



**NAMCOL**

*Taking Education to the People*

**ANNUAL REPORT** 2016-2017

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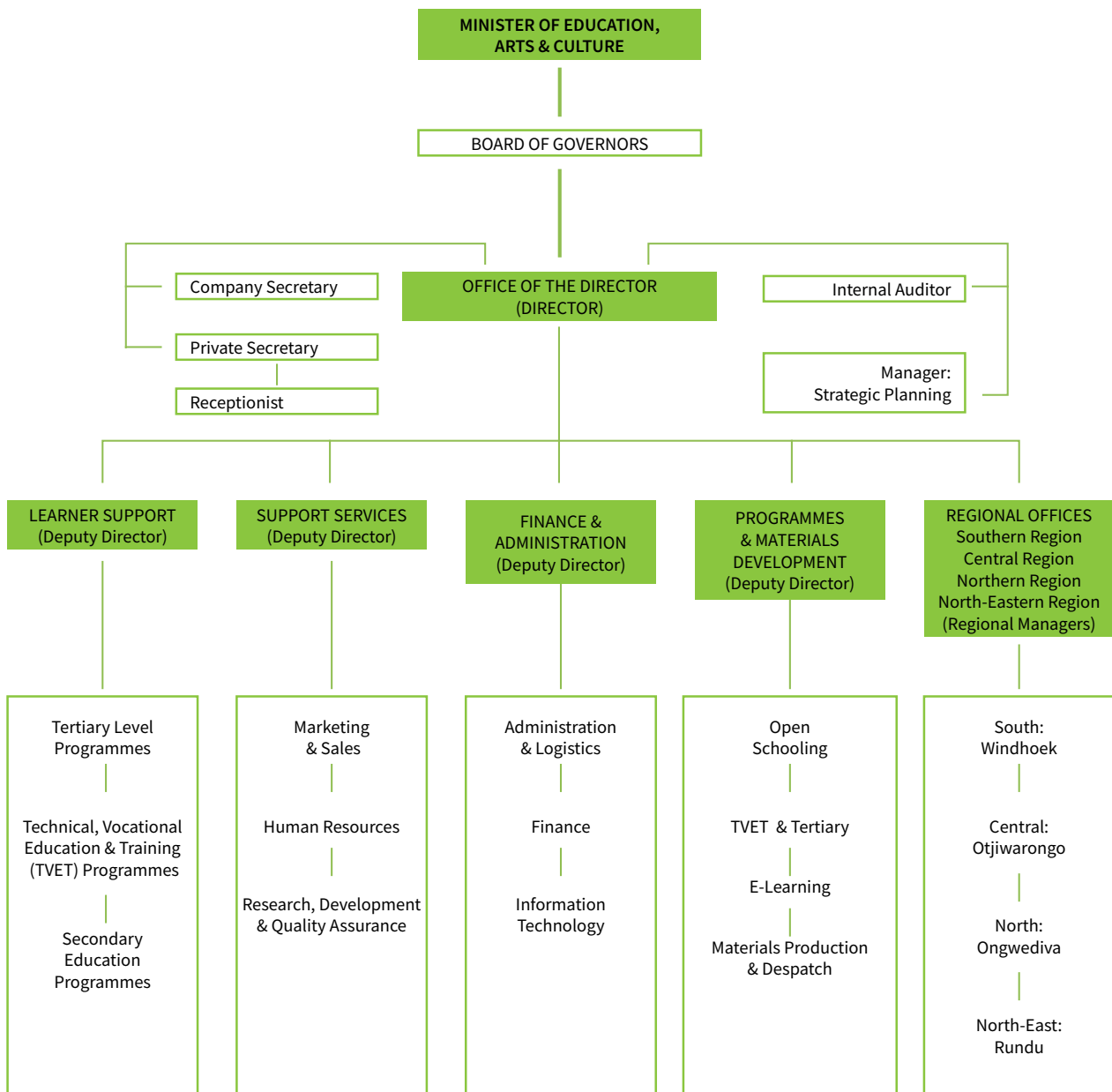
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# NAMCOL Structure



# ACRONYMS

ADSL	Asymmetric Digital Subscriber Line	NETV	Namibia Educational Television
BOCODOL	Botswana College of Distance and Open Learning	NIED	National Institute for Educational Development
BRF	Benchmark Retirement Fund	NIMT	Namibian Institute of Mining and Technology
CP	Capital Projects	NOLNet	Namibia Open Learning Network Trust
CBLC	Computer-Based Learning Centre	NQA	Namibia Qualifications Authority
CECD	Certificate in Early Childhood Development	NQF	National Qualifications Framework
CED	Certificate in Education for Development	NSFAF	Namibia Students Financial Assistance Fund
CLGS	Certificate in Local Government Studies	NSSC	Namibia Senior Secondary Certificate
COL	Commonwealth of Learning	NSSCH	Namibia Senior Secondary Certificate Higher Level
CRAN	Communications Regulatory Authority of Namibia	NSSCO	Namibia Senior Secondary Certificate Ordinary Level
CUP	Cambridge University Press	NUST	Namibia University of Science and Technology
CWCY	Certificate in Community-based Work with Children and Youth	NTA	Namibia Training Authority
DECPPE	Diploma in Early Childhood and Pre-Primary Education	OA	Office Administration
DED	Diploma in Education for Development	ODL	Open and Distance Learning
DNEA	Directorate of National Examinations and Assessment	OER	Open Educational Resources
DYD	Diploma In Youth Development	PETE	Pre-entry to Tertiary Education
EB	Educational Broadcasting	QA	Quality Assurance
EEC	Employment Equity Commission	REPSSI	Regional Psychosocial Support Initiative
HOC	Heads of Centres	RPI	Recognition of Prior Learning
ICDL	International Computer Driving License	SP	Strategic Plan
ICT	Information and Communication Technologies	SEP	Secondary Education Programme
IT	Information Technology	SLA	Service Level Agreement
ITS	Integrated Tertiary System	SMS	Short Message Service
JSC	Junior Secondary Certificate	SSC	Social Security Commission
KPA	Key Performance Area	TVET	Technical, Vocational Education and Training
LAN	Local Area Network	TLP	Tertiary Level Programmes
MMPC	Multi-media Production Centre	UNAM	University of Namibia
MoEAC	Ministry of Education, Arts and Culture	UNESCO	United Nations Educational, Scientific and Cultural Organisation
MPLS	Multi-protocol Label Switching	UNISA	University of South Africa
NAMCOL	Namibian College of Open Learning	VUSSC	Virtual University for Small States of the Commonwealth
NAMFISA	Namibia Financial Institutions Supervisory Authority		
NBC	Namibian Broadcasting Corporation		
NEACB	National Examinations, Assessment and Certification Board		

# Chairperson's Foreword



In view of the fact that the Namibian College of Open Learning (NAMCOL) has become a large national institution, the current Governing Board has during the three years of its tenure, which will end in November 2017, taken time to review most of NAMCOL's policies and procedures. An internal audit unit has been instituted. A revised organisational structure was devised and is being implemented, and a new strategic plan and implementation monitoring system has been put in place. Attention has also been given to risk management, quality control, good governance and performance management.

At the operational level, learner enrolment with NAMCOL grew by a further eight percent at the beginning of 2017. That means the College now has a total of just over 48 000 learners on its books, two thirds of whom are young women. Rounding the numbers to the nearest thousand, we have 13 000 learners at Grade 10 level, 31 000 learners at Grade 12 level, 1 000 doing technical, vocational and computer studies, and 3 000 students at tertiary level. This growth happened even though NAMCOL learners must pay a modest fee, while formal secondary education has recently become free of compulsory fees.

