



**UNAM**  
UNIVERSITY OF NAMIBIA

*Annual Report 2015*





# *Annual Report 2015*



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# UNDERSTANDING

## *The UNAM Brand*

### *University of Namibia Coat of Arms*

The Coat of Arms of the University of Namibia (UNAM) is a heraldic device whose design is grounded on an academic tradition that has been in practice for many centuries.

In keeping with the tradition of leading universities worldwide, UNAM revamped and elevated its Coat of Arms to a purely academic role. Henceforth, the Coat of Arms will be used solely for ceremonial purposes, such as the endorsement of academic qualifications and UNAM official documents from the Chancellor and Vice Chancellor's offices.

Therefore, the elevated status of the Coat of Arms necessitated the need for a logo to be used for marketing and promotional purposes.



## COAT OF ARMS

The Coat of Arms comprises of three elements: a shield, a base and a motto contained in a scroll.

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

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

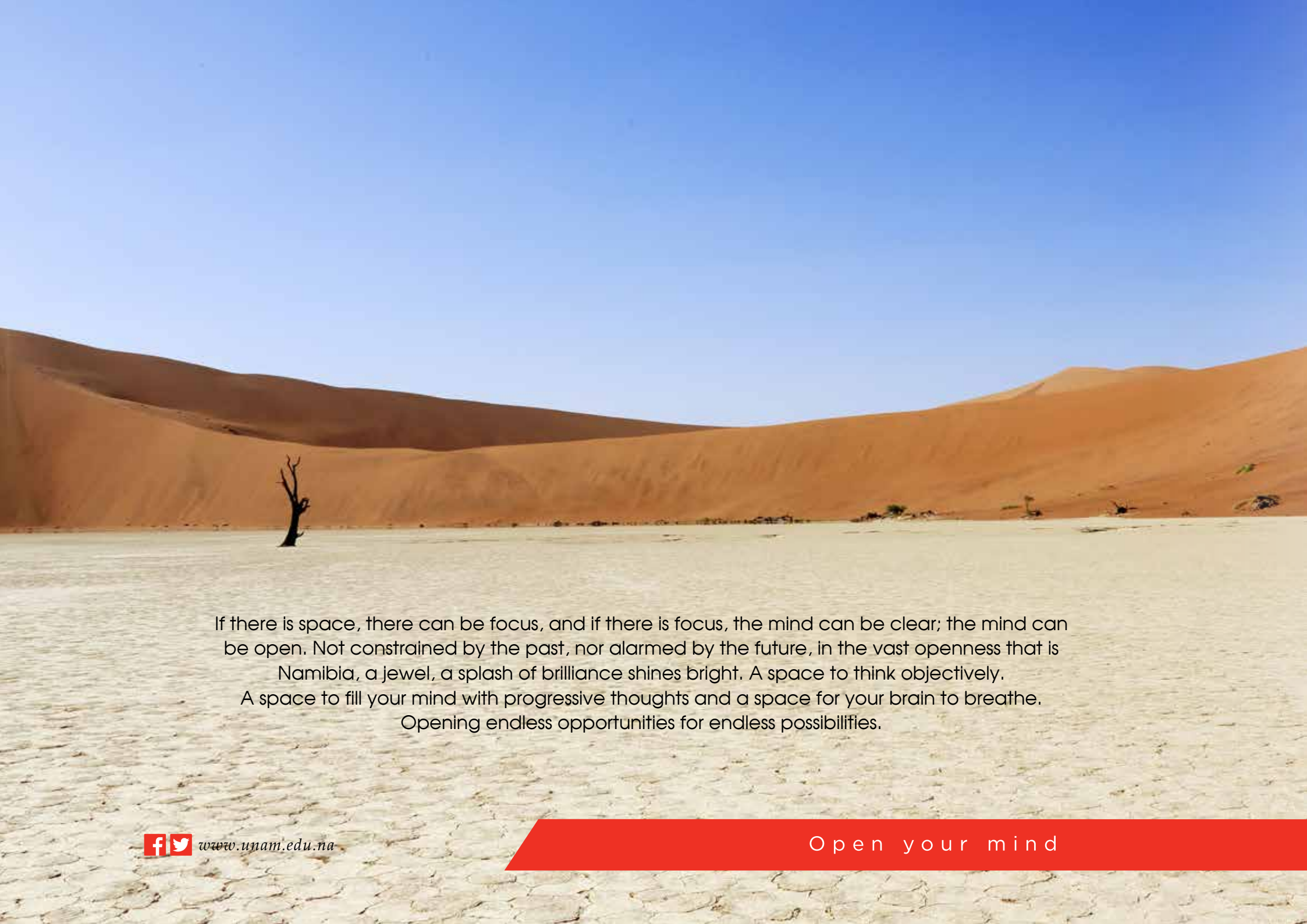
The crimson colour represents the vitality and courage of the people of Namibia, whose collective vision, determination and sacrifice brought about an enabling environment that now permits Namibian citizens to acquire appropriate knowledge, ideas and skills through University education. It represents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

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

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







If there is space, there can be focus, and if there is focus, the mind can be clear; the mind can be open. Not constrained by the past, nor alarmed by the future, in the vast openness that is Namibia, a jewel, a splash of brilliance shines bright. A space to think objectively. A space to fill your mind with progressive thoughts and a space for your brain to breathe. Opening endless opportunities for endless possibilities.

## UNIVERSITY OF NAMIBIA LOGO

The Logo comprises 3 elements lifted from the Coat of Arms: the sun, the book, and the colour red.

The Sun is a strong reminder of the origin of the University and is an iconic link to the country's flag.

