

Namibian College of Open Learning

# Statistical Digest 2024/25

Prepared by:  
Research, Development and Quality Assurance (RDQA) Sub-Division  
25<sup>th</sup> Edition





# Statistical Digest

2024/25

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## Acknowledgements

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The collective expertise, commitment, and support of all these contributors were instrumental in the successful completion of this milestone 25th Statistical Digest (2024/25).

## 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:

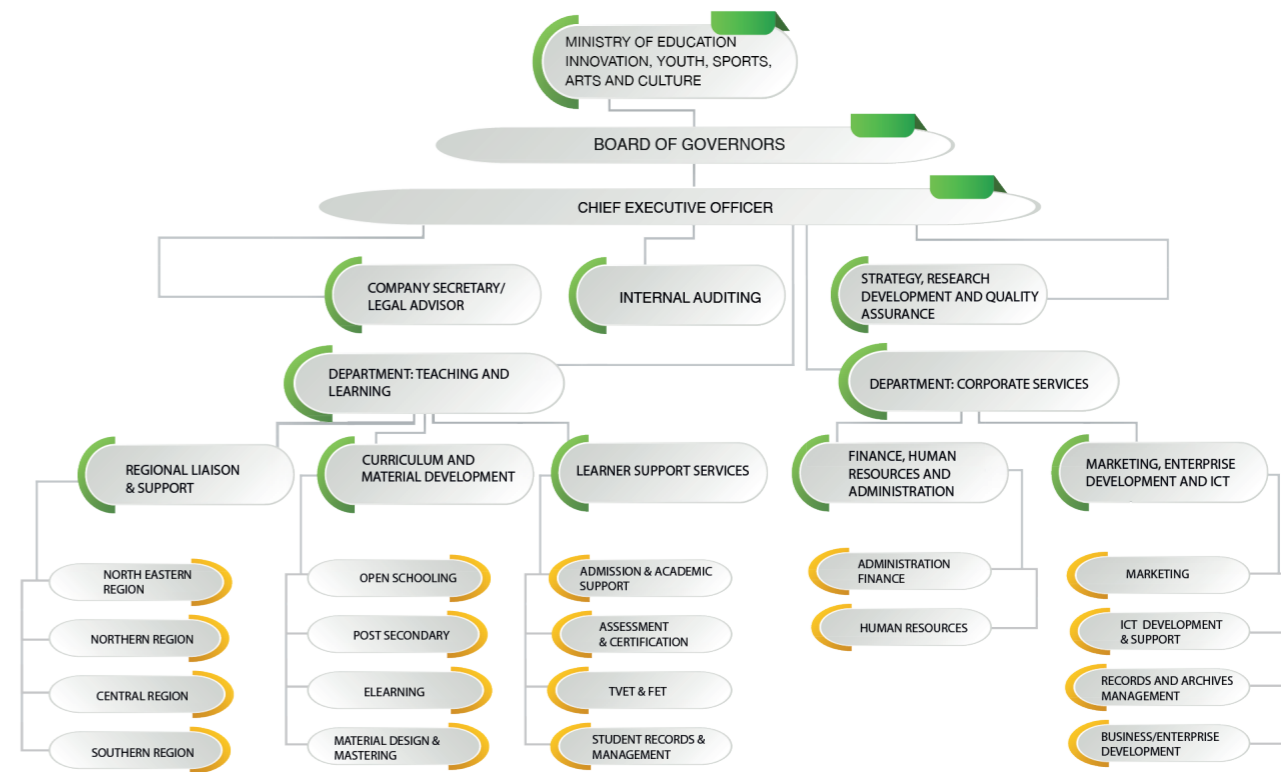
To be transparent and answerable to our stakeholders.

### Responsiveness:

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



# NAMCOL Structure





# CEO's Foreword

With great pride, I present the 25th 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 Digest has stood as a cornerstone of NAMCOL's commitment to transparency, accountability, and evidence-based decision-making.

This 25th edition marks a historic milestone in the College's history, celebrating a quarter of a century of consistent reporting. Over the years, the Digest has evolved into more than a statistical record. It has become a trusted institutional memory, documenting NAMCOL's growth, challenges, and achievements, while serving as a benchmark for progress within the education sector. This milestone also pays tribute to the foresight of past leadership, the dedication of staff across all directorates and regions, and the collaborative spirit of our stakeholders, whose contributions since 1998 have ensured the continuity and relevance of this publication.

The Digest continues to provide a comprehensive repository of statistical data across critical areas, including learner profiles, enrollment figures, examination outcomes, staffing metrics, and physical infrastructure. Beyond being an informational resource, it remains a vital tool in guiding the College's strategic planning and operational priorities. It ensures the prudent allocation of financial, human, and physical resources, thereby strengthening our ability to deliver quality education to the people of Namibia. The primary data sources remain NAMCOL's Learner Information Management System and the Directorate of National Examinations and Assessment (DNEA) of the Ministry of Education, Innovation, Youth, Sports and Culture (MEIYSAC). Together, these systems provide a solid foundation for robust and reliable reporting, ensuring that the statistics presented are both accurate and meaningful.

On behalf of NAMCOL, I would like to extend my sincere appreciation to all who contributed to the successful compilation of this milestone edition. Their dedication and attention to detail were instrumental in producing a publication that reflects the true scope and impact of NAMCOL's activities during the 2024/25 period. I also wish to reassure our stakeholders and the broader public that rigorous efforts have been made to verify the accuracy of the information presented, ensuring it offers an authentic representation of the College's endeavours.

For ease of access, a digital copy of this Digest is available for download on the College's official website at [www.namcol.edu.na](http://www.namcol.edu.na). It is my sincere hope that this 25th edition will not only serve as a valuable resource for all stakeholders seeking to understand better, evaluate, and engage with NAMCOL's work, but also stand as a testament to the College's enduring commitment to educational excellence over the past twenty-five years.



Dr. Ngepathimo Kadhila  
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>BEEdCDPH</b>	<b>Bachelor of Education in Early Childhood Development and Pre-Primary Education Honours</b>
<b>CBE</b>	<b>Certificate in Business and Entrepreneurship</b>
<b>CECD</b>	<b>Certificate in Early Childhood Development</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>CWCY</b>	<b>Certificate in Community-Based Work with Children and Youth</b>
<b>DBE</b>	<b>Diploma in Business and Entrepreneurship</b>
<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>FHRA</b>	<b>Finance, Human Resources and Administration</b>

## Acronyms and Abbreviations

<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>MEYSAC</b>	<b>Ministry of Education, Youth, Sports and Culture (MEYSAC)</b>
<b>NAMCOL</b>	<b>Namibian College of Open Learning</b>
<b>NER</b>	<b>North-Eastern Region</b>
<b>NR</b>	<b>Northern Region</b>
<b>NSSCAS</b>	<b>Namibia Senior Secondary Certificate Advanced Subsidiary</b>
<b>NSSCO</b>	<b>Namibia Senior Secondary Certificate Ordinary</b>
<b>OA</b>	<b>Office Administration</b>
<b>OHS</b>	<b>Occupational Health and Safety</b>
<b>PDOSOM</b>	<b>Postgraduate Diploma in Open School Operations and Management</b>
<b>PETE</b>	<b>Pre-Entry to Tertiary Education</b>
<b>PPF</b>	<b>Plumbing and Pipefitting</b>
<b>RDQA</b>	<b>Research, Development and Quality Assurance</b>
<b>SE</b>	<b>Secondary Education</b>
<b>SR</b>	<b>Southern Region</b>
<b>SRQA</b>	<b>Strategy, Research and Quality Assurance</b>
<b>SS</b>	<b>Student Support</b>
<b>TP</b>	<b>Tertiary Programme</b>

## Acronyms and Abbreviations

<b>TVET</b>	<b>Technical and Vocational Education and Training</b>
<b>WMF</b>	<b>Welding and Metal Fabrication</b>

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

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

**Namibia Senior Secondary Certificate Ordinary Level (NSSCO)** Grade 11 is the first exit point in 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 grades to gain access to tertiary institutions.

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

## Definition of Terms

**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.





# Statistical Digest Introduction

## 1. Introduction

The Namibian College of Open Learning (NAMCOL) was established in 1997 by an Act of Parliament (Act 1 of 1997). Operating under the auspices of the Ministry of Education, Innovation, Youth, Sports and Culture (MEIYSAC), NAMCOL's core mandate is to provide educational opportunities to out-of-school youth and adults, as well as professional qualifications for those wishing to advance their careers in academic, technical, and vocational fields.

The NAMCOL Head Office is located in Windhoek at the Jetu Jama Centre, supported by regional and sub-regional offices across the country:

- ▶ Northern Region: Ongwediva, Eenhana, Outapi , Omuthiya and Opuwo
- ▶ Central Region: Otjiwarongo and Walvis Bay
- ▶ North-Eastern Region: Rundu and Katima Mulilo
- ▶ Southern Region: Windhoek/Jetu Jama, Keetmanshoop,Oranjemund and Gobabis

The Statistical Digest is an essential information-sharing tool for NAMCOL's stakeholders, partners institutions, educational planners, learners, trainees, and the wider public. It provides statistical data on learner profiles, enrolment, examination results, staffing, and physical facilities, thereby supporting transparency and evidence-based planning.

NAMCOL offers a wide portfolio of programmes in Secondary Education (SE), Tertiary Programmes (TP), and Technical and Vocational Education and Training (TVET). These programmes are regularly reviewed to address market needs and align with national development priorities. In addition, eLearning platforms such as Moodle and NotesMaster are deployed to enhance access to learning resources, ensuring flexibility and inclusivity for

learners across Namibia.

Secondary Education (SE) Programmes enable learners to complete their Namibia Senior Secondary Certificate Ordinary (NSSCO – Grade 11) and Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS – Grade 12).

Tertiary Programmes (TP) form part of NAMCOL's strategy to respond to labour market needs and expand access to higher education opportunities.

These include:

- 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 Business and Entrepreneurship **(DBE)**;
- Diploma in Education for Development **(DED)**;
- Diploma in Early Childhood and Pre-Primary Education **(DECPPE)**;
- Diploma in Youth and Community Development **(DYCD)**;
- Diploma in Community-Based Work with Children and Youth **(DWCY)**;
- 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 Junior Primary Education Honours **(BEJPEH)**;
- Bachelor of Education in Early Childhood Development Honours **(BHECDP)**;

- Postgraduate Diploma in Open School Operations and Management **(PDOSOM)**; and
- Master of Arts in Youth and Community Development **(MAYCD)**.

Technical and Vocational Education and Training (TVET) Programmes aim to alleviate Namibia's high unemployment rate by equipping learners with entrepreneurial and technical skills for employment and self-employment. TVET offerings include:

- Automotive Mechatronics **(AM)**;
- Welding and Metal Fabrication **(WMF)**;
- Plumbing and Pipefitting **(PPF)**;
- Office Administration **(OA)**; and
- Occupational Health and Safety **(OHS)**.

All TP and TVET programmes are registered and accredited by the Namibia Qualifications Authority (NQA) and the Namibia Training Authority (NTA) respectively, ensuring that NAMCOL's qualifications are quality-assured, credible, and responsive to the diverse training needs of the Namibian people.

## 2. LEARNER ENROLMENT

This section presents enrolment statistics for NAMCOL's Secondary Education (SE) programmes, specifically Grade 11 (NSSCO) and Grade 12 (NSSCAS), for the year 2025. It provides an overview of overall learner participation, disaggregated by region, gender, and subject enrolment. Comparative statistics between 2024 and 2025 are included to highlight year-on-year changes, while a long-term growth analysis (2010–2025) is used to illustrate broader patterns and shifts in secondary education enrolment.

The data presented in this section, therefore, captures both short-term fluctuations and long-term trends, offering insights that inform institutional planning, resource allocation, and NAMCOL's continued contribution to national education access.

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

#### 2.1.1 LEARNER ENROLMENT FOR 2024

Figure 1 presents total secondary education enrolment for 2025, showing 27,242 learners registered across NAMCOL's secondary programmes. Of this overall total, the vast majority, 26,531 learners (97.4%), were enrolled at the Namibia Senior Secondary Certificate Ordinary (NSSCO) level. In contrast, a much smaller number, 711 learners (2.6%), were enrolled at the Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) level.

