Rethinking Competitiveness for Socio-Economic Development
<table>
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<td>26</td>
<td>School of Business and Management</td>
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<tr>
<td>31</td>
<td>School of Communication, Criminal Justice and Legal Studies</td>
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<tr>
<td>37</td>
<td>School of Engineering</td>
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<tr>
<td>40</td>
<td>School of Health and Applied Sciences</td>
</tr>
<tr>
<td>44</td>
<td>School of Information Technology</td>
</tr>
<tr>
<td>48</td>
<td>School of Natural Resources and Tourism</td>
</tr>
<tr>
<td>56</td>
<td>Library</td>
</tr>
<tr>
<td>57</td>
<td>Office of the Dean of Students</td>
</tr>
<tr>
<td>59</td>
<td>Centres of Excellence</td>
</tr>
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<td>60</td>
<td>Centre for Open and Lifelong Learning</td>
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<td>61</td>
<td>Centre for Teaching and Learning</td>
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<td>64</td>
<td>Centre for Entrepreneurial Development</td>
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<td>67</td>
<td>Namibia Business Innovation Centre</td>
</tr>
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<td>68</td>
<td>Renewable Energy and Energy Efficiency Institute</td>
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<td>70</td>
<td>Namibian-German Centre for Logistics</td>
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<td>Section</td>
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<td>Professional Support Units</td>
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<td>Quality Assurance</td>
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<td>Institutional Development and Fundraising</td>
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<td>Planning and International Relations</td>
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<td>Administration and Finance</td>
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<td>Vice-Rector: Administration and Finance</td>
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<td>Human Resources</td>
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<td>Office of the Bursar</td>
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<td>Financial Statements</td>
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<td>Council</td>
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<td>83</td>
<td>Management</td>
</tr>
<tr>
<td>84</td>
<td>Main Campus Map</td>
</tr>
</tbody>
</table>
CAMPUS COMMUNITY

IN FIGURES

The Polytechnic is a university of science and technology in the key performance areas, i.e. tuition, applied research and service. The Polytechnic stands out against other African Universities of Science and Technology, and compares well in respect of web visibility with traditional universities (http://www.webometrics.info/top100_continent.asp?cont=africa).

History & Profile

- Institution established – 1996 (autonomy)
- Number of Schools/Faculties – 6
  - Business and Management (SBM)
  - Communication, Criminal Justice and Legal Studies (SCCJLS)
  - Engineering (SOE)
  - Health and Applied Sciences (SHAS)
  - Information Technology (SIT)
  - Natural Resources and Tourism (SNRT)
- Number of Academic Departments - 29

Campus & Growth

- Replacement value of buildings and equipment – N$650 million (approx)
- Total revenue – N$320 million
- Number of employees: 520 (full-time)
- Library acquisition budget – N$5 million
- Volumes added to the library – 8 932
- Printed volumes in library – 70 235
- Research funding (institutional) – N$2 million
- International Partnerships/Co-operations - 85
- Best Higher Tertiary Education Institution in Namibia – PMR Diamond Arrow Award 2010

Enrolment & Cost

- Total student enrolment – 11 531
- Number of countries represented by student body – 29
- Gender ratio – 55.7% female : 46.3% male
- Number of degrees / diplomas granted – 2 282
- Average cost per student – N$33 931
- Average state subsidy per student – N$13 314
- State subsidy as percentage of total income – 48%
- Tuition revenue as percentage of total income – 36%

GRADUATION STATISTICS
Number of graduates per award

<table>
<thead>
<tr>
<th>Award</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Degree</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>28</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>Degree (B.Tech &amp; Bachelor)</td>
<td>333</td>
<td>261</td>
<td>594</td>
</tr>
<tr>
<td>Diploma</td>
<td>380</td>
<td>313</td>
<td>693</td>
</tr>
<tr>
<td>Higher Certificate</td>
<td>25</td>
<td>51</td>
<td>76</td>
</tr>
<tr>
<td>Certificate</td>
<td>522</td>
<td>353</td>
<td>875</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1 289</td>
<td>993</td>
<td>2 282</td>
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</table>
## ENROLMENT PER SCHOOL

<table>
<thead>
<tr>
<th>School</th>
<th>Qualification</th>
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<th>Male</th>
<th>Total</th>
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<tr>
<td>Office of the Registrar</td>
<td>Non-degree Purposes</td>
<td>27</td>
<td>30</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27</td>
<td>30</td>
<td>57</td>
</tr>
<tr>
<td>School of Business and Management</td>
<td>Master</td>
<td>19</td>
<td>36</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
<td>16</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>5,009</td>
<td>2,910</td>
<td>7,919</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>31</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5,075</td>
<td>3,024</td>
<td>8,099</td>
</tr>
<tr>
<td>School of Communication, Criminal Justice and Legal Studies</td>
<td>Honours</td>
<td>23</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>162</td>
<td>134</td>
<td>296</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>35</td>
<td>58</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>220</td>
<td>213</td>
<td>433</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>Master</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>103</td>
<td>376</td>
<td>479</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>24</td>
<td>85</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Introductory</td>
<td>59</td>
<td>168</td>
<td>227</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>189</td>
<td>646</td>
<td>835</td>
</tr>
<tr>
<td>School of Health and Applied Sciences</td>
<td>Bachelor</td>
<td>158</td>
<td>137</td>
<td>295</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>18</td>
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<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>176</td>
<td>159</td>
<td>335</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td>Master</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
<td>20</td>
<td>33</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>209</td>
<td>341</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>68</td>
<td>160</td>
<td>228</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
<td>542</td>
<td>842</td>
</tr>
<tr>
<td>School of Natural Resources and Tourism</td>
<td>Master</td>
<td>4</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>282</td>
<td>280</td>
<td>563</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>132</td>
<td>176</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>12</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>435</td>
<td>495</td>
<td>930</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>6,422</td>
<td>5,109</td>
<td>11,531</td>
</tr>
<tr>
<td>Percentage enrolments</td>
<td></td>
<td>55.69%</td>
<td>44.31%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The performance of a public or private company depends on its governance and management. Sustainability is assured when the functionaries cooperate and perform to set standards. It is therefore pleasing to see a seamless transition of power and responsibilities from one Council to the next.

A new Council was appointed in the second half of the year and as the longest external serving member of Council at that time, I was elected as Chairperson, thanks to the confidence of my colleagues. My fellow Council Members and I were able to step into the governance role confident of the institution’s sound systems, put in place by the previous Councils and the capable Rector and his team.

Over the years, the Polytechnic, with its strong science and technology orientation, has positioned itself strategically to respond to national development needs and challenges. In the year under review, the institution has continued to grow and receive support from its stakeholders and surely from its new Council.

I am therefore pleased to share the 2010 Annual Report with you. As the pages that follow will demonstrate, it has been a good year for our university, despite the many challenges. One thing I have learned over the years is that the Polytechnic thrives amidst challenges where others fail, and thus its survival is assured – all things being equal. We can be sure that more and appropriate support will be the spark for a gargantuan leap into the future.

The Polytechnic has a tradition of excellence; thus it was not surprising that it scooped yet another important international award, the Commonwealth of Learning Award of Excellence for Institutional Achievement in Distance Education. This was in addition to the many awards which the institution has won over the years, locally and internationally. The institution also won the Public Management Review (PMR) Diamond Arrow Award, for the second time in a row, in the category of “Best Tertiary/Higher Education Institution in Namibia.” This was in addition to the numerous PMR Golden Arrow Awards it has won in previous years.

Against this backdrop, we owe the Rector and his management team a tremendous debt of gratitude for their exemplary stewardship of the Polytechnic. It goes without saying that I must thank all the previous Councils, my colleagues, stakeholders and supporters for their sustained commitment, encouragement and assistance.

Faithfully,

Mr. Niilo Taapopi
Chairperson of Council
Namibia is well endowed with natural resources, and it is clear that much of our natural wealth is destined for the international market without much value addition locally. Value addition is an important ingredient in the economy as it avails many opportunities to small and medium enterprises. But current economic policies and lack of knowledge and capital do not adequately strengthen the small and medium enterprise (SME) sector to lessen unemployment and to empower and enrich the citizens. This is so while it is a well-known fact that in nearly all economies the SME sector is the largest employer and significant contributor to the Gross Domestic Product (GDP).

In the new economy we strive to build, knowledge workers will be more in demand. Thus as we transform our economy, it is imperative to focus on the disciplines that will drive our nation to economic relevance and sustainability into the future. The Polytechnic is well known for its responsiveness to the needs of society. As can be seen from the Report, we enrolled over 11,000 students in more than 100 qualifications at undergraduate and post-graduate levels. From the number of applications for admission, it is clear that there is no shortage of candidates generally qualifying for entry. But those well prepared for the sciences and technology are still too few.

We strengthened our systems of quality assurance and delivery in terms of staffing, technology and international partnerships. Research and community service enjoyed significant attention, and we continued to nurture our collaboration with the public and private sectors, professional bodies and civic society, and other universities. We have improved the infrastructure to cater for more and better services, and thus for new and emerging disciplines. Consultations were underway for a new development master plan to create two new facilities in the next year for health and natural sciences, and engineering. Other dedicated academic facilities for business, communication, information technology, natural resources, as well as entrepreneurship, innovation and renewable energy are being planned for.

The pace of institutional development is often set by the national agenda and delivery. So far, public funding of the Polytechnic has been far from ideal, and one can only imagine how much more we could have achieved with adequate financial resources. In short, our achievements would not have been possible without new innovations and solutions. We created more and better with less, and the awards we have won speak to our success.

We remain a strong partner in national development and I would like to thank the government and all other stakeholders and partners for their support. At the same time, I express my gratitude to all in the Polytechnic community for a year filled with achievements and success stories.

Sincerely,

Dr. Tjama Tjivikua
Founding Rector
Only fifteen years on after taking its first steps as an independent institution of higher education in Namibia, the Polytechnic of Namibia has come of age. From those humble beginnings the Poly – as the institution has become affectionately known to its staff, students and admirers – has grown in leaps and bounds. The following provides an apercu of the chronology of events which mark the Polytechnic history.

HIGHLIGHTS IN OUR HISTORY

1994: Polytechnic Act (Act 33 of 1994) approved by Parliament
1995: Dr. Tjama Tshivikua appointed as founding Rector
  • First Poly Council meeting
  • De-linkage of the Poly from UNAM
1996: Commencement of operations as autonomous institution
  • Student enrolment 2 500; admin staff 73, lecturers 69;
    premises about 3.0 hectares in size (Technikon)
  • Alcohol ban on campus
  • Approximately 2 000 volumes in Poly library
  • Instruction from Ministry of Education to phase out National Technical Courses
  • First Poly Graduation Ceremony held
1997: Second Graduation Ceremony held in Windhoek and Ongwediva
  • Adoption of the Statutes of the Polytechnic
  • Launch of first Poly Annual Report (for 1996)
  • Dr. Gert Günzel appointed as Vice-Rector
  • Library collection passes 10 000 volumes
  • Phasing out of School of Vocational Training
  • Poly launches website
1998: Construction of Engineering Building commences
  • Poly acquires Sanlamrant Flats (renamed Poly Heights)
  • Premises grow to 7 hectares
  • Poly acquires super computer and fibre optic network
1999: First Degree Programme offered - in Nature Conservation
2000: Library collection surpasses 20 000 volumes
  • Poly becomes Cisco Local and Regional Academy
  • Centre for Teaching and Learning established
  • Centre for Entrepreneurial Development established
  • Engineering building inaugurated
2001: First Bachelor degree awarded
  • Number of qualifications increases from 23 to 53 (+ 130 %)
  • European Commission funds Hotel & Tourism School
  • Number of computers on campus passes 800 mark - up from 80 in 1996
2002: First PMR Africa Golden Arrow Award to Poly as
  • “Best Tertiary / Higher Education Institution in Namibia”
  • Campus expands to 12 hectares
  • Hotel School’s training kitchen and restaurant completed
2004: Third PMR Africa Golden Arrow Award
• Enrolment passes 5 000 mark
• 68 qualifications now offered
• Poly Library becomes depository for World Tourism Organisation

2005: First Master’s degree programme implemented (Master of Information Technology)
• Enrolment exceeds 6 000 mark
• New Poly Library inaugurated

2006: Second Master’s degree programme implemented (M. of International Business)
• Qualifications increase to 100
• Renewable Energy and Energy Efficiency Institute (REEEI) launched

2007: Master of International Business accredited by FIBAA (first in Africa)
• International agreement on Master’s degree in Comparative Local Governance
• New Bachelor degree in Geo-information Technology, Hospitality Management and Travel and Tourism Management introduced
• Digital Namibian Archive (DNA), Namibia Business Innovation Centre, and Namibia Development Information Centre (NDIC) project launched - funded by the World Bank & other

2008: Enrolment passes 9 400 mark
• First Master of Information Technology students graduate
• Master of Integrated Land Management launched
• Harold Pupkewitz Graduate School of Business established
• Namibia Graduate School of Accounting launched
• Sander Haus and Elisabeth Haus inaugurated as offices of the Rectorate and as Council and Senate Chambers
• Poly applies for name change to ‘Namibia University of Science and Technology’

2009: Poly receives seventh PMR Africa award for “Best Tertiary/Higher Education Institution in Namibia” – First Diamond Arrow Award in the higher education category
• Namibia-German Centre for Logistics project launched
• Various 4-year professional Bachelor of Engineering degrees launched, including Mining Engineering
• Senate approves various other Bachelor and Bachelor Honours programmes
• Enrolment exceeds 10 000 mark
• Poly Writing Centre is established
• Poly Women in Engineering Society launched

2010: Enrolment passes 12 000 mark
• Library collection surpasses 70 000 printed volumes and 110 000 electronic journals
• Bachelor Honours degrees in Logistics, Architecture, English, Criminal Justice, Information Technology, Journalism and Communication Technology, Applied Mathematics, and Applied Statistics launched
• Various new Bachelor degrees launched
• MSc in Leadership and Change Management launched
• Master of Transport Engineering launched
• Poly 4-year Finance and Accounting degree accredited by CIMA and ICSA
• Harold Pupkewitz Graduate School of Business inaugurated
UNIVERSITY RANKING: HYPE OR SUBSTANCE?

Two years ago we reported as follows under the heading “University Rankings in Africa”: “…the Polytechnic of Namibia is ranked among the top African universities for the third consecutive time. Following a 24th place in 2007, it advanced to the 16th position by the end of 2008” (Polytechnic of Namibia Annual Report 2008, p. 12). We referred to our comparative position on the Webometrics Ranking of World Universities, an initiative of the Cybermetrics Lab, a research group belonging to the Consejo Superior de Investigaciones Cientificas (CSIC), the largest public research body in Spain.

But any achievement in this regard seems to be volatile, because our next position was No. 34 in Africa, and today, as the listing shows, we are again No. 22, just before Durban University of Technology (South Africa), and about 15 places in front of the University of Namibia (UNAM).

The question, therefore, is to what extent this ranking is reflective of the actual performance of tertiary institutions. The Director discussed this question thoroughly in his article “University Ranking: Hype or Substance?” (NAWA, 2010, pp. 83 - 93). His answer to the question makes use of a parable and points out the importance of the ranking methodology: “Any attempt to rank universities attracts criticism from some quarters and praise from others. This is because of too much bias towards research, towards the input of quality students or towards the English speaking world… To the question, “what is the best car in the world?”, there is no universal response. It all depends on what the car will be used for. “What is the best wine?” also depends on personal taste and on the food being served. The response to the question “What is the best university in the world?” seems to be the same. For whom, in which context, and which field of study? Do we speak about relative or absolute quality?” (op. cit., p. 88.)

The question whether university ranking is hype or substance seems not to yield the simple answers we are yearning for in a world becoming more and more complex, and with less and less certainties. Yet, after all, and notwithstanding its ranking, there are other more tangible factors which contribute to our place among the best universities on the African continent. We are proud of:

- being firmly anchored in the heart and soul of the Namibia people;
- our strong sense of our place in the world;
- our responsibility to render academic, research and outreach services for the benefit of the local, regional and international environment;
- the excellent relationship with employers, and investors, nationally and internationally; and
- our commitment to ensuring that our products and services meet the expectations of society.

In this tradition, and for the benefit of an evolving knowledge society, we maintain our firm intention to advance further in our development, and so retain our place among the best African Universities in a setting which is growing ever more competitive.
GRADUATION 2010 - SPOTLIGHT ON EDUCATION

The importance of education was high on the agenda of guest speakers who addressed our 15th Graduation Ceremony held at the Safari Court in Windhoek.

As can be gleaned from the table under “Campus Community” above, more than 2,000 qualifications (degrees, diplomas and certificates) were awarded this year. This is an enormous increase in comparison with 2005, when 1,169 qualifications were conferred.

In this part of the world, graduation is always a special moment – for the graduates, their parents and family, but also our society at large. This must be different from many developed countries, where education, including higher education, is a normal occurrence. If we compare gross tertiary enrolment rates for Namibia with countries in Western Europe, we realise that notwithstanding our efforts there is still a huge gap. Although Namibia’s gross tertiary enrolment rate of about 6% ranks it fifth in Sub-Saharan Africa, behind Mauritius, Cape Verde, South Africa and Nigeria, this is a far cry from an average gross tertiary enrolment ratio of more than 70% for Western European countries, or the global average of 26%. But this is no small wonder, given that education, today protected under Article 20 of the Namibian Constitution, had been for so long denied to our people.

The figures point toward yet another challenge. Many Namibians crave a higher education, yet many do not qualify, and even fewer can afford it. Those who are beneficiaries of tertiary education, and who manage to graduate, are highly privileged to earn this distinction from one of our universities. We congratulate them on their achievements which, however, come with responsibility, and trust it is a responsibility taken with a special sense of commitment and the singular purpose to succeed in life, for their success is our success.

“We should therefore recognize that if we do not handle education correctly, we run the risk of condemning the future generations to poverty, and as a result, perpetuate the inequality that is currently prevalent in our country.” Hon. Tom Alweendo, Director of the National Planning Commission, Guest Speaker at the 15th Graduation Ceremony.
OFFICE OF THE REGISTRAR

This Office is responsible for the following main functions and activities:

- Academic administration, including faculty administration, assessment administration, student recordkeeping and meetings administration and governance.
- Coordination of programme development and registration of qualifications on the National Qualifications Framework.
- Coordination and management of the distance and open learning activities though the Centre for Open and Lifelong Learning.

IN 2010 THE OFFICE EMPLOYED 45 FULL-TIME STAFF MEMBERS.

Milestones

- Passing the 14 500 benchmark for applications for admission to the Polytechnic.
- Enrolling 11 531 students.
- Transitioning all students to the Online Registration System.
- Rolling-out of Celcat to all School Timetablers and Departmental Timetablers.
- Renovating the Student Service Centre.
- Expanding of Central Records and Archives.
- Administering more than 60 000 examination papers (written scripts, marked and processed).

BRINGING THE STUDENT ADMINISTRATIVE SERVICE CENTRE INTO THE 21ST CENTURY

AR 2010: Mr Jafta, you have been the Registrar of the Polytechnic since 2000. Since then you have operated from the old administration building, and I reckon that against the backdrop of our institutional growth, the facilities have become increasingly inadequate by the day. Since late 2010 substantial construction operations have been ongoing on behalf of the Registry. What is this all about?

Registrar: This is a correct observation. We are building in the interest of present and future students. Our growth in terms of student numbers (our student population stands at ca 11 000 today), but also in terms of the variety of programmes on offer, necessitated a state-of-the-art Student Administrative Service Centre. The institution has experienced tremendous growth, and hand-in-hand with it the quality and quantity of services rendered by the Office of the Registrar have also changed. We have to understand that the Registry is the repository of almost all documents regarding our students, from their freshman days until their graduation. Notwithstanding electronic storage, our archives alone require more and more space. But this is not the first and most important reason for the centre.

AR 2010: Thus, the new centre is not only about space?

