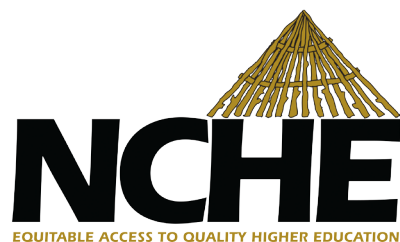


2016 NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK (NHESY)





**2016 NAMIBIA HIGHER EDUCATION
STATISTICAL YEARBOOK
(NHESY)**

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LIST OF ABBREVIATIONS/ACRONYMS

ALI	African Leadership Institute
FTE	Full-time Equivalent
HE	Higher Education
Headstart	Headstart Montessori Teacher Training College
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
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
NUST	Namibia University of Science and Technology
STEM	Science, Technology, Engineering and Mathematics
ST. CHARLES	Saint. Charles Lwanga Major Seminary
TRIUMPHANT	Triumphant College
ULTS-PAULINUM	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia

PREFACE



Statistics are important for policy planning, decision-making, programme implementation, monitoring and evaluation. The Namibia Higher Education Statistical Yearbook (NHESY) as an annual publication prepared by the National Council for Higher Education (NCHE) is aimed at providing key statistics on the Higher Education Institutions in Namibia, be they public or private.

The 2016 NHESY is the fourth publication in this series. It contains information on student enrolment, which is separated by a wide range of indicators, including examination results and staff member's characteristics. We hope that the information will be of use to policy planners, researchers, academicians and any other possible users.

This publication would not have been possible without the support of Higher Education Institutions in Namibia. We are grateful to these institutions for their cooperation in supplying the data.

The contents of the yearbook is continuously reviewed to improve utility and user needs. Users of the NHESY are therefore urged to make their data needs known for consideration when planning future editions. Kindly send any comments or views to our email address, hemis@nche.org.

To facilitate greater access to data, this publication is disseminated both in hard copies and in e-mode. The e-publication is available on the NCHE website, www.nche.org.na.

A stylized, handwritten signature in black ink, consisting of a large, flowing 'M' followed by a series of loops and a final horizontal stroke.

MOCKS SHIVUTE

EXECUTIVE DIRECTOR

INTRODUCTION

This Fourth NHESY publication draws on data collected through the Higher Education Management Information System (HEMIS) for the 2016 academic year. HEMIS incorporates different kinds of data from higher education institutions in various datasets, such as students, subjects, staff and facilities. However, this publication only reports on students and staff members.

It remains a challenge for some of the Higher Education Institutions to provide the data in a standardized format, as the data collection tools they use do not conform to HEMIS requirements yet. As a result, some of the information provided is not complete. Also data verification was conducted at NCHE and validated by the Higher Education Institutions (HEIs) were necessary for this.

In the Namibian context, Higher Education refers to all learning programmes that lead to qualifications equivalent to National Qualifications Framework (NQF) level 5 and higher, and are offered by Higher Education Institutions as defined in the Higher Education Act, Act 26 of 2003. Consequently, this document includes student enrolment and graduation statistics from HEIs that deliver programs registered by the Namibia Qualifications Authority (NQA) on the National Qualifications Framework (NQF). It also presents statistics regarding staff members within those institutions and excludes students studying with foreign institutions, both inside and beyond Namibia's borders.

The statistics are cross-tabulated inter alia by the NQF qualification type, NQF field of learning, offering type, the nationality, age and sex of the students, the region in which they completed Grade 12, their progression status according to examination results, whether they are first-timers or repeaters, and their financial sponsor.

The publication is divided into three chapters and several annexures. Chapter 1 presents student enrolment, Chapter 2 is about the examination results obtained at the end of the academic year and Chapter 3 is focusing on staff members' at the higher education institutions, and their characteristics such as type of staff, mode of teaching (full- or part-time) and their highest qualifications. There are annexures on: enrolment in each Higher Education Institution; variable in the student database; variables in the staff database; and the glossary.

NHESY documents can be accessed through www.nche.org.na. Data related enquiries especially on data not appearing on the statistical yearbook should be forwarded to the HEMIS help desk (hemis@nche.org.na).

NOTES ON THE DATA

1. Missing data are indicated as 'Not Stated' (NS).
2. An academic year starts in January and ends in December.
3. Tables and Figures include only those students enrolled under the specified NQF Level.
4. Data presented in this yearbook are for Higher Education Institutions with programmes registered on the NQF.
5. Some private Higher Education Institutions submitted incomplete data on examination results, leading to underreported flow rates.
6. The terms and categories used in the tables are defined in the Glossary.
7. Higher Education theoretical age is the age corresponding to the first five years (i.e. 19-23) of age, after leaving secondary school.

NAMIBIA HIGHER EDUCATION MAIN INDICATORS

Indicator		2012		2013		2014		2015		2016	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Number of Higher Education Institutions	Total HEIs	13		13		12		14		14	
	Public HEIs	3	23.1%	3	23.1%	3	25.0%	3	21.4%	3	21.4%
	Private HEIs	10	76.9%	10	76.9%	9	75.0%	11	78.6%	11	78.6%
Number of Students	Total Students	41,246		43,761		46,963		49,678		53,661	
	Enrolment by Sector										
	Public HEIs	29,896	72.5%	30,843	70.5%	33,338	71.0%	34,917	70.3%	39,659	73.9%
	Private HEIs	11,350	27.5%	12,918	29.5%	13,625	29.0%	14,761	29.7%	14,002	26.1%
	Enrolment by Sex										
	Male	15,867	38.5%	16,209	37.0%	17,343	36.9%	17,868	36.0%	19,316	36.0%
	Female	25,379	61.5%	27,552	63.0%	29,612	63.1%	31,784	64.0%	34,345	64.0%
	Enrolment by Offering Type										
	Full-time	25,229	61.2%	27,761	63.4%	28,604	60.9%	29,199	59.4%	31,837	59.9%
	Part-time	7,995	19.4%	7,848	17.9%	7,321	15.6%	6,550	13.3%	6,620	12.5%
	Distance	7,946	19.3%	7,914	18.1%	10,753	22.9%	13,395	27.3%	14,702	27.7%
	Not Stated	76	0.2%	238	0.5%	285	0.6%	534	*	502	*1
	Enrolment by NQF Field of Learning										
	Agriculture and Nature Conservation	920	2.2%	758	1.7%	916	2.0%	1,046	2.1%	1,136	2.1%
	Business, Commerce and Management Studies	18,511	44.9%	19,793	45.1%	19,425	41.4%	20,005	40.3%	19,416	36.2%
	Communication Studies and Language	1,239	3.0%	1,278	2.9%	1,289	2.7%	1,459	2.9%	1,734	3.2%
	Culture and the Arts	57	0.1%	56	0.1%	952	2.0%	72	0.1%	72	0.1%
	Education, Training and Development	8,907	21.6%	9,693	22.2%	12,347	26.3%	14,039	28.3%	17,426	32.5%
	Health Sciences and Social Services	3,128	7.6%	3,069	7.0%	2,899	6.2%	3,159	6.4%	3,614	6.7%
	Human and Social Studies	2,231	5.4%	2,316	5.3%	898	1.9%	1,708	3.4%	1,931	3.6%
	Law, Military Science and Security	969	2.4%	1,090	2.5%	1,291	2.7%	1,404	2.8%	1,325	2.5%
	Manufacturing, Engineering and Technology	579	1.4%	513	1.2%	1,803	3.8%	1,493	3.0%	1,686	3.1%
	Physical, Mathematical and Computer Sciences	3,785	9.2%	3,578	8.2%	4,051	8.6%	4,085	8.2%	4,172	7.8%
	Physical Planning and Construction	406	1.0%	507	1.2%	449	1.0%	742	1.5%	819	1.5%
	Services and Life Sciences	493	1.2%	1,138	2.6%	643	1.4%	466	0.9%	330	0.6%
	Not Stated	21	0.1%	1	0.0%	0	0.0%	0	0.0%	0	0.0%

*¹Calculated excluding 'Not Stated'

Indicator		2012		2013		2014		2015		2016	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Graduates	Total Graduates	5,221		5,787		4,801		5,403		9,888	
	Graduates by NQF Field of Learning										
	Agriculture and Nature Conservation	187	3.4%	145	2.4%	138	2.9%	191	3.5%	216	2.2%
	Business, Commerce and Management Studies	2,687	51.5%	2,534	43.8%	1,722	35.9%	2,162	40.0%	5,241	53.0%
	Communication Studies and Language	161	3.0%	218	3.6%	188	3.9%	248	4.6%	259	2.6%
	Culture and the Arts	4	0.1%	9	0.1%	121	2.5%	13	0.2%	18	0.2%
	Education, Training and Development	475	8.8%	702	11.6%	962	20.0%	905	16.7%	1,444	14.6%
	Health Sciences and Social Services	673	12.4%	652	10.8%	187	3.9%	500	9.3%	267	2.7%
	Human and Social Studies	253	4.7%	305	5.0%	165	3.4%	325	6.0%	243	2.5%
	Law, Military Science and Security	197	3.6%	280	4.6%	206	4.3%	202	3.7%	262	2.6%
	Manufacturing, Engineering and Technology	79	1.5%	77	1.3%	430	9.0%	168	3.1%	910	9.2%
	Physical, Mathematical and Computer Sciences	342	6.6%	530	9.2%	543	11.3%	490	9.1%	834	8.4%
	Physical Planning and Construction	73	1.3%	101	1.7%	68	1.4%	142	2.6%	152	1.5%
	Services and Life Sciences	90	1.7%	234	4.0%	71	1.5%	57	1.1%	42	0.4%
	Graduates by NQF Qualification Type										
	Certificate	782	14.4%	661	10.9%	369	7.7%	212	3.9%	1,475	14.9%
	Diploma	1,321	25.3%	1,596	27.6%	817	17.0%	1,149	21.3%	2,513	25.4%
	Bachelor Degree	1,759	32.4%	1,817	30.0%	1,759	36.6%	1,701	31.5%	1,629	16.5%
	Bachelor Honours Degree	599	11.0%	669	11.0%	612	12.7%	1,731	32.0%	2,707	27.4%
	Professional Bachelor Degree	695	12.8%	934	15.4%	1,235	25.7%	535	9.9%	1,436	14.5%
	Masters Degree	56	1.0%	100	1.6%	9	0.2%	69	1.3%	126	1.3%
	Doctoral Degree	9	0.2%	10	0.2%	0	0.0%	6	0.1%	2	0.0%

