

Namibian College of Open Learning



Statistical Digest 2021/22

Prepared by:

Research, Development and Quality Assurance Sub-division

NAMCOL

22nd Edition



NAMCOL

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TAKING EDUCATION TO THE PEOPLE

Statistical Digest

2021/22



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ISSN No:

ISBN No. 2026 - 7916

Publication Date:

October 2022

Acknowledgements

The Namibian College of Open Learning (NAMCOL) acknowledges the contribution of directorates, divisions and individuals that made the development of the 2021/22 Statistical Digest possible.

First and foremost, the staff within the Strategy, Research and Quality Assurance Division (SRQA) is acknowledged for its endless effort in achieving its mandate of compiling the Statistical Digest.

Special thanks go to the Academic Advisory Team (AAT) for verifying the data and statistics on which the Statistical Digest is dependent. Recognition and appreciation go to the NAMCOL Directorates such as the Curriculum and Material Development (CMD), Finance, Administration and Human Resources (FAH), Student Support (SS) and Regional Support Services for the provision of data and statistics.

An extended appreciation goes to the Directorate for National Examinations and Assessment (DNEA) within the Ministry of Education, Arts and Culture (MoEAC) for the provision of examination results. Last but not least, the Directorate of Marketing, Enterprise Development and ICT (MED&ICT) is acknowledged for the layout of the Statistical Digest.

Vision

To be an open distance and e-learning institution of excellence.

Mission

To provide inclusive, quality education and training through innovative approaches.

Institutional Values (Strategic Aims)

Accessibility:

To provide opportunities for adults and out-of-school youth to further their education or develop new skills.

Quality:

To strive for the highest standard of programmes and service delivery.

Sustainability:

To ensure the effective and efficient utilisation of available resources to continue with development and programme delivery.

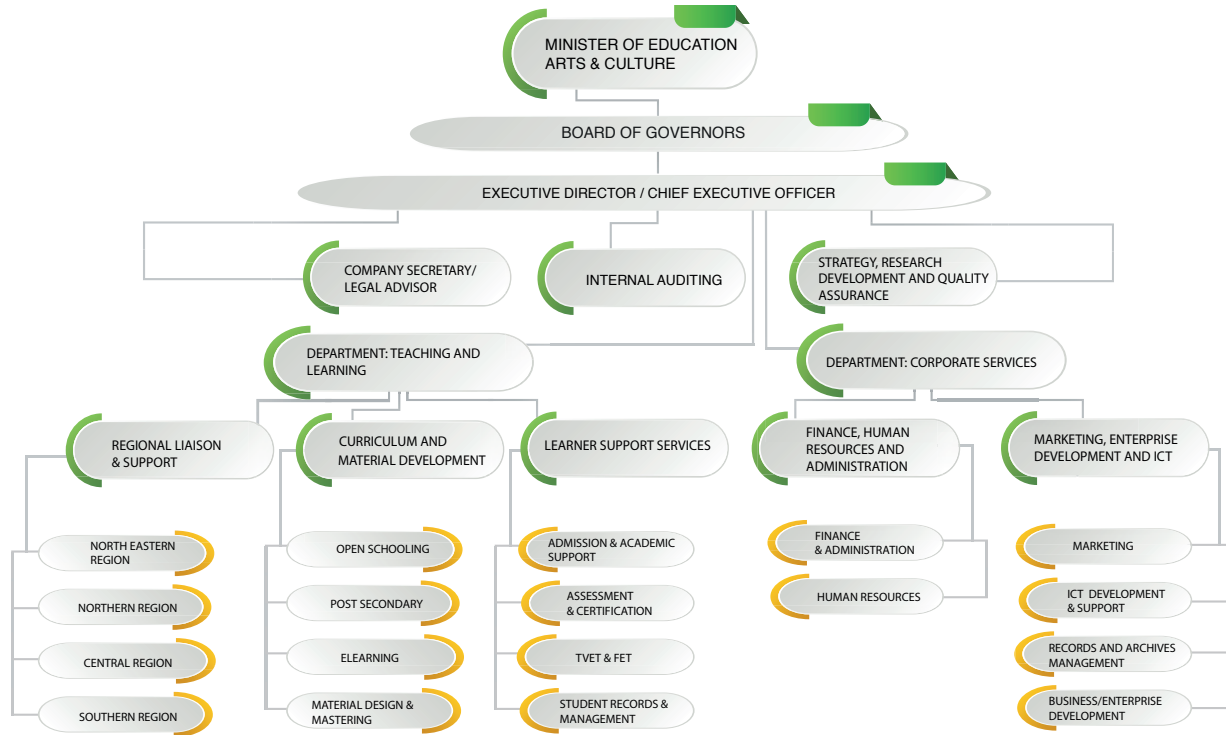
Accountability:

To be transparent and answerable to our stakeholders.

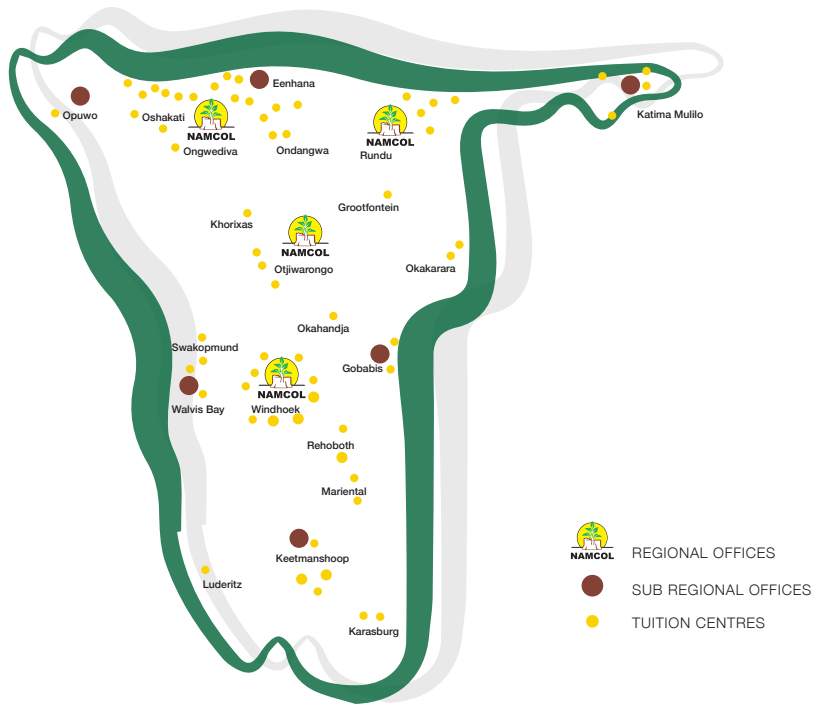
Responsiveness:

To address education and training needs, as well as emerging challenges in a timely fashion.

NAMCOL Structure



NAMCOL Regional Structures





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Foreword

The Statistical Digest is a yearly publication compiled by the Research, Development and Quality Assurance Sub-division. This edition of the Statistical Digest is the 22nd in the series of publications initiated by NAMCOL since its inception in 1998.

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 from the College's website (www.namcol.edu.na).



Heroldt V. Murangi (PhD)
Chief Executive Officer

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

Acronyms and Abbreviations

DSLI	Diploma in Sign Language Interpreting
DYCD	Diploma in Youth and Community Development
DYD	Diploma in Youth Development
FHRA	Finance, Human Resources and Administration
MoEAC	Ministry of Education, Arts and Culture
NAMCOL	Namibian College of Open Learning
NSSCAS	Namibia Senior Secondary Certificate Advanced Subsidiary
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 Programme
TVET	Technical, Vocational Education and Training
WMF	Welding and Metal Fabrication

Table of Contents

	PAGE:
ACKNOWLEDGEMENTS.....	4
VISION.....	5
MISSION.....	5
INSTITUTIONAL VALUES (STRATEGIC AIMS):.....	6
FOREWORD.....	10
ACRONYMS AND ABBREVIATIONS.....	11
TABLE OF CONTENTS.....	13
LIST OF GRAPHS.....	16
LIST OF TABLES.....	20
DEFINITIONS.....	21
1 INTRODUCTION.....	23
2 LEARNERS' ENROLMENT.....	28
2.1 SECONDARY EDUCATION PROGRAMMES (NSSCO AND NSSCAS).....	28
2.1.1 LEARNER ENROLEMENT FOR 2022.....	28
2.2 PERCENTAGE SUBJECT ENROLMENT 2022.....	33

Table of Contents

	PAGE:
3 TERTIARY PROGRAMMES (TP).....	35
3.1 TERTIARY PROGRAMMES (TP) ENROLMENT STATISTICS	35
4 TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES	38
4.1 ENROLMENT FOR TVET PROGRAMMES.....	38
5 EXAMINATION RESULTS	41
5.1 GRADE 12 NSSCO/H RESULTS PER SUBJECT 2021	41
6 PRE-ENTRY TO TERTIARY EDUCATION (PETE)	46
6.1 PETE RESULTS: SOUTHERN REGION	47
6.1.1 JETU JAMA NSSCO SCIENCE 2021 RESULTS	47
6.1.2 JETU JAMA NSSCO COMMERCE 2021 RESULTS.....	51
6.1.3 JETU JAMA SOCIAL SCIENCE.....	53
6.2 PETE RESULTS: CENTRAL REGION	57
6.2.1 OTJIWARONGO NSSCO SCIENCE 2021	57
6.3 PETE RESULTS: NORTHERN REGION	62

Table of Contents

	PAGE:
6.3.1 ONGWEDIVA NSSCO SCIENCE 2021	62
6.3.2 ONGWEDIVA COMMERCE NSSCO 2021	66
6.4 PETE RESULTS: NORTH-EASTERN REGION.....	70
6.4.1 RUNDU SCIENCE NSSCO 2021.....	70
7 EXAMINATION RESULTS FOR TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)	78
7.1 TVET OVERALL EXTERNAL ASSESSMENT RESULTS FOR 2021	78
8 TERTIARY PROGRAMMES (TP).....	81
8.1 TERTIARY PROGRAMMES 2021 RESULTS	81
9 STAFFING AND PHYSICAL FACILITIES.....	83
9.1 DEMOGRAPHIC PROFILE OF FULL-TIME STAFF	84
9.2 DEMOGRAPHIC PROFILE OF PART-TIME STAFF.....	85
9.3 NAMCOL CENTRES.....	86
10 CONCLUSION.....	87

List of Graphs

	PAGE:
Graph 1: Learner enrolment 2022	28
Graph 2: Growth in the Secondary Education Combined Enrolment from 2010 - 2022	29
Graph 3: Growth in Secondary Education Enrolment	30
Graph 4: Secondary Education Enrolment by Gender in 2022	31
Graph 5: Enrolment by NAMCOL Region for NSSCAS and NSSCO in 2022	32
Graph 6: Percentage Subject Enrolment – NSSCO 2022	33
Graph 7: Percentage Subject Enrolment – NSSCAS 2022	34
Graph 8: Enrolment by Gender in each TP for 2021 and 2022	36
Graph 9: Combined Enrolment by Gender in all TPs for 2021 and 2022	37
Graph 10: Combined Enrolment for TVET Programmes since 2014	38
Graph 11: Enrolment by Gender for TVET Programmes in 2022	39
Graph 12: Comparison of Grade 12 NSSCO/H Examination Results	43

List of Graphs

	PAGE:
Graph 13: Comparison of Grade 11 NSSCO Examination Results for all Grades Including D and Above.....	45
Graph 14: Jetu Jama – NSSCO (Grade 12) Science grading	47
Graph 15: Jetu Jama - NSSCO Science, D symbol and above - Comparison 2020 and 2021.....	48
Graph 16: Jetu Jama - NSSCH Science 2021 Results.....	49
Graph 17: Jetu Jama - NSSCH Science 3 & above 2021 Results.....	50
Graph 18: Jetu Jama NSSCO (Grade 12) Commerce 2021 Results	51
Graph 19: Jetu Jama – NSSCO Commerce, D and above- Comparison of 2020 and 2021	52
Graph 20: Jetu Jama NSSCO Social Science	53
Graph 21: Jetu Jama – NSSCO Social Science, D grade and above	54
Graph 22: PETE Overall Performance D and above - Jetu Jama 2021 Across Subject Fields.....	55
Graph 23: Otjiwarongo – NSSCO Science Grading	57
Graph 24: Otjiwarongo - NSSCO Science, D symbol and above - Comparison 2020 and 2021	58

