



Annual Report 2024/2025

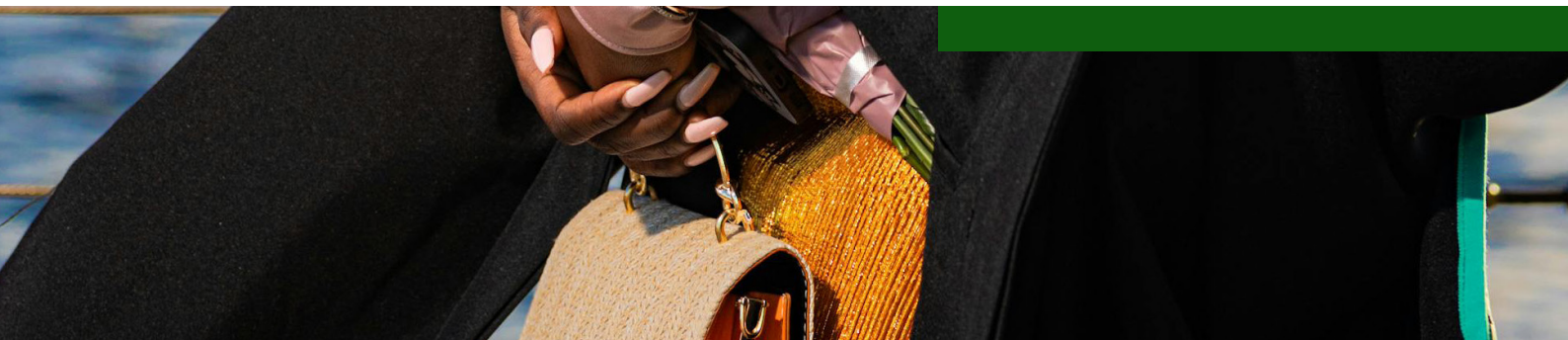


NAMCOL



TABLE OF CONTENTS

1.	INTRODUCTION	3
2.	KEY FOCUS AREAS IN THE STRATEGIC PLAN	13
2.1	KFA 1: EQUITABLE ACCESS TO QUALITY EDUCATION	14
2.2	KFA 2: STRENGTHENING HUMAN CAPITAL MANAGEMENT AND DEVELOPMENT	22
2.3	KFA 3: PROMOTING GOOD CORPORATE GOVERNANCE, RESEARCH AND INNOVATION	26
2.4	KPA 4: IMPROVING BUSINESS PERFORMANCE AND FINANCIAL MANAGEMENT	30
2.5	KFA 5: ENHANCING INFORMATION AND COMMUNICATION SYSTEMS	34
2.6	KFA 6: STRENGTHENING MARKETING, COMMUNICATION, AND BRAND MANAGEMENT	36
3.	CHALLENGES	41
4.	CONCLUSION	41





WHO WE ARE

NAMCOL is a State Owned Educational institution created by an Act of Parliament (Act 1 of 1997) to provide learning opportunities for adults and out-of-school youth.

In November 1994, NAMCOL was initially established as a directorate within the then Ministry of Basic Education and Culture (MBEC).

This transition period was completed on 1st April 1998, when the newly-established institution took over responsibility for all continuing education programmes formerly administered by the MBEC.

NAMCOL is an autonomous institution, directed by a Board of Governors appointed by the

Minister of Education Arts and Culture. At the helm of the management is a Chief Executive Officer, assisted by four Directors, four Regional Managers and Middle Management.

The NAMCOL complex was formally inaugurated by the then Minister of Basic Education, Sport and Culture (MBESC) Honourable John Mutorwa on 29 October 1998.

The College's services are extended throughout the whole of Namibia via the four Regional offices in Windhoek, Otjiwarongo, Rundu and Ongwediva and Sub-Regional Offices in Gobabis, Keetmanshoop, Walvis Bay, Opuwo, Katima Mulilo, Omuthiya and Eenhana.

Vision



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

Mission



To provide inclusive, quality education and training through innovative approaches

INSTITUTIONAL VALUES



ACCESSIBILITY

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



SUSTAINABILITY

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



QUALITY

To strive for the highest standards of programmes and service delivery.



ACCOUNTABILITY

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



RESPONSIVENESS

To address training needs and emerging challenges in a timely fashion.



ACRONYMS

AFS	Audited Financial Statements	NAMCOL	Namibian College of Open Learning
AI	Artificial Intelligence	NAMDEB	Namibia Diamond Corporation
AS	Advanced Subsidiary	NAMRA	Namibia Revenue Agency
BARCC	Board Audit, Risk and Compliance Committee	NAPWU	Namibia Public Workers Union
BEDJPEH	Bachelor of Education in	NDC	National Disability Council
/B.EdJPE	Junior Primary Education	NCHE	National Council for Higher Education
(Hons)	(Honours)	NEACB	National Examinations, Assessment and Certification Board of Namibia
BECJP	Bachelor of Education in Early Childhood and Junior Primary	NERC/NR/NER/SR/CR	North-Eastern Region / Northern Region / Southern Region / Central Region
BOU	Botswana Open University	NIOS	National Institute of Open Schooling (India)
CAD	Canadian Dollar	NQA	Namibia Qualifications Authority
CEO	Chief Executive Officer	NQF	National Qualifications Framework
CECD	Certificate in Early Childhood Development	NSSC	Namibia Senior Secondary Certificate
CQAC	Common Quality Assurance Criteria	NSSCO	Namibia Senior Secondary Certificate Ordinary
CPD	Continuing Professional Development	NSSCAS	Namibia Senior Secondary Certificate Advanced Subsidiary
CR	Central Region	NTA	Namibia Training Authority
CRT	Collaborative Research Team	OER	Open Educational Resources
DECPPE	Diploma in Early Childhood and Pre-Primary Education	OL	Ordinary Level
DL / ODL	Distance Learning / Open and Distance Learning	PETE	Pre-Entry to Tertiary Education
EMS	Executive Management Services	QA	Quality Assurance
FY	Financial Year	QAIMP	Quality Assurance Implementation and Monitoring Plan
H&S	Health and Safety	RFP	Request for Proposals
HoC	Head of Centre	RPL	Recognition of Prior Learning
HRRC	Human Resources and Remuneration Committee	SANS	South African National Standards
ICT	Information and Communication Technology	SE	Secondary Education
ITS	Integrated Tertiary Software	SER	Self-Evaluation Report
KFA	Key Focus Area	SS	Senior Secondary
LRC	Learners' Representative Council	TP	Tertiary Programmes
MEDICT	Marketing, Enterprise Development, ICT and Records Management	TVET	Technical and Vocational Education and Training
MoU	Memorandum of Understanding	VoIP	Voice over Internet Protocol
MEIYSAC	Ministry of Education Innovation, Youth, Sports, Arts and Culture		





FOREWORD BY THE CHAIRPERSON OF THE BOARD OF GOVERNORS

Mr. Tonata Uwanga

The 2024/25 financial year marked yet another period of consolidation, resilience, and strategic progress for the Namibian College of Open Learning (NAMCOL). As the custodian of good governance and institutional accountability, the Board of Governors takes great pride in guiding the College through a year that demonstrated both agility and purpose in fulfilling its national mandate.

In a constantly evolving educational environment, the Board remained committed to ensuring that NAMCOL's strategic priorities aligned with Namibia's broader developmental objectives. The College's governance structures continued to operate effectively, supported by sound policies, regular oversight, and compliance with requirements. The Board subcommittees maintained diligent oversight, fostering transparency, financial discipline, and operational efficiency.

This reporting period saw significant achievements in the six Key Focus Areas outlined in the 2021-2026 Strategic Plan, particularly in expanding equitable access to quality education, strengthening digital transformation, and enhancing governance and accountability systems. The Board is equally encouraged by NAMCOL's continued emphasis on research, innovation, and capacity development, which are essential elements for the College's transition into a more dynamic, technology-enabled learning institution.

The Board of Governors appreciates the Ministry of Education, Innovation, Youth, Sport, Arts, and Culture (MEIYSAC) for its continued guidance and financial support, as well as our development partners for their trust in NAMCOL's mission. The Board acknowledges with deep appreciation the dedication and professionalism of management, staff, and regional teams, whose collective efforts sustain the College's achievements.

As we look ahead, the Board remains steadfast in its commitment to steering NAMCOL toward achieving its long-term vision of transforming lives through open and distance learning. This vision forms the foundation for NAMCOL's strategic transformation into Namibia Open University. This future-focused institution expands access to quality education for all Namibians, regardless of age, location, or circumstance.

The transformation into an Open University represents more than a structural evolution; it is a national imperative aligned with Namibia's development goals, including Vision 2030, and NDP6. Through innovative learning models, enhanced digital platforms, and strengthened academic partnerships, NAMCOL aims to redefine the higher education landscape, ensuring inclusivity, flexibility, and lifelong learning opportunities that empower individuals and contribute to national growth.

The foundation established during this reporting period strengthens our confidence in the College's ability to innovate, sustain growth, and continue making meaningful contributions to Namibia's human capital development.

