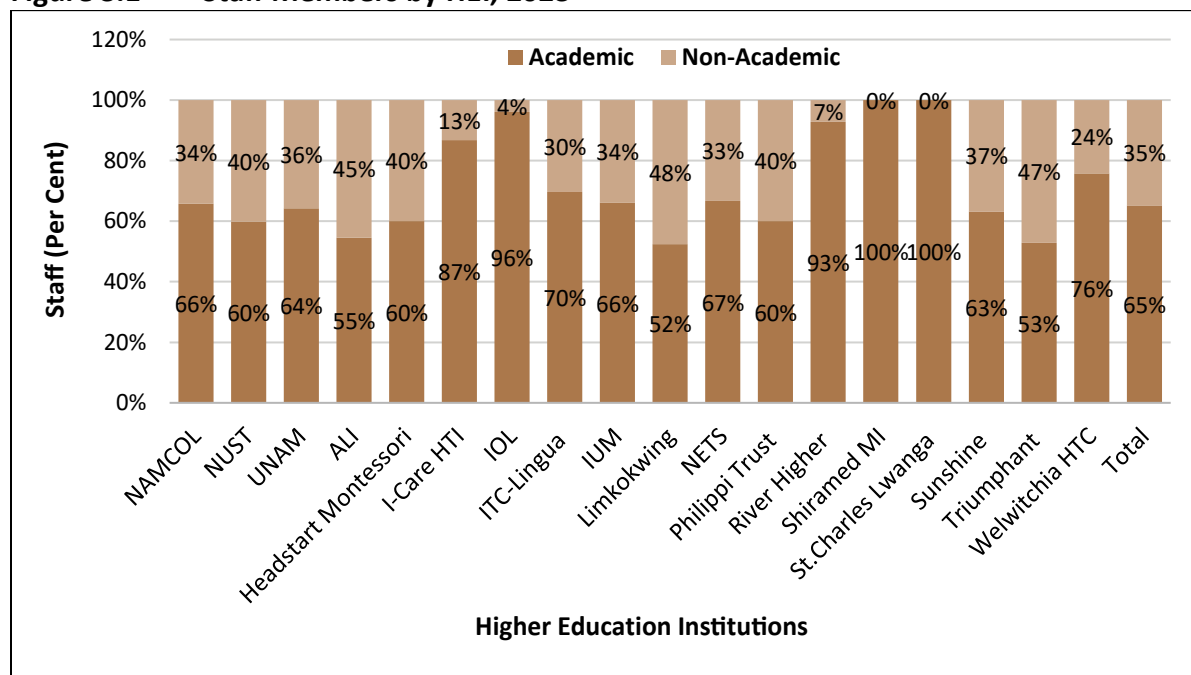
3.1 Staff Member by Higher Education Institution

HEIs in Namibia reported employing 6,566 staff members in 2023 (Table 3.1). Of the total staff members employed, 5,063 were employed at public HEIs, whereas 1,503 were employed at private HEIs.

Table 3.1 Staff Member by HEI, 2023

Higher Education Institutions	Type of Staff				Total
	Academic	Academic Support	Skilled Administration	Unskilled Administration	
NAMCOL	177	114	151	1	443
NUST	738	454	699	101	1,992
UNAM	1,518	170	789	151	2,628
Public HEI Total	2,433	738	1,639	253	5,063
ALI	12	0	10	0	22
Headstart Montessori	11	1	6	2	20
I-Care HTI	115	30	14	8	167
IOL	155	19	7	0	181
ITC-Lingua	40	29	12	18	99
IUM	164	104	127	11	406
Limkokwing	11	0	10	0	21
NETS	9	1	3	2	15
Philippi Trust	5	1	3	1	10
River Higher	29	10	3	0	42
Shiramed MI	6	2	0	0	8
St. Charles Lwanga	28	0	0	0	28
Sunshine	12	0	7	0	19
Triumphant	81	3	43	32	159
Welwitchia HTC	213	19	54	20	306
Private HEI Total	891	219	299	94	1,503
Total	3,324	957	1,938	347	6,566

The proportion of academic staff members was 65.2 per cent, compared to 34.8 per cent for non-academic staff members (Figure 3.1). Shiramed MI and St. Charles Lwanga had a full complement of academic staff members, followed by IOL, which had 96 per cent, and River Higher Institute of Technology, which had 93 per cent of academic staff. On the other hand, Limkokwing had higher proportions of non-academic staff members (47.6 per cent) followed by Triumphant (47.2 per cent).

