

University of Namibia Annual Report 2011



ANNUAL REPORT 2011



— Inspiring minds & shaping the future —



— Inspiring minds & shaping the future —

Annual Report 2011

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Acknowledgements

This Annual Report materialised with the assistance of all Faculties, Centres, and Units. We would like to thank all Deans, Directors, Heads of Department, including administrative staff members for their contributions. In addition, the following offices also assisted greatly in making this Report a reality: The Office of the Registrar, the Office of the Bursar, Communications and Marketing, the Research and Publications Office and the Human Resources Directorate. Special thanks are also extended to Mr. Moses Magadza for writing certain sections of the Report.

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University of Namibia Coat of Arms



The University is now training students in fields of study that are of direct relevance to achieving development targets in the national blue print plan, Vision 2030.

University of Namibia Coat of Arms

The **Coat of Arms** of the University of Namibia (UNAM) is a heraldic device whose design is grounded on an academic tradition that has been in practice for many centuries. It comprises three elements: a shield, a base, and a motto contained in a scroll.

The shield is the central and most prominent feature of the Coat of Arms. It contains a symbol of the sun, based on the Namibian flag, and an open book. It represents the link between the University and the Namibian nation. The sun and the book are joined together to form an integrated element, which is suspended in a field of crimson.

The book represents the University as an institution of higher learning, and symbolises the academic freedom of enquiry. **The sun** represents life and energy. The integrated symbol of the sun and the book carries a double meaning. Firstly, it represents the envisaged harmony between the University and the Namibian nation, as expressed in the University of Namibia Act, No. 18 of 1992, which expects UNAM to develop the highest quality education that caters for the needs, interests, and aspirations of the people of Namibia. Secondly, it represents the light and enlightenment radiating from the Institution.

The crimson colour represents the vitality and courage of the people of Namibia, whose collective vision, determination and sacrifice brought about an enabling environment that now permits Namibian citizens to acquire appropriate knowledge, ideas and skills through University education, and to develop their full potential. It represents the organic link between the University and the nation, whose colours also include crimson. It also reminds us of the world wide historical symbol that “**the life is in the blood, and blood is life**”

The chlorophyll-green **Welwitschia mirabilis** plant at the base, one of the oldest plants in the world, which is only found in the Namib desert, symbolises endurance and continuity. In addition, its position as the base for the symbolic elements of learning and enlightenment, signifies that the strength of the University is grounded in the ideals, the culture and the traditions of the people of Namibia, and has inherent qualities of creativity, endurance, and fortitude in difficulties. The *Welwitschia*, indeed, survives in a hostile environment by harvesting the desert fog.

The motto of the University, **Education, Service, Development**, declares the mission of the institution, and serves as a source of inspiration to both students and lecturers, and also to UNAM's entire community.





Seaweed research at the coast enjoys national attention, since this resource provides an extended list of relief in medicine and food related areas.

University of Namibia Vision & Mission

VISION

To be a beacon of excellence and innovation in teaching, research and extension services

MISSION

To provide quality higher education through teaching, research and advisory services to our customers with the view to produce productive and competitive human resources capable of driving public and private institutions towards a knowledge-based economy, economic growth and improved quality of life.

The Annual Report reflects the sustained growth and activities of the university in relation to its Mission Statement, which outlines the aims, goals, objectives, and operational principles.

These are:

- to continue to develop the University as a leading national institution and a role model for research as a major contributor to nation-building;
- to give high priority to applied research across a broad spectrum of relevant fields;
- to encourage inter-disciplinary research approaches to the resolution of real-world problems;
- to cultivate standards of excellence in teaching, research, and all the prescribed functions of UNAM, through encouraging constructive criticism, constant self-improvement, self-evaluation, and peer assessment;
- to make the University services, expertise, skills, scholarly leadership and facilities accessible to all such persons as are likely to benefit from them, regardless of race, colour, gender, ethnic origin, religion, creed, physical condition, social and economic status;
- to safeguard and promote principles of University autonomy, with a view to providing an appropriate atmosphere and opportunities for UNAM's scholars to pursue the development of their highest intellectual potential;
- to serve as a repository for the preservation, development and articulation of national values and culture through the promotion of Namibian history, art and languages;
- to undertake basic and applied research, with a view to contributing to the social, economic, cultural and political development of Namibia;
- to encourage endogenous development and application of science and technology;
- to provide advisory, consultancy, and extension services throughout the country, with the view to promoting community education and appropriate know-how, thus enhancing society's productivity and socio-economic development; and
- to promote national and regional unity and understanding.

Statement by the Chancellor of the University of Namibia



Aquaponics is the way forward in producing food in waterlogged areas like the Caprivi. The Sam Nujoma Marine and Coastal Resources Research Centre is doing research in this field to assist Namibia.

Dr Hifikepunye Pohamba,

Chancellor of the University of Namibia

This will be the first time that I am writing a message in the annual report of our country's biggest academic institution. I feel greatly honoured to be associated with UNAM, indeed, one of several institutions that are producing the human resources that will propel our country forward in terms of its development agenda.

I consider this an opportune time to once again thank our Founding President Dr Sam Nujoma who served as this university's first chancellor and those who worked with him for setting a firm foundation for our university.



The aims of this university are well-known but worth restating: "to provide higher education, to undertake research, to advance and disseminate knowledge, to provide extension services, to encourage the growth and nurturing of cultural expression within the context of the Namibian Society, to further training and continuing education, to contribute to the social and economic development of Namibia and to foster relationships with any person or institution, both nationally and internationally.

The year under review was yet another busy one as the university strove to respond to national needs. Our School of Nursing and Public Health became part of a regional TB, EU-funded research project that saw the first ever TB clinical trials taking place in Namibia. As part of this project, the university began preparation to offer a course in Good Clinical Practice in 2012. The Faculty of Agriculture and Natural Resources began collaboration with the Ministry of Agriculture, Water and Forestry and the Namibia Breweries on Barley research Trials in Omusati Region. Scientists in the Faculty of Science conducted cutting-edge research into the possibility of treating malaria using metal-based compounds. So thorough was this research that it yielded seven patents for the university and the scientist who led the research.

The year under review also saw the signing of an agreement that would facilitate the acquisition of software that would enable the university to register its students online. This was a very important initiative, which we hope will bring relief to both students and staff who had to put up with very long hours of queuing and work during registration. It will also be a lift to students, especially international students and those who do not live in Windhoek, who had to travel to campus and spend large amounts of money not only in transport and food, but also in accommodation.

The Chartered Institute of Management Accounts (CIMAS) accredited the University's Accounts degree. Following a request from the country's National Assembly's Standing Committee in Law and Constitutional Affairs, our law experts helped to evaluate Bills that have been promulgated but not enacted. This showed confidence in our Faculty of Law.

Also among the highlights during the year under review, was the inauguration of our School of Medicine Campus.

Our friends continued to support us, donating over 150 million Namibian dollars to support our work in various faculties, especially our Engineering Faculty. There were many other achievements, which I cannot go into due to space constraints.

I thank the Vice Chancellor, his team and all other members of the University Community for working hard to make 2011 the successful year that it was.

Together, we can make great things happen.

Statement by the Chairperson of Council



Weather research at the University's coastal campus at Henties Bay.

Prof Filemon Amaambo

Professor Filemon Amaambo

Chairperson: UNAM Council

It is that time of the year when we present an annual report detailing the successes and challenges that we encountered during the previous year.

The year under review was yet another eventful and challenging year. Following approval by Council, the University introduced a two-year Pre-Veterinary Programme. This was an important step towards training our own veterinarians to bolster the country's thriving livestock industry.



In response to an acute shortage of pharmacists in the country and following approval by Council, UNAM introduced a degree in pharmacy and registered 24 students, 17 of them women.

We continued to enjoy political will and support from our national leaders as we worked to ensure that UNAM continued to remain relevant to national development and to respond to national needs. We were delighted to be graced by the presence of the President and the Founding President as well as cabinet ministers at the inauguration of our School of Medicine campus.

The University conferred a Honoris Causa degree on H.E President Hifikipunye Pohamba in recognition of his immense contribution to education and the nation. During the period under review H.E the President also graciously agreed to serve the University as its second Chancellor after Founding President Dr Sam Nujoma.

The year under review also saw the end of the terms of office for Deans, Centre Directors, Deputy Deans/Directors and Heads of Department. We thank the dedicated men and women who held these positions for their dedication, commitment and expertise.

I am grateful to the Government of the Republic of Namibia for its unwavering support to UNAM and its initiatives.

I wish to thank all members of Council for their wise counsel during the year under review. We achieved all that were set out to be accomplished because we worked as a united team. That spirit will carry us far.

I thank you and friends of our institution, for the work and faith you continue to exhibit in the quest to make UNAM a citadel of knowledge. Again, many thanks.



Rice production yet another step at Ogongo Campus to make our nation self sustaining.

2011 Overview *Annual Report 2011 / Overview*

The University of Namibia opened its doors for the first time nearly twenty years ago. Through an Act of Parliament the mandate to the first and only institution of higher learning at the time was clear: educate, serve and develop the long marginalized populace of Namibia.

The primary objective of the University at inception was to establish strong undergraduate programmes across disciplines of priority for a nation starting to rebuild after years of colonialism and apartheid. The challenge was to introduce faculties such as science, agriculture, law and many others, which for years, the majority of Namibians were indoctrinated to believe were above their intellectual capabilities. The University of Namibia remains indebted to the many men and women who came to the assistance of the University and joined the inaugural team of Professor Peter Katjavivi to built what has now become a truly world-class University. It is on this momentum that the activities of UNAM during the review period were premised.

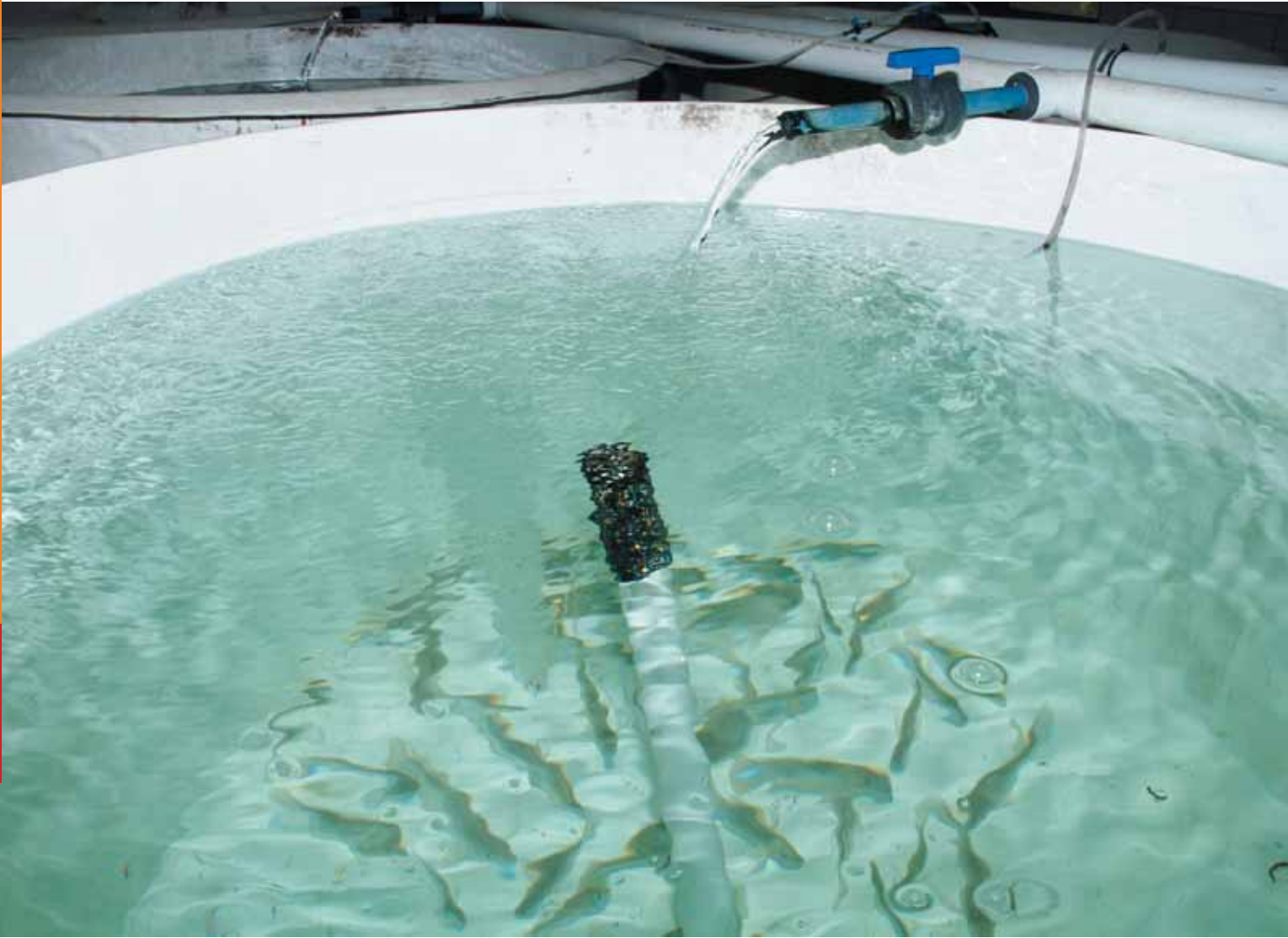
When Founding President Dr Sam Nujoma at inception exhorted the University of Namibia to produce graduates that will propel the development agenda of Namibia, what was beyond the imagination of many was the fact that within less than two decades the University will be training medical personnel locally. The new programme in Medicine done in collaboration with partners of UNAM in the region and beyond are amongst the many exciting developments detailed in this report.

This annual report enumerate on the University's activities during 2011. The report also features the inaugural foreword by the second Chancellor of the University, His Excellency Dr Hifikepunye Pohamba who took over the mantle from Founding President and Founding Chancellor Dr Sam Nujoma. The Vice Chancellor executive summary highlights the successes and challenges of the University while the statement by the Chairperson of the University Council provides the pulse of the institution.

As has become custom, the report provides updates on student enrollment, staff development, the academic programmes offered and the number graduates. In line with statutory requirements, the report also provides a general overview of the institution's financial standing and gives a detailed income and expenditure statement.

The University of Namibia will continue to take risks, to innovate and to venture into new territories.

Executive Summary by Prof Lazarus Hangula



Fish production and research is a leading initiative at the University to address pertinent problems in the field.

The Vice Chancellor's Executive Summary

Prof Lazarus Hanqula

PREAMBLE

The year under review has been one of tremendous growth and change for the University of Namibia. The Founding President and Chancellor of the University handed his mantle to His Excellency President Hifikepunye Pohamba. The UNAM family regards itself as extremely fortunate to be blessed with Chancellors whose passion for the advancement of education across its broad divide is unparalleled.



The exponential growth of the University during the year under review is partially attributed to this smooth transition and to the successful merger of the four former colleges of education into the University's Faculty of Education. With eleven campuses, eight regional distance education centres nationwide, and instruction emanating from eight faculties and three schools, the University of Namibia remains the most single, broad-based higher education system in the region if not on the entire continent.

KEY ACCOMPLISHMENTS

As a result of the merger, the total staff complement of the University grew by 26% from 887 staff members in 2010 to 1 204 in 2011. It is worth noting that only 19% of the entire staff complement comprised administrative staff while the majority were academic staff (both teaching and support staff).

The University continued to invest heavily in its staff complement. During the review period, 76 members of staff were pursuing doctoral degrees, 38 were enrolled at master's level while 11 staff members from the former colleges of education were upgrading their qualifications at undergraduate degree level. The aggressive staff development programme is meant to address the acute shortage of Namibians who possessed graduate level qualifications at independence. UNAM has done extremely well on this score, to date, of the total academic staff complement; only 8% of them are expatriate staff.

NEW PROGRAMMES

The School of Medicine under the Faculty of Health Sciences enrolled its first students for the pharmacy degree and expedited the planning process towards the introduction of a qualification in dentistry involving national, regional and international stakeholders.

The year under review also marked a very important milestone in the academic life of the Faculty Law as it embarked on an extensive curriculum review which resulted in the phasing out of the two undergraduate degrees of B. Juris and LL.B. These were replaced by a newly restructured four-year undergraduate LL.B degree. The Faculty also developed a new postgraduate qualification namely an LL.M degree with two specialisations in Mining Law and Petroleum Law and Policy.

During the year under review, the University Senate approved a number of new academic programmes. Senate approved the introduction of a degree in Wild Life and Eco-tourism

to be based at the Katima Mulilo Campus as from 2012 in an effort to diversify the programme offerings of the University at the newly acquired campuses.

The Bachelor of Accounting (Chartered Accountancy) and a Higher Diploma in Accounting and Auditing were launched. The Faculty of Economics and Management Science also introduced a diploma in Entrepreneurship and New Venture Management at the Main Campus Windhoek campus as a full time evening programme and on a block-release bases at the Rundu campus; this was in response to the demand by wider and immediate community. The Namibia Business School also launched the Master of Business Administration (Finance) and Doctor of Business Administration during 2011. The faculty of Humanities and Social Sciences successfully started the Master of Arts in English Studies in February, the first such qualification to be offered in Namibia.

ACTIVITIES

The University subjected itself to a self-review and public scrutiny through a Quality Assurance Audit conducted by the Europe-Africa Quality Connect in conjunction with the Association of African Universities. The methodology of the evaluation was based on the Institutional Evaluation Programme (IEP), a service that stresses institutional responsibility in defining quality and the means to achieve it. By inviting a team of IEP experts to evaluate its organisational arrangements, UNAM has shown itself to be a forward-looking university. The team noted UNAM's key role in the achievement of national strategic goals and congratulated UNAM for contributing to a knowledge-based economy. While facing continued transition, the team further noted that the University has set itself a formidable change management challenge, with an extensive policy and strategy implementation agenda.

In its endeavour to establish a new university campus in the Karas Region, the University of Namibia carried out a feasibility study and came to the conclusion that a new UNAM campus for the South should be established in Keetmanshoop. The commencement of the academic activities on such a campus will depend on the availability of adequate funds to erect the basic infrastructure and appoint a skeleton staff to run the campus. The initiative marks UNAM's response to the challenge of increasing access to higher education to all Namibians and to providing the professionals Namibia needs in critical areas relevant to attain the goals set in Vision 2030.

The Vice Chancellor also constituted a committee tasked to plan the official celebrations of the Universities 20th Anniversary and growth.

RESEARCH

It is widely known that leading research universities the world over strengthen their standing as such through the discovery of new ideas and inventions by their academic and research staff and students. Developed countries have attained high levels of socio-economic development through innovative ideas and inventions, many born in the laboratories of their forward-thinking universities.

UNAM can proudly boast that it has joined the ranks of forward-thinking and leading research universities with the successful registration of seven local and international patents in its name and that of its own scientist par excellence, Prof. Enos Kiremire, former Dean of the Faculty of Science.

Prof. Enos Kiremire registered seven patents of great potential for malaria treatment with the



A typical Student Life scene at the Oshakati Campus.

World Intellectual Property Organisation (WIPO). These patents have been certified as novelty and having industrial application by WIPO. The patents can be developed by relevant industries in the fight against malaria. These patents originate from a major discovery of a new class of compounds with a very high biological activity against malaria parasites. The compounds have tremendous potential to be developed into drugs that could be used to ward off drug resistant malaria parasites as well as other bacterial and viral diseases. The patents grants UNAM and Prof Kiremire exclusive rights for the invention and recognise the findings as new research.

This invention has the potential of transforming UNAM's standing worldwide. It also has the possibility of bringing significant socio-economic development and advancement to Namibia as a nation, the African continent as a whole and mankind in general. This achievement makes UNAM one of Africa's key inventors. The patents account for half of Namibia's 15 existing patents.

Apart from the cutting edge academic research, UNAM academic staff continued to engage in applied research relevant to the development agenda of Namibia. Applied research is of direct benefit to communities in which the University functions. In this regard, senior researchers in the Faculty of Science continued the cultivation of the wild marama bean. Once domesticated, the marama bean could have positive economic benefits to rural communities.

The Faculty of Science also continued research in several areas, including ethno- medicines for the treatment of HIV/AIDS and malaria; climate change adaptation; evolution of the Hohewarte complex; computational chemistry and bioinformatics.

Research staff in the Faculty of Education actively participated in the pilot study on the English Language Proficiency/ELP of Namibian teachers. This led to the full-scale assessment of the ELP of all teachers, principals and final year teacher education students in Namibia. The Faculty also played an active role in drafting the 'white paper' on the Continuous Professional Development of in-service teachers in Namibia. This white paper was presented to key stakeholders in the Ministry of Education, with the financial backing of MCA/Namibia. This has led to the establishment of the CPD Unit at the University of Namibia.

Colleagues in the Faculty of Agriculture and Natural Resources continued the legacy left by the Late Professor Luke Kanyomeka in rice cultivation. The rice fields at the Ogongo Campus of the University yielded a bumper harvest during the review period, and the product was a major hit with the community that attended the annual Ongwediva Trade Fair where the rice and other produce from the campus were sold.

During the year under review, a technology park for medicinal mushrooms production and processing was built at the Main campus under the auspices of the Zero Emission Research Initiative (ZERI) programme. This technology park is envisaged to be a public-private partnership to kick-start a mushroom nutraceutical industry as a model for Southern Africa. Research on indigenous, edible mushrooms known locally as Kakalahambo (*Panaeolus papilionaceus*), which were collected and identified in Oshikoto and Ohangwena regions, was one of the main research activities at Ogongo and the Main campus during the year under review. Research into the indigenous medicinal mushroom *Ganoderma* continued and the mushrooms were successfully cultivated on the local woodchips collected from Kavango Region.

A soup that we produced in collaboration with a private company became very popular and a process of commercialising it began. A total of 50 people were trained in mushroom cultivation.

INFRASTRUCTURE

The merger of the colleges of education into the University system was also characterized by UNAM inheriting an ailing infrastructure, which was not commensurate with university level instruction. UNAM, therefore, committed itself to upgrade first and foremost, teaching facilities across all the four campuses.

In this regard, three science laboratories were upgraded and four lecture halls constructed to accommodate more student intake at the Hifikepunye Pohamba Campus at Ongwediva. The Campus also secured the supply of science laboratory equipment from MCA Namibia worth N\$1, 400 000.00.

At the Katima Mulilo Campus, renovations were done to the hostel blocks, classrooms, and the library. The art room was converted into six offices and one classroom. Repairs were also done to streetlights and all offices were installed with air conditioners. Parking bays were added and roof structures were improved.

The former Windhoek College of Education and now the Khomasdal Campus benefitted from renovations to hostels as well as the completion of sewerage renovations (a project that commenced under the Ministry of Education). A number of larger lecturing facilities with state-of-the-art technology were also completed during the year under review.

Renovations completed at the campus in Rundu included hostel blocks, conversion of a storeroom to offices, enlargement of existing classrooms in selected blocks, installation of three air conditioners in the main hall as well as minor renovations to the main hall and the administration block.

COLLABORATIONS

The University of Namibia is on course to becoming a world-class university in its own right. To this end UNAM annually admits a number of foreign students and world-class faculty who find the political stability and general peacefulness of Namibians particularly appealing. During the year under review, the Office of International and External Relations within the Office of the Vice Chancellor has been hard at work to expand and operationalise our collaborative links with local, regional and international institutions. Collaborations with sister institutions has mainly focused on collaborative research, staff and student exchanges while foreign governments have been engaged to support new academic programmes in terms of infrastructure and human capital. During the review period a total number of 37 new agreements were signed.

The Government of the Republic of India provided financial assistance to the Faculty of Engineering and Information Technology towards the construction of facilities for its Civil Engineering Department.

Through assistance by the Government of China, UNAM will be home to the soon to be built Confucius Institute that will promote greater cultural understanding and cooperation between the people of Namibia and China.

CHALLENGES

Over the past 19 years, the University of Namibia has experienced tremendous and unprecedented growth in terms of student and staff numbers and the diversification of its academic programme offerings. While the merger of both the Colleges of Agriculture and Education has contributed to

this growth, another significant causative has been the demand to meet national development goals. UNAM, therefore, introduced qualifications in engineering, medicine, pharmacy and veterinary science amongst many others. Unfortunately, the annual funding to UNAM has not been commensurate with this growth in terms of physical expansion of its infrastructure and general maintenance.

Another challenge is that of decentralising support services to all the 11 campuses nationwide in order to give greater autonomy while maintaining the UNAM identity and cohesion.

Table 1A: Faculties & Centres Academic Staff

| FACULTY / CENTRE | MALE | FEMALE | NAMIBIANS | NON-NAMIBIANS | TOTAL |
|---|------------|------------|------------|---------------|------------|
| Agriculture and Natural Resources | 40 | 26 | 52 | 14 | 66 |
| Economics and Management Science | 34 | 10 | 37 | 7 | 44 |
| Education | 90 | 95 | 179 | 6 | 185 |
| Engineering and Information Technology | 20 | 1 | 10 | 11 | 21 |
| Health Science - <i>School of Medicine</i> | 13 | 7 | 10 | 10 | 20 |
| Health Science - <i>School of Nursing and Public Health</i> | 5 | 39 | 43 | 1 | 44 |
| Humanities and Social Sciences | 34 | 36 | 51 | 19 | 70 |
| Law | 7 | 5 | 8 | 4 | 12 |
| Science | 68 | 34 | 80 | 22 | 102 |
| Centre for External Studies | 9 | 7 | 16 | 0 | 16 |
| Language Centre | 7 | 8 | 15 | 0 | 15 |
| Multi-Disciplinary Research Centre | 11 | 2 | 13 | 0 | 13 |
| Henties Bay Research Centre | 2 | 3 | 4 | 1 | 5 |
| UCCB | 4 | 3 | 7 | 0 | 7 |
| Oshakati Campus | 4 | 6 | 9 | 1 | 10 |
| Library | 6 | 13 | 16 | 3 | 19 |
| CEQUAM | 1 | 0 | 1 | 0 | 1 |
| Total Faculties and Centres Academic Staff | 355 | 295 | 551 | 99 | 650 |

Table 1B: Faculties & Centres Support and Administrative Staff

| FACULTY / CENTRE | MALE | FEMALE | NAMIBIANS | NON-NAMIBIANS | TOTAL |
|---|------------|------------|------------|---------------|------------|
| Agriculture and Natural Resources | 72 | 39 | 111 | 0 | 111 |
| Economics and Management Science | 1 | 5 | 6 | 0 | 6 |
| Education | 48 | 49 | 97 | 0 | 97 |
| Engineering and Information Technology | 9 | 7 | 16 | 0 | 16 |
| Health Science - <i>School of Medicine</i> | 0 | 3 | 3 | 0 | 3 |
| Health Science - <i>School of Nursing and Public Health</i> | 1 | 3 | 4 | 0 | 4 |
| Humanities and Social Sciences | 2 | 2 | 4 | 0 | 4 |
| Law | 2 | 3 | 5 | 0 | 5 |
| Science | 2 | 6 | 8 | 0 | 8 |
| Centre for External Studies | 6 | 19 | 25 | 0 | 25 |
| Language Centre | 1 | 3 | 4 | 0 | 4 |
| Multi-Disciplinary Research Centre | 1 | 2 | 3 | 0 | 3 |
| Henties Bay Research Centre | 2 | 1 | 3 | 0 | 3 |
| UCCB | 4 | 3 | 7 | 0 | 7 |
| Oshakati Campus | 7 | 9 | 16 | 0 | 16 |
| CEQUAM | 2 | 1 | 3 | 0 | 3 |
| Interactive Multi Media Unit | 2 | 1 | 3 | 0 | 3 |
| Teaching and Learning Unit | 1 | 2 | 3 | 0 | 3 |
| School for Post-Graduate Studies | 0 | 2 | 2 | 0 | 2 |
| HIV/AIDS Unit | 0 | 1 | 1 | 0 | 1 |
| Total Faculties and Centres Support and Administrative Staff | 163 | 161 | 324 | 0 | 324 |

Table 1C: Central Administrative Staff

| FACULTY / CENTRE | MALE | FEMALE | NAMIBIANS | NON-NAMIBIANS | TOTAL |
|---|------------|------------|-------------|---------------|-------------|
| Office of the Vice Chancellor | 3 | 2 | 5 | 0 | 5 |
| Office of the PVC (Academic Affairs and Research) | 2 | 5 | 6 | 1 | 7 |
| Office of the PVC (Administration and Finance) | 1 | 1 | 2 | 0 | 2 |
| Office of the Registrar | 4 | 14 | 18 | 0 | 18 |
| Office of the Bursar | 9 | 16 | 25 | 0 | 25 |
| Human Resources | 5 | 16 | 21 | 0 | 21 |
| Estate Services | 47 | 11 | 57 | 1 | 58 |
| Computer Centre | 13 | 3 | 16 | 0 | 16 |
| Dean of Students | 9 | 14 | 23 | 0 | 23 |
| Library | 13 | 31 | 44 | 0 | 44 |
| UNAM Foundation | 1 | 4 | 5 | 0 | 5 |
| Strategic and Physical Planning Office | 2 | 0 | 2 | 0 | 2 |
| Internal Auditing | 1 | 1 | 2 | 0 | 2 |
| Office of the Legal Advisor | 0 | 2 | 1 | 1 | 2 |
| Total Central Administrative Staff | 110 | 120 | 227 | 3 | 230 |
| GRAND UNIVERSITY TOTAL | 628 | 576 | 1102 | 102 | 1204 |

Table 2: University Staff on Training

| Faculty/Unit | PhD | Master's Degree | Bachelor's Degree | Others | Total Female | Total Male | Total |
|-----------------------------------|-----------|-----------------|-------------------|-----------|--------------|------------|------------|
| Agriculture & Natural Resources | 14 | 5 | 2 | - | 6 | 15 | 21 |
| Economics & Management Science | 4 | 3 | 2 | - | 4 | 5 | 9 |
| Education | 7 | 7 | - | 2 | 10 | 6 | 16 |
| Humanities & Social Sciences | 16 | 4 | - | - | 14 | 6 | 20 |
| Law | 5 | - | - | - | 1 | 4 | 5 |
| School of Nursing & Public Health | 13 | 1 | - | - | 13 | 1 | 14 |
| Science | 15 | 12 | 3 | 1 | 11 | 20 | 31 |
| Centre for External Studies | 2 | 6 | 4 | - | 6 | 6 | 12 |
| Language Centre | 3 | 2 | 1 | - | 3 | 3 | 6 |
| Hifikepune Pohamba Campus | 1 | 10 | 3 | - | 5 | 9 | 14 |
| Katima Mulilo Campus | 1 | 10 | 1 | - | 6 | 6 | 12 |
| Rundu Campus | - | 5 | 2 | 2 | 5 | 4 | 9 |
| Ogongo Campus | 1 | 1 | 1 | 4 | 4 | 3 | 7 |
| Oshakati Campus | 5 | 7 | 8 | - | 12 | 8 | 20 |
| Administrative Staff | 9 | 5 | 26 | 5 | 21 | 24 | 45 |
| Henties Bay | - | - | - | - | - | - | - |
| Library | 1 | 8 | 12 | 8 | 17 | 12 | 29 |
| TOTAL | 97 | 86 | 65 | 22 | 138 | 132 | 270 |



Namibia's engineering challenges will be drastically reduced when the first cohort of Engineers graduate from the University of Namibia in 2013.