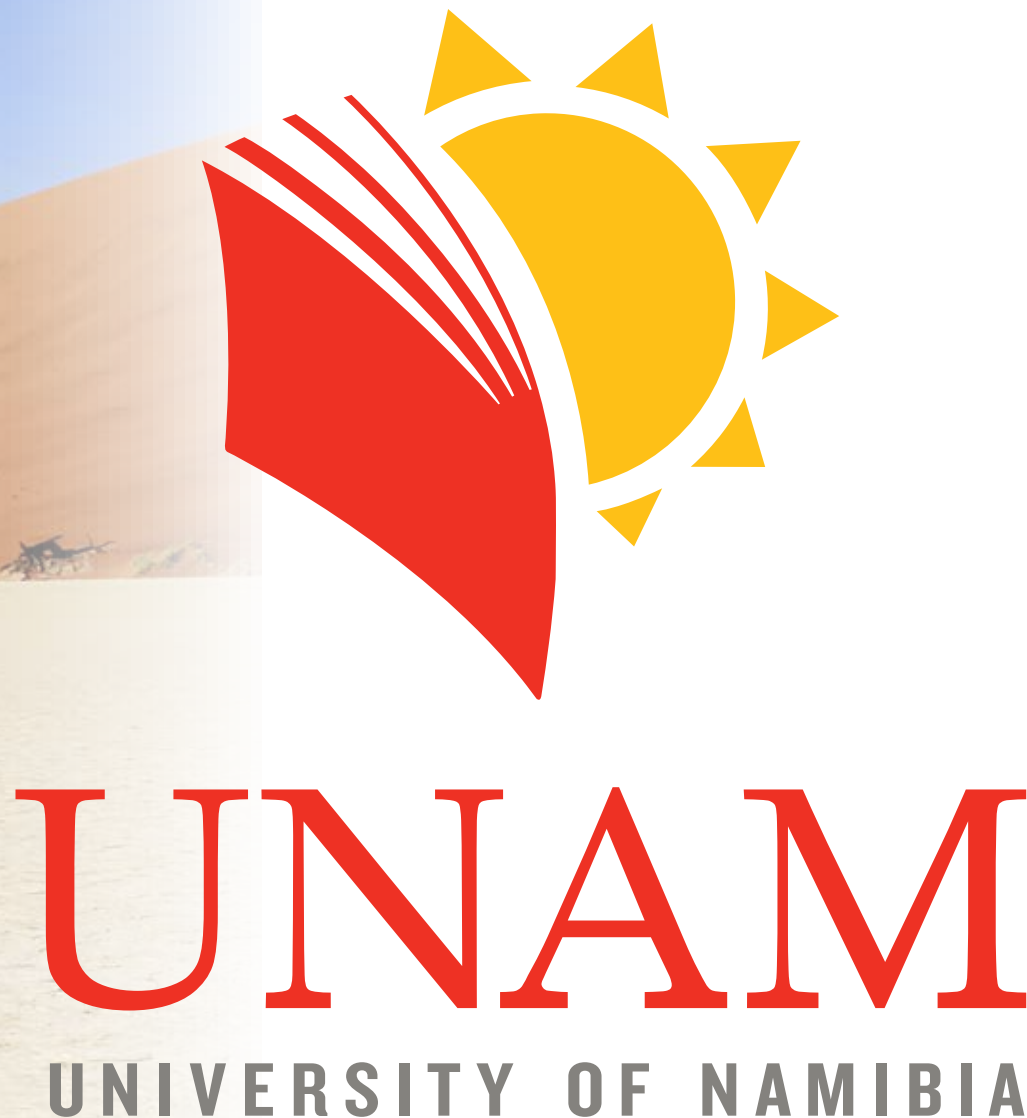
The Book with opening pages speaks to the opening of one's mind and is a graphic reminder of the freedom of knowledge and the power of enlightenment.

The Colour Red represents the vitality and courage of the people of Namibia, the iconic Namibian dunes and the strength of the University.

### *The Need for a New Logo*

Over the last few years, the University of Namibia inherited four Colleges of Education and two Agricultural Colleges, each with their own distinct brand identity. Together with its existing six campuses, the merger made UNAM the single largest tertiary education institution in the country. To align these grand developments, the University resolved to rebrand.

The new logo does not replace the Coat of Arms, it merely complements it. It is a uniting symbol, a bright representation of more than two decades of growth at the University of Namibia. The new logo is therefore public facing and a vibrant reminder of this new commitment. It will thus serve as the official marketing tool and corporate identity of the University of Namibia.



# *Core Values*

- ♦ Professionalism
- ♦ Mutual respect
- ♦ Integrity
- ♦ Transparency
- ♦ Equity
- ♦ Accountability







# VISION & MISSION

## *Vision*

To be a beacon of excellence and innovation through teaching, research and community services.

## *Mission*

The University of Namibia strives to provide quality higher education through teaching, research, innovation and community services to our customers with the view to develop productive and competitive human resources capable of creating and driving public and private institutions towards a knowledge-based economy, economic growth and improved quality of life.

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

These are:

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



# STATEMENT BY THE CHANCELLOR OF THE UNIVERSITY OF NAMIBIA

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

I am delighted to be part of the annals of the University of Namibia for yet another year, and am equally pleased to narrate the macro impact the institution has continued to achieve during the year under review.

During this time, perhaps most profound is the completion of studies by Namibia's first locally trained medical doctors. This new achievement, speaks volumes about the capacity of Namibians. These locally trained doctors are expected to better understand the disease profile in Namibia and thus be able to diagnose patients more accurately, and quickly. More importantly, we are confident that the new doctors will address the terrible ratios that currently exist in public hospitals, at times having one doctor for over 70 people in one afternoon.

During the year under review, the medical field benefited two fold, first from the UNAM trained pharmacists, and yet again the medical doctors. Internally, UNAM also responded to the quality of Nursing and Public Health, by making them standalone schools in order to improve the quality of research in those separate, yet related professions. The Southern Campus had its first batch of graduates in the Diploma courses, thereby galvanizing the idea that the South offers people from the region and elsewhere the same UNAM opportunity to pursue their dreams.