Figure 1: LEARNER ENROLMENT, 2025



Figure 2: COMPARATIVE ENROLMENT: 2024 - 2025

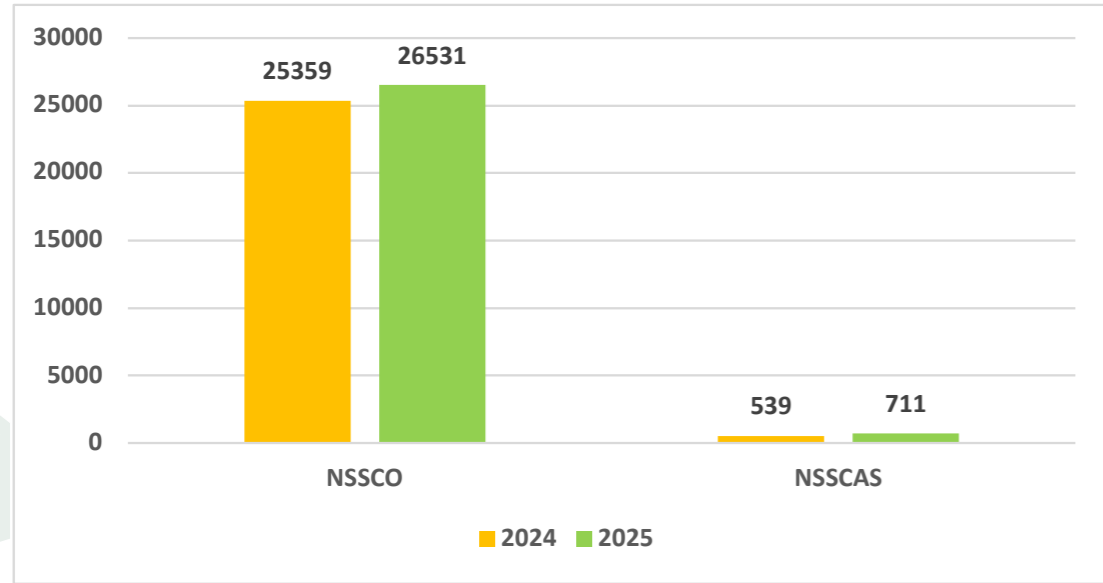


Figure 2 presents the comparative statistics for learners' enrolment for the two consecutive years, 2024 and 2025. Between 2024 and 2025, enrolment at both NSSCO and NSSCAS levels showed an upward trend. NSSCO recorded an increase from 25,359 learners in 2024 to 26,531 in 2025, representing a growth of 1,172 (5%) learners. Similarly, NSSCAS enrolment rose from 539 learners in 2024 to 711 in 2025, an increase of 172 learners or 32%. While NSSCO at NAMCOL continues to attract the majority of candidates, NSSCAS reflects significant proportional growth.

Figure 3: OVERALL LEARNER ENROLMENT GROWTH TREND: 2010-2025

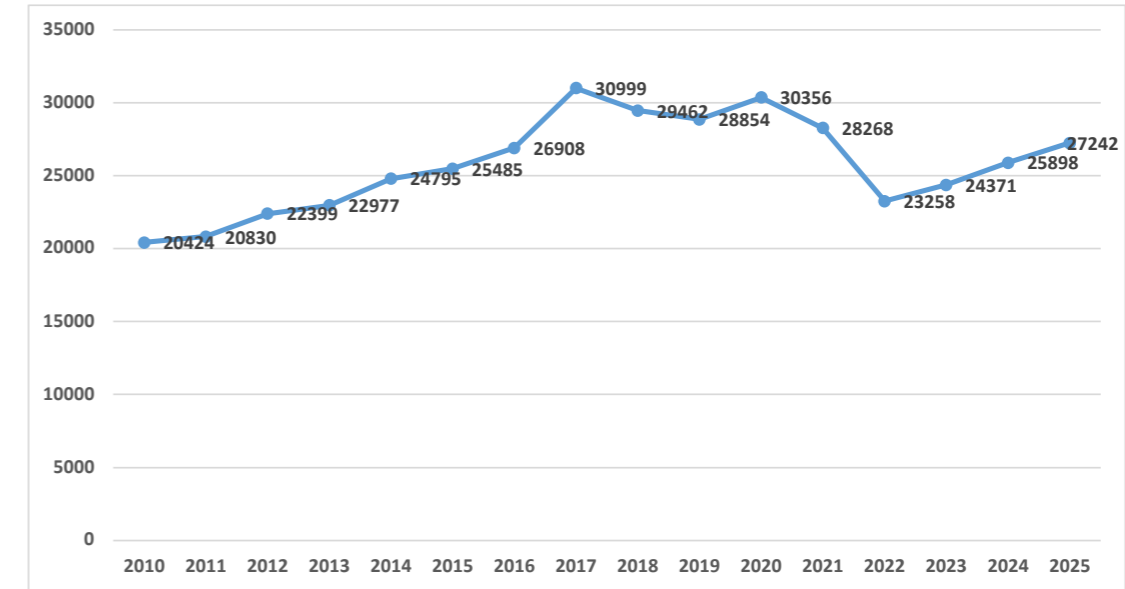


Figure 3, illustrates NAMCOL's overall enrolment trend from 2010 to 2025. There was steady growth from 2010 (20,424) to 2017 (30,999), marking a 51.7% increase. A decline followed from 2018 to 2022, with the sharpest drop of 17.7% occurring in 2022, largely due to curriculum changes. Despite this, enrolment rebounded by 5% in 2023 and 7% in 2024. By 2025, enrolment rose to 27,242, reflecting a continued upward recovery. Over the 15-year period, overall enrolment grew by approximately 33%, indicating resilience and renewed learner interest in recent years.

Figure 4: SECONDARY EDUCATION ENROLMENT BY GENDER IN 2024



Figure 4 presents the gender distribution of NSSCO and NSSCAS enrolments in 2024. For NSSCO, females accounted for 18,288 learners (69%), while males comprised 8,243 (31%), indicating a clear female predominance in enrolment. A similar pattern is observed in NSSCAS, where 459 females (65%) and 252 males (35%) were enrolled. These figures highlight a consistent gender gap, with females representing the majority of enrolments at both levels.

Figure 5: ENROLMENT BY NAMCOL REGION FOR NSSCAS AND NSSCO IN 2024

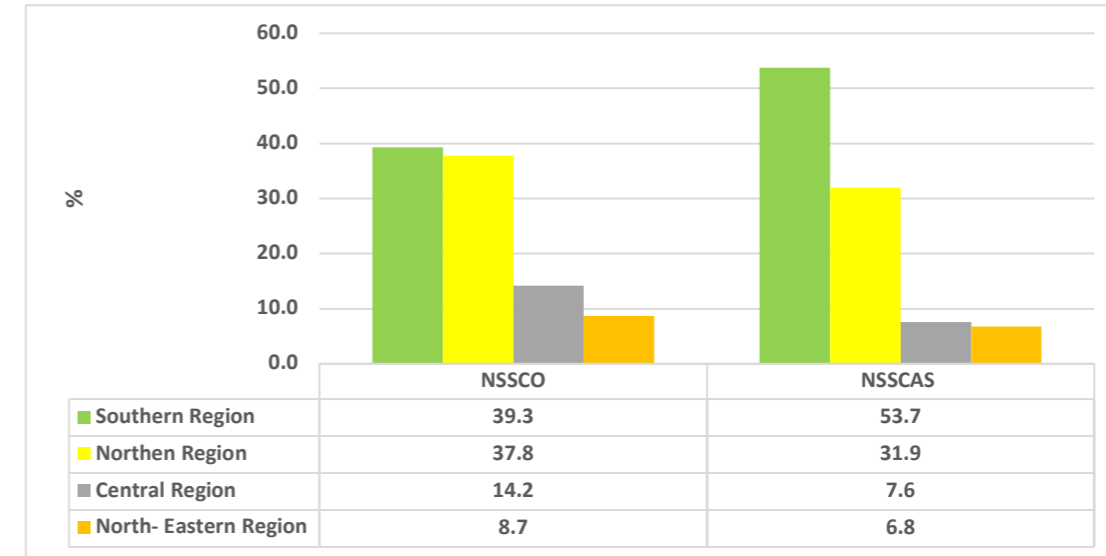


Figure 5 illustrates the regional distribution of NSSCO and NSSCAS enrolments in 2024. The Southern Region accounted for the largest proportion of enrolments at both NSSCO (39.3%) and NSSCAS (53.7%) levels. This was followed by the Northern Region with 37.8% for NSSCO and 31.9% for NSSCAS. The Central Region contributed 14.2% of NSSCO and 7.6% of NSSCAS enrolments, while the North-Eastern Region recorded the lowest proportions at 8.7% and 6.8%, respectively.

## 2.2 SUBJECT ENROLMENT, 2025

**TABLE 1: PERCENTAGE OF SUBJECT ENROLMENT FOR NSSCO IN 2025**


Subject	Number enrolled	%
English Second Language	11899	23.5
Biology	8536	16.9
Mathematics	7204	14.2
Development Studies	5134	10.1
Physics	3377	6.7
Geography	3083	6.1
Chemistry	2596	5.1
Agricultural Science	2500	4.9
Business Studies	1545	3.1
History	1631	3.2
Economics	983	1.9
Accounting	778	1.5
Entrepreneurship	420	0.8
Oshikwanyama First Language	234	0.5
Oshindonga First Language	209	0.4
Afrikaans Second Language	164	0.3
Otjiherero First Language	117	0.2
Rukwangali First Language	51	0.1

Table 1 presents subject enrolment data for NSSCO, 2025, by proportion of learner uptake. The top four subjects, each with an enrolment of over 10%, are: English Second Language (23.5%), Biology (16.9%), Mathematics (14.2%), and Development Studies (10.1%), indicating high learner preference and the importance of core subjects. Subjects with enrolment between 4% and 10% include Physics (6.7%), Geography (6.1%), Chemistry (5.1%), and Agricultural Science (4.9%), reflecting moderate interest. The remaining subjects, each with an enrolment of less than 4%, show limited uptake, particularly in local languages and business-related subjects.

**Table 2: PERCENTAGE OF SUBJECT ENROLMENT FOR NSSCAS IN 2025**

Subject	Number enrolled	%
Mathematics	357	29.9
Biology	302	25.3
English Second Language	217	18.2
Chemistry	143	12.0
Geography	29	2.4
Accounting	28	2.3
Agricultural Science	26	2.2
Business Studies	24	2.0
History	15	1.3
Physics	14	1.2
Economics	14	1.2
Oshindonga First Language	10	0.8
Oshikwanyama First Language	7	0.6
Entrepreneurship	6	0.5

Table 2 presents NSSCAS subject enrolment data for 2025. The four subjects with the highest proportions of learners were Mathematics (29.9%), Biology (25.3%), English as a Second Language (18.2%), and Chemistry (12.0%), each accounting for more than 10% of the total enrolment. Subjects with proportions below 10% included Geography (2.4%), Accounting (2.3%), Agricultural Science (2.2%), and Business Studies (2.0%). All remaining subjects registered less than 2% of enrolments, with particularly low representation in local languages and humanities.

A photograph of three diverse students (two women and one man) standing in a brightly lit school hallway. They are all smiling and holding books or folders. The man in the center is wearing a blue button-down shirt and dark pants. The woman on the left is wearing glasses, a light-colored striped shirt, and dark pants. The woman on the right is wearing a white top, blue jeans, and a black backpack. The hallway has white walls and a tiled floor.

# Statistical Digest Tertiary Programmes

## 3. TERTIARY PROGRAMMES (TPs)

This section provides an overview of enrolment in NAMCOL's Tertiary Programmes (TPs) during the year under review. It traces growth patterns in programme participation over the period 2018-2025 and presents a detailed breakdown of enrolment by programme, disaggregated by gender. Comparative statistics for 2024 and 2025 are also provided, offering insights into areas of growth, decline, and stability across the programmes. Together, these data highlight both the continuity and shifts in learner participation, reflecting broader trends in demand for NAMCOL's tertiary offering.

### TERTIARY PROGRAMMES ENROLMENT STATISTICS FOR 2018 – 2025

Table 3 indicates enrolment trends between 2024 and 2025 reveal a 6.15% decline (3661 to 3436), with programmes CECD and DECPPE remaining dominant despite a reduction of 200 and 327 learners, enrolment in the DBE programme has remained persistently low, indicates enrolment trends between 2024 and 2025 reveal a 6.15% decline (3661 to 3436), with programmes CECD and DECPPE remaining dominant despite reduced by 200 and 327 learners respectively. New programmes BEJPEH and BHECDP attracted 463 learners (13.48%), offsetting some losses and signalling programmes' expansion. Meanwhile, BAYCD more than doubled its enrolment, while MAYCD and DWCY also grew steadily. Conversely, enrolment in programmes such as CWCY has declined sharply, while low enrolment was observed in the DBE programme. Furthermore, the BEdECPH, DSLI, and CEC programmes recorded no enrolments during the period under review.

Table 3: TPs ENROLMENT STATISTICS FOR 2018 – 2025

ENROLMENTS																
TP	2018		2019		2020		2021		2022		2023		2024		2025	
	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
PDOSOM	Introduced in 2019	21	0.4	38	0.9	49	1.2	67	1.3	88	1.7	51	1.39	41	1.19	
CLGS	152	3.6	119	2.5	72	1.7	59	1.5	58	1.1	51	1	35	0.96	40	1.16
CEC	101	2.4	105	2.2	33	0.8	15	0.4	35	0.7	3	0.1	0	0	0	0
DYD <sup>1</sup>	37	0.9	23	0.5	17	0.4	13	0.3	12	0.2	11	0.2	0	0	0	0
CWCY	62	1.5	76	1.6	59	1.4	46	1.2	47	0.9	45	0.9	20	0.55	1	0.03
CECD	2042	48.6	2288	47.7	2076	48.9	1460	36.7	1854	35.6	1847	35.4	1271	34.72	1071	31.17
DED	71	1.7	62	1.3	48	1.1	51	1.3	64	1.2	50	1	49	1.34	57	1.46
DECPPE	1507	35.9	1889	39.4	1765	41.6	2130	53.6	2897	55.7	2205	42.2	1183	32.31	856	24.91
BAYD	68	1.6	58	1.2	35	0.8	29	0.7	41	0.8	44	0.8	21	0.57	43	1.25
CBE	17	0.4	31	0.6	32	0.8	39	1	35	0.7	43	0.8	8	0.22	5	0.15

ENROLMENTS																
TP	2018		2019		2020		2021		2022		2023		2024		2025	
	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
DBE	Introduced in 2020	12	0.3	13	0.3	13	0.2	19	0.4	3	0.08	4	0.12			
CED	145	3.5	124	2.6	55	1.3	52	1.3	55	1.1	43	0.8	35	0.96	40	1.16
DSLJ	Introduced in 2021	19	0.5	12	0.2	10	0.2	1	0.03	0	0					
BECJPE	Introduced in 2023	540	10.3	580	15.84	684	19.91									
BEJPEH															349	10.16
BHECDP															114	3.32
BEeCDPH	Introduced 2023	141	2.7	295	8.06	0	0									
BBE	Introduced 2024	14	0.38	19	0.55											
DWCY	Introduced 2023	26	0.5	27	0.74	42	1.22									
DYCD	Introduced 2022	11	0.2	14	0.3	16	0.44	16	0.47							
MAYCD	Introduced in 2023	42	0.8	52	1.42	61	1.78									
TOTAL	4202	100	4796	100	4242	100	3975	100	5201	100	5222	100	3661	100	3443	100

The Diploma in Youth Development (DYD) programme was restructured and renamed as the Diploma in Youth and Community Development (DYCD) in 2022. Consequently, the previous DYD curriculum has been phased out.

