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The Polytechnic is a 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 the discovery, preservation and application of knowledge.

**History & Structure**
- Institution established – 1996 (autonomy)
- Number of Schools / Faculties – 5
- Business and Management (SBM)
- Communication (SOC)
- Engineering (SOE)
- Information Technology (SIT)
- Natural Resources and Tourism (SNRT)
- Number of Academic Departments – 27

**Campus & Growth**
- Replacement Value of Buildings and Equipment – N$ 620 million (app.)
- Total Revenue – N$ 290 million
- Number of employees: 515 (full-time)
- Library acquisition budget – N$ 4.5 million
- Volumes added to the library – 6,292
- Printed volumes owned by the library – 64,500
- Research funding (institutional) – N$ 2 million
- International partnerships – 84
- Best tertiary education institution in Namibia - PMR Diamond Arrow Award 2009

**Enrolment & Cost**
- Total student enrolment – 10,845
- Number of countries represented by student body – 29
- Gender ratio – 54% female : 46% male
- Number of degrees/ diplomas granted – 1,317
- *Per capita* cost per School / Faculty (N$)
  - SBM - 19,979 • SIT - 34,041
  - SOC - 50,550 • SOE - 44,068
  - SNRT - 40,230
- Average State subsidy per capita – N$ 13,545
- State subsidy as percentage of total income – 51%
- Tuition revenue as percentage of total income – 34%
CHAIRMAN’S FOREWORD

In a world where competition is harsh, especially in the business environment, organizations have to plan better for an uncertain future. The world in which we live has changed so radically in the past few decades that the factors and competences that made an organization successful in the past do not guarantee success in the future.

As a public corporate citizen, the Polytechnic is accountable to a myriad of stakeholders as part of good corporate governance. This Annual Report has been prepared against that backdrop. It is therefore a way of laying the Polytechnic bare to public scrutiny, in the spirit of transparency, accountability, and demonstrating value for money.

Transformation in higher education brings together four stakeholders with distinct but overlapping roles. First, the national government as policy maker and major steering agent must ensure that the system delivers outcomes aligned to national development goals. Secondly, higher education institutions with the responsibility for teaching, learning, research and service in line with their respective missions must ensure performance on set goals. Thirdly, students as the direct beneficiaries of higher education are both customers and long-term investors in processes to enhance outcomes. Fourthly, the wider society, including the private sector and parents, has a vested interest in quality outcomes of higher education. Over the years, the Polytechnic has always risen to the occasion to meet the needs of our different customers and stakeholders and to account to them when necessary.

Our key challenges are about students: ensuring that we have appropriate and quality systems that enhance the potential for success; ensuring student services that meet the needs of our students; and importantly, ensuring that our students get the support, inside and outside the classroom, lecture theatre and laboratory, that they need to succeed.

The year saw a phenomenal expansion of our academic programmes, especially in the applied sciences as well as rising student enrolment. To crown it all, three more international awards of excellence were added to the Polytechnic’s growing collection. The Polytechnic is proud to cap these achievements with the first Public Management Review (PMR) Diamond Arrow Award awarded in the category of “Best Tertiary/Higher Education Institution in Namibia”, in addition to the many PMR Golden Arrow Awards it has received in this category in recent years. It is fitting testimony to the institution’s growing profile as the Namibian standard-bearer of relevant, progressive, and globally competitive tertiary education.

Finally, I would like to express my appreciation to the Government, in particular the Minister. I also wish to extend my sincere thanks and appreciation to my fellow Council members, the Rector of the Polytechnic, Management, faculty and staff for their unwavering commitment to our institution.

Faithfully,

[Signature]

MR. Oloff Munjanu
Chairperson of Council
RECTOR’S FOREWORD

This year’s theme, Wealth Creation in the New Economy, speaks to positioning the nation competitively in the global economy. This implies improvement in human development indicators such as GDP per capita, life expectancy and literacy.

Socio-economic development is often oversimplified to mean material wealth only, but it is a complicated phenomenon. Material wealth is a measure of social progress but only to a certain extent as recent analyses clearly show. The main utility of education is to bring more quality and equality to society, and thus our mission as an institution is to empower the individual in order for one to advance society, thereby ensuring a better life for all. In our short history of independence, one can clearly see development in every respect, thanks to education.

It is thus necessary that our status is reflected in a new name – university of science and technology, a name that fully characterises our mission and profile, and also reflects our aspiration and the new economy. Namibia has much to gain from renaming the institution.

As far as managing the institution is concerned, the Polytechnic continued to function well but constrained in many ways under the current funding practice. This is not an ideal situation given the huge demand for tertiary education in general and an annual enrolment growth at about 10% at our institution, while about half of its income is derived from subsidy. The pressure has increased significantly for the institution to expand its programmes, services and facilities, and funding needs to be aligned with the proposed funding formula for higher education.

All in all, in a country well endowed with natural resources, our achievements reflect the development of higher education in general, and represent our best hope for growing and managing the new economy.

I express my profound gratitude to all the stakeholders for the strong support given to the Polytechnic throughout the year. As we position ourselves better each year, the future holds great promise for our country.

Faithfully,

Dr. Tjama Tjivikua
Founding Rector
AWARDS AND ACHIEVEMENTS

“LEADERSHIP IS ACTION, NOT POSITION” Donald H. McGannon

BEST HIGHER EDUCATION/TERTIARY EDUCATION INSTITUTION IN NAMIBIA • 2009
- PMR Diamond Arrow Award • 2009 | PMR Golden Arrow Award • 2008 • 2007 • 2005 • 2004 • 2003 • 2002

ONE OF THE 1 000 MOST INFLUENTIAL BUSINESS SCHOOLS IN THE WORLD • 2009
- Edu-Universal, France

MOST HIGHLY RATED EDUCATIONAL INSTITUTION • 2009
- Old Mutual Namibia – Namibia Stock Exchange Executive Opinion Survey 2009

TOP LOCAL ACADEMY AWARD NAMIBIA • 2009
- Cisco Networking Academy

SPECIAL ACHIEVEMENT IN GIS AWARD • 2009
- Economic and Social Research Institute (ESRI) User Conference, San Diego, CA, USA

CISCO GLOBAL RECOGNITION AWARD • 2007
- Cisco Networking Academy

UNESCO CENTRE OF EXCELLENCE (JOURNALISM AND MEDIA TECHNOLOGY) • 2007
- UNESCO

Polytechnic Women in Engineering Society

SAM. NUJOMA INNOVATIVE ENTERPRISE DEVELOPMENT AWARD [SNIEDA] - CAPACITY BUILDING • 2009
- Joint Consultative Council (JCC)

Dr. Tjama Tjivikua, Rector: Polytechnic of Namibia

BUSINESS COMMUNICATOR OF THE YEAR • 2008
- Bank Windhoek


The focus on quality, technology and modern infrastructure accompanied by new qualifications and services stand out as important achievements of our university.

The institution has undertaken to lead initiatives aimed at enhancing innovation, entrepreneurship and competitiveness in Namibia and the SADC region. Relevance and public demand are key drivers of Polytechnic programmes, which, in turn, are designed and reviewed in consultation with industry experts to make sure they meet the needs of industry, address projected medium to long-term national human resources requirements, and conform to the Namibia Qualifications Framework (NQF) requirements. This approach, supported by international partnerships, ensures that the industry or the nation at large has the right graduates at the right time to adopt new technologies, introduce innovative processes, and meet its development objectives efficiently and effectively.

Over the past 15 years we have invested in the right infrastructure and are now ready to embark on the next step, that is, rolling out credible research programmes integrated into the teaching and learning process at Honours, Master and soon the Doctoral level.

Extending current research approaches by content and volume will capacitate our institution to address the need for topical knowledge and expertise connecting at the level of relevance in a local and regional context. Our engagements in BIOTA and Indigenous Knowledge Management Systems epitomise this approach.

### Faculties

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The search for knowledge, the systematic investigation to establish facts, has taken dramatic turns over time. In this context, Montaigne and Kuhn, admittedly somewhat arbitrarily, may be linked to how we see and how we conceptualise scientific research at the beginning of the third millennium.

In the early Renaissance it was Montaigne (Michel Eyquem de Montaigne, February 28, 1533 – September 13, 1592) who, ahead of his time, rejected the theoretical or speculative way of philosophizing that prevailed under the Scholastics ever since the Middle Ages. He demanded a thought process that would not be tied down by any doctrinaire principle, a thought process that would lead to free enquiry. Interestingly, and more recently, this critical perspective on science as justifying the beliefs we inherit, and instead calling into question their foundations, resurfaced with Kuhn (Thomas S. Kuhn, 18 July 1922 – 17 June 1996) in his seminal oeuvre “The Structure of Scientific Revolutions”, which added notions like “paradigm shift”, “normal science” and “scientific revolution” to the vocabulary of the philosophy of science.

Kuhn put forth that paradigm shifts open up new approaches to an understanding that scientists would never have considered valid before. By taking cognisance of the message which can be gleaned from the writings of Montaigne and Kuhn, namely that any scientific endeavour is well advised to take a step back from the taken-for-granted views of our time, the Polytechnic aims at framing scientific research in the context of innovation, and it is in that sense that research at the Polytechnic is inspired by an ambition of utility.
SCHOOLS

Business & Management
• A statistical analysis of the macro-economic performance of three selected SADC countries.
• Investigating the sources of poverty in the informal settlements in Namibia: A case study of Greenwell Matongo.

Engineering
• The influence of ambient conditions on the performance of dry cooling systems for large-scale concentrating solar thermal electric power plants.
• Design and development of solar powered air-conditioning.
• Numerical approaches to the study of effects of elastic additives on thermal explosion of petroleum oils for steady and unsteady solutions.
• Design and development of a biomass-fired prototype stirling engine.
• Hydrating construction materials based on limestone.
• Numerical solutions of differential-algebraic equations with index-2 and index-3 by Legendre Approximation.

Information Technology
• Indigenous Knowledge Management System (Software Engineering).
• Use of Medical Information Technology in Namibia.
• Volatile Concept Mining (novel algorithms in the field of semantic textual analysis).
• Risk management in software development.

Natural Resources & Tourism
• Halophytic plants under irrigation with brackish water.
• Analysing shrub encroachment for Namibian highland savanna sites.
• Restoration of degraded systems, and preventative rangeland management.
• Decision-support-system (DSS) for rangeland management.
• The effect of EM-Bokashi on broiler chicken body weight.

Communication
• Land Administration: Transparency with specific emphasis on the resettlement process in Namibia (desk study).
• Towards a new baseline study in Juvenile Justice (desk study).
• Doctor-patient communication at the Roman Catholic Hospital and Katutura Hospital in Windhoek, Namibia (case study).
The Millennium Ecosystem Assessment (MA), a global project commissioned by the United Nations in 2000, has assessed the consequences of ecosystem change for human well-being, and has identified the scientific basis for action needed to enhance the conservation and sustainable use of those ecosystems.

The MA reports (2005; http://www.maweb.org/en/Reports.aspx) have highlighted some of the growing evidence that the expanding human population and its economic, social and political activities have increased the rate of biodiversity loss above what may be considered the natural background rate, and beyond the capacity of the Earth to renew these resources. Biodiversity (global) is the variation of life forms for the entire earth. Whereas the biodiversity found on Earth today consists of many millions of distinct biological species, most biologists agree that the period since the emergence of humans is part of a new mass extinction, caused primarily by the impact humans are having on the environment. This phenomenon is called the Holocene extinction event; it may well be that the present rate of extinction is sufficient to eliminate most species on the planet Earth within 100 years.

Biodiversity, through the provision of ecosystem goods and services, provides the basis for all life on earth. It supports all of our economic and social development, and is vital to our health and well-being. The relevance of biodiversity to human health is becoming a major international political issue, as scientific evidence builds on the global health implications of biodiversity loss. This issue is closely linked to the issue of climate change, as many of the anticipated health risks of climate change are associated with changes in biodiversity (e.g. changes in populations and distribution of disease vectors, scarcity of fresh water, impacts on agricultural biodiversity and food resources, etc.)

