

Annual Report 2016



UNAM
UNIVERSITY OF NAMIBIA





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Annual Report 2016



Table of Contents

Statement by the Chancellor of the University of Namibia	vii
Statement by the Chairperson of the University of Namibia Council	ix
Vice Chancellor's Executive Summary	2
Preamble	2
Key Accomplishments	2
International Collaboration.....	3
Research	3
Pro-Vice Chancellor: Research, Innovation & Development	7
Introduction.....	8
Centre for Innovation & Development (CID).....	11
Centre for Research & Publications (CRP)	13
Multidisciplinary Research Centre (MRC).....	19
Sam Nujoma Marine & Coastal Resources Research Centre (SANUMARC)	23
Pro-Vice Chancellor: Academic Affairs	27
Introduction.....	28
Enrolment & Graduation	29
Campuses, Faculties & Schools	36
1. Windhoek Main Campus.....	37
a) Faculty of Education	38
b) Faculty of Economic and Management Sciences.....	45
c) Faculty of Humanities and Social Sciences	49
d) Faculty of Law	51
e) Faculty of Science	55
2. Eng. José Eduardo dos Santos Campus (JEDS)	59
3. Health Sciences Campus	65
4. Hifikepunye Pohamba Campus	73
5. Katima Mulilo Campus.....	77
6. Khomasdal Campus.....	83
7. Neudamm Campus	87
8. Ogongo Campus	95
9. Oshakati Campus.....	103
10. Rundu Campus.....	109
11. Sam Nujoma Campus.....	113
12. Southern Campus.....	119
Academic Centres	124
Centre for Quality Assurance and Management (CEQUAM)	125
Centre for Open, Distance & e-Learning (CODEL).....	129
Centre for Professional Development, Teaching & Learning Improvement (CPDTLI).....	133
Language Centre	139
University Library	143
Centre for Postgraduate Studies (CPGS)	147
Pro-Vice Chancellor: Administration, Finance & Resource Mobilisation	151
Introduction.....	152
Capital Expansion & Auxiliary Services	152
Communications & Marketing.....	153
Human Capital	153
Information Technology	153
Resource Mobilisation	153
Strategic & Physical Planning	153
Student Affairs.....	154
University Central Consultancy Bureau (UCCB).....	154
FINANCIAL MATTERS	155
General Review	155
Revenue and Expenditure	156

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Acknowledgements

This Annual Report materialised with the assistance of all Campuses, Faculties, Centres and Units. We would like to thank all Assistant Pro-Vice Chancellors, Deans, Directors, Heads of Department, including administrative staff members for their contributions. In addition, the following offices also assisted greatly in making this Report a reality: The Office of the Registrar, the Office of the Bursar, Communications & Marketing and the Human Resources Directorate.

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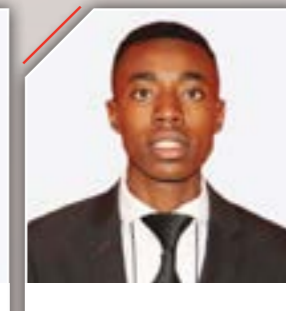


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Dr S Nyathi
REGISTRAR

For as long as ignorance, illiteracy, and poverty remain a threat to our national interests, UNAM's teaching instruments shall always remain in operation.

Statement by the Chancellor of the University of Namibia

H.E. Dr Hifikepunye Pohamba,
Former President of the Republic of Namibia

The youth always seem to understand the present better than those who came before. They understand and offer new perspectives. Likewise, being a young university, UNAM is more able to understand the current academic needs of students, and thus well suited to meet them when compared to older universities in the region. UNAM is not curtailed by tradition or history, it is only driven by its versatile ability to respond to the environment.

The university has seen exponential growth during the year under review. Such growth has not only been in terms of the number of undergraduate students registered with the university, but also with regards to the number of postgraduate students. Such runaway expansion and growth indicates that the university is surely accomplishing its purpose; to educate the nation and preparing it for Vision 2030.

When the university opened its doors for the first time in 1992, it had a mere 3 000 students. Today, it boasts a robust figure of 25 267 students. The implications of years of expansion require that we constantly focus on continuing to raising the standards of quality to compete with the best in the world. The time has come that we participate locally and in the global economy with more vigour. I have no doubt that we have all the knowledge to make this a reality.

From inception, the University of Namibia was mandated by statutes to develop the requisite national human resources for the country through quality teaching, research, consultancy and community service. Earlier this year, this sentiment was reiterated by the Vice Chancellor when he stated that:

"For as long as ignorance, illiteracy, and poverty remain a threat to our national interests, UNAM's teaching instruments shall always remain in operation. For as long as society's quest for knowledge and information enquiry remain insatiable and a deterrent to economic progress, UNAM's research drive shall always remain in the overdrive mode. For as long as social challenges hinder social progress in our society, UNAM's community engagement and services shall never be spared for a moment."

I will fail in my duty as Chancellor if I do not acknowledge the immeasurable investment our government continues to make in the education sector. Today the University of Namibia comprises 12 campuses and eight regional centres nationwide because of state funding. The government has also commensurately invested in physical infrastructure to support academic expansion at various campuses.

Although we imagine a future where government funding is not the only source of the university's income, that day has not yet come. Hence, there is a need for continuous government funding while the university contemplates alternative sources to generate revenue.

In conclusion, I believe that the University of Namibia is uniquely positioned to respond to the human resource needs of our country. My sincere gratitude is thus extended to the Council, Management, the staff and students for their tremendous efforts and will to drive Namibia forward. Let us continue!



We constitute a diverse team of men, women, academicians, technocrats, politicians and industry leaders who have accepted this responsibility whole heartedly, with passion and commitment, to steer forward the development of this institution.

Statement by the Chairperson of Council

Mr Sam Shivute
Director of Banking Services, Bank of Namibia

In a time of great financial uncertainty, on the edge of our hope, the University of Namibia remains resolutely optimistic about its mandate, because we know that success does not come without trial.

The year under review witnessed the appointment of a new University of Namibia Council, with myself as Chair. Humbling as the task might be, I know that the responsibility is great, for the Council members and I occupy the positions that will usher Namibia's premier tertiary institution to greater academic excellence in the region, the continent and the world at large.

We constitute a diverse team of men, women, academicians, technocrats, politicians and industry leaders who have accepted this responsibility whole heartedly, with passion and commitment, to steer forward the development of this institution.

Since our appointment, various decisions were made to ensure that the university continues to meet the goals of our growing nation. The first major act of governance was the extension of the Vice-Chancellor's term for a period of two years in order to orient a newly appointed management team and prepare the office for a coordinated succession. Professor Lazarus Hangula's term ends this year and it is thus extended to August 2018.

The global financial downturn during the year under review has not left Namibia unscathed. As a consequence, the university experienced a shortfall of 110 million Namibian dollars from government funding, making the year under review's government subsidy, only a humble N\$ 960 858 000. In response, Council engaged with the relevant government offices in order to persuade them to assist with the university's various unmet financial needs. Unfortunately, we saw student debt rise to as high as half a million Namibian dollars at the beginning of the academic year, and drop by nearly half towards the end of the year. The debt was as a result of unpaid fees from the previous year, combined with the consequences of student protests, which remain an unresolved problem in the larger socio-economic environment. Owing to the financially difficult year it had been, Council also resolved, after consulting with professional financial firms, that it was best management practice to rescind the Post-retirement Medical Benefit for new staff members as this had now been unfunded.

Marred by a year of vast challenges, the university contemplated a new strategic direction for the period 2016-2020, primarily because the former strategic plan came to an end in 2015, and to deal with the financial hurdle at our feet. The 2016-2020 Strategic Plan seeks to address performance and to implement new directions such as income-generating strategies, improving stakeholder engagement, increasing university ranking, and enhancing the quality of teaching. Beneath the new strategic plan lies an important need to continuously improve governance and leadership in Higher Education, especially for the purpose of new endeavours. Among the various outputs expected from the strategic plan, the "UNAM Corporation" deserves special mention. It is a result of the income generation strategy. Council has, in the wake of various financial challenges, contemplated the formation of a corporation of the university that can manage and coordinate the commercialisation of various services and products developed from academic breakthroughs. The Council hopes that this new endeavour will gradually decrease the university's need for large government funding in the future.

I conclude by re-assuring the government, and all the people of our great nation that the University of Namibia will keep the spirit of Harambee, as we move ahead to ensure that no Namibian child pursuing higher education is left behind.



Vice Chancellor's Management Committee (VCMC)



Prof L Hangula
VICE CHANCELLOR



Prof O D Mwandemele
PVC: ACADEMIC AFFAIRS



Dr EN Namhila
PVC: FINANCE,
ADMINISTRATION &
RESOURCE MOBILISATION



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PVC: RESEARCH,
INNOVATION &
DEVELOPMENT



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ADVISOR TO COUNCIL



Mr R van Rooi
BURSAR &
ADVISOR TO COUNCIL

The Vice Chancellor's Executive Summary

Prof Lazarus Hangula
Vice Chancellor, University of Namibia

Preamble

The year under review was characterised by a wholesale new UNAM leadership, both at governance and management levels; and also by a larger number of students and lecturing staff. The changes were guided by policy and changes in the academic ecosystem.

It is further pleasing to note that 79% of the new leaders are Namibians, the majority of whom are UNAM alumni. This is an affirmation that our aggressive and systematic capacity building effort is bearing fruit. It is also very humbling to note that more than 40% of the current UNAM leaders are women.

Key Accomplishments

History was made when UNAM graduated its first batch of 35 locally trained medical doctors during its 24th graduation ceremony. This mammoth achievement held meaning for many Namibians in remote areas of our vast country. UNAM owes this success largely to the visionary leadership and farsightedness of its Founding Chancellor and Father of the Namibian Nation, H.E. Dr Sam Nujoma, who relentlessly advocated for a medical school. It is the same dream and vision that also saw UNAM graduate more engineers this year, bringing them to a total number of 221 graduates since the inception of the state-of-the-art Faculty of Engineering and Information Technology at the Eng. José Eduardo dos Santos Campus at Ongwediva in Northern Namibia.

A key development during the year under review was a visit by a delegation from the partner China University of Geosciences, Beijing, which has committed itself to provide the necessary assistance to establish a fully-fledged School of Geosciences. This coincides greatly with the financial commitment from the DeBeers Group, which specifically targets the Southern Campus.

In addition, the university also signed a Memorandum of Understanding with the Namibia Ports Authority, paving the way for partnership and comprehensive research of the ecosystem and ecology of the Walvis Bay Lagoon.

The University has also been at the centre of the development of the Kavango - Zambezi Trans Frontier Conservation Area, commonly referred to as KAZA TFCA, which came into existence via a treaty signed between Angola, Botswana, Namibia, Zambia and Zimbabwe. KAZA is Africa's largest conservation area, encompassing national parks, game management areas, communal conservancies on farm land – and a great deal of wildlife. It includes 75% of Africa's elephants and 18% of its lions, in an area of 520 000 square kilometres.

The newly established Department of Wildlife and Conservation Management at the UNAM Katima Mulilo Campus is a humble beginning for providing the much needed academic foundation for the KAZA TFCA, complimented by the provision of animal health. Apart from creating an enabling trans-boundary conservation approach to promote migratory corridors for wildlife across international boundaries and reduce human wildlife conflict, academic instruction by UNAM will serve as a gateway for higher education and research of the five member neighbouring countries.

International Collaboration

The university had more than 210 active international partners collaborating across all disciplines. The university received satellite data receiving equipment from the Monitoring for Environment and Security in Africa (MESA), an African Union and Southern Africa Development Community (SADC) programme to monitor floods, droughts, and wildfires, and it is to be used for research and education in the Department of Geography, Environmental Studies and History. UNAM also benefited from the Turkish Development Cooperation Agency (TIKA) through a donation of agricultural equipment to produce animal feed pellets at the Neudamm Agricultural Campus.

Strong partnerships exist with the Technical Universität Kaiserslautern in Germany, and Jomo Kenyatta University of Agriculture and Technology in Kenya, in the field of engineering; as well as with the Russian Academy of Architecture and Construction Sciences, and the Saint-Petersburg State University of Architecture and Civil Engineering. Cooperation with these institutions include curriculum development, staff and student exchanges, as well as capacity building.

In an effort to advance the health sciences, the university collaborated with McMaster University in Canada, University of Turku in Finland, University of Lübeck – Research Centre Borstel in Germany, University of Stellenbosch, and the University of Pretoria. The University of California San Francisco continued to be a major partner in the Malaria Research Project alongside UNAM's Multidisciplinary Research Centre. Cardiff University in Wales continued to be a strong strategic partner with a vibrant multidisciplinary approach through the Phoenix Project, covering an extensive scope of collaboration.

Through international cooperation, the university continued with efforts to build much needed capacity in the areas of material science and metallurgy, agriculture, engineering and natural sciences through targeted postgraduate scholarships from the National University of Science and Technology of the Russian Federation, Humboldt University in Germany, China University of Geosciences, and Kogakuin University in Japan, amongst others.

UNAM also signed a cooperation agreement with the University of Porto of Portugal. This agreement paved the way for collaboration across many academic disciplines.

Research

During the period under review, the University of Namibia was awarded the International Diamond Prize for Excellence in Quality by the European Society for Quality Research (ESQR). UNAM was rewarded for its notable advancement in quality over the past five years.

The University of Namibia, the Ministry of Health and Social Services and a group of partners under the banner of the Namibia Malaria Elimination Research Partnership (NAMEP) recorded a remarkable 97% decline in malaria cases over the last decade. During the review period, NAMEP launched a second phase of research that will catalyze greater progress in freeing Namibia of malaria by 2020. The announcement by Professor Percy Chimwamurombe of the discovery of a new bacteria species from root nodules of local races of Marama ground nut and peanuts grown on subsistence farmers' fields in the Kavango region, was appropriately published in the International Journal of Systematic and Evolutionary Microbiology.

UNAM also launched a programme to research the possibilities of making the Impallila Island a top tourist attraction, taking into consideration its unique fauna and flora. Impallila Island is within the Kavango Zambezi Transfrontier Conservation Area (KAZA).

Participation in the Screen TB, a successful European and Developing Countries Clinical Trials Partnership (EDCTP) project earned UNAM much acclaim during the review period. The project is a partnership between 14 Sub-Saharan African countries, 14 European countries and the European Union. UNAM participated in the trials through its School of Medicine and the Katutura State Hospital.

In terms of community engagement, the UNAM Multidisciplinary Research Centre in collaboration with the Luderitz Benguela community embarked on a wind power demonstration project at the Southern town of Luderitz. Purposed to provide affordable renewable energy to the sewing project of poor women at the town, the projects further aims to be replicated by many other regional and town councils nationwide.

UNAM's Zero Emissions Research Initiative (ZERI) successfully facilitated training in the region, with a key focus on training Angolan farmers on mushroom cultivation in the Kwanza Sul Province.

UNAM microbiology scientists joined others from seven sub-Saharan countries at the University of Pretoria and launched the African Soil Microbiology project. The three year USAID funded project aims to undertake a broad scale survey of soil microbiology across the entire African continent, using Next Generation DNA sequencing and computational technologies.

Table 1: Faculties & Centres Academic Staff

Campus / Faculty / Centre	Male	Female	Namibians	Non-Namibians	Total
Health Sciences Campus (School of Medicine, School of Pharmacy)	48	22	32	38	70
Hifikepunye Pohamba Campus (Education)	32	40	67	5	72
Eng. José Eduardo dos Santos Campus (Engineering and Information Technology)	40	5	26	19	45
Katima Mulilo Campus (Education, Agriculture and Natural Resources)	41	15	48	8	56
Khomasdal Campus (Education, Foundation Programme, School of Military Science)	13	33	43	3	46
Neudamm Campus (Agriculture and Natural Resources, School of Veterinary Medicine)	28	23	35	16	51
Ogongo Campus (Agriculture and Natural Resources)	20	15	30	5	35
Oshakati Campus (School of Public Health, School of Nursing, School of Computing, Foundation Programme)	11	24	32	3	35
Rundu Campus (Education, Economic and Management Sciences)	23	28	46	5	51
Sam Nujoma Campus (SANUMARC, Agriculture and Natural Resources)	12	7	16	3	19
Southern Campus (Education, Economic and Management Sciences, School of Nursing)	12	10	21	1	22
Windhoek Main Campus:					
Faculty of Economic and Management Sciences (NBS)	40	16	51	5	56
Faculty of Education	19	22	39	2	41
Faculty of Health Science (School of Nursing)	7	30	36	1	37
Faculty of Humanities and Social Sciences	36	47	60	23	83
Faculty of Law	12	6	13	5	18
Faculty of Science (School of Computing and School of Military Science)	92	59	111	40	151
Centre for Open, Distance and eLearning	5	4	9	0	9
Language Centre	9	6	15	0	15
Multidisciplinary Research Centre	10	7	16	1	17
Library	6	13	15	4	19
Total Faculties and Centres Academic Staff	516	432	761	187	948

In addition to the above, the university also had 533 administrative staff who were devoted to providing academic support to faculties and academic centres.

Table 2: Administrative Staff

Campus	Male	Female	Namibians	Non-Namibians	Total
Windhoek Campus	171	229	398	2	400
Health Sciences Campus	7	10	15	2	17
Oshakati Campus	20	17	37		37
Hifikepunye Pohamba Campus	13	22	35		35
Neudamm Campus	12	46	58		58
Ogongo Campus	32	34	66		66
Katima Mulilo Campus	22	18	40		40
Rundu Campus	21	21	42		42
Khomasdal Campus	15	13	28		28
Eng. José Eduardo dos Santos Campus	17	15	32		32
Southern Campus	13	10	23		23
Sam Nujoma Campus	4	9	13		13
Centre					
Katima Mulilo Centre	1	2	3		3
Opuwo Centre		1	1		1
Otjiwarongo Centre	2		2		2
Rundu Centre	2	1	3		3
Khorixas Centre	1		1		1
Swakopmund Centre	1		1		1
Eenhana Centre	1		1		1
Gobabis Centre	1		1		1
Grand Total	296	450	793	4	804

*Office of the
Pro-Vice Chancellor:
Research, Innovation & Development*



Prof K Matengu
**PRO-VICE CHANCELLOR:
RESEARCH, INNOVATION &
DEVELOPMENT**



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FOR INNOVATION &
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Assoc. Prof N Indongo
**DIRECTOR:
MULTIDISCIPLINARY
RESEARCH CENTRE**



Dr S Mafwila
**DIRECTOR: SAM NUJOMA
MARINE & COASTAL RESOURCES
RESEARCH CENTRE**

Overview of Key Activities

Prof Kenneth Matengu

Introduction

In looking back at 2016, I wish to start by gratefully acknowledging the work done by Prof Osmund Mwandemele, who before the restructuring, oversaw research at the University of Namibia. I was fortunate to work with him for one year before his term as PVC: Academic Affairs came to an end. His contribution in keeping UNAM on course in terms of research policy developments and structures means that I have a strong foundation to build on. The mandate of the office of the PVC: Research, Innovation and Development is to "position the university to respond effectively to national priorities as well as global initiatives, including the identification, development and maintenance of strategic research and commercial partnerships". In carrying out this mandate, the office is responsible for:

- The University's research, innovation and development strategy
- Leadership of cross-university research and grants management system
- Promotion of sustainable relationships with Research Councils and other funders nationally and internationally
- Commercialisation of the University's research outputs/assets
- Strengthen and sustain university-industry research and innovation linkages
- Promotion of research excellence and impact framework with a view to establish R&D leadership
- Prioritisation of research, innovation and commercialisation policies and the promotion of research leadership as well as contribute to third stream income of the university.

I took up the position of PVC: Research, Innovation and Development on 01 January 2016. As this is a new office, I could hardly imagine taking up a more challenging task at a time when expectations on UNAM's role in national development, its relevance and its position in Africa and beyond, were high. This happened at a time when higher education is rapidly changing and fundamental issues of transformation such as funding, relevance and societal impact are at stake. In his commencement speech of 2016, the Vice Chancellor, Prof Lazarus Hangula put it this way "...we have a new leadership which will strive to take the University of Namibia to the next level of scholarship - where excellence in teaching and the quality of the research output both in the form of publications, product development as well as their social impact take central stage in our work as an institution that is grounded on premises of 'education, service and development'."

I therefore needed to deeply reflect on our institution's previous successes in order to inform and define the future we want. Having examined data from the Web of Science, I decided that UNAM needed to choose focus areas in which it has to develop and maintain national and international standards based on its research agenda, its research outputs, innovation, commercial value and significant impact to society.

Key Activities

Prioritizing Research – in pursuit of a new generation of researchers

The Office of PVC: RID held a priority research validation workshop at Midgard, at which all Deans and APVCs were invited and participated. The workshop examined UNAM's research and publications' strength using data from the Web of Science. The areas of UNAM's research strength were discussed keeping in mind the fifteen (15) national research thematic priorities as determined in the National Programme for Research, Science, Technology and Innovation of the NCRST. Given the capacity and resource limitations, the workshop agreed that UNAM should focus on limited areas it is already good at in order to transition from good to excellence. The following were agreed as the Priority Thematic Research Focus of UNAM for the next five years:

1. National Self-Sustainability and Agro Processing
2. Environment, Energy and Natural Resources
3. Society, Wellbeing and Health
4. Engineering and ICT
5. Indigenous Knowledge Systems
6. Education
7. Natural Science and Technology

These thematic areas will have programmes (led by Research Chairs or programme leaders) from which Faculties are expected to make annual calls for PhD enrolments – R&D focus. The workshop also described programmes under each theme.

It is expected that these programmes will lead to the establishment of Centers of Excellence and/or specialist Research Institutes. On completion, the candidates will be expected to do no more than 3 years as postdoctoral researchers. Over the years, the programmes will be further developed into a doctoral research academy under an R&D Campus. All students enrolled under this strategy will be full-time and funded for the 3-5 year period. Their research focus will be based on prior-identified problems/challenges with a view to provide innovative solutions for industry and/or public service. Initially, a small number of PhD candidates who will be expected to do their dissertation journal through articles published in internationally listed journals, will be enrolled. Progress on these will be evaluated, managed and monitored using SciVal.

Promoting Innovation and Exploitation of Intellectual Property (IP)

Innovation establishes a fundamental element of our university's relevance and significance. It positions the university to be a place of hope and assurance of a different but promising future. This aspect of the university' competence is shown by the number of patents its researchers register. UNAM is proud to record that it has 6 WIPO registered patents. There are several other innovations, including the PowerCan and the *Garnodema* mushroom capsules that have not yet been patented nor exploited.

To ensure the commercialisation of IP and creating business opportunities, the Office established the Centre for Innovation and Development which will have IP and Technology Transfer departments. Its first, got authorisation from the University Council to register a trading entity. The mandate of the holding company will be *"to advance the mission of UNAM and to competitively seek to exploit and leverage research outputs and business opportunities for UNAM that will diversify and increase its revenue base"*.

Once registered, the company will be managed by a CEO and autonomously governed by a Board of Directors. Besides this, the office facilitated the signing of cooperation agreements with several organisations aimed at strengthening innovations and development at UNAM. Amongst them is the agreement with Global Business Labs, an accelerator company headquartered at Stockholm School of Economics. This agreement prepares UNAM to quickly accelerate its business ventures, particularly those arising from spin offs/spinouts from research and other undertakings. Another important milestone was the 10 year MOU with the National Council for Research, Science and Technology (NCRST) that provides for strengthened institutional research by both institutions.

Promoting Research Outputs

UNAM's research output remains the highest in the country. According to Elsevier, UNAM accounts for 80% of all research output in the country. The number of conference papers, books and journal articles increased from 460 in 2015 to 651 in 2016. We have also started to collect information on the number of grants our staff apply for. In 2016, 220 applications were made, of which 120 were successful. We have begun examining these figures closely to determine the success and failure factors in order to come up with a grant writing skills development programme. The first training programme, with support from DAAD and the German Rectors and Presidents' Conference is expected to take place next year.

The Office plans to deploy research evaluation and management tools to be able to support skills development interventions, benchmarking and management of academic promotions. Overall, we will also introduce research chairs and programme leaders who will ensure better coordination of research and impact across the university system.

Centre for Innovation & Development (CID)

Director:
Mr John Sifani



- Indigenous Knowledge Systems Programme
- Education
- Natural Science & Technology

UNAM Innovative Culture

UNAM is an important catalyst for innovation diffusion. The latter is realised through the creation of governing structures that support the up scaling of research outputs into commercial viable products and new processes that introduce something new to the system or market. Therefore, UNAM proposes the following commercialisation process to guide the promotion of an innovation culture that guides the University to fulfil its vision and mandate bestowed upon it to champion the transformation of research and innovation outputs into economically viable knowledge and services:



How the Centre for Innovation & Development will work (Process)

The University of Namibia, as a beacon of excellence in championing research and innovation, is positively responding to the demand of society by providing solutions in the form of research that has an impact on society. The Centre for Innovation and Development is expected to play a critical role as a catalyst in helping UNAM to achieve its intended vision. The figure below illustrates the process flow adapted by the Centre on research programmes leading to product development. The process will start with idea identification and generation, followed by an evaluation process to assess the viability of the proposed business idea. If the idea proves to be viable, then the next step will be a feasibility study to develop the business roadmap whose viability will be tested through incubation. The next stage after incubation will be innovation acceleration and business growth.



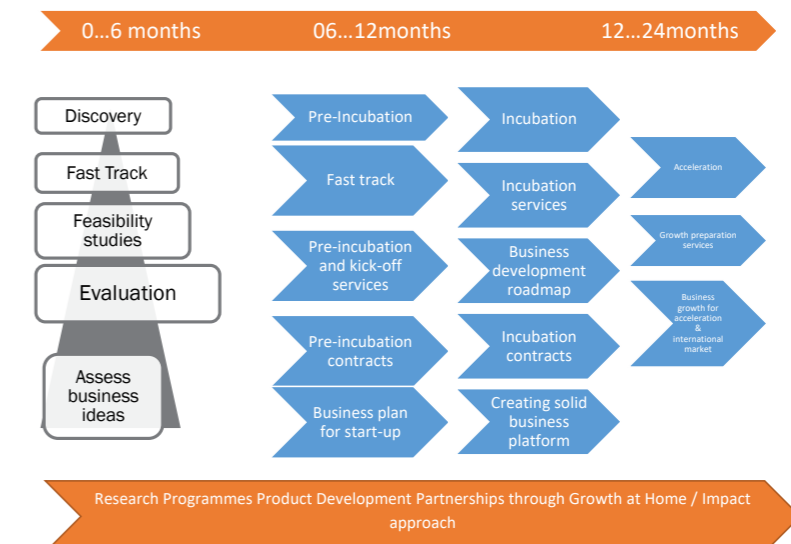
Introduction

The Centre for Innovation Development (CID) is established under the Office of Pro-Vice Chancellor for Research, Innovation and Development, as a vehicle to drive innovation development and to stimulate start-ups through taking advantage of the value chain under product development.

In order to realise the above, CID positions itself as a catalyst that brings together various stakeholders through furthering cooperation in innovation and technology development and their application within the innovation value chain. Currently, there are programmes/projects that require the involvement of different Faculties/Centres and Departments to further the development of products and services, as well as the commercialisation of these products into enterprises.

During this cycle, the Centre will commence with the initiatives that will lead to the development of Innovation and IP policies for the University, a strategy which will map out the priorities of the Centre. Furthermore, the Centre will focus on the following priority areas:

- National Self-Sustainability and Agro Processing Programme
- Environment, Energy and Natural Resources Programme
- Society, Well-being and Health Programme
- Engineering and ICT



Centre for Research and Publications (CRP)

Director: Dr Hileni Kapenda



Introduction

The Centre for Research and Publications (CRP) continued to strive to achieve its mandate as stipulated in the University of Namibia's strategic plans by providing quality services, expert support and coordination of research development and innovation, capacity building, and policy development to enhance the research environment for all academic staff members. The CRP is also accountable for coordinating and managing the research activities of UNAM at all 12 Campuses in the various regions of the country.

During the year under review, the CRP adeptly carried out its activities under the leadership of Dr Hileni Kapenda (Director: Centre for Research and Publications), deputised by Dr Alex T. Kanyimba and Dr Jill Kinahan (UNAM Press). Under their leadership, the CRP continued to diligently oversee and manage research activities at the University.

Academic Activities

Internal workshops

- Dr H. Kapenda was appointed as Chairperson for a Task Force for the Audit Self-Review Team for the PVC: RID.

- Dr H. Kapenda attended the Launch of Research, Publications and Innovation Seminars at the Khomasdal Campus on 06 April and gave a presentation on "The Role of the CRP at UNAM".
- Ms J. Katjavivi presented the work of UNAM Press at the Student Orientation in January 2016, the Teacher and Learning Improvement Unit (TLIU) Induction Workshop in February, and the Leadership Workshop in July.
- Dr J. Kinahan conducted a seminar for MRC on "Preparing for Publication", on 11 May as requested by Dr Ahmad Cheikyoussef.
- Dr J. Kinahan conducted a seminar on 09 September for the School of Nursing on "Preparing for Publication", as requested by Dr Elize de Villiers.
- Dr J. Kinahan attended a seminar requested by Prof J. Baloro with Prof K. Matengu on 27 September for the Law Faculty, and presented on "Preparing for Publication".
- The UNAM Press Unit organised two seminars in March and July on copy-editing, for students selected to produce the *Namibia Law Review* journal.
- The Centre conducted a 'Research Training' Workshop on 25-26 April, at Katima Mulilo Campus.
- The Centre conducted a 'Research Training' Workshop from 27-28 April at Rundu Campus.
- The Centre conducted a Workshop on 'Writing for Publications' from 14-15 July at Rundu Campus.
- Dr H. Kapenda attended the UNAM Educational Conference (EDUCON) held at HP Campus on 22-24 August and presented a paper.
- Dr A. Kanyimba attended the UNAM Educational Conference (EDUCON) held at Hifikepunye Pohamba Campus on 22-24 August and presented 3 papers.
- Ms Fredrika Motinga attended the Balance Scorecard Workshop from 07 to 09 October.
- The Centre established the Interim UNAM Research Ethics Committee (UREC) this year.
- The Centre organised and facilitated the "Research Ethics Guidelines & Regulations" Workshop held at Safari Hotel on 21-22 July. This policy document has now been submitted to the Deans Committee for recommendation to SENATE.
- The Centre facilitated the applications of research grants from the National Commission for Research, Science and Technology (NCRST). There were 7 bilateral research grants received by UNAM researchers which amount to N\$1.4 million per annum.
- The Centre organised an information-sharing meeting with NCRST and UNAM research grant-holders on 08 March.
- The Centre held a capacity building training workshop at Neudamm Campus on 24 October. The following topics were addressed: Guidelines on writing proposals, Ethics of research, statistical data analysis and intellectual property rights protection
- The Centre organised and facilitated the "UNAM Research Strategy Workshop" held on 12-13 May, at Midgard Lodge and attended by Deans and Directors.

External Workshops and Training

- Dr H. Kapenda received a travel grant from SARIMA and attended the *Southern African Research and Innovation Management Association (SARIMA)* Conference held on 17-20 May in Durban, South Africa. She also attended a workshop on "Research Integrity and Ethics Governance: Policing or Protecting?" organised by SARIMA.
- Dr A. Kanyimba attended the Trans Disciplinary Training workshop at Stellenbosch University from 21 - 23 March.
- Dr A. Kanyimba attended the Boleswana Conference held at the University of Botswana from 12 - 14 July.
- Dr J. Kinahan attended a workshop at Okiep from 21 to 23 October with excursions to sites in the Northern Cape and Namibia from 24 to 27 October under the project titled *Spanning the Atlantic: Human Palaeodemography in Southern Hemisphere Dry Lands*. The project is funded by a British charity, the Leverhulme Trust with the project director being Professor Peter Mitchell of St Hugh's College, Oxford.

Awards / Recognitions

The Centre successfully coordinated the submission of the ERAMUS Plus Research Grant proposal for the "StoRM" project ("Strengthening of Collaboration, Leadership and Professionalization of Research Management in SADC and EU Higher Education Institutions"). The project was awarded EUR **976,665.00** for the period 15/10/2017 up to 14/10/2019 including all members of the consortium.

Research Activities

The CRP processed a total of 24 applications for research funding. Applications were received from the following campuses, faculties, schools and centres, namely: CODEL, Faculty of Education, the School of Medicine; Faculty of Humanities and Social Sciences, Faculty of Science and the Hifikepunye Pohamba Campus. These applications were evaluated by the University's Research and Publications Committee (URPC), comprising of staff members from the various Campuses and Faculties. Of these applications, 29.17% were approved through a process that adheres to academic rigour, to ensure that research is conducted according to international standards.

Various external research projects were coordinated, most notably the projects funded by NCRST under their various prioritised calls for funding. These were: the Namibia/South Africa Collaborative Research Programme, which made funding available for 18 research projects involving several academic staff members and students at the University, as well as other sister universities. The grant breakdown is as follows: Faculty of Agriculture and Natural Resources (5); Faculty of Education (1); Faculty of Engineering and Information Technology (1); Faculty of Humanities and Social Sciences (2); Faculty of Science (5); Faculty of Law (1) and the Multidisciplinary Research Centre (3).

During the year, the NCRST launched its second call for proposals. Under this call, a total of 7 projects were approved for UNAM researchers. Given the nature of the second call and its criteria which were orientated towards the natural sciences, 5 of these projects were all housed within the Faculty of Science. One (1) project that received funding focused on energy and law (Faculty of Law), while another focusses on youth and alcohol abuse (Faculty of Humanities and Social Sciences).

As an annual event, the UNAM Research and Innovation Day was held on 12 October at the Health Sciences Campus, where UNAM show-cased various research activities in the form of academic papers, posters and research presentations to the academic fraternity and the public at large. The theme of the Research and Innovation Day for 2016 was "Innovative Research for a Healthier Future". Awards were given to students for the categories of 'best posters' and 'best paper presentations'. The event was celebrated across all UNAM campuses.

Publications

UNAM Press published three double-blind peer-reviewed academic books in the year under review.

The CPR has a designated budget to support academics with publication page fee charges for manuscripts in refereed journals. A total number of 28 publications were supported under this budget. The amount of N\$300,000 was allocated towards refereed publications support. However, due to the fall of the South African Rand against the American dollar, the high exchange rate impacted adversely on the demand, which resulted in fewer publications output when compared to the previous year.

Research and Publications

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

Kinahan, John & Kinahan, Jill. (2016). Post-Pleistocene archaeology and geomorphological processes on the Namib Desert coast of south-western Africa. *Journal of Island and Coastal Archaeology* 12(1): 65-77 (published online in August 2016)

Kinahan, Jill. 2016. 'No need to hear your voice, when I can talk about you better than you can speak about yourself...' Discourses on knowledge and power in the !Khulseb Delta on the Namib Coast, 1780-2014 AD. *International Journal of Historical Archaeology* (published online in December 2016)

Nakanyala, J., Kapenda, H. M. & Abah, J. (2016). Survey of school principals' views on the factors affecting the teaching of Physical Science Ordinary level in selected secondary schools in Oshana region, Namibia. *Journal of Educational Studies* (JES) (in press).

Nghipandulwa, Lahja L., Kapenda, Hileni M., & Kasanda, Choshi D. (2016). Secondary school teachers' perceptions of practical work in Biology in the Oshana education region, Namibia. *Journal for Studies in Humanities and Social Science* (In press).

Mutliffa, S. I.T. & Kapenda, H. M. (2016). Investigating the Effectiveness of Learner-Centred Approach in Learning Acids and Bases at one Selected Secondary School in Ohangwena Region, Namibia. Paper presented at the 5th Annual EDUCON conference, held in Ongwediva 22-24 August 2016.

Kaereho, C. Shalyefu, R & Kanyimba, A. 2016. The perceptions of the beneficiaries of the adult education programmes towards livelihood improvement in selected Informal Settlements of Windhoek. *Creative Education*, 7, 2532-2546.