Figure 3.1 Staff Members by HEI, 2023

3.2 Type of Staff by Type of Institution

Close to two-thirds (65.2 per cent) of HEI staff are academic and academic support staff, while close to one-third (43.8 per cent) are non-academic. Academic and academic support staff contributed 62.6 per cent to public HEIs and 73.9 per cent to private HEIs staff members (Table 3.2). In comparison, non-academic skilled and unskilled staff contributed 37.4 per cent to public HEIs and 26.1 per cent to private HEIs.

Table 3.2 Type of Staff by Type of Institution

Type of Staff	Number	Per Cent
Academic and Academic Support	3,171	62.6%
Non-Academic Skilled and Unskilled Staff	1,892	37.4%
Public Total	5,063	100.0%
Academic and Academic Support	1,110	73.9%
Non-Academic Skilled and Unskilled Staff	393	26.1%
Private Total	1,503	100.0%
Academic and Academic Support	4,281	65.2%
Non-Academic Skilled and Unskilled Staff	2,285	34.8%
Grand Total	6,566	100.0%

3.3 Type of Staff by Sex, 2023

Table 3.3 shows that private HEIs had more female academic staff (60.1 per cent) than male academic staff (39.9 per cent); these proportions were similar for non-academic staff members. For public HEIs, the gender proportions are slightly different in favour of male academic staff and female non-academic staff.

Table 3.3 Type of Staff by Sex, 2023

Type of Staff	Number			Per Cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Academic and Academic Support	1,672	1,499	3,171	52.7%	47.3%	62.6%
Non-Academic Skilled and Unskilled Staff	899	993	1,892	47.5%	52.5%	37.4%
Public Total	2,571	2,492	5,063	50.8%	49.2%	100.0%
Academic and Academic Support	443	667	1,110	39.9%	60.1%	73.9%
Non-Academic Skilled and Unskilled Staff	162	231	393	41.2%	58.8%	26.1%
Private Total	605	898	1,503	40.3%	59.7%	100.0%
Academic and Academic Support	2,115	2,166	4,281	49.4%	50.6%	65.2%
Non-Academic Skilled and Unskilled Staff	1,061	1,224	2,285	46.4%	53.6%	34.8%
Grand Total	3,176	3,390	6,566	48.4%	51.6%	100.0%

3.4 Staff Members by Citizenship and Type of Staff

About 84 per cent of the staff members were Namibians (Table 3.4). Among the international staff members, 4.7 per cent were from Zimbabwe, and 2.8 per cent were from other African countries. Of the staff members from the neighbouring countries, those from Angola and Botswana were the lowest, at 0.1 per cent each. Most of the non-Namibians were recruited as academic staff members.

Table 3.4 Type of Staff by Citizenship, 2023

Citizenship	Number			Per Cent		
	Academic	Non-Academic	Total	Academic	Non-Academic	Total
Namibia	3,347	2,195	5,542	78.2%	96.1%	84.4%
Angola	4		4	0.1%	0.0%	0.1%
Botswana	7	1	8	0.2%	0.0%	0.1%
South Africa	109	6	115	2.5%	0.3%	1.8%
Zambia	38	1	39	0.9%	0.0%	0.6%
Zimbabwe	296	15	311	6.9%	0.7%	4.7%
Other SADC Countries	37	3	40	0.9%	0.1%	0.6%
Other African Countries	178	7	185	4.2%	0.3%	2.8%
European Countries	58	4	62	1.4%	0.2%	0.9%
American Countries	16	2	18	0.4%	0.1%	0.3%
Asian and Oceanic Countries	53	4	57	1.2%	0.2%	0.9%
Not Stated	138	47	185	3.2%	2.1%	2.8%
Total	4,281	2,285	6,566	100%	100%	100%

3.5 Academic and Academic Support Staff Members by Highest Qualification and Type of Institution

Most academic and academic support staff members had Master (39.5 per cent) and Doctoral (19 per cent) degrees as the highest qualification (Table 3.5). A combined percentage of 16.1 of academic staff were in possession of Honours, Professional Bachelor, and postgraduate Certificates/ Diplomas. The rest of the academic staff held qualifications at Bachelor degree. Of all public HEIs' academic staff, 22.9 per cent had Doctoral degrees, compared to only 7.8 per cent at private HEIs.