List of Graphs

	PAGE:
Graph 25: Otjiwarongo Science NSSCH 2021 Results	59
Graph 26: Otjiwarongo Science NSSCH 3 & above 2021 Results	60
Graph 27: Ongwediva – NSSCO Science Grading	62
Graph 28: Ongwediva - NSSCO Science, D symbol and above comparison 2020 and 2021	63
Graph 29: PETE NSSCH Science - Ongwediva 2021 Results	64
Graph 30: PETE NSSCH Science 3 & above Ongwediva 2021	65
Graph 31: Ongwediva – NSSCO Commerce Grading	66
Graph 32: Ongwediva - NSSCO Commerce, D and above - Comparison of 2020 and 2021	67
Graph 33: PETE Overall Performance D and above - Ongwediva 2021 Across Subject Fields	68
Graph 34: Rundu – NSSCO Science Grading	70
Graph 35: Rundu NSSCO Science, D symbol and above - Comparison of 2021 and 2022	71
Graph 36: Rundu Science NSSCH 2021 Results	72

List of Graphs

	PAGE:
Graph 37: Rundu Science NSSCH 3 & above 2021 Results	73
Graph 38: Rundu – NSSCO Commerce Grading	74
Graph 39: Rundu – NSSCO Commerce, D symbol and above: Comparison 2020 and 2021	75
Graph 40: PETE Overall Performance D and above - Rundu 2020 Across Subject Fields	76
Graph 41: Overall Examination results for 2021	78
Graph 42: Average Pass Rate per TP for 2021	81

List of Tables

	PAGE:
Table 1: Tertiary Programmes Enrolment Statistics for 2018 – 2022	35
Table 2: Grade 12 NSSCO/H Grading per subject (%) 2021	41
Table 3: Grade 11 NSSCO Grading per subject (%) 2021	44
Table 4: TVET November 2021 External Assessment Results per NAMCOL Region	79
Table 5: TVET Reassessment Results November 2021	80
Table 6: Demographic Profile of Full-time Staff as at 31 March 2022	84
Table 7: Demographic profile of Part-time Staff as at 31 March 2022	85
Table 8: NAMCOL Centres for 2022	86

Definitions

Class group refers to learners that are grouped according to a specific subject to be taught/lectured in a classroom.

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

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

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 (Khomas, Hardap, Karas, Omaheke and part of Otjozondjupa).

Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) is the externally accredited school-leaving qualification obtained by Grade 12 learners when they sit for the national examination in Namibia.

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 (NSSCAS), tertiary institutions, vocational education and training institutions or seek employment.

Pre-Entry to Tertiary Education (PETE) Programme refers to the NSSCO/AS programme which aims to allow learners to rewrite specific subjects and improve their competencies to the levels which will enable them to gain admission into tertiary institutions, and be able to cope with curricula demands at tertiary level.

Student refers to an individual who registers for NAMCOL's Secondary Education and 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 programmes.

Technical, Vocational Education and Training (TVET) refers to forms of education and training that provide vocational and technical skills.

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 mandate 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, professional, technical 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, and
- 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 the 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, and Grade 12 NSSCAS being the second exit point. The first Grade 11 NSSCO examination was written in 2020 and Grade 12 NSSCAS in 2021. Grade 11 NSSCO formed part of the 2020/21 Statistical Digest. The Grade 12 NSSCAS examination was written in 2021 and it is included in the current 2021/2022 Statistical Digest.

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 market needs. In addition, e-learning 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 (Act 1 of 1997).

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 via a distance mode. These learners are allowed to study at their own pace and convenience in order to complete their NSSCO/AS certificates. The Secondary Education Programmes consist of:

- NSSCO (Grade 11); and
- NSSCAS (Grade 12).

Tertiary Programmes (TP) – These programmes are offered as part of NAMCOL's strategy to address training needs in the market. It includes 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 and Community Development (DYD)
- Diploma in Early Childhood and Pre-Primary Education (DECPPE)
- Diploma in Education for Development (DED)
- Bachelor of Arts in Youth and Community Development (BAYCD)
- Diploma in Sign Language Interpreting (DSLII)

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).

TP and TVET programmes are registered and accredited by the Namibia Qualifications Authority (NQA) and Namibia Training Authority (NTA), respectively, to address the diverse training needs of the Namibian people.



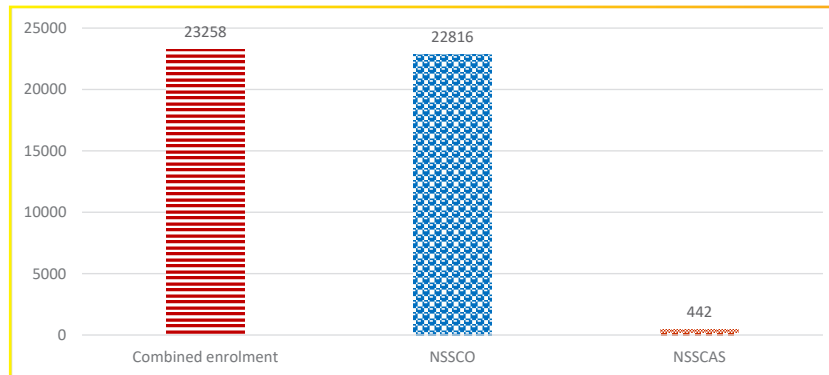
Learners' Enrolment

2. Learners' Enrolment

2.1 SECONDARY EDUCATION PROGRAMMES (NSSCO AND NSSCAS)

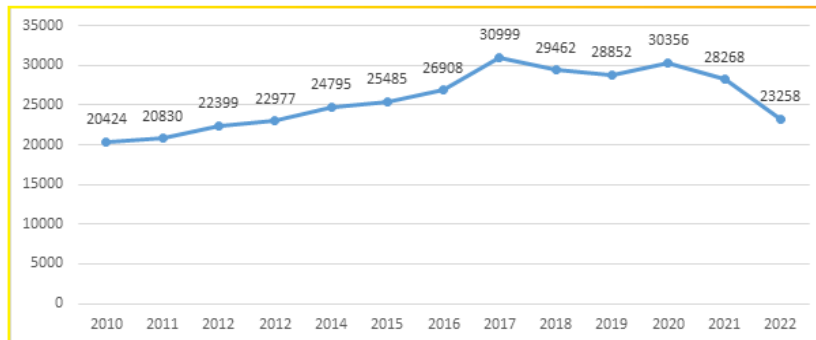
2.1.1 LEARNER ENROLMENT FOR 2022

Graph 1: Learner enrolment 2022



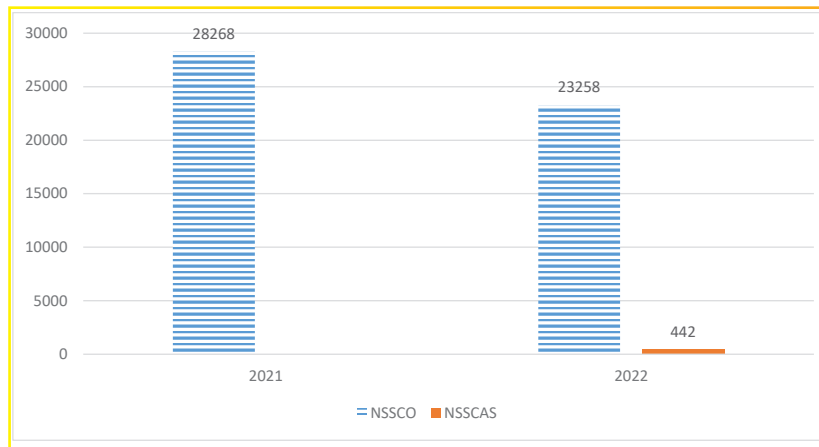
Graph 1 shows that 23258 learners were enrolled for secondary education for the 2022 academic year. The highest enrolment occurred in NSSCO (22816), which is 98.1%; and NSSCAS recorded a total enrolment of 442 (1.9%).

Graph 2: Growth in the Secondary Education Combined Enrolment from 2010 - 2022



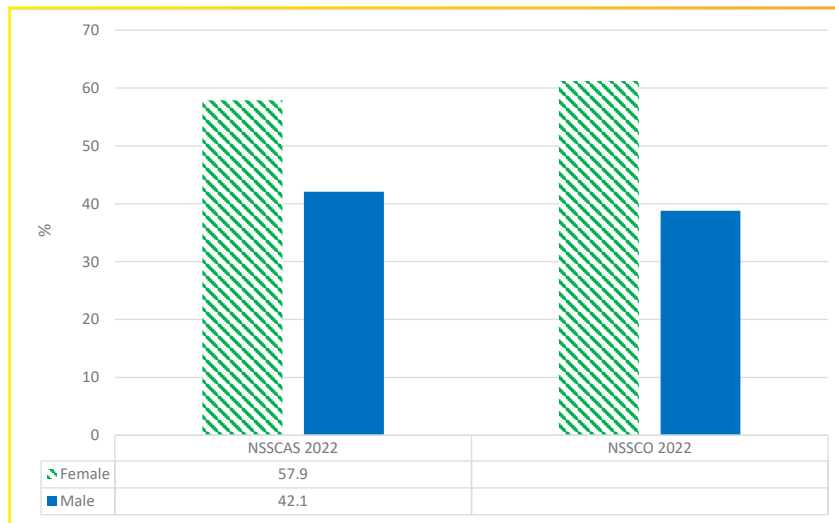
Graph 2 shows overall steady growth in the number of enrolments for secondary education from 2010 to 2017 and a decline from 2018 to 2022. A sharp decline in the number of combined enrolments can be noticed in 2022 due to the change in the national education curriculum.

Graph 3: Growth in Secondary Education Enrolment



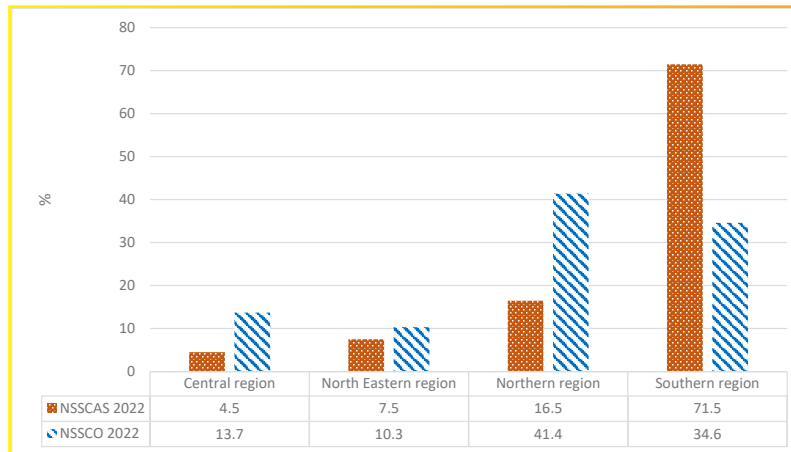
Graph 3 depicts a decline in secondary education enrolments from 2021 to 2022. This could be attributed to changes in the national curriculum for Basic Education. A total of 442 learners registered for NSSCAS in 2022.

Graph 4: Secondary Education Enrolment by Gender in 2022



Graph 4 indicates that enrolments for both NSSCAS and NSSCO for 2022 were dominated by females, the highest being NSSCO with 61.2% females.

