

Namibian College of Open Learning



Statistical Digest 2018/19



Prepared by:

Research, Development and Quality Assurance Unit

NAMCOL

18th Edition

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"TAKING EDUCATION TO THE PEOPLE"



Statistical Digest

2018/19

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MISSION

We are committed to providing wider access to quality educational services for our learners and other customers, using a variety of open learning methods.

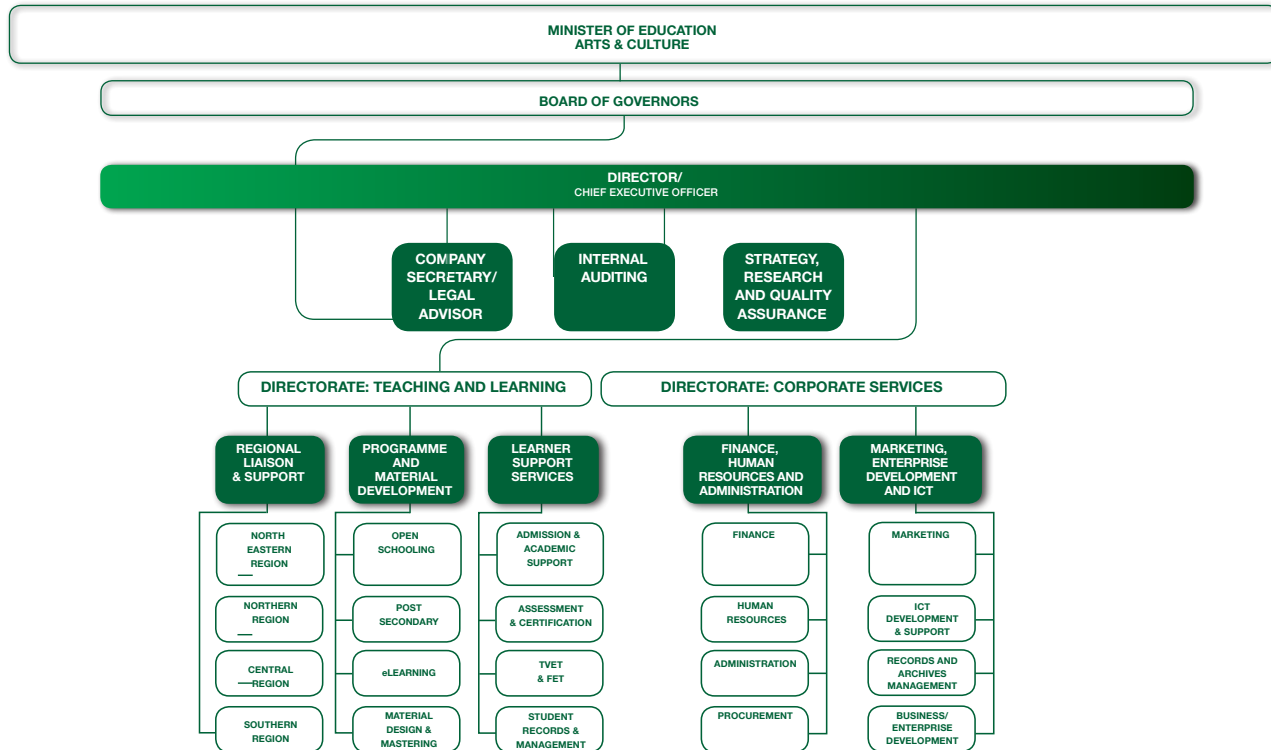
VISION

We strive to be a world-class institution of excellence, accessible to all, with committed professional staff, educating people through an innovative range of ODL programmes, and providing quality services in a sustainable manner.

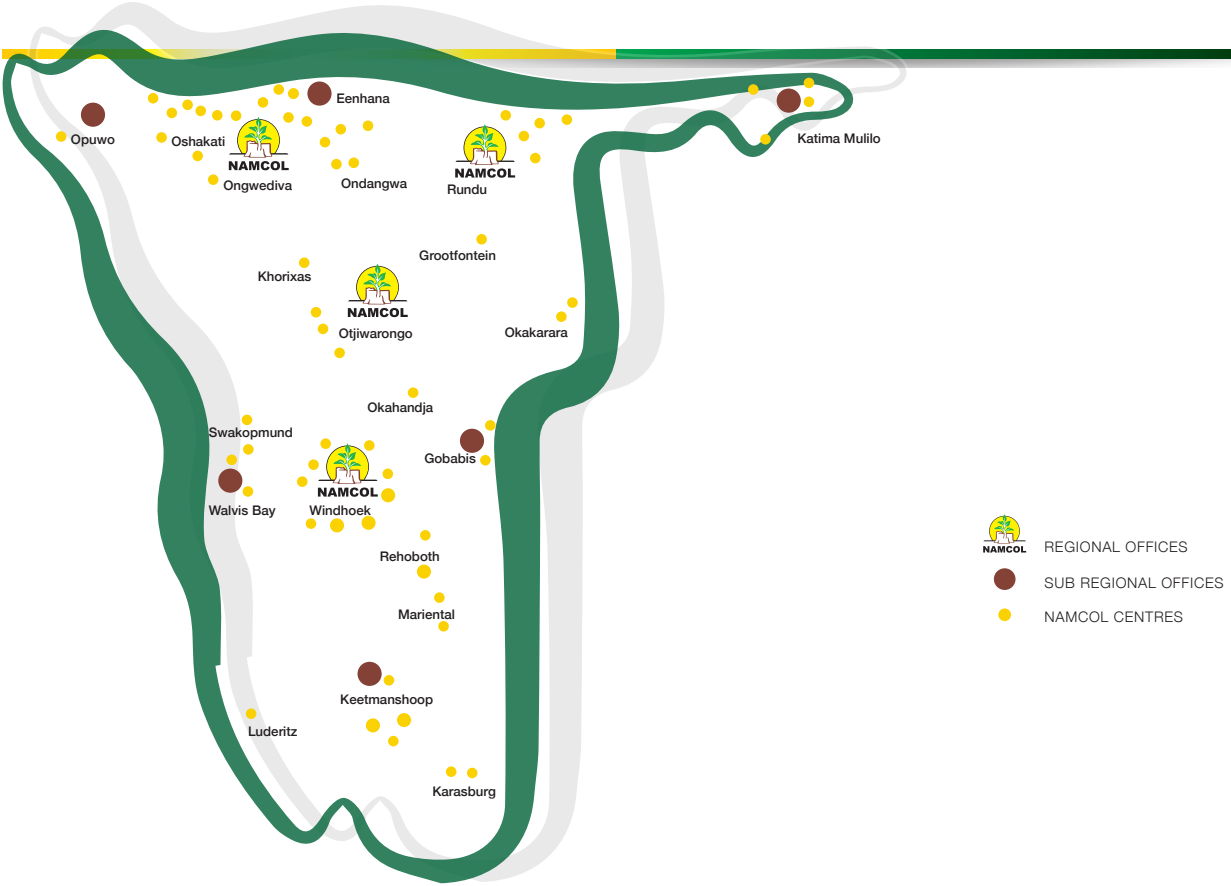
INSTITUTIONAL VALUES




- Accessibility:** To provide opportunities for adults and out-of-school youths to further their education or develop new skills.
- Sustainability:** To ensure the College has sufficient resources to continue developing and offering programmes in the future.
- Quality:** To strive for the highest standard of service delivery.
- Efficiency:** To make the best use of available resources.
- Accountability:** To provide our stakeholders with convincing evidence of the value of what we do.
- Reliability:** To provide accurate and trustworthy information on our activities.
- Responsiveness:** To address emerging challenges and training needs in a timely fashion.
- Transparency:** To be open and fair in all our business operations.
- Continuity:** To create pathways for our students to pursue lifelong learning.
- Excellence:** To pursue the goal of continuous improvement in everything we do.

NAMCOL STRUCTURE



NAMCOL TUITION CENTRES



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-  SUB REGIONAL OFFICES
-  NAMCOL CENTRES

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DIRECTOR'S FOREWORD

The NAMCOL Statistical Digest is issued annually, with this 2017/18 edition being the 18th in the series of publications initiated by the College since 1998.

The primary purpose of the NAMCOL Statistical Digest is to provide statistical information covering learners' profiles, enrolment statistics, examination results, staffing and physical facilities. It also serves as an important tool to inform strategic planning and decision-making at the College in order to forecast and ensure the optimal use of its physical, financial and human resources.

The main data sources of the Statistical Digest are NAMCOL's Learner Record Database and the Ministry of Education's Directorate of National Examinations and Assessment (DNEA).

On behalf of NAMCOL, I would like to express my profound appreciation to each and every one who provided input into the development of this Statistical Digest. I also would like to make use of this opportunity to assure our stakeholders and the public at large that a concerted effort has been made to ensure the accuracy of this information, and that it reflects a true picture of NAMCOL's activities for the period under review.



.....
Heroldt V. Murangi
Director

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ACRONYMS AND ABBREVIATIONS

AAT	Academic Advisory Team
AM	Automotive Mechanics
BCLC	Basic Computer Literacy Course
CEC	Certificate in English Communication
CBM	Certificate in Business Management
CED	Certificate in Education for Development
CECD	Certificate in Early Childhood Development
CLGS	Certificate in Local Government Studies
COL	Commonwealth of Learning
CWCY	Certificate in Community-based Work with Children and Youth
CYP	Commonwealth Diploma in Youth Development Work
DEASA	Distance Education Association of Southern Africa
DECPPE	Diploma in Early Childhood and Pre-Primary Education
DED	Diploma in Education for Development
DNEA	Directorate of National Examinations and Assessment
DYD	Diploma in Youth Development
ECC	English Communication Course
F&A	Finance and Administration (Division)
ICDL	International Computer Driving Licence
IGCSE	International General Certificate of Secondary Education
JSC	Junior Secondary Certificate

LS	Division Learner Support
MoEAC	Ministry of Education, Arts and Culture
NAMCOL	Namibian College of Open Learning
NOLNet	Namibian Open Learning Network Trust
NQA	Namibia Qualifications Authority
NSSCH	Namibia Senior Secondary Certificate (Higher Level)
NSSCO	Namibia Senior Secondary Certificate (Ordinary Level)
Office Admin	Office Administration
OD	Office of the Director
OVCs	Orphans and Vulnerable Children
PMD	Programmes and Materials Development (Division)
PETE	Pre-entry to Tertiary Education Programme
PMD	Division Programmes and Materials Development
PP	Professional Programme
PPF	Plumbing and Pipe Fitting
RDQA	Research, Development and Quality Assurance Unit
SADC	Southern African Development Community
SS	Support Services (Division)
TLP's	Tertiary Level Programmes
TVET	Technical, Vocational Education and Training Programmes
WMF	Welding and Metal Fabrication

DEFINITION OF TERMS

Enrolment refers to the level of study (secondary level programmes [JSC, NSSCO and NSSCH], or tertiary level programmes and technical, vocational education and training programmes) within which a learner's record falls. Thus, a single learner who enrolls for three subjects at secondary education level, plus the International Computer Driving Licence (ICDL) or a tertiary level programme would be counted as two enrolments.

Junior Secondary Certificate (JSC) is the examination taken by Grade 10 learners, which is set and marked nationally.


Level refers to the type of certification, e.g. JSC, NSSCO or NSSCH.

Mode refers to the method of study, i.e. open contact or open non-contact, and applies only to JSC and NSSCO learners. All learners are provided with self-study materials and tutor-marked assignments. They can enrol in either of the following modes of study: Open contact or open non-contact.

NAMCOL Regions refer to the different regions in the country in which NAMCOL operates. NAMCOL's operations in the country are divided into four 'regions', namely Central (Kunene, Erongo, and part of Otjozondjupa); North Eastern (Kavango West, Kavango East and Caprivi); Northern (Omusati, Oshana, Ohangwena and Oshikoto); and Southern (Khomas, Hardap, Karas, Omaheke and part of Otjozondjupa).

Namibia Senior Secondary Certificate Ordinary Level (NSSCO) or Higher Level (NSSCH) is the externally accredited school-leaving examinations taken by Grade 12 learners in Namibia. NAMCOL learners studying towards this qualification, follow the same syllabi and sit for the same examinations as their counterparts in formal schools.

Open Contact refers to learners who attend weekly tutorials at tuition centres and non-contact refers to learners who attend the one-week workshop offered twice a year during school holidays.



Part-time Learners refer to learners registered with institutions that are not part of the formal school system. Nevertheless, these learners sit for the same examinations as the full-time learners. Note: this term is used by DNEA to differentiate between formal school learners and all other learners who write their examinations, including, but not restricted to, those at NAMCOL.

Pre-entry to Tertiary Education Programme (PETE) is a special programme, necessitated by the current trend in low admissions that science, commerce and technology-related programmes at institutions of higher learning experience in relation to gender and the least advantaged groups. This programme was introduced to address the mismatch, and bridge the gap, between exit skills at secondary level and the required entry skills at higher education. It aims to give learners the opportunity to rewrite specific NSSCO/H subjects and improve their competencies to levels that will enable them to gain admission into tertiary institutions, and cope with curricula demands at tertiary level.

Registered Learner (or simply 'Learner') refers to the individuals who register with NAMCOL, irrespective of the mode and level of study. For example, a person who enrolls for subjects at different levels and modes would be counted as a single, registered learner.

Subject Enrolment refers to each subject that a learner has enrolled for, regardless of the level or mode of study.

Tertiary Level Programmes (TLPs) refer to tertiary courses offered by NAMCOL, for example, Certificate in Education for Development (CED), Diploma in Youth Development Work (DYD).

TVET refers to technical, vocational and education programmes offered by NAMCOL, for example, Automotive Mechanics (AM), ICDL, etc.

***Please note that Kavango** includes Kavango East and West and that **Caprivi and Zambezi** are used interchangeably.

INTRODUCTION

NAMCOL is a semi-autonomous educational institution established by an Act of Parliament, 1997 (Act No. 1 of 1997), and falls under the jurisdiction of the MoEAC. The College offers programmes for adults and out-of-school youth to further their education. The NAMCOL Head Office is situated in Windhoek at the Jetu Jama Centre. The College has four regional offices (in Ongwediva, Otjiwarongo, Rundu and Windhoek) and four sub-regional offices (in Gobabis, Katima Mulilo, Walvis Bay and Keetmanshoop).

In its 22 years of existence, NAMCOL has grown exponentially to become the largest education institutional in Namibia in terms of the number of registered learners. Learner enrolment has grown tremendously from 10 882 in 1996 to 46 962 (NSSCO/H, TVET and TLPs) in 2018. NAMCOL has established credibility both nationally and internationally. Today, NAMCOL is highly regarded in the international arena owing to the development and introduction of e-learning, video lessons and the usefulness and quality of its study materials. As a result, the College has received two international awards from the Commonwealth of Open Learning (COL), and the World Summit Award in the Learning and Science category. These remarkable achievements were obtained through the interactive Notesmaster platform.

NAMCOL plays an integral role in the development of the country's human resources and continues to help the nation achieve the national development goals of Vision 2030. The College is committed to providing quality services to all its customers. NAMCOL has well-trained staff and makes use of modern technology to develop multi-media contents for its learners. The Institution is a proud member of the Namibian Open Learning Network Trust (NOLNet) and the Distance Education Association of Southern Africa (DEASA), which aims to promote the use of distance education as an alternative to conventional education, not only in Namibia but also in the Southern African Development Community (SADC) region.

The programmes on offer are divided into three categories namely:

- Secondary Level Programmes
- TLPs (Tertiary Level Programmes) and
- TVET (Technical, Vocational Education and Training) Programmes.

INTRODUCTION

Secondary Level Programmes – These programmes are intended for learners who have been unable to gain admission to the formal education system or chose to study on a distance mode. These learners are allowed to study at their own pace and convenience in order to complete their JSC and NSSCO/H certificates.

The Secondary Education Programmes consist of:

- The JSC Grade 10; and
- The NSSCO/H Grade 12.

Besides the above, NAMCOL also offers the PETE programme, including NSSCO/H subjects.

Tertiary Level Programmes – These programmes are offered as part of NAMCOL's strategy to address training needs in the market.

The TLPs include the following:

- Certificate in Community-based Work with Children and Youth (CWCY) for volunteers and people working with children in adversity (OVCs, etc.),
- Certificate in Early Childhood Development (CECD) for ECD holders and members of the general public who meet the entry requirements,
- Diploma in Education for Development (DED) for CED holders,
- Certificate in Education for Development (CED) for community development workers,
- Certificate in Local Government Studies (CLGS) for regional and local government administrators,
- Diploma in Youth Development Work (DYD) for youth development workers, and
- Diploma in Early Childhood and Pre-Primary Education (DECPPE) for NAMCOL CECD or any Level 4 Certificate holders and pre-primary teachers,
- Certificate in English for Communication or *English Communication Course (ECC).

- *Certificate in Business and Entrepreneurship (CBE)
 - Diploma in Education for Development (DED)
 - *Bachelor of Arts in Youth Development (BA:YW)
- *Newly introduced Programmes

TVET Programmes – These programmes are aimed at alleviating the high unemployment rate in the country with the development of business management and entrepreneurial skills for self-employment.

TVET Programmes include the following:

- Automotive Mechanics (AM),
- Welding and Metal Fabrication (WMF),
- Plumbing and Pipefitting (PPF), and
- Office Administration (OA).

The professional and vocational programmes are accredited by the Namibia Qualifications Authority (NQA), and aim to address the diverse training needs of the Namibian people. The secondary education study materials conform to the curricula of the Namibian Junior and Senior Secondary Certificates.

NAMCOL also offers the following courses:

- Basic Computer Literacy Course (BCLC),
- International Computer Driving Licence (CDL) – this course covers the key concepts of computing and its practical applications, and
- Certificate in English Communication (CEC) – this course aims to improve the English communication skills of learners to a level where they can communicate and study more effectively through the medium of English and, therefore, achieve greater success in their studies.



Learner's Enrolment

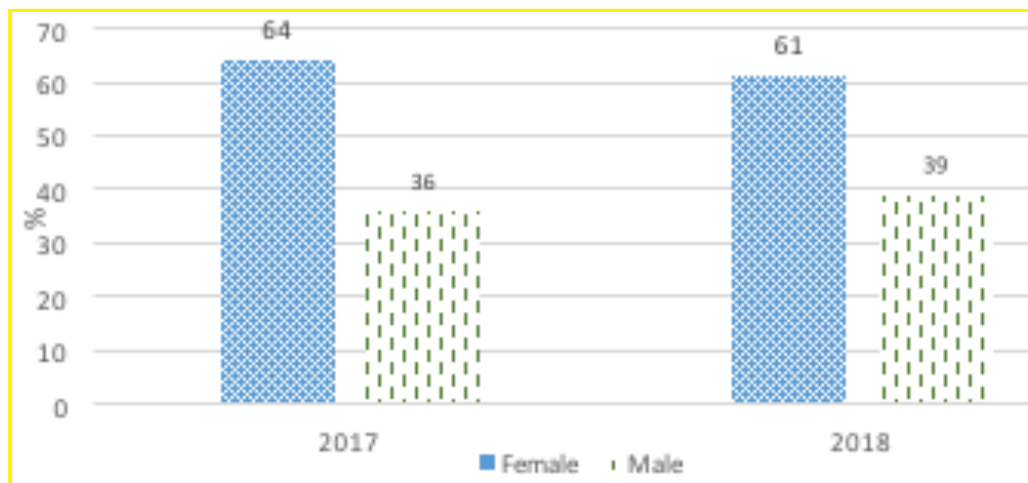
5. LEARNERS' ENROLMENT

5.1 SECONDARY PROGRAMMES (JSC AND NSSCO/H)

5.1.1 JSC

5.1.1.1 Enrolment by Gender for JSC

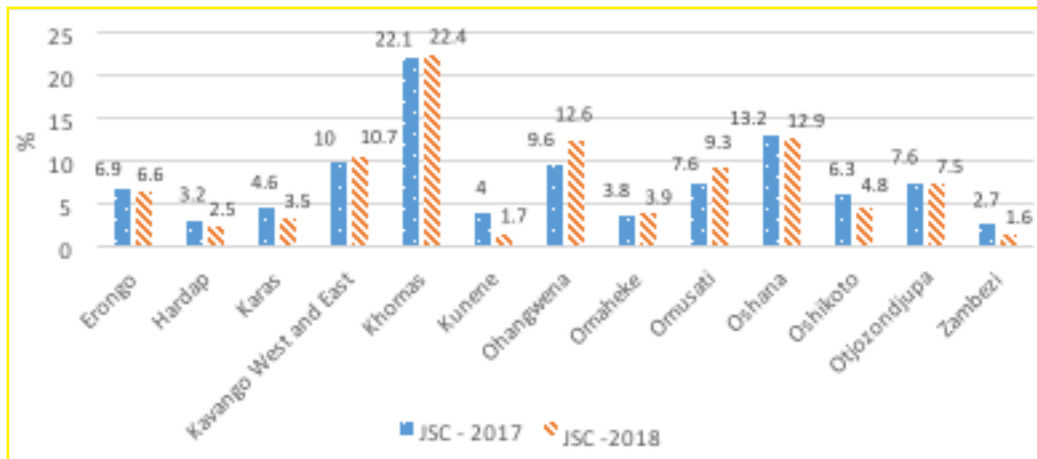
Graph 1: Enrolment by Gender for JSC in 2017 and 2018



Enrolment for JSC in both years (2017 and 2018) was dominated by females (64% and 61% in each of the two years respectively).