Overview of Key Activities



Marine Resources are harnessed and researched to contribute to development.

Key Activities

STUDENT ENROLMENT

Student enrolment for the 2011 academic year under review were 16 370. The number of full- and part-time students increased to 12 758, an increase of 33,28% compared to the previous year. In addition, the University enrolled a total of 3612 students through the mode of distance teaching, an increase of 21,90% compared to the previous year.

A total of 1820 international students registered for full- and part-time studies at the University, which implies that 14,27% of the full- and part-time complement of student population comprised of international students. It is worth noting that 89 international students did their programmes through the mode of distance teaching, which is an increase of 28,99% compared to the previous year.

Of the 12 758 full- and part-time students enrolled at UNAM, the majority, namely 59,81%, were females. Through the mode of distance teaching however, the females registered were 62,79%.

A highlight for the year under review was the 2nd intake of 138 students within our School of Medicine for the MBChB qualification. 66,67% were females, and 32 were international students.

UNAM registered a total of 8707 students for a Bachelors' degree programme under full- and part-time studies, which is an increase of 11,80% compared to the previous year under review. It is interesting to note that UNAM registered a total of 411 students who were pursuing a Masters Degree programme, which is an increase of 31,31% compared to the previous year under review (75 were international students – compared to the previous year, an increase of 44,23%). A highlight was the 105 students pursuing a Doctorate degree programme, a phenomenal increase of 64,06% compared to the previous year under review (23 were international students – compared to the previous year, an increase of 35,29%). All 8 Faculties registered Ph.D. candidates and 53,33% of the candidates pursuing a Doctorate degree programme were female.

Table 3: Student Enrolment per Faculty/Centre

| FACULTY | QUALIFICATION | NAMIBIANS | NON-NAMIBIANS | MALE | FEMALE | TOTAL | FACULTY TOTAL |
|--|----------------------|-----------|---------------|------|--------|-------|---------------|
| Agriculture & Natural Resources | | | | | | | 544 |
| | Non-Degree Purposes | | 1 | | 1 | 1 | |
| | Diploma | 235 | 1 | 99 | 137 | 236 | |
| | Bachelors Degree | 231 | 49 | 144 | 136 | 280 | |
| | Masters Degree | 11 | 8 | 13 | 6 | 19 | |
| | Doctoral | 7 | 1 | 6 | 2 | 8 | |
| Economics & Management Science | | | | | | | 3406 |
| | Non-Degree Purposes | 1 | | 1 | | 1 | |
| | Certificate | 268 | 7 | 85 | 190 | 275 | |
| | Diploma | 644 | 39 | 282 | 401 | 683 | |
| | Bachelors Degree | 1462 | 752 | 980 | 1234 | 2214 | |
| | Postgraduate Diploma | 114 | 8 | 67 | 55 | 122 | |
| | Masters Degree | 75 | 21 | 61 | 35 | 96 | |
| | Doctoral | 15 | | 13 | 2 | 15 | |
| Education | | | | | | | 3102 |
| | Diploma | 1312 | 10 | 501 | 821 | 1322 | |
| | Bachelors Degree | 1621 | 24 | 638 | 1007 | 1645 | |
| | Masters Degree | 117 | 6 | 46 | 77 | 123 | |
| | Doctoral | 10 | 2 | 6 | 6 | 12 | |
| Engineering & Information Technology | | | | | | | 306 |
| | Bachelors Degree | 220 | 83 | 229 | 74 | 303 | |
| | Doctoral | | 3 | 2 | 1 | 3 | |
| Health Sciences | | | | | | | |
| <i>School of Medicine</i> | | | | | | | 138 |
| | Bachelors Degree | 106 | 32 | 46 | 92 | 138 | |
| <i>School of Nursing & Public Health</i> | | | | | | | 1036 |
| | Non-Degree Purposes | 1 | | 1 | | 1 | |
| | Diploma | 195 | 12 | 54 | 153 | 207 | |
| | Bachelors Degree | 668 | 38 | 135 | 571 | 706 | |
| | Postgraduate Diploma | 50 | 2 | 9 | 43 | 52 | |
| | Masters Degree | 39 | 12 | 15 | 36 | 51 | |
| | Doctoral | 17 | 2 | 4 | 15 | 19 | |
| Humanities & Social Sciences | | | | | | | 1841 |
| | Non-Degree Purposes | 7 | 15 | 10 | 12 | 22 | |
| | Diploma | 267 | 22 | 92 | 197 | 289 | |
| | Bachelors Degree | 1019 | 399 | 441 | 977 | 1418 | |
| | Masters Degree | 58 | 20 | 30 | 48 | 78 | |
| | Doctoral | 26 | 8 | 12 | 22 | 34 | |

| FACULTY | QUALIFICATION | NAMIBIANS | NON-NAMIBIANS | MALE | FEMALE | TOTAL | FACULTY TOTAL |
|-----------------------------|----------------------|-----------|---------------|------|--------|-------|---------------|
| LAW | | | | | | | 773 |
| | Non-Degree Purposes | | 1 | 1 | | 1 | |
| | Certificate | 75 | | 46 | 29 | 75 | |
| | Bachelors Degree | 635 | 54 | 316 | 373 | 689 | |
| | Postgraduate Diploma | 1 | | 1 | | 1 | |
| | Masters Degree | 4 | | 3 | 1 | 4 | |
| | Doctoral | 2 | 1 | 1 | 2 | 3 | |
| SCIENCE | | | | | | | 1466 |
| | Non-Degree Purposes | 5 | 2 | 4 | 3 | 7 | |
| | Diploma | 93 | 1 | 49 | 45 | 94 | |
| | Bachelors Degree | 1144 | 170 | 606 | 708 | 1314 | |
| | Masters Degree | 32 | 8 | 15 | 25 | 40 | |
| | Doctoral | 5 | 6 | 5 | 6 | 11 | |
| UNAM Foundation Programme | | | | | | | 146 |
| | Certificate | 146 | | 59 | 87 | 146 | |
| TOTAL (FULL - & PART TIME) | | 10938 | 1820 | 5128 | 7630 | 12758 | 12758 |
| Centre for External Studies | | | | | | | 3612 |
| | Non-Degree Purposes | | | 14 | 19 | 33 | |
| | Certificate | | | 234 | 490 | 724 | |
| | Diploma | | | 342 | 720 | 1062 | |
| | Bachelors Degree | | | 407 | 690 | 1097 | |
| | Specialized Diploma | | | 320 | 328 | 648 | |
| | Postgraduate Diploma | | | 27 | 21 | 48 | |
| TOTAL (DISTANCE TEACHING) | | 3523 | 89 | 1344 | 2268 | 3612 | 3612 |
| OVERALL TOTAL | | 14461 | 1909 | 6472 | 9898 | 16370 | 16370 |

Student enrolments per Region (Namibia)

All 13 Regions within Namibia were represented through enrolments at UNAM. The Khomas region attracted most students, namely 4495 for full- and part-time studies (an increase of 21,13% compared to the previous year), followed by the Omusati region with 1635 students (an increase of 42,79% compared to the previous year).

The UNAM Oshakati Centre (at the Oshakati Campus) continued to attract most students for distance teaching, namely 1664, followed by the UNAM Windhoek Centre (at the Windhoek Main Campus) with 930 students. The distance teaching students enrolled at the UNAM Oshakati Centre increased with 13,20% compared to the previous year, and the UNAM Windhoek Centre increased with 44,86%.

Table 4: Student Enrolment per Region

| REGION | FACULTY/SCHOOL/UNIT | | | | | | | | | | TOTAL |
|--------------|---------------------|-----------|-----------|-------------|----------|---------|------------|-----|---------|------------|-------|
| | Agriculture | Economics | Education | Engineering | Medicine | Nursing | Humanities | Law | Science | Foundation | |
| CAPRIVI | 23 | 109 | 302 | 3 | 0 | 22 | 77 | 22 | 48 | 0 | 606 |
| ERONGO | 12 | 129 | 57 | 17 | 4 | 23 | 66 | 26 | 65 | 3 | 402 |
| HARDAP | 8 | 35 | 31 | 5 | 1 | 10 | 24 | 19 | 20 | 1 | 154 |
| KARAS | 10 | 80 | 52 | 6 | 2 | 15 | 45 | 18 | 21 | 1 | 250 |
| KAVANGO | 17 | 98 | 407 | 21 | 5 | 61 | 51 | 12 | 74 | 3 | 749 |
| KHOMAS | 135 | 1437 | 791 | 66 | 51 | 287 | 742 | 449 | 526 | 11 | 4495 |
| KUNENE | 7 | 15 | 50 | 3 | 0 | 11 | 6 | 6 | 11 | 3 | 112 |
| OHANGWENA | 48 | 74 | 248 | 17 | 5 | 107 | 36 | 7 | 77 | 18 | 637 |
| OMAHEKE | 6 | 43 | 31 | 2 | 0 | 3 | 20 | 9 | 19 | 0 | 133 |
| OMUSATI | 123 | 229 | 513 | 50 | 18 | 244 | 135 | 63 | 194 | 66 | 1635 |
| OSHANA | 69 | 186 | 480 | 27 | 13 | 134 | 93 | 39 | 152 | 38 | 1231 |
| OTJIKOTO | 10 | 40 | 21 | 2 | 2 | 15 | 24 | 9 | 17 | 2 | 142 |
| OTJOZONDJUPA | 16 | 104 | 77 | 1 | 5 | 38 | 58 | 38 | 55 | 0 | 392 |
| | | | | | | | | | | | 10938 |

Enrolments per UNAM Regional Centre (Distance teaching)

Table 5: Enrolments per UNAM Regional Centre (Distance teaching)

| | UNAM REGIONAL CENTRE | SUB-TOTAL | TOTAL |
|---------------------|----------------------|-----------|-------------|
| NAMIBIAN | | | 3523 |
| | Gobabis | 79 | |
| | Katima Mulilo | 163 | |
| | Keetmanshoop | 143 | |
| | Khorixas | 31 | |
| | Otjiwarongo | 101 | |
| | Oshakati | 1644 | |
| | Rundu | 245 | |
| | Swakopmund | 136 | |
| | Tsumeb | 98 | |
| | Windhoek | 883 | |
| NON-NAMIBIAN | | | 89 |
| | Gobabis | 1 | |
| | Katima Mulilo | 3 | |
| | Keetmanshoop | 4 | |
| | Khorixas | 1 | |
| | Otjiwarongo | 4 | |
| | Oshakati | 20 | |
| | Rundu | 4 | |
| | Swakopmund | 2 | |
| | Tsumeb | 3 | |
| | Windhoek | 47 | |
| TOTAL | | | 3612 |

Student enrolments per Citizenship (International)

UNAM registered 1820 international students from 37 different countries for full-time and part-time studies, which is an increase of 9,05% compared to the previous year under review. 89 international students opted to study through the mode of distance teaching, an increase of 28,99% compared to the previous year under review.

Table 6: Student enrolments per Citizenship (International)

| COUNTRY | FACULTY/SCHOOL | | | | | | | | | COUNTRY TOTAL |
|-------------------------|----------------|-----------|-----------|-------------|----------|---------|------------|-----|---------|---------------|
| | Agriculture | Economics | Education | Engineering | Medicine | Nursing | Humanities | Law | Science | |
| ANGOLA | 6 | 72 | 2 | 7 | - | - | 14 | - | 11 | 112 |
| AUSTRIA | - | - | - | - | - | - | 1 | - | - | 1 |
| BOTSWANA | 3 | 80 | 13 | 3 | 1 | 7 | 37 | 8 | 12 | 164 |
| BURUNDI | - | 1 | 3 | - | - | - | - | - | - | 4 |
| CAMEROON | - | 2 | - | - | - | - | - | - | 1 | 3 |
| CHINA | - | 5 | - | - | - | - | 4 | - | 1 | 10 |
| CONGO | - | 13 | 1 | 1 | - | 1 | 5 | - | 4 | 25 |
| DEMOCRATIC REP OF CONGO | - | 7 | - | - | 1 | 3 | 1 | - | 1 | 13 |
| EGYPT | - | - | - | 1 | - | - | - | - | - | 1 |
| ETHIOPIA | - | - | - | - | - | - | - | 1 | - | 1 |
| FINLAND | 1 | - | - | - | - | - | 1 | - | - | 2 |
| FRANCE | - | 1 | - | - | - | - | - | - | - | 1 |
| GERMANY | - | - | - | - | - | - | 9 | 1 | 3 | 13 |
| GHANA | - | 3 | - | - | - | - | 3 | - | - | 6 |
| HUNGARY | - | 1 | - | - | - | - | - | - | - | 1 |
| INDIA | 1 | 4 | 2 | - | - | - | 1 | 1 | 2 | 11 |
| IRAN | - | - | - | - | - | - | 2 | - | - | 2 |
| JAMAICA | - | 1 | - | - | - | - | - | - | - | 1 |
| KENYA | - | 13 | 1 | - | - | 2 | 9 | 2 | 8 | 35 |
| LESOTHO | - | - | - | - | - | - | 1 | - | - | 1 |
| LIBERIA | 3 | - | - | - | - | - | - | - | - | 3 |
| LIBYA | - | 1 | - | - | - | - | - | - | - | 1 |
| MALAWI | 4 | 13 | - | 1 | - | - | 8 | - | 3 | 29 |
| MAURITIUS | - | 1 | - | - | - | - | - | - | - | 1 |
| NIGERIA | 3 | 8 | 2 | 3 | 3 | 1 | 6 | 3 | 1 | 30 |
| PAKISTAN | - | - | - | - | - | 1 | - | - | - | 1 |
| RWANDA | - | 1 | - | - | - | 1 | - | 2 | - | 4 |
| SEYCHELLES | 1 | - | - | - | - | - | - | - | - | 1 |
| SOUTH AFRICA | 1 | 1 | 2 | - | 11 | 1 | 7 | 3 | 2 | 28 |
| SPAIN | - | - | - | - | - | - | 1 | - | - | 1 |
| SWAZILAND | 2 | 1 | 1 | - | - | - | 5 | - | 1 | 10 |
| SWEDEN | - | - | - | - | - | - | 4 | - | - | 4 |
| TANZANIA | 2 | 16 | 1 | - | 1 | 4 | 9 | - | 7 | 40 |
| UGANDA | - | 4 | - | 1 | - | 2 | 3 | 1 | 2 | 13 |
| UNITED KINGDOM | 1 | 1 | - | - | 1 | - | - | - | - | 3 |
| ZAMBIA | 20 | 414 | 10 | 44 | 5 | 9 | 147 | 14 | 89 | 752 |
| ZIMBABWE | 12 | 163 | 4 | 25 | 9 | 34 | 186 | 20 | 39 | 492 |
| GRAND TOTAL | | | | | | | | | | 1820 |

GRADUATION

A total of 2887 candidates graduated from UNAM during the academic year under review, which is an increase of 49,04% compared to the previous year. The most significant increase in graduates compared to the previous year comes from the Faculty of Education, mainly due to the conferment of the BETD (Basic Education Teacher's Diploma) qualification.

In terms of gender, 65,92% of the graduates were female.

A total of 88 international students from 9 different countries graduated from UNAM. Zambia had the most candidates, namely 59, followed by Botswana with 14, and Zimbabwe with 8.

The award for the best student of the University of Namibia, who received the Chancellor's Medal, went to Ms Charwan du Preez. She completed the Master of Science degree with Cum Laude.

A highlight was the conferment of a Doctorate degree within the Faculty of Health Sciences (School of Nursing and Public Health).

Table 7: Graduates per Faculty/Centre

| FACULTY | QUALIFICATION | MALE | FEMALE | SUB-TOTAL | FACULTY TOTAL |
|-----------------------------------|----------------------|------|--------|-----------|---------------|
| | | | | | |
| Agriculture & Natural Resources | | | | | |
| | Diploma | 21 | 31 | 52 | 84 |
| | Bachelors Degree | 13 | 10 | 23 | |
| | Masters Degree | 8 | 1 | 9 | |
| | | | | | |
| Economics & Management Science | | | | | |
| | Certificate | 20 | 50 | 70 | 483 |
| | Diploma | 47 | 106 | 153 | |
| | Bachelors Degree | 75 | 131 | 206 | |
| | Postgraduate Diploma | 20 | 32 | 52 | |
| | Masters Degree | 2 | 0 | 2 | |
| | | | | | |
| Education | | | | | |
| | Diploma | 21 | 56 | 77 | 1017 |
| | Bachelors Degree | 28 | 71 | 99 | |
| | Postgraduate Diploma | 1 | 2 | 3 | |
| | Masters Degree | 0 | 4 | 4 | |
| | BETD | 298 | 536 | 834 | |
| | | | | | |
| Health Sciences | | | | | |
| School of Nursing & Public Health | | | | | |
| | Diploma | 9 | 70 | 79 | 205 |
| | Bachelors Degree | 21 | 88 | 109 | |
| | Postgraduate Diploma | 4 | 12 | 16 | |
| | Doctoral | 0 | 1 | 1 | |
| | | | | | |
| Humanities & Social Sciences | | | | | |
| | Diploma | 11 | 39 | 50 | 189 |
| | Bachelors Degree | 38 | 96 | 134 | |
| | Masters Degree | 1 | 4 | 5 | |
| | | | | | |
| Law | | | | | |
| | Certificate | 25 | 15 | 40 | 195 |
| | Diploma | 1 | 0 | 1 | |
| | Bachelors Degree | 56 | 98 | 154 | |
| | | | | | |
| Science | | | | | |
| | Diploma | 6 | 7 | 13 | 125 |
| | Bachelors Degree | 55 | 55 | 110 | |
| | Masters Degree | 1 | 1 | 2 | |
| | | | | | |
| Centre for External Studies | | | | | |
| | Certificate | 49 | 125 | 174 | 589 |
| | Diploma | 148 | 218 | 366 | |
| | Bachelors Degree | 3 | 42 | 45 | |
| | Postgraduate Diploma | 2 | 2 | 4 | |
| | | | | | |
| GRAND TOTAL | | 984 | 1903 | 2887 | 2887 |

Table 8: Graduates – International students

| COUNTRY | MALE | FEMALE | TOTAL |
|-------------|------|--------|-------|
| ANGOLA | 1 | 0 | 1 |
| BOTSWANA | 5 | 9 | 14 |
| CHINA | 1 | 0 | 1 |
| LIBERIA | 2 | 0 | 2 |
| MALAWI | 1 | 0 | 1 |
| SWAZILAND | 1 | 0 | 1 |
| SWITZERLAND | 1 | 0 | 1 |
| ZAMBIA | 27 | 32 | 59 |
| ZIMBABWE | 7 | 1 | 8 |
| GRAND TOTAL | 46 | 42 | 88 |

Activities of Faculties, Schools & Campuses



In order to improve food security at grassroots level, UNAM has been engaged training communities in mushroom cultivation. The initiative is also a great means of generating income.

Faculties, *Activities of Faculties, Schools & Campuses*

FACULTY OF AGRICULTURE AND NATURAL RESOURCES

Executive Dean: Dr Martin B Schneider

Introduction

The Faculty of Agriculture and Natural Resources at the University of Namibia strives to fulfill the role of ensuring a skilled and competent labour force for the Namibian agricultural sector. The faculty offers six undergraduate B.Sc. programmes in Agricultural Economics, Animal Science, Crop Science, Food Science and Technology, Fisheries and Aquatic Sciences, and Integrated and Environmental Science. In addition to the B.Sc. Programmes the Faculty also offers a M.Sc. in Rangeland Resources Management, a Diploma in Agriculture and a Diploma in Natural Resource Management.

The Faculty's academic programmes emanate from two campuses, Neudamm and Ogongo, which operate farms where a number of farming activities (small stock, large stock, dairy, piggyery, poultry, vegetables and rice production) are carried out to facilitate students' active role in learning. The farming activities do not only enhance the students' practical skills, but also generate income for the University. The Faculty attracts a number of highly experienced international academic personnel.

Academic Activities

The year under review was a busy one for the Faculty in addition to the usual teaching and research activities. Senate approved the curriculum for the new department of wild life and eco-tourism to be based at the Katima Mulilo Campus. It also approved the department of fisheries and aquatic science and that of integrated and environmental science.

To improve teaching and learning, a number of staff members across the departments attended workshops offered by the Teaching and Learning Improvement Unit (TLIU) at UNAM from time-to-time. Departments organised many student excursions within and outside Namibia for practical knowledge, processing, and exposure on challenges encountered by communities engaged in agricultural related issues.

For quality output, the Faculty, with the assistance of the Staff Development Office continued to build its capacity through staff development. The majority of the academic staff on staff development were M Sc. holders and most of them are currently pursuing their PhD studies at different universities in the region and abroad. Two staff members, Dr Ndiilokelwa Patricia Petrus and Dr. Martha Nambambi-Shikongo completed their PhDs in Animal Science at the University of Namibia and Food Science from the University of Pretoria respectively. Dr Mafwila successfully completed his PhD studies at the University of Cape Town.

Research and Publications

Staff members were engaged in various research activities in order to contribute to the University's goal of increasing research output. Below are some of the papers that the departments within the Faculty published during 2011:

Professor Mpofu Published two books and one booklet (Google: Irvin Mpofu) Identification of mineral imbalances, inquisitive kids, glossary of words used in examination questions.

In addition, staff published several journal articles as indicated below:

Benisiu Thomas and Martha Mweneni Hangula. 2011. Reviewing Theory, Practices and Dynamics of Agricultural Cooperatives: Understanding Cooperatives' Development in Namibia. *Journal of Development and Agricultural Economics Vol 3(16) pp. 695 – 702.*

Kambatuku J. R., Cramer M. D., Ward D. 2011. Savanna tree–grass competition is modified by substrate type and herbivory. *Journal of Vegetation Science*, 22: 225–237.

Kambatuku J. R., Cramer M. D., Ward D. 2011. Intra specific competition between shrubs in a semi-arid savanna. *Plant Ecology*, 212: 701–713.

Kochan J., Kruszynski W., Kopij G. 2011. Observations of badger's (*Meles meles*) behavior near the set in Stobrawa Landscape Park (South Western Poland). *Electronic Journal of Polish Agricultural Universities*, 14(2).

Kopij G. 2011. Monografia Przyrodnicza Gminy Korfantow [Wildlife Monograph of Korfantow District]. Korfantow: Urzad Gminy; 177 pp.; ISBN: 978-83-63015-07-7.

Kopij G. 2011. Endangered swan mussel *Anodonta cygnea* is threatened by the common otter. *Folia Malacologica*, 19(4): 23-24.

Kopij G. 2011. Nesting sites of sympatrically breeding weavers in mountain grasslands of South Africa. *International Studies in Sparrows*, 35: 19-23.

Kopij G. 2011. Avian diversity in rural and urbanized habitats in Lesotho. *Berkut*, 20(1/2): [1-7].

Kopij G., Price R. 2011. The prevalence and intensity of louse and tick infestation of birds in South African grasslands. *Vestnik Zoologii*, 45(3): 251-257.

Mapaure I., Ndeinoma A. 2011. Impacts of local-level utilization pressure on the structure of mopane woodlands in Omusati region, Northern Namibia. *African Journal of Plant Science*, 5(5): 305-313.

Mugo J., Njunge J., Malimbwi R., Kigomo B., Mwas B., Muchiri M. 2011. Models for predicting stem diameter from crown diameter of open grown trees in Sondu River Catchment, Kenya. *Asian Journal of Agricultural Sciences*, 3(2): 119-126.

Njunge J. T., Mugo J. M. 2011. Composition and succession of the woody flora of South Nandi Forest, Kenya. *Research Journal of Botany* (already published online-ISSN 1816-4919/ DOI: 10.3923/rjb.2011

Slivinska K., Kopij G. 2011. Diet of Przewalski's horse *Equus przewalskii* in the Charnobyl Exclusive Zone. *Polish Journal of Ecology*, 59(4): 841-847.

Petrus N P, Mpofu I, Schneider M B and Nepembe M 2011: The constraints and potentials of pig production among communal farmers in Etayi Constituency of Namibia. *Livestock Research for Rural Development. Volume 23, Article #159*. Retrieved June 12, 2012, from <http://www.lrrd.org/lrrd23/7/petr23159.htm>

Petrus N P, Mpofu I. and Lutaaya E. 2011: The care and management of indigenous chicken in

Northern communal areas of Namibia. *Livestock Research for Rural Development. Volume 23, Article #253*. Retrieved June 12, 2012, from <http://www.lrrd.org/lrrd23/12/petr23253.htm>

Tweddle, D., Hay, C. & van der Waal, B. (2011). A transboundary project to encourage sustainable utilization of the Caprivi floodplain fish resources. South African Society of Aquatic Science. Ithala Game Reserve, Kwa Zulu Natal, South Africa, 26-30 June 2011.

Community Engagement

The Faculty continued to provide outstanding services to the 13 regions of Namibia. The department of Animal Science continued to manage the four-year consultancy mentoring beef farmers in the Northern Communal areas (NCAs) under the Meat Board programme. The Department of Integrated Environmental Science participated in training of local communities on bee keeping and mushroom production. It also negotiated an agreement with the Directorate of Forestry to be registered under the proposed Association of Bee-keepers in Namibia.

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCE

Dean: Prof. Oluyele Akinkugbe (from July 2011)

Introduction

The Faculty of Economics and Management Science, working in support of the broader mission of the University of Namibia, and in response to National development needs, offers various academic programmes.

The mission of the Faculty is to engage in partnership with major stakeholders in market relevant, academic and technical training, research, community services, and educational programmes; and to create conducive learning environment that provides for innovation, knowledge building, development of professional and functional skills as well as market related competencies.

Academic Activities

All Departments under the Faculty undertook extensive curriculum review of certificates, diplomas, bachelors, and master's degree programmes during 2011. New modules were added in some instances to respond to market and other stakeholder demands while existing modules were updated in other cases. Departments in the Faculty offered Certificate programmes, Diploma programmes, an Advanced Diploma and Four-year bachelor degree programmes at undergraduate level. Master's programmes were offered by the Department of Economics, Department of Accounting, Auditing and Income Tax, Department of Political and Administrative Studies, and the Namibia Business School.

The Department of Accounting, Auditing and Income Tax got two new programmes approved by the Senate, namely, the Bachelor of Accounting (Chartered Accountancy) and a Higher Diploma in Accounting and Auditing. The three-year Bachelor of Accounting (Chartered Accountancy) degree was launched during 2011. The Department engaged in fruitful negotiations with the School of Accounting of the North West University, Republic of South Africa, for collaboration on offering the newly introduced 3-year Bachelor of Accounting (Chartered Accountancy) programme. A Memorandum of Understanding (MoU) in this regard will be signed during 2012. The new qualification intends to get SAICA accreditation, which will enable its graduates to enroll for CTA programmes without studying for a bridging course, saving two years en-route to becoming chartered accountants. The Department also got CIMA accreditation for its 4-year Bachelor of Accounting Honours programme, which will allow UNAM graduates to qualify for 7 exemptions out of 15 papers to become qualified management accountants.

The Management Department introduced a Diploma in Entrepreneurship and New Venture Management at the UNAM Windhoek campus as a full-time evening programme and at the Rundu campus on a block release basis. This is in response to the demand by the wider and immediate community. The programme admitted more than one hundred students in its first year.

The Department of Economics' Master of Science (MSc) in Economics was upgraded to a Collaborative Masters Programme (CMAP) in Economics under coordination by the African Economic Research Consortium based at Nairobi, Kenya. In June 2011, the Department sent five (5) students to the Joint Facility for Electives (JFE) in Nairobi to attend classes and write examinations in elective courses with students from over 25 African countries under the CMAP programme, for the first time. During the 2011-2012, an intake of eleven (11) students was enrolled for the MSc degree in Economics.



The best of facilities are available to UNAM students to enjoy their studies to the fullest.

The Namibia Business School launched the Master of Business Administration (Finance) and Doctor of Business Administration during 2011. The research component has also been restructured to give more global focus and orientation by devoting more time on developing writing and reporting skills of the students. Student numbers in the school increased by 80 percent from 2010 to 2011.

Research and Publications

Books

Van Rooyen, Piet 2011 *Hoekom ek uithou ritte ry*, Agriforum, Windhoek.

