



Namibian College of Open Learning

# Statistical Digest 2023/24

Prepared by:

Research, Development and Quality Assurance

Sub-Division (RDQA) | 24<sup>th</sup> Edition


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TAKING EDUCATION TO THE PEOPLE



# Statistical Digest 2023/24



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# Acknowledgements

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Special gratitude is extended to the Directorate of National Examinations and Assessment (DNEA) at the Ministry of Education, Arts and Culture (MoEAC) for supplying critical examination results. Lastly, commendation is given to the Directorate of Marketing, Enterprise Development, and ICT (MED&ICT) for their outstanding work in designing and laying out the Statistical Digest.

All these contributors' collective expertise, commitment, and support were instrumental in completing this 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:**

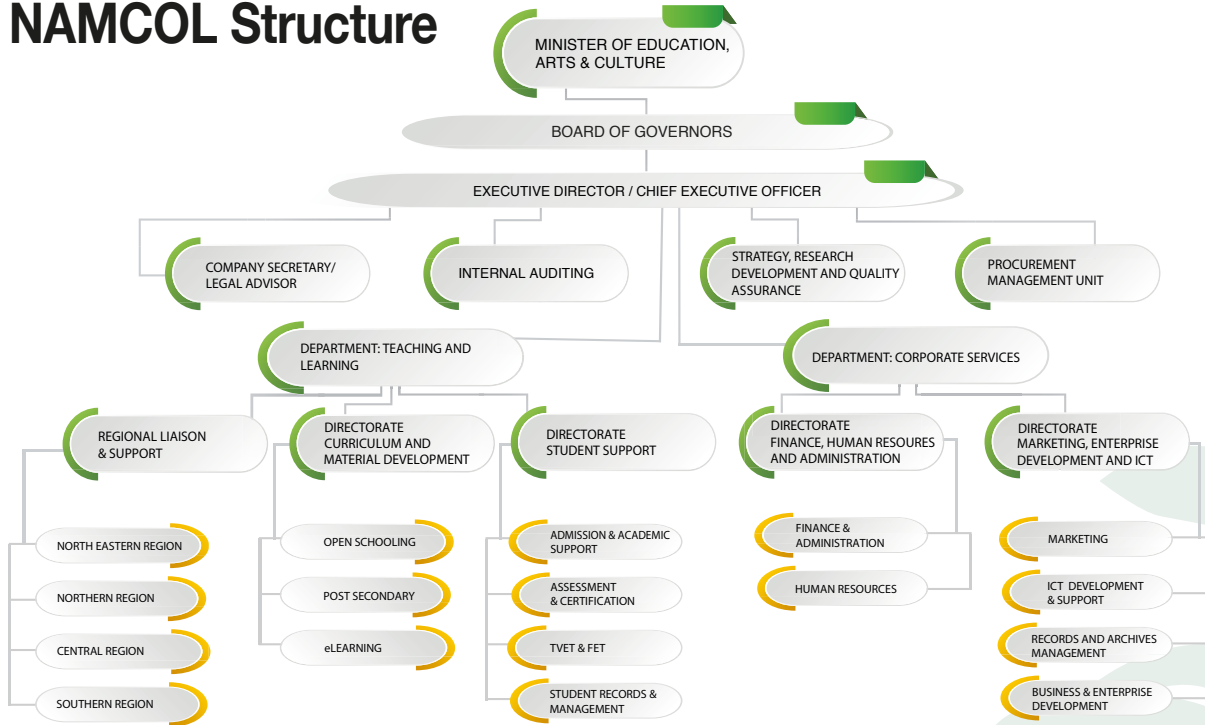
To be transparent and answerable to our stakeholders.

**Responsiveness:**

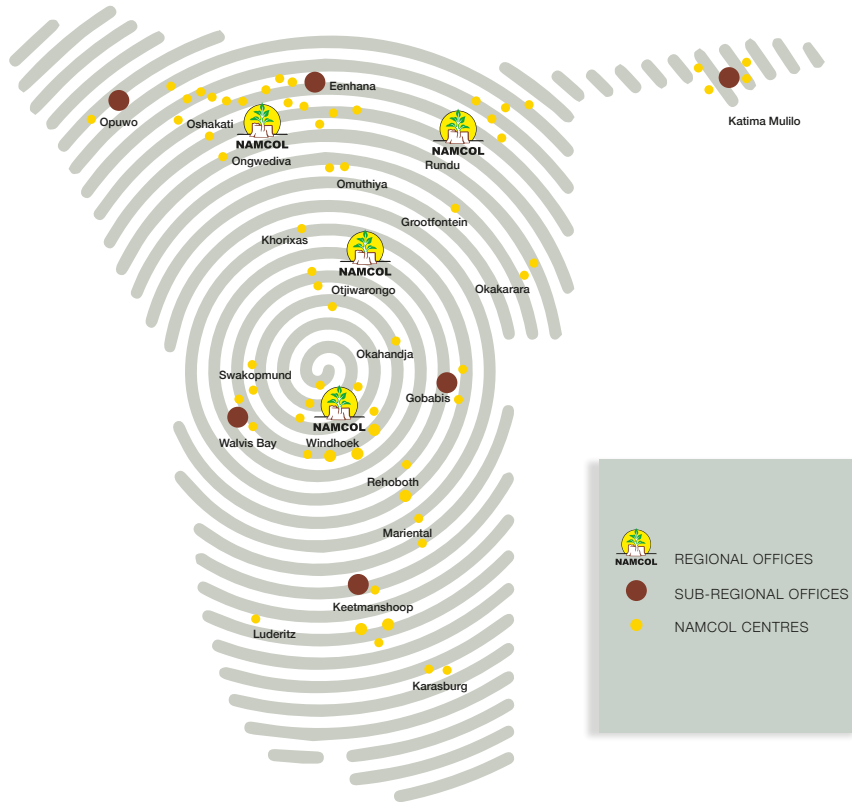
To address education and training needs, as well as emerging challenges in a timely fashion.



# NAMCOL Structure



# Map of Regional and Sub-Regional offices





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# CEO's Foreword

With great pride, I present the 24th edition of NAMCOL's Statistical Digest, an annual publication meticulously produced by the Research, Development, and Quality Assurance (RDQA) Sub-Division. Since its inception in 1998, the Statistical Digest has become a cornerstone of NAMCOL's commitment to transparency, accountability, and data-driven decision-making.

This publication serves as a comprehensive repository of statistical data, covering critical areas such as learner profiles, enrolment figures, examination outcomes, staffing metrics, and physical infrastructure. Beyond its function as an informational resource, the Statistical Digest is pivotal in guiding the College's strategic planning and decision-making processes. It ensures the judicious allocation of NAMCOL's financial, human, and physical resources, enhancing our ability to provide quality education to Namibians.

The primary data sources for the Statistical Digest are NAMCOL's Learner Information Management System and the Directorate of National Examinations and Assessment (DNEA) within the Ministry of Education, Arts and Culture (MoEAC). These data sources provide the foundation for this publication, ensuring a robust and accurate representation of our operations.

On behalf of NAMCOL, I sincerely appreciate all those who contributed to compiling this edition of the Statistical Digest. Their dedication and attention to detail have been instrumental in producing a document that reflects the true scope and impact of NAMCOL's activities over the past year.

Furthermore, I would like to take this opportunity to reassure our stakeholders and the broader public that rigorous efforts have been made to verify the accuracy of the information contained within this publication. The data presented offers an authentic portrayal of NAMCOL's endeavours during the period under 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). I trust this edition of the Statistical Digest will be a valuable resource for all who seek to understand and engage with NAMCOL's work.



Mr Alberts Kulobone

Acting Chief Executive Officer

# Acronyms and Abbreviations

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

# Acronyms and Abbreviations

<b>DECPPE</b>	<b>Diploma in Early Childhood and Pre-primary Education</b>
<b>DED</b>	<b>Diploma in Education for Development</b>
<b>DNEA</b>	<b>Directorate of National Examinations and Assessment</b>
<b>DSLII</b>	<b>Diploma in Sign Language Interpreting</b>
<b>DWCY</b>	<b>Diploma in Community-Based Work with Children and Youth</b>
<b>DYCD</b>	<b>Diploma in Youth and Community Development</b>
<b>DYD</b>	<b>Diploma in Youth Development</b>
<b>FHRA</b>	<b>Finance, Human Resources and Administration</b>
<b>MoEAC</b>	<b>Ministry of Education, Arts and Culture</b>
<b>MAYCD</b>	<b>Master of Arts in Youth and Community Development</b>
<b>MED&amp;ICT</b>	<b>Marketing, Enterprise Development and ICT</b>
<b>NAMCOL</b>	<b>Namibian College of Open Learning</b>
<b>NER</b>	<b>North-Eastern Region</b>
<b>NQA</b>	<b>Namibia Qualifications Authority</b>
<b>NR</b>	<b>Northern Region</b>
<b>NSSCAS</b>	<b>Namibia Senior Secondary Certificate Advanced Subsidiary Level</b>
<b>NSSCO</b>	<b>Namibia Senior Secondary Certificate Ordinary Level</b>

# Acronyms and Abbreviations

NTA	Namibia Training Authority
OA	Office Administration
OHS	Occupational Health and Safety
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
SRQA	Strategy, Research and Quality Assurance
SR	Southern Region
SS	Student Support
TP	Tertiary Programme
TVET	Technical, Vocational Education and Training
WMF	Welding and Metal Fabrication

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# Definition of Terms

**Class groups** refer to learners who are grouped according to a specific subject to receive face-to-face tuition.

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

**Learner / Student** refers to someone who registers for NAMCOL's Secondary Education or Tertiary Programmes. For example, a person who enrolls on 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 Oshikoto); North-Eastern (Kavango West, Kavango East and Zambezi); Northern (Omusati, Oshana, Ohangwena, Oshikoto and part of Kunene); and Southern (Komas, Hardap, Karas, Omaheke and part of Otjozondjupa).

**Namibia Senior Secondary Certificate 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 senior secondary education. 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 that 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, and Educational 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 and professional qualifications to those who wish to pursue their careers in 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 essential information-sharing tool for NAMCOL's stakeholders, partner institutions, educational planners, learners/ students/ trainees, and the public. It provides statistical data on learner/student profiles, enrolment statistics, examination results, staffing, and physical facilities.

The college continues to research to inform us of new programme offerings. Tertiary Programmes (TP) and Technical, Vocational Education and Training (TVET) programmes are continuously reviewed to address 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. 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 of the market. They include the following:

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 **(DSLJ)**;  
Bachelor of Business and Entrepreneurship **(BBE)**;  
Bachelor of Arts in Youth and Community Development **(BAYCD)**;  
Bachelor of Education in Early Childhood and Junior Primary Education **(BECJPE)**;  
Bachelor of Education 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 aim to alleviate the country's high unemployment rate by developing 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**);
- Office Administration (**OA**); and
- Occupational Health and Safety (**OHS**).

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. LEARNER ENROLMENT

## 2.1 SECONDARY EDUCATION (SE) PROGRAMMES (NSSCO AND NSSCAS)

### 2.1.1 LEARNER ENROLMENT FOR 2024

**Figure 1: Learner Enrolment, 2024**

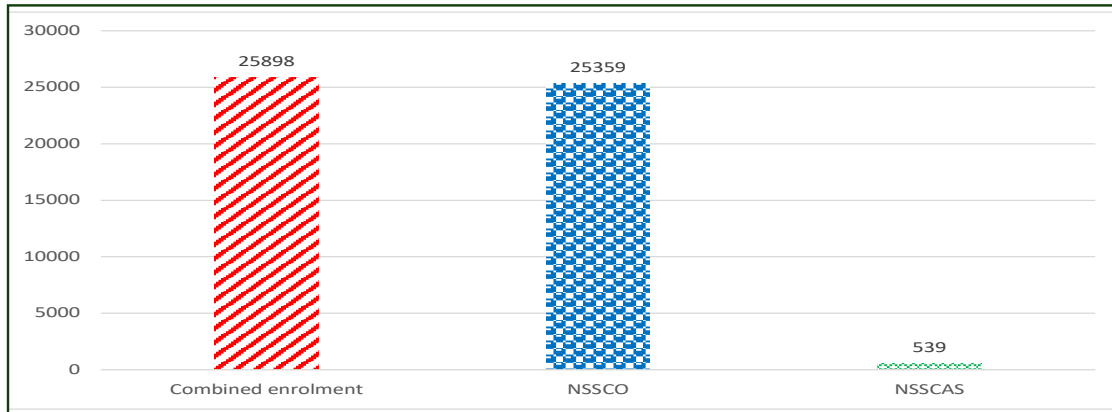


Figure 1 shows that 25898 learners were enrolled for SE (NSSCO and NSSCAS) for the 2024 academic year. The highest enrolment, 25359, was recorded for NSSCO, making 97.9%, while 539 (2.1%) registered for NSSCAS.