5.1.1.2 Enrolment by National/Political Regions

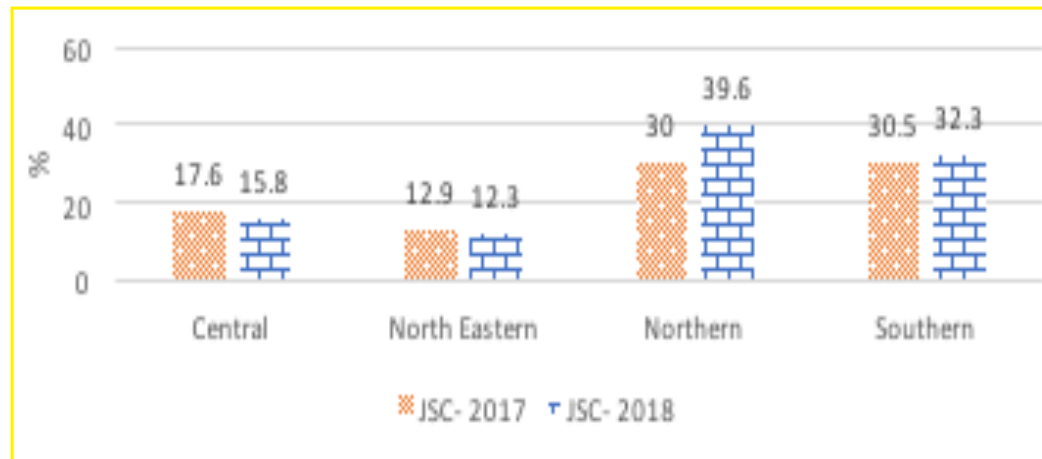
Graph 2: Enrolment by National/Political Region for JSC in 2017 and 2018



The highest enrolments for JSC were recorded in Khomas (22.4%) in 2018 and 22.1% in 2017 followed by Oshana (13.2%) in 2017 and 12.9% in 2018 respectively.

5.1.1.3 Enrolment by NAMCOL Regions

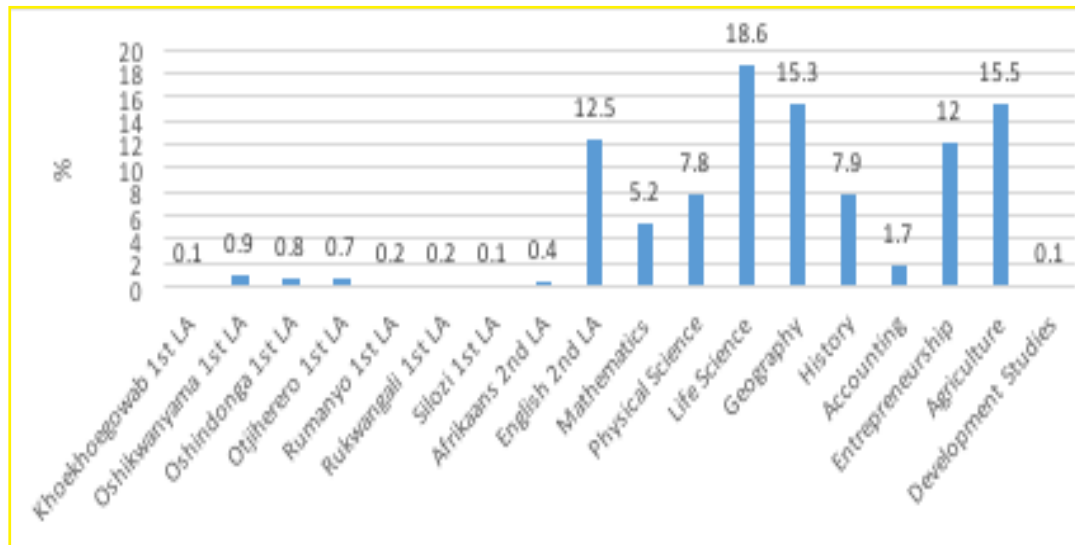
Graph 3: Enrolment by NAMCOL Region for JSC in 2017 and 2018



The highest enrolment for 2017 occurred in the Southern Region (30.5%), followed by the Northern Region (30%). The highest enrolment for 2018 occurred in the Northern Region (39.6%), followed by the Southern Region (32.3%). The lowest enrolments were recorded in the North-Eastern Region.

5.1.1.4 Percentage subject enrolment – JSC, 2018

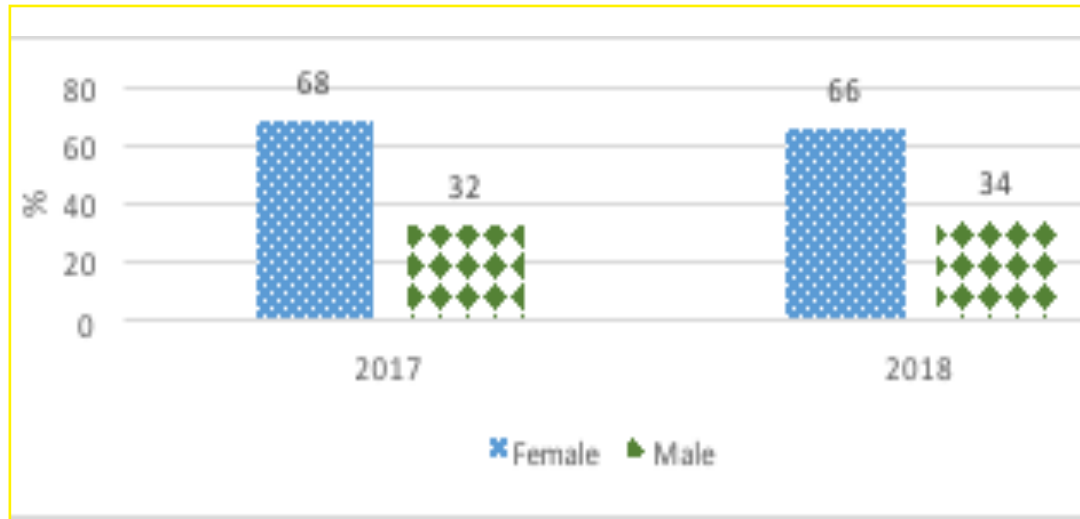
Graph 4: Percentage subject enrolment - JSC



The subject with the highest enrolment was Life Science (18.6%) followed by Agriculture (15.5%). The lowest enrolment was recorded for Khoekhoegowab, Silosi and Development Studies (0.1%).

5.1.2 NSSCO/H
5.1.2.1 Enrolment by Gender for NSSCO/H

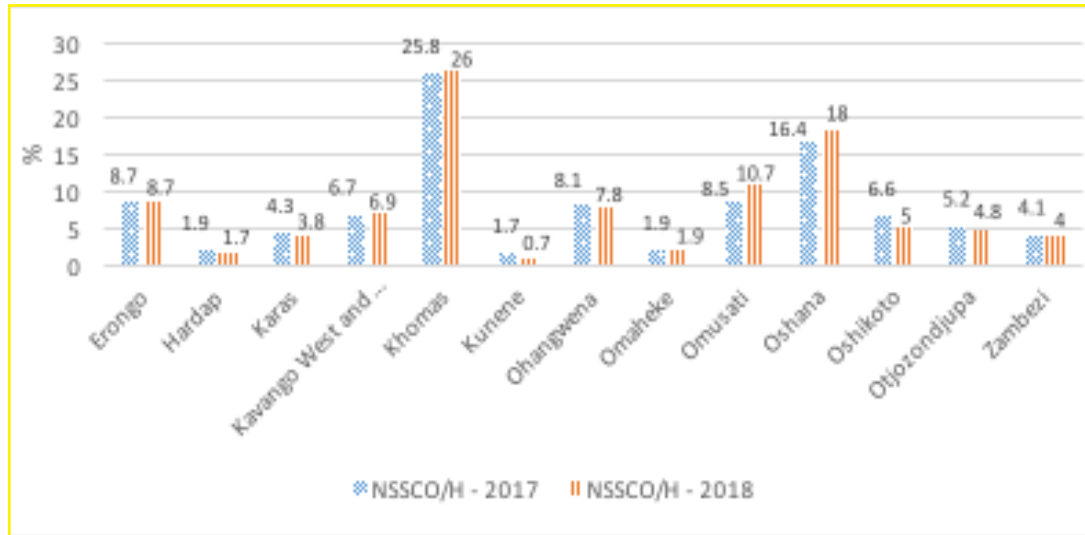
Graph 5: Enrolment by Gender for NSSCO/H in 2017 and 2018



Enrolment for NSSCO/H in both years (2017 and 2018) was dominated by females with 68% and 66% respectively.

5.1.2.2 Enrolment by National/Political Region for NSSCO/H

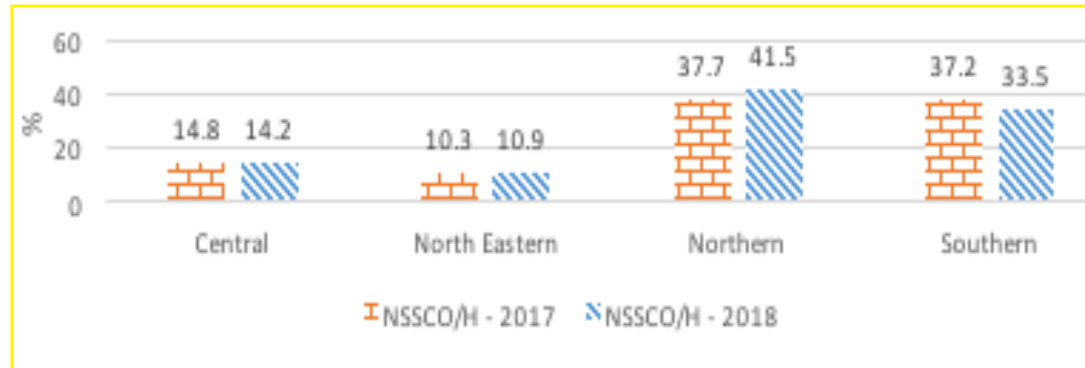
Graph 6: Enrolment by National/Political Region for NSSCO/H in 2017 and 2018



The highest NSSCO/H enrolment by National/Political Region was recorded in Khomas (2017 - 25.8%, 2018 - 26%), followed by Oshana (2017 - 16.4%, 2018 - 18%) in both years. The regions with the lowest enrolments were Kunene (2017 - 1.7%, 2018 - 0.7%), followed by Kunene in both years (2017 - 1.7%, 2018 - 0.7%).

5.1.2.3 Enrolment by NAMCOL Region for NSSCO/H

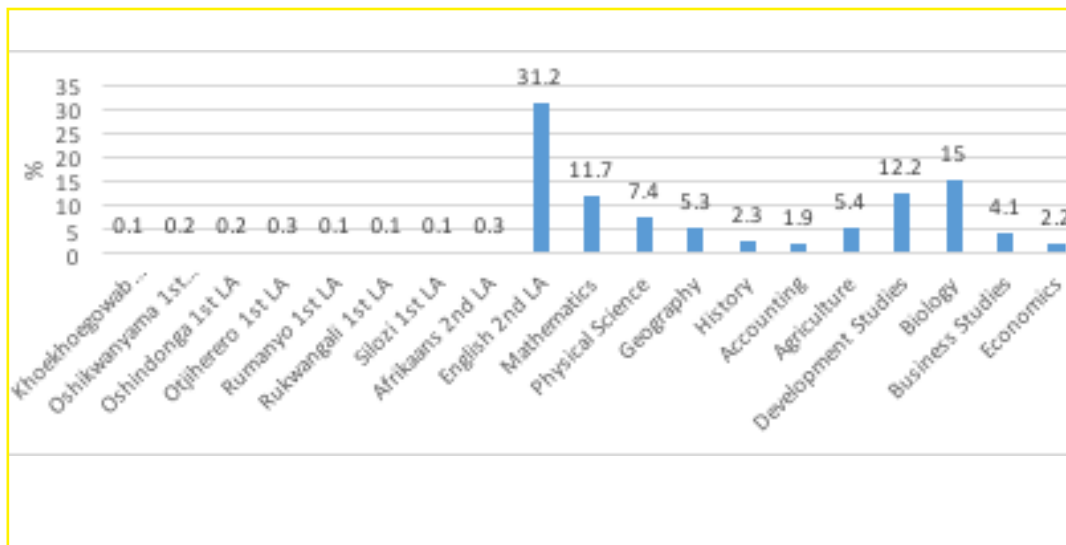
Graph 7: Enrolment by NAMCOL Region for NSSCO/H in 2017 and 2018



The highest enrolment for NSSCO/H (2017 and 2018) occurred in NAMCOL's Northern Region (2017 – 37.7%, 2018 – 41.5%), followed by the Southern Region (2017 – 37.2%, 2018 – 33.5%). The lowest enrolments were recorded in the North Eastern Region (2017 - 10.3%, 2018 - 10.9%) followed by the Central Region (2017 - 14.85, 2018 - 14.2%).

5.1.2.4 Percentage subject enrolment – NSSCO, 2018

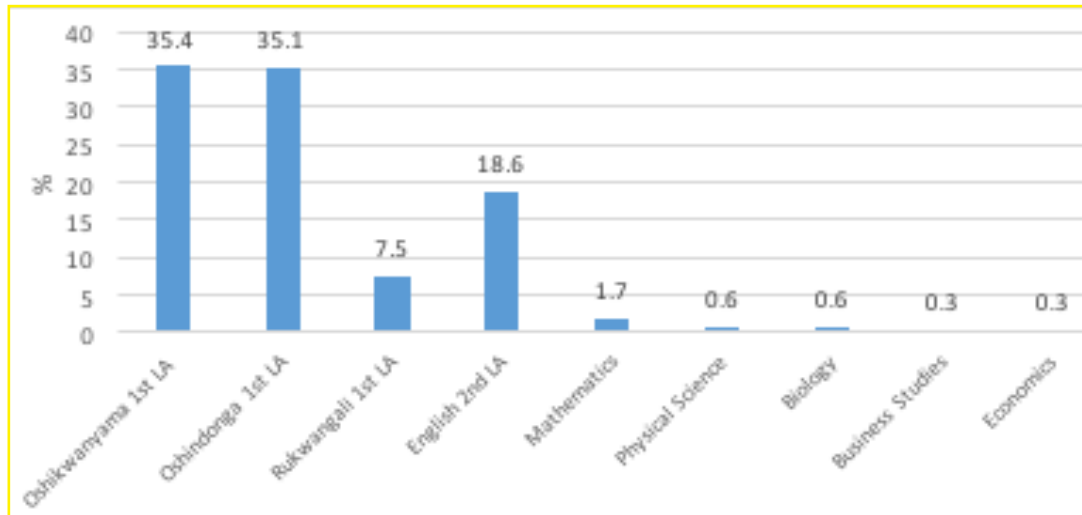
Graph 8: Percentage subject enrolment – NSSCO



The subject with the highest enrolment was English 2nd Language (31.2%), followed by Biology (15%). The lowest enrolment was recorded for Khoekhoegowab, Rumanyo, Rukwangali and Silozi (0.1%).

5.1.2.5 Percentage subject enrolment – NSSCH, 2018

Graph 9: Percentage subject enrolment – NSSCH

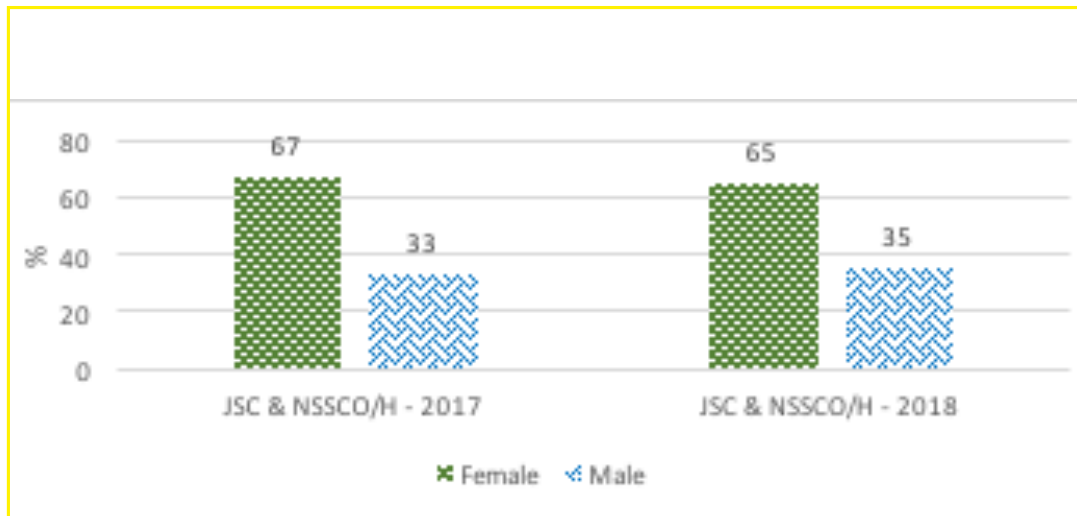


The subject with the highest enrolment was Oshikwanyama 1st LA (35.4%), followed by Oshindonga (35.1%). The lowest enrolment was recorded for Business Studies and Economics (0.3%), each.

5.1.3 JSC and NSSCO/H combined

5.1.3.1 Enrolment by Gender JSC and NSSCO/H combined

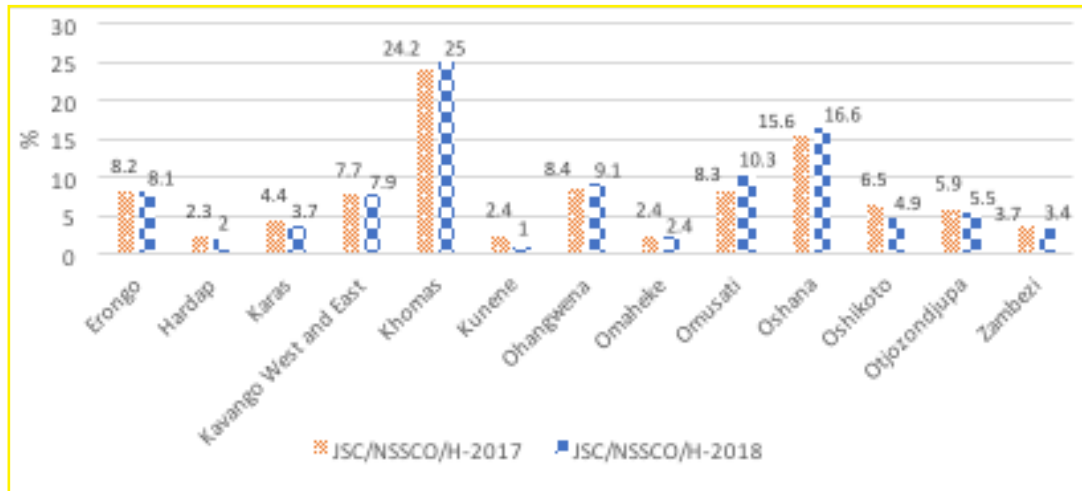
Graph 10: Combined enrolment by Gender in SE Programmes (JSC and NSSCO/H) for 2017 and 2018



The combined enrolment for JSC and NSSCO/H for both years (2017 and 2018) was dominated by females (67% - 65%, respectively.).

5.1.3.2 Enrolment by NAMCOL and Political/National Regions JSC and NSSCO/H – combined (2017 and 2018)

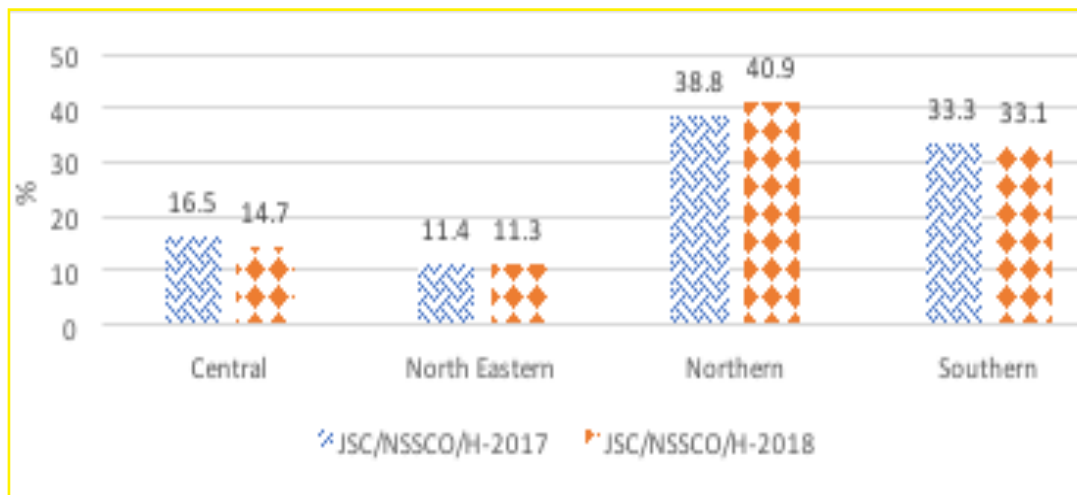
Graph 11: Enrolment by Political/National Regions JSC and NSSCO/H – combined (2017 and 2018)



The highest JSC and NSSCO/H enrolment by National/Political Regions was recorded in Khomas (2017 – 24.2%, 2018 – 25%), followed by Oshana (2017 – 15.6%, 2018 – 16.6%), respectively. The regions with the lowest enrolments were Hardap (2017 – 2.3%, 2018 – 2.4%), followed by Kunene (2018 – 1%), respectively.

