

The background of the cover is a warm, orange-toned collage. It includes a bar chart with four bars of increasing height and an upward-pointing arrow, a pie chart with five segments, and a fountain pen. The text '2013' is in a large, bold, yellow font, while 'NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK [NHESY]' is in a white, all-caps, sans-serif font. The year '2013' is positioned to the left of the main title, and the rest of the title is to its right.

2013 NAMIBIA HIGHER
EDUCATION
STATISTICAL
YEARBOOK [NHESY]

**NATIONAL COUNCIL FOR
HIGHER EDUCATION**

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PREFACE



Since independence, the higher education landscape featured prominently on the Government of the Republic of Namibia's agenda. This was visible through the establishment of two key public higher education institutions; the University of Namibia (UNAM) and the Polytechnic of Namibia (PoN), by Acts of Parliament in 1992 and 1994, respectively. Four Colleges of Education (Windhoek, Ongwediva, Rundu and Caprivi) and three Colleges of Agriculture (Neudamm, Ogongo and Tsumis park) also improved access to higher education. In 2008, the Neudamm and Ogongo Colleges of Agriculture were integrated into UNAM's Faculty of Agriculture and Natural Resources. Again in 2010, following a Cabinet Resolution, Namibia's four Colleges of Education merged into the Faculty of Education at UNAM. In 2012, Cabinet approved the gradual transformation of PoN into Namibia University of Science and Technology (NUST), a process that is still ongoing.

Following recommendations from the Presidential Commission on Education and Training in 1999, the Higher Education Act, 2003 (Act No. 26 of 2003), was enacted by Parliament. The primary aim of the Act is to regulate higher

education; and to provide for the establishment of the National Council for Higher Education (NCHE). The objectives of NCHE are to promote: (i) the establishment of a coordinated higher education system; (ii) the access of students to higher education institutions; and (iii) quality assurance in higher education. NCHE is also responsible for advising the Minister responsible for higher education on the allocation of moneys to public higher education institutions. The allocation of funds to public higher education institutions is guided by the Funding Framework, which is partly based on the higher education statistics, collected and managed through the Higher Education Management Information System (HEMIS). This Namibia Higher Education Statistical Yearbook (NHESY) is also a product of HEMIS aimed disseminating higher education statistics.

The above efforts and others in various sectors contributed to the consolidation of the higher education system in the country. As a result, student enrolment at our public institutions increased tremendously over the years. At UNAM, enrolment increased four times from 4 240 in 1992 to 16,638 in 2013 whereas at PoN it was five times from 2 584 in 1995 to 13 130 in 2013. The number of graduates also increased from 601 in 1992 to 2 563 in 2013 at UNAM and from 431 in 1995 to 2 436 in 2013 at PoN.

In the private sector, the International University of Management (IUM) evolved as a non-degree awarding institute in 1994 and was accredited by the Namibia Qualifications Authority (NQA) as a university in 2002. By 2013, IUM had an enrolment record of 6 800 students. In the same year, a total number of ten private institutions with programmes accredited by NQA operated in Namibia.

Altogether, public and private institutions recorded total student enrolment of 43 761 in 2013, representing a Gross Enrolment Rate of 19 per cent. This is probably one of the highest in the SADC Region: close to the Republic of South Africa (20 per cent in 2013) and higher than Swaziland (6 per cent in 2011), Zimbabwe (6 per cent in 2011) and Mozambique (5 per cent in 2013).

This statistical publication provides valuable information on the composition and structure of our higher education system. It is a useful source for researchers, policy makers and all stakeholders in education. The data in this publication also form basis for computing indicators required by other statutory institutions at national, regional and international levels. I therefore call upon the higher education institutions to ensure that their data are reliable and provided in a consistent and timely manner.

A handwritten signature in black ink, appearing to read 'Kalumbi Shangula', with a long horizontal stroke extending to the right.

KALUMBI SHANGULA

CHAIRPERSON

FOREWORD



The National Council for Higher Education (NCHE) is proud to present, for the first time in the history of the Namibian education system, a Statistical Yearbook containing aggregated statistics on higher education in Namibia. The publication of this Book coincides with the country's 25th Independence Anniversary and the creation of a Ministry of Higher Education, Training and Innovation (MHETI), signifying the importance of the Higher Education subsector in the attainment of the national objectives as enshrined in Vision 2030.

NCHE was established by the Higher Education Act, Act No. 26 of 2003, to coordinate the Higher Education System among others. This Yearbook is the result of the establishment of a Higher Education Management Information System (HEMIS) administered by NCHE. HEMIS was developed as part of the Funding Framework, in support of a major reform of the financing of public Higher Education, which aims at introducing transparency and fairness in funding of public Higher Education Institutions. The methodological and technological options that were selected for the implementation of HEMIS not only allow

for the production of information that previously lacked, but also make available to public authorities and researchers a comprehensive database for planning, budgeting and research so as to understand the evolution of the Higher Education subsector and make informed choices and decisions about its development.

We would like to express appreciation to all our stakeholders who contributed to the production of this maiden National Higher Education Statistical Yearbook (NHESY). Despite its data gaps, this is seen as a great achievement because of the considerable efforts made by the public and private Higher Education institutions in the provision of the necessary datasets.

Sustainability of this achievement requires continuous supply of data and progressive adaptation of information systems to the required standards. Some information, such as those related to Namibian students abroad, requires setting appropriate collection means spaces. We are confident that future editions of the Yearbook will be more comprehensive and complete in terms of coverage.

A stylized, handwritten signature in black ink.

MOCKS SHIVUTE
EXECUTIVE DIRECTOR

INTRODUCTION

This first NHESY publication draws on HEMIS' collection of data for the academic years 2012 and 2013. HEMIS accommodates different kinds of data from Higher Education Institutions in various databases, namely Students, Subjects, Staff, Equipment, Facilities and Research output.

Since the data presented in this publication were collected in 2014, it was challenging for some institutions to provide historical data in a standardised format. As a result, some data such as for examination results and staff data were only complete for Public Higher Education Institutions. Data validation was conducted at NCHE and Higher Education Institutions were contacted for clarification where necessary.

In the Namibian context, Higher Education refers to all learning programmes leading to qualifications equivalent to NQF level 5 or higher, offered by a Higher Education Institution as defined in the HE act, Act 26 of 2003. Consequently, this document includes student enrolment and graduation data from Higher Education Institutions delivering programmes registered by the Namibia Qualifications Authority (NQA) at level 5 and above, on the National Qualifications Framework (NQF). It also presents data about staff members in those institutions. It excludes students studying with foreign institutions inside and outside the country.

The statistics are cross tabulated by NQF qualification type, NQF field of learning, offering type, age, sex, region in which Grade 12 was completed, progression status (examination results), first timers, repeaters, nationality, and financial sponsor, among others. The Yearbook is divided into three main chapters and several annexures. Chapter 1 presents student enrolment. Chapter 2 is about qualifications obtained at the end of the academic year. Chapter 3 focuses on staff at the Higher Education Institutions and their characteristics. There are also Annexures on enrolment in each Higher Education Institution, and glossary.

NHESY data are also accessible through www.nche.org.na. The HEMIS helpdesk (hemis@nche.org.na) exists to meet ad hoc needs of data users.

LIST OF ABBREVIATIONS/ACRONYMS

AU	African Union
FF	Funding Framework
FTE	Full-time Equivalent
HE	Higher Education
Headstart	Headstart Montessori Teachers Training College
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
IDs	Identity Documents
ILSA	ILSA Independent College
IOB	Institute of Bankers
IOL	Institute for Open Learning
IUM	International University of Management
LINGUA	International Training College Lingua
MHETI	Ministry of Higher Education, Training and Innovation
MONITRONIC	Monitronic Success College
NAMCOL	Namibian College of Open Learning
NCHE	National Council for Higher Education
NETS	Namibia Evangelical Theological Seminary
NHESY	Namibia Higher Education Statistical Yearbook
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NS	Not Stated
NSA	Namibia Statistics Agency
NSFAF	Namibia Student Financial Assistance Fund
NTA	Namibia Training Authority
PON	Polytechnic of Namibia
TRIUMPHANT	Triumphant College
STEM	Science Technology Engineering and Mathematics
ULTS-PAULINUM	United Lutheran Theological Seminary-Paulinum
UNAM	University of Namibia

NOTES TO THE TABLES

1. Most of the missing data were recorded as "Not Stated" (NS).
2. An academic year starts in January and ends in December.
3. Figures include only those students enrolled under specified NQF Qualification Levels.
4. On the Age Table, figures include only those students whose age is known.
5. No institution has changed its name between 2012 and 2013 and no new institutions were accredited by NQA.
6. Some private Higher Education Institutions did not submit data on examination results, making the national graduation figure unrealistically low.
7. The terms and categories used in the tables are defined in the Glossary on page 34.

NAMIBIA HIGHER EDUCATION MAIN INDICATORS

Indicator		2012		2013	
		Number	Per cent	Number	Per cent
Number of Higher Education Institutions	Total	13		13	
	Public HEIs	3	23.1%	3	23.1%
	Private HEIs	10	76.9%	10	76.9%
Number of students	Total	41,246		43,761	
	Enrolment By Sector				
	Public HEIs	29,896	72.5%	30,843	70.5%
	Private HEIs	11,350	27.5%	12,918	29.5%
	Enrolment By Sex				
	Male	15,867	38.5%	16,209	37.0%
	Female	25,379	61.5%	27,552	63.0%
	Enrolment By Offering Type				
	Full Time	25,229	61.2%	27,761	63.4%
	Part Time	7,995	19.4%	7,848	17.9%
	Distance	7,946	19.3%	7,914	18.1%
	Not Stated	76	0.2%	238	0.5%
	Enrolment By NQF Field of Learning				
	NQF Field of Learning				
	Agriculture and Nature Conservation	920	2.2%	758	1.7%
	Business, Commerce and Management Studies	18,511	44.9%	19,793	45.1%
	Communication Studies and Language	1,239	3.0%	1,278	2.9%
	Culture and the Arts	57	0.1%	56	0.1%
	Education, Training and Development	8,907	21.6%	9,693	22.2%
	Health Sciences and Social Services	3,128	7.6%	3,069	7.0%
	Human and Social Studies	2,231	5.4%	2,316	5.3%
	Law, Military Science and Security	969	2.4%	1,090	2.5%
	Manufacturing, Engineering and Technology	579	1.4%	513	1.2%
	Physical, Mathematical and Computer Sciences	3,785	9.2%	3,578	8.2%
	Physical Planning and Construction	406	1.0%	507	1.2%
	Services and Life Sciences	493	1.2%	1,138	2.6%
	Not Stated	21	0.1%	1	0.0%

Graduates	Indicator	2012		2013	
	Total Graduates	5,221		5,787	
	Graduates by Qualification NQF Field Of Learning				
		Number	Per cent	Number	Per cent
	Agriculture and Nature Conservation	187	3.4%	145	2.4%
	Business, Commerce and Management Studies	2,687	51.5%	2,534	43.8%
	Communication Studies and Language	161	3.0%	218	3.6%
	Culture and the Arts	4	0.1%	9	0.1%
	Education, Training and Development	475	8.8%	702	11.6%
	Health Sciences and Social Services	673	12.4%	652	10.8%
	Human and Social Studies	253	4.7%	305	5.0%
	Law, Military Science and Security	197	3.6%	280	4.6%
	Manufacturing, Engineering and Technology	79	1.5%	77	1.3%
	Physical, Mathematical and Computer Sciences	342	6.6%	530	9.2%
	Physical Planning and Construction	73	1.3%	101	1.7%
	Services and Life Sciences	90	1.7%	234	4.0%
	Graduates by Type of Qualification				
	Qualification Type				
	Certificates	782	14.4%	661	10.9%
	Diplomas	1,321	25.3%	1,596	27.6%
	Bachelor Degrees	1,759	32.4%	1,817	30.0%
	Bachelor Honours	599	11.0%	669	11.0%
	Professional Bachelor's Degrees	695	12.8%	934	15.4%
Masters' Degrees	56	1.0%	100	1.6%	
Doctorate Degrees	9	0.2%	10	0.2%	
Staff	Total Staff	3,835		3,917	
	Academic	1,707	44.5%	1,789	45.7%
	Non Academic	2,128	55.5%	2,128	54.3%
	Academic Staff	1,707		1,789	
	Academic Staff by Highest Qualification				
	Diploma	39	2.0%	43%	2.4%
	Bachelor Degree	288	17.0%	303	16.9%
	Bachelor Honours & Professional Degree	147	9.0%	135	7.5%
	Master's Degree	626	37.0%	653	36.5%
	Doctorate Degree	262	15.0%	280	15.7%
Not Stated	345	20.0%	375	21.0%	

CHAPTER 1

STUDENT ENROLLMENT

This chapter provides information on student enrolment. A total number of 13 institutions (3 public and 10 private) supplied data. In total, 43761 in 2013 and 41246 in 2012 students were recorded under the Higher Education programmes leading to a qualification. This total includes full-time, part-time and distance students. The following institutions supplied data:

PUBLIC HIGHER EDUCATION INSTITUTIONS

UNAM	University of Namibia
PON	Polytechnic of Namibia
¹NAMCOL	Namibian College of Open Learning

PRIVATE HIGHER EDUCATION INSTITUTIONS

IUM	International University of Management
LINGUA	International Training College LINGUA
HEADSTART	Headstart Montessori Teacher Training College
ILSA	ILSA Independent College
IOI	Institute of Open Learning
MONITRONIC	Monitronic Success College
NETS	Namibia Evangelical Theological Seminary
IOB	Institute of Bankers
TRIUMPHANT	Triumphant College
ULTS-PAULINUM	United Lutheran Theological Seminary-Paulinum

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

1.1 Gross Enrolment Ratio

The data allows for the estimation of the Gross Enrolment Ratio (GER). An elementary formula used by most countries to calculate the Gross Enrolment Ratio is that, the country divides the number of individuals who are actually enrolled in schools by the number of individuals who are of the corresponding school enrolment age. Gross Primary School Enrolment Ratio considers children usually between the ages of 6 to 11 years. Gross Secondary School Enrolment Ratio considers children usually between the ages of 12 to 17 years and Gross Tertiary Education Enrolment Ratio considers the number of young people in the five-year age group following the secondary school leaving age, usually 18 (that is 19-23 years old population).

