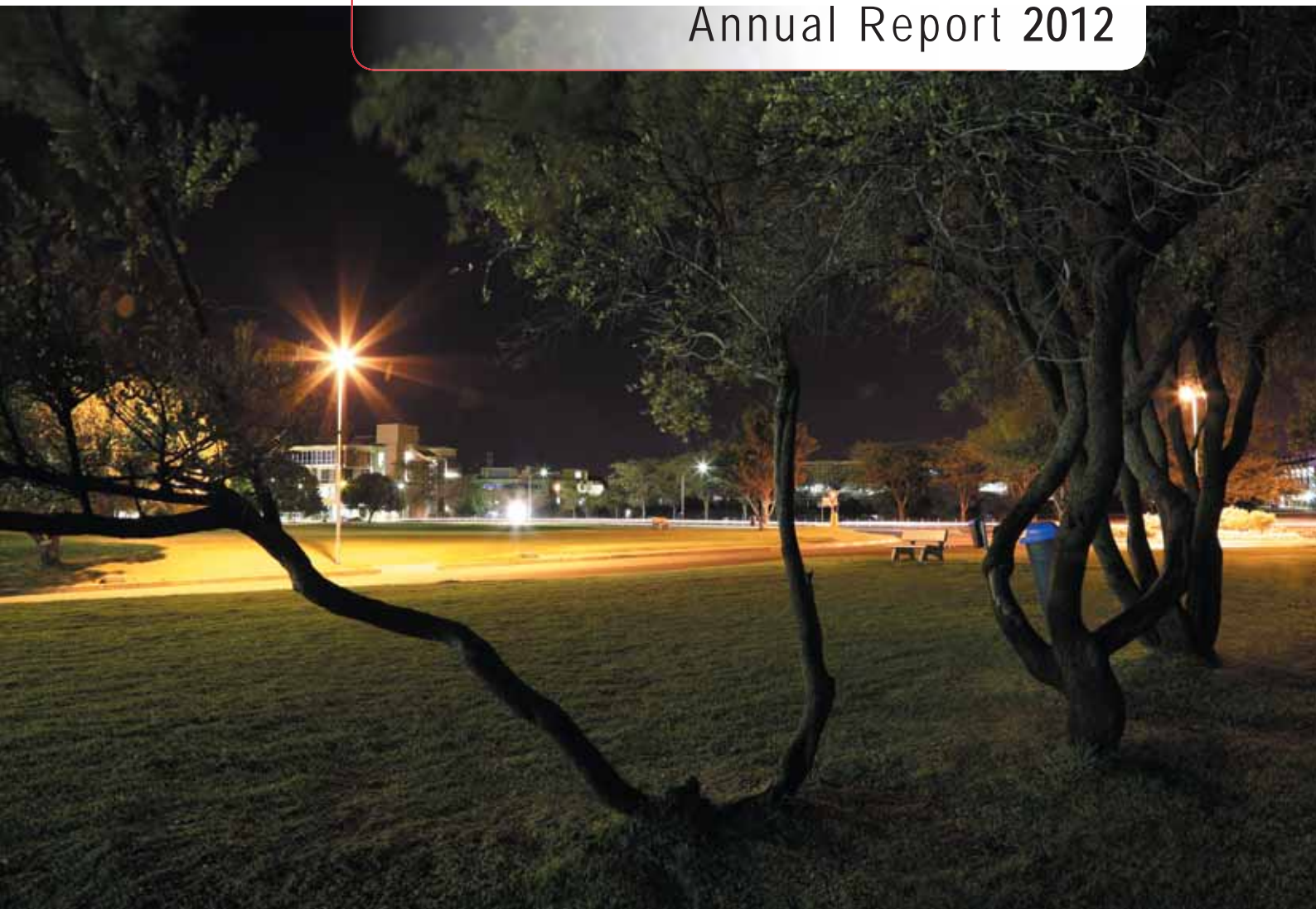


# UNIVERSITY OF NAMIBIA

Annual Report 2012



— Inspiring minds & shaping the future —

# 2012

*Annual Report*



◀ Inspiring minds & shaping the future ▶



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# UNIVERSITY OF NAMIBIA

Inspiring minds & shaping the future



**Acknowledgements**

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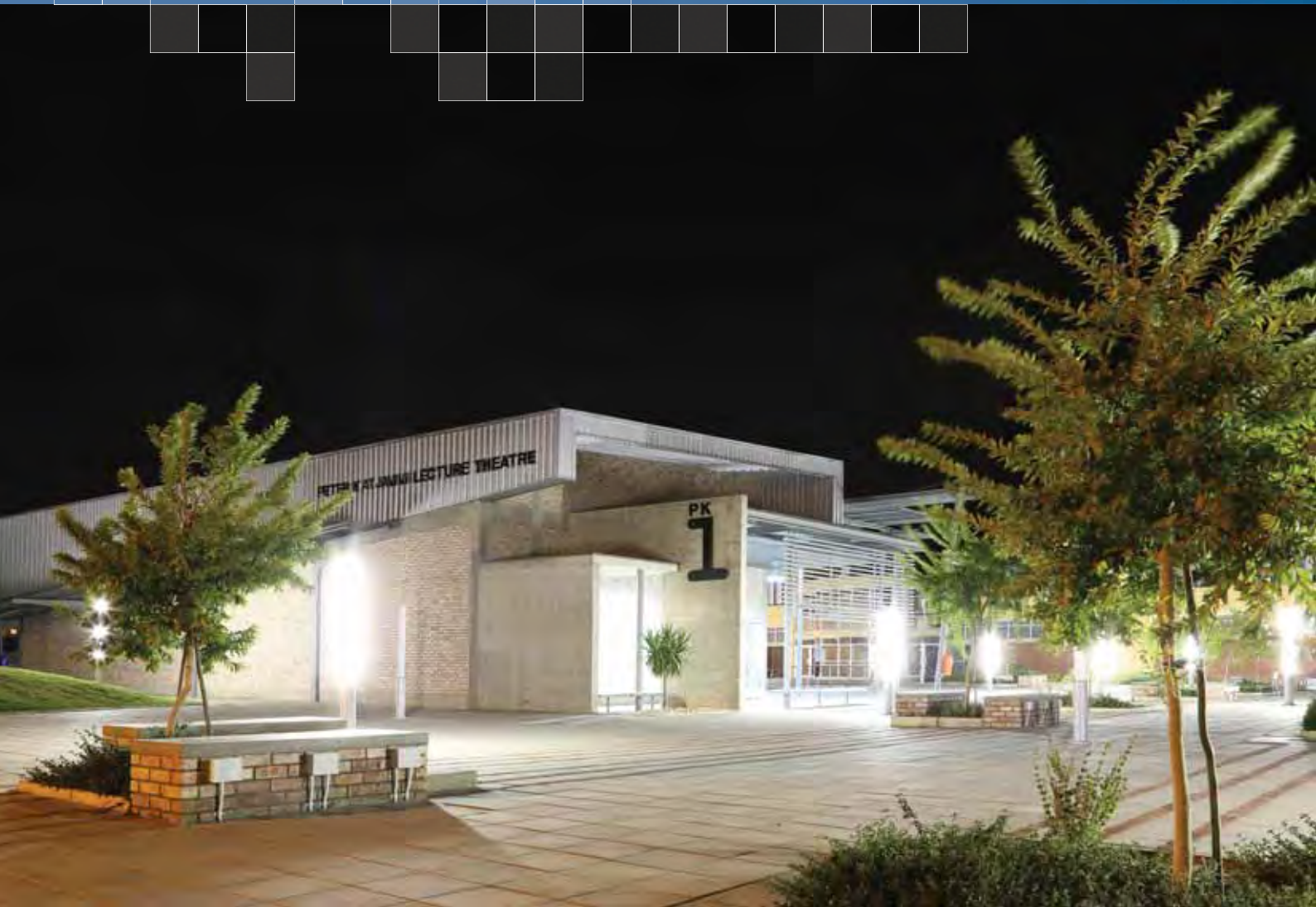
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The Peter Katjavivi Lecture Hall 1  
Main Campus, Windhoek

## 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.

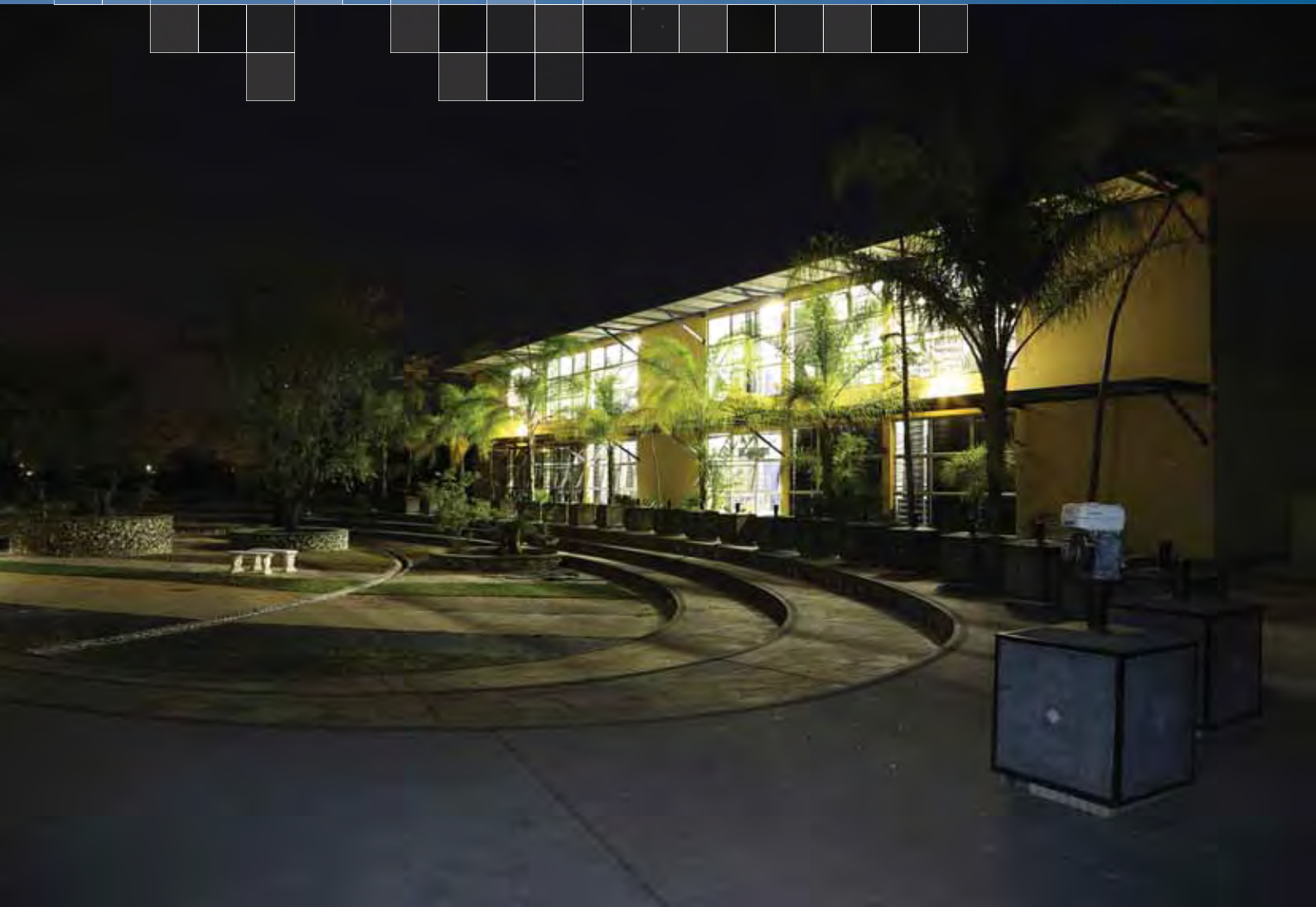
The **book** represents the University as an institution of higher learning, and symbolises the academic freedom of enquiry. The **sun** represents life and energy. The integrated symbol of the sun and the book carries a double meaning. Firstly, it represents the envisaged harmony between the University 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. It represents the organic link between the University and the nation. 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.





The Oshakati Campus

# 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.





The School of Medicine Campus, Windhoek

## Statement by the Chancellor of the University of Namibia H.E. Dr Hifikepunye Pohamba, President of the Republic of Namibia

I wish to take this opportunity to acknowledge the great work that all Faculties at the University of Namibia continued to do in the face of constraints.

I am delighted to note that, during the year under review, the University of Namibia continued to grow in terms of student numbers and the nature and number of programmes it offers, thereby providing more opportunities to our people. The University continued with efforts to contribute to the production and development of the Namibian workforce through giving its graduates basic skills.



The University continued to implement its initiative to take University education closer to the people and plans to set up a UNAM campus in the Southern part of our country gained momentum. Our School of Post Graduate Studies which was established in 2011 continued to grow while the Directorate of Human Resources ensured that the University had the right number and quality of human resources to implement its programmes.

During the year under review, plans to relocate the Department of Fisheries and Aquatic Sciences from Windhoek to the coast were considered. The idea was to ensure that the Department is closer to the fisheries industry so that students benefit from closer interaction with experts in the industry who are based at the coast. The University received numerous requests from members of the community to impart various skills to them. Through the Faculty of Agriculture and Natural Resources, it designed a project in the Kavango Region to help members of the community to grow vegetables and rice.

To support the national livestock industry, the Faculty of Agriculture and Natural Resources, through its Neudam campus, worked on strategies to increase livestock production. In order to support the county's livestock industry, the University set up a Department of Veterinary Medicine. Work on renovating all campuses to create a conducive teaching and learning environment for lecturers and students continued. The School of Medicine (SoM) campus continued to grow. Phase 2 of the construction of the School was completed and inaugurated, providing additional laboratory and teaching space.

The School of Pharmacy became fully entrenched with an Associate Dean and a strong contingent of professors and lecturers. Plans began to set up a School of Dentistry. We are happy that accreditation visits for Pharmacy and Medicine were done by the Health Professions Council, paving the way for Namibian Qualifications Authority (NQA) registration. Several programmes of UNAM were registered under the NQA framework during this period. As our nation strives towards becoming a knowledge-based economy, the University played its part in helping the country move closer to the achievement of Vision 2030 through the production of the requisite human capital.

I am pleased that the University continued to design and offer socially responsive programmes and considered upgrading their courses to be responsive to national needs. I would like to thank all the professors, lecturers, support staff and tutors for working tirelessly to make the year under review a success. We are grateful to the government, friendly countries and institutions for all the support we received.



The picturesque Hifikepunye Pohamba Campus in Ongwediva

## Statement by the Chairperson of Council Professor Filemon Amaambo, Chief Surgeon, Oshakati Hospital

The year under review was yet another busy one as we continued discharging the mandate of providing stewardship and oversight on a variety of issues that included policy development and implementation, governance and infrastructural development.



The University continued to grow in terms of staff and student numbers, the academic programmes that it offers as well as the construction of new facilities. Where necessary, the University renovated some buildings so that they could cope with contemporary needs. The newly established School of Medicine embarked on an ambitious programme of inviting and trying to interest the private sector in the construction of more hostels as it worked towards accommodating its growing student population. Accommodation for students at our main campus and other campuses in other parts of the country continued to be a major challenge. Although it was our expectation that the private sector and local entrepreneurs would take advantage of the rapid expansion of the higher education system to construct hostels for students, to a large extent this had not materialised.

Fortunately, thanks to the fact that the Government advanced the first tranche of funding for the construction of hostels at the School of Medicine (SoM), a hostel for 200 students was completed during the period under review. During this period, to mitigate this accommodation challenge, the University embraced the concept of Public Private Partnership under which the SoM embarked on developing a business plan to be presented to potential private investors. Phase two of the construction of the SoM campus was completed, paving the way for the inauguration of the buildings worth approximately N\$110 million. The new buildings, which were completed way ahead of schedule, include the students' hostel, additional laboratories, lecture halls and office space. Also during the year under review, work related to the development of new academic programmes as well as revamping established courses such as the Masters in Public Health so that they answer to our country's contemporary socio-economic needs, gained momentum. Refining of the degree programme on wildlife management was done ahead of a planned trans frontier wildlife park in Katima Mulilo. It was envisaged that the wildlife-related degree programme would enable our university to support our country's growing tourism industry.

Plans were also put into motion to relocate the department of Fisheries and Aquatic Sciences to the coast at Henties Bay to ensure that our students live and study closer to the materials that they use in their studies as well as to benefit from experts in their field who are in that part of the country. It was also during the year under review that plans to establish a UNAM campus in the Karas Region in the southern part of our country were further discussed. Expectations were that setting up a UNAM campus in the south would not only take university education closer to the people but also enable our experts through research to help optimize the vast resources found in that region.

The successes that we witnessed during the year under review would not have been possible without the support we got from our Chancellor, who is also the President of our country, and the government. We also received a lot of support from countries and institutions outside Namibia, for which we are very grateful.





The Faculty of Engineering and Information Technology,  
Ongwediva Campus

## Annual Report 2012 Overview

Established by an Act of Parliament in August 1992, the University of Namibia has seen tremendous growth in all spheres over the years, ranging from student and staff numbers to infrastructural development amongst many others. Student numbers have rapidly increased from a mere 2 000 at inception to well over 17 000 at present. Among them are international students from more than thirty countries of the world.

The Windhoek Main Campus was previously a teachers college, meant to accommodate a maximum of 400 students but today has over 10 000 students. Though growing student numbers continue to pose a challenge to the University's existing infrastructure, UNAM has seen quite a number of infrastructural developments in terms of modern teaching facilities, computer and scientific laboratories, offices, and recreational facilities just to mention a few. These have partially assisted the University to cope with the ever-increasing national demands for higher education.

Apart from predominantly focusing on teaching, the University has witnessed significant increase in research output by its staff members, thereby making valuable contributions to the international body of knowledge. It has also made numerous collaborations both around academic programmes, research and community service. The University is currently in partnership with over 20 universities all over the world.

UNAM continues to be commissioned by various departments of the Government of the Republic of Namibia, UN Agencies, the private sector and non-governmental organisations for short and medium term research projects and training. Being the highest concentration of brain power in the country, the institution has made key contributions to various Government policies and programmes. Though there has not been a central arm coordinating community engagement activities, a number of staff members have made significant contributions to community service either individually, as a group or collectively as a department or unit.

The 2012 annual report gives detailed accounts of the various activities and programmes of all our different faculties, centres and departments.



Neudamm Campus, 38 km outside Windhoek

(Photo Source unknown)



# The Vice Chancellor's Executive Summary

Prof Lazarus Hangula

## PREAMBLE

The period under review was one of introspection and looking forward as it also marked two decades of the University of Namibia (UNAM). UNAM was a key partner and participant in the National Conference on Education. The conference deliberated on matters translating into resolutions signalling transformation for the higher education sector.

Given its relative young age, the University made gigantic strides in its development over the two decades despite being confronted by a number of challenges.



## KEY ACCOMPLISHMENTS

In its quest to increase access to higher education to Namibia's rural communities, and consistent with national requirements for professionals in critical areas relevant to attain the goals set in Vision 2030, the Chancellor of the University of Namibia H.E. President Hifikepunye Pohamba launched a fund to establish a new University campus at Keetmanshoop in the Southern part of Namibia. More than N\$15 million was raised at a gala dinner hosted by the Chancellor in the Capital. The University will pursue this development in phases, and as a joint endeavour with Government, the private sector and other development partners. The Keetmanshoop Town Council has donated a sizeable piece of land to UNAM for this purpose.

The Chinese Government has agreed to construct a Confucius Institute at the University of Namibia. The Institute will house Chinese language courses and cultural programmes. This agreement followed an earlier collaboration between UNAM and the China University of Geosciences Beijing (CUGB).

The University invested over N\$3.5 million in wireless Internet connection at all its campuses nationwide. Worth mentioning is the fact that the project was rolled out with the satellite campuses receiving priority and the main campus having to wait in line. The rolling out of a university-wide online registration process was an assurance to our students and the general public that long registration queues are now something of the past at UNAM.

The University launched the UNAM Press, a publishing unit which serves as an ideal publishing house for both home grown as well as allopatric universal knowledge. During the review period the Press launched two books by eminent writers and personalities in the names of High Court Judge Dr Collins Parker who wrote on Labour Law in Namibia, and a book by retired UNAM academic Dr Tapera Chirawu titled "Understanding Policy Domains: Their Salient Forces and Organisational Challenges", as well as the autobiography of Dr. Libertina Amathila, former Deputy Prime Minister, titled "Making a Difference".

In 2012 about 300 members of staff benefitted from the UNAM staff development



programme, enabling them to pursue undergraduate and postgraduate qualifications. In addition, the University approved a total of 128 rebates for staff and their dependants to pursue further studies within the University or at the Polytechnic of Namibia at no cost.

UNAM Chemistry Lecturer Galdys Karirirue Kahaka became the first Namibian woman to receive one of the 15 global UNESCO L'Oreal for Women in Science (FWIS) research fellowships. The award followed her proposal on researching the genetic make-up of Namibia's endangered species such as the Devil's Claw and the Cheetah as well as a nutritious plant the Ximenia.

## **NEW ACADEMIC PROGRAMMES**

The creation of the Departments of Wildlife and Ecotourism and that of Veterinary Medicine within the Faculty of Agriculture and Natural Resources has paved the way for the establishment of a School of Veterinary Medicine at UNAM in the very near future.

In order to respond to the needs of our rural communities and in an effort to strengthen academic offering at the former Colleges of Education which have since been fully integrated into the University system, the Faculty of Economics and Management Sciences introduced the Bachelor of Business Administration programme (BBA) at the Rundu campus. The Faculty's Department of Political and Administrative Studies also launched a Post Graduate Diploma in Security and Strategic Studies on a block release mode during the review period. The Department of Economics' upgraded its Masters of Science (MSc) in Economics to a Collaborative Masters Programme (CMAP) in Economics, under coordination by the African Economic Research Consortium based at Nairobi, Kenya.

The Faculty of Science implemented two new programmes, namely, a BSc in Financial Mathematics (Honours) and an MSc in Mathematics. Twenty-five students enrolled for the BSc Financial Mathematics.

## **RESEARCH**

The University of Namibia continues to grow and provide tertiary education to over 17 000 students from within and beyond its borders. The University's core values are; professionalism, mutual respect, integrity and transparency. These are inculcated in the curriculum and are imperative towards producing graduates that society depends on to contribute greatly towards development. Through the various Faculties staff and students have been pivotal in contributing toward development through cutting-edge research and partnerships with other institutions of higher learning.

The University was hailed for dedicating a significant amount of its resources, both human and financial, to national development issues. The visiting Head of the Global Health Group at the University of California, San Francisco, Prof Sir Richard Feachem, complimented UNAM for efforts made by Namibia to eliminate malaria. This followed the remarkable strides by UNAM and its eminent chemistry academic, Prof Enos Kiremire who registered seven patents on malaria treatment with the World Intellectual Property Organisation (WIPO). These patents have been certified as novelty and having industrial application by WIPO, which means that the patent can be developed by relevant industries in the fight against malaria.

University of Namibia geneticist Dr Percy Chimwamurombe was awarded the prestigious



State-of-the-art equipment and facilities enables a learning environment conducive to producing quality graduates.

George Forster Fellowship for Experienced Researchers administered by the Alexander von Humboldt Foundation of the Federal Republic of Germany, making him among the best scientists from developing and transition countries. Dr Chimwamurombe is the lead investigator in an 18-year long project to domesticate the marama, a highly nutritious wild bean noted for its superior protein and starch content in Namibia.

Research at the Ogongo Campus which has ventured into studying 'mixed cropping or intercropping' of drought adapted pearl millet (mahangu), sorghum and other crops with the flood adapted rice crops with the aim of increasing the preparedness of crop production for any extreme event (drought or flood) eventualities and thus buffer the local farmers against complete crop failures, bore fruit during the review period.

In the Faculty of Humanities and Social Sciences, Dr C.M. Beukes-Amiss was appointed chairperson of the Local Organising Committee on behalf of the Ministry of Education and ICT, for the eLearning Africa (eLA) conference in Namibia. Prof K. Mchombu and Dr C.T. Nengomasha were involved in the development of a Knowledge Management Framework for the Electricity Control Board (ECB) and produced a research report.

The Faculty of Science earned the University many accolades during the year in review, as it continued its cutting-edge research in key areas of national and international importance. In collaboration with the Council for Scientific and Industrial Research (CSIR) in Pretoria, Dr. Kazhila Chinsemu of the Department of Biological Sciences continued the bio prospecting of Namibian ethno botanicals for anti-HIV activities. In-vitro assays conducted at the CSIR confirmed the anti-HIV properties of several Namibian plants. This work is expected to yield novel anti-retroviral drugs.

International recognition for the work done by the Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) at Henties Bay came with the Centre becoming a member of the Aerosol Robotic Network group (AERONET). AERONET is a network of ground-based sun photometers, which measure atmospheric aerosol properties. The measurement system is a solar-powered CIMEL Electronique 318A spectral radiometer that measures sun and sky radiances at a number of fixed wavelengths within the visible and near-infrared spectrum. SANUMARC also hosted the Scientific Committee on Oceanic Research (SCOR) Regional capacity building meeting. SCOR is a non-governmental organization formed by International Council for Science (ICSU) with activities focusing on the promotion of international cooperation in planning and conducting oceanographic research. The SANUMARC campus continued in its collaboration in the SPACES (Science Partnerships for the Assessment of Complex Earth System Processes) programme. The two proposals in which the Centre is involved were accepted for funding by the German Federal Ministry of Education and Research.

The Faculty was also involved in research activities with other Universities in the region and outside the region, such as Hedmark University College in Norway and University of Oulu in Finland, among others. The Faculty of Education also actively participated in the TUNING Africa project funded by the European Union. A set of generic competences for all university graduates was developed as well as a set of subject specific competences in five field specialisations: teacher education, medicine, agriculture, mechanical engineering and civil engineering.

The Multidisciplinary Research Centre (MRC) carried out a collaborative research project with the Ministry of Health and Social Services (MoHSS), the University of California, San

Francisco (UCSF) and the London School of Hygiene and Tropical Medicine (LSHTM) on epidemiology and active case detection of malaria in Engela district, Ohangwena region.

The Library staff were also active during the year under review as they presented papers on international platforms. Ms. Namhila presented two papers at the IFLA World Library and Information Congress held in Tampere and Helsinki, Finland and Ms. Lilonga presented at the 8th Annual International Conference on Knowledge Management held in Johannesburg, South Africa.

The University was consummately proactive in promoting the functionalism of society through research and many other efforts amidst challenges faced. Management and students strove to excel in their respective disciplines of study through a high standard of Professionalism, Mutual Respect, Integrity and Transparency.

## **INTERNATIONAL COLLABORATION**

Ranked amongst the top 50 best universities in Africa according to the Webometrix rankings, the University continued to forge collaborative partnerships and links with like sister universities in the region and abroad. To this end, the University has also been receiving assistance from development partners. The German International Development Programme (GIZ) and UNAM signed a N\$40 million agreement geared towards giving impetus to the University's engineering training programmes. UNAM also strengthened links with the University of Brandenburg in Germany focusing on staff and student exchange, research, curriculum development and joint courses and colloquia.

UNAM also signed a cooperation agreement with the Savonia University of Applied Sciences in Finland collaborating in the fields of natural resources, health and social sciences.

The University of Namibia is now part of the Aerosol Robotic Network (AERONET) through the collaboration between the Sam Nujoma Marine and Coastal Resource Research Centre (SANUMARC) and the School of Geo and Spatial Science of North-West University in South Africa. AERONET is an optical ground based aerosol monitoring network and data archive supported by NASA's Earth Observing System.

On the home front the University signed a five-year cooperation agreement with the Ministry of Defence. In terms of the agreement, UNAM will introduce a Bachelor of Military Science as well as continue to offer the Masters Degree in Security and Strategic Studies. The Ministry will in turn provide funding for its students as well as for IT equipment, furniture and teaching aids.

## **CHALLENGES**

At its inception in 1992 the University of Namibia inherited a campus in the Capital then meant to be a teachers' college for whites under the former dispensation, with a total capacity of about 400 students. Two decades later the same facility has to cope with over 10 000 full and part-time students on a daily basis. The Government of the Republic of Namibia as the key partner of the University has done remarkably well through its National Planning Commission to build and/or rehabilitate the infrastructure. UNAM, will however, continue to rely on the local private sector to engage it on a Private-Public-Partnership to provide much needed facilities such as student accommodation at any of its eleven campuses nationwide.



Table 1A: Faculties & Centres Academic Staff

FACULTY / CENTRE	MALE	FEMALE	NAMIBIANS	NON-NAMIBIANS	TOTAL
Agriculture and Natural Resources	32	27	59	11	70
Economics and Management Science	28	10	38	6	44
Education	86	97	183	11	194
Engineering and Information Technology	10	3	13	13	26
Health Science - <i>School of Medicine</i>	6	5	11	15	26
Health Science - <i>School of Pharmacy</i>	3	1	4	3	7
Health Science - <i>School of Nursing and Public Health</i>	5	27	32	1	33
Humanities and Social Sciences	20	33	53	23	76
Law	7	5	12	2	14
Science	37	48	85	26	111
Centre for External Studies	9	6	15	0	15
Language Centre	7	8	15	0	15
University Central Consultancy Bureau	1	0	1	0	1
Oshakati Campus	6	17	23	1	24
Library	4	17	21	3	24
Centre for Quality Assurance and Management	1	0	1	0	1
Sam Nujoma Marine and Coastal Resources Research Centre	5	3	8	1	9
Multi-Disciplinary Research Centre	7	5	12	2	14
<b>Total Faculties and Centres Academic Staff</b>	<b>274</b>	<b>312</b>	<b>586</b>	<b>118</b>	<b>704</b>

Table 1B: Faculties & Centres Support and Administrative Staff

FACULTY / CENTRE	MALE	FEMALE	NAMIBIANS	NON-NAMIBIANS	TOTAL
Agriculture and Natural Resources	76	39	115	0	115
Economics and Management Sciences	1	5	6	0	6
Education	60	55	115	0	115
Engineering and Information Technology	11	6	17	0	17
Health Sciences - <i>School of Medicine</i>	2	3	5	0	5
Health Sciences - <i>School of Nursing and Public Health</i>	1	4	5	0	5
Humanities and Social Sciences	2	2	4	0	4
Law	2	3	5	0	5
Science	0	7	7	0	7
Centre for External Studies	7	20	27	0	27
Language Centre	1	3	4	0	4
Multi-Disciplinary Research Centre	0	2	2	0	2
Sam Nujoma Marine and Coastal Resources Research Centre	2	1	3	0	3
University Central Consultancy Bureau	2	1	3	0	3
Oshakati Campus	9	10	19	0	19
Centre for Quality Assurance and Management	4	2	6	0	6
Teaching and Learning Unit	1	2	3	0	3
HIV/AIDS Unit	0	1	1	0	1
Interactive Multi Media Unit	2	1	3	0	3
Centre for Professional Development	2	2	4	0	4
Research and Publications	0	2	2	0	2
<b>Total Faculties and Centres Support and Administrative Staff</b>	<b>185</b>	<b>171</b>	<b>356</b>	<b>0</b>	<b>356</b>

Table 1C: Central Administrative Staff

FACULTY / CENTRE	MALE	FEMALE	NAMIBIANS	NON-NAMIBIANS	TOTAL
Office of the Vice Chancellor	2	2	4	0	4
Office of the PVC (Academic Affairs and Research)	0	3	3	1	4
Office of the PVC (Administration and Finance)	1	2	3	0	3
Office of the Registrar	4	16	20	0	20
Office of the Bursar	14	19	33	0	33
Human Resources Department	5	19	24	0	24
Estate Services	48	10	58	0	58
Computer Centre	14	3	17	0	17
Dean of Students	6	7	13	0	13
Library	17	41	58	0	58
UNAM Foundation	1	6	7	0	7
Strategic and Physical Planning Office	2	0	2	0	2
Internal Auditing	2	1	3	0	3
Office of the Legal Advisor	0	2	2	0	2
Investigations Unit	1	1	2	0	2
Communications and Marketing	4	4	8	0	8
<b>Total Central Administrative Staff</b>	<b>121</b>	<b>136</b>	<b>257</b>	<b>1</b>	<b>258</b>
<b>GRAND UNIVERSITY TOTAL</b>	<b>580</b>	<b>619</b>	<b>1199</b>	<b>119</b>	<b>1318</b>

Table 2: University Staff on Training

Faculty/Unit	PhD	Master's Degree	Bachelor's Degree	Others	Total Female	Total Male	Total
Agriculture & Natural Resources	16	7	-	-	9	14	23
Economics & Management Sciences	5	3	1	2	4	7	11
Education	12	35	2	1	23	27	50
Humanities & Social Sciences	14	3	-	-	11	6	17
Law	4	-	1	-	2	3	5
School of Nursing & Public Health	10	2	-	-	12	-	12
Engineering & Information Technology	2	1	1	-	2	2	4
Science	15	15	4	-	13	21	34
Centre for External Studies	2	5	4	2	8	5	13
Language Centre	3	2	1	1	3	4	7
Oshakati Campus	5	4	1	1	7	4	11
Administrative Staff	5	9	37	21	35	37	72
Library	3	4	13	10	19	11	30
<b>TOTAL</b>	<b>96</b>	<b>90</b>	<b>63</b>	<b>40</b>	<b>148</b>	<b>141</b>	<b>289</b>



Sam Nujoma Marine and Coastal Resources  
Research Centre (SANUMARC), at Henties Bay

### STUDENT ENROLMENT

Enrolments for the 2012 academic year were 16 846. The number of full and part-time students increased to 13 560, an increase of 6% compared to the previous year. Of the 13 560 full and part-time students enrolled at UNAM, the majority were females. In addition, the University enrolled a total of 3 286 students, 57% who were females, through the mode of distance teaching.