Shaketange, L & Kanyimba, A. 2016. The kind of knowledge assessed through Mature Age Entry Admission tests in Namibia Institutions of Higher Learning. The Case for the University of Namibia and the Polytechnic of Namibia. *International Journal of Higher Education*, 5 (4), 63-74

Shikukumwa, A.T; Kanyimba, A.T & Shalyefu, R.K. (2016). Entrepreneurs' views on the Effectiveness of the Adult Skills Development for Self-employment in the National Literacy Programme of Namibia. *Open Journal for Social Sciences*, 4, 203-212.

Mashebe, P., Jordan, A., Zulu, A. & Kanyimba, A.T. (2016) The Impact of Flooding on the Livelihood of People Living in the Luhocono Area in the Zambezi Region, Namibia. *British Journal of Environmental Sciences*, 2 (2) 1-9. (www.eajournals.org)

Kanyimba, A.T. & Raath, S.P. (2016). 'Evaluating an environmental learning programme in developing understanding of environmental education concepts amongst selected in-service primary school teachers in South Africa', in M.A. Mokoena & I.J. Oosthuizen (eds.), *A scholarly contribution to educational praxis*, pp. 157-182, AOSIS, Cape Town. <http://dx.doi.org/10.4102/aosis.2016.saep12.06>

A.T. Kanyimba, (Ed) (2016) *Education for Sustainable Development in Southern Africa*. 3-226. Windhoek: NEEN, ISBN, 978-99945-60-04-2.

Kanyimba, A.T (2016) *Context of Education for Sustainable Development in Southern Africa*. 3-10. Windhoek: NEEN, ISBN, 978-99945-60-04-2.

Kanyimba, A.T & Shalyefu, R. K. & Nyathi F.S (2016). Mainstreaming System Thinking and Transformative Learning in Education for Sustainable Development in the Namibian Higher Education Sector. In (Ed) Kanyimba, A.T. *Education for Sustainable Development in Southern Africa*: 172-184. Windhoek: NEEN, ISBN, 978-99945-60-04-2

Vollbrecht, H. W., Kaapehi, C. M., Johannes, M. N.,; Kanyimba, A. T. & Bird, T. L. (2016). A proposed model for education for sustainable development to achieve Global Action Programme (GAP) Priorities in Namibia. In (Ed) Kanyimba, A.T. *Education for Sustainable Development in Southern Africa*. 135-150. Windhoek: NEEN, ISBN 978-99945-60-04-2

L. De Sousa & A.T. Kanyimba. (Eds). (2016). Special Issue: Sustainable Development in Higher Education: Africa. *International Journal of Sustainability in Higher Education*, 17 (2) 1-148.
<http://www.emeraldinsight.com/toc/ijsh/17/2>



Multidisciplinary Research Centre (MRC)

Director: Associate Prof Nelago Indongo



Introduction

The Multidisciplinary Research Centre (MRC) was established to promote and conduct research and to strengthen research collaboration with UNAM faculties and stakeholders from public and private sectors, as well as partners within the region and beyond. In January this year, a new management team consisting of Prof Nelago Indongo (Director), Dr. Kletus Likuwa (Deputy Director), Ms. Selma Lendelvo (HoD: Life Sciences), Ms. Paulina Kadhila (HoD: ZERI), Dr Ahmad Cheikhoussef, (HoD: Science and Technology) and Dr. Napandulwe Shiweda, (HoD: Social Science Division) was appointed at the Centre. The new staff compliment of the Centre includes Mrs. Medried Muyongo who was appointed as the Laboratory Technologist in the Drug Discovery and Development Programme.

The MRC also welcomed three research interns; Ms. Tiffany Claasen, Ms. Nicolene Hepute and Naftal Sakaria. The Centre has qualified researchers who are involved in research on diverse activities in line with the UNAM strategic objectives and also aligned to the National Development Plans.

Academic Activities

The content of the academic activities under the programmes at MRC was a result of the researchers' engagements with stakeholders (government ministries, NGOs and UNAM faculties). The suggested topical

issues for research, were aligned towards achieving national priority goals. Eventually, MRC programmes were re-aligned to contribute to the national development of Namibia. The MRC responded timeously to the national call to redress hunger and poverty eradication by establishing the History and Contemporary Social Issues Programme. The MRC had about eleven (11) research programmes that were implemented in collaboration with faculties and stakeholders within the country and beyond. Critical to the work of the MRC was capacity building – both masters and doctoral students were nested in the Centre's research programmes. MRC staff members in collaboration with other units of UNAM and outside Namibia supervised PhD and Masters students, as well as undergraduate students. All postgraduate students were fully funded by external sources such as DAAD, SABINA, the Carl Schlettwein Foundation, the Novartis Foundation and NCRST, while some secured funding through their supervisors. The MRC took particular pride in its capacity building thrust with five postgraduate students (MSc) completing their degrees and graduating. In addition, five staff members were enrolled as PhD candidates, of which one, Ms. Du Preez successfully defended her PhD dissertation in October last year and will be graduating in 2017. It is therefore right to assert that the MRC was strongly grounded in the capacity building process - not only for its continued growth, but for the University and the country at large.

Research and Publications

The MRC team was proactive in developing research proposals for funding and is secured internal and external funding for a number of research projects. Amongst these, the Okaholo project aimed to analyse former contract labourers' distinct position in the political economy, the attempts at totalitarian control by the colonial administration that nurtured class consciousness and political militancy among workers and what lessons it hold on labour relations in post-colonial Namibia. Another project was the Water project that aimed to analyse and improve water quality and sanitation by testing ground water quality and providing recommendations to improve sanitation. The Leasehold project, a collaborative study with the Ministry of Land Reform aimed to analyse the potential and given impacts of lease agreements on the livelihoods of resettled farmers.

The Namibia Malaria Elimination Project aimed to understand the epidemiology of malaria and find risk factors for contracting the parasite, identify groups of particular high risk, and work with the Ministry of Health and Social Services (MoHSS) to increase capacity for malaria surveillance, case management and research. The Well-being study project that was carried out aimed to explore the health, livelihood and wellbeing of the elderly in Namibia. The MRC has been very progressive with regards to making significant contributions to publication output. During the year under review, 19 journal papers, 5 book chapters and 12 technical reports were published.

Journal publications

Lewis, E. & Claasen, T. (2016). Monitoring Water Quality and Sanitation Practices in Semi-Arid Rural Areas in Namibia. *The International Journal of Science & Technology* 4(8); pp. 100-105.

Lewis, E. (2016). Using Benthic Macro-invertebrates to Assess Ecological Status of the Arbuga River in the, Sengiley Mountains, National Park, Russia. *Int. Journal of Innovative Research & Development* 5(10); pp. 39-43.

Lewis, E. (2016). Biological Assessment of the Karaninsky Stream, Ulyanovsk District, Russia. *Components of Scientific and Technological Progress*; pp. 6-11.

Mogotsi, I. Lendelvo S., Angula M., & Nakanyala J. (2016). Forest Resource Management and Utilization through a Gendered Lens in Namibia. *Journal of Environment and Natural Resources Research*. Vol. 6, No. 4

Rispel, M. & Lendelvo, S. (2016). Utilization of water points by wildlife species in the Nyae Nyae Conservancy. *Journal of Environment and Natural Resources Research*. Vol. 6, No. 4

Claesen, T. (2016). A comparison of water quality and eco-toxicity between Von Bach, Swakoppoort and Goreangab Dams. *International Journal Of Innovative Research & Development*. Vol 5(10). 378-387(ISSN 2278 – 0211)

Erastus Haindongo, Ronnie Bock, Sylvia Nafuka and Davis Mumbengegwi (2016). Isolation and Genus identification of bacteria from urine contaminated soils of Windhoek. *Int. Sci. Technol. J. Namibia* 7:48-58

N.R. Hepute, W. Embashu, A. Cheikhoussef, and K.K.M. Nantanga (2016). Effect of pre-cooking pearl millet (*Pennisetum glaucum*) flour on the reduction of dregs in oshikundu. *Int. Sci. Technol. J. Namibia*, 8:91-97.

Indongo N & Sakaria N (2016). Living Arrangements and Conditions of Older Persons in Namibia. *Advances in Aging Research*, 5: 97-109.

Likuwa, K. M. (2016) review of the Book *National Culture in Post-Apartheid Namibia: State-sponsored Cultural Festivals and their histories*, by M. Akuupa. *Journal of Namibian Studies*, 19 (2016): 129-131.

Likuwa, K. M. (2016) 'Flooding and its impact on Nkondo Community in Rundu, Kavango east region of Namibia, 1950s.' *Jamba: Journal of Disaster Risk Studies* 8 (2), Art. #168, 5 pages. <http://dx.doi.org/10.4102/jamba.v8i2.168>

Likuwa, K. M., Isala, S., Mburu, D. (2016) 'The impact of Green Schemes on the livelihood of Communities in Kavango region, Namibia.' *Journal of Economics and Sustainable Development*.

Mogotsi, I., Mufune, P. (2016). Setswana mother tongue: opportunities and challenges in Namibian schools. *Journal for Studies in Humanities and Social Sciences*, Issue 1 (JSHSS Vol. 5).

Pazvakawambwa Lillian, Lawrence Kazembe, Nelago Indongo (2016). Period-cohort effects models for sexual debut in Namibia. *African Population Studies*, 30 (2).

Surona Visagie, Arne H. Eide, Hasheem Mannan, Marguerite Schneider, Leslie Swartz, Gubela Mji, Allister Munthali, Mustafa Khogali, Gert van Rooy, Karl-Gerhard Hem & Malcolm MacLachlan (2016): A description of assistive technology sources, services and outcomes of use in a number of African settings, *Disability and Rehabilitation: Assistive Technology*

I.S.E. Ueitele, N.P. Kadhila-Muandingi, P.M. Chimwamurombe (2016). Ethno mycology of indigenous *Trametes* mushrooms from Northern Namibia. *ISTJN* 2016, 8:133-142.

F. N. Shivute¹, N. P. Kadhila and I.S.E. Ueitele (2016). Cultivation of Edible mushrooms in Namibia: Prospects and challenges of small scale farmers. *ID_JRDO* (2935).

N.P Kadhila, A. Lengwe¹ and I.S Ueitele (2016). Morphological and Molecular Identification for Namibian Truffles. *AJMR/26.07.16/8231*.

Chapters in Books

Eric Hamilton, Loide Kapenda, Zachary Mbasu, Helena Miranda, Elizabeth Ngololo, Joseph Carilus Ogwel, Sandra Sarmonpal, & David Stern. (2016). A Model and Research Agenda for Teacher and Student Collaboration Using Pen-Based Tablets in Digital Media Making in Sub-Saharan Africa. In Tracy Hammond Stephanie Valentine Aaron Adler (Eds.). *Revolutionizing Education with Digital Ink: The Impact of Pen and Touch Technology on Education*. Switzerland: Springer International Publishing.

Likuwa, K. M. (2016) 'Tracing the history of land dispossession in Namibia' in Bankie, B. F. and Jauch, H. (Eds.) *The Urban Housing Crisis in Namibia: Exploring a Youth Perspective* (NYC, Windhoek).

Likuwa, K. M. (2016) 'The Contract Labour System during the South African Colonial Period in Kavango' in Kudumo, M. and Silvester, J. (Eds.) *Resistance along the banks of the Kavango River* (Museums Association of Namibia).

Likuwa, K. M. and Khasera, M. (2016) 'A brief History of Forced Relocations from Sarusungu and Magarandja in Rundu' in Kudumo, M. and Silvester, J. (Eds.) *Resistance along the banks of the Kavango River* (Museums Association of Namibia).

N.P. Kadhila and O.D. Mwandemele. *Mushroom Research and Development: The case of Namibia*.

Community Engagement

The MRC researchers made a fair contribution to the community where they served on various committees and offered training services, etc. For instance, Mr. Naftal Sakaria, a research intern from the SSD, offered training on Quantum GIS and other GIS related analysis to interested researchers, partners and stakeholders.

Dr Mumbengegwi actively served on MAWF, Indigenous Plant Product Task-team (IPPT) Management committee, E8 Technical Advisory committee, E8 Technical Working Group on Malaria diagnosis and case management, Malaria Elimination Group, co-chair Research, Southern Africa Roll-back Malaria Network (SARN) and as an MoHSS Malaria Elimination Taskforce member. Dr Ahmad Cheikhoussef served as an NSI, T7 Halal Standard Technical Committee member. Dr Likuwa served as a committee member of the Rumanyo language curriculum development. Several staff members also served as reviewers of manuscripts for journals, funding proposals and postgraduate theses, locally and internationally. Prof. Indongo attended an event themed: *China-Africa Cooperation on Production Capacity and Industrialization in Africa*, from 6 – 15 September, upon invitation from the China Institute of International Studies (CIIS).

Sam Nujoma Marine & Coastal Resources Research Centre (SANUMARC)

Director: Dr Samuel Mafwila



Introduction

The Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) is a full-fledged multidisciplinary research Centre of the University of Namibia with the mandate to promote research and development activities in the field of Marine Science and Coastal Resources. As expressed in the UNAM Act of 1992, UNAM has the research responsibility to undertake research, advance and disseminate knowledge, and to contribute to the social and economic development of Namibia. Located at the coast of Namibia, the SANUMARC is ready to claim its rightful position in the Marine and Coastal Resources research community.

SANUMARC serves Namibia through promoting research and development activities in the field of marine and coastal resources, taking into consideration the unique comparative and competitive advantage of the Benguela cold current ecosystem and straddling the desert environment. Research activities at the Centre are geared towards developing the fisheries and agriculture sectors and to complement research and development efforts by the Ministries of Fisheries and Marine Resources, and Agriculture, Water and Forestry, Ministry of Mines and Energy, and the Ministry of Environment and Tourism. The Centre is part of the United Nations University, as an Operating Unit of its Institute for Natural Resources in Africa, based in Accra, Ghana. SANUMARC has also joined the Global Atmospheric Watch (GAW), through its Aerosol Observation and meteorological stations. The Centre is home for the annual Regional Graduate Network in Oceanography (RGNO) since 2013.

Academic Activities

The Research, Innovation and Development (RID) activities of SANUMARC include marine, coastal and arid land ecosystems, climate change, bio-prospecting for novel natural products from marine biota, and also from desert and semi-desert systems. The ultimate goal of the Centre is to develop the unique bio-resources of these ecosystems for human sustainable development, and to promote the application of science and technology in response to major National Developmental challenges, which cut across national self-sustainability and agro-processing; environment, energy and natural resources; society, lifestyles and health, and indigenous knowledge.

Henties Bay has several unique attributes which qualified it as an ideal site to develop a world class RID Centre, a Centre to which leading scientists and professionals from Africa and elsewhere are attracted for research, reflection and writing. It is also intended to attract promising young scientists and leaders of tomorrow. Our research activities are guided by a Five-Year Development Plan. The major research focus areas are indicated below:

- Aquaculture Research
- Biogeochemistry Research
- Fish and Fisheries
- Algal Research
- Mushroom Research
- Coastal and Desert Agriculture
- Renewable Energy
- Water Resources
- Land-Ocean-Atmosphere Interaction
- Research and Development
- Community Outreach Programme

A major addition that encompasses all the above is the Community Outreach programme, which supports the University of Namibia community service initiatives, by continuing to promote conservation and the sustainable utilisation of marine and coastal resources, and through policy implementations and reviews.

During the year under review, research activities were guided by an annual research plan, which made the monitoring and evaluation of the project progress measurable. Publications from the Centre are on the increase as a result of the active collaborative staff members, while we grow our own databases.

Academic staff at the campus continues to contribute to the community through consultative workshops, stakeholder engagements and academic reviews. Some of the Researchers in the Centre contributed to teaching in various modules in the Department of Fisheries and Aquatic Sciences.

Research

Research at the Centre is guided by the 2016 Annual Research Plan, which covers all research themes of the Campus as strategically depicted in SANUMARC's Five Year Development Plan. Research Staff and fourth-year students engaged in various research projects aimed at supporting the scientific and societal needs of the country. Specifically, research at the Centre covered areas of marine environment and marine organisms, freshwater fish, Henties Bay and Walvis Bay socio-economic questions, general coastal environment and geophysical research.

The third annual African Discovery Camp for Research-based Training summer school was held at SANUMARC from 2 May - 3 June 2016. This Regional Graduate Network in Oceanography (RGNO) course

attracted a varied group of participants from MSc/PhD students to technologists and early career scientists from several overseas countries. As usual, each participant carried out a research project based on either microbial and/or geochemical oceanography, with guidance and supervision from local and international scientists. This course was aimed at 'developing future research directions for a better understanding of the consequences of local and global environmental alterations for the functioning of the Benguela Current Upwelling Ecosystem'. Thus, the assortment of participants enabled interdisciplinary collaborative opportunities with each project. Samples were collected while on the Ministry of Fisheries and Marine Resources (MFMR) research vessel R/V *Mirabilis* during the One week "Floating University". These research findings were presented by each fellow to the scientific community during a research symposium, hosted at the MFMR's National Marine Information and Research Centre (NatMIRC) in Swakopmund on 1 June 2016. The symposium created an avenue for information sharing, as well as for local and international collaborations. The 1st Annual Research Conference was also launched in 2016, which attracted a lot of scientists from diverse specialisations. Our researchers and fourth-year students were supervised by the researchers and they had a chance to present their research.

Publications

litembu, J. & Richoux, N. (2016). Characterisation of the dietary relationships of two sympatric hake species, *Merluccius capensis* and *M. paradoxus*, in the northern Benguela region using fatty acid profiles. *African Journal of Marine Science* 36: 39–48.

litembu, J. A. (2016). An attempt at modelling the diets of two sympatric species of hake (*Merluccius capensis* and *Merluccius paradoxus*) off the coast of Namibia: isotope mixing model approach. *International Science and Technology Journal of Namibia* 7: 14–30.

Kirkman S.P., Blamey L., Lamont T., Field J.G., Bianchi G., Huggett J.A., Hutchings L., Jackson-Veitch J., Jarre A., Lett C., Lipinski M.R., Mafwila S.K., Pfaff M.C., Sammal T., Shannon L.J., Shin Y-N., van der Lingen C.D., and D. Yemane. (2016). Spatial characterization of the Benguela ecosystem for ecosystem-based management. *South African Journal of Marine Science*. DOI:10.2989/1814232X.2015.1125390.

Mukuvuri, I., Mafwila, S. K. & Chimuka, L. (2016). Measuring the recovery of the Northern Benguela Current Large Marine Ecosystem (BCLME): An application of the DPSIR framework. *Ocean and Coastal Management* 119: 227–233. Elsevier Ltd.

Omorieg E, Vellemu EC, Nashima FP, Mudumbi SB Liswaniso GM and Shimooshili K (2016). Assessment of copper levels along the Namibian marine coastline. *Journal of Environmental Chemistry and Ecotoxicology*.

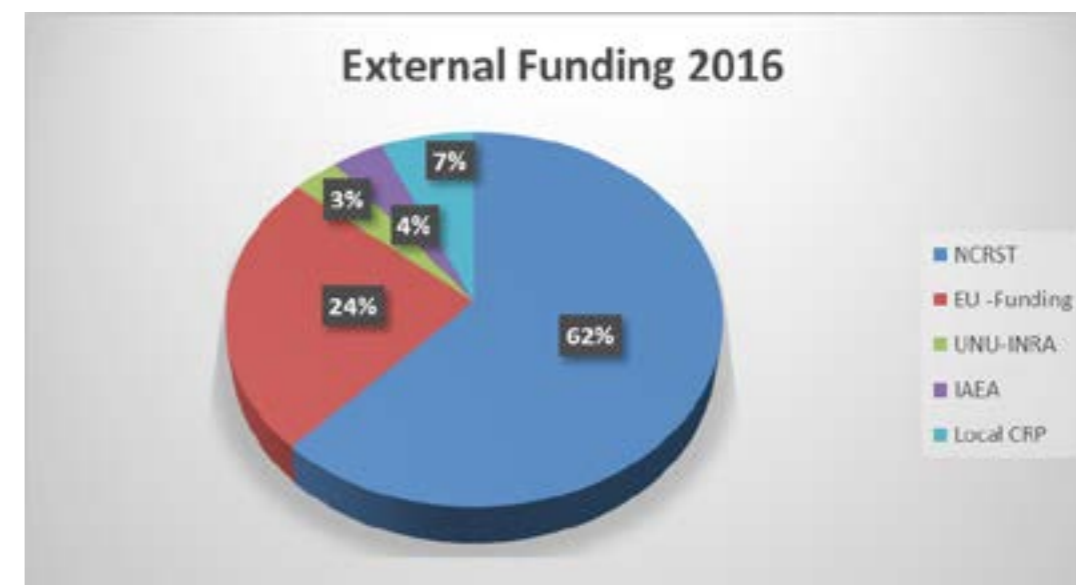
Omorieg E, Garises G, Liswaniso G and litembu J (2016). Effects of ocean acidification: The dissolution, strength, organic content and surface texture of Pacific oysters (*Crassostrea gigas*) shells under varying acidic levels). *International Science and Technology Journal of Namibia*.

Community Engagement

SANUMARC staff members have been involved in various community service projects and community engagements throughout the year. Their activities covered areas of our immediate community, the Town of Henties Bay, the Erongo Region, throughout the country and internationally through hosting RGNO. Activities ranged from career awareness to learners; the Swakopmund green fair showcasing our research solutions to the public; Henties Development Expo 2016; participation in various committees; mentorship programmes and offering our services where they were required.

Funding

External Research Grants



- The NCRST funded the Human Health Risk Assessment of Emerging Phycotoxins affecting the Namibian mariculture industry project to the value of N\$ 370 000 over two years.
- The International Atomic Energy Agency (IAEA) provided funding to 17 African countries to the tune of EUR 300 000 over four years for the RAF/7/015 Strengthening regional capacities for marine risk assessment using nuclear and related techniques project. MFMR is the project counterpart.
- Monitoring of Ocean Acidification along the Namibian Continental Shelf and its Impact on Namibian Oyster Culture Industry, an NCRST funded project, N\$ 400 000.
- Securefish Namibia - N\$250 000 over 2 years – NCRST, N\$ 400 000
- Mushroom research - N\$20 000.00 - UNU-INRA
- Potential for goat manure as a substrate for vegetable cultivations - N\$20 000.00 UNU-INRA
- Crops irrigation using seawater and freshwater - N\$15 000.00 UNU-INRA

Internal Research Grants (CRP)

- Determining the chemical composition (and pollutants) of seaweed along the Namibian coastline to determine their role as bio-accumulators (linked to RAF/7/015). – N\$ 20 000
- Characterisation of the changes in biochemical compositions of hake (*M. capensis* and *M. paradoxus*) and horse mackerel (*T. capensis*) with growth and reproduction – N\$ 90 000

*Office of the
Pro-Vice Chancellor: Academic Affairs (PVC: AA)*



Prof Osmund Mwandemele
Pro-Vice Chancellor:
Academic Affairs



Dr S Nyathi
Registrar



Prof E Maass
Director:
Academic Affairs

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Dr E Naomab
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Dr C Mberema
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Ogongo Campus



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Vafuva
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Overview of Key Activities

Professor Osmund D Mwandemele

Introduction

The Pro-Vice Chancellor: Academic Affairs (PVC: AA) serves as the Chief Academic Officer and assists the Vice Chancellor with the academic functions of the University and is thus tasked to develop and maintain a vision for the educational growth of the institution. The office oversees eight academic faculties headed by deans across 12 campuses nationwide and a number of centres of excellence including the University Library. In discharging guidance on institutional effectiveness planning, the Office is assisted in this and other tasks by a Director of Academic Affairs.

During the review period, the office continued to foster academic excellence by providing guidance and supervision to Faculty Deans, Directors of Academic Centres and to the University Librarian. Activities that remain central to quality teaching included the annual faculty reviews, staff development coordination, faculty teaching evaluations as well as ensuring that Faculties are well resourced in terms of human resources and ICT support.

The PVC: AA also supervises the Office of the Registrar. The Registrar's Office is responsible for admissions, examination, graduation, ensuring adherence to academic policies and procedures and also serves as Company Secretary to Council and the Senate of the University in terms of good governance practices. During the review period, UNAM recorded an all-time high student enrollment of 25, 267 while 4 001 students graduated from the eight Faculties of the University.

The University of Namibia is increasingly becoming a postgraduate institution and an institution of choice for many international research fellows. To this end, a total number of 1 239 students enrolled for postgraduate studies during the academic year (146 PhDs, 833 Masters and 260 postgraduate diploma/ postgraduate certificates).

As a public University, UNAM is expected to respond to the development agenda of the country. In that regard, the Office of the PVC:AA has an overview function to the development of academic programmes and curricula which have to be responsive to the socio-economic developmental needs of Namibia, the SADC region and Africa at large. In partnership with the Director of Centre for Quality Assurance, the Office spearheaded efforts to ensure that the University's academic programmes and curriculum are compliant with national regulations. This includes programme registration on the National Qualifications Framework as well as accreditation. A total of 194 qualifications were submitted to NQA for NQF registration and 173 qualifications were registered by December – translating to 89%. There is notable progress on the registration of qualifications on the NQF.

In addition, the following programmes were accorded accreditation status by the NCHE (some with conditions to be met): Bachelor of Economics Honours; Bachelor of Education (Pre- and Lower Primary Education) Honours; Bachelor of Science in Financial Mathematics Honours; Bachelor of Science in Geo-Information Science Honours; Bachelor of Science in Civil Engineering Honours; and the Bachelor of Pharmacy Honours.

Enrolment & Graduation |



The inevitable exponential growth of the student population in the last decade has brought about severe constraints on UNAM's physical infrastructure. This growth has provoked the University and the Office of the Registrar in particular to think out of the box in arresting the situation. Among others, 2016 saw a bold attempt by the University to resolve students' clogging and/or stagnation by introducing the Winter and Summer Terms. These two interventions are characterised by a condensed duration of teaching and learning while carrying the same hours and credit bearings as in full or regular semesters. The resounding success of their implementation saw a 79% pass rate that enabled the benefitting students to articulate to subsequent levels or to graduate.

In order to understand the real problems encountered by students in their university life, the Office of the Registrar also introduced the Registrar forums that were held across all campuses. These fora were designed in such a way that students directly engaged senior Management in the Registry on various issues ranging from frustrations encountered with Registration, Examinations and general throughput bottlenecks. Where possible, students' concerns were catalogued and reduced through self-improvement plans for mulling and implementation.

One notable milestone in the 2016 operations of the Registrar's Office was the transformation of the administration of meetings from Senate and its sub-committees. Due to the complexity in the geographical proximity of its satellite campuses and general impediments encountered by the University in terms of the presence of cash flow, the office re-positioned its approach to meetings management by taking advantage of the available ICT facilities. Voluminous agendas of meetings and inter-faculty rapport were changed into an electronic and digital status respectively.

Overall Student Enrolment

Student enrolment for the 2016 academic year stood at 25 267, an increase of approximately 20%, compared to last year. The number of full and part-time students increased to 20 312, an increase of approximately 19%, compared to last year. The university also enrolled a total of 4 955 students through the mode of distance teaching, an increase of 25.5% compared to 2015.

A total of 1 643 international students registered for full- and part-time studies, and another 309 through the mode of distance teaching. The total of 1 952 international students amounts to 8% of the overall student population. The international students for fulltime and part-time studies, hail from 42 countries, while the 309 students for distance teaching hail from 23 different countries.

Of the 20 312 full- and part-time students enrolled at UNAM, the majority, namely 12 820, are female, which amounts to 63% of the total full- and part-time students. A total of 3 332, namely 67% female students enrolled through the mode of distance teaching during the year under review.

The University registered a total of 13 473 students for Bachelor (Honours) Degree programmes, 180 for Bachelor Degrees, 4 914 students for Diplomas, 189 for Certificates, 311 for Non-degree purposes and bridging programmes, and 259 for Postgraduate Certificates and Diplomas. UNAM also registered a total of 846 students for Masters' Degree programmes, which was an increase of 21.6% compared to 2015. Of those students, 87 were international students. All 8 faculties registered PhD candidates - 115 of those students were Namibian and 25 were international students.

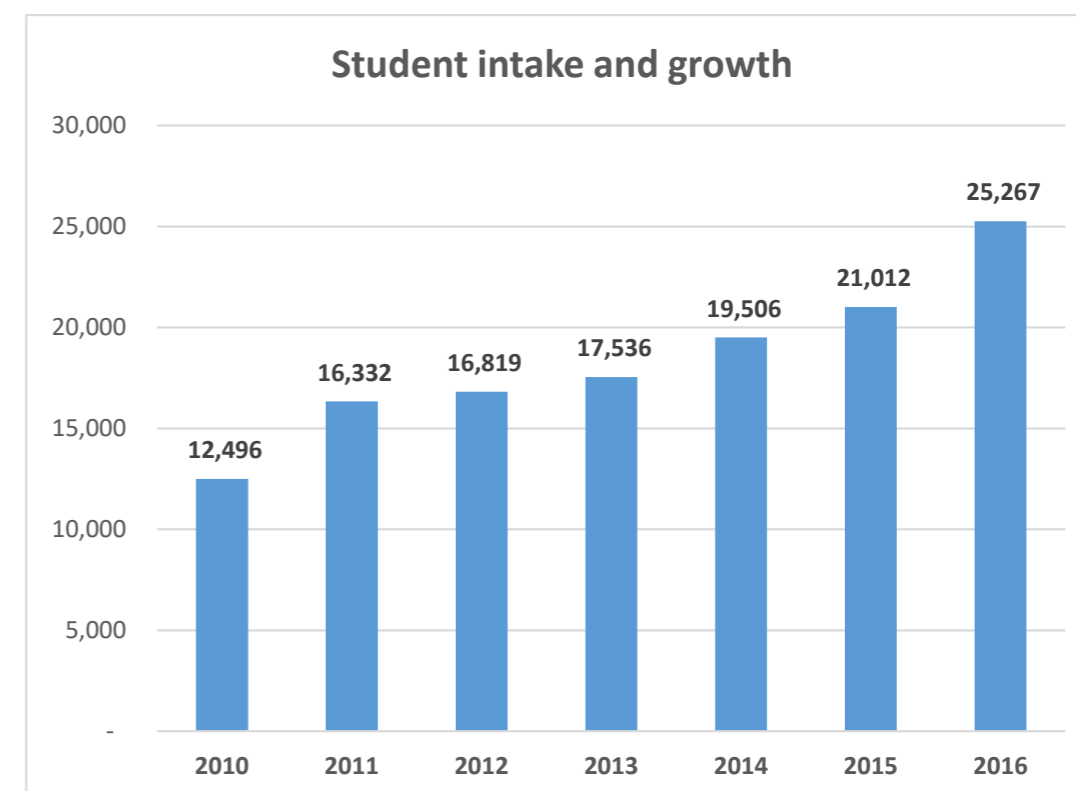


Table 3: Enrolment per Campus (Full- & Part-time)

Namibian/Non-Namibian	Campus Name	Female	Male	Grand Total	
Namibian	SAM NUJOMA CAMPUS	51	39	90	
	HIFIKEPUNYE POHAMBAMBA CAMPUS	1 634	599	2 233	
	KATIMA MULILO CAMPUS	565	498	1 063	
	KHOMASDAL CAMPUS	1 001	275	1 276	
	NEUDAMM CAMPUS	93	72	165	
	OGONGO CAMPUS	176	115	291	
	JOSE EDUARDO DOS SANTOS CAMPUS	48	162	210	
	OSHAKATI CAMPUS	471	135	606	
	RUNDU CAMPUS	923	816	1 739	
	HEALTH SCIENCES CAMPUS	401	150	551	
	SOUTHERN CAMPUS	462	99	561	
	WINDHOEK MAIN CAMPUS	6162	3 722	9 884	
Namibian Total		11 987	6 682	18 669	
Non-Namibian	SAM NUJOMA CAMPUS		2	2	
	HIFIKEPUNYE POHAMBAMBA CAMPUS	6	4	10	
	KATIMA MULILO CAMPUS	6	11	17	
	KHOMASDAL CAMPUS	9	5	14	
	NEUDAMM CAMPUS	7	9	16	
	OGONGO CAMPUS	1	3	4	
	JOSE EDUARDO DOS SANTOS CAMPUS	18	76	94	
	OSHAKATI CAMPUS	17	7	24	
	RUNDU CAMPUS	5	2	7	
	HEALTH SCIENCES CAMPUS	63	27	90	
	SOUTHERN CAMPUS	4	3	7	
	WINDHOEK MAIN CAMPUS	697	661	1 358	
Non-Namibian Total		833	810	1 643	
Overall	SAM NUJOMA CAMPUS	51	41	92	
	HIFIKEPUNYE POHAMBAMBA CAMPUS	1 640	603	2 243	
	KATIMA MULILO CAMPUS	571	509	1 080	
	KHOMASDAL CAMPUS	1 010	280	1 290	
	NEUDAMM CAMPUS	100	81	181	
	OGONGO CAMPUS	177	118	295	
	JOSE EDUARDO DOS SANTOS CAMPUS	66	238	304	
	OSHAKATI CAMPUS	488	142	630	
	RUNDU CAMPUS	928	818	1 746	
	HEALTH SCIENCES CAMPUS	464	177	641	
	SOUTHERN CAMPUS	466	102	568	
	WINDHOEK MAIN CAMPUS	6 859	4 383	11 242	
	Full- & Part-time Total		12 820	7 492	20 312
	Distance Students				
Namibian		3 244	1 535	4 779	
Non-Namibian		88	88	176	
Total Distance Students		3 332	1 623	4 955	
Grand Total		16 152	9 115	25 267	

Graduation

A total of 4 001 candidates graduated from UNAM during the academic year under review. This amounts to an increase of 29.7% compared to 2015. A total of 2 648 female and 1 353 male students graduated. It is also interesting to note that in terms of gender, 66% of the graduates were female.

A total of 263 Certificates, 938 Diplomas, 26 Bachelor degrees, 2501 Bachelor Honours degrees, 15 Postgraduate Certificates, 131 Postgraduate Diplomas, and 119 Masters degrees were conferred during the year under review. 8 Doctorate degrees were conferred with 5 female graduates and 3 male graduates – 1 within the Faculty of Agriculture and Natural Resources, 1 in the Faculty of Economic and Management Sciences, 1 in the Faculty of Engineering and Information Technology, 2 in the Faculty of Health Sciences (School of Nursing), 1 within the Faculty of Humanities and Social Sciences, and 2 within the Faculty of Science.

A total of 309 international students from 23 different countries graduated from UNAM. This amounts to a 5.5% increase compared to the previous year. Zambia had the most graduates namely 132, followed by Zimbabwe with 79, Angola with 23 and Botswana with 14.