This large number of learners means that NAMCOL is fulfilling its mandate of providing educational opportunities to disadvantaged communities, and thus helping to reduce poverty and inequality on a long-term basis. NAMCOL does this partly by using information technology. Readers of this report will see how NAMCOL is increasingly communicating with its learners by electronic means, a trend that will be strengthened in future. Managing 48 000 learners, of course, cannot be done without significant computational capacity. Notwithstanding the above, the current economic downturn being experienced at national level has affected funding for all public institutions including NAMCOL. During the 2016/17

Financial Year, Government subvention through the Ministry of Education, Arts and Culture to the College was reduced by more than 40%. NAMCOL accordingly had to reduce its activities and drew on reserves to respond to the shortfall in funding. Currently all indications are that the subsidy for 2017/18 may be reduced further. This will put considerable strain on NAMCOL, given that we have on-going commitments to our learners. I am duty-bound therefore to advise unambiguously that any continuation of this trend in the subsidy to NAMCOL will inevitably mean an abrupt and radical abbreviation in the services that NAMCOL is able to offer to the disadvantaged communities of Namibia.

In its wisdom, our Parliament foresaw that NAMCOL would need a predictable government subsidy to provide its services. Accordingly, the NAMCOL Act (Act 1 of 1997) provides in section 20 (1) (a) and (b) that "the funds of NAMCOL shall consists of all monies appropriated by Parliament for the realisation of all objects of NAMCOL" and that "subsidies granted by the Minister, with the concurrence of the Minister of Finance, in respect of capital and normal recurrent expenditure of NAMCOL on the basis of principles mutually agreed upon by the Minister, the Minister of Finance and NAMCOL." Accordingly, NAMCOL on 18 August 2010 entered into an agreement with the then Ministry of Education. In summary, this agreement describes a formula that calculates the NAMCOL subsidy as a proportion (roughly 85%) of what it costs government to provide an equivalent amount of formal secondary education. It is apparent that this agreement has not been implemented in recent years. One is sympathetic to the discipline that government must live within its means. In this case, however, it seems that NAMCOL has been subject to a disproportionate reduction in funding which bears no relation to the overall reduction in government resources made available for basic education. This puts the institution in a precarious position. The warning light on the dashboard cannot be ignored: corrective action must be taken, or a breakdown lies ahead.

The current review period witnessed yet another unqualified audit report amidst an unsteady economic environment.

The Governing Board extends a word of gratitude to our line Minister, Director, Management, Staff and Learners of the College for remaining true to the mandate of the College, despite difficult circumstances.

A handwritten signature in black ink that reads "Justin Ellis".

*Justin Ellis*  
Chairperson of the Governing Board

# Our Board



**Sanet Steenkamp**  
Permanent Secretary  
Ministry of Education, Arts and Culture



**Justin Ellis**  
Chairperson of the Board



**Annel Endjala**  
Vice-Chairperson of the Board



**Heroldt Murangi**  
Director



**Neville André**  
Member & Chairperson: Audit & Risk  
Committee



**Charlotte Keyter**  
Member & Chairperson: Human  
Resources & Remuneration  
Committee



**Veno Kauaria**  
Member



**Victoria Nicodemus**  
Member



**Lilia Shaningwa**  
Member



**Conny Samaria**  
Staff Representative



**Verena van Wyk**  
Acting Company Secretary

# Director's Statement



This report comes on the back drop of Namibia celebrating her 26th birthday. The Namibian College of Open Learning can proudly attest to the fact that it continues to respond to the very core mandate on which it was premised through its enactment by an Act of Parliament. The legacies of institutionalised inequality on which the apartheid system was based left a huge dent in the social fabric of Namibia and more evidently so in the education system at all levels. NAMCOL's commitment to providing wider access to quality educational services for learners through an open learning platform was therefore a direct response to redressing this conundrum.

The College has also stepped in to respond to the national development needs and agenda of the country as provided for in numerous development plans and as of late the implementation vehicle which is the Harambee Prosperity Plan. The introduction of our tertiary level programmes as well as the technical, vocational education and training (TVET) programmes are meant to complement interventions by other training institutions, albeit at a different but yet critical level of learners' exit from the traditional learning modes.

For a second year in a row, this reporting period chronicles successes and minor challenges experienced during the

process of implementing a new strategic direction for the College, that is premised on providing great learner support in an environment supported by corresponding infrastructure and commensurate information technologies. Our learners are now able to navigate and use modern technologies with greater ease and confidence than was the case a few years ago. During the reporting period, the College continued to excel in producing highly sought after material content. Our instructional staff do not only ensure curriculum design and content delivery, but are equally responsible for superior learner support at all our centres nationwide.

Management owes its performance and the College's advancement to the unwavering support and guidance from the Board of Governors and the commitment of the men and women who are part of this great family.

*Heroldt V. Murangi*  
Director

# NAMCOL Management



**Heroldt Murangi**  
Director



**Petrina Kamati**  
Deputy Director:  
Finance & Administration



**Jan Nitschke**  
Deputy Director: Programmes &  
Materials Development



**Francina Keendjele**  
Deputy Director: Management &  
Support Services



**Paavo Pea**  
Regional Manager:  
Northern Region



**Clemence Hinanifa**  
Regional Manager:  
Southern Region



**Dina Haufiku**  
Regional Manager:  
North-Eastern Region



**Martin Strauss**  
Regional Manager:  
Central Region



**Mberipura Hifitikeko**  
Manager: Strategic Planning and  
Implementation



**Ms Verena van Wyk**  
Acting Company Secretary



**Conny Samaria**  
Staff Representative





# INTRODUCTION

NAMCOL is the nation's leading and most formidable institution of open and distance learning (ODL). This report captures the main activities of the College for the period April 2016 to March 2017. Unlike in previous reporting periods, the strategic direction of the College is now centred around six Key Performance Areas (KPA). Accordingly, the report records performance against the targets set in the College's revised Strategic Plan (SP) 2016 - 2020.

The SP focuses on the following six Key Performance Areas:

- Equitable access to quality education
- Strengthen human capital management and development
- Promote good corporate governance
- Improve financial management
- Effective advocacy strategies
- Promote corporate social responsibility



# EQUITABLE ACCESS TO QUALITY EDUCATION

*This KPA directs the institution to develop and deliver a range of quality programmes to address the diverse training needs of learners. It also requires the implementation of existing and new strategies in order to improve the overall performance of learners.*



## ENSURE ACCESS TO QUALITY EDUCATIONAL SERVICES

The College enrolled 44 169 learners for the Secondary Education Programme (SEP), of which 13 012 enrolled for Grade 10, 31 018 enrolled for Grade 12 ordinary level and 139 for Grade 12 higher level. The tertiary level students enrolled for the academic year were 3 037. In addition, 914 learners enrolled for computer training courses. A total of 48 407 learners enrolled for all the academic programmes during the review period. Keeping with national averages, female learners comprised the majority of NAMCOL learners at 68% while male learners are 32%.

Enrolment of learners in the various programmes for the 2017 academic year took place between January and March 2017. The online registration which was implemented for the tertiary level programmes two years ago, was extended to the secondary education programme at few selected centres in Windhoek, Rundu and Otjiwarongo. Despite some few challenges experienced during the first days of registration, the process went fairly well.

