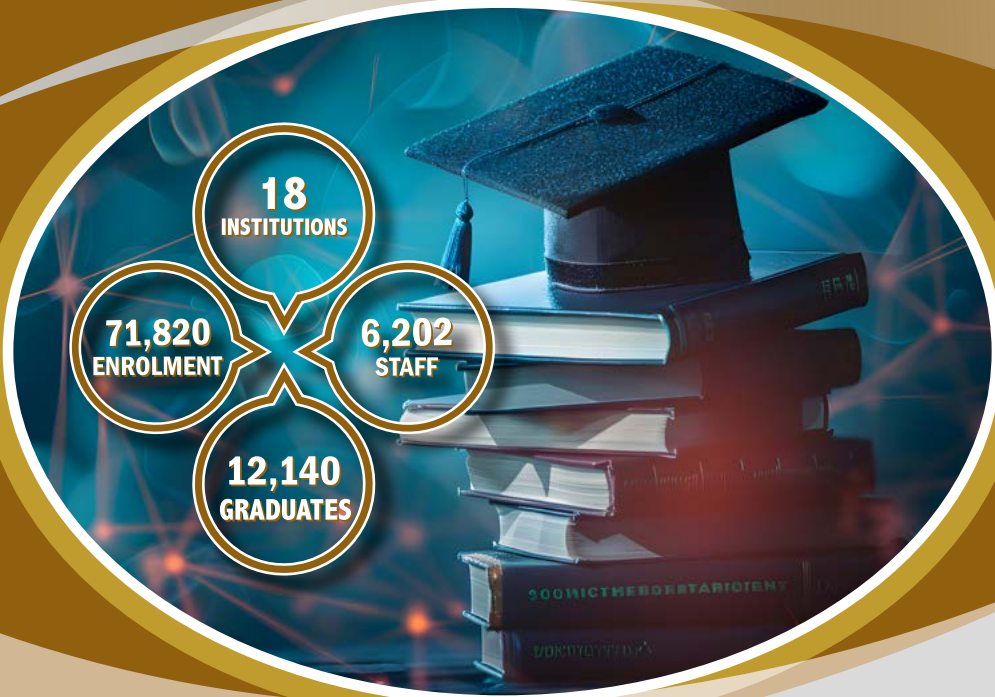


NATIONAL COUNCIL FOR HIGHER EDUCATION



2022 NAMIBIA HIGHER EDUCATION

SYNOPSIS

Introduction

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

NCHE is therefore responsible for promoting a coordinated higher education system, assuring the quality of higher education, enhancing students' access to higher education and advising on the allocation of state funds to public higher education institutions.

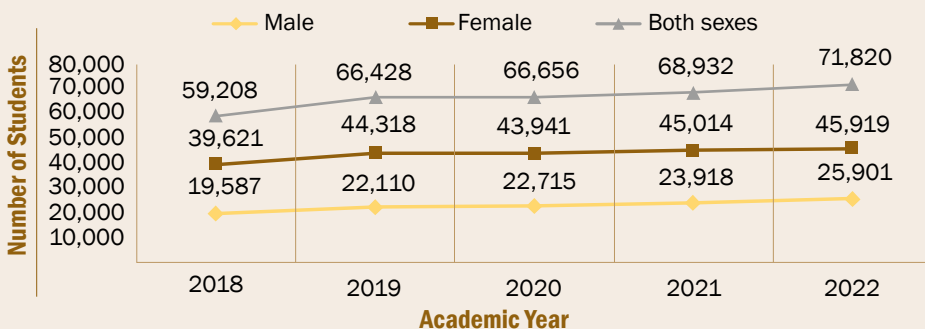
This synopsis provides a condensed overview of the 2022 Namibia higher education statistics. The full statistics are contained in the 2022 Namibia Higher Education Statistical Yearbook, accessible online at www.nche.org/publications.