Registrar: Certainly, the lack of space has been a motivating factor. The Student Administrative Service Centre will address the twin challenge of rendering both academic administration and financial services to our students. The now on going conversion of the physical infrastructure will allow us to offer these services in an integrated fashion.
Office of the Registrar

Bringing the Polytechnic of Namibia’s Student Administrative Service Centre into the 21st Century

AR 2010: When did the work on this “one-stop” facility begin, and when do you expect its inauguration?

Registrar: The contractors arrived on site late in 2010, after which the first trenches were dug and alterations to the ground floor of the Administration Building started. We expect the conversion to be complete by April 2011.

AR 2010: What will the main benefits of this centre be for students?

Registrar: The Polytechnic remains client oriented, and always goes the extra mile to give value for money. One of the major benefits is that the centre will provide for a hospitable and friendly common space, where students may queue while waiting for service. The old space for providing student information was located in the stairwell with virtually no space for students to wait, while students had to move up the stairs to the first floor to access financial services. The total floor space directly available to student services amounted to less than 20 square metres.

AR 2010: Are there any new services for students which could not really be offered before the conversion?

Registrar: In essence the services will remain the same as before, but academic administration and financial services will be better integrated. We will also for the first time be able to hold confidential discussions with students because the plans also include three consultation rooms.

AR 2010: Those who are familiar with the physical infrastructure of the old administration building know that everything was fairly cramped. What has been done in order to gain the space which would be commensurate with your ambitions to offer first-tier quality service to students and visitors?

Registrar: Oh yes, the interior of the building was always a bit sombre and not very inviting. After the conversion we can expect a modern infrastructure; wiring and lighting are also being renewed, while the building will be equipped with the latest in terms of technology, including servers for document storage. But you asked what has been done to gain space. Well, the building was first extended in a northerly direction by about five metres to create 69 square meters of additional space per floor. The balconies on the southern side of the building were also enclosed with glass panels to increase the usable space in the building. On the ground floor this additional space will be directly available to student services. This space is divided between the Finance department and the Student Information service, with a covered waiting area for students.
OFFICE OF THE REGISTRAR

AR 2010: How will the conversion, once completed, affect your staff members in the Registry?
Registrar: There will also be some impact on staff members in the Office of the Bursar, but the main effect will be on our staff in the Registry. The configuration of the floor was changed to swap the front-line staff and management. The management of the Office of the Registrar will now be accommodated in the offices to the rear, with a separate entrance, and the front-line staff, student information, admissions and faculty administration will be accommodated in the offices to the front. The lower ground level will be used for a central records and archive facility and the upper floors for office space for the Bursar’s Office and the Human Resources Management department.

AR 2010: In the past, access to higher levels of buildings for disabled persons was not always guaranteed. Is there any good news for students and visitors in wheelchairs?
Registrar: Yes indeed, Management has long been considering the installation of a lift in the old administration building. We strive in all aspects to be an equal opportunity institution, and the absence of lift facilities has always been a thorn in our flesh. But as a stand-alone exercise this was not economically feasible. In conjunction with the conversion process, it made perfect sense to enable all persons to gain access to the higher levels. Thus, to enable easier access to the higher levels of the building, the installation of a lift was added to the project.

AR 2010: Construction has become an ever more expensive exercise. Can you tell us the total amount budgeted for this exercise?
Registrar: The total cost of re-engineering the ground floor of the building amounts to approximately N$9 million. If one adds the additions that were decided on later, namely the lower ground floor and the first and second floors, then the total costs amount to more than N$15 million. This is being covered without external funding.

AR 2010: Mr Jafra, thank you for this interesting information. We look forward to reporting on the inauguration of the new facility in the Annual Report 2011.

BUILDING THE NATIONAL QUALIFICATIONS FRAMEWORK AT INSTITUTIONAL LEVEL

The Directorate: Programme Development and Registration, in the Office of the Registrar, is responsible for leading, coordinating and managing all programme development activities (both new and revised programmes) up to the point of registration of resultant qualifications on the National Qualifications Framework (NQF). The registration of qualifications on the NQF is one of the key focus areas of the Directorate in order to ensure compliance with national imperatives in this regard.
The regulations setting up the NQF were formalised with their gazetting in 2006 while the implementation of the framework is administered by the Namibia Qualifications Authority (NQA). The NQF is intended to be a register of all relevant and legally offered qualifications in Namibia and represents a set of agreements, rules and requirements that will:

- promote the consistent use of qualification titles;
- provide a clearer understanding of what a person holding a particular qualification has achieved;
- assist to determine the similarities and differences between qualifications in Namibia;
- give greater assurance of the quality of education, training and assessment in Namibia;
- enhance the reputation of Namibia’s education and training system in the regional, continental and international communities.

The NQA, in accordance with its implementation strategy for the NQF, has directed that all Namibian qualifications that have been confirmed as needed by key stakeholders must be registered on the framework by January 2015 in order to negate the need for ongoing evaluation of qualifications.

The Polytechnic fully embraced this development and initiated a comprehensive process that aims at recurruculating all existing programmes in congruence with requirements of the institution’s Curriculum Framework (approved in October 2009), and aligning resultant qualifications with the NQF. The Polytechnic offers in excess of 110 qualifications at present, of which the following 11 are registered on the NQF:

<table>
<thead>
<tr>
<th>NQF ID</th>
<th>QUALIFICATION TITLE</th>
<th>NQF LEVEL</th>
<th>NQF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q0110</td>
<td>Bachelor of Science in Applied Mathematics and Statistics</td>
<td>7</td>
<td>455 (Accounting option)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>461 (Economics option)</td>
</tr>
<tr>
<td>Q0111</td>
<td>Bachelor of Science Honours in Applied Mathematics</td>
<td>8</td>
<td>150</td>
</tr>
<tr>
<td>Q0112</td>
<td>Bachelor of Science Honours in Applied Statistics</td>
<td>8</td>
<td>150</td>
</tr>
<tr>
<td>Q0113</td>
<td>Certificate in Criminal Justice</td>
<td>5</td>
<td>132</td>
</tr>
<tr>
<td>Q0114</td>
<td>Bachelor of Criminal Justice (Policing)</td>
<td>7</td>
<td>375</td>
</tr>
<tr>
<td>Q0115</td>
<td>Bachelor of Criminal Justice Honours</td>
<td>8</td>
<td>137</td>
</tr>
<tr>
<td>Q0143</td>
<td>Bachelor of English</td>
<td>7</td>
<td>391</td>
</tr>
<tr>
<td>Q0144</td>
<td>Bachelor of English Honours</td>
<td>8</td>
<td>150</td>
</tr>
<tr>
<td>Q0145</td>
<td>Bachelor of Communication</td>
<td>7</td>
<td>395</td>
</tr>
<tr>
<td>Q0163</td>
<td>Bachelor of Logistics Honours</td>
<td>8</td>
<td>141</td>
</tr>
<tr>
<td>Q0165</td>
<td>Bachelor of Biomedical Sciences</td>
<td>8</td>
<td>515</td>
</tr>
</tbody>
</table>

A further 22 qualifications were submitted to the NQA in the course of 2010 for NQF registration. The NQA has issued NQF compliance check reports for 12 of these qualifications and it is anticipated that the qualifications will be approved for registration during the first quarter of 2011.

The Polytechnic has set December 2011 as the target date for submitting all existing qualifications for NQF registration, and recurruculation efforts are currently geared towards attaining this objective. New programmes and resultant qualifications are automatically aligned with the requirements of the Polytechnic Curriculum Framework and the NQF. The Polytechnic is fully committed to building the NQF by ensuring alignment and registration of its many qualifications in record time. This initiative is high on the priority list and the set objective can be realised with the support of all stakeholders.
“Education is not preparation for life, education is life itself” – John Dewey

As a major player in the higher educational landscape in Namibia and the SADC region, we are mindful of the relationship between social structures and education in general and tertiary education in particular. Social structures with an interest in higher education are to cooperate in an organised way with our institution for the sake of, and to the benefit of effective service delivery. Effectiveness, however, is no goal in itself; it is functionally related, and thus an interim goal, to socio-economic development in the context of international relations and globalisation. Here we may distinguish between economic, political, cultural and educational manifestations. But whereas the various manifestations are certainly interrelated through sophisticated feedback systems, our focus is on the educational manifestations of globalisation, characterised by the phenomenal changes in the higher education.

Since the inception of the Polytechnic we have made marked efforts to respond to those manifestations. Without going into detail here, those efforts include the introduction by our Centre for Open and Lifelong Learning (COLL) of an increasing number of e-learning programmes, the upgrading of the web-based communication platform for students and lecturers (KEWL, Chisimba) – under the auspices of the Centre for Teaching and Learning (CTL); the adoption of the Polytechnic Curriculum Framework; the further NQF alignment of existing curricula, and the registration of existing and new qualifications on the NQF; and finally, under the responsibility of the various Schools, the expansion of qualifications on offer.

Our academic affairs are undergirded by a growing volume of research, in particular an applied research complement, which increasingly defines locally relevant research topics in relation to the local and global context. The integration of research into the curriculum effectively contributes to the ongoing relevance of our educational programmes. This is particularly visible at senior under-graduate and post-graduate levels.

Against this backdrop, we are confident that existing and future qualifications retain and attain, respectively, legitimacy and so contribute to the improvement of living standards of our people.
Trite knowledge suggests that the research output of sub-Saharan economies is by far not sufficient in order to catch up with developed countries. The gap between developed countries and developing countries can be explained by the continuing lack of institutional structures and funds dedicated to the purpose in developing countries. However, while this explains the dearth of research at aggregate level, how to increase quantitatively and qualitatively research at individual level remains a burning question.

If the saying that a breakthrough in research is based on ten percent inspiration and ninety percent perspiration can be taken as a direction pointer, the question must be how to bring academics to sweat more? If we understand economics as a science of human behaviour, we would be well advised to up the incentives for doing research. But can specific, additional incentives for research output really be justified, and should scholars, or academics, be rewarded for their research output?

Many would reject this idea on the assumption that academics are already paid for doing research. And in fact, the academic triad consists of (1) teaching and learning, (2) (community) service and (3) research. Thus, the logic holds, meaningful research should come about all by itself. There is a lot of common sense in this reasoning. However, “sometimes common sense is often nonsense” (Hagan, 1982), because it does not leave room for specific situations. Common sense compares to too much reliance on average values, which treats individual differences as measurement errors.

Since the early 1990s the social sciences have converged in an interdisciplinary effort of sociology, psychology, and economics towards an explanation of human action as a selection among alternatives (Esser, 1999), carried out in view of expected utility against the desire of maximisation. Today, this Expectancy of Utility theory (EU-theory) has become the central heuristic model for human behaviour, which points towards an overwhelming importance of the overall opportunity structure for human action. In terms of this theory, and notwithstanding individual differences and varying personality traits, human behaviour can be directed through topical changes in the opportunity structure.

Namibia as a country is unique in the sense that the tertiary education sector has grown tremendously since Independence. The Polytechnic began with about 2 500 students in 1995, while today approximately 12 000 students call this institution their home. This growth comes with its own exigencies, in that it has never been sustained on the back of a single programme. Growth in numbers comes with diversification. Having started out with 23 qualifications, the Polytechnic has increased its offering to 112 qualifications, reflecting the local demand for specific expertise as well as the increasingly diversified sectors of the national economy. For academics this results in a high lecturing load and much time spent in the development of new programmes. In a situation where national resources are not appropriately dedicated to research, the output cannot be guaranteed.
Research is conducted throughout the Schools and in the Centres, and often in collaboration with other universities and industry or civic society.

The following is a selection of research projects:

<table>
<thead>
<tr>
<th>SBM/HP Graduate School of Business</th>
<th>Propensity to Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title</strong></td>
<td>Diversification of the economy through import-export in order to promote sustainable development is a major policy issue in Namibia today. Why some firms export and/or import more than others is a vexing question in international business. This project aims at an assessment of the perception of trade obstacles by Namibian firms and their impact on export-import performance.</td>
</tr>
<tr>
<td><strong>Researcher</strong></td>
<td>Prof. Dr. Owen Thomas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOE</th>
<th>Integrated Renewable Energy Solutions (IRES): sustainable community based energy supply solutions and empowerment for rural Namibia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title</strong></td>
<td>The research aims to develop a sustainable, community based renewable energy model for rural areas in Namibia. Targeted on such renewable energy sources like bio-fuel, solar, wind and biomass, the model is to provide independent energy solutions for communities by integrating agricultural activities with energy generation and vice versa.</td>
</tr>
<tr>
<td><strong>Researchers</strong></td>
<td>Mr. Samuel John, Mr. Lameck Mwewa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHAS</th>
<th>Streptococcus agalactiae (group B streptococcus) colonisation, pregnancy outcome and neonatal disease in urban, rural and mining communities in Namibia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title</strong></td>
<td><em>Streptococcus agalactiae</em> (group B streptococcus [GBS]) are important pathogens in humans, particularly in neonates, who become colonised during delivery as a result of urogenital GBS carriage in the mother, causing sepsis, meningitis, and pneumonia in neonates. Whereas advances have been made in developed countries in reducing the burden of early onset GBS disease by 65%, similar progress has not been made in developing countries, and in particular in southern Africa, where it remains an important public health problem. This research is intended to elucidate the role of GBS in poor pregnancy outcome in Namibia.*</td>
</tr>
<tr>
<td><strong>Researchers</strong></td>
<td>Dr. Sylvester R. Moyo, Dr. Bruce Noden, Dr. BF Isauses, Ms. Funwel Engelbrecht</td>
</tr>
</tbody>
</table>
## RESEARCH BY SCHOOLS

### SHAS

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Exposure to zoonotic diseases among Namibian blood donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The influence of most Neglected Tropical Diseases (NTD) in the Namibian population remains a mystery with few published indicators since Independence. Because of the prevalence of ticks and flea exposure in Namibia due to high levels of cattle, sheep and goat production, i.e., it is hypothesized that zoonotic infectious diseases are prevalent but considerably underdiagnosed because of the disproportionate focus on malaria, HIV and TB. The focus of this research is to begin to unravel the extent to which zoonotic diseases may be impacting on the blood transfusion safety of Namibia.</td>
</tr>
<tr>
<td>Researchers</td>
<td>Dr. Bruce Noden, Mrs. Elzabe van der Colf</td>
</tr>
</tbody>
</table>

### SIT

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Volatile Concept Mining</th>
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<tbody>
<tr>
<td>Project Description</td>
<td>With the emergence of the ‘semantic Web’ it becomes increasingly important to improve computer system’s capabilities to analyse, classify and relate textual content in unsupervised ways in order to enhance access to, and usefulness of, the variety of often unstructured content available on the Internet. The research project aims to develop novel algorithms in the field of semantic textual analysis, also named ‘Concept Mining’. Rather than concentrating on individual terms, Concept Mining identifies and processes complex groups of terms with explicit relationships.</td>
</tr>
<tr>
<td>Researcher</td>
<td>Mr. Jens Fendler</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Project Title</th>
<th>Understanding Computer Networks – a textbook for undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The project aims at producing a textbook that provides an in-depth understanding of computer networks from a specific didactic angle. Most often even undergraduate textbooks are overloaded with details, which do not significantly contribute to a systematic understanding of the matter. Having this in mind the authors will deal with important notions such as encapsulation, layering, addressing, routing and switching principles and design, without over-simplifying the underlying procedures. Topics of a purely technical importance with little influence on the “bigger picture” will be largely left out.</td>
</tr>
<tr>
<td>Researchers</td>
<td>Mr. Peter Gallert, Mr. Jens Fendler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Towards a dynamic synchronisation of university-industry collaboration (ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The harmonization of tertiary ICT programmes and activities with the rapidly changing labour market has been a challenge everywhere. The project aims to produce an in-depth analysis of disparities between tertiary education and industry needs, and to eventually suggest a framework that will enable a better synchronisation between university and industry in ICT.</td>
</tr>
<tr>
<td>Researcher</td>
<td>Mr. Colin Nyandoro</td>
</tr>
</tbody>
</table>
## RESEARCH BY SCHOOLS

### SNRT

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Description</th>
<th>Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entomological diversity associated with three selected tree species</td>
<td>It is a common belief that biological diversity decreases with increased aridity. This hypothesis has not yet been experimentally proven in entomological terms. Insects are the major component of the world’s biodiversity and are of enormous importance to the functioning of natural ecosystems and to the lives of humans. Today, however, biodiversity is seriously endangered by increasing human pressure on natural ecosystems. The project addresses an urgent need for understanding processes in order to manage natural resources in sustainable ways, and provide baseline data to improve knowledge and understanding of insects and ecosystems in Namibia.</td>
<td>Ms. Louise Theron</td>
</tr>
</tbody>
</table>

### SOC

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Description</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In dubio pro libertate – the General Freedom Right (GFR) and the Namibian Constitution</td>
<td>The research project (desk study) aimed at the exegetic analysis of the Namibian Constitution against the backdrop of the question whether this constitution makes space for the General Freedom Right (GFR). The constitutional protection of actual, intended or only desired behaviour of a person outside the ambit of special Fundamental Rights or Freedoms, requires the recognition of a residual (negative) freedom. The non-recognition of this negative freedom results in the possibility that the legislator, and in its wake the executive may arbitrarily infringe, restrict and violate the life-spheres of individuals without any legal remedy for the affected individual. Such treatment does not recognise the individual as a recipient of rights but as an object, subjected to statutory mechanisms without a say in the matter. If Ronald Dworkin’s claim that democracy is about governments ‘treating all members of the community as individuals, with equal concern and respect’ holds any appeal, legal scholars better look out for this residual freedom right in their Constitutions. The desk study concluded that by virtue of its openness the Namibian Constitution in fact holds space for the construction of the GFR as part of the evolving Namibian Human Rights culture.</td>
<td>Dr. Stefan Schulz</td>
</tr>
</tbody>
</table>
RESEARCH BY SCHOOLS

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<thead>
<tr>
<th>CLUSTER RESEARCH</th>
<th>SIT, SOC, NBIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title</td>
<td>Mobile Content and Application for Entrepreneurial Development</td>
</tr>
<tr>
<td>Project Description</td>
<td>Small and informal business like art and craft sales, subsistence farming and fishing by local populations are weak socio-economic activities and hardly able to help families pay for education of their children, and to meet basic day-to-day needs in a society which by means of its own vision (Vision 2030) aims to become a knowledge based consumer society. This objective, however, will remain a pipe-dream without the relevant human capacity and appropriate skills to design applications and deploy localised ICT services and solutions. This research intends to establish an applied and action research platform for mobile business applications and mobile web services framework for Namibian entrepreneurship development. Its main objective will be to foster emerging technology values in Namibia by harnessing ICT through mobile communications.</td>
</tr>
<tr>
<td>Researchers</td>
<td>Prof. Hippolyte N. Muyingi (MTC Endowed Chair), Dr. A. Machanja (SIT), Mr. A. Kachepa (SIT), Mr. S. Mushinyenika (SIT), Ms. Elva G. de Sibandze (SOC), Dr. Christian Toelg (NBIC)</td>
</tr>
</tbody>
</table>

For the full list of Polytechnic of Namibia publications in 2010 see: www.polytechnic.edu.na/research/list/2010

RESEARCH SHOWCASES

Showcase I: Hydrating Construction Materials Based on Limestone (Prof. Dr. Helmut Mischo)

Cement has long been the industrially preferred binding agent for mortars and concrete. This building material has, however, become ever more expensive over recent years. While cement is made by heating limestone (calcium carbonate) mixed with small quantities of other material (i.a. clay) to 1450°C in a kiln, this can be partially explained against the backdrop of volatile and skyrocketing energy prices, and partially with steeply rising international demand for Portland Cement. Although the new Namibian ‘Ohorongo Cement’ factory, situated between Otavi and Tsumeb, will ease the supply side, this will have only a marginal effect on local prices. However, for developing countries like Namibia, with large rural populations and with little capital for building and construction, costs are prohibitive and alternative, less expensive building materials are needed. Apart from geopolymers, which are formed at roughly ambient conditions, hydrating construction materials based on limestone is conceived as a potential large-scale replacement for concrete.