### NAMCOL ENROLMENT FOR 2016/17

The table below compares the enrolment statistics over two academic periods.

		2016	2017
<b>Secondary Education Programmes</b>	Junior Secondary Certificate	12 218	13 012
	Namibia Senior Secondary Certificate Higher (NSSCH) Level	56	139
	Namibia Senior Secondary Certificate Ordinary (NSSCO) Level	27 400	31 018
<b>Sub-Total</b>		<b>39 674</b>	<b>44 169</b>
<b>Tertiary Level Programmes</b>	Certificate in Early Childhood Development	1 410	1 321
	Certificate in Education for Development	175	138
	Certificate in Local Government Studies	205	162
	Certificate in Working with Children and Youth	111	63
	Diploma in Early Childhood Pre-Primary Education	1 143	1 012
	Diploma in Education for Development	146	97
	Diploma in Youth Development	49	34
	Certificate in English Communication	186	210
<b>Sub-Total</b>		<b>3 425</b>	<b>3 037</b>
<b>Technical, Vocational Education and Training (TVET)</b>	Automotive Mechanics	33	41
	Office Administration	186	158
	Plumbing and Pipefitting	36	51
	Welding and Metal Fabrication	49	37
<b>Sub-total</b>		<b>304</b>	<b>287</b>
<b>Computer Training</b>	Basic Computer Training	269	371
	International Computer Driving Licence	656	543
<b>Sub-total</b>		<b>925</b>	<b>914</b>
<b>Total Learners Enrolled</b>		<b>44 328</b>	<b>48 407</b>

## **CREATE AN ENVIRONMENT WHICH IS LEARNER CENTRED, FLEXIBLE AND CONDUCTIVE**

Out of a total of more than 90 tutorial centres, the College has 139 active study groups. The study groups are established for learners to work and support each other in their respective subject areas. Otherwise, the College is also party to the Namibia Open Learning Network Trust (NOLNET) fraternity. Amongst others, the NOLNet fraternity promotes the sharing of resource centres across publicly funded ODL institutions. For example, at any town where the College does not have a resource centre, of any NOLNet affiliated institution such as the University of Namibia (UNAM) or Namibia University of Science Technology (NUST) a NAMCOL learner has free access to the facilities.

## **IMPROVE THE PERFORMANCE IN LEARNERS' GRADES**

### **NSSC SCHOOL-BASED ASSESSMENT**

Oral examination took place during the first two weeks of September 2016. Among all subjects, English attracted more learners for oral assessment. In total, 6 137 learners were assessed for English and 540 for the Namibian Home Languages.

### **CAPTURING OF ASSESSMENT MARKS**

The College is proud to report that the handling of assignments in regions was done efficiently and the return of assignments to the learners was within the turn-around cycle time of 30 days. The processing of assignments and mock examination marks of learners for both grades was done during the reporting period. In total, 45 619 JSC assignment and 22 216 mock examination marks as well as 56 153 NSSC assignments marks and 19 823 mock examination marks were captured on the student information management system.

Furthermore, 26 326 JSC records were received from Directorate of National Examinations and Assessment (DNEA), of which 22 444 (85%) records were successfully matched with data from the student database. A total of 22 054 (98%) matched JSC continuous assessment marks were forwarded to the DNEA. A total of 3 882 (15%) records could not be matched as they did not correspond with NAMCOL's data. The majority of these cases could be learners from other private institutions.

### **GRADE 10 ENGLISH LITERATURE**

Poor performance in Grade 10 English literature prompted Management to suggest, as a strategy, the administration of four literature tests to ensure that learners are exposed to the literature component. A standardised paper on each literature book per semester was therefore set and administered at all Centres. The results of the tests indicated that the majority of learners were not exposed to the literature content.

### **SECONDARY EDUCATION NATIONAL EXAMINATIONS**

In 2016, 11 735 learners sat for the Grade 10 national examinations. There was an improvement in the performance of learners when compared to the 2015 results. The ungraded entries decreased from 10.4% to 6.8% and the higher grades (D and above) increased from 22.6% in 2015 to 27.1% in 2016 which is an increase of 4.5%. This shows an improved performance by candidates during 2016 across all grades when compared to results obtained during 2015. Regrettably though, 4 638 (17.6%) subject entries were not entered for by Grade 10 candidates during the national examination.

As for Grade 12, 30 016 (58.7%) part-time candidates registered for the NSSC ordinary level examination compared to 21 104 (41.3%) full-time candidates. The part-time candidates show a slightly poor performance in grades since the ungraded entries increased from 21.2% in 2015 to 21.5% in 2016. Moreover, the higher grades (D grade and above) decreased from 20.4% in 2015 to 19% in 2016, which is a decrease of -1.4%. The poor performance of Grade 12 candidates is attributed to the 9 356 incomplete subject entries recorded.

### **PRIZE GIVING CEREMONY FOR SECONDARY EDUCATION LEARNERS**

The College continued to recognise the achievements of its learners by rewarding best performers in the national examinations. The annual prize giving ceremony was held during the reporting period to award the best performing Grades 10 & 12 learners in the 2016 national examinations. Prizes were awarded to learners who obtained A\* - B symbols in JSC and NSSC ordinary level and grades 1 and 2 for NSSC higher level in national examinations. Prizes to the value of N\$ 190 600 were awarded to deserving learners. The best overall performers per grade were: Lazarus Nangolo for JSC from David Sheehama, Nehale Tabitha for NSSCO from Khomas High and Kandenge Kauuanenua of the Pre-entry to Tertiary Education (PETE) programme at Jetu Jama.



## PROVIDE FLEXIBLE EDUCATION

### Learning Management System

Training of tutors and learners on the Notesmaster platform was conducted during the review period. A total of 72 tutors/teachers and 271 learners were trained. The Notesmaster development is continuing in the following subjects: NSSCO English, History and Biology as well as JSC Oshindonga, Afrikaans, Mathematics, Geography, Khoekhoegowab, Agriculture and Mathematics. In addition, an eLearning strategy was devised to address the needs of the College for all its electronic learning platforms.

The online content for the Certificate in Early Childhood Development (CECD) programme was piloted during this reporting year. The College provided 30 students with tablets and internet data to enable them to access and use the materials. The piloting is expected to be completed during June 2017. Initial reports on the pilot indicate that students are doing well in using the material and we expect that this would have a positive impact on their results. A final evaluation report will be compiled after the pilot is completed in June 2017.

### Educational Broadcasting

The total of 70 radio lessons for both JSC and NSSCO subjects were developed and broadcast. In response to national issues in the country and also to prepare learners coming from the formal school system to NAMCOL, thirty (30) radio programmes were also produced and broadcast in the following areas: managing distance learning as well as on child protection and on how to save water. These radio lessons were uploaded on the podcasting system where learners can download and listen at their own convenient time.

Meanwhile, the installation of an FM transmitter was completed while a submission for the frequency application to the Communications Regulatory Authority of Namibia (CRAN) is in process. This will allow NAMCOL to broadcast on FM frequency in Windhoek and surrounding areas.

Similarly, 50 video lessons were completed during the assessment period. The scripting of a new set of 50 lessons for 2017 is underway and the filming is scheduled for mid-2017.

