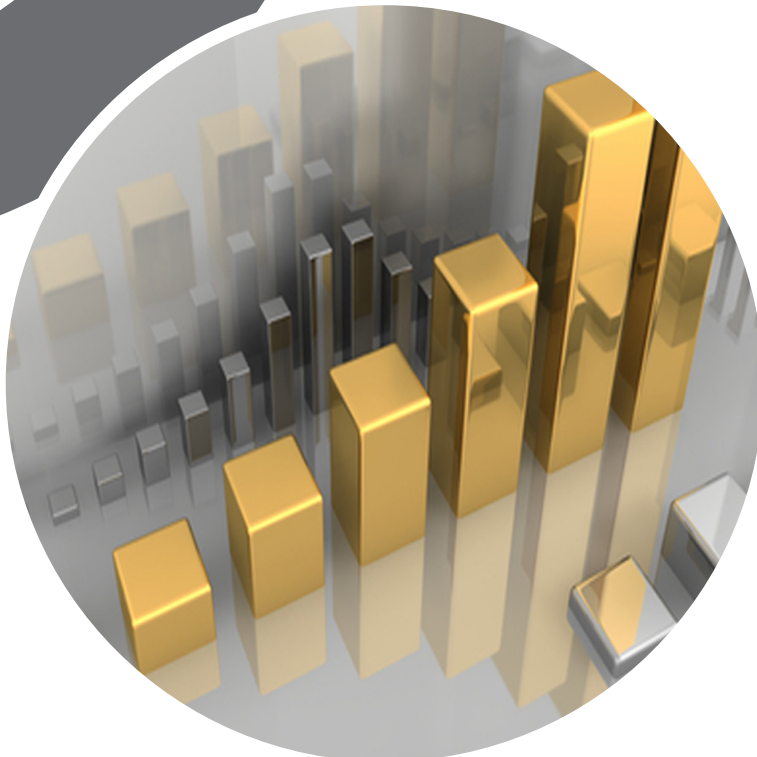


2015
NAMIBIA HIGHER EDUCATION
STATISTICAL YEARBOOK (NHESY)





2015
NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK
(NHESY)

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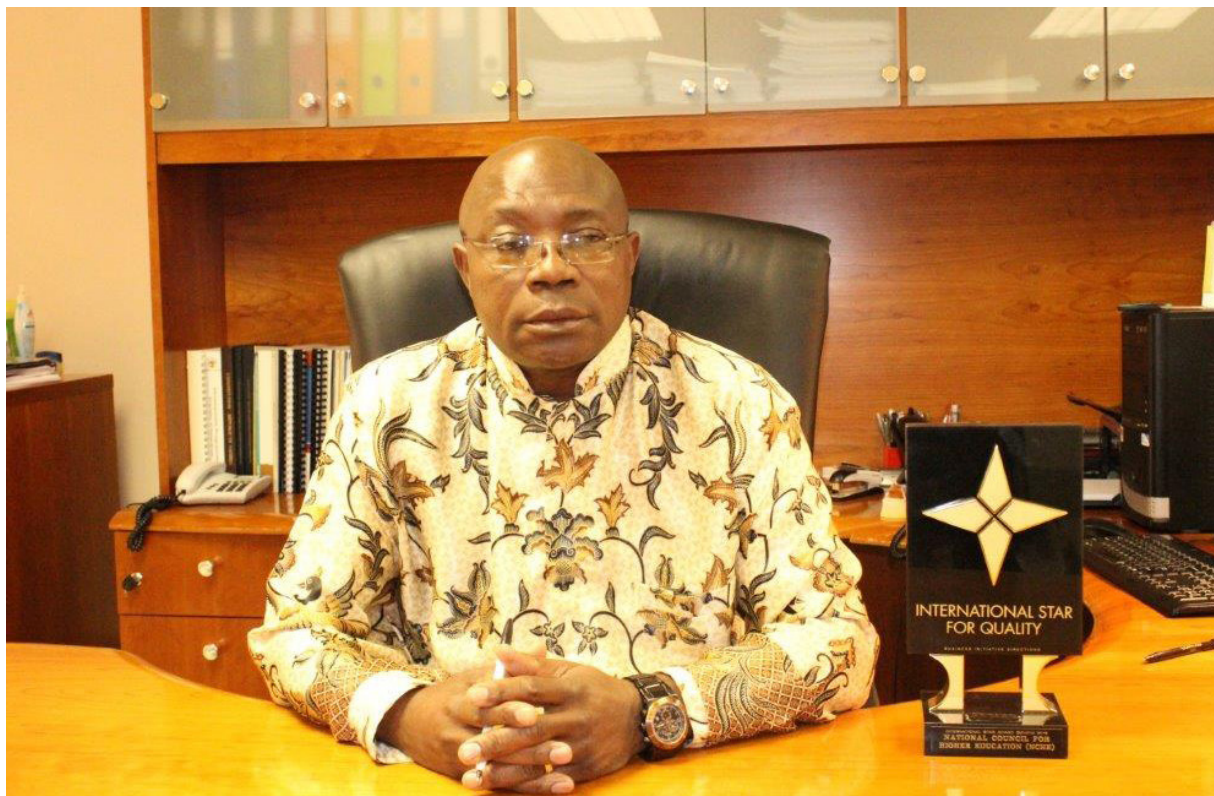
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PREFACE



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 2015 NHESY is the third publication in this series. It contains information on student enrolment, which is separated by a wide range of indicators, including examination results and staff members 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 are 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.na

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.

MOCKS SHIVUTE
EXECUTIVE DIRECTOR

INTRODUCTION

This third NHESY publication draws on data collected through the Higher Education Management Information System (HEMIS) for the 2015 academic year. HEMIS incorporates different kinds of data from higher education institutions in various databases, such as students, subjects, staff and facilities.

It remains a challenge for some of the Higher Education Institutions to provide the data in a standardised format, as the data collection tools they use do not conform to HEMIS requirements yet and their computer systems are not yet in place. As a result, some of the information provided – for instance in respect of examination results and staff members – was completed only for some of the Higher Education Institutions. Data validation was conducted at NCHE. Where necessary, Higher Education Institutions were contacted for clarification.

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 programmes registered by the Namibia Qualifications Authority (NQA) at level 5 and higher, and in accordance with the 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 learners, 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. Chapter 3 is focused 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 is also an annexure on enrolment in each Higher Education Institution.

NHESY documents can be accessed through www.nche.org.na. The HEMIS help desk (hemis@nche.org.na) was established to meet the ad hoc needs of data users.

It remains a challenge for some of the Higher Education Institutions to provide the data in a standardised format, as the data collection tools they use do not conform to HEMIS requirements yet and their computer systems are not yet in place.

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	St. Charles Lwanga Major Seminary
Triumphant	Triumphant College
ULTS-Paulinum	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia

Vision Statement

A leader in coordinating higher education in pursuit of a knowledge-based society

Mission

To ensure a coordinated and excellent higher education system through equitable access and quality service delivery.

Core Values

- Integrity
- Professionalism
- Accountability
- Justice
- Commitment
- Teamwork



NOTES TO THE TABLES

1. Most of the missing data are indicated as 'Not Stated' (NS).
2. An academic year starts in January and ends in December.
3. Figures include only those students enrolled under the specified NQF Level.
4. No names of institutions were changed in 2015. Two new institutions were registered by the NCHE.
5. Some private Higher Education Institutions did not submit data on examination results, making the national graduation figure unrealistically low.
6. The terms and categories used in the tables are defined in the Glossary.

NAMIBIA HIGHER EDUCATION MAIN INDICATORS

Indicator		2012		2013		2014		2015	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Higher Education Institutions	TOTAL		13		13		12		14
	Public HEIs		3	23.1%	3	23.1%	3	25%	3
	Private HEIs		10	76.9%	10	76.9%	9	75%	11
	TOTAL		41,246		43,761		46,963		49,678
Enrolment by Sector									
	Public HEIs		29,896	72.5%	30,843	70.5%	33,338	71%	34,917
	Private HEIs		11,350	27.5%	12,918	29.5%	13,625	29%	14,761
Enrolment by Sex									
	Male		17,202	41.7%	18,433	42.2%	17,343	36.9%	17,868
	Female		24,044	58.3%	25,328	57.8%	29,612	63.1%	31,784
Enrolment by Offering Type									
Number of students	Full-time		25,229	61.2%	27,761	63.4%	28,604	60.9%	29,199
	Part-time		7,995	19.4%	7,848	17.9%	7,321	15.6%	6,550
	Distance		7,946	19.3%	7,914	18.1%	10,753	22.9%	13,395
	Not Stated		76	0.2%	238	0.5%	285	0.6%	534
	Enrolment by Field of Learning								
NQF Field of Learning									
	Agriculture and Nature Conservation		920	2.2%	758	1.7%	916	2.0%	1,046
	Business, Commerce and Management Studies		18,511	44.9%	19,793	45.1%	19,425	41.4%	20,005
	Communication Studies and Language		1,239	3.0%	1,278	2.9%	1,289	2.7%	1,459
	Culture and the Arts		57	0.1%	56	0.1%	952	2.0%	72
	Education, Training and Development		8,907	21.6%	9,693	22.2%	12,347	26.3%	14,039
	Health Sciences and Social Services		3,128	7.6%	3,069	7.0%	1,803	3.8%	3,159
	Human and Social Studies		2,231	5.4%	2,316	5.3%	898	1.9%	1,708
	Law, Military Science and Security		969	2.4%	1,090	2.5%	1,291	2.7%	1,404
	Manufacturing, Engineering and Technology		579	1.4%	513	1.2%	2,899	6.2%	1,493

