



Namibian College of Open Learning

# Statistical Digest 2022/23

Prepared by:

Research, Development and Quality Assurance Sub-Division (RDQA)

NAMCOL

23<sup>rd</sup> Edition



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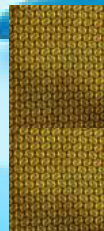


TAKING EDUCATION TO THE PEOPLE



# Statistical Digest

2022/23



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In the same vein, NAMCOL expresses her heartfelt gratitude to the Directorate of National Examinations and Assessment (DNEA) in the Ministry of Education, Arts and Culture (MoEAC) for the provision of examination results. Lastly, but certainly not least, the Directorate of Marketing, Enterprise Development and ICT (MED&ICT) is also highly acknowledged for their impeccable layout design of the Statistical Digest.

# Vision

To be an open distance and eLearning 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.

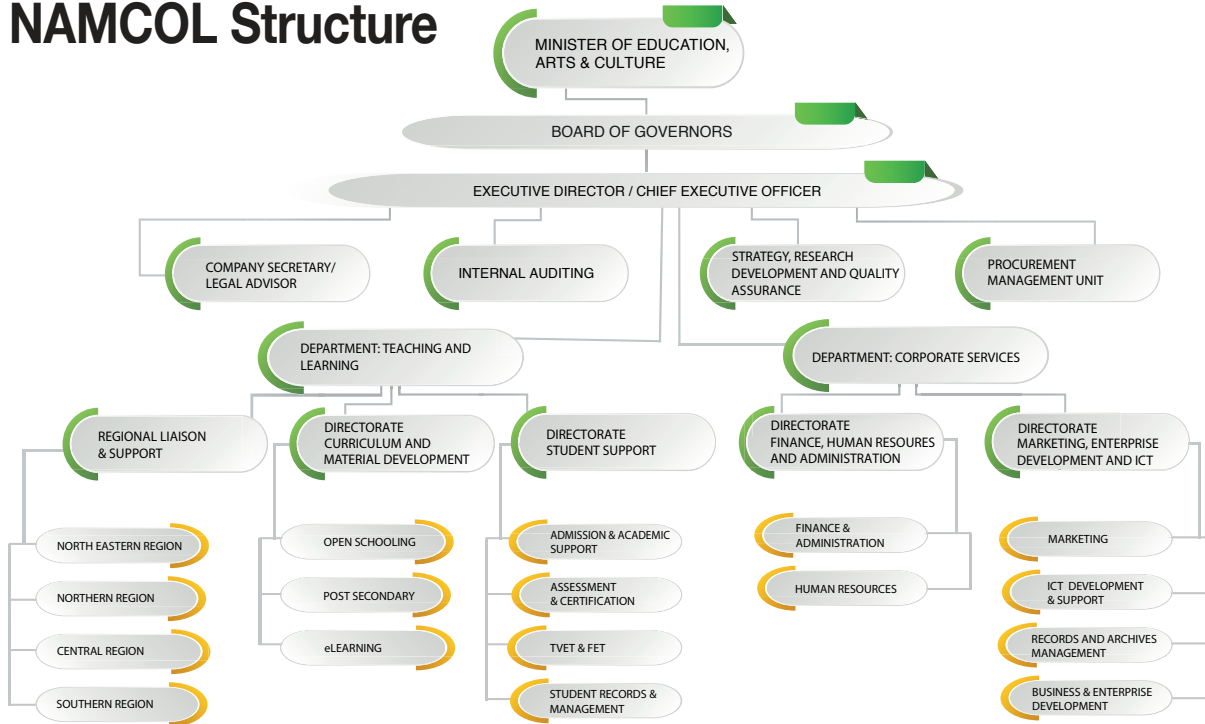
**Accountability:**

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



# Map of Regional and Sub-Regional offices





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# CEO's Foreword

The Statistical Digest, an annual publication produced by the Research, Development, and Quality Assurance Sub-Division, marks its 23rd edition in the series of publications produced by NAMCOL since its inception in 1998.

The Statistical Digest is a comprehensive repository of statistical data encompassing learners' profiles, enrolment figures, examination outcomes, staffing metrics and physical infrastructure. Beyond its role as an informative tool, the Statistical Digest plays a pivotal role in guiding the College's strategic planning and decision-making processes, ensuring a careful allocation of its financial, human, and physical resources.

The primary sources of data for the Statistical Digest are NAMCOL's Learner Information Management System, in tandem with 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 the contributions of all involved in compiling this edition of the Statistical Digest. Additionally, I would seize this opportunity to reassure our stakeholders and the wider public that rigorous efforts have been taken to ensure the accuracy of this information, providing an authentic portrayal of NAMCOL's endeavours for the period in review.

For easy access, users may download a digital copy of this publication from the College's website at [www.namcol.edu.na](http://www.namcol.edu.na).



Mr Jan Nitschke  
Acting Chief Executive Officer

# Acronyms and Abbreviations

<b>AAT</b>	Academic Advisory Team
<b>AM</b>	Automotive Mechatronics
<b>BAYCD</b>	Bachelor of Arts in Youth and Community Development
<b>BECJPE</b>	Bachelor of Education in Early Childhood and Junior Primary Education
<b>BECDPH</b>	Bachelor of Education in Early Childhood and Pre-Primary Education Honours
<b>CBE</b>	Certificate in Business and Entrepreneurship
<b>CEC</b>	Certificate in English Communication
<b>CECD</b>	Certificate in Early Childhood Development
<b>CDTOC</b>	Certificate in Developing and Teaching Online Course
<b>CDDOA</b>	Certificate in Designing and Developing Online Assessments
<b>CED</b>	Certificate in Education for Development
<b>CLGS</b>	Certificate in Local Government Studies
<b>CMD</b>	Curriculum and Material Development
<b>COL</b>	Commonwealth of Learning
<b>CR</b>	Central Region
<b>CWCY</b>	Certificate in Community-Based Work with Children and Youth
<b>DBE</b>	Diploma in Business and Entrepreneurship
<b>DECPPE</b>	Diploma in Early Childhood and Pre-primary Education

# Acronyms and Abbreviations

<b>DED</b>	Diploma in Education for Development
<b>DNEA</b>	Directorate of National Examinations and Assessment
<b>DSLl</b>	Diploma in Sign Language Interpreting
<b>DWCY</b>	Diploma in Community-Based Work with Children and Youth
<b>DYCD</b>	Diploma in Youth and Community Development
<b>DYD</b>	Diploma in Youth Development
<b>FHRA</b>	Finance, Human Resources and Administration
<b>MoEAC</b>	Ministry of Education, Arts and Culture
<b>MAYCD</b>	Master of Arts in Youth and Community Development
<b>MED&amp;ICT</b>	Marketing, Enterprise Development and ICT
<b>NAMCOL</b>	Namibian College of Open Learning
<b>NER</b>	North-Eastren Region
<b>NSSCAS</b>	Namibia Senior Secondary Certificate Advanced Subsidiary Level
<b>NSSCO</b>	Namibia Senior Secondary Certificate Ordinary Level
<b>NR</b>	Northner Region
<b>OA</b>	Office Administration
<b>PDOSOM</b>	Post Graduate Diploma in Open School Operations and Management

# Acronyms and Abbreviations

<b>PETE</b>	Pre-Entry to Tertiary Education
<b>PPF</b>	Plumbing and Pipe Fitting
<b>RDQA</b>	Research, Development and Quality Assurance
<b>SE</b>	Secondary Education
<b>SRQA</b>	Strategy, Research and Quality Assurance
<b>SR</b>	Southern Region
<b>SS</b>	Student Support
<b>TP</b>	Tertiary Programme
<b>TVET</b>	Technical, Vocational Education and Training
<b>WMF</b>	Welding and Metal Fabrication

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# Definition of Terms

**Class group** refers to learners that are grouped according to a specific subject for the purpose of receiving face-to-face tuition.

**Enrolment** refers to the number of learners registered in a specific programme for an academic year.

**Learner / Student** refers to an individual who registers for NAMCOL's Secondary Education or Tertiary Programmes. For example, a person who enrolls for subjects / courses at different levels would be counted as a single, registered learner / student.

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

**Mode** refers to the method of study.

**NAMCOL Regions** refer to the demarcation of the country into four regions for NAMCOL 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 Level (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 education and the certificate is obtained when learners sit for the Grade 11 national examination.

**Pre-Entry to Tertiary Education (PETE) Programme** refers to a special NSSCO/AS programme which provides extra support to learners in specific subjects and aims to improve their grading to gain access to tertiary institutions.

**Subject enrolment** refers to the number of students enrolled for a particular subject.

**Tertiary Programme (TP)** refers to post-secondary programmes.

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

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

# 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 professional, technical and vocational education.

The NAMCOL Head Office is situated in Windhoek at the Jetu Jama Centre. The College comprises the following regional offices:

- Northern Regional Offices in Ongwediva, Eenhana and Omuthiya;
- Central Regional Offices in Otjiwarongo and Walvis Bay;
- North-Eastern Regional Offices in Rundu and Katima Mulilo;
- Southern Regional Offices in Windhoek/Jetu Jama, Keetmanshoop and Gobabis.

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

The College continues to conduct research to inform new programme offerings. Tertiary Programme (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 deployed 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).

SE Programmes are intended for learners who prefer to study through NAMCOL. These learners study at their own pace and convenience to complete their NSSCO/AS certificates. The SE Programmes consist of:

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

**TPs are offered as part of NAMCOL's strategy to address the training needs in the market. They include the following:**

Certificate in Developing and Teaching Online Course (CDTOC);  
Certificate in Designing and Developing Online Assessments (CDDOA);  
Certificate in Community-Based Work with Children and Youth (CWCY);  
Certificate in English Communication (CEC);  
Certificate in Business and Entrepreneurship (CBE);  
Certificate in Early Childhood Development (CECD);  
Certificate in Education for Development (CED);  
Certificate in Local Government Studies (CLGS);  
Diploma in Youth and Community Development (DYCD);  
Diploma in Early Childhood and Pre-Primary Education (DECPPE);  
Diploma in Education for Development (DED);  
Diploma in Business and Entrepreneurship (DBE);

Diploma in Sign Language Interpreting (DSL);  
Bachelor of Arts in Youth and Community Development (BAYCD);  
Bachelor of Education in Early Childhood and Junior Primary Education (BECJPE);  
Bachelor of Education Honours in Early Childhood Development and Pre-Primary Education Honours (BECDPH);  
Postgraduate Diploma in Open School Operations and Management (PDOSOM); and  
Master of Arts in Youth and Community Development (MAYCD).

