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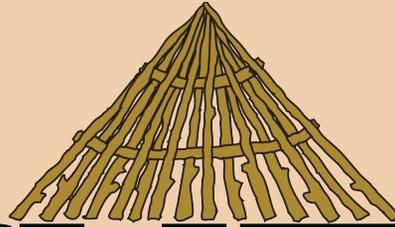
**EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION**

**2014**

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

**FEBRUARY 2016**





**NCHE**

EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

2014  
NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK  
(NHESY)

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## PREFACE



The Namibia Higher Education Statistical Yearbook (NHESY) 2014 presents a description of higher education statistics in Namibia. This is the second in the series of annual publications. The first Yearbook, NHESY 2013, was published in 2015.

This publication, while providing statistics for the 2014 Academic Year, it also allows for a snapshot view of trends over three years i.e. 2012 to 2014.

The information herein is for use by Development Planners and Policymakers, to ensure a coordinated higher education system that is responsive to the demands of Vision 2030.

The publication will also be useful to Researchers, carrying out studies on the status of the higher education system in Namibia.

NHESY 2014 would not have been possible without the collaboration of the Higher Education Institutions who provided the data and reviewed the earlier version of the document. We thank them all for their contributions.

A handwritten signature in black ink, appearing to read 'Kalumbi Shangula', written in a cursive style.

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**DR. KALUMBI SHANGULA**  
**CHAIRPERSON**

## FOREWORD



The National Council for Higher Education is once again proud to announce the release of the second Namibia Higher Education Statistical Yearbook (NHESY). NHESY as an annual publication aims at providing key statistics on the higher education institutions in Namibia, be it public or private.

The document presents information on student enrolment, disaggregated by a wide range of indicators. The examination results, which in essence reflect on internal efficiency, are disaggregated by sex, field of learning, offering type (fulltime, part time and distance) and by type of qualification. The Yearbook also presents information on the characteristics of staff,

highlighting the proportions of academic and non-academic staff and their highest qualification.

With the continuous support of our key stakeholders, we commit to improve on timely production of quality and reliable statistics. We remain confident that future editions of NHESY will be more comprehensive.

This publication can be downloaded from our website ([www.nche.org.na](http://www.nche.org.na)).

A handwritten signature in black ink, appearing to be 'M. Shivute', written in a cursive style.

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MOCKS SHIVUTE  
EXECUTIVE DIRECTOR

# INTRODUCTION

The second NHESY publication draws on HEMIS collection of data for the 2014 academic year. HEMIS accommodates different kinds of data from Higher Education Institutions in various databases, namely students, subjects, staff, equipment, facilities and research outputs.

It was challenging for some Higher Education Institutions (HEIs) to provide the data in a standardised format, as the data collection tools used were not yet revised and computer systems were not yet in place. As a result, some data such as for examination results and staff data were only complete for Public Higher Education Institutions. Data validation was conducted at NCHE, and Higher Education Institutions were contacted for clarification where necessary.

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

The statistics are cross tabulated by NQF qualification type, NQF field of learning, offering type, age, sex, region in which Grade 12 was completed, progression status (examination results), first timers, repeaters, nationality, and financial sponsor, among others.

## LIST OF ABBREVIATIONS/ACRONYMS

<b>FTE</b>	Full-time Equivalent
<b>HE</b>	Higher Education
<b>Headstart</b>	Headstart Montessori Teachers Training College
<b>HEI</b>	Higher Education Institution
<b>HEMIS</b>	Higher Education Management Information System
<b>ILSA</b>	ILSA Independent College
<b>IOL</b>	Institute for Open Learning
<b>IUM</b>	International University of Management
<b>Lingua</b>	International Training College Lingua
<b>MHETI</b>	Ministry of Higher Education, Training and Innovation
<b>Monitronic</b>	Monitronic Success College
<b>NAMCOL</b>	Namibian College of Open Learning
<b>NCHE</b>	National Council for Higher Education
<b>NETS</b>	Namibia Evangelical Theological Seminary
<b>NHESY</b>	Namibia Higher Education Statistical Yearbook
<b>NQA</b>	Namibia Qualifications Authority
<b>NQF</b>	National Qualifications Framework
<b>NS</b>	Not Stated
<b>NSA</b>	Namibia Statistics Agency
<b>NSFAF</b>	Namibia Student Financial Assistance Fund
<b>PoN</b>	Polytechnic of Namibia
<b>Triumphant</b>	Triumphant College
<b>ULTS-Paulinum</b>	United Lutheran Theological Seminary-Paulinum
<b>UNAM</b>	University of Namibia

## NOTES TO THE TABLES

1. Most of the missing data were recorded as “Not Stated” (NS).
2. An academic year starts in January and ends in December.
3. Figures include only those students, enrolled under specified NQF Qualification Level.
4. No institution changed its name in 2014 and no new institutions were accredited by NQA.
5. Some private Higher Education Institutions did not submit data on examination results, making the national graduation figure unrealistically low.
6. When analyzing students-staff ratios, the distance students were equated to full-time students, using Full Time Equivalency (FTE). The FTE conversion can differ from institution to institution.
7. The terms and categories used in the tables are defined in the Glossary.

# NAMIBIA HIGHER EDUCATION MAIN INDICATORS

Indicator		2012		2013		2014	
		Number	Per cent	Number	Per cent	Number	Per cent
Number of Higher Education Institutions	<b>Total</b>	<b>13</b>		<b>13</b>		12	
	Public HEIs	3	23.1%	3	23.10%	3	25%
	Private HEIs	10	76.9%	10	76.90%	9	75%
Number of students	<b>Total</b>	<b>41,246</b>		<b>43,761</b>		<b>46,963</b>	
	<b>Enrolment by Sector</b>						
	Public HEIs	29,896	72.5%	30,843	70.50%	33,338	71%
	Private HEIs	11,350	27.5%	12,918	29.50%	13,625	29%
	<b>Enrolment by Sex</b>						
	Male	17,202	41.7%	18,433	42.2%	17,343	36.9%
	Female	24,044	58.3%	25,328	57.8%	29,612	63.1%
	<b>Enrolment by Offering Type</b>						
	Full-Time	25,229	61.2%	27,761	63.4%	28,604	60.9%
	Part-Time	7,995	19.4%	7,848	17.9%	7,321	15.6%
	Distance	7,946	19.3%	7,914	18.1%	10,753	22.9%
	Not Stated	76	0.2%	238	0.5%	285	0.6%
	<b>Enrolment by Field of Learning</b>						
	<b>NQF Field of Learning</b>						
	Agriculture and Nature Conservation	920	2.2%	758	1.7%	916	2.0%
	Business, Commerce and Management Studies	18,511	44.9%	19,793	45.1%	19,425	41.4%
	Communication Studies and Language	1,239	3.0%	1,278	2.9%	1,289	2.7%
	Culture and the Arts	57	0.1%	56	0.1%	952	2.0%
	Education, Training and Development	8,907	21.6%	9,693	22.2%	12,347	26.3%
	Health Sciences and Social Services	3,128	7.6%	3,069	7.0%	1,803	3.8%
	Human and Social Studies	2,231	5.4%	2,316	5.3%	898	1.9%
	Law, Military Science and Security	969	2.4%	1,090	2.5%	1,291	2.7%
	Manufacturing, Engineering and Technology	579	1.4%	513	1.2%	2,899	6.2%
	Physical, Mathematical and Computer Sciences	3,785	9.2%	3,578	8.2%	4,051	8.6%
	Physical Planning and Construction	406	1.0%	507	1.2%	449	1.0%
	Services and Life Sciences	493	1.2%	1,138	2.6%	643	1.4%
	Not Stated	21	0.1%	1	0.0%	0	0.0%

Indicator	2012		2013		2014	
	Number	Per cent	Number	Per cent	Number	Per cent
<b>Total Graduates</b>	<b>5,221</b>		<b>5,787</b>		<b>4,801</b>	
<b>Graduates by Qualification NQF Field of Learning</b>						
	<b>Number</b>	<b>Per cent</b>	<b>Number</b>	<b>Per cent</b>	<b>Number</b>	<b>Per cent</b>
Agriculture and Nature Conservation	187	3.4%	145	2.4%	138	2.9%
Business, Commerce and Management Studies	2,687	51.5%	2,534	43.8%	1,722	35.9%
Communication Studies and Language	161	3.0%	218	3.6%	188	3.9%
Culture and the Arts	4	0.1%	9	0.1%	121	2.5%
Education, Training and Development	475	8.8%	702	11.6%	962	20.0%
Health Sciences and Social Services	673	12.4%	652	10.8%	187	3.9%
Human and Social Studies	253	4.7%	305	5.0%	165	3.4%
Law, Military Science and Security	197	3.6%	280	4.6%	206	4.3%
Manufacturing, Engineering and Technology	79	1.5%	77	1.3%	430	9.0%
Physical, Mathematical and Computer Sciences	342	6.6%	530	9.2%	543	11.3%
Physical Planning and Construction	73	1.3%	101	1.7%	68	1.4%
Services and Life Sciences	90	1.7%	234	4.0%	71	1.5%
<b>Graduates by NQF Qualification Type</b>						
<b>NQF Qualification Type</b>						
Certificates	782	14.4%	661	10.9%	369	7.7%
Diplomas	1,321	25.3%	1,596	27.6%	817	17.0%
Bachelor 's Degrees	1,759	32.4%	1,817	30.0%	1,759	36.6%
Bachelor Honours	599	11.0%	669	11.0%	612	12.7%
Professional Bachelor's Degrees	695	12.8%	934	15.4%	1,235	25.7%
Master's' Degrees	56	1.0%	100	1.6%	9	0.2%
Doctorate Degrees	9	0.2%	10	0.2%	0	0.0%
<b>Total Staff</b>	<b>3,835</b>		<b>3,917</b>		<b>4,611</b>	
Academic	1,707	44.5%	1,789	45.7%	2,570	56.0%
Non-Academic	2,128	55.5%	2,128	54.3%	2,001	43.5%
<b>Academic Staff</b>	<b>1,707</b>		<b>1,789</b>		<b>2,570</b>	
<b>Academic Staff by Highest Qualification</b>						
Diploma	39	2%	43	2.40%	55	2.1%
Bachelor's Degree	288	17%	303	16.90%	391	15.2%
Bachelor Honours & Professional Degree	147	9%	135	7.50%	217	8.5%
Master's Degree	626	37%	653	36.50%	999	38.9%
Doctorate Degree	262	15%	280	15.70%	365	14.2%
Not Stated	345	20%	375	21%	535	20.8%

# CHAPTER 1: STUDENT ENROLMENT

This chapter provides information on student enrolment. A total number of 12 institutions (3 public and 9 private) supplied data. In total, 46,963 students were enrolled under the Higher Education programmes leading to a qualification in 2014. This total includes full-time, part-time and distance students. The following institutions supplied data:

## Public Institutions

UNAM	University of Namibia
PoN	Polytechnic of Namibia
NAMCOL	Namibian College of Open Learning

## Private Higher Education Institutions

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

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

## 1.1 Gross Enrolment Rate

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

GER for the years 2012, 2013 and 2014 is presented in Table 1.1. (a). Namibia's GER of 18.3 per cent in 2012, 19.1 per cent in 2013 and 20.2 per cent in 2014 is probably one of the highest in the Region: close to the Republic of South Africa at 19.7 per cent (2013) and higher than Swaziland at 5.3 per cent (2013), Zimbabwe at 5.9 per cent (2013), and Mozambique at 6.0 per cent (2014) .