The research project seeks to increase knowledge about possible primary and secondary deposits of limestone in Namibia, which may be used eventually in the local production of limestone-based binding agents benefiting the local economy.

Showcase II: Water harvesting: Improvement of Storage Capacity (Water) of Natural Rivers (Prof. Dr. Helmut Mischo)

Namibia is characterised by a lack of surface water, and there are no perennial rivers inland. Almost 90% of all precipitations in Namibia are lost through evaporation and surface run-off. In fact, only about 1% becomes part of the natural replenishment, generating new groundwater. The growing demand for water for domestic and industrial use, for instance in textile manufacturing, tannery processes and mining,
on the one hand, and the dramatically diminishing reserves of usable water on the other, poses a grave problem for the future of Namibia. Innovative efforts are needed to use all natural water resources in an optimal way. The generation of soil and ground water can be considerably increased through combined methods of water harvesting, by capturing the precipitation in a rainfall/catchment area that has not yet been infiltrated and bringing it into seepage/infiltration.

Apart from the retention of widespread lamellar drainage by means of simple soil dams, the retention of rain surface water in streamlets by means of sub-surface dams is the most promising option.

Illustration: “Concept of groundwater generation and storage”

The research project, under the direction of project leader Prof. Dr. Helmut Mischo, is primarily an extensive feasibility study. It seeks to assess national geological, hydrological, and topographical data patterns of rainfall distribution, as well as the distribution of domestic and industrial users for the design and modelling of an appropriate Water Harvesting Pilot Project.

Showcase III: Growth Potential of Halophytic Plants under Irrigation with Brackish Water (Ms. Hileni Amwele, Mr. Donovan Weimers, Drs. Ibo Zimmermann and Mogos Teweldemedhin)

In the absence of virtually any surface (open pond) water, the majority of farmers in Namibia depends on groundwater. One of the problems encountered in this context is the sinking of groundwater horizons due to a sizeable increase in domestic and industrial use of groundwater due to rapid socio-economic development since independence. But whereas the scarcity of water is a quantitative problem which will always haunt farmers in arid zones, salinity levels pose another, equally important, qualitative challenge. GIS information of salinity levels of borehole water in Namibia shows a significant prevalence of brackish water. This limits the agricultural options available to farmers, since this water is not suitable for irrigation of conventional crops (for instance maize). As a consequence, even where brackish
water is plentiful, generally in the southern part of Namibia, but also widespread in the Omusati Region in the Northern part of the country, planting crops is not attractive.

However, there are a number of plants known the world over which show high salt resistance, and thus can be grown under conditions of high salinity levels. These plants are known as halophytic plants, or in brief, halophytes, which complete their lifecycles in saline environments. Provided local halophyte species are palatable to small stock, and show sufficient protein contents, halophytes can be used as fodder, alleviating a chronic fodder shortage in Namibia and thus reducing the dependency on imported fodder.

The potential of halophytes has been recognised by researchers in other arid countries, for instance the United Arab Emirates (Centre for Biosaline Agriculture) and Eritrea.

The research project aims at distinguishing and selecting local halophytes which are palatable and show sufficient protein levels for fodder, as well as others which can be used as biomass for bio-energy.

**Showcase IV: National Corpus of English (Namibia)**

(Dr. Sarala Krishnamurthy, Dr. Stefan Deimer)

English is a second language (ESL) for most of the population of Namibia.

Although before independence the lingua franca south of the veterinary fence (Oshivelo) was considered to be Afrikaans, English enjoyed the status of a second official language in Namibia. This changed upon independence in 1990 when English, by virtue of Art. 3 (1) of the Namibian Constitution, became the only official language, institutionalised in government, law and education.

This political decision was somewhat traumatic for many Namibian people on account of the difficulties involved in basic struggle for survival and in reaching the same language proficiency in a second language as in one’s mother tongue. In Namibia, many ethnic groups communicate at communal level mainly in their local vernaculars, while only a privileged few speak English at the level of a native speaker. The official language is thus the language of power.

English proficiency becomes an exigency only after the formative years of a person, when it is needed for metalingual functions such as self-expression and conceptualisation in the official language. This is due to the fact that the imprint of cultural identity and the development of the self in the young child occurs on the back of the many indigenous languages prevalent in Namibia.

It is presumed that this situation has a significant impact on the evolution of a local variety of English in Namibia. To the extent that language secures the communal and communicative needs of the people who speak it, this is a healthy and normal development. However, in this regard the history of English in Namibia forms part of the history of English in Africa, which comes with its own challenges.

The history of the English spoken in Africa has led to the evolution of three distinct standards: West African, East African and South African English. Here, the debates around issues of standard raise questions about whether the Anglophone nations should employ their own local (endonormative) standard or continue to look to British standards.
The research project, under the leadership of Drs. Sarala Krishnamurthy and Stefan Deimer, addresses some of the problems. The aim of this basic research is to define a national corpus of English in Namibia, i.e. a compilation of one million words to be analysed against those standards which have been generated when the International Corpus of English was developed (1990). The research addresses implications in language planning and explores issues surrounding the standardisation of language and its acceptance by the community and the public at large. It aims to ensure that Namibian English does not drift too far from the native varieties of English.

Except from the Paper:

English in Africa

The history of English spoken in Africa has led to the evolution of three distinct strands: West African, East African and South African English. The debates around issues of standard raise questions of whether the Anglophone nations should employ their own local (endonormative) standards or continue to look to British standards (exonormative). Widdowson (1997) points out that if English secures the communal and communicative needs of different communities it follows logically that it must be diverse. This does not mean that the varieties of English that develop will become mutually unintelligible. In fact over a period of time the varieties will develop endonormatically, stabilize, and approximate to a certain standard. For a standard to be determined, therefore, it is most important to develop a corpus of English in use in a country.
FACULTIES/SCHOOLS

- School of Business and Management
- School of Communication, Criminal Justice and Legal Studies
- School of Engineering
- School of Health and Applied Sciences
- School of Information Technology
- School of Natural Resources and Tourism
The School is committed to producing graduates who are effective, innovative and entrepreneurial, with excellent soft skills. This report records the ways in which we are realising this commitment, with 2010 proving to be yet another milestone for the School. Our research, teaching and community engagement activities were recognised at national and international levels.

A considerable effort was invested in the re-curriculation of existing curricula and development of new academic degrees and professional programmes. Furthermore, there was a need for the faculty to engage in institutional development as a whole, and the School made a significant contribution to this process.

The SBM capped the intake of programmes that are oversubscribed, such as Accounting and Finance, Business Administration and Public Management. But we have also continued to launch new programmes in order to offer diversity and flexibility, as well as fulfilling industry requirements. We introduced the Bachelor and Bachelor Honours Transport Management and Logistics and Supply Chain Management, Human Resources Management, as well as Master of Science in Leadership and Change Management programmes. With 81 full-time faculty and 8,019 students, the SBM is a powerhouse in its own right.

SBM programmes are designed to maximise accreditation by professional bodies and the curricula are aligned more fully with the National Qualifications Framework (NQF) and the educational frameworks of other parts of the world, such as the HEQC of South Africa, FIBAA of Germany, Eduniversal International, etc. Graduates are equipped with skills and knowledge necessary for productive careers. Our excellent graduate employment rate and employer feedback highlight the quality of our graduates. Recent graduates in the various specialisation have gone on to professional training. Others have joined business and non-business organisations in a range of different roles.

It is commonplace for academic institutions to overlook the important role that faculty and staff play in ensuring that the programmes run smoothly and effectively. The SBM has been particularly fortunate in this regard and I would like to thank them for their outstanding contributions during the reporting period.

Importantly, we encourage learner-centered approaches to education, in which practice forms the basis of understanding and intellectual development. We also inculcate essential values such as team work, openness, transparency and professional integrity. Collectively, these values enable us to maintain a position of leadership in Namibia.
SCHOOL OF BUSINESS AND MANAGEMENT (SBM)

PROJECTS

COMMUNITY ENGAGEMENT

As one of our core competencies, we continued to forge closer ties with the community during the reporting period through faculty research, training and development programmes for SMEs, NGOs, public and private sector organisations, through the CED. The faculty actively participated in newspaper, radio and television interviews and conducted a number of research projects of significance to the community. We continued to assist various Government Ministries and Departments as members of recruitment and selection panels and conducted a number of workshops for some of these Departments. The School organised a number of public lectures on topical issues in the economy, which attracted the interest of participants at the Polytechnic and the public at large. Many of our faculty members served as external examiners and moderators for other universities in the country and in the region. Faculty member, Mr. Joseph Madhimiba, conducted a workshop for young entrepreneurs from three schools in the Khomas region while Mr. Chris Van Zy1 represents the Polytechnic at the Namibian Standards Institute (NSI) – the Namibian chapter of the International Standards Organisation (ISO). The NSI regulates product quality standards in Namibia. Ms. Lydia Wambui has been the driving force behind the restoration of the defunct Namibian Institute of Personnel Management (NIPM). The course participants of the Summer School visited the Maria Grace Orphanage in Katutura where they played with the children for the whole day and donated food items. Dr. Wambui, Dr. Ofongbor and Mr. Boamah presented papers on Research Methodology, the Namibian Economy and SADC (background, achievement, comparative analysis with the other regional blocks in Africa and the future), respectively, to the students of the Oshana Military Base in Okahandja.

NEW PROGRAMMES

Senate approved the curricula of the Bachelor and Bachelor Honours Transport and Logistics Management and of the Bachelor and Bachelor Honours Human Resources Management, for implementation in 2011. The recurruculation and new programmes development are still in progress in Accounting and Finance, Economics and Office Management and Technology Departments. They will be ready in 2011 for implementation in 2012.

RESEARCH & PUBLICATIONS/FACULTY EXCELLENCE

The Faculty continued to gain the respect of their peers for expanding knowledge. A total of 32 publications consisting of conference papers, books, chapters in books, international journal articles and workshop papers were generated during the reporting period.

THE END OF THE BRITISH COUNCIL EPA PROJECT

The 18-month Education Partnership for Africa (EPA) project 2.06, sponsored by the British Council to the tune of £65 000 and the unit for Business Innovation and Skills (BIS) at the Polytechnic of Namibia, was officially closed in November. Marking the end of the project, Mr. Mark Bensberg, the British High Commissioner in Namibia, hosted a reception that was attended by many dignitaries including diplomats, academica, business executives, government representatives, the press and members of the civil society. In his address the High Commissioner thanked the Polytechnic and Leeds Metropolitan University (LMU), expressed his satisfaction with the successful completion of the project and assured the two institutions that they can count on his support for viable projects of this kind in future.

The overall objective of the Project was to help create capacity in the Harold Pupkewitz Graduate School of Business (HP-GSB) at the Polytechnic through partnering. The project enhances Namibia’s economy with cutting-edge post-graduate qualifications and professional development programmes, e.g. Continuous Professional Development (CPD), designed to meet the needs of executives, business and society. In line with Namibia’s Vision 2030, the Project aimed to develop staff capacity and identify appropriate strategies for the GSB to deliver the capacity to meet the challenges of Vision 2030, including producing innovative entrepreneurs and increasing graduates’ employability for various sectors of the Namibian economy.
SCHOOL OF BUSINESS AND MANAGEMENT (SBM)

Staff in the GSB received training in curriculum development at Master’s level and Continuous Professional Development (CPD) short courses, as well as case study writing skills aimed at increasing employability and enterprise amongst Namibian graduates and enterprises of all types.

Five short courses: Enterprise and Initiative; Creative Problem Solving; Effective Team Work; Effective Communication; and Project Management have been developed by staff, and three of the latter have been “test marketed” on selected members of Namibian organisations, with great success.

The NBIC established a database of, and relationships with, a group of organizations which can be used to develop further activities aimed at “enterprise and employability” in Namibia. The key and distinctive outcome of this project was the engagement with a sample of Namibian employees (industry, commerce, Government, etc) right through the whole process of competency, skills and certification identification to curriculum and CPD development and testing. This unique three-way dialogue of industry and the two academic institutions ensured that the curriculum developed is relevant to the needs of enterprise in Namibia, and helped mitigate the need for Namibians to migrate to other parts of the region in search of these skills.

The HP-GSB facilities on the top floor of the Science and Technology building on the Lower Campus were officially inaugurated held in July in a double celebration arranged to coincide with the 95th birthday of founding benefactor Mr Harold Pupkewitz. Guests at the inauguration ceremony and a special lunch included several prominent political and business leaders.

“...a more fitting way of honouring the Namibian icon, than naming and baptising this Business School after him...” - President Hifikepunye Pohamba - in an address read on his behalf by the Hon. Dr. Abraham Iyambo, Minister of Education, at the official inauguration of the Harold Pupkewitz Graduate School of Business. - President Hifikepunye Pohamba - in an address read on his behalf by the Hon. Dr. Abraham Iyambo, Minister of Education, at the official inauguration of the Harold Pupkewitz Graduate School of Business. Here the Minister is joined by the Rector, Mr. Pupkewitz and Mrs. Ethel Pupkewitz.

SBM visitors

The SBM hosted a number of local and international dignitaries as indicated in the table below:

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESIGNATION</th>
<th>COUNTRY</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Harold Pupkewitz</td>
<td>Chairman, Pupkewitz Group of Companies</td>
<td>Namibian</td>
<td>Inauguration of the Pupkewitz Graduate of Business (HP-GSB)</td>
</tr>
<tr>
<td>Mr. Keith Kunene</td>
<td>CEO and Chairman of Kunene Group of Companies (retired)</td>
<td>South African</td>
<td>Guest speaker at the HP-GSB inauguration</td>
</tr>
<tr>
<td>Prof. Steve Carter</td>
<td>Chair in African Business Development, Metropolitan University Business School, Leeds</td>
<td>UK</td>
<td>To mark the end of the British Council EPA programme</td>
</tr>
<tr>
<td>Dr. Angela Clarke</td>
<td>University of Warwick</td>
<td>UK</td>
<td>Taught a module on the MIB programme</td>
</tr>
<tr>
<td>Dr. Susan Grenstead</td>
<td>University of Birmingham</td>
<td>France</td>
<td>Taught a module on the MIB programme</td>
</tr>
<tr>
<td>Prof. Mauri Gronroos</td>
<td>Tampere University of Applied Sciences</td>
<td>Finland</td>
<td>Conducted a number of activities including workshops, public lectures, etc.</td>
</tr>
<tr>
<td>Mrs. Riita Lissa Arpilainen</td>
<td>Head of Business Administration Department, Tampere University of Applied Sciences</td>
<td>Finland</td>
<td>Assessment of progress on the Problem Solving, Learning Entrepreneurship programme</td>
</tr>
</tbody>
</table>
STUDENT ENROLMENT

Despite the School’s deliberate attempt to cap the student intake due to facility limitations, enrolment still increased to 8019, thus registering a 3% increase in comparison with the previous year.

PRO-LEARNING ENTREPRENEURSHIP PROGRAMME

The programme entered its second year of operation. The first cohort and final-year students successfully completed the 24-hour innovation project assigned by the City of Windhoek as one of the programme’s major requirements. The project was entitled “Restoring the Vibrancy of the Tukondjeni Open Market in Katutura”. The project was assessed by five officials from the City of Windhoek who unanimously awarded the students an overall mark of 80%. The second cohort also organised a fashion show at the Protea Hotel in Windhoek. The event, which was the group’s first major project, was a resounding success and received extensive coverage on radio and television.

STUDENT SOCIETIES

The SBM recognises the importance of student associations to build leadership, encourage teamwork, and sharpen networking skills. Through their involvement in SBM activities, students interact with employers, faculty, alumni and peers who provide guidance in areas such as academic coursework and professional pursuits. The Polytechnic Economics Students Society (PSS), in partnership with the Bank of Namibia, organised the Governor’s annual public lecture on campus. The lecture, on “Monetary Policy in Namibia”, attracted professionals, academics, NGOs and the general public. The students generated three newsletters containing articles on topical issues written by students, lecturers and colleagues from the Bank of Namibia. PESS and the Accounting Students Society (ASS) organised visits to a number of orphanages in Katutura and donated food items worth over N$4 000. The Public Management Students Society (PMSS) made the Polytechnic proud by winning the prestigious SADC students debating award in Botswana, ahead of the University of Botswana, University of Stellenbosch, University of the Western Cape, etc.

FACULTY DEVELOPMENT

The Polytechnic is aware that maintaining quality education standards depends on regular upgrading of the knowledge and pedagogical skills of the lecturers. The Continuous Professional Development Programme (CPDP), aimed at enhancing the effectiveness of the faculty, was organised and included various seminars and workshops. Several faculty members were also granted scholarships and loans to assist them in their studies toward PhD and Master’s degrees. Dr. Andrew Nkondo went on a sabbatical leave for one year at the University of the Western Cape. Dr. Cyril Ogbekor completed his PhD.

SUMMER SCHOOL

The SBM in June organised a three-week “summer school” for five students from Lincoln University, USA on the topic “Doing Business in Africa, with emphasis on the SADC region”. The same school was repeated a month later for 17 Austrian students, but over a period of four weeks. The programme included two additional topics, namely, “The Namibian Economy” (taught by Dr. Cyril Ogbekor) and “The Socio-Political system of Namibia” (taught by Mr. John Mbenzi). The purpose of the programme was to expose students from our partner institutions globally and others to the main regional integration issues in Africa, with special emphasis on SADC. Challenges and opportunities in the SADC region were emphasized. The programme also provided a critical assessment of regional objectives and strategies, their major achievements and a comparative analysis of SADC and ECOWAS. This programme, pitched at the NQA level 7 and consisting of 10 credits, is planned to be conducted annually for visiting students.
THE NAMIBIA GRADUATE SCHOOL OF ACCOUNTING (NGSA)

The NGSA entered its fourth year of operation in 2010. It was established in co-operation with the Institute of Chartered Accountants in Namibia (ICAN) in response to the national need for a steady supply of Chartered Accountants (CAs) at lower training costs, and to give Government and small and medium-sized enterprises access to the important professional services CAs provide. The NGSA has continuously provided training at the level of the Intermediate and Certificate in Theory of Accounting (CTA), and the performance of students has been encouraging since its establishment. The programmes are very demanding but through hard work, dedication, commitment on the part of students and steadfast support from the NGSA, the students have excelled in their performance.

REGIONAL EXPANSION DRIVE

The regional expansion drive of the Polytechnic is meant to provide a unique opportunity and a perfect platform for the regions to maximise their investments and benefits in human resources development. To concretise this idea and enhance the decentralisation efforts, the Rector, the Dean and two colleagues from the SNRT visited Keetmanshoop and Mariental, in the Karas and Hardap regions respectively, to engage local authorities. The latter readily embraced the idea and allocated land for the projects. Regional expansion would take teaching and learning to the people and their surrounding areas, thereby contributing to the capacity-building efforts and employment creation initiatives of the region. It would also cater for the segment of the population who do not want to relocate for various reasons, such as disabilities, or those who simply cannot afford to relocate to Windhoek due to financial constraints. The SBM plans to start a one-year foundation programme to upgrade aspiring students who do not meet the admission requirements of the Polytechnic, as well as a one-year Common Certificate Programme for those who qualify and intend to pursue disciplines in the School.

Office-bearers of the Polytechnic of Namibia Economics Students Society (PESS) pictured at the release of one of the Society’s newsletters with Ms. Mauriza Fredericks (centre), Communications Officer of the Bank of Namibia, which sponsors the Society’s newsletters.
DEAN’S MESSAGE
This was a year of growth, development and change for the School of Communication. Senate approved the split of the Department of Communication into the Department of Communication and the Department of Languages owing to the increase in the number of faculty and students. Senate also approved a change of name for the Department of Legal Studies, to the “Department of Criminal Justice and Legal Studies”. This necessitated an alteration in the name of the school to reflect its new status and the programmes that are offered in the various departments.