Indicator	2012		2013		2014		2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical, Mathematical and Computer Sciences	3,785	9.2%	3,578	8.2%	4,051	8.6%	4,085	8.2%
Physical Planning and Construction	406	1.0%	507	1.2%	449	1.0%	742	1.5%
Services and Life Sciences	493	1.2%	1,138	2.6%	643	1.4%	466	0.9%
Not Stated	21	0.1%	1	0.0%	0	0.0%	0	0.0%
Indicator	2012		2013		2014		2015	
Total Graduates	5,221		5,787		4,801		5,403	
Graduates by NQF Field of Learning								
Agriculture and Nature Conservation	187	3.4%	145	2.4%	138	2.9%	191	3.5%
Business, Commerce and Management Studies	2,687	51.5%	2,534	43.8%	1,722	35.9%	2,162	40.0%
Communication Studies and Language	161	3.0%	218	3.6%	188	3.9%	248	4.6%
Culture and the Arts	4	0.1%	9	0.1%	121	2.5%	13	0.2%
Education, Training and Development	475	8.8%	702	11.6%	962	20.0%	905	16.7%
Health Sciences and Social Services	673	12.4%	652	10.8%	187	3.9%	500	9.3%
Human and Social Studies	253	4.7%	305	5.0%	165	3.4%	325	6.0%
Law, Military Science and Security	197	3.6%	280	4.6%	206	4.3%	202	3.7%
Manufacturing, Engineering and Technology	79	1.5%	77	1.3%	430	9.0%	168	3.1%
Physical, Mathematical and Computer Sciences	342	6.6%	530	9.2%	543	11.3%	490	9.1%
Physical Planning and Construction	73	1.3%	101	1.7%	68	1.4%	142	2.6%
Services and Life Sciences	90	1.7%	234	4.0%	71	1.5%	57	1.1%

Indicator	2012		2013		2014		2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduates by NQF Qualification Type								
Certificates	782	14.4%	661	10.9%	369	7.7%	212	3.9%
Diplomas	1,321	25.3%	1,596	27.6%	817	17.0%	1,149	21.3%
Bachelor's Degrees	1,759	32.4%	1,817	30.0%	1,759	36.6%	1,701	31.5%
Bachelor Honours Degrees	599	11.0%	669	11.0%	612	12.7%	1,731	32.0%
Professional Bachelor's Degrees	695	12.8%	934	15.4%	1,235	25.7%	535	9.9%
Master's Degrees	56	1.0%	100	1.6%	9	0.2%	69	1.3%
Doctoral Degrees	9	0.2%	10	0.2%	0	0.0%	6	0.1%
Staff								
Academic	1,707	44.5%	1,789	45.7%	2,570	56.5%	3,055	65.2%
Non-Academic	2,128	55.5%	2,128	54.3%	2,001	43.5%	1,630	34.8%
Total Staff	3,835	3,917	4,611	4,685				
Academic Staff by Highest Qualification								
Diplomas	39	2.0%	43	2.4%	55	2.1%	119	10.3%
Bachelor's Degrees	288	17.0%	303	16.9%	391	15.2%	572	18.7%
Bachelor's Honours & Professional Degrees	147	9.0%	135	7.5%	217	8.5%	183	6.1%
Master's Degrees	626	37.0%	653	36.5%	999	38.9%	989	32.4%
Doctoral Degrees	262	15.0%	280	15.7%	365	14.2%	400	13.1%
Not Stated	345	20.0%	375	21%	535	20.8%	595	19.5%

CHAPTER 1

STUDENT ENROLMENT

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

Public Institutions

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

Private Institutions

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

1.1 Enrolment Growth

In 2015, a total of 49,678 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 per cent were female and 36 per cent male.

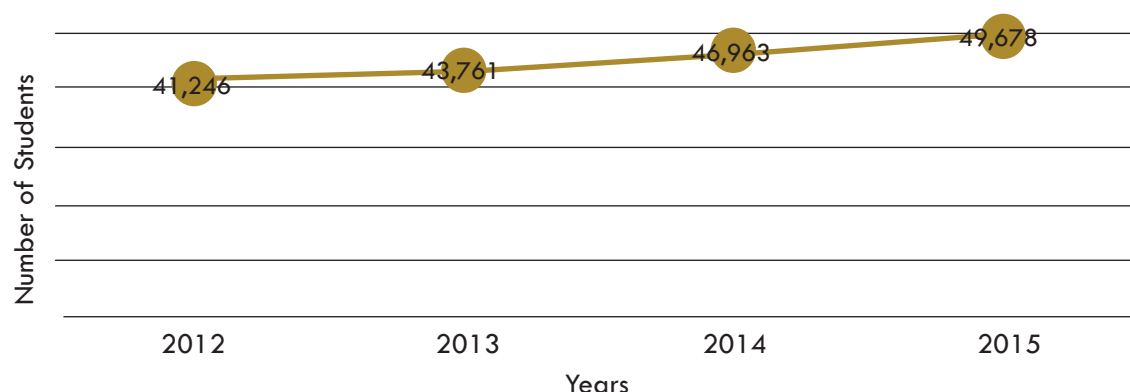
Table 1.1 Enrolment Distribution by Academic Year and by Sex

Year	Number			Per cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
2012	17,202	24,044	41,246	41.7%	58.3%	100.0%
2013	18,433	25,328	43,761	42.1%	57.9%	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%

Figure 1.1 illustrates the significant increase in total enrolment over four academic years. The total enrolment increased from 41,246 students in 2012 to 49,678 in 2015, an average annual increase of 6.4 per cent.

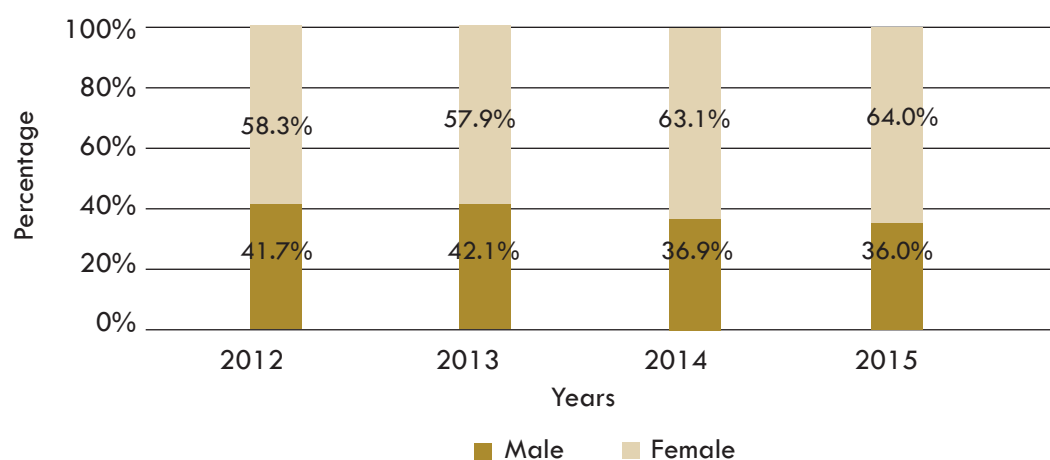
¹Even though NAMCOL is not classified as a Higher Education Institution, it is included in this publication because of the higher education programmes it offers.

Figure 1.1 Enrolment Growth (2012–2015)



The proportion of female enrolment increased from 57.9 per cent in 2013 to 63.1 per cent in 2014 and 64.0 per cent in 2015, whereas male enrolment decreased from 42.1 per cent in 2013 to 36.9 per cent in 2014 and 36.0 per cent in 2015 (Figure 1.2), marking a widening gap between male and female enrolment proportions.

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



1.2 Gross Enrolment Ratio

The extent of higher education 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 enrolment ratio was 18.3 per cent, which increased to 21.1 per cent in 2015, showing an average annual increase of 0.93 per cent. This increase can be attributed to the rise in female enrolment (Table 1.2).