**Figure 2: Growth in the Secondary Education Combined Enrolment (NSSCO and NSSCAS) from 2010 – 2024**

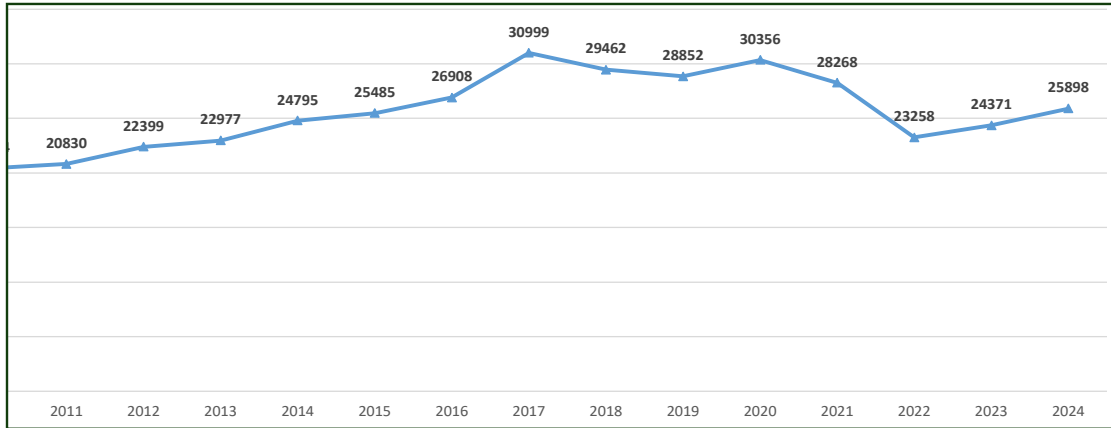


Figure 2 shows steady growth in SE enrolments from 2010 to 2017 and a decline from 2018 to 2022, though there was a significant increase in enrolments in 2020. A sharp decline in combined enrolments was observed in 2022, primarily attributed to the change in the national education curriculum. However, there is a positive sign of recovery in 2023 and 2024 as the number of combined enrolments increased by 1,113 and 1527, respectively, for the past two years.

**Figure 3: Growth in Secondary Education Enrolment from 2023 - 2024**

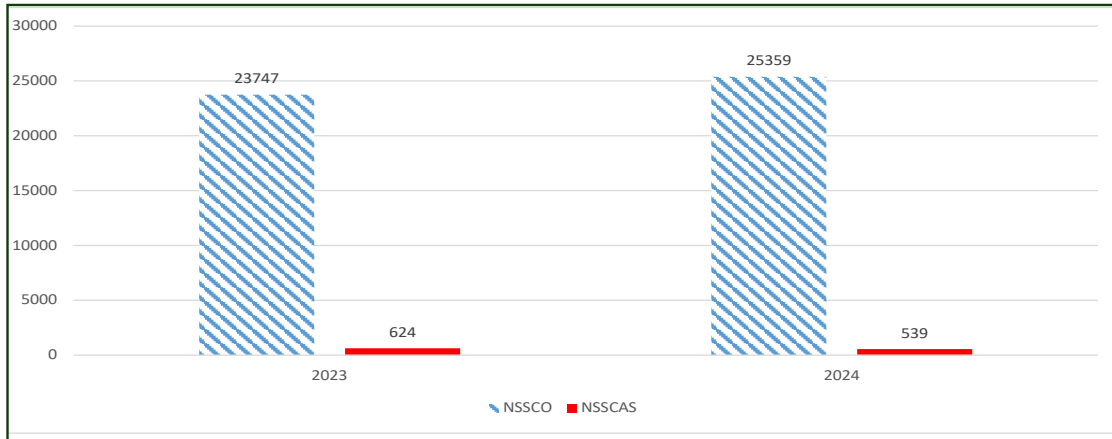


Figure 3 depicts an increase of 1612 in the number of SE enrolments for NSSCO from 2023 to 2024. A decline is noted in 2024 as compared to 2023. A total of 539 learners registered for NSSCAS in 2024 as compared to 624 learners recorded in 2023.

**Figure 4: Secondary Education Enrolment by Gender in 2024**

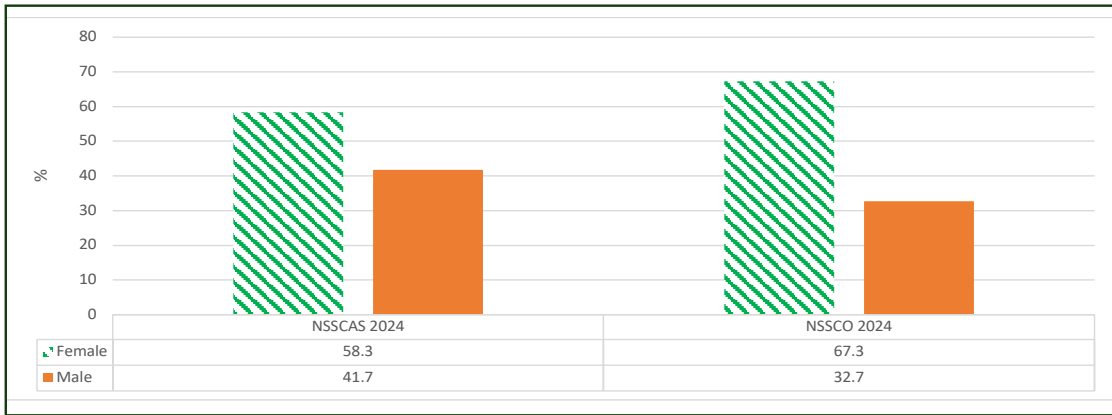


Figure 4 indicates that enrolments for both NSSCAS and NSSCO for 2024 were predominantly females. NSSCAS recorded 314 (58.3%) females and 225 (41.7%) males. NSSCO recorded 17 056 (67.3%) females and 8303 (32.7%) males.

**Figure 5: Enrolment by NAMCOL Region for NSSCAS and NSSCO in 2024**

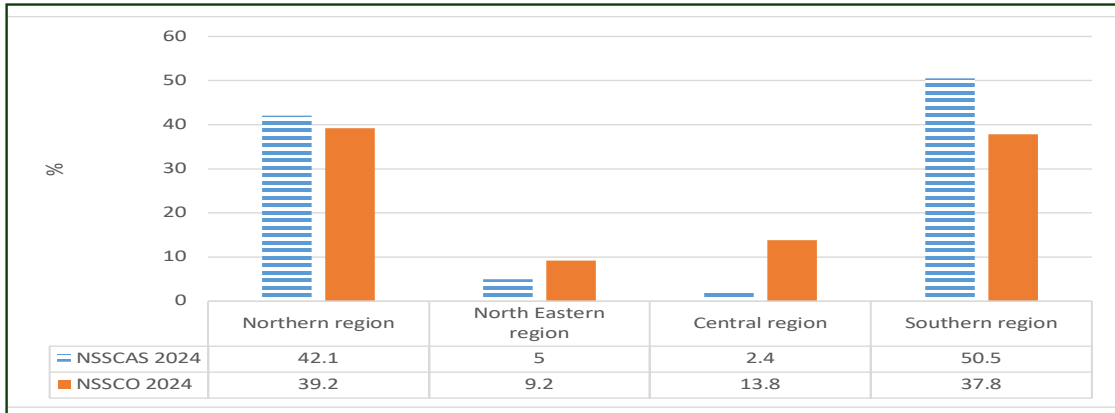


Figure 5 shows that the highest enrolment in 2024 for NSSCAS (50.5%) was recorded in the Southern Region, while the highest NSSCO (39.2%) was in the Northern Region. The Central Region recorded the lowest enrolments for NSSCAS (2.4%), followed by the North Eastern Region (5%). The North Eastern Region recorded the lowest enrolments (9.2%) for NSSCO, followed by the Central Region (13.8%).

## 2.2 SUBJECT ENROLMENT, 2024

**Table 1: Percentage of Subject Enrolment for NSSCO in 2024**

Subject	Number enrolled	%
English Second Language	11823	24.7
Biology	7941	16.6
Mathematics	6641	13.9
Development Studies	4955	10.3
Physics	3061	6.4
Geography	2889	6
Chemistry	2444	5.1
Agricultural Science	2362	4.9
Business Studies	1564	3.3
History	1477	3.1
Economics	961	2
Accounting	742	1.5
Entrepreneurship	305	0.6
Oshikwanyama First Language	199	0.4
Oshindonga First Language	178	0.4
Afrikaans Second Language	97	0.2
Otjiherero First Language	126	0.3
Rukwangali First Language	68	0.1
Khoekhoegowab First Language	71	0.1
Silozi First Language	26	0.1
Rumanyo First Language	19	0.04

Table 1 indicates that among NSSCO (Grade 11) subjects, English Second Language recorded the highest enrolment of 24.7%, followed by Biology at 16.6%. African languages such as Silozi, Khoekhoegowab, and Rukwangali accounted for less than 1%, while the lowest subject enrolment of just 0.04% was recorded for Rumanyo.

**Table 2: Percentage of Subject Enrolment for NSSCAS in 2024**

Subject	Number enrolled	%
Mathematics	281	25.8
Biology	252	23.2
English Second Language	171	15.7
Physics	149	13.7
Chemistry	123	11.3
Geography	19	1.7
Economics	18	1.7
Agricultural Science	18	1.7
Business Studies	16	1.5
Accounting	13	1.2
History	11	1
Oshindonga First Language	7	0.6
Entrepreneurship	5	0.5
Oshikwanyama First Language	5	0.5

Table 2 highlights the NSSCAS subject enrolments for 2024. Mathematics took the lead with 25.8%, followed by Biology and English Second Language, at 23.2% and 15.7%, respectively. Among the newly introduced subjects in the secondary phase curriculum, Physics led the pack with 13.7%, followed by Chemistry at 11.3%. Entrepreneurship and Oshikwanyama First Language recorded the lowest enrolment, accounting for less than 1%.