GER for the years 2012 and 2013 is presented in Table 1.1. (a). Namibia's GER of 18.3 per cent in 2012 and 19.1 per cent in 2013 is probably one of the highest in the Region: close to the Republic of South Africa 20 per cent in 2013 and higher than Swaziland 6 per cent (2011), Zimbabwe 6 per cent (2011), and Mozambique 5 per cent (2013) .

Note: the calculation of GER only includes enrolment data for students in Higher Education at NQF level 5 to 10. This means it excludes students registered at Level 5 and 6 equivalent Vocational Training Centres (VTCs). The GER using Level 5 and 6 equivalent VTCs enrolment can be added to the Higher Education GER to obtain a national picture of Access to Tertiary Education.

Table 1.1. (a) Gross Enrolment Ratio

Year	Total Enrolment in local HEIs	Pop 19-23 Years	GER
2012	41,246	225,564	18.3%
2013	43,761	229,298	19.1%

² Source: UNESCO statistics.

1.2 Enrolment by HEIs

Table 1.2 presents the distribution of the students over the 13 institutions. It shows that Higher Education is dominated by public Higher Education Institutions with slightly over 70 per cent of the total enrolment in both years. A slight regression was observed among the public Higher Education Institutions from 72.5 in 2012 to 70.5 per cent in 2013. On the contrary, private Higher Education Institutions observed an increase in enrolment from 27.5 per cent in 2012 to 29.5 in 2013.

Table 1.2 Enrolment by Higher Education Institutions

HEI	2012		2013	
	Number	Per cent	Number	Per cent
UNAM	16,638	40.3%	17,307	39.5%
PON	12,554	30.4%	12,653	28.9%
NAMCOL	704	1.7%	883	2.0%
Total Public HEIs	29,896	72.5%	30,843	70.5%
LINGUA	316	0.8%	516	1.2%
Headstart	50	0.1%	90	0.2%
ILSA	107	0.3%	108	0.2%
IOL	4,033	9.8%	3,928	9.0%
IUM	5,563	13.5%	6,800	15.5%
Monitronic	-	-	151	0.3%
NETS	27	0.1%	22	0.1%
IoB	1,010	2.4%	1,032	2.4%
Triumphant	203	0.5%	230	0.5%
ULTS-Paulinum	41	0.1%	41	0.1%
Total Private HEIs	11,350	27.5%	12,918	29.5%
Total Public and Private	41,246	100.0%	43,761	100.0%

1.3 Enrolment by Higher Education Institution and Sex

Overall, female students dominate Higher Education, having a share of about 61 per cent in 2012 and 63 per cent in 2013. The females also have a higher percentage in Public Higher Education Institutions and in Private Higher Education Institutions which is above 60 per cent.

Table 1.3 Enrolment by Higher Education Institution and Sex

HEI	2012					2013				
	Count			%		Count			%	
	Male	Female	Total	Male	Female	Male	Female	Total	Male	Female
NAMCOL	68	636	704	9.7%	90.3%	57	826	883	6.5%	93.5%
PON	5,466	7,088	12,554	43.5%	56.5%	5,533	7,120	12,653	43.7%	56.3%
UNAM	6,379	10,259	16,638	38.3%	61.7%	6,540	10,767	17,307	37.8%	62.2%
Total Public	11,913	17,983	29,896	39.8%	60.2%	12,130	18,713	30,843	39.3%	60.7%
LINGUA	89	227	316	28.2%	71.8%	142	374	516	27.5%	72.5%
Headstart	1	49	50	2.0%	98.0%	1	89	90	1.1%	98.9%
ILSA	43	64	107	40.2%	59.8%	42	66	108	38.9%	61.1%
IOL	1,249	2,784	4,033	31.0%	69.0%	1,065	2,863	3,928	27.1%	72.9%
IUM	2,114	3,449	5,563	38.0%	62.0%	2,288	4,512	6,800	33.6%	66.4%
Monitronic	-	-	-	-	-	69	82	151	45.7%	54.3%
NETS	18	9	27	66.7%	33.3%	17	5	22	77.3%	22.7%
IOB	279	731	1,010	27.6%	72.4%	285	747	1,032	27.6%	72.4%
Triumphant	136	67	203	67.0%	33.0%	145	85	230	63.0%	37.0%
ULTS-Paulinum	25	16	41	61.0%	39.0%	25	16	41	61.0%	39.0%
Total Private	3,954	7,396	11,350	34.8%	65.2%	4,079	8,839	12,918	31.6%	68.4%
Grand Total	15,867	25,379	41,246	38.5%	61.5%	16,209	27,552	43,761	37.0%	63.0%

The dash (-) means the data is missing

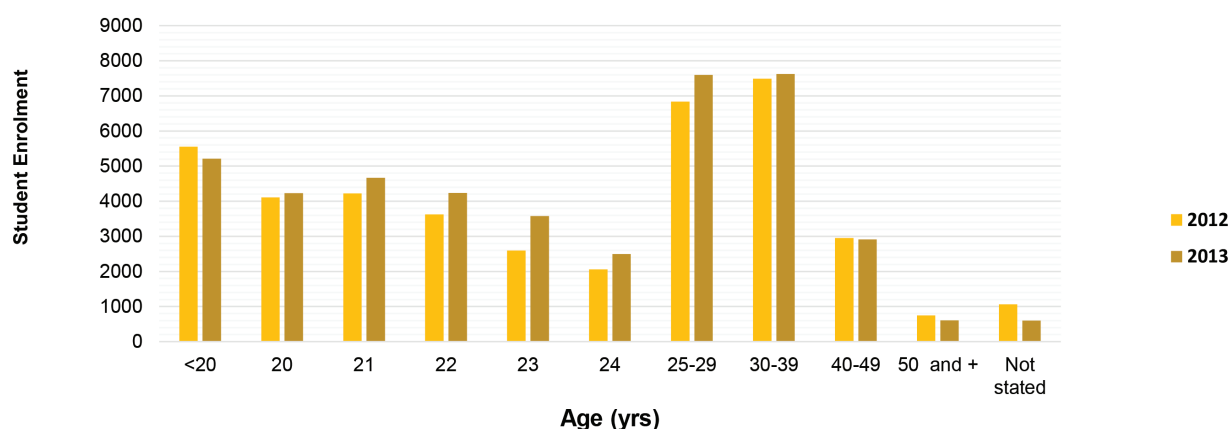
1.4 Enrolment by Age

About 50 per cent of students enrolled in 2012 and 2013 were below the age of 24, a group considered appropriate for Higher Education. The highest percentage in single age category was 10.2 per cent and 10.7 per cent recorded for the 21 years old for 2012 and 2013, respectively.

Table 1.4 Enrolment by Age

Age	2012			2013		
	Number	%	Cumulative %	Number	%	Cumulative %
<20	5,557	13.5%	13.5%	5,183	11.9%	11.9%
20	4,093	9.9%	23.4%	4,214	9.7%	21.5%
21	4,215	10.2%	33.7%	4,673	10.7%	32.2%
22	3,610	8.8%	42.4%	4,232	9.7%	41.9%
23	2,586	6.3%	48.7%	3,573	8.2%	50.1%
24	2,057	5.0%	53.7%	2,489	5.7%	55.8%
25-29	6,832	16.6%	70.3%	7,575	17.4%	73.2%
30-39	7,488	18.2%	88.4%	7,601	17.4%	90.6%
40-49	2,947	7.2%	95.6%	2,902	6.6%	97.2%
50 and +	747	1.8%	97.4%	607	1.4%	98.6%
Not stated	1,068	2.6%	100.0%	603	1.4%	100.0%
Total	41,200	100.0%		43,652	100.0%	

Figure 1: Student Enrolment by Age for 2012 and 2013



1.5 Enrolment by Age and Sex

In terms of sex disaggregation, percentage in the age groups below 24 years was 50.7 and 47.5 per cent for males and females for 2012. For 2013, 51.9 per cent was recorded for males and 48.8 per cent for females. This shows that there is a 1 per cent increase for both male and female share. A larger share (51.9 per cent) of males were of the right age compared to females (48.8 per cent) in 2013.

Table 1.5 Enrolment by Age and Sex

2012							2013						
	Number			%				Number			%		
	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total
<20	2,087	3,464	5,551	13.2%	13.6%	13.5%		1,908	3,283	5,191	11.8%	11.9%	11.9%
20	1,612	2,493	4,105	10.2%	9.8%	10.0%		1,618	2,601	4,219	10.0%	9.4%	9.6%
21	1,733	2,492	4,225	10.9%	9.8%	10.2%		1,778	2,891	4,669	11.0%	10.5%	10.7%
22	1,471	2,152	3,623	9.3%	8.5%	8.8%		1,681	2,547	4,228	10.4%	9.2%	9.7%
23	1,123	1,471	2,594	7.1%	5.8%	6.3%		1,417	2,152	3,569	8.7%	7.8%	8.2%
24	887	1,174	2,061	5.6%	4.6%	5.0%		1,025	1,468	2,493	6.3%	5.3%	5.7%
25-29	2,752	4,086	6,838	17.3%	16.1%	16.6%		2,884	4,700	7,584	17.8%	17.1%	17.3%
30-39	2,724	4,768	7,492	17.2%	18.8%	18.2%		2,558	5,049	7,607	15.8%	18.3%	17.4%
40-49	960	1,989	2,949	6.1%	7.8%	7.1%		961	1,945	2,906	5.9%	7.1%	6.6%
50 and +	245	501	746	1.5%	2.0%	1.8%		197	412	609	1.2%	1.5%	1.4%
Not stated	273	789	1,062	1.7%	3.1%	2.6%		182	504	686	1.1%	1.8%	1.6%
Total	15,867	25,379	41,246	100.0%	100.0%	100.0%		16,209	27,552	43,761	100.0%	100.0%	100.0%

Figure 2: Enrolment by Age and sex, 2012

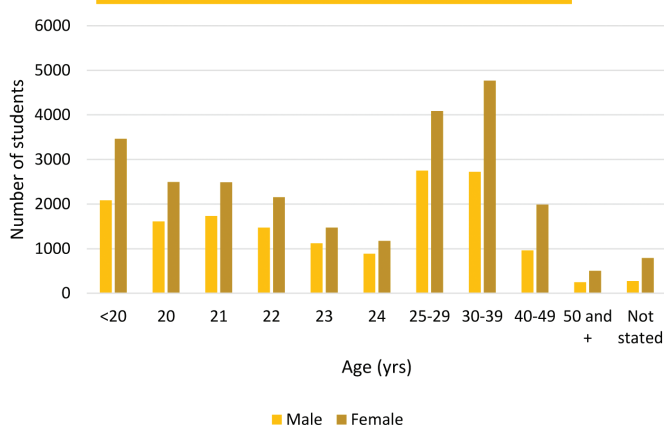
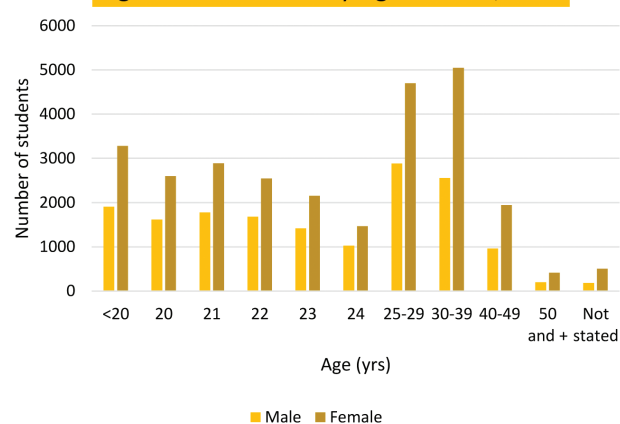


Figure 3: Enrolment by Age and Sex, 2013



1.6 Enrolments by Offering Type and Sex

The offering type is largely Full-time (more than 60 per cent), followed by Part-time and Distance learning, both ranging between 18 and 19 per cent for both years. A larger proportion of males were studying full-time, compared to females. For every 10 male students enrolled, 7 were studying full-time, while for females it was about six for every ten females in 2013.