A total of 1 925 international students registered for full and part-time studies at the University, which implies that 14% of the full and part-time complement of student population comprised international students. It is worth noting that 12 international students did their programmes through the mode of distance teaching.

UNAM registered a total of 10 985 students for Bachelors' degree programmes and 707 students for Postgraduate Diplomas. It is interesting to note that UNAM registered a total of 501 students who were pursuing a Masters' Degree programme, which is an increase of 22% compared to the previous year (75 were international students). The highlight was that all 8 Faculties registered Ph.D. candidates - 126 students pursued Doctorate degree programmes, an increase of 20% compared to the previous year (32 were international students – compared to the previous year, an increase of 39%).



**Table 3: Student Enrolment per Faculty/Centre**

FACULTY	QUALIFICATION	NAMIBIANS	NON-NAMIBIANS	MALE	FEMALE	TOTAL	FACULTY TOTAL
<b>Agriculture &amp; Natural Resources</b>							<b>646</b>
	Diploma	243	1	105	139	244	
	Bachelors Degree	335	44	168	211	379	
	Masters Degree	12	4	9	7	16	
	Doctoral Degree	5	2	6	1	7	
<b>Economics &amp; Management Sciences</b>							<b>3 734</b>
	Non-Degree Purposes	9	3	5	7	12	
	Certificate	248	11	93	166	259	
	Diploma	623	33	267	389	656	
	Bachelors Degree	1629	805	1094	1340	2434	
	Postgraduate Diploma	164	12	82	94	176	
	Masters Degree	130	30	104	56	160	
	Doctoral Degree	32	5	31	6	37	
<b>Education</b>							<b>3 114</b>
	Guest Student	0	1	0	1	1	
	Non-Degree Purposes	0	1	0	1	1	
	Diploma	683	9	251	441	692	
	Bachelors Degree	2244	30	781	1493	2274	
	Masters Degree	128	5	46	87	133	
	Doctoral Degree	12	1	7	6	13	
<b>Engineering &amp; Information Technology</b>							<b>349</b>
	Bachelors Degree	241	106	265	82	347	
	Doctoral Degree	0	2	1	1	2	
<b>Health Sciences</b>							
<i>School of Medicine</i>							<b>246</b>
	Bachelors Degree	198	48	77	169	246	
<i>School of Nursing &amp; Public Health</i>							<b>1 083</b>
	Non-Degree Purposes	1		0	1	1	
	Diploma	196	17	55	158	213	
	Bachelors Degree	706	43	130	619	749	
	Postgraduate Diploma	59	0	5	54	59	
	Masters Degree	37	7	9	35	44	
	Doctoral Degree	15	2	3	14	17	
<b>Humanities &amp; Social Sciences</b>							<b>1 861</b>
	Non-Degree Purposes	10	13	7	16	23	
	Diploma	219	21	86	154	240	
	Bachelors Degree	1109	378	427	1060	1487	
	Masters Degree	63	19	32	50	82	
	Doctoral Degree	19	10	8	21	29	

FACULTY	QUALIFICATION	NAMIBIANS	NON-NAMIBIANS	MALE	FEMALE	TOTAL	FACULTY TOTAL
<b>LAW</b>							<b>796</b>
	Non-Degree Purposes	3	0	2	1	3	
	Certificate	2	0	2	0	2	
	Diploma	84	6	51	39	90	
	Bachelors Degree	634	56	306	384	690	
	Masters Degree	6	1	5	2	7	
	Doctoral Degree	1	3	2	2	4	
<b>SCIENCE</b>							<b>1 619</b>
	Non-Degree Purposes	1	1	2	0	2	
	Diploma	144	4	80	68	148	
	Bachelors Degree	1218	175	634	759	1393	
	Masters Degree	50	9	20	39	59	
	Doctoral Degree	10	7	6	11	17	
<b>UNAM Foundation Programme</b>							<b>112</b>
	Certificate	112	0	30	82	112	
<b>TOTAL (FULL - &amp; PART TIME)</b>		<b>11 635</b>	<b>1 925</b>	<b>5 294</b>	<b>8 266</b>	<b>13 560</b>	<b>13 560</b>
<b>Centre for External Studies</b>							<b>3 286</b>
	Non-Degree Purposes	25	0	6	19	25	
	Certificate	673	0	482	191	673	
	Diploma	1118	12	364	766	1130	
	Bachelors Degree	986	0	375	611	986	
	Postgraduate Diploma	472	0	199	273	472	
<b>TOTAL (DISTANCE TEACHING)</b>		<b>3274</b>	<b>12</b>	<b>1 426</b>	<b>1 860</b>	<b>3 286</b>	<b>3 286</b>
<b>OVERALL TOTAL</b>		<b>14 909</b>	<b>1 937</b>	<b>6 720</b>	<b>10 126</b>	<b>16 846</b>	<b>16 846</b>

### Student enrolments per Region (Namibia)

All 13 Regions within Namibia were represented through enrolments at UNAM. The Khomas region attracted most students, namely 4726 for full and part-time studies (an increase of 5% compared to the previous year), followed by the Omusati region with 1 756 students (an increase of 7% compared to the previous year).

The UNAM Oshakati Centre (at the Oshakati Campus) continued to attract most students for distance teaching, namely 1193, followed by the UNAM Windhoek Centre (at the Windhoek Main Campus) with 1014 students, which represents an increase of 9,03% compared to the previous year.

**Table 4: Student Enrolment per Region**

REGION	FACULTY/SCHOOL/UNIT										TOTAL
	Agriculture	Economics	Education	Engineering	Medicine	Nursing	Humanities	Law	Science	Foundation	
CAPRIVI	32	112	242	13	5	29	72	18	58	0	581
ERONGO	23	145	62	16	11	27	70	30	78	0	462
HARDAP	5	42	25	3	5	15	19	18	17	0	149
KARAS	13	65	51	6	2	18	28	24	25	1	233
KAVANGO	23	137	346	10	2	68	51	13	67	0	717
KHOMAS	150	1532	824	39	89	289	774	464	556	9	4726
KUNENE	10	25	40	3	1	17	15	5	14	2	132
OHANGWENA	53	106	318	31	6	109	44	3	87	16	773
OMAHEKE	10	44	20	5	1	3	20	7	19	0	129
OMUSATI	149	172	565	38	43	271	150	61	260	47	1756
OSHANA	97	241	465	48	18	110	85	43	167	34	1308
OTJIKOTO	11	93	42	24	5	16	42	7	16	2	258
OTJOZONDJUPA	19	121	67	5	10	42	50	37	59	1	411
											11635

## Enrolments per UNAM Regional Centre (Distance teaching)

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

	UNAM REGIONAL CENTRE	SUB-TOTAL	TOTAL
<b>NAMIBIAN</b>			<b>3274</b>
	Eenhana	104	
	Gobabis	72	
	Katima Mulilo	146	
	Keetmanshoop	132	
	Khorixas	27	
	Otjiwarongo	101	
	Oshakati	1192	
	Rundu	236	
	Swakopmund	162	
	Tsumeb	98	
	Windhoek	1005	
<b>NON-NAMIBIAN</b>			<b>12</b>
	Oshakati	1	
	Rundu	1	
	Tsumeb	1	
	Windhoek	9	
<b>TOTAL</b>			<b>3286</b>

## Student enrolments per Citizenship (International)

UNAM registered 1 925 international students from 36 different countries for fulland part-time studies, which is an increase of 6% compared to the previous year. An additional 12 international students opted to study through the mode of distance teaching.

Table 6: Student enrolments per Citizenship (International)

COUNTRY	FACULTY/SCHOOL									COUNTRY TOTAL
	Agriculture	Economics	Education	Engineering	Medicine	Nursing	Humanities	Law	Science	
ANGOLA	4	84	4	5	-	-	10	-	22	129
AUSTRIA	-	1	-	-	-	-	-	-	-	1
BOTSWANA	-	72	11	3	2	3	28	9	10	138
BURUNDI	-	1	3	1	-	-	-	-	-	5
CAMEROON	-	2	-	-	-	1	2	-	-	5
CHINA	-	5	-	-	-	-	3	-	1	9
CONGO	-	13	-	1	1	1	5	-	5	26
DEMOCRATIC REP OF CONGO	-	15	-	-	-	2	1	-	3	21
FINLAND	-	-	1	-	-	-	4	-	-	5
GERMANY	-	2	1	-	-	-	4	-	2	9
GHANA	-	3	-	-	-	-	3	-	-	6
INDIA	-	1	-	-	-	-	-	-	3	4
JAMAICA	-	-	-	-	-	-	1	-	-	1
KENYA	-	12	1	-	1	2	5	3	8	32
LESOTHO	-	2	-	-	-	-	1	-	2	5
LIBERIA	1	-	-	-	-	-	-	-	-	1
LIBYA	-	1	-	-	-	-	-	-	-	1
MALAWI	6	17	-	-	-	1	11	3	-	38
MAURITIUS	-	1	-	-	-	-	-	-	-	1
MOZAMBIQUE	-	-	-	-	-	-	1	-	-	1
NETHERLANDS	-	1	-	-	-	-	-	-	-	1
NIGERIA	1	8	2	2	4	2	8	3	-	30
PAKISTAN	-	-	-	-	-	1	-	-	-	1
RWANDA	-	1	-	-	-	-	-	-	-	1
SEYCHELLES	1	-	-	-	-	-	-	-	-	1
SOUTH AFRICA	1	2	1	-	17	1	6	4	3	35
SPAIN	-	-	-	-	-	-	1	-	-	1
SWAZILAND	1	-	1	-	1	-	3	-	1	7
SWEDEN	-	-	-	-	-	-	4	-	-	4
TANZANIA	1	12	1	1	1	4	8	-	5	33
UGANDA	-	3	-	1	-	2	5	1	-	12
UNITED KINGDOM	1	1	-	-	1	-	-	-	-	3
USA	-	-	-	-	-	-	1	-	-	1
VIRGIN ISLANDS	-	-	-	-	-	-	1	-	-	1
ZAMBIA	19	457	15	54	10	12	139	24	90	820
ZIMBABWE	15	182	6	40	10	37	186	19	41	536
<b>GRAND TOTAL</b>										<b>1925</b>



## Graduation

A total of 2 756 candidates graduated from UNAM during the academic year under review. It is interesting to note that, in terms of gender, 69% of the graduates were female.

A total of 226 international students from 16 different countries graduated from UNAM during the review period. Zambia had the most candidates, namely 89, followed by Zimbabwe with 78, and Botswana with 17.

The highlight was the conferment of 9 Doctorate degrees – 5 within the Faculty of Health Sciences (School of Nursing and Public Health), and 4 within the Faculty of Humanities and Social Sciences.

Table 7: Graduates per Faculty/Centre

FACULTY	QUALIFICATION	MALE	FEMALE	SUB-TOTAL	FACULTY TOTAL
Agriculture & Natural Resources					
	Diploma	26	44	70	109
	Bachelors Degree	19	18	37	
	Masters Degree	1	1	2	
Economics & Management Science					
	Certificate	49	130	179	742
	Diploma	70	157	227	
	Bachelors Degree	100	148	248	
	Postgraduate Diploma	27	48	75	
	Masters Degree	6	7	13	
Engineering & Information Technology					
	Bachelors Degree	19	11	30	30
Education					
	Diploma	178	329	507	691
	Bachelors Degree	46	115	161	
	Postgraduate Diploma	2	4	6	
	Masters Degree	3	14	17	
Health Sciences					
<i>School of Nursing &amp; Public Health</i>					
	Diploma	14	75	89	254
	Bachelors Degree	36	124	160	
	Doctoral Degree	1	4	5	
Humanities & Social Sciences					
	Diploma	32	65	97	271
	Bachelors Degree	34	125	159	
	Masters Degree	4	7	11	
	Doctoral Degree	2	2	4	
Law					
	Bachelors Degree	48	93	141	141
Science					
	Diploma	10	5	15	135
	Bachelors Degree	53	55	108	
	Masters Degree	3	9	12	
Centre for External Studies					
	Certificate	17	136	153	383
	Diploma	41	134	175	
	Bachelors Degree	4	49	53	
	Postgraduate Diploma	0	2	2	
<b>GRAND TOTAL</b>		<b>845</b>	<b>1 911</b>	<b>2 756</b>	<b>2 756</b>

Table 8: Graduates – International students

COUNTRY	MALE	FEMALE	TOTAL
ANGOLA	5	7	12
BOTSWANA	10	7	17
BURUNDI	1	0	1
CONGO	0	1	1
GHANA	1	1	2
GERMANY	0	1	1
KENYA	3	2	5
LIBERIA	1	0	1
MALAWI	0	3	3
NIGERIA	0	4	4
SOUTH AFRICA	2	1	3
TANZANIA	2	3	7
UGANDA	1	0	1
UNITED KINGDOM	1	0	1
ZAMBIA	41	48	89
ZIMBABWE	19	59	78
<b>GRAND TOTAL</b>	<b>87</b>	<b>139</b>	<b>226</b>



The Katima Mulilo Campus



## Activities of Faculties, Schools & Campuses

### **FACULTY OF AGRICULTURE AND NATURAL RESOURCES**

Dean: Prof F Mause

#### **Introduction**

The Faculty of Agriculture and Natural Resources (FANR) contributes to national development through education and research in line with the Millennium Challenge Objectives. During the year under review, the Faculty put efforts in educating people for vision creation and self-sustainability; conducting research to feed the nation and extension service provision to final beneficiaries of Faculty's research outcomes. Education, research and community services are all provided in different areas of knowledge of significant importance for economic growth of Namibia. The Faculty of Agriculture and Natural Resources is highly committed to produce graduates capable of formulating country strategic development programs for creation of wealth and consequently, reducing poverty and decreasing the levels of unemployment country wide towards sustainable development.

#### **Academic Activities**

The Faculty improved its teaching capacity through both training of technicians running the labs, equipping the laboratories and building capacity of the personnel facilitating the conduct of experimental research. Five supporting research staff members benefited from a short training course on poultry production and management in South Africa with the objective of establishing sustainable projects on egg and chicken production in the country. Another technician running laboratory demonstrations to students benefited from a capacity building course to acquire more laboratory skills to assist veterinary students. Ten staff members including one technician and one lecturer, benefited from a short course on artificial insemination in cattle conducted at Neudamm campus. Some lecturers have concluded their studies abroad at MSc and Ph.D. levels; they fully participate in teaching and research activities.

Two new departments were established in 2012 namely, Department of Wildlife and Ecotourism and the Department of Veterinary Medicine respectively. The establishment of these two departments will enhance research capacity and broaden the research spectrum of the Faculty. All curricula of the on-going educational programmes were updated and approved by the University Senate for implementation while other discussions towards establishment of a curriculum on animal health program are under discussion.

The Faculty of Agriculture and Natural Resources has been contributing to poverty eradication countrywide, through development of research in fields of major importance for the development of agriculture, namely, fisheries and aquatic sciences; food science and technology; animal science; crop science; agricultural economics; integrated environmental sciences and more sustainable initiatives are emerging in the areas of veterinary sciences and wildlife and ecotourism.

#### **Research and Publications**

While the research agenda of the FANR is broad reflecting diversity of specialisations as represented

by separate Departments comprising the Faculty, the strategic position of the Ogongo Campus focuses on crop production, integrated natural resource management and agricultural economics, This is informed by the geographic locality of the Ogongo Campus within the most populous part of the country where crop production forms the mainstay of local livelihoods as well as the relative competitive advantage the area has in terms of climate and weather over central and southern Namibia. To this end, the strategic research direction and focus at Ogongo is geared towards adaptive cropping systems within the flood prone semi-arid north central Namibia taking advantage of the inconsistent climatic conditions characterized by both flood and drought conditions.

Neudam Campus has the following departments: Animal Science, Food Science and Technology and Agricultural Economics. The Department of Fisheries and Aquatic Sciences is currently located in Windhoek, but is expected to be relocated to the coast during 2013. These departments are focused on research in Marine Sciences, food science and animal science. This makes Neudam a multi-disciplinary research and less of a crop science research Campus as compared to Ogongo Campus. This strategic choice is influenced by the climatic conditions characterising the central part of the country favouring most research on livestock production namely pigs, goats and sheep, beef and dairy.

Ogongo has ventured into studying 'mixed cropping or intercropping' of drought adapted pearl millet (mahangu), sorghum and other crops with the flood adapted rice crops with the aim of increasing the preparedness of crop production for any extreme event (drought or flood) eventualities and thus buffer the local farmers against complete crop failures. This is a five-year multi-disciplinary research project mainly investigating the potential introduction of rice cultivation alongside traditional cropping systems not only in north-central Namibia but covering the periodically inundated floodplains and low-lying areas of Kavango and Caprivi regions.

The major project undertaken by the Department during the year 2012 was the JICA Rice/Mahangu Project. Five staff members (Ms Hangula, Ms Jona, Ms Sheehama, Mr Angula and Mr Thomas) joined the JICA Rice Project in collaboration with Kinki University in Japan. Three of the five staff members in the Project participated in a participatory extension training in Japan for a period of three weeks. After a brief report on the training, additional departmental staff members joined the project as well. These members in the project participated in a number of project activities, for example, research proposal writing and designing questionnaires for a socio-economic baseline survey.

#### **Journal Articles**

**B. Thomas.** 2012. An Assessment of the Role of Research and Extension Services for Small-scale Crop Farmers in North-Central Namibia. *Journal of Agriculture and Biodiversity Research*. Vol 1, Issue 7, p122-126

**T.P. Murphrey, S.K. Kalundu and W.A Jones.** 2012. Identifying Learning styles and Technology Acceptance of agriculture students: An efforts to improve Educational Effectiveness. *Journal of International Agricultural and Extension Education*, Vol. 19, No.2, p. 135- 143

**Proceedings of The 5th International Conference on Appropriate Technology**, November 20-24, 2012, Saint George Hotel and Convention Centre, Pretoria South Africa. <http://www.appropriatetech.net/?q=content/5th-international-conference-appropriate-technology>

#### **Conference presentations**

**I D T Mpofo** (2012). "Rural Development Strategy Implementation: Rural Development through Fodder Flow Systems for Livestock". The National Government Indaba on Agrarian Change, Land Reform and Sustainable Agriculture Development 2012. 11th – 13th July 2012. Protea Hotel, Durban.

**I D T Mpofo , G H M Matondi, E Masama, and F F Muronzi** (2012). "Effect of feeding different levels of cottonseed meal on goat erythrocyte membrane osmotic fragility". South African Association for Animal Science (SASAS) CONGRESS 9-12 July 2012, ICC Conference Centre, East London , South Africa

**Shikongo-Nambabi, M.N.N.N., A. Shoolongela, M.B. Schneider,** (2012). Control of Bacterial Contamination during Marine Fish Processin, Journal of Biology and Life Science. 3 (1).

**Shikongo-Nambabi, M.N.N.N., Petrus, N.P. and Schneider, M.B.** (2012). The role, isolation and identification of Vibrio species on the quality and safety of seafood. Biotechnology and Molecular Biology Reviews, 7 (2), 16-30.

**Shikongo-Nambabi, M.N.N.N., Chimwamurombe, P.M. and Venter S.N.** (2012). Identification of Putative Vibrio Species Isolated from Processed Marine Fish using Thiosulphate-Citrate-Bile-Sucrose (TCBS), Agar. British Biotechnology Journal 2 (4), 229-246.

**Petrus, NP; Mpofo, I; Shikongo-Nambabi M.N.N.N.** (2012). Coping With Climate Change Challenges By Feeding Indigenous Chickens Under Intensive Systems in Namibia. Journal of Petroleum & Environmental Biotechnology. 3 (5) doi: 10.4172/2175-7163.1000128

**Hiwilepo-van Hal P., Bosschaart C., van Twisk C., Verkerk R. and Dekker M.,** (2012), Kinetics of thermal degradation of vitamin C in marula fruit (*Sclerocarya birrea* subsp. *caffra*) as compared to other selected tropical fruits, LWT-Food Science and Technology 49, 188–191.

**Bille, P.G. and S. Kaposao** (2012). Compositional and Bacteriological Quality of Heat Treated Milk Marketed in Namibia. The African J. of Food, Agriculture, Nutrition and Development, 12(3), 1-12.

**Hedimbi, M., C. Gwanama and NP Muandingi.** 2012. The use of seaweed, *Laminaria luder*, as substrate for oyster mushrooms (*Pleurotus HK35*) production. Proceedings of the 3rd conference for the Association of Medicinal and Edible Mushrooms, 25-28 June, Windhoek, Namibia.

Ipinge, S.N., S.K. Awala and I. Shilulu. 2012. The Namibian Seed Production Training Manual. Ministry of Agriculture, Water and Forestry, Windhoek.

**Nashima, F.P.** (2012). Changes in diversity and composition of fish species in the Southern Benguela Ecosystem of Namibian. Journal of Research in Ecology, 1: 037-043. Retrieve from <http://www.ficuspublishers.com/documents/EC0007.pdf>

**The new research projects started in 2012 are as follows:**

- EU funded project: Community Conservation Fisheries in KAZA Project
- MCA funded project: Impalila Tourism fisheries Management of the Kasaya Channel
- MCA funded project: Sikunga Conservancy Tourism fisheries Management
- SAREP funded project: Development of a Fisheries Management Plan for the Okavango River
- SASSCAL funded project: Improved knowledge of aquatic ecosystems supporting fisheries, development of integrated strategies for sustainable fisheries and improved fisheries management
- Walvis Bay Municipality funded project: Zoobenthos Survey In The Walvis Bay Lagoon

## **Community Engagement**

The Faculty carried out and partnered with other stakeholders in giving back to the community through seminars, workshops and exercises that could empower agricultural practices and build knowledge on entrepreneurship.

# FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES

Dean: Prof. Oluyele Akinkugbe

## Introduction

The Faculty of Economics and Management Sciences (FEMS), under the leadership of Prof. OA Akinkugbe, Dean, and Dr. UL Paliwal, Deputy Dean has five (5) departments, namely Accounting, Auditing and Income Tax, Economics, Management Science, Political and Administrative Studies and the Namibia Business School. The respective HODs of these departments are Ms T Chata, Dr. E. Kaakunga, Mr. F. Dangarembizi, Mr Victor Tonchi and Mr. M. Hengari.

The Faculty of Economics and Management Sciences, 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.

*The mission of the Faculty rests on the following domain, values and principles:*

- The members of the Faculty of Economics and Management Sciences believe in a University whose purpose is preservation, transmission, interpretation, and development of cultural heritage of humans, and acquisition and expansion of new knowledge and understanding.
- The Faculty derives its strength from a unity of purpose combined with a diversity of outlook that requires it to examine every facet of life and to uphold the higher human values implicit in the arts, the humanities, and the sciences.
- The Faculty will serve the needs of society but, in so doing, it will also be society's critic, encouraging independent thinking, free discussion, and the pursuit of truth.
- The Faculty is jealous of its freedom which it will exercise without fear or favour, promoting in its members and students the spirit of courageous and emancipatory enquiry.

The objectives of the Faculty are: to promote excellence in teaching and research; to inculcate a critical disposition and an ability for creative problem-solving; to educate and train high level human resources in support of sustainable development and community service; and to produce responsible citizens with a healthy respect for human dignity.

## Staff

Staff development was and continues to be a challenge in that when there is shortage of staff it is difficult to release any of those on board to go and study. The Memorandum of Understanding (MOU) between UNAM and the Institute for Social Studies in the Hague for a collaborative PhD programme for UNAM academics will provide a leeway. Under the programme, colleagues will be able to enroll for the Doctoral programme while they continue to discharge their academic responsibilities; they will only need to visit the Hague for consultations for 2-3 months every year. Three colleagues (2 from Politics and Administrative Studies, and 1 from the Namibia Business School) are currently enrolled in the UNAM/ISS PhD programme.

## Academic Activities

**The Department of Management** introduced the Bachelor of Business Administration programme (BBA) at the Rundu campus to commence beginning of the 2013 academic. This is in response to the demand by wider and immediate community.





Wi-Fi availability at all Campuses promotes information sharing and social interaction. We are part of the global village.

The Department of Political and Administrative Studies launched a Post Graduate Diploma in Security and Strategic Studies on a block release mode in July 2012.

The Department of Economics' Master's of Science (MSc) in Economics was upgraded to a Collaborative Master's Programme (CMAP) in Economics, under coordination by the African Economic Research Consortium based at Nairobi, Kenya. In June 2012, the Department sent nine (9) students to the Joint Facility for Electives (JFE) in Nairobi, to attend classes and write examination in elective courses with students from over 25 African countries under the CMAP programme. During 2012-2013, an intake of seven (7) students was enrolled for the MSc degree in Economics.

The Namibia Business School, in the drive towards meeting the School's strategic objectives sought and obtained membership from various well-established and high-level organisations in 2012. These include: The Association of African Business School (AABS) (Pipeline Member); Association to Advance Collegiate Schools of Business (AACSB) (Member); EFMD – Full Membership Code : 28952; Team Namibia; Namibia Chamber of Commerce and Industry; Namibia Manufacturers Association; and the Global Entrepreneurship Monitor (GEM).

The Faculty successfully held an International Conference on Accounting and Finance. The Conference was aimed at nurturing the research culture and provided a platform to local researchers. Abstracts of 50 research papers were received from participants from different countries. Out of these 30 papers were presented by participants over four technical sessions of the Conference.

The Namibia Business School concluded the data collection and analysis for the Namibia first GEM Report. This Report will be released by the Global Entrepreneurship Research Association in the course of 2013. The Department of Management Science organised its first International Conference on 'Management, Leadership and Entrepreneurship – Key to Africa's Renaissance' at Hilton Hotel, Windhoek, Namibia on May 2012.

All Departments under the Faculty undertook extensive curriculum review of the post-graduate degree programmes during 2012; new modules added in some instances to respond to market and other stakeholder demands; existing modules were updated in other cases. Departments in the Faculty offer Certificate programmes, Diploma programmes, Advanced Diploma and Four-year Bachelor degree programmes at undergraduate level. Master's programmes are offered by the Department of Economics, Department of Accounting, Auditing and Income Tax, Department of Political and Administrative Studies and the Namibia Business School (MBA). PhD programmes are offered in the Departments of Politics and Management Science, while the NBS offers a DBA programme.

## **Research And Publications**

### **Journals and Book Chapters**

**Ziramba, E.** (2012) "Revisiting the South African Aggregate Import Demand: a view from Expenditure Components", *Journal of Studies in Economics and Econometrics*, vol. 36(2).

**Ziramba, E & Kavezeri, K.** (2012) "Long-run Price and Income Elasticities of the Namibia Aggregate Electricity Demand: Results from the Bounds Testing Approach", *Journal of Emerging Trends in Economics and Management Sciences*, vol.3 (3), pp. 203-209.

**Moyo, B and Ziramba, E.** (2012) "The impact of crime on inbound tourism to South Africa: An application of the Bounds Test," *African Security Review* (forthcoming).

**Nyambe, J.M. and Belete, A.** (2012). "Assessment of factors to receiving food aid in the Caprivi region of Namibia: A factor analysis approach. *African Journal of Agricultural Research*, vol. 7(31), pp. 4401-4407.

**Kaakunga, E. & Matongela, A.M.** (2012). "Determinants of Manufactured Export Performance in Namibia", *Journal for Studies in Humanities and Social Sciences*, Vol. 1(2).

**Oluyele Akinkugbe and Ekundayo, B.I** (2013). "Financial and Real Sector Interactions in Nigeria", *The Journal of American Academy of Business, Cambridge*, Vol 18, No. 2, Pp. 367 – 372.

**Oluyele Akinkugbe, M.C. Chama and N. Tothlego** (2012). Health Financing and Catastrophic Payments for Health Care: Evidence from Household-Level Survey Data in Botswana and Lesotho, *African Development Review*, Vol. 24, No. 4, 2012, Pp. 358 – 370.

**Oluyele Akinkugbe** (2012). Zambia Country Case study, in "*Agribusiness for Africa's Prosperity: Country Case Studies*", UNIDO WORKING PAPER, Second Edition, April 2012, **Chapter 9, Pp. 281 – 311, UNIDO, Geneva.**

**Oluyele Akinkugbe** (2012). "Strengthening Regional Integration In The Quest For Africa's Trade Expansion And Economic Development", In *Evolution of International Trading System: Prospects and Challenges*, Saint Petersburg, Pp. 11 – 27.

**Oluyele Akinkugbe** (2012). "The Middle Class and Education in sub-Saharan Africa", In, *The Middle Class in Africa*, African Development Bank, Tunis, Chapter 9 (Forthcoming).

**Oluyele Akinkugbe** (2012). Facilitating the Production and Export of Manufactured goods in Africa and Asia Pacific: A comparative analysis using pooled/panel data; Collection of Papers, CODESRIA, Dakar (**Forthcoming**).

**Oluyele Akinkugbe and Ekundayo, B.I** (2013). "Financial and Real Sector Interactions in Nigeria", *The Journal of American Academy of Business, Cambridge*, Vol 18, No. 2, Pp. 367 – 372.

**Paliwal, U. L. & Mutumba, B. S.** (2012). An Analysis of the Impact of the Global Financial Crisis on the Namibian Tourism Sector. *Indian Journal of Commerce* Vol. 65 No 1 January – March 2012

**Paliwal, U. L.** (2012). "Diversification in a small market: Evidence from Namibia" at World Finance & Banking Symposium, Shanghai, China. December 17 – 18, 2012. Accepted for Publication.

**Paliwal, U. L. & Sharma, K.R.** (2012). Artisanal Fisheries Sector in Namibia. In Maliyamkano, T.L.; Mason, H.; Mugoya, P.; Mutakyahwa, R. G. & Osoro, N. (Eds) "Transforming the Informal Sector: How to Overcome the Challenges" ESAURP, Dar es Salaam, Tanzania. ISBN: 978 9987 25 050 5

#### **Department of Politics and Administrative Services**

**Victor L. Tonchi:** "Historical Dictionary Namibia" Second edition, 2012, (with William A. Lindeke and John J. Grotpeter). Lanham, Maryland, USA: Scarecrow Press (548 pages).