You can also engage us at hemis@nche.org.na for all your higher education statistical needs.



Enrolment growth

As of 2022, there were a total of 71,820 higher education students enrolled in Namibia. Over five years, there has been a 21% growth in enrolment, resulting in 12,612 more students in the system. These students are spread across 18 Higher Education Institutions (HEIs), which include three public and 15 registered private HEIs.



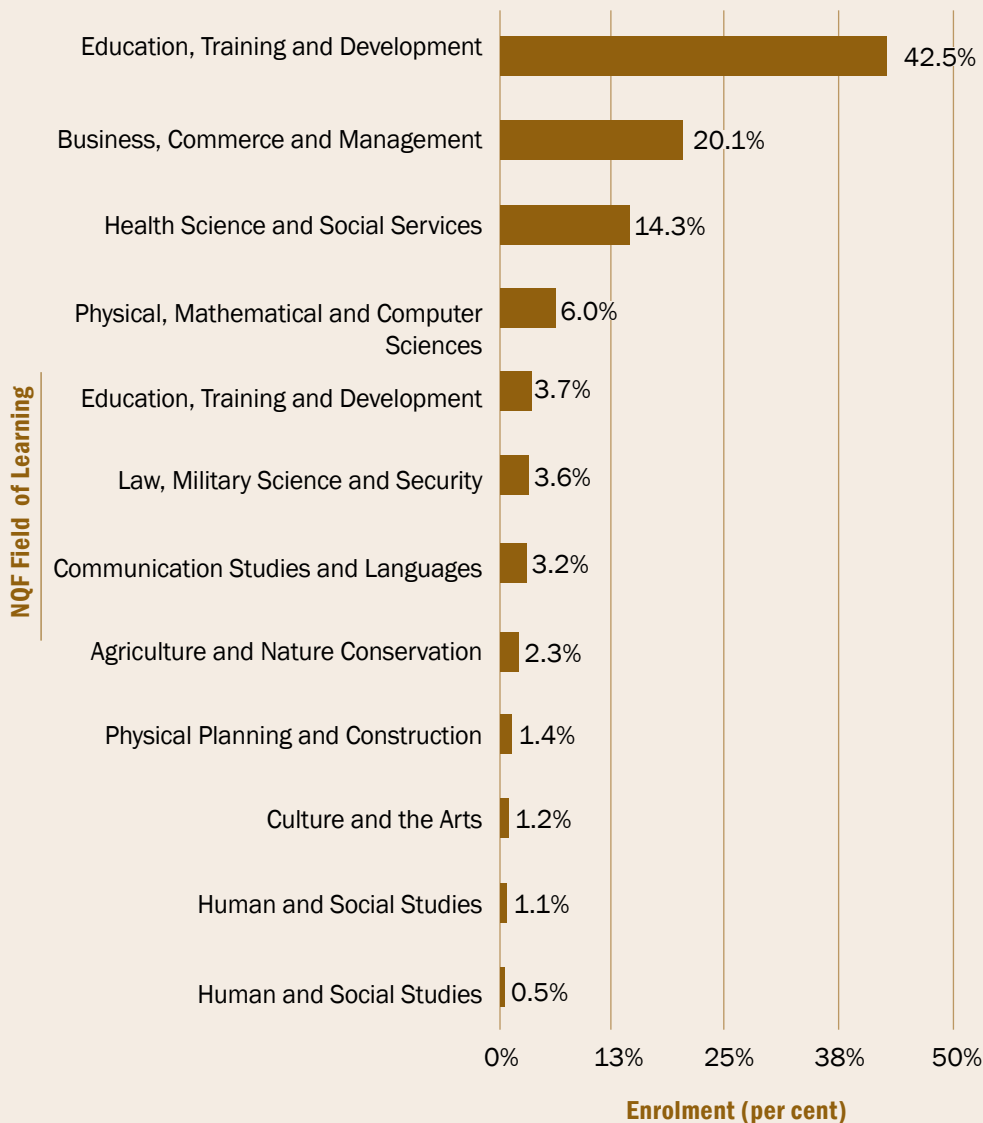
Student enrolment, last five academic years

Over the last five academic years, the number of female students enrolled in higher education has been consistently higher than male students. In 2022, female students constituted 64% compared to 36% for male students. In 2018, the number of female students was twice as much as the number of male students. However, this gender gap has reduced by 3% in the past few years. As of 2022, for every 100 male students enrolled in higher education, there are 177 female students.

