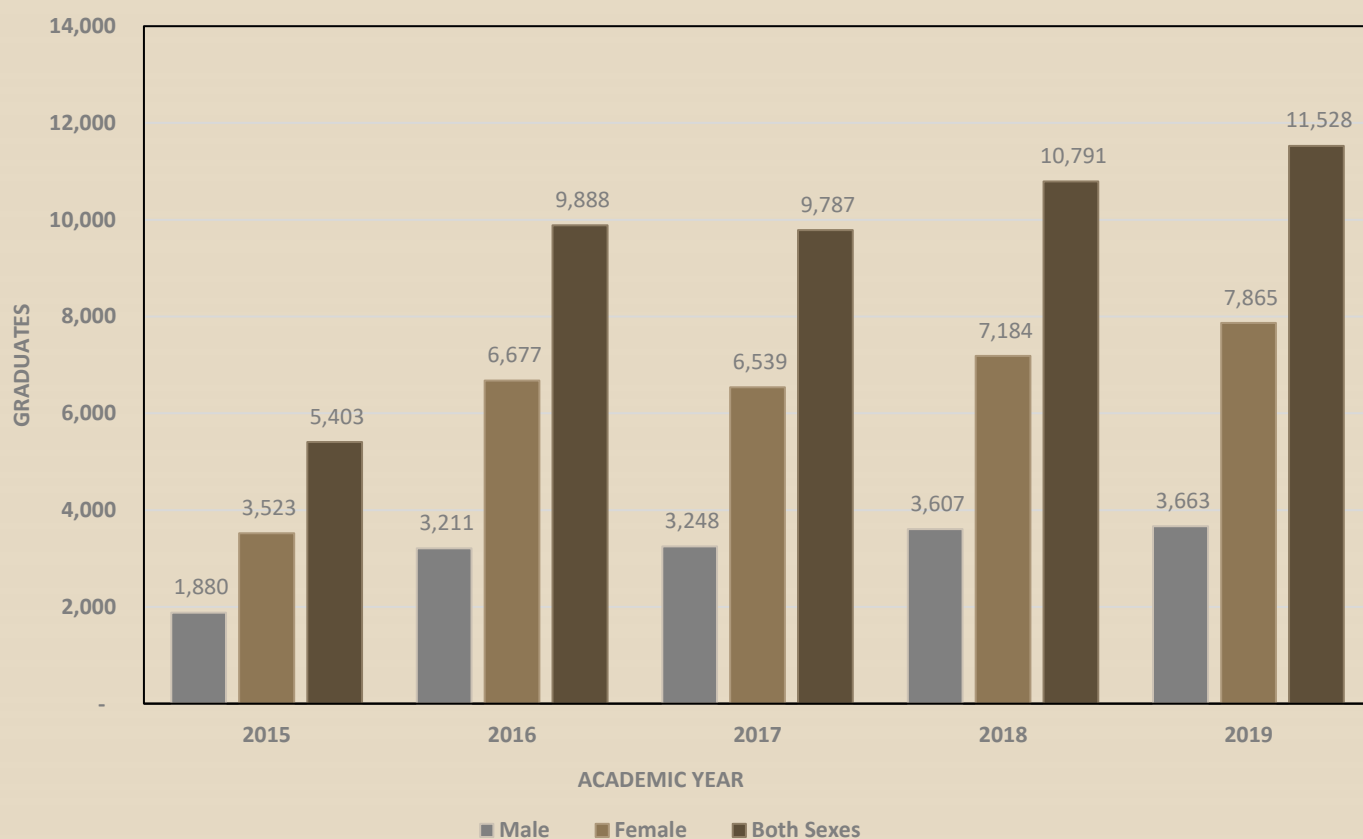




NATIONAL COUNCIL FOR HIGHER EDUCATION



2019

NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK
(NHESY)



2019
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(NHESY)

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- The "hut" symbolises a pyramid of which the "sticks" represent the different academic streams which lead to excellence;
- The different academic streams join and guarantee "shelter" for the nation;
- The "hut" also symbolises unity through binding the different academic streams together;
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Integrity	We will adhere to moral and ethical principles by exhibiting the quality of an intuitive sense of honesty and truthfulness with regard to the motivation for our actions.
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LIST OF ABBREVIATIONS/ACRONYMS

ALI	African Leadership Institute
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
NUST	Namibia University of Science and Technology
PHILIPPI	Philippi Trust Namibia
STEM	Science, Technology, Engineering and Mathematics
ST. CHARLES	St. Charles Lwanga Major Seminary
TRIUMPHANT	Triumphant College
TULIPOHAMBAMBA	Tulipohamba Training & Assessment Institute
PAULINUM	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia
WELWITCHIA	Welwitchia Health Training Centre

PREFACE

This publication is the seventh in the series Namibia Higher Education Statistical Yearbooks (NHESY). It provides updates on progress that higher education in Namibia has made towards participation, access and success.

The book serves as a source of information for evidence-based planning, monitoring, evaluation and reporting at multiple levels. It can answer questions such as: Are Namibia students participating adequately in higher education? Are female students moving into fields traditionally dominated by male students? Are the enrolments in the fields of learning or qualifications of priority improving? Is gender parity an issue? Is there an improvement in postgraduate level studies?

The trends emerging from annual statistics show a gradual decline in proportions of male enrolment and an increase in enrolment in the field of education and training. Failure and repetition rates are persistently accounting for about a quarter of students in any given year. These findings point to a need for further investigations to reveal the driving force behind gender imbalances, the career choices and poor success rates.

While due pressure is upon NCHE to deliver quality, accurate and timely information, this is never possible without the relevant and reliable data from our higher education institutions. We are truly grateful for such support and cooperation.

Hannu Shipena
Executive Director

INTRODUCTION

This statistical yearbook is written for policy makers, development planners, researchers and academia, among others, with interest in higher education. The yearbook has data on programme access and output. The information presents an opportunity to analyse and evaluate issues of exclusion, quality and for further research.

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 (HEIs) 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) on the NQF. It also presents statistics on staff members within those institutions. The report excludes students studying at foreign institutions.

Higher Education Management Information Systems (HEMIS) incorporates different kinds of data from HEIs in various datasets, such as students, subjects, staff and facilities. However, this publication only reports on students and staff members. 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 focuses on the characteristics of the staff members such as; type of staff, mode of teaching (full- or part-time), and highest qualifications. There are annexures on graduates by sex, graduates by qualification type, graduates by field of learning, graduates by region of origin, variables in the student database, variables in the staff database and the glossary.

The content of the Yearbook is reviewed annually to improve presentation of information. As you peruse the book, make use of space for notes at the end of the report to record your observations. Similarly, enquiries on data not included in the Yearbook should be forwarded to the HEMIS help desk (hemis@ncche.org.na)

This publication can be accessed through NCHE website www.ncche.org.na under publications.

NOTES TO THE DATA

1. Missing data are indicated as 'Not Stated' (NS).
2. An academic year normally starts in January and ends in December. Some institutions have more than one intake per year.
3. Tables and Figures include only those students enrolled under the specified NQF Level.
4. Data presented in this Yearbook are for institutions offering higher education with programmes registered on the NQF. Enrolment of students studying at institutions outside Namibia are not part of this report.
5. The terms and categories used in this publication are defined in the glossary.
6. Higher education theoretical age is the age corresponding to the first five years (i.e., 19-23 years of age) after leaving secondary school.

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2015		2016		2017		2018		2019	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Number of Higher Education Institutions	Total HEIs	14		14		16		17		17	
	Public HEIs	3	21.4%	3	21.4%	3	18.8%	3	17.6%	3	17.6%
	Private HEIs	11	78.6%	11	78.6%	13	81.3%	14	82.4%	14	82.4%
Number of students	Total Students	49,678		53,661		56,047		59,208		66,428	
	Enrolment by Sector										
	Public HEIs	34,917	70.3%	39,659	73.9%	39,689	70.8%	42,519	71.8%	46,867	70.6%
	Private HEIs	14,761	29.7%	14,002	26.1%	16,358	29.2%	16,689	28.2%	19,561	29.4%
	Enrolment by Sex										
	Male	17,868	36.0%	19,316	36.0%	18,492	33.0%	19,587	33%	22,110	33.3%
	Female	31,784	64.0%	34,345	64.0%	37,555	67.0%	39,621	67%	44,318	66.7%
	Enrolment by Offering Type										
	Full-time	29,199	59.4%	31,837	59.9%	32,857	58.6%	33,717	56.9%	38,648	58.2%
	Part-time	6,550	13.3%	6,620	12.5%	8,291	14.8%	9,111	15.4%	10,211	15.4%
	Distance	13,395	27.3%	14,702	27.7%	14,899	26.6%	16,351	27.6%	17,569	26.4%
	Not Stated	534	*	502	*	-	-	29	0.0%	-	-
	Enrolment by NQF Field of Learning										
	Agriculture and Nature Conservation	1,046	2.1%	1,136	2.1%	1,102	2.0%	1,049	1.8%	1,279	1.9%
	Business, Commerce and Management Studies	20,005	40.3%	19,416	36.2%	16,899	30.2%	15,093	25.5%	15,634	23.5%
	Communication Studies and Language	1,459	2.9%	1,734	3.2%	1,601	2.9%	1,690	2.9%	2,036	3.1%
	Culture and the Arts	72	0.1%	72	0.1%	56	0.1%	38	0.1%	902	1.4%
	Education, Training and Development	14,039	28.3%	17,426	32.5%	22,552	40.2%	26,215	44.3%	29,428	44.3%
	Manufacturing, Engineering and Technology	1,493	3.0%	1,686	3.1%	1,499	2.7%	1,719	2.9%	2,017	3.0%
	Human and Social Studies	1,708	3.4%	1,931	3.6%	1,939	3.5%	1,801	3.0%	865	1.3%
	Law, Military Science and Security	1,404	2.8%	1,325	2.5%	1,434	2.6%	1,773	3.0%	1,790	2.7%
	Health Sciences and Social Services	3,159	6.4%	3,614	6.7%	3,852	6.9%	4,842	8.2%	5,993	9.0%
	Physical, Mathematical and Computer Sciences	4,085	8.2%	4,172	7.8%	4,141	7.4%	3,684	6.2%	4,897	7.4%
	Physical Planning and Construction	742	1.5%	819	1.5%	729	1.3%	1,009	1.7%	870	1.3%
	Services and Life Sciences	466	0.9%	330	0.6%	243	0.4%	295	0.5%	717	1.1%

*Calculated excluding Not Stated

Indicator		2015		2016		2017		2018		2019	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Graduates	Total Graduates	1,880	3,523	3,211	6,677	3,248	6,539	3,607	7,184	3,663	7,865
		5,403		9,888		9,786		10,791		11,528	
	Graduates by NQF Field of Learning	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Agriculture and Nature Conservation	191	3.5%	216	2.2%	251	2.6%	207	1.9%	232	2.0%
	Business, Commerce and Management Studies	2,162	40.0%	5,241	53.0%	3,794	38.8%	3634	33.7%	3,149	27.3%
	Communication Studies and Language	248	4.6%	259	2.6%	323	3.3%	347	3.2%	303	2.6%
	Culture and the Arts	13	0.2%	18	0.2%	15	0.2%	9	0.1%	143	1.2%
	Education, Training and Development	905	16.7%	1,444	14.6%	2,913	29.8%	3602	33.4%	4,930	42.8%
	Manufacturing, Engineering and Technology	168	3.1%	267	2.7%	276	2.8%	333	3.1%	325	2.8%
	Human and Social Studies	325	6.0%	243	2.5%	333	3.4%	334	3.1%	172	1.5%
	Law, Military Science and Security	202	3.7%	262	2.6%	323	3.3%	372	3.4%	276	2.4%
	Health Sciences and Social Services	500	9.3%	910	9.2%	650	6.6%	808	7.5%	768	6.7%
	Physical, Mathematical and Computer Sciences	490	9.1%	834	8.4%	710	7.3%	755	7.0%	849	7.4%
	Physical Planning and Construction	142	2.6%	152	1.5%	140	1.4%	216	2.0%	188	1.6%
	Services and Life Sciences	57	1.1%	42	0.4%	59	0.6%	67	0.6%	193	1.7%
	Graduates by NQF Qualification Type										
	Certificate	196	3.6%	1,439	14.6%	927	9.5%	986	9.1%	1,084	9.4%
	Diploma	1,025	19.0%	2,451	24.8%	2,692	27.5%	2,983	27.6%	3,503	30.4%
	Bachelor Degree	1,650	30.5%	1,629	16.5%	1,547	15.8%	1,666	15.4%	1,842	16.0%
	Bachelor Honours Degree	1,728	32.0%	2,707	27.4%	3,403	34.8%	3,451	32.0%	3,774	32.7%
	Professional Bachelor Degree	535	9.9%	1,436	14.5%	621	6.3%	736	6.8%	636	5.5%
	Post-graduate Certificate/ Diploma	194	3.6%	98	1.0%	324	3.3%	480	4.4%	244	2.1%
	Masters Degree	69	1.3%	126	1.3%	251	2.6%	476	4.4%	422	3.7%
	Doctoral Degree	6	0.1%	2	0.0%	22	0.2%	13	0.1%	23	0.2%