Truly sustainable development must incorporate all areas of human activity and our interactions with the environment, and therefore requires that social, economic, public health and environmental needs be resolved holistically. In order to fully achieve sustainable progress - whether at local, national, regional or international levels - policy makers, scientists, stakeholders and the wider public must work together.

It is against this backdrop that the Polytechnic of Namibia became a participant of BIOTA AFRICA: BIODiversity Monitoring Transect Analysis in Africa. The project, which drew to an end in 2009 after a project period of nine years, has been jointly invented by African and German researchers aiming at the establishment of research supporting sustainable use and conservation of biodiversity in Africa. About 472 participants from 13 countries have contributed to a number of core objectives, namely:

- Scientific support for sustainable use and conservation of biodiversity in Africa.
- A continental observation network in Africa, contributing to GEOSS (Global Earth Observation System of Systems).
- A network for observing land degradation and for developing measures to combat desertification in Africa.
- A network for capacity development and rural development in Africa.
The Polytechnic of Namibia is represented by a number of faculty members of the School of Natural Resources and Tourism on BIOTA Southern Africa. The goal of BIOTA Southern Africa is to gain knowledge for decision makers for a feasible and sustainable management of biodiversity, by taking natural as well as socio-economic conditions into account. The major themes are:

- Assessment of biodiversity, its structural features and spatial patterns.
- Effects of anthropogenic land use and climate change.
- Interdisciplinary experiments for the restoration of degraded systems.
- Development of analytical and predictive tools for decision making.
- Capacity development for action for participatory based sustainable management practices.

Polytechnic researchers continued contributing to various major themes. Whereas Dave Joubert and co-workers carried their work towards refinement of a decision-support-system (DSS) for rangeland management, Ibo Zimmerman’s research initially learnt from farmers on both sides of fenceline contrasts and then applied some of these learnings through trials on restoration of degraded systems and various components of preventative rangeland management.
Indigenous knowledge and biodiversity are complementary phenomena essential to human development. Whereas the Millennium Ecosystem Assessment (supra) is only a recent culmination point of global awareness of the conservation status of biodiversity, it is of growing concern to many world citizens how to approach the uncertain status of the indigenous knowledge that reflects many generations of experience and problem-solving by thousands of ethnic groups across the globe, in particular in Africa and for that matter Namibia. Comparatively little of this knowledge has been recorded, yet it represents an immensely valuable data base that provides humankind with insights on how numerous communities have interacted with their changing environment including its floral and faunal resources.

While indigenous and traditional knowledge is contextually appropriate to a region or community, being both locally validated and successfully practiced, it tends not to be well served by the various infrastructures (e.g. ICT) that otherwise support knowledge communication. In the Namibian context it has been observed that the ongoing and accelerating urbanization is in the process of seriously disturbing the chain of knowledge transfer and that there is a genuine risk of total loss of this indigenous knowledge. Senior community members are dying without opportunities to pass on their knowledge in ways that are accessible to younger or future members.

Considering the breathtaking development of ICTs over the last decade, the collection of data pertaining to indigenous knowledge, and the transposition of such knowledge from historic persons into digital data bases should be more than possible. In this context, however, it is important to realize that traditional knowledge is shared orally within the communities by talking, story telling and performance, and as such is accessible only through participation or quasi-participation within the communities. Taking on the challenges which come with often misguided notions of value-neutrality of IT and its applications, the Department of Software Engineering, under the leadership of the Dean of the School of Information Technology (SIT), Dr. Heike Winschiers-Theophilus, is conducting an ongoing applied research project for preservation and access of indigenous/traditional knowledge. This project forms part of a larger, multi-faceted research project (Community Centered Localisation as a new Approach to Human Computer Interaction), with project partners from UCT (SA), Makerere University (Uganda), University of Applied Sciences Südwestphalen (Germany) and Aalborg University (Denmark).

Research Objectives

- Pilot project and proof of concept.
- Indigenous knowledge management repository system for a selected Namibian community.
- Development of knowledge architecture in conjunction with communities.

The research focuses on preserving the indigenous knowledge structure and communication patterns which represents a major challenge as they differ substantially from currently favoured mainstream digital knowledge representation and retrieval mechanisms.

Technology

- Use of high-end cell phones and flip cameras to facilitate the production of user-generated videos.
- Exploration of display technology, such as cell-phone story telling applications, multiple user touch tables, pico projectors as well as user interfaces such as conversational agents and locative media.
Excellent faculty, excellent students and a high-quality infrastructure are the key ingredients of a highly empowered business school. The School faces the most challenging period of its history as characterized by the competition for top quality faculty coupled with ever rising demand for our programmes, both from the business fraternity and the Namibian community at large. The School is the largest provider of undergraduate programmes at the Polytechnic in the year under review. The growth in enrolment, coupled with some constraints in recruiting qualified and experienced academic staff, lack of essential facilities and budget shortfalls necessitated careful planning to successfully conduct effective teaching and learning during the period. We have responded to these challenges by becoming more innovative and entrepreneurial in allocating resources where they promise to have the greatest impact. As a result, we made the necessary attempt to cap the intake of existing programmes and expand horizontally by introducing new ones. The highlights in this regard were the Bachelor Honours in Public Management and Bachelor Honours in Business Entrepreneurship (ProLearning).

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Tel: +264 61 207 2320 • E-mail: dkatunohange@polytechnic.edu

OVERVIEW

ENROLMENT

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Enrolment figures (rounded off):

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<tr>
<td>2009</td>
<td>63%</td>
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New Programmes

- Bachelor of Public Management Honours
- Bachelor of Entrepreneurship Honours (ProLearning)
The ProLearning model is a multi-disciplinary mode of the Business Administration Programme. The programme is based on integrating working and learning, where the latest theoretical knowledge is applied and new knowledge generated. Students study for four years, of which the last two years are spent at ProLearning. The first two years provide a common foundation of skills and knowledge in business and focus on service and product innovation and creation of added value in companies. Instead of lectures and examinations, the students set up a team company at the beginning of their ProLearning studies and integrate their learning needs to support the development of a team and a sustainable company. The learning process is supported by coaches, and the process includes reading the latest professional books and learning the tools and theories relating to organizational and situational learning.

Postgraduate Programmes Overview:

- Harold Pupkewitz Graduate School of Business (HP-GSB): MSc in Leadership and Change Management (MSc: LCM): the new programme started with a cohort of 37 students in collaboration with Leeds Metropolitan University (LMU/UK).
- Master of International Business (MIB): the 4th cohort consisted of 22 students.
- Namibian Graduate School of Accountancy (NGSA): 3rd year of successful operation.
- Accounting and Finance graduates have been granted exemptions in professional examinations by the Chartered Institute of Management Accountants (CIMA) and Chartered Institute of Secretaries and Administrators (CISA).

The British Council Education Partnership in Africa (EPA) Project

Through the Education Partnership in Africa (EPA) Project (2.06) the Polytechnic is engaged in a promising cooperation with Leeds Metropolitan University (LMU), funded by the British Council to the tune of £65,000. The project, aimed at developing a curriculum that will set the pace for Enterprise, Leadership and Innovation Skills training in Higher Education in Namibia and the region, was launched in July. A first success of this cooperation is the curriculum development and establishment of the MSc Leadership and Change Management programme. A visit to LMU by the Dean and Dr. Isaac Randa, Coordinator of the HP-GSB (15 to 19 June) concluded the discussions about this postgraduate qualification, and also provided the opportunity to begin negotiations with the Chartered Institute of Marketing (CIM), and the Institute of Purchases and Supplies (IPS) towards granting of accreditation and exemptions for students.

Community Engagement

Relevance and reputation of academic institutions are greatly enhanced by meaningful community service. Our service ranges from offering training and development programmes to the SMEs, public and private sector organisations, NGOs, etc. through the CED to assisting Government Ministries and Departments as panel members in their recruitment drive and conducting workshops. Public
lecturers on topical issues in the economy attract external and internal interest.

When the Namibian Standard Institution (NSI) took over the functions of the South African Bureau of Standards (SABS) in 2008, academic institutions were invited to serve on specialised expert committees. Mr. Chris van Zyl, Deputy Dean, was appointed National Chairman of a Technical Subcommittee.

International Visitors

A number of international visitors enriched the academic year under review:

- Dr. Susan Grinstead (France): Global Supply Chain Management
- Prof. Amos Thomas (Botswana): International Trade and Project Management
- Dr. Angela Clarke (UK): Innovation and Process Management & High Performance Management
- Prof. Steve Carter, African Chair (LMU): MSc: Leadership & Change Management
- Prof. Farid Sadrieh (Fulbright/US): four-month support to MIB students (research)
- Prof. Frederick Ahwireng-Obeng (WITS Business School/SA): annual training of trainers’ workshop on “Supervision of Research Projects”
- Ms. Riita-Liisa Arpiainen (Head of Business and Administration) and Mr. Jukka Siltanen (Pro Academy Coach at Tampere University of Applied Sciences/Finland): progress monitoring of the ProLearning programme.

Research & Publications/Faculty Excellence

A total of 26 publications consisting of conference papers, international journal articles and workshop papers were generated during the reporting period.
When the Harold Pupkewitz Graduate School of Business (HP-GSB) was established in 2008, it inherited the Master of International Business (MIB) which had been successfully introduced in 2006. True to its mandate to ‘improve business leadership and the country’s competitiveness through quality business and management education’, the HP-GSB soon aimed at amplifying its programme offerings. Currently, the following post-graduate programmes are available:

- Master in International Business (MIB)
- Masters of Science in Leadership and Change Management (MSc LCM)

The latest addition to our academic programme, the Masters of Science in Leadership and Change Management, offered by our Graduate School of Business in conjunction with Leeds Metropolitan University in the UK was launched mid-2009. Of the 55 applicants to the first intake, only about half were selected for admission, making this quite an exclusive cohort. These participants are drawn from middle to senior management, mostly in government and parastatal firms as well as some from industry and non-government organisations.

Quite evidently the participants are already in leadership positions, yet anticipating even greater responsibilities in managing their organisations through major change. Modules they have completed in the first phase have covered such pertinent areas as Personal Development; Board, Executive & Governance; Corporate Strategy; Implementing Change; Managing People; and Advanced Project Management.

The participants keep quite a hectic pace, with an intensive 3-day study school for each module over an extended weekend. This takes place on the last weekend of every month for over a year and they have to prepare in the weeks before by utilising the study materials provided, and have to complete evaluative assignments in the weeks following. Thus there is scarcely a week’s break in-between modules for participants to catch their breath, but no one is really complaining.

About half of the modules in the programme are taught by visiting lecturers and professors from Leeds Met and the others from our own School of Business and Management as well as other universities within Southern Africa. The Harold Pupkewitz Graduate School of Business hopes to foster links with other institutions in the region offering the similar graduate programme as well as to develop further programmes with partner institutions worldwide.
OVERVIEW

Participants’ thoughts

“The MSc programme has inspired me to develop a personal development programme that I am diligently following. I have become aware of the dire need for good leadership and realised the importance about continuous learning to being a better leader.” F.N. Hambuda, Manager, Staffing & Remuneration, City of Windhoek.

“Appreciated the insights into leadership and management, especially the complexity of managing change. I am impressed with the group activities in the MSc programme and feedback received from them. I am able to relate my practical experience with the theories being taught.” Dickson Buchani, Director, HRM, Finance & Administration, Erongo Regional Council.

“Very informative and knowledge-based. Both theories and practice are emphasised in the MSc programme. I hope to learn even more about leadership and management through the remaining courses. Though I wish there was more time to grasp it all.” Winson Nepembe, Faculty Officer, Polytechnic of Namibia

“I have appreciated the mode of delivery and timely despatch of the study materials. I have already gained insights on leadership, change management and corporate strategy. The impact of this programme on my job has been enhanced understanding of employee development.” George K. Muhongo, HR Officer, Government Institutions Pension Fund.