# TERTIARY PROGRAMMES

# 3. TERTIARY PROGRAMMES (TP)

## 3.1 TERTIARY PROGRAMMES ENROLMENT STATISTICS FOR 2018 - 2024

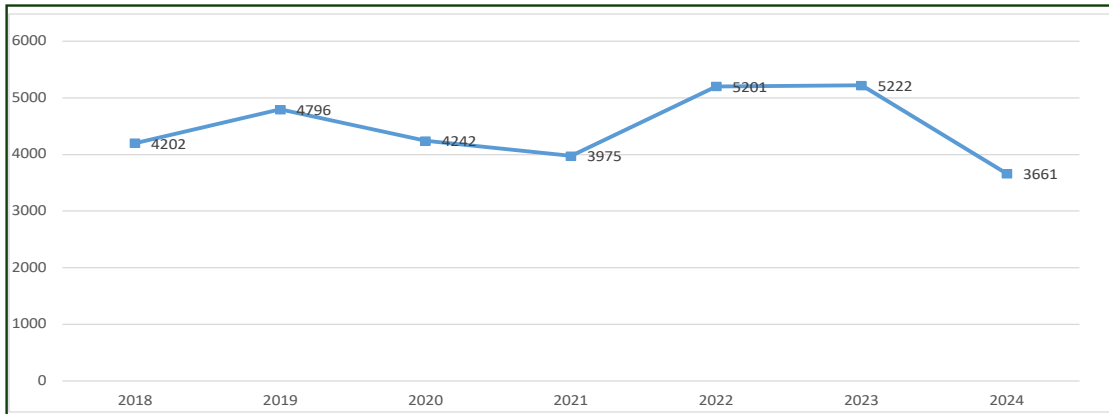
**Table 3: TP Enrolment Statistics for 2018 - 2024**

	ENROLMENTS													
	2018		2019		2020		2021		2022		2023		2024	
TP	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
<b>PDOSOM</b>	<i>Introduced in 2019</i>		21	0.4	38	0.9	49	1.2	67	1.3	88	1.7	51	1.39
<b>CLGS</b>	152	3.6	119	2.5	72	1.7	59	1.5	58	1.1	51	1.0	35	0.96
<b>CEC</b>	101	2.4	105	2.2	33	0.8	15	0.4	35	0.7	3	0.1	0	0
<b>DYD</b>	37	0.9	23	0.5	17	0.4	13	0.3	12	0.2	11	0.2	0	0
<b>CWCY</b>	62	1.5	76	1.6	59	1.4	46	1.2	47	0.9	45	0.9	20	0.55
<b>CECD</b>	2042	48.6	2288	47.7	2076	48.9	1460	36.7	1854	35.6	1847	35.4	1271	34.72
<b>DED</b>	71	1.7	62	1.3	48	1.1	51	1.3	64	1.2	50	1.0	49	1.34
<b>DECPPE</b>	1507	35.9	1889	39.4	1765	41.6	2130	53.6	2897	55.7	2205	42.2	1183	32.31
<b>BAYD</b>	68	1.6	58	1.2	35	0.8	29	0.7	41	0.8	44	0.8	21	0.57
<b>CBE</b>	17	0.4	31	0.6	32	0.8	39	1.0	35	0.7	43	0.8	8	0.22

<b>DBE</b>	<i>Introduced in 2020</i>				12	0.3	13	0.3	13	0.2	19	0.4	3	0.08
<b>CED</b>	145	3.5	124	2.6	55	1.3	52	1.3	55	1.1	43	0.8	35	0.96
<b>DSLJ</b>	<i>Introduced in 2021</i>						19	0.5	12	0.2	10	0.2	1	0.03
<b>BECJPE</b>	<i>Introduced in 2023</i>										540	10.3	580	15.84
<b>BEEdCDPH</b>	<i>Introduced 2023</i>										141	2.7	295	8.06
<b>BBE</b>	<i>Introduced 2024</i>												14	0.38
<b>DWCY</b>	<i>Introduced 2023</i>										26	0.5	27	0.74
<b>DYCD</b>	<i>Introduced 2022</i>								11	0.2	14	0.3	16	0.44
<b>MAYCD</b>	<i>Introduced in 2023</i>										42	0.8	52	1.42
<b>TOTAL</b>	<b>4202</b>	<b>100</b>	<b>4796</b>	<b>100</b>	<b>4242</b>	<b>100</b>	<b>3975</b>	<b>100</b>	<b>5201</b>	<b>100</b>	<b>5222</b>	<b>100</b>	<b>3661</b>	<b>100</b>

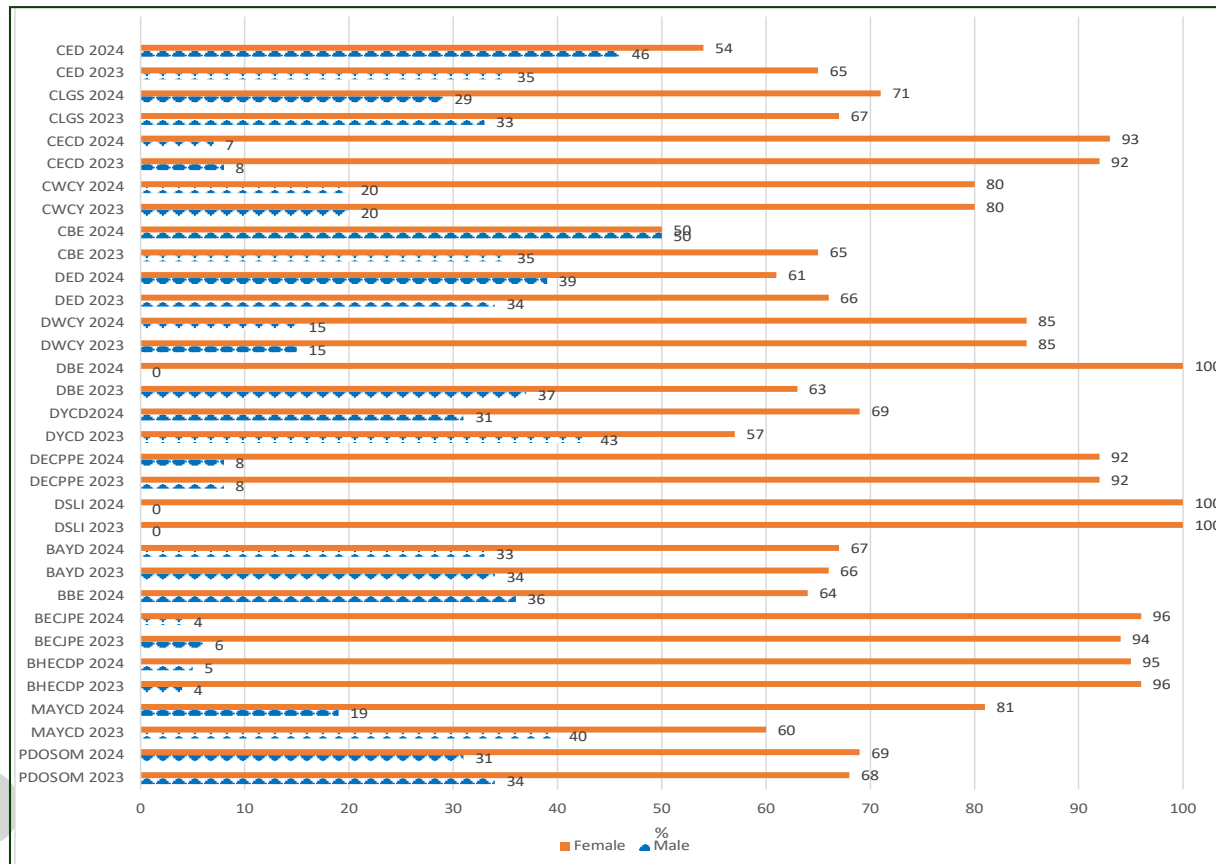
The table indicates that CECD and DECPPE programmes consistently maintained their positions in recording large enrolment numbers across the seven years. DBE recorded the lowest enrolment number for two consecutive years, 0.3%, in 2020 and 2021. DSLJ, DBE, DYD and DYCD recorded the lowest number of enrolments for 2022 at 0.2%, respectively, while DSLJ recorded the lowest number of enrolments in 2024 (0.03%).

**Figure 6: Growth in Tertiary Programmes from 2018 – 2024**



From 2018 to 2024, Tertiary Programmes saw fluctuations in student intake. The numbers rose from 4,202 in 2018 to 5222 in 2023, dropping sharply to 3661 in 2024. The 2021 intake decreased to 3975 but recovered significantly in 2022 to 5,201. There was no new intake for DECPPE in 2024 hence the significant decline in enrolments to 3661.

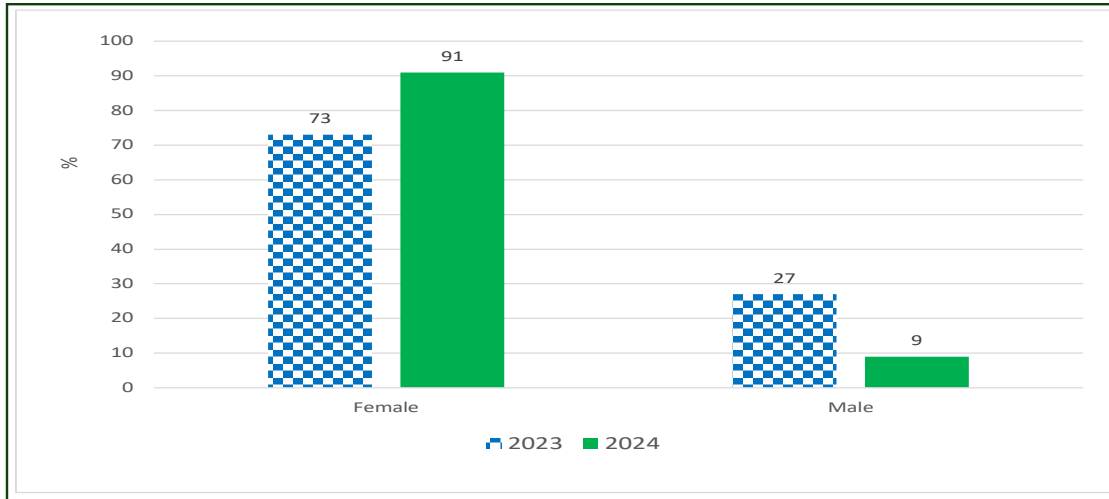
**Figure 7: Enrolment by Gender for each TP for 2023 and 2024**



The figure illustrates that in both 2023 and 2024, female enrolment dominated across all TPs, except an equal split of 50% between males and female enrolment in CBE in 2024. Notably, in 2024, DSL1 and DBE recorded 100% female enrolment.

1 Only one (1) student registered for DSL1.

**Figure 8: Combined Enrolment by Gender in all TPs for 2023 and 2024**



The figure clearly shows that in both 2023 and 2024, females dominated the combined enrolment for all TPs, accounting for 73% and 91%, respectively.



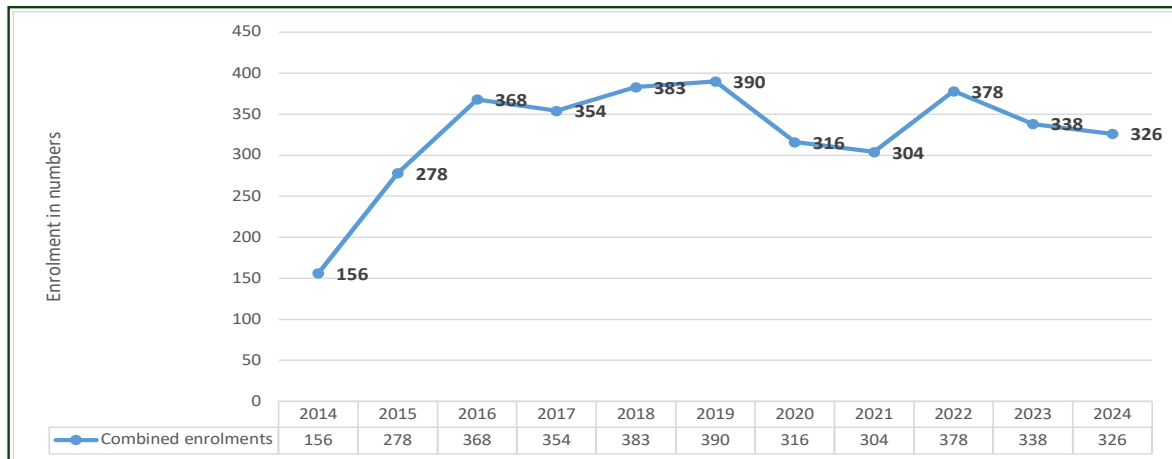
# TVET Programmes



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

### 4.1 ENROLMENT FOR TVET PROGRAMMES

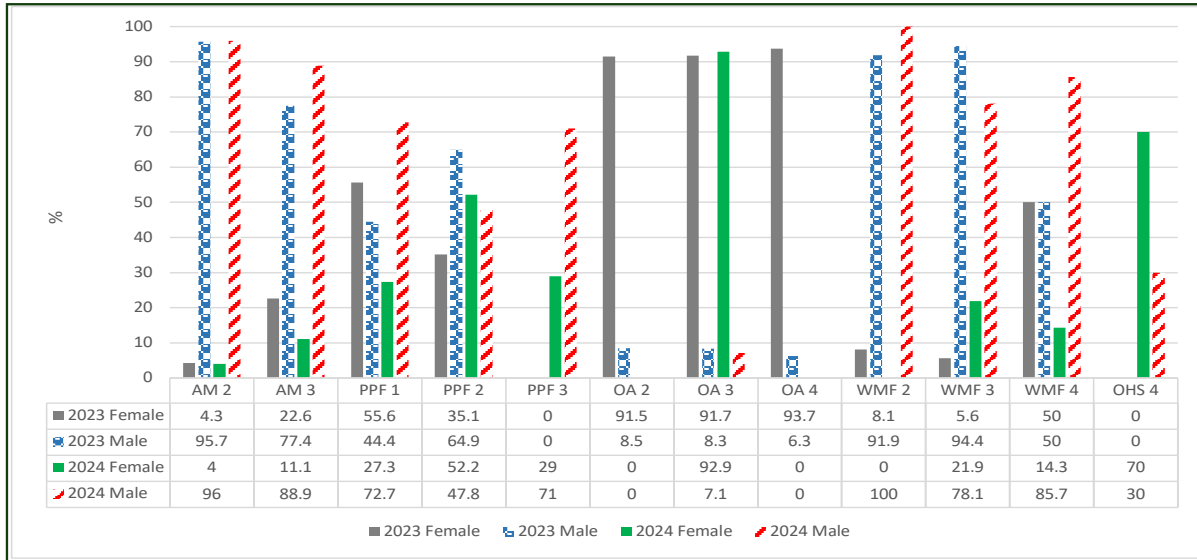
**Figure 9: Enrolment for TVET Programmes from 2014 - 2024**



The figure highlights an increase in TVET enrolment from 2014 to 2016, with a slight decline in 2017. A slight increase was again recorded in 2018, 2019, and 2022. Notably, the number of enrolments reduced from 338 in 2023 to 326 in 2024, resulting in a difference of 12.



