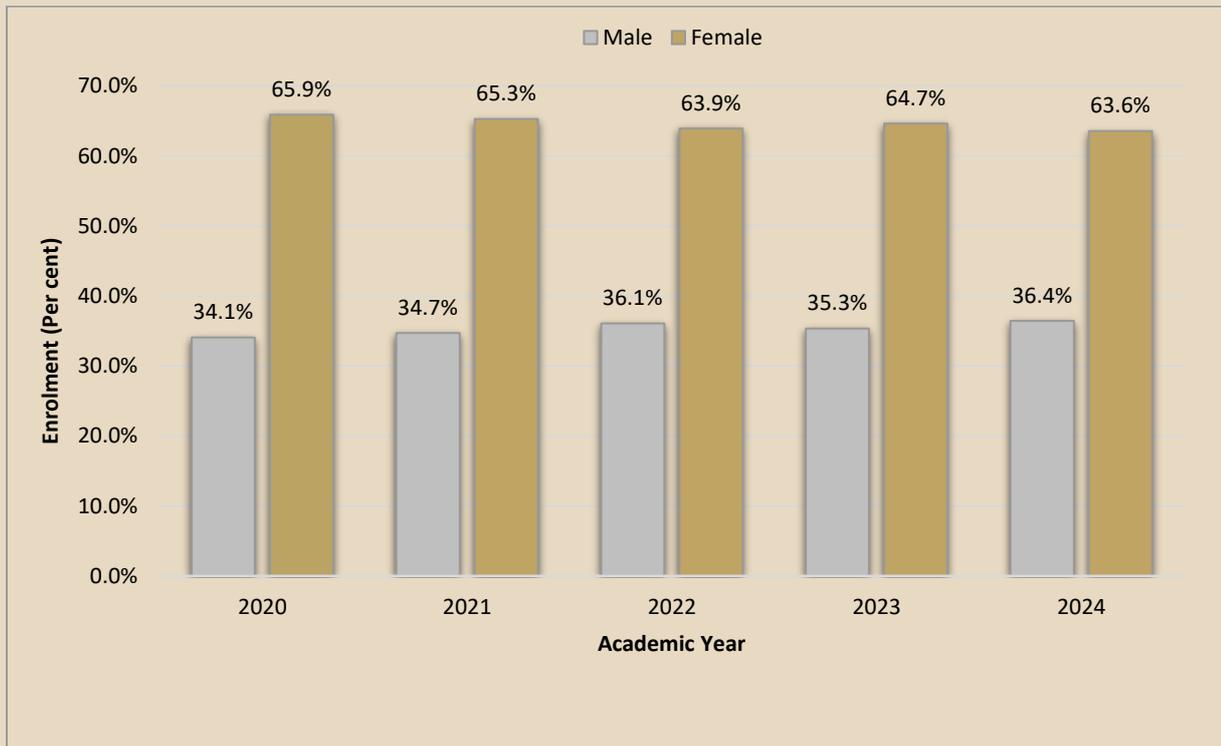


NATIONAL COUNCIL FOR HIGHER EDUCATION



The Publisher

National Council for Higher Education

Physical Address Dr Zedekia Josef Ngavirue Higher Education House
Cnr Hoogenhout and Haddy Streets
Windhoek-West
NAMIBIA

Postal Address PO Box 90890
Klein Windhoek
NAMIBIA

Tel +264 61 287 1500

Email hemis@nche.org.na

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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 embodiment:

- 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 (Pty) Ltd
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
MEIYSAC	Ministry of Education, Innovation, Youth, Sports, Arts and Culture
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
UNAM	University of Namibia
Welwitchia	Welwitchia University

PREFACE

We are honoured to present the 12th edition of the Namibia Higher Education Statistical Yearbook (NHESY). For over a decade, this publication has been a cornerstone for developmental planning, policy analysis, and programme reporting in Namibia’s higher education system. The NCHE remains committed to providing accurate, reliable, and timely data that inform decisions and strengthen the sector policy development.

The Yearbook captures the status of higher education through indicators on enrolment, progression, completion, and staffing. These statistics are vital for monitoring access, equity, and quality, and for aligning Namibia’s priorities with international commitments. The NHESY publication validates annual submissions to the UNESCO Institute for Statistics (UIS), contributes to global monitoring and policy development, and underpins reporting to SADC, the African Union Agenda 2063 Education Strategy, and the Sustainable Development Goals (SDGs).

At the national level, NHESY has provided the evidence base for the task force on 100% subsidised tuition and registration fees, as pronounced by Her Excellency the President. It has also informed the update of the National Human Resources Development (NHRD) Strategy, ensuring alignment with Sixth National Development Plan (NDP6). Most importantly, the Yearbook supports and validates information used for budget estimates to public higher education institutions and serves as a tool for monitoring and evaluating success in strategic and annual plans, as well as NDP6 implementation. Recognising diverse user needs, NHESY is complemented by synopses, available in both print and digital formats. The Synopsis for this edition will be accessible at NCHE website under publications.

We invite you to engage with this Yearbook not only as a statistical resource but as a platform for curiosity and discovery. Each figure and chart tells a story of Namibia’s higher education journey—its achievements, challenges, and opportunities for transformation. By using this information, stakeholders contribute to building a stronger, more inclusive system for the future.

Connect with us on Facebook, Twitter, LinkedIn, and Instagram for timely higher education updates. Share your queries, research needs, and feedback directly through our platforms. Your engagement helps keep Namibia’s higher education information relevant, accessible, and impactful.

Happy reading



Sylvia Demas
DEPUTY EXECUTIVE DIRECTOR

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INTRODUCTION

In 2010, Cabinet directed the Ministry of Education to develop the Higher Education Management Information System (HEMIS) as the national mechanism for collecting, managing, and reporting higher education statistics in Namibia. HEMIS was designed to provide reliable evidence for policy and planning, including budget submissions to public institutions. Submission of data to the National Council for Higher Education (NCHE) is both a registration requirement and a statutory obligation under the Higher Education Act, Act 26 of 2003, and the regulations governing private institutions. This obligation was reinforced by Cabinet's approval of the Minimum Standards for Higher Education Institutions in October 2025, which anchor accountability across governance, programme admissions, curriculum, staffing, progression and graduation, records management, research, infrastructure, finances, and student support services. These provisions ensure that the Yearbook is grounded in a robust regulatory framework, enabling consistent and policy-aligned reporting.

In Namibia, higher education refers to all programmes leading to qualifications beyond Grade 12, excluding vocational training and certain open learning programmes offered by NAMCOL. The Yearbook presents enrolment and graduation information from gazetted public and private institutions, together with staff statistics. Data from international institutions not registered in Namibia are excluded. Figures may not always tally with institutional summaries, as filters are applied to exclude bridging programmes, qualifications below NQF Level 5, and Technical and Vocational Education and Training programmes.

The Yearbook applies agreed standards and definitions benchmarked with the Namibia Statistics Agency, ensuring methodological consistency and comparability across years. Indicators include programme access measured by new entrants, participation measured by gross enrolment ratio, and output measured by completion rate. Data are institutionally reported and undergo annual review to incorporate improvements and respond to evolving user needs.

The publication is organised into three chapters: student enrolment, progression and completion rates, and staff characteristics. Annexures, including a list of variables and a glossary of terms, are provided to enhance clarity and support user engagement.

Intended for policymakers, planners, researchers, academics, and institutional managers, the Yearbook serves as a decision-support tool for assessing career choices, monitoring programme demand, ensuring compliance, and informing workforce planning. It also provides valuable insights for students and career counsellors. By presenting robust, standardised data, the Yearbook strengthens evidence-based planning and contributes to the development of a responsive and inclusive higher education system. It is not merely descriptive but analytical, offering trend insights over time and enabling stakeholders to monitor quality, equity, and institutional performance with confidence.

NOTES TO THE DATA

1. Data presented in this Yearbook are obtained from registered institutions offering higher education with programmes registered on the NQF level 5 - 10.
2. The enrolment of students studying at institutions outside Namibia is not part of this report. Therefore, students funded by NSFAF to study abroad are also not part of the NSFAF-supported students.
3. This report only presents information on higher education programmes at NQF level 5 to 10. 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/Bridging 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 higher education programme. Although they do not lead to qualifications, access/foundation /Bridging 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. Comparative analysis of progression rates between universities and colleges has limitations as progression criteria differ between institutions.
10. Additional detailed information on student progression and graduation is presented in Annexure C to G.
11. The numbers reported are actual and not full-time equivalents, for both students and staff.
12. Missing data is indicated as 'Not Stated' (NS).

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Number of Higher Education Institutions	Indicator	2020		2021		2022		2023		2024	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Total HEIs	16		18		18		18		19	
	Public HEIs	3	18.8%	3	16.7%	3	16.7%	3	16.7%	3	15.8%
	Private HEIs	13	81.3%	15	83.3%	15	83.3%	15	83.3%	16	84.2%
	Total Students	66,656		68,932		71,820		80,226		86,646	
		Enrolment by Sector									
	Public HEIs	47,352	71.0%	47,942	69.5%	47,264	65.8%	47,570	59.3%	51,166	59.1%
	Private HEIs	19,304	29.0%	20,990	30.5%	24,556	34.2%	32,656	40.7%	35,480	40.9%
		Enrolment by Sex									
	Male	22,715	34.1%	23,918	34.7%	25,901	36.1%	28,355	35.3%	31,565	36.4%
	Female	43,941	65.9%	45,014	65.3%	45,919	63.9%	51,871	64.7%	55,081	63.6%
		Enrolment by Offering Type									
	Full-time	40,512	61.0%	40,514	58.8%	47,638	66.3%	54,817	68.3%	61,009	70.4%
	Part-time	8,616	13.0%	13,195	19.1%	8,523	11.9%	7,609	9.5%	9,912	11.4%
	Distance	17,528	26.0%	15,223	22.1%	15,659	21.8%	17,800	22.2%	15,725	18.1%
		Enrolment by NQF Field of Learning									
	Agriculture and Nature Conservation	1,231	1.9%	1,409	2.0%	1,643	2.3%	2,114	2.6%	2,817	3.3%
	Business, Commerce and Management Studies	14,560	21.8%	14,326	20.8%	14,458	20.1%	14,605	18.2%	17,128	19.8%
	Communication Studies and Language	2,281	3.4%	2,182	3.2%	2,318	3.2%	1,594	2.0%	4,303	5.0%
	Culture and the Arts	796	1.2%	851	1.2%	878	1.2%	696	0.9%	513	0.6%
	Education, Training and Development	30,682	46.0%	30,991	45.0%	30,558	42.5%	33,786	42.1%	33,600	38.8%
	Manufacturing, Engineering and Technology	1,911	2.9%	2,386	3.5%	2,671	3.7%	3,091	3.9%	3,329	3.8%
	Human and Social Studies	1,172	1.8%	1,216	1.8%	797	1.1%	1,233	1.5%	988	1.1%
	Law, Military Science and Security	1,903	2.9%	2,204	3.2%	2,550	3.6%	2,652	3.3%	3,027	3.5%
	Health Sciences and Social Services	6,648	10.0%	8,079	11.7%	10,254	14.3%	13,666	17.0%	12,360	14.3%
	Physical, Mathematical and Computer Sciences	4,040	6.1%	3,828	5.6%	4,340	6.0%	5,227	6.5%	6,543	7.6%
	Physical Planning and Construction	987	1.5%	1,033	1.5%	986	1.4%	1,188	1.5%	1,044	1.2%
	Services and Life Sciences	445	0.7%	427	0.6%	367	0.5%	374	0.5%	994	1.1%

NAMIBIA HIGHER EDUCATION KEY INDICATORS – continued

Indicator	2020		2021		2022		2023		2024	
	Male	Female								
Total Graduates	3,617	8,997	2,896	7,212	3,851	8,289	4,002	8,924	4,776	10,835
	12,614		10,108		12,140		12,926		15,611	
Graduates by NQF Field of Learning	Number	Per cent								
Agriculture and Nature Conservation	196	1.6%	204	2.0%	240	2.0%	327	2.5%	380	2.4%
Business, Commerce and Management Studies	3,318	26.3%	2,129	21.1%	2,502	20.6%	2,311	17.9%	3,209	20.6%
Communication Studies and Language	212	1.7%	195	1.9%	382	3.1%	260	2.0%	377	2.4%
Culture and the Arts	129	1.0%	124	1.2%	94	0.8%	125	1.0%	130	0.8%
Education, Training and Development	5,702	45.2%	4,103	40.6%	5,283	43.5%	5,778	44.7%	5,462	35.0%
Manufacturing, Engineering and Technology	254	2.0%	267	2.6%	408	3.4%	461	3.6%	458	2.9%
Human and Social Studies	182	1.4%	129	1.3%	128	1.1%	177	1.4%	202	1.3%
Law, Military Science and Security	399	3.2%	358	3.5%	443	3.6%	455	3.5%	609	3.9%
Health Sciences and Social Services	1,158	9.2%	1,885	18.6%	1,762	14.5%	2,101	16.3%	3,177	20.4%
Physical, Mathematical and Computer Sciences	672	5.3%	424	4.2%	646	5.3%	633	4.9%	1,055	6.8%
Physical Planning and Construction	188	1.5%	182	1.8%	188	1.5%	248	1.9%	237	1.5%
Services and Life Sciences	204	1.6%	108	1.1%	64	0.5%	50	0.4%	315	2.0%
Graduates by NQF Qualification Type										
Certificate	1,550	12.3%	1,365	13.5%	1,101	9.1%	1,820	14.1%	2,319	14.9%
Diploma	3,503	27.8%	2,577	25.5%	2,905	23.9%	2,609	20.2%	3,870	24.8%
Bachelor Degree	1,968	15.6%	1,852	18.3%	1,678	13.8%	1,853	14.3%	2,343	15.0%
Professional Bachelor Degree	767	6.1%	926	9.2%	1,088	9.0%	1,251	9.7%	626	4.0%
Bachelor Honours Degree	3,939	31.2%	2,915	28.8%	4,339	35.7%	4,435	34.3%	5,298	33.9%
Post-graduate Certificate/Diploma	429	3.4%	261	2.6%	627	5.2%	621	4.8%	670	4.3%
Master Degree	383	3.0%	200	2.0%	383	3.2%	324	2.5%	452	2.9%
Doctoral Degree	75	0.6%	12	0.1%	19	0.2%	13	0.1%	33	0.2%

NATIONAL COUNCIL FOR HIGHER EDUCATION

NAMIBIA HIGHER EDUCATION KEY INDICATORS – continued

Indicator	2020		2021		2022		2023		2024		
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	
Academic	3,869	64.9%	4,078	69.8%	4,172	67.3%	4,281	65.2%	4,555	64.2%	
Non-Academic	2,097	35.1%	1,764	30.2%	2,030	32.7%	2,285	34.8%	2,535	35.8%	
Total Staff	5,966		5,842		6,202		6,566		7,090		
Academic Staff by Highest Qualification											
Staff	Diploma	403	10.4%	464	11.4%	379	9.1%	351	5.3%	257	3.6%
	Bachelor Degree	447	11.6%	462	11.3%	451	10.8%	580	8.8%	276	3.9%
	Bachelor Honours & Professional Degree	590	15.2%	572	14.0%	623	14.9%	616	9.4%	619	8.7%
	Postgraduate Cert/Dip					76	1.8%	78	1.2%	73	1.0%
	Master Degree	1,729	44.7%	1,792	43.9%	1,775	42.5%	1,690	25.7%	2,186	30.8%
	Doctoral Degree	684	17.7%	777	19.1%	804	19.3%	813	12.4%	926	13.1%
	Not Stated	16	0.4%	11	0.3%	64	1.5%	153	2.3%	218	3.1%

EXECUTIVE SUMMARY

During the 2024 academic year, student enrolment in higher education increased by 6,420, rising from 80,226 in 2023 to 86,646. The number of Higher Education Institutions (HEIs) reporting data stood at 19, comprising three public and sixteen registered private institutions. This increase reflects the inclusion of Botho University Namibia, which submitted data in 2024 but not in 2023.

Most students (70.4 per cent) were enrolled full-time, while 18.1 per cent studied through distance learning and 11.4 per cent part-time. A total of 21,479 students, representing one quarter of the overall enrolment, entered the first year of undergraduate and postgraduate programmes.

Bachelor degrees, including Professional Bachelor and Honours qualifications, accounted for the majority of enrolments (64.8 per cent). Certificates and Diplomas represented 28.7 per cent, while only 6.5 per cent of students pursued Master or Doctoral degrees. In terms of fields of learning, Education, Training and Development was the most popular (38.8 per cent), followed by Business, Commerce and Management Studies (19.8 per cent) and then Health Sciences and Social Services (14.3 per cent). Overall, 30.1 per cent of students were enrolled in STEM fields.

The Namibia Student Financial Assistance Fund (NSFAF) was the leading sponsor, supporting 47 per cent of students. Of the total student population, 97 per cent were Namibian, with the remainder largely from Zimbabwe (1 per cent) and Angola (0.5 per cent).

Progression rates indicate that 71 per cent of students passed examinations and advanced to the next academic year. Male students generally recorded lower pass rates and higher failure rates across institutions. Success rates varied by type of institution: private HEIs achieved a progression rate of 82 per cent compared to 64 per cent in public HEIs. Among the two public universities, NUST recorded a higher progression rate (68 per cent) than UNAM (60 per cent). A total of 34,889 students sat for final examinations in 2024, of whom 44.7 per cent obtained qualifications. At undergraduate level, Bachelor Honours graduates achieved the highest completion rate (56 per cent), while Bachelor degree graduates recorded the lowest (38.6 per cent).

HEIs employed 7,090 staff members in 2024. Of these, 77 per cent (5,456) worked in public institutions and 23 per cent (1,634) in private institutions. Nationally, the ratio of administrative to academic staff was 1:3, consistent with the Minimum Standards for Higher Education Institutions in Namibia. Among academic and academic support staff, 48 per cent held a Master degree and 20 per cent a Doctoral degree as their highest qualification.

CHAPTER 1: STUDENT ENROLMENT

This chapter presents an overview of participation in Namibia’s higher education system, focusing on programmes classified at NQF Levels 5 to 10. The analysis draws on data submitted for the 2024 academic year by 19 institutions, comprising three public universities and sixteen registered private higher education providers.

Public Institutions

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

Private Institutions

ALI	African Leadership Institute
Botho	Botho University of Namibia
Headstart Montessori	Headstart Montessori Teacher Training College
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	Welwitchia University

1.1 Enrolment Growth

In 2024, total student enrolment in Namibia’s higher education system reached 86,646, reflecting continued expansion across both public and private institutions. This figure represents an increase of 6,420 students, or 8 per cent, compared to the 80,226 recorded in 2023. Male enrolments rose to 31,565 from 28,355 in the previous year, while female enrolments increased to 55,081 from 51,871.

Although women remained the majority, accounting for 63.6 per cent of enrolments in 2024, their share declined slightly from 64.7 per cent in 2023. Male participation grew from 35.3 per cent to 36.4 per cent, narrowing the gender gap (Table 1.1). This shift indicates that men are entering higher education at a faster rate, even as women continue to dominate overall participation. The trend carries important implications for equity monitoring and programme planning, as institutions must expand infrastructure and staffing to sustain quality while ensuring balanced outcomes for both sexes.

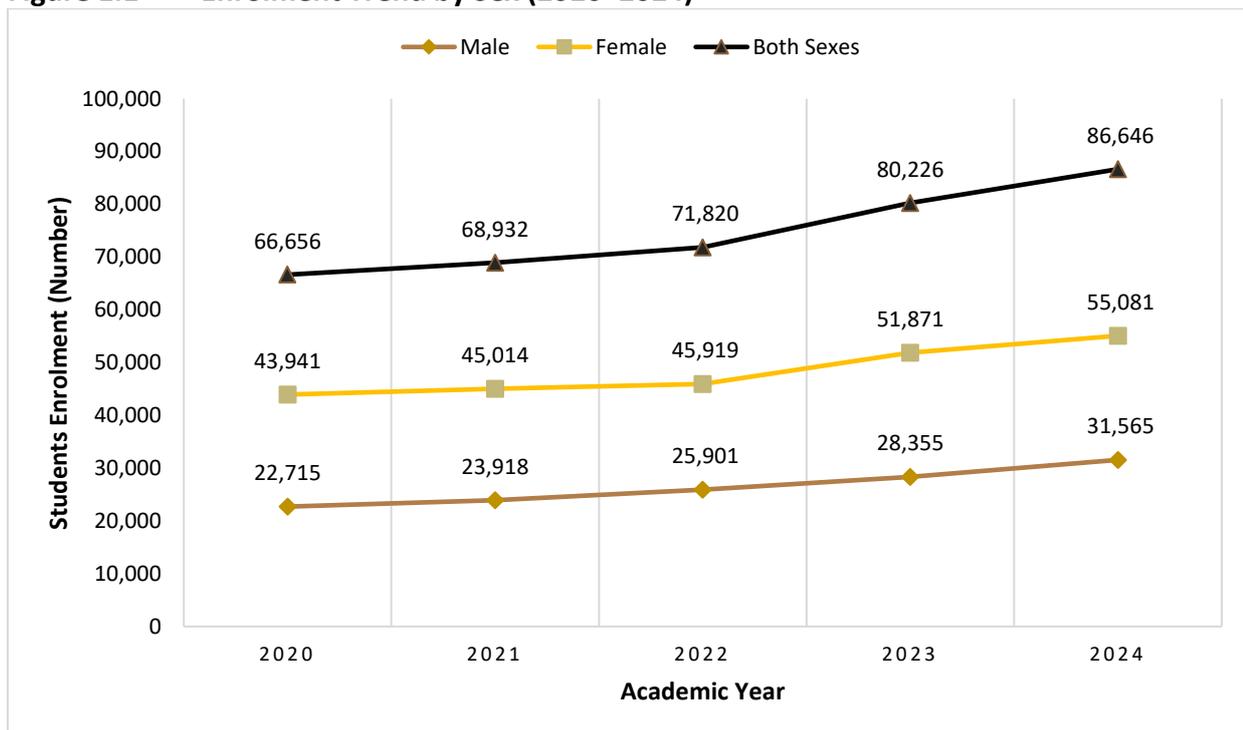
¹Even though NAMCOL is not classified as a Higher Education Institution by the Higher Education Act, it is included in this publication because its programmes are registered on the NQF as higher education programmes.