Table 1.6 Enrolments by Offering Type and Sex

Offering Type	2012						2013					
	Number			%			Number			%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Full-time	10,347	14,882	25,229	65.2%	58.6%	61.2%	10,943	16,820	27,762	67.5%	61.0%	63.4%
Part-time	2,910	5,086	7,996	18.3%	20.0%	19.4%	2,745	5,101	7,846	16.9%	18.5%	17.9%
Distance	2,576	5,369	7,945	16.2%	21.2%	19.3%	2,406	5,508	7,914	14.8%	20.0%	18.1%
Not stated	34	42	76	0.2%	0.2%	0.2%	115	123	238	0.7%	0.4%	0.5%
Total	15,867	25,379	41,246	100.0%	100.0%	100.0%	16,209	27,552	43,761	100.0%	100.0%	100.0%

Figure 4: Student Enrolment by Offering Type, 2012

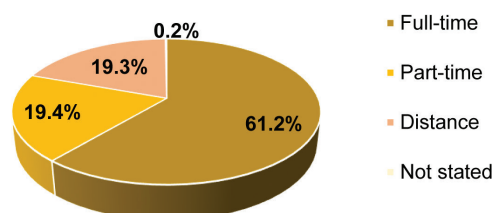
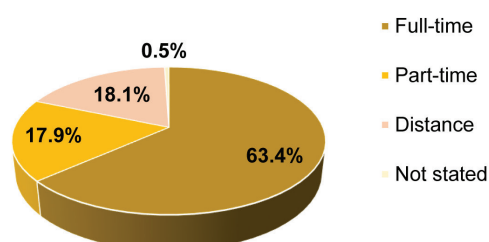


Figure 5: Students Enrolment by Offering Type, 2013



1.7 Enrolment by NQF Field of Learning and Sex

For both 2012 and 2013, about 72 per cent of the students were enrolled in the learning fields of Business, Commerce and Management Studies; Education Training and Development; and Human and Social Studies. Science, Technology, Engineering and Mathematics (STEM) fields accounted for about 20 per cent of enrolment in both 2012 and 2013.

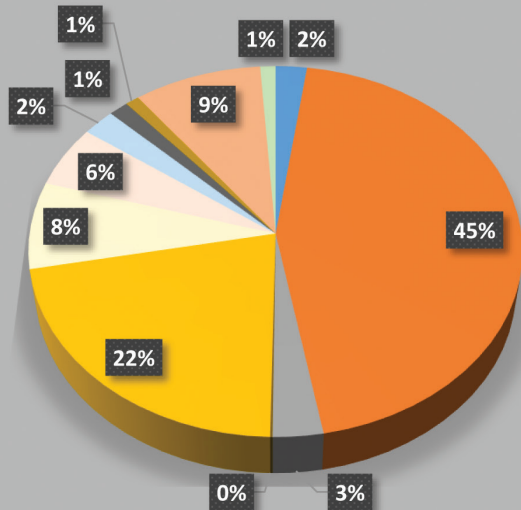
Gender disparity was recorded in Education, Training and Development as well as Health Science and Social Services in favour of females. In contrast, Manufacturing, Engineering and Technology as well as Physical Mathematical and Computer Sciences were in favour of males.

Table 1.7 Enrolment by NQF Field of Learning and Sex

Qualification Field of Learning	2012						2013					
	Number			%			Number			%		
	Male	Female	Total	Male	Female	Total	Male	Female	Count	Male	Female	Total
Agriculture and Nature Conservation	447	473	920	2.8%	1.9%	2.2%	368	390	758	2.3%	1.4%	1.7%
Business, Commerce and Management Studies	6,984	11,527	18,511	44.0%	45.4%	44.9%	7,081	12,683	19,764	43.7%	46.0%	45.2%
Communication Studies and Language	440	799	1,239	2.8%	3.1%	3.0%	447	831	1,278	2.8%	3.0%	2.9%
Culture and the Arts	25	32	57	0.2%	0.1%	0.1%	27	29	56	0.2%	0.1%	0.1%
Education, Training and Development	2,801	6,106	8,907	17.7%	24.1%	21.6%	2,800	6,893	9,693	17.3%	25.0%	22.1%
Manufacturing, Engineering and Technology	992	298	1,290	6.3%	1.2%	3.1%	1,024	318	1,342	6.3%	1.2%	3.1%
Human and Social Studies	678	1,553	2,231	4.3%	6.1%	5.4%	676	1,640	2,316	4.2%	6.0%	5.3%
Law, Military Science and Security	497	472	969	3.1%	1.9%	2.3%	559	531	1,090	3.4%	1.9%	2.5%
Health Sciences and Social Services	528	1,889	2,417	3.3%	7.4%	5.9%	483	1,757	2,240	3.0%	6.4%	5.1%
Physical, Mathematical and Computer Sciences	2,069	1,716	3,785	13.0%	6.8%	9.2%	2,102	1,476	3,578	13.0%	5.4%	8.2%
Physical Planning and Construction	240	166	406	1.5%	0.7%	1.0%	285	222	507	1.8%	0.8%	1.2%
Services and Life Sciences	161	332	493	1.0%	1.3%	1.2%	357	781	1,138	2.2%	2.8%	2.6%
Not stated	5	16	21	0.0%	0.1%	0.1%	0	1	1	0.0%	0.0%	0.0%
Total	15,867	25,379	41,246	100.0%	100.0%	100.0%	16,209	27,552	43,761	100.0%	100.0%	100.0%

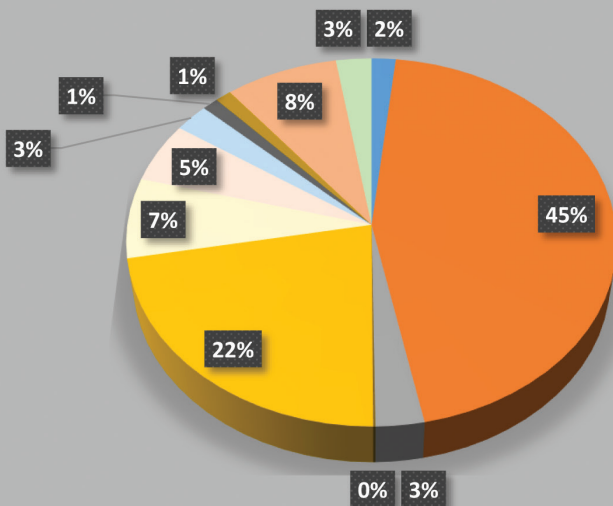
*STEM fields include; 1. Agriculture and Nature Conservation, 2. Manufacturing, Engineering and Technology, 3. Physical, Mathematical and Computer Sciences, 4. Physical Planning and Construction, 5. Health Sciences and Social Sciences.

Figure 6: Enrolment by Field of Learning 2012



- 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

Figure 7: Enrolment by Field of Learning 2013



- 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

1.8 New and Repeaters by Sex

The progression and repetition rate determine the internal efficiency of an education system. The figure shows that one in every five students was repeating their studies in 2012. This ratio has slightly increased in 2013 showing a decrease in the internal efficiency of HE system.

Table 1.8 New and Repeaters by Sex

Table 1.6 New and Repeaters by Sex

2012							
	Number				% of repeaters (*)		
New or Repeater	Male	Female	Total		Male	Female	Total
New	10,554	16,494	27,048				
Repeater	2,920	4,320	7,240		21.7%	20.8%	21.1%
Not stated	2,393	4,565	6,958				
Total	15,867	25,379	41,246				

2013							
	Number				% of repeaters (*)		
New or Repeater	Male	Female	Total		Male	Female	Total
New	10,304	16,505	26,809				
Repeater	3,228	4,883	8,111		23.9%	22.8%	23.2%
Not stated	2,677	6,163	8,840				
Total	16,209	27,551	43,760				

1.9 New and Repeaters by Year of Study and Sex

Considering the internal efficiency of the Higher Education system, Table 1.9 shows that the percentage of repeaters is relatively high (23.2 per cent in 2013), observing a net regression compared to 2012 (21.1 per cent). There was no major differences between males and females but the differences are high when one considers the years of study, with first and fourth year students having the highest rate of repeaters.

Table 1.9 New and Repeaters by Year of Study and Sex

2012								2013							
		Number			% of Repeaters (*)				Number			% of Repeaters (*)			
Year of Study	New / Repeater	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total	
1	New	3,588	5,699	9,287					2,917	4,717	7,634				
	Repeater	1,735	2,551	4,286	32.6%	30.9%	31.6%		1,635	2,377	4,012	35.9%	33.5%	34.4%	
	Not stated	1,273	2,438	3,711					1,176	3,335	4,511				
	Total	6,596	10,688	17,284					5,728	10,429	16,157				
2	New	3,284	4,992	8,276					3,620	5,834	9,454				
	Repeater	120	175	295	3.5%	3.4%	3.4%		111	179	290	3.0%	3.0%	3.0%	
	Not stated	693	1,390	2,083					636	1,141	1,777				
	Total	4,097	6,557	10,654					4,367	7,154	11,521				
3	New	2,118	3,206	5,324					2,273	3,602	5,875				
	Repeater	382	391	773	15.3%	10.9%	12.7%		598	708	1,306	20.8%	16.4%	18.2%	
	Not stated	262	437	699					571	1,172	1,743				
	Total	2,762	4,034	6,796					3,442	5,482	8,924				
4	New	1,465	2,443	3,908					1,412	2,221	3,633				
	Repeater	654	1,188	1,842	30.9%	32.7%	32.0%		851	1,598	2,449	33.9%	37.5%	36.1%	
	Not stated	122	234	356					249	447	696				
	Total	2,241	3,865	6,106					2,512	4,266	6,778				
5	New	78	61	139					50	41	91				
	Repeater	29	15	44	27.1%	19.7%	24.0%		33	18	51	39.8%	30.5%	35.9%	
	Not stated	0	0	0					3	1	4				
	Total	107	76	183					86	60	146				
6	New	21	93	114					31	86	117				
	Repeater	0	0	0	0.0%	0.0%	0.0%		0	0	0	0.0%	0.0%	0.0%	
	Not stated	0	0	0					0	0	0				
	Total	21	93	114					31	86	117				
Not stated	New	0	0	0					0	0	0				
	Repeater	0	0	0					0	0	0				
	Not stated	43	66	109					42	67	109				
	Total	43	66	109					42	67	109				
	Grand Total	15,867	25,379	41,246					16,208	27,544	43,752				

(*) Calculated excluding Non-stated

1.10 Student Enrolment by Region of Origin

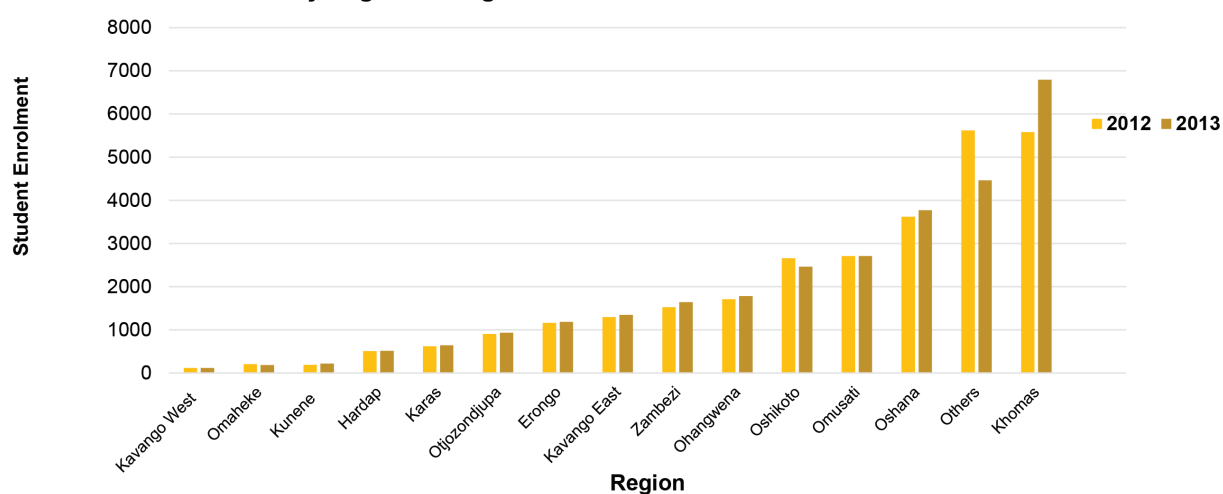
The Region in which students completed Grade 12 is used as a proxy for the Region of origin. Khomas region recorded highest percentage of students (15.5 per cent) enrolled in 2013, Oshana (8.6 per cent), Omusati (6.2 per cent) and Oshikoto (5.6 per cent). Kavango West and Kunene recorded below 1 per cent of enrolment in Higher Education Institutions.