Indicator		2015		2016		2017		2018		2019	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Staff	Academic	3,055	65.2%	3,133	59.0%	3,369	60.9%	3,686	63.5%	3,905	65.2%
	Non-Academic	1,630	34.8%	2,174	41.0%	2,167	39.1%	2,118	36.5%	2,079	34.7%
	Total Staff	4,685		5,307		5,536		5,804		5,986	
	Academic Staff by Highest Qualification										
	Diploma	119	10.3%	79	2.5%	101	3.0%	356	9.7%	398	10.2%
	Bachelor Degree	572	18.7%	419	13.4%	227	6.7%	672	18.2%	654	16.8%
	Bachelor Honours & Professional Degree	183	6.1%	471	15.0%	930	27.6%	481	13.0%	473	12.1%
	Masters Degree	989	32.4%	1,087	34.7%	947	28.1%	1,500	40.7%	1,694	43.4%
	Doctoral Degree	400	13.1%	457	14.6%	540	16.0%	624	16.9%	675	17.3%
	Not Stated	595	19.5%	620	19.8%	624	18.5%	53	1.4%	10	0.3%

CHAPTER 1: STUDENT ENROLMENT

This chapter describes key features and trends in access to higher education in Namibia. Higher education experienced growth in participation mainly due to expansion in government funding of the sector through efforts such as loans obtained through Namibia Financial Assistance Fund (NSFAF) and expansion of public and private HEIs. As of 2019, the following 17 HEIs (three public and fourteen private) operating in Namibia submitted data:

Public Institutions

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

Private Institutions

ALI	African Leadership Institute
BOTHO	Botho University – Namibia Campus
HEADSTART	Headstart Montessori Teacher Training College
IOL	Institute of Open Learning
IUM	International University of Management
LINGUA	International Training College LINGUA
MONITRONIC	Monitronic Success College
NETS	Namibia Evangelical Theological Seminary
PHILIPPI	Philippi Trust Namibia
ST. CHARLES	St. Charles Lwanga Major Seminary
TRIUMPHANT	Triumphant College
TULIPOHAMBAMBA	Tulipohamba Training & Assessment Institute
PAULINUM	United Lutheran Theological Seminary Paulinum
WELWITCHIA	Welwitchia Health Training Centre

1.1 Enrolment Growth

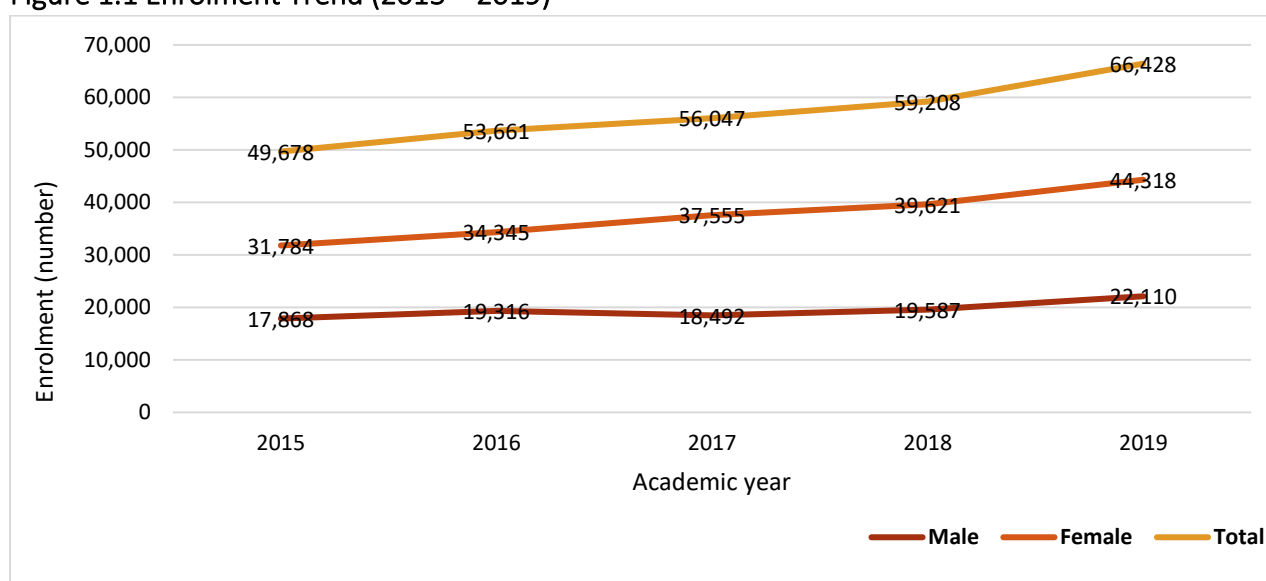
A total population of 66,428 students were enrolled in higher education programmes, leading to qualification at NQF level 5 and above in 2019. This total includes full-time, part-time and distance students (Table 1.1). Female students represented 67 per cent of the total students.

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.

Table 1.1 Enrolment by Academic Year and Sex

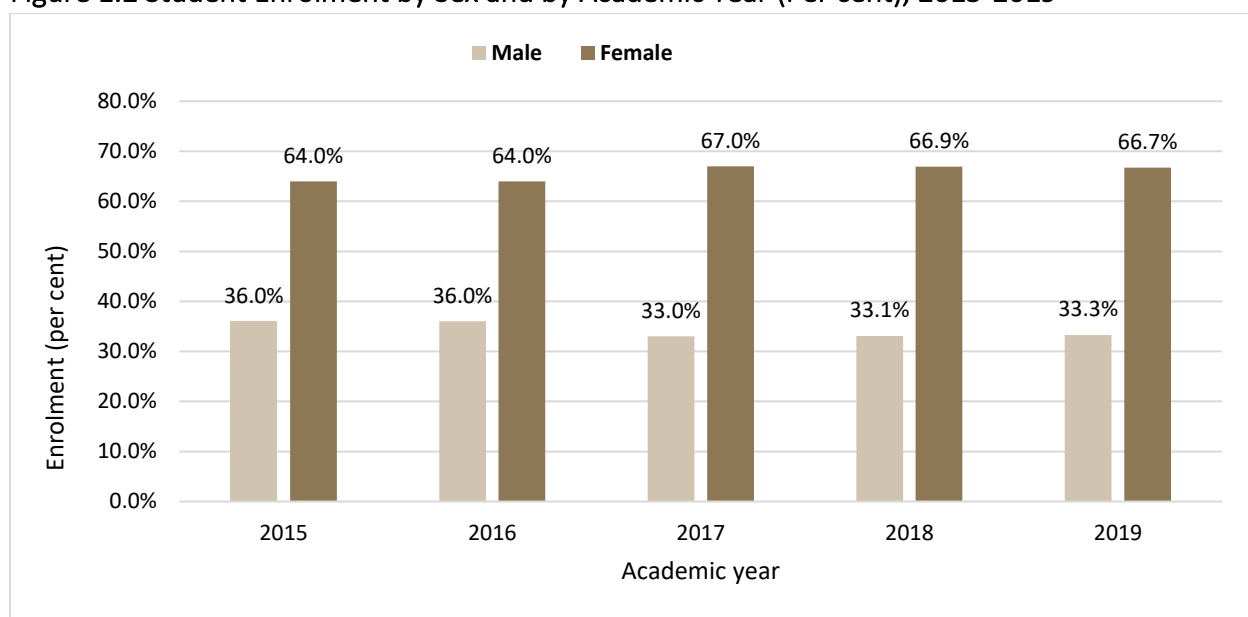
Year	Number			Per cent		
Year	Male	Female	Both Sexes	Male	Female	Both Sexes
2015	17,868	31,784	49,678	36.0%	64.0%	100.00%
2016	19,316	34,345	53,661	36.0%	64.0%	100.00%
2017	18,492	37,555	56,047	33.0%	67.0%	100.00%
2018	19,587	39,621	59,208	33.1%	66.9%	100.00%
2019	22,110	44,318	66,428	33.3%	66.7%	100.0%

The total enrolment increased steadily from 49,678 students in 2015 to 66,428 in 2019, an average annual increase of 8 per cent (Figure 1.1). The female student enrolment increased from 31,784 to 44,318 while the male students increased from 17,868 to 22,110. A significant increase in total enrolment over five academic years (2015-2019), was mainly attributed to the high growth in female students enrolment which grew at an average of 9 per cent per annum, compared to 6 per cent for male students.

Figure 1.1 Enrolment Trend (2015 – 2019)

Proportionally, female student enrolment increased from 64 per cent in 2015 to 67 per cent in 2019 whereas male student enrolment decreased from 36 per cent to 33 per cent over the same period, marking a widening gap between male and female student enrolment proportions (Figure 1.2).

Figure 1.2 Student Enrolment by Sex and by Academic Year (Per cent), 2015-2019



1.2 Gross Enrolment Ratio

Gross enrolment ratio (GER) measures the extent of access to 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 2015, the gross enrolment ratio was 21.1 per cent, which over the 5-year period increased to 27.6 per cent in 2019, showing an increase of 6.5 per cent. This increase can be attributed to the steep rise in female enrolment that recorded 9.6 per cent increase over the five-year period compared to 3.1 per cent for the male students (Table 1.2).

Table 1.2 Gross Enrolment Ratio (GER) by Sex, 2015–2019

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
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%
2017	117,515	121,548	239,063	18,492	37,555	54,047	15.7%	30.9%	22.6%
2018	118,317	121,948	240,265	19,587	39,621	59,208	16.6%	32.5%	24.6%
2019	118,739	121,873	240,612	22,110	44,318	66,428	18.6%	36.4%	27.6%

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

1.3 Enrolment by Higher Education Institution

In 2019, there were 46,867 students at public institutions and 19,561 students in registered/accredited private institutions representing 71 and 29 per cent respectively (Table 1.3). The highest enrolment (45.3 per cent) of all students was at UNAM. IUM and IOL continued to enrol the majority of the students among private HEIs.

Table 1.3 Enrolment by Higher Education Institution, 2019

Higher Education Institution	Number of Students	Per Cent
NAMCOL	4,571	6.9%
NUST	12,227	18.4%
UNAM	30,069	45.3%
Total public HEIs	46,867	70.6%
ALI	51	0.1%
BOTHO	6	0.0%
HEADSTART	503	0.8%
IOL	4,805	7.2%
IUM	9,905	14.9%
LINGUA	635	1.0%
MONITRONIC	542	0.8%
NETS	24	0.0%
PHILIPPI	5	0.0%
ST. CHARLES LWANGA	38	0.1%
TRIUMPHANT	1,233	1.9%
TULIPOHAMBABA	64	0.1%
ULTS-PAULINUM	31	0.0%
WELWITCHIA	1,719	2.6%
Total Private HEIs	19,561	29.4%
Total	66,428	29%

1.4 Enrolment by Higher Education Institutions and by Sex

Table 1.4 indicates that, the number of female students (44,318) was twice more than their male counterparts (22,110). In other words, for every male student, there were two female students in higher education for the 2019 academic year. In terms of Gender Parity Index (GPI), for every 100 male students, there were 200 female students enrolled in Namibia in 2019. While enrolment was in favour of female students in most of the HEIs, enrolment at some faith-based colleges such as NETS, St. Charles were in favour of male students. Other institutions such as NUST, MONITRONIC and PAULINUM had a more balanced gender proportion. Health and education focused HEIs (WELWITCHIA, TULIPOHAMBABA, HEADSTART, IOL and NAMCOL) had about 8 or more female students for every male student.

Table 1.4 Enrolment by Higher Education Institutions and by Sex, 2019

Higher Education Institution	Sex			Per Cent		
	Male	Female	Total	Male	Female	Total
NAMCOL	466	4,105	4,571	10.2%	89.8%	100.0%
NUST	6,104	6,123	12,227	49.9%	50.1%	100.0%
UNAM	10,229	19,840	30,069	34.0%	66.0%	100.0%
Total Public HEIs	16,799	30,068	46,867	35.8%	64.2%	100.0%
ALI	20	31	51	39.2%	60.8%	100.0%
BOTHO	5	1	6	83.3%	16.7%	100.0%
HEADSTART	14	489	503	5.1%	94.9%	100.0%
IOL	805	4,000	4,805	16.8%	83.2%	100.0%
IUM	3,101	6,804	9,905	31.3%	68.7%	100.0%
LINGUA	229	406	635	36.1%	63.9%	100.0%
MONITRONIC	265	277	542	48.9%	51.1%	100.0%
NETS	17	7	24	70.8%	29.2%	100.0%
PHILIPPI	-	5	5	0.0%	100.0%	100.0%
ST. CHARLES LWANGA	38	-	38	100.0%	0.0%	100.0%
TRIUMPHANT	495	738	1,233	40.1%	59.9%	100.0%
TULIPOHAMBIA	14	50	64	21.9%	78.1%	100.0%
ULTS-PAULINUM	15	16	31	48.4%	51.6%	100.0%
WELWITCHIA	293	1,426	1,719	15.4%	84.6%	100.0%
Total Private HEIs	5,311	14,250	19,561	28.3%	71.7%	100.0%
Grand Total	22,110	44,318	66,428	33.3%	66.7%	100.0%

1.5 Enrolment by Age

Students whose age was within the maximum higher education theoretical age of 23 years constituted a cumulative 42.7 per cent of the total enrolment (Table 1.5). It is also worth noting that almost half (49 per cent) of the total students were 24 years old or younger.