Table 3.5 Academic and Academic Support Staff by Highest Qualification and Type of Institution, 2023

Highest Qualification	Number			Per Cent		
	Public HEI	Private HEI	Total	Public HEI	Private HEI	Total
Up to Diploma	211	140	351	6.7%	12.6%	8.2%
Bachelor Degree	414	166	580	13.1%	15.0%	13.5%
Bachelor Honours	207	193	400	6.5%	17.4%	9.3%
Professional Bachelor Degree	127	89	216	4.0%	8.0%	5.0%
Postgraduate Cert/Diploma	18	60	78	0.6%	5.4%	1.8%
Master Degree	1,316	374	1,690	41.5%	33.7%	39.5%
Doctoral Degree	726	87	813	22.9%	7.8%	19.0%
Not Stated	152	1	153	4.8%	0.1%	3.6%
Total	3,171	1,110	4,281	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, private HEIs had higher proportions of full-time than part-time staff members (64.1 per cent of full-time versus 35.9 per cent of part-time). On the other hand, public HEIs had 52.3 per cent of their staff employed on a full-time basis compared to 47.7 per cent for part-time staff. Most academic staff members from NAMCOL (88.3 per cent), IOL (85.6 per cent), and ALI (100 per cent) were part-time as the colleges offer a distance mode of learning. NUST, a public HEI, also had a higher proportion of part-time staff (56.4 per cent). Generally, most private HEIs had a higher proportion of full-time staff members except for IOL, Sunshine, St. Charles Lwanga and Philippi Trust.

Table 3.6 Academic and Academic Support Staff by Mode of Employment, 2023

Higher Education Institutions	Number			Per Cent		
	Full-time	Part-time	Total	Full-time	Part-time	Total
UNAM	1,106	582	1,688	65.5%	34.5%	100%
NUST	520	672	1,192	43.6%	56.4%	100%
NAMCOL	34	257	291	11.7%	88.3%	100%
Public HEIs Total	1,660	1,511	3,171	52.3%	47.7%	100%
IUM	160	108	268	59.7%	40.3%	100%
Welwitchia HTC	178	54	232	76.7%	23.3%	100%
IOL	25	149	174	14.4%	85.6%	100%
I-Care HTI	134	11	145	92.4%	7.6%	100%
Triumphant	84		84	100.0%	0.0%	100%
ITC-Lingua	45	24	69	65.2%	34.8%	100%
River Higher	31	8	39	79.5%	20.5%	100%
St. Charles Lwanga	14	14	28	50.0%	50.0%	100%
ALI		12	12	0.0%	100.0%	100%
Headstart Montessori	7	5	12	58.3%	41.7%	100%
Sunshine	4	8	12	33.3%	66.7%	100%
Limkokwing	11		11	100.0%	0.0%	100%
NETS	9	1	10	90.0%	10.0%	100%
Shiramed MI	7	1	8	87.5%	12.5%	100%
Philippi Trust	3	3	6	50.0%	50.0%	100%
Private HEIs Total	712	398	1,110	64.1%	35.9%	100%
Grand Total	2,372	1,909	4,281	55.4%	44.6%	100%

ANNEXURES

Annexure A: List of Variables in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	1. Certificates (undergraduate) 2. Diplomas (undergraduate) 3. Bachelor Degree 4. Professional Bachelor Degree 5. Bachelor Honours Degree 6. Post-graduate Certificates 7. Post-graduate Diplomas 8. Master Degree 9. 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 10. Omusati	Others refer to Other countries.