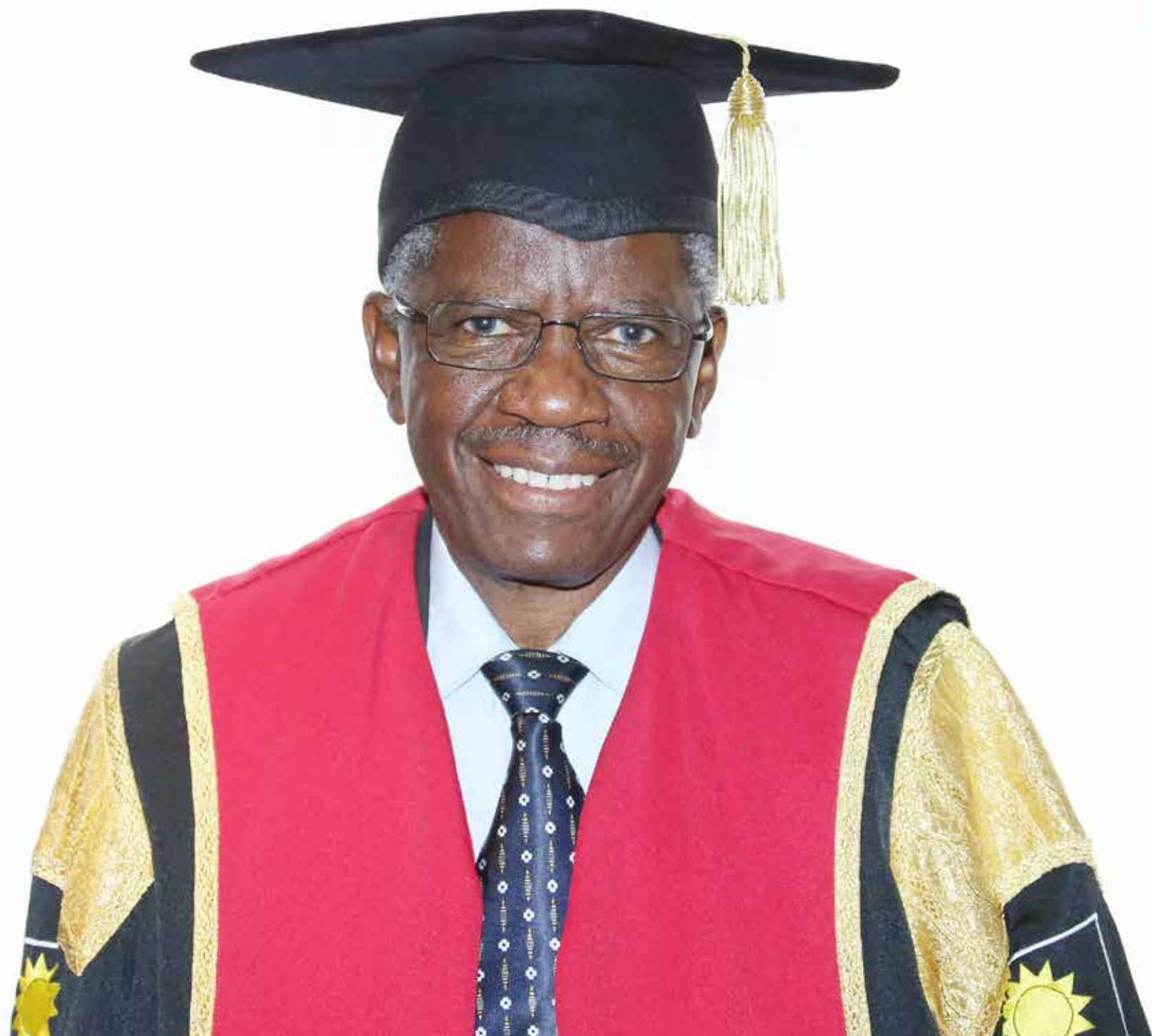
Another critical field of the economy that has benefited greatly from UNAM qualifications is the Engineering sector, having received 121 graduates for the past three years. Soon to benefit equally is the Tourism Sector, with specific

reference to the Wildlife Management and Ecotourism programme at Katima Mulilo Campus. The fight against the persistent Foot and Mouth disease will be strengthened by our new programme in Animal Health, also at Katima Mulilo Campus.

Outside of the classroom, at the heart of academia, UNAM Research has and continues to transform the quality of Namibian lives. The successful intervention at the Kalimbeza Rice Project in Katima Mulilo, was introduced to Kavango East, where communities in Shighuru Village are being trained to grow rice for themselves. Having one staple food in Namibia will soon be a thing of the past as UNAM leads research to grow rice in various regions under different climates. More importantly, the Malaria Elimination Project, an initiative between the Ministry of Health, UNAM and the University of California, San Francisco, is well on its way to mapping and devising strategies to end malaria in the country indefinitely. Having mapped areas in the North-central region, more mapping continues in the North-eastern part of the country.

Accessibility to higher education has improved significantly. This success is owed largely to the tenacious support from the state. UNAM now boasts 12 campuses, with 21 012 students geographically spread out in seven regions across the country. The Southern Campus, located in Keetmanshoop in the Karas Region, is the newest campus of the University of Namibia. Although currently operating from a temporary facility, its realization has been a ray of sunshine to the people of the South; graduating this year the first cohort of students.





# STATEMENT BY THE CHAIRPERSON OF COUNCIL

*Professor Filemon  
Amaambo, Chief Surgeon,  
Oshakati & Onandjokwe  
Hospitals*

Some roads have an end, others carry on forever. As I reflect on the year under review, I also bid farewell as Chairperson of the University of Namibia Council. It was not an easy task, governing one of the largest institutions in the country, yet my labour was comforted by the idea that I am contributing to Namibia's growth – something bigger than myself. Although my road has now ended in terms of my Council membership, UNAM's road has yet many kilometers to be traveled, and I am confident that she will go the distance.

