POLYTECHNIC OF NAMIBIA

2008 ANNUAL REPORT

Innovation : Entrepreneurship : Wealth Creation
INNOVATIVE ENTREPRENEURSHIP

“Innovation is the specific instrument of entrepreneurship. The act that endows resources with a new capacity to create wealth.”

Peter F. Drucker (American Educator and Writer, 1909-2005)
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“Never before in history has innovation offered promise of so much to so many in so short a time.”

Bill Gates, Founder of Microsoft (born 1955)
THE CAMPUS COMMUNITY IN FIGURES

The Polytechnic is Namibia’s university of science and technology contributing to wealth creation through excellence in technology-oriented career and professional education and training, applied research and service. As an academic community, we continuously strive to produce enhanced economic utility through scholarly activities, as expressed in discovering, preserving and applying knowledge.

HISTORY & STRUCTURE

Institution established - 1996 (autonomy)

Number of Schools / Faculties – 5
- Business and Management (SBM)
- Communication (SOC)
- Engineering (SOE)
- Information Technology (SIIT)
- Natural Resources and Tourism (SNRT)

Number of Academic Departments – 23

ENROLMENT & COST

Total student enrolment – 9,410
- Number of countries represented by student body – 29
- Gender Ratio – 54% female : 46% male
- Number of diplomas/degrees granted – 1,081
- Per capita cost per School / Faculty (N$)
  - SBM - 18,000
  - SOC - 67,000
  - SOE - 44,000
  - SIIT - 36,000

Average State subsidy per capita – N$ 11,492
State Subsidy as percentage of total income – 49%
Tuition revenue as percentage of total income – 34%

CAMPUS & GROWTH

- Replacement Value of Buildings and Equipment – N$ 575 million
- Total Revenue – N$ 220 million
- Number of employees: 507 (full-time)
- Library acquisition budget – N$ 2.6 million
- Volumes added to the library – 4,468
- Printed volumes owned by the library – 59,822
- Research funding (institutional) – N$1 million
- International co-operation and partnerships – 65
- Best tertiary education institution
  in Namibia - PMR Award 2008
Each year presents new challenges for higher education everywhere because the enormously complex, and at times, irrational, interconnected global environment continues to evolve with new paradigms and dimensions. The challenge for higher education is to successfully deal with the economy and technical revolutions and new realities. As we continued to prepare the graduates to face the complex world from an advantageous platform, the global interconnectedness of the economic system brought about decline in all major economies.

The sub-prime housing crisis which originated in the United States destroyed enormous amounts of wealth across the globe and emerging economies like Namibia have not been spared the effects of this crisis. However, due to our local financial regulatory system, the direct consequences on our economy have not been as severe as in the Organisation for Economic Co-Operation and Development (OECD) member states. Nonetheless, the world in an economic crisis means less demand for our raw materials, fewer travellers to our tourist destinations and, consequently, less revenue for the Namibian Treasury, which ultimately translates into less spending on public universities.

Since the effects of the current economic crisis can be expressed as a tremendous loss of confidence in the regulation, robustness and reliability of money markets, the productive capacity of people globally has been challenged. The macroeconomic theories and practices are being questioned and the world economy will probably never be the same again. This is accentuated by the fact that new economic powers are continually emerging. Reinvigorating markets requires the capacity of innovative entrepreneurs who are capable of skilful anticipation of new opportunities to sustain their livelihoods or flourish under new circumstances. In this context, the Polytechnic’s choice of Innovative Entrepreneurship as its theme for the year under review was most appropriate.

We continued to build a robust university knowing that it will survive the rough rides of the economy and new revolutions. We are thus particularly pleased with the level of local and international participation and the overwhelming demand from school leavers for admission to our university. The year saw the institution grow from strength to strength as expressed, amongst many factors, in the impressive growth of academic programmes, especially in the applied sciences, and in student enrolment. To enhance this positive development, we paid particular attention to the preparation of graduates capable of building our future...
as knowledge workers and global citizens. We witnessed the expansion of the infrastructure and complete restoration of Elizabeth House and Sander House - the century-old historical centre - and the occupation of the state-of-the-art Science and Technology Building. Surely, growth does not just happen; it is managed. Therefore, we invested a significant amount of resources mapping our future in the next Strategic Plan (2009-2013). This third strategic plan was approved by Council and speaks to our aspirations and expresses our dedication to remaining a relevant modern university, fully engaged in local and international development.

The Council continued to embed good governance and promote conformity to best practices. As an established hallmark of our historic development, our financial system once again withstood the challenges of public underfunding and we closed the year with a balanced budget. All in all, our achievements earned us accolades, awards and recognition locally and from far beyond our national borders. I wish to assure all stakeholders that our university has a strong foundation and is being strategically positioned in the global community of universities.

Finally, I would like to express my appreciation to the Government of the Republic of Namibia, in particular the Minister of Education for his continued support. And I would also like to thank my fellow Council members and the Founding Rector, Management, faculty and staff for their equally sterling commitment to our institution. The future of our university definitely looks promising.

Faithfully,

[Signature]

MR. OLOFF MUNJANU
Chairperson of Council
It is now well understood that higher education today is the backbone of the global economy; it is indeed the foundation of wealth and well-being. This is a fact often lost on our children who are easily distracted by many competing interests especially in the form of high dreams and flashy gadgets, which are unsustainable without education.

Education requires focus, discipline, and a dedicated effort and often-times it is difficult for our youth to withstand those powerful, competing forces. But the Polytechnic’s commitment to education is unwavering and meaningful, and we shall persist to surmount the barriers to excellence.

We have recorded many achievements and this Annual Report is a thematic summary of our development. All in all, we continued to experience tremendous growth in every key aspect of the institution: academic programmes; student enrolment - growing to nearly ten thousand; infrastructure; services; quality assurance; research; partnerships. This is certainly a positive development for Namibia, especially in its quest to achieve ‘developed economy’ status in the not-too-distant future. Simply put, our Vision 2030 is a dream deferred if we do not innovate our systems.

To give new meaning to old systems such as the economy or education, we must innovate and do so now. Consequently, work-integrated learning, technology, entrepreneurship and innovation have been the hallmarks of our educational programmes for years, with special focus on the applied sciences. Working with stakeholders and universities and organisations internationally has created a strong balance for our qualifications, programmes and services which are now much sought after.

Our meaning and relevance to society are articulated through the professional qualifications in disciplines such as Business, Communication Technology, Engineering, Health Sciences, Information Technology and Natural Resources Management. In addition to all the qualifications we offer, we strongly believe that our role extends to society by means of service links and systems such as the Centre for Entrepreneurial Development, the Namibian-German Centre for Logistics (a centre of excellence), and the Harold Pupkewitz Graduate School of Business (HP-GSB). The HP-GSB will host, amongst others, post-graduate programmes in International Business, Leadership and Change Management as well as professional development courses. Such programmes, combined with erstwhile specialisations in Entrepreneurship, and ICT Policy and Regulation, respond to the
demands of business executives and entrepreneurs to be highly adaptive and capable of effectively combining theory and practice. Our goal is to infuse business and industrial practices with advanced knowledge, thereby driving entrepreneurship and innovation and thus appropriately serving our graduates long after embarking on a career. The message is clear: there is no question that an economy staggering out of colonialism and competing against the global financial system needs directed growth through innovation. In this spirit, we have conceived the Namibian Business Innovation Centre (NBIC) as an absolute necessity in our development paradigm.

The values articulated in our third Strategic Plan (PSP-3) - excellence, inventiveness, inclusiveness, integrity and transparency - will collectively position us for leadership in the modern economy. On behalf of my colleagues and students, I express our profound gratitude to the Government, Council and all our esteemed stakeholders and partners for their dedication to our success. I trust you will be our valued partner on our way forward.

Sincerely,

DR. TJAMA TJIVIKA

Founding Rector
UNIVERSITY RANKINGS IN AFRICA

MOVING UPWARDS ...

Whatever the arguments against the use of web-indicators in respect of the comparative ranking of universities worldwide may be, the Polytechnic has established itself among the best universities on the African continent. This is no mean feat, considering its short history.

It is significant to note that the Polytechnic of Namibia is ranked among the top African universities for the third consecutive year. Following a 24th place in 2007, it advanced to the 16th position by the end of 2008 (http://www.webometrics.info/top100_continent.asp?cont=africa).

But it is not only this rather flattering achievement that inspires pride in our institution. There are other factors which indicate that the Polytechnic has indeed earned its place among the best universities in Africa. Apart from being firmly anchored in the heart and soul of the Namibian people, the Polytechnic has also a strong sense of its place in the world, and thus accepts its responsibility to render its academic, research and outreach services for the benefit of the local, regional and international environment. This is expressed in the variety of partnerships and agreements with universities and organisations internationally. The new programmes such as the Master of Integrated Land Management, the Master of Science in Leadership and Change Management, and the Master of Arts in Comparative Local Governance to be introduced in 2009, are products of international collaboration and pillars of sustainable development and the empowerment of the Southern African community through shared education and knowledge systems. These programmes are particularly relevant and attractive to students from neighbouring countries in SADC. The internationalisation of the Polytechnic’s programmes in general has earned this fine institution widespread attention from within and outside the country.

