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<td>Main Campus Map</td>
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</table>
CAMPUS COMMUNITY

IN FIGURES

The Polytechnic of Namibia follows its mandate to alleviate the prevailing scarcity of technological/scientific skills and competencies, thus connecting the Polytechnic as a part of the national architecture of higher education with the strategic intent of the Namibian government, epitomised in our Vision 2030. As a university of science and technology our key performance areas namely tuition, applied research and service compare well with other institutions of tertiary learning in the region (http://www.webometrics.info/top_continent.asp?cont=africa).

<table>
<thead>
<tr>
<th>History &amp; Profile</th>
<th>Campus &amp; Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Institution established – 1996 (autonomy)</td>
<td>• Replacement value of buildings and equipment – N$ 856 million (approx)</td>
</tr>
<tr>
<td>• Number of Schools – 6</td>
<td>• Total Revenue – N$ 428 million</td>
</tr>
<tr>
<td>- Business and Management</td>
<td>• Number of employees: 672 (full-time)</td>
</tr>
<tr>
<td>- Communication, Criminal Justice and Legal Studies</td>
<td>• Library acquisition budget – N$5 million</td>
</tr>
<tr>
<td>- Engineering</td>
<td>• Volumes added to the library – 5 316</td>
</tr>
<tr>
<td>- Health and Applied Sciences</td>
<td>• Printed volumes in the library – 77 216</td>
</tr>
<tr>
<td>- Information Technology</td>
<td>• Subscription to e-journals – 112 105</td>
</tr>
<tr>
<td>- Natural Resources and Tourism</td>
<td>• Research seed funding (institutional) – N$1 million</td>
</tr>
<tr>
<td>• Number of Academic Departments – 29</td>
<td>• International partnerships/co-operations – 93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolment &amp; Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total student enrolment – 12 440</td>
<td>• Average cost per student – N$ 40 428</td>
</tr>
<tr>
<td>• Number of countries represented by student body – 29</td>
<td>• State subsidy (average per student) – N$ 17 889</td>
</tr>
<tr>
<td>• Gender ratio – 56.1% female : 43.9% male</td>
<td>• State subsidy as percentage of total income – 52%</td>
</tr>
<tr>
<td>• Number of degrees / diplomas awarded – 2 870</td>
<td>• Tuition revenue as percentage of total income – 31%</td>
</tr>
</tbody>
</table>

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>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>31</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>294</td>
<td>144</td>
<td>438</td>
</tr>
<tr>
<td>B.Tech Degree</td>
<td>220</td>
<td>114</td>
<td>334</td>
</tr>
<tr>
<td>Diploma</td>
<td>520</td>
<td>348</td>
<td>868</td>
</tr>
<tr>
<td>Higher Certificate</td>
<td>41</td>
<td>52</td>
<td>93</td>
</tr>
<tr>
<td>Certificate</td>
<td>674</td>
<td>394</td>
<td>1 068</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1 783</td>
<td>1 087</td>
<td>2 870</td>
</tr>
</tbody>
</table>

ENROLMENT BY OFFERING MODE

Diagram showing the breakdown of enrolment by offering mode: Fulltime 51%, Part-time 27%, Distance 22%.
## ENROLMENT PER SCHOOL

<table>
<thead>
<tr>
<th>School</th>
<th>Qualification</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Rector (Centres of Excellence)</td>
<td>Certificate</td>
<td>15</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Introductory</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>29</strong></td>
<td><strong>55</strong></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Non Degree purposes</td>
<td>37</td>
<td>26</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>26</strong></td>
<td><strong>63</strong></td>
</tr>
<tr>
<td>School of Business and Management</td>
<td>Master</td>
<td>25</td>
<td>39</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
<td>29</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>CTA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Post Grad Diploma</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>311</td>
<td>3100</td>
<td>8111</td>
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<td></td>
<td>Post Grad Certificate</td>
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<td>9</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>5372</strong></td>
<td><strong>3174</strong></td>
<td><strong>8546</strong></td>
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<tr>
<td>School of Communication, Criminal Justice and Legal Studies</td>
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<td>16</td>
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<td></td>
<td>Degree</td>
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<td>Diploma</td>
<td>16</td>
<td>30</td>
<td>46</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>275</strong></td>
<td><strong>270</strong></td>
<td><strong>545</strong></td>
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<tr>
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<td>3</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
<td>11</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>122</td>
<td>435</td>
<td>557</td>
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<tr>
<td></td>
<td>Diploma</td>
<td>23</td>
<td>73</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>2</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Introductory</td>
<td>59</td>
<td>168</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>Higher Certificate</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>724</strong></td>
<td><strong>944</strong></td>
</tr>
<tr>
<td>School of Health and Applied Sciences</td>
<td>Honours</td>
<td>5</td>
<td>7</td>
<td>12</td>
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<td></td>
<td>Degree</td>
<td>217</td>
<td>154</td>
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<td></td>
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<td>56</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>249</strong></td>
<td><strong>190</strong></td>
<td><strong>439</strong></td>
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<tr>
<td>School of Information Technology</td>
<td>Master</td>
<td>1</td>
<td>7</td>
<td>8</td>
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<tr>
<td></td>
<td>Honours</td>
<td>33</td>
<td>51</td>
<td>84</td>
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<tr>
<td></td>
<td>Degree</td>
<td>208</td>
<td>342</td>
<td>550</td>
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<tr>
<td></td>
<td>Diploma</td>
<td>79</td>
<td>167</td>
<td>246</td>
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<tr>
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<td><strong>Total</strong></td>
<td><strong>321</strong></td>
<td><strong>567</strong></td>
<td><strong>888</strong></td>
</tr>
<tr>
<td>School of Natural Resources and Tourism</td>
<td>Master</td>
<td>3</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>326</td>
<td>287</td>
<td>613</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>127</td>
<td>167</td>
<td>294</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>13</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>476</strong></td>
<td><strong>484</strong></td>
<td><strong>960</strong></td>
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<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>6976</td>
<td>5464</td>
<td>12440</td>
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CHAIRPERSON’S FOREWORD

From history we learn that change in the 21st century will be at a faster pace and in a more mechanised way, simply because of the compounded knowledge and improving technology. The latter is defined by the centrality of the computer in everyday life.

Indeed, progress is happening at an amazing speed and our nation has a reason to be concerned: are we going to be at the epicentre or at the margins of development? This has been a central question to our mission. It is for this reason that we have over the years built an engaged and relevant institution that responds decisively to change - more efficiently and effectively each year - and is the top performer in Namibia’s education sector. We are proud to have earned the Diamond Arrow from Public Management Review Africa for the third year in a row.

The immense interest in the institution, exemplified by the huge number of applicants and the continuing growth in enrolment, as well as the large number of local and international partnerships, are in part measures of the growing need for applied and professional careers. In response, our diverse profile of under- and post-graduate qualifications, research and service is the result of extensive consultations with stakeholders and international partners. We have to provide as far as possible the best education and services locally, thereby producing a globally competent and engaged graduate and solutions for socio-economic development.

These achievements have required huge investments in terms of funding, personnel and other resources, and we can account for these in our annual reports and unqualified annual financial statements. But we cannot continue to respond effectively with diminishing resources and the forecasted government subsidy over the medium term does not cater well for our growth. In any event, we recommitted to a review of our business processes in the next year through which we foresee a streamlined and better performing organisation.

All in all, we present to the government and the public this Annual Report with an unqualified financial audit, as is usually the case. The Polytechnic rests on a sound foundation and I trust the future generations will reap the fruits of our hard work and good record.

I thank the government for their support, as I do the Polytechnic community and all stakeholders for believing in us.

Faithfully,

Mr. Niilo Taapopi
Chairperson of Council
RECTOR’S REVIEW

The main utility of education is to bring more quality and equality to society, and thus our mission as a university is to empower the individual in order for one to advance society, thereby ensuring a better life for all. An academic institution must play a central role in development, for it offers services and expertise across disciplines and produces new talent – the new breed of thinkers and workers. In essence, the Polytechnic has played the key role well in human resource development through knowledge creation and management.

The institution has continued to offer new qualifications at under- and post-graduate levels, thereby addressing the needs of business and industry. Indeed, there is a high demand for technical and professional qualifications, our main domain in the provision of education. As a result, enrolment has grown by more than ten percent over the last decade, with demand far surpassing capacity. It is however gratifying to see the institution growing more rapidly in the engineering, science and technology disciplines, with new graduates in these disciplines entering the workplace each year.

At the same time, the revision and re-alignment of the old qualifications to the National Qualifications Framework (NQF) was well on track, with 25 being registered by the end of the year. Quality assurance has been an integral part of our system and we are happy to have piloted institutional quality assurance in Namibia’s higher education. The curriculum advisory boards and the professional and accrediting bodies continued to play their very important role of standards setting and quality assurance. In this respect, the partnerships with many international partners have become very relevant in our development, quality assurance as well as achieving international recognition and accreditation in some of the programmes.

Growth also took place in the infrastructure with enhancement in facilities for learning, research and services. We consolidated the acquisition of adjacent properties in order to expand our land holdings for future growth. The groundbreaking for a new building and planning for new academic facilities for the sciences, engineering and technology were realised with great joy. Similarly, the development and advances in information technology greatly enhanced service delivery in the classroom and the office, at the main campus and at our regional centres.

Research and staff development also enjoyed significant attention and investment, as did our community engagement. Many staff members were enrolled for the basic or higher degrees and their engagement in research has opened up new opportunities in the national and international arenas. We are never a stagnant institution. Thus in pursuit of excellence, we reviewed the management structure and are undertaking a significant business review process across the institution.

All in all, the demands were well managed and the financial commitments were met with a balanced budget, allowing for the customary clean audit. We can assuredly state that we are driven by a devotion to excellence through innovation and entrepreneurship. The culture of excellence is entrenched in all we do and thus this institution is destined for greater success. These are the ethos that drive us.

All the success is due to the commitment, dedication and hard work of all the stakeholders. I express my profound gratitude to all and assure each one that their contribution will strengthen our university into the future.

Faithfully,

Prof Tjama Tjivikua

Founding Rector
ACADEMIC AFFAIRS AND RESEARCH

- Vice-Rector: Academic Affairs and Research
- The Registrar
- Programme Development and Registration
- Library

ADMINISTRATION AND FINANCE

- Vice-Rector: Administration and Finance
- Human Resources
- The Bursar
- Computer Services
- Student Affairs
VICE-RECTOR: ACADEMIC AFFAIRS AND RESEARCH

The position of the Vice Rector: Academic Affairs and Research (VR:AA&R), which had been vacant for some time, was filled by Dr Niikondo, previously Head of Public Management on 1st July. This immediately strengthened the support for the mission and vision of the Polytechnic by revitalising the quest for excellence in teaching, learning and applied research among our diverse student body and faculty.

This Office is charged with oversight of the Polytechnic’s academic programmes. It fulfils this responsibility by working in concert with academic deans, faculty and staff to develop, implement, review, and evaluate academic programmes.

In addition to the above, the Office provided leadership in creating and maintaining academic standards and policies. Progress has been made in improving the workload policy and initiating other policies such as the Policies on Part-Time Lecturers, Consultancy, and Visiting Scholars, respectively. Teaching aids in classrooms such as “smart boards” were installed and a number of under-utilised classrooms were identified and put to full use. Timetabling problems that arose were investigated and solutions found. Regular key meetings under the chairpersonship and attendance of the Vice-Rector were revived such as the Deans’ Meeting and the Institutional Faculty Evaluation Committee Meeting (IFEC). The Vice-Rector attended, as ex officio member, the meetings of the Institutional Research & Publication Committee (IRPC), the Boards of Study, as well as the meetings of the E-Learning and Library Committees - as per institutional calendar and plan.

Towards the end of 2011 the Polytechnic Statutes (1997) were reviewed and consequently the largest school, the School of Business and Management, was restructured into the Schools of “Economics and Finance” and the “Management”, respectively. The School of Communication, Criminal Justice and Legal Studies was renamed the “School of Humanities”. As a result of these changes, the Polytechnic will have seven schools in 2012, each headed by an executive dean and deputised by an associate dean. Finally, the structure of this Office was reorganised to include units such as the Centre for Lifelong Learning (COLL) and the Centre for Cooperative Education (CCE).

The Schools continued to diversify academic offerings as well as enrich learning experiences in the different modes of study, undergraduate and postgraduate research, and service learning.

Finally, the Researchers of the Year Awards - at School and Institutional levels - translated into a memorable event marking the end of the academic year.
THE REGISTRAR

All in all, record enrolment of more than 12 400 students posed considerable challenges to the capacity of this Office. This role is performed by the Faculty Administration unit, which, amongst other functions, provides administrative and academic services and support to students, staff, lecturers and the general public. It consists of a Senior Faculty Officer and six Faculty Officers. Two new staff members joined this department. The recurriculation of academic programmes for alignment with the new National Qualifications Framework (NQF) continued. Recurriculation takes place every three years and all new programmes are set to meet the NQF requirements.

The following new policies were approved: Access to Student Records; Timetabling; and Certification.

Apart from the normal academic administration activities, the Registrar also headed an institution-wide investigation into academic dishonesty and corruption, commissioned by the Rector. The report will serve the purpose to refine our practices and tighten the standards.

The new Student Administrative Service centre was opened in September, and its impact on improving the quality of service to students was immediately apparent. In order to maintain the improved standards in the new Centre, the Registrar introduced a feedback system to monitor students’ satisfaction with the quality of service provided.

The Registrar continued to represent the Polytechnic on various statutory bodies such as the National Council for Higher Education and voluntary associations such as the Southern Africa Technology Network, as delegated by the Rector.

The Examinations Department, with a staff complement of only seven, is responsible for assessment administration and administered more than 60 000 examination papers in two major institution-wide examinations, in June and November. The department also played its usual key role at the graduation ceremonies in April and October. Activities include compilation of the lists of graduating students, the printing and distribution of certificates during the graduation ceremonies. The department also assisted several other institutions with the administration of their Distance Education examinations in Namibia, and these institutions include the University of Stellenbosch, University of Kwa-Zulu-Natal and the Southern Business School. The latter made use of the Polytechnic’s regional and examination centres in Lüderitz, Mariental, Rosh Pinah and Oranjemund.

The class of 2011, graduating at the October 2011 and April 2012 ceremonies, consists of 2 517 awardees receiving about 2 800 awards. Of these awards, seven were Master degrees, 62 Bachelor Honours degrees and 769 Bachelor degrees. A total of 715 awards were in programmes based on Mathematics, Science or Technology, adding to the Polytechnic’s growing contribution to the skilled human resources base in the country.

Significant progress was made in capturing student data from the Old Students Archive from 1980 to 2002 such that at the end of the year under review 50% of the records had been captured and sent to off-site storage.
At the same time the Central Record and Archives Department has been investigating an alternative system for tracking files physically, which will probably result in due course in the acquisition of the ecoscan and transponder system. This system has the capability to track the movement of not only physical files, but also assets and laptops in real time and at the same time be connected to CCTV to provide more accurate information.

The new Documents and Records Management policy was submitted to the National Archives of Namibia in August for information and recommendations. At the same time the drafting of a new Institutional Filing System was completed. A draft System Framework has also been produced and submitted for comment and input to the National Archives of Namibia. Construction of the Records and Archives facilities commenced in August and was on track by the end of the year.

Training of staff on the campus management system (ITS) took place on a regular basis to ensure optimal use of the system and better service delivery to the Polytechnic community. The Head: Central Records and Archives, received training on Electronic Records Management in Johannesburg and another in Windhoek with the focus on information security and some aspects of disaster recovery and business continuity planning.
PROGRAMME DEVELOPMENT AND REGISTRATION

The department is responsible for leading, coordinating and managing all programme (curriculum) development activities (both new and revised programmes) up to the point of registration of the resultant qualifications on the National Qualifications Framework (NQF). Following are some of the key tasks of the Directorate:

- developing, publishing and reviewing the curriculum framework of the institution, including teaching, learning and assessment frameworks;
- establishing a development programme for academic staff in conjunction with other stakeholders to facilitate implementation of the curriculum framework;
- leading, advising and supporting academic departments in curriculum development;
- facilitating registration of qualifications on the NQF.

Since a curriculum framework is a prerequisite and cornerstone of any curriculum development endeavour, the institution’s Curriculum Framework (CF) was approved in November 2009 and implementation commenced in January 2010.

Programme (curriculum) development

The CF sets out our intentions and expectations in terms of programme attributes and development imperatives, teaching and learning and assessment, and provides a coherent guiding document within which these academic activities are to be carried out. During the reporting period the Directorate conducted three development sessions for new faculty in all Schools to ensure they are familiar with the CF requirements and the NQF. The Directorate also supported academic departments through professional guidance and advice in the process of developing/re-curriculating a total of 27 new/existing programmes. This included extensive review of draft programme documents to ensure compliance with requirements of the CF and the NQF.

The following new/revised programmes were approved by Senate:

Programmes approved by Senate in 2011

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
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<tr>
<td>Certificate: Vocational Education and Training (VET Trainer) [new]</td>
<td>Bachelor of Marketing Honours [new]</td>
</tr>
<tr>
<td>Higher Certificate: Vocational Education and Training (VET Trainer) [new]</td>
<td>Bachelor of Natural Resource Management Honours in Nature Conservation [new]</td>
</tr>
<tr>
<td>Diploma: Vocational Education and Training Management [new]</td>
<td>Bachelor of Architecture Honours [revised]</td>
</tr>
<tr>
<td>Bachelor of Marketing [revised]</td>
<td>Executive Master of Business Administration [new]</td>
</tr>
<tr>
<td>Bachelor of Office Management and Technology [revised]</td>
<td>Master of Integrated Water Resources Management [new]</td>
</tr>
<tr>
<td>Bachelor of Hospitality Management [revised]</td>
<td>Master of Information Technology [revised]</td>
</tr>
<tr>
<td>Bachelor of Regional and Rural Development [new]</td>
<td>Master of Industrial Engineering [new]</td>
</tr>
<tr>
<td>Bachelor of Town and Regional Planning [new]</td>
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The institutional core courses have been incorporated, as appropriate, in curricula of the above new/revised undergraduate programmes consistent with requirements of the curriculum model, and a comprehensive update in this regard was compiled to facilitate the actual time-tabling of these courses in 2012.

Furthermore, the Directorate has developed detailed guidelines aimed at assisting faculty in the process of conducting needs assessments/market surveys to establish the demand for new credentialed programmes and/or short courses. The Short Course Policy, developed during the course of 2010, went through final stages of consultation and was approved in May 2011.