Figure 6: GROWTH IN TERTIARY PROGRAMMES 2018-2025

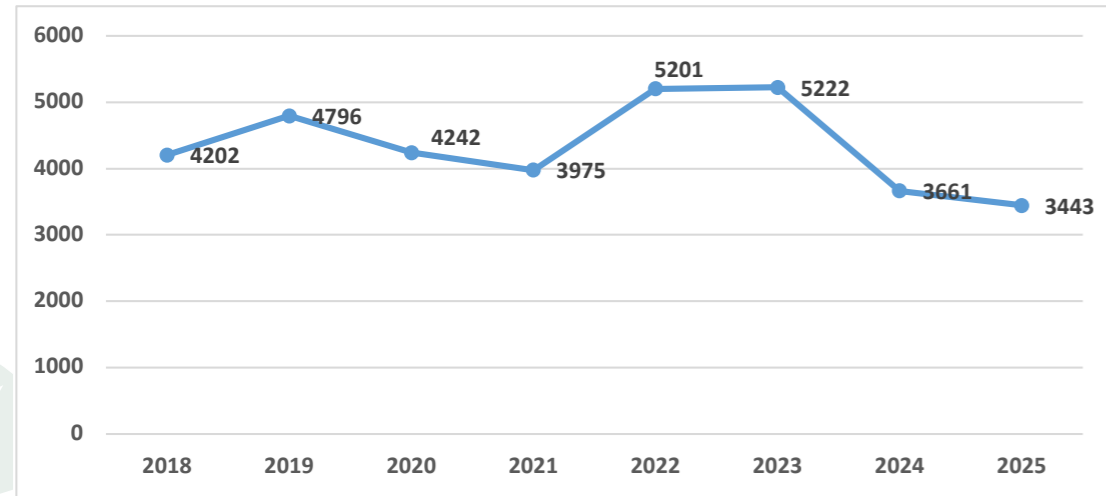


Figure 6 presents the enrolment trend for tertiary programmes between 2018 and 2025, highlighting notable fluctuations. Enrolment increased from 4,202 in 2018 to 4,796 in 2019, representing a significant 14% rise. However, the numbers declined by 12% in 2020 and a further 6% in 2021. A strong recovery occurred in 2022, with enrolment surging by 31% to 5,201 and peaking at 5,222 in 2023. This upward momentum was short-lived, as 2024 experienced a sharp 30% decline to 3,661, followed by another 6% drop in 2025 to 3,443.

Table 4: TPs ENROLMENT BY GENDER FOR EACH PROGRAM 2024-2025

	2024		2025	
	Female	Male	Female	Male
BAYD	67	33	72	28
BBE	64	36	53	47
BECJPE	96	4	94	6
BEJPEH	0	0	95	5
BHECDP	95	5	96	4
CBE	50	50	60	40
CECD	93	7	92	8
CED	54	46	73	27
CLGS	71	29	67.5	32.5
CWCY	80	20	100	0
DBE	100	0	100	0
DECPPE	92	8	91	9
DED	61	39	60	40
DWCY	85	15	69	31
DYCD	69	31	43	57
MAYCD	81	19	68	32
PDOSOM	69	31	78	22

Table 4 presents enrolment distribution across programmes by gender for 2024 and 2025. In 2025, with Female N = 3,105 (90%) and Male N = 338 (10%), a clear gender disparity is evident, reflecting a ratio of roughly nine females to one male. Female dominance persists in programmes such as BHECDP (96%), BEJPEH (95%), and BECJPE (94%), consistent with 2024 trends. Balanced representation appears in CBE and DED (60% female, 40% male). A male-dominated pattern is visible in DYCD (43% female, 57% male). Notably, DBE (N = 4) and CWCY (N = 1) recorded 100% female enrolments. Overall, female enrolment remains significantly higher than male across most programmes in both 2024 and 2025.

Figure 7: ALL TPS COMBINED ENROLMENT COMPARATIVE STATISTICS FOR 2024-2025

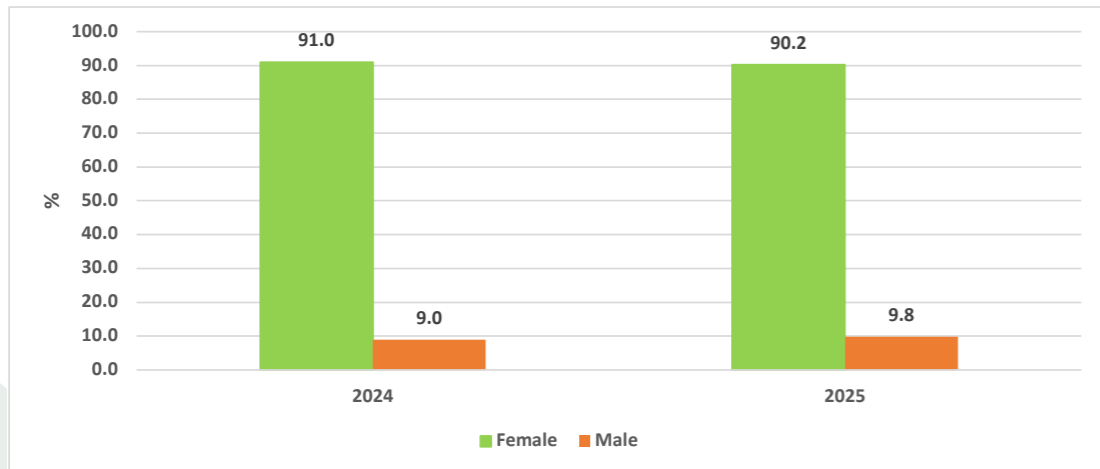


Figure 7 above, illustrates the enrolment ratio by gender across two consecutive years, showing female dominance with 91% in 2024 compared to 90% in 2025, while males accounted for only 9% and 10% respectively, reflecting consistent gender disparity.

# Statistical Digest TVET

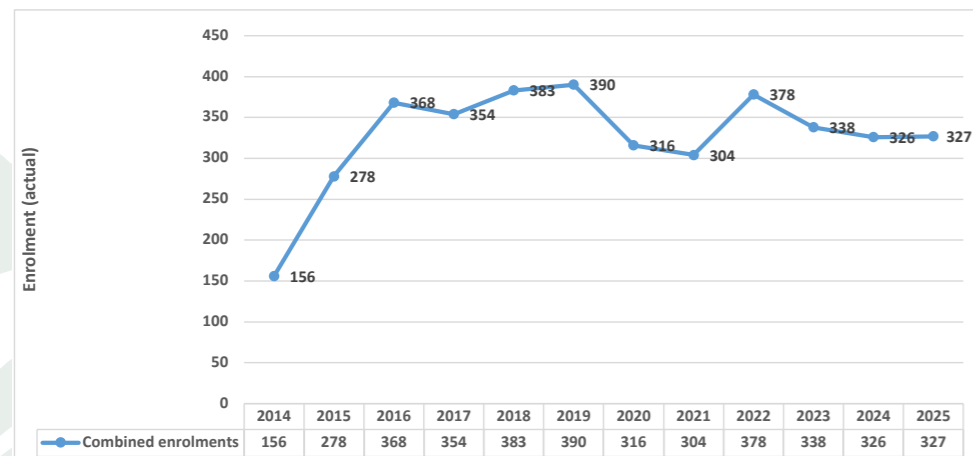


## 4. TECHNICAL, VOCATIONAL EDUCATION AND TRAINING PROGRAMMES (TVET)

This section presents the enrolment of Technical and Vocational Education and Training (TVET) programmes within the College during the year under review. It provides a detailed breakdown of enrolment by trade, disaggregated by gender and level. It includes comparative statistics between 2024 and 2025 to highlight trends and shifts in programme enrolment across the different trades.

### 4.1 ENROLMENT FOR TVET PROGRAMMES

Figure 8: ENROLMENT FOR TVET PROGRAMMES FROM 2014-2025



As indicated in Figure 8, the enrolment trend from 2014 to 2025 reflects notable fluctuations. Enrolments increased steadily from 156 in 2014, reaching a peak of 390 in 2019, before sharply declining to 304 in 2021. A recovery occurred in 2022 with 378, followed by a decline to 338 in 2023. The downward trend continued in 2024 with 326, though enrolments slightly stabilised in 2025 at 327. Overall, the data shows growth in earlier years, but a gradual decline and levelling off in recent periods. From 2014 to 2025, enrolments grew at an average annual growth rate of approximately 9.5%, indicating overall long-term expansion despite recent fluctuations.

Figure 9: ENROLMENT BY GENDER FOR TVET PROGRAMMES, 2024 AND 2025

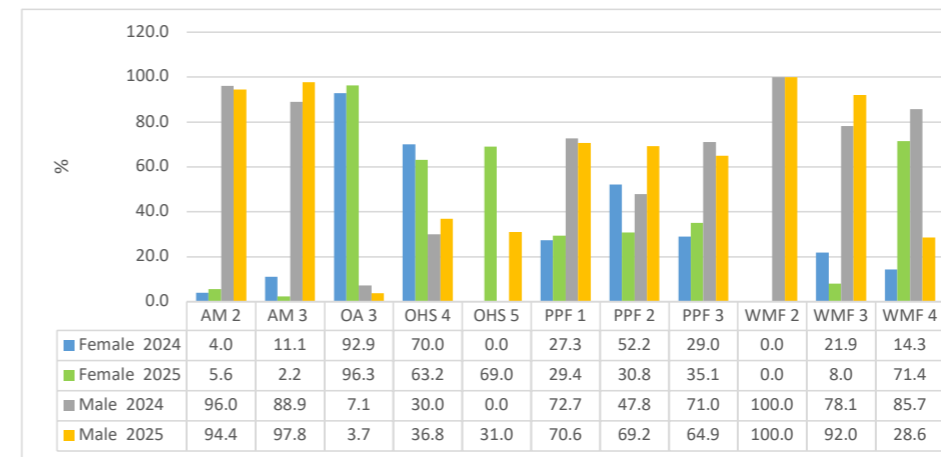


Figure 9 illustrates gender distribution across Technical and Vocational Education and Training (TVET) trades in 2024 and 2025, highlighting notable disparities. Hard trades, such as Automotive Mechanics (AM) and Welding and Metal Fabrication (WMF), remain largely male-dominated, with females under 6% in most categories; however, WMF level 4 shows a remarkable increase in female enrolment to 71.4%. Office Administration (OA) is predominantly female, reaching 96.3%, while Occupational Health and Safety (OHS) and Plumbing and Pipefitting (PPF) trades show mixed trends. Overall, PPF demonstrates significant female participation compared to other hard trades.



# Statistical Digest

## EXAMINATION RESULTS

## 5. EXAMINATION RESULTS

This section presents the 2024 secondary school examination results for both NSSCO and NSSCAS. It provides a breakdown of performance by subject and symbols obtained alongside comparative statistics of results per subject and symbol for 2023 and 2024. The section also highlights a five-year trend analysis of results graded D and above, offering insights into overall performance improvements and patterns.