With the first cohorts of students in the programmes Criminal Justice, English, and Communication entering their third year towards their Bachelor degree, the number of students under the direct and programme related academic responsibility has again increased significantly. More faculty members are now involved in curriculum related work, and we have worked closely with the Directorate: Programme Development and Registration in the Office of the Registrar on issues like NQF registration, curriculum review and development.

To meet new targets, more academic staff members were appointed. This is often a difficult undertaking, because the new programmes are unique and require recruitment of experts internationally.

Worldwide, for example, there are only few tertiary programmes with a focus on Correctional Management. In SADC, and on the African continent at large, the Polytechnic and the University of South Africa (UNISA) are the only institutions offering this qualification. The Polytechnic is also unique in the sense that it is the only university which offers the programme in the face-to-face mode. But the problem of human resources persists, because experts in unit and case management who are at the same time also interested in education and research are scarce.

Apart from the programme-related work of staff members, we saw an amazing volume and quality of work under the rubrics of research, publication and community service. The academic departments were at the forefront in this regard. In the following section you will enjoy our contribution to knowledge creation and management.
SCHOOL OF COMMUNICATION, CRIMINAL JUSTICE AND LEGAL STUDIES (SCCJLS)

In Windhoek, World Press Freedom Day was celebrated on 7 May. Under the auspices of the UN System, an interesting programme was developed which allowed for both the Ombudsman of the Republic of Namibia, Adv. John Walters, and the Media Ombudsman, Mr. Clement Daniels, to serve as speakers. During this event the Gender Toolkit for Educators was launched – a UNESCO Publication, authored by the HOD of the Department of Media Technology, Ms. Emily Brown.

EQUIPMENT AND BOOK DONATION – UNESCO, PARIS
UNESCO donated US$30 000 to the Department of Media Technology to purchase books and equipment.

PRODUCTION OF THE SUPPLEMENT “LENTSE LA BASALI” (WOMEN’S VOICES)
The above supplement was produced, against the backdrop of the SADC Protocol on Gender and Development. It covered progress made at the People’s Summit, the Poverty Summit, the Women’s Summit and the Heads of State (HOS) Summit which were held in Windhoek in August. The supplement was carried in The Namibian of 17 August, in the complete print-run of 32,000. Copies were distributed at the HOS Summit. Trainee journalists from the Department of Media Technology worked exceptionally hard to get the stories done and to access the right sources. This project was supported by Gender Links, Gender and Media Southern Africa (GEMSA), the MDG Achievement Fund, DFID and FES.

WORLD JOURNALISM EDUCATION CONGRESS (WJEC) AND SAMSA MEETING, GRAHAMSTOWN, SOUTH AFRICA
The hosting of the FIFA Soccer World Cup in Africa was not the only first for the continent in 2010. Rhodes University’s School of Journalism hosted the WJEC at the beginning of July. This was a significant first for the continent and, more specifically, for journalism education. There was thus cooperation with funding agencies such as the UN System, Department for International Development (DFID – in essence, the British Government), Action Aid International, Open Society Initiative of Southern (and West) Africa (OSISA and OSIWA), Friedrich Ebert Stiftung (FES), the Konrad Adenauer Stiftung (KAS) and the big players in the media industry. A Paper by Emily Brown, entitled “Missing the Beat – Mainstream Media Mirror Relevance of Community Media in Election Coverage in Namibia” appeared in the Rhodes Review supplement “Fame”.

VISITORS
The School of Communication was privileged to host a British poet, Lemm Sissay, who enthralled his audience with poetry. An auditorium on campus was packed to capacity, and he also performed at NTN, College of the Arts and at the Namibian English Teachers’ Association workshop in Oshakati.

Some selected visitors
- Two colleagues from the Lerolohi Polytechnic, Lesotho, Ms. Mapitso Masakale and Ms. Relebohile Letlasa, visited the School in September to exchange views on development and collaboration.

- The Departments of Criminal Justice and Legal Studies appointed two experts as adjunct professors, namely Prof. John Winterdyk and Dr. Frank Porporino. Both are accomplished and well-published academics in Criminal Justice and Criminology. Additional capacity was gained through a partnership with the University of South Africa, in terms of which Profs. Charl Cilliers, Willem Luyt and Johan Kriel will offer certain courses in Correctional Management.
SCHOOL OF COMMUNICATION, CRIMINAL JUSTICE AND LEGAL STUDIES (SCCJLS)

- Ms Marianne Egli, a volunteer guest lecturer, who manages her own marketing communications firm in Switzerland, worked in the Department of Communication, as part of the initiative by 360 Education Partnerships. Her focus was project work by students to mark the 15th Anniversary celebrations of the Polytechnic. The project engaged second-year students with a regular teaching output of seven hours per week. Ms. Egli also shared her vast experience with staff on a number of issues.

COMMUNITY SERVICE
NETA (Namibian English Teachers’ Association) is the Department of Communication’s community project. Staff members were actively engaged in planning activities for the year. Two workshops were presented, both sponsored by the British Council. NETA was awarded £2 000 to start more associations in the regions. Fitch O’ Connell from British Council in Portugal, Prof. Mbongeni Malaba from the University of KwaZulu Natal and Joaquim Raphael from the English Institute in Angola were the presenters of a workshop held in Oshakati to launch ‘NETA North’. Plans are afoot to launch ‘NETA East’ in Katima Mulilo as well. An executive committee was formed to investigate the feasibility of this option.

RESEARCH AND PUBLICATIONS
The Department of Communication was actively involved in research and publications. The following faculty members published books and papers:
Dr. MJ Lunga’s book, An Exploration of African Feminism: A Postcolonial Reading of Yvonne Vera’s Writings was published by Lambert Academic Publishers: Saarbrucken. Germany.

NAWA - Journal of Language and Communication, the Polytechnic’s own publication, was published on schedule and attracted many articles by academics from the Polytechnic and the region:


SCHOOL OF COMMUNICATION, CRIMINAL JUSTICE AND LEGAL STUDIES (SCCJLS)


RESEARCH PROJECTS/OTHERS

Open Educational Resources (OER) Project

A delegation from UNESCO, Paris was hosted by the Rector with the aim of establishing whether the Polytechnic – through the Department of Media Technology – would pilot an Open Educational Resource (OER) Project. Building inclusive knowledge societies through information and communication is one of the overarching objectives of UNESCO's Medium-Term Strategy. This is directly linked to the Plan of Action which resulted from the World Summit on the Information Society (WSIS, 2006) in Tunis, Tunisia. Needless to say, the Polytechnic expressed interest in this Project, and was pleased to be selected as the host of the Pilot Project.

Digital National Archiving (DNA) Project

This Project entered its fourth year of operation, and each year we grow in wisdom with regard to our role in a developing nation. Two senior professors and five students from Utah Valley University (UVU) in the United States spent one month training journalism students in preparation for work in the DNA studio. The team - in partnership with Polytechnic staff and students - continued with work on documents stored in the National Archives of Namibia, recorded the oral history of Namibians in Okangwati, and added to the pictorial record of images pertaining to this project. This is a project with many facets and is worthy of being funded. We will redouble our efforts to get more development partners on board to ensure that we come closer to the set goals. During this period, UNESCO supported a three-day training course which focused on the following topics: Critical Elements in Establishing Digitisation Programmes; Conversion Policy and Techniques; the Use of Greenstone and the Importance of Meta-data; and Copyright for Open Content (Creative Commons). Archivists from Lesotho, Swaziland and South Africa also participated.

ICENAM Project

The Department of Communication embarked on a major research project under the auspices of the International Corpus of English Project (Hong Kong). Five members of the department under the project leader, Dr. Sarala Krishnamurthy, are in the process of compiling the Namibian Corpus of English which, in future, will be made available for researchers in sociolinguistics and related fields. Namibia is the fifth country in the African region and the first in southern African to develop a corpus.

CONFERENCES, WORKSHOPS AND SEMINARS

Gender in Media Education (GIME) Regional Conference

The above conference – which featured the Polytechnic’s work with regard to Gender Mainstreaming quite prominently – was organised by Gender Links and took place in Johannesburg at the end of March. The Rector of the Polytechnic was the keynote speaker. This is indicative of the Polytechnic’s support for the redressing of gender imbalances and especially the work of the Department of Media Technology regarding the mainstreaming of gender into the journalism curriculum.
SCHOOL OF COMMUNICATION, CRIMINAL JUSTICE AND LEGAL STUDIES (SCCJLS)


- Mr. Rewai Makamani presented a paper at the International Conference of the Southern African Folklore Society (hosted by UNISA) on “Taking the initiative in preserving oral traditions: a case study of the 2009/2010 cultural festivals at PoN.”

- Ms. Stephanie de Villiers presented a research paper on “Transparency in the Resettlement process in Namibia” at the 2010 FIG (International Federation of Land Surveyors) conference in Sydney, Australia. She has made arrangements to publish her paper.

- Mr. Stephanus Nambili participated in the World International Property Organisation (WIPO) - Thailand Summer School on Intellectual Property, in Bangkok, Thailand in May 2010.

- Mrs. Emmy Wabomba served on the organising committee for the Second International APEDIA (Academic Partnership for Environment and Development Innovations) Conference on Sustainable Land Use in Africa under the theme: “Land Use and Climate Change: challenges and opportunities for adaptation strategies.” The conference was held in Windhoek in August and focused on strategies for adaptation to climate change in Africa, with the emphasis on land use implications. The selected theme approached land use from different angles, including environmental, socio-economic, cultural and legal aspects.

STAFF AND STUDENT EXCHANGE

- Ms. Elva Gomez de Sibandze spent two weeks in Finland on a staff exchange programme, in January. The workshops in both Turku and Helsinki focused on Community Journalism. She had the opportunity to meet with 3rd year Experiential Learning students who spent three months in Finland (January to March).

  Diakonia University, Turku, covered by snow in January 2010 - Photo: E. Gomez de Sibandze

- Two students from Germany attended service-course classes in English. They settled down very well and showed good progress while working with fellow students.
COURSE DEVELOPMENT AND OFFERINGS

The very first fully-fledged e-learning course, developed as an exit-level service course, was developed and offered by the Department of Communication.

More students than in previous years were enrolled: 223 students registered for eight (8) different English courses, ranging from Starters English to Business Communication. Classes for Oshikanyama, Afrikaans, Portuguese and German Beginners, as well as Portuguese Intermediate were offered. Some of the courses offered in response to market needs were:

• French and Portuguese courses for Namibia Defence Force (NDF) staff;
• A tailor-made course for employees of the Roads Authority;
• English classes for Cuban professionals working for the Ministry of Local Government;
• Starters Italian (new).
SCHOOL OF ENGINEERING (SOE)

DEAN’S MESSAGE
The School has continued to fulfill its mandate in respect of teaching, research and service.

We continued to subscribe to both internal and external quality assurance systems that ensure the production of highly employable graduates, from vocational to degree levels. The School continued to offer Bachelor of Technology (B.Tech) programmes in Civil, Electronic, Electrical and Mechanical Engineering, and enhanced its delivery of the Professional Bachelor of Engineering (B.Eng) programmes in Electronics and Telecommunication, Electrical Power, Civil, Mechanical and Mining Engineering. The first cohort of Professional Bachelor in Civil Engineering students will graduate in 2012.

We are proud to report on the quality of our engineering programmes. In 2010 a desk review of our entire range of B.Eng programmes by the Engineering Council of South Africa (ECSA) resulted in the preliminary finding, that all programmes meet the requirements for professional bachelor degrees in engineering. Favourable comments on the quality of the programme in terms of curriculum, mode of teaching and quality assurance measures, etc. provided a motivational boost which was warmly welcomed by all staff.

While continuity provided reassurance and stability to our stakeholders, the year was characterized by the addition of a number of new undergraduate and graduate qualifications. Thus, we introduced the Bachelor of Architecture, which started with a reasonably large number of students. At graduate level, the School introduced the Master of Transportation Engineering and worked on the implementation of the Master of Integrated Water Resources Management. Both fields present tremendous challenges in this part of the world, which are currently not being met by the available local expertise.

CONTACT INFORMATION
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• Tel: +264 61 207 2106
• E-mail: fvanwyk@polytechnic.edu.na

POLYTECHNIC BACHELOR OF ENGINEERING PROGRAMME GIVEN GO-AHEAD BY ENGINEERING COUNCIL OF SOUTH AFRICA (ECSA) Preliminary findings of ECSA: “The ECSA findings are that the proposed curricula of the Engineering Programmes … meet the requirements of the ECN STANDARDS FOR PROFESSIONAL BACHELOR DEGREES IN ENGINEERING, B.SC.(ENG) and B.ENG: ECN/DOC 01/07.”
NEW DEGREE AND TRAINING PROGRAMMES

Bachelor of Architecture Honours
History was made in Namibia this year when the School started architecture training in Namibia. This became possible after intensive discussions and close cooperation with the Namibia Council for Architects and Quantity Surveyors and the Government. In an effort to expand on its activities and ensure excellence in their academic and professional deliveries, the department established meaningful partnerships with credible academic and professional institutions regionally and internally, including Tshwane University of Technology and the University of Pretoria.

Master of Transportation Engineering
The Master of Transportation Engineering was introduced in the Department of Civil Engineering. The School realized the tremendous benefit this field has in shaping key infrastructure anywhere. Access to smooth and uninterrupted road networks forms the backbone of any country’s development, and recently record rainfall locally, regionally and worldwide has underpinned the tremendous importance of the field in any country. The programme has resulted in frequent visits by professors from credible international institutions. Through course offerings, symposia, workshops on ground-breaking topics etc., we have established new partnerships and collaboration with well-recognized international research institutes, such as the Bundesanstalt für Straßenwesen (Federal Highway Research Institute, Germany).

Master of Integrated Water Resources Management (M.IWRM)
The Polytechnic has been a member of the SADC-WaterNet programme since 2007. This is because of the tremendous importance water has in all sectors of human development, more especially in Namibia and SADC countries. The Polytechnic has been offering the module “Water for People”. In recognition of this contribution WaterNet has contributed to the establishment of the WaterNet Endowed Professorial Chair at the Polytechnic. Thus, a fully-fledged Master of Integrated Water Resources Management (M.IWRM) has been developed in collaboration with other universities in the SADC region referred to as “Waternet”, for introduction in 2012. This degree has immense potential to contribute to the training of high-level manpower in water resources management in the region.

COMMUNITY SERVICE

Mobile Science Laboratory (MSL) donated to Rietquelle Junior Secondary School, Aminius
The Polytechnic continues to recognise the importance of appropriate knowledge in mathematics and science subjects at pre-tertiary levels for admission into Engineering programmes. Studies have established that the lack of laboratory exercises in Namibian schools, especially those in remote areas, have tremendously limited learners’ opting for engineering studies due to low pass rates in these subjects. Hence the School, in partnership with UNESCO and via the Ministry for Education, launched the “Mobile Science Lab for Rural Schools” project. Rietquelle Junior Secondary School in Aminius was selected to pilot the project; the science equipment was delivered to the school and training of teachers commenced. The equipment is now being used to facilitate the teaching of science in this rural junior secondary school, and the outcomes of the project will serve as lessons for future engagements.

SOE involved in International Teacher-in-service Training for Science
The School participated in the Teacher In-service Training Programme, an initiative of the IEEE held in Lusaka. The event attracted engineering and science teachers from various SADC member states and focussed on how graduates can assist high school teachers in the use of simple but effective methods to teach science subjects in high school. The techniques learned in the programme have been transferred to teachers at Namibian schools to improve their teaching skills, thereby paving the way for further collaboration between IEEE and schools in Namibia.
SCHOOL OF ENGINEERING (SOE)

Assistance to Industry - custom-designed training programmes
The School is committed to assisting industry to mount gap-filling training courses. Its Department of Vocational and Technical Education and Training was actively involved in the uplifting of vocational instructors competence at the Namibia Maritime and Fisheries Institute, NAMFI.

Local Industry - Namibia Ports Authority
In order to make the training it offers relevant to industry, the School has continued to foster cooperation with local industry. Another important co-operation landmark was reached with the conclusion of an agreement with Namibia Ports Authority (Namport).

INTERNATIONAL PARTNERS
The School signed Memoranda of Understanding with the following international institutions: Moscow State University, University of Zambia, and Copperbelt University, Zambia. This adds to the long list of academic partnerships already established in previous years.

VISITING SCHolars
One of the strategies of the School is to collaborate with international experts as visiting professors and researchers. The School was privileged to host the following colleagues from partner institutions during the year under review:

<table>
<thead>
<tr>
<th>Visitor</th>
<th>Affiliation</th>
<th>Assignment</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Christian Merz</td>
<td>B360 Education Partnership</td>
<td>Design and Manufacturing courses with the use of CNC machines with robots</td>
<td>Mechanical</td>
</tr>
<tr>
<td>Prof. Sigurd Scheuermann</td>
<td>Department of Architecture</td>
<td>Architectural Design</td>
<td>Architecture</td>
</tr>
<tr>
<td>Dr. Saskia Hollborn</td>
<td>FH Aachen (UAS), Germany</td>
<td>Airprt Design for Master of Transportation Engineering</td>
<td>Civil</td>
</tr>
<tr>
<td>Prof. Walter Pichler</td>
<td>Retired Professor of Civil Engineering from CUAS Austria University of</td>
<td>Traffic Economic for B.Eng &amp; Environmental Problems of Traffic Routes for M.Eng</td>
<td>Civil</td>
</tr>
<tr>
<td></td>
<td>Applied Science (UAS), Carinthia, Austria</td>
<td></td>
<td></td>
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<tr>
<td>Prof. Sanga Tangchawal</td>
<td>Mahidol University in Thailand</td>
<td>Geomechanics – Rock Mechanics</td>
<td>Mining &amp; Civil</td>
</tr>
<tr>
<td>Dr. Sarunya Promkotra</td>
<td>Khoen Koen University in Thailand</td>
<td>Environmental Engineering in Mining</td>
<td>Mining &amp; Civil</td>
</tr>
<tr>
<td>Prof. Steven Plaum</td>
<td>UAS Wiesbaden, Germany</td>
<td>Building Costing &amp; Pricing</td>
<td>Civil</td>
</tr>
<tr>
<td>Prof. Thomas Krause</td>
<td>UAS Aachen, Germany</td>
<td>Building Costing &amp; Pricing</td>
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<tr>
<td>Prof. Norbert Kramer</td>
<td>UAS Aachen, Germany</td>
<td>PoN-UAS Aachen Partnership officer</td>
<td>Civil</td>
</tr>
<tr>
<td>Prof. Hans-Joachim</td>
<td>Darmstadt University, Germany</td>
<td>Research and Teaching</td>
<td>Civil</td>
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<tr>
<td>Holborn</td>
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<tr>
<td>Dr. Michael Mulenga</td>
<td>University of Zambia</td>
<td>Advanced Concrete Design</td>
<td>Civil</td>
</tr>
<tr>
<td>Mr. Niel Wieffering</td>
<td>Cape Peninsula University of Technology, South Africa</td>
<td>Rehabilitation and Repairs of Concrete structures</td>
<td>Civil</td>
</tr>
<tr>
<td>Dr. Ludwig Martin</td>
<td>Cape Peninsula University of Technology, South Africa</td>
<td>Project Management</td>
<td>Civil</td>
</tr>
</tbody>
</table>
DEAN’S MESSAGE

This dynamic School is the youngest at the Polytechnic. We train health professionals in the areas of disease prevention, diagnosis, monitoring, management and pre-hospital care. The school also hosts Mathematics and Statistics, and the National Sciences located in a state-of-the-art building. This is an exciting time for the School as we look forward to the first graduates in our programmes in 2011: Environmental Health Sciences, Biomedical Sciences, Emergency Medical Care and Mathematics and Statistics.

The School encourages all faculty members to always strive for the goal of top academic quality. Although we are one of the few regional institutions training future health professionals, this goal is achievable thanks, in part, to twinning and partnership agreements with the University of Arkansas for Medical Sciences (UAMS), Cape Peninsula University of Technology (CPUT), and B360, a Swiss educational initiative.