The registration of qualifications on the NQF is one of the key performance areas of the Directorate in order to ensure compliance with national imperatives. Significant progress has been recorded with the submission of a further 13 qualifications for NQF registration. Overall, 53 qualifications have been submitted to the NQA thus far, of which the following 25 are registered on the NQF (as at 31 October):

<table>
<thead>
<tr>
<th>NQF ID</th>
<th>Qualification</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q0110</td>
<td>Bachelor of Science in Applied Mathematics and Statistics</td>
<td>7</td>
</tr>
<tr>
<td>Q0111</td>
<td>Bachelor of Science Honours in Applied Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Q0112</td>
<td>Bachelor of Science Honours in Applied Statistics</td>
<td>8</td>
</tr>
<tr>
<td>Q0113</td>
<td>Certificate in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>Q0114</td>
<td>Bachelor of Criminal Justice (Policing)</td>
<td>7</td>
</tr>
<tr>
<td>Q0115</td>
<td>Bachelor of Criminal Justice Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0116</td>
<td>Bachelor of Criminal Justice Honours</td>
<td>7</td>
</tr>
<tr>
<td>Q0144</td>
<td>Bachelor of English Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0145</td>
<td>Bachelor of Communication</td>
<td>7</td>
</tr>
<tr>
<td>Q0147</td>
<td>Diploma in Agricultural Management</td>
<td>6</td>
</tr>
<tr>
<td>Q0148</td>
<td>Bachelor of Agricultural Management</td>
<td>7</td>
</tr>
<tr>
<td>Q0149</td>
<td>Bachelor of Agricultural Management Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0150</td>
<td>Bachelor of Journalism and Communication Technology</td>
<td>7</td>
</tr>
<tr>
<td>Q0151</td>
<td>Bachelor of Journalism and Communication Technology Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0152</td>
<td>Certificate in Public Management</td>
<td>5</td>
</tr>
<tr>
<td>Q0153</td>
<td>Bachelor of Public Management</td>
<td>7</td>
</tr>
<tr>
<td>Q0154</td>
<td>Bachelor of Public Management Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0155</td>
<td>Diploma in Property Studies</td>
<td>6</td>
</tr>
<tr>
<td>Q0156</td>
<td>Bachelor of Property Studies Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0163</td>
<td>Bachelor of Logistics Honours</td>
<td>8</td>
</tr>
<tr>
<td>Q0166</td>
<td>Diploma in Information Technology</td>
<td>5</td>
</tr>
<tr>
<td>Q0165</td>
<td>Bachelor of Biomedical Sciences</td>
<td>8</td>
</tr>
<tr>
<td>Q0164</td>
<td>Bachelor of Criminal Justice (Correctional Management)</td>
<td>7</td>
</tr>
<tr>
<td>Q0224</td>
<td>Bachelor of Geoinformation Technology</td>
<td>7</td>
</tr>
<tr>
<td>Q0225</td>
<td>Diploma in Geoinformation Technology</td>
<td>6</td>
</tr>
</tbody>
</table>

The NQA has issued Compliance Check reports for 10 additional qualifications, but NQF registration is subject to final approval of the NQA Council, which was anticipated by the end of the year.

The lack of human resource capacity has been the Directorate’s most significant challenge since its inception. The Directorate’s structure was approved during the reporting period and a PDR Officer is being recruited.
LIBRARY

Globally, the character of libraries, until late into the 20th century predominantly repositories of data, information and knowledge in printed form - has changed tremendously. Today, and this is certainly true for our library, material is predominantly in digital form, stored on computers or accessible over the Internet. This report covers the activities of library during the period under review and also provides a sense of progress made in acquisition and storage of digitised data and information.

Library stock and electronic resources

With respect to acquisition of materials, 2011 has been a very active and productive year for the library. The physical items in the library (printed books, journals, DVDs etc.) increased by a nominal 5%, from 77 653 to 81 678. But overall the library’s collection has grown immensely, not just due to the acquisition of printed material, but first and foremost due to the subscription to seven additional e-resource packages. This has helped to increase the e-book collection from 300 in 2010 to 60 835 in 2011, while the e-journal collection now stands on 112 105 full-text journal titles, offering even remote students a broader information base. This change in acquisition approach has had huge impact on the percentage distribution of the different materials in the library (as reflected in the chart below). For example, this has reduced the percentage of printed journals in the library to a mere 0.08% of the total collection. At the same time, while the institution has substantially increased electronic resources, the sourcing of 4 025 and 195 printed books and journals, respectively consumed 54% of the total acquisition budget (see the chart on Division of Acquisition Budget below).
Going hand-in-hand with the increase in e-resources has been the library’s efforts to enhance access to the growing e-resources. Patrons can now access the institution’s entire collection via a single entry point - creating an experience that is comprehensive, fast and familiar. This has been made possible by the library’s subscription to the EBSCO Discovery Service, a federated search engine with an interface similar to that of a normal Internet search engine.

Off-campus access to e-resources has also been simplified. Polytechnic staff and students can access the library’s subscribed e-resources 24 hours a day from all over the world by going to: eresources.polytechnic.edu.na/login and logging in with their Polytechnic email username and password.

The third component behind the improved access to the library’s e-resources is the Library and Information Skills Training that has been made available to all Polytechnic students and lecturers to equip them with the skills needed to search for information on the e-resources. Overall, 2772 students and 45 lecturers received relevant training during the year. These measures helped to improve the visitor statistics for the library by 12% this year, from 641,872 to 722,113 (headcount).

Many more students prefer to access the library’s resources by virtual means rather than by physically coming to the library. This is a gratifying development in view of the pressure the Polytechnic’s rapid growth in enrolment over the past few years has brought to bear on the Library’s physical infrastructure.

The year also saw the library adding an exciting, new dimension to its activities. The “Donate-a-Book” Project was implemented for the first time, as an outreach initiative of the library. Books were collected from the Polytechnic community to be donated to a library in need. The Omuthiya Community Library in northern Namibia was selected to be the inaugural recipient for 2011 and received a total of 364 books from the project. Our hope is that the books will not only fill the shelves of the Omuthiya library, but that they will help to enhance the reading culture of the community.
**VICE-RECTOR:**

**ADMINISTRATION AND FINANCE**

The primary responsibility of this office includes the control, management and oversight of particularly the following units: Human Resources, Finance, Facilities Management, Auxiliary Services, and Student Services. The Vice-Rector is responsible for the formulation of and compliance with the relevant policies and procedures to enhance accountability, efficiency and fiscal discipline.

The enrolment of more than 12,000 students presented major challenges in terms of human resources, academic and administrative support services and infrastructure.

The Polytechnic’s response to the ever increasing demand for tertiary education has driven expenditure to unprecedented heights. Although this finds wide acknowledgement in the Namibian society, the cost for the provision of mostly technology orientated education and training continuously “outpace” the subsidies received from the government. To put this challenge into perspective: the average cost per student was N$40,428 of which the State subsidy covered N$17,889 or 44%. By working harder, smarter, and by securing third party funding, the Polytechnic community managed nonetheless to keep its tuition fees competitive in the SADC region.

The Polytechnic has framed transparent management systems and policies for the efficient management of the institution. These systems, processes and policies laid the foundation for the remarkable accountability, efficiency, performance and numerous national and international accolades and awards over the years.
HUMAN RESOURCES

The HR Division (HR), recognising its critical role to provide and support human capital in an organisation that is striving to be a learning organisation, has committed itself to support the vision, mission, goals and strategies of the institution. A recent survey of faculty and staff revealed that operations in many of the divisions that the HR were not delivering to expectations and hence a business review process was recommended for some of the key operations. In a step towards reorganising the HR, after a longstanding vacancy of leadership, Ms Riëtte Duvenhage was appointed Director of HR.

Managing employee relations is one of the key functions of the HR in order to ensure harmonious labour relations within the organisation. Significant attention went into improving relations between the labour union and the Management of the institution, and much time was spent in negotiations of recognition agreement which would formalise the operations of the labour union. This process was essentially completed and the recognition agreement will be submitted to the Council for approval in 2012.

As a result of the rapid development of an increased growth of the institution, it became important to reshape and review the management structure and its functions. Consequently, a new management structure of the institution was developed and this entailed creation of a number of new positions. This taken together with the agreement with the labour union that there was a need to have positions regraded, the HR Department led the project to regrade all positions in the institution. All in all about 260 positions were graded.

A series of training programmes on leadership were organised by the HR department to assist building of capacity and teamwork within Executive Management of the institution. The first workshop was based on ‘StrengthsFinder 2.0’ programme which assists individuals to discover their strengths so that they could focus on these strengths. The Workshop conducted by Carol Schacht from the US helped in making the members of the Executive aware of each other’s strengths so that managers could complement each other in a team, but more importantly, making members conscious of the strengths that do not exist in the team. This programme has been followed by a series of other workshops run by Michelle Holmes of the B360 Education Partnerships of Switzerland. The basis of the workshops were on using the Hermann Brain Dominance Instrument (HBDI) as a means of understanding one’s preference thinking style which is important in the way one provides leadership. It is hoped these initiatives have helped the executives in running their portfolios.
Executive management had decided that as part of transformation of the institution it was necessary that everyone’s performance should be evaluated and hence it was important to introduce a performance management system. This project was led by the HR department and was initially to be piloted by senior management of the institution. Ms Holmes ran the workshops. At the beginning of 2012 all the senior managers were to develop their performance management contracts with their supervisors.

One of the challenges facing the institution is to recruit staff with appropriate qualifications and skills, and this becomes a daunting challenge particularly in areas of scarce skills. Hence, the numerous vacancies that existed in the academic sections of the institution. The recruitment section of the HR worked tirelessly on the recruitment process to ensure that the core business of the institution is not undermined. The staff complement increased by 175 (including part-time staff members and moderators, examiners and markers) during the year. Below is the table giving staff profile as at 31 December.

### Staff Complement (As at 31 December 2011)

<table>
<thead>
<tr>
<th>Appointment</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent: Academic</td>
<td>74</td>
<td>121</td>
<td>195</td>
</tr>
<tr>
<td>Part time: Academic</td>
<td>93</td>
<td>147</td>
<td>240</td>
</tr>
<tr>
<td>Permanent: Admin</td>
<td>200</td>
<td>129</td>
<td>329</td>
</tr>
<tr>
<td>Part time: Admin</td>
<td>40</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>F/T Contract Faculty</td>
<td>25</td>
<td>111</td>
<td>136</td>
</tr>
<tr>
<td>Commercial Units</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Moderators/Examiners/Markers</td>
<td>51</td>
<td>131</td>
<td>182</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>493</td>
<td>689</td>
<td>1182</td>
</tr>
</tbody>
</table>
THE BURSAR

The Polytechnic has consistently exercised prudent financial management, since inception. This is clearly reflected in the unqualified audited financial statements year on year. Adequate accounting records were maintained and the financial statements have been prepared on the historical cost basis in accordance with International Financial Reporting Standards (IFRS).

Expansion of operations in line with its core functions enabled the institution to enhance human capital and contribute positively to the economy of the country. A significant portion of funds are invested annually in capacity building and infrastructure development. The value of the total assets (current and non-current) of the institution, exceeded the N$ 1 billion mark, of which 80% represents investments in property, plant and equipment. Periodic evaluations of assets are made to make sure their carrying value does not exceed the benefits expected to be derived from the asset.

The Polytechnic maintains a positive relationship between resources employed and results achieved. Limited resources are utilised appropriately for the pursuit of its activities to provide quality services at competitive price.

The institution manages its capital to ensure it will be able to continue as a going concern, while maximising the return to stakeholders through the moderate use of capital reserves. The capital structure of the institution consists of cash and cash equivalents, capital reserves and accumulated funds. Due care and caution were exercised in providing for liabilities which are contingent upon future occurrence.

Key financial principles, policies and best practices are continuously reviewed to enhance and support efficiency and effectiveness. Systems of internal control are designed to provide reasonable assurance as to the reliability of the financial statements, and to adequately safeguard, verify and maintain accountability of assets, and to prevent and detect material misstatement and loss. Technological advancements are evaluated, implemented and monitored by suitably trained personnel with an appropriate segregation of authority and duties.

Operational reserves generated this year are held to serve as finance bridging to fund operating expenditure arising from a shortfall in subsidies during the next three financial years. Sustainability due to a sharp decrease in subsidy allocations will be a major challenge for the institution in the next three financial years. The inadequate funding situation will pose serious threats to development and growth, and quality. The government subsidy forms a significant part of the total income of the institution and the reduction thereof will limit the institutions’ ability to provide quality education in future. The disproportionate subsidy allocation to institutions of higher learning in the absence of a funding formula is a major concern of the Council and the Polytechnic community.
Capital growth

• Replacement value of buildings and equipment – N$ 856 million (approx)
• Total revenue – N$ 428 million
• Library acquisitions – N$ 5 million
• Research funding (institutional) - N$ 1 million

Enrolment costs

• Average cost per student – N$ 40 428
• Average state subsidy per student – N$ 17 889
• State subsidy as a percentage of income – 52%
• Tuition as a percentage of income – 31%

Cost per student in different Schools
The BCS continued with its mandate of providing an excellent service in the broad area of information technology. This included maintenance and operation of the central computer system that provides information processing capacity for a number of administrative divisions that keep data and information for decision-making and managing the institution. From the technical side the BCS provided expertise and support in the acquisition of personal computers, peripherals and other information related equipment and products as well as support for software and network operation. In this way the BCS strives to ensure that the Polytechnic community always keeps up with the changing developments in information technology.

- The Polytechnic IT network undertook a major restructuring during the course of the year. An outdated firewall that experienced stability issues was replaced by a state-of-the-art device that greatly stabilised the institutional network, making painless communications through ICT means the norm on campus.
- In line with best practice and in order to promote a caring, enabling environment, a Health and Safety project was started in February 2011 and the report shall be handed over to the Polytechnic EXCO in early 2012 for implementation. CCTV and building management are part of this project.
- An Electronic Waste agreement to recycle e-waste such as old computers, boards and other outdated hardware was signed with Transworld Cargo. The first consignment was collected in early 2011 and according to Transworld Cargo, this was the biggest collection of e-waste in Namibia.
- The Data Centre finalised a virtualisation project that greatly reduced the number of servers and saved the institution electricity to the tune of more than 3Kw / per hour, which translates into a saving of about N$35 000 per annum.

Student Laptop Project

This project was launched by the Honourable Deputy Minister of Information Communication and Technology in early 2011. Academics and students alike had for long been complaining about a lack of student access to computers on campus for tasks such as browsing the Internet, accessing to Polytechnic numerous e-resources and writing assignments. Notwithstanding the shortage of space to build computer laboratories, the cost of infrastructure, software, computer, and network facilities which on the average was more than N$35 000 per seat, was the most prohibitive factor. Following campus-wide discussions, a solution was identified, in line with the goals of Vision 2030 and of our Strategic Plan (PSP3), namely to equip a large number of students with laptops as from February 2011. Apart from those students who had their own laptops, over 900 students purchased laptops under the scheme provided by the institution. It is hoped that this number will increase in subsequent years.

Although all lecturers had been provided with computers in their offices and also a lot of learning materials was available on the e-learning platform, the teaching in class lagged behind because it remained largely a chalk-board approach. A boost in modernising teaching and learning came with the investment of about N$ 3 million on Smart boards. The BCS provided technical support in the acquisition of this technology, and also jointly with the Centre of Teaching and Learning (CTL) oversaw the installation of these boards in the various classrooms. Training for providing technical support the Smart boards has been completed; however, training faculty in methodologies for use of Smart boards is provided by CTL and is ongoing.
STUDENT AFFAIRS

The services provided by the Office of the Dean of Students, alternatively Student Affairs, are manifold, and encompass health, social welfare, student counselling (including HIV and AIDS counselling and co-ordination), job placement, accommodation, as well as sport and culture (see table infra).

<table>
<thead>
<tr>
<th>Students served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Social Welfare</td>
</tr>
<tr>
<td>Student Counselling</td>
</tr>
<tr>
<td>Job Placement</td>
</tr>
<tr>
<td>Accommodation, Sport &amp; Culture</td>
</tr>
<tr>
<td>Hostel And Kitchen</td>
</tr>
</tbody>
</table>

*Total of students served daily when all meals are counted.

Whereas many students upon entering tertiary education experience an increased complexity and volume of learning on-campus, as well as a world of unprecedented opportunities off-campus, the care and direction given by the team of professionals, offers a sense of community and stability.

Student services were utilised significantly. Student profiling indicated that there is a huge demand for the general wellness services (which include health, and social welfare and counselling) and a total of 6 789 students made use of these services during 2011. During the same period, Job Placement Unit interacted with 1 111 students, whereas Accommodation, Sport and Culture Unit provided a service to 3 344 students. This does not included hostel and kitchen services that are delivered to about 403 resident students who are served three meals a day. From the statistics it is clear that the demand for services to students is increasing significantly and the staff are continuing to give high quality service to students.

Through the various portfolios numerous activities planned were accomplished and significant highlights included the student development workshops and programmes, counselling interventions, student leadership workshop, the 16th Career Fair, the 15th HIV/AIDS awareness campaign, the 16th Cultural Festival, International cuisine, Miss and Mr Polytechnic which was held at the Windhoek Country Club Resort and Casino, the 16th Annual Trophy Award Ceremony and the 16th Christmas in October.
Academic support activities

• The New Student Orientation is held at the beginning of an academic year and is a platform for new, transfer and international students to have the opportunity to become familiar and to acquaint themselves with the institutional procedures and processes. About 3,000 new students attended the orientation, which was evaluated by the new recruits, and indicated positive results.

• The 16th Career Fair provided a platform for prospective and current students for prospective employment opportunities. There were 35 exhibitors and 15 high schools from as far as Rehoboth and Okahandja and close to 4,000 students who attended the Career Fair. The best external exhibitors for Government Offices/Ministries and Agencies were: Ministry of Health & Social Services (1st), Ministry of Mines and Energy (2nd) and The Office of the Auditor General (3rd). The best external winners for Corporate Companies were PKF (1st), Namibia Standard Institution (NSI) (2nd) and the Chamber of Mines (3rd). The best internal exhibitors included: School of Health and Applied Sciences (1st), School of Natural Resources and Tourism (2nd) and School of Engineering (3rd).

Student welfare and socio-cultural activities

• The 14th HIV/AIDS Awareness Campaign took place over two days in May 2011 under the theme “Be the Change”. The main objectives of the campaign are to increase information flow among young people on HIV/AIDS and sexual reproductive health; mobilise students to know their status through regular testing; empower female students to negotiate for safer sexual practices and to increase the consistent use of condoms and access to VCT amongst students. The project was launched by Mrs Penehupifo Pohamba, the First Lady of the Republic of Namibia. In her keynote address, Mrs Pohamba, urged the youth to take the impact that HIV/AIDS poses to the youth, very seriously. She encouraged men to be more involved in the fight against HIV/AIDS and referred the positive outcome of male support in the Prevention of Mother to Child Transmission (PMTCT).

• The 16th Polytechnic Cultural Festival was held under the theme “Mombazu Quete Vemue”, which means “In culture we are one”. The objective is to provide a platform to experience a ‘cultural melting pot’ of all cultures and exchange information about different cultures in order to increase the awareness of cultural diversity and to promote cultural interaction of different cultural groups.