Indicator		2012		2013		2014		2015		2016	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Staff	Total Staff	3,835		3,917		4,611		4,685		5,307	
	Academic	1,707	44.5%	1,789	45.7%	2,570	56.5%	3,055	65.2%	3,133	59.0%
	Non-Academic	2,128	55.5%	2,128	54.3%	2,001	43.5%	1,630	34.8%	2,174	41.0%
	Academic Staff by Highest Qualification										
	Diploma	39	2.0%	43	2.4%	55	2.1%	119	10.3%	79	2.5%
	Bachelor Degree	288	17.0%	303	16.9%	391	15.2%	572	18.7%	419	13.4%
	Bachelor Honours & Professional Degree	147	9.0%	135	7.5%	217	8.5%	183	6.1%	471	15.0%
	Masters Degree	626	37.0%	653	36.5%	999	38.9%	989	32.4%	1,087	34.7%
	Doctoral Degree	262	15.0%	280	15.7%	365	14.2%	400	13.1%	457	14.6%
	Not Stated	345	20.0%	375	21.0%	535	20.8%	595	19.5%	620	19.8%

CHAPTER 1

Student Enrolment

This chapter provides information on student enrolment. The following 14 institutions (three public and eleven private) supplied data:

Public Institutions

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

Private Institutions

ALI	African Leadership Institute
HEADSTART	Headstart Montessori Teacher Training College
IOB	Institute of Banker
IOL	Institute for Open Learning
IUM	International University of Management
LINGUA	International Training College LINGUA
MONITRONIC	Monitronic Success College
NETS	Namibia Evangelical Theological Seminary
ST. CHARLES	Saint. Charles Lwanga Major Seminary
TRIUMPHANT	Triumphant College
ULTS-PAULINUM	United Lutheran Theological Seminary Paulinum

1.1 Enrolment Growth

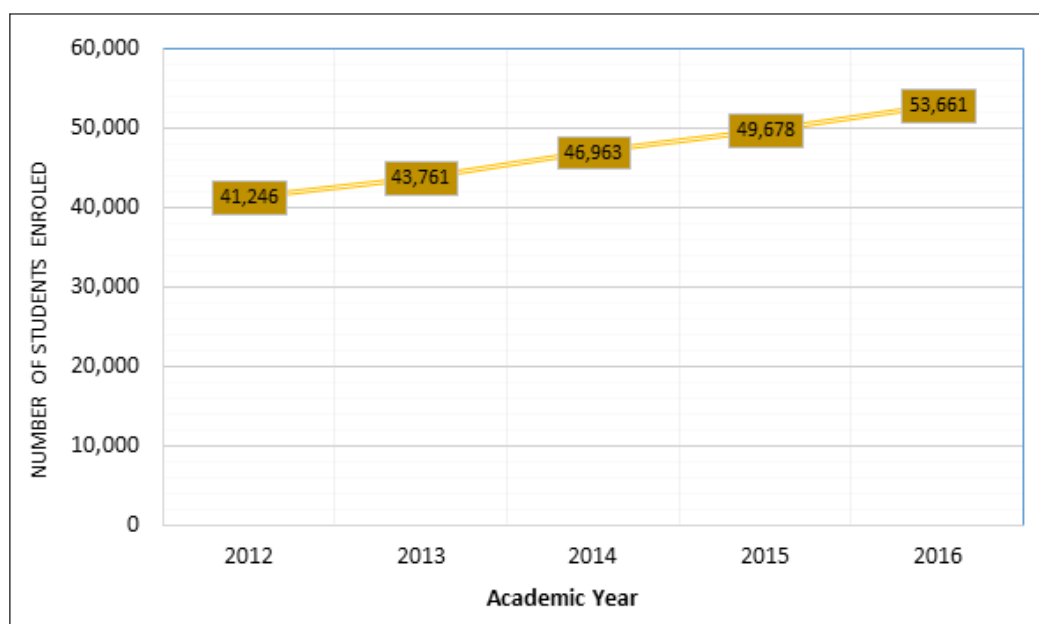
In 2016, a total of 53,661 students were enrolled in the higher education programmes leading to a qualification (Table 1.1). This total includes full-time, part-time and distance students, of whom 64.0 per cent were female and 36.0 per cent male students.

Table 1.1 Enrolment by Academic Year and by Sex

Year	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
2012	15,867	25,379	41,246	38.5%	61.5%	100.0%
2013	16,209	27,552	43,761	37.0%	63.0%	100.0%
2014	17,343	29,612	46,963	36.9%	63.1%	100.0%
2015	17,868	31,784	49,678	36.0%	64.0%	100.0%
2016	19,316	34,345	53,661	36.0%	64.0%	100.0%

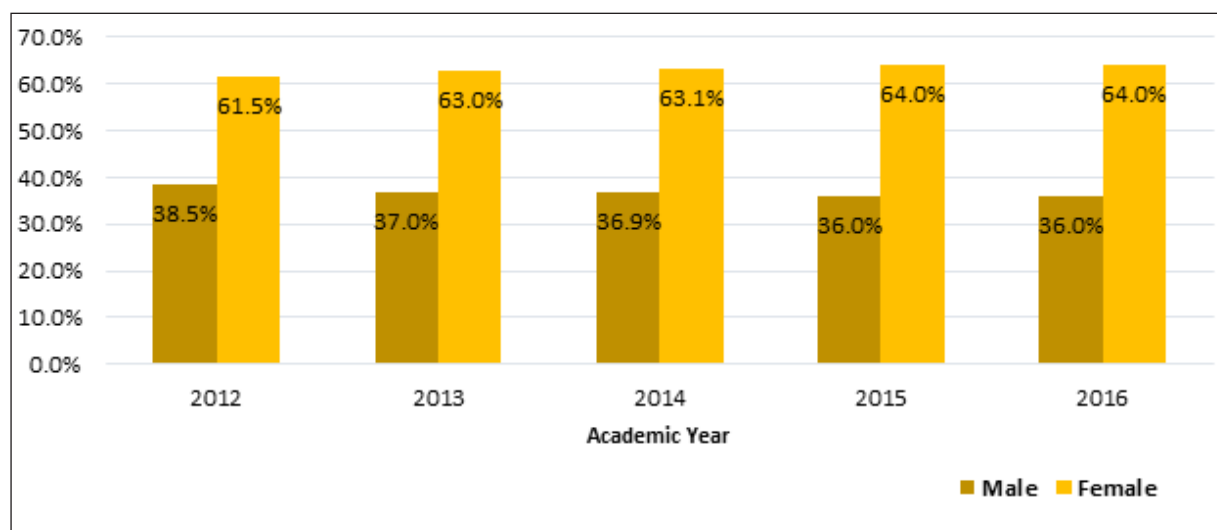
Figure 1.1 illustrates the significant increase in total enrolment over five academic years. The total enrolment increased from 41,246 students in 2012 to 53,661 in 2016, an average annual increase of 6.8 per cent (about 3,000).

Figure 1.1 Enrolment Growth (2012 – 2016)



The proportion of female student enrolment increased from 61.5 per cent in 2012 to 64.0 per cent in 2016 whereas male student enrolment decreased from 38.5 per cent in 2012 to 36.0 per cent in 2016 (Figure 1.2), marking a widening gap between male and female student enrolment proportions.

Figure 1.2 Percentage of Students Enrolment by Sex and by Academic Year



1.2 Gross Enrolment Ratio

The extent of higher education access is generally measured by Gross Enrolment Ratio (GER) in higher education. GER measures the access level by calculating the ratio of persons in all age groups enrolled in various programmes to the total population in the age group of 19 to 23 years. In 2012, the Gross Enrolment Ratio was 18.3 per cent, which increased to 22.6 per cent in 2016, showing an average annual increase of about 1 per cent. This increase can be attributed to the steep rise in female student enrolment (Table 1.2).