**Sitali Brian Lwendo:** "Challenges for Improving Decentralization and Local Government Reforms: An African Perspective" 2012. Saarbrücken, Germany: LAP LAMBERT Academic Publishing.

**Sitali Brian Lwendo**, "Development of Local Government and Decentralization: A contemporary African Experience" September 2011. Saarbrücken, Germany: LAP LAMBERT Academic Publishing.

#### **Book chapters**

**Blaauw, L. 2012.** "Unfinished Business: Democracy in Namibia" Sims, Bryan M and Koep, Monica (editors) 2012, Pretoria: Idasa, p74-100.

**Van Rooyen, P. H.** (2012). Two Southern African Rock Art Sites as Indicators of Ancient Migratory Routes. Rock Art Research Journal, Volume 29 Number 2.

**Brian Lwendo.** (2012) Challenges for improving decentralized planning and local government reforms: An African perspective. LAP Lambert Publishing GmbH & co. KG, Germany.

**Tonchi, V. I.** (2012). Historical Dictionary of Namibia, Second Edition. Lanham, Maryland, USA: The Scarecrow Press Inc.

**Van Rooyen, Piet** (2012). Rodriguez Queillerie, Cape Town.

**Van Rooyen, Piet** (2012). Vaarwel, Klein Soldaat (Go Well, Little Soldier) Protea Boekhuis, Pretoria.

**Blaauw, L.** 2012. "The interface of foreign relations and economic cooperation" in A. du Pisani and A. Bösl (eds.). Namibia's Foreign Relations: Perspectives for the 21<sup>st</sup> Century. Windhoek: Gamsberg Macmillan Education. (Forthcoming).

**Blaauw, L.,** 2012. "Accountability and Democracy" in M. Koep and B. Simms (eds.) Unfinished Business: Democracy in Namibia. Pretoria: Institute for Democracy.

**Blaauw, L.** 2013 "Reinforcing Authoritarian Rule: Electoral politics in Angola" Journal of African elections.

#### **Conference Papers/Proceedings**

##### **Department of Accounting, Auditing and Income Tax**

**Sharma, K. R.** (2012). Development of Bond Market in Namibia, World Finance Conference III Rio de Janeiro, Brazil July 2- 4, 2012.

**Sharma, K. R.** (2012). "Local Participation in Foreign Investment – Emerging Trends in Southern Africa" at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

**Sharma, K. R. & Paliwal, U. L.** (2012). "Multiple Financing and Debt Trap", World Finance & Banking Symposium, Shanghai, China. December 17 – 18, 2012

**Paliwal, U. L.** (2012). "Diversification in a small market: Evidence from Namibia" at World Finance & Banking Symposium, Shanghai, China. December 17 – 18, 2012



**Beukes E. D and Gamses C.** (2012). "Critical Shortage of Auditors in Namibia", at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

**Chata, T.** (2012). "Factors that Influence Academic Performance in the Financial Accounting Modules", at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

**Tjiueza Sharon V.** (2012). "Internship Programme in Accounting", at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

**Heikki Heino.** (2012). "The Game: Made in China Reverse Merge with a US Public Shell Company", at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

**Nakweenda, L. T.** (2012). "Housing Finance in Namibia: A case Study of Otjomuise in Windhoek" at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

**Tulonga, Shaalukeni.** (2012). "Bursting through the Wide Open Door: Chinese Direct Investment in Namibia", at IV International Conference on Accounting & Finance, Windhoek, Namibia October 9 -10, 2012

### **Community Engagement**

Prof. A du Pisani continued to act 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". He also 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. Mr Phanel Kaapama and Prof. A du Pisani also co-developed the National Security Policy Framework (NSPF) for the Namibia Central Intelligence Service (NCIS) and facilitated interactive discussion with Security System agencies, amongst others. Prof. A du Pisani is a Trustee of the Institute for Public Policy Analysis (IPPR) and the John Muagangeyo Art Centre (JMAC).

Mr. V. Tonchi served as a Board member of PACON and led an ECF-SADC observer Mission to the Seychelles Presidential elections. Dr Paliwal, U.L. continued as a member on the Education and Examination Committee for the Institute of Bankers in Namibia. He was also the reviewer of the Terengganu International Finance and Economics Journal (TIFEJ). The Dean of the Faculty, Prof Oluyele Akinkugbe, continued to act as the reviewer of the following journals: the Botswana Journal of Economics (BOJE); the World Development Journal of Developing Areas; the Tanzanian Trends, and the UNISWA Research Journal. He also served as the Coordinator for the African Regional Hub for Macroeconomic Policy Modelling and Analysis; a collaborative initiative of the African Development Bank, and continued to act as external examiner to MA and PhD programmes at the Universities of Cape Town and the Witswatersrand in South Africa.

### **Conclusions**

Despite numerous challenges the Faculty continued to be confronted with, it still forged ahead by way of delivery on its core activities—teaching and learning, research and community engagements. The Faculty continued to grow in terms of programmes on offer, student numbers and annual graduates. Research throughput also grew.

The drive towards strengthening service delivery at the Namibia Business School (NBS) now enjoys wide recognition; six (6) core academic positions at the levels of Associate and Full Professors have been approved for the School.

In furtherance of the capacity development in the Faculty, four (4) staff development fellow (SDF) positions have been approved for all the Departments; these positions will ensure smooth career path/track for upcoming academics on attaining first degrees from the different disciplines.



Students in the Library at Ogongo Campus,  
catching-up with the daily news

## **FACULTY OF EDUCATION**

Dean: Dr Charmaine Villet

### **Introduction**

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

The academic year 2012 saw the implementation of the second year of our new B.Ed primary programme. It was also the last year that the Basic Education Teachers Diploma (BETD) was offered at the four satellite campuses. A good number of former BETD students who were in their first year in 2010 articulated into the new B.ED primary. However, those who did not, continued in the BETD programme, which was being phased out with the last group of graduates exiting and graduating in 2013.

The Faculty collaborated with the Ministry of Education (MoE) on the development of a Teacher Policy with the assistance of the Finnish Government in the year 2012. Active links with the National Institute for Educational Development in reforming the structure and curricula of the new Basic Education/General Education system continued. Another area in which we have closely collaborated with the MoE is the capacity building for teacher educators and teacher training institutions funded by the Chinese government.

### **Academic Activities**

In 2012 a Dean, five deputy-deans, seven Heads of Department and 36 coordinators, led the Faculty. Each campus also had a BETD coordinator as well as a School Based Studies coordinator. This made up the management of the Faculty of Education, assisted by various administrative staff.

The academic year kicked off with a teambuilding workshop on all the satellite campuses. The purpose of this exercise was to bring all staff together and to set the tone for collaboration on implementation of the B.Ed programme across all the campuses. A mentorship workshop was conducted on all the campuses to assist academic staff with the implementation of a mentorship programme. An expert from outside and one of our staff members facilitated this.

Staff on the satellite campuses were involved in a number of capacity building workshops aimed at helping them to improve the quality of their teaching as well as their research capacity. Training in improving teaching quality was facilitated by the UNAM Teaching and Learning Improvement Unit (TLIU) with staff members from the main campus providing the training. Training in building research capacity was offered by a number of visiting professors from partner institutions such as Eastern Finland University, Oulu University in Finland, and from Pacific Lutheran University in Tacoma, Washington. The UNAM Research and Publications Unit also provided training in research and publications.

HODs and their departmental staff members visited their colleagues on the different campuses to provide assistance with curriculum implementation and training in areas identified as challenging by their colleagues. This was particularly done for lecturers in pre- and lower primary, school based studies and other professional subject modules with which satellite campus staff were struggling to implement.

Areas that were particularly identified as posing a challenge for some academic staff members was the setting of good quality exam papers as well as marking of the papers. HODs were encouraged to study exam moderators' reports and provide assistance where it was needed.

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, they taught post-graduate modules to students on the Hifikepunye Pohamba, Rundu and Katima campuses.

The Faculty staff also actively participated in assisting the Disability Unit of the University with academic and psycho-social support to UNAM students with disabilities.

In order to ensure continued quality outputs on the part of our academic staff, a large number of staff on both satellite campuses and the main campus are involved in studying towards their Masters or Ph.D. degrees. Staff members on the main campus are also involved in the moderation of examination papers as well as theses locally and internationally. This provides them with an opportunity to compare our programmes with those of our peers and to hone their own skills with other internationally acclaimed colleagues.

### **Research and Publications**

During the year under review, the Faculty held its first Education Conference at the Hifikepunye Pohamba Campus. At this conference, several quality papers were presented. It was especially pleasing to note that a large number of papers was presented by colleagues from the Satellite Campuses and this in our view augurs well for the research activities in the Faculty of Education. It is our hope that these papers will be published in reputable journals after revisions.

The Faculty of Education actively participated in the TUNING Africa project funded by the European Union. A set of generic competences for all university graduates was developed as well as a set of subject specific competences in five fields specialisations: Teacher Education, Medicine, Agriculture, Mechanical Engineering and Civil Engineering.

It is also satisfying to note that a number of papers were published in journals, few as chapters in books and several papers were presented at different conferences and workshops. The variety of topics addressed in 2012 is a reflection of the varied research interests in the Faculty; they covered problems facing our education system in the country. Further, it should be pointed out that the Faculty was involved in research related activities with other Universities in the region and outside the region, such as Hedmark University College in Norway and University of Oulu in Finland, among others. These links resulted in publications as indicated in this report.

**Amushigamo, A. P.** (2012). Interpersonal relationships in organisations. *Crown Research in Education*, 2(1), 32-34.

**Chinsembu, K.C. & Kasanda, C.D.** (2012). The evolution of science and technology policy dialogue in post-colonial Africa. *Educational Research* 3(4): 351-356. Available at: <http://interesjournals.org/ER/pdf/2012/April/Chinsembu%20and%20Kasanda.pdf>

**Mostert, L.M., Hamunyela, M., Kasanda, C., Smit, T. C., Kangira, J., Zimba, R. F., Hengari, J. U. and Veii, K. R-H.** (2012). Views and preferences of parents, teachers and principals on the implementation of the language policy in primary schools in Namibia: an explorative study in the Khomas region. *Journal for studies in humanities and social sciences*, 1(2), 167 – 177.

**Kasanda, C. D., Keyter, M. C & Zealand, D.** (2012). The status of health education in Namibian schools. In N. Taylor, M. Littlelyke, F. Quinn, and R. K. Coll (Eds.). *Health Education in context*. An



International Perspective on Health Education in Schools and Local Communities. (Pp. 133 – 144). AW Rotterdam: Sense Publications.

**Villet, C.** (2012). Education for Africa Research Project: Primary, Secondary and Tertiary Education in Namibia: Two Decades of Education. (Chapter in a book still to be published).

#### Conference papers

**Anyolo, E. O.** (July, 2012). Investigating the incorporation of education in/through the environment in the Geography Junior Phase curriculum: A case study for three schools in the Oshana Education region. Paper presented at the Regional Conference on Research and Publication, University of Namibia, Rundu Campus.

**Chinsembu, K. C. Kasanda, C. D.** (2012). HIV and AIDS and secondary school science education in Namibia. Paper presented at the 20th SAARMSTE Conference held at Crossroads Hotel, Lilongwe, Malawi 15 – 20th January 2012.

**Haihambo, C. & Tobias, E.** (2012). Barriers to the inclusive education: The case of visual impairments from parents to teachers. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Annual Educational Conference Proceedings, pp. 283-300. Ongwediva: HP Campus.

**Haimbodi, F. N., Kasanda, C. D., & Kapenda, H.** (2012). The effects of cooperative learning on performance and motivation of grade 11 mathematics learners in Oshana education region. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Educational Conference Proceedings, pp. 164 - 174. Ongwediva: HP Campus.

**Norway Masters Programme (NOMA)lipinge, J. J., Kasanda, C. D. & Kapenda, H.** (2012). The socio-economic factors that influence girls' participation in mathematics in the Oshana education region. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Educational Conference Proceedings, pp. 176 – 187. Ongwediva: HP Campus.

**lipinge, S. M.** (2012) Approaches to promote assessment for quality learning. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Annual Educational Conference Proceedings, pp. 58-58. Ongwediva: HP Campus.

**lipinge, S. M.** (2012). Teachers' Perception of their English Language Proficiency in the Light of their English Test Results: A Namibian Case Study. Paper presented to Regional Conference on Research and Publication: University of Namibia, Rundu Campus, 12-13 July 2012.

**Kaapanda, L.** (2012). The use of module learning in tertiary education. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Educational Conference Proceedings, pp. 272-282. Ongwediva: HP Campus.

**Kaapanda, L.** An evaluation of factors determining the selection of mobile telecommunications service providers in the northern region of Namibia. 3rd International Conference on Business and Economic Research Proceedings Page Numbers?}).

**Kandenge, T., & Shalyefu, R.K.** (2012).The Documentation of Indigenous Knowledge of "Efundula" (Girl's Initiation Process) Ceremony and its Activities of "Ovawambo" people in Namibia. Paper presented at the African Indigenous Knowledge Systems Conference on the 24th and 25th of April 2012 at the Gaborone Sun Hotel, Gaborone in Botswana.

**Kapenda, H. M., Kasanda, C. D., & Vhurumuku, E.** (2012). Junior secondary school teachers' and learners' views on the use of medicinal plants: A case study in the Oshana education region in Namibia. In D. Nampota & M. Kazima (Eds.), Proceedings of the 20th Annual Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) Conference, pp. 81 -83. Lilongwe Malawi: University of Malawi.

**Kasanda, C.** (2012). Ethics in conducting research at UNAM: Where are we? Paper presented at the UNAM Postgraduate supervisors' capacity building workshop, 15 – 16 October 2012 at the School of Medicine and Arresbusch Lodge, Windhoek.

**Miranda, H. & Nakashole, S.** (May, 2012). The gaps and overlaps in the Namibian mathematics curriculum. A paper presented at the Namibian National Mathematics Congress, Swakopmund.

**Miranda, H.** (May, 2012). Namibia mathematics standardized achievement test results 2009/2011. A paper presented at the National Mathematics Congress, Swakopmund.

**Miranda, H., Nakashole, L., Nakashole, S., & Shikongo S.** (2012). Needs experienced by learners accommodated in Namibian school hostels. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Annual Educational Conference Proceedings, pp. 127-147. Ongwediva: HP Campus.

**Moller, J., Cheek, E.H., Ortlieb, E.T. & Steward, F.** (2012). Model, Engage, Write and Educate: A model for informative writing. Journal of Studies in Education, Vol. 2(1). Macrothink Institute.

**Mostert, M. L.** (2012) Education, Development and language. Implications for teacher education in Namibia. A presentation at the NOMA conference held in Livingstone, Lusaka from 22 to 28 March 2012.

**Mostert, M. L.** (2012). Examination of thesis and dissertations. A paper presented at the University of Namibia, School of Postgraduate Supervisors Capacity Building Workshop that was held in Windhoek, Namibia from 15 to 16 October 2012.

**Mostert, M. L.** (2012). The Namibia Vocational Interest Inventory (NAMVII). Presentation and training for Educational Psychologists at the Continuous Professional Development (CPD) workshop that was held at MyWellness Centre in Windhoek in July 2012.

**Nakashole, L., Shikongo, S., Dengeinge, R. & Miranda, H.** (2012). The general quality of education in Namibia: Lessons from the SACMEQ III report. In H. Miranda & S. M. lipinge (Eds.), The First UNAM Annual Educational Conference Proceedings, pp. 44-57. Ongwediva: HP Campus.

**Naukushu, S. T., Kapenda, H. M., Kasanda, C. D., & Kamati, A. M** (2012). The Role of the Foundation Programme (FP) on preparing students for tertiary education in Science related careers. In D. Nampota & M. Kazima (Eds.), Proceedings of the 20th Annual Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) Conference. Lilongwe Malawi: University of Malawi.

**Shaimemanya, C. N. S., Chinsemu, K. C., & Kasanda, C. D.** (2012). Indigenous Knowledge on HIV and AIDS in Namibia. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, UNAM Library Auditorium Hall, 8 - 9 October 2012

**Shalyefu, R.K.** (2012). A Critical Review of the Student-Lecturer Confidential Teaching Evaluation Reports at the University of Namibia. Paper presented at the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Conference, Stellenbosch University, RSAS

**Shalyefu, R.K.** (2012). Poster on the Training Needs Analysis of Teaching Staff at the University of Namibia.

**Silas, P., Kapenda, H. & Kasanda, C. D.** (2012). The effects of learning styles on grade 11 learners' performance at one secondary school in the Oshana education region. In H. Miranda & S. M. Iipinge (Eds.), *The First UNAM Educational Conference Proceedings*, pp. 175. Ongwediva: HP Campus.

**Taukeni, S. G.** (2012). Defining the role of stakeholders in the provision of basic needs to orphaned learners at school and home. In H. Miranda & S. M. Iipinge (Eds.), *The First UNAM Annual Educational Conference Proceedings*, pp. 120-225. Ongwediva: HP Campus.

Vatilifa, N. & Vatilifa, F. N. (May, 2012). Number patterns and the mathematics curriculum. A Paper Presented at the Namibian National Mathematics, Congress, Swakopmund.

**Villet, C.** (2012). Can we change course before it is too late? The Role of the school Principal as instructional leader. Paper presented at the 1st Annual Teacher Education Research Conference at HP Campus, Ongwediva, September 2012.

### **Monograph**

**Shalyefu, R. K.** (2012). Youth and Adult Learning and Education (YALE) in Namibia, OSISA, RSA. A commissioned research booklet printed by the Open Society Initiative for Southern Africa (OSISA)

### **Research reports**

**Banda, D., Mostert, L., & Wikan, G. (Eds.)** (2012). The language of education policy. Implementation, practice and learning outcomes in Zambia, Namibia and Norway. Hedmark University College, Norway. (A monograph - several individuals contributed to the research report from the University of Zambia, Namibia and Hedmark: R.imba, C. Kasanda, J. Hengari, M. Hamunyela, J. Kangira, T. Smit).

### **Papers accepted for publication in 2012**

**Boer, P. J.** (2012). An Organisational Learning Approach: Can it be the Solution for Improving E-Learning at the University of Namibia (UNAM) Proceedings of 2nd Open and Distance Learning Conference, Windhoek, Namibia. Namibia Education Research Association (NERA).

**Iipinge, S. M.** (2012). The Educational Assessment Reforms in Post-Independence Namibia: A critical analysis. Paper accepted for publication in the SA-eDUC special volume on Assessment

**Kandjeo-Marenga, H.** (2012). Biology teachers' instructional practices in developing students' process skills for practical work in two Namibian secondary schools. AJRMSTE.

### **Theses and dissertations**

Boer, P. J. (2012). Implementation of an Education Technology Policy in Namibia's High Schools: Through the Eyes of the Teacher. (Doctoral Dissertation, Columbia University, 2012). Dissertation Abstract International (UMI No. 3545628)

### **Research in progress in the faculty**

**Kapenda, H. & Kasanda, C.** (2012). The integration of IKS in the teaching of science in grade 9 in the Omusati and Oshana regions. (Ongoing with colleagues at Wits University).

**Taylor, N., Kasanda, C. D., & Zealand, D.** (2012). Student Teachers perceptions on Environmental Sustainability. (Ongoing with a colleague Australia).



It is easier to solve challenges together. Students take advantage of the tranquil campus settings for group work.

### **Norway Masters Programme (NOMA)**

The University of Namibia, the University of Zambia and Hedmark College are involved in the Norway Master's Programme (NOMA). The NOMA Workshop on Literacy and Learning was held from 22 to 28 March 2012 at the Fairmount Hotel in Livingstone. Four M Ed students from UNAM presented their research findings at this workshop. In addition to this, the findings from a research project conducted by lecturers on the project were also presented and the research results were also disseminated as a research report (all three countries) and an article (Namibian Results only).

The comparative research results from the three countries participating in the NOMA project were also disseminated via a comprehensive research report. The students presented their research under the following titles:

- Constraints encountered by Grade 10 teachers in teaching English as a Second Language – a case study of the Oshana region, Namibia. Simon Lumbu, UNAM student
- Challenges faced by English teachers in integrating information and communication technology (ICT) in the teaching of reading and writing in selected schools in Namibia. Esther Nuuyona, UNAM student
- The impact of language of instruction and gender on the acquisition of English as a Second Language: The case of Afrikaans speaking learners in two Windhoek schools. Jacolyn Anderson Van Wyk, UNAM student
- A case study of the factors which inhibit grade 12 learners' comprehension in English as a second language at Ongha senior secondary school in the Ohangwena region. Leader Ilongwa, UNAM student.

### **Community Engagement**

Faculty of Education staff members were actively involved in a number of community engagements in the year under review. These included serving on national and international taskforces and committees, conducting workshops for staff members as well as serving teachers, delivering keynote addresses at conferences of peer institutions, serving as external examiners and moderators for exam papers and M.Ed and PhD theses, conducting radio talk shows on topical issues in education and promoting teaching as a career, serving as editors and reviewers of journals and journal articles, and actively participating in community fundraising, national Spell Quiz Bee and offering motivational talks to learners at secondary schools.



# FACULTY OF ENGINEERING AND INFORMATION TECHNOLOGY

Founding Dean: Prof Frank Kavishe

## Introduction

The Faculty of Engineering and Information Technology endeavours to become the best Engineering Faculty in the SADC region. Efforts toward achieving this are concentrated on training and educating undergraduate and postgraduate students and carrying out pure and applied research in engineering disciplines: civil, computer and IT, electrical, electronics, mechanical, metallurgical, mining and telecommunication engineering. Plans to extend this into chemical and biomedical engineering in the future are in place, while at the same time providing engineering and ICT professionals to the Namibian nation at large.

## Academic Activities

The 2012 academic year saw an increase in the enrolment figures of students and an increase in the number of academic staff, while at the same time the Faculty attracted funding for the expansion of its physical facilities so as to be able to fulfill its mission. While construction of Phase II (Mining Engineering, Computer Engineering and Information Resource Centre Buildings) reached an advanced stage, the Government of Namibia and the Government of Germany signed an agreement in which the Government of Germany will co-fund the construction of Phase III (Civil Engineering Building) to the amount of Euro 8 million, channeled through the KFW Bank.

The Faculty reached a milestone in the 2012 academic year when its 30 pioneer students completed their studies and were ready to enter the job market. 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. Some part-time lecturers were brought in to take care of those modules that did not have expertise within the existing staff. German Professors visited the Faculty for four to six weeks and taught a number of civil engineering modules on the block teaching mode. These visits were organised by the German organization Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Through an agreement between UNAM and Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Kenya, lecturers from JKUAT visited the Faculty for periods of up to six weeks and taught a number of modules in mechanical, electronics, computer and electrical engineering on the block teaching mode.

With the rapidly increasing number of students and staff, the Faculty faced a shortage of student hostels, staff accommodation and recreational facilities. Meanwhile, engineering students continued to travel by bus every week to the Oshakati Campus to use the library, which has one section dedicated to engineering books and other library resources. This practice persisted because the Information Resource Centre at Ongwediva Engineering Campus was still under construction.

## Laboratory Equipment and Training

During 2012, the Department of Civil and Environmental Engineering received a number of laboratory equipment from the German GIZ. The Department of Electronics and Computer Engineering purchased some laboratory equipment that are necessary for the training of fundamentals of electronics and telecommunications engineering modules.

All final year students, except those doing civil engineering, were taken to South Africa (Wits University and University of Kwazulu-Natal) for extensive laboratory training. All the final year civil engineering students did their laboratory training in Germany (University of Kaiserslautern and University of Siegen).

## Research and Publications

Professor F.P.L. Kavishe, Founding Dean of the Faculty, continued with activities of the African Materials Science and Engineering Network (AMSEN), which included research in nanotechnology and supervision of a number of AMSEN-sponsored postgraduate students within the AMSEN member institutions that include Wits University, University of Namibia, University of Botswana, University of Nairobi Kenya and Federal University of Technology Akure (FUTA), Nigeria. One student who was registered at Nairobi University and co-supervised by Professor Kavishe under the AMSEN project graduated in 2012 with an MSc Degree in Engineering. Two PhD students (Wits and Nairobi) co-supervised by Professor Kavishe entered their third year of research. In addition, one new MSc student at UNAM and one new PhD student at Wits University enrolled in February 2012 under AMSEN funding. Both of these are UNAM members of staff. In October 2012, Professor Kavishe attended a conference organised by the Regional Initiative for Science and Education (RISE) in Dar es Salaam Tanzania in his capacity as Coordinator of the AMSEN UNAM node.

A Fulbright Researcher Miss Anna Lenhart from the USA concluded her research on Solid Waste Management for Ongwediva Town and presented her findings to the Town Council in May 2012. She was also involved in some of the local schools where she helped design and build biogas digesters using domestic animal manure. Professor F.P.L. Kavishe and Dr. A.A Ogunmokun supervised her.

In the Department of Electrical Engineering, Associate Professor I. Davidson served as expert adviser on the feasibility study of the Concentrated Solar Power (CSP) Project under MRC-UNAM and the Ministry of Mine and Energy Joint Project. He also acted as the Project Engineer for the Benguela – UNAM Wind Power Demonstration Project in Luderitz in collaboration with Dr. H. Muashekele from the Multi-discipline Research Centre (MRC). Other research activities were in the form of undergraduate student research projects supervised by the members of staff. Similarly, the Department of Civil and Environmental Engineering and the Department of Electronics and Computer Engineering were only able to concentrate on undergraduate student research projects for their final year projects.

Research activities in the Department of Mining and Metallurgical Engineering commenced at a rather slow pace. Most of the research work was derived from projects for final year students. Some of the equipment used for experimental work was borrowed from public and private institutions such as the Geological Survey of Namibia, Wits University and Otjihase Mine. Results of the research work are currently being compiled into publishable articles. Meanwhile, Associate Professor Akande published three journal articles based on the work he did at his previous institution.

### The following publications were made during the year 2012:

**Bathgate, S. Iyuke and FPL Kavishe.** (2012). "Comparison of Straight and Helical Nanotube Production in a Swirled Fluid CVD Reactor". ISRN Nanotechnology Journal.

**Akhusama, N.E., Rading G.O., & Kavishe F.P.L.** (2012). "Critical Analysis of the Heat Affected Zone (HAZ): The Case of Aluminium Alloy AA 6061". African Materials Science and Engineering Network (AMSEN) Workshop, Nairobi Kenya.

**Mudamburi, B., Ogunmokun, Kachigunda, A. B., & Kaurivi, J.** 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.

**Temaneh Nyah, C.** 'Developing a statistical model for electromagnetic environment for mobile

wireless networks', World Academy of Science, Engineering and Technology, 61, pp. 744 – 747, 2012.

**Akande, J.M. and Saliu, M.A.** (2012). Determination of Parameters For Design of Powered Support System in Enugu Coal Mine, Nigeria, JETEAS.UK.

**Saliu M.A. and Akande J.M.** (2012) Fracture Characterization: An Effective Technique For Ensuring Accurate Blast Design. JETEAS.UK.

**Adebimpe, R.A and Akande, J.M.** (2012): Engineering Economy Analysis on the production of Iron Ore in Nigeria, Journal of Geo-materials MSA, USA.

### **Community Engagement**

The Faculty participated in the Ongwediva Trade Fair and in Career Fairs of the northern region 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.

The Department of Mechanical and Industrial Engineering linked up with local Engineering companies, notably Kuku Agri (Pty) and Rural Development Centre (RDC) Ongwediva leading to the establishment of mutually beneficial partnerships. Dr. Ogunmokun continued to serve as a Member of the Namibia Standards Institution (NSI)'s Technical Committee on Building Construction, Cement and Concrete Technologies. The Department continues to participate in many partnerships between the Faculty and many foreign Institutes.

Associate Professor I. Davidson was appointed by the Faculty of Engineering and IT to coordinate the Faculty Research Centre under the Dean's Office. He also served as a senior member of Institute of Electrical and Electronics Engineers (IEEE-USA) and Institute of Engineering and Technology (IET-UK) and South Africa Institute of Electrical Engineers (SAIEE), and continued to serve as registered Professional Engineer with the Engineering Council of South Africa (ECSA).

Mr. G. Dombo of the Department of Mining and Metallurgical Engineering was part of a team of lecturers who visited two secondary schools in the Kunene Region to introduce the field of engineering to the learners and encourage them to consider engineering as a career. The project is on-going and the team is devising methods of delivering lessons on critical topics of the Grade 12 Mathematics, Physical Science and English. The ultimate goal is to help the learners improve their results in order for them to qualify for enrollment in the Faculty of Engineering and Information Technology.

### **International Linkages and Collaboration**

During the year under review, the German organisation Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) continued to fund German visiting professors for the BSc (Civil Engineering) degree programme and provided laboratory equipment and textbooks. GIZ also organised an HIV/AIDs awareness campaign for engineering students, and also facilitated a motivational speech to engineering students by Professor Heinrich Semar and a Road Safety Campaign for engineering staff and students.

Through the UNAM-GIZ cooperation, all the final year civil engineering students spent three weeks in Germany where they received guest lectures and visited a wide range of civil engineering projects

and government institutions. The students, together with three members of staff who accompanied them, were hosted by the University of Kaiserslautern and the University of Siegen, both of which have signed MOUs with the University of Namibia.

In November 2012 Professor Kavishe visited Ostfalia University of Technology in Wolfsburg Germany and discussed collaboration in automotive engineering. He was also able to visit the main production plant for Volkswagen vehicles in Wolfsburg. Following a new MOU between UNAM and the University of Ferrara in Italy, Professor Giacomo of Ferrara University visited the Faculty in Ongwediva and discussed collaboration in renewable energy and architecture. In December 2012, Professor Kavishe and Mr. E. Ruhunga visited the University of Ferrara and discussed modalities by which the University of Ferrara would assist UNAM to set up a School of Architecture at the Ongwediva Engineering Campus as well as identifying joint research projects in renewable energy technologies.

Through a MOU between UNAM and Kokagun University in Japan, Professor Kavishe and Dr. F. Gideon, Dean Faculty of Science, attended an international scientific and technological conference at Kokagun University to mark their 100th Anniversary Celebrations. In the same year, Professor Kavishe was part of a team led by Professor O.D. Mwandemele, PVC (Academic Affairs and Research) that visited Indonesia to explore collaboration between Indonesian Universities and UNAM.



UNAM encourages gender balance  
across all fields or disciplines of study.



## **FACULTY OF HEALTH SCIENCES**

Dean: Prof Peter Nyarang'o

### **SCHOOL OF MEDICINE**

Associate Dean: Prof Phillip Odonkor

### **SCHOOL OF NURSING AND PUBLIC HEALTH**

Associate Dean: Prof Scholastica lipinge

### **SCHOOL OF PHARMACY**

Associate Dean: Dr Tim Rennie

#### **Introduction**

The new Faculty of Health Sciences was established in 2011. It encompasses the School of Medicine, the School of Nursing and Public Health and the School of Pharmacy. The School of Nursing and Public Health is the oldest School at the University of Namibia and has been training nurses since the establishment of the University.

The year under review marked yet another milestone in the development of the School of Medicine and its upcoming School of Pharmacy. During the year under review, the School of Medicine moved from a hitherto deductive and lecture-based institution to becoming a clinically based medical institution with the introduction of clinical clerkships at the Windhoek Central and Katutura Hospitals.

Also during the year, efforts and strategies were put into motion to rally public health facilities across the country to support clinical instruction and training which turned out to be more demanding than the two teaching hospitals can handle now and in the foreseeable future.

#### **Academic Programmes**

With respect to the running and development of academic programmes in the Faculty of Health Sciences, during the year under review the Health Professions Council undertook an accreditation visit to the Faculty in relation to the implementation of the B Pharm academic programme and produced a positive preliminary and summary report. Plans were also made for a similar visit for the MBChB degree programme later in the year.