Van Rooyen, Piet 2011 *Op soek na Witbooi (Looking for Witbooi)* Windhoek: MacMillan.

Van Rooyen Lwendo, S.B (2011). Development of Local Government and Decentralization: *An African perspective*. LAP Lambert Academic Publishing GmbH & Co. Berlin.

Lwendo, S.B (2011). *Cultural Identity and Education of the Bayeyi Tribe from AD 1000 to 2010*. LAP Lambert Academic Publishing GmbH & Co. KG, Germany.

Book chapters

Du Pisani: "The Security Dimension of Regional Integration in SADC", in Boesl, Anton, Andre du Pisani, Gerhard Erasmus & Trudi Hartzenberg (eds.) *Regional Integration in Southern Africa 2010*, Stellenbosch: Trade Law Centre of Southern Africa (TRALAC) in association with the Konrad-Adenauer Stiftung (Namibia). Kuilsriver: RSAM Printers, pp. 23-45.

Oluyele Akinkugbe, Afeikhena Jerome and Francis Chigunta (2011). Setting the Agenda for Africa's Long-term Growth and Structural Transformation in the Aftermath of the Global Crisis; *African Development Perspective Yearbook, 2010/2011*; VERLAG Munster – Hamburg – London, Pp. 3-36.

Journal Articles

Andre Du Pisani "Namibia: Opposition parties stuck in the sand", (with Bill Lindeke) in Hussein Solomon (ed.) *Against All Odds - Opposition Political Parties in Southern Africa*. Johannesburg: KMM Review Publishing Company, 2011, pp. 119-151.

Andre du Pisani "Der Staat Namibia nach 20 Jahren Unabhängigkeit - Die Entwicklung der Strukturen in Politik und Verwaltung", *Perspektiven 2011*. Windhoek: John Meinert Printing (Pty.) Ltd. 2011, pp. 80-82.

Andre Du Pisani "Larena politica namibiana: le elezioni del 2010 dei Consigli Regionali e degli Enti Locali", *Afriche e Oriente*, anno XII, numero 3-4/2010, pp. 106-118.

Oluyele Akinkugbe (2011). Technical Cooperation Flows to Sub-Saharan Africa: An Exploratory Analysis of Developmental Impact. *The Business Review, Cambridge*, Vol. 18 (2), Pp. 230-240.

Kaakunga, E. and Sindano, A.N. (2011). The Direction of Possible Causal Relationship Between Financial Development and Economic Growth in Namibia, *Journal of Economic and Financial Sciences*, Vol.4 (2), pp.351-365.

Paliwal, U. L., & Beukes, E. D. (2011). Focus of Accounting Education and Research in Southern Africa. *Indian journal of accounting*. Vol. XLII (1) December 2011, p.3 – 12.

Bhasin M.L. & Paliwal, U.L. (2011). Corporate governance reporting practices: an exploratory case study of Asia; World Review of Entrepreneurship, Management and Sustainable Development, Vol. 7, No. 1, 2011, pp. 1- 29.

Community Engagement

Prof A du Pisani acted as the country co-ordinator of the Volkswagen Research Project on "Reconciliation in the Aftermath of Large Scale Violence: the cases of Angola and Namibia", since 2006. He crafted the National Counter-Terrorism and the Financing of Terrorism Policy for the Ministry of Public Safety and Security, having been commissioned by the Bank of Namibia to do so.

Prof du Pisani and Phaniel Kaapama co-developed the National Security Policy Framework (NSPF) for the Namibia Central Intelligence Service (NCIS) and facilitated interactive discussions with Security System agencies, amongst others. Prof. du Pisani was a Trustee of the Institute for Public Policy Analysis (IPPR) and the John Muagangoyo Art Centre (JMAC) and was a judge for the Month of Photography, funded by the Franco-Namibian Cultural Centre (FNCC) and the Goethe Centre, September 2011.

Mr. V. Tonchi served on the Board of PACON. He was a member of the Electoral Commission of Namibia till July 2011 and led an ECF-SADC observer Mission to the Seychelles Presidential elections.

Dr. Blaauw participated in the annual SADSEM/FES Regional Security Dialogue in Johannesburg, in June 2011 while Dr Paliwal was a member on the Committee of the Institute of Bankers of Namibia.

Conclusion

Despite various challenges, the Faculty managed to comprehensively revise and update the existing curricula and launched new certificates, diplomas, bachelors, honours, master's and a DBA programme in its respective departments and unit. Members of the Faculty were involved in diverse research activities, despite heavy teaching workloads. The research output included books, chapters in books, papers in refereed journals, and conference papers. Two staff members were pursuing their PhD programmes, while three were expected to complete their master's degree programmes soon.

FACULTY OF EDUCATION

Dean: Prof Rehabeam Auala

Introduction

The motto of the Faculty of Education is: “to teach is to touch lives forever”. In living up to this motto, the Faculty constantly engages its stakeholders and partners in the continuous evaluation of its programme offerings to ensure programme relevance and effectiveness.

During this period, the former Colleges of Education merged with the University of Namibia and underwent name changes:

- Ongwediva College of Education to Hifikipunye Pohamba Campus;
- Rundu College of Education to Rundu Campus;
- Katima Mulilo College of Education to Katima Mulilo Campus; and
- Windhoek College of Education to Khomasdal Campus.

The Faculty of Education implemented a new homegrown B.Ed degree in Pre- and Lower Primary as well as Upper-Primary.

Since the focus of the merger was to improve the quality of teacher education in Namibia, requirements for entry into the new B.Ed programme were raised to be in line with the UNAM entry requirements.

In response to low numbers of applicants for the programme, especially the Pre-and Lower Primary phases the UNAM Management implemented temporary measures to increase the number of applicants. One of the measures was to ensure that all the accepted candidates received a scholarship through the Ministry of Education's Namibia Student Financial Assistance Fund (NSFAF). This resulted in an increase in the intake.

Academic Activities

The Faculty ensured that all the course modules in the BETD programme were standardised. All BETD coordinators, together with HODs, were brought together to discuss how each module was to be implemented; how each module was going to be assessed; how Continuous Assessment marks were going to be compiled and recorded; who was going to be the subject leader for each module and take responsibility for compiling the examination.

A workshop was held for all the academic staff of the five campuses to discuss the implementation of the B.Ed course modules on all the satellite campuses.

On the main campus, academic staff members continued to provide quality teaching and supervision to both under-graduate and post-graduate students. Through the use of the interactive video, lecturers taught post-graduate modules to students at the Oshakati campus as well as the main campus. Although it was planned to include students at Rundu and Katima campuses, the lack of video-conference facilities did not make that possible.

Some of the Faculty's academic staff pursued studies at Masters or Ph.D. levels.

Research and Publications

The Faculty of Education actively participated in the pilot study on the English Language Proficiency/

ELP of Namibian teachers. This has led to the full-scale assessment of the ELP of all teachers, principals and final year teacher education students in Namibia. The Faculty has also played an active role in the drafting of the white paper on the Continuous Professional Development of in-service teachers in Namibia. This “white paper” was presented to key stakeholders in the Ministry of Education, with the financial backing of MCA/Namibia. This has led to the establishment of the CPD Unit at the University of Namibia.

Staff members in the Faculty have also been actively involved in various research projects despite high workloads.

Below are some of the many research and publications output by the Faculty's staff:

Aro T, Haihambo CK, Muindi D, & Ndalamei I. (2011). Visual, visiospatial and visioconstructive skills (2011). In Aro T. & Ahonen T. (Eds.) (2011). *Assessment of Learning Disabilities: Cooperation between Teachers, Psychologists and Parents, African Edition*. Jyväskylä: Suomen Yliopistopaino.

Brunette, H. C. (2011). Vocational Education. In G. Likando, C. C. Wolhuter, K. Matengu & J. Mushaandja. *Comparative Education: An Introduction*. Noordbrug: Keurkopie Uitgewers.

Haihambo, C. K., Brown, A., & Tobias, E. (2011). *Responses, Coping Strategies and Needs of Caregivers of Children with Visual Impairments in Namibia*. Lambert Academic Publishing.

lipinge, S. & Likando, G. (2011). Information Communication Technologies (ICTs) and Teacher Education in Namibia. In G. Likando, C. C. Wolhuter, K. Matengu & J. Mushaandja. *Comparative Education: An Introduction*. Noordbrug: Keurkopie Uitgewers.

Likando, G. & Scott, A. (2011). Education System of Namibia. . In G. Likando, C. C. Wolhuter, K. Matengu & J. Mushaandja. *Comparative Education: An Introduction*. Noordbrug: Keurkopie Uitgewers.

Lilemba, J. & Iijambo, T. (2011). Democracy and Education. In In G. Likando, C. C. Wolhuter, K. Matengu. & J. Mushaandja. *Comparative Education: An Introduction*. (237 – 255). Noordbrug: Keurkopie.

Mushaandja, J.; Matengu, K. K. & Auala, R. K. (2011). Globalization and Higher education. In G. Likando, C. C. Wolhuter, K. Matengu. & J. Mushaandja. *Comparative Education: An Introduction*. (237 – 255). Noordbrug: Keurkopie.

Paananen, M., February, P., Haihambo, C.K., Hengari, J. U., Möwes, A.D., Muindi, D., Kwen, J., & Otieno, C.S.A. (2011). Making Conclusions and Planning Support. In Aro, T., & Ahonen, T. (Eds) (2011). *Assessment of Learning Disabilities: Cooperation between Teachers, Psychologists and Parents, African Edition*.

Zimba, R. F. (2011). Lessons on learners' developmental needs for southern African primary and secondary school teachers. In A. B. Nsamenang & T. Tchombe (Eds.), *African Educational Theories and Practices: A Generative Teacher Education Curriculum*. Bamenda, Cameroon: Human Development Resource Centre.

Amoonga, T., and Kasanda, C. D. (2011). The use of constructivism in teaching mathematics for understanding: a study of the challenges that hinder effective teaching of mathematics for understanding. *NERA Journal*, 11(01), 81 – 97.

lipinge, S. M., and Kasanda, C. D. (2011). The constraints on the use and integration of Information Communications Technologies (ICTs) at Colleges of Education. *NERA Journal*, 11(01), 161 – 183.

Kapenda, H. M. (2011). Practices of Learner-centred Mathematics Curriculum in Senior Secondary Schools in the Khomas Region. (2011). *A Journal for the Namibian Educational Research Association*. (In Press). NERA, Windhoek.

Likando, G. (2011). The Benefits of Adult Literacy Education in Namibia: A Case for the Caprivi Region. *NERA Journal*, Vol 1(1), PP 121 – 139.

Lilemba, J. (2011). The Relevance of Indigenous Knowledge in Namibian Schools: The Case of Makanga and Sikubi Combined Schools in the Kaprivi Region of Namibia. *Calabash Indigenous Studies Journal*, Vol 4, pp. 61 – 71.

Nakapipi-Amakali, V. M.; Shalyefu, R. K. & Mushaandja, J. (2011). Documenting and Validating the Indigenous Knowledge on the Use of the Dwarf Sage Plant in Namibia. *Indilinga: African Journal of Indigenous Knowledge Systems*, 10 (1), pp. 68 – 76.

Wikan, G. & Mostert, M. L. (2011). Home environmental factors influencing performance and progress of primary school pupils in Windhoek. *Ghana Journal of Geography*, 3, 2011.

National and International Collaboration

The Faculty collaborated with a number of international and regional partners in terms of teacher education curriculum planning, development and implementation. Through the Norwegian Agency for Development Cooperation (NORAD), one of its departments continued the implementation of the M.Ed in Literacy and Learning with Hedmark University College and the University of Zambia. Through the EDU-Link project which includes universities in Finland, Zambia and Kenya, the Faculty continued curriculum development in the area of learning difficulties, the strengthening of e-learning and the development of an assessment and intervention clinic for learners with learning difficulties. The Teaching Practice Coordinator was responsible for the orientation and the school visits of 16 students from Hedmark University College in Norway. The Faculty's continued partnership with William Paterson University (WPU) in the USA resulted in the finalization of its M.Ed in Educational Technology curriculum, as well as a seminar module in which its students interacted with students at WPU through an on-line course.

At the national level, the Faculty has been active in various projects related to education. It participated actively in the planning and implementation of the Ministry of Education's conference in July 2011 by making presentations, and providing chairpersons and facilitators of sessions. Staff in the Faculty was active in the development of a Recognition of Prior Learning policy for the National Training Authority, facilitated at the Higher Education Sub-programme of ETSIP, and various UNESCO activities.

Community Engagement

National community services rendered by the members of the Faculty include the following: production of NBC radio and TV programmes, editing and reviewing journal articles, being members of Boards of Directors of various governmental and non-governmental organisations. Staff members in the Faculty also represented UNAM at international forums and externally moderated exams of various universities in the region and elsewhere.



Doctors are now trained locally in a state-of-the-art facility hailed by the WHO as truly world class.

FACULTY OF ENGINEERING AND INFORMATION TECHNOLOGY

Founding Dean: Prof Frank Kavishe

Introduction

The Mission of the Faculty of Engineering and Information Technology is to train and educate undergraduate and postgraduate students and carry out pure and applied research in the following engineering disciplines: civil, computer and IT, electrical, electronics, mechanical, metallurgical, mining and telecommunication engineering, with plans to extend these into chemical and biomedical engineering in the future, while at the same time providing engineering and ICT services to the Namibian nation. The Vision of the Faculty is to be the best Engineering School in the SADC region.

In order to fulfill its mission, the Faculty continued to expand its physical facilities in 2011 when the site for the construction of Phase II (Mining Engineering, Computer Engineering and Library Buildings) was handed over to the contractor, New Era Construction. Phase II is constructed adjacent to the existing Phase I (Mechanical Engineering and Administration Buildings) and consists of three stages. Stage I comprises the Mining Engineering Building, Stage II the Library Building and Stage III the Computer Engineering Building. Stage I and II are expected to be completed towards the end of 2012 and Stage III is expected to be completed around March 2013.

Academic activities

In 2011, the student population increased to 172 as the pioneer students entered their third year of study. The student distribution by degree programme was as follows: 51 civil engineering; 11 computer engineering; 35 electrical engineering; 13 electronics engineering; 20 mechanical engineering; 14 metallurgical engineering; 22 mining engineering and 6 telecommunication engineering. Of the 172 students, a total of 45 (26.1%) were non-Namibians, coming mainly from the neighbouring SADC countries. On the other hand, there were 37 female students, representing 21.5% of total student population.

Due to the increasing number of students, it was necessary to split the Department of Electronics and Telecommunication Engineering into two departments so as to provide more focused service to students doing electrical, electronics and computer engineering. The new departments of the Faculty are: Civil and Environmental Engineering – HOD Prof F.P.L. Kavishe; Electronics and Computer Engineering – HOD Dr. CN Temaneh; Electrical Engineering – HOD Mr. E. Ruhunga; Mechanical and Industrial Engineering - HOD Dr. A.A. Ogunmokun; and Mining and Metallurgical Engineering - HOD Prof J. Akande.

In 2011, the Faculty academic staff taught modules for Year 1 to Year 3 of study of the BSc (Engineering) degree programme. Although a few more academic staff members joined the Faculty, there was still a shortage of academic staff which translated into very high teaching loads for those on the ground. A number of academic staff appointed for the Faculty during 2011 could not join the Faculty due to delays in processing their work permits. Thus a number of part-time lecturers were brought in to take care of those modules, which did not have expertise within the existing staff. On the other hand, the number of technicians increased and this enabled the Faculty to offer extensive workshop training and limited lab experiments.

During 2011, the curricula of the Faculty of Engineering and Information Technology were approved by the Namibia Qualifications Authority. The degree programmes are now listed on the National Qualifications Framework (NQF) as professional degrees with honours at NQF Level 8. The

specific degree programmes approved were: Civil Engineering; Computer Engineering; Electrical Engineering; Electronics Engineering; Mechanical Engineering; Metallurgical Engineering; Mining Engineering; and Telecommunication Engineering.

During the year under review, a number of German Professors visited the Faculty for four to six weeks and taught a number of civil engineering modules on block teaching mode. These visits were organised by the German organisation Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Through an agreement between UNAM and Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Kenya, five lecturers from JKUAT visited the Faculty for periods of up to six weeks and taught a number of modules in mechanical, computer and electrical engineering on block teaching mode.

The Faculty continued to face a shortage of academic staff, with a number of potential lecturers unable to take up offers of employment on time due to the slow processing of Work Permits. With the rapidly increasing number of students and staff, the Faculty faced a shortage of student hostels, staff accommodation and recreational facilities.

Research and Publications

Due to heavy teaching loads of the academic staff, research output was low and only a few publications were produced during the year in question as shown below:

"Sugarcane Waste Fibre Ash: Composition, Particle Size Distribution and Pozzolanic Properties". Published in ICASTOR Journal of Engineering, Volume 4, No. 2 (2011), pages 137 – 144. By J. N. Mwero, S. O. Abuodha, S. W. Mumanya, G. O. Rading and F. P. L. Kavishe.

"Reinforcement Effects of Carbon Nanoballs on Sulphonated Styrene Butadiene Rubber Ion Exchange Membrane". 2011 International Conference on Mechanical Materials and Manufacturing Engineering (ICMMME 2011), accepted April 2011 for publication in Applied Mechanics and Materials. By L. Nyemba, S. Iyuke and F.P.L. Kavishe.

"A Comparison of Conventional and Conservation Tillage Implements Used for Crop Production in Omusati Region of Northern Namibia". Accepted for presentation and publication at the 2nd International Conference on Environmental and Agriculture Engineering, ICEAE 2012 June 29-30, 2012, Jeju Island, South Korea. By B. Mudamburi, A. A. Ogunmokun, B. Kachigunda and J. Kaurivi.

"Developing a Statistical Model for Electromagnetic Environment for Mobile Wireless Networks". World Academy of Science, Engineering and Technology (Issue 61), 744-747. By C.N. Temaneh.

"Bauen in Russland. Praxishandbuch für ausländische Investoren". SPB: Nestor-Istoriya, 2011.- 64s. ISBN 978-598187-7-353. By Frank-Michael Adam. (English Translation: "Build in Russia: A guide for Investors").

Community Engagement and Service

Professor F.P.L. Kavishe continued to serve as member of the Engineering Council of Namibia, the Namibia Qualifications Authority (NQA) Council and as non-executive Director of the Roads Authority in Namibia.

The Department of Mechanical and Industrial Engineering linked up with local Engineering

companies, notably Kuku Agric. (Pty) and Rural Development Centre (RDC) Ongwediva, leading to the establishment of mutually beneficial partnerships. On the recommendation of the Vice Chancellor, Dr. A.A. Ogunmokun was appointed a Member of the Namibia Standards Institution (NSI)'s Technical Committee on Building Construction, Cement and Concrete Technologies.

In the Department of Electronics and Computer Engineering, Mr. F.A. Phiri and two students, Miss Elizabeth Uunona (student Electronics Engineering) and Mr. Kenneth Gideon (student Computer Engineering), provided services of programming and reprogramming of the electronic bell at the International Primary School in Ongwediva. In addition, Mr. F.A. Phiri served as External Examiner for the Polytechnic of Namibia. Dr. C.N. Temaneh served as reviewer for the conferences: ISWTA2011 (2011 IEEE Symposium on Wireless Technology & Applications) and RFM 2011 (2011 IEEE International RF and Microwave Conference). Dr. CN Temaneh is also a Member of the Scientific and Technical Committee & Editorial Review Board for World Academy of Science, Engineering and Technology (WASET) Journal.

In the Department of Electrical Engineering, Mr. E. Ruhunga continued to serve as Corporate Member of the Engineering Professional Association of Namibia. Mr. E. Ruhunga also served as External Examiner for the Polytechnic of Namibia. Meanwhile, Associate Professor F. Adam of the Department of Civil Engineering made visits to Ohorongo Cement Factory to try establish links with the department.

Mr. G. Dombo, a lecturer in the Department of Mining and Metallurgical Engineering represented the Faculty and the Engineering Council of Namibia at the Engineering Education Workshop held in Harare. The event was organised by the Africa-UK Engineering Partnership. During the same year, Mr. Dombo was appointed to serve in the Advisory Board of the Department of Mining Engineering at the Polytechnic of Namibia. Meanwhile, the department was granted permission to use facilities at the Geological Survey of Namibia's geochemical laboratory in Windhoek. Students have been conducting laboratory exercises at that laboratory under the supervision of their respective lecturers in Geology.

The Faculty participated in the Ongwediva Trade Fair and in Career Fairs of the northern Regions in which the academic programmes of the Faculty were marketed. The Faculty hosted learners from various secondary schools as well as a number of local traditional and national leaders and captains of local businesses and industry.

FACULTY OF HEALTH SCIENCES

SCHOOL OF MEDICINE

Founding Dean: Prof Peter Nyarang'o

SCHOOL OF NURSING AND PUBLIC HEALTH

Dean: Dr Lischen Hoases-Gorases

Introduction

The Faculty of Health Sciences was set up in 2009 as an umbrella of the School of Medicine and School of Nursing and Public Health. During the year under review, the Faculty's School of Medicine moved to its new Campus in Windhoek West between Central and Katutura Hospitals.

Academic Activities

During the year under review, the Faculty continued to offer the BSc Nursing Sciences, Diploma in Nursing and various posts qualifications in nursing and MBChB.

The faculty also offered Masters of Public Health. In addition, a new degree programme of BSc Pharmacy (Hons) was introduced with 21 students enrolling.

The Health Professions Council approved the MBChB and B Pharmacy degree programmes. This is to be followed by accreditation of the training resources as well as NQA registration.

More Faculty members were hired to bring the number in the school of medicine to 22.

To ensure that all modules were taught during the year, the Faculty benefitted from exchange Faculty from the University of Washington (Seattle), University of Oulu (Finland), as well as McMaster University in Canada and Kwazulu Natal University in South Africa. Examinations and tests were administered without untoward incidents.

Research and Publications

Several papers were accepted and published in renowned international peer review journals. The papers covered various topics that include anatomy, physiology and nursing sciences. For the first time, the 2nd year medical students commenced their research work that is part and parcel of their academic programme and is done in partial fulfillment of the MBChB degree programme. This research is deliberately designed to generate evidence on local conditions that can help in policy formulation and modification. It is meant to inculcate a culture of research among health professionals that had hitherto been lacking. The Faculty wrote a paper on the proposed Institutional Review Board which when established will provide ethical clearance for all research activities in the Faculty. Jointly with Lubech Borstel, the Faculty through identified common areas of research in the areas of respiratory disease, inflammation and HIV/AIDS and their co-morbidities.

Community engagement

In 2011, the Faculty initiated discussions with urban communities in Windhoek and rural communities in the North and Eastern regions of the country. This was in preparation of student attachments or field work. For the first time, the School of Medicine introduced the Community Based education and Service with students attached to individual families in Katutura. This is one of the strengths of the programme, which enable students to understand ill health from the household dynamics and socio-economic variables. It is part of experiential learning and cultural sensitivity. It is also

an important first step into the eventual establishment of the university- community partnership in health.

Some students (both nursing and medical) participated in national immunization days. This was in partnership with the WHO country office and the Ministry of Health and Social Services.

Partnerships and Collaborations

New MoUs were signed with Moi University (Kenya) and Luberch/Borstel (Germany). Discussions began with Vanderbilt (USA). The latter led to the formation of the Consortium of newly established medical schools in Southern Africa (CONSAMS). The School of Medicine held the chair. Construction started on Phase II of the School of Medicine main campus which, when completed, will provide student accommodation for 200 students.



A time to relax and stay in touch between lectures!

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Dean: Prof Kingo Mchombu

Introduction

The Faculty of Humanities and Social Sciences is a cosmopolitan Faculty which comprises the following Departments: Geography, History and Environmental Studies; Human Sciences; Information and Communication Studies; Language and Literature Studies; Sociology; and Visual and Performing Arts. The year 2011 was largely a successful year for the Faculty of Humanities and Social Sciences. Members of the Faculty worked professionally to achieve their goals in research, teaching and community services. This is evidenced by the bulk of research output, the new programmes that were designed, the curriculum review process and the volume of research activities recorded in 2011. Of special note during the year under review are three developments: first, the Faculty finalised the launch of the Faculty journal, the Journal for Studies in Humanities and Social Sciences; second, the Faculty successfully held the third Annual Social Sciences Research Conference under the theme "Balancing lives: The relevance of Social Sciences in the 21st century"; third, the Faculty finalised the first postgraduate degree programme in English.

Academic Activities

A number of both graduate and postgraduate programmes were designed in 2011. It was pleasing to note that the programme review process went on smoothly in all Departments except in a few sections which were given time to complete their reviews. The Faculty succeeded in meeting the aspirations of its clients in most cases.

In line with the international practice of benchmarking academic programmes, the Faculty hosted many visiting academics under the year under review. Some of them were Prof Ullamaija Kivikuru, a Media Studies Finnish Professor; Prof Dr Thomas Kluge from the Institute for Social-Ecological Research (ISOE), Frankfurt am Main, Germany (ISOE's CuveWaters project); and Mr Juho Paavo, a Finish photo lecturer who spent two weeks at UNAM in March 2011, as part of the North-South-South Higher Education Institution Network Journalism Programme. Dr Fred Mwilima participated in the teaching of the Journalism course at Hedmark University, Norway in November 2011 for two weeks as part of a student exchange programme. Dr Fred Mwilima visited the University of Helsinki from 29 January to 6 February 2011 for the North-South-South Higher Education Institution Network Journalism Programme planning meeting.

Mr Robin Tyson and Dr Nengomasha attended an AfriComNet Universities meeting from 26-31 March 2011 in Kigali, Rwanda. Mr. Tyson was on a media visit to Finland from 22 September to 2 October 2011. Mr. Tyson attended a two day Conference in South Africa on Gender in Media at the invitation of Gender Links from 19-20 May, 2011.

The UNAM-Standard Bank Art Gallery hosted the annual end-of-year Student Exhibition. Due to the high volume of artwork produced, the student exhibition was simultaneously held at the Franco Namibian Cultural Centre. The opening ceremony was again very well attended by about 150 guests on 8 November 2011. Final Year students Grace Luvindao, Kartrionae Madondo, Chen Lin, Selma Kaulinge and Mwalenga Nghipumbwa submitted creative work of convincing quality and curated their own exhibitions/fashion collection. The Visual Arts Student Fashion Show was held on 11 November 2011 at the FNCC and was attended by a record number of more than 300 visitors.

The show was extremely well organised and professionally arranged. Cutting edge designs by first, second and third year students invited animated responses from the large audience. Final year

student Mwalenga Nghipumbwa showed a collection of evening wear. The responses received from members of the arts industry, the media and stakeholders regarding these events were highly encouraging. This confirmed that the quality of the work was excellent throughout and that the University is making an important contribution to Namibian Society. Recent and current artwork produced by Visual Arts students has been on display in a rotating exhibition in the Standard Bank-UNAM Art Gallery during the academic year. The Visual Arts Section hosted a sculpture workshop facilitated by American artist Prof Andries Fourie 30 May – 13 June 2011. This residency was aimed at stimulating students' creative initiative and steel construction skills.

The Faculty was also heavily involved in the English Language Proficiency Programme (ELPP) in the year under review through the Department of Language and Literature Studies. The Faculty, together with other stakeholders, continues to offer its expertise in a bid to improve the English language proficiency of teachers. Related to this, the Faculty finalised the first postgraduate degree in English in Namibia, the Master of Arts in English Studies which is scheduled to have its first intake in 2012.

The Faculty held a number of public lectures. For instance, the Sociology Department continued its August Public Lecture Series. The Department of Sociology continued with its second five year contractual term of the Linnaeus/Palme exchange (fully financed by SIDA) with the University of Linköping (LiU) in Sweden. 2011 was the sixth year of the Department of Sociology's exchange link with the Swedish university LiU. The Linnaeus Palme programme was renewed for another year. Ms Ndeshi Namupala replaced Dr Lucy Edwards-Jauch as the coordinator of the programme from UNAM's side. During 2011 the Department hosted two exchange students and a lecturer from LiU in the first semester. During the second semester the Department sent two students and a lecturer on the exchange programme to Sweden.

Our students continued to offer services to the community under our attachment or internship programs, notably in Social Work, Psychology and Media Studies. This experiential learning enhances the theory that they got from the classroom and the Faculty has plans to extend it to all other degree programmes on offer.

Research and Publications

Ananias, J., & Lightfoot, E. (2011). Building a professional social work association in Namibia. *Journal of Community Practice*, 20(1/2).

Beukes-Amiss, C.M. (2011). Multi stakeholder network model: the key to accessing e-Learning content. Paper presented at an International e-Learning Conference – Online Educa Berlin (OEB). Berlin, Germany. 2-4 December.

Beukes-Amiss, C.M. (2011). Towards scalable and sustainable implementation of e-Learning processes in Higher Education. Paper presented at Knowledge 2011. Cape Town, South Africa. 28-31 March.

Beukes-Amiss, C.M. (2011).). Capacity Building: e-Learning, leadership development, capability and capacity building. Paper presented at Innovation Africa: Digital Summit. Mombasa, Kenya, 22-24 March.

Beyer, H.L. 2011. 'n Algemene tipologie van leksikografiese etikette / A general typology of lexicographical labels. *Journal of Humanities* 51(3): 419-445.

Beyer, H.L. 2011. Voorbeelde en ooradressing in tweetalige woordeboeke / Examples and overaddressing in bilingual dictionaries. *Lexikos* 21: 78-94. Edwards, L. (2011) Another world is possible. *Sister Namibia*. Volume 23/1.

Hunter, J. H. (2011). Translation of the Book of Lamentations in Afrikaans from the original Hebrew. For: *The United Bible Society*, South Africa.

Kangira, J. (2011). An Analysis of English Errors made by Polytechnic of Namibia students. *Nawa Journal of Language and Communication*, 4/5.

