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# NAMCOL STRUCTURE



# ACRONYMS

BOCODOL	Botswana College of Distance and Open Learning
CBLC	Computer-based Learning Centre
CECD	Certificate in Early Childhood Development
CED	Certificate in Education for Development
CES	Centre for External Studies
CLGS	Certificate in Local Government Studies
COL	Commonwealth of Learning
CWCY	Certificate in Community-based Work with Children and Youth
DAE	Directorate of Adult Education
DEASA	Distance Education Association of Southern Africa
DECPPE	Diploma in Early Childhood and Pre-Primary Education
DED	Diploma in Education for Development
EEC	Employment Equity Commission
EMS	Executive Management Services
ICTs	Information and Communication Technologies
IT	Information Technology
ITS	Integrated Tertiary Software
ICDL	International Computer Driving Licence
JSC	Junior Secondary Certificate
MCA	Millennium Challenge Account - Namibia
MoE	Ministry of Education
NAMCOL	Namibian College of Open Learning
NBC	Namibian Broadcasting Corporation
NETV	Namibia Educational Television
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NSSC	Namibia Senior Secondary Certificate

NSSCO	Namibia Senior Secondary Certificate Ordinary Level
NSSCH	Namibia Senior Secondary Certificate Higher Level
NIED	Namibia Institute for Educational Development
MMPC	Multi-Media Production Centre
PoN	Polytechnic of Namibia
ODL	Open and Distance Learning
OER	Open Educational Resources
PETE	Pre-entry to Tertiary Education
QA	Quality Assurance
REPSSI	Regional Psychosocial Support Initiative
RPL	Recognition of Prior Learning
SDP	Strategic Development Plan
SEP	Secondary Education Programme
SMS	Short Message Service
TVET	Technical Vocational Education and Training
UNAM	University of Namibia
UNISA	University of South Africa
VUSSC	Virtual University for Small States of the Commonwealth

**Mr Justin Ellis**  
*Chairperson of the Board*



**Mr Heroldt Murangi**  
*Director*



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



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



**Mr Conny Samaria**  
*Staff Representative*



# THE BOARD

*the board*

**Ms Kristofine Itembu**  
*Company Secretary*



**Ms Veno Kauaria**  
*Member & MoE  
Representative*



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



**Ms Lilia Shaningwa**  
*Member*



**Dr Victoria Nicodemus**  
*Member*



*Chairperson's*

## CHAIRPERSON'S FOREWORD

This year (2015) over 41 000 learners enrolled with NAMCOL, and the number could even have been greater had we had more financial resources at our disposal. NAMCOL thus remains far and away the largest educational institution in the country.

*The Board now includes an impressive array of expertise and I am grateful for the commitment that all board members have shown to our duties and to making our meetings effective.*

There are no doubt many reasons why so many young Namibians and their families have put their trust in NAMCOL as they struggle for educational qualifications and a transition to adult life. One reason that may not be obvious to outsiders is that since 2006 NAMCOL has had a Quality Assurance Policy in place. The policy was revised in 2012. In July this year, the Botswana College of Distance and Open Learning (BOCODOL), with whom we have a collaborative relationship, carried out a quality assurance audit of NAMCOL's operations and systems. Their comprehensive report is overwhelmingly favourable, and one paragraph I found particularly encouraging:

"There is evidence of management support for quality. All departments and regions have quality teams, which regularly discuss quality issues, undertake quality audits and meet to consolidate reports. This attests to the presence of a quality culture across the College. Training needs on quality are solicited and sent to Human Resources to inform on the training plan. The institution also benefits from the external audits conducted by BOCODOL and the local regulatory bodies. "

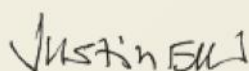
In giving priority to quality assurance, NAMCOL is in step with the Commonwealth of Learning (COL), one of the foremost international bodies concerned with open and distance learning (ODL). In 2009 COL published a Quality Assurance Toolkit, and in a study released this year it argues, "for ODL to be successful and credible, and for learners to gain maximum benefit from it, it must be recognised as delivering consistently high-standard teaching and learning. That requires quality assurance and policies that lay out the standards to which an institution will adhere." Thanks to the work of COL (in which Namibia has been a participant) the categories and nature of those standards is now fairly well established, and we should strive for further achievements in terms of their demands.

I may add that this year also saw the activation of NAMCOL's internal audit unit, a function that was previously outsourced.

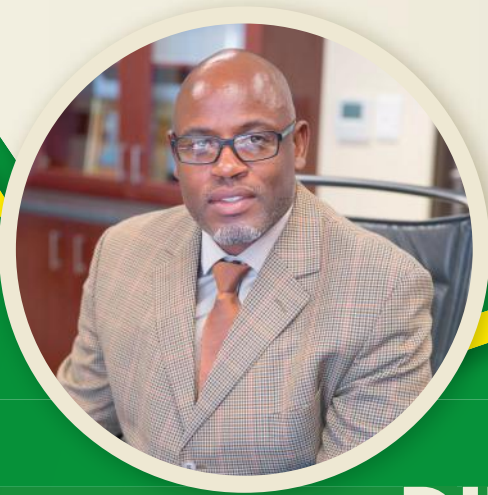
A new Board of Governors took office in February 2015, fortunately including some members of the previous Board. The induction process was an opportunity for us to consider issues of governance, particularly in relation to the just published Corporate Governance Code for Namibia (NamCode). We stepped up our attention to risk management and an initiative was undertaken in relation to our delegation of powers document, that should bear fruit in the coming year. The Board now includes an impressive array of expertise and I am grateful for the commitment that all board members have shown to our duties and to making our meetings effective.

A very important part of this year was the opportunity to develop a relationship with our new Minister of Education, Arts and Culture, Hon Katrina Hanse-Himarua, who visited NAMCOL on two occasions. We were greatly encouraged by the appreciation for our work expressed by the Minister. It should also be noted that the Board Members were able to sign with the Minister the governance and performance agreements that are required in terms of the State Owned Enterprises Act.

I must also take this opportunity to thank most sincerely all our staff members for their dedication and sheer hard work. Given the large number of learners that we serve, I believe that most Namibians would be astonished to learn that all this is achieved by just 99 full-time staff members and 1 950 part-time employees.



