




NAMCOL



Annual Report 2021 - 2022

A young man with dark, curly hair is shown from the chest up, wearing a white t-shirt with 'AMSTERDAM 1780' printed on it. He has a white backpack and is looking down at an open book he is holding. The background is a blurred outdoor setting with a building and trees.

**NAMCOL, committed to
providing wider access
to quality educational
services.**





HAWAIIAN COLLEGE

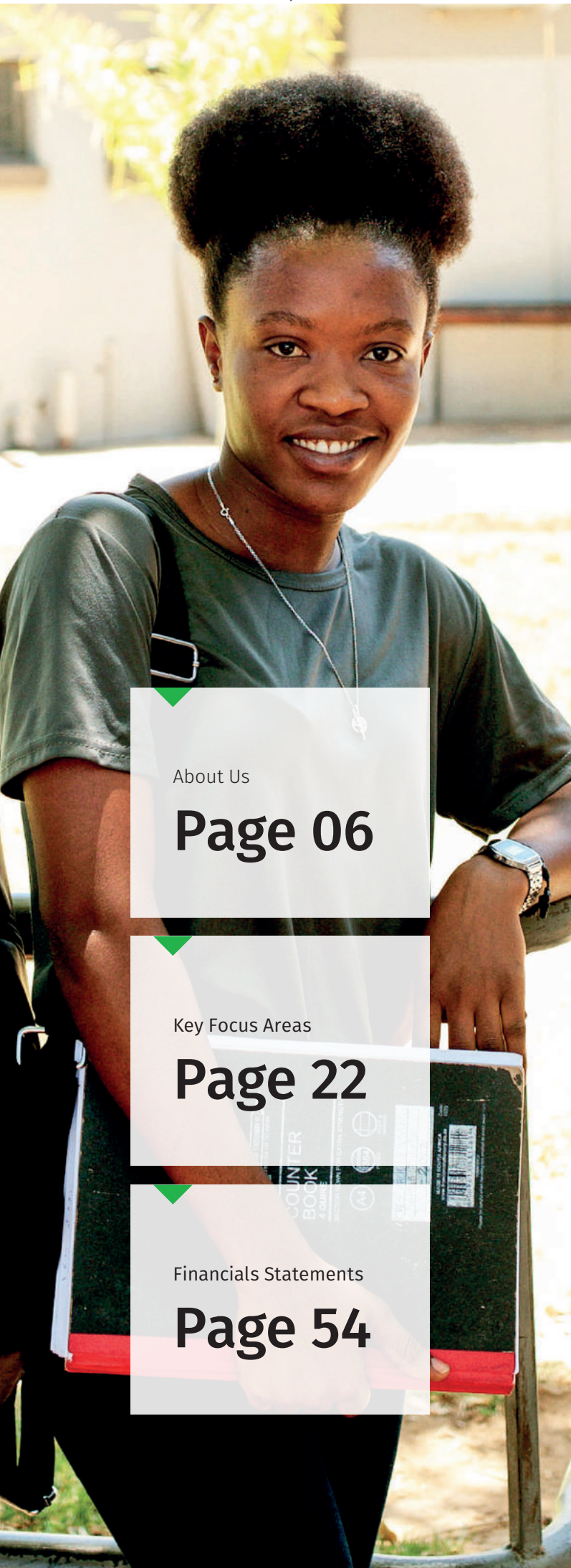
BIOLOGY

2009-2013

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Introduction

This report narrates key activities of the Namibian College of Open Learning (NAMCOL) for the period: April 2021 to March 2022. The outbreak of Covid-19 has changed the way normal operations are carried out as well as the speed at which they are delivered. NAMCOL has over the years championed student support provision and became a leading institution locally as well as in the region when it comes to blended modes of teaching and learning.

This reporting period, at the height of the Covid-19 pandemic, was characterised by disruptions of in-person support to students occasioned by national regulations to curb the further spread of the virus. Amidst these challenges, the agility of the College's Board and Management enabled the formulation and approval of a new Strategic Plan (SP). The activities in this report are therefore reported against six key focus areas in the new strategic plan for the period 2021 to 2026.

About Us

The Namibian College of Open Learning (NAMCOL) is a state-owned educational institution created by an Act of Parliament (Act 1 of 1997) to provide learning opportunities for adults and out-of-school youth.

Established in 1994, initially as a directorate within the then Ministry of Basic Education and Culture (MBEC), NAMCOL transitioned on 1st April 1998, and took over responsibility for all continuing education programmes formerly administered by the MBEC.

NAMCOL is an autonomous institution, directed by a Board of Governors appointed by the Minister of Education, Arts and Culture. At the helm of the management is a Chief Executive Officer, assisted by four Directors, Senior Manager: Strategic Planning, four Regional Managers and Middle Management.

Vision

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

Mission

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



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**NAMCOL,
providing learning
opportunities for
adults and
out-of-school youth.**



Institutional values



SUSTAINABILITY

To ensure the College has enough resources to be able to continue to develop and offer programmes in the future



QUALITY

To strive for the highest standards of programmes and service delivery



ACCESSIBILITY

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



ACCOUNTABILITY

To provide our stakeholders with convincing evidence of the value of what we do



RESPONSIVENESS

To address training needs and emerging challenges in a timely fashion



Acronyms

AA	Affirmative Action	KFA	Key Focus Area
AS	Advanced Subsidiary	LDOCD	Learning Design for Online Content Development
BAYCD	Bachelor of Arts in Youth and Community Development	LMS	Learning Management System
BBE	Bachelor's Degree in Business and Entrepreneurship	LRC	Students Representative Council
BECJPE	Bachelor of Education in Early Childhood and Junior Primary Education	MBEC	Ministry of Basic Education and Culture
CBLC	Computer-Based Learning Centre	MC	Management Committee
CDDOA	Certificate in Designing and Developing Online Assessments	MoEAC	Ministry of Education, Arts and Culture
CDTOC	Certificate in Developing and Teaching Online Courses	MoU	Memorandum of Understanding
CEC	Certificate in English Communication	NAMCOL	Namibian College of Open Learning
CLGS	Certificate in Local Government Studies	NQA	Namibia Qualifications Authority
COL	Commonwealth of Learning	NQF	National Qualifications Framework
COVID-19	Corona Virus	NSFAF	Namibia Students Financial Assistance Fund
DED	Diploma in Education for Development	NSSCAS	Namibia Senior Secondary Certificate: Advanced Subsidiary
DBE	Diploma in Business Entrepreneurship	NSSC	Namibia Senior Secondary Certificate
DSLII	Diploma In Sign Language Interpreting	NTA	Namibia Training Authority
DNEA	Directorate of National Examinations and Assessment	OER	Open Educational Resources
DYCD	Diploma in Youth and Community Development	OHS	Occupational Health and Safety (OHS)
DECs	Distance Education Coordinators	PDOSOM	Postgraduate Diploma in Open School Operations and Management
EDRMS	Electronic Document and Records Management System	PETE	Pre-entry to Tertiary Education
FOL	Facilitating Online Learning	QA	Quality Assurance
HOC	Heads of Centres	SEP	Secondary Education Programme
ICDL	International Computer Driving License	SMS	Short Message Service
ICT	Information and Communication Technologies	SP	Strategic Plan
IT	Information Technology	TP	Tertiary Programmes
ITF+	IT Fundamental	TVET	Technical, Vocational Education and Training
ITS	Integrated Tertiary System		



We aim to gain a greater understanding and appreciation of our students and how the College can better provide effective support to enhance their learning experiences.





