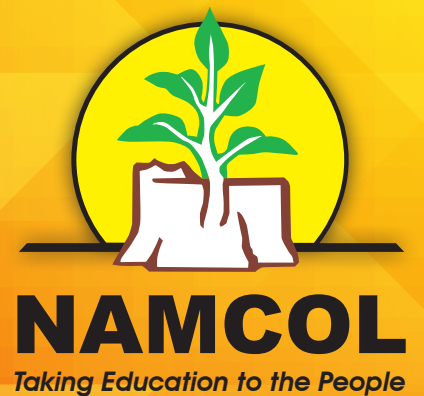


ANNUAL REPORT 2015/2016



OUR MISSION

We are committed to providing wider access to quality educational services for our learners and other customers, using a variety of open learning methods.

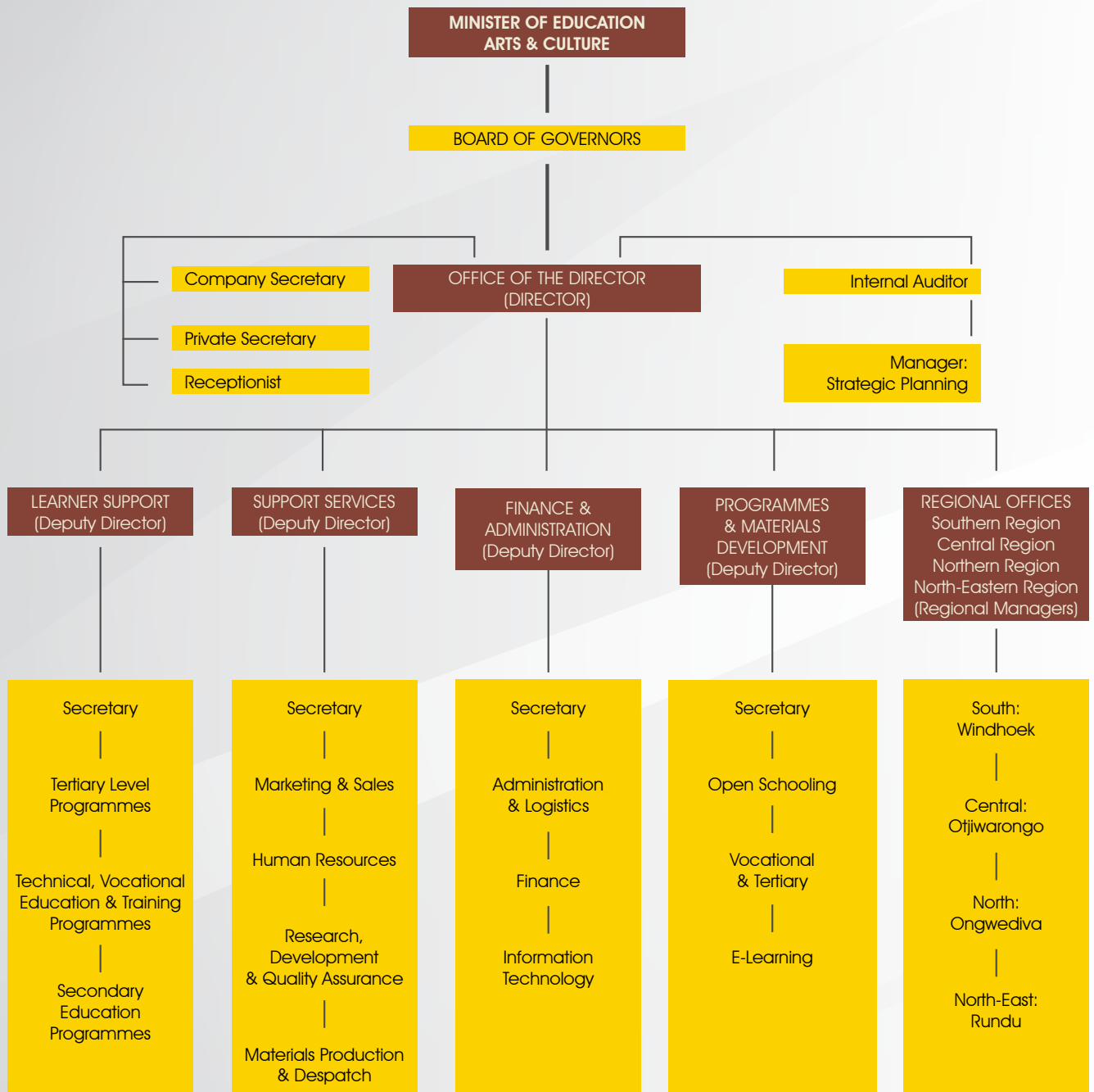
OUR VISION

We strive to be a world-class institution of excellence, accessible to all, with a committed professional staff, educating people through an innovative range of ODL programmes, and providing quality services in a sustainable manner.

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NAMCOL STRUCTURE



ACRONYMS

BOCODOL	BOTSWANA COLLEGE OF DISTANCE AND OPEN LEARNING
CP	CAPITAL PROJECTS
CBLC	COMPUTER-BASED LEARNING CENTRE
CECD	CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT
CED	CERTIFICATE IN EDUCATION FOR DEVELOPMENT
CLGS	CERTIFICATE IN LOCAL GOVERNMENT STUDIES
COL	COMMONWEALTH OF LEARNING
CUP	CAMBRIDGE UNIVERSITY PRESS
CWCY	CERTIFICATE IN COMMUNITY-BASED WORK WITH CHILDREN AND YOUTH
DECPPE	DIPLOMA IN EARLY CHILDHOOD AND PRE-PRIMARY EDUCATION
DED	DIPLOMA IN EDUCATION FOR DEVELOPMENT
DNEA	DIRECTORATE OF NATIONAL EXAMINATIONS AND ASSESSMENT
DYD	DIPLOMA IN YOUTH DEVELOPMENT
ERS	EDUCATION RELATED STUDIES
EB	EDUCATIONAL BROADCASTING
EDU TV	EDUCATIONAL TELEVISION CHANNEL
EEC	EMPLOYMENT EQUITY COMMISSION
ICDL	INTERNATIONAL COMPUTER DRIVING LICENSE
ICT	INFORMATION AND COMMUNICATION TECHNOLOGIES
IT	INFORMATION TECHNOLOGY
ITS	INTEGRATED TERTIARY SYSTEM
JSC	JUNIOR SECONDARY CERTIFICATE
MMPC	MULTI-MEDIA PRODUCTION CENTRE
MoEAC	MINISTRY OF EDUCATION, ARTS AND CULTURE
NAMCOL	NAMIBIAN COLLEGE OF OPEN LEARNING
NBC	NAMIBIAN BROADCASTING CORPORATION
NETV	NAMIBIA EDUCATIONAL TELEVISION
NIED	NATIONAL INSTITUTE FOR EDUCATIONAL DEVELOPMENT
NOLNET	NAMIBIA OPEN LEARNING NETWORK TRUST
NQA	NAMIBIA QUALIFICATIONS AUTHORITY
NQF	NATIONAL QUALIFICATIONS FRAMEWORK
NSFAF	NAMIBIA STUDENTS FINANCIAL ASSISTANCE FUND
NSSC	NAMIBIA SENIOR SECONDARY CERTIFICATE
NSSCH	NAMIBIA SENIOR SECONDARY CERTIFICATE HIGHER LEVEL
NSSCO	NAMIBIA SENIOR SECONDARY CERTIFICATE ORDINARY LEVEL
NTA	NAMIBIA TRAINING AUTHORITY
OA	OFFICE ADMINISTRATION
ODL	OPEN AND DISTANCE LEARNING
OER	OPEN EDUCATIONAL RESOURCES
PETE	PRE-ENTRY TO TERTIARY EDUCATION
PON	POLYTECHNIC OF NAMIBIA
QA	QUALITY ASSURANCE
REPSSI	REGIONAL PSYCHOSOCIAL SUPPORT INITIATIVE
RPL	RECOGNITION OF PRIOR LEARNING
SP	STRATEGIC PLAN
SDUAS	SWISS DISTANCE UNIVERSITY OF APPLIED SCIENCES
SEP	SECONDARY EDUCATION PROGRAMME
SLA	SERVICE LEVEL AGREEMENT
SMS	SHORT MESSAGE SERVICE
SSC	SOCIAL SECURITY COMMISSION
TVET	TECHNICAL, VOCATIONAL EDUCATION AND TRAINING
TL	TERTIARY LEVEL
UNAM	UNIVERSITY OF NAMIBIA
UNESCO	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION
UNISA	UNIVERSITY OF SOUTH AFRICA
VUSSC	VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH

THE BOARD



Mr Justin Ellis
Chairperson of the Board



Ms Annel Endjala-Nakamhela
Vice-Chairperson of the Board



Mr Heroldt Murangi
Director



Mr Neville André
Member & Chairperson: Audit &
Risk Committee



Ms Kristofine Itembu
Company Secretary



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



Ms Veno Kauaria
Member & MoEAC
Representative



Dr Victoria Nicodemus
Member



Ms Lilia Shaningwa
Member



Mr Conny Samaria
Staff Representative



NAMCOL can look to the future with optimism, despite the difficult economic circumstances that lie ahead for Namibia.

During the review period, we developed a new strategic plan, drawing in everyone with a stake in NAMCOL to give their advice. The result is evident from the structure of this report. We have prepared ourselves for a changing environment. For instance, while fees for secondary education schools were abolished at national level, NAMCOL resolved that learners must still pay fees, minimal as they may be. The decision taken to change the grade 10 curriculum and to abolish its national examination will adversely affect NAMCOL. The College stands to lose some 12 000 learners. To the credit of Management, for some years now NAMCOL has been preparing for this, developing our capacity to offer grade 12 at higher level as well as ordinary level, and diversifying the tertiary level programmes. We are also venturing into vocational education. These trends will now be accelerated.



We are now also becoming practitioners of e-learning. A pilot group of 27 students was enrolled this year for an online version of the Certificate in Early Childhood Development. Students and tutors were issued with tablets. Feedback has been very positive so we are encouraged to expand this mode of delivery, expecting that eventually a tipping point will be reached when the electronic means of learning becomes more effective and efficient than the tradition of printed materials and assignments submitted in hard copy. It is also worth reporting that NAMCOL has been developing online courses in various secondary education subjects over the past number of years. These can be accessed through the Notesmaster learning management system, for which NAMCOL received the World Summit Award for best practice and innovativeness, in the category of Learning and Science.

However, not everything can be done in the virtual world, and NAMCOL is grateful to the Ministry of Education, Arts and Culture for grants that have made it possible to expand our physical infrastructure at our headquarter in Katutura and also at Ongwediva and Rundu, with other regional projects in the pipeline. Government availed close to 17 million dollars to complete physical projects and renovations during the review period. Similarly, a 56 million dollars commitment was made with the awarding of a tender toward the construction of a multi-purpose hall, lecture rooms and archiving facilities at the head office. Construction has commenced and will be concluded in the next period. The Governing Board has noted with appreciation the number of Regional Councils who have availed land for NAMCOL's expansion while requests have also been made to others where expansion is planned in terms of our strategic plan (SP). It is such growth and expansion that ensures NAMCOL has a decentralised model in terms of course delivery and access.

The main reason for optimism about NAMCOL, however, must remain the commitment of our government, the NAMCOL Governing Board, our dedicated Director and staff members, and also our students; all determined that NAMCOL must succeed in "taking education to the people." I am deeply grateful to be part of this modern and massive collaborative effort for learning.

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

Justin Ellis

Chairperson of the Governing Board



DIRECTOR'S STATEMENT

The Namibian College of Open Learning (NAMCOL) has since its inception in 1998 been playing a cardinal role in transforming open and distance learning in Namibia. The College has steadily dealt with negative discernments of being labelled a marginal education institution at both community and national levels, by ensuring that a robust system is put in place to redress these negative perceptions. The use of modern technologies in instruction and learner support has transformed this institution into a viable and cost effective national entity that provides individualised instruction to learners. The strides made in this area have earned the College the prestigious World Summit Award during the review period for its innovative digital content creation on its interactive learner and tutor platforms. The College invested significantly in staff development initiatives to ensure that its tutors are meticulous and highly organised planners who are well equipped to communicate and assist learners pursuing this mode of study.



As will be evident in the current reporting period, the NAMCOL Board of Governors and Management have implemented the strategic direction of the College centering resources on learners progression and learning, infrastructure development and vibrant information communication technologies that enriches learning. Today more than before it is evident that the transformation of NAMCOL into Namibia's first open and distance learning institution is eminent.

The reporting period consolidates the strategic objectives of the College's last Strategic Development Plan (SDP). Access to learners pursuing secondary education programmes through wide range and well resourced regional centres have ensured that the College remained true to its Motto of "taking education to the people". This is in line with the UNESCO definition that 'open leaning' and 'distance education' represent approaches that focus on open access to education and training provision, freeing learners from the constrain of time and place, and offering flexible learning opportunities to individual and groups of learners.

NAMCOL's second and third streams of tertiary as well as technical, vocational education and training (TVET) programmes have exposed Namibians from all works of life to learning opportunities not otherwise available through the traditional modes of learning.

It is said that the illiterate of the 21st century will not be those who cannot read and write, but will be those who cannot learn, unlearn, and relearn. In that regard, NAMCOL through its flexible learning mode, is well positioned to ensure that learning is a lifelong process. A word of gratitude is extended to our Board of Governors who continue to tirelessly steer our ship to greater heights. I am further indebted to Management and staff who continuously remain true to the NAMCOL calling and our core values.

A stylized, handwritten signature in black ink, appearing to read 'Heroldt V. Murangi'.