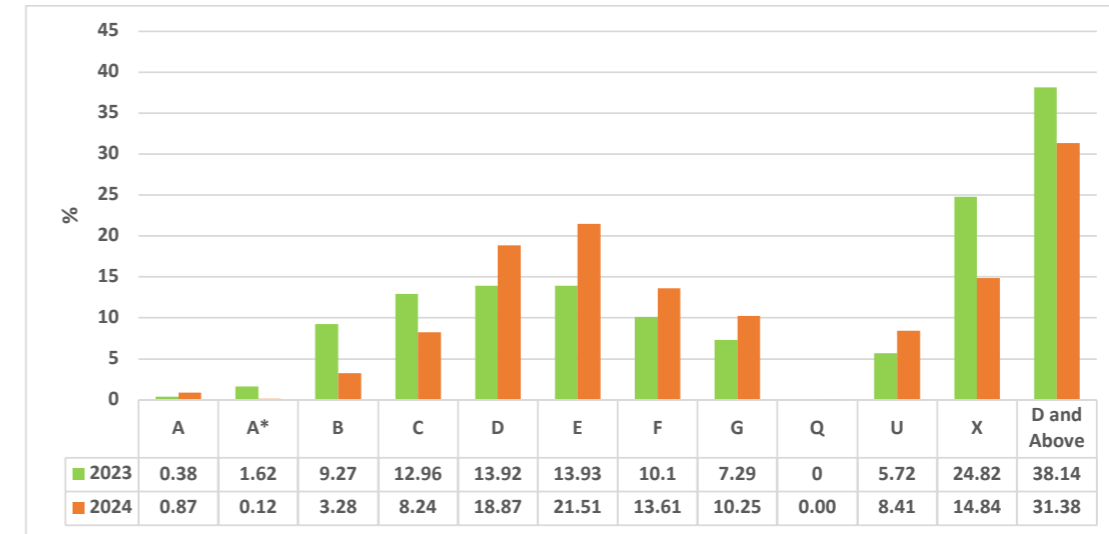
### 5.2 NSSCO GRADING PER SUBJECT IN 2024

Table 5 illustrates the NSSCO 2024 examination results, highlighting key performance patterns. Subjects such as First Language Oshikwanyama (80.6%), Oshindonga (80.1%), and Rukwangali (81.4%) recorded the highest proportions of learners achieving D and above, demonstrating strong outcomes. Conversely, Biology (14.2%), Business Studies (24.4%), and Mathematics (17.6%) reflect weaker performance, with most learners achieving below a D. Notably, Entrepreneurship (13.5% A\*–A) and Rumanyo (12.5% A\*–A) stood out for achieving higher distinctions. Several subjects, including Biology (19.7%) and Accounting (19.5%), recorded ungraded results.

Table 5: NSSCO GRADING PER SUBJECT IN 2024

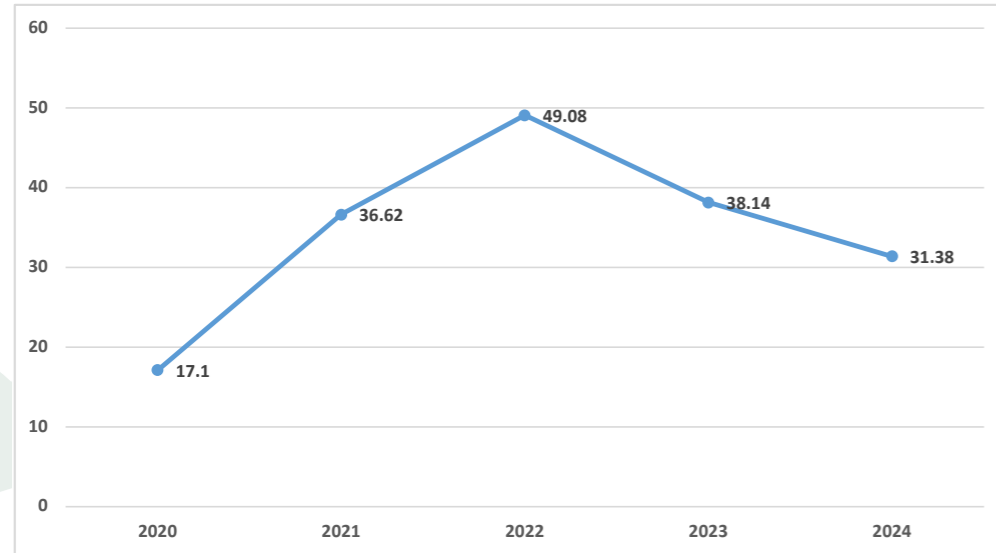
Subjects	# of learners who sat for the Examination in 2024	Grade obtained per subject											
		A	A*	B	C	D	D and above	E	F	G	Q	U	X
First Language Rukwangali	102	1.96	1.96	18.63	29.41	29.41	81.37	7.84	0.98	0	0	0	9.8
First Language Oshikwanyama	191	5.76	2.62	30.37	28.27	13.61	80.63	2.09	0	0	0	0	17.28
First Language Oshindonga	171	4.68	1.75	32.16	30.99	10.53	80.12	0	0	0	0	0	19.88
First Language Rumanyo	24	8.33	4.17	29.17	25	4.17	70.83	0	0	0	0	0	29.17
Afrikaans as a Second Language	90	2.22	0	7.78	15.56	37.78	63.33	12.22	0	0	0	0	24.44
Entrepreneurship	349	8.6	4.87	14.9	18.05	10.89	57.31	4.87	2.87	3.72	0	2.87	28.37
First Language Otjiherero	116	0	0.86	12.07	22.41	14.66	50	12.93	5.17	0	0	0	31.9
Agricultural Science	2434	0.86	0.08	4.97	15.65	28.27	49.84	20.09	5.75	1.4	0.04	0.7	22.19
English as a Second Language	11611	0.8	0.03	3.42	9.83	35.26	49.33	31.69	5.33	2.11	0.01	1	10.53
First Language Khoekhoegowab	60	0	1.67	13.33	15	13.33	43.33	11.67	10	0	0	0	35

Figure 10: COMPARISON OF GRADE 11 NSSCO EXAMINATION RESULTS FOR ALL GRADE 2023 AND 2024



The comparative statistics for 2023 and 2024 reveal mixed performance outcomes. Figure 10 shows an increase in high achievements, with A\* symbols rising from 0.38% to 0.78%, reflecting improved excellence at the highest symbol. However, learners obtaining D and above declined significantly, from 38.14% to 31.38%, a reduction of nearly 7%. On average, results dropped slightly by 0.56% across all grades, explaining that while some learners excelled, overall performance weakened in 2024 compared to 2023.

Figure 11: GRADE 11 NSSCO D AND ABOVE GROWTH FROM 2020 TO 2024



As presented in Figure 11, the growth trend of learners achieving D and above from 2020 to 2024 reflects fluctuations in performance. Results improved steadily from 17.1% in 2020 to 36.62% in 2021, and then further increased to 49.08% in 2022. However, they declined to 38.14% in 2023 and subsequently to 31.38% in 2024. This downward trend after 2022 suggests challenges in sustaining consistent performance levels over time. Over the period, results shifted at an average annual change rate of 3.57 percentage points, reflecting mixed performance trends.

## 5.2 NSSCAS GRADING PER SUBJECT IN 2024

Table 6: NSSCAS GRADING PER SUBJECT, 2024

SUBJECT	NUMBER OF LEARNERS WHO SAT FOR THE EXAMINATION IN 2024	GRADES OBTAINED PER SUBJECT							
		A	B	C	D	D and Above	E	U	X
Afrikaans as a Second Language	2	0	0	50	50	100	0	0	0
Agricultural Science	18	0	5.56	27.78	50	83.33	5.56	0	11.11
Entrepreneurship	3	0	0	0	66.67	66.67	33.33	0	0
History	8	0	25	12.5	25	62.5	37.5	0	0
Chemistry	85	1.18	17.65	23.53	21.18	62.35	15.29	3.53	17.65
English as a Second Language	135	5.19	15.56	14.81	15.56	51.11	13.33	17.78	12.59
First Language Oshikwanyama	4	50	0	50	0	50	0	0	0
Accounting	11	0	0	27.27	18.18	45.45	18.18	27.27	9.09
Geography	20	5	5	15	25	45	5	30	15
Physics	111	2.7	10.81	10.81	18.02	39.64	22.52	18.02	17.12
Biology	185	3.24	4.86	11.89	22.16	38.92	27.57	18.38	11.89
Business Studies	17	0	5.88	23.53	5.88	35.29	17.65	35.29	11.76
First Language Oshindonga	6	0	16.67	0	16.67	33.33	33.33	16.67	16.67
Mathematics	213	1.88	6.1	7.51	14.55	28.17	17.84	35.21	16.9
Economics	16	0	0	0	6.25	6.25	25	50	18.75

Table 6 presents the 2024 NSSCAS examination results obtained by learners, categorised by subject. High distinctions were recorded in First Language Oshikwanyama (50% A) and English as a Second Language (5.19% A), with Chemistry also achieving strong B and C performances. Subjects with high proportions of learners obtaining D and above include Afrikaans (100%), Agricultural Science (83.33%), Entrepreneurship (66.67%) and History (62.50%). However, Mathematics and Economics (D and above) reflect low performance with 28.17 and 6.25% respectively.

**Figure 12: GRADE 12 NSSCAS GRADING D AND ABOVE 2023 - 2024**

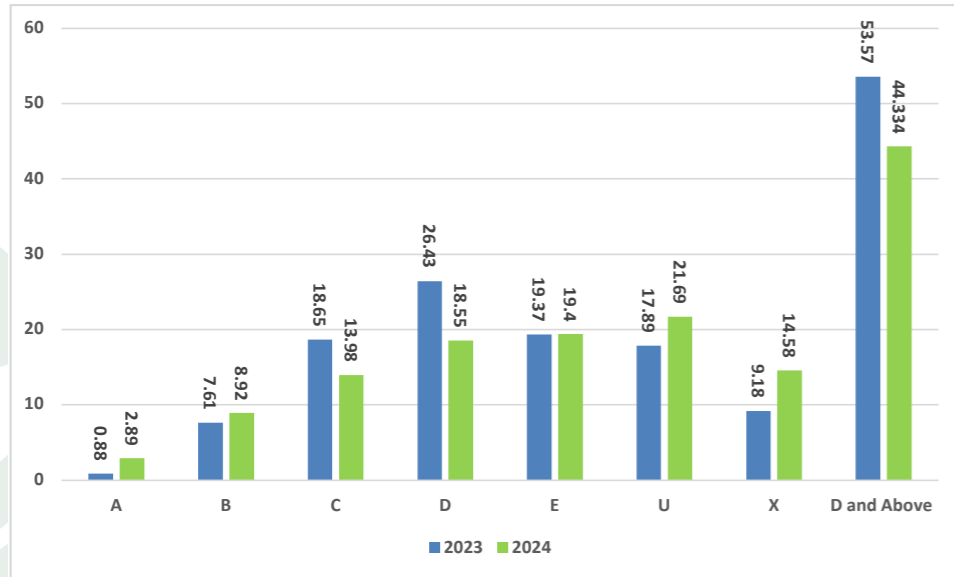


Figure 12, presents comparative statistics of NSSCAS examination results for the years 2023 and 2024. Performance declined overall, with learners achieving D and above dropping from 53.57% in 2023 to 44.33% in 2024. A highlight was the improvement in A symbol, rising from 0.88% to 2.89%. However, ungraded results also increased, with learners obtained U grades rising from 17.89% to 21.69%.

**Figure 13: NSSCAS D AND ABOVE GROWTH FROM 2022 TO 2024**

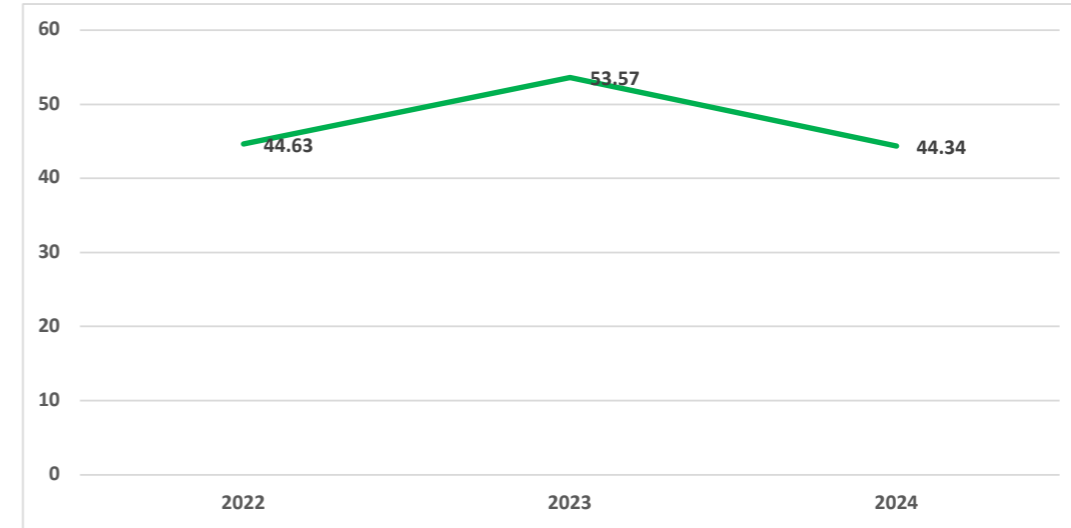


Figure 13 illustrates the trend of learners obtaining D and above results in the NSSCAS examinations from 2022 to 2024. Results improved from 44.63% in 2022 to 53.57% in 2023, reflecting a strong increase, but then declined to 44.34% in 2024. Overall, the three-year period recorded a slight downward trajectory with an average annual growth rate of -0.33%, indicating marginal decline in performance.



# Statistical Digest

## PETE

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

The Pre-Entry to Tertiary Education (PETE) is a specialised NSSCO/AS programme designed to help learners improve their performance in key subjects and enhance their chances of gaining admission to tertiary institutions.

To support learners, the PETE programme offers the following services:

- Standardised testing to monitor progress and readiness.
- Additional tuition hours for intensive subject support.
- Expanded assessment activities to strengthen understanding and application.
- Data packages to facilitate online learning and resource access.

