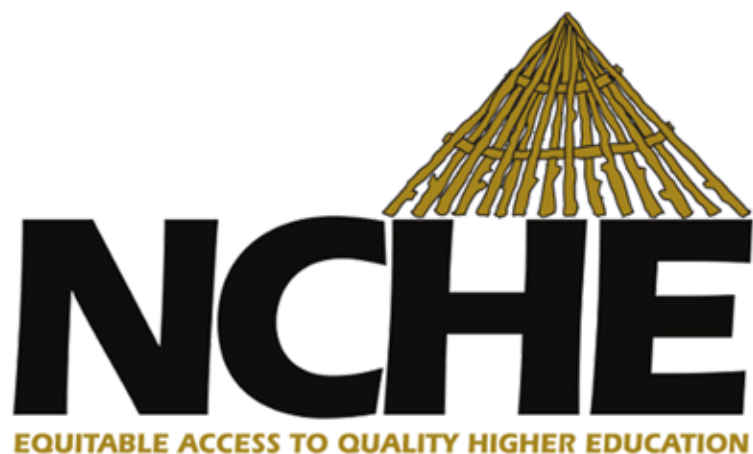




## **2017 NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK (NHESY)**





**2017 NAMIBIA HIGHER EDUCATION  
STATISTICAL YEARBOOK (NHESY)**

**DECEMBER 2018**

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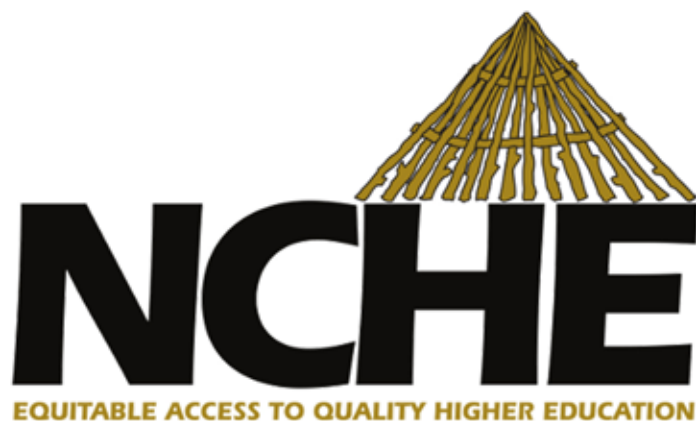
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## LIST OF ABBREVIATIONS/ACRONYMS

ALI	African Leadership Institute
HEADSTART	Headstart Montessori Teacher Training College
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
IOB	Institute of Bankers
IOL	Institute for Open Learning
IUM	International University of Management
LINGUA	International Training College Lingua
MHETI	Ministry of Higher Education, Training and Innovation
MONITRONIC	Monitronic Success College
NAMCOL	Namibian College of Open Learning
NCHE	National Council for Higher Education
NETS	Namibia Evangelical Theological Seminary
NHESY	Namibia Higher Education Statistical Yearbook
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NS	Not Stated
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
ULTS-PAULINUM	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia
WELWITCHIA	Welwitchia Health Training Centre



Higher education statistics can play a key role in institutional and national development planning. Statistics on student enrolment, examination results and staff characteristics provides an indication of internal quality and capacity within higher education institutions. Through this information, the institutions and Government can monitor annual trends. It can answer questions such as: Are students opting for private or public institutions? Are women moving into fields traditionally dominated by men? Are some fields of learning or qualifications more in demand than others?

This Namibia Higher Education Statistical Yearbook (NHESY) is an annual publication aimed at providing key statistics on the Higher Education Institutions in Namibia, be they public or private. The 2017 NHESY is the fifth publication in this series.

The publication contains information on student enrolment, disaggregated by a wide range of indicators, including examination results and staff members' characteristics. We hope that the information will be of use to policy planners, researchers, academicians and any other possible users.

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

The contents of the Yearbook are continuously reviewed to improve utility and user needs. Users of the NHESY are therefore urged to make their data needs known, for consideration when planning future editions. Kindly send comments or views to our email address, [hemis@ncche.org](mailto:hemis@ncche.org).

To facilitate greater access to data, this publication is disseminated both in hard copies and in electronic-mode. The e-publication is available on the NCHE website, [www.ncche.org.na](http://www.ncche.org.na).



A handwritten signature in black ink, appearing to read 'Sylvia Demas'.

SYLVIA DEMAS  
DEPUTY EXECUTIVE DIRECTOR

## INTRODUCTION

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

This Fifth NHESY publication draws on data collected through the Higher Education Management Information System (HEMIS) for the 2017 academic year. HEMIS incorporates different kinds of data from higher education institutions in various datasets, such as students, subjects, staff and facilities. However, this publication only reports on students and staff members. To ensure data integrity, NCHE verified and validated the data with source institutions.

The statistics are cross-tabulated by the NQF qualification type; the NQF field of learning; the offering type; the students' nationality; students age and sex; the region in which the students completed Grade 12; progression status according to examination results; status in the academic year (first-timers or repeaters); and financial sponsors.

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

NHESY documents can be accessed through [www.nche.org.na](http://www.nche.org.na). Data related enquiries especially on data not included in the Statistical Yearbook should be forwarded to the HEMIS help desk ([hemis@nche.org.na](mailto:hemis@nche.org.na))



## 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. One institutions have intakes in July.
3. Tables and Figures include only those students enroled under the specified NQF Level.
4. Data presented in this yearbook are for Higher Education Institutions with programmes registered on the NQF. Enrolment of students studying with Institutions outside Namibia are not part of this report.
5. The terms and categories used in the tables are defined in the Glossary.
6. Higher Education theoretical age is the age corresponding to the first five years (i.e. 19-23 yrs of age) after leaving secondary school.

# NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2013		2014		2015		2016		2017	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Number of Higher Education Institutions	Total HEIs	13		12		14		14		16	
	Public HEIs	3	23.1%	3	25%	3	21.4%	3	21.4%	3	18.8%
	Private HEIs	10	76.9%	9	75%	11	78.6%	11	78.6%	13	81.3%
Number of students	Total Students	43,761		46,963		49,678		53,661		56,047	
	<b>Enrolment by Sector</b>										
	Public HEIs	30,843	70.5%	33,338	71.0%	34,917	70.3%	39,659	73.9%	39,689	70.8%
	Private HEIs	12,918	29.5%	13,625	29.0%	14,761	29.7%	14,002	26.1%	16,358	29.2%
	<b>Enrolment by Sex</b>										
	Male	18,433	42.2%	17,343	36.9%	17,868	36.0%	19,316	36.0%	18,492	33.0%
	Female	25,328	57.8%	29,612	63.1%	31,784	64.0%	34,345	64.0%	37,555	67.0%
	<b>Enrolment by Offering Type</b>										
	Full-time	27,761	63.4%	28,604	60.9%	29,199	59.4%	31,837	59.9%	32,857	58.6%
	Part-time	7,848	17.9%	7,321	15.6%	6,550	13.3%	6,620	12.5%	8,291	14.8%
	Distance	7,914	18.1%	10,753	22.9%	13,395	27.3%	14,702	27.7%	14,899	26.6%
	Not Stated	238	0.5%	285	0.6%	534	*	502	*	-	
	<b>Enrolment by NQF Field of Learning</b>										
	Agriculture and Nature Conservation	758	1.7%	916	2.0%	1,046	2.1%	1,136	2.1%	1,102	2.0%
	Business, Commerce and Management Studies	19,793	45.1%	19,425	41.4%	20,005	40.3%	19,416	36.2%	16,899	30.2%
	Communication Studies and Language	1,278	2.9%	1,289	2.7%	1,459	2.9%	1,734	3.2%	1,601	2.9%
	Culture and the Arts	56	0.1%	952	2.0%	72	0.1%	72	0.1%	56	0.1%
	Education, Training and Development	9,693	22.2%	12,347	26.3%	14,039	28.3%	17,426	32.5%	22,552	40.2%
	Manufacturing, Engineering and Technology	513	1.2%	1,803	3.8%	1,493	3.0%	1,686	3.1%	1,499	2.7%
	Human and Social Studies	2,316	5.3%	898	1.9%	1,708	3.4%	1,931	3.6%	1,939	3.5%
	Law, Military Science and Security	1,090	2.5%	1,291	2.7%	1,404	2.8%	1,325	2.5%	1,434	2.6%
	Health Sciences and Social Services	3,069	7.0%	2,899	6.2%	3,159	6.4%	3,614	6.7%	3,852	6.9%
	Physical, Mathematical and Computer Sciences	3,578	8.2%	4,051	8.6%	4,085	8.2%	4,172	7.8%	4,141	7.4%
	Physical Planning and Construction	507	1.2%	449	1.0%	742	1.5%	819	1.5%	729	1.3%
	Services and Life Sciences	1,138	2.6%	643	1.4%	466	0.9%	330	0.6%	243	0.4%
	Not Stated	1	0.0%	0	0.0%	0	0.0%	0	0.0%		

\*Calculated excluding Not Stated

Indicator		2013		2014		2015		2016		2017	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Graduates	Total Graduates	5,787		4,801		5,403		9,888		9,787	
	Graduates by NQF Field of Learning										
	Agriculture and Nature Conservation	145	2.4%	138	2.9%	191	3.5%	216	2.2%	251	2.6%
	Business, Commerce and Management Studies	2,534	43.8%	1,722	35.9%	2,162	40.0%	5,241	53.0%	3,794	38.8%
	Communication Studies and Language	218	3.6%	188	3.9%	248	4.6%	259	2.6%	323	3.3%
	Culture and the Arts	9	0.1%	121	2.5%	13	0.2%	18	0.2%	15	0.2%
	Education, Training and Development	702	11.6%	962	20.0%	905	16.7%	1,444	14.6%	2,913	29.8%
	Manufacturing, Engineering and Technology	77	1.3%	187	3.9%	168	3.1%	267	2.7%	276	2.8%
	Human and Social Studies	305	5.0%	165	3.4%	325	6.0%	243	2.5%	333	3.4%
	Law, Military Science and Security	280	4.6%	206	4.3%	202	3.7%	262	2.6%	323	3.3%
	Health Sciences and Social Services	652	10.8%	430	9.0%	500	9.3%	910	9.2%	650	6.6%
	Physical, Mathematical and Computer Sciences	530	9.2%	543	11.3%	490	9.1%	834	8.4%	710	7.3%
	Physical Planning and Construction	101	1.7%	68	1.4%	142	2.6%	152	1.5%	140	1.4%
	Services and Life Sciences	234	4.0%	71	1.5%	57	1.1%	42	0.4%	59	0.6%
	Graduates by NQF Qualification Type										
	Certificate	661	10.9%	369	7.7%	212	3.9%	1475	14.9%	972	9.9%
	Diploma	1,596	27.6%	817	17.0%	1,149	21.3%	2,513	25.4%	2,969	30.3%
	Bachelor Degree	1,817	30.0%	1,759	36.6%	1,701	31.5%	1,629	16.5%	1,547	15.8%
	Bachelor Honours Degree	669	11.0%	612	12.7%	1,731	32.0%	2,707	27.4%	3,405	34.8%
	Professional Bachelor Degree	934	15.4%	1,235	25.7%	535	9.9%	1436	14.5%	621	6.3%
	Masters Degree	100	1.6%	9	0.2%	69	1.3%	126	1.3%	251	2.6%
	Doctoral Degree	10	0.2%	0	0.0%	6	0.1%	2	0.0%	22	0.2%