**Figure 10: Enrolment by Gender for TVET Programmes, 2023 and 2024**



The figure depicts that TVET enrolment for both years, 2023 and 2024, across all trades was predominantly male, except Plumbing and Pipefitting 1 & 2 (PPF 1 & 2) and Office Administration 3 (OA 3). In 2024, the number of females enrolled for AM 2, AM 3, PPF 1 and WMF 2 decreased compared to the previous year. Additionally, Occupational Health and Safety (OHS L4) <sup>1</sup>, introduced in 2024, recorded 70% and 30% enrolment for females and males, respectively.

<sup>1</sup> Occupational Health and Safety (OH 4) was introduced for the first time in 2024.



# Examination Results

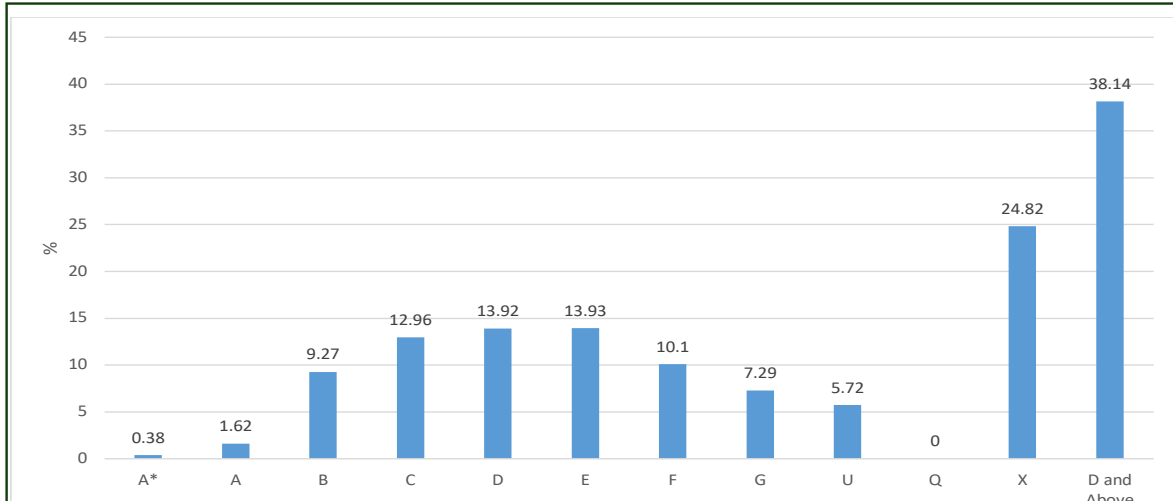
## 5.1 NSSCO GRADING PER SUBJECT IN 2023

**Table 4: NSSCO Grading per Subject in 2023**

Subject	2023 Enrolment	Grades obtained per subject											
		A*	A	B	C	D	D and above	E	F	G	U	Q	X
Otjiherero First Language	139	0	1.35	10.81	16.22	14.86	43.24	16.22	5.41	0	0	0	35.14
Rukwangali First Language	72	0	4.30	22.58	40.86	11.83	79.57	5.38	0	0	0	0	15.05
Oshikwanyama First Language	192	1.14	4.55	28.41	27.84	22.16	84.10	2.27	1.14	0	0	0	12.5
Khoekhoegowab First Language	60	0	0	15.15	3.03	6.06	24.24	15.15	9.09	0	0	0	51.52
Oshindonga First Language First Language	171	3.68	6.75	27.61	27.61	12.27	77.91	2.45	0	0	0	0	19.63
Rumanyo First Language	14	0	0	21.43	28.57	7.14	57.14	7.14	0	0	0	0	35.71
Silози First Language	24	0	0	0	0	0	0.00	0	0	0	0	0	100
English Second Language	11603	0.07	0.89	4.27	12.13	39.74	57.10	28.01	3.03	0.99	0.29	0.02	10.56
Afrikaans Second Language	148	0	5.95	20.24	17.86	23.81	67.85	4.76	0	1.19	0	0	26.19
Agricultural Science	1828	0.35	1.49	7.30	15.45	22.47	47.06	19.70	8.22	2.20	0.71	0	22.11
Mathematics	6236	0	0.13	0.80	3.09	9.76	13.78	29.67	14.34	13.87	13.48	0	14.87
Economics	940	0	0	0.58	5.32	8.20	14.10	9.93	22.16	20.72	19.14	0	13.96
Accounting	616	0	0	4.47	12.30	14.77	31.54	19.46	8.28	7.61	16.55	0	16.55
Physics	2745	0	0.14	0.87	6.28	10.43	17.72	22.16	22.40	15.89	6.62	0	15.21
Biology	7679	0	0.08	0.78	6.16	11.34	18.36	17.85	22.45	19.34	10.2	0	11.79
Development Studies	4352	0.56	1.9	5.88	10.77	17.09	36.19	18.02	17.64	8.28	1.52	0	18.34
History	1457	0.09	0.64	1.01	1.65	9.97	13.36	14.36	22.96	20.31	11.99	0	17.02
Business Studies	1457	0	0	0.47	3.41	6.91	10.80	11.46	15.44	15.15	24.24	0	22.92
Geography	2871	0.19	2.11	4.83	9.23	19.31	35.66	20.06	11.15	7.87	7.92	0	17.34
Entrepreneurship	259	1.74	3.48	15.22	17.83	10.87	49.13	7.39	4.35	4.35	2.17	0	32.61
Chemistry	2317	0.06	0.17	1.89	6.64	13.28	22.04	21.06	24.04	15.34	5.27	0	12.25

For NSSCO, Oshindonga First Language took the lead, with the highest percentage of learners achieving an 'A\*' (3.68%), followed closely by Entrepreneurship (1.74%). As for 'C' grades, Rukwangali First Language recorded the highest percentage (40.86%), followed by Rumanyo First Language (28.57%) and Oshikwanyama First Language (27.84%).

**Figure 11: Comparison of Grade 11 NSSCO Examination Results for all Grades and Statuses including D and Above in 2023**

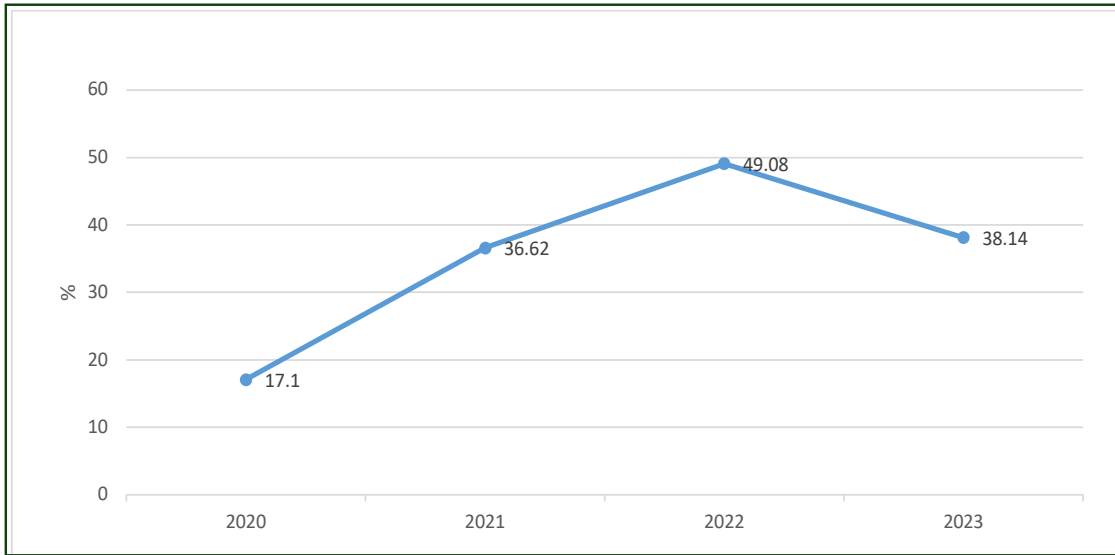


The figure reveals that, on average, learners with an 'E' status constituted the largest group at 13.93%, followed by those with 'D' status and 'C' status at 13.92% and 12.96% respectively. Learners who achieved 'A\*', 'A', and 'Q'<sup>2</sup> were in the minority. In total, 38.14% of learners who took subjects at the NSSCO level attained a grade of 'D' or higher.

2

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

**Figure 12: Grade 11 NSSCO D and Above GROWTH from 2020 to 2023**



The figure highlights a steady increase in grades D and above from 2020 to 2022, with a sharp decline in 2023.

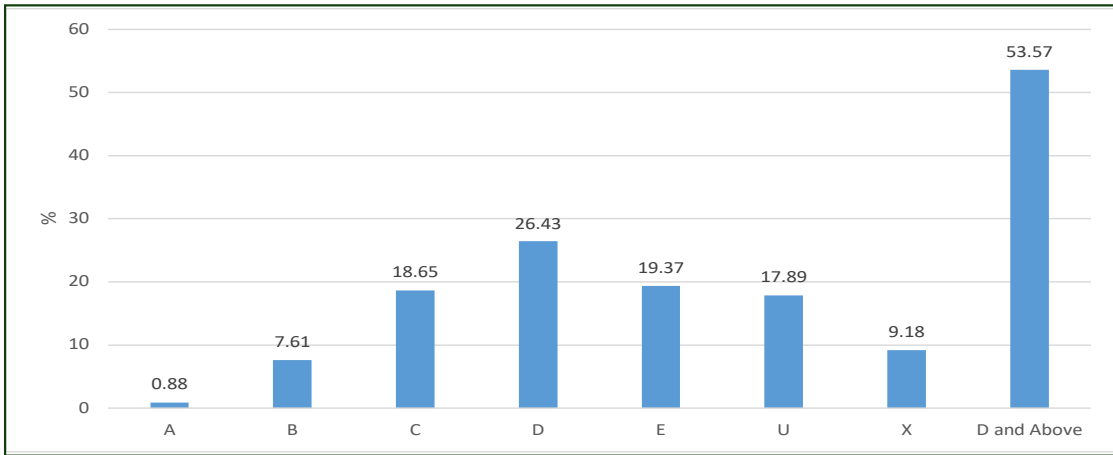
## 5.2 NSSCAS GRADING PER SUBJECT IN 2023