Indeed, we are in touch with the world and more particularly with the world of tertiary education. Our institution also prides itself in the excellent relationships it has with employers and investors nationally and internationally, relationships based on our commitment to ensuring that our products and services meet the expectations of society. When we completed the five-year strategic plan, our commitment to become one of Africa’s top universities was quite clear. It is the Polytechnic’s firm intention to make further headway in its development and to retain its place among the best African Universities in an educational market which is growing ever more competitive.
THE SECRET OF SUCCESS:
ENHANCING THE ENVIRONMENT OF A LEARNING ORGANISATION

History has shown consistently that even otherwise successful systems with sound objectives, have in many cases ended up in reproducing increasingly disabling environments. This phenomenon occurs particularly in situations where an organisation lacks the means or the resources needed in order to meet its objectives.

For a number of years now the Polytechnic has kept the public informed about the growing mismatch between its goals and public funding. This year the government subsidy fell below the symbolic figure of 50% for the second year in the absence of a scientific funding formula, growth may be more fortuitous than planned. In fact, the state subsidy of Ns 108 million accounted for 49% of the overall budget of Ns 220 million. Following government subsidy the remainder of income is generated through tuition, consultancies and grants.

The adverse effects of the mentioned funding system compelled the Council and Management to further optimize the resources flow at strategic and operational levels. Thus the introduction of a system-oriented analytical revision of institutional functions, from the level of the Rector to students, designed to streamline the operational environment and to allow the institution to develop into a vanguard learning organisation. In August the Polytechnic went one step further in the resource flow optimisation by introducing a project entitled "Enhancing the Enabling Environment". The analysis-based integration of system management functions is a paramount orientation for integrated research in teaching and learning.

Taking historical lessons of technology development and integration failures, available knowledge about the systemic consequences of technology implementation failures, and systemic limits to growth as a starting point, the project assumes that there is no 'one-shoe-fits-all' environment which could be declared 'enabling'.

Against this backdrop, the project seeks to integrate the five functional building blocks of an enabling environment (following the viable system model as described in Stafford Beer’s “The Heart of Enterprise”, 1972), namely: Principles, Consequences, Tasks, Indicators, Tools and Means. Based on the principles defined in the Polytechnic’s Third Five-Year Strategic Plan (PSP-3), the Polytechnic Core Team, consisting of Senior Management staff led by the Rector, examined the systemic manifestations of managerial action, i.e. the consequences of the application of our own principles.
THE SECRET OF SUCCESS: ENHANCING THE ENVIRONMENT OF A LEARNING ORGANIZATION

In a row of intensive workshops, the Core Team addressed -

a) The question of which objectives must be fulfilled in future to meet our purpose as well as to support the existence of our own system and its coexistence with partner systems; and

b) The impact of the application of chosen principles on our own system to enable us to meaningfully contribute to our partner systems and enrich industrial development in Namibia.

The project will be continued in 2009. The objective is to introduce the approach to progressively lower levels in the organisation until eventually all Polytechnic stakeholders, faculty, staff and students are involved in discovering and remodelling their enabling environment through system-oriented management.
INTERNATIONAL PARTNERSHIPS AND RELATIONS

ERASMUS MUNDUS EXTERNAL COOPERATION WINDOW (EM ECW)

Since the publication of the last Annual Report the manifold activities under the more than sixty partnerships with leading international institutions of tertiary learning and research in Africa, Asia, Europe and North America have enriched the academic life of our community.

The Erasmus Mundus External Cooperation Window (EM ECW) has opened new and unprecedented opportunities for intellectual growth and exchange.

The EM ECW is a cooperation mobility scheme, sponsored by the European Union, to achieve better understanding and mutual enrichment between the European Union and developing countries through promotion of exchange of persons, knowledge and skills. This is done through partnerships and institutional cooperation and exchanges between European higher education institutions and those in the developing countries.

The Polytechnic, together with 17 other universities and 10 associate institutes (such as the United High Commission for Refugees), participated in a competitive tender to implement the €5 million EM ECW mobility scheme and scooped the so-called External Window Cooperation Lot 10. The Consortium includes 6 European, 8 African, 2 Caribbean and 2 South Pacific universities. The criteria for selection include experience in external academic cooperation, efficient financial management, good governance and good academic standing. The Polytechnic is the only university in Southern Africa participating in this consortium, the latter which includes the following six European partners: International Institute of Geoinformation Science and Earth Observation, ITC of the Netherlands (which is also the coordinating institute), Lund University of Sweden, Free University of Berlin in Germany, University of Bordeaux in France, University of Algarve in Portugal and Deusto University in Spain.

This mobility programme availed 180 scholarships to faculty and students in the participating (Asia, Caribbean, South Pacific) ACP countries. Of these 144 were awarded to students to pursue further studies in any discipline at any of the six European partner universities while 36 were academic scholarships for staff exchange. Target group 1 is staff members and alumni of participating partner universities; target group 2 is nationals of ACP countries who have obtained a degree or equivalent in their country and are working in public administration, public and private enterprises; and target group 3 is nationals in ACP countries who are in vulnerable situations, including those with refugee status, affected by unjustified expulsion and particular indigenous groups targeted by a specific national policy.

In this very competitive process, 10 Master’s degree scholarships and five staff mobilities were granted to Namibia and the Polytechnic at an executive board meeting held in July 2008 at ITC. At this meeting, it was also decided that the next board meeting will be hosted by the Polytechnic in Windhoek in January 2009 and the decision was supported by the European Commission at the December Edu-Link Conference.
THE IMPORTANCE OF BUSINESS EDUCATION

GRADUATE SCHOOL OF BUSINESS

The period under review also marked the establishment of the Harold Pupkewitz Graduate School of Business (HP-GSB), named after its founding benefactor. This achievement is reflective of an extended period of focused academic development at the Polytechnic.

There is a strong correlation between the quest for, and emergence of, business and management education and the knowledge society. According to the 2007 business school rankings (Financial Times), the USA has the highest proportion of these in the top 200 of the world. It is thus not surprising that the USA also is the leader on the entrepreneurship index of the Global Entrepreneurship Monitor (GEM). In Africa the same trend prevails, with South Africa - the largest and most developed economy on the continent, and its preponderance of business schools occupying the highest ranking in Africa. The development of high quality business education institutions, combined with technical, technological and professional education, in emerging economies may therefore be seen as a prerequisite for their sustainable economic development.

The School of Business and Management (SBM) has always been the Polytechnic’s largest faculty in terms of student numbers and by academic programmes. After the successful launch of the Master of International Business (MIB) in 2006, and the forging of intensive relations with other business schools, the creation of a Graduate School of Business was a natural progression of development. The catalyst for its realisation was a generous grant from Mr. Harold Pupkewitz and his pledge of continued support for years to come. Through the Harold Pupkewitz Graduate School of Business (HP-GSB), Mr. Pupkewitz will leave a priceless academic legacy, in the form of a facility at which Namibians and others can attain internationally recognised business qualifications. The substantial grant to the institution also sets a new benchmark for corporate support to educational institutions in Namibia.

The HP-GSB will:

- Address industry’s need for highly skilled Namibian managers and leaders through formal and non-formal education & training;
- Provide post-graduate qualifications with a unique focus on niche areas;
- Improve business leadership and the country’s competitiveness through quality business and management education.

The GSB is located in a new purpose-made academic facility. It is envisaged that through its offerings which will increase significantly in the near future, it will attract an increasing number of business and management graduates. The Polytechnic will become a member of the Association of African Business Schools (AABS), which was established in 2005 to promote excellence in business and management education in Africa by supporting graduate business schools through capacity building, collaboration and quality improvement.
ENTREPRENEURSHIP EDUCATION

DEGREE IN ENTREPRENEURSHIP

It is generally accepted that failures of small & medium enterprises are caused by three factors: a) lack of business knowledge; b) lack of capital; c) lack of management skills. Statistics reveal that 90 per cent of all business start-ups falter within one year of entering the market. Of those surviving the first year of operation, many more become insolvent within another two years. Each failure has immense consequences in terms of loss of dedicated capital, labour and confidence in business.

It also causes fluctuations in the market and society at large, since it compels business and customers to face an uncertain market. While changes in markets are inevitable, and while healthy competition leads theoretically to higher productivity that benefits the consumers, business failure is wasteful in the economy and should be avoided.

This insight led to the offering of the course ‘Entrepreneurship’ across the curriculum. It has also led to the development of a new concept of business education at the Polytechnic according to the ProAcademy model in Finland. This programme combines traditional basic business studies with practical learning in the ProAcademy, where students are trained to become entrepreneurs by actually performing business tasks. ProAcademy students form and register companies that undertake projects for industry – in essence, students learn by doing in a real business. This embraces the message of the “learning pyramid”, i.e. the highest retention of learned skills, concepts, and knowledge is obtained when students do it themselves.