Heroldt V. Murangi
NAMCOL Director



NAMCOL MANAGEMENT



Petrina Kamati
Deputy Director:
Finance & Administration



Mr Heroldt Murangi
Director



Francina Keendjele
Deputy Director: Management
& Support Services



Jan Nitschke
Deputy Director: Programmes &
Materials Development



Ms Kristofine Itembu
Company Secretary



Mr Conny Samaria
Staff Representative



Clemence Hinanifa
Regional Manager:
Southern Region



Martin Strauss
Regional Manager:
Central Region



Dina Haufiku
Regional Manager:
North-Eastern Region



Paavo Pea
Regional Manager:
Northern Region



Mberipura Hifitikeko
Manager: Strategic Planning
and Implementation

INTRODUCTION

This report gives a synoptic overview of the main activities of the College for the period from April 2015 to March 2016. Details of the key issues in the report are premised around ten (10) Strategic Objectives as per the College's Strategic Plan (SP) for the period 2011 to 2015.

This particular reporting period has been of significant importance to the College as it marked the end of the previous strategic plan. It is therefore important to reflect on the success of the plan and to what extent the strategies were implemented. It has also provided the opportunity to develop a new strategic plan for the period 2016 to 2020 and set the direction for the College for the next five years. The new 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, and
- Promote corporate social responsibility.







**RELEVANT OBJECTIVES
IN THE STRATEGIC
DEVELOPMENT PLAN**

OBJECTIVE 1 Diversify Programmes Offering

This objective directs the College to develop, produce and deliver a wider range of programmes in line with market needs. It also requires the College to ensure that the existing programmes are reviewed regularly. The quality of the materials should be continually improved in order to remain competitive in the market.

NAMCOL Enrolment for 2015/16

		2015	2016
Secondary Education Programmes	Junior Secondary Certificate	11900	12 218
	Namibia Senior Secondary Certificate Higher (NSSCH) Level	18	18
	Namibia Senior Secondary Certificate Ordinary (NSSCO) Level	25 449	27 208
<i>Sub-Total</i>		37 367	39 444
Professional Programmes	Certificate in Early Childhood Development	1 272	1 281
	Certificate in Education for Development	240	241
	Certificate in Local Government Studies	192	191
	Certificate in Working with Children and Youth	85	86
	Diploma in Early Childhood and Pre-primary Education	582	587
	Diploma in Education for Development	105	105
	Diploma in Youth Development	38	38
	English Communication Course	146	187
<i>Sub-Total</i>		2 660	2 716
Technical, Vocational Education and Training (TVET)	Automotive Mechanics	79	32
	Office Administration	132	157
	Plumbing and Pipefitting	50	36
	Welding and Metal Fabrication	53	49
<i>Sub-total</i>		314	274
Computer Training	Basic Computer Training	271	269
	International Computer Driving Licence	693	656
<i>Sub-total</i>		964	925
Total Learners Enrolled		41 305	43 359

SECONDARY EDUCATION PROGRAMME (SEP)

Under the secondary education programme, the following activities were undertaken during the review period:

Enrolment

Enrolment took place between January and February 2016 and the College enrolled 39 444 learners for the SEP, of which 12 218 enrolled for Grade 10 and 27 226 enrolled for Grade 12.

During this academic year, 81 313 secondary education study packs were packed and distributed to the regions. Of this total, 26 735 were for grade 10 and 54 578 were for grade 12.

Development of Course Materials

The study guides developed for Mathematics Higher Level were submitted to Cambridge University Press (CUP) for layout and quality assurance. The study guides will be ready for submission to the National Institute for Educational Development (NIED) for review by mid 2016. The development and revision of Grade 12 learning materials based on the new curriculum is also underway. In addition, 48 examination booklets were developed.

Educational Broadcasting

NAMCOL developed 100 radio programmes and these were broadcast countrywide on the NBC National Radio, UNAM Radio, Ohangwena Community Radio, Karas Community Radio and Radio Live in Rehoboth. Of this total, 70 radio lessons were for both JSC and NSSCO subjects. For the first time, the College developed radio lessons in Silozi, Afrikaans and Khoekhoegowab. The remaining 30 lessons were in response to national issues affecting the country such as suicide, drought, the influence of social media and water conservation.

The College continued to broadcast video lessons through EDU TV which operates on Channel 4 of the NBC digital decoder. Video lessons produced by NAMCOL were aired on this channel. In addition, lessons from Mindset Learn South Africa were sourced to supplement the local content. Similarly 50 new video lessons were produced and are ready for broadcast on the EDU TV channel for the following subjects; JSC: English and Mathematics; NSSC: English, Accounting, Agriculture, Biology, Business Studies, Development Studies, Geography and Physical Science.

The College also acquired and installed television sets and NBC decoders in the foyers of buildings at the head office and at regional offices to promote EDU TV among staff members, learners and visitors.

e-Learning

Content development for Notesmaster, a learning management system, commenced for the second phase in the following subjects: JSC - Entrepreneurship, Mathematics, Oshindonga and Geography and NSSCO English, History, Economics and Biology.

Notesmaster Namibia has won an international award, called the World Summit Award for best practice and innovativeness. The award was in the category of learning and science. The official handover of the award will take place at the World Summit Global Congress in Singapore in June 2016.

An e-Learning strategy and implementation plan has been developed to guide future eLearning activities at the College. Furthermore, an e-Learning policy has been developed and approved by the Board in November 2015.

TERTIARY LEVEL PROGRAMMES

Development of Course Material

The development of the Certificate in Early Childhood Development (CECD) online course on Moodle was completed during the reporting period. The course can be accessed via www.namcoloer.edu.na. The pilot testing of the CECD online material is progressing well. Twenty-seven students, eight tutors and six full-time staff members were issued with tablets as part of the pilot project.

In order to ensure the effective implementation of the CECD online pilot project, numerous interventions were done. These included training in content editing, facilitation, project preparation, practical training to facilitators as well as an evaluation exercise.

As is customary, the College reviews and develops course materials every five years in order to ensure that programmes remain current and relevant. As a result, the development of course materials for the Certificate in Education for Development (CED) and the Diploma in Education (DED) commenced in the reporting period and the process will be concluded in 2017. In terms of a collaborative agreement with UNISA, the College has been using their materials to localise the curriculum for the DED programme.

In collaboration with the Commonwealth Youth Secretariat and the University of West Indies, the Virtual University for Small States of the Commonwealth (VUSSC) developed the Bachelor of Science Degree in Youth Development Work. The College has shown interest in offering the qualification to serve as a pathway for the Diploma in Youth Development (DYD) graduates. The College devised an implementation plan to offer the qualification from January 2017.