The Cultural Festival is the highlight of student social activities. Here international and Namibian students are engaged to appreciate each other’s cultures.
At the International Cuisine, the Polytechnic had the pleasure of hosting the following Embassies: Indonesia, China, Spain and Republic of Korea, just to name a few. In addition, the Polytechnic’s international community participated in the international cuisine, representing countries such as Angola, Botswana, Ghana, Nigeria, South Africa, Uganda, Zimbabwe and Zambia. Namibia was represented by its indigenous cultural groups. The Festival culminated in the ‘Miss & Mr Polytechnic Pageant’. The audience was entertained with excellent musical performances and dances by young Namibian talent, such as Gal Level, Panti and Dickson and Petersen added some international flavour to the programme. The crowning of the contestants was the highlight of the evening. Otillie Ambata, a B Tech Accounting and Finance student was crowned Miss Polytechnic 2011 and while Baruani Mlumbi, a Marketing student was crowned Mr Poly 2011.

Student leadership development programmes

- The Student Leadership Workshop for the SRC and the HC members provided training to empower the SRC and HC members with the basic characteristics of leadership, student leadership code of conduct, effective communication and decision-making skills, leadership styles, and equipped students with creative thinking processes and strategies.
- First Aid training is a life skills workshop for the Housing Committee (HC) members, Chairpersons of Student Sport Clubs and Cultural Societies. The training serves as a guide in a time of an emergency. It empowers the HC members, chairpersons of clubs and cultural societies who are non-medical personnel, how to apply first aid in helping injured students. The first aid training focussed on the basic principles of first aid, patient assessment, respiratory emergency, cardio-pulmonary resuscitation, medico-legal aspects, unconsciousness, bleeding and wounds, fractures, spinal injuries, drug and substance abuse, snake bites, ambulance system and transportation and the contents of a first aid box.

Student-led activities

A number of activities were planned and carried out through the year by the SRC. They included the Miss and Mr First year, General Student Assembly, students’ prayer day, flea markets, student nights, barbeque and movie nights, by the cultural festival activities and the outreach programme to leprosy victims in the Kavango Region. The Housing Committee arranged the Valentine’s Dinner and the Christmas Celebration in October.

The SRC election took place in October followed by the inauguration of the new. The Housing Committee elections were also conducted.

The Poly Choir at the hosting of the Dolce Melody Musical Group from South Africa.
FACULTIES / SCHOOLS

• School of Business and Management
• Harold Pupkewitz Graduate School of Business
• 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
SCHOOL OF BUSINESS AND MANAGEMENT (SBM)

SBM is the largest academic unit at the Polytechnic with enrolment of 8 546 students which increased by 5% from 2010. Based on the recommendations of the School, Senate approved the creation of two new schools out of SBM, namely the Schools of Economics and Finance, and Management, respectively, while maintaining the Harold Pupkewitz Graduate School of Business (HP-GSB). The new structure will be implemented in January 2012.

The School was in the final stages of re-curriculating the existing programmes in line with the requirements of the Namibian Qualifications Framework (NQF) and the development of new academic and professional programmes. In the interest of maintaining quality, the School also capped the intake of students, especially in oversubscribed programmes such as Accounting and Finance, Business Administration and Public Management. However, in order to offer students greater flexibility in terms of programme choices and also to respond to industry requirements, Bachelor and Bachelor Honours degrees in Transport and Logistics Management were introduced.

Considerable attention was paid to increase the research profile and to enhance the School’s international standing by prioritising faculty research, business consulting and innovative programmes that produce students who make an immediate difference in the workplace. Success in these activities will bring us greater international recognition. Staff also continued to receive awards and honours for their professional contributions.

Re-curriculation took place for the qualifications of Bachelor and Bachelor Honours degrees in Marketing, Accounting and Economics, respectively, and of the Advanced Diploma in the Theory of Accounting. These programmes were scheduled for implementation in January 2012.

Engagement with various curriculum advisory committees was strengthened in the process of developing new curricula. A new template for faculty guidelines on Course Outlines was implemented to standardise the course outlines issued to students. The student evaluation of faculty, class visits by dean and heads of departments as part of the School’s quality assurance tradition continued and the outcomes were used to improve teaching and learning.

The SBM graduated the highest number of students, 65.7% and 66.3% of the total number of students received awards at the April and October graduation ceremonies, respectively. The Department of Accounting and Finance had the highest number of graduates, followed by the Department of Human Resources Management, Business Management, Public Management, Economics and
Office Management and Technology, respectively. More than 60% of the graduates were females, again confirming the institution's promotion of gender equality.

Student clubs are responsible for the development of students and therefore a number of societies exist and are supported by the various departments. These include the Polytechnic Economics Students Society (PESS), the Polytechnic Accounting Students Society (PASS), the Public Management Students Society (PMSS), and the Human Resources Management Students Society (HRMSS). These societies complement the SBM's efforts to help students make the right career choices, impart social and leadership skills and nurture students overall development. PESS for example, published two editions of its newsletter and participated in various community outreach activities, while PASS organised two public lectures in collaboration with the Institute of Chartered Accountants of Namibia.

These societies also visited and donated food items and clothing to orphanages in Windhoek.

**External collaboration**

The SBM has developed partnerships with accreditation bodies and business schools around the world. The SBM continued to develop key focus areas identified in the cooperation agreements. Special emphasis was placed on staff and student exchanges, joint research activities, and networking. This allowed faculty and students various opportunities to gain valuable exposure and experience.

Various international visitors visited the Polytechnic such as the following:

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Country</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Holmes</td>
<td>Human Resources Expert from B360 Education Partnerships</td>
<td>Switzerland</td>
<td>Taught Advanced Development and Change, Compensation Management, CTL presentation and Team Building seminar for the HRM department.</td>
</tr>
<tr>
<td>Markus Stoll</td>
<td>Human Resources Expert from B360 Education Partnerships</td>
<td>Switzerland</td>
<td>Taught Team building to final year students of the HRM programme, CTL presentation and Team Building seminar for the HRM department.</td>
</tr>
<tr>
<td>Prof Mammo Muchie</td>
<td>Tswane University of Technology</td>
<td>South Africa</td>
<td>A public lecture, research collaboration and modern research techniques seminar.</td>
</tr>
<tr>
<td>Prof Steve Carter</td>
<td>Leeds Metropolitan University</td>
<td>UK</td>
<td>Conclusion of the British Council EFA project – collaboration between PoN and Leeds Metropolitan University UK.</td>
</tr>
<tr>
<td>Dr Angela Clarke</td>
<td>University of Warwick</td>
<td>UK</td>
<td>Taught a module of the MIB programme.</td>
</tr>
<tr>
<td>Dr Susan Grenstead</td>
<td>University of Birmingham</td>
<td>UK</td>
<td>Taught a module of the MIB programme.</td>
</tr>
<tr>
<td>Mr Hans-Jürg Schär</td>
<td>Former CEO of Swatch company</td>
<td>Switzerland</td>
<td>Presented public lecture titled: “Why Marketing in the Boardrooms? - From Ideas to Development to Market: Lessons from Swatch for Namibia”. Taught Budgeting &amp; Budgetary Control, Corporate Governance and Leasing to different groups of final-year Bachelor of Accounting and Finance students. Presented a workshop on International Marketing at the GSB.</td>
</tr>
<tr>
<td>Dr Ron Dulek</td>
<td>University of Alabama</td>
<td>USA</td>
<td>Lectured on “Communication strategies in a workplace characterised by multi-media and greater connectivity, bringing unique new insights”.</td>
</tr>
<tr>
<td>Dr Otto Scharmer</td>
<td>Massachusetts Institute of Technology (MIT) and acclaimed researcher in Leadership</td>
<td>USA</td>
<td>Gave a public lecture detailing and demonstrating his Theory U processes.</td>
</tr>
</tbody>
</table>
The annual summer school was held for students of University of Vienna, Austria in July and August. Nine students attended and the topics covered included: Doing Business in Africa with emphasis on Namibia and the SADC region, Economies of Namibia and SADC countries and Government and Politics of Namibia. The programme was enriched by eminent Namibian speakers who gave guest lectures on the following topics:

- “Namibia-EU Trade” lectured by a representative of the Embassy of the European Commission in Windhoek
- “Trade & Industries in Namibia” lectured by a representative of the Namibian Chamber of Commerce and Industry (NCCI)
- “Corporate governance in Namibia” lectured by an economist of the First National Bank.

Excursions and field trips organised for the students included visits to Heroes Acre, the Rössing Uranium Mine, Parliament Chambers, Namibian Breweries, the Khomas Governor’s office, the National Museum, Etosha National Park, the Namib Naukluft and Swakopmund.

RESEARCH AND PUBLICATIONS

Faculty generated a total of 22 publications as journal articles, conference papers, books, chapter in books and workshop papers. The SBM experimented with ‘Research clusters’ focused on priority research areas as identified by each department, thereby identifying the following niche areas:

**Research niche areas**

<table>
<thead>
<tr>
<th>Department</th>
<th>Niche Area</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance</td>
<td>Corporate Governance, Internal Auditing, International Accounting Standards, Environmental Accounting, Budgeting, etc.</td>
<td>Ongoing. A number of publications will develop out of these subsequently.</td>
</tr>
<tr>
<td>Economics</td>
<td>Poverty, Macroeconomic Modelling, Financial Markets, Regional Economic Integration, Unemployment, Income Distribution, Inflation, Econometric Modelling, etc.</td>
<td>7 newsletter articles were written and published by faculty and students.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Corporate Social Responsibility, Customer Relationship, Marketing Management, Consumption Pattern, Disposable Income.</td>
<td>Ongoing. A number of publications will come out of this work.</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>Leadership, Organisational Development and Change, Talent and Career Management, Industrial Relations and Employee Management, Human Resources, Strategic Management</td>
<td>Ongoing. A number of publications will come out of this work.</td>
</tr>
<tr>
<td>Business Management</td>
<td>Creativity and Innovation, Entrepreneurship</td>
<td>Ongoing. A number of publications will come out of this work.</td>
</tr>
</tbody>
</table>
Some research publications


Books and chapter reviews


Conference papers


COMMUNITY ENGAGEMENT

Faculty and students actively participated in community service and made contributions in several areas of the society, including interviews and newspaper articles on topical issues. All these reflect a growing public appreciation of the expertise available such as a series of lectures to members of the Namibian Defence Force at the Oshana Military College near Okahandja by two senior colleagues. The Departments of Economics and Public Management were the most active contributors to public debate on economic and public policies, and organised a number of public lecturers and expert panel debate on burning social and economic issues.
HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS (HP-GSB)

The HP-GSB was established in 2008 to offer internationally accredited postgraduate management degrees and executive education in order to produce leaders of tomorrow. By putting emphasis on providing cutting-edge qualifications as well as offering professional development programmes that are responsive to the needs of executives, business and society, the Business School is contributing to enhancing the economy of Namibia through capacity building. In its approach of nurturing and developing management expertise, the School also infuses into the programmes critical aspects that promote an entrepreneurial spirit, global outlook, ethical business principles and social responsibility.

Currently, the School offers two postgraduate qualifications and has facilitated several seminars/workshops. It is embarking on executive education courses next year.

TEACHING

The Master in International Business

The MIB programme was launched in 2006 and accredited by Foundation for International Business Administration Accreditation (FIBAA) in 2007. The MIB provides cross-functional knowledge and skills that allow graduates to solve the increasingly complex challenges of contemporary business particularly in the areas of international trade and policy. The programme added three more graduates to its list of alumni this year.

Graduates’ comments:

“The MIB programme is a very relevant qualification in contemporary Namibia, as it exposes students to a wide range of courses that are tailor-made for the real business world. As there is hardly any business in our modern times that is not affected by changes in the international business climate, the programme enlightens students to what international business has to offer. It has equipped me to deal with various business dynamics and paradigms.” … John Uusiku.

“The MIB programme is one of the premier and (most) highly-rated courses in the country and I’m proud to be one of the first four graduates of the HP-GSB. Namibia needs business leaders and entrepreneurs who are able to cope with the ever changing global business environment. It is possible that we all can do it.” … Elvis Nashilongo.
The above comments confirm the relevance of the programme to students and the knowledge and skills that put them in good stead in a complex changing business world.

While thesis completion is a key component of the programme, and given low output of graduates in the past, the School is now adding a strong research supervision model supported by a research professor whose main responsibility will be to coordinate the teaching of research methodology, allocation and training of supervisors, and maintenance of a viable research process.

**MSc Leadership and Change Management**

The Business School collaborated with Leeds Metropolitan University (LMU) on the first cohort of the MSc Leadership and Change Management (MSc LCM) programme, and 2010 saw the completion of all requirements for the programme by most participants in the first cohort of the MSc LCM programme.

Having attended research clinics with tutors from LMU, our partner institution then, and under the guidance of local supervisors, 17 participants completed their research in time to graduate at a special ceremony in December 2011. Five of the successful students were awarded their degrees ‘with merit’, denoting exceptional academic performance.

Students’ research topics ranged from strategic planning for schools and the resettlement of low-income communities to leadership in financial crises as well as implementation of institutional mergers. The graduates formed Change-management groups regionally in Namibia for mutual support in putting their learning into practice by addressing issues of relevance to the Namibian economy and society.

Notwithstanding the initial success of the M Sc LCM, the School opted to offer its own Master in Leadership and Change Management (MLCM) to guarantee compliance with the Master degree requirements of the NQF. Through intensive consultations with industry, government and non-government leaders, the programme was substantially upgraded to meet the needs of the Namibian economy and society.

Over 150 applications were received for the programme in the second cohort, of which only the best 35 were selected to enrol. These participants commenced the programme in July and are on track to complete their studies.
Joint African Master Programme on Local Development

This year also saw the registration of the first five Namibian students in Cycle 2 of the Joint African Master’s Programme in Comparative Local Development (JAMP). Aimed at promoting the ongoing localisation of economic growth and productivity as well as the democratisation of local government and decentralisation of governance in African countries, JAMP is fully interdisciplinary, comprising the application of economics, law, sociology and political science to the analysis and understanding of local development. It is offered in partnership with the University of Trento (Italy), Tshwane University of Technology (South Africa), University of Botswana and St Thomas University (Mozambique).

EXECUTIVE EDUCATION

- In partnership with Capricorn Holdings and AdforceDDB, two senior executive seminars were held. Mr Hans-Jürg Schär, former Managing Director of the Swatch Group (which produces world-renowned watches and smart cars), convincingly discussed the issue of “Why Marketing in the Boardrooms? - From Ideas to Development to Market: Lessons from Swatch for Namibia”, at the HP-GSB in May. The seminar was attended by many leading advertising and marketing executives as well as staff of the Polytechnic.

- In the second seminar Dr Ron Dulek from the University of Alabama - voted ‘MBA Teacher of the Year’ 18 times in the USA and a well-known academic, researcher, author and consultant - addressed the issue of “Communications Strategies in the Workplace characterised by Multi-media and greater Connectivity” and brought unique and new insights.

- Thanks to support from the Synergos Institute, Dr Otto Scharmer, Senior Lecturer at the Massachusetts Institute of Technology (MIT) and acclaimed researcher in Leadership, lectured at the HP-GSB, detailing and demonstrating his Theory U processes.

- A four-part series of workshops entitled “High Performance, Governance and Strategic Management” brought both local and regional expertise in this vital area to the Boards and CEO’s of State Owned Enterprises. The HP-GSB designed and facilitated a one-day seminar on “Developing and Implementing a Code of Ethics” on behalf of the United Nations Global Compact Network, where customised in-house workshops have been developed and run, for example, to enhance team development and effectiveness.

- The HP-GSB Public Sector Seminar Series was launched this year and it aims to provide senior public sector boards, sub-committees, executives and governance practitioners with practical competencies to analyse and solve problems and form informed opinions in order to make complex decisions on matters relating to various aspects of public sector governance.

The seminar consisted of four modules, namely:

- Finance for Directors;
- Strategy and Performance Management;
- Legislative Framework: Public Sector Governance;
- Introduction to Corporate Governance.
RESEARCH

Publications and Presentations

Below is a partial list of publications and presentations by HP-GSB faculty:


Book chapters


COMMUNITY OUTREACH

As part of his community service, Ravinder Rena delivered a guest lecture on the topic “Research Methods and Techniques” for Officers of the Namibian Defence Force (Army, Navy, and Air Force) at NDF Training Academy at Oshana Base (Okahandja) in July, 2011.

In June, Amos Thomas served on the secretariat of the National Education Conference convened by the Minister of Education. It brought together stakeholders from across the nation, from community leaders to senior educationists, to consult on the present state and future direction of education at all levels in Namibia, from pre-school to tertiary education.

HIGHLIGHTS

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

The 2011 and 4th SMBG-EDUNIVERSAL® World Convention was held in Shanghai, China on the 13th and 14th November, where the annual EDUNIVERSAL rankings, determined by ‘Deans’ votes for ratings of the Best Business Schools per geographical zone, were announced. At this occasion the Master of International Business (MIB) and the Master of Science in Leadership and Change Management (MSc LCM) programmes were praised as being unique and the only ones in the Africa zone. Each of the programmes earned a One Palm award.
SMBG-Eduniversal was founded in 1994 and is a French consulting company and rating agency specialising in Higher Education. Eduniversal is one of the most prestigious and influential French sources of information on business and management education. It provides students, HR departments, higher education institutions, professors, etc. all around the world with information on the best Business Schools located in the nine geographical zones through the classification of the 1,000 best Business Schools in 153 countries in the World, based on Deans’ votes annually.
The growing profile of this School is an indication of the societal need for academic disciplines in the Humanities. The Department of Communication split into two, namely, Departments of Communication and Languages, respectively. The School consists of four departments including Communication, Criminal Justice and Legal studies, Languages and Media Technology.

The Department of Legal Studies was also renamed to “Department of Criminal Justice and Legal Studies” to reflect its growth and expanding mandate from a service department to fully fledged academic department. The School offered eight programmes at undergraduate and Honours level.

The first cohort of students from the four departments completed their undergraduate programmes and this was a proud achievement for the School. It was also the time to review the academic programmes, given that this was the first School to implement the new curriculum framework, and to obtain accreditation and registration from the Namibian Qualifications Authority (NQA).

The Department of Criminal Justice and Legal Studies initiated a very innovative teaching, learning and assessment methodology which has had a positive impact on the students who are in both the Policing and Correctional Management streams of the Bachelor in Criminal Justice programme.

The School had several international visitors who engaged the students and staff in various activities. Some noteworthy ones are mentioned below.

**British Council Events**

The Departments of Communication and Languages shared in the British Council’s Events programme and two renowned academics visited the School.

- Prof Simon Borg - Members of the department attended the launch and discussion of the book: Policy and practice in English language education in Namibia by Prof. Simon Borg. The Minister of Education was the keynote speaker at this event. Prof Borg also presented a workshop to the lecturers of the Polytechnic.
• Prof John McRae, Professor of Language in Literature Studies at the University of Nottingham, UK, presented a workshop on Literature in the Classroom to the lecturers of the Departments of Communication and Languages.