Year	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
2018	19,587	39,621	59,208	33.1%	66.9%	100.0%
2019	22,110	44,318	66,428	33.3%	66.7%	100.0%
2020	22,715	43,941	66,656	34.1%	65.9%	100.0%
2021	23,918	45,014	68,932	34.7%	65.3%	100.0%
2022	25,901	45,919	71,820	36.1%	63.9%	100.0%

Enrolment by qualification field of learning

Many students were enrolled in the Education, Training and Development fields of studies and fewer in Services and Life Sciences.



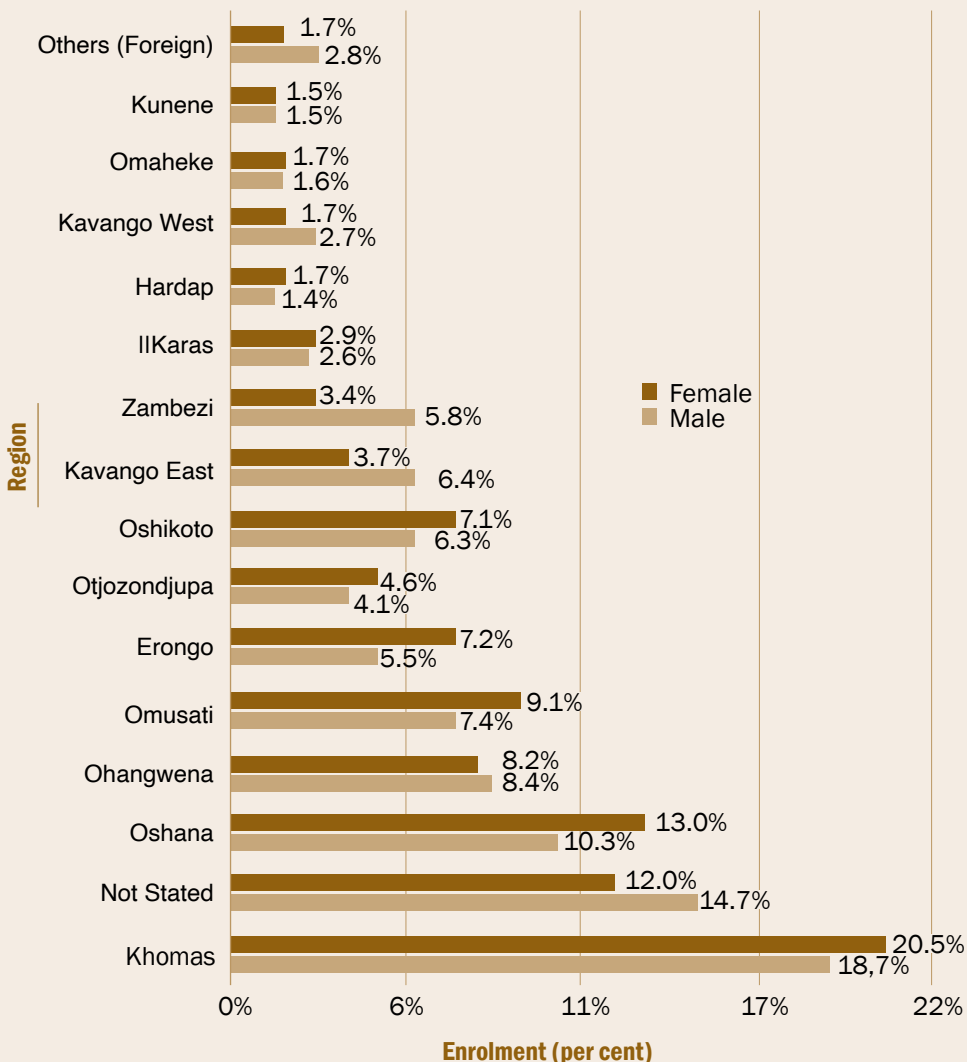
Enrolment by qualification field of learning