“Work-related programmes, very good for application, yet also theoretical models are learnt. I have learnt how to develop my leadership skills and abilities, and how to drive value in a modern organisation.” Hermann A. Hentschel, Chartered Management Accountant, Namibia Breweries Ltd.
SCHOOL OF BUSINESS AND MANAGEMENT

OVERVIEW

SHOWCASE:

NGSA
Namibia Graduate School of Accounting

The year saw the NGSA operating successfully in its third operational year. A total of 41 students were registered for the Bachelor Honours in Accounting, which provides graduates with the Certificate in the Theory of Accounting (CTA), the mandatory requirement for students aspiring to take examinations leading to the professional CA qualification. The programme runs over a period of 38 weeks of the academic year, and is currently offered in co-operation with the University of KwaZulu Natal (UKZN). With the beginning of the second phase of the project, all systems are set on “go” with the aim of developing Namibia’s own CTA.

The NGSA is another example of the responsiveness of the Polytechnic to the interests of the Namibian economy. The NGSA was established at the end of 2006 under a co-operation agreement between the Institute of Chartered Accountants in Namibia (ICAN) and the Polytechnic. The initiative was motivated by the national need for a steady supply of Chartered Accountants (CAs). Hardly any Namibian CA is employed in the Public Service. Due to the demands of commerce and industry, the premiums that CAs generally earn most often place them outside the range of remuneration of the Public Service or small company. This situation can best be rectified by increasing the supply of CAs, which is the primary objective of the NGSA.

<table>
<thead>
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<th>Students</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
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<td>13</td>
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</tr>
<tr>
<td>Advanced</td>
<td>21</td>
<td>26</td>
<td>20</td>
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</table>

PROGRAMME MODULES
- Intermediate Financial Accounting
- Advanced Financial Accounting
- Intermediate Auditing
- Advanced Auditing
- Intermediate Taxation
- Advanced Taxation
- Intermediate Managerial Accounting and Finance
- Advanced Managerial Accounting and Finance

STUDY METHODS
Work is divided into a tightly structured timetable of self-study sessions with weekly assignments. Whereas this gives students an opportunity to pace themselves through variations of workload, the programme requires students to apply themselves, learn to use study materials effectively and to read widely in preparing for lectures. Interactive sessions (group discussions), lectures and tutorial sessions form part of the programme. Case management and counselling on study methods and examination skills are provided by the NGSA.

Application Forms for the NGSA are available on the Polytechnic website: http://www.polytechnic.edu.na
Writing something short on the academic year for the School is virtually impossible, if one doesn’t want to lose out on the many characteristic facets of this vibrant and ever evolving entity. But clearly, the following is still only a selection of events, milestones and achievements.

Until recently, the academic responsibility of the School of Communication consisted predominantly of serving academic programmes of other Schools with courses like English or a wide range of legal courses. Hitherto, the National Diploma: Journalism and Communication Technology (Department of Media Technology) represented the only full academic programme offered under the auspices of the School of Communication.

The introduction of seven new degree programmes may therefore be seen as a major shift in the orientation of the School. In this sense, the successful implementation of the programmes has indeed become one of the highlights for the School. A student-centred, needs-oriented philosophy guarantees national relevance and wide acceptance.

Dr. Sarala Krishnamurthy
Dean

OVERVIEW

ENROLMENT

<table>
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<tr>
<th>Qualification</th>
<th>Total</th>
<th>% of School</th>
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Enrolment figures (rounded off):  

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<td>2009</td>
<td>305</td>
<td>45%</td>
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</table>

* In 2008 the Department of Office Management and Technology moved to the School of Business and Management

New Programmes

- Bachelor of English
- Bachelor of English Honours
- Bachelor of Communication
- Bachelor of Arts in Criminal Justice (Correctional Services Management)
- Bachelor of Arts in Criminal Justice (Policing)
- Bachelor of Arts Honours in Criminal Justice
- Bachelor of Journalism and Communication Technology

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* In 2008 the Department of Office Management and Technology moved to the School of Business and Management
Beyond curriculum development and implementation, many other activities in the areas of research, international partnerships and exchanges, as well as student participation, contributed to a rich and rewarding academic year.

- Dr. Sarala Krishnamurthy spent five months on staff exchange with Dr. Annette Kitsche teaching Business English to German students in the Fachhochshule Brandenburg (Germany).
- Marsha Bowersox, an English Language Fellow, spent a year at the Polytechnic engaging staff and Namibian English teachers in workshops.
- Ms. Stephanie de Villiers (Legal Studies) spent three months in Brussels on the Erasmus Mundus programme.
- Ms. Unomengi Kauapirura and Ms. Elva Sibandze de Gomez (Media Technology) participated in training programmes in Finland and Tanzania along with their students.
- Mr Fred Opali (Communication) presented a paper titled “Cracking the Literary Desert and Delineating the Character of the Age: One View of Okot p’Bitek’s Romantic Drama” in a conference on East African Literary and Intellectual Landscapes: Rethinking Eastern African Cultural and Intellectual Transnational Legacies through History at the University of the Witwatersrand, Johannesburg.
- The Department of Media Technology benefited notably from UNESCO, one of the Polytechnic’s development partners. The Department, along with seven other Centres, shared a grant of US$ 30 000 for acquisition of books and equipment. In view of the introduction of the new journalism and communication qualifications, this news could not have come at a better time.
- 2009 was an important year for Namibia because of the elections. Students of Media Technology had an opportunity to practise what they learn in class through election coverage, a job which they did commendably. They were a visible presence in both television and newspapers. It is a matter of pride for us that our students served as professional journalists comparable to the best in the Southern African region.
- The Ministry of Safety and Security through Namibian Prison Service (NPS) provided funds for the development of a special stream: Correctional Services to be included in the Bachelor of Criminal Justice programme being offered at the Polytechnic. Four consultants - Prof. Etannibi Alemika (Jos, Nigeria), Dr. Frank Porporino (Toronto, Canada), Prof. Jeanne B. Stinchcomb (Florida, USA), Prof. Richard Tewksbury (Kentucky, USA) - worked with colleagues in the Legal Studies department to develop the Correctional Management stream which will be on offer in 2010.

The programme leading towards the Bachelor of English epitomises pars pro toto, the institutional ambition of bridging theory and practice. The English programme will address the scarcity of teachers well trained in English, a penury which in the past hampered the nationwide up-lifting of school education. When launched at the beginning of 2009, the programme was highly oversubscribed, due to huge interest from those who previously had no opportunity to study English as a qualification in Namibia.
NAWA: Journal of Language and Communication

2009 marks the third anniversary of NAWA: Journal of Language and Communication. Since June 2007 NAWA has been published bi-annually by the Department of Communication. This is no minor feat, considering that research and publication at the Polytechnic is often constrained by primordial considerations of curriculum development and/or the lecturing duties of its faculty. NAWA is a refereed journal whose goal is to advance knowledge in human language and communication, and to publish academic articles dealing with practical researches, pedagogical methodologies, critical analyses and theoretical perspectives. The interdisciplinary nature of the journal encourages research without boundaries in the Arts, Humanities and related areas.

“My premonition of 2007 that we ‘envisage NAWA growing into a powerhouse’ was neither farfetched nor misguided. Since the first issue of June 2007 the Journal has received an ever growing number of high standard contributions highly significant in the regional context.”

Dr. Jairos Kangira, Editor

Some of the more outstanding papers are:

• Rhetorical common ground as the interlocutor of agreement: Lessons from the Windhoek Constituent Assembly, by Audrin Mathe, Roads Authority, Namibia.
• The cult of achievement in the novels of Chinua Achebe, by Remy Oriaku, University of Ibadan, Nigeria.
• Images of Women in Botswana’s Modern Traditional Music, by Nono Kgafela, University of Botswana.
• Determining how the Faculty at the Polytechnic of Namibia are Responding to the Introduction of e-learning in the Form of Blended Learning by Leena Kangandji, Polytechnic of Namibia.
• Namibian Poetry in English 1976-2006: Between Yesterday and Tomorrow - unearthing the past, critiquing the present and envisioning the future, by Helen Vale, University of Namibia.
• Media and Celebrity: Towards a Post Modern understanding of the Role of Reality Television in the Development of New Forms of South African/African Celebrity, by Elva Gómez De Sibandze, Polytechnic of Namibia and Prof. Damian Garside of North-West University, South Africa.
• The Necessity and Implications of Creative power or Poetic Authority in Wole Soyinka and Okot P’Bitek, by Fred Opali, Polytechnic of Namibia.
• An Exploration of the Theme of Guilt and Redemption in “The Guide” by R.K. Narayan and “A Grain of Wheat” by Ngugi wa Thiong’o, by Dr. Sarala Krishnamurthy, Polytechnic of Namibia.

Criminal Justice Studies (Corrections): Addressing Crime in Africa

The Senate endorsed the decision of the Department of Legal Studies to add a second curriculum strand to Criminal Justice Studies, leading to the qualification of Bachelor in Criminal Justice (Correctional Services Management). This development was initiated by the Namibian Prison Service (NPS), under the leadership of the Commissioner of Prisons, Mr. Evaristus Shikongo. NPS also provided the necessary funding for an intense curriculum development workshop, which took place 10-22 August, drawing on international expertise from senior criminal justice practitioners as well as distinguished professors of Criminal Justice and Criminology. A cohort of Prison Service members who had been admitted to the Criminal Justice programme at the beginning of 2009 were thereby assured of the possibility to continue with their studies on the Correctional Management track.

“Namibia endeavours to address its overcrowded prisons through the Offender Risk Management Correctional Strategy which includes Community Corrections. However, just like in other developing countries in the world, its criminal justice system is under-resourced and therefore still suffers from unfavourable police- and judge-to-population ratios, as well as a prison population which exceeds prison capacities. Coupled with these is the low level of discipline-relevant tertiary education of criminal justice practitioners. Offenders in a system that is not adequately resourced in terms of material and staff are therefore much less likely to be punished for their wrongdoings and to receive the treatment necessary for their integration into society than those in adequately-resourced criminal justice systems. Such a system cannot effectively deter, incapacitate, or rehabilitate criminals. The Polytechnic, with its Criminal Justice programme and its emphasis on Africa, addresses the burning issue of crime.”

Mr. Evaristus Shikongo, Commissioner of Prisons.
Namibian Elections Coverage Project: August to December

When the Department of Media Technology decided to embark on the Namibian Elections Coverage Project: August to December, the team, under the leadership of the Head of Department, could rely on the results of the Pilot Study undertaken prior to the Namibian National and Presidential Elections of 2004. Then, trainee journalists in the Echoes Newsroom of the department were trained for the first time to cover – through focus group research – the issues the Namibian electorate were grappling with at the time.

Encouraged by the observation in the Pilot Study that a tremendous amount of learning takes place when trainee journalists find themselves thrown into live-mode journalism (student journalists received press cards from the Ministry of Information and Communication Technology (MICT) and were treated like other media-professionals in every respect), the team decided to replicate the experience in partnership with Gender Links.

Eighteen students committed to the Elections Coverage Project, which started effectively at the beginning of August with a topical 2½-day training programme, facilitated and presented by a Gender Links consultant.

The ensuing reporting was done from a gender perspective, and gender was mainstreamed throughout the coverage made available by the trainee journalists during this time. Furthermore, the photos which accompanied the stories had to reflect the gender dimensions and perspectives addressed in the stories.

The Stories: Echoes Election Coverage

The stories generated by the trainee journalists were based on their visits to the six Namibian towns located in the North (Otiwarongo), in the West (Swakopmund and Arandis) and in the South (Berseba, Koës and Karasburg). The full text of altogether thirty stories can be retrieved at www.polytechnic.edu.na. A number of stories were eventually carried in The Namibian and New Era newspapers:

The Namibian - “Health at Otiwarongo” by Vimbai Karumazondo; “In Search of Basic Services” by Musa Zimunya; “Will 2010 herald a new dawn at Karasburg?” by Georgia Kock.