**B360 partnership support**

• Ms Amanda Blair guest-lectured in the Department of Communication for about a month and used the departmental website (Communication) as online project work for the Bachelor’s students.
• Ms Marianne Egli visited the department for a month and lectured students in the course Public Relations as well as in the subject Management Communication.
• Ms Barbara Graf-Horka, a photography expert, from the B360 Education Partnerships, was hosted in the Department of Media Technology and students in Photography and Ethics benefited immensely from her expertise – this is evident especially from the project done with the Photography-students entitled “My Namibia”.

**Others**

• Prof Charl Cilliers (Correctional Treatment), Prof Willem Luyt (Ethics for Correctional Managers) and Prof Johan Kriel (Correctional Management I) taught in the Department of Criminal Justice and Legal Studies during the second semester.
• Mr Rugare Mareva from the Great University of Zimbabwe was hosted by the Department of Communication and presented guest-lectures to students in Group Dynamics and Gender Communication.
• Mr F. Philander, a well-known Namibian playwright, visited our 25 BAEN students and discussed some of his literary works.
• Mr Jairos Gonye, a lecturer from the Great University of Zimbabwe specialising in Literature taught a number of classes in the degree courses, notably The Study of Prose, Theory and Practice of Drama and African. He also used the visit to observe service courses and degree course classes.
• Ms Krista Kapralos of the United Press International (UPI) (Senior Mentor and Regional Director for Europe, Africa and North and South America) conducted a workshop for academic staff in the Department of Media Technology. It was a wonderful opportunity for faculty to interact with this internationally acclaimed journalist.
RESEARCH AND PUBLICATIONS

There were substantial research outputs from the faculty this year and these are given below.

Publications

• Krishnamurthy, S. “Cognitive stylistics and petit recit: An examination of the narrative consciousness in The God of Small Things by Arundhati Roy”. Online publication PALA website http://www.pala.co.uk
• Lunga, M.J. “A Nightmare of yesterday”. Zebra Publishers, Windhoek

Recognition and awards

• Mr Eliphas !Owos-Oab, who had been given permission by the police institutions to undertake his study, presented copies of his mini-thesis entitled “community Policing practice in Namibia, a case study of the Namibian Police Force and the Windhoek Municipal Police Service”, to Chief Abraham Kanime, Head of the Windhoek Police Service, and Major General James Tjivikua, Deputy Inspector-General: Administration of NAMPOL.
• Dr Sarala Krishnamurthy, received the Annual Research Award for being the best researcher of the School. She published more than 12 papers in books and international journals during the period considered.

COMMUNITY SERVICE

Community service is very high on the agenda of the School and consequently, the faculty are proactively engaging with the community:

• Ms M Hanekom, together with the Registrar, attended a Curriculum Review Stakeholders Workshop held by the Faculty of Law of the University of Namibia. Ms Hanekom has also been re-appointed to serve a further term as member of the Board of Directors of the Roads Authority of Namibia.
• NETA North organised a conference and workshop in February with Prof Simon Borg, as the main speaker. There was a lot of interest in the workshop and as a result 500 teachers became members of NETA immediately. NETA is growing rapidly in the other regions as well.
• Launch of the Schools Essay Competition: Mr E Rukambe of the Motor Vehicle Accident (MVA) Fund, approached the Department of Languages for assistance with the Schools Essay Competition as part of the MVA’s 20 Years Celebrations.
• Ms R van Zyl and Adv M Saayman served on the Unipoly Retirement Fund Board of Trustees. Ms van Zyl was part of a team of trustees that interacted with some of the major investment houses in Namibia, such as Allan Gray, Old Mutual Namibia, Investec, Namibia Asset Managers/Coronation & Prudential.
• Ms E Wabomba acted as the department’s representative to the Academic Partnership for Environment and Development Innovations (APeDiA). She is a member of the curriculum committee, which is developing a postgraduate qualification in land use or related fields.

• Mr U Freyer was appointed to serve on the Elections Commission of Namibia. Public interviews in this regard will take place early in July. Further, he travelled to DRC along with the Election Commissioner during the month of November.

• Ms J Hunter conducted a Proficiency Test for a pilot group of Chinese Systems Engineers who will be used on a Telecom project. More groups will be tested in the future.

• Mr T Helao was appointed as a member of the Social and Human Sciences Programme Committee of the Namibia National Commission for UNESCO.

HIGHLIGHTS

World Press Freedom Day (WPFD) and The Windhoek Declaration
The year marked the 20th Anniversary of the Windhoek Declaration, which was organised together with development partners UNESCO and the Media Institute of Southern Africa (MISA). On the evening of 05 May, the First John Manyarara Memorial Lecture was held at the Polytechnic, and was attended by local and international media experts, trainers and practitioners. In addition, the Department Media Technology hosted an Open Educational Resources (OER) Workshop for media and IT experts from UNESCO Journalism Centres of Excellence in the SADC region.

The Digital National Archiving (DNA) Project
A team from Utah Valley University, comprising two staff members and six senior students, participated in the Digital National Archiving (DNA) Project. This marked the fifth year of the DNA Project, as well as the end of the first phase of scanning, digitising and storing the various artefacts, slides and photographs. The UVU team – together with interns from the Department Media Technology – worked hard at setting up a mobile exhibition which formed a part of the Indigenous Knowledge Conference of Polytechnic of Namibia.

Conferences
The School hosted the annual PALA (the Poetic and Linguistics Association) Conference in July 2011. This is an international conference with guest speakers and delegates from many corners of the world, i.e. Africa, the USA, China, Japan, Canada, the United Kingdom and Europe. Around 80 guests attended. Eight faculty members from the Departments of Communication and Languages presented papers at the conference. The Departments of Communication and Languages jointly hosted this prestigious event with support from the British Council. The conference explored and discussed contemporary perspectives relating to the interface between language and literature. The conference was a huge success with many of the delegates praising the Polytechnic for the excellent arrangements. Further, the plenary speakers were very well received and the quality of the papers was very high. It has already been decided that the next issue NAWA journal will be devoted to papers presented at the conference.

The following papers were presented by faculty at the conference:

• Dr S Krishnamurthy: Cognitive stylistics and Petit Recit: an examination of the narrative consciousness in “The God of Small Things” by Arundhati Roy.

• Dr J Lunga: What’s in a name? stylistic criticism and the significance of names in the selected works of Yvonne Vera and Tsitsi Dangarembga.

• Ms J Pasi: Quiet depression: exploring masculinities, violence and culture.

• Mr A Brewis: The Victorians and Africa.
• Mr N. Mlambo: Articulating the unsayable: an exploration of “visible voices” in Sifiso Nyathi’s works.
• Mr A. Tjiramanga: Use of English in German language of Namibia.
• Ms V. de Vos: An ethics of responsibility in Toni Morrison’s “Paradise”.

A Bachelor of English student, Ms Petrina Bartholmeus also presented a paper (with Mr C. Pop of the Centre for Co-operative Education), entitled “Work Integrated Learning: An English Student’s View”.

While attending the PACAI Conference in Cape Town, the HOD of Media Technology, initiated a dialogue with the UNESCO delegation in Paris, France. This event proved to be very stimulating, and the Polytechnic was represented at the final event of the day – a panel discussion on Gender in the teaching profession – alongside representatives of organisations such as the Commonwealth, the International Labour Organisation (ILO) and GEMS Education. Emily Brown’s presentation was on ‘Gender in Media Education’.

• Dr S. Krishnamurthy was part of panel discussion at the Indigenous Knowledge and Technology Conference (IKTC) “Can foreign languages convey indigenous knowledge authentically?”. She also presented a paper at the Indigenous Knowledge and Technology Conference (IKTC) “Endangered Namibian Languages”.
• Ms M. Hanekom presented a paper and was a panelist in a discussion session regarding “Self-regulation and Media Law in Africa” at the conference hosted by MISA in partnership with UNESCO, the Government of Namibia and the World Association of Newspapers and News Publishers in May, 2011.

• Mr Makamani attended the African Association for Rhetoric (AAR) where he presented his paper on “African Proverbs and Conflict Management: A Case Study of Selected Shona, Oshiwambo, Yoruba and Swahili Proverbial Expressions”.

• Ms J. Pasi presented a paper entitled “Theorising the environment in fiction: An exploration of ecocriticism theory in selected female authored narratives”.

• Mr N. Mlambo attended the conference held in UNAM early June and presented a paper entitled: “Autobiography - Memory and the Public Sphere: A Pan African reading of Katjavivi’s undisciplined heart”.

• Mr T. Helao attended a seminar for developing countries which was held in Ningbo, China and made a presentation on policing and law enforcement in Namibia.

• Of note is that the Polytechnic was chosen by UNESCO to lead the development of the Open Educational Resources (OER) Platform, as a UNESCO Centre of Excellence in Journalism. UNESCO launched the OER Platform in Paris, an event which was attended by the Rector of the Polytechnic. This was done in partnership with the Department of Media Technology. The video streaming of the launch at the Polytechnic was well attended by the Dean of the School, the UNESCO officer in Namibia, faculty from Polytechnic and UNAM and members of the press.

• Echoes Radio Station proved to be a hit with the learners from the various schools during the 16th Annual Career Fair. The fact that they could send messages about how they feel about their school soon meant that a competitive atmosphere prevailed with one school’s learners having a more animated story to tell than those who did so before them. Teachers also used this medium to convey messages to their learners about departure times and where they had to meet.
POLYTECHNIC OF NAMIBIA - ANNUAL REPORT 2011

SCHOOL OF ENGINEERING (SOE)

The SOE continued to consolidate the leading role it has played in the training of Namibian engineers since 1997. Indeed, the School is a pioneer of Engineering training in Namibia. The School made progress in maintaining the quality of the existing programmes as well as introducing nationally relevant qualifications.

Amongst the achievements was the completion of studies by the pioneering cohorts of students in the professional Bachelor Engineering (Civil Engineering) and the Master of Science in Transportation Engineering degrees. Both groups of students are expected to graduate in April 2012.

In the meantime, demand for places on all other programmes offered by the School also continued to show satisfactory growth, as a result of the dearth of skilled professionals in Namibia and hence the training the Polytechnic offers will contribute significantly towards realising the goals and objectives of Vision 2030.

To fulfill its mandate, the School continued to subscribe to both internal and external quality assurance procedures to ensure production of highly employable graduates at certificate, diploma, and undergraduate degree levels.

In addition to the longstanding Bachelor of Technology (B Tech) degree programmes in Civil, Electronic, Electrical and Mechanical Engineering, interest in the Bachelor of Engineering (B Eng) programmes in the above specifications as well as Mining Engineering, and in the Bachelor of Architecture programme has also intensified. Demand for the Master’s programmes in Transportation Engineering and Integrated Water Resources Management also remained strong. However, space constraints severely limited the number of students that can be admitted to Engineering and Architecture programmes. Due to a lack of space, a former private residence was acquired and specifically converted to meet the needs of the Department of Architecture programmes, which entered its second year in 2011. Plans are afoot to expand the infrastructure and the new facility will host the Architecture, Civil and Mining Engineering programmes initially.

The Department of Vocational and Technical Education and Training (DVTET) has, since 2000, played a key role in the training and upgrading of vocational instructors for vocational training centres and technical schools around the country as well as technical graduates who wish to become instructors or teachers in the technical fields. The importance of quality vocational education and training for national development was reiterated at the National Educational Conference...
held in Windhoek in June. Hence the re-curriculation of the National Certificate, National Higher Certificate and National Diploma: Vocational Instructor Programme offered by the Department is expected to lend renewed impetus to the national endeavour to increase the quality and output and quality of artisans in Namibia.

As a follow up to the initial visit of 2010, ECSA made a second visit to the School during which it made useful suggestions for the offering of the Bachelor of Engineering degree programmes.

Master of Engineering (Industrial Engineering)

With industrialisation at the heart of the nation’s aspirations, higher education institutions are therefore expected to provide the skilled, high-level human resources in industrial engineering. The School’s response to this challenge in part has been to develop a Master degree programme which combines engineering and business training to provide a broad set of skills and methods perfectly matched to processes and systems found in complex organisations (Master of Engineering (Industrial Engineering) Programme). The new programme, by building and integrating ingenious technical knowledge with economics and business acumen; and creating capacity and competence to design and improve operations and thereby increasing organisational productivity, will lead to improved the competitiveness of organisations. Its first student intake is expected in June 2012.

Minerals Testing Institute (MTI)

Historically government and private civil engineering firms faced tremendous difficulties in having large scale laboratory tests samples tested in South Africa. The Polytechnic responded by establishing the MTI. The testing services offered to industry and government agencies by the Institute, a high-technology laboratory established in the Department of Civil Engineering with assistance from GIZ in 2010, continued to grow (www.mti.polytechnic.edu.na). Other activities of the Institute this year included materials testing services for the Langer Heinrich mine, participation in proficiency testing and preparation for full accreditation in 2012.

VISITING PROфессОRS

One of the strategies used by the School to align teaching and learning with global best practice, thus incorporating international experts in various departments as visiting professors on short-term lecturing assignments. The School was privileged to host the following international experts this year:

<table>
<thead>
<tr>
<th>Visitor</th>
<th>Affiliation</th>
<th>Assignment</th>
<th>Department</th>
<th>Programme taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Christian Merz</td>
<td>B360 Education Partnerships, Switzerland</td>
<td>Design and manufacturing courses with the use of CNC machines with Robots.</td>
<td>Mechanical</td>
<td>B Eng</td>
</tr>
<tr>
<td>Prof Ron Lumia</td>
<td>University of New Mexico, USA</td>
<td>Conducted needs survey for the introduction of the Industrial Engineering programme.</td>
<td>Mechanical</td>
<td>Master of Industrial Engineering</td>
</tr>
<tr>
<td>Mr Robert Greenlee</td>
<td>University of New Mexico, USA</td>
<td>Sabbatical – Lectures on principles of design and computer-aided drawing</td>
<td>Mechanical</td>
<td>B Eng</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Subject</td>
<td>Programme</td>
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<tr>
<td>Prof Sigurd Scheuermann</td>
<td>University of Applied Sciences, Aachen, Germany</td>
<td>Curriculum development and lecturing assignments</td>
<td>Architecture</td>
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<td></td>
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<td></td>
<td>Architectural Design I, Construction Materials and Technology</td>
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<tr>
<td>Prof Walter Pichler</td>
<td>University of Applied Sciences, Carinthia, Austria</td>
<td>Traffic Economic for B Eng &amp; Environmental Problems of Traffic Routes for M Eng</td>
<td>Civil</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Master and B Eng programmes</td>
<td></td>
</tr>
<tr>
<td>Prof Sanga Tangchawal</td>
<td>Mahidol University, Thailand</td>
<td>Geomechanics – Rock Mechanics.</td>
<td>Mining and Civil B Eng</td>
<td></td>
</tr>
<tr>
<td>Dr Sarunya Promkota</td>
<td>Khon Kao University, Thailand</td>
<td>Environmental Engineering in Mining</td>
<td>Mining and Civil B Eng</td>
<td></td>
</tr>
<tr>
<td>Prof Stefan Plaum</td>
<td>University of Applied Sciences, Wiesbaden, Germany</td>
<td>Building Costing &amp; Pricing 3</td>
<td>Civil</td>
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<td>National Diploma programme</td>
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</tr>
<tr>
<td>Prof Thomas Krause</td>
<td>University of Applied Sciences, Aachen, Germany</td>
<td>Building Costing &amp; Pricing</td>
<td>Civil</td>
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<td>National Diploma programme</td>
<td></td>
</tr>
<tr>
<td>Prof Norbert Kramer</td>
<td>University of Applied Sciences, Aachen, Germany</td>
<td>PoN-UAS Aachen Partnership officer</td>
<td>Civil</td>
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<td></td>
<td></td>
<td></td>
<td>Industrial training</td>
<td></td>
</tr>
<tr>
<td>Prof Hans-Joachim Hollborn</td>
<td>Darmstadt University, Germany</td>
<td>Research and teaching in Railway Design</td>
<td>Civil</td>
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<td>Transport Engineering</td>
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<td>Dr Michael Mulenga</td>
<td>University of Zambia, Zambia</td>
<td>Research and teaching in Advanced Concrete Design</td>
<td>Civil B Eng</td>
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<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 B Eng</td>
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<td>Dr Ludwig Martin</td>
<td>Cape Peninsula University of Technology, South Africa</td>
<td>Lecturing Project Management</td>
<td>Civil B Tech</td>
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Faculty also served as visiting experts at other Institutions and organisations. For example, Prof Klaus Müller from the Department of Civil Engineering was a visiting professor at the University of Wiesbaden in Germany and University of Chulalongkorn in Thailand, respectively.

The Dean served as the Chairperson of the African University Curriculum Development Team for Electrical Engineering and also on the Institute of Electrical and Electronic Engineers (IEEE) Ad hoc Committee for Africa initiatives.

International student exchange is an important component of the Polytechnic’s global orientation. A total of nine Polytechnic students had the privilege of travelling abroad for a short term to study at one of the Polytechnic’s international partner institutions, namely the University of Applied Sciences Aachen (UAS Aachen) in Germany. Five of the students (4 in National Diploma and 1 in Bachelor Engineering degree) were from the Department of Civil Engineering and the other four from the Department of Architecture. The students were selected on the strength of their excellent performance in the Architecture Design course known as Design Studio, under the tutelage of Prof Sigurd Scheuermann. The students were attached to the “Fachbereich Architektur, Entwerfen und Baukonstruktion,” or the Faculty of Architecture, Building Design and Construction at Aachen. Prof Scheuermann also lectured for eight weeks as a visiting academic at the Polytechnic.
RESEARCH NICHE AREAS

As part of its strategy to collaborate with national and international researchers to find solutions to national problems, departmental research efforts included the following projects:

- The use of Jatropha oil as a blend with fossil fuel;
- The use of termitarium as an alternative building material in Namibia;
- Characterisation of uranium ores and assessment of their amenability to processing;
- Radon exhalation from abandoned mine sites (in collaboration with the Department of Geological Survey in the Ministry of Mines and Energy);
- Water harvesting in arid areas (in collaboration with Technical University BA Freiberg in Germany);
- Use of mine waste for limestone based hydrating construction material.

These research activities have led to publication of the research findings in reputable national and international journals listed below.

PUBLICATIONS


The School engaged in the following projects:

- The Department of Architecture participated in the Namibia German Special Initiative Project (NGSIP), a heritage and tourism project, and designed a multipurpose cultural centre at Hoochanas village.
- The Women in Engineering (WiE) club conducted community training workshops as part of their ‘sanitation awareness’ drive – an exercise aimed at promoting sanitation and good hygiene practices in the rural communities. The workshops were conducted at the informal settlements of Okahandja Park, Freedom Land A and B and Jonas Haiduwa in Windhoek, were sponsored by UNESCO. The workshops were aimed at raising awareness of the danger that a Cholera pandemic poses to human health as well as general preventative measures to be taken by communities.
- In order to encourage the teaching of science in rural schools, the School was funded by UNESCO to supply a mobile science laboratory to Rietquelle Junior Secondary School at Aminuis in Omaheke Region. The Mobile Science Laboratory initiative was endorsed and supported by the IEEE in New York, through its Engineering Projects in Community (EPIC) programme. In this project a solar-powered clock, designed by the students as per requirement of the IEEE-EPIC Committee will be installed at the school.
• The Water Engineering Section of the Civil Engineering Department is involved in the Cuvelai-Etosha Basin in Namibia, where it carries out research on integrated water resources management. This work is supported by the GIZ.