BOARD OF GOVERNORS



- | | | |
|----|------------------------------|---|
| 1. | Mr. Tonata Uwanga | Chairperson of the Board of Governors |
| 2. | Dr. Ngepathimo Kadhila | CEO: NAMCOL |
| 3. | Ms. Rachel Kalipi | Chairperson: Audit and Risk Committee |
| 4. | Mr. David Jarret | Audit and Risk Committee |
| 5. | Ms. Eveline Nsinano | Staff Representative |
| 6. | Dr. Hertha Ndategomwa Pomuti | Chairperson: Human Resource and Remuneration Committee |
| 7. | Ms. Evelyn Namoya | Vice-Chairperson (Board) AND Chairperson (HRRC) & Member of (TC) |
| 8. | Ms. Janet Sinte Mathe | Student Representative |
| 9. | Vacant | Company Secretary / Legal Advisor |





FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Dr. Ngepathimo Kadhila

The 2024/25 reporting period marked a pivotal phase in the Namibian College of Open Learning's ongoing transformation towards academic excellence, institutional sustainability, and digital innovation. Guided by its 2021-2026 Strategic Plan, the College advanced its mission to deliver accessible, inclusive, and high-quality education to all Namibians through flexible, open and distance learning methods.

This period reaffirmed NAMCOL's dedication to providing education that responds to national priorities, driven by innovation, and rooted in accountability. It also demonstrated the College's capacity to turn strategy into measurable progress, expanding learning opportunities, strengthening institutional systems, and solidifying its role as a vital contributor to Namibia's human capital development agenda.

Across all six Key Focus Areas, significant progress was achieved. The College broadened access to educational opportunities, expanded digital learning platforms, and improved academic support to enhance learner outcomes. Despite challenges such as declining attendance at block tuition sessions, limited digital access for some students, and infrastructure deficit, NAMCOL continued to fulfil its core mandate with resilience and dedication.

The reporting period also marked significant milestones in financial management, ICT infrastructure development, and governance reforms. Through careful financial practices and disciplined expenditure, the College maintained operational stability while progressing with several capital and digital transformation initiatives. New partnerships, both local and international, strengthened NAMCOL's position as a key player in open and distance learning innovation.

Significantly, the implementation of the new

Marketing strategy and stakeholder engagement initiatives significantly enhanced NAMCOL's visibility and strengthened its relationship with communities, industry, other institutions, and government partners. These efforts not only promoted our programmes but also deepened public confidence in the College's contribution to national development.

I extend my sincere appreciation to the Board of Governors for its strategic guidance, to our staff for their unwavering dedication, and to our learners for their trust in NAMCOL as their institution of choice. Guided by our mandate to expand access to quality education through open and distance learning, we remain committed to deepening digital transformation, enhancing academic quality, and fostering a culture of excellence and accountability.

NAMCOL is prepared to commence its next growth phase, building on a legacy of access with success, innovation, and lifelong learning that continues to empower individuals and transform communities across Namibia and beyond.

NAMCOL MANAGEMENT



1



2



3



4



5



6



7



8



9



10



11



12

1. Dr. Ngepathimo Kadhila
2. Dr. Ndeshimona Afunde
3. Dr. Alberts Kulobone
4. Mr. Jan Nitschke
5. Ms. Petrina Kamati
6. Mr. Lukas Bock
7. Mr. Clemens Hinanifa
8. Mr. Edward Adriano
9. Mr. Sem-Tangi Ntinda
10. Ms. Justina Nhoni
11. Mrs. Himeezembi Katjivena
12. Ms. Eveline Nsinano
13. Vacant

CEO: NAMCOL
Director: Student Support
Director: Marketing, Enterprise Development and IT
Director: Curriculum and Materials Development (CMD)
Director: Finance, Human Resources and Administration
Regional Manager, Central Region
Regional Manager, Southern Region
Acting Regional Manager: North Eastern Region
Acting Regional Manager: Northern Region
Senior Manager: Strategic Planning, Research and Quality Assurance
Manager: Procurement
Staff Representative
Company Secretary / Legal Advisor



13

KEY FOCUS AREAS (KFAs) IN THE STRATEGIC PLAN





KEY FOCUS AREA 1

Equitable access to quality education.



KEY FOCUS AREA 2

Strengthening human capital management and development.



KEY FOCUS AREA 3

Promoting good corporate governance, research and innovation.



KEY FOCUS AREA 4

Improving business performance and financial management.



KEY FOCUS AREA 5

Enhancing information and communication Systems.



KEY FOCUS AREA 6

Strengthening marketing, communication, and brand management.

KFA 1- EQUITABLE ACCESS TO QUALITY EDUCATION



Equitable Access to Quality Education

This Key Focus Area underscores NAMCOL's continued commitment to ensuring that every Namibian has access to quality education, regardless of their circumstances. Equitable access remains central to national transformation and human capital development, and NAMCOL continues to play a pivotal role in expanding learning opportunities through its open and distance learning model. The College strives to develop and offer programmes that are relevant to the evolving skills landscape of the country, aligning its curricula with industrial and employment needs. These efforts are supported by systems and structures that promote flexibility, inclusion, and quality in teaching and learning.

Ensuring Access to Quality Educational Services

During the 2025 academic year, the College made notable progress in widening access across all regions. Registration for the Secondary Education (SE) programme took place from 20 January to 4 February 2025, and for Tertiary Programmes (TP) from 5 February to 5 March 2025. Both cycles were extended to accommodate strong public demand, reflecting continued confidence in NAMCOL's programmes. The SE programme recorded an increase of 5.2 percent, from 25,898 learners in



2024 to 27,243 in 2025, while the TP enrolment grew slightly by 0.06 percent from 3,602 to 3,604 students. The Technical and Vocational Education and Training (TVET) programme, however, declined by 5.8 percent from 349 trainees in 2024 to 324 in 2025, mainly due to the discontinuation of Levels 1 and 2 in Office Administration. Overall, the College recorded a total student population of 31,171 in 2025 compared to 29,921 in 2024, representing a 4.00 percent increase, confirming NAMCOL's growing footprint as a national provider of accessible and quality education.

In support of its equity agenda, the College strengthened its scholarship scheme for vulnerable and marginalised learners. A total of 348 students benefited from financial assistance in 2025 across Secondary and Tertiary Programmes, made possible through NAMCOL's own resources and contributions from key partners such as the Khomas Regional Council and the National Disability Council. These scholarships covered tuition and examination fees amounting to several hundred thousand Namibian dollars, reflecting an investment in social mobility and national development. Beyond the monetary value, these awards carry transformative significance, enabling learners from disadvantaged backgrounds to pursue education as a pathway to empowerment and improved livelihoods.

Further demonstrating the inclusivity

of its mandate, all correctional facilities in Namibia covered examination registration fees for inmates enrolled in the Secondary Education programme. This partnership reinforces NAMCOL's belief that education must remain accessible to all, including those seeking rehabilitation and reintegration into society. Through such collaborative and inclusive efforts, NAMCOL continues to position itself as a trusted national institution that not only broadens access to education but also ensures that the quality and value of learning are upheld for every student.

The table below compares the student intake for the 2024 and 2025 academic years.



Table 1: NAMCOL Enrolment Statistics 2024 & 2025

Student Enrolment for 2024 & 2025 Academic Years				
	Code		2024	2025
TP Students Enrolment	BAYD	BACHELOR OF ARTS IN YOUTH AND COMMUNITY	20	40
	BBE	BACHELOR OF BUSINESS AND ENTREPRENEURSHIP	14	19
	BECJPE	BACHELOR OF EDUCATION IN EARLY CHILDHOOD and JUNIOR PRIM	572	657
	BEJPEH	BACHELOR OF EDUCATION JUNIOR PRIMARY EDUCATION HONOURS	0	347
	BHECDP	BACHELOR OF EDUCATION (HONOURS) IN EARLY CHILDHOOD DEV. & PRE-PRIM	296	102
	CBE	CERTIFICATE IN BUSINESS ENTREPRENEURSHIP	8	4
	CEC	CERTIFICATE IN ENGLISH COMMUNICATION	10	0
	CECD	CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT	1236	1025
	CED	CERTIFICATE IN EDUCATION FOR DEVELOPMENT	31	31
	CLGS	CERTIFICATE IN LOCAL GOVERNMENT STUDIES	30	35
	CWCY	WORKING WITH CHILDREN FAMILIES & COMMUNITIES	20	1
	DBE	DIPLOMA IN BUSINESS AND ENTREPRENEURSHIP	3	4
	DECPPE	DIPLOMA IN EARLY CHILDHOOD & PRE-PRIMARY EDUCATION	1030	725
	DED	DIPLOMA IN EDUCATION FOR DEVELOPMENT	40	50
	DWCY	DIPLOMA IN COMMUNITY-BASED WORK WITH CHILDREN AND YOUTH	27	41
	DYCD	DIPLOMA IN YOUTH AND COMMUNITY DEVELOPMENT	16	14
	DYD	DIPLOMA IN YOUTH DEVELOPMENT	11	0
	ENLMI	EXTRA NAMIBIAN LANGUAGES AS MEDIUM OF INSTRUCTION	0	174
	EXTRMT	EXTRA MOTHER TONGUE SUBJECT	137	241
	MAYCD	MASTERS OF ARTS IN YOUTH AND COMMUNITY DEVELOPMENT	49	59
PDOSOM	POST GRADUATE DIPLOMA:OPEN SCHOOL OPERATION	52	35	
SUB TOTAL			3602	3604
Open Schooling	NSSCO	NAMIBIA SENIOR SECONDARY CERTIFICATE ORDINARY (GR 11)	25349	26532
	NSSCAS	NAMIBIA SENIOR SECONDARY CERTIFICATE ADVANCED SUBSIDIARY (GR 12)	539	711
	SUB TOTAL			25888
Vocational programmes	TVET	TECHNICAL, VOCATIONAL EDUCATION AND TRAINING	349	324
	ICDL	INTERNATIONAL COMPUTER DRIVING LICENSE	64	0
	Comptia	COMPTIA	18	0
	SUB TOTAL			431
TOTAL			29921	31171

Implementing Programmes that are Responsive to Industry Needs

In line with its commitment to providing education that is relevant, inclusive, and future-focused, NAMCOL continues to ensure that its academic offerings respond to emerging national and industry needs. The College recognises that equitable access must be supported by relevance and quality, and that its programmes must equip learners with the necessary competencies to participate effectively in Namibia’s economy and contribute to sustainable development. This objective reflects the College’s strategic aim to maintain curriculum relevance, strengthen quality assurance, and align qualifications with the demands of a changing labour market.