During the year under review, significant changes to the University were implemented under a council sanctioned decision commonly referred to as the Restructuring. The objective of which is to give the institution a more targeted approach to its key strategies. As part of this process, a number of new positions were created, the most notable of which is the position of a new Pro-Vice Chancellor responsible for Research, Innovation and Development, along with the restructuring of the former Centre for External studies, which has now become the Centre for Open, Distance and e-Learning (CODeL). All these changes, plus more, were necessitated by the significant growth over the years in terms of programme offering, student numbers and infrastructural

expansion that currently underpin the University of Namibia. These changes coincided with the end of term for all 4 year academic contract appointees. This meant that a relatively new management will have taken office by 2016. I have no doubt that this new team can offer fresh solutions to UNAM. It is my sincere hope that this new management will take the University of Namibia through uncharted grounds so that she emerges as a beacon of excellence.

UNAM continues to remain a regional powerhouse, attracting a diverse group of students from all across the world, represented by 42 countries. More importantly, the establishment of the School of Geosciences is currently being executed by management and will offer a dedicated technical field in the South and hopefully impact and inspire the inhabitants.

However, serious challenges confront the University. Chief among them, are repeated calls by members of the Student Representative Council for the reduction of tuition fees by institutions of higher learning. These types of demands are made amid high student debt from previous years. The restructuring's recommendations should therefore be able to find workable solutions to these problems.







## ANNUAL REPORT 2015 *Overview*

As the leading producer of intellect in the country, the University of Namibia proudly accounts in this annual report how it has managed its affairs for the year 2015.

Established by an Act of Parliament in 1992, the University of Namibia has heralded noticeable growth since its inception. From humble beginnings with a paltry number of just over 2 000 students, the institution has grown tremendously to amass over 21 000 students during the year under review.

The university's vision, "to be a beacon of excellence and innovation through teaching, research and extension services", stood the test of time and is perhaps now more profound than ever before as the university enters a new phase; major structural changes characterised by a bold focus on research, innovation and development.

Impact on local communities remained uncompromised as the university championed various community engagement activities with the aim of skills transfer. The achievements in agriculture have been quite profound, yet equally significant successes were attained in the educational sector to mention but a few. A thorough report on all community engagements is extended in all faculties.

Additionally, research output continuous to grow tremendously as academics publish in peer reviewed journals, and participate in technical consultancies as well as collaborative multi-disciplinary research. Such research is going to be dependent upon to drive the institution's innovation endeavours post the year under review.

Owed to the growing student population, staff at the University of Namibia continue to grow in numbers, and in capability, thanks to an avid recruitment drive during the year under review, as well as various capacity building initiatives. However, the total sum of staff remains incomplete as the university moves to increase the quality of both academic and administrative services.

# THE VICE CHANCELLOR'S EXECUTIVE SUMMARY

*Prof Lazarus Hangula  
Vice Chancellor  
University of Namibia*

## PREAMBLE

The year 2015 was notable as the Institution found itself at the crossroads; one side of the road presented exciting change, the other side offered a familiar safety. We chose the former. Students, staff, management and council embraced a new dawn full of new possibilities during the year under review. These changes manifested in the form of a university wide restructuring process, which hopes to create an acute alignment between office functions and university priorities. These changes are the small first steps towards improving the efficacy of the University of Namibia, which has over the years grown exponentially, from being a small candle of hope to the blazing flame of knowledge that it is today.

As the Institution thumped forward, it was primarily a year of launching and solidifying its new brand through a widely applauded re-branding exercise, that has now engulfed all campuses and centres. The new branding displays a new logo which consists of the sun and a book, whilst the coat of arms traditionally associated with the Institution has been elevated to be used only for the University's qualifications and the highest office. This triggered interesting discussions, as was expected from such an enormous change. We had interesting dialogue with staff, students and members of the public. The process was a huge success, yet brought with it a unique message about how personally affected our stakeholders are when there are changes at the University of Namibia. Personally, I was humbled and awed to learn how much Namibians truly care about the University of Namibia.

I would be remiss, if I omit, on behalf of all staff and students, to thank our wise and foresighted Council of 2011-2015 for steering us successfully through the past few years. Although the term came to end, their names will always be associated

with the University of Namibia, as we remain forever indebted to them for their resolute service and dedication.

## KEY ACCOMPLISHMENTS

UNAM continued to remain committed to being a leading reservoir of knowledge for Namibia and the region during the year under review, a trait that caught international attention. The European Society for Quality Research (ESQR) awarded the University of Namibia the International Diamond Prize for Excellence in Quality at a congregation of international companies in Vienna, Austria. The award recognizes private and public companies that have a proven impact on development in their respective countries through the implementation of superior quality management. In the same vein, one of UNAM's leaders, Prof Osmund Mwandemele received the African Education Leadership Award in Mauritius for having demonstrated high levels of excellence and capacity building at national and international level.

Locally, in terms of preserving culture and language, UNAM tackled the relevance of indigenous languages under the auspices of the Department of Languages, Humanities and Commerce in the Faculty of Education. A team from across all campuses reviewed the curriculum, attempting to identify possible improvements. Focus areas included Rukwangali, Rumanyo, Thimbukushu, Oshikwanyama, Oshindonga, Silozi, Afrikaans, Khoekhoegowab and Otjiherero.

Through the dedicated work of the Centre for Quality Assurance and Management (CEQUAM) the accreditation of programmes, as required by the National Council for Higher Education, kicked off. These endeavors give public and international assurance that UNAM qualifications meet global standards.





For the first time in our history, our students' efforts outside of the classroom have become a source of national inspiration. The UNAM Rugby team won the national Rugby League during the year under review. I look forward to them successfully defending their title to make our University proud.

## INTERNATIONAL COLLABORATION

New found partners, the Russia National University of Science and Technology, signed a Memorandum of Agreement with UNAM. This agreement supports UNAM towards the study of solar energy and material science whilst providing postgraduate study opportunities as well.

During the same period, the Turkey International Cooperation and Coordination Agency (TIKA), sponsored equipment to the tune of N\$563,296.71 for the Department of Geography, History and Environmental Science. This contribution came at a time when UNAM was in the process of becoming a Regional Centre of Excellence in Geographic Information Systems, serving as a hub for over 14 countries in the SADC region.