New Era - “Prison Haven for Offenders” by Goderich Sikwana; “Bucket System Blues in Koës” by Uerikoha Tjijombo.

Notwithstanding the fact that only a fraction of the stories were actually carried in some local media, all trainee journalists were thrilled by the hands-on learning as well as the gain in perspective from a professional point of view. By visiting various locations on their own, the professional advice received prior to their assignments (inter alia by a senior journalist of The Namibian on “The Stories we look for: An Editor’s Perspective”) became more than tangible.

“A mind-blowing experience, not to compare with a class-room setting - although the Polytechnic Media and Journalism Training is genuinely bridging theory and practice anyway, this type of engagement brought us a new dimension, not to be missed by anybody serious about journalism training.”
When the Polytechnic established the School of Engineering in 1997 this was a pro-active response to the then total lack of formation in any field of engineering in Namibia. In the meantime the array of programmes on offer has grown impressively. Today, we can confidently say that our School is relatively well established. There are many reasons not only for Namibians, but also for prospective students from other countries in the SADC region, to study engineering at the Polytechnic. Whereas engineering is often perceived to be strewn with insurmountable obstacles, the student-centred approach of our programmes indeed facilitates access to many previously disadvantaged students. In fact, students are effectively supported in their learning throughout their studies, as well as during their placements. The numerous visits from international scholars in engineering speak to the recognition of our programmes. Recognising the traditionally skewed gender distribution of engineering students, one of the more recent initiatives, the Women in Engineering Society (WIE), won the Capacity Building Award in the Sam Nujoma Innovative Enterprise Development Awards (SNIEDA) Competition and was enthusiastically welcomed.

A particularly important development took place with regard to the Health Science programmes where the degree programmes in Biomedical Science, and Environmental Health Science reached the second year. Towards the end of the year we realised that the operations of the Department of Health Sciences had been growing to such an extent that it would make sense to de-link this department from the School of Engineering to become the School of Health and Applied Sciences as from the academic year 2010. This year, the School also worked with the Namibian Council of Architects and Quantity Surveyors to introduce the Bachelor Honours in Architecture in 2010.

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Enrolment figures (rounded off):  
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</tr>
<tr>
<td>2009</td>
<td>1 003</td>
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</table>
The School of Engineering has come a long way since the early beginnings of engineering education in 1997. Back then, we started with a student cohort of 56. There was not much talk about quality assurance in Namibia at the time but the Polytechnic adhered to the SERTEC quality assurance principles and we conceived our Bachelor of Technology programmes in Civil, Electrical, Electronic and Mechanical Engineering with the aim of transparency, comparability, transportability, and equality with academic qualifications globally. In the meantime a national qualifications framework was put in place, and we adjusted all engineering qualifications accordingly.

This year, we saw a new range of engineering qualifications being introduced, i.e. Bachelor of Electronics & Telecommunication Engineering, Electrical Power Engineering, Mechanical Engineering and Mining Engineering. The Bachelor of Engineering in Civil Engineering is already in its second year. These qualifications are, in the first place, responses to emerging needs nationally and regionally. Other career-focused and industry-driven programmes are to follow: The Bachelor of Architecture Honours and the Master of Transportation Engineering will debut in 2010.

But more important is the fact that we were the first institution in Namibia to offer engineering at professional level, benchmarked at NQF level 8 of the Namibia Qualifications Framework. In the meantime, we host an engineering student body of about 1 000 students.

Community Service

The Institution won the Sam Nuyoma Innovation Award due to the activities of Women in Engineering Society which is driven by the School.

International and local partners

- Khon Kaen University, Thailand
- University of New Mexico (UNM), USA
- Nelson Mandela University, Port Elizabeth, South Africa
- University of Applied Sciences Gelsenkirchen, Germany.
Women in Engineering Society

“Engineering is no longer just a profession for men but for anyone that is ready for a challenge. If you are a creative person prepared to think beyond natural science then engineering is for you. Engineers impact just about everything in society from mega-construction, transportation, to digital electronics, to eco-friendly clothing. The opportunities are endless.”

Ms Smita Francis, Senior Lecturer: Electronics

The Women in Engineering Society at the Polytechnic, in brief WIE, was founded in 2009, originating from the School of Engineering and driven by the promoter of WIE, Ms. Smita Francis. She lobbied for this professional association dedicated to promoting sustainable development in order to encourage high school female learners to choose engineering as a career.

WIE empowers women to succeed and advance in their aspirations and to be recognized for their life-changing contributions and achievements as engineers and leaders. WIE also promotes networking and entrepreneurship amongst female engineers - thus empowering women nationwide.

But the vision of those associated to WIE is not one-sided. WIE ultimately envisages a vibrant society of men and women innovating the world of tomorrow. WIE held several community outreach workshops to introduce engineering to high school girls and this had resulted in a five percent increase in the enrolment of female students in the School of Engineering. WIE also organized an “Engineering Day for Women” in a bid to raise public awareness of engineering as a career for women. This event provided a platform for networking of established female engineers in the Namibian industry and provided role models to the female engineering students.

In recognition of this outstanding initiative, WIE won the Capacity Building Award in the Sam Nujoma Innovative Enterprise Development Awards (SNIEDA) Competition. SNIEDA aims to recognise and reward business excellence and best practices of companies across Namibia. It is the showcase of skills, achievements and innovations in the field for business and provides the benchmark, inspiration and example for all other businesses. The award was presented to Smita Francis of WIE, by H.E. Dr Sam Nujoma, Founding President and Father of the Namibian Nation, as well as the Patron of SNIEDA.
This School has gone through some major development steps in this year. One main focus was to establish an enabling environment within the School (see AR 2008) through development of a cybernetic system analytical tool for policy development and implementation. Besides creating a positive working environment, the aim was also to improve effectiveness and efficiency of strategic planning and implementation, operations as well as clear external interfaces to service departments. The model used for the purpose of analysis and design was enthusiastically received. The application of its underlying values led eventually to a higher integration of performance, and an increased output across the academic domain.

We have been continuously involved in an institutional security evaluation and improvement process through the Bureau of Computer Services so as to enhance the quality of our institution’s ICT services and infrastructure. Another milestone was the appointment of Prof.-Dr. Muyingi as MTC Endowed Chair, with the responsibility to coordinate the M.Tech, contribute to school activities as well as specific tasks in the Business Innovation Centre.

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While the School’s core focus is Information Technology, SIT is continuously looking at improvement of IT-dependent processes and off-campus services through public involvement and external relationships with industry and government. One testimony of that is the professional input and feedback given in regard to the Namibian ICT Bill, which got its due in terms of media coverage:


### Advanced Teaching & Learning Approaches

On May 19th, the 2nd Namibian Open PrimeGame competition was hosted by the Department of Software Engineering. Approximately 75 students participated in the event, which was sponsored by Silnam IT Solutions, CellOne and Telecom Namibia. The event was a great success and was well received by all participants and invited guests. We are planning to further expand all dimensions of this (and possibly similar) events in the near future.

### Curriculum and Relevance

In order to retain a leadership position in Namibia and the Region, we lodged three new Bachelor Honours qualifications, as well as a new postgraduate certificate. These qualifications come all with a hands-on research part, thereby covering a wide spectrum of national demand to provide the country with highly skilled IT experts through upgrading skills in a relative short and focused way.

### SIT in the World

The significance of international partnerships for the School may not be underestimated. ICT is driven by hot-spots of developments across the globe. Cooperation and eventually active partnerships with other ICT scholars and institutions are indispensable in order to stay in touch, and as in the case of our research on Human-PC interaction to inform thinking on the cutting edge in the discipline. We have therefore added active partnerships with three other universities:

- University of Cape Town (South Africa): hitherto active research activities with faculty members in the field of ICT 4D and Human Computer Interaction have been formalised through the signing of an MOU. Joint supervision of Master theses for capacity development at the Polytechnic provides the platform for the exploration of PhD programme support.
- University of Frankfurt (Germany): a milestone is the arrangement of regular student and staff exchange with financial support from the DAAD.
- University of Technology Südwestfahlen (Germany): our cooperation led to contributions from both sides to a local Polytechnic research project. Here, our students wrote the specifications where after the programme was developed by German students. The cooperation will be extended to regular student activity exchange and research cooperation.
SCHOOL OF INFORMATION TECHNOLOGY

OVERVIEW

SERVING THE COMMUNITY

Visiting Academics/Professors

• Prof. Manfred Meyer, (Gelsenkirchen University of Applied Sciences, Germany) besides teaching in the M.Tech IT, held a workshop as part of the PSP-3 in on-line marketing to increase on-line visibility and marketing.
• Prof. Matthias Rehm University Augsburg, Germany explored joint research in the field of conversational agents.
• Dr. Nic Bidwell, Jacksonville State University Australia, has been visiting over a longer period and actively contributed to the progress in the community-centred localisation project with her expertise in rural development and mobile technology application systems.

Awards

The Polytechnic received the Cisco Academy Award: “Best Local Academy 2009” from Cisco Systems. It is the first time this recognition was awarded to a Namibian institution. With this award Cisco Systems and its academic partners in Southern Africa recognised the high standard of teaching and learning and the high level of the qualifications of the computer networking lecturers at the Polytechnic. Security, design and troubleshooting of computer networks is a fast developing area of technical IT. The School of Information Technology hosts the country’s only academic degree in computer networking, the Bachelor of Technology: Computer Networking. This programme is partly a result of the cooperation with Cisco Systems.

Research and Publication, Conference, Workshop and Summer School attendance

• Mr. Jens Fendler attended the “AdMotional Research and Development Workshop” at the University of Applied Sciences Gelsenkirchen in Germany in June/July 2009.
• Mr. John Dhlamini attended the “SACLA 2009” conference in South Africa in June/July 2009 and presented a peer-reviewed paper on “Intelligent Risk Management Tools”.
• Dr. Heike Winschiers-Theophilus attended the “HCII 2009” conference in San Diego (USA), July 2009 and on special invitation presented her paper entitled: “The Art of Cross-Cultural Design for Usability”. International researchers declared interests in future collaborations.
• Mr. Gereon Kapuire was awarded a scholarship to attend the one-week Multimedia Summer School in Koblenz, Germany in August 2009.

Staff development

• Most junior lecturers are enrolled at PON/UCT/UNISA for higher IT qualifications.
• Mr. Nhamu with the help of CED became a Microsoft Certified Technology Specialist (MCTS): SQL Server 2008.
• A CISCO Instructor training course was conducted and three new instructors qualified to train CISCO courses as fully qualified instructors.
• Ms. Anicia Peters was awarded a Fulbright Scholarship towards her PhD degree in the U.S.A.
Showcase: Prime Game Combining Skills in Undergraduate Computer Science (CS) Programmes

WHAT IS THE PRIMEGAME?

The PrimeGame is a two-player board game, based on a very simple set of rules which can informally be stated as follows:

1. The board contains all natural numbers from 1 to some limit n (board size may vary but is constant for the tournament). Both players’ scores are initially set to 0.
2. The players make alternating moves until all numbers have been taken off the board.
3. A move is a selection of one of the remaining numbers on the board. When making the move, the score of the player will be increased by the chosen number while the score of the opponent will be increased by the sum of all remaining factors of the chosen number still being available on the board. Finally, the selected number as well as all its factors are taken off the board and the other player is to make the next move.
4. The winner is the player with the highest score at the end. For fairness, every one game should consist of two matches, giving each player the first move in exactly one match.

The PrimeGame Competition GUI
SCHOOL OF INFORMATION TECHNOLOGY

OVERVIEW

with “Classic Board” view

THE CHALLENGE?

While students are almost instantly able to develop and apply basic game strategies when playing the game “manually”, this becomes more challenging when the task is to autonomously develop working players on the Computer. Based on fundamental data and control structures, as previously introduced in theory lectures, participants have to formalise their respective strategies, abstract formulas and algorithms into executable program code.

