

Namibian College of Open Learning



Statistical Digest 2020/21

Prepared by:

Research, Development and Quality Assurance Sub-division

NAMCOL

21th Edition



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TAKING EDUCATION TO THE PEOPLE

Statistical Digest 2020/21

Morris Charts

Line Chart



Area Chart



Bar Chart



Sparkline Charts

Line Chart



Bar Chart



Easy Pie Charts

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- Research, Development and Quality Assurance Sub-division (RDQA);
- Academic Advisory Team (AAT);
- Curriculum and Material Development (CMD) Directorate;
- Learner Support (LS) Directorate;
- Marketing, Enterprise Development and ICT (MEDI) Directorate;
- Ministry of Education, Arts and Culture (MoEAC);
- Directorate of National Examinations and Assessment (DNEA);
- Staff members who contributed towards the finalisation of this document.

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.

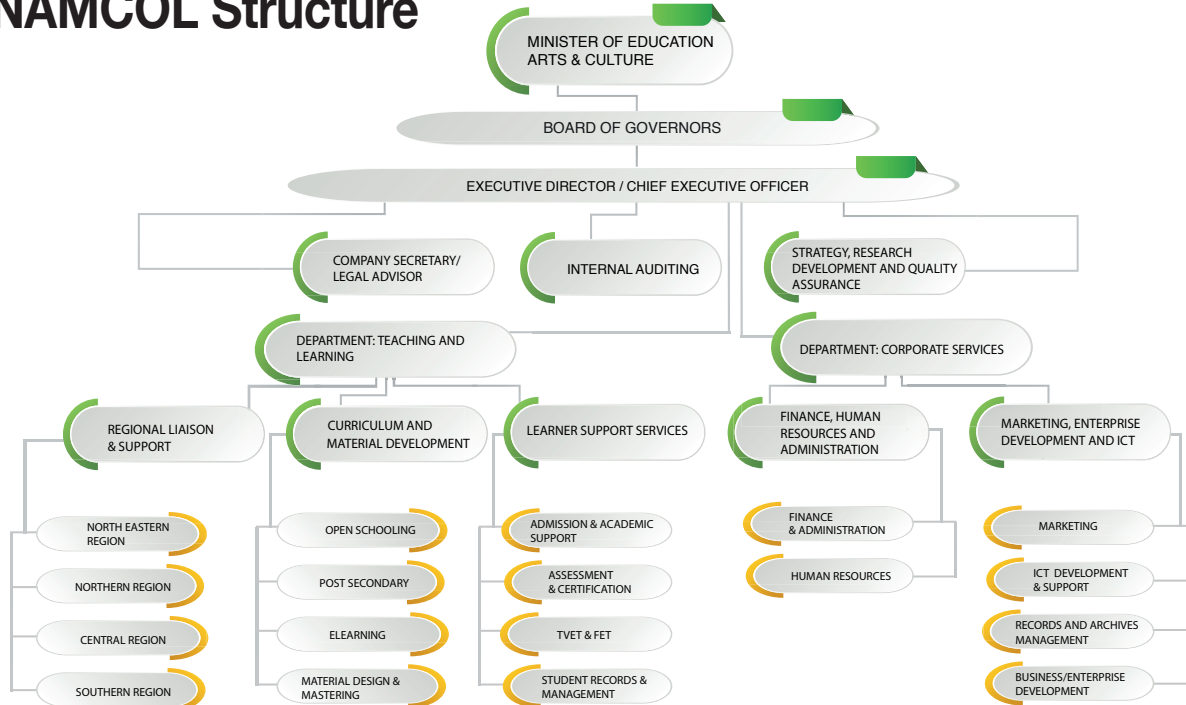
Vision

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

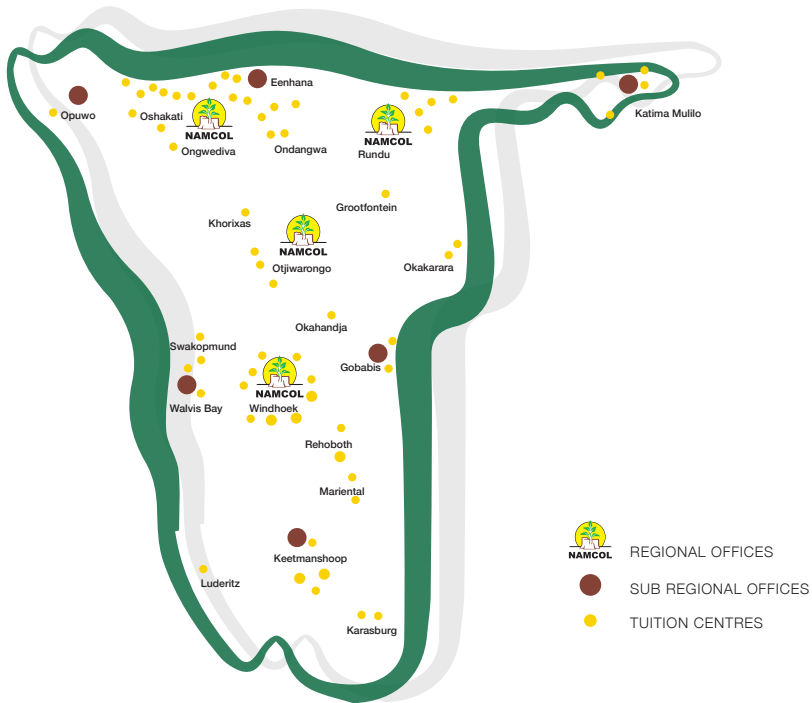
Institutional Values

Accessibility:	To provide opportunities for adults and out-of-school youth 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 standards 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 Regional Structures



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CEO's Foreword

This edition of the Statistical Digest is the 21st in the series of publications initiated by NAMCOL since its inception in 1998. The Statistical Digest is a yearly publication compiled by the Research, Development and Quality Assurance sub-division.

The primary purpose of the 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 the College's strategic planning and decision making in order to forecast and ensure the optimal use of its physical, financial and human resources.

The primary sources of data for the Statistical Digest are NAMCOL's Learner Information Management System and the Directorate of National Examinations and Assessment (DNEA) in the Ministry of Education, Arts and Culture (MoEAC).

On behalf of NAMCOL, I would like to acknowledge those who took part in preparing the Statistical Digest. Furthermore, I would like to take this opportunity to assure our stakeholders and the public at large that every effort has been made to ensure the accuracy of this information, and that the information reflects a true picture of NAMCOL's activities for the period under review.

Users may download a soft copy of this publication via the College website.



Heroldt V. Murangi (PhD)
Director

Acronyms and Abbreviations

AAT	Academic Advisory Team
AM	Automotive Mechanics
BAYCD	Bachelor of Arts in Youth and Community Development
CBE	Certificate in Business and Entrepreneurship
CEC	Certificate in English Communication
CECD	Certificate in Early Childhood Development
CED	Certificate in Education for Development
CLGS	Certificate in Local Government Studies
CMD	Curriculum and Material Development
COL	Commonwealth of Learning
CWCY	Certificate in Community-Based Work with Children and Youth
DBE	Diploma in Business and Entrepreneurship
DECPPE	Diploma in Early Childhood and Pre-primary Education
DED	Diploma in Education for Development
DNEA	Directorate of National Examinations and Assessment
DSLII	Diploma in Sign Language Interpretation
DYD	Diploma in Youth Development
FHRA	Finance, Human Resources and Administration
MoEAC	Ministry of Education, Arts and Culture
NAMCOL	Namibian College of Open Learning

Acronyms and Abbreviations

NSSCOH	Namibia Senior Secondary Certificate (Higher Level)
NSSCO	Namibia Senior Secondary Certificate (Ordinary Level)
OA	Office Administration
PDOSOM	Post Graduate Diploma in Open School Operations and Management
PETE	Pre-entry to Tertiary Education
PPF	Plumbing and Pipe Fitting
RDQA	Research, Development and Quality Assurance
SE	Secondary Education
TP	Tertiary Programmes
TVET	Technical, Vocational Education and Training
WMF	Welding and Metal Fabrication

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Definition of Terms

Enrolment refers to the number of learners registered in a specific programme for an academic year. The programmes offered are secondary education programmes (NSSCO/H), tertiary programmes (TP) and technical, vocational education and training (TVET) programmes.

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

Mode refers to the method of study, i.e. open contact or open non-contact, and applies only to NSSC learners.

NAMCOL Regions refer to NAMCOL's demarcation of the country into four regions for its operations, namely Central (Kunene, Erongo, Otjozondjupa and part of Oshikoto); North-Eastern (Kavango West, Kavango East and Zambezi); Northern (Omusati, Oshana, Ohangwena, Oshikoto and part of Kunene); and Southern (Komas, Hardap, Karas, Omaheke and part of Otjozondjupa).

Namibia Senior Secondary Certificate Ordinary Level (NSSCO) or Higher Level (NSSCH) is the externally accredited school-leaving qualification obtained by Grade 12 learners when they sit for the national examination in Namibia. NAMCOL learners studying towards this qualification follow the same curriculum as their counterparts in formal schools. NSSCO/H refers to the legacy curriculum that will be phased out in 2021.

Namibia Senior Secondary Certificate Ordinary Level (NSSCO) Grade 11 is the first exit point in the senior secondary phase introduced after the Basic Education Curriculum Revision in 2016. Learners who completed grade 11 may choose to continue to grade 12, tertiary institutions, vocational education and training institutions or seek employment. NAMCOL learners studying towards this qualification follow the same curriculum as their counterparts in formal schools.

Open Contact refers to learners who attend weekly tutorials at tuition centres.

Open Non-contact refers to learners who attend block tuition sessions 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 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 (PETE) Programme refers to the NSSCO/H programme which aims to give learners the opportunity to rewrite specific subjects and improve their competencies to levels which will enable them to gain admission into tertiary institutions, and be able to cope with curricula demands at tertiary level. Thus, 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 level.

Registered Learner (or simply 'Learner') refers to an individual who registers for NAMCOL's Secondary Education Programmes. For example, a person who enrolls for subjects at different levels and modes would be counted as a single, registered learner.

Registered Student (or simply 'Student') refers to an individual who registers for NAMCOL's Tertiary Programmes. For example, a person who enrolls for courses at different levels and modes would be counted as a single, registered student.

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

Tertiary Programme (TP) refers to post-secondary school courses.

Technical, Vocational Education and Training (TVET) refers to the qualification obtained when completing vocational training courses, i.e. automotive mechanics.

Trainee refers to an individual who registers for NAMCOL's TVET programmes.

1. Introduction

The Namibian College of Open Learning (NAMCOL) was established in 1997 by an Act of Parliament (Act 1 of 1997). The College operates under the auspices of the Ministry of Education, Arts and Culture with its core focus to provide educational opportunities to out-of-school youth and adults as well as professional qualifications to those who wish to pursue their careers in areas of general education, professional education and vocational education.

The NAMCOL Head Office is situated in Windhoek at the Jetu Jama Centre. The College has four regional offices, namely:

- Northern Regional office at Ongwediva;
- Central Regional office at Otjiwarongo;
- North-Eastern Regional office at Rundu;
- Southern Regional office in Windhoek.

The Statistical Digest is an important information sharing tool for NAMCOL's stakeholders, partner institutions, educational planners, learners, students and the public at large. It provides statistical data on learner and student profiles, enrolment statistics, examination results, staffing and physical facilities.

In 2016, the Namibian Government introduced changes in the Basic Education curriculum with NSSCO Grade 11 being the first school exit point. NSSCO Grade 11 (New Curriculum) forms part of 2020/21 Statistical Digest, together with NSSCO/H.

The College continues to conduct research to inform new programme offerings. Tertiary Programmes (TP) and Technical, Vocational Education and Training (TVET) programmes are continuously reviewed in order to address the market needs. In addition, eLearning platforms such as

NotesMaster and Moodle are in place to ensure increased access to learning resources. All these form part of the College's initiatives to diversify its programme offering as directed by the NAMCOL Act.

Secondary Education 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:

- JSC (Grade 10); and
- NSSCO/H (Grade 12).

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

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

The TP include the following:

- Certificate in Community-based Work with Children and Youth (CWCY)
- Certificate in English for Communication (CEC)
- Certificate in Business and Entrepreneurship (CBE)
- Certificate in Early Childhood Development (CECD)
- Diploma in Education for Development (DED)
- Certificate in Education for Development (CED)
- Certificate in Local Government Studies (CLGS)

- Diploma in Youth Development Work (DYD)
- Diploma in Early Childhood and Pre-Primary Education (DECPPE)
- Diploma in Education for Development (DED)
- Bachelor of Arts in Youth and Community Development (BA:CD)

*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.