The programme is currently 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 2024

This section presents an analysis of the Pre-Entry to Tertiary Education (PETE) examination results, including both NSSCO and NSSCAS, offering a detailed breakdown by centre and subject. It further highlights performance by grade symbols and provides comparative statistics across three consecutive years per centre. Additionally, the results are examined by field of study and individual subjects, allowing for year-to-year comparisons. The analysis offers valuable insights into performance trends, enabling a comprehensive understanding of learners' outcomes across different centres and subject areas.

### 6.1.1 SOUTHERN REGION: NSSCO SCIENCE RESULTS

As illustrated in Figure 14, the NSSCO performance of learners at Jetu Jama Centre across the four subjects is presented below. In Physics, the most common grades obtained were D (28.8%) and C (25.0%), with no A grades and 13.8% ungraded. Biology clustered around E (26.9%) and D (23.1%), with minimal higher grades. Chemistry showed moderate results in C (17.7%) and D (26.6%), with 17.7% of the results being unconfirmed. Mathematics reflected the highest share in D (33.1%) and E (25.6%), with only 1% achieving an A.

Figure 14: JETU JAMA: NSSCO SCIENCE RESULTS FOR 2024

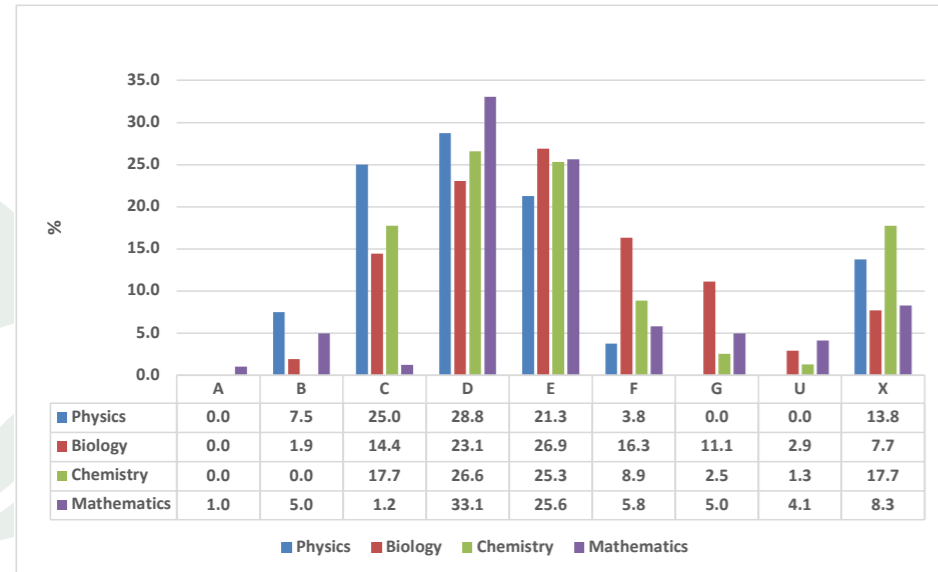
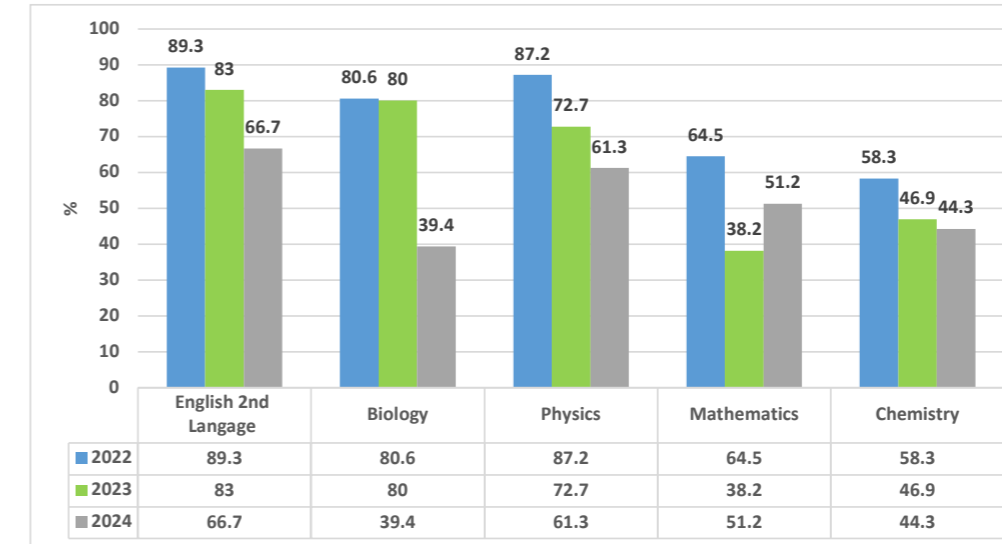


Figure 15 presents NSSCO results for D and above symbols at Jetu Jama Centre from 2022 to 2024. Overall, performance declined across most subjects. English Second Language decreased from 89.3% in 2022 to 83% in 2023 and further to 66.7% in 2024 (-13.58% annual change). Biology declined slightly from 80.6% in 2022 to 80% in 2023 and sharply to 39.4% in 2024 (-30.08%). Physics dropped from 87.2% in 2022 to 72.7% in 2023 and further declined to 61.3% in 2024 (-16.16% annual change). Mathematics declined from 64.5% in 2022 to 38.2% in 2023, before rising to 51.2% in 2024, with a yearly change of -10.90% noted. Chemistry fell from 58.3% (2022) to 46.9% (2023) and further declined to 44.3% in 2024, with an annual change of -12.83%. Biology recorded the steepest decline.

Figure 15: JETU JAMA: NSSCO SCIENCE RESULTS, D SYMBOL AND ABOVE – COMPARISON OF 2022 TO 2024



### 6.1.2 JETU JAMA: NSSCAS SCIENCE RESULTS

As shown in Figure 16 below, the 2024 NSSCAS results for science subjects at Central region. Chemistry showed the best performance, with 28.2% attaining grade C and no learners failing, although 12.8% of the learners' results were not confirmed/withheld. Biology reflected weaker outcomes, with only 6.1% at A and the highest proportion (25.3%) at grade E. Physics displayed mixed results, with 23.1% at E and 20% scored U symbol. Mathematics was most concerning, recording the highest failure rate at 30.9%. Overall, Chemistry outperformed other science subjects

Figure 16: CENRAL REGION : NSSCAS SCIENCE RESULTS IN 2024

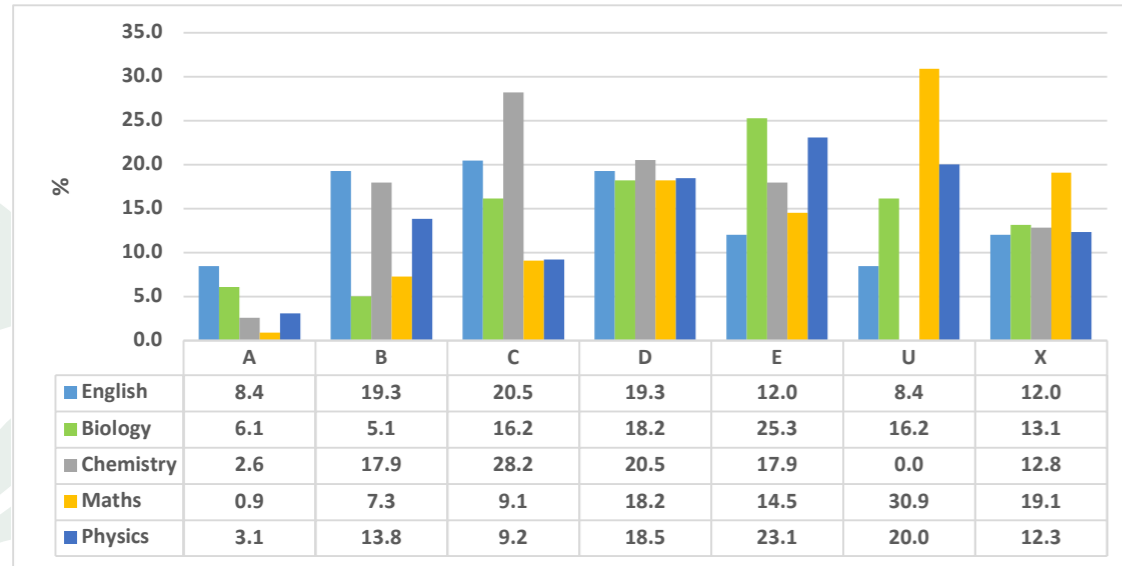
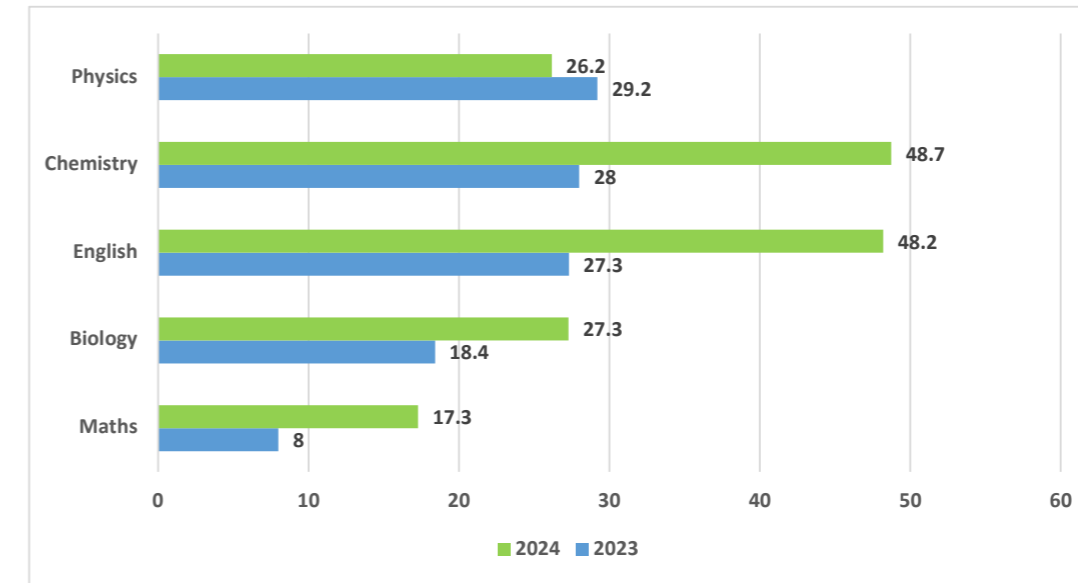


Figure 17 illustrates the comparative performance of learners who obtained a grade of C or above in 2023 and 2024. Mathematics improved from 8% to 17.3%, a gain of 9.3 percentage points. Biology increased from 18.4% to 27.3% (+8.9), while English rose significantly from 27.3% to 48.2% (+20.9). Chemistry also showed strong growth, moving from 28% to 48.7% (+20.7). In contrast, Physics declined slightly from 29.2% to 26.2% (-3). Overall, most subjects recorded notable improvements, with English and Chemistry outperformed during the year under review.

Figure 17: JETU JAMA: NSSCAS SCIENCE RESULTS, C SYMBOL AND ABOVE IN 2023 AND 2024



### 6.1.3 JETU JAMA: NSSCAS COMMERCE RESULTS

Figure 18 presents the 2024 NSSCAS commerce results at Jetu Jama Centre, showing varied performance across subjects. Mathematics presented major challenges, with the highest failure rate of 30.9% (U) and only 0.9% achieving a grade A, although 18.2% managed a grade D. Accounting performed relatively better, with 42.9% at grade C as the highlight, although 28.6% (U) failed. Business Studies showed weaker outcomes, with 33.3% each at grades E and U, and only 22.2% at C. Overall, Accounting outperformed with 57.2% of learners scored D and or above, while Business Studies reflected concerning results.