Hunter, J. H. (2011). The Bible and the quest for development justice: the case of orphans in Namibia. *The Bible in Africa Series*, pp. 57-81.

Matthews, J. D. (2011). On integrating teaching and scholarship: Lessons learned from collaborating with undergraduate social work students on faculty-generated research projects. *Social Work & Society* (9)1.

Mufune, P. & Nambambi, M.N. (2011). What is talked about when parents discuss sex with children: family based sex education in Windhoek, Namibia. *African Journal of Reproductive Health* 15, 4, 120-129.

Mufune, P. (2011). Parental guidance and children sexual behaviour in Namibia: A case study in Windhoek African Journal of Education and Technology (with Meera Sharma as first author) accepted for Vol. 1 No. 1 2011.

Mufune, P. (2011) *RURAL IN NAMIBIA: an introduction to concepts and issues*. Windhoek: Solitaire Press.

Nengomasha, C. T. (2011). *Electronic Mail Management – The Public Service of Namibia*. Experience: Lessons for Zimbabwe. National Symposium: Celebrating Seventy Five Years of Archival Experience in Zimbabwe, National Archives of Zimbabwe. Harare, Zimbabwe, 17-18 January, 2011.

Nengomasha, C. T. (2011). *Advocacy and marketing work in libraries and information centers*. LIS 306. [Study Guide]. Harare: Zimbabwe Open University.

Ruane, I., Kasayira, J. M. & Shino, E. N. (2011). Counseling students at tertiary institutions. In E. Mpofu (ed.). *Counseling People of African Ancestry* (p. 126-141). Cambridge: Cambridge University Press

Smit, T. (2011). The Marriage of Academic and Critical Literacy in Equipping the Namibian ESL Tertiary Student. *Nawa: Journal of Language and Communication*.

Tyson, R. (2011). Gender Toolkit. Windhoek: Ministry of Gender Affairs and Child Welfare.

Ruane, I., Kasayira, J. M. & Shino, E. N. (2011). Counseling students at tertiary institutions. In E. Mpofu (Ed.). *Counseling People of African Ancestry* (p. 126-141). Cambridge: Cambridge University Press.

Uutoni, W, Yule, W. & Nengomasha, C. T. (2011). Electronic governance and hybrid libraries in Namibia. *IFLA Journal*, Vol. 37, no. 2, pp. 118-125.

Zappen-Thomson, M. (2011). Spiel und Leiden im Jugendroman Themba von Lutz von Dijk“ In: Carlotta von Malzan & David Simo (Hrsg): Sport, Spiel und Leidenschaft Afrikanische und Deutsche Perspektiven, W. Fink Verlag, 109-122.

Community Engagement

Dr H. Beyer is the project leader in an international research project with Stellenbosch University (SU) for the project titled Evaluation Criteria for School Dictionaries for Namibian Schools (SDEC). The project was funded by the UNAM Research and Publications Committee.

Ms Angola represents UNAM in the National Climate Change Committee of Namibia. Mr Persendit serves on both the UNAM and National e-Learning committees. Dr Hipondoka continues to be on an editorial committee for the Namibian Development Journal. Prof. Botha serves on the board of the Journal of Namibian Studies and regularly conducts peer reviews of papers submitted to the journal. He also serves as a board member of the new journal for the FHSS. He presents annual (twice-yearly) lectures to visiting students of the Centre for Global Education, on key aspects of the history of South Africa. Dr Akawa is an executive member of the Museum Association of Namibia. Prof. Becker serves on the post-graduate committee of the Faculty of Humanities and Social Sciences.

The Faculty successfully operated UNAM Radio in the period under review. A number of special programmes were introduced in 2011. These are programmes that are not necessarily conventional daily programmes, but rather take place once a week to discuss and hopefully redress social issues that lag and impair the Unam community and society in general. The programmes which were test-aired in early February 2011 and started running in March include:

- **One pot** - This show focuses on myriad social and cultural issues, from a perspective of the youth. Mainly gender based violence, peer bonding, poverty and sexually transmitted diseases.
- **In depth** - This show focuses on exploring current events, by inviting a guest in studio that has expert knowledge on the subject or is somehow involved.
- **Let's Debate** - (UNAM Debating Society) - This particular programme puts emphasis on debate as an art while addressing controversial issues, for example, the privatisation of healthcare, wiki leaks, governments born out of oppressive regimes, nuclear proliferation, trade liberalisation, alternative forms of food, prostitution as a career, food shortages and African unity.

Based on an analysis of text messages, calls and face book fans of Unam Radio, it is safe to say that at least 80% of listeners are between early adolescence and early adulthood. This makes Unam Radio an excellent medium for brand development and addressing issues in the context of the youth.

It is important to note that many members of the Faculty took part in NBC Radio and TV programmes in the year under review. Some served on Committees and Boards of schools, Governmental and Non-Governmental Organisations. Others served as External Examiners in their fields of specialisations for local and international institutions of higher learning.

To all intents and purposes, the Faculty of Humanities and Social Sciences achieved most of the goals it set for accomplished in 2011.

FACULTY OF LAW

Acting Dean: Mr. Fritz Nghiishililwa

Introduction

The Faculty of Law consists of three departments, namely: Commercial Law; Public Law and Jurisprudence; and Private and Procedural Law. In addition, two Centres fall under the Faculty. These are the Human Rights and Documentation Centre (HRDC) and the Justice Training Centre (JTC). The Faculty also runs a Legal Aid Clinic whose mandate and operations will be briefly outlined hereunder.

Academic Activities

During the year under review, the Faculty of Law continued to offer Certificate and Diploma programmes and two undergraduate Degree programmes namely, the Baccalaureus Juris (B Juris) and the Bachelor of Laws (LLB). It offered two postgraduate qualifications, namely Master of Laws (LLM) by thesis and Doctor of Philosophy in Law (PhD). The Faculty offered various short courses in the areas of human rights, criminal justice and refugee protection.

However, the year under review also marked a very important milestone in the academic life of the Faculty as it embarked on an extensive curriculum review which resulted in the restructuring of its programme mix. A process began to phase out the two undergraduate degrees of B. Juris and LL.B. They have been replaced by a newly restructured four-year undergraduate LL.B degree which is systematically being phased in.

As part of this curriculum review, the Faculty also developed a new postgraduate qualification, titled an LL.M degree with two specialisations in Mining Law and Petroleum Law and Policy. Even though it was formally submitted to the University's Postgraduate Studies Committee, which made comments for revision, it could not be taken further due to dire lack of staff with the necessary doctoral qualifications. The Faculty was engaged in discussions with the top management of the University to address this problem.

During the year under review, the number of students registered with the aforementioned programmes increased tremendously. The Faculty therefore sought to be equipped with staff members with doctoral qualifications in Law who will then supervise the junior members of staff who will register for doctoral research at the University of Namibia.

Notwithstanding the above, and within its limited capacities, the Faculty did its best as far as teaching is concerned, thanks to its small but dedicated staff.

Research and Publications

The growth in student numbers in the Faculty meant that academic staff members were overloaded in their teaching responsibilities. Research output, therefore, remained low during the year under review. Nevertheless, members were engaged in various research projects either through the University Central Consultancy Bureau (UCCB) or for other stakeholders, e.g. government departments, non-governmental organisations and international organisations. Some members also attended workshops, presented conference papers and participated in capacity building training. Academic staff members also published articles in peer reviewed law journals in the region, and in the Namibian Law Journal.



Tranquil study environment!

Community Engagement

The Faculty and its staff members provided various services to local communities, either through rendering free legal service (the legal aid clinic) or engaging in tailor-made academic programmes, or seminars and workshops for civil servants, law enforcement agencies, traditional leaders, and judicial officers. Additionally, many staff members served on statutory bodies (the Board for Legal Education, Law Reform, Magistrates Commission, Law Society, Namibian Qualifications Authority, and editorial boards of peer reviewed law journals) and on senior level University Committees (Senate and Council). Other members of staff in the Faculty served as external examiners in Law Faculties in neighbouring countries in the region.

The Justice Training Centre (JTC) is a centre within the University that equips and prepares candidate legal practitioners for admission into the legal profession. During the year under review, 37 new candidates registered for the programme. The JTC offered intensive training that required a two-week teaching programme, an assignment, attendance of Moot Courts and preparations for exams. Equipping a candidate for readiness to enter the profession within such a short space of time requires considerable input to conceptualize, prepare and deliver the product in order to meet the set objective. This is over and above the expectation that candidates will be attached to law firms, the Prosecuting Authority, Government Attorney's Office and other institutions where legal services are rendered, to augment their experience at the JTC. In addition, a good set of materials and experienced teaching staff are needed to implement this practical programme.

Eleven part-time lecturers, primarily from private practice, taught on the programme during the year under review. The Centre was administered by Ms. Christa Klazen and managed by Ms. Y. Dausab who acted as Director. During this period, the Board for Legal education continued its review of the programme, and a number of important decisions were made in order to improve the subject content, syllabus, and the teaching approach and mode of delivery. The materials development and updating process also started with funds secured from the French Embassy in Namibia.

The Legal Aid Clinic opened its doors in 2004. Its primary objective is the provision of legal services and assistance to the most vulnerable members of our society. The Clinic is part of the social responsibility arm of the University in terms of provision of legal services to the public. The Legal Aid Clinic exposes students to matters ranging from labour disputes, divorces, protection orders in terms of the Domestic Violence Act, maintenance, succession, debt collections, appeals and reviews, to name a few. Approximately 150 files were worked on at the Clinic in 2011 alone.

The Legal Aid Clinic functioned under the clinical supervision of Ms. Yvonne Dausab, who has extensive experience in legal clinical work and is assisted by Mr. Sam Amoo and Ms. Kandali Nuugwedha, also admitted legal practitioners of the High Court of Namibia. The existence of and support for the work of the Legal Aid Clinic reflect the pillars of the Namibian Constitution, namely, justice, peace and liberty.

FACULTY OF SCIENCE

Dean: Prof Enos Kiremire

Introduction

The United Nations proclaimed 2011 as the International Year of Chemistry. Coincidentally, the year 2011 marked the centennial celebrations for the Nobel Prize in Chemistry awarded to Marie Curie for her work on radioactivity. These global events galvanized the Faculty of Science towards a new direction of service and excellence. At the national level, the Faculty of Science is moved by the desire to contribute to innovation, value addition, and industrialization of the local economy. The Faculty's goal is to turn scientific and technological knowledge into goods and services. In pursuance of this goal, the Faculty trains science graduates that play a critical role in all sectors of the economy. The Faculty has a cadre of committed and highly trained academic staff (many of them at PhD level).

Academic Activities

During the year under review, the Faculty was engaged in the development of new academic programmes at various levels.

Through its Department of Geology, a process began to develop an MSc in Applied Geology with a special focus in environmental and economic geology. The Faculty worked towards the development of an MSc in Industrial Biochemistry.

In the Computer Science Department, Information Technology was split into two-degree programmes, so that the Faculty now offers the BSc in Computer Science and BSc in Information Technology degree programmes. To increase access by aspiring students, the Faculty has developed and introduced a Diploma course in Computer Science.

Research and Publications

The Faculty of Science was engaged in cutting-edge research in several areas including ethno medicines for the treatment of HIV/AIDS and malaria; the domestication of maramba beans; climate change adaptation; evolution of the Hohewarte complex; computational chemistry and bioinformatics; Long Term Evolution Technologies; and quantifying banks liquidity. The Faculty's staff members have published peer reviewed journal articles as outlined below:

Mapaure, I., Chimwamurombe, P.M. Mapani, B.S. & Kamona, F.A. 2011. Impacts of mine dump pollution on plant species diversity, composition and structure of a semiarid savanna in Namibia. *African Journal of Range & Forage Science*, 28(3): 149-154.

Kamona, F. 2011. Carbonate-Hosted Base Metal Deposits. In: Earth and Environmental Sciences, Imran Ahmad Dar & Mithas Ahmad Dar (Editors), Ch17, p. 393-422, InTech, Croatia.

Kamona, F. 2011. Concentration of U and Th in the Bloedkoppie granite, Namibia. In: *The new uranium mining boom*, Broder Merkel & Mandy Schipek (Editors), p. 111-118, Springer, Berlin.

Cabral, A.R., Moore, J.M., Mapani, B.S., Koubova, M., Sattler, C. -D. 2011. Geochemical and Mineralogical constraints on the genesis of the Otjosundu ferromanganese deposit, Namibia: Hydrothermal exhalative versus Hydrogenetic (including Snowball earth) Origins. *South African Journal of Geology*, volume 114 (1), 57-76.

Cheikhyyoussef, A., Mapaure, I. and Shapi, M. (2011). The use of some indigenous plants for medicinal and other purposes by local communities in Namibia with emphasis on Oshikoto Region: A Review. *Research Journal of Medicinal Plants*, 5(4): 406-419.

Chimwamurombe PM. 2011. Domestication of [*Tylosema esculentum* (Burchell) Schreiber] (Marama bean): a work in progress in Namibia. *Bioscience Biotechnology Research Asia*, 8(2): 723-730.

Chinsembu K.C., Marius Hedimbi and Wellencia C. Mukaru. (2011). Putative medicinal properties of plants from Kavango region, Namibia. *Journal of Medicinal Plant Research*, 5(31), 6787-6797.

Chinsembu, K.C., Shomwooshili-Shaimemanya, C., Kasanda, C.D. & Zealand, D. (2011). Indigenous knowledge of HIV/AIDS among High School students in Namibia. *Journal of Ethnobiology and Ethnomedicine*, 2011, 7: 17 doi:10.1186/1746-4269-7-17.

Chinsembu, K.C., Kasanda, C.D. & Shomwooshili-Shaimemanya, C. (2011). Prevalence, distribution and behavioural determinants of coital activity among High School students in Namibia: a cross-sectional study. *Journal of Public Health and Epidemiology* 3(6): 308-316.

Chinsembu, K.C., Kasanda, C.D. & Shomwooshili-Shaimemanya, C. (2011). Impacts of HIV/AIDS on secondary school science teachers and learners in Namibia. *Journal of Public Health and Epidemiology*, 3(11): 540-549.

Chinsembu, K.C., Kasanda, C.D., Shomwooshili-Shaimemanya, C. & Zealand, D. (2011). Analysis of coital activity, number of sexual partners, and non-use of condoms among Namibian High School students: implications for the ABC approach. *Journal of AIDS and HIV Research*, 3(11): 203-216.

Hedimbi M., Godwin P. Kaaya and Kazhila C. Chinsembu. (2011). Mortalities induced by entomopathogenic fungus *Metarhizium anisopliae* to different ticks of economic importance using two formulations. *International Research Journal of Microbiology*, 2(4), 141-145.

Hedimbi M., Ebba Ndeuyeka and Kazhila C. Chinsembu. (2011). Effects of sunscreens on germination of fungi *Metarhizium anisopliae* with a view to enhance conidia survival under field conditions. *Journal of Microbiology and Antimicrobials*, 3(9), 248-253.

Hedimbi M., Godwin P. Kaaya, Michael Samish, Galina Gindin and Itamar Glazer. (2011). Pathogenicity of the entomopathogenic fungus *Metarhizium anisopliae* to the red-legged tick, *Rhipicephalus evertsi evertsi*. *Journal of Entomology and Nematology*, 3(7), 68-72.

Ilunga S.K, and Chimwamurombe P.M., 2011. Molecular identification of a fungus associated with galls formation on *Ficus cordata* in the Otavi Mountains of Namibia. *Bioscience Biotechnology Research Asia*, 8(2):200-205.

Kaaya G.P., Samish M, Hedimbi M, Gindin G and Glazer I. (2011). Control of tick populations by spraying *Metarhizium anisopliae* conidia on cattle under field conditions. *Experimental and applied acarology*, 55(3), 273-281.

Lotfy, H. R., Kadhila-Muandingi N. P. and Eises, E O. (2010). Bioremediation using the species *Pleurotus ostreatus*. *Journal of Environmental Sciences*, Vol.39, no.3.S.

Nashidengo E, Uzabakiriho J.D., and Chimwamurombe P.M., Fungi associated wall bizarre gall

formations on *Acacia reficiens* in the Nomas river area in Namibia. *Journal of Pure and Applied Microbiology*, 5(2): 617-621.

Mapaure, I. and Ndeinoma A. (2011). Impacts of local-level utilization pressure on the structure of mopane woodlands in Omusati Region, northern Namibia. *African Journal of Plant Sciences*, 5 (4): 305-313.

Mapaure, I. (2011). I: Climate change in Namibia: Projected trends and effects. Chapter 11: Climate Change by Mapaure, I., Ruppel, O.C. & von Bassewitz, N. In: Ruppel, O.C. and Ruppel-Schlichting (Eds). *Environmental Law and Policy in Namibia*. Co-published by Orumbonde Press. & Welwitschia Verlag Dr. A. Eckl, Essen. Pages 289-307.

Shiponeni, N.N., Allsopp, N., Carrick, P.J, and Hoffman, MT. 2011. Competitive interactions between grass and succulent shrubs at the ecotone between an arid grassland and succulent shrubland in the Karoo. *Plant Ecology*, 212:795–808.

H.R., Lotfy, H.N., Ssematala and Kandawa-Schulz , M., (2011) Modification of some organic compounds of pharmaceutical interest; *African Journal of Applied Chemistry*, Vol. 5(14): 463-465.

Hans, R.H.; Wiid, I.J.F.; Van Helden, P.D.; Wan, B.; Franzblau, S.G.; Gut, J.; Rosenthal, P.J.; Chibale, K. Novel thiolactone–isatin hybrids as potential antimalarial and antitubercular agents, *Bioorganic & Medicinal Chemistry Letters*, 2011, 21 (1): 2055-2058.

Mufeti, K., and Mbale, J., (2011). The effect of distributing electronic notes to Students: ethical considerations raised by Computer Science Faculty at the University of Namibia. *Journal of Information Systems Education*, (JISE) 22 (3): 225 – 232.

Mbale, J. and S. Van Staden. The HAE Bottom-Up Model (HAE-BUM): Envisages the Enhancement of Development and Strengthen e-Governance or e-Government Implementation Systems. IEEE Xplore Digital Library. pages 1-9, 2011

Phiri, J., Tie Jun Zhao and Jameson Mbale. Information Fusion Implementation Using Fuzzy Inference System, Term Weight and Information Theory in a Multimode Authentication System. *Computer Science for Environment Engineering EcolInformatics*, (CSEEE), Vol. 159, Part 7, pages 336 – 341, 2011

Kauna Mufeti and Jameson Mbale. The Effect of Distributing Electronic Notes to Students: Ethical Considerations Raised by Computer Science Faculty at the University of Namibia. *Journal of Information Systems Education*, (JISE), Vol. 22, No. 3, pages 225 – 232, October 2011

Shyam Singh, A. A. van Kent, and S. A. Shimboyo, 'Do National Innovation Systems Really Exist in Small Developing Countries? (A Case for the Republic of Namibia)', *Atti Della*, LXVI, (2011).

R, Chandra and Shyam Singh, 'Optical fiber communication systems: the current status', *Atti Della*, LXVI, 5, (2011).

R. Chandra and Shyam Singh, 'Optical fibers and their propagation characteristics', *Atti Della*, LXVI, (2011).

A. Abramowski et al. (inc. R. Steenkamp), Search for Lorentz Invariance breaking with a likelihood fit of the PKS 2155-304 Flare Data Taken on MJD 53944, *Astroparticle Physics*, 34 (2011) 738.

A. Abramowski et al. (inc. R. Steenkamp), Detection of very-high-energy gamma-ray emission from the vicinity of PSR B1706-44 and G343.1-2.3 with H.E.S.S., *Astron. Astrophys.* 528 (2011) A143.

A. Abramowski et al. (inc. R. Steenkamp), HESS J1943+213: a candidate extreme BL Lacertae object, *Astron. Astrophys.* 529 (2011) A49.

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A. Abramowski et al. (inc. R. Steenkamp), H.E.S.S. observations of the globular clusters NGC 6388 and M 15 and search for a Dark Matter signal, *Astrophys. Journal*, 735 (2011) 12.

A. Abramowski et al. (inc. R. Steenkamp), A new SNR with TeV shell-type morphology: HESS J1731-347, *Astron. Astrophys.* 531 (2011) A81.

A. Abramowski et al. (inc. R. Steenkamp), Very-high-energy gamma-ray emission from the direction of the Galactic globular cluster Terzan 5, *Astron. Astrophys.* 531 (2011) L18.

A. Abramowski et al. (inc. R. Steenkamp), Discovery of the source HESS J1356-645 associated with the young and energetic PSR J1357-6429, *Astron. Astrophys.* 533 (2011) A103.

A. Abramowski et al. (inc. R. Steenkamp), Simultaneous multi-wavelength campaign on PKS 2005-489 in a high state, *Astron. Astrophys.* 533 (2011) A110.

A. Abramowski et al. (inc. R. Steenkamp), Discovery of extended VHE gamma-ray emission from the vicinity of the young massive stellar cluster Westerlund 1, *Astron. Astrophys.* 537 (2012) A114.

A. Abramowski et al. (inc. R. Steenkamp), The 2010 very high energy gamma-ray flare & 10 years of multi-wavelength observations of M 87, *Astrophys. Journal*, 746 (2012) 151.

Dube, T. and Mugochi, M.M. A note on almost uniform nearness frames. *Quaestiones Mathematicae*, 34:2, 247-263 (2011).

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Gideon F., Offen E.R., and Lungu E. Pricing defaultable security options under semimartingale setting. *SAMSA* (Accepted, 2011).

Gideon F., Petersen M.A., Mukuddem-Petersen J., and De Waal B. Quantifying banks liquidity in a Levi process framework. Proceedings of the 2011 Quantitative Methods in Finance Conference QMF11, Sydney, Australia, 14-17 December.

Community Service

The Faculty of Science continues to engage with the wider community. At national level, it offers evidence-based advice to government and industry. During the period under review the Faculty collaborated with others to develop a degree programme in military sciences. Further, its staff members sit on local and international boards such as the Namibia Biotechnology Alliance, NSI Board of Directors, steering committee on validation of traditional medicines for HIV/AIDS treatment; RAEIN-Africa Board of Directors, and the International Union of Pure and Applied Chemistry (IUPAC).



Students across all 11 Campuses of UNAM benefit from a fast and efficient wireless network!

SCHOOL OF POSTGRADUATES STUDIES

Director: Prof. Roderick Zimba

Introduction

The School of Postgraduate Studies, then Postgraduate Studies Unit was established in the year 2000. Its mission is to promote excellence amongst postgraduate staff and students through responsive teaching, postgraduate studies research and supervision, scholarship and instructional pastoral support.

The School of Postgraduate Studies has the mandate to coordinate the University of Namibia's postgraduate programmes so that quality control regulations and procedures are strictly adhered to and high academic standards are maintained. In addition, the School is mandated to provide postgraduate students with high quality of academic, ICT, psycho-social and social-emotional support services. The School is also mandated to build capacity for the expression of excellence in teaching, student research supervision and innovation amongst postgraduate staff.

Academic Activities

A total number of 372 candidates enrolled for postgraduate studies for the 2011 academic year. In the same year, 49 candidates graduated in their respective fields (Certificates, Diplomas, Masters and Doctorates).

Faculty of Agriculture & Natural Resources

A total of 19 candidates enrolled for postgraduate studies for the 2011 academic year, 11 candidates registered for Master's degrees while 8 registered for Doctorate degrees. In the same year, 9 candidates graduated with Master's degrees, there were no graduates for Doctorate degrees. The Postgraduate Studies Committee approved four research proposals.

Faculty of Economics & Management Sciences

A total of 32 candidates enrolled for postgraduate studies for the 2011 academic year. Fifteen students registered for postgraduate diplomas, while 10 registered for Master's degrees and seven for Doctorate degrees. In the same year, two candidates graduated with Master's degrees. In all, 13 research proposals were approved by the Postgraduate Studies Committee (one from the Namibia Business School), eight research proposals were considered (three from the Namibia Business School) and one research proposal was rejected.

Faculty of Education

A total of 137 candidates enrolled for postgraduate studies for the 2011 academic year while 131 registered for Master degrees and 11 for Doctorate degrees. In the same year, seven candidates graduated with Master degrees and one candidate graduated with a Doctorate degree. The Postgraduate Studies Committee approved twenty-five research proposals.

Faculty of Engineering & Information Technology

Only one candidate registered for a Doctorate degree. There were no graduates or research proposals for the 2011 academic year.

Faculty of Health Sciences – School of Nursing & Public Health

A total of 117 candidates enrolled for postgraduate studies for the 2011 academic year. Of these, 20 students registered for postgraduate certificates, 31 for Postgraduate Diplomas, 51 candidates for Master's degrees and 15 for Doctorate degrees. In the same year, 16 students graduated with Postgraduate Diplomas, five candidates graduated with Master's degrees and one with a Doctorate degree. The Postgraduate Studies Committee approved ten research proposals.

Faculty of Humanities & Social Sciences

A total of 80 candidates enrolled for postgraduate studies for the 2011 academic year. Of these, 70 registered for Master's degrees and one for a Doctorate degree. In the same year, five students graduated with Master degrees. The Postgraduate Studies Committee approved twenty-three research proposals.

Faculty of Law

Seven candidates enrolled for postgraduate studies for the 2011 academic year. Five of them registered for Master's degrees and two for Doctorate degrees. None of the students graduated under the year under review. The Postgraduate Studies Committee approved five research proposals while two research proposals were being worked on.

Faculty of Science

In all, 51 candidates enrolled for postgraduate studies for the 2011 academic year. A total of 40 candidates registered for Master's degrees and 11 for Doctorate degrees. During the same year, two candidates graduated with Master's degrees. The Postgraduate Studies Committee approved six research proposals.

Research and Publications

Dr C.N.S. Shaimemanya was seconded to UNESCO Windhoek Cluster Office as Education Programme Specialist. She represented UNESCO on the team conducting a research study on SAN Poverty Assessment and contributed to UNAM's Education for Sustainable Development (ESD) Regional Centre of Expertise (RCE) application to United Nations University (UNU) and many other projects that benefited UNAM directly and indirectly. They include Capacity Building and Human Resources Development in Teacher Education in Namibia project, which focused on training staff members at the former Education Colleges in Mathematics, Science, and English and the purchasing of computer equipment for the former colleges.

The following are some the publications during the year under review:

Shimwooshili Shaimemanya, C. N. (2011). *Mainstreaming Environment and Sustainability at the University of Namibia*, *NERA Journal*, 11(1), p.17-29.

Chinsembu, K.C., Shimwooshili-Shaimemanya, C., Kasanda, C.D. and Zealand, D. (2011). Indigenous knowledge of HIV/AIDS among High School students in Namibia. *Journal of Ethnobiology and Ethnomedicine* 2011, 7: 17 doi: 10.1186/1746-4269-7-17. Available at: <http://www.ethnobiomed.com/content/pdf/1746-4269-7-17.pdf>

Kazhila C. Chinsembu^{1*}, Choshi D. Kasanda and Cornelia N. Shimwooshili-Shaimemanya,

Prevalence, distribution and behavioral determinants of coital activity among High School students in Namibia: A cross-sectional study. *Journal of Public Health and Epidemiology* Vol. 3(7), pp. 308-316, July 2011 Available online at <http://www.academicjournals.org/jphe>. ISSN 2141-2316 ©2011 Academic Journals

Kazhila C. Chinsebu¹, Choshi D. Kasanda, and Cornelia N. Shimwooshili-Shaimemanya (2011). Impacts of HIV/AIDS on secondary school science teachers and learners in Namibia. *Journal of Public Health and Epidemiology* Vol. 3(10), pp. October 2011. Available online at <http://www.academicjournals.org/jphe>. ISSN 2141-2316 ©2011 Academic Journals

Zimba, R. F. (2011). Lessons on learners' developmental needs for southern African primary and secondary school teachers. In A. B. Nsamenang & T. Tchombe (Editors), *African Educational Theories and Practices: A Generative Teacher Education Curriculum*. Bamenda, Cameroon: Human Development Resource Centre.

In addition to the above, more than 40 Master's theses and Doctorate dissertations of candidates who completed their qualifications were published during the 2011 academic year.

Capacity Building

The School of Postgraduate Studies offered a two day workshop on 21-22 September 2011 with the theme: "Enhancing UNAM Capacity for Postgraduate Studies Programme Development, Teaching, Research, Student Supervision and Quality Assurance". The purpose of the workshop was to enhance postgraduate training by empowering academic staff to competently discharge their duties at this level. The workshop was part of the efforts of the University to promote quality education at postgraduate level. At the policy level and linked to Namibia's Vision 2030, the third National Development Plan and the Education and Training Sector Improvement Programme (ETSIP), the School of Postgraduate Studies actively pursued initiatives to enhance quality education for postgraduate students.

This workshop complemented this effort and highlighted the crucial role of postgraduate training in providing the Namibian nation with skilled technocrats, innovators, scientists, entrepreneurs, teachers, medical personnel, knowledge creators and ICT experts to translate Vision 2030 into reality. Ms Davies and Ms Alfeus presented papers on Postgraduate studies student admission, registration, deregistration, graduation issues and regulations and Monitoring of Postgraduate Student Progress respectively.

Community engagement and collaboration

The School of Postgraduate Studies was involved in the offering of an intensive three week (07-25 November 2011) Social Science Doctoral Methodological Training Course at the UNAM Information and Learning Resources Centre (ILRC), spearheaded by the Faculty of Humanities and Social Sciences, in partnership with the Organization of Social Science Research in Africa (OSSREA).

OSHAKATI CAMPUS
Director: Ms Paulina Uugwanga

Introduction

The Oshakati Campus remained committed to excellence in providing teaching to its full time, part time and distance students. During the period under review, the following Faculties/Centres were represented at Oshakati Campus: Faculty of Medical and Health Sciences, Centre for External Studies, IRC, Language Centre and Faculty of Science through the Computer Science Department. This report also contains activities carried out by different support services such as Estate Services, and Dean of Students and Campus Administration and Finance. The year under review was characterized by many accomplishments and challenges.