The College made progress in enhancing the quality and accessibility of digital learning resources. The development of Open Education Resources for all Namibia Senior Secondary Certificate Ordinary and Advanced Subsidiary levels have been completed, and the materials are hosted on the Notesmaster platform to ensure continuous learner access. Regular content reviews are conducted to maintain the relevance, accuracy, and functionality of learning links, thereby strengthening the quality and reach of open learning delivery.

During this reporting period, the College made significant progress in expanding and strengthening its tertiary education offerings. The Bachelor of Education in Junior Primary Education Honours was launched in March 2025, enrolling 350 students in its first intake. This qualification responds to the national demand for professionally qualified educators in the lower primary phase, directly contributing to enhancing the quality of teaching and learning at foundational levels of education.

To further improve teacher competence and promote linguistic diversity in education, NAMCOL expanded the mother-tongue language components offered in the Diploma in Early Childhood and Pre-Primary Education and the Bachelor of Education in Early Childhood and Junior Primary Education. These additional courses allow educators to enhance their proficiency in local languages, thereby supporting national literacy and early childhood education initiatives.

The College also advanced its curriculum development agenda, ensuring that its qualifications remain relevant, credible, and aligned with both national policy frameworks and workforce requirements. During the year, the Technical Committee of the Board approved several new and revised qualifications, including the Diploma in Risk Management, the Bachelor of Local Government Studies Honours, the revised Bachelor of Arts in Youth and Community Development, and the revised Certificate in Early Childhood Development. These programmes were developed to address skills



-5.8%

Trainees Decline 2024 to 2025

Decrease from 349 to
324 trainees.



+4.16%

Student Population Increase 2024- 2025

Total student population
increased to 31,102.

gaps in governance, youth empowerment, and community development, thereby contributing to Namibia's human capital formation across critical sectors.

In addition, the College undertook a comprehensive process of repurposing and realigning selected modules within existing qualifications, including the Bachelor of Education, the Bachelor of Business Entrepreneurship, and the Bachelor of Education Honours in Early Childhood Development and Pre-Primary Education. This ongoing academic review ensures coherence, progression, and responsiveness to evolving professional standards and stakeholder expectations.

Through these achievements, NAMCOL continues to demonstrate its responsiveness to national and industry priorities by providing qualifications that are both academically sound and professionally relevant. The College's sustained focus on programme quality, innovation, and relevance reinforces its role as a key partner in building a skilled, adaptable, and competitive workforce for Namibia's future.

Improving Students' Academic Performance

Improving academic performance remains central to NAMCOL's mandate of ensuring equitable access to quality education. The College continues to strengthen learner support systems, refine instructional strategies, and promote academic excellence across all programs.

During the 2024 academic year, the overall performance of learners in the national examinations for Secondary Education (SE) reflected mixed outcomes. On average, 60.86 percent of candidates achieved symbols D and above, representing a 1.53 percent decrease compared to 62.39 percent in 2023. To address this, the College implemented several targeted interventions, including the introduction of an online student support framework. Tutoring sessions were conducted via Microsoft Teams from May to September 2024, and general WhatsApp groups were established in March 2025 to facilitate communication and information sharing among learners, tutors, and Heads of

Centres.

Despite these initiatives, several challenges impeded effective participation. The Notesmaster platform remained unavailable for most of 2024, limiting access to digital resources. Awareness among learners about online sessions was low, and while links were shared through WhatsApp groups, this approach did not reach all participants effectively. Connectivity problems, especially in rural and peri-urban areas, further constrained engagement. Many learners also lacked sufficient data or access to electronic devices such as smartphones or computers. Although NAMCOL operates computer laboratories and resource centers in every region, these facilities did not fully offset the broader access barriers. The experience highlighted the need for stronger digital readiness among learners and the continued development of digital literacy skills to support online learning.

2023-2024

SE National Exams Performance Change

Performance decreased from 62.39% to 60.86%.



-1.53%

To encourage excellence and recognize outstanding achievement, the College hosted its Annual Prize-Giving Ceremony on 27 March 2025. The event honored 38 top-performing learners from across the country, with sponsorship contributions totaling N\$109,700 from service providers. The Best Overall NAMCOL Learner Award was presented to Mr. Alfeus Nakanyala from the Oshana Region, who received N\$13,375 in cash, a tablet, and the CEO's Scholarship valued at N\$30,000. The North Eastern Region received the floating trophy for the best-performing region, while Nongeka from Ongwediva was recognized as the Best PETE Centre. The event underscored the College's commitment to motivating learners to strive for higher academic performance and to celebrating excellence in open and distance learning.

In the Technical and Vocational Education and Training (TVET) division, overall performance showed a decline compared to earlier assessments. Of the 120 trainees who registered for the June/July 2024 assessment, 96 were deemed competent, and 24 were not yet qualified, resulting in an 80 percent success rate. For the November/December 2024 assessment, 215 trainees applied, and 198 were assessed. Of these, 95 were found competent and 103 not yet competent, resulting in an overall success rate of 48 percent. The 32 percentage point decrease compared to the mid-year session highlighted the need for more focused support, improved assessment preparation, and enhanced monitoring of trainee progress across centres.

For Tertiary Programmes (TP), examinations took place as scheduled during the reporting period. To accommodate students who could not attend primary or supplementary assessments, the College introduced additional examination opportunities in February 2025. These included main, supplementary, and special sittings for students with one or two remaining modules preventing them from graduating. The overall pass rate across all TP programmes for the 2024 academic year was 69 per cent, a slight decrease from 70 per cent recorded in 2023.

Graduation remains one of the College's key performance indicators, marking the

culmination of student achievement. The 23rd graduation ceremonies were held in Windhoek and Ongwediva in April and September 2024, respectively. A total of 843 graduates received qualifications, including 745 students from Tertiary Programmes and 98 trainees from TVET. Although these figures are lower than 2023, when 1,033 students and 101 trainees graduated, the results still showcase the College's role in contributing to national human capital development through accessible and quality education.

Through ongoing evaluation, targeted interventions, and recognition of excellence, NAMCOL remains dedicated to enhancing academic performance across all levels of its programmes. The lessons learnt during the 2024 academic year have shaped the College's strategies for 2025 and beyond, emphasising stronger digital integration, improved learner support, and sustained quality enhancement in open and distance learning education.

Providing Effective Student Support

Providing effective academic and psychosocial support remains a central component of NAMCOL's strategy to improve learner success and retention across all programmes. The College continues to implement structured interventions designed to strengthen engagement, promote well-being, and enhance the overall learning experience for learners, students, and trainees.

For Secondary Education, the College continued to offer block tuition sessions during official school holidays to support self-directed learning. In the 2024 academic year, three sessions took place in March, June, and September, amounting to forty contact hours. While attendance in core subjects such as Mathematics and Sciences remained satisfactory, participation in Social Studies and Commerce was below expectations. To help new learners become familiar with institutional systems and requirements, orientation workshops were held at the start of the academic year. Supplementing face-to-face support, the College continued broadcasting radio and video lessons through national and local stations. These lessons were also uploaded to the NAMCOL

YouTube channel and made accessible through the College website, ensuring ongoing academic outreach to learners across all regions.

Recognising the importance of psychosocial support for learner success, NAMCOL appointed four Student Counsellors, one in each region, on fixed-term contracts during 2024. This initiative allowed the College to offer individual counselling to 275 students, distributed as follows: 16 in the Southern Region, 98 in the Northern Region, 45 in the Central Region, and 116 in the North-Eastern Region. This was a 49.81 percent decline compared to 548 individual sessions recorded in 2023, mainly because the previous year's activities had benefited from Social Security Commission funding, which enabled the recruitment of eight additional Counsellors. During the reporting period, 796 students accessed group counselling, and three were referred for specialised external support. These services continue to play a vital role in promoting emotional well-being and academic perseverance among the College's diverse student body.

Orientation activities for Tertiary Programme students were held in July 2024 and February 2025 across the Windhoek, Ongwediva, Rundu, and Katima Mulilo centres. Although face-to-face session attendance remained low, with the Certificate in Early Childhood Development programme recording the highest average of 36.3 percent, the College complemented these sessions with online orientations highlighting subject content and weekly live tutorials. Despite these efforts, participation remained below expectations, a trend linked to the ongoing economic conditions that affected many students' ability to attend or connect online.

Within the Technical and Vocational Education and Training (TVET) programme, the College continued to prioritise practical exposure and strengthen industry partnerships. At the beginning of 2025, all thirty Level 3 trainees were successfully placed for industrial attachment, with seventeen trainees hosted by companies in the Erongo Region and thirteen in the Khomas Region. These placements provide trainees with essential hands-on experience and workplace

competencies that align with national training standards and employer expectations, ensuring their learning remains relevant and industry-focused.

Through these varied support initiatives, NAMCOL continues to reaffirm its commitment to learner and student success by combining academic assistance, counselling, orientation, and industry partnerships. The College remains committed to expanding its support systems, improving access to digital resources, and strengthening collaboration with stakeholders to ensure that every learner, student, and trainee receives the guidance and resources necessary to attain academic excellence and professional readiness.