Table 1.10 Student Enrolment by Region of Origin (*)

Region of Grade 12	2012		2013	
	Number	Per cent	Number	Per cent
Erongo	1,164	2.8%	1,189	2.7%
Hardap	510	1.2%	516	1.2%
Karas	622	1.5%	647	1.5%
Kavango East	1,300	3.2%	1,348	3.1%
Kavango West	121	0.3%	121	0.3%
Khomas	5,582	13.5%	6,795	15.5%
Kunene	193	0.5%	219	0.5%
Ohangwena	1,710	4.1%	1,783	4.1%
Omaheke	212	0.5%	189	0.4%
Omusati	2,714	6.6%	2,714	6.2%
Oshana	3,622	8.8%	3,774	8.6%
Oshikoto	2,659	6.4%	2,465	5.6%
Otjozondjupa	908	2.2%	936	2.1%
Zambezi	1,525	3.7%	1,644	3.8%
Others	5,622	13.6%	4,464	10.2%
Not Stated	12,782	31.0%	14,957	34.2%
Total	41,246	100.0%	43,761	100.0%

(*) The Region of Origin is the Region of Grade 12

Figure 8: Student Enrolment by Region of Origin



1.11 Enrolment by Region of Origin and Field of Learning

Comparing the Region of origin by Field of Learning, all Regions recorded high percentage of enrolment in Business, Commerce and Management Studies. The STEM fields represented 22.6 per cent and 21.9 per cent of enrolment in 2012 and 2013 respectively. The decline was experienced in the Agriculture and Nature Conservation as well as in Health Sciences and Social Services field.

Table 1.11(a) 1 Enrolment by Region of Origin and Field of Learning, 2012 (*)

Region	Field of Learning															
	Agriculture and Nature Conservation	Manufacturing, Engineering and Technology	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	Total STEM Fields	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Human and Social Studies	Law, Military Science and Security	Total non-STEM Fields	Not stated	Total
Erongo	24	54	50	138	25	12	303	611	44	2	93	73	38	861	0	1,164
Hardap	20	9	36	35	8	20	128	246	18	2	55	37	24	382	0	510
Karas	13	23	43	34	16	16	145	312	39	0	61	40	25	477	0	622
Kavango East	28	36	129	98	10	11	312	442	37	2	433	53	21	988	0	1,300
Kavango West	4	15	4	13	0	2	38	75	3	0	2	2	1	83	0	121
Khomas	142	235	262	589	111	153	1,492	2,730	307	17	353	375	308	4,090	0	5,582
Kunene	13	5	13	19	1	5	56	83	9	0	29	13	3	137	0	193
Ohangwena	56	44	185	136	9	27	457	700	46	0	436	54	17	1,253	0	1,710
Omaheke	5	5	12	19	3	7	51	107	7	0	31	10	6	161	0	212
Omusati	137	102	319	240	25	48	871	1,099	70	2	538	103	31	1,843	0	2,714
Oshana	125	119	403	358	38	38	1,081	1,514	88	7	731	136	65	2,541	0	3,622
Oshikoto	102	130	230	303	40	37	842	1,163	72	1	381	130	70	1,817	0	2,659
Otjozondjupa	26	30	53	76	15	16	216	472	36	0	83	61	40	692	0	908
Zambezi	47	38	121	112	27	15	360	598	76	1	320	119	51	1,165	0	1,525
Other	145	152	482	495	68	63	1,405	2,438	328	21	688	497	245	4,217	0	5,622
Not stated	33	293	75	1,120	10	23	1,554	5,921	59	2	4,673	528	24	11,207	21	12,782
Total	920	1,290	2,417	3,785	406	493	9,311	18,511	1,239	57	8,907	2,231	969	31,914	21	41,246

(*) The Region of Origin is the Region of Grade 12

Table 1.11(a)2 Percentage Enrolment by Region of Origin and Field of Learning, 2012 (*)

Region	Field of Learning															
	Agriculture and Nature Conservation	Manufacturing, Engineering and Technology	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	Total STEM Fields	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Human and Social Studies	Law, Military Science and Security	Total non-STEM Fields	Not stated	Total
Erongo	2.1%	4.6%	4.3%	11.9%	2.1%	1.0%	26.0%	52.5%	3.8%	0.2%	8.0%	6.3%	3.3%	74.0%	0.0%	100.0%
Hardap	3.9%	1.8%	7.1%	6.9%	1.6%	3.9%	25.1%	48.2%	3.5%	0.4%	10.8%	7.3%	4.7%	74.9%	0.0%	100.0%
Karas	2.1%	3.7%	6.9%	5.5%	2.6%	2.6%	23.3%	50.2%	6.3%	0.0%	9.8%	6.4%	4.0%	76.7%	0.0%	100.0%
Kavango East	2.2%	2.8%	9.9%	7.5%	0.8%	0.8%	24.0%	34.0%	2.8%	0.2%	33.3%	4.1%	1.6%	76.0%	0.0%	100.0%
Kavango West	3.3%	12.4%	3.3%	10.7%	0.0%	1.7%	31.4%	62.0%	2.5%	0.0%	1.7%	1.7%	0.8%	68.6%	0.0%	100.0%
Khomas	2.5%	4.2%	4.7%	10.6%	2.0%	2.7%	26.7%	48.9%	5.5%	0.3%	6.3%	6.7%	5.5%	73.3%	0.0%	100.0%
Kunene	6.7%	2.6%	6.7%	9.8%	0.5%	2.6%	29.0%	43.0%	4.7%	0.0%	15.0%	6.7%	1.6%	71.0%	0.0%	100.0%
Ohangwena	3.3%	2.6%	10.8%	8.0%	0.5%	1.6%	26.7%	40.9%	2.7%	0.0%	25.5%	3.2%	1.0%	73.3%	0.0%	100.0%
Omaheke	2.4%	2.4%	5.7%	9.0%	1.4%	3.3%	24.1%	50.5%	3.3%	0.0%	14.6%	4.7%	2.8%	75.9%	0.0%	100.0%
Omusati	5.0%	3.8%	11.8%	8.8%	0.9%	1.8%	32.1%	40.5%	2.6%	0.1%	19.8%	3.8%	1.1%	67.9%	0.0%	100.0%
Oshana	3.5%	3.3%	11.1%	9.9%	1.0%	1.0%	29.8%	41.8%	2.4%	0.2%	20.2%	3.8%	1.8%	70.2%	0.0%	100.0%
Oshikoto	3.8%	4.9%	8.6%	11.4%	1.5%	1.4%	31.7%	43.7%	2.7%	0.0%	14.3%	4.9%	2.6%	68.3%	0.0%	100.0%
Otjozondjupa	2.9%	3.3%	5.8%	8.4%	1.7%	1.8%	23.8%	52.0%	4.0%	0.0%	9.1%	6.7%	4.4%	76.2%	0.0%	100.0%
Zambezi	3.1%	2.5%	7.9%	7.3%	1.8%	1.0%	23.6%	39.2%	5.0%	0.1%	21.0%	7.8%	3.3%	76.4%	0.0%	100.0%
Other	2.6%	2.7%	8.6%	8.8%	1.2%	1.1%	25.0%	43.4%	5.8%	0.4%	12.2%	8.8%	4.4%	75.0%	0.0%	100.0%
Not stated	0.3%	2.3%	0.6%	8.8%	0.1%	0.2%	12.2%	46.3%	0.5%	0.0%	36.6%	4.1%	0.2%	87.7%	0.2%	100.0%
Total	2.2%	3.1%	5.9%	9.2%	1.0%	1.2%	22.6%	44.9%	3.0%	0.1%	21.6%	5.4%	2.3%	77.4%	0.1%	100.0%

(*) The Region of Origin is the Region of Grade 12

Table 1.11(b) 1 Enrolment by Region of Origin and Field of Learning, 2013 (*)

Region	Field of Learning															
	Agriculture and Nature Conservation	Manufacturing, Engineering & Technology	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	Total STEM Fields	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Human and Social Studies	Law, Military Science and Security	Total non-STEM Fields	Not stated	Total
Erongo	19	56	46	105	33	49	308	574	49	5	125	82	46	881	0	1,189
Hardap	18	10	28	33	7	27	123	240	20	2	67	32	32	393	0	516
Karas	8	22	45	32	19	27	153	301	39	0	91	37	26	494	0	647
Kavango East	21	26	108	90	8	27	280	391	41	0	542	58	36	1,068	0	1,348
Kavango West	3	13	4	24	1	1	46	66	5	0	1	2	1	75	0	121
Khomas	115	237	258	609	163	255	1,637	3,633	362	15	401	372	375	5,158	0	6,795
Kunene	12	5	18	14	1	6	56	99	14	1	27	15	7	163	0	219
Ohangwena	58	52	148	136	15	55	464	723	37	0	484	59	16	1,319	0	1,783
Omaheke	3	3	12	9	3	10	40	94	14	0	26	8	7	149	0	189
Omusati	102	103	301	217	32	106	861	1,068	74	4	583	94	30	1,853	0	2,714
Oshana	99	132	346	301	51	127	1,056	1,695	101	6	722	124	70	3,718	0	3,774
Oshikoto	75	109	197	232	46	108	767	1,018	58	2	423	123	74	1,698	0	2,465
Otjozondjupa	20	38	47	74	13	30	222	468	41	4	107	54	40	714	0	936
Zambezi	39	32	93	117	32	44	357	589	84	1	416	134	63	1,287	0	1,644
Other	104	143	378	339	73	145	1,182	1,781	233	14	632	442	180	3,282	0	4,464
Not stated	62	361	211	1,246	10	121	2,011	7,024	106	2	5,046	680	87	12,945	1	14,957
Total	758	1,342	2,240	3,578	507	1,138	9,563	19,764	1,278	56	9,693	2,316	1,090	34,197	1	43,761

(*) The Region of Origin is the Region of Grade 12

Table 1.11.(b)2 Percentage Enrolment by Region of Origin and Field of Learning, 2013 (*)