Encouraged by the Finnish success, the Polytechnic will cooperate with Tampere University of Applied Sciences to implement this model as an Honours degree in Entrepreneurship in 2009. The Professional Learning model is one of the most exciting projects in tertiary education in sub-Saharan Africa. The Teaching-Learning-Assessment paradigm shift is considered for many Polytechnic programmes.
### Enrolment

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<th>Male</th>
<th>Total</th>
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<td>Business Management</td>
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<td>Economics</td>
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<td>Human Resources Management</td>
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<td>Public Management</td>
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<td>13</td>
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<td></td>
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</tr>
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</table>

### Mode of Study

- Full-time: 25%
- Part-time: 40%
- Distance Education (All Centers): 35%

### Gender

- Female: 37%
- Male: 63%

### A Total of 1 500 Trained in 2008

**A Decade of Entrepreneurial Development**

The Centre for Entrepreneurial Development (CED) is the industrial skills development and training arm of the Polytechnic. The CED *inter alia* targets the small and medium enterprise (SME) sector of Namibia, where the need for effectively expanding and strengthening basic understanding of business environment and practices is highest. Through the CED the Polytechnic provides an industry level explication of its academic paradigm, which is essentially the development of an entrepreneurial attitude through all its academic programmes.

The CED became operational in 1999 and has since then trained thousands of persons in a variety of programmes. It conceptualises tailor-made courses, and so alleviates topical human resource, skill and competence shortages. In 2008 CED trained a total of 1 500 would-be entrepreneurs in a diverse range of courses such as Logistics and Supply Chain Management, International Trade Management, and Waste Management, to mention but a few.
A QUANTUM LEAP

DISTANCE LEARNING REVISITED

The Centre for Open and Lifelong Learning (COLL) is the dedicated distance learning arm of the Polytechnic. Distance education developed from an early form of non-residential learning facilitation, also known as “correspondence education” and today offers much more than meets the eye. Thus COLL is poised to become the leading provider of distance education through a mixture of face-to-face, distance modes in Namibia.

Over the years the Polytechnic’s distance learning student component has grown significantly. In 1996 the institution registered 949 students in the distance learning mode, less than half the 2 079 it caters for today. In total, and interestingly so, the COLL footprint was felt by more than 5 300 Polytechnic students in 2008, as the institution continued to facilitate mixed learning modes of study best suited for their circumstances. More importantly, in 1996 the Polytechnic offered only two programmes and six qualifications in distance learning mode, compared to 12 programmes and 20 qualifications in 2008. Indeed, we are determined to offer quality distance education through the new means of technology and innovations to the growing Namibian population.

The Polytechnic realises that quality distance education delivery is a significant means of supporting Government policies aimed at strengthening regional centres and the rural areas, thereby rendering them sufficiently attractive for rural residents; this in a small way is a solution to the problem of rural-to-urban migration.

For this reason, the Polytechnic established nine fully operational COLL centres, equipped with reading and study halls, analogue and digital libraries, as well as high-end personal computers with reliable Internet connectivity at all centres by the end of the year. The new centres are at Gobabis, Katima Mullilo, Keetmanshoop, Ongwediva, Opuwo, Otjiwarongo, Rundu, Tsumeb and Walvis Bay.

This remarkable feat was achieved through the systematic, efficient and integrated efforts of a wide range of Polytechnic units, in particular the Office of the Registrar, the Bureau of Computer Services, the Department of Auxiliary Services, and the Rectorate. Having overcome a daunting challenge, COLL is now in a position to roll out distance education delivery infrastructure and systems in Namibia, backed by continuous digital/electronic communication between distance learners and academic faculty. The installation of reliable IT-infrastructure at the COLL Centres makes it possible for tutors to eventually use KEWL, an open web-based electronic communication platform. Popularly known as an e-learning management system (LMS), KEWL allows instantaneous exchange between students and faculty, and offers the possibility to up- and download pod-casts, as well as digital text and multimedia files.

COLL has carried out its own analysis of service delivery with a view to providing new levels of quality and innovation. This exercise has included a review of administrative processes, turnaround times for assignments and tutorial feedback as well as the incorporation of advanced Teaching-Learning-Assessment (T-L-A) strategies in the distance delivery mode. In fact, it has led to a
change in COLL’s understanding of Teaching and Learning against the backdrop of the National Qualifications Framework as a quality benchmark for T-L-A. The stage has now been set for the Polytechnic to deliver educational programmes which are at the forefront of technology and knowledge, and characterised by a hybrid approach – with complementary distance and face-to-face instruction, and an emphasis on continuous and diversified assessment. Effective e-learning resources provide students with on-line study materials and convenient opportunities for more communication and interaction. It also supports multi-media resource-based learning and provides flexibility and more diverse ways of learning.

“This remarkable feat was achieved through the systematic, efficient and integrated efforts of a wide range of polytechnic units.”
THE FUTURES OF E-LEARNING
THE VAGARIES OF ...

As a university positioning itself at the forefront of ICT-education in the SADC-region, the adoption of e-learning technologies as a means of providing flexible education to a diverse student population is a priority. Responding to the growing expectations, the institution introduced a Learning Management System (LMS) called KEWL, to support face-to-face classroom teaching as far back as 2004. Faculty may offer their courses via KEWL. NextGen (Knowledge Environment for Web-Based Learning.NextGeneration)

Notwithstanding the opportunities and the potential benefits of e-learning, we are all too conscious of the challenges in the Namibian context of development, a country saddled with historic inequalities. As a result, e-learning is severely hampered by the reality that many students do not own computers and lack regular and reliable access to the Internet. High telecommunication costs also severely impede e-communication for educational purposes. The standard carrier of information therefore remains printed materials, which facilitate the broadest access. We are thus committed to ensuring that innovation and flexibility do incorporate accessibility, thereby taking into account the socio-economic background of our people. All this translates into the need to invest even more in infrastructure and human resources based on a sound business plan, and the parallel need to develop an implementation plan that will address the current impediments to the popularization of e-learning in the institution. Without economies of scale, the current lack of cost-effectiveness of this method remains a serious handicap, despite its potential benefits.

In the meantime, the year has been used to define the topical boundaries of an institutional e-learning policy, once the challenge of inadequate resources has been solved. These boundaries are:

- The benefits of using e-learning must be clearly stipulated;
- The need for incentives to use the technology has to be acknowledged - innovation in teaching must be rewarded and encouraged;
- Faculty has to be given time and support to master and manage the technology before migrating to e-learning;
- Regular training on technical and pedagogical aspects of e-learning has to be provided;
- Regular and reliable access to technology, and adequate technical and user support must be provided;
- If the ideal teacher student ratio between 1:15 and 1:20 is exceeded, lecturing assistants/tutors must be provided in order to maintain a supportive learning environment.
In our collective pursuit of Vision 2030, we have no choice but to embark on a broad-based e-learning initiative. The Polytechnic is putting in place what is required to respond effectively to the needs of the nation. What remains is for Government to adopt enabling ICT Policies and Regulations and build infrastructures that will significantly reduce the cost of communication, particularly in respect of bandwidth for educational purposes. In the final analysis, this remains the most crippling constraint to unlocking the vast development potential of e-learning.

**RESEARCH**

The Polytechnic openly encourages and facilitates the engagement of faculty and students in research. As the institution grows, so does its research capacity. In comparison with the early beginnings of research at the Polytechnic, research has become quite diverse. This reflects also the broad range of qualifications on offer, which have gradually grown from undergraduate programmes into postgraduate programmes. This development allows our faculty to involve more students in their research projects, and a genuine integration of teaching, learning and research.

A number of important topics have remained on the research agenda of the Polytechnic for a long time, for instance the Rangeland Management Research. This research theme specifically addresses an increasingly disturbing challenge, namely the gradual degradation of rangeland due to bush encroachment in Namibia, which has over the last decades resulted in continuously negative consequences on the productivity of the agricultural sector. One of the projects under the theme is the development of a Decision Support System for Rangeland Management. This is a multidisciplinary project with the Department of Nature Conservation providing the lead researcher, Dave Joubert, in collaboration with the Departments of Agriculture, Land Management and Software Engineering.

The following list is a limited selection of ongoing research at the Polytechnic, an impressive aperçu:

- Development and testing of software for creation of data processing networks, connecting data processing nodes with each other, called PUX (Software Engineering)
- Modelling of vehicle dynamics for anti-lock breaking system (ABS) controller design (Mechanical Engineering)
- Radon exhalation out of uranium-bearing tailings on abandoned and active mine sites (Civil Engineering)
- Hydrating construction materials based on limestone (Civil Engineering)
- An Investigation into the effectiveness of using the morpho-syntactic approach in the teaching of English: a case study (Communication)
- Mapping of phytoplankton bloom events in Namibian waters (Land Management)
- Namibia’s blue cranes: Conservation and Comparisons (Nature Conservation)
- Entomological diversity along an isohyet gradient (Nature Conservation)
- Trials on agricultural applications of EM-Bokashi (Effective Microorganisms) (Nature Conservation)

Typical of a growing institution, even the most fascinating projects experience temporary setbacks, due to other competing academic chores. A typical intrusion comes from curriculum development for new and advanced programmes and qualifications; here the contributions from experienced researchers are invaluable. As in the case of the Ocean Colour Map (see report following hereafter), this can lead to significant re-scheduling of planned research activities from one academic period to another. In any case, a balance has to be found between the interest in research on the one hand, and the need for new programmes and qualifications on the other hand.
Ocean temperatures can be inferred from satellite images, and of late such images have gained importance in connection with the timeous assessment of marine ecosystems. This in turn is of high relevance to fishing industries, and more importantly so, to entire nations where, as in the case of Namibia, the national income stems to a significant extent from the exploitation of its marine resources.