By providing a framework for testing player implementations and running competitions, students become highly motivated to not only deliver formally correct players, but also to develop and improve their strategies in order to come up with the best performing player for the final PrimeGame Competition.

The PrimeGame competition is regarded as one of the semester’s highlights and continuously demonstrates that programming and the design of efficient algorithms can also be a highly entertaining endeavour.
The School continued to sustainably deliver on its mandates in relation to national development imperatives and has positioned itself as a regional hub for land and general natural resources management. The School focused on ensuring that the academic programmes were revised and aligned to the new requirements as stipulated in the national qualification framework. This saw the introduction of a Master of Integrated Land Management, the implementation of the Agricultural Management Bachelor and Honours, the GIT Land Administration, Property Studies and the Geomatics degree programmes. In addition, the School revamped its facilities, increased the involvement of students in research projects, reduced the student-staff ratio and modernised its classroom facilities in order to create a more student-centred environment.

Through its departments of Land Management, Agriculture, Nature Conservation and Hospitality and Tourism, the School continued to attract local, regional as well as international partners to become something of an academic kaleidoscope. Many partnerships and related activities were implemented (see table insert), some of which earned the school various forms of international recognition.

In terms of research, the school can boast of a number of publications, conference presentations and higher qualifications obtained by its faculty members.
Several faculty members gained their PhDs, namely Ibo Zimmermann, Joram Ndhlovu and Mogos Teweldemedhin, while a number of other academics were in the final stages of their PhD studies.

The Departments of Agriculture and Nature Conservation were continuously involved in a variety of BIOTA projects, while Land Management was involved in the BCLME and CPP ISLM projects. The Hospitality and Tourism department is currently investigating the opportunities and effectiveness of eco-tourism in Namibia. In addition the School hosts the Dr. W.J. Jankowitz Online Library: the Plants Database (see: http://plants.polytechnic.edu.na/searchHome.html). The Department of Hospitality and Tourism extended its collaboration with international partners, inter alia the University of Barcelona (Spain) and Disney World; the latter continues to be a much sought after placement agency for our students. Finally, another great achievement is certainly ILMI (Integrated Land Management Institute), which entered its first full year of operation in 2009. ILMI has continued to provide much needed technical advisory services to government, local authorities, NGOs, CBOs, and international development agencies.
The Integrated Land Management Institute (ILMI)

“The Integrated Land Management Institute (ILMI) was formally launched at the end of May 2008. ILMI is a multi-disciplinary research and consulting centre specializing in the field of integrated land management. Our expertise covers a wide range of land and natural resource sectors, with particular expertise in land administration, land reform and resettlement, land use planning, land valuation and estate management and agricultural lands management, nature conservation and tourism resource management, with particular insight in surveying, mapping, land registration, urban and rural planning, environmental management, and the use of participatory methodologies for research and data collection.” John Kangwa, Director.

The products and services provided by ILMI focus on three main areas:

- Applied research
- Consulting services
- Training courses (short courses)

ILMI recognises that there is a demand for professional training courses beyond the Polytechnic, especially for the qualification and upgrading of staff from various ministries, NGOs and local and regional authorities. This formal training covers a wide range of fields:

- Technical training (GIS, GPS, surveying, database management etc.).
- Conceptual and methodological training (e.g. project planning, project monitoring and evaluation).
- Subject-matter related training (e.g. land use planning, nature conservation, modern agriculture etc.).

Based on SNRT’s portfolio of existing training courses, ILMI customizes courses and deliver them to the client in a variety of formats (on-site or off-site at the Polytechnic campus, block courses, evening courses, distance learning courses etc.). Well-equipped training facilities (seminar rooms, auditoria, computer labs, e-learning platform etc.) are available on the Polytechnic campus as well.

In addition, ILMI has a complement of professional/academic staff with a wide range of professional/industry experience combining the ability to undertake a wide range of applied and academic research and consulting tasks for both public and private sector clients.

The ILMI team includes experts in the core areas identified above. Where skills are not directly available in this School, ILMI calls upon expertise in the Polytechnic’s School of Business and Management (SBM) and the Centre for Entrepreneurial Development (CED).
### Selected Reference Assignments (2008 to date)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Objective</th>
<th>Project Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lux-Development NAM 342</td>
<td>Establishment and implementation of a 3-year training programme “Geo-Information Technology” for NPC staff, including introduction of a Bachelor degree. First year of programme, including bridging courses, will be offered to NPC staff as tailor made training, at full cost recovery.</td>
<td>Programme commenced January 2008</td>
</tr>
<tr>
<td>Lux-Development NAM 343</td>
<td>Technical Assistance to a Lux-Dev supported project on upgrading informal settlements in Katima Mulilo and Rundu</td>
<td>Activities underway</td>
</tr>
<tr>
<td>MICOA / Mozambique</td>
<td>Provision of customized course / teaching materials (sub-contract from ITC)</td>
<td>Contract completed to client satisfaction end 2007</td>
</tr>
<tr>
<td>Okahandja Municipal Spatial Information System</td>
<td>Technical assistance to the Okahandja Town Council in establishing a GIS-based Municipal Information System</td>
<td>Project identification underway</td>
</tr>
<tr>
<td>UN-HABITAT/ITC/UNU Land Transparency Training workshop</td>
<td>Facilitation for UN-HABITAT/ITC/UNU course on Transparency in Land Administration delivered over three days at Poly campus for participants from six Southern African countries</td>
<td>Contract activities completed end May 2008</td>
</tr>
<tr>
<td>VW Project Lower Kuiseb</td>
<td>“Assessment of conflicting resource and land management strategies between local communities and institutions in the Lower Kuiseb, Namibia” Research cooperation partnership of the University of Freiburg (Germany), Univ. of Botswana (HOORC), UKZN, Polytechnic of Namibia and Gobabeb Training and Research Centre</td>
<td>Awaiting funding approval</td>
</tr>
<tr>
<td>GTZ Consultancy for ILUP Hardap &amp; Karas</td>
<td>Advice to the Ministry of Lands and Resettlement regarding the establishment of proper Terms of Reference for the compilation of Integrated Land Use Plans for Hardap and Karas Regions</td>
<td>Completed</td>
</tr>
<tr>
<td>MICOA Mozambique</td>
<td>Training course in geospatial information management for Ministry for the Coordination of Environmental Affairs in Mozambique</td>
<td>Completed</td>
</tr>
<tr>
<td>Namibia Trade and Poverty Programme (NTPP)</td>
<td>Pilot study on economic impact of Port and Corridor development</td>
<td>Pilot study completed</td>
</tr>
</tbody>
</table>
It is a tall order to envisage being the first choice for information search, retrieval and dissemination service in Namibia. Although our library is comparatively young, we may not forget that the current building is relatively new and was only been put into service in 2005; we also note, not without a margin of professional satisfaction, that by and large we carry out our mission with a high degree of success.

The Polytechnic library provides resources that support learning, teaching, research and creative expression by providing timely and effective services to the broad academic community. Such achievements would not possible without the steady support of private or corporate benefactors. One of the recent projects, the upgrading of our library information management system, and the improvement of our periodical section would likewise not have been possible without a generous donation of N$100 000 annually (2008 - 2010) from Old Mutual Namibia. We are extremely grateful for this support.

Library Developments
In order to ensure the continuing relevance of the strategic goals of the library, Management and staff supported a number of developments:

- New Online Public Access Catalogue (OPAC) - users have now a modern and advanced search interface with access to their own library profile.
- Z39.90 - a new client-server protocol allows cataloguers to search and retrieve bibliographic information from other library online catalogues.
- Institutional Repository.

Collection Development

<table>
<thead>
<tr>
<th>Books &amp; Audio-Visual Budget for 2009</th>
<th>N$ 3 000 000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items purchased and added to the Library collection</td>
<td>6 292</td>
</tr>
<tr>
<td>Number of titles purchased</td>
<td>2 638</td>
</tr>
<tr>
<td>Amount spent on e-Books</td>
<td>N$ 104 459</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Periodicals Budget for 2009</th>
<th>N$ 1 500 000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Periodical subscriptions</td>
<td>173</td>
</tr>
<tr>
<td>Amount spent on e-Journals</td>
<td>N$ 862 615</td>
</tr>
<tr>
<td>Number of e-journals subscribed to</td>
<td>36 258</td>
</tr>
<tr>
<td>Donations received in 2009</td>
<td>612 items</td>
</tr>
<tr>
<td>Total number of items stock, 31 October</td>
<td>64 500</td>
</tr>
</tbody>
</table>

Library hours
- Monday - Friday 8:00 - 22:00
- Saturdays 8:00 - 13:00
- Sundays 14:00 - 20:00
- External Study Area: Monday - Sunday 05:00 - 00:00
- Student Holidays: Monday - Friday 8:00 - 17:00
- Public Holidays: CLOSED

Contact Details:
Tel: +264 61 207 2621/2022
Fax: +264 61 207 2120
E-mail: library@polytechnic.edu.na
Physical address: c/o Brahms & Haydn St. Windhoek West
Postal address: P/Bag 13388, Windhoek, NAMIBIA
The Polytechnic Library, with the technical support of the Bureau of Computer Services (BCS), has started the process of establishing an institutional repository (IR). After a long process of investigating possible software for the IR by Mr. Oretu Kavari (BCS), a conclusion was reached to select the DSpace open software for the Polytechnic IR.

In October, BCS acquired a server to host the IR and started setting it up with the assistance of Mrs. Renate Morgenstern, who managed a similar project elsewhere.

The goal is to capture, preserve and make accessible the institution’s information and knowledge assets in digital format. Through the IR, the library intends to increase the impact of the institution’s academic research and, in the process, raise the visibility and standing of the Polytechnic nationally and internationally. We will do this by enabling the Polytechnic staff, students and researchers to publish digital copies of their work e.g. theses, research reports, articles, electronic books and other information items on the institutional repository (IR) system.

Overall, the Polytechnic IR will be responsible for the following:

- Storing the knowledge and information assets of staff and students
- Managing these assets
- Making these assets accessible over the World Wide Web
- Adding to the Polytechnic’s prestige by marketing these assets/research output worldwide
- Preserving these assets in digital format
- Promoting scholarly communication
- Promoting open access to scholarly research
- Promoting electronic publishing.
As an institution of higher learning, the Polytechnic cannot content itself with just being a producer of skilled and competent graduates. If this were the case, the institution would be fulfilling only a part of its mandate. Whereas tertiary institutions represent repositories of cutting-edge knowledge in various domains, a crucial ancillary service is engaging with the community and thereby offering otherwise scarce skills, competence and knowledge for the advancement of society.

Community service can take many forms, such as faculty being members of boards and committees, making presentations or giving lectures in schools. Such engagements materialise partly as a result of specific interests of faculty and staff members, and partly from requests from civil society and public service to complement specific activities with input.

In 2009, Polytechnic staff members were involved in a number of projects and activities falling under the rubric community service:

- National Steering Committee on Community Service Orders (non-custodial correction)
- National Focal Point on Small Arms and Light Weapons
- Namibia Rangeland Forum
- Women in Engineering
- Law Society of Namibia.
Vijayakumar Kandaswamy, lecturer in the Department of Mathematics and Statistics engages with his young readership by means of a weekly column in the youth Paper of The Namibian newspaper. The purpose of his column is to address the dearth of mathematics material in Namibia and the relatively poor standard of mathematics at school level. Vijay says:

"After teaching for a year at the Polytechnic of Namibia, I realized that there is a fundamental lack of subject content at school level. Also the understanding of mathematics is relatively poor. Hence I started writing my column from basic elementary arithmetic and moved slowly to algebra, trigonometry, geometry, calculus and analytical geometry, etc."