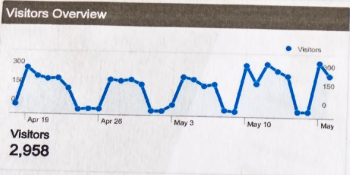
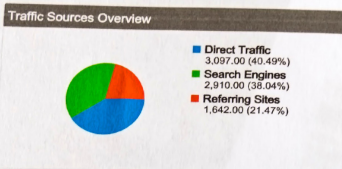
NAMCOL also offers the following courses:

- Basic Computer Literacy Course (BCLC)
- International Computer Driving Licence (CDL)



Site Usage

- 7,649 Visits
- 25,423 Pageviews
- 3.32 Pages/Visit
- 43.64% Bounce Rate
- 00:04:08 Avg. Time on Site
- 28.30% % New Visits



Content Overview

Pages	Pageviews	% Pageviews
/	5,932	23.33%
/information-resources	1,306	5.14%
/decisions	867	3.41%
/information-privacy	697	2.74%
/information-privacy-guidelines	692	2.72%

Learners' Enrolment

Google Analytics

Apr 18, 2010
May 18, 2010
Comparing to Site



Visits

Bounce Rate	
43.64%	
Site Avg 43.64% (0.00%)	
% New Visits	Bounce Rate
27.27%	43.55%
85.19%	74.07%
56.52%	39.13%
95.45%	40.91%
92.31%	38.46%
85.71%	28.57%
100.00%	16.67%
40.00%	0.00%
0.00%	80.00%

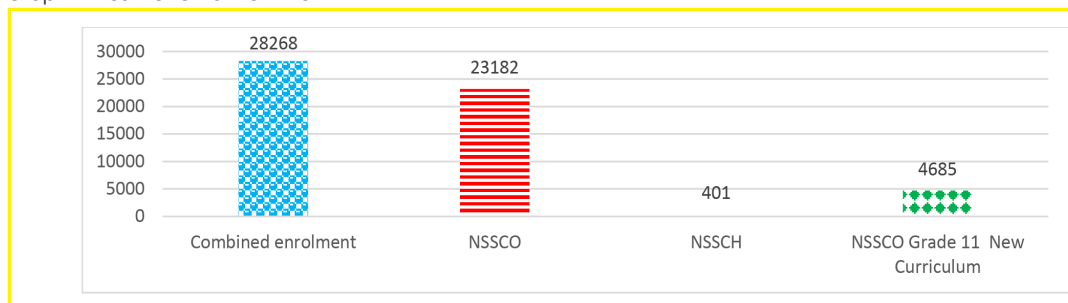
Google Analytics

2. Learners' enrolment

2.1 SECONDARY EDUCATION PROGRAMMES (NSSCO, NSSCH AND NSSCO GRADE 11 NEW CURRICULUM)

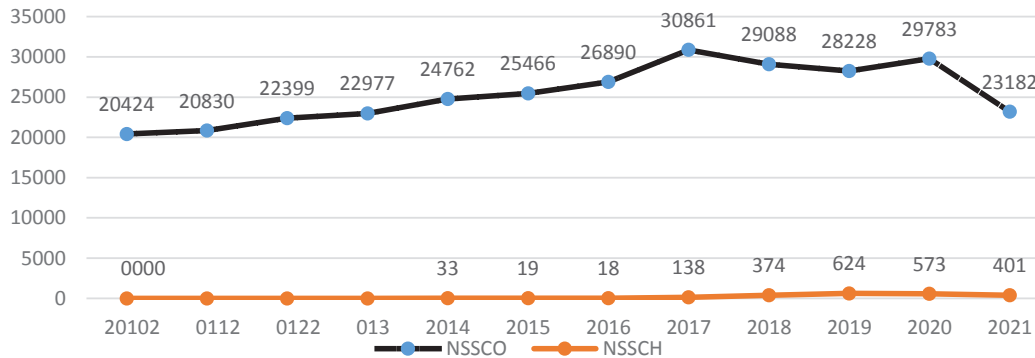
2.1.1 LEARNER ENROLMENT FOR 2021

Graph 1: Learner enrolment 2021



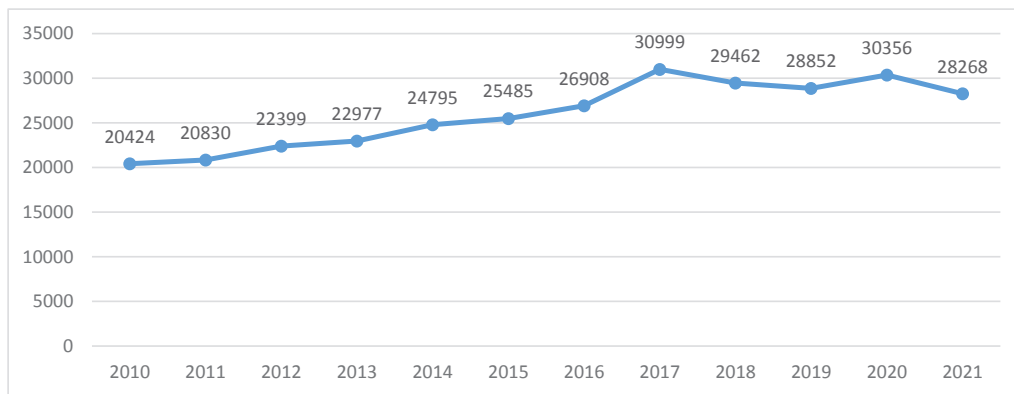
Graph 1 shows that 28268 learners were enrolled for secondary education for the 2021 academic year. The highest enrolment occurred in NSSCO (23182), which is 82%; followed by NSSCO Grade 11 New Curriculum with a total enrolment of 4685 (16.6%). The lowest enrolment occurred in NSSCH (401) which is only 1.4% of the total enrolment.

Graph 2: Growth in Enrolment for NSSCO and NSSCH from 2010 to 2021



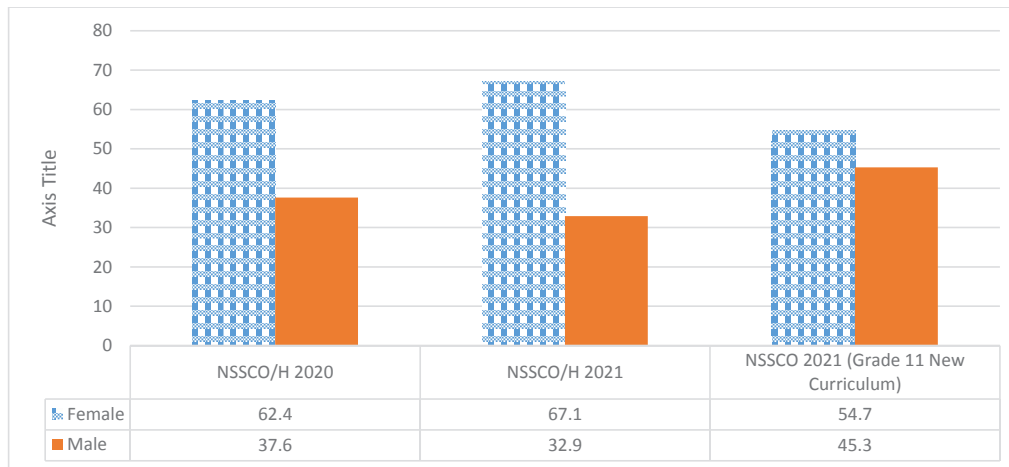
Graph 2 shows that there has been a steady growth in enrolment for NSSCO from 2010 to 2017. A decline occurred in 2018 and 2019, and a rise again in 2020. A significant decline occurred in 2021 with a difference of 6601. This could be attributed to uncertainties brought about and by curriculum changes. Grade 11 does not form part of these statistics as there was no growth to measure.

Graph 3: Growth in Combined Enrolment (NSSCO, NSSCH and Grade 11) from 2010 to 2021



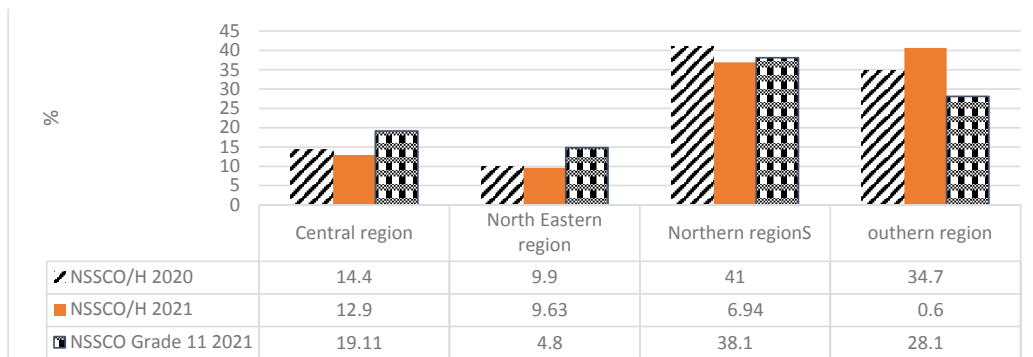
Graph 3 shows an overall steady growth in the number of enrolments for secondary education from 2010 to 2017 and a decline from 2018 to 2021. The lowest enrolment was recorded in 2021.

Graph 4: Enrolment by Gender for NSSCO/H and Grade 11 in 2020 and 2021



Graph 4 indicates that enrolments for NSSCO/H for 2021 do not differ from 2020 enrolments that were dominated by females. Similarly, the 2021 enrolment for NSSCO (Grade 11 New Curriculum) showed the same trend.

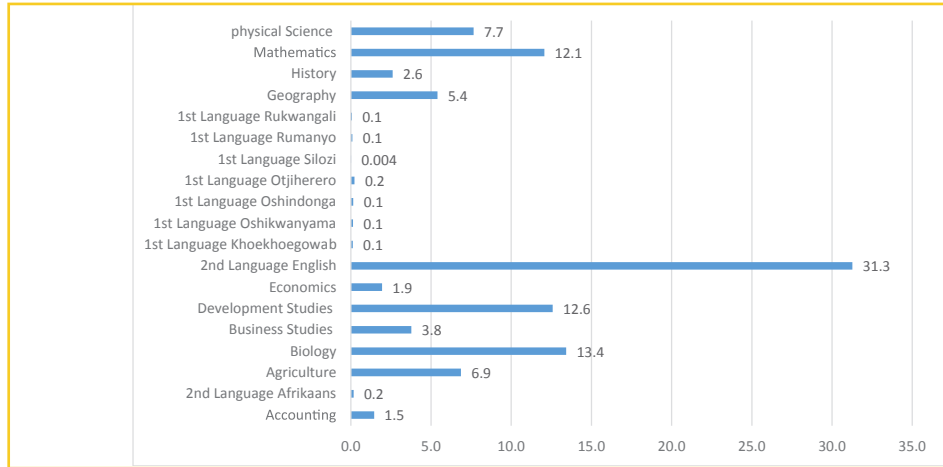
Graph 5:Enrolment by NAMCOL Region for NSSCO/H in 2020 and 2021



Graph 5 shows that the highest enrolment in 2020 for NSSCO/H (41%) was recorded at NAMCOL’s Northern Region; and for 2021, the highest NSSCO/H (40.6%) enrolment was at NAMCOL’s Southern Region. The highest enrolment for the new qualification (NSSCO Grade 11) of 38.1% was recorded at NAMCOL Northern Region. North-Eastern Region recorded the lowest enrolments for both 2020 and 2021 for all three qualifications.

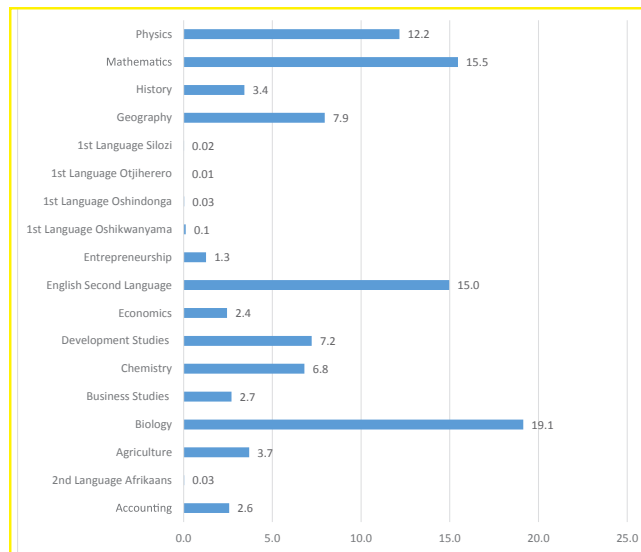
2.1.2 PERCENTAGE SUBJECT ENROLMENT 2021

Graph 6: Percentage Subject Enrolment – NSSCO 2021 (Legacy Curriculum)



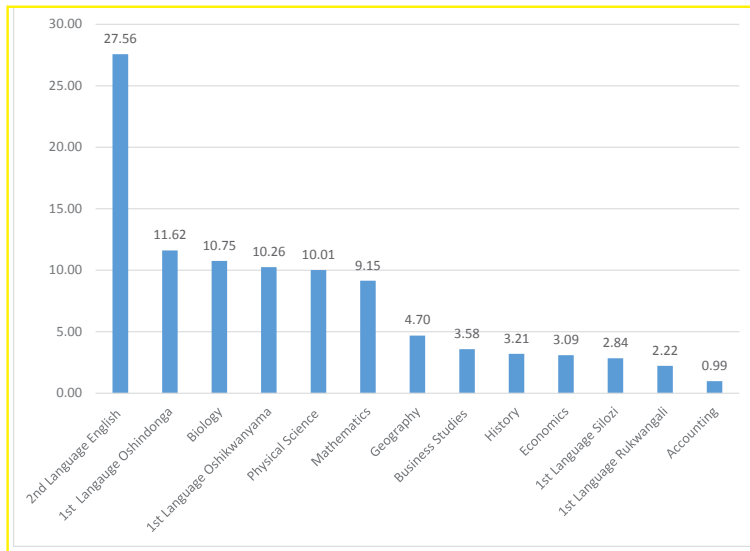
The graph indicates that the subject with the highest NSSCO enrolment was English Second Language with 31.3%. Biology had the second highest enrolment of 13.4%. Other languages recorded less than 1%, with the lowest subject enrolment recorded in Silozi (0.004%).