The agreement between Namibia Educational Television (NETV), NAMCOL and Namibian Broadcasting Corporation (NBC) to broadcast educational content through NBC channel 4 was revised and signed. The programme developed by NAMCOL and others acquired through Mindset Learn South Africa were also broadcast on this channel. The College is looking into the possibility of acquiring its own broadcasting license in the near future.







## PROVIDE EFFECTIVE LEARNER SUPPORT SERVICES

### VACATION WORKSHOPS

All tuition centres held orientation workshops at the beginning of each term. Similarly, the Grade 12 vacation workshops for non-contact learners were held during the review period. The main aim of these workshops is to create opportunities for learners who, due to a variety of reasons do not attend weekly tutorials, to meet tutors and be guided in the subject content and ask questions in subject areas where they experience some challenges. The statistics show that the attendance at vacation workshops was dominated by those learners attending weekly tutorials and only few non-contact learners attended. The turnout was very high in subjects like English and Biology, but a general low attendance was observed at some Grade 12 workshops venues.

### MONITORING AND EVALUATION OF CENTRES

Monitoring and evaluation of tuition centres is an ongoing activity which creates a platform for Area Coordinators to interact with Heads of Centres (HoC), tutors and learners. These visits are aimed at ensuring that NAMCOL programmes are implemented according to the established standards and stipulated procedures. All tutorial centres were visited during the review period

and findings from the class visits were discussed with tutors and centre administrators. The biggest challenge experienced is heads of tutorial centres' and tutors' lack of dedication, punctuality and commitment towards activities at some centres. Attendance of learners was not satisfactory at most centres and across the different subjects with poorer attendance recorded in September 2016. To address this problem the College introduced a new delivery mode referred to as "block tuition" at some selected centres where face-to-face tutorials will be offered during school holidays and mid-term breaks.

### MOTIVATIONAL SESSIONS

High level of achievement in any educational environment is attained by making the right choice, dedicating more effort to the task and demonstrating high level of persistence. The College believes if learners are motivated to work harder, they will be able to achieve their educational goals. Therefore, it is imperative for the various stakeholders to motivate learners to make the right choices and to put more efforts in their studies in order to achieve their life-time goals. Responding to this important strategy, heads of tutorial centres organised motivational sessions at their respective centres at the beginning of each term.



## **COUNSELLING SERVICES**

Counselling services are an important ingredient in shaping students' behaviour and performance. As a result, the College engaged officials from the Ministry of Health and Social Services to provide basic counselling services and psycho-social support to learners at regional offices and tutorial centres.

## **TERTIARY LEVEL PROGRAMMES**

Three workshops including orientation, vacation and examination preparation workshops were conducted for the various tertiary level programmes during the assessment period. Workshop attendance was reported as unsatisfactory in some programmes. Most of the students indicated that they could not attend because their employers could not grant them leave.

The great majority (more than 80%) of the students received admission to the examinations in the various modules with the exception of the module, Youth and Health in the Diploma in Youth Work where 62,5% of the students were admitted to the examination. The initial and supplementary examinations were written at the following towns: Windhoek, Otjiwarongo, Gobabis,

Keetmanshoop, Opuwo, Ongwediva, Katima Mulilo, Mariental, Swakopmund, Walvis Bay and Rundu.

The College conferred 437 certificates and diplomas during its 15<sup>th</sup> graduation ceremony held in August 2016. The Minister of Education, Arts and Culture Hon Katrina Hanse-Himarwa officiated at the ceremony and delivered the ministerial address while the keynote address was delivered by Prof Elifas Bisanda from the Open University of Tanzania.

## **NATIONAL DEBATING COMPETITION**

During the period under review, a national debating competition was held in Windhoek. The principal purpose of the national debating competition is to, amongst others, develop learners' ability to conduct research on topics of national interest and on global contemporary issues. It is one of the strategies the College employed to enhance English vocabulary, analytical and critical thinking as well as public speaking skills amongst learners. The southern region received the first prizes for both Grades.

## DESIGN AND DEVELOP QUALITY PROGRAMMES AND MATERIALS

### SECONDARY EDUCATION PROGRAMME (SEP)

The process to revise the study guides based on the new basic education curriculum commenced during the reporting period. The training of course writers and editors was conducted by experts from Cambridge University Press (CUP). The following study guides are being developed: NSSCO Entrepreneurship, Mathematics, Chemistry, Physics, English, Biology, Business Studies, Economics, Accounting, History and Geography. The content development is scheduled to be completed by May 2017, thereafter the materials will be forwarded to CUP for editing and layout. The syllabuses for Development Studies and Agriculture have not yet been made available by the National Institute for Educational Development (NIED). The teams for the two subjects were appointed and will commence as soon as the syllabuses are available.

The College successfully launched applications with the National Examinations and Certification Board (NECB) to offer higher level subjects at various tutorial centres. Approval was granted for the following higher level subjects: Business Studies, English 2<sup>nd</sup> Language and Physical Science.

### TERTIARY LEVEL PROGRAMMES (TLP)

In terms of the development/revision of the curriculum and materials for tertiary level programmes, the following progress was made:

The College took a decision to offer the following two institutional core courses for all its tertiary level programmes, namely, English for General Communication and Computer Literacy.





The curricula for the certificates in Local Government Studies, Early Childhood Development and English Communication are currently going through a review process. Stakeholders' consultative sessions were held during the reporting period to review the curricula before the revision of the materials commences.

The material development process for the Certificate and Diploma in Education for Development in line with the new curricula are at an advanced stage. The certificate is due for implementation in 2018 while the diploma will commence in 2019.

The three qualifications, namely, Certificate, Diploma and Bachelor Degree in Business and Entrepreneurship were developed by the Virtual University for Small States of the Commonwealth (VUSSC). These qualifications are made available as Open Educational Resources (OER) and hence NAMCOL took a decision to use the material and adapt them for local use. The certificate course will be offered in January 2018. These qualifications have been submitted to the Namibia Qualifications Authority (NQA) for registration on the National Qualifications Framework (NQF). It is expected that the College will be informed by mid-2017 of the outcome on the registration process.

The curriculum for the Diploma in Youth Development was revised and is due for submission to a stakeholders' consultative forum for input and to ensure buy-in to the revised qualification.

The Bachelor Degree in Youth Development is another qualification from the VUSSC. The College intends to implement this qualification during 2018 with minimum adaptations to the material. This qualification will provide a pathway for students who completed the Diploma in Youth Development Work.

# IMPLEMENT PROGRAMMES THAT ARE RESPONSIVE TO INDUSTRY NEEDS

## TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)

Training opportunities for all three levels' new intake were advertised in print media during the review period. The table below shows the number of trainees registered for all levels for the different field of studies:

Trade	Training site	Level 1	Level 2	Level 3
Office Administration	Jetu Jama	20	13	4
Office Administration	Otjiwarongo	25	16	-
Office Administration	Ongwediva	40	13	19
Office Administration	Rundu	20	-	-
Automotive Mechanics	Jetu Jama	37	8	-
Welding & Metal fabrication	Jetu Jama	20	10	9
Plumping & Pipefitting	Jetu Jama	20	13	20

### OFFICE ADMINISTRATION

At the main campus in Windhoek, all trainees for level 3 came for retraining after they could not achieve the required competencies during the first training. For levels 1 and 3, all trainees who sat for reassessment were found to be competent while only 75% of level 2 trainees were found competent. The current intake will be eligible to sit for external examinations in May 2017.