Chairperson's Foreword

Our greatest pride, however, is in the students of NAMCOL who pursue their studies, often in daunting circumstances, taking full advantage of our openness and flexibility.

As we rise to the double challenge of recovery from Covid and inflation in commodity prices, NAMCOL is further taking down the cost of education through technology-mediated learning delivery. Our print-based learning materials are already of the highest quality. Now we are repurposing our print-based learning resources for tertiary programmes into online content to enable our students to study online. We are grateful for the support we are receiving for this process from the Commonwealth of Learning (COL) and the Ministry of Education, Arts and Culture (MoEAC) to facilitate teaching and learning using digital technology. The use of digital technology will enable the College to increase access and to improve the quality of student collaboration, engagements and learning.

During this year, the Governing Board sought to ensure the growth, stability and long-term sustainability of the institution by approving a new five-year Strategic Plan. The Key Performance Areas of the Plan are: equitable access to quality education; strengthening human capital management and development; promoting

good corporate governance, research and innovation; Improving business performance and financial management; strengthening marketing, communication and brand management; enhancing information and communication technologies.

The term of the current Governing Board should have ended in May 2021, but was extended by the MoEAC on two occasions. We must therefore express our thanks to this excellent Board for their devotion to duty and their willingness to continue their professional service in the interests of NAMCOL. I must also pay tribute to all our staff members for their dedicated work throughout the pandemic. We, of course, remember with tenderness all those, staff and students, who fell victim to the virus.

Our greatest pride, however, is in the students of NAMCOL who pursue their studies, often under daunting circumstances, taking full advantage of our openness and flexibility. It is always a pleasure to serve our students and to make a meaningful contribution to changing their lives for the better.



Justin Ellis

Chairperson of the Governing Board

Board of Governors



JUSTIN ELLIS
Chairperson of the Board



HERTHA POMUTI
Vice-Chairperson of the Board /
Chairperson Technical Committee



SANET STEENKAMP
Executive Director Ministry of
Education, Arts and Culture



KENNEDY URIKHOB
Chairperson: Audit, Risk and
Compliance Committee



MAHANAIM NGHISHEEFA
Chairperson: Human Resources and
Remuneration Committee



CHARLOTTE KEYTER
Member



HOFNI IIPINGE
Member



TONATA UWANGA
Member



HEROLDT MURANGI
Chief Executive Officer



EVELINE NSINANO
Staff Representative



JACK EIXAB
Company Secretary /
Legal Advisor



CEO's Statement

As humanity is slowly emerging from the grip of a devastating global health pandemic that caused a lot of uncertainty for many industries, this report highlights that NAMCOL too did not escape unscathed. Despite that, the College still stands strong and is perhaps more prepared than before to take on challenges of the future.

A key challenge for the College during the period under review was the loss of revenue and reduced enrolment due to the sudden loss of income by several parents and guardians. The observed result was students' inability to honour their financial commitments, unfortunately causing a significant reduction in enrolment numbers relative to the previous reporting period. With little time to prepare, operational support to students was initially disrupted by the COVID-19 pandemic. However, the institution quickly regained lost ground as NAMCOL leveraged its long-established generated content and re-packaged it for online use. The College consequently became a pillar of support in terms of material development for the national basic education system across the country, as most schools desperately sought NAMCOL's content to put online for pupils' home schooling.

This re-asserted the significance and necessity of distance learning institutions in society, despite having been rated as second-class in the past. While much work remains to be done in order to perfect open and distance education, much-needed progress and urgency have been attained with the experience of the pandemic.

The College still stands strong and perhaps more prepared than before to take on challenges in future.

NAMCOL leveraged its long-established generated content and re-packaged it for online use. The College consequently became a pillar of support in terms of material development for the national basic education system across the country

The Ministry of Education, Arts and Culture (MoEAC) also extended additional funding to support online content creation for the AS level

During the period under review, and in response to external forces such as the pandemic, the College adopted a new vision and a board-approved corresponding strategic plan for the next five years (2021-2026). The new mission is “to provide inclusive, quality education and training through innovative approaches”, modelled to respond to Goal Four of the United Nation’s Sustainable Development Goals (SDGs), an instrument in use for attaining this vision in 2030. This new direction also positions the College’s new Vision, “To be an open distance and e-learning institution of excellence.”

In terms of the College’s corporate governance, the term of office of the current Board came to an end during the period under review. However, the Minister is yet to appoint a new Board to succeed the current one. The outgoing Board is, therefore, currently serving on an interim basis since May 2021. As regards operational performance, the College’s data reveal that a strong foundation was laid for Grade 11 pupils who normally struggle to advance to the level of Advanced Subsidiary (AS) (grade 12). Credit for this can be attributed to our committed staff, who despite the challenges caused by the COVID-19 restrictions, remained committed to keeping the country’s education system functioning.

International partners and networks also played a significant role in achieving success. Key amongst

these partners was the COL, which funded the College to repurpose its tertiary programmes’ content from traditional print to dynamic digital content suitable for both radio and video, the strength of which made the material easily scalable and thus easily accessible online.

Locally, the MoEAC also extended additional funding to support online content creation for the AS level which is planned for implementation during the next reporting period.

In conclusion, NAMCOL has largely due to the pandemic, made both reactive and pre-emptive strategic changes to both its direction and operations to remain a resilient and sustainable institution.

Thank you!