Graph 7: Percentage Subject Enrolment – NSSCO (Grade 11 New Curriculum) 2021



The graph indicates that the subject with the highest enrolment was Biology (19.1%); followed by Mathematics and English Second Language, with 15.5% and 15%, respectively. Physics (12.2%) topped the new subjects added to the senior secondary phase curriculum; its sister subject Chemistry (6.8%) came second, while Entrepreneurship recorded the lowest enrolment of less than 2%. Namibian Home languages recorded less than 1%, with the lowest in Silozi (0.004%).

Graph 8:Percentage Subject Enrolment – NSSCH, 2021



The graph illustrates that the subject with the highest NSSCH enrolment was English 2nd Language with 27.5%, while the lowest enrolment was recorded in Accounting (1.7%). The second highest enrolment was recorded in Oshindonga (11.6%), followed by Biology (10.7). There was a wide gap observed between English Second Language and the rest of the other subjects with more than a quarter of the total enrolment in NSSCH.

3. Tertiary Programmes (TP)

3.1 Tertiary Programmes (TP) Enrolment Statistics

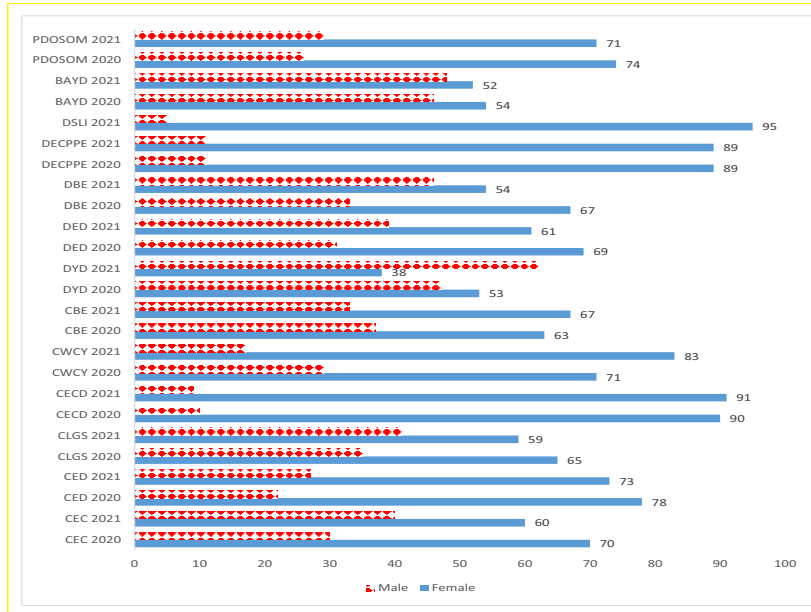
Table 1: Tertiary Programmes Enrolment Statistics for 2018 – 2021

TERTIARY PROGRAMME	ENROLMENTS							
	2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%
PDOSOM	Introduced in 2019		21	0.4	38	0.9	49	1.2
CLGS	152	3.6	119	2.5	72	1.7	59	1.5
CEC	101	2.4	105	2.2	33	0.8	15	0.4
DYD	37	0.9	23	0.5	17	0.4	13	0.3
CWCY	62	1.5	76	1.6	59	1.4	46	1.2
CECD	2042	48.6	2288	47.7	2076	48.9	1460	36.7
DED	71	1.7	62	1.3	48	1.1	51	1.3
DECPPE	1507	35.9	1889	39.4	1765	41.6	2130	53.6
BAYCD	68	1.6	58	1.2	35	0.8	29	0.7
CBE	17	0.4	31	0.6	32	0.8	39	1.0
DBE	Introduced in 2020				12	0.3	13	0.3
CED	145	3.5	124	2.6	55	1.3	52	1.3
DSLJ	Introduced in 2021						19	0.5
TOTAL	4202	100	4796	100	4242	100	3975	100

The table indicates that CECD and DECPPE programmes consistently maintained their positions in terms of large enrolment numbers across all the four years. The programmes with the lowest number of enrolments for the past four years were CBE (0.4% in 2018), PDOSOM (0.4% in 2019), and DBE recorded the lowest enrolment number for two consecutive years (0.3%) in 2020 and 2021, respectively.

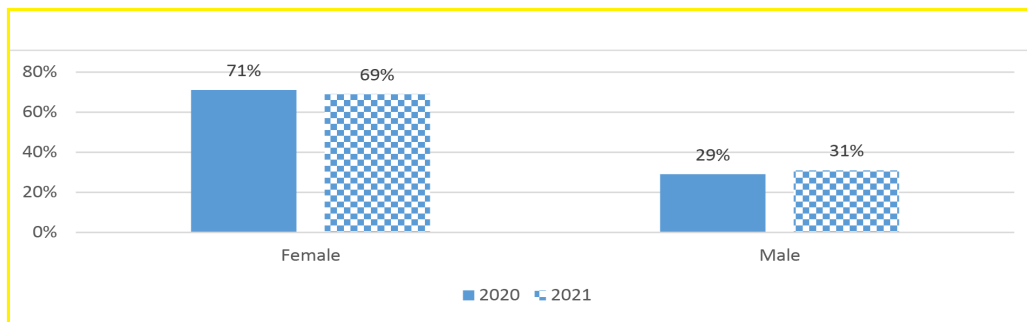
3.2 Growth in Enrolment in Tertiary Programmes

Graph 9: Enrolment by Gender in each TP for 2020 and 2021



The graph indicates that enrolment in all TPs for both 2020 and 2021, except DYDD 2021, was dominated by females, with DSLI (introduced in 2021) topping the list with 95%; followed by CECD with 90% in 2020, and 91% in 2021. A narrow margin of 4% between females (52%) and males (48%) was recorded in BAYD 2021.

Graph 10: Enrolment by Gender in all TP for 2020 and 2021

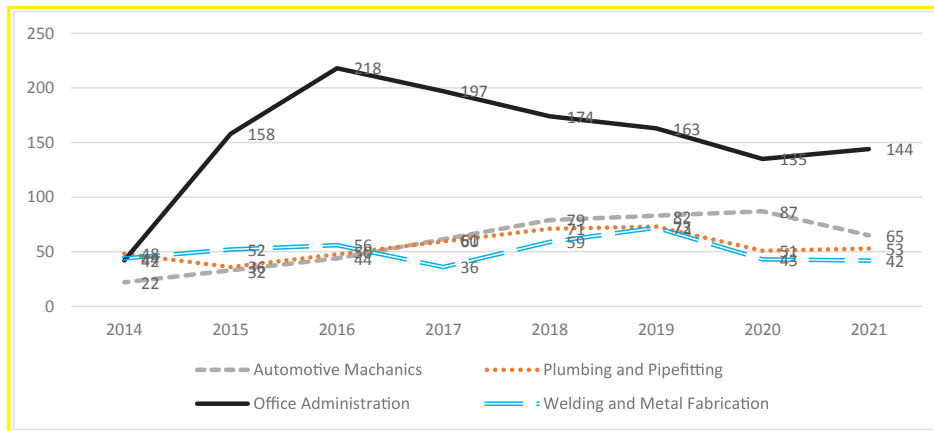


The graph indicates that the combined enrolment for all tertiary programmes for both 2020 and 2021 was dominated by females with 71% and 69%, respectively.

4. Technical, Vocational Education And Training (TVET) Programmes

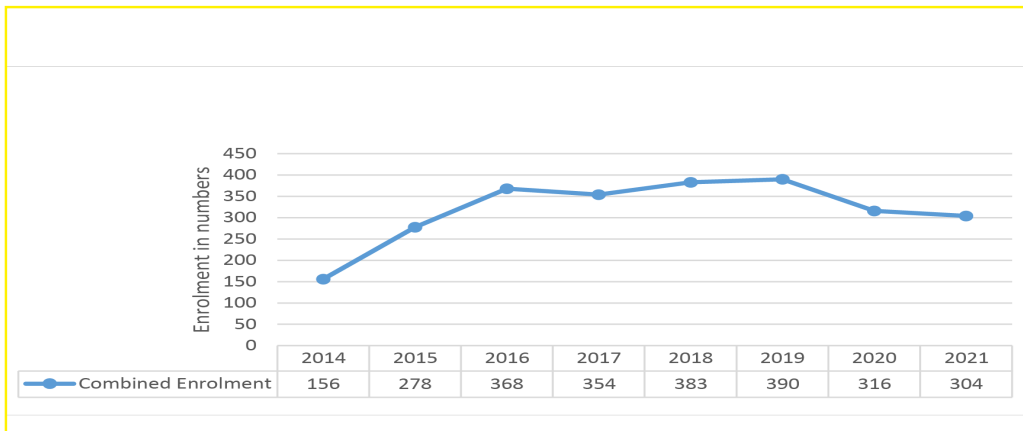
4.1 Enrolment for TVET Programmes

Graph 11: Enrolment for TVET Programmes since 2014



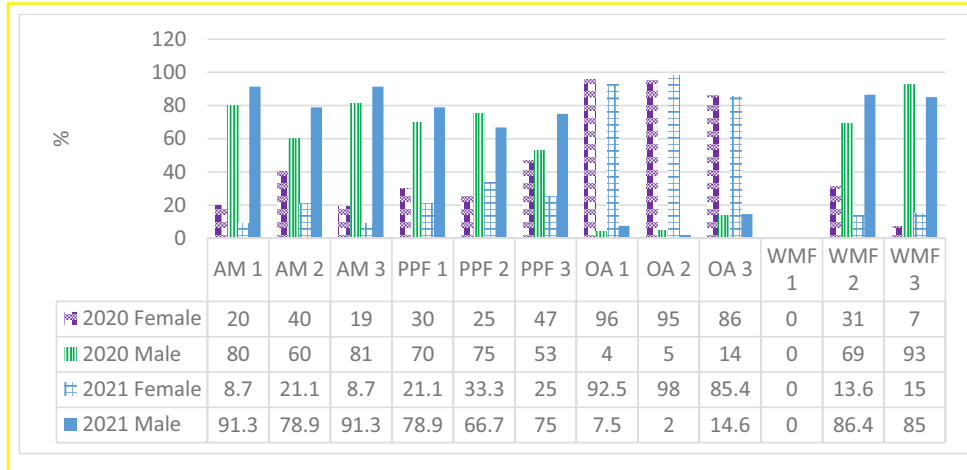
The graph depicts that most learners enrolled for Office Administration in the past seven years (2015-2021) with an average of 51.3%. Plumbing and Pipefitting as well as Welding and Metal Fabrication recorded their highest enrolments in 2019, while Automotive Mechanics recorded its highest enrolment in 2020. On average (2014-2021), Welding and Metal Fabrication recorded the lowest enrolments with an average of 15.9%.

Graph 12: Combined enrolment for TVET Programmes since 2014



The graph highlights that there has been an increase in TVET enrolment from 2014 to 2016 with a slight decline in enrolment in 2017. A slight increase was again recorded in 2018 and 2019; 2019 being the highest for all trades. A decline was again recorded in 2020 and 2021 with the lowest enrolment (304) recorded in 2021 as compared to enrolments since 2016.

Graph 13:Enrolment by Gender for TVET Programmes in 2021



The graph depicts that TVET enrolment for both years, 2020 and 2021, across all programmes except for Office Administration (OA) levels 1 to 3 was dominated by males. However, a noticeable improvement was observed in 2021 in two trades as compared to 2020. PPF 2 females increased from 25 to 33.2%, and similarly WMF 3 had 15% females in 2021 as compared to only 7% in 2020.