Table 1.2 Gross Enrolment Ratio (GER) by Sex, 2012–2015

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	17,202	24,044	41,246	15.5%	21.0%	18.3%
2013	112,653	116,645	229,298	18,433	25,328	43,761	16.4%	21.7%	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%

Source: *Namibia Population Projections, NSA

1.3 Enrolment by Higher Education Institutions

In 2015 there were 49,678 students enrolled in public and private Higher Education Institutions (HEIs). Table 1.3 presents the distribution of the student enrolment, showing a higher percentage in public HEIs at 70.3 per cent compared to 29.7 per cent in private HEIs. Slightly over 40 per cent of the students were enrolled at UNAM.

Table 1.3 Enrolment Distribution by Higher Education Institutions, 2015

Higher Education Institutions	Number of Students	Percent
UNAM	20,619	41.5%
NUST	12,245	24.6%
NAMCOL	2,053	4.1%
Total Public HEIs	34,917	70.3%
IUM	7,169	14.4%
HEADSTART	374	0.8%
IOL	4,364	8.8%
MONITRONIC	188	0.4%
LINGUA	757	1.5%
NETS	19	0.0%
IOB	1,213	2.4%
TRIUMPHANT	575	1.2%
ULTS-PAULINUM	46	0.1%
ALI	23	0.0%
ST. CHARLES LWANGA	33	0.1%
Total Private HEIs	14,761	29.7%
All Institutions	49,678	100.0%

1.4 Enrolment by Higher Education Institutions and by Sex

Table 1.4 presents the enrolment distribution by Higher Education Institutions and by Sex. The results show that female students outnumber their male counterparts as in 31,784 compared to 17,868. Proportionately female students represented 64.0 per cent of total enrolment. The same distribution was maintained within the majority of Higher Education Institutions with the exception of the faith-based colleges (NETS, ULTS-PAULINUM and ST. CHARLES LWANGA) and the Triumphant College, where male enrolment exceeded half of total enrolment.

Table 1.4 Enrolment Distribution by Higher Education Institutions and by Sex, 2015

HEI	Number				Percent		
	Male	Female	Not Stated	Total	Male	Female	Total
UNAM	7,623	12,996	-	20,619	37.0%	63.0%	100.0%
NUST	5,659	6,586	-	12,245	46.2%	53.8%	100.0%
NAMCOL	176	1,877	-	2,053	8.6%	91.4%	100.0%
Total Public HEIs	13,458	21,459	-	34,917	38.5%	61.5%	100.0%
IUM	2,404	4,749	16	7,169	33.5%	66.2%	100.0%
HEADSTART	16	354	4	374	4.3%	94.7%	100.0%
IOL	771	3,589	4	4,364	17.7%	82.2%	100.0%
MONITRONIC	90	98	-	188	47.9%	52.1%	100.0%
LINGUA	239	518	-	757	31.6%	68.4%	100.0%
NETS	14	5	-	19	73.7%	26.3%	100.0%
IOB	424	789	-	1,213	35.0%	65.0%	100.0%
TRIUMPHANT	385	188	2	575	67.0%	32.7%	100.0%
ULTS-PAULINUM	30	16	-	46	65.2%	34.8%	100.0%
ALI	6	17	-	23	26.1%	73.9%	100.0%
ST. CHARLES LWANGA	31	2	-	33	93.9%	6.1%	100.0%
Total Private HEIs	4,410	10,325	26	14,761	29.9%	69.9%	100.0%
All Institutions	17,868	31,784	26	49,678	36.0%	64.0%	100.0%

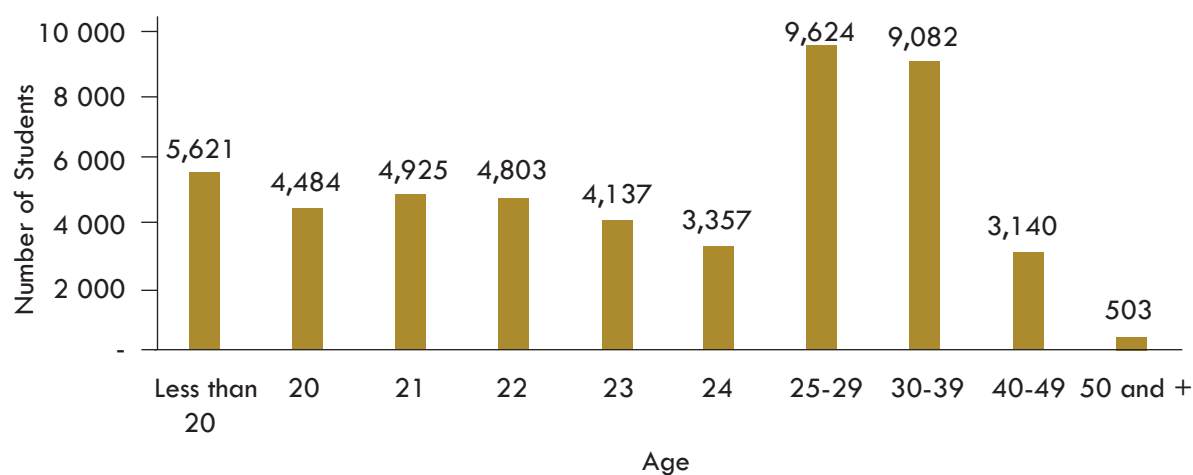
1.5 Enrolment by Age

Table 1.5 and Figure 1.3 show the distribution of enrolment by age. The data reveal that students within the university age group of 19 to 23 years constituted 48.3 per cent of the total enrolment. It is also worth noting that more than half (55 per cent) of the total students were 24 years old or younger.

Table 1.5 Enrolment Distribution by Age, 2015

Age	Number of Students	Percent*	Cumulative Percent*
Less than 20	5,621	11.3%	11.3%
20	4,484	9.0%	20.3%
21	4,925	9.9%	30.3%
22	4,803	9.7%	39.9%
23	4,137	8.3%	48.3%
24	3,357	6.8%	55.0%
25–29	9,624	19.4%	74.4%
30–39	9,082	18.3%	92.7%
40–49	3,140	6.3%	99.0%
50 and over	503	1.0%	100.0%
Not Stated	2		
TOTAL	49,678	100.0%	

*Calculated excluding 'Not Stated'

Figure 1.3 Enrolment Distribution by Age, 2015

1.6 Enrolment by Age and by Sex

Table 1.6 presents the age of the students, separated by sex. The results show that female enrolment remained above 60 per cent in all age groups.

Table 1.6 Enrolment Distribution by Age and by Sex, 2015

Age	Number			Percent*		
	Male	Female	TOTAL	Male	Female	Both Sexes
Less than 20	2,050	3,571	5,621	36.5%	63.5%	100.0%
20	1,723	2,761	4,484	38.4%	61.6%	100.0%
21	1,905	3,020	4,925	38.7%	61.3%	100.0%
22	1,869	2,934	4,803	38.9%	61.1%	100.0%
23	1,639	2,498	4,137	39.6%	60.4%	100.0%
24	1,305	2,052	3,357	38.9%	61.1%	100.0%
25–29	3,493	6,131	9,624	36.3%	63.7%	100.0%
30–39	2,775	6,307	9,082	30.6%	69.4%	100.0%
40–49	941	2,199	3,140	30.0%	70.0%	100.0%
50 and over	181	322	503	36.0%	64.0%	100.0%
Not Stated	0	2	2			
TOTAL	17,881	31,797	49,678	36.0%	64.0%	100.0%

* Calculated excluding 'Not Stated'

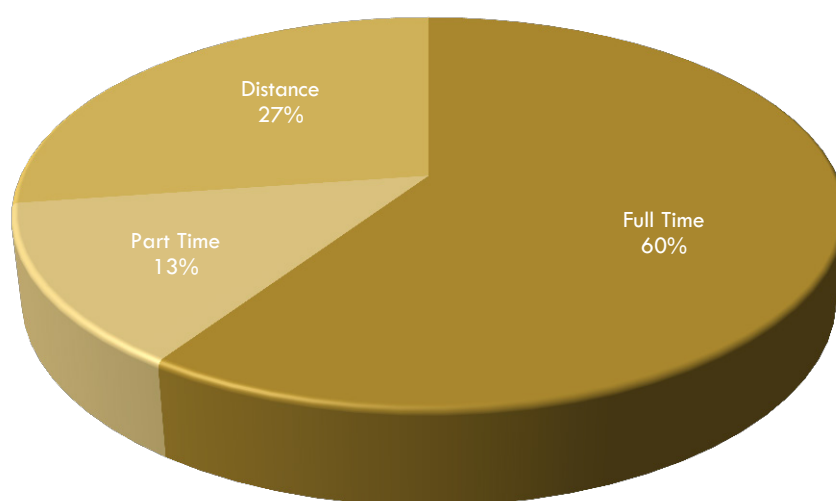
1.7 Enrolment by Offering Type and by Sex

In general, higher education may be offered in three different modes, namely full-time, part-time and distance. In general, more students were enrolled for full-time study (59.4 per cent), followed by distance education (27.3 per cent), as reflected in Table 1.7 and Figure 1.4. Preferences within the sexes followed the same trends as in the total distribution.