Table 1.1 Enrolment by Academic Year and by Sex, 2024

Year	Number			Per cent		
	Sex		Both Sexes	Sex		Both Sexes
	Male	Female		Male	Female	
2020	22,715	43,941	66,656	34.1%	65.9%	100.0%
2021	23,918	45,014	68,932	34.7%	65.3%	100.0%
2022	25,901	45,919	71,820	36.1%	63.9%	100.0%
2023	28,355	51,871	80,226	35.3%	64.7%	100.0%
2024	31,565	55,081	86,646	36.4%	63.6%	100.0%

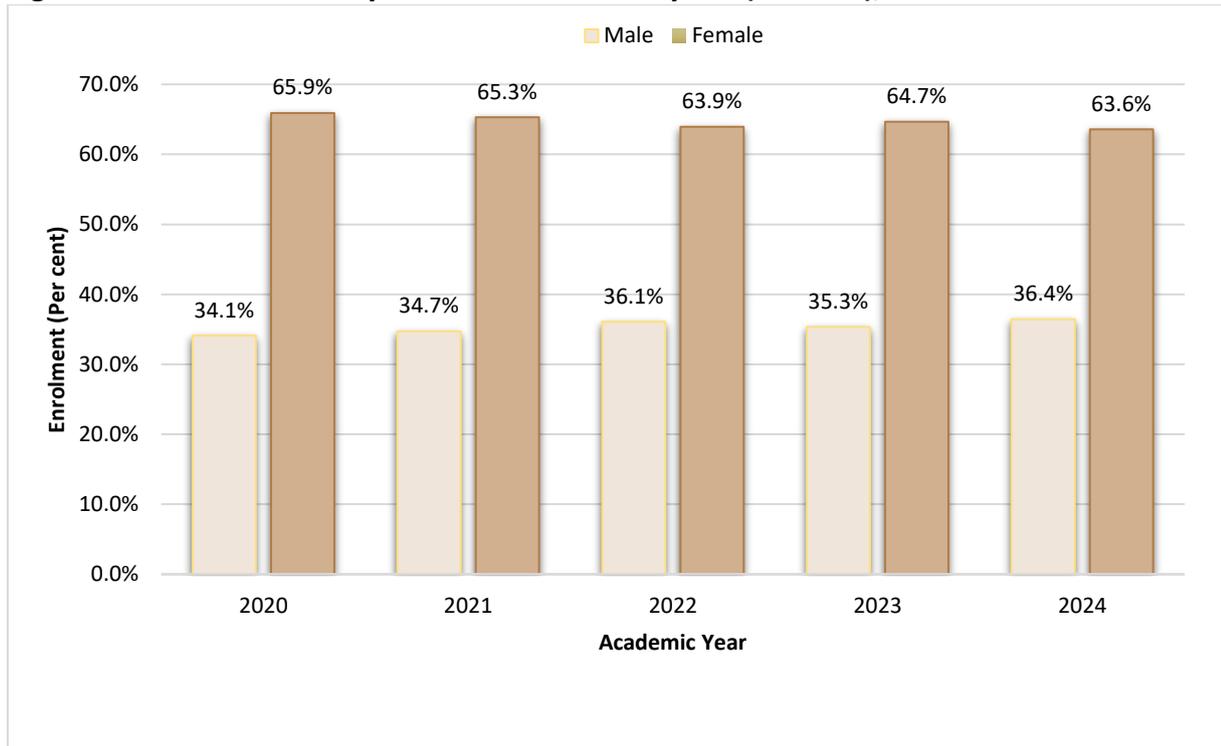
Over the past five years, total enrolment in Namibia’s higher education system grew by 30 per cent, rising from 66,656 students in 2020 to 86,646 in 2024 (Figure 1.1). Female enrolment rose from 43,941 to 55,081, an increase of 25 per cent, while male enrolment expanded more rapidly, from 22,715 to 31,565, representing a 39 per cent rise.

Figure 1.1 Enrolment Trend by Sex (2020–2024)



As a proportion of total enrolment, the share of female students declined from 65.9 per cent in 2020 to 63.6 per cent in 2024, while the proportion of male students increased from 34.1 per cent to 36.4 per cent over the same period. Despite this marginal shift, the gender gap in student enrolment remains substantial (Figure 1.2).

Figure 1.2 Enrolment by Academic Year and by Sex (Per cent), 2020-2024



1.2 Gross Enrolment Ratio By Sex

The Gross Enrolment Ratio (GER) measures the extent of access to an education level. The Gross Enrolment Ratio (GER) reflects the level of access to higher education by comparing the total number of students enrolled in higher education programmes—irrespective of age—with the population aged 19 to 23 years. In 2020, the GER stood at 27.8 per cent and rose to 33.1 per cent by 2024, marking an increase of 5.3 percentage points over the five-year period (Table 1.2).

Enrolment ratio by sex is a key indicator of gender parity. UNESCO defines the Gender Parity Index (GPI) as a socioeconomic measure used to assess gender equality in participation to education, typically based on enrolment ratios between male and female students.

The Gender Parity Index (GPI) in higher education consistently exceeded 1.70 between 2020 and 2024, demonstrating that female enrolment rates were substantially higher than those of males. In 2020, the GPI stood at 1.90, meaning that for every male student enrolled, there were almost two female students. By 2024, the GPI had declined slightly to 1.74, reflecting a modest narrowing of the gender gap, although female participation continued to outpace male enrolment. In 2024, Namibia’s GPI of 1.70 indicates that female enrolment was 70 per cent higher than male enrolment.

Table 1.2 Gross Enrolment Ratio by Sex, 2020–2024

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
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%
2024	132,277	129,648	261,925	31,565	55,081	86,646	23.9%	41.6%	33.1%

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

1.3 Enrolment by Higher Education Institutions

In the 2024 academic year, a total of 51,166 students were enrolled at public HEIs, while 35,480 students were registered at private HEIs. Compared to the previous year, public HEIs recorded a net increase of 3,596 students, whereas private HEIs experienced a growth of 2,824 students (Table 1.3).

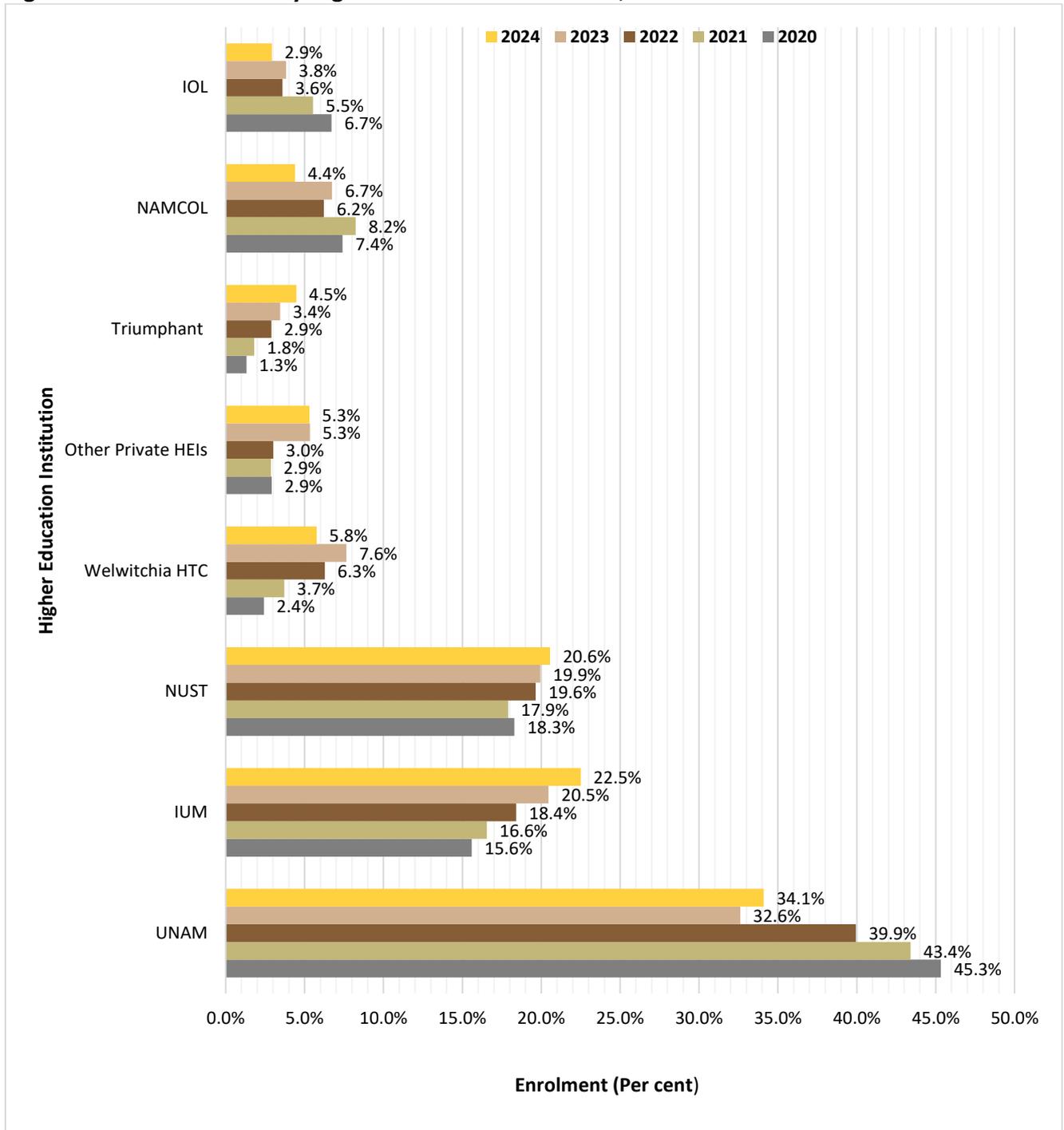
Table 1.3 Enrolment by Higher Education Institutions, 2020 - 2024

Higher Education Institutions	Students Enrolment (Number)				
	2020	2021	2022	2023	2024
UNAM	30,216	29,923	28,685	26,164	29,546
NUST	12,197	12,340	14,111	15,996	17,816
NAMCOL	4,939	5,679	4,468	5,410	3,804
Public HEI Total	47,352	47,942	47,264	47,570	51,166
IUM	10,396	11,409	13,225	16,416	19,497
Welwitchia HTC	1,612	2,552	4,510	6,134	4,988
IOL	4,473	3,815	2,582	3,064	2,531
Triumphant	878	1,245	2,078	2,766	3,871
I-Care HTI	-	-	-	1,268	967
Shiramed MI	-	-	-	624	308
River Higher	511	283	457	625	434
ITC-Lingua	750	684	569	609	1,849
Headstart Montessori	448	494	488	433	341
Sunshine	-	44	147	293	223
Limkokwing	-	47	28	160	185
ALI	30	69	115	122	153
St. Charles Lwanga	50	57	63	57	50
Botho	21	28	67	-	40
NETS	33	19	34	33	37
Philippi Trust	11	11	66	52	6
Tulipohamba TAI	91	233	127	-	-
Private HEI Total	19,304	20,990	24,556	32,656	35,480
Grand Total	66,656	68,932	71,820	80,226	86,646

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

Between 2023 and 2024, the largest increases in student enrolment were recorded at IUM, NUST, and UNAM, respectively. In contrast, the most notable declines occurred at NAMCOL and Welwitchia University (Figure 1.3).

Figure 1.3 Enrolment by Higher Education Institutions, 2020 - 2024



Please note that HEIs with enrolment below 2,000 students were grouped as other Private HEIs

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

In 2024, higher education institutions (HEIs) in Namibia enrolled a total of 21,479 new first-year students. The largest share was admitted by the International University of Management (IUM), which accounted for 34.0 per cent of total enrolments (7,309 students), followed by the Namibia University of Science and Technology (NUST) with 29.9 per cent (6,426 students), and the University of Namibia (UNAM) with 8.9 per cent (1,920 students). Welwitchia University and NAMCOL enrolled 7.4 per cent

and 5.4 per cent of first-year students, respectively. At the lower end of the distribution, NETS admitted the fewest new students (22), while Botho, Limkokwing and Philippi Trust did not report any new enrolments at NQF Level 5 and above.

Table 1.4 Enrolment of New First-year Students, 2024

HEI Name	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	101	1,057	1,158	1.3%	7.7%	5.4%
UNAM	756	1,164	1,920	9.8%	8.5%	8.9%
NUST	3,127	3,299	6,426	40.5%	24.0%	29.9%
Public Total	3,984	5,520	9,504	51.7%	40.1%	44.2%
Botho	0	0	0	0.0%	0.0%	0.0%
Limkokwing	0	0	0	0.0%	0.0%	0.0%
Philippi Trust	0	0	0	0.0%	0.0%	0.0%
NETS	11	11	22	0.1%	0.1%	0.1%
St. Charles Lwanga	43	0	43	0.6%	0.0%	0.2%
Shiramed MI	19	61	80	0.2%	0.4%	0.4%
ALI	63	90	153	0.8%	0.7%	0.7%
River Higher IT	73	126	199	0.9%	0.9%	0.9%
Sunshine Private College	78	145	223	1.0%	1.1%	1.0%
ITC-Lingua	94	136	230	1.2%	1.0%	1.1%
Headstart	15	230	245	0.2%	1.7%	1.1%
I-Care HTI	38	276	314	0.5%	2.0%	1.5%
TRIUMPHANT COLLEGE	302	367	669	3.9%	2.7%	3.1%
IOL	222	818	1,040	2.9%	5.9%	4.8%
Welwitchia University	292	1301	1,593	3.8%	9.5%	7.4%
IUM	2,551	4,758	7,309	33.1%	34.6%	34.0%
Private Total	3,728	8,247	11,975	48.3%	59.9%	55.8%
Grand Total	7,712	13,767	21,479	100.0%	100.0%	100.0%

1.5 Enrolment by Higher Education Institutions and by Sex

Table 1.5 shows that female enrolment in higher education institutions (HEIs) was substantially higher than male enrolment in 2024, with women accounting for nearly two-thirds of all students (63.6 per cent). Public HEIs enrolled 51,166 students, of whom 60.4 per cent were female, while private HEIs enrolled 35,480 students, with an even larger female share of 68.1 per cent.

Although enrolment favoured female students across most institutions, male enrolment was higher at faith-based colleges such as NETS and St. Charles Lwanga, as well as at Botho University and Limkokwing University. By contrast, NUST exhibited the most balanced gender distribution, with nearly equal numbers of male and female students.

Table 1.5 Enrolment by Higher Education Institutions and by Sex, 2024

HEI Name	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
NAMCOL	284	3520	3,804	0.9%	6.4%	4.4%
NUST	8973	8843	17,816	28.4%	16.1%	20.6%
UNAM	11,010	18,536	29,546	34.9%	33.7%	34.1%
Public Total	20,267	30,899	51,166	64.2%	56.1%	59.1%
Philippi Trust	0	6	6	0.0%	0.0%	0.0%
NETS	23	14	37	0.1%	0.0%	0.0%
Botho University	28	12	40	0.1%	0.0%	0.0%
St. Charles Lwanga	50	0	50	0.2%	0.0%	0.1%
ALI	63	90	153	0.2%	0.2%	0.2%
Limkokwing University	109	76	185	0.3%	0.1%	0.2%
Sunshine Private College	78	145	223	0.2%	0.3%	0.3%
Shiramed MI	78	230	308	0.2%	0.4%	0.4%
Headstart	23	318	341	0.1%	0.6%	0.4%
River Higher IT	178	256	434	0.6%	0.5%	0.5%
I-Care HTI	95	872	967	0.3%	1.6%	1.1%
ITC-Lingua	661	1,188	1,849	2.1%	2.2%	2.1%
IOL	488	2,043	2,531	1.5%	3.7%	2.9%
TRIUMPHANT COLLEGE	1,763	2,108	3,871	5.6%	3.8%	4.5%
Welwitchia University	1,026	3,962	4,988	3.3%	7.2%	5.8%
IUM	6,635	12,862	19,497	21.0%	23.4%	22.5%
Private Total	11,298	24,182	35,480	35.8%	43.9%	40.9%
Grand Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

1.6 Enrolment by Age

Students within the theoretical higher education age of 23 years accounted for a cumulative 32.3 per cent of total enrolment in 2024 (Table 1.6). The median age of students enrolled was between 25 and 29 years, a group that alone represented 26.6 per cent of the total. Enrolment beyond the age of 30 remained significant, with 22.1 per cent of students aged 30–39, underscoring the continued participation of mature learners in higher education.

Table 1.6 Enrolment by Age, 2024

Age Group	Number of Students	Per cent	Cumulative Per cent
Less than 20	707	0.8%	0.8%
20	4,240	4.9%	5.7%
21	6,599	7.6%	13.3%
22	8,132	9.4%	22.7%
23	8,268	9.5%	32.3%
24	7,576	8.7%	41.0%
25 - 29	23,015	26.6%	67.6%
30 - 39	19,185	22.1%	89.7%
40 - 49	5,380	6.2%	95.9%
50 and +	994	1.1%	97.1%
Not Stated	2,550	2.9%	100.0%
Total	86,646	100.0%	

1.7 Enrolment by Age and by Sex

The age groups 25–29 and 30–39 accounted for the largest shares of total enrolment in 2024, representing 26.6 per cent and 22.1 per cent respectively (Table 1.7). Male students consistently constituted a higher proportion across the younger age categories (below 30 years), whereas female enrolments predominated in the 30–39 and 40–49 age groups. This pattern suggests that women were more likely to pursue higher education or continue their studies later in life, while men were more strongly represented among younger cohorts.

Table 1.7 Enrolment by Age and by Sex, 2024

Age Group	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Less than 20	258	449	707	0.8%	0.8%	0.8%
20	1,559	2,681	4,240	4.9%	4.9%	4.9%
21	2,484	4,115	6,599	7.9%	7.5%	7.6%
22	3,196	4,936	8,132	10.1%	9.0%	9.4%
23	3,278	4,990	8,268	10.4%	9.1%	9.5%
24	3,103	4,473	7,576	9.8%	8.1%	8.7%
25 - 29	8,925	14,090	23,015	28.3%	25.6%	26.6%
30 - 39	5,797	13,388	19,185	18.4%	24.3%	22.1%
40 - 49	1,625	3,755	5,380	5.1%	6.8%	6.2%
50 and +	344	650	994	1.1%	1.2%	1.1%
Not Stated	996	1554	2,550	3.2%	2.8%	2.9%
Grand Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

1.8 Enrolment by Age and by NQF Qualification Type

Almost two-thirds of students registered for Professional Bachelor degree programmes were aged 23 years or younger. In comparison, enrolments in Bachelor degrees and Bachelor Honours degrees only passed the 50 per cent mark once students aged 24 years and above were included.

By contrast, students aged 25 to 39 years represented the majority of enrolments in undergraduate certificates and diplomas, as well as in postgraduate qualifications. This underscores the strong participation of mid-career learners in both entry-level and advanced qualifications (Table 1.8)

Table 1.8 Enrolment by Age Group by NQF Qualification Type, 2024

Age group	Certificates		Diplomas		Bachelor Degree		Professional Bachelor Degree		Bachelor Honours Degree		Postgraduate Certificate/Diploma		Master Degree		Doctorate Degree		Access and Foundation Programmes	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Less than 20	54	0.8%	89	0.6%	289	1.6%	74	2.0%	200	0.6%	-	0.0%	-	0.0%	-	0.0%	1	0.0%
20	188	2.7%	403	2.8%	1,553	8.7%	595	15.9%	1,475	4.3%	-	0.0%	-	0.0%	-	0.0%	26	0.7%
21	339	4.9%	787	5.4%	2,271	12.7%	609	16.2%	2,553	7.4%	1	0.1%	-	0.0%	-	0.0%	39	1.1%
22	430	6.2%	1,091	7.5%	2,288	12.8%	533	14.2%	3,749	10.8%	-	0.0%	-	0.0%	-	0.0%	41	1.2%
23	517	7.5%	1,156	8.0%	1,807	10.1%	535	14.3%	4,172	12.1%	3	0.2%	-	0.2%	-	0.0%	72	2.1%
24	560	8.1%	1,092	7.6%	1,475	8.3%	356	9.5%	3,942	11.4%	14	1.0%	6	0.7%	-	0.0%	112	3.2%
25 - 29	2,073	30.0%	3,724	25.8%	4,035	22.6%	619	16.5%	10,880	31.5%	236	16.4%	25	20.0%	-	2.2%	12	20.3%
30 - 39	2,172	31.5%	4,415	30.5%	3,086	17.3%	274	7.3%	5,646	16.3%	744	51.8%	731	53.8%	12	38.4%	208	19.3%
40 - 49	475	6.9%	1,371	9.5%	760	4.3%	40	1.1%	1,351	3.9%	348	24.2%	1,971	20.4%	202	37.3%	87	2.5%
50 and +	78	1.1%	253	1.8%	95	0.5%	3	0.1%	163	0.5%	83	5.8%	746	4.8%	119	22.0%	24	0.7%
Not Stated	15	0.2%	75	0.5%	191	1.1%	114	3.0%	446	1.3%	7	0.5%	6	0.2%	1	0.2%	1695	48.8%
Total	6,901	100.0%	14,456	100.0%	17,850	100.0%	3,752	100.0%	34,577	100.0%	1,436	100.0%	3,661	100.0%	542	100.0%	3,471	100.0%
Per cent																		
Less than 20	0.8%	0.6%	1.6%	2.0%	0.6%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
20	2.7%	2.8%	8.7%	15.9%	4.3%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%
21	4.9%	5.4%	12.7%	16.2%	7.4%	0.1%	0.0%	0.0%	7.4%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%
22	6.2%	7.5%	12.8%	14.2%	10.8%	0.0%	0.0%	0.0%	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%
23	7.5%	8.0%	10.1%	14.3%	12.1%	0.2%	0.2%	0.2%	12.1%	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	0.0%	2.1%	2.1%
24	8.1%	7.6%	8.3%	9.5%	11.4%	1.0%	0.7%	0.7%	11.4%	1.0%	1.0%	0.7%	0.7%	0.0%	0.0%	0.0%	3.2%	3.2%
25 - 29	30.0%	25.8%	22.6%	16.5%	31.5%	16.4%	20.0%	20.0%	31.5%	16.4%	16.4%	20.0%	20.0%	2.2%	2.2%	2.2%	20.3%	20.3%
30 - 39	31.5%	30.5%	17.3%	7.3%	16.3%	51.8%	53.8%	53.8%	16.3%	51.8%	51.8%	53.8%	53.8%	38.4%	38.4%	38.4%	19.3%	19.3%
40 - 49	6.9%	9.5%	4.3%	1.1%	3.9%	24.2%	20.4%	20.4%	3.9%	24.2%	24.2%	20.4%	20.4%	37.3%	37.3%	37.3%	2.5%	2.5%
50 and +	1.1%	1.8%	0.5%	0.1%	0.5%	5.8%	4.8%	4.8%	0.5%	5.8%	5.8%	4.8%	4.8%	22.0%	22.0%	22.0%	0.7%	0.7%
Not Stated	0.2%	0.5%	1.1%	3.0%	1.3%	0.5%	0.2%	0.2%	1.3%	0.5%	0.5%	0.2%	0.2%	0.2%	0.2%	0.2%	48.8%	48.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	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 provision is categorised into three offering types: full-time, part-time, and distance learning. Table 1.9(a) indicates that the majority of students were enrolled in full-time study (70.4 per cent), with smaller share registered in distance learning (18.1 per cent) and part-time study (11.4 per cent).