Enrolment of Tertiary Level Learners

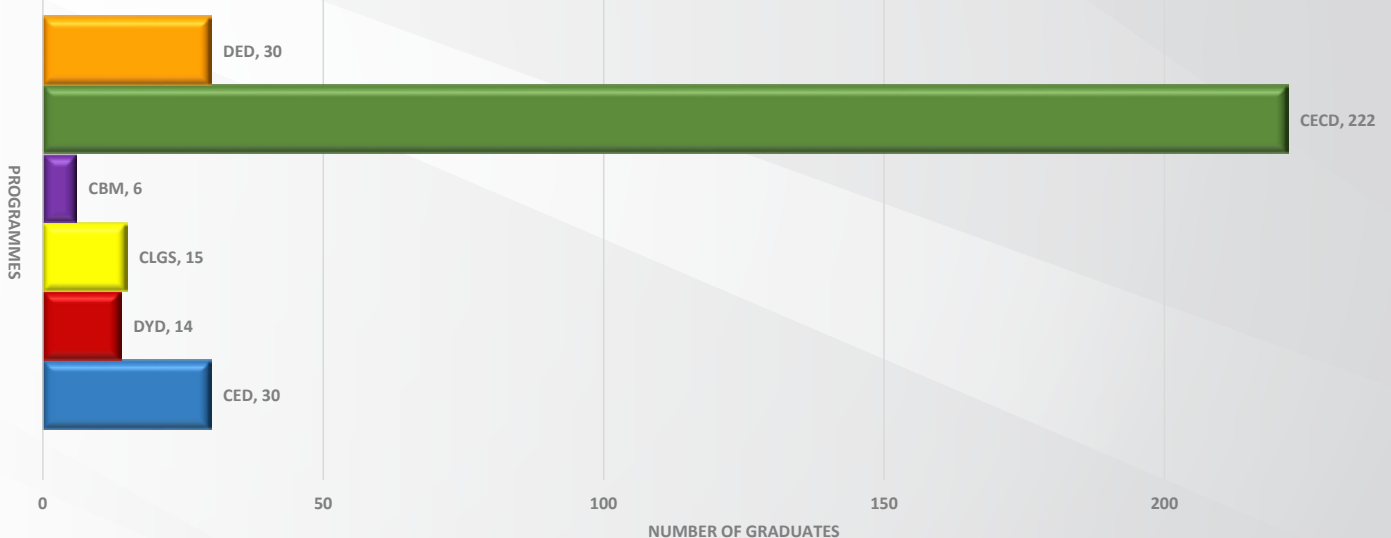
A great number of potential candidates applied for admission to the tertiary level programmes for the 2016 academic year. It is evident that these programmes gained increasing popularity as the number of applications increases from year to year. The registration process was decentralised to various towns. The College managed to register 2 716 students for various tertiary level programmes.

2015 Graduation Ceremony

The College conferred 317 certificates and diplomas during its 14th graduation ceremony held in August 2015. The Minister of Education, Arts and Culture, Hon. Katrina Hanse-Himarwa officiated at the ceremony.

The Chart below shows the number of graduates per programme:

TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)



Office Administration

The new intake for this programme in Windhoek commenced with classes in July 2015. Twenty (20) trainees registered for Level 1, while 16 trainees registered for Level 2. The external assessment for the current intake is scheduled for May 2016. Meanwhile, the reassessment of the 7 trainees who were found not to be competent in the May/June 2015 external assessment also took place. Sadly though, only 2 trainees were found to be competent.

Twenty-nine (29) Level 1 trainees in Otjiwarongo commenced with classes in July 2015. The instructor managed to cover all modules and 23 of the remaining 28 trainees sat for external assessment, which took place in October/ November 2015.

In Ongwediva, the trainees for all three levels were reassessed during the reporting period. Of the total, 67% of Level 1 trainees were found to be competent. Similarly, 67% of Level 2 trainees were also found to be competent. All the trainees who were found not competent in certain modules will be reassessed in May 2016.

The first cohort of Level 1 trainees for Office Administration (OA) in Rundu commenced with their classes in January 2016. The Social Security Commission (SSC) availed funds to the value of N\$1.6 million for the implementation of this programme in Rundu. To this effect, a Service Level Agreement (SLA) is due to be signed between the two parties. Trainees in Rundu will also participate in external assessment in May 2016.

Auto Mechanic

The new intake for this course commenced with classes in July 2015. Twenty (20) trainees registered for Level 1, while 5 trainees registered for Level 2. These trainees will sit for external assessment in May 2016. Four Level 1 trainees of the previous group, who were found not to be competent in the June 2015 assessment, sat for external reassessment in October 2016 and only 25% of the trainees were found to be competent. These trainees will sit for another reassessment in May 2016.

Welding and Metal Fabrication

The College offered up to Level 3 for this trade. The intake for the current year commenced with classes in July 2015 of which twenty-one (21) trainees registered for Level 1, 11 for Level 2, while 13 registered for Level 3. The external assessment for all levels is scheduled for May 2016.

Meanwhile, four Level 1 trainees of the previous group, who were found not to be competent in the June 2015 external assessment, were reassessed in November 2015 and 75% were found to be competent.

Plumbing and Pipe Lifting

Similarly to the other trades, the current intake commenced with classes in July 2015. Twenty-one (21) trainees registered for Level 1, while six registered for Level 2. The assessment for all levels will take place in May 2016.

The five Level 1 trainees of the previous group, who were found not to be competent in the June 2015 external assessment, were reassessed in November 2015 and 98% were found competent.

TVET Instructors Competency Assessment

It is worth reporting that all six instructors for TVET programmes had undergone the skills and competency assessment during the period under review. The exercise was aimed at establishing their level of skills and competencies in order to determine the appropriate training and staff development interventions. Some measures were implemented to address the identified shortcomings. Staff development interventions for some instructors is planned for 2016.

The Instructor for Auto Mechanic went for an intensive training intervention at the Lucas Nuelle Academy in Germany for six weeks in January 2016.



2 Improve Learner Support Services

OBJECTIVE

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

Live Radio Lessons

The College continued to broadcast live radio lessons for learners and the public at large. Lessons were based on all language subjects for Grade 10 and Grade 12, focusing on the grammatical areas of the languages.

Essay Writing Competition

An Essay Writing Competition was held for Grade 10 and Grade 12 learners. The competition was one of the strategies that the College devised towards improving learners' performance in the language subjects. The winning essays appeared in the printed media for the public to read.

National Debating Competition

As one of the strategies to enhance the teaching and learning of the English language amongst secondary education learners, a national debating competition was held in Rundu. The host Region won the 1st prize at Grade 10 level, while the Northern Region won the 1st prize at Grade 12 level. The event helps to develop public speaking, analytical and critical thinking skills amongst the learners, while also promoting research and awareness of contemporary issues.

NSSC School-based Assessment

Oral examinations were conducted during the reporting period. High absenteeism of learners and many learners only arriving at the venues towards the end of the assessment period were the common challenges encountered at all centres. It should be pointed that among all subjects, English attracted the most learners for oral assessment. In total, 10 907 and 632 learners participated in oral assessment for English and Namibian Home Languages, respectively.

Grade 12 Agriculture requires that all learners registered for the subject be assessed on the practical component, in compliance with the national subject policy from the Directorate of National Examinations and Assessment (DNEA). The exercise of handling Agriculture practical marks between various examination centres has improved this year in comparison to the previous years because practicals were conducted in good time. In total, 2 237 learners participated in Agriculture practicals.