Heroldt V. Murangi (PhD)
Chief Executive Officer

NAMCOL Management



HEROLDT MURANGI
Chief Executive Officer



PETRINA KAMATI
Director
Finance, Human Resources and
Administration



JAN NITSCHKE
Director
Curriculum and Materials Development



FRANCINA KEENDJELE
Director
Student Support
(Retired August 2021)



ALBERTS KULOBONE
Director:
Marketing, Enterprise Development
and IT



DINA HAUFIKU
Regional Manager
Central Region



LUKAS BOCK
Regional Manager
Northern Region



CLEMENCE HINANIFA
Regional Manager
Southern Region



NDESHIMONA AFUNDE
Regional Manager
North Eastern Region



JUSTINA NHEMI
Senior Manager
Strategic Planning, Research and
Quality Assurance



JACK EIXAB
Company Secretary/Legal Advisor
and Acting Senior Manager: Strategic
Planning, Research and Quality
Assurance



EVELINE NSINANO
Staff Representative





**"To provide inclusive,
quality education and
training through innovative
approaches,"**

modelled to respond to Goal Four of the UN SDGs.



A modern building interior featuring large windows, a balcony with a metal railing, and industrial-style pendant lights. The space is bright and airy, with a mix of wood, metal, and glass materials. The text is overlaid on a semi-transparent white box in the center.

KEY FOCUS AREAS (KFA)

IN THE STRATEGIC PLAN



» KFA 1: Equitable access to quality education

» KFA 2: Strengthening human capital management and development

» KFA 3: Promoting good corporate governance, research and innovation

» KFA 4: Improving business performance and financial management

» KFA 5: Strengthening marketing, communication, and brand management

» KFA 6: Enhancing information and communication systems

1

Equitable
access to
quality
education





Ensuring access to quality educational services



Creating a learner-centred, flexible and conducive learning environment



Improving students' / trainees' academic performance



Designing and developing quality programmes and materials



Implementing programmes that are responsive to industry needs



Providing effective learner support

Through this Key Focus Area, the College endeavours to develop and put structures and systems in place to ensure equitable access to quality educational services. The College further strives to design, develop and offer programmes that are aligned to the industrial needs of the country through open learning methodologies. Furthermore, the College continues to develop and implement strategies that create a conducive, flexible environment, coupled with effective student support services to enhance the teaching and learning experience, and thus improve academic performance.

Ensuring access to quality educational services

The College employed both online and manual registration processes. The 2022 academic year signaled a significant drop in student intake which could be attributed to the loss of income from families due to the pandemic as well as the directive from the MoEAC to re-admit some students into the traditional school system.

The table below compares the student intake for the 2021 and 2022 academic years.

LEARNER ENROLMENT OVER TWO ACADEMIC PERIODS:		2021	2022
Open Schooling	Namibia Senior Secondary Certificate (Grade 11)	4 687	21 271
	Namibia Senior Secondary Certificate Advanced Subsidiary (grade 12)	N/A	434
	Namibia Senior Secondary Certificate Ordinary Level (Legacy)	23 160	N/A (phased out)
	Namibia Senior Secondary Certificate Higher Level (Legacy)	402	N/A (phased out)
Sub-total		28 249	21 705
Tertiary Programmes	Certificate in Early Childhood Development	1 585	1 808
	Certificate in Education for Development	67	40
	Certificate in Local Government Studies	64	54
	Diploma in Early Childhood and Pre-primary Education	2 361	2 748
	Diploma in Education for Development	62	49
	Diploma in Youth and Community Development	14	21
	Certificate in English Communication	15	35
	Certificate in Working with Children and Youth	48	47
	Bachelor of Arts in Youth and Community Development	33	40
	Certificate in Business and Entrepreneurship	38	35
	Post Graduate Diploma in Open School Operations and Management	55	63
	Diploma in Business and Entrepreneurship	14	11
	Certificate in Developing and Teaching Online Course: (Short Course)	753	63
	Diploma in Sign Language Interpreting	19	3
Sub-total		5 128	5 017
Technical, Vocational Education and Training (TVET)	Automotive Mechanics	66	67
	Office Administration	141	117
	Plumbing and Pipe Fitting	51	61
	Welding and Metal Fabrication	42	49
Sub-total		300	294
Computer Training	CompTIA	33	
	Basic Computer Training	N/A	23
	International Computer Driving License	300	123
Sub-Total		333	146
Total Students Enrolled		34 010	27 308

Creating a learner-centred, flexible and conducive learning environment

To ensure that services are reaching our students and render the required support, the College in collaboration with AdaptIT developed and implemented a student mobile application based on the self-services that are provided via the ITS iEnabler Web Application. The ITS Student Mobile Application will further improve the communication of the students’ study records. Students have access to the following services using the mobile application; academic admissions, class and examinations timetables, assessment results, financial statements, and student profiles.

To ensure access to the online study materials and continuity of teaching and learning, the College procured WiFi hotspot devices at a discounted price for students. This initiative was successfully implemented for the Tertiary, TVET and the Pre-Entry to Tertiary Education (PETE) programme students.

The Student Welfare and Inclusive Education Office continued to play a pivotal role in facilitating the provision of inclusive education, counselling services, and psychosocial support to students. A series of need assessment workshops were conducted in all regions to identify the special needs of students with disabilities. The aim was to gain a greater understanding and appreciation of the needs of these individual students and how the College can provide effective support to enhance their learning experiences. For the 2022 academic year, 68 students with special needs were registered.

The outcome of the assessment workshops yielded, though not limited to the following categories of students with disabilities and their specific special educational needs:

CATEGORY OF DISABILITY	SPECIAL NEED
Visually impaired students	Study material and question papers to be printed in Braille and students to be allowed to write examinations in separate rooms since the Braille typewriters/machines are noisy.
Physically disabled students	These students to be allocated extra time to write during year-end examinations.
Hearing-impaired students	Allocation of a sign language interpreter during classes and examinations. Exemption from writing listening comprehension papers.
Students with Albinism	Assignments and examination question papers to be printed in larger font sizes. Allow for extra time during examinations.

72%

Pass Rate

The overall average performance of students in all tertiary programmes was a 72% pass rate.

An action plan was also devised, aiming at addressing the above individual needs. As part of the strategies to enhance support to the students with special needs, a Braille Production Centre was established to provide Braille services in-house. This initiative was necessitated by the ever-rising cost of braille study material charged by the service providers and the fact that the services provided do sometimes not meet the required minimum standards.

Improving academic performance

Technical, vocational education and training

The re-assessment of trainees who were found not competent during the initial examination in December 2020 took place in April 2021. In most class groups, a 100% pass rate was achieved with the exception of Office Administration for Levels 1 and 2 at Otjiwarongo where a pass rate of 57% and 68% was achieved, respectively. The mid-year external assessments, which were scheduled for May/June were deferred to August 2021 due to the increased number of Covid-19 cases in the country at that time. Although during this assessment, 118 trainees applied for assessment, only 115 trainees were assessed, of which 96 (83%) were found to be competent.

Of the 144 trainees who applied for external assessments during the November 2021 assessment period, only 142 trainees were assessed. During this assessment 110 (77%) trainees were found competent. In March 2022, 121 trainees applied for assessment, of which 103 (85%) were found to be competent.