Table 1.7 Enrolment Distribution by Offering Type and by Sex, 2015

Offering Type	Number of Students			Percent*		
	Male	Female	TOTAL	Male	Female	TOTAL
Full-time	11,511	17,688	29,199	65.2%	56.2%	59.4%
Part-time	2,725	3,825	6,550	15.4%	12.1%	13.3%
Distance	3,417	9,977	13,394	19.4%	31.7%	27.3%
Not Stated	228	307	535			
TOTAL	17,881	31,797	49,678	100.0%	100.0%	100.0%

* Calculated excluding 'Not Stated'

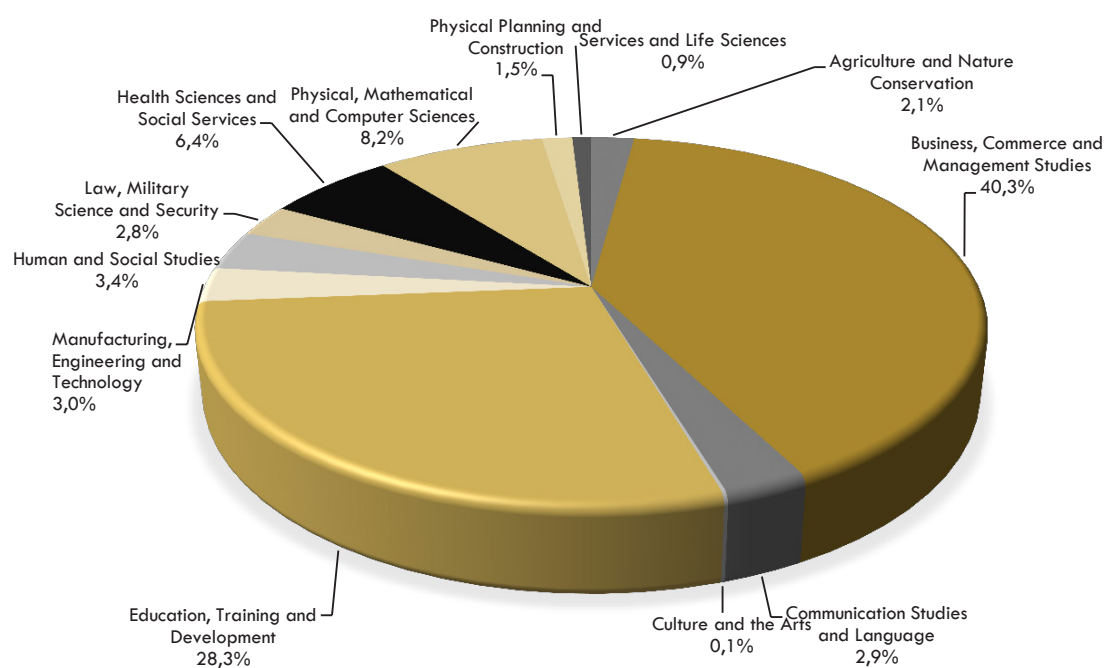
Figure 1.4 Enrolment Distribution by Offering Type, 2015

1.8 Enrolment by NQF Field of Learning

Table 1.8 presents the distribution of students across the various National Qualifications Framework (NQF) Fields of Learning by Sex. Most students were enrolled in Business, Commerce and Management Studies (40.3 per cent), followed by Education, Training and Development (28.3 per cent), accounting for 70 per cent of the total combined enrolment. The enrolment in all other NQF fields of learning was below 10 per cent.

Table 1.8 Enrolment Distribution by NQF Field of Learning and by Sex, 2015

Qualification Field of Learning	Number			Percent		
	Male	Female	TOTAL	Male	Female	TOTAL
Agriculture and Nature Conservation	487	559	1,046	2.7%	1.8%	2.1%
Business, Commerce and Management Studies	7,335	12,670	20,005	41.0%	39.8%	40.3%
Communication Studies and Language	506	953	1,459	2.8%	3.0%	2.9%
Culture and the Arts	38	34	72	0.2%	0.1%	0.1%
Education, Training and Development	3,389	10,650	14,039	19.0%	33.5%	28.3%
Manufacturing, Engineering and Technology	1,118	375	1,493	6.3%	1.2%	3.0%
Human and Social Studies	568	1,140	1,708	3.2%	3.6%	3.4%
Law, Military Science and Security	744	660	1,404	4.2%	2.1%	2.8%
Health Sciences and Social Services	749	2,410	3,159	4.2%	7.6%	6.4%
Physical, Mathematical and Computer Sciences	2,348	1,737	4,085	13.1%	5.5%	8.2%
Physical Planning and Construction	455	287	742	2.5%	0.9%	1.5%
Services and Life Sciences	144	322	466	0.8%	1.0%	0.9%
TOTAL	17,881	31,797	49,678	100.0%	100.0%	100.0%

Figure 1.5 Enrolment by NQF Field of Learning, 2015

In total, about 22 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, 2015

Qualification Field of Learning	Number			Percent		
	Male	Female	TOTAL	Male	Female	TOTAL
Agriculture and Nature Conservation	487	559	1,046	2.7%	1.8%	2.1%
Manufacturing, Engineering and Technology	1,118	375	1,493	6.3%	1.2%	3.0%
Health Sciences and Social Services	749	2,410	3,159	4.2%	7.6%	6.4%
Physical, Mathematical and Computer Sciences	2,348	1,737	4,085	13.1%	5.5%	8.2%
Physical Planning and Construction	455	287	742	2.5%	0.9%	1.5%
Services and Life Sciences	144	322	466	0.8%	1.0%	0.9%
TOTAL STEM	5,301	5,690	10,991	29.6%	17.9%	22.1%
Business, Commerce and Management Studies	7,335	12,670	20,005	41.0%	39.8%	40.3%
Communication Studies and Language	506	953	1,459	2.8%	3.0%	2.9%
Culture and the Arts	38	34	72	0.2%	0.1%	0.1%
Education, Training and Development	3,389	10,650	14,039	19.0%	33.5%	28.3%
Human and Social Studies	568	1,140	1,708	3.2%	3.6%	3.4%
Law, Military Science and Security	744	660	1,404	4.2%	2.1%	2.8%
TOTAL NON-STEM	12,580	26,107	38,687	70.4%	82.1%	77.9%
ALL FIELDS	17,881	31,797	49,678	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 there are only about 18 per cent compared to approximately 29 per cent of males.

1.9 Enrolment by NQF Qualification Type and by Sex

More than half of the students enrolled for Bachelor or Bachelor Honours Degrees, followed by Diplomas. Masters and Doctoral Degrees formed less than 3 per cent of enrolment (Table 1.9). There seem to be no major differences in the student enrolment across the qualification types within the sexes.

Table 1.10 Enrolment Distribution by NQF Qualification Type and by Sex, 2015

NQF Qualification Type	Number			Percent*		
	Male	Female	TOTAL	Male	Female	TOTAL
Certificates	1,063	2,967	4,030	5.9%	9.3%	8.1%
Diplomas	4,225	9,691	13,916	23.6%	30.5%	28.0%
Bachelor Degree	4,984	6,603	11,587	27.9%	20.8%	23.3%
Bachelor Honours Degree	5,550	9,012	14,562	31.0%	28.4%	29.3%
Professional Bachelor Degree	1,550	2,923	4,473	8.7%	9.2%	9.0%
Masters Degree	458	536	994	2.6%	1.7%	2.0%
PhD Degree	50	55	105	0.3%	0.2%	0.2%
Not Stated	1	10	11			
TOTAL	17,881	31,797	49,678	100.0%	100.0%	100.0%

*Calculated excluding 'Not Stated'.

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 2015, 76.3 per cent of the students were either in their first year or had progressed to the next level, while 23.7 per cent were repeating a year of study. The information shows that the total number of repeaters was approaching 10,000 students out of a student population of just under 50,000. When compared, male students showed a higher repetition rate than female students. Please note that the large number of 'Not Stated' undermines the accuracy of information, due to statistics not being available.

Table 1.11 New Students and Repeaters by Sex, 2015

New or Repeater	Sex			Percent of Repeaters*		
	Male	Female	TOTAL	Male	Female	All
New	11,065	19,428	30,493			
Repeater	3,874	5,578	9,452	25.9%	22.3%	23.7%
Not Stated	2,942	6,791	9,733			
TOTAL	17,881	31,797	49,678			

* Calculated excluding 'Not Stated'

1.11 New and Repeating Students

Table 1.12 indicates the percentage of new entrants and repeaters within the first four years of study by sex. There seems to be a direct relationship between repeating and the progressing year of study during the first four years of higher education, that is to say, the higher the year of study, the greater the possibility of repeating. This is indicated by the increasing percentage of repeaters from 16.6 per cent in Year 1 to 46.0 per cent in Year 4, exceeding the year average of 23.7 per cent. A higher percentage of repeaters is observed among male students at all year levels.