Designing and Developing Quality Programmes and Materials

Ensuring the continuous design and development of high-quality programmes and learning materials remains a key priority for NAMCOL in promoting equitable access to quality education. The College is dedicated to maintaining academic rigour and relevance in all learning resources while adopting modern delivery methods that improve accessibility and learner engagement.

During the review period, a total of forty Advanced Subsidiary (AS) Level and fifteen Tertiary Programme radio lessons were developed and broadcast on Campus Radio. All recordings were also uploaded to the College's YouTube channel to ensure broader access for learners and students. Additionally, eighty-five Open Learning video lessons were uploaded to the same platform, supported by an awareness campaign to encourage learners to utilise these resources. In total, fifty-five radio and eighty-five video lessons were produced during the reporting period, reinforcing the College's commitment to expanding open learning content through multimedia formats.

To further strengthen the quality and development of its academic offerings, the College also developed course materials for key tertiary qualifications. These included the Bachelor of Education in Early Childhood and Junior

Primary Education (Year 2, Semesters 1 and 2), the Bachelor of Education in Early Childhood Development and Pre-Primary Honours (Year 2, Semesters 1 and 2), and the Bachelor of Business and Entrepreneurship (Year 1, Semesters 1 and 2). These materials were developed in alignment with national qualification frameworks and pedagogical standards to ensure consistency, relevance, and quality in course delivery.

Through these initiatives, NAMCOL continues to enhance the quality of its programmes and learning resources, ensuring that learners, students, and trainees are supported by comprehensive and accessible study materials that promote independent learning and academic success.



KFA 2 - STRENGTHENING HUMAN CAPITAL MANAGEMENT AND DEVELOPMENT



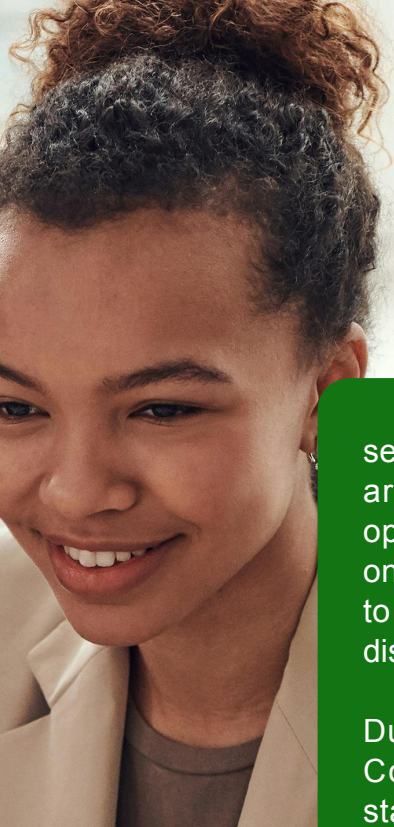
Strengthening Human Capital Management and Development

This Key Focus Area focuses on maintaining and developing NAMCOL's human capital to ensure institutional productivity, operational efficiency, and service excellence. The College continues to prioritise attracting, developing, and retaining a qualified and motivated workforce, supported by competitive remuneration, a conducive working environment, and targeted capacity-building initiatives.

Attracting, Engaging, Training, and Retaining Qualified Staff

This Key Focus Area focuses on maintaining and developing NAMCOL's human capital to ensure institutional productivity, operational efficiency, and service excellence. The College continues to prioritise the attraction, engagement, development, and retention of a qualified and motivated workforce, supported by competitive remuneration, a conducive working environment, and opportunities for professional growth.

As of 31 March 2025, the College employed 109 permanent staff, supported by 113 fixed-term and 1,730 part-time staff. Who provide academic, technical, and administrative



services nationwide. This workforce arrangement reflects NAMCOL's operational model, which depends on both full-time and part-time staff to deliver programmes via open and distance learning methods.

During the reporting period, the College experienced moderate staffing changes, indicating overall stability in human resources. Several new appointments were made across academic and administrative roles to fill strategic vacancies, supported by a limited number of promotions, retirements, and terminations in line with normal workforce turnover. To ensure leadership continuity during transitional periods, temporary acting arrangements were introduced across key strategic roles. These included short-term acting appointments at senior and management levels to maintain oversight and operational stability. Regional coordination was also maintained through interim acting arrangements in the Northern and North-Eastern Regions, where area coordinators assumed acting responsibilities on a rotational basis until substantive appointments were finalised. These measures ensured uninterrupted service delivery and reflected the College's proactive approach to managing leadership transitions effectively.

The College also continued to prioritise capacity building through ongoing recruitment and professional development initiatives. Several

critical vacancies, including senior management and regional positions, were identified during the reporting period, with recruitment processes at different stages of completion. To promote transparency and good governance, NAMCOL initiated the outsourcing of the recruitment process for specific senior roles to an independent agency through a formal request for proposals. Additionally, recruitment for managerial and technical positions began in April 2025, with applications scheduled to close in May, ensuring that operational capacity is maintained across all directorates and regional centres.

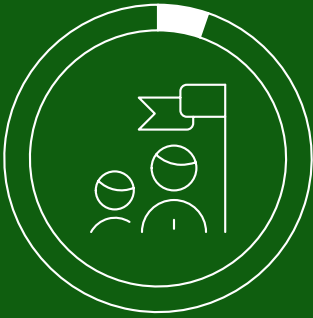
NAMCOL remains dedicated to creating an environment that encourages staff engagement, performance excellence, and career development. Through coordinated efforts in recruitment, leadership continuity, and workforce development, the College continues to enhance its human capital and maintain the institutional capacity necessary to fulfil its mandate of providing equitable access to quality education across Namibia.



College Staffing as of March 2025

Permanent Staff

109 of 1952 total staff



Fixed-Term Staff

113 of 1952 total staff



Part-Time Staff

1730 of 1952 total staff



Remuneration and Part-Time Staff

As an open and distance learning institution, NAMCOL continues to rely on a significant number of part-time staff to fulfil its mandate of providing inclusive and quality educational opportunities across Namibia. Part-time staff play a vital role in delivering tuition, moderating assessments, and supporting regional operations, thereby extending the College's reach and ensuring that learning remains accessible to all Namibians.

During the reporting period, remuneration for part-time staff reflected the College's ongoing reliance on flexible human resource arrangements to ensure effective programme delivery. Activity levels peaked during the second quarter of the 2024/25 financial year, aligning with the main periods for tuition, examination marking, and learner support. Fixed-term employees, tutor markers, moderators, and regional part-time personnel collectively contributed to maintaining consistent learning and administrative services across all regions, reinforcing NAMCOL's commitment to accessible and high-quality open learning.

In recognition of staff contribution and to

enhance motivation and retention, the College, in collaboration with the recognised staff union, implemented a once-off incentive of 3.5 per cent on basic salary, car allowance, and transport allowance for both general and management staff. This adjustment reflects NAMCOL's continued commitment to maintaining fair and competitive remuneration practices that recognise employee performance, promote workforce stability, and reinforce a culture of institutional loyalty and excellence. Through these measures, NAMCOL continues to strengthen its remuneration framework, ensuring that both full-time and part-time staff are fairly compensated and that the College remains an attractive employer within Namibia's education sector.

Strengthening Professional Staff Development

In line with its commitment to building internal capacity and promoting continuous learning, the College continued to invest in the professional growth of its workforce. During the reporting period, NAMCOL provided financial support to employees pursuing further studies across various disciplines and levels, resulting in the successful completion of postgraduate

qualifications in Informatics and Education. These achievements demonstrate the College's commitment to nurturing a highly skilled and knowledgeable workforce capable of responding to the evolving demands of open and distance learning.

Staff members also participated in a range of professional development initiatives designed to enhance institutional competence and maintain quality standards. These included engagements in higher education management and quality assurance programmes, information technology systems training, and participation in regional conferences and symposia that promoted collaboration, academic integrity, and innovation in educational delivery.

Furthermore, several employees were granted long-term study leave to pursue postgraduate qualifications in accordance with the College's human resource development policy. These efforts highlight NAMCOL's ongoing dedication to empowering its staff through structured career development opportunities that enhance both individual performance and institutional capacity.

Promoting Employee Wellness, Health and Safety

In line with the College's commitment to fostering a supportive, safe, and resilient workforce, several wellness and safety initiatives were implemented during the reporting period to enhance staff morale, retention, and overall well-being. These initiatives formed part of NAMCOL's broader strategy to cultivate an inclusive workplace culture that values employee welfare and sustained productivity.

To promote loyalty and recognise the contributions of long-serving employees, the College rewarded staff who achieved long-service milestones during the reporting period. This initiative reflects NAMCOL's appreciation for continued dedication and commitment, while reinforcing institutional pride and the retention of valuable organisational knowledge.

As part of its employee care framework, bereavement support was extended to staff

members who experienced the loss of an immediate family member, reflecting NAMCOL's culture of empathy, compassion, and solidarity within the workplace community.

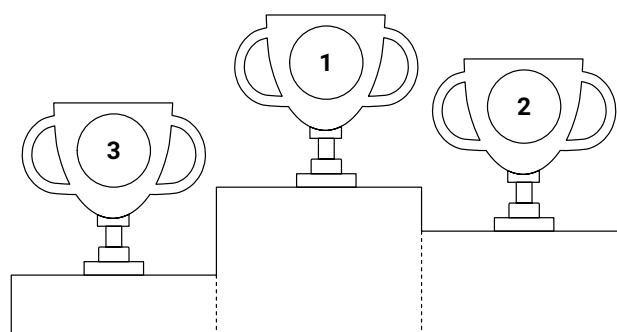
To enhance workplace safety, first aid kits were distributed across all offices and regional centres, improving emergency preparedness and compliance with occupational health and safety standards. Staff also engaged in national wellness initiatives, including a blood donation drive, which fostered health awareness and social responsibility among employees.