## RESEARCH

Postgraduate studies are the epitome of academia. Without that, our contribution to the body of knowledge is limited. UNAM's resolve towards being more research oriented continued to be executed as staff gradually claim doctoral titles, as well as others who became members of the professoriate. Among all the research projects being executed, the following are notable:

The Institution was chosen to be part of a major project in collaboration with the Ministry of Veteran Affairs, with the aim to document Namibian History. The research will date back as far as 1959, with much emphasis being placed on notable periods of Namibia's Liberation Struggle. This engagement brings hope to an often neglected area of national heritage and cultural development. As of to date, there is very little literature which comprehensively details Namibian history in general and that of the Liberation Struggle specifically. UNAM is proud to play a pivotal role in such a national project.

With the Namibian Government's staunch focus on eliminating poverty in Namibia, our crop of social scientists wasted no time in convening their annual research conference, appropriately themed Poverty Eradication, Citizenship and Community Empowerment. Over the course of the two day conference, students, staff and members of the public were invited to participate and learn from the various researchers who had gathered at Khomasdal Campus.

Following the successful intervention at Kalimbeza with the rice project, which has now become a resounding success, the University prides itself by being the centre of knowledge. Villagers from Shighuru Village, in Kavango East region, received assistance in the form of research for the purpose of cultivating various types of rice. Several bags of rice were harvested by the villagers from a small piece of irrigated land during the 2015 cropping season.

The following Tables 1-2, present a summary of staffing statistics and staff development accross the UNAM system.







**Table 1A: Faculties & Centres Academic Staff**

Faculty / Centre	Male	Female	Namibians	Non-Namibians	Total
Agriculture and Natural Resources	48	34	61	21	82
Economic and Management Sciences	39	14	47	6	53
Education	109	110	204	15	219
Engineering and Information Technology	33	6	22	17	39
Health Sciences - <i>School of Medicine</i>	36	13	20	29	49
Health Sciences - <i>School of Pharmacy</i>	7	5	7	5	12
Health Sciences - <i>School of Nursing Science and Public Health</i>	9	49	55	3	58
Humanities and Social Sciences	38	44	69	13	82
Law	11	6	12	5	17
Science	96	61	128	29	157
Centre for External Studies	7	7	14	0	14
Language Centre	9	7	15	1	16
University Central Consultancy Bureau	1	0	1	0	1
Oshakati Campus	10	23	29	4	33
Library	8	21	25	4	29
Sam Nujoma Marine and Coastal Resources Research Centre	12	4	15	1	16
Multi Disciplinary Research Centre	11	5	15	1	16
<b>Total Faculties and Centres Academic Staff</b>	<b>484</b>	<b>409</b>	<b>739</b>	<b>154</b>	<b>893</b>

**Table 1B: Faculties and Centres Support and Administrative Staff**

Faculty / Centre	Male	Female	Namibians	Non-Namibians	Total
Agriculture and Natural Resources	91	40	131	0	131
Economic and Management Sciences	2	4	6	0	6
Education	59	57	116	0	116
Engineering and Information Technology	12	9	21	0	21
Health Sciences - School of Medicine	3	4	5	2	7
Health Sciences - School of Nursing Science and Public Health	2	4	6	0	6
Humanities and Social Sciences	3	3	6	0	6
Law	1	4	5	0	5
Science	0	6	6	0	6
Centre for External Studies	8	22	30	0	30
Language Centre	1	2	3	0	3
Multi Disciplinary Research Centre	0	2	2	0	2
Sam Nujoma Marine and Coastal Resources Research Centre	6	2	8	0	8
University Central Consultancy Bureau	12	13	25	0	25
Oshakati Campus	18	20	38	0	38
Centre for Quality Assurance and Management	5	2	7	0	7
Teaching and Learning Unit	1	2	3	0	3
Postgraduate Studies Unit	0	3	3	0	3
HIV /AIDS Unit	0	1	1	0	1
e-Learning and Interactive Multimedia Unit	5	2	7	0	7
Centre for Professional Development	2	1	3	0	3
Research and Publications Office	0	2	2	0	2
UNAM Press	0	4	4	0	4
<b>Total Faculties and Centres Support and Administrative Staff</b>	<b>231</b>	<b>209</b>	<b>438</b>	<b>2</b>	<b>440</b>

**Table 1C: Central Administrative Staff**

Office / Centre	Male	Female	Namibians	Non-Namibians	Total
Office of the Vice Chancellor	2	2	4	0	4
Office of the PVC (Academic Affairs and Research)	1	1	2	0	2
Office of the PVC (Administration and Finance)	1	1	2	0	2
Office of the Registrar	6	16	22	0	22
Office of the Bursar	17	22	39	0	39
External and International Relations Office	1	1	2	0	2
Human Resources Directorate	5	21	26	0	26
Communication and Marketing	4	4	8	0	8
Estate Services	47	8	55	1	56
Computer Centre	14	3	17	0	17
Dean of Students	9	13	22	0	22
Library	17	44	61	0	61
UNAM Foundation	1	6	7	0	7
Strategic and Physical Planning Office	4	2	6	0	6
Internal Auditing	1	2	3	0	3
Office of the Legal Advisor	1	4	5	0	5
Investigations Unit	2	1	3	0	3
<b>Total Central Administrative Staff</b>	<b>133</b>	<b>151</b>	<b>284</b>	<b>1</b>	<b>285</b>
<b>GRAND UNIVERSITY TOTAL*</b>	<b>848</b>	<b>769</b>	<b>1461</b>	<b>157</b>	<b>1618</b>