Table 1.2 Gross Enrolment Ratio (GER) by Sex, (2012–2016)

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
2012	111,000	114,564	225,564	15,867	25,379	41,246	14.3%	22.2%	18.3%
2013	112,653	116,645	229,298	16,209	27,552	43,761	14.4%	23.6%	19.1%
2014	114,061	118,369	232,430	17,343	29,612	46,963	15.2%	25.0%	20.2%
2015	115,318	118,727	235,045	17,868	31,784	49,678	15.5%	26.8%	21.1%
2016	116,482	120,783	237,265	19,316	34,345	53,661	16.6%	28.4%	22.6%

Source: *2011 Namibia Housing and Population Census based Population Projections, NSA

1.3 Enrolment by Higher Education Institution

In 2016 there were 53,661 students enrolled in public and registered private Higher Education Institutions (HEIs). Table 1.3 presents the distribution of the student enrolment, showing a higher percentage in public Higher Education Institutions at 73.9 per cent compared to 26.1 per cent in private Higher Education Institution. Almost half (46.6 per cent) of all students were enrolled at UNAM. (It is worth noting that IUM and IOL accommodated large numbers of students enrolled in private Higher Education Institutions)

Table 1.3 Enrolment by Higher Education Institutions, 2016

Higher Education Institutions	Number of Students	Per Cent
NAMCOL	2,421	4.5%
NUST	12,250	22.8%
UNAM	24,988	46.6%
Total Public HEIs	39,659	73.9%
ALI	14	0.0%
HEADSTART	355	0.7%
IOB	511	1.0%
IOL	4,368	8.1%
IUM	6,640	12.4%
LINGUA	694	1.3%
MONITRONIC	502	0.9%
NETS	27	0.1%
ST. CHARLES	29	0.1%
TRIUMPHANT COLLEGE	823	1.5%
ULTS-PAULINUM	39	0.1%
Total Private HEIs	14,002	26.1%
Total All Institutions	53,661	100.0%

1.4 Enrolment by Higher Education Institutions and by Sex

Table 1.4 presents the enrolment by Higher Education Institutions and by Sex. The results show that female students (34,345) outnumber their male counterparts (19,316). In terms of proportions female students represented 64.0 per cent of total enrolment compared to 36.0 per cent for male students. Similarly, there is a skewed enrolment at both public and private institutions in favour of females. In terms of Gender Parity Index (GPI), there were 179 female students for every 100 male students enrolled in Namibia in 2016. The same distribution was maintained within the majority of Higher Education Institutions with the exception of Monitronic and the faith-based colleges (NETS, ULTS-Paulinum and St. Charles Lwanga) where the distribution was in favour of male students (ranging from 54 to 93 per cent).

Table 1.4 Enrolment by Higher Education Institutions and by Sex, 2016

	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
NAMCOL	188	2,233	2,421	7.8%	92.2%	100.0%
NUST	5,904	6,346	12,250	48.2%	51.8%	100.0%
UNAM	9,023	15,965	24,988	36.1%	63.9%	100.0%
Total Public HEIs	15,115	24,544	39,659	38.1%	61.9%	100.0%
ALI	3	11	14	21.4%	78.6%	100.0%
HEADSTART	58	297	355	16.3%	83.7%	100.0%
IOB	124	387	511	24.3%	75.7%	100.0%
IOL	702	3,666	4,368	16.1%	83.9%	100.0%
IUM	2,240	4,400	6,640	33.7%	66.3%	100.0%
LINGUA	273	421	694	39.3%	60.7%	100.0%
MONITRONIC	273	229	502	54.4%	45.6%	100.0%
NETS	20	7	27	74.1%	25.9%	100.0%
ST. CHARLES	27	2	29	93.1%	6.9%	100.0%
TRIUMPHANT COLLEGE	458	365	823	55.7%	44.3%	100.0%
ULTS-PAULINUM	23	16	39	59.0%	41.0%	100.0%
Total Private HEIs	4,201	9,801	14,002	30.0%	70.0%	100.0%
Total All Institutions	19,316	34,345	53,661	36.0%	64.0%	100.0%

1.5 Enrolment by Age

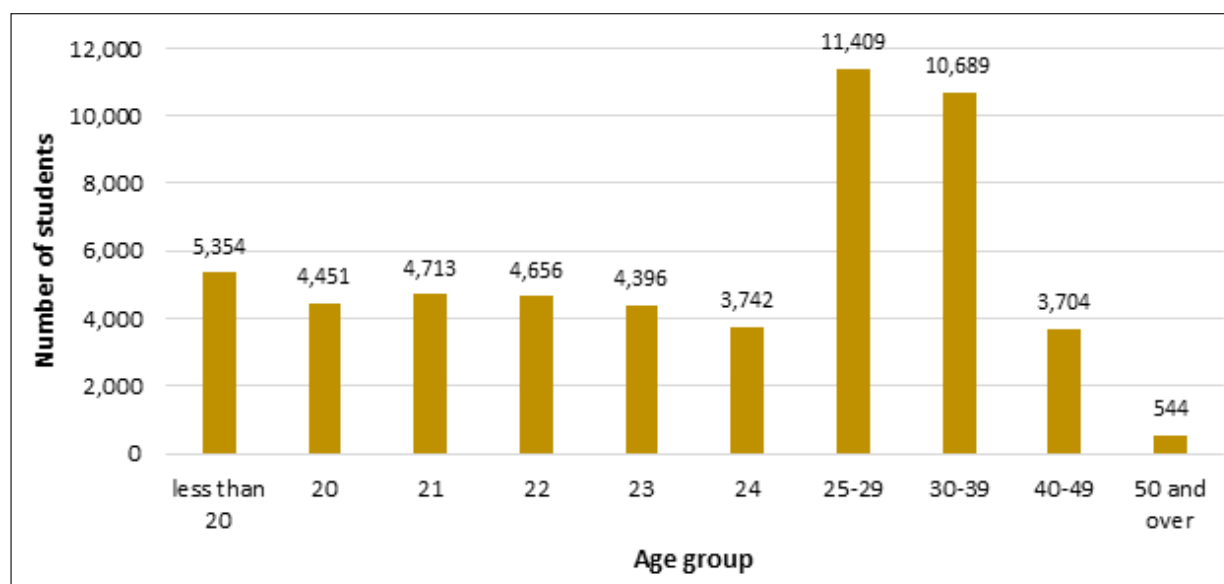
Table 1.5 and Figure 1.3 show enrolment by age. The data reveal that students within the maximum higher education theoretical age of 23 years constituted 43.9 per cent of the total enrolment. It is also worth noting that about half (50.9 per cent) of the total students were 24 years old or younger.

Table 1.5 Enrolment by Age, 2016

Age	Number of Students	Per Cent *	Cumulative Per Cent *
Less than 20	5,354	10.0%	10.0%
20	4,451	8.3%	18.3%
21	4,713	8.8%	27.1%
22	4,656	8.7%	35.7%
23	4,396	8.2%	43.9%
24	3,742	7.0%	50.9%
25-29	11,409	21.3%	72.2%
30-39	10,689	19.9%	92.1%
40-49	3,704	6.9%	99.0%
50 and +	544	1.0%	100.0%
Not Stated	3	--	--
All Students	53,661	100.0%	

* Calculated excluding 'Not Stated'

Figure 1.3 Enrolment by Age, 2016



1.6 Enrolment by Age and by Sex

Table 1.6 presents the age of the students, disaggregated by sex. The results show that female enrolment remained 60 per cent or more in all age groups. A trend similar to the gender representation of the overall total.

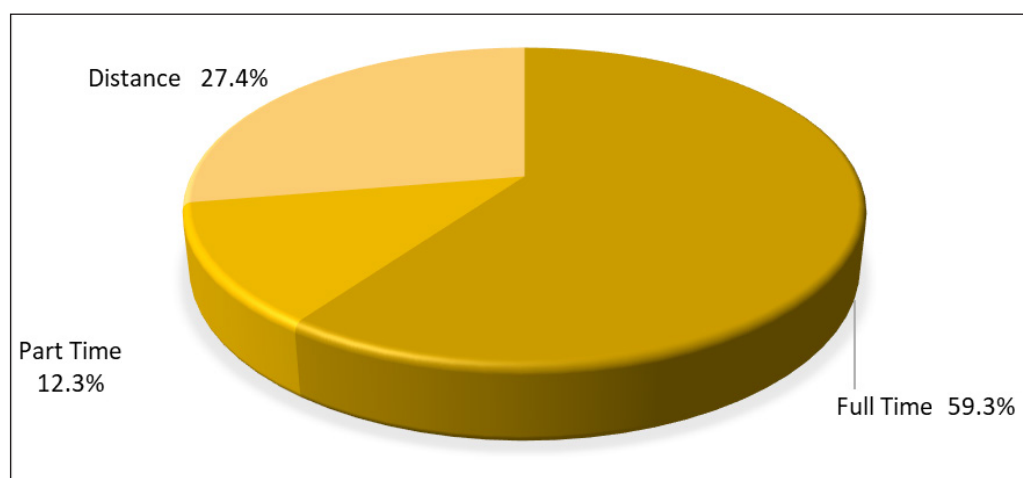
Table 1.6 Enrolment by Age and by Sex, 2016

Age	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Less than 20	1,950	3,404	5,354	36.4%	63.6%	100.0%
20	1,768	2,683	4,451	39.7%	60.3%	100.0%
21	1,866	2,847	4,713	39.6%	60.4%	100.0%
22	1,825	2,831	4,656	39.2%	60.8%	100.0%
23	1,768	2,628	4,396	40.2%	59.8%	100.0%
24	1,414	2,328	3,742	37.8%	62.2%	100.0%
25-29	4,140	7,269	11,409	36.3%	63.7%	100.0%
30-39	3,275	7,414	10,689	30.6%	69.4%	100.0%
40-49	1,111	2,593	3,704	30.0%	70.0%	100.0%
50 and Over	198	346	544	36.4%	63.6%	100.0%
Not stated	1	2	3	33.3%	66.7%	100.0%
All Students	19,316	34,345	53,661	36.0%	64.0%	100.0%

1.7 Enrolment by Offering Type and by Sex

In general, higher education may be offered in three different modes, full-time, part-time and distance. In 2016, more students were enrolled for full-time study (59.3 per cent), followed by distance education (27.4 per cent), as reflected in Figure 1.4.

Figure 1.4 Enrolment by Offering Type, 2016



It is however worth noting that of all male students about two thirds (66.2 per cent) were studying full-time compared to slightly above half (56.4 per cent) of female students. In contrast only about one fifth (19.5 per cent) of male students were studying through distance compared to about one third (32.2 per cent) of female students (Table 1.7).