In Otjiwarongo, trainees sat for external assessment in May and November 2016. About 50% of level 1 and 91% of level 2 trainees who sat for external examinations during the review period were found to be competent.

The Ongwediva centre performed well during the reassessment because trainees for both levels 2 and 3 were found competent. Generally, the centre performed well in 2016 compared to the past assessments.

Training in Office Administration at Rundu was offered for the first time in 2016. Trainees, who were 20 in total, sat

for their external assessment during the review period. The performance in external assessment did not meet the accepted standards as the great majority of the trainees were found not to be competent. However, with the reassessment, only 12 trainees took part and 10 (83%) were found to be competent.

### AUTO MECHANIC

Both levels 1 and 2 trainees in this trade sat for external assessment during the review period. For level 1, 80% of trainees who took the initial assessment as well as those engaged in reassessment were found to be competent while all trainees for level 2 were found to be competent.

### WELDING AND METAL FABRICATION

Some trainees for level 1 (7), level 2 (10) and level 3 (9) underwent retraining during the review period because they were not found to be competent during the initial training. The outcome of the external reassessment



shows that 63%, 90% and 100% of levels 1, 2 and 3 respectively were found to be competent. Meanwhile, 63% of level 1 trainees who sat for the initial training were found to be competent.

### **PLUMBING AND PIPE-FITTING**

Unlike with other trades, trainees for all three levels will sit for the external examination in May 2017. It is worth reporting that Level 3 training in this trade commenced in February 2017, of which 20 trainees have registered.

### **COMPUTER CENTRES**

The computer centres enrolled 914 students for computer courses. A new computer centre was established in Walvis Bay and the College is currently renovating the premises for the Opuwo computer centre. The total number of computers available to students and for training increased from 274 in 2015 to 289 in 2016. This represent an increase of 5.2%.

# STRENGTHEN HUMAN **CAPITAL MANAGEMENT** AND DEVELOPMENT

*This KPA commits the College to ensure that the staff members are motivated through capacity building initiatives and other incentives*



# **ATTRACT AND RETAIN**

## **QUALIFIED STAFF**

### **STAFFING**

As at 31<sup>st</sup> March 2017, the College had a total staff complement of hundred and nine (109) permanent employees. Ten (10) permanent appointments, three (3) terminations and one (1) death were recorded during the period of review.

The mandate and nature of the mission of NAMCOL warrants that the College engages the services of staff members on a part-time, contract as well as on a temporary basis. Services include lecturers who at times are full-time teachers but who perform duties for the College as tutors and tutor markers. In total, 1 116 staff were engaged as face-to-face tutors and tutor markers. Of this number, 514 served the Northern Region and another 277 were employed in the Southern Region. The North-eastern and Central Regions accounted for 163 and 162 tutors and tutor-markers respectively. Due to the growing nature and interest shown in the College's tertiary level programmes, 207 tutor markers were engaged, while another 63 staff members were used as moderators to ensure quality of the assessment process.

### **ORGANISATIONAL STRUCTURE REVIEW**

As recorded in the previous reporting period, the College engaged a Consultant to review the organisational structure. The challenges emanating from the current structure relate to the inability of staff to cope with the workload, exercising effective supervision and the employment of temporary staff. The draft structure was considered by the Board in March 2017 and is due for approval by May 2017.

### **PROMOTE EMPLOYEE WELLNESS, HEALTH AND SAFETY**

Staff contributions towards retirement was 7% of the basic salary. In the meantime, the College revisited employees' pension contributions and presented staff with two additional options of 9% and 11%. This is a voluntary contribution and has no additional cost to the College.

The current funeral cover was N\$15 000 per member. A request was put forward to Benchmark Retirement Fund (BRF) to increase funeral cover to N\$ 30 000 at a monthly rate of N\$9.00. BRF applied for a rule amendment at Namibia Financial Institutions Supervisory Authority (NAMFISA) to increase the funeral cover before it is implemented. NAMFISA granted the approval and the funeral benefits were adjusted during the period under review.

## **PROMOTE STAFF DEVELOPMENT**

During the period review, all staff members were afforded the opportunity to attend various training interventions and staff development activities. The following interventions were held during the review period: Combating Education Irregularities & Examination Fraud Summit, E-learning Africa Conference, Graphic Design, Facilitation, Marketing and Branding, ITS Basic Technical Training, Coaching & Mentoring, Namibia IIA, Leadership Development for woman in Namibia conference, Warehouse & Inventory Management, Assessment Training, Monitoring and Evaluation in ODL, ITS Super User Training, Technology-enabled Learning Workshop, and ITS Super User Group Conference. Training interventions took place locally, in South Africa, Botswana and in Malaysia.

In addition, two staff members enrolled for an online Supply Chain course with the University of Cape Town while one staff member participated in an online course in Basic Financial Management through the same University. Training for tutors were conducted in specific subjects and facilitated by subject specialists.

## **SCHOLARSHIPS**

The Namibia labour market has become increasingly competitive, therefore, the College took a decision to invest in its workforce by providing scholarships to acquire qualifications and latest skills. During the review period, the College approved scholarships to staff members to the value of N\$ 515,508. Twenty-five (25) staff members received scholarships to pursue the following qualifications; Doctorates (4); Masters (4); Bachelor (7); Diplomas (6); and Certificates (4). Similarly, three study loans to the value of N\$30 000 were awarded to staff.

## **STAFF APPRAISALS**

Performance appraisal is the process of evaluating an employee performance. During the review period, performance targets were set for heads of tutorial centres. The Area Coordinators held discussions with all heads of tutorial centres prior to the appraisal to prepare them and to check if they were on track with the set targets. The discussions revealed that some HoC did not work according to set objectives and the appraisal scores for some remain at the average performance.





# PROMOTE GOOD **CORPORATE** GOVERNANCE

*This KPA requires the College to contribute towards the development and maintenance of effective corporate governance systems and procedures.*



## **ENSURE QUALITY MANAGEMENT**

In response to NAMCOL's application for the expansion of scope in terms of programme delivery, the NQA conducted a site visit at head office and in Rundu during the reporting period. The visit also focused on the programmes that the College submitted for registration on the National Qualifications Framework (NQF), namely the qualifications in Business and Entrepreneurship at certificate, diploma and degree levels as well as the Certificate in Community-based Work with Children and Youth.

In 1998, the College signed an agreement with the Botswana College of Distance Open Learning (BOCODOL) to collaborate on quality assurance matters. Ever since, the two institutions have audited each other every two years. An audit on the operations of BOCODOL was conducted in July 2016. The audit team presented the report to BOCODOL management who expressed their appreciation for the partnership with NAMCOL and the institution's dedication to the agreed framework. It is during this audit that a need was realised to develop a new set of criteria as the existing criteria were exhausted and leaves little room for new recommendations. The two institutions are in the process of revising the common quality criteria. A first meeting between the two institutions took place in Gaborone and a follow up meeting is planned for May 2017 in Namibia. The intention is to finalise the criteria and use it for self-evaluation in 2017 and during the external audits in 2018.

### **COMPLIANCE WITH LAWS, STANDARDS, CODES AND RULES**

During the review period, an Ethics policy was developed and approved by the Governing Board. Additionally, a draft Combined Assurance Framework and Compliance Framework were developed and are due for consideration by the Board in the next reporting period.