5.1.3.3 Enrolment by NAMCOL Regions JSC and NSSCO/H – combined (2017 and 2018)

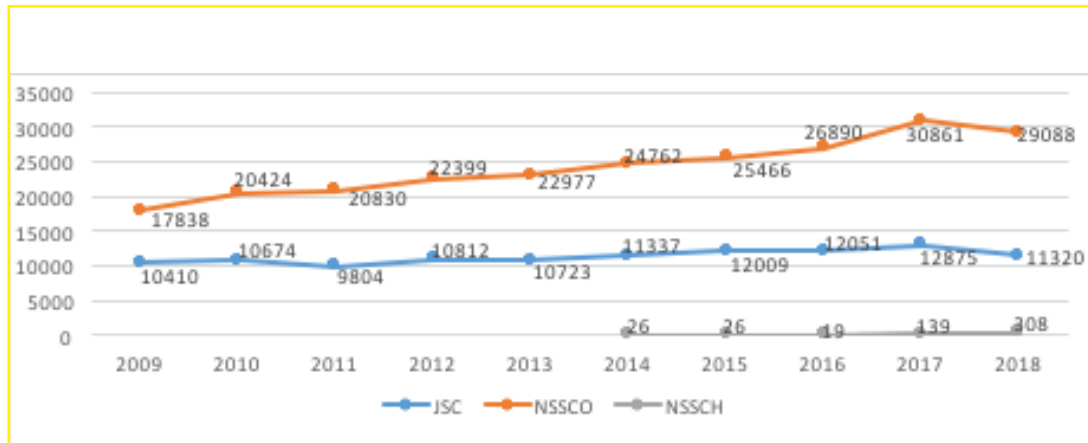
Graph 12: Enrolment by NAMCOL Regions JSC and NSSCO/H – combined (2017 and 2018)



The highest enrolment for JSC and NSSCO/H (2017 and 2018) occurred in NAMCOL's Northern Region (2017 – 38.8%, 2018 – 40.9%), followed by the Southern Region (2017 – 33.3%, 2018 – 33.1%). The lowest enrolments were recorded in the North-Eastern Region (2017 – 11.4%, 2018 – 11.3%), followed by Central Region (2017 – 16.5%, 2018 – 14.7%).

5.1.3.4 Growth in enrolment for JSC and NSSCO/H

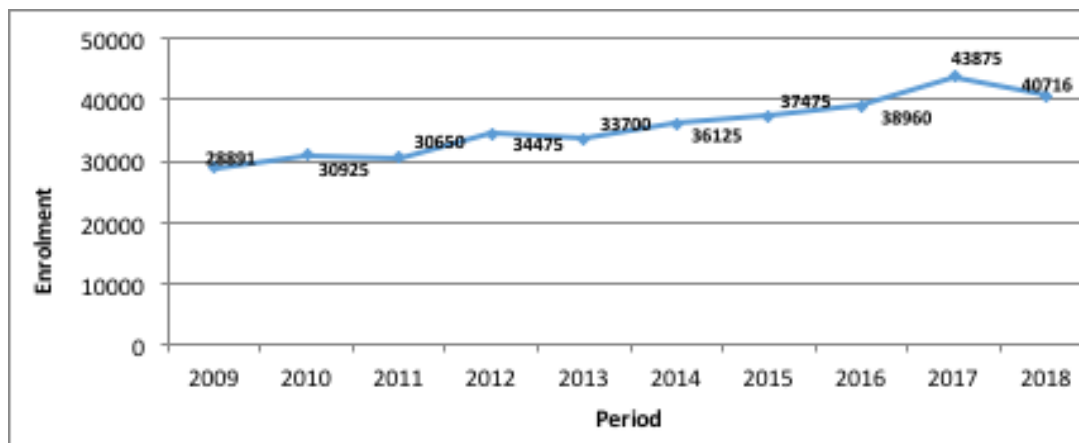
Graph 13: Growth in enrolment (JSC, NSSCO/H) from 2009 to 2018



There has been a decline in JSC enrolments in 2011, 2013 and 2018. There was a general increase in NSSCO enrolment since 2010 and a decline in 2018. The highest enrolment for NSSCO and JSC were in 2017. The lowest enrolment for JSC was in 2011 and for NSSCO in 2009. NAMCOL experienced lower enrolments for NSSCH from 2014 with the highest in 2018.

5.1.3.5 Growth in enrolment JSC and NSSCO/H combined

Graph 14: Combined Enrolment, JSC and NSSC (O/H) – 2009 to 2018

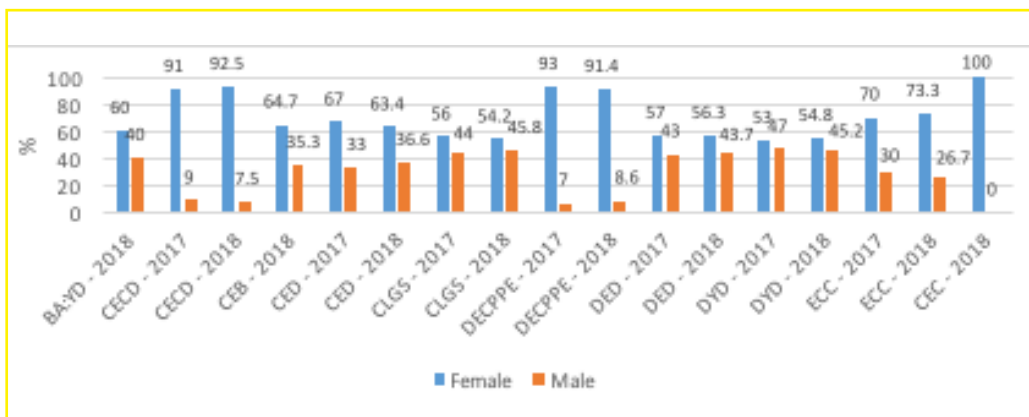


The graph shows an overall steady growth in the number of enrolments for both JSC and NSSC (O/H) from 2009 to 2017 and a decline in 2018. The highest enrolment was recorded in 2017. The lowest enrolment was recorded in 2009.

5.2 ENROLMENT IN TLPs, INCLUDING CEC AND ECC

5.2.1 Enrolment by Gender in each TLP, including CEC and ECC

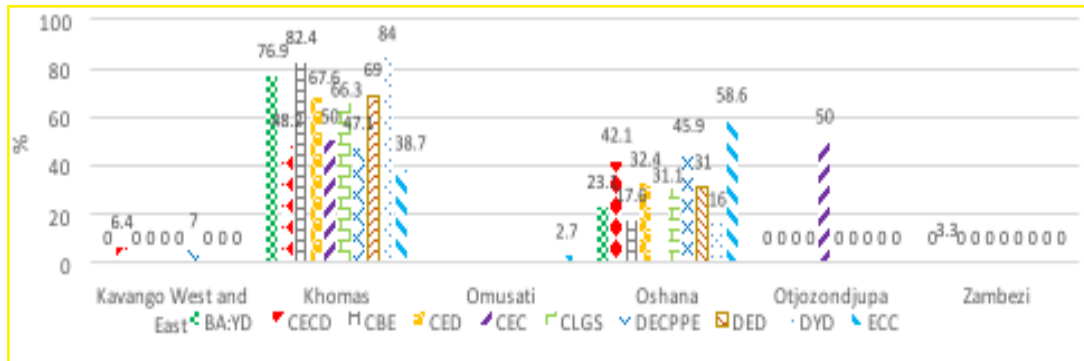
Graph 15: Enrolment by Gender in each TLP, including CEC for 2017 and 2018



Enrolment in all TLPs for both years (2017 and 2018) was dominated by female learners. However, narrow gaps were recorded between the enrolment numbers for male and female learners in CLGS (2017 and 2018) and DYD (2017 and 2018). CEC – 2018 recorded all females (100%).

5.2.2 Enrolment by Political/National Region for each TLPs, including CEC and ECC

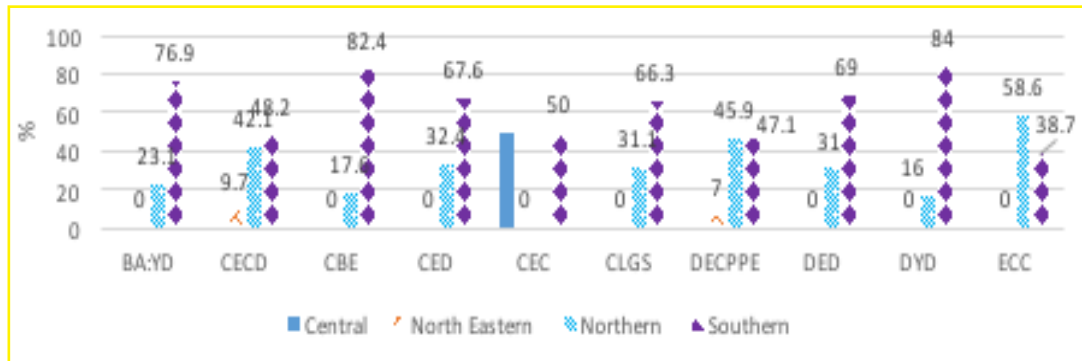
Graph 16: Enrolment by Political/National Region for each TLPs, including CEC in 2018



Khomas and Oshana (Windhoek and Ondangwa) are the Regions where majority students register for TLPs.

5.2.3 Enrolment by NAMCOL Region for each TLP, including CEC and ECC

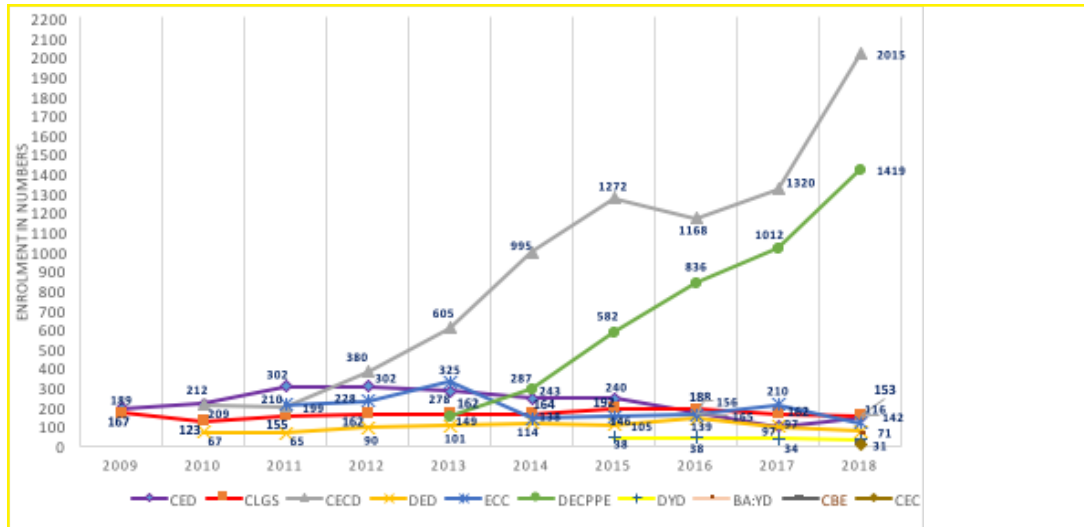
Graph 17: Enrolment by NAMCOL Region in each TLP, including CEC in 2018



NAMCOL's Southern Region recorded the highest enrolment in most TLPs followed by THE Norther Region. The Northern Region scored higher than the Southern Region in ECC.

5.2.4 Growth in enrolment in each TLPs including CEC and ECC 2009-2018

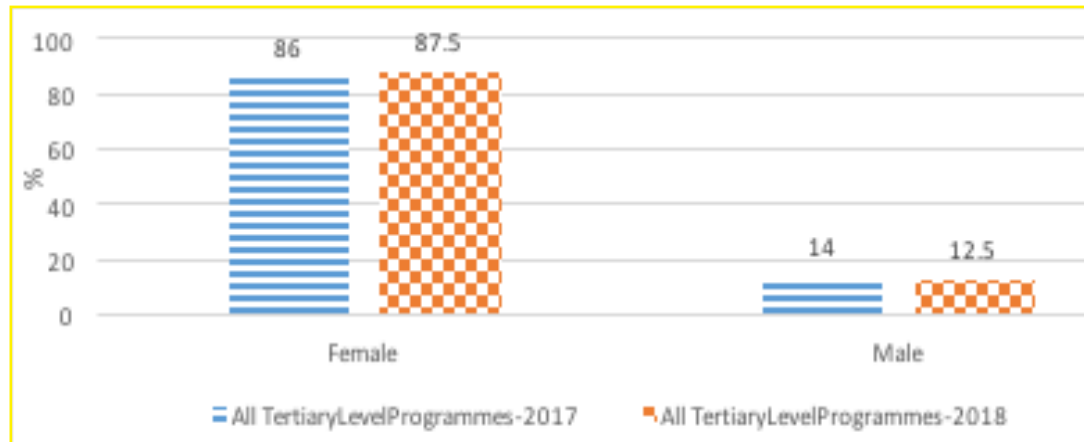
Graph 18: Enrolment in each TLPs including CEC 2009-2018



The highest enrolment was for CECD in 2018 followed by DECPPE in 2018. The lowest enrolment was for CEC, followed by CBE over the period of ten years (2009 – 2018). There has been a general increase in enrolment for DECPPE from 2013 until 2018.

5.2.5 Enrolment by Gender in all TLPs, including CEC combined

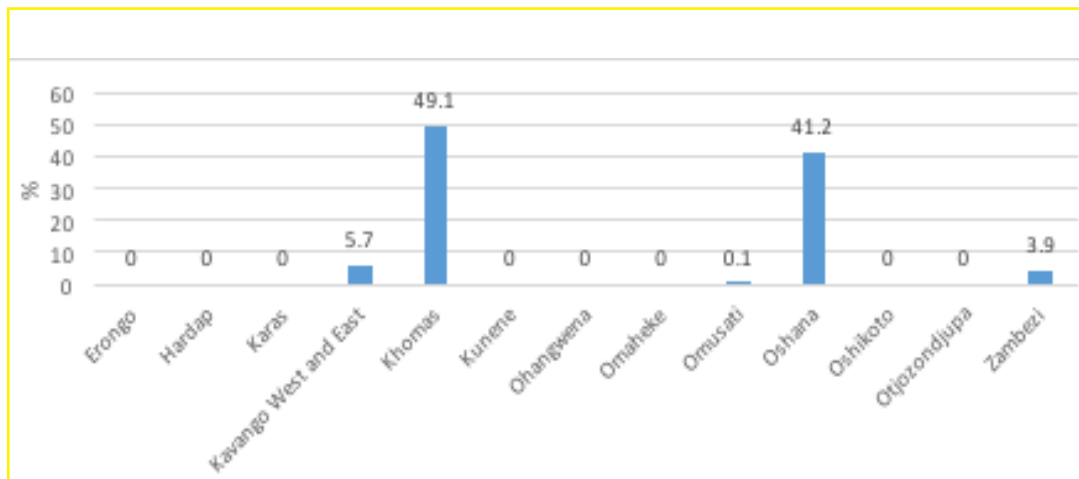
Graph 19: Enrolment by Gender in all TLPs, including CEC for 2017 and 2018



The combined enrolment for all tertiary level programmes shows that females are in the majority, while males only take 13% (average) of the enrolment for both years (2017 and 2018).

5.2.5 Enrolment by Political/National Region for all TLPs combined, including CEC

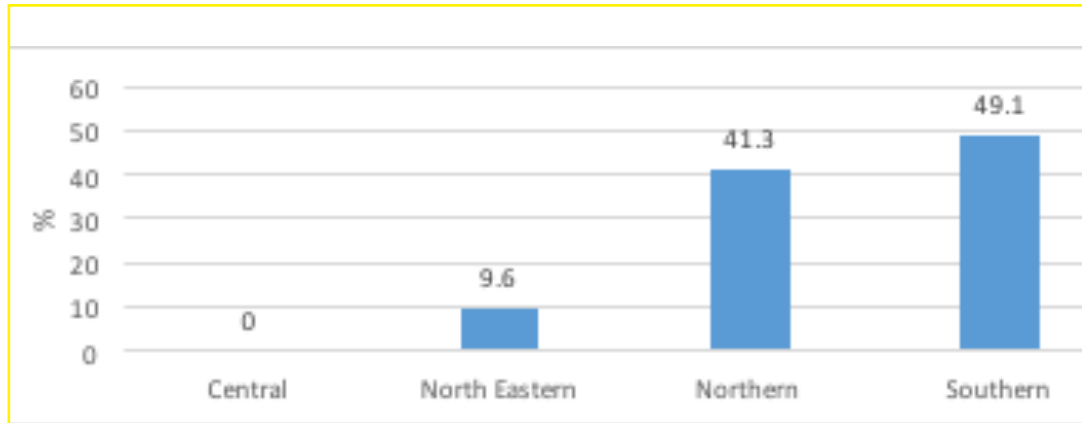
Graph 20: Enrolment by Political/National Region for all TLPs, including CEC in 2018



The highest combined enrolment for all the TLPs was recorded in Khomas, followed by Oshana and Kavango West and Zambezi. There were regions with no enrolments like Oshikoto, Hardap Omaheke, etc.

5.2.6 Enrolment by NAMCOL Region for all TLPs combined, including CEC

Graph 21: Enrolment by NAMCOL Region in all TLPs, including CEC in 2018

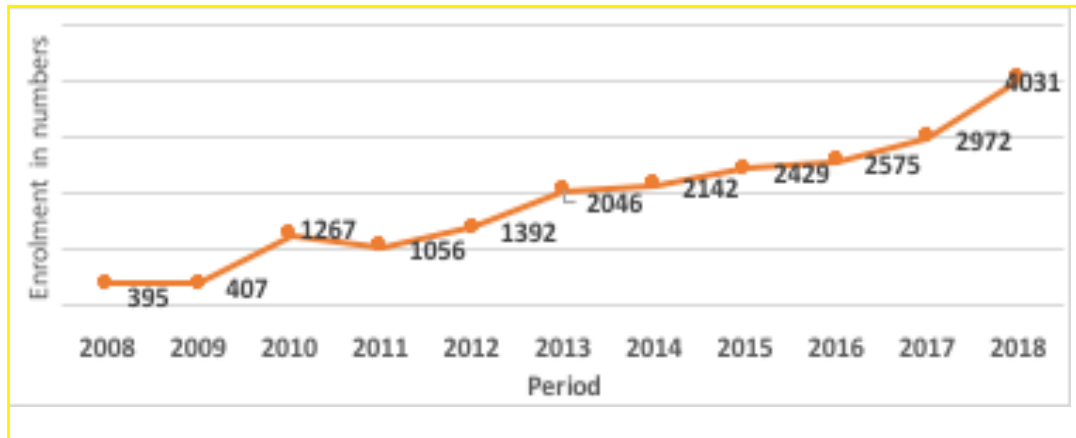


The highest combined enrolment according to the NAMCOL Regions for all the TLPs was recorded in the Southern Region followed by the Northern and North-Eastern.

5.2.7 Growth in enrolment all TLPs, including CEC and ECC combined

(These include new programmes and other programmes that have been discontinued)

Graph 22: Growth in enrolment in All TLPs including CEC and ECC, 2008-2018



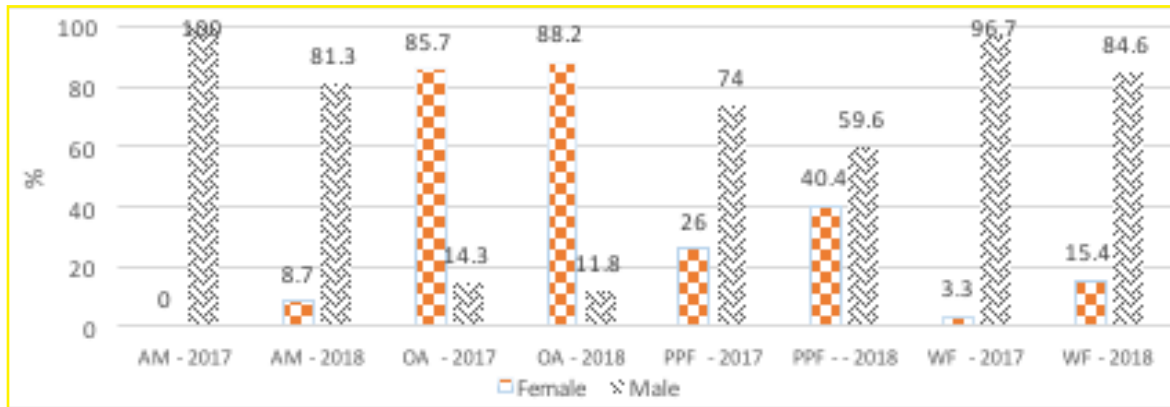
There has been a steady increase in enrolment since 2011. The highest enrolment was in 2018 and the lowest was in 2008 of ten years (2008 – 2018). There has been a general increase in enrolment for DECPPE from 2013 until 2018.