Entrepreneurship Day is a compulsory business oriented activity conducted by all Grade 10 learners in order to gain practical knowledge and skills and to be able to complete assignment 3 easily and successfully. All centres managed to hold their Entrepreneurship day. The purpose of Entrepreneurship Day is to provide a platform for learners to showcase the different business ideas they generated and how best they can implement them.

Tuition and Monitoring

Monitoring and evaluation of tuition centres are ongoing activities and create a platform where regional offices staff interact with heads of tutorial centres, tutors and learners in a more formal way. These visits are aimed at ensuring that the programmes are implemented according to the established standards and stipulated procedures. Most importantly, the focus was on providing the necessary support and assistance to tutors and learners. Findings and observations from class visits

are discussed with tutors and heads of centres and suggestions for improvement are put forward. The biggest challenge experienced at many centres was the punctuality of tutors. Some tutors tended to arrive for lessons at their own convenient time and some learners complaint about not been given class activities during tutorial sessions.

Workshops

Orientation workshops were held at all centres at the beginning of each term. The objective of the orientation workshops is to sensitise learners to activities that would take place during the term and to serve as a platform to motivate and reinforce hard work.

Furthermore, vacation workshops for secondary education learners were held at 13 venues across the country during the April and August school holidays. The turnout was very high in subjects such as English, Physical Science and Biology. Tutors discussed past examination papers and examiners' reports during the workshops. While the workshops remain crucial to some learners, others do not see the benefit of attending. Most of the learners, especially those working, indicated that the spacing of workshops makes it difficult to be excused from work.

Provision of Ongoing Support to Tutors

One of the strategies to improve learners' results was to identify one of the best performing formal schools in each region for NAMCOL learners and tutors to benefit from best practices. Teachers from the best performing schools were invited to assist NAMCOL learners over weekends.

Counselling Services

Counselling services are an important ingredient in shaping learners' behaviour and performance. Learners with various problems need to have someone to talk to who will listen. Against this background, the regional offices established counselling desks to ensure that learners acquire skills to enable them to cope with problems and challenges in life. The College continually engaged officials from the Ministries of Health and Social Services, and Gender and Child Welfare to provide counselling services to learners.

Secondary Education National Examinations

In 2015, 11 383 learners sat for the 2015 Grade 10 national examinations. There was an improvement in the performance of learners when compared to the 2014 results. The ungraded entries remained the same at 10,5%, however, the higher grades (D and above) improved from 23% in 2014 to 25.7% in 2015.

As for Grade 12, the 26 685 learners that sat for the national examination were in fact more than the 20 301 full-time learners who sat for the same examination in 2015. The ungraded entries increased from 11,2% in 2014 to 11,5% in 2015, while the higher grades increased from 33,2% to 34,1%. This shows a better performance of learners in 2015 when compared to the same corresponding period in 2014.

Prize giving for Secondary Education Learners

The College continued to recognise the achievements of its learners by rewarding the best performing learners in the national examinations. The annual prize giving ceremony was held in February 2016 to award the best performing Grade 10 and 12 learners in the 2015 national examinations. Prizes were awarded to learners who obtained A* - B symbols in national examinations. The best overall performers were: Viegas Ariane of A. Shipena Centre for JSC, Linekela Jonas of A. Shipena Centre for NSSCO and Kamato Joseph of Pre-entry to Tertiary Education (PETE) programme at the Ongwediva Centre.





3 Develop Effective Systems to Ensure Good Corporate Governance

OBJECTIVE

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

The Board of Governors provides strategic direction and implement policies designed to enhance value for all stakeholders and ensures sustainability of the College. The Board is ultimately responsible for good governance and has overall responsibility and accountability for the affairs and performance of the College. The Board and its statutory sub-committees which are the Audit and Risk as well as the Human Resources and Remuneration committees met at least once each quarter during the review period. The Board is satisfied that it discharged its duties and responsibilities in line with the Board Charter for the year under the review.

Strategic Plan

The College went through a review of its 2011-2015 strategic plan and developed a new blueprint for 2016-2020. A number of internal meetings and consultations took place during the drafting period. Operating under the auspices of the Ministry of Education, Arts and Culture, the drafting took cognisance of the objectives of Vision 2030, NDP4, the Harambee Prosperity Plan, the SWAPO Manifesto and the Sustainable Development Goals. Key stakeholders were also invited for a session and valuable inputs were obtained. The draft strategic plan for the next five years was presented at the last Board meeting in November 2015 and comments were received and incorporated. The final draft of the plan and the implementation framework for 2016 are due for approval by the Board in May 2016.

Accreditation of Programmes

Efforts were made to ensure that the institution remains credible and recognised through accreditation by Namibia Qualifications Authority (NQA) and registration of its qualifications on the Namibia Qualifications Framework (NQF). NAMCOL's applications for both expansion and re-accreditation were successful and the College was accredited for another three years until May 2018. The College can now offer the four TVET qualifications up to level 3. NAMCOL is also accredited to offer Office Administration in Otjiwarongo and Ongwediva.

In terms of the submission of qualifications to be registered on the NQF, the College submitted the following qualifications:

- Diploma in Early Childhood Development (DECPPE), change from level 6 to level 7;
- Certificate in Working with Children and Youth (CWCY), to be registered at level 5; and
- Certificate, Diploma and Degree in Business and Entrepreneurship, to be registered at levels 5, 6 and 7, respectively.

Policy Development

The College developed an e-Learning policy and the Inclusive Education Policy and Funding Framework during the review period. Both policies were approved by the Board of Governors.

The revised Quality Assurance (QA) policy as well as guidelines for developing policies were reviewed during the reporting period and are due for consideration by the Management and the Board. In addition, a draft Research Policy was developed and is due for consideration by the Governing Board during the next review period.

Overtime Exemption

The College was granted approval by the Ministry of Labour, Industrial Relations and Employment Creation for overtime exemption for instances where staff members are expected to work beyond the hours as prescribed by section 17.1 of the Labour Act, No 11 of 2007.

Housing Scheme Registration

An application was made to register the housing allowance scheme with the Ministry of Finance. The Namibian Income Tax Act specifies that a maximum of one-third of the housing allowance will not be subjected to PAYE or income tax provided certain provisions are adhered to. The housing allowance scheme was approved by the Ministry of Finance during the review period.

Auditing

The College continued to remain in compliance with NAMCODE and King III in terms of good governance. Internal and external audits are risk-based audits and provide an assessment of the internal controls, including financial controls and the governance of risk. During the review period, the following audits were conducted:

- 2014/2015 financial year external audit;
- Enrolment audit;
- Computer Based Learning Centre audit
- Examination material security audit, and
- Part-time employees' payroll follow-up audit.

Risk Assessment

The College remained mindful that risk management is an integral part of good management practices. Early risk identification provides the Board and Management with significant information on the main risks faced by the institution. Accordingly, staff were engaged to proactively identify, analyse, and evaluate the risks that may impact the College. Undertaking this process was vital as it enables the college to protect itself from potential losses or harm and to prioritize the management of identified risks to acceptable levels.