In May 2009 the British Broadcasting Corporation (BBC) reported “Shrimps tuned to ocean temperature” (http://news.bbc.co.uk/2/hi/science/nature/8037888.stm), and revealed that the stocks of northern shrimp, the essential ingredient in the ubiquitous prawn cocktail, could be badly affected if ocean temperatures rise. Then the plankton bloom, provider of much needed nutrition, which needs to occur at the time when the shrimp eggs hatch, will probably happen later, which may be too late for the shrimp. Whereas the northern shrimp is certainly an important economic commodity for the northern hemisphere, closer at home there are other interests at stake.

On the basis of satellite images and products, biological activity and productivity in the oceans can be estimated. Using sophisticated powerful scientific models, these data can be translated into estimations for instance of the Total Allowable Catch (TAC) for different commercial fish species every year. In Namibia, the availability of such information is crucial for the Ministry of Fisheries and Marine Resources, in order to prevent an ever increasing over exploitation of our own Extended Economical Zone (EEZ) and the impending collapse of commercial fish stocks.

However, only limited time is available to actually validate the accuracy of satellite products for Namibian waters, because far reaching decisions with potentially huge impacts on the national economy must be based on approximate real time information.

With these requirements in mind, and at the initiative of the principal researcher Vera de Cauwer (Department of Land Management), the Polytechnic started in 2006 with a string of related research projects, aimed at producing Ocean Colour Maps of Namibia’s marine environment, as well as the eventual facilitation of actual marine remote sensing research and training in Namibia. The current research phase, i.e. Mapping of Phytoplankton Bloom Events in Namibian Waters, covers a period of two years and is envisaged to be completed in 2009.

In the course of this research phase, two questions will be addressed through in situ data collection, i.e. whether the turquoise features visible on satellite images for the Namibian EEZ are phytoplankton blooms that occur on a regular basis offshore but also close to the coastline of Namibia and are related to high chlorophyll concentrations, and whether sulphur eruptions detectable by spectral or structural features on satellite images are related to low chlorophyll concentrations.
RESEARCH: OCEAN COLOUR MAP

The origin of turquoise plumes on satellite images of Namibian waters has not been explained in a satisfactory way yet. Most authors consider the plumes to be phytoplankton blooms, while few researchers suggested them to be sulphur eruptions or a combination of both. A major reason for the uncertainty is the lack of in situ data collected in the plumes. This project proposes to detect the ‘bloom’ events on historical MODIS images and map them in a GIS to study the phenomenon. Available chlorophyll data will be compared for the days of the bloom events. More understanding of the events may facilitate future in situ data collection of the Ministry of Fisheries and Marine Resources.

Figure 1 – Quasi true colour quick looks of MODIS Aqua images (Source: Ocean Color Web, NASA)

PUX - OVERVIEW

Until now, data processing components and applications required considerable effort and offered limited flexibility. The Software Engineering Department, under the leadership of principal researcher and Head of Department, Mr. Jens Fendler, addressing these challenges, has presented PUX (http://code.google.com/p/pux/). PUX allows creating data processing networks, connecting various data processing nodes with each other. Possible applications (given suitable node implementations) include data mining, image analysis/pattern re-cognition, and much more. The main goal of this project is to create data processing components or applications with minimum effort and maximum flexibility.
Innovation Fact: Telecommunication

It all started with the Telephone ... Invented in 1871-76 ......

The telephone (from the Greek: τῆλε, tèle, “far” and φωνή, phōnē, “voice”) is a telecommunications device that transmits and receives sound, most commonly the human voice. It is one of the most common household appliances in the developed world, and has long been considered indispensable to business, industry and government. The word “telephone” has been adapted to many languages and is widely recognized around the world (http://en.wikipedia.org/wiki/Telephone). Since its inception, telecommunication has evolved tremendously and today it is the carrier of multimedia files; enables VOIP; facilitates video conferencing, etc. Modern economies are not thinkable without the many innovations spawned by telecommunication, and its use in education is becoming ever more paramount.
POLYTECHNIC ENDOWED
MTC ENDOWED CHAIR

The appointment of the MTC Endowed Chair is a strategic initiative to build the Knowledge Society/Economy in partnership with the ICT industry. It entails a three-year agreement between MTC and the Polytechnic, to harness advanced ICT through mobile communication technology, applications and services as a driver for socio-economic development within communities in Namibia and the region. The MTC Endowed Chair has three objectives:

➢ To enable local business development through simple, cost effective, reliable user-centric mobile applications thanks to actionable, localized knowledge;
➢ To develop appropriate and professional skills locally through applied research and training at post-graduate level in the field of mobile computing, web design and management, and ICT services in general, ;
➢ To stimulate applied research and instill innovation skills by nurturing an entrepreneurship spirit among learners.

Professor Hippo N. Muyingi, who previously led the Telkom Centre of Excellence, as Telkom Research Chair at the University of Fort Hare (South Africa), will assume duties as MTC Chair in 2009. He intends, to stimulate effective applied research for competitive regional and international markets.

SPEED, SPEED, SPEED
TRULY MOBILE: IT MOBILE

Information has become one of the most important commodities internationally. It is the basis of knowledge – the foundation of power– as humanity harmonises global knowledge systems, and narrowing the knowledge gap between developed and developing economies is a challenge that lies in the availability and accessibility of information.

The Polytechnic of Namibia responded early to this development by installing a reliable IT Infrastructure, comprising of high performance fibre, servers, networks, routers and workstations, and by offering IT qualifications. The up-time record of our servers during the period under review was nearly flawless, with merely about ninety minutes of unscheduled down-time over the entire year. We ensured that our academics and students remained connected to the world of knowledge, with access to the forefront of scientific and technological development. Thus, scholars and students enjoyed unencumbered and unhindered access to all electronic databases made available by our library, e.g. EBSCO host, etc.

Through the Bureau of Computer Services (BCS), the Polytechnic community benefitted from economies of scale, through the acquisition of affordable netbooks. In addition, BCS also negotiated a laptop-connectivity package with MTC to the value of N$ 6 million. With their state-of-the-art netbooks (wireless, blue-tooth, 3G-ready), many members of our community are now in a position to retrieve or share information at any geographical coordinate on campus or elsewhere. The positive feedback is enormous, for the campus community has became truly IT-mobile.
"Since the inception of the Polytechnic of Namibia I have been involved in one way or another, more with individual students and ad hoc activities than with formal study programmes. During my thirteen years of summer field research training programmes, the Polytechnic students have stood out for their abilities to operate effectively in the field. At the Gobabeb Centre and the DRFN (Desert Research Foundation of Namibia), most interns and staff coming from the Polytechnic, particularly in recent years the B.Tech. students, have proved quick to learn, hard workers and effective communicators. From another angle, I have worked with staff of the Polytechnic on Namibia’s Programme to Combat Desertification and to assess the programme of Civil Engineering. From yet another perspective, I have worked with students and staff from the Worcester Polytechnic Institute on components of their exchange programme with the Polytechnic of Namibia. This varied experience provided the incentive to accept a position as adjunct professor and, more recently, a consultancy with a colleague to help start the Centre for Applied Research and Technology. This diverse perspective suggests to me that the students of the Polytechnic, with the right enabling environment, have the potential to make major contributions to Namibia’s future. At the same time, by fully engaging in selected opportunities available from local and international colleagues, the institution itself can contribute effectively.” (Dr. Mary Seely, Associate: Desert Research Foundation of Namibia, Adjunct Professor: Polytechnic of Namibia)

“I have had the pleasure of working with the Polytechnic of Namibia on developing a Namibian Business Innovation Centre and on growing management and faculty. I was inspired by the positive leadership, high standards, can-do attitude and innovativeness of the Polytechnic. We have worked together on ambitious projects which are seeing the light of day, and I have been encouraged and supported in all our collaborative efforts. Nothing seems impossible, and the openness of attitude and of heart has been motivating and impressive. I look forward to many years of future collaboration with this unique and energetic institution and its people.” (Prof. Jonathan Foster-Pedley, UCT GSB Visiting Professor: Innovation, Entrepreneurship, Creativity)
RAISING THE BENCHMARKS
ON THE EFFECTS OF SCARCE RESOURCES ON EQUITY AND
ACCESSIBILITY IN HIGHER EDUCATION

As a deliberate response to the realities on the ground, the Polytechnic of Namibia
since its inception has not altered its (formal) general admission requirements. The
outcome - a competent graduate - is more important.

The growing recognition of graduates of the Polytechnic by Namibian and regional stakeholders has validated
this decision and proved our underlying assumption right, namely that success in tertiary education depends not
only on the quality or preparedness of a learner at secondary education level, but equally on the learning support
provided throughout the tertiary programme of study. Thanks to this approach, the Polytechnic has contributed
substantially to the national effort to correct the effects of past injustices in the education sector.

The overwhelming number of applications for admission in 2008, many with outstanding results, speaks to the
attractiveness of the Polytechnic. However, out of 11 548 applicants only 3 501 could be registered because of
lack of space. The fate of the 8 047 applicants, the overwhelming majority who met the basic admission
requirements but were not admitted, is a matter of concern.

The above situation demonstrates the growing mismatch between the production of secondary school leavers
qualifying for tertiary education and the provision of sufficient resources for tertiary education institutions to
receive them. This mismatch is all the more disturbing considering that the growth in the Polytechnic student
intake has grown from about 2 500 in 1995 to 9 400 in 2008, notwithstanding a stagnation in its government
subsidy over the last six years (AR 2007, p. 2).