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

### **TVET Programmes include the following:**

- Automotive Mechatronics (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 SE programmes (NSSCO AND NSSCAS)

#### 2.1.1 Learner enrolment for 2023

Figure 1: Learner enrolment, 2023

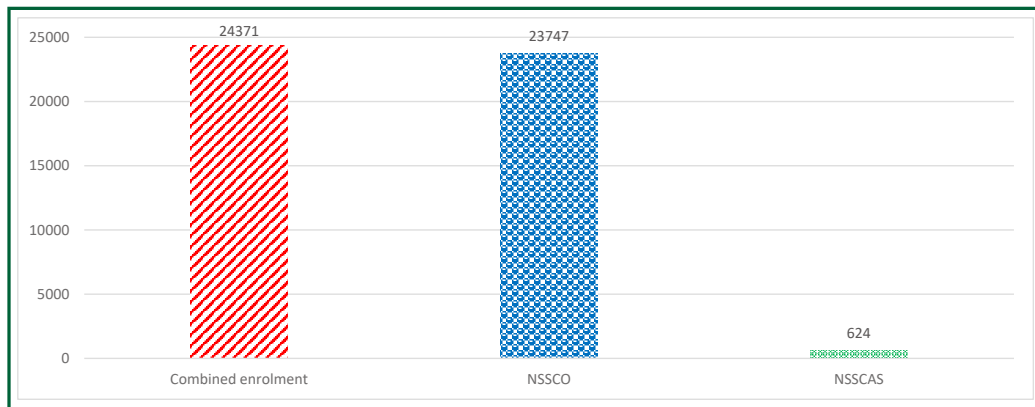


Figure 1 shows that a total number of 24371 learners were enrolled for SE (NSSCO and NSSCAS) for the 2023 academic year. The highest enrolment was recorded for NSSCO (23747), which is 98.1% while a total enrolment of 624 (1.9%) registered for NSSCAS.

Figure 2: Growth in the Secondary Education Combined Enrolment (NSSCO and NSSCAS) from 2010 – 2023

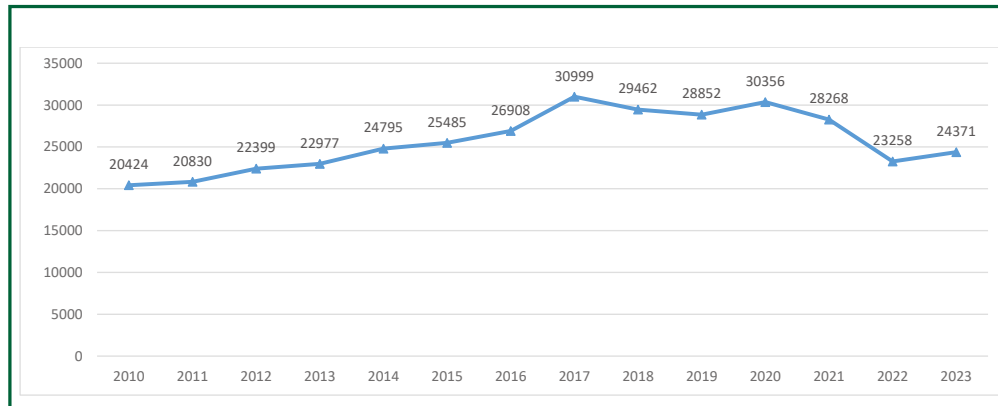


Figure 2 shows overall steady growth in the number of enrolments for SE from 2010 to 2017 and a decline from 2018 to 2022, though there was a significant increase in enrolments in 2020. A sharp decline in the number of combined enrolments was observed in 2022, primarily attributed to the change in the national education curriculum. However, there is a positive sign of recovery in 2023 as the number of combined enrolments increased by 1,113 additional enrolments.

Figure 3: Growth in Secondary Education Enrolment from 2022 - 2023

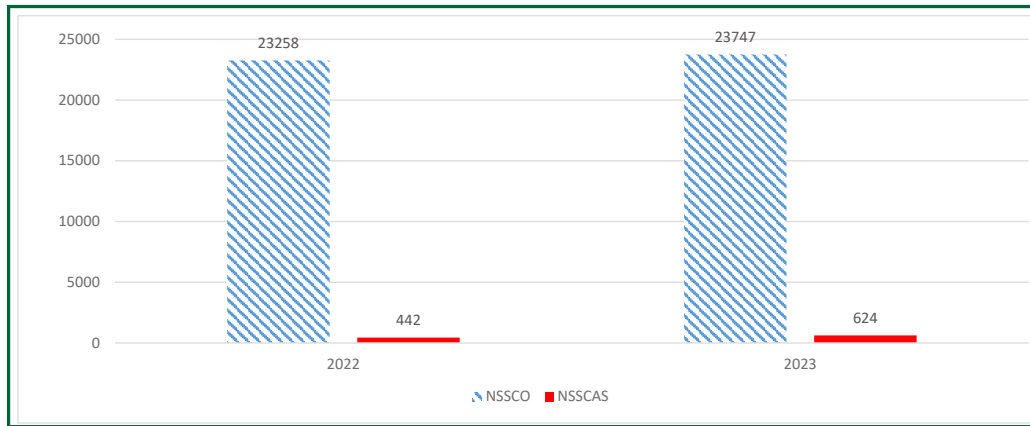


Figure 3 depicts an increase of 489 in the number of SE enrolments for NSSCO from 2022 to 2023. A total of 624 learners registered for NSSCAS in 2023 as compared to 442 learners recorded in 2022.

Figure 4: Secondary Education Enrolment by Gender in 2023

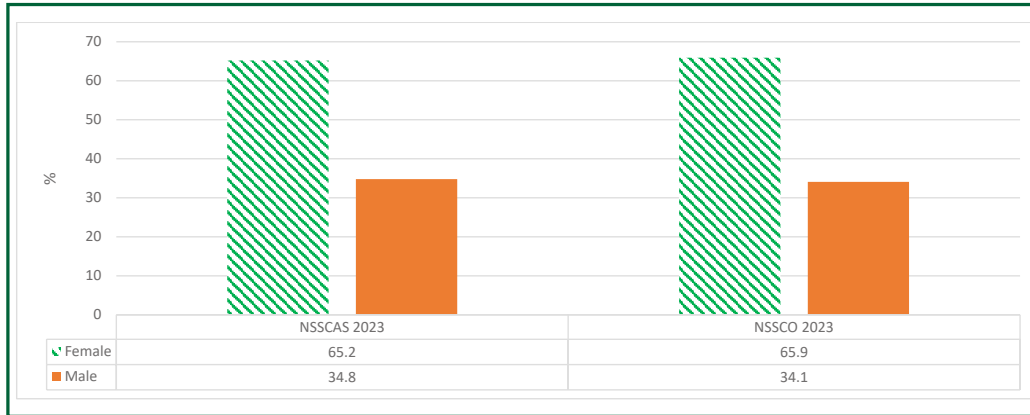


Figure 4 indicates that enrolments for both NSSCAS and NSSCO for 2023 were predominantly dominated by females. NSSCAS recorded a total of 407 (65.2%) females and 217 (34.8%) males. NSSCO recorded a total of 15 649 (65.9%) females and 8 098 (34.1%) males.

Figure 5: Enrolment by NAMCOL Region for NSSCAS and NSSCO in 2023

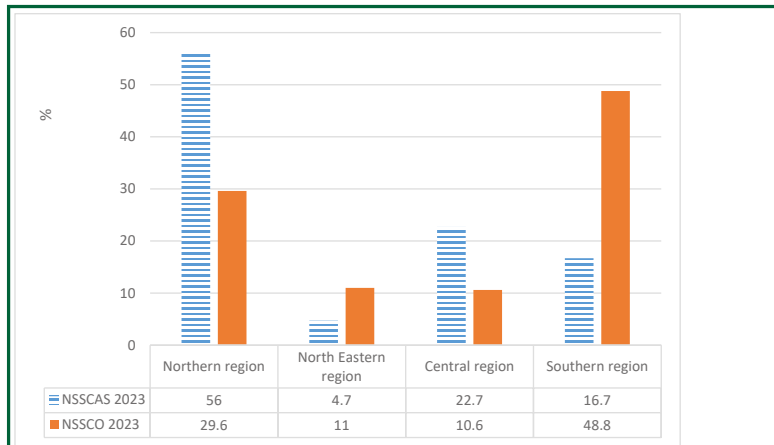


Figure 5 shows that the highest enrolment in 2023 for NSSCAS (56%) was recorded in Northern Region, while the highest NSSCO (48.8%) enrolment was in Southern Region. North Eastern Region recorded the lowest enrolment for NSSCAS (4.7%) followed by Southern Region (16.7%). Central Region recorded the lowest enrolment (10.6%) for NSSCO, followed by North Eastern Region (11%).

## 2.2 SUBJECT ENROLMENT, 2023

Table 1: Percentage of Subject Enrolment for NSSCO in 2023

Subject	Number enrolled	%
English Second Language	11603	25.7
Biology	7679	17.0
Mathematics	6236	13.8
Development Studies	4352	9.6
Geography	2871	6.4
Physics	2745	6.1
Chemistry	2317	5.1
Agricultural Science	1828	4.0
Business Studies	1457	3.2
History	1457	3.2
Economics	940	2.1
Accounting	616	1.4
Entrepreneurship	259	0.6

Subject	Number enrolled	%
Oshikwanyama First Language	192	0.4
Oshindonga First Language	171	0.4
Afrikaans Second Language	148	0.3
Otjiherero First Language	139	0.3
Rukwangali First Language	72	0.2
Khoekhoegowab First Language	60	0.1
Silozi First Language	24	0.1
Rumanyo First Language	14	0.03

*Table 1 indicates that among NSSCO (Grade 11) subjects, English Second Language recorded the highest enrolment of 25.7%, followed by Biology at 17%. African First languages such as Silozi, Khoekhoegowab, and Rukwangali accounted for less than 1%, while the lowest subject enrolment of just 0.03% was recorded for Rumanyo.*



Table 2: Percentage of Subject Enrolment for NSSCAS in 2023

Subject	Number enrolled	%
Mathematics	332	25.8
Biology	286	22.2
English Second Language	225	17.5
Physics	170	13.2
Chemistry	155	12.1
Accounting	23	1.8
Geography	23	1.8
History	17	1.3
Economics	16	1.2
Business Studies	13	1.0
1st Language Oshindonga	8	0.6
Entrepreneurship	7	0.5
Agricultural Science	7	0.5
Oshikwanyama First Language	4	0.3

Table 2 highlights the NSSCAS subject enrolment for 2023. Mathematics took the lead with 25.8%, followed by Biology and English Second Language, at 22.2% and 17.5% respectively. Among the newly introduced subjects in the secondary phase curriculum, Physics led the pack with 13.2%, followed by Chemistry at 12.1%. Entrepreneurship recorded the lowest enrolment, accounting for less than 1%.

Namibian Home Languages also registered minimal enrolments, with Oshikwanyama recording the lowest at 0.3%.