Variable name	Categories	Notes to the Variables
	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

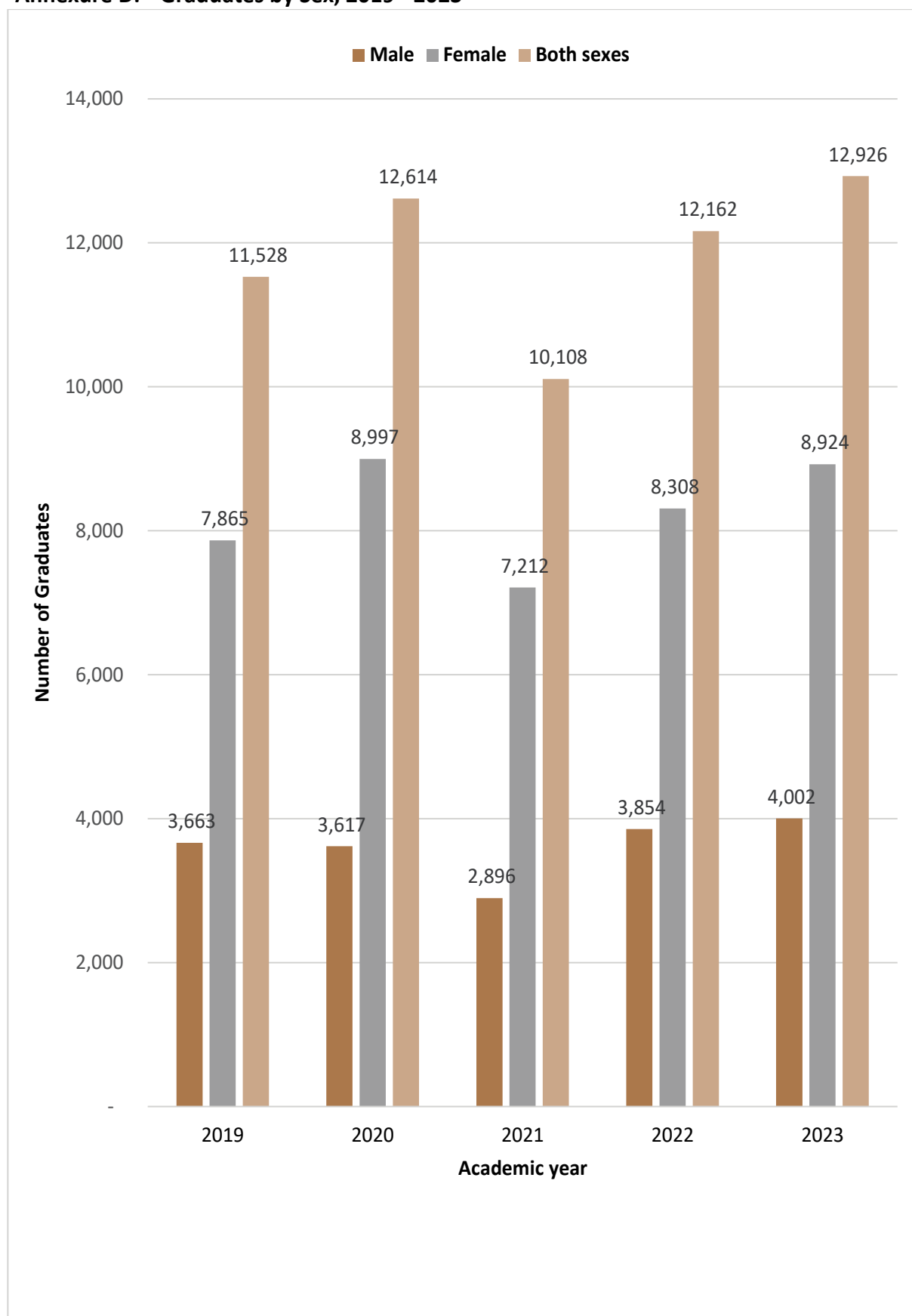
Variable Name	Categories	Notes to the Variables
Type of Staff Member	1. Academic 2. Academic Support 3. Non-Academic Skilled Administrative Staff 4. Non-Academic Unskilled Administrative Staff	
Full-time or Part-time	1. Full-time 2. Part-time 3. Other (Specify)	A part-time staff member is a member whose 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, 2023