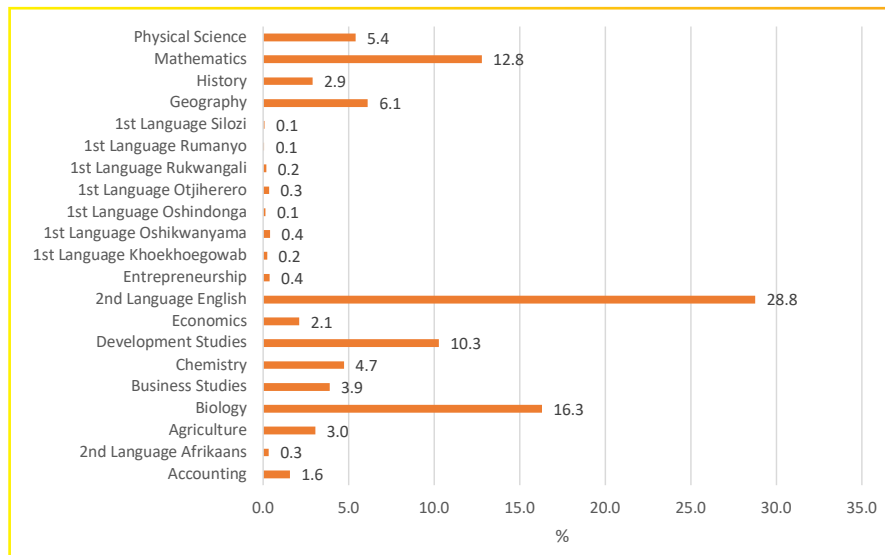
Graph 5: Enrolment by NAMCOL Region for NSSCAS and NSSCO in 2022



Graph 5 shows that the highest enrolment in 2022 for NSSCAS (71.5%) was recorded at NAMCOL's Southern Region, and the highest NSSCO (41.4%) enrolment was at NAMCOL's Northern Region. Central Region and North-Eastern Region recorded the lowest enrolments for both NSSCAS (4.5% & 7.5%) and NSSCO (13.7% & 10.3%), respectively in 2022.

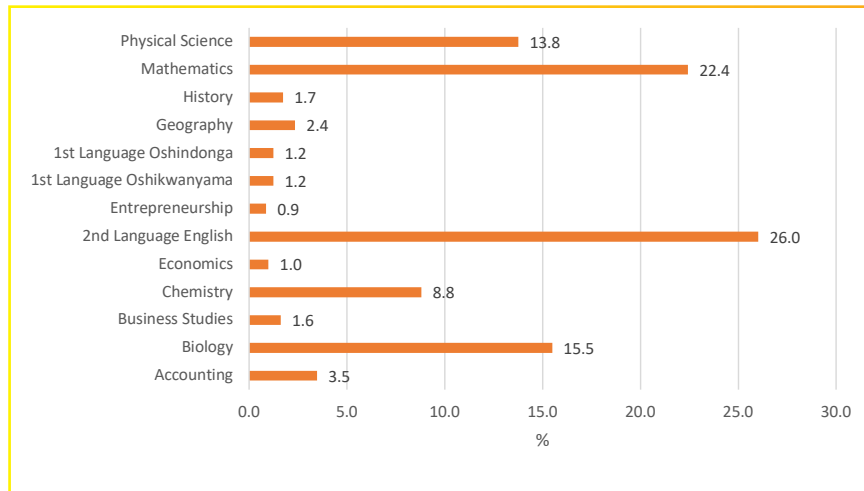
2.2 PERCENTAGE SUBJECT ENROLMENT 2022

Graph 6: Percentage Subject Enrolment – NSSCO 2022



Graph 6 indicates that the subject with the highest NSSCO (Grade 11) enrolment was English Second Language with 28.8%. Biology had the second highest enrolment with 16.3%. African languages such as Rumanyo, Silozi and Oshindonga were recorded with less than 1%.

Graph 7: Percentage Subject Enrolment – NSSCAS 2022



Graph 7 indicates that the subject with the highest enrolment was English Second Language (26%), followed by Mathematics and Biology, with 22.4% and 15.5%, respectively. Entrepreneurship was recorded with the lowest enrolment of less than 1% (0.9%).

3. TERTIARY PROGRAMMES (TP)

3.1 TERTIARY PROGRAMMES (TP) ENROLMENT STATISTICS

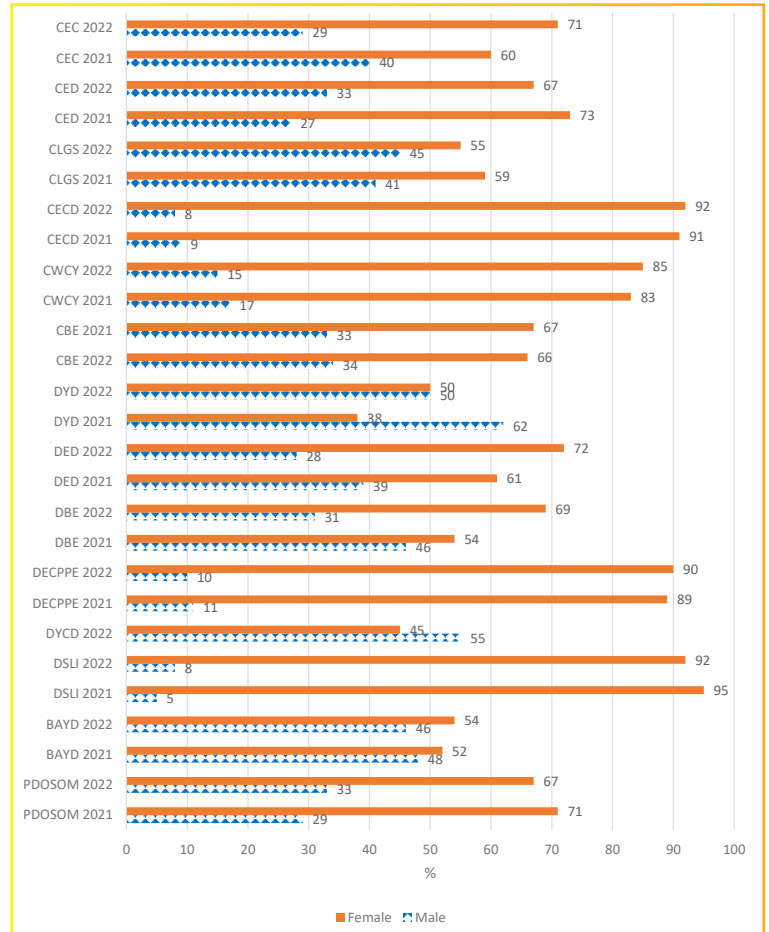
Table 1: Tertiary Programmes Enrolment Statistics for 2018 – 2022

TERTIARY PROGRAMME	ENROLMENTS									
	2018		2019		2020		2021		2022	
	Number	%	Number	%	Number	%	Number	%	Number	%
PDOSOM	Introduced in 2019		21	0.4	38	0.9	49	1.2	67	1.3
CLGS	152	3.6	119	2.5	72	1.7	59	1.5	58	1.1
CEC	101	2.4	105	2.2	33	0.8	15	0.4	35	0.7
DYD	37	0.9	23	0.5	17	0.4	13	0.3	12	0.2
CWCY	62	1.5	76	1.6	59	1.4	46	1.2	47	0.9
CECD	2042	48.6	2288	47.7	2076	48.9	1460	36.7	1854	35.6
DED	71	1.7	62	1.3	48	1.1	51	1.3	64	1.2
DECPPE	1507	35.9	1889	39.4	1765	41.6	2130	53.6	2897	55.7
BAYCD	68	1.6	58	1.2	35	0.8	29	0.7	41	0.8
CBE	17	0.4	31	0.6	32	0.8	39	1.0	35	0.7
DBE	Introduced in 2020				12	0.3	13	0.3	13	0.2
CED	145	3.5	124	2.6	55	1.3	52	1.3	55	1.1
DSLI	Introduced in 2021						19	0.5	12	0.2
DYCD	Introduced in 2022								11	0.2
TOTAL	4202	100	4796	100	4242	100	3975	100	5201	100

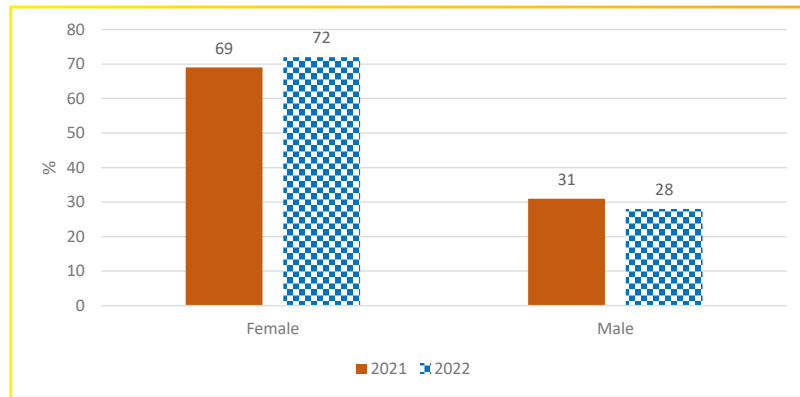
The table shows that DECPPE and CECD programmes consistently maintained their positions in terms of large enrolment numbers across all five (5) years. DBE, DSLI, DYD and DYCD were recorded with the lowest number of enrolments in 2022.

Graph 8: Enrolment by Gender in each TP for 2021 and 2022

The graph indicates that enrolment in all TPs for both 2021 and 2022, except DYCD 2021/2022 was dominated by females, with CECD and DSLI in 2022 topping the list with 92%. An equal number (50%) of males and females was recorded for DYD in 2022. DYCD was only introduced in 2022 and 45% of females and 55% of males were recorded.



Graph 9: Combined Enrolment by Gender in all TPs for 2021 and 2022

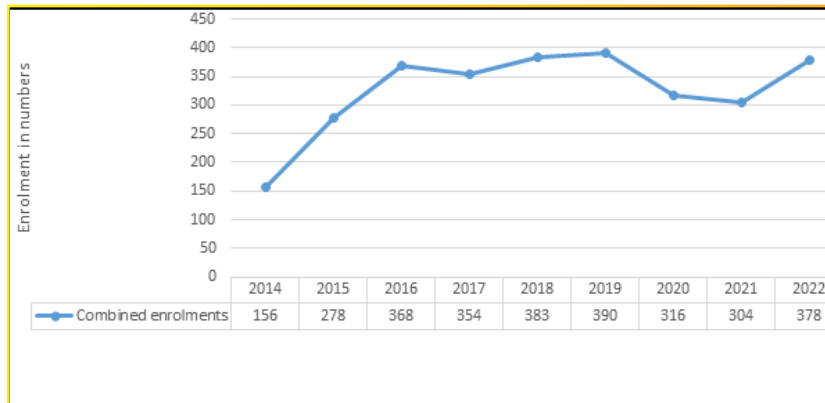


The graph indicates that the combined enrolment for all tertiary programmes for both 2021 and 2022 was dominated by females with 69% and 72%, respectively.

4. TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES

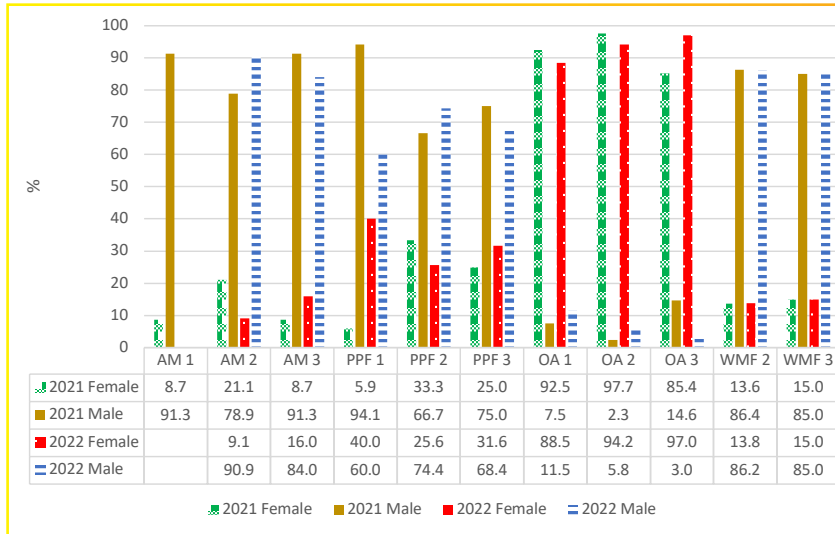
4.1 Enrolment for TVET Programmes

Graph 10: 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, 2019 and 2022. The highest intake was recorded in 2019 for all trades.

Graph 11: Enrolment by Gender for TVET Programmes in 2022



The graph depicts that TVET enrolment for both years, 2021 and 2022 across all programmes except for Office Administration (OA) levels 1 to 3 was dominated by males. The number of females who enrolled for PPF 1 increased from 5.9% in 2021 to 40% in 2022 while the number of males enrolled decreased from 94.1% in 2021 to 60% in 2022. This could be attributed to the fact that plumbing is relatively not labour-intensive compared to other trades. Fewer females (9.1%) registered for AM 2 in 2022, compared to those who registered for the same trade in 2021. There was no change in the number of enrolments for both males and females in WMF3 in both 2021 and 2022.