Fewer students were pursuing studies in Science, Technology, Engineering and Mathematics (STEM) fields (28%) while more students pursued studies in non-STEM fields (72%). Male students had higher proportions enrolled in STEM fields.

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

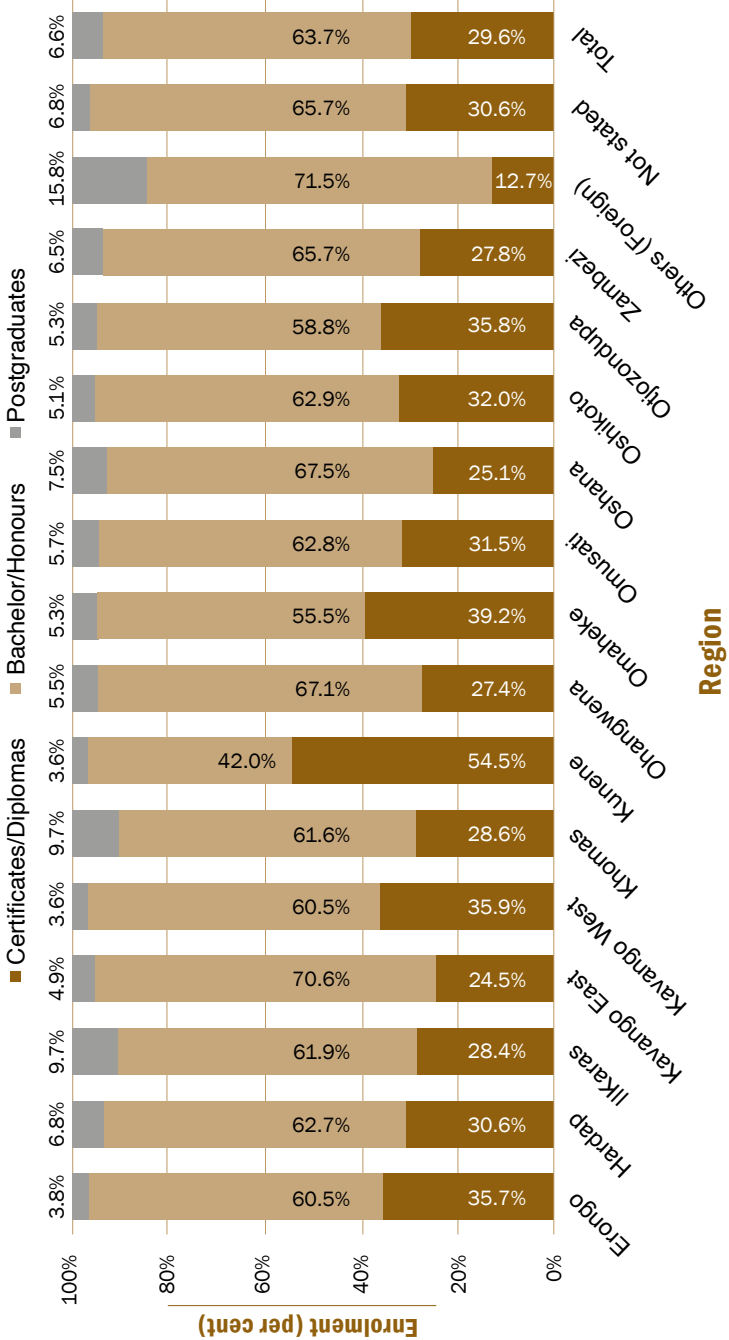
Enrolment by region of origin and by sex

Students enrolled in higher education were mainly from Khomas and Oshana regions. High proportions of male students were reported from Kavango East, Zambezi and Kavango West regions. The proportion of male students from outside Namibia was also high, compared to female students.