Indicator		2013		2014		2015		2016		2017	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Staff	Academic	1,789	45.7%	2,570	56.5%	3,055	65.2%	3,133	59.0%	3,369	60.9%
	Non-Academic	2,128	54.3%	2,001	43.5%	1,630	34.8%	2,174	41.0%	2,167	39.1%
	Total Staff	3,917		4,611		4,685		5,307		5,536	
	Academic Staff by Highest Qualification										
	Diploma	43	2.4%	55	2.1%	119	10.3%	79	2.5%	101	3.0%
	Bachelor Degree	303	16.9%	391	15.2%	572	18.7%	419	13.4%	227	6.7%
	Bachelor Honours & Professional Degree	135	7.5%	217	8.5%	183	6.1%	471	15.0%	930	27.6%
	Masters Degree	653	36.5%	999	38.9%	989	32.4%	1,087	34.7%	947	28.1%
	Doctoral Degree	280	15.7%	365	14.2%	400	13.1%	457	14.6%	540	16.0%
	Not Stated	375	21.0%	535	20.8%	595	19.5%	620	19.8%	624	18.5%

# CHAPTER 1: STUDENT ENROLMENT

This chapter provides information on student enrolment. The following 16 institutions (three public and thirteen private) supplied data:

## Public Institutions

NAMCOL <sup>1</sup>	Namibian College of Open Learning
NUST	Namibia University of Science and Technology
UNAM	University of Namibia

## Private Institutions

ALI	African Leadership Institute
HEADSTART	Headstart Montessori Teacher Training College
IOB	Institute of Bankers
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
ULTS-PAULINUM	United Lutheran Theological Seminary Paulinum
WELWITCHIA	Welwitchia Health Training Centre

## 1.1 Enrolment Growth

By 2017, a total population of 56,047 students were enrolled in the higher education programmes, registered at NQF level 5 and above, leading to a qualification (Table 1.1). This total includes full-time, part-time and distance students, of whom 67 per cent were female and 33 per cent male students. While male students recorded an average annual growth of just less than 600 between 2013 and 2017, female students average annual growth is about 2,500 over the same period.

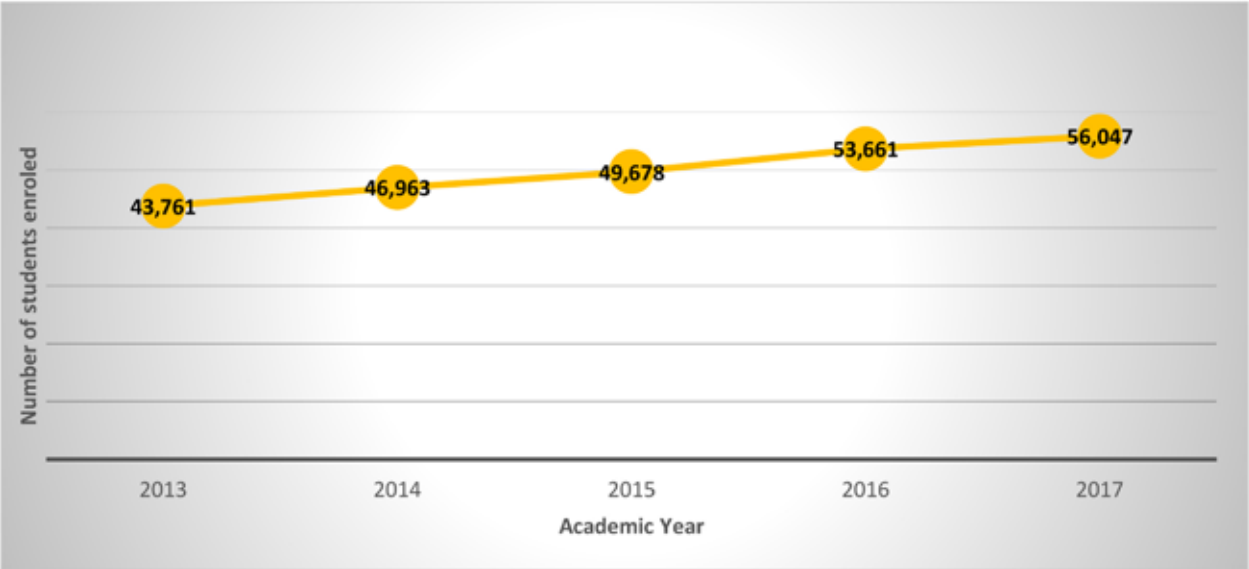
Table 1.1 Enrolment by Academic Year and Sex

Year	Number			Per cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
2013	16,209	27,552	43,761	37.0%	63.0%	100.0%
2014	17,343	29,612	46,963	36.9%	63.1%	100.0%
2015	17,868	31,784	49,678	36.0%	64.0%	99.9%
2016	19,316	34,345	53,661	36.0%	64.0%	100.0%
2017	18,492	37,555	56,047	33.0%	67.0%	100.0%

<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.

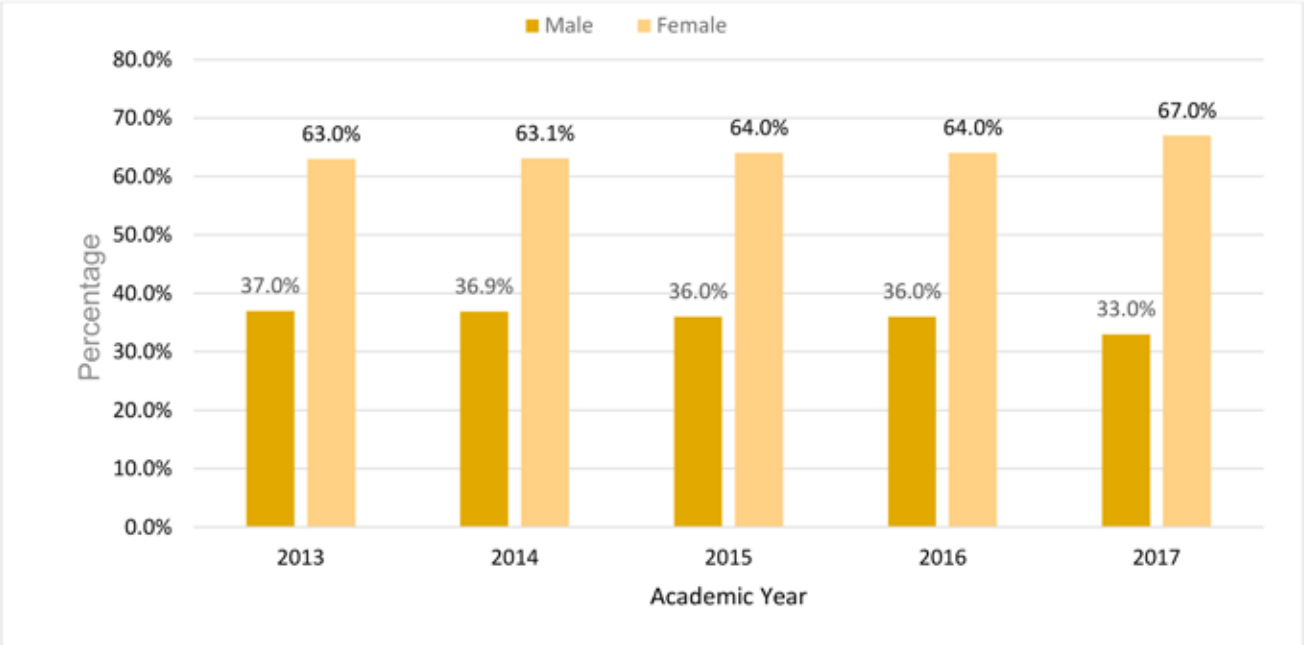
Figure 1.1 illustrates the significant increase in total enrolment over five academic years. The total enrolment increased from 43,761 students in 2013 to 56,047 in 2017, an average annual increase of 6.4 per cent (about 3,000).

Figure 1.1 Enrolment Trend (2013 – 2017)



The female student enrolment increased from 63 per cent in 2013 to 67.0 per cent in 2017 whereas male student enrolment decreased from 37 per cent to 33.0 per cent over the same period (Figure 1.2), marking a widening gap between male and female student enrolment proportions.

Figure 1.2 Students Enrolment by Sex and by Academic Year (Per cent), 2013-2017





## 1.2 Gross Enrolment Ratio

The extent of access to higher education is generally measured by Gross Enrolment Ratio (GER) in higher education. GER measures the access level by calculating the ratio of persons in all age groups enrolled in various programmes to the total population in the age group of 19 to 23 years. In 2013, the Gross Enrolment Ratio was 19.1 per cent, which increased to 22.6 per cent in 2017, showing an average annual increase of 0.7 per cent. This increase can be attributed to the steep rise in female enrolment that recorded 7.3 per cent increase over the five year period (Table 1.2).

Table 1.2 Gross Enrolment Ratio (GER) by Sex, 2013–2017

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
2013	112,653	116,645	229,298	16,209	27,552	43,761	14.4%	23.6%	19.1%
2014	114,061	118,369	232,430	17,343	29,612	46,963	15.2%	25.0%	20.2%
2015	115,318	118,727	235,045	17,868	31,784	49,678	15.5%	26.8%	21.1%
2016	116,482	120,783	237,265	19,316	34,345	53,661	16.6%	28.4%	22.6%
2017	117,515	121,548	239,063	18,492	37,555	54,047	15.7%	30.9%	22.6%

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

## 1.3 Enrolment by Higher Education Institution

In 2017 there were 39,689 and 16,358 students at public and registered/ accredited private Higher Education Institutions respectively. Table 1.3 presents the distribution of the student enrolment, showing a higher percentage at public Higher Education Institutions at 71.8 per cent compared to 29.2 per cent in private Higher Education Institution. Almost half (45.4 per cent) of all students were enrolled at UNAM. IUM and IOL continued to accommodate a large numbers of students enrolled in private Higher Education Institutions.