Within public institutions, the distribution followed a similar pattern: 67.2 per cent of students studied full-time, 20.1 per cent pursued distance learning, and 12.8 per cent were enrolled part-time. The same trend was observed in private higher education institutions (HEIs), where 75.1 per cent of students studied full-time, compared to 15.4 per cent in distance learning and 9.5 per cent in part-time study.

Overall, the information demonstrates a clear predominance of full-time enrolment across both public and private HEIs, with distance learning representing the second most common mode of study and part-time enrolment consistently accounting for the smallest share.

Table 1.9 (a) Enrolment by Offering Type, 2024

Offering Type	Number	Per cent
Full time	34,364	67.2%
Part time	6,527	12.8%
Distance	10,275	20.1%
Public HEI Total	51,166	100.0%
Full time	26,645	75.1%
Part time	3,385	9.5%
Distance	5,450	15.4%
Private HEI Total	35,480	100.0%
Full time	61,009	70.4%
Part time	9,912	11.4%
Distance	15,725	18.1%
Grand Total	86,646	100.0%

Table 1.9(b) shows that most full-time students were enrolled at UNAM (38.3 per cent), IUM (26.2 per cent), and NUST (18.1 per cent). In contrast, part-time enrolments were concentrated at NUST (46.7 per cent), followed by IUM (30.8 per cent) and UNAM (19.1 per cent).

For distance education, the largest shares of students were registered at UNAM (27.3 per cent), NAMCOL (24.2 per cent), and IOL (16.1 per cent). Institutions such as ALI, NAMCOL, IOL, Headstart Montessori, Philippi Trust, and Sunshine offered no full-time or part-time study modes, with their provision limited exclusively to distance learning.

Overall, the data highlight the differentiated institutional roles in Namibia’s higher education system: UNAM, IUM, and NUST dominate full-time and part-time provision, while NAMCOL and IOL are central to distance education pathways (Table 1.9b).

Table 1.9 (b) Enrolments by Higher Education Institution and by Offering Type, 2024

HEI name	Offering Type Number				Offering Type Per cent			
	Full Time	Part Time	Distance	Total	Full Time	Part Time	Distance	Total
UNAM	23,349	1,897	4,300	29,546	38.3%	19.1%	27.3%	34.1%
IUM	15,969	3,055	473	19,497	26.2%	30.8%	3.0%	22.5%
NUST	11,015	4,630	2,171	17,816	18.1%	46.7%	13.8%	20.6%
Welwitchia University	4,988	-	-	4,988	8.2%	0.0%	0.0%	5.8%
Triumphant College	2,926	107	838	3,871	4.8%	1.1%	5.3%	4.5%
NAMCOL	-	-	3,804	3,804	0.0%	0.0%	24.2%	4.4%
IOL	-	-	2,531	2,531	0.0%	0.0%	16.1%	2.9%
ITC-Lingua	753	220	876	1,849	1.2%	2.2%	5.6%	2.1%
I-Care HTI	967	-	-	967	1.6%	0.0%	0.0%	1.1%
River Higher IT	412	3	19	434	0.7%	0.0%	0.1%	0.5%
Headstart	-	-	341	341	0.0%	0.0%	2.2%	0.4%
Shiramed MI	308	-	-	308	0.5%	0.0%	0.0%	0.4%
Sunshine	4	-	219	223	0.0%	0.0%	1.4%	0.3%
Limkokwing	185	-	-	185	0.3%	0.0%	0.0%	0.2%
ALI	-	-	153	153	0.0%	0.0%	1.0%	0.2%
St. Charles Lwanga	50	-	-	50	0.1%	0.0%	0.0%	0.1%
Botho University	40	-	-	40	0.1%	0.0%	0.0%	0.0%
NETS	37	-	-	37	0.1%	0.0%	0.0%	0.0%
Philippi Trust	6	-	-	6	0.0%	0.0%	0.0%	0.0%
Total	61,009	9,912	15,725	86,646	0.0%	0.0%	0.0%	0.0%

Table 1.9(c) and Figure 1.4 reveal a clear gender disparity in study mode preferences. A total of 75.5 per cent of male students were enrolled in full-time study, which is approximately eight percentage points higher than the 67.5 per cent of female students.

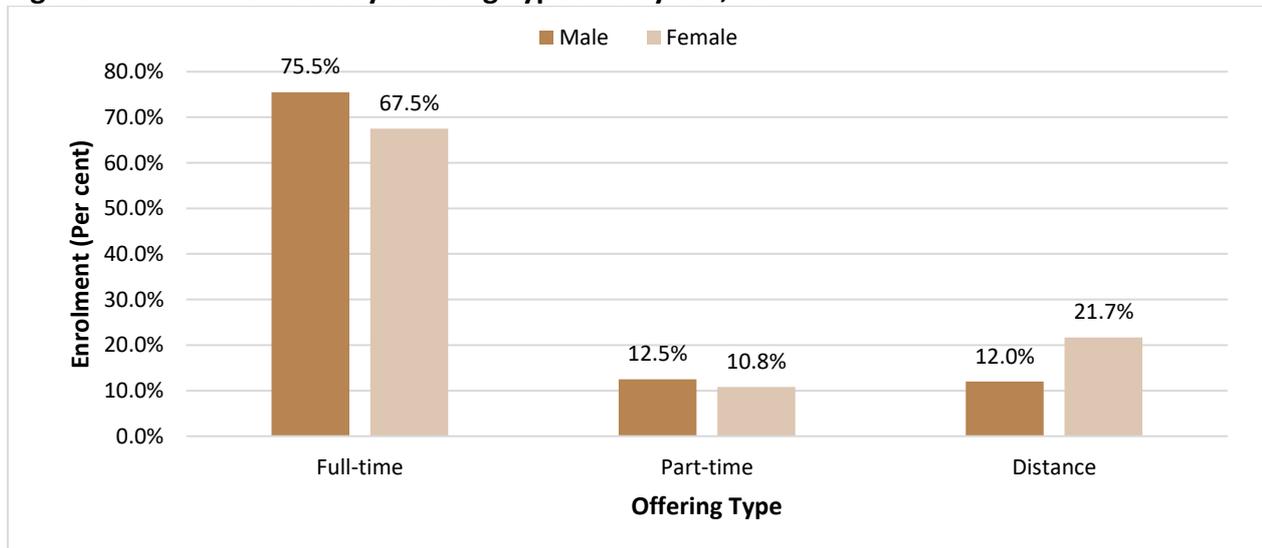
In contrast, distance learning was notably more common among female students, with 21.7 per cent enrolled compared to only 12.0 per cent of male students. This indicates that female students were almost twice as likely as their male counterparts to pursue distance education, suggesting distinct factors influencing their choice of study mode.

Overall, the data highlight that while male students dominate full-time enrolment, female students show a stronger preference for distance learning, pointing to differentiated patterns of participation across offering type.

Table 1.9 (c) Enrolment by Offering Type and by Sex, 2024

Offering Type	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Full-time	15,045	19,319	34,364	47.7%	35.1%	39.7%
Part-time	2,866	3,661	6,527	9.1%	6.6%	7.5%
Distance	2,356	7,919	10,275	7.5%	14.4%	11.9%
Public HEI Total	20,267	30,899	51,166	64.2%	56.1%	59.1%
Full-time	8,791	17,854	26,645	27.9%	32.4%	30.8%
Part-time	1,079	2,306	3,385	3.4%	4.2%	3.9%
Distance	1,428	4,022	5,450	4.5%	7.3%	6.3%
Private HEI Total	11,298	24,182	35,480	35.8%	43.9%	40.9%
Full-time	23,836	37,173	61,009	75.5%	67.5%	70.4%
Part-time	3,945	5,967	9,912	12.5%	10.8%	11.4%
Distance	3,784	11,941	15,725	12.0%	21.7%	18.1%
Grand Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

Figure 1.4 Enrolment by Offering Type and by Sex, 2024

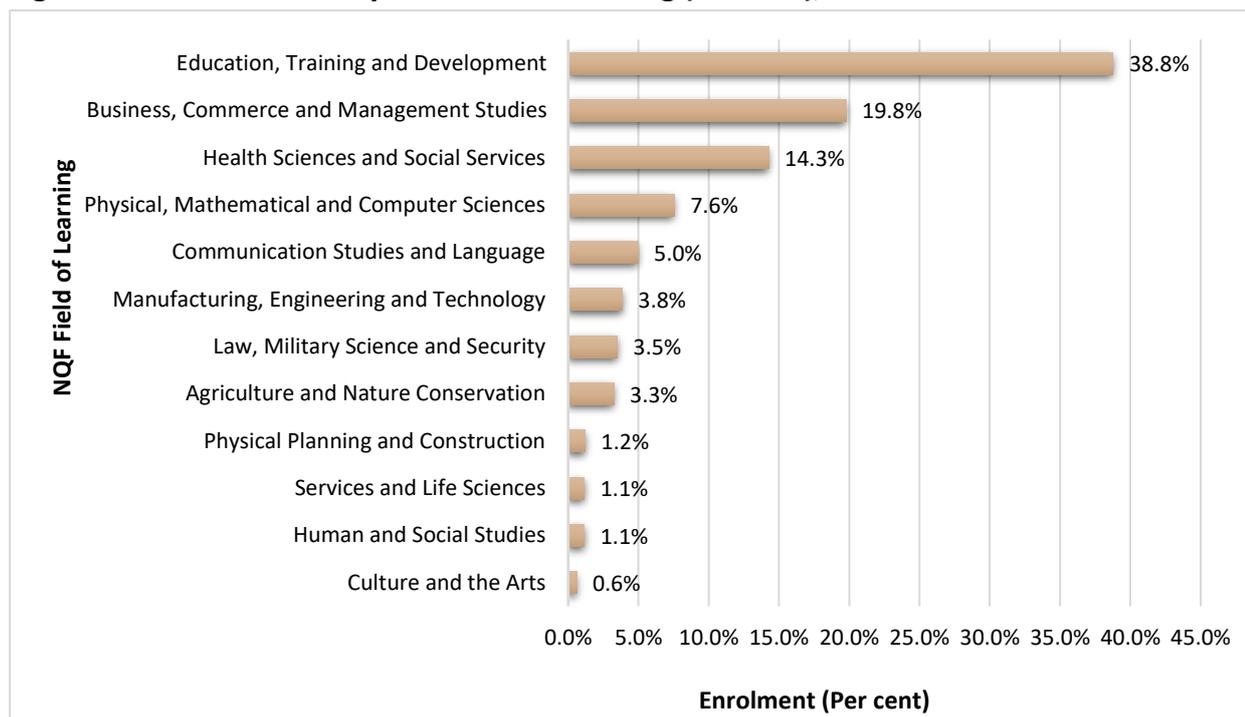


1.10 Enrolment by NQF Field of Learning

Figure 1.5 illustrates that the highest share of student enrolments in 2024 was recorded in Education, Training and Development (38.8 per cent), followed by Business, Commerce and Management Studies (19.8 per cent). These two fields together accounted for more than half of all enrolments.

At the opposite end of the spectrum, Culture and the Arts registered the lowest share of enrolments, with only 0.6 per cent, indicating limited uptake in this field relative to others.

Figure 1.5 Enrolment by NQF Field of Learning (Per cent), 2024



In 2024, 69.9 per cent of students were enrolled in non-STEM fields, with a larger share of female students (72.4 per cent) compared to male students (65.4 per cent). The most concentrated non-STEM field was Education, Training and Development, accounting for 38.8 per cent of total enrolments, where female participation was particularly strong (42.5 per cent) relative to males (32.2 per cent).

Conversely, male students were more likely to enrol in Business, Commerce and Management Studies, comprising 21.3 per cent of non-STEM enrolments, compared to 18.9 per cent among female students.

Among STEM fields, the highest concentration was in Health Sciences and Social Services (14.3 per cent), with female students (17.6 per cent) significantly outnumbering males (8.4 per cent). In contrast, male students dominated the remaining STEM disciplines, particularly in Physical, Mathematical and Computer Sciences (12.6 per cent) and Manufacturing, Engineering and Technology (7.4 per cent).

Table 1.10 (a) Enrolment by NQF Fields of Learning and by Sex, 2024

Qualification Field of Learning	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Health Sciences and Social Services	2,645	9,715	12,360	8.4%	17.6%	14.3%
Physical, Mathematical and Computer Sciences	3,917	2,572	6,543	12.6%	4.7%	7.6%
Manufacturing, Engineering and Technology	2,324	1,005	3,329	7.4%	1.8%	3.8%
Agriculture and Nature Conservation	1,347	1,470	2,817	4.3%	2.7%	3.3%
Physical Planning and Construction	620	424	1,044	2.0%	0.8%	1.2%
Total STEM Fields	10,907	15,186	26,093	34.6%	27.6%	30.1%
Education, Training and Development	10,171	23,429	33,600	32.2%	42.5%	38.8%
Business, Commerce and Management Studies	6,735	10,393	17,128	21.3%	18.9%	19.8%
Communication Studies and Language	1,462	2,841	4,303	4.6%	5.2%	5.0%
Law, Military Science and Security	1,516	1,511	3,027	4.8%	2.7%	3.5%
Culture and the Arts	134	379	513	0.4%	0.7%	0.6%
Services and Life Sciences	345	649	994	1.1%	1.2%	1.1%
Human and Social Studies	295	693	988	0.9%	1.3%	1.1%
Total Non-STEM Fields	20,658	39,895	60,553	65.4%	72.4%	69.9%
Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

In 2024, non-STEM fields dominated enrolments across both public and private HEIs, accounting for 70.7 per cent and 68.7 per cent respectively. Health Sciences and Social Services was the most prominent STEM field in private HEIs (20.7 per cent), more than double its share in public HEIs (9.8 per cent).

Among non-STEM fields, Education, Training and Development stood out, comprising 30.4 per cent of public HEI enrolments and a striking 50.9 per cent in private HEIs. These trends reflect distinct institutional strengths, with private HEIs focused on health and education, and public HEIs offering broader technical coverage.

Table 1.10 (b) Enrolment by NQF Fields of Learning and by Type of HEI, 2024

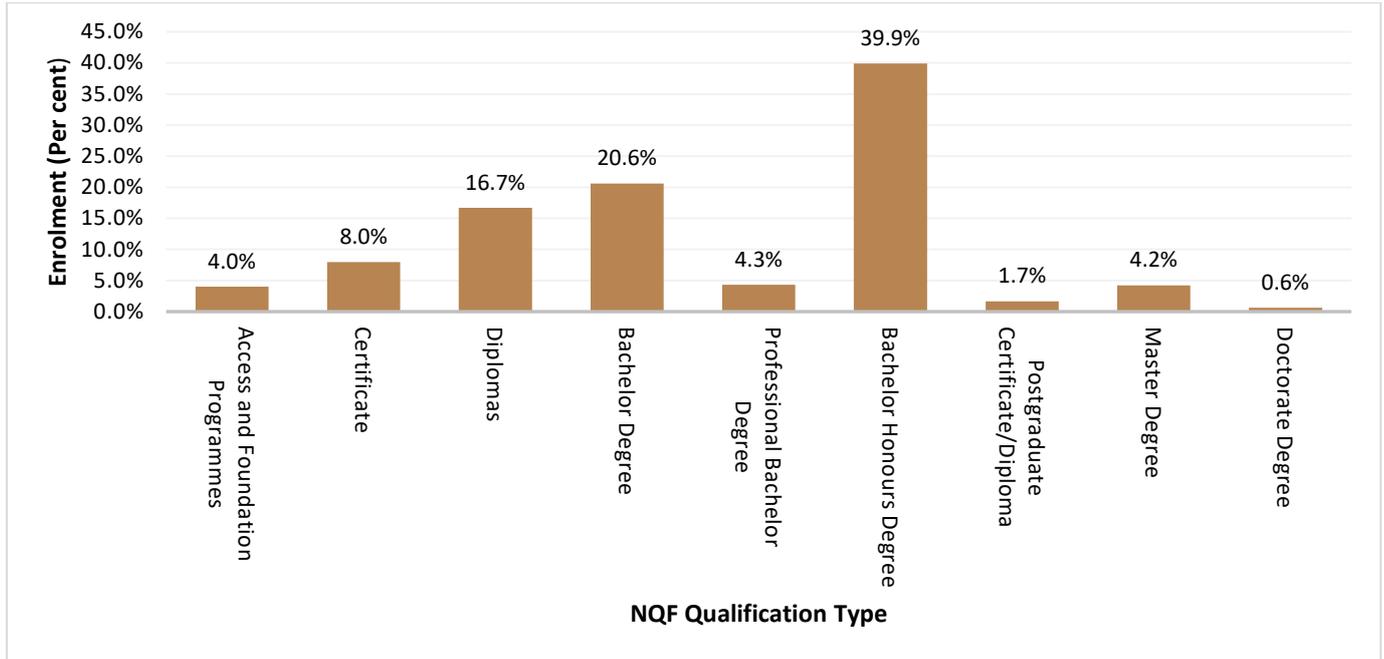
Qualification Field of Learning	Number			Per cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Health Sciences and Social Services	5,020	7,340	12,360	9.8%	20.7%	14.3%
Physical, Mathematical and Computer Sciences	4,988	1,555	6,543	9.7%	4.4%	7.6%
Manufacturing, Engineering and Technology	2,491	838	3,329	4.9%	2.4%	3.8%
Agriculture and Nature Conservation	1,495	1,322	2,817	2.9%	3.7%	3.3%
Physical Planning and Construction	1,001	43	1,044	2.0%	0.1%	1.2%
Total STEM Fields	14,995	11,098	26,093	29.3%	31.3%	30.1%
Education, Training and Development	15,541	18,059	33,600	30.4%	50.9%	38.8%
Business, Commerce and Management Studies	12,666	4,462	17,128	24.8%	12.6%	19.8%
Law, Military Science and Security	2,686	341	3,027	5.2%	1.0%	3.5%
Communication Studies and Language	4,072	231	4,303	8.0%	0.7%	5.0%
Human and Social Studies	513	475	988	1.0%	1.3%	1.1%
Culture and the Arts	490	23	513	1.0%	0.1%	0.6%
Services and Life Sciences	203	791	994	0.4%	2.2%	1.1%
Total Non-STEM Fields	36,171	24,382	60,553	70.7%	68.7%	69.9%
Total	51,166	35,480	86,646	100.0%	100.0%	100.0%

1.11 Enrolment by NQF Qualification Type

In 2024, 64.8 per cent of the students were enrolled in undergraduate Bachelor degree programmes (Bachelor, Bachelor Honours and Professional Bachelor). This was followed by Certificates and Diplomas, which accounted for 24.7 per cent of enrolments.

Postgraduate qualifications, including Master and Doctoral degrees, represented 6.5 per cent, while Access and Foundation programmes comprised 4.0 per cent of total enrolments (Figure 1.6).

Figure 1.6 Percentage of Enrolment by Qualification Type



Male students were more concentrated in Bachelor, Professional Bachelor, and Honours degrees, with 70.1 per cent enrolled in these qualifications compared to 61.8 per cent of female students. In contrast, female students were more represented in other undergraduate pathways—Certificates, Diplomas, and Access/Foundation programmes—where they accounted for 31.7 per cent of enrolments against 23.3 per cent for males. At postgraduate level, participation was balanced, with both sexes contributing around 6.5 per cent of enrolments, indicating gender parity at advanced levels.

Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2024

NQF Qualification Type	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Access and Foundation Programmes	1,331	2,140	3,471	4.2%	3.9%	4.0%
Certificates	1,349	5,552	6,901	4.3%	10.1%	8.0%
Diplomas	4,681	9,775	14,456	14.8%	17.7%	16.7%
Total Other Undergraduates	7,361	17,467	24,828	23.3%	31.7%	28.7%
Bachelor Degree	8,451	9,399	17,850	26.8%	17.1%	20.6%
Bachelor Honours Degree	11,857	22,720	34,577	37.6%	41.2%	39.9%
Professional Bachelor Degree	1,815	1,937	3,752	5.8%	3.5%	4.3%
Total Bachelor/Honours	22,123	34,056	56,179	70.1%	61.8%	64.8%
Postgraduate Certificate/Diploma	526	910	1,436	1.7%	1.7%	1.7%
Master Degree	1,312	2,349	3,661	4.2%	4.3%	4.2%
Doctorate Degree	243	299	542	0.8%	0.5%	0.6%
Total Postgraduates	2,081	3,558	5,639	6.6%	6.5%	6.5%
Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

1.12 New and Repeating Students

Table 1.12 shows that 73.3 per cent of students in Namibia’s higher education institutions were either new entrants or had progressed to the next year of study, while 26.7 per cent (23,125 students) were repeating. By sex, 71.6 per cent of male students progressed compared to 74.3 per cent of female students, with repetition rates of 28.4 per cent and 25.7 per cent respectively.

Differences are also evident by institutional type. Public HEIs enrolled 51,166 students, of whom 77.6 per cent progressed and 22.4 per cent repeated. Private HEIs enrolled 35,480 students, with 67.2 per cent progressing and 32.8 per cent repeating.

Table 1.12 New and Repeating Students by Type of HEI and by Sex, 2024

Type of HEI	New or Repeater	Number			Per cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Public HEIs	New	15,196	24,493	39,689	75.0%	79.3%	77.6%
	Repeater	5,071	6,406	11,477	25.0%	20.7%	22.4%
	Public Total	20,267	30,899	51,166	100.0%	100.0%	100.0%
Private HEIs	New	7,399	16,433	23,832	65.5%	68.0%	67.2%
	Repeater	3,899	7,749	11,648	34.5%	32.0%	32.8%
	Private Total	11,298	24,182	35,480	100.0%	100.0%	100.0%
Total	New	22,595	40,926	63,521	71.6%	74.3%	73.3%
	Repeater	8,970	14,155	23,125	28.4%	25.7%	26.7%
	Total	31,565	55,081	86,646	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 sex categories by year of study. The data show that repetition rates rise steadily as the students advance from one year of study to the next, peaking in the fourth year at 48.5 per cent. Beyond the fourth year, only medical students continue into fifth and sixth years, which explains the decline in total student numbers rather than an improvement in retention. Overall, repetition gaps peak by the third year, male students struggle most in Years 1 and 3, compared to female students

Table 1.13 New and Repeating Students by Year of Study and by Sex, 2024

Year of Study		Number			Per cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
Year 1	New	10496	18163	28,659			
	Repeater	1818	2162	3,980	14.8%	10.6%	12.2%
	Total	12,314	20,325	32,639			
Year 2	New	6,070	11,043	17,113			
	Repeater	3,039	4,847	7,886	33.4%	30.5%	31.5%
	Total	9,109	15,890	24,999			
Year 3	New	4,407	8,443	12,850			
	Repeater	2,642	4,124	6,766	37.5%	32.8%	34.5%
	Total	7,049	12,567	19,616			
Year 4	New	1,562	3,159	4,721			
	Repeater	1,452	2,998	4,450	48.2%	48.7%	48.5%
	Total	3,014	6,157	9,171			
Year 5	New	31	72	103			
	Repeater	4	2	6	11.4%	2.7%	5.5%
	Total	35	74	109			
Year 6	New	29	46	75			
	Repeater	15	22	37	34.1%	32.4%	33.0%
	Total	44	68	112			
Total	New	22,595	40,926	63,521			
	Repeater	8,970	14,155	23,125	28.4%	25.7%	26.7%
	Total	31,565	55,081	86,646			

1.14 Enrolment by Region of Origin

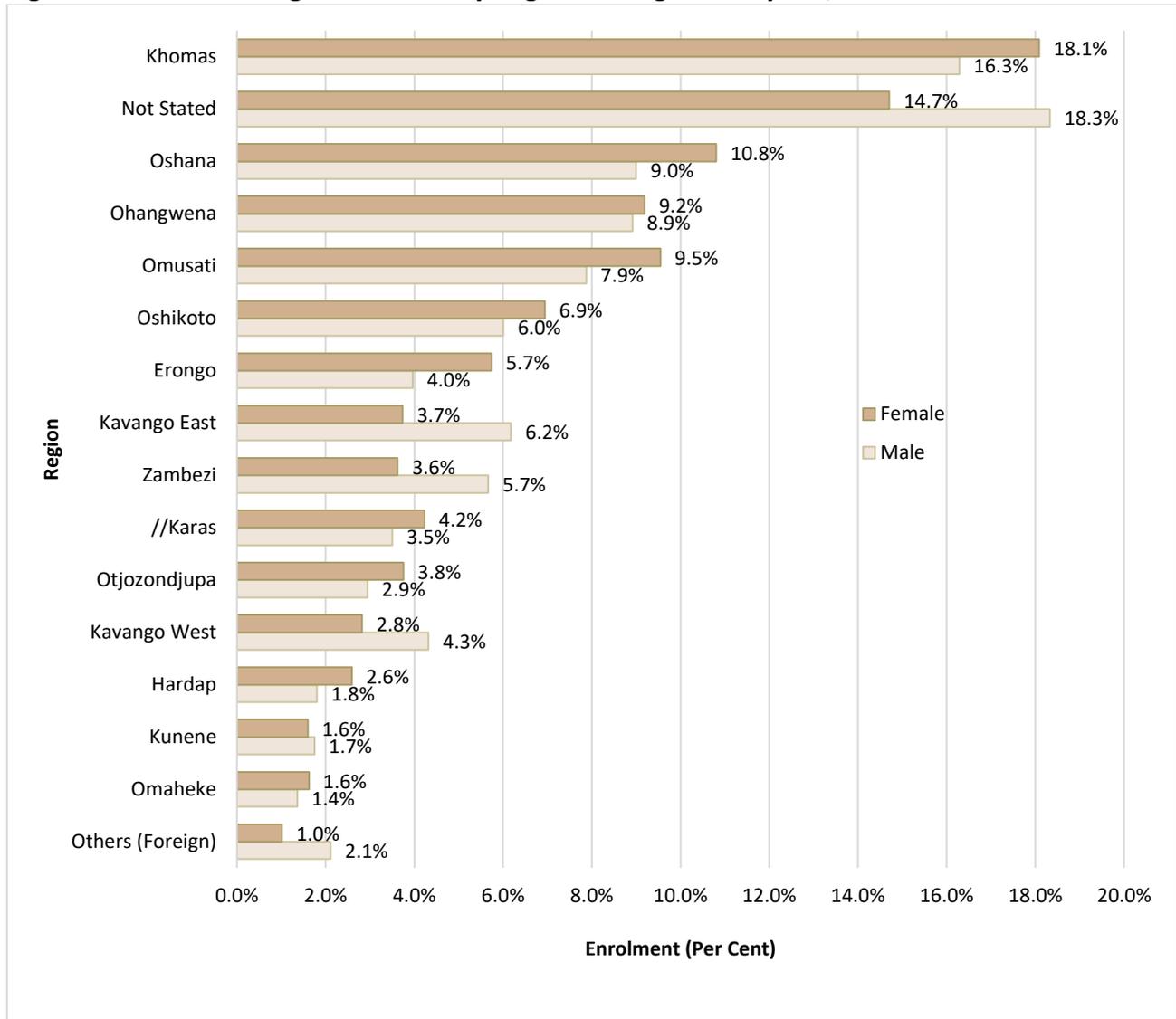
Table 1.14 presents enrolment by region of origin, using the region where students completed Grade 11/12 as a proxy. Khomas accounts for the largest share of higher education students (17.4 per cent), followed by Oshana (10.1 per cent), Ohangwena (9.1 per cent), and Omusati (8.9 per cent). Regions such as Hardap, Omaheke, and Kunene contribute fewer than 3per cent each. These figures should be interpreted cautiously, as some learners attend schools outside their home regions in search of better educational opportunities, which may underestimate certain regional counts. The distribution of secondary schools also shapes where students complete their exit examinations. Notably, 16.0per cent of students had no stated region of origin, with this group more common among males (18.3per cent) than females (14.7per cent).

Table 1.14 Enrolment by Region of Origin, 2024

Region of Origin	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Khomas	5,140	9,961	15,101	16.3%	18.1%	17.4%
Oshana	2,841	5,951	8,792	9.0%	10.8%	10.1%
Ohangwena	2,816	5,063	7,879	8.9%	9.2%	9.1%
Omusati	2,485	5,260	7,745	7.9%	9.5%	8.9%
Oshikoto	1,896	3,824	5,720	6.0%	6.9%	6.6%
Erongo	1,250	3,162	4,412	4.0%	5.7%	5.1%
Kavango East	1,950	2,057	4,007	6.2%	3.7%	4.6%
Zambezi	1,788	1,996	3,784	5.7%	3.6%	4.4%
Karas	1,105	2,330	3,435	3.5%	4.2%	4.0%
Otjozondjupa	930	2,067	2,997	2.9%	3.8%	3.5%
Kavango West	1,363	1,554	2,917	4.3%	2.8%	3.4%
Hardap	569	1,425	1,994	1.8%	2.6%	2.3%
Kunene	552	879	1,431	1.7%	1.6%	1.7%
Omaheke	429	893	1,322	1.4%	1.6%	1.5%
Others (Foreign)	666	558	1,224	2.1%	1.0%	1.4%
Not Stated	5,785	8,101	13,886	18.3%	14.7%	16.0%
Grand Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

Figure 1.7 shows enrolment by region of origin. Khomas accounts for the largest share of students, with female representation (18.1 per cent) slightly higher than males (16.3 per cent). Northern regions such as Oshana and Omusati also contribute substantially to enrolment. In contrast, Zambezi, Kavango East, and Kavango West show a male-skewed distribution, while Omaheke and Kunene record the lowest overall participation, reflecting minimal student representation from these regions.

Figure 1.7 Percentage Enrolment by Region or Origin and by Sex, 2024



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

Namibian students who completed secondary school predominantly enrolled in Education, Training and Development, Business, Commerce and Management Studies, and Health Sciences and Social Services, reflecting a strong national orientation toward service-sector fields such as teaching, business, and healthcare.

In contrast, international students in Namibia pursued a more diverse range of disciplines, with notable concentrations in Business, Commerce and Management Studies (34.6 per cent), Physical, Mathematical and Computer Sciences (22.4 per cent), and Health Sciences and Social Services (14.2 per cent), highlighting their stronger interest in technical and scientific areas compared to local counterparts. (Table 1.15 a). Regions like Omusati, Oshikoto, Ohangwena, Zambezi, Khomas, and Otjzondjupa had more than 30 per cent of their students enrolled in STEM fields. Regions such as Karas, Kavango East, Kavango West, Oshana, Omaheke, Hardap and Erongo had close 70 per cent of their students enrolled in non-STEM fields (Table 1.15 b).

Table 1.15 (a) Enrolment by Region of Origin and by NQF Field of Learning, 2024

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	Health Sciences and Social Services	Human and Social Studies	Law, Military Science and Security	Manufacturing, Engineering and Technology	Physical Planning and Construction	Physical, Mathematical and Computer Sciences	Services and Life Sciences		
Erongo	155	1313	156	5	1692	439	10	98	122	79	294	49	4,412	
Hardap	55	588	37	31	691	200	17	110	40	22	182	21	1,994	
Karas	157	729	49	4	1847	297	10	38	55	30	179	40	3,435	
Kavango East	145	625	238	23	1871	582	33	121	107	30	209	23	4,007	
Kavango West	71	351	243	7	1621	403	9	55	42	3	103	9	2,917	
Khomas	578	4299	534	142	4332	1584	138	645	470	330	1796	253	15,101	
Kunene	51	179	32	3	841	200	5	24	25	17	33	21	1,431	
Ohangwena	244	1061	234	22	3806	1501	13	225	237	55	456	25	7,879	
Omaheke	43	296	38	5	638	133	7	23	36	20	72	11	1,322	
Omusati	290	1107	302	27	3137	1712	56	200	315	100	473	26	7,745	
Oshana	222	1287	304	30	4258	1489	41	234	314	109	477	27	8,792	
Oshikoto	207	1012	138	25	2220	1221	30	201	231	67	343	25	5,720	
Otjozondjupa	140	676	78	18	1097	398	27	96	92	56	262	57	2,997	
Zambezi	110	616	460	12	1234	780	30	141	79	43	252	27	3,784	
Others (Foreign)	45	423	18	6	38	174	15	16	120	54	274	41	1,224	
Not Stated	304	2566	1442	153	4277	1247	547	800	1044	29	1138	339	13,886	
Total	2,817	17,128	4,303	513	33,600	12,360	988	3,027	3,329	1,044	6,543	994	86,646	

Table 1.15 (b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2024

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	Health Sciences and Social Services	Human and Social Studies	Law, Military Science and Security	Manufacturing, Engineering and Technology	Physical Planning and Construction	Physical, Mathematical and Computer Sciences		Services and Life Sciences
Erongo	3.5%	29.8%	3.5%	0.1%	38.3%	10.0%	0.2%	2.2%	2.8%	1.8%	6.7%	1.1%	100.0%
Hardap	2.8%	29.5%	1.9%	1.6%	34.7%	10.0%	0.9%	5.5%	2.0%	1.1%	9.1%	1.1%	100.0%
Karas	4.6%	21.2%	1.4%	0.1%	53.8%	8.6%	0.3%	1.1%	1.6%	0.9%	5.2%	1.2%	100.0%
Kavango East	3.6%	15.6%	5.9%	0.6%	46.7%	14.5%	0.8%	3.0%	2.7%	0.7%	5.2%	0.6%	100.0%
Kavango West	2.4%	12.0%	8.3%	0.2%	55.6%	13.8%	0.3%	1.9%	1.4%	0.1%	3.5%	0.3%	100.0%
Khomas	3.8%	28.5%	3.5%	0.9%	28.7%	10.5%	0.9%	4.3%	3.1%	2.2%	11.9%	1.7%	100.0%
Kunene	3.6%	12.5%	2.2%	0.2%	58.8%	14.0%	0.3%	1.7%	1.7%	1.2%	2.3%	1.5%	100.0%
Ohangwena	3.1%	13.5%	3.0%	0.3%	48.3%	19.1%	0.2%	2.9%	3.0%	0.7%	5.8%	0.3%	100.0%
Omaheke	3.3%	22.4%	2.9%	0.4%	48.3%	10.1%	0.5%	1.7%	2.7%	1.5%	5.4%	0.8%	100.0%
Omusati	3.7%	14.3%	3.9%	0.3%	40.5%	22.1%	0.7%	2.6%	4.1%	1.3%	6.1%	0.3%	100.0%
Oshana	2.5%	14.6%	3.5%	0.3%	48.4%	16.9%	0.5%	2.7%	3.6%	1.2%	5.4%	0.3%	100.0%
Oshikoto	3.6%	17.7%	2.4%	0.4%	38.8%	21.3%	0.5%	3.5%	4.0%	1.2%	6.0%	0.4%	100.0%
Otjozondjupa	4.7%	22.6%	2.6%	0.6%	36.6%	13.3%	0.9%	3.2%	3.1%	1.9%	8.7%	1.9%	100.0%
Zambezi	2.9%	16.3%	12.2%	0.3%	32.6%	20.6%	0.8%	3.7%	2.1%	1.1%	6.7%	0.7%	100.0%
Others (Foreign)	3.7%	34.6%	1.5%	0.5%	3.1%	14.2%	1.2%	1.3%	9.8%	4.4%	22.4%	3.3%	100.0%
Not Stated	2.2%	18.5%	10.4%	1.1%	30.8%	9.0%	3.9%	5.8%	7.5%	0.2%	8.2%	2.4%	100.0%
Total	3.3%	19.8%	5.0%	.6%	38.8%	14.3%	1.1%	3.5%	3.8%	1.2%	7.6%	1.1%	100.0%

1.16 Enrolment by Region of Campus/ Centre

Map 1.1 depicts the distribution of student enrolments by campus or centre region in 2024. The Khomas region recorded the highest enrolment (53,678 students), followed by Oshana (14,017) and Kavango East (4,401). By contrast, the Omaheke and Hardap regions reported markedly lower figures, with 48 and 10 student enrolments, respectively. No higher education institution reported maintaining a campus or centre in the Kunene region.

Map 1.1 Enrolment by Region of Campus/Centre, 2024

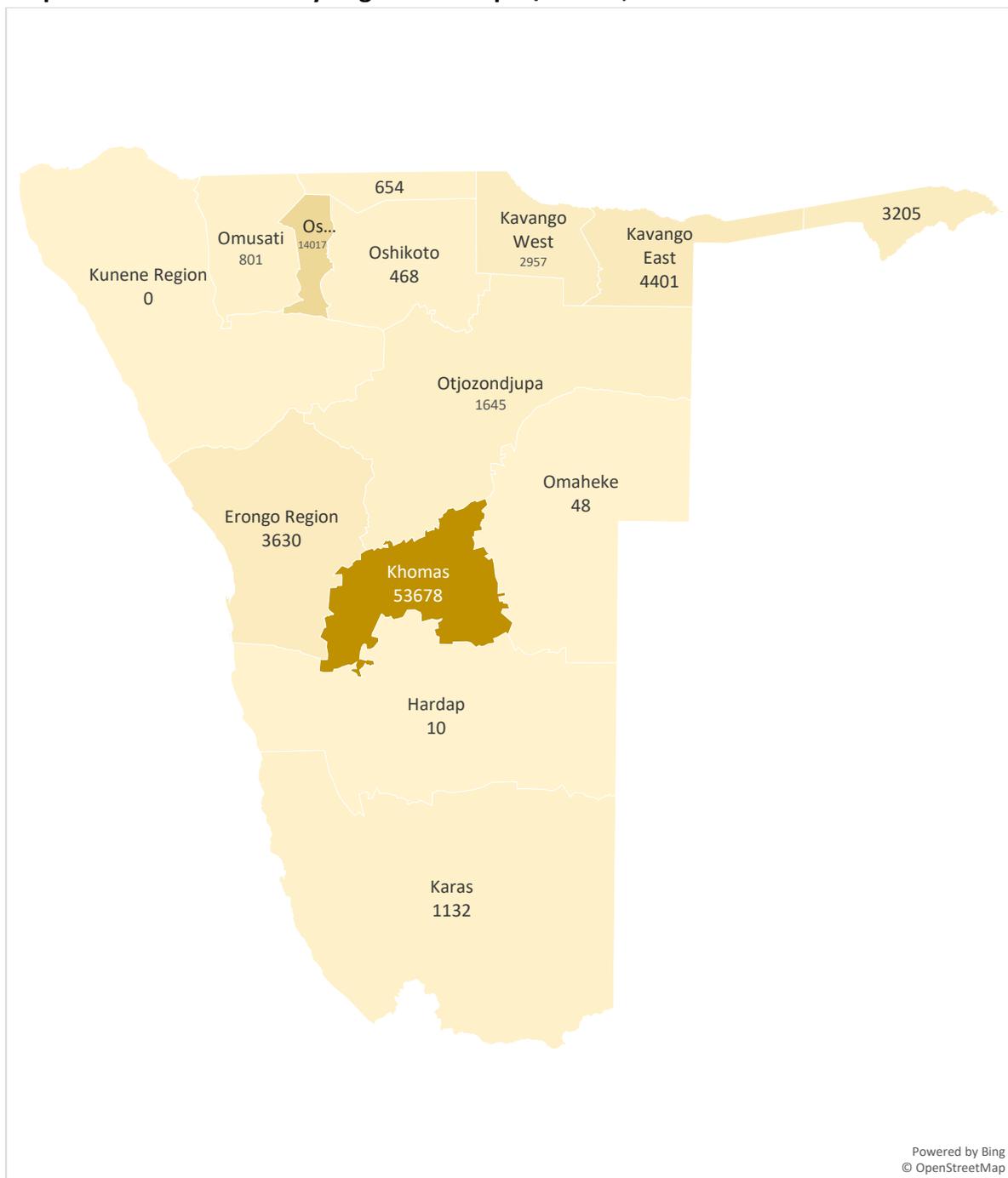


Table 1.16 shows that the Khomas region, where the capital city Windhoek is located, had the highest enrolment in 2024, followed by Oshana, and then Erongo. The share of male students exceeds that of female students in Khomas, Kavango East, Zambezi, and Kavango West. Female shares exceed male shares in Oshana, Erongo, Otjozondjupa, Omusati, and ||Karas. Regions with very low enrolments (Omaheke and Hardap) show negligible differences. No students reported enrolled in Kunene region.

While Khomas dominates overall enrolments, the distribution by sex shows that female students are more regionally spread across Oshana and Erongo, whereas male students are more concentrated in Khomas and northern regions.