### 3. TERTIARY PROGRAMMES (TP)

#### 3.1 TERTIARY PROGRAMMES ENROLMENT STATISTICS FOR 2018 - 2023

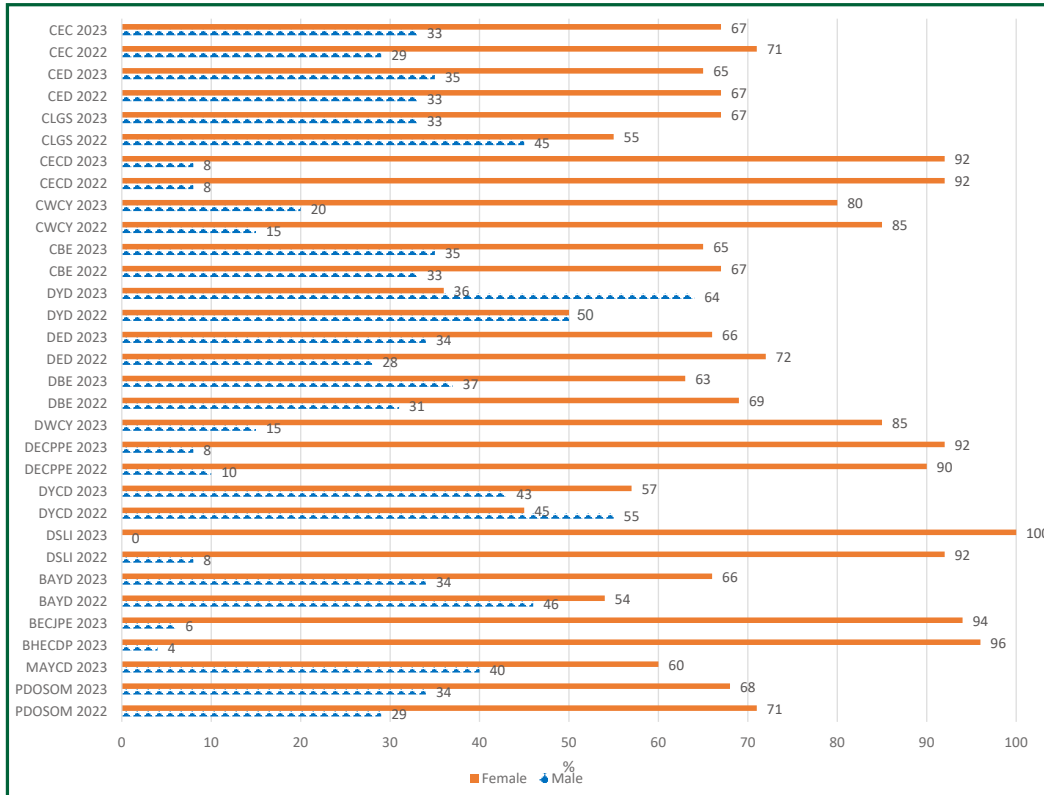
Table 3: TP Enrolment Statistics for 2018 - 2023

ENROLMENTS												
TP	2018		2019		2020		2021		2022		2023	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
PDOSOM	Introduced in 2019		21	0.4	38	0.9	49	1.2	67	1.3	88	1.7
CLGS	152	3.6	119	2.5	72	1.7	59	1.5	58	1.1	51	1.0
CEC	101	2.4	105	2.2	33	0.8	15	0.4	35	0.7	3	0.1
DYD	37	0.9	23	0.5	17	0.4	13	0.3	12	0.2	11	0.2
CWCY	62	1.5	76	1.6	59	1.4	46	1.2	47	0.9	45	0.9
CECD	2042	48.6	2288	47.7	2076	48.9	1460	36.7	1854	35.6	1847	35.4
DED	71	1.7	62	1.3	48	1.1	51	1.3	64	1.2	50	1.0
DECPPE	1507	35.9	1889	39.4	1765	41.6	2130	53.6	2897	55.7	2205	42.2
BAYD	68	1.6	58	1.2	35	0.8	29	0.7	41	0.8	44	0.8
CBE	17	0.4	31	0.6	32	0.8	39	1.0	35	0.7	43	0.8

ENROLMENTS												
TP	2018		2019		2020		2021		2022		2023	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
DBE	Introduced in 2020				12	0.3	13	0.3	13	0.2	19	0.4
CED	145	3.5	124	2.6	55	1.3	52	1.3	55	1.1	43	0.8
DSLJ	Introduced in 2021						19	0.5	12	0.2	10	0.2
BECJPE	Introduced in 2023										540	10.3
BHECDP	Introduced in 2023										141	2.7
DWCY	Introduced in 2023										26	0.5
DYCD	Introduced in 2022								11	0.2	14	0.3
MAYCD	Introduced in 2023										42	0.8
TOTAL	4202	100	4796	100	4242	100	3975	100	5201	100	5222	100

The table indicates that CECD and DECPPE programmes consistently maintained their positions in terms of recording large enrolment numbers across the six years. DBE recorded the lowest enrolment number for two consecutive years, 0.3% in 2020 and 2021. DSLJ, DBE, DYD and DYCD recorded the lowest number of enrolments for 2022 at 0.2%, respectively while CEC recorded the lowest number of enrolments in 2023 (0.5%). It is worth noting that CEC has been converted into a short course.

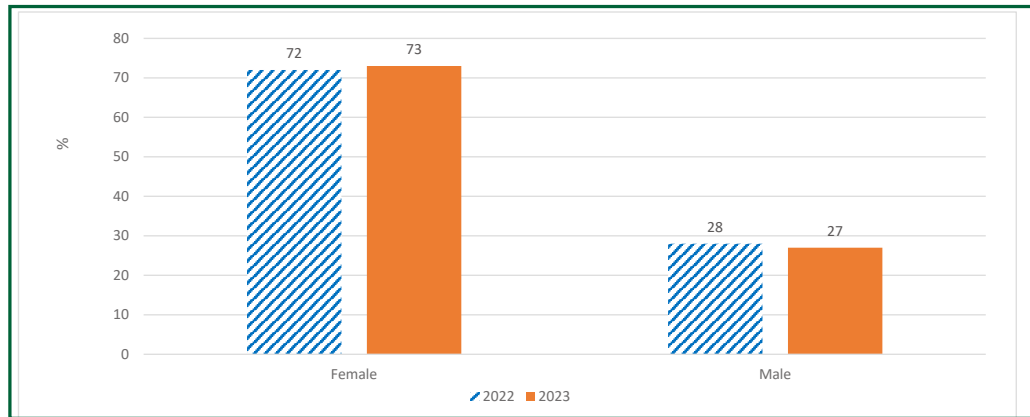
Figure 6: Enrolment by Gender in each TP for 2022 and 2023



The figure illustrates that in both 2022 and 2023, female enrolment dominated across all TPs, with the exception of DYCD in 2022. Notably, in 2023, DSLJ recorded a remarkable 100% female enrolment. In 2022, DYD showed an equal split of 50% between males and females enrolment.

The enrolments for the programmes, which were introduced in 2023, namely MAYCD, BECJPE, DWCY, and BHECDP, were all predominantly female. Furthermore, both CECD and DECPPE recorded a substantial 92% female enrolment respectively.

Figure 7: Combined Enrolment by Gender in all TPs for 2022 and 2023

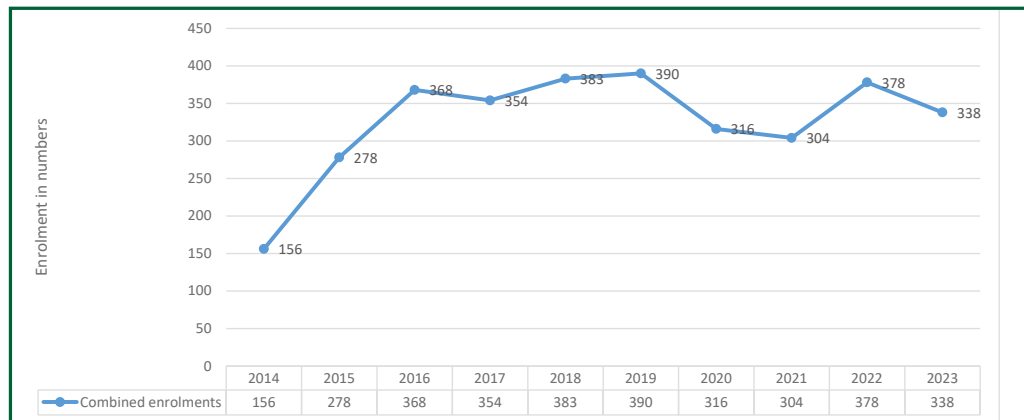


*The figure clearly shows that in both 2022 and 2023, females dominated the combined enrolment for all TPs, accounting for 72% and 73% respectively.*

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

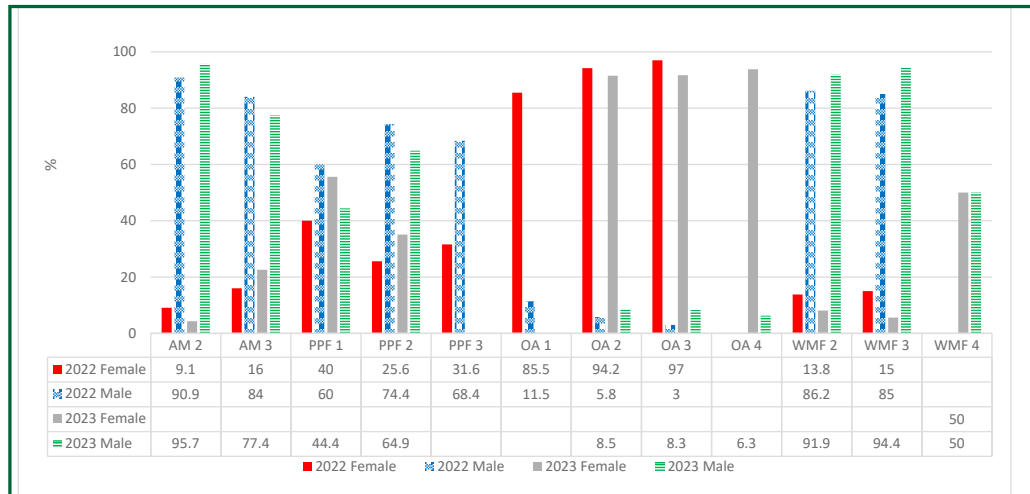
### 4.1 ENROLMENT FOR TVET PROGRAMMES

Figure 8: Enrolment for TVET Programmes From 2014 - 2023



The figure highlights that there had been an increase in TVET enrolment from 2014 to 2016 with a slight decline in the enrolment of 2017. A slight increase was again recorded in 2018, 2019 and 2022. Notably, a reduction featured in the number of enrolments from 378 in 2022 to 338 in 2023, resulting in a difference of 40.

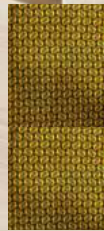
Figure 9: Enrolment by Gender for TVET Programmes, 2022 and 2023



The figure depicts that TVET enrolment for both years, 2022 and 2023 across all trades was predominantly male, with the exception of Plumbing and Pipefitting 1 (PPF 1) and Office Administration 2 & 3 (OA 2, OA 3). In 2023, the number of females enrolled for AM 2, OA 2, OA 3, WMF 2, and WMF 3 decreased compared to the previous year. Additionally, OA level 4, which was introduced in 2023, recorded a substantial majority of female enrolment (93.8%). WMF 4, also introduced in 2023, recorded an equal percentage regarding the number of enrolments for both males and females.