The lessons serve as basic introductory material to help learners and other readers understand different topics in mathematics. Feedback comes from different categories of students from all over Namibia. The material is currently used for the Radio tutorial of COLL, the distance arm of the Polytechnic of Namibia. About 54 columns have been produced since the end of 2008. The idea for the column was conceived during a conversation with a journalist and editor of the Youth Paper Mr. Frederico Links. Vijay plans to compile all these materials into a book and to make it available to all students at an affordable price.
Student life at the Polytechnic has always been structured very much in terms of the annual events calendar of the Office of the Dean of Students (DOS). This is not surprising, considering the many activities offered. The Office offers much value for students throughout the academic year, for instance:

- Health and Development workshops and programmes.
- Student Social Welfare Development workshops and programmes.
- Career Guidance Development workshops and programmes.
- Student Academic Development workshops and programmes.
- Job Placement Services.

The single most important event amongst those listed is the annual Career Fair, which took place in March this year. The Fair serves as a platform where students meet prospective employers in Namibia and obtain career information. The events also serve as a venue for corporate recruitment drives.

Sport and culture, on the other hand, are domains which thrive mostly on the initiative of the students. The Polytechnic is a registered member of the Tertiary Institute Sport Association of Namibia (TISAN). The TISAN team is made up of representatives from various tertiary institutes of Namibia, providing university and college students with prime opportunities to measure their strengths against other athletes. The TISAN games took place in May, and again in August. Polytechnic students, through TISAN, participated in the 25th FISU Student World Games. FISU, the acronym for Federation International of Sport University, founded in 1949, supervises summer and winter games as well as the World University Championships. FISU is composed of a General Assembly which represents 153 National University Sports Federations. The Games took place in Serbia, Belgrade. The TISAN team to Serbia included three Polytechnic students and two team officials. Kristoff Shaanika qualified for the semi-finals in the 800m. This was the best result by the Namibian team.
Cultural activities are partially organised in Cultural Societies, which are registered with the Dean of Students. The most prominent Cultural Society is without doubt the Polytechnic Choir, but there is also the Debating Society, the HIV/AIDS Club and several religious clubs.

“Hao Inâsib laes ≠namipe Hao”

The 14th Polytechnic Cultural Festival took place on the Polytechnic Campus in August. Its theme was “Hao Inâsib laes ≠namipe Hao”, which means “gather around the fire of culture”. This was a theme most befitting a campus which hosts a wide diversity of cultures, certainly all existing cultures of contemporary Namibia. The Polytechnic Cultural Festival provides a platform where students can experience expressions of, and exchange information about, different cultures in order to increase their awareness of cultural diversity and identity, and to promote interaction of different cultural groups.

Sharing food has always been a strong builder of cultural identity, thus strengthening social cohesion of communities. Sharing with members of other cultural origins means sharing one’s world views, which is becoming ever more important in the global village. The International Cuisine Day is therefore an integral part of the annual Polytechnic Cultural Festival. This year it provided a taste of indigenous, traditional Namibian as well as International delicacies from Angola, Nigeria, Zimbabwe, Zambia, South Africa, Botswana, Indonesia, Ghana, Tanzania, and Kenya.
SCHOOLS

• BUSINESS AND MANAGEMENT

• COMMUNICATION
Communication, Criminal Justice (Policing), English, Journalism and Media Technology (Unesco Centre of Excellence), Languages (Spanish, German, Portuguese, French, Otjiherero, Oshiwambo etc).

• ENGINEERING

• INFORMATION TECHNOLOGY
Basic Computer Studies, Business Computing, Software Engineering, Systems Administration and Networks, Information Technology (Master).

• NATURAL RESOURCES & TOURISM

GRADUATE BUSINESS EDUCATION

• NAMIBIA GRADUATE SCHOOL OF ACCOUNTING
Certificate in the Theory of Accounting (CTA).

• HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS
Master of International Business (MIB) • Master of Science in Leadership and Change Management.

CENTRES OF EXCELLENCE

• Centre for Teaching and Learning • Namibia Business Innovation Centre • Centre for Entrepreneurial Development • Centre for Open and Life-Long Learning • Namibian-German Centre for Logistics • Renewable Energy and Energy Efficiency Institute • Integrated Land Management Institute • Centre for Applied Research and Technology

* “BEST HIGHER EDUCATION/ TERTIARY EDUCATION INSTITUTION IN NAMIBIA” - PMR Diamond Arrow Award • 2009 | PMR Golden Arrow Award • 2008 • 2007 • 2005 • 2004 • 2003 • 2002 | MOST HIGHLY RATED EDUCATIONAL INSTITUTION - Old Mutual Namibia – Namibia Stock Exchange Executive Opinion Survey • 2009

POLYTECHNIC OF NAMIBIA

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• Private Bag 13388, Windhoek, NAMIBIA
• Tel: +264-61-207-9111 • Fax: +264-61-207-2444

www.polytechnic.edu.na

opportunity awaits ...
VICE RECTOR’S MESSAGE

ADMINISTRATION AND FINANCE

“... we enable because we care.”

Dr. Gert Günzel
Vice-Rector

The Vice-Rector for Administration and Finance provides primary support to the Rector in the formulation of policies and procedures, general management and the implementation of, and compliance with, regulations. He also assists the Rector in leading the institution in a manner that enhances accountability, efficiency and fiscal discipline. The responsibilities of this Office are varied and include supervision and control, particularly of the following units: Human Resources, Finance, Student Services, Library and Auxiliary Services.

In the space of only fourteen years, the Polytechnic has framed credible systems of management and operational policies for the efficient management of the institution. These have served the institution well and laid the foundation for our remarkable performance, accountability, efficiency and responsiveness.
EMPLOYMENT, LABOUR RELATIONS

Good labour relations are an important factor for the success of any institution. In this respect, the Polytechnic Council and Management took a moment to self-reflect. There is always room for improvement, and introspection brought about the realisation that the Polytechnic could do more when it comes to the issue of labour relations, also called 'industrial' relations. Council and Management thus renewed an earlier invitation to the employees and the diverse Trade Unions desirous to represent the work force to engage in a meaningful dialogue.

Although it has often been portrayed differently in the media, the Polytechnic has always been receptive to the idea of union representation of employees. Through workplace union representatives in particular – because they need to be given an opportunity to be heard with regard to Management decisions which affect the terms and conditions of employment – the decision making processes by Management become more inclusive, better informed about relevant aspects, and consequently reach higher levels of adequacy, equitability and fairness.

However, industrial relations depend on the mutual bona fides comportment of all sides, an aspect of a relationship which grows initially from the strict observance of such boundaries, whether the norms and regulations regarding the recognition of a Trade Union as exclusive bargaining agent for a specific bargaining unit, or just any Trade Union activity taking place on the premises of the employer. Unfortunately, the applications lodged so far with Management have not met the legal requirements, and again elections of workplace representatives have not been in line with the regulations of the Labour Act.

Administrative staff and Full-time Faculty by Gender (as on 31 December 2009)

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>120</td>
<td>158</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>153</td>
<td>84</td>
</tr>
<tr>
<td>School of Business &amp; Management</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>School of Communication</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>School of Natural Resources &amp; Tourism</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>242</td>
</tr>
</tbody>
</table>

Labour Relations and the Namibian Constitution

1. Labour relations are relations between individuals and/or groups and organisations of individuals which are governed by mutually inclusive though often diverging interests;
2. The democratic foundation of the Namibian society, for good reasons, does not perpetuate the historical notion of class struggle;
3. The Namibian Constitution guarantees freedom of association, and individuals are entitled to join any Trade Union of choice;
4. While the organisation of workers and individuals in dependent labour relations is protected by the Namibian Constitution, the explication and definition of such protective rights must be found in the sub-constitutional legislation, i.e. the Labour Act and its regulations, etc. – the Namibian Constitution does not support individual or group activities which are not squarely within the bounds of the legal order;
5. The Labour Act, as an expression of the democratic rule in Namibia, which authoritatively defines the minimum contents of labour relations, will always prevail, whatever the parties involved may agree upon beyond those contents;
6. Any agreement between parties to labour relations otherwise is governed by their respective interests and rights as far as employees, employers, Trade Unions and employers’ organisations are concerned, and in addition by the powers, objectives and so forth if a party is a public institution, as is the case of the Polytechnic of Namibia; no party has the right to impose anything beyond the legally defined positions on the other party, i.e. the employer has to observe the minimum basic conditions of employment, and the employees and their organisations have to observe the legal boundaries for activities on the premises of the employer.
Management is well aware of its responsibility and the expectation on it to continually improve the operational climate to meet the ever-changing demand for higher standards of accountability and transparency. The Polytechnic of Namibia prepares the Annual Financial Statements in compliance with the International Financial Reporting Standards (IFRS) and interpretations thereof, as adopted by the International Accounting Standards Board (IASB). In addition, adequate accounting records and internal control systems are maintained to provide reasonable assurance that assets are being safeguarded against misappropriation, and that transactions are recorded in accordance with the approved Institutional guidelines and policies.

Corporate Governance
The Polytechnic of Namibia operates in a strictly controlled environment to ensure proper corporate governance and good business ethics. Management continually monitors the business processes, identifies weakness and implements controls through contemporary policies and procedures to keep pace with the ever-changing business and technological environment, whilst maintaining high levels of transparency. Both internal and external audits provide reasonable assurance of possible non-compliance, control weakness and/or deficiency.

Revenue
Government increased its annual subsidy to the Polytechnic by 37% during the year under review, this after many years, thus ensuring that the subsidy once again became the institution’s primary source of revenue, at 51% of its total revenue. The subsidy per student increased to N$13 545 in the current year (2008: N$ 11 492). The Polytechnic Council reviews tuition fees annually to ensure they reflect the cost of delivery and affordability of courses. The percentage of other income remained constant compared to 2008, i.e. tuition fees remained at 34%, hostel fees at 3% and other income at 13%. The Polytechnic aims to increase its revenue base and not to rely solely on Government subsidy. The institution achieves this by generating income from various activities, e.g. extra-curricula courses, commercial units such as the Hotel School and Aloe Restaurant, interest and rentals. ‘Own raised income’ increased by an average of 23% during the year under review, compared to 18% of the prior year.

Expenditure
The total operating expenditure increased by 20% to N$ 262 million in the current year. The Polytechnic remains committed to investing in state-of-the-art equipment and infrastructure to fulfill its mission and invested N$ 24 million in infrastructure development and over N$ 10 million in equipment during the year under review. As is customary, the limited available resources were utilized in the most efficient and prudent way, and expenditure was again within budget.

Cost per student
The highest average Cost per Student figure for the various Schools at the Polytechnic resides in Health Sciences at N$ 60 000. This is mainly due to it having had the smallest core number of students of all Schools. The School of Business and Management, which has by far the largest registration base, has the lowest Cost per Student, at N$ 20 000.
The wide mandate of the Centre of Teaching and Learning (CTL), to ‘provide professional academic support services to faculty and students’, rests on three core areas of responsibility, i.e. professional development, academic support to students and e-learning.

One of the immediately visible mainstays of CTL, although one of its less essential activities, is the facilitation of weekly academic sessions focused on several topics such as problem-based learning, supporting student academic success, presentation skills, smart technologies, and improving the learning facilitation process. More important, however, are CTL’s professional development programmes in new teaching and learning methodologies, for instance deBono Thinking, Great Teachers Workshops, Instructional Skills Workshop and the E-learning course.

Professional Development

Whereas the Polytechnic attracts experts from many fields of knowledge, professionals working at the cutting edge of development, these individuals do not necessarily possess the pedagogic skills which are required for the new and changing nature of teaching and learning. The requirements for Teaching, Learning and Assessment (TLA) have dramatically changed over the last couple of years, in particular following the promulgation of the Namibian Qualifications Framework (NQF), which sets out detailed expectations regarding the facilitation of core and generic skills and competences. Previously - and many faculty members have had this experience - formal education de-emphasized the learning of generic, often tacit aspects and focused on explicit subject content. It was expected that non-explicit skills and competences would - miraculously - attach themselves in the learning process. Contemporary education underlines the notion of active construction of such faculties through iteration, trial and error learning. The most important aspect here is that knowledge is not simply a process of copying, it is a process of appropriation and construction. Therefore this CTL annually offers the Principles of Instruction course, a comprehensive course providing faculty with exactly what is needed to cope with contemporary demands on academic faculty.