EXAMINATION RESULTS

2021



5. Examination Results

5.1 Grade 12 NSSCO/H Results per subject 2021

Table 2: Grade 12 NSSCO/H Grading per subject (%) 2021

	1	2	3	4	A*	A	B	C	D	E	F	G	U	Q	X
Otjherero 1st Language	0	0	0	0	2.44	2.44	21.95	20.73	21.95	2.44	0	1.22	0	0	26.83
Rukwangali 1st Language	0	7.55	24.53	13.21	3.77	3.77	15.09	11.32	0	1.89	0	0	0	18.87	0
Oshikwanyama 1st Language	0.34	2.69	32.32	16.16	0.34	0.34	3.37	3.37	4.38	2.36	0	0.34	14.14	0	19.87
Khoekhogowab 1st Language	0	0	0	0	1.79	0	17.86	14.29	19.64	8.93	12.50	1.79	3.57	0	19.64
Oshindonga 1st Language	0.42	7.50	31.67	14.58	0	0	1.67	5.83	8.75	3.75	0	0	2.08	0	23.75
Silosi 1st Language	0	18.75	31.25	12.50	0	0	0	0	4.17	2.08	2.08	0	0	0	29.17
Afrikaans 2nd Language	0	0	3.36	0.84	0.84	1.68	10.08	17.65	17.65	7.56	0.84	0	0.84	0	38.66
Agriculture	0	0	0	0	0	0.03	0.39	1.97	12.49	18.61	26.35	11.50	1.34	0	27.31
Mathematics	0.03	0.03	0.27	0.75	0.53	0.10	0.63	4.98	7.75	12.83	17.18	14.55	15.53	0	24.84
Economics	0	0	0.21	3.52	0.11	0.11	2.35	6.08	10.13	10.77	7.36	7.14	28.78	0	23.45
Accounting	0	0	0.14	0.42	0.14	0	1.54	2.94	5.87	6.57	7.13	8.53	33.85	0	32.87
Physical Science	0.03	0.37	1.01	1.78	0.08	0.4	1.01	3.76	6.84	12.09	18.43	18.24	14.69	0.03	21.26
Biology	0.11	0.32	1.12	1.56	0.06	0.78	0.83	3.93	7.44	10.86	18.23	14.76	16.27	0	24.15
Development Studies	0	0	0	0	0.49	1.8	3.63	6.27	10.86	11.87	19.39	13.23	9.25	0	23.21
History	1.63	4.34	3.77	2.35	0.14	0.78	1.42	1.99	6.47	8.88	18.76	11.80	10.45	0	27.22
English 2nd Language	0	0.05	1.37	1.86	0	0.01	0.01	0.12	1.47	8.30	11.67	13.41	0.01	45.16	16.56
Business studies	0	0.06	1.03	1.77	0.06	0.11	1.31	4.85	6.90	7.30	9.53	13.58	27.61	0	25.84
Geography	0.04	0.08	0.43	1.10	0.00	0.20	0.90	3.33	11.18	19.49	16.71	10.55	14.27	0	21.73

With regards to Grade 12 NSSCH, History (1.6%) topped the list in terms of learners who scored a '1', followed by Oshindonga 1st Language (0.42%). Oshikwanyama 1st Language (14.5%) was recorded with the most '4s', followed by Oshindonga 1st Language (14.5%) and Rukwangali 1st Language (13.2%).

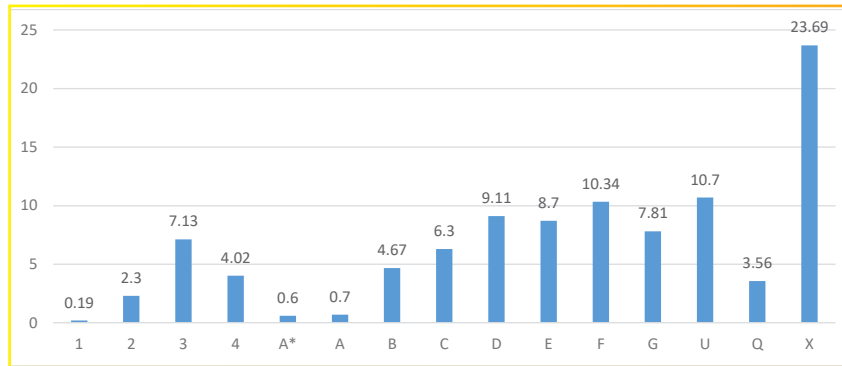
With regard to Grade 12 NSSCO, Rukwangali 1st Language (3.7%) topped the list in terms of learners who scored A, followed by Otjiherero 1st Language (2.4%). Otjiherero 1st Language (2.4%), Rukwangali 1st Language (3.7%), and Oshikwanyama 1st Language (0.34%) as well as Economics (0.11%) were recorded with the same number of learners who scored an A* and A.*

Overall, the subjects with the highest number of ungraded entries were Accounting (33.8%) and Economics (28.7%). Afrikaans Second Language (38.6%) and Accounting (32.8%) were recorded with the highest number of 'X'¹ entries, and the number of 'Q'² entries was the highest in English Second Language (45.16%).

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

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

Graph 12: Comparison of Grade 12 NSSCO/H Examination Results



The graph shows that on average, learners with 'X' were in the majority (23.6%), followed by learners with 'U' status and those who got 'F' with 10.7 % and 10.3%, respectively. Learners who obtained 'A' and 'A' entries were in the minority. On average, most learners who wrote subjects at the higher level (NSSCH) obtained a '3', however, for the ordinary level (NSSCO) in terms of grades 'A*' to 'D', a bigger number conglomerated at 'D'.*

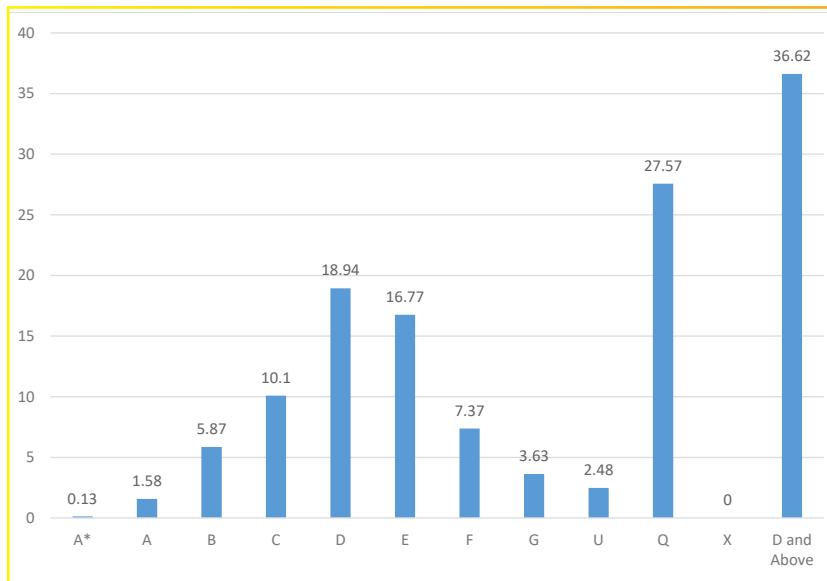
Table 3: Grade 11 NSSCO Grading per subject (%) 2021

	A*	A	B	C	D	D & above	E	F	G	U	Q	X
Otjiherero 1st Language	0	0	0	0	0	0	0	0	0	0	0	100
Rukwangali 1st Language	0	0	37.5	25	12.5	75	0	0	0	0	0	25
Oshikwanyama 1st Language	0	0	6.67	6.67	20.00	33.33	33.33	0	0	0	0	33.3
Khoekhoegowab 1st Language	0	0	0	0	0	0	0	0	0	0	0	0
Oshindonga 1st Language	0	0	8.33	8.33	16.67	33.33	33.33	0	0	0	0	33.33
Silozi 1st Language	0	20	10	0	20	50.00	0	0	0	0	0	50
Afrikaans 2nd Language	0	0	0	0	50.00	50.00	0	0	0	0	0	50
Agriculture	0.26	1.02	10.49	19.44	24.04	55.24	9.97	4.09	1.02	0	0	29.67
Mathematics	0.07	0.73	2.85	6.63	18.63	28.92	29.71	9.08	7.10	5.57	0	19.63
Economics	0	0.40	1.99	15.54	14.34	32.27	12.75	19.12	11.95	9.56	0	14.34
Accounting	0	0	2.39	17.22	21.53	41.15	21.53	8.13	2.87	9.57	0	16.75
Physical Science	0	0.17	4.58	16.21	21.22	42.19	22.92	11.29	5.77	1.44	0	16.38
Biology	0.05	0.32	4.00	19.02	18.01	41.39	19.71	15.98	5.81	1.33	0	15.77
Development Studies	0.15	0.77	5.40	12.35	18.67	37.34	18.21	17.44	4.17	0	0	22.84
History	1.64	4.64	6.56	10.93	22.95	46.72	18.58	13.66	3.01	1.37	0	16.67
English 2nd Language	0.07	0.37	2.14	4.28	27.90	34.76	38.52	6.64	1.99	0.89	0	17.20
Business studies	0	0	1.09	10.95	13.14	25.18	14.23	14.96	15.33	9.12	0	21.17
Geography	0.13	0	1.59	9.27	21.32	32.32	29.01	12.32	6.36	5.83	0	14.17

Table 3 indicates that Rukwangali first language (75%) scored the highest number of 'D' and above, followed by Silozi first language (50%) and Afrikaans second language (50%). In terms of the rest of the subjects, Agriculture (55.24%) scored the highest number of 'D' and above. For outstanding performance of A*, History was recorded with the highest (1.64%), followed by Agriculture (0.26%) and Development Studies (0.15%).

Only one (1) candidate registered for Otjiherero First Language and that candidate, either did not write all the components of the subject or the coursework component was not done.

Graph 13: Comparison of Grade 11 NSSCO Examination Results for all Grades Including D and Above



The graph shows that on average, the majority of the learners scored a 'D' grade and above (36.62%). Learners with 'Q' status were recorded at 27.57%.

6. PRE-ENTRY TO TERTIARY EDUCATION (PETE)

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

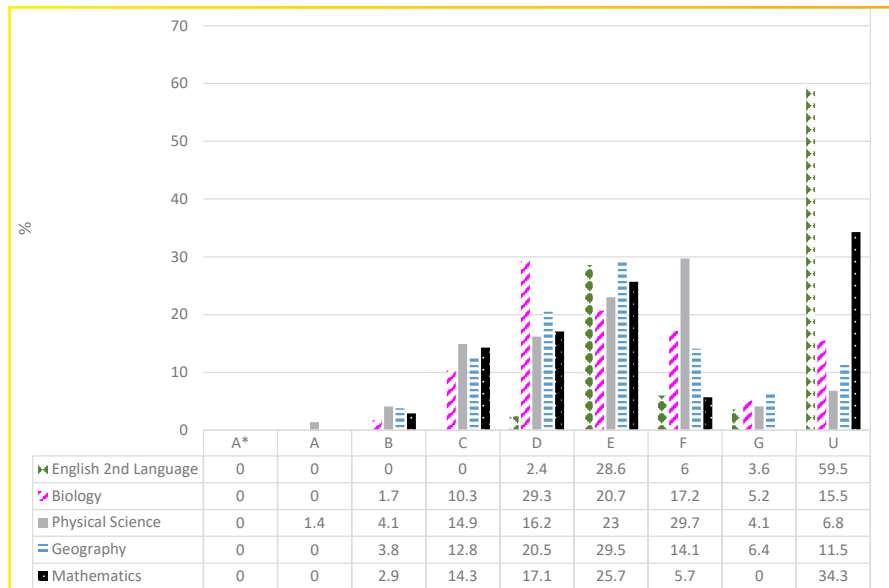
This programme is offered at the following NAMCOL Regional Campuses:

- 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

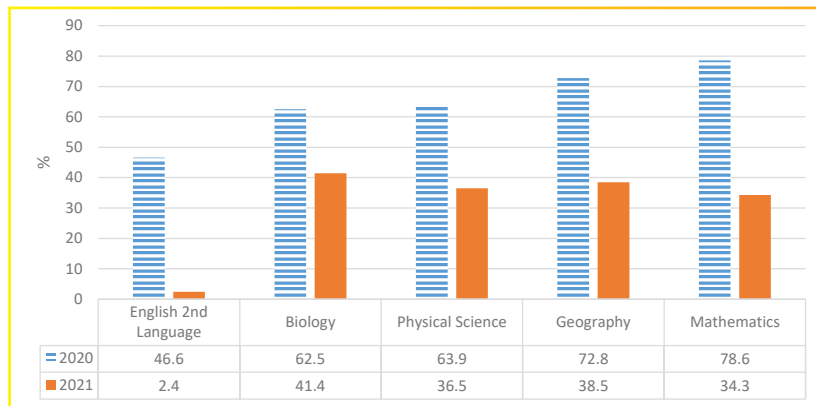
6.1.1 JETU JAMA NSSCO SCIENCE 2021 RESULTS

Graph 14: Jetu Jama – NSSCO (Grade 12) Science grading



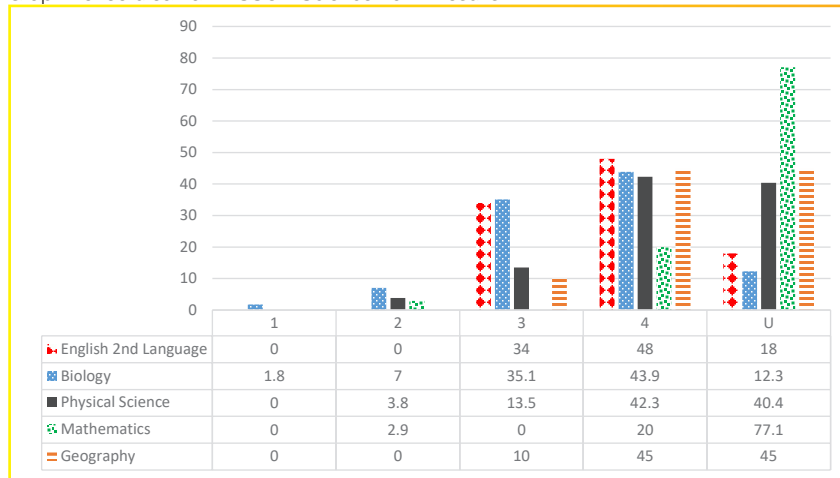
The graph depicts that Biology had the highest number of learners who obtained 'D' while Geography was recorded with the highest number of learners who scored 'E'. Physical Science is the only subject where learners scored an 'A', while English had the highest number of 'U'.

Graph 15: Jetu Jama - NSSCO Science, D symbol and above - Comparison 2020 and 2021



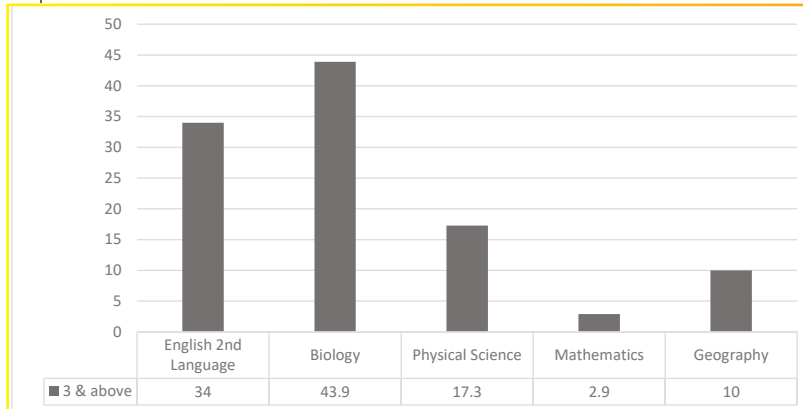
The graph portrays a significant decline in the performance of learners in 2021 in all subjects. Mathematics and English Second Language were recorded with a decline of 44.3% and 44.2%, respectively, of learners who scored 'D' and above.

Graph 16: Jetu Jama - NSSCH Science 2021 Results



The graph depicts that Biology was recorded with the most '1s' (1.8%), '2s' (7%) and '3s' (35.1%). The number of '4s' recorded was the majority in all five subjects. Mathematics (77.1%) was recorded with the most 'U'.

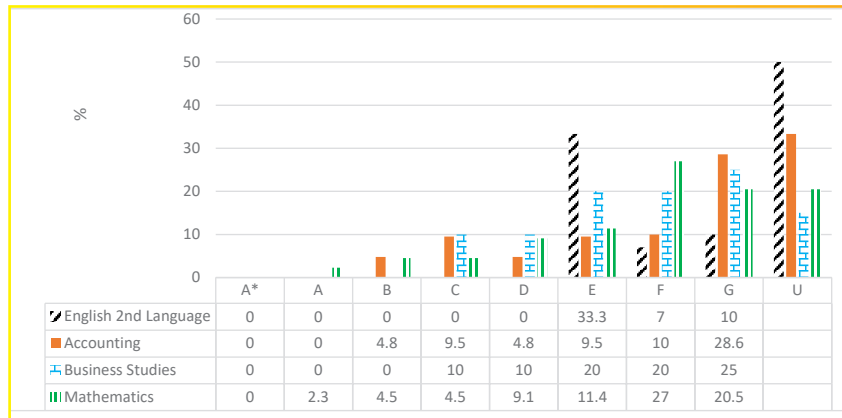
Graph 17: Jetu Jama - NSSCH Science 3 & above 2021 Results



Better performance of '3' and above scores was recorded in Biology, with a total score of 43.9% followed by English Second Language with 34% and Physical Science with 17.3%.

6.1.2 JETU JAMA NSSCO COMMERCE 2021 RESULTS

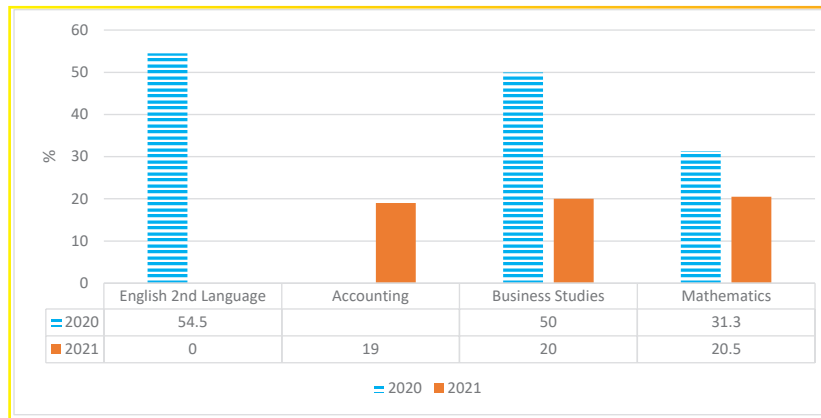
Graph 18: Jetu Jama NSSCO (Grade 12) Commerce 2021 Results



The graph indicates that Accounting took the lead in the number of learners who scored a ‘C’ grade and above as 14.3% was recorded.

Notably, all the learners in English 2nd Language scored an ‘E’ and below. Similarly, poor performance was recorded in Accounting, Business Studies, and Mathematics as 79% of learners scored ‘E’ and below in all three subjects.

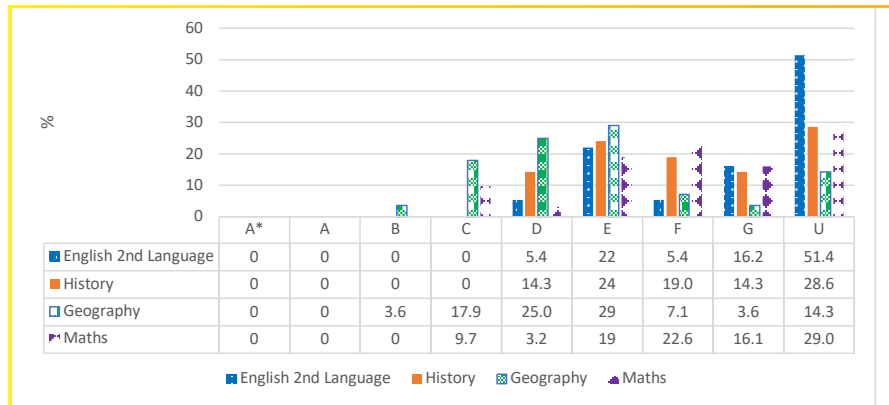
Graph 19: Jetu Jama – NSSCO Commerce, D and above- Comparison of 2020 and 2021



The graph shows that in 2020, the highest scores for 'D' and above were recorded in English 2nd Language (54.5%) and the lowest scores in Mathematics (31.3%). In 2021, the highest scores for 'D' and above were recorded in Mathematics (20.5%). Accounting was recorded with the lowest percentage of learners scoring 'D' and above (19%). It should be noted that Commerce in 2020 did not include Accounting.

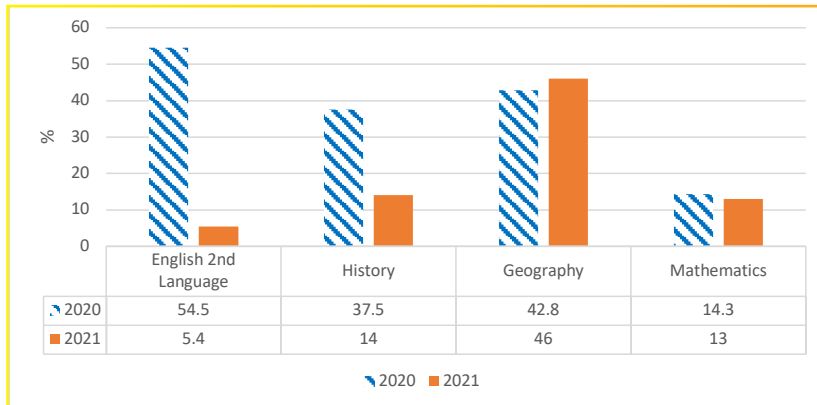
6.1.3 JETU JAMA SOCIAL SCIENCE

Graph 20: Jetu Jama NSSCO Social Science



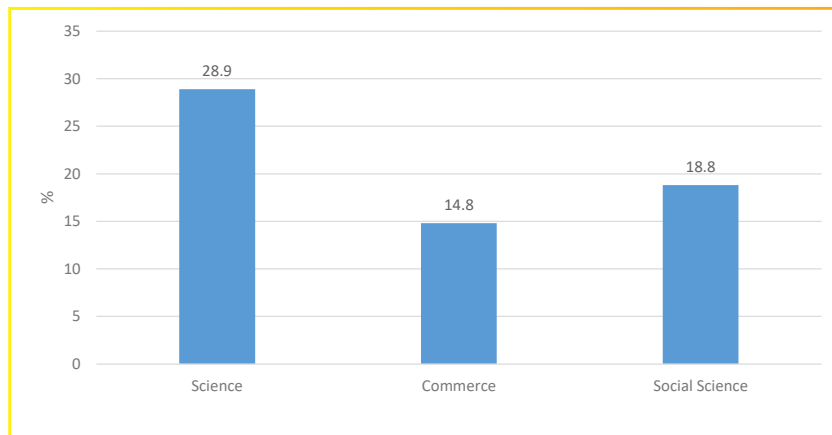
The graph shows that Geography was the only subject that was recorded with 'B' scores (3.6%), and the highest number of 'C' grades (17.9%). Furthermore, English Language and History were the only subjects where no 'C' and above grades were recorded. English Second Language was recorded with the most 'U' (51.4%).

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



An improvement was recorded in Geography for a grade ‘D’ and above (46%) compared to 42.8% in 2020. A drop was recorded in the remaining three subjects with English 2nd Language recording the lowest (5.4%).

Graph 22: PETE Overall Performance D and above - Jetu Jama 2021 Across Subject Fields



On average, the best performance of 'D' and above scores was recorded in the Science field (28.9%), followed by Social Science (18.8%). Commerce had only 14.8% of learners who scored 'D' and above.