Note: The calculation of GER only includes enrolment data for students in Higher Education at NQF levels 5 to 10. This means that it excludes students registered at Vocational Training Centres (VTCs) and those registered with institutions outside the country. The GER using VTCs enrolment can be added to the Higher Education GER to obtain a national picture of "Access to Tertiary Education".

**Table 1.1 Gross Enrolment Rate by Academic Year**

Year	Total Enrolment in Local HEIs	Pop 19-23 Years	GER
2012	41,246	225,564	18.3%
2013	43,761	229,298	19.1%
2014	46,963	232,430	20.2%

<sup>2</sup> Source: UNESCO Statistics

## 1.2 Enrolment by Higher Education Institutions

Table 1.2 presents the distribution of the students of the 12 HEIs. It shows that Higher Education is dominated by public HEIs with slightly over 70 per cent of the total enrolment.

**Table 1.2 Enrolment by HEIs, 2014**

Higher Education Institutions	Number of Students	Per cent
NAMCOL	1,689	3.6%
PoN	12,447	26.5%
UNAM	19,202	40.9%
<b>Total Public HEIs</b>	<b>33,338</b>	<b>71.0%</b>
Headstart	224	0.5%
ILSA	102	0.2%
IOL	4,254	9.1%
Lingua	472	1.0%
IUM	7,511	16.0%
Monitronic	283	0.6%
NETS	16	0.0%
Triumphant College	709	1.5%
ULTS-Paulinum	54	0.1%
<b>Total Private HEIs</b>	<b>13,625</b>	<b>29.0%</b>
<b>Grand Total</b>	<b>46,963</b>	<b>100.0%</b>

### 1.3 Enrolment by Higher Education Institutions and by Sex

Overall, female student numbers dominate Higher Education, having a share both public and private institutions. There is no even distribution of sex ratio in of above 63 per cent.

**Table 1.3 Enrolment by HEIs and by Sex, 2014**

HEIs	Number				Per cent		
	Male	Female	Not stated	Total	Male	Female	Not stated
NAMCOL	128	1,561	0	1,689	7.6%	92.4%	0.0%
PoN	5,589	6,858	0	12,447	44.9%	55.1%	0.0%
UNAM	7,215	11,987	0	19,202	37.6%	62.4%	0.0%
<b>Total Public HEIs</b>	<b>12,932</b>	<b>20,406</b>	<b>0</b>	<b>33,338</b>	<b>38.8%</b>	<b>61.2%</b>	<b>0.0%</b>
Headstart	4	218	2	224	1.8%	97.3%	0.9%
ILSA	57	45	0	102	55.9%	44.1%	0.0%
IOL	957	3,291	6	4,254	22.5%	77.4%	0.1%
Lingua	176	296	0	472	37.3%	62.7%	0.0%
IUM	2,719	4,792	0	7,511	36.2%	63.8%	0.0%
Monitronic Success College	168	115	0	283	59.4%	40.6%	0.0%
NETS	13	3	0	16	81.3%	18.8%	0.0%
Triumphant College	281	428	0	709	39.6%	60.4%	0.0%
ULTS-Paulinum	36	18	0	54	66.7%	33.3%	0.0%
<b>Total Private HEIs</b>	<b>4,411</b>	<b>9,206</b>	<b>8</b>	<b>13,625</b>	<b>32.4%</b>	<b>67.6%</b>	<b>0.1%</b>
<b>Grand Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>36.9%</b>	<b>63.1%</b>	<b>0.0%</b>

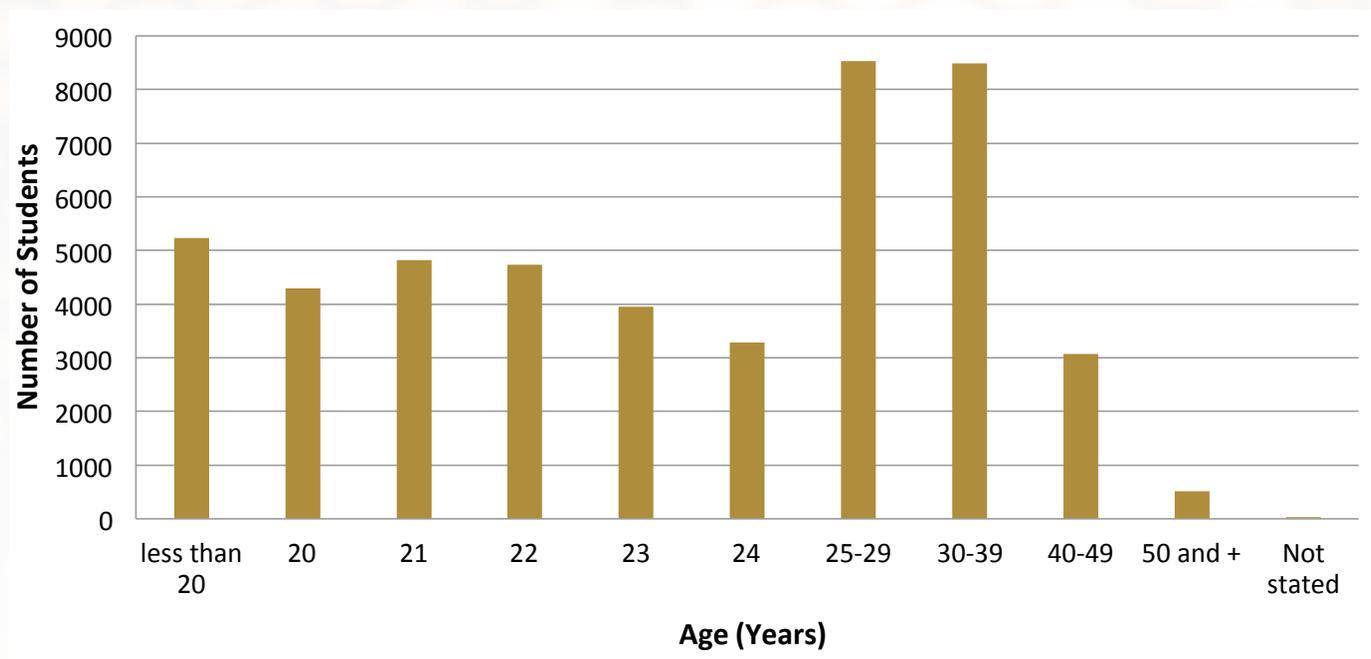
## 1.4 Enrolment by Age

About 50 per cent of students enrolled in 2014 were below the age of 24, a group considered appropriate for Higher Education. The highest percentage in a single age category was 10.3 per cent, recorded for those who were 21 years of age.

**Table 1.4 Enrolment by Age, 2014**

Age	Number of Students	Per cent	Cumulative Per cent
Less than 20	5,235	11.1%	11.1%
20	4,289	9.1%	20.3%
21	4,827	10.3%	30.6%
22	4,732	10.1%	40.6%
23	3,954	8.4%	49.1%
24	3,286	7.0%	56.1%
25-29	8,538	18.2%	74.2%
30-39	8,485	18.1%	92.3%
40-49	3,075	6.5%	98.8%
50 and +	511	1.1%	99.9%
Not stated	31	0.1%	100.0%
<b>Total</b>	<b>46,963</b>	<b>100.0%</b>	

**Figure 1.1. Enrolment by Age, 2014**



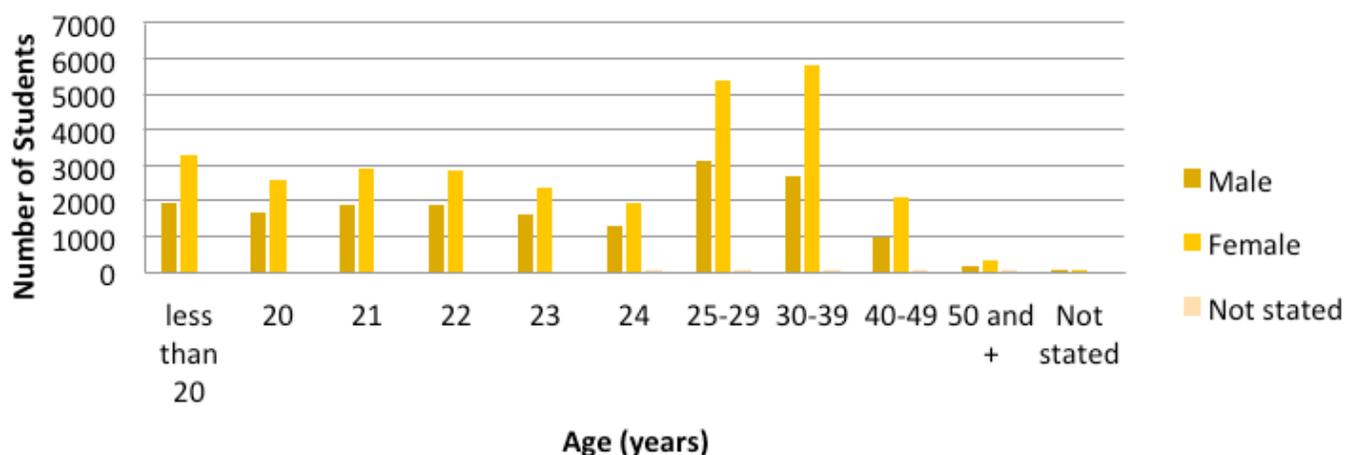
### 1.5 Enrolment by Age and by Sex

In terms of sex disaggregation, percentage in the age groups below 24 years was 52 and 47.3 per cent for males and females respectively for 2014. This shows that the males' share is higher than females in the age group "less than 20" to the age of 23 years.