Table 4: Graduates per Faculty/School

Faculty/School Name	Qualification Type	Female	Male	Grand Total
AGRICULTURE AND NATURAL RESOURCES	Diploma	51	40	91
	Bachelor Honours	49	22	71
	Masters	0	1	1
	Doctorate	0	1	1
AGRICULTURE AND NATURAL RESOURCES Total		100	64	164
ECONOMIC AND MANAGEMENT SCIENCES	Certificate	140	45	185
	Diploma	216	135	351
	Postgraduate Diploma	55	46	101
	Bachelors	13	6	19
	Bachelor Honours	273	181	454
	Masters	27	16	43
Doctorate	0	1	1	
ECONOMIC AND MANAGEMENT SCIENCES Total		724	430	1 154
EDUCATION	Diploma	84	33	117
	Bachelor Honours	695	317	1 012
	Masters	18	5	23
EDUCATION Total		797	355	1 152
ENGINEERING AND INFORMATION TECHNOLOGY	Bachelor Honours	16	48	64
	Doctorate	1	0	1
ENGINEERING AND INFORMATION TECHNOLOGY Total		17	48	65
HEALTH SCIENCES: SCHOOL OF MEDICINE	Bachelor's Degree	38	17	55
HEALTH SCIENCES: SCHOOL OF MEDICINE Total		38	17	55
HEALTH SCIENCES: SCHOOL OF PHARMACY	Diploma	12	10	22
	Bachelor Honours	23	10	33
HEALTH SCIENCES: SCHOOL OF PHARMACY Total		35	20	55
HEALTH SCIENCES: SCHOOL OF PUBLIC HEALTH	Masters	5	1	6
	Doctorate	1	1	2

Faculty/School Name	Qualification Type	Female	Male	Grand Total
HEALTH SCIENCES: SCHOOL OF PUBLIC HEALTH Total		6	2	8
	Postgraduate Certif.	12	3	15
	Diploma	38	16	54
	Postgraduate Diploma	14	4	18
	Bachelor Honours	132	23	155
	Masters	3	0	3
HEALTH SCIENCES: SCHOOL OF NURSING Total		199	46	245
	Certificate	57	21	78
	Diploma	150	67	169
	Postgraduate Diploma	4	1	5
	Bachelor Honours	238	73	311
	Masters	16	4	20
	Doctorate	1	0	1
HUMANITIES AND SOCIAL SCIENCES Total		466	166	632
	Diploma	27	16	43
	Bachelors	3	4	7
	Bachelor Honours	83	61	144
	Masters	1	0	1
LAW Total		114	81	195
SCIENCE: SCHOOL OF COMPUTING	Bachelor Honours	1	1	2
SCIENCE: SCHOOL OF COMPUTING Total		1	1	2
	Postgraduate Diploma	3	4	7
	Masters	1	1	2
SCIENCE: SCHOOL OF MILITARY SCIENCE Total		4	5	9
	Diploma	22	21	43
	Bachelor Honours	110	90	200
	Masters	13	7	20
	Doctorate	2	0	2
SCIENCE Total		147	118	265
Grand Total		2 648	1 353	4 001

Table 5: Graduates – International Students

Country name	Female	Male	Grand Total
AFGHANISTAN	0	1	1
ANGOLA	6	17	23
ARGENTINA	0	1	1
BOTSWANA	11	3	14
CONGO	4	1	5
DEMOCRATIC REPUBLIC OF THE CONGO	4	6	10
GERMANY	1	0	1
INDIA	1	1	2
KENYA	2	1	3
KOREA, REPUBLIC (SOUTH)	1	0	1
LESOTHO	4	1	5
MALAWI	3	3	6
NIGERIA	1	4	5
PAKISTAN	0	2	2
RWANDA	0	1	1
SIERRA LEONE	0	1	1
SOUTH AFRICA	6	4	10
SWAZILAND	1	0	1
TANZANIA	2	1	3
UGANDA	2	0	2
UNITED KINGDOM	0	1	1
ZAMBIA	72	60	132
ZIMBABWE	49	30	79
Grand Total	170	139	309



Campuses

Windhoek Main Campus
Eng. José Eduardo dos Santos Campus
Health Sciences Campus
Hifikepunye Pohamba Campus
Katima Mulilo Campus
Komasdal Campus
Neudamm Campus
Ogongo Campus
Oshakati Campus
Rundu Campus
Sam Nujoma Campus
Southern Campus

Windhoek Main Campus



Faculty of Education

Dean:
Dr Charmaine Villet



Introduction

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem solving, and creative chaos. The connections made by good teachers are held not in their methods but in their hearts—meaning *hearts* in its ancient sense, as the place where intellect and emotions and spirit and will converge in the human self. (*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, by Parker J. Palmer, p. 11).

The year under review was the year in which the Faculty implemented the Diploma in Junior Primary Education (In-Service), also known as DJPE/INSET. This was done in collaboration with the Centre for Continuing Professional Development, Teaching and Learning Improvement (CPDTLI). Nine hundred and sixty (960) in-service teachers in Pre- and Lower Primary Education from across all the corners of Namibian schools flocked to five UNAM campuses to enroll. The enthusiasm for the programme was palpable across the campuses. As one teacher commented: "I never thought in my lifetime that I will be a student at a university, let alone at UNAM". This was a stark reminder of the Freedom Charter promise which states that the *Doors of Learning Shall be Open*. The enthusiasm for this programme was underscored by both Ministers of Education in their speeches at the launch of the programme

at the Khomasdal Campus in Windhoek, April 2016. The programme is fully funded by the Ministry of Education, Arts and Culture.

The Faculty of Education (FoE) was involved in a variety of projects sponsored by the American Cultural Centre, the US Embassy in Windhoek and funded by the US Department of State. In April 2016, the FoE was awarded a grant sponsored through the United States English Language Fellow programme for the innovative teaching of English. The public-private partnership provided funds, and with those funds the FoE sponsored three workshops for lecturers and staff development fellows to use narrative as the foundational curriculum for the DJPE INSET. The aim of these workshops was to strengthen and practice the variety and complexity of English language skills, from usage and conventions of writing, to analysis and organisation of speaking and listening. Ann Cocks, the Writing Programme Manager, Schuler Scholar Programme, and Jan Weiss, Fulbright alumna and assistant professor from Pacific Lutheran University, facilitated these workshops.

After having a proposal accepted by the United States Fulbright Speaker Committee, FoE hosted Ms. Jahana Hayes, the U.S. Teacher of the Year, an award that represents the teaching profession's highest honour in the USA. She spoke to teachers and administrators, and addressed the EDUCON conference.

The King and Queen of the Uukwambi Traditional Authority, His Royal Highness Herman Nallimani Ilpumbu and his wife Queen Lydia Ilpumbu in the Elim Constituency, Omusati Region, hosted the EDUCON conference participants at their palace for a sumptuous evening dinner of traditional food and drinks.

The Faculty took a very active role in the writing of the NDP5 country plan, contributing in particular to the challenges and strategies in the Higher Education landscape. In an effort to ensure that the NDP5 strategies speak to the global Sustainable Development Goals (in particular *SDG4 – Ensure inclusive equitable quality education and promote lifelong learning opportunities for all*), the Faculty participated in the Namibia National Consultation on SDG4 to ensure better coordination in the delivery of the targets for good quality education, not only nationally but also internationally. To this end, the Faculty was invited to speak at the African Deans of Education Forum (ADEF) in Ethiopia. This led to an invitation to join the International Teachers' Taskforce (ITF), hosted in UNESCO Paris. The Dean facilitated a working group at the ITF Policy Dialogue Forum in Cambodia where she was elected co-chair with Norway to support the ITF Secretariat in the implementation of their global teachers' initiatives. This position will be held by Namibia for the next two years and this is an honour for the country and UNAM to represent the teaching profession at such a level.

The Faculty also collaborated with the Commonwealth of Learning (COL) by serving as an evaluator for the Awards for Distance Learning Experience in a Degree Granting Programme. The candidates for the awards come from across the African continent to present their distance education projects. They are awarded a cash prize by COL to continue the good work in their countries.

World renowned Distance and Digital Learning expert, Prof. Bob Moon of the Open University in the UK visited the Faculty during June 2016. At a workshop hosted by the Khomasdal Campus, he assisted Faculty and CODEL staff members to conceptualize digital learning and to create a template for developing e-learning materials. This was a very constructive and productive workshop which led to the use of the template for developing materials for the DJPE (INSET).

The excellent work the Faculty staff members did on the first phase of the Chinese-Funds-In-Trust project (2014-2015), has led to the awarding of funding for a second phase of this project starting in 2017-2018. The second phase will provide further support for the development and implementation of innovative

teaching/learning approaches in the Junior Primary classroom, using ICTs for delivery and assessment. This will enhance the work the Faculty is already doing in the upgrading of un- and under qualified teachers nationally.

Academic Activities

The Faculty hosted two vacation schools for the in-service teachers in the DJPE/InSet during May and October 2016. Students attended classes in the foundations of junior primary education, the science of teaching learners at primary school level, how to integrate media and technology in their own learning and teaching, and upgrading their own English and mother-tongue language proficiencies.

Lecturers in the junior primary phase worked tirelessly on the development of materials for the Inset programme. They received training in the use of a digital template that allowed them to record their lectures and they embed it in their Inset materials. The template allows for uploading of videos, e-portfolios and digital assessment of students' assignments. This is a very innovative, interactive and forward-looking approach in delivering distance and open education.

During the second vacation school in October, Inset students received toolkits containing teaching and learning materials for effective lesson presentation in the primary school classroom. Students were very excited to go back to their classrooms to use and implement their newfound knowledge and strategies to improve learning outcomes in their own classes.

In October 2016, the FoE in collaboration with the CPDTLI and the MoEAC, appointed cluster-based mentors who will support the studies of the Inset teachers. These mentors (80) were invited to a workshop where they learned about the concept of mentoring adults, Change Theory, the Teacher Education curriculum in Early Childhood and Lower Primary Education, and the roles and responsibilities expected from them as the extended eyes and ears of the Faculty in the field. These mentors will work in close collaboration with the lecturers at all campuses, as well as the newly appointed Assistant Lecturers/Staff Development Fellows at the satellite campuses.

The Department of the Faculty at Khomasdal Campus received a grant from B2 Gold Mine to train their students in story writing in both English and the local languages offered at that campus. The winning stories were in English, Khoekhoegowab and Otjiherero. Students received cash prizes for winning stories and the intention is to have these stories published and available as teaching resources in our primary schools.

A lecturer in the Upper Primary Natural Sciences programme was sent to Japan for capacity building for a month. This collaboration was made possible through the JICA and the Ministry of Education, Arts and Culture (MoEAC) bilateral agreements.

Students from Rundu and Khomasdal Campuses visited different primary schools in Windhoek to experience and compare the different Early Childhood education philosophies that drive the teaching and learning approaches at these schools, i.e. Montessori, Waldorf and the Windhoek International School. Students from the Windhoek Main Campus also visited various after-school programmes for young children, schools with children who have special needs and various centres taking care of children and young adults with psycho-social needs. The aim was to expose the students to the educational needs in our communities and to encourage them to offer their volunteer services to these projects.

FoE staff continued to be involved in the supervision of post-graduate students both in and outside

of the Faculty. These staff members also actively contributed to external and internal moderation of examination papers and theses nationally and internationally.

Five staff members participated in an on-line course with Duesto University in Spain. The course was offered in collaboration with the European Union and the African Union and it was aimed at understanding and carrying out Outcomes Based Learning in Higher Education. Course participants received a certificate of completion.

The Faculty was also invited by the Commonwealth of Learning to participate in a course aimed at building capacity for teacher educators in the integration of ICTs. The course was held in Singapore and it was also sponsored by the Singapore government. School visits in Singapore revealed why this Asian giant has been able to develop their country to the level that it has. Innovative teaching and learning practices abound, and the fundamental role that ICTs play in the teaching and learning approaches are very evident. The issue of cyber-wellness is taught to children from as young as 5 years old.

Research Activities

The FoE has been involved with a number of joint research activities. The China-Funds-In-Trust/CFIT project is carried out in collaboration with the Chinese Government, UNESCO, the MoEAC, NUST and UNAM/FoE. Phase I of the project, sponsored to the tune of 8 million Namibian dollars came to an end in 2015. However, the FoE participated in a joint project development for a second phase of the project with UNESCO and MoEAC. Funding for a second phase was secured to the tune of US\$215 000.00. This will be used to embed the work done in the first phase and to monitor its impact on teaching and learning. The funds for the project are administered by UNESCO and they are earmarked for all the project activities shared by FoE/UNAM, NUST and MoEAC.

Some members of the FoE staff were involved in a joint research project on Ecologies of Metacognitive Pedagogies. This is a cross-epistemological case study of inclusive and mathematics education within indigenous knowledge systems. The Faculty also secured funding to undertake research in the area of Namibian Boys' underachievement in formal education.

The Education Conference at the Hifikepunye Pohamba Campus focused on the theme of Gender-Based Violence (GBV) and its impact on children's learning. The topic was very timely in light of the high incidence of gender-based violence and child abuse in Namibia. Keynote speakers from Namibia, Zambia, USA and South Africa enlightened participants on the issues of GBV and the impacts on teaching and learning. Speakers suggested various strategies to mitigate violence on young people's academic success.

The following is a list of the FoE research activities and publications in 2016:

Auala, R.K., Amukugo, E. and Mushaandja, J. (2016) Managing Change Revised Module for Advanced Diploma in Educational Leadership and Management, CODEL, University of Namibia.

Amukugo, E. M. & Mufune, P. (Eds.) (2016). *Democracy and Education in Namibia and Beyond: A Critical Appraisal*. Windhoek: UNAM Press.

Awe, G. A. and Kasanda, C. D. (2016). The perceptions and practice of learner centred teaching in Namibia: the case of Physical science teachers in the Omusati education region. *Namibia CPD journal for educators*, 3(1/2016), 30 – 45.

Biraimah, K., Auala, R.K., and Jotia, A. (2016) Educating the Marginalized in the Post-Colonial Era: A Comparative Study of the Socio-Economic and Political Histories of Namibia and Botswana and their Impact on Access to Quality Education, University of Central Florida, United States of America.

Chitiyo M, Hughes E M., Haihambo CK, Taukeni SG., Montgomery Km, Chitiyo G, (2016). An Assessment of Special Education Professional Development Needs in Namibia. In -Disability-Society. ISSN 1734-5537 DOI: 10.5604/17345537.1229115 Available online at: <http://www.cnsonline.pl/>

Danbolt, A. M., Mostert, M. L., Luangala, J., & Banda, D. (2016). Relevance, quality and outcomes of a transnational cooperation in education amongst three tertiary institutions. A paper presented at the SANORD Conference in Uppsala, September 7-9, 2016.

Gisela Siririka, Cornelia Shaimemanya and Jairo Kangira (2016). An Intervention Programme for Multigrade Teachers in Kunene Region, Namibia, Paper Presented at the 4th Continuous Professional Development Annual Conference 1st to 2nd June 2016 at Eenhana. (To be published in CPD Journal).

Haihambo C. K. (2016). Disability Inclusion in Higher Education: Controversies between Students and Staff in Higher Education: The Case of the Disability Unit of the University of Namibia. *Disability Catalyst Africa*.

Hamunyela, M. & Nekongo-Nielsen, H. (2016) Education for Older Adults in Namibia. In (Eds) Findsen, B. & Formosa, M. *International Perspectives on Older Adult Education: Research, Policies and Practice*. 273 – 283. London: Springer Publishers.

Kaereho, C Shalyefu, R & Kanyimba, A. 2016. The perceptions of the beneficiaries of the adult education programmes towards livelihood improvement in selected Informal Settlements of Windhoek. *Creative Education*, 7, 2532-2546.

Kamerika, R. (2016). The Challenges of Managing ICT Utilization and Innovation in African Higher Education. *American Journal of Educational Research and Reflection*, 1, A13-A29.

Kanyimba, A.T (2016) *Context of Education for Sustainable Development in Southern Africa*. 3-10. Windhoek: NEEN, ISBN, 978-99945-60-04-2.

Kanyimba, A. T.(Ed) (2016) Education for Sustainable Development in Southern Africa. 3-226. Windhoek: NEEN, ISBN, 978-99945-60-04-2.

Kanyimba, A.T & Shalyefu, R. K. & Nyathi F.S (2016). Mainstreaming System Thinking and Transformative Learning in Education for Sustainable Development in the Namibian Higher Education Sector. In (Ed) Kanyimba, A.T. *Education for Sustainable Development in Southern Africa*: 172-184. Windhoek: NEEN, ISBN, 978-99945-60-04-2

Kanyimba, A.T. & Raath, S.P. (2016). 'Evaluating an environmental learning programme in developing understanding of environmental education concepts amongst selected in-service primary school teachers in South Africa', in M.A. Mokoena & I.J. Oosthuizen (eds.), *A scholarly contribution to educational praxis*, pp. 157-182, AOSIS, Cape Town. <http://dx.doi.org/10.4102/aosis.2016.saep12.06>

Mashebe, P; Jordan, A; Zulu, A & Kanyimba, A.T. (2016) The Impact of Flooding on the Livelihood of People Living in the Luhonono Area in the Zambezi Region, Namibia. *British Journal of Environmental Sciences*, 2 (2) 1-9. (www.eajournals.org)

Moon, B. & Villet, C. B. (2016). Digital Learning: Reforming Teacher Education to Promote Access, Equity and Quality in Sub-Saharan Africa. Commonwealth of Learning. <http://creativecommons.org/licenses/by-sa/4.0>.

Mutliffa, S. I.T., & Kapenda, H. M. (2016). Investigating the Effectiveness of Learner-Centred Approach in Learning Acids and Bases at one Selected Secondary School in Ohangwena Region, Namibia. Paper presented at the 5th Annual EDUCON conference, held in Ongwediva 22-24 August 2016.

Nghipandulwa, L. L., Kapenda, H. M., and Kasanda, C. D. (2016). Secondary school teachers' perceptions of practical work in Biology in the Oshana education region, Namibia *Journal for Studies in Humanities and Social Science* (in press).

Nuuyoma, E., Zimba, R. F. and Hengari, J. U. (In press). Challenges faced by English teachers in integrating ICT in the teaching of reading and writing in selected rural and urban primary schools in Namibia. *NERA Journal*.

Pleeters, L., & Kapenda H. M. (2016). Lecturers' perceptions on the effectiveness of In-service training programs at the public sector organisation in Namibia. *Multidisciplinary Journal of Educational Research* (In press).

Shaimemanya, C. N. (2016). Transforming Education through Teacher Empowerment in Namibia: Possibilities and Challenges (Book Chapter published by Springer).

Shaimemanya, C.N.S. (2016). Exploring the Relationship between Teacher attributes and Teachers Affective Domain for Improved Teaching of Desertification for a Sustainable Future in Namibia, a Book Chapter published in *Education for Sustainable Development in Southern Africa Book*, a Namibia Environmental Education Network (NEEN) publication 2016.

Shaketange, L & Kanyimba, A (2016). The kinds of knowledge Assessed through Mature Age Entry Admission Tests in Namibia Institutions of Higher Learning: Case Study of the University of Namibia and the Polytechnic of Namibia. *International Journal of Higher Education Vol 5, no.4*. Doi: 10.5430/ijhe.v5n4p63: www.sciedupress.com/ijhe

Shapaka, H., Zimba, R. F. and Hengari, J. U. (In press). Factors Hampering grade 5 learners' reading with comprehension in English Second Language in Oshana Region of Namibia, *NERA Journal*

Shikukumwa, A.T; Kanyimba, A.T & Shalyefu, R.K. (2016). Entrepreneurs' views on the Effectiveness of the Adult Skills Development for Self-employment in the National Literacy Programme of Namibia. *Open Journal for Social Sciences*, 4, 203-212.

Van Wyk, J., & Mostert, M. L. (2016). The influence of gender and mother tongue on the acquisition of English (L2). The case of Afrikaans in Windhoek schools, Namibia. *Cogent Education*, 3(1) open access <http://dx.doi.org/10.1080/2331186X.2016.1210997>.

Vollbrecht, H.W; Kaapehl, C.M; Johannes, M.N; Kanyimba, .AT & Bird, T.L (2016). A proposed model for education for sustainable development to achieve Global Action Programme (GAP) Priorities in Namibia. In (Ed) Kanyimba, A.T. *Education for Sustainable Development in Southern Africa*. 135-150. Windhoek: NEEN, ISBN 978-99945-60-04-2.

There is a need to continuously improve governance and leadership in Higher Education.



Faculty of Economic & Management Sciences

Dean:
Dr Jacob Nyambe



Introduction

The Faculty of Economic and Management Sciences (FEMS), works in support of the broader mission of the University of Namibia. The Faculty operates in response to national development needs, which it seeks to do by continuing to offer various academic programmes including undergraduate certificates, diplomas, degrees and post graduate diplomas, masters, DBA and PhD programmes.

The Faculty under the leadership of Dr Jacob M. Nyambe, as the Dean and Mr Job S. Amupanda, as the 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 C Gamses, Dr. T. Kaulihowa, Ms F. Kandjeo, Mr P. Kaapama, and Ms Y. Yon, Assistant Director respectively.

Academic Activities

Departments that fall under FEMS worked hard to maintain student numbers, based on intake and graduating ones to ensure that the Faculty remains the 2nd biggest one in the entire university. While there are PhD programmes in the Departments of Political and Administrative Studies, and the DBA programme at NBS, a new PhD in Economics is in the pipeline scheduled to take the first candidates during 2017.

The Department of Accounting, Auditing and Income Tax continued to implement the provisions of the MoU with the North West University, Republic of South Africa. Through the Faculty leadership, the department is exploring ways to offer the CTA at UNAM, other than sending our graduates to South Africa. The department continues to retain a reasonable number of foreign academic staff though. The Department continued with the annual National Accounting Talent Search (NATS) examination, whose aim is to enhance awareness of accounting as a profession and to identify potential high school learners who have interest in accounting for a Auditing career. Ernst & Young was the main sponsor of NATS, while the Institute of Chartered Accountants of Namibia was the co-sponsor.

The Department of Political and Administrative Studies had an important seminar with visiting guests from Harvard University in the USA. The department continued to work towards consolidating the offering of its conventional programmes such as the Bachelor of Public Management Honours, Masters in Public Administration and PhD in the same area, and also the Masters and PhD in Political Studies. The Post Graduate Diploma in Security and Strategic Studies (PGDSSS) and the associated masters were shifted to the Faculty of Science under the School of Military Science.

The Department of Management Science continued discussions with stakeholders on establishing incubators. The department continued nurturing other departments situated at the Rundu and Keetmanshoop campuses to be able to contribute to the university role in delivering high quality business education throughout Namibia. Besides offering the BBA at the Windhoek Main Campus, the department now offers the Bachelor of Business Administration programme (BBA) at these two campuses.

The Department of Economics organised a Public Lecture by Prof Stiglitz. The theme was 'Rebuilding an Economy: Challenges and Lessons for Namibia'. A group of MSc in Economics students went to Nairobi, Kenya to undertake elective modules at the Joint Facility for Electives. This is an annual event as per the joint agreement between the University of Namibia and the African Economic Research Consortium whose Secretariat is based in Nairobi. The Department has a well trained cadre of 15 full-time academics at various levels. On offer are the following qualifications: the Bachelor of Economics Honours, and the MSc in Economics (a collaborative degree with electives taken at the Joint Facility for Electives in Nairobi, Kenya) under the African Economic Research Consortium. The department is in the process of offering a research-based PhD in Economics on a demand basis.

The Namibia Business School (NBS) remains a pipeline member school of the Association of African Business Schools (AABS), pending the fulfilment of full criteria for full membership status. The School continued to be a member of the Association to Advance Collegiate Schools of Business (AACSB) International as well as the European Foundation for Management Development (EFMD). The School is also a strategic partner of Team Namibia, and an associate member of the Namibia Chamber of Commerce and Industry (NCCI) and the Namibia Manufacturers Association (NMA). NBS continued its collaboration with the Goethe University Frankfurt – the Faculty of Economics and Business Administration, the Frankfurt School of Finance & Management, the International Graduate Centre (IGC) at Bremen University of Applied Sciences, the Ingolstadt University of Applied Sciences as well as the Bielefeld University of Applied Sciences. NBS is also in collaboration with the University of Botswana - Graduate School of Business in an initiative of The Kalahari Dialogue, and a member of SADCnet – a network of Business Schools within Southern Africa. Closer to home, NBS works in close collaboration with the Harold Pupkewitz Graduate School of Business at the Namibia University of Science and Technology.

Research and Publications

Maimbika, S and Mumangeni, J. (2016). Analyzing the effects of financial liberalization on Zambia's economic growth: An Interest rate and capital perspective, *International Review of Research in Emerging Markets and the Global Economy*. An online international Journal , 2016 Vol: 2 Issue , ISSN2311-3200.

Sheefeni, J.P.S. and Kaulhowa, T. (2016) "Examining the Relationship between Term Structure of Interest Rates and Economic Activity in Namibia", *International Journal of Economics and Financial Research*, 2(9), 161-168.

Sheefeni, J.P.S. (2016) "The Effects of Interest Rate Spread on Non-performing Loans in Namibia", *European Journal of Business, Economics and Accountancy*, 4(5), 31-40.

Sheefeni, J.P.S. and Nyambe, J.M. (2016) "Macroeconomic Determinants of Commercial Banks' Liquidity in Namibia", *European Journal of Business, Economics and Accountancy*, 4(5), 19-30.

Dembo, J. S. & Nyambe, J. M. (2016). Investigating the determinants of foreign direct investment in Namibia. *European Journal of Business, Economics and Accountancy* 4(5). 93-104. <http://www.idpublications.org/ejbea-vol-4-no-5-2016/>.

Simon, R. and Sheefeni, J.P.S. (2016) "Investigating the Causal Relationship between Primary Commodities Exports and Economic Growth in Namibia", *International Review of Research in Emerging Markets and the Global Economy*, 2(2), 797-807.

Sheefeni, J.P.S. (2016) "Testing the Weak Form Efficiency of the Namibian Stock Market", *Journal of Emerging Issues in Economics, Finance and Banking*, 5(1), 1832-1842.

Saushini, E. M. and Sheefeni, J.P.S. (2016) "An Analysis of the Banking Sector Interest Rate Spread in Namibia", *Journal of Emerging Issues in Economics, Finance and Banking*, 5(1), 1802-1815.

Job, S.A. (2016) "Altruism or economic expediency? A descriptive account of Namibia's 1998 involvement in the DRC conflict" (*Strategic review for Southern Africa*, Vol 38, No 2).

Pack, L.I., Bangamwago, F.X, Benedict, O.H. (2016). Use of Diplomatic Protection to Prosecute Perpetrators of Xenophobic Attacks in South Africa. *J A Social Science Humanities*, 2016, 2(6): 16-23.

The Windhoek Main Campus provides a tranquil study environment.



Faculty of Humanities & Social Sciences

Dean:
Prof Jairos Kangira



Introduction

The Faculty of Humanities and Social Sciences is home to seven academically vibrant departments namely, Geography, History and Environmental Studies; Human Sciences; Information and Communication Studies; Language and Literature Studies; Social Work; Sociology; and Visual and Performing Arts. Despite the economic downturn experienced nationally in the second half of the year under review, the Faculty managed to record considerable milestones in academic activities, research and community service, thereby justifying its existence as an academic entity within the university.

Academic Activities

A committed cadre of academic staff discharged their teaching obligations in the various undergraduate programmes offered in the Faculty. Where there was a shortage of human resources, Departments complemented this with the assistance of part-time lecturers. The postgraduate output was satisfactory at Master's level and very impressive at Doctoral level. The Faculty graduated four Doctoral candidates.

The Department of Sociology and colleagues from Oshakati Campus were instrumental in the design and finalization of a new Masters of Arts in Development Studies programme. This programme was approved by Senate and will be launched in July 2017 at the Oshakati Campus.

The BSc Geo-Information Science programme received conditional accreditation by the Namibia Council of Higher Education (NCHE). The Department of Geography, History and Environmental Sciences was able to submit the first draft of the Self-Improvement Plan (SIP) to CEQUAM later in the year to ensure that all the issues raised are attended to. The Masters of Arts in English Studies also underwent a NCHE accreditation procedure and the preliminary report of this exercise was positive.

The promotion of seven members of the Faculty during the year under review is a testimony to the dedication and hard work of our staff members. The Department of Language and Literature Studies topped the list of promotions with two having been promoted to Associate Professor grade and three to Senior Lecturer grade, while the Departments of Information and Communication Studies and Human Sciences each had one Senior Lecturer graded. These promotions are a result of hard work and serve as inspirations to other colleagues.

Research and Publications

Academic staff produced 60 research publications. The publications covered various topics of interest some of which are: community-based care of older people in Namibia; palliative care; alcohol and drug testing policy in the workplace; the Church in Namibia; job embeddedness and turnover intention; relation between psychological empowerment and turnover intention; personal judgments and psychologically abusive behavior; primary school teachers in Namibia; engagement of secondary schools in Namibia; the Bible and violence in Africa; effects of migration on families and children in Namibia; terrorism, policy and conflict management in Africa; mediatization of local culture and Namibian youth receptions of media power; gender-based violence and masculinity in Namibia; language literature; unemployment in Namibia; land relations and property rights; decolonial praxis; social production of ignorance; animism, coloniality and humanism; unemployment, social support and the violence of individualistic ontologies; theory, knowledge, development and politics; and arts and culture.

Related to the above, the release of the ninth and tenth issues of the *Journal for Studies in Humanities and Social Sciences* (ISSN 2026-7215) in June and December 2016 respectively, illustrated the Faculty's commitment to the promotion of a research culture among its members. The volume of articles the Faculty received from international scholars proved that the Faculty Journal has made an indelible print on the international scene.

Community Engagement

Members of the Faculty served as external examiners in their areas of specialisations. Many served as members of different committees at UNAM, governmental and non-governmental organisations (e.g. National Committee for Spatial Data under the Namibia Statistics, Rotary International Club and National Climate Change). Others used their expertise as trustees, chairpersons of boards in industry and commerce, and organisers of awareness campaigns, for example, gender-based violence prevention, national cancer prevention and flood disaster management.

The Faculty runs UNAM Radio and the UNAM *Echo* newsletter through the Department of Information and Communication studies. These two initiatives continue to provide invaluable opportunities for students to act in a variety of roles, including being presenters, producers, music compilers, news reporters, editors and graphic designers. The net result is that a great number of students that have gone through these media are currently employed by news organisations, PR, advertising and information agencies across the country.

Faculty of Law

Dean:
Prof John Baloro



Introduction

The Faculty of Law consists of three departments, namely: Commercial Law; Public Law and Jurisprudence; as well as 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, whose mandate and operations will be briefly outlined hereunder.

During the year under review, a number of positive developments took place. The Faculty continued to build its capacity through staff development and attracted highly qualified staff. Dr. T. Warikandwa was recruited to join the Faculty as a senior lecturer. He holds an LLB

degree from the Nelson Mandela School of Law at the University of Fort Hare in the Republic of South Africa. His arrival raised the number of Faculty of Law staff who are qualified to supervise postgraduate students to eight.

The Faculty also completed the preparation of the Self Improvement Plan (SIP) of the LLB degree which underwent an accreditation process by the National Council for Higher Education (NCHE) and received a conditional accreditation. Two of the Faculty's qualifications, namely the Diploma in Arbitration and Dispute Resolution and the Diploma in Paralegal Studies underwent a process of accreditation by an NCHE panel. The outcome of this process is still awaited.

Academic Activities:

During the year under review, the University appointed HOD's for postgraduate studies in the various faculties to promote the development of postgraduate studies and consequently promote research. The Faculty registered 19 postgraduate students, including LLM and PhD students. This is the highest number of postgraduate students ever registered by the Faculty of Law in its history. In addition, the Faculty developed postgraduate degree programmes to be offered by course work for Masters of Laws in Trade Law and the Masters of Laws in Extractive Natural Resources.

The Justice Training Centre (JTC)

The broad mandate of the JTC is to offer professional and practical legal training to candidate legal practitioners who hold the LLB degree from the University of Namibia or an equivalent law qualification from another jurisdiction. The Centre carries out this mandate under the provisions of the Legal Practitioners Act, 1995 as amended. The JTC is controlled and supervised by the Board of Legal Education which is chaired by the honourable Chief Justice of the Republic of Namibia. During the year under review, the Board continued to discuss at various retreats its re-structuring of programmes with respect to the management of the JTC, its professional courses and the programme of attachment of candidate legal practitioners and importantly its sources of funding. This reform project is likely to continue for some time into the future.

Research and Publications

Faculty staff members were actively engaged in important academic activities such as the attendance and presentation of research papers at national, regional and international conferences. The Faculty also organised an international conference with the theme, "Africa and the International Criminal Court (ICC)" during July 2016. The conference was well attended and turned out to be a resounding success. The research papers presented at this conference will be published in a special issue of the Namibian Law Journal. In addition, the Faculty's Human Rights Documentation Centre (HRDC), in collaboration with the Embassy of Finland, successfully organised a conference under the theme "Women's rights and the role of women in poverty eradication". This conference was attended by participants from Namibia, the region and other countries beyond the SADC region. Several research papers were presented at the conference, and some of them were selected and peer reviewed for publication in a book of conference proceedings which is due to be launched in April, 2017 by her Excellency, Ms. Anne Solaranta, the Ambassador of the Republic of Finland to the Republic of Namibia. Earlier in the year, the HRDC also organised an international conference to mark the completion of the customary law ascertainment project of the Council of traditional leaders. This conference was funded by the Konrad Adenauer Foundation in Windhoek. Some of the publications of staff members in the faculty are as follows:

Peer-Reviewed Publications

DP Zongwe, Decentralize and Rule: The Tortuous Journey of Decentralization in the Democratic Republic of the Congo, 8 NAMIBIA LAW JOURNAL (2016).

DP Zongwe, The Articulation of an African Philosophy of Equality as Legacy of the South African Constitution, 31 SOUTHERN AFRICAN PUBLIC LAW (2016).

DP Zongwe, Taking the Gun into the Law's Hands: Observations in Respect of the Arms and Ammunition Act 7 of 1996 (with Bernhard Tjatjara), 3 UNIVERSITY OF NAMIBIA LAW REVIEW 185 (2016).

Aimite Jorge, (2016) "Historical Synopsis of the Change of Position Doctrine in Southern Africa, American and Continental European Law", pp 61-72, in The Asian Conference on Politics, Economics and Law - Official Conference Proceedings, 13-15 October 2016, Kobe, Japan, ISSN 2188-2736.

Mnubi-Mchombu, Chiku, and Mchombu, Kingo , " Achievement of Digital literacy in a country: the role of African public libraries", SCECSAL XXII, MBABANE, Swaziland Library and Information Association, 2016, 21-26.

Community Engagement

Faculty members provided various services to the local communities, such as the rendering of free legal service through the Legal Aid Clinic, and through serving the university community on various committees such as the University Disciplinary Committees which are set up from time to time by the Department of Human Resources. In this regard, colleagues in the Faculty spent many hours in disciplinary hearings throughout the various UNAM campuses where they render valuable service as legal advisors on the disciplinary panels. Colleagues also continued to offer their knowledge, expertise and insight to the wider Namibian community through various national bodies tasked with law reform and policy formulation. Some staff members served as external examiners for both undergraduate and postgraduate students in Law Faculties from neighbouring countries in the SADC region. This is a positive reflection on the high regard in which both the Faculty of Law in particular and the University of Namibia is held.

Conclusion

The Faculty of Law continued to deliver on its mandate to offer high quality legal education to the people of Namibia and those of the neighbouring jurisdictions. The Faculty also strived to achieve the highest standards of excellence. This is evident from the high calibre of graduates that the Faculty produced to serve both the public and private sectors in not only Namibia, but also the neighbouring countries. Many of the graduates won various scholarships to pursue postgraduate degree programmes from leading law Schools in various parts of the world. This bodes well for the Faculty, the University of Namibia and the people of the Republic of Namibia in their entirety.

Studying can be fun!



Faculty of Science

Dean:
Associate Prof Frednard Gideon



Dr K Mufeti
Associate Dean: School of Computing



Dr V Mwange
Associate Dean: School of Military Science



Introduction

The Faculty of Science believes that science is not just a cerebral activity. No matter which turn Namibia takes, now or in the future, the overarching purpose of science is to provide the sure means and cutting-edge research for technological advancement. Therefore, throughout 2016, the Faculty of Science was involved in repurposing its teaching, research and community service for science-led development in a manner that robustly powers the Government's new Harambee Prosperity Plan. The Faculty is convinced that mathematics cannot just end up in a whirling vortex of mental fermentation, nor science remains on the benches of laboratories. On the contrary, mathematics and sciences must be meaningfully transformative; to

become the new and most powerful lever that lifts people out of poverty.