Table 1.3 Enrolment by Higher Education Institutions, 2017

Higher Education Institutions	Number of Students	Per Cent
NAMCOL	3,513	6.3%
NUST	10,705	19.1%
UNAM	25,471	45.4%
<b>Total Public HEIs</b>	<b>39,689</b>	<b>71.8%</b>
ALI	108	0.2%
HEADSTART	504	0.9%
IOB	485	0.9%
IOL	4998	8.9%
IUM	7966	14.2%
Lingua	733	1.3%
MONITRONIC	522	0.9%
NETS	27	0.0%
PHILIPPI TRUST	12	0.0%
ST.CHARLES	33	0.1%
TRIUMPHANT COLLEGE	634	1.1%
ULTS-PAULINUM	37	0.1%
WELWITCHIA	299	0.5%
<b>Total Private HEIs</b>	<b>16,358</b>	<b>29.2%</b>
<b>Grand Total</b>	<b>56,047</b>	<b>100.0%</b>

## 1.4 Enrolment by Higher Education Institutions and by Sex

Table 1.4 presents the enrolment by Higher Education Institutions and by Sex. The results show that female students (37,555) outnumbered their male counterparts (18,492). In terms of proportions female students represented 67 per cent of total enrolment compared to 33 per cent for male students. Similarly, there is a skewed enrolment at both public and private institutions in favour of female students. In terms of Gender Parity Index (GPI), there were 203 female students for every 100 male students enrolled in Namibia in 2017. The female favouring distribution is maintained within the majority of Higher Education Institutions with the exception of MONITRONIC, TRIUMPHANT colleges and the faith-based colleges such as NETS, ULTS-PAULINUM and ST. CHARLES LWANGA where the distribution was in favour of male students (ranging from 53 to 97 per cent).

Table 1.4 Enrolment by Higher Education Institutions and by Sex, 2017

HEIs	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
NAMCOL	352	3,161	3,513	10%	90%	100%
NUST	5,229	5,476	10,705	49%	51%	100%
UNAM	8,835	16,636	25,471	35%	65%	100%
<b>Total Public HEIs</b>	<b>14,416</b>	<b>25,273</b>	<b>39,689</b>	<b>36%</b>	<b>64%</b>	<b>100%</b>
ALI	51	57	108	47%	53%	100%
HEADSTART	16	488	504	3%	97%	100%
IOB	128	357	485	26%	74%	100%
IOL	865	4,133	4,998	17%	83%	100%
IUM	1,985	5,981	7,966	25%	75%	100%
Lingua	271	462	733	37%	63%	100%
MONITRONIC	294	228	522	56%	44%	100%
NETS	19	8	27	70%	30%	100%
PHILIPPI TRUST	3	9	12	25%	75%	100%
ST.CHARLES	32	1	33	97%	3%	100%
TRIUMPHANT COLLEGE	339	295	634	53%	47%	100%
ULTS-PAULINUM	21	16	37	57%	43%	100%
WELWITCHIA	52	247	299	17%	83%	100%
<b>Total Private HEIs</b>	<b>4,076</b>	<b>12,282</b>	<b>16,358</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
<b>Grand Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>33%</b>	<b>67%</b>	<b>100%</b>



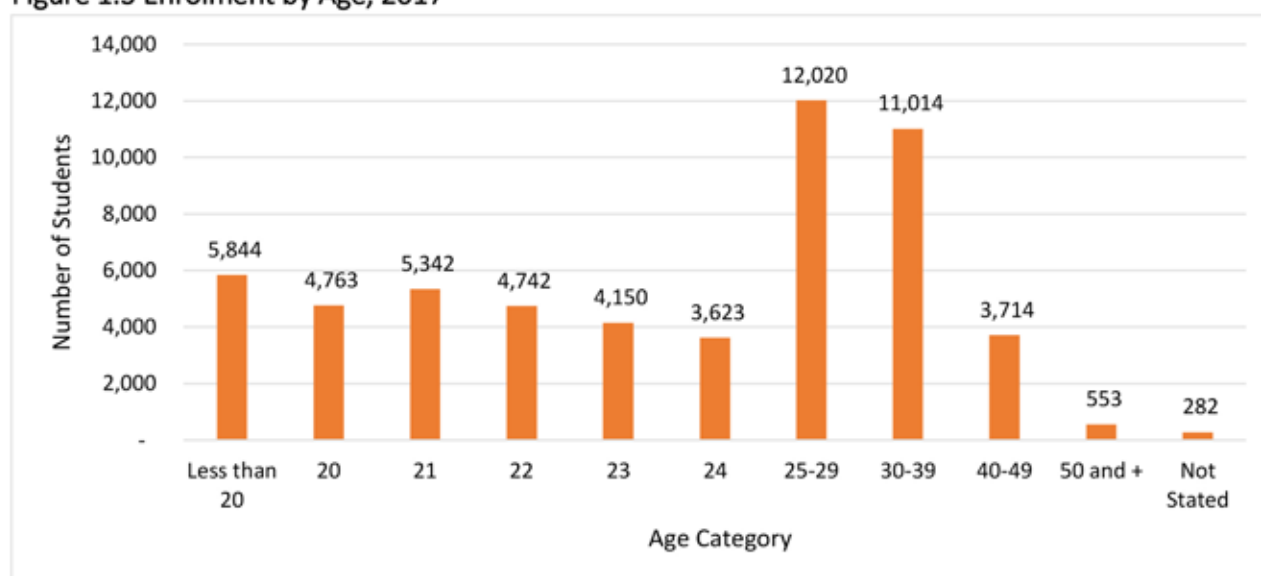
## 1.5 Enrolment by Age

Table 1.5 and Figure 1.3 show enrolment by age. The data reveal that students within the maximum higher education theoretical age of 23 years constituted 44.3 per cent of the total enrolment. It is also worth noting that slightly over half (50.8 per cent) of the total students were 24 years old or younger.

Table 1.5 Enrolment by Age, 2017

Age	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	5,844	10.4%	10.4%
20	4,763	8.5%	18.9%
21	5,342	9.5%	28.5%
22	4,742	8.5%	36.9%
23	4,150	7.4%	44.3%
24	3,623	6.5%	50.8%
25-29	12,020	21.4%	72.2%
30-39	11,014	19.7%	91.9%
40-49	3,714	6.6%	98.5%
50 and +	553	1.0%	99.5%
Not Stated	282	0.5%	100.0%
<b>Grand Total</b>	<b>56,047</b>	<b>100.0%</b>	

Figure 1.3 Enrolment by Age, 2017



## 1.6 Enrolment by Age and by Sex

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

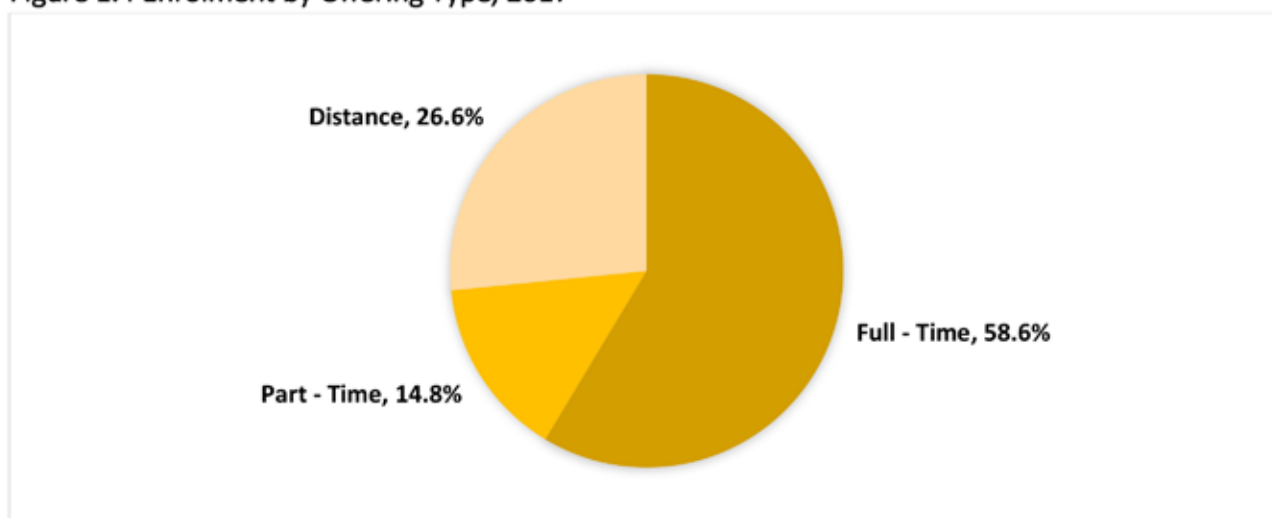
Table 1.6 Enrolment by Age and by Sex, 2017

Age	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Less than 20	1,818	4,026	5,844	31.1%	68.9%	100.0%
20	1,678	3,085	4,763	35.2%	64.8%	100.0%
21	2,017	3,325	5,342	37.8%	62.2%	100.0%
22	1,816	2,926	4,742	38.3%	61.7%	100.0%
23	1,602	2,548	4,150	38.6%	61.4%	100.0%
24	1,415	2,208	3,623	39.1%	60.9%	100.0%
25-29	3,912	8,108	12,020	32.5%	67.5%	100.0%
30-39	2,980	8,034	11,014	27.1%	72.9%	100.0%
40-49	1,003	2,711	3,714	27.0%	73.0%	100.0%
50 and +	174	379	553	31.5%	68.5%	100.0%
Not Stated	77	205	282	27.3%	72.7%	100.0%
Grand Total	18,492	37,555	56,047	33.0%	67.0%	100.0%

## 1.7 Enrolment by Offering Type and by Sex

In general, higher education may be offered in three different modes, namely full-time, part-time and distance. In 2017, more students were enrolled for full-time study (58.6 per cent), followed by distance education (26.6 per cent), as reflected in Figure 1.4.