**Table 1.5 Enrolment by Age and by Sex, 2014**

Age	Number				Per cent			
	Male	Female	Not stated	Total	Male	Female	Not stated	Both Sexes
less than 20	1,961	3,274	0	5,235	11.3%	11.1%	0.0%	11.1%
20	1,681	2,608	0	4,289	9.7%	8.8%	0.0%	9.1%
21	1,890	2,937	0	4,827	10.9%	9.9%	0.0%	10.3%
22	1,875	2,857	0	4,732	10.8%	9.6%	0.0%	10.1%
23	1,608	2,346	0	3,954	9.3%	7.9%	0.0%	8.4%
24	1,323	1,962	1	3,286	7.6%	6.6%	12.5%	7.0%
25-29	3,145	5,392	1	8,538	18.1%	18.2%	12.5%	18.2%
30-39	2,689	5,795	1	8,485	15.5%	19.6%	12.5%	18.1%
40-49	976	2,095	4	3,075	5.6%	7.1%	50.0%	6.5%
50 and +	179	331	1	511	1.0%	1.1%	12.5%	1.1%
Not stated	16	15	0	31	0.1%	0.1%	0.0%	0.1%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 1.2. Enrolment by Age and by Sex, 2014**



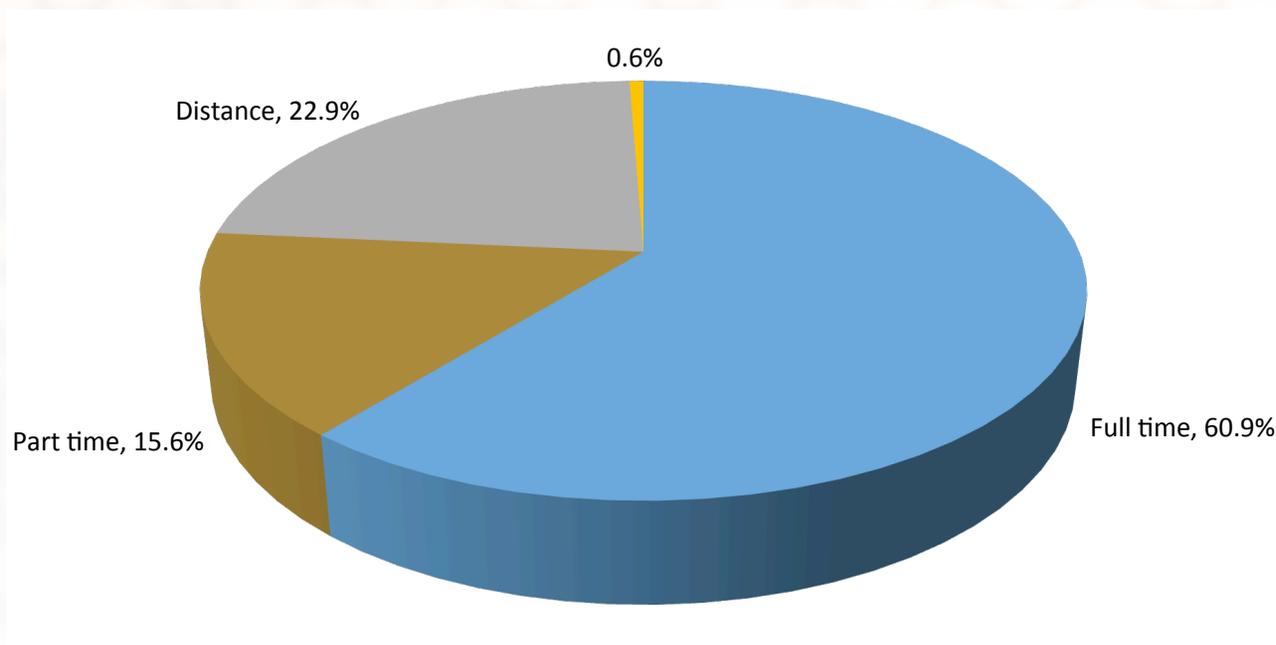
## 1.6 Enrolment by Offering Type and by Sex

The Offering Type is largely Full-time (more than 60 per cent), followed by Distance and then Part-time learning.

**Table 1.6 Enrolment by Offering Type and by Sex, 2014**

Offering Type	Number				Per cent			
	Male	Female	Not stated	Total	Male	Female	Not stated	Total
Full-time	11,348	17,256	0	28,604	65.4%	58.3%	0.0%	60.9%
Part-time	2,596	4,725	0	7,321	15.0%	16.0%	0.0%	15.6%
Distance	3,231	7,516	6	10,753	18.6%	25.4%	75.0%	22.9%
Not stated	168	115	2	285	1.0%	0.4%	25.0%	0.6%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 1.3. Enrolment by Offering Type, 2014**



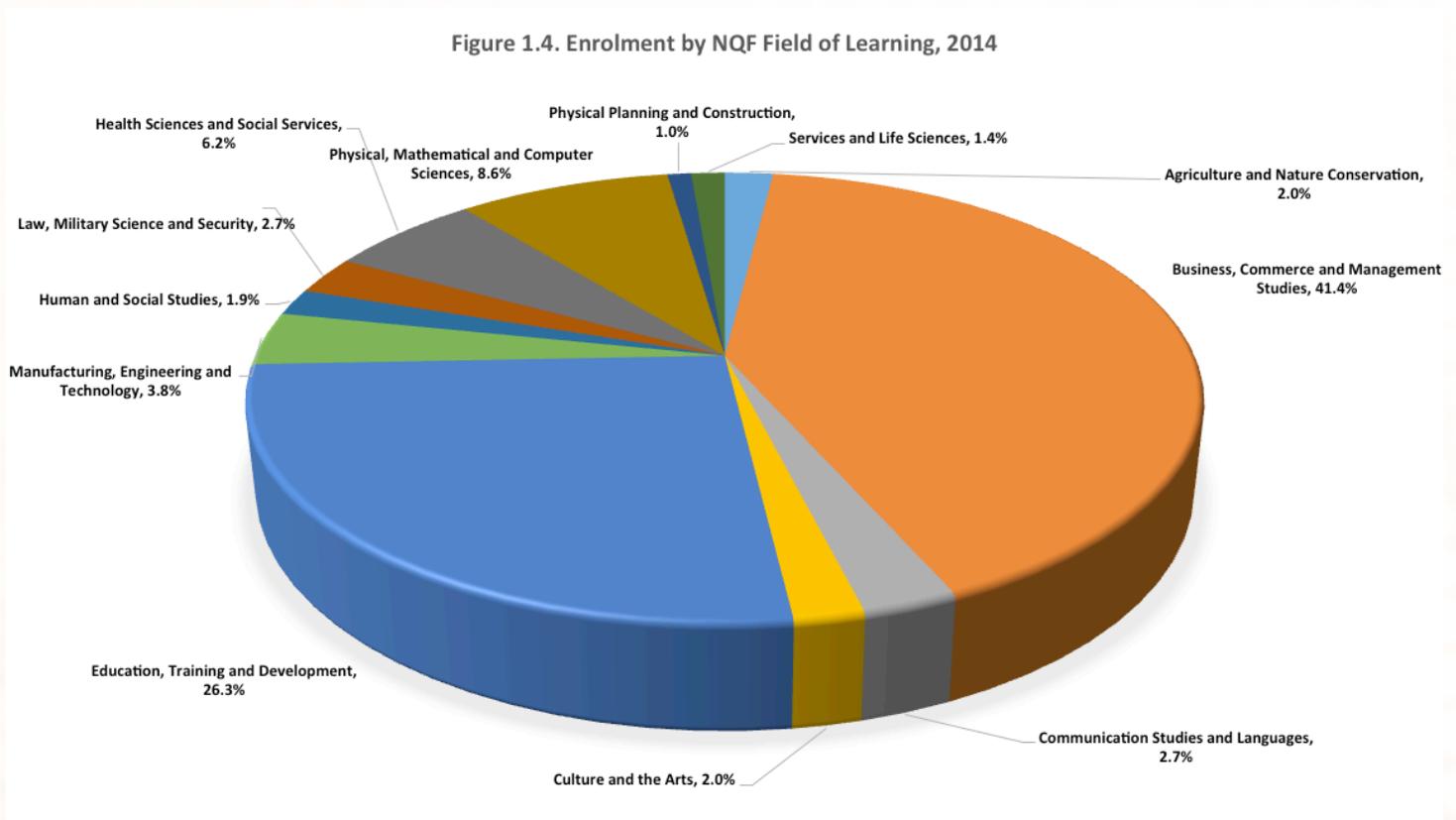
## 1.7 Enrolment by NQF Field of Learning and by Sex

Over 60 per cent of the students were enrolled in the learning fields of Business, Commerce and Management Studies as well as Education, Training and Development. Although females accounted for about 60 per cent of all students in Higher Education, they were mainly recorded in fields such as Business, Commerce and Management Studies, Education, Training and Development as well as Health Sciences and Social Services. In contrast, males were relatively more in Physical, Mathematical and Computer Sciences and also in the field of Manufacturing, Engineering and Technology.

**Table 1.7 Enrolment by NQF Field of Learning and by Sex, 2014**

NQF Field of Learning	Number			Total	Per cent			
	Male	Female	Not stated		Male	Female	Not stated	Total
Agriculture and Nature Conservation	423	493	0	916	2.4%	1.7%	0.0%	2.0%
Business, Commerce and Management Studies	7,426	11,999	0	19,425	42.8%	40.5%	0.0%	41.4%
Communication Studies and Languages	451	838	0	1,289	2.6%	2.8%	0.0%	2.7%
Culture and the Arts	252	700	0	952	1.5%	2.4%	0.0%	2.0%
Education, Training and Development	3,229	9,111	7	12,347	18.6%	30.8%	87.5%	26.3%
Manufacturing, Engineering and Technology	1,232	571	0	1,803	7.1%	1.9%	0.0%	3.8%
Human and Social Studies	354	544	0	898	2.0%	1.8%	0.0%	1.9%
Law, Military Science and Security	657	633	1	1,291	3.8%	2.1%	12.5%	2.7%
Health Sciences and Social Services	638	2,261	0	2,899	3.7%	7.6%	0.0%	6.2%
Physical, Mathematical and Computer Sciences	2,233	1,818	0	4,051	12.9%	6.1%	0.0%	8.6%
Physical Planning and Construction	234	215	0	449	1.3%	0.7%	0.0%	1.0%
Services and Life Sciences	214	429	0	643	1.2%	1.4%	0.0%	1.4%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Figure 1.4. Enrolment by NQF Field of Learning, 2014



## 1.8 New and Repeaters by Sex

The progression and repetition rates determine the internal efficiency of an education system. A repetition rate slightly above 24 per cent means six out of every twenty-five students were repeating their studies.

**Table 1.8 New and Repeaters by Sex (\*), 2014**

New or Repeater	Gender				Per cent of Repeaters (*)			
	Male	Female	Not stated	Total	Male	Female	Not stated	All
New	10,591	17,626	6	28,223				
Repeater	3,839	5,293	0	9,132	26.6%	23.1%	0.0%	24.4%
Not-stated	2,913	6,693	2	9,608				
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>				

(\*) calculated excluding Non-stated

## 1.9 New and Repeaters by Year of Study and by Sex

Considering the internal efficiency of the Higher Education system, Table 1.9 shows the percentage of repeaters for each year of study. There was a slight difference between males and females. Male students have a high proportion of repetition compared to female students in the first, second and third year. The differences are high when comparing the years of study, with third and fourth year students having the highest number of repeaters.