With our first qualification offered for the first time three years back, we have experienced a huge demand for current programmes and constant requests for new programmes. We are certainly responding to the growing demand for high-quality graduates, locally as well as regionally. Although our programme entry requirements are quite high, the fact that our programmes are over-subscribed allows us to select only the best promising students.

The rapid growth of our School has now compelled the Polytechnic to create additional space to cater for this growth. The School is grateful to the institution for granting us a new building, construction of which will start soon.

Research at universities not only enhances teaching but also faculty development. It is, in fact, also required of our students, in partial fulfilment of the requirements for our Professional Bachelor Degrees. Yet, research funding is a major concern to the School. The cost of equipment, materials and reagents, especially in Biomedical research, rapidly depletes internal institutional research funds. This necessitates a search for external funding, which always comes with own strings attached. We are, however, confident that in time we will be able to address research at a level comparable to our peer universities.
INTERNATIONAL AND LOCAL PARTNERS
The cooperation with many local, regional and international partners speaks to the relevance of our programmes. At local level we partner with the Ministry of Health and Social Services (MOHSS), the Ministry of Agriculture Water and Forestry (MAWF), the National Institute of Pathology (NIP), and Pathcare. Internationally we cooperate with institutions like UAMS, CPUT, DUT, B360, Finish exchange programme. We are currently working on many new partnerships.

The Biomedical Science programme conducted a two-week practical session in laboratories, to prepare third year-students for their work-integrated learning, and also to get practicals up and going for presentation to other groups. Two lecturers from UAMS participated, as well as a lecturer and a lab technician from CPUT. The session was evaluated by participants as very successful. The programme also received a visit from Dr. Doris Kiendl-Wendner from FH Joanneum University of Applied Sciences in Austria, and Professor Moyo paid them a visit in return. Progress was made with the signing of a Memorandum of Understanding, and student exchanges are planned.

PARTNERSHIPS
A response vehicle was funded by the Motor Vehicle Accident Fund (MVAF), while a simulation ambulance was jointly sponsored by the MVAF, Absa Bank, Ausa Rotary Club and Bezer’s Body Works. The donations were handed over at public events. The MVAF continues to support students with bursaries. The programme has formal and informal agreements with industry for the placement of students on experiential learning.

STUDENT EXCURSIONS

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>PLACE</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/2010</td>
<td>Orientation</td>
<td>Windhoek Campus</td>
<td>Expose students to environmental health</td>
</tr>
<tr>
<td>04/2010</td>
<td>Health Education</td>
<td>Rehoboth Community</td>
<td>Identify health related problems in the community</td>
</tr>
<tr>
<td>06/2010</td>
<td>Health Education</td>
<td>Windhoek – local</td>
<td>Swine Flu</td>
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</table>
SCHOOL OF HEALTH AND APPLIED SCIENCES (SHAS)

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
<th>Location</th>
<th>Activities</th>
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<tbody>
<tr>
<td>08/2010</td>
<td>Environmental Pollution Control</td>
<td>Okahandja &amp; Gross Barmen</td>
<td>Water treatment plant, Water Analysis, Water sampling</td>
</tr>
<tr>
<td>09/2010</td>
<td>Experiential Learning Meat Hygiene Practicals – 3rd year students</td>
<td>Katima Mulilo, Keetmanshoop, Mariental, Okahandja</td>
<td>Meat Hygiene, Post mortem inspections, Pre-mortem inspection, Hazard Critical Control Points</td>
</tr>
<tr>
<td>09/2010</td>
<td>Environmental Pollution Control</td>
<td>Gammams Waste Water Plant Mariental</td>
<td>Waste water plant and treatment, Sanitation, Occupational Health &amp; Safety</td>
</tr>
<tr>
<td>10/2010</td>
<td>Environmental Pollution Control, Building Construction Health</td>
<td>Engela - Oshakati</td>
<td>Malaria Spraying, Building Construction, Sanitation, Health Information System</td>
</tr>
<tr>
<td>10/2010</td>
<td>Experiential Learning Meat Hygiene Practicals 3rd Year Students</td>
<td>Katima Mulilo, Keetmanshoop, Mariental, Okahandja</td>
<td>Meat Hygiene Practical Examinations</td>
</tr>
<tr>
<td>10/2010</td>
<td>Environmental Pollution Control</td>
<td>Gammams Waste Water Plant</td>
<td>Describe the different processes for waste water treatment plant</td>
</tr>
<tr>
<td>10/2010</td>
<td>Environmental Pollution Control, Chemistry, Building Construction</td>
<td>Mariental</td>
<td>Differentiate between urine diversion system and solar systems in Mariental, Tour through the dairy plant as well as the pig farm.</td>
</tr>
</tbody>
</table>

Malaria spraying training in the North.

Students at a food factory in Walvis Bay.
VISITORS TO THE SCHOOL

<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>04 2010</td>
<td>Dr. Johannes Mockenhaupt</td>
<td>Lecture - Occupational Health &amp; Safety</td>
</tr>
<tr>
<td>04/2010</td>
<td>Mr. Immanuel Rusford Consultant, South Africa</td>
<td>Lecture modules of Occupational Health &amp; Safety</td>
</tr>
<tr>
<td>05/2010</td>
<td>Dr. David Kalman</td>
<td>Twinning agreement</td>
</tr>
<tr>
<td>06/2010</td>
<td>Prof. Doris Kiendle-Wendner</td>
<td>Twinning agreement</td>
</tr>
<tr>
<td>08/2010</td>
<td>Ms. Janine Ray B360</td>
<td>Practicals in Laboratory and development of Manuals for Practicals for the Department.</td>
</tr>
<tr>
<td>08/2010</td>
<td>Mr. Esay Toukanitty</td>
<td>Developing in the Natural Sciences curriculum and Health Chemistry</td>
</tr>
<tr>
<td>09/2010</td>
<td>Mr. Herwig Mandl B360</td>
<td>Lecture – Modules in Occupational Health &amp; Safety</td>
</tr>
<tr>
<td>10/2010</td>
<td>Prof. Creighton Peet</td>
<td>Exchange Programme</td>
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</tbody>
</table>

SELECTED PUBLICATIONS


SCHOOL OF INFORMATION TECHNOLOGY (SIT)

Dean’s Message
The School contributed significantly towards national and international visibility of the institution. Numerous publications, presentations at workshops, conferences and organisations elevated our research profile. Information Technology students attended a national research symposium and populated the SIT boot at the annual Telecom ICT summit. A number of newspaper articles reported on the success and outstanding abilities of our students and alumni inside Namibia and abroad.

Our realisation that the continuous communication of our operations as a premier academic service provider in the field of IT has a positive effect on our relations with the local IT-industry, led to the development of a content management system (SIT website) which gives us an effective and efficient reporting tool. We have thus gained recognition as the No. 1 local producer of capable, market-ready, and ambitious IT graduates, while our updated website provides further marketing of our success stories.

Our good relationship with industry partners became obvious with generous award contributions and at the launch of the Post-graduate Certificate of IT, which has received a very positive reception for its industry relevance; it is at the cutting edge of development.

International relations were further expanded and fostered through new MOUs and international visitors supporting Polytechnic research and teaching activities. All in all, it has been a busy year in preparation for intensified industry relations and continuous high quality of teaching and research output over the years to come.

COMPUTER SYSTEMS AND NETWORKS
- A TREND OVER THE YEARS
Whereas SIT has strong academic departments, it is worthwhile to single out and feature the Department of Computer Systems and Networks (CSN). This department has over the past years had the highest student enrolment. A glance at what the department offers explains the students’ preference. The department is responsible for the education of future systems administrators, computer network technicians, and related technical personnel. It also prepares future researchers and network engineers. The department offers one undergraduate degree, the Bachelor of IT: Systems Administration and Networks, and one postgraduate qualification, the Bachelor of IT (Honours): Computer Networking. It also offers selected courses in the Master of Information Technology programme as well as for various other qualifications at the Polytechnic.

Starting from humble beginnings in 1999, when the department became a member of the Cisco Networking Academy Program, several staff members have since then made computer networking their primary area of specialisation. A separate National Diploma programme was designed in 2002, a B.Tech programme followed in 2003. When SIT, until then housed in the School of Engineering, was founded in 2006, CSN developed into a separate department. CSN today consists of ten academic staff members with a wide range of qualifications and industry experience. The networking team received the Global Recognition Award for Excellence in Teaching from Cisco Systems in 2007, and has been honoured multiple times since then, both as a group and individually, for outstanding scholarly performance in the area of computer networking.
SCHOOL OF INFORMATION TECHNOLOGY (SIT)

MILESTONES

The year has been a turning point for the School in terms of its involvement in research projects and improvement of academic qualifications for staff members through detailed criteria and personal criteria. Three lecturers started their PhD studies at South African universities, six are advancing their post-graduate degrees in Namibia or abroad, and one lecturer is preparing for an important industry certification, the Cisco Certified Internetworking Expert (CCIE).

NEW PARTNERSHIPS

Collaborative agreements were signed with the following institutions:

• SAP University Alliance agreement.
• MOU with University of Science and Technology Gelsenkirchen, Germany. Prof. Manfred Meyer, a regular visitor, taught in the MIT programme and held workshops on contextual targeted advertisements.
• MOU with University of Aalborg, Denmark. Several exchanges took place under this agreement, including research to implement and evaluate a scenario-based 3D simulation system with embedded community videos at our pilot site in Omaheke.

SHOWCASE:

MTC Endowed Chair in ICT

The Dean travelled to UAS-Suedwestfahlen, Germany and met with the University President and other staff to frame further specific cooperation.

ComRate (short for “Communication Rating”) is a derivative tool from the research project on Volatile Concept Mining. ComRate performs an off-line analysis of e-Mail messages, and extracts relationships and communication patterns. Based on heuristics and temporal rules, ComRate can deduce first and second-order relationships (i.e. relationships between two people, none of which is the owner of the mail store being analysed), and visualise the results for further inspection. While still being in an early development stage, ComRate’s potential use ranges from applications in business environments (e.g. to investigate client and competitor relations) to applications in social networks or desktop utilities.

SELECTED PUBLICATIONS AND PRESENTATIONS

• ICSE 2010 Conference, May 2010, Cape Town, South Africa.
• “Towards Contextualised Software Engineering Education” by Jens Fendler and Heike Winschiers-Theophilus.
• CHASE workshop held at ICSE 2010 conference.
• News from the Research and Development of an Indigenous Knowledge Management System Cluster.
• Research that has received worldwide recognition and attention:
  • “Pushing Personhood into Place: Situating Media in the Transfer of Rural Knowledge in Africa” International Journal of Human-Computer Studies [accepted for publication], Authors: Nicola J Bidwell, Heike Winschiers-Theophilus, Gereon Koch Kapuire, Matthias Rehm
  • “Being participated – A community approach” PDC 2010, November 2010, Sydney, Australia, Authors: Heike Winschiers-Theophilus, Edwin Blake, Nicola J. Bidwell, Gereon Koch Kapuire, Shilumbe Chivuno-Kuria
**SCHOOL OF INFORMATION TECHNOLOGY (SIT)**

- “Exploring Success and Failure in Development Informatics: Innovation, Research and Practice – A Revolution in ICT, the last hope for African Rural Communities’ technology appropriation” IDIA 2010, Cape Town, Authors: Gereon Koch Kapuire, Nicola J Bidwell, Heike Winschiers-Theophilus, Edwin Blake, Matthias Rehm, Shilumbe Chivuno-Kuria.

**SHOWCASE:**

**MTC Endowed Chair in ICT**

Mobile Telecommunications Limited (MTC) Endowed Chair of ICT in the School of Information Technology has, for the first time in Namibia, introduced mobile computing and application development skills.

> “We are investigating all possible simple applications that will give more value to the widespread use of mobile services at the community grassroots level and amongst the poor.

For example, by using any cell phone, grassroots communities may be able to access classified material such as job availability, or weather data, while people in the North could report to Government on crises situations such as flooding and crime.”

According to Professor Hippolyte Muyingi, the main challenge of this project is to implement a research laboratory in mobile applications and services development in the School of IT that is at the same time integrated with business start-ups in partnership with the Namibia Business Innovation Centre (NBIC).

The idea is to develop applied research activators that should have trade value (i.e. which are commercialised). “The project is being tackled through research by his Masters students as well as a team of young men (a freelance developer team) of mostly undergraduates who are very keen and enthusiastic to do software development in mobile applications.

Besides doing some market research, the Chair is in the process of developing a few applications, which include:

1. People accessing classified information, e.g. small service suppliers can advertise themselves while their clients, on the other hand, can access information about the availability of their services.

2. Developing mobile learning applications, not only for distance students, but also for on-site students who may access voice recordings of course lectures through mobile phones.

3. An existing application, known as “crowd sourcing application,” is being localised so that people may report to a central point of Government or to the police on any crisis event, e.g. crime or force majeure. Installation of the laboratory has been partly funded by UNESCO but mainly by the Polytechnic, with technical support from MTC. Two of the applications are expected to be demonstrated at prototype level during the first half of 2011.

“In June the first training on mobile application development at the Polytechnic was conducted. Thanks to the support of UNESCO, a dozen junior staff members and Masters Students of the School of IT received training for two weeks.
SCHOOL OF INFORMATION TECHNOLOGY (SIT)

In November, Forum.Nokia organised a special four-day intensive training session on mobile applications development at the Council for Scientific and Industrial Research (CSIR) in Pretoria, which two SIT staff members and one Masters student attended.

The training was the initial step of a partnership with InfoDev Southern Africa Regional Mobile Application Laboratory at the CSIR-Meraka Consortium – a World Bank, Nokia Corporation and Finnish Foreign Affairs multi-million dollar project in Information for Development.

Based on the burgeoning activities in mobile applications development and R&D activities with the Namibia Innovation Centre (NBIC) at the Polytechnic, Forum.Nokia is planning to conduct a series of special training sessions in Namibia by international mobile developers, starting mid 2011.

The Chair continued to advocate for the ICT industry to partner with academia because there is an abundance of local latent potential which can be harnessed to help local industry improve its business. The international trend is to develop R&D in a partnership between industry and academia.
Dean’s Message
This year in particular was a busy but exciting period for our School. With FIFA (Fédération Internationale de Football Associations) 2010 World Cup noises in the background, the School remained focused, picked up our own vuvuzelas, gathered more steam and pressed on for the tasks ahead. We had very ambitious targets, which I can summarise as follows:

• Complete our curriculum revisions and development in line with our institutional curriculum framework and the Namibia Qualification Authority (NQF), which included registration of our programmes. This has been done, except for a few academic programmes.

• Intensify activities with our international partners to enhance visibility of our School and the Polytechnic as a whole. This has been a resounding success.

• Change the research landscape by clustering to have broader participation by all departments. Four research clusters were created and are already functioning as multi-disciplinary research groups.

• Interrogate our teaching and learning systems to devise an improvement plan to increase throughput. This has seen over 30 faculty members participating in internal seminars targeted at enhancing their teaching skills.

• Increase our financial viability as a School through increased intakes and third-stream funding, and to create a student-centred learning environment. The intake was increased by over 11% and this has improved cost recovery. The School intensified its fundraising efforts and won an international bid to implement the USD 9.0-million Millennium Challenge Account (MCA) Communal Support Programme, with Geo-Information Zentrum (GIZ) being the project managers. A number of smaller grants for research, projects, excursions, training and infrastructure were also obtained.

• Target our community service to add more value to staff and students’ university experience. A number of projects were undertaken, which included helping smaller local authorities in land management, supporting emerging farmers, and helping the Walvis Bay Municipality to enhance its tourism potential.

• The School hosted Arbor Day successfully. The entire event, coordinated by Nature Conservation, was planned and executed by the students.
SCHOOL OF NATURAL RESOURCES AND TOURISM (SNRT)

CURRICULUM REVISION AND DEVELOPMENT

The School committed significant resources to major curriculum revision and development, and to aligning all its programmes to the NQF and the new Polytechnic Curriculum Framework (PCF). New Bachelor and Bachelor Honours degrees were implemented and the second year of our Master of Integrated Land Management was implemented, together with the Agriculture Honours. The Hospitality and Tourism, Nature Conservation and the Land Use Planning programmes still needed stakeholders’ consultation before submission to Senate. Along with some third-stream income, we were able to finance some of these activities internally.

INTERNATIONAL ENGAGEMENT

The School continued to attract a number of international projects as well as new partnerships with universities, development organisations and also some private entities. With the four departments being unique but complementary, the School decided to have each department focus strategically in the enhancement of international activities. As a result, we saw the intensification of a few but important projects, which are summarised as follows:

• The University of the Free State (UFS) has been a major partner of the Agriculture Department. A delegation from UFS visited the School to renew our cooperation and define new projects. A new plan was developed and activities include joint post-graduate programme development in extension services, joint research projects, development of scholarship programmes for staff development, and joint participation in the new Southern African Science Service Centre for Climate Change and Adaptive Land Use (SASSCAL).
• The signing of a formal partnership with Justus Liebig University Giessen (JLUG), Germany means that the Polytechnic can now directly benefit from funding that JLUG applies for capacity building, research and staff and student exchange. This signing was preceded by a presentation given by the president of JLUG and the Rector of the Polytechnic during the Solar Energy Partnership with Africa (SEPA) conference in November 2011 in Giessen. Next year’s SEPA event is planned for Windhoek at the Polytechnic. We saw a number of activities in the cooperation including six student exchanges, two joint excursions, and the establishment of the Academic Partnership for Environment and Development Innovations in Africa (APEDIA) network, with Polytechnic as a founding member. This partnership is being implemented in the Department of Land Management.
• The cooperation with the International Institute for Geo-Information Science and Earth Observation in (ITC) Enschede, the Netherlands, had to be renewed due to the merger between the University of Twente (UT) and ITC. The new agreement is aimed at introducing more joint activities. ITC being the Erasmus Mundus Coordinator of Lot 10, we foresee ITC playing a crucial role in the planned Intra-ACP call by the EU. Several applications were made to NUFFIC for joint international refresher courses with ITC, two of which will be hosted at the Polytechnic late in 2011. A spin-off of the Polytechnic-UT-ITC cooperation is the signing of a cooperation agreement with Lund University, Sweden, focusing on Geographic Information Systems (GIS).
• The Hospitality and Tourism department through the Spanish-funded project, continued to engage with the University of Barcelona, Spain. This co-operation includes student exchange, joint research and seminar hosting. We hosted a joint seminar at the Hotel School with the Hospitality Association of Namibia that brought international speakers (more details under conferences and seminars).
• The Nature Conservation Department continued to work with the University of Florida in a capacity building programme in Community-Based Natural Resources Management (CBNRM), at SADC level. Applications for funding were submitted to the US-funded Higher Education for Development (HED). This project involved Rhodes University (RU) and University of Namibia (UNAM).
• The School continues to host Fulbright Scholars each year and was privileged to have Prof. Larkin Powell in the Department of Nature Conservation.
SCHOOL OF NATURAL RESOURCES AND TOURISM (SNRT)

- The School coordinates the Erasmus Mundus activities at the Polytechnic. It represented the Polytechnic at the Lot10 board meeting held in Belize in February 2010.
- Details of these and other international engagements can be found on our school website.

RESEARCH

The school continues to contribute the most in terms of research and research output at the institution. To create a broad-based research programme in the School that involves at least 80% of faculty, the research clusters were formed that will act as catalysts for research. These clusters include:

1. Land, Agriculture and Water, with an over-arching objective of conducting research in these fields;
2. Biodiversity and Eco-Systems, with an over-arching objective of conducting research that maintains and enhances biodiversity and eco-systems functions and services;
3. Wildlife and Tourism, focusing on management and eco-tourism to enhance benefit of conservation;
4. GIS, Remote Sensing and Appropriate Tools (GREAT) cluster that will support the other clusters by finding new ways of using GIS and remote sensing tools through research and development.