**Table 5: NSSCAS Grading per Subject, 2023**

Subject	2023 Enrolment per subject	Grades obtained per subject							
		A	B	C	D	D and above	E	U	X
Rukwangali First Language		3.57	28.57	17.86	50	100	0	0	0
Oshikwanyama First Language		0	0	25	50	75	25	0	0
Oshindonga First Language		0	0	16.67	8.33	25	41.67	33.33	0
English First Language		0	20	20	40	80	0	20	0
English Second Language		1.90	6.67	16.83	24.76	50.16	21.90	19.37	8.57
Agriculture Science		0	14.29	28.57	47.62	90.48	4.76	0	4.76
Mathematics		2.73	4.55	10.45	14.55	32.27	23.86	38.18	5.68
Economics		0	0	9.38	31.25	40.63	31.25	18.75	9.38
Accounting		0	0	11.63	34.88	46.51	30.23	18.6	4.65
Physics		0.85	3.42	15.38	23.93	43.59	26.50	19.23	10.68
Biology		0.72	8.11	11.69	27.68	48.21	24.58	20.53	6.68
History		3.33	20.00	13.33	26.67	63.33	20.00	3.33	13.33
Business Studies		0	0	17.65	11.76	29.41	23.53	35.29	11.76
Geography		0	10.64	17.02	17.02	44.68	19.15	21.28	14.89
Entrepreneurship		0	0	50	0	50	0	0	50
Chemistry		1	5.47	16.92	14.43	37.81	17.41	38.31	6.47

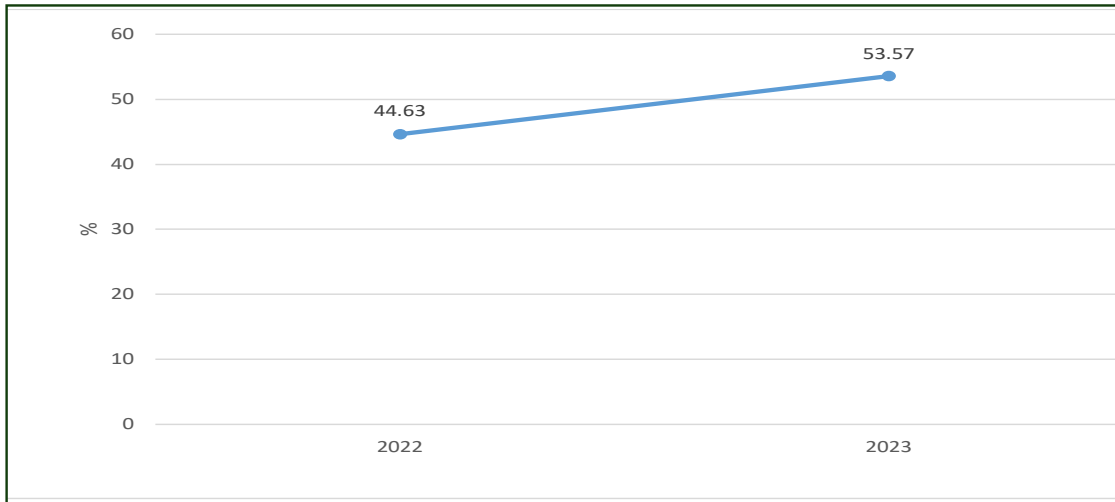
Rukwangali 1st Language stood out with the highest percentage of learners scoring an 'A' at 3.57%, followed by History (3.33%), then Mathematics (2.73%) and English Second Language (1.9%). Rukwangali First Language and History scored the most 'B' grades at 28.57% and 20%, respectively. Chemistry recorded the most 'U' grades, and Oshindonga First Language recorded the fewest grades of 'D' or above. A substantial number of learners achieved 'D' or higher grades in several subjects, with 60% obtaining these grades in subjects such as Rukwangali, Oshikwanyama, English First Language, Agriculture Science and History.

**Figure 13: Grade 11 NSSCAS Grading D and Above 2020 - 2023**



The figure denotes that, on average, learners with a 'D' grade were in the majority (26.43%), followed by learners who obtained a 'E' grade (19.37%) and a 'C' grade (18.65%). 53.57% of the learners who took NSSCAS subjects obtained a D grade or higher.

**Figure 14: NSSCAS D and Above Growth from 2022 to 2023**



The figure illustrates a steady increase in the percentage of grades 'D and above' between 2022 and 2023. In 2022, 44.63% of learners achieved grades 'D and above', which increased to 53.57% in 2023. This represents an improvement of approximately 8.94 percentage points, indicating a positive trend in academic performance over the two years.





# PRE-ENTRY TO TERTIARY EDUCATION

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

PETE is a special NSSCO/AS programme designed to support learners in specific subjects to improve their grades and 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

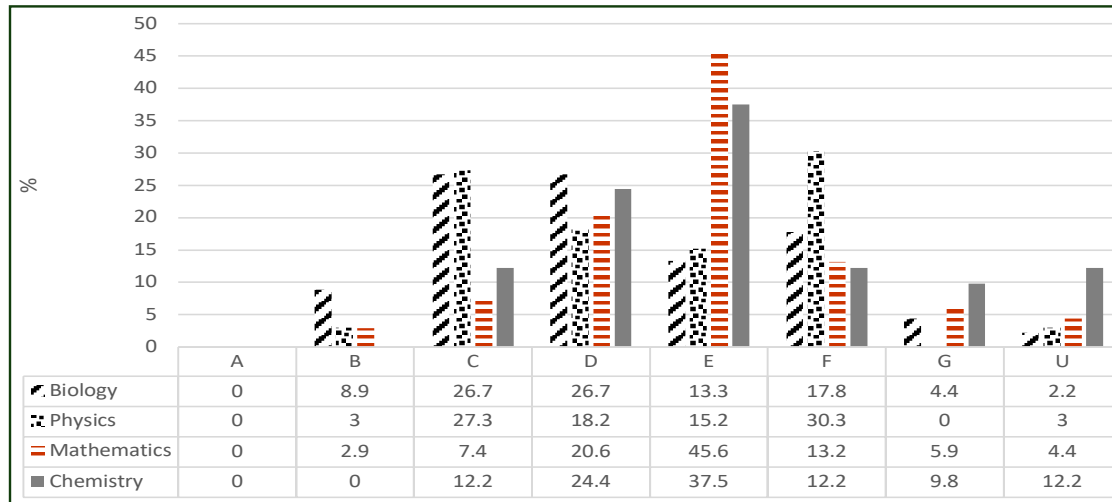
The programme is offered at the following venues:

- 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 2023

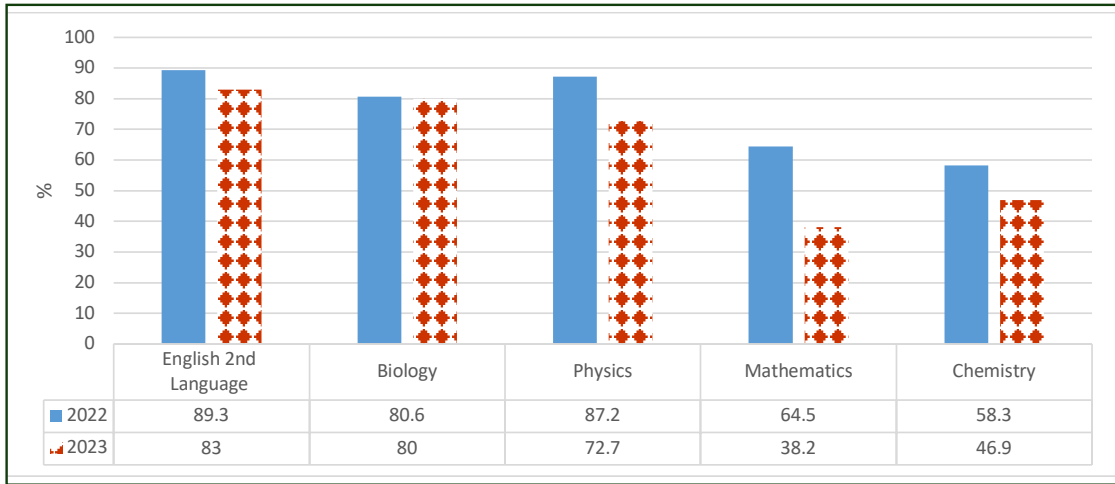
### 6.1.1 JETU JAMA: NSSCO SCIENCE RESULTS

**Figure 15: Jetu Jama: NSSCO Science Results for 2023**



The figure illustrates that many learners achieved grades ‘C’ and ‘D’ in Biology. Mathematics had the highest percentage of learners who obtained ‘E’ (45.6%) grades, followed by Chemistry with 37.5% ‘E’ grades. In Chemistry, many learners obtained a ‘U’ grade (12.2%). The highest percentage of learners who received a ‘B’ grade (8.9%) was recorded in Biology; in Physics, most learners attained a ‘B’ grade (2.9%).

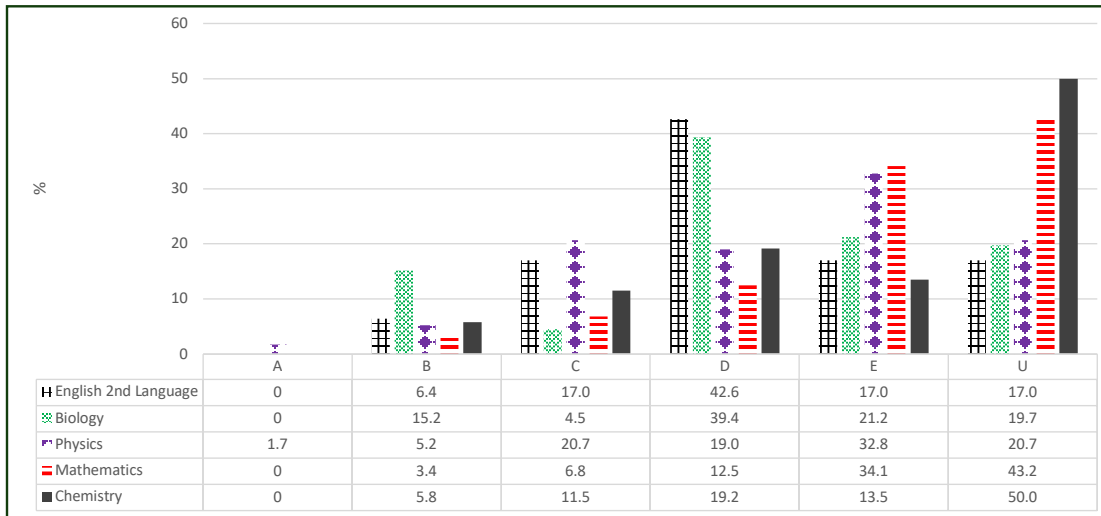
**Figure 16: Jetu Jama: NSSCO Science Results, D Symbol and Above – Comparison of 2022 and 2023**



The figure depicts decreased learners' performance in 2023 across all subjects. The most significant decrease was observed in Mathematics, where the percentage of learners scoring 'D' and above declined from 64.5% to 38.2%.

## 6.1.2 JETU JAMA: NSSCAS SCIENCE RESULTS

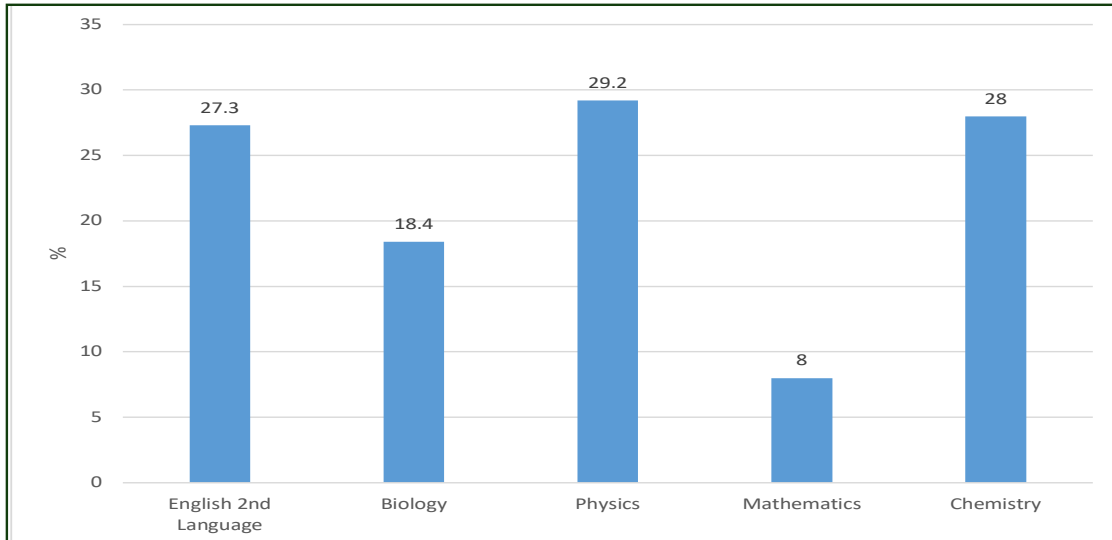
**Figure 17: Jetu Jama: NSSCAS Science Results in 2023**



The figure denotes that the highest percentage of learners who sat for Physics obtained 'A' (1.7%) and 'C' (20.7%) grades and the highest percentage of learners who sat for Biology obtained 'B' grades (15.2%) compared to other subjects, while the significant number of learners (42.6%) for English Second Language<sup>3</sup> obtained a 'D' grade. Conversely, Chemistry recorded the highest percentage of 'U' grades, accounting for a substantial 50%.