• Water Engineering Section is also involved in the “The Future of Okavango (TFO)” project in collaboration with the Schiller Universität Jena, Germany, funded at N$379 000 secured. Students in Master Integrated Water Resources Management and Master Integrated Land Management were involved in the project.

• The Polytechnic in partnership with Tampere University of Technology, Finland secured N$335 000 for research into the “Development and management options of water services in Keetmanshoop, Namibia”. This is a water demand management project.

• Members of faculty in the Department of Civil Engineering are engaging on advisory capacity with the Ministry of Agriculture, Water, Forest and Rural Development in the Water and Sanitation (WATSAN) Forum.

• Through the Renewable Energy and Energy Efficiency, work to design and deploy “Energy Shops” in the regions to popularise the use of renewable energy was done in collaboration with the Ministry of Mines and Energy.
SCHOOL OF HEALTH AND APPLIED SCIENCES (SHAS)

The School comprised three Departments, namely Biomedical Sciences, Environmental Health Sciences, and Mathematics and Statistics.

The training in these departments leads to production of the following qualifications and professionals:

- **Biomedical Sciences** – offers a 4-year Bachelor of Biomedical Sciences and 2-year National Higher Certificate in Emergency Medical Care. The latter programme will soon be upgraded to a Bachelor’s Degree. A biomedical scientist’s main function is to identify disease-causing bacteria and microscopically differentiate cells, microorganisms, and crystals; and operate complex electronic instruments to analyse blood for the presence of abnormal and malignant cells, components and chemical elements;

- **Environmental Health Sciences (Public Health)** – offers a 4-year Bachelor of Environmental Health Sciences. Environmental health scientists play a vital role in preventative health care to thwart outbreak of diseases, as well as in health management systems.

- **The Emergency Medical Care practitioners** serve as the first link in the critically ill or injured patient’s chain of survival. Emergency medical care is a demanding career and as a result practitioners must be able to perform their duties in high stress or volatile environments.

- **Mathematics and Statistics** – offers a 3-year Bachelor of Science in Applied Mathematics and Statistics, 1-year Bachelor of Science Honours in Applied Mathematics and Applied Statistics, respectively. Mathematics and Statistics underpin all disciplines in the institution and in addition, the Department runs one undergraduate programme and two postgraduate programmes.

- **Basic Sciences Unit** was established under the Dean’s Office for the purpose of teaching institutional basic sciences course and will in the near future form a nucleus for the establishment of the Department of Natural Sciences in the School.
The teaching and learning delivery of courses in the School included classroom mode, laboratory practical, excursions and work integrated learning.

External Collaboration/Engagement

Through signing Memoranda of Understanding (MOUs) with various institutions the School has engaged in the following activities:

• In collaboration with the American International Health Alliance (AIHA), a Learning Resource Center was established in June 2011.
• AIHA also supported faculty exchange with the University of Arkansas for Medical Science (UAMS). Three pathologists and two laboratory managers from the USA lectured over a period of six weeks to fourth year Biomedical Sciences students.
• The Centers for Disease Control (CDC) in Namibia made a grant to the Department Biomedical Sciences for staff development, acquisition of equipment and renovations of facilities.
• The School continued with its collaborative activities at various levels with the Cape Peninsula University of Technology (CPUT) and also collaboration with the B360 Education Partnerships continued.

New initiatives included a joint submission by the SHAS and the School of Engineering to the International Atomic Energy Agency for a training programme in nuclear science to be developed at the Polytechnic, and a new partnership was initiated with Bonn-Rhein-Sieg University of Applied Sciences in Germany.
Students participated in the following exchanges:

- Four top performing Biomedical Sciences students went on an exchange visit to CPUT for a week in August.
- Two Environmental Health Sciences students participated in a student exchange programme in Finland during the period February to May.
- One Environmental Health Sciences student was on industrial training in Switzerland during the period August to September.
- The Department of Biomedical Sciences hosted an exchange student from the University of Joanneum in Austria on work-integrated learning programme undertaken with local students for a period of six weeks between June and July.

RESEARCH AND PUBLICATIONS

Publications


Research in progress

- An investigation into the prevalence, capsular typing and sub-typing of Group B Streptococcus among pregnant women in regions within Windhoek, Namibia. - B.R. Euchar.
- Compilation of clinical laboratory results and determination of reference ranges for the clinical laboratory. - C. De Waal-Miller.
- The Institutional Research and Publications Committee approved support to the following projects:
  - Exposure to zoometric diseases among Namibian blood donors. - B. Noden, E. van der Colf.
  - Investigation into the antimicrobial susceptibility, gene based resistance and antibody detection of Streptococcus agalactiae (Group B Streptococcus) in both mothers and newborn babies in Windhoek (Khomas Region) Namibia. - F. Engelbrecht.
- Development of lysin-chitosan functionalized therapeutic polymer against Group B Streptococci (GBS).
  - Prof S.R. Moyo, G. Nyanhongo and B. Noden.
- Research challenges in a developing Biomedical Science Programme. B. Noden during the period July 2011 to June 2014.
- In vivo hepatotoxic response of short-term exposure to mycotoxins in pearl millet as substantiated by immunolocalisation in rat liver” C. Izaaks during the period 01 January 2012 to December 2014.
- Professional expectations of future medical laboratory scientists in Namibia. - B. Noden.

The following activities enhanced the profile of the School:

- Public lectures were offered by the School to ensure that professionals in industry and faculty accrue continuous professional development (CPD) as required by the Health Professions Council of Namibia for continued registration to practice.
- An international seminar on Management of Public Health Laboratories was hosted at the Polytechnic of Namibia. It was organized in collaboration with the Association of Public Health Laboratories and George Washington University, and had forty participants from fifteen countries.
- Faculty served as members of the Allied Health Professions Council of Namibia, Namibia Standards Institute, African Academy for Environmental Health, American Society for Microbiology and give inputs in an advisory capacity to various committees in Government Ministries and Institutions in Namibia.
- Faculty served on the management committee and participates in the activities of the Association for Medical Technology in Namibia.
- Twelve Medical Laboratory Technologists working in industry were due to receive their B Tech Degree in Biomedical Sciences by Cape Peninsula University of Technology (CPUT). They made use of CPUT distance learning facility through a joint venture with the Polytechnic of Namibia to upgrade national diplomas to degrees. Classes were offered at Polytechnic over a period of two years.
- A qualified cytotechnologist in the Department Biomedical Sciences is screened Pap smears on a daily basis, supporting the national initiative towards early detection of cervical cancer in women, in partnership with the Cancer Association of Namibia.
- EMC students served at strategic points on Namibian roads to strengthen interventions by the Motor Vehicle Accident Fund during festive seasons. Students under supervision provide assistance in pre-hospital treatment and care of critically ill patients.
- Faculty served on the Steering Committee of the National Science, Technology and Innovation week organized by the Ministry of Education, under the theme “Unfolding the Wonders of Chemistry”.
- Training of Namibian Statistics Agency (NSA) staff on SPSS 19 for data analysis was done in July 2011.
- Staff participated in the construction of decent work indicators for the Decent Work profile for Namibia for International Labour Organization (ILO).
- A faculty member participated in the analyses of the 2009/10 Namibia Household Income and Expenditure Survey (NHIES) data collection and report writing for Namibia Statistics Agency (NSA) and United Nations Development Programme (UNDP).
- A faculty participated in the projection of population for Windhoek from 1975 to 2015 using Mortpak software and estimate input data for projecting HIV trends in Windhoek using Spectrum Model for USAID.
Academic achievements / Special Projects

• Mr V. Nowaseb – received International Award for Best International Student, and received Master’s degree
• Dr N. Kgabi – was awarded the Rector’s Institutional Researcher of the Year Award.
• Mr C. Izaaks – received a Master’s Degree in Biomedical Sciences, cum laude.
• The school won the first price at the Institutional Career Fair in 2011.
• The first cohort of thirteen students was awarded the National Higher Certificate in Emergency Medical Care at the graduation ceremony in October. All these students are already employed as emergency care technician across the country.
• The Department of Mathematics and Statistics produced its first set of graduates: twelve received the Bachelor of Science Degree in Applied Mathematics and Statistics.
• The postgraduate honours degree programme in both Applied Mathematics and Applied Statistics also commenced in 2011.
• S.R. Moyo was the keynote speaker at the Annual Conference of the South African Society for Microbiology held in Cape Town in November.
• Construction of the new Health Sciences building commenced in June 2011 and is envisaged to be complete by 2013 and should provide enough space for all Health and Science related programmes.
• During the course of the year, the school initiated the development of a business unit.
• Plans were afoot to construct an area for use in simulating ambulance and use of a response vehicle for the EMC programme.
SCHOOL OF INFORMATION TECHNOLOGY (SIT)

Since its formation, SIT has intensified its commitment to educate flexible, motivated students who can excel in an innovation-driven knowledge economy. Strategies employed to improve student performance included improving the student-lecturer ratio through intensive recruitment of additional staff. This School also made significant impact in respect of external relations.

The School worked diligently to enhance its research profile and to improve collaboration with national ICT stakeholders and international partners, thereby facilitating a comprehensive education of the next generation of Namibian IT experts.

“Educating hand-in-hand with industry” was an article in The Sun newspaper (24th May) that captured the academic thrust of this faculty. SIT has forged strong relationships with industry partners over the years by formalising agreements with major stakeholders and diversifying collaborations on activities such as internships, joint curriculum development, engaging industry experts as guest and part-time lecturers and providing consultancy services to industry as well as obtaining funding and sponsorship.

The School hosted its first “Industry Breakfast Meeting” with partners from government and the private sector with great success. Under the theme “Tie IT together” aspects of business process management were discussed as well as new ways of increasing collaboration between the SIT and industry partners. A second industry meeting was held later in the year, where Dr. Kasper Jensen, Senior Lecturer in Software Engineering, presented a paper entitled “The next generation of mobile applications and services for Namibia.”

The School revised its Master in IT programme to allow students the option of either a coursework or a research and coursework programme. This has catered well for those in industry who see this as a valid pathway to obtain higher level research skills which may be applied in the workplace.

The School also launched the “Zero Tolerance for Plagiarism” campaign in June aimed at raising awareness of what constitutes plagiarism among students and the general public.

The School has strong ties with international peer institutions with vibrant and diverse activities taking place.
Visits

• Faculty represented the Polytechnic at the Joint Policy Symposium of the Namibia and South Africa Joint Commission on Science and Technology in South Africa.

• A scholar (Mario Michaelides) from the University of West London visited the School in October as part of his investigation into the influence of culture in Human-Computer Interaction education. It is noteworthy that the area of Human-Computer Interaction is offered by a significant number of academic institutions and therefore the choice of carrying out the research in the SIT is part recognition of the high quality education being pursued in the School.

• Software Engineering student Jeconia Kapitako attended Ostfalia University of Applied Sciences (Germany) Summer School. His progress was outstanding, which secured him a scholarship to return from September 2011 to February 2012 as an exchange student.

Aalborg University (Denmark)

Dr Kasper Jensen and Kasper Rodil from Aalborg University joined the Polytechnic as staff member and postgraduate research fellow, respectively. Together with Gideon Kapuire, Richard Kamukuenjandje and Atkinson Sapala, they contributed substantially towards the research, design and development of an indigenous knowledge management system.

South Westfalia University of Applied Sciences (Germany)

Prof Walter Roth and 10 students visited the School for two weeks in April. During this period the visiting students took part in various open discussions, while Prof. Roth also presented a lecture on data encryption. The visiting students were enjoyed with the modern technology infrastructure available at the Polytechnic. They were impressed by the fact that at an early stage of training their Namibian counterparts were exposed to the equipment in the laboratories and hence were able to configure and freely test in a simulated environment.

CONFERENCES AND WORKSHOPS

David Phiri presented a paper on “Information Technology Investment and Firm Performance in Developing Economies” at the 13th International Conference on Enterprise Information Systems (ICEIS 2011) at the Beijing Jiaotong University.

Heike Winschiers-Theophilus attended the 10th Workshop on Internationalisation of Products and Systems under the theme “Designing for Global Markets” at the University of Malaysia Sarawak (UNIMAS). She organised and facilitated a workshop entitled “Re-Framing Human-Computer Interaction (HCI) through Local and Indigenous Perspectives”.

Kasper Rodil attended the Interact2011 conference in Lisbon, Portugal under the theme “Building Bridges” which recognised the interdisciplinary and intercultural spirit of Human-Computer Interaction (HCI) research. The conference welcomes research that bridges disciplines, cultures and societies. He presented a paper on “A New Visualization Approach to Re-Contextualize Indigenous Knowledge in Rural Africa”.

Kasper Jensen attended the 3rd International ICST Conference on e-Infrastructure and e-Services for Developing Countries (Africomm 2011) where he presented “Enabling New Interaction Forms and Applications through Generation Mobile Platforms for Urban and Rural Africa”.

Fungai Bhunu-Shava and Mercy Bere attended the South African Institute of Computer Scientists and Information Technologists conference (SAICSIT) where they both presented posters at the Master’s and Doctoral Seminar.
STAFF RESEARCH PROJECTS

- Developing Online Business Listings (S. Muchinenyika);
- Web Content Optimization for Cost per Click Ads (Tendai Mataranyika);
- Mobile Content and Applications for Entrepreneurship Development (H Muyingi);
- IPv6 Network Security in Polytechnic of Namibia Network (Mercy Bere);
- ICT Enabled Collaborative Business Environments: Extending Digital Opportunities to Rural Based SMEs in Namibia, (Colin Nyandoro);
- Undergraduate Computer Networking Book Mr. Peter Gallert (Jens Fendler);
- Community Centred Localisation As a New Approach to Human Computer Interaction (Heike Winschiers-Theophilus, Kasper Jensen, Gereon Koch-Kapuire, Jens Fendler, Shilumbe Chivuno-Kuria);
- Assessment of IT Investment Impacts at a Firm Level in Developing Countries (D. Phiri); and

The following papers were presented:


Bere M., “IPv6 Network Security Solution for Polytechnic of Namibia.”

**Special Projects and highlights**

- A group of students from the School developed a report system for Windhoek International School. This was designed to eliminate manual formatting of reports by teachers, to largely automate the reports creation process and to create professional quality reports with an easy-to-use user interface.

- The mobile application laboratory under Prof Muyingi and in partnership with the Leo mobile network company developed an Unstructured Supplementary Data Helpline (USSD) helpline for HIV/AIDS prevention for Namibian youth. From a 2011 survey amongst young people on health issues, the suitability of the information available to them, and the use of modern technology such as cell phones, it was found that young people appreciated having quick and cheap access to factual information that empowered them to make correct choices on health issues without seeing a doctor or nurse. The study also revealed that a high number of youth have access to mobile phones and hence the opportunity to develop and roll out new technology for young people.

![The future is here - mobile computing for young people.](image)

- K. Jensen and H. Muyingi, in collaboration with Christian Toelg from the NBIC also worked on the creation of an environment conducive to building skills among Namibians for developing mobile applications and technology through a number of workshops and meetings, including the ‘pizza meeting’ and the ‘Innovation Circle’.

**International Indigenous Knowledge Technology Conference**

The School hosted the First International Indigenous Knowledge Technology Conference (IKTC 2011) under the theme “Embracing indigenous knowledge systems into a new technology design paradigm”. The conference brought together a diverse number of individuals from all parts of the world to pursue a critical dialogue that considered tensions arising from representing indigenous knowledge digitally and factors that contribute to these tensions. More than 80 delegates from four continents participated in the conference - a landmark effort in the pursuit of establishing a framework for designing different technologies to enable appropriate ways of preserving knowledge about traditional indigenous cultures.
Oshivambo and Otjiherero Wikipedia
As a pre-event to the Indigenous Knowledge Technology Conference, individuals were invited to a two-day translate@thon, where they translated the Wikipedia into Oshivambo and Otjiherero, respectively. About 50 students and alumni participated, over a period of three days, for which they received prizes.
This was a year of academic development as we progressed towards our goal of becoming the school of choice in the region for education, training and research in natural resources management, agriculture, land management and hospitality and tourism.

Having completed curriculum development and registration of programmes with the National Qualification Authority (NQA), the school embarked on a comprehensive programme to improve the quality of teaching and assessment, research and external engagement (local and international). This required each department to align its activities to achieve set goals, the summary of activities shown below:

- Using a local expert we reviewed our teaching and learning practices so as to meet our promise made to students in the curricula through appropriate teaching and learning strategies.
- The lecturer-student ratio was reduced from 1:17 to 1:14, an achievement we are proud of as one of the indicators of the institutional goal of improving student-centeredness.
- We clustered our research with an ambitious plan to source funding for the new research clusters. Several applications submitted for funding were successful while others were in the final decision stage. Through these resources we were able to hold three research seminars.
- Ten academic staff members were pursuing their PhDs (3 of these on full time studies) and four completed their MSc in various fields. Most of these are sponsored or partially supported by research grants secured by the School.
- We hosted various important international events (a conference, 3 workshops, public lectures and 2 refresher courses) in collaboration with our local and international partners.
- The Department of Agriculture presented a training course in crop farming for emerging farmers in several regions under the National Emerging Farmers Support Programme.
- The Hotel School, in collaboration with the Namibia Fish Consumption (NFCT), hosted a training workshop in fish cuisines as part of the NFCT’s national capacity-building efforts in fish preparation.
- We facilitated and hosted four international education excursions in which students from four partner universities in Europe as well as our School participated.
Following teaching and learning review in 2010, the Teaching and Learning Coordinator managed a number of activities aimed at ensuring that courses were taught and assessed at the appropriate NQf levels. The emphasis was on teaching strategies and activities that help students learn and apply higher-order thinking skills. Another activity focused on assessment of higher-order thinking skills. Lecturers submitted examples of relevant questions from past examination papers and justified the inclusion of higher-order thinking skills. This interactive peer-to-peer approach was found fruitful as it generated several new insights and ideas that empowered faculty in teaching and learning.

The main highlight of international engagement activities was winning an international academic mobility scheme award. The School coordinate the development and submission of an application in response to a call for proposals for the first EU-sponsored Intra-ACP (Africa-Caribbean Pacific) Academic Mobility Scheme. The Intra-ACP programme aims at enhancing the academic exchange through mobility scholarships awarded to deserving African scholars. A total of 33 applications were received from which only three projects were selected for funding. The Polytechnic of Namibia led a consortium of eight African University partners, one European University as technical partner and three associates, and was among the three selected winners. The project has set up a Project Implementation Unit (PIU) in the International Relations Office. The first meeting of funded projects was held in October at the African Union Headquarters in Addis Ababa, Ethiopia. The STREAM (Strengthening Africa Higher Education through Academic Mobility) project, with a total budget of €2.291 million, supports 160 mobility scholarships for Masters, PhD and staff exchange. More details are available at http://intra-acp.polytechnic.edu.na.