EXAMINATION RESULTS

2020

5. Examination Results

5.1 NSSCO Results per subject 2020

Table 2: NSSCO Grading per Subject (%) 2020

Subject	Result										
	A*	A	B	C	D & above	E	F	G	U	Q	X
OTJIHERERO 1 ST LANGUAGE	0	0	3.5	22.1	56.5	12.8	5.3	0.9	0	0	24.3
RUKWANGALI 1 ST LANGUAGE	0	0	5.8	24.4	51.1	9.3	4.7	0	0	0	34.9
OSHIKWANYAMA 1 ST LANGUAGE	0	0	3.2	15.8	50.0	16.5	3.8	0.6	0	1.3	27.8
KHOEKHOEGOWAB 1 ST LANGUAGE	0	0	1.4	20	44.3	13.4	10	4.3	1.4	0	8.6
OSHINDONGA 1 ST LANGUAGE	0	0	1.5	12.4	43.8	17.5	3.6	0.7	2.2	0	32.1
SILOZI 1 ST LANGUAGE	7.8	11.8	9.8	7.8	41.1	7.8	0	0	0	0	51
AFRIKAANS 2 ND LANGUAGE	0	0	4.3	9.6	35.0	23	4.3	0.4	1.9	0	35
AGRICULTURE	0	0.2	1.9	5.6	23.1	18.7	21.3	8.5	0.9	0	27.4
MATHEMATICS	0.3	0.2	0.5	8	20.6	16.6	15.8	12.1	15.2	0.1	19.6
ECONIMICS	0	0.08	0.5	7.2	19.3	15	7.5	7.5	23.4	0	27.2
ACCOUNTING	0.1	0.3	2	7.4	19.2	12.6	7.2	7.2	19.6	0	34.1
PHYSICAL SCIENCE	0.2	0.4	2	6.3	19.1	14.7	16.4	13.5	11.5	0	24.9
BIOLOGY	0.01	0.1	1.8	5.9	18.5	15.2	16.2	12	16.6	0.5	20.9
DEVELOPMENT STUDIES	0.1	0.5	2.3	5.2	17.2	13.5	18.6	14.2	12.8	0	23.1
HISTORY	0.4	0.8	2.5	4.5	15.0	10.5	19.4	15.7	10.7	0	28.7
ENGLISH 2 ND LANGUAGE	0	0.07	0.5	2.3	13.0	22.4	17.2	6.7	27.4	0.07	12.9
BUSINESS STUDIES	0.03	0.1	0.7	5	11.0	7.7	9.1	10	26	0	35
GEOGRAPHY	0	0.05	0.6	2.4	11.1	17.8	16.1	13.4	14.8	0	26.8

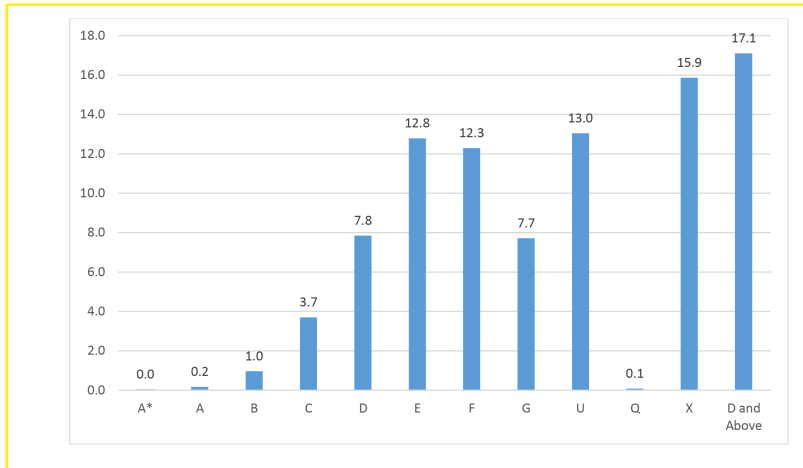
The table shows that all languages except English Second Language topped the list in terms of learners who scored 'D' grade and above with scores ranging from 35% to 56.5%; the best being Otjiherero 1st language (56.5%), and the worst Afrikaans 2nd Language (35%), followed by Agriculture (23.1%) and Mathematics (20.6%). English 2nd Language was among the subjects that scored below 15 %.

Silozi 1st Language recorded the highest A scores, and the rest of the scores were below 1%.*

The subject with the highest number of ungraded entries was recorded in English Second Language(27.4%), followed by Business Studies (26%).

Silozi 1st Language, Accounting, Afrikaans 2nd Language, Business Studies, Oshindonga and Rukwangali 1st Language recorded the highest number of 'X' entries, and the number of 'Q' entries was highest in Oshikwanyama(2.5%).

Graph 14: Comparison of NSSCO Examination Results for all Grades Including D and Above



The graph shows that on average, learners who scored ‘D’ and above were in the majority (17.1%), followed by learners with ‘X’ status and those who got ‘U’ with 15.9 % and 13%, respectively. Learners who obtained A, A as well as ‘Q’ entries were in the minority*

¹X stands for ‘No Results’ which means the candidate did not write all the components of that subject or the coursework component not done.

²Q stands for ‘Pending’ which means the results are still under investigation before they can be released.

6. Pre-Entry To Tertiary Education (PETE)

The programme is meant for those learners who achieved a 'D' or 'E' grade as well as those who did higher level before or who obtained a 'C' grade in NSSCO and prefer to do higher level.

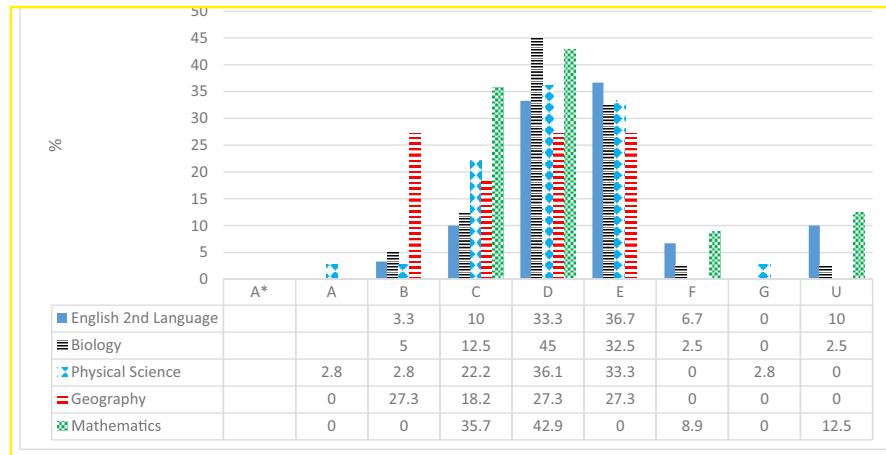
This programme is offered at the following NAMCOL Regional Campuses:

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

6.1 Pete Results: Southern Region

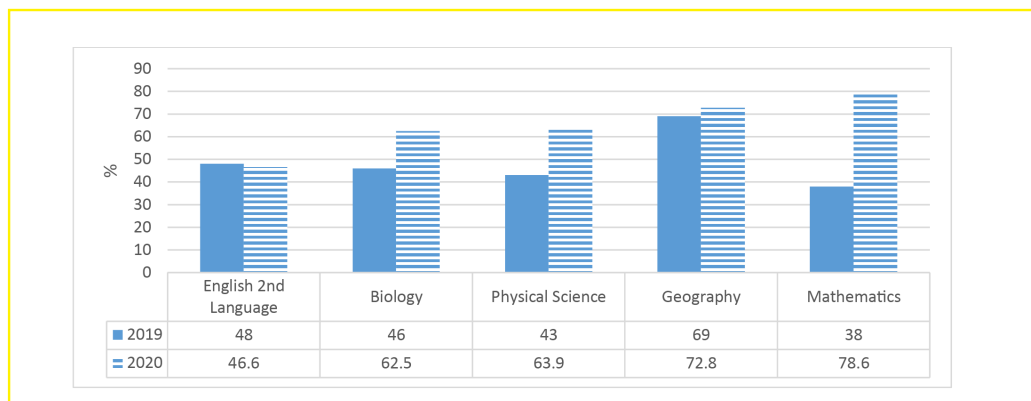
JETU JAMA NSSCO SCIENCE 2020 RESULTS

Graph 15: Jetu Jama – NSSCO Science Grading



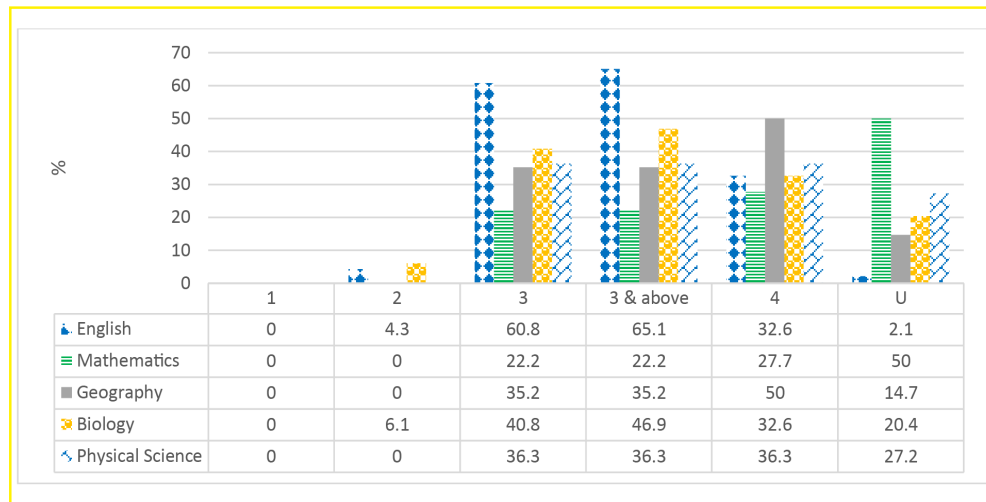
The graph depicts that large numbers of learners in three subjects, namely English, Biology, and Physical Science except Geography, scored D, and E. The highest number of learners who obtained B was recorded in Geography (27.3%). Mathematics recorded the highest number of C, but had the highest number of 'U'.

Graph 16: Jetu Jama: NSSCO Science, D symbol and above - Comparison 2019 and 2020



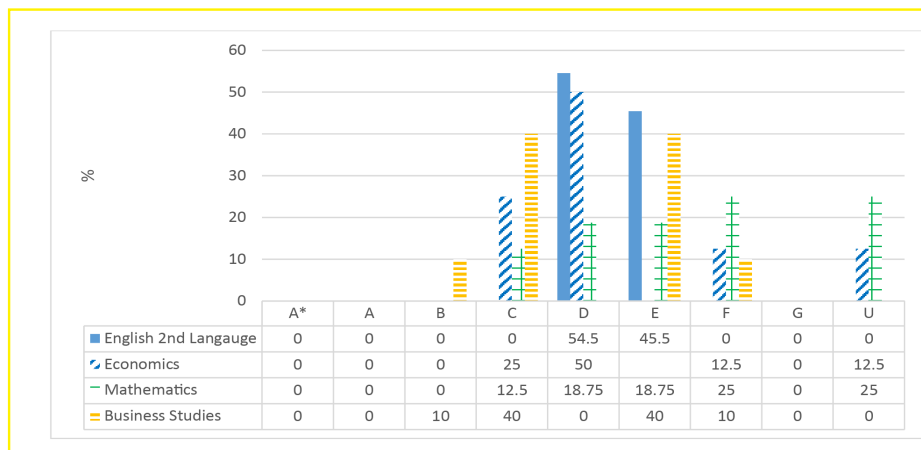
The graph portrays a significant improvement in the performance of learners in 2020 in all subjects, except English Second Language that dropped from 48% to 46.6%. The best improvement was recorded in Mathematics; learners who scored D and above increased from 38% to 78.6%, a phenomenal performance.

Graph 17: Jetu Jama Science NSSCH 2020 Results



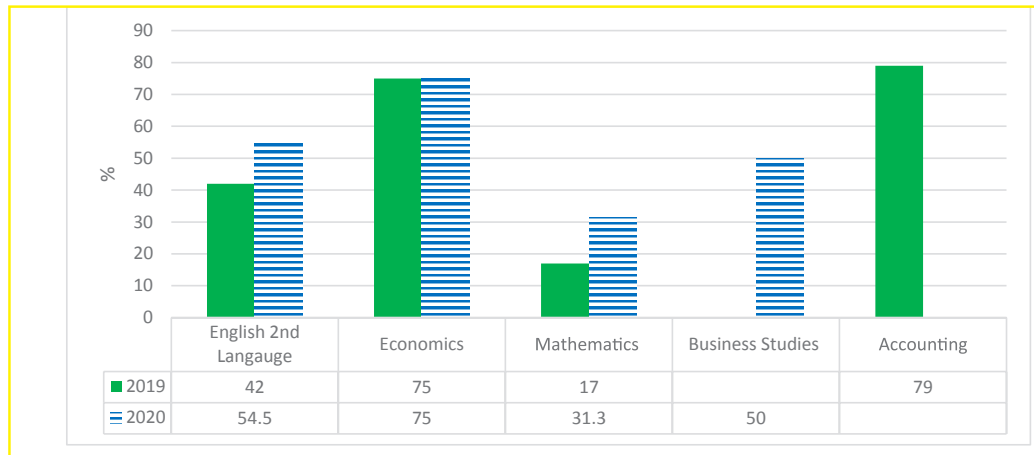
Better performance of '3' and above scores were recorded in English Second Language, with a total score of 65.1%. Biology scored a total of 46.9% and Physical Science was third (36.3%). Notably, all subjects recorded above 2% of learners at 'U', with the highest in Mathematics (50%).

Graph 18: Jetu Jama NSSCO Commerce 2020 Results



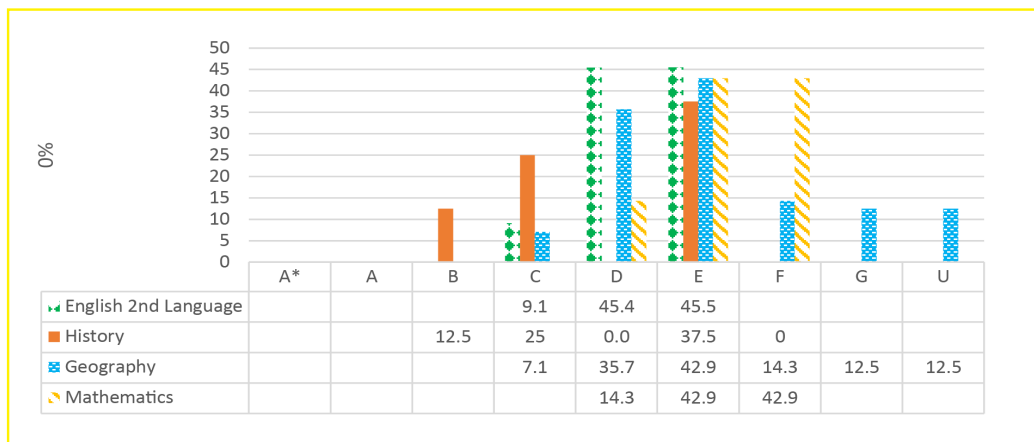
The graph indicates that Business Studies took the lead in the number of learners who scored a 'C' grade and above as 50% was recorded. Notably, 50% of learners in Business Studies scored an 'E' and below. Similarly, poor performance was recorded in Mathematics and English as above 40% of learners scored 'E' and below, and with the highest number (25%) of 'U' recorded in Mathematics.