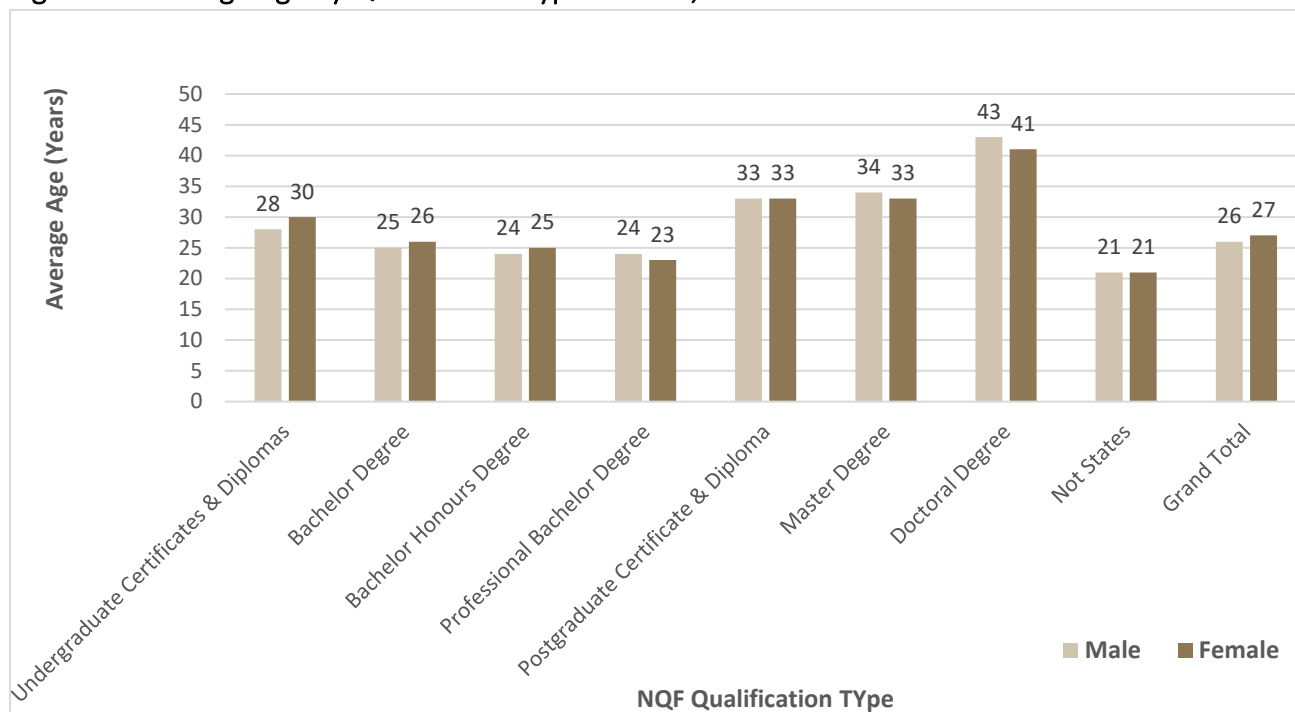
Table 1.5 Enrolment by Age, 2019

Age Group	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	5,795	8.7%	8.7%
20	5,581	8.4%	17.1%
21	6,357	9.6%	26.7%
22	5,647	8.5%	35.2%
23	4,995	7.5%	42.7%
24	4,114	6.2%	48.9%
25-29	15,191	22.9%	71.8%
30-39	13,663	20.6%	92.3%
40-49	4,407	6.6%	99.0%
50 and +	654	1.0%	100.0%
Not Stated	24	0.0%	
Grand Total	66,428	100.0%	

There was no major difference between the average age of female and male students, recorded at the respective 26 and 27 years, respectively (Figure 1.3). The average age of students who enrolled

for Bachelors, Bachelor Honours and professional Bachelor degrees ranged from 23 to 26. Of all the undergraduates, students who were enrolled for certificates and diplomas were slightly older than others, with an average age of 28 years for male and 30 years old for female students.

Figure 1.3 Average Age by Qualification Type and Sex, 2019



1.6 Enrolment by Age and by Sex

The information in Table 1.6 shows that female students' enrolment remained above 60 per cent in all age groups, a trend similar to the gender representation of the overall total. A much higher female proportions after age group 25-29 indicates that a large proportion of female students are either pursuing further education or started studies at an older age than male students.

Table 1.6 Enrolment by Age and by Sex, 2019

Age	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Less than 20	1,950	3,845	5,795	33.6%	66.4%	100.0%
20	1,988	3,593	5,581	35.6%	64.4%	100.0%
21	2,335	4,022	6,357	36.7%	63.3%	100.0%
22	2,165	3,482	5,647	38.3%	61.7%	100.0%
23	1,986	3,009	4,995	39.8%	60.2%	100.0%
24	1,574	2,540	4,114	38.3%	61.7%	100.0%
25-29	4,953	10,238	15,191	32.6%	67.4%	100.0%
30-39	3,771	9,892	13,663	27.6%	72.4%	100.0%
40-49	1,179	3,228	4,407	26.8%	73.2%	100.0%
50 and +	204	450	654	31.2%	68.8%	100.0%
Not Stated	5	19	24	20.8%	79.2%	100.0%
Grand Total	22,110	44,318	66,428	33.3%	66.7%	100.0%

1.7 Enrolment by Offering Type and by Sex

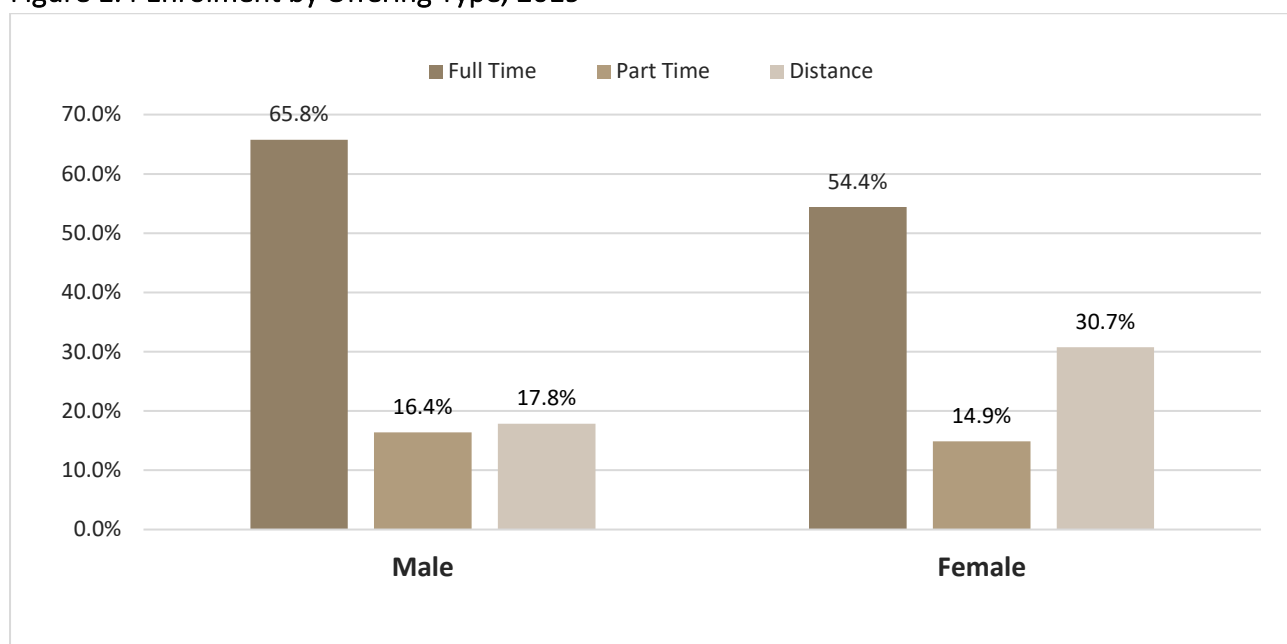
Higher education is offered in three different modes, namely full-time, part-time and distance. In 2019, 38,648 (58.2 per cent) students were enrolled for full-time study, followed by distance education (26.4 per cent), as reflected in Table 1.7.

Table 1.7 Enrolment by Offering Type and by Sex, 2019

Offering Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Full Time	14,538	24,110	38,648	65.8%	54.4%	58.2%
Part Time	3,629	6,582	10,211	16.4%	14.9%	15.4%
Distance	3,943	13,626	17,569	17.8%	30.7%	26.4%
Grand Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

It is however worth noting that of all male students, about two thirds (65.8 per cent) were studying full-time, slightly higher than female students at 54.4 per cent. In contrast, only 18 per cent of male students were studying through distance compared to about 31 per cent of female students (Figure 1.4).

Figure 1.4 Enrolment by Offering Type, 2019



When the mode of study (offering type) was disaggregated by the HEIs, the majority of the students (90 per cent of full time; 92 per cent of part time; and 86 per cent of distance students) were in the three universities (UNAM, NUST and IUM). Institutions such as NAMCOL, IOL and ALI only offered qualifications through distance mode of learning whereas BOTHO, TULIPOHAMBBA, WELWITCHIA and the faith-based HEIs such as ST. CHARLES, PAULINUM and NETS offered education through full-time mode.

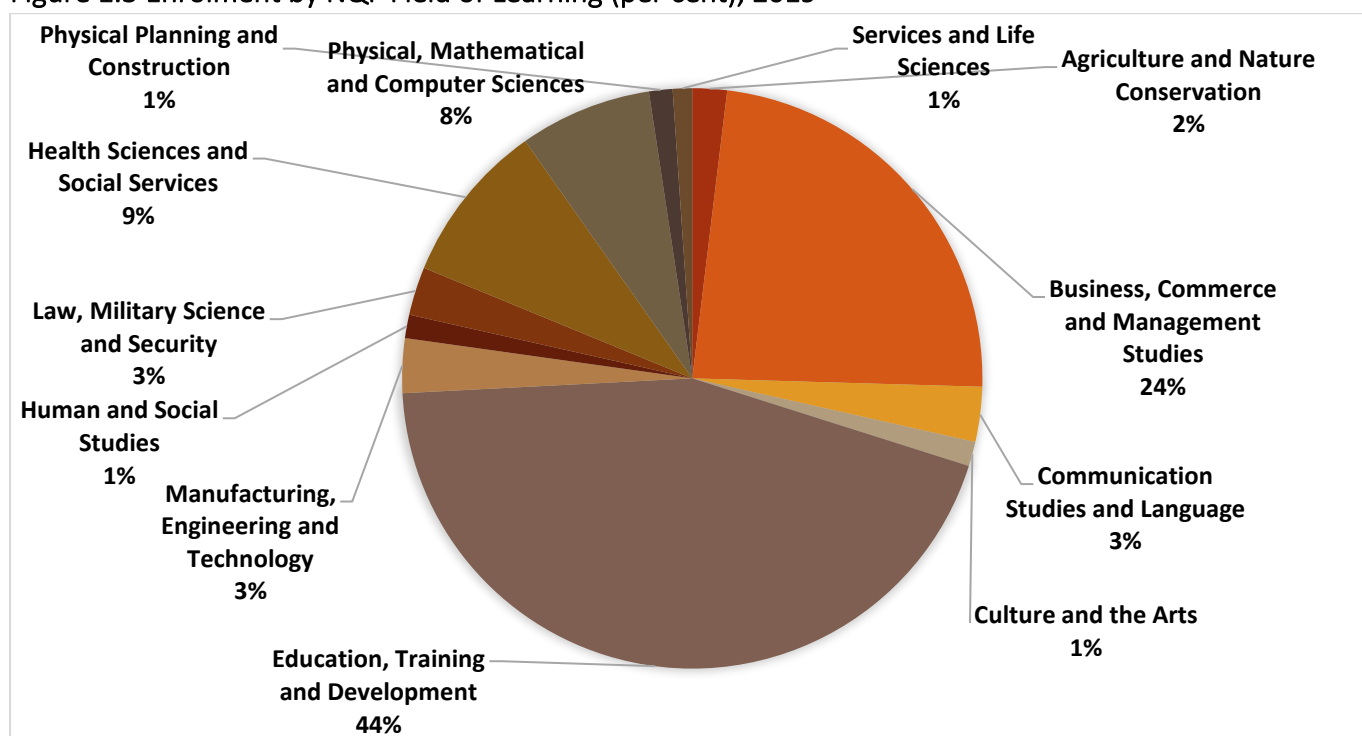
Table 1.8 Student Enrolments by Higher Education Institution and by Offering Type, 2019

HEIs	Number				Per Cent			
	Full Time	Part Time	Distance	Total	Full Time	Part Time	Distance	Total
UNAM	20,860	3,495	5,714	30,069	54.0%	34.2%	32.5%	45.3%
NUST	6,700	3,311	2,216	12,227	17.3%	32.4%	12.6%	18.4%
TRIUMPHANT	1,087	59	87	1,233	2.8%	0.6%	0.5%	1.9%
LINGUA	373	154	108	635	1.0%	1.5%	0.6%	1.0%
MONITRONIC	477	48	17	542	1.2%	0.5%	0.1%	0.8%
IUM	7,266	2,639		9,905	18.8%	25.8%	0.0%	14.9%
HEADSTART	3	500		503	0.0%	4.9%	0.0%	0.8%
PHILIPPI		5		5	0.0%	0.0%	0.0%	0.0%
IOL			4,805	4,805	0.0%	0.0%	27.3%	7.2%
NAMCOL			4,571	4,571	0.0%	0.0%	26.0%	6.9%
ALI			51	51	0.0%	0.0%	0.3%	0.1%
BOTHO	6			6	0.0%	0.0%	0.0%	0.0%
NETS	24			24	0.1%	0.0%	0.0%	0.0%
ST. CHARLES LWANGA	38			38	0.1%	0.0%	0.0%	0.1%
TULIPOHAMBBA	64			64	0.2%	0.0%	0.0%	0.1%
ULTS-PAULINUM	31			31	0.1%	0.0%	0.0%	0.0%
WELWITCHIA	1,719			1,719	4.4%	0.0%	0.0%	2.6%
Grand Total	38,648	10,211	17,569	66,428	100.0%	100.0%	100.0%	100.0%

1.8 Enrolment by NQF Field of Learning

The predominant fields of learning were Education, Training and Development (44 per cent) and Business, Commerce and Management Studies (24 per cent) as presented in Figure 1.5.

Figure 1.5 Enrolment by NQF Field of Learning (per cent), 2019



Half of the female students were enrolled in Education, Training and Development field (Table 1.9). Though the male student enrolment was also dominant in the same field, it was much lower at 32.4 per cent.