\* Excluding part-time staff



**Table 2A: Staff Development**

Faculty / Unit	Department	No. of Staff Development	No. left during the year	No. returned during the year	Faculty Total
Agriculture and Natural Resources	Agricultural Economics	4	2	1	4
	Animal Science	5	1	-	5
	Crop Science	8	4	-	8
	Food Science and Technology	3	1	1	3
	Fisheries and Aquatic Sciences	2	-	-	2
	Integrated Environmental Science	3	-	-	3
	Wildlife Management	1	-	-	1
	Dean's Office	2	-	-	2
	Neudamm Farming	5	1	-	5
	Ogongo Farming	-	-	-	-
Economic and Management Sciences	Accounting	6	-	-	6
	Economics	1	-	-	1
	Management Science	2	-	-	2
	Political and Administrative Studies	2	1	-	2
	Administrative Staff				
	Life-long Learning	1	1	-	1
Education (All Campuses)	Curriculum Studies, Instruction and Assessment	8	1	-	8
	Educational Foundations and Management	7	1	-	7
	Mathematics, Science and Sports Education	9	3	-	9
	Educational Psychology and Special Education	7	2	1	7
	Office of the Dean	1	-	-	1
	Education Languages and Commerce	13	4	1	13
	Early Childhood Development and Lower Primary	14	1	-	14
	Languages and Literature Studies	1	1	-	1
	Information Studies	-	-	-	-
	Geography and History	4	2	-	4
Humanities and Social Sciences	Performing and Visual Arts	3	1	-	3
	Human Science (Psychology)	-	-	-	-
	Sociology	1	-	-	1
	Social Work	2	-	-	2
	Dean's Office	2	-	-	2
	Office of the Dean: Public Law and Jurisprudence, Private and Procedural Law, Commercial Law	1	-	-	1
Law	Justice Training Centre	-	-	-	-
	Human Rights and Documentation Centre	1	1	-	1

Faculty / Unit	Department	No. of Staff Development	No. left during the year	No. returned during the year	Faculty Total
School of Nursing and Health Sciences (Main Campus)	Office of the Dean	2	-	-	2
	Nursing Science	4	1	-	4
	Radiology	2	1	-	2
	Biological Sciences	7	2	-	7
	Chemistry and Bio-Chemistry	5	2	-	5
	Computing	4	1	-	4
Science and ZERI	Geology	2	2	-	2
	Mathematics	7	3	-	7
	Physics	4	2	1	4
	Statistics	4	2	-	4
	Dean's Office	1	-	-	1
Engineering and IT MRCC		12	6	-	12
		5	-	1	5
CES	Student support, Continuing Education and Director's Office, Materials Development Administration	12	-	-	12
Centre for E- Learning		1	-	-	1
School of Medicine		5	1	-	5
School of Pharmacy		1	-	-	1
School of Postgraduate Studies		2	-	-	2
Other Administration offices	(Vice Chancellor and Pro- Vice Chancellor's Offices, Human Resources Directorate, Finance Office, Dean of Students Office, UNAM Foundation, HIV/Aids Unit, Registrar's Office, Directorate Estates, Faculty Officers.).	63	2	-	63
Oshakati Campus (Nursing Science and Public Health)		5	-	-	5
TLIU		1	-	-	1
Computer Centre		2	-	-	2
Strategic Planning		1	-	-	1
Language Centre		10	-	-	10
ILRC (Library)		46	4	-	46









**Table 2B: University Staff on Training for 2015**

Faculty/Unit	PhD	Master's Degree	Bachelor's Degree	Others	Total Female	Total Male	Total
Agriculture & Natural Resources	21	4	4	4	14	19	33
Economic & Management Sciences	6	4	1	-	6	5	11
Education	29	30	1	-	31	29	60
Humanities & Social Sciences	10	2	1	-	11	2	13
Law	2	-	-	-	-	2	2
School of Nursing and Health Sciences	4	2	1	1	7	1	8
Oshakati Campus	3	-	1	1	3	2	5
Science and ZERI	17	14	2	1	15	19	34
CES	2	4	4	2	8	3	12
Centre for E- Learning	-	-	1	-	-	1	1
Language Centre	7	2	1	-	5	5	10
ILRC (Library)	5	10	24	7	30	15	46
MRCC	5	-	-	-	3	2	5
TLIU	-	1	-	-	1	-	1
Strategic Planning	1	-	-	-	-	-	1
Engineering & IT	5	5	2	-	3	9	12
School of Medicine	2	1	-	2	2	3	5
School of Pharmacy	1	-	-	-	-	1	1
School of Postgraduate Studies	1	1	-	-	2	-	2
Other Administration offices (as listed above)	8	9	21	28	48	18	66
Computer Centre	-	-	1	1	2	-	2
Military Science	-	-	-	1	1	-	1
<b>TOTAL</b>	<b>129</b>	<b>89</b>	<b>65</b>	<b>48</b>	<b>192</b>	<b>139</b>	<b>331</b>

# OVERVIEW OF KEY ACTIVITIES BY THE REGISTRAR

*Dr Sifiso Nyathi*  
*Registrar*

## OVERALL STUDENT ENROLMENT

Student enrolment for the 2015 academic year stood at 21 012, an increase of approximately 8% compared to the previous year. The number of full and part-time students increased to 17 063, an increase of 8.3% compared to the previous year. The University also enrolled a total of 3 949 students through the mode of distance teaching, an increase of 5.3% compared to 2014.

A total of 1 585 international students registered for full-time and part-time studies, and 317 through the mode of distance teaching at the university. This total of 1 902 international students amounts to 11% of the total student population. UNAM registered international students from 42 countries, compared to 40 different countries the previous year, for full-time and part-time studies. An additional 317 students from 19 different countries, compared to the 204 from 19 different countries, opted to study through the mode of distance teaching.

Of the 17 063 full time and part-time students enrolled at UNAM, the majority, namely 10 594 were females, that is 61% of the total full-time and part-time students. A total of 2 623, namely 66% female students enrolled through the mode of distance teaching in 2015.

The university registered a total of 14 607 students for Bachelor (Honours) degree programmes and 668 students for Postgraduate Certificates and Diplomas. UNAM also registered a total of 695 students for Masters' Degree programmes, which was an increase of 16% compared to 2014. Of those students, 66 were international students. All 8 faculties registered PhD candidates, 98 of those were Namibian students and 26 were international students.

The following Tables present summaries of enrollment and graduation statistics.