Justin Ellis



## DIRECTOR'S FOREWORD

*The Namibian College  
of Open Learning  
is by far the leader in  
ODL delivery  
in Namibia.*

This report details the tremendous progress made by the College against objectives set in its Strategic Development Plan (SDP). The activities are indicative of an institution that is highly poised to respond to the Nation's development needs. The Secondary Education, Tertiary Level as well as Vocational Training Programmes are all meant to address the needs of out-of-school youth and adults who prefer to study through the distance mode. An endorsement of the quality output of our vocational training programme came through the funding by the Millennium Challenge Account to the tune of N\$ 8 million geared towards capacity building. In this regard, the mandate of the College serves to address the inequalities of the past by giving everyone an opportunity to pursue their dreams.

The Namibian College of Open Learning is by far the leader in ODL delivery in Namibia. What once used to be a mere centre for out-of-school learners have solidly been transformed into a formidable brand characterised by lively campuses beaming with student life nationwide. Our investment in a sound physical and IT infrastructure is a direct response to the demand for our programmes.

NAMCOL operations are focused on excellence. During this review period, the College formally introduced an Internal Audit Unit. Activities of the Unit gained momentum during the period

under review and the College's migration to the new integrated tertiary software system is starting to bear fruits in terms of increased efficiency and effectiveness of service delivery across the board.

We continued to forge ahead with immeasurable partnerships with sister institutions regionally and abroad with whom we share core values and best practices in ODL delivery. These agreements augment the value to the classroom experience and are a great touchstone against which staff measure their performance and efficiency.

NAMCOL's greatest asset remains its committed staff whose enthusiasm has had a profound impact on our learners. Our learners embark on a professional journey for those who wouldn't pursue learning through the traditional mode. Learners at the grade 10 and 12 levels enter the system with mixed feelings of whether they would cope with this flexible and modern way of learning. Each year, these cohort of learners are the Namibian pioneers who say, "I have a second chance so I can do this" and NAMCOL becomes their first stepping stone. The College offers in this instance more than the traditional classroom based teaching. Our study materials are of a very high standard. Testimony to this is the fact that our materials are widely sought after in all affluent and traditional face-to-face schools. Our e-learning and radio programmes offer learners a broader understanding of their study materials.

The College priority, one of the best tenets of ODL delivery is of learner centeredness and support. We are informed by the needs of our learners, the public sector as well as the private sector. We take into cognisance the diverse backgrounds of our stakeholders as well as the sparseness of our country and hence the presence of 127 study centres nationwide.

The College remains humbled and indebted to the far sightedness of its Governing Board during the review period. The Board has been resolute and incisive in directing the College to greater heights in all spheres. Its unstinting support to management has yielded the positive results enumerated in this report.



Heroldt V. Murangi

**Heroldt Murangi**  
Director



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



**Ms Kristofine Itembu**  
Company Secretary



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



**Conny Samaria**  
Staff Representative



# MANAGEMENT

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



**Clemence Hinanifa**  
Regional Manager:  
Southern Region



**Martin Strauss**  
Regional Manager:  
Central Region



**Paavo Pea**  
Regional Manager:  
Northern Region



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





# INTRODUCTION

The Board of Governors of the Namibian College of Open Learning is most pleased to share the key successes of the institution for the period April 2014 – March 2015. This report is a statutory reporting requirement of the College to Parliament in terms of the NAMCOL Act, Act 1 of 1997. It highlights activities during the review period in relation to set objectives in the College's Strategic Development Plan (SDP).



# RELEVANT OBJECTIVES IN THE STRATEGIC DEVELOPMENT PLAN

## **OBJECTIVE 1**

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### *Diversify Programme Offerings*

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*This objective directs the institution to develop, produce and deliver a range of programmes in line with market needs. It also requires the College to ensure that the existing programmes are reviewed regularly to remain competitive in the market and to improve the quality of its materials.*

In total, 41 305 learners enrolled for the numerous study programmes on offer. This figure represents an increase of 2% in learner enrolment compared to the previous reporting period.

**NAMCOL Learner Enrolment for 2014/15**

Secondary Education Programmes	Junior Secondary Certificate (JSC)	11 900
	Namibia Senior Secondary Certificate (NSSC) Ordinary Level	25 239
	Namibia Senior Secondary Certificate (NSSC) Higher Level	18
	Pre-entry to Tertiary Education Programme (PETE)	210
<b>Sub-Total</b>		<b>37 367</b>
Tertiary Level Programmes	Certificate in Early Childhood Development	1 272
	Certificate in Education for Development	240
	Certificate in Local Government Studies	192
	Diploma in Early Childhood and Pre-primary Education	582
	Diploma in Education for Development	105
	Diploma in Youth Development	38
	Certificate in Community-based Work with Children and Youth	85
	English Communication Course	146
<b>Sub-Total</b>		<b>2 660</b>
Technical Vocational Education and Training (TVET)	Plumbing and Pipefitting	50
	Automotive Mechanics	79
	Welding and Metal Fabrication	53
	Office Administration	132
<b>Sub-Total</b>		<b>314</b>
Computer Training	International Computer Driving Licence	693
	Basic Computer Training	271
<b>Sub-Total</b>		<b>964</b>
<b>Total Learners Enrolled</b>		<b>41 305</b>

## Secondary Education Programmes (SEP)

The secondary education programmes of the College aim to provide Namibian learners a second chance to improve their grades at the junior secondary level (Grade 10) and at the senior secondary level (Grade 12). Learners at Grade 12 level are prepared to enter institutions of higher learning. The College follows a blended learning approach through a continuation of various delivery methods.

In an effort to remain relevant and to provide greater access to its programmes, the College enrolled 37 367 learners at 127 locations nationwide during the review period. This year, the northern and southern regions introduced full day enrolments at some selected centres. This was in response to requests by learners and communities to be provided with more time to enroll. In Windhoek the enrolment was centralised and only two venues were utilised from the initial 11 enrolment points. This initiative enabled the College to enroll more learners and shorten the enrolment period. Positive feedback has been received from the general public on the new strategy and the college would consider the expansion of this strategy to other centres.

The College continued to implement the policy on financial support for poor and vulnerable members of the society, who wish to study at the College. Scholarships to the value of N\$160 000 were awarded to 174 learners studying for the secondary education programme. The scholarships covered both tuition and examination fees.