Figure 18: JETU JAMA: NSSCAS COMMERCE RESULTS IN 2024

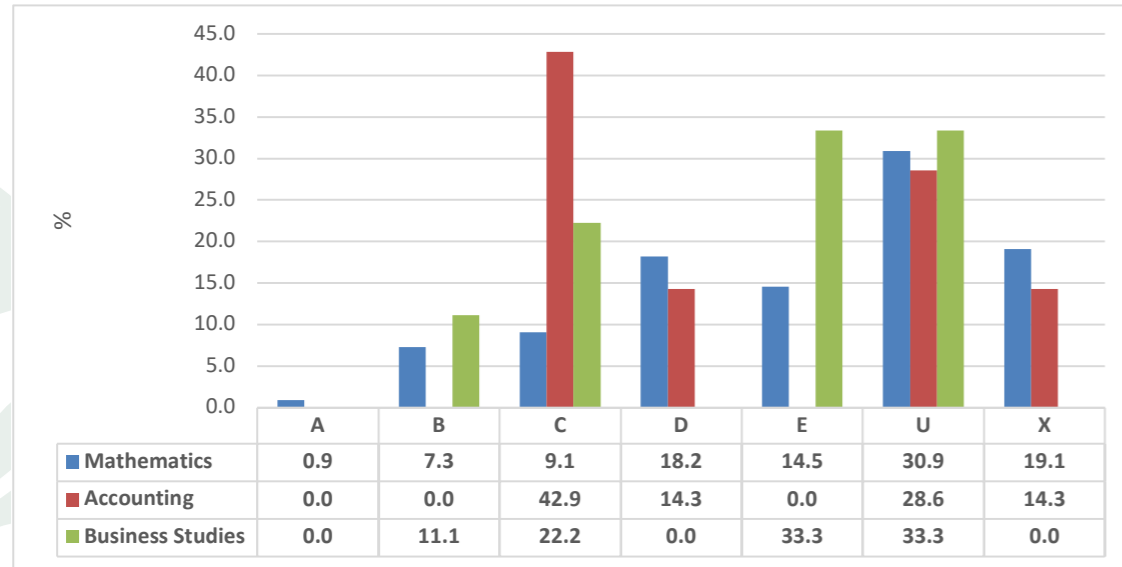
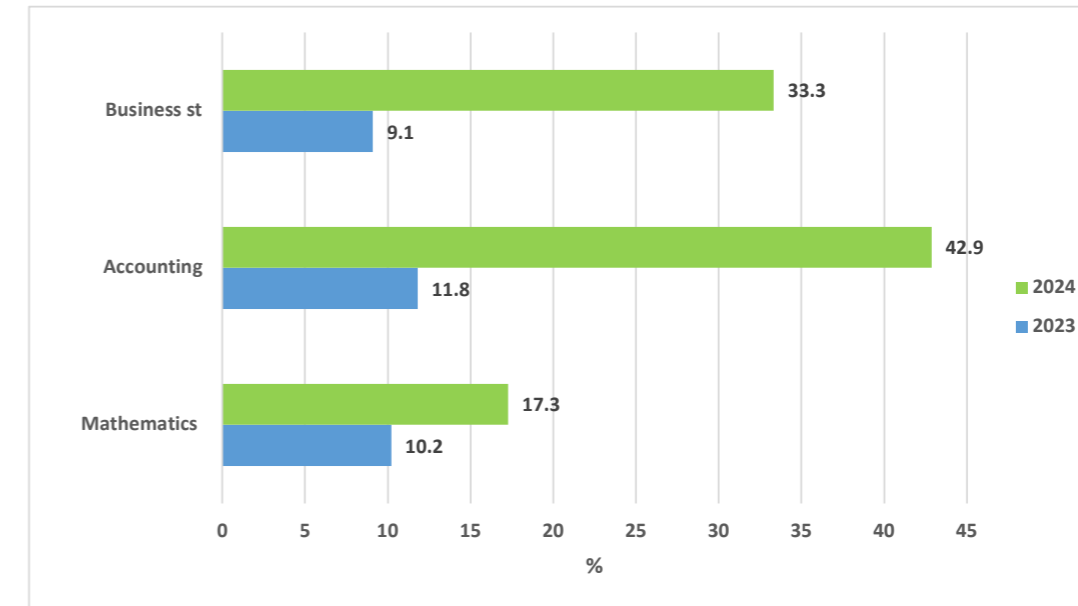


Figure 19 presents comparative NSSCAS Commerce results for learners who achieved a grade of C or higher at Jetu Jama Centre in 2023 and 2024. Mathematics improved from 10.2% to 17.3%, marking a 7.1 percentage point increase. Accounting recorded the most substantial growth, rising from 11.8% to 42.9% (+31.1 percentage points). Business Studies also showed significant progress, increasing from 9.1% to 33.3% (+24.2 percentage points). Overall, all Commerce subjects demonstrated improvement, with Accounting showing the most improvement.

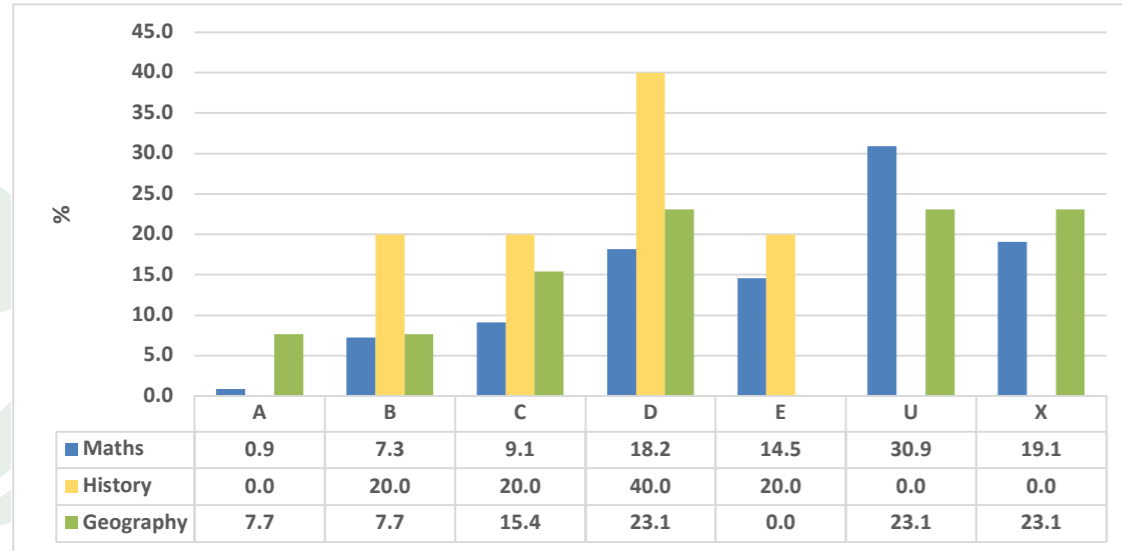
Figure 19: JETU JAMA: NSSCAS COMMERCE RESULTS, C SYMBOL AND ABOVE IN 2023 AND 2024



### 6.1.4 JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS

Figure 20 below presents the 2024 NSSCAS social science results from Jetu Jama Centre, showing mixed outcomes across subjects. Mathematics recorded the weakest performance, with the highest failure rate of 30.9% and only 0.9% attaining grade A. History showed relatively stronger results, with 20% each at grades B, C, and E, while 40% achieved grade D. Geography reflected balanced performance, with 15.4% at grade C, though 23.1% each fell into grades U and X. Overall, History outperformed the other subjects.

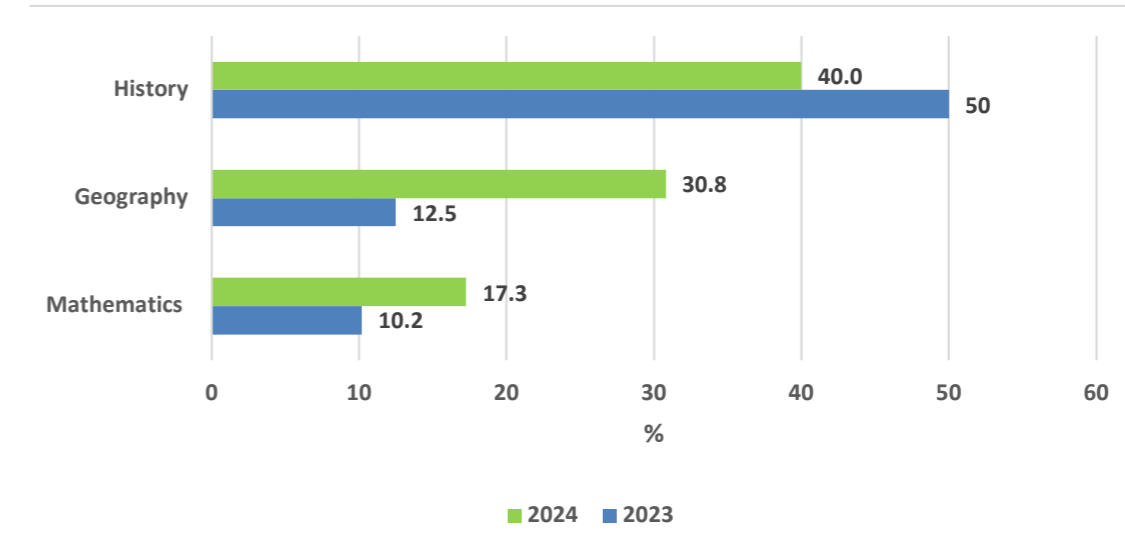
Figure 20: JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS IN 2024



### JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS

Figure 21 presents the comparative NSSCAS social science results for Jetu Jama Centre in 2023 and 2024. Mathematics improved from 10.2% to 17.3%, reflecting a 7.1 percentage change. Geography showed notable growth, rising from 12.5% to 30.8% (18.3 %), indicating improved learner performance. In contrast, History declined from 50% in 2023 to 40% in 2024 (-10), showing reduced achievement. Overall, Mathematics and Geography recorded positive improvements.

Figure 21: JETU JAMA: NSSCAS SOCIAL SCIENCE RESULTS, C AND ABOVE COMPARATIVE STATISTICS 2023 AND 2024



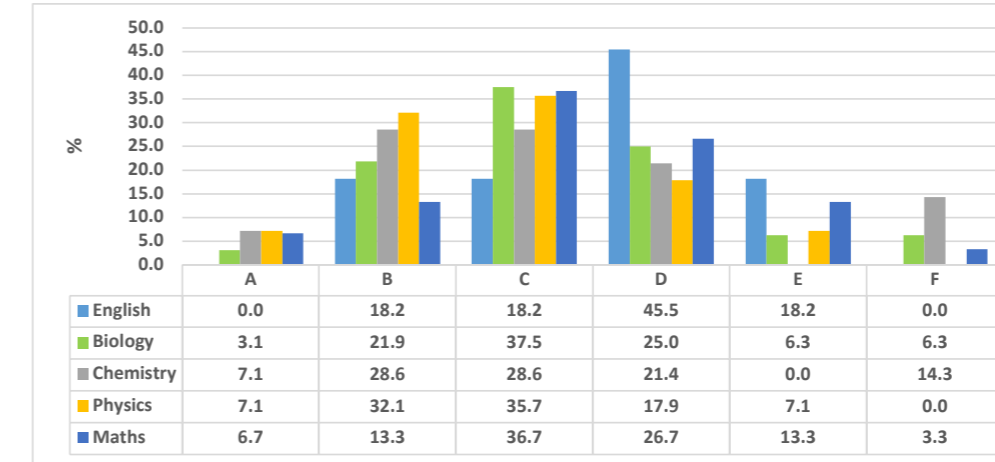
### Overall PETE Results: Jetu Jama, Southern Region

Overall, the performance of learners at Jetu Jama Centre in both NSSCO and NSSCAS reflects mixed but improving trends. At the NSSCO level, Physics stood out with comparatively higher proportions in upper grades, while Biology and Mathematics revealed persistent weaknesses. The NSSCAS results showed more substantial progress, with Chemistry, Accounting, and Geography recording notable improvements in learners achieving grade C and above. However, Mathematics and Biology continued to face challenges, and History registered a decline. These outcomes suggest targeted interventions are required in underperforming subjects, while the consistent gains in others highlight the positive impacts of support initiatives.

### 6.2 PETE RESULTS: CENTRAL REGION, 2024

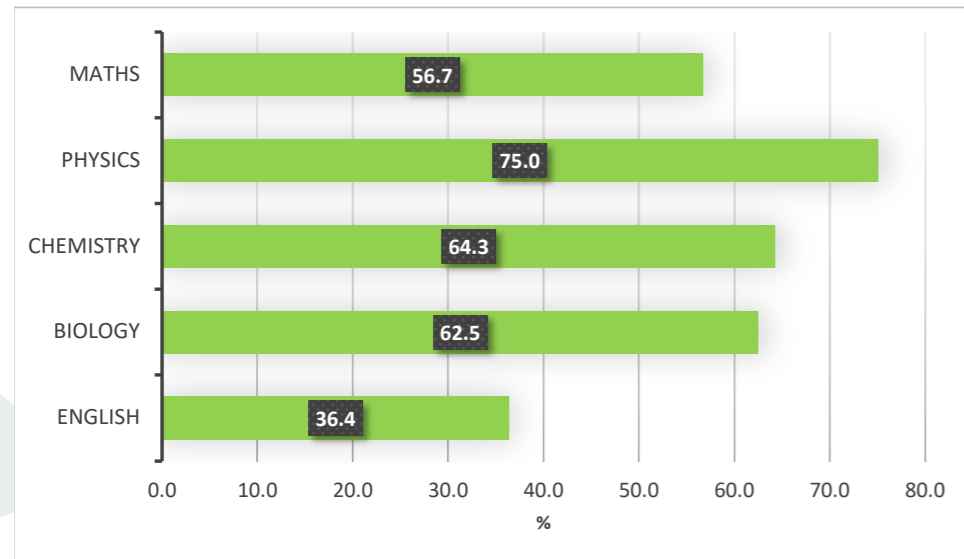
#### 6.2.1 CENTRAL REGION: NSSCO SCIENCE RESULTS

Figure 22: CENTRAL REGION: NSSCO SCIENCE RESULTS IN 2024



As presented in Figure 22, the 2024 PETE NSSCO results for Otjiwarongo Centre show Physics as the strongest-performing subject, with 32.1% of learners attaining grade B and 35.7% grade C. Chemistry followed with 28.6% each at grades B and C, while Biology recorded 21.9% and 37.5% at grade B and at grade C, respectively. Mathematics showed 36.7% at grade C but also 13.3% at grade E. English reflected the lowest performance, with 45.5% at grade D and only 18.2% each at grades B and C.

Figure 23: CENTRAL REGION: NSSCO SCIENCE RESULTS, C AND ABOVE IN 2024



The 2024 PETE NSSCO results for the Otjiwarongo Centre, as shown in Figure 23, indicate a strong overall performance, with learners obtaining grades C and above across subjects. Physics recorded the highest achievement at 75%, followed by Chemistry (64.3%) and Biology (62.5%). Mathematics showed 56.7%, while English trailed at 36.4%. Overall, sciences outperformed other fields, with Physics and Biology leading significantly.