Table 1.9 Enrolment by NQF Field of Learning and by Sex, 2019

Qualification NQF Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	624	655	1,279	2.8%	1.5%	1.9%
Business, Commerce and Management Studies	5,931	9,703	15,634	26.8%	21.9%	23.5%
Communication Studies and Language	748	1,288	2,036	3.4%	2.9%	3.1%
Culture and the Arts	256	646	902	1.2%	1.5%	1.4%
Education, Training and Development	7167	22261	29428	32.4%	50.2%	44.3%
Manufacturing, Engineering and Technology	1,496	521	2,017	6.8%	1.2%	3.0%
Human and Social Studies	271	594	865	1.2%	1.3%	1.3%
Law, Military Science and Security	860	930	1,790	3.9%	2.1%	2.7%
Health Sciences and Social Services	1251	4742	5,993	5.7%	10.7%	9.0%
Physical, Mathematical and Computer Sciences	2734	2,163	4,897	12.4%	4.9%	7.4%
Physical Planning and Construction	537	333	870	2.4%	0.8%	1.3%
Services and Life Sciences	235	482	717	1.1%	1.1%	1.1%
Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

In total, approximately 23 per cent of students were enrolled in the Science, Technology, Engineering and Mathematical (STEM) fields (Table 1.10). Male students' proportion was higher than their female counterparts, 30 per cent compared to 19 per cent. Female students in STEM were mainly concentrated in Health Sciences and Social Services (11 per cent). On the contrary, the majority of male students in the STEM fields pursued qualifications in Physical Planning and Construction; and Manufacturing, Engineering and Technology fields (a combined proportion of 19.2 per cent).

Table 1.10 Enrolment by STEM and Non-STEM NQF Fields of Learning, 2019

Qualification NQF Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	624	655	1,279	2.8%	1.5%	1.9%
Health Sciences and Social Services	1,251	4,742	5,993	5.7%	10.7%	9.0%
Physical, Mathematical and Computer Sciences	2,734	2,163	4,897	12.4%	4.9%	7.4%
Physical Planning and Construction	537	333	870	2.4%	0.8%	1.3%
Manufacturing, Engineering and Technology	1,496	521	2,017	6.8%	1.2%	3.0%
Total STEM Fields	6,642	8,414	15,056	30.0%	19.0%	22.7%
Business, Commerce and Management Studies	5,931	9,703	15,634	26.8%	21.9%	23.5%
Communication Studies and Language	748	1,288	2,036	3.4%	2.9%	3.1%
Culture and the Arts	256	646	902	1.2%	1.5%	1.4%
Education, Training and Development	7,167	22,261	29,428	32.4%	50.2%	44.3%
Human and Social Studies	271	594	865	1.2%	1.3%	1.3%
Law, Military Science and Security	860	930	1,790	3.9%	2.1%	2.7%
Services and Life Sciences	235	482	717	1.1%	1.1%	1.1%
Total Non-STEM Fields	15,468	35,904	51,372	70.0%	81.0%	77.3%
Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

1.9 Enrolment by NQF Qualification Type and by Sex

More than half (55.1 per cent) of the students enrolled for Bachelor (including Professional and Honours) Degrees, followed by Certificates/Diplomas (37.7 per cent). Of all male students, almost two thirds (63.9 per cent) were enrolled for Bachelor/ Professional/ Honours degrees compared to female students who represented 50.7 per cent for the same qualification types. A large proportion (43.2 per cent) of female students were enrolled for certificates and diplomas. Masters and Doctoral Degrees accounted for 4.1 per cent of the total enrolment (Table 1.11).

Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2019

Qualification Type (NQF Level)	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Pre-Engineering, Science Foundation (level 5)	479	554	1,033	2.2%	1.3%	1.6%
Certificates/Diplomas (Level 5-7)	5,945	19,128	25,073	26.9%	43.2%	37.7%
Bachelor Degree (Level 7-8)	5072	5481	10553	22.9%	12.4%	15.9%
Bachelor Honours Degree (Level 8)	6896	13495	20391	31.2%	30.5%	30.7%
Professional Bachelor Degree (Level 8)	2,177	3,458	5,635	9.8%	7.8%	8.5%
Post-graduate Certificates/Diplomas (Level 7-8)	383	597	980	1.7%	1.3%	1.5%
Master Degree (Level 9)	1,029	1,458	2,487	4.7%	3.3%	3.7%
Doctoral Degree (Level 10)	129	147	276	0.6%	0.3%	0.4%
Grand Total	22,110	44,318	66,428	100%	100%	100%

1.10 New and Repeating Students by Sex

The progression and repetition rates determine the internal efficiency of an education system. Table 1.12 indicates that 84 per cent of the students were either in their first year or had progressed to the next year of study, while about 16 per cent were repeating a year of study. The information shows that the total number of repeaters was more than 10,000 students out of a student population of 66,428. When compared within sexes, male students showed about five per cent higher repetition rate than female students.

Table 1.12 New and Repeating Students by Sex, 2019

New and Repeater	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
New	17,808	37,894	55,702	80.5%	85.5%	83.9%
Repeater	4,302	6,424	10,726	19.5%	14.5%	16.1%
Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

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

Table 1.13 presents the percentage of repeaters within each year of study by sex. Besides the first-year students, there was a marked incline in repetition for third- and fourth-year students. Male students were more prone to repeating compared to female students.

Table 1.13 New and Repeating Students by Year of Study and by Sex, 2019

Year of Study		Number			Per Cent		
		Male	Female	Total	Male	Female	Total
Year 1	New	7,319	14,602	21,921			
	Repeater	1,590	2,340	3,930	17.8%	13.8%	15.2%
	Total	8,909	16,942	25,851			
Year 2	New	4,682	9,608	14,290			
	Repeater	966	1,396	2,362	17.1%	12.7%	14.2%
	Total	5,648	11,004	16,652			
Year 3	New	4,033	8,802	12,835			
	Repeater	1,190	1,816	3,006	22.8%	17.1%	19.0%
	Total	5,223	10,618	15,841			
Year 4	New	1,622	4,005	5,627			
	Repeater	552	851	1,403	25.4%	17.5%	20.0%
	Total	2,174	4,856	7,030			
Year 5	New	72	531	603			
	Repeater	2	0	2	2.7%	0.0%	0.3%
	Total	74	531	605			
Year 6	New	80	346	426			
	Repeater	2	21	23	2.4%	5.7%	5.1%
	Total	82	367	449			
Total	New	17,808	37,894	55,702			
	Repeater	4,302	6,424	10,726	19.5%	14.5%	16.1%
	Total	22,110	44,318	66,428			

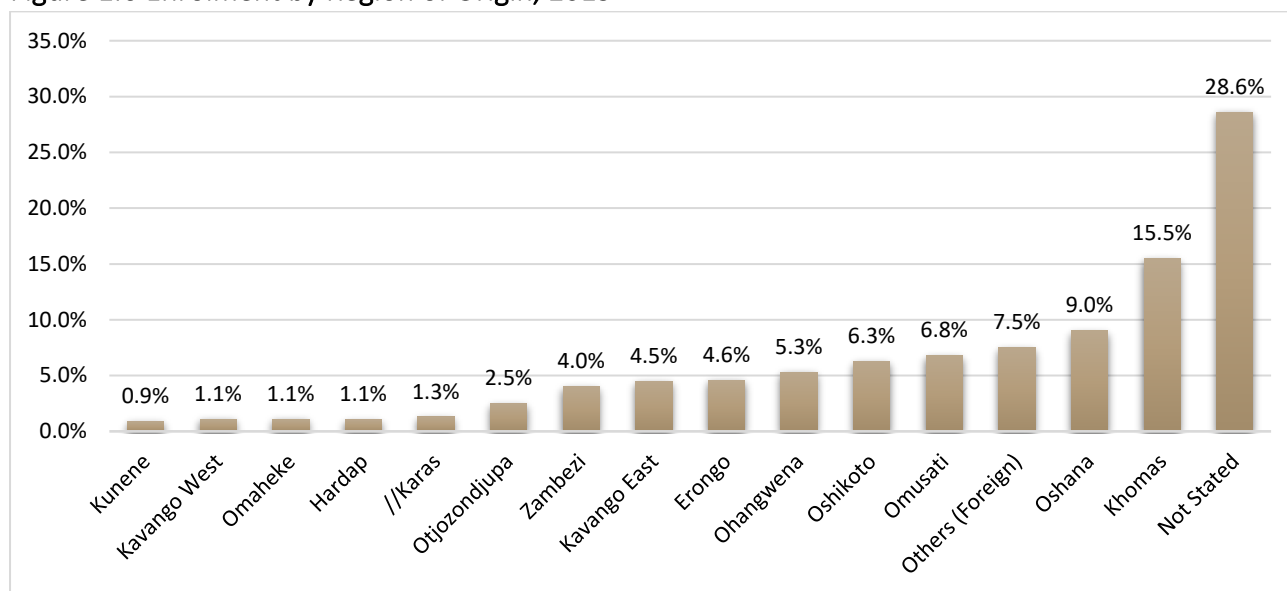
1.12 Enrolment by Region of Origin

The region in which students completed Grade 12 was used as a proxy for the Region of Origin. Table 1.14 and Figure 1.6 presents enrolment by region. It was observed that students from Khomas Region represented the highest proportion (15.5 per cent) of students in HEIs, followed by Oshana Region with 9 per cent. Students from Kunene region accounted for less than 1 per cent. The large proportion of students without information on region of origin ('Not Stated' 28.6 per cent) underestimates the enrolment, especially of populous regions such as Khomas and Oshana.

Table 1.14 Enrolment by Region of Origin, 2019

Region of Grade 12	Number	Per Cent	Cumulative Per Cent
Erongo	3,081	4.6%	4.6%
Hardap	712	1.1%	5.7%
//Karas	896	1.3%	7.1%
Kavango East	2,980	4.5%	11.5%
Kavango West	708	1.1%	12.6%
Khomas	10,291	15.5%	28.1%
Kunene	565	0.9%	29.0%
Ohangwena	3,535	5.3%	34.3%
Omaheke	699	1.1%	35.3%
Omusati	4,491	6.8%	42.1%
Oshana	5,953	9.0%	51.0%
Oshikoto	4,192	6.3%	57.4%
Otjozondjupa	1,654	2.5%	59.8%
Zambezi	2,671	4.0%	63.9%
Others (Foreign)	4,996	7.5%	71.4%
Not Stated	19,004	28.6%	100.0%
Total	66,428	100.0%	

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

Figure 1.6 Enrolment by Region of Origin, 2019

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

There was no major difference in preference of Field of Learning by students from respective regions. This observation holds true for both STEM and Non-STEM Fields (Tables 1.15a & b). However, the majority of students from Kavango West, Kavango East, Ohangwena, Oshana, Omusati and Zambezi regions opted to pursue the Education, Training and Development field of study (Table 1.15b).

Table 1.15(a) Enrolment by Region of Origin and by NQF Field of Learning, 2019

Region of Grade 12	Qualification NQF Field of Learning												Total
	Agriculture and Nature Conservation	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Manufacturing, Engineering and Technology	Human and Social Studies	Law, Military Science and Security	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	
Erongo	30	1,009	76	42	1,365	142	49	78	209	233	75	43	2,949
Hardap	11	275	21	7	238	9	15	17	44	50	10	15	695
//Karas	16	310	29	12	293	43	17	29	68	51	26	20	887
Kavango East	41	674	45	16	1,492	98	22	59	389	154	22	14	2,831
Kavango West	5	70	5	8	481	25	3	6	79	31	3	5	643
Khomas	184	3,966	460	189	2,542	456	196	384	784	1,090	339	233	10,132
Kunene	18	132	16	4	279	14	9	12	46	35	5	15	535
Ohangwena	52	661	125	29	1,974	108	22	44	395	275	22	26	3,425
Omaheke	10	175	16	9	350	9	11	11	53	48	4	18	681
Omusati	102	858	137	25	2,041	190	52	67	609	330	65	28	4,166
Oshana	77	1,273	157	39	3,448	156	44	110	605	374	52	53	5,799
Oshikoto	107	1,039	123	42	1,187	159	49	95	508	360	72	42	3,965
Otjozondjupa	46	493	37	26	594	58	15	53	124	149	24	31	1,588
Zambezi	82	519	70	32	1,278	40	46	98	273	161	28	13	2,500
Others	94	1,769	131	106	457	204	90	57	287	470	74	141	5,018
Not Stated	404	2,411	588	316	11,409	306	225	670	1,520	1,086	49	20	19,052
Total	1,279	15,634	2,036	902	29,428	2,017	865	1,790	5,993	4,897	870	717	66,428