5.5 TVET PROGRAMMES

5.3.1 Enrolment by Gender for each TVET Programme in 2017 and 2018

June/July

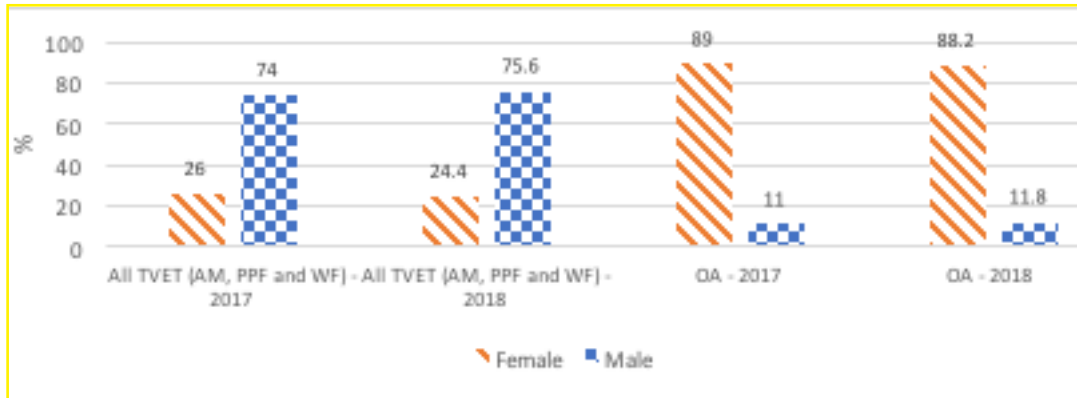
Graph 23: Enrolment by Gender for each TVET Programme in 2017 and 2018



TVET enrolment for both years (2017 and 2018) were dominated by large margins by males except for Office Administration. Only PPF had a narrow margin between male and females when compared to other programmes except OA.

5.3.2 Enrolment by Gender for all TVET Programmes combined

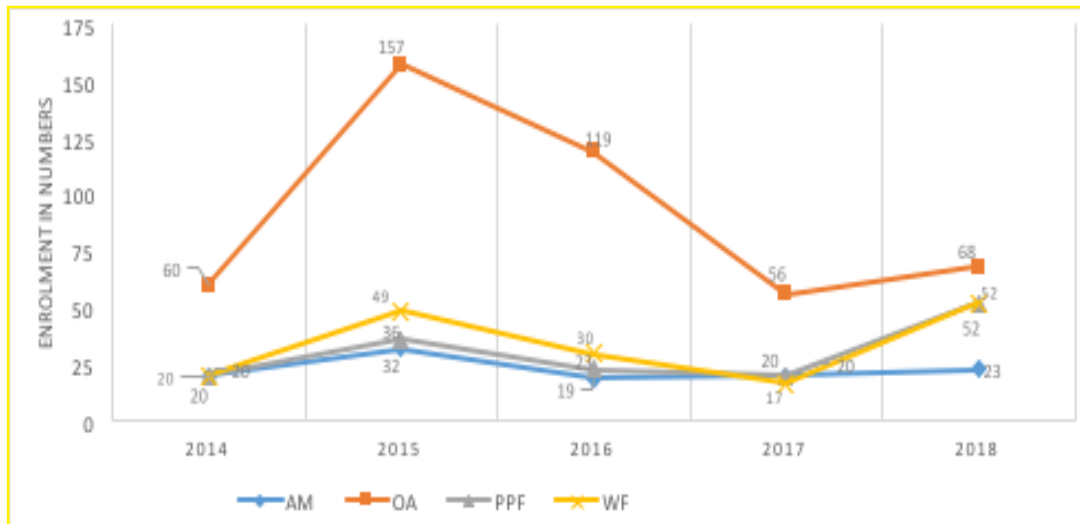
Graph 24: Enrolment by Gender for all TVET Programmes in 2017 and 2018



All TVET programmes except for Office Administration were dominated by males by a large margin.

5.3.3 Growth in Enrolment per TVET Programmes

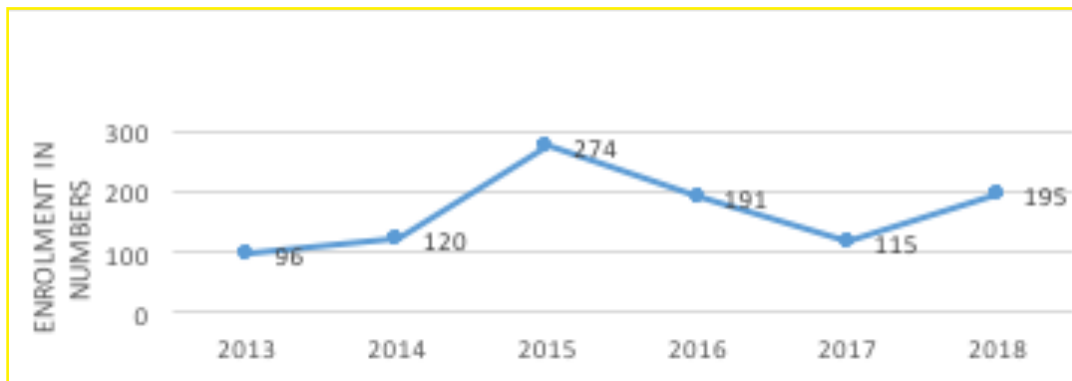
Graph 25: Enrolment per each TVET Programme since 2014



The highest enrolment for most of the TVET programmes was recorded in 2015 except for WMF and PPF. A decline in all TVT programmes has been experienced in 2017. The lowest enrolment occurred in PPF in 2017.

5.3.4 Enrolment for all TVET Programmes combined since 2013

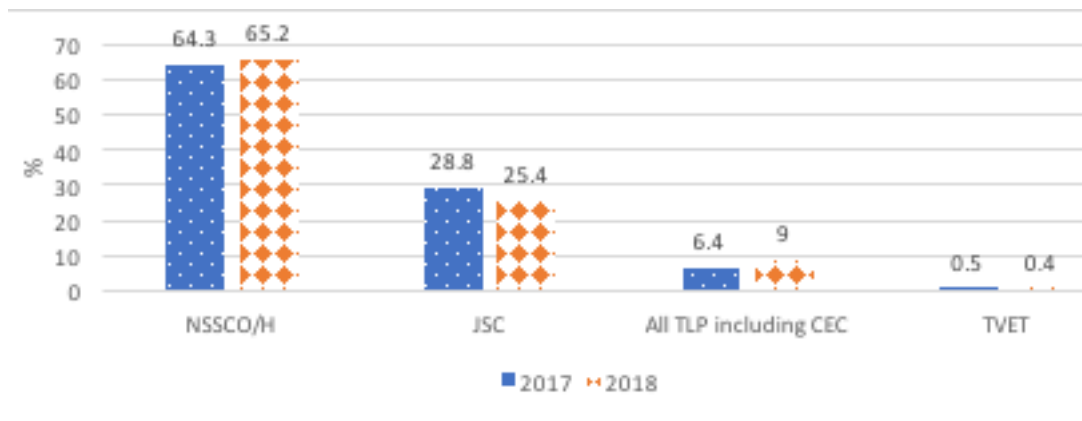
Graph 26: Combined Enrolment for all TVET Programmes since 2013



The highest combined enrolment for all TVET programmes was recorded in 2015 and the lowest in 2013. There has been an increase in enrolment for TVET programmes from 2017..

5.6 ALL NAMCOL PROGRAMMES (TLPs & CEC, TVET AND SECONDARY LEVEL [JSC, NSSCO/H])

Graph 27: Enrolment for all Programmes (TLPs & CEC, TVET and Secondary Level [JSC, NSSCO/H])



The highest enrolment was recorded for NSSCO/H, followed by JSC, while the lowest enrolment occurred in the TVET programmes. There has been an increase in NSSCO/H and in all TLP programmes, including CEC in 2018.



Examination

Results 2018/19

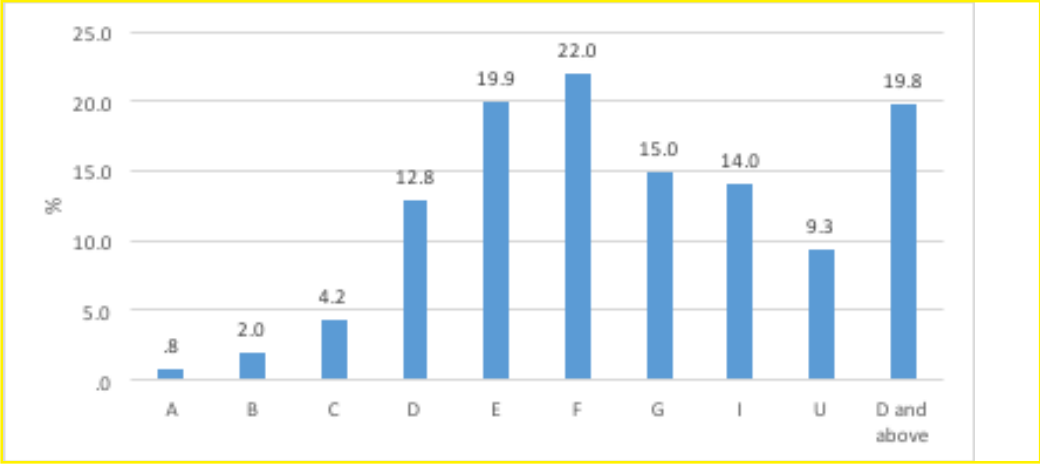
6. EXAMINATION RESULTS

6.1 SECONDARY EDUCATION (JSC AND NSSCO/H)

6.1.1 JSC Examination Results

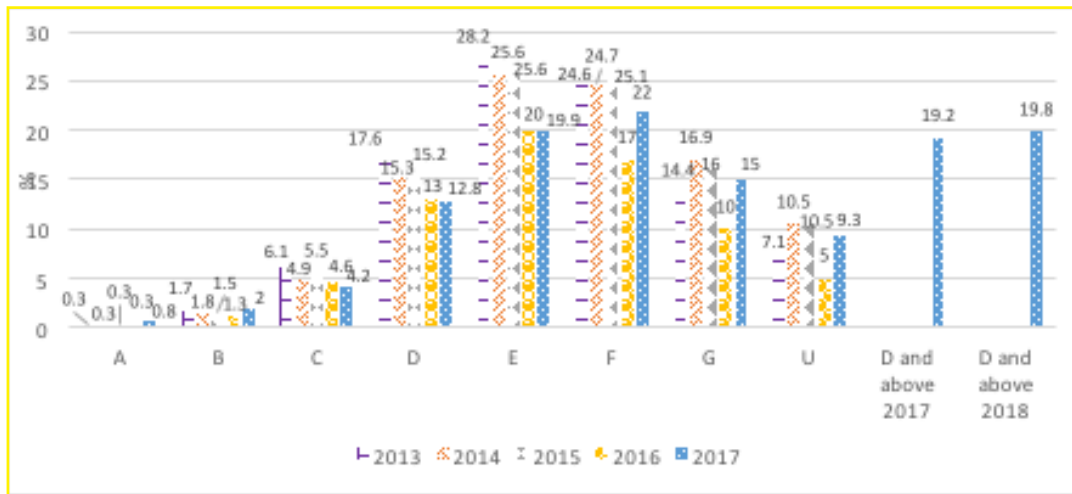
JSC Examination Results for all Grades – 2017/2018

Graph 28: JSC Results (Grades A, B, C, D, E, F, G and U) including D and above from 2013-2017



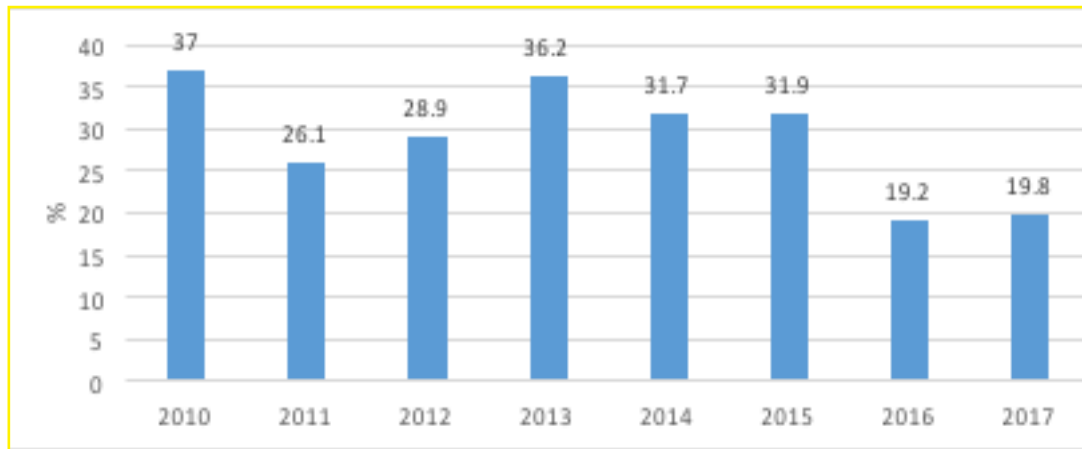
The highest scores were among the symbols F (22.0%) and E (19.9%).

Graph 29: Growth in JSC Results (Grades A, B, C, D, E, F, G and U) including D and above, from 2013-2017



The year 2014 and 2015 recorded the highest in U and the lowest was in 2016. The year 2018 scored the highest in D and above.

Graph 30: JSC results - D and above from 2010 – 2017 raph 25: Enrolment per each TVET Programme since 2014



Over the seven (7) years, the highest (37%) Results D and above were obtained in 2010 and the lowest (19.2%) in 2016. When comparing the seven (7) years, the year 2016 had the lowest grade in D and above.

JSC Examination Results per subject – 2017/2018

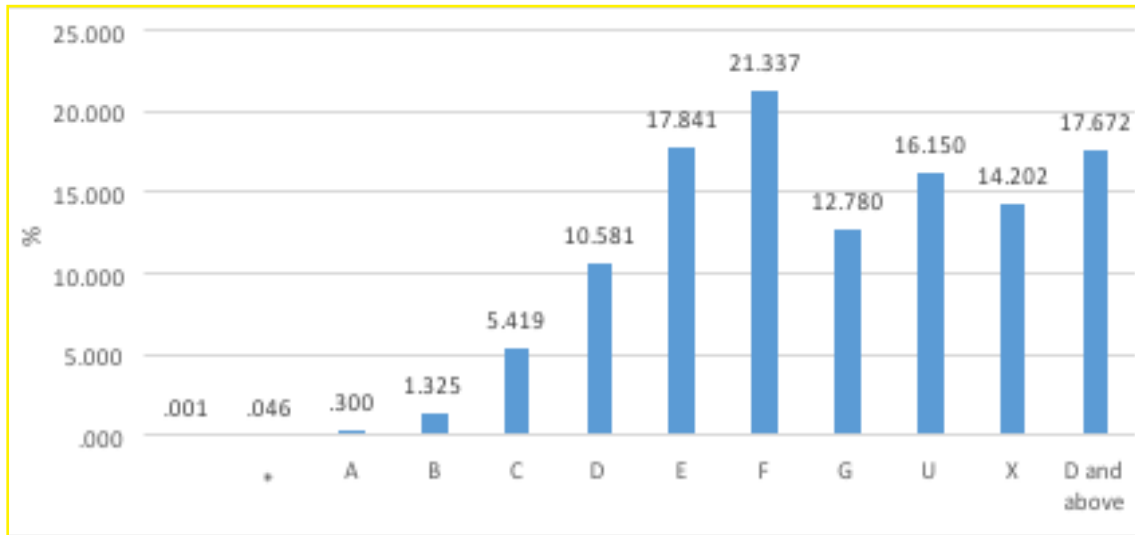
Table 1: JSC Grading per Subject – 2017/2018

	A	B	C	D	E	F	G	I	U	X
Accounting	0.0%	.5%	3.2%	10.8%	8.9%	12.6%	10.8%	24.2%	28.7%	.3%
Afrikaans 2nd Language	0.0%	2.1%	5.2%	18.6%	28.9%	8.2%	3.1%	34.0%	0.0%	0.0%
Agriculture	3.8%	7.6%	10.2%	19.3%	20.8%	14.8%	7.6%	11.6%	4.2%	.1%
English 2nd Language	.0%	.2%	.7%	5.4%	16.2%	35.5%	22.0%	14.7%	5.4%	0.0%
Entrepreneurship	.0%	.7%	2.9%	10.5%	19.3%	21.6%	15.6%	16.5%	12.8%	0.0%
Geography	0.0%	.4%	2.2%	10.9%	26.2%	25.1%	17.2%	13.0%	5.0%	0.0%
History	.3%	1.1%	3.6%	15.8%	20.5%	21.9%	15.0%	14.9%	6.8%	0.0%
Khoekhoegowab 1st Language	0.0%	0.0%	5.3%	7.9%	13.2%	15.8%	13.2%	42.1%	2.6%	0.0%
Life Science	.1%	.7%	2.9%	12.1%	17.1%	21.6%	17.0%	13.1%	15.4%	0.0%
Mathematics	.7%	2.4%	5.2%	13.0%	21.5%	21.8%	16.0%	14.5%	4.8%	0.0%
Oshikwanyama 1st Language	.9%	5.2%	11.8%	31.8%	34.1%	5.7%	.5%	9.5%	.5%	0.0%
Oshindonga 1st Language	.8%	1.5%	4.6%	16.5%	47.7%	17.3%	3.1%	8.1%	.4%	0.0%
Otjiherero 1st Language	5.9%	11.8%	8.1%	28.5%	21.3%	7.7%	0.0%	16.7%	0.0%	0.0%
Physical Science	.2%	1.7%	5.3%	13.3%	13.3%	17.1%	13.9%	14.4%	20.6%	.0%
Rukwangali 1st Language	3.3%	1.7%	11.7%	25.0%	38.3%	10.0%	0.0%	10.0%	0.0%	0.0%
Silozi 1st Language	0.0%	1.3%	10.7%	26.7%	40.0%	8.0%	0.0%	13.3%	0.0%	0.0%

The highest scores for the higher symbols (A and B) were obtained in Otjiherero 1st Language (5.9% and 11.8%). Accounting and Physical Science scored the highest in U symbols (28.7% and 20.6% respectively).

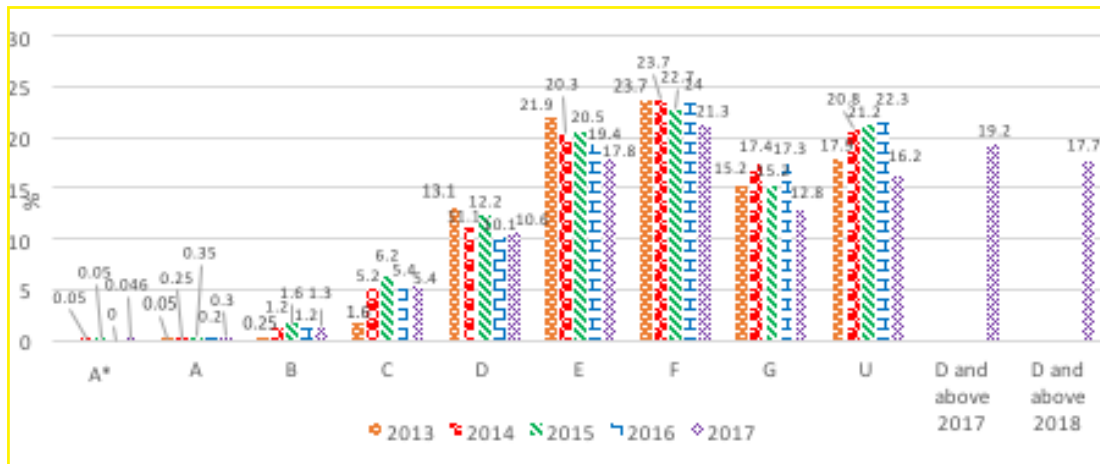
6.1.2 NSSCO Examination Results for all Grades – 2017/2018

Graph 31: NSSCO Examination Results for all Grades including D and above – 2017/2018



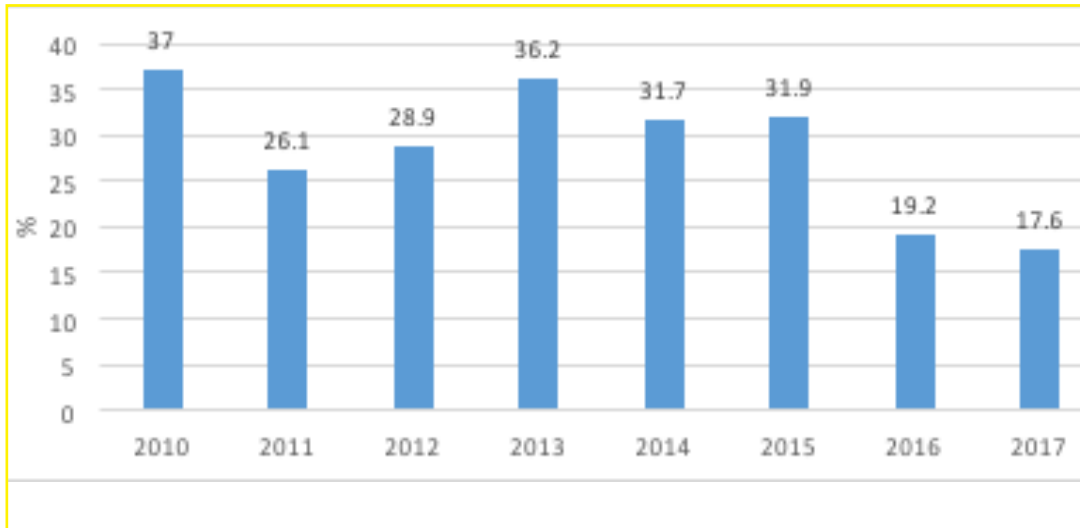
The highest scores were among the symbols F (21.3%) and E (17.8%). For the symbols D and above, it was 17.7%.