Table 1.12 New and Repeating Students in the Four Years of Study by Sex, 2015

Year of Study	New/ Repeater	Number			Percent of Repeaters*		
		Male	Female	TOTAL	Male	Female	TOTAL
Year 1	New	4,331	7,221	11,552			
	Repeater	1,025	1,269	2,294	19.1%	14.9%	16.6%
	Not Stated	773	3,016	3,789			
	TOTAL	6,129	11,506	17,635			
Year 2	New	3,305	5,612	8,917			
	Repeater	743	1,051	1,794	18.4%	15.8%	16.7%
	Not Stated	835	1,127	1,962			
	TOTAL	4,883	7,790	12,673			
Year 3	New	2,314	4,249	6,563			
	Repeater	1,088	1,417	2,505	32.0%	25.0%	27.6%
	Not Stated	597	1,171	1,768			
	TOTAL	3,999	6,837	10,836			
Year 4	New	1,079	2,275	3,354			
	Repeater	1,017	1,841	2,858	48.5%	44.7%	46.0%
	Not Stated	737	1,477	2,214			
	TOTAL	2,833	5,593	8,426			
All Years	New	11,029	19,357	30,386			
	Repeater	3,873	5,578	9,451	26.0%	22.4%	23.7%
	Not Stated	2,942	6,791	9,733			
	TOTAL	17,844	31,726	49,570			

* 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 their Region of Origin. Table

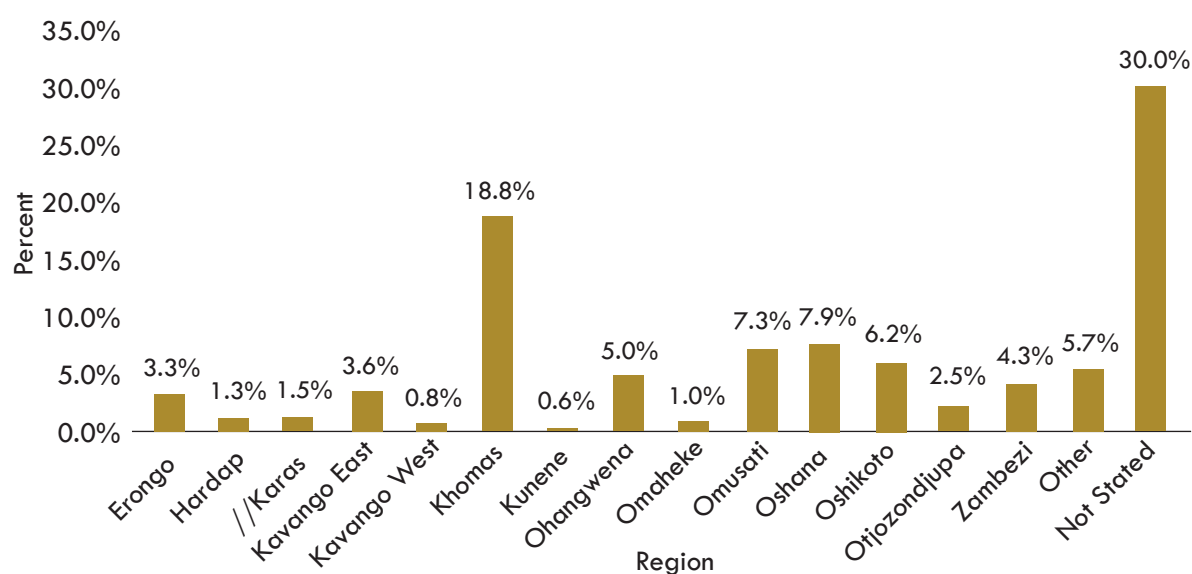
1.13 shows the proportion of enrolment from each of the 14 regions. It was observed that the Khomas Region sent the highest percentage of students to HEIs, about 19 per cent, followed by the Oshana Region with about 8 per cent. In 2015 the Kavango West and Kunene regions sent less than 1 per cent of students to HEIs. The large portion of 'Not Stated' underestimates the enrolment, especially of populous regions such as Khomas and Oshana.

Table 1.13 Enrolment Distribution by Region of Origin, 2015

Region of Origin*	Number	Percent	Cumulative Percent
Erongo	1,659	3.3%	3.3%
Hardap	654	1.3%	4.7%
//Karas	727	1.5%	6.1%
Kavango East	1,799	3.6%	9.7%
Kavango West	409	0.8%	10.6%
Khomas	9,345	18.8%	29.4%
Kunene	304	0.6%	30.0%
Ohangwena	2,505	5.0%	35.0%
Omaheke	505	1.0%	36.0%
Omusati	3,614	7.3%	43.3%
Oshana	3,945	7.9%	51.3%
Oshikoto	3,094	6.2%	57.5%
Otjozondjupa	1,225	2.5%	60.0%
Zambezi	2,159	4.3%	64.3%
Others	2,813	5.7%	70.0%
Not Stated	14,921	30.0%	100.0%
TOTAL	49,678	100.0%	

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

Figure 1.6 Enrolment by Region of Origin, 2015



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

There seems to be no 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).

Table 1.14(a) Enrolment Distribution by Region of Origin and by NQF Field of Learning, 2015

Region of origin*	Total STEM Fields												Total non-STEM Fields					TOTAL
	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	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						
Erongo	48	56	96	149	25	21	395	770	60	3	330	59	42	1,264	1,659			
Hardap	10	20	49	57	8	9	153	299	18	1	135	29	19	501	654			
//Karas	17	19	49	68	14	11	178	313	29	2	154	31	20	549	727			
Kavango East	55	61	133	148	28	10	435	632	74	5	498	96	59	1,364	1,799			
Kavango West	10	18	28	36	9	6	107	159	21	1	91	18	12	302	409			
Khomas	223	312	558	765	213	165	2,236	4,471	333	10	1,749	290	256	7,109	9,345			
Kunene	4	9	20	24	3	6	66	170	9	0	49	6	4	238	304			
Ohangwena	59	89	169	221	48	30	616	1,127	102	5	485	97	73	1,889	2,505			
Omaheke	8	15	35	58	7	7	130	277	8	0	63	10	17	375	505			
Omusati	80	111	239	349	79	41	899	1,684	101	8	717	103	102	2,715	3,614			
Oshana	99	121	284	355	80	42	981	1,756	131	5	800	148	124	2,964	3,945			
Oshikoto	85	114	235	295	51	40	820	1,353	107	10	609	122	73	2,274	3,094			
Orijoondjupa	22	42	65	91	14	23	257	585	39	1	255	52	36	968	1,225			
Zambezi	60	49	170	203	34	11	527	790	85	5	577	107	68	1,632	2,159			
Others	78	75	219	286	39	21	718	1,168	109	7	574	132	105	2,095	2,813			
Not Stated	188	382	810	980	90	23	2,473	4,451	233	9	6,953	408	394	12,448	14,921			
TOTAL	1,046	1,493	3,159	4,085	742	466	10,991	20,005	1,459	72	14,039	1,708	1,404	38,687	49,678			

* 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, 2015

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 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	TOTAL
Erongo	2.9%	3.4%	5.8%	9.0%	1.5%	1.3%	23.8%	46.4%	3.6%	0.2%	19.9%	3.6%	2.5%	76.2%	100.0%
Hardap	1.5%	3.1%	7.5%	8.7%	1.2%	1.4%	23.4%	45.7%	2.8%	0.2%	20.6%	4.4%	2.9%	76.6%	100.0%
//Karas	2.3%	2.6%	6.7%	9.4%	1.9%	1.5%	24.5%	43.1%	4.0%	0.3%	21.2%	4.3%	2.8%	75.5%	100.0%
Kavango East	3.1%	3.4%	7.4%	8.2%	1.6%	0.6%	24.2%	35.1%	4.1%	0.3%	27.7%	5.3%	3.3%	75.8%	100.0%
Kavango West	2.4%	4.4%	6.8%	8.8%	2.2%	1.5%	26.2%	38.9%	5.1%	0.2%	22.2%	4.4%	2.9%	73.8%	100.0%
Khomas	2.4%	3.3%	6.0%	8.2%	2.3%	1.8%	23.9%	47.8%	3.6%	0.1%	18.7%	3.1%	2.7%	76.1%	100.0%
Kunene	1.3%	3.0%	6.6%	7.9%	1.0%	2.0%	21.7%	55.9%	3.0%	0.0%	16.1%	2.0%	1.3%	78.3%	100.0%
Ohangwena	2.4%	3.6%	6.7%	8.8%	1.9%	1.2%	24.6%	45.0%	4.1%	0.2%	19.4%	3.9%	2.9%	75.4%	100.0%
Omaheke	1.6%	3.0%	6.9%	11.5%	1.4%	1.4%	25.7%	54.9%	1.6%	0.0%	12.5%	2.0%	3.4%	74.3%	100.0%
Omusati	2.2%	3.1%	6.6%	9.7%	2.2%	1.1%	24.9%	46.6%	2.8%	0.2%	19.8%	2.9%	2.8%	75.1%	100.0%
Oshana	2.5%	3.1%	7.2%	9.0%	2.0%	1.1%	24.9%	44.5%	3.3%	0.1%	20.3%	3.8%	3.1%	75.1%	100.0%
Oshikoto	2.7%	3.7%	7.6%	9.5%	1.6%	1.3%	26.5%	43.7%	3.5%	0.3%	19.7%	3.9%	2.4%	73.5%	100.0%
Otjozondjupa	1.8%	3.4%	5.3%	7.4%	1.1%	1.9%	21.0%	47.8%	3.2%	0.1%	20.8%	4.2%	2.9%	79.0%	100.0%
Zambezi	2.8%	2.3%	7.9%	9.4%	1.6%	0.5%	24.4%	36.6%	3.9%	0.2%	26.7%	5.0%	3.1%	75.6%	100.0%
Others	2.8%	2.7%	7.8%	10.2%	1.4%	0.7%	25.5%	41.5%	3.9%	0.2%	20.4%	4.7%	3.7%	74.5%	100.0%
Not Stated	1.3%	2.6%	5.4%	6.6%	0.6%	0.2%	16.6%	29.8%	1.6%	0.1%	46.6%	2.7%	2.6%	83.4%	100.0%
TOTAL	2.1%	3.0%	6.4%	8.2%	1.5%	0.9%	22.1%	40.3%	2.9%	0.1%	28.3%	3.4%	2.8%	77.9%	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. At 69.7 percent the highest number of students was enrolled in the Khomas Region where Namibia's capital is situated, followed by the Oshana Region at 15.3 per cent (Table 1.15). In all the regions, with the exception of Kavango West, higher proportions of females students were enrolled compared to males.