Region	Field of Learning															
	Agriculture and Nature Conservation	Manufacturing, Engineering and Technology	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	Total STEM Fields	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Human and Social Studies	Law, Military Science and Security	Total non-STEM Fields	Not stated	Total
Erongo	1.6%	4.7%	3.9%	8.8%	2.8%	4.1%	25.9%	48.3%	4.1%	0.4%	10.5%	6.9%	3.9%	74.1%	0.0%	100.0%
Hardap	3.5%	1.9%	5.4%	6.4%	1.4%	5.2%	23.8%	46.5%	3.9%	0.4%	13.0%	6.2%	6.2%	76.2%	0.0%	100.0%
Karas	1.2%	3.4%	7.0%	4.9%	2.9%	4.2%	23.6%	46.5%	6.0%	0.0%	14.1%	5.7%	4.0%	76.4%	0.0%	100.0%
Kavango East	1.6%	1.9%	8.0%	6.7%	0.6%	2.0%	20.8%	29.0%	3.0%	0.0%	40.2%	4.3%	2.7%	79.2%	0.0%	100.0%
Kavango West	2.5%	10.7%	3.3%	19.8%	0.8%	0.8%	38.0%	54.5%	4.1%	0.0%	0.8%	1.7%	0.8%	62.0%	0.0%	100.0%
Khomas	1.7%	3.5%	3.8%	9.0%	2.4%	3.8%	24.1%	53.5%	5.3%	0.2%	5.9%	5.5%	5.5%	75.9%	0.0%	100.0%
Kunene	5.5%	2.3%	8.2%	6.4%	0.5%	2.7%	25.6%	45.2%	6.4%	0.5%	12.3%	6.8%	3.2%	74.4%	0.0%	100.0%
Ohangwena	3.3%	2.9%	8.3%	7.6%	0.8%	3.1%	26.0%	40.5%	2.1%	0.0%	27.1%	3.3%	0.9%	74.0%	0.0%	100.0%
Omaheke	1.6%	1.6%	6.3%	4.8%	1.6%	5.3%	21.2%	49.7%	7.4%	0.0%	13.8%	4.2%	3.7%	78.8%	0.0%	100.0%
Omusati	3.8%	3.8%	11.1%	8.0%	1.2%	3.9%	31.7%	39.4%	2.7%	0.1%	21.5%	3.5%	1.1%	68.3%	0.0%	100.0%
Oshana	2.6%	3.5%	9.2%	8.0%	1.4%	3.4%	28.0%	44.9%	2.7%	0.2%	19.1%	3.3%	1.9%	72.0%	0.0%	100.0%
Oshikoto	3.0%	4.4%	8.0%	9.4%	1.9%	4.4%	31.1%	41.3%	2.4%	0.1%	17.2%	5.0%	3.0%	68.9%	0.0%	100.0%
Otjozondjupa	2.1%	4.1%	5.0%	7.9%	1.4%	3.2%	23.7%	50.0%	4.4%	0.4%	11.4%	5.8%	4.3%	76.3%	0.0%	100.0%
Zambezi	2.4%	1.9%	5.7%	7.1%	1.9%	2.7%	21.7%	35.8%	5.1%	0.1%	25.3%	8.2%	3.8%	78.3%	0.0%	100.0%
Other	2.3%	3.2%	8.5%	7.6%	1.6%	3.2%	26.5%	39.9%	5.2%	0.3%	14.2%	9.9%	4.0%	73.5%	0.0%	100.0%
Not stated	0.4%	2.4%	1.4%	8.3%	0.1%	0.8%	13.4%	47.0%	0.7%	0.0%	33.7%	4.5%	0.6%	86.5%	0.0%	100.0%
Total	1.7%	3.1%	5.1%	8.2%	1.2%	2.6%	21.9%	45.2%	2.9%	0.1%	22.1%	5.3%	2.5%	78.1%	0.0%	100.0%

(*) The Region of Origin is the Region of Grade 12

1.12 Enrolment by Region of Campus and Sex

Higher Education Institutions are represented in most regions, although at varying ranges, with the highest enrolment recorded in Khomas Region (75.4 per cent) followed by Oshana (13.6 per cent), Erongo and Kavango Regions both at 2.9 per cent in 2013.

Table 1.12 Enrolment by Region of Campus and Sex

Campus Region	2012					2013			
	Male	Female	Total	% of Total		Male	Female	Total	% of Total
Erongo	363	679	1,042	2.5%		409	854	1,263	2.9%
Karas	126	213	339	0.8%		101	217	318	0.7%
Kavango East	549	531	1,080	2.6%		611	658	1,269	2.9%
Khomas	12,420	18,612	31,032	75.2%		12,724	20,258	32,982	75.4%
Kunene	22	22	44	0.1%		25	21	46	0.1%
Ohangwena	33	71	104	0.3%		53	93	146	0.3%
Omaheke	50	85	135	0.3%		34	72	106	0.2%
Omusati	125	187	312	0.8%		132	196	328	0.7%
Oshana	1,648	4,179	5,827	14.1%		1,580	4,367	5,947	13.6%
Oshikoto	71	105	176	0.4%		76	105	181	0.4%
Otjozondjupa	94	142	236	0.6%		85	126	211	0.5%
Zambezi	365	550	915	2.2%		378	580	958	2.2%
Not stated	1	3	4	0.0%		1	5	6	0.0%
Total	15,867	25,379	41,246	100.0%		16,209	27,552	43,761	100.0%

1.13 Enrolment by Sex and Financial Sponsor

Most of the students and their families funded their education. However, most students have no record of funding (Not Stated) which could easily be self/parent-funding. The Namibia Student Financial Assistance Fund (NSFAF) and Private Institutions constitute the second major source of student funding (10.9 per cent in 2012 as well as 9.4 and 9.8 per cent in 2013 respectively). However, these percentages should be treated with caution because of the high rate of missing data (Not Stated). Some of the Institutions reported that a high figure not reported to have any funding could only mean these students are parents or self-funded.

Table 1.13(a) Enrolment by Sex and Financial Sponsor, 2012

Financial Sponsor	Number			%		
	Male	Female	Total	Male	Female	Total
Self-funding and Parent/Guardian	3,496	5,294	8,790	22.0%	20.9%	21.3%
NSFAF	2,010	2,496	4,506	12.7%	9.8%	10.9%
Other Public Institution	68	63	131	0.4%	0.2%	0.3%
Private Institutions	1,467	3,014	4,481	9.2%	11.9%	10.9%
Others	10	9	19	0.1%	0.0%	0.0%
Not stated	8,816	14,503	23,319	55.6%	57.1%	56.5%
Total	15,867	25,379	41,246	100.0%	100.0%	100.0%

Table 1.13(b) Enrolment by Sex and Financial Sponsor, 2013

Financial Sponsor	Number			%		
	Male	Female	Total	Male	Female	Total
Self-funding and Parent/Guardian	3,883	6,037	9,920	24.0%	21.9%	22.7%
NSFAF	1,859	2,259	4,118	11.5%	8.2%	9.4%
Other Public Institution	76	88	164	0.5%	0.3%	0.4%
Private Institutions	1,214	3,053	4,267	7.5%	11.1%	9.8%
Others	19	17	36	0.1%	0.1%	0.1%
Not stated	9,158	16,098	25,256	56.5%	58.4%	57.7%
Total	16,209	27,552	43,761	100.0%	100.0%	100.0%

1.14 Enrolment by Nationality

For every 100 students, about 92 were of Namibian origin in 2013. The remainder was dominated by students from neighbouring countries, mainly Angola (2.2 per cent), Zambia (1.9 per cent) and Zimbabwe (1.7 per cent). About 6 per cent of students enrolled were from the Southern African Development Community (SADC) countries.

Table 1.14 Enrolment by Nationality

Nationality	2012		2013		change
	Number of Students	%	Number of Students	%	% Increase
Namibia	37,367	90.6%	40,111	91.7%	7.3%
Zambia	861	2.1%	831	1.9%	-3.5%
Angola	831	2.0%	951	2.2%	14.4%
Zimbabwe	701	1.7%	731	1.7%	4.3%
Botswana	225	0.5%	186	0.4%	-17.3%
Other African Countries	215	0.5%	226	0.5%	5.1%
Other SADC Countries	156	0.4%	146	0.3%	-6.4%
South Africa	53	0.1%	48	0.1%	-9.4%
Asian and Oceanic Countries	47	0.1%	43	0.1%	-8.5%
European Countries	24	0.1%	19	0.0%	-20.8%
American Countries	11	0.0%	15	0.0%	36.4%
Non Stated	755	1.8%	454	1.0%	-39.9%
Total	41,246	100.0%	43,761	100.0%	6.1%

1.15 Enrolment by Nationality and Sex

The table below presents the per cent within the sex groups. About 92 per cent of females were Namibians compared to 88 per cent of males for both years. About 10 per cent of males and 5 per cent of females were reported to be non-Namibians in both 2012 and 2013.

Table 1.15 Enrolment by Nationality and Sex

Nationality	2012					
	Number			%		
	Male	Female	Total	Male	Female	Total
Namibian	13,953	23,414	37,367	87.9%	92.3%	90.6%
Non Namibian	1,666	1,462	3,128	10.5%	5.8%	7.6%
Not stated	248	503	751	1.6%	2.0%	1.8%
Total	15,867	25,379	41,246	100.0%	100.0%	100.0%

Nationality	2013					
	Number			%		
	Male	Female	Total	Male	Female	Total
Namibian	14,332	25,785	40,117	88.4%	93.6%	91.7%
Non Namibian	1,703	1,493	3,196	10.5%	5.4%	7.3%
Not stated	175	273	448	1.1%	1.0%	1.0%
Total	16,210	27,551	43,761	100.0%	100.0%	100.0%

CHAPTER 2

EXAMINATION RESULTS

This chapter unmask the 2012 and 2013 students' performance. The chapter also presents the distribution of graduates by Qualification Type and the 12 NQF Field of Learning.

2.1 Examination Results by Academic Year

Examination results show that in the year 2013, a total of 5,787 or 13 per cent of the students obtained a qualification and 10,562 or 24 per cent of the students failed their examinations. It is also observed that only 33 per cent of students progressed in their studies in 2013 as compared to 34 per cent in 2012.

Table 2.1(a) Examination Results by Academic Year

Examinations Results	2012			2013	
	Number	%		Number	%
Obtain Qualification	5,221	13.0%		5,787	13.0%
Pass	13,828	34.0%		14,467	33.0%
Fail	10,291	25.0%		10,562	24.0%
Continuing	4,417	11.0%		4,433	10.0%
Absent	1,817	4.0%		1,453	3.0%
Not stated	5,672	14.0%		7,059	16.0%
Total	41,246	100.0%		43,761	100.0%

Table 2.1(b) Examination Results of UNAM and PON by Academic Year

Examination Results	2012			2013	
	Number	%		Number	%
Obtain Qualification	4,471	15.0%		4,829	16.0%
Pass	12,959	44.0%		13,353	45.0%
Fail	9,868	34.0%		9,915	33.0%
Continuing	384	1.0%		505	2.0%
Absent	1,510	5.0%		1,358	5.0%
Not stated	0	0.0%		0	0.0%
Total	29,192	100.0%		29,960	100.0%

2.2 Examination Results by Sex

A total number of 3,420 females and 1,801 males obtained their qualifications in 2012. These numbers increased to 3,799 females and 1,988 males in 2013. This shows 0.3 and 0.9 per cent increase for females and males respectively.

Table 2.2. (a) Examination Results by Sex, 2012

Examination Results	2012					
	Number			%		
	Male	Female	Total	Male	Female	Total
Obtain Qualification	1,801	3,420	5,221	11.4%	13.5%	12.7%
Pass	5,286	8,542	13,828	33.3%	33.7%	33.5%
Fail	4,423	5,868	10,291	27.9%	23.1%	25.0%
Continuing	1,428	2,989	4,417	9.0%	11.8%	10.7%
Absent	771	1,046	1,817	4.9%	4.1%	4.4%
Not stated	2,158	3,514	5,672	13.6%	13.8%	13.8%
Total	15,867	25,379	41,246	100.0%	100.0%	100.0%

Table 2.2. (b) Examination Results by Sex, 2013

Examination Results	2013					
	Number			%		
	Male	Female	Total	Male	Female	Total
Obtain Qualification	1,988	3,799	5,787	12.3%	13.8%	13.2%
Pass	5,365	9,103	14,468	33.1%	33.0%	33.1%
Fail	4,567	5,994	10,561	28.2%	21.8%	24.1%
Continuing	1,280	3,153	4,433	7.9%	11.4%	10.1%
Absent	610	843	1,453	3.8%	3.1%	3.3%
Not stated	2,399	4,660	7,059	14.8%	16.9%	16.1%
Total	16,209	27,552	43,761	100.0%	100.0%	100.0%

2.3 Graduates by NQF Field of Learning and Sex

As a consequence of the distribution of the enrolment, the field of learning namely "Business Administration, Commerce and Management", Education, Training and Development as well as Health Sciences and Social Services also contributed to a high number of graduates. Manufacturing, Engineering and Technology has the lowest per cent of graduates when compared to the enrolment share in table 1.7.