An accreditation visit of this nature is very important as it adds credence to the programmes that the University of Namibia, through its Faculty of Health Sciences, is running.

The Faculty commenced implementation of the newly revamped Master of Public Health degree programme within the School of Nursing and Public Health. Several students continued to work on their post graduate programmes and the Faculty produced the highest number of PhD graduates during the year under review.

During the same year, the Faculty motivated for the conferment of an honorary PhD to Erna Barlow, a long standing nurse and Registrar of the Health Professions' Council on Namibia.

The number of students continued to increase, especially in the School of Medicine, which admitted 84 new students to train as doctors, while 36 were admitted to study for the Bachelor of Pharmacy (Hon) degree.

The nursing curriculum was revised as it had come to the end of its four year cycle and was

approved by Senate. Preparations began to present it to the Namibia Qualifications Authority for accreditation.

A number of new academic staff joined the Faculty, notably in the School of Medicine and Pharmacy. The new faculty includes Professors in Surgery and in internal medicine, obstetrics and gynaecology. New departments were created and heads of those departments appointed, especially in the School of Nursing and Public Health which hitherto had only one department. Four new departments were created in that school to improve coordination and management. Four Deputy Associate Deans were appointed.

In preparation for the expansion of the Faculty's academic programmes, three major events took place. One was a rapid assessment of all clinical facilities in the country that hold the potential of becoming centres for training the students in the Faculty of Health Sciences. This was done through a north-south partnership with the University of Oulu in Finland under the project code-named MEDUNAM funded by the Foreign Ministry of the Government of Finland. The second one was a major initiative under the auspices of the Global Partnerships in Health (GPH), a partnership between the German Government and Industry to spearhead development of health delivery systems and structures on the African continent. The third rapid assessment was conducted under the auspices of I-TECH, a technical support programme of the University of Washington in the United States of America. The I-TECH project in Namibia is funded by the USA Government through the Centre for Disease Control (CDC).

During the year under review, the Republic of Namibia was selected as one of the countries in which feasibility would be carried out to determine the possibility of supporting infrastructure, equipment and capacity building under the GPH programme not only for training, but providing quality health care services to the people. Both studies presented their reports that will hopefully guide the future development of infrastructure – particularly that related to clinical training – that was deemed to be a major bottleneck in the rapid expansion of the training programme at the Unam School of Medicine and its associated institutions.

One of the major initiatives of the School of Medicine and its sister schools is the preparation of competent clinicians who will be charged with the responsibility of training the future doctors of the country under the "learning by doing under supervision programme". In this context, there were several courses organized during the year under review to prepare clinicians in the public and private sectors to be ready to receive and train medical students. A team of medical specialists from the University of Cape Town and the University of Stellenbosch conducted a skills development clinic to train medical professionals in the School of Medicine and at Katutura Hospital. This was hands-on training which generated a lot of enthusiasm and was highly rated by those who participated in it. Several similar trainings were undertaken under the MEDUNAM projects that are geared towards giving cyclic training programmes.

Also during the year under review, three medium-sized grant applications were funded: one under the DAAD (Germany academic support programme), MEDUNAM and MEPI. The focus of these grants is capacity building for UNAM through two principal mechanisms of student and faculty exchange and consortium strengthening for promoting south-south and north-south partnerships for the improvement of quality education and bench-marking.

### **Research and Publications**

The Faculty continued to strengthen its infrastructure for research and development. State-of-the-art equipment for research was installed and three animal houses were completed. These facilities

are part of a long-term vision for domesticating research on the African continent; transforming it from a primary source of specimens and other research materials to be processed in the north into a centre for value addition in research that among others promotes evidence-based health care delivery. Several initiatives were put into motion. One was to ensure that the Faculty had its own review board and to form research teams. A number of staff members published papers in reputable peer-reviewed journals in family and community medicine as well as in anatomy. Students continued with their research and made presentations at a number of conferences. The School has identified operations and biomedical research to actualize the agenda set by the Ministry of Health and Social Services as a priority. Below are some of the papers published during the year under review:

**Wessels Q, Pretorius E, Smith CM, Nel H.** The potential of a niacinamide dominated cosmeceutical formulation on fibroblast activity and wound healing in vitro. *International Wound Journal* ; 2012 Aug 14. (PMID: 22892041 – (PubMed - indexed for MEDLINE)

**Wessels Q, Vorster W, Jacobson C.** Anatomy education in Namibia: balancing facility design and curriculum development. *AnatSci Educ.* 2012 Jan-Feb;5(1):41-7. (PMID: 22213639 [PubMed - indexed for MEDLINE)

**Hoogland PV, Vorster W, Groen RJ, Kotzé SH.** Possible thermoregulatory functions of the internal vertebral venous plexus in man and various other mammals: evidence from comparative anatomical studies. *Clin Anat.* 2012 May;25(4):452-60. doi: 10.1002/ca.21274. Epub 2011 Sep 12. PMID: 21913229 [PubMed - indexed for MEDLINE]

**Quentin E., Nyarango, P., Bowa, K., Odonkor, P. et al** (2012). "Global Networks, Alliances and Consortia" in *Global Health Education – The Case for South-to South Partnerships.* *J Acquir Defic Syndr* (Volume 61, number 3).

### **Community Engagement**

During the year the Faculty initiated discussions on introducing an academic model for primary health care that would bring together the Ministry of Health and Social Services (MoHSS), civil society and other players to provide primary health care services. Expectations were that this initiative would enable the School of Medicine to utilize all the public hospitals and clinics in the country as training sites. It would also expand the training of doctors from Windhoek to other sites. The Faculty participated in major national health surveys to determine the needs and capacity of health care facilities to provide clinical training for nurses and doctors. Students were involved in national immunization campaigns. The Faculty developed a number of grant proposals to strengthen its community engagement.

The Faculty continued to open its doors to various organisations and hosted many conferences. Among these conferences was the annual conference of the Anatomical Society of Southern Africa. This was the first time that this conference was held outside South Africa.

## **FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

Dean: Prof Kingo Mchombu

### **Introduction**

The Faculty of Humanities and Social Sciences aims to develop students to think independently, communicate clearly, broaden their abilities for critical and aesthetic examination of the humanities and social sciences, and be committed to a variety of intellectual and social responsibilities. The Faculty expects of its students to develop the skills necessary to understand ideas and issues, and make "educated" and humane choices in a changing and increasingly technologically oriented society.

To this end, the Faculty offers students a liberal-arts education of considerable breadth and distinctive quality. The Faculty encourages students to develop values and ethics that will lead them to productive, fulfilled lives.

### **Academic Activities**

Faculty activities revolved around the conceptual interface between knowledge creation, education, language and cultural development. Teaching and research clustered around the six departments of the Faculty being: Geography, History and Environmental Studies; Human Science; Information Studies; Languages and Literature Studies; Sociology; and Visual and Performing Arts. The following academic diplomas were offered in the Faculty during 2012: Diploma in Library Science, Records and Archives Management, Public Relations, and Visual Arts. The following degrees were offered as well: Master of Arts in English Studies, Records and Archives Management, Library Sciences, Media Studies, Psychology, Social Work, Tourism, Geo-Information Science and BA General. The undergraduate and postgraduate programmes are geared to employment viability, for the purpose of meeting the needs of the academic world and the society, teachers, health, media, information and language specialists, and also of translators, managers, planners, environmentalists, town planners, social workers, religious leaders and professionals in cultural expression and arts.

The Faculty emphasised the following objectives to enable students to reach the optimum level of academic performance and improvement: independent and practical learning, creative problem solving skills, communication skills, study skills, general basic and advanced scientific concepts, knowledge networking for problem solving and trans-disciplinary project work; research capabilities and publication output; strengthening links and the formation of new links with partner institutions in Namibia and abroad; and implementation of the recommendations of the Institutional Audit.

The Faculty made significant progress with the process of registering its programmes on the National Qualifications Framework (NQF). Submissions of various Degree and Diplomas were evaluated by the National Qualifications Authority and found suitable to serve at the National Council of Education. As the industry dictates and also to fulfill the request from the stakeholders, adjustments have been done on numerous programmes where necessary.

### **Research and Publications**

The research profile of the Faculty continued to be impressive. The Faculty witnessed overwhelmingly influx of research activities in 2012. These were expressed in a broad range of staff publications, research collaborations, conference attendance, as well as through external collaborations with local and international research bodies.

In line with the University's new requirements, each department identified research focus areas

at the beginning of the year within the framework of its strategic plan (2012-2015) developed in 2012. At its last re-treat in October 2012 all staff members provided input on their achievements in line with a plan. In most instances, staff members scored very well on their individual plans and some members even exceeded their projected research output for 2012, some in spite of relatively heavy teaching loads. Despite the fact that the academics of the Faculty have been actively involved in assisting students in their academic endeavours and in spite of the fact that they are under severe teaching pressures because of increasing student numbers and decreasing numbers of staff, the Faculty still managed to produce a significant number of academic publications of reputed standard. Staff members published six academic books or chapters in books, 40 refereed articles in scientific journals and presented 39 papers at local, national and international academic gatherings.

Another important milestone was the hosting of the 5th Annual Faculty Conference and the launch of the Faculty Journal (Journal for Studies in Humanities and Social Sciences). The Journal establishment was a success as a first printed publication of the Faculty and University at large. The Journal received a boost from the office of the Vice Chancellor by funding the second issue.

The table below provides main research areas by Department. Even though there has been progress in conducting research, research in the Faculty was hampered by the lack of funding and workload. Therefore urgent steps have to be taken by the Faculty and UNAM to increase the research output.

The main areas of research areas were as follows by Department:

DEPARTMENT	MAIN AREA OF RESEARCH
Geography, History and Environmental Studies	Liberation Struggle, Archeology, Climate change and Adaptation, wind patterns in the dunes, Economic impact of Tourism on SME, Determinant and consequences of Urbanization
Information Studies	Backlog in Land Allocation, Role of School in Libraries in promoting reading culture, Scholarly communication practices
Language and Literature Studies	Effect of English on Namibia National Languages, preference on implementation of the Language Policy in primary school in Namibia, The English Language Proficiency Programme
Sociology	Women and gender rights in Namibia and southern Africa, social media and youth identity shifts, architecture and culture, cultural and linguistic transformations in Windhoek, mortality and health trends in Namibia, trade unions rights and poverty, issues of unemployment, education and democracy, and migration, mobility and electronic communication
Visual and Performing Arts	Rituals of Indigenous people
Human Science	The bible and quest for development justice, advocacy and students engagement

Within the scope of exchange programmes with existing cooperation agreements between partner institutions in Finland, Sweden, Germany, Spain, Switzerland, USA, and South Africa, the Faculty welcomed colleagues from our partner universities to UNAM, while FHSS colleagues paid visits to these universities or supported them as external examiners. These collaborations strengthen research activities between institutions.





Campus Libraries serve as learning information centres providing much needed services to each campus and broader community.

## **Community Engagement**

Departments under the Faculty organised several outreach programmes, with academic staff serving on various boards and committees, as well as conducting surveys and courses for line ministries, theatre productions abroad and in Namibia, exhibit visual arts at various galleries; adjudicating various competitions; presenting radio and TV-talks, co-organising cultural evenings with Namibian schools and the National Theatre, College of the Arts.

The town of Karibib approached the Faculty to assist with the implementation of its five-year strategic plan. In addition, various members served different institutions, ministries and clubs by offering expert advices on their fields of specialization.

Prof K. Mchombu and Dr C.T. Nengomasha were involved in the development of a Knowledge Management Framework for the Electricity Control Board (ECB) and produced a research report. Prof K. Mchombu and Mr W. Uutoni participated in a Faculty-wide research as part of a study on scholarly communication practices at the University of Namibia: A case study of the Faculty of Humanities and Social Sciences (FHSS) and produced a research report. Dr C.M. Beukes-Amiss received the UNAM meritorious award for the Faculty of Humanities and Social Sciences. She was also appointed and seconded on a part-time basis by the Vice Chancellor as the chairperson of the Local Organising Committee on behalf of the Ministry of Education and ICT, for the eLearning Africa (eLA) conference in Namibia, 29-31 May 2013.

## **UNAM Radio**

UNAM Radio 97.4 is a community radio station that transmits a frequency that reaches the majority of suburbs and locations in Windhoek. The station broadcasts 24 hours a day, 7 days a week, and is operated fully by students, who are responsible for technical and presentation operations. The radio presented a series of feature programmes on youth issues. The programmes formed part of practical work being conducted by third year media students in their module 'Broadcast Writing.'

## **FACULTY OF LAW**

Dean: Prof John Baloro

### **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, namely; the Human Rights and Documentation Centre (HRDC) and the Justice Training Centre (JTC). The Faculty also runs a Legal Aid Clinic.

During the year under review, the management of the Faculty changed. Mrs. I. Nowases, the head of the Department of Public Law and Jurisprudence took up a position in the Office of the Vice-Chancellor and was replaced by Ms. K. Nuugwedha as the new HOD. Mr. F. Mundia who is the HOD of the Department of Commercial Law went on staff development leave from February to the end of June, 2012. In his place, Professor B. P Wanda was appointed as the acting HOD. Mr. Fritz Nghishilwa continued with his staff development leave.

### **Academic Activities**

The year 2012 saw the Faculty of Law commence with the phasing out of two undergraduate degree programmes, namely; the Baccalaureus Juris (B Juris) and the Bachelor of Laws (LL B). The new 4-year undergraduate LL.B degree was introduced in the year under review. The Faculty also introduced two new undergraduate diploma qualifications: the Diploma in Arbitration and Dispute Resolution and the Diploma in Para- Legal Studies. The Faculty of Law also continued to offer two postgraduate qualifications, namely Master of Laws (LL M) by thesis and Doctor of Philosophy in Law (PhD) registering a total number of 14 research students who are pursuing master's and doctoral degrees.

### **Research and Publications**

Staff 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 organizations 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 and chapters in books.

### **Justice Training Centre**

The Justice Training Centre (JTC) was established in terms of section 16(1) of the Legal Practitioners Act, No 15 of 1995 as amended. Its primary purpose is to be a Centre within the University that equips and prepares candidate legal practitioners for admission into the legal profession. The Board for Legal Education (BLE) is the statutory and primary custodian of the programme. The objectives as set out in the law and the relationship with UNAM, as provided for in the Memorandum of Understanding (MOU) with the Ministry of Justice, emphasizing the importance of the University as an institution of Higher learning, as the host of this programme in Namibia.

The JTC was established in 1996. In 2011 there were 37 new candidates registered for the programme. In 2012, the number of candidates increased to slightly over 90 students reflecting the increased intake of students by the Faculty of Law of the University of Namibia. The JTC offers an intensive training that requires a two-week teaching programme, an assignment, attendance of Moot Courts and preparations for exams. Equipping its candidates in 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 Professor S. K. Amoo, who has now been appointed as the Acting 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 Legal Aid Clinic**

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. Its establishment at the University contributes significantly towards the widening of access to justice. Furthermore, the Clinic is part of the curriculum of the LL B degree and creates a chance for students to see the practical side of the law. This is the first time the students meet real clients with real issues.

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. During the year under review, the number of files opened and worked on by the students has continued to increase. All final year LL.B students must participate in this critically important practical programme of the Faculty.

The Legal Aid Clinic functions under the clinical supervision of Ms. Yvonne Dausab, who has extensive experience in legal clinical work and is assisted by Professor Sam Amoo and Ms. Kandali Nuugwedha, who are both 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. However, the Clinic continues to face challenges in the form of an ever increasing number of final year LL.B students to be supervised.

### **Miscellaneous Matters**

During the year under review, the Faculty successfully held two Faculty retreats at the beginning and end of the academic year. These retreats assisted it to plan its activities such as the teaching load the adoption of the Balance Score card (BSC) for the academic year. Professor S.K. Amoo was adjudged and awarded the Faculty of Law meritorious award for the 2012 academic year. University wide, he came second to the over all winner. This has increased the visibility of the Faculty and made all of us very proud.

The UNAM Law Faculty continued to deliver on its mandate to offer high quality legal education to the people of Namibia and those of the neighbouring jurisdictions. This is reflected in various ways such as the continued high level performance of its moot court teams in various international and regional moot court competitions.

### **Community Service**

The Faculty continued in its engagement in assisting the local community with either 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 which

has been in practice for the past couple of years. 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 for both undergraduate and postgraduate students in Law Faculties in the neighbouring countries in the region.

## FACULTY OF SCIENCE

Dean: Dr Frednard Gideon

### Introduction

The vision for the Faculty of Science is to achieve excellence in teaching, research, and academic endeavour through the application of science and technology. Our mission is to produce skilled graduates and relevant research products for both the national and global knowledge societies. We accomplish our mission by utilizing a pool of highly trained academic personnel, usually with niche specializations in the life sciences, chemistry, computer and earth sciences, mathematics, physics, and statistics. At the national level, the Faculty of Science is desirous to contribute to state-of-the-art innovations, value addition, and industrialization of the local economy. Our goal is to crystallize scientific and technological competence into goods and services, in addition to molding science graduates that play a critical role in all sectors of the economy.

### Academic activities

The Faculty conducted several curriculum reviews in 2012. Arising from this exercise, the Department of Mathematics implemented two new programmes, namely, BSc Financial Mathematics (Honours) and MSc in Mathematics. Twenty-five students were enrolled into the first BSc Financial Mathematics intake. The Geology Department revised its BSc Geology Honours and submitted the curriculum to CEQUAM and NQA. In addition the department designed an Applied Masters in Geology with two majors: Economic and Exploration Geology, and Hydrogeology and Environmental Geology. The Physics Department developed a Bachelor of Science in Physics (Honours); this program was approved by Senate and it will commence in 2013. The Department of Statistics streamlined its programmes to two major degrees at undergraduate level namely: The Bachelor of Science in Statistics (Honours) as well as the Bachelor of Science in Population Studies (Honours).

### Research and Publications

The Faculty of Science conducted cutting-edge research in key areas of national and international importance. In collaboration with the Council for Scientific and Industrial Research (CSIR) in Pretoria, Dr. Kazhila Chinsemu of the Department of Biological Sciences continued the bio prospecting of Namibian ethno botanicals for anti-HIV activities. In-vitro assays conducted at the CSIR confirmed the anti-HIV properties of several Namibian plants. This work is expected to yield novel anti-retroviral drugs.

In the Department of Chemistry and Biochemistry, Dr Gladys Kahaka became the first Namibian woman to be awarded the 2012 UNESCO-L'OREAL international Fellowship for Women in Science. Her research involves the application of biotechnology towards conservation of different Namibian endangered species. In the Mathematics Department, Dr Frednard Gideon, working on the application of semi martingales to finance, focused on the modeling of exchange rates, optimal harvest and default able securities. His stochastic dynamic models played a part in strengthening risk management in the banking industry.

**Staff in the Faculty produced over 60 peer-reviewed journal articles. A sample is given below:**

**Indongo, N & Pazvakawambwa, L.** (2012): Determinants of fertility in Namibia. Southern African Journal of Reproductive Health, 16 (4) 50-57.

**Indongo, N and Neema,I** (2012). Non-utilization of sexual and reproductive health services and products in Namibia: An evaluation of men perspective. African Journal of Social Sciences, Volume 2, Number 4, pp: 125 – 138.





Discussing studies and forming friendships  
is part-and parcel of student life.

**Kazembe, L.N, Clarke, A, Kandala, N.B.** Childhood mortality in sub-Saharan Africa: a cross-sectional insight into small-scale geographical inequalities from census data. *BMJ Open*, 2012, 2:e001421. doi: 10.1136/bmjopen-2012-001421.

**Masangwi, S.J, Ferguson, N.S, Grimason, A.M, Morse, T.D, Zawdie, G, Kazembe, L.N.** Patterns of Maternal Knowledge and Its Implications for Diarrhoea control in Southern Malawi: A multilevel thresholds of change analysis. *Int J Env Res Public Health*. 2012, 9:955-969.

**Neema,I and Bohning, D** (2012). Monitoring murder crime in Namibia using Bayesian space-time models. *Journal of Probability and Statistics*, Volume 2012, Article ID 194018, 12 pages, doi: 10.1155/2012/194018.

**Shyam, S.** Generation of high frequency gratings using Michelson coherent processor, *Atti Della, LXVII*, 877 (2012).

**Mugochi, M.M.** A short note on the role of grills in nearness frames: *Hacettepe Journal of Mathematics and Statistics*, 41:1, pp 85-91 (2012).

**Gatsinzi, J.B., Rational Gottlieb** group of function spaces of maps into an even sphere. *International Journal of Algebra*, vol 6, pp. 427-432, (2012).

**Gideon,F. Petersen, M.A, Mukuddem-Petersen, J and De Waal, B. Bank** liquidity and the global financial crisis. *Journal of Applied Math., Hindawi Pub. Co.*, doi:10.1155/2012/743656 (2012).

**Makurira, H. Chaplot, V. Mapani, B, Mazvimavi, D, Mul, M, Mulwafu, W. and Wepener, V.,** 2012. Harnessing the rivers of knowledge for socio-economic development, climate adaptation and environmental sustainability: *Physics and Chemistry of the Earth*, volume 50, 1-4.

**Rowe, C,Fagereng, D, Miller, J.A, Mapani, B,** 2012. Signature of coseismic decarbonation in dolomitic fault rocks of the Naukluft Thrust, Namibia. *Earth and Planetary Science Letters*, Vol. 333-334 (2012), pages 200-210.

**Mogomotsi, T.K and Chinsembu, K.C.** (2012). Occurrence of *Listeria monocytogenes* in Ready-To-Eat foodstuffs in Windhoek, Namibia. *Journal of Research in Microbes* 1(2): 065-070.

**Chinsembu, K.C.** (2012). Teeth are bones: Signature genes and molecules that underwrite odontogenesis. *Journal of Medical Genetics and Genomics* 4(2): 13-24.

Chinsembu, K.C. (2012). Construction of a genomic DNA library and identification of iron starvation induced clones and restriction DNA fragments in *Salmonella*. *Biotechnology Research Bulletin* 1(1): 021-028.

**Hamata, O.P. and Chinsembu, K.C.** (2012). Use of selective media and colony Polymerase Chain Reaction to isolate *Shigella* from water catchments in Namibia. *Journal of Research in Microbes* 1(1): 044-050.

**Hedimbi M, Hamunyela MH, Hans RH, & Chinsembu KC** (2012). Analysis of antimicrobial properties of *Acrotome inflata* and *DSesamum alatum*. *Journal of Research in Antimicrobials* 1(1): 043-048.

**Jameson Mbale and Stefanus van Staden** (2012). Interoperability Governance Model (IGM): Envisages Areas of Activities and Relationships to Establish Information Interoperability within Government. *Journal of Communication and Computer (JCC)*, Volume 9, Number 11, pages 1252 – 1257.

**Jameson Mbale and Victor Hamutenya** (2012). Long Term Evolution Technology-Rural Wireless Architecture Model (LTE-RWAM): Enhances Mobile Connectivity in Remote Areas. *Journal of Computer Science, Technology and Application (JCSTA)*, Volume 1, Number 1, pages 65 – 69.

**Jameson Mbale** (2012). Automated Education Propositional Logic Tool (AEPLT): Used for Computation in Discrete Mathematics. *International Journal of Logic and Computation (IJLP)*, Volume 3, Issue 1, pages 27 – 33.

**Jameson Mbale** (2012). The Academia VPN Information Interaction on Internet and Mobile Media (AI3M2) on the Institutional Networking. *International Journal of Computer Science and Telecommunications (IJCST)*, Volume 3, Issue 10, pages 30 – 32.

**Tulimevava Kaunapawa Mufeti, Jameson Mbale, and Nalina Suresh.** 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 Vol. 22, No. 3, (pp 225-232)*.

**Aminake, M.N., Mahajan, A., Kumar, V., Hans, R.H., Wiesner, L., Taylor, D., De Kock, C., Grobler, A., Smith, P.J., Kirschner, M. Rethwilm, A., Pradel, G., Chibale, K.** (2012). Synthesis and evaluation of hybrid drugs for a potential HIV/AIDS-Malaria combination therapy, *Bioorganic & Medicinal Chemistry*, 20, 5277–5289.

**Wang J.** (2012). The preparation and characterization of nano ZnO and its analysis of photocatalytic properties. *Materials Review*. 5, 59-62.

### **Community Engagement**

The Faculty continued to engage with partners inside and outside the University. During 2012 the Department of Physics worked on the bid to host the billion plus Namibian Dollar project, CTA South (Cherenkov Telescope Array – Southern Hemisphere) observatory. An amount of N\$270,000 of resource funding was applied for and obtained through the Directorate of Research, Science & Technology (DRST). Two CTA Resource Board meetings were attended together with a Ministerial Delegation from DRST, where at the first of these in Heidelberg, Germany, Namibia officially signed the CTA DoI (Declaration of Intent).

The Department of Statistics was also fully involved at the national level, in particular taking part in the formulation of the Namibia Statistic Agency Strategic Plan as well as stakeholders meeting on the User-Producer and the Labour Force Survey pre-meeting both hosted by the Namibia Statistical Agency.

The Departments of Biological Sciences and Chemistry continued to play its role as the focal point for the national steering committee on validation of traditional medicines for HIV/AIDS treatment in Namibia.

## **SCHOOL OF POSTGRADUATES STUDIES**

Director: Dr Cornelia Shaimemanya

### **Introduction**

The Postgraduate Studies School (PGS) registered for the first time 873 graduate students. In 2012, UNAM also produced a record high doctorate degrees (9); five from the School of Nursing Science and Public Health and four from the Faculty of Humanities and Social Sciences. Dr Shaimemanya and Prof P. Chimwamurombe were appointed Director and Deputy Director, respectively, for the PGS. During the year under review, the Director and Deputy Director were promoted to the ranks of Senior Lecturer and Associate Professor respectively. In addition, the PGS had two support staff members that were appointed in 2011, namely Ms. D. Davies (Faculty Officer) and Ms. Selma Alfeus (Administrative Officer). The School continued to share Ms. C. Swartz as Secretary with The Teaching and Learning Improvement Unit (TLIU).

### **Academic Activities**

A total number of 873 candidates enrolled for postgraduate studies for the 2012 academic year. In the same year, 166 candidates graduated in their respective fields (Postgraduate Certificates, Postgraduate Diplomas, Master degrees and Doctorate degrees) of which five students passed their qualifications with Cum Laude. Five Postgraduate students were awarded with the Vice-Chancellor's medal as best students in their respective Faculties and qualifications.

### **Faculty of Agriculture and Natural Resources**

A total number of 23 candidates enrolled for postgraduate studies for the 2012 academic year with 16 Master's Degree students and seven Doctorate degree candidates. The Postgraduate Studies Committee approved 12 research proposals. In the same year, three students graduated with Master degrees. Mr Richard Peel was awarded the Vice-Chancellor's medal as the best Master's student by research.

### **Faculty of Economics and Management Sciences**

A total number of 379 candidates enrolled for postgraduate studies for the 2012 academic year with 181 Postgraduate Diploma students (145 from the Namibia Business School), 161 Master's Degree students (85 from the Namibia Business School) and 37 Doctorate degree candidates (29 from the Namibia Business School). About 37 Research proposals were approved (11 from the Namibia Business School). In the same year, 78 students graduated with Postgraduate Diplomas (76 from the Namibia Business School), nine students graduated with Master Degrees (four from the Namibia Business School).

### **Faculty of Education**

A total number of 151 candidates enrolled for postgraduate studies for the 2012 academic year with four Postgraduate Diploma students, 134 Master's Degree students and 13 Doctorate degree candidates. Ten Research proposals were approved by the Postgraduate Studies Committee. In the same year, two students graduated with Postgraduate Diplomas and 20 students graduated with Master degrees. Mr Fillemon Naweseb was awarded the Vice-Chancellor's medal as the best Master's student.

### **Faculty of Health Sciences – School of Nursing & Public Health**

A total number of 119 candidates enrolled for postgraduate studies for the 2012 academic year

with 27 for Postgraduate Certificate students, 31 Postgraduate Diploma students, 44 Master's Degree students and 17 Doctorate degree candidates. Seventeen Research proposals were approved by the Postgraduate Studies Committee. In the same year, 20 students graduated with Postgraduate Diplomas, five students graduated with Master degrees and five graduated with Doctorate degrees. Ms Katrina Beukes was awarded the Vice-Chancellor's medal as the best postgraduate diploma student.

### **Faculty of Humanities & Social Sciences**

A total number of 112 candidates enrolled for postgraduate studies for the 2012 academic year with 83 Master's Degree students and 29 Doctorate degree candidates. Sixteen Research proposals were approved by the Postgraduate Studies Committee. In the same year, 11 candidates graduated with Master degrees and four graduated with Doctorate degrees. Mr Ellison Tjirera was awarded the Vice-Chancellor's medal as the best Master's by course work and thesis student.

### **Faculty of Law**

A total number of 11 candidates enrolled for postgraduate studies for the 2012 academic year with seven Master's Degree students and four Doctorate degree candidates. Four research proposals were approved by the Postgraduate Studies Committee with no graduates.

### **Faculty of Science**

A total number of 76 candidates enrolled for postgraduate studies for the 2012 academic year with 59 Master's Degree students and 17 Doctorate degrees candidates. Twenty-two Research proposals were approved by the Postgraduate Studies Committee. In the same year, 12 candidates graduated with Master degrees with no graduates for Doctorate degrees. Ms Claudine Cloete was awarded the Vice-Chancellor's medal as the best Master's student by research.

### **Research and Publications**

Dr Shaimemanya, the current Director initiated the ERASMUS MUNDUS partnership, the first ever link of the PGS with the outside world. The aims of the Erasmus Mundus STETTIN Project are, among others to build capacity of graduate students and staff in science and technology education and to enhance research capacity particularly in the areas on indigenous knowledge and environmental science. UNAM has since signed the MOU with Erasmus Mundus through IUFM - Aix-Marseille Université.

#### **The following are some of the Publications and Community Engagements from the Unit**

**Shimwooshili Shaimemanya, C. N. and Naituli, G.** (2012). Education for Sustainable Development and the Multiple Perspective Learning- Teaching, UNESCO ESD Multiple Perspective Learning and Teaching Tool on Water. UNESCO 2011.

**Shimwooshili Shaimemanya, C. N.** (2012). The Role of UNESCO in the Decade on Education for Sustainable Development, The National UNESCO Associated Schools Project Network (ASPnet). UNESCO 2011.

**Shimwooshili Shaimemanya, C. N.** (2012). First Steps toward Classroom Implementation UNESCO ESD Multiple Perspective Learning and Teaching Tool Pilot Testing for the African Region. UNESCO 2011.

- Organised and facilitated the UNESCO Better Education for Africa's Rise (BEAR) Technical and Vocational Education (TVET) Workshop, 2012.



- Facilitated and Presented a paper on Establishing Namibia Journal of CPD for Educators at 1st National Continuing Professional Development (CPD) Forum 10-13 April 2012 Safari.
- Project Coordinator, Erasmus Mundus Science and Technology Education Teachers' Training International Network (STETTIN) Project.
- Vice-Chairperson of Namibian Environmental Education Network (NEEN).
- Executive Member of Namibia Educational Research Association (NERA).
- Member of the Journal for Studies in Humanities and Social Sciences Editorial Board.
- External Examiner at Rhodes University.
- Trained Members of the Cultural Sites Management Committees at the ILO/ UNESCO MDG-F and UNAM Governance Training for the Cultural Sites Management Committees Workshop, 17-19 April 2012.
- Editor, NERA Journal.

#### **Prof PM Chimwamurombe**

Access to and use of research results: increasing community awareness and utilisation of indigenous grains to improve nutrition security and livelihoods in Botswana and Namibia. Funded by SIDA, Sweden in Collaboration with University of Botswana, University of Stellenbosch and University of Uppsala (2010-2013).

**Takundwa, M., Chimwamurombe, P.M., Kunert, K. & Cullis, C.A.** 2012. Developing DNA barcoding (matK) primers for Marama bean [*Tylosema esculentum* (Burchell) Schreiber]. *African Journal of Biotechnology* Vol. 11(97):16305-16312.