The College complies with the submission of its statutory reports during the review period. The Affirmative Action report was submitted in October 2016. The 2015/16 Audited Financial Statements and Annual Report were also submitted to the line Minister in terms of the provision in the NAMCOL Act of 1997. The College also complied with the provisions in the State Finance Act and Social Security Act in terms of taxes (PAYE and VAT) and Social Security contribution, respectively.

## **PROMOTE RESEARCH, INNOVATION AND DEVELOPMENT**

A tracer study of former tertiary level programme students was conducted during the review period. The study focused on the students who studied with NAMCOL for the period 1998 to 2013 in order to establish their whereabouts and for the College to make appropriate interventions to improve its general support services.

An organisational audit survey was concluded and was aimed at assessing the perception of staff members concerning their working environment and their attitudes towards affirmative action practices at the College.

Market studies were conducted to solicit key stakeholders and the general public opinion on the introduction of the following new programmes: Certificate and Diploma in Poultry Production and Health; Teacher's Diploma in Psychosocial Care, Support and Protection; and Bachelor's Degree in Distance Education. The stakeholders expressed the need for all four qualifications.

## **ENSURE EFFECTIVE CORPORATE GOVERNANCE SYSTEM**

### **INTERNAL AND EXTERNAL AUDITS**

Internal and external audits are risk-based audits and provide an assessment of the internal controls, including financial controls and the governance of risk.

The annual external audit for the 2016/17 Financial Year was concluded and the Financial Statements are herein provided.

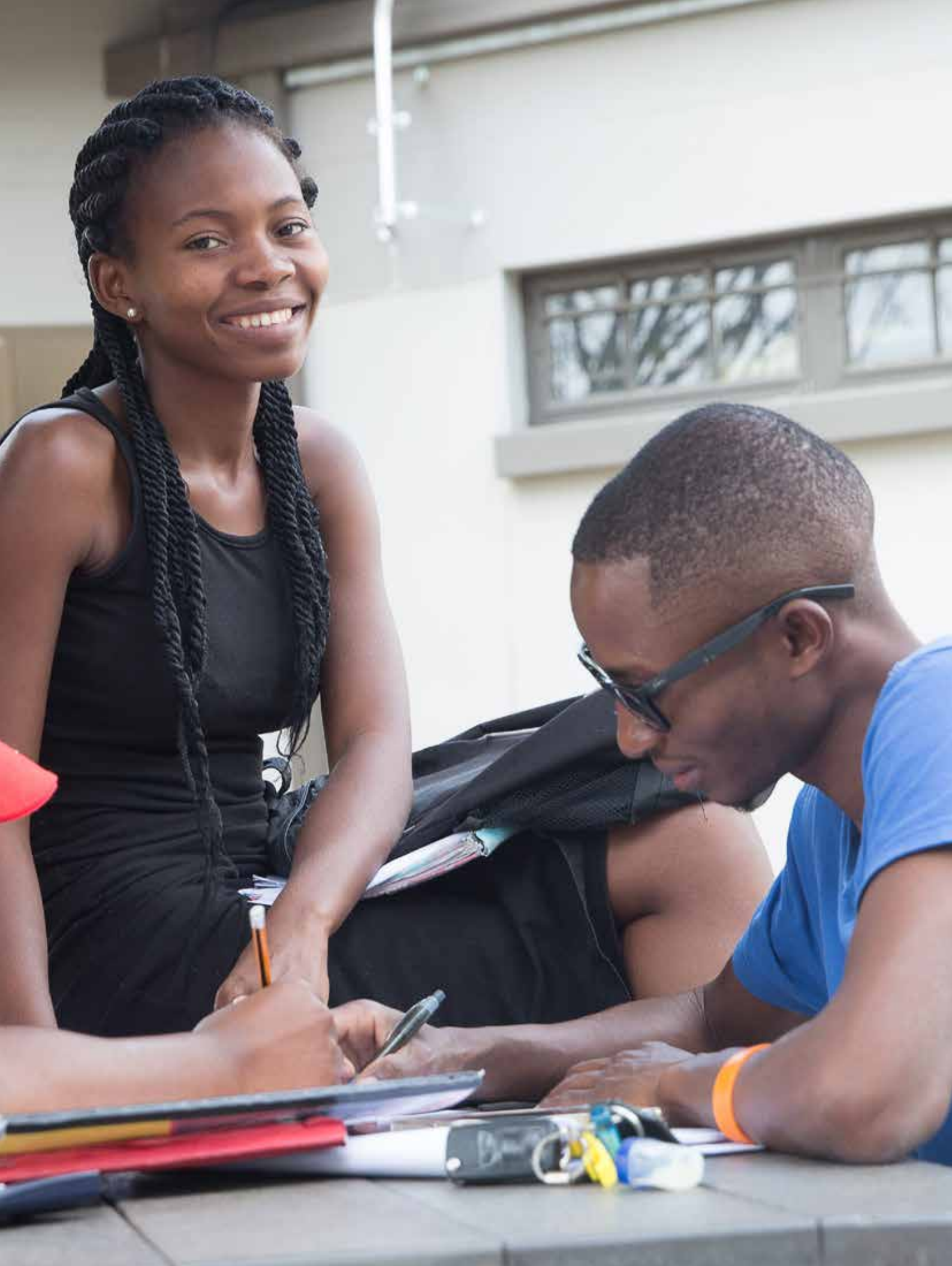
During the review period, the following internal audits were performed:

- Follow-up audit on leave;
- Follow-up audit on computer centres;
- Material development audit;
- Multi-media production audit;
- 2017 enrolment audit.

### **RISK MANAGEMENT**

A risk assessment workshop was conducted and a new risk register developed which comprised of 17 strategic risks. The implementation of the risk action plan is monitored by the Audit and Risk Committee of the Board which subsequently updates the Board.





# IMPROVE FINANCIAL MANAGEMENT

*This KPA relates to the development and implementation of innovative strategies to help ensure the long-term sustainability of the College.*



## **ENSURE SOUND FINANCIAL MANAGEMENT AND EQUITABLE RESOURCE ALLOCATION**

The Financial Rules and Procedures as well as the Procurement Policy were identified for review during the reporting period. The review process was important to align these policies to the new Procurement Act of 2015. The draft documents were discussed at Management and at the Audit and Risk Committee of the Board. These documents will be considered for approval by the Board in the next reporting period.

### **SUBVENTION FROM THE LINE MINISTRY AND AGENCIES OF GOVERNMENT**

The Ministry of Education, Arts and Culture (MoEAC) released an amount of N\$129,613,295 as subsidy which represents 82.5% of the total allocation of N\$156,939,000. Additionally, a total of N\$7,154,200 were received in support of the offering of TVET programmes, of which N\$4,689,730 and N\$2,464,470 were received from NTA and the Namibia Students Financial Assistance Fund (NSFAF) respectively.

The Social Security Commission transferred an amount of N\$ 480 000 towards the offering of the Office Administration course in Rundu.

### **STRENGTHEN AND EXPAND BUSINESS UNITS**

The bookshops generated a total income of N\$5,979,032 for the period under review. The total expenditures amounted to N\$2,518,772 comprising of 82% for cost of sales and 18% for operating expenses.

The computer centres generated an income of N\$1,684,603 of which N\$402,800 was received from the MoEAC for the training of Ministry officials and teachers in International Computer Driving License (ICDL). The training of officials and teachers took place in Keetmanshoop, Rundu, Eenhana and Outapi.

The Multi-media Production Centre (MMPC) recorded an income of N\$2,797,909 and expenses of N\$1,751,355 during the assessment period.