Academic Support to Students

Officially opened on 8 April, the Writing Centre was established to help students improve their writing and to develop effective communication skills across the curriculum.
These skills are aimed at enhancing the quality of academic writing through developing students’ ability to plan, organize, write and revise academic papers in any subject. More importantly, students are encouraged to revise and edit their academic work before submitting it for assessment. Consultants do not, therefore, write for students. They neither teach students English courses nor evaluate students’ work for grading purposes.

Since its inception, a number of students have utilized the services rendered by the Centre. The statistical data in the table show a steady increase in the number of students tutored during the semester with a decline towards the end of the lecture period.

The Centre rendered most of its services in August and September, the period that most students received assignments and activities to complete, and before the examinations. It is inevitable that more students will make use of the Writing Centre in 2010 and beyond, and that the Centre will fulfil its purpose of effectively assisting and helping students improve in their academic writing.

E-learning

Technology has become a major part of teaching and learning and its benefits to the institution are being well considered and appreciated by instructors and students at the Polytechnic. E-learning has been used to support on-campus teaching at the Polytechnic 2004. The preferred Learning Management System (LMS) is KEWL (Knowledge Environment for Web-Based Learning) version 1.5, which has been in use since 2007. In 2009, it was used only to support face-to-face teaching. The LMS is used mainly for:

• Posting announcements
• Providing lecture notes and handouts
• Completing assignments online
• Taking part in online discussions.

Compared to 2007, there has been an increase in the number of courses that make use of KEWL, as indicated by the graph below. While only 167 new courses were added in 2009, the courses that were added in 2007 and 2008 are still accommodated by the system and remain in use. This makes KEWL a valuable repository of learning objects.

Various departments and professional centres at the Polytechnic make use of the LMS to support teaching and learning in the institution. The CTL conducts yearly training to empower lecturers to use e-learning effectively for their courses.
POLYTECHNIC OF NAMIBIA CENTRES

CENTRE FOR ENTREPRENEURIAL DEVELOPMENT (CED)

The CED is the industrial skills development and training arm of the Polytechnic. From humble beginnings in 1999/2000, the centre has grown into a local powerhouse for extracurricular training in Namibia. In 2009 the CED trained 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. Since its inception, the little lead-time the CED has needed to respond to training requests from commerce and industry has become something of a trade-mark. It is, however, also fascinating to realise in retrospect how this responsiveness has produced off-shoots which by now have gained their own standing, not only in Namibia, but in the region (SADC) at large. These off-shoots, of course, are the Namibian-German Centre for Logistics (NGCL) and the Namibia Business Innovation Centre (NBIC). The conceptual roots of both centres can be traced back to the very courses in Entrepreneurship, etc. which have made CED an imperative in the Namibian training landscape.

Consulting and technical services are also provided by coordinating programmes for various international donors which address all project management aspects, including financial accounting and reporting. Current projects include, *inter alia*, NACCATUM as well as projects for the Electricity Control Board and NHE.

The four units of CED provide:

- Consulting and Technical Services
- Institutional and Corporate Training
- Standard Short Courses
- SME Development and Support
Since the first serious discourse about the establishment of the Namibia Business Innovation Centre (NBIC), first mentioned in the Polytechnic of Namibia Annual Report 2006, the idea has become a tangible reality for any existing or future Namibian entrepreneur.

The establishment of NBIC rests on the insight that a nation's future resides as much in its view of itself - its possibility, its potential, its belief in its own ability to succeed and to grow and learn - as it does in its capacity to be organised as an efficient machinery. Both are necessary, but the belief in possibility drives innovation and execution. The NBIC provides a support system to help people to think about, try out and accelerate the capacity to innovate, via a process of contained trial-and-error and managed learning-in-action. It drives, educates and encourages the provision of high levels of service and products for all sectors in Namibia, be they business, government, civil society or the arts.

In 2008 the business plan was completed with funding from the Embassy of Finland. In 2009 the NBIC was equipped with the skeleton human resources needed to become operational. The NBIC supports entrepreneurs with innovative business ideas in establishing a successful company from the first business idea to maturity of their business, through mentoring, training and incubator services in key areas.

This mandate was strengthened by the Bank of Namibia’s donation of N$ 500 000 to launch the Innovation Marketplace, and what a success it was!

The NBIC has four core pillars to fulfil its mission:

- **Innovation Programmes** are designed to motivate entrepreneurs, help them find partners and create business ideas.
- **R & D Programmes** foster partnerships between established companies and Namibia’s academic institutions as well as startup companies. They help researchers commercialize their ideas and companies address requirements they have.
- **Entrepreneurship Programmes** that support entrepreneurs from the idea to the growth phase of a new business, through mentoring and incubator services.
- **Education and Training Programmes** that complement the existing curricula of traditional education and training providers by filling knowledge gaps of entrepreneurs and also managers in established companies through condensed, hands-on training covering the essentials in building and running a business.

NBIC’s programmes and incubator are being rolled out in phases starting with innovation and entrepreneurship programmes and a seed incubator to establish a consistent process supporting entrepreneurs from motivation through business idea, business planning, company establishment to company growth.
The Renewable Energy and Energy Efficiency Institute (REEEI) embodies the Polytechnic of Namibia’s commitment to serve as a national information resource base for renewable energy and sustainable energy use and management. Since its official launch in October 2006 the Institute has become Namibia’s first information dissemination platform in its field and now plays a leadership role in the transition of knowledge from traditional energy sources and usage to a more sustainable energy economy.

REEEI is also the Secretariat to the recently launched National Technical Committee on Renewable Energy, the Public Committee on Renewable Energy Technologies (PUBCRET) and SENSE-Network.

The Institute works closely with the MME/UNDP-funded Namibia Renewable Energy Programme (NAMREP) in addressing various barriers to renewable energy in Namibia and links various Polytechnic’s academic departments to other organizations for research and development in Renewable Energy (RE) and Energy Efficiency (EE).

One of the many REEEI highlights of 2009 was the confirmation of support for the regional SOLTRAIN project from the Austrian Development Cooperation agency. SOLTRAIN (Southern African Solar Thermal Training and Demonstration Initiative) is a capacity-building project initiated by the Polytechnic in collaboration with the Institute for Sustainable Technologies in Austria (AEE). REEEI, AAE and a number of partner institutions in South Africa, Mozambique and Zimbabwe aim at a substantial increase of local/regional manufacturing capacity for the production of components for solar thermal systems in Namibia and the SADC Region. Locally and regionally manufactured components are expected to help to reduce the cost of solar systems. In order to achieve this objective, the consortium started to provide training for individuals and companies. The project started in May 2009 and is scheduled to run until April 2012.

RESEARCH IN WIND RESOURCE ENERGY PROJECT

The Department of Mechanical Engineering and REEEI began a country-wide wind-resource assessment, for which 18 sites were identified for instrumentation. The funds for this study come from various sides. NamPower is financing the purchase, installation and data management of two sites at Walvis Bay and Luderitz. The equipment for the NamPower sites and eight other sites funded by the Danish Embassy in Pretoria and the Polytechnic of Namibia was procured through competitive open tender for the bulk part, and negotiations towards a cooperation agreement with the MTC for the use of their masts to host the wind measuring equipment were in the process of being finalised. MTC masts in Kanas, Karasburg, Karibib, Vaalgras and Warmbad were assessed by Polytechnic team in October. The installation of the equipment on MTC masts is planned for 2010.

OFF-GRID ENERGISATION MASTER PLAN

Against the backdrop of the Off-Grid Energisation Master Plan (OGEMP), a Ministry of Mines and Energy (MME) designed programme to provide access to energy in off-grid and pre-grid areas through an Energy Shop concept, REEEI participated in a mission to the Kunene Region covering constituencies of Epupa, Sesfontein, Opuwo and Kamanjab.
REEEI plays a pivotal role in the operations of the National Technical Committee on Renewable Energy (NTCRE), also known as Technical Committee 1 (TC 1) of the Namibian Standard Institution (NSI), and by participating in other two committees of NSI, namely the Electro-technical Committee (TC4) and the Environmental Management Committee (TC5). TC1 is running a registration programme for renewable energy installers, suppliers, trainers and system designers and the Institute was tasked with the responsibility of coordinating the registration programme. By February 2010 the registrations are expected to reach the following targets:

- 17 Renewable Energy Technologies Suppliers
- 23 PV Installers
- 5 Solar Thermal Installers

NAMIBIA ENERGY REGULATORY FRAMEWORK

For the Namibia Energy Regulatory Framework (NERF) Project, initiated by the Ministry of Mines and Energy and the Electricity Control Board in 2008, a Steering Committee comprising of MME, ECB, REEEI, NamPower and NAMCOR was established to represent and lead different energy sectors in the project; here REEEI represents the renewable energy sector.

The Austrian based Renewable Energy and Energy Efficiency Partnership (REEEP) was requested to provide funding to support the promotion of renewable energy and energy efficiency in the NERF project. The focus is on facilitating fair market access, return on investment and quality of supply, standards, market support structures and incentives for renewable energy investment in the country.

In response to the request, REEEP granted the project € 100 000 under an agreement signed in October 2009. By December sector specific templates had been developed by the five NERF stakeholders.

NAMIBIA ENERGY EFFICIENCY PROGRAMME (NEEP)

The goal of NEEP is to promote nationwide adoption of energy-efficient technologies and practices in commercial and residential buildings, and therefore to reduce GHG emissions. A project document was designed with the assistance of Canadian based consultants and submitted for funding by the Global Environment Facility (GEF).

WIND POWER TRAINING

Since 2008, REEEI has been facilitating the training of Namibian personnel in the Electricity Supply Industry in Sweden. The training on Wind Power Development and Use is funded by SIDA and conducted by LIFE Academy of Sweden. Four people: Ms Lydia Mlunga (REEEI) Sheehama (MME), David Jarrett (NamPower), Katjepunda Kuyaraara (NamPower) in August travelled to, and attended a month-long training session in Sweden.
NAMIBIAN-GERMAN CENTRE FOR LOGISTICS (NGCL)

The Namibian Education Minister Nangolo Mbumba, the German Ambassador to Namibia Egon Kochanke and Professor Gabriele Beibst, Board Member of the German Academic Exchange Service (DAAD), formally opened the Centre in May – a cooperative project between the Polytechnic of Namibia and the Flensburg University of Applied Sciences, Germany.

The NGCL is funded by DAAD as part of the DAAD initiative to establish Centres of Excellence (CoEs) for training future executives and managers in Sub-Saharan Africa, and forms an integral part of Polytechnic. The goal is to significantly raise the quality and relevance of education in selected fields at African universities, to expand research capacity and promote networking among African universities, research institutions and German partners.

Future Leaders in Logistics

The centre will offer - as from 2010 - a post-graduate programme in logistics, with a focus on the specific needs and challenges of logistics in the SADC region, like effective usage of port and logistics corridor, supply chain management for sparse regions and value added services in logistics. The programme is based on three pillars: business processes, technology and information systems. Students in this programme, with its strong theoretical and practical focus, will get holistic insight into the core areas. The integration of students in the centre's technology transfer projects provides hands-on real-life experiences.

Important parts of the infrastructure are two laboratories, the Supply Chain Management Lab and the Telematics Lab, which serve all the three basic services of the centre, i.e. education, research and technology transfer/consulting. These labs demonstrate and explore the benefits of new technologies in logistics and provide the following services:

- Showcase “Integrated supply chain supported by RFID and wireless technologies”
- Showcase "Data analysis of key performance factors in supply chain"
- RFID test centre
- Test centre “Business Process Modelling”

NGCL between theory and practice: Trade, Comparative Advantage and Opportunity Costs

The Centre (NGCL) addresses the very challenges which are intrinsic to the management of the flow of goods, information and other resources between the point of origin and the point of consumption in order to meet the requirements of local and regional (SADC) consumers.