In fostering the public acceptance of science, the Faculty continued to forge links with key stakeholders within and outside UNAM. The Annual Science Conference and the International Journal of Science and Technology of Namibia further highlight and disseminate research findings and activities. These engagements have not only helped to create important conversational platforms for peer-review amongst staff, but have also shaped the preferences of students and the wider public through appeal and attraction to STEM- Science, Technology, Engineering, and Mathematics. The net effect is that the path to the Faculty of Science continues to get broader, not narrower. Corollary, it continued to record a higher female to male student population ratio.

Academic activities

The Faculty of Science continued to host several academic programmes at undergraduate and postgraduate levels. In 2016, a new Masters programme in Biostatistics was approved, and in November 2016, the Namibia Statistics Society was officially launched. A total of 86 students were enrolled into the school of Military Science, and the Department of Mathematics in collaboration with Cardiff University hosted the first ever Mathematics Summer School. The Department of Mathematics also held a curriculum review workshop. Dr D.S. Iiyambo successfully completed his PhD studies in Applied Mathematics.

The Department of Biological Sciences had 16 PhD students, 28 registered MSc (by research) students, five MSc Microbiology (course work) students, and seven MSc Biodiversity Management Students in 2016. Dr Marius Hedimbi, who was supervised by Prof. K.C. Chinsemu of the Department of Biological Sciences, pursued his studies on selected Namibian ethno-medicinal plants for anti HIV properties and graduated in April 2016 with a PhD in Applied Microbiology. In addition, Dr Jean D Uzabakirho of the Department of Biological Sciences was also conferred with a PhD in Microbiology. The Department of Chemistry and Biochemistry welcomed back Dr MC Tjiurutue with a PhD in Environmental Biochemistry from the USA. In the same year, UNAM initiated the transformation of the Department of Geology into the School of Geosciences, with plans to relocate it to the Southern Campus in Keetmanshoop.

The Faculty also facilitated and hosted a one-week Active Learning in Optics and Photonics (ALOP) for high school teachers in physics and chemistry subjects. Twenty-eight teachers from all 14 regions of the country successfully participated. ALOP was co-organised in collaboration with the Ministry of Basic Education, Arts and Culture, and was funded by UNESCO, ICTP and the National Commission on Research, Science and Technology (NCRST).

The most outstanding milestone for the year under review was the launching and opening of the Science Clinic. The sole purpose of the Clinic is to strengthen science teaching/learning and to increase lecturer-

student contact sessions especially in modules where students experience serious challenges. The Faculty prides itself in its capacity to nurture future scientists. The School of Computing continued to offer the core course (Computer Literacy or ICDL) to all first year students registered across all the UNAM campuses. In the review period, the School received a Fulbright Scholar, Professor William Sverdlik, from the Eastern Michigan University in the USA. Prof. Sverdlik initiated the Namibia Technology Outreach to Schools (NAMTOSS) programme.

Research and Publications

The Faculty of Science continued with various research projects in areas such as renewable energy, astronomy, aeronautical science, food security, and toxic plants as anti-cancer agents. The Faculty also benefitted from the NCRST which funds capacity building initiatives on energy, space science, and the development of herbal drug prototypes. In addition, the Department of Geology through OPTIMASS and SASSCAL projects built capacity for local junior staff members through both professional and short course trainings, on strategic areas such as groundwater modelling. The Department of Physics was involved in the HESS project, as well as in advising NCRST in the SKA and AVN projects.

The Faculty of Science remains one of the most prolific in terms of research output as evidenced by the list of scholarly research outputs published in 2016:

Abrahamowski, A. *et al.* (inc. Backes, M, Davids, I.D. & Steenkamp, R), Acceleration of petaelectronvolt protons in the Galactic Centre, *Nature* 531 (2016) 476.

Abdallah, H. *et al.* (inc. Backes, M., Davids, I.D. & Steenkamp, R.), Search for dark matter annihilations towards the inner Galactic halo from 10 years of observations with H.E.S.S., *Physical Review Letters* 117 (2016) 111301.

Shimboyo, S.A., Oyedele, J.A., Sitoka, S. (2016) Soil radioactivity levels and associated hazards in selected towns in uranium-rich western Namibia, *International Science and Technology Journal of Namibia* 7: 73–84.

Jhansirani, K, Dubey, R.S., More, M.A., Singh, S. (2016) Deposition of silicon nitride films using chemical vapor deposition for photovoltaic applications, *Results in Physics* 6:1059-1063.

Nickanor, N., Crush, J., and Pendleton, W. (2016) Migration, Rural-Urban Linkages and Food Insecurity, Chapter 10: In J. Crush and J. Battersby (Eds). *Rapid Urbanisation, Urban Food Deserts and Food Security in Africa*. Springer 2016; pp127-142.

Indongo N, Sackaria N. (2016) Living arrangements and conditions of older persons in Namibia. *Advances in Aging Research* 5: 97-109.

Pazvakawambwa, L. (2016) Predictors of Educational Attainment in Namibian Women, *Social and Basic Research Review* 4(1): 12-19.

Masanninga F, Bwalya MK, Sarai M, Hamainza B, Songolo P, Kamuliwo M, Meremikwu M, Kazembe LN, Mufunda J, Babaniyi OA. (2016) Increased Uptake of Intermittent Preventive Treatment (IPTp) for malaria in pregnant women in Zambia (2006-2012): potential determinants and highlight of lessons learnt. *Asian Pacific J Tropical Biomedicine* 6(4): 930-34.

Nickanor NM, Kazembe LN. (2016) Increasing levels of under-nutrition with rapid urbanization in Katutura, Windhoek: Neighbourhood Differentials and the Effect of Socio-Economic Disadvantage. *World Health and Population* 16(3): 5-21.

Uahengo, V., Cai, P., & Daniel, L. S. (2016) A BTT-based colorimetric dual sensor for Hg (II) and selected anions with molecular logic operations. *Advances in Chemistry*, Article ID 6438187, 1-11. <http://dx.doi.org/10.1155/2016/6438187>.

André de Villiers and Kathithileni Martha Kallil. (2016) Comprehensive Two-Dimensional Hydrophilic Interaction Chromatography □ Reversed-Phase Liquid Chromatography (HILIC □ RP-LC): Theory, Practice, and Applications, eds. Eli Grushka and Nelu Grinberg, CRC Press, Taylor and Francis Group, *Advances in Chromatography* 53: 217.

Chimwamurombe, Percy, Grönemeyer, Jann and Reinhold-Hurek, Barbara. (2016). Isolation and characterisation of culturable seed-associated bacterial endophytes from gnotobiotically grown Marama bean seedlings *FEMS Microbiology Ecology* DOI: <http://dx.doi.org/10.1093/femsec/fiw083>.

Chinsemu, K.C. (2016) Plants and other natural products used in the management of oral infections and improvement of oral health. *Acta Tropica* 154: 6-18.

Chinsemu, K.C. (2016) Tuberculosis and nature's pharmacy of putative anti-tuberculosis agents. *Acta Tropica* 153: 46-56.

Chinsemu, K.C. (2016) Green Medicines: Pharmacy of natural products for HIV and five AIDS-related infections. ISBN: 978-0-9695307-5-6. Africa in Canada Press: Toronto, Canada.

Haiyambo, D.H., Chisenga, B., Chimwamurombe, P.M., Mapaure, I. and Nuuyoma, P.B. (2016) Endophytic fungi occurring in *Moringa ovalifolia* in the Tsumeb area of Namibia. *Journal of Pure & Applied Microbiology* 10(1): 89-93.

B. Wilkens. (2016) More on core-2-groups, *Journal of Group Theory*, DOI 10.1515/jgth-2016-0035.

J.-B. Gatsinzi, (2016) Hochschild cohomology of a Sullivan algebra, *Mediterranean Journal of Mathematics*, DOI 10.007/s00009-016-0713-9.

J.N. Shigwedha, K.R. Vijayakumar, R. Gnitchogna, (2016) Are there bubbles in the Housing Market of Namibia? An Analysis of Historical Evidence, *International Science and Technology Journal of Namibia* 9: 79 – 87.

L. Szekelyhidi and B. Wilkens. (2016) Spectral synthesis and residually finite-dimensional algebras, *Journal of Algebra and its Applications* 1:10.1142/s02194498817502000.

Vojtěch Ettlér, Zdeněk Johan, Bohdan Kříbek, František Veselovský, Martin Mihaljevič, Aleš Vaněk, Vít Penízek, Vladimír Majer, Ondra Sráček, Ben Mapani, Fred Kamona, Imasiku Nyambe. (2016) Composition and fate of mine- and smelter-derived particles in soils of humid subtropical and hot semi-arid areas. *Science for the Total Environment*, Volumes 563-564, pages 329-339

Kříbek, B., Majer, V., Knesl I., Keder, J., Mapani, B., Kamona, F., Mihaljevič M., Ettlér V., Penízek V., Vaněk, a, Sráček O. (2016) Contamination of soil and grass in the Tsumeb smelter area, Namibia: Modelling of contaminants dispersion and ground geochemical verification. *Applied Geochemistry* 64: 75-91

Hasheela-Mufeti, V, Smolander, K, Mufeti, K. (2016) An Investigation of Factors Leading to the Reluctance of SaaS ERP Adoption in Namibian SMEs, *The African Journal of Information Systems* 8: 4 ISSN 1936-0282.

Iyawa, G E, Mufeti, K. (2016) An Activity Theory Analysis of Factors Influencing Information Security Practices in Software Organisations. *International Science and Technology Journal of Namibia* 8: 3-14.



Eng. José Eduardo dos Santos Campus

Assistant Pro-Vice Chancellor:
Prof Frank Kavishe



Prof Frank Kavishe



Dr Petrina Johannes
**Dean: Faculty
of Engineering
& Information
Technology**

Introduction

Namibia needs over 5000 engineers in order to achieve Vision 2030. The Faculty of Engineering and Information Technology (FEIT) is committed to producing competent key human resources in the area of engineering, architecture, quantity surveying and urban and regional planning, who will drive the developmental and industrialisation agenda of Namibia, Africa and the world at large.

FEIT is also dedicated to training graduates who are competent in carrying out state-of-the-art scientific research and in developing new technologically advanced innovations for solving today's problems.

Furthermore, the Faculty is devoted to working together with all sectors of engineering, government and the community at large, in finding economical and sustainable solutions to their daily technological and scientific challenges. The Vision of the Faculty is to be the best Engineering School in the SADC region.

Academic Activities

FEIT enrolled students in six (6) undergraduate and six (6) postgraduate degree programmes during 2016: BSc Civil Engineering (Honours); BSc Electrical Engineering (Honours); BSc Electronics & Computer Engineering (Honours); BSc Mechanical Engineering (Honours); BSc Metallurgical Engineering (Honours); BSc Mining Engineering (Honours); MSc Civil Engineering (Transport Engineering Option); MSc Civil Engineering (Water Engineering Option); MSc Materials Science; MSc Computer Engineering; PhD Communication Engineering and PhD Agricultural Engineering. Students in the MSc Materials Science programme received scholarships from the AMSEN Project and students in the MSc Civil Engineering (Water Engineering Option) received bursaries from the Ministry of Agriculture, Water and Forestry.

During the 2015 academic year, the Faculty carried out full curriculum reviews of all its undergraduate degree programmes on offer. The revised curricula were subsequently approved by Senate and endorsed by the Engineering Council of Namibia (ECN) with a few recommendations. In June 2016, the Faculty held a Curriculum Review Workshop with the following objectives: to address the recommendations of the ECN in order ensure that all curricula of UNAM's engineering programmes are meeting latest professional organisations requirements; to prepare for the re-registration process of all engineering programmes on the Namibia Qualification Framework (NQF) with the Namibia Qualification Authority (NQA) in order to ensure continual relevance of the programmes being offered; and to address minor technical and formatting issues emanating from the 2015 revised curricula of all engineering programmes.

FEIT is committed to providing high quality engineering education that is meeting quality standards of higher education institutions and allied engineering professional organisations. Four of the Faculty of Engineering's undergraduate programmes have already gone through the accreditation review process conducted by the National Council for Higher Education (NCHE), while the remaining two undergraduate programmes are expected to through. The NCHE issued full accreditation for a period of five years to the BSc Metallurgical Engineering (Honours) degree programme, and conditional accreditation for a period of three years to the BSc Civil Engineering (Honours) degree programme. The NCHE also conducted accreditation of the BSc Mechanical Engineering (Honours) degree and the BSc Electronics and Computer Engineering (Honours) programmes in 2016, and results of this process are being awaited.

In an effort to expand its academic offerings by the Faculty, Senate approved four (4) new curricula for the following programmes: MSc Mining Engineering, MSc Metallurgical Engineering, MSc Architectural and BSc Architecture. The two architecture programmes will be offered by the Faculty's new School of Architecture. FEIT will continue to develop new and relevant undergraduate and postgraduate programmes that are responsive to the needs of the Namibian nation.

A number of academic and technical staff members undertook postgraduate and undergraduate studies in Namibia and abroad as part of the Faculty's staff development programme. This included three (3) staff members who were pursuing PhD studies in Namibia, South Africa and China; nine (9) staff members who were pursuing MSc studies in Namibia, South Africa, China and Japan, and two (2) technicians who were pursuing BSc studies in Namibia. Two (2) SDFs also joined the Faculty as full-time lecturers after completing their MSc studies in South Africa, while the Faculty also recruited three (3) new SDFs from the Faculty's 2015 undergraduate cohort in an effort to retain the best students, and addressing critical staff shortages in the Faculty through capacity building.

In addition, the Faculty continued to depend on visiting academics on short-term visits or on sabbatical, as well as part time lecturers in certain disciplines, to complement the efforts of the full-time members of staff. The Faculty received German visiting academics supported by a programme that is funded by the German Corporation for International Cooperation - *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*, and other academic institutions on the continent such as: University of Cape Town; Kenyatta University of Agriculture and Technology (JKUAT) Kenya; Tshwane University of Technology, South Africa; University of Malawi; University of Ilorin, Nigeria; Federal University of Technology Akure (FUTA), Nigeria; and Copperbelt University, Zambia.

The Faculty received a grant of 8 million euros from the Federal Republic of Germany, through its development bank KfW, for the construction of Phase III, which will house the Department of Civil Engineering as well as the Library Resources Centre. The construction of Phase III is expected to be completed in July 2017. The Federal Republic of Germany also donated laboratory equipment worth 1.2 million euros to the Department of Civil and Environmental Engineering through its developmental agency GIZ.

Research and Publications

Academic members of the Faculty were involved in various research activities. In the Department of Mechanical and Industrial Engineering, Professor FPL Kavishe continued with activities of the African Materials Science and Engineering Network (AMSEN), which included research in materials science, nanotechnology, composite materials and plastics technology, with emphasis on value addition of natural resources. He continued to co-supervise some AMSEN-sponsored MSc and PhD students within the AMSEN member institutions. One of them is a UNAM member of staff. In addition, two MSc students at UNAM (SDFs) continued with their research in materials science under the AMSEN project.

Faculty staff also undertook various research activities in the area of mining engineering, metallurgical engineering, electrical engineering, electronics and computer engineering and civil engineering. The research activities were carried out in collaboration with universities in South Africa and Nigeria. Overall, the following eight (8) refereed journal papers were published during 2016:

Refereed Journal Papers

Rotich, S.K., Rading, G.O., Kavishe, F. P. L. and Chown., L. (2016). Fatigue Crack Growth and Fatigue Strength Characteristics in the HAZ of AA 7075 T651. *African Journal of Science and Technology (AJST)*, Vol. 13, No.2.

Mohale, J., Handura, M.R., Olwal, T.O., and Nyirenda, C. N. (2016). Feasibility study of free space optical communication for South Africa, *Optical Engineering*, 0001;55(5):056108. doi:10.1117/1.OE.55.5.056108.

Handura, M.R., Ndjavera, K.M., Nyirenda, C.N., and Olwal, T.O. (2016) Determining the feasibility of Free Space Optical Communication in Namibia, *Optics Communications*, Volume 366, pages 425-430, ISSN 0030-4018, DOI: 10.1016/j.optcom.2015.12.057.

Ogunmuyiwa, E. N., Johnson, O. T., and Sigalas, I., (2016): "Synthesis, Microstructure and Mechanical Properties of Boron Suboxide materials doped with Chromium boride" *Materials and Manufacturing Processes*, vol. 32, Issue 1, pp. 69-75.

Johnson, O. T., Ogunmuyiwa, E. N., & Sigalas, I. (2016). Synthesis and characterization of boron suboxide powder produced at ambient pressure condition. *Particulate Science and Technology*, pp. 1-5.

Adebayo B., Akande, J.M. (2016). Correlation of Specific Energy and Drilling Rate at Varied Drill Parameters for Bit Advance Analysis in Selected Namibia Rocks, Volume. 23, Issue. 3 of Wulfenia' Journal, Germany.

Mbangula, K. N., Davidson, I. E., & Tiako, R. (2016). Improving power system stability of South Africa's HVAC network using strategic placement of HVDC links. CIGRE Science & Engineering Journal, 71-78.

Oni, O. E., Mbangula, K. N., & Davidson, I. E. (2016). Dynamic Voltage Stability Studies using a Modified IEEE 30-Bus System. Transactions on Environment and Electrical Engineering, 41-49.

Community Engagement

The Faculty hosted its very first "Industrial Day" which was attended by companies, non-governmental organizations, local authorities, and high school learners. The "Industrial Day" was developed with the sole aim of strengthening linkages with the private industry, and attracting high school learners to the field of engineering. The Faculty also implemented its first ever Mathematics and Science Clinics which provided extra tutorials in mathematics and science subjects to Grade 12 learners in Oshana Region. The clinic was started in collaboration with the Directorate of Education, Arts and Culture in the Oshana Region. Academic members in the Faculty were involved in various activities as such serving on technical committees of different professional and government organizations, external reviewers and/or examiners for other higher institutions in and outside the country, as well partaking in the development of the new National Development Plan 5 (NDP5). Lastly, the Faculty continued to participate in the Ongwediva Trade Fair, Career Fairs of the northern regions, and made school visits to market its programmes.

Taking a break is a must!





Health Sciences Campus

Assistant Pro-Vice Chancellor:
Dr Kalumbi Shangula



Dr K Shangula
**Assistant
Pro-Vice
Chancellor**



Prof P Nyarang'o
**Dean:
Faculty of
Health Sciences**



Prof F Amaambo
**Associate Dean:
School of
Medicine**



Dr L Pretorius
**Associate Dean:
School of Nursing**



Assoc.
Prof T Rennie
**Associate Dean:
School of
Pharmacy**



Dr H Mitonga
**Associate Dean:
School of
Public Health**

Introduction

In 2016 the School of Pharmacy continued to grow. A number of key staff were recruited to increase the skills mix of the School including an Administrative Assistant. The administrative and academic complement will now ensure greater capacity building.

The School of Public Health commenced with its first intake of Bachelor of Science in Public Health (Honours), at Oshakati campus in 2016. Additionally, the School of Public Health offers the following postgraduate programmes: Masters in Public Health, Masters of Science in Applied Field Epidemiology and PhD in Public Health. Through these programmes some staff members were actively involved either as supervisors or as examiners of theses and dissertations. Through dedication and commitment of the staff the School of Public Health succeeded to graduate its first Cohort of Masters of Science in Applied Field Epidemiology. Among the graduates of 2016, six were Masters of Science in Applied Field Epidemiology students, two of which graduated with Cum Laude. The School also had graduates from the MPH and PhD programmes.

Academic Activities

During the year under review, UNAM and the Ministry of Health and Social Services signed a Memorandum of Understanding to support and promote the clinical education and training platform. Additionally training at Oshakati State Hospital and MEDIPARK Ongwediva was expanded with the arrival of additional medical specialists. Similarly the construction of additional facilities at the Health Sciences Campus continued with a completion date slated for end of 2017.

2016 also saw the launch of a new and first post-graduate programme of the School of Pharmacy – the Master of Pharmacy (Clinical) – that will train for the first time ever pharmacists at postgraduate level to develop their careers towards specialisation. The first students undertaking the Diploma in Pharmacy also completed their studies in 2016 and will now seek registration as Namibia's first Pharmaceutical Technicians. Last but certainly not least, the third crop of in-country trained students in the Bachelor of Pharmacy (Honours) degree, which included the first first-class degree, graduated. All the students attained employment in the compulsory 1-year internships in public and private sectors. This also means that all four cadres of the pharmacy profession, as laid out in the Pharmacy Act (2004), will now be home-grown – something to celebrate for the country's growth.

Some staff members from the School of Public Health and School of Medicine participated in career fairs to market the Schools in Windhoek and the Omusati Region. Secondary schools in the Oshakati area have been visited as well. Furthermore, the Bachelor of Science in Public Health as well as the Masters in Public Health programmes were registered by NQA on the National Qualifications Framework (NQF).

One staff member from the School of Public Health received a Commonwealth Professional Fellowship award and spent one month at Cardiff University and worked closely with the colleagues from the School of Healthcare Sciences. Plans for future collaboration in terms of community projects and research are established and some will start in 2017.

Research and Publications

Angula, P. & Ncama B. P. (2016). Guidelines for Community-Based HIV/AIDS Stigma Reduction Intervention in a Rural Community. *World Journal of AIDS*, 6, 27-36. <http://dx.doi.org/10.4236/wja.2016.61004>

Adorka, M., Mitonga, K.H. & Allen, K. (2016). An assessment of the prevalence and treatment outcomes

of multiple antibiotic prescribing vis-à-vis the appropriateness of antibiotic prescriptions in the empirical treatment of infections: A cross-sectional study from Lesotho *ISSN: 2026-7673*

Haifete, A. N., Amukugo H.J.* & Iita, H.(2016). Knowledge, Attitude and Practice of Healthcare workers on waste segregation at two public training hospitals *EJPMR*, 3(5), 674-689 *ISSN: 2394-3211*

Iita, H. , Iipingene, S.& Van Dyk, A (2016). Conceptual framework for the formulation of strategies to support registered nurses in their utilisation of the nursing process when executing their roles and functions in local-level Primary health care (PHC) practice in Namibia. *International Journal of Health*, 4 (1) 17-31 [website:www.sciencepubco.com/index.php/IJH](http://www.sciencepubco.com/index.php/IJH) doi: 10.14419/ijh.v4i1.5752

Iita, H. , Iipingene, S.& Van Dyk, A. (2016). Constraints that registered nurses in Namibia are faced with when utilising the nursing process in local-level Primary health care practice, *International Journal of Health*, 4(1),32-39. Doi:10.14419/ijh.v4i1.5751.

Iita, H., Iipingene, S. & Van Dyk, A. (2016). The level at which Registered Nurses utilise the Nursing process in local-level Primary health care practice in Namibia. *International Journal of Advanced Nursing Studies*, 5(1), 65-75. Doi: 10.14419/ijans.v5i1.5600.

Iita, H., Neshuku, H. & Chirimbanda, M. (2016). The Impact of Simulation Practice on Student Nurses' Skills: The Case of Integrated Newborn and Childhood Illness Management at the University of Namibia. *International Journal of Advanced Nursing Studies*, 5(1), 65-75. Doi: 10.14419/ijans.v5i1.599.

Richard A. Powell, Eve Namisango, Steve Taylor, Emmanuel Luyirika, Fatia Kiyange, Faith Mwangi-Powell, Lukas Radbruch, Desderius Haufiku, Charlotte Buys, Rachel Freeman, Lameck Thambo, Beatrice Mwangomba, Immaculate Kambiya, Richard Harding, Prevalence and severity of palliative care-related problems among ambulatory patients diagnosed with cardiovascular diseases, cancer, chronic respiratory diseases or diabetes in two sub-Saharan African countries, May 2016

Buys C, Haufiku D, Bupe Zeko Freeman R, Nangolo R; Shivute B; Shimi L; Lene le Roux; Noa D; Gerrit de Villiers; Petrus Iitula; Namisango E Kiyange F, Luyirika BK E, Powell RA, Harding R, Prevalence and severity of palliative care-related problems among patients diagnosed with cancer, diabetes, cardiovascular and chronic respiratory diseases in Namibia; Cicely Saunders Institute, Department of Palliative Care, Policy and Rehabilitation

Matthias Adorka, Kabwebwe H. Mitonga, Kirk Allen, An assessment of the prevalence and treatment outcomes of multiple antibiotic prescribing vis-à-vis the appropriateness of antibiotic prescriptions in the empirical treatment of infections: A cross-sectional study from Lesotho, *Int. Sci. Technol. J. Namibia*, ISTJN 2016, 8:3-14.

Taimi Amakali-Nauseb, Honore K. Mitonga (2016), Sexual Behaviors and Pregnancies of In School and out of School Adolescents in Kavango region, Namibia; *Texila International Journal of Public Health*, Volume 4, Issue 4, DOI: 10.21522/TIJPH.2013.04.04.Art012; <http://www.texilajournal.com/journals.html>

Taimi Amakali-Nauseb, Honore K. Mitonga (2016), Potential Risk Characteristics of Adolescent Pregnancy in Schools and out of school in Kavango Region, Namibia; *Texila International Journal of Public Health*, Volume 4, Issue 4, DOI: 10.21522/TIJPH.2013.04.04.Art013; <http://www.texilajournal.com/journals.html>

Hileni Niiikondo, Kabwebwe H. Mitonga (2016), Knowledge and Practices Regarding Psychosocial Aspects

of Palliative Care among Healthcare Workers in Ohangwena Region, Namibia. *Texila International Journal of Public Health* Volume 4, Issue 4, Dec 2016, DOI: 10.21522/TIJPH.2013.04.04.Art018; <http://www.texilajournal.com/journals.html>

N. K. Ananias, M. Kandawa-Schulz, M. Hedimbi, H. K. Kwaambwa, H. Tutu, C. Makita, & L. Chimuka. (2016). Comparison of Metal Content in Seeds of *Moringa ovalifolia* and *Moringa oleifera*. *Journal of Food Science*, 10(9), 172-177.

Sagwa EL, Ruswa N, Mavhunga F, Rennie T, Leufkens HG, Mantel-Teeuwisse AK (2016). Adverse events and patients' perceived health-related quality of life at the end of multidrug-resistant tuberculosis treatment in Namibia. *Patient Prefer Adherence*;10:2369-2377

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Knott, M.G.; Louw, S.; Brand, J.; Kandjengo, L.; Ishola, A. The isolation and structural determination of 3,4-erythro-7-dichloromethyl-3-methyl-3,4,8-trichloro-1,5E,7E-octatriene from a Namibian *Plocamium* species. *International Science and Technology Journal of Namibia* 2016,8, accepted for publication

Kalemeera, Francis; Mbango, Christofina; Mubita, Mwangana; Naikaku, Ester; Gaida, Razia; Godman, Brian (2016). Effect of changing from first- to second-line antiretroviral therapy on renal function: a retrospective study based on data from a single health facility in Namibia. *Expert Review of Anti-Infective Therapy*, 14(8), 777 - 783. (refereed)

Kalemeera, Francis; Naikaku, Ester; Mubita, Mwangana; Kibuule, Dan (2016). Current and former students' views on two different methods of classroom-based teaching in pharmaceutical care: University of Namibia. *Pharmacy Education*, 16(1), 134 -138. (refereed)

Godman, Brian; Fadare, Joseph; Kibuule, Dan; Irawati, Lynda; Mubita, Mwangana; Ogunleye, Olayinka; Oluka, Margaret; Paramadhas, Bene D Anand; de Oliveira Costa, Juliana; Lovato Pires de Lemos, Livia; Guerra Júnior, Augusto Afonso; Alrasheedy, Alian A; Hassali, Mohamed Azimi; Saleem, Fahad; Huong, Thu; Truter, Ilse (2016). Initiatives across countries to reduce antibiotic utilization and resistance patterns: impact and implications. *Drug Resistance*.

Kutenda O, Leboea J, Kambyambya K, Mavu D, Kagoya H. R, Mazibuko G, Mbaziira N, et al.. (2016). Post-Qualification Monitoring and Evaluation of Pharmacist Assistants Trained at the National Health Training Centre in Namibia (Technical report)

Fogarty TL, Boschmans SA, Scafermeyer KW and Kibuule D (2016).The Southern African Pharmacy Technicians Training Manual, 8th edition, Schafermeyer, publisher Assessment Technologies Institute, LLC

Kalemeera F, Naikaku E, Mubita M, Kibuule D (2016). Current and former students' views on two different methods of classroom-based teaching in pharmaceutical care: University of Namibia. *Pharmacy Education*. 16(1):151-155.

Truter I, Tiroyakgosi C, Matome M, Desta A, Muller A, Amu F, Fadare J, Kibuule D, Madzikwa N, Mbwasir R, Naikaku E. (2016) Medicine Utilisation Capabilities in Africa: Current Status, Implications and Future Prospects. *Pharmacoepidemiology and Drug Safety* Vol. 25, pp. 232-232. USA: WILEY-BLACKWELL

Kibuule D, Kagoya HR, Godman B (2016). Antibiotic use in acute respiratory infections in under-fives in Uganda: findings and implications. *Expert Rev Anti Infect Ther*. *Expert Rev Anti Infect Ther*. 14(9):863-72

John, DN., Kibuule D, and Rennie T (2016). Exploring a new pharmacy curriculum in Namibia: the views of the first cohort of graduates from a new school of pharmacy. *International Journal of Pharmacy Practice* 24 : 44-45.

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Kapewangolo, P.; Tawha, T.; Nawinda, T.; Knott, M.; Hans, R. (2016). *Sceletium tortuosum* demonstrates in vitro anti-HIV and free radical scavenging activity. *South African Journal of Botany*, 106, 140-143

Knott, M.G.; Knott, H. (2016). Social engineering & the structure activity relationships (SAR's) of selected mind-altering compounds such as tryptamine & phenylethylamine derivatives. *International Science and Technology Journal of Namibia*, 7, 31-47

Knott, M.G.; Kapewangolo, P.; Louw, S.; Brand, J.; Kandjengo, L.; Ishola, A. (2016). The isolation, structural determination and bioactivity of 1E,3R,4S,5E,7Z-1-bromo 3,4,8-trichloro-7-(dichloromethyl)-3-methylocta-1,5,7-triene from a Namibian *Plocamium* species. *International Science and Technology Journal of Namibia*, 7, 59-72

Kalemeera K, Mengistu AT and Gaeseb G (2016). Assessment of the nevirapine safety signal using data from the national antiretroviral dispensing database: a retrospective study. *Journal of Pharmaceutical Policy and Practice* 9:5

Francis Kalemeera, Christofina Mbango, Mwangana Mubita, Esther Naikaku, Razia Gaida & Brian Godman (2016). Effect of changing from first- to second-line antiretroviral therapy on renal function: a retrospective study based on data from a single health facility in Namibia. ISSN: 1478-7210 (Print) 1744-8336 (Online) Journal homepage: <http://www.tandfonline.com/loi/ier20>

Mhata P, Small L, Hunter CJ (2016). Investigation into Health Care Worker's Awareness and Practices on the Prevention and Control of Viral Hepatitis Infections in Namibia. *ISTJN*, 8:170-175.

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Lange C, Duarte R, Fréchet-Jachym M, Guenther G, Guglielmetti L, Olaru ID, Oliveira O, Rumetshofer R, Veziris N, van Leth F (2016). Limited Benefit of the New Shorter Multidrug-Resistant Tuberculosis Regimen in Europe. *European MDR-TB database collaboration* *. *Am J Respir Crit Care Med*. 194(8):1029-1031.

Community Engagement

Schools in the Faculty were involved in the following community engagement activities:

The School of Public Health conducted courtesy visits to the Regional Health Directorates in the northern parts of the country i.e. Oshana, Oshana, Oshana and Kunene region respectively. The School of Public Health management has led the field visits to different regions (Oshana, Oshana, Oshana, Kunene) in order to get a clear picture of health conditions of the population in those regions and engage with the Management of the Health regional directorates, the Governors and the Town Councils in order to initiate and strengthen working relationships as well as to establish links for student learning opportunities.

During those visits some ideas of collaborations between the School and Regional Health Directorates as well as with the Regional Governors have been proposed.

*Paying attention to detail,
a key requirement!*





Hifikepunye Pohamba Campus

Assistant Pro-Vice Chancellor:
Dr Sacky Ipinge



Introduction

At Hifikepunye Pohamba (HP) Campus, we are driven by both our University of Namibia vision and mission in order to contribute to the common development of the society through the pursuit of teaching, research and extension services. This annual report summarizes and outlines the major progress the Campus made during the 2016 academic year.

Academic Activities

In terms of student enrolment, HP remains the second largest campus of the University of Namibia. In this higher enrolment, there is a good number of students, including those from marginalized background and people living with disabilities. This growth requires the Campus to respond effectively to the needs of the latter in terms of the infrastructure that supports inclusive learning. This requires a reasonable investment and the involvement and contributions from the business community as well as the public at large so that no one can feel left out.

The Campus continues to provide higher education degrees and diplomas to a large number students specializing in teaching all phases of the Namibian education system: pre and primary grades, upper primary grades, junior secondary and senior secondary level. In the year under review, we graduated more than 300 students. This is the largest full-time students graduated since the merger of the College with the University of Namibia.

In collaboration with the Ministry of Education, Arts and Culture (MoEAC), the Campus has been offering a diploma through in-service training to upgrade the skills and competences of un- and under-qualified teachers in the Junior Primary Phase (Pre-Primary to Grade 3) particularly in the teaching of literacy, numeracy and other crucial subject content areas as reflected in the curriculum framework of this programme. Over 400 students are enrolled in this programme and in May this year the Campus is planning to enrol the same number of students.

The Campus has also been undertaking a number of initiatives to support teaching, learning and research activities. The new lecture hall building was completed towards the end of last year and students and staff are using this facility. The renovation and extension of the new state of the art building at the library was also completed during this academic year. This particular library has a 24/7 study space, the first ever for a Namibian Library. This space is being used by students throughout the night until morning hours. In our view, the Campus library sets an exceptional standard for future libraries at UNAM.

To improve their qualifications, a large number of academic staff members are taking part in the Staff Development Programme of the University. During the year under review, 4 academic staff members received their PhDs and this will definitely contribute to the improvement of the quality of teaching, learning and publishing at the Campus. At the present moment the Campus has a total of 11 academic staff members with PhDs in its teaching force.

In strengthening our international relations and collaboration, the Confucius Institute is continuing to offer the Mandarin Chinese language at Hifikepunye Pohamba Campus. This language course is open to students and staff as well as other members from the general public. In addition to our international collaborations, our memorandum of understanding with Pepperdine University's Graduate School of Education and Psychology in California is still in operation. Through this agreement, Professor Eric Hamilton from the said institution conducted workshops to the staff members on media making, i.e. the inclusion of ICT in the teaching of Science and Mathematics. The participants had to make Mathematics and Science lessons in forms of videos and these were digitized and made available online.

Research and Publications

HP campus is also making a small contribution to the community through research, as evidenced in the Campus publications and conference presentations output of the year under review listed below:

Journal Articles

George, J., Lakshminarayanan, D., Sajith, K. S., Ashill, S. & Surinarayanan, S. (2016). Evaluation of bacterial pathogen in surface water of Cauvery River near Mysore, Karnataka, South India. *Bulletin of Environmental and Scientific Research*, 5(1), 14-18.

S.M. Iiping, L.N. Kaapanda & Anyolo, E. Exploring the lived experiences of undergraduate education students in conducting research projects. *African Journal of Pedagogy and Curriculum*, South Africa, In Press.

E.N. Ngololo, S.M. Iiping & N. L Afunde (2016). Integration of Information Communication Technology in teaching of science subjects through distance mode: A Case study of the Namibian College of Open Learning. *Zimbabwe Journal of Educational Research (ZJER)*, University of Zimbabwe, Faculty of Education, In Press.

A. Iita & S.M. Iiping (2016). The Implementation of new religious and moral education curriculum in post-independent Namibia. *Msingi Journal*, Kenyatta University, 1(2):58-86.

Iiping, S. M. & Lukas, J. (2016). Can quality education be provided through universal primary education?: The case of a rural primary school in Namibia. A paper accepted in the NERA 2016 Journal issue.