Graph 32: Growth in NSSCO Results (Grades A, B, C, D, E, F, G and U) including D and above, from 2013-2017



The year 2014 and 2015 recorded the highest in U and the lowest was in 2017. The year 2017 scored the highest in D and above.

Graph 33: NSSCO/H Results - D and above



Over the eight (8) years the highest Results were obtained in 2010 (37%) and the lowest in 2017 (17.6%).

NSSCO Examination Results per subject – 2017/2018

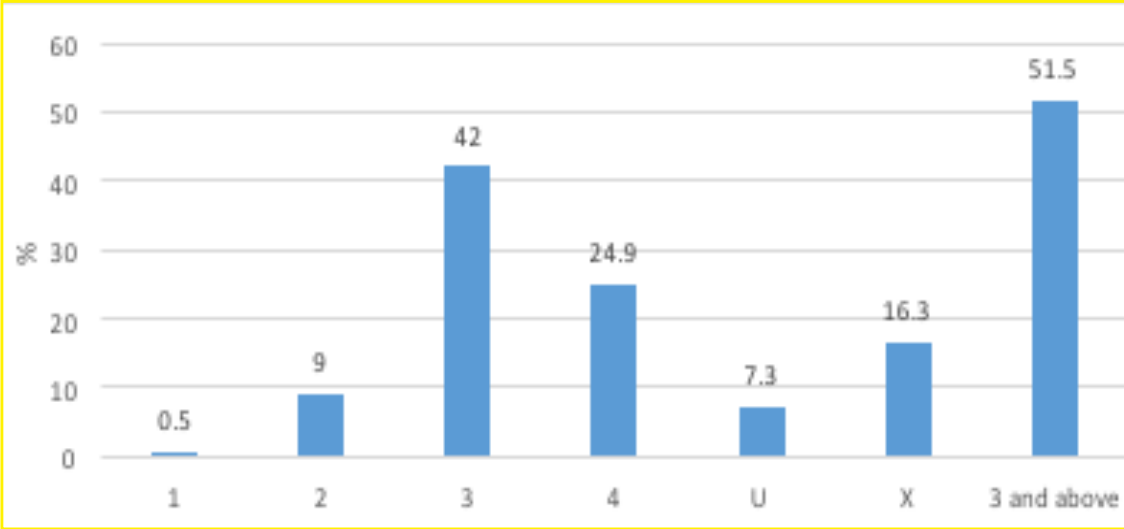
Table 2: NSSCO Examination Results per subject – 2017/2018

	*	A	B	C	D	E	F	G	Q	U	X
Accounting	.2%	.4%	2.8%	7.8%	7.6%	10.0%	10.1%	9.6%	0.0%	22.6%	28.9%
Afrikaans 2nd Language	1.6%	1.6%	4.8%	16.7%	27.0%	13.5%	3.2%	.8%	0.0%	0.0%	31.0%
Agriculture	.0%	.1%	2.4%	8.8%	18.0%	22.0%	22.0%	8.0%	0.0%	1.1%	17.4%
Biology	.0%	.1%	1.2%	6.4%	9.5%	15.4%	16.9%	15.1%	.0%	22.5%	12.9%
Business Studies	.1%	.2%	1.7%	5.7%	7.6%	10.7%	15.5%	14.5%	.2%	17.2%	26.7%
Development Studies	.0%	.5%	2.4%	7.1%	11.5%	13.3%	23.8%	17.9%	0.0%	9.6%	14.0%
Economics	0.0%	0.0%	1.0%	6.7%	11.0%	17.8%	9.0%	8.2%	.3%	25.0%	20.9%
English 2nd Language	.0%	.0%	.2%	1.2%	7.7%	22.9%	25.6%	9.4%	0.0%	23.3%	9.7%
Geography	.1%	.5%	1.3%	3.5%	10.6%	19.0%	23.1%	16.0%	0.0%	10.8%	15.1%
History	.2%	.8%	2.1%	4.4%	7.6%	11.5%	23.7%	19.9%	0.0%	11.4%	18.4%
Khoekhoegowab 1st Language	0.0%	0.0%	6.6%	11.5%	31.1%	27.9%	13.1%	1.6%	0.0%	0.0%	8.2%
Mathematics	.0%	.2%	.3%	8.3%	13.0%	17.3%	19.6%	13.7%	0.0%	13.8%	13.8%
Oshikwanyama 1st Language	0.0%	0.0%	1.4%	11.3%	35.2%	23.9%	7.0%	0.0%	0.0%	0.0%	21.1%
Oshindonga 1st Language	0.0%	.7%	4.0%	20.1%	26.2%	14.8%	6.0%	1.3%	0.0%	0.0%	26.8%
Otjherero 1st Language	0.0%	0.0%	1.0%	9.7%	28.0%	23.2%	10.6%	1.4%	0.0%	0.0%	26.1%
Physical Science	.1%	1.4%	3.7%	8.7%	13.0%	15.7%	21.2%	13.3%	0.0%	6.9%	16.0%
Rukwangali 1st Language	0.0%	0.0%	13.3%	23.3%	26.7%	10.0%	0.0%	0.0%	0.0%	0.0%	26.7%
Rumanyo 1st Language	0.0%	0.0%	3.6%	25.0%	28.6%	25.0%	0.0%	0.0%	0.0%	0.0%	17.9%
Silozi 1st Language	5.4%	2.7%	10.8%	18.9%	24.3%	5.4%	2.7%	0.0%	0.0%	0.0%	29.7%

The highest scores for the higher symbols A* and A were scored in Silozi 1st Language (5.4% and 2.7%, respectively). Economics and English Second Language scored the highest in the U symbol (25% and 23.3%).

6.1.3 NSSCH Examination Results

Graph 34: NSSCH Examination Results for all Grades, including 3 and above – 2017/2018



The highest scores were in Level 3 (42%) followed by 4 (24.9%). The highest number of students scored 3 and above (51.5%).

NSSCH Examination Results per subject – 2017/2018

Table 3: NSSCH Grading per Subject – 2017/2018

	1	2	3	4	U	X
Accounting	0%	2%	8%	5%	4%	4
Biology	0%	12%	28%	17%	6%	13%
Business Studies	0%	4%	8%	12%	8%	4%
Economics	1%	3%	14%	24%	2%	5%
English 2nd Language	0%	12%	46%	16%	3%	43%
Silozi 1st Language	0%	14%	6%	0%	0%	0%
Geography	0%	0%	2%	4%	3%	3%
History	2%	7%	3%	2%	4%	2%
Mathematics	1%	0%	1%	1%	12%	15%
Oshikwanyama 1st Language	0%	1%	10.7%	38%	6%	12%
Oshindonga 1st Language	0%	9%	92%	66%	3%	19%
Physical Science	0%	3%	15%	12%	8%	9%
Rukwangali 1st Language	0%	5%	7%	3%	0%	2%

History had the highest scores (2%) in 1 and Mathematics the highest scores (12%) in U grading.

6.2 PRE-ENTRY TO TERTIARY EDUCATION (PETE)

The PETE programme is aimed at giving learners the opportunity to rewrite specific NSSC/H subjects and improve their competencies to levels which will enable them to gain admission into tertiary institutions, and be able to cope with curricular demands at tertiary level. This face to face programme is offered at the following venues:

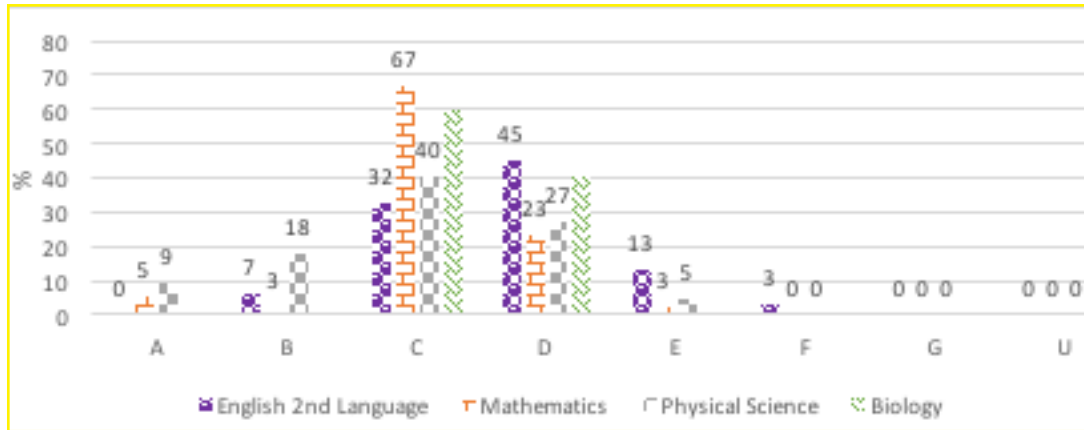
- NAMCOL Head Office (Jetu Jama Centre, Katutura)
- NAMCOL Northern Regional Office (Ongwediva)
- NAMCOL North-Eastern Regional Office (Rundu)
- NAMCOL Central Regional Office (Otjiwarongo)

RESULTS

6.1.1 SOUTHERN REGION

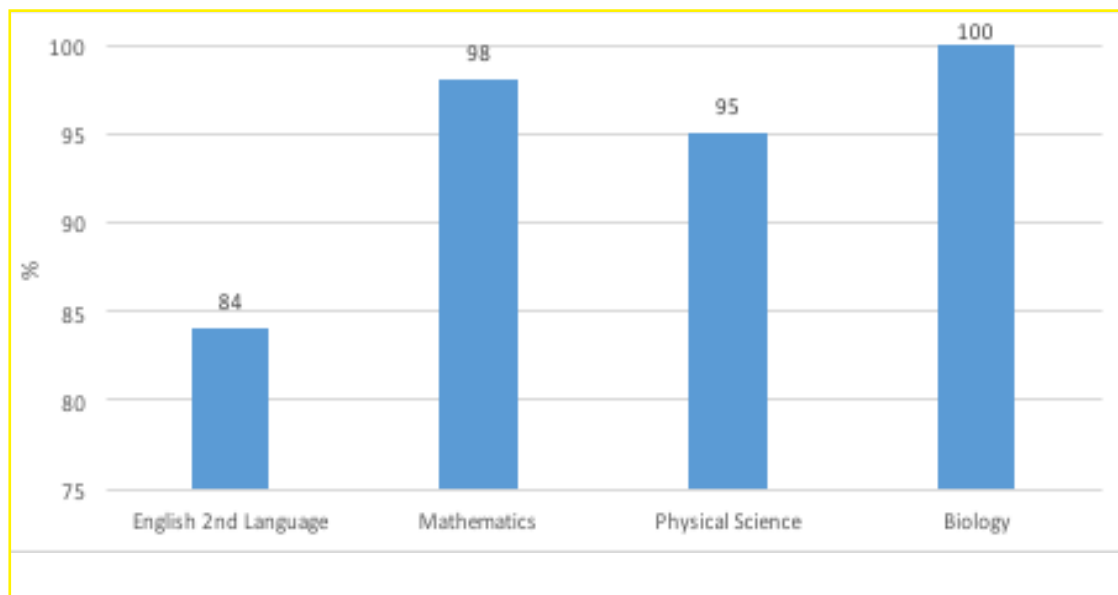
1 JETU JAMA NSSCO Science

Graph 35: Jetu Jama - NSSCO Science (A, B, C, D, E, F, G, U)



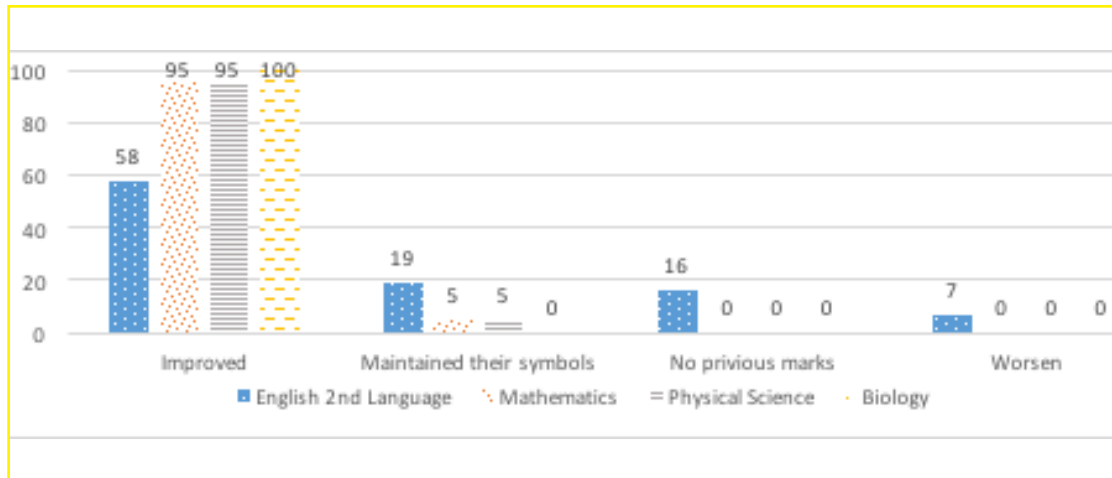
Physical Science had the highest scores in symbols A and B and C. English 2nd Language scored the highest in the lower symbols (E and F).

Graph 36: Jetu Jama - NSSCO Science, D and above



All candidates (100%) for Biology passed with a D and above. The lowest pass rate with a D and above was for English 2nd Language (84%).

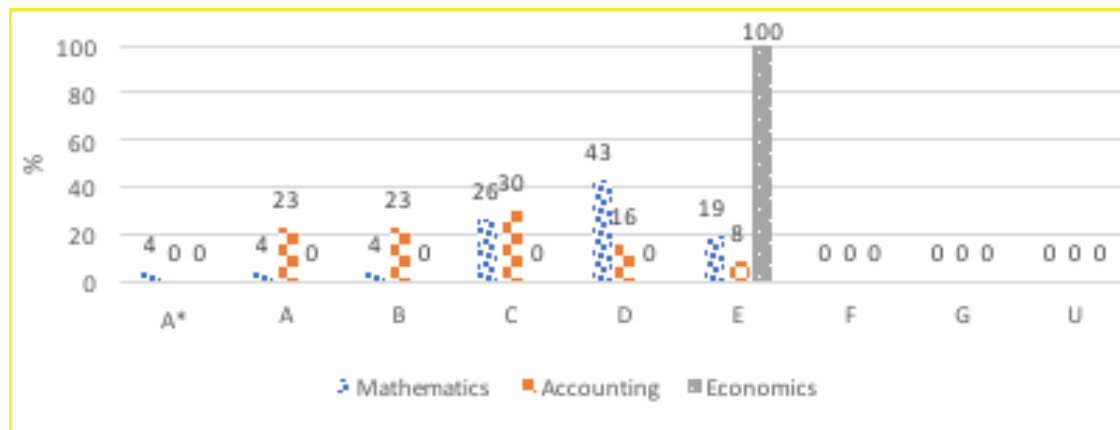
Graph 37: Jetu Jama - NSSCO Science, Previous and New Grades (% of candidates improved, maintained their symbols, with no previous marks and those that got lower than their previous marks)



The highest improvement was for Mathematics (100%) and the lowest for English 2nd language (58%). English also had candidates that scored lower than their previous marks (7%).

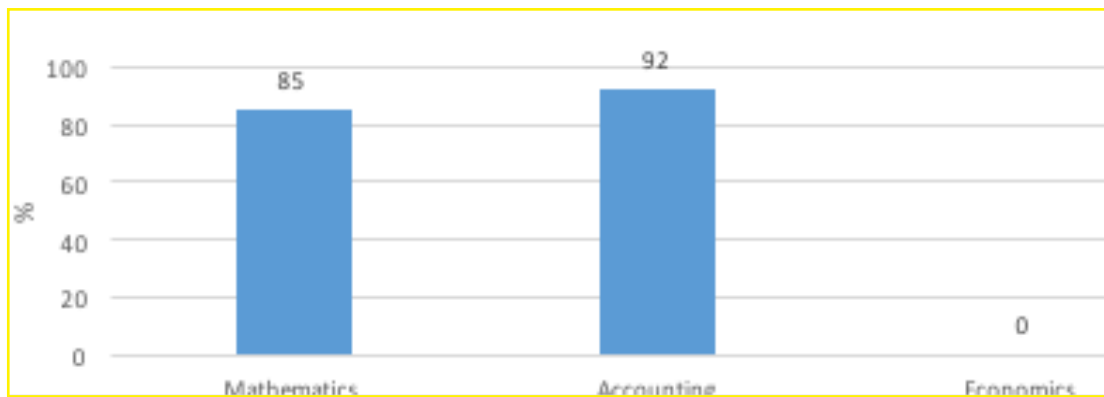
Jetu Jama - NSSCO Commerce (A, B, C, D, E, F, G, U)

Graph 38: Jetu Jama - NSSCO Commerce (A, B, C, D, E, F, G, U)



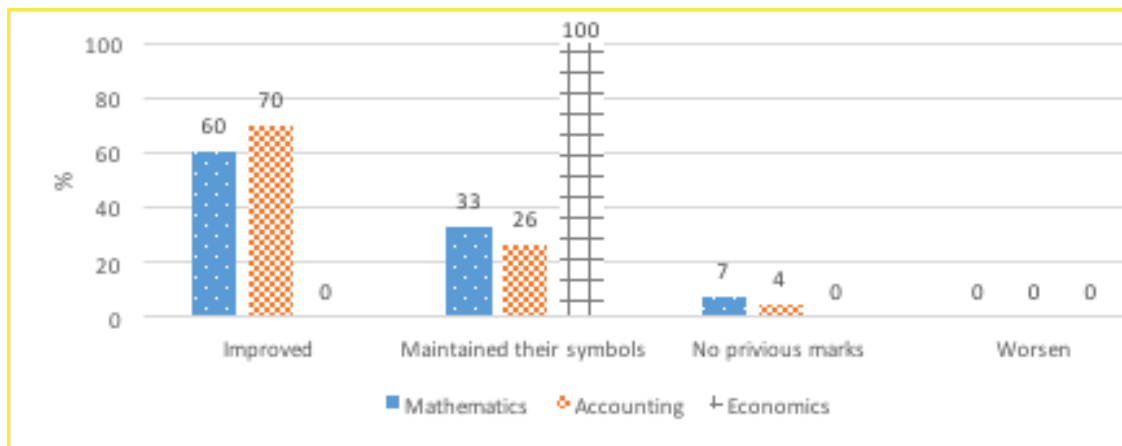
All the learners (100%) for Economics scored an 'E' symbol. The highest for 'A*' was scored by learners for Mathematics (4%) followed by Accounting (23%) in 'A' symbol.

Graph 39: Jetu Jama - NSSCO Commerce - D and above



The highest scores (92%) for a D and above were scored by Accounting candidates and the lowest (0%) by for Economics candidates. .

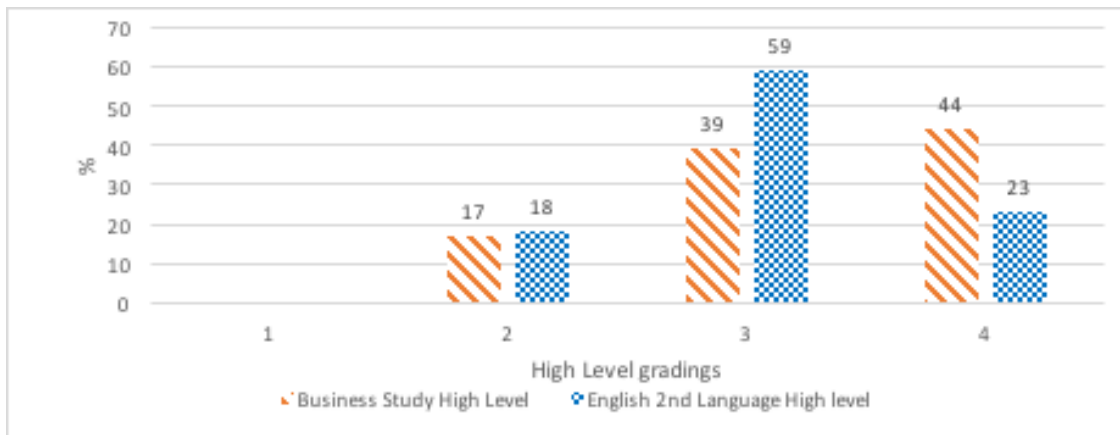
Graph 40: Jetu Jama - NSSCO Commerce - Previous and New Grades (% of candidates improved, maintained their symbols, with no previous marks and those that got lower than their previous marks)



The subject with the highest improvement was Accounting (70%) followed by Mathematics (60%). Economics had no changes (maintained symbols, 100%).