Table 1.7 Enrolment by Offering Type and by Sex, 2016

Offering Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Both Sexes
Full-Time	12,609	19,228	31,837	66.2%	56.4%	59.9%
Part-Time	2,726	3,894	6,620	14.3%	11.4%	12.5%
Distance	3,708	10,994	14,702	19.5%	32.2%	27.7%
Not Stated	273	229	502			
All Students	19,043	34,116	53,159	100.0%	100.0%	100.0%

* Calculated excluding 'Not Stated'

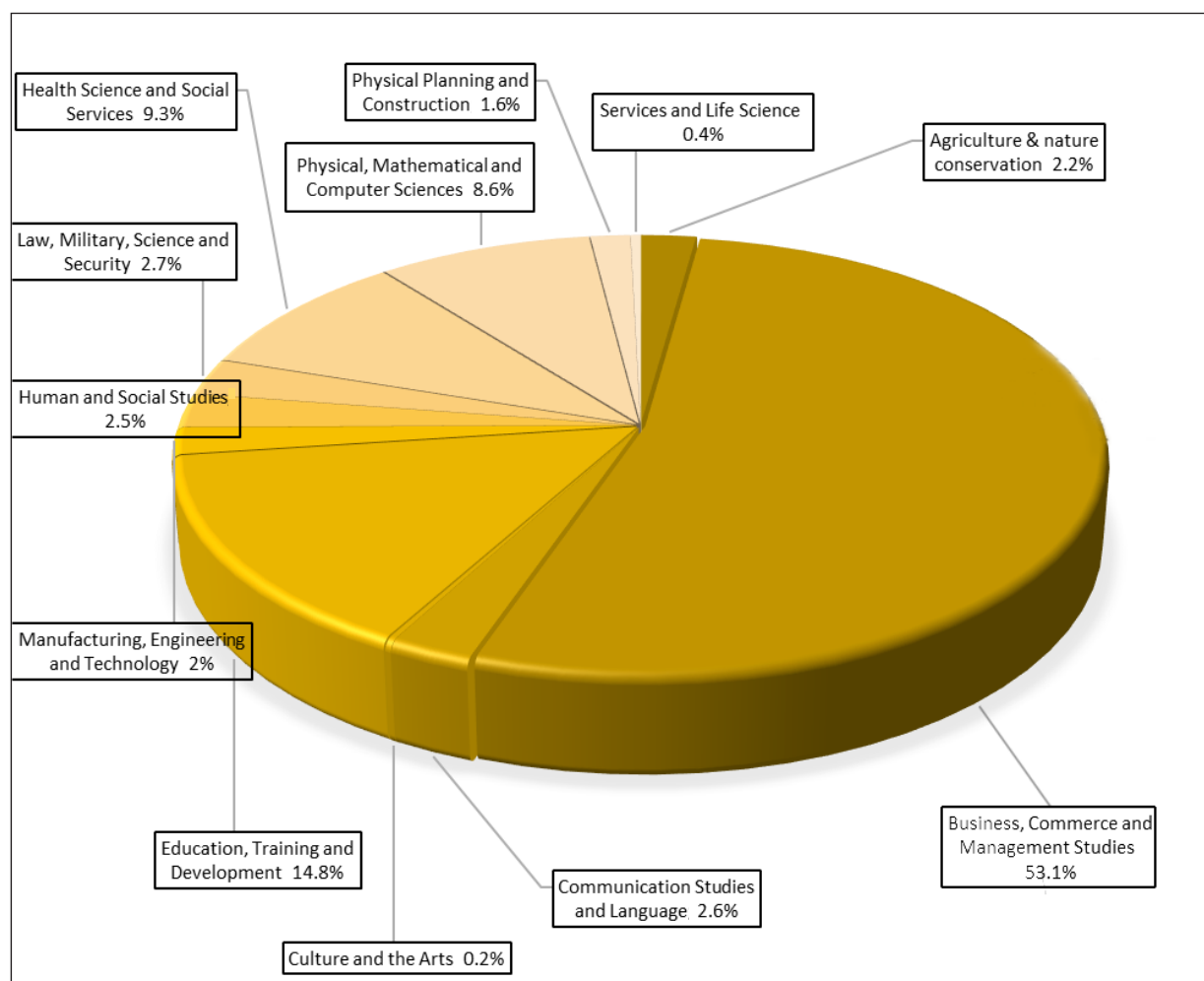
1.8 Enrolment by NQF Field of Learning

Table 1.8 and Figure 1.5 present the distribution of students across the various NQF Fields of Learning by Sex. Most students were enrolled in Business, Commerce and Management Studies (36.2 per cent), followed by Education, Training and Development (32.5 per cent), amounting to 68.7 per cent of the total combined enrolment. The enrolment in all other individual NQF Fields of Learning was below 10 per cent.

Table 1.8 Enrolment by NQF Field of Learning and by Sex, 2016

Qualification NQF Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	542	594	1,136	2.8%	1.7%	2.1%
Business, Commerce and Management Studies	7,184	12,232	19,416	37.2%	35.6%	36.2%
Communication Studies and Language	604	1,130	1,734	3.1%	3.3%	3.2%
Culture and the Arts	37	35	72	0.2%	0.1%	0.1%
Education, Training and Development	4,280	13,146	17,426	22.2%	38.3%	32.5%
Manufacturing, Engineering and Technology	1,317	369	1,686	6.8%	1.1%	3.1%
Human and Social Studies	643	1,288	1,931	3.3%	3.8%	3.6%
Law, Military Science and Security	696	629	1,325	3.6%	1.8%	2.5%
Health Sciences and Social Services	917	2,697	3,614	4.7%	7.9%	6.7%
Physical, Mathematical and Computer Sciences	2,477	1,695	4,172	12.8%	4.9%	7.8%
Physical Planning and Construction	504	315	819	2.6%	0.9%	1.5%
Services and Life Sciences	115	215	330	0.6%	0.6%	0.6%
Total	19,316	34,345	53,661	100.0%	100.0%	100.0%

Figure 1.5 Enrolment by NQF Field of Learning, 2016



In total, 21.9 per cent of students were enrolled in the Science, Technology, Engineering and Mathematical (STEM) fields (Table 1.9).

Table 1.9 Enrolment by STEM and Non-STEM NQF Fields of Learning, 2016

Qualification NQF Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	542	594	1,136	2.8%	1.7%	2.1%
Manufacturing, Engineering and Technology	1,317	369	1,686	6.8%	1.1%	3.1%
Health Sciences and Social Services	917	2,697	3,614	4.7%	7.9%	6.7%
Physical, Mathematical and Computer Sciences	2,477	1,695	4,172	12.8%	4.9%	7.8%
Physical Planning and Construction	504	315	819	2.6%	0.9%	1.5%
Services and Life Sciences	115	215	330	0.6%	0.6%	0.6%
Total STEM	5,872	5,885	11,757	30.4%	17.1%	21.9%
Human and Social Studies	643	1,288	1,931	3.3%	3.8%	3.6%
Law, Military Science and Security	696	629	1,325	3.6%	1.8%	2.5%
Business, Commerce and Management Studies	7,184	12,232	19,416	37.2%	35.6%	36.2%
Communication Studies and Language	604	1,130	1,734	3.1%	3.3%	3.2%
Culture and the Arts	37	35	72	0.2%	0.1%	0.1%
Education, Training and Development	4,280	13,146	17,426	22.2%	38.3%	32.5%
Total Non-STEM	13,444	28,460	41,904	69.6%	82.9%	78.1%
Total	19,316	34,345	53,661	100.0%	100.0%	100.0%

Although female students account for over 60 per cent of higher education enrolment, they are trailing in STEM fields, where they only represent 17.1 per cent of the total enrolment, compared to approximately 30.4 per cent of male students.

1.9 Enrolment by NQF Qualification Type and by Sex

More than half of the students enrolled for Bachelor and Bachelor Honours Degrees, followed by Diplomas (about a third). Of all male students, two thirds (64.7 per cent) were enrolled for Bachelor/Honours, higher than female students who represented 52.9 per cent. Masters and Doctoral Degrees formed 3 per cent of the enrolment (Table 1.10).

Table 1.10 Enrolment by NQF Qualification Type and by Sex, 2016

NQF Qualification Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Certificates*	1,254	3,629	4,883	6.5%	10.6%	9.1%
Diplomas*	4,844	11,690	16,534	25.1%	34.0%	30.8%
Bachelor Degree	4,715	5,328	10,043	24.4%	15.5%	18.7%
Bachelor Honours Degree	3,289	5,385	8,674	17.0%	15.7%	16.2%
Professional Bachelor Degree	4,479	7,448	11,927	23.2%	21.7%	22.2%
Masters Degree	633	792	1,425	3.3%	2.3%	2.7%
Doctorate Degree	90	68	158	0.5%	0.2%	0.3%
Total	19,304	34,340	53,644	100.0%	100.0%	100.0%

*Certificates and Diplomas include postgraduate studies.

1.10 New and Repeating Students by Sex

The progression and repetition rates determine the internal efficiency of an education system. Table 1.11 indicates that in 2016, 78.4 per cent of the students were either in their first year or had progressed to the next level, while 21.6 per cent were repeating a year of study. The information shows that the total number of repeaters was more than 11,000 students out of a student population of over 53,000. When compared within sexes, male students showed a higher repetition rate than female students. The large number of 'Not Stated' which is due to unavailable statistics undermines the accuracy of information.