A careful analysis of the increase in applications to the Polytechnic since 1996 suggests that the problem of
numerus clausus – the limited number of available places - will worsen over time. There is the real possibility
that by 2010 or 2011, only school leavers with a minimum of 30 points or more will be able to compete for a
place of study at the Polytechnic. As a university, we can only acknowledge this phenomenon, but a lasting
solution must come from our national policy makers.

ENROLMENT

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* non-degree purpose
The Polytechnic of Namibia’s Department of Hospitality and Tourism Management has been involved in international student internship programmes since 2004. In 2006 it started participating in the Walt Disney World International Cultural Program (WICP).

In 2008 a second group of hospitality and tourism students were selected to serve as cultural representatives of Namibia at the Walt Disney World Resort in Orlando, Florida, USA. The students were selected after a gruelling interview by a Disney recruitment team that has visited the Polytechnic’s hotel school every year since 2004.

The Walt Disney World is an international entertainment and hospitality resort that has four theme parks: the Animal Kingdom, the Magic Kingdom, the MGM Studios, and the Epcot. The Polytechnic students participate in a year-long in-service training experience in Epcot Park. As cultural representatives in Disney entertainment, food and beverage attractions, the students have an opportunity to work and learn from one of the world’s leading entertainment and hospitality companies. The experience they gain, especially in customer service and work ethics, is invaluable.

“Since we started sending our students on this program in 2005, my greatest satisfaction comes from noting how the students have blossomed in self confidence, good communication skills and admirable work ethics. All three characteristics are prerequisites in the tourism and hospitality industry.” (Wanjiru Muhoho Minni, Programme Coordinator, Polytechnic of Namibia)
THE RULE OF LAW TRIAD AND TERTIARY EDUCATION
CRIMINAL JUSTICE STUDIES – JOURNALISM AND COMMUNICATION TECHNOLOGY – PUBLIC MANAGEMENT

What do academic programmes as diverse as Criminal Justice Studies, Journalism and Communication Technology, and Public Management have in common? The answer is quite straightforward for those who are familiar with the “Wealth of Nations” concept. However, for others who have not had the opportunity to study the concept, it requires some explanation.

In March the Senate approved a submission by the Department of Legal Studies for the commencement of Bachelor in Criminal Justice (Policing) and Bachelor Honours in Criminal Justice programmes. The new programmes arise from the recognition that the National Diploma in Police Science has outlived its relevance for the Namibian Police, having been introduced in the early 1980s. Since then, the Namibian Police and other Criminal Justice sub-systems have realised that educational programmes aimed at specific agencies in the Criminal Justice System led to isolated thinking and to an unhealthy compartmentalisation within the national system at large. The Department of Legal Studies considered these insights while developing new, internationally benchmarked qualifications which address the topical and educational needs of criminal justice professionals, for implementation in 2009.

The Department of Media Technology introduced the Diploma in Journalism and Communication Technology in 2002. This department has built an enviable reputation among industry stakeholders and regional providers of media education. Among the many accolades the department has earned over the years, its selection in 2007 as one of 32 UNESCO Centres of Excellence in Journalism in Africa is the most prestigious. In response to the many new challenges confronting media practitioners in an increasingly complex world, the Department decided in 2008 to revise its programmes. Senate approved the introduction of the Bachelor and Bachelor Honours degrees in Journalism and Communication Technology. The result is that the department will admit its first cohort of postgraduate students to the Bachelor Honours in Media Technology at the beginning of 2009.

With the completion of the Namibia Institute of Public Administration and Management for public servants now imminent, it has become necessary for the Polytechnic to elevate its current programme in Public Management to a higher level, where teaching, learning and research can be properly integrated. To this end, the Department of Public Management also embarked on a project to introduce a Bachelor Honours degree in Public Management. The first student intake for this new qualification is expected in 2010.

The Polytechnic’s decision to introduce the three different programmes mentioned above, each with a post-graduate component – the Bachelor Honours – is directly and functionally related to the raison d’être of the Polytechnic, i.e. to optimise wealth creation and management.

One of the early outcomes of our institution-wide project “Enhancing the Enabling Environment” was the recognition that resource flow and output-optimisation requires the suspension of entrenched prejudices, and a willingness to adopt fresh perspectives on prevailing realities. This new orientation allowed us to do an impact analysis of factors contributing to the capital of nations. The decomposition of the intangible capital residual comprising Schooling, Foreign Remittances, and Rule of Law globally, highlights the paramount role of the latter component. At the aggregate level, the Rule of Law component accounts for about 60 percent of the variation in the intangible capital component. With the component representing institutional quality and the quality of governance, each of the three new academic programmes at the Polytechnic contributes to the Rule of Law by embracing key variables like <voice and accountability>; <political stability and absence of violence>; <government effectiveness>; <regulatory quality>; <rule of law (proper)>, and <control of corruption> (World Bank, Where is the Wealth of Nations – Measuring Capital in the 21st Century, 2006).
The various collections of the Polytechnic Library include the Criminal Justice Collection. This collection was initiated by Dr. Stefan Schulz in the 1990s, long before the introduction of the Criminal Justice programme. Dr Schulz had noted the paucity of criminal justice material in Namibia while gathering information on Juvenile Justice in Namibia. Shortly afterwards, the library was provided with all research reports published by the Max-Planck Institute of Foreign and International Criminal Law (MPI) in Freiburg i.Br. (Germany) since its inception. The MPI is regarded as one of the world’s greatest research institutes in the field of criminal law, criminology and criminal justice.

Thanks in no small measure to regular book donations from the MPI and the Department of Justice Studies at the Mt. Royal College (Canada) the collection has grown steadily, and it has probably become the largest Criminal Justice collection in Namibia today.

The collection consists not only of standard texts on criminal justice, criminology, and sociology of crime, but also contains sociological texts with a significant bearing on the explanation of crime as a multifaceted social phenomenon and social problem. Thus, the collection includes important works such as ‘Individual Interests and Collective Action - Studies in Rationality and Social Change’ and ‘Foundations of Social Theory’ by James S. Coleman; ‘Symbolic Interaction: A Reader in Social Psychology’ by Jerome G. Manis & Bernard N Meltzer (Eds.), and seminal contributions to the sociology of knowledge like ‘The Social Construction of Reality – A Treatise in the Sociology of Knowledge’ by Peter Berger and Thomas Luckmann.

Since the beginning of 2008, the Department of Legal Studies, which hosts the Criminal Justice programme, has compiled hundreds of important criminal justice text files and multi-media files for digital presentation on DVD. The multi-media collection will include a series of lectures by international Criminal Justice scholars from all over the world published by the Centre of Criminology at the University of Cape Town under the African Security and Justice Programme. The collection will be available for on-site use at the Polytechnic by the end of 2009. In order to preserve the integrity of the collection and ensure its availability at all times, items can only be used inside the Polytechnic Library.

The primary aims and objectives of the Criminal Justice special collection are:

- To acquire and document information on the Namibian Criminal Justice System in particular and other Criminal Justice Systems in general, including international Criminal Justice Agencies (UNODC, Interpol), as well as on developments and trends in Criminal Justice internationally, for the benefit of faculty and students;
- To make this information freely available and accessible to the university community, outside researchers and the general public.
QUALIFICATIONS

National Certificate (1 year); National Higher Certificate (2 years); National Diploma/Bachelor (3 years); Bachelor Hons/B.Tech (4 years); Master (2 years).

SCHOOL OF BUSINESS AND MANAGEMENT
National Certificate: Accounting and Finance
National Certificate: Business Studies
National Certificate: Office Management & Technology
National Certificate: Public Management
National Diploma: Accounting and Finance
National Diploma: Public Management
National Diploma: Human Resources Management
National Diploma: Business Administration
National Diploma: Office Management and Technology
Bachelor of Business Administration
Bachelor of Human Resources Management
Bachelor of Marketing
Bachelor of Office Management and Technology
Bachelor of Technology: Accounting and Finance
Bachelor of Technology: Economics
Bachelor of Technology: Public Management
Intermediate Accounting Honours Programme (1 year)
Advanced Accounting Honours Programme (1 year)
Master of International Business

National Diploma: Electrical Engineering
National Diploma: Electronic Engineering
National Diploma: Mechanical Engineering
National Diploma: Vocational Instructor
National Diploma: Environmental Health Sciences
Bachelor of Engineering: Civil
Bachelor of Technology: Electronic Engineering
Bachelor of Technology: Power Engineering
Bachelor of Mining Engineering
Bachelor of Bio-Medical Sciences (4 years)
Bachelor of Environmental Health Sciences
Bachelor of Science: Applied Mathematics & Statistics
Bachelor of Science (Hons.): Applied Mathematics
Bachelor of Science (Hons.): Applied Statistics
Master of Science: Engineering: Civil Module:
Water for People (SADC-cooperation) (6 months)

SCHOOL OF INFORMATION TECHNOLOGY
National Diploma: Information Technology
Bachelor of Science: Business Computing
Bachelor of Science: Systems Administration & Networks
Bachelor of Science: Software Development
Bachelor of Information Technology: Business Computing
Bachelor of Information Technology: Computer Networking
Bachelor of Information Technology: Software Development
Master of Information Technology