Figure 1.4 Enrolment by Offering Type, 2017



It is however worth noting that of all male students about two thirds (66.3 per cent) were studying full-time compared to slightly above half (54.8 per cent) of female students. In contrast, only about one fifth (17.7 per cent) of male students were studying through distance compared to about one third (30.9 per cent) of female students (Table 1.7).

**Table 1.7 Enrolment by Offering Type and by Sex, 2017**

Offering Type	Number			Per Cent		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Full - Time	12,266	20,591	32,857	66.3%	54.8%	58.6%
Part - Time	2,944	5,347	8,291	15.9%	14.2%	14.8%
Distance	3,282	11,617	14,899	17.7%	30.9%	26.6%
All Students	18,492	37,555	56,047	100.0%	100.0%	100.0%

### 1.8 Enrolment by NQF Field of Learning

Table 1.8 and Figure 1.5 present the distribution of students across the various NQF Fields of Learning by Sex. Most students were enrolled in Education, Training and Development (40.2 per cent), followed by Business, Commerce and Management Studies (30.2 per cent), amounting to 70.4 per cent of the total combined enrolment. The enrolments in all other individual NQF Fields of Learning were well below 10 per cent. However, when put together, in total, 20.2 per cent of students were enrolled in the Science, Technology, Engineering and Mathematical (STEM) fields (Table 1.9). About 28 per cent of all male students were enrolled in STEM fields compared to only 16 per cent of all female students. Female students in STEM are mainly concentrated in Health Sciences and Social Services.

**Table 1.8 Enrolment by NQF Field of Learning and by Sex, 2017**

Qualification Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	533	569	1,102	2.9%	1.5%	2.0%
Business, Commerce and Management Studies	6,019	10,880	16,899	32.5%	29.0%	30.2%
Communication Studies and Language	549	1,052	1,601	3.0%	2.8%	2.9%
Culture and the Arts	20	36	56	0.1%	0.1%	0.1%
Education, Training and Development	5,231	17,321	22,552	28.3%	46.1%	40.2%
Manufacturing, Engineering and Technology	1,113	386	1,499	6.0%	1.0%	2.7%
Human and Social Studies	625	1,314	1,939	3.4%	3.5%	3.5%
Law, Military Science and Security	752	682	1,434	4.1%	1.8%	2.6%
Health Sciences and Social Services	874	2,978	3,852	4.7%	7.9%	6.9%
Physical, Mathematical and Computer Sciences	2,245	1,896	4,141	12.1%	5.0%	7.4%
Physical Planning and Construction	456	273	729	2.5%	0.7%	1.3%
Services and Life Sciences	75	168	243	0.4%	0.4%	0.4%
Grand Total	18,492	37,555	56,047	100.0%	100.0%	100.0%

Figure 1.5 Enrolment by NQF Field of Learning, 2017

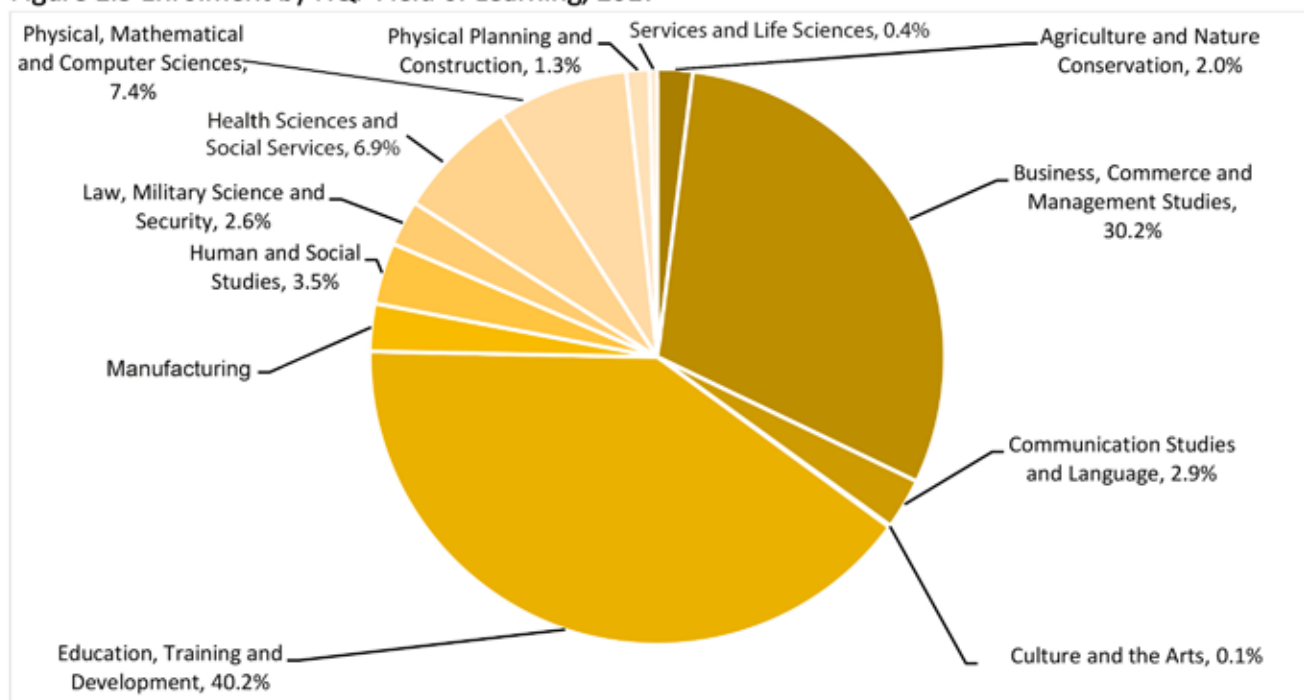


Table 1.9 Enrolment by STEM and Non-STEM NQF Fields of Learning, 2017

Qualification Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	533	569	1,102	2.9%	1.5%	2.0%
Manufacturing, Engineering and Technology	1,113	386	1,499	6.0%	1.0%	2.7%
Health Sciences and Social Services	874	2,978	3,852	4.7%	7.9%	6.9%
Physical, Mathematical and Computer Sciences	2,245	1,896	4,141	12.1%	5.0%	7.4%
Physical Planning and Construction	456	273	729	2.5%	0.7%	1.3%
<b>Total STEM</b>	<b>5,221</b>	<b>6,102</b>	<b>11,323</b>	<b>28.2%</b>	<b>16.2%</b>	<b>20.2%</b>
Business, Commerce and Management Studies	6,019	10,880	16,899	32.5%	29.0%	30.2%
Communication Studies and Language	549	1,052	1,601	3.0%	2.8%	2.9%
Culture and the Arts	20	36	56	0.1%	0.1%	0.1%
Education, Training and Development	5,231	17,321	22,552	28.3%	46.1%	40.2%
Human and Social Studies	625	1,314	1,939	3.4%	3.5%	3.5%
Law, Military Science and Security	752	682	1,434	4.1%	1.8%	2.6%
Services and Life Sciences	75	168	243	0.4%	0.4%	0.4%
<b>Total Non-STEM</b>	<b>13,271</b>	<b>31,453</b>	<b>44,724</b>	<b>71.8%</b>	<b>83.8%</b>	<b>79.8%</b>
<b>Grand Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 1.9 Enrolment by NQF Qualification Type and by Sex

More than half (54.6 per cent) of the students enrolled for Bachelor and Bachelor Honours Degrees, followed by Diplomas (about a third). Of all male students, two thirds (64.1 per cent) were enrolled for Bachelor/Professional/ Honours, higher than female students who were 49.7 per cent for the same qualifications. Masters and Doctoral Degrees formed 3.5 per cent of the total enrolment (Table 1.10).

Table 1.10 Enrolment by NQF Qualification Type and by Sex, 2017

Qualification Type NQF	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Certificates	1,063	4,264	5,327	5.7%	11.4%	9.5%
Diplomas	4,797	13,393	18,190	25.9%	35.7%	32.5%
Bachelor Degree	4,113	4,549	8,662	22.2%	12.1%	15.5%
Bachelor Honours Degree	6,137	11,549	17,686	33.2%	30.8%	31.6%
Professional Bachelor Degree	1,618	2,558	4,176	8.7%	6.8%	7.5%
Masters Degree	673	1,146	1,819	3.6%	3.1%	3.2%
Doctorate Degree	91	96	187	0.5%	0.3%	0.3%
<b>Grand Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\*Certificates and Diplomas include postgraduate studies.

## 1.10 New and Repeating Students by Sex

The progression and repetition rates determine the internal efficiency of an education system. Table 1.11 indicates that in 2017, about 77 per cent of the students were either in their first year or had progressed to the next level, while 16.3 per cent were repeating a year of study. The information shows that the total number of repeaters was less than 10,000 students out of a student population of over 56,000. When compared within sexes, male students showed a higher repetition rate than female students.

Table 1.11 New and Repeating Students by Sex, 2017

New/Repeater	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
New	13,808	29,488	43,296	74.7%	78.5%	77.2%
Repeater	3,611	5,535	9,146	19.5%	14.7%	16.3%
Not Stated	1,073	2,532	3,605	5.8%	6.7%	6.4%
<b>Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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

Table 1.12 indicates the percentage of repeaters within each year of study by sex. There is a marked incline in repetition as students progress up to the fourth year. Higher percentages of repeaters are observed among third and fourth year students. Male students predominantly repeat compared to female students.