**Table 1.9 New and Repeaters by Year of Study and by Sex, 2014**

Year of study	New/ Repeater	Number				Per cent of repeaters (*)			
		Male	Female	Not stated	Total	Male	Female	Not stated	All
1	New	4,326	6,800	6	11,132				
	Repeater	915	1,172	0	2,087	17.5%	14.7%	0.0%	15.8%
	Not stated	994	2,856	0	3,850				
	<b>Total</b>	<b>6,235</b>	<b>10,828</b>	<b>6</b>	<b>17,069</b>				
2	New	3,089	5,051	0	8,140				
	Repeater	822	1,006	0	1,828	21.0%	16.6%	0.0%	18.3%
	Not stated	727	1,693	0	2,420				
	<b>Total</b>	<b>4,638</b>	<b>7,750</b>	<b>0</b>	<b>12,388</b>				
3	New	1,940	3,640	0	5,580				
	Repeater	997	1,231	0	2,228	33.9%	25.3%	0.0%	28.5%
	Not stated	630	1,084	0	1,714				
	<b>Total</b>	<b>3,567</b>	<b>5,955</b>	<b>0</b>	<b>9,522</b>				
4	New	1,221	2,108	0	3,329				
	Repeater	1,102	1,879	0	2,981	47.4%	47.2%	0.0%	47.2%
	Not stated	462	979	0	1,441				
	<b>Total</b>	<b>2,785</b>	<b>4,966</b>	<b>0</b>	<b>7,751</b>				
5	New	15	27	0	42				
	Repeater	3	5	0	8	16.7%	15.6%	0.0%	16.0%
	Not stated	36	21	0	57				
	<b>Total</b>	<b>54</b>	<b>53</b>	<b>0</b>	<b>107</b>				
6	Not stated	5	7	0	12				
	<b>Total</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>12</b>				
Not stated	Not stated	59	53	2	114				
	<b>Total</b>	<b>59</b>	<b>53</b>	<b>2</b>	<b>114</b>				
<b>Total</b>		<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>				

(\*) calculated excluding not stated

## 1.10 Enrolment by Region of Origin

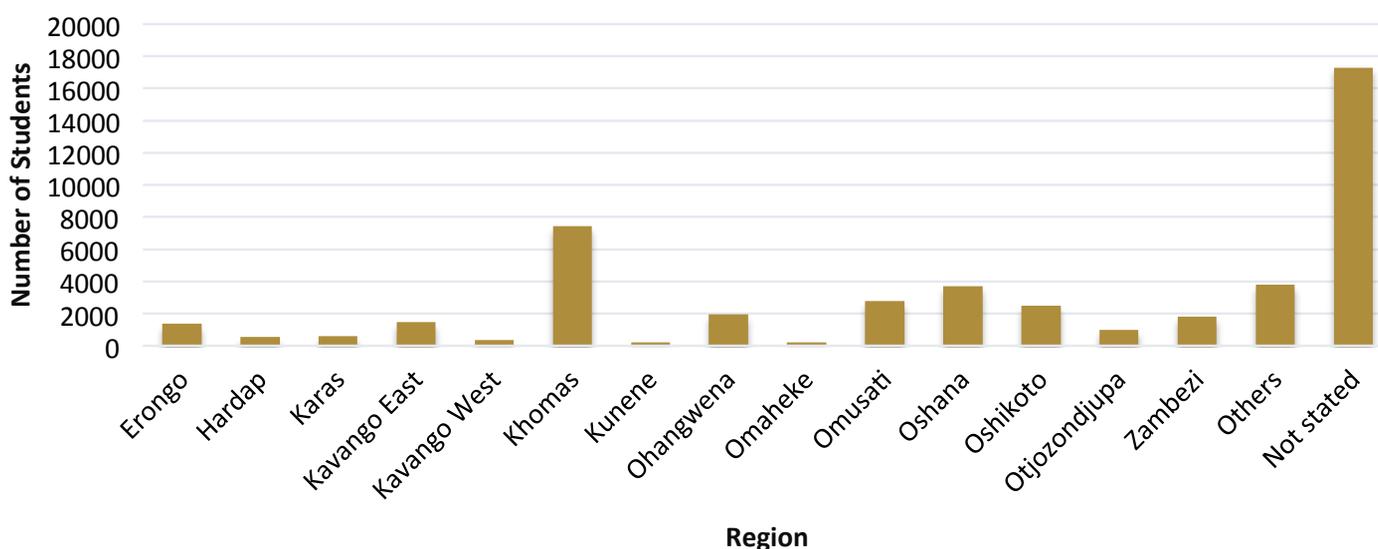
The Region in which students completed Grade 12 is used as proxy for the Region of Origin. Khomas Region recorded the highest percentage of students (15.8 per cent) enrolled, Oshana (7.9 per cent), Omusati (5.9 per cent) and Oshikoto (5.3 per cent). Kavango West, Omaheke and Kunene recorded below 1 per cent of enrolment in Higher Education Institutions.

**Table 1.10 Enrolment by Region of Origin (\*), 2014**

Region of Grade 12	Number	Per cent	Cumulative Per cent
Erongo	1,353	2.9%	2.9%
Hardap	533	1.1%	4.0%
Karas	594	1.3%	5.3%
Kavango East	1,451	3.1%	8.4%
Kavango West	344	0.7%	9.1%
Khomas	7,425	15.8%	24.9%
Kunene	232	0.5%	25.4%
Ohangwena	1,948	4.1%	29.6%
Omaheke	210	0.4%	30.0%
Omusati	2,784	5.9%	35.9%
Oshana	3,715	7.9%	43.8%
Oshikoto	2,477	5.3%	49.1%
Otjozondjupa	990	2.1%	51.2%
Zambezi	1,825	3.9%	55.1%
Others	3,805	8.1%	63.2%
Not stated	17,277	36.8%	100.0%
<b>Total</b>	<b>46,963</b>	<b>100.0%</b>	

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

**Figure 1.5. Enrolment by Region of Origin, 2014**



## 1.11 Enrolment by NQF Field of Learning and by Region of Origin

Comparing the Region of Origin by NQF Field of Learning, most Regions recorded a high percentage of enrolment in Business, Commerce and Management Studies. The Science, Technology, Engineering and Mathematical (STEM) fields represented 22.9 per cent of enrolment in 2014.

**Table 1.11(a) Enrolment by Region of Origin and by NQF Field of Learning (\*), 2014**

Region	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	37	72	42	136	37	22	346	598	53	61	213	34	48	1,007	1,353
Hardap	19	12	28	42	5	18	124	237	21	19	78	17	37	409	533
Karas	12	21	34	40	14	17	138	266	31	20	91	20	28	456	594
Kavango East	28	29	91	81	5	13	247	438	38	18	643	32	35	1,204	1,451
Kavango West	7	14	24	29	1	2	77	95	6	4	145	9	8	267	344
Khomas	160	332	278	703	185	188	1,846	3,804	409	266	550	156	394	5,579	7,425
Kunene	11	3	18	10	1	9	52	101	8	4	51	10	6	180	232
Ohangwena	58	55	150	158	14	34	469	752	46	17	598	43	23	1,479	1,948
Omaheke	7	6	10	15	1	4	43	101	19	2	29	9	7	167	210
Omusati	114	123	273	226	32	54	822	1,090	70	31	672	66	33	1,962	2,784
Oshana	94	156	294	313	47	69	973	1,649	99	60	796	61	77	2,742	3,715
Oshikoto	99	130	188	239	33	46	735	972	58	55	522	62	73	1,742	2,477
Otjozondjupa	28	43	40	73	12	25	221	463	43	29	157	32	45	769	990
Zambezi	53	45	119	119	36	24	396	535	91	53	605	83	62	1,429	1,825
Other	94	116	288	329	26	40	893	1,623	180	171	648	148	142	2,912	3,805
Not stated	95	646	1,022	1,538	0	78	3,379	6,701	117	142	6,549	116	273	13,898	17,277
<b>TOTAL</b>	<b>916</b>	<b>1,803</b>	<b>2,899</b>	<b>4,051</b>	<b>449</b>	<b>643</b>	<b>10,761</b>	<b>19,425</b>	<b>1,289</b>	<b>952</b>	<b>12,347</b>	<b>898</b>	<b>1,291</b>	<b>36,202</b>	<b>46,963</b>

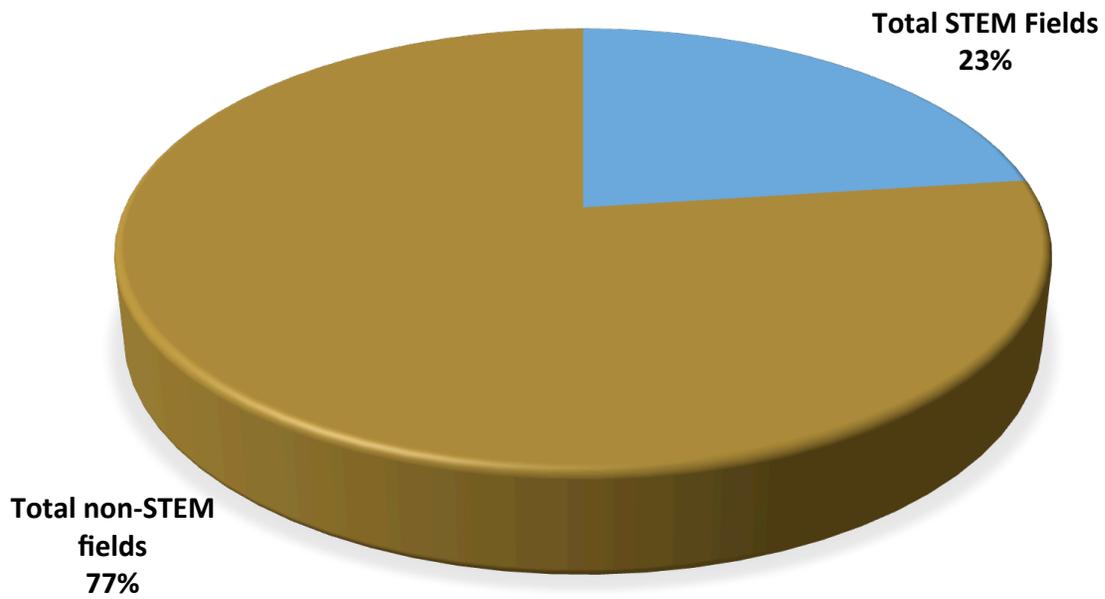
(\*) The Region of Origin is the Region in which students completed Grade 12