To further encourage outstanding performance, performance-based incentives were awarded to qualifying staff for the 2023/24 performance cycle. This initiative not only recognised excellence but also aimed to strengthen the College's commitment to accountability, motivation, and continuous improvement throughout the organisation.

Through these collective initiatives, NAMCOL continues to foster a healthy, engaged, and productive workforce while cultivating a workplace culture rooted in care, recognition, and professional integrity.

Performance Incentive Awards 2023/24

Motivation Enhancement	Excellence Recognition	Accountability Strengthening
Boosted staff motivation and continuous improvement.	Acknowledged outstanding staff performance in 2023/24.	Reinforced the College's commitment to accountability.



KFA 3- PROMOTING GOOD CORPORATE GOVERNANCE, RESEARCH, AND INNOVATION



Promoting Good Corporate Governance, Research, and Innovation

Through this Key Focus Area, the College remains dedicated to upholding the principles of good corporate governance, accountability, transparency, and full compliance with relevant regulatory and policy frameworks. NAMCOL continues to align its governance and operational practices with statutory requirements and national education directives to ensure ethical conduct and institutional integrity. The College also recognises the importance of fostering a strong quality culture, promoting research-informed decision-making, and encouraging innovation as drivers of organisational excellence. Collectively, these efforts enhance compliance assurance, bolster institutional credibility, and position NAMCOL as a trusted leading provider of open and distance learning in Namibia and beyond.

Ensuring an Effective Corporate Governance System

During the reporting period, the College strengthened its governance and performance management framework. The performance agreements for Board members were consolidated and submitted to the Minister of Education, Arts and Culture for approval, in line with statutory governance

requirements.

To strengthen internal controls and risk oversight, the internal audit annual plan for the 2024/25 financial year was developed and approved by the Board Audit, Risk, and Compliance Committee (BARCC) in June 2024. The plan included four audits and one consulting service covering health and safety, business continuity and disaster recovery, student debtors, and IT security. By the end of the reporting period, three audits had been completed, and the IT security follow-up audit was in progress, expected to be finalised by April 2025. These audits provided valuable insights to management on compliance, operational efficiency, and risk mitigation.

A Strategic Risk Assessment was also conducted in April 2024, leading to the development of a comprehensive institutional Risk Register. Nine key strategic risks were identified, with three classified as extreme, four as high, one as moderate, and one as a housekeeping issue. The Risk Register was approved by the Board of Governors, and risk owners were designated to oversee mitigation measures. Progress on risk management activities was reported quarterly to the BARCC, ensuring continuous monitoring and accountability.

Through these coordinated efforts, NAMCOL has reinforced its commitment to robust governance systems that promote transparency,

prudent management, and compliance with national and institutional policies.

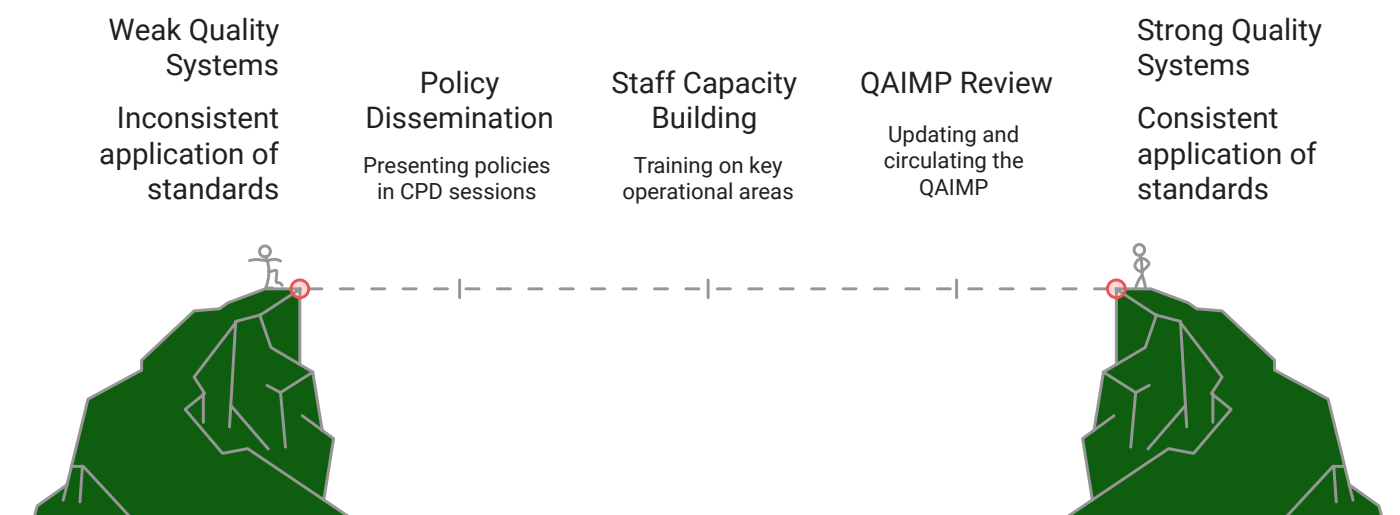
Ensuring Quality Management

Quality management remains a cornerstone of NAMCOL's operational excellence and institutional integrity. During the reporting period, the College, in collaboration with Botswana Open University (BOU), reviewed and finalised the Common Quality Assurance Criteria, the Audit Framework, and the Memorandum of Understanding between the two institutions. These documents were approved by the NAMCOL Board of Governors in October 2024 and forwarded to BOU for endorsement.

Internally, the College strengthened its quality systems through the dissemination of policies and staff capacity-building initiatives. Key governance and operational policies were presented during Continuing Professional Development sessions to enhance awareness and compliance, covering areas such as scholarships, partnerships, records management, procurement, and information security. Staff also attended sessions on pension fund management, taxation, decentralisation, and emergency procedures.

Furthermore, the Quality Assurance Implementation and Monitoring Plan (QAIMP) was reviewed, updated, and circulated to all directorates and regional offices in October 2024.

Strengthening College Quality Systems



The plan provides a structured mechanism for monitoring progress across operational units, with the first reporting cycle scheduled for April 2025. This process ensures that quality standards are consistently applied, measured, and improved across all levels of the College's operations.

Through these initiatives, NAMCOL continues to embed a culture of quality, accountability, and continuous improvement, reinforcing its reputation as a trusted provider of open and distance education in Namibia and the region.

Promoting Research, Innovation and Development

The College continued to promote a research-driven culture that supports evidence-based decision-making, innovation, and continuous improvement. In October 2024, the findings of a study commissioned by the Board of Governors on the effectiveness and attendance patterns of block tuition sessions were incorporated into the Quality Assurance Implementation and Monitoring Plan (QAIMP). The updated plan, which also includes recommendations from other research studies and accreditation authorities, was circulated to all directorates and regional offices in March 2025 to inform ongoing quality enhancement efforts.

Data collection for the study titled "Exploration of Tertiary Programme Students' Experiences of Using the Moodle e-Learning Platform at NAMCOL" was completed in February 2025,

providing valuable insights into the College's digital learning strategy. During the same period, three scholarly articles were published, further reflecting NAMCOL's expanding research profile. Additionally, the 2023/24 Statistical Digest (24th edition) was finalised, approved, and uploaded to the intranet in November 2024, offering an updated data resource to support institutional planning and reporting.

Complying with Legislation and Standards

The College remained fully compliant with all statutory and regulatory requirements governing its operations during the reporting period. Compliance was maintained with the provisions of the Social Security Act, the Income Tax Act (No. 34 of 1994), the Value Added Tax Act (No. 10 of 2000), the Communications Act (No. 8 of 2009), and the Pension Funds Act (No. 24 of 1956).

In accordance with section 7(2) of the NAMCOL Act, which provides for the representation of the Learners' Representative Council on the Board, a new student representative was elected in April 2024 following the resignation of the previous member.

Compliance with the Public Procurement Act (No. 15 of 2015) and its accompanying regulations was maintained through the timely submission of procurement progress reports to the Public Procurement Policy Unit. The College also ensured adherence to the Affirmative Action Act by submitting its Affirmative Action

Report in October 2024, with the certificate of compliance expected from the Employment Equity Commission.

In line with the Namibia Qualifications Authority (NQA) Act (No. 29 of 1996), the College maintained and expanded accreditation for several programmes. The NQA conducted site visits and verification audits during the year, resulting in the certification of the Bachelor of Education in Early Childhood and Junior Primary Education, as well as the Diploma in Community-Based Work with Children and Youth, in September 2024. Further accreditation was granted in December 2024 for the Bachelor of Education (Honours) in Early Childhood Development and Pre-Primary Education, as well as the Master of Arts in Youth and Community Development.

Additional applications for the expansion of accreditation were submitted in June 2024 for the Bachelor of Business Entrepreneurship, the National Vocational Certificate in Preventive Health (Occupational Health and Safety) at Level 4, and the National Vocational Diploma in Preventive Health Management (Occupational Health and Safety) at Level 5. The NQA conducted a site audit in February 2025, and the draft factual accuracy report was received in March 2025.