**Table 3: Enrolment per Faculty/School**

Faculty School Name	Qualification type	Namibian	Non-Namibian	Female	Male	Grand Total
AGRICULTURE & NATURAL RESOURCES	Doctorate	7	1	2	6	8
	Doctorate Research Proposal	2	1		3	3
	Masters	6		3	3	6
	Masters research proposal	5	2	3	4	7
	Bachelor degree (Honours)	425	33	258	200	458
	Diploma	277	3	136	144	280
	Non-degree Purposes	1	4	3	2	5
AGRICULTURE & NATURAL RESOURCES Total		723	44	405	362	767
ECONOMIC & MANAGEMENT SCIENCES	Doctorate	21	1	6	16	22
	Doctorate Research Proposal	10	3	3	10	13
	Masters	268	30	148	150	298
	Masters research proposal	2		2		2
	Post-Grad Diploma	215	10	124	101	225
	Bachelor degree (Honours)	1328	476	1001	803	1804
	Diploma	906	30	537	399	936
	Certificate	195	5	123	77	200
	Non-degree Purposes	2	6	1	7	8
ECONOMIC & MANAGEMENT SCIENCES Total		2947	561	1945	1563	3508
EDUCATION	Doctorate	7	1	6	2	8
	Doctorate Research Proposal	4	1	3	2	5
	Masters	147	1	106	42	148
	Masters research proposal	1			1	1
	Bachelor degree (Honours)	4891	37	3206	1722	4928
	Diploma	751	18	546	223	769
	Non-degree Purposes	2	3	4	1	5
EDUCATION Total		5803	61	3871	1993	5864

ENGINEERING & IT	Doctorate		1		1	1
	Doctorate Research Proposal		1		1	1
	Masters	6	2	1	7	8
	Masters research proposal	3		1	2	3
	Bachelor degree (Honours)	197	90	66	221	287
	Foundation programme	52	22	18	56	74
ENGINEERING & IT Total		258	116	86	288	374
FHS: SCHOOL OF MEDICINE	Doctorate Research Proposal	1			1	1
	Masters research proposal		1		1	1
	Bachelor degree (Honours)	338	57	276	119	395
FHS: SCHOOL OF MEDICINE Total		339	58	276	121	397
FHS: SCHOOL OF PHARMACY	Doctorate Research Proposal	1	2		3	3
	Masters research proposal	1			1	1
	Bachelor degree (Honours)	100	26	97	29	126
	Diploma	31		19	12	31
FHS: SCHOOL OF PHARMACY Total		133	28	116	45	161
FHS:SCHOOL OF NURSING & PUBLIC HEALTH	Doctorate	12		9	3	12
	Doctorate Research Proposal	2		2		2
	Masters	44	7	39	12	51
	Masters research proposal	2		2		2
	Post-Grad Diploma	29	2	27	4	31
	Post-Grad Certificate	16		11	5	16
	Bachelor degree (Honours)	717	34	641	110	751
	Diploma	176		122	54	176
	Non-degree Purposes	5	6	9	2	11
FHS:SCHOOL OF NUR & PUB HEALTH Total		1003	49	862	190	1052
HUMANITIES AND SOCIAL SCIENCES	Doctorate	14	5	14	5	19
	Doctorate Research Proposal	7	2	4	5	9
	Masters	62	15	51	26	77
	Masters research proposal	2		1	1	2
	Post-Grad Diploma	10		7	3	10
	Bachelor degree (Honours)	1356	376	1246	486	1732
	Diploma	224	12	158	78	236
	Non-degree Purposes	2	14	13	3	16
HUMANITIES AND SOCIAL SCIENCES Total		1677	424	1494	607	2101

LAW	Doctorate		1	1		1
	Doctorate Research Proposal	1			1	1
	Masters	4		1	3	4
	Masters research proposal	2	1		3	3
	Bachelor degree (Honours)	668	51	429	290	719
	Diploma	139	2	81	60	141
	Non-degree Purposes	1			1	1
LAW Total		815	55	512	358	870
SCIENCE	Doctorate	12	4	11	5	16
	Doctorate Research Proposal	4	3	1	6	7
	Masters	64	7	39	32	71
	Masters research proposal	10		7	3	10
	Bachelor degree (Honours)	1265	154	743	676	1419
	Diploma	202	8	84	126	210
	Non-degree Purposes	2	5	5	2	7
SCIENCE Total		1559	181	890	850	1740
FOUNDATION PROGRAMME	Foundation programme	228	1	137	92	229
FOUNDATION PROGRAMME Total		228	1	137	92	229
EXTERNAL STUDIES - UNAM	Post-Grad Diploma	375	11	258	128	386
	Bachelor degree (Honours)	1720	260	1310	670	1980
	Diploma	1166	34	790	410	1200
	Certificate	335	12	243	104	347
	Non-degree Purposes	36	0	22	14	36
EXTERNAL STUDIES - UNAM Total		3632	317	2623	1326	3949
Grand Total		19117	1895	13217	7795	21012

## OVERALL STUDENT ENROLMENT PER REGION

All regions within Namibia were represented through enrolments at UNAM. The Khomas region attracted most of the students for fulltime and part-time studies, namely 4 313 in 2015 in comparison with the 4 273 who enrolled in 2014. The Khomas region was followed by the Omusati region with 2 326 students who enrolled in 2015 in comparison with the 2 101 students in 2014.

The University Main campus in Windhoek attracted most students for distance teaching in 2015, namely 1 695 in comparison with 1 424 in 2014, followed by the Oshakati campus with 881 students.