**Table 1.11(b) Percentage Enrolment by NQF Field of Learning and by Region of Origin (\*), 2014**

Region	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 Languages	Culture and the Arts	Education, Training and Development	Human and Social Studies	Law, Military Science and Security	Total non-STEM fields	Total
<b>Erongo</b>	2.7%	5.3%	3.1%	10.1%	2.7%	1.6%	<b>25.6%</b>	44.2%	3.9%	4.5%	15.7%	2.5%	3.5%	<b>74.4%</b>	<b>100.0%</b>
<b>Hardap</b>	3.6%	2.3%	5.3%	7.9%	0.9%	3.4%	<b>23.3%</b>	44.5%	3.9%	3.6%	14.6%	3.2%	6.9%	<b>76.7%</b>	<b>100.0%</b>
<b>Karas</b>	2.0%	3.5%	5.7%	6.7%	2.4%	2.9%	<b>23.2%</b>	44.8%	5.2%	3.4%	15.3%	3.4%	4.7%	<b>76.8%</b>	<b>100.0%</b>
<b>Kavango East</b>	1.9%	2.0%	6.3%	5.6%	0.3%	0.9%	<b>17.0%</b>	30.2%	2.6%	1.2%	44.3%	2.2%	2.4%	<b>83.0%</b>	<b>100.0%</b>
<b>Kavango West</b>	2.0%	4.1%	7.0%	8.4%	0.3%	0.6%	<b>22.4%</b>	27.6%	1.7%	1.2%	42.2%	2.6%	2.3%	<b>77.6%</b>	<b>100.0%</b>
<b>Khomas</b>	2.2%	4.5%	3.7%	9.5%	2.5%	2.5%	<b>24.9%</b>	51.2%	5.5%	3.6%	7.4%	2.1%	5.3%	<b>75.1%</b>	<b>100.0%</b>
<b>Kunene</b>	4.7%	1.3%	7.8%	4.3%	0.4%	3.9%	<b>22.4%</b>	43.5%	3.4%	1.7%	22.0%	4.3%	2.6%	<b>77.6%</b>	<b>100.0%</b>
<b>Ohangwena</b>	3.0%	2.8%	7.7%	8.1%	0.7%	1.7%	<b>24.1%</b>	38.6%	2.4%	0.9%	30.7%	2.2%	1.2%	<b>75.9%</b>	<b>100.0%</b>
<b>Omaheke</b>	3.3%	2.9%	4.8%	7.1%	0.5%	1.9%	<b>20.5%</b>	48.1%	9.0%	1.0%	13.8%	4.3%	3.3%	<b>79.5%</b>	<b>100.0%</b>
<b>Omusati</b>	4.1%	4.4%	9.8%	8.1%	1.1%	1.9%	<b>29.5%</b>	39.2%	2.5%	1.1%	24.1%	2.4%	1.2%	<b>70.5%</b>	<b>100.0%</b>
<b>Oshana</b>	2.5%	4.2%	7.9%	8.4%	1.3%	1.9%	<b>26.2%</b>	44.4%	2.7%	1.6%	21.4%	1.6%	2.1%	<b>73.8%</b>	<b>100.0%</b>
<b>Oshikoto</b>	4.0%	5.2%	7.6%	9.6%	1.3%	1.9%	<b>29.7%</b>	39.2%	2.3%	2.2%	21.1%	2.5%	2.9%	<b>70.3%</b>	<b>100.0%</b>
<b>Ojizondjupa</b>	2.8%	4.3%	4.0%	7.4%	1.2%	2.5%	<b>22.3%</b>	46.8%	4.3%	2.9%	15.9%	3.2%	4.5%	<b>77.7%</b>	<b>100.0%</b>
<b>Zambezi</b>	2.9%	2.5%	6.5%	6.5%	2.0%	1.3%	<b>21.7%</b>	29.3%	5.0%	2.9%	33.2%	4.5%	3.4%	<b>78.3%</b>	<b>100.0%</b>
<b>Others</b>	2.5%	3.0%	7.6%	8.6%	0.7%	1.1%	<b>23.5%</b>	42.7%	4.7%	4.5%	17.0%	3.9%	3.7%	<b>76.5%</b>	<b>100.0%</b>
<b>Not stated</b>	0.5%	3.7%	5.9%	8.9%	0.0%	0.5%	<b>19.6%</b>	38.8%	0.7%	0.8%	37.9%	0.7%	1.6%	<b>80.4%</b>	<b>100.0%</b>
<b>Total</b>	<b>2.0%</b>	<b>3.8%</b>	<b>6.2%</b>	<b>8.6%</b>	<b>1.0%</b>	<b>1.4%</b>	<b>22.9%</b>	<b>41.4%</b>	<b>2.7%</b>	<b>2.0%</b>	<b>26.3%</b>	<b>1.9%</b>	<b>2.7%</b>	<b>77.1%</b>	<b>100.0%</b>

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

Figure 1.6. Percentage Enrolment by STEM and by Non-stem Fields, 2014



## 1.12 Enrolment by Region of Campus and by Sex

Higher Education Institutions are represented in most regions, although at varying ranges, with the highest enrolment recorded in Khomas Region (71.4 per cent), followed by Oshana (15.0 per cent) and then Kavango East with 4.0 per cent.

**Table 1.12 Enrolment by Region of Campus and by Sex, 2014**

Region	Number				Per cent			
	Male	Female	Not stated	Total	Male	Female	Not stated	Total
Erongo	499	1,202	2	1,703	2.9%	4.1%	25.0%	3.6%
Karas	113	252	0	365	0.7%	0.9%	0.0%	0.8%
Kavango East	826	1,059	1	1,886	4.8%	3.6%	12.5%	4.0%
Khomas	13,117	20,437	1	33,555	75.6%	69.0%	12.5%	71.4%
Kunene	26	25	0	51	0.1%	0.1%	0.0%	0.1%
Ohangwena	50	127	0	177	0.3%	0.4%	0.0%	0.4%
Omaheke	43	84	0	127	0.2%	0.3%	0.0%	0.3%
Omusati	137	210	0	347	0.8%	0.7%	0.0%	0.7%
Oshana	1,859	5,162	4	7,025	10.7%	17.4%	50.0%	15.0%
Oshikoto	88	123	0	211	0.5%	0.4%	0.0%	0.4%
Otjozondjupa	97	181	0	278	0.6%	0.6%	0.0%	0.6%
Zambezi	487	747	0	1,234	2.8%	2.5%	0.0%	2.6%
Not Stated	1	3	0	4	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 1.13 Enrolment by Sex and by Financial Sponsor, 2014

Most students with respect to Financial Sponsor fell under the Self-funding and Parent/Guardian category with a share of 48.8 per cent. The Namibia Student Financial Assistance Fund (NSFAF) constituted the second major source of students' funding with 21.9 per cent. However, these percentages should be treated with caution because of the relatively high rate (16 per cent) of missing data (Not Stated), as 16 per cent of students have not indicated their financial sponsors.

**Table 1.13 Enrolment by Sex and by Financial Sponsor, 2014**

Financial Sponsor	Number				Per cent			
	Male	Female	Not stated	Total	Male	Female	Not stated	Total
Self-funding and Parents/Guardian	8,897	14,009	2	22,908	51.3%	47.3%	25.0%	48.8%
NSFAF	3,930	6,370	0	10,300	22.7%	21.5%	0.0%	21.9%
Other Public Institution	501	779	0	1,280	2.9%	2.6%	0.0%	2.7%
Private Institution	1,255	3,623	6	4,884	7.2%	12.2%	75.0%	10.4%
Others	35	37	0	72	0.2%	0.1%	0.0%	0.2%
Not stated	2,725	4,794	0	7,519	15.7%	16.2%	0.0%	16.0%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 1.14 Enrolment by Nationality

For every 100 students, about 91 were of Namibian origin. The remainder was dominated by students from neighbouring countries, mainly Angola (2.0 per cent), Zimbabwe (1.9 per cent) and Zambia (1.7 per cent).

**Table 1.14 Enrolment by Nationality, 2014**

Nationality	Number	Per cent
Namibia	42,849	91.2%
Angola	956	2.0%
Botswana	165	0.4%
South Africa	59	0.1%
Zambia	799	1.7%
Zimbabwe	914	1.9%
Other SADC Countries	118	0.3%
Other African Countries	294	0.6%
European Countries	28	0.1%
American Countries	10	0.0%
Asian and Oceanic Countries	35	0.1%
Not stated	736	1.6%
<b>Total</b>	<b>46,963</b>	<b>100.0%</b>

## 1.15 Enrolment by Nationality and by Sex

Among the Namibian students, the majority were females (64.3 per cent). For non-Namibians, the females' percentage was slightly lower (47.6 per cent). It is also worth noting that 93.1 percent of the number of female students enrolled in the academic year 2014 and 88.1 per cent of the total number of male students enrolled were Namibians.

**Table 1.15 Enrolment by Nationality and Sex, 2014**

Nationality	Number				Per cent			
	Male	Female	Not stated	Total	Male	Female	Not Stated	All
Namibian	15,283	27,558	8	42,849	88.1%	93.1%	100.0%	91.2%
Non-Namibian	1,769	1,609	0	3,378	10.2%	5.4%	0.0%	7.2%
Not Stated	291	445	0	736	1.7%	1.5%	0.0%	1.6%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## CHAPTER 2: EXAMINATION RESULTS

This chapter unmask the 2014 students' performance and also presents the distribution of graduates by Qualification Type and the 12 Fields of Learning.

### 2.1 Examination Results

In the year 2014 a total of 4,801 or 10.2 per cent of the students obtained a qualification and 10,870 or 23.1 per cent of the students failed their examinations. It is also observed that only 37.2 per cent of students progressed in their studies in 2014. For Public Higher Education Institutions, 14.2 per cent of the students obtained qualifications while a greater per cent of 49.2 passed examinations.

**Table 2.1(a) Examination Results, 2014**

Examination Results	Number	Per cent
Graduating	4,801	10.2%
Pass	17,468	37.2%
Fail	10,870	23.1%
Continuing	4,337	9.2%
Absent	1,649	3.5%
Not stated	7,838	16.7%
<b>Total</b>	<b>46,963</b>	<b>100.0%</b>

**Table 2.1(b) Examination Results (UNAM and PoN), 2014**

Examination Results	Number			Per cent		
	PoN	UNAM	Total	PoN	UNAM	Total
Graduating	2,053	2,442	4,495	16.5%	12.7%	14.2%
Pass	5,363	10,193	15,556	43.1%	53.1%	49.2%
Fail	4,707	5,329	10,036	37.8%	27.8%	31.7%
Continuing	38	45	83	0.3%	0.2%	0.3%
Absent	286	1,193	1,479	2.3%	6.2%	4.7%
<b>Total</b>	<b>12,447</b>	<b>19,202</b>	<b>31,649</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 2.2 Examination Results by Sex

A total number of 3,171 females and 1,630 males obtained their qualifications in 2014. This proportion of females obtaining qualifications was higher than that of males by 1 per cent.

**Table 2.2 Examination Results by Sex, 2014**

Examination Results	Number				Percent			
	Male	Female	Not stated	Total	Male	Female	Not stated	Total
Graduating	1,630	3,171	0	4,801	9.4%	10.7%	0.0%	10.2%
Pass	6,310	11,156	2	17,468	36.4%	37.7%	25.0%	37.2%
Fail	4,709	6,161	0	10,870	27.2%	20.8%	0.0%	23.1%
Continuing	1,003	3,328	6	4,337	5.8%	11.2%	75.0%	9.2%
Absent	773	876	0	1,649	4.5%	3.0%	0.0%	3.5%
Not stated	2,918	4,920	0	7,838	16.8%	16.6%	0.0%	16.7%
<b>Total</b>	<b>17,343</b>	<b>29,612</b>	<b>8</b>	<b>46,963</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 2.3 Graduates by NQF Field of Learning and Sex

The distribution of the enrolment shows that 35.9 per cent of students graduated in the Business Administration, Commerce and Management qualification field of learning, while the number of graduates in scientific and technological fields of learning remains low. Females are highly represented in the field of Education, Training and Development with 23.1 per cent, while males dominate in the physics and technology fields. The Physical Planning and Construction Field of Learning showed the lowest percentage of graduates, contributing only 1.4 per cent.