# Examination Results





## 5.1 NSSCO GRADING PER SUBJECT IN 2022

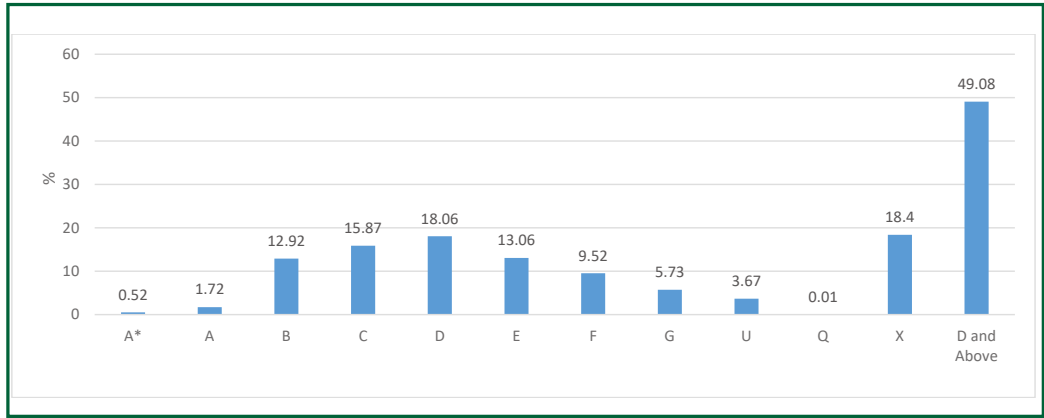
Table 4: NSSCO Grading per Subject in 2022

Subject	2022 Enrol- ment	Grades obtained per subject											
		A*	A	B	C	D	D and Above	E	F	G	U	Q	X
Otiherero First Language	156	2.03	2.7	11.49	24.32	13.51	54.05	8.11	3.38	0	0	0	34.46
Rukwangali First Language	82	0.91	4.09	28.64	29.55	16.36	79.55	3.64	0.45	0.45	0	0	15.91
Oshikwanyama First Language	185	0.62	0.62	12.00	37.54	27.69	78.47	7.08	0.62	0	0	0	13.85
Khoekhoegowab First Language	105	1.12	2.25	15.73	15.73	20.22	55.06	6.74	8.99	2.25	0	0	26.97
Oshindonga First Language	62	1.21	5.65	17.74	35.89	19.76	80.25	2.82	0.81	0	0	0	16.13
Rumanyo First Language	29	2.33	4.65	44.19	20.93	6.98	79.07	0	0	0	0	0	20.93
Thimbukushu First Language	4	0	0	75	0	0	75	0	0	0	0	0	25
Silosi First Language	41	0	0.06	0.17	0.29	0.17	68.56	0.03	0	0	0	0	0.29

Subject	2022 Enrolment	Grades obtained per subject											
		A*	A	B	C	D	D and Above	E	F	G	U	Q	X
English Second Language	13165	0.15	0.99	5.12	14.25	39.31	59.82	25.32	2.82	0.90	0.31	0	10.82
Afrikaans Second Language	151	0	0.63	10	15.63	34.38	60.64	10	1.88	0	0	0	27.5
Agricultural Science	1393	0.07	0.27	4.41	14.49	31.36	50.60	20.74	7.00	1.71	0.61	0.07	19.27
Mathematics	5847	0.04	0.32	1.39	4.80	14.20	20.75	30.85	12.07	11.78	11.68	0	12.86
Economics	966	0	0.13	1.48	7.66	8.20	17.47	12.30	23.59	18.95	14.92	0	12.77
Accounting	714	0	0.10	1.34	10.50	20.32	32.25	25.48	11.93	8.02	8.21	0.1	14.03
Physics	2475	0.04	0.56	3.50	14.81	17.17	36.08	21.69	18.97	9.03	2.14	0	12.09
Biology	7455	0.03	0.45	3.16	12.74	15.94	32.32	17.71	19.46	12.84	6.01	0	11.65
Development Studies	4704	0.32	1.34	4.34	12.14	16.18	34.33	19.18	17.00	8.47	1.78	0.04	19.2
History	1320	0.75	2.44	3.75	4.78	16.41	28.13	16.50	23.21	12.75	4.88	0	14.53
Business Studies	1776	0	0.13	2.06	9.06	13.95	25.21	14.31	12.97	11.98	17.54	0	17.99
Geography	2800	0.24	1.14	4.13	8.40	19.98	33.88	22.52	14.05	8.59	6.12	0	14.83
Entrepreneurship	175	1.59	3.45	15.65	18.83	12.20	51.72	10.08	7.16	3.71	2.39	0	24.93
Chemistry	2166	0.03	0.15	1.89	8.45	15.97	26.49	21.35	23.11	14.54	4.05	0.03	10.43

For NSSCO, Rumanyo 1st Language took the lead with the highest percentage of learners achieving an 'A\*' (2.33%), followed closely by Otjiherero 1st Language (2.03%). As for 'C' grades, Oshikwanyama 1st Language recorded the highest percentage (37.54%), followed by Oshindonga 1st Language (35.89%) and Rukwangali 1st Language (29.55%).

Figure 10: Comparison of Grade 11 NSSCO Examination Results for all Grades and Status including D and Above in 2022



The figure reveals that, on average, learners with an 'X'<sup>1</sup> status constituted the largest group at 18.4%, followed by those with 'D' status and 'C' status at 18.06% and 15.87% respectively. Learners who achieved 'A\*', 'A', and 'Q'<sup>2</sup> were in the minority. In total, 49.08% of learners who took subjects at the NSSCO level attained a grade of 'D' or higher.

## 5.2 NSSCAS GRADING PER SUBJECT IN 2022

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.

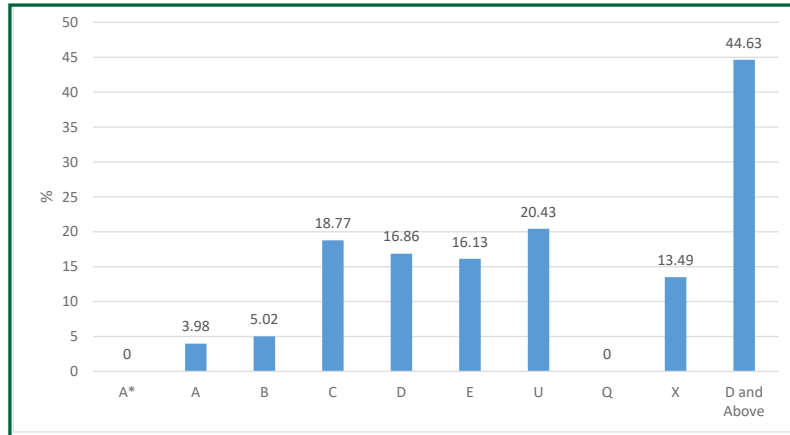
Table 5: NSSCAS Grading per Subject, 2022

Subject	2022 Enrolment per subject	Grades obtained per subject									
		A*	A	B	C	D	D and Above	E	U	Q	X
Rukwangali First Language	14	0	35.71	21.43	21.43	7.14	<b>85.71</b>	0	0	0	14.29
Oshikwanyama First Language	10	0	0	0	57.14	14.29	<b>71.43</b>	0	0	0	28.57
Oshindonga First Language	10	0	0	0	42.86	0	<b>42.86</b>	14.29	0	0	42.86
English First Language	5	0	0	0	20	20	<b>40</b>	0	20	0	40
English Second Language	210	0	1.54	10.38	21.54	17.69	<b>51.15</b>	17.31	24.23	0	7.31
Agriculture Science	22	0	4.55	9.09	13.64	40.91	<b>68.18</b>	18.18	0	0	13.64
Mathematics	181	0	4.55	4.96	11.98	13.64	<b>35.12</b>	20.25	32.64	0	11.98
Economics	8	0	0.00	0.00	7.14	7.14	<b>14.29</b>	21.43	64.29	0	0
Accounting	28	0	0.00	0.00	5.26	13.16	<b>18.42</b>	15.79	57.89	0	7.89
Physics	111	0	5.59	11.89	14.69	21.68	<b>53.85</b>	18.88	19.58	0	7.69
Biology	125	0	1.09	4.92	19.67	22.95	<b>48.63</b>	16.94	23.50	0	10.93

Subject	2022 Enrolment per subject	Grades obtained per subject									
		A*	A	B	C	D	D and Above	E	U	Q	X
History	14	0	0	0.00	16.67	20.83	<b>37.50</b>	37.50	23.50	0	10.93
Business Studies	13	0	5	5	5	25	<b>40</b>	35	25	0	0
Geography	19	0	0.00	6.06	18.18	21.21	<b>45.45</b>	30.30	21.21	0	3.03
Entrepreneurship	7	0	7.69	7.69	23.08	23.08	<b>61.54</b>	15.38	7.69	0	15.38
Chemistry	71	0	1.98	3.96	20.79	17.82	<b>44.55</b>	12.87	27.72	0	14.85

*Rukwangali First Language stood out with the highest percentage of learners scoring an 'A' at 35.71%, followed by Entrepreneurship (7.69%), then Physics (5.59%), while in both Agriculture Science and Mathematics, 4.55% of learners achieved an 'A' grade. Accounting recorded the most 'U' grades and the fewest grades of 'D' or above. In several subjects, a substantial number of learners achieved 'D' or higher grades, with 60% of learners obtained these grades in subjects such as Rukwangali First Language, Oshikwanyama First Language, Agriculture Science, and Entrepreneurship.*

Figure 11: Comparison of NSSCAS Examination Results per grade in 2022



The figure denotes that on average, learners with 'U' grade were in the majority (20.43%), followed by learners who obtained a 'C' grade (18.77%) and a 'D' grade (16.86%). 44.63% of the learners who took NSSCAS subjects obtained a D grade or higher.