Community Engagement

As the University strives to find solutions to some of the challenges faced by the community in which we live and work, the Campus in collaboration with some selected regions in the North, is carrying out research in regions in order to find out why some schools are performing poorly in Grade 10 and 12 examinations respectively. The Campus also hosted the Annual Faculty of Education Research Conference which was well attended by delegates from Namibia, South Africa, Zambia, Zimbabwe, Nigeria and USA.



Katima Mulilo Campus

Assistant Pro-Vice Chancellor:
Dr Bennet Kangumu



Introduction

The Katima Mulilo Campus (KMC) sits on the banks of the mighty Zambezi River, where Namibia has an international frontage of four SADC countries, namely Angola, Zambia, Botswana and Zimbabwe, making it to be in the heart of central southern Africa. It is with this strategic geographical advantage in mind that KMC is transforming itself with a vision to be UNAM's SADC campus, in terms of attracting students from other countries in the sub-region, but also in terms of academic programmes that are of relevance to the wider SADC region.

Consequently, the Campus introduced two flagship programmes to fit into that vision, namely: a Bachelor of Science Honours degree in Wildlife Management and Eco-tourism and, a Higher Diploma in Animal Health. Through the KAZA (Kavango – Zambezi Trans-frontier Conservation Park) initiative, government recognizes the need to conserve and protect trans-boundary wildlife migration corridors; and to link these to improving local livelihoods through tourism. The BSc programme is aimed at providing high level managerial and technical skills to aid governments in this initiative, but also reputable research data to inform policy and practice in the area of wildlife management and conservation.

With such diverse and abundant wildlife species in the KAZA area, and given the fact that most of it is in communal areas, domestic animals share same grazing pastures with wildlife, and as a result the transference

of animal diseases, especially from buffaloes to cattle, is very high. Namibia has been adversely affected by the continuous outbreak of foot and mouth disease, particularly in the north-eastern regions, and this has led to the closure of abattoirs. The Diploma in Animal Health aims to produce, at this stage, technicians to support veterinarians in the field to arrest the scourge of continuous outbreaks of animal diseases in the KAZA area.

Apart from the above, the Campus offers three degree programmes in the field of pre-service teacher training on a fulltime basis, and another in-service training programmes in conjunction with the Ministry of Education, Arts and Culture, to address the issue of under and un-qualified teachers in the country. Apart from the full time degree and diploma programmes, other courses of study are available through distance and online teaching and learning mode through CODEL.

Academic Activities

The Department of Animal Health underwent an external audit by the Namibia Veterinary Council (NVC) during the period under review. Both the department and the programmes have passed the stringent audit. This is very important for the university, because it means that graduates from the Higher Diploma in Animal Health can be registered with the Namibia Veterinary Council upon completion of their studies, as it is a requirement for para-veterinarians to be registered with the professional body for them to be employed in the country.

The Campus continued to strengthen international linkages with sister institutions across the globe to improve curricula, and exchange both staff and students. It hosted Ms Ariel Weaver for eight (8) months as part of a fellowship programme with the University of Louisiana in the USA, which benefited the students in GIS and Wildlife Conservation.

Research and Publications

The Campus has made great progress in terms of research output. Its five-year Research Agenda (2014 – 2018) is already almost in the penultimate year, and consultations are already underway to develop the next research agenda. To date the Campus achieved 90% of its research output target. The total research output record for 2016 stood at 32 articles: comprising of 18 refereed journal articles, 4 books, 1 book chapter, and 9 conference papers.

It is encouraging to note that, during the year under review, the Campus has seen different young researchers publishing their scholarly works in reputable and international refereed journals. This is a milestone achievement from the sustained efforts of the management to develop research capacities of its staff to enable them to respond to the research needs of the host community and the nation at large. Apart from targeted needs, capacity building workshop on research and publications, the Campus also hosted its first Public lecture organized by the Pan African Centre of Namibia (PAKON), under the topic: "The 1968 political upheaval in the Zambezi region, a historical perspective" in which the Assistant Pro-Vice Chancellor, Dr. B. Kangumu, served as the guest speaker.

The Campus continued with two collaborative research projects during the period under review. The first one is the Caprivi/Katima Oral History Project: "Oral Histories and Places of Memories" funded by the Finnish Kone Foundation. The project's main goals are to collect oral histories and map places of memories of local people in Katima Mulilo, Zambezi region, Namibia. As part of this project, the key results are two symposiums – one in 2015 at KMC and another in 2016 at University of Eastern Finland in Joensuu, Finland; plus publications that will follow. See: www.uef.fi/katima Symposium on Sub-Saharan Border Regions. The second continuing collaborative research project in conjunction with Universities: North California-

Colorado-Louisville (USA) is "Community livelihoods in Conservancies. A broad multidisciplinary research approach (household surveys)". The main goals are to: 1) identify socio-ecological conditions and patterns that affect household and community vulnerability as conceptualized by the combination of exposure, sensitivity and adaptive capacity, and 2) determine leverage points in that framework that might mitigate how land-use decisions and land-cover change affect vulnerability.

The flagship research project launched during the year under review, is the biodiversity research study and tourism development plan for Impallia Island. The aim of this research project is to help the Island community to create an inventory of plants, trees, birds, animals, fish species, and cultural resources on the Island and use these to attract tourists.

During the 2016 research year, the Campus researchers were awarded three research grants from the UNAM Centre for Research and Publications, for the following research projects:

- Nutritional quality, chemical composition and *in vitro* digestibility of three rice straw varieties grown at Kalimbeza Rice Research Project in the Zambezi Region.
- Physio-chemical parameters of sewage treatment ponds and their utilization by avifauna at Katima Mulilo Town, Namibia.
- Feeding Ecology of Tiger fish (*Hydrocinus vittatus*) in the Zambezi-Chobe River, Zambezi Region, Namibia

The final decision on a 3-year international collaborative research proposal titled: "Brucellosis at the human-domestic animal-wildlife interface in Namibia" is being awaited from the Southern African Research and Innovation Management Association (SARIMA).

The following are the KMC publication output during the year under review:

Peer Reviewed Articles (Journal)

Abah, J., Mashebe, P. & Onjefu, S.A. (2016). Preliminary assessment of some heavy metals pollution status of Lisikili river water in Zambezi region, Namibia, *International Journal of Environment and Pollution Research*, 4 (2): 13-30

Denuga, D., Abah, J. & Mashebe, P. (2016). Effect of zone of proximal development on the performance of learners in stoichiometry in selected secondary schools in the Zambezi region, Namibia, *American Scientific Research Journal for Engineering, Technology, and Sciences* 21 (1): 216-226.

Emilia Mbongo, Andrew Möwes, & Charles Chata (2016). Factors impacting the implementation guidance and counselling services in secondary schools in the Ohangwena region of Namibia, *International Journal for Innovation Education and Research*, 4(5): 11-25

Ilukena, A., Makando, A.M. & Simasiku, B. (2016). Investigation of the relevance of preparatory Mathematics in three selected Kindergarten in the Zambezi region, Namibia, *Namibia CPD Journal for educators*, 3(1), 46 - 58

Madzingira, O. (2016). Shiga toxin-producing *E. coli* isolated from sheep in Namibia, *Journal of Infection in Developing Countries*, 10 (4):400-403.

Madzingira, O. & McCrindle, C.M.E. (2016). Risk factors for the transmission of brucellosis on mixed sheep and springbok (*Antidorcas marsupialis*) farms in the //Karas region, Int. Sci. Technol. J. Namibia, 8:43-49

Mbongo, E., Möwes, A., & Chata, C. (2016). Perceptions of the Support Needed By Teacher Counsellors in Secondary Schools in the Ohangwena Region of Namibia. *European Journal of Educational Sciences (EJES)* 3 (3), 26 – 40

Mogotsi, I, Lendelvo, S., Angula, M. & Nakanyala, J. (2016). Forest Resource Management and Utilisation through a Gendered Lens in Namibia, *Environment and Natural Resources Research*; Vol. 6 (4), 79 -90, doi:10.5539/enrr.v6n4p79

Mukwambo, M. (2016). Trainee teachers' experiences using contextual 2 teaching and learning: Implications for 3 incorporation of indigenous knowledge in 4 instructional design, *Pedagogical Research*, 1(1), 3-12.

Ndinomholo, H., Onjefu, S.A., Maposa, I. & Abah, J. (2016). Particulate pollution, house location, gravel road, and associated respiratory health effects among the residents of Rehoboth metropolis, Namibia, *International Research Journal of Public and Environmental Health*, 3, 224-233, <http://dx.doi.org/10.15739/irjpeh.16.029>

Nkengbeza, D. (2016) School Leadership Role in a Conflict and Post-Conflict Environment School Reconstruction as a Professional Learning Community. *Open Journal of Social Sciences*, 4, 70-79. <http://dx.doi.org/10.4236/jss.2016.48009>

Nkengbeza, D. (2016). A survey of the role of shared supportive leadership in creating professional learning communities in schools. *International Journal of Innovative and Applied Research* 4 (5): 45- 52

Nkengbeza, Ayehsab, A.P., & Ntabi, M.L. (2016). Collaborative leadership in skills development: Getting the fundamentals right, *Open Science Journal* 1 (3), 1-18

Nkengbeza, D., Ayehsab, A.P. & Morgan L. Ntabi, M.L. (2016). Collaborative leadership in skills development: Getting the fundamentals right, *Open Science Journal*, 1(3): 1 – 18

Onjefu, S.A., Hamatui, N. & Abah, J. (2016). Measurement of the Level of Some Heavy Metals in Fall-out Dusts at Rehoboth Town, Hardap Region, Namibia, *British Journal of Applied Science & Technology* 17(3): 1-11

Percy Mashebe, Andries Jordaan, Africa Zulu, & Alex Kanyimba (2016). The Impact of Flooding On the Livelihood of People Living In the Luhocono Area in the Zambezi Region, Namibia, *British Journal of Environmental Sciences* 4(2): 1-9

Shava, G. N. & Nkengbeza, D. (2016) Challenges of achieving quality teacher education: the case of secondary teacher education colleges in Zimbabwe. *International Journal of Innovative and Applied Research*, 4 (6): 35- 44.

Utete, C., Ilukena, A. & Simasiku, B. (2016). The relevance of integrating the ethno – science (Indigenous Knowledge) into upper primary Natural Science and Health Education school curriculum in Zambezi region, UNAM scholarly repository, *Journal for Studies in Humanities and Social Sciences*, 5(2), 95-104

Books

Zulu, A. (2016) Design and Technology- Teacher's Guide- Grade 8 , Zebra Publishing, Windhoek ISBN 978-99945-64-01-9

Zulu, A. (2016) Design and Technology- Learners' Book- Grade 8, Zebra Publishing, Windhoek ISBN 978-99945-64-00-2

Zulu, A. (2016) Design and Technology- Teacher's Guide- Grade 9, Zebra Publishing, Windhoek ISBN 978-99945-64-01-9

Zulu, A. (2016) Design and Technology- Learners' Book- Grade 9, Zebra Publishing, Windhoek ISBN 978-99945-64-00-2.

Chapters in Books

Mukwambo, M. (2016). Inclusive education: An African perspective. In N. Condy and N. Phasha (Eds.), *Inclusive education: An African Perspective*. Cape Town: Oxford University Press Southern Africa

Community Engagement

The Campus has successfully taken the university brand to the community, in terms of the different experts going to work with the communities in different areas to improve livelihoods, such as helping subsistence farmers with treating cattle diseases and also imparting skills such as dehorning, castrating, deworming in order for its students to gather practical skills. The Department of Wildlife Management and Eco-Tourism has participated in the Four Rivers Route, an initiative aimed at boosting and retaining tourist numbers in the Zambezi region. The Campus is currently working with the community of Impalilla Island to help create a biodiversity inventory and a tourism plan for the Island.



Khomasdal Campus

Assistant Pro-Vice Chancellor:
Dr Rachel Shanyanana



Introduction

Ideally situated at the heart of two former diverse worlds, the Khomasdal Campus is the beacon of hope for many aspirant teachers and educators. Its vision and aspirations are to contribute to education and to develop a centre of excellence for the education sector and to produce educators that add value to the Namibian society since education is the only weapon we have against most social ills. The Campus has identified five principle ideals that can help us achieve that: team-work spirit, open door policy, transparency and honesty, communication and respect of self, students, the environment and diversity (language, religion, culture, opinion). The Campus further hosts the Science Foundation programme and postgraduate programmes from the School of Nursing Science and the Faculty of Law.

The staff on Campus is just as diverse in skills and service, and despite changes in management and staff, the Campus still offers the required services. In its quest for excellence, the Campus is, within its means, constantly upgrading its facilities such as extending, renovating and making the buildings more accessible to people living with disabilities. It has also undergone a space audit to assist in maximizing the use of available space. The Campus has also since 2015 become the site for the Faculty of Education's vacation school and the English Language Proficiency Programme (ELPP), of which some staff members were trainers in the programme.

Academic Activities

The Campus hosts three different educational programmes (Diploma in Junior Primary Education, B.Ed Pre-and Lower Primary (Hons) programme and the B.Ed Upper Primary (Hons)). It also hosts the Science Foundation Bridging Programme and the Language Centre's English Access and Intensive programme. The Diploma for Junior Primary Inset Programme (DJPE) for the Unqualified and Under-qualified Teachers was launched and implemented. Vacation schools were held in May and October. The Campus is involved in a curriculum review of the programmes, which is done by various units such as the ELHC Department, the Educational Foundations and Management (EFM) Department, and the Science Foundation; and it has completed accreditation and a CEQUAM/NHCE Self Evaluation Report (SER) for the Pre and Lower Primary Degree that is registered on the NQA curriculum framework.

Overall, capacity building is ongoing and several workshops were held, for example the CES distance material production workshops, ICT training workshops in aspects such as online teaching and assessment, (using Edmodo, Panopto and Moodle as Learning Management systems as well as Urkund usage).

Research and Publications

The Campus has a research and publications committee on campus with representatives from various departments with the aim of engaging staff members and students in more research. Workshops were held to guide lecturers in not only supervising undergraduate students in Project-Based Learning (PBL) and research writing, but in proposal writing too. The committee also aims to implement comments that are made by external moderators of research projects in order to improve quality.

Peer-Reviewed Journal Articles

Hautemo, M.A., & Julius, L.H. (2016). An evaluation of factors that contribute to English second language acquisition in the upper primary phase of an urban school in Namibia: A case study. *Journal of Advances in Linguistic*, 7(2), 1218-1224. Doi <https://cirworld.com/index.php/jal/issue/current>

Peters, B. and Gierdien, M. F. (2016). *A professional development programme based on realistic mathematics education principles for Primary school mathematics teachers*. North West University (Potchefstroom).

Shanyanana, R.N. & Waghid, Y. (2016). Reconceptualising Ubuntu as inclusion in African higher education: Towards equalisation of voice. *Journal of Knowledge Cultures*, 4(4) pp.: 104-120.

Simasiku, L.E (2015). A Review of the Grade 10 Life Science Syllabi (Curriculum) on the Coverage of Sustainable usage of Water, A Case Study done at a School in the Khomas Region. *NERA Journal* 14.

Book Chapter

Shanyanana, R.N. & Divala, J. (2016). Rethinking Democratic Citizenship education in Africa. In Waghid, Y (Ed) *On the (im)possibility of democratic citizenship education on the African continent: spheres for change*. Rotterdam/Tapei/Boston: Sense Publishers.

Community Engagement and International Linkages

- Mr Karumazondo assisting Young Man Guilds (YMG) with singing activities, serving on the International Society of Music Educators (ISME)
- Mrs Kirchner and Mrs Alexander are involved in the Namibian Children Book Forum and KRIT.
- Mrs Muller, Heyman-van Wyk, and S. Alexander are involved in *Professionele vereniging vir Taalonderrig in Afrikaans in Namibia* (PVTAN)
- Mrs C Alexander is engaged in Central Methodist Pre- School activities
- Ms Hoepfner and Ms Neshila together with 4th year students, served as judges at the Windhoek Gymnasium: Primary Science Fair with the aim of promoting critical thinking and investigation skills in science.
- Ms Kambonde was a judge at the Windhoek Afrikaanse Privaat Skool Orator's Competition
- Mrs !Gontes is training Khoe-khoegowab teachers in Karas Junior Primary phase on the revision curriculum.
- Mrs !Gontes is involved in "Speech on Local Language writing promotion and preservation
- Mrs !Gontes has been a weekly presenter on NBC Radio Damara Nama Service - Educational talk on Upliftment of Khoe-khoegowab language in Namibia.
- Mr Manas involved in NIED Design and Technology
- Ms Bruwer and Mrs !Gontes along with 2 students of Sign Language Education familiarise themselves with SBS practices of selected schools and universities.
- Mr C Nekare and Ms Ruhozu took Social Science students to Brandberg and Khorixas for an excursion

Conclusion

The Khomasdal Campus continues to strive for excellence by engaging in various academic activities, in research and in community service. The Campus has established itself as part of the community by offering various services and it is constantly improving its facilities to meet the ever increasingly demand for well-qualified educators.



Neudamm Campus

Assistant Pro-Vice Chancellor:
Dr Alfons Mosimane



Introduction

The University of Namibia Neudamm Campus aims to build capacity in the agriculture sector to contribute towards the implementation of the Harambee Prosperity Plan and Vision 2030. The Harambee Prosperity Plan aims to implement a number of actions that can raise agriculture productivity to address hunger and poverty in rural/communal areas of Namibia. Neudamm Campus continues to contribute towards capacity building in animal production, food processing and value addition, agriculture economics and animal health.

Like all other Campuses and Faculties of UNAM, Neudamm Campus and the Faculty of Agriculture and Natural Resources (FANR) witnessed change in leadership. The introduction of new leadership was to develop and implement a new strategic directive in line with the University of Namibia's Five Year Strategic Plan 2016- 2020. New leadership culminated in the appointment of a Campus Assistant Pro Vice Chancellor, the Dean and Deputy Dean, an Associate Dean and Deputy Associate Dean, Deputy Director for Administration and Finance and various Head of Departments. A number of young and energetic scholars accepted the responsibility to motivate and collectively harness each other's capacity to grow the Campus and Faculty in terms of teaching, research and community service.

Neudamm Campus is unique in that it is a farm and an academic training campus. The Neudamm

Campus is based on 10 187 hectares of farmland which is used extensively for livestock production (large and small stock), dairy production, piggery, poultry and crop production.

The Neudamm Campus hosts some Departments of the Faculty of Agriculture and Natural Resources (FANR) and the School of Veterinary Medicine (SoVM). The Neudamm Campus and FANR is distinctive in that the Dean of the FANR is based at Neudamm Campus but is responsible for academic programmes of the Faculty that extends to Katima Mulilo Campus, Ogongo Campus and Henties Bay Campus. All academic programmes contribute to the Faculty's mission of promoting sustainable agriculture and natural resources development and management in line with the nation's vision 2030.

The academic and farming activities are supported by the Administration Unit that oversees various service providers such as security, cleaning, estates, transport as well as student support. These support services are critical drivers at Neudamm Campus as they enable the academic and farming community to perform to the best of their abilities and to achieve all the accolades with the farming animals.

Farming Activities

Neudamm farm is known for its production of top genetic breeding material of stud animals. The farm is sub-divided into the following sections for focused management. The *intensive section* includes the dairy, piggery and poultry. The *large stock section* includes farming with Sanga, Afrikaner and Simmentaler cattle breeds which are all registered as stud animals. The *small stock section* manage the goat breeds such as the Boer goat and Kalahari Red goats, the sheep breeds such as the Swakara, Dorper and Damara sheep as well as the Arabian horse breed.

Farm animals competed at the Okakarara Trade Fair, the Keetmanshoop Agricultural Show and the Windhoek Agricultural Show to measure the quality of the breeds at Neudamm against others breeders across the country. Cattle breeds such as the Afrikaner and Simmentaler achieved several prizes at the Okakarara Trade Fair and Windhoek Agricultural Show.

Small stock competed in the Keetmanshoop Agricultural Show and the Windhoek Agricultural Show. The Damara sheep, Boer goats and Kalahari Red goats won several prizes at both Agricultural shows. The achievements of farm animals at the agricultural shows demonstrate the good quality breeding material Neudamm is farming with. An auction is held annually where quality breeding material (bulls, rams and horses) are sold to emerging, resettlement, communal and commercial farmers.

The *agronomy section* focuses on the production of vegetables on a very small scale. Additionally, the farm produces farm products like sausage, mince, meat, pasteurised milk, butter, cream, yoghurt, *omaere*, eggs and vegetables that are sold to staff members and students at Neudamm Campus. Neudamm farm generated an income of N\$2,017,709.22 from the sales of animal genetic materials and farm products.

Neudamm farm has a rich wildlife population of species such as Kudu, Oryx, Eland and Red Hartebeest. However, the use of wildlife on the farm is limited to hunting for meat during the open hunting season in the winter. Registering part of the farm as a Game farm could increase the utilisation and benefits from better management of the wildlife population on the farm.

Academic Activities

The Neudamm Campus hosts the Faculty of Agriculture and Natural Resources (FANR) with three academic Departments comprising of Agricultural Economics, Animal Science and Food Science and

Neudamm Campus is unique in that it is a farm and an academic training campus.

Technology. Although the Departments are located at the Neudamm Campus, their activities especially in teaching, permeate other campuses such as Henties Bay and Ogongo. In terms of accreditation, Agricultural Economics Department went through an accreditation process by the Council for Higher Education through CEQUAM. The Self-Evaluation Report was evaluated by external experts in August 2016, but its outcome is yet to be received.

In addition, the FANR at Neudamm Campus hosts the School of Veterinary Medicine (SoVM). The School of Veterinary Medicine offers a Bachelor of Veterinary Medicine degree. The highlight of this year is the full operation of the SoVM when in August 2016 Senate approved the establishment of five departments within the School. New Head of Departments were appointed at the same time. The SoVM consists of the Department of Biomedical Sciences, Department of Pathobiology, Department of Population Health and the Department of Clinical Veterinary Studies, all based at Neudamm Campus. The Department of Animal Health which is part of the SoVM is based at Katima Mulilo Campus. The number of academic staff in the SoVM increased, with more staff recruited to offer classes to 3rd year students both as adjunct and full time lecturers. The SoVM operates a veterinary clinic at Neudamm Campus for the treatment of animals on the farm and for teaching.

Neudamm Campus and FANR continued to build capacity within the Faculty through supporting staff members on Staff Development programmes. Staff are encouraged to study in fields where there is a shortage of critical skills locally in order to make the Faculty sustainable. The Faculty welcomed, Dr Jona (HoD, Agricultural Economics) who graduated with a PhD in Agricultural Extension from the University of Pretoria. Several other staff members are continuing their studies towards Masters and PhD. Two staff members also participated in a number of short training courses to upgrade their knowledge base in various areas of interest.

During the year under review, a total of five students enrolled for PhD, two in Agricultural Economics and three in Animal Science. The Campus and FANR have committed to continue seeking external funding to provide scholarships for post graduate students in order to increase the number of postgraduate students and publications at Neudamm Campus. In addition, seven students, two in Animal Science, four in Food Science and one in Agricultural Economics were registered for MSc programmes by research. Departments complemented the theoretical teaching with excursion trips to familiarise students with the art of commercialised agriculture.

Research and Publications

Neudamm farm offers opportunities to both students and academics in the FANR to conduct research on the farm using animals, plants, land and the farm infrastructure. Academics and students participated in research projects in collaboration with universities internationally and locally. The flagship research projects at the Neudamm Campus were:

The FANR was part of the consortium of SADC Universities that participated in the SARUA Master's Curriculum Development and Capacity Building Project. The curriculum aims to educate and train new generations of researchers, practitioners and decision-makers in climate change and sustainable development in the southern African region.

The Department of Food Science and Technology worked on the EDULINK II Project, an EU-ACP Networking platform for Academic Excellence on Agriculture and Food Security (NAEAFS) whose main objective is to promote innovation through collaboration with the University of the Witwatersrand (RSA), Lilongwe University of Agriculture and Natural Resources (Malawi), Euro-Mediterranean University (EMUNI, Slovenia) international development NGO (CESTASs, Italy). The project will be completed in 2017.

The Department of Animal Science at Neudamm, through the Turkish Cooperation and Coordination Agency (TIKA) took possession of a pelleting machine. The pelleting machine is installed at the Neudamm Experimental Farm to be used for research, training and semi-commercial production of pellets from encroacher bushes for feeding livestock. The Department also received a grant of N\$1.5 million from the Finnish Embassy under the "Bush-to-Feed Project" which will support training of six MSc. students in animal science, wildlife, environment and agricultural economics.

The Department of Food Science and Technology researched on developing and understanding the effects of compositing Mahangu into baked muffins and cookies and fried fat cake products. The project was in collaboration with the Department of Chemistry and Biochemistry and the Multidisciplinary Research Centre. A number of other research areas in indigenous products were conducted. In particular, a grant for the characterisation of indigenous legumes and their utilisation as pure stands or for oversowing of natural pastures valued at US \$ 60,000 on which two MSc students were supported came to an end in 2016.

There were several new research endeavours embarked upon during the year under review. These include the researches on: 1) The development of an instant Mahangu Porridge fortified with Moringa Oleifera leaves; 2) *Dunaliella salina* and *Hibiscus sabdariffa* (mutete) leaves and calyces; 3) Investigation of Omunkunzi (*Bosca albitrunca*) roots and its chemical composition as a source of sugar, coffee substitute and thickener in foods; 4) Assessing the impact of bio char on soil fertility; and 5) Sand mining rehabilitation in the northern regions.

Through these applied research projects at Neudamm campus, staff and students contributed to solving practical problems and capacity development. The findings resulted in a number of research outputs as presented below.

Peer reviewed Papers

Charamba, V., and B. Thomas. (2016). Estimation of farm level technical efficiency for small scale irrigation farmers of Etunda and Olushandja irrigation schemes of North-Central Namibia: A stochastic frontier approach. *Journal of Development and Agricultural Economics*. ISSN 2006-9774.

Enkono, A. N., & Mosimane, A. W. (2016). An Assessment of Water Accessibility in the Kuvukiland Informal Settlement of Tsumeb in Namibia. *Journal of Sustainable Development*, 9(5), 10.

Gariseb, G. L., & Mosimane, A. W. (2016). Socio-economic impacts of tourism businesses in Okahandja: A case study of Nau-Aib. *Journal for Studies in Humanities and Social Sciences; Volume 5, Number 2, 2016 - ISSN 2026-7215*.

Habarugira, G., Mbasinga, G., Mushonga, B., Chitura, T., Kandiwa, E., & Ojok, L. (2016). Pathological findings of condemned bovine liver specimens and associated economic loss at Nyabugogo abattoir, Kigali, Rwanda. *Acta tropica*, 164, 27-32.

Hepute N, Embashu W, Cheikhoussef A and Nantanga KKM. (2016). Effect of pre-cooking on pearl millet (*Pennisetum glaucum*) flour on the reduction of dregs in Oshikundu. *International Science and Technology Journal of Namibia*, 8, 91-97.

Jaja I.F., Mushonga B., Green E., Muchenje V. (2016). Prevalence of lung lesion in slaughtered cattle in the Eastern Cape Province. *Journal of the South African Veterinary Association* 87,(1); ISSN: 2224-9435

Korsor, M., Ntahonshikira, C., Kwaambwa, H.M., and Bello, H.M. (2016). Comparative performance of *Moringa oleifera* and *Moringa ovalifolia* seeds and seedlings establishment in central Namibia. *Net Journal of Agricultural Science Vol. 4(2)*, pp. 35-44.

Mausse F., Lyaku J., T.O. Itenge (2017). A study on the effect of environmental temperature with relation to feed intake, mineral mobilization and respective incorporation into the egg yolk of Lohmann Brown egg layer chickens given purified lignin at the Neudamm farm in Namibia. *Int. Sci. Technol. J. Namibia*, 9: 68-78

Mushonga, B., Habarugira, G., Chipako, R. B., Marufu, M. C., Mponda, P., Kandiwa, E., & Sajeni, S. (2016). Rupture of the Brachiocephalic Trunk in a 10 Month Old Boston Terrier Bitch at Alberton Veterinary Clinic Johannesburg: A Post-Mortem Case Report. *Focus on Sciences*, 2(4).

Nyamakwere, F., Muchenje, V., Mushonga, B., Makepe, M., & Mutero, G. (2016). Assessment of Salmonella, Escherichia Coli, Enterobacteriaceae and Aerobic Colony Counts Contamination Levels during the Beef Slaughter Process. *Journal of Food Safety*.

Sajeni, S., Reisinger, W., Mushonga, B., Kandiwa, E., & Habarugira, G. (2017). Foreign Body Gastrotomy in an Adult Captive Cheetah, *Acinonyx jubatus*. *Alexandria Journal for Veterinary Sciences*, 52(1).

Book Chapter

Shigwedha N, Hlwilepo-van Hal. P, Jia. L, Sichel. L & Zhang S. (2016). Prebiotics: Metabolism and Symbiotic Synergy with Probiotics in Promoting Health. *Chapter 3, Intech: 10.5772/64091*

Community Engagement

A number of departments in the faculty including those at Neudamm Campus participated in a number of recruitment and promotion activities at different schools in Erongo, Ohangwena and Oshikoto regions, Okakarara Agricultural Trade Fair, Keetmanshoop Trade Fair, Ongwediva Trade fair and Olufuko Festival where high school students were given pamphlets about programme offerings at Neudamm to boost students' enrolment in 2017.

Staff members also participated in community wide activities in different capacities such as membership or chairing in various fora such as the Bonsmara cattle training, extension advice to entrepreneurs, FANRPAN climate smart agriculture, Namibia Medicines Regulatory Council, Veterinary Association of Namibia, and religious services at the Namibia Prisons service among others.

A number of staff members served as reviewers in journals and External Examiners/Moderators in other institutions of learning. Some staff members participated at interactive presentations at the National Science and Technology Fair of the National Commission on Research, Science and Technology, held at Ongwediva.

Neudamm Campus hosted a number of visitors throughout the year who had interests in Agriculture. Several schools visit Neudamm Campus for educational purposes and to get first-hand information about the importance of agriculture in Namibia.

Several international conferences held in Windhoek in 2016 brought delegates to Namibia to learn about agriculture in Namibia. Representatives from all over Africa attended the Dryland Week Conference in

August 2016 in Windhoek and visited Neudamm. There was also a visit to Neudamm Campus by delegates from SADC Countries and African Union during a Conference on animal genetic resources. Students and staff members from Texas Agricultural and Management University visited the Campus in July 2016. Turkish delegates who sponsored the pellet machine visited the Experimental Farm.

A rabies vaccination campaign for pets (cats and dogs) was carried out on 25 November 2016 at Neudamm Campus. A total of 7 people participated in the vaccination campaign, three staff from Neudamm Campus, one Animal Health Technician from DVS and three students on attachment. A total of 54 dogs and 6 cats were vaccinated out of a target population of about 60 dogs and 10 cats, and that was a great success.



Ogongo Campus

Assistant Pro-Vice Chancellor:
Dr Christopher Mberema



Introduction

Ogongo Campus houses two unique academic departments of the Faculty of Agriculture and Natural Resources. These are the Department of Crop Science which is responsible for the BSc. Degree (Honours) in Crop Science and the Diploma in Agriculture; and the Department of Integrated Environmental Science which offers the BSc. Degree (Honours) in Environmental Science, the BSc. Degree (Honours) in Forestry and the Diploma in Natural Resources Management.

The Ogongo Campus has a number of highly qualified academics, including lecturers from the Animal Sciences and Agricultural Economics departments. This ensures quality academic experiences for the students.

The main focus of this Campus is to conduct lectures, practical demonstrations, research and community engagements in agriculture, natural resources, agribusiness and the socioeconomic development of agricultural communities. As the country moves towards commercialised agriculture, the students in all disciplines acquire project management and entrepreneurship skills to ensure that all endeavours towards national food security are executed efficiently and with business acumen.

The Campus' large tracks of land, measuring approximately 4300 ha, are used predominantly for extensive

livestock production, game farming and irrigated crop production, including the production and research on new crops such as Rice, Foxtail Millet and Lucerne. The Campus has agreed to collaborate with AgriBusDev to implement a joint research and development project on selected fodder crops. This would allow the Campus Farm to reduce feed costs, while extending the knowledge to surrounding communities as a means to reduce the devastating impact of droughts on their own livestock.

Most importantly, since the students are involved in many projects, the Campus is purposely built and located to offer the student clientele with hands-on experience, and active involvement in research and community service. The rural setting of Ogongo Campus offers the tranquillity needed for more focused learning and research, as it is evident from the research and community service during the year under review.

Academic Activities

Ogongo Campus offers four undergraduate programmes, namely: the Higher Diploma in Agriculture, Diploma in Natural Resources Management, BSc. Crop Science (Honours) and BSc. Integrated Environmental Science (IES) (Honours). Students pursuing the BSc. IES have an option to specialise in either Forestry or Environmental Science in their final year of study. During the year under review, the Department of Crop Science also completed the *Self-Evaluation Report* (SER) as a requirement for quality assurance and the accreditation of programmes by the National Council on Higher Education (NCHE).

The staff from the Faculties of Agriculture and Natural Resources at Ogongo Campus and the Faculty of Engineering and Information Technology at JEDS Campus in Ongwediva finalized the draft curriculum on the envisaged BSc. Degree in Agricultural Engineering. Support letters from the Engineering Council of Namibia and the Ministry of Agriculture, Water and Forestry were obtained, where after the staff of the two faculties will be consulting other universities in the region to enrich the curriculum further. Other new envisaged programmes such as the Bachelor of Agricultural Education and BSc. Horticulture and Agribusiness Management, are still in the idea phase and they will be explored further for development in the coming year.

The Campus continued to build its capacity through staff development which resulted in 15 staff members pursuing PhDs and Masters Degrees at UNAM as well as other regional and international universities. One senior academic, Dr Joseph Njunge, was promoted to Associate Professor during the year under review. Three lecturers in the Department of Integrated Environmental Science were recruited for the Campus.

Research and Publications

Members of staff conducted research on various projects through collaboration with industry partners with the aim of addressing real world problems. Some of the publications that emerged from the Campus during the reporting period are listed below:

Peer Reviewed Publications and Conference Papers

Kopij G. 2016. Diet of the Horned Owl, *Bubo virginianus*, along vegetation gradient in Oregon. *Northwestern Naturalist* (Cornwallis), 97: 63-65. <http://www.bloone.org/doi/full/10.1898/1051-1733-97.1.63>

Makhado R., Potgieter M., Luus-Powell W., Cooper S., Oppong C., Kopij G., Mutisi C., Makhabo S. 2016. *Tragelaphus strepsiceros* browse during the dry season in the mopane veld of Limpopo province, South Africa. *Transactions of the Royal Society of South Africa* (Pretoria), 71(1): 17-21. <http://www.tandfonline.com/doi/abs/10.1080/0035919X.2015.1102174?journalCode=trrs20>

Kopij G. 2016. Distribution of rare and endangered mammal species in Silesia during the years 2004-2008. *Acta Zoologica Cracoviensia* (Krakow), 59(1): 1-23. [http://db.isez.pan.krakow.pl/AZC/pdf/azc/59\(1\)/59\(1\)_01.pdf](http://db.isez.pan.krakow.pl/AZC/pdf/azc/59(1)/59(1)_01.pdf).

Kopij G. 2016. Breeding bird assemblage in a mosaic of urbanized habitats in a Central European city. *Vestnik Zoologii* (Kiev), 50(2): 163-172. <https://www.degruyter.com/view/j/vzoo.2016.50.issue-2/vzoo-2016-0019/vzoo-2016-0019.xml>.

Kopij, G. 2016. Birds of Katima Mulilo town, Zambezi Region, Namibia. *International Science & Technology Journal of Namibia* (Windhoek), 7: 85-102. <https://repository.unam.edu.na/handle/11070/790>.