Table 2.3 Graduates by NQF Field of Learning and by Sex

Qualification Field of Learning	2012						2013					
	Number			%			Number			%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	95	92	187	5.3%	2.7%	3.6%	76	69	145	3.8%	1.8%	2.5%
Business, Commerce and Management Studies	861	1,826	2,687	47.8%	53.4%	51.5%	804	1,730	2,534	40.4%	45.5%	43.8%
Communication Studies and Language	49	112	161	2.7%	3.3%	3.1%	73	145	218	3.7%	3.8%	3.8%
Culture and the Arts	1	3	4	0.1%	0.1%	0.1%	6	3	9	0.3%	0.1%	0.2%
Education, Training and Development	115	360	475	6.4%	10.5%	9.1%	143	559	702	7.2%	14.7%	12.1%
Manufacturing, Engineering and Technology	120	39	159	6.7%	1.1%	3.0%	134	46	180	6.7%	1.2%	3.1%
Human and Social Studies	80	173	253	4.4%	5.1%	4.8%	96	209	305	4.8%	5.5%	5.3%
Law, Military Science and Security	95	102	197	5.3%	3.0%	3.8%	146	134	280	7.3%	3.5%	4.8%
Health Sciences and Social Services	120	473	593	6.7%	13.8%	11.4%	102	447	549	5.1%	11.8%	9.5%
Physical, Mathematical and Computer Sciences	194	148	342	10.8%	4.3%	6.6%	295	235	530	14.8%	6.2%	9.2%
Physical Planning and Construction	41	32	73	2.3%	0.9%	1.4%	49	52	101	2.5%	1.4%	1.7%
Services and Life Sciences	30	60	90	1.7%	1.8%	1.7%	64	170	234	3.2%	4.5%	4.0%
Total	1,801	3,420	5,221	100.0%	100.0%	100.0%	1,988	3,799	5,787	100.0%	100.0%	100.0%

2.4 Graduates by Offering Type

About 58 per cent of graduates in 2012 and 60 per cent in 2013 were full time students. Part-time graduates followed in dominance with 24.9 per cent and 24.7 per cent in 2012 and 2013 respectively. Distance also played an important role as an offering type (17.5 per cent and 15.7 per cent of graduates in 2012 and 2013, respectively). The total graduation rate in 2012 was 12.7 per cent and 13.7 per cent in 2013.

Table 2.4 Graduates by Offering Type

Graduation Rate		Offering Type				
		Full-time	Part-time	Distance	Not stated	Total
Graduates (1)						
2012	Number	3,005	1,299	914	3	5,221
	%	57.6%	24.9%	17.5%	0.1%	100.0%
2013	Number	3574	1476	937	0	5,987
	%	59.7%	24.7%	15.7%	0.0%	100.0%
Enrolments (2)						
2012		25,229	7,995	7,946	76	41,246
2013		27,761	7,848	7,914	238	43,761
Graduation Rate (1)/(2)						
2012		11.9%	16.2%	11.5%	3.9%	12.7%
2013		12.9%	18.8%	11.8%	0.0%	13.7%

Figure 9: Graduates by Offering Type, 2012 and 2013

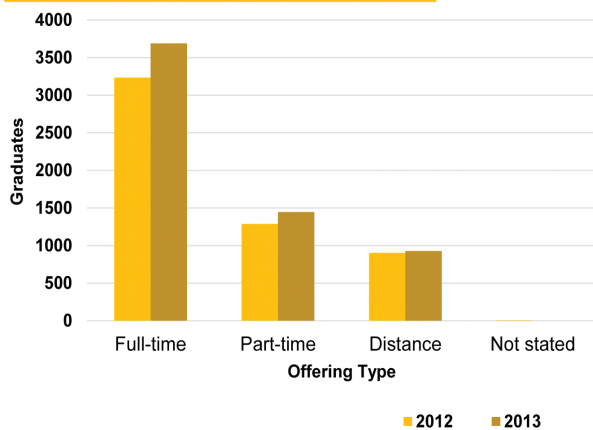
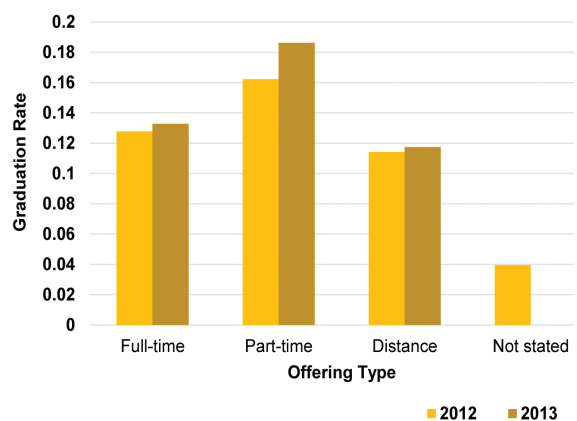


Figure 10: Graduation Rate by Offering Type, 2012 and 2013



2.5 Graduation by NQF Qualification Type

The distribution by Qualification Type shows the dominance of the undergraduate types (Certificates, Diplomas and Bachelor Degrees) while the share of Masters (1.7 per cent) and PhDs (0.2 per cent) remain very low. In single qualification type category, the highest percentage of graduates was from the Bachelor degree with 33.7 per cent and 31.4 per cent in 2013. In 2013 Diplomas increase to 27.6 per cent from 28.1 per cent in 2012.

Table 2.5 (a) Graduation by NQF Qualification Type

Qualification Type	2012				2013			
	Graduates	Per cent	Students	Graduation Rate	Graduates	Per cent	Students	Graduation Rate
Certificates	782	15.0%	7,548	10.4%	661	11.4%	6,782	9.7%
Diplomas	1,321	25.3%	7,957	19.6%	1,596	27.6%	9,596	16.6%
Bachelor Degrees	1,759	33.7%	10,981	16.0%	1,817	31.4%	10,304	17.6%
Bachelor Honours	599	11.5%	8,956	6.7%	669	11.6%	7,469	9.0%
Professional Bachelor's Degrees	695	13.3%	5,041	13.8%	934	16.1%	8,768	10.7%
Masters' Degrees	56	1.1%	622	9.0%	100	1.7%	694	14.4%
Doctorate Degrees	9	0.2%	126	7.1%	10	0.2%	148	6.8%
Not stated	0	0.0%	15	0.0%	0	0.0%	0	0.0%
Total	5,221	100.0%	41,246	12.7%	5,787	100.0%	43,761	13.2%

Figure 11: Graduates by NQF Qualification Type

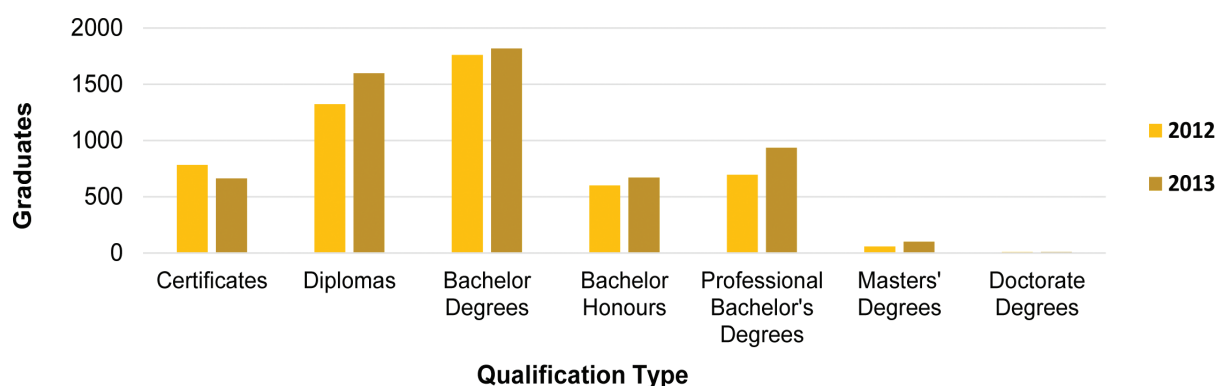


Figure 12: Graduation rate by NQF Qualification Type

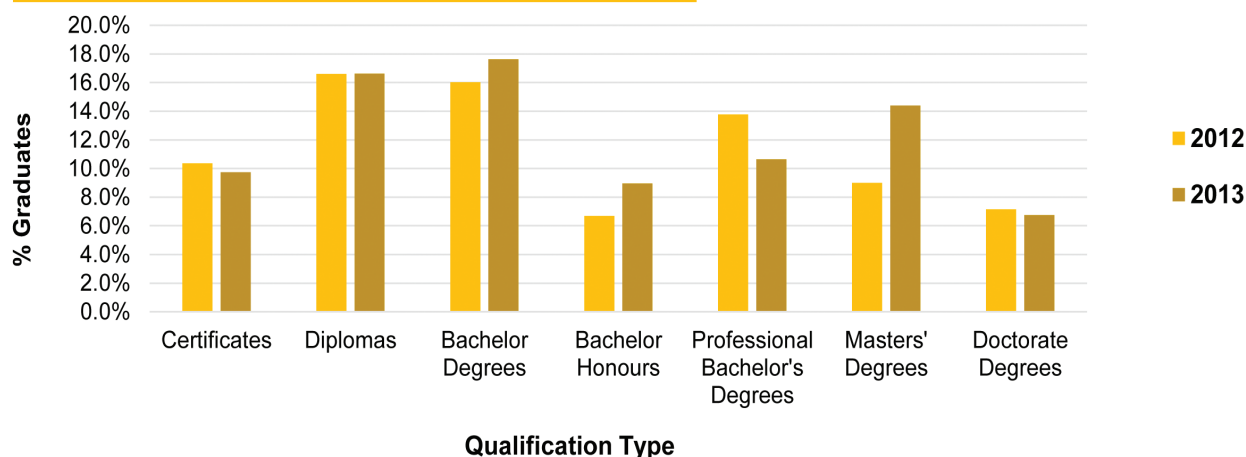
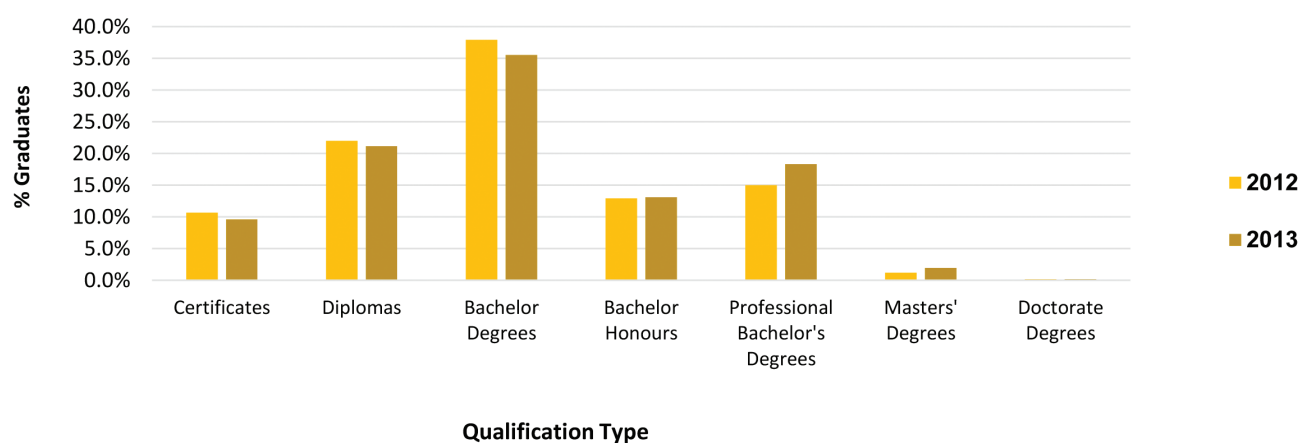


Table 2.5(b) Graduation by NQF Qualification Type - Public Higher Education Institutions Graduates

Qualification Type	2012		2013	
	Graduates	Percentage	Graduates	Percentage
Certificates	493	10.7%	491	9.6%
Diplomas	1,017	22.0%	1,079	21.2%
Bachelor Degrees	1,755	38.0%	1,811	35.6%
Bachelor Honours	599	13.0%	669	13.1%
Professional Bachelor's Degrees	695	15.0%	934	18.3%
Masters' Degrees	56	1.2%	100	2.0%
Doctorate Degrees	9	0.2%	10	0.2%
Total	4,624	100.0%	5,094	100.0%

Figure 13: Graduation by NQF Qualification Type - Public Higher Education Institutions Graduates



CHAPTER 3

STAFF DATA

This chapter presents information on Staff of the Higher Education Institutions that submitted data.

3.1 Type of Staff by Higher Education Institution

Table 3.1 shows that public Higher Education Institutions in Namibia employed a total of 1,551 or 45 per cent Academic Staff and 1,906 (55 per cent) Non-Academic Staff in 2012 with a slight increase to 1,632 (47 per cent) in Academic and a drop to 1,849 (52 per cent) in Non-academic Staff in 2013. Of the six private Higher Education Institutions that provided staff data, majority of staff members were Non-Academic, accounting for 59 and 64 per cent in 2012 and 2013 respectively.