### Overall PETE Results: Central Region

The 2024 PETE NSSCO results for Otjiwarongo Centre, Central Region, demonstrate strong performance in the sciences, with Physics leading at 75%, followed by Chemistry and Biology above 60%. Mathematics achieved 56.7%, while English lagged at 36.4%. Overall, learners excelled in science subjects, though English remains a key area requiring focused improvement.

### 6.3 PETE RESULTS: NORTHERN REGION IN 2024

#### 6.3.1 ONGWEDIVA: NSSCAS SCIENCE RESULTS

Figure 24: ONGWEDIVA: NSSCAS SCIENCE RESULTS IN 2024

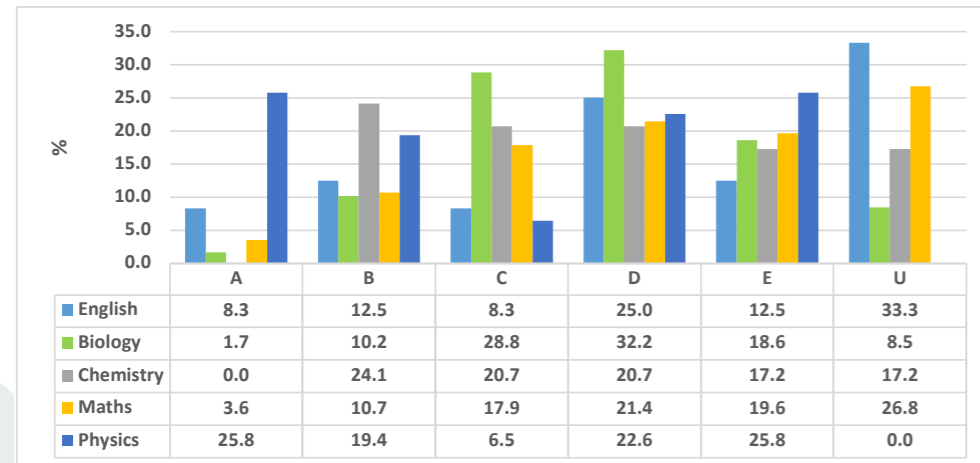


Figure 24 presents learner performance across different science subjects, including English Second language for PETE NSSCAS, Ongwediva, Northern region. English shows moderate performance (D: 25%) but a high failure rate (U: 33.3%). Biology learners mostly scored D (32.2%) with minimal top grades (A: 1.7%). Chemistry had no A grades, with B (24.1%) and C (20.7%) leading, while 17.2% failed. Mathematics reflects significant challenges, including a high failure rate (26.8%) and low top performance (A: 3.6%). Physics shows a wide variation in results, with strong representation in both A (25.8%) and E (25.8%) grades.

Figure 25: ONGWEDIVA: NSSCAS SCIENCE RESULTS, C SYMBOL AND ABOVE COMPARATIVE STATS 2023 AND 2024

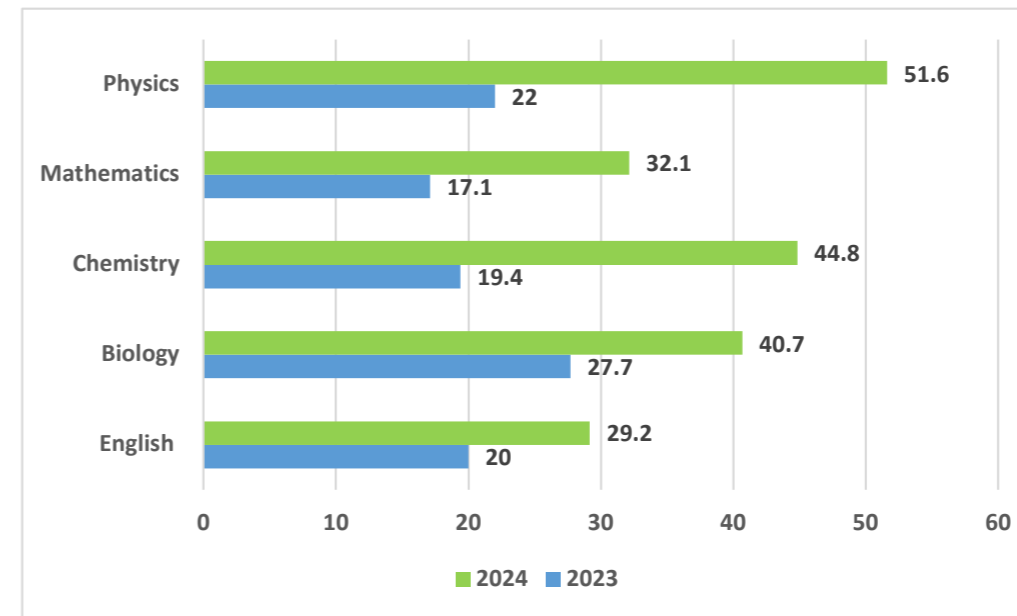


Figure 25 shows the comparative performance of learners achieving grade C and above in science subjects from 2023 to 2024, at Ongwediva centre. All subjects recorded positive growth. English improved from 20% to 29.2%, Biology from 27.7% to 40.7%, Chemistry from 19.4% to 44.8%, Mathematics from 17.1% to 32.1%, and Physics from 22% to 51.6%. The largest gains were in Physics and Chemistry, indicating significant improvement in these subjects.

### Overall PETE Results: Northern Region

In summary, the 2024 NSSCAS results for Ongwediva Centre in the Northern Region show notable improvements across science subjects. Physics and Chemistry recorded the highest performance, with Physics reaching 51.6% and Chemistry 44.8% for grades C and above. Mathematics and Biology also improved significantly, while English showed moderate progress.

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

#### 6.4.1 NORTH EASTERN: NSSCO SCIENCE RESULTS

Figure 26: NORTH-EASTERN REGION(RUNDU): NSSCO SCIENCE RESULTS IN 2024

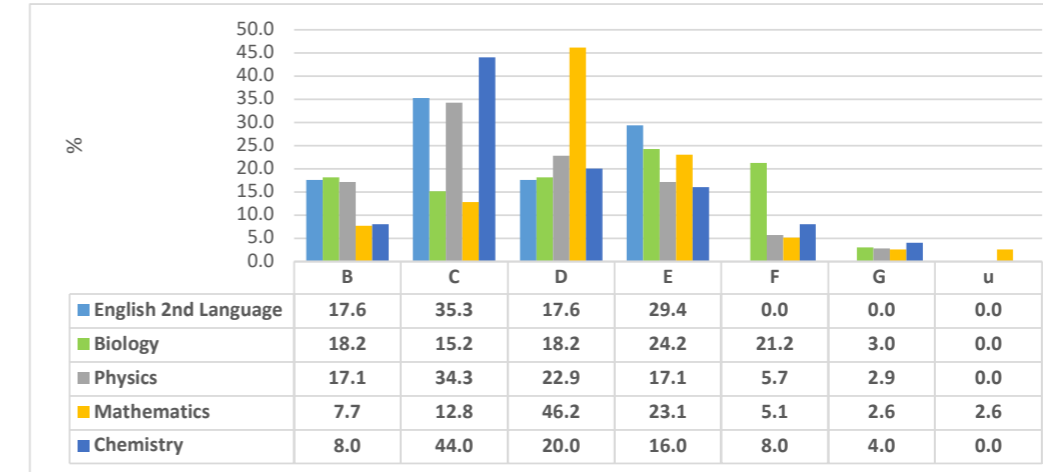
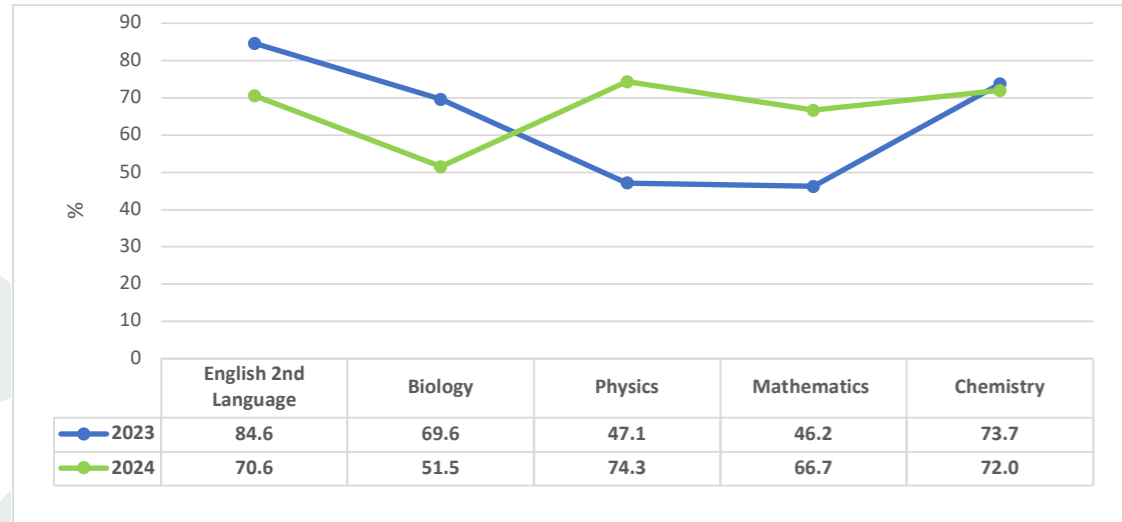


Figure 26 presents the 2024 PETE NSSCO results for Rundu Centre, highlighting varied subject performance. English Second Language recorded the strongest outcomes, with 17.6% at grade B, 35.3% at grade C, and no ungraded results. Physics also showed commendable performance, with 17.1% at grade B and 34.3% at grade C. Chemistry's results were concentrated at grade C (44%), though 16% fell at grade E. Biology reflected a mixed distribution, with 18.2% each at grades B and D, 15.2% at grade C, and 24.2% at grade E. Mathematics exhibited the lowest performance, with minimal proportions at grades B and C, while 46.2% attained grade D and 2.6% remained ungraded (U).

Figure 27 presents the comparative 2023 and 2024 PETE NSSCO science results for Rundu Centre, showing changes in learners achieving grade D and above. English Second Language declined from 84.6% to 70.6% (-14.0), while Biology decreased from 69.6% to 51.5% (-18.1). In contrast, Physics improved significantly from 47.1% to 74.3% (+27.2), and Mathematics rose from 46.2% to 66.7% (+20.5). Chemistry remained relatively stable, with a slight decrease from 73.7% to 72.0% (-1.7). Overall, the sciences showed notable improvement, with Physics leading significantly.

**Figure 27: RUNDU: NSSCO SCIENCE RESULTS, D SYMBOL AND ABOVE, COMPARISON OF 2023 AND 2024**



#### 6.4.2 RUNDU: NSSCAS SCIENCE RESULTS

Figure 28 illustrates the 2024 NSSCAS science results for the north-eastern region, Rundu centre. The statistics show varied performance across subjects. Biology recorded the strongest results, with 57.1% attaining grade C, while 14.3% each achieved A and D, and no failures were observed. Mathematics showed balanced outcomes, with 33.3% at C but also 33.3% at E, highlighting mixed performance. Physics had a 33.3% pass rate at C, though 33.3% failed. Chemistry reflected challenges, with 33.3% U and only 6.7% at B. Overall, Biology outperformed other subjects.