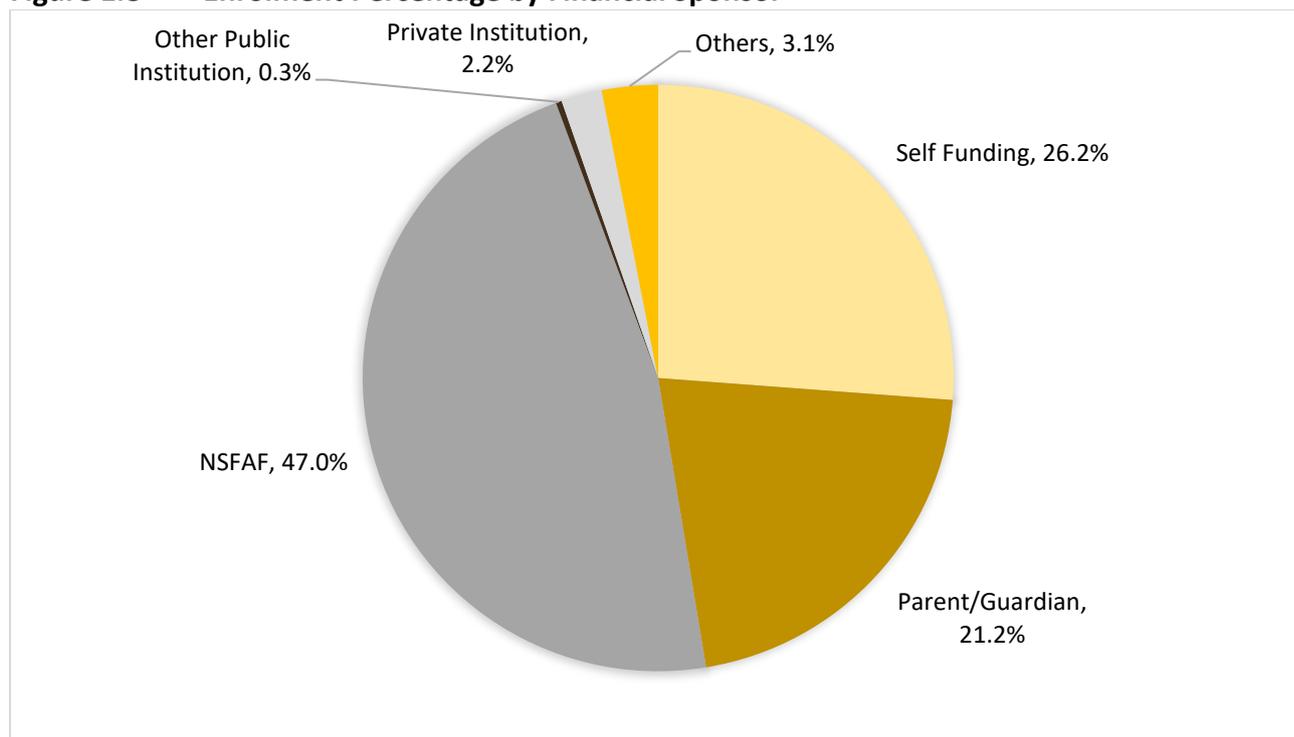
Table 1.16 Enrolment by Region of Campus/ Centre and by Sex, 2024

Campus Region	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Kunene	0	0	0	0.0%	0.0%	0.0%
Hardap	2	8	10	0.0%	0.0%	0.0%
Omaheke	23	25	48	0.1%	0.0%	0.1%
Oshikoto	212	256	468	0.7%	0.5%	0.5%
Ohangwena	343	311	654	1.1%	0.6%	0.8%
Omusati	266	535	801	0.8%	1.0%	0.9%
Karas	351	781	1132	1.1%	1.4%	1.3%
Otjozondjupa	364	1281	1645	1.2%	2.3%	1.9%
Kavango West	1267	1690	2957	4.0%	3.1%	3.4%
Zambezi	1405	1800	3205	4.5%	3.3%	3.7%
Erongo	878	2752	3630	2.8%	5.0%	4.2%
Kavango East	1776	2625	4401	5.6%	4.8%	5.1%
Oshana	4328	9689	14017	13.7%	17.6%	16.2%
Khomas	20350	33328	53678	64.5%	60.5%	62.0%
Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

1.17 Enrolment by Financial Sponsor

Figure 1.8 shows enrolment by financial sponsor. Namibia Student Financial Assistance Fund (NSFAF) supported the highest share of students, covering 47.0 per cent of total enrolments. Self-funded and parent/guardian support accounted for 26.2 per cent and 21.2 per cent, respectively, collectively 47.4 per cent of students reported depended on household income for financing their education. Other sources funded 3.1 per cent, while Private organisations and Other public organisations provided minimal support, at 2.2 per cent and 0.3 per cent, respectively. This distribution highlights NSFAF's dominant role in enabling access to higher education.

Figure 1.8 Enrolment Percentage by Financial Sponsor



There were no major differences in funding between the sexes across the financial categories. This shows that male and female students had equal access to all funding categories (Table 1.17(a)). It is noteworthy, however, that the allocation of funding across public Higher Education Institutions (HEIs) exhibited a gender disparity, with funding for male students being more pronounced at public HEIs, whereas funding at private HEIs was relatively higher for female students.

Table 1.17(a) Enrolment by Financial Sponsor and by Sex, 2024

Financial Sponsor	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Self Funding	5,340	7,690	13,030	16.9%	14.0%	15.0%
Parent/Guardian	5,331	9,105	14,436	16.9%	16.5%	16.7%
NSFAF	8,955	13,420	22,375	28.4%	24.4%	25.8%
Other Public Institution	98	116	214	0.3%	0.2%	0.2%
Private Institution	534	563	1,097	1.7%	1.0%	1.3%
Others	9	5	14	.0%	.0%	.0%
Public HEI Total	20,267	30,899	51,166	64.2%	56.1%	59.1%
Self Funding	3,001	6,666	9,667	9.5%	12.1%	11.2%
Parent/Guardian	1,144	2,796	3,940	3.6%	5.1%	4.5%
NSFAF	6,260	12,067	18,327	19.8%	21.9%	21.2%
Other Public Institution	21	45	66	0.1%	0.1%	0.1%
Private Institution	364	475	839	1.2%	0.9%	1.0%
Others	508	2,133	2,641	1.6%	3.9%	3.0%
Private HEI Total	11,298	24,182	35,480	35.8%	43.9%	40.9%
Self Funding	8,341	14,356	22,697	26.4%	26.1%	26.2%
Parent/Guardian	6,475	11,901	18,376	20.5%	21.6%	21.2%
NSFAF	15,215	25,487	40,702	48.2%	46.3%	47.0%
Other Public Institution	119	161	280	0.4%	0.3%	0.3%
Private Institution	898	1,038	1,936	2.8%	1.9%	2.2%
Others	517	2,138	2,655	1.6%	3.9%	3.1%
Grand Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

The majority of students funded by NSFAF were enrolled in non-STEM fields, accounting for 72.7 per cent of all funded students, compared to 27.3 per cent in STEM-related programmes. Within the non-STEM category, the field of Education, Training, and Development received the highest share of funded students. This field accounted for 47.8 per cent of all funded male students and 56.0 per cent of all funded female students, representing an overall share of 52.9 per cent (Table 1.17(b)).

Table 1.17(b) NSFAF- Funded Students by NQF Field of Learning and by Sex, 2024

Qualification NQF Field of Learning	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	743	774	1,517	4.9%	3.0%	3.7%
Health Sciences and Social Services	1109	3830	4,939	7.3%	15.0%	12.1%
Manufacturing, Engineering and Technology	998	469	1,469	6.6%	1.8%	3.6%
Physical Planning and Construction	286	212	498	1.9%	0.8%	1.2%
Physical, Mathematical and Computer Sciences	1557	1137	2,694	10.4%	4.5%	6.6%
STEM Total	4,693	6,422	11,115	30.8%	25.2%	27.3%
Business, Commerce and Management Studies	2,210	3,006	5,216	14.5%	11.8%	12.8%
Communication Studies and Language	236	603	839	1.6%	2.4%	2.1%
Culture and the Arts	55	160	215	0.4%	0.6%	0.5%
Education, Training and Development	7,280	14,269	21,549	47.8%	56.0%	52.9%
Human and Social Studies	99	250	349	0.7%	1.0%	0.9%
Law, Military Science and Security	552	600	1,152	3.6%	2.4%	2.8%
Services and Life Sciences	90	177	267	0.6%	0.7%	0.7%
Non-STEM Total	10,522	19,065	29,587	69.2%	74.8%	72.7%
Grand Total	15,215	25,487	40,702	100.0%	100.0%	100.0%

1.18 Enrolment by Citizenship

The vast majority of students enrolled in higher education institutions were Namibian citizens, representing 97.4 per cent of total enrolment (Table 1.18(a)). International students accounted for only 2.6 per cent of all enrolments. The largest groups of international students originated from Zimbabwe (1.0 per cent) and Angola (0.5 per cent). Students from other SADC countries collectively made up 0.5 per cent of total enrolment, while those from other African countries and overseas constituted 0.2 per cent and 0.1 per cent, respectively.

Table 1.18 (a) Enrolment by Citizenship, 2024

Citizenship	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Namibia	30,400	53,960	84,360	96.3%	98.0%	97.4%
Angola	215	198	413	0.7%	0.4%	0.5%
Botswana	14	29	43	0.0%	0.1%	0.0%
South Africa	45	63	108	0.1%	0.1%	0.1%
Zambia	68	67	135	0.2%	0.1%	0.2%
Zimbabwe	414	431	845	1.3%	0.8%	1.0%
Other SADC Countries	269	201	470	0.9%	0.4%	0.5%
Other African Countries	106	75	181	0.3%	0.1%	0.2%
European Countries	15	38	53	0.0%	0.1%	0.1%
American Countries	5	8	13	0.0%	0.0%	0.0%
Asian and Oceanic Countries	14	11	25	0.0%	0.0%	0.0%
Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

Of the 2,286 international students enrolled, 1,186 (51.9 per cent) were enrolled in STEM fields, with the Physical, Mathematical, and Computer Sciences field having the highest share, representing 19.2 per cent of STEM enrolments (Table 1.18(b)). On the other hand, 48.1 per cent of international students were enrolled in non-STEM fields, with Business, Commerce, and Management Studies recording the highest enrolment at 31.7 per cent.

In contrast, the lowest enrolment in the STEM category was in Agriculture and Nature Conservation, with only 3.2 per cent, while Culture and the Arts represented the lowest enrolment in non-STEM fields at just 1.8 per cent. This distribution indicates a relatively balanced enrolment between STEM and non-STEM fields among international students, though with notable differences in field preferences.

Table 1.18 (b) International Students Enrolment by NQF Field of Learning, 2024

Qualification Field of Learning	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Agriculture and Nature Conservation	31	43	74	2.7%	3.8%	3.2%
Manufacturing, Engineering and Technology	179	68	247	15.4%	6.1%	10.8%
Health Science and Social Services	111	231	342	9.5%	20.6%	15.0%
Physical, Mathematical and Computer Sciences	307	132	439	26.4%	11.8%	19.2%
Physical Planning and Construction	56	28	84	4.8%	2.5%	3.7%
Total STEM Fields	684	502	1,186	58.7%	44.8%	51.9%
Business, Commerce and Management	344	380	724	29.5%	33.9%	31.7%
Communication Studies and Languages	20	30	50	1.7%	2.7%	2.2%
Culture and the Arts	10	31	41	0.9%	2.8%	1.8%
Education, Training and Development	22	69	91	1.9%	6.2%	4.0%
Human and Social Studies	28	40	68	2.4%	3.6%	3.0%
Law, Military Science and Security	38	37	75	3.3%	3.3%	3.3%
Services and Life Sciences	19	32	51	1.6%	2.9%	2.2%
Total Non-STEM Fields	481	619	1,100	41.3%	55.2%	48.1%
Total	1,165	1,121	2,286	100.0%	100.0%	100.0%

Tables 1.18(c) and 1.18(d) present the enrolment of Namibian and international students in Namibia by NQF field of learning. Namibians were most strongly represented in Education, Training and Development field, where they make up 39.7 per cent, indicating this field is their dominant area of qualification. Their second-highest concentration is in Health Sciences and Social Services field at 14.2 per cent, showing a secondary focus on health-related studies.

In contrast, non-Namibians were most concentrated in Business, Commerce and Management Studies field (31.6 per cent), largely driven by high participation from Angola, Zambia, and other SADC countries. Their second-highest share is in Physical, Mathematical and Computer Sciences (18.7 per cent), where strong contributions from Angola, Zimbabwe, and other African countries shape the overall trend.

Table 1.18 (c) Enrolment by Citizenship and by NQF Field of Learning, 2024

Countries	Qualification NQF Field of Learning (Number)													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	2,743	16,404	4,253	472	33,509	3,082	920	2,952	12,018	6,104	960	943	84,360	
Angola	13	198	6	3	10	35	4	3	13	114	4	10	413	
Botswana	4	6		3	3	2	3	10	6	3	3		43	
South Africa	2	20	1	5	16	1	6	1	40	9	7		108	
Zambia	16	54	3	3	1	19		2	13	22	2		135	
Zimbabwe	23	189	27	11	27	82	26	41	195	168	37	19	845	
Other SADC Countries	5	197	9	12	4	80	6	12	31	77	23	14	470	
Other African Countries	9	41	2	1	12	18	7	4	34	41	6	6	181	
European Countries	1	8	1	1	14	6	12	2	4	1	2	1	53	
American Countries	1	4			1	3	3	-	-	-	-	1	13	
Asian and Oceanic Countries		7	1	2	3	1	1	-	6	4	-	-	25	
Non-Namibian	74	724	50	41	91	247	68	75	342	439	84	51	2,286	
Total	2,817	17,128	4,303	513	33,600	3,329	988	3,027	12,360	6,543	1,044	994	86,646	

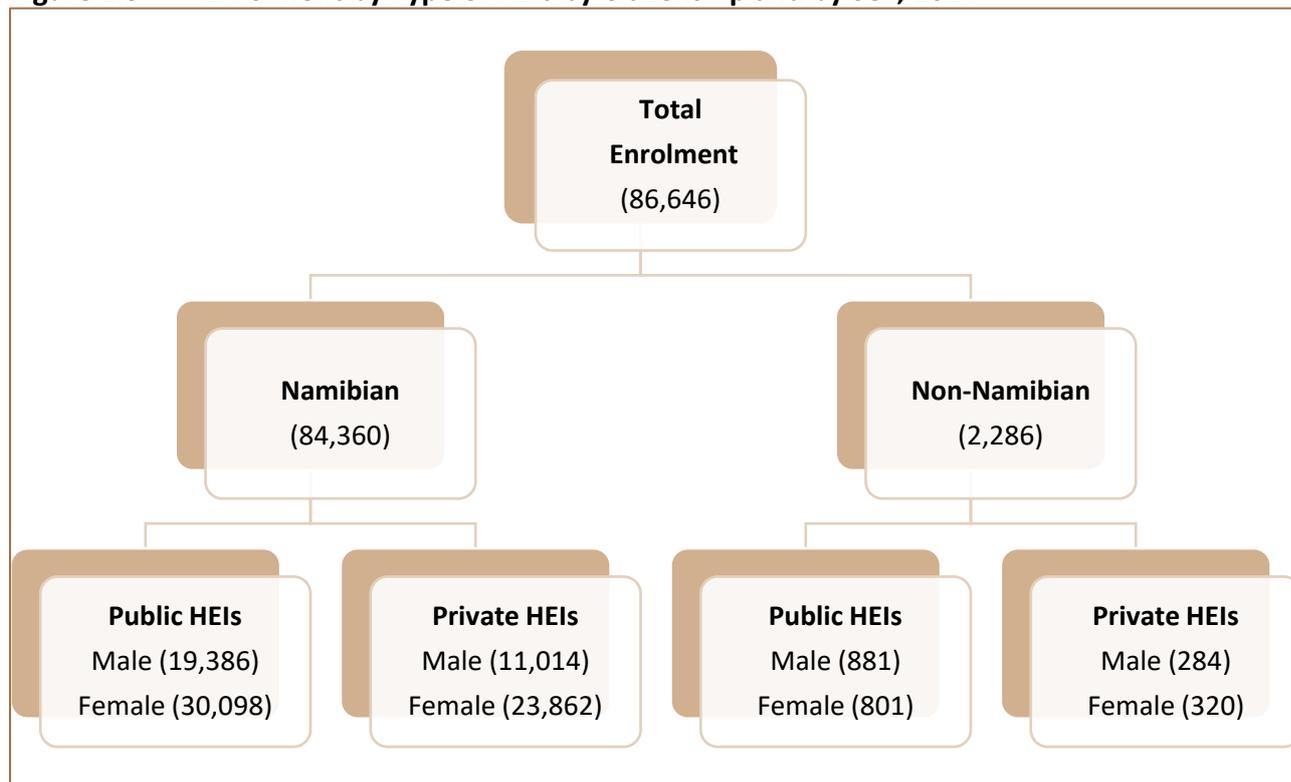
Table 1.18 (d) Percentage Enrolment by Citizenship and by NQF Field of Learning, 2024

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	3.3%	19.8%	4.9%	0.6%	39.7%	3.7%	1.2%	3.5%	14.2%	7.0%	1.2%	0.7%	100.0%	
Angola	3.2%	47.5%	1.5%	0.7%	2.5%	10.9%	1.0%	0.7%	3.2%	26.0%	1.0%	1.7%	100.0%	
Botswana	9.5%	14.3%	0.0%	7.1%	4.8%	4.8%	7.1%	23.8%	14.3%	7.1%	7.1%	0.0%	100.0%	
South Africa	1.9%	17.9%	0.9%	4.7%	14.2%	0.9%	5.7%	0.9%	37.7%	8.5%	6.6%	0.0%	100.0%	
Zambia	11.9%	40.0%	2.2%	2.2%	0.7%	14.1%	0.0%	1.5%	9.6%	16.3%	1.5%	0.0%	100.0%	
Zimbabwe	2.8%	22.3%	3.1%	1.3%	3.2%	9.4%	3.2%	4.9%	23.1%	19.8%	4.9%	2.1%	100.0%	
Other SADC Countries	1.1%	42.4%	1.7%	2.6%	0.6%	16.2%	1.5%	2.6%	6.6%	16.4%	5.8%	2.6%	100.0%	
Other African Countries	5.0%	23.2%	1.1%	0.6%	6.6%	12.7%	3.9%	2.2%	18.8%	19.9%	3.3%	2.8%	100.0%	
European Countries	1.9%	15.1%	1.9%	1.9%	26.4%	11.3%	22.6%	3.8%	7.5%	1.9%	3.8%	1.9%	100.0%	
American Countries	7.7%	30.8%	0.0%	0.0%	7.7%	23.1%	23.1%	0.0%	0.0%	0.0%	0.0%	7.7%	100.0%	
Asian and Oceanic Countries	0.0%	28.0%	4.0%	8.0%	12.0%	4.0%	4.0%	0.0%	24.0%	16.0%	0.0%	0.0%	100.0%	
Non-Namibian	3.3%	31.6%	2.1%	1.8%	3.9%	11.2%	3.1%	3.3%	15.1%	18.7%	4.0%	1.9%	100.0%	
Total	3.3%	20.2%	4.9%	0.6%	38.8%	3.9%	1.2%	3.5%	14.3%	7.3%	1.3%	0.7%	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, 2024



CHAPTER 2: EXAMINATION RESULTS

This chapter focuses on the progression and graduation rates as outcomes of examination results for the 2024 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 share of number of credits needed for students to advance to the subsequent academic year as well as the application of prerequisites to ensure a coherent and equitable educational experience across institutions.

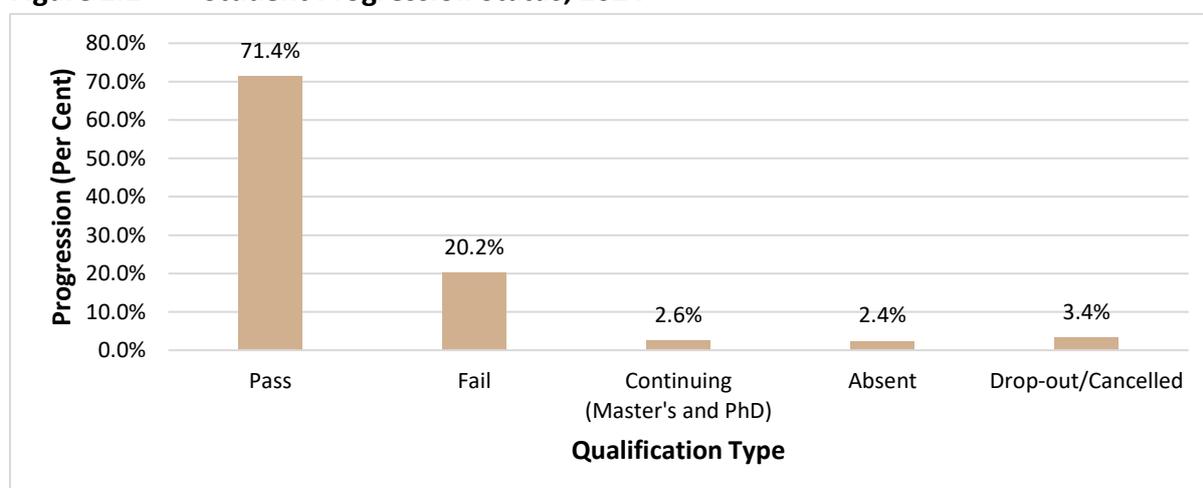
2.1. Progression Status

Progression status is the formal measure of whether a student advances, repeats, or exits their programme based on academic performance. It provides a structured way of tracking student success and ensuring that academic standards are met before qualifications are awarded. From progression status, several key indicators can be derived: the progression rate, failure rate, repetition rate, and graduation rate.

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 share of 71.4 per cent of the total students (86,646) passed examinations and progressed to the next academic year. About 20 per cent failed examinations and did not progress to the next year of studies (Figure 2.1).