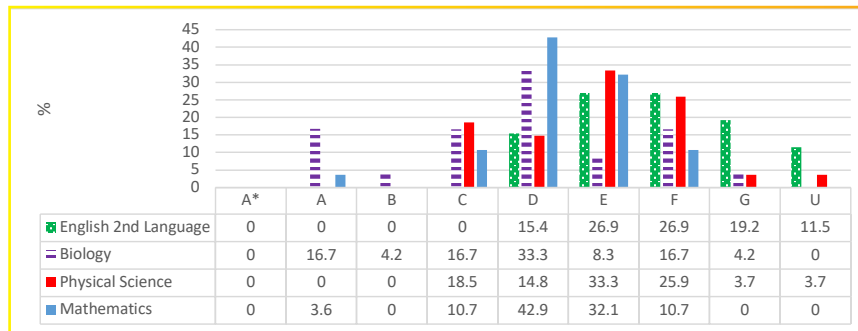
Overall PETE Results Summary: Jetu Jama

In summary, at Jetu Jama in the Science field, Biology was recorded with the highest number of learners who scored 'D' and above (Graph 17), in the Commerce field, Mathematics (20.5%) was recorded with the highest number of learners who scored 'D' and above (Graph 19) and Geography with 46% in the Social Science field having scored 'D' and above (Graph 21).

6.2 PETE RESULTS: CENTRAL REGION

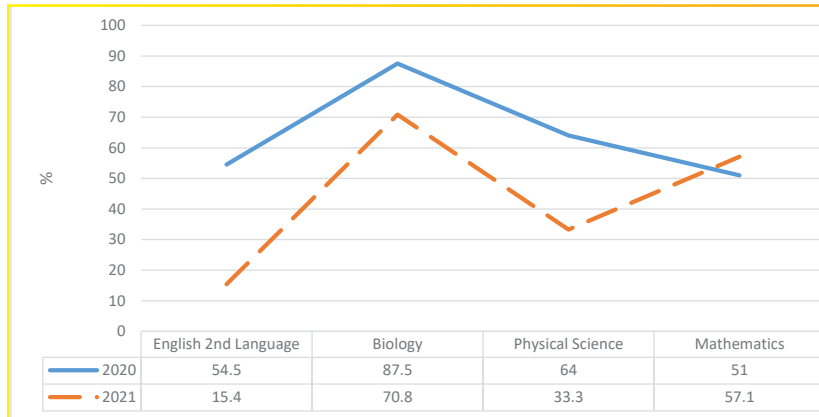
6.2.1 OTJIWARONGO NSSCO SCIENCE 2021

Graph 23: Otjiwarongo – NSSCO Science Grading



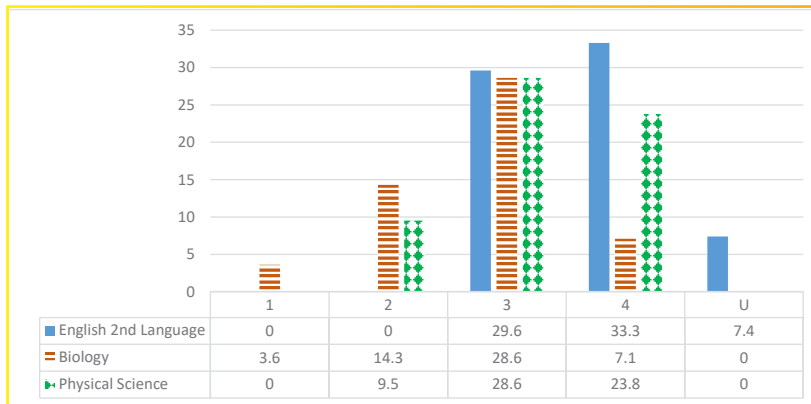
The graph illustrates that the best performance of learners who scored ‘C’ and above was recorded in Biology (37.6%), followed by Physical Science (18.5%). The lowest number of ‘D’ and above was recorded in English Second Language (15.4%). The highest number (11.5%) of ‘U’ was also recorded in English Second Language, followed by Physical Science (3.7%).

Graph 24: Otjiwarongo - NSSCO Science, D symbol and above - Comparison 2020 and 2021



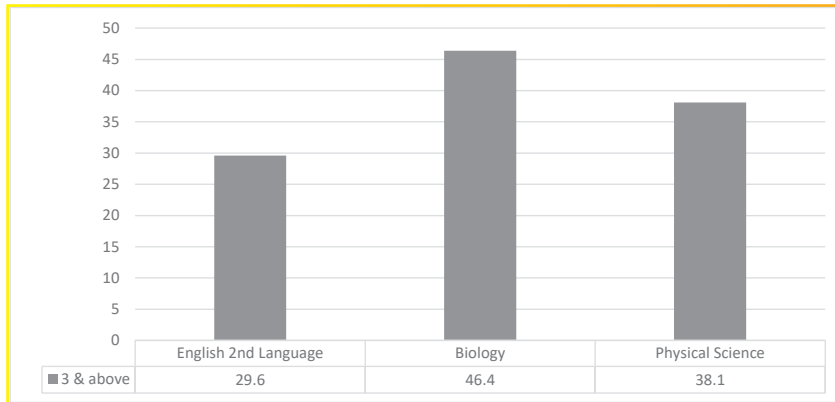
In 2020, Biology had the highest scores (87.5%) in 'D' and above, while Mathematics had the lowest scores (51%). The highest number of learners who scored 'D' and above in 2021 was recorded in Biology (70.8%). An improvement was recorded in Mathematics from 51% in 2020 to 57.1% in 2021, with a significant drop in English Second Language from 54.5% in 2020 to 15.4% in 2021. Similarly, a decline in performance was recorded in Physical Science from 64% in 2020 to 33.3% in 2021.

Graph 25: Otjiwarongo Science NSSCH 2021 Results



The graph depicts that Biology was recorded with the highest number of learners who scored a '1' (3.6%) and a '2' (14.3%). Most learners who wrote Physical Science and Biology scored a '3'. English Second Language is the only subject where 7.4% of learners got a 'U'.

Graph 26: Otjiwarongo Science NSSCH 3 & above 2021 Results



The graph shows that Biology was recorded with the highest number of grades '3' and above (46.4%), followed by Physical Science (38.1%). English 2nd Language was recorded with the lowest number of '3' and above (29.6%).

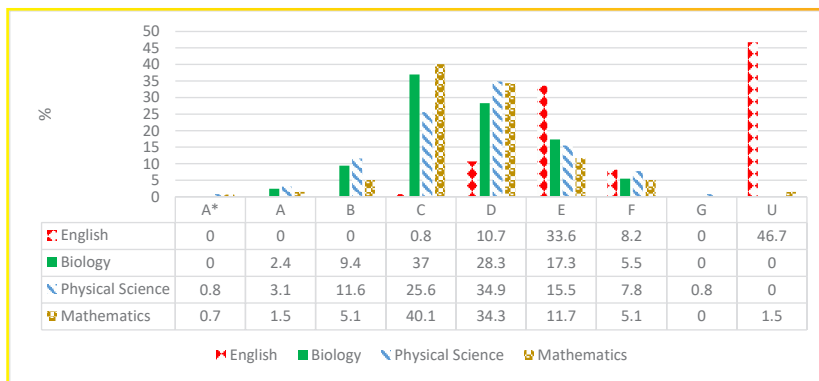
Overall PETE Results Summary: Central Region

Overall, regarding the Central Region in the Science field (Graph 24), Biology was recorded with the highest number of learners (70.8%) who obtained a 'D' and above, followed by Mathematics (57.1%) and Physical Science (33.3%).

6.3 PETE RESULTS: NORTHERN REGION

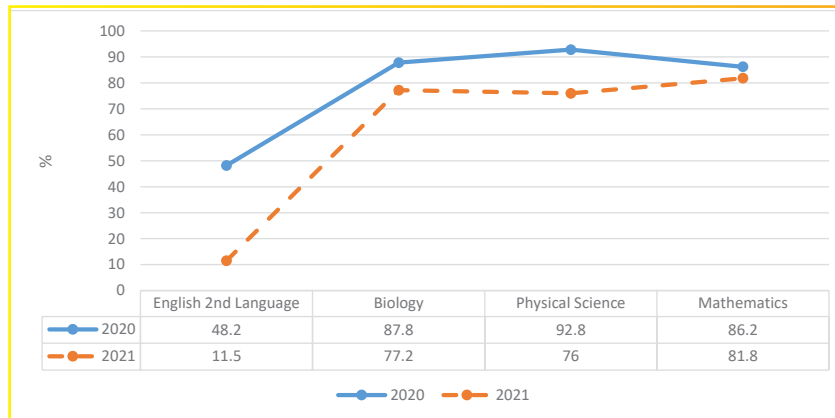
6.3.1 ONGWEDIVA NSSCO SCIENCE 2021

Graph 27: Ongwediva – NSSCO Science Grading



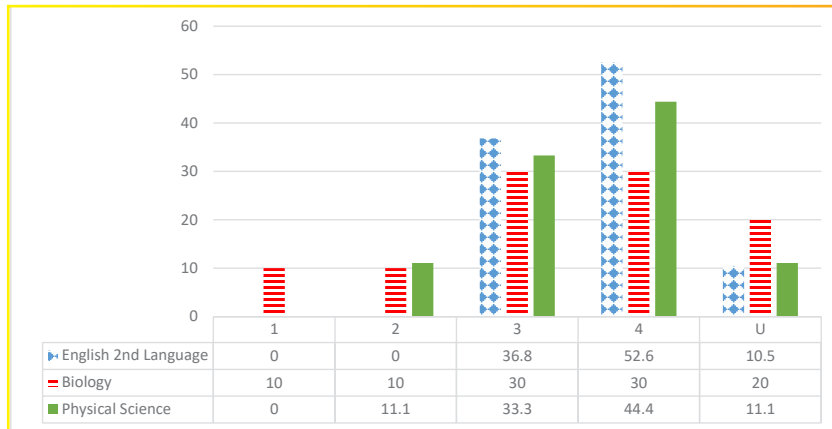
The majority of learners who wrote Mathematics (40.1%) scored a 'C', followed by Biology (37%) while English 2nd Language (0.8%) was recorded with the least 'Cs'. Physical Science (0.8%) and Mathematics (0.7%) are the only subjects that were recorded with 'A*'. English as 2nd Language (46.7%) was recorded with the most 'U' grades while no learner who wrote Biology or Physical Science was recorded with a 'U'.

Graph 28: Ongwediva - NSSCO Science, D symbol and above comparison 2020 and 2021



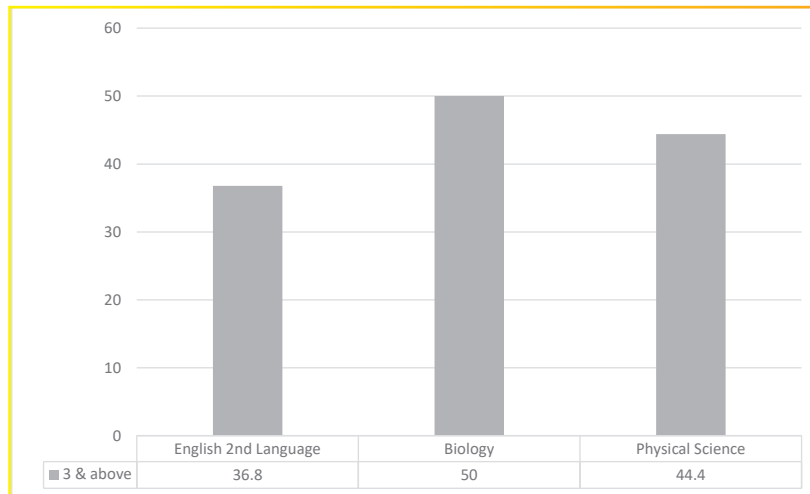
The graph highlights that in 2020, the highest number of 'D' grades and above was in Physical Science and Biology with 92.8% and 87.8%, respectively, while the lowest was in English as 2nd Language. In 2021, Mathematics was recorded with a pass rate of 81.8%, followed by Biology with 77.2% and Physical Science with 76% of learners who scored a 'D' grade and above. The learners who scored 'D' and above in English 2nd Language decreased from 48.2% in 2020 to 11.5% in 2021.

Graph 29: PETE NSSCH Science - Ongwediva 2021 Results



The graph depicts that Biology is the only subject that learners scored a '1' (10%), whereas English 2nd Language was recorded with the greatest number of '3s' (36.8%). Most learners who sat for Physical Science were recorded with a '4' (44.4%).