## 6. PRE-ENTRY TO TERTIARY EDUCATION (PETE)

PETE is a special NSSCO/AS programme designed to provide extra support to learners in the specific subjects to improve their grades in order to gain access to tertiary institutions. The following services are offered to learners of the PETE programme:

- Standardised test
- Additional tuition hours
- More assessment activities
- Data packages

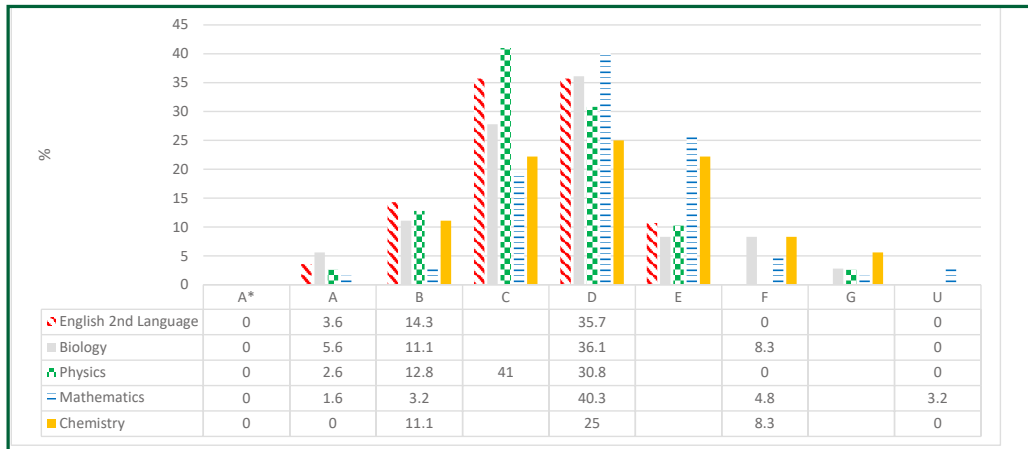
The programme is offered at the following venues:

- 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 IN 2022

### 6.1.1 JETU JAMA: NSSCO SCIENCE RESULTS

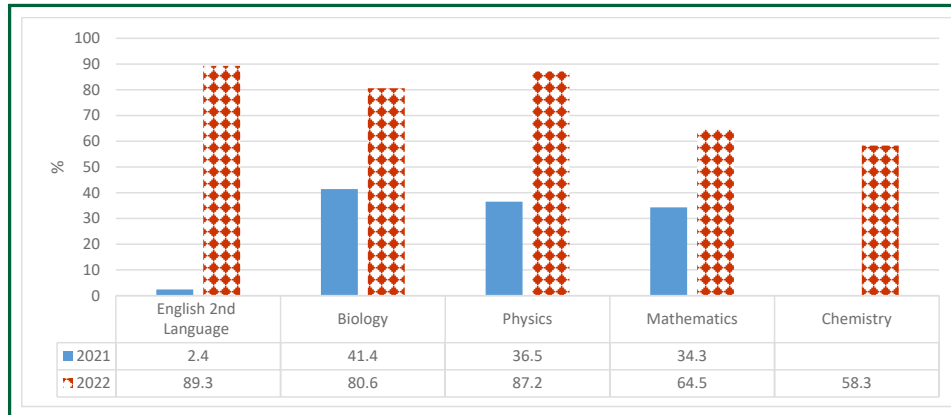
Figure 12: Jetu Jama: NSSCO Science Results for 2022



The figure illustrates that a significant number of learners achieved grades 'C' and 'D' in three subjects, namely English Second Language, Biology, and Physics. Mathematics had the highest percentage of learners who obtained 'E' (25.8%) and 'D' grades (40.3%). It was also in Mathematics where a significant number of learners obtained a 'U' grade (3.2%). The highest percentage of learners obtained an 'A' grade (5.6%) was recorded in Biology while in English Second Language, the majority of learners attained 'B' grade (14.3%).



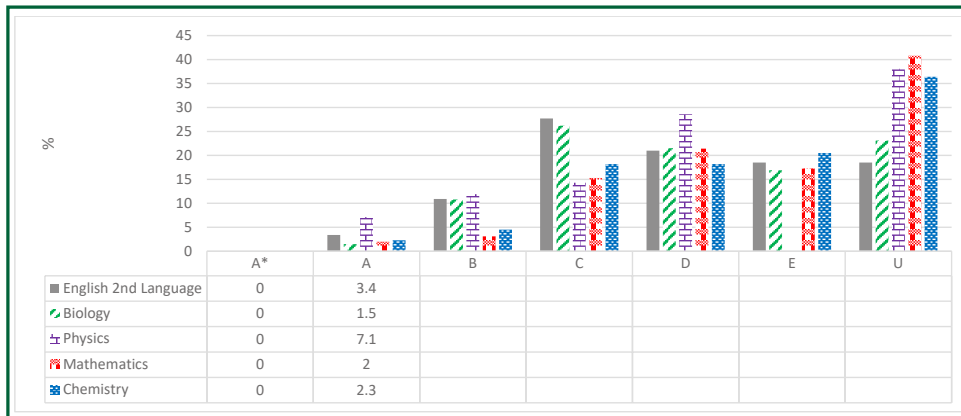
Figure 13: Jetu Jama: NSSCO Science Results, D Symbol and Above – Comparison of 2021 and 2022



The figure depicts a notable increase in the performance of learners in 2022 across all subjects, except in Chemistry. A most remarkable improvement was observed in English 2<sup>nd</sup> Language, where the percentage of learners scoring 'D' and above increased from 2.4% to an outstanding percentage of 89.3%, reflecting an exceptional performance.

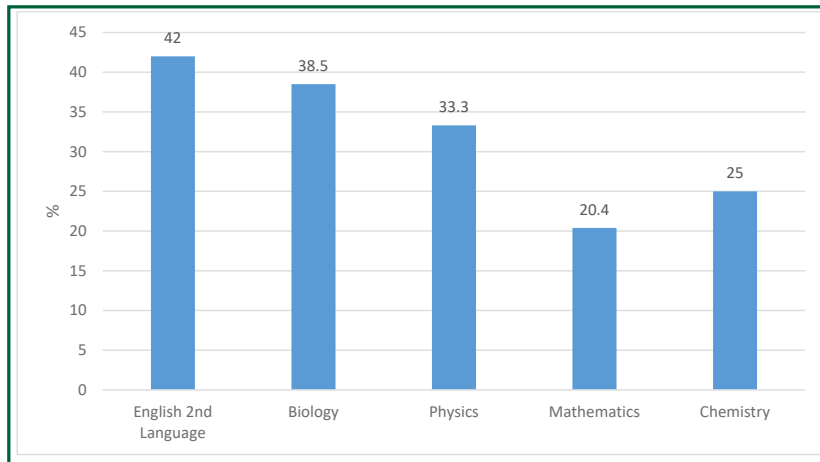
## 6.1.2 JETU JAMA: NSSCAS SCIENCE RESULTS

Figure 14: Jetu Jama: NSSCAS Science Results in 2022



The figure denotes that the highest percentage of learners who sat for Physics obtained 'A' (7.1%) and 'B' grades (11.9%) compared to other subjects, while the significant number of learners for English 2<sup>nd</sup> Language obtained a 'C' grade. Mathematics, on the other hand, recorded the highest percentage of 'U' grade, accounting for a substantial 40.8%.

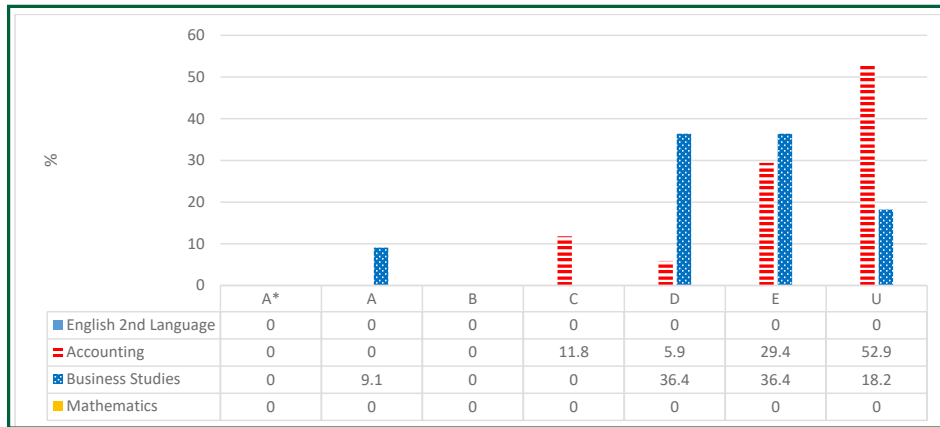
Figure 15: Jetu Jama: NSSCAS Science Results, C Symbol and above in 2022



*In terms of learners performance at the 'C' grade and above, English 2nd Language stands out as the subject with the highest percentage of achievement, achieving 42% followed by Biology and Physics which recorded 38.5% and 33.3%, respectively.*

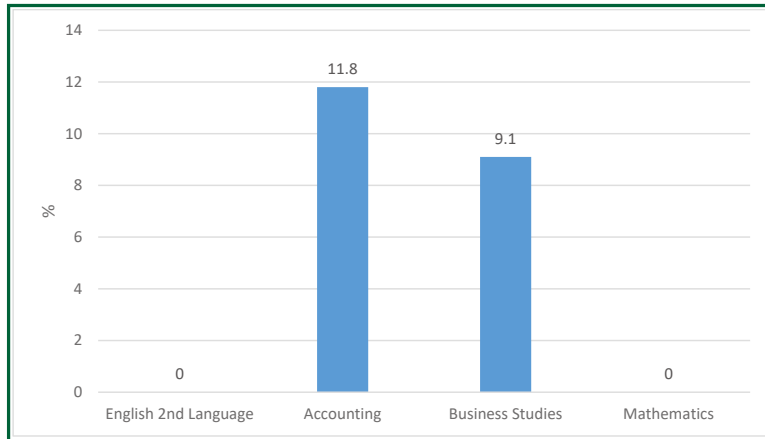
### 6.1.3 JETU JAMA: NSSCAS COMMERCE RESULTS

Figure 16: Jetu Jama: NSSCAS Commerce Results in 2022



The figure illustrates that Accounting had the highest percentage of learners scoring a 'C' grade, with a notable 11.8% of learners who achieved the 'C' grade. Additionally, it registered the highest proportion of 'U' grade totaling 52.9%. Interestingly, Business Studies stands out as the only subject where 'A' grades were recorded, achieving 9.1% of the scores. It is also noteworthy that Business Studies is the only subject where an equal number of learners obtained 'D' and 'E' grades respectively, both totaling 36.4%.

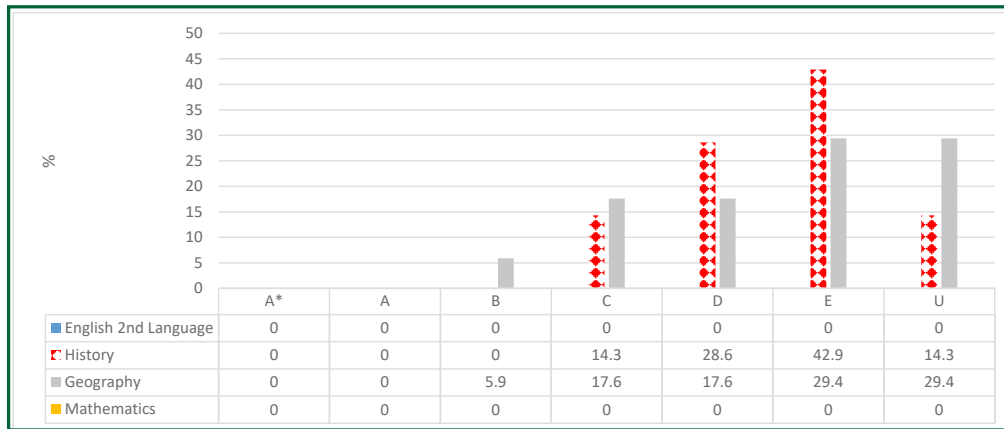
Figure 17: Jetu Jama: NSSCAS Commerce Results, C Symbol and Above in 2022



*The figure indicates that Accounting had the highest number of learners who achieved 'C' grades and above, totalling 11.8%, followed by Business Studies with 9.1%. Surprisingly, both English 2<sup>nd</sup> Language and Mathematics recorded no scores in the 'C' and above range.*

## 6.1.4 JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS

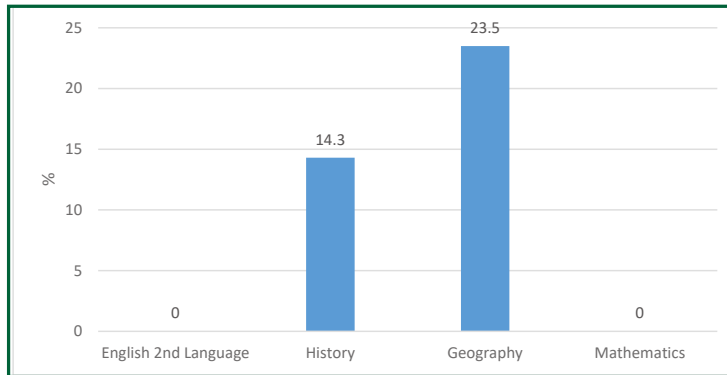
Figure 18: Jetu Jama: NSSCAS Social Science Results in 2022



The figure highlights that Geography was the only subject, which recorded an achievement of a 'B' grade, making up 5.9% of the total scores. Additionally, History recorded the highest percentage of 'E' grades obtained, totalling a significant 42.9% of the scores.

## JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS

Figure 19: Jetu Jama: NSSCAS Social Science Results, C and Above in 2022



*The figure shows that a significant number of learners who sat for Geography produced the best performance in obtaining 'C' and above grades and achieved a total score of 23.5%.*

*History followed with 14.3%, indicating that these two subjects had a higher percentage of learners who scored a 'C' and above grades.*

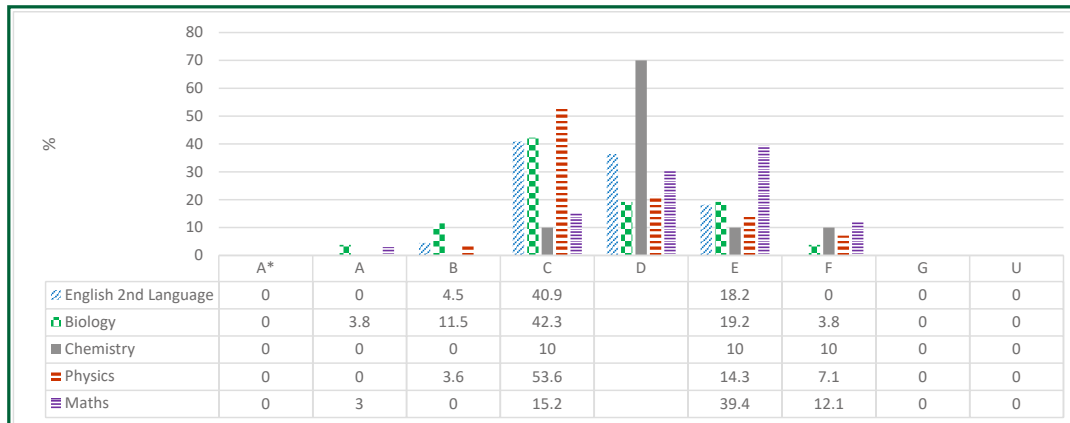
### Overall PETE Results: Jetu Jama

In summary, the above figures and tables demonstrated that subjects in the fields of Science, Commerce and Social Science offered at the Jetu Jama centre in the Southern Region, such as English Second Language (42%), Accounting (11.8%) and Geography (23.5%) recorded the highest achievement of a 'C' and above grades for NSSCAS, while English Second Language recorded the highest achievement of a 'D' and above grades for NSSCO in the Science field, which equals 89.3%.

## 6.2 PETE RESULTS: CENTRAL REGION, 2022

### 6.2.1 CENTRAL REGION: NSSCO SCIENCE RESULTS

Figure 20: Central Region NSSCO Science in 2022

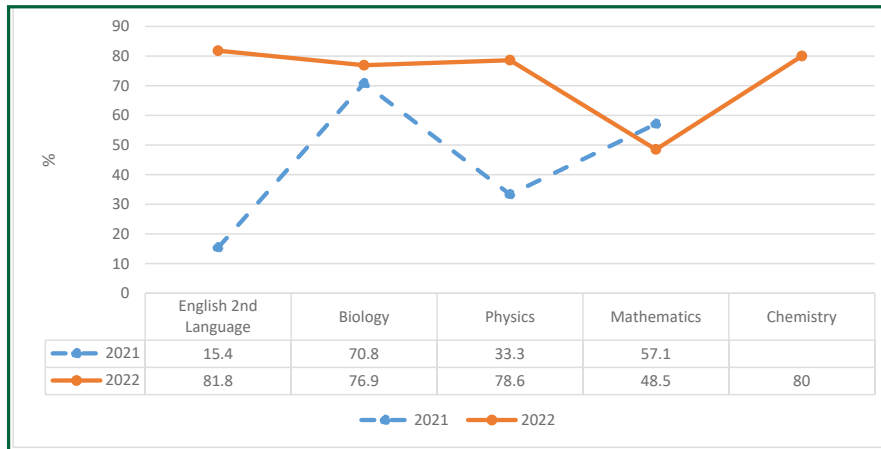


The figure illustrates that Physics had the highest number of learners who achieved 'C' and above grades, totaling 57.2%, followed by Biology at 53.8%. Furthermore, the majority of learners who sat for English 2nd Language, Biology and Chemistry attained scores in the 'C' and 'D' grade range.



## 6.2.2 CENTRAL REGION: NSSCO SCIENCE RESULTS

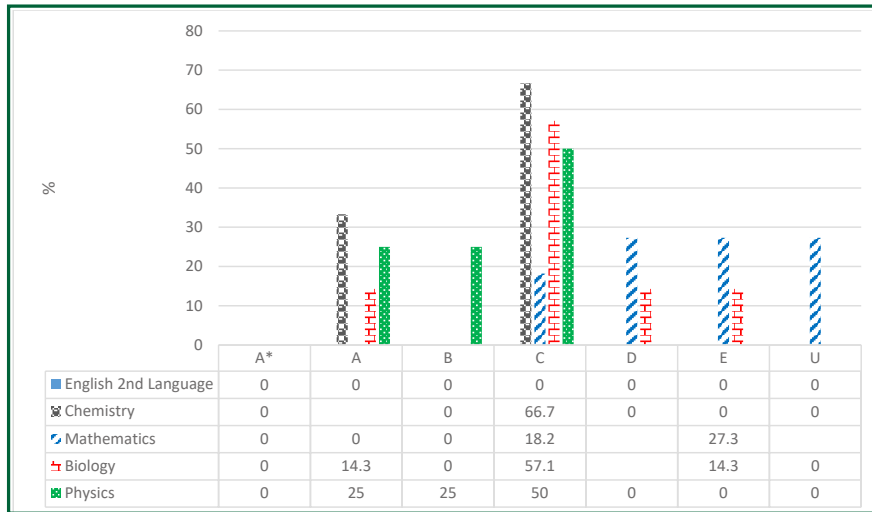
Figure 21: Central Region: NSSCO Science Results, D symbol and Above – Comparison of 2021 and 2022



The highest number of learners who scored 'D' and above grades in 2022 was recorded in Physics, totaling 78.6%. A significant improvement was recorded in English 2<sup>nd</sup> Language where the percentage of learners obtained a grade increased from 15.4% in 2021 to 81.8% in 2022 and in Physics from 33.3% in 2021 to 78.6% in 2022. A decline in performance was recorded in Mathematics from 57.1% (of learners obtained a grade) in 2021 to 48.5% in 2022. In 2021, Biology recorded the highest scores for 'D' and above grades, totalling 70.8%, while the lowest performance was recorded in English 2<sup>nd</sup> Language where only 15.4% of learners who sat for the examination obtained a grade.

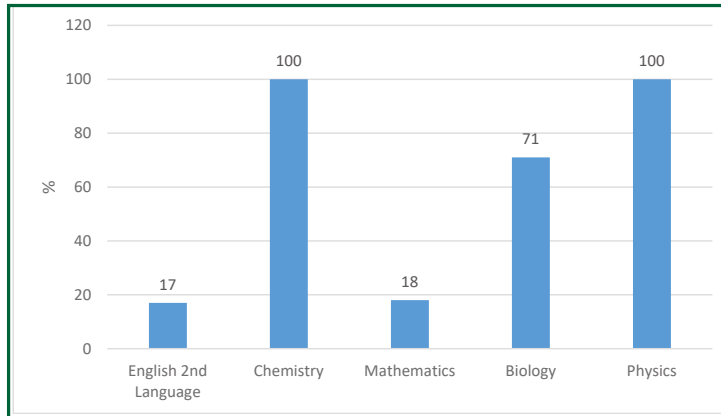
### 6.2.3 CENTRAL REGION: NSSCAS SCIENCE RESULTS

Figure 22: Central Region: NSSCAS Science Results in 2022



The figure illustrates that overwhelming majority of learners sat for Chemistry performed significantly well by predominantly achieving both 'A' and 'C' grades. Worth noting is that the majority of learners for Biology and Physics obtained a grade ranging between 'A' and 'C'. However, a significant number of learners who sat for Mathematics, 27.3% obtained a 'U' grade and this was the only subject in this field at this centre that recorded a 'U' grade.

Figure 23: Central Region: NSSCAS Science Results, C and Above in 2022



*The figure shows that all learners (100%) who sat for Chemistry and Physics respectively obtained 'C' and above grades followed by those for Biology at 71%.*

*English Second Language, on the other hand, had the lowest percentage of learners who achieved 'C' or higher grades, only 17% of learners were able to obtain grades in that range.*

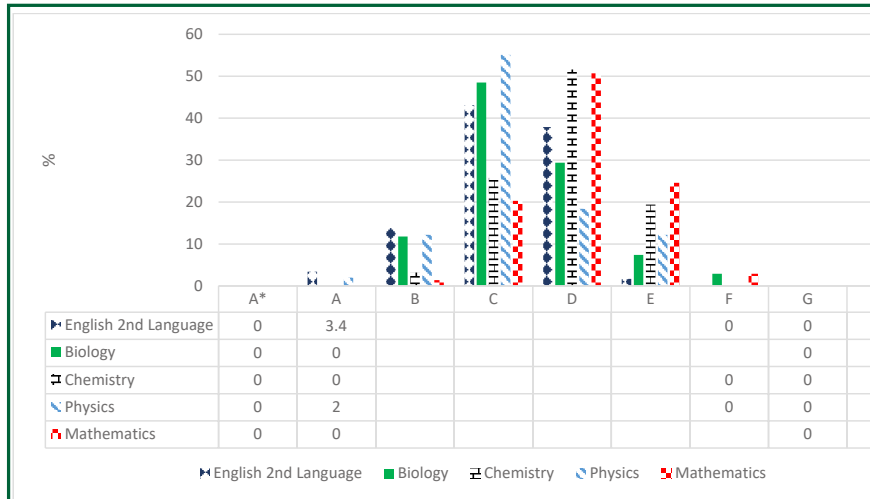
### **Overall PETE Results: Central Region**

In summary, the above tables and figures illustrate that the subjects offered in the Science field in the Central Region, namely, Chemistry and Physics recorded the achievement of 100% in the category of 'C' and above grades for NSSCAS, while English Second Language recorded the highest achievement (81.8%) in the category of 'D' and above grades for NSSCO.