Table 1.11 New and Repeating students by Sex, 2016

New or Repeater	Number			Per Cent of Repeaters*		
	Male	Female	Total	Male	Female	All
New	14,653	25,534	40,187	76.6%	79.5%	78.4%
Repeater	4,475	6,578	11,053	23.4%	20.5%	21.6%
Not Stated	188	2,233	2,421			
Total	19,316	34,345	53,661			

* Calculated excluding 'Not Stated'

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

Table 1.12 indicates the percentage of repeaters within each years of study by sex. There is a marked decline in repetition as students' progress. A higher percentage of repeaters are observed among first and second year male students.

Table 1.12 New and Repeater by Year of Study and by Sex, 2016

Year of Study	New/ Repeater	Number			Per Cent of Repeaters*		
		Male	Female	Total	Male	Female	All
Year 1	New	5,659	9,192	14,851			
	Repeater	1,928	2,746	4,674	25.4%	23.0%	23.9%
	Not Stated	180	2,205	2,385			
	Total	7,767	14,143	21,910			
Year 2	New	3,558	6,106	9,664			
	Repeater	1,086	1,503	2,589	14.3%	12.6%	13.3%
	Not Stated	6	7	13			
	Total	4,650	7,616	12,266			
Year 3	New	3,276	5,746	9,022			
	Repeater	825	1,302	2,127	10.9%	10.9%	10.9%
	Not Stated	2	21	23			
	Total	4,103	7,069	11,172			
Year 4	New	2,092	4,130	6,222			
	Repeater	631	1,024	1,655	8.3%	8.6%	8.5%
	Total	2,723	5,154	7,877			
Year 5	New	42	313	355			
	Repeater	4	2	6	0.1%	0.0%	0.0%
	Total	46	315	361			
Year 6	New	26	47	73			
	Repeater	1	1	2	0%	0%	0%
	Total	27	48	75			
All Years	New	14,653	25,534	40,187			
	Repeater	4,475	6,578	11,053	23.4%	20.5%	21.6%
	Not Stated	188	2,233	2,421			
	Total	19,316	34,345	53,661			

* Calculated excluding 'Not Stated'

1.12 Enrolment by Region of Origin

The region in which students completed Grade 12 was used as a proxy for the Region of Origin. Table 1.13 and Figure 1.6 shows the proportion of enrolment from each of the 14 regions. It was observed that students from Khomas Region represented the highest percentage of students to Higher Education Institution with 17.5 per cent, followed by Oshana Region with 7.2 per cent. The students from Omaheke and Kunene regions were less than 1 per cent of students enrolled at Higher Education Institution. The large portion of 'Not Stated' underestimates the enrolment, especially of populous regions such as Khomas and Oshana.

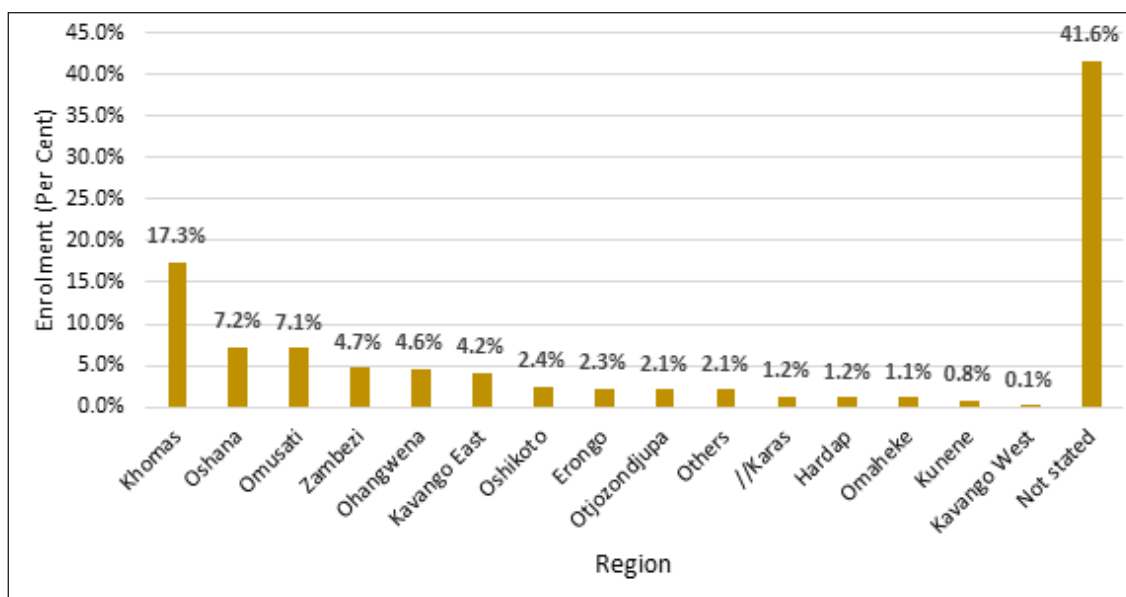
Table 1.13 Enrolments by Region of Origin, 2016

Region of Origin*	Number	Per Cent	Cumulative Per Cent
Erongo	1,227	2.3%	2.3%
Hardap	631	1.2%	3.5%
//Karas	637	1.2%	4.6%
Kavango East	2,213	4.1%	8.8%
Kavango West	47	0.1%	8.9%
Khomas	9,374	17.5%	26.3%
Kunene	409	0.8%	27.1%
Ohangwena	2,440	4.5%	31.6%
Omaheke	599	1.1%	32.8%
Omusati	3,786	7.1%	39.8%
Oshana	3,867	7.2%	47.0%
Oshikoto	1,284	2.4%	49.4%
Otjozondjupa	1,142	2.1%	51.5%
Zambezi	2,511	4.7%	56.2%
Others**	1,465	2.7%	58.9%
Not Stated	22,029	41.1%	100.0%
Total	53,661	100.0%	

*Region of origin is the Region in which students completed Grade 12

** Students who completed grade 12 or equivalent outside the country.

Figure 1.6 Enrolment by Region of Origin, 2016



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

There is a minor difference in preference of Field of Learning by students from specific regions. This observation holds both for STEM (Science, Technology, Engineering and Mathematics) and Non-STEM Fields (Tables 1.14a & b). However, majority of students from Hardap, Khomas and Omaheke regions preferred Business Commerce and Management field of study.

Table 1.14(a) Enrolment by Region of Origin and by NQF Field of Learning, 2016

Region of Origin*	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	Human and Social Studies	Law, Military Science and Security	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Total Non-STEM	Total
Erongo	23	23	69	115	5	8	243	106	57	463	40	5	312	983	1,226
Hardap	16	6	40	51	1	5	119	43	30	324	21	2	150	570	689
//Karas	7	7	41	17	1	1	74	31	25	174	21	0	225	476	550
Kavango East	19	20	95	63	5	1	203	45	37	347	41	2	1,078	1,550	1,753
Kavango West	2	10	31	30	2	0	75	11	6	173	5	1	250	446	521
Khomas	98	78	274	425	24	35	934	447	280	2,097	226	20	814	3,884	4,818
Kunene	5	1	36	6	0	0	48	14	6	91	5	0	86	202	250
Ohangwena	38	16	188	140	6	5	393	65	27	580	39	1	993	1,705	2,098
Omaheke	8	21	42	44	0	1	116	11	10	270	7	0	85	383	499
Omusati	58	32	305	193	7	7	602	88	34	866	55	6	1,150	2,199	2,801
Oshana	53	27	292	193	10	5	580	142	61	984	73	5	1,317	2,582	3,162
Oshikoto	73	30	206	200	3	4	516	119	50	785	55	4	812	1,825	2,341
Otjozondjupa	29	11	70	76	1	3	190	64	38	377	33	0	295	807	997
Zambezi	43	21	170	83	3	1	321	119	56	338	72	3	1,072	1,660	1,981
Others	60	205	452	677	13	3	1,410	161	91	2,863	90	7	588	3,800	5,210
Not Stated	604	1,178	1,303	1,859	738	251	5,933	465	517	8,684	951	16	8,199	18,832	24,765
Total	1,136	1,686	3,614	4,172	819	330	11,757	1,931	1,325	19,416	1,734	72	17,426	41,904	53,661