Figure 2.1 Student Progression Status, 2024



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 (82.1 per cent) compared to public HEIs (64 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

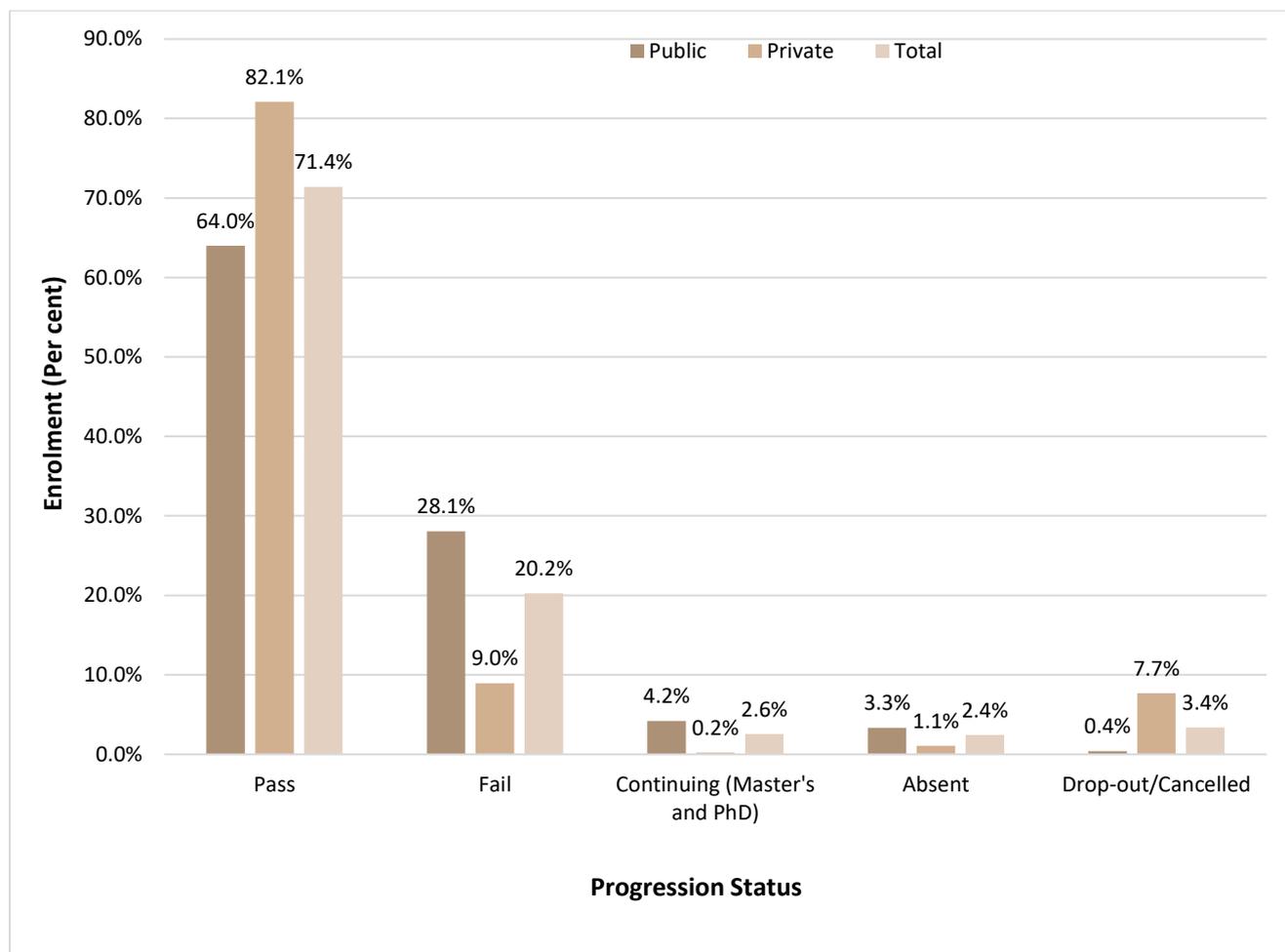


Table 2.1(a) presents progression status by type of higher education institution (public and private) and by sex. Male students recorded lower pass rates and higher failure rates across institutions. The pass rate for female students was 73.7 per cent compared to 67.4 per cent for male students, reflecting a six-percentage-point difference. Similarly, the failure rate for female students was 18.2 per cent compared to 23.9 per cent for male students, a difference of six percentage points. These sex-based differences in pass and failure rates are more pronounced within private HEIs.

Table 2.1 (a) Progression Status by Type of HEI and by Sex, 2024

Examination Results	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Pass	12,485	20,257	32,724	61.6%	65.6%	64.0%
Fail	6,243	8,122	14,365	30.8%	26.3%	28.1%
Continuing (Master and PhD)	842	1,305	2,147	4.2%	4.2%	4.2%
Absent	614	1,096	1,710	3.0%	3.5%	3.3%
Drop-out/Cancelled	83	119	202	0.4%	0.4%	0.4%
Public Total	20,267	30,899	51,166	100.0%	100.0%	100.0%
Pass	8,782	20,352	29,134	77.7%	84.2%	82.1%
Fail	1,292	1,886	3,178	11.4%	7.8%	9.0%
Continuing (Master and PhD)	19	46	65	0.2%	0.2%	0.2%
Absent	147	236	383	1.3%	1.0%	1.1%
Drop-out/Cancelled	1,058	1,662	2,720	9.4%	6.9%	7.7%
Private Total	11,298	24,182	35,480	100.0%	100.0%	100.0%
Pass	21,267	40,609	61,876	67.4%	73.7%	71.4%
Fail	7,535	10,008	17,543	23.9%	18.2%	20.2%
Continuing (Master and PhD)	861	1,351	2,212	2.7%	2.5%	2.6%
Absent	761	1,332	2,093	2.4%	2.4%	2.4%
Drop-out/Cancelled	1,141	1,781	2,922	3.6%	3.2%	3.4%
Grand Total	31,565	55,081	86,646	100.0%	100.0%	100.0%

With regards to progression status by HEI and by sex, for UNAM, the sex differences in pass and failure rates were about four 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, 2024

HEI Name	Examination Results	Number			Per cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Pass	6,357	11,402	17,759	57.7%	61.5%	60.1%
	Fail	3,592	5,289	8,881	32.6%	28.5%	30.1%
	Continuing (Master and PhD)	431	813	1,244	3.9%	4.4%	4.2%
	Absent	553	916	1,469	5.0%	4.9%	5.0%
	Drop-out/Cancelled	77	116	193	.7%	.6%	.7%
	Total	11,010	18,536	29,546	100.0%	100.0%	100.0%
NUST	Pass	5,923	6,244	12,167	66.0%	70.6%	68.3%
	Fail	2,586	2,013	4,599	28.8%	22.8%	25.8%
	Continuing (Master and PhD)	411	492	903	4.6%	5.6%	5.1%
	Absent	49	91	140	0.5%	1.0%	0.8%
	Drop-out/Cancelled	4	3	7	0.0%	0.0%	0.0%
	Total	8,973	8,843	17,816	100.0%	100.0%	100.0%
IUM	Pass	4,847	10,103	13,491	73.1%	78.5%	87.4%
	Fail	759	1,195	1,103	11.4%	9.3%	7.1%
	Continuing (Master and PhD)	19	45	486	0.3%	0.3%	3.1%
	Drop-out/Cancelled	1,010	1,519	361	15.2%	11.8%	2.3%
	Total	6,635	12,862	15,441	100.0%	100.0%	100.0%
Welwitchia HTC	Pass	959	3,805	4,764	93.5%	96.0%	95.5%
	Fail	66	157	223	6.4%	4.0%	4.5%
	Drop-out/Cancelled	1	0	1	0.1%	0.0%	0.0%
	Total	1,026	3,962	4,988	100.0%	100.0%	100.0%
NAMCOL	Pass	205	2,611	2,816	72.2%	74.2%	74.0%
	Fail	65	820	885	22.9%	23.3%	23.3%
	Absent	12	89	101			
	Drop-out/Cancelled	2	0	2	0.7%	0.0%	0.1%
	Total	284	3,520	3,804	95.8%	97.5%	97.3%
Triumphant	Pass	1,269	1,702	2,971	72.0%	80.7%	76.8%
	Fail	397	324	721	22.5%	15.4%	18.6%
	Absent	97	82	179	5.5%	3.9%	4.6%
	Total	1,763	2,108	3,871	100.0%	100.0%	100.0%
IOL	Pass	474	1,971	3,030	97.1%	96.5%	98.9%
	Fail	14	72	34	2.9%	3.5%	1.1%
	Total	488	2,043	3,064	100.0%	100.0%	100.0%

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
ICT-Lingua	Pass	522	874	1,396	79.0%	73.6%	75.5%
	Fail	50	94	144	7.6%	7.9%	7.8%
	Continuing (Master and PhD)	0	1	1	0.0%	0.1%	0.1%
	Absent	43	102	145	6.5%	8.6%	7.8%
	Drop-out/Cancelled	46	117	163	7.0%	9.8%	8.8%
	Total	661	1,188	1,849	100.0%	100.0%	100.0%
I-Care HTI	Pass	87	785	872	91.6%	90.0%	90.2%
	Fail	1	34	35	1.1%	3.9%	3.6%
	Absent	7	52	59	7.4%	6.0%	6.1%
	Drop-out/Cancelled	0	1	1	0.0%	0.1%	0.1%
	Total	95	872	967	100.0%	100.0%	100.0%
River Higher	Pass	178	256	434	100.0%	100.0%	100.0%
	Total	178	256	434	100.0%	100.0%	100.0%
Shiramed MI	Pass	78	230	308	100.0%	100.0%	100.0%
	Total	78	230	308	100.0%	100.0%	100.0%
Headstart Montessori	Pass	21	284	371	91.3%	89.3%	85.7%
	Fail	1	10	37	4.3%	3.1%	8.5%
	Drop-out/Cancelled	1	24	25	4.3%	7.5%	5.8%
	Total	23	318	433	100.0%	100.0%	100.0%
Sunshine	Pass	77	145	222	98.7%	100.0%	99.6%
	Fail	1	0	1			
	Total	78	145	223	100.0%	100.0%	100.0%
Limkokwing	Pass	109	76	185	100.0%	100.0%	100.0%
	Total	109	76	185	100.0%	100.0%	100.0%
ALI	Pass	63	90	153	100.0%	100.0%	100.0%
	Total	63	90	153	100.0%	100.0%	100.0%
St. Charles Lwanga	Pass	50	0	50	100.0%	0.0%	100.0%
	Total	50	0	50	100.0%	100.0%	100.0%
Botho	Pass	25	12	37	89.3%	100.0%	92.5%
	Fail	3	0	3	10.7%	0.0%	7.5%
	Total	28	12	40	100.0%	100.0%	100.0%
NETS	Pass	23	13	36	100.0%	92.9%	97.3%
	Drop-out/Cancelled	0	1	1	0.0%	7.1%	2.7%
	Total	23	14	37	100.0%	100.0%	100.0%
Philippi Trust	Pass	0	6	6	0.0%	100.0%	100.0%
	Total	0	6	6	0.0%	100.0%	100.0%

2.1.2 Progression Status in Public Universities

Given the substantive share of student enrolment at UNAM and NUST (55 per cent), it is necessary to examine the progression status within the two public universities.

Table 2.1(c) shows that at NUST, 68.3 per cent of students passed examinations, 25.8 per cent failed, 5.1 per cent continued into Master and PhD studies, 0.8 per cent were absent, and 0.0 per cent dropped out or had their enrolment cancelled. At UNAM, 60.1 per cent of students passed examinations, 30.1 per cent failed, 4.2 per cent continued into Master and PhD studies, 5.0 per cent were absent, and 0.7 per cent dropped out or had their enrolment cancelled. The total student population across both institutions was 47,362, with NUST accounting for 37.6 per cent and UNAM for 62.4 per cent.

Table 2.1 (c) Progression Status by Public Universities, 2024

Examination results	Number			Per cent			Per cent		
	NUST	UNAM	Total	NUST	UNAM	Total	NUST	UNAM	Total
Pass	12,167	17,759	29,926	68.3%	60.1%	63.2%	40.7%	59.3%	100.0%
Fail	4,599	8,881	13,480	25.8%	30.1%	28.5%	34.1%	65.9%	100.0%
Continuing (Master and PhD)	903	1,244	2,147	5.1%	4.2%	4.5%	42.1%	57.9%	100.0%
Absent	140	1,469	1,609	0.8%	5.0%	3.4%	8.7%	91.3%	100.0%
Drop-out/Cancelled	7	193	200	0.0%	0.7%	0.4%	3.5%	96.5%	100.0%
Grand Total	17,816	29,546	47,362	100.0%	100.0%	100.0%	37.6%	62.4%	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 4 students had the highest pass rate (78.9 per cent), followed by Year 3 (75.2 per cent) and then Year 1 and Year 2 with (66.8 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 93 per cent, and a failure rate of 6.4 per cent, compared to Year 5, which had a pass rate of 61.3 per cent and a failure rate of 31.0 per cent.

Table 2.1 (d) Progression Status of Undergraduate Students by Year of Study, 2024

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	11,256	8,282	9,286	3,747	101	70	32,742	34.5%	33.1%	47.3%	40.9%	92.7%	62.5%	37.8%
Fail	6,202	3,220	2,676	2,218	7	42	14,365	19.0%	12.9%	13.6%	24.2%	6.4%	37.5%	16.6%
Continuing (Master & PhD)	999	1,026	122	-	-	-	2,147	3.1%	4.1%	0.6%	0.0%	0.0%	0.0%	2.5%
Absent	1202	397	108	3	0	0	1,710	3.7%	1.6%	0.6%	0.0%	0.0%	0.0%	2.0%
Drop-out/Cancelled	141	26	14	20	1	0	202	0.4%	0.1%	0.1%	0.2%	0.9%	0.0%	0.2%
Public HEI Total	19,800	12,951	12,206	5,988	109	112	51,166	60.7%	60.7%	51.8%	62.2%	65.3%	100.0%	59.1%
Pass	10,549	10,519	6,187	1,879	0	-	29,134	32.3%	32.3%	42.1%	31.5%	20.5%	0.0%	33.6%
Fail	1,019	820	717	622	0	0	3,178	3.1%	3.1%	3.3%	3.7%	6.8%	0.0%	3.7%
Continuing (Master & PhD)	-	61	3	1	0	0	65	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%
Absent	172	140	57	14	0	0	383	0.5%	0.5%	0.6%	0.3%	0.2%	0.0%	0.4%
Drop-out/Cancelled	1,099	508	446	667	0	0	2,720	3.4%	3.4%	2.0%	2.3%	7.3%	0.0%	3.1%
Private HEI Total	12,839	12,048	7,410	3,183	-	-	35,480	39.3%	39.3%	48.2%	37.8%	34.7%	0.0%	40.9%
Pass	21,805	18,801	15,473	5,626	101	70	61,876	66.8%	66.8%	75.2%	78.9%	61.3%	92.7%	71.4%
Fail	7,221	4,040	3,393	2,840	7	42	17,543	22.1%	22.1%	16.2%	17.3%	31.0%	6.4%	20.2%
Continuing (Master & PhD)	999	1,087	125	1	-	-	2,212	3.1%	4.3%	0.6%	0.0%	0.0%	0.0%	2.6%
Absent	1,374	537	165	17	-	-	2,093	4.2%	4.2%	2.1%	0.8%	0.2%	0.0%	2.4%
Drop-out/Cancelled	1,240	534	460	687	1	-	2,922	3.8%	3.8%	2.1%	2.3%	7.5%	0.9%	3.4%
Grand Total	32,639	24,999	19,616	9,171	109	112	86,646	100.0%						

2.2. Completion Rate

Completion rate, or graduation rate, refers to the share of students who successfully completed their academic programmes within a specified timeframe. This includes both those who graduated within the minimum duration and those who took longer.

Prior to the 2021 publication of the NHESY, graduation rates were calculated by dividing the number of students who completed their studies by the total student population, regardless of year of study. Due to data gaps, this approach often underestimated graduation rates. With improved data quality, it is now possible to use only final-year students as the denominator, providing a more accurate measure.

In 2024, for all qualifications at NQF level 5 and above, 44.7 per cent of final-year students (15,611 out of 34,889) completed their studies and obtained qualifications (Table 2.2(a)).

Table 2.2 (a) Completion Rate, 2024

Progression Status	Number of students	Graduation rate
Students who completed their studies	15,611	44.7%
Final year students	34,889	

2.2.1. Completion Rate by Qualification Type

Out of the total number of students (34,889) who sat for final examinations, 29,576 pursued undergraduate qualifications, while 5,313 pursued postgraduate studies. Table 2.2(b) shows that 45.9 per cent of these final-year undergraduate students obtained qualifications compared to 38.5 per cent of the postgraduate students who completed their studies.

Table 2.2 (b) Completion Rate by Qualification Type, 2024

Qualification NQF Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	2,319	2,330	4,649	49.9%	50.1%	100.0%
Diplomas (Level 5-7)	3,870	5,888	9,758	39.7%	60.3%	100.0%
Bachelor Degree (Level 7)	2,343	3,725	6,068	38.6%	61.4%	100.0%
Professional Bachelor (Level 8)	615	445	1,060	58.0%	42.0%	100.0%
Bachelor Honours (Level 8)	4,416	3,625	8,041	54.9%	45.1%	100.0%
Undergraduate Total	13,563	16,013	29,576	45.9%	54.1%	100.0%
Professional Bachelor (Level 8)	11	53	64	17.2%	82.8%	100.0%
Bachelor Honours (Level 8)	882	726	1,608	54.9%	45.1%	100.0%
Postgraduate Cert (Level 7-8)	23	16	39	59.0%	41.0%	100.0%
Postgraduate Dip (Level 7-8)	647	586	1,233	52.5%	47.5%	100.0%
Master Degree (Level 9)	452	1,696	2,148	21.0%	79.0%	100.0%
Doctorate (Level 10)	33	188	221	14.9%	85.1%	100.0%
Postgraduate Total	2,048	3,265	5,313	38.5%	61.5%	100.0%
Grand Total	15,611	19,278	34,889	44.7%	55.3%	100.0%

Undergraduate students constituted 84.8 per cent of all final-year students, whereas postgraduate students accounted for 15.2 per cent (Table 2.2(c)). Consequently, undergraduate students represented 86.9 per cent of the students who completed their studies, compared to 13.1 per cent for the postgraduate students.

Table 2.2(c) Completion Rate by Qualification Type, 2024

Qualification NQF Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	2,319	2,330	4,649	14.9%	12.1%	13.3%
Diplomas (Level 5-7)	3,870	5,888	9,758	24.8%	30.5%	28.0%
Bachelor Degree (Level 7)	2,343	3,725	6,068	15.0%	19.3%	17.4%
Professional Bachelor (Level 8)	615	445	1,060	3.9%	2.3%	3.0%
Bachelor Honours (Level 8)	4,416	3,625	8,041	28.3%	18.8%	23.0%
Undergraduate Total	13,563	16,013	29,576	86.9%	83.1%	84.8%
Professional Bachelor (Level 8)	11	53	64	0.1%	0.3%	0.2%
Bachelor Honours (Level 8)	882	726	1,608	5.6%	3.8%	4.6%
Postgraduate Cert (Level 7-8)	23	16	39	0.1%	0.1%	0.1%
Postgraduate Dip (Level 7-8)	647	586	1,233	4.1%	3.0%	3.5%
Master Degree (Level 9)	452	1,696	2,148	2.9%	8.8%	6.2%
Doctorate (Level 10)	33	188	221	0.2%	1.0%	0.6%
Postgraduate Total	2,048	3,265	5,313	13.1%	16.9%	15.2%
Grand Total	15,611	19,278	34,889	100.0%	100.0%	100.0%

2.2.2. Completion Rate by NQF Field of Learning

The completion rate was higher for the STEM fields at 49.7 per cent compared to 42.6 per cent for non-STEM fields (Table 2.2(d)).

The Health Sciences and Social Services field under the STEM category had the highest completion rate at 65.4 per cent followed by the Culture and the Arts field under the non-STEM category at 53.9 per cent. On the other hand, the Manufacturing, Engineering and Technology field of learning had the lowest completion rate, at 28.3 per cent.

Table 2.2 (d) Completion Status by NQF Field of Learning, 2024

Qualification NQF Field of Learning	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Agriculture and Nature Conservation	380	583	963	39.5%	60.5%	100.0%
Manufacturing, Engineering and Technology	458	1,162	1,620	28.3%	71.7%	100.0%
Health Sciences and Social Services	3,177	1,683	4,860	65.4%	34.6%	100.0%
Physical, Mathematical and Computer Sciences	1,055	1,706	2,761	38.2%	61.8%	100.0%
Physical Planning and Construction	237	241	478	49.6%	50.4%	100.0%
STEM Total	5,307	5,375	10,682	49.7%	50.3%	100.0%
Business, Commerce and Management	3,209	5,625	8,834	36.3%	63.7%	100.0%
Communication Studies and Languages	377	512	889	42.4%	57.6%	100.0%
Culture and the Arts	130	111	241	53.9%	46.1%	100.0%
Education, Training and Development	5,462	6,156	11,618	47.0%	53.0%	100.0%
Human and Social Studies	202	418	620	32.6%	67.4%	100.0%
Law, Military Science and Security	609	589	1,198	50.8%	49.2%	100.0%
Services and Life Sciences	315	492	807	39.0%	61.0%	100.0%
Non-STEM Total	10,304	13,903	24,207	42.6%	57.4%	100.0%
Grand Total	15,611	19,278	34,889	44.7%	55.3%	100.0%

2.2.3. Completion Rate by Offering Type

More than half (56.4 per cent) of the students in the final year of study were studying full-time, while 26.5 per cent and 17.1 per cent utilised distance and part-time study modes, respectively. Of the 15,611 students who completed studies, 61.6 per cent were studying full-time, 22.9 per cent were on distance, and 15.5 per cent were in part-time mode (Table 2.2(e)).