Table 1.15(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2019

Region of Grade 12	Qualification NQF Field of Learning												Grand Total
	Agriculture and Nature Conservation	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Manufacturing, Engineering and Technology	Human and Social Studies	Law, Military Science and Security	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	
Erongo	0.9%	33.1%	2.2%	1.2%	38.9%	4.1%	1.4%	2.2%	6.0%	6.6%	2.1%	1.3%	100.0%
Hardap	1.5%	39.2%	2.9%	1.0%	33.1%	1.3%	2.1%	2.4%	6.1%	6.9%	1.4%	2.2%	100.0%
//Karas	1.7%	34.3%	3.1%	1.3%	31.6%	4.6%	1.8%	3.1%	7.3%	5.5%	2.8%	2.7%	100.0%
Kavango East	1.3%	22.8%	1.5%	0.5%	48.9%	3.2%	0.7%	1.9%	12.7%	5.0%	0.7%	0.5%	100.0%
Kavango West	0.7%	10.6%	0.7%	1.1%	66.1%	3.4%	0.5%	0.8%	10.9%	4.3%	0.4%	0.5%	100.0%
Khomas	1.6%	38.3%	4.1%	1.7%	22.8%	4.1%	1.7%	3.4%	7.0%	9.8%	3.0%	2.3%	100.0%
Kunene	3.1%	23.1%	2.7%	0.7%	47.7%	2.4%	1.2%	2.1%	7.9%	6.0%	0.9%	2.4%	100.0%
Ohangwena	1.4%	18.3%	3.3%	0.8%	52.4%	2.9%	0.7%	1.2%	10.5%	7.3%	0.6%	0.8%	100.0%
Omaheke	1.4%	25.2%	2.2%	1.3%	48.7%	1.3%	1.5%	1.5%	7.4%	6.7%	0.6%	2.4%	100.0%
Omusati	2.3%	18.7%	3.0%	0.6%	45.5%	4.2%	1.1%	1.5%	13.6%	7.4%	1.5%	0.6%	100.0%
Oshana	1.2%	20.5%	2.4%	0.6%	53.6%	2.4%	0.7%	1.7%	9.4%	5.8%	0.8%	0.8%	100.0%
Oshikoto	2.9%	25.5%	3.4%	1.1%	32.4%	4.3%	1.3%	2.6%	13.9%	9.8%	2.0%	0.8%	100.0%
Otjozondjupa	2.8%	29.6%	2.3%	1.6%	36.1%	3.5%	1.0%	3.2%	7.5%	9.1%	1.5%	1.8%	100.0%
Zambezi	3.1%	18.8%	2.6%	1.2%	48.9%	1.5%	1.8%	3.8%	10.5%	6.2%	1.1%	0.5%	100.0%
Others (Foreign)	2.7%	39.2%	3.8%	3.1%	13.3%	5.8%	2.6%	1.7%	8.4%	13.7%	2.2%	3.5%	100.0%
Not Stated	2.1%	12.7%	3.1%	1.7%	60.0%	1.6%	1.2%	3.5%	8.0%	5.7%	0.3%	0.1%	100.0%
Total	1.9%	23.5%	3.1%	1.4%	44.3%	3.0%	1.3%	2.7%	9.0%	7.4%	1.3%	1.1%	100.0%

1.14 Enrolment by Region of Campus and by Sex

HEIs are represented in most regions, by either a campus or a distance education centre. The highest proportion of students (60.3 per cent) was enrolled in Khomas region where the capital city is situated, followed by Oshana Region at 18.7 per cent (Table 1.16).

Table 1.16 Enrolment by Region of Campus and by Sex, 2019

Region of Campus	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Erongo	712	1,951	2,663	3.2%	4.4%	4.0%
Hardap	-	7	7	0.0%	0.0%	0.0%
//Karas	315	1,028	1,343	1.4%	2.3%	2.0%
Kavango East	1,542	2,774	4,316	7.0%	6.3%	6.5%
Kavango West	480	748	1,228	2.2%	1.7%	1.8%
Khomas	14,509	25,521	40,030	65.6%	57.6%	60.3%
Kunene	36	64	100	0.2%	0.1%	0.2%
Ohangwena	88	164	252	0.4%	0.4%	0.4%
Omaheke	47	83	130	0.2%	0.2%	0.2%
Omusati	140	181	321	0.6%	0.4%	0.5%
Oshana	2,984	9,443	12,427	13.5%	21.3%	18.7%
Oshikoto	125	202	327	0.6%	0.5%	0.5%
Otjozondjupa	174	727	901	0.8%	1.6%	1.4%
Zambezi	958	1,425	2,383	4.3%	3.2%	3.6%
Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

1.15 Enrolment by Financial Sponsor

Funding of higher education is regarded as one of the main factors that determines access to higher education. In the year under review, 69.6 per cent of students were either self-funded or funded by parents or guardians, while the Namibia Student Financial Assistance Fund (NSFAF) funded about 27 per cent (Table 1.17). Other Public Institutions funded 0.7 per cent whereas Private Institutions funded 2.2 per cent of the students.

Table 1.17 Enrolment by Financial Sponsor and by Sex, 2019

Financial Sponsor	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Self-funding	7,545	16,149	23,694	34.1%	36.4%	35.7%
Parents/Guardian	7,085	15,440	22,525	32.0%	34.8%	33.9%
NSFAF	6,471	11,600	18,071	29.3%	26.2%	27.2%
Other Public Institution	209	275	484	0.9%	0.6%	0.7%
Private Institution	736	758	1,494	3.3%	1.7%	2.2%
Others	63	90	153	0.3%	0.2%	0.2%
Not Stated	1	6	7	0.0%	0.0%	0.0%
Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

1.16 Enrolment by Nationality

Approximately 95 per cent of the students were Namibians (Table 1.18). The rest were mainly from Zimbabwe (1.6 per cent) and Angola (1.0 per cent). Students from 'Other SADC Countries' and 'Other African Countries' constituted 0.7 per cent, whereas those from overseas were less than 0.1 per cent.

Table 1.18 Enrolment by Nationality, 2019

Country	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Namibia	20,649	42,664	63,313	93.4%	96.3%	95.3%
Angola	395	273	668	1.8%	0.6%	1.0%
Botswana	17	28	45	0.1%	0.1%	0.1%
South Africa	32	67	99	0.1%	0.2%	0.1%
Zambia	154	146	300	0.7%	0.3%	0.5%
Zimbabwe	530	538	1,068	2.4%	1.2%	1.6%
Other SADC Countries	75	85	160	0.3%	0.2%	0.2%
Other African Countries	179	141	320	0.8%	0.3%	0.5%
European Countries	3	22	25	0.0%	0.0%	0.0%
Americas	4	14	18	0.0%	0.0%	0.0%
Asian and Oceanic Countries	9	18	27	0.0%	0.0%	0.0%
Not Stated	63	322	385	0.3%	0.7%	0.6%
Total	22,110	44,318	66,428	100.0%	100.0%	100.0%

1.17 Enrolment by Nationality and by Sex

Of the total non-Namibians, female students outnumbered male students, at 53 per cent (Table 1.19).

Table 1.19 Enrolment by Nationality and by Sex, 2019

Nationality	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Namibian	20,649	42,665	63,314	32.6%	67.4%	100.0%
Non-Namibian	1,461	1,653	3,114	46.9%	53.1%	100.0%
Total	22,110	44,318	66,428	33.3%	66.7%	100.0%

CHAPTER 2: EXAMINATION RESULTS

Examination results also referred to as progression status, is categorised into obtain qualification, pass, fail, continuing and absent. This chapter focuses on the examination results for the 2019 academic year by Sex, NQF Fields of Learning, Offering Type and NQF Qualification Type, both for public and private HEIs.

While public HEIs have pre-requisites for most of the modules for advancing to the next year of study, students at most private colleges are allowed to proceed to enrol for modules in the next year of study while repeating the modules they have failed. This approach makes it challenging to compare the passing, failure and repetition rates between public and private institutions with the exception of the completed studies which is used to derive graduation rate.

2.1 Examination Results by Sex

Table 2.1(a) presents examination results within the examination categories. By comparing the percentage of students completing studies to those enrolled, male students had almost similar rate of completing studies (31.8 per cent) compared to proportions of total enrolled male students (33.3 per cent). This comparison also holds true for female students (68.2 per cent versus 66.7 per cent). In the category of those who passed a year of study, the majority of female students progressed far better than male students (70.4 per cent of females compared to 29.6 per cent of males).

Table 2.1(a) Examination Results by Sex, 2019

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,662	5,276	7,938	33.5%	66.5%	100.0%
Pass	7,936	16,498	24,434	32.5%	67.5%	100.0%
Fail	5,593	7,212	12,805	43.7%	56.3%	100.0%
Continuing (Masters and PhD)	205	205	410	50.0%	50.0%	100.0%
Absent	403	877	1,280	31.5%	68.5%	100.0%
Public HEIs Total	16,799	30,068	46,867	35.8%	64.2%	100.0%
Completed Studies	1,001	2,589	3,590	27.9%	72.1%	100.0%
Pass	2,776	8,946	11,722	23.7%	76.3%	100.0%
Fail	1,014	1,808	2,822	35.9%	64.1%	100.0%
Continuing (Masters and PhD)	41	61	102	40.2%	59.8%	100.0%
Absent	473	841	1,314	36.0%	64.0%	100.0%
Not Stated	6	5	11	54.5%	45.5%	100.0%
Private HEIs Total	5,311	14,250	19,561	28.3%	71.7%	100.0%
Completed Studies	3,663	7,865	11,528	31.8%	68.2%	100.0%
Pass	10,712	25,444	36,156	29.6%	70.4%	100.0%
Fail	6,607	9,020	15,627	42.3%	57.7%	100.0%
Continuing (Masters and PhD)	246	266	512	48.0%	52.0%	100.0%
Absent	876	1,718	2,594	33.8%	66.2%	100.0%
Not Stated	6	5	11	54.5%	45.5%	100.0%
Total HEIs	22,110	44,318	66,428	33.3%	66.7%	100.0%

Table 2.1(b) presents examination results within the sex categories. About 17 per cent (11,528 students) of the total students completed studies (obtained qualifications). Slightly above half (54.4 per cent) of the students (36,156 students) progressed to the next year of study and approximately

24 per cent (15,627 students) failed their examinations. There was no significant difference recorded between sexes i.e. 16.6 per cent for male students compared to 17.7 per cent for female students.

Table 2.1(b) Examination Results by Sex, 2019

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,662	5,276	7,938	15.8%	17.5%	16.9%
Pass	7,936	16,498	24,434	47.2%	54.9%	52.1%
Fail	5,593	7,212	12,805	33.3%	24.0%	27.3%
Continuing (Masters and PhD)	205	205	410	1.2%	0.7%	0.9%
Absent	403	877	1,280	2.4%	2.9%	2.7%
Public HEIs Total	16,799	30,068	46,867	100.0%	100.0%	100.0%
Completed Studies	1,001	2,589	3,590	18.8%	18.2%	18.4%
Pass	2,776	8,946	11,722	52.3%	62.8%	59.9%
Fail	1,014	1,808	2,822	19.1%	12.7%	14.4%
Continuing (Masters and PhD)	41	61	102	0.8%	0.4%	0.5%
Absent	473	841	1,314	8.9%	5.9%	6.7%
Not Stated	6	5	11	0.1%	0.0%	0.1%
Private HEIs Total	5,311	14,250	19,561	100.0%	100.0%	100.0%
Completed Studies	3,663	7,865	11,528	16.6%	17.7%	17.4%
Pass	10,712	25,444	36,156	48.4%	57.4%	54.4%
Fail	6,607	9,020	15,627	29.9%	20.4%	23.5%
Continuing (Masters and PhD)	246	266	512	1.1%	0.6%	0.8%
Absent	876	1,718	2,594	4.0%	3.9%	3.9%
Not Stated	6	5	11	0.0%	0.0%	0.0%
Total HEIs	22,110	44,318	66,428	100.0%	100.0%	100.0%

Table 2.2(b) focuses on examination results by higher education institutions. Among the large individual institutions (with more than 1000 enrolment), IUM had a higher proportion of student who completed studies (22.1 per cent) followed by NUST (21.0 per cent). The proportions of other individual institutions were below 20 per cent.

Table 2.2 Examination Results by HEIs and by Sex, 2019

HEIs	Examination Results	Number			Per Cent		
		Male	Female	Total	Male	Female	Total
NAMCOL	Completed Studies	61	805	866	13.1%	19.6%	18.9%
	Pass	358	3,063	3,421	76.8%	74.6%	74.8%
	Fail	47	237	284	10.1%	5.8%	6.2%
	Total	466	4,105	4,571	100.0%	100.0%	100.0%
NUST	Completed Studies	1,141	1,422	2,563	18.7%	23.2%	21.0%
	Pass	2,032	2,162	4,194	33.3%	35.3%	34.3%
	Fail	2,713	2,317	5,030	44.4%	37.8%	41.1%
	Continuing (Masters and PhD)	195	195	390	3.2%	3.2%	3.2%
	Absent	23	27	50	.4%	.4%	.4%
	Total	6,104	6,123	12,227	100.0%	100.0%	100.0%
UNAM	Completed Studies	1,460	3,049	4,509	14.3%	15.4%	15.0%
	Pass	5,546	11,273	16,819	54.2%	56.8%	55.9%
	Fail	2,833	4,658	7,491	27.7%	23.5%	24.9%
	Continuing (Masters and PhD)	10	10	20	.1%	.1%	.1%
	Absent	380	850	1,230	3.7%	4.3%	4.1%
	Total	10,229	19,840	30,069	100.0%	100.0%	100.0%
IUM	Completed Studies	618	1,571	2,189	19.9%	23.1%	22.1%
	Pass	1,224	3,036	4,260	39.5%	44.6%	43.0%
	Fail	796	1,332	2,128	25.7%	19.6%	21.5%
	Continuing (Masters and PhD)	41	61	102	1.3%	.9%	1.0%
	Absent	422	804	1,226	13.6%	11.8%	12.4%
	Total	3,101	6,804	9,905	100.0%	100.0%	100.0%
IOL	Completed Studies	83	408	491	10.3%	10.2%	10.2%
	Pass	669	3,433	4,102	83.1%	85.8%	85.4%
	Fail	53	159	212	6.6%	4.0%	4.4%
	Total	805	4,000	4,805	100.0%	100.0%	100.0%
TRIUMPHANT	Pass	398	523	921	80.4%	70.9%	74.7%
	Fail	97	215	312	19.6%	29.1%	25.3%
	Total	495	738	1,233	100.0%	100.0%	100.0%
Other HEIs	Completed Studies	300	610	910	33%	23%	25%
	Pass	485	1,954	2,439	53%	72%	67%
	Fail	68	102	170	7%	4%	5%
	Absent	51	37	88	6%	1%	2%
	Not Stated	6	5	11	1%	0%	0%
	Total	910	2,708	3,618	100%	100%	100%

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

As it was the case with enrolment, students who completed studies in 2019 were mainly from the field Education, Training and Development (42.8 per cent); followed by Business, Commerce and Management Studies (27.3 per cent), Physical, Mathematical and Computer Sciences (7.4 per cent) and Health Sciences and Social Services (6.7 per cent) field of learning (Table 2.3).