**Table 2.3 Graduates by NQF Field of Learning and Sex, 2014**

Qualification NQF Field of Learning	Number			Per cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	56	82	138	3.4%	2.6%	2.9%
Business, Commerce and Management Studies	577	1,145	1,722	35.4%	36.1%	35.9%
Communication Studies and Languages	57	131	188	3.5%	4.1%	3.9%
Culture and the Arts	24	97	121	1.5%	3.1%	2.5%
Education, Training and Development	229	733	962	14.0%	23.1%	20.0%
Manufacturing, Engineering and Technology	136	51	187	8.3%	1.6%	3.9%
Human and Social Studies	52	113	165	3.2%	3.6%	3.4%
Law, Military Science and Security	95	111	206	5.8%	3.5%	4.3%
Health Sciences and Social Services	81	349	430	5.0%	11.0%	9.0%
Physical, Mathematical and Computer Sciences	262	281	543	16.1%	8.9%	11.3%
Physical Planning and Construction	35	33	68	2.1%	1.0%	1.4%
Services and Life Sciences	26	45	71	1.6%	1.4%	1.5%
<b>Total</b>	<b>1,630</b>	<b>3,171</b>	<b>4,801</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

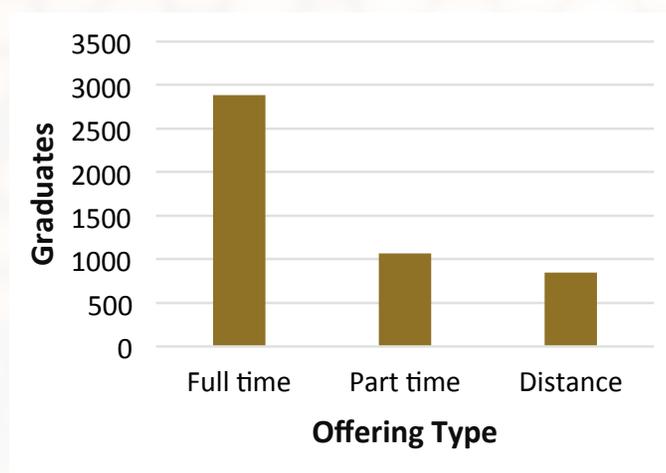
## 2.4 Graduates by Offering Type

About 61 per cent of graduates were full-time students. Part-time graduates followed in dominance with 22.2 per cent. Distance also played an important role as an Offering Type and contributed a share of 17.6 per cent. 10.2 per cent was the Total Graduation Rate of the academic year 2014.

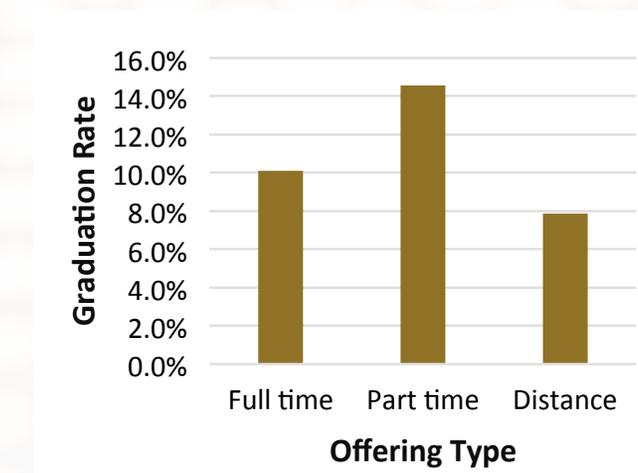
**Table 2.4 Graduates by Offering Type, 2014**

Graduation Rate		Offering Type			
		Full time	Part-time	Distance	Total
Graduates (1)	Number	2,889	1,067	845	4,801
	Per cent	60.2%	22.2%	17.6%	100.0%
Enrolment (2)	Number	28,604	7,321	10,753	46,963
Graduation Rate (1)/(2)		10.1%	14.6%	7.9%	10.2%

**Figure 2.1. Graduates by Offering Type, 2014**



**Figure 2.2. Graduation Rate by Offering Type, 2014**



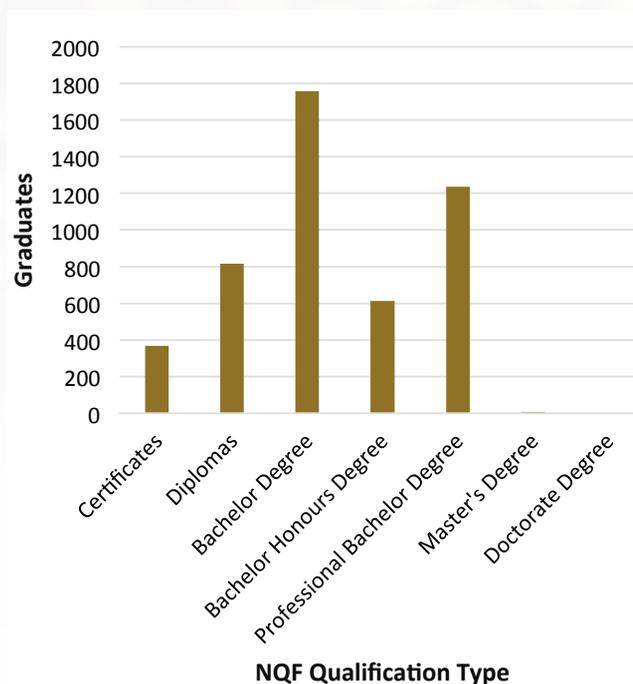
## 2.5 Graduation by NQF Qualification Type

The distribution by NQF Qualification Type shows the dominance of the undergraduate types (Certificates, Diplomas and Bachelor Degrees), while the share of Master’s Degree (1.9 per cent) and Doctorate Degrees (0.3 per cent) remain very low. In the single Qualification Type category, the highest percentage of graduates obtained Diplomas with 23.4 per cent.

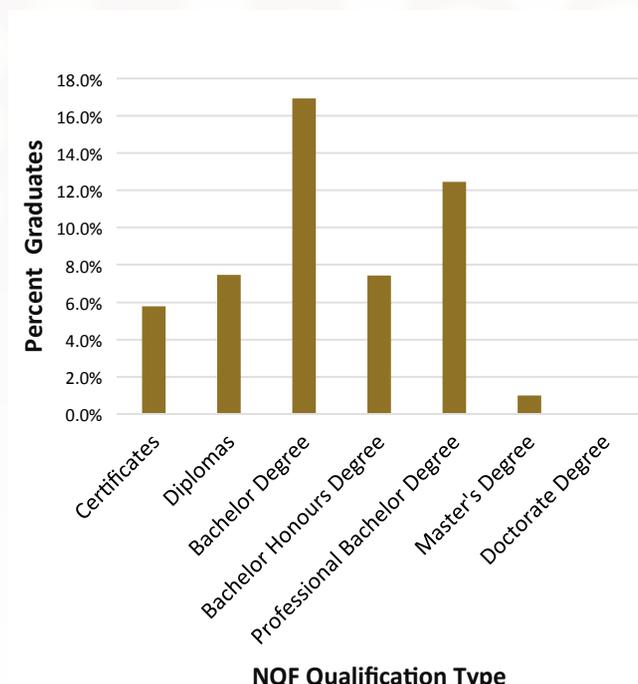
**Table 2.5 (a) Graduation by NQF Qualification Type, 2014**

NQF Qualification Type	Graduates	Per cent	Students enrolment	Per cent	Graduation Rate
Certificate	369	7.7%	6,399	13.6%	5.8%
Diploma	817	17.0%	10,967	23.4%	7.4%
Bachelor Degree	1,759	36.6%	10,397	22.1%	16.9%
Bachelor Honours Degree	612	12.7%	8,230	17.5%	7.4%
Professional Bachelor Degree	1,235	25.7%	9,928	21.1%	12.4%
Master's Degree	9	0.2%	894	1.9%	1.0%
Doctorate Degree	0	0.0%	148	0.3%	0.0%
<b>Total</b>	<b>4,801</b>	<b>100.0%</b>	<b>46,963</b>	<b>100.0%</b>	<b>10.2%</b>

**Figure 2.3. Graduates by NQF Qualification Type, 2014**



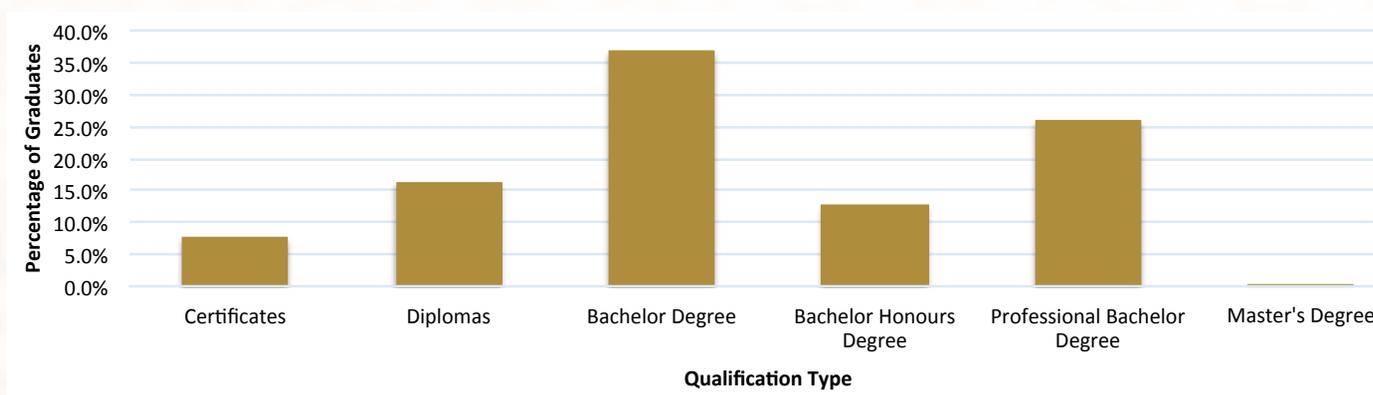
**Figure 2.4. Graduation Rate by NQF Qualification Type, 2014**



**Table 2.5 (b) Graduation by NQF Qualification Type - Public HEIs Graduates, 2014**

NQF Qualification Type	Graduates	Percent
Certificate	369	7.7%
Diploma	779	16.4%
Bachelor Degree	1,758	36.9%
Bachelor Honours Degree	612	12.9%
Professional Bachelor Degree	1,235	25.9%
Master's Degree	9	0.2%
<b>Total</b>	<b>4,762</b>	<b>100.0%</b>

**Figure 2.5. Percentage distribution of Public HEIs Graduates, 2014**



## CHAPTER 3: STAFF DATA

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

### 3.1 Type of Staff by Higher Education Institution

Table 3.1 shows that public Higher Education Institutions in Namibia employed a total of 2,261 or 58.3 per cent of Academic Staff and 1,617 (41.7 per cent) of Non-Academic Staff. Of the nine private Higher Education Institutions that provided staff data, the majority of staff members were Non-Academic, accounting for 52.9 per cent.