The result of this initiative has been very remarkable. The School is ready to participate almost seamlessly in the SASSCAL initiative since the priority areas of the science programme are covered by our research clusters. It hopes to attract funding into each cluster and develop post-graduate academic programmes to enhance research experiences of students and faculty. The School participated in the National Research Symposium, organised by the Ministry of Education, where it made many presentations.

In addition, the School is a founding member of the Academic Partnership for Environment and Development Innovations in Africa (APEDIA) network with the following university partners: JLU of Germany; North West University, South Africa; Makerere University, Uganda, Bangalore Agriculture University, India; and
Hawassa University, Ethiopia. This is an academic network that conducts joint research and academic programme development initiatives aimed at understanding how climate change and land use practices are related. The network seeks to frame innovative ideas of creating conditions and capacities in partner countries to contribute towards sustainable land use and management. The initial funding for this network was obtained from the German government via the Deutscher Akademische Auslands Dienst (DAAD).

The Concept of Clustering

- Development & Application of Spatial Technologies (DAST)
- Land, Agriculture & Water (LAW)
- Climate Change & variability
- Socio-economic Development
- Livelihood
- Processes (Policies & practices)
- Ecosystems & Biodiversity (ECOB)
- Wildlife & Tourism (WIT)

African Monitoring of the Environment for Sustainable Development (AMESD)
The Land Management Department, GIS section joined the EU and AU sponsored research programme called African Monitoring of the Environment for Sustainable Development (AMESD). The satellite downloading station was installed at the Polytechnic and will be launched mid 2011. The station is currently able to download data and processed images targeting drought and agriculture applications while the station setup will be expanded to include the fire application during the month of April.

Two faculty members attended a two-week training programme on the AMESD agriculture and drought applications in South Africa. The colleagues scored the highest ratings during their assessment, out of all participants from eleven countries represented at the training. They were accompanied by an official from the Ministry of Agriculture. Another faculty member attended the AMESD Systems Administration training in South Africa. The three colleagues will provide local training on the satellite data applications to their colleagues at the Polytechnic and to other stakeholders in Namibia in the coming years.

As a spin-off to this, the Department of Land Management plans to establish an Earth Observation and Satellite Systems and Applications Research and Training Centre (EOSSA-RTC) to complement the AMESD satellite data downloading centre. A draft proposal has been prepared and applications for funding will be submitted early 2011 and will cooperate with UT-ITC, Lund University, Cape Peninsula University of Technology (CAPUT) and Deutsches Zentrum für Luft- und Raumfahrt e.V. (German Space Agency) in München.

Agri-Business and Technology Development Unit
The Agriculture department embarked on a journey to develop an Agri-Business and Technology Development Unit, a centre that will focus on doing research and development targeted at improving the business aspects of our agriculture sector, especially the participation of small and emerging farmers. A business plan was submitted and adopted by the School board.
### Special Projects

#### MCA- Communal Land Support Programme (special focus)

The School, through the Department of Land Management, participated in an international bid to implement on behalf of MCA the Communal Land Support Programme in cooperation with Gesellschaft für Technische Zusammenarbeit (GTZ, now Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation, or GIZ). The Polytechnic is the technical partner while GIZ is the project manager.

The project has established two secretariats, one in Oshakati and the other at the Polytechnic. The GIT section is actively involved in this project, with students and faculty engaged at various levels. It involves the use of ortho-images for identification and registration of communal land rights in selected project areas of the North. Nineteen students were engaged in image classification, with supervision and technical support provided by the GIT section of the Land Management Department.

#### CuveWaters Project

In 2008, the Polytechnic committed itself to the CuveWaters Project. The project is implemented by the Institute for Social-Ecological Research (ISOE), Frankfurt and funded by the Bundesministerium für Bildung und Forschung (BMBF, Germany).

The project is aimed at introducing four technology mixes for integrated water resources management in the north of Namibia. The School took over the project in 2010 and has developed training programmes with ISOE for implementation in 2011. It will also provide research fellowships to Bachelors, Honours and Masters students, including in-service training support.

### Financial Viability and Third-Stream Income

The School recognises the need to be financially sound and continues to explore various ways and means to strategically enhance financial sustainability of the academic programmes as well as international research and community services activities. The school started increasing its intake quotas systematically and deliberately each year to increase cost recovery ratios. In 2010, an 11% increase in enrolment was realised and the intake stood at over 930.

Third-stream income increased tremendously due to special projects and grants applications that were made. A number of advisory services also earned the School some money, which supplemented the operational and capital budget. The largest injection came from the MCA Communal Land Support Programme. We hope to increase targeted third-stream income from initiatives that are in their infancy. ILMI continues to be the vehicle for third-stream income generation.

The Hotel School expansion project kicked off well and is expected to be completed by mid-2011. This unit has made tremendous progress towards full integration of students into its operations. The continued business growth of the hotel’s operations has attracted major businesses such as Telecom Namibia (10), Namibia Fish Consumption Promotion Trust (24) NamPower (8) Scrap World (21), Crenshaw Christian Centre (22), I-Tech (4), Ministry of Health (43), AgriBank (12), SAMGI (10), Standard Bank (10), Chamber of Mines (45), Gender Links, GTZ-RPRP (6), MVA (43), just to name a few. The business conducted varied from end-of-year parties, conferences and seminars to external catering. Students participated in all of these events and it signals great potential for enhancing students’ experiential learning through such commercial activities. The specials and cuisine continued to attract a dedicated patronage which is projected to grow even further when the new extension is completed by mid-2011.
COMMUNITY SERVICE

The School has always guarded against the idea of becoming an ivory tower that has little or no relevance to the community. This is evident in a number of community projects that we are engaged in. Below is a sample of our long list of community projects:

The first of the Interdisciplinary Seminar Series (ISS) was delivered on 13 March on Open Source Desktop Mapping. The ISS was well attended by staff from the public, private and educational sector. Due to popular demand this was followed by a second Interactive Seminar for staff and other interested parties in April, on Open Source GIS.

The Department of Land Management is engaged in an ongoing project with the Omaheke Regional Council that will result in the formalisation of two resettlement areas and the Buitepos border settlement. The GIS section, with the help of an exchange student, developed and organized a two-day workshop in June 2010 to introduce GIS to Geography teachers as a tool to enhance Geography teaching and learning in schools. Fourteen teachers from 10 secondary schools in Windhoek participated, including two private schools.

A trip to South Africa was conducted by the Agriculture Department to observe and document a particular grazing strategy, and the video was shown in Windhoek to the farming community. The department continues to have a dedicated column in the Agriforum magazine as a visibility strategy but also as an information dissemination platform to reach a wider section of stakeholders.

The School continued to represent the Polytechnic in different national and regional initiatives as technical working group member, steering committee member or as board member. These include the Square Kilometre Array (SKA) Technical working group, the SASSCAL Regional Technical Committee, the Formalisation of Informal settlements in Katima Mulilo and Rundu via a Lux-Development-funded project, and as a member of the CPP National Steering Committee.

LIST OF PUBLICATIONS FROM THE SCHOOL

Journal Articles:


SCHOOL OF NATURAL RESOURCES AND TOURISM (SNRT)

Book sub-chapters:


Proceedings:


SCHOOL OF NATURAL RESOURCES AND TOURISM (SNRT)


Posters:

Newsletters:

Technical reports:
LIBRARY (INFORMATION AND RESOURCES CENTRE)

With a collection of 71 180 printed volumes and more than 111 000 e-journals, the Polytechnic Library is one of the largest and most dynamic libraries in Namibia. The library not only offers information and services to the Polytechnic community of more than 12 000 students and staff, but also has 572 external members. This explains why the library had 641 872 visitors (head count) during 2010.

The library is central to the Polytechnic's mission of excellent education, applied research, innovation and service, and is the one of the units that serves all the academic disciplines. The library is essential for the intellectual vitality of the Polytechnic community and the country at large.

The library does its best to acquire new resources, preserve existing materials, and keep pace with cutting-edge technologies that offer multiple formats and improved access to information. This year it added 8 932 volumes to the printed collection, while about N$1 million was spent on e-journals and e-books.

Another important development was the launch of the Polytechnic's institutional repository. We reported on the preparatory phase in 2009. The repository is called Ounongo, after the Oshiwambo and Ojherero word meaning “knowledge”.

The purpose of the Ounongo Repository is to collect, organize, archive, manage and disseminate the intellectual output of the Polytechnic’s staff and post-graduate students. This is also a tool that showcases the research being done at the institution. Ounongo is growing steadily, and by the end of 2010, 146 documents had been added to the repository.

Collection Development

<table>
<thead>
<tr>
<th>Books &amp; Audio Visual</th>
<th>N$3 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of items purchased and added to library collection</td>
<td>-</td>
</tr>
<tr>
<td>Number of titles purchased</td>
<td>8 932</td>
</tr>
<tr>
<td>Amount spent on e-books and e-journals</td>
<td>N$1 million</td>
</tr>
<tr>
<td>Periodicals budget for 2010</td>
<td>-</td>
</tr>
<tr>
<td>Printed periodical subscription</td>
<td>-</td>
</tr>
<tr>
<td>Amount spent on e-journals</td>
<td>-</td>
</tr>
<tr>
<td>No of e-journals subscribed to</td>
<td>110 000</td>
</tr>
<tr>
<td>Donations received in 2010</td>
<td>-</td>
</tr>
<tr>
<td>Total number of items in stock, 31 October</td>
<td>71 180</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 Brahm & Haydn St., Windhoek West
Postal address:
P/Bag 13388, Windhoek, NAMIBIA
OFFICE OF THE DEAN OF STUDENTS

This Office (DOS) provides academic support services for students. In fact, what is hidden behind these humble and unpretentious words is a service domain of its own, which, although functionally directly connected with the educative mandate of the institution, goes far beyond the curriculum. At face value the services comprise health, social welfare, counselling and HIV/AIDS coordination, job placement services, accommodation, sport and culture, and hostel and kitchen. But looking at it just under the limited perspective of domain names would seriously miss the point.

DOS team members deliver against the backdrop of a set of corporate values, such as Positive Morale, Quality Service, Commitment, Conducive Climate, Success, Discipline, Respect and Professionalism. In doing so, they ensure that the Office plays an important role in the formation of the young student personality.

For many students, entering tertiary education does not only mean increased complexity and volume of learning; it also means encountering a world of unprecedented opportunities on and off-campus which had been closed to most of them before, and for which they are often unprepared.

Being a facilitator of opportunities, but also of risks and challenges of the modern world, brings huge social responsibilities to any institution of higher learning, which cannot be taken care of in the classroom. In this respect DOS serves as companion and stable reference for any student deep into his or her adolescence. The work of DOS is therefore an indispensable complement to the academic experience. The Polytechnic would not be able to achieve its main goal - the production of a complete, well rounded graduate - were it not for the services rendered under the auspices of this Office.

In less abstract terms, Student Affairs translate into a myriad of actions falling into any of the domains mentioned above. Reporting on them here in detail is virtually impossible because this unit’s report is lengthy. The full report can be downloaded or accessed at www.polytechnic.edu.na/student_life/current_student/dean_students/Annual Report/2010.php. A brief overview of selected services rendered by the various sections is provided here:

<table>
<thead>
<tr>
<th>Services</th>
<th>Workshops and Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>• First Aid</td>
</tr>
<tr>
<td></td>
<td>• Family Planning</td>
</tr>
<tr>
<td></td>
<td>• Sexually Transmitted Infections (STIs)</td>
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<td></td>
<td>• Condom Day</td>
</tr>
<tr>
<td></td>
<td>• Pap smear and breast examination</td>
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<tr>
<td></td>
<td>• National HIV/AIDS testing day</td>
</tr>
<tr>
<td></td>
<td>• Emergency vaccination campaign</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>• Stress Management</td>
</tr>
<tr>
<td></td>
<td>• Date Rape and Sexual Harassment</td>
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<tr>
<td></td>
<td>• Relationship</td>
</tr>
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<td></td>
<td>• Self-esteem</td>
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<tr>
<td></td>
<td>• New Student Orientation</td>
</tr>
<tr>
<td></td>
<td>• Violence against women and children</td>
</tr>
<tr>
<td></td>
<td>• Alcohol and drug abuse awareness</td>
</tr>
<tr>
<td></td>
<td>• Unsafe abortion and family planning awareness</td>
</tr>
<tr>
<td></td>
<td>• Debating society</td>
</tr>
<tr>
<td>Student Counselling &amp; HIV/AIDS Coordination</td>
<td>• Student Leadership</td>
</tr>
<tr>
<td></td>
<td>• Study Skills</td>
</tr>
<tr>
<td>Job Placement</td>
<td>• CV writing</td>
</tr>
<tr>
<td></td>
<td>• Career Fair</td>
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<td></td>
<td>• Mock interviews</td>
</tr>
<tr>
<td></td>
<td>• Job placement</td>
</tr>
<tr>
<td>Accommodation, Sport &amp; Culture</td>
<td>• Hostel accommodation</td>
</tr>
<tr>
<td></td>
<td>• CUSCA games</td>
</tr>
<tr>
<td></td>
<td>• Cultural Festival</td>
</tr>
<tr>
<td>Hostel and Kitchen</td>
<td>• Breakfast, lunch, dinner</td>
</tr>
</tbody>
</table>
OFFICE OF THE DEAN OF STUDENTS

ANTHROPOLOGY IN ACTION: 15TH CULTURAL FESTIVAL

Although no more than about 2.5 million people in total, the Namibian nation hosts an astonishing variety of ethnic groups with an equally wide diversity of languages, from three language families: Indo-European, Bantu and Khoisan. The dialects within each family are too numerous to mention here. But it may be not far-fetched to presume that all are represented by our student body. Add to that the international students and the manifold provenance of our faculty, and a wide range of different cultures are united on our campus.

The 15th annual Polytechnic Cultural Festival, which took place in August 2010, once again gave students the opportunity to celebrate unique aspects of cultural diversity from the different regions of Namibia and beyond.

The festival was honoured by the presence of the Founding President and Father of the Namibian Nation, Dr. H.E. Sam Nujoma, who as keynote speaker reminded the students that culture is the backbone of the Namibian nation.

The concept of culture is arguably the single most difficult term in anthropology. For instance, the term culture is used as a synonym for societies, as when one speaks, in everyday language, about other ‘cultures’. But in the 1960s interpretive anthropologist Clifford Geertz suggested that culture should rather be seen as shared meaning expressed through public communication. Included here is the definitional presupposition that those who share a culture also share a world view and speak the same language, literally and metaphorically. Against the backdrop of the latter definition Namibia is certainly a ‘multicultural society’, and so is our campus.

The Cultural Festival serves to celebrate a sense of belonging for different social, religious and geographical groups. But it is only on the surface that diversity is focused on as “differences”, because the display of cultures is not emphasised as something which divides humanity but something that unites it. The attention is not simply on that which distinguishes groups from one another. The essence of this annual event is the public demonstration of our view that whereas actual expressions of culture may be obviously unique and variable, at a deeper level they refer to something universal.

The Students Representative Council (SRC) assisted the Office by recruiting three coordinators who, together with 45 Committee members, planned and organised the Cultural Festival from start to finish.

The Cultural Festival programme included a delightful array of entertainment, culinary experiences, games, competitions, music, dancing and poetry.

“Omushiinda goye esipa lyothingo” – “Your neighbour is your backbone”
CENTRES OF EXCELLENCE

- Centre for Open and Lifelong Learning
- Centre for Teaching and Learning
- Centre for Entrepreneurial Development
- Namibia Business Innovation Centre
- Renewable Energy and Energy Efficiency Institute
- Namibian German Centre for Logistics
CENTRE FOR OPEN AND LIFELONG LEARNING (COLL)

The Centre for Open and Lifelong Learning (COLL) has earned international recognition and distinction for the design and delivery of supported open and distance learning.

THE CENTRE IS COMMITTED TO:

• Facilitating access to high-quality university education;
• Collaboration across organisational boundaries and the intelligent application of technology to provide high levels of service which are valued by students;
• Providing the most appropriate and effective learning and teaching media and support services;
• Providing student-centred learning experiences;
• Providing programmes that meet individual lifelong learning needs; and
• Continually enhancing the quality of course materials and support services.

This recognition is epitomised in the Commonwealth of Learning Award, which COLL received in 2010 for its significant institutional achievements in the innovative and effective application of learning technologies and open and distance learning technologies to reach students who might otherwise not have participated in the learning. The award puts the quality of our e-learning endeavours in perspective. Whereas e-learning has been used to support on-campus teaching at the Polytechnic since 2004, COLL launched its first fully fledged e-learning courses in 2010.

The Centre serves a broad profile of students. Many students come from the Windhoek area and take courses in the distance education mode because it allows them to study while continuing to work and carry out their family responsibilities. Other students are from rural areas, where they may not have easy access to learning resources. All students are valued and supported in their desire to learn through decentralised support services, offered at Regional Centres.

“We benchmark against the best, and therefore compare among the best tertiary Open and Distance Learning providers in the SADC Region. We are committed to providing you with the best learning experience, a meaningful learning experience, to ensure that you achieve the graduate outcomes of being a critical thinker and problem solver.” Dr. Delvaline Möwes

Some demographic information about COLL students:

• 58% of our students are from the Windhoek area
• 65% are between the ages of 23 and 39
• About 60% are women
• 90% are employed outside their homes

Dr. Delvaline Möwes receiving the Commonwealth of Learning Award from Sir John Daniel CEO of COL.
CENTRE FOR TEACHING AND LEARNING (CTL)

One of the most striking phenomena in education, observable throughout all stratifications, i.e. primary, secondary and tertiary education, is change. This change is largely the effect of a huge and ongoing democratization process to transform the constitutional entitlement of access to education (Article 20 of the Namibian Constitution) into tangible results. At tertiary level this process manifests itself in the growth of the higher learning enterprise, which began with a humble 5 000 students in the early 90s, yet today offers opportunities to more than 25 000 students in public higher education institutions.

But along with this quantitative change came the need to transform the ways in which we conceptualize learning. Disciplinary experts in the psychology of learning have long embraced the constructivist assumption that learning is an original cognitive process, an approach which places the tag “doubtful” on what has been the mainstay of learning for much too long: rote learning. With the adoption of the Namibian Qualification Framework (NQF), this insight has lately gained prominence in the practical setting of teaching, learning and assessment (TLA) and has catalysed innovation in the classroom. The challenge, however, is to provide the guidance and pedagogical skills needed to cope with the new and changing nature of teaching and learning. It is here where CTL’s professional development programmes in new TLA-methodologies become useful for lecturers, administrators, educational managers and professionals at the cutting edge of their disciplines. In such programmes we underline the notion of active construction of core and generic skills and competencies through iteration and trial and error learning, and emphasise the need for learning of generic, often tacit aspects combined with the explicit subject content. Our Instructional Skills Workshop, the annual Great Teachers’ Workshop, and our e-learning courses provide opportunities to get a hands-on understanding in this regard.

PROFESSIONAL DEVELOPMENT

Provision of professional development activities to academics form the fundamental and core work of CTL. The Principles of Instruction course was facilitated by the Director and CTL staff in February. Thirty participants from various disciplines attended this course. CTL weekly academic sessions focused on globalization of higher education, issues of copyright and plagiarism, inter-disciplinary learning and teaching, entrepreneurship and technology. After intensive planning, CTL hosted the annual Great Teachers’ Workshop in July under the theme “Developing Students’ Academic Competencies”. Participants examined successes and challenges they were experiencing in the classroom. Enormous positive feedback was received and it has become apparent once more that this annual workshop has made a lot of difference for the participants. The Instructional Skills Workshop was held in October 2010 and helped instructors to improve their delivery skills in the classroom and to remain up-to-date with modern techniques to facilitate teaching and learning.
CENTRE FOR TEACHING AND LEARNING (CTL)

E-LEARNING

The new Head: Instructional Technology began reviewing the E-learning Policy and Strategy Plan which was put together by CTL in 2009 with input from committee members. The E-learning Policy and Strategic Plan and the 2009 E-learning Report were presented to and approved by Senate. A number of challenges were identified and are being addressed in accordance with the strategy.