Table 1.12 New and Repeating Students by Year of Study and by Sex, 2017

		Number			Per Cent		
Year of Study		Male	Female	Total	Male	Female	Total
Year 1	New	5,944	14,238	20,182			
	Repeater	1,239	1,894	3,133	17.0%	11.5%	13.2%
	Not Stated	99	399	498			
	<b>Total</b>	<b>7,282</b>	<b>16,531</b>	<b>23,813</b>			
Year 2	New	3,837	7,086	10,923			
	Repeater	711	1,011	1,722	14.7%	11.5%	12.6%
	Not Stated	287	687	974			
	<b>Total</b>	<b>4,835</b>	<b>8,784</b>	<b>13,619</b>			
Year 3	New	2,606	4,650	7,256			
	Repeater	921	1,411	2,332	24.4%	21.1%	22.3%
	Not Stated	253	619	872			
	<b>Total</b>	<b>3,780</b>	<b>6,680</b>	<b>10,460</b>			
Year 4	New	1,323	2,857	4,180			
	Repeater	738	1,211	1,949	29.6%	24.7%	26.4%
	Not Stated	434	827	1,261			
	<b>Total</b>	<b>2,495</b>	<b>4,895</b>	<b>7,390</b>			
Year 5	New	25	45	70			
	Repeater	1	5	6	3.8%	10.0%	7.9%
	<b>Total</b>	<b>26</b>	<b>50</b>	<b>76</b>			
Year 6	New	16	55	71			
	Repeater	1	3	4	5.9%	5.2%	5.3%
	<b>Total</b>	<b>17</b>	<b>58</b>	<b>75</b>			
Not Stated	New	57	557	614			
	<b>Total</b>	<b>57</b>	<b>557</b>	<b>614</b>			
<b>Total</b>	New	13,808	29,488	43,296			
	Repeater	3,611	5,535	9,146	19.5%	14.7%	16.3%
	Not Stated	1,073	2,532	3,605			
	<b>Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>			

### 1.12 Enrolment by Region of Origin

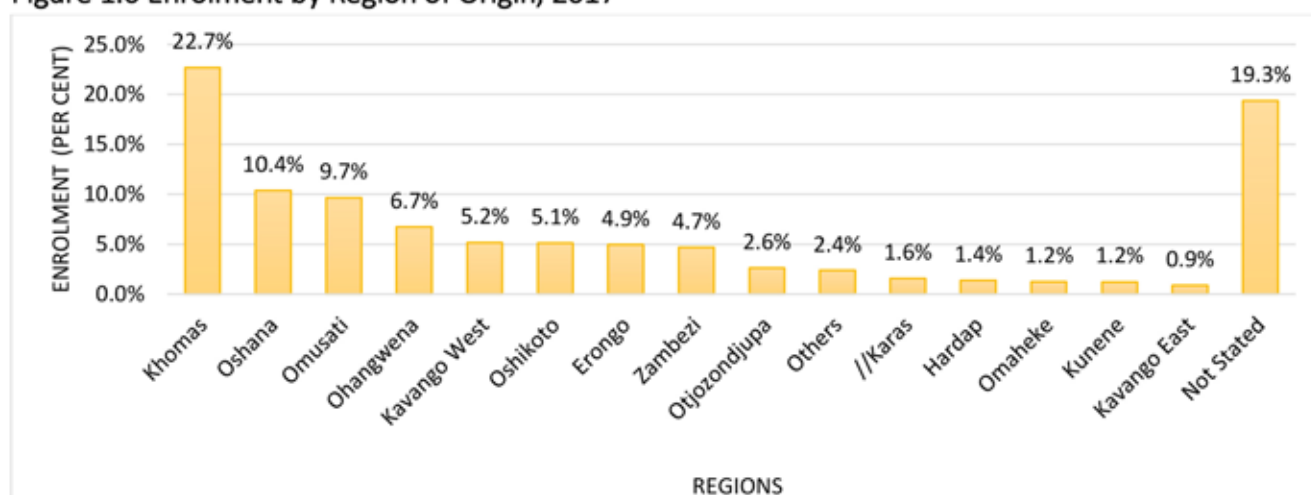
The region in which students completed Grade 12 was used as a proxy for the Region of Origin. Table 1.13 and Figure 1.6 shows the proportion of enrolment from each of the 14 regions. It was observed that students from Khomas Region represented the highest percentage of students to Higher Education Institution, about 23 per cent, followed by Oshana Region with about 10 per cent. The students from Kavango East accounted for less than 1 per cent. The large portion of 'Not Stated' underestimates the enrolment, especially of populous regions such as Khomas and Oshana.

Table 1.13 Enrolment by Region of Origin, 2017

Region of Origin (Home)	Number	Per Cent	Cumulative Per Cent
Erongo	2,769	4.9%	4.9%
Hardap	781	1.4%	6.3%
//Karas	876	1.6%	7.9%
Kavango East	498	0.9%	8.8%
Kavango West	2,894	5.2%	13.9%
Khomas	12,708	22.7%	36.6%
Kunene	687	1.2%	37.8%
Ohangwena	3,768	6.7%	44.6%
Omaheke	698	1.2%	45.8%
Omusati	5,415	9.7%	55.5%
Oshana	5,809	10.4%	65.8%
Oshikoto	2,866	5.1%	71.0%
Otjozondjupa	1,475	2.6%	73.6%
Zambezi	2,626	4.7%	78.3%
Others (Foreign)	1,334	2.4%	80.7%
Not Stated	10,843	19.3%	100.0%
<b>Total</b>	<b>56,047</b>	<b>100.0%</b>	

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

Figure 1.6 Enrolment by Region of Origin, 2017



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

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

Table 1.14(a) Enrolment by Region of Origin and by NQF Field of Learning, 2017

Region of Origin (Home)	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	Grand Total
Erongo	37	1,147	88	5	666	122	123	79	177	258	56	11	2,769
Hardap	10	376	24	-	145	11	48	28	67	58	4	10	781
//Karas	15	333	40	2	225	21	54	25	75	64	19	3	876
Kavango East	23	235	16	-	63	32	4	12	36	61	12	4	498
Kavango West	36	490	50	1	1,784	44	68	41	254	121	5	-	2,894
Khomas	167	6,155	533	23	1,715	344	567	558	1,041	1,264	257	84	12,708
Kunene	34	247	20	-	221	11	22	13	60	55	3	1	687
Ohangwena	83	820	85	-	1,938	69	94	49	315	283	25	7	3,768
Omaheke	30	240	34	-	216	6	46	24	52	42	5	3	698
Omusati	188	1,332	151	7	2,229	175	166	93	552	428	72	22	5,415
Oshana	147	1,652	150	8	2,459	129	146	103	471	467	61	16	5,809
Oshikoto	91	876	84	3	956	150	77	41	214	303	55	16	2,866
Otjozondjupa	42	529	47	1	360	51	88	57	125	144	21	10	1,475
Zambezi	85	503	105	1	1,329	47	105	70	180	167	30	4	2,626
Others	28	719	65	-	19	120	10	4	47	241	50	31	1,334
Not Stated	86	1,245	109	5	8,227	167	321	237	186	185	54	21	10,843
Grand Total	1,102	16,899	1,601	56	22,552	1,499	1,939	1,434	3,852	4,141	729	243	56,047



Table 1.14(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2017

Region of Origin (Home)	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	Grand Total
Erongo	1%	41%	3%	0%	24%	4%	4%	3%	6%	9%	2%	0%	100%
Hardap	1%	48%	3%	0%	19%	1%	6%	4%	9%	7%	1%	1%	100%
//Karas	2%	38%	5%	0%	26%	2%	6%	3%	9%	7%	2%	0%	100%
Kavango East	5%	47%	3%	0%	13%	6%	1%	2%	7%	12%	2%	1%	100%
Kavango West	1%	17%	2%	0%	62%	2%	2%	1%	9%	4%	0%	0%	100%
Khomas	1%	48%	4%	0%	13%	3%	4%	4%	8%	10%	2%	1%	100%
Kunene	5%	36%	3%	0%	32%	2%	3%	2%	9%	8%	0%	0%	100%
Ohangwena	2%	22%	2%	0%	51%	2%	2%	1%	8%	8%	1%	0%	100%
Omaheke	4%	34%	5%	0%	31%	1%	7%	3%	7%	6%	1%	0%	100%
Omusati	3%	25%	3%	0%	41%	3%	3%	2%	10%	8%	1%	0%	100%
Oshana	3%	28%	3%	0%	42%	2%	3%	2%	8%	8%	1%	0%	100%
Oshikoto	3%	31%	3%	0%	33%	5%	3%	1%	7%	11%	2%	1%	100%
O'tjondjupa	3%	36%	3%	0%	24%	3%	6%	4%	8%	10%	1%	1%	100%
Zambezi	3%	19%	4%	0%	51%	2%	4%	3%	7%	6%	1%	0%	100%
Others	2%	54%	5%	0%	1%	9%	1%	0%	4%	18%	4%	2%	100%
Not Stated	1%	11%	1%	0%	76%	2%	3%	2%	2%	2%	0%	0%	100%
Grand Total	2%	30%	3%	0%	40%	3%	3%	3%	7%	7%	1%	0%	100%

### 1.14 Enrolment by Region of Campus and by Sex

Higher Education Institutions are represented in most regions, either by a campus or a distance education centre. The highest proportion of students (63.4 per cent) was enrolled in Khomas region where Namibia's capital is situated, followed by Oshana Region at 18.7 per cent (Table 1.15).

Table 1.15 Enrolment by Region of Campus and by Sex, 2017

Region of Campus	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Erongo	638	1,622	2,260	3.5%	4.3%	4.0%
//Karas	228	720	948	1.2%	1.9%	1.7%
Kavango East	1,288	1,908	3,196	7.0%	5.1%	5.7%
Kavango West	120	138	258	0.6%	0.4%	0.5%
Khomas	12,501	23,056	35,557	67.6%	61.4%	63.4%
Kunene	26	56	82	0.1%	0.1%	0.1%
Ohangwena	57	131	188	0.3%	0.3%	0.3%
Omaheke	37	61	98	0.2%	0.2%	0.2%
Omusati	141	196	337	0.8%	0.5%	0.6%
Oshana	2,458	8,001	10,459	13.3%	21.3%	18.7%
Oshikoto	84	162	246	0.5%	0.4%	0.4%
Otjozondjupa	161	441	602	0.9%	1.2%	1.1%
Zambezi	753	1,063	1,816	4.1%	2.8%	3.2%
<b>Grand Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 1.15 Enrolment by Financial Sponsor

Funding higher education is regarded as one of the main factors that limits access to higher education. Table 1.16 illustrates the distribution of financial sponsors by sex. In the year under review, 41 per cent of students were either self-funding or funded by parents or guardians, while about 40 per cent were funded through the Namibia Student Financial Assistance Fund (NSFAF) and 6.0 per cent by Other Public Institutions. Private Institutions funded about 1 per cent of the students. About 9 per cent of students' financial sponsor was not recorded.

Table 1.16 Enrolment by Financial Sponsor and by Sex, 2017

Financial Sponsor	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Self-Funding/Parents	7,636	15,338	22,974	41.3%	40.8%	41.0%
NSFAF	7,842	14,396	22,238	42.4%	38.3%	39.7%
Other Public Institutions	595	2,758	3,353	3.2%	7.3%	6.0%
Private Institution	283	264	547	1.5%	0.7%	1.0%
Others	741	901	1,642	4.0%	2.4%	2.9%
Not Stated	1,395	3,898	5,293	7.5%	10.4%	9.4%
<b>Grand Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 1.16 Enrolment by Nationality

Approximately 94 per cent of the students were Namibians (Table 1.17). The rest were mainly from Zimbabwe (2.0 per cent) and Angola (1.9 per cent). Students from Other SADC Countries and Other African countries, constituted 0.8 per cent, whereas those from abroad represented 0.1 per cent.