Graph 19: Jetu Jama – NSSCO Commerce, D and above- Comparison 2019 and 2020



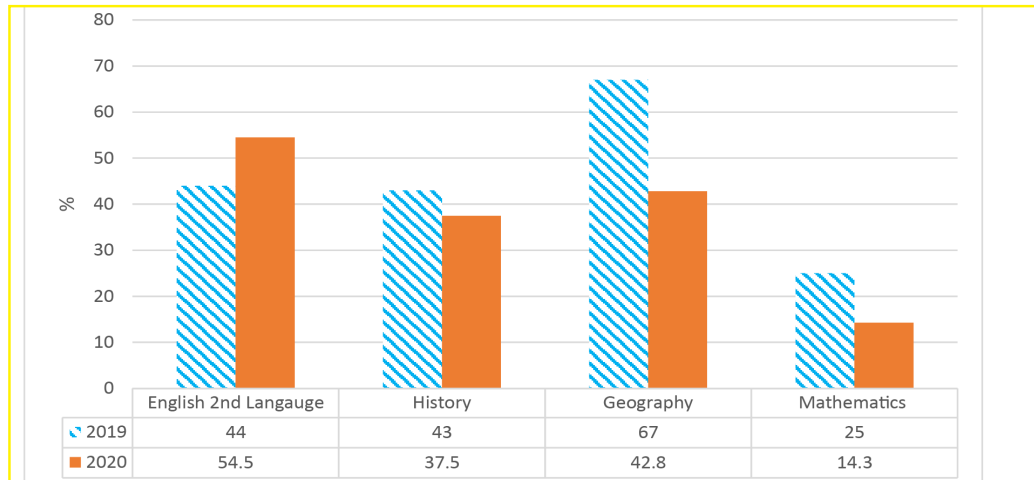
The graph shows that in 2019, the highest scores for 'D' and above were recorded in Accounting (79%) and the lowest scores in Mathematics (17%). In 2020, the highest scores were recorded in Economics (75%), and this is consistent with that of 2019. Mathematics still recorded the lowest percentage of learners scoring 'D' and above with only 31.3%. It should be noted that Commerce in 2019 did not include Accounting, and similarly, in 2020, Business Studies did not form part of Science subjects reported.

Graph 20: Jetu Jama NSSCO Social Science



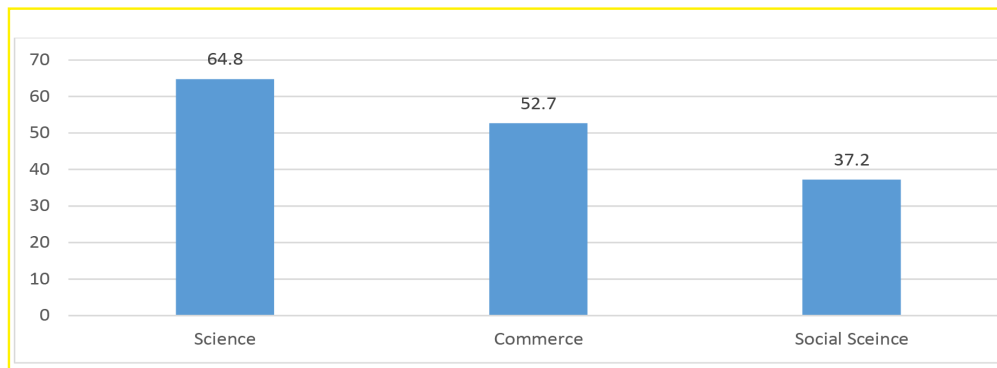
The graph shows that History was the only subject that recorded 'B' scores (12.5%), and the highest number of 'C' scores (25%). English Second Language recorded the highest scores of 'D' (45.4%), followed by Geography (35.7%). Furthermore, Geography and Mathematics were the only subjects that recorded below 'E' scores with 39.3% and 42.9%, respectively, and Mathematics being the only subject with 'G' and 'U' scores.

Graph 21: Jetu Jama – NSSCO Social Science, D symbol and above



An improvement was recorded in English Second Language with a score 'D' and above of 54.5% as compared to 44% in 2019. A drop was recorded in the remaining three subjects with Mathematics scoring the lowest (14.3%); even lower than 2019.

Graph 22: PETE Overall Performance D and above: Jetu Jama 2020 Across Subject Fields

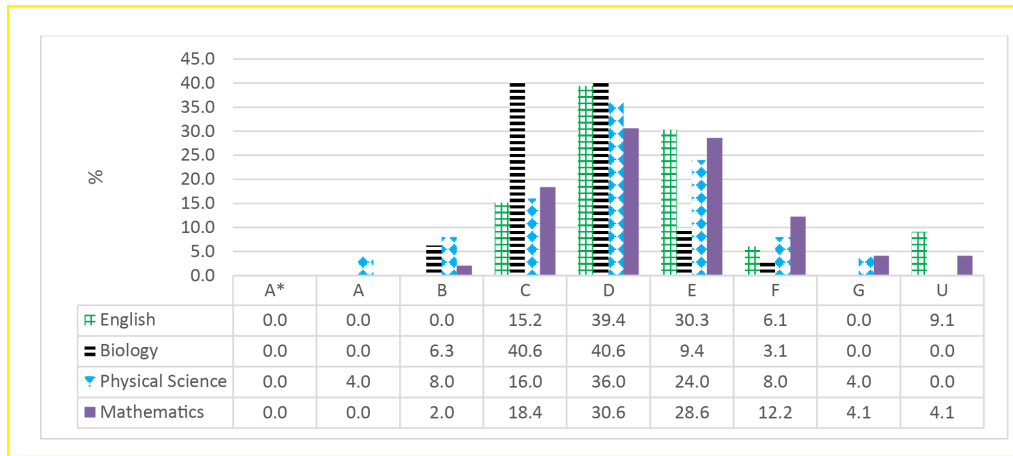


On average, the best performance of 'D' and above scores were recorded in the Science field, followed by Commerce (52.7%). Social Science had only 37.2% learners who scored 'D' and above.

Overall, in the Science field, Mathematics recorded the highest number of learners who scored 'D' and above (78.6%) among NSSCO subjects; English Second Language topped the list of NSSCH subjects (66.1%). In NSSCO Commerce, Economics topped the list with 75%, and English Second Language recorded the highest number of 'D' and above (54.5%) in the Social Science field.

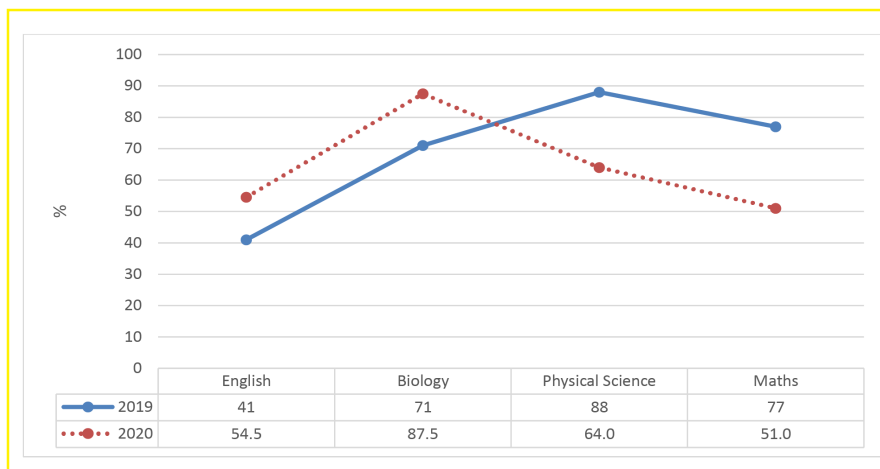
6.2 Pete Results: Central Region Otjiwarongo Nssco Science 2020

Graph 23:Otjiwarongo – NSSCO Science Grading



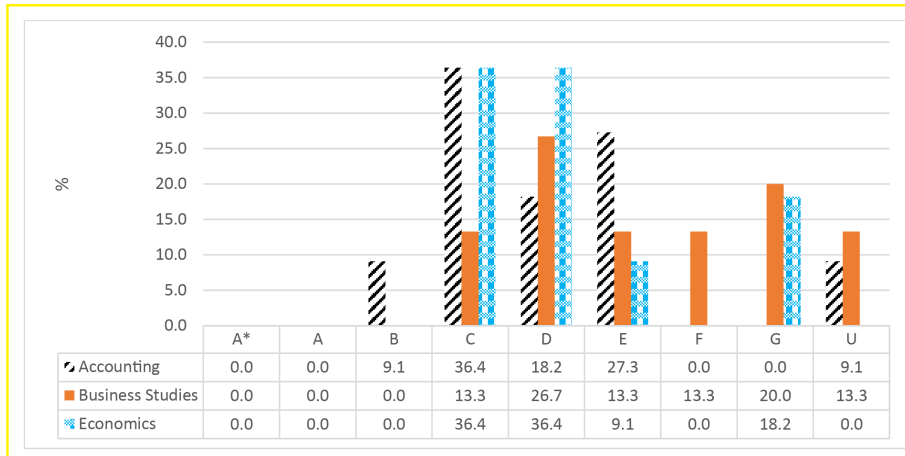
The graph illustrates that the best performance of learners who scored ‘C’ and above was recorded in Biology (46.9%); followed by Physical Science (28%). The lowest number of ‘D’ and above was recorded in English Second Language (15.2%). Mathematics recorded the highest number (9.1%) of ‘U’; followed by Mathematics (4.1%).

Graph 24: Otjiwarongo: NSSCO Science, D symbol and above - Comparison 2019 and 2020



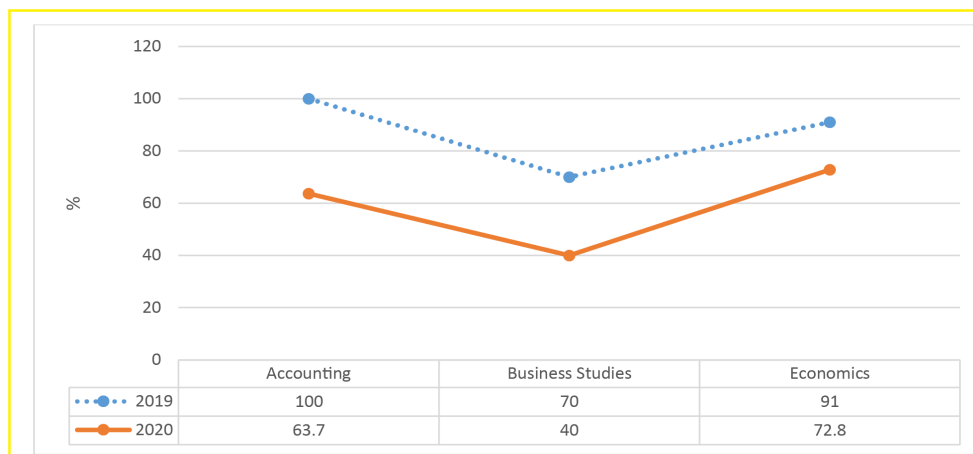
In 2019, Physical Science had the highest scores (88%) in 'D' and above, and English had the lowest scores (41%). The highest number of learners who scored 'D' and above in 2020 was recorded in Biology (87.5%). An improvement was recorded in English Second Language and Biology, with a significant drop in Physical Science and Mathematics.

Graph 25: Otjiwarongo NSSCO Commerce Grading 2020



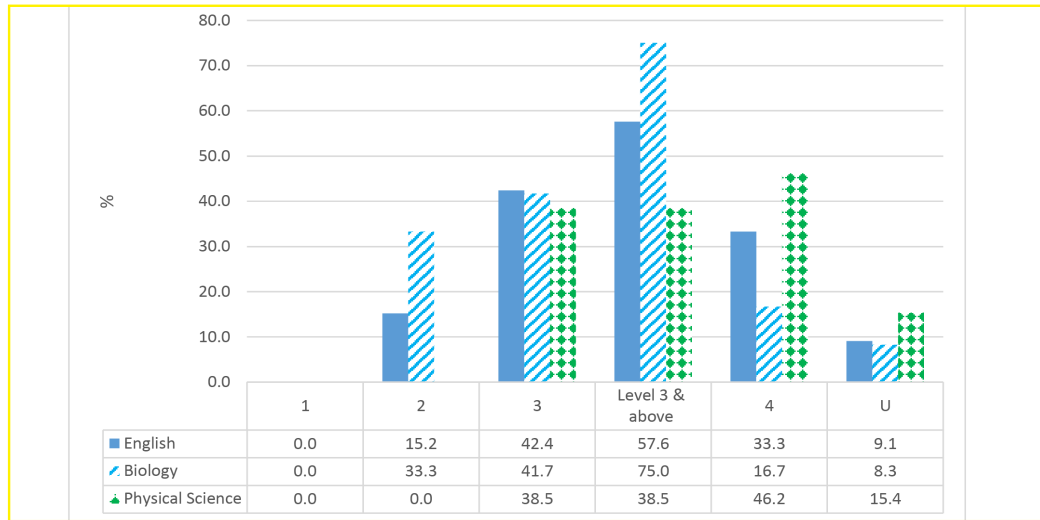
As illustrated in the graph above, Accounting is the only subject that recorded 'B' scores, and led in the number of learners who scored 'B' (45.5%). Notably, poor performance was recorded in Business Studies with 59.6% learners scoring 'E' and below; with higher numbers of 'G' grade.