Kopij G. 2016. Breeding avifauna of Niemodlin countryside (SW Poland) during the years 2002-2007, and its changes during the last 56 years. *Acta Musei Silesiae Scientiae Naturalis* (Opava), 65: 179-192.

Kopij G., Panek M. 2016. Effect of winter temperature and maize food abundance on long-term population dynamics of the wild boar *Sus scrofa*. *Polish Journal of Ecology* (Warsaw), 64: 423-428.

Togarepi C., Thomas B. and Kankono M. 2016. Cattle marketing constraints and opportunities in north-central communal areas of Namibia, Ohangwena Region. *Livestock Research for Rural Development*. Volume 28, Article #132. <http://www.lrrd.org/lrrd28/7/toga28132.html>.

Mberema C.H.H., Lietz G., Kyriakakis I. and Sparagono. 2016. The effects of gender and muscle type on mRNA levels of calpain proteolytic system and beef tenderness during post-mortem aging. *Livestock Science*, 185:123-130.

Nishikawa Y., Shivolo O., Angula M., Thomas B., Hangula M., Maharero T., and Fujjoka Y. (2016). Village monograph of an agro-pastoral society in North-central Namibia. *Ryukoku Journal of Economy*, Japan.

Awala, S.K., Yamane, K., Izumi, Y., Fujjoka, Y., Watanabe, Y., Wada, K.C., Kawato, Y., Mwandemele, O.D. and Iijima, M. 2016. Field evaluation of mixed-seedlings with rice to alleviate flood stress for semi-arid cereals. *Eur J Agron*. 80: 105-112.

Iijima, M., Awala, S.K., Watanabe, Y., Kawato, Y., Fujjoka, Y., Yamane, Y. and Wada, K.C. 2016. Mixed cropping has the potential to enhance flood tolerance of drought-adapted grain crops. *J. Plant Physiol*. 192: 21-25.

Hove, K., and Hove, R. 2016. An Investigation into the Causes of Tax Avoidance and Tax Evasion in Zimbabwe: A Survey of Business Operators in Bulawayo. *International Journal of Economics, Commerce and Management*, 4(5), 512-531. Retrieved from <http://ijecm.co.uk/>.

Hove, K. and Nyamandi, T. 2016. An evaluation of the extent of compliance of the Zimbabwean land Governance system with the agricultural land rental requirements of temporary migrants: Pilot case study of Eslogodini Agricultural College in Matabeleland South Province. *International Journal of Agricultura Policy and Research*, 4(8), 128-142. doi:10.15739/IJAPR.16.017.

Hove, K., Showa, S., and Masache, A. 2016. Analysis of factors influencing first year University Undergraduate performance in selected pure Mathematics courses at the National University of Science and Technology – Zimbabwe. *Journal for Studies in Humanities and Social Sciences*, UNAM, 13-38.

Woldetsadik, D., P. Drechsel, B. Keraita, B. Marschner, F. Itanna and H. Gebrekidan. 2016. Effects of biochar amendments on cadmium immobilization, selected nutrient and cadmium concentrations of lettuce (*Lactuca sativa*) in two contrasting soils. Springerplus.

Akundabweni, LSM; Tuyenikelao, K, Njunge, J; Zhou Zhihai. 2016. Pot-Induced Water Stress Tolerance Test on Four Foxtail Millet (*Setaria italica* L.) for the Drier North Central Namibia. African Journal of Agricultural Research (In Press, to appear in 2016).

Hove, K., & Hove, R. 2016. Tax avoidance and evasion in Zimbabwe: A statistical perspective. Scholarspress.com. Retrieved from <http://www.sholarspress.com>.

Iijima, M., Itanna, F., Awala, S.K., Hiyama, T., Kambatuku, J., Fujioka, Y. and Shivolo O.T. 2016. Guidelines for Flood- and Drought- Adaptive Mixed Cropping System to Conserve Water Environments in Semi-arid Regions: List of the proposed cultivation techniques. Namibia-Japan Rice & Mahangu Project. 1-67.

Awala, S.K. and Tsuchiya, K. 2016. Utilization of rice in Namibia. Farmers' Field Day, 10 June 2016. University of Namibia - Ogongo Campus.

Itanna, F. and Y. Watanabe. 2016. Crop Science Activities (2015-2016). JCC Rice Mahangu Workshop at EJDS campus, Faculty of Engineering (March 2016).

Iijima M., Awala S.K, Fujioka Y. and Mwandemele O. 2016. In *J.R Kambatuku & Fujioka, Y. (eds), Proceedings of SATREPS Rice-Mahangu Project International Symposium*. Agricultural Use of Seasonal Wetlands in Southern Africa, 8-9 September 2014.

Hiyama, T., Kambatuku, J.R., Nipele, J., Mizuochi, H., Hanamura, M., Suzuki, T., Ohta, T., Fujioka, Y., Iijima, M., and O. Mwandemele. 2016. Analysing Water Budgets of Seasonal Wetlands based on Hydrological Observation Data. In *J.R Kambatuku & Fujioka, Y. (eds), Proceedings of SATREPS Rice-Mahangu Project International Symposium*. Agricultural Use of Seasonal Wetlands in Southern Africa, 8-9 September 2014.

Njunge, J., Kaholongo, I. K. and Fujioka, Y. 2016. Variation in Composition of Plant Species Growing in Small Ponds (oondombe) of the Cuvelai Basin Seasonal Wetlands in North-Central Namibia. In *J.R Kambatuku & Fujioka, Y. (eds), Proceedings of SATREPS Rice-Mahangu Project International Symposium*. Agricultural Use of Seasonal Wetlands in Southern Africa, 8-9 September 2014.

Thomas B., Shivolo O., Fujioka Y., Nishikawa Y., Iida M., Sheehama E. and Maharero T. 2016. Farmers' Perceptions towards Adoption of Rice and Pearl Millet Cropping System in North-Central Namibia: A Case of Onamundindi Village. In *J.R Kambatuku & Fujioka, Y. (eds), Proceedings of SATREPS Rice-Mahangu Project International Symposium*. Agricultural Use of Seasonal Wetlands in Southern Africa, 8-9 September 2014.

Hangula M.M., Maharero T., Usami K. and Nishikawa Y. 2016. Socioeconomic Characteristics of Rice Farmers in Omusati Region. 2016. In *J.R Kambatuku & Fujioka, Y. (eds), Proceedings of SATREPS Rice-Mahangu Project International Symposium*. Agricultural Use of Seasonal Wetlands in Southern Africa, 8-9 September 2014.

Kopij G. 2016. Status of Black Stork *Ciconia nigra* in Lesotho. ABC Bulletin, 23(2): 212-214. <https://www.africanbirdclub.org/bulletins/abc-bulletin-232-september-2016>.

Kopij G. 2016. Structure of avian assemblages in Zambezi Baikiaea woodlands, northern Namibia. *Zoology & Ecology*. 1-10. <http://dx.doi.org/10.1080/21658005.2016.1245933>.

Kopij G. 2016. Population expansion of some bird species in the city of Wrocław. *Acta Musei Silesiae Scientae Naturales (Opava)*, 65: 229-233. DOI 10.1515/cszma-2016-0029.

Kopij G. 2016. Mortality in South African Cattle Egrets *Bubulcus ibis* from 1951 to 1987. *Ring (Przebendowo)*, 38: 57-62. <https://doaj.org/article/32b18972b573450bb8b206a9085ac79e>.

Makhado R., Potgieter M., Luus-Powell W., Cooper S., Oppong C., Kopij G. 2016. *Tragelaphus strepsiceros* browse during the wet season in the mopane veld of Limpopo province, South Africa. *Rangeland Ecology & Management*, 69(5): 408-413. <http://dx.doi.org/10.1016/j.rama.2016.06.005>.

Ndeinoma A. & K. F. Wiersum 2016. Diversity of governance arrangements for indigenous natural products in communal areas of Namibia. *Forests, Trees and Livelihoods*, 1472-8028: 1-18. <http://dx.doi.org/10.1080/14728028.2016.1268545>.

Watanabe, Y., F. Itanna, Y. Fujioka, A. Petrus, and M. Iijima. 2016. Characteristics of soils under seasonally flooded wetlands (oshanas) in north-central Namibia. *African Journal of Agricultural Research*, 11(46): 4786-4795.

Getahun H., M. Limenih, F. Senbeta, and F. Itanna. 2016. Plant diversity and determinant factors across smallholder agricultural management units in Central Ethiopia. *Agroforestry Systems* pp 1-19.

Mberema, C.H.H and Sparagano, O.A.E. 2016. Expression stability of reference genes in the skeletal muscles of beef cattle. *African Journal of Biotechnology*. Accepted 9 November 2016, pending payment of Fees.

Hegga, S., Ziervogel, G., Angula, M., Spear, D., Nyamwanza, A., Ndeunyema, E., Kunamwene, I., Togarepi, C., Mochain, D. 2016. Vulnerability and Risk Analysis in the Omusati Region in Namibia. ASSAR.

Akundabweni, L., Mberema, C., Thomas, B., and Togarepi, C. 2016. An Assessment the Opportunities for the Commercialization of the Underutilized Indigenous Food crop Mutete (*Roselle – Hibiscus Sabdariffa* L.) in Namibia. Book of Abstracts, NCRST Symposium, 21-23 September 2016, Safari Hotel, Windhoek.

Thomas, B. and Togarepi, C. 2016. Assessment of farm level and market postharvest losses along the tomato supply chain of small scale horticultural farmers in Omusati Region, Namibia. Book of Abstracts, NCRST Symposium, 21-23 September 2016, Safari Hotel, Windhoek.

Togarepi, C., Thomas, B. and Hangula, M. 2016. Perception of Extension Officials on Technology Adoption by Rural Farmers in Omusati and Oshana Regions of Namibia. Book of Abstracts, NCRST Symposium, 21-23 September 2016, Safari Hotel, Windhoek.

Mberema, C., Thomas, B., Togarepi, C. and Maharero, T. 2016. Analysis of Factors that Influence the Choice of Marketing Channels for Goats and Goat Products in Omusati Region. Book of Abstracts, NCRST Symposium, 21-23 September 2016, Safari Hotel, Windhoek.

Amunyela, H., Hiwilepo-van Hal, P., Samundengu, C. and Togarepi C. 2016. Production and Comparison of Nutritional Composition of The Instant and Traditionally Prepared Cowpea (*Vigna unguiculata*) Oshigali powder. Book of Abstracts, NCRST Symposium, 21-23 September 2016, Safari Hotel, Windhoek.

Zgambo, M., Hiwilepo-van Hal, P., Emvula, S. and Togarepi, C. 2016. Nutritional and Sensory Analysis of Pearl millet-Marama Composite Flour Porridge. Book of Abstracts, NCRST Symposium, 21-23 September 2016, Safari Hotel, Windhoek.

Illeka, N., Kaholongi, I. and Togarepi, C. 2016. Assessment of Indigenous Medicinal plants used for treating human ailments: A case of Enhana constituency, Ohangwena region, Northern Namibia. Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Kopij G. 2016. Breeding avifauna of the Ogongo Game Reserve. UNAM Ogongo Campus, Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Njunge J.T., Kaholongi I.K., Amutenya M. and Hove K. 2016. *Leucaena leucocephala* (Lam.) De Wit, A Conflict Tree Species in Many Countries: The Case of Ogongo Campus, North-Central Namibia. Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Shilume K.T., Ndeunyema E. and Nambuli F. 2016. Identification of Tapping Methods of *Hyphaene petersiana* and Its Importance to Rural Livelihood in Okalongo and Anamulenge Constituencies. Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Mberema C.H.H., Lietz G. Kyriazakis I. and Sparagano O.A.E. 2016. The of Gender and Muscle Type on the mRNA Levels of the Calpain Proteolytic System and Beef Tenderness during Post-Mortem Aging. Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Kambonde S. and Hove K. 2016. The Performance of Maize (*Zea Mays*) Under Different Organic Manure (Cattle, Goats, Chicken) And Muddy Pan (Ondombe) Soil. Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Simwanza C. and Thomas B. 2016. Factors underlying for decreased formal cattle marketing by communal farmers in Kabbe north, Zambezi region of Namibia: An assessment. UNAM Ogongo Campus, Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Awala S.K. , Tsuchiya K., Lwilinga T., Shivolo O.T., Thomas B., Fujjoka Y., Mberema C., Mwandemele O.D. and Iijima M. 2016. Nutritional Quality of Rice-Pearl Millet Flour Mixture for Making New Porridge in North-Central Namibia Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Awala S.K. , Tsuchiya K., Lwilinga T., Shivolo O.T., Thomas B., Fujjoka Y., Mberema C., Mwandemele O.D. and Iijima M. 2016. Assessing Acceptability Of Porridge In North-Central Namibia. Book of Abstracts, Unam Research Day, 12 October 2016, Ogongo Campus.

Thomas B, Shivolo O., Fujjoka Y. Nishikawa Y. 2016. Farmers' Perceptions Towards Adoption Of Rice And Pearl Millet Cropping System In North-Central Namibia: A Case Of Onamundindi Village. Book of Abstracts, Unam Research Day, 12 October 2016, Ogongo Campus.

Hakadiva J.T.N., Togarepi C. and B. Thomas 2016. The Assessment of Effects of Quelea Birds on Pearl Millet Yield and Household Food Security in Onesi Constituency, Omusati Region of Namibia. Book of Abstracts, Unam Research Day , 12 October 2016, Ogongo Campus.

Mwaala, L., Togarepi, C., Niipele, J. and Angombe, S. 2016. Estimating the level of damage caused by sand mining activities in North Central Regions of Namibia. Book of Abstracts, Unam Research Day Presentations, 12 October 2016, Ogongo Campus.

Unandapo, A., Togarepi, C. and Kambatuku, J. 2016. An assessment of challenges and coping mechanism in flood prone communal areas of Northern Namibia: Case of Onesi Constituency. Book of Abstracts, Unam Research Day Presentations, 12 October 2016, Ogongo Campus.

Togarepi, C. 2016. An Analysis of Factors Influencing adoption of conservation technologies in Northern Namibia. Book of Abstracts, Unam Research Day Presentations, 12 October 2016, Ogongo Campus.

Katuuo, V., Maharero, T. and Togarepi, C. 2016. Cattle marketing challenges and opportunities in Amini Constituency of Omaheke Region, Namibia. Book of Abstracts, Unam Research Day Presentations, 12 October 2016, Ogongo Campus.

Mupurua, K and Togarepi, C. 2016. Assessment of Informal Trade in Indigenous Natural Products' contribution to rural livelihoods in Northern Regions of Namibia. Book of Abstracts, Unam Research Day Presentations, 12 October 2016, Ogongo Campus.

Shilimi, D., Togarepi, C. and Bello, H. M. 2016. Drought coping mechanisms practiced by communal farmers in North Central Namibia: Experience from Etayi Constituency, Poster presented during UNCCD Africa Drought Conference, August 2016, Windhoek.

Hironari Kanamori, Tetsuya Hiyama, Jack R. Kambatuku, Hiroki Mizuochi, Hatsuki Fujinami & Morio Iijima, 2016. Characteristics of rainfall associated with land surface conditions in north-central Namibia, Paper Presented at the American Geophysics Union, Fall Meeting 12–16 December 2016, San Francisco, USA.

Awala S. 2016. Demonstration and volunteer farmers activities including practical and extension activities. JICA/UNAM. JEDS.

Itanna F. 2016. Presentation on the structure of research on crop science and integrated study and achievement of Crop Science Team. JICA/UNAM. JEDS.

Itanna F. 2016. Crop Science research activities (Rice Mahangu project). JICA/UNAM. JEDS.

Itanna F. 2016. On-station Studies on Effects of Conservation Agriculture on Environmental Sustainability and Yield in North Namibia. GIZ. Windhoek.

Itanna F. 2016. Coping strategies to combat food insecurity and loss of biodiversity in Namibia. Humboldt University. Linde/Berlin, Germany.

Community Engagement

During the year under review, marketing of the Campus' four programmes was mainly done through trade fairs such as the Annual Ongwediva Trade Fair, Oshakati Expo and the Olufuko Festival. The Campus also attended the annual career fairs at various towns representing the four northern regions. Besides that, the Campus was visited by 758 learners from 15 different schools in the Northern regions. These learners showed a keen interest in agriculture production and for many, Ogongo Campus is the only place to have a close encounter with various game species such as Giraffe, Oryx, Springbok and Zebra.

Moreover, the Campus launched the Annual Career Guidance Day on 8 July 2016. More than 300 learners from different Schools in Omusati, Oshikoto and Oshana region attended the event.



Oshakati Campus

Assistant Pro-Vice Chancellor:
Dr Paulina Uugwanga-Vutuva



Introduction

This report highlights the growth and development towards the realisation and fulfillment of our UNAM mission and vision as a campus.

Oshakati Management Committee chaired by the Assistant Pro-Vice Chancellor is the highest body of the Campus. The year under review saw the expansion of this body with the introduction of the Associate Dean for the School of Public Health, Dr Mitonga Kabwebwe, the Deputy Director for Academic Affairs and Research, Dr Jacobus Sheehama, and the Assistant Dean of Students Mr. Natangwe Shatipamba. The Campus was also blessed with an additional four Heads of Department and Academic Coordinators.

Academic Activities

School of Public Health

In our strive to make Oshakati Campus a multidisciplinary campus, the School of Public Health is our latest addition. The School offers an undergraduate Bachelors degree in Public Health at honours level. Members of staff participated in career fairs to market the school in Windhoek and in the Omusati Region. Secondary schools in Oshakati area were also visited. Furthermore, the Bachelor of Science in

Public Health was registered by the Namibia Qualifications Authority (NQA) on the National Qualification Framework (NQF) during the review period.

School of Nursing

The Oshakati Campus continued to provide conducive nursing education and other health education programmes to its resident students. The experiences of the students was well captured by one of them who remarked: "I came to the Oshakati Campus after my academic year in Windhoek was jeopardized by poverty and city life. My dreams were almost shattered, suddenly I transferred and Oshakati offered me a warm and psychologically inviting environment."

Computer Science Diploma

With computers found in every aspect of our lives today, our campus has introduced a Diploma in Computer Science. The diploma programme enables students to become skillful in their appreciation of the world of computers. Such skills and appreciation can be put into practice and transform the nation towards development. The campus succeeded to complete a full circle of its two year Computer Science Diploma and its first cohort of students are expected to graduate in 2017.

Science Foundation Programme

Oshakati Campus stood behind the belief that access to higher education is a key ingredient to promoting socio-economic development in Namibia and in eradicating poverty. As such, the Campus continued the programme which gained momentum since it was first introduced in 2005, with enrollment figures increasing from 40 students then to 137 students in 2016. The programme enrolls former Grade 12 learners with science subjects who could not meet the entrance requirements for the Faculty of Science and other science related programmes. In addition, we also reach out to orphans and vulnerable children as well as children from marginalised communities. Due to the increasing demand for bridging courses in the country, the Science Foundation programme was replicated at the Khomasdal Campus in 2014. This expansion enabled us to reach out to many aspiring former Grade 12 learners across the country, thus assisting our government, particularly the Ministry of Education in addressing the high levels of Grade 12 dropouts in the country.

CODeL Programmes

Due to socio-economic, geographical, financial and personal problems, many people living in highly populated northern regions of Namibia have no other options but studying on the distance mode. During the year under review, more than 900 students enrolled to study through this mode across different Faculties at UNAM, mainly in the Faculty of Education, Economic and Management Sciences, and Humanities and Social Sciences.

Research and Publications

The year under review saw the Oshakati Campus improving its research output.

Angula, P. & Ncama B. P (2016). Guidelines for Community-Based HIV/AIDS Stigma Reduction Intervention in a Rural Community. *World Journal of AIDS*, 6, 27-36. <http://dx.doi.org/10.4236/wja.2016.61004>

Adorka, M., Mitonga, K.H. & Allen, K. (2016). An assessment of the prevalence and treatment outcomes

of multiple antibiotic prescribing vis-à-vis the appropriateness of antibiotic prescriptions in the empirical treatment of infections: A cross-sectional study from Lesotho *ISSN: 2026-7673*

Haifete, A. N., Amukugo H.J.* & Iita, H.(2016). Knowledge, Attitude and Practice of Healthcare workers on waste segregation at two public training hospitals *EJPMR*, 2016,3(5), 674-689 *ISSN: 2394-3211*

Iita, H. , Iipinghe, S.& Van Dyk, A (2016). Conceptual framework for the formulation of strategies to support registered nurses in their utilisation of the nursing process when executing their roles and functions in local-level Primary health care (PHC) practice in Namibia. *International Journal of Health*, 4 (1) (2016) 17-31 [Website:www.sciencepubco.com/index.php/IJH](http://www.sciencepubco.com/index.php/IJH) doi: 10.14419/ijh.v4i1.5752

Iita, H. , Iipinghe, S.& Van Dyk, A. (2016). Constraints that registered nurses in Namibia are faced with when utilising the nursing process in local-level primary health care practice, *International Journal of Health*, 4(1),32-39. Doi:10.14419/ijh.v4i1.5751.

Iita, H., Iipinghe, S. & Van Dyk, A. (2016). The level at which registered nurses utilize the nursing process in local-level primary health care practice in Namibia. *International Journal of Advanced Nursing Studies*, 5(1), 65-75. Doi: 10.14419/ijans.v5i1.5600.

Iita, H., Neshuku, H. & Chirimbanu, M. (2016). The impact of simulation practice on student nurses' skills: The case of integrated newborn and childhood illness management at the University of Namibia. *International Journal of Advanced Nursing Studies*, 5(1), 65-75. Doi: 10.14419/ijans.v5i1.599.

Richard A. Powell, Eve Namisango, Steve Taylor, Emmanuel Luyirika, Fatia Kiyange, Faith Mwangi-Powell, Lukas Radbruch, Desderius Haufiku, Charlotte Buys, Rachel Freeman, Lameck Thambo, Beatrice Mwangomba, Immaculate Kambiya, Richard Harding, Prevalence and severity of palliative care-related problems among ambulatory patients diagnosed with cardiovascular diseases, cancer, chronic respiratory diseases or diabetes in two sub-Saharan African countries, May 2016.

Buys C, Haufiku D, Bupe Zeko Freeman R, Nangolo R; Shivute B; Shilimi L; Lene le Roux; Noa D; Gerrit de Villiers; Petrus Iitula; Namisango E Kiyange F, Luyirika BK E, Powell RA, Harding R, Prevalence and severity of palliative care-related problems among patients diagnosed with cancer, diabetes, cardiovascular and chronic respiratory diseases in Namibia; Cicely Saunders Institute, Department of Palliative Care, Policy and Rehabilitation.

Matthias Adorka, Kabwebwe H. Mitonga, Kirk Allen, An assessment of the prevalence and treatment outcomes of multiple antibiotic prescribing vis-à-vis the appropriateness of antibiotic prescriptions in the empirical treatment of infections: A cross-sectional study from Lesotho, *Int. Sci. Technol. J. Namibia*, ISTJN 2016, 8:3-14.

Taimi Amakali-Nauseb, Honore K. Mitonga, Sexual Behaviors and Pregnancies of in School and out of School Adolescents in Kavango region, Namibia; *Texila International Journal of Public Health*, Volume 4, Issue 4, Dec 2016, DOI: 10.21522/TIJPH.2013.04.04.Art012; <http://www.texilajournal.com/journals.html>

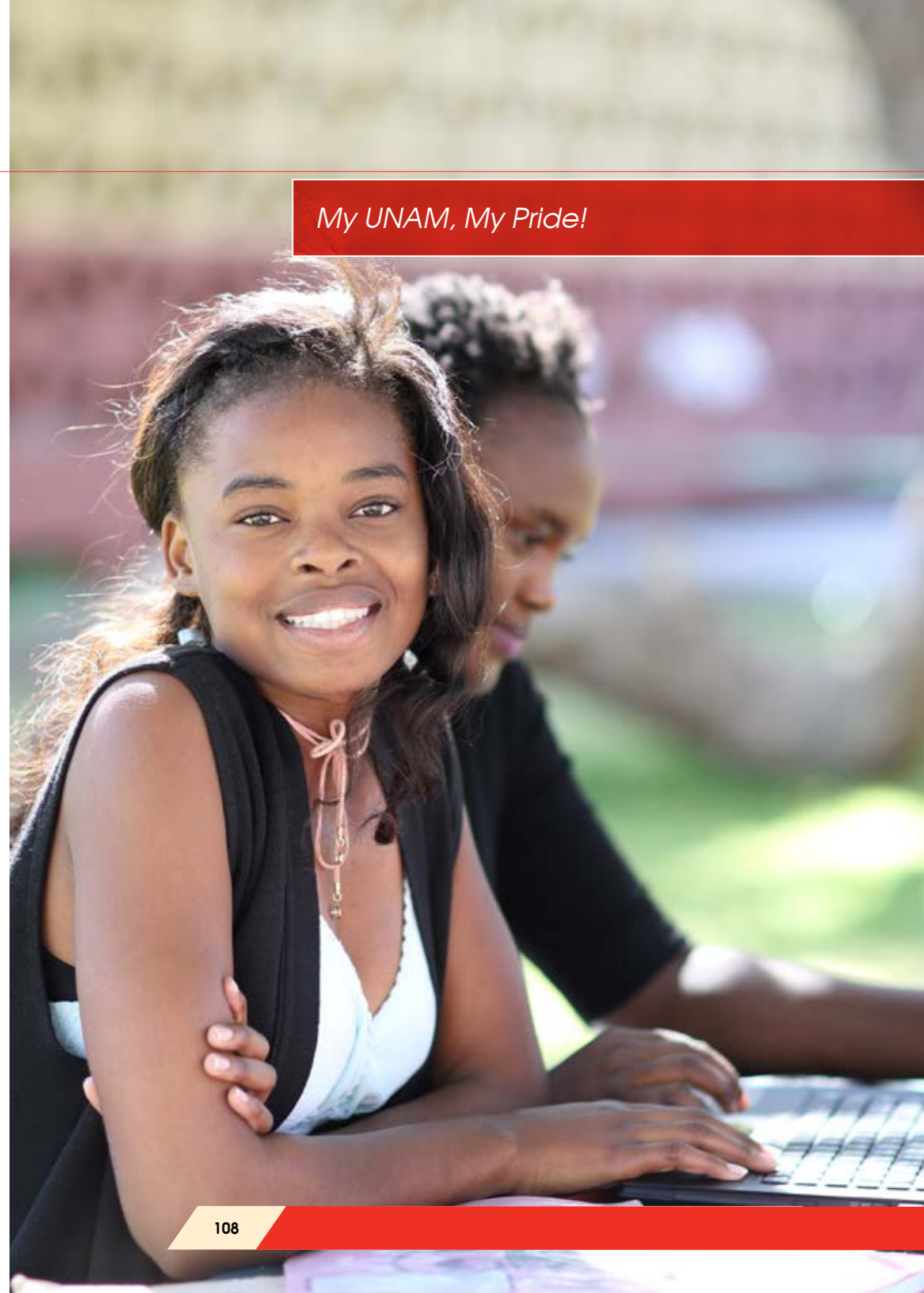
Taimi Amakali-Nauseb, Honore K. Mitonga, Potential Risk Characteristics of Adolescent Pregnancy in Schools and out of school in Kavango Region, Namibia; *Texila International Journal of Public Health*, Volume 4, Issue 4, Dec 2016, DOI: 10.21522/TIJPH.2013.04.04.Art013; <http://www.texilajournal.com/journals.html>

Hileni Nlikondo, Kabwebwe H. Mitonga, Knowledge and Practices Regarding Psychosocial Aspects of Palliative Care among Healthcare Workers in Ohangwena Region, Namibia. *Texila International Journal of Public Health*. Volume 4, Issue 4, December 2016, DOI: 10.21522/TIJPH.2013.04.04.Art018; <http://www.texilajournal.com/journals.html>

Community Engagement

The Campus still plays its role of being community engaged. Two prominent conferences, namely the AMICAAL and the ALAN annual conference were held on Campus through our Small Business Development Centre in collaboration with the Oshakati Town Council. Public Health Staff members and students visited Opuwo as part of an education excursion. The Small Business Development Centre also assisted the Saara Kuugongelwa-Amadhila Resource and Vocational School (SKARVS) to be registered with the Namibia Training Authority as a Level 1 Vocational School. SKARVS is the only special school in the Omusati Region.

My UNAM, My Pride!





Rundu Campus

Assistant Pro-Vice Chancellor:
Dr Gilbert Likando



Introduction

The Rundu Campus has evolved from a small education institution that offered a single programme to a diverse and vibrant Campus that offers multiple programmes in various areas that include Education, and Commerce programmes.

In fostering excellence in teaching and learning, research and community service, the Campus was engaged in impact oriented activities in collaboration with other University Faculties, Units and local schools. Steadily, the Campus has become an icon within the community, with a considerable number of local and SADC students preferring Rundu Campus as a Campus of choice, not only due its well-

maintained infrastructure and cleanliness, but also a tranquil studying sanctuary as well as a conducive environment for teaching and learning.

Academic Activities

Several academic activities have been undertaken during 2016. These include the training of academic staff on pedagogical skills, and science laboratory technicians on the handling and disposal of laboratory chemicals. In addition, academic staff from the Department of Languages, Humanities and Commerce Education were trained in material writing in English, Social Science Education, and Religious and Moral Education modules for the Centre for Open, and Distance Learning (CODEL).

In the area of academic programmes, the Campus has expanded tremendously with several programmes in the area of Commerce and Education. In the area of commerce, a new Diploma in Accounting and Auditing was introduced, while in the area of Education, a Diploma in Junior Primary Education (DJPE) INSET was introduced to upgrade teachers that are in the system. Plans to introduce the Nursing programme in 2017 were approved during the year under review.

Research and Publications

In an endeavour to increase the research output, the Campus Research Committee established research groups to enhance research collaboration across Departments, Faculties and Campuses. Training initiatives to address the research skills gap among novice researchers have yielded tangible results as evidenced by the number of publications produced and conferences attended by academic staff: namely, The Africa Redemption International Conference (ARIC) hosted by the Campus in 2016; the Annual Education Conference (EDUCON, 2016) held at Hifikepunye Pohamba Campus; BOLESWANA Biennial Educational Symposium, held in Botswana and attended by staff members from the University of Namibia.

Journal Articles

Upindi, N. M., Mushaandja, J., and Likando, G., (2016). Addressing Factors that Contribute to Indiscipline in Secondary Schools in Namibia: A Case Study. *Namibia CPD Journal*. Vol. 3, Issue 1, 2016, pp. 1-12.

Likando, G. Matengu, K. and Shihako, M. (2016). Perspectives on adult literacy and livelihood: A review with reference to the National Literacy Programme in Namibia. *Journal for Studies in Humanities and Social Sciences*. Vol. 5, number 1, pp. 74-84.

Ilukena M. A., Makando A. M., and Simasiku B. M. (2016). Investigation the Relevance of Preparatory Mathematics in Three Selected Kindergarten in the Zambezi Region in Namibia. *Namibia CPD Journal*. Vol. 3, Issue 1, pp. 46-58.

Utete, C., Ilukena, A. and Simasiku, B. (2016). The relevance of integrating Ethno-Science (Indigenous Knowledge) into upper primary Natural Sciences and Health Education school curriculum in the Zambezi region. *UNAM scholarly repository- Journal for Studies in Humanities and Social Sciences*. Vol. 5, number 2, pp. 66 – 72

Muhongo, M., Utete, C., and Ilukena, A. (2016). Factors that cause poor performance in mathematics at National School Secondary Certificate (NSSC) level compared to Junior Secondary Certificate (JSC) level in four selected schools in the two Kavango regions. *UNAM scholarly repository- Journal for Studies in Humanities and Social Sciences*. Vol. 5 Issue 2, pp. 108 – 115.

Utete, C., Ilukena, A. and Simasiku, B. (2016). The relevance of integrating Ethno-Science (Indigenous Knowledge) into upper primary Natural Sciences and Health Education school curriculum in the Zambezi region. *UNAM Scholarly Repository- Journal for Studies in Humanities and Social Sciences*. Vol.5 number 2, pp. 66-72.

Taukeni S.G., & Ferreira, R. (2016). HIV and/or AIDS awareness among adolescents in a South African at-risk rural community. *Southern African Journal of HIV Medicine*:17(1), a418. [http://dx. doi.org/10.4102/sajhivmed](http://dx.doi.org/10.4102/sajhivmed). Vol. 17 Issue 1. pp-418.

Chitiyo, M., Hughes, E.M., Haihambo, C.K.,Taukeni, S.G., Montgomery, K.M., & Chitiyo, G. (2016). An Assessment of Special Education professional development needs in Namibia. *Człowiek – Niepełnosprawność – Społeczeństwo* Cns nr 3(33) pp 5–18.

Taukeni, S.G., Chitiyo, G., Chitiyo, M., Asino, I. & Shipena, G. (2016). 'Post-traumatic stress disorder amongst children aged 8–18 affected by the 2011 Northern-Namibia floods', *Jãmbá: Journal of Disaster Risk Studies* 8(2), Art. #169, 6 pages. [http:// dx.doi.org/10.4102/jamba](http://dx.doi.org/10.4102/jamba). Vol. 8 Issue2. pp169.

Utete, C. and Ilukena, A. (2016). The importance of practical work in the teaching and learning of Integrated Natural Sciences and Health Education at the University of Namibia, Rundu Campus. *CPD Journal* (In Print).

Community Engagement

A number of academic staff, the Communication and Marketing section, and staff from the Office of the Dean of Students were involved in community service activities that varied from tutoring grade 10 and 12 learners, providing career guidance, hosting a Career Fair and providing social support to needy learners from local schools in the two Kavango Regions (East and West, respectively).



Sam Nujoma Campus

Assistant Pro-Vice Chancellor:
Dr Hilikka Ndjaula



Introduction

The Sam Nujoma Campus is one of the youngest campuses of the University of Namibia, located in the coastal town of Henties Bay. With a diverse and dynamic research community, the campus has once again this year witnessed a hype of activities and has seen its staff growing with an addition of 4 new staff this year. The campus hosts the Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) and the Department of Fisheries and Aquatic Sciences (DFAS).

SANUMARC is a full-fledged multidisciplinary research centre of the University of Namibia with the mandate to promote research and development activities in the field of Marine Sciences, Coastal Resources and many other fields of national importance. The Centre is part of the United Nations University, as an Operating Unit of its Institute for Natural Resources in Africa, based in Accra, Ghana.

SANUMARC serves Namibia through promoting research and development activities in the field of marine and coastal resources, taking into consideration the unique comparative and competitive advantage of the cold Benguela current ecosystem and straddling desert environment. Research activities at the Centre are geared towards developing the fisheries and agriculture sectors and they complement research and development efforts by the Ministries of Fisheries and Marine Resources, and Agriculture, Water and Forestry, Ministry of Mines and Energy, and the Ministry of Environment and Tourism.

DFAS is one of the Departments under the Faculty of Agriculture and Natural Resources and it had 97 undergraduates this year on campus. The department aims to strengthen students' research skills, through teaching and research activities in the field of Fisheries and Aquatic Sciences and to strengthen students' scientific understanding and mastery of the aquatic environment. The principal long-term development goal of the programme is to provide the human resource base and baseline data required to manage and develop the fishery and aquatic resources of Namibia and the Southern African Development Community (SADC) region in a sustainable manner.

Academic Activities

The year 2016 was particularly exciting and challenging. The economic situation proved heavy for us as we had to alter research projects. However, in terms of teaching, all the modules were successfully taught and the assessments were of a good quality as alluded to by our external examiner.

During the year under review, the department sadly had to say goodbye to two of its long term serving lecturers (Mr A. Samakupa and Mr A. Esterhuizen), as they have found alternative employment elsewhere after serving the University for 13 and 12 years respectively. Their departure was followed by the appointment of Dr M. Wilhelm and Mr N Gabriel, both specialists in their field of studies.