Table 3.1 Type of Staff by Higher Education Institution

HEI	2012					2013						
	Type of staff			Type of staff (%)		Type of staff				Type of staff (%)		
	Academic	Non Academic	Total	Academic	Non Academic	Academic	Non Academic	Not stated	Total	Academic	Non Academic	Not stated
NAMCOL	28	83	111	25.0%	75.0%	39	83	0	122	32.0%	68.0%	0.0%
PON	673	924	1,597	42.0%	58.0%	719	854	0	1,573	46.0%	54.0%	0.0%
UNAM	850	899	1,749	49.0%	51.0%	874	912	27	1,813	48.0%	50.0%	1.0%
Total Public HEIs	1,551	1,906	3,457	45.0%	55.0%	1,632	1,849	27	3,508	47.0%	52.0%	1.0%
IoB	2	3	5	40.0%	60.0%	6	7	0	13	46.0%	54.0%	0.0%
IOL	75	166	241	31.0%	69.0%	75	216	0	291	26.0%	74.0%	0.0%
LINGUA	26	43	69	38.0%	62.0%	25	45	0	70	36.0%	64.0%	0.0%
NETS	15	9	24	63.0%	38.0%	14	10	0	24	58.0%	42.0%	0.0%
Triumphant	33	0	33	100.0%	0.0%	33	0	0	33	100.0%	0.0%	0.0%
ULTS-Paulinum	5	1	6	83.0%	17.0%	4	1	0	5	80.0%	20.0%	0.0%
Total Private HEIs	156	222	378	41.0%	59.0%	157	279	0	436	36.0%	64.0%	0.0%
Grand Total	1,707	2,128	3,835	45.0%	55.0%	1,789	2,128	27	3,944	45.0%	58.0%	0.0%

3.2 Academic Staff by Highest Qualification and by Higher Education Institutions 2012

A high percentage of Academic Staff in public Higher Education Institutions (37.7 per cent and 37.4 per cent in 2012 and 2013 respectively) were Master's Degrees holders. In the private Higher Education Institutions, a majority of Academic Staff had Bachelor or equivalent Degrees accounting to 48 and 47 per cent in 2012 and 2013.

Table 3.2(a) Academic Staff by Highest Qualification and Higher Education Institutions 2012

HEI	Highest Qualification (Number)							Total
	Diploma	Bachelor Degree	Bachelor Honours Degree	Professional Honours Degree	Master's Degree	Doctorate Degree	Not-Stated	
NAMCOL	0	0	1	0	26	0	1	28
PON	18	92	13	0	159	60	331	673
UNAM	6	151	55	48	400	190	0	850
Total Public HEIs	24	243	69	48	585	250	332	1,551
IoB	0	1	0	1	0	0	0	2
IOL	11	20	6	3	28	4	3	75
LINGUA	0	6	15	1	4	0	0	26
NETS	1	2	1	0	7	4	0	15
ULTS-Paulinum	0	0	0	0	1	4	0	5
Triumphant	3	16	2	1	1	0	10	33
Total Private HEIs	15	45	24	6	41	12	13	156
Grand Total	39	288	93	54	626	262	345	1,707

HEI	Highest Qualification (Per cent)							Total
	Diploma	Bachelor Degree	Bachelor Honours Degree	Professional Honours Degree	Master's Degree	Doctorate Degree	Not-Stated	
NAMCOL	0.0%	0.0%	3.6%	0.0%	92.9%	0.0%	3.6%	100.0%
PON	2.7%	13.7%	1.9%	0.0%	23.6%	8.9%	49.2%	100.0%
UNAM	0.7%	17.8%	6.5%	5.6%	47.1%	22.4%	0.0%	100.0%
Total Public HEIs	1.5%	15.7%	4.4%	3.1%	37.7%	16.1%	21.4%	100.0%
IoB	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%
IOL	14.7%	26.7%	8.0%	4.0%	37.3%	5.3%	4.0%	100.0%
LINGUA	0.0%	23.1%	57.7%	3.8%	15.4%	0.0%	0.0%	100.0%
NETS	6.7%	13.3%	6.7%	0.0%	46.7%	26.7%	0.0%	100.0%
ULTS-Paulinum	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	100.0%
Triumphant	9.1%	48.5%	6.1%	3.0%	3.0%	0.0%	30.3%	100.0%
Total Private HEIs	9.6%	28.8%	15.4%	3.8%	26.3%	7.7%	8.3%	100.0%
Grand Total	2.3%	16.9%	5.4%	3.2%	36.7%	15.3%	20.2%	100.0%

Figure 16: Academic Staff by Highest Qualification and Higher Education Institutions in 2012

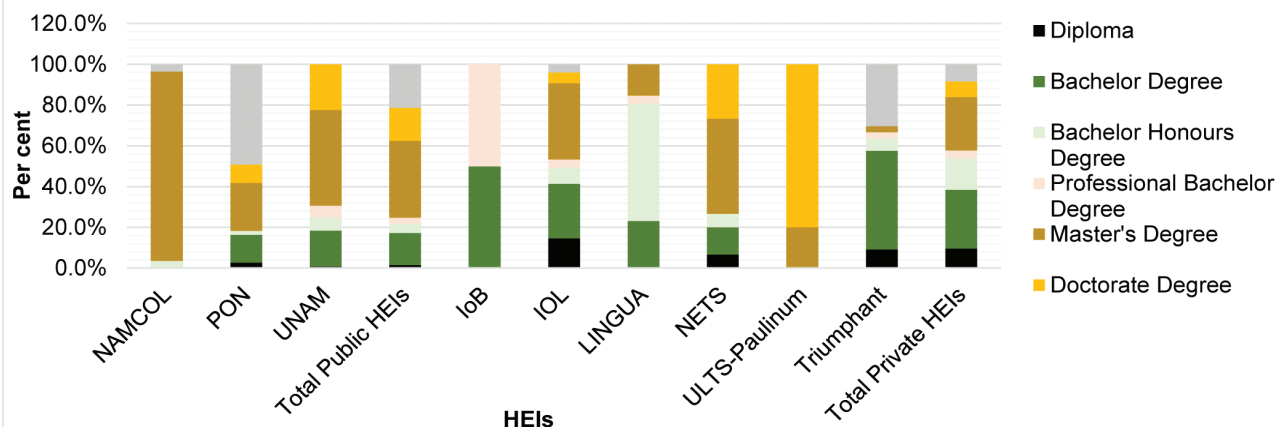
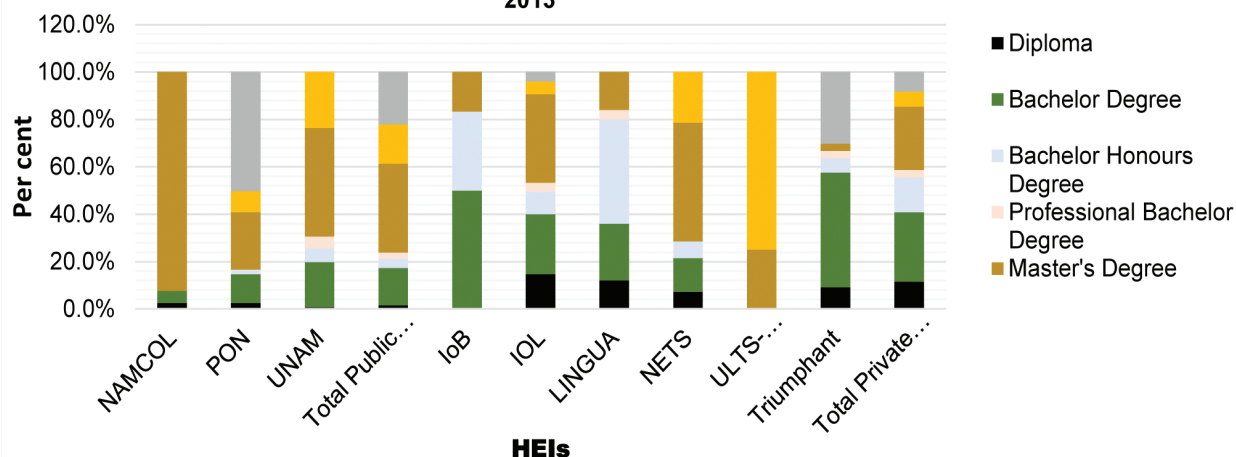


Table 3.2 (b) Academic Staff by Highest Qualification and Higher Education Institutions 2013

HEI	Diploma	Bachelor Degree	Bachelor Honours Degree	Professional Master's Degree	Master's Degree	Doctorate Degree	Not Stated	Total
NAMCOL	1	2	0	0	36	0	0	39
PON	18	88	13	0	174	64	362	719
UNAM	6	167	51	43	401	206	0	874
Total Public HEIs	25	257	64	43	611	270	362	1,632
IoB	0	3	2	0	1	0	0	6
IOL	11	19	7	3	28	4	3	75
LINGUA	3	6	11	1	4	0	0	25
NETS	1	2	1	0	7	3	0	14
ULTS-Paulinum	0	0	0	0	1	3	0	4
Triumphant	3	16	2	1	1	0	10	33
Total Private HEIs	18	46	23	5	42	10	13	157
Grand Total	43	303	87	48	653	280	375	1,789

HEI	Highest Qualification (Per cent)							Total
	Diploma	Bachelor Degree	Bachelor Honours Degree	Professional Master's Degree	Master's Degree	Doctorate Degree	Not Stated	
NAMCOL	2.6%	5.1%	0.0%	0.0%	92.3%	0.0%	0.0%	100.0%
PON	2.5%	12.2%	1.8%	0.0%	24.2%	8.9%	50.3%	100.0%
UNAM	0.7%	19.1%	5.8%	4.9%	45.9%	23.6%	0.0%	100.0%
Total Public HEIs	1.5%	15.7%	3.9%	2.6%	37.4%	16.5%	22.2%	100.0%
IoB	0.0%	50.0%	33.3%	0.0%	16.7%	0.0%	0.0%	100.0%
IOL	14.7%	25.3%	9.3%	4.0%	37.3%	5.3%	4.0%	100.0%
LINGUA	12.0%	24.0%	44.0%	4.0%	16.0%	0.0%	0.0%	100.0%
NETS	7.1%	14.3%	7.1%	0.0%	50.0%	21.4%	0.0%	100.0%
ULTS-Paulinum	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	100.0%
Triumphant	9.1%	48.5%	6.1%	3.0%	3.0%	0.0%	30.3%	100.0%
Total Private HEIs	11.5%	29.3%	14.6%	3.2%	26.8%	6.4%	8.3%	100.0%
Grand Total	2.4%	16.9%	4.9%	2.7%	36.5%	15.7%	21.0%	100.0%

Figure 17: Academic Staff by Highest Qualification and Higher Education Institutions in 2013



3.3 Academic Staff by Full/Part-Time and by Higher Education Institutions

Total percentage of Full-time Academic staff is higher than Part-time Academic staff, recorded at 58 per cent in both years. When disaggregated by type of Higher Education, public Higher Education institutions tend to employ more Full-time Academic staff compared to Part-time staff. Overall there were no major changes on the percentage share for each Offering Type from 2012 to 2013.