SCHOOL OF COMMUNICATION
National Certificate: Police Science
National Higher Certificate: Police Science
National Diploma: Police Science
National Diploma: Journalism and Communication Technology

SCHOOL OF ENGINEERING
National Certificate: Vocational Instructor
National Certificate: Civil and Project Management
National Certificate: Power Engineering
National Certificate: Electronic Engineering
National Certificate: Mechanical Engineering
National Certificate: Environmental Health Science
National Higher Certificate: Civil and Project Management (2.5 years)
National Higher Certificate: Power Engineering (2.5 years)
National Higher Certificate: Electronic Engineering (2.5 years)
National Higher Certificate: Mechanical Engineering (2.5 years)
National Higher Certificate: Vocational Instructor Training
National Diploma: Civil and Project Management

National Diploma: Community-Based Natural Resource Management
National Diploma: Namibian Environmental Education
National Certificate: Food and Beverage Operations
National Certificate: Rooms Division Operations
National Certificate: Travel and Tourism Operations
National Certificate: Land Valuation and Estate Management
National Certificate: Land Management and Registration
National Certificate: Land Use Planning
National Certificate: Land Surveying
National Certificate: Nature Conservation (Techniques)
National Diploma: Hotel Management
National Diploma: Travel and Tourism Management
National Diploma: Natural Resource Management (Agriculture)
National Diploma: Natural Resource Management (Nature
Conservation)
National Diploma: Land Use Planning
National Diploma: Land Surveying
National Diploma: Land Valuation and Estate Management
National Diploma: Land Management and Registration
Bachelor of Technology: Hospitality Management
Bachelor of Technology: Travel and Tourism Management
Bachelor of Technology: Land Management
Bachelor of Technology: Agricultural Management
Bachelor of Technology: Nature Conservation
Bachelor of Technology: Hospitality Management
Bachelor of Technology: Travel and Tourism Management

**EXTERNAL PROGRAMMES ACCREDITED BY THE POLYTECHNIC**
Certificate (Sea Fisheries Observer)
Certificate (Sea Fisheries Inspector)
Certificate (Junior Hospitality Skills)

**EXTRA-CURRICULAR COURSES**
Hospitality Skills Courses
Resort Operations Courses
Computer Training Courses
Language Courses

**OVERALL ENROLMENT**

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* Indicates non-degree purpose students

These qualifications are fully integrated, i.e. the Certificate and Diploma lead directly into the Degree, and the numbers given only indicate the year of attendance.
The challenge posed by the HIV-AIDS pandemic involves more than the frequent denial of one’s status at individual level. There is no doubt that acknowledgment of one’s HIV-positive status must be traumatic; yet, in the final analysis, everybody has to take responsibility for their behaviour and its consequences. However, to view the problem of HIV-AIDS as a matter of concern to only the individuals affected would be to deny a fundamental tenet of our cultural identity, namely, that “a person is a person because of other persons”. This notion lies at the root of African society and has been a model to Western democracies. It has also persuaded the global community at large that HIV-AIDS survivors are entitled to care and attention.

However, in many developing countries, including Namibia, the enforcement of the constitutional rights of persons living with HIV-AIDS remains problematic, not least because of under-funding. At the same time, there is little social solidarity with those living with HIV-AIDS, leaving many people without any system of support and care.

Against this background, the Polytechnic of Namibia, through an initiative led by its Dean of Students, has crafted an institutional HIV-AIDS policy which provides a framework for managing and mitigating the disease and its consequences, and for ensuring that all the social and human rights entitlements of those living with HIV-AIDS are recognised throughout the Polytechnic community. The policy was crafted with the generous assistance of the AIDS Law Unit of the Legal Assistance Centre (LAC) in Windhoek and takes into account international best practices. The Policy was adopted by Council in April.
It affects ALL of US
MILM: POLYTECHNIC WELCOMES FIRST MASTER OF INTEGRATED LAND MANAGEMENT (MILM) STUDENTS

The Polytechnic has expanded rapidly since its inception, in response to the ever-growing need for tertiary education in Namibia and the world at large by adding new qualifications to its portfolio. Since introducing Land Management in 1997, the Polytechnic has become the de facto a Centre of Specialization in Land Management for the SADC region.

The Master of Integrated Land Management (MILM) is the first post-graduate programme of the School of Natural Resources and Tourism. Launched in September, the qualification offers a well-balanced blend of courses to improve technical and management skills and foster cross-sectional knowledge in natural resources and land management-related fields. The main target group is land and natural resource management professionals from SADC institutions. For the 2009 Academic Year, ten students were admitted into the programme.

ESCA-LATION... : TOWARDS NATIONAL INDEPENDENCE ON FOSSIL FUELS

The Polytechnic’s Renewable Energy and Energy Efficiency Institute (REEEI) has been appointed the Energy Shops Coordinating Agent (ESCA) for Namibia’s Off-Grid Energisation Master Plan (OGEMP). The REEEI works with Regional Councils and regional development planners. “Energy Shops” will be established in each region of the country with the mandate to stock various renewable energy technologies, ranging from photovoltaic panel, solar water heater, LPG stove, energy efficient stove to cellular phone charger, etc. “Energy Shops” will also serve as information hubs to network consumers, suppliers, the Solar Revolving Fund (SRF) Administrator and ESCA.

STAKEHOLDER VIEWS: NAMIBIAN PRISON SERVICE (NPS)

“The Namibian Prison Service (NPS) and the Polytechnic of Namibia have come a long way in terms of cooperation, both in training and community service. Currently, we appreciate the efforts made by the Polytechnic to develop a degree programme that will address the long-standing vacuum in specialised training for Correctional Managers. These efforts must be seen in relation to NPS endeavours towards substantial prison reforms. Gone are the days when Prisons was seen as a job for those who had failed to secure other jobs. Correctional service has become a knowledge-based profession and a sought-after job, and rightly so. Our thanks are extended to the Polytechnic for putting this theory into practice. Based on past experience, we trust that in the coming years - from 2009 onwards - we will continue to have a good number of NPS members pursuing their Bachelor’s degrees in Criminal Justice (Correctional Management), and continuing whenever possible towards the BA Honours qualification. Having a cadre of knowledgeable corrections managers with tertiary qualifications from the Polytechnic of Namibia will strengthen our capacity and help us achieve our objectives in addressing the offending attitudes of inmates.” (Mr. Evaristus Shikongo, Commissioner of Prisons).
THE SRC

“The Students Representative Council (SRC) represents the entire student body, and thus its rich diversity of backgrounds, cultures, and nationalities. At the Polytechnic, this diversity translates into a social experience upon which mutual tolerance and respect is cultivated. This institution offers students many attractive programme choices, which over the years have become increasingly relevant, if not essential, in the context of our economy. Namibia’s lack of the industrial basis to absorb all graduates from our public universities and the Polytechnic’s cross-curricular focus on entrepreneurship and innovation provide our graduates with a unique advantage in Namibia. They are equipped not only with the ability to detect emerging business opportunities, but also with the skills and creativity to convert such opportunities into viable enterprises. This advantage places us in the enviable position from which we confidently say: the Polytechnic is the institution of choice if one wishes to secure your future through tertiary education.” (Mr. Moses Haimbodi, SRC President)
THE POLYTECHNIC: AN ATTRACTIVE INTERNATIONAL PARTNER
EXTERNAL PERSPECTIVES

“Our postgraduate Department of Journalism at Stellenbosch University treasures its collegial ties with the Department of Media Technology at the Polytechnic of Namibia. Since we were both listed on the UNESCO list of the top twelve journalism institutions in Africa, we succeeded in inviting the Polytechnic to join us at the prestigious Salzburg Global Seminar’s Academy on Global Media Literacy. I was inspired by the quality of the Polytechnic students that joined us at the Academy in Salzburg. We have also invited the Polytechnic to join us for our thirtieth anniversary celebration conference in October next year; and look forward to future cooperation with our colleagues in Namibia in order to strengthen the media sector in our two countries and region as a whole, as the media is key to development and prosperity.” (Prof. Lizette Raabe, Head of Journalism, University of Stellenbosch, South Africa)

“The University of Applied Sciences Jena (Germany) has enjoyed intensive contacts with the Polytechnic of Namibia since 2002. In the last year, cooperation resulted in an exchange of academic staff and knowledge in the field of entrepreneurship. Employees of the Centre for Entrepreneurship at the University of Applied Sciences Jena visited the Polytechnic of Namibia to give a guest lecture and to learn more about the Namibian economy and efforts to promote entrepreneurship. Polytechnic students showed great interest in the subjects of creativity and the development of business ideas that were presented in the lecture. I appreciate the support and hospitality the Polytechnic has given, as well as the information and new ideas that were shared during this visit. I look forward to strengthening our contacts by mutual visits, exchanges and cooperation projects.” (Prof. Dr. Gabriele Beibst, Rector of Jena University of Applied Sciences, Germany)

“The University of Applied Sciences Flensburg has a long-standing partnership with the Polytechnic of Namibia. Since 2003 the idea of this cooperation has evolved and taken a direction that nobody could have expected. The cooperation started with a partnership programme funded by the German Academic Exchange Service (DAAD) (and which involved) working on our curricula. Academic exchange between the two institutions has been lively since then. Staff members of Flensburg University of Applied Sciences teach courses in Namibia frequently - more than once a year - and vice versa. Students of both institutions have been studying with great success at the partner university. The progress of this fruitful partnership is underlined by the fact that DAAD-sponsorship for the programme has been extended and enlarged. The cooperation is now under the umbrella of “Aktion Afrika”; an initiative of the German Foreign Ministry and the program “African Excellence” of the DAAD. Within this context, so-called centres of excellence will be established all over Africa with the aim of providing excellent research and education. The Polytechnic of Namibia and Flensburg University of Applied Sciences are collaborating to establish the Namibian-German Centre for Logistics, a centre of excellence for logistics to advance the growing logistics sector in Namibia and its neighbouring countries. The centre will support the tasks and needs of the local transportation and logistics industry and will serve as a one-stop-shop for all
logistics issues. Academic life at the Polytechnic of Namibia is very busy and high-spirited, with dynamic and creative scientists full of ideas and suggestions who are always looking ahead. We like the effective scientific discussions based on clear thinking, high commitment and true leadership. There is so much potential that I am sure that the Polytechnic is looking towards a bright future.”