The enrolment figure for grade 12 included 350 learners who registered for the Pre-Entry to Tertiary Education programme (PETE) for both commerce and science fields offered at the four regional offices in Windhoek, Ongwediva, Otjiwarongo and Rundu. Learners on this programme perform exceptionally well when compared to learners at normal tuition centres. During the 2014 national examinations, more than 70% of subject entries were graded at D-grade while 48% subject entries recorded a C-grade and above.

New examinations booklets in Junior Secondary Certificate (JSC) and the Namibia Senior Secondary Certificate Ordinary level (NSSCO) Silozi, Rukwangali, Otjiherero, Khoekhoegowab and Afrikaans were

developed during the reporting period. This brings the total number of examinations booklets developed to 17 for JSC, 20 for NSSCO and 11 for the Namibia Senior Secondary Certificate Higher level (NSSCH).

Furthermore, higher level study guides for History, Physical Science, Business Studies and English were developed. All the study guides were approved by the National Institute for Educational Development (NIED) and are ready for use in schools. The development of Mathematics higher level is in progress and is planned to be finalised in May 2015.

The College adopted two learning management systems, viz Moodle and NotesMaster. The piloting of the eLearning platforms, namely, Notesmaster and Moodle was done in 2014. A monitoring and evaluation report was retrieved from NotesMaster and challenges in terms of accessing

the portal could be identified.

The development of Open Educational Resources (OER) for JSC subjects of phase one on Notesmaster was completed. As part of phase one, five JSC subjects, namely English, Physical Science, Life Science, History and Accounting were developed. The second phase of development include three JSC subjects, namely Entrepreneurship, Mathematics and Geography.

A draft eLearning strategy and implementation plan was developed to guide the future eLearning activities at the College. Furthermore, an OER policy was also developed and approved by the Governing Board. The development of an eLearning policy is in progress and will be finalised in the next reporting period.

The educational channel, namely, EDU TV was established through a





partnership with NETV and the NBC. The channel started to operate as a pilot during September up to the end of March 2015. EDU TV operates on channel 6 of the NBC digital decoder. Video lessons produced by NAMCOL were aired on EDU TV as the major products of the channel. In addition, lessons from Mindset Learn South Africa were sourced to supplement the content. A Liaison Officer was appointed to coordinate the day-to-day activities of the channel in collaboration with NETV. The Ministry of Education awarded a budget of 1.5 million for the pilot phase.

During the reporting period, ninety-two (92) programmes were developed and broadcast on NBC National Radio, UNAM Radio, Ohangwena Community Radio in Eenhana, Karas Community Radio in Keetmanshoop, Radio Live in Rehoboth and Base FM in Windhoek. Sixty (60) of these radio lessons were

at JSC and NSSC level and focused on preparing learners for national examinations in 2014. Additionally, twenty-six (26) additional programmes on gender-based violence were developed and broadcast.

Forty (40) video lessons in the following subjects: JSC Entrepreneurship, Life Science, English, History and Mathematics: NSSC: English, Agriculture and Mathematics were produced and broadcast through the National and One Africa televisions.

The campus radio was officially launched during February 2015 and listening points were installed at all regional offices countrywide. Learners and visitors can now listen to the broadcast at their various regional offices while the public can connect and listen via the Internet. It can also be listened to world-wide by visiting the NAMCOL website.

## Tertiary Level Programmes

The tertiary level programmes are meant to provide learning opportunities to adults and out-of-school youth across a myriad of disciplines including early childhood development, local government administration, community development, and psychosocial support and youth work. The programmes provide practical skills for those pursuing them for the first time and also serve to sharpen the skills of those already in the trade.

Following the screening of 4 881 applications submitted for consideration for the various tertiary programmes, 1 427 applicants were admitted while 512 became eligible for the recognition of prior learning (RPL) assessment. From those considered for RPL, one hundred and fifty (150) applicants managed to complete and submit their portfolios. The portfolios were assessed and 64 students were admitted to various tertiary level programmes for the 2015 academic year.

In total, the College managed to register 2 660 students on the tertiary programmes. The Certificate in Early Childhood Development recorded the highest enrolment with 1 272 students. This was followed by 582 students enrolled for the Diploma in Early Childhood and Pre-Primary Education (DECPPE), 240 for the Certificate in

Education for Development, 192 for the Certificate in Local Government Studies, 105 for the Diploma in Education for Development. About 85 learners enrolled for the Certificate in Community-based Work with Children and Youth while 38 learners enrolled for the Diploma in Youth Development (DYD).

The College conferred 480 certificates and diplomas during the annual graduation ceremony held in 2014. The ceremony was the biggest ever and was regarded as resounding success by all attendees.

The Governing Board approved new curricula for the Certificate and Diploma in Education for Development during the review period. The process of recruiting a course team for the development of course material based on the new curricula commenced during the reporting period.

The process to develop online content for the Certificate in Early Childhood Development (CECD) commenced during the reporting period. A consultant from Canada was attached to the College for four months to assist with this process and to build capacity among staff. Four (4) out of the twelve (12) modules were finalised. It is anticipated that full development will be completed by end of September 2015.

The position of Programme Developer: Tertiary Programmes e-Learning was filled during this reporting period and the work of developing online content for CECD gained momentum.

Furthermore, the College explored possibilities with the Commonwealth of Learning and Open and Distance Learning (ODL) institutions in the region to offer the programmes listed below:

- Certificate in Business and Entrepreneurship;
- Diploma in Business and Entrepreneurship;
- Bachelor Degree in Business and Entrepreneurship;

- Certificate in Poultry Production and Health;
- Diploma in Poultry Production and Health;
- Teachers Diploma in Psychosocial Care, Support and Protection; and
- Bachelor Degree in Distance Education.

It is worth noting that three of these programmes have already been submitted to the Namibia Qualifications Authority (NQA) for registration on the National Qualifications Framework (NQF).

## Technical Vocational Education and Training (TVET)

The College continued to offer the following four TVET programmes: plumbing and pipefitting, automotive mechanics, welding and metal fabrication, and office administration.