Tertiary programmes

The 2021 final and supplementary examinations were written as scheduled. The overall average performance of students in all tertiary programmes was a 72% pass rate. The Diploma in Business and Entrepreneurship recorded the lowest pass rate of 40% while the Bachelor of Arts in Youth and Community Development (BAYCD) achieved the highest pass rate of 91%.

The College held a combined virtual and physical graduation ceremony during the review period. Due to Covid-19 restrictions. Physical ceremony was only held for the Postgraduate Diploma in Open School Operations and Management, and for the BAYCD graduands. A total of 175 certificates for TVET and 842 certificates, diplomas and one degree were conferred at the ceremony.

Secondary education

The College continued to reward outstanding performance by recognizing students who excelled during the national examinations. Prizes were awarded to students who obtained A* - B symbols in the 2020 national examinations. The best overall performer for secondary education was Peter Kafuro from the Rundu PETE programme. He was awarded a scholarship of N\$ 30,000 towards tuition at a tertiary institution of his choice.

Designing and developing quality programmes and materials

The development of eLearning resources for grades 8 to 11 as part of the MoEAC and the NAMCOL eLearning project was completed and launched in June 2021. The eLearning resources developed as part of the joint project were made available for public use. In addition, 470 video and 409 radio lessons were developed. These radio and video lessons are accessible on the NAMCOL YouTube channel as well on the MoEAC website. Agreements have been signed with various radio and television stations for broadcasting. In terms of the eLearning resources on the NotesMaster platform, this content is accessible through www.notesmaster.com.



879

Radio and Video programmes produced.

These radio and video lessons are accessible on the NAMCOL YouTube channel as well on the MoEAC website. In addition, agreements have been signed with various radio and television stations for broadcasting.

In the meantime, the College commenced with the development of eLearning resources for the Namibia Senior Secondary Certificate Advanced Subsidiary (NSSCAS) level. The content is being developed in 27 Advanced Subsidiary (AS) subjects. To accelerate the development of these resources, thirty-one (31) unemployed graduates were appointed as course writers.

Furthermore, the College engaged a consultant to assess the feasibility of offering pre-vocational subjects. Based on this consultancy, three pre-vocational subjects were identified for offering in 2023, namely, Design and Technology, Metal Work and Welding, and Auto Mechanics.

Implementing programmes that are responsive to industry needs

The new curriculum for the Namibia Senior Secondary Certificate (NSSC) was implemented for the first time during this reporting period. In terms of tertiary programmes, the development of curricula and study material continued. The section below outlines the tertiary programmes that were reviewed and those in preparation for introduction:

Diploma in Youth and Community Development (DYCD)

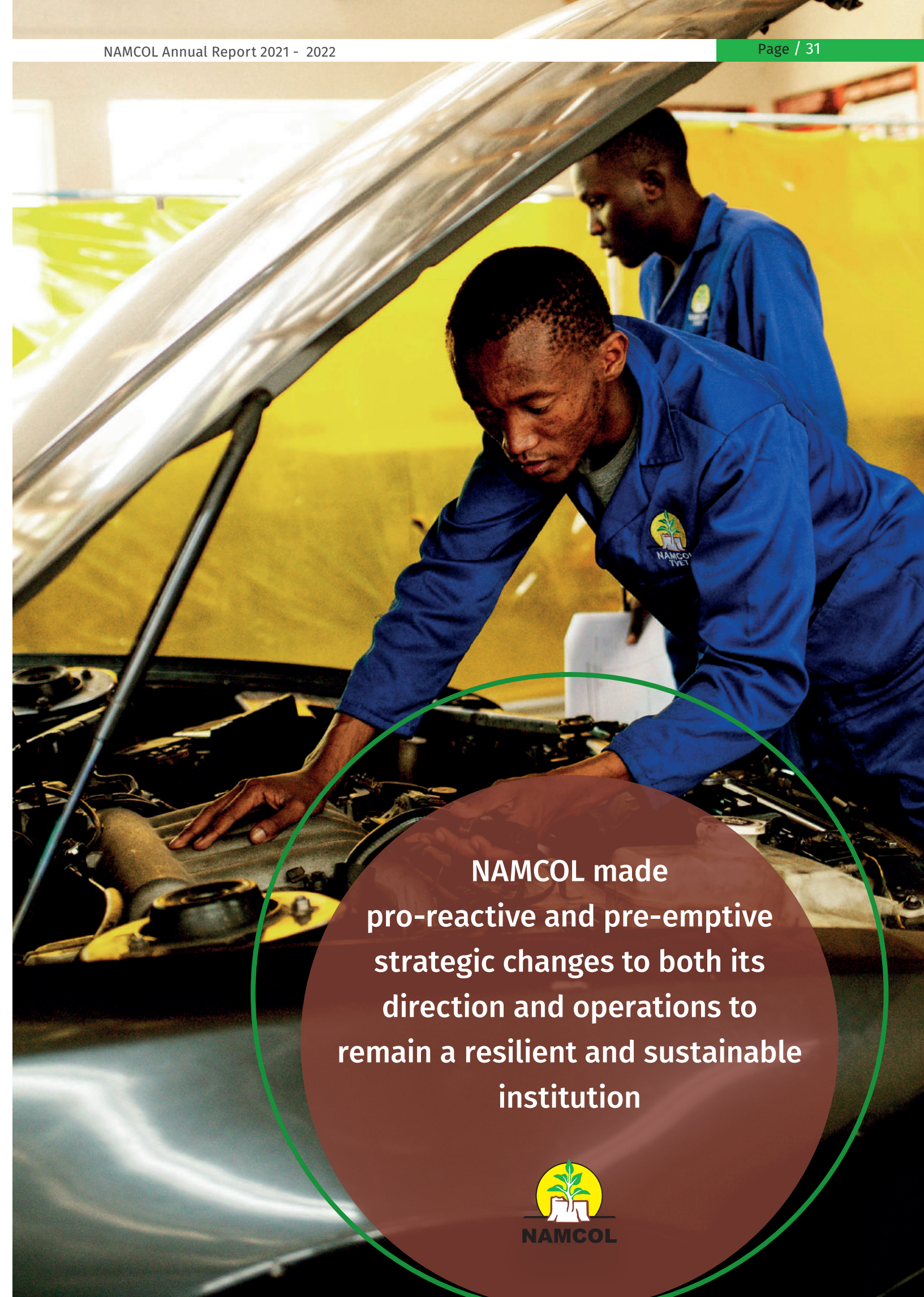
The revised DYCD curriculum was implemented in February 2022 and students received the contextualized study guides.

Bachelor in Education - Early Childhood and Junior Primary Education (B.Ed. - ECJPE)

The revised curriculum for this programme was approved by the Technical Committee of the Board and the course team was appointed to develop materials. This qualification is for implementation in 2023.