<sup>3</sup> English Second Language cuts across all fields.

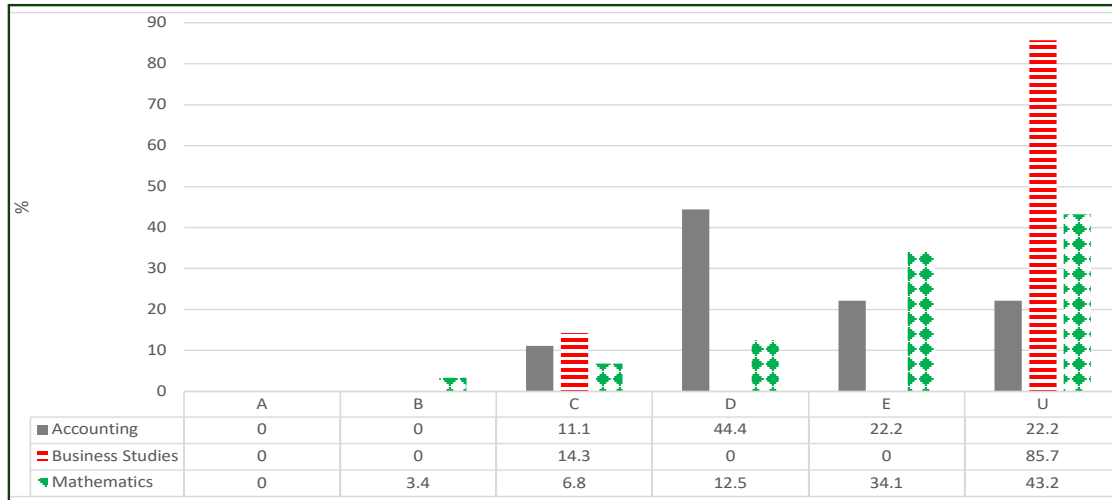
**Figure 18: Jetu Jama: NSSCAS Science Results, C Symbol and Above in 2023**



In terms of learners' performance at the 'C' grade and above, Physics stands out as the subject with the highest percentage of achievement, achieving 29.2%. It is followed by Chemistry and English as a Second Language, which recorded 28% and 27.3%, respectively.

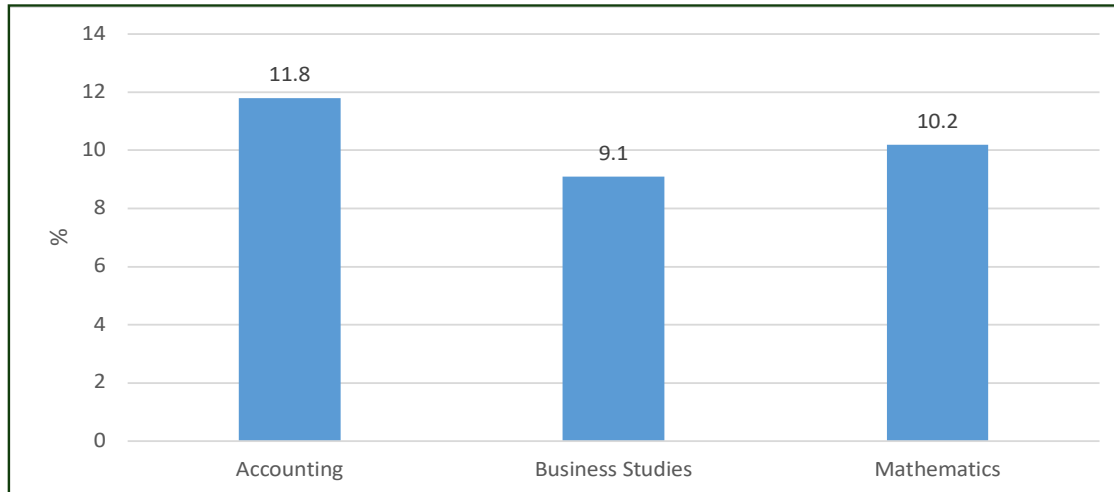
### 6.1.3 JETU JAMA: NSSCAS COMMERCE RESULTS

**Figure 19: Jetu Jama: NSSCAS Commerce Results in 2023**



The figures illustrate that Business Studies had the highest percentage of learners scoring a 'C' grade, with a notable 14.3% of learners who achieved the 'C' grade. Additionally, it registered the highest proportion of 'U' grades totalling 85.7%. Interestingly, Mathematics stands out as the only subject with 'B' grades, achieving 3.4% of the scores. It is also noteworthy that Accounting is the only subject where an equal number of learners obtained 'E' and 'U' status, respectively, totalling 44.4%.

**Figure 20: Jetu Jama: NSSCAS Commerce Results, C Symbol and Above in 2023**

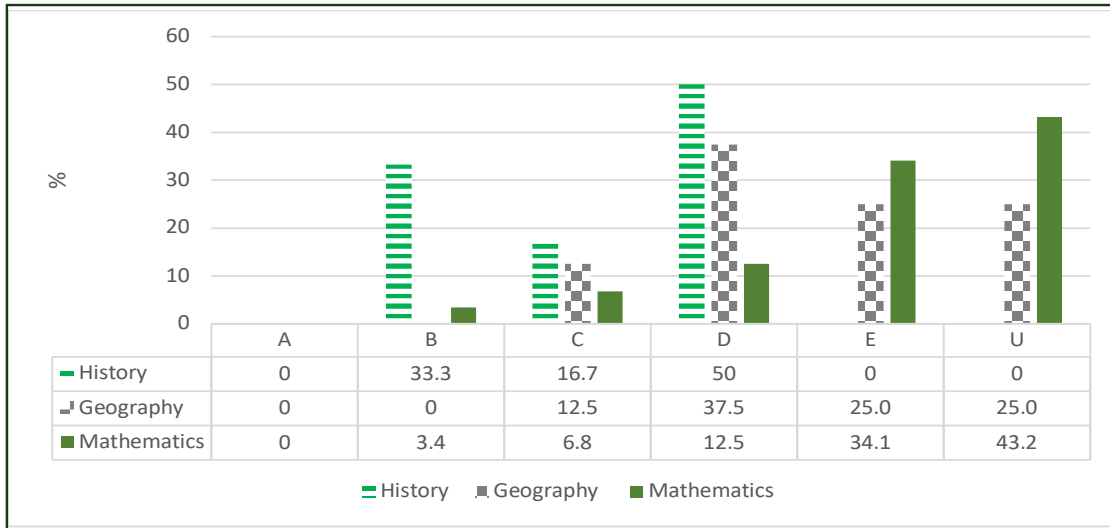


The figure indicates that Accounting had the highest number of learners who achieved 'C' grades and above, totalling 11.8%, followed by Mathematics with 10.2% and Business Studies with 9.1%.



#### 6.1.4 JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS

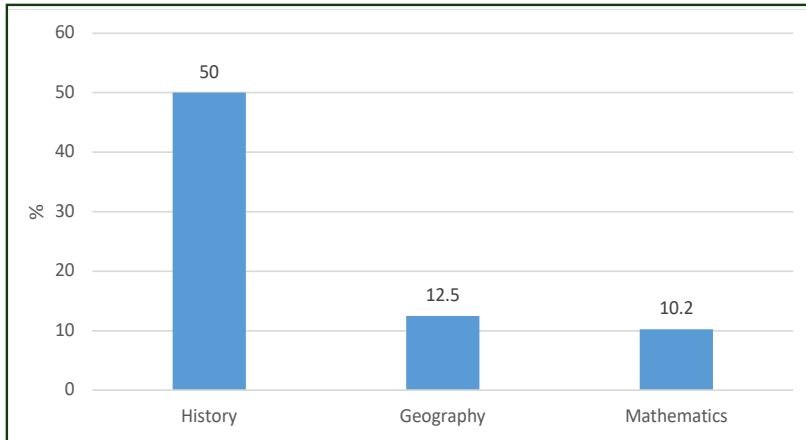
**Figure 21: Jetu Jama: NSSCAS Social Science Results in 2023**



The figure highlights that History and Mathematics were the only subjects that recorded an achievement of a 'B' grade, making up 33.3% and 3.4% of the total scores, respectively. Additionally, History recorded the highest percentage of 'D' grades obtained, totalling 50% of the scores, followed by Geography, which totals 37.5% of the scores.

## JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS

**Figure 22: Jetu Jama: NSSCAS Social Science Results, C and Above in 2023**



The figure shows that many learners who sat for History performed the best in obtaining a 'C' and above grades and achieved a total score of 50%. Geography followed with 12.5%, indicating that these two subjects had a higher percentage of learners who scored a 'C' and above. Mathematics recorded the fewest 'C and above' grades at 10.2%.

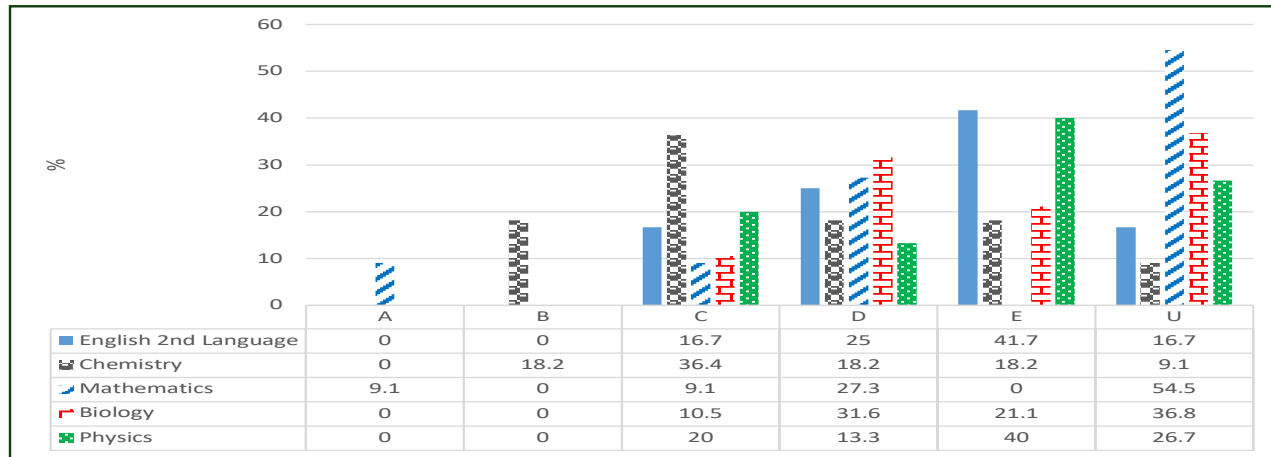
### Overall PETE Results: Jetu Jama, Southern Region

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 Physics (29.2%), Accounting (11.8%), and History (50%) recorded the highest achievement of a 'C' and above grades for NSSCAS. In contrast, English Second Language recorded the highest achievement of a 'D' and above grades for NSSCO in Science, which equals 83%.