During the assessment period, the College admitted 314 trainees for the four TVET programmes. Level 2 trainees who completed their external assessment in 2014 were successfully placed on job attachment. However, the College experienced some challenges in attaching few trainees for the automotive trade. From the level 2 trainees for the 3 technical trades

who took the external assessment, only plumbing and pipefitting trainees achieved an 80% pass rate while trainees in the other two trades (welding and metal fabrication & automotive mechanics) did not manage to achieve the required competency level especially in the practical modules. Remedial practical sessions were provided in the evening to those trainees who experienced challenges in some modules. Finally, the period saw the appointment of the Head of TVET to coordinate all TVET activities at the College.



## **OBJECTIVE** *2* *Improve Learner Support Services*

*This objective requires the implementation of existing and new strategies in order to improve the overall performance of learners.*

The following strategies were developed and implemented to realise this objective:

- Radio live lesson presentations were conducted in language subjects offered at the College for grades 10 & 12 learners. Each subject had five live lessons. The focus was on the critical parts of the syllabi with the aim to improve language proficiency amongst learners.
- An essay writing competition was organised for all learners registered for grades 10 & 12. The competition covered all language subjects offered by the College. It aimed at encouraging analytical thinking amongst learners. One hundred and sixteen (116) grade 10 learners and 185 grade 12 learners participated in the competition. The majority of this number was for English essays.



- A national debating competition for grades 10 & 12 learners was held in Ongwediva. The competition aimed to encourage research on contemporary issues of public interest, instill and promote critical and analytical thinking in learners. The Southern region was crowned as the overall winner at both JSC and NSSC levels.

Learners on the secondary education programme sat for a mock examination in August 2014. This activity was aimed at testing learners, identifying gaps in their subject knowledge and measuring their level of understanding in subject areas while preparing them for the year-end examinations.

Two regional offices (northern and north-eastern) established counseling desks. In particular, the northern region entered into an agreement with the Ministry of Health and Social Services which provided a Social Worker to counsel NAMCOL learners and staff

members at the regional office every second week of the month. Some of the learners indicated that they had never received the service of this kind before and showed their appreciation as they felt helped and advised in many areas of their lives. The College believes that counseling will have a positive impact on learners academic performance since they will be better equipped on how to handle problems and manage their emotions.

The annual Entrepreneurship Day was successfully held across all centres offering Entrepreneurship to grade 10 learners. This special day is regarded as a business activity meant to expose learners to business start-up skills and business management in general. Learners are given tasks to draw up business plans and reports as part of their assignments.

The Annual Prize Giving Ceremony to award the best performing learners in grades 10 and 12 national examinations

was held during the reporting period. The awards targeted learners who obtained A\* - B symbols in the 2014 national examinations. The awards for the overall top performers were as follows: JSC- Alwesia Katjizembua of Okondjatu Centre; NSSCO- Michael Mwinga of Ponthofi Centre and Gabriel Celestino of Yetu Yama PETE programme.

Short Message Sending (SMS) services were also used to enhance learner support. During the period under review, 76 539 outgoing messages were sent through the facility, mainly from staff members to learners and tutors, while 5 218 incoming messages were received from learners.

Vacation workshops for grade 12 non-contact learners were hosted at 13 venues across the country during the April and August school holidays. The workshops are normally meant for non-contact learners, however attendance was dominated by contact learners. The turnout was very high in subjects like English, Physical Science and Biology. The tutors' preparedness was observed to vary from centre-to-centre, with some tutors showing a high level of improvement in lesson planning and preparation. Access to and affordability of transport as well as distances to venues were identified by learners as being the greatest contributors to low attendance at workshop venues. The vacation workshops were preceded by orientation workshops at all tutorial centres that aimed to introduce learners

to the new mode of distance learning as well as to the available learner support services.

A total of 10 485 NAMCOL learners sat for the 2014 grade 10 national examinations. In general, there was a decline in the performance of JSC learners when compared to the 2013 results. The ungraded entries increased from 7.1% to 10.5% and that also resulted in the decrease in performance at higher grades (D and above) from 25.7% in 2013 to 22.3% in 2014. However, there was stable performance at grades A and B.

As for NSSCO, the 22 886 learners that sat for the national examination, were in fact more than the 19 392 full-time learners who sat for the same examination in 2014. NSSCO ungraded entries increased from 17.9% in 2013 to 20.8% in 2014 while the higher grades decreased from 21.3% to 17.8%. This shows a poorer performance of learners in 2014 when compared to the same corresponding period in 2013.

NAMCOL strives to ensure that all learners receive full packs of their study material at enrolment. A total of 79,271 study packs were distributed for Secondary Education, with 52,190 for NSSC and 27,081 for JSC. A total of 3 170 study packs were packed for tertiary level programmes, bringing the total study packs for 2015 to 82,441 which is an increase of 2,064 packs compared to the previous year.



## **OBJECTIVE** }

### *Develop Effective Systems to Ensure Good Corporate Governance*

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

During the review period, a new governing board was appointed by the Minister of Education. The following meetings were convened during the review period; six statutory board meetings, four audit & risk committee and six human resources and remuneration committee meetings.

The period under review saw the establishment of the Internal Auditing Unit through the appointment of an Internal Auditor. An audit charter and plan were developed and approved by the Audit and Risk Committee of the Board. The Internal Auditor conducted a payroll audit focusing on the processing of claims for part-time staff members. By the time of drafting this report, the Unit was busy with the finalisation of leave and enrolment audits.

In terms of external auditing services, Pricewaterhouse Coopers Namibia was appointed to perform external audit services for the next three years 2015-2017.

The College continued to manage identified risks through the risk action plans. Regular feedback was given to the Board in the management of risks. During the reporting period, two new risks were identified and included in the risk register, namely, inadequate backup system and lack of archiving facilities.