Diploma in Sign Language Interpreting

The first cohort of students are currently in their second year.



**NAMCOL made
pro-reactive and pre-emptive
strategic changes to both its
direction and operations to
remain a resilient and sustainable
institution**



NAMCOL

The College managed to secure sponsorship from Bank Windhoek for their tuition fees. As part of this agreement with Bank Windhoek, the graduates are expected to provide basic sign language skills training to Bank Windhoek's frontline employees.

Bachelor's Degree in Business and Entrepreneurship (BBE)

This programme is going through a curriculum development process. A consultant was appointed to draft a curriculum which was presented to key stakeholders. The curriculum will also be presented to various committees of management for consideration before being tabled at the Technical Committee of the Board for approval in the next reporting period.

B.Ed. (Hons) Pre-Primary and Junior Primary Education

The drafting of the curriculum for this programme is at an advanced stage and will be presented at various structures for consideration and approval in the next reporting period.

B.Ed. (Hons) Early Childhood Development and Pre-Primary Education

The updated curriculum will be presented to the Technical Committee of the Board during April 2022.

Bachelor of Arts in Youth and Community Development (BAYCD), and Diploma in Business and Entrepreneurship (DBE)

The repurposing of the Bachelor of Arts in Youth and Community Development (BAYCD), and the Diploma in Business and Entrepreneurship (DBE) on Moodle was completed and the courses are ready for online offering. The Commonwealth of Learning (COL) provided financial support for this development.

Short courses

With the financial support from COL, the College secured and reviewed the following short courses for offering to the Namibian market:

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- » Online self-instructional orientation for students: this short course was repackaged and is being offered to tertiary programmes (TP) students.
-
- » Moodle Developers' Course: the course is used for capacity-building training for tertiary programs (TP) online course developers.
-
- » The repurposing of the following three short courses, namely; Facilitating Online Learning (FOL), Learning Design for Online Content Development (LDOCD), and Introduction to Open Educational Resources (OER) was completed. These short courses will be updated using student feedback before being offered to the general public.
-
- » The revised Certificate in Developing and Teaching Online Courses (CDTOC) and Certificate in Designing and Developing Online Assessments (CDDOA) are ready for further offering.

CompTIA training

The College implemented CompTIA training on a pilot basis with the primary objective of supplementing the computer literacy training and the ICDL training. This training provides ICDL students and the general public with a career path towards a more advanced qualification in Information Technology (IT). CompTIA consists of three qualifications, namely, IT Fundamental (ITF+), CompTIA A+, and Network+. Fifty (50) students registered for the CompTIA ITF+ qualification and applied directly to CompTIA for assessment. In addition, the College trained eighteen (18) staff members from Telecom Namibia in CompTIA ITF+.

Providing effective student support

Secondary Education

To provide support to students, a tutorial session on the new NotesMaster platform was conducted to guide tutors and students on how to access and use the platform. A training guide on NotesMaster was uploaded on the platform for facilitators to use when conducting training with students in the regions. Tutors shared the clip on their student WhatsApp groups to encourage them to register and start using the platform. This enabled students to access the platform and engage in learning.

Furthermore, the first block tutorial sessions held in May 2021 continued uninterrupted despite the challenges caused by the Covid-19 pandemic. The sessions for the second block tuition were conducted over weekends due to the unavailability of venues as the school calendar was changed to enable students in formal schools to catch up on the lost teaching and learning time caused by Covid-19 related lockdowns. All block tuition sessions were preceded by orientation sessions to inform students about the impact of Covid-19 on their studies and matters related to school-based assessments. Attendance in most of the subjects for the new curriculum was very low compared to grade 12. For June and July 2021, tuition for the Pre-Entry to Tertiary Education (PETE) programme was also suspended due to the national Covid-19 lockdown. During this period, students were encouraged to access the NotesMaster subject notes. However, many students expressed their inability to engage in eLearning due to a lack of appropriate devices and internet connectivity.

Tertiary Programmes (TP)

The unprecedented outbreak of Covid-19 compelled the institution to employ a technology-mediated mode of education delivery. In-person contact

sessions were suspended and summaries of modules in the form of notes, pre-recorded videos, and live presentations through BigBlueButton, were uploaded on the Moodle learning management system. Since a considerable number of students did not have access to internet connection or the required devices and skills to engage the available technology for learning, hard copies of the above-mentioned material were also forwarded to the regional offices for distribution to students. In addition, students also submitted assignments online due to restricted movements and physical contact.

Technical, Vocational Education and Training (TVET) Programmes

Training for TVET programmes continued as planned until the suspension of in-person training which came as a result of Covid-19 restrictions on gatherings and travelling in July 2021. However, trainees were provided with online support during the suspension of classes.



**NAMCOL is implementing
programmes that are
responsive to industry needs**



2

Strengthening human capital management and development





Attracting, engaging, training and retaining qualified staff



Strengthening professional staff development



Promoting employee wellness, health and safety

This Key Focus Area is geared towards maintaining and developing human capital to guarantee productivity. The College commits to attracting, developing, and retaining well-qualified staff while ensuring competitive remuneration packages.

1347

Total staff complement

The College recognises that human resources development is paramount to the achievement of its mandate, hence the resolute efforts to support employees to advance their qualifications that will ultimately contribute to improved performance.

Attracting, engaging, training and retaining qualified staff

As at 31 March 2022, the College had a total headcount of one hundred and thirteen (113) permanent employees, ninety-three (93) fixed-term employees and one thousand one hundred and forty-one (1141) part-time employees. Three permanent appointments, four promotions, six internal transfers and five terminations were effected. Moreover, two employees who were initially attached to the Loudima Institute for Technical and Vocational Training in the Republic of Congo were seconded to the College by the Ministry of Higher Education, Technology and Innovation.

Strengthening professional staff development

The College recognises that human resources development is paramount to the achievement of its mandate, hence the resolute efforts to support employees to advance their qualifications that will ultimately contribute to improved performance. Scholarships to the value of N\$363,685 were awarded to permanent employees to pursue qualifications in various fields of study. It is worth noting that one employee who was a beneficiary to the scholarship scheme obtained a doctorate degree in Education from the University of Stellenbosch. In addition, one staff member was awarded a long-term study leave of six months to conduct research for her master's degree.