Academic Activities

Academic Staff members on Campus continued to be involved in high-level teaching and to certain extent research activities that made the Campus a conducive learning and research center. The Campus attracted many students including some from countries that include Zimbabwe and Zambia.

The Campus continued to offer certificates, diplomas and degrees programmes, while staff at the Centre for External Studies (CES) at Oshakati Campus provided educational guidance and assistance to distance and open learning students (ODL) during the academic year under review. Teaching on the Master of Education was conducted via Videoconference by the Faculty of Education and became a popular postgraduate degree on Campus.

The Foundation Programme entered its seventh year and registered 120 students. Apart from academic foundations, 20 sessions were provided to Foundation students through Personal Development and Career Counseling. The module aims to equip students with essential life skills and offer them personal support through group and individual sessions as they plan their future careers.

The Campus Management appointed a search committee to work on a new degree programme and the establishment of the proposed School of Business and Development Studies. A stakeholders' meeting on the proposed degree programme in Development Studies and Business was held in August and was well attended. Two invited lecturers from the University of Zambia shared their experience on the Development of the Degree programme.

A request for additional academic and administrative offices was submitted to the University's Estate Services, which approved the construction of a 120-seater hall.

Research and Publication

Most staff members were involved in academic research as part of their staff development fulfillment for Master's and Doctoral studies or professional development. Below is part of the research and publication output during the year under review:

Research on system about multiple access of cognitive radio. *Journal of Harbin Institute of Technology*. Liu Xin, Anghuwo Anna Auguste, Liu Yu-Tao, Tan Xue-Zhi. 2010, 42(11): 1711-1715. (EI index: 20110113542629) (this paper was submitted in 2010 and published in 2011)

Joint power and spectrum allocation algorithm in cognitive radio networks. *Journal of Systems Engineering and Electronics*, Yutao Liu, Xuezhi Tan, and Anna Auguste Anghuwo. Vol. 22, No. 4, August 2011, pp.691–701.

A novel mechanism based on Nash bargaining for primary system game in cognitive radios, LIU Yu-tao, Anna Auguste Anghuwo, TAN Xue-zhi, , LIU Shuai, *Journal of Harbin Institute of Technology*, Year 2011 , Issue 6 , Page 58-62

Investigating The Risky Sexual Behavioural Patterns That Put Students At The Risk Of HIV Infection at Hifikepunye Pohamba Campus (HPC) of the University of Namibia (UNAM), Chirimbana M. Work available on the site Stellenbosch University: <http://Scholar.sun.ac.za>.

The Small Business Development Centre conducted a survey on the Impact of Flood to residents and business of Eemwandi, Sky and Evululuko informal settlement and the report was submitted to Oshakati Town Council.

Community Engagement

The Campus hosted Tuwilika Training Institute through UCCB agreement with the Namibia Training Authority (NTA). Tuwilika offered the training to the NTA for 8 months as a foundation programme for their entry into vocational training. A total of 60 students attended at Oshakati under the said programme.

A survey was conducted for the Town Council on the impact of Floods on Oshakati Residential and Business areas. A report based on quantitative data was presented to the Oshakati Town Council through the Small Business Development Centre.

A number of workshops in Oshana, Omusati, Kavango and Ohangwena Region were held with Small and Medium Enterprises (SMEs). A total of 593 participants attended various training sessions. Students and Staff took part in the National Immunization Campaign. A Tuberculosis workshop for the third year nursing students was facilitated by lecturers in the Nursing Department in conjunction with the Ministry of Health and Social Services.



Biogas Digester under scrutiny by science students at the coast. This is one of the future experiments to eliviate energy shortages.

Activities of Academic Centres



Research is a key activity for Masters and PhD students in various disciplines at UNAM.

Academic Centres

CENTRE FOR EXTERNAL STUDIES

Director: Dr Trudie Frindt

Introduction

In an effort to enable Namibians to achieve their full potential through accessible, innovative and flexible learning, the Centre for External Studies (CES) at UNAM has become a leading open and distance learning Centre in the country. The Centre provides accessible quality higher education and creates opportunities for professional development through the provision of open learning through distance education programmes.

During the year under review, the Centre was led by Dr Trudie Frindt as Director, with Dr Regina Shikongo as Deputy Director. Mrs Carin Slabbert continued as Assisting Registrar. The Heads of Department were: Mrs Elise Venter (Student Support) and Mr Godwin Murangi (Materials Development and Instructional Design).

CES continued to provide open and distance education programmes at degree, diploma and certificate levels. Students prefer this flexible mode of learning due to the multiple roles they have in their respective communities.

Academic Activities

During the year under review, the Student Support Department strengthened its support to students through organised vacation schools, telephone tutoring and video conferencing as well as through text messaging and e-mail tutoring. The Department also provided Saturday tutorials at most of the UNAM CES centres, specifically in challenging subject areas such as science, economics, accounting, just to mention a few. In addition, the Centre Director assisted with the development of DVDs in an attempt to provide students with additional study materials due to the absence of some units in the financial accounting module.

A range of strategies (systems and methods) to help distance learners successfully complete their studies were developed. These included a user-friendly student support system and methods and advisory services, which were purposefully created and effectively utilized in order to help students achieve success. Most of these strategies are academic in nature and a few are administrative but very important in enabling students to succeed in their studies.

The Centre's relations with academic Faculties remained strong and curriculum review for programmes such as the Certificate in HIV/AIDS Counselling was jointly conducted. CES continued to participate in collective activities with national and international open and distance learning (ODL) institutions such as the Namibia Open Learning Network (NOLNET); the Distance Education Association of Southern Africa (DEASA); the Namibia Educational Research Association Executive Committee; the Southern African Association of Research in Mathematics, Science and Technology Education; and the Distance Learning Task Force. One of the collaborative activities through NOLNET resulted in a three-week E-learning training programme which was sponsored through IN-Went. Various UNAM faculty members benefited through this E-learning training.

During 2011, CES operated with a high profiled academic staff in that five held PhD degrees, ten have Master's Degrees while the others were busy with their studies. Ms Perien Boer continued with her PhD studies at Colombia University in the USA, while Messrs Andries Visagie, Jacks Ndimwedi and Lukas Josua continued with their M.Ed studies at UNAM and UNISA respectively.

During the year under review, CES managed to secure the building for the Eenhana Centre in Ohangwena region. The Centre is planned to open during the 2012 academic year.

Research and Publications

Staff members presented research papers at various conferences and workshops.

Dr Mbukusa presented a paper at the BODOCOL conference in Gaborone on the academic support experiences of distance education students in the flood plains of Caprivi Region, Namibia as well as a paper on distance education undergraduate student's experiences of project work supervision in Namibia. He also co-presented a paper with Dr Nekongo-Nielsen at a conference of the Namibia Planned Parenthood Association on the educational consequences of teenage pregnancy in the Kavango Region.

Dr Frindt and Ms Venter presented a paper on enabling faculty academic staff to facilitate open and distance learning at the Namibia ODL Conference held in Windhoek. The two also co-presented a paper at a DEASA Conference in Tanzania on how computer based teaching enables communication in distance education.

Mr. Josua was involved in the data collection on English Language Proficiency Survey in Okongo, Ohakafiya, Epembe, Eenhana, Ongha, Ondobe, and Opuwo circuits of the Ministry of Education.

Community service

The Centre continued to engage with the community through various activities. CES staff continued to serve on various boards and committees. Mr Willem lindjembe was a member of the Oshana Region Focal Point on Small and Light Weapons and Ammunitions (SALWA). Ms Agnes-Fiina Felix conducted a pep-talk at the Customer Care Workshop for teachers in the Oshikoto Education Region. Dr. R.M. Shikongo served as a Deputy Chairperson in the NORED Board of Directors and aslo as a member of Local Authority Electricity Committee (LAEC) in the NORED zone as well as a member of the Oshana Regional Resettlement Committee. Mr. Josua was a member of the Advisory Committee for the Sam Nujoma Multipurpose Centre (SNMPC). Ms Hilkka litula was an active member of TISAN Northern Campuses Organisational Committee and the Oshana Regional Netball Association.

Mr. Andries Visagie assisted Grade 10 and 12 learners with mathematics and also served as a member of the Mathematics Task Force, an initiative driven by ETSIP. Dr Mbukusa Nchindo served as a member of the Regional Emergency Management Unit and as an Educator for the Coalition on Responsible Drinking. Ms Agatha Lewin served on the NOLNET e-Learning Committee.



A typical lecture room.

SAM NUJOMA MARINE AND COASTAL RESOURCES RESEARCH CENTRE

Director: Prof Edosa Omoregie

Introduction

The Sam Nujoma Marine and Coastal Resources Research Centre's vision is to become a centre of excellence in Science and Technology research in marine and coastal resources, in order contribute to global efforts in promoting food security and eradicate poverty. With this vision in mind and guided by its mission, the Centre strengthened its international collaborations in 2011 with a view to enhancing its research capabilities for the years ahead.

Within the months of September and October during the year under review, the German research vessel, RV Maria S Merian was used to carry out a Training and Capacity Building Cruise in Namibian waters. SANUMARC and the Universities of Hamburg and Bremen coordinated this. The cruise was funded by the German Federal Ministry of Education and Research. The aim of this cruise was to contribute to a better understanding of the Benguela Current Ecosystem and thereby fostering the cooperation within the Science for the Assessment of Complex Earth System Processes (SPACES) programme which is being coordinated by the Centre. This research-based capacity building brought together researchers and students from 10 different African countries and Germany on board RV Maria S Merian. A second major goal was to educate undergraduate and graduate students in different marine disciplines by using an integrated Earth System Science approach. Another notable international collaboration initiated in 2011 is the partnership with Veolia Water Solutions and Technologies and the Biological Station in Roscoff, France on Seaweed Mariculture projects.

The Centre added to its facilities a 6 × 6 m cold-room and a modern freeze-dryer with funds provided by the Government of Norway through the BSc Fisheries and Aquatic Sciences programme for SADC region. These facilities were acquired with a view of setting up a Regional Marine Museum at the Centre.

Academic Activities

SANUMARC being a Research Centre did not enroll any students during the period under review. However, the Centre played host to the Department of Fisheries and Aquatic Sciences and other allied Departments from within the University during their practical trips to the coast. In addition, various students visited the Centre at various times for their research projects or for a six-week industrial attachment.

Ms Lydia Tjilumbu and Ms. Taimi Kapalanga from Gobabeb Training and Research Centre spent one full month at the Centre carrying out their research project using the Centre's facilities on the assessment of water infiltration and retention capacity natural and stockpiled topsoil at Langerheinich mine, Central Namib Desert.

Mrs Devota Kavishe, a PhD student with the Faculty of Agriculture and Natural Resources, University of Namibia, continued with her research on a species of red macro-algae called *Porphyra* spp. She used the Centre as her base when carrying out research at the Coast, and planned to set up experimental systems at SANUMARC in 2011.

Mr. Martin Tjipute, a staff member with the Department of Fisheries and Aquatic Sciences, continued with his Ph.D. research using the Centre's facilities in the Keto Mshigeni Mariculture Building (KMMB). Lovisah Hailaula, Takafara Gozo, Lusia Negonga and Nancy Kandombolo students from the

University of Namibia Department of Fisheries and Aquatic Sciences spent six weeks each at the Centre on Field Attachment where they received practical training in various aspects of Mariculture and Marine Science.

Mr. Stephanus Hamutenya, a final year student from the University of Namibia Department of Fisheries and Aquatic Sciences spent two months at the Centre carrying out experiments on the growth rate of *Gracilariopsis funicularis* in varying salinity levels under laboratory conditions for his final year project.

Research and Publications

Marine Science Research

Several research outputs from the German RV Maria S. Merian research cruise were achieved coupled with the cruise's objectives of capacity building within the Region. Posters from some of the research activities during the cruise were presented at the 3rd Annual Science of the Benguela Current Commission (BCC) held in Swakopmund, 17 to 19 October. Outlines and summaries of selected reports are presented below:

Distribution of main ichthyoplankton in the Benguela Upwelling System

The Benguela current ecosystem is one of the world's major upwelling systems. As is typical of the eastern-boundary upwelling system, it is characterised by high productivity and a greatly dynamic nature. The Benguela ecosystem supports large population of living marine resources that are of substantial economic importance to the region, such as fisheries. Knowledge about the distribution of fish larvae is essential to understand future stock recruitment because this stage of life is the most vulnerable in the whole life history of fish. Two main species *Suffogobius birbatus* and *Lampanyctodes hectoris* dominating the ichthyoplankton were observed. The total abundance of fish larvae increased with oxygen concentration. *Lampanyctodes hectoris* prefers warm water and *suffogobius birbatus* occurs in colder waters close to the shore, but in areas that are not affected by oxygen depleted upwelled waters. Their hotspots were found around moderate temperature regions and relatively high oxygen areas hence their abundance.

Nutrient cycle and the relevance of the Benguela Upwelling System for the biological pump

The Benguela is one of the four major upwelling ecosystems in the world and extends from South Angola, Namibia and South Africa. During upwelling, water enriched with nutrients including Silicate, Phosphate and Nitrate reaches the biologically productive surface of the ocean enhancing phytoplankton production. While the upwelling promotes primary production, the deeper waters with limited oxygen exchange create hypoxic areas called oxygen minimum zones on the continental shelf. Phytoplankton blooms resulting from upwelling events provide the biological basis for transporting fixed carbon into the deep ocean (biological pump). This is achieved by carbon fixation (photosynthesis) and the processes of direct sedimentation of cells into the deep ocean as particulate organic carbon (POC).

Remineralisation of Phosphates takes place in the Oxygen minimum zone ~ 350 m, during decomposition of phytoplankton cells. The decomposition cells transport carbon from the sea surface and bring it deep to the ocean floor through the biological pump. Oxygen and phosphate are inversely proportional with depth. Poorly Dissolved Oxygen (DO) from the sea bottom utilize maximum oxygen in the oxygen minimum zone (~350–500 m), simultaneously releasing phosphate during decomposition of cells until sea floor.

CO₂ emission from the Benquela Upwelling System.

It has become increasingly important to understand the ocean carbon cycle as it is a major contributor in controlling atmospheric CO₂ (a greenhouse gas contributing to climate change). A characteristic of upwelling areas is that cold, nutrient-rich and CO₂ rich waters are brought to the surface. The pCO₂ of the shelf waters of the Northern Benguela has not been measured. This study was a first in understanding the carbon cycling within the Northern Benguela. Continuous underway pCO₂, sea surface temperature (SST), bathymetry measurements were investigated.

Preliminary analysis shows pCO₂ variability between inshore and offshore waters. Inshore measurements indicate cells of high pCO₂ concentration which can be representative of upwelling cells. This elevated pCO₂ appears to be correlated to low SST and shows a possible link to coastal bathymetry. The identified upwelling cells (high pCO₂) show the expected trend of low SST. These factors appear to be linked to coastal bathymetry. The coastal bottom topography could be a contributing factor to the permanent upwelling in the Northern Benguela. This link needs to be further investigated.

Mariculture Research

*Silver Kob, *Argyrosomus inodorus*, juvenile feeding trials*

This experiment was aimed at investigating the optimum feeding rate of the Silver Kob under laboratory conditions. The mariculture juvenile system in the Keto Mshigeni Mariculture Building (KMMB) was stocked with the cohort of the 2009 spawned fish, which was divided into eight experimental tanks with 10 fish per tank. Each tank was fed a fixed amount of scientifically formulated feed at 2, 4, 8 and 10% fish body mass per day for a period of 6 months. Each feeding rate had a replicate. The experimental feed was obtained from Marifeed® Company, based on a diet developed by Rhodes University specifically for Kob. At the end of the feeding trial, growth trend was suggesting a positive growth projected by fish fed 8% body weight, with the specific growth rate (SGR) of 2.3, 2.2, 4.4 and 1.2 g/day obtained for fish fed 2, 4, 8 and 10% body weight per day, respectively.

Seaweed Research

Glycerol-production system from halophytes occurring naturally in salt pans

In 2010, halophytic microalgae strains were collected from a salt pan along the Namibian coast and samples from SANUMARC and taken to the United Kingdom for strain analysis and glycerol production. This was research collaboration with the University of Greenwich and the Marine Biological Association. PCR sequencing of genes and phylogenetic analyses of the strains and glycerol production were performed. Analysis of the ITS region showed T35, T36 and T37 were genetically distinct from other *Dunaliella* species, therefore forming a unique group. The research also revealed that the Namibia strains of *Dunaliella* might be better adapted for growth at high temperatures (30°C) than low temperatures. Doubling times and specific growth rate μ provide the basis for modelling production systems to produce industrial quantities of glycerol in Namibia.

*Growth rates of *Gracilariopsis funicularis* (Gracilariaceae, Rhodophyta) in laboratory culture under varying salinities*

Among some of the seaweeds species in Namibia the two most important agars producing gracilarioid are *Gracilaria gracilis* and *Gracilariopsis funicularis*. In cultivating these seaweeds, it is



The national School of Medicine offers modern and high quality accommodation facilities.

important to maintain growth condition in optimal range to reduce the duration of cultivation and ensure the greatest yield. For a species acclimated to a particular set of environmental conditions, the optimal growth is always achieved at a specific combination of salinity and irradiance. This research focused on investigating the growth rate of *Gracilariopsis funicularis* in varying salinity levels under laboratory conditions. This research provided benchmark information for future study on the eco-physiology of the red seaweed species, *Gracilariopsis funicularis* in Namibia.

Proximate analysis of the Namibian Kelp (Laminaria pallida)

During November, 2011, Dr Shuuluka spent a few days at the Ministry of Agriculture, Water and Forestry (MAWF), Nutritional Laboratory in Windhoek carrying out proximate analysis of Namibian Kelp (*Laminaria pallida*) samples collected during low tide from Solitude Point (22°09' 40S, 14°17' 14E) along Henties Bay shore. It is important to determine the nutritional content of the kelp, as it will be used as a chicken feed supplement in a research project that will be conducted during the second quarter of 2012. The results of the proximate analysis indicate that *Laminaria pallida* is a rich source of nutrition.

Coastal agriculture and plant biodiversity research

As part of the on-going Southern African Norway Tertiary Education Development (SANTED) project, field trips were organized to collect plant specimens from Kuiseb valley, Henties Bay lichen field, OMDEL, Uis town and its environs, Namib rock and Brandberg areas to enrich the Namibian database collection of desert plants. Several plant specimens were collected and 63 specimens were processed for the herbarium. These specimens belong to 23 plant families. Fifty four (54) were herbaceous and 9 shrubby.

Community Engagement

The Centre participated in the Science and Technology Promotion, which seeks to stimulate interest in science and technology in young Namibians.

The Municipality of Henties Bay granted the National Youth Service some land along the Omururu River, to the east of SANUMARC, to set up an agricultural training station. The Centre continued to give advice to the trainees and they also assisted the mushroom researcher with various activities, thereby receiving ad hoc training.

SANUMARC continued to support the Tulongeni Garden and Mushroom projects in Henties Bay. Besides helping with the preparation of mushroom spawning and the supply of various materials to the Tulongeni Mushroom Project in previous years, the SANUMARC research team also helped in land tilling and sowing of seeds.

UNIVERSITY OF NAMIBIA LIBRARY

Librarian: Ms Ellen Namhila

Introduction

The University Library continued to fulfill its mission by being an agent of change in facilitating the intellectual engagement by the University's community with scholarly information. The mission of the Library is 'to link faculties, departments and students with information, thus enabling the University to achieve excellence in teaching and learning, research and study and to preserve the institutional memory for prosperity'. The key activities during the 2011 academic year included the development of relevant library collections and facilitating timely access to information in all formats; equipping students with skills to enable them to use information in a productive and ethical manner; and providing a conducive environment in support of learning, study and research at the University.

With the merger of the former Colleges of Education, the Library grew tremendously and established branches at the new campuses. The UNAM Library is now composed of nine branches, the main branch in Windhoek and the branches at Henties Bay, Hifikepunye Pohamba, Katima Mulilo, Khomasdal, Neudamm, Ogongo, Oshakati and Rundu campuses. In addition, the Library continued to provide its services through the eight University Regional Centres. In the 2011 academic year, the Library was extremely busy implementing the 2011 Management Action Plan. The Library also began the process of integration the former colleges of education libraries into the UNAM Library operations. The key highlights of 2011 are outlined below.

The agreement with Elsevier to subscribe to two multi-disciplinary online databases (Science Direct and Scopus) stood out as the greatest accomplishment. While Science Direct is a full-text scientific database offering articles from more than 2,500 peer-reviewed journals, Scopus is an abstract and citation database of peer-reviewed literature. These reputable databases will greatly benefit staff and students in terms of accessing high quality peer-reviewed literature.

The second key achievement was the launch of the human resources capacity building cooperation with the Libraries of the Universities of Helsinki and Tampere in Finland. Over N\$2 million of funding was secured from the Finnish Ministry of Foreign Affairs for this cooperation. The objectives of this important cooperation are to strengthen UNAM Library capacity in many areas, including research and academic writing; information literacy development; collection development and management; marketing; and quality assurance and benchmarking.

The third milestone was the extension of the library opening hours at all University's campuses. Students and staff have expressed satisfaction to the Library for harmonizing the opening hours.

The fourth highlight was the progress made on the migration of WINISIS records into the Millennium system after successfully installing the Millennium System to all staff computers in the former colleges of education libraries. This has significantly improved efficiency in the library circulation services and operations.

Library Management

The Library operated under the leadership of Ms Ellen Namhila as University Librarian. Mr Joseph Ndinoshiho remained as Deputy University Librarian based at Oshakati campus. He led the development of library support services at the northern campuses. Ms Irmela Buchholz continued as Head of the Technical Services. Mr Chenjerai Mabhiza continued as Head of User Services. Ms Violet Matangira remained the Head of the Archives & Special Collections.

Academic Activities

The year 2011 was extremely busy for the Library and all activities were directed towards linking the University community with key information resources. The academic activities by the library validate its role within the teaching and learning, and study and research programmes of the University as presented below.

Key circulation statistics for print materials

- 242,847 print materials (books and bound periodicals) circulated across UNAM Libraries as compared to 214,648 during the 2010 academic year
- 138,968 materials were borrowed out
- 103,298 materials were returned
- 572 materials were reserved
- 9 materials were recalled to be used by other users

Circulation transactions per library branch

- 72.2% of materials circulated at the main library in Windhoek
- 9.2% at the Oshakati campus library
- 3.1% at the Neudamm campus library
- 2.6% at the Ogongo campus library

The remaining 12.9% of circulation transactions took place at other library branches and regional centres.

Materials circulation per user categories

As illustrated in the statistics below, undergraduate students were the heaviest users of library materials.

- 74.3% of materials circulated among the undergraduate students (excluding medical & pharmacy students).
- 13.9% circulated among medical students
- 4.9% circulated among academic staff
- 3.5% circulated among postgraduate students
- 1.6% circulated among administrative staff
- 0.7% circulated among pharmacy students
- 0.3% circulated among outside borrowers

The rest of the circulation percentage was more or less equally divided among foundation students and the Library Inter-lending service.

Key statistics for electronic resources usage

The usage of electronic databases is increasingly gaining momentum among the academic community. In total 59,421 searches were conducted by users on the library electronic resources. The searches per specific database are indicated below:

- 27,622 searches were made on EbscoHost
- 26,387 successful full-text articles were requested from Emerald database



Science is well represented in the Faculties of Science, Engineering & IT and Medicine.

- 4,831 successful searches were run on JSTOR database
- 531 full-text documents were requested from the newly acquired Science Direct database (November to December 2011)

Collection Development and Management

The Library's collection size grew from 163,357 in 2010 to 179,192 items in 2011, an increase of 9.7%. This growth includes donations of 2,614 books from various organizations and individuals, including Book Aid International, FAO, UNESCO, IMF, CTA and many others. The Library is grateful for these generous donations. Concerted efforts were also made during the year to acquire more relevant materials for the newly introduced bachelor of education degree at the new campuses.

The new books' distribution per campus is presented below:

- 4,878 for the School of Medicine
- 43,97 for the Main Library, Windhoek
- 672 for the Khomasdal campus
- 632 for the Rundu campus
- 577 for the Oshakati campus
- 540 for the Faculty of Engineering & IT
- 530 for the Hifikepunye Pohamba campus
- 521 for the Katima Mulilo campus
- 397 for the Ogongo campus
- 281 for the SANUMARC

The remainders were distributed to regional centres as follows: 159 Tsumeb; 153 Otjiwarongo; 149 Khorixas; 154 Gobabis; 159 Keetmanshoop; 158 Swakopmund; 177 Katima Mulilo & 121 Rundu.

In terms of journal literature, the Library renewed 291 print-based journals. This was however supplemented by peer-reviewed journal articles from electronic databases. With regard to cataloguing, a total of 6,349 titles were catalogued in 2011 compared to 4,525 in 2010, which represents an increase of about 40%.

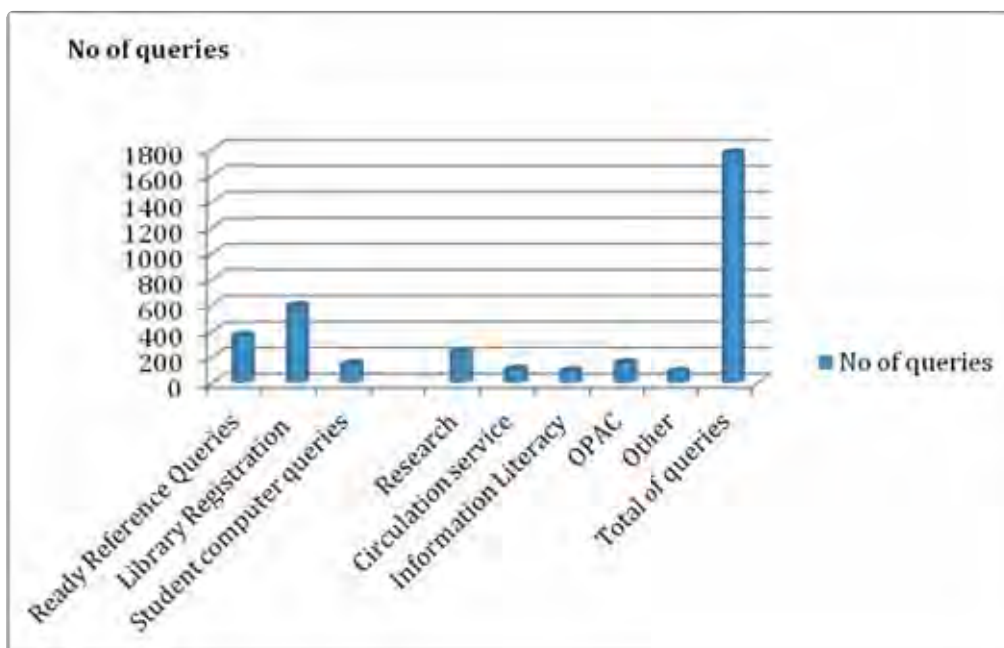
Information Literacy Training

The Library continued to equip students and staff members with information skills to enable them to make optimal use of information tools and resources. The information skills imparted focused on strategies to effectively search the various information electronic resources, including Google scholar. The number of staff and students trained is presented below:

- 23 postgraduate and 244 undergraduate students from the School of Nursing and Public Health
- 17 undergraduate students from the School of Medicine
- 93 undergraduate students from the Faculty of Humanities and Social Sciences
- 64 undergraduate and postgraduate students from the Faculty of Economics and Management Sciences
- 20 undergraduate students, 8 lecturers and 3 administrative staff from the Oshakati campus.

Reference Services

The Reference Desk at the Main Library in Windhoek continued to be a popular destination to students and staff alike. The graph below depicts the type of queries at the Reference Service.



Student orientation

Mr Ndinoshiho gave a library presentation entitled '*The role of the library in achieving academic mission*' at the student general orientation in the beginning of the year. Subsequently Ms Jakobina Mwiyale, Ms Hazel van Rooi and Mr Timo Hatupopi delivered more in-depth orientations on various library services to the new intakes. New students at the other campuses were also orientated to the library facilities and services by staff members of the library.

Staff Development

The Library continued to make strides in human resources development. While many staff members progressed well in upgrading their qualifications, others successfully completed their studies. Overall 18 staff members were engaged in formal training in information studies at different levels. Ms Magdalena Tjituka continued her doctoral studies at the University of Botswana; 5 staff members were studying for their Masters, 1 enrolled for Honours, and 4 enrolled for Bachelors, while 6 staff members were studying for their Diplomas.

The following staff members successfully completed their studies: Ms Irmela Buchholz, HOD: Technical Services was awarded her Master's degree in Information Studies by the University of South Africa (UNISA) in September; Ms Maria Ashilungu, Librarian: Acquisitions completed her Honours degree in Information studies from UNISA in June; Ms Saima Shiimbi, Library Assistant at the Ogongo campus completed her Diploma in Information Science from the University of Namibia in December.

New appointments

The expansion of university programmes in many parts of Namibia has led to the growth in Library human resources. More than 12 Library Assistants and 3 professionals were appointed. Professional appointments included: Ms Maria Ashilungu who was appointed as Acquisitions Librarian in the Technical Services department; Mr Bravismore Mumanyi who joined the Library as ICT Librarian in the Systems Unit; and Mr Mbenae Katjihingua who was appointed as Librarian for the Law Faculty.

Research and Publications

Uncompleted research projects

N. Uugwanga, C. Nakanduungile and G. Shilongo have started research on information needs and seeking behavior of nursing academics at Oshakati campus.

J. Mwiyale and T. Goagoses conducted a survey on the information seeking behaviors of first and second year undergraduate students at UNAM.