The College also applied for programme accreditation with the National Council for Higher Education (NCHE) in April 2024 for the Bachelor of Education in Junior Primary Education Honours (Level 8). Following a site visit in November 2024, accreditation with conditions was granted in March 2025.

Furthermore, a comprehensive self-evaluation for the re-accreditation of all tertiary programmes was completed in May 2024, followed by institutional audits conducted by the NQA between October and November 2024. Based on the audit outcomes, the College was granted re-accreditation in March 2025 for a three-year cycle.

Through these efforts, NAMCOL continues to uphold full compliance with legislative and

regulatory frameworks, ensuring that all academic programmes meet the highest quality standards while reinforcing institutional accountability and credibility.

Supporting National Disaster Management and Relief Efforts

In line with its corporate social responsibility and commitment to national development, the College continued to support community welfare and disaster relief initiatives during the reporting period. These efforts were designed to enhance community well-being, promote educational equity, and contribute to national solidarity initiatives.

The College extended financial and material support to various regional initiatives that align with education, youth development, and community well-being. This included contributions to regional academic award ceremonies, school sports tournaments, and feeding programmes at primary and secondary schools in underserved areas. The College also participated in community engagement activities, where its presence promoted NAMCOL's educational programmes and outreach mandate.

In support of learners' well-being, sanitary pads were distributed across all block tuition centres during the June/July and September 2024 sessions, ensuring that female learners were not disadvantaged during study periods. In addition, essential school materials such as photocopy paper and food parcels were donated to schools in remote communities, further reinforcing the College's role as a socially responsive institution.

Through these initiatives, NAMCOL demonstrated its ongoing commitment to complementing government efforts in disaster management, education enhancement, and community upliftment. The College remains committed to strengthening its partnerships with regional and local authorities to make meaningful contributions to Namibia's social and educational development priorities.

KFA 4- IMPROVING BUSINESS PERFORMANCE AND FINANCIAL MANAGEMENT



Improving Business Performance and Financial Management

Through this Key Focus Area, the College commits itself to prudent financial management by adhering to established policies and standards, ensuring timely and transparent financial reporting. Furthermore, the College strives to provide equitable financing of its critical operations, projects, and programmes while maintaining fiscal discipline and operating within approved budgetary provisions. NAMCOL continues to focus on strengthening its financial systems, promoting sustainability, and enhancing efficiency to support its strategic objectives.

Ensuring Sound Financial Management and Equitable Resource Allocation

For the 2024/25 financial year, the approved budget allocated N\$213.4 million to operational expenditure, representing a 10 percent increase from the previous year, while N\$24.3 million was allocated to capital projects, reflecting a 5 percent decrease. The government subsidy remained constant at N\$110 million for the fifth consecutive year. Both the operational subsidy and the N\$10 million capital allocation from the Ministry were received in full and on time, enabling smooth planning and

execution of institutional activities.

The College continues to maintain sound financial management through strict adherence to its Financial Policies and Procedures Manual, regular internal reviews, and quarterly financial reporting to the Board. These practices ensure the efficient use of resources, promote accountability, and align financial planning with strategic priorities.

Diversifying Revenue Sources to Ensure Sustainability

Financial sustainability remains a central priority for the College. During the reporting period, the College's business units collectively contributed approximately 4.2 percent to the operational budget. While overall revenue decreased slightly compared to the previous financial year, the business units continue to play a vital role in supplementing the government subsidy and supporting NAMCOL's self-generated income streams.

The Bookshop remained the leading revenue contributor, followed by the Multi-Media Production Centre, the Computer-Based Learning Centres, and the Digital Billboard. Although revenue from most units declined compared to 2023/24, the Digital Billboard recorded a substantial increase, more than doubling its previous year's income. This is a positive indicator of the potential for digital platforms to strengthen future

revenue generation.

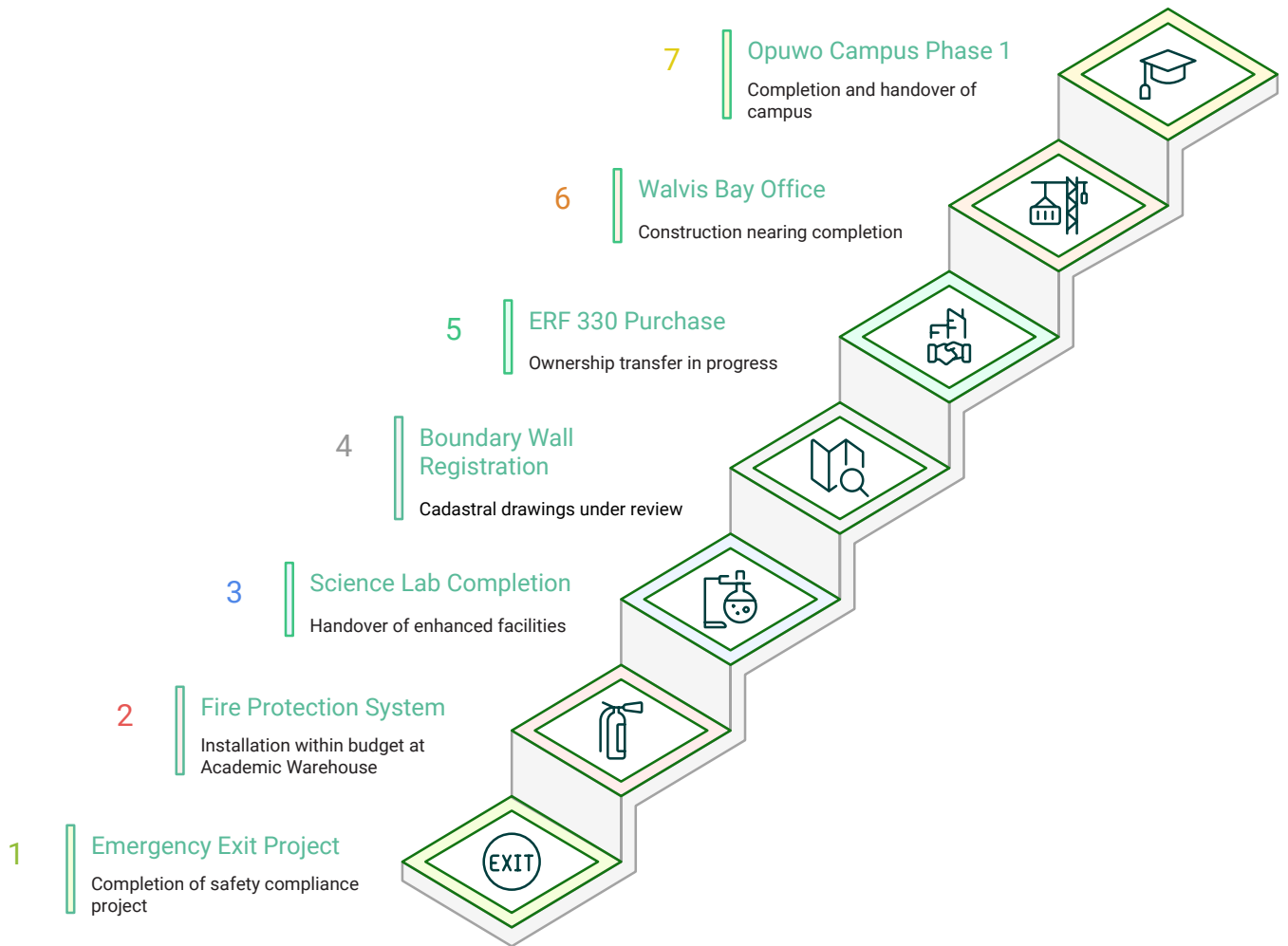
The Technical, Vocational Education and Training (TVET) Programme Project also contributed to NAMCOL's financial performance. During the reporting period, the College received funding from the Namibia Training Authority Grant based on milestone achievements. While overall revenue was lower than projected due to delayed milestone completion and overestimated forecasts, the funds supported essential training and operational activities. Approximately 70 percent of the project expenditure was directed towards personnel-related costs, while the remainder supported operational activities and the implementation of key project deliverables.

Looking ahead, the College will continue to diversify its revenue base through innovative business ventures, strengthen financial controls, and implement cost-optimisation measures. Through disciplined financial management and adequate reinvestment, NAMCOL remains committed to maintaining long-term financial stability while advancing its mission of providing equitable access to quality education.

Developing and Improving Facilities and Infrastructure

In pursuit of its commitment to improving infrastructure and providing an enabling learning and working environment, the

Institutional Milestones



College continued to invest in the development and modernisation of its facilities during the 2024/25 financial year. A total of N\$24 million was approved for capital expenditure, withdrawn from the Development Fund, representing a 17 percent decrease compared to the previous year's allocation. Despite this reduction, several critical infrastructure projects were implemented across both the Head Office and the regional centres.

At Head Office, multiple projects progressed towards completion during the reporting period. The Emergency Exit Routes and Fire Signage Project reached practical completion and is currently in the retention phase, ensuring compliance with relevant safety standards. The Fire Protection System Installation at the Academic Warehouse was completed within the approved budget. The Science Laboratory additions and alterations were completed and handed over in September 2024, providing enhanced facilities for practical instruction and learner assessment.

Progress was also made on the boundary wall

registration, which includes the preparation of cadastral drawings for the Opuwo site. Although delays were experienced due to administrative processes, the registration remains under review by the City of Windhoek.