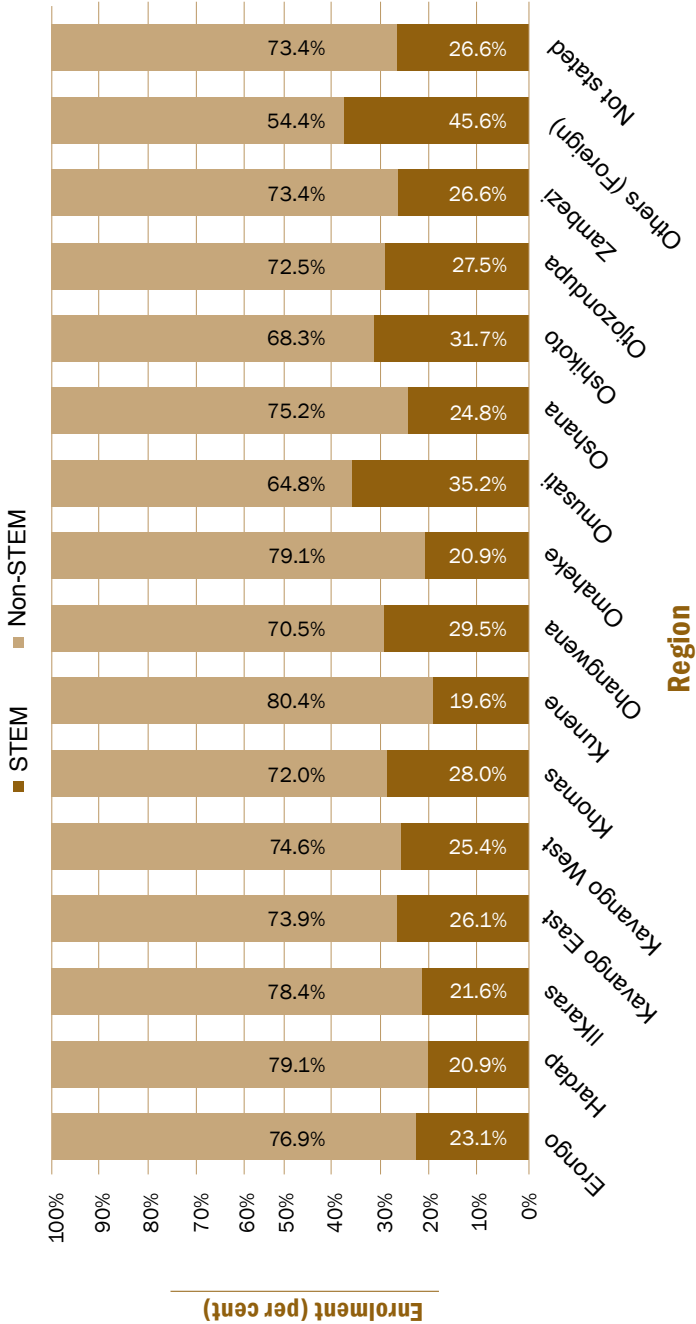
Enrolment by region of origin and by qualification types

Substantive proportions of students from Kunene, Omaheke, Kavango West and Otjozondjupa regions were mainly enrolled in Certificate and Diploma programmes (55%, 39% and 36% respectively). Higher percentages of students from foreign countries enrolled for postgraduate studies (16%).