Implementation of the E-learning Policy and Strategy Plan started in January 2010. To create a greater understanding and awareness of the content of the documents, the policy and plan were introduced to the Polytechnic community at a CTL session. CTL found that it was overdue to upgrade KEWL 1.5.2, the current E-learning platform. The E-learning Committee tasked CTL to replace the current platform with the latest version. It was agreed to run KEWL 1.5.2 and the new and updated Chisimba version 3.1.7 in parallel until the end of 2011.

CTL also conducted a study to assess the quality of E-learning courses uploaded on KEWL 1.5.2 in order to identify e-courses that will be migrated to the new platform. The study used criteria based on instructional design principles for E-learning courses. Out of 441 courses, only 15 courses (3.4 %) were found to meet the above-mentioned criteria of a well-structured course. These 15 courses also needed improvement to fully embrace the instructional design principles for E-learning courses. The study further found that more than 85 % of the courses used KEWL only to distribute notes and handouts. The E-learning Committee recommended that only courses based on sound instructional principles for E-learning be migrated to the new platform.

The Bureau of Computer Services (BCS) installed version 3.1.7 of Chisimba and CTL worked on the stabilisation and identification of most modules that Faculty will need during the implementation phase. The stabilisation process was successful and addressed aspects such as ease of login, navigation, collaboration and communication tools offered in this Learning Management System (LMS).

MEETINGS AND WORKSHOPS

In 2010, CTL attended meetings organised by the E-learning Standing Committee of NolNet. CTL contributed actively to the evaluation of Mathematics and Science lessons developed by NAMCOL for Grades 10 and 12. CTL staff also attended a coaching workshop organised by InWent. Participants in this workshop were those who attended various E-learning trainings organised by InWent. The aim of the workshop was mainly to discuss the progress of E-learning and ICT integration in general in our respective institutions. CTL staff also attended an international E-facilitation workshop organised by InWent in Windhoek.

ACADEMIC SUPPORT

Focusing on academic research and writing, the Writing Centre under CTL has been growing in its services to students and academic staff. This year has shown an

Dr. Michael Tjivikua, Director
CENTRE FOR TEACHING AND LEARNING (CTL)

Increase in the number of tutoring and consultation sessions conducted, compared to the previous year. The Centre this year hosted a writing competition and two seminars for the first time since its inception in 2009. The seminars focused on research writing and writing skills for students.

The statistical data shown here gives an indication of the number of students that were tutored, and reveal that most students seek assistance prior to the examination period.

They also reveal that most of the students that utilized the services had difficulties or problems in the area of research writing. The Centre has also managed to assist a few lecturers in research writing, especially in the area of research papers for publication or conferences.

CTL BLOG

CTL created a platform for sharing information with the Polytechnic community. The platform is dynamic and permits users to contribute to the discussion of topics or published articles. CTL uses the blog to inform the community on ongoing projects and other issues related to the use of E-learning and ICT integration in general.
CENTRE FOR ENTREPRENEURIAL DEVELOPMENT (CED)

Analyzing a market economy places the entrepreneur at the centre of attention. Without entrepreneurs there would be less business, less employment, fewer services, less money and less goods; in brief: less wealth for consumption and distribution. It is not sufficient for educational providers to produce graduates for absorption into the economy, first and foremost into formal employment.

In particular economies like Namibia’s cannot afford to wait until somebody comes along with a magic wand to create the job opportunities needed to generate employment for everyone. We know that what is needed is the kindling of entrepreneurial initiative, the unlocking of existing potential and the encouragement of those who would otherwise have to wait passively and possibly forever. Catering for these needs is the raison d’etre of the CED.

OVERVIEW OF ACTIVITIES IN 2010

The Centre for Entrepreneurial Development has, since its inception, offered training and services aimed at helping clients respond to global competition and increasing transformation in technology. Its programmes encourage innovation, creativity, self-sufficiency, research and development. These all lead to wealth creation and jobs for individuals and the nation at large.

THE FOUR PILLARS OF THE CED:

• Soft Skills and Continuous Learning
• Consulting Services
• Institutional and Corporate Training
• SME Development and Support

NEW DEPARTMENTS

Testing and ICT Skills

This unit will offer computer-related training such as SAP courses, Microsoft training (Certified and Non-certified) commencing in 2011, Computer User Skills training for Polytechnic students and International Computer Driving License courses. It will also serve as a Microsoft Testing Centre and provide new E-Learning services.

SOFT SKILLS AND CONTINUOUS LEARNING

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit offers various short courses which assist employees and employers to learn and develop strategies that meet the current and future needs of their organisations. The short courses benefit the private and public sector as well as the general public.</td>
<td>The unit conducted training in areas such as Meeting Procedures, Minute Taking and Report Writing for the Ministry of Local Government, Housing and Rural Development (MLGHRD) and the MVA Fund, Basic Computer Courses for the MLGHRD and Customer Care for the Ministry of Veteran Affairs. The unit has also rendered short-term training in various disciplines including popular courses such as Financial Management for Non-Financial Managers, Credit Management and Debt Collection, Sales and Marketing Management and Web Page Design and Development. A total of 130 participants attended these short courses during the year.</td>
</tr>
</tbody>
</table>
CONSULTING SERVICES

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unit provides advice on technical and consultancy services. It coordinates programmes for various national and international donors, thereby addressing all project management aspects including financial accounting and reporting, and has conducted consultancy work for the Namibia Tourism Board.</td>
<td>The unit carried out NHE data verification field work in Ongwediva, Oshakati, Ondangwa, Omuthya, Walvis Bay and Swakopmund. It also conducted a Capacity Building Institute Study for the Electricity Supply Industry (ESI) during which consumers were interviewed in the Northern regions and Erongo region.</td>
</tr>
<tr>
<td></td>
<td>The unit runs the Office of Prime Minister’s ICT Project in order to enhance computer literacy among civil servants. The training comprises of Basic, Intermediate and advanced MS Packages, as well as Basic and Intermediate Microsoft Project 2007 and SQL at Basic and Intermediate levels. A total of 344 persons received training through these programmes in 2010.</td>
</tr>
<tr>
<td></td>
<td>Other past and ongoing projects include the GTZ Peer Education project, the Anti-Corruption Commission (ACC) survey and NaCCAUM Contract. The duration of these training programmes and consulting services differs, ranging from several months to a few years.</td>
</tr>
</tbody>
</table>

NUMBER OF PARTICIPANTS PER SERVICE OFFERED

INSTITUTIONAL AND CORPORATE TRAINING

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit offers innovative training services to businesses. These services are provided with the help of qualified professionals from Polytechnic Schools and external consultants. The unit conducts Certificate courses in Cisco Certified Network Associate (CCNA) modules 1-4.</td>
<td>The following training programmes were also provided to the public and specifically to individual business people: Events Management, International Computer Driving License and Postgraduate Executive Certificate in ICT Policy and Regulation. The Commercial Advancement Training Scheme (CATS 1 &amp; 2) for managerial capacity building in transport industry was also offered by this unit.</td>
</tr>
</tbody>
</table>

NUMBER OF PARTICIPANTS PER COURSE

CISCO attracted the largest number of participants compared to all other courses offered by this unit.
CENTRE FOR ENTREPRENEURIAL DEVELOPMENT (CED)

SME DEVELOPMENT AND SUPPORT

<table>
<thead>
<tr>
<th>Services</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Small and Medium Enterprises sector in Namibia is a struggling one,</td>
<td>The Small and Medium Enterprises unit provided consultancy services</td>
</tr>
<tr>
<td>due to lack of access to credit and limited knowledge in corporate</td>
<td>to the envisaged Mariental Ceramic Manufacturing Plant Project in</td>
</tr>
<tr>
<td>business skills and knowledge. The unit addresses aspects of SME</td>
<td>Mariental, a small town in southern Namibia.</td>
</tr>
<tr>
<td>development and offers support to entrepreneurs and the business</td>
<td>The unit offered training to SMEs in the Rössing Uranium Limited</td>
</tr>
<tr>
<td>communities across the country.</td>
<td>Supply Chain and offered training to Women Micro Business in the</td>
</tr>
<tr>
<td></td>
<td>Khomas, Erongo, Karas and Oshikoto Regions through the Old Mutual</td>
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<td></td>
<td>Foundation.</td>
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<td></td>
<td>The unit successfully completed the NedBank Small Business Support</td>
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<td></td>
<td>Project that spanned the past 5 years. A total of 45 SMEs received</td>
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<tr>
<td></td>
<td>training from this unit during the year. In an effort to meet the</td>
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<td></td>
<td>demand for SME training across Namibia, the CED, through the SME</td>
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<tr>
<td></td>
<td>unit, conducted training on Tendering Processes and Procedures in</td>
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<tr>
<td></td>
<td>towns such as Ongwediva, Tsumeb, Rundu, Katima Mulilo and Windhoek.</td>
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</tbody>
</table>
In last year’s Annual Report we told the story of how the Namibia Business Innovation Centre (NBIC) evolved as an idea originating and eventually spinning out from the Centre for Entrepreneurial Development (CED). Barely one year in business, NBIC has made itself known among existing and future Namibian entrepreneurs, and done this with gusto.

The NBIC won the coveted 2010 SINEDA (Sam Nujoma Innovative Enterprise Development Award) for Business Innovation in its first year of operations as a full-edged centre. This makes it the second consecutive year that a Polytechnic initiative has taken the laurels in the prestigious competition, after the Polytechnic’s Women in Engineering Society won the SINEDA Capacity Building Award in 2009.

The NBIC is a national initiative established under the auspices of the Polytechnic of Namibia to spearhead innovation and entrepreneurial development countrywide, thus contributing to the national vision of transforming Namibia into a knowledge-based and globally competitive economy. The Centre aims to inform, motivate, train, and actively support Namibian entrepreneurs and companies in their start-up and growth phases through training, mentoring and incubation services, as well as a range of public events.

The four pillars of the Centre’s efforts are programmes that promote innovation, entrepreneurship, research and development, and education and training, respectively. While the latter two are currently being rolled out after promising trials in 2010, the former two are by now well established and already created much attention since 2009. At the fore of the Centre’s programmes through a pilot phase, has been the NBIC’s Innovation Marketplace. Its countrywide activities have included inspirational talks, innovation expos, and creativity workshops. It is here where innovative ideas are born, which will then be grown to maturity in the NBIC’s incubator.

Entrepreneurship Programmes, with further assistance provided through research and development, is the driving force behind the sustainable growth and competitiveness of businesses.
RENNEWABLE ENERGY AND ENERGY EFFICIENCY INSTITUTE (REEEI)

The REEEI made significant progress this year in dealing with fulfilling its mandate under the cooperation agreement between the Polytechnic and the Ministry of Mines and Energy (MME).

Working with several national and international partners REEEI was able to advance research projects on sustainable energy technologies and practices the institution wishes to develop and implement in Namibia.

PROJECTS FOR THE YEAR

1. MTC agreed to install wind measurement equipment of the National Wind Resource Assessment Project on their telecommunication masts and donated air-time needed for downloading data generated by the project. The Energy and Environment Partnership with East and Southern Africa approved a grant of €40 000 for the purchase of additional measurement equipment and their installation.

2. The implementation of the Off-Grid Energisation Master Plan (OGEMP) continued with the identification of Energy Shops for 8 of Namibia’s 13 regions. These shops will stock and distribute small renewable energy technologies. REEEI received a grant of €70 000 from the Embassy of Finland’s Local Cooperation Fund for the establishment and training of Energy Shops’ support staff and for public awareness campaigns.

3. A high-level Austrian delegation led by Dr. Barbara Prammer, the Speaker of the Austrian National Assembly, visited the Polytechnic of Namibia to get an insight into the progress of the Solar Thermal Training and Demonstration Initiative (SOLTRAIN) project. Measurement systems were installed at a hostel at the Polytechnic and Katutura State Hospital in order to ascertain and monitor the performance of the systems. As part of the project, two training workshops on design and installation of such systems were held during the course of the year.

4. A study on Procurement Mechanisms for Renewable Energy Resources in Namibia was conducted as part of the Namibia Energy Regulatory Framework, in collaboration with the Electricity Control Board. The study addresses mechanisms such as feed-in tariffs, tendering and net-metering. The project is funded by the Austrian based Renewable Energy and Energy Efficiency Partnership.

5. The Namibia Energy Efficiency Programme in Buildings (NEEP) was officially launched in October. NEEP is a US$859 000 project funded by the Global Environment Facility (GEF) and supported by the United Nations Development Programme (UNDP). The project’s objective is to promote climate change mitigation for improved efficiency in energy use in the built environment, resulting in lower specific energy consumption and CO₂ emissions per household and square metre of building surface. As part of the project, 20 engineers and energy specialists from public institutions participated in the Certified Energy Audit Training course in December.
6. The Concentrating Solar Power Technology Transfer for Electricity Generation in Namibia (CSP TT NAM) project, funded by GEF, is another project being implemented in partnership with UNDP and MME. The project aims to increase the share of renewable electricity in Namibia’s energy mix.

7. The Namibian section of the Finnish and Austrian-funded Energy and Environment Partnership with East and Southern Africa was launched. The project provides part-financing for feasibility studies and pilot projects to concrete investments by private companies, research institutions and other organizations in the public and private sector. REEEI is the focal point of the project.

8. Practical training in wind power development-land use was given to Namibian energy professionals in Sweden. This came about after REEEI collaborated with the Life Academy in Sweden.

9. Last but not least, the development and promotion of renewable energy quality standards with the Namibian Standards Institution is underway.
NAMIBIAN-GERMAN CENTRE FOR LOGISTICS (NGCL)

DEVELOPMENT
The Namibian-German Centre for Logistics (NGCL) had a very busy schedule around the development of various academic programmes.

The Bachelor of Transport Management was developed and approved by Senate for implementation in 2011. This programme was developed in response to industry demand, in particular the Roads Authority of Namibia. The Roads Authority provided the necessary funding for the development of the programme.

The Bachelor of Logistics and Supply Chain Management was also developed and approved by Senate for implementation in 2011. This programme will serve as the access course for the Bachelor of Logistics Honours programme. With the approval of these programmes the Polytechnic is now able to offer extended entry for professionals in the field of Logistics.

Bachelor of Transport Management Bridging Programme
The NGCL implemented the Transport Management Bridging Programme as part of the capacity building agreement with Roads Authority. A total of 48 students from Road Authority will enrol for the programme and training will be conducted in block sessions of one week per month per annum for a total of 13 sessions per annum. The capacity building programme involves the upgrading of staff to the degree level.

Bachelor of Logistics Honours
The NGCL also developed and supervised the implementation of the Bachelor of Logistics Honours programme in February. The first intake saw 25 students enrol for the programme which will be implemented as a part-time programme over a one-and-a-half year period.

The Centre provided 10 students with scholarships of N$ 10 000 each for the year under review, with funding from DAAD.

ANNUAL LOGISTICS AND TRANSPORT WORKSHOP
The NGCL, in partnership with the Walvis Bay Corridor Group (WBCG), offered the Second Annual Logistics Workshop in Walvis Bay in October. The workshop was attended by more than 80 participants.

The programme included 22 speakers, 11 of whom were from outside Namibia. The workshop attracted a number of sponsors, including First National Bank, Trans World Cargo, Manica, NAMPORT, Air Namibia and Imperial Logistics.

INTERNS
The NGCL hosted four interns from the partner Flensburg University of Applied Sciences in Germany. These students were actively involved in the implementation of various projects. They also assisted with the Business Process Modelling that formed the foundation of the Logistics ERP project.
The interns were also involved in the Process Mapping for the Port and Clearance process for the same Project. This involved the attachment of the students to the Port of Walvis Bay and Manica in Walvis Bay.

All of this has assisted the Centre to share knowledge and skills with industry but also building strong relationships with industry for future cooperation.

VISITING PROFESSORS
Two professors from Flensburg University of Applied Sciences visited the Polytechnic. Prof. Krieger supported teaching in Global Logistics and Supply Chain Management. Prof. Paessens accentuated the significance of vehicle routing and scheduling, using state-of-the-art software and mathematical algorithms. Both professors held seminars attended by industry representatives and students at the Polytechnic.

PROJECTS
The NGCL has developed strong linkages with industry and has made great strides in fostering the development of at least three projects that are of interest to the broader Namibian Logistics and Transport industry.

Trade Information System (TIS)
The Trade Information System adopted by the NGCL, was initiated by the Walvis Bay Corridor Group. During April the NGCL arranged a workshop for TIS stakeholders in Walvis Bay, during which TIS was demonstrated by using dummy data received from Ministry of Finance. It was agreed that a full feasibility be presented by the end of 2010, with a project plan to follow. Consultants provided a draft feasibility study by October, which was forwarded to all stakeholders. The project will commence in April 2011 when an MOU will be finalized.

Logistics Enterprise Resource Planning System (LERP)
The Centre has facilitated the groundwork for the development of a Logistics ERP system for small and medium enterprises, a first for the Namibian Industry. To lay the foundation and develop the model for this project, the NGCL brought together various stakeholders from the industry.

Freight Brokerage System (FBS)
The NGCL was asked to develop a freight-forwarding brokerage system for Namibia after discussions with industry, due to the lack of collaboration between forwarders and truck operators. This project was assigned to Mr. Logan Fransman of the NGCL as part of his studies towards his Master’s degree. A research project on the state of transport companies and forwarders in Namibia, was also launched.

RESEARCH
Research Papers
The Centre in conjunction with the University of Huddersfield, contributed significantly to academic research. Mr. Neville Mbai from the NGCL and Dr. Chris Savage from the University of Huddersfield co-authored a paper titled “The Sustainability and wider ramifications of Global Supply Chains: A Namibian Case Study on Ramatex.” In addition, Mr. Logan Fransman, Mr. Mbai and Prof. Thomas Schmidt from Flensburg University of Applied Sciences co-authored a paper titled “Challenged by Economic Growth: Logistics in Namibia”.

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PROFESSIONAL SUPPORT UNITS

• Quality Assurance
• Institutional Development and Fundraising
• Planning and International Relations
QUALITY ASSURANCE

2010 MILESTONES

Following the approval by Senate in June last year of a Quality Assurance Policy for the Polytechnic, an Institutional Quality Assurance Committee (QAC) was established at the Polytechnic in May. The Quality Assurance Committee is responsible for ensuring that the Polytechnic has a rigorous and responsive quality assurance framework in place and responds to Council, through Senate.

As a follow-up to the institutional audit of the Polytechnic which was conducted March 2007, a team from the South African Higher Education Quality Committee visited the Polytechnic in June to discuss Institutional Improvement Plan recommendations and progress made since the audit. The Polytechnic subsequently completed and submitted its Mid-Term Progress Report to the HEQC in September.

The Unit paid internal visits to a number of Polytechnic units as part of its campaign to promote a culture of quality throughout the institution. The following departments were visited:
• Directorate of Programme Development
• Centre for Open and Lifelong Learning (COLL)
• Centre for Entrepreneurial Development (CED)
• Office of the Dean of Students (DOS)
• The Department School of English in the School of Communication, Criminal Justice and Legal Studies
• The Department of Business Computing in the School of Information Technology.

The QA Unit received a courtesy visit from the Centre for Academic Development at the University of Botswana to strengthen collaboration between the two units.

The QA Unit also participated in the Southern African Association for Institutional Research (SAAIR) forum in Johannesburg in September. The Forum reviewed QA practices and explored the expansion of the boundaries of existing institutional research and Quality Assurance frameworks to address student success in higher education.

To explore the practical implications of introducing the Programme Review Guidelines being developed for the Polytechnic, QA staff members participated as external observers in the Tshwane University of Technology (TUT) Programme Review for the Faculty of Humanities in October 2010.