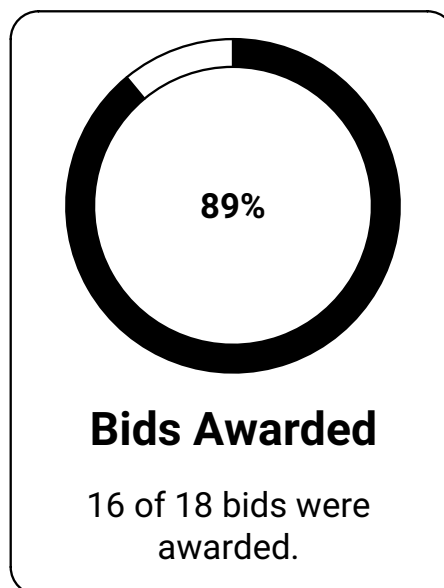
At the regional level, the College expanded its physical footprint through property acquisitions and construction projects. The purchase of Erf 330 in Oranjemund was completed, with ownership transfer in progress and compliance applications scheduled for April 2025. Construction on Phase 2 of the Walvis Bay Sub-Regional Office was approximately 60 percent finished by the end of the reporting period, with completion expected by mid-2025. The feasibility study for Erf 2903 in Wanaheda was completed and aligned with the College's development requirements.

The most notable milestone was the completion and handover of Phase 1 of the Opuwo Campus in December 2024, significantly enhancing regional service delivery capacity. Post-construction assessments identified the need for improved stormwater management, for which engineering solutions are being developed.

Through these infrastructure developments, NAMCOL continues to strengthen its regional presence and operational capacity.

Procurement Management

The annual procurement plan for the FY 2024/2025, amounting to N\$17,727,000.00, was prepared and submitted to the Public Procurement Units under the Ministry of Finance and Public Enterprises for approval. In addition, the PMU submitted the Annual Report on approved procurement activities to the same unit, amounting to N\$12,753,915.82, for review and record. During this period, a total of 18 bids were advertised, of which 16 were awarded while 2 were cancelled due to their non-responsiveness and other issues.



KFA 5 - ENHANCING INFORMATION AND COMMUNICATION SYSTEMS



Enhancing Information and Communication Systems

Through this Key Focus Area, the College aims to enhance its digital infrastructure and information management systems, thereby supporting operational efficiency, data security, and technology-enabled learning. NAMCOL remains committed to safeguarding the confidentiality, integrity, and availability of information resources while ensuring that its communication platforms effectively support both academic and administrative functions.

Protecting the Confidentiality, Integrity and Availability of Information and Communication Systems

The College made significant progress in modernising and securing its information systems. The Moodle and ITS integration project was completed and went live in February 2025, improving system interoperability and ensuring seamless learner data management.

The Microsoft Exchange Server migration marked another significant milestone in strengthening institutional communication. By March 2025, a total of 235 staff mailboxes had been successfully migrated to the hybrid configuration, ensuring secure, reliable, and timely access to communication



services for all users. The Records Management File Plan was reviewed and approved in January 2025, enhancing document control and regulatory compliance.

To safeguard information assets, the Cybersecurity Strategy Implementation Plan was operationalised, with 70 percent of the identified actions completed. Security awareness training and quarterly phishing-simulation campaigns were conducted to strengthen user vigilance against cyber threats.

The Voice over Internet Protocol (VoIP) rollout commenced in April 2024 following the upgrade of the College’s internet infrastructure at Head Office and Ongwediva. This modern communication solution improves connectivity and cost efficiency. The implementation in the remaining regional offices, including Otjiwarongo, Gobabis, Opuwo, Eenhana, Outapi, Keetmanshoop, Omuthiya, and Walvis Bay, is planned for the 2025/26 financial year.

Enhancing ICT Infrastructure

The College continued to upgrade its ICT infrastructure to enhance the reliability and accessibility of digital services. Manual off-site backups were maintained, with storage drives transferred to secure facilities twice weekly. The transition to an automated backup solution is planned for the 2025/26 financial year to strengthen

data protection and business continuity further.

Through these initiatives, NAMCOL continues to build a resilient, secure, and future-ready ICT ecosystem that supports innovation, efficiency, and effective service delivery across its operations.



KFA 6 - STRENGTHENING MARKETING, COMMUNICATION, AND BRAND MANAGEMENT




Strengthening Advocacy, Strategy and Communication

Through this Key Focus Area, the College continues to strengthen its visibility, stakeholder engagement, and brand positioning within Namibia's education landscape. NAMCOL recognises that strategic marketing, effective communication, and meaningful partnerships are essential to promoting its programmes, expanding access, and sustaining competitiveness in a dynamic learning environment. The College, therefore, remains committed to implementing an integrated marketing approach that reinforces its reputation as a leading provider of open and distance learning while cultivating collaborations that extend its reach and impact across sectors.

During the reporting period, the College implemented its new Marketing Strategy, which guided efforts to enhance brand visibility, stakeholder engagement, and alignment of marketing activities with institutional objectives. Various promotional initiatives were undertaken, including the live streaming of major institutional events to extend reach and inclusivity.

As part of its image-building campaign, the College produced fifteen high-impact promotional and testimonial videos highlighting the achievements of notable alumni who demonstrated how NAMCOL influenced their academic and professional success. Several of these productions



concentrated on women's participation in Technical and Vocational Education and Training (TVET), especially in Automotive Mechanics, to challenge gender stereotypes and foster inclusivity. Additionally, student success profiles featuring learners from secondary, TVET, and tertiary programmes were created and extensively shared across social media platforms to motivate and inform current and prospective students.

The 2025 Secondary Education enrolment campaign was launched in January with targeted radio advertisements across NBC vernacular stations and regional outreach platforms. Supplementary communication materials, including flyers, brochures, and posters, were designed to promote key programmes and services such as the Pre-entry to Tertiary Education (PETE) programme, examination procedures, student welfare services, and the eLearning platforms Notesmaster and Moodle.

The Bachelor of Education in Junior Primary (Honours) brochure was prominently featured in national print media to boost programme visibility and raise public awareness. Additionally, the College Prospectus was made fully accessible online, allowing prospective learners and stakeholders to easily access detailed information about NAMCOL's programmes and services.

To complement these promotional efforts, the College conducted regular radio information sessions throughout the reporting period. These broadcasts

provided timely updates on registration timelines, examination procedures, and block tuition schedules, thereby strengthening communication and learner engagement across all regions.

Between December 2024 and March 2025, the College launched an innovative Social Media Influencer Campaign to raise awareness of NAMCOL's programmes, services, and business units. This initiative substantially boosted the College's online presence: Facebook followers increased from 69,206 to 76,000; X (formerly Twitter) engagement grew from 471 to 487; Instagram expanded from 21,252 to 23,000; and LinkedIn connections rose from 6,541 to 7,333. Additionally, the College sent over 141,000 outbound messages through its SMS system to share important updates with learners and stakeholders.

These initiatives reflect NAMCOL's ongoing commitment to dynamic, inclusive, and data-driven marketing and communication practices. By leveraging both traditional and digital platforms, the College continues to strengthen its brand equity, enhance stakeholder trust, and position itself as a forward-thinking institution responsive to the diverse needs of its learners and partners.

Strengthening Networking and Partnerships

NAMCOL continues to recognise partnerships and collaborations as key drivers for relevance, innovation, and

Facebook followers increased from 69,206 to 76,000.



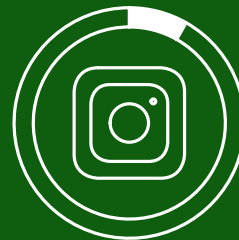
+9.8%

X(Twitter) engagement increased from 471 to 487.



+3.4%

Instagram Followers grew from 21,252 to 23,000.



+8.2%

LinkedIn Facebook followers increased from 6,541 to 7,333.



+12.1%

sustainable growth. During the reporting period, several strategic agreements were established to strengthen academic linkages, promote skills development, and enhance institutional visibility.

A Memorandum of Understanding (MoU) was signed with DM Motors in July 2024 to facilitate industrial attachments and practical learning opportunities for TVET trainees, reinforcing the College's commitment to work-integrated learning.

In November 2024, a Barter Agreement was concluded with the New Era Publication Corporation (NEPC), enabling reciprocal advertising between NAMCOL and NEPC's platforms. Under this six-month partnership, NAMCOL's adverts appeared in the New Era newspaper, while NEPC was featured on the College's digital billboard, optimising brand visibility through shared media value.

The College also entered into two agreements with the Commonwealth of Learning (COL). The first, valued at CAD14,487, focuses on building staff capacity to integrate Artificial Intelligence (AI) into open and distance learning course design, assessment, and policy development, ensuring ethical and aligned use of emerging technologies. The second agreement, valued at CAD19,395, aims to assess and strengthen NAMCOL's learner support systems for students with special needs and those from marginalised communities. It includes training for counsellors and subject matter experts, and the development of strategies to improve inclusivity and learner

success.

Through these partnerships, NAMCOL continues to foster international collaboration, expand learning opportunities, and strengthen its capacity to deliver responsive, inclusive, and technology-driven education.

Strengthening Stakeholder Engagement

Engagement with stakeholders remains a cornerstone of NAMCOL's strategy to build trust, enhance service delivery, and ensure alignment with national development priorities. During the reporting period, the Stakeholder Engagement Plan was reviewed, approved by management in May 2024, and implemented across all regions. Stakeholder consultative meetings were convened with regional councillors, school principals, and key education partners in Rundu and Katima Mulilo (July 2024), Otjiwarongo and Swakopmund (September 2024), and Opuwo and Oshakati (October 2024). These engagements served as platforms to showcase NAMCOL's programmes and services, solicit feedback, and explore potential areas for collaboration. The discussions reaffirmed NAMCOL's value as a national partner in promoting access to quality education and skills development.