Table 1.15 Enrolment Distribution by Region of Campus and by Sex, 2015

Region	Number			Percent		
	Male	Female	TOTAL	Male	Female	TOTAL
Erongo	531	1,476	2,007	26.5%	73.5%	100.0%
Karas	160	477	637	25.1%	74.9%	100.0%
Kavango East	865	1,281	2,146	40.3%	59.7%	100.0%
Kavango West	15	12	27	55.6%	44.4%	100.0%
Khomas	13,440	21,164	34,604	38.8%	61.2%	100.0%
Kunene	37	40	77	48.1%	51.9%	100.0%
Ohangwena	62	140	202	30.7%	69.3%	100.0%
Omaheke	42	82	124	33.9%	66.1%	100.0%
Omusati	144	198	342	42.1%	57.9%	100.0%
Oshana	1,884	5,729	7,613	24.7%	75.3%	100.0%
Oshikoto	88	117	205	42.9%	57.1%	100.0%
Otjozondjupa	85	218	303	28.1%	71.9%	100.0%
Zambezi	528	863	1,391	38.0%	62.0%	100.0%
TOTAL	17,881	31,797	49,678	36.0%	64.0%	100.0%

1.15 Enrolment by Financial Sponsor

Funding higher education is regarded as one of the main factors that limits access to higher education. Table 1.16 illustrates the distribution of financial sponsors by sex. In the year under review about 49.0 per cent of students were either self-funding or funded by parents or guardians, while 34.8 per cent were funded through the Namibia Student Financial Assistance Fund (NSFAF) and about 3 per cent by Other Public Institutions. Private Institutions funded 12.3 per cent of the students. Most of the students whose financial sources are 'Not Stated' could have been self-funded or sponsored by parents.

Table 1.16 Enrolment Distribution by Financial Sponsor and by Sex, 2015

Financial Sponsor	Number				Percent*			
	Male	Female	Not Stated	TOTAL	Male	Female	Not Stated	TOTAL
Self-funding	4,335	7,369	2	11,706	28.3%	27.5%	33.3%	27.8%
Parent/Guardian	3,589	5,341	0	8,930	23.4%	20.0%	0.0%	21.2%
NSFAF	5,488	9,147	0	14,635	35.8%	34.2%	0.0%	34.8%
Other Public Institution	545	640	0	1,185	3.6%	2.4%	0.0%	2.8%
Private Institution	1,080	4,099	4	5,183	7.1%	15.3%	66.7%	12.3%
Others	278	175	0	453	1.8%	0.7%	0.0%	1.1%
Not Stated	2,553	5,013	18	7,584				
TOTAL	17,868	31,784	24	49,676	100.0%	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 from Angola (2.0 per cent), Zimbabwe (1.9 per cent) and Zambia (1.5 per cent). Students from other African countries, including countries within the Southern African Development Community (SADC) that are not mentioned, constituted 0.9 per cent, whereas those from abroad represented 0.2 per cent.

Table 1.17 Enrolment Distribution by Nationality, 2015

	Number	Percent*
Namibia	45,425	92.9%
Angola	1,075	2.2%
Botswana	133	0.3%
South Africa	67	0.1%
Zambia	737	1.5%
Zimbabwe	967	2.0%
Other SADC countries	278	0.6%
Other African countries	151	0.3%
European countries	20	0.0%
American countries	32	0.1%
Asian and Oceanic countries	36	0.1%
Not Stated	757	
TOTAL	49,678	100.0%

*Calculated excluding 'Not Stated'

1.17 Enrolment by Nationality and by Sex

Of the total non-Namibians, male students outnumbered females, recorded at 53.3 per cent (Table 1.18).

Table 1.18 Enrolment Distribution by Nationality and by Sex, 2015

Nationality	Number			Percent		
	Male	Female	TOTAL	Male	Female	All
Namibian	15,701	29,724	45,425	34.6%	65.4%	100.0%
Non-Namibian	1,863	1,633	3,496	53.3%	46.7%	100.0%
Not Stated	317	440	757	41.9%	58.1%	100.0%
TOTAL	17,881	31,797	49,678	36.0%	64.0%	100.0%

CHAPTER 2

EXAMINATION RESULTS

This chapter is focused on the students' progression results for 2015 by Qualification Types and NQF fields of learning.

2.1 Examination Results

In the 2015 academic year, about 13.1 per cent of the enrolled students obtained their qualifications, while approximately 42.5 per cent progressed to the next year of study (Table 2.1). About 29.1 per cent failed their examinations. A substantive number is presented under the 'Not Stated' category, mainly due to incomplete examination reports from some Private Higher Education Institutions.

Table 2.1 Examination Results, 2015

Examination Results	Number	Percent*
Graduating	5,403	13.1%
Pass	17,542	42.5%
Fail	12,002	29.1%
Continuing (for Masters and Doctoral degrees)	4,811	11.7%
Absent	1,513	3.7%
Not Stated		8,407
TOTAL	49,678	100.0%

*Calculated excluding 'Not Stated'

2.2 Examination Results by Sex

There was not much difference between the proportion of male and female students who completed their studies in 2015, namely 12.5 per cent for males compared to 13.4 per cent for females, see Table 2.2 (a). A higher percentage of female students continued with their studies at Masters and Doctoral Degree levels (14.7 per cent) compared to their male counterparts (6.3 per cent).

Table 2.2(a) Examination Results by Sex, 2015

Examination Results	Number			Percent*		
	Male	Female	TOTAL	Male	Female	TOTAL
Completed Studies	1,880	3,523	5,403	12.5%	13.4%	13.1%
Passed	6,609	10,933	17,542	43.9%	41.7%	42.5%
Failed	4,883	7,119	12,002	32.5%	27.1%	29.1%
Continued (for Master and Doctoral)	949	3,862	4,811	6.3%	14.7%	11.7%
Absent	723	790	1,513	4.8%	3.0%	3.7%
Not Stated	2,837	5,570	8,407			
TOTAL	17,881	31,797	49,678	100.0%	100.0%	100.0%

* Calculated excluding 'Not Stated'

UNAM and NUST recorded an equal percentage of male students who completed their studies in 2015 (13.3 per cent). However, a higher percentage of female students who completed their studies was recorded at NUST (18.7 per cent) compared to 16.5 per cent at UNAM (Table 2.2b). In terms of pass rate, UNAM recorded the highest percentage (51.7%), compared to 41.7 per cent recorded at NUST.