The College risk register contained nine strategic risks with 40 treatment actions, of which 23 treatment actions were fully implemented and 17 treatment actions are in progress. The appointment of staff to key management and support functions was in response to one of the risks identified. Progress was also recorded in strengthening quality of learner support, improvement of infrastructure, strengthening curriculum and quality of assessments, as well as putting in place adequate stock control systems and building a state-of-the-art archiving facility at the head office.

OBJECTIVE 4 Develop and Implement Strategies for Sustainability

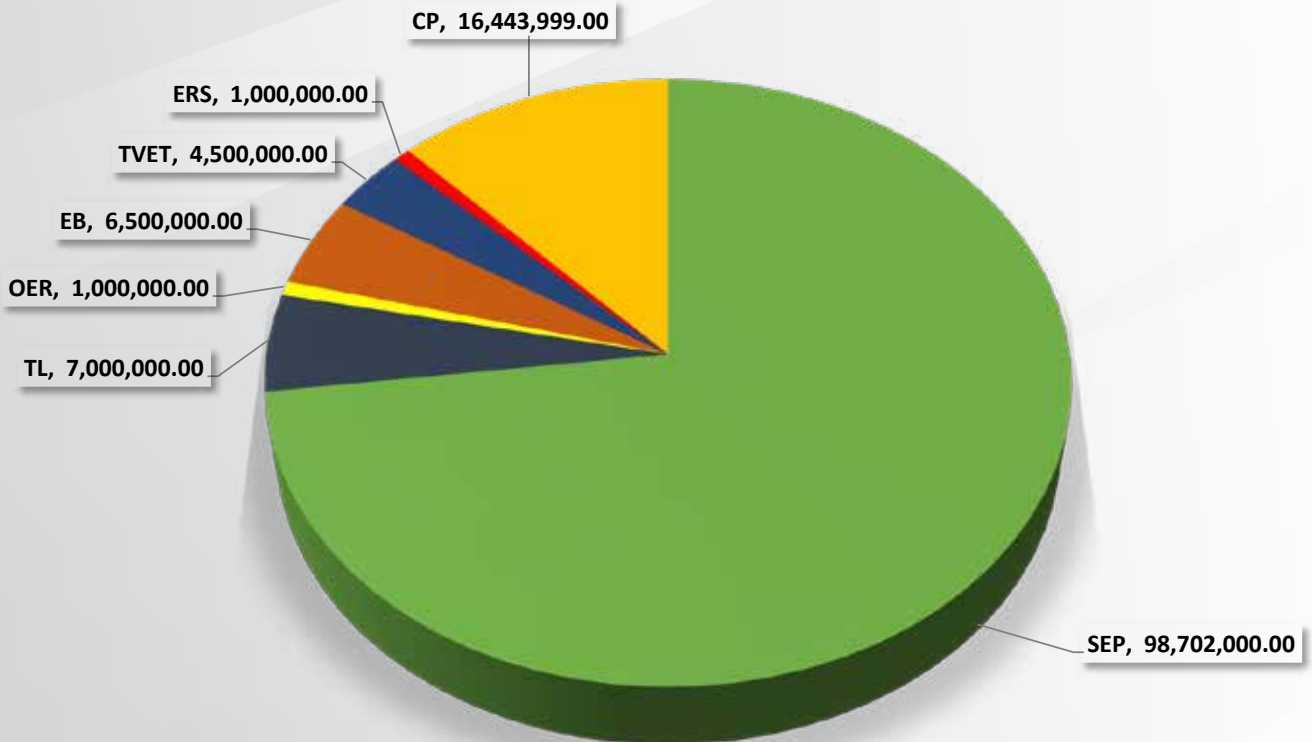
This objective relates to the development and implementation of innovative strategies to help ensure the long-term sustainability of the College.

Government Subsidy

The College received a total amount of N\$135 145 999 from the Ministry of Education Arts & Culture as a subsidy for various programmes. This amount included an additional N\$10 million to cater for the printing of additional materials for the secondary education programme. The amount represents a decrease of 7.12% when compared to the previous year's allocation of N\$14 503 000.

The break-down of the 2015/16 subsidy allocation per programme is as follows:

Subsidy 2015/16



Enrolment Income

Enrolment for the various programmes took place between January and February 2016 and a total income of N\$ 28 081 650 was received. This reports an increase of 17% in income of compared to the previous year 2015. This difference is as a result of an increase in student intake. The table below shows the comparison of enrolment income for two years.

Region	2016	2015
SE North	7 392 461.00	7 295 291.00
SE South	7 760 569 .00	6 774 585.00
SE North-East	2 368 555.00	2 066 009.00
SE Central	3 026 500.00	2 514 750.00
Tertiary Level Programmes	6 307 677.00	7 066 111.00
TVET	1 225 861.00	
Total	28 081 650.00	23 201 996.00

Business Entities

In terms of the College's strategic plan, a need was identified to develop a business plan for the expansion and sustainability of the various business units. An expression of interest was placed in local newspapers inviting suitably qualified service providers to come up with a sustainable model for the various business units of the College. The model will be awarded in the next reporting period.

The Bookshop recorded sales to the value of N\$7.3 million. To increase its revenue base, the College was awarded the tender by the Ministry of Education, Arts and Culture to supply study guides to all secondary schools.

Although the Computer Centre continued to be a good support system to learners and tutors, the idea to operate the centres at break-even remained a challenge. The computer centres generated an income of N\$ 1.1 million.

The Multi-Media Production Centre (MMPC) recorded an income of N\$ 3.3 million and the increase is attributed to the College's own bulk photocopying, such as memos, tutorial letters and assignments.

TVET

The College received an amount of N\$3 434 874 from the Namibia Training Authority (NTA) for achieving certain milestones and N\$2 688 000 from the Namibia Students Financial Assistance Fund (NSFAF). Total operational expenses incurred were N\$6 127 862.57 including refunds of N\$782 433 advanced to trainees.

Foster Strategic Partnerships

The College hosted Mr. John Lesperance, Education Specialist – Virtual University of the Small States of the Commonwealth (VUSSC) at the Commonwealth of Learning (CoL) during the assessment period. The main objective of the visit was to explore possible areas of cooperation to advance the VUSSC agenda and to identify activities that VUSSC and Commonwealth of Learning could undertake in Namibia. Sessions were held with NAMCOL staff, National Council on Higher Education, NQA and both Ministries of Education.

The Swiss Distance University of Applied Sciences (SDUAS) is actively researching in the fields of digital learning and working scenarios such as self-regulated, adaptive and mobile learning. Thus, they are planning to establish the UNESCO Chair for Adaptive Learning and E-Learning. SDUAS researched and evaluated the activities of NAMCOL and invited the College to share its competencies in promoting development in this domain and be part of this future Chair.

The College will benefit through funded return visits by the research teams of both institutions. The final stages of the research programme will entail field studies and results implementation at partner institution.



5 OBJECTIVE Implement Strategies for Research, Monitoring, Evaluation and Quality Assurance

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

The College conducted evaluation studies on the vacation workshops for the Certificate in Education for Development and the Certificate in Local Government Studies. These are evaluation measures aimed at evaluating the effectiveness of vacation workshops.