**Ekandjo L and Chimwamurombe PM.** 2012. The traditional medicinal uses and natural hosts of the Genus *Ganoderma* in the north-eastern parts of Namibia. *Journal of Pure and Applied Microbiology* Vol. 6(3), p. 1139-1146.

**Kadhila-Muandingi PN and Chimwamurombe PM.** 2012. Uses of *Ganoderma* and other Mushrooms as Medicine in Oshana and Ohangwena regions of Northern Namibia. *Journal of Research in Agriculture* 1(2): 146-151

**Martin P, Uzabakiriho JD, and Chimwamurombe PM.** 2012. Molecular identification of leaf endophytic fungi affecting marama bean leaves in Otjiwarongo area of Namibia. *Journal of Pure and Applied Microbiology* Volume 6 No. 2 Page No. 665-670.

**Steve Carr, Malima B. and Chimwamurombe PM.** 2012. Indigenous Green leafy vegetables of Namibia: Namibia's natural power foods.

#### **Community Service Contribution**

- Member of the Interim Bioprospecting Council of Namibia
- Kirkhouse Trust Marama Bean Project coordinator
- External examiner for PhD thesis at North West University
- Reviewer for *African Journal of Agricultural Research*
- Executive Secretary: African Society for Edible and Medicinal Mushrooms.
- Treasurer of the Agricultural Scientific Society of Namibia



### **Capacity Building Workshops**

The School of Postgraduate Studies organised a one-day comprehensive New Graduate Students Orientation Workshop held at Arrebusch on 23rd March 2012 as part of a broader strategy to hone research skills, engender a culture of scholarship and pinpoint pitfalls in postgraduate studies. More than 100 students attended the workshop which covered among others steps in planning good research, developing productive relationships with supervisors, publishing results from theses or dissertations in refereed journals, navigation of individual databases, gateways and aggregators and building postgraduate students' research skills. In addition, a two-day Capacity Supervisors Capacity Building Workshop was held at the School of Medicine and Arrebusch 15-16 October 2012.

### **Postgraduate Studies Scholarships**

The School of Postgraduate Studies also assisted two graduate students in securing funding from the Chinese government to further their studies in China, viz. Ms Silohenda Amuthenu at China North East Normal University near Beijing and Ms Cynthia Anyanwu at China Financial and Economics University in Shanghai.

**OSHAKATI CAMPUS**  
Director: Ms Paulina Uugwanga

### **Introduction**

In fulfilment of UNAM's mission and vision of teaching, research and community service, the Oshakati Campus remains committed to excellence in providing teaching to its full-time, part-time and distance students as well as excellent customer service to students and prospective ones. Such service is rendered by highly committed academic units - some of which are a representation of various Faculties and Centres at the Main Campus. To date, the following Faculties and Centres are represented at Oshakati Campus: Faculty of Health Sciences, Centre for External Studies, UNAM Library, Language Centre and the 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 the Finance Department. Under the leadership of the Campus Director, Ms. Paulina Uugwanga and her management team of 10 members, the year under review was characterized by many accomplishments and challenges.

### **Academic Activities**

Committed academic staff members at the Oshakati Campus were involved in the high level teaching and research activities that make the Campus a conducive learning and research centre. The Campus has been able to attract a great number of students including a considerable number of foreign students from countries like Zimbabwe and Zambia.

Through a number of certificates, diplomas and degrees programmes, the Centre for External Studies (CES) Oshakati Campus staff provided education to distance and open learning students (ODL) during the academic year. The Master's degree in Education was provided through video conferencing by the Faculty of Education and has become a popular post graduate degree on Campus.

The Foundation Programme in its ninth year also has expanded in terms of students' intake with a total number of 135 students registered in the programme.

The staff of the Foundation Programme continued to work hard in order to help students get into science related fields of study at UNAM. Apart from academic foundations 20 sessions were provided to Foundation students through personal development and career counselling. The module aims to equip students with essential life skills as well as offering them personal support through group and individual sessions and the opportunity to plan their future careers. The module ensures that students' personal and emotional needs are met while helping them to develop long term career management skills.

A committee appointed to work on a new degree programme and the establishment of the proposed School of Business and Development Studies continued to search for relevant partners to develop a curriculum. The new degree is expected to commence in 2013.

### **Research and Publication**

Most staff members were involved in academic research as part of their staff development fulfilment for Master's and Doctoral studies or professional development. Some PhD lecturers in Nursing Department supervised Master's students' studies and the fourth year students.

Mr Hangula and Dr A Anghuwo presented a paper on the research day titled: "Observation and

control of the internet usage at the institute of higher learning: UNAM Oshakati campus scenario”.

### **Books and monographs**

**Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.)**. (2012). Empowering people: collaboration between Finnish and Namibian University Libraries. Tampere: University of Tampere Press.

### **Peer-reviewed articles / Chapters in books**

**Forsman, M., Ndinoshiho, J., Poteri, E.** (2012). Research support services of University Libraries today and in the future. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.180-200). Tampere: University of Tampere Press.

**Nakanduungile, C., Shilongo, G., Heino, T.** (2012). Use of electronic resources in searching for health information at Oshakati Campus. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.57-75) Tampere: University of Tampere Press.

**Toivonen, L., Ndinoshiho, J.** (2012). Strategic competency management in university libraries. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.38-56). Tampere: University of Tampere Press.

### **Community Involvement**

The Campus's involvement in the community was seen in the number of workshops attended and various outreach programmes carried out by Campus staff and students. For instance, the Nursing Department continues to play an important role in disseminating information about diseases such as TB, Malaria, HIV/Aids and diabetes. Students and staff took part in the national immunisation campaign.

Nursing Department students continued to be involved in home based care focusing on chronic diseases e.g. diabetes, cancer and HIV. The Department of Nursing also facilitated a home based care workshop in conjunction with the Sam Nujoma Multi-Purpose Centre in Ongwediva.

The Nursing Department is annually involved in Rural Placement programmes to expose fourth year students to rural conditions as part of their career.

Mr S. Naukushu and Mr M Chirimbana attended a Mathematics Teacher's Annual Congress that was held in Swakopmund on 16-20 June 2012, where they presented some papers.

Students and staff members took part in the HIV/AIDS week whose major focus was the pre and post testing counselling and HIV testing on the four northern campuses. Counselling and testing was done by NewStart staff members from Oshakati Tonateni Centre and Oshikuku Centre.

### **Staff Development**

Staff members who qualified for UNAM staff development support were granted an opportunity to upgrade their qualifications. The Campus Director was away for nearly seven months on PhD staff development. Ms H Udjombala, Deputy Associate Dean Nursing, acted as Campus Director during the Director's absence. Some lecturers in the Nursing Department are completing their doctorate

studies. Nineteen students were trained as peer helpers for Oshakati. Peer helpers are trained to help fellow students who would like to have a one-on-one conversation with a young person of the same age. Peer helpers act as referral points to student counsellors and make referral arrangements for professional intervention in response to student needs.

### **Recruitments and Promotions**

Ms H Udjombala was promoted from a Head of Department to Deputy Associate Dean in the School of Nursing and Public Health. Dr Sabina David was promoted as HOD of Nursing.

The Campus Administrator was transferred to the Windhoek Khomasdal Campus, and Mr Constantin Kondjela was appointed as the new Campus Administrator.

Ms Aina Kamati was appointed as the CEQUAM Coordinator while Ms Nghipandulwa Lahya replaced Ms Aina Kamati as a Science Foundation Coordinator.



The load is lighter when people work together.



Rundu Campus Main Hall



## Activities of Academic Centres

### **CENTRE FOR EXTERNAL STUDIES**

Director: Dr Regina M. Shikongo

#### **Introduction**

The Centre for External Studies (CES) strives to become the leading open and distance learning Centre in the country and beyond by enabling people to achieve their full potential through accessible, innovative and flexible learning. Its mission is to provide accessible quality higher education and create opportunities for professional development to adult members of the community by the provision of open learning through distance education programmes.

During the year under review, the Centre was led by Dr Regina M. Shikongo as Director, with Dr Nchindo Mbukusa as Deputy Director. Mrs Carin Slabbert continued as Assistant Registrar. The Heads of Department were: Mrs Elise Venter (Student Support) and Mrs Agathe Lewin (Materials Development and Instructional Design). Departments set their academic and administrative goals, activities and targets to be achieved for the successful running of the centre.

In line with its vision and mission, CES continued to provide open and distance education programmes to distance students of the University, offering formal programmes at degree, diploma and certificate levels. Many students are utilising open and distance learning due to the multiple roles they have in their respective communities and cannot afford fulltime studies.

#### **Academic activities**

During the year under review, the Department of Student Support strengthened its learner support functions further by organised academic orientation for tutors and students, vacation schools, telephone tutoring, video conferencing as well as through SMS messages and by means of 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 and accounting. In addition, the Department organised curriculum review meetings with all relevant stakeholders in various academic programmes. The Department further mobilised the usage of the multi-media technologies in distance teaching. Staff members in the Department of Student Support were engaged in the teaching and learning of students that enable students to progress in their studies, pass their respective courses and eventually obtain their diplomas and degrees.

A range of strategies (systems and methods) to help open and distance learners successfully complete their studies were developed. A user-friendly student support system, methods and advisory services 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.

Academic relationships with University Faculties remained strong and the Centre continued to conduct joint meetings on materials development. CES continued to participate in collective activities with national and international open and distance learning (ODL) institutions through the Namibia Open Learning Network (NOLNET) and Distance Education Association of Southern Africa (DEASA). During 2012, CES operated with development profile of five members that hold PhD degrees; ten hold

Masters Degrees and others are busy with their studies. Ms Perien Boer completed her PhD studies at Colombia University in the USA. Mr Andries Visagie and Mr Jacks Ndimwedi continued with their M. Ed studies at UNAM and UNISA respectively. Mr Lukas Josua and Ms Charlene Keja- Kaereho completed their Master's Degrees in Education.

## Research and Publications

During 2012, Centre staff were involved in various research activities, attended research conferences at national and international levels where research papers were presented.

**Brown, A. & Haihambo, C.** (In print) Inclusive education as a democratic Imperative in Amukugo, E. Democracy & Education – A Critical Appraisal of Education as an Instrument of Democracy.

**Nekongo-Nielsen** submitted an article to the International Review of Research in Open and Distance Learning (IRRODL) entitled "The applicability of My UNAM Portal to the learning of distance students". The International Review of Research in Open and Distance Learning URL: <http://www.irrodl.org/index.php/irrodl>.

**Shikongo, R. M. & Mchombu, K.** (2012). Does mass media communication support HIV/AIDS prevention campaigns among the youth in Oshana Region, northern Namibia? Journal for Studies in Humanities and Social Sciences, 1(2), pp. 153 – 166.

CES staff also attended various research workshops and conferences, national and regional, and presented various research papers.

**Haihambo, C.K., Brown, A., Ndimwedi .J. & Claassen, P.** (2012) The crisis of education for the San and Ovahimba in contemporary Namibia. A Paper Presented at the Indigenous Knowledge Conference of the University of Namibia, 8-9 October 2012.

**Mbukusa, N.** (2012). Challenges of leading and managing open and distance learning at the University of Namibia. A Paper presented at the 47th Distance Education Association of Southern Africa, 21 -23 July 2012

**Nekongo-Nielsen, Mbukusa, N., Tjiramba, E. & Beukes, F** (2012) Investigating factors that lead to school dropout in Namibia. A Study presented at the CES August 2012 Workshop.

**Nekongo-Nielsen, Haaveshe & Mbukusa, Nchindo** - The educational consequences of teenage pregnancy in the Kavango region. A Study presented at the NAPA-Rundu Conference, September 2012.

**Nekongo-Nielsen, H.** (2012). The Impact of My UNAM Portal on the learning of Open and Distance Learning Students. A Paper presented at the 47th Distance Education Association of Southern Africa, 21 -23 July 2012.

**Shilongo, J., Kazavanga, J. & Murangi, G.** (2012). Student Perceptions of the Quality of Centre for External Studies (CES) Materials. A Paper presented at the 47th Distance Education Association of Southern Africa, 21 -23 July 2012.

**Tjiramba, E & Brown, A.** (2012). Voices and Experiences of San Learners Studying through Open and Distance Learning: A case study of San learners in Omaheke Region. A Paper presented at the 47th Distance Education Association of Southern Africa, 21 -23 July 2012.

**Mbukusa, N.** Academic support experiences of distance education students in the flooded plains of



Tranquil study environments on our campuses allow for relaxed and well-balanced studies.

Caprivi Region, Namibia. A Paper Presented at the SOUTHERN AFRICAN SOCIETY FOR EDUCATION. International Conference, Great Zimbabwe University, Masvingo, Zimbabwe, 4-6 October 2012.

**Mbukusa, N.** Distance education undergraduate students' experiences of project work supervision in Namibia. A Paper Presented at the SOUTHERN AFRICAN SOCIETY FOR EDUCATION. International Conference, Great Zimbabwe University, Masvingo, Zimbabwe, 4-6 October 2012.

**Mbukusa, N.** (2012) Understanding the coping strategies of the Masuviya of the flooded plains of the Caprivi Region. A case study. A Paper Presented at the Indigenous Knowledge Conference of the University of Namibia, 8-9 October 2012.

### **Community service**

The Centre continued to participate in community engagement activities inside and outside the University. CES continued to participate in collaborative activities with other national Open and Distance Learning (ODL) institutions through Namibia Open Learning Network (NOLNET) and other organisations within the SADC region, through its participation in the Distance Education Association of Southern Africa (DEASA), Namibia Educational Research Association Executive Committee; Southern African Association of Research in Mathematics, Science and Technology Education and the Distance Learning Task Force (I-TECH). CES staff continued to serve as various boards and committee members.

**Dr Haaveshe Nekongo-Nielsen** was involved in FAWENA as member of the Research Committee, and Chair of the Strategic Plan Development Committee; Rotary Club as an International Director and Coordinator of the Dictionary Project (to primary schools in Omaheke, Hardap and Karas regions); a Deputy Editor of the UNAM CPD Journal and a Reviewer of articles for the following journals: Caribbean Curriculum Journal; the International Review of Research in Open and Distance Learning (IRRODL).

**Dr. R.M. Shikongo** served as an Uukwambi Traditional Authority Interpreter and a Secretary of the Women Clay pot Projects in Oshana Region.

**Ms Agatha Lewin** served in NOLNET e-Learning Committee.

**Mr Japhet Kazavanga** was the Vice chairperson of Nolnet Training Committee and an elder at Grace Reformed Baptist Church.

**Mr Willem lindjembe** is a member of Oshana Region Focal Point on Small and Light Weapons and Ammunitions (SALWA).

**Mr. Lukas Matati** Josua is a member of Advisory Committee for Sam Nujoma Multipurpose Centre (SNMPC).

**Mrs Hilikka litula** is an active member of TISAN Northern Campuses Organizational Committee and Oshana Regional Netball Association.

In conclusion, CES is strengthening the training of writers, distribution of study materials, student support services, collegial relationships and teamwork to ensure quality service in a dual mode institution of higher learning.

## **SAM NUJOMA MARINE AND COASTAL RESOURCES RESEARCH CENTRE**

Director: Prof Edosa Omoregie

### **Introduction**

The Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) is a research unit of the University of Namibia that focuses on marine and coastal environment. The Centre was officially inaugurated in 2005 and has come a long way in meeting the objectives for which it was set up. The Centre's vision is to become a centre of excellence in Science and Technology research in marine and coastal resources, in order to contribute to global efforts in promoting food security and eradicating poverty. With this vision in mind and guided by its mission, the Centre strengthened its international collaborations in 2012 with the view of enhancing its research capabilities for the years ahead.

In accordance with the University strategic planning, efforts were geared up in 2012 to ensure the relocation of the third and fourth year students of the Department of Fisheries and Aquatic Sciences from the Main Campus to the Centre. A new hostel block to house male students and an administration block were completed. The relocation is expected to be from the second semester of 2013 academic year.

### **Academic Activities**

During the year 2012, collaboration in the SPACES (Science Partnerships for the Assessment of Complex Earth System Processes) programme continued with two proposals in which the Centre is involved were accepted for funding by the German Federal Ministry of Education and Research. Also during 2012, the Centre became a member of the AERONET group (AErosol RObotic NETwork). AERONET is a network of ground-based sun photometers which measure atmospheric aerosol properties. The measurement system is a solar-powered CIMEL Electronique 318A spectral radiometer that measures Sun and sky radiances at a number of fixed wavelengths within the visible and near-infra red spectrum.

Toward the end of 2012, SANUMARC hosted the Scientific Committee on Oceanic Research (SCOR) Regional capacity building meeting. SCOR is a non-governmental organisation formed by the International Council for Science (ICSU) with activities focusing on the promotion of international cooperation in planning and conducting oceanographic research, and solving methodological and conceptual problems that hinder research. The Meeting aimed to review SCOR activities and possible implementation of specific joint actions among international organizations in the SADC Region for capacity building as well as to discuss current national efforts, capabilities, and needs for ocean science education in Namibia, South Africa and Angola.

### **Research and Publications**

Mrs Devota Kavishe, a PhD student with the Faculty of Science, University of Namibia, carried out 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.

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). Ms. N. Haindongo, a final year Veterinary student from Sokoine University of Agriculture, Tanzania, spent time at the Centre for her industrial attachment.

During the year, Namsov Postgraduate Fellowship programme was instituted as a postgraduate



academic programme, in which registered graduate students from SADC are supported with research facilities and grants toward marine research activities that are beneficial to the Namibia nation. The Fellowship is being funded from SANUMARC Trust with an initial NAD 1 million endowment fund provided by the Namsof Community Trust. Under this Fellowship, three graduate students joined SANUMARC's research team to strengthen research output of the Centre:

### Research and Publications

**Mr. Johannes A. Iitembu:** Trophic ecology of shallow-water hake (*Merluccius capensis*), deep-water hake (*Merluccius paradoxus*), kingklip (*Genypterus capensis*) and cape monk (*Lophius vomerinus*) through their isotopic and fatty acid composition.

**Ms. Johanna K. Dijerenge:** Analysis of marine biotoxins, paralytic shellfish poisoning (PSP) and diarrhetic shellfish poisoning toxins (DSP) in mussels, (*Mytilus galloprovincialis*) along the Namibian Central Coast.

**Mr. Emmanuel Vellemu:** Trace metal pollution of Namibian marine shoreline: *Choromytilus meridionalis* (black mussel) as indicator organism

In 2012, UNAM became part of the Aerosol Robotic Network (AERONET) through the collaboration between the Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) and School of Geo- and Spatial Science of North-West University in South Africa. AERONET is an optical ground based aerosol monitoring network and data archive supported by NASA's Earth Observing System.

**Mowa, Edgar & Maass Erika.** (2012). The effect of sulphuric acid and effective micro-organisms on the seed germination of *Harpagophytum procumbens* (devils claw). Elsevier Science Direct. South African Journal of Botany 83 (2012) 193–199

**Shuuluka, D., Bolton, J. J., & Anderson, R. J.** (2012). Protein content, amino acid composition and nitrogen-to-protein conversion factors of *Ulva rigida* and *Ulva capensis* from natural populations and *Ulva lactuca* from an aquaculture system, in South Africa. Journal of Applied Phycology, DOI: 10.1007/s10811-012-9902-5.

**Muzungaire, L., Mebelo, W., Shuuluka, D. and Omoregie, E.** (2012). Preliminary investigation of bio-magnifications of trace metals in the Okavango River, North-eastern Namibia. Research Journal of Agricultural and Environmental Management 1(2): 34 – 42.

**Omoregie, E.** (2012). Marine research and training in support of policy and programs for fisheries and aquaculture development: The case of Namibia. Paper presented at The UNECA Eighth African Development Forum (ADF VIII), 22 – 26 October, 2012. Addis Ababa, Ethiopia. United Nations Economic Commission for Africa.

### Community Service

Science and Technology Promotion among Namibian school learners is a community outreach programme that stimulates interest in science and technology in young Namibians. Another initiative is Community Training programme for Mushroom production whereby members from several communities nation-wide were trained in mushroom production at the Centre in 2012. Some of the communities were from Mpungu Constituency in the Kavango Region, Luderitz and members of the National Youth Service (NYS) Scheme. The Faculty also donated vegetables produced in the hydroponic research to members of Henties Bay Community. Furthermore SANUMARC continued to support the Tulongeni Garden and Mushroom projects in Henties Bay.





Agriculture at Neudamm and Ogongo campuses provide students with ample opportunity to study plants of all kinds.

# UNIVERSITY OF NAMIBIA LIBRARY

University Librarian: Ms Ellen Namhila

## Introduction

The mission of the Library is to facilitate excellence in research, teaching and learning, create an appropriate study and research environment, anticipate and respond to student learning and research needs, contribute to positive graduate outcomes and provide an information infrastructure necessary for ground-breaking teaching, learning and cutting-edge research. We envision all our resources (staff, services, collections and facilities) to become transmission belts through which we meaningfully meet the information needs of users in order to achieve the national goals now and in the future.

## Academic Activities

### Information Literacy Training and Reference Services

The Library developed a draft Information Literacy Instruction Programme, which constituted one of the important outcomes of the cooperation with the two Finnish University Libraries. The Library continued to impart information literacy skills to staff and students to become self-directed researchers and learners, who would put the library resources to optimal use.

The Reference Desk proved to be a popular service delivery point for both students and staff alike. A total of 3 080 information search queries were recorded at the reference desk during the academic year. These queries ranged from library orientation (644), literature search (796), computer use (270), use of e-resources (265), information literacy training (261), OPAC use (218), library membership registration (177), past examination papers, etc.

### Collection Development and Circulation

As one of the outcomes of the UNAM Finnish Libraries cooperation, the Collection Development Policy was updated to reflect new trends and best practices in the management and collections of information resources within the academic environment.

The Library continued to add relevant information resources for researchers, lecturers and students in all campuses, faculties and centres. A total of 23 686 new book titles (total of 45 560 copies) were added to the library collections. The new acquisitions were distributed to the library branches and centers as follows: Faculty of Engineering (343), Gobabis (370), Hifikepunye Pohamba Campus (1 792), Katima Mulilo Campus (2 676), Katima Mulilo CES (411), Keetmanshoop (411), Khomasdal (2 868), Khorixas (352), Neudamm (741), Ogongo (629), Oshakati Campus (1 130), Otjiwarongo (366), Rundu Campus (2645), Rundu CES (430), SANUMARC (115), School of Medicine (294), Swakopmund (384), Tsumeb (359), Windhoek Main Campus (7 370). In addition 2838 books and documents were received as donations from entities such as BOOK AID International (829), OSSREA (233), Government (160), FAO (68), IMF (9), CTA (9), UNESCO (2), NATRE (5) and various individuals (1 523).

The Library has been gradually increasing licencing for electronic information resources based on requests from lecturers and researchers from various faculties and centres. These electronic databases provide access to a great number of full-text journal articles and other documents, offering access to up-to-date global information supporting research, study, teaching and learning in all UNAM campuses, Faculties and Centres. Currently these subscriptions include six electronic databases: Ebscohost, Emerald, ScienceDirect, SA E-publications, Springerlink and Oxford journals.

The Library also continued to subscribe to 297 print journal titles based on the usage and non-inclusion in the electronic databases. Five of these journals are new subscriptions.

The total circulation of books and other library materials in 2012 was 126 399. Statistics from different library branches show that most lending took place at the Windhoek main campus library, with 65% of the total transactions. Other significant circulation activities were recorded at the following branch libraries: Oshakati campus (9%), School of Medicine (5%), Ogongo (3%) and Neudamm (3%).

### **Archives and Special Collections**

Library's Archives Unit completed the new UNAM Filing System. By the end of the year the new Filing System had been implemented in five Administrative departments: the Vice-Chancellor; PVC: Academic Affairs and Research; PVC: Administration and Finance; Human Resources; and External and International Relations. Professor Haacke deposited his research papers with the Archives Unit. Eleven boxes of the UNIN records were processed.

### **Staff Development**

Important contribution to the professional and academic capacity building was achieved through the second year of the human resource capacity building cooperation between the UNAM Library and two Finnish Libraries: the University of Helsinki and the University of Tampere Library. Workshop in Windhoek facilitated by library management and information literacy experts from the two Finnish libraries was complemented by continuation of staff exchange visits by UNAM library staff to the two University Libraries in Finland. This cooperation project clearly contributed to professional skills development as well as ideas for improved services based on new developments in library and information technology and evidence based library management.

Many of the Library staff members continued to upgrade their skills through formal studies and attendance of seminars and workshops. Seventeen staff members were pursuing their studies at various levels: Two PhDs; three Master's degrees; 12 Bachelor degrees and Diplomas. One staff member completed her Master's degree in Library and Information Studies, while two completed Diplomas.

### **Research and Publications**

The academic year under review saw a significant improvement in research and publication output by library staff essentially based on the above mentioned collaboration project between UNAM library and the two Finnish University Libraries. As part of this cooperation project, UNAM librarians carried out evidence-based studies on information needs of researchers and students as well as library practice in the UNAM library, continued with research writing skills by co-authoring 14 articles with their Finnish counterparts. Fifteen staff members completed articles in collaboration with their Finnish colleagues culminating into a book titled "Empowering people: collaboration between Finnish and Namibian University Libraries".

**Ms. Namhila** presented two papers at the IFLA World Library and Information Congress held in Tampere and Helsinki, Finland, 8-17 August 2012. Ms. Ilonga presented a paper at the 8th Annual International Conference on Knowledge Management held in Johannesburg, South Africa, 3-5 September 2012.

## Books and monographs

**livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.).** (2012). Empowering people: collaboration between Finnish and Namibian University Libraries. Tampere: University of Tampere Press

**Kahengua, K.** (2012). Invoking voices: An anthology of poems. Windhoek: Macmillan Education Namibia

## Peer-reviewed articles / Chapters in books

**Asplund, J., Tapio, S., Mwiyale, J., Karsten, S.** (2012). University pedagogy training improves information literacy education. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.216-233). Tampere: University of Tampere Press.

**Forsman, M., livonen, M., Namhila, E.N.** (2012). University libraries on the arena of scholarly communication. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.237-249). Tampere: University of Tampere Press.

**Forsman, M., Ndinoshiho, J., Poteri, E.** (2012). Research support services of University Libraries today and in the future. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.180-200). Tampere: University of Tampere Press.

**Helminen, P., Katjihingua, M.** (2012). Information Literacy models in action – mission immense. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.203-215). Tampere: University of Tampere Press.

**Hyödynmaa, M., Buchholz, I.** (2012). Usability of the Tampere University Library collection mapping method at University of Namibia Libraries. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.162-179). Tampere: University of Tampere Press.

**livonen, M., Namhila, E.N.** (2012). Evidence-based librarianship as a method. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.57-75) Tampere: University of Tampere Press.

**Lehto, A., Matangira, V., Shatona, M., Kahengua, K.** (2012). Obstacles to scholarly publishing by academic librarians. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.270-291). Tampere: University of Tampere Press, 2012.

**Mabhiza C., Shatona, M., Hamutumwa, N.** (2012). Information-seeking behaviors of the Faculty of Economics and Management Sciences, University of Namibia. In: livonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.79-99). Tampere University of Tampere Press.

**Matangira, V.** (2012). Seventy five years of archiving excellence and a decade of loss. In Ngulube, P. (Ed.), National Archives 75@30: 75 years of archiving excellence at the National Archives of Zimbabwe (pp.112-124). Harare: National Archives of Zimbabwe.





Resources like laptops are very helpful study tools, as experienced by these two students at the Katima Mulilo Campus.

**Nakanduungile, C., Shilongo, G., Heino, T.** (2012). Use of electronic resources in searching for health information at Oshakati Campus. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.57-75) Tampere: University of Tampere Press.

**Namhila, E.N, Sinikara, K. Iivonen, M.** (2012). Improving human resource capacity: international partnership of university libraries. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.17-37). Tampere: University of Tampere Press.

**Nurminen, H., Ashilungu, M.** (2012). Marketing the collection services in two different university libraries. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.145-161). Tampere: University of Tampere Press.

**Sisättö, O., Mäki, K., Heikkilä, T., Katjavivi, J.** (2012). University presses and university libraries as publishers: new models and benefits. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.57-75) Tampere: University of Tampere Press.

**Syvälahti, K., Katjihingua, M.** (2012). The Information seeking behaviour of law students at the University of Namibia. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.100-119). Tampere: University of Tampere Press.

**Toivonen, L., Ndinoshiho, J.** (2012). Strategic competency management in university libraries. In: Iivonen, M., Ndinoshiho, J., Helminen, J., Sisättö, O., (Eds.), Empowering people: collaboration between Finnish and Namibian University Libraries (pp.38-56). Tampere: University of Tampere Press.

### **Library highlights**

- Achievements from the human resource capacity building cooperation between the UNAM Library and two Finnish Libraries: the University of Helsinki and the University of Tampere Library, both in staff capacity building and research and publishing.
- Capacity building in academic writing culminated in publishing a book titled "Empowering people: collaboration between Finnish and Namibian University Libraries", co-authored by 15 UNAM library staff with their Finnish counterparts.
- Acquisitions of electronic books (eBooks) for the first time ever in the history of UNAM Library. A total of 3588 eBook titles were added to the collections. The advantage of eBooks is that they can be simultaneously accessed by many users at various locations.
- Installation of wireless Internet access at all library branches, which allows users to easily access Internet and scholarly information resources with their laptops.
- At the main Library, progress was made with the project descriptions of the renovation and extension project which was allocated N\$50 million in the MTEF 2012/13-2014/15. Renovations were also carried out at Hifikepunye Pohamba, Rundu and Katima Mulilo campuses. Equally important, new 3M security systems were installed at these campuses to ensure maximum security of library resources and equipment.



## **Library Leadership and Management**

Ms. Ellen N. Namhila continued to lead the Library as the University Librarian. Mr. Joseph Ndinoshiho continued to serve as Deputy University Librarian, based at Oshakati campus to lead development of library services at the northern campuses. Ms. Irmela Buchholz continued as Head of Technical Services, Mr. Chenjerai Mabhiza as Head of User Services and Ms Violet Matangira as the Head of the Archives and Special Collections.

## **Community Engagement**

The Library continued to fulfill its national mandate by providing access to its information resources and services to members of the public. In terms of Section 8 of the Namibia Library and Information Service Act, 2000 (Act No. 4 of 2000), the Oshakati Campus Library continued to serve as the place of legal deposit for the north central regions. Equally important, UNAM librarians continued to play a meaningful role in the development of the library and information service sector in the country. Ms. Namhila was appointed as the Chairperson of the Namibia Library and Information Council (NLIC) while Mr. Ndinoshiho served in the Legal Deposit Committee of NLIC.

## MULTIDISCIPLINARY RESEARCH CENTRE (MRC)

Director: Dr Nelago Indongo

### Introduction

Research is the core business at the Multidisciplinary Research Centre. In 2012, a new management team was appointed, and it consisted of the Director, Dr Nelago Indongo; Deputy Director and Head of the Science, Technology and Innovation Division (ST&ID), Dr Davis Mumbengegwi; Dr Alfons Mosimane, Head of the Life Sciences Division (LSD); and Mr Gert Van Rooy, Head of the Social Sciences Division (SSD). Researchers were involved in research activities of diverse nature. Activities were well aligned to positively contribute to the achievements of the UNAM strategic objectives, the main three research related strategic objectives being: increasing and broadening of research output; strengthening international liaison and collaboration, and strengthening community engagement.

### Research Highlights

In terms of increasing research output, MRC produced 20 peer reviewed papers. MRC hosted the INSAKA Symposium from 5-7 June 2012. INSAKA is a consortium of five (5) universities, namely, University of Kwazulu Natal (South Africa), Copperbelt University (Zambia), University of Monash (South Africa) and the University of Montana (USA). This was the second international symposium hosted by the consortium and was attended by a diverse range of participants from across the world and the southern African region. Participants included academics, practitioners, government officials, civil society, research students, private sector and the media fraternity. A total of 68 participants, of which 46% were women, attended the symposium. The UNAM academic leadership attended a site meeting to review INSAKA progress towards the 5 Year Strategic Plan.