# OBJECTIVE 4

## *Develop and Implement Strategies for Sustainability*

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

### **Government Subvention**

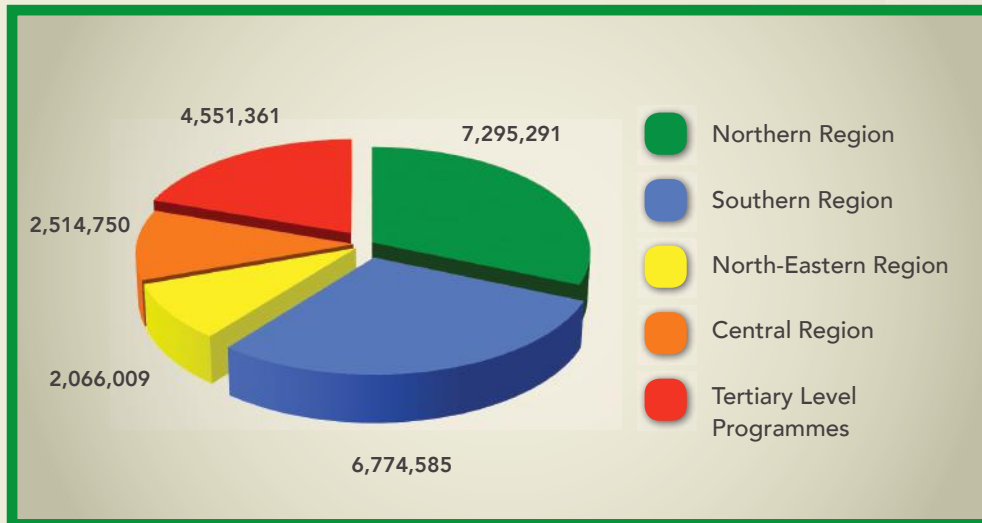
As a key stakeholder to the College, Government’s subvention for operational expenses for the 2014/15 financial year amounted to N\$ 98,562,566. Additionally, N\$ 44 million was received for capital projects. The allocation per programme is recorded as follows:

Secondary Education	N\$ 85 100 000
Educational Broadcasting	N\$ 5 000 000
Tertiary Level Programmes	N\$ 5 000 000
ETSIP	N\$ 1 000 000
E-Learning Development	N\$ 2 462 566
Capital Projects	N\$ 44 000 000

### **Tuition Fees**

The College collected an amount of N\$ 23,201,997 in learner fees compared to N\$ 16,374,541 recorded during the same corresponding period in 2014. This amount includes N\$ 18,650,636 for the secondary education programmes and N\$ 4,551,361 for tertiary level programmes. Overall, the enrolment income increased with 29% for the 2014/15 financial year.

The chart shows the enrolment income for SE per region and PP for 2015



## Sales of Study Materials

The College continued to generate additional income through the sales of study materials at the bookshops. The bookshops did not exceed its targeted revenue as was the case in the previous years but only managed to record sales of N\$ 6.2 million which was 75% of the budgeted amount. The sales dropped compared to the previous year due to the Millenium Challenge Account (MCA-Namibia) operations that came to an end. The College will devise new sales strategies to meet target sales for all business entities.

## Computer-Based Learning Centres (CBLC)

Computer centres were established to offer IT related courses and provide support services to the learners. During the assessment period, the CBLC generated an income of N\$1,437,266 which was 68% of the total budgeted income for the 2014/15 financial year.

## Multi-Media Production Centre (MMPC)

The MMPC which was established to provide printing services recorded an income of N\$3,483,587 which is double the income of N\$ 1,771,776 recorded during the same corresponding period in 2014. The net profit of

N\$ 2,159,427 recorded was due to NAMCOL's own bulk photocopying work such as assignments, memos and mock examinations question papers.

Furthermore, a costing study was conducted on the operations of the MMPC. The report was very positive, indicating that the MMPC made a profit of more than N\$1 million in the previous financial year.

## **TVET (MCA-Namibia)**

The College received N\$ 8,149,299 from the Millennium Challenge Account (MCA-Namibia) through NTA for the period under review.

The MCA-Namibia was exempted from paying taxes, therefore the College submitted tax refunds for MCA funded tools and equipment to the Receiver of Revenue and received an amount of N\$ 284,085. Two more claims to the total value of N\$ 1,061,102 were submitted and by the time of finalising this report no refunds were done.

## **Centre Budgets**

Tuition centres are required to establish centre budgets to cover for some of the day-to-day expenses not catered for by the College. Though this is a voluntary contribution from the learners, it is pleasing to note that the northern and north-eastern regions managed to adhere to this directive by establishing centre budgets at most centres.

## **Payment for School Facilities**

All schools accommodating NAMCOL centres signed agreements with the College to validate them to claim for the use of school facilities. During the assessment period, N\$ 249,253 was spent on the use of school facilities.



## Foster Strategic Partnerships

### **Regional Psychosocial Support Initiative (REPPSI) and the University of KwaZulu Natal (UKZN)**

The collaboration with the above partner institutions enabled the College to offer the Certificate in Community-based Work with Children and Youth (CWCY) in the country. REPPSI also mobilised funds to finance tuition for students on the programme. During the period under review, REPPSI sourced funds from First National Bank (FNB) Namibia, which cover tuition for 40 students on the programme. As a result, 20 students were sponsored in 2014 and another 20 students have been sponsored for the current academic year (2015).

### **University of South Africa (UNISA)**

The College continued to use UNISA study materials for the Diploma in Education for Development (DED). Moreover, two of UNISA's staff members acted as external moderators for three qualifications, DED, CECD and DECPPE.

### **Botswana College of Distance and Open Learning (BOCODOL)**

The partnership between NAMCOL and BOCODOL focuses on quality assurance and quality audit of operational systems, processes and procedures. The inter-institutional quality assurance audit enabled the two partner institutions to benchmark their operations against the best practices locally and internationally. During the period under review, the NAMCOL Audit Team conducted audit on BOCODOL operations.

### **Namibia Open Learning Network Trust (NOLNet)**

This Trust has been established to facilitate collaboration between open and distance learning institutions in the training of staff and the provision of administrative and student support services. NAMCOL, Polytechnic of Namibia (PoN) through the Centre for Open and Lifelong Learning (COLL), University of Namibia (UNAM) through the Centre for External Studies (CES) and the Ministry of Education, Arts and Culture through the National Institute for Educational Development (NIED) and the Directorate of Adult Education (DAE) are NOLNet partner institutions.

The College continued to honour its participation in NOLNet by playing its role as an active member of the Trust. The College made a considerable contribution to the Trust through the payment of levies and participation in various standing committees. The contribution to NOLNet through levies amounted to N\$ 380 404 during the review period.

NAMCOL benefits greatly from the Trust as its learners in various towns across the country have access to the learning resources and facilities at the 49 NOLNet registered centres. Staff members also benefit from a number of capacity building interventions that are organised by the Trust. During the period under review, a number of staff members participated in three interventions which were focusing on skills in conducting research.