The percentage of students completing studies were in line with the enrolment rates for both STEM and Non-STEM fields, i.e., 21.5 versus 22.7 and 79.5 versus 77.3, respectively. A comparison to enrolment for STEM (22.7 per cent) and Non-STEM (77.3 per cent), shows a balanced throughput for both STEM and Non-STEM fields.

Table 2.3 Students Completing Studies by NQF Field of Learning and by Sex, 2019

Qualification Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	95	137	232	2.6%	1.7%	2.0%
Manufacturing, Engineering and Technology	253	72	325	6.9%	0.9%	2.8%
Health Sciences and Social Services	152	616	768	4.1%	7.8%	6.7%
Physical, Mathematical and Computer Sciences	453	396	849	12.4%	5.0%	7.4%
Physical Planning and Construction	96	92	188	2.6%	1.2%	1.6%
STEM Field Total	1,049	1,313	2,362	28.6%	16.7%	20.5%
Business, Commerce and Management Studies	1074	2075	3149	29.3%	26.4%	27.3%
Communication Studies and Language	91	212	303	2.5%	2.7%	2.6%
Culture and the Arts	34	109	143	0.9%	1.4%	1.2%
Education, Training and Development	1,172	3,758	4,930	32.0%	47.8%	42.8%
Human and Social Studies	51	121	172	1.4%	1.5%	1.5%
Law, Military Science and Security	134	142	276	3.7%	1.8%	2.4%
Services and Life Sciences	58	135	193	1.6%	1.7%	1.7%
Non-STEM Field Total	2,614	6,552	9,166	71.4%	83.3%	79.5%
Grand Total	3,663	7,865	11,528	100.0%	100.0%	100.0%

2.3 Completion of Studies by Offering Type

About 59 per cent of students completed studies through full-time mode, followed by distance at 22.8 per cent and then part-time at 18.8 per cent (Table 2.4).

Table 2.4 Students Completing Studies by Offering Type and by Sex, 2019

Offering Type	Number			% within Offering Type			% within sex		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Full Time	2,325	4,414	6,739	34.5%	65.5%	100.0%	63.5%	56.1%	58.5%
Part Time	817	1,345	2,162	37.8%	62.2%	100.0%	22.3%	17.1%	18.8%
Distance	521	2,106	2,627	19.8%	80.2%	100.0%	14.2%	26.8%	22.8%
Total	3,663	7,865	11,528	31.8%	68.2%	100.0%	100.0%	100.0%	100.0%

2.4 Completion of Studies by Type of Institution Type and NQF Qualification Type

The total number of students who completed studies at public HEIs stood at 69 per cent while those at private HEIs were 31 per cent [Table 2.5(a)]. All the Post-graduate Certificates/Diplomas, Professional Bachelor, and Doctoral Degrees students were from the public HEIs. About one-third (35 per cent) of Masters students were from private HEIs.

Table 2.5(a) Students Completing Studies by Institution Type

Qualification NQF Type	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Certificates/Diplomas (Level 5-7)	2,693	1,894	4,587	58.7%	41.3%	100.0%
Bachelor Degree (Level 7)	1,512	330	1,842	82.1%	17.9%	100.0%
Bachelor Honours Degree (Level 8)	2,557	1,217	3,774	67.8%	32.2%	100.0%
Professional Bachelor Degree (Level 8)	636		636	100.0%	0.0%	100.0%
Masters Degree (Level 9)	273	149	422	64.7%	35.3%	100.0%
Doctoral Degree (Level 10)	23		23	100.0%	.	100.0%
Post-graduate Certificates/Diplomas (Level 7-8)	244	-	244	100.0%	0.0%	100.0%
Total	7,938	3,590	11,528	68.9%	31.1%	100.0%

Table 2.5(b) presents the distribution of students who completed studies by NQF Qualification Type. About 40 per cent of students obtained Certificates and Diplomas. Students who obtained Bachelor, Professional and Honours Degrees represented 53.9 per cent of the total graduates. Approximately 2 per cent obtained Post-graduate Certificates/Diploma and 3.9 per cent obtained Masters and Doctoral Degrees.

Table 2.5(b) Students Completing Studies by NQF Qualification Type and by Sex, 2019

Qualification NQF Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Certificates/Diplomas (Level 5-7)	686	2,007	2,693	25.8%	38.0%	33.9%
Bachelor Degree (Level 7)	707	805	1,512	26.6%	15.3%	19.0%
Bachelor Honours Degree (Level 8)	837	1,720	2,557	31.4%	32.6%	32.2%
Professional Bachelor Degree (Level 8)	221	415	636	8.3%	7.9%	8.0%
Masters Degree (Level 9)	107	166	273	4.0%	3.1%	3.4%
Doctoral Degree (Level 10)	12	11	23	0.5%	0.2%	0.3%
Post-graduate Certificates/Diplomas (Level 7-8)	92	152	244	3.5%	2.9%	3.1%
Public Total	2,662	5,276	7,938	100.0%	100.0%	100.0%
Certificates/Diplomas (Level 5-7)	482	1,412	1,894	48.2%	54.5%	52.8%
Bachelor Degree (Level 7)	110	220	330	11.0%	8.5%	9.2%
Bachelor Honours Degree (Level 8)	345	872	1,217	34.5%	33.7%	33.9%
Masters Degree (Level 9)	64	85	149	6.4%	3.3%	4.2%
Private Total	1,001	2,589	3,590	100.0%	100.0%	100.0%
Certificates/Diplomas (Level 5-7)	1,168	3,419	4,587	31.9%	43.5%	39.8%
Bachelor Degree (Level 7)	817	1,025	1,842	22.3%	13.0%	16.0%
Bachelor Honours Degree (Level 8)	1,180	2,555	3,735	32.2%	32.5%	32.4%
Professional Bachelor Degree (Level 8)	221	415	636	6.0%	5.3%	5.5%
Masters Degree (Level 9)	171	251	422	4.7%	3.2%	3.7%
Doctoral Degree (Level 10)	12	11	23	0.3%	0.1%	0.2%
Post-graduate Certificates/Diplomas (Level 7-8)	92	152	244	2.5%	1.9%	2.1%
Grand Total	3,663	7,865	11,528	99.9%	99.5%	99.7%

Cumulatively about 41 per cent of the students who completed Bachelor Honours were within the age of 23 years, the maximum hypothetical age of higher education (Table 2.6). Those who completed Masters Degree were mainly between the ages of 25 and 39 years old. The majority of the students that completed studies with Doctoral Degree were mainly 30 years and older.

Table 2.6 Students Completing Studies by Age Group and NQF Qualification Type, 2019

Age Group	Certificates/ Diplomas (Level 5-7)	Bachelor Degree (Level 7)	Bachelor Honours Degree (Level 8)	Professional Bachelor Degree (Level 8)	Masters Degree (Level 9)	Doctoral Degree (Level 10)	Post- graduate Certificates/ Diplomas (Level 7-8)	Grand Total
Less than 20	1.0%	0.2%	0.1%	0.3%	0.0%	0.0%	0.0%	0.5%
20	4.9%	1.3%	0.8%	3.0%	0.0%	0.0%	0.0%	2.6%
21	11.3%	11.9%	9.9%	16.7%	0.0%	0.0%	0.0%	10.6%
22	19.7%	24.3%	25.5%	37.5%	0.0%	0.0%	1.2%	22.2%
23	27.6%	37.4%	40.9%	54.6%	0.0%	0.0%	2.0%	33.5%
24	34.6%	46.8%	53.0%	67.2%	2.1%	0.0%	4.5%	42.6%
25-29	60.6%	75.3%	79.4%	88.0%	32.2%	8.7%	29.9%	68.9%
30-39	89.0%	94.6%	94.9%	98.4%	76.0%	43.5%	76.6%	91.6%
40-49	98.4%	99.6%	99.5%	100.1%	94.0%	73.9%	95.5%	98.9%
50 and +	100%	100%	100%	100%	100%	100%	100%	100%

CHAPTER 3: STAFF MEMBERS

This chapter presents information on staff members at HEIs. It provides an overview on the Types of Staff (academic or non – academic) with more focus on the characteristics of the academic staff members. Staff members' information is compared by HEIs, sex, type of staff, qualification and employment contract. While the role of staff members is much more defined in large institutions, especially the three universities, staff members in private HEIs tend to play multiple roles, making it challenging to classify them.

3.1. Staff Member by Higher Education Institution

HEIs in Namibia employed 5,984 staff members in 2019 (Table 3.1). Of these, 83 per cent were in public HEIs, whereas 17 per cent were in private HEIs.

Table 3.1 Staff Member by Higher Education Institutions, 2019

Higher Education Institutions	Type of Staff				Total
	Academic	Academic Support	Skilled Admin	Unskilled Admin	
NAMCOL	263	8	181	1	453
NUST	1,290	22	611	15	1,938
UNAM	1,549	107	762	161	2,579
Public HEI Total	3,102	137	1,554	177	4,970
ALI	5	0	7	0	12
BOTHO	15	1	2	0	18
HEADSTART	8	2	3	2	15
IOL	96	22	72	0	190
IUM	176	42	80	40	338
LINGUA	28	36	19	11	94
MONITRONIC	31	0	23	0	54
NETS	9	2	4	2	17
PAULINUM	6	0	0	0	6
PHILIPPI TRUST	6	0	4	3	13
ST. CHARLES LWANGA	23	0	0	0	23
TRIUMPHANT COLLEGE	57	1	38	0	96
TULIPOHAMBIA	6	0	9	1	16
WELWITCHIA	92	2	16	12	122
Private HEI Total	558	108	277	71	1,014
Total	3,660	245	1,831	248	5,984

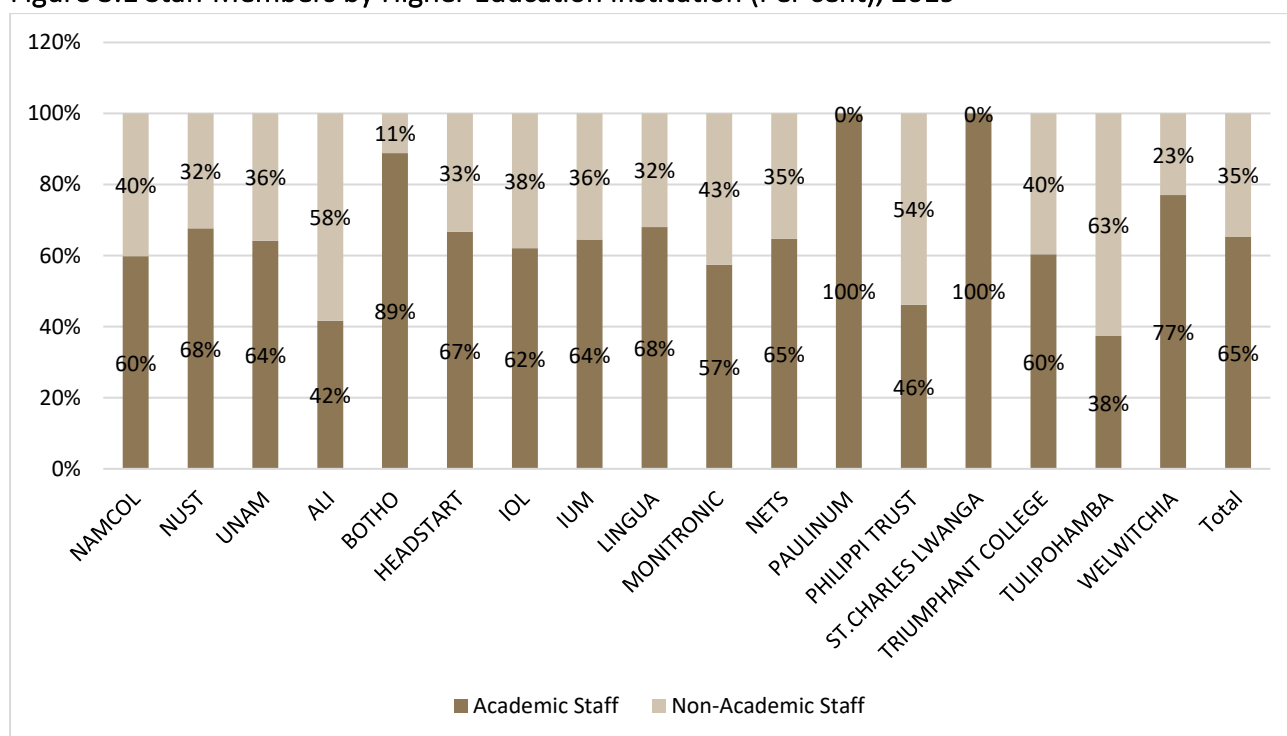
There was a balance between male and female staff members' proportions, with 50.3 per cent for males and 49.7 per cent for female staff members (Table 3.2). When comparing the types of staff member, male academic staff outweighed their female counterparts at 53.2 per cent. This picture is however reversed in the private institutions where female academic staff were recorded at 51.2 per cent.