Table 2.2 (e) Completion Rate by Offering Type and by Examination Results, 2024

Offering Type	Number			Per cent		
	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Full Time	9,619	10,075	19,694	61.6%	52.3%	56.4%
Part Time	2,418	3,547	5,965	15.5%	18.4%	17.1%
Distance	3,574	5,656	9,230	22.9%	29.3%	26.5%
Grand Total	15,611	19,278	34,889	100.0%	100.0%	100.0%

Male students had higher proportions of graduation rates in full-time and part-time studies compared to female students. In contrast, female students had a larger share of graduates (26.1 per cent) in the distance mode compared to male students (15.5 per cent) (Table 2.2(f)).

Table 2.2 (f) Students Graduating by Offering Type and by Sex, 2024

Offering Type	Number		Total	Per cent		Total
	Male	Female		Male	Female	
Full Time	3,120	6,499	9,619	65.3%	60.0%	61.6%
Part Time	914	1,504	2,418	19.1%	13.9%	15.5%
Distance	742	2,832	3,574	15.5%	26.1%	22.9%
Grand Total	4,776	10,835	15,611	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 46.3 per cent and 42.9 per cent of students completing studies, respectively (Table 2.2(g)).

Table 2.2 (g) Completion Rate by Type of HEI, 2024

Qualification NQF Type	Number			Per cent		
	Completed Studies	Not completed studies	Total	Completed Studies	Not completed studies	Total
Public HEI Total	8,767	10,182	18,949	46.3%	53.7%	100.0%
Private HEI Total	6,844	9,096	15,940	42.9%	57.1%	100.0%
Grand Total	15,611	19,278	34,889	44.7%	55.3%	100.0%

A combined 39.7 per cent of students obtained Certificates (14.9 per cent) and Diplomas (24.8 per cent), with a higher proportion from private HEIs (29.6 per cent) compared to public HEIs (10.1 per cent) (Table 2.2(h)). Bachelor degree graduates constituted 15 per cent of the graduates. A higher percentage was observed among Bachelor Honours graduates (33.9 per cent), with 25.6 per cent from public institutions and 8.3 per cent from private HEIs. Approximately 4 per cent of graduates obtained a Professional Bachelor degree, with a majority (2.1 per cent) from public HEIs. Master degree graduates accounted for 2.9 per cent of the total, with 2.2 per cent from public HEIs and 0.7 per cent from private HEIs. Doctoral degree graduates comprised 0.2 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, 2024

Qualification NQF Type	Number			Per Cent		
	Completed Studies	Not completed studies	Total	Completed Studies	Not completed studies	Total
Certificates (Level 5-6)	389	502	891	2.5%	2.6%	2.6%
Diplomas (Level 5-7)	1,187	1,620	2,807	7.6%	8.4%	8.0%
Bachelor Degree (Level 7)	2,035	2,957	4,992	13.0%	15.3%	14.3%
Professional Bachelor (Level 8)	324	384	708	2.1%	2.0%	2.0%
Bachelor Honours (Level 8)	3,997	2,907	6,904	25.6%	15.1%	19.8%
Postgraduate Cert/Dip (Level 7-8)	461	300	761	3.0%	1.6%	2.2%
Master Degree (Level 9)	344	1,348	1,692	2.2%	7.0%	4.8%
Doctorate (Level 10)	30	164	194	0.2%	0.9%	0.6%
Public HEI Total	8,767	10,182	18,949	56.2%	52.8%	54.3%
Certificates (Level 5-6)	1,930	1,828	3,758	12.4%	9.5%	10.8%
Diplomas (Level 5-7)	2,683	4,268	6,951	17.2%	22.1%	19.9%
Bachelor Degree (Level 7)	308	768	1,076	2.0%	4.0%	3.1%
Professional Bachelor (Level 8)	302	114	416	1.9%	0.6%	1.2%
Bachelor Honours (Level 8)	1,301	1,444	2,745	8.3%	7.5%	7.9%
Postgraduate Cert/Dip (Level 7-8)	209	302	511	1.3%	1.6%	1.5%
Master Degree (Level 9)	108	348	456	0.7%	1.8%	1.3%
Doctorate (Level 10)	3	24	27	0.0%	0.1%	0.1%
Private HEI Total	6,844	9,096	15,940	43.8%	47.2%	45.7%
Certificates (Level 5-6)	2,319	2,330	4,649	14.9%	12.1%	13.3%
Diplomas (Level 5-7)	3,870	5,888	9,758	24.8%	30.5%	28.0%
Bachelor Degree (Level 7)	2,343	3,725	6,068	15.0%	19.3%	17.4%
Professional Bachelor (Level 8)	626	498	1,124	4.0%	2.6%	3.2%
Bachelor Honours (Level 8)	5,298	4,351	9,649	33.9%	22.6%	27.7%
Postgraduate Cert/Dip (Level 7-8)	670	602	1,272	4.3%	3.1%	3.6%
Master Degree (Level 9)	452	1,696	2,148	2.9%	8.8%	6.2%
Doctorate (Level 10)	33	188	221	0.2%	1.0%	0.6%
Grand Total	15,611	19,278	34,889	100.0%	100.0%	100.0%

A notable 59.4 per cent of male graduates achieved degrees (Bachelor, Professional Bachelor, and Bachelor Honours), compared to 50.1 per cent of their female counterparts. Additionally, a slightly higher proportion of male graduates (7.9 per cent) attained postgraduate qualifications, compared to 7.2 per cent of female graduates Table 2.2(i).

Table 2.2 (i) Graduates by NQF Qualification Type and by Sex, 2024

Qualification NQF Type	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Certificates (Level 5-6)	74	315	389	1.5%	2.9%	2.5%
Diplomas (Level 5-7)	248	939	1,187	5.2%	8.7%	7.6%
Bachelor Degree (Level 7)	900	1,135	2,035	18.8%	10.5%	13.0%
Professional Bachelor (Level 8)	128	196	324	2.7%	1.8%	2.1%
Bachelor Honours (Level 8)	1,321	2,676	3,997	27.7%	24.7%	25.6%
Postgraduate Cert/Dip (Level 7-8)	138	323	461	2.9%	3.0%	3.0%
Master Degree (Level 9)	124	220	344	2.6%	2.0%	2.2%
Doctorate (Level 10)	15	15	30	0.3%	0.1%	0.2%
Public HEIs Total	2,948	5,819	8,767	61.7%	53.7%	56.2%
Certificates (Level 5-6)	403	1,527	1,930	8.4%	14.1%	12.4%
Diplomas (Level 5-7)	836	1,847	2,683	17.5%	17.0%	17.2%
Bachelor Degree (Level 7)	95	213	308	2.0%	2.0%	2.0%
Professional Bachelor (Level 8)	40	262	302	0.8%	2.4%	1.9%
Bachelor Honours (Level 8)	355	946	1,301	7.4%	8.7%	8.3%
Postgraduate Cert/Dip (Level 7-8)	68	141	209	1.4%	1.3%	1.3%
Master Degree (Level 9)	31	77	108	0.6%	0.7%	0.7%
Doctorate (Level 10)		3	3	0.0%	0.0%	0.0%
Private HEIs Total	1,828	5,016	6,844	38.3%	46.3%	43.8%
Certificates & Diplomas	1,561	4,628	6,189	32.7%	42.7%	39.6%
Bachelor, Professional, Honours bachelors	2,839	5,428	8,267	59.4%	50.1%	53.0%
Postgraduate qualifications	376	776	1,155	7.9%	7.2%	7.4%
Grand Total	4,776	10,835	15,611	100.0%	100.0%	100.0%

2.2.5. Characteristics of Undergraduate Graduates

Of all final-year undergraduate students (29,576) who sat for final examinations, 45.9 per cent obtained qualifications, whereas 54.1 per cent did not complete their studies. The highest completion rate (58 per cent) was recorded for the Professional bachelor graduates (Table 2.2(j)).

Table 2.2 (j) Completion Rate of Undergraduate Students, 2024

Qualification NQF Type	Completed Studies	Not Completed Studies	Total	Completed Studies	Not Completed Studies	Total
Certificates (Level 5-6)	2,319	2,330	4,649	49.9%	50.1%	100.0%
Diplomas (Level 5-7)	3,870	5,888	9,758	39.7%	60.3%	100.0%
Bachelor Degree (Level 7)	2,343	3,725	6,068	38.6%	61.4%	100.0%
Professional Bachelor (Level 8)	615	445	1,060	58.0%	42.0%	100.0%
Bachelor Honours (Level 8)	4,416	3,625	8,041	54.9%	45.1%	100.0%
Undergraduate Total	13,563	16,013	29,576	45.9%	54.1%	100.0%

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 the age group 25 to 29 was the highest with 36.8 per cent of the students who completed studies, followed by the 21-24 age group with 28.6 per cent and then the 30-39 age group with 26.2 per cent.

A larger share 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) Completion rate for Undergraduate by Age Group and by NQF Qualification Type, 2024

Age Group	Qualification NQF Type					Total
	Certificates (Level 5-6)	Diplomas (Level 5-7)	Bachelor Degree (Level 7)	Professional Bachelor (Level 8)	Bachelor Honours (Level 8)	
Number						
20 and under	15	48	18	1	-	82
21 -24	545	887	921	250	1,279	3,882
25 - 29	824	1,048	821	254	2,048	4,995
30 - 39	759	1,361	467	91	882	3,560
40 - 49	154	444	105	18	185	906
50 and +	22	73	11	1	22	129
Not Stated	0	9	0	0	0	9
Total	2,319	3,870	2,343	615	4,416	13,563
Per Cent						
20 and under	0.6%	1.2%	0.8%	0.2%	0.0%	0.6%
21 -24	23.5%	22.9%	39.3%	40.7%	29.0%	28.6%
25 - 29	35.5%	27.1%	35.0%	41.3%	46.4%	36.8%
30 - 39	32.7%	35.2%	19.9%	14.8%	20.0%	26.2%
40 - 49	6.6%	11.5%	4.5%	2.9%	4.2%	6.7%
50 and +	0.9%	1.9%	0.5%	0.2%	0.5%	1.0%
Not Stated	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CHAPTER 3: STAFF MEMBERS

Staff members are a critical resource in higher education. This chapter provides an overview of staff profiles within HEIs, distinguishing between academic and non-academic staff, with particular attention to academic staff characteristics. It further presents staff data disaggregated by institution, gender, staff type, qualification, and employment contract. While roles are clearly defined in some institutions, certain private HEIs assign multiple responsibilities to individual staff members, which creates challenges for classification.

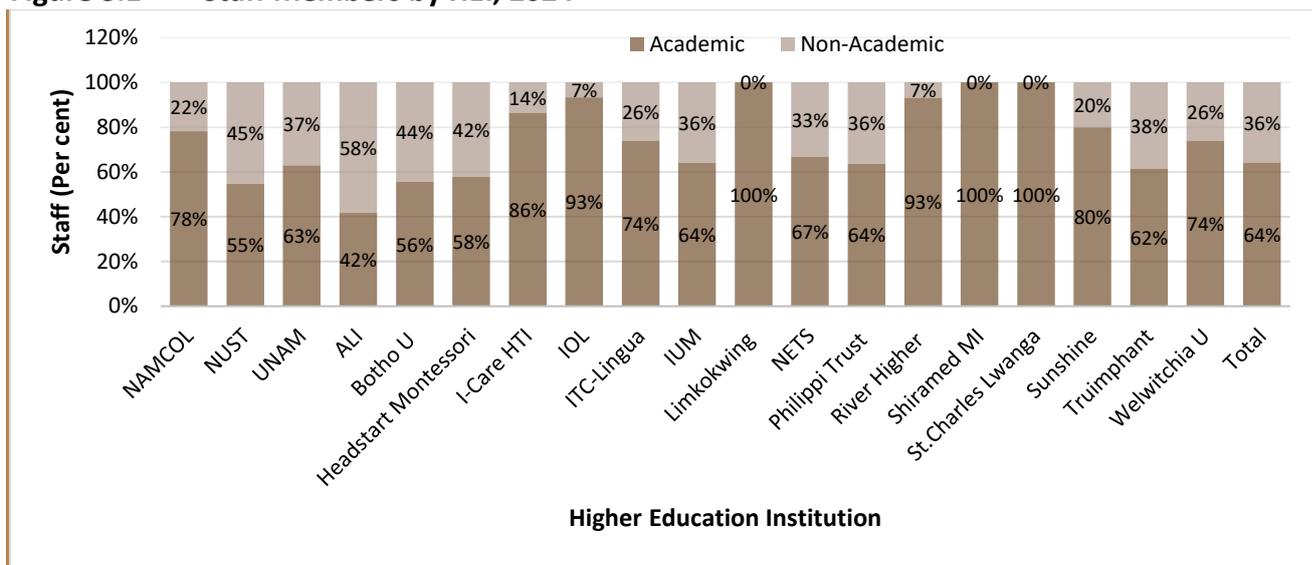
3.1 Staff Member by HEI

HEIs in Namibia reported employing 7,090 staff members in 2024 (Table 3.1). Of the total staff members employed, 5,456 were employed at public HEIs, whereas 1,634 were employed at private HEIs.

Table 3.1 Staff Member by HEI, 2024

Higher Education Institutions	Type of Staff				Total
	Academic	Academic Support	Skilled Administration	Unskilled Administration	
NAMCOL	366	145	141	1	653
NUST	745	450	962	28	2,185
UNAM	1,351	297	810	160	2,618
Public HEI Total	2,462	892	1,913	189	5,456
ALI	5		7		12
Botho U	4	1	3	1	9
Headstart Montessori	11		6	2	19
I-Care HTI	75	27	13	3	118
IOL	161	35	14		210
ITC-Lingua	37	37	12	14	100
IUM	185	127	162	13	487
Limkokwing	13	9			22
NETS	9	1	3	2	15
Philippi Trust	6	1	3	1	11
River Higher	19	22	3		44
Shiramed MI	6	3			9
St. Charles Lwanga	26				26
Sunshine	16		4		20
Triumphant	135	4	54	33	226
Welwitchia U	208	18	52	28	306
Private HEI Total	916	285	336	97	1,634
Total	3,378	1,177	2,249	286	7,090

The proportion of academic staff members was 64 per cent, compared to 36 per cent for non-academic staff members (Figure 3.1). Limkokwing, Shiramed MI and St. Charles Lwanga had a full complement of academic staff members, followed by IOL and River Higher Institute of Technology, which both had 93 per cent of academic staff. On the other hand, ALI had a larger share of non-academic staff members (58 per cent) followed by NUST (45 per cent).

Figure 3.1 Staff Members by HEI, 2024


3.2 Type of Staff by Type of Institution

Altogether, HEIs employed 7,090 staff members, of whom 4,554 were academic and academic support staff and 2,536 were non-academic staff. Table 3.2 shows that academic and academic support staff made up nearly two-thirds (64.2 per cent) of all HEIS staff in 2024, while non-academic skilled and unskilled staff accounted for 35.8 per cent. Within public HEIs, academic and academic support staff represented 61.5 per cent (3,354 staff members), and non-academic staff 38.5 per cent (2,102 staff members). In private HEIs, academic and academic support staff comprised 73.4 per cent (1,200 staff members), while non-academic staff accounted for 26.6 per cent (434 staff members).

Table 3.2 Type of Staff by Type of Institution, 2024

Type of Staff	Number	Per cent
Academic and Academic Support	3,354	61.5%
Non-Academic Skilled and Unskilled Staff	2,102	38.5%
Public Total	5,456	100.0%
Academic and Academic Support	1,200	73.4%
Non-Academic Skilled and Unskilled Staff	434	26.6%
Private Total	1,634	100.0%
Academic and Academic Support	4,554	64.2%
Non-Academic Skilled and Unskilled Staff	2,536	35.8%
Grand Total	7,090	100.0%

3.3 Type of Staff by Sex

Academic staff dominate in both public and private HEIs, but the share is higher in private institutions (73.5 per cent) compared to public (61.5 per cent). Female staff are more represented in private HEIs (59.1 per cent overall), especially among academic staff (59.0 per cent). Public HEIs show a slight male majority among academic staff (53.0 per cent) but a female majority among non-academic staff (52.1 per cent).

Table 3.3 Type of Staff by Sex, 2024

Type of Staff	Number			Per cent		
	Sex		Total	Sex		Total
	Male	Female		Male	Female	
Academic and Academic Support	1,776	1,578	3,354	53.0%	47.0%	61.5%
Non-Academic Skilled and Unskilled Staff	1,007	1,095	2,102	47.9%	52.1%	38.5%
Public Total	2,783	2,673	5,456	51.0%	49.0%	100.0%
Academic and Academic Support	493	708	1,201	41.0%	59.0%	73.5%
Non-Academic Skilled and Unskilled Staff	175	258	433	40.4%	59.6%	26.5%
Private Total	668	966	1,634	40.9%	59.1%	100.0%
Academic and Academic Support	2,269	2,286	4,555	49.8%	50.2%	64.2%
Non-Academic Skilled and Unskilled Staff	1,182	1,353	2,535	46.6%	53.4%	35.8%
Grand Total	3,451	3,639	7,090	48.7%	51.3%	100.0%

3.4 Staff Members by Citizenship and Type of Staff

About 85 per cent of the staff members were Namibians (Table 3.4). Among the international staff members, 4.3 per cent were from Zimbabwe, and 2.5 per cent were from other African countries, and 1.5 per cent were from South Africa. 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, 2024

Citizenship	Number			Per cent		
	Academic	Non-Academic	Total	Academic	Non-Academic	Total
Namibia	3,597	2,397	5,994	79.0%	94.6%	84.5%
Angola	4		4	0.1%	0.0%	0.1%
Botswana	9	1	10	0.2%	0.0%	0.1%
South Africa	102	6	108	2.2%	0.2%	1.5%
Zambia	29	3	32	0.6%	0.1%	0.5%
Zimbabwe	277	25	302	6.1%	1.0%	4.3%
Other SADC Countries	43	6	49	0.9%	0.2%	0.7%
Other African Countries	155	24	179	3.4%	0.9%	2.5%
European Countries	57	7	64	1.3%	0.3%	0.9%
American Countries	18	3	21	0.4%	0.1%	0.3%
Asian and Oceanic Countries	55	6	61	1.2%	0.2%	0.9%
Not Stated	209	57	266	4.6%	2.2%	3.8%
Total	4,555	2,535	7,090	100.0%	100.0%	100.0%

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

The majority of the academic and academic support staff members had Master (48 per cent) and Doctoral (20.3 per cent) degrees as the highest qualification (Table 3.5). A combined percentage of 13.5 of academic staff were in possession of Honours and Professional Bachelor. The rest of the academic staff held qualifications at Bachelor degree. Of all public HEIs' academic staff, 24.9 per cent had Doctoral degrees, compared to 7.5 per cent at private HEIs.

Table 3.5 Academic and Academic Support Staff by Highest Qualification and Type of HEI, 2024

Highest Qualification	Number			Per Cent		
	Public HEI	Private HEI	Total	Public HEI	Private HEI	Total
Up to Diploma	114	216	330	3.4%	18.0%	7.2%
Bachelor Degree	152	124	276	4.5%	10.3%	6.1%
Bachelor Honours	243	324	567	7.2%	27.0%	12.4%
Professional Bachelor Degree	29	23	52	0.9%	1.9%	1.1%
Master Degree	1,779	407	2,186	53.0%	33.9%	48.0%
Doctorate Degree	836	90	926	24.9%	7.5%	20.3%
Not Stated	201	17	218	6.0%	1.4%	4.8%
Total	3,354	1,201	4,555	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 academic staff members by their mode of employment. In total, private HEIs had a larger share of full-time than part-time staff members (64.1 per cent of full-time versus 35.9 per cent of part-time).

In contrast public HEIs had 53 per cent of their staff employed on a full-time basis compared to 47 per cent for part-time staff. Most academic staff members from NAMCOL (94.7 per cent), IOL (76 per cent), and ALI (80 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 (63.4 per cent). Generally, most private HEIs had a higher proportion of full-time staff members except for IOL, Sunshine, St. Charles Lwanga, ALI and Philippi Trust.