Table 3.3 (a) Academic Staff by Full/Part-Time and by Higher Education Institution 2012

HEI	Number				% within HEI			
	Full Time	Part Time	Not Stated	Total	Full Time	Part Time	Not Stated	Total
NAMCOL	0	28	0	28	0.0%	100.0%	0.0%	100.0%
PON	288	385	0	673	42.8%	57.2%	0.0%	100.0%
UNAM	633	214	3	850	74.5%	25.2%	0.4%	100.0%
Total Public HEIs	921	627	3	1,551	59.4%	40.4%	0.2%	100.0%
IoB	0	2	0	2	0.0%	100.0%	0.0%	100.0%
IOL	0	75	0	75	0.0%	100.0%	0.0%	100.0%
LINGUA	22	4	0	26	84.6%	15.4%	0.0%	100.0%
NETS	9	4	2	15	60.0%	26.7%	13.3%	100.0%
ULTS-Paulinum	5	0	0	5	100.0%	0.0%	0.0%	100.0%
Triumphant	33	0	0	33	100.0%	0.0%	0.0%	100.0%
Total Private HEIs	69	85	2	156	44.2%	54.5%	1.3%	100.0%
Grand Total	990	712	5	1,707	58.0%	41.7%	0.3%	100.0%

Figure 18: Academic Staff by Full/Part-Time in 2012

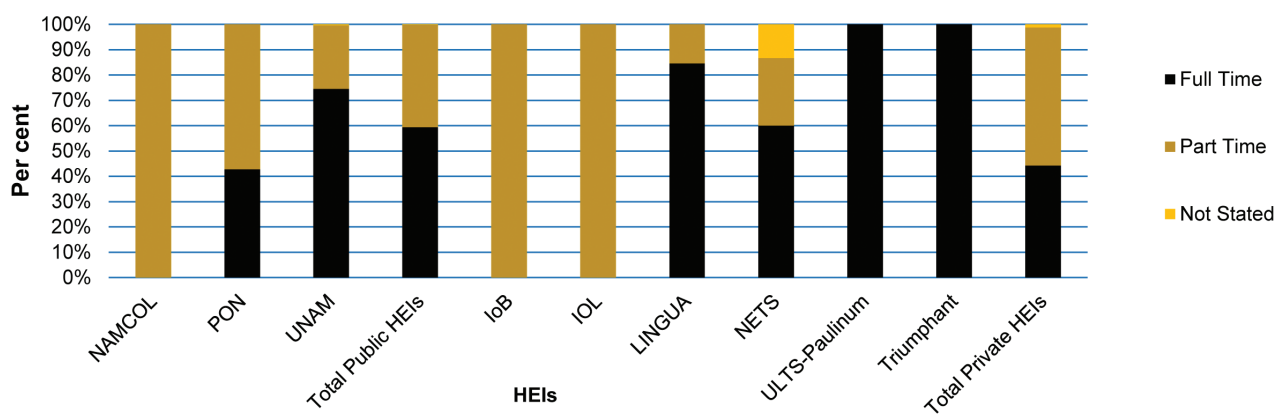
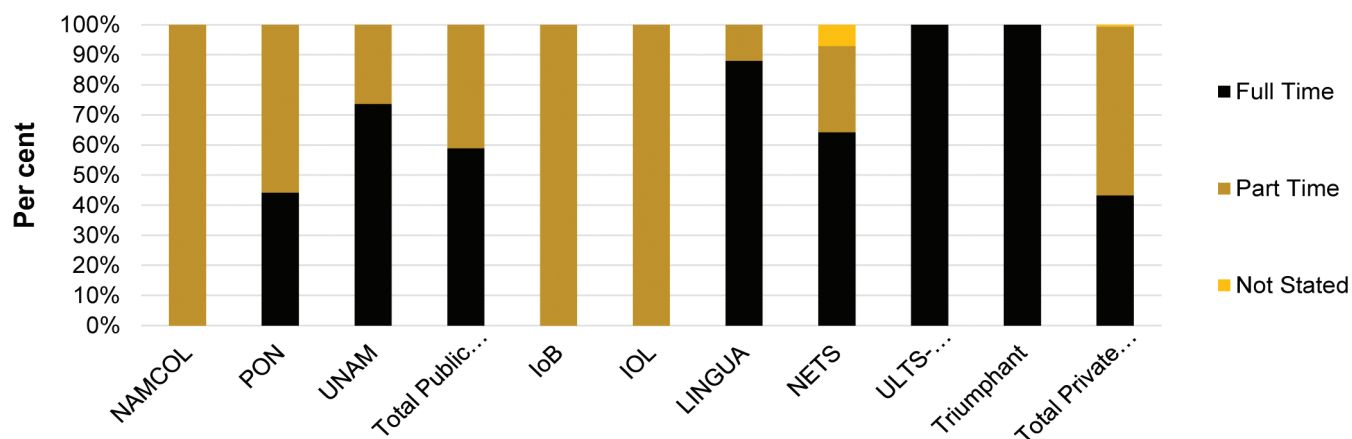


Table 3.3(b) Academic Staff by Full/Part-Time and Higher Education Institutions 2013

HEI	Number of Staff				% within HEIs			
	Full Time	Part Time	Not Stated	Total	Full Time	Part Time	Not Stated	Total
NAMCOL	0	39	0	89	0.0%	100.0%	0.0%	100.0%
PON	318	401	0	719	44.2%	55.8%	0.0%	100.0%
UNAM	644	230	0	874	73.7%	26.3%	0.0%	100.0%
Total Public HEIs	962	670	0	1,632	58.9%	41.1%	0.0%	100.0%
IoB	0	6	0	6	0.0%	100.0%	0.0%	100.0%
IOL	0	75	0	75	0.0%	100.0%	0.0%	100.0%
LINGUA	22	3	0	25	88.0%	12.0%	0.0%	100.0%
NETS	9	4	1	14	64.3%	28.6%	7.1%	100.0%
ULTS-Paulinum	4	0	0	4	100.0%	0.0%	0.0%	100.0%
Triumphant	33	0	0	33	100.0%	0.0%	0.0%	100.0%
Total Private HEIs	68	88	1	157	43.3%	56.1%	0.6%	100.0%
Grand Total	1,030	758	1	1,789	57.6%	42.4%	0.1%	100.0%

Figure 19: Academic Staff by Full/Part-Time in 2013



Annexure A: Students by HEI and Offering Type, 2012

HEI	Number					Per cent				
	Full-time	Part-time	Distance	Not stated	Total	Full-time	Part-time	Distance	Not stated	Total
UNAM	13,243	3,275	55	65	16,638	79.6%	19.7%	0.3%	0.4%	100.0%
PON	6,486	3,266	2,802	0	12,554	51.7%	26.0%	22.3%	0.0%	100.0%
NAMCOL	0	704	0	0	704	0.0%	100.0%	0.0%	0.0%	100.0%
Public HEIs	19,729	7,245	2,857	65	29,896	66.0%	24.2%	9.6%	0.2%	100.0%
LINGUA	212	71	33	0	316	67.1%	22.5%	10.4%	0.0%	100.0%
Headstart	0	50	0	0	50	0.0%	100.0%	0.0%	0.0%	100.0%
ILSA	107	0	0	0	107	100.0%	0.0%	0.0%	0.0%	100.0%
IOL	0	0	4,033	0	4,033	0.0%	0.0%	100.0%	0.0%	100.0%
IUM	4,910	629	13	11	5,563	88.3%	11.3%	0.2%	0.2%	100.0%
Monitronic	-	-	-	-	-	-	-	-	-	-
NETS	27	0	0	0	27	100.0%	0.0%	0.0%	0.0%	100.0%
IOB	0	0	1,010	0	1,010	0.0%	0.0%	100.0%	0.0%	100.0%
Triumphant	203	0	0	0	203	100.0%	0.0%	0.0%	0.0%	100.0%
ULTS-Paulinum	41	0	0	0	41	100.0%	0.0%	0.0%	0.0%	100.0%
Private HEIs	5,500	750	5,089	11	11,350	48.5%	6.6%	44.8%	0.1%	100.0%
Total	25,229	7,995	7,946	76	41,246	61.2%	19.4%	19.3%	0.2%	100.0%

Annexure B: Students by HEI and Offering Type, 2013

HEI	Number					Percentage				
	Full-time	Part-time	Distance	Not Stated	Total	Full-time	Part-time	Distance	Not Stated	Total
UNAM	14,154	3,012	60	81	17,307	81.8%	17.4%	0.3%	0.5%	100.0%
PON	6,599	3,187	2,867	0	12,653	52.2%	25.2%	22.7%	0.0%	100.0%
NAMCOL	0	883	0	0	883	0.0%	100.0%	0.0%	0.0%	100.0%
Public HEIs	20,753	7,082	2,927	81	30,843	67.3%	23.0%	9.5%	0.3%	100.0%
LINGUA	404	86	26	0	516	78.3%	16.7%	5.0%	0.0%	100.0%
Headstart	0	90	0	0	90	0.0%	100.0%	0.0%	0.0%	100.0%
ILSA	101	6	1	0	108	93.5%	5.6%	0.9%	0.0%	100.0%
IOL	0	0	3,928	0	3,928	0.0%	0.0%	100.0%	0.0%	100.0%
IUM	6,210	584	0	6	6,800	91.3%	8.6%	0.0%	0.1%	100.0%
Monitronic	0	0	0	151	151	0.0%	0.0%	0.0%	100.0%	100.0%
NETS	22	0	0	0	22	100.0%	0.0%	0.0%	0.0%	100.0%
IOB	0	0	1,032	0	1,032	0.0%	0.0%	100.0%	0.0%	100.0%
Triumphant	230	0	0	0	230	100.0%	0.0%	0.0%	0.0%	100.0%
ULTS-Paulinum	41	0	0	0	41	100.0%	0.0%	0.0%	0.0%	100.0%
Private HEIs	7,008	766	4,987	157	12,918	54.2%	5.9%	38.6%	1.2%	100.0%
Total	27,761	7,848	7,914	238	43,761	63.4%	17.9%	18.1%	0.5%	100.0%

Annexure C: Variables Included in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	<ol style="list-style-type: none"> 1. Certificates 2. Diplomas 3. Bachelor Degree 4. Bachelor Honours Degree 5. Professional Bachelor Degree 6. Master's Degree 7. Doctorate Degree 	This refers to the NQF Classification of Qualifications (www.namqa.org).
Qualification level (NQF)	The ten (10) levels of the NQF.	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 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.	This is an equivalent of a Grade in Primary and Secondary
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 	
	<ol style="list-style-type: none"> 3. Karas 4. Kavango East 5. Kavango West 6. Khomas 7. Kunene 8. Oshana 9. Oshana 10. Oshikoto 11. Oshikoto 12. Otjozondjupa 13. Otjozondjupa 14. Zambezi 15. Others 16. Not Stated 	
Citizenship	<ol style="list-style-type: none"> 1. Namibia 2. Angola 3. Botswana 4. South Africa 5. Zambia 6. Zimbabwe 7. Other SADC Countries 8. Other African Countries 9. European Countries 10. American Countries 11. Asian and Oceanic Countries 12. Not Stated 	
Financial Sponsor	<ol style="list-style-type: none"> 1. Self-funding/ Parent/Guardian 2. NSFAP 3. Other Public Institution 4. Private Institution 5. others 	Financial Sponsor is a person or an institution that is paying or funding the tuition fees of the student.
Examination Result	<ol style="list-style-type: none"> 1. Obtain Qualification 2. Pass 3. Fail 4. Continuing 5. Absent 	

Annexure D: List of Variables in the Staff Database

Variable Name	Categories	Notes to the Variables
Type of staff	<ol style="list-style-type: none"> 1. Academic 2. Not Academic 	
Full/Part Time	<ol style="list-style-type: none"> 1. Full Time 2. Part Time 3. Other 	A part time member of staff is a member whose number of hours worked (per week) is lower than what is normally required for the position occupied.
Highest Qualification	<ol style="list-style-type: none"> 1. Primary or Lower 2. Junior Secondary 3. Secondary 4. Certificate 5. Diploma 6. Bachelor Degree 7. Bachelor Honours Degree 8. Professional Bachelor Degree 9. Master's Degree 10. Doctorate Degree 11. Not Stated 	

Annexure E: Glossary

Absent: This refers to students who do not write their examinations and they did not cancel their registration.

Continuing: Is used for students for whom fail is not relevant. It is specifically the case for students registered for Masters (Thesis) and PhD (Dissertation). It may also be used for distance students who intentionally spread their training work load intended to be achieved in one year, but spread it over two or more years.

Distance Mode: Is a mode of delivering educational instruction often on individual basis, to students who are mainly not physically present in a traditional setting such as a lecture room.

Field of Learning: It is a broad domain, branch or area of content covered by an educational programme, course or module. This may also be referred to as Field of Study or Field of Education. For the definition of each specific Field of Learning refer to NQF Classification of Field of Learning.

Full-Time Equivalent: Generally calculated in person-years. The unit for the measurement of full-time equivalence is a full-time student. Thus, a full-time student equals one full-time equivalent. The full-time equivalence of part-time students is determined by calculating the ratio of their hours studied to the statutory hours studied by a full-time student during the school year. For example, a student who studied one-third of the statutory hours of a full-time student equals one-third of a full-time equivalent student. The average is generally supposed to be equal to 0.5.

Non Academic Staff: Persons employed by educational institutions who have no instructional responsibilities. Although the definition can vary from one country to another, non-teaching staff generally include the Vice-Chancellors, Vice-Rector and other administrators of Higher Education Institutions, librarians or educational media specialists, building operations and maintenance staff, security personnel, transportation workers and catering staff.

Repeater: This is a student who is registered in the same Year of Study as in the previous Academic Year, regardless of the qualification.

Professional Bachelor Degree: This degree represents substantial attainment of a body of outcomes of learning greater than and in advance of a Bachelor degree. Such degrees normally contain a substantial element of 'learning by doing' and often focus on preparation for entry into a professional field of practice. (Source: NQA)

Handwriting practice lines consisting of 28 horizontal dotted lines.

This image shows a full page of white paper with horizontal orange dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