## **OBJECTIVE**

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### *Implement Strategies for Research, Monitoring, Evaluation and Quality Assurance (QA)*

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*This objective ensures that quality products and services are offered through the implementation of quality assurance processes.*

### **Policies, Procedures and Systems**

During the period under review, the College's accreditation status with the National Qualifications Authority (NQA) lapsed. To facilitate the process of re-accreditation, an application with the necessary supporting documents was submitted to the NQA. Based on NAMCOL's applications for expansion and re-accreditation, the NQA conducted a site visit in March 2015. The report on the status of NAMCOL as service provider will be submitted to the NQA Council thereafter an accreditation certificate for the next three years will be issued.

Furthermore, the College submitted a qualification from the Virtual University for Small States of the Commonwealth (VUSSC), namely the Bachelor Degree in Business and Entrepreneurship for registration on the National Qualifications Framework (NQF). The degree has exit points at certificate and diploma levels. Hence, it will be three new qualifications that the College intends to offer starting with the certificate in 2017.

Additionally, the College also submitted the Diploma in Early Childhood and Pre-primary Education (DECPPE) for registration at level 7 on the NQF. It is expected that the registration of both the VUSSC qualifications and the DECPPE will be completed as part of the expansion of scope and re-accreditation by mid 2015.

## **Assessment and Evaluation of Pilot Tutorial Centres**

Following the directive from the Ministry of Education for the College to pilot the idea of appointing own tutors at four tutorial centres countrywide, a study was conducted in 2014 to evaluate the effectiveness of these pilot centres. The findings of the study refuted the hypothesis that learners at pilot centres would perform better in examinations than those at mainstream tutorial centres. The findings showed no significant difference in the performance of learners who attended tutorials at either pilot centres or mainstream centres. In fact, the learners at pilot centres, except at Kuisebmond Centre performed slightly poorer than learners at mainstream centres. The report will be shared with senior officials of the Ministry of Education, Arts and Culture.

## **Evaluation of the Quality of Learner Support Services**

NAMCOL conducted a comprehensive study, which was aimed at evaluating the quality of learner support services at the College. The outcome of the study has, to the greater extent, validated the quality of the learner support services at the College. However, the findings have also alerted the College about some of its services that attract less interest from its learners.



## Tracer Study for former students of Tertiary Level Programmes

The College started preparing for the tracer study aimed at tracing the graduates of the tertiary level programmes. The study will be concluded in the next reporting period.

## Organisational Audit

A study was conducted to assess the perceptions of staff members towards their work environment. The study yielded positive findings on the perceptions of staff towards their work, environment, organisational culture and the affirmative action practices at the College. The findings of the study informed the development of the College's affirmative action plan for the next three years.

## Quality Assurance (QA)

To promote and improve quality and operations of the College as well as to inculcate quality culture amongst staff, the following quality assurance activities were carried out during the review period:

- Development of a template for QA improvement plans and reporting;
- Revision of the QA policy;
- Development of the QA Manual; and
- Guidelines for formulating institutional policies.

The College continued to monitor the implementation of the QA action plans

through the QA teams in various divisions. Quarterly QA review meetings were held to address the recommendations emanating from the previous external and internal quality audits.

Finally, staff members were instrumental by spearheading a study on behalf of NOLNet on the QA practices in DEASA member institutions. The findings of the research were presented locally to NOLNet management and also at a distance education conference in Mauritius.

## Monitoring and Evaluation of Tuition Centres

Monitoring and evaluation of tuition centres remains one of the key activities in the College's academic calendar. It creates a platform where regional staff interact with heads of centres, tutors and learners formally. As usual, the aim for monitoring and evaluation is to inspect the managerial, administrative and teaching activities that are taking place at centres. Attendance was observed to have dropped drastically in some subjects at some centres during the second quarter due to time change and weather conditions as learners have to walk long distances after the contacts sessions.





## **OBJECTIVE**

# 6 *Develop and Implement Advocacy Strategies*

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

The following marketing and public relations activities were undertaken during the period under review:

- A breakfast meeting for School Principals and Entrepreneurs in Katutura and Khomasdal was held in an attempt to intensify marketing strategies for the multi-media production centre;
- The College continued to place a monthly page in the print media to highlight its milestones, achievements and new initiatives;
- A supplement on the best performers in the secondary education programme who achieved a C grade and above was placed in three newspapers;
- The College participated in twelve (12) trade fairs countrywide and was awarded the first prize in the stationary category (education & services) at the Ongwediva Trade Fair and also received the third prize at the Windhoek show;

- The Website, Intranet and Face Book Page continued to provide necessary information to the users about the College. During the assessment period, more than 6 500 people posted information on the NAMCOL website;
- Electronic display boards at Head Office and Regional Offices as well as various billboards were used to market the College's programmes, services and products; and
- A live radio campaign on the tertiary level programmes was launched on various radio stations countrywide while an Open Day on these programmes was held at head office.





## **OBJECTIVE** 7

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*Ensure that NAMCOL has Healthy, Motivated and Well-Trained Staff*

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

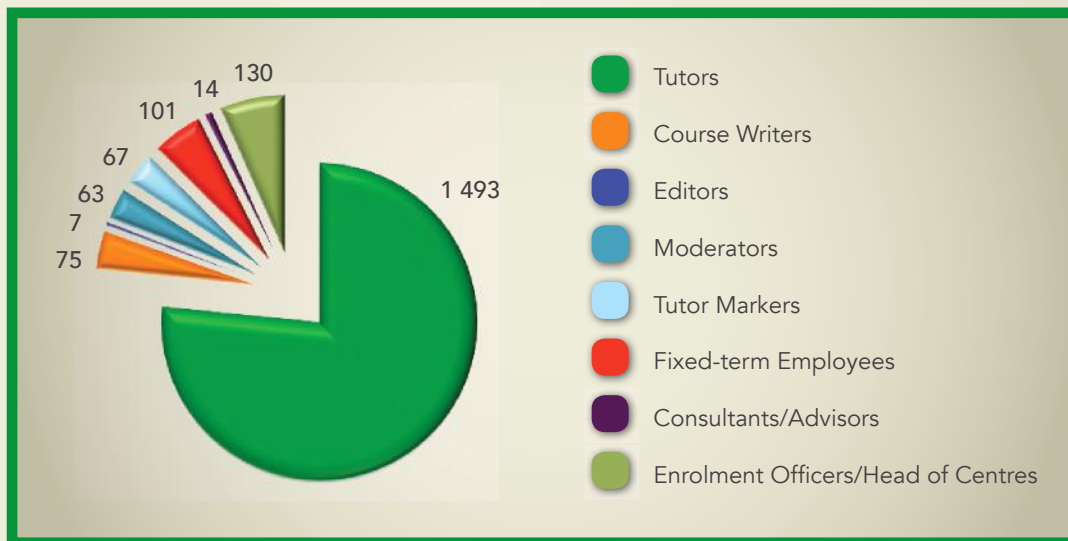
As on 31 March 2015, the College had ninety-nine (99) permanent employees and one thousand nine hundred and fifty (1 950) part-time employees on its establishment. Nine (9) permanent appointments and twelve (12) resignations (of which 7 were fixed contracts) were recorded during the review period.