**Table 3.1 Type of Staff by HEI, 2014**

HEI	Number				Per cent			
	Academic	Non-Academic	Not-stated	Total	Academic	Non-Academic	Not-stated	Total
NAMCOL	248	104	-	352	70.5%	29.5%	-	100.0%
PoN	991	553	-	1,544	64.2%	35.8%	-	100.0%
UNAM	1,016	966	-	1,982	51.3%	48.7%	-	100.0%
<b>Total Public HEIs</b>	<b>2,255</b>	<b>1,623</b>	-	<b>3,878</b>	<b>58.1%</b>	<b>41.9%</b>	-	<b>100.0%</b>
Headstart	8	3	-	11	72.7%	27.3%	-	100.0%
ILSA	13	11	-	24	54.2%	45.8%	-	100.0%
IOL	96	166	-	262	36.6%	63.4%	-	100.0%
IUM	135	114	-	249	54.2%	45.8%	-	100.0%
Lingua	27	62	-	89	30.3%	69.7%	-	100.0%
Monitronic	13	5	-	18	72.2%	27.8%	-	100.0%
NETS	12	15	-	27	44.4%	55.6%	-	100.0%
Triumphant	6	1	26	33	18.2%	3.0%	78.8%	100.0%
ULTS-Paulinum	5	1	-	6	83.3%	16.7%	-	100.0%
<b>Total Private HEIs</b>	<b>315</b>	<b>378</b>	<b>26</b>	<b>719</b>	<b>43.8%</b>	<b>52.6%</b>	<b>3.6%</b>	<b>100.0%</b>
<b>Total</b>	<b>2,570</b>	<b>2,001</b>	<b>26</b>	<b>4,597</b>	<b>55.9%</b>	<b>43.5%</b>	<b>0.6%</b>	<b>100.0%</b>

- Means zero

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

A high percentage of Academic Staff in both private and public Higher Education Institutions (32.4 and 39.8 per cent respectively) were Master's Degree holders during the academic year 2014.

**Table 3.2 (a) Academic Staff by Highest Qualification and by HEIs, 2014**

HEI	Grade 12 and Lower	Certificate	Diploma	Bachelor Degree	Bachelor Honours Degree	Professional Bachelor Degree	Master's Degree	Doctorate Degree	Not Stated	Total
NAMCOL	0	0	0	5	2	0	241	0	0	248
PoN	0	0	27	116	19	0	171	125	533	991
UNAM	0	0	3	205	65	41	485	217	0	1,016
<b>Total Public HEIs</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>326</b>	<b>86</b>	<b>41</b>	<b>897</b>	<b>342</b>	<b>533</b>	<b>2,255</b>
Headstart	0	0	3	2	1	0	0	2	0	8
ILSA	0	0	6	7	0	0	0	0	0	13
IOL	0	0	4	10	22	18	35	5	2	96
IUM	1	3	10	29	26	0	56	10	0	135
Lingua	0	0	0	6	18	0	3	0	0	27
Monitronic	0	2	1	7	3	0	0	0	0	13
NETS	0	0	1	2	1	0	5	3	0	12
Triumphant	0	2	0	2	0	1	1	0	0	6
ULTS-Paulinum	0	0	0	0	0	0	2	3	0	5
<b>Total Private HEIs</b>	<b>1</b>	<b>7</b>	<b>25</b>	<b>65</b>	<b>71</b>	<b>19</b>	<b>102</b>	<b>23</b>	<b>2</b>	<b>315</b>
<b>Grand Total</b>	<b>1</b>	<b>7</b>	<b>55</b>	<b>391</b>	<b>157</b>	<b>60</b>	<b>999</b>	<b>365</b>	<b>535</b>	<b>2,570</b>

Figure 3.1. Academic Staff by Highest Qualification and by HEIs, 2014

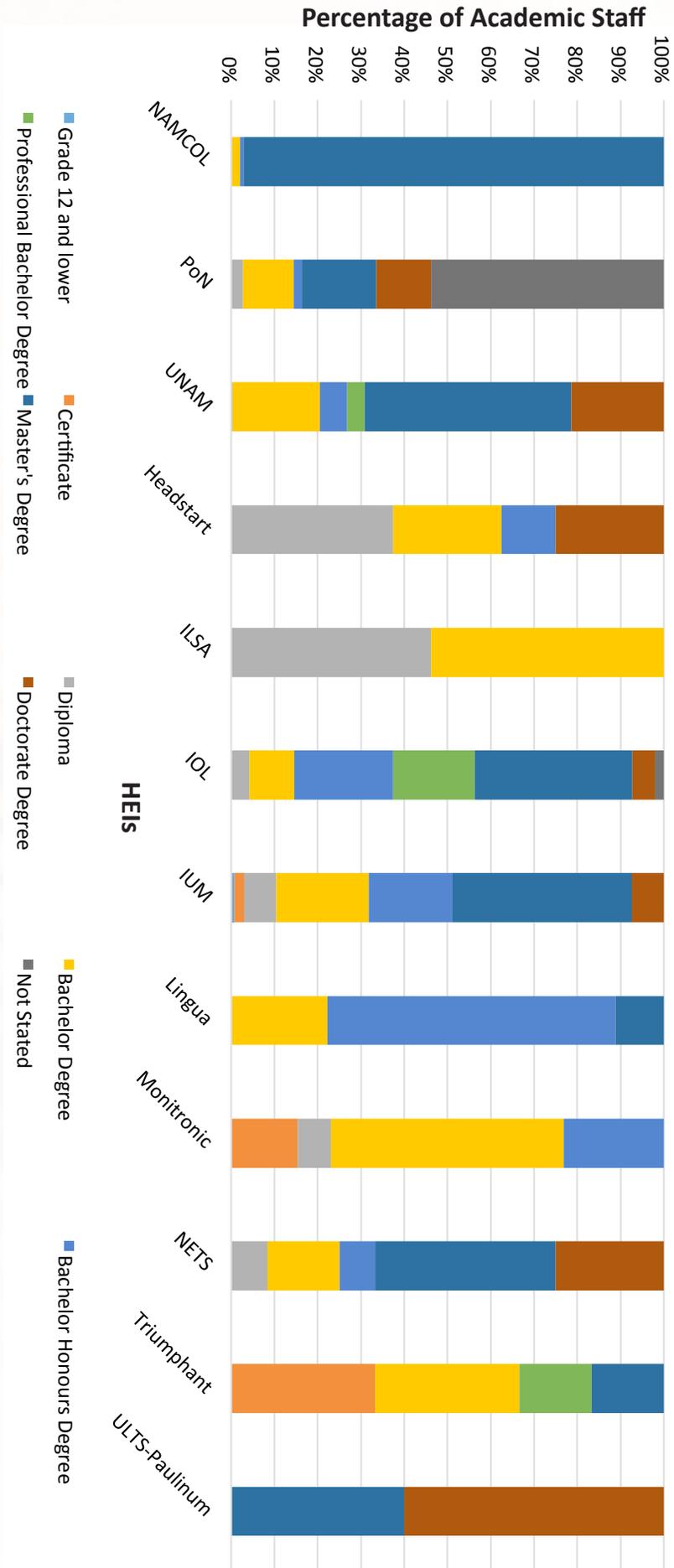


Table 3.2 (b) Percentage Academic Staff by Highest Qualification and by HEIs, 2014

HEI	Grade 12 and lower	Certificate	Diploma	Bachelor Degree	Bachelor Honours Degree	Professional Bachelor Degree	Master's Degree	Doctorate Degree	Not Stated	Total
NAMCOL	0.0%	0.0%	0.0%	2.0%	0.8%	0.0%	97.2%	0.0%	0.0%	100.0%
PoN	0.0%	0.0%	2.7%	11.7%	1.9%	0.0%	17.3%	12.6%	53.8%	100.0%
UNAM	0.0%	0.0%	0.3%	20.2%	6.4%	4.0%	47.7%	21.4%	0.0%	100.0%
<b>Total Public HEIs</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.3%</b>	<b>14.5%</b>	<b>3.8%</b>	<b>1.8%</b>	<b>39.8%</b>	<b>15.2%</b>	<b>23.6%</b>	<b>100.0%</b>
Headstart	0.0%	0.0%	37.5%	25.0%	12.5%	0.0%	0.0%	25.0%	0.0%	100.0%
ILSA	0.0%	0.0%	46.2%	53.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
IOL	0.0%	0.0%	4.2%	10.4%	22.9%	18.8%	36.5%	5.2%	2.1%	100.0%
IUM	0.7%	2.2%	7.4%	21.5%	19.3%	0.0%	41.5%	7.4%	0.0%	100.0%
Lingua	0.0%	0.0%	0.0%	22.2%	66.7%	0.0%	11.1%	0.0%	0.0%	100.0%
Monitronic	0.0%	15.4%	7.7%	53.8%	23.1%	0.0%	0.0%	0.0%	0.0%	100.0%
NETS	0.0%	0.0%	8.3%	16.7%	8.3%	0.0%	41.7%	25.0%	0.0%	100.0%
Triumphant	0.0%	33.3%	0.0%	33.3%	0.0%	16.7%	16.7%	0.0%	0.0%	100.0%
ULTS-Paulinum	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	100.0%
<b>Total Private HEIs</b>	<b>0.3%</b>	<b>2.2%</b>	<b>7.9%</b>	<b>20.7%</b>	<b>22.6%</b>	<b>6.0%</b>	<b>32.4%</b>	<b>7.3%</b>	<b>0.6%</b>	<b>100.0%</b>
<b>Grand Total</b>	<b>0.0%</b>	<b>0.3%</b>	<b>2.1%</b>	<b>15.2%</b>	<b>6.1%</b>	<b>2.3%</b>	<b>38.9%</b>	<b>14.2%</b>	<b>20.8%</b>	<b>100.0%</b>

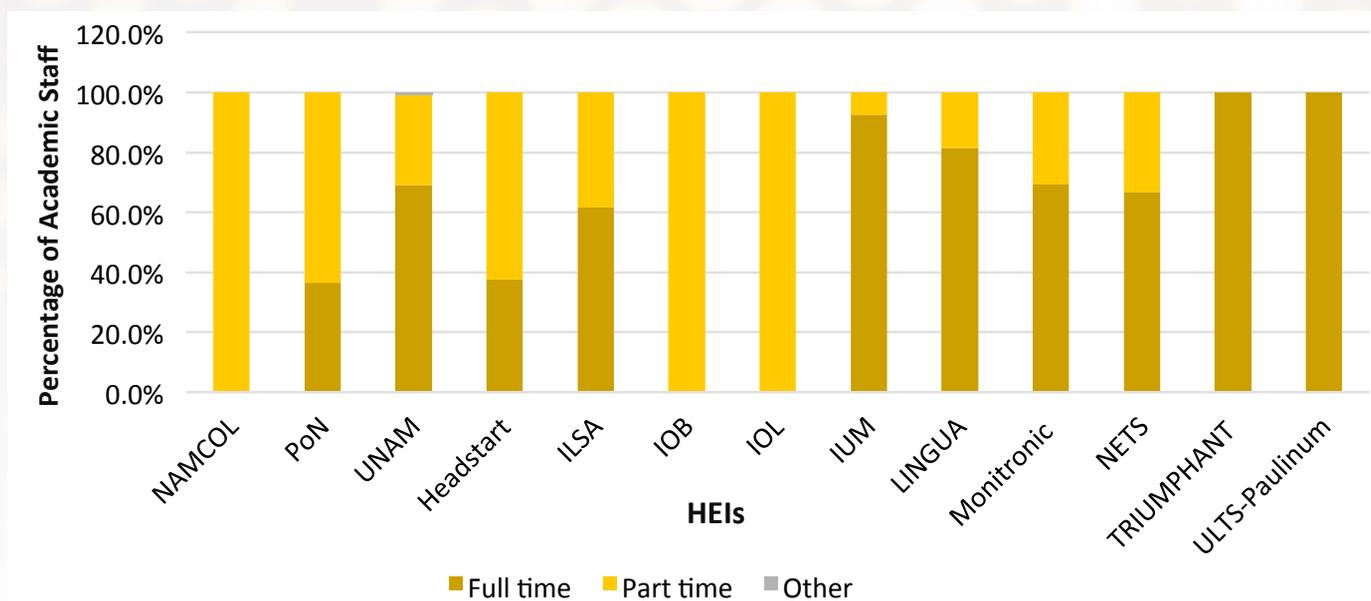
### 3.3 Academic Staff by Full-/Part-Time and by Higher Education Institutions

The total percentage of full-time academic staff is less than for the part-time academic staff, recorded at 48.6 per cent. When disaggregated by type of HEI, public HEIs tend to employ more part-time academic staff when compared to full-time staff, while private HEIs employ more full-time academic staff as compared to part-time academic staff.