M. Katjimbingua conducted a survey on the information seeking behaviours of lecturers and students of the Faculty of Law.

M. Shatona, N. Hamutumwa and C. Mabhiza conducted a survey on the information seeking behaviours of academic scientists of the Faculty of Economics and Management Sciences.

Peer-reviewed publication

Namhila, E. & Ndinoshiho, J. 'Visioning and strategizing for the University of Namibia Library: planning the Library's facilities, services and resources'. Innovation. In press, accepted for publication in 2012.

Archives and Special Collections

A total of 421 books including theses for the Special Collections were received in the course of the year. With regard to the Archives Unit, 49 boxes of the UNIN collection were processed, and a finding aid for it was drafted. The records surveys which began in 2010 were completed in 2011 with all ten campuses visited and surveyed. Reports for each survey carried will be used as reference points for future activities regarding records management. The UNAM Filing System was drafted and its approval as a working tool for the university is being awaited. The Archives was visited by a total 72 users, including researchers.

ICT Services

The new Computer Center Management created a conducive environment for collaboration with the Library in many ICT related initiatives during the year under review. A Library Computer Committee was instituted to drive the ICT agenda in the library. The committee has come up with innovative projects, such as the redesign of the Library web site. The aim is to make it more user-friendly with improved navigation features. The Systems Unit further assisted with computerization of library services at the former colleges of education libraries. The Millennium system was installed at the library branches. The Millennium is the library's core business transaction system. Our instance is currently on Release 2009B 1.3. A 2 year SSL Certificate was acquired from Thawte to ensure secure transmission of patron credentials when accessing "My Library Account". The RAM was upgraded on millennium server to 4GB, and additional staff licenses were acquired to cater for Campus libraries.

Collaborations and partnerships

The Library secured over N\$2 million of funding from the Finnish Ministry of Foreign Affairs to implement the human resources capacity building cooperation with the Libraries of Universities of Helsinki and Tampere in Finland. The main objective of this cooperation is to strengthen human resources capacity at the UNAM Library. The cooperation was launched with a successful seminar



Two students discussing their studies at the Rundu Campus.

in October, which was attended by a Finnish high delegation including Prof Mirja Iivonen, Chief Librarian at the University of Tampere and Prof Kaisa Sinikara, Chief Librarian at the University of Helsinki. The Finnish experts presented interesting papers, followed by stimulating discussions. An important outcome of this cooperation will be a book to be published in 2012 by the University of Tampere Press. Many Namibian librarians will co-author peer-reviewed research articles with their Finnish counterparts.

Community Engagement

Many researchers and students who are not affiliated to the University of Namibia benefited from the library facilities, services and resources. Despite the limited resources at its disposal, the library takes pride in fulfilling the national mandate of availing its resources to members of the public. Additionally, in the fulfillment of its National Legal Deposit Status, the Library branch at Oshakati campus continued to receive and make accessible information resources from the National Library to members of the public.

MULTIDISCIPLINARY RESEARCH CENTRE (MRC)

Director: Dr Hina Mu Ashekele

Introduction

Research plays a central role in human and economic development of nations, and Namibia is no exception. The MRC vigorously pursues its mission: “to implement scientific research activities and programmes that contribute to the development and mobilization of Namibian resources and expertise for national development”. The strategies employed to achieve the above included strengthening collaborative research with UNAM faculties and units; with external stakeholders and partners within and outside the country; as well as capacity building through postgraduate research fellowships. The Centre comprises three divisions, namely, Life Sciences, Social Sciences and Science, Technology and Innovation. The 2011 MRC management comprised the acting Director Dr Kenneth Matengu, Acting Deputy Director and Head of LSD, Mrs Selma Lendelvo, Acting Head of ST&ID, Dr Davis Mumbengegwi and acting Head of SSD, Mr Martin Shapi. Mrs Joyce Shipale served as the Office Administrator and Mrs Anneline Pick as the Secretary. The MRC has a staff complement of 12 researchers, 6 postgraduate research fellow students and 4 administrative support staff members.

Research and Publications

The MRC is mandated to promote and conduct applied research as well as coordinate multidisciplinary research in national development priority areas across UNAM in partnership with others. Hence the focus of the MRC’s research programmes during the review period was based on responding to national priority areas as enshrined in the Vision 2030, National Development Plans (NDPs) and the Millennium Development Goals.

The Science, Technology and Innovation Division actively implemented two programmes: Pharmaceuticals and Indigenous Knowledge Systems and Technology, Food and Beverages. Dr. Mumbengegwi led the Pharmaceuticals programme and Dr Cheikhyoussef led the Indigenous Knowledge Systems and Technology, Food and Beverages programme. The Head of Department, Dr MuAshekele who leads the Renewable Energy Technology, Civil Engineering and the Water Engineering Program was on sabbatical leave and this impacted the activities of the programmes.

The Pharmaceuticals programme conducted research on medicinal plants used for communicable and non-communicable diseases. Plants used for antimalarial, antimicrobial as well as anti-HIV treatments were identified, harvested and are under investigation for their efficacy. The findings of the research on antimalarial plant extracts were presented at the American Society for Tropical Medicine and Hygiene Conference in the USA, and at the UNAM Faculty of Humanities and Social Sciences Annual Conference. This research and the research conducted on antimicrobial plants have also been published. Plants for non-communicable diseases such as cancer, diabetes and hypertension have been identified and are being screened for potential activity. Research on the molecular characterisation of malaria parasites is also in progress whilst a study on malaria diagnostics and case management by nurses in low malaria transmission was completed with Clinton Health Access Initiative and the MoHSS and a technical report was prepared. The IKST Food and Beverage Programme carried out ethnobotanical research on traditional fruits and vegetables focusing on the phytochemistry and biological activities of indigenous fruits from Ohangwena and Oshikoto regions. Research on traditional foods and beverages, their consumption and health indicators among UNAM students in Windhoek campuses was also conducted in a survey. Micronutrient analysis of the traditional foods and beverages samples collected at UNAM campuses also commenced in August 2011. The division had 4 post graduate research fellows

with one completing their MSc in Geohydrology. ST&ID also conducted collaborative research with the Faculties of Science, Agriculture and Medicine with external partnerships with DRST-MoE on medicinal plants; the MoHSS NVDCP Malaria Programme, Rutgers University and the Global Institute of BioExploration (GIBEX) as well as the Clinton Health Access Initiative. Research outputs included five peer-reviewed papers, four technical reports, eight presentations at international conferences /meetings and six presentations at the national level. The division was proactive in resource mobilisation through proposal writing and stakeholder engagement and research funds to the tune of about N\$ 3.2 million were received.

The Life Sciences division focused on two programmes: Socio-ecological Systems, Ecology and Climate Change programmes. The programme activities of the Socio-ecological Systems were the Insaka Research collaboration and the Community Based Natural Resources Management (CBNRM) Research. The LSD strengthened its networking through the INSAKA consortium dealing with social-ecological issues in Southern Africa. The Life Sciences Division is also a member of the Namibia Association for CBNRM Support Organizations (NASCO) with the aim to address research needs of conservancies. The focus of research activities in 2011 was: Finalization of the socio-economic analysis of the Ehirovipuka Conservancy Project; Women's participation in CBNRM initiatives project; and Human-wildlife conflict in conservancies' project. The main research activities under Ecology Research programme focused on modeling the effects of water-point closure and fencing removal on grazing activity using a GIS approach and developing methods for land restoration on farms. Postgraduate research projects supervised under this programme covered areas of forestry benefits, natural fires, and tourism effects on protected areas landscapes. To this end a researcher/coordinator for the Climate Change and Variability Programme was appointed during September 2011. The LSD also worked with the University of Maryland, Department of Geography, Prof Julie Silva to conduct qualitative interviews in Kunene and Caprivi regions. The interviews were part of mixed method design approach of the project to support quantitative interviews conducted in 2009. This study assesses how nature tourism affects poverty and inequality in Namibia and Mozambique at the regional, community, and household levels, while also accounting for environmental, economic, and cultural diversity between and within countries.

The Social Sciences division implemented research activities within the following programmes: Social and Epidemiology; Education; and Gender Training and Research. Social and Epidemiology Programme focused primarily on research dealing with access to healthcare for vulnerable groups, and low cost insurance for the uninsured. Data collection on the EquiAble project was completed in 5 regions of Namibia and a technical research report is published, however more data has been collected and is being analyzed. The Okambilimbili Survey report is also finalized and a book has been produced. All activities under the funded project on views from the frontline have been completed and the report is published. A research project on Water Baseline Study in Caprivi and Kavango regions has also been completed. Furthermore, a research project on Community-based HIV/AIDS treatment systems in Caprivi region is still ongoing. Most of the planned activities on Education programme could not be implemented due to lack of funds. Fieldwork for a collaborative research projects between MRC and Department of Sociology on Gender Based Violence and Masculinity was finalized.

A total of 9 technical papers, 8 articles published in peer-reviewed journals, 2 published books; 2 chapters in books; and 5 conference proceedings were made. They are listed as follows:

Research and Publications

Books

Likando, G., Wolhuter C.C., Matengu, K., and Mushandja, J. (2011) (Ed). *Comparative Education: An Introduction*. Noordbrug (South African Publisher): Keurkopie Uitgewers. ISBN 978-0-620-49572-1.

Emily Gustafsson-Wright, Ingrid de Beer, Esegel Gaeb, Gert van Rooy, Jacques van der Gaag, Tobias Rinke de Wit 2011. *The Okambilimbili Health Insurance Project in Namibia: Lessons Learned*. Pharm Access International, Amsterdam for Global Health and Development, the Netherlands

Chapters in books

Katja Polojärvi, Alfred Colpaert, Kenneth Matengu, and Jouko Kumpula, 2011. GPS Collars in Studies of Cattle Movement: Cases of Northeast Namibia and North Finland. In: Brunn S. D. (Ed.) *Engineering Earth: The Impacts of Megaengineering Projects*. Springer Dordrecht Heidelberg London New York.

Arne H. Eide, Mitch E. Loeb, Sekai Nhiwatiwa, Alister Munthali, Thabale J. Ngulube and Gert van Rooy 2011. Living conditions among people with disabilities in developing countries. In: Arne H. Eide and Benedicte Ingstad .(Eds.) *Disability and poverty A global challenge*. Policy press, London, UK.

Refereed journal articles

Florentine, S. K., Graz, F. P., Ambrose, G. J., & O'Brien, L. (2011). The current status of different age, direct seeded re-vegetation sites in an agricultural landscape in the Burrumbeet region, Victoria. *Land Degradation & Development*, 22, 9p. doi:10.1002/ldr.1110

Amoo, S.K., and Conteh, M. (2011). Women's property rights in Namibia and HIV and AIDS: Myth or reality? *Namibia Law Journal*, 3, 3-28. http://www.namibialawjournal.org/pnTemp/downloads_upload/JournalEd3Vol1/NLJ_section_3.pdf

Cheikhyyoussef, A., Shapi, M., Matengu, K., Mu Ashekele, H., (2011). Ethnobotanical study of indigenous knowledge on medicinal plant use by traditional healers in Oshikoto Region, *Namibia. Journal of Ethnobiology and Ethnomedicine*, (7):10
<http://www.ethnobiomed.com/content/pdf/1746-4269-7-10.pdf>

Graz, F. P. (2011). Book review: Ecological Modeling: an Introduction. *Austral Ecology*. doi:10.1111/j.1442-9993.2011.02273.x

Cheikhyyoussef, A., Mapaure, I., Shapi, M., (2011). The Use of some Indigenous Plants for Medicinal and other Purposes by Local Communities in Namibia with Emphasis on Oshikoto Region: A Review, *Research Journal of Medicinal Plant*, 5 (4): 406-419.
<http://scialert.net/qredirect.php?doi=rjmp.2011.406.419&linkid=pdf>

Marielle Aulagnier, Wendy Janssens, Ingrid De Beer, Gert van Rooy, Esegel Gaeb, Cees Hesp, Jacques van der Gaag, Tobias F. Rinke de Wit, 2011. Incidence of HIV in Windhoek, Namibia: Demographic and Socio-Economic Associations. *PLoS ONE* 6(10): e25860. doi:10.1371/journal.pone.0025860.

Amin, M., MacLachlan, M., Mannan, H., El Tayeb, S., El Khatim, A., Swartz, L, Munthalim A., van Rooy, G., McVeigh, J., Eide, A., Schneider, M. (2011) EquiFrame: A framework for analysis of the inclusion of human rights and vulnerable groups in health policies. *Health & Human Rights* (in press)

Marius Hedimbi, Diana K. Kaputjaza, Renate H. Hans, Davis R. Mumbengegwi, Ronnie Böck (2011). Phytochemical analysis and antimicrobial screening of crude extracts from Pechuel-

Loeschea leubnitziae (Kuntze) O. Hoffm (Asteraceae), *Journal of Research in Microbes* (Accepted manuscript).

Published conference proceedings and Conference papers presented

Du Preez C.I. and Mumbengegwi D.R., (2011). Phytochemical investigation of medicinal plants native to Namibia. Proceedings of the Faculty of Humanities and Social Sciences Conference, 28-29 September, 2011.

Elina Amadhila (2011). Barriers to Access health care services for the physically impaired population in Namibia. Proceedings of the Faculty of Humanities and Social Sciences Conference, 28-29 September, 2011.

Martin Shapi, Ahmad Cheikhoussef, Davis Mumbengegwi, Kenneth Matengu, John Sifani and Alfred Van Kent (2011). Evolution of Indigenous Knowledge Systems Data Collection Methods: Approach at the Multi-disciplinary Research Centre of the University of Namibia. Proceeding of the IKTC2011: Embracing Indigenous Knowledge Systems in a New Technology Design Paradigm, pp. 152- 156.

Michael Conteh, 2011. Adolescent Pregnancy in Namibia. Paper presented at a) the Second International Conference on Gender, Education and Research, 12 – 14 December 2011, Maputo, Mozambique.

Michael Conteh, 2011. Women's Participation in Politics and Decision Making in Namibia: The Case of the 2009 Elections. Paper presented at the Second International Conference on Gender, Education and Research, 12 – 14 December 2011, Maputo, Mozambique.

Technical Research Reports

Michael Conteh, 2011. Mapping of HIV and AIDS on Stigma and Discrimination. City of Windhoek, Windhoek, Namibia.

Michael Conteh, 2011. An HIV and AIDS Workplace Evaluation Study with GTRP/ Ministry of Health and Social Services and GIZ.

Michael Conteh and Davis Mumbengegwi, 2011. Malaria Diagnosis and Case Management in Namibia: Baseline Survey.

Michael Conteh, 2011. The rights of people with albinism: Human rights based comparative analysis. LLB Research Report

Iwanette Du Preez, Emmanuel Nepolo, Rina Siyengwa, Martin Shapi, Ahmad Cheikhoussef and Davis Mumbengegwi, 2011. Study on Indigenous Medicinal Knowledge in Caprivi Region. Multidisciplinary Research Centre (MRC), University of Namibia.

Ahmad Cheikhoussef and Kenneth Matengu, 2011. Report on previous research & development on indigenous knowledge system (IKS) from 2008-2011 between MRC-UNAM & the Research, Science and Technology Directorate of the Ministry of Education, Multidisciplinary Research Centre (MRC), University of Namibia.

Ahmad Cheikhoussef, 2011. Pilot Study on the Indigenous Knowledge Systems on Foods and



Students at the Hifikeypune Pohamba Campus.

Beverages in selected areas in Karas Region, Multidisciplinary Research Centre (MRC), University of Namibia.

Van Rooy, Eline Amadhila (2011) Qualitative analysis of Work Package 3 (Phase 1) Country report: Namibia

Van Rooy, G., Amadhila, E., & Shaamhula, L., (2011) Views from the Frontline; Country Report (p.37)

Community Engagement

The MRC provided advisory support to the Ministries of Health and Social Services Lands and Resettlements; Environment and Tourism; Education; Agriculture, Water and Forestry; the Namibia Standards Institute, Namibia Association for CBNRM Support Organization; National Forestry Committee and to the Regional Agricultural and Environmental Initiative Network. The Head of Education Programme represented the MRC at the ETSIP Mid-Term Review Meeting and on the National Conference on Education Technical Preparatory Committee.

TEACHING AND LEARNING IMPROVEMENT UNIT (TLIU)

Director: Dr. Rakel-Kavena Shalyefu

Introduction

The role of the Teaching and Learning Improvement Unit is to improve the quality of teaching and learning within the University. The Unit exists to provide continuous professional development programmes, policies and guidelines to improve the quality of teaching and learning practices in general.

In accordance with the UNAM mission, the function of the TLIU is to provide excellent services with regard to the:

- Development and review of policies and guidelines related to teaching and learning at university;
- Management and coordination of continuous professional development programmes for teaching at higher education level;
- Management and coordination of timetable, venues for teaching, learning and examination;
- Management and administration of the examination;
- Facilitation of the evaluations, mentoring and peer assistance in teaching and learning; and
- Establishment of links with regional and international partners in promoting excellence in teaching and learning at higher education level.

The Strategic Objectives of TLIU are to: improve the quality of teaching; increase the research output; improve the availability of information to staff; strengthen international liaison and collaboration; and to establish a new identity of the unit.

Activities Undertaken

The Unit developed the following policy and guideline documents during the period under review:

- Continuous Professional Development Seminars and Programme for Professional Qualification (in the process for submission to the NQA for registration & to the NCHE for accreditation)
- UNAM Teaching and Learning Policy
- Mentorship Policy (Student-Student & Student-Lecturer)
- Collaborative/Team Teaching Guidelines
- Peer Review Guidelines
- Classroom Visit Guidelines

Seminars

The Teaching and Learning workshops/seminars' content and the Continuous Professional Development Programmes are designed to respond to the needs expressed by academic staff. In response to such needs, and in support of academic teaching staff, the TLIU presented the following workshops to 514 participants:

Induction Workshops

The TLIU conducted induction workshops for the academic staff appointed since 15 June 2010. The seminars aimed at introducing and familiarizing new lecturers with the UNAM teaching culture, accepted practices, and standards and policies guiding teaching and learning. Such induction workshops are perceived as a tool to orientate new lecturers to the University system and to make

them feel at home, motivate them, encourage their confidence and to enable them to progress and grow within the University. The workshops took place at the UNAM Main campus and at the Hifikepunye Pohamba campus.

TLIU Faculty Development and Curriculum Revision Seminar

This seminar was arranged in partnership with the University of Prince Edward Island (UPEI) in Canada. The workshop took place at the UNAM Main campus and targeted academic staff from the Faculty of Science. The facilitators were Dr. Barb Campbell, Dr. Larry Hale and Dr Wayne Cutcliffe from UPEI. About 25 participants attended the workshop. The facilitators worked closely with UNAM colleagues to build on their existing teaching support services using the “train the trainer” approach. Facilitators shared their knowledge and experiences, as well as their philosophy of teaching with peers at UNAM. The end product was to build a framework for a sustained commitment to delivering an integrated academic support service. The same facilitators proceeded to the Office of the Deans of Students (ODS) and helped with establishing a system for student mentorship.

Classroom Testing and Student Assessment Seminars

These seminars are popular and ever more on demand as many lecturers are struggling with setting student assessment tasks. The content is divided into three different sessions:

Part I focuses on the University tests and examinations rules and procedures. Part II focuses on ‘HOW TO’ while part III continues with more innovative assessment strategies and techniques.

TLIU Curriculum Review Updates Seminar

These were half-day seminars that ran parallel at the Main campus and at the Oshakati campus and were attended by 61 participants. The Director of Academic Affairs Dr. Erica Maass facilitated the seminar at Oshakati campus while Dr. R. Kavena Shalyefu facilitated at the Main campus. The seminar primarily focused on the Curriculum Review Procedures, NQA expectations and on ‘how to’ review the curriculum.

TLIU Professional Development Seminars

Seven academic professional support seminars were conducted by Professor Jim Knight, an Exchange Fulbright Scholar from the University of Arizona who was seconded to the TLIU. The seminars were divided into two sessions, Teaching Effectiveness and Student Achievement and Classroom Climate. The seminars took place at seven of the 10 University campuses and were attended by 142 participants.

Collaborative/ Team Teaching and Peer Review Session

This workshop took place at the main campus and was facilitated by Dr. Barbara Campbell, Prof. Treena Smith and Prof Anne Bartlett from the Webster Centre for Teaching & Learning at The University of Prince Edward Island (UPEI). Thirteen participants attended the workshop and commented that it was extraordinary.

Innovative Teaching & Learning Strategies

This workshop targeted lecturers at northern campuses namely Ogongo, Oshakati and Hifikepunye



UNAM prides itself with being a melting pot of cultural diversity!

Pohamba campus. The facilitators were Dr. Dolores Wolfaardt and Dr. R. Kavena Shalyefu. A total number of 59 participants attended the workshop. Participants highly appreciated the workshop and suggested that the workshop should be scheduled earlier during the academic year to accommodate academic staff members who were invigilating examinations.

Continuing Professional Development (CPD) Programme

A concept document was developed to sensitise the UNAM community on the upcoming continuous professional development programmes for academic teaching staff with a possibility of compulsory modules for all lecturers as well as optional modules. The CPD programme was designed for higher education professional certification and for the teaching staff accreditation purposes. The Pro-Vice Chancellor Forum approved the idea and recommended that the TLIU finalise the CPD programme and follow the necessary procedures for NQA registration and NCHE accreditation.

Strengthening of Internal Relationships

The working relationship between centres/units/faculties was strengthened by reviving the TLIU Advisory Board. The Board is composed of representatives from each faculty and each campus. The members of the Board are seen as coordinators for all teaching and learning activities at their respective centers/units/faculties.

Maintenance of Student Evaluation System

The student-lecturer evaluation forms were successfully administered at the end of semester/year courses. All lecturers and the respective Faculty Deans and Heads of Department received the evaluation reports for their attention and further action as needed.

Workshop Evaluation Reports

The reports of the TLIU workshop evaluations have been very encouraging. In addition to the positive comments about the impact of the workshops on the teaching staff, the evaluation forms make provision for suggestions and improvements. The suggestions from the participants guide the unit for further new innovations. The TLIU has also administered a staff development needs assessment survey to assist in serving the academic staff better.

International Partners

The Unit forged a partnership with the University of UPEI that resulted in the exchange of professors. The visiting professors facilitated various seminars at different faculties. The seminars addressed topics on the following: teaching effectiveness, student achievement, Classroom climate, how to promote deep learning and an effective lecturer, how to teach large classes.

Conference/Workshop Attendance

The Secretary, Mrs. Carmen Swartz attended a workshop on web-design (2010), advanced office management & administration skills at Hilton, Johannesburg 16-19 August 2011. This seminar will enhance her skills as she represents the TLIU on the website committee.

The Administrative Assistant, Ms. Ester Kalipi and Ms. Carmen Swartz attended the Perfect Corporate Executive, PA, Secretary & Office Manager Summit in Pretoria. Ms. Ester Kalipi also attended an Office Administration International Symposium.

The Director, Dr. R. K. Shalyefu attended several workshops on Institutional Self Evaluation and External Evaluation/Audit.

Study Visits

The TLIU Director, Dr. R. K. Shalyefu visited the Directorate of Institutional Research and Academic Planning at the University of Free State to learn how to handle teaching and learning activities and support academic staff support and also attended a workshop on Researching Learning at Rhodes University.

The study visits were part of the benchmarking strategy to benchmark on the Unit's performance against other equivalent reference point nationally or internationally for goal setting and self-improvement.

Research and Publications

Despite the fact that there was only one professional staff in the Unit, one research publication was accepted by the Indigenous Knowledge Systems Journal.

Activities of other Units



State-of-the-art equipment to boost students interest in various research fields.

CENTRE FOR QUALITY ASSURANCE AND MANAGEMENT (CEQUAM)

Director: Dr Sifiso Nyathi

Introduction

The Centre for Quality Assurance and Management (CEQUAM) facilitates UNAM's Quality Enhancement by observing the following values:

- That all members of UNAM (staff & students) observe a culture of quality at all times;
- That UNAM's clients or customers (students being the major customers) attain their value for money;
- That UNAM is fit for and of purpose by achieving its Mission, Vision, Values and strategic priorities, and contributes to the realization of Vision 2030;
- That UNAM graduates are indeed transformed and properly prepared for life, work, and citizenship so that they are able to contribute to economic and social development of the country;
- That UNAM improves its national and international reputation as an institution offering a range of high quality and relevant programmes;
- That UNAM graduates are competitive in the global market;
- That all the programmes offered at UNAM are registered on the Namibia Qualifications Framework (NQF);
- That UNAM as an institution, its programmes and personnel are accredited by reputable agencies; and
- That all processes and practices of UNAM (Academic, administrative and support services) are of high quality and benchmarked against international best practices.

Major Activities

Institutional self-evaluation

In August 2011, CEQUAM successfully coordinated an institutional self-evaluation exercise which preceded the External Audit by Europe-Africa Quality Connect. The self-evaluation process was undertaken by a panel appointed by the Vice-Chancellor, comprising of 15 members from the University of Namibia community. The self-Evaluation Panel comprised the following members: Ms. Y. Dausab – Senior Lecturer in the Faculty of Law; Dr. F.S. Nyathi - Quality Assurance Director; Dr. M. Mostert - Senior Lecturer in the Faculty of Education; Mr. A. Fledersbacher – Registrar; Mr. B. Kaurivi – Lecturer in the Language Centre; Mr. C. Mabhiza – Senior Librarian; Mr. E. Tjiramba – Director for Marketing and Communication; Dr. E. Maass - Director of Academic Affairs; Mr. K. Mbangu – Director for Strategic and Physical Planning; Mr. N. Kadhila – Quality Assurance Coordinator; Mr. R. Izaks – Human Resources Director; Mr. R. van Rooi – Assistant Bursar; Mrs. I. van Wyk – Assistant Director for Estate Services; Ms. H. Taapopi – Student Representative Council: Academic Affairs; Dr. A. Ogunmokum – Deputy Dean for the Faculty of Engineering and Information Technology; and Ms. J. Aipanda – Administrative officer for the Quality Assurance Department.

Ms. Dausab, the Chairperson of the Panel was responsible for overseeing and leading the coordination of the self-evaluation process. The self-evaluation was conducted on various aspects of the University's mandated activities, namely: institutional vision, mission, goals and objectives; governance and general management; institutional quality assurance management system; strategic planning; human resources management system; financial resources management

system; infrastructure and learning resources; library services; institutional information; curriculum planning, design and development; teaching and learning; student support and progression; research, development and extension; community engagement; stakeholders relation; and internationalisation.

The self-evaluation panel took a bottom-up approach to collect the data and used a purposeful sampling technique to identify individuals who participated in the interviews. The data was collected through interviews with various members of the University community. Members were selected from the academic, support services and administrative staff. The exercise also included the students' representative body, reflecting the University's view that involvement of and input from all units of UNAM was important to the process of preparing the institutional self-evaluation.

The information generated, including data collection, was analysed for inclusion in the Self-Evaluation Report, which was used by the external team of experts as a basis for evaluation. The self-evaluation exercise was generally a success and the external audit team was satisfied with the self-evaluation report.

External Audit

During 2011, for the first time in its history, UNAM subjected itself to a peer review process through the stewardship of CEQUAM. The evaluation was performed in the framework of the project Europe-Africa Quality Connect: Building Institutional Capacity through Partnership. This was a joint project by the European University Association (EUA) and the Association of African Universities (AAU), and funded by the European Commission through the Erasmus Mundus project.

The evaluation took place during two visits. The team undertook a first visit to the University from 5 to 7 September 2011 and a second visit from 26 to 29 February 2012.

The evaluation team consisted of: Tove Bull, former Rector, University of Tromsø, Norway (Chair); Yasser El-Wazir, Director of the Quality Assurance Centre and Chairman, Department of Physiology, Sues Canal University, Egypt; Olugbemiro Jegede, Secretary General, Association of African Universities, Ghana; Apiyo Okwiri, Erasmus Mundus Alumna, Kenya (Student Member); and Jethro Newton, Dean of Academic Quality and Enhancement, University of Chester, UK (Team Coordinator).

The team summed its observations in the following manner: "By inviting a team of IEP experts to evaluate its organisational arrangements, UNAM has shown itself to be a forward-looking university; The Team notes UNAM's key role in the achievement of national strategic goals and congratulates UNAM for contributing to a knowledge-based economy; Despite constraints, and the challenge of providing higher education across Namibia, the University shows great commitment to the nation's Vision 2030; The Team notes that, in seeking to achieve its Vision and Mission, UNAM has further work to do in improving understanding in this area amongst staff and students."

The promising findings also gave pointers to areas that will require improvement by UNAM in five strategic priority areas which I mentioned above, namely Governance, management, strategic planning, and organisational issues; Quality assurance, quality management, and quality culture; Developments in learning and teaching; Research, knowledge transfer, and consultancy; and External relations. The university has committed itself to a four-year implementation of recommendations ensuing from the evaluation report so as to continually steer the quality of UNAM to greater heights.

Quality Assurance capacity-building workshops

From 18 - 19 April 2011, Dr S Nyathi and Dr N Kadhila attended a capacity-building workshop that took place in Accra, Ghana. The workshop exposed the participants to the guidelines and methodologies for Institutional Programme Evaluation (IPE) and equipped them with skills required for conducting institutional self-evaluation and coordination of external quality audit.

On 4 and 5 February 2011, CEQUAM held a Quality Assurance capacity-building workshop for quality assurance committee members at Omashare Lodge in Rundu. The workshop was facilitated by well renowned quality assurance experts including, among others Dr Louis van der Westhuizen from the University of the Free State; Dr Daniel Coetzee and Ms Luclaire Airey from Cape Peninsula University of Technology.