In collaboration with the Namibian Open Learning Network Trust (NOLNet), the College organised a workshop on research study skills for interested staff members as part of a capacity building initiative in conducting research.

Furthermore, a customer satisfaction survey was conducted during the review period. The study was aimed at measuring the degree of customers' satisfaction and expectations concerning NAMCOL services. It is worth noting that while customers are generally happy with NAMCOL operations, they have also highlighted areas that need interventions for improvement.

A survey was conducted to establish the level of market need for the computer centre services in the coastal towns. The study found that there is a potential market for computer centre courses at the coast and the majority of the respondents expressed interest in enrolling for courses should the centre be established.

The College embarked on a tracer study of graduates of tertiary level programmes, who studied with the College between 1998 and 2013 academic years. The study aimed to establish the whereabouts of the graduates, their progress in terms of employment, further studies as well as their general perception and experience of their studies with NAMCOL. The report will be released in the next reporting period.

Pricewaterhouse Coopers was engaged to conduct market surveys of the following programmes: Certificate in Poultry Production & Health, Diploma in Poultry Production & Health, Teachers Diploma in Psychosocial Care, Support & Protection and Bachelor's Degree in Distance Education. Once the survey has been completed the College will continue to prepare for the introduction of these programmes where the outcome was affirmative. The findings from the study will assist the College in making an informed decision and consider pertinent issues such as the development of a marketing strategy and plan.

As per the quality assurance policy and the quality assurance audit framework between NAMCOL and the Botswana College of Distance and Open Learning (BOCODOL), the College conducted a self-evaluation and also had an external audit by BOCODOL. Both these activities went well and the College developed quality improvement plans based on the recommendations made in both the self-evaluation and external audit reports. The implementation of the plans are monitored by the QA Officer and the Academic Advisory Team, while reporting is also done in divisional and regional quarterly reports.

A retreat was held to review all the QA strategies at the College and to reflect on the progress made and well as the challenges experienced in the implementation of the strategies.







OBJECTIVE 6 Develop and Implement Advocacy Strategies

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

The college exhibited NAMCOL's programmes, products and services at various cultural festivals and trade fairs nationwide.

The College embarked on a national outdoor campaign to inform the public of the enrolment period and fees. Outdoor billboards with information in the form of testimonies by two Deputy Ministers, an Engineer and a Lawyer were flighted in Katima Mulilo, Rundu, Walvis Bay, Opuwo, Mariental, Gobabis, Oshakati and Ondangwa.

The SMS service has proven to be an effective tool to disseminate information to learners. It is worth noting that for the assessment period 33 708 SMSs were forwarded and 5 298 incoming messages were recorded.

The NAMCOL website is being revamped and will be launched in April 2016. Furthermore, the NAMCOL Facebook page has been used effectively to inform learners and members of the public about the latest news and developments at the College. The page also contains information such as upcoming events, announcements, important dates and programmes and services offered by the College. During the period under review, 8 540 posts were made on the College's Facebook page.

OBJECTIVE 7

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

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

Staffing

Several appointments were made during the assessment period. Appointments at management level included a Deputy Director, Manager IT and the Manager for Strategic Planning. Other critical appointments were the Area Coordinators based in Windhoek, Rundu, Gobabis and Keetmanshoop. At support level, the College brought on board a Quality Assurance Officer, two Programme Developers, a Chief Dispatch Clerk, and a Human Resources Officer. Only four resignations were recorded during this period.

Training and Development

The College fosters a learning culture to enhance organisational and individual employee development.

To this end, five staff members were awarded study loans to further their studies at institutions of higher learning while nine others and their dependents also benefited from the College's policy on exemption from tuition fees.

The College provided the following training and development interventions; Marketing and branding; graphic design; basic accounting and accounts reconciliation; basic employment conditions and Labour Act, 2007; coaching and mentoring; research; facility management; corporate governance; recruitment, selection and interviewing skills; industrial relations; budgeting; minute taking; customer care; counseling; warehouse and inventory management and conflict management. In addition staff were also afforded opportunities to attend conferences in the region in order to share best practices in open and distance learning.

Six staff members enrolled for online courses with different Universities in the following areas: supply chain, payroll and administration, project management and digital marketing. These courses were aimed at empowering staff members with the knowledge and skills needed to perform their duties effectively.

As part of staff development, scholarships were offered to 13 individuals to pursue undergraduate and graduate studies at tertiary institutions locally and abroad. In order to be considered for the scholarship, the subjects/course of study must be relevant to employee's job and the College's operations, and the course of study should be registered and accredited by the NQA. The recipients of the scholarships entered into a bonding agreement with the College. One staff member was granted a one-year study leave to pursue a Master's programme in Adult Literacy Lifelong Learning and Development.

Structure Review

The College continues to experience trends of rapid growth and expansion in terms of programmes offered and learner enrolment. These trends have surpassed the capacity of staff complement and therefore staff can no longer handle the business operations of the College effectively and efficiently.

The College commissioned a consultancy to review the organisational structure. The consultant carried out a situational analysis, and had various discussions with executives and functional heads. The revised organisational structure will be submitted to the Governing Board in November 2016.

Guaranteed Pension Fund Home Loan

Up to this reporting period, 28 staff members remain beneficiaries of the College's pension fund loan scheme. A potential risk was identified on the management of the pension fund guaranteed home loan. Management was informed that, in instances where a staff member who has a pension fund loan resigns while owing the Receiver of Revenue money in taxes and the employee fund credit is not adequate to the service tax payable, and/or to pay off the pension fund loan, the employer will be held liable to clear the staff member's pension fund loan. A resolution was therefore taken that, henceforth, staff members are requested to submit a certificate of good standing from the Receiver of Revenue before any new loan is advanced.

Affirmative Action (AA) Policy and Plan

The annual progress report was submitted in August 2015 to the Employment Equity Commission. The report highlights the progress made in realising the objectives set out in the current three-year (2014-2016) action plan. The College was issued a certificate of positive compliance for the reporting period.



8 Maintain and Expand ICT Infrastructure

OBJECTIVE

This objective focuses on integrated ICT systems

In terms of this specific objective, the following milestones were achieved.

- Symantec Endpoint Protection was installed on all computers at the head office and in the regions;
- The installation of WIFI at the College was a priority. An IT service provider was appointed to install wireless access points at Head Office. This project is due for completion in June 2016.
- The College acquired and installed Kaspersky Antivirus on all computers and servers to protect the security and integrity of its data and infrastructure.
- The College acquired and installed the following servers: Domain Name Server (DNS), Exchange (mail) Server and the backup servers. The aim of the mail server is to increase capacity for mail storage and to make emails available from any device and location.
- An e-Learning server was acquired and installed to host the online content.
- The processing of assessment marks for all programmes as well as learner registration was successfully implemented on the learner database. However, the uploading of historical data and the generation of customised statistical reports were some of the critical functionalities that are still to be completed.