* The Region of Origin is the Region in which students completed Grade 12

Table 1.14(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2016

Region of Origin*	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	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	Total
Erongo	1.9%	1.9%	5.6%	9.4%	0.4%	0.7%	19.8%	37.8%	3.3%	0.4%	25.4%	8.6%	4.6%	80.2%	100.0%
Hardap	2.3%	0.9%	5.8%	7.4%	0.1%	0.7%	17.3%	47.0%	3.0%	0.3%	21.8%	6.2%	4.4%	82.7%	100.0%
//Karas	1.3%	1.3%	7.5%	3.1%	0.2%	0.2%	13.5%	31.6%	3.8%	0.0%	40.9%	5.6%	4.5%	86.5%	100.0%
Kavango East	1.1%	1.1%	5.4%	3.6%	0.3%	0.1%	11.6%	19.8%	2.3%	0.1%	61.5%	2.6%	2.1%	88.4%	100.0%
Kavango West	0.4%	1.9%	6.0%	5.8%	0.4%	0.0%	14.4%	33.2%	1.0%	0.2%	48.0%	2.1%	1.2%	85.6%	100.0%
Khomas	2.0%	1.6%	5.7%	8.8%	0.5%	0.7%	19.4%	43.5%	4.7%	0.4%	16.9%	9.3%	5.8%	80.6%	100.0%
Kunene	2.0%	0.4%	14.4%	2.4%	0.0%	0.0%	19.2%	36.4%	2.0%	0.0%	34.4%	5.6%	2.4%	80.8%	100.0%
Ohangwena	1.8%	0.8%	9.0%	6.7%	0.3%	0.2%	18.7%	27.6%	1.9%	0.0%	47.3%	3.1%	1.3%	81.3%	100.0%
Omaheke	1.6%	4.2%	8.4%	8.8%	0.0%	0.2%	23.2%	54.1%	1.4%	0.0%	17.0%	2.2%	2.0%	76.8%	100.0%
Omusati	2.1%	1.1%	10.9%	6.9%	0.2%	0.2%	21.5%	30.9%	2.0%	0.2%	41.1%	3.1%	1.2%	78.5%	100.0%
Oshana	1.7%	0.9%	9.2%	6.1%	0.3%	0.2%	18.3%	31.1%	2.3%	0.2%	41.7%	4.5%	1.9%	81.7%	100.0%
Oshikoto	3.1%	1.3%	8.8%	8.5%	0.1%	0.2%	22.0%	33.5%	2.3%	0.2%	34.7%	5.1%	2.1%	78.0%	100.0%
Otjozondjupa	2.9%	1.1%	7.0%	7.6%	0.1%	0.3%	19.1%	37.8%	3.3%	0.0%	29.6%	6.4%	3.8%	80.9%	100.0%
Zambezi	2.2%	1.1%	8.6%	4.2%	0.2%	0.1%	16.2%	17.1%	3.6%	0.2%	54.1%	6.0%	2.8%	83.8%	100.0%
Others	1.2%	3.9%	8.7%	13.0%	0.2%	0.1%	27.1%	55.0%	1.7%	0.1%	11.3%	3.1%	1.7%	72.9%	100.0%
Not Stated	2.4%	4.8%	5.3%	7.5%	3.0%	1.0%	24.0%	35.1%	3.8%	0.1%	33.1%	1.9%	2.1%	76.0%	100.0%
Total	2.1%	3.1%	6.7%	7.8%	1.5%	0.6%	21.9%	36.2%	3.2%	0.1%	32.5%	3.6%	2.5%	78.1%	100.0%

* The Region of Origin is the Region in which students completed Grade 12

1.14 Enrolment by Region of Campus and by Sex

Higher Education Institutions are represented in most regions, either by a campus or a distance education centre. The highest proportion of students (66.7 per cent) was enrolled in Khomas region where Namibia's capital is situated, followed by Oshana Region at 16.1 per cent (Table 1.15). In Most regions there was a higher proportion of male students compared to female students except in Erongo, //Karas, Oshana and Otjozondjupa.

Table 1.15 Enrolment by Region of Campus and by Sex, 2016

Region	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Erongo	532	1,343	1,875	2.8%	3.9%	3.5%
//Karas	224	724	948	1.2%	2.1%	1.8%
Kavango East	1,166	1,587	2,753	6.0%	4.6%	5.1%
Khomas	13,735	22,076	35,811	71.1%	64.3%	66.7%
Kunene	14	7	21	0.1%	0.0%	0.0%
Ohangwena	71	143	214	0.4%	0.4%	0.4%
Omaheke	50	95	145	0.3%	0.3%	0.3%
Omusati	158	230	388	0.8%	0.7%	0.7%
Oshana	2,196	6,418	8,614	11.4%	18.7%	16.1%
Oshikoto	99	163	262	0.5%	0.5%	0.5%
Otjozondjupa	103	278	381	0.5%	0.8%	0.7%
Zambezi	695	1,052	1,747	3.6%	3.1%	3.3%
Not Stated	273	229	502	1.4%	0.7%	0.9%
Total	19,316	34,345	53,661	100.0%	100.0%	100.0%

1.15 Enrolment by Financial Sponsor

Funding higher education is regarded as one of the main factors that limit access to higher education. Table 1.16 illustrates the distribution of financial sponsors by sex. In the year under review slightly above 60 per cent of students were either self-funding or funded by parents or a guardian, while slightly above 30 per cent were funded through the Namibia Student Financial Assistance Fund (NSFAF) and about 3 per cent by Other Public Institutions. Private Institutions funded about 1 per cent of the students. A relatively high number of students' financial sponsor was not recorded.

Table 1.16 Enrolment by Financial Sponsor and by Sex, 2016

Financial Sponsor	Number			Per Cent*		
	Male	Female	Total	Male	Female	Total
Self-funded/Parent/Guardian	10,025	19,103	29,128	60.0%	65.0%	63.2%
NSFAF	5,645	9,028	14,673	33.8%	30.7%	31.9%
Other Public Institution	673	846	1,519	4.0%	2.9%	3.3%
Private Institution	258	295	553	1.5%	1.0%	1.2%
Others	96	95	191	0.6%	0.3%	0.4%
Not Stated	2,619	4,978	7,597			
Total	19,316	34,345	53,661	100.0%	100.0%	100.0%

*Calculated excluding 'Not Stated'

1.16 Enrolment by Nationality

Slightly over 90 per cent of the students were Namibians (Table 1.17). The rest were mainly from Angola (2.5 per cent), Zimbabwe (1.9 per cent) and Zambia (1.2 per cent). Students from Other SADC Countries and Other African countries, constituted 0.8 per cent, whereas those from abroad represented 0.2 per cent.

Table 1.17 Enrolment by Nationality, 2016

Country	Number	Per Cent*
Namibia	49,936	93.1%
Angola	1,338	2.5%
Botswana	97	0.2%
South Africa	72	0.1%
Zambia	626	1.2%
Zimbabwe	1,038	1.9%
Other SADC Countries	239	0.4%
Other African Countries	188	0.4%
European Countries	17	0.0%
American Countries	34	0.1%
Asian and Oceanic Countries	41	0.1%
Not stated	35	
Total	53,661	100.0%

*Calculated excluding 'Not stated'

1.17 Enrolment by Nationality and by Sex

Of the total non-Namibians, male students outnumbered female students 54.0 compared to 46.0 per cent (Table 1.18).

Table 1.18 Enrolment by Nationality and by Sex, 2016

Nationality	Number			Per Cent		
	Male	Female	Total	Male	Female	All
Namibia	17,306	32,630	49,936	34.7%	65.3%	100.0%
Non-Namibian	1,994	1,696	3,690	54.0%	46.0%	100.0%
Not stated	16	19	35	45.7%	54.3%	100.0%
Total	19,316	34,345	53,661	36.0%	64.0%	100.0%

CHAPTER 2

EXAMINATION RESULTS

This chapter is focused on the students' progression results for 2016 by NQF Fields of Learning, Offering Type and NQF Qualification Type.

2.1 Examination Results by Sex Compared to Enrolment

By comparing percentage of students completing studies to those enrolled, male students have lower percentage of completing studies (32.5 per cent) compared to proportions of total enrolled male students (36.0 per cent). Similarly, proportions of male students that passed (33.3 per cent) were also lower than the proportion of males in the total enrolment (36.0 per cent). This achievement is quite opposite for female students, indicating that female students are progressing better than male students (67.5 per cent completed studies and 66.7 per cent passed compared to 64.0 per cent of female enrolment).

Table 2.1 Examination Results by Sex, 2016

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	3,211	6,677	9,888	32.5%	67.5%	100.0%
Pass	8,711	17,435	26,146	33.3%	66.7%	100.0%
Fail	5,269	6,854	12,123	43.5%	56.5%	100.0%
Continuing (Masters and PhD)	403	534	937	43.0%	57.0%	100.0%
Absent	811	1,456	2,267	35.8%	64.2%	100.0%
Not Stated	911	1,389	2,300	39.6%	60.4%	100.0%
Total	19,316	34,345	53,661	100.0%	100.0%	100.0%

2.2 Examination Results by Sex, 2016

In the 2016 academic year, about 18 per cent of the enrolled students obtained qualifications. Close to half (48.7 per cent) of the students progressed to the next year of study [Table 2.2(a)]. Approximately 23 per cent failed their examinations. A substantive number is presented under the 'Not Stated' category, mainly due to incomplete data submission from some private Higher Education Institutions.

There was a difference between the proportion of male and female students who completed their studies in 2016, namely 16.6 per cent for males compared to 19.4 per cent for females (Table 2.2 (a)).

Table 2.2(a) Examination Results by Sex, 2016

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Graduating	3,211	6,677	9,888	16.6%	19.4%	18.4%
Pass	8,711	17,435	26,146	45.1%	50.8%	48.7%
Fail	5,269	6,854	12,123	27.3%	20.0%	22.6%
Continuing (Masters and PhD)	403	534	937	2.1%	1.6%	1.7%
Absent	811	1,456	2,267	4.2%	4.2%	4.2%
Not Stated	911	1,389	2,300	4.7%	4.0%	4.3%
Total	19,316	34,345	53,661	100.0%	100.0%	100.0%

Table 2.2(b) focuses on examination results at the public Higher Education Institutions. Of the total **enrolled** students, 13.6 per cent obtained qualifications whereas half (50.3 per cent) progressed to the next year of study. About one third (28.8 per cent) failed examinations.

The proportions of students who completed studies in 2016 was better at NUST (16.5 per cent) than those at NAMCOL (14.0 per cent) and UNAM (12.1 per cent). In terms of pass rate, NAMCOL recorded the highest total percentage (66.9 per cent), compared to 50.6 per cent at UNAM and 46.4 per cent recorded at NUST.