As part of the UNAM requirement, the researchers from SANUMARC have continued to assist in teaching modules in the department as well as supervising student projects. This cordial relationship between the two units is essential for the growth of the Campus.

Research and Publications

Research at the Campus was guided by the 2016 Annual Research Plan, which covered all research themes as strategically depicted in SANUMARC's five year development plan and the Research Agenda of the Faculty. Staff and students engaged in various research projects aimed at supporting the scientific and societal needs of the country. Specifically, research at the Campus covered areas of marine environment and marine organisms, freshwater fish, Henties Bay and Walvis Bay socio-economic questions, general coastal environment and geophysical research.

Students and staff also made up the biggest chunk of presenters at the first ever Annual Research Conference that was held in September 2016, and which also attracted scientists from outside the University.

The peer reviewed publications for 2016 are as follow:

Gabriel N.N., Qiang J., Ma X.Y., He J., Xu P. and Omoregie E. (2016). Sex reversal effect of dietary *Aloe vera* (Liliaceae) on genetically improved farmed tilapia (GIFT-strain), *Oreochromis niloticus* fry. North American Journal of Aquaculture (Accepted for publication).

Gabriel N.N., Omoregie E., Martin T., Kukuri L., Shilombwelwa L. (2016). Short-term cycles of feed deprivation and refeeding on growth performance, feed utilization, and fillet composition of hybrid tilapia (*Oreochromis mossambicus* x *O. niloticus*). The Israel Journal of Aquaculture-Bamidgah- IJA_1344.

litembu, J. & Richoux, N. 2016. Characterisation of the dietary relationships of two sympatric hake species, *Merluccius capensis* and *M. paradoxus*, in the northern Benguela region using fatty acid profiles. African Journal of Marine Science 36: 39–48.

litembu, J. A. 2016. An attempt at modelling the diets of two sympatric species of hake (*Merluccius capensis* and *Merluccius paradoxus*) off the coast of Namibia: isotope mixing model approach. International Science and Technology Journal of Namibia 7: 14–30.

Knott, M.G., Kapewangolo, P., Louw, S., Brand, J., Kandjengo, L., Ishola, A. 2016. The isolation, structural determination and bioactivity of 1E,3R,4S,5E,7Z-1-bromo 3,4,8-trichloro-7-(dichloromethyl)-3-methylocta-1,5,7-triene from a Namibian *Plocamium* species. International Science and Technology Journal of Namibia, 7, 59-72.

Louw, S.; Kandjengo, L.; Knott, M. 2016. Gas Chromatography-Mass Spectrometry (GC-MS) combined with retention index prediction for the rapid identification of halogenated monoterpenes from a Namibian *Plocamium* species. Natural Product Communications, 12(2), 207-211.

Kirkman S.P., Blamey L., Lamont T., Field J.G., Bianchi G., Huggett J.A., Hutchings L., Jackson-Veitich J., Jarre A., Lett C., Lipinski M.R., Mafwila S.K., Pfaff M.C., Sammai T., Shannon L.J., Shin Y-N., van der Lingen C.D., and D. Yemane. 2016. Spatial characterization of the Benguela ecosystem for ecosystem-based management. South African Journal of Marine Science. DOI:10.2989/1814232X.2015.1125390.

Mukuvari, I., Mafwila, S. K. & Chimuka, L. 2016. Measuring the recovery of the Northern Benguela Current Large Marine Ecosystem (BCLME): An application of the DPSIR framework. Ocean and Coastal Management 119: 227–233. Elsevier Ltd.

Omoregie E, Vellemu EC, Nashima FP, Mudumbi SB Liswaniso GM and Shimooshill K (2016). Assessment of copper levels along the Namibian marine coastline. Journal of Environmental Chemistry and Ecotoxicology. (Accepted for publication).

Omoregie E, Garises G, Liswaniso G and litembu J (2016). Effects of ocean acidification: The dissolution, strength, organic content and surface texture of Pacific oysters (*Crassostrea gigas*) shells under varying acidic levels). International Science and Technology Journal of Namibia. (Submitted)

Wilhelm, M.R., Moloney, C.L., Paulus, S., Roux, J.-P. Fast growth inferred of northern Benguela shallow-water hake *Merluccius capensis* using monthly fur seal scat and commercial length-frequency distributions. Fisheries Research. (Accepted with moderate revision)

Wilhelm M.R., Moloney C.L., Paulus S.C., Kashava S., Brinkman F.R.V., van der Plas A.K., Bartholomae C.H., West W.M., Jarre A., Roux J-P. Biannual otolith zonation of shallow-water hake (*Merluccius capensis*) in response to environment and physiology in the northern Benguela. Journal of Marine Systems. (Submitted December 2016)

Community Engagement

The departmental staff and students continued to make a difference in the community of Henties Bay and beyond by participating in the Science fair, the first ever Expo of the Town of Henties Bay, participating in clean up campaigns as well as being part of interview panels. The students and staff have also assisted in presenting motivational speeches to the school learners and the youth of the town of Henties Bay.

Other activities in which staff and students were prominent were annual bird counting exercises in the lagoon of Walvis Bay, with UNAM contributing at least ten volunteers to the activity.

Students in training also present motivational speeches to school learners.





Southern Campus

Assistant Pro-Vice Chancellor:
Dr Eroid Naomab



Introduction

Established in 2014, the Southern Campus is the youngest satellite campus of the University of Namibia. Hence, Southern Campus Management continues to seek strategies that will exemplify the growth perspective and sustainability of the campus. Sustainability is anchored on the "intellectual capital" of the campus which includes strong institutional relations, valued partnerships and networks, as well as the modern infrastructure used in the creation and transfer of knowledge.

Academic Activities

The Southern Campus is arguably the fastest growing, most dynamic and genuinely openly innovative campus of the University of Namibia. To put it in perspective, in 2016 the campus attained fifth position out of the 12 campuses of UNAM in terms of enrolment with about 700 students including 464 full-time, 142 part-time and 70 students under the special training programme designed for teachers in service under the Junior Primary Education phase. This is a remarkably significant improvement from 316 students enrolled in 2015. Over the same period, the programmes increased from 2 in 2014 to 5 full-time programmes in 2016, with about 19 active programmes on distance and e-learning mode. The academic programmes include specialisations in pre-primary and lower primary education, nursing, entrepreneurship and new venture management, economics and business management.

The continual increase in student numbers and the diversity of academic programmes is indeed a tangible testimony of the growing public confidence in the abilities and value offerings of this young institution. The campus maintained a remarkably high academic performance as measured by 86% student-lecturer satisfaction score, 77% course pass rate and 82% course success rates.

Research and Innovation

The Campus implemented various initiatives to improve staff competencies commensurate with research and innovation. The culture of continuous innovation for growth and sustainability remains a key objective of campus management. Southern Campus published nine internationally peer reviewed journal articles. The success can be attributed to collaboration and networking with international research partners, as well as inter and intra department collaboration with other UNAM colleagues.

The Campus staff members successfully partnered with INM – Leibniz Institute for New Materials based in Saarbruecken Germany. The partners were researching new type of hybrid materials made from naturally abundant raw materials in Namibia to serve as alternative construction materials for low-cost housing and other industrial applications. New hybrid materials with promising characteristics were developed. These materials attracted significant interest from both local and international industries.

Community Engagement

The Campus successfully implemented various initiatives to improve the impact of extension services on various community levels including the private sector, civil society, local authorities, Village Councils, Regional Council and National level. Southern Campus achieved 70% satisfaction rate with regard to community service. A total of 24 lucrative community engagements projects were recorded; this is 14 more projects compared to 10 in 2015.

Strategic Direction

Southern Campus is premised to be a beacon of academic excellence with its unique, modern multi-functionality, highly focused and driven for inclusive economic development. The focus is on capacity building and skills development, especially in the high-level technical and professional scopes such as geoscientists, teachers, health professionals and entrepreneurs in agri-business, logistics and transport. Multi-functionality is anchored on key development aspects such as research driven innovation, inclusive socio-innovation and enterprise development.

The University of Namibia adopted its 2016 - 2020 strategic plan that sets the new road map as a statutory higher education institution in Namibia. The adoption of the new 2016 - 2020 strategic plan presented new opportunities in strategic niches for the Southern Campus. Pursuantly, Southern Campus reviewed its strategy to be in line with the vision and mission of UNAM. The Campus renewed its primary focus on research, innovation and development.

...a considerable number of SADC students prefer UNAM.



Academic Centres

Centre for Quality Assurance and Management (CEQUAM)

Centre for Open, Distance and eLearning (CODeL)

Centre for Professional Development, Teaching
and Learning Improvement (CPDTLI)

Language Centre

University Library

Centre for Postgraduate Studies (CPGS)



Centre for Quality Assurance and Management (CEQUAM)

Director: Dr Ngepathimo Kadhila



Introduction

The Centre for Quality Assurance and Management (CEQUAM) ensures and enhances quality in teaching and learning, research and innovation, community engagement, and provides administration/support services to activities of the University of Namibia. Quality Assurance activities at UNAM are regulated by its own Quality Assurance and Management Policy, as well as the National Quality Assurance System for Higher Education under the auspices of the National Council for Higher Education (NCHE) and some provisions of the Namibia Qualifications Authority (NQA) statutes.

The University quality assurance system is modelled on the developmental principle which is based on continuous improvement, where the focus is always on adding value and enhancing all that is done at UNAM on a continuous basis. Quality assurance, therefore, is the pinnacle of a brand such as UNAM that sets it apart from other institutions as an institution of higher learning by gaining and sustaining global competitiveness.

Milestones for the year under review

Registration of qualifications on the National Qualifications Framework

Registration of Qualifications on the National Qualifications Framework (NQF) is a statutory requirement,

which is also a prerequisite for the accreditation of Programmes by NCHE. One of CEQUAM's mandates is to ensure that all UNAM qualifications are registered on the NQF. In the year under review, CEQUAM embarked on a process of Programme Development (and NQF registration) training of individual Faculties and Campuses. As a result, more UNAM qualifications have been efficiently registered on the NQF. A total of 194 qualifications were submitted to NQA for NQF registration and 173 qualifications were registered by December – translating to 89%. There is notable progress on the registration of qualifications on the NQF. The deadline for all qualifications in the country to be registered on the NQF has been shifted from February 2015 to December 2017 by the NQA Council.

During the year under review, the Centre submitted 11 academic programmes which underwent the NCHE accreditation. The outcome is still pending.

In addition, the following programmes were accorded accreditation status (some with conditions to be met) by the NCHE: Bachelor of Economics Honours; Bachelor of Education (Pre- and Lower Primary Education) Honours; Bachelor of Science in Financial Mathematics Honours; Bachelor of Science in Geo-Information Science Honours; Bachelor of Science in Civil Engineering Honours; and the Bachelor of Pharmacy Honours.

Quality Audits/Reviews

Quality audit/review activities are aimed at continuous improvement of the quality of service delivery at UNAM. Quality reviews may take place at all institutional levels such as at faculty, school, departmental (academic & administrative/support), programme and module levels. The following quality reviews were undertaken during the year under review: Office of the Pro-Vice Chancellor: Administration, Finance and Resource Mobilisation (AFRM); and Modules: Management Information Systems (MIS) and Operations Management (OM) Modules - Faculty of Economic and Management Sciences.

All 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. The report of the Office of PVC: AFRM was then reduced to a Self-improvement Plan in consultation with the relevant stakeholders, specifying activities, designated responsibilities, resources and time-frames in order to address the requirements and recommendations of the audit report for the purpose of follow-up, validation and closing the quality loop by the concerned office. Implementation of this Self-improvement Plan is a work in progress and shall be monitored by IMEC.

New IMEC Members

The Improvement, Monitoring, and Evaluation Committee (IMEC) was established with a mandate of monitoring Self-improvement Plans. The Committee was put together by the Vice Chancellor's Management Committee (VCMC) to ensure that the outcomes of quality audits/reviews are effectively used for continuous improvement.

Co-hosting of the 8th IQACHE Conference

As part of internationalisation, CEQUAM has partnership and membership affiliations with international organisations, such as the African Quality Assurance Network (AfriQAN); and the Association of African Universities (AAU), as well as the Global University Network for Innovation – African Chapter (GUNI-Africa), amongst others. During the year, UNAM, under the auspices of CEQUAM and NCHE successfully co-hosted the 8th International Conference on Quality Assurance in Higher Education. The Conference was held at the NamPower Convention Centre. It was the first time that the Conference was held in the SADC region, specifically Namibia.

The Conference attracted about 150 international participants, with about 50 paper presentations on different Quality Assurance aspects. Four UNAM staff co-presented a paper, which is envisioned for publication. The Conference participants were treated to a UNAM tour, particularly, the UNAM Health Sciences Campus, as well as Neudamm Campus.

Student Participation in Quality Assurance

In Quality Assurance activities, students are never left aside! It is part of international quality assurance conventions that students are closely involved. Students are at the heart of everything that is done at CEQUAM and as such the Centre undertakes to help them to be active participants in shaping their own education. For CEQUAM, student engagement is about giving all students opportunities and encouragement to get involved in quality assurance and the enhancement of their education. One such activity is the involvement of students in QA reviews/audits and accreditation exercises. This year alone, at least 15 students participated as panel members in QA reviews, alongside, local and international QA experts. This opportunity allows students to learn in a more effective way, while internationally benchmarking at the same time. Student participation in the reviews/audits and accreditation also serves as an eye opener for students to know better about their academic programmes, and how they ought to scrutinise them (programmes) in pursuit of improving quality. These kinds of platforms also serve the purpose of getting the quality message effectively across a wider community of students.

Be part of campus life!



Centre for Open, Distance and eLearning (CODeL)

Director: Dr Maggy Beukes-Amiss



Introduction

The Centre for Open, Distance and eLearning (CODeL) continuously strives to become a leading Centre of Excellence in Open, Distance and eLearning at the University of Namibia and beyond.

CODeL is an academic Centre at the University of Namibia. It was established through the merger between the Centre for External Studies (CES) and the Centre for eLearning and Interactive Multimedia (CeLIM) during the year under review. The aim of CODeL is to provide a support function to distance-mode students in Faculties, and to be a hub for both print-based and online materials development with the aim to ensure greater access to Higher Education and equity for students with

diverse educational backgrounds. CODeL comprises of three sections, namely: Administrative, Materials Development and Stores, and eLearning. The Administrative and Materials Development & Stores sections are collectively referred to as Open and Distance Learning (ODL) and they deal with support of distance students in collaboration with relevant Faculties; Instructional Design of both print-based and online materials and their delivery through CODeL Stores to Regional Centres, training of lecturers in writing materials and student administration, which includes applications, registration, admissions into examinations and graduation of distance mode students.

The eLearning section deals with the Learning Management System (Moodle), Digital Media Production,

Video Conferencing, support to lecturers in integrating various ICT tools into teaching and learning, students and clients, as well as the management of eLearning projects.

During the year under review, the Centre had an intake of **5 036** students throughout the country. The Centre manages eleven (11) Regional Centres across the country, with Opuwo Centre in Kunene Region as the latest addition.

Academic Activities

ODL Activities

The Centre envisioned that all academics tutoring distance-mode students should practice the Open and Distance Learning (ODL) conceptual framework. In order to achieve this, Student Support Coordinators, reporting directly through Deans of Faculties, as well as CODeL Management members, supported students through an academic orientation for distance-mode students to familiarize themselves with the staff members of the Centre as well as with the administrative and academic processes in terms of application, registration, admission into examinations and graduation.

Furthermore, Student Support Coordinators in collaboration with CODeL Management, organized Vacation Schools, Video Conferencing sessions, created "WhatsApp" and "SMS" groups. Coordinators also uploaded lecture notes, subject information and communications on UNAM's Student Portal. Student Support Coordinators in collaboration with Regional Centre staff, referred to as RASSOs, coordinated Saturday tutorials at most of the Regional Centres and Campuses, specifically in challenging subjects such as Science, Mathematics, Economics and Accounting to ensure better facilitation of learning of distance-mode students.

The strong relationship with University Faculties was maintained in conducting joint meetings on administrative and academic processes, materials development and student support services.

The Materials Development and Instructional Design Section continued to facilitate the learning of distance-mode students through the coordination of instructional self-contained materials, developed by Subject Matter Experts in Faculties. In the period under review members were involved in the coordination of Materials Development for numerous academic programmes across most faculties.

Staff members in Faculties Economic and Management Sciences, Humanities and Social Sciences and Law were trained to develop materials for the period under review.

eLearning Activities

The eLearning section focused on supporting the academic activities of the University in line with CODeL's mandate. Several training sessions were conducted to equip academic staff with the necessary skills to enhance their teaching through the use of various eLearning solutions.

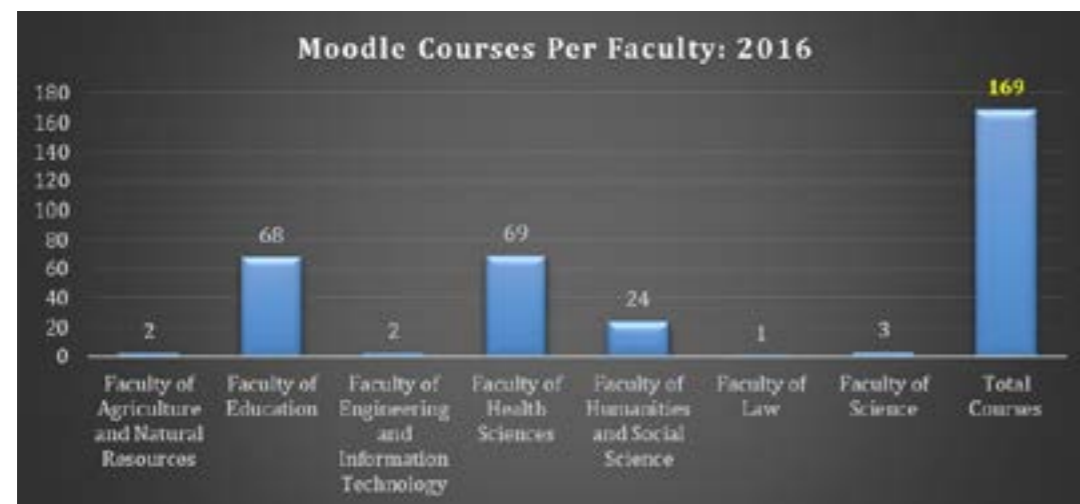
Activities in eLearning for the year under review included obtaining Panopto Software for recording of lectures, revision of coursework, webcasting of lecture presentations and sharing knowledge which is an add-on activity supported by Moodle and 3rd party software.

Academic staff was invited University-wide to sign-up for training sessions through the Project Management office and weekly scheduled training was conducted by the Digital Media Team.

Specific activities carried out in support of the moving “e” initiative were:

ACTIVITY CATEGORY	ACTIVITY	OUTPUT
eLearning Content Production & Access to Online Facilities	Moodle courses created	169*
	Flipped classroom videos produced	64
Training Support	Moodle LMS (staff trained)	42
	Panopto lecture capture	83
	eLearning in nutshell (staff trained)	18

* See breakdown of courses per Faculty below



While the initiative to move “e” has been implemented, the eLearning Instructional Designers worked hand in hand with the Open and Distance Learning colleagues to identify and create courses and materials for online learning. Learning scenarios, course creation templates, story boards and digital interactive materials for online courses were created.

Another major highlight is that CODEL also piloted Online Assignment Submission for three (3) courses in the 2nd semester of the year, namely: Certificate of HIV and AIDS Education and Counselling; Diploma in HIV/AIDS Management and Counselling; and the Diploma in Public Relations.

CODEL staff participated in a number of staff development activities in the form of training, workshops and conferences for the year under review:

Community Engagement

The Centre continued to participate in collaborative engagement activities with sister National Open and Distance Learning (ODL) institutions through the Namibia Open Learning Network Trust (NOLNet) and other allied organizations within the SADC region. CODEL is an active member of Distance Education Association of Southern Africa (DEASA); Southern African Society for Education (SASE), Southern African Association of Research in Mathematics, Science and Technology Education and the Distance Learning Task Force (I-TECH). CODEL staff continued to serve on various Boards and Committees as active members with diverse portfolios.

Centre for Professional Development, Teaching & Learning Improvement (CPDTLI)

Director: Dr John Nyambe



Introduction

The Centre for Professional Development, Teaching and Learning Improvement (CPDTLI) is a culmination of the merger of the former Continuing Professional Development (CPD) Unit and the Teaching and Learning Improvement Unit (TLIU). With the merger, the Centre has effectively distinguished itself as an outstanding model of best practice in the provision of ongoing professional development for educators. *Improved quality of teaching and learning* – attained through effective, sustained, site-based and responsive professional development – constitutes the *raison d'être* of the Centre.

The key concern for the Centre is how to improve the quality of teaching and learning in the general education sector and at the University of Namibia. The target beneficiaries of the Centre are therefore the general education educators (e.g. school teachers, school managers and education officers) and higher education educators (e.g. lecturers) at the University of Namibia. The organisational structure of the CPDTLI consists of two divisions, namely: CPD for Upgrading, and CPD for Updating. The Division: CPD for Upgrading provides continuing professional development through programmes and activities that bear university credits while CPD for Updating is not qualifications oriented but provides learning opportunities that are geared towards updating the knowledge and skills of educators.

Highlights of Achievements

Division: Professional Development for Upgrading

In this Division, credit bearing or qualifications oriented learning opportunities were availed to educators during the course of the year under review. In particular, the following ongoing learning opportunities were made available:

Upgrading of the un- and underqualified teachers through the DJPE INSET

The CPDTLI, in collaboration with the Ministry of Education, Arts and Culture, the National Institute for Educational Development (NIED), and the UNAM Faculty of Education, celebrated the historic launch of the Diploma in Junior Primary Education In-Service (DJPE INSET). Officially launched by the Honourable Katrina Hanse-Himarwa on 09 May 2016, the DJPE INSET marked the start of the implementation process of a programme targeting teachers – un- and under-qualified teachers – who are currently teaching at junior primary phase, but lack the necessary qualifications. The first intake in 2016 saw 916 teachers country-wide enrolled on the programme. The participating teachers are being taught by the Faculty of Education lecturers with the help of assistant lecturers and site-based mentors.

Post Graduate Diploma in Higher Education (PGDip HE) for Academics

In order to support academic staff through a programme underpinned by the scholarship of teaching and learning, the CPDTLI in collaboration with the Faculty of Education and the Centre for Postgraduate Studies launched a two-year Postgraduate Diploma in Higher Education (PGDip HE) for academics on 31 March 2016. The programme, which started its first year of the two-year pilot implementation at the Faculty of Health Sciences, saw a total of ten academic staff members from the same Faculty enrolling. Initially, the programme was pegged at Level 7 of the NQF. During the year, the curriculum was revisited with the programme being elevated to NQF Level 8. Towards the end of the year, a progress evaluation of the PGDip HE was carried out following the Monitoring and Evaluation (M&E) framework of the CPDTLI.

Division: CPD for Updating

In this Division, ongoing learning opportunities were created in order to enable educators (teachers, education managers, and university academic staff members) to update their knowledge, skills and attitudes. To this end, the following were achieved during the year under review:

ICT Literacy and ICT Integration for educators

Through a needs identification process, educators country-wide expressed a need for professional development in ICT literacy and ICT integration. In this context, the Centre collaborated with the School of Computing and the Faculty of Education to develop modules in ICT literacy and ICT integration for educators. The ICT Literacy course consists of six interactive and self-instructional learning modules relevant for school teachers and school managers. In addition to skills development, the selected educators that undergo the training are earmarked to become facilitators and multipliers of the course. The course is accessible at <http://cpd.unam.edu.na/moodle/>. The first intake of 98 candidates all over the country completed the course this year and is proceeding to the ICT Integration Course.

Establishing and bringing educators together into a community of practice that is coordinated

Teaching is often experienced as a lonely activity that is conducted in isolation as teachers are mostly separated from each other by long distances. As a result, they have no one to turn to when faced with

challenges in their classrooms. They do not have opportunities to ask questions, to discuss with colleagues and to learn from best practices of others. In view of this, the following activities were coordinated by the Centre this year:

CPD Annual Conference – In collaboration with regional education offices (the regional CPD coordinating structures, in particular), the Centre continued to coordinate activities of the *Namibia CPD Association for Educators*. This Association is seen as a community of practitioners that brings educators such as teachers annually, under one roof, to discuss and share best practices from their own classrooms. This year, as was the case in the preceding years, a total of close to 500 educators (teachers and education officers) attended the CPD Annual Conference, which was jointly hosted with the Ohangwena Regional Directorate of Education, Arts and Culture. Apart from the discussions and sharing of experiences several other resources such as reading materials were also made available to conference participants. Educators from Zimbabwe, South Africa and Zambia also participated to share their best practices.

Namibia CPD Journal for Educators – Volume 3 Issue 1/2016 of the Namibia CPD Journal for Educators (NCPDJE) was published in May 2016 and distributed internally and externally outside Namibia. The NCPD represents an important chapter in the history of CPD in Namibia. The Journal provides an opportunity for educators to build and document CPD knowledge base, therefore serving as a platform for sharing best practices in teaching and learning.

Research School – In 2016, the CPDTL launched the first ever Research School on 19-21 July to support and empower Namibian educators in the general education sector with research knowledge and skills. The idea is to mentor interested educators who will identify a research problem in their own area of practice, investigate the problem, document their findings, and share these findings through the Namibia CPD Journal and the CPD Annual Conference. During the year under review, a total of nineteen (19) educators country-wide were enrolled and placed under the mentorship of experienced researchers from UNAM.

Kopano Virtual Forum for Educators – In order to mitigate the physical isolation and loneliness associated with teaching, the Centre, in collaboration with the National Institute for Educational Development (NIED), Namibia University of Science & Technology, Teaching and Learning Unit, UNESCO, UNICEF, NAMCOL and NANTU, continued implementing the activities of the Kopano Virtual Forum through the Kopano Steering Committee. The virtual Forum was revamped this year in order to increase its functionality. While the CPD Annual Conference is an attempt to bring educators together, physically, the Kopano Virtual Forum is an attempt to bring educators into a “virtual togetherness” as a community of practice that can virtually talk to each other, ask each other questions, discuss and learn from each other regardless of the distances that separate them. By the end of the year, six-hundred and ninety (690) educators country-wide were actively participating on the Forum.

Induction Seminar for new academic staff members

As an initial step in the professional development, the Induction Seminar takes a university-wide, global perspective that introduces new academic staff members to the University’s policies, procedures, operations and services – all of which have a direct bearing on supporting quality teaching and learning in the higher education context. The Seminar is crafted in such a manner that it introduces academic staff members to key essentials which are deemed “first things to know” about the University. It provides new academic staff members with an “orientation” or a “road map” which they can always utilise as they navigate through the University in search of services that support the delivery of effective teaching, research, innovation and community services. During the year under review, a total of 83 new academic

staff members from across the various faculties, centres and units of the University of Namibia attended the Induction Seminar for academic staff members.

Effective teaching and learning workshop

In total, two workshops on *Effective Teaching and Learning* were held during the year under review. The overall goal of the workshop is to add to existing teaching skills of lecturers by providing them with the opportunity to interrogate theoretical and practical topics such as course design, effective teaching methods, assessment, mentoring and use of PowerPoint presentations in their teaching. The first workshop was held at the Rundu Campus on 18-21 October 2016. A total of twenty-five (25) participants attended from three campuses, namely: Katima Mulilo, José Eduardo dos Santos and Rundu. The second iteration of the workshop took place at Ogongo Campus on 13-16 September 2016. Sixteen (16) participants attended the workshop.

Authorship Seminar

In order to support academic staff members with publication skills, an Authorship Seminar was held on the 08 and 12 September 2016. The Seminar sought to empower participants with the skills of optimising utilisation of solutions such as Science-Direct, Scopus and Mendeley. A total of seventy-three (73) participants attended the seminar.

Student Supervision in Research

The Student Supervision Workshop, which took place from 27-30 June 2016, aimed to enhance the supervision skills of lecturers at the School of Military Science (SMS). Nine (9) participants attended the first iteration while a total of eighteen (18) participants attended the second offering of the workshop from 18 - 21 October 2016.

Research and Publications

Chapters in Books:

Shalyefu, R.K. (2016). *Ohandi tumbaleke oomekulululwa novakwamungu vange omolwa onghalamwenyo yange: Celebrating my Ancestors for my Being*. Chapter in Nomalungelo Goduka & Bagele Chillisa (Eds.) *Locating the African Voices and Worldviews within the Academy*. eZiko siPheka siSophula. National Library of South Africa’s Centre for the Book.

Kanyimba, A.T., Shalyefu, R.K. and Nyathi, F.S. (2016). Mainstreaming systems thinking and transformational learning in education for sustainable development among Namibian higher education sector. Chapter in Alex Tubawane Kanyimba (ed.) *Education for Sustainable Development in Southern Africa*. The Namibian Environmental Education Network (NEEN), Windhoek.

Nyambe, J., Kasanda, C.D. & Ilpinge, S. (2016). A ‘teacher-centred’ approach to continuing professional development: the case of Namibia’s decentralized model of teacher continuing professional development (Book publication in progress).

Nyambe, J. & Likando, G. (2016). An Overview of the Namibian education system. (Book publication in progress).

Kamwanyah et al (2017). *Social Welfare and Social Work in Namibia: A System in Progression*.

Noyoo, N. (2017). Social Welfare and Social Work in Southern Africa. Stellenbosch Sun Media (IN PRESS)

Refereed Scholarly works

Shikukumwa, A. T., Kanyimba, A. T. & Shalyefu, R. K. (2016). Entrepreneurs' Views on the Effectiveness of the Adult Skills Development for Self-Employment in the National Literacy Programme of Namibia. Refereed Journal: Open Journal of Social Sciences, 2016, 4, 203-212

Keja-Kaereho, C., Shalyefu, R. K. & Kanyimba, A. T. (2016). The Perceptions of the Beneficiaries of the Adult Education Programmes about Livelihood Improvement in Selected Informal Settlements of Windhoek. Creative Education, 7, 2532-2546. Published online: 28 October, 2016. Refereed Journal Link to Publication: <http://dx.doi.org/10.4236/ce.2016.716240>

*Our campuses are melting pots
of cultural diversity.*



Language Centre

Director:
Dr Liswani Simasiku



Introduction

The Language Centre serves as a hub for language learning, teaching and research. The key focus is on the upgrading of competence in the use of English, and the teaching of the University core courses; i.e. Academic Writing for Postgraduate Students, English for Academic Purposes, English Communication and Study Skills and English for General Communication. All undergraduate students studying at the University of Namibia have to do one or two of the courses offered by the Language Centre. Postgraduate students (postgraduate diploma, masters and doctorate students) have to enroll for Academic Writing for Postgraduate Students offered by the Centre.

The Centre offers a variety of foreign and Namibian languages and also provides translation and consultancy services by offering tailor-made courses to the wider public and business community in Windhoek, Oshakati, Swakopmund and Walvisbay, Rundu and Katima Mulilo. As a national Centre of language excellence, the Language Centre endeavours to serve students, staff of the university, and the broader community.

Academic Activities

Revision of English for Certificate Purposes Curriculum

The need to review the CEC 1319 curriculum was mainly influenced by the following factors; a request from CODEL to extend the curriculum from being a semester course to a year, the CEC full time lecturer, the content of the current CEC curriculum and the content of the current English for General Communication (ULEG 2410) curriculum. Specific comments from the reports that were taken into account in revising the current curriculum were that one semester of English instruction was not enough to improve and strengthen the language skills of the target audience, hence the need for a module that would extend over the period of one year; the module should be developed for both full time and distance students and that upon completion of the revised module students would be on NQF level 3 and students who continue into diploma programmes will not be exempted from doing English for General Communication.

Staff Development

During the year under review three staff members of the Language Centre completed their doctoral studies, they are; Ms. Laetitia Willemsse, Ms. Elizabeth Namundjebo and Mr Joseph Mukoroli. This year, Ms Janey Joseph and Ms Meriam Eises were awarded staff development status. Mr Joseph completed the Degree in Marketing Honours NQF 8 at Namibia University of Science and Technology (NUST), while Ms Meriam Eises completed a postgraduate diploma in HIV and AIDS management. To build the capacity of our staff members, the following staff members are studying towards the following degrees: Mr. Hafeni Hamakali; Mrs. Justine Amakali and Mrs Agnes Simataa are still pursuing their doctoral studies. Mr. Christoph Hamurenge enrolled for a Bachelors of English honours with the Namibia University of Science and Technology. He completed all his course work last year and finished it. This year he only has to submit his mini-thesis to graduate.

Research and Publications

Amakali, J. M. L. (2016). Persuasive speech acts in the Namibian National Assembly. *Journal of Advances in Linguistics*, 7(2), 1205-1217.

Hamakali, H. P. S., & Lumbu, S. D. (2016). Assessing students in English second language courses: The role of alternative assessment tools in language instruction, *JULACE*, 1(1), 2-11.

Hamakali, H. P. S. & Mbenzi, P. A. (2016). Exploring the problems of second language learners' English. *JULACE*, 1(1), 44-55.

Izaks, J. N. (2016). Taking a closer look at vocabulary and academic literacy levels of undergraduate students. *JULACE*, 1(1), 56-86.

Senkoro, F. E. M. K. (2016). Rethinking the humanities in CODESRIA's programmes. *CODESRIA's Bulletin*, 3(4), 5-7.

Senkoro, F. E. M. K. (2016). In the eyes of the male beholder: Language use as male inscription of the female body in film, literature and Facebook. *JULACE*, 1(1), 151-171.

Simasiku, L. (2016). Is code switching complementary to English as medium of instruction in Namibian English Second Language classrooms? *JULACE*, 1(1), 12-26.

Simataa, A. & Nyathi, S. (2016). The study of literature as a resource for second language acquisition. *JULACE*, 1(1), 87-98.

Amakali, J. (2016). Persuasive speech acts in the Namibian National Assembly. International Rhetoric Workshop Conference. Uppsala University, Uppsala, Sweden.

Hamakali, H. P. S., & Lumbu, S. D. (2016). Assessing students in English second language courses: The role of alternative assessment tools in language instruction. EDUCON. University of Namibia. Ongwediva, Namibia.

Mberema, T., & Sindano, G. (2016) An exploration of place names, Indigenous knowledge and identity: a study of the San people in the Kavango east and West Region. 8th FHSS CONFERENCE. University of Namibia. Windhoek, Namibia.

Mudabeti, E. (2016). A critical analysis of the use of biblical references in President Dr. Hage Geingob's Inaugural speech. African Association for Rhetoric. University of Namibia, Windhoek, Namibia.

Sindano, G. (2016). Environmental protection using Indigenous Knowledge (IK) methods and skills for sustainability: Case Study in the Kavango East Region. EDUCON.

Utete, Ilukena & Sindano, G. (2016) Exploring and investigating how modern science and mathematics impede Indigenous Knowledge (IK) in the Kavango East region. 8th FHSS CONFERENCE. University of Namibia. Windhoek, Namibia.

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at all campuses.*



Library

University Librarian:
Mr Joseph Ndinoshiho



Cardiff University took place in July to support UNAM librarians to improve their research support skills and promote awareness and skills for librarians to become academic partners in research. The second phase of the training will take place in 2017. Pedagogical skills required for information literacy instruction were enhanced by a capacity building workshop facilitated by Ms Rebecca Mogg (Subject Librarian, Cardiff University Library) in January. Librarians involved in information literacy instruction from all campuses attended and benefitted from learning participatory pedagogical approach methods to be able to update modes of information literacy instructions.

The Library, through its Archives Unit, ensures that the University's records management systems, procedures and practices adhere to requirements of accountability and national and international standards. In view of this, the Archives Unit has since 2013 been rolling out the university-wide unified and formalised filing system. During the year under review, five Units/Campuses namely Neudamm Campus, Khomasdal Campus, School of Nursing, Computer Centre and the Office of the Pro-Vice Chancellor: Research, Innovation and Development, had their filing systems updated and they received basic training on the system and procedures conducted by the Archives Unit.