Of the 99 full-time staff complement, 15 were at managerial level, 30 professional, 25 technical and 29 were administrative support staff.

In order to ensure greater efficiency and to strengthen learner support services, several strategic staff appointments were done during the review period. At management level the College employed an IT Manager, a Manager for Materials Production and Dispatch as well as an Internal Auditor. The other administrative

appointments included an Assistant Bookshop Administrator, and an Assistant Human Resources Officer. On the academic side the following appointments were made: TVET Instructor for Motor Mechanics, Multimedia Technician, Distance Education Coordinator, and the Head for TVET.

The pie chart below details statistics on part-time, contract and temporary staff engaged by NAMCOL during the period under review.



## Performance Management System

A refresher workshop for all supervisors on the effective implementation of the performance management system was conducted during the review period.

Area Coordinators carried out the performance appraisal for the Heads of Centres (HOCs). This measure will be used to determine renewal of HOCs contracts as financial rewards may not be sustainable.

## Employee Benefits

An inflationary salary increment was implemented for all staff with effective 1 April 2014. Other fringe benefits, such as transport and housing allowances were also adjusted.



Thirteen (13) staff members benefited from the College study loan scheme to upgrade their qualifications through various institutions of Higher Learning. In addition, seven (7) staff members and their dependents also benefited from the College's policy on exemption from tuition fees.

Fifteen (15) members of staff were recognised for their long and dedicated service to the institution during the annual long service awards ceremony. These staff members were in the employment of the College for consecutive five and ten years during this reporting period.

## **Training and Development**

A number of full-time and part-time staff members were granted opportunities to participate in various training and staff development interventions during this assessment period.

Training for part-time staff in the regions focused more on subject specific interventions for tutors and on the management and administration of tuition centres for HOCs. The purpose of the tutor training was to address the problematic areas in the subjects and enrich tutors with the knowledge and skills required to teach the subject content effectively.

Local training interventions also included quality assurance workshops, training on research methods, publications as well as quantitative and qualitative data analysis. A South African expert also conducted training on emotional intelligence for 25 full-time staff members.

Staff members also attended numerous conferences, symposia and summits in the region and abroad. These included the annual combating of education irregularities in examination fraud summit in Johannesburg; the mobile application in education and digital learning conference held in Pretoria, the annual conference of democratic governance programme by the Institute

of Public Administration held in Saskatchewan Canada, the conference for Executives on enhancing governance and financial administration in Africa as well as the quality management conference held in Gaborone, Botswana, and the DEASA Conference which took place in Mauritius.

## Organisational Development

The College continued to carry out a number of activities aiming at organisational development. Following are some of these activities:

The revised organisational structure recommended the split of the Management and Support Services division into two divisions: the Learner Support and Support Services divisions. The split will take effect in April 2015. The former will host all learner support services for all programmes as well as student information management. The Support Services division, on the other hand, will host Human Resources, Marketing and Sales, Research, Development and Quality Assurance as well as Materials Production and Dispatch.

Two professional companies were engaged to conduct the job evaluation and grading processes of positions at the College. Executive Management Services (EMS) was initially commissioned to do the job evaluation and grading. To validate the outcome of the job evaluation process conducted by EMS, the College engaged the services of the Price Waterhouse Coopers (PWC). The validation process by PWC has not been concluded by the time of finalising this report.

## Affirmative Action (AA) Policy and Plan

The College submitted its first progress report to the Employment Equity Commission (EEC) as part of the first year of the three-year cycle that is currently running. The progress report was accompanied by the three year Action Plan, which the College has to carry out in order to attain the set affirmative action objectives.



## **OBJECTIVE** 8 *Maintain and Expand ICT Infrastructure*

*This objective focuses on integrated ICT systems*

In terms of this objective, the following milestones were recorded:

The Integrated Tertiary System (ITS) was successfully implemented for some of the systems. In addition, immense efforts were done during the reporting period to go live with the student management module for the secondary education programme, as well as with the systems to support the assets and stock.

The project to connect the regional offices to head office through the Wide Area Network (WAN) was finalised for Ongwediva and Otjiwarongo. However, for the Rundu regional office network cabling and equipment still need to be purchased before the completion of this project.

A local firewall provider, MTN Namibia, was contracted to provide this service to the College after the contract with the South African based company that hosted the firewall for more than 10 years was terminated.

The following annual licenses were renewed: Microsoft Product Volume license; Kaspersky Antivirus License; ITS System License; Symantec Backup License and Redhat Enterprise License. Due to virus infiltration on the server, the Kaspersky Antivirus was replaced with the Symantec Endpoint Protection.



## **OBJECTIVE** 9

### *Secure and Sustain Physical Facilities*

*This objective requires the College to acquire and maintain physical facilities.*

In terms of this specific objective, the following milestones were recorded:

#### **Building Projects**

##### **Rundu Regional Office**

The construction of classrooms and a science laboratory in Rundu to the value of N\$3, 6 million was completed in February 2015.

##### **Head Office**

The construction of the administration block to the value of N\$ 10,269,173 progressed well with almost 80% of the work done. The practical completion date for this project is slated for early May 2015.



Furthermore, approval was granted for the construction of a 600-seater hall, an auditorium, five lecture rooms, security & archiving facilities and parking. The cost of this new project is estimated at N\$44 million and will be constructed over a two-year period starting in October 2015.