## 6.3 PETE RESULTS: NORTHERN REGION IN 2022

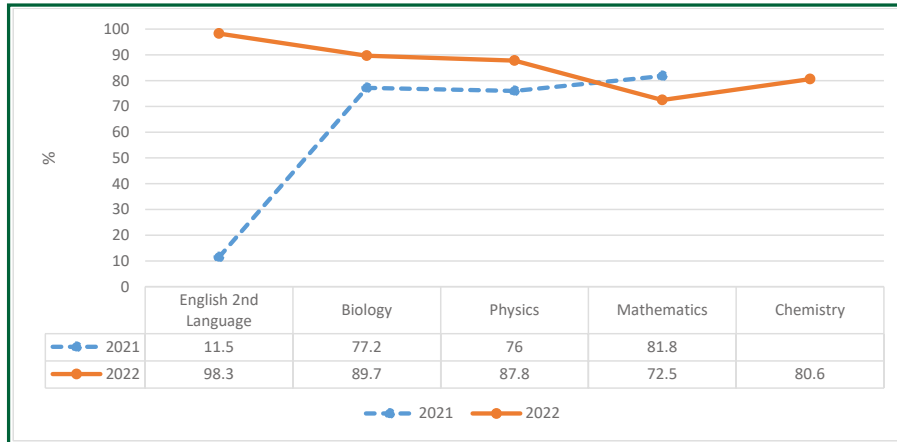
### 6.3.1 ONGWEDIVA: NSSCO SCIENCE RESULTS

Figure 24: Ongwediva: NSSCO Science Results in 2022



The figure shows that Physics recorded the highest percentage of learners who obtained a 'C' grade, which equals 55.1%, followed by Biology and English 2<sup>nd</sup> Language at 48.5% and 43.1% respectively. On the other hand, Mathematics had the lowest percentage of learners who obtained 'C' grade at 20.3%. In terms of 'A' grades, English Second Language and Physics were the only subjects in which students obtained that grade with 3.4% and 2% respectively. Meanwhile, Biology (2.9%) and Mathematics (2.9%) were the only subjects in which students obtained 'F' grades.

Figure 25: Ongwediva NSSCO Science Results, D symbol and Above Comparison of 2021 and 2022

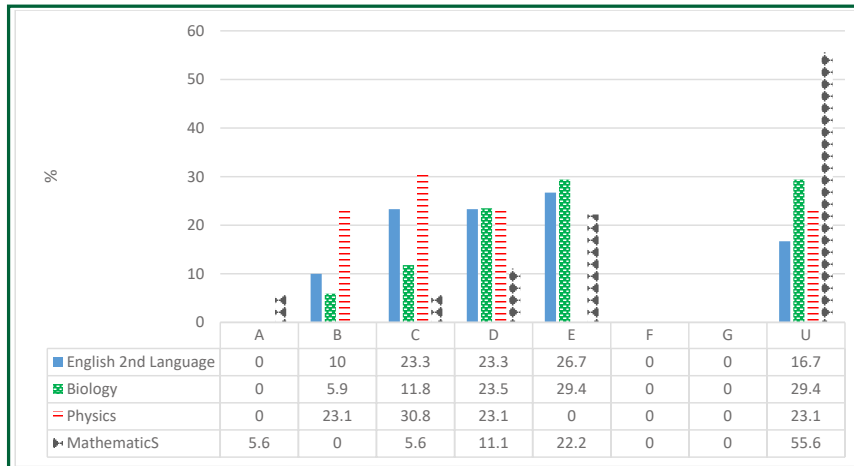


The figure illustrates that in 2021, the subjects with the highest percentage of learners who achieved 'D' and above grades were Mathematics (81.8%) and Biology (77.2%). Conversely, English 2<sup>nd</sup> Language recorded the lowest percentage in this category. In 2022, English 2<sup>nd</sup> Language showed a significant improvement through a pass rate of 98.3%, making it the subject with the highest percentage of students scoring 'D' grades and above. Biology followed closely with 89.7%, and Physics with 87.8% of learners who obtained 'D' and above grades.

Chemistry, which was newly introduced in 2022, recorded a pass rate of 80.6%. However, the results in Mathematics showed a decrease in the percentage of learners who achieved 'D' grades and above, dropping from 81.8% in 2021 to 72.5% in 2022.

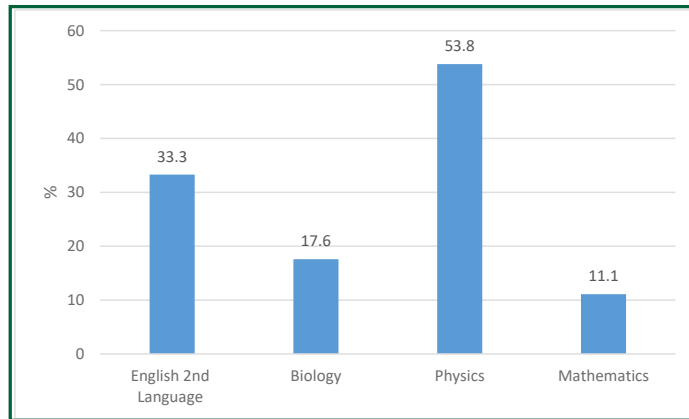
### 6.3.2 ONGWEDIVA: NSSCAS SCIENCE RESULTS

Figure 26: Ongwediva: NSSCAS Science Results in 2022



The figure denotes that Mathematics stands out as the only subject where learners achieved an 'A' grade, which equals 5.6% of learners obtaining this grade. On the other hand, Physics recorded the highest percentage of learners who scored a 'C' grade at 30.8%. Additionally, the majority of students who took the Biology examination obtained an 'E' grade.

Figure 27: Ongwediva: NSSCAS Science Results, C Symbol and Above in 2022



*The figure shows that most learners for Physics (53,8%) achieved grades in the category of 'C' and above followed by English 2<sup>nd</sup> Language with 33,3%, and Biology with 17,6%.*

### **Overall PETE Results: Northern Region**

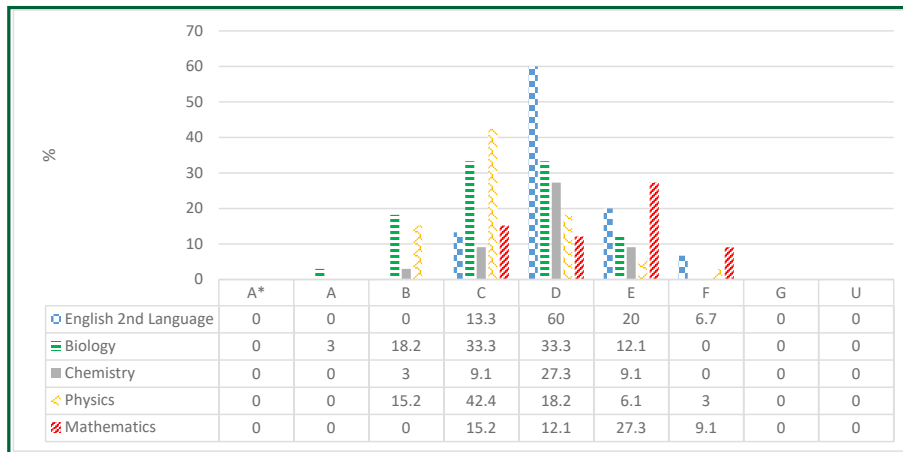
In summary, among the subjects in the Science field offered in the Northern Region, Physics recorded the highest achievement of 53.8% in the category 'C' grade and above for NSSCAS while the overwhelming majority of learners who sat for English 2<sup>nd</sup> Language (98.3%) obtained a 'D' grade and above for NSSCO.

It should be noted that no Commerce subjects were offered for PETE programme for 2022 at Ongwedivain the NR.

## 6.4 PETE RESULTS: NORTH-EASTERN REGION IN 2022

### 6.4.1 RUNDU: NSSCO SCIENCE RESULTS

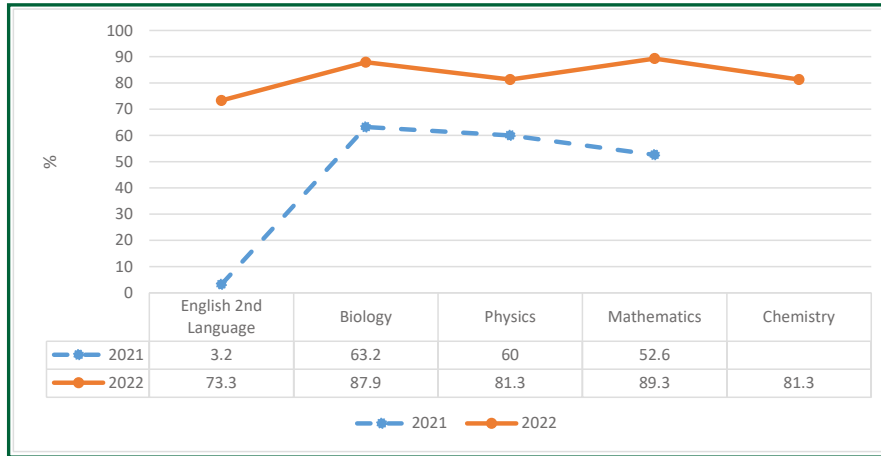
Figure 28: Rundu: NSSCO Science Results in 2022



The data shows that Physics recorded the highest percentage of learners who achieved 'C' and above grades, which equals 57.6%, followed by Biology and Mathematics with 51.5% and 15.2% respectively. Notably, English Second Language, Mathematics and Physics were the only subjects in this category/ field where students scored 'F' as a lowest grade.



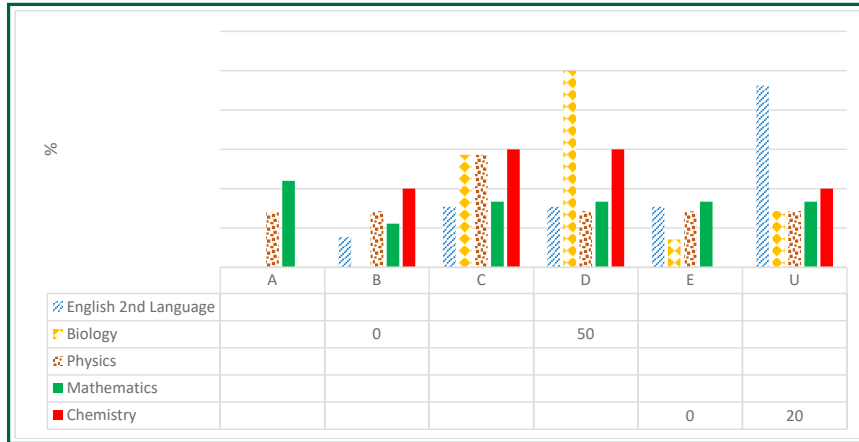
Figure 29: Rundu: NSSCO Science Results, D symbol and Above, Comparison of 2021 and 2022



In 2021, the highest number of 'D' and above grades was obtained in Biology and Physics with 63.2% and 60% respectively, while the lowest was recorded in English Second Language with 3.2%. In 2022, Mathematics recorded a pass rate of 89.3% of learners who scored a 'D' and above grades, followed by Biology and Physics with 87.9% and 81.3%, respectively. In 2022 notably, Chemistry achieved an impressive pass rate of 81.3%. Moreover, the performance of learners in English Second Language remarkably improved, as the percentage of learners scoring 'D' and above grades increased from 3.2% to 73.3%.