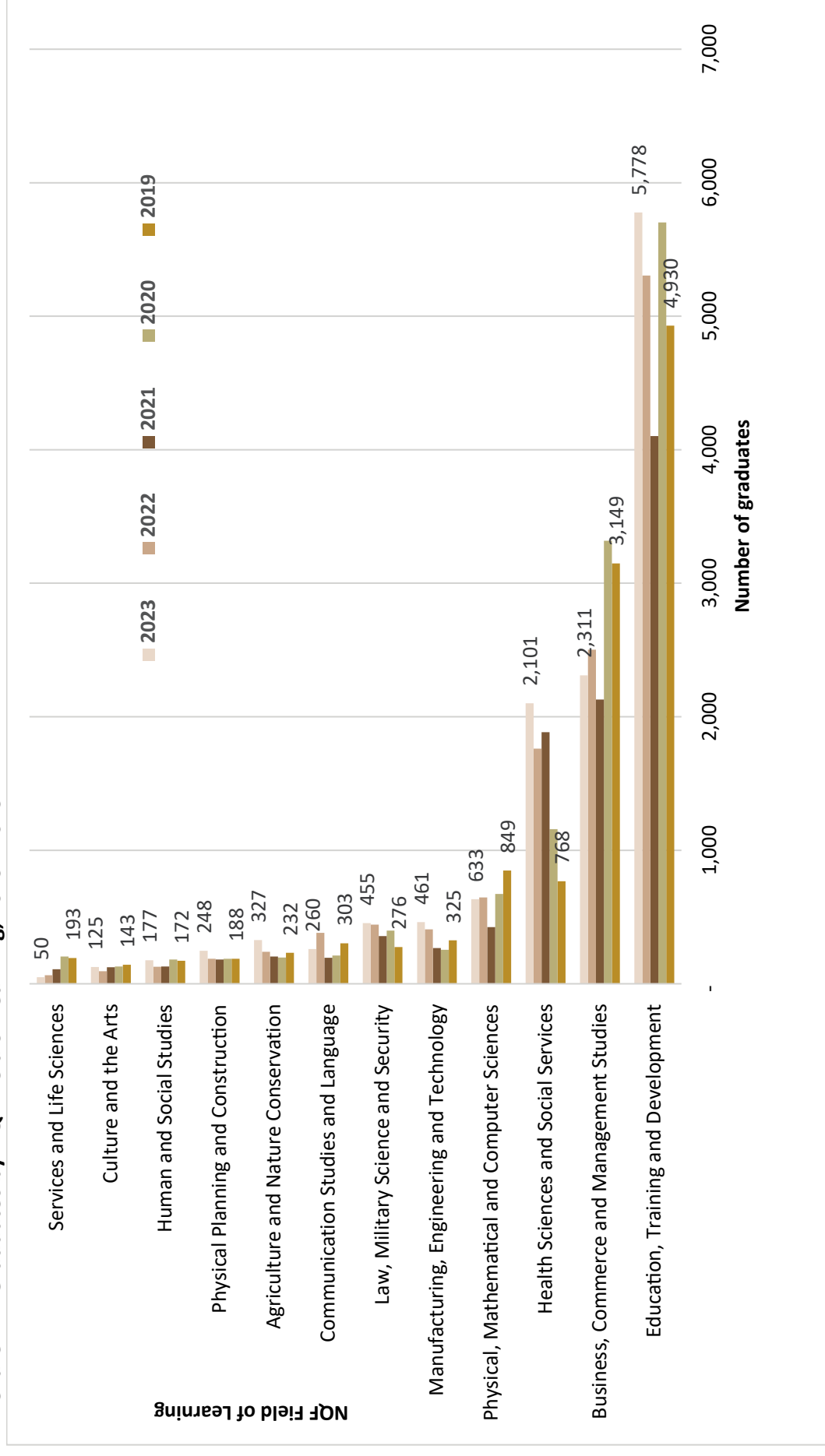
HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Pass	6,232	10,954	17,186	64.0%	66.7%	65.7%
	Fail	2,652	3,987	6,639	27.2%	24.3%	25.4%
	Continuing (Master and PhD)	534	949	1,483	5.5%	5.8%	5.7%
	Absent	296	458	754	3.0%	2.8%	2.9%
	Drop-out/Cancelled	31	71	102	0.3%	0.4%	0.4%
	Total	9,745	16,419	26,164	100.0%	100.0%	100.0%
NUST	Pass	5,600	5,670	11,270	67.6%	73.5%	70.5%
	Fail	2,373	1,677	4,050	28.7%	21.7%	25.3%
	Continuing (Master and PhD)	307	367	674	3.7%	4.8%	4.2%
	Absent	0	0	0	0.0%	0.0%	0.0%
	Drop-out/Cancelled	0	2	2	0.0%	0.0%	0.0%
	Total	8,280	7,716	15,996	100.0%	100.0%	100.0%
IUM	Pass	4,405	9,086	13,491	78.6%	84.1%	82.2%
	Fail	446	657	1,103	8.0%	6.1%	6.7%
	Continuing (Master and PhD)	155	331	486	2.8%	3.1%	3.0%
	Absent	463	512	975	8.3%	4.7%	5.9%
	Drop-out/Cancelled	138	223	361	2.5%	2.1%	2.2%
	Total	5,607	10,809	16,416	100.0%	100.0%	100.0%
Welwitchia HTC	Pass	1,117	4,736	5,853	93.8%	95.8%	95.4%
	Fail	74	207	281	6.2%	4.2%	4.6%
	Total	1,191	4,943	6,134	100.0%	100.0%	100.0%
NAMCOL	Pass	292	3,130	3,422	53.8%	64.3%	63.3%
	Fail	247	1,722	1,969	45.5%	35.4%	36.4%
	Drop-out/Cancelled	4	15	19	0.7%	0.3%	0.4%
	Total	543	4,867	5,410	100.0%	100.0%	100.0%
IOL	Pass	532	2,498	3,030	99.6%	98.7%	98.9%
	Fail	2	32	34	0.4%	1.3%	1.1%
	Total	534	2,530	3,064	100.0%	100.0%	100.0%
Triumphant	Pass	624	808	1,432	48.4%	54.7%	51.8%
	Fail	640	647	1,287	49.7%	43.8%	46.5%
	Absent	13	14	27	1.0%	0.9%	1.0%
	Drop-out/Cancelled	12	8	20	0.9%	0.5%	0.7%
	Total	1,289	1,477	2,766	100.0%	100.0%	100.0%
I-Care HTI	Pass	120	1,071	1,191	96.0%	93.7%	93.9%
	Fail	1	61	62	0.8%	5.3%	4.9%
	Absent	2	8	10	1.6%	0.7%	0.8%
	Drop-out/Cancelled	2	3	5	1.6%	0.3%	0.4%
	Total	125	1,143	1,268	100.0%	100.0%	100.0%
ICT-Lingua	Pass	200	288	488	84.0%	77.6%	80.1%
	Fail	27	47	74	15.0%	7.7%	10.4%
	Absent	2	12	14	21.8%	24.2%	23.4%
	Drop-out/Cancelled	9	24	33	9.7%	14.6%	12.8%
	Total	238	371	609	100.0%	100.0%	100.0%