Table 2.2(b) Examination Results by Sex (NUST and UNAM), 2015

Examination Results	Number			Percent		
	Male	Percent	Female	Percent	Total	Percent
UNAM						
Completed Studies	1,017	13.3%	2,141	16.5%	3,158	15.3%
Passed	3,761	49.3%	6,901	53.1%	10,662	51.7%
Failed	2,247	29.5%	3,231	24.9%	5,478	26.6%
Continued (for Master and Doctoral)	135	1.8%	239	1.8%	374	1.8%
Absent	463	6.1%	484	3.7%	947	4.6%
TOTAL	7,623	100.0%	12,996	100.0%	20,619	100.0%
NUST						
Completed Studies	754	13.3%	1,232	18.7%	1,986	16.2%
Passed	2,381	42.1%	2,731	41.5%	5,112	41.7%
Failed	2,296	40.6%	2,322	35.3%	4,618	37.7%
Continued (for Master and Doctoral)	41	0.7%	32	0.5%	73	0.6%
Absent	187	3.3%	269	4.1%	456	3.7%
TOTAL	5,659	100.0%	6,586	100.0%	12,245	100.0%

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

The distribution of students who completed their studies in 2015 followed the enrolment trend, with Business, Commerce and Management Studies Field of Learning topping the list (40.0 per cent), followed by Education, Training and Development; Health Sciences and Social Services; and the Physical, Mathematical and Computer Sciences Fields of Learning (Table 2.3). When compared by Sex, the Physical, Mathematical and Computer Sciences field took third position (12.8 per cent) among male students who completed their studies, whereas Health Sciences and Social Services ranked third among the female students (11.1 per cent).

Table 2.3 Students Completing Studies by NQF Field of Learning and by Sex, 2015

Qualification NQF Field of Learning	Number			Percent		
	Male	Female	TOTAL	Male	Female	TOTAL
Agriculture and Nature Conservation	82	109	191	4.4%	3.1%	3.5%
Business, Commerce and Management Studies	713	1,449	2,162	37.9%	41.1%	40.0%
Communication Studies and Language	74	174	248	3.9%	4.9%	4.6%
Culture and the Arts	6	7	13	0.3%	0.2%	0.2%
Education, Training and Development	256	649	905	13.6%	18.4%	16.7%
Manufacturing, Engineering and Technology	113	55	168	6.0%	1.6%	3.1%
Human and Social Studies	112	213	325	6.0%	6.0%	6.0%
Law, Military Science and Security	86	116	202	4.6%	3.3%	3.7%
Health Sciences and Social Services	108	392	500	5.7%	11.1%	9.3%
Physical, Mathematical and Computer Sciences	240	250	490	12.8%	7.1%	9.1%
Physical Planning and Construction	76	66	142	4.0%	1.9%	2.6%
Services and Life Sciences	14	43	57	0.7%	1.2%	1.1%
TOTAL	1,880	3,523	5,403	100.0%	100.0%	100.0%

2.4 Completion of Studies by Offering Type

As it is to be expected, a higher percentage of students who completed their studies was observed among the distance students as opposed to full-time students (Table 2.4). However, a higher percentage of students graduated when studying through distance education compared to studying part-time. There is also the possibility that some students who enrolled on a part-time basis, completed their studies as distance students.

Table 2.4 Students Completing Studies by Offering Type, 2015

Offering Type	Number	Percent
Full-time	3,461	64.10%
Part-time	905	16.70%
Distance	1,037	19.20%
TOTAL	5,403	100.00%

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. Students who obtained Bachelor and Bachelor Honours degrees represent 63.5 per cent of the total graduates. Only 1.4 per cent obtained Masters and Doctoral Degrees. Note should be taken that Certificates and Diplomas include postgraduate studies.

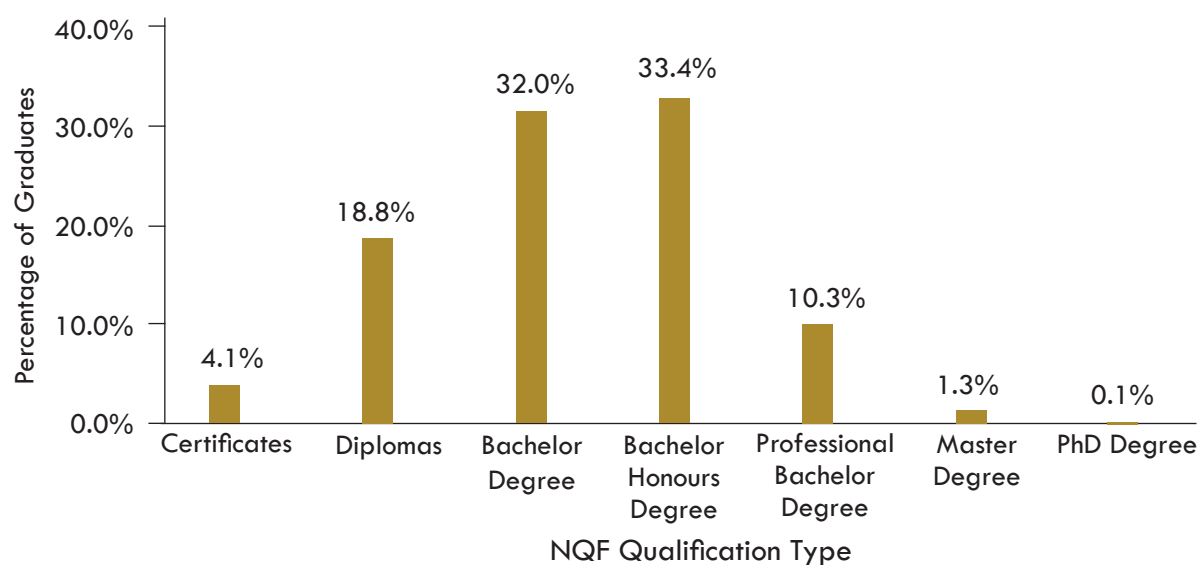
Table 2.5(a) Graduates by NQF Qualification Type, 2015

NQF Qualification Type	Obtaining Qualification	Percent
Certificates	212	3.9%
Diplomas	1,149	21.3%
Bachelor Degrees	1,701	31.5%
Bachelor Honours Degrees	1,731	32.0%
Professional Bachelor Degrees	535	9.9%
Masters Degrees	69	1.3%
Doctoral Degrees	6	0.1%
TOTAL	5,403	100.0%

Table 2.5(b) focuses on the Public Higher Education Institutions. The total number of graduates at Public Higher Education Institutions stood at 5,188 or 96 per cent of all graduates in 2015. It is worth noting that all Masters and Doctoral Degree graduates were from Public Higher Education Institutions.

Table 2.5(b) Graduates by NQF Qualification Type – Public Higher Education Institutions, 2015

NQF Qualification Type	Graduates	Per cent
Certificates	212	4.1%
Diplomas	973	18.8%
Bachelor Degrees	1,662	32.0%
Bachelor Honour Degrees	1,731	33.4%
Professional Bachelor Degrees	535	10.3%
Master Degrees	69	1.3%
Doctoral Degrees	6	0.1%
TOTAL	5,188	100.0%

Figure 2.1 Percentage Distribution of Graduates in Public Higher Education Institutions, 2015

CHAPTER 3

STAFF MEMBERS DATA

This chapter presents information submitted by HEI staff members. It provides an overview on the Type of Staff (academic or non-academic) and then focuses on the characteristics of the academic staff members.

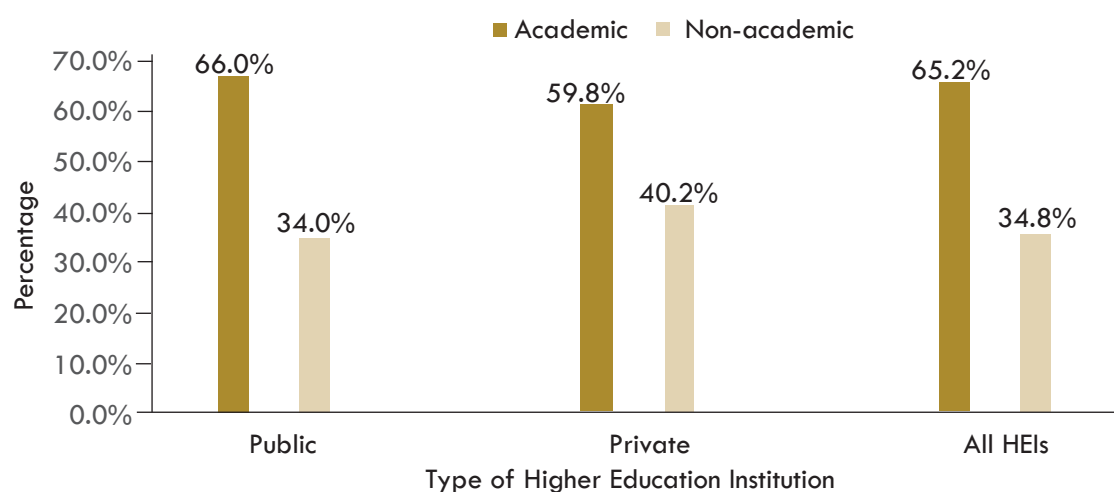
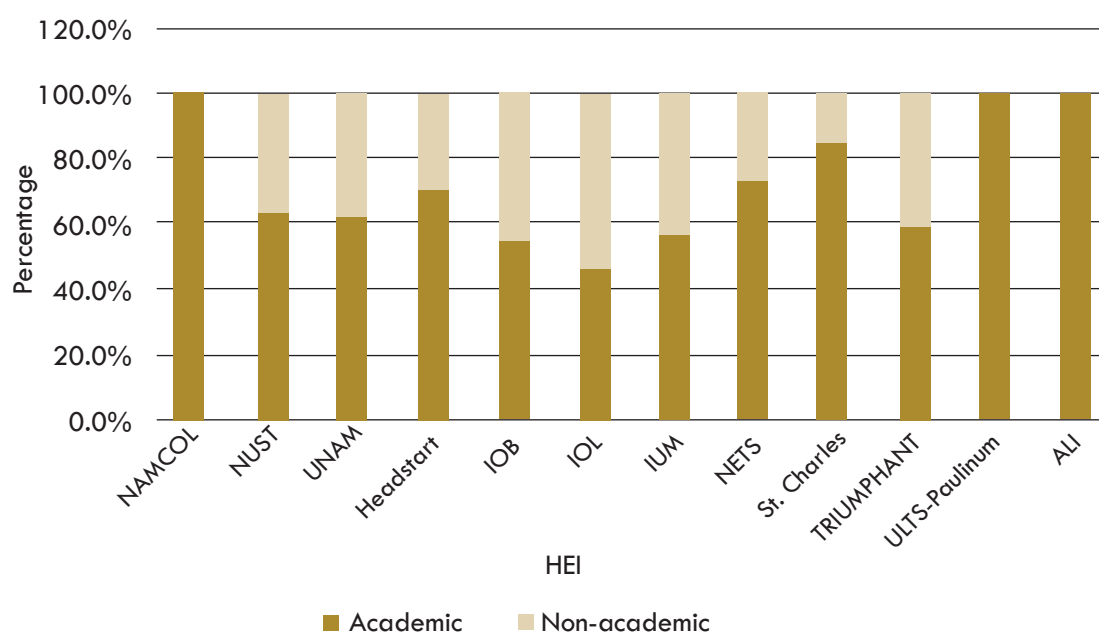
3.1 Type of Staff Members by Higher Education Institution