Other notable international engagements include the following:

• The Department of Agriculture hosted a delegation from the University of Agricultural Sciences, in Bangalore, India to discuss cooperation between the two institutions in sustainable agriculture and rural innovation.

• The Director: Centre for Environmental Studies in the Faculty of Natural and Agricultural Sciences at the University of the Free State (UFS) visited the School. A memorandum of understanding was subsequently signed between the two institutions to collaborate in research and capacity development. The Dean, accompanied by staff later visited the UFS to finalise the action plan.

• A faculty member underwent to Florida a four months training at University of Florida to develop teaching and learning material in Community Based Natural Resource Management (CBRM).

• A scholar via the B360 Education Partnerships in Switzerland taught a Large Ruminant Husbandry course for three weeks.

• Two students and two lecturers from Hospitality and Tourism Department visited the University of Barcelona for four months, as part of the academic exchange.

• The Hospitality and Tourism Department participated in a project on Tourism and Business with Tampere University, Finland. It also hosted a workshop to explore potential cooperation opportunities in implementing a tourism and business development project. This initiative is with KWT, an innovation and business incubation centre at Saarland University and supported by Saarland State.

• The Land Management Department implemented two joint excursions with staff and students from the University of Giessen and the University of Freiburg in August and September respectively. The excursions provided a first-hand opportunity for staff and students to observe and experience a different environment. This was an intellectual, social and cultural exchange.
• The Land Management Department hosted a student from University of Berlin for in-service training. This student exchange was such a success that two more international students will come for similar activities while one Austrian will register for studies in 2012.

• The Land Management Department participated at the Africa Leadership training programme for middle and senior level Southern African professionals on Comprehensive African Agriculture Development Programme in Johannesburg in May.

RESEARCH PROJECTS

In collaboration with local stakeholders, we continued to participate in several joint research projects with international partners, such as the following:

• The Future Okavango project (popularly known as TFO in the scientific community), four staff members undertook research on various themes, including land use activities in relation to water, soil degradation, forestry and GIS and remote sensing. The TFO is funded by the German Federal Ministry of Education and Research (BMBF). Several related research meetings were held in Windhoek, Maun Botswana and Jena, Hamburg and Giessen in Germany. The project availed two PhDs and two M.Sc scholarships to our faculty to support our research and capacity building efforts.

• Dave Joubert submitted two papers for review for publication in 2012 on bush encroachment research.

• The School submitted two joint major research proposals to the African Union. One was on post harvesting of crop, in collaboration with the University of Zambia, the Namibian Ministry of Agriculture, Water and Forestry (MAWF) and Namibia Agronomic Board with the Polytechnic as main applicant. The second one was on Water and Sanitation Policy in three African regions and was coordinated by Justus Liebig University Giessen in collaboration with Makerere University, Sokoine University of Agriculture and Hawassa University. The applications had reached the final evaluation stage by the committee in Addis Ababa at the end of the year.

• The School also submitted eleven research and capacity development project proposals to the Southern African Science Services for Climate and Adaptive Land Use (SASSCAL) project. These projects once fully implemented will contribute significantly to the School’s research and capacity building output.

• Mogos Teweldemedhin was recipient of the SNRT Researcher of the Year Award.

PUBLICATIONS


• In addition, 11 articles were published in the Agri-forum magazine by Ibo Zimmermann, Richard Kamukuenjandje, Walter Schacht, Mogos Teweldemedhin, Teofilus Shiimi and Salomo Mbai.
COMMUNITY ENGAGEMENT

Community engagement is part of our responsibility to capacity development and nation building. The following is a representation of the community engagement activities carried out by various departments:

• The Department of Agriculture conducted a successful training programme on farm management and crop planning for farmers in the Northern Communal Areas of Namibia (NCA) under the Agricultural bank of Namibia’s Farmers Support Programme (FSP).
• Nature Conservation participated in a series of lectures on wetlands at the Summer School on Integrated Water Resources Management on behalf of the Cuvé waters project in cooperation with the Desert Research Foundation of Namibia. It also held a tree identification workshop for Botanical Society of Namibia (BSN) members in collaboration with BSN.
• The Hospitality and Tourism, in collaboration with the Ministry of Environment and Tourism, launched a TIPEEG-sponsored scholarship programme which this year selected a total of 23 students to study culinary arts at Taylor’s University in Malaysia to address the shortage of qualified Chefs in Namibia. In addition, four lecturers attended Namibia Training Authority (NTA) workshops on re-curriculation. The Department also continued to offer short courses in cookery to the industry and the community at large and hosted the Namibia Fish Consumption Trust Fish Cuisine training course.
• Land Management collaborated with the Omaheke Regional Council to formalise two resettlement areas at the Buitepos border post. The Department also completed the surveying of 185 plots in Drimiopsis, and 267 plots in Ben Hur/Tsjaaka. In addition, it provided the Omaheke Regional Council with digital maps which will be used for management and formalisation of informal settlements.
• Land Management faculty served on the appeals tribunal, appointed by the Minister of Lands and Resettlement on land related disputes in the communal areas.
• Within the Cuvéwater BMBF sponsored project, a vacation school in conjunction with the Desert Research Foundation (DRFN) was held, developed technical training course material for Water and Waste Water Plant operators. The training was piloted at the Polytechnic in conjunction with Aqua Services Namibia. After finalisation the material will be handed over to Namibia Training Authority (NTA) as standards in Vocational training Institutes.

CONFERENCES, WORKSHOPS, SHORT COURSES AND PUBLIC LECTURES

Undoubtedly the highlight of the year was the hosting of the Africa Real Estate Society (AFRES) International conference in October. Under the theme “Land and Property Markets: Post Economic Recession Challenges to Africa” attracted more than 110 international delegates.
The School participated in the 3rd International Conference on Sustainable Land Use in Africa in November. Held under the theme "Land Use and Water: Governing a Scarce Resource" the conference was hosted by the Faculty of Law, North West University in Potchefstroom, South Africa. The Academic Partnership for Environment and Development Innovations in Africa (APEDIA)’s activities are sponsored mainly by the German Academic Exchange Services (DAAD).

The School hosted a regional refresher course on “Climate Change and Biodiversity Conservation” in collaboration with the Faculty of Geoinformation Science and Earth Observation (ITC), University of Twente. The course was sponsored by the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC).

The Integrated Land Management Institute (ILMI), in collaboration with the Namibia Institute for Public Administration and Management (NIPAM), hosted the first base register workshop in Africa sponsored by the United Nations University, School of Land Administration at the Faculty of Geoinformation Science and Earth Observation (ITC), University of Twente. The workshop attracted participants from five African countries.

The following public lectures and events kept the academic engaged:

- Ibo Zimmermann and Richard Kamukuenjandje presented a public lecture on rangeland management entitled: “Simple grazing strategy developed on South African savannah by Riaan Dames”, followed by the screening of a film made during a study tour guided by Riaan Dames.
- Fred Provenza, a visiting professor from Utah Valley State University, presented a public lecture in September. He also visited and advised communal farmers near Epukiro on how to train their livestock to avoid feeding on the poisonous plant.
- In celebration of World Water Day on 22 March 2011, the Department of Land Management invited speakers and made presentations on various aspects of water.

**EOSA-RTC**

The Earth Observation and Satellite Applications Research and Training Centre (EOSA-RTC) was officially launched by the Minister of Lands and Resettlement in July. This was preceded by a symposium on Satellite Applications in Namibia hosted by the centre at the Polytechnic of Namibia. Speakers included Professor Rob van Zyl, Head of the France – South Africa Institute of Technology (F’SATI) at the Cape Peninsula University of Science and Technology (CPUT), which focus on space technology.

The Centre downloads and provides continuous access to near-real time satellite data for agriculture, drought and fire monitoring. Through the African Monitoring of the Environment for Sustainable Development (AMESD) programme, the centre creates new opportunities for research and training of staff and students, as well as the development of data products for the broader user community.

The Centre also ran several Interdisciplinary Seminar Series (ISS). Four ISS events held were on topics such as Open Source Desktop Mapping (repeated due to popular demand), Mobile Mapping Devices and Spatial Databases. The Centre also presented a training course on ModelMaker CAD software and a three day workshop on the EOSA-RTC data products as part of the AMESD National Training Programme.
The Centre also held a seminar on “Multispectral Imaging Spectro Radiometer (MISR) Instrument”. The main presenter was Dr M. Verstreate (a member of the NASA MISR team and currently on sabbatical at the CSIR and SANSA in South Africa).

INTEGRATED LAND MANAGEMENT INSTITUTE (ILMI)

It is Namibia’s leading institute for providing services in applied research, consulting and training in the field of Land Management for a wide range of private and public sector clients. The Centre focused on implementation of the Millennium Challenge Account sponsored Communal Land Support Programme. The project which is being managed by the German Agency for International Cooperation (GIZ), availed opportunities for staff and students to participate in the registration of communal lands.

ILMI was invited by the Applied Centre for Climate and Earth Systems Sciences (ACCESS) to enter into a partnership to host the first ever Habitable Planet Training in Namibia in January 2012. This international training programme will expose students from the SADC region to climate change and earth systems science in order to understand the interaction of different earth systems. This is to be funded by the National Research Foundation of South Africa.

AGRI-BUSINESS AND TECHNOLOGY DEVELOPMENT CENTRE (ATDC)

The ATDC focuses on research and development aimed at improving the business aspects and efficiency of the agriculture sector, especially enhancing the performance of small and emerging farmers.

The Centre was awarded two advisory contracts. The first contract was to train small-scale irrigation farmers in five Namibian regions. At the end of the year, 135 small-scale irrigation farmers were trained in Kunene, Oshana, Ohangwena, Omusati, Oshikoto, Kavango and Caprivi regions of Northern Namibia.

The second contract required the Centre to conduct a feasibility study on “Namibia beef export diversification” on behalf of the Namibia Meat Board. The project aims to identify export opportunity for beef in non-EU, South African and Norwegian markets. The project is being conducted in collaboration with North West University, Potchefstroom campus in South Africa, and is expected to be completed in the first half of 2012.
CENTRES OF EXCELLENCE

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

COLL continued to expand its national outreach services, adding a tenth Regional Centre to its network with the establishment of the Outapi Centre in the north-western region. Students in this region can now access a full range of administrative and academic support services, including optimised study and tutorial facilities, an examination hall, wireless internet connectivity, online registration, direct access to online journals, online library issue facilities and direct sourcing of library material.

To cope with the steep increase in student enrolment and programme diversification over the past five years, additional positions were created to increase COLL’s current full-time staff complement from 25 to 67. This will greatly enhance its portfolio, especially in the areas of Information and Communication Technology (ICT) and multimedia usage for student support and teaching and learning.

The supporting complement of 864 part-time staff contracted this year included 334 marker-tutors, 22 eLearning course developers and tutors, 113 research supervisors, 49 course writers, 42 content editors, three instructional designers, three language editors, four radio producers, two DVD producers, 108 regional face-to-face tutors, 168 face-to-face tutors offering weekend tutorials in Windhoek, eight student support assistants and eight maintenance assistants at the Regional Centres.

COLL enrolled 2 794 students, which reflects an increase of 16.3% over the 2010 enrolment of 2 402 students. This represents 23% of the total institutional enrolment for the year. Enrolments for distance education courses increased to 33 030 this year, representing an increase of 6% over the 2010 course enrolment of 31 152. This resulted in the administration of 132 120 assignments and various continuous assessments. The course enrolment is again indicative of COLL’s ability to deliver flexible learning to many full-time and part-time students who need to take some of their courses on the distance education mode of study.

A total of 8 086 students (65% of the total institutional enrolment) registered with COLL to receive some of their courses in the distance education mode. This is an increase of 12% and 6% respectively at the Ongwediva and Walvis Bay Regional Centres, which are the biggest COLL Regional Centres.

Overall, these figures distinguish the Polytechnic as the public tertiary education institution with the highest enrolment of distance education students in Namibia as well as a dual-mode institution that offers flexibility and blended learning in line with trends at many leading universities worldwide.
The Centre diversified its programme portfolio further by offering the Bachelor of Transport Management in the distance education mode for the first time in 2011, in collaboration with the Namibian-German Centre for Logistics (NGCL). The second year of the B.Tech Economics as well as the Bachelor of English and Bachelor of Communication degree programmes were brought in as new COLL offerings. These additions bring the total number of study programmes and qualifications offered in the distance education mode to 17 and 32, respectively.

New instructional materials for a number of institutional core courses were finalised and introduced in the distance education mode this year. These include Computer User Skills, Basic Science, Information Competence and Self Development and Study Skills.

The immense growth in professional activities to enhance teaching, learning, assessment and research in distance education resulted in the transfer of COLL from the Office of the Registrar to the Office of the Vice-Rector: Academic Affairs and Research, changing the designation of the head of the Centre from Assistant Registrar to Director.

COLLABORATION

• COLL cemented a number of new support and partnership initiatives this year. The Director replaced the Rector on the NOLNet (Namibia Open Learning Network Trust) Board of Trustees. As an active partner of the NOLNet Education Radio Broadcasting Project, COLL continued to produce radio tutorials, the Introduction to Mathematics being the most recent tutorial now available to students.

• The Director also served as Chair of the SADC Technical Committee on Open and Distance Learning (SADC-TCODL) and was elected as Executive Member of the Forum for African Women Educationalist in Namibia (FAWENA).

• The partnership between COLL and B360 Education Partnerships in Switzerland continued to bear fruit, thanks to the short-term attachment of an eLearning Expert from Switzerland, Ernst Elsener, to assist COLL with tele-teaching and to launch video-conference tutorials.

• The Directors of the CCE, CED, NBIC and NGCL accompanied the Director of COLL on a visit to the Outapi, Ongwediva and Tsumeb Regional Centres earlier in the year. The objective was to decentralise and promote their services to these Centres as well as to extend their outreach services to the regions in question. To launch the initiative, open days were held at the various Regional Centres, which were attended by members of local industry, business owners, and local dignitaries such as the Mayor of Tsumeb and the Chairperson of the regional office of the Namibia Chamber of Commerce and Industry (NCCI).

INNOVATION

COLL’s commitment to fully harness appropriate ICT to optimise service delivery and student engagement in a blended learning environment was again in evidenced this year.

With COLL’s previously successfully introduced eLearning as the fourth institutional mode of study, five new online courses were introduced to complement the two online courses launched in the second semester of 2010. The new courses are Tourism Policy and Planning, Taxation 3A, Taxation 3B, Financial Accounting 2B and Industrial Relations. Good progress was also made on the development of several other new eLearning courses of which a further seven will be launched in 2012. Online courses being currently developed include Business Operations; Research Methodology; Transport Operations Management; Marketing for Tourism; Principles of Education, Training and Development; Public Private Partnership Management; Management of Public Enterprises; and Ethics and Accountability. COLL’s complement
of eLearning courses is expected to grow annually as more lecturers are trained and more students register to study in this mode.

A compulsory eLearning orientation session - held at the start of the first and second semester before students officially start with eLearning courses - was held at the Otjiwarongo Regional Centre for the first time.

All Regional Coordinators received training on Chisimba (the institution’s eLearning Management System – LMS) during their annual retreat at the Main Campus in August. This will improve coordinators’ ability to offer training and support to eLearning students in the future and enable COLL to roll out continuous digital, electronic communication between distance education students and academic faculty. Backed by reliable IT-infrastructure at the COLL Regional Centres, the Chisimba platform allows instantaneous electronic exchange between students and faculty as well as uploading and downloading of podcasts, digital text and multimedia files.

Further advances in COLL’s Teleteaching (Video Conferencing) services were made, thanks to a second visit by an eLearning expert from 8360 Education Partnerships in Switzerland in August. A training course for tutors via eLearning and using COLL’s newly purchased GoToMeeting software as the teleteaching platform was successfully piloted and made possible through increased bandwidth at the COLL Regional Centres. The latter was made possible by additional funds for this purpose in the COLL budget. The Namibia Business Innovation Centre (NBIC) has since shown interest in using the software for their outreach activities and COLL has agreed to train their staff members for this purpose.

PROFESSIONAL DEVELOPMENT AND RESEARCH

• The COLL in-house professional eLearning training course was offered for the second time, using Chisimba as the LMS. In order to ensure that participants would successfully complete the course, five training manuals were designed, namely Chisimba Manual for Students, Chisimba Manual for Course Developers, Teaching and Learning with Multimedia, eLearning House Style Manual and an eLearning Tutor Handbook. The COLL in-house training course was updated this year by introducing participants to different educational technologies. They were shown how to create podcasts, digital videos, PowerPoint with narrations and animations, thereby allowing them to take full advantage of the multi-media features of Chisimba. The participants were also taught how to use blogs and wikis to create e-portfolios.

• COLL’s Coordinator for Courseware Development and Instructional Designer completed two research projects based on COLL’s eLearning model as part of their PhD studies. The projects will be used to inform further eLearning development and delivery at COLL. They also delivered presentations on COLL’s eLearning activities at the National Open and Distance Learning (ODL) conference that was held in October.

• The Director received a scholarship and participated in a short course presented under the Malaysian Technical Cooperation Programme (MTCP) titled “Managing e-University: Study Visit for Senior Officials (MeUNI)”.  

• As Country Representative for the SADC Technical Committee on Open and Distance Learning (SADC-TCODL), the Director attended and chaired the first meeting of its Steering Committee of the year in March. In addition, she contributed to the finalisation of the SADC Open and Distance Learning Policy and the SADC-TCODL Strategic Framework and Implementation Strategy.
HIGHLIGHTS

The highlight of the year was the public announcement in February of COLL’s receipt of the Commonwealth of Learning Award for Institutional Excellence in Distance Education at the 6th Pan-Commonwealth Forum on Open Learning, held in Kochi, Kerala, India. An international Adjudication Panel of Experts selected COLL as one of only three award recipients out of 19 institutions that competed for the prize globally. Selection criteria were:

• significant institutional achievement, quality of courses and programmes offered;
• effectiveness of course materials and student support systems;
• effective use of appropriate technology;
• outreach to remote, rural and marginalised communities; and
• relevance of programmes to the MDGs, EFA Goals and Commonwealth Objectives of peace, democracy, equality and good governance.

At the press conference held to announce the Award, the Prime Minister, the Rt Hon Nahas Angula, congratulated the Polytechnic for its contribution to quality distance education in the Commonwealth by means of innovative and effective application of appropriate technologies to reach students who might otherwise not have participated in the learning experience.