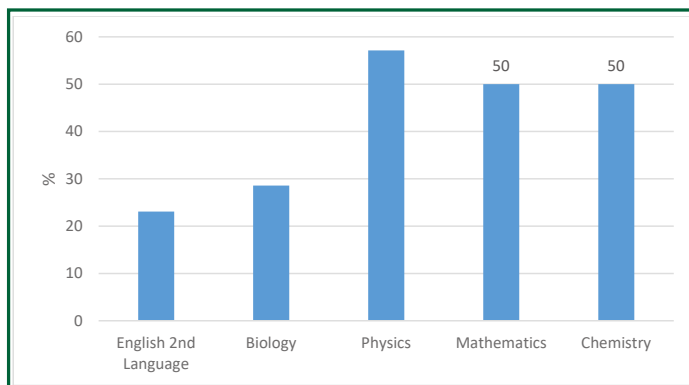
## 6.4.2 RUNDU: NSSCAS SCIENCE RESULTS

Figure 30: Rundu: NSSCAS Science Results in 2022



*Physics stood out with the highest number of 'C' and above grades, which equals 56.9%, followed by Chemistry and Biology with 50% and 28.6% respectively. English Second Language recorded the most 'U' grades, totalling 46.2%.*

Figure 31: Rundu: NSSCAS Science Results, C Symbol and above



*Better performance was recorded in Physics where 57.1% of the learners obtained 'C' grade and above grades followed by Mathematics and Chemistry with 50%, respectively.*

*English Second Language (23.1%) recorded the lowest number of 'C' grade and above at 23.1%.*

### Overall PETE Results: North-Eastern Region

In summary, the performance of learners in the Science field subjects offered at Rundu centre in North-Eastern Region depicts the following: Mathematics recorded the highest grades achieved in the range of 'D' grade and above, which equals 89.3%, followed by Biology (87.9%), and then Physics and Chemistry with 81.3%, respectively.

In the Science field, Physics recorded the highest scores (57.1%) of 'C' and above, followed by Mathematics (50%) while English Second Language recorded the lowest scores in the 'C' and above category, which equals 23.1%.

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

## 7.1 TVET OVERALL EXTERNAL RESULTS FOR 2022

Table 6: TVET External Assessment Results per NAMCOL Region for November 2022

Trade	Level	Number of Trainees	Competent	Not Yet Competent	Absent
<b>Windhoek: Jetu Jama</b>					
Automotive Mechanics	3	25	24 (96%)	1 (4%)	0
Automotive Mechanics	2	26	14 (54%)	12 (46%)	0
Office Administration	3	6	6 (100%)	0	0
Office Administration	2	11	11 (100%)	0	0
Plumbing & Pipefitting	3	21	21 (100%)	0	0
Plumbing & Pipefitting	2	19	9 (47%)	10 (53%)	0
Plumbing & Pipefitting	1	22	13 (59%)	9 (41%)	0

Trade	Level	Number of Trainees	Competent	Not Yet Competent	Absent
Welding & Metal Fabrication	3	17	2 (12%)	15 (88%)	0
Welding & Metal Fabrication	2	21	3 (14%)	18 (86%)	0
<b>Northern Region: Ongwediva</b>					
Office Administration	1	10	10 (100%)	0	0

*The results indicate outstanding performance in the external examinations undertaken by the trainees, especially in the trades, including Automotive Mechanics Level 3 (96%), Office Administration Levels 1, 2 & 3 (100%) and Plumbing and Pipefitting Level 3 (100%). However, there was a notable contrast in trainees' performance at the Jetu Jama Centre in Welding & Metal Fabrication Level 2 and 3, with only 12% and 14% of trainees, respectively, who demonstrated competence in their trades.*

Table 7: TVET Re-assessment Results for November 2022

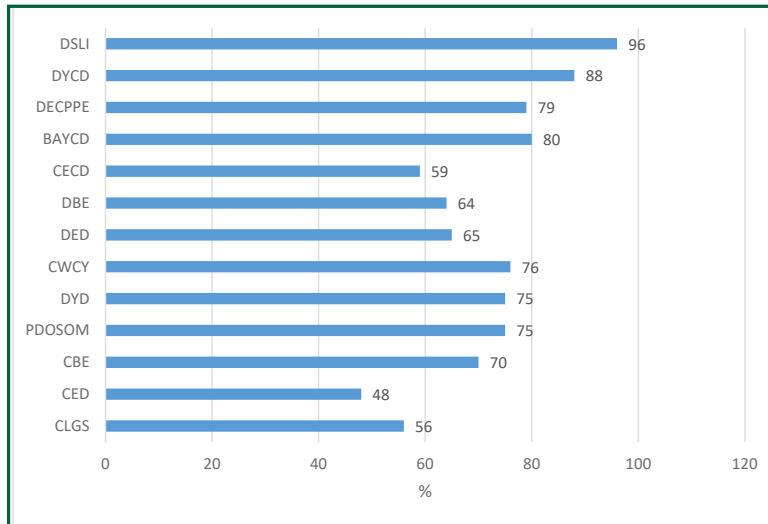
Trade	Level	Number of Trainees	Competent	Not Yet Competent
<b>Northern Region: Ongwediva</b>				
Office Administration	2	2	2 (100%)	0 (0%)
Office Administration	3	2	1 (50%)	1 (50%)
<b>North-Eastern Region: Rundu</b>				
Office Administration	1	2	2 (100%)	0 (0%)
<b>Windhoek: Jetu Jama</b>				
Office Administration	3	2	2 (100%)	0 (0%)

*All of the trainees who were re-assessed in Office Administration Levels 1, 2 and 3 (Windhoek: Jetu Jama) were found to be competent. However, one trainee who was re-assessed in Office Administration Level 3 at Ongwediva in Northern Region was found to be not yet competent.*

# 8. TERTIARY PROGRAMMES

## 8.1 TERTIARY PROGRAMMES RESULTS in 2022

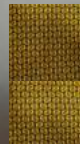
Figure 32: Average Pass Rate per TP in 2022



The figure depicts that DSLI recorded the highest average pass rate of 96% in 2022, followed by DYCD with 88%. Both DYD and PDOSOM recorded an equal average pass rate of 75% in 2022. The lowest average pass rate of 56% and 48% was recorded in CLGS and CED respectively.



# STAFFING AND PHYSICAL FACILITIES





## 9. STAFFING AND PHYSICAL FACILITIES

As at 31 March 2023, NAMCOL had a staff complement of 113 full-time employees, as well as 1853 part-time employees to carry out its operations. These employees were deployed at the head office, the regional and sub-regional offices.

### 9.1 DEMOGRAPHIC PROFILE OF FULL-TIME STAFF

Table 8: Demographic Profile of Full-time Staff as at 31 March 2023

Job Category	Paterson Job Grade	Total Employees	Designated Categories as per Affirmative Action		
			Racially Disadvantaged	Female	Persons with Disability
Total Permanent Employees					
Executive Director	E5	1	1 (100%)	0 (0%)	0 (0%)
Senior Management	D4-D5	8	8 (100%)	4 (50%)	0 (0%)
Middle Management	D3	13	13 (100%)	11 (85%)	1 (8%)
Specialised / Senior Supervisory	C1-D2	67	67 (100%)	32 (48%)	0 (0%)
Skilled	B2-B4	19	1 (100%)	13 (72%)	1 (6%)
Semi-skilled	A3-B1	3	3 (100%)	1 (33%)	0 (0%)
Unskilled	A2	2	2 (100%)	0 (0%)	0 (0%)

Table 8 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 9: Demographic Profile of Part-time Staff as at 31 March 2023

Office/Directorate/ Region	EO/Head of Centres (F-F)	Tutors/Moderators (SE)	Course/Assignment Writers	Editors/Proof readers	Tutors/Moderators (TP)	Consultants	Course Revisers/ Narrators	Fixed-term Employees
Head Office	0	0	50	55	185	4	24	59
Northern Region	24	461	0	0	0	0	0	43
Southern Region	23	484	0	0	0	0	0	22
North Eastern Region	10	175	0	0	0	0	0	5
Central Region	14	208	0	0	0	0	0	7
Total	71	1328	50	55	185	4	24	136

*The table above displays the demographic profile of part-time staff. As at 31 March 2023, NAMCOL had a grand total of 1853 part-time staff members.*

## 10. NAMCOL CENTRES

NAMCOL owns physical facilities in Windhoek and in the following towns: Otjiwarongo, Rundu, Ongwediva and Gobabis. NAMCOL also utilises school facilities after hours and during school holidays for contact sessions. The College is in the process of constructing offices at Walvis Bay and Opuwo, both which are due for completion in 2024.

Table 10: NAMCOL Centres for 2022

NAMCOL Region	Northern Region	North-Eastern Region	Central Region	Southern Region	Total
Total number of tutorial centres	21	6	17	20	64
Assignment Coordinating/Enrolment points	26	1	5	5	44
Total number of class groups	349	70	163	336	1022

*As at 31 March 2023, the four NAMCOL regions had a combined number of 64 tutorial centres, 44 assignment coordinating/enrolment points, and 1022 class groups.*

# 11. CONCLUSION

NAMCOL is continuously monitoring and evaluating its programmes and services to make improvements that will benefit the College, including improvement of learner performance. 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 her learners. A remarkable improvement on learner performance in English 2<sup>nd</sup> Language for NSSCO should be noted, especially for 'D' and above grades. In all four regions, more than 70% of learners who wrote English Second Language, obtained 'D' and above grades. In NR, 98.3% of learners who sat for the PETE examination in 2022, were graded a 'D' and above.

The trend of females dominating SE and TP enrolments over the years was no different in 2023. All trainees who were assessed for Office Administration Levels 2 and 3, Plumbing and Pipefitting Level 3 at Jetu Jama and those assessed for Office Administration in NAMCOL's Northern region, were found to be competent. As a College, we continuously strive to be an institution of excellence through the provision of a wide range of accredited tertiary programmes and dedication to inclusivity. NAMCOL upholds cooperation with various stakeholders to provide inclusive and quality education. The Statistical Digest is a tool that is produced purposefully to provide information for planning and decision-making processes.

Namibian College of Open Learning

# Statistical Digest 2022/23

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