## 6.2 PETE RESULTS: CENTRAL REGION, 2023

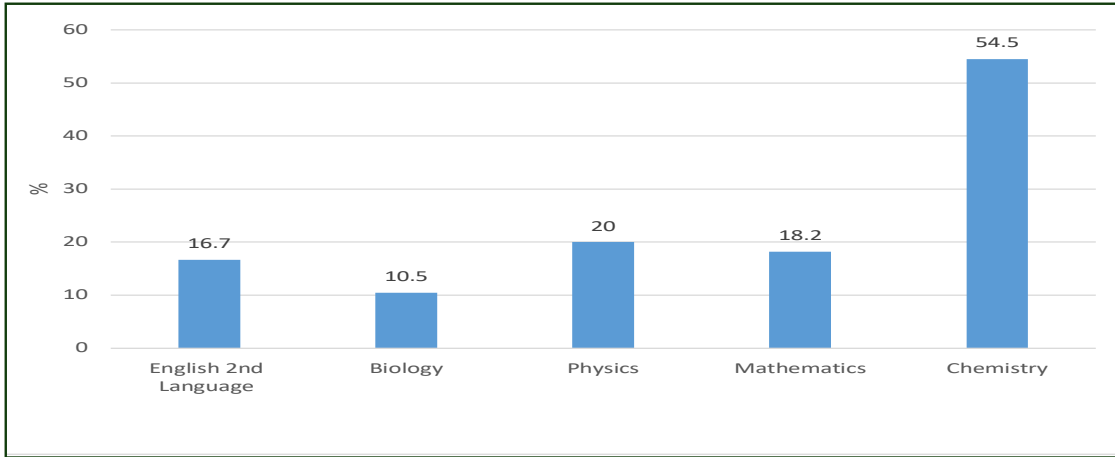
### 6.2.1 CENTRAL REGION: NSSCAS SCIENCE RESULTS

**Figure 20: Central Region: NSSCAS Science Results in 2023**



The figure illustrates that most learners who sat for Chemistry performed significantly well by predominantly achieving both 'B' and 'C' grades. Worth noting is that Mathematics is the only subject where 9.1% of learners obtained an 'A' grade (9.1%), while a significant number of learners, 54.5%, received a 'U' status.

**Figure 21: Central Region: NSSCAS Science Results, C and Above in 2023**



The figure shows that 54.5% of learners who sat for Chemistry obtained 'C' and above grades, followed by those for Physics (20%). Conversely, biology had the lowest percentage of learners who achieved 'C' or higher grades. Only 10.5% of learners obtained grades in that range.

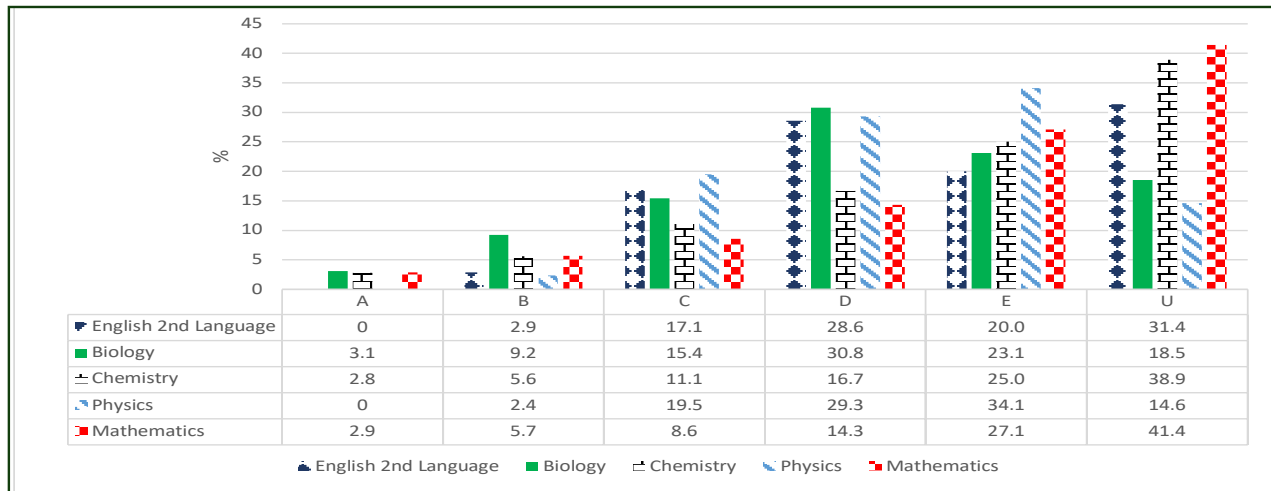
### **Overall PETE Results: Central Region**

In summary, the above tables and figures illustrate that the subject offered in the Science field in the Central Region, namely, Chemistry, recorded 54.5% in the category of 'C' and above grades for NSSCAS.

### 6.3 PETE RESULTS: NORTHERN REGION IN 2023

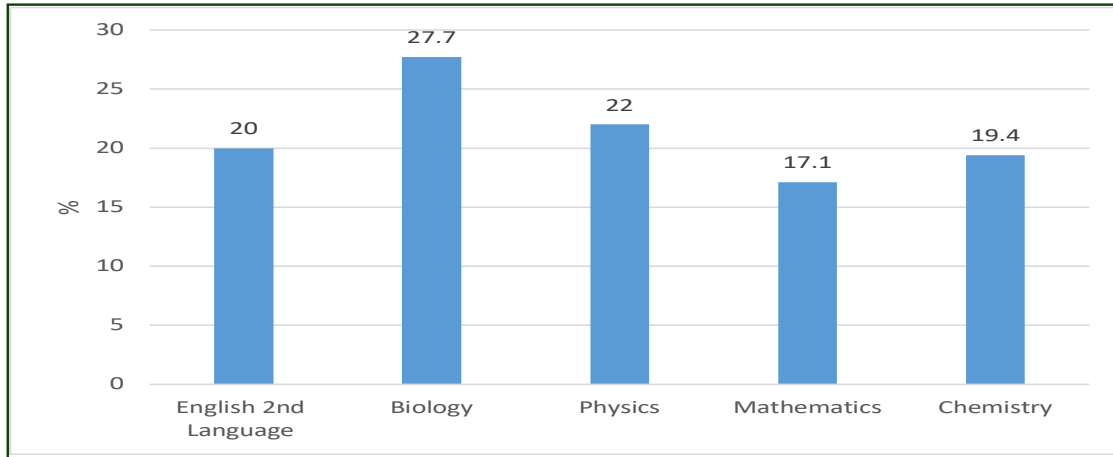
#### 6.3.1 ONGWEDIVA: NSSCAS SCIENCE RESULTS

**Figure 22: Ongwediva: NSSCAS Science Results for 2023**



The figure denotes that Biology is where learners achieved the most 'A' and 'B' grades, which equals 3.1% and 9.2%, respectively. On the other hand, Physics recorded the highest percentage of learners who scored a 'C' grade at 19.5%. Most learners who took the Physics examination also obtained an 'E' grade. Mathematics recorded the highest percentage (41.4%) of ungraded learners.

**Figure 23: Ongwediva: NSSCAS Science Results, C Symbol and Above in 2023**



The figure shows that most Biology learners (27.7%) achieved grades in the category of 'C' and above followed by Physics with 22%, and English Second Language with 20%.

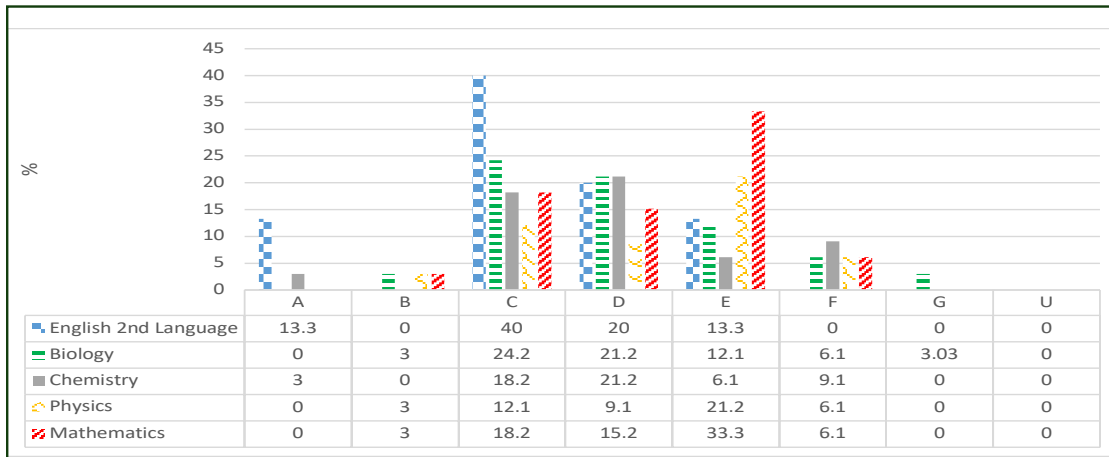
#### **Overall PETE Results: Northern Region**

In summary, among the science subjects offered in the Northern Region, Biology scored 27.7% in the category 'C' grade and above for NSSCAS.

## 6.4 PETE RESULTS: NORTH-EASTERN REGION IN 2023

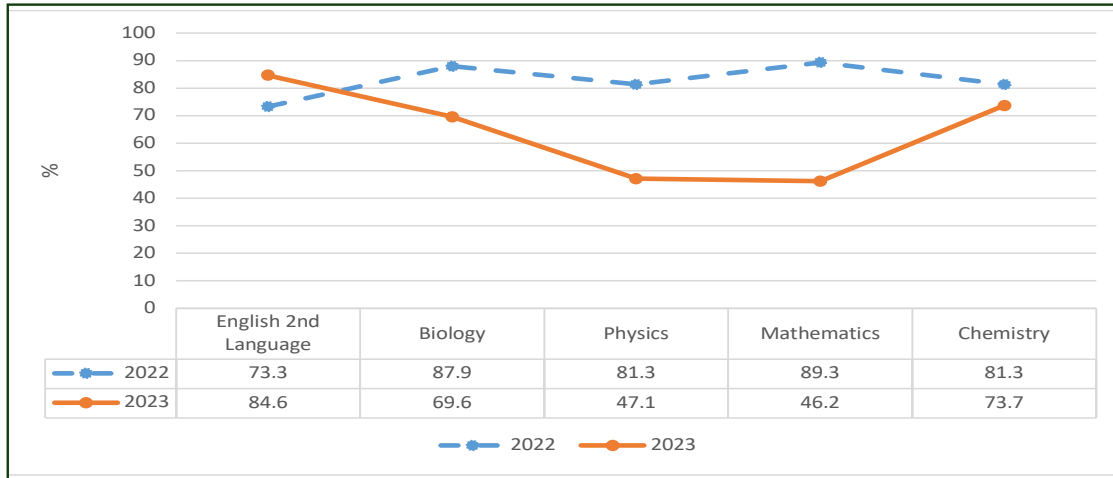
### 6.4.1 RUNDU: NSSCO SCIENCE RESULTS

**Figure 24: Rundu: NSSCO Science Results in 2023**



The data shows that English Second Language recorded the highest percentage of learners who achieved 'C' and above grades, 53.3%, followed by Biology with 27.2%. Both Chemistry and Mathematics followed with 18.2%. Notably, Biology was the only subject in this category/ field where learners scored 'G' as the lowest grade.

**Figure 25: Rundu: NSSCO Science Results, D Symbol and Above, Comparison of 2022 and 2023**

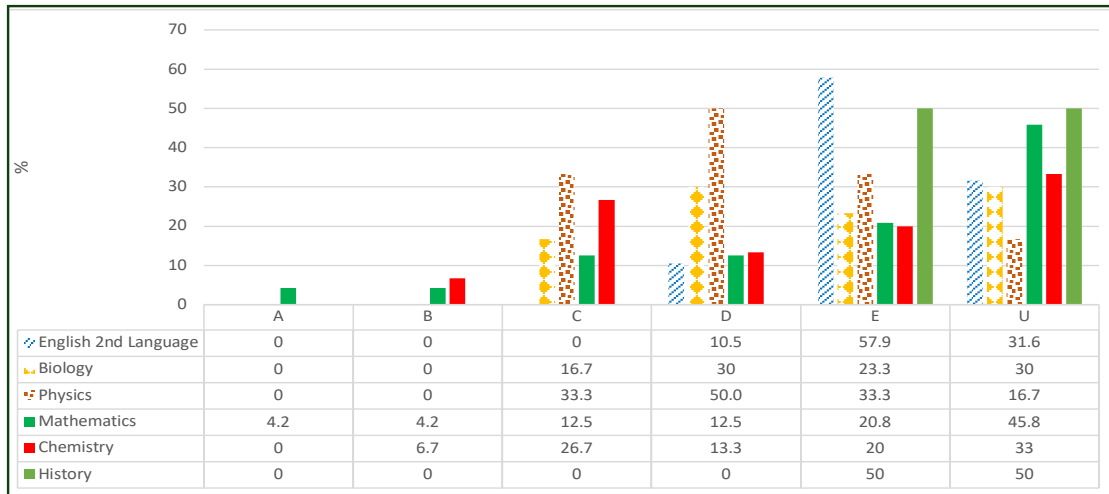


In 2022, the highest number of ‘D’ and above grades was obtained in Mathematics and Biology, with 89.3% and 87.9%, respectively, while the lowest was recorded in English as 2nd Language, with 73.3%. In 2023, English Second Language recorded a pass rate of 84.6% of learners who scored a ‘D’ and above grades, followed by Chemistry and Biology with 73.7% and 69.6%, respectively. In 2023, chemistry achieved an impressive pass rate of 73.7%. Moreover, learners’ performance in English Second Language remarkably improved, as the percentage of learners scoring ‘D’ and above grades increased from 73.3% to 84.6%.