Table 3.1 shows that Public Higher Education Institutions in Namibia employed a total of 4,685 staff members (Table 3.1). Of these 3,055 or 65.2 per cent were academic staff members, whereas 1,630 or 34.8 per cent were non-academic staff members (Figure 3.1). This means that for every 65 academic staff members, there were 35 non-academic staff members.

Table 3.1 Type of Staff Members by Higher Education Institutions, 2015

HEIs	Academic Staff	Academic Support Staff	Total Academic Staff	Non-academic Skilled	Non-academic Unskilled	Total Non-academic	All Staff
NAMCOL	91	186	277				277
NUST	715	383	1,098	544	64	608	1,706
UNAM	1,138	184	1,322	725	56	781	2,103
Public TOTAL	1,944	753	2,697	1,269	120	1,389	4,086
Headstart	7	3	10	2	2	4	14
IOB	5		5	3	1	4	9
IOL		54	54	61		61	115
IUM	175	5	180	93	38	131	311
NETS	13	7	20	5	2	7	27
ST. CHARLES	19		19	2	1	3	22
TRIUMPHANT	47		47	31		31	78
ULTS-Paulinum	5	1	6				6
ALI	17		17				17
Private TOTAL	288	70	358	197	44	241	599
GRAND TOTAL	2,232	823	3,055	1,466	164	1,630	4,685

The percentage of academic staff members exceeded that of non-academic staff in both public and private higher education institutions, with the IOL being the only one with fewer academic staff members than non-academic staff members (Figure 3.2), mainly due to the fact that all academic programmes being in the distance mode of learning.

Figure 3.1 Percentage of Staff Members by Type of Higher Education Institutions**Figure 3.2 Percentage of Staff Members by Higher Education Institutions, 2015**

3.2 Academic Staff Members by Highest Qualification

The highest number of academic staff members in private and public institutions consisted of Masters Degree holders, recorded at 989 or 32.4 per cent (Table 3.2). Doctoral Degree holders constituted 13.1 per cent of the total, the majority of whom being at Public Higher Education Institutions.

Table 3.2 Academic Staff Members by Highest Qualification, 2015

HEIs	Number			Percent		
	Public	Private	TOTAL	Public	Private	TOTAL
Grade 12 and lower	123	31	154	4.6%	8.7%	5.0%
Certificate	24	17	41	0.9%	4.7%	1.3%
Diploma	92	27	119	3.4%	7.5%	3.9%
Bachelor Degree	485	87	572	18.0%	24.3%	18.7%
Bachelor Honours and Professional Bachelor Degree	142	41	183	5.3%	11.5%	6.1%
Masters Degree	873	116	989	32.4%	32.4%	32.4%
Doctoral Degree	368	32	400	13.6%	8.9%	13.1%
Not Stated	590	5	595	21.9%	1.4%	19.5%
TOTAL	2,697	358	3,055	100.0%	100.0%	100.0%

3.3 Academic Staff Members by Full/Part-time Employment Status

Academic 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 over 85.2 per cent compared to 58.6 per cent in Public Higher Education Institutions.

Table 3.3 Academic Staff Members by Full/Part-time Employment Status

HEIs	Number				Percent			
	Full-time	Part-time	Others	TOTAL	Full-time	Part-time	Others	TOTAL
NAMCOL	131	146		277	47.3%	52.7%	0.0%	100.0%
NUST	392	108	598	1,098	35.7%	9.8%	54.5%	100.0%
UNAM	1,057	265		1,322	80.0%	20.0%	0.0%	100.0%
Public HEIs	1,580	519	598	2,697	58.6%	19.2%	22.2%	100.0%
Private HEIs	305	53		358	85.2%	14.8%	0.0%	100.0%
GRAND TOTAL	1,885	572	598	3,055				

ANNEXURES

Annexure A: Students by Higher Education Institution and by Offering Type, 2015

HEIs	Number				Percent					
	Full-time	Part-time	Distance	Not Stated	TOTAL	Full-time	Part-time	Distance	Not Stated	TOTAL
UNAM	15,278	1,428	3,913	-	20,619	74.1%	6.9%	19.0%	0.0%	100.0%
NUST	6,284	3,238	2,723	-	12,245	51.3%	26.4%	22.2%	0.0%	100.0%
NAMCOL	-	-	2,053	-	2,053	0.0%	0.0%	100.0%	0.0%	100.0%
TOTAL Public HEIs	21,562	4,666	8,689	-	34,917	61.8%	13.4%	24.9%	0.0%	100.0%
IUM	5,898	1,244	-	27	7,169	82.3%	17.4%	0.0%	0.4%	100.0%
HEADSTART	-	374	-	-	374	0.0%	100.0%	0.0%	0.0%	100.0%
IOL	-	-	4,364	-	4,364	0.0%	0.0%	100.0%	0.0%	100.0%
MONITRONIC	-	-	-	188	188	0.0%	0.0%	0.0%	100.0%	100.0%
LINGUA	281	126	31	319	757	37.1%	16.6%	4.1%	42.1%	100.0%
NETS	19	-	-	-	19	100.0%	0.0%	0.0%	0.0%	100.0%
IOB	785	140	288	-	1,213	64.7%	11.5%	23.7%	0.0%	100.0%
TRIUMPHANT	575	-	-	-	575	100.0%	0.0%	0.0%	0.0%	100.0%
ULTS-PAULINUM	46	-	-	-	46	100.0%	0.0%	0.0%	0.0%	100.0%
ALI	-	-	23	-	23	0.0%	0.0%	100.0%	0.0%	100.0%
ST. CHARLES LWANGA	33	-	-	-	33	100.0%	0.0%	0.0%	0.0%	100.0%
TOTAL Private HEIs	7,637	1,884	4,706	534	14,761	51.7%	12.8%	31.9%	3.6%	100.0%
GRAND TOTAL	29,199	6,550	13,395	534	49,678	58.8%	13.2%	27.0%	1.1%	100.0%

Annexure B: List of Variables in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	1. Certificates 2. Diplomas 3. Bachelor Degree 4. Bachelor Honours Degree 5. Professional Bachelor Degree 6. Masters 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	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	1. Full-time 2. Part-time 3. Distance	This is the mode of delivery of instruction
Year of Study	1st Year, 2nd Year, 3rd Year, 4th Year etc.	This is an equivalent of a Grade in Primary and Secondary A
New/repeater	1. New 2. Repeater	New or Repeater refers to the student's status in the Year of Study.
Sex	1. Male 2. Female	

Variable name	Categories	Notes to the Variables
Region	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	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	1. Self-funding/Parent/Guardian 2. NSFAF 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	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	1. Academic 2. Non-academic	
Full/Part-time	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	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. Masters degree 10. Doctoral Degree 11. Not Stated	

Annexure D: Glossary

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

Continuing: A term for students to whom failure is irrelevant. This is specifically the case of students registered for their master's (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.

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.

Professional Bachelor's Degree: This degree represents a substantial attainment of a body of outcomes of learning greater than and in advance of a bachelor's 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)

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