9 Secure and Sustain Physical Facilities

OBJECTIVE

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

The following milestones were achieved during the reporting period:

Physical Facilities

A tender for the construction of additional classrooms and ablution facilities in Rundu to the value of N\$6 million was awarded and the practical completion of this project is slated for September 2016. Similarly, a tender for the construction of a multi-purpose hall, lecture rooms and archiving facility at Head Office to the value of N\$56 million was also awarded. This project is due for completion in February 2017. An access control system to the value of N\$ 188 043.04 was installed in all buildings at Head Office.

The sub-regional office in Swakopmund was moved to Walvis Bay to cater for the large number of learners who are domiciled in the town. The College intends to set up a Computer Centre at the new office to support the tertiary level students who are required to do the International Computer Driving License (ICDL) as part of the course requirement. Several sponsorship letters were forwarded to corporate stakeholders at the coast. Namport and Erongo Red responded positively to this request by sponsoring computers, projectors and a screen.

The College launched an official expression of interest with the Walvis Bay municipality for an institutional plot. At the time of finalising this report, feedback was still awaited from the municipality.

The first phase of construction at the Ongwediva Regional Office which consists of eight classrooms, an ablution block and science laboratory was completed and the inauguration was officiated by the Governor of the Oshana region.

The College requested for office space from the Kunene Regional Council to set up a Computer Centre in Opuwo. Renovations to the building will be done once permission has been received from the Council.

The Hardap Regional Council offered land to the College to set up a sub-regional office in Mariental. A letter and proposal has been made in that regard and feedback is awaited from the Regional Council.

An official application was launched for institutional erven in Nkurenkuru to set-up a Sub-Regional Office in the Kavango West Region.

The College was also offered plots by the Zambezi Regional Council. The Council however indicated that the College needed to obtain endorsement from the Ministry of Works and Transport. A letter has been drafted in that regard.

A follow-up was done with the City of Windhoek to secure a plot for the construction of the Southern Regional Office following the formal application made early 2015.





CHALLENGES

The following are key challenges experienced during the assessment period:

The limited number of reliable and conducive venues for tutorial sessions and examination activities for tertiary level programmes continued to be a challenge. In most cases, venues that are available are not suitable for the purpose, due to noise or other structural shortcomings. The costs of hiring venues elsewhere also remained a challenge. The construction of additional classrooms and a hall at head office and other campuses in the regions will address this challenge to a great extent.

Another challenge was the tutors who terminated their contracts without prior notice, leaving learners without a tutor for several weeks.

TVET trainees who fail external assessments usually cease to attend classes, hence the high failure rate during reassessment. Instructors were advised to emphasise the importance of regular class attendance to the trainees.

The College continued to experience teething problems with the implementation of the ITS system. These placed constraints on a number of activities to the extent that some Units lagged behind with crucial activities and deadlines. However, the staff involved, together with the ITS consultants, were hard at work to get the system working according to the College's specifications.







CONCLUSION

This report chronicled major achievements against the ten objectives in the College's Strategic Development Plan. The College fared well in terms of delivering to the Namibian nation on its core mandate, that of responding and catering to young Namibians who faces challenges of obtaining qualifications. Learner enrolment of over 43 000 was at its highest since inception.

Remarkable strides have been made in building and sustaining a sound infrastructure in terms of physical and information and communication technologies that are commensurate with delivering open and distance learning today. At the core of this achievements, have been the investments made in staff development. This particular objective was also prioritised by the Board in the strategic direction and focus of the College.

NAMCOL continued to cement its ties with reputable institutions in the region and abroad who are front runners in open and distance learning. To this end collaborative links with such institutions as detailed in the report ensured that NAMCOL continues to benchmarks against the best.

Finally, stakeholders' engagement as well as annual audits which are key measurable components in terms of NAMCODE and King III remained a priority for the Board and Management. The resultant introduction of new programmes and risk logs during the reporting period is indicative of an institution that is compliant and responsive to stakeholders' needs at grass-root levels.

Management and staff remain indebted to our parent Ministry and the Board for creating an enabling environment for the College to record such accomplishments during this financial year.



STATEMENT OF FINANCIAL POSITION AT 31 MARCH 2016

	2016 N\$	2015 N\$
ASSETS		
Non-current Assets		
Property, plant and equipment	137,864,122	114,922,906
Current Assets		
Inventories	1,447,738	2,044,556
Trade and other receivables	7,710,484	1,253,199
Cash and cash equivalents	112,581,635	89,053,402
	121,739,857	92,351,157
Total Assets	259,603,979	207,274,063
FUNDS AND LIABILITIES		
Funds		
Accumulated funds	0	8,047,509
Development fund	37,673,077	37,673,077
Revaluation reserve	35,600,020	35,600,020
	73,273,097	81,320,606
Liabilities		
Non-current Liabilities		
Finance lease obligation	1,280,229	316,012
Retirement benefit obligation	4,105,000	3,076,956
Deferred income - Government Grants	100,065,278	78,533,423
Project funds	13,344,373	10,852,229
	118,794,880	92,778,620
Current Liabilities		
Finance lease obligation	259,858	693,014
Leave pay provision	5,290,591	4,411,089
Trade and other payables	0	7,738,373
Deferred income - enrolment fees	24,784,961	20,332,361
	30,335,410	33,174,837
Total liabilities	149,130,290	125,953,457
Total funds and liabilities	222,403,387	207,274,063

STATEMENT OF COMPREHENSIVE INCOME

	2016 N\$	2015 N\$
Revenue		
Tuition fee income	28,546,819	32,099,809
Sale of learning materials	6,814,784	5,663,948
Total revenue	35,361,603	37,763,757
Cost of sales	(3,551,933)	(2,761,296)
Gross Profit	31,809,670	35,002,461
Other income	1,880,399	2,542,672
Operating expenses	(141,338,563)	(131,242,757)
Operating deficit	(107,648,494)	(93,697,624)
Government subsidy	114,950,477	98,562,566
Finance income	4,318,249	4,063,783
Finance costs	(220,039)	(149,045)
Surplus / (Deficit) for the year	11,400,193	8,779,680
Other comprehensive income		
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	(288,044)	-
Total comprehensive income	11,112,149	24,633,519





DANGER
READ INSTRUCTIONS
BEFORE USE

HMT
MODEL:
SERIAL NO:
DATE:
VOLT:

EXIT
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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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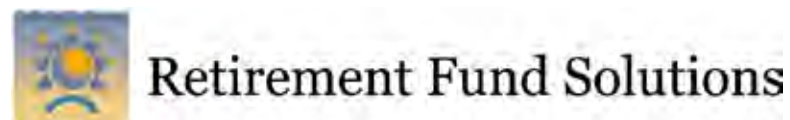
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Keetmanshoop: Area Coordinator: Mr. U. Hümmler	Tel: 063 - 222 100	Fax: 063 - 222 100
Katima Mulilo: Area Coordinator: Mr. C. Mbaimbai	Tel: 066 - 253 065	Fax: 066 - 252 710
Walvisbay: Area Coordinator: Mr. C. Block	Tel: 067 - 304 379	Fax: 067 - 303 170

SPONSORSHIP APPRECIATION



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Notes

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