### **Ongwediva**

The project to construct eight additional classrooms, a science laboratory and ablution facilities to the value of N\$ 15,988,820 has gone over the agreed project period of 36 weeks. By the time of finalising this report the project was in its 39th week of construction. The practical completion for this project is set for August 2015.

### **Fleet Management**

During the reporting period, the College spent an amount of N\$ 569,753 for fuel usage and vehicle maintenance.



## **OBJECTIVE** 10

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### *Support National Health Initiatives and Implement Social Responsibility Programmes*

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*This objective shows the College commitment to national efforts by educating and informing learners about the health related issues. Corporate social responsibility initiatives are also addressed through this objective.*

The national leadership has called on citizens to take care of one another, especially the vulnerable. NAMCOL management responded to this call and has often encouraged staff to advance the cause of supporting the needy. On this basis, it has become customary for the College to donate various items to needy communities. In this review period, the northern region staff donated foodstuff to San people in Tsintsabis, a feat that the recipients appreciated a great deal.

The Wellness Centre continued to provide counseling and basic medical treatment to staff and their dependents. The following diagnosis, tests and treatment have been performed: family planning, wound dressing, glucose check, cholesterol check, high blood pressure, vaxigrip and pap smear. Furthermore, the commemoration of breast cancer and HIV/AIDS days were coordinated through the wellness centre.

# CHALLENGES

The following are key challenges experienced during the assessment period:

While the College has made tremendous progress in implementing Quality Assurance strategies, full adherence thereto continued to be a challenge in the review period. Therefore, a number of workshops and other training interventions were undertaken.

The implementation of ITS poses serious challenges and causes delays and backlogs on some systems. Student management system for secondary education, assets and stock are the three systems that did not go live to date.

The lack of appropriate venues for tertiary level programmes workshops often causes an organisational nightmare for workshops. This also has negatively affected the attendance of students. At times, the venues available are not conducive for the nature of workshops, as a result workshops have to be shifted from one location to another during the sessions.

The development of online content for various programmes requires sufficient time and continuing development of new skills to keep in touch with fast changing technologies and new versions of software.

The staff compliment and resources to execute various activities did not grow commensurately to meet the growth of the institution and the demands for services. There is a need to accelerate the implementation of the new staff structure to ensure that human resources are available to meet the growing demands.

# CONCLUSION

This 2014/15 annual report provides a clear synopsis of the College's performance against objectives in its strategic development plan. In general, the institution performed well against all the ten (10) strategic objectives. The relevance and performance of NAMCOL during the review period could not have been recapitulated more concisely as done by the Executive Director of the Botswana College of Distance and Open Learning Dr Daniel Tau who on the occasion of the College's 13th graduation ceremony said: "The Namibian College of Open Learning is an exemplar of good practice worthy of emulation by many African states."

The challenges experienced in terms of quality assurance, the migration to the new integrated tertiary system as well as identified risks, are all expected to be of considerable intervention by the management in the next reporting period.

The academic year was a successful one in many respects despite few setbacks in some areas of performance as stated above. Staff members always go an extra mile to execute their tasks effectively and on time. The commitment, dedication and collective efforts by the Board of Governors to steer the College to greater heights are commendable.



# FINANCIAL STATEMENTS

## STATEMENT OF FINANCIAL POSITION AT 31 MARCH 2015

	2015 N\$	2014 N\$
<b>ASSETS</b>		
<b>Non-current Assets</b>		
Property, plant and equipment	114,922,906	84,911,725
<b>Current Assets</b>		
Inventories	2,044,556	972,102
Trade and other receivables	1,253,199	868,206
Cash and cash equivalents	89,053,402	52,502,081
	<b>92,351,157</b>	<b>54,342,389</b>
<b>Total Assets</b>	<b>207,274,063</b>	<b>139,254,114</b>
<b>FUNDS AND LIABILITIES</b>		
<b>Funds</b>		
Accumulated funds	8,047,509	(732,171)
Development fund	37,673,077	37,673,077
Revaluation reserve	35,600,020	19,746,181
	<b>81,320,606</b>	<b>56,687,087</b>
<b>Liabilities</b>		
<b>Non-current Liabilities</b>		
Finance lease obligation	316,012	661,792
Retirement benefit obligation	3,076,956	2,680,956
Deferred income - Government Grants	78,533,423	27,085,944
Project funds	10,852,229	9,085,777
	<b>92,778,620</b>	<b>39,514,469</b>
<b>Current Liabilities</b>		
Finance lease obligation	693,014	772,965
Leave pay provision	4,411,089	4,351,944
Trade and other payables	7,738,373	10,931,132
Deferred income - enrollment fees	20,332,361	26,996,517
	<b>33,174,837</b>	<b>43,052,558</b>
<b>Total liabilities</b>	<b>125,953,457</b>	<b>82,567,027</b>
<b>Total funds and liabilities</b>	<b>207,274,063</b>	<b>139,254,114</b>

## STATEMENT OF COMPREHENSIVE INCOME

	2015 N\$	2014 N\$
<b>Revenue</b>		
Tuition fee income	32,099,809	22,670,330
Sale of learning materials	5,663,948	9,158,845
<b>Total revenue</b>	<b>37,763,757</b>	<b>31,829,175</b>
Cost of sales	(2,761,296)	(5,818,306)
<b>Gross profit</b>	<b>35,002,461</b>	<b>26,010,869</b>
Other income	2,542,672	4,083,901
Operating expenses	(131,242,757)	(118,102,147)
<b>Operating deficit</b>	<b>(93,697,624)</b>	<b>(88,007,377)</b>
Government subsidy	98,562,566	76,306,000
Finance income	4,063,783	2,094,254
Finance costs	(149,045)	(251,126)
<b>Surplus /(Deficit) for the year</b>	<b>8,779,680</b>	<b>(9,858,249)</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	15,853,839	-
Actuarial (loss)/gain on severance pay	-	(211,858)
<b>Total comprehensive income</b>	<b>24,633,519</b>	<b>(10,070,107)</b>

# INSTITUTIONAL VALUES

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

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 0886 999 74

## REGIONAL OFFICES

### Northern Region

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 Fax No. 066 - 255 386  
 E-mail: haufiku@namcol.edu.na

### Central Region

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 E-mail: strauss@namcol.edu.na

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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