Equally, the College affirms the competitive environment in which it operates, which demands continuous upskilling of employees' competencies. Therefore, the following training interventions were conducted for both full-time and part-time staff:

-
- » Procurement training on ITS Integrator 4.0 for regional managers and the regional administrators;

 - » Workshop for Procurement Committee and Accounting Officer on the Procurement Act, guidelines and regulations;

 - » Business Continuity and Disaster Recovery training for management and supervisors;

 - » Data Analysis of research for researchers;

 - » Affirmative Action (AA) implementation for AA members;

 - » Virtual online learning design programme for Programme Developers and Multimedia Technicians;

 - » Open Educational Resources (OER) course introduced by COL to Distance Education Coordinators (DECs) in the facilitation of online courses;

 - » Certificate for Design and Teaching Online Courses to capacitate content developers in the development of online content;

 - » Webinar series facilitated by COL/SADC Centre for Distance Education (CDE) for staff in Learning Design for Online Course provision;

 - » NotesMaster training for the area coordinators and CBLC facilitators;

 - » NotesMaster training for 7 tutors and 106 students;

 - » Heads of Centres training on management and administration of block tuition centres;

 - » Tutor training in all regions in the new curriculum subjects for Chemistry, Physics, Agriculture and Entrepreneurship;

 - » Programme Developers' training on the new NotesMaster platform.

Promoting employee wellness, health and safety

The College recognised the unprecedented times of COVID-19 which has affected employees in different ways. Two hundred and ninety-seven (297) health hampers were purchased and were geared towards the prevention of the COVID-19 pandemic and distributed to employees. Numerous information sessions on how to deal with the trauma caused by the pandemic were held.

3

Promoting
good
corporate
governance,
research and
innovation





Ensuring quality management



Promoting research, innovation and development



Complying with legislation and standards



Ensuring an effective corporate governance system



Supporting national disaster management and relief efforts

Through this Key Focus Area, the College considers key requirements of good corporate governance to ensure compliance. Furthermore, the College recognises the importance of quality culture and research-based evidence to inform best practices and innovation.

In order to increase research output and provide responsive feedback to the institution in terms of the quality of its programmes, a tracer study was conducted on TVET graduates.

Ensuring quality management

During the review period, three programmes, namely, the Certificate in Local Government Studies (CLGS), Diploma in Youth and Community Development (DYD) and the Certificate in English Communication (CEC) were submitted to the Namibia Qualifications Authority (NQA) for the National Qualifications Framework (NQF) review. At the same time, the following new programmes were submitted for registration on the NQF; Diploma in Business and Entrepreneurship (DBE), Diploma in Sign Language Interpreting (DSL) and the Certificate of English Communication (CEC) online.

An annual quality assurance (QA) retreat was held which culminated in the development of directorate and regional action plans. In terms of other QA initiatives, programme review guidelines were developed. Moreover, new strategies to enhance and cultivate the QA culture among staff members were developed and awareness training for staff was conducted.

The College was granted accreditation status in April 2021 for the following two programmes:

-
- » Postgraduate Diploma in Open Schools Operations and Management (Level 8); and
-
- » Certificate in National Vocational Certificate in Welding and Metal Fabrication (Level 4).

The College accreditation status lapsed in August 2021. Therefore, a new application for re-accreditation was launched with the NQA and accreditation status for all programmes was granted for the next three years.

Additionally, a new application for expansion of accreditation scope was launched with the NQA for the following programmes:

-
- » English Communication Certificate Online (ECC)
-
- » Diploma in Business and Entrepreneurship (DBE)
-
- » Diploma in Sign Language (DSL)
-
- » Information Communication and Technology (ICT) (Levels 2 & 3), and
-
- » Occupational Health and Safety (OHS) (Levels 3 & 4)

The outcome of the application for the expansion of scope will be known in the next reporting period once the NQA has conducted its site visits to assess institutional readiness to offer these programmes.

Promoting research, innovation and development

To promote and nurture research and publication culture, the College developed a research agenda for the next five years (2022-2026) and also established a collaborative research team. In order to increase research output and provide responsive feedback to the institution in terms of the quality of its programmes, a tracer study was conducted on TVET graduates. The tracer study revealed that the majority of former trainees were unemployed and a significant number were employed outside their area of specialisation.

A feasibility study on the transformation of the College into an open university was conducted with financial support from COL. The study highlighted some key findings and recommendations which need to be considered if transformation is to be realised. The report was considered by the Board of Governors and an implementation plan will be developed which includes stakeholders' engagements.

Complying with legislation and standards

In compliance with relevant legislation and policies for the period under review, no major contravention was detected, specifically with regard to the Income Tax Act (Act No.24 of 1981), Social Security Act (34 of 1994), Value Added Tax, Pension Fund's Act No.24 of 1956 vis-à-vis the payment of monthly premiums.

Ensuring an effective corporate governance system

The term of office of the Board of Governors ended in May 2021. A further extension was granted by the line Minister whilst the process to recruit a new Board of Governors is being finalised. During the review period, the Board had two meetings which were preceded by the committees of the Board, namely; the Technical Committee, Audit, Risk and Compliance Committee, and the Human Resources and Remuneration Committee.

During the review period, the Governing Board considered and/or approved the following policies and documents:

-
- » Budget for the FY 2021/2022

 - » Strategic Plan for the period 2021/2026

 - » Internal Audit Plan for the FY 2021/2022

In terms of internal audit functions, the following audits were conducted:

-
- » Enrolment audit

 - » TVET Stock audit

 - » Procurement audit

 - » 2019/2020 Management letter follow up audit

 - » Ethics survey.

The audit findings confirmed that not all systems of internal controls are adequate and effectively complied with. Implementation plans were developed for each audit to ensure compliance.

Supporting national disaster management and relief efforts

During the review period, the College revised the Corporate Social Responsibility Action Plan for the 2021/22 financial year. As part of NAMCOL's social responsibility initiatives, employees continued to collect voluntary contributions from staff through deductions from their salaries. Donations to the value of N\$50,000 were given to organisations supporting vulnerable and less privileged members of the community such as; Oshana Down Syndrome Support Group; OSDOO Foundation in Otjimbingwe; Community in Etunda; elders in Tsumkwe, Gam and Omatako; Katutura Central Constituency Councillor's office; Ngatu Vevatere Children's Home in Kalkfeld and the Macedonia ELCRN congregation in Katutura.

For the 2021/22 financial year, the College allocated N\$350,000 to the scholarship fund, of which N\$100,000 was for tertiary programmes and N\$250,000 for secondary education students. Three hundred and eighteen (318) students benefited from this fund.



**NAMCOL's responsiveness
is to address training
needs and emerging
challenges in a timely
fashion.**



4

**Improving
business
performance
and financial
management**





Ensuring sound financial management and equitable resource allocation



Diversifying revenue sources to ensure sustainability



Developing and improving facilities and infrastructure

Through this Key Focus Area, the College commits itself to prudent financial management through adherence to set policies and standards to ensure timeous financial reporting. Furthermore, the College strives to ensure equitable financing of its critical operations, projects and programmes, while operating within budgetary provisions.