**Figure 28: RUNDU: NSSCAS SCIENCE RESULTS FOR 2024**

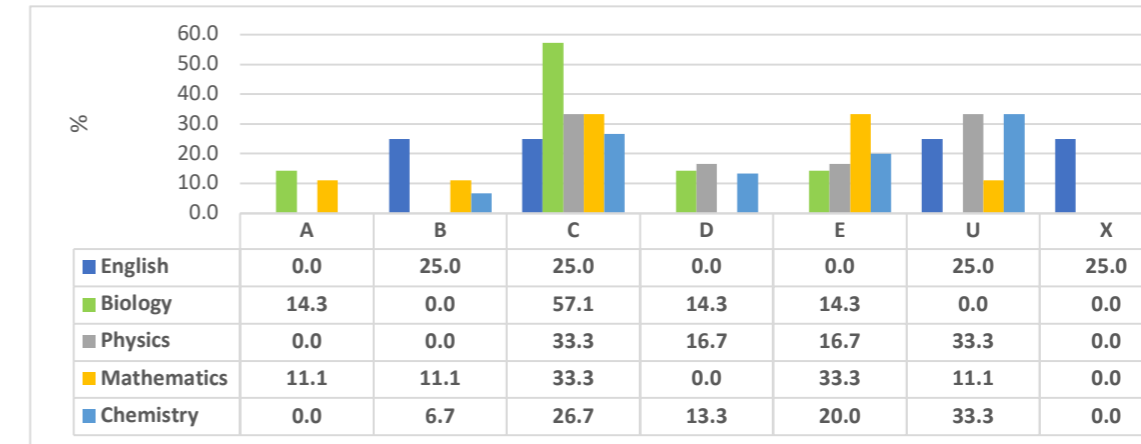
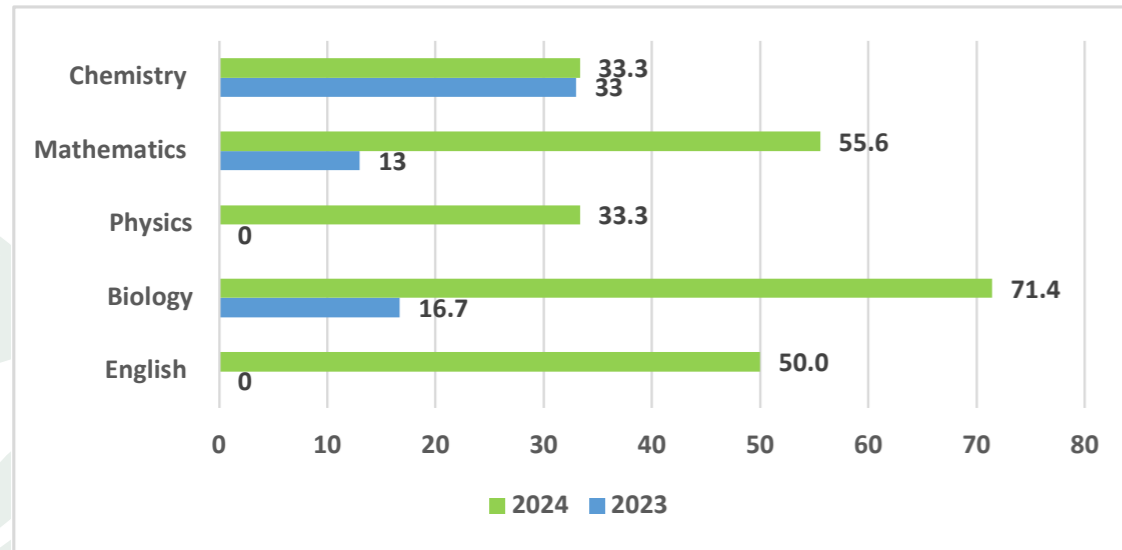


Figure 29 presents the comparative performance of learners obtaining grade C and above in 2023 and 2024. English improved significantly from 0% in 2023 to 50% in 2024, while Biology rose from 16.7% to 71.4%, marking a 54.7% increase. Physics, which had no learners in 2023, improved to 33.3% in 2024. Mathematics grew from 13% to 55.6%, an increase of 42.6%. Chemistry remained constant at 33.3% across both years. Overall, the data highlights substantial gains across subjects, except for Chemistry.

**Figure 29: RUNDU: NSSCAS SCIENCE RESULTS, C SYMBOL AND ABOVE IN 2023 AND 2024**



### Overall PETE Results: North-Eastern Region

Overall, the 2024 results for Rundu Centre reflect mixed but generally improving performance across NSSCO and NSSCAS levels. At NSSCO, notable gains were recorded in Physics and Mathematics, with Physics rising to 74.3% and Mathematics to 66.7% for grade D and above, while English and Biology declined.

At NSSCAS, Biology emerged strongest with 71.4% at grade C and above, while Mathematics and English also showed significant improvements. Physics displayed moderate growth, though Chemistry remained stagnant. Overall, the centre demonstrated commendable progress, particularly in Physics, Biology, and Mathematics, though English and Chemistry require targeted interventions to sustain balanced achievement across all science subjects.



# Statistical Digest

## TVET EXAMINATION RESULTS

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

This section presents the 2024 examination results for Technical and Vocational Education and Training (TVET) across various NAMCOL centres. Performance is disaggregated by trade and centre, highlighting areas of excellence as well as subjects requiring targeted support.

### 7.1 TVET OVERALL EXTERNAL RESULTS FOR 2024

The results indicated in Table 7 demonstrate strong performance in the external examinations among trainees in several trades. Notably, Office Administration 3 achieved high pass rates across centres: Otjiwarongo (92%), Rundu (91%), Jetu Jama (90%), and Ongwediva (85%). Plumbing & Pipefitting 1 attained 84%, while Occupational Health and Safety Level 4 recorded 73%. In contrast, certain trades showed lower performance, with Welding & Metal Fabrication Level 2 at 38%, Automotive Mechatronics Levels 3 and 2 at 30% and 28% respectively, and Plumbing & Pipefitting 3 and Welding & Metal Fabrication Level 3 at 23% and 13%, indicating a lower number of competent trainees in these TVET external examinations

**Table 7: TVET EXTERNAL RESULTS PER NAMCOL REGION FOR JULY AND NOVEMBER 2024**

Trade	Level	Number of Trainees	Competent	Not Yet Competent	Absent
<b>Windhoek: Jetu Jama</b>					
Automotive Mechatronics	3	20	6 (30%)	14 (70%)	0
Automotive Mechatronics	2	25	7 (28%)	18 (72%)	0
Plumbing & Pipefitting	3	13	3 (23%)	10 (77%)	
Plumbing & Pipefitting	2	25	13 (52%)	12 (48%)	0
Plumbing & Pipefitting	1	19	16 (84%)	3 (16%)	0
Welding & Metal Fabrication	3	16	2 (13%)	14 (87%)	0
Welding & Metal Fabrication	2	26	10 (38%)	16 (62%)	0
Office Administration	3	20	18 (90%)	2 (10%)	0
Occupational Health and Safety	4	37	27 (73%)	10 (27%)	0
<b>Northern Region: Ongwediva</b>					
Office Administration	3	20	17 (85%)	3 (15%)	0
<b>North Eastern Region: Rundu</b>					
Office Administration	3	11	10 (91%)	1 (9%)	0
<b>Central Region: Otjiwarongo</b>					
Office Administration	3	24	22 (92%)	2 (8%)	0

The November 2024 TVET reassessment results indicate that the majority of trade trainees achieved pass rates between 80% and 100%. However, all trainees in Welding and Metal Fabrication Levels 3 and 4 were found incompetent upon reassessment. In contrast, only 50% of Welding and Metal Fabrication Level 2 trainees met the competency requirements as per the table 8 below.

**Table 8: TVET REASSESSMENT RESULTS FOR NOVEMBER 2024**

Trade	Level	Number of Trainees	Competent	Not Yet Competent
<b>Central Region: Otjiwarongo</b>				
Office Administration	3	4	4 (100%)	0 (0%)
<b>Windhoek: Jetu Jama</b>				
Office Administration	3	1	1 (100%)	0 (0%)
Automotive Mechatronics	2	5	4 (80%)	1 (20%)
Plumping and Pipe Fitting	2	2	2 (100%)	0 (0%)
Welding and Metal Fabrication	2	10	5 (50%)	5 (50%)
Welding and Metal Fabrication	3	6	0 (0%)	6 (100%)
Welding and Metal Fabrication	4	6	0 (0%)	6 (100%)
<b>North Eastern Region: Rundu</b>				
Office Administration	3	1	1 (100%)	0 (0%)
<b>Northern Region: Ongwediva</b>				
Office Administration	2	1	1 (100%)	0 (0%)
Office Administration	3	5	5 (100%)	0 (0%)
Office Administration	4	1	1 (100%)	0 (0%)



**Statistical  
Digest**  
**TERTIARY  
PROGRAMMES**

## 8. TERTIARY PROGRAMMES

This section presents the assessment results of all tertiary programmes at NAMCOL for 2024. The data is disaggregated by gender and across individual programmes to highlight enrolment patterns and performance variations. Furthermore, the section presents assessment results and comparative statistics for 2023 and 2024.

### 8.1 TERTIARY PROGRAMMES RESULTS FOR 2024

**Figure 30: AVERAGE PASS RATE PER TERTIARY PROGRAMME FOR 2024**

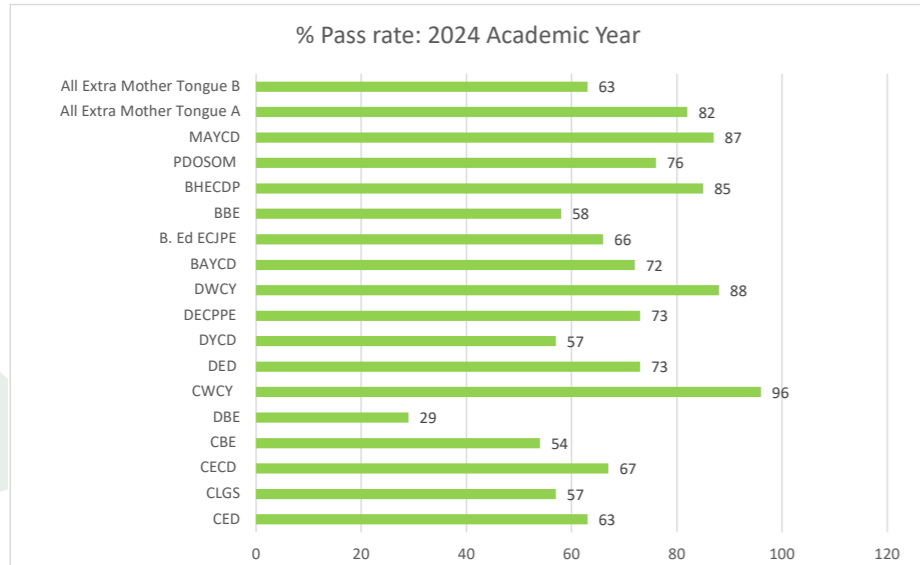


Figure 30 indicates that in 2024, CWCY achieved the highest average pass rate at 96%, followed by DWCY at 88%, MAYCD at 87%, and BHECDP at 85%. Other programmes, including Extra Mother Tongue A, PDOSOM, DECPPE, and DEDBAYCD, recorded pass rates ranging from 72% to 82%. Conversely, DBE registered the lowest pass rate at 29%.

## Statistical Digest

### STAFFING & FACILITIES

## 9. STAFFING AND PHYSICAL FACILITIES

As of 31 March 2024, NAMCOL had a staff complement of 111 full-time employees and 1955 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 9 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 54% of the workforce.

**Table 9: DEMOGRAPHIC PROFILE OF FULL-TIME STAFF AS AT 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>					
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%)	0 (0%)
Specialised/ Senior Supervisory	C1-D2	64	64 (100%)	31 (48%)	0 (0%)
Skilled	B2-B4	19	19 (100%)	13 (68%)	1 (6%)
Semi-skilled	A3-B1	2	2 (100%)	1 (50%)	0 (0%)
Unskilled	A2	2	2 (100%)	0 (0%)	0 (0%)

### 9.2 DEMOGRAPHIC PROFILE OF PART-TIME STAFF

Table 10 below displays the demographic profile of part-time staff. As at 31 March, 2024, NAMCOL had 1955 part-time staff members.

**Table 10: 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/Narrators	Fixed-term Employees
Head Office	0	0	130	122	423	0	2	47
Northern Region	23	427	0	0	0	0	0	21
Southern Region	24	384	0	0	0	0	0	19
North Eastern Region	10	151	0	0	0	0	0	6
Central Region	9	149	0	0	0	0	0	8
<b>Total</b>	<b>66</b>	<b>1 111</b>	<b>130</b>	<b>122</b>	<b>423</b>	<b>0</b>	<b>2</b>	<b>101</b>



# Statistical Digest

## NAMCOL CENTRES

## 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. As at 31 March 2024, the four NAMCOL regions had 61 tutorial centres, 13 assignment coordinating/enrolment points, and 957 class groups, as indicated in Table 11 below.

Table 11: NAMCOL CENTRES FOR 2024

	Northern Region	North-Eastern Region	Central Region	Southern Region	Total
Total number of tutorial centres	22	9	9	21	61
Assignment Coordinating/Enrolment points	6	0	2	5	13
Total number of class groups	364	92	154	347	957



# Statistical Digest CONCLUSION

## 11. CONCLUSION

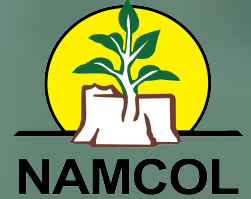
NAMCOL remains committed to the continuous monitoring and evaluation of its programmes and services to ensure ongoing improvement and enhanced learner performance. Strengthening service delivery remains a key strategic priority, and the College continues to allocate substantial resources toward maintaining high standards of quality and institutional efficiency.

The 2024 examination results across Secondary Education, including PETE, TVET, and Tertiary Programmes, reflect a mixed yet generally improving performance landscape. Centres such as Jetu Jama, Otjiwarongo, Ongwediva, and Rundu recorded strong outcomes in science subjects—particularly Physics, Chemistry, and Biology—with notable increases in grades C and above. In contrast, Mathematics and English continued to present challenges across several regions, signalling the need for strengthened academic support and targeted interventions.

Performance in TVET trades was varied. Office Administration and Plumbing & Pipefitting Level 1 achieved high pass rates, while Welding, Automotive Mechatronics, and higher-level Plumbing & Pipefitting reflected lower competency outcomes, indicating potential gaps in practical and technical skills that warrant attention.

At the tertiary level, results showed significant variation across programmes. CWCY recorded the highest pass rate at 96%, while DBE achieved the lowest at 29%, demonstrating disparities in learner performance across disciplines. Comparative statistics between 2023 and 2024 revealed improvement at the top-grade level (A\*), although the proportion of learners obtaining grades D and above declined slightly. This pattern suggests that while academic excellence improved among a segment of learners, overall performance distribution became less balanced.

These findings underscore the importance of targeted support in underperforming subjects and programmes, while simultaneously consolidating and replicating the strategies that have yielded success in high-performing areas. NAMCOL's sustained commitment to evidence-based improvement will continue to drive progress toward equitable, quality learning outcomes across all its programmes.



Namibian College of Open Learning

# Statistical Digest

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