The MRC also saw the launching of the newsletter, "Research Matters" which was developed in order for MRC to reach out to a wider community as well as to share research activities and outputs with researchers within and outside Namibia. MRC has also strengthened its network through various research collaborations and partnerships.

A new memorandum of understanding (worth US\$86 000) was signed between UNAM and the University of California, San Francisco and the Global Health Group. Various research funded activities were carried out under the epidemiology and active case detection of malaria in the Ohangwena region, in collaboration with the Ministry of Health and Social Services and researchers from UCSF, London School of Hygienic and Tropical medicine (LSHTM). In addition, the collaboration between the University of Eastern Finland and MRC continued to be active under the research project on Demographic change and resilience of the social and ecological system in north-central Namibia. Active collaboration with Rutgers University, New York and Global Institute of Bio exploration continued on the Millennium Challenge Account Namibia (MCA-N) Indigenous Natural Products Project.

The University-wide research day was held successfully and included all UNAM campuses under the leadership of the MRC and the Research and Publication Office (RPO).

A MRC delegation visited various research institutions in Kenya, including the University of Nairobi to identify research collaboration, partnership and networks as well as for best practices especially in identifying and reaching out to potential funders.

A number of workshops were also successfully held at MRC, while others were organised in

SANUMARC  
Seaweed spices



Sam Nujoma Campus doing research on seaweed spices.

collaboration with Faculties at the University. The Indigenous Knowledge Systems (IKS) workshop attracted 27 presentations of which 16 were selected to be included as book chapters in the IKS book to be developed in collaboration with the Faculty of Science. A refresher training workshop for MRC researchers on data analysis was also conducted.

Two staff members, Dr Alfons Mosimane and Dr Davis Mumbengegwi were both promoted from Research Fellow positions to Senior Research Fellow positions during the 2012 academic year. As part of capacity building, Ms Iwanette du Preez graduated with a Master of Science degree and was awarded the Vice Chancellor's medal for the best postgraduate student.

### **Activities and Publications**

MRC's focus is to strengthen research collaboration with UNAM faculties and stakeholder ministries and partners. MRC recognizes the expertise within faculties and strives to ensure that research teams are formed for every research programme and research activities to address the nation's research needs and are aligned to the national development plans (NDP4, Vision 2030, Malaria Elimination Strategic Plan, Climate Change Plan), among others.

MRC's research strategy is to provide relevant and accurate research information in various areas ranging from health, education, biodiversity, climate change, socio ecological systems, gender, IKS, etc. for policy decision making and programme interventions.

A successful stakeholder's workshop for the Gender Programme was held on 23 October 2012 in Windhoek. The main purpose was to: identify and formulate a responsive research agenda; establish and foster closer links with stakeholders nationally and internationally; solicit funding for research; and to reduce duplication of research activities.

Approximately 23 people from various stakeholder institutions attended the workshop. A number of resolutions were taken, including: developing research proposals with input from stakeholders; strengthening partnership with stakeholders through engagement on an annual basis; spearheading the implementation of a Master's Degree course in Gender Studies.

The following research programmes were active in 2012 under the Life Sciences Division. The Social Ecological Systems Programme focused on three projects. First, the Common pool resources governance hosted the INSAKA symposium 5-7 June 2012 with focus on managing benefit sharing in changing social ecological system. In addition, three (3) peer reviewed journal papers were published under the INSAKA collaboration. Second, the Community Based Natural Resources Management (CBNRM) focused on the completion of data analysis of the Ehirovipuka Socio economic study and a technical report was completed. In addition, a peer reviewed journal article was produced focusing on the participation of women in conservancies.

Another activity was the Nature Based Tourism study, in collaboration with the University of Maryland. Professor Julie Silva analysed data collected in 2009 and 2011 which resulted in another peer reviewed journal.

Third, the Human wildlife conflict (HWC) analysed the human wildlife conflict data collected along the borders of the Etosha National Park. A technical report was produced and a book chapter focusing on the use of traditional knowledge in the management of human wildlife conflict was drafted.

The Climate Change and Disaster Risk Management Programme focussed on indigenous knowledge

and adaptation strategies, and disaster and risk assessment. The activities under the indigenous knowledge and adaptation strategies included the drafting of a book chapter on indigenous scientific knowledge. Further activities included drafting a grant proposal in collaboration with the Lund University Centre for Sustainability Studies (LUCSUS) on climate and development research in Sweden and the completion of the gender and climate change project funded by the United Nations Development Programme (UNDP). A technical report and several sector specific briefs were developed after presenting the report at a stakeholders workshop hosted in Windhoek. The activities under the disaster risk management involved the completion of data collection and draft reports on the views from the frontline project that focused on community perception on disaster management in the Caprivi, Omusati and Oshana Regions of Namibia. In addition to a technical report, a conference paper was drafted and presented at a Disaster Risk conference hosted by the Northwest University, South Africa.

The Biodiversity and Ecology Programme only came into operation in 2012 after the appointment of Dr Ndafuda Shiponeni in September. The first objectives were to define the project focus and the objectives of each project under the programme. The biodiversity and ecology programme focus its activities on two projects. First, the population biology of indigenous plants of conservation priority focused on the expansion of data collection on the Moringa specie to other tree species. The Welwitschia excavations study involved the collection of soil sample for analyses, and the preliminary data analyses. Second, restoration ecology had an emphasis on the rehabilitation of degraded land through mining. A master's student registered at the University of Namibia, completed data collection on the restoration of mined land at the Navachab Gold mine.

Under the ST&ID, the following research programmes were active:

- Pharmaceutical
- Indigenous Knowledge Systems (IKS)
- Renewable Energy

A Global Institute of Bio exploration training workshop on biological properties of indigenous plants was conducted for stakeholders from UNAM faculties, the National Botanical Research Institute (NBRI), the Ministry of Environment and Tourism (MET). Screen-to-nature kits were used to train individuals to identify biological activity of indigenous plants for pharmaceutical or cosmetic use. Approximately 53 samples were analysed during the workshop for properties such as antibacterial, antifungal, antioxidant, and protease and protease inhibitor activities.

A survey of indigenous medicinal knowledge was conducted in the Kavango region in collaboration with the Directorate of Research, Science and Technology (DRST), Ministry of Education. A total of 126 traditional healers and/or knowledge holders were interviewed and 174 plant samples were collected for scientific identification.

A collaborative research project with the Ministry of Health and Social Services (MoHSS), the University of California, San Francisco (UCSF) and the London School of Hygiene and Tropical Medicine (LSHTM) was initiated on epidemiology and active case detection of malaria in the Engela district, Ohangwena region. All cases of malaria reported at the 18 clinics in Engela were followed up to the household level and all members of the household and neighbours were tested for malaria.

Through the Benguela Windpower Demonstration project in Luderitz, under the Renewable Energy Technology (RET) Programme, MRC received a technical visit by renewable experts from India. They came to assist in determining the specifications for the wind mill turbines.

A field trip was conducted to collect indigenous beverages, namely Oshikundu, Omashukwa

and Mavisu in the Oshana, Ohangwena, Oshikoto and Omusati regions. The nutritional profile of Oshikundu was determined.

## Publications

In 2012, MRC saw a significant increase in the number of peer reviewed published papers across all the three divisions. The publications are as follows:

### Journal papers/articles

**Bimo A. Nkhata, Charles Breen, Alfons W. Mosimane**, 2012. Engaging common property theory: implications for benefit sharing research in developing countries. *International Journal of the Commons*, 6(1): 52–69.

**Alfons W. Mosimane, Charles Breen, Bimo A. Nkhata**, 2012. Collective identity and resilience in the management of common pool resources. *International Journal of the Commons*, 6(2): 344–362.

**Nkhata, B. A., A. Mosimane, L. Downsborough, C. Breen, and D. J. Roux**. 2012. A typology of benefit sharing arrangements for the governance of social-ecological systems in developing countries. *Ecology and Society* 17(1): 17. <http://dx.doi.org/10.5751/ES-04662-170117>

**Julie A. Silva and Alfons W. Mosimane**, 2012. Conservation-Based Rural Development in Namibia: A Mixed-Methods Assessment of Economic Benefits. *Journal of Environment & Development*, published online 21 December 2012, DOI: 10.1177/1070496512469193

**F. Patrick Graz, Martin E. Westbrooke, Singarayer K. Florentine**, 2012. Modelling the effects of water-point closure and fencing removal: A GIS approach. *Journal of Environmental Management* 104:186-194.

**Marleen E. Hendriks, Ferdinand W. N. M. Wit, Marijke T. L. Roos, Lizzy M. Brewster, Tanimola M. Akande, Ingrid H. de Beer, Sayoki G. Mfinanga, Amos M. Kahwa, Peter Gatongi, Gert Van Rooy, Wendy Janssens, Judith Lammers, Berber Kramer, Igna Bonfrer, segielGaeb, Jacques van der Gaag, Tobias F. Rinke deWit, Joep M. A. Lange, Constance Schultz**, 2012. Hypertension in Sub-Saharan Africa: Cross-Sectional Surveys in Four Rural and Urban Communities. *PLoS ONE* 7(3): e32638. doi:10.1371/journal.pone.0032638

**Ingrid H de Beer<sup>1</sup>, Huub C Gelderblom, Onno Schellekens, Esegel Gaeb, Gert van Rooy, Alta McNally, Ferdinand W Wit and Rinke de Wit F Tobias**, 2012. University students and HIV in Namibia: an HIV prevalence survey and a knowledge and attitude survey. *Journal of the International AIDS Society* 2012, 15:9, <http://www.jiasociety.org/content/15/1/9>

**Hasheem Mannan, Joanne McVeigh, Mutamad Amin, Malcolm MacLachlan, Leslie Swartz, Alister Munthali and Gert Van Rooy**, 2012 . Core Concepts of Human Rights and Inclusion of Vulnerable Groups in the Disability and Rehabilitation Policies of Malawi, Namibia, Sudan, and South Africa. *Journal of Disability Policy Studies* 23 (2): 67-81.

**Van Rooy, G., Amadhila, E.M., Mufune, P., Swartz, L., Mannan, H., MacLachlan, M.**, 2012. Perceived barriers to accessing health services among people with disabilities in rural northern Namibia. *Disability and Society* 27 (6):761-775.

**MacLachlan, M., Amin, M.c, Mannan, H., El Tayeb, S., Bedri, N., Swartz, L., Munthali, A., van Rooy, G., McVeigh, J.**, 2012. Inclusion and human rights in health policies: Comparative and benchmarking



analysis of 51 policies from Malawi, Sudan, South Africa and Namibia. PLoS ONE 7 (5), art. no. e35864.

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**Lillian Pazvakawambwa, Nelago Indongo and Lawrence Kazembe.** Explaining marital patterns and trends in Namibia: A multinomial regression analysis using 1992, 2000 and 2006 DHS data. Paper presented at 2012 PASA conference in South Africa.

**Davis Mumbengegwi and Ronnie Bock.** Indigenous medicinal knowledge as a platform for discovery and development of novel pharmaceutical products in Namibia. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**D. R. Mumbengegwi & Mr. M. Conteh.** Knowledge attitudes and practices of health care workers in Namibia to malaria case management in low malaria transmission. Paper presented at the Faculty of Humanities and Social Sciences 4th Annual Research Conference, 26-27 September 2012, University of Namibia, Windhoek, Namibia.

**Sylvia Nafuka, Davis Mumbengegwi and Ronnie Bock.** Identification of chemical entities for anti-malaria drug development from indigenous medicinal plants using bio-assay guided fractionation. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**Werner Embashu, Ahmad Cheikhoussef and Gladys Kahaka.** Physiochemical and Nutritional Analysis of Oshikundu: fermented Beverage from Namibia. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012, University of Namibia, Windhoek, Namibia.

**Sanette Potgieter, Eroid Naomab and Ahmad Cheikhoussef.** Phytochemical Composition of Selected Namibian Fruits. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012, University of Namibia, Windhoek, Namibia.

**Dushimemaria, F., Mumbengegwi, D. & Bock, R.** Palliative treatment of cancer in resource poor settings. Paper presented at the Faculty of Humanities and Social Sciences 4th Annual Research Conference, 26-27 September 2012, University of Namibia, Windhoek, Namibia.

**Florence Dushimemaria, Davis Mumbengegwi and Ronnie Bock.** Screening of ethnomedicinal plants from the Caprivi region for potential Anti-proliferative and apoptosis-inducing properties. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012, University of Namibia, Windhoek, Namibia.

**I. Du Preez, D. Mumbengegwi, C. Porfirio & R. Bock.** The value of herbal supplements for treatment of chronic diseases in Namibia. Paper presented at the Faculty of Humanities and Social Sciences 4th Annual Research Conference, 26-27 September 2012, University of Namibia, Windhoek, Namibia.

**Iwanette du Preez, Davis Mumbengegwi and Ronnie Bock.** Antiplasmodial activity of ethnomedicinal plants and their mode of action against Plasmodium falciparum: an in vitro study. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**Celestine Raidron, Renate Hans, Gladys Kahaka and Ahmad Cheikhoussef.** Phytochemical and Nutritional Studies of Pleurotus and Termitomyces mushrooms. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**Lynette F Mushabati, Gladys Kahaka and Ahmad Cheikhoussef.** Phytochemical Screening of



Student hard at work in one of the laboratories at the Main Campus in Windhoek.

Indigenous Leafy Vegetables from Caprivi Region, Namibia. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**Hina Mu Ashekele, Werner Embashu and Ahmad Cheikhoussef.** Indigenous Knowledge Systems Best Practices from Namibia: the Case of Oshikundu Production Methods. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**Lusia Heita, Ahmad Cheikhoussef and Nditange Shigwedha.** Microbiological and Physiochemical Analysis of Tradition Fermented Milk from North-East Namibia. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**S. Lendelvo and F. Munyebvu.** Linking women's participation and benefits within Namibia's Conservancy Programme. Paper presented at the Insaka Symposium, 5 – 7 June 2012, Arebbusch Travel Lodge, Windhoek, Namibia.

**J. Mfune, M Angula, A. Mosimane and S. Lendelvo.** Natural Resource Management: Benefit or cost sharing: the case of Human wildlife conflict along the boundary of Etosha National Park, Namibia. Paper presented at the Insaka Symposium, 5 – 7 June 2012, Arebbusch Travel Lodge, Windhoek, Namibia.

**S. Lendelvo, M. Angula and J. K. Mfune.** The application of traditional knowledge in the management of Human-Wildlife Conflict (HWC) along the Etosha National Park. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

**Charwan Du Preez, Davis R Mumbengegwi and Ronnie A. Bock** (2012). Namibian medicinal plant extracts and their mechanism of action against Plasmodium falciparum in an in vitro model: 315 Presented at the American Society of Tropical Medicine and Hygiene (ASTMH) Annual Conference 2012, Atlanta, USA.

**Sylvia N. Nafuka, Ronnie Bock and Davis Mumbengegwi** (2012). Identification of anti- malaria bioactive compounds from Namibian medicinal plants: 674 Presented at the American Society of Tropical Medicine and Hygiene (ASTMH) Annual Conference 2012, Atlanta, USA.

**Davis Mumbengegwi and Michael Conteh** (2012). Knowledge, attitude and practices of health care workers towards malaria case management in changing malaria transmission in Namibia: 809 Presented at the American Society of Tropical Medicine and Hygiene (ASTMH) Annual Conference 2012, Atlanta, USA.

**T. Landmann, M. Schramm, N. Shiponeni, C. Huettich, and S. Dech.** The utility of 250-meter MODIS metrics and AMSR-E observations for assessing climate induced variability within southern African wetlands. Paper presented at the IEEE International Geoscience and Remote Sensing Symposium, 22 – 27 July 2012, Munich, Germany.

**E. E Amoako, J. Nakanyala, M. Nasedjanov, W. Nsimiire, G. Jargalsaikhan, J. Awoonor, A. Awilli, O., Lhagvajav, L. Tjirumbu and B. Amgaa.** The Quest for Sustainable Land Use and Restoration - Experiences from Africa and Asia. Paper presented at Soils, Governance and Society: Shaping Innovations in Natural Resource Governance Conference, 4 June 2012, Reykjavik, Iceland.

**Mogotsi-Sechogele.** Current ratio of girls and boys in the education sector; the existing legal

frameworks that protect girls and boys; possible sexual exploitation/trafficking of women and boys and girls at the borders. Paper presented at the Parliamentary Committee on Gender and Family Affairs, 8 October 2012, Windhoek, Namibia

**Mogotsi-Sechogele.** Paper presented at OSSREA Workshop in Social Science Research for Development in Eastern and Southern Africa; Namibian Chapter Perspective, 28 August 2012. Blantyre, Malawi.

**Mogotsi-Sechogele.** Opportunities for collaboration with journalist in sexual and reproductive health and right. Paper presented at Namibia Women's Health Network, 9 August 2012, Windhoek, Namibia.

**Mogotsi-Sechogele.** The struggle against Labour brokers as a struggle for decent livelihoods in the era of global capitalist crisis-sharing the Namibian Experience. Paper presented at Cosatu International Conference, 22 May 2012, Johannesburg, South Africa.

**Werner Embashu, Ahmad Cheikhoussef and Gladys Kahaka.** Physiochemical and Nutritional Analysis of Oshikundu: fermented Beverage from Namibia. Paper presented at the 2nd Indigenous Knowledge Systems Symposium, 8-9 October 2012 University of Namibia, Windhoek, Namibia.

### **Community Engagement**

The Centre also strives to reach out to communities at grassroots level by presenting research findings through media, community meetings, and disseminating research reports.

## TEACHING AND LEARNING IMPROVEMENT UNIT (TLIU)

Director: Dr. Rakel-Kavena Shalyefu

### Introduction

The role of the Teaching and Learning Improvement Unit (TLIU) is to improve the quality of teaching and learning within the University. TLIU exists to provide continuous professional development programmes, policies and guidelines to improve the quality of teaching and learning practices in general and on teaching specific disciplines at higher education level.

In accordance with the UNAM mission, the functions of the TLIU are to provide excellent services with regard to the development and review of policies and guidelines related to teaching and learning at the University. The TLIU is also involved in management and coordination of continuous professional development programmes for teaching at higher education level, drawing up and coordination of timetable, venues for teaching, learning and examinations. It facilitates the evaluations, mentoring and peer assistance in teaching and learning at the University. The TLIU is also pivotal in the establishment of links with regional and international partners in promoting excellence in teaching and learning at higher education level.

### Activities

#### Policies and Guideline Documents developed by the TLIU

- Professional Development Seminars and a Diploma Programme for Professional Teaching Qualification for Higher Education Institutes (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 Teaching Guidelines
- Peer Evaluation
- Lecture / Classroom Observation Guidelines
- Assessment form
- Assessment Policy
- Needs Assessment Poster (2011)

#### Approved Policies

During 2012 Senate approved two policies, one on Teaching and Learning and the other on Assessment.

#### TLIU Seminars

The TLIU workshops/seminars' content and the 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 and seminars to 142 participants

#### Induction Workshop

The Teaching and Learning Improvement Unit (TLIU) conducted an Induction Workshop for the Academic staff appointed since 16 January 2012. The seminar aimed at introducing and familiarizing new lecturers with the UNAM teaching culture, accepted practices, standards and





A moment to catch-up with friends and family,  
a typical scene on campus.

policies guiding the teaching and learning. The training also helped the new lecturers to feel at home, motivate their confidence to progress and grow within the university.

The seminar took place at UNAM main campus and it ran for two days (13 – 14 February 2012), and 46 participants attended the workshop. The Director of Academic Affairs, Prof E. Maass welcomed the participants and the TLIU Deputy Director, Dr. D Wolfaardt coordinated the workshop. The workshop targeted staff members at the Main Campus, Neudamm Campus, Khomasdal campus and School of Medicine campus.

The TLIU assisted in coordinating an Induction Workshop compulsory for all academic staff at Rundu Campus on 19 – 20 January 2012, Hifikepunye Pohamba Campus on 23 - 24 January 2012 and Katima Mulilo Campus on 21 - 22 May 2012.

### **Collaborative Teaching to Enhance Learning Seminar**

This seminar targeted the Deans of Faculty and Heads of Academic Department. The seminar was facilitated by an Exchange Professor Karen Freisem, an instructional consultant at the Centre for Teaching and Learning of the University of Washington.

### **Integrating ICTs In Teaching and Learning Seminar**

This seminar was facilitated by Ms. Kauna Mufeti, Dr. Jameson Mbale and Dr. C.M Beukes-Amiss. A total of 25 Participants attended the workshop.

### **TLIU Advisory Board Induction Workshop**

The workshop aimed to induct new members from different campuses, faculties, units & centres on teaching and learning related issues, guidelines and policies. Eight presenters from the University of Namibia addressed the TLIU Advisory committee boards on various topics such as Workload, Teaching and Learning policy, Assessment Policy, Mentoring; lecturer to lecturer, mentorship policy, and Quality management in teaching and learning. A total of 17 Participants attended the workshop.

### **Professional Development Workshops**

Prof. Aillie Cleghorn, Concordia University, Canada visited UNAM from 8 October 2012 – 26 October 2012. She worked closely with TLIU and conducted the following workshops: Early Childhood Education and Development in cross – cultural Perspective Seminars (what do early childhood educators need to know? This seminar took place at the Khomasdal campus and targeted academic staff in the department of Early Childhood Development and Lower Primary.

### **Research Teaching Methods Workshop**

Academic Supervision of PhD and MA students; basic qualitative and quantitative methods of research; editing of research articles for publication; developing a course syllabus; Language issues and their impact on the teaching- learning process. This seminar took place at the Oshakati Campus on 17 October 2012 and targeted academic staff at the Ogongo and Oshakati Campuses. Sixteen participants attended the seminar. On 18 October 2012, the same seminar was presented to academic staff at Hifikepunye Pohamba Campus and sixteen participants also attended the seminar. This seminar was also presented to Rundu and Katima Mulilo Campus academic staff via Video Conferencing on 22 October 2012.

## **Research Workshop**

Academic Supervision of PhD and MA students; Basic qualitative and quantitative Methods of research; Editing of Research articles for Publication. This seminar took place at Ongwediva Engineering and IT Campus on 18 October 2012. A total of 11 participants attended the seminar.

## **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 towards new innovations. The TLIU also conducted a needs assessment survey among staff to assist in serving the academic staff better.

## **Strengthening of Internal Relationships**

The working relations amongst centers/units/faculties was strengthened by reviving the TLIU Advisory Board. This Board is composed of representatives from each faculty and each campus. The Advisory Board members 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 individual lecturers and the respective faculty deans and heads of department received the evaluation reports for their attention and further action as needed.

## **International Partners**

The unit forged a partnership with the University of Prince Edward Island(UPEI), Canada, 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, and how to teach large classes, etc.

## **Conference/Workshop Attendance**

Dr. Dolores Wolfaardt and Dr. S. M. lipinge attended an Advanced Educational Assessment Workshop at Grand Palm, Gaborone, Botswana from 5 - 9 March 2012. This workshop helped Dr. Wolfaardt to lead the taskforce for developing an Assessment policy.

The TLIU Administrative Assistant, Ms. Ester Kalipi, attended a Pre-Forum Workshop and Higher Education & ICT Forum from 27 - 29 March 2012, which was presented by Global Prospectus, South Africa. Ms. Kalipi drafted a Social Media article to be reviewed.

The Director of TLIU, Dr. R Kavena Shalyefu, attended the 3rd annual ICT in Higher education world symposium 2012, on 29 & 30 March 2012 at Sandton Convention Centre, Johannesburg, RSA.

Workshop objective: The "ICT in Higher Education" conference is aimed at promoting the use of information and communication technology in education, and provides a great opportunity to network with educators, administrators and ICT professionals in and out of Africa.

Dr. Shalyefu also attended a two- day conference on Enabling ICT Infrastructure & Development in Higher Education, 4 - 5 April 2012 The Protea Hotel Balalaika, Sandton Johannesburg.

The Secretary Ms. Carmen Swartz attended an Advanced Professional Administration Skills course on 11th-14th December at the Southern Sun North Beach Hotel- Durban, South Africa.

### **Research and Publications**

One research paper was presented at the conference on Higher Education which is now being processed for a refereed journal review for publication. More improvements need to be done on research proposals next year. One research publication was accepted by the Indigenous Knowledge Systems Journal.

### **Community service**

#### **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 Deans Committee approved the idea, but redirected it to the School of Postgraduate Studies to follow the necessary procedures for NQA registration and NCHE accreditation.

#### **Mentorship Workshop**

Faculties and Schools are responsible for developing Mentorship Guidelines and activities for their students. The TLIU assisted in the coordination of the Faculty Mentorship Seminars. This workshop facilitated the implementation of a mentoring programme except in those faculties that do not feel ready yet for such a seminar.

#### **Study Visits and Benchmarking**

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 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.



Medical students have very busy schedules and will find any place suitable to stay abreast of daily routines.





Khomasdal Campus in Windhoek



### **CENTRE FOR QUALITY ASSURANCE AND MANAGEMENT (CEQUAM)**

Director: Dr Sifiso Nyathi

#### **Introduction**

The Centre for Quality Assurance and Management (CEQUAM) was established with the aim to develop the University's ability in the area of quality assurance in order to maintain and improve quality in all areas of institutional operation at different levels. CEQUAM seeks to be a Centre of Excellence in quality assurance that makes a significant contribution towards the realisation of UNAM's mission, vision, goals and objectives.

The main objectives of the Centre are to ensure a good quality culture within the University; improve the quality standard of the academics, research, community engagement and support service activities within the university with the participation of all stakeholders; and implement quality standards that are benchmarked with the local, regional and international best practices, taking in consideration the specific needs and conditions of the University. In so doing, we provide assurance to our stakeholders that the University is 'fit for and of purpose'; it offers values for money; it ensures customer satisfaction, and the time students spend at UNAM is used effectively to transform and prepare them to live, work and contribute meaningfully to national socio-economic development. Some of the activities of the centre include providing quality standards and measures for all programmes, centres, and departments; coordinating the internal and external quality audits; coordinating the National Qualification Framework; registration of qualifications and accreditation of programmes; and organising seminars and training workshops in the area of quality assurance for the university community including staff and students.

#### **Major achievements**

##### **Student Quality Day**

The year under review saw the launching of a Student Quality Day by the Vice Chancellor, Prof Lazarus Hangula, under the Theme: My UNAM, My University, My Pride! This is an event that will take place bi-annually at all UNAM campuses countrywide; one in the first semester and the other in the second semester with the purpose of providing opportunities to our students to pause and reflect on how we fare in the area of quality as a university. The rationale behind the Student Quality Day is that, we recognise student participation in quality assurance as one of the means to improve the quality of our education and services. The launching of the Student Quality Day observed motivational speeches by prominent politicians and captains of industry who are UNAM Alumni. These were:

- the then Minister of Justice and Attorney General, Honourable Pendukeni Iivula-Ithana;
- the then Deputy Minister of Trade and Industry, Honourable Tjekero Tweya;
- the Chairperson of the Law Reform Commission, Mr Sacky Shangala;
- the Chief Executive Officer of the Namibia Training Authority (NTA), Ms Maria Nangolo-Rukoro;
- the General Manager for External Affairs of Rio Tinto Rossing Namibia, Mr Jerome Mutumba; and
- the Acting Judge and Advocate, Mr Sisa Namandje.

### **NQF registration of qualifications:**

The year 2012 also saw an increase in the number of UNAM qualifications submitted to the Namibia Qualifications Authority (NQA) for registration on the National Qualifications Framework (NQF), of which a couple of them were approved by the Namibia Qualifications Authority (NQA) for registration.

### **Internal Quality Audits:**

In August, CEQUAM successfully completed a quality audit of the Examinations Department. Members of the panel for this audit were:

Prof J Baloro, Dean: Faculty of Law and Audit Chairperson; Dr N Kadhila, Deputy Director: CEQUAM; Mr B Kaurivi, Quality Assurance Coordinator: CEQUAM; Ms E Kirchner, Director: Khomasdal Campus; Dr CNS Shaimemanya, Director: School of Postgraduate Studies; Dr N Mbukusa, Deputy Director: Centre for External Studies; Mr E Evaristus, Deputy Director: UNAM Foundation; Dr K Veii, Lecturer: Faculty of Education; Mr N Enkono, SRC; Dr L van der Westhuizen, Technical Advisor: University of the Free State, South Africa; and Ms I Nerongo, Admin Officer: CEQUAM.

During October of the same year, the Centre also audited the Namibia Business School (NBS). Members of the panel for this audit were: Dr N Mbukusa, Deputy Director: Centre for External Studies and Audit Chairperson; Mrs V Kauaria, Higher Education Officer: National Council for Higher Education; Prof. H van Zyl, Director: Business School: University of the Free State, Prof T Crous, Prof of Economics: University of the Free State; Dr C Villet, Dean: Faculty of Education, University of Namibia; Dr M Chasomeris, Academic Leader: Teaching and Learning, Graduate School of Business and Leadership, University of KwaZulu-Natal; Dr L Lalendle, Director: Quality Promotion and Assurance, University of KwaZulu-Natal; Mr E Nakusera, Quality Assurance Coordinator, CEQUAM; and Dr N Kadhila, Deputy Director: CEQUAM.

Both Audits culminated into audit reports, which clearly spelt out commendations (areas of strengths) and recommendations (areas needing improvement). These reports were presented to the University Management for approval and the Deans Committee for endorsement. The reports were then reduced to Self-improvement Plans in consultation with the relevant stakeholders, specifying activities, designated responsibilities and timeframes in order to address the requirements and recommendations of the audit reports for the purpose of follow-up, validation and closing the quality loop by the institution or concerned divisions. Implementation of these Self-improvement Plans is a work in progress.

### **Quality Assurance Capacity Building Workshops**

CEQUAM recognizes the need to build capacity in quality assurance among students and staff if we have to successfully infuse a culture of quality at all levels of the University. In light of this, worth mentioning is a workshop for the members of the University-wide Quality Assurance Committee which was held on 19 May 2012 at SANUMARC, Henties Bay. The purpose of this workshop, which was described by many as a success, was to equip participants with knowledge and skills that will enable them to deal with matters pertaining to Quality Assurance in their various constituencies of the University.

### **Benchmarking Activities**

As a means to benchmark our Quality Assurance activities with the best practices in the region and beyond, CEQUAM staff members undertook benchmarking activities to various sister institutions. In the month of September, Mr Nalisa, Mr Matakala, Ms Kamati and Ms Nghihalwa undertook

a benchmarking visit to the University of Mauritius; and Mr Nakusera, Mr Haufiku and Ms Awases visited the University of Pretoria. In addition to this, Dr Nyathi participated in the quality audit of the University of KwaZulu Natal's Quality Assurance and Promotion Directorate as a member of the panel. Implementation of lessons learned from these visits is currently underway.

### **Participation in Quality Assurance Conferences**

Dr Kadhila and Mr Kaurivi attended the International Conference on Quality Assurance in Higher Education in Africa, which was held in Abidjan, Ivory Coast. The conference was jointly organised by the African Quality Assurance Network (AfriQAN) and UNESCO Bamako Cluster. In the month of October, Dr Kadhila, together with Prof. Odonkor from the School of Medicine attended the International Conference on Medical Regulation held in Ottawa, Canada, under the theme "Medical Regulation in the Real World: Bringing Evidence to Bear". The conference deliberated on among others, professionalism, registration/licensure, quality assurance of physicians' practice and complaints/resolution. In the same month, Mr Kaurivi, Mr Matakala and Mr Nakusera participated in the Southern Africa Association of Institutional Research (SAAIR) Forum held in Bloemfontein, South Africa.