(Prof. Dr. Thomas Schmidt, Professor of IT and Logistics, Flensburg University of Applied Sciences, Germany)

“The Polytechnic of Namibia is attractive as an international partner because of a) its general reputation as a desirable and progressive tertiary institution, b) its desire to offer programmes which are relevant to the needs of Namibians and the region, c) the professionalism of its staff, d) its desire to have an ‘international’ perspective, and e) because of the ease with which one can work with the Polytechnic staff.” (Prof. Steve Carter, Chairman of Business Development in Africa, Leeds Metropolitan University, UK)

“In a modern economy, whether in a developed or emerging country, the need to stimulate a growing knowledge economy element, driven by innovation, partnerships and collaboration is important. Over the past few years, I have been privileged to work with the Polytechnic of Namibia and acknowledge the excellent leadership they have shown in the drive to establish a Namibia Business Innovation Centre, involving government, business and academic worlds in a joint initiative. In my previous role as CEO of The Innovation Hub Science Park in South Africa and currently with COFISA (Co-operation Framework on Innovation Systems between South Africa and Finland), excellent collaboration has been developed, with the Polytechnic playing an important role in the growing regional science park community.” (Dr. Neville R. Comins, National Innovation Advisor, COFISA, South Africa)
In the context of this decision, it was therefore fitting for the Polytechnic to host the 15th Annual Forum of the Southern African Association for Institutional Research, 13 – 15 October. Its theme was “Managing Universities in the 21st Century: The Significance of Institutional Research”. Participants from various universities in SADC member states discussed the importance of institutional research for effective management in education, against the background of the ongoing modernisation of education and the effects of globalisation.

Institutional research serves the planning and organizational aspects of management. It provides University management with the indicator information and options to make the best strategic and operational decisions. To the extent that universities have become competitors in national, regional, even international education markets, they cannot afford to behave as closed organisations. The openness of an organisation is determined by the degree of interaction which occurs with the external environment, with various degrees of freedom of action for different types of organisations. Universities compete for the favour of national governments and are constantly vying for the attention and favour of donors, hence the imperative for openness. Most universities have developed into open organisations with the following attributes:

- The boundary is to a large extent penetrable;
- Activities do not take place in isolation;
- There is a sizeable amount of input and feedback from the external environment;
- The relationship with the external environment is dynamic and adaptable.

In order to keep up with development, universities and their managements are hungry for information that is functionally related to their adaptability and dynamic capacity. The information in question is located within and outside the organisations themselves and its availability requires conceptualisation of indicators, and subsequently, their continuous measurement. This is where the significance of institutional research (IR) lies. In the 21st century, the IR function at universities must be more integrated into the national economy in order to give meaning to development: it is a means of directing growth toward specific capacities or goals. Thus, the significance of institutional research cannot be overestimated: it is set to play an increasingly important role in knowledge economies as the latter are based on the utility of knowledge, which in turn is based on information and data.
WHAT’S IN A NAME?
FROM POLYTECHNIC OF NAMIBIA TO “NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY”

If it were only for the name, the Polytechnic would be more than happy to retain a name which over the years has become synonymous with state-of-the-art tertiary education and service, and with the pursuit of excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge.

“Polytechnic of Namibia” has become a brand representing quality, relevance, reliability, and premium value-for-money in terms of university education, nationally. The Polytechnic’s ascendancy is well-demonstrated, amongst others by the fact that it has won the 2008 Professional Management Review (PMR) Golden Arrow Award for “Best tertiary education institution in Namibia” – its 6th Golden Arrow award in the past seven years.

These achievements have been made in full compliance with international standards and satisfying the indicators of a university of science and technology, although 2008 marks only the thirteenth year of the Polytechnic of Namibia’s existence.

And so we are pursuing the renaming of the institution, from “Polytechnic of Namibia” to “Namibia University of Science and Technology” (NUST) for reasons of national development and progress, and international recognition. Given our national prestige, the following questions are often asked: “Why?” “What’s in a name?”

In order to answer these questions, it is useful to examine the role of language in everyday life. Berger and Luckmann, in their seminal contribution to the sociology of knowledge argue that language is the repository, the storeroom, of meaning and social experience (The Social Construction of Reality, 1966). Accordingly, one’s experiences of everyday life and the meaning we assign to them are captured in a continuum of “typifications”, i.e. they are assigned to or filtered through categories of related understandings. While, collectively, these “typifications” help us to order and give meaning to events in social life, they also dictate how we classify or see interlocutors (i.e. those whom we encounter or with whom we interact) in society, and how we respond to them. In a nutshell: our previous experiences colour the way we view the present, and the meaning we ascribe to concepts are derived from the connotations assigned to other concepts that we consider to be related.

It is against this background that the name “Polytechnic” has become counter-productive to the optimum and further development of tertiary education in Namibia, since it has become a constraint to our contribution to national wealth creation. The detrimental consequences are obvious: with the name “Polytechnic” being a “mismomer” or relic in our case, it often severely compromises our efforts to obtain international recognition and funding. Most potential partners have not yet had the opportunity to engage directly with us to appreciate our university for what it is. Some desirable international partners being courted by the Polytechnic have shown their reluctance to collaborate with institutions other than “university” by name. In the same vein, many Namibians continue to equate the Polytechnic with its roots – the Technikon and College for Out-of-School Training (COST).

Consequently, and against the backdrop of our true nature: -

➢ To many people and institutions, the name “polytechnic” signals a disparity or disconnect between our university and countless similar institutions in Africa and the rest of the world that are known today either as
“universities of science and technology”, as “universities of technology” (for example in other Commonwealth countries like the UK, Australia, New Zealand, and South Africa) or as “universities of applied sciences” (in Europe). Many of these universities were previously named “polytechnic” but were ultimately given university status by their governments on account of their evolution to university status so as to conform to international trends regarding the identification of such institutions; and

It is due to the name only that the Polytechnic of Namibia is equated to polytechnics in other African countries, the majority of which remain non-degree granting or vocational institutions; however the Polytechnic of Namibia carries a statutory mandate for higher education.

University status will significantly boost international partnerships and support our national efforts to increase enrolments in science, engineering and technology. It is important that at the time of the adoption of the Polytechnic of Namibia Act, the Namibian Government granted this institution university status by substance and powers, while at the same time – and presumably inadvertently so – choosing a name connected more to the past than the future.

Renaming the Polytechnic of Namibia as the ‘Namibia University of Science and Technology’ will remove the last remnants of inferior educational legacy, and rightfully elevate the academic status, pride and dignity of those Namibians who have made the Polytechnic of Namibia their alma mater.

**STAFFING**

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<tr>
<td></td>
<td>Part-time/Adjunct</td>
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<td></td>
<td>Moderators/Tutors</td>
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</tr>
<tr>
<td>Administrative</td>
<td>Full Time</td>
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<td>94</td>
</tr>
<tr>
<td></td>
<td>Part-time</td>
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<tr>
<td>Commercial Units</td>
<td>Commercial units</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

* 104 non-Namibians. **13 non-Namibians
FINANCIAL STATEMENTS: NUMBERS IN CONTEXT

Management is well aware that it is expected to significantly improve the way the institution operates in a climate where the public demands ever higher standards of accountability. What has been notable during the period under review is the introduction of technology-based functions such as finance enabler, sms mobile functionalities and e-banking transmission of data.

The institution has also adopted and complies consistently with all new and revised Standards and Interpretations issued by the International Accounting Standards Board (IASB) and the International Financial Reporting Standards Committee (IFRIC) of the IASB that are relevant to its operations.

**REVENUE**

Revenue rose to N$ 220 million, representing an increase of 25% from 2007. Government financing of higher education is based on the principles of shared costs, implying that government and students and/or their parents must share the costs of higher education. After five years of stagnation at N$ 80 million the year under review saw an increase of N$ 20 million in the subsidy. Thus, subsidy per student increased from N$ 10 100 per student in 2007 to N$ 11 492 in 2008. The Government subsidy is a crucial component of total income: about N$ 107 million (49%) of the institution's total income was raised from subsidy. Polytechnic Management and Council continually assess tuition and other fees to ensure that all course fees reflect the basic underlying costs of delivery across the institution. In 2007, N$ 76 million (34%) was raised from tuition fees, N$ 7 million (3%) from hostel fees and N$ 30 million (14%) from other sources.