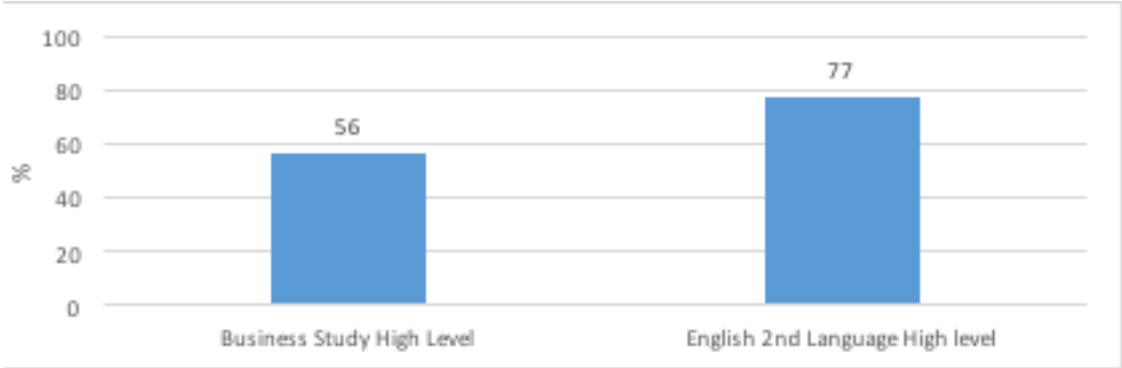
Jetu Jama - NSSC/H (HIGCSE)

Graph 41: Jetu Jama – NSSC/H Commerce - English 2nd Language and Business Studies/H-levels



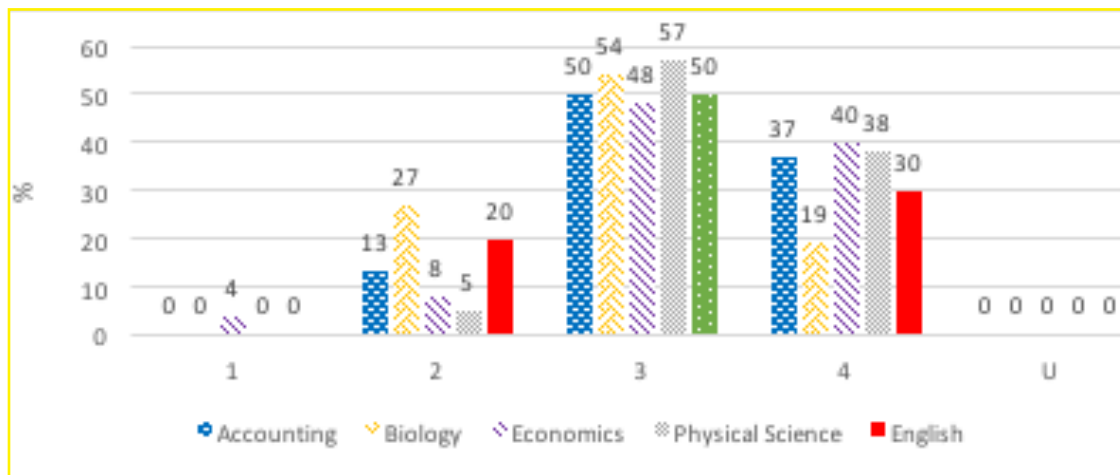
The highest scores (18%) for '2' was in English 2nd Language and in level '4' the highest was in Business Study (44%).

Graph 42: Jetu Jama - NSSCH Commerce - English 2nd Language and Business Studies/H-levels, 3 and above



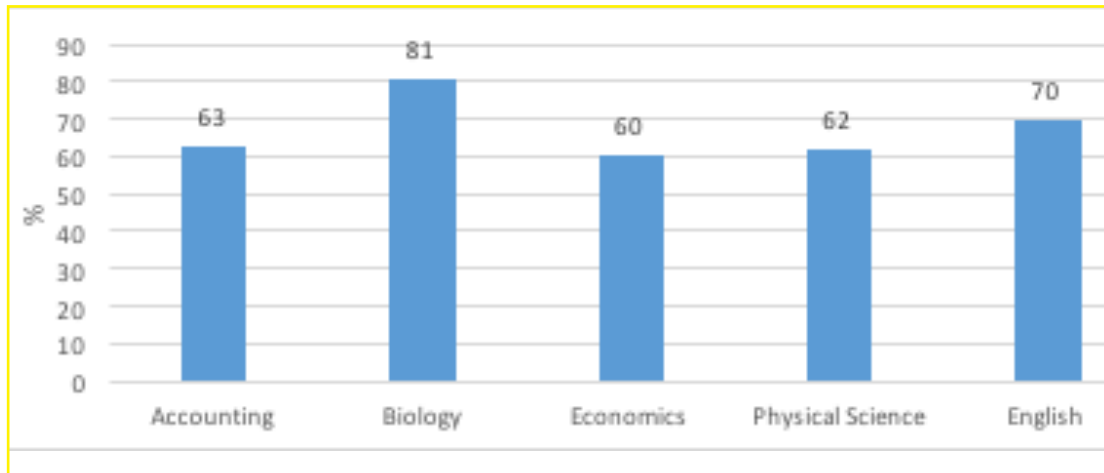
The highest scores for level 3 and above were for English 2nd language and the lowest for Business Studies (56%).

Graph 43: Jetu Jama - HIGCSE (1, 2, 3 (A*), 4 (A) and U)



Economics had the highest scores in level 1. The highest scores in Level 4 were in Economics (40%). The majority of the candidates scored in Level 3.

Graph 44: Jetu Jama – HIGCSE, 1, 2, and 3

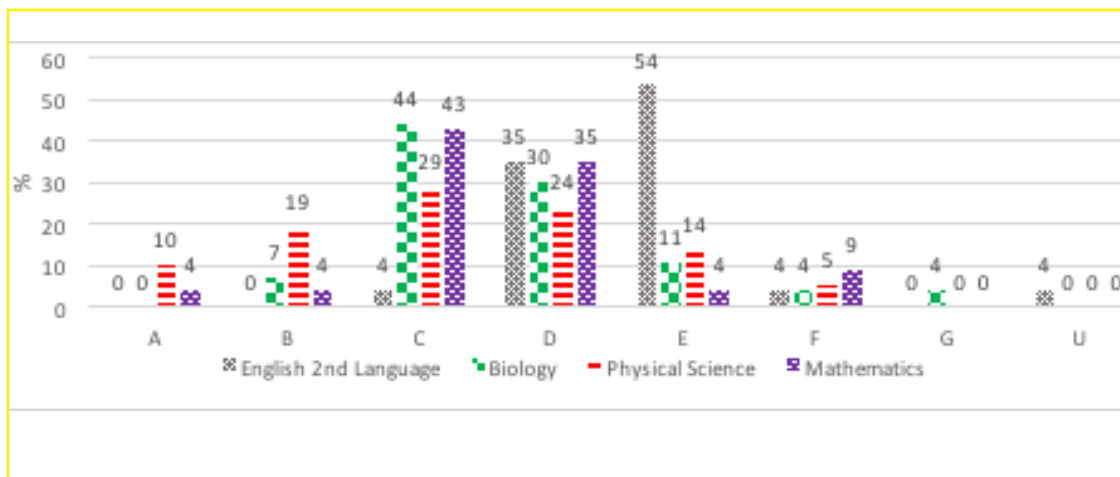


The highest scores were obtained in Biology (81%) and the lowest in Economics (60%).

CENTRAL REGION

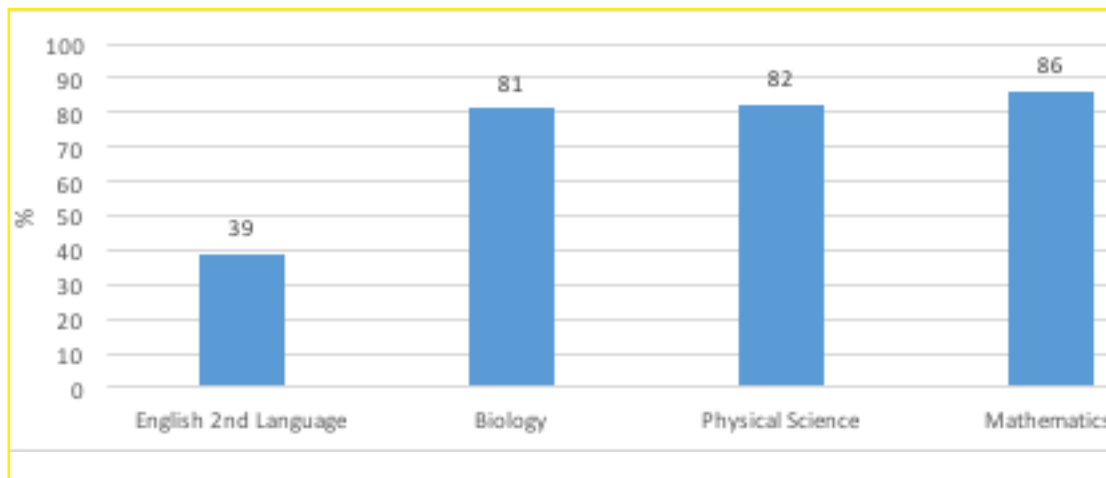
Otjiwarongo NSSCO science

Graph 45: Otjiwarongo – NSSCO (A, B, C, D, E, F, G, U)



English 2nd language had the highest scores in E symbol and also the highest in U grade. Physical Science had the highest percentage scores in A and B symbols.

Graph 46: Otjiwarongo – NSSCO, D and above

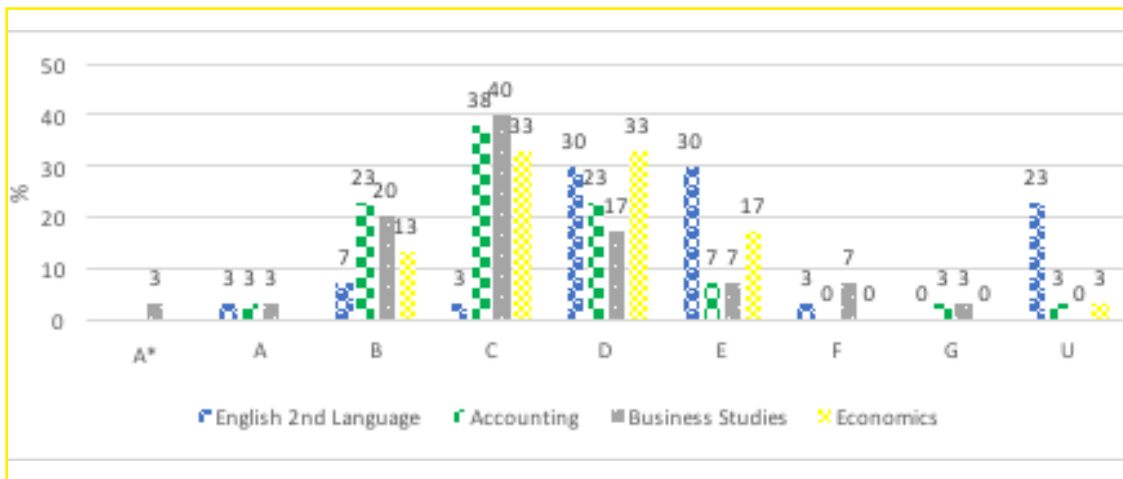


Mathematics had the highest scores in a D and above and the lowest scores were in English 2nd Language.

NORTHERN REGION

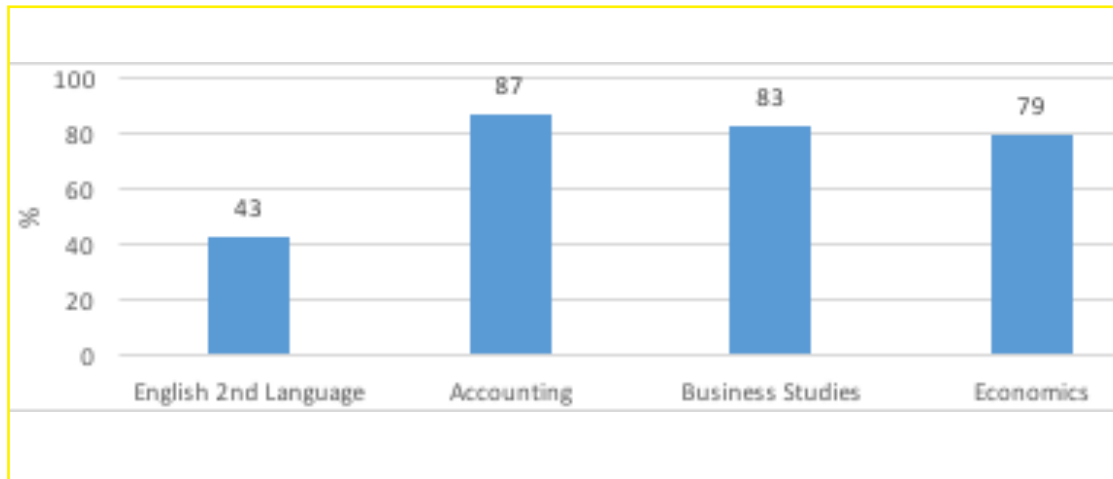
Ongwediva Commerce - NSSCO

Graph 48: Ongwediva Commerce - NSSCO (A*, A, B, C, D, E, F, G, U)



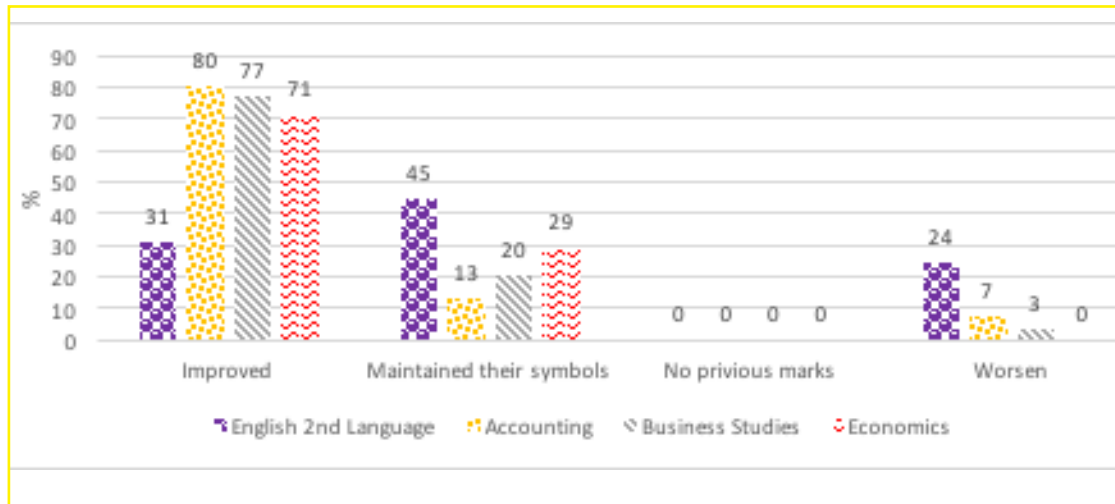
Business Studies had the highest scores in A. In general, Business Studies and Accounting scored the highest in symbols in the high symbols (A*, A, B and C). English scored the worst.*

Graph 49: Ongwediva Commerce, D and above



The highest scores for a D and above were for Accounting (87%) and the lowest were English in 2nd Language (43%).

Graph 50: Ongwediva Commerce NSSCO, Previous and New Grades (% of candidates improved, maintained their symbols, with no previous marks and those that got lower than their previous marks)

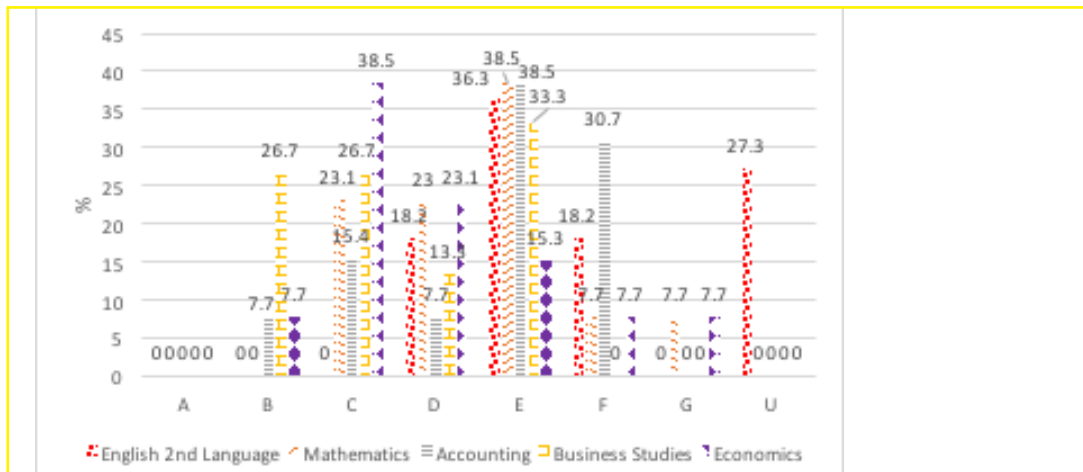


The subject with the worst improvement, maintained symbols and worsened in symbols was English.

NORTH-EASTERN REGIONAL

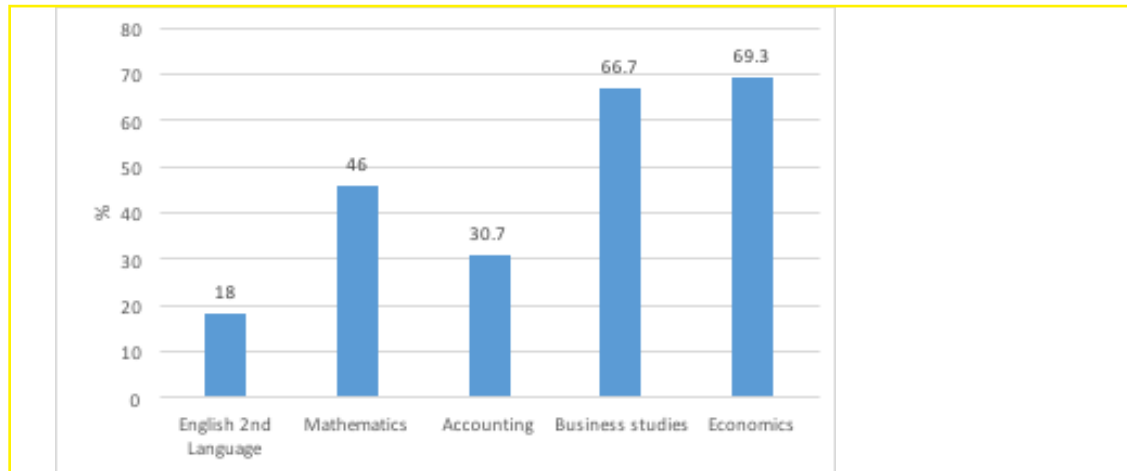
Rundu Commerce - NSSCO

Graph 51: Rundu Commerce - NSSCO (A*, A, B, C, D, E, F, G, U)



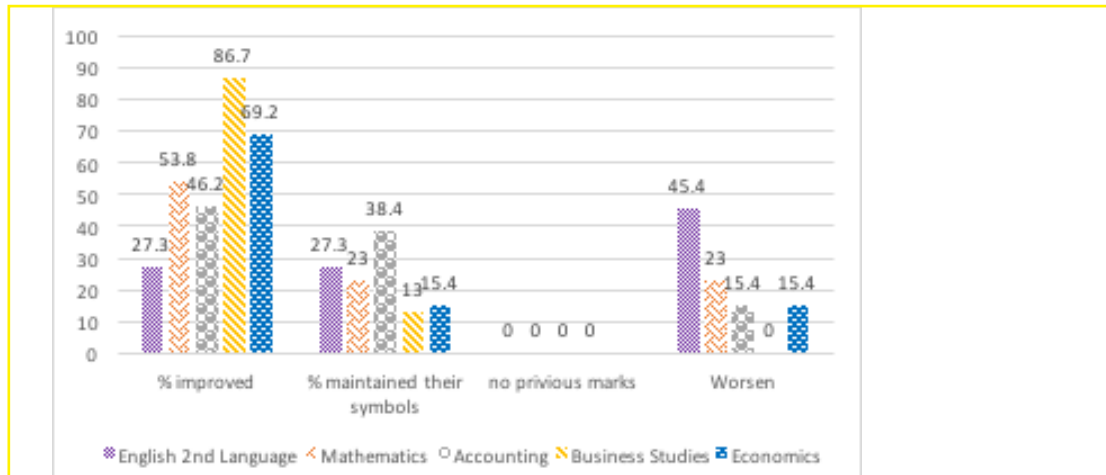
Business Studies had the highest (26.7%) scores in B. Economics the highest in C (38%), Accounting and Mathematic the highest in E (38.5%). The highest in Symbol U was for English Second Language (27%).

Graph 52: Rundu, Commerce D and above



The highest scores for a D and above were for Economics (69.3%) followed by Business Studies (66.7%). The lowest was English 2nd Language (18%).