### **Academic Achievements**

Dr Kadhila obtained his PhD in Higher Education Studies from the University of the Free State, Bloemfontein, South Africa. With his thesis titled "Quality Assurance Mechanisms in Higher Education Institutions in Namibia", the study investigated the current status of quality assurance in the relatively young higher education sector of Namibia, where the official quality assurance system is still in the process of development. The purpose of the study was to determine the status and level of quality assurance mechanisms within Namibian higher education institutions with reference to current international quality assurance best practices.

### **New Appointments**

During the year under review, CEQUAM managed to extend its reach to some of the outlying campuses by securing appointments for four additional Quality Assurance Coordinators who were deployed as follows: Mr V Matakala, Katima Mulilo Campus; Mr E Nalisa, Rundu Campus; Mr E Nakusera, Hifikepunye Pohamba and the Faculty of Engineering and IT Campuses; and Ms A Kamati, Oshakati and Ogongo Campuses.

### **Research and Publications**

**Dr Nyathi and Dr Kadhila** conducted research in various aspects of Quality Assurance and have submitted the following articles to accredited journals for possible publication.

**Nyathi, F.S. & Kadhila N.** The impact of Student Lecturer Forums as a tool for academic quality Enhancement at the University of Namibia.

**Kadhila, N., Van der Westhuizen, L.J. & Nyathi, F.S.** Quality assurance mechanisms in higher Education institutions in Namibia.

**Kadhila, N., Van der Westhuizen, L.J. & Nyathi, F.S.** A Proposed Framework for Best Practice in Quality Assurance in Namibian Higher Education Institutions.

**Nyathi, F.S. & Kadhila N.** Experiences of open and distance education students at the University of Namibia.

## **COMPUTER CENTRE**

Director: Mr Nabot Uushona

### **Introduction**

During the period under review, the Computer Centre continued to roll out projects as well as adhering to its core objectives, which are: to ensure operational efficiency by leveraging relevant technologies and to improve teaching and learning through the use of ICT.

The Computer Centre successfully launched the online students' registration system. The system allowed almost all senior students to register online which reduced queues during registration tremendously.

The Computer Centre also successfully implemented a system that allows lecturers to enter the continuous assessment and examination marks online.

### **Online Procurement System**

The Computer Centre successfully implemented a system that allows staff to create and submit purchase requisitions online.

### **Main Campus Network Upgrade**

The University main campus has been running on a very old networking infrastructure that would not be supported anymore. The old network infrastructure had a speed of 100Mbps although the users' computers are able to transmit data at 1000Mbps. The network was upgraded with state-of-the-art Cisco networking infrastructure capable of transmitting data at 1000Mbps.

In order to ease intercampus data traffic and improve various campuses Internet speed, each campus was provided with a 10Mbps ADSL line to connect directly to the Internet.

### **Students ICT Hub**

The Computer Centre introduced a student's technology fee whereby each student pays N\$300.00 per year at registration in order to fast-track access to ICT. Using this fund, the Computer Centre established the ICT Hub at the Main campus, which is an ICT helpdesk for the students. Students from the Computer Science Department assist at the ICT Hub. Prior to the ICT HUB, the students' computer related issues were handled at the Computer Centre helpdesk which put too much pressure on the few available supporting staff. Having the student assistants at the ICT Hub has not only relieved the Computer Centre of the burden to support the staff and the students but also created a working environment for some of the performing Computer Science students.

### **My UNAM Portal**

My UNAM Portal, which is a web-based portal developed by the Computer Centre allows students to check their academic records, examination results, financial information, examination timetables and lecture notes, turned 1 year averaging 2,000 hits per day.

### **Students Laptop Initiatives**

The Computer Centre started its first student's laptop initiative that enables students to acquire

laptops using their loans. Over 2,000 students were provided with laptops under this initiative. The laptops initiative has reduced the burden on university scarce PC infrastructure.

### **KnowIT Newsletter**

The Computer Centre launched KnowIT newsletter in May 2012. It is published every two weeks. The purpose of the newsletter is to publicize ICT projects being carried out by the Computer Centre and offer "How To" guides to the UNAM users community.

### **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 coordination and collaboration point among the various CPD stakeholders. The long-term intent of the Unit is to harmonise CPD activities and programmes being offered by different CPD stakeholders and providers and to make these activities and programmes readily available for and accessible by educators.

## Mandate of the CPD Unit

- Provide leadership in the establishment of a coordinated and seamless CPD system for educators;
- 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;
- Facilitate capacity building of partner institutions.

## Activities

### Zambian study tour

A key highlight for the year was the study tour of the Zambian CPD system. The study tour opened new windows and insights for the Unit in the provision of ongoing and localized CPD that is site-based and needs driven. Staff members in the Unit had the opportunity to learn how a decentralised and locally driven CPD is being organized in another context.

The lessons from the tour were very instrumental in facilitating the new conceptualization of CPD within the Namibian CPD Consortium. These lessons informed not only the organizational structuring of CPD provision but also the development of certain programmes such as the Instructional Leadership programme for school managers.

### Establishment of Regional CPD Committees

During the year, the Unit also worked closely with regional education offices to establish regional CPD coordinating committees (RCPDCCs) in each education region. This entailed not only working with the regions in defining the roles and responsibilities of the RCPDCCs but also in terms of crafting tools and processes that these committees would require in order to execute their responsibilities. For instance, the Unit supported regions in developing and implementing tools such as: the CPD needs identification tool and a CPD planning template.

### Consolidation of Regional CPD Structures

After the establishment of the regional CPD committees, the Unit, together with the CPD Consortium, determined that the Committees needed to be supported and strengthened. To realise this resolution, it was decided that the CPD Consortium would assign personnel to work



intensively and exclusively with specific regions and regional CPD committees. Each regional committee would appoint focal persons, who would feed information into the CPD system about their region's CPD activities and programmes.

### **1st Annual CPD Conference**

The Unit was able to organize on behalf of the CPD Consortium the 1st Annual CPD Conference. More than 120 participants from across the thirteen regions of Namibia attended the Conference. The Conference also covered initial steps in establishing a CPD Association for Educators and a CPD Journal, the Namibia CPD Journal for Educators (NCPDJE). A call for papers was immediately placed after the Conference. It is hoped that the Journal will be launched during the 2nd CPD Annual Conference in 2013.

### **Development of self-instructional professional support materials**

Another activity for the year was the work on developing interactive and self-instructional professional learning materials for teachers in English, Mathematics and Science following the outcomes of the National Standardized Achievement Tests (SATs). Competency areas where learners continued to underperform were identified and professional learning materials for teachers were developed around these competencies with the understanding that teachers struggled to teach these areas, hence the low learner performance.

### **Production of CPD system tools**

In collaboration with the CPD Consortium, the Unit was also able to produce two key tools in the implementation of the coordinated and seamless CPD, namely: the CPD credit award guidelines and the monitoring and evaluation framework. These key tools will be essential in the provision of ongoing and localized CPD for educators.

## **ESTATE SERVICES**

Director: Mr Reino Hasheela

### **Introduction**

In the year under review, the managers of Estate Services took time to visit several Universities in South Africa in the areas of Cape Town and Johannesburg. The purpose was to build relationships with counterparts, exchange ideas and also do some benchmarking. The division of Security and Safety was integrated into the department after few years of independently reporting to the office of PVC: Administration and Finance. The momentum was kept up in ensuring the development and improvement of the infrastructure at all campuses across the country.

### **Projects**

Close to N\$200 Million were spent on construction projects on our campuses and centres across the country. At 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 development of facilities at the school progressed well and concluded at the end of the year. The Life Science building, hostel, well equipped laboratories, a resource centre, large lecturing spaces, a gym and a swimming pool were finalised. Students moved into the hostels, much to the satisfaction of the academic staff as well as the parents.

### **Faculty of Engineering**

The project went through a challenging moment when the Principal Agent and Architect, Ms Katrin Vaatz passed away in August 2012. Ms Vaatz saw the project from the initial sketch design to her last days. A Senior Architect, Pieter Mostert of Pieter Mostert Architect, was called upon to lead the team. At the end of the year 2012, the 60% of the construction progress for phase 2 was achieved.

### **Student Accommodation at the Main Campus**

The Public Private Partnership between UNAM and Hanganeni Emona for the construction of student accommodation was finalised.

### **Relocation of Department of Fisheries and Aquatic Sciences**

The University took a decision to relocate the Department of Fisheries and Aquatic Sciences to the Sam Nujoma Marine and Coastal Resources Research Centre at Henties Bay. After the assessment of the available facilities, priority needs were identified. Two projects were commissioned to complete the 30 bed student hostel and an administration building.



Neudamm Campus is well-known for its stud animals and related studies.

## **UNAM FOUNDATION**

Director: Ms Lorna Mbwale

### **Introduction**

As the University of Namibia's central fundraising arm, the Foundation's key functions are to raise funds 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 this past year (2012), the Foundation managed to raise close to N\$3 million for various projects and for the University of Namibia. The Foundation would not have attained any success in achieving its mission without its friends and partners in the public and private sector.

### **Highlights**

#### **Chancellor's Golf Day Fundraiser**

The UNAM Foundation hosted its annual Chancellor's Golf Day on Friday, 17th August 2012. The Foundation is deeply grateful for the volunteered assistance of Mr Ben Naobeb from the Office of the Dean of Students, Mr Tega Shimi ya Shimi and Mr James van der Westhuizen, who committed themselves wholeheartedly to the project and to ensuring a successful event.

A total of 13 teams were entered and participated in what proved to be a day of great enjoyment. Each team entered walked away with a prize and some spot prizes by lucky draw were also up for grabs. The winning team on the day was the United Delicatessen team. The evening was rounded off with a delicious meal, which was well-attended.

The profit realised from this event, which include donations received from UNAM's service providers, amounted to N\$44,936 and the committee agreed to hold an amount of N\$10,000 in reserve for next year's event budget. The balance of the funds was donated to the UNAM Student Hardship Fund.

#### **Rundu Agricultural Commercial Project**

In April 2012, Professor Mwandemele led a delegation to visit the envisaged Rundu project area in Mashare accompanied by the Foundation Director and the prospective funder from De Beers, Namibia Country Representative Mr Daniel Kali.

The Foundation expressed appreciation for the good gesture of De Beers Namibia being willing to support the venture as prospective lead donor.

### **Capital Projects**

Building on its successful fundraising campaign initiated in 2010, 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, etc. Whilst most of the Foundation's efforts thus far have been concentrated on the Faculty of Engineering & IT, the focus will shift somehow to the School of Medicine and the development of the Keetmanshoop Campus.

The Foundation was able to raise the following donations for the Faculty of Engineering & IT: Nampower, N\$1.5 million; Karibid Mini Market, N\$50,000.

#### **UNAM Service Outlets and Lease of Office Space**

During 2012, 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 2012 amounted to N\$1,720.430.

#### **Meeting with the First Lady of the Republic of Namibia and President of OAFLA**

The Foundation Director, together with the Deputy Chairperson of the Board, Ms Milka Mungunda, the Librarian Ms E Namhila and a colleague from the office, Ms Barbara van der Westhuizen, had the pleasure of an audience with the First Lady of the Republic of Namibia, Her Excellency, Madame Penhupifo Pohamba and her Personal Assistant Ms Joyce Namuhuya on 13 March 2012.

The purpose of the meeting was to brief the First Lady on a project that the Foundation is working on to launch a UNAM Women's Colloquium (or similar event). This event will carry the theme "Education: Inspiring and Empowering Women". We think that the most urgent topics to be addressed are leadership and entrepreneurship.

#### **Visit from the International Office of Guangdong Polytechnic Normal University, China**

A delegation from China visited the University in the second week of September. The delegation comprised of Xu Ling, Vice-President of Guangdong Polytechnic Normal University; Liu Xiaowen, Vice-Dean: Chinese School of Literature; Zhou Jianjiang, Deputy Director of Graduate Students Office; and Fu Zhigang, Deputy Director: International Office

The purpose of the visit was to seek collaboration between UNAM and their University, with the focus being purely on student exchange programmes.

#### **Discussion with World Bank Representative in Namibia**

On the 3th August 2012 the World Bank Country Representative Mr Philip Schuler visited the Foundation by invitation. The purpose of calling him was to establish ways in which the World Bank can identify collaboration opportunities with UNAM through its different projects and various identified Faculties to develop research. The outcome of the meeting clearly indicated that the scope for collaboration is relatively narrow, given the World Bank's overall mandate and its limited engagement in Namibia. It was proposed that the Foundation should take advantage of occasional visits of World Bank staff to hold seminars on topics of policy relevance when they are in Namibia. Mr Schuler also indicated his willingness to

make presentations to students on courses regarding international trade, his academic area of expertise.

#### **Visit to Okalongo**

On 25 May 2012, the Foundation Director and the Assistant Director accompanied the Vice Chancellor Professor Hangula to Okalongo. During the visit, the people of Okalongo indicated their willingness for the University of Namibia to be present in their settlement through providing land to UNAM. This remarkable gesture was appreciated by the Vice-Chancellor and his delegation. However, due to limited resources and UNAM's commitments to other regional campuses in the North, it was agreed that the Foundation together with the Faculty of Agriculture: Ogongo campus, would rather assist in setting up a pilot rice project, since the area is known for its ample water availability for rice cultivation.

On the 6th June 2012, the Foundation Director accompanied by the Director Northern UNAM Campus Ms P Uugwanga and Ogongo Lecturer, Mr Simon Awala, visited the intended area for the agricultural projects.

#### **Meeting with the Development Bank of Namibia**

On 18th May 2012, the Foundation Director and the Director: UCCB, Mr Akiser Pomuti, met with Mr Martin Inkumbi, Portfolio Manager for the Development Bank of Namibia. The purpose of the meeting was to establish common areas of cooperation that might ultimately lead towards the formulation of a Memorandum of Understanding between UNAM and Development Bank of Namibia.

It was proposed that a possible way of cooperation between the two institutions is for UNAM to provide entrepreneurship training and workshop at regular intervals. Mr Inkumbi thanked all members for their contributions. He advised that he would inform his principals about the outcome of this meeting. The principals' meeting would determine the way forward.

#### **Student Assistance administered by the Foundation**

A 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\$11,205 for the 2012 financial period.



## Student Financial Assistance Scheme

Financial assistance raised during 2012 was as follows:

Organisation/Fund	Funds Donated (N\$)
Distell Bursary Scheme	25,000
Girls Scholarship Programme	94,740
Lift Up Africa Scholarship Fund	38,730
International Commercial	200,000
United Delicatessen	30,000
Independence Take-Aways	15,000
Deep Roots School Scholarship Scheme	74,100
<b>TOTAL</b>	<b>477,570</b>

## Alumni Relations

With the recent appointment of a new Development Officer for Alumni Relations, the Foundation plans for a substantive revival of this important area of its networking and development objectives.

The Development Officer recently attended the SAHES Alumni Consortium conference in Cape Town where a number of regional challenges were identified. Most Alumni offices were understaffed and under-budgeted with little understanding from universities' top management structures on their strategic importance. Various recommendations were adopted at the conference on how to improve access to Alumni and to communicate with them.

The Foundation will include specific performance objectives for Alumni in its 2013 Management Action Plan.

## Foundation Staffing

The Foundation recently increased its staffing with the addition of two new positions, viz. Assistant Director and Accountant. Mr Evaristus was promoted to the position of Assistant Director and Ms Kashiwanwa Neshila was appointed to be his replacement as Development Officer: Alumni Relations & Networking. Ms Tuwilika Ashipala was appointed as Accountant. The Foundation is extremely grateful for the additional staff members, who will surely make a positive impact in the unit as it strives to meet its objectives.

## Trustees Workshop

The Foundation hosted a very successful workshop for its staff and Board of Trustees on 9 August 2012. Ms Heather Regenass, fundraising fundi, with a wealth of experience in university development, presented the workshop and dwelt on topics such as Key Roles of Stakeholders and Fundraising and Stewardship.

Mr Kennedy Mbangi ended the day with a presentation of the University's 5-year strategic plan, the Foundation's role in assisting UNAM and the Balanced Scorecard method of evaluating performance.

Maintaining and building close relationships with strategic partners is one of the Foundation's main priorities. It is an indisputable fact that the level of stakeholder relations in any setup

determines its success or failure. The Foundation strives to continually maintain two-way communication with all its stakeholders so that its plans and activities are a reflection of a widely co-operative and consultative process.

## RESEARCH AND PUBLICATIONS OFFICE

Director: Professor Isaac Mapaure

### Introduction

The Mandate of the Research and Publications Office (RPO) is to have overall responsibility for the coordination and management of research activities of the University. The main strategic focus of the RPO is to enhance excellence in research and publication at the University of Namibia in order to realise the strategic objective of the University relating to increasing research output. During the year under review, Prof. Isaac Mapaure the UNAM Research Coordinator, assisted by Dr. Hileni Kapenda as Deputy Research Coordinator, headed the Research and Publications Office. Ms. Pamela Claassen continued her functions and duties as the Research and Publications Officer while Ms. Kaarina Mbulu joined the RPO at the beginning of the year as its Secretary.

### Academic Activities

The RPO continued to conduct capacity building (professional development) workshops at various UNAM Campuses throughout the country. During the year under review, one workshop was conducted at Oshakati Campus on 'Writing Research Proposals and Writing for Publication; Use of SPSS and Atlas-Ti in Data Analysis.' The RPO made use of UNAM experts to deliver these lessons. So far, 137 staff members have been trained this way at several campuses (mainly at the former Colleges of Education) of the University since the programme began two years ago. Another workshop was conducted at the Hifikepunye Pohamba Campus on 'How to Develop a Research Agenda'. As a result of the Workshop, the Hifikepunye Pohamba Campus completed their first Research Agenda, which was distributed within the rest of the University. Training on general research matters was also done for SANUMARC staff members at Henties Bay.

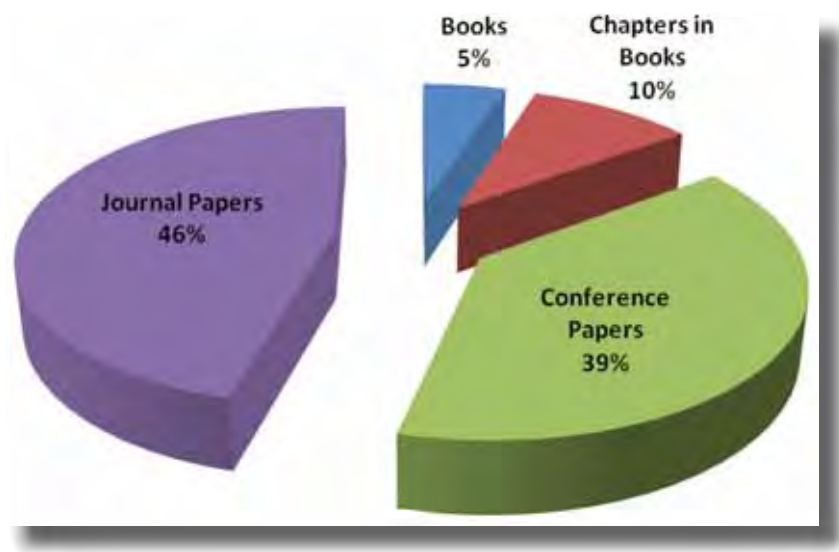
As part of its 20th Anniversary celebrations, the Research and Publications Office in collaboration with the Multi-disciplinary Research Centre organised an institutional-wide UNAM Research Day. The day was celebrated at all campuses where various staff members made academic presentations on their research activities. The highlight was held at the Main Campus where high profile dignitaries graced the occasion.

The Research and Publications Office continued to participate in Induction Workshops organized by the Teaching and Learning Improvement Unit (TLIU) for new staff members. During 2012, presentations about the functions and roles of the RPO were done to new staff members at Main Campus and to old and new staff members at Rundu, Katima Mulilo, and Hifikepunye Pohamba Campuses.

The development of a Research Policy and a Research Ethics Policy and Research Ethics Guidelines aimed at guiding research activities was facilitated, to ensure that the University adheres to global research standards. These two policies were discussed and improved at a two-day workshop held in Windhoek at the end of May. The Workshop was a very productive exercise and the two Policies will come into effect in 2013 after Senate approval.

The RPO continued to manage the research budget which funds attendance at conferences by staff members, payment of page charges for journals and funding research proposals. During 2012, the University funded 22 research projects, supported 21 staff members to attend conferences and funded the payment of page charges for 28 journal papers. The publication output of the University increased significantly (by 24%) with a total of 367 scholarly

publications (in addition to hundreds of other publications). The proportional breakdown of the 367 scholarly outputs is shown in the pie chart below.



In collaboration with the UNAM Press and the Library, the RPO intensified efforts to revive the Namibia Development Journal (NDJ). The NDJ website was re-established and hosted on a virtual server. A strategic plan for its revival and re-launch was developed and will be implemented in 2013, after approval by the NDJ Editorial Board.

As part of professional development and University representation, staff members of the Research and Publications Office attended a number of training workshops within and outside the country. These include attendance (by the Research Coordinator and Deputy Research Coordinator) at the Southern African Research and Innovation Management Association (SARIMA) Conference in Port Elizabeth, South Africa; International Workshop on Intellectual Property (IP) Valuation (Port Elizabeth, South Africa), Horizon 2020 (Port Elizabeth, South Africa), Enhancing Support for Strengthening the Effectiveness of National Capacity Efforts (ESSENCE) Good Practice Workshop on Five Keys to Improving Research Costing in Low- and Middle-Income Countries (Port Elizabeth, South Africa), International Training Workshop on Research Administration and Grants Management (Cape Town, South Africa). The Deputy Research Coordinator also attended a workshop on Innovation, Research & Development Capacity for Higher Education, Research Institutes & Industry held in Randburg, Johannesburg (South Africa). The RPO Secretary attended the 6th Annual SCCTS Secretaries Day Event in Windhoek. The UNAM Research Coordinator, who is also the Chief Editor of the NDJ, also attended a Regional Workshop on Editorial and Online peer-Review, Organized by African Journals Online (AJOL) and International Network for the Availability of Scientific Publications (INASP) in Pretoria.

### Research and Publications

Staff members of the Research & Publications Office also wrote and published scholarly work during the year under review. The list is as follows:

**Claassen, P. and Hudson, E.** (2012). Grazing Conflict in the Kavango: Urgent Matters for Consideration. *International Journal of Conflict and Violence* 7 (2): 58-70



The end-result of hard work!



**Claassen, P.** (2012). Fenced in Fenced Out: New Realities of Communal Land Ownership. *Journal of Development Studies* 46 (2): 33-54

**Haimbodi, F. N., Kasanda, C. D., & Kapenda, H.** (2012). The effects of cooperative learning on performance and motivation of grade 11 mathematics learners in Oshana education region. In H. Miranda & S. M. Iipinge (Eds.), *The First UNAM Educational Conference Proceedings*, pp. 164 - 174. Ongwediva: HP Campus.

**Iipinge, J. J., Kasanda, C. D. & Kapenda, H.** (2012). The socio- economic factors that influence girls' participation in mathematics in the Oshana education region. In H. Miranda & S. M. Iipinge (Eds.), *The First UNAM Educational Conference Proceedings*, pp. 176 – 187. Ongwediva: HP Campus.

**Kapenda, H. M., Kasanda, C. D., & Vhurumuku, E.** (2012). Junior secondary school teachers' and learners' views on the use of medicinal plants: A case study in the Oshana education region in Namibia. In D. Nampota & M. Kazima (Eds.), *Proceedings of the 20th Annual Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) Conference*, pp. 81 -83. Lilongwe Malawi: University of Malawi.

**Mapaure, I., Graz, F.P. and Ihula, R.** (2012). Water points, large herbivores and biodiversity conservation in protected areas: Case study of Etosha National Park, Namibia. Paper presented at the UNAM Research Day Ogongo Campus, 18th September, 2012.

**Mapaure, I.** (2012). The role of the Research & Publications Office in promoting and enhancing research at the University of Namibia. Paper presented at a Staff Capacity-building Workshops, KatimaMulilo Campus, 21-22 May 2012 and Oshakati Campus, 23-25 July, 2012.

**Mapaure, I. & Mwandemele, O.D.** (2012). The need to conduct research that addresses Namibia's socio-economic development goals: The role of Higher Education Institutions in Namibia. Paper presented at the Southern African Comparative History of Education Society (SACHES) International Conference, Rundu Campus, University of Namibia, 12-13 July, 2012.

**Mapaure, I.** (2012). Publishing results from theses and dissertations in refereed journals. Paper presented at a Workshop on Building and Enhancing new Postgraduate Students Research Capacity. Arebbusch Travel Lodge, Windhoek (Organised by School of Postgraduate Studies, UNAM), Windhoek, 23 March, 2012.

**Mapaure, I.** (2012). Towards excellence in research at the University of Namibia. Paper presented at Rundu Campus (Sarasungu Hotel, Rundu, 19-20th January, 2012), Hifikepunye Pohamba Campus (23-24 January, 2012) and Sam Nujoma Marine & Coastal Resources Research Centre, Henties Bay, 9th March 2012.

**Mapaure, I.** (2012). Determinants of vegetation composition and diversity of a moist forest-savanna boundary in south-eastern Zimbabwe. *International Journal of Biodiversity and Conservation* 4(14):584-591.

**Mileusnić, M., Ružičić, S., Mapani, B.S., Kamona, A.F., Mapaure, I., and Chimwamurombe, P.M.** (2012). Trace elements dispersion from a tailings impoundment (dam) and speciation study in surrounding agricultural soils: A Case study from Kombat Mine area, Otavi Mountainland, Namibia. *Proceedings of the Annual workshop IGCP/SIDA No. 594: Environmental and health impacts of mining in Africa*. In: Mapani, B. and Křibek, B. (eds). Prag: Czech Geological Survey, 2012. Pp.37-40 (ISBN: 978-80-7075-781-9).



**Morkel, M.A. and Mapaire, I.** (2012). Diversity, structure and dynamics of *Acacia erioloba* woodlands in the Windhoek area: Insights for the management of urban habitats. Paper presented at an International Workshop on Innovative approaches for balancing human land use and nature conservation on a transnational scale (under the auspices of DAAD-funded Quality Network biodiversity in sub-Saharan Africa). Karatina University College, Kenya, 22-25 October 2012.

**Mukaru, W.C. and Mapaire, I.** (2012). Impacts of large herbivores on plant species diversity and range condition around water points in Waterberg Plateau Park, central Namibia. *Journal of Research in Conservation Biology* 1(1): 41-48.

**Naukushu, S. T., Kapenda, H.M., Kasanda, C. D., & Kamati, A. M** (2012). The Role of the Foundation Programme on preparing students for tertiary education in Science related careers. In D. Nampota & M. Kazima (Eds.), *Proceedings of the 20th Annual Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) Conference*. Lilongwe Malawi: University of Malawi.

**Nepolo, E. and Mapaire, I.** (2012). Short-term influence of fire on herbaceous composition, diversity and grass biomass production in semi-arid savanna woodland in Windhoek, Namibia. *International Journal of Ecosystem* 2(6):154-160.

**Silas, P., Kapenda, H. & Kasanda, C. D.** (2012). The effects of learning styles on grade 11 learners' performance at one secondary school in the Oshana education region. In H. Miranda & S. M. lipinge (Eds.), *The First UNAM Educational Conference Proceedings*, pp. 175. Ongwediva: HP Campus.

### **Community Service**

Members of staff of the Research & Publications Office continued to give advisory services to staff members on matters concerning research and publication. Support services, including logistical support for conference travels, were also provided to staff members. There was continued liaison with external stakeholders such as the Directorate of Research, Science & Technology (DRST) in the Ministry of Education as well as the National Council for Higher Education (NCHE).

## OFFICE OF THE DEAN OF STUDENTS

Dean of Students: Dr Itah Kandjii-Murangi

### Introduction

The Department of Student Affairs, popularly known as the Office of the Dean of Students or ODS, for short, has grown and expanded into a visible hub of student support programmes and services at all UNAM campuses. The primary functions of this Department include but are not limited to, counselling, student union governance and leadership, sports, cultural diversity education and provision of student accommodation.

An induction and team building workshop was held in early February 2012 for ODS staff from all UNAM campuses to ensure that all student support programmes and services are properly implemented and offered across the campuses. The Vice Chancellor, Prof. Lazarus Hangula officially opened the workshop held at Hotel Furstenhof in Windhoek.

At the beginning of the year under review, the focus of the ODS was directed at smoothening the adaptation of first year and transferring students to campus life. The annual orientation programme was rolled out simultaneously at UNAM campuses to prepare students mentally and socially for the rigorous academic journey ahead. The ODS management members were deployed to the regions to supervise the 2012 University wide orientation at the different campuses.

There are basically three forms of orientation that first and transferring students are expected to undergo at UNAM. These are, in their sequential order: i) Academic Orientation, ii) General Orientation and iii) Hostel Orientation.

The four (4) Windhoek based campuses have over the years improved the organisation of the annual University wide orientation. However, it is evident that concerted efforts are needed as a matter of urgency, to strengthen the organisation of the same at external campuses. It does not take a keen eye to notice that the quality of the orientation process hastens the adjustment of new students to the demands and challenges of their respective campuses.

The Academic Orientation is aimed at introducing first year and transferring students to their respective Faculty Deans, Faculty Officers and the different programmes of study, explaining faculties' and programmes' specific entry requirements as well as introducing new students to the much needed academic culture, time management, study skills, group discussions.

The purpose of the General Orientation is to provide new students with knowledge and information to hasten their adjustment to campus life, the ability to appreciate and embrace multicultural living and learning, and the understanding that tomorrow's success depends on today's attitude, discipline and commitment.

The Hostel Orientation is aimed at enlightening students about the rules and regulations that govern the University hostels, governance, leadership and referral systems in the hostels, and their responsibilities towards hostel facilities and possible punitive measures, where transgression is evident.

### Key ODS Departments and Programmes

#### Support and Development

This has proven, over the years, to be the biggest and busiest directorate of Student Affairs at

every campus. This is where the Students' Representative Council, House Committee, Faculty Representatives, sport clubs, societies (academic and cultural) and religious groups are housed. During the year under review, this directorate saw several students excel beyond expectations locally, regionally and internationally, in debating, rugby, volleyball, netball and soccer. UNAM has proven to be a real platform for talent identification and development.

In 2012, like in previous years, scores of student athletes earned themselves employment at premier league and national team levels, locally. Others were recruited by international clubs and institutions abroad, (rugby, one player went to France, two (2) netballers to Germany and Netherlands, five (5) soccer players to SA, to mention a few). On the other hand, the debating society earned notable accolades for UNAM in 2012.

The Student Governance and Leadership structures have attracted mature and disciplined students in their rank and file. The 2011 amended and, Council approved SRC constitution, tightened criteria for student leaders' election and, allowed students with leadership dispositions to rise into positions of responsibility. The crop of leaders voted into the different campuses' SRC in late 2011 took the student development agendas beyond the UNAM student communities.

For instance, the Windhoek based campuses' student leaders and societies in 2012 held annual cleaning campaigns at SOS, the Old Age Home in Katutura, Khomasdal and Main campuses and, offered soup kitchens to orphans and vulnerable children at the informal settlements of Okahandja Park, 7de Laan and Ombili. At the Hifikepunye Pohamba Campus, student leaders and student societies worked together to popularise the prevention of substance use and abuse at UNAM campuses in the North, through the Youth Against Drugs Association (YADA).

At the Katima Mulilo campus, the SRC demonstrated their social responsibility by mobilising the neighbouring community to debush the area close to the campus, while at the Rundu campus SRC and student societies focused on taking UNAM to high school learners. Several trips were undertaken to high schools in the Kavango region to enlighten Grade 12 learners about the different programmes of study at UNAM.

### **Professional Services**

The ODS is responsible for the general welfare of students from the day they register to the day they graduate. It is a fact that there are many students who enter and leave various campuses of the University without seeking or requiring assistance from the Department of Student Affairs. However, there are scores of students who tend to rely heavily on the different services and support of the ODS staff.