FINANCIALS

Statement of Financial Position as at 31 March 2025

	Notes	2025	N\$	2024	N\$
Assets					
	Notes				
Non-Current Assets					
Property, plant and equipment	3	369,267,914		343,865,905	
Right of use assets	4	473,907		1,779,579	
		369,741,821		345,645,484	
Current Assets					
Inventories	5	3,412,506		4,687,704	
Trade and other receivables	6	20,077,994		22,139,559	
Cash and cash equivalents	7	15,670,789		47,347,506	
		39,161,289		74,174,769	
Total Assets					
		408,903,110		419,820,253	
Equity and Liabilities					
Equity					
Development fund	8	37,673,077		37,673,077	
Reserves	9	189,591,312		180,667,063	
Retained income		15,654,976		31,835,360	
		242,919,365		250,175,500	
Liabilities					
Non-Current Liabilities					
Finance Lease liabilities	4	-		1,047,981	
Retirement benefits obligation	10	1,158,000		1,243,000	
Deferred income	11	40,448,608		48,054,208	
Post-retirement medical plan	12	71,008,000		67,315,000	
		112,614,608		117,660,189	
Current Liabilities					
Deferred income	11	25,945,463		21,429,819	
Trade and other payables	13	17,787,917		20,299,210	
Finance Lease liabilities	4	488,405		783,598	
Provisions	14	9,147,352		9,471,937	
		53,369,137		51,984,564	
Total Liabilities					
		165,983,745		169,644,753	
Total Equity and Liabilities					
		408,903,110		419,820,253	

Statement of Surplus or Deficit and Other Comprehensive Income

	Notes(s)	2025	2024
Revenue	15	186,466,221	204,931,916
Cost of Sales	16	(3,858,239)	(4,368,149)
Gross surplus		182,607,982	200,563,767
Other operating income	17	2,294,684	9,038,388
Loss on disposal of property, plant and equipment	18	128,377	(160,545)
Movement in credit loss allowance	6	(1,033,352)	-
Marketing expenses		-	(1,023,733)
General and administrative expenses		(12,033,192)	(12,746,794)
Research and development		(109,638)	(274,340)
Maintenance expenses		(5,593,273)	(6,884,677)
Other operating expenses		(195,143,634)	(186,627,808)
Operating surplus/ (deficit)	19	(28,882,046)	1,884,258
Investment income	21	3,473,709	5,606,421
Interest paid	22	(96,047)	(218,853)
Surplus for the year		(25,504,384)	7,271,826
Other comprehensive income:			
Items that will not be reclassified to profit or deficit			
Remeasurements on net defined benefit liability/assets	10&12	9,324,000	(354,658)
Gain on property revaluation	9	8,924,250	16,785,420
Total items that will not be reclassified to surplus or deficit		18,248,250	16,430,762
Other comprehensive income for the year		18,248,250	16,430,762
Total comprehensive income for the year		(7,256,134)	23,702,588.00

CHALLENGES

During the review period, the College continued to make progress; however, some systemic and operational challenges hindered the full realisation of institutional targets.

At the policy and funding levels, the current subsidy framework remains a significant risk, as government subsidies are allocated only to secondary education programmes, with no dedicated funding for higher education and TVET programmes. NAMCOL is also not explicitly recognised in the definition of higher education in the Higher Education Act of 2003, which limits access to funding mechanisms and sectoral support reserved for higher education institutions. These factors, combined with stagnant own revenue streams, have entrenched an over-reliance on government funding and restricted the College's ability to diversify and expand its programme offerings.

The timely finalisation of Annual Financial Statements remains a challenge and could impact the subsequent audit cycle. Budget has been allocated for the next financial year to acquire CaseWare software to streamline financial statement preparation and improve turnaround times.

Human resources capacity and organisational design also posed risks. The recruitment of critical senior positions, including director-level and regional management roles, continued to face delays due to outsourced recruitment processes and psychometric assessments, which slowed the filling of key vacancies and created temporary leadership gaps. Additionally, the lack of a fully developed academic structure suitable for an institution offering programmes across secondary, TVET, and tertiary levels, combined with human resource constraints such as a high proportion of fixed-term appointments, contributed to employment instability, affected institutional memory and staff morale, and led to uneven quality of service delivery in some areas.

Attendance among secondary education learners during block tuition sessions remained significantly

below registration levels, with the most notable decline in the second and third sessions despite targeted awareness campaigns. In some centres, low turnout and limited classroom access led to the discontinuation of sessions, disadvantaging committed learners. Within TVET, enrolment continued to decline, especially after the removal of Level 1 and 2 Office Administration programmes, highlighting the need for alternative pre-vocational and bridging courses. At tertiary level, although performance remained relatively stable, attendance at orientation sessions and online tutorials remained low, mainly due to economic pressures and connectivity costs.

Learners continued to face difficulties in using the student portal and eLearning platforms, mainly due to limited network connectivity, inadequate access to digital devices, and low levels of computer literacy. These issues hampered the effectiveness of technology-mediated learning and were worsened by the temporary unavailability of the Notesmaster platform during the 2024 academic year. Ongoing deficiencies in ICT infrastructure, including uneven connectivity across regions and limited bandwidth, continued to disrupt both programme delivery and administrative efficiency. On the institutional side, although major system integrations were completed, the full deployment of automated backup solutions and Voice over Internet Protocol services across all regions was postponed to the next financial year due to budgetary and logistical constraints.

Infrastructure development also faced challenges. Projects such as the Walvis Bay Sub-Regional Office and the stormwater drainage system at the Opuwo Campus experienced delays due to administrative procedures, design revisions, and contractor issues. At the same time, increased competition for infrastructure, including some school principals' reluctance to make government school classrooms available to NAMCOL, limited the availability of suitable locations for tutorials and assessments. Conflicting and overlapping accreditation requirements between the Namibia Qualifications Authority and the National Council

for Higher Education created uncertainty for programme approval and, in some cases, affected students' access to funding and financial aid.

From a reputation and stakeholder engagement perspective, there was an ongoing misunderstanding of the mandate and an inconsistent brand perception. Although progress has been made in communicating NAMCOL's expanded role beyond second-chance secondary education, some stakeholders still do not fully grasp the College's broader mandate in TVET and higher education, or the full range of services provided. This, combined with the need for more decentralised and responsive services in the regions, has impacted stakeholder confidence and perceptions of service quality.

Despite these significant challenges, the College continues to take corrective actions, enhance its institutional systems, promote an enabling policy and funding environment, and utilise strategic partnerships to reduce risks and maintain progress towards its strategic aims.

CONCLUSION

This report highlights the progress achieved by the Namibian College of Open Learning from April 2024 to March 2025, demonstrating NAMCOL's steadfast commitment to accessible, inclusive, and high-quality open learning. The milestones reached across all Key Focus Areas emphasise the College's consistent progress towards operational excellence, academic innovation, and sustainable institutional development.

The achievements captured herein are the result of collective effort, strategic foresight, and the dedication of staff across all directorates and regions. Through their commitment, the College continued to expand access to education, strengthen student support systems, improve infrastructure, and enhance governance and accountability frameworks.

As the College moves forward, it remains committed to fostering partnerships and collaborations that drive innovation, advance research, and promote inclusivity. Continued emphasis will be placed on digital transformation, human capital development, and financial sustainability to ensure that NAMCOL remains responsive to the evolving educational landscape and national development priorities.

Together, management and staff remain resolute in their mission to uphold NAMCOL's vision of transforming lives through open and distance learning and in their shared pursuit of excellence that empowers individuals, strengthens communities, and contributes meaningfully to Namibia's socio-economic development.



**FOR FURTHER INFORMATION
PLEASE CONTACT:**

NAMCOL Head Office

Independence Avenue
Private Bag 15008
Katutura
Tel: (061) 320 5111
Fax No : (061) 216 987
NAMCOL WEBSITE
www.namcol.edu.na

Northern Region

Mr. S. Ntinda
NAMCOL NR Office
Marula Street
P.O. Box 80002
Ongwediva
Tel: (061) 320 5501
Email: ntinda@namcol.edu.na

North-Eastern Region

Mr. E. Adriano
NAMCOL NER Office
Independence Avenue
P/Bag 2123, Rundu
Tel: (061) 3205554
Email: adriano@namcol.edu.na

Katima Mulilo

Tel: (066) 253 065

Central Region

Mr L. Bock
NAMCOL CR Office
P. O. Box 2006
Cnr of Waterberg & Prosit Str
Otjiwarongo
Tel: 067 304 358
Email: bock@namcol.edu.na

Southern Region

Mr. C. Hinanifa
NAMCOL SR Office
Jetu Jama Centre, Katutura
P/Bag 13275
Windhoek
Tel: (061) 320 5272/36
Email: hinanifa@namcol.edu.na

Sub-Regional Offices

Gobabis

Tel: (062) 564 321

Keetmanshoop

Tel: (063) 222 100

Walvis Bay

Tel: (064) 205 990

Eenhana

Tel: (065) 263 848

Opuwo

Tel: (065) 277 012

Omuthiya

Tel: (065) 247 607

The Annual Report was compiled by:
Dr. Ngepathimo Kadhila: NAMCOL CEO
Ms Justina Nhoni: Senior Manager: Strategy, Research and Quality Assurance
Ms Rholene Bok: Manager: Marketing
Lay-out Artist: Tjiwa Haukambe



NAMCOL

TAKING EDUCATION TO THE PEOPLE