During the year under review, the Library engaged the University Management on discussions about an Electronic Document and Records Management System (EDRMS). There is an urgent need to incorporate the missing component to facilitate the efficient and accountable management of emails, born digital records, as well as all official electronic records. All of these were recognised and the Library, through its Archives Unit, was assigned to proceed with planning for a suitable EDRM system acquisition and implementation at UNAM. The Library engaged in a wide participatory process through which functional requirements for a UNAM-wide Electronic Document and Records Management System was developed. UNAM Management approved the system, and implementation of a UNAM-wide EDRMS is expected in 2017, to support accountability by ensuring that documents and records in all formats are available and preserved to support and inform accountability and decision-making.

Academic Activities

Acquisition of information resources focused on continued support to high quality output on diverse fields of research, teaching, learning and academic performance. An important aspect was the continuation of evaluation of textbooks needs in cooperation with faculties and Student Representative Councils (SRC). Based on the evaluation and consultation process, 5 838 copies of new books consisting of 1996 titles were purchased, focusing primarily on prescribed and recommended textbooks, but including also up-dates to subject collections. The total number of loans were 133 510, compared to 123 831 in 2015. With regard to book donations, UNAM was the gateway for a sizable national donation from "Books for Africa", and a USA NGO. The books were distributed to UNAM, primary and secondary schools and public libraries. A total of 1550 books from this donation enriched the UNAM collection. Another content-wise important donation was received through the last will of the late UNAM Professor Annemarie Heywood, comprising an important collection of African literature with many works difficult to get hold of, as well as out of print classical works on philosophy and African art, which will be a valuable addition to UNAM's special and subject collections. The total UNAM book and audio-visual collection at the end of the year under review was 288 940 items with 184 845 titles.

The Library continued to subscribe to a wide selection of full-text e-journals and databases like Emerald, Science Direct, Springer Link, Hein Online and SA e-Publications. These were supplemented by free access to AGORA, HINARI, and OARE, courtesy of support and partnership with the Research4Life Programme funders (WHO, FAO, University of Cornell, USA etc.). One new electronic database was added: Acland's video Atlas of Human Anatomy, to support medicine and nursing students. The number of downloads from e-resource packages increased from 101 867 to 118 990 full text downloads. Supplementing resources continued to be provided through inter-library loans: 438 national and inter-UNAM campuses, as well as 64 international inter-library loans were provided successfully.



Introduction

Mr Joseph Ndinoshiho assumed duty as University Librarian in January of the year under review, to provide strategic leadership to the library. The archivist, Ms Mercia Katjiveri-Tjiuoro, was appointed as the Head of Archives and Special Collections, Mr Chenjerai Mabhiza as the Head of User Services, Ms Irmela Pfohl as the Head of Technical Services and Mr Bravismore Mumanyi as the Head of Systems. Ms Gregentia Shilongo was appointed to the vacant position of Deputy University Librarian: Northern and North-Eastern Campuses.

The great achievement during the year under review, was the re-opening of the Hifikepunye Pohamba (HP) Campus library in Ongwediva in August, after the extension and renovation project. The library now offers a diversified physical environment and atmosphere based on current academic trends to foster collaborative work and social interaction between users for research, study and learning. The HP library provides a 24/7 study area, as one of the contemporary services in academic libraries and uniquely available at this library compared to all UNAM libraries.

The Library continued to benefit from the Phoenix Cooperation Project between UNAM and Cardiff University in the United Kingdom. The introduction to systematic reviews facilitated by Dr Allison Weightman (Head of Research & Academic Engagement & Director: Specialist Unit for Review Evidence) from

UNAM's Institutional Repository is succeeding in making the institution's research output known: 359 790 download of theses and institutional publications were recorded during the year. Actual views of Repository on the UNAM website were recorded at 40 456. The Repository content by the end of the year under review consisted of 1 215 documents including 740 Master's theses and PhD dissertations with another 365 journal articles in full text or with a link to full text. Most importantly, it also provided full text open access to the UNAM journals with online visibility. The International Science and Technology Journal of Namibia attracted 3 287 views, Journal for Studies in Humanities and Social Sciences 3 238 views, while the Journal of the Namibia CPD for Educators attracted 474 views. The Journal of the University of Namibia Language Centre is in the process of being included.

During the year under review, steps were taken at the main campus library to create a conducive study area to serve differently-abled users. One of the discussion rooms was fitted with computers deployed with JAWS and Magic hardware and software. JAWS is an accessibility solution that reads information on the screen using synthesized speech while providing commands that make it easier to use programmes, edit documents, and read Web pages for visually impaired students. MAGic (Freedom Scientific) Software helps people with low vision to view information on their computer screen while hearing it through a built-in speech synthesizer. It can be used for magnification and speech, together or independently. Two MAGic (Freedom Scientific) large print keyboards with high-contrast easy-to-read keys were provided to support typing. After the pilot phase during the year under review, the Library will embark on evaluation of further needs to support differently-abled students where needed, inclusive of all campuses.

The Reference Desk handled 2 057 reference and virtual information queries. Librarians further served the UNAM community through 2 298 recorded research consultations/literature searches. Information literacy instruction continued, with 926 participants recorded. The main focus was on the final review and completion of the information literacy curriculum for first year students, to provide them with basic skills to find and make use of reliable academic information resources. Negotiations with the Management of the Language Centre to start a pilot programme of embedded information literacy instruction for first year students were concluded successfully for the pilot to be carried out during 2017.

In order to offer professional services to the university's academic and research communities, the Library continued its drive to have a highly trained professional workforce. During the year, a total of 41 library staff members were in the process of upgrading their qualifications, including three pursuing PhDs, 13 pursuing Master's degree programmes, three pursuing Honours degree, 20 enrolled for Bachelor's degrees, one for a postgraduate diploma and one doing a certificate level programme. These were either supported by the University's staff development programme or staff carried their own costs.

The following staff members successfully completed their studies. The Archivist, Ms Violet Matangira graduated with the degree of Doctor of Philosophy in Archives and Records Management from UNAM. Mr Chenjerai Mabhiza graduated with a Master of Arts in Library and Information Science from UNAM and Ms Jacobina Mwilyale obtained a Master of Philosophy in Information Management from the University of Johannesburg, South Africa. Ms Astridah Samupwa completed an honour's degree in Library and Information Studies at UNAM and Ms Laila Shipeta a Bachelor's degree through UNISA. Ms Antoinette Blockstaan graduated with a Diploma in Library and Information Science, through UNAM. Mr Edwin Tjazerua attained a Bachelor of Education (Honours) and Ms Precious Mwetli graduated with a Diploma in Public Relations.

Research and Publications

Peer-reviewed article

Matangira, V. (2016). Recordkeeping in Zimbabwe in colonial and post-independence contexts. *Journal of the Eastern and Southern Africa Regional Branch of the International Council on Archives* vol.35 (2016). <https://www.ajol.info/index.php/esarjo/article/view/152566> .

Community Engagement

Oshakati Campus Library continued to serve as a legal depository Centre for the Northern Regions and as such continued playing its national mandate by availing reading and study materials to the community members.

Centre for Postgraduate Studies (CPGS)

Director: Dr Marius Hedimbi



Introduction

The mandate of the Centre for Postgraduate Studies (CPGS) is to coordinate the University of Namibia's Postgraduate Programmes in a manner that uniform quality control regulations and procedures are strictly adhered to and high academic standards are maintained. The Centre further aims to provide postgraduate students with high quality academic, ICT, psychosocial and social-emotional support services. It is also responsible for the coordination of postgraduate admission, registration and examination and to build capacity in student research, student supervision and innovation amongst postgraduate student supervisors.

A total number of 1 239 (146 PhDs, 833 Masters and the rest enrolled for postgraduate diploma/ postgraduate certificates) students enrolled for postgraduate studies for this academic year.

A total number of 229 (11 PhDs, 76 Masters and 142 postgraduate diplomas) graduated during this academic year.

Dr M. Hedimbi and Dr S. J. Eiseb were the Director and Deputy Director, respectively for the CPGS. In addition, the CPGS had three support staff members, namely, Ms J. Chaka (Faculty Officer), Ms N. Namweya (Project Coordinator) and Ms S. Itoolwa (Administrative Officer).

Academic Activities

Dr M. Hedimbi, Dr S. Eiseb and the entire HOD's: Postgraduate Studies, within the various faculties of the university, took part in the revision and improvement of the UNAM Postgraduate Studies regulations and prospectus. Both participated in the design of the new programme, the Postgraduate Diploma in Higher Education (PGDipHE) for Academics. Dr M. Hedimbi attended the 7th Annual African Doctoral Academy (ADA) Winter School from 26 June to 7 July. The ADA serves to coordinate and strengthen excellence in doctoral education at Stellenbosch University (SU) and across the African continent. The two week long Doctoral school takes place every year in summer (January) and winter (June-July) and aims to offer high impact research and methodology training, as well as options in academic preparedness and career development. The schools are open to doctoral candidates, their supervisors and researchers in general.

Dr S. Eiseb facilitated the attendance and participation of UNAM MSc student, Lina Mushabati, at the 17th International Bat Research Conference that took place from 31 July to 05 August, at the Gateway Hotel, Umhlanga (Durban, South Africa). The conference was hosted by the University of Kwazulu-Natal. He also facilitated attendance and participation of two UNAM MSc students (Saima Kapia and Jackson Kaoti) at the StopRats Scientific Conference hosted by the Pest Management Centre (Sokoine University of Agriculture) in Arusha, Tanzania, 28 November to 02 December.

Supervision of Postgraduate Students

Dr M. Hedimbi

PhD Level:

Ms Julia Amadhila, PhD in Public Health. Title: Perceptions of health professionals on wellness in the health facilities of Oshikoto region, Namibia: development of a framework for the wellness programme. First year (Main supervisor)

Masters Level:

Natalia Ananias, Masters of Science (Industrial Biochemistry), Title: Antioxidant activities, phytochemical, and micro-nutrients analysis of african moringa (*Moringa ovalifolia*). Graduated in April, Co-supervisor.

Therese Mulyangote, Masters of Science (Microbiology), Title: Ethnobotany and bioactivity of medicinal plants used to treat symptoms associated with gastro-intestinal infections in Namibia. To graduating in 2017, Co-supervisor.

Samson Mapiye, Masters of Science (Microbiology), Anti-HIV activities and isolation of active compounds from two Combretaceae species. To graduate in 2017, Co-supervisor.

Dr S. Eiseb

MSc, Saima Kapia (200948997): Detection of *Leptospira* species and seasonal prevalence of fleas collected from small mammals in Mukwe Constituency, Kavango East Region of Namibia.

MSc, Jackson Kaoti (200942646): An investigation of spatial and temporal population dynamics of rodent species in fallow land in the Mukwe Constituency, Kavango East region, Namibia.

MSc, Lina Mushabati (200938142): Variation in the echolocation calls of bats occurring in the northern Namib Desert, Namibia: Influence of environmental factors.

MSc, Ameya Matheus (201030292): Prevalence of bacterial zoonosis in selected trophy hunted species and the potential human health risk in north-east Namibia.

Publications

Ananias, N., Kandawa-Schulz, M., Hedimbi, M., Kwaambwa, H. M., Tutu, H., Makita, C. and Chimuka, L. (2016). Comparison of Metal Content in Seeds of *Moringa ovalifolia* and *Moringa oleifera*. *African Journal of Food Science*, 10(9), 172-177.

Shannon, L. M., Boyko, R. H., Castelhana, M., Hedimbi, M. and Boyko, A. R. (2016). Reply to Wang et al: Sequencing Datasets do not Refute Central Asian Domestication Origin of Dogs. *Proceedings of National Academy of Science* 113 (19), E2556-E2557.

Missoup, A. D., Nicolas, V., Eiseb, S., Chung, E. K. and Denys, C. (2016), Phylogenetic position of the endemic Mount Oku rat, *Lamottemys okuensis* (Rodentia: Muridae), based on molecular and morphological data. *Zoological Journal of the Linnean Society*, 177(1): 209-226.

Research Projects

Sustainable technologies to overcome pest rodents in Africa through science. Duration: Years 2014-2016, <http://projects.nri.org/stoprats/>. RP: Dr S. Eiseb.

Systematics and biogeography of bats (Class: Mammalia; Order: Chiroptera) occurring in Namibia (excluding protected areas). Duration: Year 2012 – current.

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*Office of the
Pro-Vice Chancellor:
Administration, Finance & Resource Mobilisation*



Dr E N Namhila
Pro-Vice Chancellor
Administration, Finance &
Resource Mobilisation



Mr R van Rooi
Bursar



Mr E Tjiramba
Director:
Communications & Marketing



Mr Nabot Uushona
Director:
Computer Centre



Ms M Mainga
Dean of Students



Mr B Mutrifa
Director:
Estate Services



Ms L Mbwale
Director:
UNAM Foundation



Mr R Izaks
Director:
Human Resources



Mr K Mbangi
**Director: Strategic &
Physical Planning**



Mr M Thikusho
**Acting Coordinating
Director: University Central
Consultancy Bureau (UCCB)**

Overview of Key Activities

Dr Ellen N Namhila

Introduction

The University of Namibia experienced a number of changes during the year under review. Such changes were driven by the need for the institution to remain adaptive and relevant to the ever changing landscape of academia. It was further made urgent by the rise of disruptive technologies and the socio-economic realities facing communities. Collectively, these challenges catapulted the university's need for evolution.

Chief among the changes was a restructuring process that sought to re-align our physical composition to our strategic goals. The office of the Pro-Vice Chancellor: Administration, Finance was assigned a new responsibility: Resource Mobilisation.

The office's primary mandate involves bearing the greatest responsibility for the management of all auxiliary and support services. Administratively, they help the university's core business; teaching and learning, research and community engagement.

State funding of universities throughout the world is dwindling, thus making the search for complementary streams of income a necessity. To that end, the University of Namibia during the year under review embarked on a strategic direction to generate financial resources to cater for its growing student numbers and research needs.

In terms of composition, the Office of the Pro-Vice Chancellor: Administration, Finance and Resource Mobilisation, oversees the following departments/directorates; Office of the Bursar; Estate Services; Human Resources; Communications and Marketing; Office of the Dean of Students; UNAM Foundation; University Central Consultancy Bureau, Computer Centre as well as the Unit responsible for Strategy and Physical Planning.

Capital Expansion & Auxiliary Services

The Directorate of Estates Services continued to ensure that the University's physical infrastructure and auxiliary services are aligned to meet the needs and demands of our academic offerings. To this end, a number of capital projects were undertaken across campuses. Phase 3 of the José Eduardo dos Santos Campus known as the German Engineering Wing was nearing completion. On the Windhoek Main Campus, the extension and renovation of the administration building commenced in earnest. Construction of lecture halls also commenced at the Southern Campus in Keetmanshoop.

The year under review also witnessed the completion of major capital projects such as the construction of the Neudamm hostels, the Library and lecture halls at the Hifikepunye Pohamba Campus, and the construction of prefabricated offices at Neudamm and on the Windhoek Main Campus. The architectural drawings for the School of Veterinary Medicine were also finalized. The accessibility for all students living with disabilities on the main campus was further ensured through the construction of new elevators. The Directorate continued to prioritize the systematic management of maintenance and the optimisation of the life cycle of the university assets in accordance with the business needs of the university.

Communications & Marketing

The revamped University brand and identity was rolled out over all campuses during the review period. Activities undertaken include on-building and directional signage across all campuses. The Communications and Marketing department also produced a number of marketing material for faculties, centres and the 12 campuses.

Human Capital

The University of Namibia started the new academic year with a new team of academic leadership after the organisational restructuring as approved by the University Council. Proud to mention is the fact that most positions occupied by the academic leadership are Namibians who developed over the years which can be attributed to the University's unique staff development programme, which lead to many Namibians acquiring their PhD qualifications to qualify for these prestigious leadership positions at the University. Training was also provided to most sections within the University in various soft skills as identified through a skills audit that was conducted.

Notwithstanding the ushering in of the new academic leadership and the introduction of flagship programmes, the University faced challenges in terms of recruiting Namibian expertise especially in the fields of Medicine, Veterinary Sciences, Geology, Engineering, Public Health and Computer Science.

Information Technology

Living in an era of heightened technology demands that we stay ahead of the developments surrounding technology and take advantage of the boundless innovations that have sprung up. Yet, it also means that we must guard against the abuse of technology. To that end, the Computer Centre introduced a new policy that was approved by Council. In addition, UNAM introduced a new integrated information management system, including finance, human resources, and student management.

Resource Mobilisation

During the period under review, a self-review was conducted with guidance from the Centre for Quality Assurance and Management. A key outcome of the review process was an imperative task to establish an ad-hoc committee that would draft terms of reference to guide resource mobilisation strategies.

The UNAM Foundation successfully received N\$10 million from De Beers Group to assist students at the Southern Campus. An additional N\$1.6 million was contributed by various sponsors towards the Students Financial Assistance Scheme, while N\$240.000 was raised for student clubs and societies. The Foundation also continued to facilitate the University's efforts to optimise revenue from various privately-run on-campus and commercial enterprises while at the same time acting as a contracts administrator and relationship manager for various outlets and facilities.

Several new contracts were entered into during the period under review; a positive indication of the private sector's willingness to do business with the University, a practice being observed globally. A total of N\$4,364,098 was raised during the year.

Strategic & Physical Planning

The University successfully coordinated the development of the 2016 - 2020 University strategic plan and had it approved by Council. In addition, the 2015 business reviews were undertaken across all units and a total of 37 individual Faculty/Unit management plans were reviewed and finalised.

As the university's numbers continue to grow, so does a corresponding need for infrastructure. UNAM conducted a nationwide space audit in order to update the Higher Education Management Information Systems (HEMIS). This facility is an inventory database of UNAM's campuses required for space assessment purposes in terms of the NCHE Funding Framework.

Simultaneously the facility base mapping of all campuses were updated for space planning purposes. Furthermore, the responsible unit facilitated the registration of UNAM properties resulting in four properties currently being transferred to UNAM, while two new land donations were received from local authorities.

Progress was made with processing of various registrations of property which were at different stages of approval from various authorities. The Guide Plans for the Physical Development of all UNAM satellite campuses were also completed and adopted by the UNAM Council for implementation to guide development of the University in the medium to long term planning horizon.

As far as the management of information services and institutional research are concerned, the Strategic and Physical Planning Unit assisted the Human Resource Department with staff data Integrity Identification, which resulted in updating all staff qualifications. The Unit participated in the development of the higher education subject, student and staff and facility database for the NCHE as well as the higher education funding formula.

Student Affairs

The Office of the Dean of Students continued to be the custodian of student welfare across all University campuses. The office provides academic and psycho-social support services. During the review period, the office provided tailor made programmes designed primarily to ease and guide freshmen's transition from high school life into university life. Programmes for continuing and senior students centred around unearthing and sharpening leadership skills, cultivating and deepening appreciation for diversity and tolerance as well as developing requisite skills for conflict resolution, negotiations and much more.

Training was also provided to the students in terms of the following: self discovery, knowledge creation and expansion; skills and talent development; leadership; cultural tolerance; diversity and social responsibility; skills practice and refinement; physical and mental fitness; and overall student relations. UNAM continued to promote inclusive education and therefore every effort was made to accommodate and provide a conducive living and learning environment for our students living with disabilities.

Remaining true to the ethos of producing a holistic graduate, UNAM produces top athletes and sports men and women across many national sporting disciplines. The University retained its position as the National Rugby Champion during the review period.

University Central Consultancy Bureau (UCCB)

Formed by the need to avail the university's expertise to the public, the UCCB carried out a number of consultancies, short courses, institutional collaboration projects, institutional capacity building and human resources development projects of national significance. Among them, was a contract by the Ministry of Education to implement an English Language Proficiency Programme in schools.

The UCCB consists of the following divisions: Consultancy and Business Development; Capacity Building and ICT; and Non-Accredited Short Courses Training Division.

The Bureau generated a total revenue of close to 12 million Namibian dollars through its consultancy services and other income sources. Whereas, operating expenses totalled around 10 million Namibian dollars. This translated to a net profit of about 2 million Namibian dollars.

Financial Matters

Bursar:
Mr Ralph van Rooi



Revenue and Expenditure

Revenue

The Government of the Republic of Namibia remains the major revenue source for the University's operations. During the 2016 financial year, Government subvention for operational expenses amounted to N\$904 million (2015: N\$1.109 billion), which represents an 18.5% decrease compared to 2015. It is also necessary to mention that the student fee resources and charges of the University increased to N\$467 million, which represents a 26.6% growth. This increase resulted from an increase in fees of 7.5% as well as a student intake increase of 22% compared to 2015. Some revenue sources which contributed to this include: tuition fees, accommodation fees and boarding fees. The total income for the year under review amounted to N\$1.448 billion in comparison to the N\$1.551 billion for the 2015 financial year. Government made a short payment of N\$154 million of the budgeted subsidy during the year under review, which is the main reason for the deficit recorded for the year.

Expenditure

The total expenditure for the year under review amounted to N\$1.573 billion (2015: N\$1.476 billion). Employment costs amounted to N\$1.052 billion, (2015: N\$ 915 million) excluding the movement in provisions for post-retirement benefits and accounted for 67% of total expenditure, (2015: 62%) and 73% of total revenue (2015: 59%). Employment costs will always remain the main expenditure category due to the nature of the University's operations. Administration and other costs amounted to N\$ 522 million, (2015: N\$ 558) which represents 33% (2015: 38%) of the total expenditure including depreciation and provisions. The reduced administrative expenditure came as a result of the cost cutting initiatives necessitated by the short payment in subsidy.



General Review

An unqualified audit opinion on the financial statements reflected that the year under review ended with a total comprehensive deficit of N\$154.9 million (2015: N\$72.4 million Surplus). The Statement of Cash Flows reflected a positive cash movement of N\$11 million (2015: negative movement of N\$ 182 million) and a positive bank balance of N\$17.2 million (2015: N\$5.9 million positive) to start with operations for the next financial year. Accounting policies have been applied consistently throughout the financial year.

During the year under review, the University invested substantially in physical infrastructure and equipment to the value of N\$278 million, which brought total non-current assets to N\$2.609 billion (2015: N\$2.382 billion). Government contributed N\$20 million (2015: N\$24 million) towards development projects. The balance of the capital projects were funded using the operational funds as well as a government guaranteed loan from FNB Namibia. The FNB Namibia loan amounted to N\$391 million and will continue to fund capital development projects during 2017.

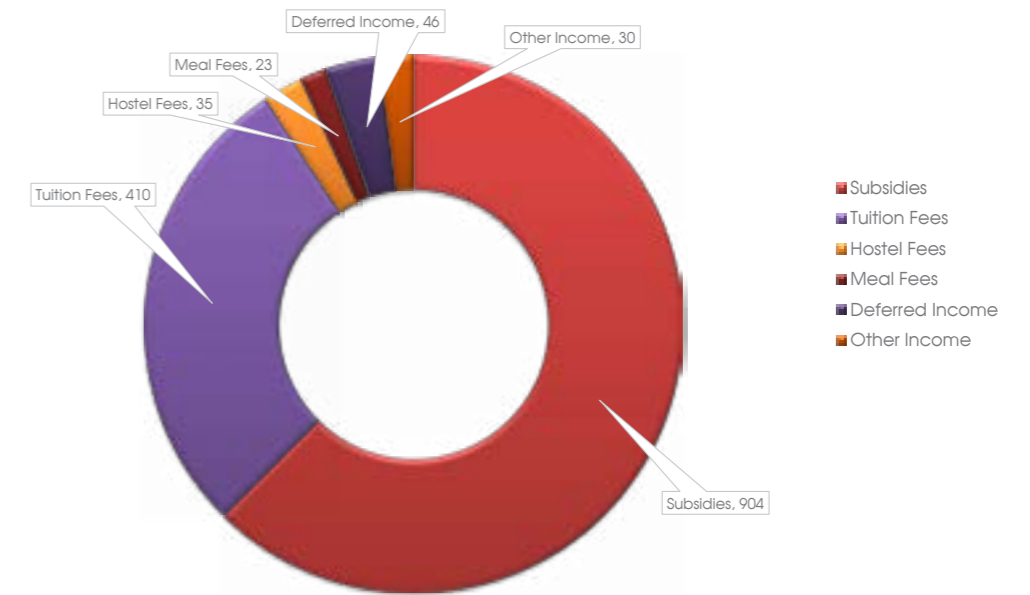
Financial Matters

Office of the Bursar

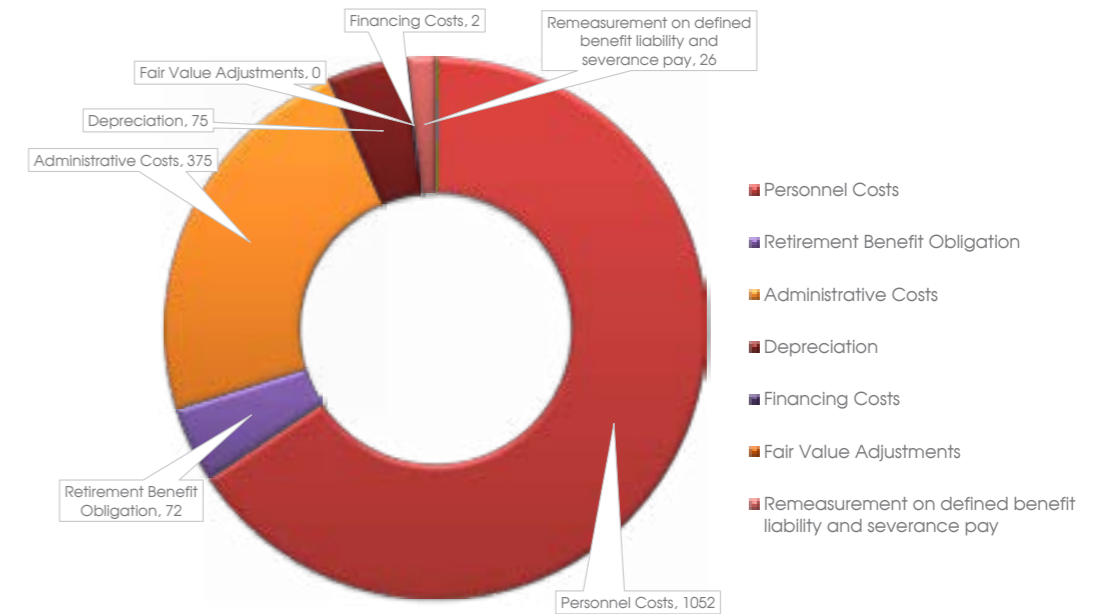
Revenue and Expenditure Statement for the years ended 31 December 2016

	2016 (N\$000)	2015 (N\$000)
REVENUE	1,447,568	1,550,766
Subsidies	904,113	1,108,720
Tuition fees	409,968	319,374
Hostel fees	34,622	30,751
Meal fees	22,586	18,882
Deferred income released	45,806	48,344
Other income	30,473	24,695
EXPENDITURE	1,602,437	1,478,334
Personnel costs	1,052,370	914,864
Retirement benefits obligation	72,158	60,381
Administrative costs	375,028	380,377
Depreciation, amortisation and impairments	74,693	117,485
Financing costs	2,053	3,243
Fair value adjustments	(15)	(751)
Remeasurement on defined benefit liability and severance pay	26,150	2,735
Surplus/(Deficit) for the year	(154,869)	72,432

Revenue in Millions N\$



Expenditure in Millions N\$



Financial Matters

Office of the Bursar

Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2016		
Statement of Financial Position as at December 31, 2016		
	2016	2015
	N\$ '000	N\$ '000
Assets		
Non-Current Assets		
Biological assets	6,085	5,901
Investment property	359,466	346,338
Property, plant and equipment	2,221,662	2,012,947
Intangible assets	17,037	12,589
Investments	4,279	4,180
	2,608,529	2,381,955
Current Assets		
Prepayments	594	50
Inventories	4,105	5,015
Student debtors and other receivables	333,865	436,191
Cash and cash equivalents	17,243	5,901
	355,807	447,157
Total Assets	2,964,336	2,829,112
Equity and Liabilities		
Equity		
Retained earnings	(59,290)	95,579
Liabilities		
Non-Current Liabilities		
Retirement benefit obligation	398,486	314,342
Provision for severance pay	81,849	73,960
Long term loan	-	7,689
Deferred income	1,796,982	1,775,309
Trust funds	47,803	34,083
	2,325,120	2,205,383
Current Liabilities		
Long term loan	173,793	684
Deferred income	45,898	48,344
Provisions	190,636	169,029
Trade and other payables	288,179	235,048
Bank overdraft	-	75,045
	698,506	528,150
Total Liabilities	3,023,626	2,733,533
Total Equity and Liabilities	2,964,336	2,829,112

Financial Matters

Office of the Bursar

Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2016		
Statement of Profit or Loss and Other Comprehensive Income		
	2016	2015
	N\$ '000	N\$ '000
Revenue	467,176	369,007
Other income	277,68	22,170
Operating expenses	(1,574,249)	(1,473,107)
Government Subsidy	904,113	1,108,720
Deferred income released	45,806	48,344
Operating surplus/(deficit)	(129,386)	75,134
Investment revenue	2,705	2,525
Fair value adjustments	15	751
Finance costs	(2,053)	(3,243)
Surplus/(Deficit) for the year	(128,719)	75,167
Other comprehensive income:		
Items that will not be reclassified to profit or loss:		
Remeasurements on net defined benefit liability & severance liability	(26,150)	(2,735)
Other comprehensive income for the year	(26,150)	(2,735)
Total comprehensive surplus/(deficit) for the year	(154,869)	72,432

Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2016			
Statement of Changes in Equity			
	Special project funds	Retained earnings	Total equity
	N\$ '000	N\$ '000	N\$ '000
Balance at January 1, 2015	1,052	23,544	24,596
Total comprehensive surplus for the year	-	72,432	72,432
Movement in trust funds	(1,052)	(397)	(1,449)
Balance at 31 December 2015	-	95,579	95,579
Total comprehensive Deficit for the year	-	(154,869)	(154,869)
Balance at 31 December 2016	-	(59,290.00)	(59,290)

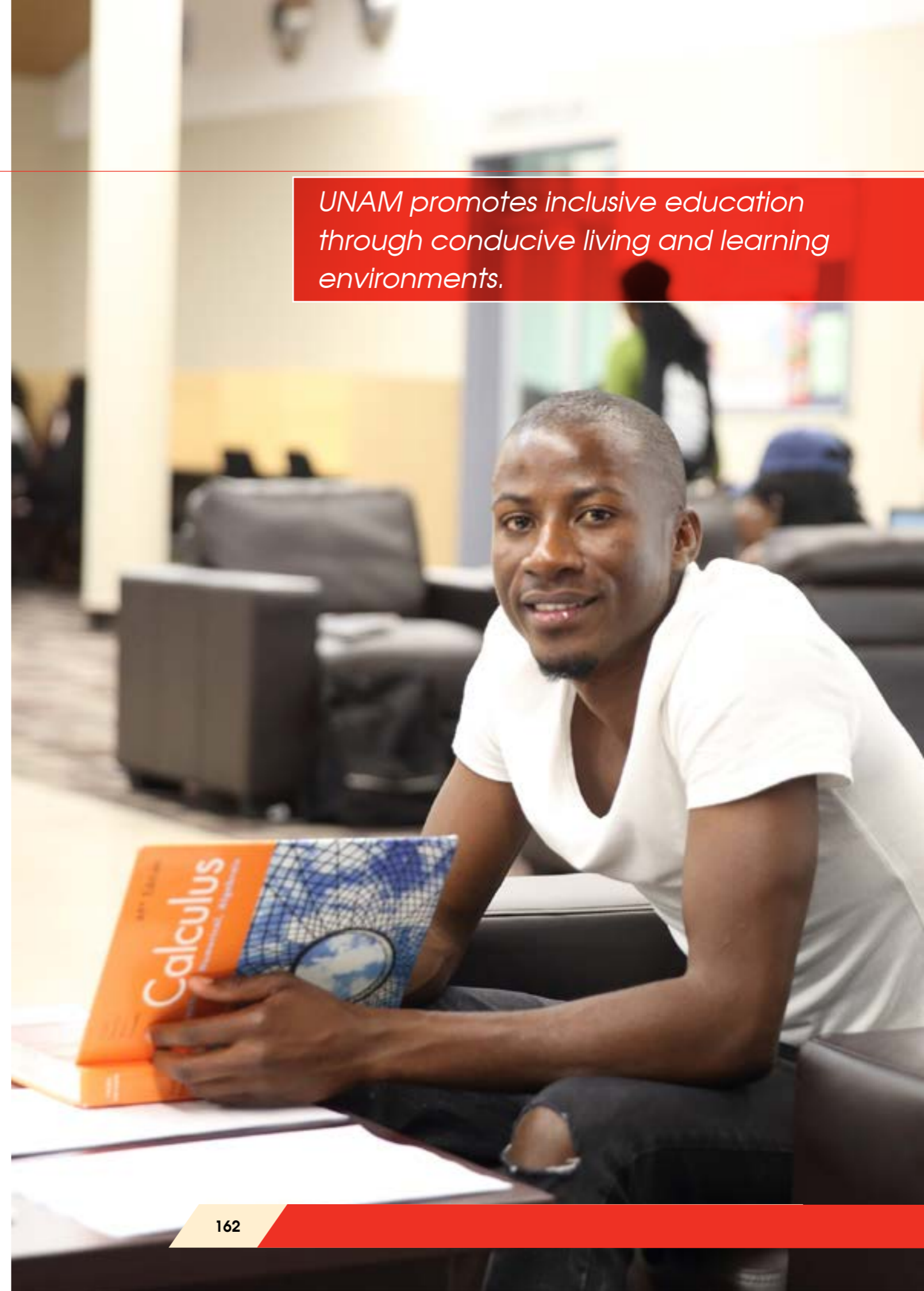
Financial Matters

Office of the Bursar

Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2016 Statement of Cash Flows

	2016 N\$ '000	2015 N\$ '000
Cash flows from operating activities		
Cash receipts from customers	1,501,383	1,173,029
Cash paid to suppliers and employees	(1,284,794)	(1,164,843)
Cash generated from operations	216,589	8,186
Interest income	2,705	2,525
Finance costs	(1,504)	(3,243)
Net cash from operating activities	217,790	7,468
Cash flows from investing activities		
Purchase of property, plant and equipment	(277,923)	(238,845)
Sale of property, plant and equipment		
Purchase of investment property	(26,204)	(26,048)
Purchase of other intangible assets	(5,681)	(12,030)
Purchase of investments	(42)	(120)
Purchase of biological assets	(276)	(491)
Sale of biological assets	50	954
Capital grants received	20,000	24,000
Net cash from investing activities	(290,076)	(252,580)
Cash flows from financing activities		
Special project fund accounts	-	(1,052)
Repayment of long term loan	(759)	(704)
Long term loan raised	165,630	-
Trust fund account	-	(4,649)
(Decrease)/increase in bank overdraft	(75,045)	75,045
Retirement benefits paid	(4,471)	(3,855)
Provision for severance pay paid	(1,727)	(1,684)
Net cash from financing activities	83,628	63,101
Total cash movement for the year	11,342	(182,012)
Cash at the beginning of the year	5901	187,913
Total cash at end of the year	17,243	5,901

UNAM promotes inclusive education through conducive living and learning environments.



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Eng. José Eduardo dos Santos Campus

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Namundjebo Mengela St, Ongwediva

Health Sciences Campus

☎ (264-61) 206 5023; Private bag 13301
Florence Nightingale Street, Windhoek North, Windhoek

Katima Mulilo Campus

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Winela Road, Katima Mulilo **Hifikepunye Pohamba Campus**
☎ (264-65) 232 3000; Private Bag 5507
Main Road, Ongwediva

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