On 6 August 2011, CEQUAM held a Quality Assurance capacity-building workshop for student leaders in Katima Mulilo. The workshop was facilitated by CEQUAM, UNAM SRC Academic Affairs and student leaders from the University of Cape Town. It attracted students from UNAM's outlying campuses such as Hifikepunye Pohamba Campus, Ogongo Campus, Rundu Campus, Ongwediva Engineering and IT Campus, Oshakati Campus and Katima Mulilo Campus.

Between 17 and 19 August 2011 Mr B Kaurivi attended a Southern African Association for Institutional Research (SAAIR) forum/conference at Monash University, South Africa. The forum was attended by delegates from different stakeholders, including Institutions of Higher Learning, Professional Bodies and Quality Assurance Agencies, and it provided an opportunity for networking and exchanging of experiences on Quality Assurance in Higher Education.

Visit to the University of Cape Town (UCT)

In August 2011 UNAM SRC members (Ms Helena Taapopi and Mr Jimmy Namutenya), and some staff members, (Mrs Aina Kamati, Mr Martin Mutumba, Ms Saima Nghihalwa, Ms Johanna Aipanda) visited the University of Cape Town to participate in that institution's Student Quality Forum as per the Memorandum of Understanding existing between CEQUAM and UTC's Quality Assurance Department. The purpose of the visit was to benchmark and learn from UCT's best practices. The workshop was a success and it paved the way for the Establishment of UNAM's Student Quality Day.

Publications

Dr S Nyathi and Dr N Kadhila published a Chapter titled Quality Assurance in Higher Education in a book titled Comparative Education: An introduction. Keurkopie Uitgewers, Noordbrug.

The following Quality Assurance documents were also developed and published by Dr S Nyathi, Dr N Kadhila and Ms J Aipanda:

- Quality Assurance manual
- Institutional Self-Evaluation Report
- Guidelines for Developing NQF-Aligned Qualifications

New appointments

On 1 August 2011, Mr Bethold Kaurivi joined the CEQUAM family as a Quality Assurance Coordinator responsible for Administrative Divisions.

COMPUTER CENTRE
Director: Mr Nabot Uushona

Introduction

The activities undertaken by the Computer Centre during the period under review were in fulfillment of its mandate as per its two core objectives which are to: ensure that the university operates as efficiently as possible by rolling out relevant technologies; and to ensure that ICT becomes part of students' everyday life to allow our graduates to drive ICT adoptions at work places after graduating.

In order to achieve the first objective, the following activities were undertaken during the year under review:

Internet Bandwidth Management System

The Computer Centre acquired a state-of-the-art bandwidth management system that will enforce the Internet Usage Policy and aid in decision-making with regards to bandwidth upgrades. With this system, the Computer Centre is now able to monitor the use and abuse of Internet bandwidth. The system will identify non-work related activities and take preventative measures.

Former Colleges' Local Area Networks

The four former Colleges of Education (Katima Mulilo, Rundu, Windhoek and Ongwediva) were merged with UNAM with no local area-networking infrastructure. The Centre installed local area networks at these campuses.

Disaster Recovery and Business Continuity

A disaster recovery data centre was established in the Y-block that allows critical data such as financial information and students' records to be replicated in real time from the Computer Centre data centre. This set up would allow the university to continue operating should the Computer Centre data centre be completely out of service as a result of a disaster such as fire, etc.

Cost Effective Internet & Inter Campus Connectivity

The Computer Centre renegotiated the contract with the then existing ISP and reduced the period from three years to one year. After one year, a public tender was advertised and the contract to provide the Internet and inter campuses connectivity was awarded to a new ISP. The Computer Centre managed to realize a savings of N\$1,8 million per year for more capacity under the new contract.

The Integrated Tertiary Software (ITS) Upgrade

The ITS system was upgraded to a newer version. With the new version in place, the Computer Centre was able to develop My UNAM portal, which was integrated into this system.

In order to achieve the second objective of ensuring that ICT becomes part of students' everyday life to allow our graduates to drive ICT adoptions at work places after graduating, the following activities were undertaken during the year under review:

Students Technology Fees & Wireless Network Connectivity

In order to fast track the roll out of various ICT services for students, an annual student technology fee of N\$300.00 per students was proposed and implemented. A project was also initiated to roll out wireless networks to all campuses including students' hostels. Free Internet connectivity will be provided to all Unam registered students. This is made possible by the introduction of the students' technology fees.

My UNAM Portal

The Computer Centre developed a web-based portal that allows students to check their academic records, examination results, financial information, examination timetables and lecture notes online.

Students Printing & Copying

The Computer Centre was mandated to take over the students' printing and copying from the Estate Services department. With the handover, the Computer Centre implemented a state-of-the-art printing and copying solution for students and staff that allows users to print and pick up papers at any printers, place and at any campus. Vending machines were also introduced and integrated into the printing solutions so that students can load their printing accounts with money at any time of the day. This solution has reduced student queues at the printers and no more printing accounts payments at the UNAM cashiers.

Students Single Sign On Solution

UNAM students used to have different usernames and passwords for different services such as making copies, connecting to the Internet, for e-learning, etc. Too many usernames and passwords for one user usually slows down technology adoptions. Against this background, the Computer Centre implemented a solution that integrates all usernames and passwords into one username and password for each user. With this solution, students now only have one username and password for various services such as printing, copying, Internet, Wireless, library computers, labs computers, My UNAM portal, etc.

Web and Mobile Enabled Students Email Facility

An email solution was implemented that allow students to read and send emails from the web and mobile phones. The mobile functionality was used to leverage the technology (mobile phone) that students currently use to access the Internet.

Challenges

The first challenge faced was the long project rollout time due to the sheer size of the university. It takes very long to roll out new services to all campuses and centres. The second challenge faced was that of lack of qualified personnel.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) UNIT

Director: Dr John Nyambe

Introduction

The Continuing Professional Development (CPD) Unit exists to serve as a collaboration or coordination point in the professional development of educators in Namibia. The CPD Unit is under the Office of the Pro-Vice Chancellor: Academic Affairs and Research. The Unit was established in February 2011 following a Grant Agreement that was signed between the University of Namibia and the Millennium Challenge Account Namibia (MCA-N) to support the Namibian education sector in establishing a seamless and coordinated CPD system for educators. A National CPD Consortium, with an Advisory Committee drawn from the Ministry of Education directorates of National Institute for Educational Development (NIED), Programme Quality Assurance (PQA), and the UNAM Faculty of Education, was also established as a key step in setting up the National CPD system. A key objective of CPD is to improve the quality of teaching and learning in Namibian schools through continued professional learning of educators.

The mandate of the Unit is to:

- Provide leadership in the establishment of a coordinated and seamless CPD system for educators in Namibia;
- Facilitate the identification of priorities for CPD and ensure coordination and collaboration in planning, designing, development and implementation of CPD programmes and activities;
- Develop and implement a credit hour award system for CPD recognized by UNAM, and design and manage a database of credit hour accumulation by educators;
- Provide rigorous and sustained monitoring and evaluation (M&E) of all CPD programmes and activities to inform CPD planning and decision making; and
- Facilitate capacity building of partner institutions.

Activities

One of the key activities during the year under review was the successful establishment of the CPD Unit at UNAM. With the appointment of the Director in June, the Unit started off by focusing on defining and writing job descriptions, recruitment and induction of staff members. By November 2011, the Unit was fully functional with all positions filled. Once this initial step was met, energies were now redirected into designing CPD systems and frameworks, especially the coordinated and seamless CPD system that culminated into the conceptualisation of a "Decentralised CPD Model for Educators in Namibia". This model has come to serve as the overall umbrella concept that guides the structuring and provision of CPD for educators in Namibia across the stakeholder groups within the Ministry of Education and UNAM's Faculty of Education. The development of the Model was accompanied by related activities such as regional consultations on the Model itself to seek broader stakeholder inputs, the ongoing establishment of regional CPD coordinating committees and the official launch of the coordinated CPD system by the Honourable Minister of Education, Dr. Abraham Iyambo.

Towards the end of 2011, the system of collaboration in CPD was field-tested. This entailed constituting a team of trainers from across the stakeholder groups of the UNAM Faculty of Education, the National Institute for Educational Development (NIED), Programme Quality Assurance (PQA) and Directorate National Examinations (DNEA) to plan for CPD intervention

for teacher educators on how to use diagnostic learner performance data, such as the Standardised Achievement Test (SAT) results, to inform instruction in pre-service teacher education. The intervention focused mainly on the key areas of Mathematics, Science and English. With funding by UNESCO, this first CPD intervention was held at the Hifikepunye Pohamba Campus (HPC) and was attended by teacher educators from the UNAM Faculty of Education Campuses of Rundu, Khomasdal and HPC.

Despite the many successes within its short time of existence, the Unit also faced some challenges, especially at the level of conceptualisation of CPD systems and frameworks. Most notable is the absence of good antecedent exemplars across the globe where lessons could be drawn by the Unit particularly on credit award of short term CPD activities to be used by recipients for certification towards advanced university degrees. While the Namibian CPD system should be commended for venturing into pioneer work regarding university credit bearing short term CPD, this is proving to be a challenge as there are no good prior examples to learn from.

The other challenge is how to successfully bring together CPD players who have in the past operated in a system that was heavily characterized by work in isolation, fragmentation, duplication and unnecessary competition among CPD players. These old practices tend to linger around and interfere with the development of the new system of a coordinated approach to CPD provision.

ESTATE SERVICES

Director: Mr Reino Hasheela

Introduction

The year of 2011 was a year of success for the Department of Estate Services. The Department was blessed with the recruitment of numerous staff members, including two very dynamic Assistant Directors, one for Maintenance and the other for Capital Development. High rainfall that was experienced across the country posed several challenges, including the leakage of roofs, damage to the campus roads and flooding of offices and classrooms, particularly at the Oshakati Campus. The rains also caused delays to many construction projects.

Former Colleges of Education

The former Colleges of Education started to function as part of the University of Namibia at the beginning of the year under review. This meant that the improvement of the facilities was a top priority. The hostels at the Katima Mulilo, Rundu and Hifikepunye Pohamba campuses were renovated. Classrooms were enlarged by merging smaller ones and offices were created by partitioning some areas. The cracked library at the Katima Mulilo Campus was renovated and many of the buildings received a coat of paint. The status of sewer networks necessitated urgent interventions at these campuses, and as a result more than N\$ 2 million was spent at the Khomasdal campus alone. For safety and security, major debushing activities were carried out at the Hifikepunye Pohamba Campus and an internal palisade fence was constructed. Air conditioners were installed on a large scale at the campuses. The design of new lecture halls for Rundu and Katima Mulilo Campuses were also commissioned. The total expenditure at the former colleges of education amounted to about N\$20 million in 2011.

Projects

Close to N\$200 million was spent on construction projects on our Campuses and Centres across the country. At the Ogongo campus alone, the sewer ponds were rehabilitated as well as the pump station, staff houses and student hostels were renovated and the total overhaul of the administration building was underway. A feasibility study for the Veterinary Medicine School was completed. The Veterinary Medicine School is planned to be located at Neudamm Campus and it will be constructed in phases.

School of Medicine

The urgency of the facilities development shifted to the student accommodation at the School of Medicine (SoM). SoM management prioritized the relocation of the students to be closer to the lecture venues for the purpose of successful implementation of the curriculum. The Life Science II Building also made steady progress toward completion. Its completion is only due in October 2012.

Faculty of Engineering

The completed phase of the buildings went into use. Construction for Phase 2 of the project commenced during March 2011, but to a difficult start due to heavy rains that went on till end of May. The phase was split into stages A and B. Stage A was to be completed by February 2012.

Student Accommodation at the Main Campus

UNAM contracted Hanganeni Emona to develop hostels on a Public-Private Partnership basis. The construction commenced in June 2011 but came to a halt barely a month after that due to some technical difficulties. It was agreed to register leasehold over the piece of land to serve as security for the financing of the project. It is expected that construction will continue once this registration is finalized.



Engineering student relaxing in her hostel room at the Ongwediva Campus.

UNAM FOUNDATION
Director: Ms Lorna Mbware

Introduction

As the University of Namibia's central fundraising arm, the Foundation's key functions are to raise funds and get friends for the University of Namibia. The Foundation thus strives to align and associate itself with captains of industry, to help the University achieve its short and long-term objectives. It not only fundraises to support research projects that address pertinent public and industry specific needs, but to support needy and talented students with scholarships and bursaries, as well as infrastructure development. During the past year (2011), the Foundation managed to raise close to N\$1,4million for research and development and about N\$1million for student assistance. The Foundation would not have attained any success in achieving its mission without its friends and partners in the public and private sector.

Activities

Chancellor's Golf Day

The UNAM Foundation hosted its second Chancellor's Golf Day on Friday, 22 July 2011. A total of 25 teams participated in what proved to be a day of great enjoyment. With support from UNAM's friends every team won a prize. There were also six spot prizes for "longest drives" and "nearest to the pin" as well as a prize for the best-dressed team. The winning team on the day was the Abakuo 1 team. The evening ended with a well-attended braai.

The profit realised from this event amounted to N\$37,235 and the committee agreed to put an amount of N\$10,000 in reserve for next year's event. The rest of the money was donated to the UNAM Student Hardship Fund to provide accommodation for two Medical students who were identified for assistance by the Office of the Dean of Students.

| Item | Amount (N\$) |
|-----------------------|---------------|
| Team entry fees | 75,000 |
| Holes sponsored | 9,000 |
| Spouses' meals | 600 |
| Cash Sponsorships | 2,000 |
| (Less Event Expenses) | (49,365) |
| TOTAL INCOME | 37,235 |

Commercial Developments

Rundu Agricultural Project

The Foundation commenced discussions in 2010 with the Kavango Regional Council and the community to implement an agricultural project in the area, with the technical assistance of the relevant UNAM Faculties. It is envisaged that this project will bring socio-economic development and food security to this region of Namibia.

Significant progress was made with the Regional Council agreeing to provide land for the project and negotiations with an anchor sponsor almost finalised. It is hoped that the project will commence early in 2012.

The Student Residences (Hostels) Project

A students' hostel project, to be run as a Public/Private Partnership between UNAM and Hanganeni, valued at more than N\$60m once completed, was launched and is expected to provide accommodation for 800 students and incorporate recreational areas and parking bays for tenants.

Construction was intended to be finished by the end of the year under review. However, the project hit some technical snags relating to registration of a portion of the Erf and finalisation of the financing.

Capital Projects

The Foundation continued to capitalise on exploiting a worldwide trend of companies donating funds to capital projects in exchange for naming rights and similar forms of recognition, specifically in the funding of facilities such as classrooms, laboratories, reading rooms and so on. With respect to the Engineering Faculty, all available laboratories and classrooms (already completed) have been allocated naming rights due to the positive contributions from the private sector.

The Foundation was able to raise the following donations for the Faculty of Engineering & IT:

| Organisation/Individual | Value of Donation |
|-------------------------------|-------------------|
| His Excellency, Dr Sam Nujoma | 10,000 |
| Nampower | 1,000,000 |
| Bank of Namibia | 150,000 |
| Hon. L. Kuushomwa | 1,000 |
| First National Bank | 4,000 |
| Hon. C Kashuupulwa | 2,000 |
| Comm. N. Kashihakumwa | 1,000 |
| Bennie's Entertainment Park | 20,000 |
| Prof. R Auala | 1,000 |
| Karibib Mini Market | 100,000 |
| Kambwa Trading | 10,000 |
| O Mwandemele | 2,500 |
| Shali Drilling | 50,000 |
| O Kapia | 4,500 |
| TOTAL | 1,366,000 |

Resource Mobilisation

Privately run, On-Campus Commercial Enterprises and Lease of Office Space

During 2011, the UNAM Foundation continued to facilitate the University's efforts to optimise revenue from various privately run on-campus, commercial enterprises, acting as contracts administrator and relationship manager for the various outlets and facilities. Income earned from these enterprises during 2011 is reflected below:

| Outlet | Income Earned (N\$) |
|---------------------------------|---------------------|
| Campus Bookstore | 100,000 |
| Leisure Centre | 32,515 |
| The Grub Cafeteria | 146,410 |
| Independence Take-Aways | 54,118 |
| Student Dining Hall | 320,000 |
| Neudam & Ogongo Dining Halls | 83,930 |
| Standard Bank ATM | 13,738 |
| First National Bank ATM | 13,738 |
| Bank Windhoek ATM | 13,738 |
| Staff Common Room | 42,350 |
| RAEIN Africa | 99,377 |
| MTC | 57,945 |
| Namibia School of Business | 360,690 |
| Leo Namibia | 13,013 |
| UNIPOLY | 26,532 |
| Cum Laude | 19,468 |
| Ogongo Clubhouse | 22,500 |
| Ongwediva Engineering Cafeteria | 50,000 |
| Oshakati Cafeteria | 40,500 |
| TOTAL | 1,478,047 |

Student Assistance

External Projects administered by the Foundation

One project funded by an American organisation and managed by the Foundation, is the Deep Roots School Scholarship programme. This charitable programme, approved by the Board of Trustees in 2003, has only a minor tertiary student funding component and targets mainly indigent female learners in secondary schools throughout Namibia. The Foundation earns a modest management fee in return for its administrative responsibilities and income from this project amounted to N\$7,193 for the 2011 financial period.

Student Financial Assistance Scheme

Activities in this regard continued to yield modest but steady results. Financial assistance raised during 2011 was as follows:

| Organisation/Fund | Funds Donated (N\$) |
|--------------------------------------|---------------------|
| Distell Bursary Scheme | 35,000 |
| Girls Scholarship Programme | 197,314 |
| International Commercial | 200,000 |
| Investec Bursary Scheme | 83,620 |
| KDG Autolink | 19,000 |
| United Delicatessen | 30,000 |
| Independence Take-Aways | 15,000 |
| PACT Namibia Bursary Scheme | 251,206 |
| Deep Roots School Scholarship Scheme | 63,456 |
| PPS | 20,000 |
| TOTAL | 914,596 |

Alumni Relations

The Alumni Relations Office's focus is mainly towards fulfilling one of the University's strategic objectives of creating and maintaining a lifelong link between the institution and its graduates, as well as the broader community. It fosters a sense of loyalty between the University and its Alumni by means of providing networking opportunities, local Alumni activities and events. As of 2011, the Association embarked on recruitment and awareness campaigns by providing students, graduates and friends of the Foundation with vital information on its existence and how they could help the institution attain its goals. In addition, Alumni events and activities of the University seek to make a meaningful contribution through resource mobilization, skills transfer (public lectures and panel discussions) and expertise towards mentoring of the students.

The fact that there are minimal benefits for the registered and paid up members presented a serious challenge to the alumni office in terms of convincing graduates to pay their membership fees. It was also not easy to convince the Executive members to attend meetings and University events. The association continued to face challenges in convincing graduates to be ambassadors of the University.

By the end of 2011, 800 graduates were added to the existing database of UNAM graduates taking into consideration that it is a voluntary association.

Foundation Staff Responsibilities and UNAM Committee Membership

The Foundation served on numerous University Committees. As a member of these committees, the Foundation values the opportunity these meetings allow in terms of exposure to institutional concerns and priorities, and in respect of the interaction it provides at operational level with other line managers.

RESEARCH AND PUBLICATIONS OFFICE

Director: Professor Isaac Mapaire

Introduction

The Research and Publications Office (RPO) has a mandate to coordinate and manage all research activities of all academic Units of the University of Namibia. During 2011, the RPO continued to perform its duties within this mandate under the leadership of Professor Isaac Mapaire as Research and Publications Coordinator, Dr. Gilbert Likando as his Deputy and Ms. Pamela Claassen as Research and Publications Officer. During the year under review, the RPO doubled its efforts in promoting a research culture and enhancing research capacity within the University. Some of the activities are summarized below.

Establishment and Enhancement of Research Management Structures

In an effort to improve research coordination across all campuses at the University, the Research and Publications Office established Research and Publications Committees at Rundu, Katima Mulilo and Hifikepunye Pohamba campuses. These Committees are now fully functional. Existing committees in Faculties and Centres were revitalized by making sure that they did not operate on an ad hoc basis but to be standing committees representative of the diversity of subject areas offered within the Faculty/Centre, operating under revised terms of reference. Chairpersons of these committees sit on the University Research & Publications Committee (URPC), which is a Senate Committee. The number of Representatives from the Faculties/Centres/Campuses on the URPC stood at eighteen during the year 2011.

Workshops, Visits and External Engagements

The RPO participated in the Induction Workshop for new staff organized by the Teaching & Learning Improvement Unit (TLIU). This served to introduce the mandate, functions and operations of the RPO. Procedures for applying for research, publications and conference funding were explained to workshop participants. The RPO initiated Capacity building Workshops at Rundu, Katima Mulilo, Hifikepunye Pohamba and Khomasdal campuses, with the aim to improve writing skills, and in particular on how to write research proposals, and how to write for quality academic publishing. These workshops were well received by participants and they identified specific areas in which they would like more training.

The Research Coordinator, Prof. Mapaire, accompanied the PVC: AA&R, Prof. O.D. Mwandemele, as part of a UNAM delegation that visited Sweden and Finland in March. The institutions visited in Sweden were University West, Uppsala University and the Nordic Africa Institute. In Finland, the University of Helsinki, Oulu University and University of Eastern Finland (Kuopio and Joensuu campuses) were visited. In the discussions held at each institution, possibilities of collaborative research, mentorship and capacity building in research were discussed. The trip was very successful and there are great opportunities for collaboration in research and capacity building/mentorship with most of the Institutions visited.

The Research Coordinator represented the University at the third SANORD International Conference at University of the Witwatersrand, Johannesburg, which was held from 27 to 30 November 2011. He and his Deputy, Dr Likando also attended the Southern African Research and Innovation Management Association (SARIMA) Workshop in Gaborone, Botswana, on behalf of the University. The SARIMA Workshop was held on 11 and 12 October 2011, and it was a Capacity-building Workshop aimed at providing training and support to research and innovation managers from institutions in the SADC region. Topics covered were: Practical Guide

for Research and Innovation Management; Leadership for Research and Innovation (Roles & Responsibilities); Science Communication and Communicating Research; and Technology Transfer & Innovation issues. During the year under review, Prof. Mapaire was appointed to the Research School for Social Sciences in Eastern and Southern Africa (RESSESSA) Technical Advisory Board of the Organization for Social Science Research in Eastern and Southern Africa (OSSREA). In that capacity, he attended an Advisory Board meeting and Research Methodology Training Course in Nairobi, Kenya, from 22 to 26 August 2011.

The RPO continued to hold discussions with the Directorate of Research, Science & Technology (DRST) in the Ministry of Education on various issues of mutual benefit. One of the issues concerned the progress on the establishment of a Commission on Research, Science & Technology which will lead to the establishment of a Research Fund, which would be crucial in boosting research in Namibia. The Director of the DRST, Mr Alfred Van Kent assured the University that the Commission will be established in 2012.

Research and Publications Activities

The RPO, together with the Library, engaged Elsevier to learn about their products that might enhance research and publication activities at the University. Of special interest were Scopus and ScienceDirect. Subsequently, a proposal for subscription for the two products was developed and approved by the Vice-Chancellor's Management Committee (VCMC). This is a great step taken by the University because, from 2012 UNAM staff and students will have access to a wide range of current literature in the form of thousands of journals and to enhance their research and publication outputs.

The RPO continued its efforts to foster a culture of research, which is evident in the quality of publications emanating from the research findings, which also reflects the profile of the University. Various Faculties and Centres were actively engaged in a number of needs-driven research projects during the year. This year, the RPO received requests for research funding for about N\$ 3 million. The total number of RPO approved projects through the University Research and Publications Committee (URPC) were 22, compared to just 4 during 2010, reflecting a huge increase from last year.

The quality of research proposals has also significantly improved, resulting in fewer rejections during proposal evaluation. This development can be attributed to the various measures put in place to create a culture of research. During the year, UNAM academics produced 137 peer-reviewed Journals articles, 18 books, 24 book chapters and hundreds of other publications such as Conference proceedings, Technical reports, Study Guides, etc.

Staff members in the Research & Publications Office have also continued to conduct research as academics in their own right. Below, is a list of their publications:

Journal Articles

Cheikhoussef, A., Mapaire, I. and Shapi, M. (2011). The use of some indigenous plants for medicinal and other purposes by local communities in Namibia with emphasis on Oshikoto Region: A Review. *Research Journal of Medicinal Plants*, 5(4): 406-419.

Claassen, P., Schutte, N.E., Haubas, J. (2011) Developing a Model for Research Management at Newly Emerging Universities: The Case of the University of Namibia. *International Journal of Arts and Sciences*, 8(3): 112-229.

Likando G. (2011) The Benefits of Adult Literacy Education in Namibia: A case for the Caprivi Region. NERA Journal. Vol. 1, Issue 1: 121- 139.

Mapaure, I., Chimwamurombe, P.M., Mapani, B.S. & Kamona, F.A. (2011). Impacts of mine dump pollution on plant species diversity, composition and structure of a semi-arid savanna in Namibia. African Journal of Range & Forage Science, 28(3): 149-154

Mapaure, I. and Ndeinoma A. (2011). Impacts of local-level utilization pressure on the structure of mopane woodlands in Omusati Region, northern Namibia. African Journal of Plant Sciences, 5 (4): 305-313.

Books and Book Chapters

lipinge, S. and Likando, G. N. (2011) Information Communication and Technologies (ICTs) and Teacher Education in Namibia. In Likando, G. N. et al. (Ed). Comparative Education: An Introduction. Noordbrug (South Africa): KeurkopieUitgewers Publishers.

Likando, G. N. and Scott, A. (2011) Education System of Namibia. In Likando, G. N. et al. (Ed). Comparative Education: An Introduction. Noordbrug (South Africa): KeurkopieUitgewers Publishers.

Mapaure, I. (2011). Climate change in Namibia: Projected trends and effects. Chapter 11: Climate Change by Mapaure, I., Ruppel, O.C. & von Bassewitz, N. In: Ruppel, O.C. and Ruppel-Schlichting (Eds). Environmental Law and Policy in Namibia. Co-published by Orumbonde Press & Welwitschia Verlag Dr. A. Eckl, Essen. Pages 291-309.



UNAM Cultural Festivals offer students bonding and sharing opportunities in abundance.

OFFICE OF THE DEAN OF STUDENTS

Dean of Students: Dr Itah Kandjii-Murangi

Introduction

The Office of the Dean of Students is responsible for all structured student support services across all UNAM campuses. The primary services and functions of this department are academic counselling, career counseling, psychosocial counselling, leisure, recreation and competitive sports, cultural and diversity education, leadership training and student accommodation.

During 2011, the ODS fully extended its student support and counselling services to the satellite campuses.

Key Programmes and Services

Academic counseling is geared at assisting students to succeed academically. At the Windhoek, Khomasdal, Neudamm, Katima Mulilo, Oshakati and Rundu campuses, the assigned psychologists and social workers worked hard to cultivate the spirit of interdependence in academic preparation through study and discussion groups. Under the Academic counseling Section, students who were struggling academically and socially were assisted to adjust to the rigorous demands of campus life. Academic seminars were organised to facilitate the acquisition of fundamental academic and social skills. They were directed to other fellow students, (Big Brothers and Sisters), who through the passage of time withstood the common challenges of university life.

Career counselling is aimed at linking academic programmes to careers in the world of work. This section helps students to directly connect what they learn at the University to the industry. Through internships and vacation job placements students were attached to ministries, parastatals and private companies for real practical work experience.

Students' personal and social concerns are addressed under psychosocial counselling. When students fail to adequately deal with or resolve their personal, academic and social issues and external challenges in perspective, their academic journey is threatened. Psychosocial counselling therefore, gives students an opportunity to reflect on their circumstances, real and potential detractors and look at possible strategies of how to resolve such personal challenges.

As the saying goes, an idle mind is the workshop of the devil. The fitness of the body translates to the agility of the mind and a restful soul. Sport of any form is known to diffuse, minimize and release tension, stress, trauma and depression. Through existing different sport codes, that students are encouraged to join at the beginning of the year, they unearth and discover their dormant talents or develop talents they already know they have.

Cultural and diversity education, like many ODS programmes, is experiential. This is where students are given a chance to appreciate, accept and respect their individual and socio-cultural differences and embrace one another as important members of the UNAM community and the broader humanity, all which are inalienable rights.

By its very nature, a university is a place where leaders emerge, are elected or are identified by the different structures of the institution and, benefit from their association with tested and experienced leaders: professors, lecturers and directors and administrators of the university. Equally important in student leaders grooming, is the ODS formal structured leadership training programmes. These include: the Leadership Induction Course, Peer Education, the Ms and Mr Campuses Programme, Ms and Mr First Year Programme, Chairpersons of Clubs and Societies, etc.

Student Leaders Induction Course

Delegates to the leadership course were drawn from the nine campuses: Katima Mulilo, Ogongo, Ongwediva IT, Hifikepunye Pohamba, Khomasdal, Rundu, Neudamm, Oshakati and Windhoek Campus. The primary focus of the 2011 leadership training was to i) clearly delimit and sequence structures of the student leadership and articulate their functions, ii) outline strategies for raising the profile of the Congress, Student Representative Council, Student Parliament and Housing Committees at campus level.

Orientation

During the 2011 annual orientation, teams from the Windhoek Campus were dispatched to the regional campuses to give support to the local offices of the Dean of Students during orientation. First Year students were inducted and oriented into UNAM academic and social culture(s) across the campuses. The study permit applications related queries, particularly at the Windhoek Campus where there is a large concentration of international students, have long been minimised with the availability of the Home Affairs and Immigration Department point in the registration hall, along UNAM departments responsible for orientation.

HIV/AIDS Week

The HIV/AIDS pandemic is real and needs different segments of the nation to individually and collectively put up aggressive prevention campaigns. The population of UNAM's customers who are predominantly the most vulnerable are the youth. This has over the years necessitated the institution to adopt the tradition of mounting an annual HIV/AIDS Week aimed at educating and disseminating general and prevention information. In March all campuses held a week-long programme of activities to focus the different campuses' communities to the continuing and real threats of HIV/AIDS.