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
River Higher	Pass	286	334	620	100.0%	98.5%	99.2%
	Fail	0	1	1	0.0%	0.3%	0.2%
	Drop-out/Cancelled	0	4	4	0.0%	1.2%	0.6%
	Total	286	339	625	100.0%	100.0%	100.0%
River Higher	Pass	286	334	620	100.0%	98.5%	99.2%
	Fail	0	1	1	0.0%	0.3%	0.2%
	Drop-out/Cancelled	0	4	4	0.0%	1.2%	0.6%
	Total	286	339	625	100.0%	100.0%	100.0%
Shiramed MI	Pass	168	456	624	100.0%	100.0%	100.0%
	Total	168	456	624	100.0%	100.0%	100.0%
Headstart Montessori	Pass	18	353	371	75.0%	86.3%	85.7%
	Fail	5	32	37	20.8%	7.8%	8.5%
	Drop-out/Cancelled	1	24	25	4.2%	5.9%	5.8%
	Total	24	409	433	100.0%	100.0%	100.0%
Sunshine	Pass	92	201	293	100.0%	100.0%	100.0%
	Total	92	201	293	100.0%	100.0%	100.0%
Limkokwing	Pass	96	64	160	100.0%	100.0%	100.0%
	Total	96	64	160	100.0%	100.0%	100.0%
ALI	Pass	50	72	122	100.0%	100.0%	100.0%
	Total	50	72	122	100.0%	100.0%	100.0%
St. Charles Lwanga	Pass	57	0	57	100.0%		100.0%
	Total	57	0	57	100.0%		100.0%
Philippi Trust	Pass	10	41	51	90.9%	100.0%	98.1%
	Fail	1		1	9.1%	0.0%	1.9%
	Total	11	41	52	100.0%	100.0%	100.0%
NETS	Pass	17	13	30	89.5%	92.9%	90.9%
	Drop-out/Cancelled	2	1	3	10.5%	7.1%	9.1%
	Total	19	14	33	100.0%	100.0%	100.0%