Table 3.2 Staff Members by Type (Per cent), 2019

Type of HEI	Number			Per cent		
	Male	Female	Total	Male	Female	Total
Academic and Academic Support	1,753	1,485	3,238	54.1%	45.9%	100.0%
on-Academic Skilled and Unskilled Staff	805	928	1,733	46.5%	53.5%	100.0%
Public Total	2,558	2,413	4,971	51.5%	48.5%	100.0%
Academic and Academic Support	325	341	666	48.8%	51.2%	100.0%
Non-Academic Skilled and Unskilled Staff	126	222	348	36.2%	63.8%	100.0%
Private Total	451	563	1,014	44.5%	55.5%	100.0%
Academic and Academic Support	2,078	1,826	3,904	53.2%	46.8%	100.0%
Non-Academic Skilled and Unskilled Staff	931	1,149	2,080	44.8%	55.2%	100.0%
Grand Total	3,009	2,975	5,984	50.3%	49.7%	100.0%

On average, the proportion of academic staff members was 65 per cent, compared to 35 per cent of non-academic staff members. (Figure 3.1). Paulinum had a full complement of academic staff members only. Social and development focused HEIs such as ALI, Philippi and Tulipohamba had higher non-academic staff members.

Figure 3.1 Staff Members by Higher Education Institution (Per cent), 2019



3.2. Academic and Academic Support Staff Members by Highest Qualification

The majority (60 per cent) of Academic and Academic Support Staff members had Masters (43 per cent) and Doctoral (17 percent) degrees as highest qualification (Table 3.3). The remaining 39 per cent held qualifications at Bachelor Honours or lower. Academic staff with Doctoral Degree were mainly from public HEIs.

Table 3.3 Academic and Academic Support Staff Members by Highest Qualification, 2019

Highest Qualification	Number			% within Public and Private HEIs		
	Public	Private	Total	Public	Private	Total
Up to Diploma	299	99	398	9.2%	14.9%	10.2%
Bachelor Degree	565	89	654	17.4%	13.4%	16.8%
Bachelor Honours Degree	296	113	409	9.1%	17.0%	10.5%
Professional Bachelor Degree	7	57	64	0.2%	8.6%	1.6%
Masters Degree	1,432	262	1,694	44.2%	39.3%	43.4%
Doctoral Degree	630	45	675	19.5%	6.8%	17.3%
Not Stated	9	1	10	0.3%	0.2%	0.3%
Total	3,238	666	3,904	100.0%	100.0%	100.0%

3.3. Academic and Academic Support Staff Members by Employment Status

Academic and Academic Support Staff members may be employed on a full or part-time basis. Table 3.4 presents the distribution of staff members by their employment status. Full-time academic staff members in public HEIs represented 49.6 per cent with 50.4 per cent comprising of part-time staff members. Of the NAMCOL employees, 98 per cent were part time staff members, due to the fact that their students were mainly on distance mode of learning. Private HEIs had a much higher proportion of full-time staff members (60.7 per cent).

Table 3.4 Academic and Academic Support Staff Members by Employment Status, 2019

HEI	Number			% within HEI Name		
	Full-time	Part-time	Total	Full-time	Part-time	Total
NAMCOL	5	266	271	1.8%	98.2%	100.0%
NUST	481	830	1,311	36.7%	63.3%	100.0%
UNAM	1121	535	1,656	67.7%	32.3%	100.0%
Public HEIs Total	1,607	1,631	3,238	49.6%	50.4%	100.0%
ALI	1	4	5	20.0%	80.0%	100.0%
BOTHO	8	8	16	50.0%	50.0%	100.0%
HEADSTART	6	4	10	60.0%	40.0%	100.0%
IOL	23	95	118	19.5%	80.5%	100.0%
IUM	139	79	218	63.8%	36.2%	100.0%
LINGUA	33	31	64	51.6%	48.4%	100.0%
MONITRONIC	27	4	31	87.1%	12.9%	100.0%
NETS	8	3	11	72.7%	27.3%	100.0%
PAULINUM	5	1	6	83.3%	16.7%	100.0%
PHILIPPI TRUST	3	3	6	50.0%	50.0%	100.0%
ST. CHARLES LWANGA	9	14	23	39.1%	60.9%	100.0%
TRIUMPHANT COLLEGE	57	1	58	98.3%	1.7%	100.0%
TULIPOHAMBIA	6	-	6	100.0%	0.0%	100.0%
WELWITCHIA	79	15	94	84.0%	16.0%	100.0%
Private HEIs Total	404	262	666	60.7%	39.3%	100.0%
Grand Total	2,011	1,893	3,904	51.5%	48.5%	100.0%

ANNEXURES

Annexure A: List of Variables in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	<ol style="list-style-type: none"> 1. Certificates 1. Diplomas 2. Bachelor Degree 3. Bachelor Honours Degree 4. Professional Bachelor Degree 5. Post-graduate Certificate/Diplomas 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 Level 5 - 10	This variable includes NQF levels 5 to 10 for Higher Education
NQF Field of Learning	<ol style="list-style-type: none"> 1. Agriculture and Nature Conservation 2. Business, Commerce and Management Studies 3. Communication Studies and Language 4. Culture and the Arts 5. Education, Training and Development 6. Manufacturing, Engineering and Technology 7. Human and Social Studies 8. Law, Military Science and Security 9. Health Sciences and Social Services 10. Physical, Mathematical and Computer Sciences 11. Physical Planning and Construction 12. Services and Life Sciences 	For the definition of each specific Field of Learning refer to NQF classification of Field of Learning
Offering Type	<ol style="list-style-type: none"> 1. Full-time 2. Part-time 3. Distance 	This is the mode of delivery of instruction
Year of Study	1 st Year, 2 nd Year, 3 rd Year, 4 th Year etc.	
New/repeater	<ol style="list-style-type: none"> 1. New 2. Repeater 	New or Repeater refers to the student's status in the Year of Study
Sex	<ol style="list-style-type: none"> 1. Male 2. Female 	
Region	<ol style="list-style-type: none"> 1. Erongo 2. Hardap 3. Karas 4. Kavango East 5. Kavango West 6. Khomas 7. Kunene 8. Ohangwena 9. Omaheke 10. Omusati 	Others refers to Foreign

Variable name	Categories	Notes to the Variables
	11. Oshana 12. Oshikoto 13. Otjozondjupa 14. Zambezi 15. Others (Foreign) 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. Americas 11. Asian and Oceanic countries 12. Not Stated	
Financial Sponsor	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	1. Obtained Qualification 2. Passed 3. Failed 4. Continuing (Masters and Doctoral only) 5. Absent	

Annexure B: List of Variables in the Staff Members Database

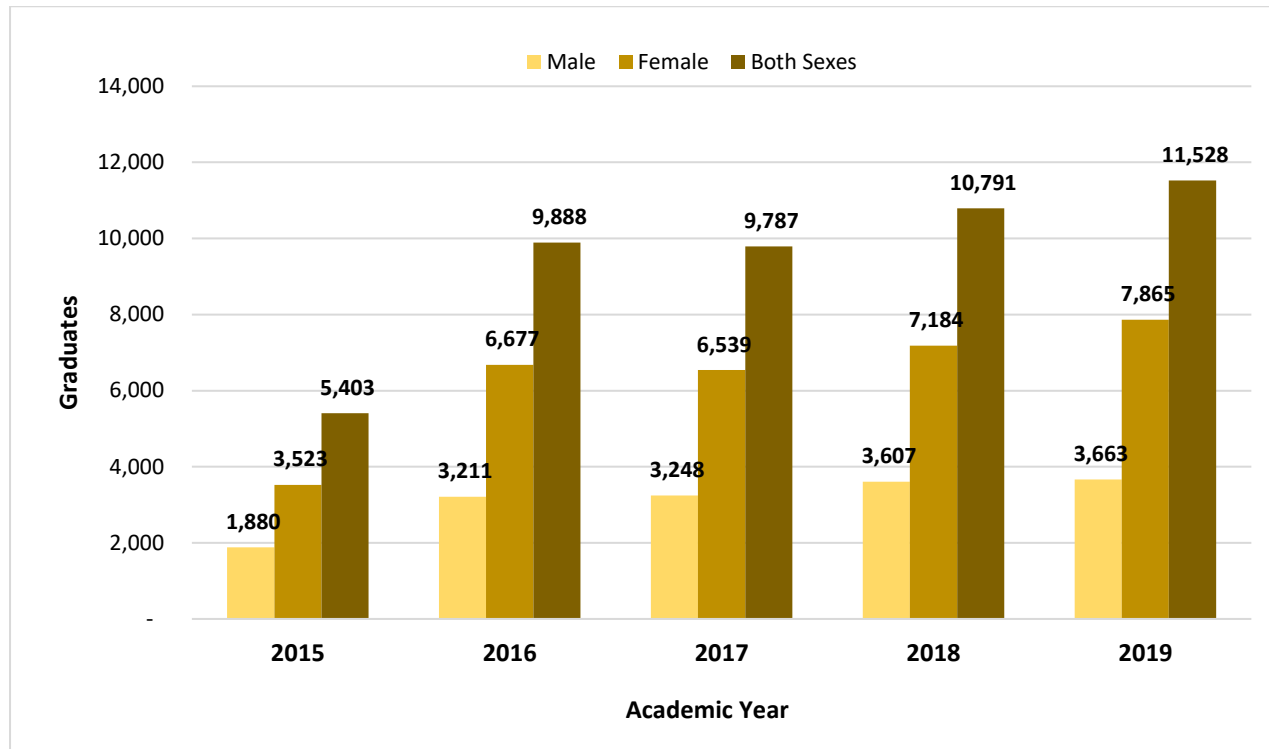
Variable Name	Categories	Notes to the Variables
Type of staff member	<ol style="list-style-type: none"> 1. Academic 2. Academic Support 3. Non-Academic Skilled Admin 4. Non-Academic Unskilled Admin 	
Full/Part-time	<ol style="list-style-type: none"> 1. Full-time 2. Part-time 3. Other 	A part-time member 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 Type	<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. Masters degree 10. Doctoral Degree 11. Not Stated 	

Annexure C: Examination Results by HEIs and by Sex

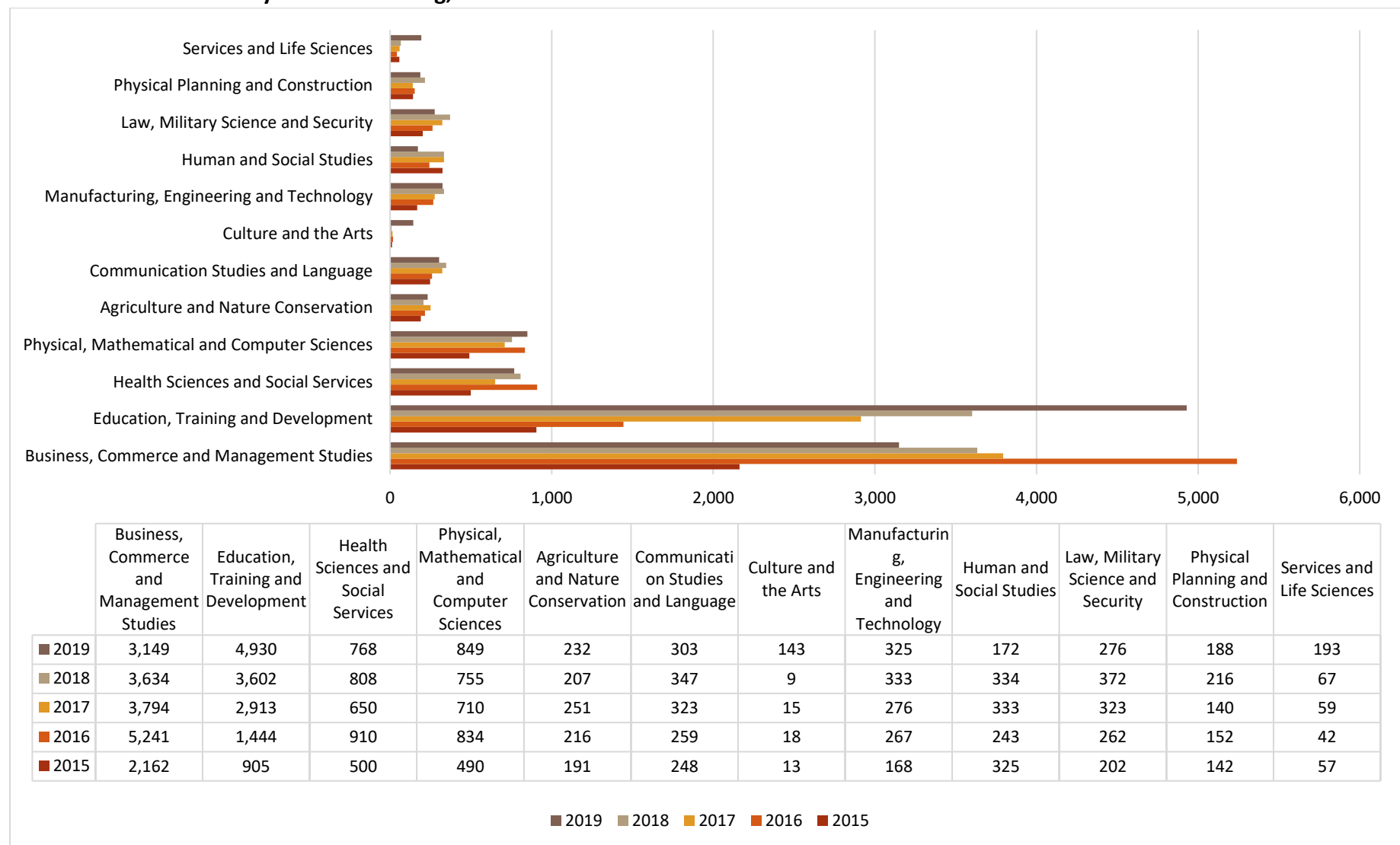
HEIs	Examination Results	Number			Per Cent		
		Male	Female	Total	Male	Female	Total
NAMCOL	Completed Studies	61	805	866	13.1%	19.6%	18.9%
	Pass	358	3,063	3,421	76.8%	74.6%	74.8%
	Fail	47	237	284	10.1%	5.8%	6.2%
	Total	466	4,105	4,571	100.0%	100.0%	100.0%
NUST	Completed Studies	1,141	1,422	2,563	18.7%	23.2%	21.0%
	Pass	2,032	2,162	4,194	33.3%	35.3%	34.3%
	Fail	2,713	2,317	5,030	44.4%	37.8%	41.1%
	Continuing (Masters and PhD)	195	195	390	3.2%	3.2%	3.2%
	Absent	23	27	50	0.4%	0.4%	0.4%
	Total	6,104	6,123	12,227	100.0%	100.0%	100.0%
UNAM	Completed Studies	1,460	3,049	4,509	14.3%	15.4%	15.0%
	Pass	5,546	11,273	16,819	54.2%	56.8%	55.9%
	Fail	2,833	4,658	7,491	27.7%	23.5%	24.9%
	Continuing (Masters and PhD)	10	10	20	0.1%	0.1%	0.1%
	Absent	380	850	1,230	3.7%	4.3%	4.1%
	Total	10,229	19,840	30,069	100.0%	100.0%	100.0%
ALI	Completed Studies	2	6	8	10.0%	19.4%	15.7%
	Pass	18	25	43	90.0%	80.6%	84.3%
	Total	20	31	51	100.0%	100.0%	100.0%
BOTHO	Pass	5	1	6	100.0%	100.0%	100.0%
	Total	5	1	6	100.0%	100.0%	100.0%
HEADSTART	Completed Studies	5	144	149	35.7%	29.4%	29.6%
	Pass	7	306	313	50.0%	62.6%	62.2%
	Fail	2	33	35	14.3%	6.7%	7.0%
	Absent	-	6	6	0.0%	1.2%	1.2%
	Total	14	489	503	100.0%	100.0%	100.0%
IOL	Completed Studies	83	408	491	10.3%	10.2%	10.2%
	Pass	669	3,433	4,102	83.1%	85.8%	85.4%
	Fail	53	159	212	6.6%	4.0%	4.4%
	Total	805	4,000	4,805	100.0%	100.0%	100.0%
IUM	Completed Studies	618	1,571	2,189	19.9%	23.1%	22.1%
	Pass	1,224	3,036	4,260	39.5%	44.6%	43.0%
	Fail	796	1,332	2,128	25.7%	19.6%	21.5%
	Continuing (Masters and PhD)	41	61	102	1.3%	0.9%	1.0%
	Absent	422	804	1,226	13.6%	11.8%	12.4%
	Total	3,101	6,804	9,905	100.0%	100.0%	100.0%
LINGUA	Completed Studies	90	235	325	39.3%	57.9%	51.2%
	Pass	36	95	131	15.7%	23.4%	20.6%
	Fail	53	45	98	23.1%	11.1%	15.4%
	Absent	50	31	81	21.8%	7.6%	12.8%
	Total	229	406	635	100.0%	100.0%	100.0%