**EXPENDITURE**

Resources were invested primarily to enhance teaching and learning. Recurrent expenditure increased from N$ 167 million in 2007 to N$ 218 million in 2008, representing a 30% increase. About N$ 152 million (69%) was expenditure on personnel and related matters, 22% on administration and 8% on depreciation. The Polytechnic attaches great importance to technical and technological education and training, which by implication means intensive capital investments in state-of-the-art technology. The investment of N$ 59 million in infrastructure development and the acquisition of laboratory equipment was realised. Expenditure on property, plant and equipment is capitalized and depreciated on the straight-line basis over their estimated useful lives, taking into account residual values where appropriate. Due care was exercised to ensure that the limited resources were utilized in the most economic, efficient and prudent way. Proper mechanisms which include appropriate policies pertaining to procurement, assets and investment; best practices guidelines (procurement); ITS system operational parameters; and daily, weekly and monthly reconciliations were employed. Adequate accounting records and internal control systems were also maintained to provide reasonable assurance that assets were safeguarded and that transactions were recorded in accordance with approved guidelines and institutional policies.
The institution has managed to substantially increase its "own income" base (subsidy independent) through an increase of 31% in tuition income; this happened while the institution remained competitive and increased its market share through affordable quality higher education. On average, the cost per student increased by a mere 1%, despite the increased investment in infrastructure development and the acquisition of computer and laboratory equipment. The average cost per student during 2008 was the highest in Media Technology - at N$ 67 000 - and the lowest in Business and Management - at N$ 18 000.
COST PER STUDENT

FIXED ASSETS
The value of property and fixed assets increased significantly from N$ 25 million in 1996 to about N$ 575 million in 2008. Land and buildings were re-valued at 31 December 2008, resulting in an increase in the value of N$ 111 million since December 2007.

CORPORATE GOVERNANCE
The institution operates in a strictly controlled formal environment to ensure good corporate governance and business ethics. By consistently assessing the regulatory and managerial process, Management is able to identify weaknesses and implement standards of governance to keep pace with the changing circumstances in the operating environment, and to maintain high levels of transparency. Management relies on objective external control measures in the form of regular internal and external audits to provide reasonable assurances that non-compliance deficiencies or irregularities do not exist, or are significantly reduced.
Presented here is a list of the major donations. We would like to thank each and every person or institution that has made a contribution.

**DAAD (German Academic Exchange):** – €1.6 million (about N$20 million) for the establishment of the Namibian-German Centre for Logistics (NGCL) - a Centre of Excellence in Logistics - established in partnership of the Flensburg University of Applied Sciences, Germany.

**Mr. Harold Pupkewitz:** – the Namibian business icon is the founding sponsor of the prestigious new Harold Pupkewitz Graduate School of Business at the Polytechnic, with an initial pledge of N$2 million per year for five years. This is the highest-ever individual pledge to a higher education institution in Namibia.

**Democratic Media Holdings:** – an in-kind gift valued at N$8 million in the form of the historic Hotel Pension Kleines Heim; this extends the Polytechnic’s hospitality and tourism training facilities significantly.

**Jan Evangelista Purkyne University (UJEP), Czech Republic:** – this Polytechnic partner donated a highly sophisticated profiles-surface tester with micro-level capabilities to the Department of Mechanical Engineering; worth N$250,000 and made in addition to several exchange scholarships awarded to Polytechnic Mechanical Engineering students.

**Motor Vehicle Accident Fund (MVAF) of Namibia:** – N$1.4 million for the establishment of Namibia’s first Emergency Medical Care programme for paramedics through the Department of Health Sciences.

**The Embassy of Finland:** – N$1.25 million, for developing the business plan for the Namibia Business Innovation Centre and completion of the feasibility study for the establishment of the ProLearning Academy at the Polytechnic.

**Namibia Financial Institutions Supervisory Authority (NAMFISA):** – N$250,000 per year for 3 years to the Namibian Graduate School of Accounting (NGSA) – a joint venture between the Polytechnic of Namibia and the Institute of Chartered Accountants of Namibia (ICAN).

**Bank of Namibia:** – N$500,000 for the creation of the Innovation Marketplace programme of the Namibia Business Innovation Centre at the Polytechnic.

**Mobile Telecommunications Ltd:** – the Namibian telecommunications giant became the founding sponsor of the MTC Endowed Chair in ITC, the first-ever Endowed Chair in Namibia, with a pledge of N$600,000 per year for three years. This is in addition to a N$6 million project to avail mobile technology to students of the Polytechnic.

**Old Mutual Namibia:** – N$100,000 per year for three years, for the acquisition of a state-of-the-art Library Information and Management System and to expand the collection of electronic journals available in its Periodicals section. The latter is to be renamed as **Old Mutual Periodicals Section** in recognition of the company’s grant.
### INCOME AND EXPENDITURE STATEMENT
(as at December 2008)

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<tr>
<th></th>
<th>2007</th>
<th>2008</th>
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<tr>
<td></td>
<td>AMOUNT (N$)</td>
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<td><strong>INCOME</strong></td>
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<tr>
<td>Subsidy</td>
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<tr>
<td>Tuition</td>
<td>57 911 262</td>
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<tr>
<td>Hostel</td>
<td>6 513 072</td>
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<tr>
<td>Other</td>
<td>31 829 304</td>
<td>17.8</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>176 454 638</td>
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<td><strong>EXPENDITURE</strong></td>
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<tr>
<td>Personnel and related costs</td>
<td>116 635 764</td>
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<tr>
<td>Administrative and other costs</td>
<td>35 823 511</td>
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<tr>
<td>Depreciation</td>
<td>14 861 903</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>167 321 178</td>
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<tr>
<td><strong>Surplus/(Deficit)</strong></td>
<td>9 133 460</td>
<td>5.2</td>
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Surplus is carried into the new financial year as bridging finance and as building, equipment and maintenance reserve.

Average exchange rate for the year: 1 USD (United States Dollar) = 9.00 NAD (Namibia Dollar)
GOVERNANCE

THE COUNCIL

1. Mr. Oloff Munjanu - Chairperson
2. Mr. Veston Malango - Vice-Chairperson
3. Dr. Tjama Tjivikua – Rector
4. Dr. Gert Günzel – Vice Rector Administration & Finance
5. Mr. Jasper Brand
6. Ms. Mabella Cupido
7. Mr. Van Wyk du Plessis – Senate Representative
8. Mr. Paulus Hawanga/Mr. Moses Hambodi – SRC President
9. Mr. Michael Hill
10. Ambassador Tonata Itenge
11. Mr. Rudolph Kamerika
12. Mr. Niilo Taapopi
13. Mr. Markus von Jeney
14. Mr. Corneels Jafta – Secretary to Council
# POLYTECHNIC OF NAMIBIA

## MANAGEMENT

### RECTOR

Dr. Tjama Tjivikua

### Vice-Rectors

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Vice-Rectors: Administration and Finance</td>
<td>Dr. Gert Günzel</td>
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<tr>
<td>Vice-Rectors: Academic Affairs and Research</td>
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### Directors

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<tr>
<td>Director: Rectorate Affairs</td>
<td>Dr. Stefan Schulz</td>
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<tr>
<td>Director: Planning &amp; International Relations</td>
<td>Ms. Neavera Olivier</td>
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<tr>
<td>Bureau of Computer Services</td>
<td>Mr. Laurent Evrard</td>
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<tr>
<td>Director: Institutional Development &amp; Fundraising</td>
<td>Mr. Donovan Weimers</td>
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### Deans

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<tr>
<td>Bursar</td>
<td>Ms. Sadia Brendell</td>
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<td>Dean of Students</td>
<td>Ms. Frieda Shimbuli</td>
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<td>Registrar</td>
<td>Mr. Corneels Jafta</td>
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<td>Deputy Registrar</td>
<td>Mr. Gerard Vries</td>
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<tr>
<td>Business &amp; Management</td>
<td>Mr. Kofi Boamah</td>
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<tr>
<td>Communication</td>
<td>Dr. Sarala Krishnamurthy</td>
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<tr>
<td>Engineering</td>
<td>Dr. Zac Oyedokun</td>
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<td>Information Technology</td>
<td>Dr. Ella Black / Dr. Heike Winschiers</td>
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<td>Nature Conservation &amp; Tourism</td>
<td>Mr. Lameck Mwewa</td>
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### Centre Heads

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<tbody>
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<td>Centre of Teaching and Learning</td>
<td>Dr. Michael Tjivikua</td>
</tr>
<tr>
<td>Centre for Open and Lifelong Learning</td>
<td>Dr. Delvaline Möwes</td>
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<tr>
<td>Centre for Entrepreneurial Development</td>
<td>Mr. Albin Jacobs</td>
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<tr>
<td>Renewable Energy &amp; Energy Efficiency Institute</td>
<td>Mr. Kudakwashe Ndhlukula</td>
</tr>
<tr>
<td>Centre for Applied Research &amp; Technology</td>
<td>Vacant</td>
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Special Acknowledgement: The editors would like to give a special acknowledgement to the Deans, Head of Departments, various Divisions and Units, both academic and administrative, for their vital contributions to this Annual Report 2008. A heartfelt “Thank you” to all contributors!!

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