The inability of students to pass their modules on time is a challenge that the Academic Counseling Section aims to rectify through remedial, tutoring/mentoring work. Academic Deans, Lecturers, Faculty Officers and the different academic committees, Faculty Boards, etc refer students for this purpose. The ODS Academic Counseling Section is key to the admissions, successes and graduation of students, so referred.

In 2012, the ODS intensified its collaboration with the industry and increased the number of student interns in the Windhoek area. Students from the Faculties of Humanities and Social Sciences and Economics and Management Sciences topped the list of placed interns during the year under review. Through these internships and vacation job placements, students practice and acquired long-term valuable job related skills from ministries, parastatals and private companies.

The ODS organised annual Career Fair has steadily added the number of partnerships that UNAM has with the industry. These partnerships have further expanded the internship base for UNAM students in the different sectors of the economy. In 2012, the idea of conducting real job interviews with final year students during the Career Fair was mooted and highly supported. The ODS was tasked then to work out modalities of making this process a reality from 2013 in Windhoek and the North.

Like in any community, students at university campuses occasionally experience general personal and social problems. They are assisted through different types of therapy to help them cope. In 2012, the professional services department grappled with numerous student cases. Special attention had to be directed at a few cases that displayed some psychiatric tendencies.

### **Conclusion**

The highlight of 2012 was to host the first ever all campuses beauty pageant during the Annual Cultural Festival in Windhoek. The School of Medicine got a double victory when two of their contestants won the Mr and Ms UNAM titles.

## **DISABILITY UNIT**

Coordinator: Ms Durusira Kandjii

### **Introduction**

People with disabilities worldwide encounter numerous challenges in all aspects of their lives. These challenges, inter alia, include academic discrimination and stigmatisations from the societies in which they live. Every disabled student desires to be presented with an equal opportunity in all their academic endeavours. It is against this backdrop that the UNAM Disability Unit was established to mitigate the predicaments that the physically disadvantaged students find themselves in at the University of Namibia. Since its inception in 2004, the UNAM Disability Unit has, to a greater extent, addressed the major challenges faced by students. In light of the increased enrolment figures of students with disabilities over the years, more work needs to be done to pave the way for an efficient disability resource centre and to avoid straining the little available resources.

The initial phase towards the establishment of a Disability Unit that caters for the needs of students with disabilities at the University commenced in 2002 through the concerted effort of staff members from the Department of Educational Psychology and Inclusive Education. In the period between 2003 and 2004, the University received applications which inevitably led to the admission of two students with profound sensory impairments, one of whom had a hearing impairment whilst the other one had a visual impairment. Subsequently, the Department of Educational Psychology and Inclusive Education founded the UNAM Disability Unit in a bid to develop and provide support structures for disabled students that would create an enabling educational environment for them.

### **Intra-University co-operation**

The Disability Unit works closely with the following Departments.

#### **Office of the Dean of Students (ODS)**

The Office of the Dean of Students works closely with the Disability Unit in giving assistance to our students who need counselling and career guidance. On account of the limited campus accommodation available to students, the ODS has been in the forefront in prioritising hostel accommodation for our disabled students on all campuses.

#### **Department of Educational Psychology and Inclusive Education**

The Department of Educational Psychology and Inclusive Education in the Faculty of Education continued to play a pivotal advisory and technical support role in the operations of the Disability Unit.

#### **Office of the Registrar**

The Office of the Registrar, in collaboration with the Disability Unit, ensures that examination papers for students with special needs are sent to the Disability Unit either for transcription into their accessible format, e.g. braille, or for special seating arrangements. Thus, any special requirements for students with disabilities are dealt with accordingly at the Disability Unit.

### **Training and Workshops**

The Disability Unit successfully held a five-day training workshop on the use of Braille machines and the Open Book Scanner. The training was provided by a representative from South Africa's Sensory Company. Most notably, five of the Computer Centre's technicians were part of the workshop.

Participants acquired skills on the use of the Open Book software necessary for scanning variety of Documents into Braille and knowledge on how to use the Braille machines. They also gained experience in drawing pictures using the Braille machine. The technicians were also taught how to adjust the software settings of the Braille machines.

### **Campus Visits to Members of the Disability Unit**

The aim of the visits were, amongst others, to familiarise the other campuses with the aims of the Disability Unit, appoint a focal person to represent the Disability Unit at each campus, its operational values, service rendered and, most importantly, to decentralize the Disability Unit.

### **Participation in UNAM's Career Fair**

The Disability Unit participated in UNAM's Career fair for the first time and this was a milestone for the Unit. The main objective of our participation in this event was to raise awareness, showing the UNAM community the services and support offered and the location of the Disability Unit. We demonstrated the support that we offer to the staff members and students with disabilities by showing them the type of equipment that is available at the Unit. A significant number of people showed their enthusiasm in the services we offer by visiting our stand.

### **Challenges**

Due to the imminent and yearly increase in numbers of students with disabilities at the University of Namibia, the Disability Unit is momentarily serving the needs of 37 students which may be categorised as physical, sensory (visual and hearing impairments), emotional difficulties and learning disabilities (dyslexia) 34 of whom are registered at the Main Campus and 3 at the Khomasdal campus.

Due to the increasing number of physically challenged students, in particular the visually impaired students, the Disability Unit is still in need of equipment's such as Embosser Braille machines, laptop computers, voice recorders and text book readers only to mention a few.



## **STRATEGIC AND PHYSICAL PLANNING UNIT**

Director: Mr Kennedy Mbangi

### **Introduction**

The Strategic and Physical Planning Unit exists to provide advice on strategic management interventions and policies pertaining to physical planning and performance reviews and management across all structures of the University.

### **Unit Activities**

The Unit has entrenched strategic thinking in the entire institution. The development and deployment of annual management plans since 2011 using the balanced scorecard has allowed easy cascading to all (units, faculties, departments and academic centres) in the university. These management plans set out clear activities, targets and timelines. Reviews are undertaken as per the approved monitoring and evaluation framework (MEF).

As far as the physical planning intervention is concerned, the Unit has embarked on the task of finalising the UNAM master plan for physical development. The activities in this regard include the finalisation of physical surveys, archiving of drawings for existing structures and physical archiving of data involving all buildings, class rooms and workstations. Once completed, the Master Plan will inform future physical development in the entire University. The unit is rigorously trying to improve space management challenges faced within the institution. Furthermore, the Unit has recently embarked on the process of creating an operational data base bank to support statistical and research needs for the entire UNAM community and the country at large.

### **Conclusion**

Overall, the Unit has made notable progress in its quest of becoming the centre of excellence in strategy management facilitation and implementation, and physical infrastructure planning.

## **THE ZERO EMISSION RESEARCH INITIATIVE (ZERI)**

Project Manager: Dr Percy Chimwamurombe

### **Introduction**

The Zero Emission Research Initiative (ZERI) programme was started in 1999 at the University of Namibia. ZERI is a vision, a concept, and a philosophy that aims to catalyze 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, the ZERI Project focuses on mushroom farming and development, through the transfer of technologies to communities to grow mushrooms, with funding from NEDBANK, the United Nations Development Programme (UNDP), Global Environmental Facility (GEF), the United Nations University (UNU), Rössing Foundation, NEPAD through the Southern African Network for Biosciences (SANBio) and other donors that support specific community projects. ZERI aims at providing affordable options, that are suitable for generating income and reducing poverty, to people in Namibia's rural and peri-urban communities by promoting mushroom farming and mushroom consumption.

Mushroom farming activities are supported through University of Namibia campuses, the Zero Emissions Research Initiative Project Management Unit (ZERI/PMU) at the main campus in Windhoek, the Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) at Henties Bay and Ogongo Campus in the North of the country. The ZERI/PMU supports projects in Khomas, Omaheke and Hardap regions. SANUMARC supports projects in the Erongo, Otjozondjupa, Karas and Kunene regions, while Ogongo Campus supports projects in Ohangwena, Omusati, Oshana and Oshikoto regions.

Since 2006, UNAM was chosen by the SANBio Steering Committee as the Mushroom Node for the Southern African Region. This recognition as a Centre of Excellence for mushroom research consists in coordinating mushroom science, technology and innovation (STI) activities at regional level. Six southern African countries are participating in the Node initiatives. UNAM continued to carry out this function during the year under review although the funding from the BIOFISA Project through the Southern African Network for Biosciences (SANBio) had ended. A processing room was added to existing infrastructure during 2012, and all equipment were put in place for processing to commence in 2013.

### **Academic activities**

The ZERI Project and Department of Biological Sciences successfully hosted the 3rd Conference for the African Society for Edible and Medicinal Mushrooms (ASEMM) ACEMM III in June 2012 in Windhoek. The conference theme was "MUSHROOMS: FOOD & NUTRICEUTICALS FOR AFRICA". The conference addressed topics related to medical, veterinary and basic nutritional mycology and attracted more than 60 participants from within Africa and beyond. In addition to formal paper and poster presentations, there were keynote papers presented by leading scientists from different parts of the world. The conference produced an abstract book in which seven of the abstracts were contributed by the ZERI Project on different research topics carried out on Namibian mushrooms by Researchers from UNAM and the Ministry of Agriculture, Water and Forestry.

Two main studies were carried out at ZERI/PMU during the year under review. One of the studies focused on the Molecular Identification of some Wild Edible and Medicinal Mushrooms found in Namibia, using an internal transcribed spacer (ITS) region 5.8S ribosomal DNA amplification and



A student at the Katima Mulilo Campus, ready for class.

sequencing technique. The other study focused on the comparison of nutrients composition found in the cultivated oyster mushrooms and some wild edible mushrooms found in Namibia. Both studies yielded good results that were worth publishing, and all the students who carried out these studies will be graduating with their Bachelor of Science degrees.

### **Research and Publications**

There were two publications during the year under review as indicated below.

**Kaaya G. P., Kadhila-Muandingi, P. N., Lotfy, H. R., and Mshigeni, K. E.** (2012) Determination of optimum seaweed concentration for mushroom cultivation and the ability of mushrooms to absorb iodine. *African Journal of Agricultural Research* Vol. 7(25), pp. 3673-3676.

**Kadhila-Muandingi, N. P. and Chimwamurombe, P. M.** (2012). Uses of Ganoderma and other Mushrooms as Medicine in Oshana and Ohangwena regions of Northern Namibia. *Journal of Research in Agriculture*, 1(2): 146-151.

### **Community Engagement**

The ZERI project is actively involved in working with communities in most parts of the country. Throughout the year, the project has been supplying communities and individuals from all over the country with quality spawn (mushroom seeds) in order for them to grow mushrooms at their own convenient time.

Three communities from different Regions were trained on mushroom cultivation and post-harvest during 2012. A follow up training was held at Ongula Ya Netanga situated about 30km East of Ondangwa in Ohangwena Region during which a group of 25 community members, among them one man, were trained. In Otjozondjupa Region, 17 community members from Okakarara, among them five men, were also trained on how to grow mushrooms. In the same year, 23 women from Nkurenkuru in Kavango Region were trained on the same techniques of cultivating mushrooms. All these communities have since produced mushrooms successfully.

# UNIVERSITY CENTRAL CONSULTANCY BUREAU (UCCB)

Director: Mr Akiser Pomuti

## Introduction

The University Central Consultancy Bureau (UCCB) of the University of Namibia was established in order to generate revenue for the University from consultancies by engaging UNAM academic and administrative personnel in contracted work where UNAM has expertise. The Bureau also serves as a repository for the preservation, promotion and articulation of national data and research findings, that needs to be preserved for the benefit of the society and future generations.

The University Central Consultancy Bureau (UCCB) aims to provide a range of services that are relevant, responsive and unique to the needs of our customers while simultaneously yielding adequate returns to our stakeholders. The Bureau adheres to the following core values:

- Client focus:** We provide services that are relevant, responsive and tailor-made to meet our clients' needs.
- Excellence:** We cultivate the development of a standard of excellence in consultancy, research and services, project implementation and managements.
- Trust:** We aim to build and retain relationships of trust, mutual understanding and respect with our clients, colleagues and business partners.
- Teamwork:** We work together as a team with UNAM academic and administrative personnel, who have the relevant skills and expertise needed to execute projects successfully.
- Responsibility:** Through our performance indicators we take responsibility for ensuring satisfaction of the services provided to our clients.

The operations of the UCCB are:

- Consultancy;
- Non-accredited Short Course Training;
- Business development; and
- ICT-Academy.

Within these four core business areas, UCCB provides consultancy services, professional development short courses to organisations, individuals and government ministries. These services encompass the up-to-date trends in strategy, technology and processes complementing the national goals in order to aid in nation building and ultimately achieve what Vision 2030 advocates for.

## Overview of UCCB's Key Activities

The year under review was yet another milestone of expansion and consolidation for the UCCB divisions. The Bureau sought to acquire large-scale consultancy research, short courses, institutional collaboration projects, institutional capacity building and human resources development projects and training projects of national importance.

## Business Development Division

The Business Development Services focuses on identifying new business opportunities for UCCB to engage in commercial business activities. Furthermore it provides conducive platforms

to facilitate, nurture, direct and train emerging entrepreneurs. In order for the business development division to remain relevant and to ensure its sustainability, it must engage in providing services such as; SME training, consulting, advisory services, marketing assistance, ICT development and the transfer of skills as well as business linkage promotion. All this must be done within the auspices of an incubation centre that is still to be realised. As a result, the business development division has built a significant momentum in the past two years and is working to sustain this growth. The year under review saw the business development division generating revenue of N\$ 2,164,940.13 from an Integrated Major Stakeholder Survey and Feasibility Study conducted on behalf of MVA Fund and the School of Medicine.

### **Consultancy Division**

The Consultancy Division accords high priority to the management of consultancy research and project implementation across a broad spectrum of specialised fields. This is done firstly, with the aim of nation building and secondly for the improvement of the living conditions of the Namibian people, SADC, the African Union.

During the financial year under review, the Division took the challenge of looking for a solution for those learners who have successfully completed the NTA bridging programme in 2011 and have not yet been placed as well as the Grade 12 school leaving learners who were unable to join institutions of higher learning such as University of Namibia, International University of Management and Polytechnic of Namibia. UCCB approached the University of Namibia in order to support the initiative of developing an Integrated Access Programme that will be able to absorb the Bridging Programme learners and the Grade 12 school leavers.

The Integrated Access Programme is steered towards the development of learners' skills while improving and/or increasing their educational levels. Additionally, the programme carries the educational aspirations of all Namibians and it addresses issues of regional imbalances. The programme promotes regional equity, access to tertiary institutions and employment among the Namibian youth. The Integrated Access Programme is a national programme which is composed of seven (7) sub-programmes that will enable the afore-mentioned learners to join local institutions of higher learning. The seven (7) integrated sub-programmes are: General Academic Access Program (GAAP); Technical Engineering Access Programme (TEAP); Technical Aqua-culture Access Programme (TACAP); Technical Agriculture Access Programme (TAAP); Technical Pre-Health Access Programme (TPHA); Technical Information and Technology Access Programme (TITAP); and the Learner's Support Programme (LSP). These sub-programmes are provided by different service providers in different regions.

During the financial year under review, the Consultancy Division made an income of N\$ 15,131,400.13 for the Bureau.

### **ICT Academy**

The ICT Academy is mandated to train candidates in the field of information communication technology. It offers services through the use of the UNAM campuses which are located throughout Namibia and through strategic alliances with community based training centres in areas where UNAM does not have any physical infrastructure. The academy's courses are thus conducted in a clear and concise manner and supporting environment, using the best equipment by the best trainers, carefully selected not just for their knowledge, but also for their ability to engage the participants.



During the financial year under review the ICT ACADEMY generated an income of N\$ 67,261.01 after conducting training on strengthening public expenditure management and basic computer literacy.

### **Non-Accredited Short Courses**

The non-accredited short courses division has entered a new dimension in which the demand for these services has increased with customers opting for tailor made courses that address their specific needs.

The non-accredited short courses division is strategically advantageous in that it has created a series of short courses that are combined and submitted to faculties for recognition and exemption allowing students to complete formal certificates and diplomas. For the purpose of improving the knowledge base of Namibia, SADC and the African Union, involving the University students as active participants in national and regional projects, in so doing it shall expose them to real problems and challenges.

During the financial year under review, the Non-Accredited Short Courses generated an income of N\$ 43,988.00 after conducting numerous short courses in Conflict Management.

### **Staff development**

The effectiveness of any team depends on the strengths and weakness of all the individuals that form that team. The UCCB as such, places team building, team growth and multi-disciplinary learning at the core of its staff development in order to create a team that is well balanced and efficient. UCCB under its student intern programme handpicks prominent students from various faculties, thus their specialties add to the already efficient UCCB team. This year the student internship programme provided an opportunity for eight student interns.

### **Financial Statements**

The fiscal performance of the UCCB improved, despite the numerous challenges that it had encountered throughout the financial year in question. At the end of this financial year UCCB comprehensive income stood at N\$ 17, 407, 588.27, projecting a significant increase from the preceding financial year. As a result of the standing balance, it demonstrates strict budget control which continues to positively contribute towards the University's financial situation.



The Ogongo Campus

### GENERAL REVIEW

The University Council projected a deficit of about N\$7.9 million by the end of the 2012 fiscal year. However, the audited financial statements of the year under review in accordance with the current unqualified audit opinion depicts a deficit of about N\$ 38.6 million although at year end, the financial position of the university reflected a positive cash balance of N\$107.3 million that was made available to service the university commitments for the first semester of 2013 fiscal year. This is necessary to ensure operations at the beginning of the next ensuing financial year in view of the fact that the final disbursement of the government subvention takes effect in April of each year. It is important to note that the surplus of about N\$47.7 million reported by the end of 2011 fiscal year was mainly used for infrastructural development.

Council also noted that provisions for post retirement benefits and severance pay remain a persistent concern to the university in that it is recorded as an accumulated liability of N\$247.3 million. Indeed, this raises long-term concerns to the university in view of the fact that these provisions increased with N\$35.1 million for the year under review. As can be seen from the first paragraph, the increase in the provisions for post retirement benefits and severance pay contributed to an increase in the deficit recorded for the financial year that ended in December 2012.

In spite of the foregoing, the University of Namibia has experienced tremendous student growth over the last years. To respond to this, the University invested substantially in physical infrastructure and equipment, which resulted in an increase in the value of non-current assets to an amount of N\$1.8 billion. It increased with N\$242.8 million, of which Government contributed N\$153 million. This in itself signifies an active Management process of developing the University in line with the ever-increasing demand for quality higher education subject to the higher-level expectations contained in Vision 2030.

### REVENUE AND EXPENDITURE

#### Revenue

The Government of the Republic of Namibia continues to invest substantially in the University as per the enabling legislation. Although government subvention for operational costs was reduced by N\$3.3 million in 2012 as compared to the 2011 financial year allocation, this reduction in revenue was made good by the recorded increase in student fees and other charges during the 2012 financial year. The University recorded an increase in revenue of about 18.2% which translates to an increase of about N\$38.8 million on student fees and other charges. The category of revenue sources referred hereto include: tuition fees, accommodation fees, interest on investments, farm produce sales, etc. It is important to note that tuition fees forms the second largest revenue source at the University and as such, it increased from N\$161.1 million in 2011 to N\$187.3 million in 2012.

#### Expenditure

The total expenditure for the year under review amounts to N\$867.6 million. About 71% of the total expenditure which translates to an amount of N\$622.8 million accounts for employment costs. Further, employment costs comprise about 75% of the total revenue for the 2012 financial year. However, this expenditure category should not be perceived as high from face value in that it also

includes the provisions for retirement benefit obligations and accumulated leave. Administration and other costs including provision for depreciation amounted to N\$244.8 million, which represents 28.3% of the total expenditure. Depreciation increased from N\$42.6 million in 2011 to N\$46.9 million in 2012 following an increase in physical infrastructure and equipment as indicated in paragraph 1 of this report.

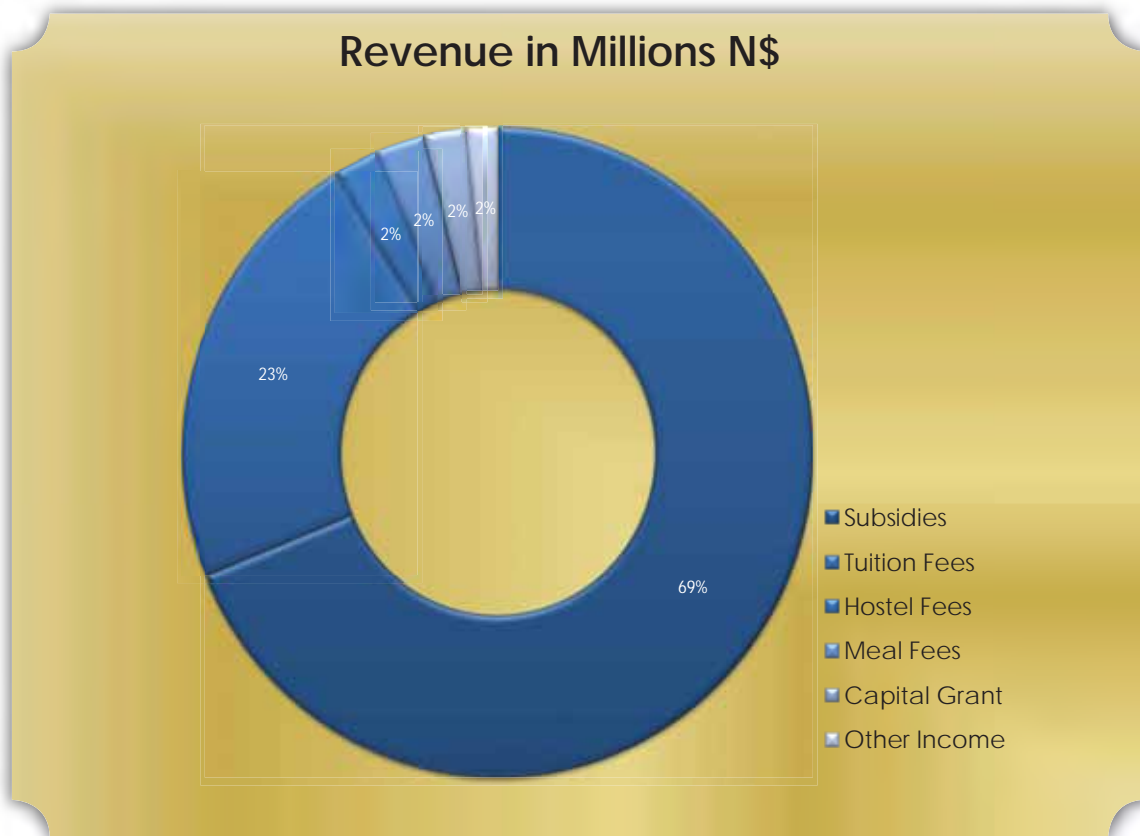
#### Revenue and Expenditure Statement for the years ended 31 December 2011 and 2012

	2011	2012
<b>REVENUE</b>	<b>853 535 000</b>	<b>829 066 000</b>
Subsidies	573 783 000	570 489 000
Tuition fees	161 124 000	187 336 000
Hostel fees	16 547 000	19 398 000
Meal fees	14 838 000	20 898 000
Capital Grant from deferred revenue	17 715 000	17 688 000
Other income	69 528 000	13 257 000
<b>EXPENDITURE</b>	<b>(805 740 000)</b>	<b>867 699 000</b>
Personnel and related costs	462 597 000	587 668 000
Retirement benefits obligation	44 850 000	35 181 000
Administrative costs	255 321 000	197 505 000
Depreciation, amortisation and impairments	42 603 000	46 907 000
Finance costs	19 000	9 000
Fair value adjustments	350 000	429 000
<b>Deficit/Surplus for the year</b>	<b>47 795 000</b>	<b>(38 633 000)</b>

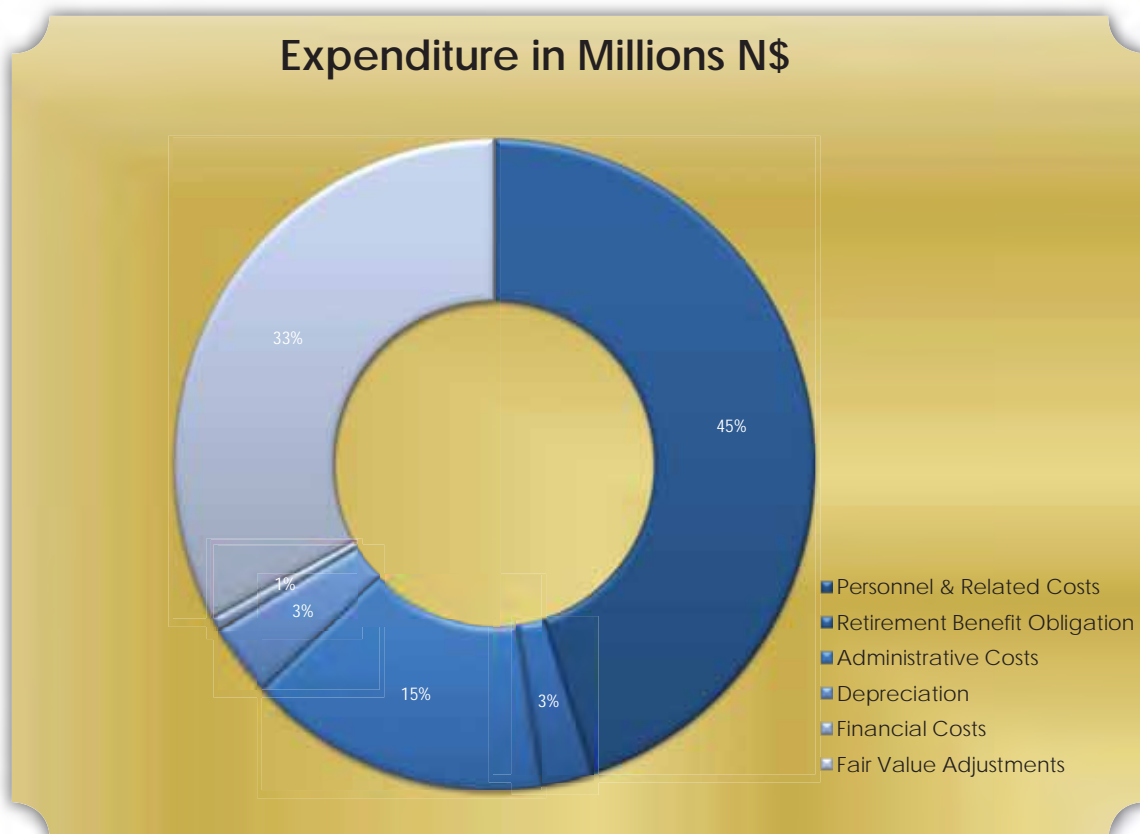
#### Events after the reporting period

*No material subsequent events which required disclosure have been identified.*

**Figure 1: Revenue for 2012**



**Figure 2: Expenditure for 2012**







Celebrating cultural diversity the Namibian way



# 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

## PRO-VICE CHANCELLORS

Prof. Osmund D. Mwandemele  
(Academic Affairs and Research)  
Dr. Boniface Mutumba  
(Administration and Finance)

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Dr Ndeutala Angolo-Amutenya  
(Vice-Chairperson)

Ms Sirkka Ausiku  
Dr Gabriele Schneider  
Mr Siseho Simasiku  
Ms Inge Zaamwani-Kamwi

### Ministry of Finance

Ms Ericah Shafudah

### Ministry of Education

Mr Alfred Ilukena

### Windhoek Municipality Council

Ms Agnes Kafula (until 31 July 2012)  
Mr GH Kamatuka (1 August 2012)

### External Non-Resident

Prof Keto Mshigeni  
Prof Aggrey Ambali

### Alumni

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Mr Inocencio Verde

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Prof Osmund D Mwandemele  
(Pro Vice Chancellor:  
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Dr. Boniface Mutumba  
(Pro Vice Chancellor: Administration & Finance)  
Mr Alois Fledersbacher (Registrar)  
Mr Job Jansen (Bursar)  
Ms Ellen Namhila (University Librarian)

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Dr RM Shikongo  
Dr SF Nyathi  
Dr F Gideon

## Administrative Staff Representative

Ms Barbara Seibes-Böck

## SRC

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Mr Moses Shikerete (Vice-President, Congress)

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Mr Edwin Tjiramba  
(Director: Communications and Marketing)  
Mr Reino Hasheela (Director: Estate Services)  
Prof John Baloro (Legal Advisor)  
Ms J Matthews (Meetings Secretary)

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Dr. Boniface Mutumba (PVC: Admin & Finance)  
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Dr N Indongo - Director: MRC  
Associate Prof E Maass - Director Academic Affairs  
Dr SF Nyathi - Director:  
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Mr M Nakale - Director: Language Centre  
Ms P Uugwanga - Director: Northern Campus  
Mr A Pomuti - Coordinating Director: UCCB  
Mr J Nakuta - Director: HRDC  
Mr M Hengari - Director: Business School  
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Assoc Prof I Mapaure -  
Co-ordinator: Research & Publications  
Ms NP Kadhila-Mwandingi - Co-ordinator: ZERI

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Dr ST Angombe  
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Dr F Tsubaloko

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Ms I Nowases  
Ms A Zender

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### School of Medicine

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Prof C Jacobson  
Prof W Vorster  
Prof T Meguid

### Faculty of Health Sciences: School of Nursing & Public Health

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Ms HT Udjombala (Oshakati Campus)

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Ms K Mufeti  
Dr A Wanke  
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Ms A Lewin

### Multidisciplinary Research Centre

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Mr A Mosimane

### Language Centre

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Ms L Simasiku

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Prof R Zimba  
Prof R Auala  
Prof F Becker  
Prof A du Pisani  
Prof F Mufune  
Prof E Kiremire  
Prof J Hayes  
Prof J Hunter  
Prof PJ Isaak  
Prof J Oyedele  
Prof P van Rooyen  
Prof KR Sharma  
Prof BP Wanda  
Prof M Labib

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Ms P Booysen - SRC

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Ms V Matangira  
Ms I Buchholz

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Mr E Tjiramba - Director:  
Communications & Marketing  
Mr KS Mbangu - Director: Strategic Planning  
Ms J Katjavivi - (Publisher: UNAM Press)

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



Cultural festival time at UNAM,  
celebrating diversity

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Internal Auditor	☎ (+ 264-61) 206 3250
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Disability Unit	☎ (+ 264-61) 206 3675
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Teaching & Learning Improvement Unit (TLIU)	☎ (+ 264-61) 206 3582
Postgraduate Studies School	☎ (+ 264-61) 206 4615
Centre for External Studies	☎ (+ 264-61) 206 3177
University Central Consultancy Bureau (UCCB)	☎ (+ 264-61) 206 3362
Computer Centre	☎ (+ 264-61) 206 3014
Human Rights & Documentation Centre (HRDC)	☎ (+ 264-61) 206 3664
Justice Training Centre (JTC)	☎ (+ 264-61) 206 3989
Language Centre	☎ (+ 264-61) 206 3940
Multidisciplinary Research Centre (MRC)	☎ (+ 264-61) 206 3767/3051
Centre for Quality Assurance & Management (CEQUAM)	☎ (+ 264-61) 206 4607
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Faculty of Economics & Management Science	☎ (+ 264-61) 206 3987
Faculty of Education	☎ (+ 264-61) 206 3978
Faculty of Engineering & Information Technology	☎ (+ 264-65) 232 4002
Faculty of Humanities & Social Sciences	☎ (+ 264-61) 206 3813
Faculty of Law	☎ (+ 264-61) 206 3998
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- School of Medicine	☎ (+ 264-61) 206 5023
- School of Nursing & Public Health	☎ (+ 264-61) 206 3827
- School of Pharmacy	☎ (+ 264-61) 206 5023
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Traditional dance and song form part of the cultural festivities.


# Annual Report 2012

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