Graph 26: Otjiwarongo – NSSCO Commerce, D and above comparison 2019 and 2020



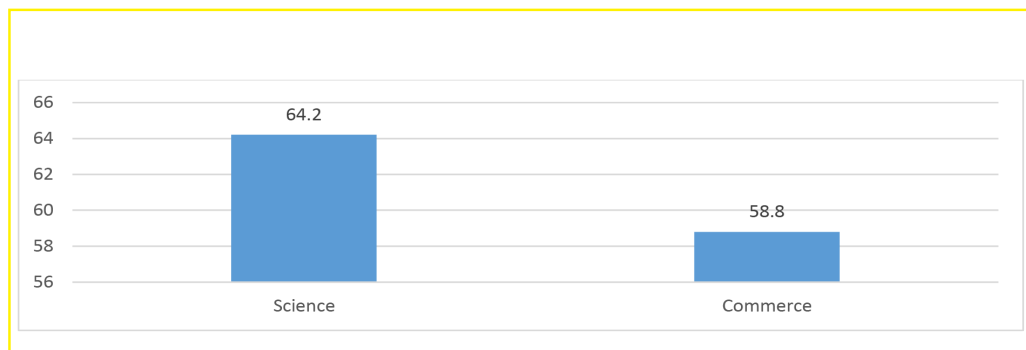
A significant drop was observed across all three subjects in 2020 as compared to 2019. As depicted by the graph above, in 2019 all learners (100%) scored 'D' and above in Accounting as compared to 63.7% in 2020. Similarly, for Business Studies and Economics, a drop of 30% and 18.8% was noted, respectively.

Graph 27: Otjiwarongo Science NSSCH 2020 Results



The graph shows that Biology recorded the highest number of Level 3 and above (75%); followed by English Second Language (57.6%). Physical Science recorded the lowest number of '3' and above (38.5%).

Graph 28:PETE Overall Performance D and above: Otjiwarongo 2020 Across Subject Fields

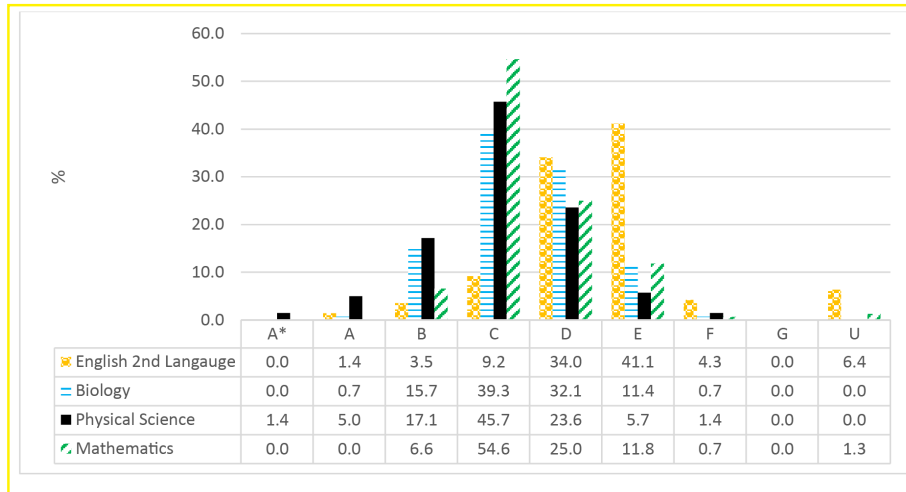


Relatively, the best performance of 'D' and above scores were recorded in the Science field (64.2%), with Commerce recording only 58.8%.

Overall, Biology in the Science field, recorded the highest number of learners (87.5%) obtaining 'D' and above, whereas, in Commerce, Economics topped the list with 72.8%. Biology, in the Science field (NSSCH), recorded 75% of learners who scored Level 3 and above.

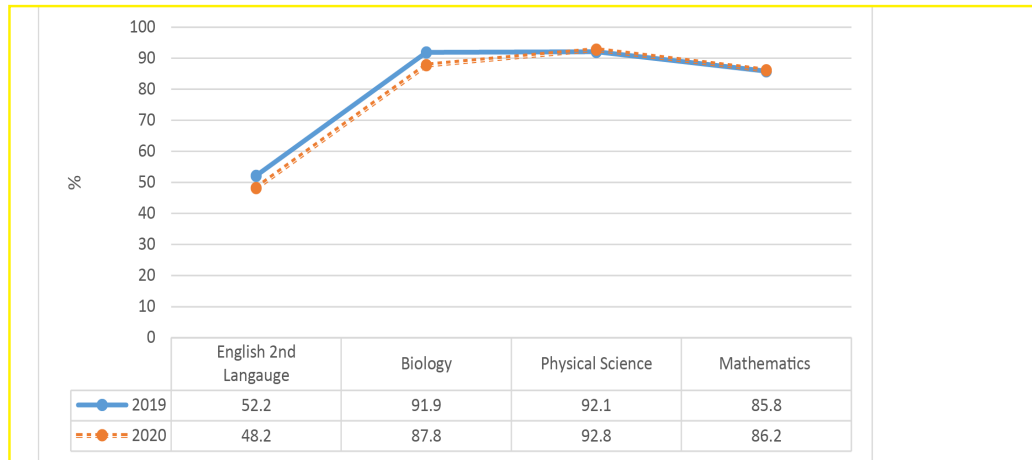
6.3 PETE Results: Northern Region Ongwediva Science NSSCO 2020

Graph 29: Ongwediva – NSSCO Science Grading



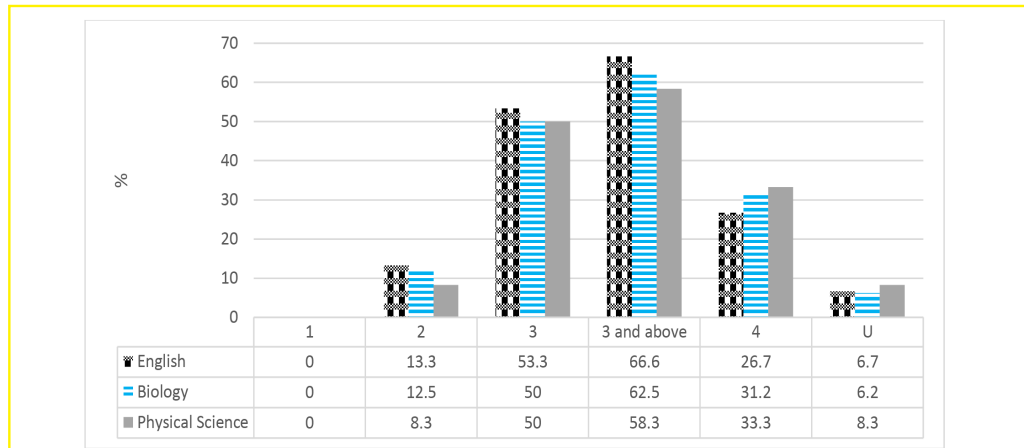
The graph indicates that Physical Science (23.5%), and Biology (16.4%) recorded the highest number of learners who scored 'B' and above. Both English 2nd Language and Mathematics had learners who obtained 'U'; the highest being Mathematics with 6.4%.

Graph 30: Ongwediva - NSSCO Science, D symbol and above comparison 2019 and 2020



The graph highlights that in 2019 the highest scores for a 'D' grade and above were in Physical Science and Biology (92.1% and 91.9%, respectively), while the lowest were in English Second Language (52.2%). This trend repeated in 2020 with Physical Science still topping the list with 92.8%, followed by Biology (87.8%) and Mathematics (86.2%). English Second Language still scored the lowest number of 'D' and above. A slight decrease was observed in 2020 as compared to 2019 in

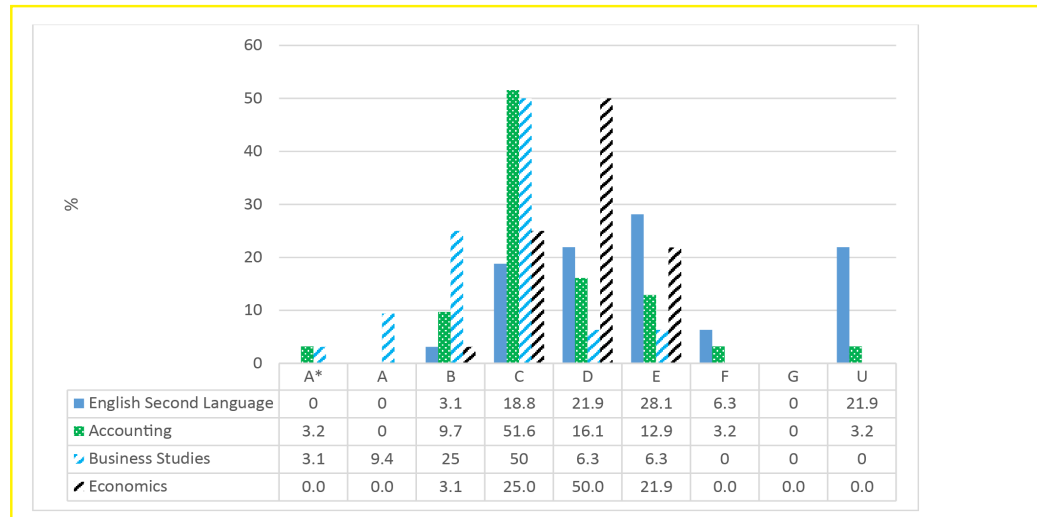
Graph 31:PETE NSSCH Science- Ongwediva 2020 Results



The graph shows that English Second Language had more learners that scored Level 3 and above with a score of 66.6%; followed by Biology which scored 62.5%, and Physical Science (58.3%). All three subjects recorded above 6% of learners who got ‘U’; the highest being Physical Science (8.3%).

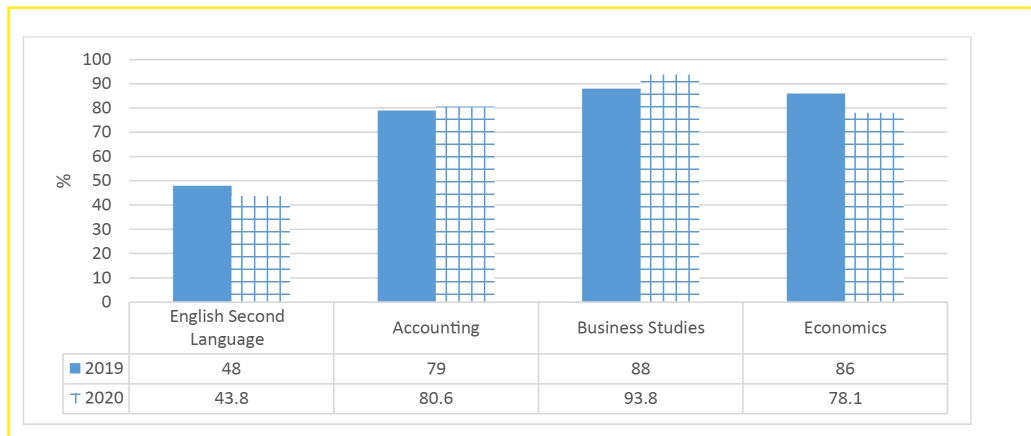
Ongwediva Commerce NSSCO 2020

Graph 32: Ongwediva – NSSCO Commerce Grading



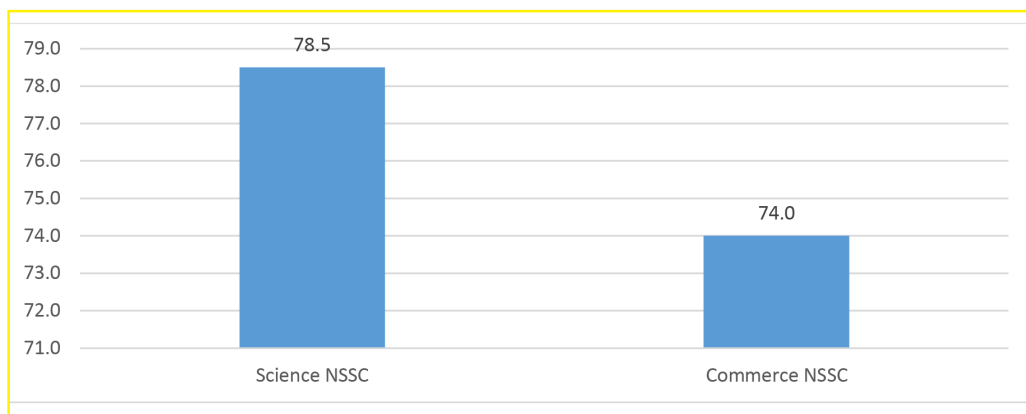
Business Studies and Accounting recorded the highest percentage in C-grade and above, 87.5% and 64.5%, respectively. Both Economics and English 2nd Language scored less than 30%. Business Studies had the highest number of learners who scored A and A with a total of 12.5%.*

Graph 33: Ongwediva - NSSCO Commerce, D and above: Comparison 2019 and 2020



In 2020, the number of learners who obtained 'D' and above increased in Accounting (80.6%) and Business Studies (93.8%) as compared to 2019. However, a decrease was observed in English Second Language and Economics of 5.8% and 8.1%, respectively.