Ensuring sound financial management and equitable resource allocation

A budget of N\$209,451,000 for the FY 2021/2022 was considered by the Governing Board and approved by the line Minister. Worth noting is that the subsidy allocation of N\$100 million remained the same for the past three financial years. The subsidy allocation represents 48% of the total income. The revenue sources for the budget are estimated as follows:

-
- » 48% subsidy;
-
- » 35% own resources such as textbooks sales, tuition fees and computer training income;
-
- » 9% project funding from the Ministry, NTA and COL;
-
- » 8% Development Fund.

Diversifying revenue sources to ensure sustainability

COL provided funding for the repurposing of learning content on Moodle for the Bachelor of Arts in Youth and Community Development (BAYCD) to the value of N\$381,700 and another N\$237,100 for the development of short courses on Moodle.

An enterprise development division was established in 2020 with the sole mandate of converting the current business units into profitable entities. The enterprise development division mainly consists of the bookshop, computer centres and the multimedia production centre. For the review period, the business units' overall contribution to the operational budget was N\$10,064,684 equating to 4.8%. The income for the business units is distributed as follows:

-
- » Bookshop: N\$6,062,745
-
- » Computer Centres: N\$1,531,032
-
- » Multimedia Production Centre: N\$1,538,123

Moreover, the College was awarded a bid to the value of N\$562, 816.34 by the Ministry of Education, Arts and Culture through the Directorate of National Examination and Assessment (DNEA) to record, duplicate and supply

USBs for listening comprehension in four (4) foreign languages.

Student fees

An income of N\$59,226,767 was collected in student fees during the 2022 academic year, compared to N\$53,276,039 recorded in 2021. This represents an increase of 9%.

Projects funds

The Namibia Training Authority (NTA) advanced N\$6,2 million towards operational expenses for the implementation of the TVET programmes. The total expenditure amounts to N\$2,112,000 of which 45% was for salaries and 55% for tools and equipment.

Moreover, the MoEAC allocated an amount of N\$7,192,115 for eLearning development which was deferred from the prior year's allocation. Of this amount, N\$6,072,784 was spent during the period under review.

Developing and improving facilities and infrastructure

The approved annual procurement plan for the 2021/2022 FY was submitted to the Public Procurement Policy Unit (PPPU) in the Ministry of Finance and to the Ministry of Public Enterprises. An execution rate of 80% on the approved institutional procurement plan was achieved. Furthermore, all the directorates' and regions' internal procurement plans were approved for execution.

The construction of the assessment centre at head office was completed at the cost of N\$8,258,565.96. In addition, computer and science laboratories were constructed at the Gobabis sub-regional office for N\$2,004,049. Feasibility studies for the construction of sub-regional offices in Opuwo and Walvisbay were conducted. A budgetary provision of N\$34 million for capital projects was made for this reporting period, however, most projects could not materialise due to the delays in the procurement processes and would therefore be deferred to the next reporting period. The bid for architectural services was awarded to oversee capital projects.



5

Enhancing information and communications systems



Protecting the confidentiality, integrity and availability of information and communication systems

The application of the approved File Plan was implemented at head office and this will be extended to the regions in the next reporting period. In the implementation of the Electronic Document and Records Management System (EDRMS), access rights were defined and permission was granted to staff to populate information on the SharePoint EDRMS.



Protecting the confidentiality, integrity and availability of information and communication systems



Enhancing ICT infrastructure

The College considers ICT as an important vehicle to strengthen operational systems and to enhance teaching and learning. Through this Key Focus Area, NAMCOL invests resources in maintaining secure and reliable ICT systems that guarantees effective service delivery.

A Business Impact Analysis which informed the development and implementation of the Business Continuity and Disaster Recovery Plan was conducted. This necessitated the development of the policy and guidelines on business continuity. To ensure business continuity for electronic records and systems, the VEEAM offsite backup replication has been set up successfully on campus.

In order to ensure high availability and fail over of ICT security services, a secondary FortiGate firewall was acquired. This was implemented to respond to the Business Continuity Plan and Strategy as well as the ICT Security Audit recommendations.

Enhancing ICT Infrastructure

In order to maintain reliable and secure ICT systems and infrastructure, an action plan was developed based on the IT Security Audit recommendations. A Vulnerability Assessment and Penetration Testing was conducted which recommended the development and implementation of the CyberSecurity Strategy to protect the ICT environment from external threats.

The Security Awareness Training and Testing procedure and implementation schedule were developed. The purpose of this procedure is to ensure that information assets are protected.

6

Strengthening marketing, communication and brand management



Strengthening advocacy strategies and communication

The College ensures constant communication and update of events to its students and stakeholders. Social media platforms proved to be effective modes of communication in reaching students instantly. The SMS and the Facebook platforms remained the principal modes of communication. During the review period, 578,161 outbound SMSes were sent. Followers on the NAMCOL Facebook page reached 54,074, LinkedIn has 4,173 followers while Twitter has 407 followers and YouTube page 2,086.

Developing and implementing comprehensive marketing and branding strategies

The College developed a Brand Book that contains all the branding standards across the College. The Brand Book was made available to staff through the Intranet. A Corporate Shop is now operational at head office and sells NAMCOL branded attire and items to staff and the general public to enhance our brand identity.



Strengthening advocacy strategies and communication



Developing and implementing comprehensive marketing and branding strategies



Strengthening networking and partnerships



Strengthening stakeholders' engagement

This Key Focus Area affirms NAMCOL's believes in partnerships and collaborations as one way to remain relevant, competitive and sustainable. To promote its programmes and services, the College endeavours to develop and implement a comprehensive marketing strategy that will position its brand in the market.

Strengthening networking and partnerships

As part of the strategic objective to strengthen networking and partnerships, the College signed three agreements with COL namely: NAMCOL/COL Partnership Agreement for the Bachelor of Arts in Youth Development (BAYCD); NAMCOL/COL Contribution Agreement for the third intake of Post Graduate Diploma in Open School Operations and Management (PDOSOM); and NAMCOL/COL agreement to support the implementation of an action plan on technology-enabled learning capacity building.

Strengthening stakeholders' engagement

In terms of stakeholders engagement, the College held several consultations with regional councils on the administration of the NAMCOL scholarship scheme. The College also engaged the Governor of Otjozondjupa region on the admission of marginalised students in Tsumkwe into various NAMCOL programmes.