Table 3.6 Academic and Academic Support Staff by Mode of Employment, 2024

Higher Education Institutions	Number			Per cent		
	Full Time	Part Time	Total	Full Time	Part Time	Total
UNAM	1,312	336	1,648	79.6%	20.4%	100.0%
NUST	437	758	1,195	36.6%	63.4%	100.0%
NAMCOL	27	484	511	5.3%	94.7%	100.0%
Public HEIs Total	1,776	1,578	3,354	53.0%	47.0%	100.0%
IUM	183	129	312	58.7%	41.3%	100.0%
Welwitchia U	189	37	226	83.6%	16.4%	100.0%
IOL	47	149	196	24.0%	76.0%	100.0%
Triumphant	124	15	139	89.2%	10.8%	100.0%
I-Care HTI	91	11	102	89.2%	10.8%	100.0%
ITC-Lingua	42	32	74	56.8%	43.2%	100.0%
River Higher	34	7	41	82.9%	17.1%	100.0%
St. Charles Lwanga	9	17	26	34.6%	65.4%	100.0%
Limkokwing	11	11	22	50.0%	50.0%	100.0%
Sunshine	4	12	16	25.0%	75.0%	100.0%
Headstart Montessori	8	3	11	72.7%	27.3%	100.0%
NETS	9	1	10	90.0%	10.0%	100.0%
Shiramed MI	8	1	9	88.9%	11.1%	100.0%
Philippi Trust	3	4	7	42.9%	57.1%	100.0%
Botho U	5		5	100.0%	0.0%	100.0%
ALI	1	4	5	20.0%	80.0%	100.0%
Private HEIs Total	767	429	1,196	64.1%	35.9%	100.0%
Grand Total	2,543	2,007	4,550	55.9%	44.1%	100.0%

ANNEXURES

Annexure A: List of Variables in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. New 2. Repeater 	New or Repeater refers to the student's status in the Year of Study.
Sex	<ol style="list-style-type: none"> 1. Male 2. Female 	
Region	<ol style="list-style-type: none"> 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

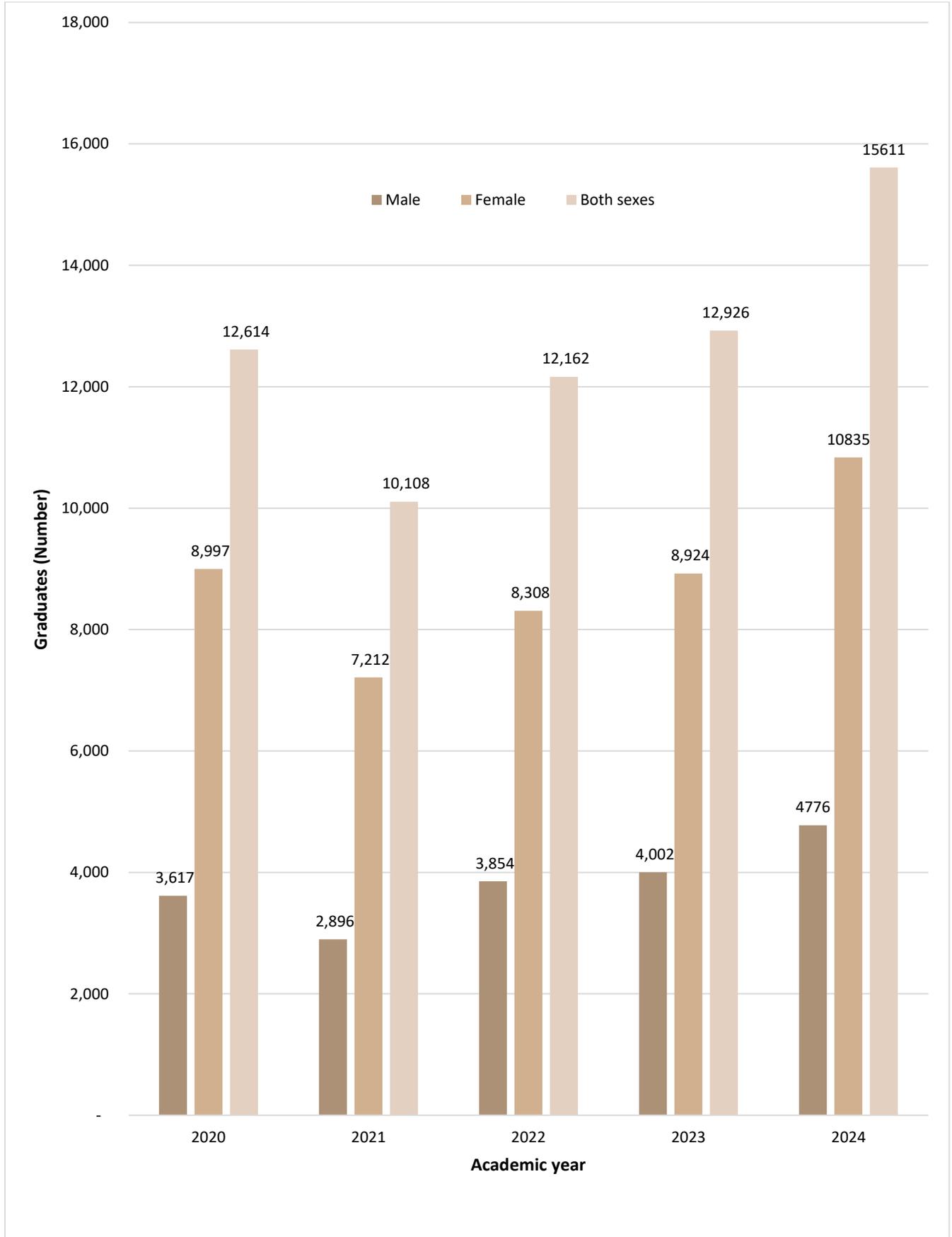
Variable Name	Categories	Notes to the Variables
Type of Staff Member	<ol style="list-style-type: none"> 1. Academic 2. Academic Support 3. Non-Academic Skilled Administrative Staff 4. Non-Academic Unskilled Administrative Staff 	
Full-time or Part-time	<ol style="list-style-type: none"> 1. Full-time 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	<ol style="list-style-type: none"> 1. Primary or Lower 2. Junior Secondary 3. Secondary 4. Undergraduate Certificate 5. Undergraduate Diploma 6. Postgraduate Certificate 7. Postgraduate Diploma 8. Bachelor degree 9. Bachelor Honours Degree 10. Professional Bachelor degree 11. Master Degree 12. Doctorate Degree 	

Annexure C: Examination Results by HEIs and by Sex, 2024

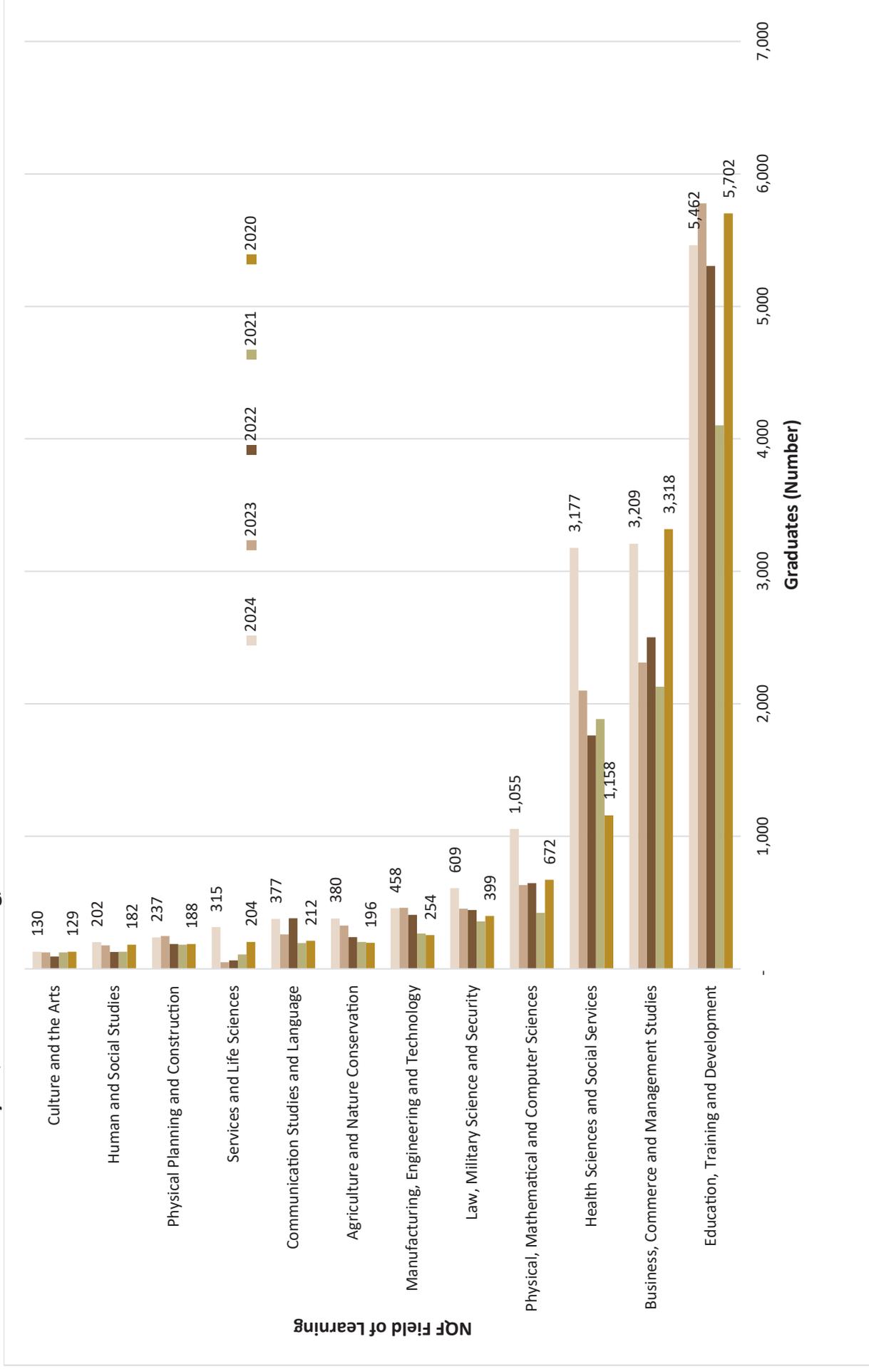
HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
UNAM	Pass	6,357	11,402	17,759	57.7%	61.5%	60.1%
	Fail	3,592	5,289	8,881	32.6%	28.5%	30.1%
	Continuing (Master and PhD)	431	813	1,244	3.9%	4.4%	4.2%
	Absent	553	916	1,469	5.0%	4.9%	5.0%
	Drop-out/Cancelled	77	116	193	.7%	.6%	.7%
	Total	11,010	18,536	29,546	100.0%	100.0%	100.0%
NUST	Pass	5,923	6,244	12,167	66.0%	70.6%	68.3%
	Fail	2,586	2,013	4,599	28.8%	22.8%	25.8%
	Continuing (Master and PhD)	411	492	903	4.6%	5.6%	5.1%
	Absent	49	91	140	0.5%	1.0%	0.8%
	Drop-out/Cancelled	4	3	7	0.0%	0.0%	0.0%
	Total	8,973	8,843	17,816	100.0%	100.0%	100.0%
IUM	Pass	4,847	10,103	13,491	73.1%	78.5%	87.4%
	Fail	759	1,195	1,103	11.4%	9.3%	7.1%
	Continuing (Master and PhD)	19	45	486	0.3%	0.3%	3.1%
	Drop-out/Cancelled	1,010	1,519	361	15.2%	11.8%	2.3%
	Total	6,635	12,862	15,441	100.0%	100.0%	100.0%
Welwitchia HTC	Pass	959	3,805	4,764	93.5%	96.0%	95.5%
	Fail	66	157	223	6.4%	4.0%	4.5%
	Drop-out/Cancelled	1	0	1	0.1%	0.0%	0.0%
	Total	1,026	3,962	4,988	100.0%	100.0%	100.0%
NAMCOL	Pass	205	2,611	2,816	72.2%	74.2%	74.0%
	Fail	65	820	885	22.9%	23.3%	23.3%
	Absent	12	89	101			
	Drop-out/Cancelled	2	0	2	0.7%	0.0%	0.1%
	Total	284	3,520	3,804	95.8%	97.5%	97.3%
Triumphant	Pass	1,269	1,702	2,971	72.0%	80.7%	76.8%
	Fail	397	324	721	22.5%	15.4%	18.6%
	Absent	97	82	179	5.5%	3.9%	4.6%
	Total	1,763	2,108	3,871	100.0%	100.0%	100.0%
IOL	Pass	474	1,971	3,030	97.1%	96.5%	98.9%
	Fail	14	72	34	2.9%	3.5%	1.1%
	Total	488	2,043	3,064	100.0%	100.0%	100.0%

HEI Name	Examination Results	Number			Per Cent		
		Sex		Total	Sex		Total
		Male	Female		Male	Female	
ICT-Lingua	Pass	522	874	1,396	79.0%	73.6%	75.5%
	Fail	50	94	144	15.0%	7.7%	10.4%
	Continuing (Master and PhD)	0	1	1			
	Absent	43	102	145	21.8%	24.2%	23.4%
	Drop-out/Cancelled	46	117	163	9.7%	14.6%	12.8%
	Total	661	1,188	1,849	100.0%	100.0%	100.0%
I-Care HTI	Pass	87	785	872	91.6%	90.0%	90.2%
	Fail	1	34	35	1.1%	3.9%	3.6%
	Absent	7	52	59	7.4%	6.0%	6.1%
	Drop-out/Cancelled	0	1	1	0.0%	0.1%	0.1%
	Total	95	872	967	100.0%	100.0%	100.0%
River Higher	Pass	178	256	434	100.0%	100.0%	100.0%
	Total	178	256	434	100.0%	100.0%	100.0%
Shiramed MI	Pass	78	230	308	100.0%	100.0%	100.0%
	Total	78	230	308	100.0%	100.0%	100.0%
Headstart Montessori	Pass	21	284	371	91.3%	89.3%	85.7%
	Fail	1	10	37	4.3%	3.1%	8.5%
	Drop-out/Cancelled	1	24	25	4.3%	7.5%	5.8%
	Total	23	318	433	100.0%	100.0%	100.0%
Sunshine	Pass	77	145	222	98.7%	100.0%	99.6%
	Fail	1	0	1			
	Total	78	145	223	100.0%	100.0%	100.0%
Limkokwing	Pass	109	76	185	100.0%	100.0%	100.0%
	Total	109	76	185	100.0%	100.0%	100.0%
ALI	Pass	63	90	153	100.0%	100.0%	100.0%
	Total	63	90	153	100.0%	100.0%	100.0%
St. Charles Lwanga	Pass	50	0	50	100.0%	0.0%	100.0%
	Total	50	0	50	100.0%	100.0%	100.0%
Botho	Pass	25	12	37	89.3%	100.0%	92.5%
	Fail	3	0	3	10.7%	0.0%	7.5%
	Total	28	12	40	100.0%	100.0%	100.0%
NETS	Pass	23	13	36	100.0%	92.9%	97.3%
	Drop-out/Cancelled	0	1	1	0.0%	7.1%	2.7%
	Total	23	14	37	100.0%	100.0%	100.0%
Philippi Trust	Pass	0	6	6	0.0%	100.0%	100.0%
	Total	0	6	6	0.0%	100.0%	100.0%

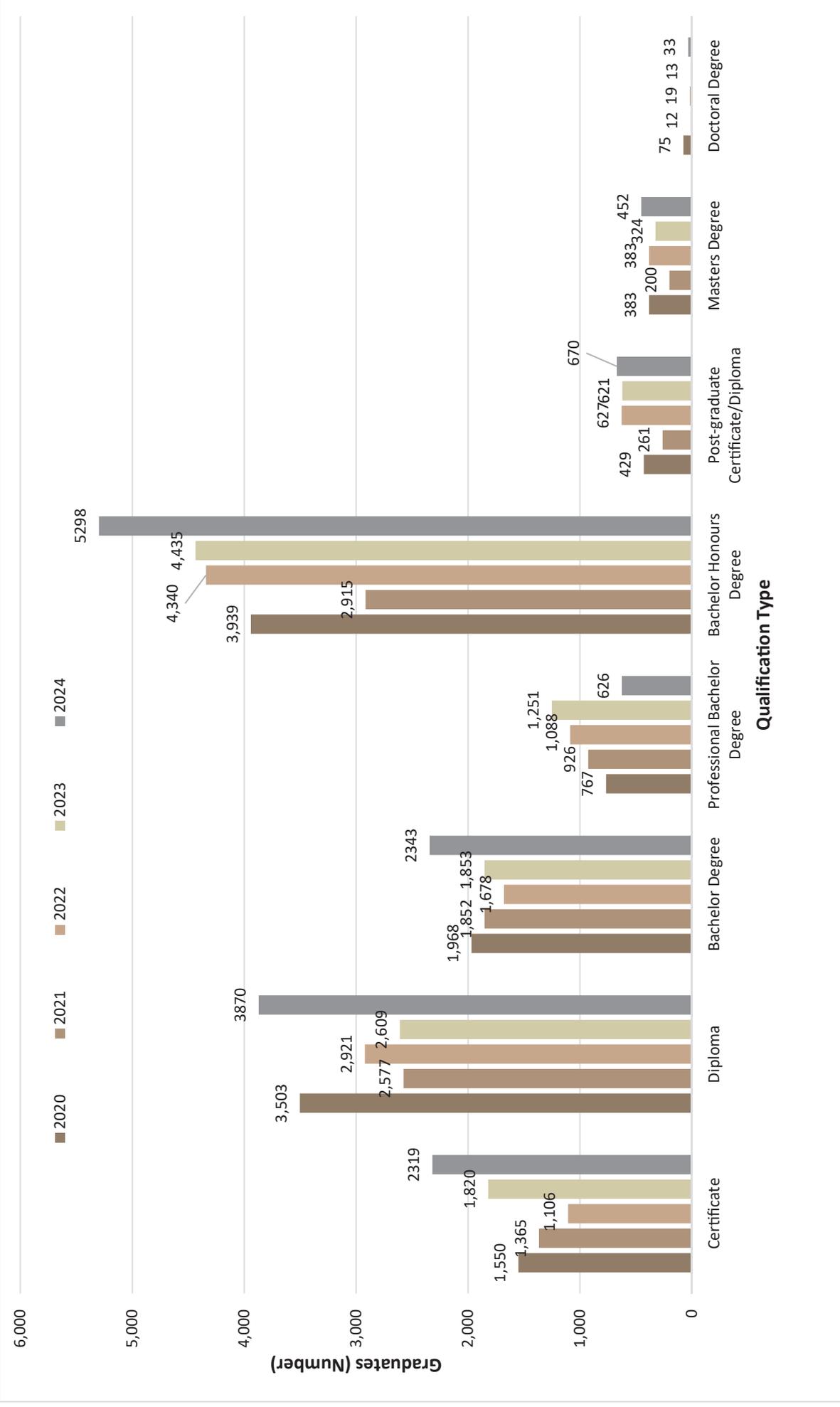
Annexure D: Graduates by Sex, 2020 - 2024



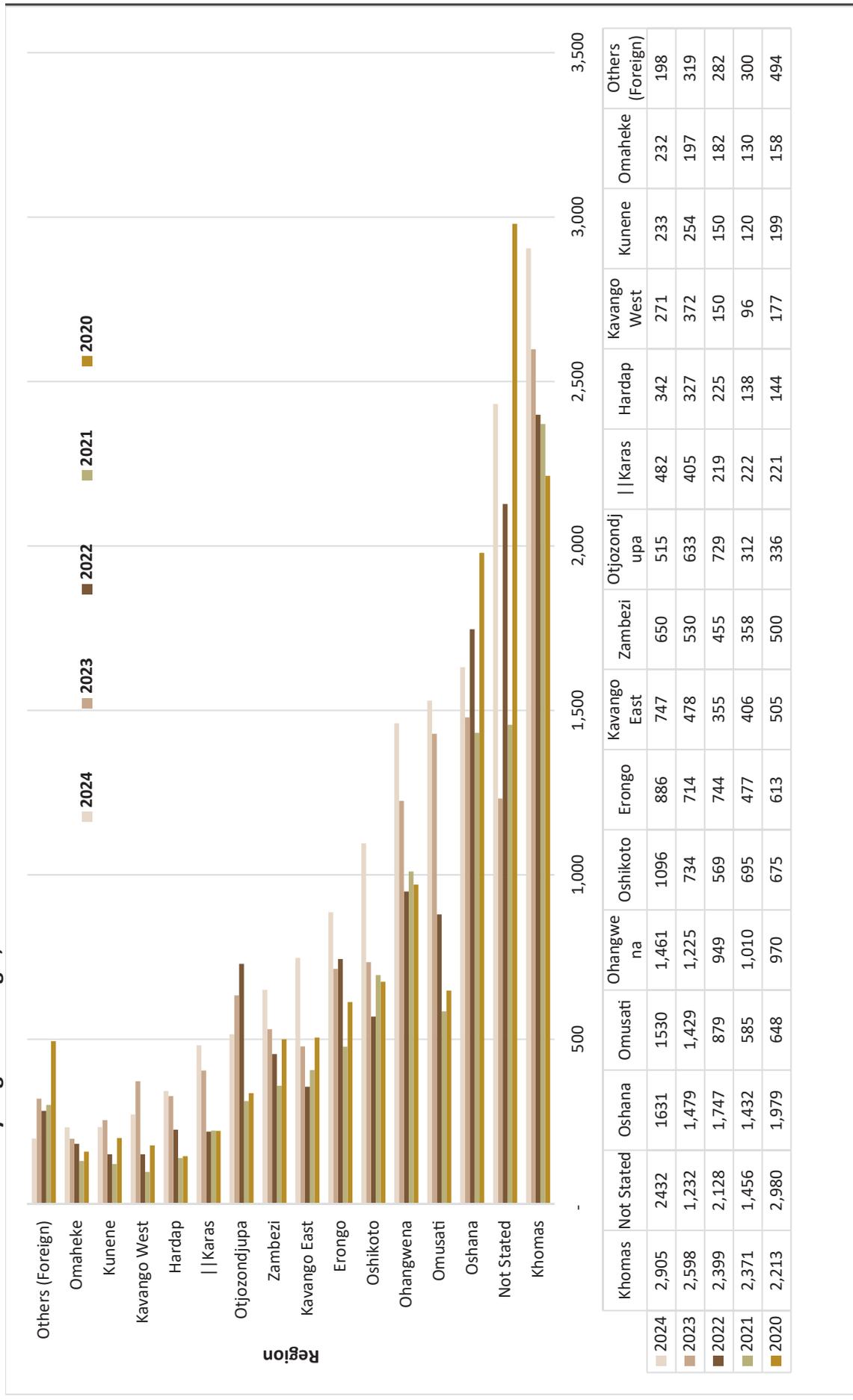
Annexure E: Graduates by NQF Field of Learning, 2020 - 2024



Annexure F: Graduates by NQF Qualification Type, 2020 - 2024



Annexure G: Graduates by Region of Origin, 2020 - 2024



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): 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.



CONTACTS

National Council for Higher Education

P. O. Box 90890

Klein Windhoek

NAMIBIA

TEL: +264 61 287 1500

info@nche.org.na

www.nche.org.na