There is a need to aggressively market the services of these business units to the general public to improve on the turn-over.

## **STRENGTHEN AND IMPROVE USAGE OF IT SYSTEMS**

A draft ICT policy has been developed and is anticipated to be tabled at the Board meeting during the next reporting period.

The network at the main campus was redesigned to respond to the network audit which was conducted in September 2016. The network covers the following areas: Student, Staff and Guest Wi-Fi; Computer Laboratories; Local Area Network (LAN); Network Infrastructure Management; and Data Centre.

The bandwidth at the main campus and the regional campuses were increased from 15Mbit/s to 50Mbit/s and from 5Mbit/s to 10Mbit/s, respectively. Similarly, the internet line was increased from 10Mbit/s to 20Mbit/s. The increase was vital to respond to the College initiative of online registration. The next step is to increase the bandwidth at the sub-regional offices that host the computer centres and to redesign the regional campuses networks to meet the standard of the main campus. The plan is to have a complete Multi-protocol Label Switching (MPLS) network for the entire College and to remove the Asymmetric Digital Subscriber Line (ADSL) to make the entire environment manageable from a central point.

All ITS modules have been successfully implemented with the exception of the upload of the historical data. Most importantly, the student and lecturer iEnablers have been implemented successfully. This will allow learners to view their registration details without coming to NAMCOL's campuses for enquiries while the lecturers can load the students' assessment marks.

## **DEVELOP AND IMPROVE FACILITIES AND INFRASTRUCTURE**

### **BUILDING PROJECTS**

The construction of lecture rooms and ablution facilities in Rundu was concluded at a total cost of N\$ 4,5 million.

The construction of the multi-purpose hall and lecture rooms at head office was progressing well. The project incurred expenditures to the amount of N\$ 25,641,686 from the contract sum of N\$ 46,868,582 during the reporting period.

Moreover, the College acquired land in Eenhana and Walvis bay to the value of N\$ 431,733 and N\$ 1,643,400 respectively for the envisaged construction of sub-regional offices.

### **TRANSPORT ADMINISTRATION**

The College spent N\$667,314.37 and N\$271,100.74 on fuel and lubricants, and maintenance and repairs, respectively. In an attempt to address the shortage of transport, the College increased its fleet by acquiring two new vehicles for a combined value of N\$ 579,121.

### **TENDERS**

During the review period, the following tenders to the value of N\$ 3.8 million were awarded: stationery, courier services, cleaning services and security services.





# EFFECTIVE ADVOCACY STRATEGIES

*This KPA requires the College to strengthen its marketing and public relations strategies.*



## **STRENGTHEN ADVOCACY STRATEGIES**

During the reporting period, the following milestones were achieved:

A help desk was established to assist learners with information relating to the 2017 enrolment. Similarly, an automatic answering system was introduced to enable outside customers to contact the relevant departments directly without going through the switchboard operator.

Social Media is still a very popular way of informing learners about events at the College. The NAMCOL Facebook page has been used effectively to inform learners and members of the public about the latest news and developments at NAMCOL. The page had 14 444 posts and 14 453 followers.

SMS service is used as a communication tool to disseminate important information to the learners. 131 079 bulk short messages were sent and 13 840 messages were received. The latter contains enquiries and complains that enables relevant staff members to take immediate action upon receipt. Of the messages received, 89% were from the secondary education learners and dealt mostly with issues such as enrolment, examinations, incomplete results and absenteeism of tutors. The remaining 11% of the messages dealt with general queries on other services, programmes and financial assistance.

NAMCOL participated in twelve exhibitions for the period under review in Katutura, Windhoek, Ongwediva, Tsumeb, Gobabis, Otjinene, Bethanie, Walvis Bay, Keetmanshoop, Opuwo, Eenhana and Otjiwarongo.

## **STRENGTHEN NETWORKING AND PARTNERSHIP**

The College signed a collaboration agreement with the Kunene Regional Council to use one of its buildings for its satellite office and as a computer centre. Renovations to the building started and the opening is scheduled for July 2017.

The current NAMCOL/Open University of Tanzania Memorandum of Understanding (MoU) is under review. Inputs have been sought from both institutions and a separate Service Level Agreement (SLA) is being drafted to share specific course materials. The College also engaged UNESCO to support the implementation of its Inclusive Education Policy activities. Moreover, the College approached the Open University of Mauritius for collaboration on Employability Skills and Foundation Courses. The agreement should be finalised by August 2017.

All regional offices were tasked to have at least one meeting per political region with local and regional councils to sensitise them on NAMCOL's mandate and operations. During the review period, the Regional Managers held briefing sessions with Regional Councils in Oshikoto, Ohangwena, Hardap, Otjozondjupa, Kavango-east, Zambezi, Kavango-west, Kunene and Omaheke as well as with the Helao Nafidi, Nkurenkuru, Keetmanshoop, Luderitz, Omaruru, Swakopmund, Grootfontein, Okakarara, Otjiwarongo, Rundu and Walvisbay Town Councils.

## **STAKEHOLDERS ENGAGEMENT PLAN**

The College realised the need to strengthen its advocacy strategy by developing an annual stakeholders' engagement plan. A stakeholders' engagement plan details the College's advocacy activities and creates a mechanism to monitor, evaluate and make an effective use of the various platforms and publications.

# PROMOTE CORPORATE SOCIAL RESPONSIBILITY

*This KPA shows the College commitment to provide financial assistance to the needy learners and support national disaster management and relief efforts.*



## **PROVIDE SUPPORT TO VULNERABLE/NEEDY COMMUNITIES**

The most notable initiative was the donation to the Prayer House of God Church in Havana. The College donated a gas freezer and other kitchen appliances and utensils. The College also bought materials to demarcate the girls' room from the boys'. The TVET Welding trainees did the demarcation at the premises of the orphanage. Additionally, the following initiatives were also funded in this reporting period: Nyambali Junior Secondary School Development Fund - N\$1,500.00; AfriCat Foundation - N\$5,000.00. The College continued to donate books to the previously disadvantaged and marginalised learners through the Office of the Prime Minister.

## **PROVIDE FINANCIAL ASSISTANCE TO NEEDY LEARNERS**

In demonstrating commitment towards its social responsibility, the College continued to implement its policy on awarding financial assistance to needy learners in order to enable them to register for courses offered at the College. Thus, 211 scholarships to the value of N\$227 393 were awarded to needy learners on the secondary education programme and 7 tertiary level programme students were supported.

# CHALLENGES

The following are key challenges experienced during the assessment period:

The College experienced challenges in the development of eLearning, Open Educational Resources (OER) content for Notesmaster as Programme Developers find it difficult to meet timelines with all other print, radio and video content development.

The lack of reliable and conducive venues for the College to conduct teaching, learning and examination activities for tertiary level programmes continues to haunt the College. In most cases, venues which are secured are not fit for purpose, due to noise and structural shortcomings. Hiring cost is another challenging dimension, however the envisaged construction of additional lecture rooms and a hall at head office and other campuses in the regions will, to some extent, address this challenge.

It has been observed that a number of students do not attend vacation workshops as expected. A number of students cited the refusal of being granted leave from work as the main reason. The College continued to issue invitation letters to the workshops for students who request such letters. This strategy yields positive results in some cases.





# CONCLUSION

In the midst of unparalleled challenges, NAMCOL's performance during the review period was characterised by extraordinary opportunities. The College remained true to form as significant gains were made such as the introduction of block tuition, which improved learners support. The declining resources did not deter the College from surpassing its quest to broaden access to quality education for the nation's learners.