Celebrating a global achievement, COLL’s Award for Institutional Excellence in Distance Education, are Dr Möwes, the Rt Hon Nahas Angula (Prime Minister) and the Rector.
CENTRE FOR TEACHING AND LEARNING (CTL)

The CTL’s primary function is to enhance the teaching and learning competencies of faculty and students through effective use of modern innovative methodologies and technologies such that success is enjoyed by all. The Centre therefore serves as a pillar and driver of excellence in teaching and learning by developing and maintaining professional staff development, providing academic support systems to students and faculty, and promoting use of technology in teaching and learning. In order to achieve these goals, the Centre has developed a comprehensive programme and some of the activities executed in the current year are discussed below.

PROFESSIONAL DEVELOPMENT

The Centre is dedicated to the delivery of professional development opportunities to academic staff members which is a key component of the institution’s pursuit of quality teaching and the success of students.

At the beginning of the year, the CTL offered the Principles of Instruction course, facilitated by the Director and members of CTL staff. The course is comprehensive and offers training in the skills needed to cope with the new and changing nature of teaching and learning. Forty-five participants from various disciplines attended this course.

Also an established part of the CTL’s effort to enrich teaching and learning among academic staff is the weekly CTL Session. Arranged during a lecture-free time set aside specifically for presentations and discussion on teaching, learning, research and other important topics, this year’s sessions focussed on topics such as teaching with a difference, technology, time management strategies in teaching and effective presentation skills.

The CTL was also privileged to host a guest from the Swedish B360 Education Partnerships, who facilitated three seminars at CTL on “Understanding Communication Styles”, “Giving and Receiving Constructive Feedback”, and “Building Effective Teams”. These seminars were aimed at enhancing the skills of academics in those areas. Staff members facilitated a number of sessions on topics such as conducting effective research and proposal and thesis writing to help academics engaged in research activities or further studies.

The annual Great Teachers Workshop, which aims at renewing the philosophy and practice of education was held under the theme “Embracing Technology in
Teaching and Learning” and was joined by 40 participants from various faculties and departments. In the same vein, the intensive Instructional Skills Workshop also provided faculty with the opportunity to enhance their delivery skills in the classroom and to remain up to date on facilitation methods that improve learning.

In the modern world of rapidly changing technology, ICT plays an important role in teaching and learning. Hence, CTL is committed to ensuring optimum utilisation of e-learning in education. To this end, the Instructional Technology Unit conducted many training sessions and several mini-workshops this year to equip lecturers with the necessary proficiencies in the use of the latest version of Chisimba, the e-learning platform at the Polytechnic. The mini-workshops were conducted over a 10-week period and emphasised the e-course creation, tools for effective collaboration and communication in Chisimba, assessment and feedback to students, external resources, and the creation of appropriate media tools.

Other pertinent activities undertaken to promote e-learning included the development of web-based resources, creating a platform for publishing articles to e-learning and M-Learning, promoting the use of e-learning to increase awareness and accessibility, conducting the CTL E-learning course and research on mobile learning.

The Writing Centre continues to grow the number of services it renders to the institution. As a result, the number of students utilising the Centre for research and technical writing skills increased significantly this year, with many more students being referred by their lecturers. The Centre also assisted some lecturers in conducting seminar sessions on how students can improve their writing skills. The CTL also collaborated with the Student Affairs to provide training sessions to students on study skills.
CENTRE FOR ENTREPRENEURIAL DEVELOPMENT (CED)

The CED aims to stimulate economic growth, enhance employment opportunities and build skills capacity in Namibia. In response to rapid technological changes and global competitiveness, the Centre has focused on training and services to help clients acquire skills that would enable them cope with this dynamic economic environment. Hence the CED delivers high-quality non-formal skills training as well as advisory and related services to industry, SMEs, individuals, Government Ministries and local authorities in Namibia. One of the distinguishing characteristics of the training programmes is the emphasis on encouraging innovation, creativity, self-sufficiency as well as research and development. Training and other services are delivered by dedicated units of the CED.

The Short Courses Division of the Soft Skills and Continuous Learning Unit (SSCLU) has delivered a large number of courses on a wide variety of subjects to different organisations and the general public this year. The following list summarises the offerings:

- Database Design and Development, Meeting Procedures, Minute Taking and Report Writing, Statistical Program for Social Sciences (SPSS), and Skills for Executive Secretaries;
- Graphic Design (Basic Level);
- Project Management and Supervisory Management;
- Attributes of a Secretary;
- Preparatory Course in English and Mathematics for Mature Age Entry Candidates at the Polytechnic of Namibia;
- Business and Report Writing Skills for Office Professionals;
- Introduction to PC & Microsoft Word;
- Sales and Marketing Management;
- Financial Management for Non-Financial Managers;
- Public Relations;
- Videography; and
- Bookkeeping and Practical Auditing.

Some of the Unit’s notable clients included the Ministry of Safety and Security, the Roads Contractor Company and the Electoral Commission of Namibia.
CONSULTING SERVICES UNIT

Developmental projects and training programmes

The Consulting Services Unit (CSU) focuses on projects and training programmes related to social development, public health, research training, collection, entry and analysis of data. The following projects were completed:

- HIV in Prisons - Situational and Needs Assessment Survey;
- Global Fund Country Coordinating Mechanism (CCM) Survey;
- Salary Survey of Global Fund Grant Recipients;
- Website Development for NaCCATuM;
- CCM Secretariats Strengthening Workshop;
- CCM Southern Africa Regional Workshop;
- Global Fund 4th Partnership Forum Brazil CCM Workshop.

The unit also provided assistance to CCM Mozambique and the Ministry of Safety and Security through the United Nations Office on Drugs and Crime (UNODC), by developing research protocols, training field workers, data collection and analysis, as well as report writing. A total of 13 prisons throughout the country were visited.

Other activities of the unit included a Corruption Perception Survey conducted for the Anti Corruption Commission (ACC) from March to July. ICT training was offered to 97 participants from the Office of the Prime Minister (OPM). The unit participated in a review of the National Code on HIV/AIDS and Employment in Windhoek.

The unit was also privileged to host several international visitors in July and October, including Ms Patience Musanhu, Fund Portfolio Manager for the Global Fund and Dr Victor Bampoe, the Fund’s Southern African Team leader.

Institutional and corporate training

The CSU also focuses on developing courses that are specific to industry needs. Development of the courses is a joint effort between the CSU, industry and other units of the Polytechnic. Our course offering included:
• The Commercial Advancement Company (CATS) programme, which the CED was offering to students in the Transport and Logistics as well as the Retail sectors. It was the seventh phase of a co-operation between CATS and CED. Companies supporting the CATS programme are African Marketing, Agra, Aqua Services and Engineering, Cymot, DHL, Maersk, Namport, TransNamib, Transworld Cargo, and Tunacor Fisheries;

• The Certificate in Events Management was jointly developed by the CSU and the events management industry. The first intake of nine students that started training in 2009 completed their studies and graduated in December. Apart from the various modules offered in the programme, the students have to be attached to an events management company as part of their practical learning;

• The CISCO Certified Networking Associate (CCNA1-4) courses have grown beyond expectation in terms of student intake. The CED trained four groups of CISCO 1 class and two groups in each of CISCO 2 and 3 classes based on a total intake of 73, 50 and 34, respectively. These figures confirm the increasing demand for CISCO courses and the equally high market demand for graduates with specialised networking skills.

The unit also had the privilege of coordinating the Postgraduate Diploma in ICT from 2010 to 2011 with an intake of 10 students. Successful candidates will graduate in 2012.

SME Development and Support Unit
The SME Development and Support Unit (SDSU) focuses on imparting relevant business management knowledge and skills to entrepreneurs in keeping with the institutional vision of educating leaders for the new economy. In ensuring the relevance and applicability of our courses the Unit emphasises the role and necessity of mentorship and implements it as an integral part of its services.

This year marked the second agreement with Old Mutual Namibia for the Unit to continue providing training and mentorship to female-led micro-businesses across the 13 regions in Namibia. The initiative was expanded to the Karas region through the Business Support Services Programme (BSSP) of the Ministry of Trade and Industry. The Unit also arranged two Take Charge of Your Life (TCYL) workshops in collaboration with Journey to Excellence (J2Ex), an organisation supported by the Southern Africa-FALMER Regional institute (SAFRI). Similar workshops will be held in future as part of a comprehensive J2Ex programme with the objective of grooming individuals and businesses to develop to their full potential. The Unit also presented training courses in Otjiwarongo and Ongwediva in June and September. A total of 72 participants attended the courses, 33 of them received Certificates.

COMMUNITY SERVICE

Entrepreneurial training course
As part of its corporate social responsibility, the SDSU conducted an entrepreneurship training course at the Highlands Christian School in Windhoek to assist the school in preparing for its Annual Entrepreneurship Day. The course was held under the theme: “Solving societal problems through commercial solutions” and aimed to help learners in Grade 8, 9 and 10 develop business concepts that will solve community challenges.

Interns
As part of the CED’s social responsibility and its efforts to empower students and boost workplace productivity, a total of eight students from various Schools of the Polytechnic were employed as interns at the CED this year. The initiative has been a huge success and all students were actively involved in the planning and implementation of various activities of the Centre.
HIGHLIGHTS

Microsoft IT Academy
A developmental milestone in 2011 was the launch of the Microsoft IT Academy at the CED, following the signing of the agreement between Microsoft and the Polytechnic in March. The Academy now offers 19 accredited Microsoft training courses as well as technical training in Microsoft Office applications. A number of CED trainers have been certified to conduct Microsoft Training at the Microsoft IT Academy.

SAP Training Unit
Two agreements were signed with SAP, a leading business software company, in terms of which the CED will offer SAP classroom as well as eLearning training. The CED’s training venues were also accredited by SAP.

New E-Intelligence Unit
The CED started to establish a new eLearning Unit this year. This unit will offer products such as Pin Solutions, E–Short Courses and M–Short Courses. The eLearning portfolio will ultimately consist of 850 online short courses. CED short courses will be available online as E-Short Courses, while M-Courses will be the selected courses that can be accessed through mobile phones to reach larger proportions of the Namibian population. It is anticipated that Beta versions of those courses will be available in 2012.

For more information: www.ced.polytechnic.edu.na
CENTRE FOR COOPERATIVE EDUCATION (CCE)

On its road to enhancing learning, the CCE focuses on work-based and in-service learning, liaison with industry through fostering of partnerships, the placement of students in Work Integrated Learning (WIL) Internships, action research and the support of programme advisory committees. Against this background, the CCE is strategic to, and at the heart of, programme relevance and implementation, ensuring the voice of a broader Namibian society, especially business is catered for.

The CCE is committed inter alia to:

• Co-ordinate work integrated learning opportunities for students;
• Create partnerships with commerce, industry and the community to satisfy the needs of all stakeholders;
• Co-ordinate research, development and related activities in cooperative education in order to ensure excellence in cooperative education in the Polytechnic; and
• Maintain progress and benchmark against best practice by continuous quality improvement and seeking continuous quality experiences.

The CCE concluded several Memoranda of Understanding (MOUs), amongst others with Junior Achievement Namibia, One Africa Television, Plemjive Investments, Ethics Productions and Barloworld. The Centre is positive to receive favourable feedback from seventeen other institutions in due course. A total of 183 students were placed at various public and private institutions for internships.

The Polytechnic became a member of the Institute for People Management (IPM) at its launch in Windhoek. The IPM was conceived in 2010 at a breakfast meeting hosted by MTC and attended by 97 Human Resources (HR) professionals from various industries. Delegates agreed to establish an official platform where HR professionals could meet and discuss issues and challenges common to the HR profession. The result was the establishment of the IPM.
Participation in trade fairs and festivals

Together with the Namibia Business Innovation Centre (NBIC), the CCE joined the group of exhibitors at the Ongwediva Annual Trade Fair (ONTF). Situated at the Queen Hall, these two centres had the platform to exchange information with other organisations, thus not only creating awareness of their existence, but engaging with the public to motivate for accelerated implementation of new ideas in the way Namibians conduct business to achieve Vision 2030.

The Centre also attended the Annual Tsumeb Copper Festival which was held in Tsumeb Central Park in October.

Conference participation

- The Poetics and Linguistics Association’s 31st Annual Conference was held at the Polytechnic of Namibia from the 4th to 8th of July 2011 under the theme “Language and Literature Interface: Contemporary Perspectives”.

  **Applied Linguistics** is the practical application of linguistics theory into different fields, and can be used as an assessment tool or methodology for Work Integrated Learning (WIL) programmes. Petrina Batholmeus, a Bachelor of English third year student at the Polytechnic of Namibia who completed her WIL internship at the Centre for Cooperative Education (CCE) presented a paper together with CCE director Mr Carva Pop on the linguistic influence on WIL assessments which is under the applied linguistics subtopic. The speakers emphasised how language techniques can be used as tools for WIL assessments.

- The Director presented two refereed papers at the World Association for Cooperative Education (WACE) Conference that was held in the USA.
  - Carva Pop, Nicolene Barkhuizen (University of Pretoria, SA): “Exploring the Effectiveness of a Work Integrated Learning Programme in Contributing to the Employability of Graduates: The Mentor’s Perspective”. This paper was also presented at the Engineering Education and Business Conference in Cape Town on the Graduate Interns’ Perspective”.


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The NbIC has been active for three years as a semi-autonomous centre of the Polytechnic. Its mission is to stimulate, engage, motivate, assist and improve entrepreneurship and innovation.

The NbIC had a very eventful year in 2011. There were lots of highlights and events that took place. Often important dignitaries visited the Centre and/or participated in the events making them even more special by showing their support for innovation and entrepreneurship.

Demonstrating that innovation and entrepreneurship are here to stay is captured in the establishment of the NbIC Innovation Village, with the roof wetting ceremony in late November. The Village is the focal point of the NbIC's activities regarding innovation, economic development and entrepreneurial stimulation. The ceremony symbolised the next building phase in the NbIC's continuing development. David Nuyoma, CEO of the Development Bank of Namibia, a great supporter of the NbIC, honoured the NbIC with his opening remarks.

Southern African Innovation Support Programmes (SAIS) is a Finnish-funded programme created to stimulate innovation in the region, with five countries participating: Botswana, Mozambique, Namibia Zambia, and South Africa. The head office of this programme is at the Polytechnic together with the NbIC. The NbIC and the SAIS programme work together to stimulate innovation and entrepreneurship in Southern Africa, and to sustain and support further development of innovation systems through co-ordination, dissemination, capacity building and funding.

Each month of the year was filled with activities that encourage self-employment and entrepreneurship and hand people the tools to contribute to Namibia becoming an even more economically stable and globally competitive nation.

The NbIC stepped up its engagements with the different stakeholders in a myriad of ways that ranged from workshops, public talks, media events, speeches and participating in conferences and trade fairs. One of the most important and effective ways to stimulate and motivate people to become interested in the concept of innovation and entrepreneurship was through workshops, Innovation and Entrepreneur circles and development workshops.
To overcome the challenge of inculcating the basic notion of innovation and entrepreneurship in Namibia, the NBIC used a variety strategies including workshops, like the Rural Innovation Workshop and the Corporate Cultural Change Workshop. Other strategies were the Innovation Management Public Talk, Developers Circle, Public Talk on Social Innovation, Innovation Circle, Mobile Developers Team, to name but a few. They are the cornerstone of the NBIC’s Mission and Vision.

These moments of engagement, whether a short breakfast meeting or a bootcamp that engages the stakeholder over several months all work towards the same common goal, namely to create the future business owners and drivers of the Namibian economy.

**All in all, the NBIC engaged 1 200 attendees spread over 41 events.**

Strategic partnerships were not achieved by the NBIC alone. Like all successful endeavours there were numerous partnerships that strengthened the NBIC’s goals. Some of these partnerships took the form of knowledge sharing and best practises, e.g. The Mobile Application Public talks and the Development Bank of Namibia’s session on Innovation Funding. Other professionals dedicated their time to instilling their knowledge and experience in the minds of the ‘would be’ entrepreneurs through sessions on Marketing on a Shoestring, Government Tendering and a whole host of other subjects that a new business start-up is faced with.

Some of the partners supported the NBIC through generous donations and financial support that helped it implement activities and tools to reach its objectives. The Bank of Namibia has donated N$ 500 000 dollars to the NBIC over the years and has done so in the belief that the NBIC can help achieve the Vision 2030 goals that Namibia has set. The Development Bank of Namibia, on the other hand, has donated N$ 250 000 this year. This gave the relevant pillars of the NBIC the much needed funds to stimulate entrepreneurship and innovation. Other organisations sponsored specific projects like the Business Idea Competition or the Bootcamp for Entrepreneurs, whilst banking and finance institutions like FNB and Agra have donated prize money for our Business Idea and Business Plan competition, giving the participants the much needed stimulus to take part and the funding to take their idea or plan to the next level of development.

Looking back it is clear that the NBIC had a very exciting year where stakeholder engagement was taken to a new level and Innovation and Entrepreneurship were no longer novelty words to Namibians, but something that people started to live and breathe.

2012 promises to be even more exciting with the continued support of stakeholders and the increased collaboration between the NBIC and SAIS, thereby taking innovation and entrepreneurship to socio-economic levels in Namibia and the SADC regional respectively.

For more information: [www.nbic.org.na](http://www.nbic.org.na)
The NGCL was very productive on the academic front. Amongst its many other activities, the Centre successfully launched two new qualifications and further developed a postgraduate programme in partnership with the School of Business and Management.

The Centre also continued to strengthen its relations with industry and hosted a very successful 3rd Annual Logistics and Transport Workshop with strong partners’ support.

In terms of its founding agreement, the Centre has now reached the middle mark of its agreed five-year establishment period, signalling the need to put plans in place for the post-establishment phase.

One of the Centre’s key deliverables is the development of postgraduate programmes in the fields of Logistics and Transport, preceded, of course, by the requisite supporting undergraduate programmes. In the academic year, the NGCL successfully implemented two new undergraduate programmes. The first of the two programmes, the Bachelor of Transport Management, attracted 130 students, while the second, the Bachelor of Logistics and Supply Chain Management, enrolled 73 students. The Bachelor of Transport Management represents a further milestone as this programme was introduced as a distance education offering at its inception.

The Bachelor of Logistics Honours programme has grown from strength to strength. Not only did the programme induct its second intake of students this year; it also produced its first graduates, with ten students receiving their degrees in October.

The Centre also concluded the development of the Master of Logistics and Supply Chain Management, for implementation in July 2012. With the programme approved by the Polytechnic Senate, the Centre will offer a full qualification stream from the Bachelor’s to the Master’s level in the field of logistics and supply chain management. It is anticipated that about 15 students will enrol in the Master’s programme annually.
The NGCL introduced the Chartered Institute for Logistics and Transport (CILT) skills development programmes this year. The International Diploma in Transport and Logistics is currently offered at both Walvis Bay and Windhoek venues, hosting 15 and 20 participants, respectively.

The Centre also represents the Chartered Institute of Purchasing and Supply (CIPS) and the Operations Management Association for Southern Africa (SAPICS).