Table 2.2(b) Examination Results by Sex (NAMCOL, NUST and UNAM), 2016

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Public Higher Education Institutions						
Completed Studies	1,854	3,527	5,381	12.3%	14.4%	13.6%
Pass	7,219	12,739	19,958	47.8%	51.9%	50.3%
Fail	5,007	6,429	11,436	33.1%	26.2%	28.8%
Continuing (for Masters and PhD)	399	529	928	2.6%	2.2%	2.3%
Absent	636	1320	1956	4.2%	5.4%	4.9%
Total	15,115	24,544	39,659	100.0%	100.0%	100.0%
NUST						
Completed Studies	811	1,213	2,024	13.7%	19.1%	16.5%
Pass	2,784	2,905	5,689	47.2%	45.8%	46.4%
Fail	2,014	2,001	4,015	34.1%	31.5%	32.8%
Continuing (for Masters and PhD)	53	36	89	0.9%	0.6%	0.7%
Absent	242	191	433	4.1%	3.0%	3.5%
Total	5,904	6,346	12,250	100.0%	100.0%	100.0%
UNAM						
Completed Studies	1,019	1,999	3,018	11.3%	12.5%	12.1%
Pass	4,307	8,342	12,649	47.7%	52.3%	50.6%
Fail	2,957	4,002	6,959	32.8%	25.1%	27.8%
Continuing (for Masters and PhD)	346	493	839	3.8%	3.1%	3.4%
Absent	394	1,129	1,523	4.4%	7.1%	6.1%
Total	9,023	15,965	24,988	100.0%	100.0%	100.0%
NAMCOL						
Completed Studies	24	315	339	12.8%	14.1%	14.0%
Pass	128	1492	1,620	68.1%	66.8%	66.9%
Fail	36	426	462	19.1%	19.1%	19.1%
Total	188	2,233	2,421	100.0%	100.0%	100.0%

2.3 Completion of Studies by NQF Field of Learning and by Sex

The distribution of students who completed their studies in 2016 followed the enrolment trend, with Business, Commerce and Management Studies Field of Learning topping the list (53.0 per cent), followed by Education, Training and Development (14.6 per cent); Health Sciences and Social Services (9.2 per cent); and the Physical, Mathematical and Computer Sciences Fields of Learning (8.4 per cent) (Table 2.3).

Table 2.3 Students Completing Studies by NQF Field of Learning and by Sex, 2016

NQF Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	84	132	216	2.60%	2.00%	2.20%
Manufacturing, Engineering and Technology	189	78	267	5.90%	1.20%	2.70%
Health Sciences and Social Services	191	719	910	5.90%	10.80%	9.20%
Physical, Mathematical and Computer Sciences	451	383	834	14.00%	5.70%	8.40%
Physical Planning and Construction	92	60	152	2.90%	0.90%	1.50%
Services and Life Sciences	13	29	42	0.40%	0.40%	0.40%
STEM Fields Total	1,020	1,401	2,421	31.7%	21.0%	24.4%
Business, Commerce and Management Studies	1,553	3,688	5,241	48.40%	55.20%	53.00%
Communication Studies and Language	85	174	259	2.60%	2.60%	2.60%
Culture and the Arts	9	9	18	0.30%	0.10%	0.20%
Education, Training and Development	340	1,104	1,444	10.60%	16.50%	14.60%
Human and Social Studies	71	172	243	2.20%	2.60%	2.50%
Law, Military Science and Security	133	129	262	4.10%	1.90%	2.60%
Non-STEM Fields Total	2,191	5,276	7,467	68.2%	78.9%	75.5%
Total	3,211	6,677	9,888	100.00%	100.00%	100.00%

2.4 Completion of Studies by Offering Type

A higher percentage of students who graduated studied through full-time mode followed by distance. (Table 2.4). However, note should be taken that some students who enrolled on a part-time basis, may possibly complete studies through distance mode of learning.

Table 2.4 Students Completing Studies by Offering Type and by Sex, 2016

Offering Type	Number			% within Offering Type			Per Cent		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Full Time	2,431	4,869	7,300	33.3%	66.7%	100.0%	75.7%	72.9%	73.8%
Part-time	370	537	907	40.8%	59.2%	100.0%	11.5%	8.0%	9.2%
Distance	410	1,271	1,681	24.4%	75.6%	100.0%	12.8%	19.0%	17.0%
Total	3,211	6,677	9,888	32.5%	67.5%	100.0%	100.0%	100.0%	100.0%

2.5 Completion of Studies by NQF Qualification Type

Table 2.5(a) presents the number and percentage of students who completed their studies by NQF Qualification Type. Approximately 40 per cent of graduates obtained Certificates and Diplomas. Students who obtained Bachelors and Honours degrees represent 58.4 per cent of the total graduates. Only 1.3 per cent obtained Masters and Doctoral Degrees.

The total number of graduates at public Higher Education Institutions stood at 5,381 or 54.4 per cent of all graduates in 2016. About 45.6 per cent graduated from private institutions, a drastic improvement from a mere 4 per cent in 2015. This is partially attributed to improvement in data management at private Higher Education Institutions.

It is worth noting that Bachelor Degree graduates were mainly from public Higher Education Institutions. Certificates and Diploma graduates were mainly from private Higher Education Institutions.

Table 2.5 Students Completing Studies by NQF Qualification Type, 2016

NQF Qualification Type	Number			Per Cent		
	Public HEI	Private HEI	Total	Public HEI	Private HEI	Total
Certificates*	554	921	1,475	10.3%	20.4%	14.9%
Diplomas*	841	1,672	2,513	15.6%	37.1%	25.4%
Bachelor Degree	1,619	10	1,629	30.1%	0.2%	16.5%
Bachelor Honours Degree	856	1,851	2,707	15.9%	41.1%	27.4%
Professional Bachelor Degree	1,436		1,436	26.7%	0.0%	14.5%
Masters Degree	73	53	126	1.4%	1.2%	1.3%
PhD Degree	2		2	0.0%	0.0%	0.0%
Total	5,381	4,507	9,888	100.0%	100.0%	100.0%

*Certificates and Diplomas include postgraduate studies.

CHAPTER 3

STAFF MEMBERS DATA

This chapter presents information of staff members. It provides an overview on the Types of Staff (academic or non – academic) and then focuses on the characteristics of the academic staff members.

3.1 Type of Staff Member by Higher Education Institution

Table 3.1 shows that Higher Education Institutions in Namibia employed a total of 5,307 staff members. Of these, 3,133 or 59 per cent were academic staff members, whereas 2,174 or 41 per cent were non-academic staff members (Figure 3.1). This means that for every two (2) academic staff members, there was one (1) non-academic staff members.

Table 3.1 Type of Staff Member by Higher Education Institutions, 2016

HEI Name	Academic Staff	Academic Support Staff	Non Academic Skilled Admin	Non Academic Unskilled Admin	Grand Total
NAMCOL	102	33	156	21	312
NUST	975	45	638	37	1,695
UNAM	1,088	335	706	223	2,352
Public Total	2,165	413	1,500	281	4,359
ALI	11	0	6	0	17
HEADSTART	9	3	2	2	16
IOL	132	5	161	0	298
LINGUA	38	42	22	15	117
IOB	3	3	7	0	13
IUM	182	16	93	43	334
MONITRONIC	24	0	0	3	27
NETS	14	7	4	2	27
ST.CHARLES	19	0	2	1	22
TRIUMPHANT COLLEGE	39	2	19	11	71
ULTS – PAULINUM	5	1	0	0	6
Private Total	476	79	316	77	948
Public and Private Total	2,641	492	1,816	358	5,307

The percentage of academic staff members exceeded that of non-academic staff in both public and private Higher Education Institutions. Higher Education Institution which predominantly offer distance education such as NAMCOL and IOL have substantive proportions of non-academic staff (Figure 3.2).