HEIs	Examination Results	Number			Per Cent		
		Male	Female	Total	Male	Female	Total
MONITRONIC	Completed Studies	181	156	337	68.3%	56.3%	62.2%
	Pass	78	116	194	29.4%	41.9%	35.8%
	Not Stated	6	5	11	2.3%	1.8%	2.0%
	Total	265	277	542	100.0%	100.0%	100.0%
NETS	Pass	16	7	23	94.1%	100.0%	95.8%
	Fail	1	-	1	5.9%	0.0%	4.2%
	Total	17	7	24	100.0%	100.0%	100.0%
PHILIPPI	Pass		5	5		100.0%	100.0%
	Total		5	5		100.0%	100.0%
ST. CHARLES LWANGA	Completed Studies	6	-	6	15.8%	0	15.8%
	Pass	32	-	32	84.2%	0	84.2%
	Total	38		38	100.0%		100.0%
TRIUMPHANT	Pass	398	523	921	80.4%	70.9%	74.7%
	Fail	97	215	312	19.6%	29.1%	25.3%
	Total	495	738	1,233	100.0%	100.0%	100.0%
TULIPOHAMB	Pass	13	46	59	92.9%	92.0%	92.2%
	Fail	1	4	5	7.1%	8.0%	7.8%
	Total	14	50	64	100.0%	100.0%	100.0%
ULTS- PAULINUM	Completed Studies	11	12	23	73.3%	75.0%	74.2%
	Pass	3	4	7	20.0%	25.0%	22.6%
	Absent	1	-	1	6.7%	0.0%	3.2%
	Total	15	16	31	100.0%	100.0%	100.0%
WELWITCHIA	Completed Studies	5	57	62	1.7%	4.0%	3.6%
	Pass	277	1,349	1,626	94.5%	94.6%	94.6%
	Fail	11	20	31	3.8%	1.4%	1.8%
	Total	293	1,426	1,719	100.0%	100.0%	100.0%

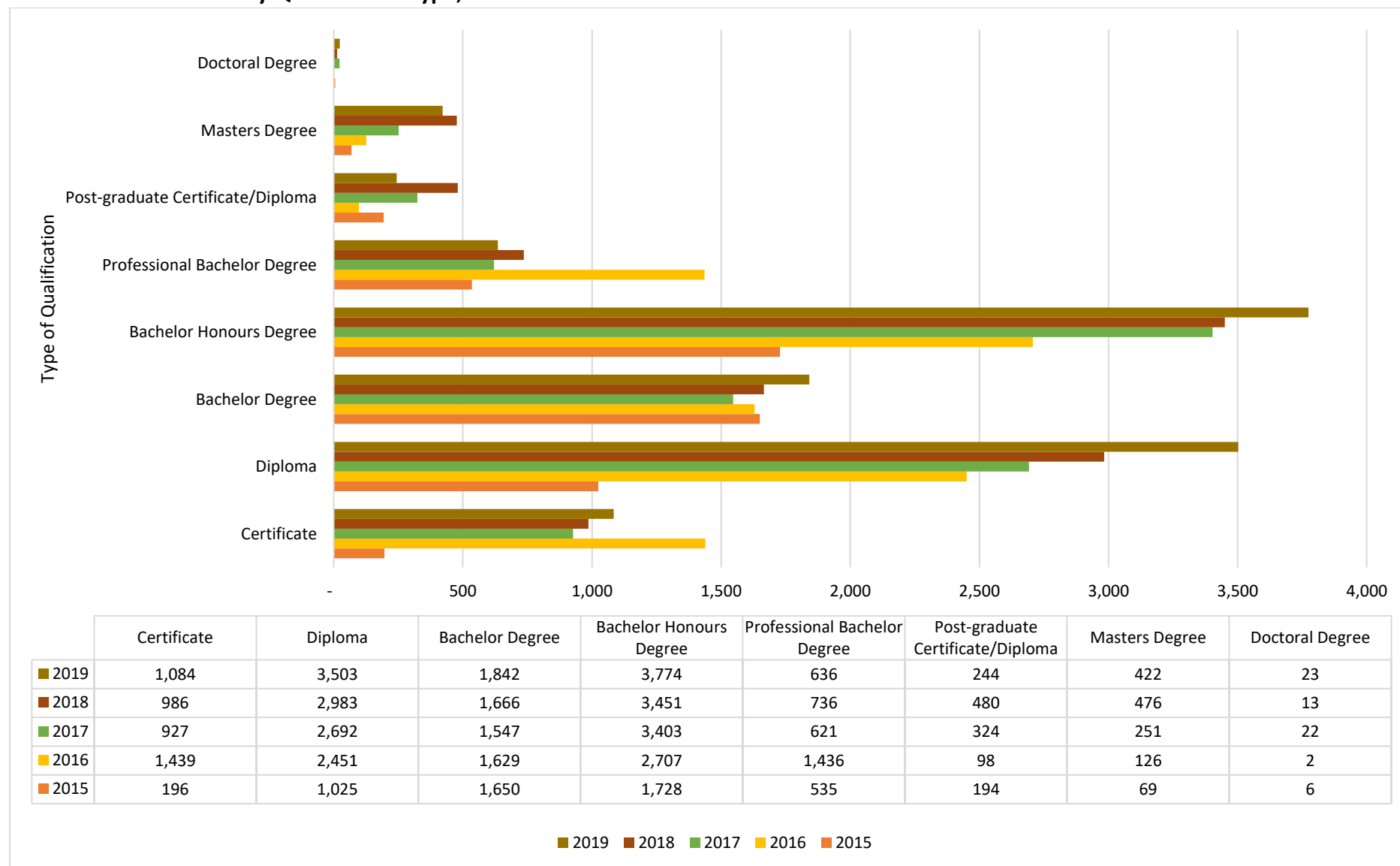
Annexure D: Graduates by Sex, 2015 -2019



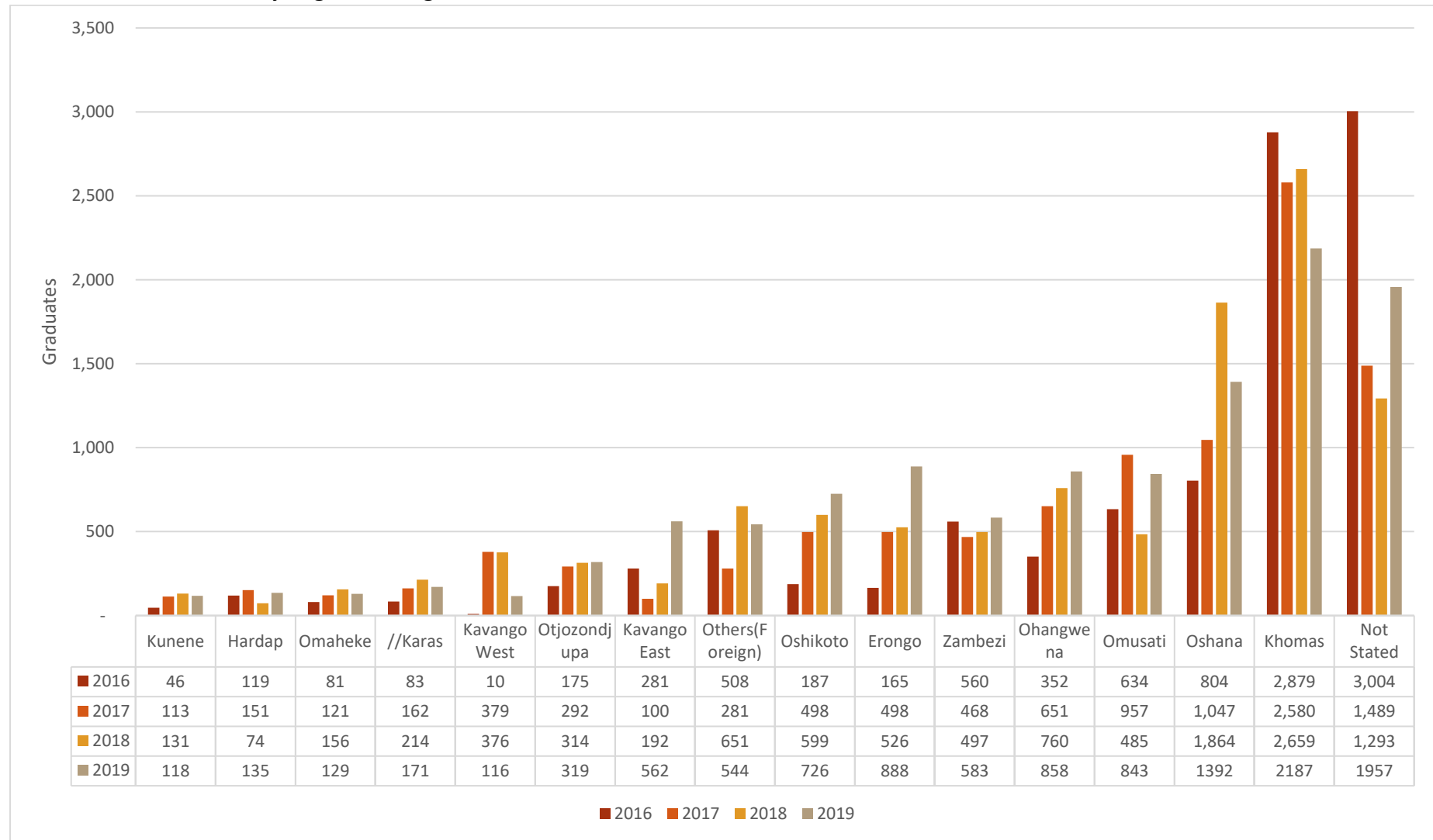
Annexure E: Graduates by Field of Learning, 2015-2019



Annexure F: Graduates by Qualification Type, 2015-2019



Annexure G: Graduates by Region of Origin, 2016 - 2019



NB: Information on Graduates by Regions is only complete from 2016.

Annexure H: 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 considering minor breaks. It is typically 12 months from January to December.

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

Academic Support Staff: These staff members support the work of the academic staff members such as tutors, laboratory technicians, academic and related staff.

Continuing: A term for students to whom failure is irrelevant. This is specifically the case of students registered for Masters (inclusive of writing their thesis) and Doctoral degrees.

Distance Mode of Learning: The mode of delivering educational instruction, 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: Staff members who are employed by educational institutions but have no instructional responsibilities. Although this definition might vary from one country to the next, non-teaching staff members generally include the Vice-Chancellor and Vice-Rector, and other administrators of HEIs such as librarians or educational media specialists, as well as staff members responsible for building operations and maintenance, security personnel, transportation workers and catering staff.

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. These 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 members who 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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