Staff members of the Centre published various articles in association with staff of partner institutions. A paper titled “Challenged by Economic Growth: Logistics in Namibia” was co-authored with a partner institution Flensburg University of Applied Sciences in Germany and was published in the Business and Innovation magazine in Germany.

Another international collaboration, titled “The Wider Ramifications and Sustainability of Global Supply Chain Developments (A Namibian case study)” was published as part of the proceedings of the Total Logistics Management Section of the Carpathian Logistics Congress, which was held in the Podbanske village in Slovakia in September.

The Third Annual Logistics and Transport Workshop arranged by the NGCL was held at the Polytechnic with the generous support of the logistics and transport industry. The four-day Workshop was attended by about 70 participants from all sub-sectors of the transport and logistics industry. Participants from Namibia, Germany, South Africa and Zimbabwe presented papers on a wide array of related topics. The Workshop also included a one-day business simulation exercise for Logistics Honours students, under the supervision of Mr Bergmann from the Fraunhofer Institute in Germany. The session was attended by 14 students. The Workshop is fast becoming a premier industry event and is expected to develop into a full-fledged regional, if not international, conference in the near future.
RENEWABLE ENERGY AND ENERGY EFFICIENCY INSTITUTE (REEEI)

The REEEI was rebranded in October 2006 following a renewal of the cooperation agreement between the Polytechnic and the Ministry of Mines and Energy (MME). Its mandate, which is largely derived from that cooperation agreement, is to:

• Facilitate and conduct research into renewable energy and energy efficiency;
• Develop materials and standards, reports and disseminate information and materials on renewable energy and energy efficiency; and
• Facilitate cooperation between MME and the Polytechnic, as a public institution primarily responsible for renewable energy and energy efficiency as well as cooperation with other stakeholders.

The National Wind Resource Assessment Project
Equipment was procured and a contractor was appointed to install wind measurement equipment at sites in Walvis Bay and Luderitz.

The Off-grid Energisation Master Plan (Energy Shops Coordination)
The REEEI in collaboration with the Ministry of Mines and Energy launched five Energy Shops in five Regions this year (Omusati, Oshana, Ohangwena and Kavango) and five more Energy Shops (at Caprivi, Otjazondjupa, Oshikoto, Kunene and Omaheke) are planned to be launched before March 2012. The project is financially supported by the Embassy of Finland.

Stakeholder training and awareness programmes

The Solar thermal training and demonstration initiative
A total of 17 participants (including three females) from all corners of Namibia and representing different institutions and private companies attended the two-day training on Solar Water Heating (SWH) arranged by the REEEI in July.

The Namibia Energy Efficiency Programme in Buildings (NEEP)
• Forty (40) Energy Auditors drawn from the Electricity Supply Industry Stakeholders, town councils and Namibia Institute of Architecture were trained during the month of May.
• The REEEI hosted Advanced International Training on Efficient Use of Energy in collaboration with Life Academy of Sweden, where one of the staff members, Ndakema A. F. T. Hamunghete participated.
• The NEEP project participated in Annual Trade Fairs and Expos, namely Ongwediva Annual Trade Fair, Keetmanshoop Trade Fair, Gobabis Agricultural Show, Windhoek Agricultural and Industrial Show and Erongo Trade Expo, as part of its awareness raising on energy efficiency.

• The REEEI in collaboration with the MME and UNDP hosted two workshops under the Development Dialogue Forums (DDF) series. The first DDF was held in July under the theme “Do Renewables have a Role in the Future Supply and Demand of Energy in Namibia?” and the second one themed “WindTalks Namibia” was held in November was hosted in collaboration with Vestas, a Danish wind technology supplier.

Energy studies
• A Baseline Study on Energy Efficiency in Buildings and a National Annual Survey on Energy Efficiency in Buildings were commissioned in April. A joint stakeholders’ consultative workshop for the two studies was held in October.

• A study on Tariff Mechanism was completed and handed over to the Electricity Control Board (ECB). The ECB Board of Directors approved the study and consultations are underway with the MME for implementation of its recommendations.

Technology transfer activity - Piloting solar thermal technology transfer for electricity generation in Namibia
Consultations with investors who want to set up a concentrating solar power plant are underway. Funding for the project was secured from Energy and Environment Partnership with Southern and East Africa.

TRAINING PROGRAMMES AND CONFERENCES

• The Director, at the invitation of the World Bank in Washington, presented a paper on renewable energy policy. Further collaboration with the World Bank is being pursued to share experiences on sustainable energy.

• A staff member attended a training course on RETScreen energy simulation software as part of the Namibia Energy Regulatory Framework.

• Two staff members attended the Green Building Council of South Africa Convention in Cape Town to learn the process of establishing a council for Namibia. Further collaboration in this area was agreed on.

• A staff member participated in the Second Phase of the SIDA/Life Academy Training in Sweden.
PROFESSIONAL SUPPORT UNITS

- Planning and International Relations
- Quality Assurance
- Institutional Development and Fundraising
The PIR department, as a system component of executive management, supports the growth of a vibrant institution by representing the Polytechnic's attractive academic and professional communities to a network of leading international partners, thereby contributing to enhanced national competitiveness through innovative programming.

Institutions of higher education worldwide are increasingly focusing on ways to foster international collaboration with their peers in order to strengthen their own capacities. To the same end, the Department reviewed its own internationalisation strategy during the period under review in order to broaden institutional interaction with partner institutions around the globe. In addition, the Department empowered its staff through various capacity and team-building courses aimed at strengthening their communication and negotiating skills.

The PIR team adopted excellence, inventiveness and accountability as its guiding values in executing the Department's mandate to effectively build the Polytechnic's capacity to participate in, and benefit from, international knowledge networks.

**Participation in external networks**

- The Department became a founding member of the African Network of International Relations Offices (ANIRO) which was established at a workshop held at the Polytechnic early in the year. Created on the basis of mutual collaboration, the network will be at the forefront of collaborative efforts in African higher education institutions. The PIR Director was elected as the founding Chairperson of ANIRO.

- In line with the global trend of moving from bilateral partnerships to strong multilateral partnerships amongst several international universities, the Polytechnic has actively participated in activities of the Southern Africa-Nordic University Network (SANORD). SANORD is a non-profit organization comprised of institutions of higher education and research the Nordic and the Southern African regions and aims to advance strategic, multilateral academic collaboration between member institutions. Through its membership of SANORD the Polytechnic seeks to address new local and global challenges of innovation and development through research.
• As part of its contribution to promoting innovation in programme support and development, the Department this year hosted about 50 international visitors, including three Fulbright Scholars. They are Prof Joseph Richardson in the Department of Civil Engineering, Prof Walter Schacht in the Department of Land Management, and Prof Susan Todd in the Department of Nature Conservation.

• Renowned entrepreneur and former CEO of the famous Swatch Company in Switzerland, Hans Jürg Schar, was another eminent visitor this year, generously trading his prolific business consultancy in Europe for a lecturing and speaking engagement at the Polytechnic, including a well-attended public lecture hosted by the Harold Pupkewitz Graduate School of Business.

• This year, the department recorded the highest number of international exchanges students enrolled at the Polytechnic in a single semester - 80. They came from the Polytechnic's ever growing list of international partners which stood at 93 at the end of the year. The exchange students included a group of 28 from the Worcester Polytechnic Institute (WPI) in the USA, one the Polytechnic of Namibia’s longstanding partners. The WPI students came to the Polytechnic to do their inter-disciplinary projects as part of their WIP undergraduate programmes. Also, twenty Teaching and Master of Administration degree students from the University of Freiberg in Germany and seven from Austrian universities attended a tailor made business course at the Polytechnic entitled: “Study Abroad in Africa.”

The Department looks forward to another landmark year in 2012 when the Intra-ACP (Africa, Caribbean and Pacific) academic mobility scheme will be implemented. The €2.3 million (N$23 million) project is being coordinated by an office established in the Department in July and the implementation of the project being led by Lameck Mwewa (Dean of the School of Natural Resources and Tourism). This multiple partnership is aimed at strengthening African higher education through academic mobility for Master and Doctoral studies in selected areas and is comprised of partner universities: Ardhi (Tanzania), Bue (Cameroon), Free State (South Africa), Hawassa (Ethiopia), KNUST (Ghana), Makerere (Uganda), North-West (South Africa) and the Polytechnic of Namibia. Two European universities are partners in this project: University of Giesien (Germany) and University of Twente (the Netherlands).
QUALITY ASSURANCE (QA)

The steadily growing importance of quality assurance in education may be understood in the context of globalisation, and the stronger integration of developing countries in global affairs. Quality assurance, carried out against objective benchmarks, provides international recognition of our qualifications, based on transparency, transferability, comparability.

The QA Unit is responsible for the coordination of institutional quality assurance activities through the development and implementation of the Polytechnic’s quality assurance policy. During the year under review the Unit relocated to new offices in Johann Albrecht Strasse.

The Unit conducted quality checks on 18 documents including programmes, policies and guidelines:

- Bachelor of Natural Resource Management;
- Master of Leadership and Change Management;
- Circulation of Document and Records Management Policy;
- Bachelor of Marketing (revised curriculum);
- Bachelor of Marketing Honours (new programme);
- Draft Policy on Cooperative Education;
- Executive Masters of Business Administration (EMBA);
- Bachelor of Office Management and Technology (revised programme);
- Guidelines for Conducting Needs Assessment/Market Surveys;
- Bachelor of Hospitality Management;
- National Certificate Vocational Education and Training: Trainer (NCVET);
- National Higher Certificate Vocational Education and Training: Trainer (NCVET);
- National Diploma Vocational Education and Training Management (NDVETM);
- National Higher Certificate in Emergency Medical Care;
- Bachelor of Economics (revised programme);
- Bachelor of Economics Honours (new programme);
- Bachelor of Accounting;
- Bachelor of Architecture Honours.

The QA department cooperates closely with the NCHE, the national quality assurance agency responsible for higher education in Namibia in terms of the Higher Education Act, No. 26 of 2003. As part of this cooperation the QA Unit facilitated in July a pilot institutional audit at the Polytechnic. The institutional audit, like the programme accreditation, is a sub-system developed by the NCHE already in 2009. With the pilot institutional audit, this sub-system was tested for the first time under “live”-conditions.
The Audit Panel consisted of representatives of the following organisations:

- Inter University Council for East Africa (IUCEA),
- The Chair of the New Zealand Universities Academic Audit Unit (NZUAAU),
- Namibia Qualifications Authority (NQA)
- Council for Higher Education (CHE) South Africa, and
- Four NCHE staff members who participated as observers.

The QA Unit also provided assistance with accreditation processes to the following Schools and Departments this year:

<table>
<thead>
<tr>
<th>School</th>
<th>Accredited Agency</th>
<th>Department(s)</th>
<th>Programme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Engineering Council of South Africa (ECSA)</td>
<td>All Departments</td>
<td>Bachelor of Engineering (all specializations)</td>
</tr>
<tr>
<td>Engineering</td>
<td>Namibia Council of Architects and Quantity Surveyors (NCAQS)</td>
<td>Architecture</td>
<td>Bachelor of Architecture</td>
</tr>
<tr>
<td>Business and Management</td>
<td>South African Institute of Chartered Accountants (SAICA)</td>
<td>Accounting</td>
<td>Bachelor of Accounting and Finance</td>
</tr>
</tbody>
</table>

The QA Unit commenced with the process of reviewing the institution’s QMS this year. The Unit consulted Anette Kenwright of International Competencies Network in South Africa to facilitate a series of workshops which are to culminate in the development of an institutional quality assurance manual.

Two QA Coordinators from the department participated in the Southern African Association for Institutional Research (SAAIR) Forum in Cape Town in October. The aim of the Forum was amongst others to explore existing practices and to expand the boundaries of existing institutional research and quality assurance frameworks that enhanced student success in higher education.
INSTITUTIONAL DEVELOPMENT AND FUNDRAISING (IDF)

The IDF coordinated the arrangements for and organising a number of high profile and statutory Polytechnic events, including the institution’s Academic Welcome, Official Opening of the Academic Year and the Graduation Ceremony.

All in all the Polytechnic achieved and maintained a high level of public presence, as well as a favourable public perception. The key activities of IDF are captured below.

Public awareness of Polytechnic activities was raised by the introduction and launch of the Poly News, a one page weekly supplement which appears in two local daily newspapers. The articles are written by the department as well as the layout and design.

• General information and a large number of news stories and articles on a wide range of subjects were carried on the Polytechnic website. The introduction of the Poly News meant that the institution has print and electronic platforms to circulate information about itself, and has been able to increase this coverage as news stories and articles are not duplicated on the two platforms. These articles 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 produced and published a four-page supplement in all major Namibian newspapers in September as part of its student recruitment drive for the 2012 academic year. The supplement included information regarding the Polytechnic’s admission requirements, basic facts about the institution, a brief overview of the study programmes offered in the different academic departments as well as related career paths, and “how to” guide on applying to the institution.

• 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 throughout the year. The IDF was involved in the design and development of a number of adverts, invitations and programmes for events, including material for the Graduation and Awards Ceremonies, as well as events hosted by the institution’s Centres of Excellence. The department was also involved in designing samples for billboard advertising as well as a Polytechnic banner.
This year also saw the Polytechnic exhibiting at no less than 16 career fairs, youth festivals and trade and agricultural shows throughout the country. These included:

- the Khomas North Constituency Career Fair;
- the National Youth Festival (arranged by the National Youth Council and held in Rundu);
- the Coastal Career Fair in Swakopmund;
- 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, Outjo, Ondangwa, Ongwediva, Opuwo, Rehoboth, Mariental and Windhoek.

The welcome presence of 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.

A significant and highly notable achievement in this regard was the award which the Polytechnic received from the Namibian chapter of the Media Institute of Southern Africa (MISA) as the Most Open Public Institution in Namibia in 2011.
## FINANCIAL STATEMENTS

### INCOME & EXPENDITURE STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>% of INCOME (approx)</th>
<th>2010</th>
<th>% of INCOME (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td></td>
<td>N$</td>
<td></td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Subsidy</td>
<td>222,538,000</td>
<td>52</td>
<td>153,523,000</td>
<td>48</td>
</tr>
<tr>
<td>Tuition</td>
<td>134,578,090</td>
<td>31</td>
<td>115,605,857</td>
<td>36</td>
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<tr>
<td>Hostel</td>
<td>9,498,775</td>
<td>2</td>
<td>9,015,986</td>
<td>3</td>
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<tr>
<td>Other</td>
<td>61,918,898</td>
<td>14</td>
<td>43,751,870</td>
<td>14</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>428,533,763</td>
<td></td>
<td>321,896,713</td>
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</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel and related costs</td>
<td>288,721,378</td>
<td>67</td>
<td>225,029,998</td>
<td>70</td>
</tr>
<tr>
<td>Administrative and other costs</td>
<td>90,376,343</td>
<td>21</td>
<td>73,575,725</td>
<td>23</td>
</tr>
<tr>
<td>Depreciation</td>
<td>27,357,169</td>
<td>6</td>
<td>22,308,076</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>406,454,890</td>
<td></td>
<td>320,913,799</td>
<td></td>
</tr>
<tr>
<td><strong>Surplus/(Deficit)</strong></td>
<td>22,078,873</td>
<td>5</td>
<td>982,914</td>
<td>0</td>
</tr>
</tbody>
</table>

Average Exchange rate: US$1.00 = N$7.562

Surplus is transferred to the Capital and Maintenance account as bridging finance for operations, buildings and equipment.
COUNCIL

EXTERNAL MEMBERS

<table>
<thead>
<tr>
<th>Organisation / Constituency</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Windhoek</td>
<td>Mr Nilo 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>Women</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>

INTERNAL MEMBERS

<table>
<thead>
<tr>
<th>Rector</th>
<th>Prof 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>Dr Andrew Niikondo (as of 01/07/2011)</td>
</tr>
<tr>
<td>Senate Representative to Council</td>
<td>Mr Charl-Thom Bayer</td>
</tr>
<tr>
<td>Secretary to Council (Registrar)</td>
<td>Mr Corneels Jafra</td>
</tr>
<tr>
<td>Students Representative Council (SRC) [President]</td>
<td>Mr Ashwell Forbes (2010/2011) Mr Gustav Nyambe Mbeha (2011/2012)</td>
</tr>
</tbody>
</table>

COUNCIL - Front from left to right: Cynthia Harris (Meetings Administrator), Meriam Kahitu, Nilo 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 Jafra (Secretary to Council)
Absent: Charl-Thom Bayer, Erastus N. Ikela, Katrina Liswani, Florence Munyungano, Dr Andrew Niikondo
MANAGEMENT

THE EXECUTIVE AND SENIOR MANAGEMENT

Rector
Prof Tjama Tjivikua

Vice-Rector: Administration and Finance
Dr Gert Günzel

Vice-Rector: Academic Affairs and Research
Dr Andrew Nkikondo

Registrar
Mr Corneels Jafta

Deputy Registrar
Mr Gerard Vries

Bursar
Ms Sadia Brendell

Director: Human Resources
Ms Riëtte Duvenhage

Dean of Students
Ms Frieda Shimbuli

Chief Librarian
Ms Judy Grobler

DEANS OF SCHOOLS

Business and Management
Mr Kofi Boamah

Communication, Criminal Justice and Legal Studies
Dr Sarala Krishnamurthy

Engineering
Dr Zaccheus Oyedokun

Health and Applied Sciences
Prof Sylvester Moyo

Information Technology
Dr Heike Winschiers-Theophilus

Natural Resources and Tourism
Mr Lameck Mwewa

DIRECTORS AND HEADS OF UNITS AND CENTRES

Rectorate Affairs
Mr Gerson Tjihenuna

Planning and International Relations
Ms Neavera Olivier

Quality Assurance
Ms Himeesora Kaimu

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

Centre for Applied Research and Technology
Vacant

Materials Testing Institute
Prof Klaus Müller

Integrated Land Management Institute
Mr John Kangwa
POLYTECHNIC OF NAMIBIA
MAIN CAMPUS MAP

1. Administrative Service Centre
2. Department of Land Management
3. Monresa Residence
4. Sander Haus (Rectorate)
5. Elisabeth Haus (Rectorate)
6. COLL
7. Kitchen
8. Student Affairs
9. Höpker Residence
10. Shangri-La Residence
11. Stores
12. Poly
13. Clinic
14. Vocational Training
15. Oppenheimer House
16. Dawakos House (IDF & Auxiliary Services)
17. CED
18. Lecture Building
19. Information Centre & Kiosk
20. Office Building
21. Examinations
22. Bureau of Computer Services
23. Poly Heights
24. Engineering Building
25. Library
26. Auditorium Building
27. Hotel School
28. Foundation House
29. CTL
30. Technology Building
31. Hotel Pension Kleines Heim
32. NBIC
33. NBIC
34. NBIC
35. NGCL
36. Architecture
37. Quality Assurance
38. Health Sciences
39. New Acquisition
40. Mathematics
41. New Acquisition