Figure 3.1 Percentage of Staff Members by Type of Higher Education Institutions

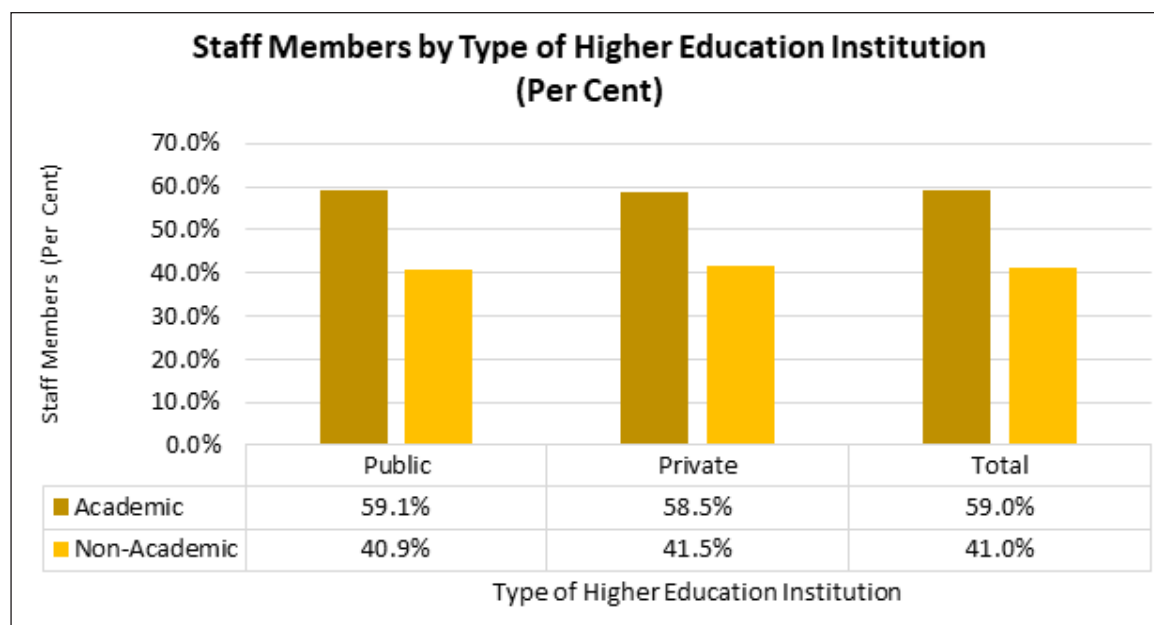
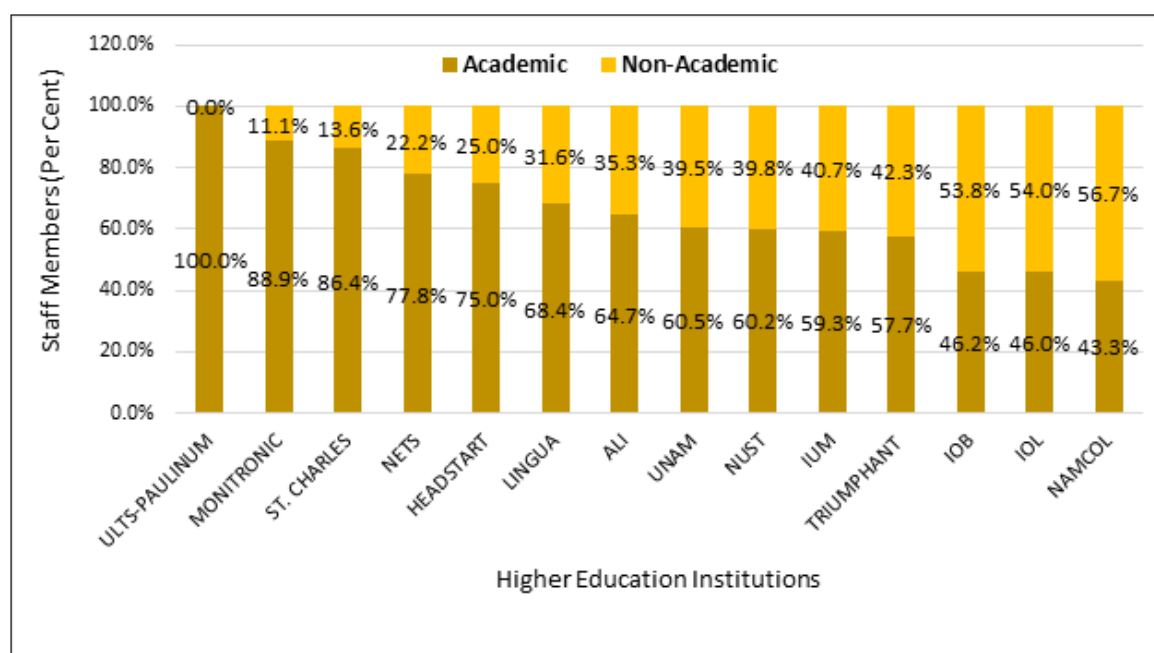


Figure 3.2 Percentage of Staff Members by Higher Institutions, 2016



3.2 Academic and Academic Support Staff Members by Highest Qualification

High number of Academic and Academic Support Staff members in private and public Higher Education Institutions consisted of Master's Degree holders, recorded at 1,087 or 34.7 per cent (Table 3.2). Doctoral Degree holders constituted 14.6 per cent of the total, the majority of whom being at public Higher Education Institutions.

Table 3.2 Academic and Academic Support Staff Members by Highest Qualification, 2016

Highest Qualification	Number			Per Cent		
	Public	Private	Grand Total	Public	Private	Grand Total
Diploma	48	31	79	1.9%	5.6%	2.5%
Bachelor Degree	342	77	419	13.3%	13.9%	13.4%
Bachelor Honours Degree	181	89	270	7.0%	16.0%	8.6%
Professional Honours Degree	139	62	201	5.4%	11.2%	6.4%
Masters Degree	862	225	1,087	33.4%	40.5%	34.7%
Doctoral Degree	415	42	457	16.1%	7.6%	14.6%
Not Stated	591	29	620	23.0%	5.2%	19.8%
Grand Total	2,578	555	3,133	100.0%	100.0%	100.0%

3.3 Academic and Academic Support Staff Members by Full/Part – time Employment Status

Academic and Academic Support Staff members may be employed on a full or part-time basis. Table 3.3 presents the distribution of staff members by their employment status. Full – time academic staff members in private Higher Education Institutions were 59.6 per cent compared to 51.6 per cent in public Higher Education Institutions.

Table 3.3 Academic and Academic Support Staff Members by Full/Part-time Employment Status, 2016

HEI Name	Number				Per Cent			
	Full-time	Part-time	Others	Grand Total	Full-time	Part-time	Others	Grand Total
UNAM	961	462	0	1,423	67.5%	32.5%	0.0%	100.0%
NUST	369	651	0	1,020	36.2%	63.8%	0.0%	100.0%
NAMCOL	0	135	0	135	0.0%	100.0%	0.0%	100.0%
Public HEIs	1,330	1,248	0	2,578	51.6%	48.4%	0.0%	100.0%
Private HEIs	331	192	32	555	59.6%	34.6%	5.8%	100.0%
Grand Total	1,661	1,440	32	3,133	53.0%	46.0%	1.0%	100.0%

ANNEXURES

Annexure A: Student Enrolments by Higher Education Institution and by Offering Type, 2016

HEIs	Number					Per Cent				
	Full time	Part time	Distance	Not Stated	Total	Full time	Part Time	Distance	Not Stated	Total
UNAM	17,517	2,534	4,937		24,988	70.1%	10.1%	19.8%	0.0%	100.0%
IUM	6,422		218		6,640	96.7%	0.0%	3.3%	0.0%	100.0%
NUST	6,035	3,573	2,642		12,250	49.3%	29.2%	21.6%	0.0%	100.0%
TRIUMPHANT	809		14		823	98.3%	0.0%	1.7%	0.0%	100.0%
IOB	511				511	100.0%	0.0%	0.0%	0.0%	100.0%
LINGUA	449	157	88		694	64.7%	22.6%	12.7%	0.0%	100.0%
ULTS-PAULI-NUM	39				39	100.0%	0.0%	0.0%	0.0%	100.0%
ST. CHARLES	29				29	100.0%	0.0%	0.0%	0.0%	100.0%
NETS	26	1			27	96.3%	3.7%	0.0%	0.0%	100.0%
Headstart		355			355	0.0%	100.0%	0.0%	0.0%	100.0%
IOL			4,368		4,368	0.0%	0.0%	100.0%	0.0%	100.0%
NAMCOL			2,421		2,421	0.0%	0.0%	100.0%	0.0%	100.0%
ALI			14		14	0.0%	0.0%	100.0%	0.0%	100.0%
Monitronic				502	502	0.0%	0.0%	0.0%	100.0%	100.0%
Grand Total	31,837	6,620	14,702	502	53,661	58.7%	12.5%	27.8%	1.0%	100.0%

Annexure B: 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 2. Diplomas 3. Bachelor Degree 4. Bachelor Honours Degree 5. Professional Bachelor Degree 6. Master's Degree 7. Doctoral Degree 	This refers to the NQF Classification of Qualifications (www.namqa.org)
Qualification level (NQF)	The 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 A
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 	

Variable name	Categories	Notes to the Variables
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 11. Oshana 12. Oshikoto 13. Otjozondjupa 14. Zambezi 15. Others 16. Not Stated 	
Citizenship	<ol style="list-style-type: none"> 1. Namibian 2. Angolan 3. Botswana 4. South African 5. Zambian 6. Zimbabwean 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 	The Financial Sponsor is a person or an institution paying or funding the tuition fees of the student.
Examination Result	<ol style="list-style-type: none"> 1. Obtained Qualification 2. Passed 3. Failed 4. Continuing 5. Absent 	

Annexure C: 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 Admin 4. Non-Academic Unskilled Admin 	
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 school or lower 2. Junior secondary school 3. Secondary school 4. Certificate 5. Diploma 6. Bachelor Degree 7. Bachelor Honours Degree 8. Professional Bachelor Degree 9. Master's degree 10. Doctoral Degree 11. Not Stated 	

Annexure D: Glossary

Absent: Students who have not written their examinations but have not cancelled their registration.

Academic Year: Annual teaching or examination period during which students attend courses or take final examinations, not taking minor breaks into account. It is typical 12 months from January to December.

Academic staff: These are staffs that are responsible for direct teaching of students namely lecturers, researchers.

Academic Support Staff: These are staffs that support works of the academic staff such as tutors, lab technicians, academic and related staff.

Continuing: A term for students to whom failure is irrelevant. This is specifically the case of students registered for their Masters (inclusive of writing their thesis) and Doctoral degrees. It may also be used for distance students who intend achieving their training workload within one year, but then spread it over two or more years.

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

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 Field of Learning, refer to the NQF (National Qualifications Framework) Classification of Field of Learning.

Full-time: A normal 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 as full-time. Programmes that involve a minimum of 24 weeks of study or placement per academic year.

Gross Enrolment Ratio: This entails the total enrolment ratio in tertiary education in the age group of 19–23 years five years after leaving secondary school, expressed as a percentage of the total population.

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: These are persons 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 Higher Education Institutions 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.

Repeater: A student registered in the same year of study as in the previous academic year, regardless of the qualification.

Part-time: Programmes consisting of 80 credits or less in an academic year. Programmes that involve less than 24 weeks of study or placement per academic year.

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

Skilled Administrative Staff: These are trained staff that have no instructional responsibilities and work as supporting departments such as Vice-chancellor Office, Finance, HR, IT etc. It includes professional, technical staff, computer operators and clerical staff.

Unskilled Administrative Staff: These are manual staff including among others Cleaners, Drivers, Security and Gardeners.

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