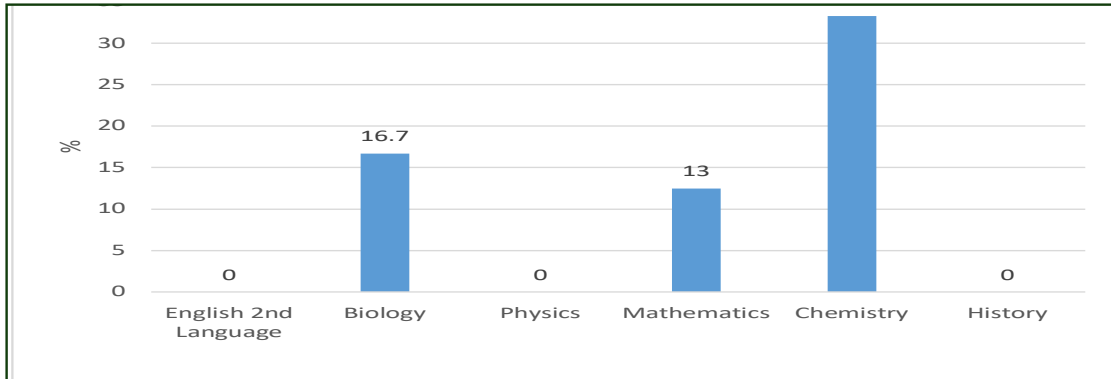
## 6.4.2 RUNDU: NSSCAS SCIENCE RESULTS

**Figure 26: Rundu: NSSCAS Science Results for 2023**



Chemistry and Physics had the highest number of 'C' and above grades, which equals 33.4% and 33.3%, respectively. Mathematics recorded the most 'U' status, totalling 45.8%.

**Figure 27: Rundu: NSSCAS Science Results, C Symbol and Above in 2023**



Better performance was recorded in Chemistry, where 33% of the learners obtained a 'C' grade and above, followed by Biology and Mathematics, with 16.7% and 13%, respectively. No 'C' and above grades were recorded in English Second Language, Mathematics, and History.

#### **Overall PETE Results: North-Eastern Region**

In summary, learners' performance in the NSSCO Science field subjects offered at Rundu centre in the North-Eastern Region depicts the following: English Second Language recorded the highest grades achieved in the range of 'D' grade and above, which equals 84.6%, followed by Chemistry (73.7%) and then Biology, Physics and Mathematics with 69.6%, 47.1% and 46.2%, respectively.

In the NSSCAS Science field, Chemistry recorded the highest scores (33%) of 'C' and above, followed by Biology (16.7%) and Mathematics (13%). No 'C' grade or grades above were recorded in English Second Language, Physics and History.



# Examination Results For

TVET



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

### 7.1 TVET OVERALL EXTERNAL RESULTS FOR 2023

**Table 6: TVET External Results per Namcol Region for November 2023**

Trade	Level	Number of Trainees	Competent	Not Yet Competent	Absent
<b>Windhoek: Jetu Jama</b>					
Automotive Mechatronics	3	23	23 (100%)	0 (0%)	0
Automotive Mechatronics	2	25	20 (80%)	5 (20%)	0
Plumbing & Pipefitting	2	22	17 (77%)	5 (23%)	0
Plumbing & Pipefitting	1	15	15 (100%)	0 (0%)	0
Welding & Metal Fabrication	3	16	5 (31%)	11 (69%)	0
Welding & Metal Fabrication	2	25	12 (48%)	13 (52%)	0
<b>Northern Region: Ongwediva</b>					
Office Administration	3	9	9 (100%)	0 (0%)	0

The results indicate outstanding performance in the external examinations undertaken by the trainees, especially in the trades, including Automotive Mechatronics 1 (80%), Automotive Mechatronics Level 2 & 3 (100%) and Office Administration Level 3 (100%, Northern Region: Ongwediva). However, there was a notable contrast in trainees' performance at the Jetu Jama Centre in Welding & Metal Fabrication levels 2 and 3, with only 48% and 31% of trainees demonstrating competence in their trades.

**Table 7: TVET Reassessment Results for November 2023**

Trade	Level	Number of Trainees	Competent	Not Yet Competent
<b>Central Region: Otjiwarongo</b>				
Office Administration	2	7	4 (57%)	3 (43%)
<b>Windhoek: Jetu Jama</b>				
Office Administration	3	5	5 (100%)	0 (0%)
Automotive Mechatronics	2	3	2 (67%)	1 (33%)
Welding and Metal Fabrication	2	6	3 (50%)	3 (50%)

All of the trainees who were re-assessed in Office Administration Level 3 (Windhoek: Jetu Jama) were found to be competent. In contrast, 57% of trainees re-assessed in Office Administration Level 2 (Central Region: Otjiwarongo) were competent. Of those trainees who were re-assessed for Automotive Mechatronics L2, 67% were found to be competent, and 33% were found to be not yet competent. Fifty per cent (50%) of Welding and Metal Fabrication L2 trainees were found to be competent.

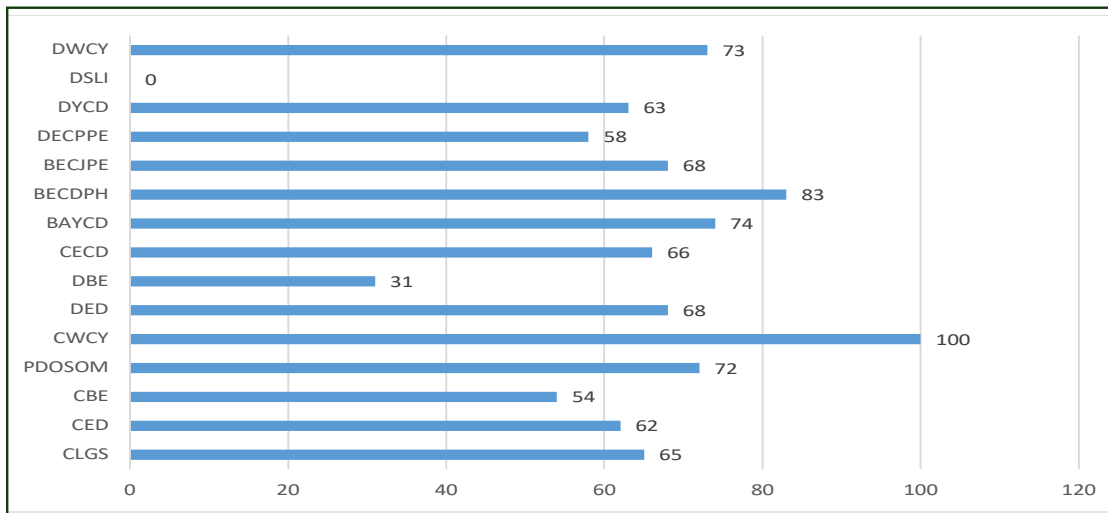


# Tertiary Programmes

## 8. TERTIARY PROGRAMMES (TP)

### 8.1 TERTIARY PROGRAMMES RESULTS FOR 2023

**Figure 23: Average Pass Rate per TP for 2023**



The figure depicts that CWCY recorded the highest average pass rate of 100% in 2023, followed by BECDPH with 83%. BECJPE and DED recorded an equal average pass rate of 68% in 2023. DSLI recorded the lowest average pass rate of 0% (only one (1) student registered to write exams), followed by DBE with 31% and CBE with 54%.

## 9. STAFFING AND PHYSICAL FACILITIES

As of 31 March 2024, NAMCOL had a staff complement of 111 full-time employees and 1368 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 of 31 March 2024**

Job Category	Paterson Job Grade	Total Employees	Designated Categories as per Affirmative Action		
			Racially Disadvantaged	Female	Persons with Disability
<b>Total Permanent Employees</b>					
<b>Executive Director</b>	E5	0	0 (0%)	0 (0%)	0 (0%)
<b>Senior Management</b>	D4-D5	9	9 (100%)	5 (56%)	0 (0%)
<b>Middle Management</b>	D3	12	12 (100%)	11 (92%)	0 (0%)
<b>Specialised/ Senior Supervisory</b>	C1-D2	69	69 (100%)	35 (51%)	0 (0%)
<b>Skilled</b>	B2-B4	18	18 (100%)	12 (67%)	1 (6%)
<b>Semi-skilled</b>	A3-B1	1	1 (100%)	0 (0%)	0 (0%)
<b>Unskilled</b>	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. All permanent employees are from the racially disadvantaged category. Women make up 57% of the workforce.



## 9.2 DEMOGRAPHIC PROFILE OF PART-TIME STAFF

**Table 9: Demographic Profile of Part-time Staff as of 31 March 2024**

Office/Directorate/ Region	EO/Head of Centres (F-F)	Tutors/Moderators (SE)	Course/Assignment Writers	Editors/Proof readers	Tutors/Moderators (TP)	Consultants	Course Revisers/Nar- rators	Fixed-term Employees
<b>Head Office</b>	0	0	72	66	363	4	24	55
<b>Northern Region</b>	19	156	0	0	0	0	0	20
<b>Southern Region</b>	19	302	0	0	0	0	0	19
<b>North Eastern Region</b>	10	105	0	0	0	0	0	5
<b>Central Region</b>	9	113	0	0	0	0	0	7
<b>Total</b>	<b>57</b>	<b>676</b>	<b>72</b>	<b>66</b>	<b>363</b>	<b>4</b>	<b>24</b>	<b>106</b>

The table above displays the demographic profile of part-time staff. As of 31 March 2024, NAMCOL had 1368 part-time staff members.

## 10. NAMCOL CENTRES

NAMCOL owns physical facilities in Windhoek and the following towns: Otjiwarongo, Rundu, Ongwediva, and Gobabis. The College is constructing offices at Walvis Bay and Opuwo, due for completion in 2024.

**Table 10: NAMCOL Centres for 2023**

NAMCOL Region	Northern Region	North-Eastern Region	Central Region	Southern Region	Total
Total number of tutorial centres	20	10	17	20	64
Assignment Coordinating/Enrolment points	0	1	5	5	44
Total number of class groups	330	105	163	336	1022

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



# Conclusion

## 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 delivering quality services to its learners. A remarkable improvement in learner performance in English Second Language for NSSCO should be noted, especially for 'D' and above grades. In SR and NER, more than 80% of learners who wrote English Second Language obtained 'D' and above grades. With regards to NSSCAS 'C' and above grades, the highest scores were recorded for Biology (27.7%) in NR, History (50%) in SR, Chemistry (54.5%) in CR as well as Chemistry (33%) in NER.

The trend of females dominating SE and TP enrolments over the years was no different in 2024. All trainees assessed for Plumbing and Pipefitting Level 1 and Automotive Mechatronics Level 3 at Jetu Jama and those assessed for Office Administration Level 3 in NAMCOL's northern region were found to be competent. As a college, we strive to be an institution of excellence by providing a wide range of accredited tertiary programmes and dedication to inclusivity. 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 processes.

**NOTES:** \_\_\_\_\_  
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Namibian College of Open Learning

# Statistical

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