Enrolment by region of origin by STEM and Non-STEM fields of learning

STEM fields are more popular for students from outside the country and for students originating from Omusati and Oshikoto regions. While Non-STEM field is highly associated with students from Kunene, Hardap, Omaheke, |Karas and Oshana.



Enrolment by age

The official theoretical age for tertiary education, as defined by UNESCO, refers to the age range that is typically expected for students to be enrolled in higher education programmes. This age range usually starts from the age at which students complete their secondary education, and extends for about 5 years, covering the typical duration of undergraduate studies. In the case of Namibia's secondary completion, the official theoretical age is 18 years, making the five years theoretical ages as 19 to 23 years. Namibia's higher education student population is much older, as only 44% were within the official theoretical age and 56% of students were above the age of 23 years. The education system is also experiencing low completion and high repetition rates.

Age group	Other Under-graduates	Bachelor/Honours	Postgraduates	Total
23 and below	30.7%	54.2%	0.9%	43.7%
24 - 29	30.0%	30.1%	24.8%	29.7%
30 and above	39.3%	15.7%	74.3%	26.5%
Grand Total	100.0%	100.0%	100.0%	100.0%

Enrolment by qualification type

Bachelor and Honours degrees were the most popular qualifications among higher-education students, followed by Certificates and Diplomas. Only about 7% were postgraduate students.

NQF Qualification Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Undergraduate Certificate/Diploma	5,916	15,365	21,281	22.8%	33.5%	29.6%
Bachelor/Honours	18,163	27,621	45,784	70.1%	60.2%	63.7%
Postgraduates	1,822	2,933	4,755	7.0%	6.4%	6.6%
Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

Enrolment by financial sponsor

For student funding, NSFAP was the primary sponsor for a significant portion of students (44%). Self-funding (27%) and parental support (22%) were also prevalent.

Other public institutions and private institutions need to enhance their support as most students without financial support report financial challenges contributing to prolonged studies and drop out.

Financial Sponsor	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
NSFAF	11,787	19,447	31,234	45.5%	42.4%	43.5%
Self-Funding	6,681	12,889	19,570	25.8%	28.1%	27.2%
Parent/Guardian	5,713	10,174	15,887	22.1%	22.2%	22.1%
Private Institution	878	930	1,808	3.4%	2.0%	2.5%
Other Public Institution	271	443	714	1.0%	1.0%	1.0%
Others	571	2,036	2,607	2.2%	4.4%	3.6%
Grand Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

Enrolment by citizenship

Of the 71,820 students, only 2,132 (3%) were international students, mainly from neighbouring countries. Higher Education Institutions in Namibia should invest in attracting international students to meet the 5% target set by the SADC Protocol on Education and Training, which aims to promote diversity and student mobility.

Citizenship	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Namibia	24,833	44,855	69,688	95.9%	97.7%	97.0%
Angola	209	183	392	0.8%	0.4%	0.5%
Botswana	15	27	42	0.1%	0.1%	0.1%
South Africa	34	63	97	0.1%	0.1%	0.1%
Zambia	92	81	173	0.4%	0.2%	0.2%
Zimbabwe	392	424	816	1.5%	0.9%	1.1%
Other African	285	220	505	1.1%	0.5%	0.7%
Europe/USA & Asia	41	66	107	0.2%	0.1%	0.1%
Total	25,901	45,919	71,820	100.0%	100.0%	100.0%

Examination results

Namibia's higher education continuously shows concerning trends regarding gender disparities in student progression, with male students exhibiting lower progression rates and higher failure rates compared to their female counterparts. Overall 67% of the male students passed examination compared to 73% of the female students. This calls for collective supporting and engagement interventions to address underlying social and systemic issues, as studies such as (<https://repository.unam.edu.na/handle/11070/3727>) have shown similar concerns across the whole education system.