Table 1.17 Enrolment by Nationality, 2017

Country	Number	Per Cent
Namibia	52,621	93.9%
Angola	1,053	1.9%
Botswana	67	0.1%
South Africa	79	0.1%
Zambia	460	0.8%
Zimbabwe	1,120	2.0%
Other SADC Countries	221	0.4%
Other African Countries	213	0.4%
European Countries	15	0.0%
American Countries	33	0.1%
Asian and Oceanic Countries	23	0.0%
Not Stated	142	0.3%
<b>Grand Total</b>	<b>56,047</b>	<b>100.0%</b>

### 1.17 Enrolment by Nationality and by Sex

Of the total non-Namibians, female students outnumbered male students, 51.9 compared to 48.1 per cent (Table 1.18).

Table 1.18 Enrolment by Nationality and by Sex, 2017

Nationality	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Namibian	16,796	35,651	52,447	32.0%	68.0%	100.0%
Non-Namibian	1,664	1,794	3,458	48.1%	51.9%	100.0%
Not Stated	32	110	142	22.5%	77.5%	100.0%
<b>Total</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>33.0%</b>	<b>67.0%</b>	<b>100.0%</b>

## CHAPTER 2: EXAMINATION RESULTS

This chapter is focused on the students' progression results for 2017 by NQF Fields of Learning, Offering Type and NQF Qualification Type, either per HEIs or per Public or private.

### 2.1 Examination Results by Sex Compared to Enrolment

By comparing percentage of students completing studies to those enrolled, male students have similar percentage of completing studies (33.2 per cent) compared to proportions of total enrolled male students (33.0 per cent). On the contrary, proportions of male students who passed (29.1 per cent) were lower than the proportion of males in the total enrolment (33.0 per cent). This achievement is quite opposite for female students in terms of pass rate, indicating that female students are progressing better than male students (70.9 per cent passed compared to 67.0 per cent of female enrolment).

Table 2.1 Examination Results by Sex, 2017

Examination Results	Number			Per Cent within Examination Results		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,317	4,390	6,707	34.5%	65.5%	100.0%
Pass	6,914	14,075	20,989	32.9%	67.1%	100.0%
Fail	4,941	6,511	11,452	43.1%	56.9%	100.0%
Continuing (Master's and PhD)	34	32	66	51.5%	48.5%	100.0%
Absent	210	265	475	44.2%	55.8%	100.0%
<b>Public HEIs</b>	<b>14,416</b>	<b>25,273</b>	<b>39,689</b>	<b>36.3%</b>	<b>63.7%</b>	<b>100.0%</b>
Completed Studies	931	2,149	3,080	30.2%	69.8%	100.0%
Pass	2,322	8,452	10,774	21.6%	78.4%	100.0%
Fail	443	846	1,289	34.4%	65.6%	100.0%
Absent	380	835	1,215	31.3%	68.7%	100.0%
<b>Private HEIs</b>	<b>4,076</b>	<b>12,282</b>	<b>16,358</b>	<b>24.9%</b>	<b>75.1%</b>	<b>100.0%</b>
Completed Studies	3,248	6,539	9,787	33.2%	66.8%	100.0%
Pass	9,236	22,527	31,763	29.1%	70.9%	100.0%
Fail	5,384	7,357	12,741	42.3%	57.7%	100.0%
Continuing (Master's and PhD)	34	32	66	51.5%	48.5%	100.0%
Absent	590	1,100	1,690	34.9%	65.1%	100.0%
<b>Total HEIs</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>33.0%</b>	<b>67.0%</b>	<b>100.0%</b>

## 2.2 Examination Results by Sex, 2017

In 2017 academic year, close to 18 per cent of the enrolled students obtained qualifications. Above half (56.7 per cent) of the students progressed to the next year of study [Table 2.2(a)]. Approximately 23 per cent failed their examinations.

When analysed by sex, there was no difference between the proportion of male and female students who completed studies in 2017, namely 17.6 per cent for male students compared to 17.4 per cent for female students (Table 2.2 (a)).

There is a noticeable difference for the pass and failure rate between public and private higher education institutions. While public higher education institutions have pre-requisites for most of the modules in 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 explains the difference in the failure rate between public and private higher education institutions.

Table 2.2(a) Examination Results by Sex, 2017

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,317	4,390	6,707	16.1%	17.4%	16.9%
Pass	6,914	14,075	20,989	48.0%	55.7%	52.9%
Fail	4,941	6,511	11,452	34.3%	25.8%	28.9%
Continuing (Master's and PhD)	34	32	66	2%	1%	2%
Absent	210	265	475	1.5%	1.0%	1.2%
<b>Public HEIs</b>	<b>14,416</b>	<b>25,273</b>	<b>39,689</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Completed Studies	931	2,149	3,080	11.4%	8.7%	9.4%
Pass	2,322	8,452	10,774	28.5%	34.4%	32.9%
Fail	443	846	1,289	5.4%	3.4%	3.9%
Continuing (Master's and PhD)	380	835	1,215	4.7%	3.4%	3.7%
Absent	4,076	12,282	16,358	50.0%	50.0%	50.0%
<b>Private HEIs</b>	<b>8,152</b>	<b>24,564</b>	<b>32,716</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Completed Studies	3,248	6,539	9,787	17.6%	17.4%	17.5%
Pass	9,236	22,527	31,763	49.9%	60.0%	56.7%
Fail	5,384	7,357	12,741	29.1%	19.6%	22.7%
Continuing (Master's and PhD)	34	32	66	0.2%	0.1%	0.1%
Absent	590	1,100	1,690	3.2%	2.9%	3.0%
<b>Total HEIs</b>	<b>18,492</b>	<b>37,555</b>	<b>56,047</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 2.2(b) focuses on examination results by higher education institutions. When public higher education institutions are compared, the proportions of students who completed studies in 2017 was better at NUST (20.9 per cent) than those UNAM (15.8 per cent) and NAMCOL (12.7 per cent). In terms of pass rate, NAMCOL recorded the highest total percentage (73.6 per cent), compared to 56.6 per cent at UNAM and 37.2 per cent recorded at NUST.



Comparison among the private higher education institutions shows that most large private higher education institutions though have high pass and low failure rates, the completion rate is somewhat minimal (IOL, Triumphant and IUM). Some much smaller Colleges had a very high completion of studies (ALI, IOB and the faith based colleges).

Table 2.2(b) Examination Results by HEIs and by Sex, 2017

HEIs	Examination Results	Number			Percent Within Institution		
		Male	Female	Total	Male	Female	Total
NAMCOL	Completed Studies	45	402	447	12.8%	12.7%	12.7%
	Pass	252	2,333	2,585	71.6%	73.8%	73.6%
	Fail	55	426	481	15.6%	13.5%	13.7%
	Total	352	3,161	3,513	100.0%	100.0%	100.0%
NUST	Completed Studies	946	1,290	2,236	18.1%	23.6%	20.9%
	Pass	2,004	1,976	3,980	38.3%	36.1%	37.2%
	Fail	2,279	2,210	4,489	43.6%	40.4%	41.9%
	Total	5,229	5,476	10,705	100.0%	100.0%	100.0%
UNAM	Completed Studies	1,326	2,698	4,024	15.0%	16.2%	15.8%
	Pass	4,658	9,766	14,424	52.7%	58.7%	56.6%
	Fail	2,607	3,875	6,482	29.5%	23.3%	25.4%
	Continuing (Masters and PhD)	34	32	66	0.4%	0.2%	0.3%
	Absent	210	265	475	2.4%	1.6%	1.9%
	Total	8,835	16,636	25,471	100.0%	100.0%	100.0%
IUM	Completed Studies	389	879	1268	19.6%	14.7%	15.9%
	Pass	995	3732	4727	50.1%	62.4%	59.3%
	Fail	337	613	950	17.0%	10.2%	11.9%
	Absent	264	757	1021	13.3%	12.7%	12.8%
	Total	1,985	5,981	7,966	100.0%	100.0%	100.0%
IOL	Completed Studies	80	440	520	9.2%	10.6%	10.4%
	Pass	757	3,609	4,366	87.5%	87.3%	87.4%
	Fail	28	84	112	3.2%	2.0%	2.2%
	Total	865	4,133	4,998	100.0%	100.0%	100.0%
TRIUMPHANT COLLEGE	Completed Studies	40	17	57	11.8%	5.8%	9.0%
	Pass	299	278	577	88.2%	94.2%	91.0%
	Total	339	295	634	100.0%	100.0%	100.0%
OTHER HEIs	Completed Studies	422	813	1,235	47.6%	43.4%	44.7%
	Pass	271	833	1,104	30.6%	44.5%	40.0%
	Fail	78	149	227	8.8%	8.0%	8.2%
	Absent	116	78	194	13.1%	4.2%	7.0%
	Total	887	1,873	2,760	100.0%	100.0%	100.0%

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

The distribution of students who completed studies in 2017 ranks Business, Commerce and Management Studies Field of Learning the highest with (38.8 per cent), followed by Education, Training and Development (29.8 per cent); Physical, Mathematical and Computer Sciences Fields of Learning (7.3 per cent); and the Health Sciences and Social Services at 6.6 per cent (Table 2.3).

When grouped, students completing studies in STEM fields were 20.7 per cent and 79.3 per cent for Non-STEM fields compared to enrolment of STEM (20.2 per cent) and Non-STEM (79.8 per cent), showing a balanced throughput for both STEM and Non-STEM fields.