**Table 3.3(a) Academic Staff by Full/Part-Time and by HEIs, 2014**

HEI	Number				Per cent			
	Full-time	Part-time	Other	Total	Full-time	Part-time	Other	Total
NAMCOL	0	248	0	248	0.0%	100.0%	0.0%	100.0%
PoN	361	630	0	991	36.4%	63.6%	0.0%	100.0%
UNAM	702	305	9	1,016	69.1%	30.0%	0.9%	100.0%
<b>Total Public HEIs</b>	<b>1,063</b>	<b>1,183</b>	<b>9</b>	<b>2,255</b>	<b>47.1%</b>	<b>52.5%</b>	<b>0.4%</b>	<b>100.0%</b>
Headstart	3	5	0	8	37.5%	62.5%	0.0%	100.0%
ILSA	8	5	0	13	61.5%	38.5%	0.0%	100.0%
IOL	0	96	0	96	0.0%	100.0%	0.0%	100.0%
IUM	125	10	0	135	92.6%	7.4%	0.0%	100.0%
Lingua	22	5	0	27	81.5%	18.5%	0.0%	100.0%
Monitronic	9	4	0	13	69.2%	30.8%	0.0%	100.0%
NETS	8	4	0	12	66.7%	33.3%	0.0%	100.0%
Triumphant	6	0	0	6	100.0%	0.0%	0.0%	100.0%
ULTS-Paulinum	5	0	0	5	100.0%	0.0%	0.0%	100.0%
<b>Total Private HEIs</b>	<b>186</b>	<b>129</b>	<b>0</b>	<b>315</b>	<b>59.0%</b>	<b>41.0%</b>	<b>0.0%</b>	<b>100.0%</b>
<b>Grand Total</b>	<b>1,249</b>	<b>1,312</b>	<b>9</b>	<b>2,570</b>	<b>48.6%</b>	<b>51.1%</b>	<b>0.4%</b>	<b>100.0%</b>

**Figure 3.2 Academic Staff by Full/Part-Time and by HEIs, 2014**



## Annexure A: Students by HEI and by Offering Type, 2014

HEI	Number					Per cent				
	Full-time	Part-time	Distance	Not stated	Total	Full-time	Part-time	Distance	Not stated	Total
NAMCOL	0	1,689	0	0	1,689	0.0%	100.0%	0.0%	0.0%	100.0%
PoN	6,493	3,231	2,723	0	12,447	52.2%	26.0%	21.9%	0.0%	100.0%
UNAM	14,154	1,311	3,737	0	19,202	73.7%	6.8%	19.5%	0.0%	100.0%
<b>Public HEIs</b>	<b>20,647</b>	<b>6,231</b>	<b>6,460</b>	<b>0</b>	<b>33,338</b>	<b>61.9%</b>	<b>18.7%</b>	<b>19.4%</b>	<b>0.0%</b>	<b>100.0%</b>
Headstart	1	221	0	2	224	0.4%	98.7%	0.0%	0.9%	100.0%
ILSA	91	11	0	0	102	89.2%	10.8%	0.0%	0.0%	100.0%
IOL	0	0	4,254	0	4,254	0.0%	0.0%	100.0%	0.0%	100.0%
Lingua	344	89	39	0	472	72.9%	18.9%	8.3%	0.0%	100.0%
IUM	6,742	769	0	0	7,511	89.8%	10.2%	0.0%	0.0%	100.0%
Monitronic	0	0	0	283	283	0.0%	0.0%	0.0%	100.0%	100.0%
NETS	16	0	0	0	16	100.0%	0.0%	0.0%	0.0%	100.0%
Triumphant	709	0	0	0	709	100.0%	0.0%	0.0%	0.0%	100.0%
ULTS-Paulinum	54	0	0	0	54	100.0%	0.0%	0.0%	0.0%	100.0%
<b>Private HELs</b>	<b>7,957</b>	<b>1,090</b>	<b>4,293</b>	<b>285</b>	<b>13,625</b>	<b>58.4%</b>	<b>8.0%</b>	<b>31.5%</b>	<b>2.1%</b>	<b>100.0%</b>
<b>TOTAL</b>	<b>28,604</b>	<b>7,321</b>	<b>10,753</b>	<b>285</b>	<b>46,963</b>	<b>60.9%</b>	<b>15.6%</b>	<b>22.9%</b>	<b>0.6%</b>	<b>100.0%</b>

## Annexure B: Variables Included in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	<ol style="list-style-type: none"> <li>1. Certificate</li> <li>2. Diploma</li> <li>3. Bachelor Degree</li> <li>4. Bachelor Honours Degree</li> <li>5. Professional Bachelor Degree</li> <li>6. Master's Degree</li> <li>7. Doctorate Degree</li> </ol>	This refers to the NQF Classification of Qualifications. ( <a href="http://www.namqa.org">www.namqa.org</a> )
Qualification level (NQF)	The ten (10) levels of the NQF	This variable includes NQF levels 5 to 10 for Higher Education
NQF Field of Learning	<ol style="list-style-type: none"> <li>1. Agriculture and Nature Conservation</li> <li>2. Business, Commerce and Management Studies</li> <li>3. Communication Studies and Language</li> <li>4. Culture and the Arts</li> <li>5. Education, Training and Development</li> <li>6. Manufacturing, Engineering and Technology</li> <li>7. Human and Social Studies</li> <li>8. Law, Military Science and Security</li> <li>9. Health Sciences and Social Services</li> <li>10. Physical, Mathematical and Computer Sciences</li> <li>11. Physical Planning and Construction</li> <li>12. Services and Life Sciences</li> </ol>	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"> <li>1. Full-time</li> <li>2. Part-time</li> <li>3. Distance</li> </ol>	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
New/repeater	<ol style="list-style-type: none"> <li>1. New</li> <li>2. Repeater</li> </ol>	New or Repeater refers to the student's status in the year of study.
Sex	<ol style="list-style-type: none"> <li>1. Male</li> <li>2. Female</li> </ol>	
Region	<ol style="list-style-type: none"> <li>1. Erongo</li> <li>2. Hardap</li> <li>3. Karas</li> <li>4. Kavango East</li> <li>5. Kavango West</li> <li>6. Khomas</li> <li>7. Kunene</li> <li>8. Ohangwena</li> <li>9. Omaheke</li> <li>10. Omusati</li> <li>11. Oshana</li> <li>12. Oshikoto</li> <li>13. Otjozondjupa</li> <li>14. Zambezi</li> <li>15. Others</li> <li>16. Not Stated</li> </ol>	
Citizenship	<ol style="list-style-type: none"> <li>1. Namibia</li> <li>2. Angola</li> <li>3. Botswana</li> <li>4. South Africa</li> <li>5. Zambia</li> <li>6. Zimbabwe</li> <li>7. Other SADC Countries</li> <li>8. Other African Countries</li> <li>9. European Countries</li> <li>10. American Countries</li> <li>11. Asian and Oceanic Countries</li> <li>12. Not Stated</li> </ol>	
Financial Sponsor	<ol style="list-style-type: none"> <li>1. Self-funding/ Parent/Guardian</li> <li>2. NSFAP</li> <li>3. Other Public Institution</li> <li>4. Private Institution</li> <li>5. Others</li> </ol>	Financial Sponsor is a person or an institution that is paying or funding the tuition fees of the student.
Examination Result	<ol style="list-style-type: none"> <li>1. Obtain Qualification</li> <li>2. Pass</li> <li>3. Fail</li> <li>4. Continuing</li> <li>5. Absent</li> </ol>	

## Annexure C: List of Variables in the Staff Database

Variable Name	Categories	Notes to the Variables
Type of staff	<ol style="list-style-type: none"> <li>1. Academic</li> <li>2. Not Academic</li> </ol>	
Full-/Part-time	<ol style="list-style-type: none"> <li>1. Full-time</li> <li>2. Part-time</li> <li>3. Other</li> </ol>	
Highest Qualification	<ol style="list-style-type: none"> <li>1. Primary or Lower</li> <li>2. Junior Secondary</li> <li>3. Secondary</li> <li>4. Certificate</li> <li>5. Diploma</li> <li>6. Bachelor Degree</li> <li>7. Bachelor Honours Degree</li> <li>8. Professional Bachelor Degree</li> <li>9. Master's Degree</li> <li>10. Doctorate Degree</li> <li>11. Not Stated</li> </ol>	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.

## Annexure E: Glossary

**Absent:** Refers to students who did not write their examinations and who did not cancel their registration.

**Continuing:** Is used for students for whom “fail” is not relevant. It is specifically the case for students registered for Master’s (Thesis) and PHD. It may also be used for distance students who intentionally spread their training work load, intended to be achieved in one year, over two or more years.

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

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

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

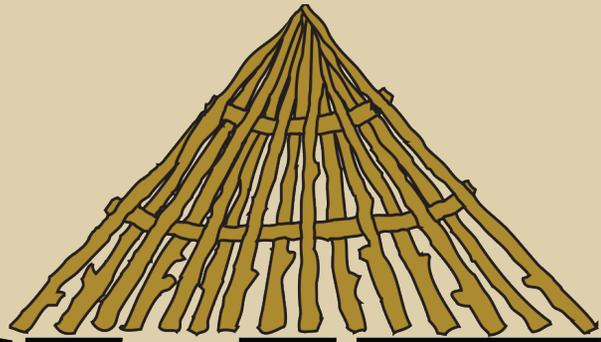
**Non-Academic Staff:** Persons employed by educational institutions that have no instructional responsibilities. Although the definition can vary from one country to another, non-teaching staff generally include the Vice-Chancellors, Vice-Rector and other administrators of higher education institutions,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

**Repeater:** This is a student who is registered in the same year of study as in the previous academic year, regardless of the qualification.

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



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