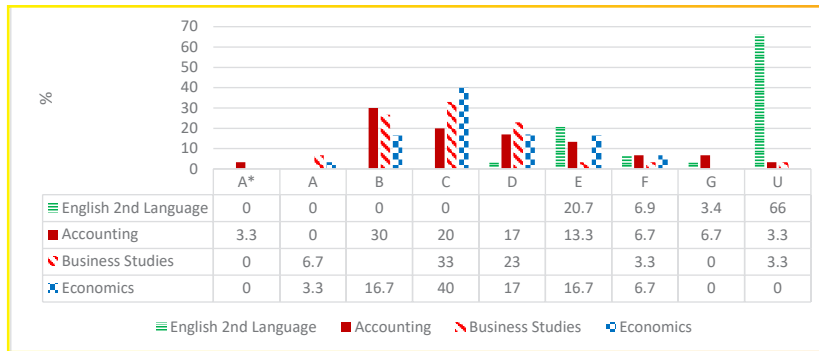
Graph 30: PETE NSSCH Science 3 & above Ongwediva 2021



The graph shows that Biology was recorded with the most learners who scored 3 and above (50%), followed by Physical Science with 44.4%, and English 2nd Language with 36.8%.

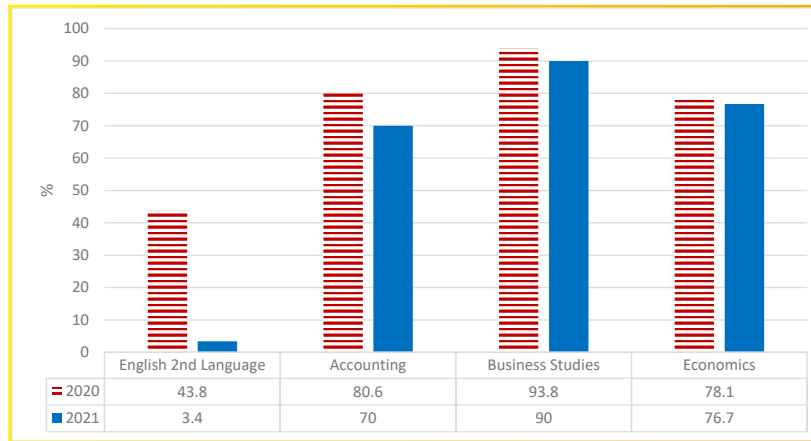
6.3.2 ONGWEDIVA COMMERCE NSSCO 2021

Graph 31: Ongwediva – NSSCO Commerce Grading



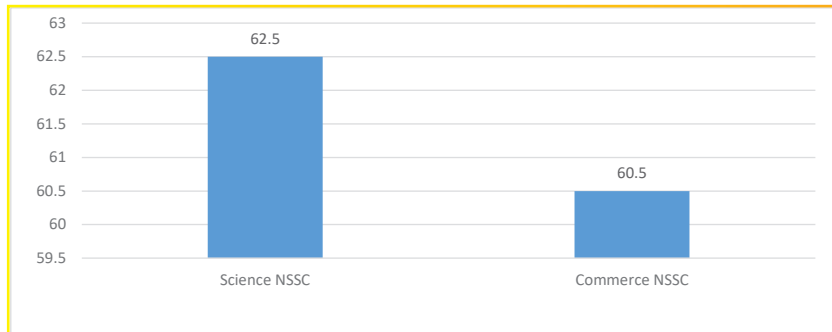
Business Studies and Economics recorded the highest percentage in C grade and above, with 66.4% and 60%, respectively. Notably, English 2nd Language had no learner who scored a C-grade and above. Accounting had the highest number of learners who scored A, with a total score of 3.3% and Business Studies had the highest number of learners who scored A, with a total score of 6.7%.*

Graph 32: Ongwediva - NSSCO Commerce, D and above - Comparison of 2020 and 2021



In 2021, the number of learners who obtained a 'D' and above decreased in all four subjects, especially in English 2nd Language. As the graph shows, a significant decrease was recorded in English 2nd Language (3.4%) compared to 2020, whereby 43.8% got 'D' and above.

Graph 33: PETE Overall Performance D and above - Ongwediva 2021 Across Subject Fields



Overall, the best performance of 'D' and above was recorded in the Science field with an average score of 62.5%, with Commerce recording 60.5%.

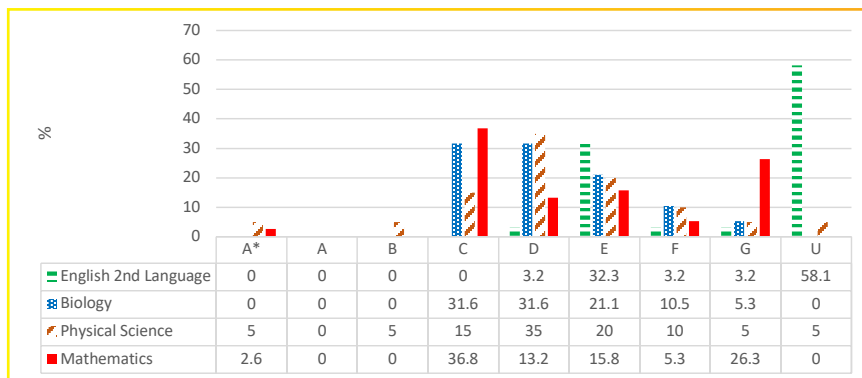
Overall PETE Results Summary: Northern Region

In summary, in the Northern Region in the Science field, Mathematics (81.8%) was recorded as the highest with a 'D' grade and above (Graph 28), while in the Commerce field, Business Studies was recorded as the highest with the 'D' grade and above with 90% (Graph 31).

6.4 PETE RESULTS: NORTH-EASTERN REGION

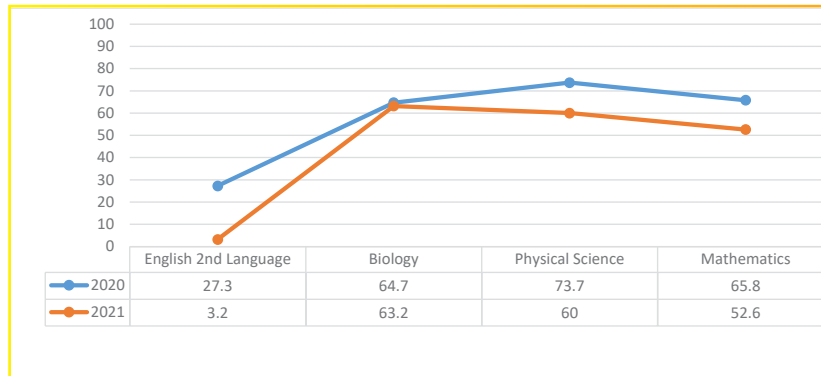
6.4.1 RUNDU SCIENCE NSSCO 2021

Graph 34: Rundu – NSSCO Science Grading



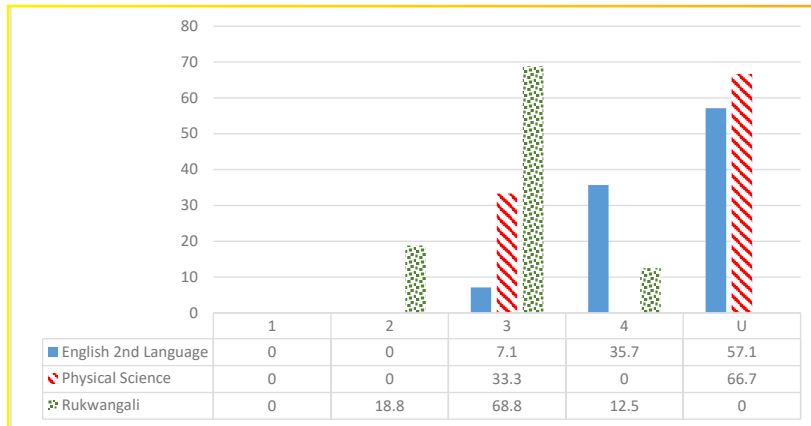
Mathematics was recorded with the highest 'C' grade and above with 39.4%, followed by Biology with 31.6% and Physical Science with 25%. English 2nd Language had no candidates who scored a C grade and above.

Graph 35: Rundu NSSCO Science, D symbol and above - Comparison of 2021 and 2022



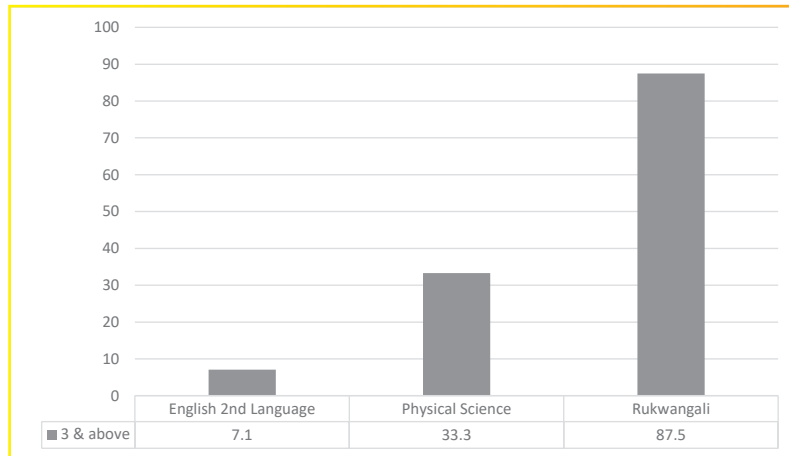
The graph indicates a decline in the number of learners who obtained a 'D' and above across all subjects in 2021. English 2nd Language was recorded with the lowest number of learners who scored 'D' and above with 3.2%.

Graph 36: Rundu Science NSSCH 2021 Results



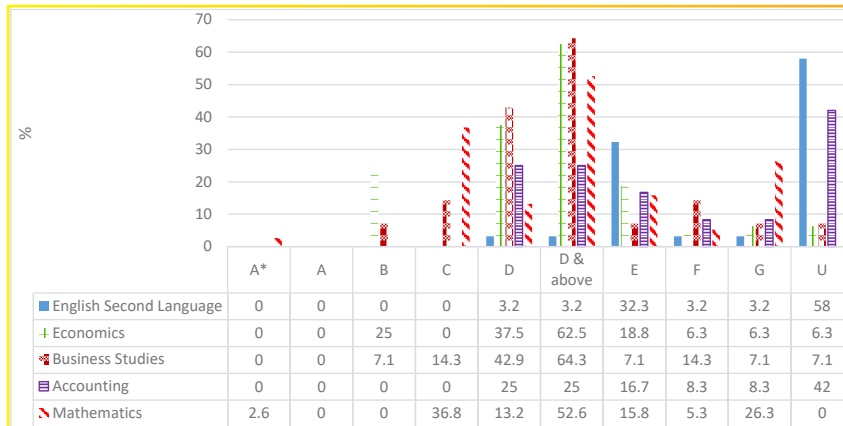
The graph shows that Rukwangali was recorded with the most grade '2s' (18.8%) and '3s' (68.8%). Physical science was recorded with the most 'U' grades with 66.7%.

Graph 37: Rundu Science NSSCH 3 & above 2021 Results



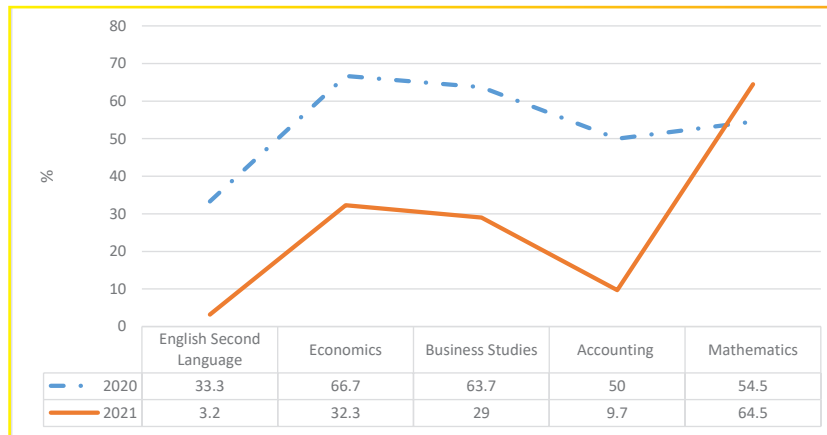
Good performance was recorded in Rukwangali whereby 87.5% of the learners got a '3' grade and above. English 2nd Language (7.1%) was recorded as the lowest in '3' grade and above with 7.1%.