Financial statements

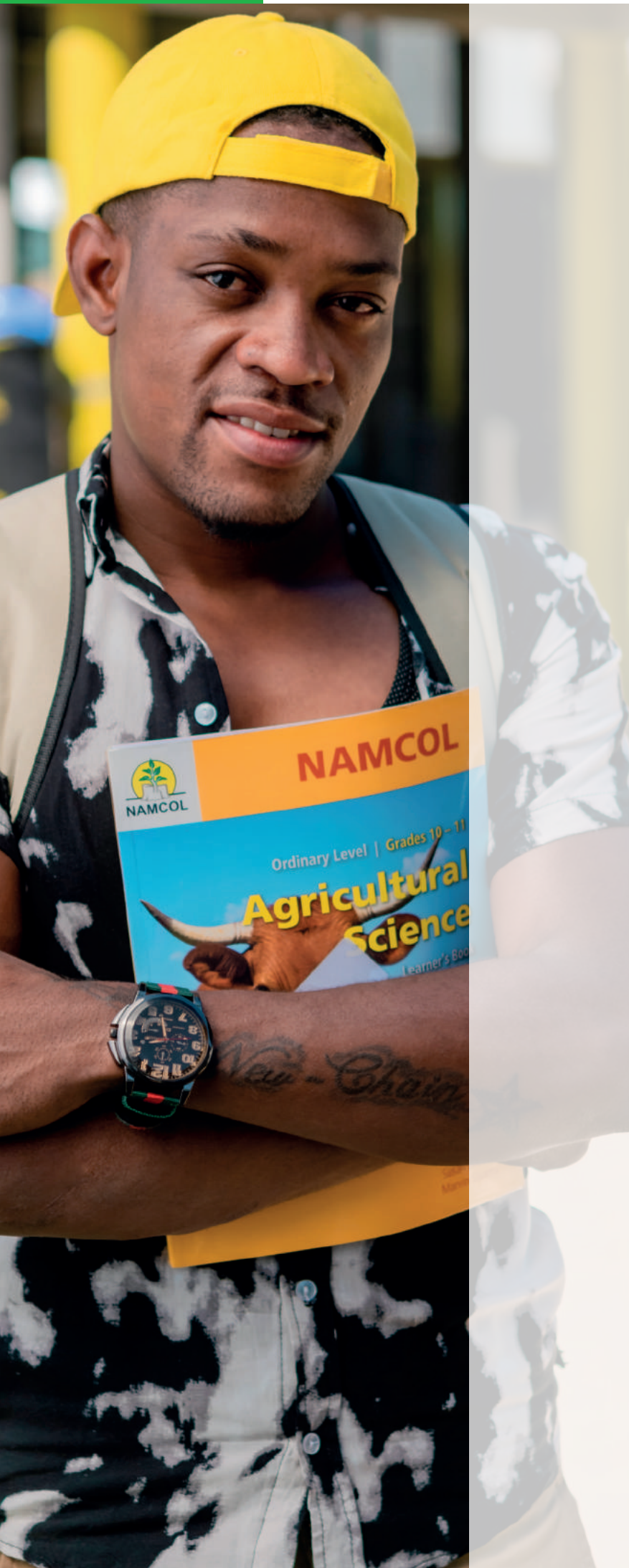


STATEMENT OF FINANCIAL POSITION AT 31 MARCH 2022

	2022 N\$	2021 N\$
ASSETS		
Non-current Assets		
Property, plant and equipment	298,494,680	274,108,506
Right-of-use assets	338,494	2,164,466
	298,833,174	276,272,952
Current Assets		
Inventories	1,446,162	5,492,858
Trade and other receivables	7,830,802	3,703,320
Cash and cash equivalents	105,286,250	126,917,247
	114,563,214	136,113,425
TOTAL ASSETS	413,396,388	412,386,377
EQUITY AND LIABILITIES		
EQUITY		
Accumulated funds	40,277,430	43,205,218
Development fund	37,673,077	37,673,077
Revaluation reserve	151,082,652	127,314,650
	229,033,159	208,192,945
LIABILITIES		
Non-current Liabilities		
Finance lease liabilities	3,869	1,834,012
Retirement benefit obligation	8,114,000	7,540,000
Post-retirement medical plan	52,257,000	47,907,000
Deferred income	74,443,971	80,184,822
	134,818,840	137,465,834
Current Liabilities		
Finance lease liabilities	1,251,256	745,369
Provisions	9,648,229	9,290,821
Trade and other payables	16,749,271	9,098,708
Deferred income	21,895,633	47,592,700
	49,544,389	66,727,598
Total liabilities	184,363,229	204,193,432
TOTAL EQUITY AND LIABILITIES	413,396,388	412,386,377

STATEMENT OF COMPREHENSIVE INCOME AT 31 MARCH 2022

	2022 N\$	2021 N\$
REVENUE		
Revenue	191,833,289	174,802,454
Cost of Sales	(4,837,406)	(4,617,869)
GROSS SURPLUS	186,995,883	170,184,585
Other Operating Income	8,004,250	3,389,212
Loss on Disposal of Property, Plant and Equipment	(3,983)	(565,665)
Movement in Credit Loss Allowances	(3,668,494)	(4,481,860)
Marketing Expenses	(1,271,716)	(1,535,196)
General Administrative Expenses	(11,021,272)	(11,007,852)
Research and Development	(17,865)	(573,385)
Maintenance Expenses	(4,760,412)	(4,755,784)
Other Operating Expenses	(184,199,924)	(160,593,932)
Operating Deficit	(9,943,533)	(9,939,877)
Investment Income	3,903,541	5,273,929
Finance costs	(181,795)	(287,791)
(DEFICIT) SURPLUS FOR THE YEAR	(6,221,787)	(4,953,739)
OTHER COMPREHENSIVE INCOME		
Re-measurement on net defined benefit liability / asset	3,294,000	(6,638,281)
Gains on property revaluation	23,768,002	14,273,369
Total items that will not be reclassified to surplus or deficit	27,062,002	7,635,088
Other comprehensive income not to be reclassified to surplus or deficit	27,062,002	7,635,088
TOTAL COMPREHENSIVE (DEFICIT) INCOME	20,840,215	2,681,349



CHALLENGES

Firstly, student support services in place were severely impacted by national restrictions put in place to curb the further spread of the Covid-19 pandemic. Although the College implemented technology-enabled learning, students continued to experience difficulties in effectively engaging with the student portal and eLearning system due to a lack of network connectivity, appropriate devices and computer skills. These impeded the effective teaching and learning processes.

Secondly, the review period is characterised by students' poor attendance during face-to-face contact sessions. This undertaking is costly as resources are made available for these sessions. In future, the College will employ online presentations for some groups instead of having physical interventions.

CONCLUSION

Amidst the challenges posed by the Covid-19 pandemic and limited financial resources, the College continued to render the necessary student support and made good progress in achieving targets set for the period. The dedication, hard work and perseverance of both full-time and part-time staff under these difficult times is commendable.

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