Finally, The QA Unit was pleased to welcome Lise-Lothe Ngeama to its team as Quality Assurance Coordinator.
INSTITUTIONAL DEVELOPMENT AND FUNDRAISING (IDF)

MILESTONES - “CELEBRATING 15 YEARS OF TRANSFORMATION, INNOVATION AND CAPACITY BUILDING”

The Department of Institutional Development and Fundraising (IDF) broke new ground on several fronts in the Polytechnic’s marketing and communications activities this year. Given that the year also marked the Polytechnic’s 15th Anniversary, many of the activities in question revolved around this institutional milestone, particularly the Polytechnic’s extraordinary growth and development in virtually every respect since its inception in 1996, including the impressive recognition it has earned locally and internationally. A special 15th Anniversary logo and tagline were developed to complement institutional branding for the year. They also formed the basis of a giant banner and several signboards designed specifically for, and mounted in several locations on campus in celebration of the landmark.

The activities, events and achievements of the Polytechnic and its various Centres of Excellence particularly the Namibia Business Innovation Centre (NBIC), the Namibian-German Centre for Logistics (NGCL), and the Centre for Entrepreneurial Development (CED) attracted significant (and mostly) positive media coverage in 2010. According to online news barometer “Meltwater News”, 242 articles and news reports featuring or mentioning the Polytechnic were published locally, regionally and internationally in newspapers and on other news websites. This unprecedented level of coverage contributed significantly to keeping the Polytechnic in the public eye and all stakeholders informed of institutional initiatives, academic developments, outreach activities, growth, challenges and its contribution to national development.

Gratifying results were also achieved in respect of efforts to raise the Polytechnic’s profile in specialist media targeting business and political leaders, locally and regionally. The Polytechnic’s growth and ascendency in the Namibian and regional higher educational contexts were highlighted in in-depth interviews with the Rector, which were published in the prestigious South African Leadership and the Namibian Prime Focus magazines. A feature article on the Polytechnic appeared in the Namibian special edition of PMR.africa.
magazine to mark the institution’s receipt of Namibia’s first Diamond Arrow Award in the category “Best Higher Education/Tertiary Institution in Namibia” in the latest PMR Namibia Annual Country Survey - the seventh time it has received the highest rating in the category.

To complement the level of exposure achieved in external media, the Polytechnic website carried more than 80 news stories and articles on a wide variety of subjects. These included various accolades and awards received by the Polytechnic, institutional events, academic conferences and workshops, high-level visitors and delegations, new partnerships, programmes and other institutional developments, the activities of the Polytechnic’s various centres of excellence, SRC activities, and institutional and student outreach initiatives. The IDF also produced and published a four-page supplement in all major Namibian newspapers in September to commemorate the Polytechnic’s 15th Anniversary. Appropriately titled “Milestones”, the supplement provides an overview as well as a timeline of the institution’s genesis and development, with various highlights along its historic path depicted in several feature articles, pictures and a photo gallery.

The development of a more contemporary, vibrant and bolder “look and feel” to Polytechnic marketing material to increase its appeal to a wider audience of prospective students continued this year. New brochures were designed and printed for all Polytechnic Schools and a colourful billboard advertising campaign mounted along strategically selected routes in Windhoek and in other prominent locations in various regions. This was the first time the Polytechnic had used commercial billboard advertising as part of its annual student recruitment campaign. Whilst difficult to quantify in absolute terms, the campaign undoubtedly contributed to the 20% increase in applications for admission in 2011, compared to 2010.

The year also saw the Polytechnic exhibiting at an unprecedented number of career fairs, youth festivals and trade and agricultural shows throughout the country. These included the annual National Youth Festival arranged by the National Youth Council (held in Rundu), the Ongwediva Annual Trade Fair in the Oshana region, the annual Okakarara Trade Fair in the Otjozondjupa region, the Windhoek Agricultural Show in the Khomas region, and career fairs arranged by various Regional Education Offices and held in Arandis, Katima Mulilo, Khorixas, Otji, Ondangwa, Ongwediva, Opuwo, Rehoboth, Mariental and Windhoek. The welcome presence, enthusiastic staff, attractive displays and activities of the NBIC and CED at several of these events contributed to a notable increase in the number of visitors to the Polytechnic stand. The popularity of the Polytechnic stand is evident in the “Best Exhibitor” awards it received at the National Youth Festival and the Ongwediva Annual Trade Fair.
PLANNING AND INTERNATIONAL RELATIONS (PIR)

The Department continued to foster an international character for the institution by hosting 64 international visitors this year, many of whom also served as guest lecturers. All Schools benefitted from this arrangement, as their respective reviews elsewhere in the Annual Report confirm. Particularly gratifying was the invaluable contribution made by B360 International Partnerships, a private, Swiss-based organisation of international experts with whom the Polytechnic is particularly proud to associate.

The PIR was also a hive of activity in terms of international student engagements this year. The Study Abroad programme attracted 17 students from universities in Austria and five from Lincoln University in the USA. The month-long programme covers topics such as Economics of Namibia, Doing Business in Africa and Government and Politics.

In addition, the Department hosted 20 students from the Worcester Polytechnic Institute in the USA and facilitated their industrial attachments. In total, 40 international exchange students enrolled this year over and above the more than 500 regional and international students enrolled as residential students in regular degree programmes at the institution. This confirms the Polytechnic’s growing international visibility, stature and credibility.

A long-standing partnership with the Utah Valley University in the Digital Namibia Archive project entered its fourth year. Launched as a result of a bilateral cooperation agreement between the Polytechnic of Namibia and the Utah Valley University in 2007, the Digital Namibian Archive (DNA) is at the forefront of a ground-breaking initiative aimed at preserving Namibia’s heritage. The DNA is a well-designed electronic database which houses selected artefacts in the form of digital images, audio and video recordings.

South-South collaboration was also enhanced with the Rector of the Polytechnic signing Memoranda of Understanding with the Universities of Khon Kaen, Chulalongkorn, and Prince of Songkla - three leading universities in Thailand, during a visit to that country in February. This cooperation yielded dividends immediately, with three staff members of the Polytechnic taking up post-graduate study opportunities in Thailand in August/September.

Supplementing the strong partnerships the Polytechnic already enjoys with German universities, collaboration with other European universities continued to increase, with the University of Széchenyi Istvan (Hungary) and the University of Gent (Belgium) becoming the latest partners.

All in all, the Polytechnic continued to accelerate its internationalization drive to further enhance an international profile that already boasts over 80 strategic partnerships with other institutions of higher learning, the world over. The list of visitors can be seen under the different Schools, departments and units.
ADMINISTRATION AND FINANCE

• Vice-Rector: Administration and Finance
• Human Resources
• Office of the Bursar
• Financial Statements
VICE-RECTOR:
ADMINISTRATION AND FINANCE

The principles of good planning, accountability, efficient use of resources and exemplary performance standards have always been the bedrock of the Polytechnic’s financial and administrative systems and practices. The Polytechnic’s commitment to these principles has resulted in numerous accolades and awards over the years and many achievements of which the institution is very proud, not least its ability to cope with the perennial challenge of “doing more with less”. This year has been no exception.

Despite the significantly higher cost of providing applied and technology-oriented training to globally benchmarked standards, and in the face of continued inequitable budgetary subsidies to the Polytechnic, the institution has continued to maintain its average tuition fees at competitive levels, nationally and regionally, thanks in no small part to the mentioned principles. To put this challenge into perspective: the State subsidy per Poly student for the year was just above N$13 000, while the Polytechnic’s actual average cost per student for the period amounted to more than N$33 000.

Two particularly stiff challenges the Polytechnic had to face this year resulted from the exceptional demand for admission to the Polytechnic’s academic programmes, as mentioned in the Registrar’s report elsewhere in the Annual Report.

An enrolment of more than 11 500 students presented significant challenges in terms of infrastructure (i.e. lecture venues, seating capacity, computer and other equipment, etc.), human resources (lecturers, tutors, examiners, moderators, etc.) and the support services (student admissions and academic administration, examination administration, residential services, transport, student life, financial administration (including bursary and loan administration).

In addition to these challenges, significant resources and additional facilities had to be assigned to support the remarkable growth and activities of the Polytechnic’s prime vehicles for social engagement and outreach focus especially its Centres of Excellence.
HUMAN RESOURCES

The Polytechnic’s dramatic and sustained growth in virtually every respect, including student enrolment, academic offerings, industry attachments, participation in national development projects, community services, etc. continued to raise a number of corresponding human resources challenges.

Of these, one of the most critical is the recruitment and retention of staff of the right calibre. Many of the programmes introduced by the Polytechnic are new to Namibia and the pool of Namibians qualified and experienced in these fields is quite small. With industry equally keen to employ qualified Namibians in these scarce fields and able to offer more attractive remuneration packages than the Polytechnic’s, recruitment of expatriate staff remains the institution’s most viable short to medium term option to obtain faculty for several academic programmes. Also, the Polytechnic has been privileged to augment its teaching and research capacity with the services of many guest lecturers from abroad, as detailed elsewhere in the report on the activities of the Department of Planning and International Relations.

To address the shortage of local faculty members for certain positions in the longer term, the Polytechnic has intensified its staff development efforts and several Namibian faculty members were granted study leave, scholarships and study loans to improve their qualifications this year.

Efforts to ensure that the Polytechnic is able to offer more attractive and flexible remuneration packages also continued this year. To this end, all academic staff members are now able to structure their packages in a way that best suits their individual needs.

STAFF COMPLEMENT (As at 31 December 2010)
The institution continued to grow in size and profile. This is expressed in the staff complement becoming larger and more diversified.

<table>
<thead>
<tr>
<th>Appointment</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent: Academic</td>
<td>77</td>
<td>86</td>
<td>163</td>
</tr>
<tr>
<td>Permanent: Admin</td>
<td>178</td>
<td>102</td>
<td>280</td>
</tr>
<tr>
<td>Part time: Academic</td>
<td>74</td>
<td>114</td>
<td>188</td>
</tr>
<tr>
<td>Part time: Admin</td>
<td>38</td>
<td>42</td>
<td>80</td>
</tr>
<tr>
<td>F/T Contract Faculty</td>
<td>23</td>
<td>93</td>
<td>116</td>
</tr>
<tr>
<td>Commercial Units</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Mod/Exam/Mark</td>
<td>20</td>
<td>38</td>
<td>58</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>420</td>
<td>487</td>
<td>907</td>
</tr>
</tbody>
</table>
OFFICE OF THE BURSAR

FINANCIAL STATEMENTS

The Polytechnic continues to contribute positively to the Namibian economy by providing high quality education, training and services in a cost effective and transparent way. As the financial statements below show, the Polytechnic managed to maintain its exemplary record of good stewardship of Government resources and allocations this year, despite the ongoing constraint of significant disparities in subsidy allocations between Namibian institutions of higher learning. The introduction of a funding formula is urgently needed to ensure that the Polytechnic is adequately resourced and able to deliver to its full potential.

Nonetheless, the Polytechnic maintained a sound financial base this year. It continued to exercise due care to ensure that the limited resources available were utilized in the most economic, efficient and prudent way. To this end, this Office continued to align institutional policies and operating guidelines pertaining to procurement, assets and investment remained with best practices. In addition, daily, weekly and monthly reconciliations were carried out to ensure that funds were utilized for the purpose they were allocated. The maintenance of adequate accounting records and internal control systems to provide reasonable assurance that assets were being safeguarded and transactions recorded in accordance with approved guidelines and institutional policies was a further priority.

Thanks to the institutional policy of reinvesting operational reserves arising from prudent financial management into the development of critical campus infrastructure, the balance sheet remains strong and the institution well-positioned to take advantage of new strategic opportunities. The construction of the new Student Services Centre on the Upper Campus, covered elsewhere in the Annual Report, is yet another milestone in this regard.

Finally, this Office continued to safeguard the Polytechnic’s compliance with all new and revised Standards and Interpretations issued by the International Accounting Standards Board (the IASB) and the International financial Reporting Standards Committee (IFRIC) of the IASB of relevance to its operations. Our financial control systems also continued to be guided by Management’s confidence in objective external control measures in the form of regular internal and external audits to safeguard the institution against financial irregularities and non-compliance deficiencies or do not exist.
# FINANCIAL STATEMENTS

## INCOME & EXPENDITURE STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>% of INCOME (approx)</th>
<th>2010</th>
<th>% OF INCOME (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsidy</td>
<td>146 891 000</td>
<td>51%</td>
<td>153 523 000</td>
<td>48%</td>
</tr>
<tr>
<td>Tuition</td>
<td>98 021 179</td>
<td>34%</td>
<td>115 605 857</td>
<td>36%</td>
</tr>
<tr>
<td>Hostel</td>
<td>8 502 247</td>
<td>3%</td>
<td>9 015 986</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>36 618 641</td>
<td>13%</td>
<td>44 272 383</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>290 033 067</td>
<td></td>
<td>322 417 226</td>
<td></td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel and related costs</td>
<td>175 187 646</td>
<td>60%</td>
<td>225 029 998</td>
<td>70%</td>
</tr>
<tr>
<td>Administrative and other costs</td>
<td>61 886 240</td>
<td>21%</td>
<td>72 036 690</td>
<td>22%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>24 758 097</td>
<td>9%</td>
<td>22 308 076</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>261 831 983</td>
<td></td>
<td>319 374 764</td>
<td></td>
</tr>
<tr>
<td><strong>Surplus/(Deficit)</strong></td>
<td>28 201 084</td>
<td>10%</td>
<td>3 042 462</td>
<td>1%</td>
</tr>
</tbody>
</table>

Average Exchange rate: US$1.00 = N$6.50
Surplus is transferred to the Capital and Maintenance account as bridging finance for operations, buildings and equipment.
COUNCIL

Incoming: August 2010 – August 2013

<table>
<thead>
<tr>
<th>Organisation / Constituency</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Windhoek</td>
<td>Mr. Niilo Taapopi Chairperson</td>
</tr>
<tr>
<td>Namibian Employers' Federation</td>
<td>Ms. Evelyn Breuer Vice-Chairperson</td>
</tr>
<tr>
<td>Chamber of Mines in Namibia</td>
<td>Ms. Meriam Kahitu</td>
</tr>
<tr>
<td>Engineering Council of Namibia</td>
<td>Mr. Erastus N. Ikela</td>
</tr>
<tr>
<td>Ministry of Gender Equality and Child Welfare</td>
<td>Ms. Katrina Liswani</td>
</tr>
<tr>
<td>Namibia Agricultural Union</td>
<td>Dr. Louis Burger</td>
</tr>
<tr>
<td>Namibia Chamber of Commerce and Industry</td>
<td>Mr. Festus Mbandeka</td>
</tr>
<tr>
<td>Namibia National Teachers Union</td>
<td>Ms. Loide Shaanika</td>
</tr>
<tr>
<td>Public Service Commission</td>
<td>Ms. Florence Munyungano</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector</td>
<td>Dr. Tjama Tjivikua</td>
</tr>
<tr>
<td>Vice-Rector: Administration &amp; Finance</td>
<td>Dr. Gert Günzel</td>
</tr>
<tr>
<td>Vice-Rector: Academic Affairs &amp; Research</td>
<td>Prof. Farhad Aghdasi (until 08.09.2010)</td>
</tr>
<tr>
<td>Senate Representative to Council</td>
<td>Mr. Charl-Thom Bayer (since 13.08.2010)</td>
</tr>
<tr>
<td>Secretary to Council (Registrar)</td>
<td>Mr. Corneels Jafta</td>
</tr>
<tr>
<td>Students Representative Council (SRC) [President]</td>
<td>Mr. Trevor Chika (until September 2010) Mr. Ashwell Forbes (elected October 2010)</td>
</tr>
</tbody>
</table>

COUNCIL - Front from left to right: Cynthia Harris (Meetings Administrator), Meriam Kahitu, Niilo Taapopi (Chairperson), Tjama Tjivikua (Rector), Evelyn Breuer (Vice Chairperson), Gert Günzel (Vice-Rector: Administration & Finance)

Back from left to right: Ashwell Forbes (SRC President), Festus Mbandeka, Loide Shaanika, Louis Burger, Corneels Jafta (Secretary to Council)

Absent: Mr. Charl-Thom Bayer, Mr. Erastus N. Ikela, Ms. Katrina Liswani, Ms. Florence Munyungano
COUNCIL

Outgoing: August 2007 – August 2010

### External Members

<table>
<thead>
<tr>
<th>Organisation / Constituency</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Windhoek</td>
<td>Mr. Niilo Taapopi</td>
</tr>
<tr>
<td>Namibian Employers’ Federation</td>
<td>Mr. Michael Hill</td>
</tr>
<tr>
<td>Chamber of Mines in Namibia</td>
<td>Mr. Veston Malango Vice-Chairperson</td>
</tr>
<tr>
<td>Engineering Council of Namibia</td>
<td>Mr. Markus von Jeney</td>
</tr>
<tr>
<td>Ministry of Gender Equality and Child Welfare</td>
<td>Ambassador Tonata Itenge</td>
</tr>
<tr>
<td>Namibia Agricultural Union</td>
<td>Mr. Jasper Brand/Dr. Louis Burger</td>
</tr>
<tr>
<td>Namibia National Teachers Union</td>
<td>Mr. Rudolph Kamerika</td>
</tr>
<tr>
<td>Public Service Commission</td>
<td>Ms. Mabella Cupido</td>
</tr>
<tr>
<td>Namibia National Farmers Union</td>
<td>Mr. Jacobus Munjanu Chairperson</td>
</tr>
</tbody>
</table>

### Internal Members

<table>
<thead>
<tr>
<th>Rector</th>
<th>Dr. Tjama Tjivikua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-Rector: Administration &amp; Finance</td>
<td>Dr. Gert Günzel</td>
</tr>
<tr>
<td>Vice-Rector: Academic Affairs &amp; Research</td>
<td>Prof. Farhad Aghdasi (from 30.09.2009)</td>
</tr>
<tr>
<td>Senate Representative to Council</td>
<td>Mr. Van Wyk du Plessis</td>
</tr>
<tr>
<td>Secretary to Council (Registrar)</td>
<td>Mr. Corneels Jafta</td>
</tr>
<tr>
<td>Students Representative Council (SRC) [President]</td>
<td>Mr. Moses Haimbodi (until September 2009) Mr. Trevor Chika (elected October 2009)</td>
</tr>
</tbody>
</table>

### Directors and Centre Heads

- **Rectorate Affairs**
  - Dr. Gerson Tjihenuna
- **Planning and International Relations**
  - Ms. Neavera Olivier
- **Bureau of Computer Services**
  - Mr. Laurent Evrard
- **Institutional Development and Fundraising**
  - Mr. Donovan Weimers
- **Centre of Teaching and Learning**
  - Dr. Michael Tjivikua
- **Centre for Open and Lifelong Learning**
  - Dr. Delvaline Möwes
- **Centre for Entrepreneurial Development**
  - Ms. Margaret Bennett
- **Centre for Cooperative Education**
  - Mr. Carva Pop
- **Renewable Energy and Energy Efficiency Institute**
  - Mr. Kudakwashe Ndhlukula
- **Namibian-German Logistics Centre**
  - Mr. Albin Jacobs
- **Namibia Business Innovation Centre**
  - Ms. Dagmar Honsbein
- **Quality Assurance**
  - Ms. Himeesora Kaimu
- **Centre for Applied Research and Technology**
  - Vacant

### Deans

- **Business and Management**
  - Mr. Kofi Boamah
- **Communication, Criminal Justice and Legal Studies**
  - Dr. Sarala Krishnamurthy
- **Engineering**
  - Dr. Zachaeus Oyedokun
- **Health and Applied Sciences**
  - Prof. Sylvester Mayo
- **Information Technology**
  - Dr. Heike Winschiers-Theophilus
- **Natural Resources and Tourism**
  - Mr. Lameck Mwewa
Editor-in-Chief: Dr. Tjama Tjivikua
Editor: Dr. iur. Stefan Schulz
Assistant Editor: Mr. Donovan Weimers
Art & Design: Mr. Romeo Sinkala/Ms. Cherley du Plessis

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