Graph 38: Rundu – NSSCO Commerce Grading



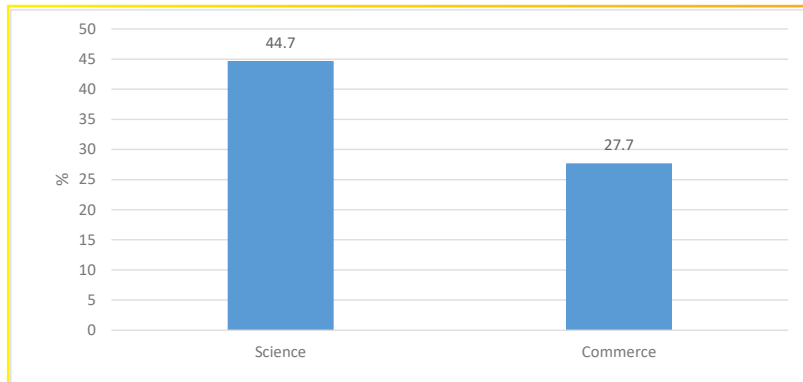
The graph indicates that Business Studies recorded the highest number of D-grade and above (64.3%), followed by Economics and Mathematics with 62.5% and 52.6%, respectively. In English Second Language, the majority of the learners (58%) were recorded with a 'U' grade.

Graph 39: Rundu – NSSCO Commerce, D symbol and above: Comparison 2020 and 2021



As the graph illustrates, 2021 showed an improvement in Mathematics from 54.55% in 2020 to 64.7% in 2021. There was a sharp decline in the number of learners who scored a 'D' grade and above in English Second Language from 33.3% in 2020 to 3.2% in 2021; Economics from 66.7% in 2020 to 32.3% in 2021; Business Studies from 63.7% in 2020 to 29% in 2021; and Accounting from 50% in 2020 to 9.7% in 2021.

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



Relatively, the best performance of a 'D' grade and above was recorded in the Science field with 44.7%, while Commerce was recorded with 27.7%.

Overall PETE Results Summary: North-Eastern Region

In summary, North Eastern Region in the Science field (NSSCO, Graph 35), Biology was recorded with the highest grades with 63.2% of 'D' grade and above, followed by Physical Science (60%) and Mathematics (52.6%).

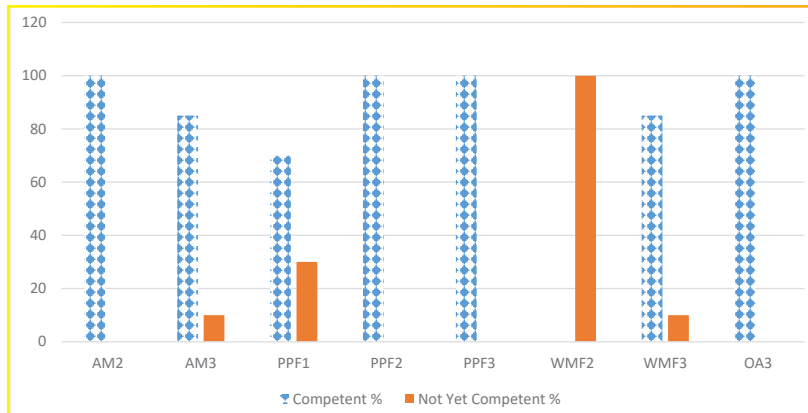
In the Science field (NSSCH – Graph 37), Rukwangali 1st Language scored the highest number (87.5%) of '3' and above, followed by Physical Science (33.3%). English Second Language was recorded with the lowest number of '3' and above (7.1%).

In the Commerce field (Graph 39), Mathematics topped the list of 'D' grades and above with 64.5%, followed by Economics (32.3%), Business Studies (29%), and Accounting 9.7%. English Second Language scored the lowest number of 'D' and above (3.2%).

7. EXAMINATION RESULTS FOR TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)

7.1 TVET OVERALL EXTERNAL ASSESSMENT RESULTS FOR 2021

Graph 41: Overall Examination results for 2021



Graph 41 indicates that the following trades obtained a 100% pass rate: AM2, PPF2, PPF3, WMF2 and OA3. All the WMF 2 trainees were 'Not Yet Competent' which was mainly caused by the omission of a module which was not presented to the entire group.

Table 4: TVET November 2021 External Assessment Results per NAMCOL Region

Trade	Level	Number of Trainees	Competent	Not Yet Competent	Absent
Windhoek: Jetu Jama					
Automotive Mechanics	2	20	20 (100%)	0	0
Automotive Mechanics	3	20	17 (85%)	2 (10%)	1 (5%)
Plumbing and Pipefitting	1	20	14 (70%)	6 (30%)	0
Plumbing and Pipefitting	2	19	19 (100%)	0	0
Plumbing and Pipefitting	3	15	15 (100%)	0	0
Welding & Metal Fabrication	2	20	0	20 (100%)	0
Welding & Metal Fabrication	3	20	17 (85%)	2 (10%)	5 (5%)
Central Region: Otjiwarongo					
Office Administration	3	3	3 (100%)	0	0

Results show a very good performance in the external examinations, most trades and levels obtained 100% pass rates. However, poor performance was recorded at Jetu Jama centre, especially in Welding and Metal Fabrication 2 due to an omission of the module: Communication skills, which was not presented to the entire group. Hence, it was decided that the whole group would be declared 'Not Yet Competent' until they sit for this module examination.

Table 5: TVET Reassessment Results November 2021

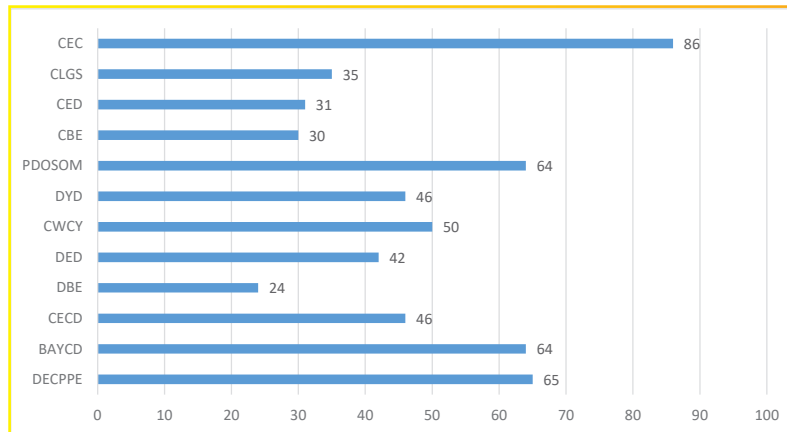
Trade	Level	Number of Trainees	Competent	Not Yet Competent
Jetu Jama				
Automotive Mechanics	3	5	4 (80%)	1 (20%)
Metal Fabrication	2	1	1 (100%)	0
Central Region: Otjiwarongo				
Office Administration	2	3	3 (100%)	0 (0%)

All of the trainees who were re-assessed in Office Administration at the Otjiwarongo centre were found competent. Also, one trainee who was re-assessed for Automotive Mechanics level 3 at Jetu Jama was declared not yet competent.

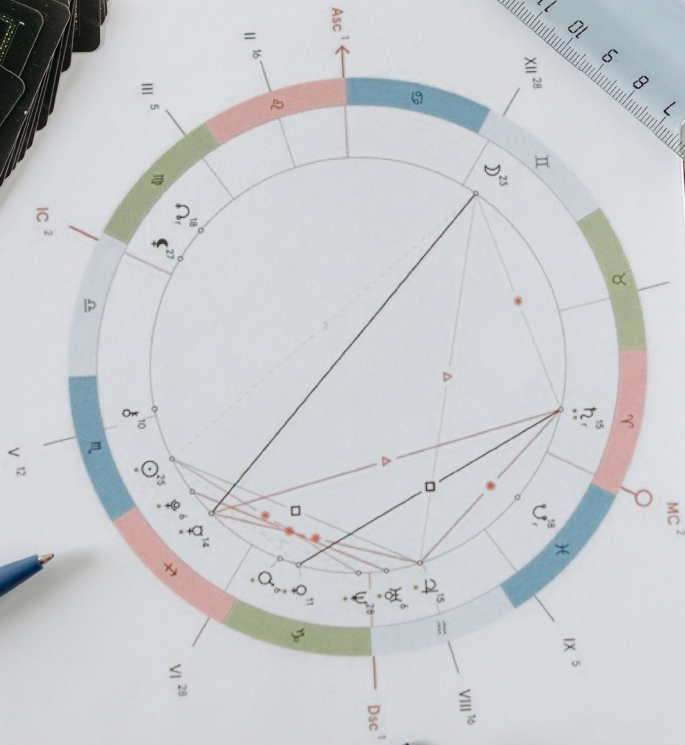
8. TERTIARY PROGRAMMES (TP)

8.1 TERTIARY PROGRAMMES 2021 RESULTS

Graph 42: Average Pass Rate per TP for 2021



The graph depicts that CEC was recorded with the highest average pass rate of 86% in 2021, followed by DECPPE with 65%. Both BAYCD and PDOSOM recorded an equal average pass rate of 64% in 2021. The lowest average pass rate of 24% and 30% was recorded in DBE and CBE, respectively.



Staffing and
Physical facilities

9. STAFFING AND PHYSICAL FACILITIES

By 31 March 2022, NAMCOL had a staff complement of 108 full-time employees, as well as 1879 part-time employees to carry out its operations. These employees were deployed at the head office and the regional and sub-regional offices.

9.1 DEMOGRAPHIC PROFILE OF FULL-TIME STAFF

Table 6: Demographic Profile of Full-time Staff as at 31 March 2022

Job Category	Paterson Job Grade	Total Employees	Designated categories as per Affirmative Action		
			Racially Disadvantaged	Female	Persons with Disability
Total Permanent Employees		108	108 (100%)	62 (57.4%)	4 (3.7%)
Executive Director	E5	1	1 (100%)	0 (0%)	0 (0%)
Senior Management	D4-D5	8	8 (100%)	4 (50%)	0 (0%)
Middle Management	D3	11	11 (100%)	10 (90.9%)	1 (9.1%)
Specialised/ Skilled/ Senior Supervisory	C1-D2	63	63 (100%)	33 (52.4%)	2 (3.17%)
Skilled	B2-B4	20	20 (100%)	14 (70%)	1 (5%)
Semi-skilled	A3-B1	3	3 (100%)	1 (33.3%)	0 (0%)
Unskilled	A2	2	2 (100%)	0 (0%)	0 (0%)

Table 6 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 also shows the total number of permanent employees per Paterson Job Grade.

9.2 DEMOGRAPHIC PROFILE OF PART-TIME STAFF

Table 7: Demographic profile of Part-time Staff as at 31 March 2022

Office/Directorate/ Region	EO/Head of Centres (F-F)	Tutors/ Moderators (SE)	Course/ Assignment Writers	Editors/ Proofreaders	Tutors/ Moderators (TP)	TVET Tutors	Course Revisers/ Narrators	Fixed-term Em- ployees
Head Office	0	0	75	71	208	0	5	50
Northern Region	29	490	0	0	0	0	0	22
Southern Region	25	446	0	0	0	19	0	12
North Eastern Region	15	170	0	0	0	0	0	9
Central Region	19	206	0	0	0	0	0	8
Total	88	1312	75	71	208	19	5	101

The table above displays the demographic profile of part-time staff. As at 31 March 2022, NAMCOL had a grand total of 1879 part-time staff members.

9.3 NAMCOL CENTRES

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

Table 8: NAMCOL Centres for 2022

NAMCOL Region	Northern Region	North-Eastern Region	Central Region	Southern Region	Total
Total number of tutorial centres	21	9	17	17	64
Assignment Coordinating/Enrolment points	29	3	7	5	44
Total number of class groups	272	106	228	416	1022

As at 31 March 2022, the four NAMCOL regions had a combined number of 64 tutorial centres, 44 assignment coordinating/enrolment points, and 1022 class groups.

10. CONCLUSION

As a college, we continuously strive to be an institution of excellence through the provision of and dedication to inclusivity and quality education. NAMCOL upholds cooperation with various stakeholders to provide inclusive, quality education. The Statistical Digest is a tool that provides information for planning and decision-making purposes.

The trend of females dominating secondary and tertiary programme enrolments over the years was no different in 2022. Male trainees continue to dominate in the TVET trades.

NAMCOL is continuously monitoring and evaluating its programmes and services in order to make improvements that will benefit the college, including the performance of learners. 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.



Namibian College of Open Learning

Statistical Digest 2021/22

Published by

Namibian College of Open Learning
Private Bag 15008
Katutura
Windhoek
Namibia