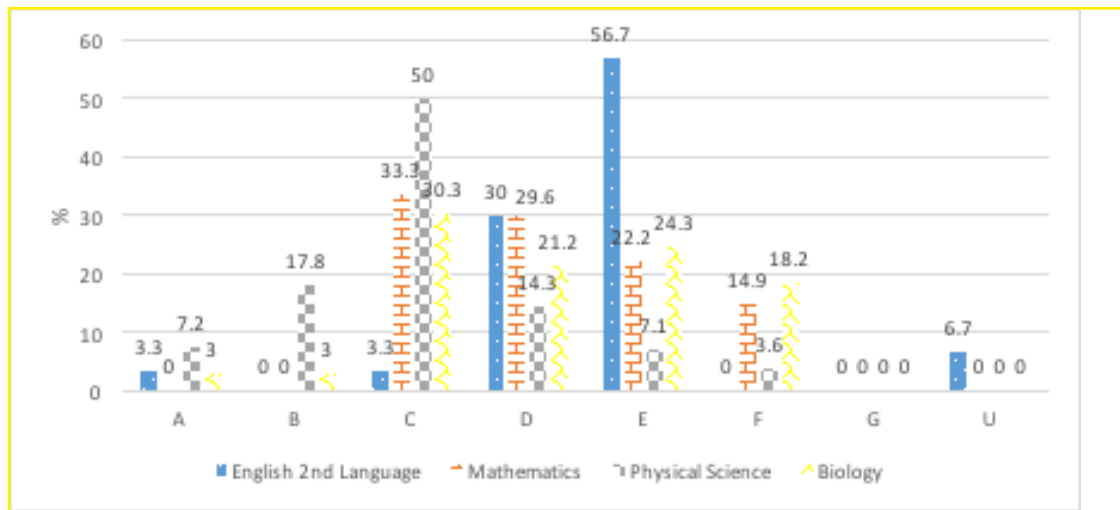
Graph 53: Rundu, Commerce NSSCO, Previous and New Grades (% of candidates improved, maintained their symbols, with no previous marks and those that got lower than their previous marks)



The subject with the highest improvement scores was Business Studies (86.7%), followed by Economics (69.2%). The subject that scored lower than the previous entry symbol was English 2nd Language (45.4%), followed by Mathematics (23%).

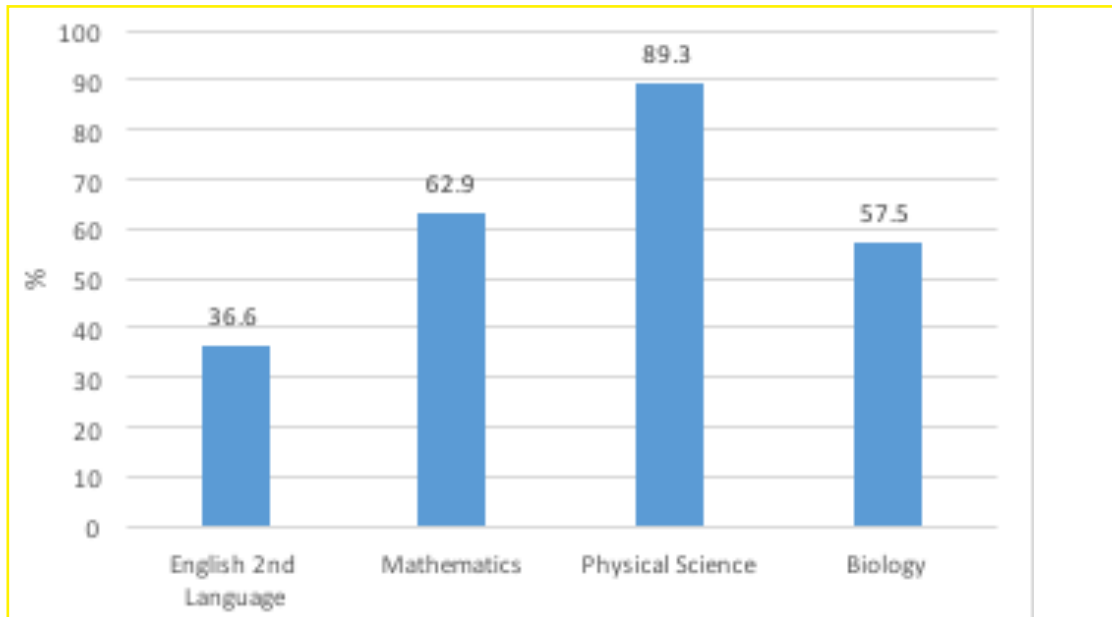
Rundu, Science - NSSCO

Graph 54: Rundu, Science - NSSCO (A*, A, B, C, D, E, F, G, U)



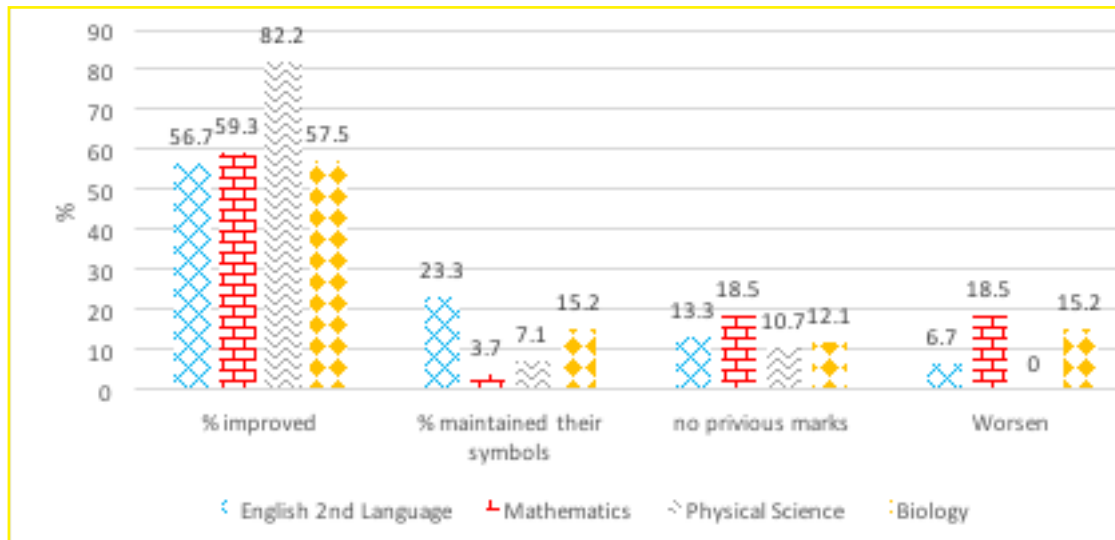
Physical Science had the highest scores (7.2%) in the A symbol and also the highest in B symbol (17.85). English 2nd Language had the highest percentage scores in the U symbol (6.7%).

Graph 55: Rundu, Science D and above



The highest scores for a D and above were for Physical Science (89.3%) followed by Mathematics (62.9%). The lowest were in English 2nd Language (36.6%).

Graph 56: Rundu, Science NSSCO, Previous and New Grades (% of candidates improved, maintained their symbols, with no previous marks and those that got lower than their previous marks)

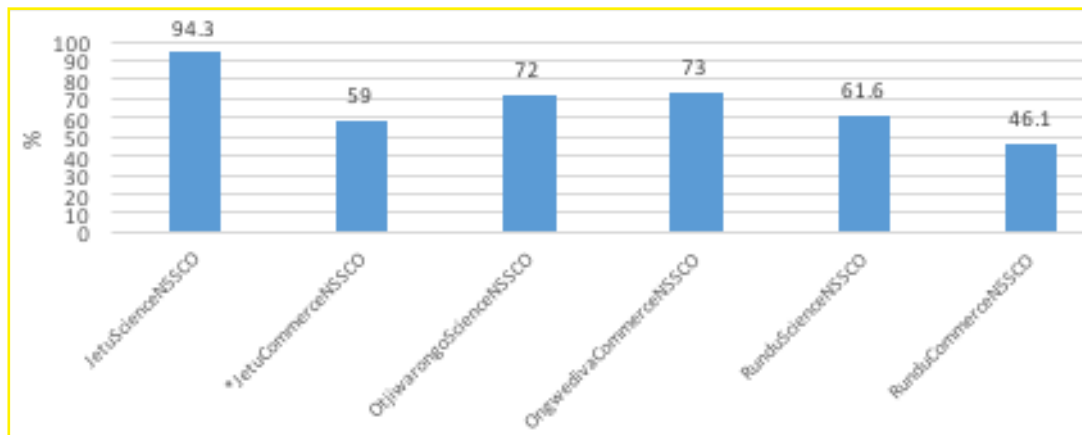


The subject with the highest improvement scores was Physical Science (82.2%), followed by Mathematics (59.3%). The subject that scored lower than the previous entry symbol was Mathematics (18.5%), followed by Biology (15.2%).

COMBINED/COMPARISONS - PETE

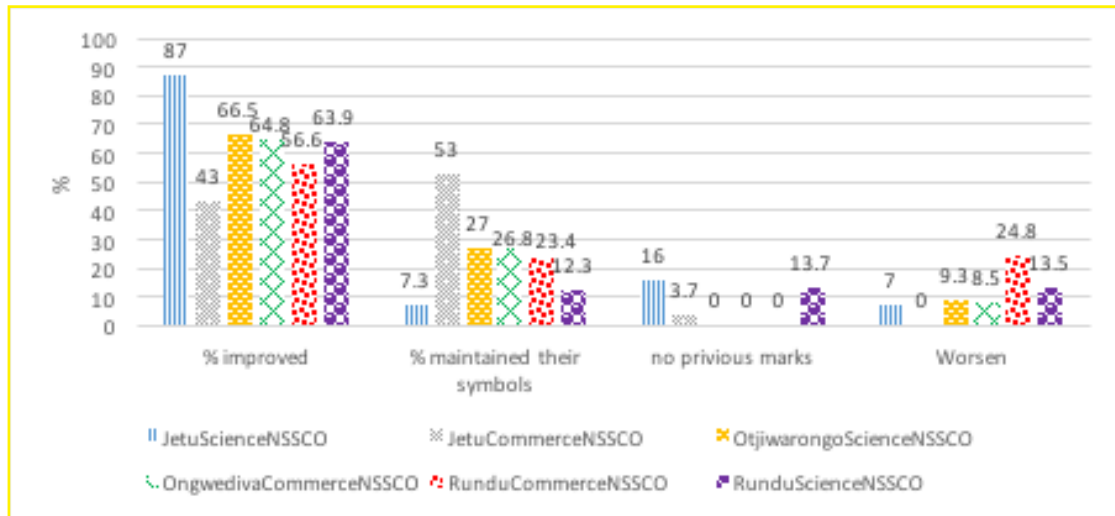
Jetu Jama - NSSCO Commerce, Jetu Jama - NSSCO Science, Otjiwarongo Science – NSSCO and Rundu NSSCO Commerce and Science

Graph 57: Jetu Jama - NSSCO Commerce, Jetu Jama - NSSCO Science and Otjiwarongo NSSCO D and above, all subjects average % scored



The highest (94.3%) average % (All subjects) for a D and above was obtained in Jetu Jama Science NSSCO and the lowest was Rundu Commerce NSSCO (46.1%).

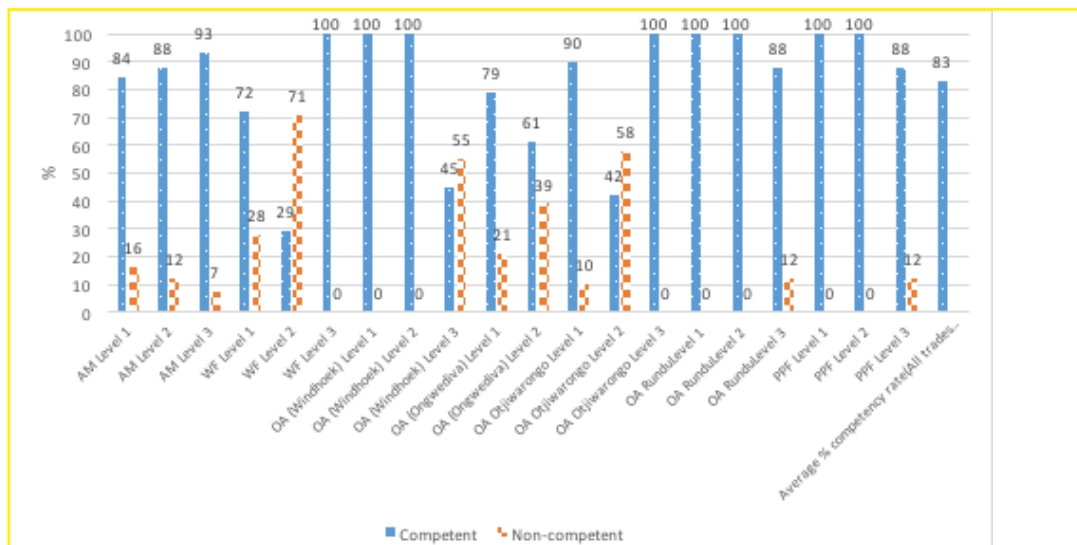
Graph 58: Jetu Jama - NSSCO Commerce, Jetu Jama - NSSCO Science and Otjiwarongo NSSCO, Previous and New Grades (% of candidates improved, maintained their symbols, with no previous marks and those that got lower than their previous marks) -



The NAMCOL region/centre with the highest improvement in symbols was Jetu Jama Center NSSCO Science (87%), followed by Otjiwarongo NSSCO Science (66.5%). The region with many candidates whose symbols went down compared to their previous entry marks was Rundu NSSCO Commerce (24.8%) followed by Rundu NSSCO Science (13.5%).

TVET

Graph 59: TVET Results in each trade for June/July 2018



The highest competent rate (100%) was obtained in WF level 3, OA Windhoek Level 1 and 2, OA Otjiwarongo Level 3, OA Rundu Level 1 and 2, and PPF Level 1 and 2. The trade with the highest (Not Yet Competent) rate was WF Level 2 (71%) followed by AM Level 3 (93%) followed by OA Otjiwarongo Level 1 (90%).

TLPs

Examination Results for TLPs, including Assignments and Dropouts

Table 4: CED 2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
1702 DEVELOPMENT STUDIES	53	49 (92%)	47 (96%)	36 (76.6%)	3 (6.4%)	8 (17%)	2 (4%)	4 (8%)
1703 THEORY & PRACTICE OF ADULT LEARNING	56	55 (98%)	49 (89%)	17%	12 (24.5%)	8 (16.3%)	6 (11%)	1 (2%)
1704 THEORY & PRACTICE OF COMMUNITY DEVELOPMENT	47	45 (95.7%)	40 (89%)	18 (45%)	19 (47.5%)	3 (7.5%)	5 (11%)	2 (4.3%)
1705 PROJECT DEVELOPMENT & MANAGEMENT	59	56 (95%)	43 (77%)	16 (37.2%)	26 (60.4%)	1 (2.3%)	13 (23%)	3 (5%)
1706 COMMUNICATION AND LANGUAGE SKILLS	31	29 (94%)	26 (90%)	20 (77%)	5 (19%)	1 (4%)	3 (10%)	2 (6%)

The highest pass rate was obtained in Communication and Language Skills (77%) and the lowest in Project Development & Management (37.2%). The subject with the highest assignment submission was Theory & Practice of Adult Learning (98%) and the lowest were Development Studies (92%).

Table 5: CED Semester 2/2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
1803 PRINCIPLES & PRACTICE OF YOUTH IN DEV. WORK	11	10 (91%)	10 (100%)	9 (90%)	1 (10%)	0 (0%)	0 (0%)	1 (9%)
1805 GENDER AND DEVELOPMENT	18	15 (84%)	15 (100%)	11 (73.3%)	3 (20%)	1 (6.7%)	2 (13%)	3 (16%)
1808 PROJECT PLANNING, MONITORING AND EVALUATION	16	13 (82%)	12 (92%)	9 (75%)	1 (8.3%)	2 (16.7%)	1 (8%)	3 (18%)
1812 YOUTH AND HEALTH	17	14 (83%)	14 (100%)	14 (100%)	0 (0%)	0 (0%)	0 (0%)	3 (17%)

Youth and Health scored the highest pass rate (100%) and the lowest occurred in Gender and Development (73.3%). Principles & Practice of Youth in Dev. Work had the highest (91%) assignment submission and lowest was Project Planning, Monitoring and Evaluation (82%).

Table 6: CED Semester 4/2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
1813 SUSTAINABLE DEV. AND ENVIRONMENTAL ISSUES	15	14 (94%)	14 (100%)	12 (85%)	0 (0%)	2 (15%)	0 (0%)	1 (6%)
1814 ORPHANS AND VULNERABLE CHILDREN PROGRAMME	16	15 (94%)	15 (100%)	12 (80%)	0 (0%)	3 (20%)	0 (0%)	1 (6%)
1815 PSYCHOSOCIAL SUPPORT OF ORPHANS AND VULNERABLE CHILDREN	16	13 (82%)	13 (100%)	7 (54%)	5 (38%)	1 (8%)	0 (0%)	3 (18%)

The highest pass rate was obtained in Sustainable Dev. and Environmental Issues (85%) and the lowest in Psychosocial Support of Orphans and Vulnerable Children (54%). The subject with the highest assignment submission was Sustainable Dev and Environmental Issues and Orphans and Vulnerable Children (94%) each.

Table 7: CLGS 2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
1901 ENGLISH FOR GENERAL COMMUNICATION	79	73 (92%)	68 (93%)	21 (31%)	24 (35%)	23 (34%)	5 (7%)	6 (8%)
1902 REGIONAL AND LOCAL GOVERNMENT IN NAMIBIA	86	79 (92%)	77 (97%)	42 (55%)	17 (22%)	18 (23%)	2 (3%)	7 (8%)
1903 FOUNDATION OF LOCAL GOVERNMENT ADMINISTRATION	102	92 (90%)	86 (93%)	44 (51%)	24 (28%)	18 (21%)	6 (7%)	10 (10%)
1907 INTRODUCTION TO COMMUNITY DEVELOPMENT	81	55 (68%)	52 (95%)	39 (75%)	2 (4%)	11 (21%)	3 (5%)	26 (32%)
1908 BASICS OF ECONOMICS FOR LOCAL GOVERNMENT PRACTITIONERS	85	74 (87%)	68 (92%)	42 (62%)	9 (13%)	17 (25%)	6 (8%)	11 (13%)
1909 LOCAL GOVERNMENT FINANCE AND ACCOUNTING	120	104 (87%)	93 (89%)	50 (54%)	25 (27%)	18 (19%)	11 (11%)	16 (13%)
1910 REGIONAL AND LOCAL GOVERNMENT MANAGEMENT	93	76 (82%)	69 (91%)	33 (48%)	24 (35%)	12 (17%)	7 (9%)	17 (18%)

The highest pass rate was observed in Introduction to Community Development (75%) and the lowest in English for General Communication (31%). The highest assignment submission occurred in English for General and Regional and Local Government in Namibia (92%) each. The lowest score was in Introduction to Community Development (68%).

Table 8: CECD 2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
2101 EARLY CHILDHOOD DEVELOPMENT WITHIN THE NAMIBIAN CONTEXT	924	890 (96%)	842 (95%)	397 (47%)	376 (44%)	69 (8%)	48 (5%)	34 (4%)
2102 MANAGEMENT AND ADMINISTRATION	951	910 (96%)	883 (97%)	793 (90%)	51 (6%)	39 (4%)	27 (3%)	41 (4%)
2103 HYGIENE AND SAFETY	735	693 (94%)	655 (95%)	612 (93.4%)	16 (2.4%)	27 (4.1%)	38 (5%)	42 (92%)
2104 NUTRITION AND HEALTH	725	714 (98%)	688 (96%)	512 (74%)	134 (20%)	42 (6%)	26 (4%)	11 (2%)
2105 DEVELOPMENT AREAS AND STAGES OF A CHILD	691	673 (97%)	638 (95%)	567 (89%)	45 (7%)	26 (4%)	35 (5%)	18 (3%)
2106 FOUNDATION LEVEL ICT LITERACY	627	0	588 (94%)	490 (83%)	89 (15%)	9 (2%)	0	39 (6%)
2107 BASIC WORD PROCESSING	627	0	588 (94%)	490 (83%)	89 (15%)	9 (2%)	0	39 (6%)
2108 PEDAGOGY	778	750 (96%)	708 (94%)	592 (84%)	93 (13%)	23 (3%)	42 (6%)	28 (4%)

The highest pass rate was observed in Hygiene and Safety (93%) and the lowest in Early Childhood Development Within the Namibian Context (47%). The highest assignment submission occurred in Nutrition and Health (98%), and the lowest (0%) in Foundation Level ICT Literacy and Basic Word Processing each.