NAMCOL's growth in terms of the number of learners admitted was met by commensurate investment in infrastructure, both physical and information technology. Accordingly, the report enumerated achievements in improved IT resources as this is truly one way of attaining excellence. The College also continued to be compliant in terms of good governance.

The new strategic direction focusing more on six Key Performance Areas ensured that the College remained agile as an organisation. Partnerships sustained with like minded institutions in the region and elsewhere is a clear reminder between having to balance its historic mandate of being an institution that caters for the needs of out-of-school youth and the need to forge new directions presented by lifelong learning in the new millennia. The introduction of new courses by way of diplomas and bachelor's degrees is suggestive that the College is charting a clear pathway for learners to articulate into higher academic disciplines and or programmes.

The Governing Board and Management owes the successes enumerated in this report in the midst of very challenging economic times to the dedicated staff of the College.

# FINANCIAL STATEMENTS

## STATEMENT OF FINANCIAL POSITION AT 31 MARCH 2017

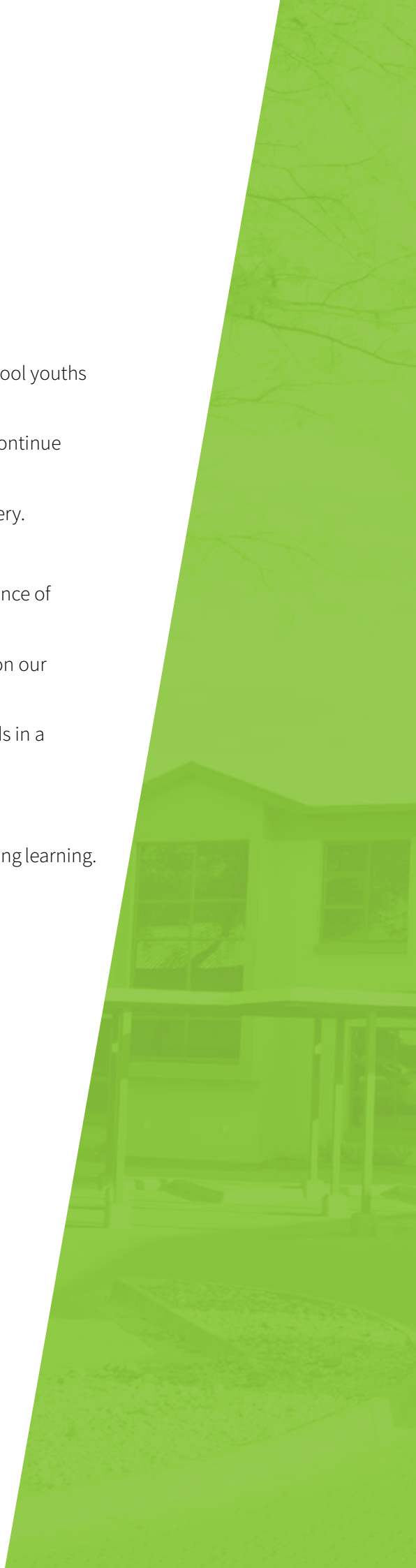
	2017 N\$	2016 N\$
<b>ASSETS</b>		
<b>Non-current Assets</b>		
Property, plant and equipment	<b>183,012,487</b>	<b>152,388,928</b>
<b>Current Assets</b>		
Inventories	2,307,146	1,447,738
Trade and other receivables	6,246,986	7,710,484
Cash and cash equivalents	96,529,308	112,581,635
	<b>105,083,440</b>	<b>121,739,857</b>
<b>Total Assets</b>	<b>288,095,927</b>	<b>274,128,785</b>
<b>FUNDS AND LIABILITIES</b>		
<b>Funds</b>		
Accumulated funds	39,257,225	21,837,140
Development fund	37,673,077	37,673,077
Revaluation reserve	53,197,073	50,124,826
	<b>130,127,375</b>	<b>109,635,043</b>
<b>Liabilities</b>		
<b>Non-current Liabilities</b>		
Finance lease obligation	1,851,542	1,280,229
Retirement benefit obligation	4,658,000	4,105,000
Deferred income - Government Grants	94,849,985	97,387,796
Project funds	9,789,553	13,344,372
	<b>111,149,081</b>	<b>116,117,398</b>
<b>Current Liabilities</b>		
Finance lease obligation	951,688	259,858
Leave pay provision	6,648,385	5,290,591
Trade and other payables	10,770,395	18,040,934
Deferred income - enrolment fees	28,449,004	24,784,961
	<b>46,819,471</b>	<b>48,376,344</b>
<b>Total liabilities</b>	<b>157,968,552</b>	<b>164,493,742</b>
<b>Total funds and liabilities</b>	<b>288,095,927</b>	<b>274,128,786</b>

## STATEMENT OF COMPREHENSIVE INCOME

	2017 N\$	2016 N\$
<b>Revenue</b>		
Tuition fee income	40,915,964	28,546,819
Government Subsidy	138,021,238	114,950,477
Sale of learning materials	5,979,032	6,814,784
<b>Total revenue</b>	<b>184,916,233</b>	<b>150,312,080</b>
Cost of sales	(2,518,772)	(3,551,933)
<b>Gross Profit</b>	<b>182,397,462</b>	<b>146,760,147</b>
Other income	4,672,038	4,557,881
Operating expenses	(174,754,145)	(141,338,563)
<b>Operating Profit</b>	<b>12,315,355</b>	<b>9,979,465</b>
Finance income	5,410,203	4,318,249
Finance costs	(257,714)	(220,039)
<b>Surplus /(Deficit) for the year</b>	<b>17,467,845</b>	<b>14,077,675</b>
<b>Other comprehensive income</b>		
Other comprehensive income not to be reclassified to profit or loss in subsequent periods:		
Revaluation of land and buildings	3,072,246	14,524,806
Actuarial (loss/gain) on severance pay	(47,760)	(288,044)
<b>Total comprehensive income</b>	<b>20,492,331</b>	<b>28,314,437</b>

# INSTITUTIONAL VALUES

ACCESSIBILITY	To provide opportunities for adults and out-of-school youths to further their education or develop new skills.
SUSTAINABILITY	To ensure the College has sufficient resources to continue developing and offering programmes in future.
QUALITY	To strive for the highest standards of service delivery.
EFFICIENCY	To make the best use of available resources.
ACCOUNTABILITY	To provide our stakeholders with convincing evidence of the value of what we do.
RELIABILITY	To provide accurate and trustworthy information on our activities.
RESPONSIVENESS	To address emerging challenges and training needs in a timely fashion.
TRANSPARENCY	To be open and fair in all our business operations.
CONTINUITY	To create pathways for our students to pursue lifelong learning.
EXCELLENCE	To pursue the goal of continuous improvement in everything we do.



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Regional Manager: Mr. M. Strauss  
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Regional Manager: Mr. C. Hinanifa  
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Keetmanshoop: Area Coordinator: Mr. U. Hümmel	Tel: 063 - 222 100	Fax: 063 - 222 100
Katima Mulilo: Area Coordinator: Mr. C. Mbaimbai	Tel: 066 - 253 065	Fax: 066 - 252 710
Walvisbay: Area Coordinator: Mr. C. Block	Tel: 067 - 304 379	Fax: 067 - 303 170

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