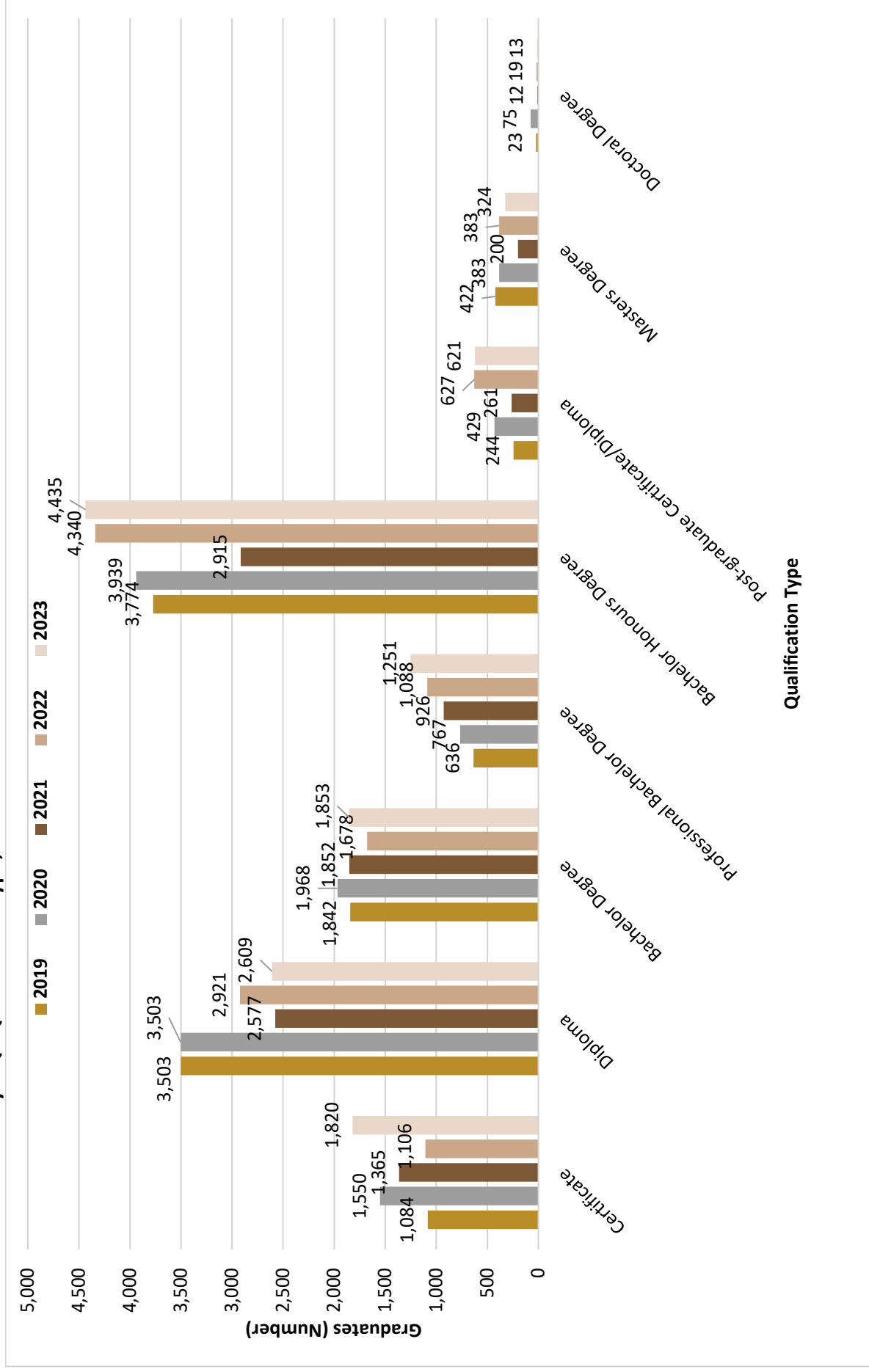
Annexure D: Graduates by Sex, 2019 - 2023