Table 9: Eros Girls' School CECD Examination results for 2017

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
2101 HISTORY OF ECD WITHIN THE NAMIBIAN CONTEXT	9	9 (100%)	7 (78%)	4 (57%)	3 (43%)	0	2 (22%)	0
2102 MANAGEMENT AND ADMINISTRATION	9	9 (100%)	7 (78%)	7 (100%)	0 0%	0	2 (22%)	0
2103 HYGIENE AND SAFETY	9	9 (100%)	8 (89%)	7 (88%)	0	1 (11%)	0	0
2104 NUTRITION AND HEALTH	9	9 (100%)	8 (89%)	4 (50%)	4 (50%)	0	1 (11%)	0
2105 DEVELOPMENT AREAS AND STAGES OF A CHILD	9	9 (100%)	8 (89%)	8 (100%)	0	0	1 (11%)	0
2106 FOUNDATION LEVEL ICT LITERACY	4	4 (100%)	4 (100%)	1 (25%)	2 (50%)	1 (25%)	0	0
2107 BASIC WORD PROCESSING	4	4 (100%)	4 (100%)	1 (25%)	2 (50%)	1 (25%)	0	0
2108 PEDAGOGY	4	4 (100%)	4 (100%)	1 (25%)	1 (75%)	0	0	0
2109 RESOURCES	4	4 (100%)	4 (100%)	2 (50%)	1 (25%)	1 (25%)	0	0
2110 LEARNING AREAS: PART A	4	4 (100%)	4 (100%)	4 (100%)	0	0	0	0
2111 LEARNING AREAS: PART B	4	4 (100%)	4 (100%)	2 (50%)	2 (50%)	0	0	0
2112 PRACTICUMS					0	0	0	0

A Hundred percent (100%) pass rate was obtained in Management and Administration, Development Areas and Stages of a Child Learning Areas: Part A. The lowest pass rate (25%) was observed in the following modules: Foundation Level ICT Literacy, Basic Word Processing and Pedagogy Resources. All the modules for CECD Eros Girls' School recorded 100% in assignment submission.

Table 10: DED 2016 Examination Results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
2201 ADULT TEACHING AND LEARNING	59	54 (92%)	47 (87%)	27 (57.4%)	17 (36.2%)	3 (6.4%)	7 (13%)	5 (8%)
2202 DEVELOPMENT STUDIES	57	53 (93%)	50 (94%)	41 (82%)	3 (6%)	6 (12%)	3 (6%)	4 (7%)
2203 RESEARCH METHODS	85	83 (98%)	65 (78%)	57 (88%)	4 (6%)	4 (6%)	18 22%	2 (2%)
2204 RESEARCH PROJECT	58	45 (78%)	45 (100%)	39 (87%)	6 (13%)	0	0	13 (22%)
2205 TEACHING/TRAINING	50	34 (68%)	34 (100%)	34 (100%)	0	0	0	16 (32%)

Teaching/Training obtained a 100% pass rate. The lowest pass rate was observed in Adult Teaching and Learning (57%). The highest assignment submission occurred in Research Methods (98%) and the lowest was in Teaching and/Training (68%).

Table 11: CWCY 2017

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
21401 PERSONAL AND PROFESSIONAL DEVELOPMENT	42	36 (86%)	2 (6%)	34 (94%)	29 (88%)	4 (12%)	1 (3%)	0
2402 HUMAN RIGHTS APPROACHES	30	28 (93%)	3 (11%)	25 (89%)	15 (60%)	7 (28%)	3 (12%)	2 (7%)
2403 CHILD AND YOUTH DEVELOPMENT	32	32 (100%)	5 (16%)	27 (84%)	24 (92%)	2 (8%)	1 (7%)	0

The highest pass rate was observed in Child and Youth Development (92%) and the lowest in Human Rights Approaches (60%). The highest assignment submission occurred in Child and Youth Development (100%) and the lowest in Personal and Professional Development (86%).

Table 12: DECPPE Year 1 Semester 2/2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
2506 ENGLISH FOR GENERAL COMMUNICATION	471	461 (98%)	417 (90%)	259 (62%)	137 (33%)	21 (5%)	44 (10%)	10 (2%)
2507 CHILD DEVELOPMENT AND LEARNING A	401	390 (95%)	321 (85%)	274 (85.4%)	30 (9.3%)	17 (5.3%)	59 (15%)	21 (5%)
2508 LIFE ORIENTATION B	387	376 (98%)	367 (98%)	353 (96%)	0 (0%)	14 (4%)	9 (2%)	11 (2%)
2510 WORKPLACE LEARNING PHASE 1	342	304 (89%)	304 (100%)	302 (99%)	2 (1%)	0 (0%)	0 (0%)	38 (11%)

The highest pass rate was observed in Workplace Learning Phase 1 (99%) and the lowest in English for General Communication (62%). English for General Communication and Life Orientation B had the highest assignment submission of 98%. The lowest assignment submission occurred in Workplace Learning Phase 1 (89%).

Table 13: DECPPE YEAR 2 SEMESTER 2/2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
2515 PHYSICAL DEV FOR ECE A	292	288 (99%)	0	288 (100%)	280 (97%)	2 (1%)	6 (2%)	4 (1%)
2516 NUMERACY AND MATHS FOR ECE B	361	358 (99%)	4 (1%)	354 (99%)	294 (83%)	56 (16%)	4 (1%)	3 (1%)
2517 ENVIRONMENTAL LEARNING B	208	200 (96%)	1 (0.5%)	199 (99.5%)	194 (97%)	3 (2%)	2 (1%)	8 (4%)
2518 ENGLISH MOTHER TONGUE B	45	41 (91%)	3 (7%)	38 (93%)	33 (86.8%)	1 (2.7%)	4 (10.5%)	4 (9%)
2518A OSHINDONGA MOTHER TONGUE B	96	95 (99%)	1 (1%)	94 (99%)	84 (89.4%)	7 (7.4%)	3 (3.2%)	1 (1%)
2518B OSHIKWANYAMA MOTHER TONGUE B	65	63 (97%)	0	63 (100%)	61 (96.8%)	1 (1.6%)	1 (1.6%)	2 -(3%)
2518C OTJIHERERO MOTHER TONGUE B	18	17 (94%)	0	17 (100%)	15 (88%)	1 (6%)	1 (6%)	1 (6%)
2518D KHOEKHOEGOWAB MOTHER TONGUE B	8	8 (100%)	0	8 (100%)	5 (62.5%)	1 (12.5%)	2 (25%)	0
2518E AFRIKAANS MOTHER TONGUE B	7	5 (71%)	0	5 (100%)	4 (80%)	0	1 (20%)	2 (29%)
2518F RUMANYO MOTHER TONGUE B	2	2 (100%)	0	2 (100%)	2 (100%)	0	0	0
2518G SILOZI MOTHER TONGUE B	31	31 (100%)	0	31 (100%)	30 (97%)	0	1 (3%)	0
2518I RUKWANGALI MOTHER TONGUE B	15	15 (100%)	0	15 (100%)	14 (93%)	1 (7%)	0	0
2519 WORKPLACE LEARNING PHASE 2	298	284 (95%)	0	284 (100%)	242 (85%)	42 (15%)	0	14 (5%)

The highest pass rate was observed in Rumanyo Mother Tongue B (100%) and the lowest in Khoekhoegowab Mother Tongue B (62.5%). The following modules had a hundred percent (100%) assignment submission rate: Khoekhoegowab Mother Tongue B, Rumanyo Mother Tongue B, Silozi Mother Tongue B and Rukwangali Mother Tongue B. The lowest assignment submission was in Afrikaans Mother Tongue B.

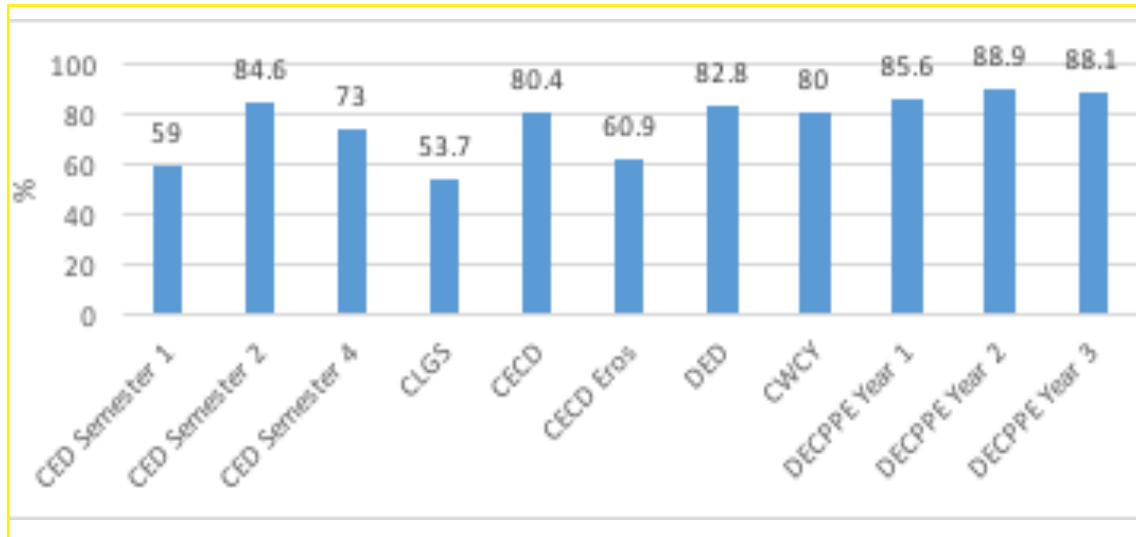
Table 14: DECPPE Year 3 Semester 2/2017 Examination results

SUBJECT CODE & NAME	REGISTERED	SUBMITTED ASS.	ADMITTED TO EXAMS	PASSED	FAILED	INCOMPLETE	NOT ADMITTED	DROPPED OUT
2525 INCLUSIVE EDUCATION 3B	207	205 (99%)	3 (1%)	202 (99%)	172 (85%)	26 (13%)	4 (2%)	2 (1%)
2526 INTEGRATED ARTS B	207	201 (97%)	17 (8%)	184 (92%)	176 (96%)	6 (3%)	2 (1%)	6 (3%)
2527 EDUCATION MANAGEMENT B	238	230 (97%)	13 (6%)	217 (94%)	158 (73%)	54 (25%)	5 (2%)	8 (3%)
2528 PROFESSIONAL DEVELOPMENT	209	208 (99.5%)	0	208 (100%)	182 (87.5%)	20 (9.6%)	6 (2.9%)	1 (0.5%)
2530 WORKPLACE LEARNING PHASE 3	168	164 (98%)	0	164 (100%)	163 (99%)	1 (1%)	0	4 (2%)

Workplace Learning Phase 3 recorded the highest pass rate (99%) and Education Management B the lowest (73%). Professional Development recorded the highest assignment submission rate (99.5%). The lowest assignment submission rate was in Integrated Arts B and Education Management B (7%), respectively.

6.5.2 Average Subject Pass Rate

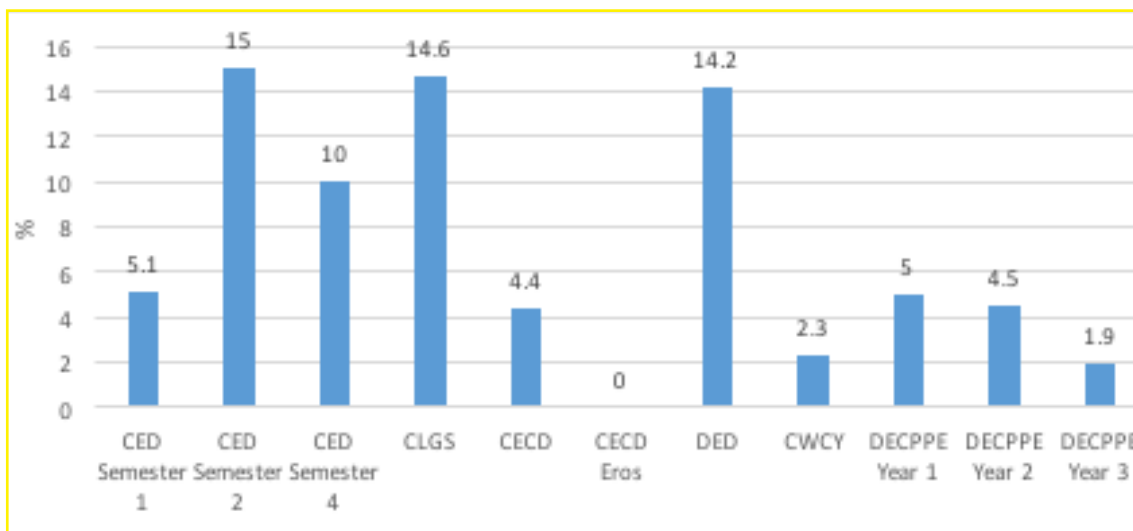
Graph 60: Average Subject Pass Rate per TLPs for 2017



DECPPE Year 2 recorded the highest (88.9) average pass rate in 2017 followed by DECPPE Year 3 (88.1%). The lowest pass rate was experienced in CLGS (53.7%) followed by CED Semester 1 (59%).

Average Subject Drop-out Rate for 2016/17

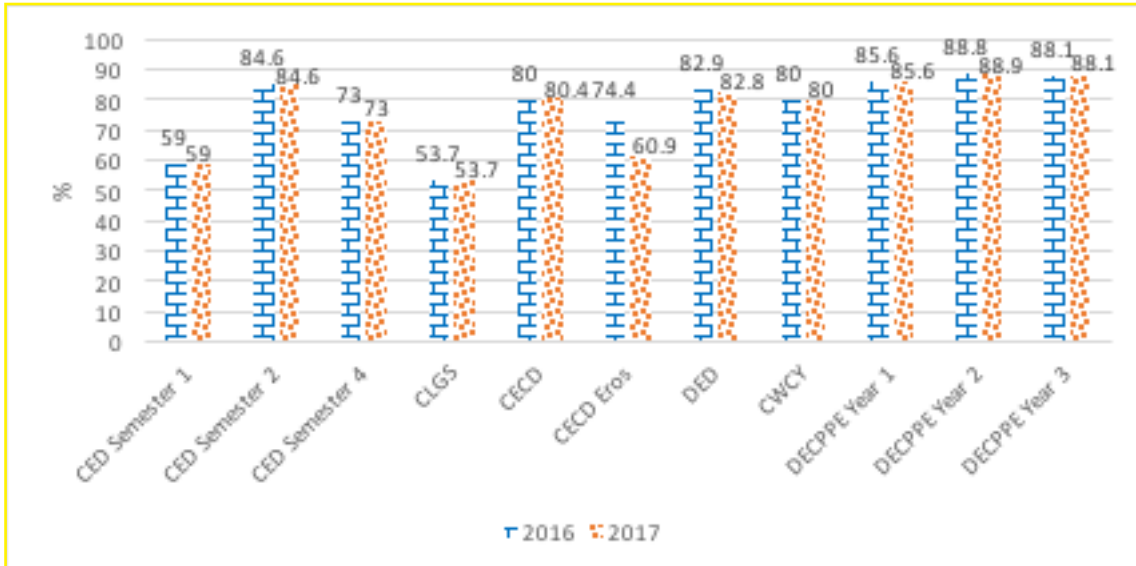
Graph 61: Average Subject Drop-out Rate per TLP



The highest drop-out rate was recorded for CED Semester 2 (15%) followed by CLGS (14.6%). The programmes with no dropouts were CECD at Eros Girls School followed by DECPPE Year 3 (1.9%).

Average Subject Pass Rate 2016 and 2017 comparison

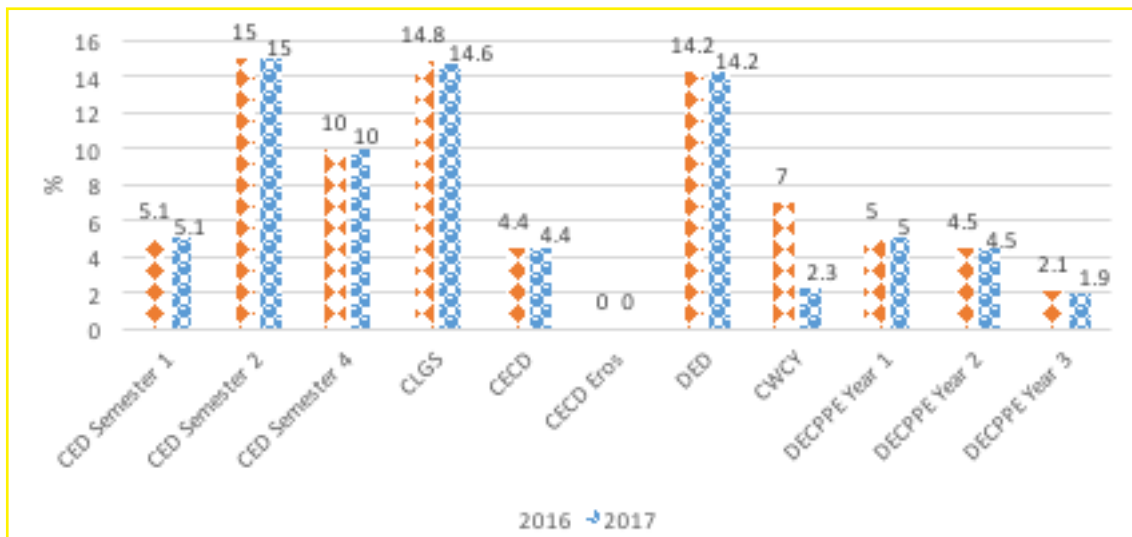
Graph 62: Average Subject Pass Rate per TLPs for 2016 and 2017 a comparison



DECPPE Year 2 recorded the highest average pass rate in both years 2016 and 2017 (88.9 and 88.8% respectively). The lowest pass rate for both years was experienced in CLGS (53.7% each).

Average Subject Drop-Out Rate 2016 and 2017 comparison

Graph 63: Average Subject Drop-out Rate per TLPs for 2016 and 2017 a comparison



The highest dropout rate for both years was recorded for CED Semester 2 (15%). The programmes with no dropouts were CECD at Eros Girls' School for both years.



Staffing and Physical facilities

7. STAFFING AND PHYSICAL FACILITIES

NAMCOL employs a full-time complement of 114 staff members to carry out its operations. These employees are deployed at the Head Office complex in Katutura and the seven regional and sub-regional offices.

Demographic Profile of Full-time Staff – 2018

The 2018 demographic profile of full-time staff by affirmative action categories is given as a percentage (in parentheses) of the total number per occupational category.

PERMANENT HEADCOUNT

Table 15: Demographic Profile of Permanent Full-Time Employees as on 31 March 2018 as per Affirmative Action Job Categories

PERMANENT HEADCOUNT

Table 15: Demographic Profile of Permanent Full-Time Employees as on 31 March 2018 as per Affirmative Action Job Categories

JOB CATEGORY	PATERSON JOB GRADE	TOTAL EMPLOYEES	DESIGNATED CATEGORIES AS PER AFFIRMATIVE ACTION		
			Racially Disadvantaged	Female	Persons with Disability
Total Permanent Employees		114	111 (99%)	68 (62%)	3 (2%)
Executive Director	E5	1	1 (100%)	0 (0%)	0 (0%)
Senior Management	D4-D5	8	7 (89%)	3 (33%)	0 (0%)
Middle Management	D3	8	8 (100%)	6 (75%)	0 (0%)
Specialised/Skilled/Senior Supervisory	C1-D2	63	61 (100%)	40 (61%)	2 (3%)
Skilled	B2-B4	26	25 (96%)	16 (70%)	1 (4%)
Semi-skilled	A3-B1	6	5 (100%)	3 (60%)	0 (0%)
Unskilled	A2	2	2 (100%)	0 (0%)	0 (0%)

Table 16; Part-time: consultants, part-time and fixed-term employees engaged by NAMCOL during the reporting period

OFFICE/DIVISION/REGION	CONSULTANTS/ ADVISORS	EO/HEAD OF CENTRES (F-F)	TUTORS/ TUTOR MARKERS	COURSE/ ASSIGNMENT WRITERS	EDITORS/PROOF READERS	MODERATORS (SE)	TUTOR MARKERS (PP)	COURSE REVISERS/ NARRATORS	FIXED-TERM EMPLOYEES
OFFICE OF DIRECTOR	0	0	0	0	0	0	0	0	1
LEARNER SUPPORT	0	0	0	0	0	27	127	0	69
SUPPORT SERVICES	3	0	0	0	0	0	0	0	7
FINANCE & ADMINIS- TRATION	0	0	0	0	0	0	0	0	5
PROGRAMMES & MATERIALS DEVELOPMENT	0	0	0	0	10	0	0	39	8
NORTHERN REGION	0	69	534	0	0	0	0	0	11
SOUTHERN REGION	0	46	303	0	0	0	0	0	6
NORTH -EASTERN REGION	0	29	150	0	0	0	0	0	6
CENTRAL REGION	0	30	142	0	0	0	0	0	6
TOTAL	3	174	1129	0	10	27	127	39	119
GRAND TOTAL	1628								

NAMCOL Physical Facilities – 2018

NAMCOL owns physical facilities in the following towns: Windhoek, Otjiwarongo, Rundu and Ongwediva. However, NAMCOL utilises the facilities of schools after-hours for contact tutorials and during vacation periods.

Table 17: NAMCOL Physical Facilities for 2018

NAMCOL REGION	NORTHERN REGION	NORTH-EASTERN REGION	CENTRAL REGION	SOUTHERN REGION	TOTAL
TOTAL NO. CENTRES	61	24	14	32	131
ASSIGNMENT COORDINATING POINTS	21	2	7	12	42
TOTAL NO. CLASS GROUPS	582	179	224	519	1504



Conclusion

8. CONCLUSION

NAMCOL is continuously monitoring and evaluating its programmes and services in order to make improvements that will benefit the College and its various stakeholders. Improving service delivery is key to NAMCOL's strategic plan, therefore, the Institution invests a significant portion of its resources in the delivery of quality services to its learners.

It is NAMCOL's sincere wish that the information provided in this 2017/2018 Statistical Digest will be optimised for the benefit of the nation, and that the statistics made available will comprise a valuable tool for the use of policymakers towards the prosperity of all.



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