Graph 34:PETE Overall Performance D and above: Ongwediva 2020 Across Subject Fields

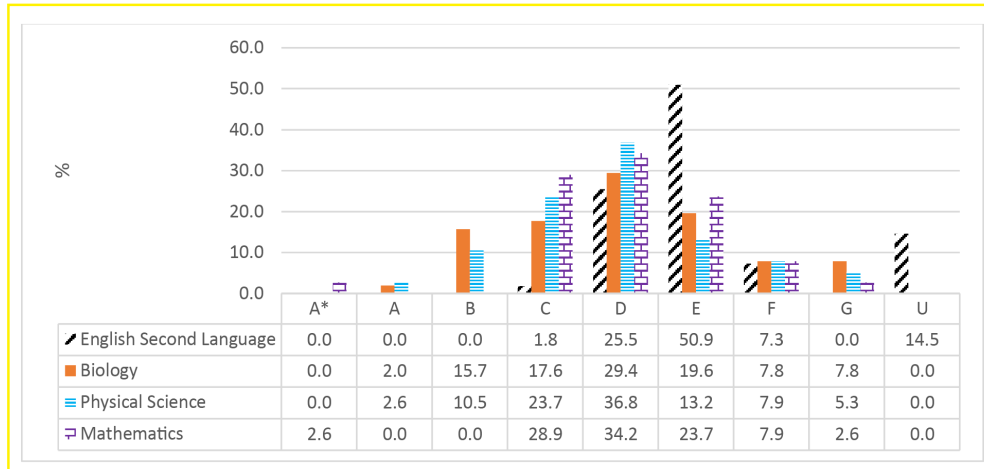


Overall, the best performance of 'D' and above scores were recorded in the Science field with an average score of 78.5%, with Commerce recording 74%.

In summary, in the Science field, Physical Science NSSCO scored the highest, while in the Commerce field, Business Studies NSSCO scored the highest in the 'D' grade and above. As with NSSCH, English Second Language scored the highest in '3' and above, followed by Biology.

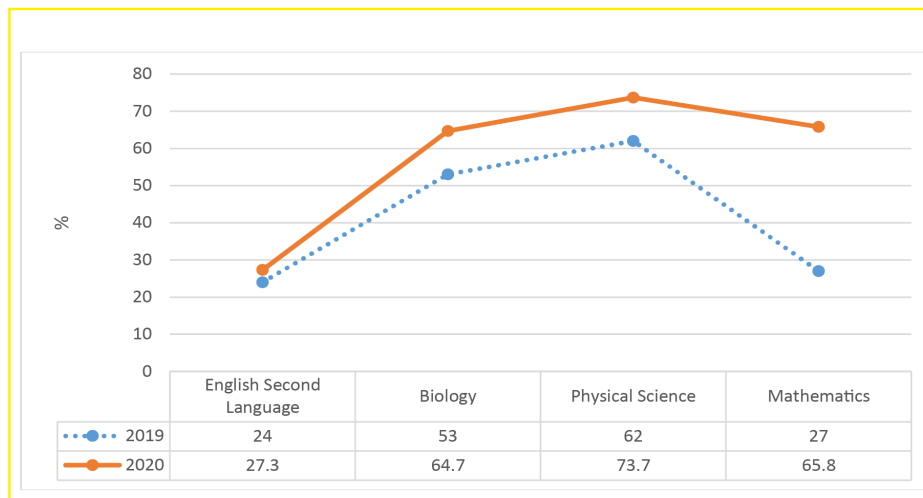
6.4 PETE Results: North-Eastern Region Rundu Science NSSCO

Graph 35: Rundu – NSSCO Science Grading



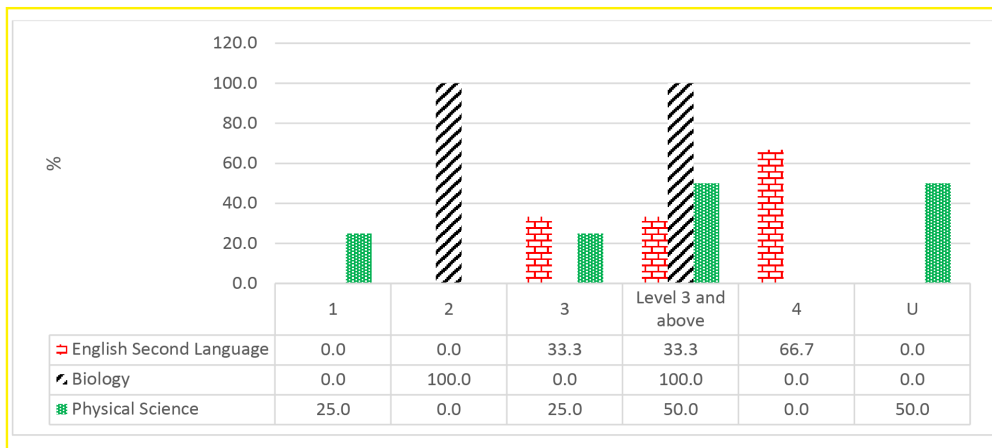
Physical Science recorded the highest (36.8%) percentage in C-grade and above, followed by Biology (35.3%), and Mathematics recorded 31.6%. English Second language scored the lowest (1.8%).

Graph 36: Rundu NSSCO Science, D symbol and above: Comparison 2019 and 2020



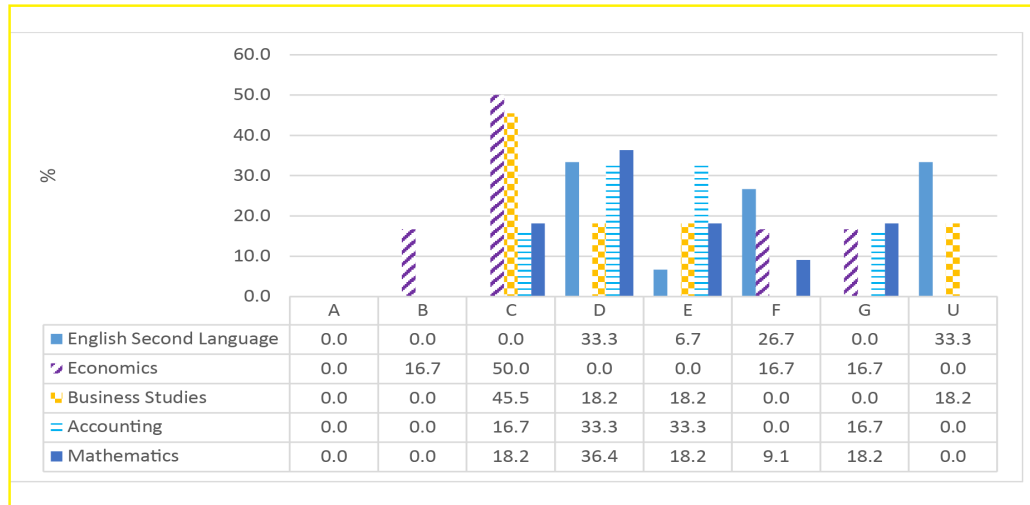
The graph indicates an improvement in the number of learners who obtained 'D' and above across all subjects. A phenomenal increase was recorded in Mathematics from 27% in 2019 to 65.8% in 2020. English Second Language showed a slight improvement of only 3.3%; from 24% in 2019 to 27.3% in 2020.

Graph 37: Rundu Science NSSCH 2020 Results



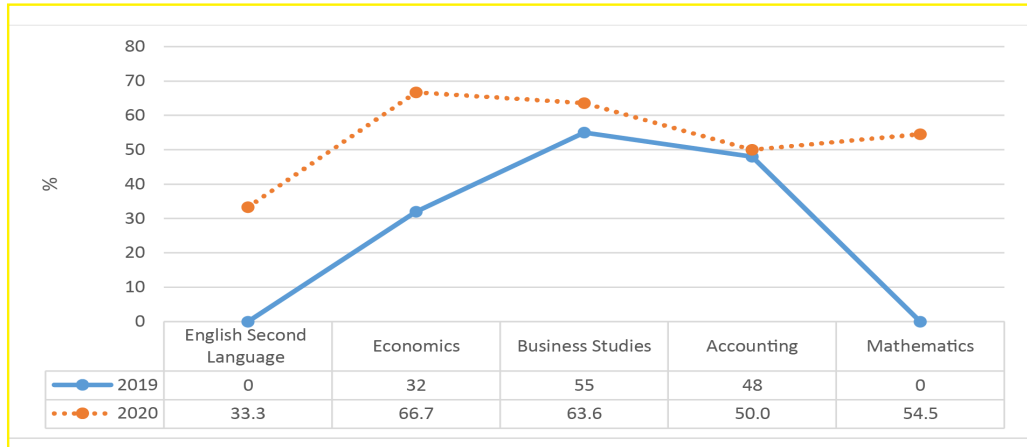
The graph portrays the performance of learners in NSSCH Science. 100% of learners scored '2' in Biology. However, it should be noted that only one candidate took the examination. Good performance was also recorded in Physical Science whereby 50% of the learners scored '3' and above. A high number of learners who scored '4' was recorded in English Second Language (66.7%). The highest number of 'U' was recorded in Physical Science (50%).

Graph 38: Rundu- NSSCO Commerce Grading



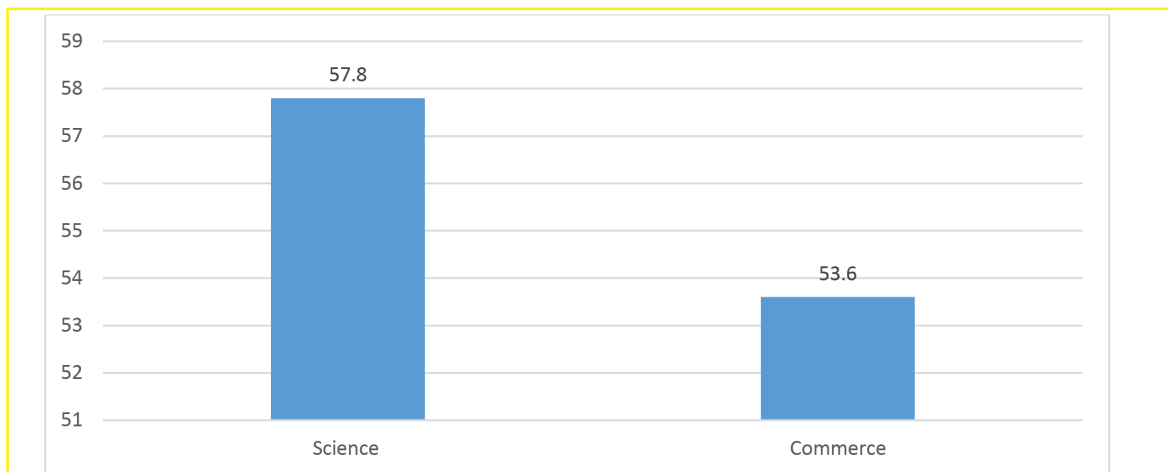
The graph indicates that Economics recorded the highest number (66.7%) of C-grade and above, followed by Business Studies (45.5%). Accounting and Mathematics recorded below 20%. No learner obtained 'C' and above in English Second Language; the majority of the learners scored 'D' (33.3%), and also recorded the highest number of 'U' (33.3%). Despite topping in terms of scores at 'C' and above, Economics recorded a significant number of symbols 'F' and 'G'.

Graph 39: Rundu – NSSCO Commerce, D symbol and above: Comparison 2019 and 2020



As the graph illustrates, 2020 showed an improvement in Economics (66.7%), Business Studies (63.6), with a slight improvement in Accounting of 2%. As noted in the graph above, in 2019 Commerce NSSCO did not include English Second Language and Mathematics, hence no comparison.

Graph 40:PETE Overall Performance D and above: Rundu 2020 Across Subject Fields



Relatively, the best performance of 'D' and above scores were recorded in the Science field (57.8%), with Commerce recording 53.6%.

In summary, in the Science field, Physical Science recorded the highest scores (73.7%), followed by Mathematics (65.8%) and Biology (64.7%). English Second Language scored the lowest number of 'D' and above (27.3%).

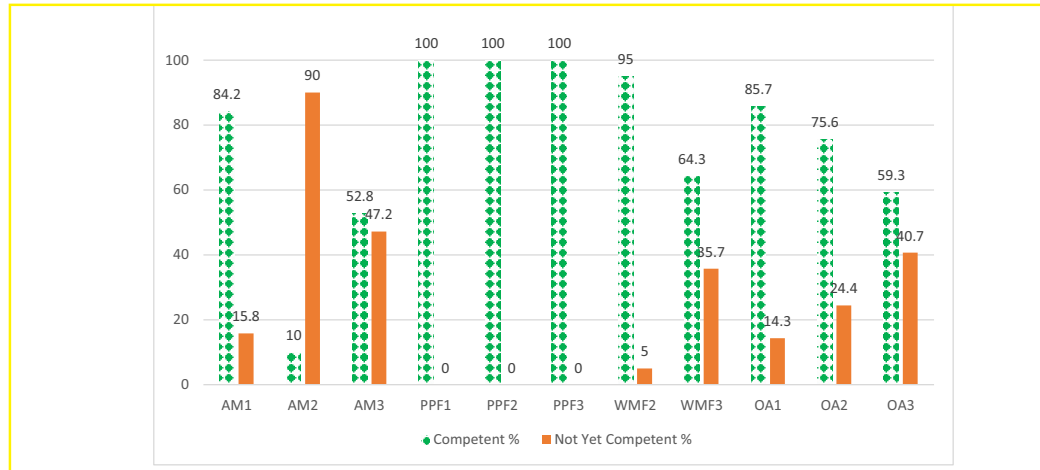
In the Commerce field, Economics topped the list with 66.7%, followed by Business Studies (63.6%), Mathematics (54.5%) and Accounting 50%. English Second Language scored the lowest number of 'D' and above (33.3%).