Table 2.3 Students Completing Studies by NQF Field of Learning and by Sex, 2017

Qualification Field of Learning	Sex			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	113	138	251	3.5%	2.1%	2.6%
Manufacturing, Engineering and Technology	190	86	276	5.8%	1.3%	2.8%
Health Sciences and Social Services	139	511	650	4.3%	7.8%	6.6%
Physical, Mathematical and Computer Sciences	380	330	710	11.7%	5.0%	7.3%
Physical Planning and Construction	87	53	140	2.7%	0.8%	1.4%
<b>STEM Field Total</b>	<b>909</b>	<b>1,118</b>	<b>2,027</b>	<b>28%</b>	<b>17%</b>	<b>20.7%</b>
Business, Commerce and Management Studies	1,276	2,518	3,794	39.3%	38.5%	38.8%
Communication Studies and Language	95	228	323	2.9%	3.5%	3.3%
Culture and the Arts	8	7	15	2%	1%	2%
Education, Training and Development	686	2,227	2,913	21.1%	34.1%	29.8%
Human and Social Studies	96	237	333	3.0%	3.6%	3.4%
Law, Military Science and Security	165	158	323	5.1%	2.4%	3.3%
Services and Life Sciences	13	46	59	4%	7%	6%
<b>NonSTEM Field Total</b>	<b>2,339</b>	<b>5,421</b>	<b>7,760</b>	<b>72.0%</b>	<b>82.9%</b>	<b>79.3%</b>
<b>Grand Total</b>	<b>3,248</b>	<b>6,539</b>	<b>9,787</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 2.4 Completion of Studies by Offering Type

About 59 per cent of students completed studies through full-time mode, followed by distance (22 per cent) and then part-time 19 per cent (Table 2.4).

Table 2.4 Students Completing Studies by Offering Type and by Sex, 2017

Offering Type	Number			Per Cent Within Offering Type			Per Cent		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Full Time	2,043	3,738	5,781	35.3%	64.7%	100.0%	62.9%	57.2%	59.1%
Part Time	699	1,189	1,888	37.0%	63.0%	100.0%	21.5%	18.2%	19.3%
Distance	506	1,612	2,118	23.9%	76.1%	100.0%	15.6%	24.7%	21.6%
Total	3,248	6,539	9,787	33.2%	66.8%	100.0%	100.0%	100.0%	100.0%

## 2.5 Completion of Studies by Institution Type and NQF Qualification Type

The total number of graduates at public Higher Education Institutions stood at 6,707 or 68.5 per cent of all graduates in 2017 [Table 2.5(a)]. About 32 per cent graduated from private institutions. It is worth noting that Bachelor Degree graduates were mainly from public Higher Education Institutions. Certificates and Diploma graduates were mainly from private Higher Education Institutions.

Table 2.5(a) Students Completing Studies by Institution Type

Qualification Type NQF	Number			Per Cent		
	Public	Private	Total	Public	Private	Total
Certificates	562	410	972	57.8%	42.2%	100.0%
Diplomas	1,419	1,550	2,969	47.8%	52.2%	100.0%
Bachelor Degree	1,531	16	1,547	99.0%	1.0%	100.0%
Bachelor Honours Degree	2,392	1,013	3,405	70.2%	29.8%	100.0%
Professional Bachelor Degree	621	-	621	100.0%	0.0%	100.0%
Master's Degree	160	91	251	63.7%	36.3%	100.0%
Doctorate Degree	22	-	22	100.0%	0.0%	100.0%
Total	6,707	3,080	9,787	68.5%	31.5%	100.0%

Table 2.5(b) presents the number and percentage of students who completed studies by NQF Qualification Type. Approximately 30 per cent of graduates obtained Certificates and Diplomas. Students who obtained Bachelor and Honours Degrees represent 67.8 per cent of the total graduates. Only 207 per cent obtained Masters and Doctoral Degrees.



Table 2.5(b) Students Completing Studies by NQF Qualification Type, 2017

Qualification Type NQF	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Certificate*	103	459	562	4.4%	10.5%	8.4%
Diploma*	465	954	1,419	20.1%	21.7%	21.2%
Bachelor Degree	627	904	1,531	27.1%	20.6%	22.8%
Bachelor Honours Degree	845	1,547	2,392	36.5%	35.2%	35.7%
Professional Bachelor Degree	207	414	621	8.9%	9.4%	9.3%
Masters Degree	61	99	160	2.6%	2.3%	2.4%
Doctorate Degree	9	13	22	0.4%	0.3%	0.3%
<b>Public HEIs</b>	<b>2,317</b>	<b>4,390</b>	<b>6,707</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Certificate*	152	258	410	16.3%	12.0%	13.3%
Diploma*	426	1,124	1,550	45.8%	52.3%	50.3%
Bachelor Degree	8	8	16	0.9%	0.4%	0.5%
Bachelor Honours Degree	316	697	1,013	33.9%	32.4%	32.9%
Masters Degree	29	62	91	3.1%	2.9%	3.0%
Doctorate Degree		-	-	0.0%	0.0%	0.0%
<b>Private HEIs</b>	<b>931</b>	<b>2,149</b>	<b>3,080</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Certificate*	255	717	972	7.9%	11.0%	9.9%
Diploma*	891	2,078	2,969	27.4%	31.8%	30.3%
Bachelor Degree	635	912	1,547	19.6%	13.9%	15.8%
Bachelor Honours Degree	1,161	2,244	3,405	35.7%	34.3%	34.8%
Professional Bachelor Degree	207	414	621	6.4%	6.3%	6.3%
Masters Degree	90	161	251	2.8%	2.5%	2.6%
Doctorate Degree	9	13	22	0.3%	0.2%	0.2%
<b>Total</b>	<b>3,248</b>	<b>6,539</b>	<b>9,787</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\*Certificates and Diplomas include postgraduate studies.

## CHAPTER 3: STAFF MEMBERS

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

### 3.1 Type of Staff Member by Higher Education Institution

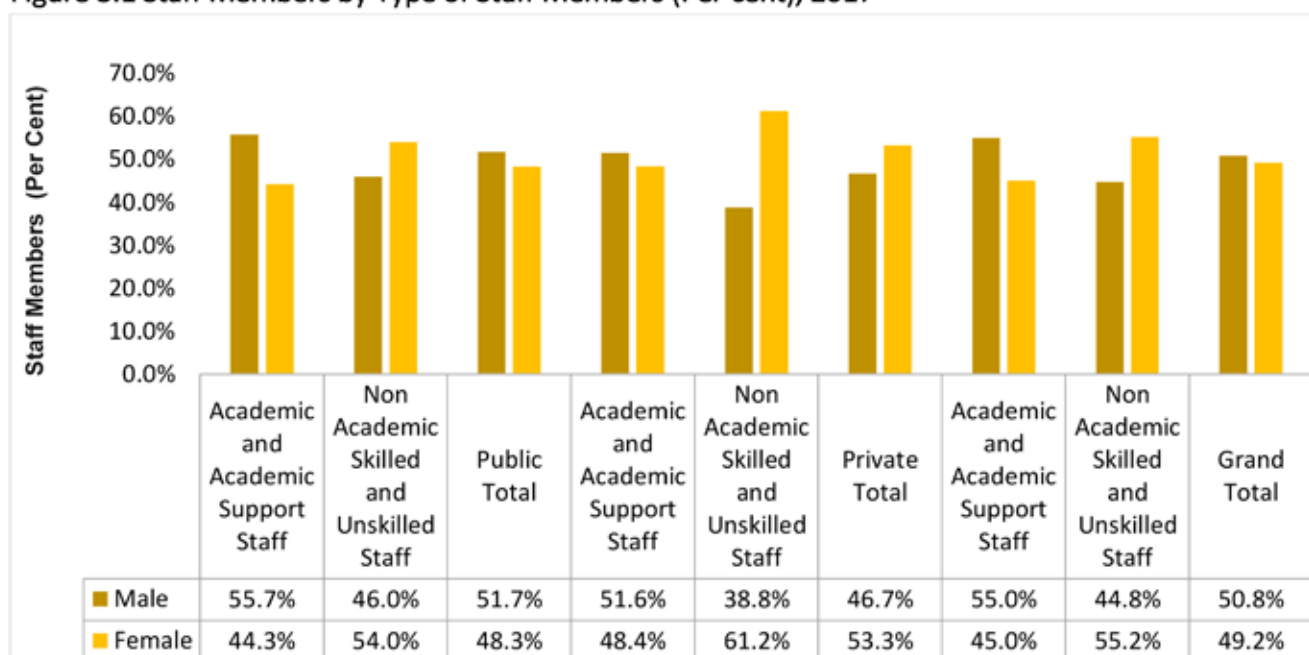
Table 3.1 shows that Higher Education Institutions in Namibia employed a total of 5,536 staff members. Of these, 4,560 or 82.4 per cent were in public Higher Education Institutions, whereas 976 or 17.6 per cent were in private Higher Education Institutions (Figure 3.1). This means that for every 4 staff members in public Higher Education Institution, there was 1 staff member private Higher Education Institutions. Some of the Higher Education Institutions such as ALI and IOL do not have unskilled administration staff because such services are outsourced.

Table 3.1 Type of Staff Member by Higher Education Institutions, 2017

HEI	Type of Staff				Total
	Academic	Academic Support	Skilled Admin	Unskilled Admin	
UNAM	1,057	429	771	180	2,437
NUST	1,064	37	656	41	1,798
NAMCOL	144	32	148	1	325
<b>Public HEIs Total</b>	<b>2,265</b>	<b>498</b>	<b>1,575</b>	<b>222</b>	<b>4,560</b>
IUM	183	50	82	51	366
IOL	106	25	100	0	231
LINGUA	33	36	32	17	118
TRIUMPHANT COLLEGE	52	4	29	9	94
MONITRONIC	24	0	3	0	27
WELWITCHIA	14	3	6	4	27
NETS	13	7	5	1	26
ST.CHARLES	19	0	2	1	22
ALI	11	0	6	0	17
IOB	3	3	7	1	14
HEADSTART	7	0	6	1	14
PHILIPPI TRUST	6	0	4	3	13
ULTS-PAULINUM	5	2	0	0	7
<b>Private HEIs Total</b>	<b>476</b>	<b>130</b>	<b>282</b>	<b>88</b>	<b>976</b>
<b>Total</b>	<b>2,741</b>	<b>628</b>	<b>1,857</b>	<b>310</b>	<b>5,536</b>