But the rationale underlying this practical perspective stems from theoretical utilitarian thinking (David Ricardo; John Stuart Mill), which goes back to the 19th century, and which provided the conceptual outline for (international) trade, and eventually globalization. Here, the concepts of Comparative Advantage and Opportunity Costs come into focus.

Comparative advantage explains how trade can create value for both parties even when one can produce all goods with fewer resources than the other (gains from trade); it is the main concept of the pure theory of international trade. The economic law of comparative advantage refers to the ability of a party to produce a particular good or service at a lower opportunity cost than another party; the ability to produce a product with the highest relative efficiency given all the other products that could be produced.

Against the backdrop of the above economic theories, logistics facilitates the optimal distribution of these ‘gains from trade’. In this line of thinking NGCL’s mission is to establish state-of-the-art know-how in logistics in Namibia in research, education and practice.
• Test centre “Logistics processes”
• Test centre “Online Data Analysis of Logistics Data”

Furthermore, these tools are used to demonstrate and explore the benefits of new technologies in logistics by Technology Showcases. For training purposes there are fully equipped Seminar Rooms and Students Project Isles. The Library of the Centre is furnished with state-of-the-art resources, books, and literature for all logistics issues.

Technology transfer projects are an integral part of the Centre. The Centre provides easy access to all major logistics information, build up resource facilities for SMEs and start-up companies and support knowledge transfer. Possible topics for future research or technology transfer projects in collaboration with industry and administration are:

• Building a transport information system
• Building a freight exchange system
• Interface management between industry and transport companies
• Investigation of the shortage of skilled workers and solutions with regard to the development of the general markets of the Namibian corridors
• Multimodal transport systems in terms of international traffic

• Concepts, technology and technology adaptation to combined transport- and logistic- systems (ship-rail-road).

Future Projects/Activities:
• Development of a qualification in Roads Transport Management in collaboration with inter alia the Namibian Roads Authority (RA).
• Development of a Transit Information System (TIS) in collaboration with the Walvis Bay Corridor Group (WBCG). The TIS aims to integrate information between the port information system and the ASYCUDA system used by the Ministry of Finance and to become the basis of a management information system for the industry.
• Accreditation and certification by various industry and professional bodies:
  • Chartered Institute for Purchasing and Supply (CIPS)
  • Association for Operations Management for Southern Africa (SAPICS)
  • Chartered Institute for Logistics and Transport (CILT).
• Short courses meeting industry needs and expectations, e.g. covering areas as Logistics, Transport Master Plan, and IT in Logistics.
The year saw the IDF continuing in its traditional role of providing marketing and logistical support to other Polytechnic units (such as the Office of the Rector, the various Schools, the Office of the Registrar and the Office of Dean of Students) in organising the multitude of official events on the Polytechnic calendar. These include the annual autumn and spring graduation ceremonies, career fairs organised on campus by the Office of the Dean of Students and elsewhere in Namibia by the various regional education offices, mounting and staffing a Polytechnic corporate stand at trade fairs throughout the country, arranging ceremonies to mark institutional, corporate and bilateral support for and cooperation with the Polytechnic, as well as supporting the annual student recruitment campaign with advertising campaigns.

For the Polytechnic’s annual student recruitment campaign in 2009 – the most comprehensive to date - the IDF decided to adopt a two-pronged advertising approach designed, on the one hand, to have maximum contemporary appeal for an increasingly discerning and ambitious market of aspirant students, their parents and potential sponsors, and, on the other, to emphasize the exceptional value-addition graduates can expect from a Polytechnic qualification.

The range of new advertisements combined colourful artwork (referred to in-house as “eye candy”), trendy captions and evocative images linking specific careers to the various academic options offered by the Polytechnic. The aim was to add a dimension of youthful energy and fun to the serious business of choosing a home for one’s professional and career training, while at the same time reflecting the Polytechnic’s joie de vivre and innovative approach to education.

To underscore the promise that a Polytechnic of Namibia education holds for prospective students, the evocative phrase “Opportunity awaits” was selected as the punch-line for the new advertisements, based on:

1. the now entrenched recognition of the Polytechnic by business leaders and civil service executives as “Best Tertiary/Higher Education Institution in Namibia”, which is directly linked to
2. the preferential employability Polytechnic graduates are reported to enjoy in the Namibian job market, especially amongst first-time job-seekers; and to
3. the high level of international mobility Polytechnic graduates have, thanks to increasing global recognition and accreditation of the institution’s programmes as well as its growing international profile and network of academic partners.

Judging by the record number of more than 12 000 applications received by the end of the year for roughly 4 000 places available for first-time admissions in 2010, the campaign seems to have hit the mark more squarely than anticipated!
Get the Polytechnic Advantage! Graduates are employed throughout Namibia and beyond. Graduates of the Polytechnic have an edge in employment opportunities in demanding fields.

Get ready to reach the top of the business world...

The School of Business and Management (SBM) offers:


Closing date for late applications - 30 November 2009

Address: Polytechnic, 222 Caledonian Street, Windhoek, Namibia. Tel: +264 61 277 001 Fax: +264 61 277 016

POLYTECHNIC OF NAMIBIA

INSTITUTIONAL DEVELOPMENT AND FUND-RAISING

POLYTECHNIC OF NAMIBIA

INSTITUTIONAL DEVELOPMENT AND FUND-RAISING

GEARED TO DELIVER QUALITY GRADUATES TO INDUSTRY

School of Information Technology

School of Engineering

School of Natural Resources and Tourism
## FINANCIAL STATEMENTS

### INCOME & EXPENDITURE STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>% OF INCOME</td>
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<tr>
<td><strong>INCOME</strong></td>
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<td></td>
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<tr>
<td>Subsidy</td>
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<tr>
<td>Tuition</td>
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<tr>
<td>Hostel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>220 215 191</td>
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<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Personnel and related costs</td>
<td>152 221 174</td>
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<tr>
<td>Administrative and other costs</td>
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<tr>
<td>Depreciation</td>
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<td><strong>Total Expenditure</strong></td>
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<tr>
<td><strong>Surplus/(Deficit)</strong></td>
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</table>

Average Exchange rate: 1.00 U$ = N$ 8.00

* The surplus is the result of an unexpected large increase in the government subsidy compared to previous years. This amount is transferred to the Capital and Maintenance vote as bridging finance for buildings and equipment. In addition, the institution needs to reflect a positive balance sheet in order to run its business in the new year for six months before new subsidy is dispatched.
Greetings from Namibia! Greetings to Cape Town. And Gaborone. And Pretoria. And Maputo. Also Durban, Oslo, Tampere, Amsterdam, Freiburg, Berlin, Aachen, Kärnten, and any of the dozens of other locations around the world where we find institutions cooperating with the Polytechnic of Namibia.

In that sense we are a global university. Our students are studying, and faculty are teaching and conducting research around the world. Likewise, people from everywhere are coming to our campus to join our community. The chance for our students to interact with “the world” is constantly growing. And we’re proud to tell that story.

### Country Partners

<table>
<thead>
<tr>
<th>Country</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>4</td>
</tr>
<tr>
<td>Austria</td>
<td>5</td>
</tr>
<tr>
<td>Belgium</td>
<td>1</td>
</tr>
<tr>
<td>Botswana</td>
<td>1</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>1</td>
</tr>
<tr>
<td>European Union</td>
<td>1</td>
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<tr>
<td>Finland</td>
<td>5</td>
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<tr>
<td>Germany</td>
<td>26</td>
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<tr>
<td>Hungary</td>
<td>1</td>
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<tr>
<td>Italy</td>
<td>1</td>
</tr>
<tr>
<td>Mozambique</td>
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</tr>
<tr>
<td>Netherlands</td>
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</tr>
<tr>
<td>Norway</td>
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</tr>
<tr>
<td>South Africa</td>
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<tr>
<td>Spain</td>
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<tr>
<td>Switzerland</td>
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<tr>
<td>Thailand</td>
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<tr>
<td>United Kingdom</td>
<td>1</td>
</tr>
<tr>
<td>United States of America</td>
<td>14</td>
</tr>
</tbody>
</table>
Internationalization is a strategy to reduce the gap between local skills, competences and expertise deficits and the cutting edge of international knowledge. In this regard the Polytechnic is actively collaborating with partner institutions across the globe.

A highlight of international cooperation was certainly the ERASMUS MUNDUS Cooperation Lot 10 (EM ECW L10) executive board meeting, which the Polytechnic coordinated and hosted during the period 19 – 22 January. Participants included vice-chancellors, registrars, international relations directors and heads of research institutions from 18 African, Carribean and European partner universities.
GOVERNANCE

POLYTECHNIC OF NAMIBIA COUNCIL

Internal Members

- Dr. Tjama Tjivikua — Rector
- Prof. Farhad Aghdasi — Vice-Rector: Academic Affairs and Research
  (Since October 2009)
- Dr. Gert Günzel — Vice-Rector: Administration and Finance
- Mr. Van Wyk du Plessis — Senate Representative to Council
  (Re-elected on 17 August 2007)
- Mr. Corneels Jafta — Secretary to Council
- Mr. Moses Haimbodi — SRC President
  (Until September 2009)
- Mr. Trevor Chika — SRC President
  (Elected October 2009)

External Members

- Mr. Jasper Brand
  (Resigned: June 2009)
- Dr. Louis Burger
  (Since July 2009)
- Ms. Mabella Cupido
- Mr. Michael Hill
- Ambassador Tonata Itenge
- Mr. Rudolph Kamerika
- Mr. Veston Malango
  (Vice-Chairperson since 21 September 2007)
- Mr. Jacobus Oloff Munjanu
  (Chairperson since 21 September 2007)
- Mr. Niilo Taapopi
- Mr. Markus von Jeney
GOVERNANCE

POLYTECHNIC OF NAMIBIA MANAGEMENT

Rector
Dr. Tjama Tjivikua

Vice-Rector: Administration and Finance
Dr. Gert Günzel

Vice-Rector Academic Affairs and Research
Prof. Farhad Aghdasi

Registrar
Mr. Corneels Jafta

Bursar
Ms. Sadia Brendell

Deputy Registrar
Mr. Gerard Vries

Dean of Students
Ms. Frieda Shimbuli

Deans
Business & Management
Mr. Kofi Boamah

Communication
Dr. Sarala Krishnamurthy

Engineering
Dr. Zac Oyedokun

Information Technology
Dr. Heike Winschiers

Nature Conservation & Tourism
Mr. Lameck Mwewa

Directors
Rectorate Affairs
Dr. Stefan Schulz / Mr. Gerson Tjihenuna

Planning & International Relations
Ms. Neavera Olivier

Bureau of Computer Services
Mr. Laurent Evrard

Institutional Development & Fundraising
Mr. Donovan Weimers

Centre Heads
Centre of Teaching and Learning
Dr. Michael Tjivikua

Namibian-German Logistic Centre
Mr. Albin Jacobs

Centre for Open and Lifelong Learning
Dr. Delvaline Möwes

Namibia Business Innovation Centre
Ms. Dorothea Westhofen-Kunz

Centre for Entrepreneurial Development
Ms. Margaret Bennett

Centre for Applied Research & Technology
Vacant

Renewable Energy & Energy Efficiency Institute
Mr. Kudakwashe Ndhlukula

Ms. Dorothea Westhofen-Kunz
Polytechnic of Namibia

Campus Map

1. Administration Building
2. Old Library
3. Monresa Residence
4. Sander Haus
5. Elizabeth Haus
6. COLL
7. Kitchen
8. Student Affairs
9. Hoepker Residence
10. Shangri-la Residence
11. Stores
12. Instructors Training
13. Clinic
14. No.7 Brahms Street
15. Oppenheimer House
16. Dawakos House (IDF)
17. CED
18. Lecture Building
19. Information Centre
20. Office Building
21. Examinations Building
22. Computer Centre
23. Poly Heights
24. Engineering Building
25. Library
26. Auditorium Building
27. Guest/Foundation House
28. Hotel School
29. CTL
30. & 31. Sci-Tech Building
32. Quality Assurance House
33. NGCL