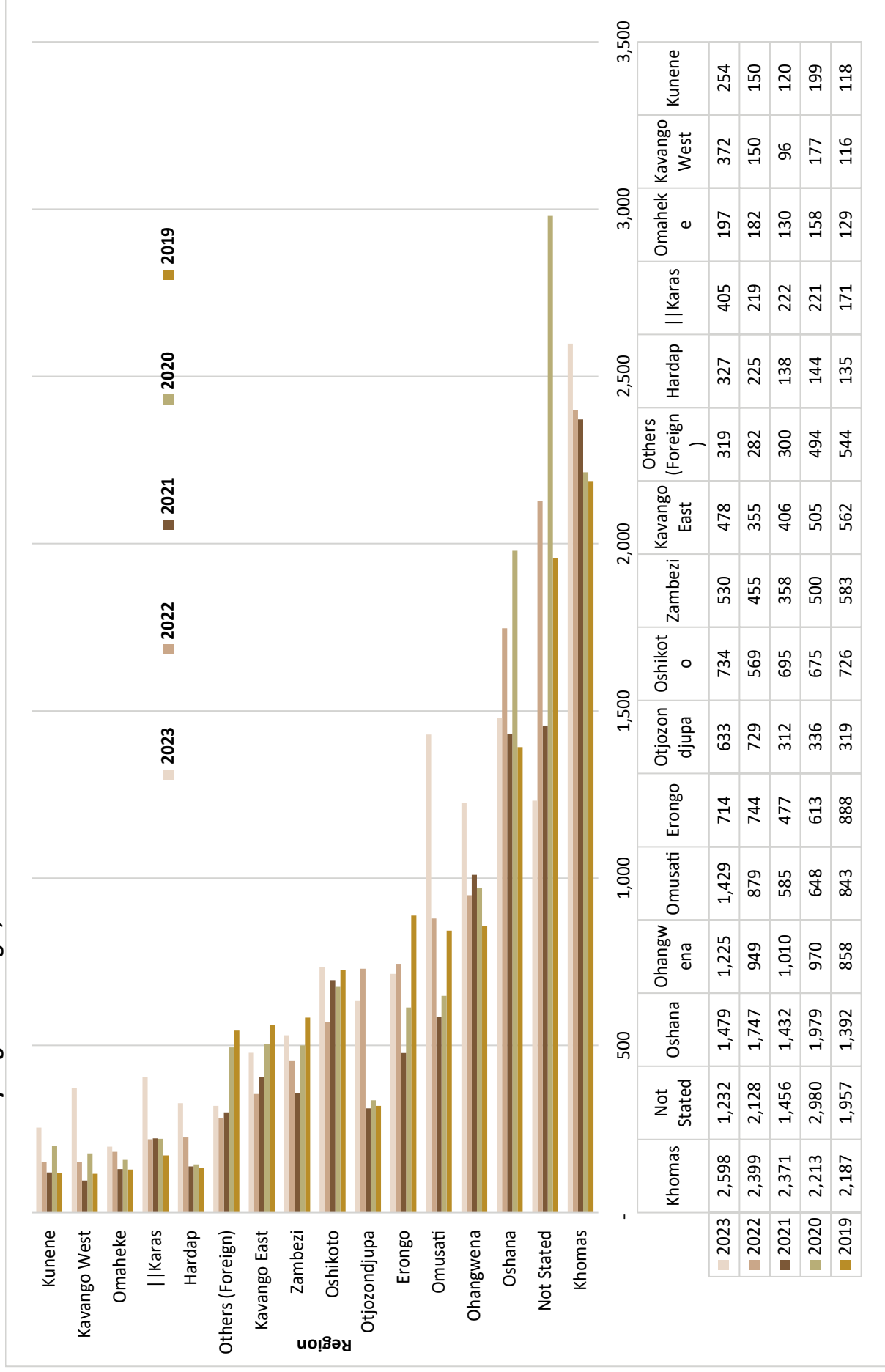


Annexure E: Graduates by NQF Field of Learning, 2019 - 2023



Annexure F: Graduates by NQF Qualification Type, 2019 - 2023



Annexure G: Graduates by Region of Origin, 2019 - 2023

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 as the quotient of the number of females by the number of males enrolled in a given stage of education, in this case, higher education.

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.

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: This term 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 staff member 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 commonly 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 admissions.

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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