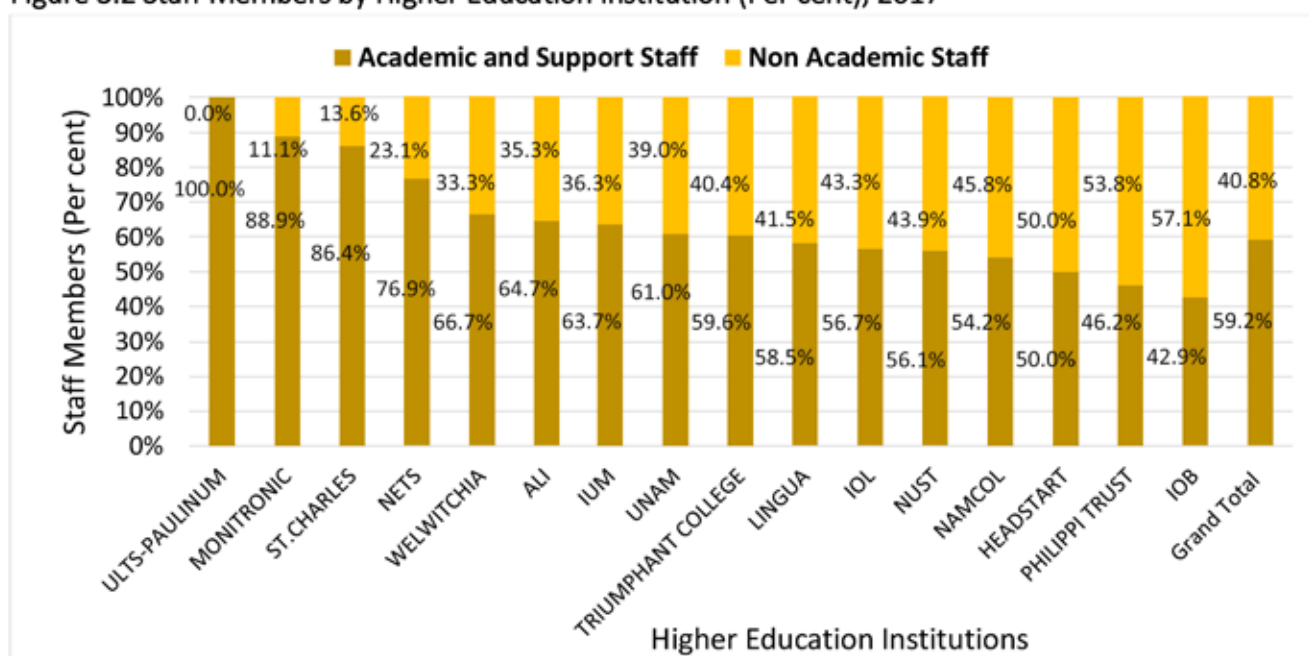
There appears to be a balance between total male and female staff members proportions, 51 per cent for males and 49 per cent for females. When zooming into type of staff member, male academic staff members were dominant by 5 per cent, both in public and private Higher Education Institutions (Figure 3.1). Conversely, female non-academic staff members were dominant by 5 per cent when compared to male non-academic staff members.

Figure 3.1 Staff Members by Type of Staff Members (Per cent), 2017



On average, for every three academic staff members (60.9 per cent), there were two non-academic staff members (39.1 per cent). Higher Education Institutions which predominantly offer distance education such as IOB, PHILIPPI TRUST, HEADSTART, NAMCOL and IOL have substantive proportions of non-academic staff (Figure 3.2).

Figure 3.2 Staff Members by Higher Education Institution (Per cent), 2017



### 3.2 Academic and Academic Support Staff Members by Highest Qualification

The highest number of Academic and Academic Support Staff members in private and public Higher Education Institutions consisted of Masters Degree holders, recorded at 947 or 28.1 per cent (Table 3.2). Doctoral Degree holders constituted 16.0 per cent of the total, the majority being at public Higher Education Institutions.

Table 3.2 Academic and Academic Support Staff Members by Highest Qualification, 2017

Highest Qualification	Number			% within Public Private HEIs		
	Public	Private	Total	Public	Private	Total
Diploma	70	31	101	2.5%	5.1%	3.0%
Bachelor Degree	151	76	227	5.5%	12.5%	6.7%
Bachelor Honours Degree	491	113	604	17.8%	18.6%	17.9%
Professional Honours Degree	278	48	326	10.1%	7.9%	9.7%
Masters Degree	697	250	947	25.2%	41.3%	28.1%
Doctoral Degree	495	45	540	17.9%	7.4%	16.0%
Not Stated	581	43	624	21.0%	7.1%	18.5%
<b>Total</b>	<b>2,763</b>	<b>606</b>	<b>3,369</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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

Academic and Academic Support Staff members may be employed on a full or part-time basis. Table 3.3 presents the distribution of staff members by their employment status. Full-time academic staff members in public Higher Education Institutions were 51 per cent compared to 49 per cent part-time staff members. Of the part time staff members, about 96 per cent were NAMCOL employees. Private Higher Education Institutions had a much higher proportion of full-time staff members (61.2 per cent), mainly contributed by Monitronics, Triumphant, IUM and Welwitchia.

Table 3.3 Academic and Academic Support Staff Members by Employment Status, 2017

HEI	Number			% Within HEI		
	Full-time	Part-time	Total	Full-time	Part-time	Total
NAMCOL	8	168	176	4.5%	95.5%	100.0%
NUST	427	674	1,101	38.8%	61.2%	100.0%
UNAM	975	511	1,486	65.6%	34.4%	100.0%
<b>Public HEIs Total</b>	<b>1,410</b>	<b>1,353</b>	<b>2,763</b>	<b>51.0%</b>	<b>49.0%</b>	<b>100.0%</b>
ALI	4	7	11	36.4%	63.6%	100.0%
HEADSTART	4	3	7	57.1%	42.9%	100.0%
IOB	1	5	6	16.7%	83.3%	100.0%
IOL	25	106	131	19.1%	80.9%	100.0%
IUM	187	46	233	80.3%	19.7%	100.0%
LINGUA	29	40	69	42.0%	58.0%	100.0%
MONITRONIC	24	0	24	100.0%	0.0%	100.0%
NETS	12	8	20	60.0%	40.0%	100.0%
PHILIPPI TRUST	3	3	6	50.0%	50.0%	100.0%
ST.CHARLES	9	10	19	47.4%	52.6%	100.0%
TRIUMPHANT	55	1	56	98.2%	1.8%	100.0%
ULTS-PAULINUM	5	2	7	71.4%	28.6%	100.0%
WELWITCHIA	13	4	17	76.5%	23.5%	100.0%
<b>Private HEIs Total</b>	<b>371</b>	<b>235</b>	<b>606</b>	<b>61.2%</b>	<b>38.8%</b>	<b>100.0%</b>
<b>Grand Total</b>	<b>1,781</b>	<b>1,588</b>	<b>3,369</b>	<b>52.9%</b>	<b>47.1%</b>	<b>100.0%</b>

## ANNEXURES

### Annexure A: Student Enrolments by Higher Education Institution and by Offering Type, 2017

#### Annexure A:

HEIs	Number				Per Cent			
	Full time	Part time	Distance	Total	Full time	Part time	Distance	Total
UNAM	19,310	2,052	4,109	25,471	75.8%	8.1%	16.1%	100.0%
NUST	5,652	3,047	2,006	10,705	52.8%	28.5%	18.7%	100.0%
IUM	5,533	2,433		7,966	69.5%	30.5%	0.0%	100.0%
Lingua	417	231	85	733	56.9%	31.5%	11.6%	100.0%
MONITRONIC	433	16	73	522	83.0%	3.1%	14.0%	100.0%
TRIUMPHANT	622	5	7	634	98.1%	0.8%	1.1%	100.0%
HEADSTART	10	494		504	2.0%	98.0%	0.0%	100.0%
NETS	26	1		27	96.3%	3.7%	0.0%	100.0%
IOB	485			485	100.0%	0.0%	0.0%	100.0%
ST.CHARLES	33			33	100.0%	0.0%	0.0%	100.0%
ULTS-PAULINUM	37			37	100.0%	0.0%	0.0%	100.0%
WELWITCHIA	299			299	100.0%	0.0%	0.0%	100.0%
PHILIPPI TRUST		12		12	0.0%	100.0%	0.0%	100.0%
IOL			4,998	4,998	0.0%	0.0%	100.0%	100.0%
NAMCOL			3,513	3,513	0.0%	0.0%	100.0%	100.0%
ALI			108	108	0.0%	0.0%	100.0%	100.0%
Grand Total	32,857	8,291	14,899	56,047	58.6%	14.8%	26.6%	100.0%



## Annexure B: List of Variables in the Student Database

Variable name	Categories	Notes to the Variables
NQF Qualification Type	<ol style="list-style-type: none"> <li>1. Certificates</li> <li>2. Diplomas</li> <li>3. Bachelor Degree</li> <li>4. Bachelor Honours Degree</li> <li>5. Professional Bachelor Degree</li> <li>6. Masters Degree</li> <li>7. Doctoral 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 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	1 <sup>st</sup> Year, 2 <sup>nd</sup> Year, 3 <sup>rd</sup> Year, 4 <sup>th</sup> Year etc.	This is an equivalent of a Grade in Primary and Secondary A
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> </ol>	Others refers to Foreign



Variable name	Categories	Notes to the Variables
	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. American countries 11. Asian and Oceanic countries 12. Not Stated	
Financial Sponsor	1. Self-funding/Parent/Guardian 2. NSFAF 3. Other Public Institution 4. Private Institution 5. Others	The Financial Sponsor is a person or an institution paying or funding the tuition fees of the student.
Examination Result	1. Obtained Qualification 2. Passed 3. Failed 4. Continuing 5. Absent	

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

Variable Name	Categories	Notes to the Variables
<b>Type of staff member</b>	<ol style="list-style-type: none"> <li>1. Academic</li> <li>2. Academic Support</li> <li>3. Non-Academic Skilled Admin</li> <li>4. Non-Academic Unskilled Admin</li> </ol>	
<b>Full/Part-time</b>	<ol style="list-style-type: none"> <li>1. Full-time</li> <li>2. Part-time</li> <li>3. Other</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.
<b>Highest Qualification Type</b>	<ol style="list-style-type: none"> <li>1. Primary school or lower</li> <li>2. Junior secondary school</li> <li>3. Secondary school</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. Masters degree</li> <li>10. Doctoral Degree</li> <li>11. Not Stated</li> </ol>	

## Annexure D: Glossary

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

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

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

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

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

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

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

**Full-time:** A normal full-time undergraduate programme of study consists of 120 credits per academic year. Programmes consisting of more than 80 credits in an academic year would still be considered as full-time. Programmes that involve a minimum of 24 weeks of study or placement per academic year.

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

**New Entrant:** An individual enrolling at the beginning of an education level, set of levels, programme, or stage or module thereof, regardless of age.

**Non-Academic Staff:** These are persons who are employed by educational institutions but have no instructional responsibilities. Although this definition might vary from one country to the next, non-teaching staff members generally include the Vice-Chancellor and Vice-Rector, and other administrators of Higher Education Institutions such as librarians or educational media specialists, as well as staff members responsible for building operations and maintenance, security personnel, transportation workers and catering staff.

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

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

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

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

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





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