Qualification Type	Progression status	Sex		Total
		male	female	
Certificates/Diplomas	Pass	15.4%	25.8%	22.0%
	Fail/absent/dropout	9.2%	10.0%	9.7%
Bachelors/ Professional/ Honours Degrees	Pass	51.5%	47.4%	48.8%
	Fail/absent/dropout	24.0%	16.9%	19.4%
Total		100.0%	100.0%	100.0%

Graduation rate

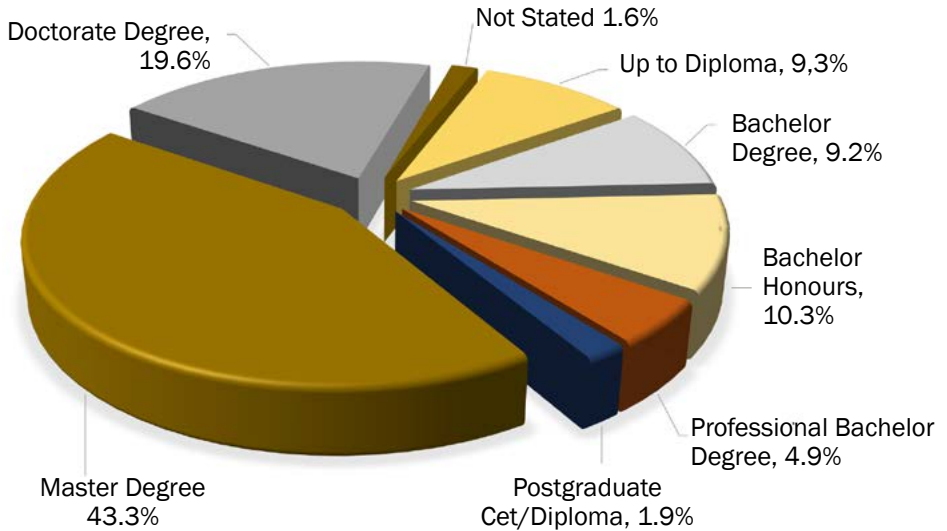
Graduation rate is defined as the number of graduates over the total number of students registered in the final year.

Four out of every ten (41%) students in the final year students obtained their qualifications in 2022. Higher education institutions should closely monitor student progression to develop targeted and student support interventions.

Variable	Number of students	Graduation rate
Students who completed their studies	12,140	40.8%
Final Year Students	29,781	

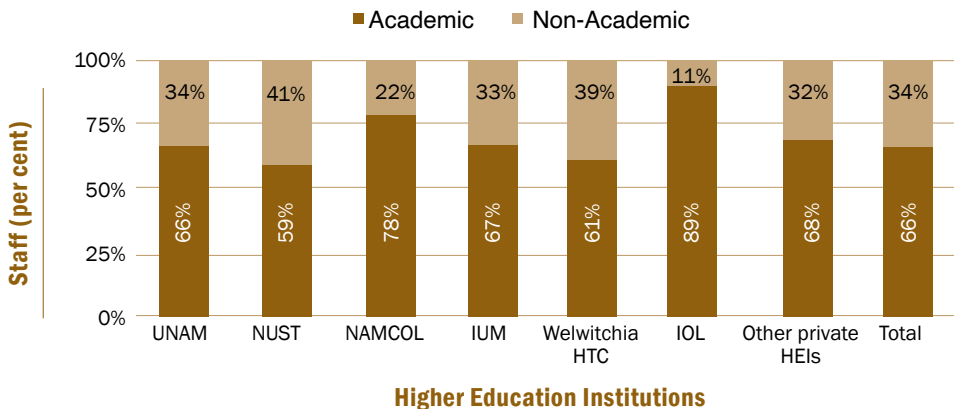
Academic staff members' qualifications

Most academic staff in higher education institutions had Master degrees (43%), followed by doctoral (20%) degrees, as their highest qualifications.



Staff members by higher education institutions

Overall, the ratio of non-academic staff (34%) to academic staff (66%) is 1 to 3, close to the 1 to 4 ratio recommended by NCHE.



NOTES

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