Career Fair

Students have to be exposed to the important link between the University academic programmes and the world of work during the early years of their association with the institution. The UNAM Career Fair is an annual event hosted to give students an opportunity to interact with industry and reflect on life after UNAM and their broader contributions to the nation. The 2011 Career Fair brought together several ministries, companies, firms and organisations to enlighten UNAM and some 8 selected secondary schools' students, about career paths in the Namibian labour market and key requirements for such careers.

Peer Education

The Peer Education programme is a very important initiative of the ODS that seeks to broaden the pool of semi- skilled and skilled professionals to attend to a variety of students' needs and challenges. During the year under review, the Peer Education Programme was operational at all UNAM campuses. Student peer educators were identified and trained at each campus to serve in this capacity. The campus based training was followed by the selection of few peer educators from each campus and sending them to the University of Pretoria for a further elaborate training in peer education and counselling mentoring programme.

Over the years, the ODS through its Professional Services Department realized the importance of developing a closely monitored system of identifying students who are struggling academically early and rendering the necessary support immediately. In 2012 ODS took an initiative to sensitize several faculties about the envisioned mentoring programme and identified students in need of such assistance.

Student Representative Council (SRC)

The SRCs at the various campuses undertook many activities that were aimed at promoting the quality of life of students. Many campuses held welcome bashes for First Year students; the hostel “self- discovery talks” were planned and organised by the SRC Accommodation, Internal Affairs and Student Counsellors. Attempts were made by the SRCs to fund raise for the SRC Fund in 2011 at the Main Campus, Oshakati and Ongwediva campuses. The UNAM Foundation assisted the Fund with a substantial amount that was used to top up some deserving students’ fees and, gave them permission to write the end of the year examinations.

Student leaders from the Rundu, Khomasdal, Katima Mulilo and HP campuses undertook an educational tour to several South African universities: UCT, Stellenbosch, UWC, etc. Student Support Officers from these campuses served as tour parents. The trip was considered to be a very important one in that it was to induct and orientate student leaders into the seriousness of university business; the responsibility students have towards their own learning and general development and the art of balancing their appended leadership responsibility with the demands of academia. For many of our students from the former colleges, the trip and the experiences thereof were overwhelming. They came back singing praises to UNAM and many recommitted to serving their fellow students with more vigour and passion.

Community Outreach

Different student cultural, professional and sport clubs are established to give students opportunities to reflect and debate real social issues that affect local communities with a view to resolving them. The proximity of the Khomasdal Campus to the SOS makes it their first point of call for outreach projects. 2011 saw a well - organised event by the Education Society for the children at SOS that brought together many well-wishers from the community. The community surrounding the Neudamm Campus is besieged by alcohol abuse. The Neudamm students formed an outreach programme under the SRC for Community Development called Youth Against Alcohol and Drug Abuse. Regular meetings and entertainment activities were organised for the youth. At the Oshakati Campus more and more students are faced with accommodation problems and the long distances travelled to and from campus. The SRC there endeavoured to establish a list of real genuine community members who were able to help students with accommodation without inflating prices and/or mishandling their tenants. At the Main Campus, the Debating Society organised public debates on racism, tribalism, xenophobia and on issues relating to sexuality. It was evident from the reactions of students that matters of racism/tribalism and xenophobia are considered to be retrogressive and unacceptable. With regard to lesbianism and gay issues, it is quite obvious that many abhor and detest those practices and labeled them immoral. The Accounting Society and the SRC for Community development jointly spearheaded the “Feed-A-Child Programme” in the informal settlements of Hakahana and Okahandja Park in Windhoek.

Conclusion

While generally the Office of the Dean of Students was able to implement most activities under its mandate, challenges such as the student disciplinary process; harmonising operational facilities for SRCs; accommodation; transport; and students’ safety remained. The ODS management resolved to give incentives to those who assist with students’ disciplinary cases. The Assistant Dean for Support Services has been tasked to work with Estate Department and Campus Directors to address and correct these challenges where possible as soon as possible. The Department has made tremendous progress in addressing students transport related problems with the Ministry of Education and the City of Windhoek.

HIV/AIDS UNIT

Coordinator: Dr Scholastica lipinge

Introduction

The Unit was established to create a conducive and an enabling environment for both staff and students in order to promote positive behaviors and attitudes with regard to HIV/AIDS: Through the HIV/AIDS Unit, UNAM is promoting good health among its community in general; the major aim is to prevent new HIV infection amongst staff and students.

Although the Unit has only one full-time staff and one seconded staff, with the help of student volunteers, many activities took place during the year under review. The Unit has primarily been focusing on three strategic areas as mandated by the current UNAM Strategic Plan, which are: Voluntary Counselling and Testing (VCT), Information, and Research.

The main activities as carried out at the Unit include HIV/AIDS awareness creation; Voluntary Counseling to motivate the students to go for HIV Testing at the UNAM clinic; participation in the National HIV testing Day, ZAMANAWA Peer Education training and outreach activities; research and networking; and the UNAM AIDS Week programme.

HIV and AIDS Activities

The HIV/AIDS Unit staff continued to create awareness among the UNAM community through various ways which include:

- Collecting and distributing HIV/AIDS and other health related information on Campus using various outlets such as the Unit itself, the hostel through the hostel committee, the student cafeteria, clinic and library. Male and female condoms were distributed around all UNAM campuses.
- The HIV/AIDS Information Kiosk continued to offer a face-to-face and information sharing opportunity for the UNAM community. The Peer Educators and other student volunteers kept the Kiosk alive and many students visited the kiosk.
- Twenty-one students volunteers were trained as peer educators in facilitation skills in a workshop that ran over three days.
- The peer educators organised activities related to health and HIV/AIDS with Drama and Quiz during the orientation of all first years and at the same time gave them life skills to survive on campus during their first year at the University. It was also during this time that the Knowledge Attitudes and Behavioural Practices questionnaire was administered to all first year students to determine their knowledge and attitudes towards HIV and AIDS.
- The Peer Educators conducted a five-day Training for 35 new peer educators on basic facts on HIV/AIDS; Personal Growth; and on Gender and Male Engagement.

The Unit has developed and submitted its own management plan for the year activities to the strategic planning office of the university. During the evaluation, $\frac{3}{4}$ of all the activities were achieved.

Research Activities

The Unit staff also participated in various research activities as presented below.

Data was collected from all first year students for a Study on the Knowledge, Attitudes, Behaviours and Practices in relation to HIV/AIDS using a questionnaire.

The HIV/AIDS Coordinator attended a SADC Forum in Johannesburg, which discussed the way

forward for the grant to 8 SADC Universities on HIV/AIDS. UNAM was allocated USD7 500.00 for HIV activities in the first installment.

The ZAMANAWE Peer Education Programme

About 27 students were trained as peer educators under the programme ZAMANAWE with the budget as allocated to the unit.

The peer educators conducted two one-day training sessions for the students at the main campus. In total they reached 260 students who attended these training sessions. During the one-day training, issues covered included basic facts, nutrition, condom use, VCT and gender and sexuality. They also gave guidelines in personalising HIV/AIDS on a level which help students to cope with the effects of the disease in general.

The students also arranged a meeting with all the tertiary institutions in Windhoek to share among themselves the activities each institution does on HIV/AIDS, Gender and Alcohol. About 6 institutions participated and prizes were won during the event.

Evaluation of Peer Education Intervention

The overall evaluation of the interventions was very positive, for example, the students felt that they know more about HIV/AIDS, gender and drugs after the training. The evaluation is usually done at the end of each intervention immediately; however, there is a need to assess the effect of such intervention in their life styles in general.

STRATEGIC AND PHYSICAL PLANNING UNIT

Director: Mr Kennedy Mbangi

Introduction

The Strategic and Physical Planning Unit aspires "to be the centre of excellence in strategy management and physical infrastructure planning." The Unit exists to provide advice on strategic management interventions, and policies pertaining to physical planning, performance reviews and management. Its objectives are to: to improve the strategic management process; improve physical planning process; strengthen quality of programmes; improve space management system; improve statistical modeling and information dissemination; strengthen research capacity; and strengthen relevance of programmes.

Unit Activities

One person manned the Unit during the year under review. However, it successfully facilitated the development of management plans for all faculties, departments and academic centers across the University for 2012. These management plans set out clear activities, targets and timelines. The Unit developed a monitoring and evaluation framework (MEF) for monitoring and reviewing progress of these plans by comparing outcomes to original targets and expectations including procedures for conducting business reviews. The MEF ensured effective and efficient implementation of both the corporate and management Plans.

With respect to the physical planning, the Unit embarked on the task of finalising the UNAM master plan for physical development. The activities included the finalisation of physical surveys, archiving of drawings for existing structures and physical archiving of data involving all buildings, classrooms and workstations. Once completed, the Master Plan will inform future physical development in the entire University.

Furthermore, the Unit developed an operational database to support statistical and research needs for the entire UNAM community and the country at large. However, the Unit faced challenges relating to financial, human resources and ICT infrastructure needs such as the computer aided design systems (CAD). Other critical issues that the Unit faced include the development of necessary policies and frameworks i.e. space utilisation, physical development policies, performance reviews etc. Overall, the Unit made notable progress in becoming the centre of excellence in strategy management and physical-infrastructure planning.

THE ZERO EMISSION RESEARCH INITIATIVE (ZERI)

Project Manager: Dr Percy Chimwamurombe

Introduction

The Zero Emission Research Initiative (ZERI) programme began in 1999 at the University of Namibia. ZERI is a vision, a concept and a philosophy that aims to catalyse the application of science and technology towards the creation of employment opportunities, especially for rural women and the youth; the enhancement of people's health and socio-economic welfare; and the production of sustainable development and environmental regeneration in rural and peri-urban communities.

In Namibia, ZERI's focus is on Mushroom Farming Development, through transfer of technologies to communities to grow mushrooms, with funding from NEDBANK, NEPAD through the Southern Africa Network for Biosciences [SANBio], the United Nations Development Programme (UNDP), Global Environmental Facility (GEF), the United Nations University (UNU), Rössing Foundation and other donors that support specific community projects. ZERI aims at providing affordable options that are viable and suitable to generate income and reduce poverty to people in Namibia's rural and peri-urban communities by Promoting Mushroom Farming and Mushroom Consumption. Mushroom activities are supported through University of Namibia campuses, the (Zero Research Initiative Project Management Unit (ZERI/PMU at Main campus, Sam Nujoma Marine and Coastal Resources Research Centre (SANUMRC) and the Ogongo Campus). The ZERI/PMU supports projects in Khomas, Omaheke and Hardap regions. SANUMARC supports projects in Erongo, Otjozondjupa, Karas and Kunene regions, while Ogongo Campus supports projects in Ohangwena, Omusati, Oshana and Oshikoto regions. In total 8 community projects were supported in the above-mentioned regions during 2011.

SANBio chose UNAM as the Mushroom Node for the Southern African Region in 2009. Six southern African countries are participating in the Node initiatives. UNAM continued to carry out this function during the year under review.

Mushroom Node

The mushroom Node is responsible for coordinating region-wide activities in mushroom R&D. Regional partners participating in these activities are Angola, Malawi, Mozambique, Swaziland and Zambia. The broad objectives include awareness creation on mushroom production and consumption, training of trainers, building institution capacity on mushroom Research and Development (R&D), conserving mushroom germplasm and demonstrating mushroom value addition through the establishment of a mushroom gene bank.

During the review year, the Node continued to receive funds from SANBio on behalf of, and for disbursing them to regional partners. Various country-specific awareness activities were undertaken in the host and partner countries, including radio broadcasts, television documentaries, web postings, seminars and participation in agricultural shows and farmers' information days. Over 100 technicians were trained on mushroom farming in participating countries. These technicians will serve as a nucleus of mushroom trainers in their countries' mushroom R&D. Two MSc students continued to receive support through scholarships. Four of the participating countries (Malawi, Zambia, Mozambique and Namibia) also received funding for specific research projects. A mushroom gene bank was established in Swaziland and the establishment of a technology park at UNAM reached an advanced stage.

Technology Park Establishment

During the year under review, work on establishing a technology park for medicinal mushrooms



A UNAM education is premised on individual hardwork combined
with teamwork!

production and processing continued. This venture is envisaged to be a public-private partnership to kick-start a mushroom nutraceutical industry as a model for Southern Africa. SANBio funded the construction of a new mushroom fruiting house as an addition to the existing mushroom houses. New equipment for processing Ganoderma mushrooms was also purchased.

Research and Publications

Research on indigenous edible mushrooms known locally as Kakalahambo (*Panaeolus papilionaceus*), which were collected and identified in Oshikoto and Ohangwena regions, was one of the main research activities at Ogongo campus and Main campus during the year under review. The indigenous medicinal mushroom Ganoderma which was successfully cultivated 2009 grew well on the local woodchips collected from Kavango Region and the study to determine its optimum cropping cycle was undertaken. Research on the use of riverbed sunflower stalks as mushroom substrates for growing oyster mushrooms was carried out. The research explored the possibility of using sunflower stalks as mushroom substrates and to investigate the effect of sunflower stalks on the growth rate of mushrooms compared to other substrates, which were being used in the country. Results from the research were inconclusive and plans to repeat it are under way. Positive results from this research would solve the problem of substrate unavailability in Windhoek where there are plenty of sunflowers growing on the riverbeds. The mushrooms will then be grown on sunflower stalks rather than grass, which is not in abundance around the city.

Under a study called "The diversity of indigenous edible mushrooms in the Kavango Region and domestication of selected species", researchers collected 14 specimens of which 7 are believed to be of kakarahambo species, 3 usilli, 3 kakokowa and 1 woga all belonging to the Termitomyces species. Taxonomic classification of these species, which are only known in vernacular, could not be carried out. All Specimens were collected from the fields (cultivated and uncultivated fields) and none was collected from the bush.

Publications

The following were published in peer-reviewed journals during the period under review:

Kadhila-Muandingi, N. P., Kaaya, G. P., Lotfy, H. R., and Mshigeni, K. E. (2011): Determination of optimum seaweed concentration for mushroom cultivation and the ability of mushrooms to absorb iodine. Accepted for publication by the African Journal of Agricultural Research.

Kadhila-Muandingi N. P. (2011). Ganoderma Mushrooms: Uses in Namibia. Lambert Academic Publishing: Germany.

Gwanama, C, V. Mgori Mwale and B. Nsibanse. (2011). Basic procedures for small-scale production of oyster mushrooms. University of Namibia.

Community Service

The community service at the ZERI office was rendered through training communities in mushroom cultivation and post-harvest techniques. The first follow-up training was conducted at Ongula ya Netanga catering for 23 female farmers who were mostly from Omulonga and Ondobe Constituencies.

More training was conducted in Gobabis and Rosh Pinah. The Gobabis trainees comprised of 18 participants including two men. In Rosh Pinah town in Karas Region, ZERI office trained 26 women from Tutungeni location on Oyster mushrooms cultivation. The training was a success because the trainees managed to grow mushrooms, despite shortage of substrate.



Poultry Farming at Neudamm Campus!

UNIVERSITY CENTRAL CONSULTANCY BUREAU (UCCB)

Director: Mr Akiser Pomuti

Introduction

The University Central Consultancy Bureau (UCCB) aims to generate revenue for the University from consultancies by engaging UNAM staff in contracted work. In 2010 the UCCB was transformed from a cost-centre to a truly revenue generating centre within the structures of the University of Namibia. This followed a review of the University Consultancy Policy by an internal Task Force. The Task Force concluded that the UCCB must be transformed into a business entity of the University, responsible for generating income from consultancies, non-accredited short-courses, business development and ICT development and training. As from 2010, the Bureau started to operate within an acceptable business model with measurable indicators for revenue generation.

Consequently, the University of Namibia represented by the UCCB, increased interest in supporting public sector initiatives for building capacity in various government ministries, public and private organisations through consultancy projects. The Bureau thus has been serving as the coordinating body for all consultancy projects performed by the University, and utilises the talents and expertise of University staff members, as well as outside specialists, in order to actively contribute to the realisation of the nation's economic development objectives.

During the review period numerous large-scale consultancy research projects for the Government of the Republic of Namibia, parastatals and NGOs were successfully completed.

Consultancy

The University Central Consultancy Bureau is premised on the efficacy of consultancy of research projects on behalf of the University, which thus demands and placed an expectation on the consultancy division as a prominent UCCB division to implore and conduct various large-scale consultancy projects. During the period under review the consultancy division successfully conducted innumerable projects with various clients such as the Legal Assistance Centre, the National Road Safety Council, Agribank, Meatboard, UNESCO, the Ministry of Education and Nampost. Projects undertaken included the following: Assessment of the Legal Environment on HIV/AIDS in Namibia, road safety programmes and seat belt usage, commercial small scale dry land & horticultural and farmer mentorship programmes, literacy policy guidelines, development and commercial small scale dry land & horticultural.

Non-accredited Short Course Training:

Non-accredited Short Courses at the UCCB are developed to support individuals to realise their own potential and enable organisations to turn potential into high performance. Our courses are thus, designed to encompass the latest trends in strategy and process in order to spearhead Vision 2030, public sector reform, Public and Private Partnership (PPP), a knowledge-based economy and the objectives of NDP4. In light of the above, the Non-accredited Short Courses division during the review period developed a number of short course programmes to which the division received a good-turn up from potential clients, ranging from Namibian Police, Khomas Regional Council, Nampower and HR- Department (UNAM) to train on the following solicited short courses: Project Design and Action Planning, Research Methodology, Customer Care, Public Participation, Property Management and Report Writing, Office Admin, and Database Training.

Business Development

The Business Development division from the outset was streamlined to solicit projects that relates to business activities, but there are major challenges faced in this division, the prominent one is that the business environment constantly changes, and new skills and strategies are thus required to reposition the business development services division to respond quickly to changes in the marketplace. Albeit the aforesaid challenges, the business development division during the period under review managed to secure various projects, which includes, a Feasibility Study and Business Plan project done on behalf of the School of Medicine, an integrated major stakeholder survey as well as a medical service providers survey carried out for the Motor Vehicle Accident Fund (MVA).

ICT-Academy

The ICT- Academy restructured its programmes to conduct certified and non-certified training courses, in the field of Information Communication Technology (ICT). The Academy served as a Microsoft IT Academy Programme as well as a Prometric and Certiport Testing Centre with the aim to prepare trainees for the industry that demands certifications of high standard in the field of Information Communication and Technology. As result, a number of training modules were developed and offered to Government. The training offered ranged included; Microsoft Training Office 2007, Microsoft Office Access 2007 and Basic Computer Training.

Capacity Building

Student Internship

The University Central Consultancy Bureau as a professional entity provides opportunities to students to do internship within its division. This noble initiative serves to assists students by exposing them to the working environment, while they are busy pursuing their studies. It thus, validates that UCCB is not only a cost-centre unit, but also there to serve as an institution of learning that prepare students for the market. In light of that, in the period under review UCCB managed to provide internship to five students from different course of studies.

Staff Development

Two UCCB employees, Jenny Mbwale and Beatus Neyoha attended a short course on Business Research & Methods and Data Analysis In India. This noble initiative is in line with the University's staff development programmes that is aimed to enhance its employees skills in the workplace.

Financial report

The University Central Consultancy Bureau recorded a comprehensive income of N\$16,384,894.00 and incurred expense of N\$10,978,914.00, which leaves a balance of N\$ 5,405,979.00 as net-income.



Stud animals are being produced and studied at the Neudamm and Ogongo Agricultural Campuses.

Financial Matters

GENERAL REVIEW

The 2011 financial year was projected to end with a deficit of N\$8.8 million as per Council approval. Audited financial statements reflected that the year under review ends with a total comprehensive net income of N\$47.7 million. The income referred hereto mainly resulted from an amount of N\$33.4 million collected from tuition fees in excess of the approved budget.

The financial statements were prepared in accordance with International Financial Reporting Standards, which prescribe that Capital grants released from deferred revenue must be disclosed. The results thereof was an amount of N\$17.7 million that also contributes to the surplus as it was not budgeted for.

Council noted that provisions for post-retirement benefits were still of a concern as it was recorded as an accumulated liability of N\$212.1 million. It raises long-term concerns for the University of Namibia, since these provisions will increase yearly, mainly due to increasing costs of medical aid as well as salary increases that influence the provision for severance pay. However, the University Management is currently in the process to devise a plan of action to ease this obligation.

The University of Namibia has experienced tremendous student growth over the last years and therefore the University invested substantially in physical infrastructure and equipment, which result in the fact that the total non-current assets are valued at N\$1.6 billion. This is again evidence and proof of an active Management process of developing the University in terms of the ever increasing demand for quality education in response to the expectations of Vision 2030.

REVENUE AND EXPENDITURE

Revenue

The Government of the Republic of Namibia remains the major revenue source for the University operations. During the 2011 financial year, the Government subvention amounted to N\$573.7 million, which included the subvention portion for the former colleges of education. It is also necessary to mention that the own revenue sources of the University increased tremendously from N\$139.6 million in 2010 to N\$222.7 million in 2011. This represents a 63% growth, excluding the Government grants on small tools. Some revenue sources which contributed to this include: tuition fees, accommodation fees, interest on investments, farm produce sales, etc. It is important to note that tuition fees was the second largest revenue source at the University and increased from N\$108.4 million in 2010 to N\$161.1 million in 2011.

Expenditure

The total expenditure for the year under review amounted to N\$748.3 million. Employment costs amounted to N\$507.4 million and account for 68% of total expenditure and 64% of total revenue. Employment costs remain the main expenditure category and it is due to the nature of operations and also includes the provisions for retirement benefit obligations and accumulated leave. Administration and other costs amounted to N\$240.9 million, which represents 32% of the total expenditure including depreciation. Depreciation increased from N\$20.2 million in 2010 to N\$42.6 million in 2011 as a result of the transfer of the former colleges of education.

Revenue and Expenditure Statement for the years ended 31 December 2010 and 2011

| | 2010 | 2011 |
|--|----------------------|----------------------|
| REVENUE | 402 153 000 | 853 535 000 |
| Subsidies | 273 926 000 | 573 783 000 |
| Tuition fees | 108 489 000 | 161 124 000 |
| Hostel fees | 10 873 000 | 16 547 000 |
| Meal fees | 5 538 000 | 14 838 000 |
| Capital Grant from deferred revenue | 3 327 000 | 17 715 000 |
| Other income | 7 389 000 | 69 528 000 |
| EXPENDITURE | (446 306 000) | (805 740 000) |
| Personnel and related costs | 283 142 198 | 462 597 000 |
| Retirement benefits obligation | 19 088 913 | 44 850 000 |
| Administrative costs | 81 614 265 | 255 321 000 |
| Depreciation, amortisation and impairments | 16 136 372 | 42 603 000 |
| Finance costs | 100 884 | 19 000 |
| Fair value adjustments | - | 350 000 |
| Deficit/Surplus for the year | (33 187 000) | 47 795 000 |

Events after the reporting period

No material subsequent events which required disclosure have been identified.

NOTE: The huge changes in finances between 2010 and 2011 are mainly as a result of the incorporation of the former Colleges of Education.

Figure 1: Revenue for 2011

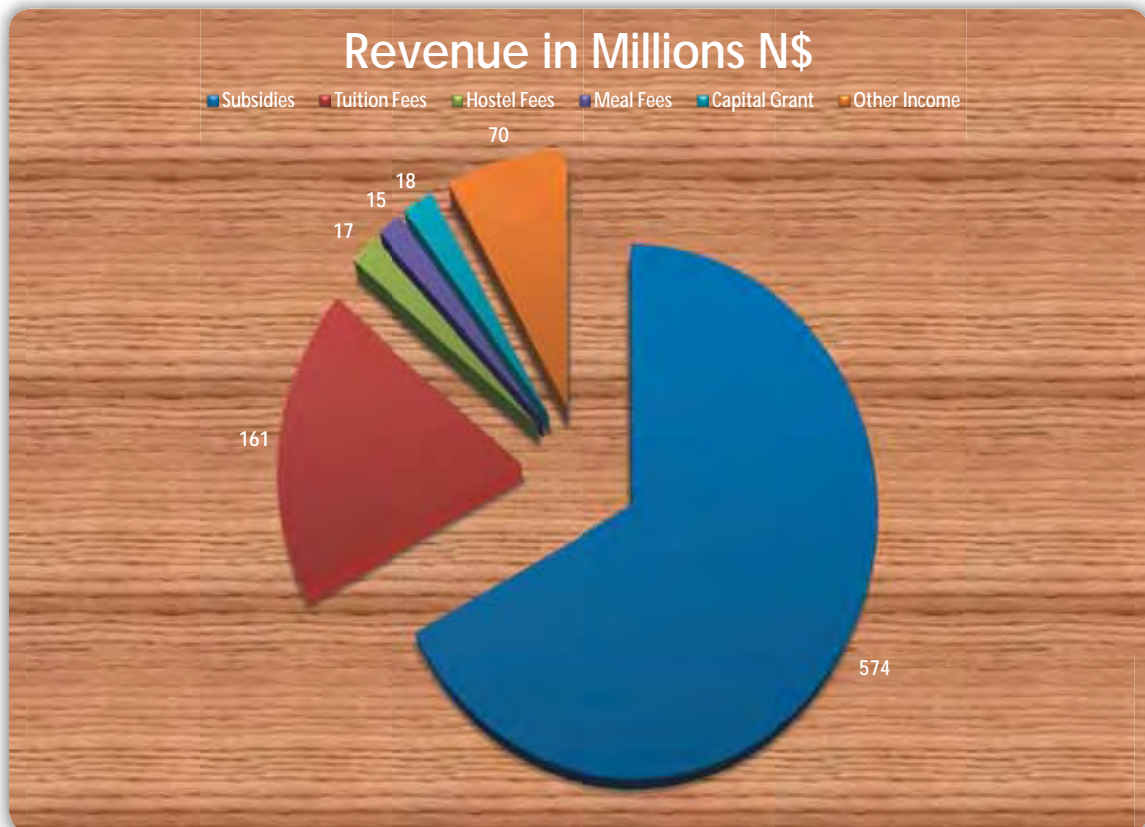
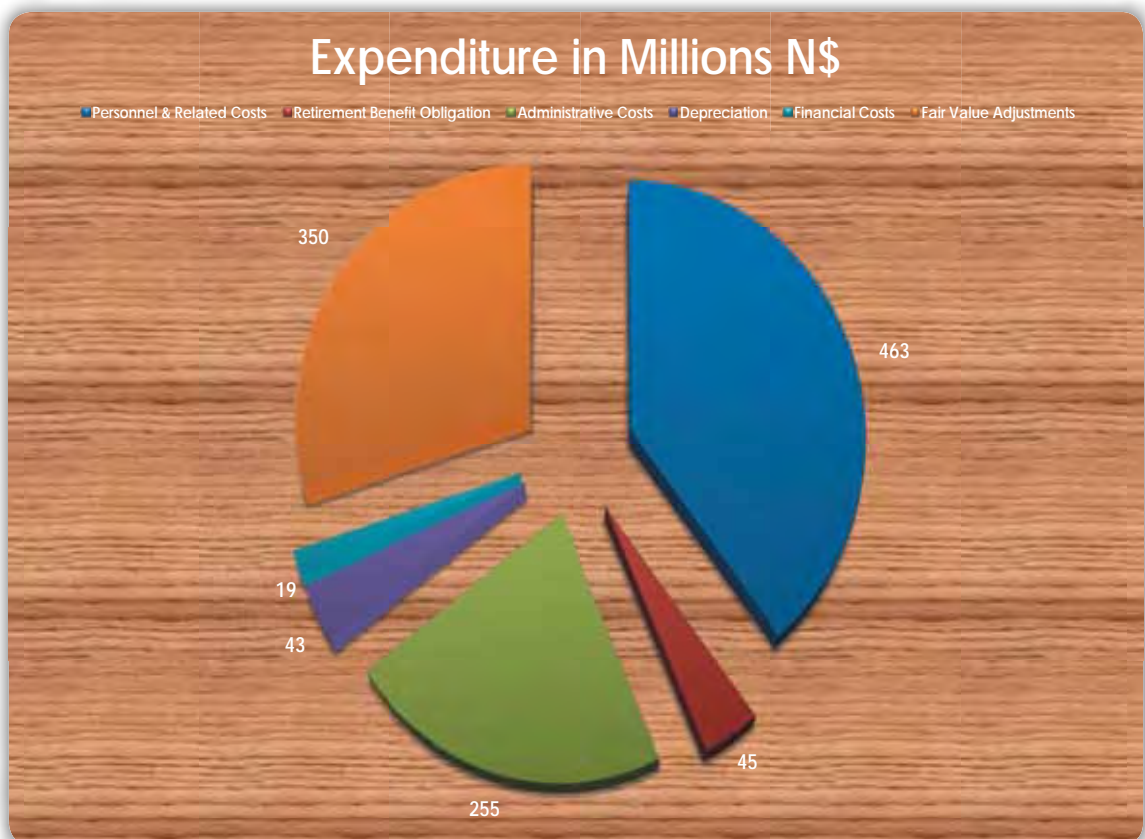


Figure 2: Expenditure for 2011



Senior Office Bearers of the University of Namibia



Own products!

Senior Office Bearers of the University of Namibia

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President of the Republic of Namibia

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Prof. Lazarus Hangula

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(Academic Affairs and Research)
Dr. Boniface Mutumba
(Administration and Finance)

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(Registrar & Secretary: Senate)
Ms Maggy Van Rooi - (Meetings Secretary)

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| Ongwediva Campus | ☎ (+ 264-65) 232 4000 |
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The Main Campus of the University of Namibia in Windhoek.


Annual Report 2011

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