In the Science field (NSSCOH), Biology scored the highest number (100%) of '3' and above, followed by Physical Science (50%). English Second Language scored the lowest number of '3' and above (33.3%).

7 Examination Results For Technical, Vocational Education And Training (TVET)

7.1 TVET Overall External Assessment Results For 2020

Graph 41: Overall Examination Results for 2020



Automotive Mechanics (AM) Levels 2 and 3 and Office Administration (OA) Level 3 were found to have more 'Not Yet Competent' trainees when compared to other trades. Excellent performance was recorded in Plumbing and Pipe-Fitting (PPF) Levels 1 to 3 with performance of 100%. Good performance was also recorded in Automotive Mechanics (AM) Level 1, Welding and Metal Fabrication (WMF) Level 2, and Office Administration (OA) Level 1.

Table 3: TVET November 2020 External Assessment Results per NAMCOL Region

Trade	Level	Number of Trainees	Competent	Not Yet Competent
Windhoek: Jetu Jama				
Automotive Mechanics	1	19	16 (84.2%)	3 (15.8%)
Automotive Mechanics	2	20	2 (10%)	18 (90%)
Automotive Mechanics	3	36	19 (52.8%)	17 (47.2%)
Plumbing and Pipefitting	1	20	20 (100%)	0 (0%)
Plumbing and Pipefitting	2	16	16 (100%)	0 (0%)
Plumbing and Pipefitting	3	15	15 (100%)	0 (0%)
Office Administration	1	13	12 (92.3%)	1 (7.7%)
Office Administration	2	16	14 (87.5%)	2 (12.5%)
Office Administration	3	20	10 (50%)	10 (50%)
Welding & Metal Fabrication	2	20	19 (95%)	1 (5%)
Welding & Metal Fabrication	3	28	18 (64.3%)	10 (35.7%)
Central Region: Otjiwarongo				
Office Administration	1	6	3 (50%)	3 (50%)
Office Administration	2	9	6 (66.7%)	3 (33.3%)
Office Administration	3	19	7 (36.8%)	12 (63.2%)

Northern Region: Ongwediva				
Office Administration	2	14	12 (85.7%)	2 (14.3%)
Office Administration	3	17	11 (64.7%)	6 (35.3%)
Office Administration	3	0	0 (0%)	0 (0%)
North-Eastern: Rundu				
Office Administration	2	16	15 (93.8%)	1 (6.3%)
Office Administration	3	3	3 (100%)	0 (0%)
Office Administration	3	20	18 (90%)	2 (10%)

Results show a very good performance in the external examinations as some trades and levels obtained 100% pass rates. However, poor performance was recorded at Jetu Jama centre, especially in Automotive Mechanics level 2 as only 10% of trainees were certified competent and similarly, competent trainees in Office Administration at Otjiwarongo centre were only 36.8%.

Table 4: TVET Reassessment Results November 2020

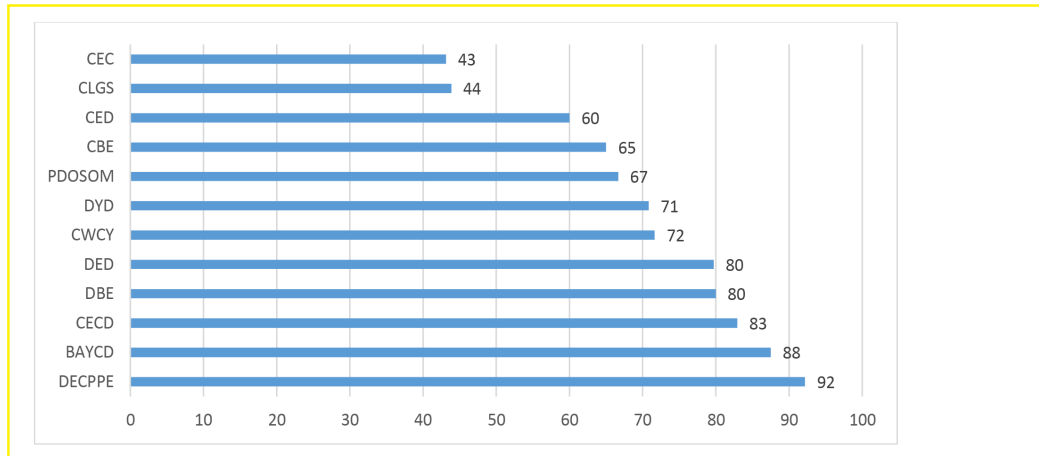
Trade	Level	Number of Trainees	Competent	Not Yet Competent
Northern Region: Ongwediva				
Office Administration	3	6	4 (66.6%)	2 (33.3%)
North-Eastern Region: Rundu				
Office Administration	3	1	1 (100%)	0 (0%)

Two out of six trainees re-assessed in Office Administration at Ongwediva centre were still not yet competent; meanwhile one trainee who was re-assessed in the same trade at Rundu centre was certified competent.

8. Tertiary Programmes (TP)

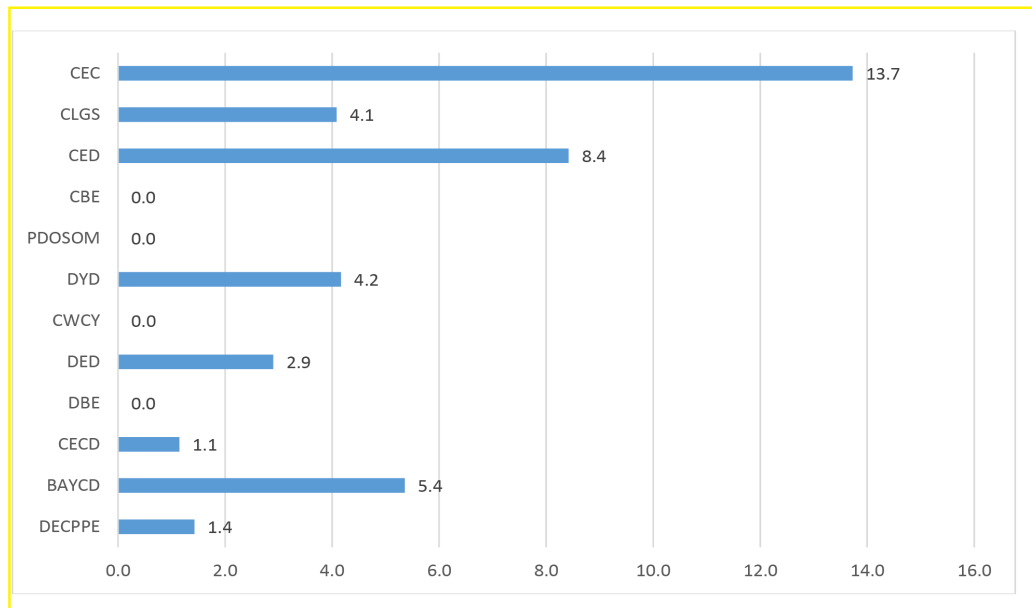
8.1 Tertiary Programmes 2020 Results

Graph 42: Average Pass Rate per TP for 2019

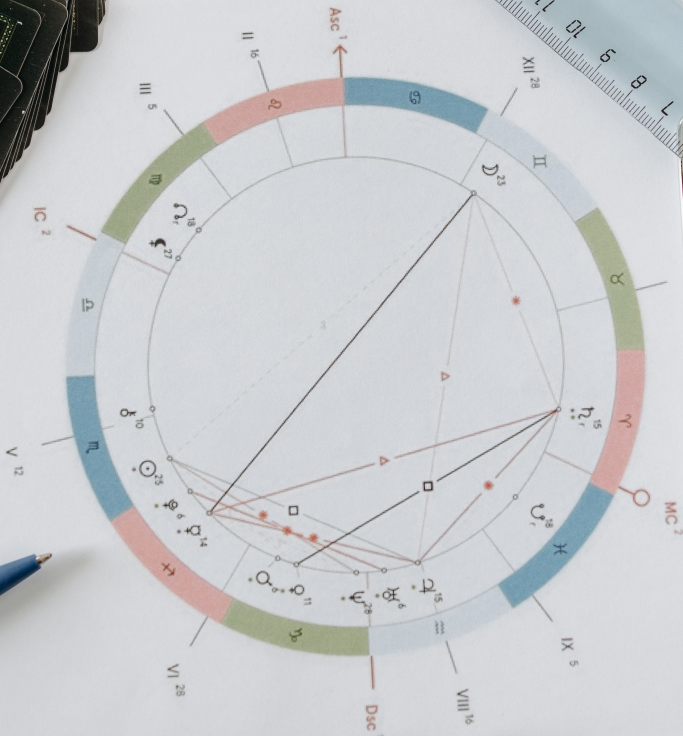


The graph depicts that DECPPE recorded the highest average pass rate in 2020 (92%), followed by BAYD (88%). The lowest average pass rate was recorded in CEC (43%), followed by CLGS (44%).

Graph 43: Average Dropout Rate per TP programme for 2020



The graph illustrates that CEC recorded the highest dropout rate of 13.7%, followed by CED (8.4%). The lowest dropout rate was recorded in CECD (1.1%). The programmes with no dropouts were CBE, PDOSOM, CWCY, and DBE.



9. Staffing And Physical Facilities

By 31 March 2021, NAMCOL had a staff complement of 114 full-time employees, as well as 2096 fixed-term and part-time employees to carry out its operations. These employees were deployed at the Head Office and the nine regional and sub-regional offices.

Demographic Profile Of Full-Time Staff

Table 5: Demographic Profile of Full-time Staff as at 31 March 2021

Job Category	Paterson Job Grade	Total Employees	Designated categories as per Affirmative Action		
			Racially Disadvantaged	Female	Persons with Disability
Total Permanent Employees		114	114 (100%)	64 (56.1%)	4 (3.5%)
Executive Director	E5	1	1 (100%)	0 (0%)	0 (0%)
Senior Management	D4-D5	8	8 (100%)	4 (50%)	0 (0%)
Middle Management	D3	12	12 (100%)	9 (75%)	1 (8.3%)
Specialised/ Skilled/ Senior Supervisory	C1-D2	63	63 (100%)	33 (52.3%)	2 (3.1%)
Skilled	B2-B4	24	24 (100%)	17 (70.8%)	1 (4.1%)
Semi-skilled	A3-B1	4	4 (100%)	1 (25%)	0 (0%)
Unskilled	A2	2	2 (100%)	0 (0%)	0 (0%)

The table above displays the demographic profile of full-time staff organised according to designated categories of Affirmative Action given as a percentage (in parentheses) of the total number per job category. It as well shows the total number of full-time employees per Paterson Job Grade.

9.2 Demographic Profile Of Part-Time Staff

Table 6: Demographic Profile of Part-time Staff as at 31 March 2021

Office/Directorate/ Region	EO/Head of Centres (F-F)	Tutors/Moderators (SE)	Course/Assignment Writers	Editors/Proof Readers	Tutors/Moderators (TP)	TVET Tutors	Course Revisers/Narrators	Fixed-term Employees
Head Office	0	0	38	44	649	17	0	50
Northern Region	29	431	0	0	0	0	0	22
Southern Region	25	393	0	0	0	11	0	12
North Eastern Region	15	131	0	0	0	0	0	9
Central Region	19	193	0	0	0	0	0	8
Total	88	1148	38	44	649	28	0	101

The table above displays the demographic profile of part-time staff ranging from consultants, to fixed-term employees. As at 31 March 2021, NAMCOL had a grand total of 2096 part-time staff members.

9.3 NAMCOL Centres

NAMCOL owns physical facilities in Windhoek and at the following towns: Otjiwarongo, Rundu, Ongwediva and Gobabis. NAMCOL also utilises school facilities after-hours and during school holidays for contact sessions.

Table 7: NAMCOL Centres for 2021

NAMCOL Region	Northern Region	North-Eastern Region	Central Region	Southern Region	Total
Total number of tutorial centres	21	8	17	17	63
Assignment Coordinating points	0	8	7	5	20
Total number of class groups	402	140	228	416	1186

As at 31 March 2021, the four NAMCOL regions had a combined number of 63 tutorial centres, 20 assignment coordinating points, and 1186 class groups.



10. Conclusion

The 2021 enrolments for secondary education and tertiary programmes did not deviate from a trend of female learners and students dominating. However, the picture differed for TVET programmes. TVET enrolment for both years, 2020 and 2021, across all programmes except for Office Administration levels 1 to 3 was dominated by males. However, a noticeable improvement was observed in 2021 in two trades (PPF 2 and WMF 3) as compared to 2020. PPF 2 females increased from 25 to 33.2%, and similarly WMF 3 had 15% females in 2021 as compared to only 7% in 2020.

It is NAMCOL's wish that the information provided in the 2020/21 Digest inspires stakeholders to work together towards the common goal of ensuring access to education for all. The statistics provided in this digest is a valuable tool for key stakeholders. We strive to make continuous improvements in our programmes and services as it is key to NAMCOL's strategic plan.



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“TAKING EDUCATION TO THE PEOPLE”

Namibian College of Open Learning

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