**Table 4: Enrolment per Region in Namibia (Full- & Part-time)**

Region of origin	Faculty School Name	Female	Male	Total
ZAMBEZI	AGRICULTURE & NATURAL RESOURCES	33	80	113
	ECONOMIC & MANAGEMENT SCIENCES	93	95	188
	EDUCATION	349	328	677
	ENGINEERING & IT	2	17	19
	FHS: SCHOOL OF MEDICINE	7	4	11
	FHS: SCHOOL OF PHARMACY	1	2	3
	FHS:SCHOOL OF NUR & PUB HEALTH	23	8	31
	HUMANITIES AND SOCIAL SCIENCES	72	51	123
	LAW	17	14	31
	SCIENCE	29	41	70
	FOUNDATION PROGRAMME		1	1
<b>ZAMBEZI Total</b>		<b>626</b>	<b>641</b>	<b>1267</b>
ERONGO	AGRICULTURE & NATURAL RESOURCES	14	13	27
	ECONOMIC & MANAGEMENT SCIENCES	111	60	171
	EDUCATION	96	31	127
	ENGINEERING & IT	7	15	22
	FHS: SCHOOL OF MEDICINE	13	7	20
	FHS: SCHOOL OF PHARMACY	5	1	6
	FHS:SCHOOL OF NUR & PUB HEALTH	36	5	41
	HUMANITIES AND SOCIAL SCIENCES	77	21	98
	LAW	32	22	54
	SCIENCE	53	45	98
	FOUNDATION PROGRAMME	3	3	6
<b>ERONGO Total</b>		<b>447</b>	<b>223</b>	<b>670</b>
HARDAP	AGRICULTURE & NATURAL RESOURCES	4	5	9
KARAS	ECONOMIC & MANAGEMENT SCIENCE	37	20	57
	EDUCATION	51	14	65
	ENGINEERING & IT		3	3
	FHS: SCHOOL OF MEDICINE	11	5	16
	FHS: SCHOOL OF PHARMACY	3	0	3
	FHS:SCHOOL OF NUR & PUB HEALTH	17	2	19
	HUMANITIES AND SOCIAL SCIENCES	30	6	36
	LAW	15	10	25
	SCIENCE	14	14	28
	FOUNDATION PROGRAMME	1	0	1
<b>HARDAP Total</b>		<b>183</b>	<b>79</b>	<b>262</b>
KARAS	AGRICULTURE & NATURAL RESOURCES	5	9	14
	ECONOMIC & MANAGEMENT SCIENCES	53	29	82
	EDUCATION	85	26	111
	ENGINEERING & IT	2	5	7
	FHS: SCHOOL OF MEDICINE	3	1	4
	FHS: SCHOOL OF PHARMACY	5	0	5
	FHS:SCHOOL OF NUR & PUB HEALTH	17	10	27
	HUMANITIES AND SOCIAL SCIENCES	44	12	56
	LAW	24	9	33
	SCIENCE	16	17	33
<b>KARAS Total</b>		<b>254</b>	<b>118</b>	<b>372</b>
KAVANGO (WEST AND EAST)	AGRICULTURE & NATURAL RESOURCES	6	18	24

	ECONOMIC & MANAGEMENT SCIENCES	119	133	252
	EDUCATION	419	421	840
	ENGINEERING & IT	2	19	21
	FHS: SCHOOL OF MEDICINE	10	9	19
	FHS: SCHOOL OF PHARMACY	4	8	12
	FHS:SCHOOL OF NUR & PUB HEALTH	32	26	58
	HUMANITIES AND SOCIAL SCIENCES	41	26	67
	LAW	10	12	22
	SCIENCE	22	40	62
	FOUNDATION PROGRAMME	0	4	4
<b>KAVANGO (WEST AND EAST) Total</b>		<b>665</b>	<b>716</b>	<b>1381</b>
KHOMAS	AGRICULTURE & NATURAL RESOURCES	68	56	124
	ECONOMIC & MANAGEMENT SCIENCES	627	513	1140
	EDUCATION	597	200	797
	ENGINEERING & IT	7	38	45
	FHS: SCHOOL OF MEDICINE	111	51	162
	FHS: SCHOOL OF PHARMACY	41	14	55
	FHS:SCHOOL OF NUR & PUB HEALTH	168	39	207
	HUMANITIES AND SOCIAL SCIENCES	578	183	761
	LAW	268	209	477
	SCIENCE	268	248	516
	FOUNDATION PROGRAMME	18	11	29
<b>KHOMAS Total</b>		<b>2751</b>	<b>1562</b>	<b>4313</b>
KUNENE	AGRICULTURE & NATURAL RESOURCES	11	11	22
	ECONOMIC & MANAGEMENT SCIENCES	20	15	35
	EDUCATION	36	10	46
	ENGINEERING & IT	1	0	1
	FHS: SCHOOL OF MEDICINE	1	2	3
	FHS: SCHOOL OF PHARMACY	1	2	3

	FHS:SCHOOL OF NUR & PUB HEALTH	12	8	20
	HUMANITIES AND SOCIAL SCIENCES	7	6	13
	LAW	1	3	4
	SCIENCE	12	10	22
	FOUNDATION PROGRAMME		5	5
<b>KUNENE Total</b>		<b>102</b>	<b>72</b>	<b>174</b>
OHANGWENA	AGRICULTURE & NATURAL RESOURCES	44	27	71
	ECONOMIC & MANAGEMENT SCIENCES	87	59	146
	EDUCATION	538	249	787
	ENGINEERING & IT	9	19	28
	FHS: SCHOOL OF MEDICINE	3	1	4
	FHS: SCHOOL OF PHARMACY	5	3	8
	FHS:SCHOOL OF NUR & PUB HEALTH	122	22	144
	HUMANITIES AND SOCIAL SCIENCES	58	27	85
	LAW	13	5	18
	SCIENCE	62	62	124
	FOUNDATION PROGRAMME	29	25	54
<b>OHANGWENA Total</b>		<b>970</b>	<b>499</b>	<b>1469</b>
OMAHEKE	AGRICULTURE & NATURAL RESOURCES	7	13	20
	ECONOMIC & MANAGEMENT SCIENCES	47	38	85
	EDUCATION	35	31	66
	ENGINEERING & IT	2	3	5
	FHS: SCHOOL OF MEDICINE	4	0	4
	FHS: SCHOOL OF PHARMACY	1	0	1
	FHS:SCHOOL OF NUR & PUB HEALTH	13	0	13
	HUMANITIES AND SOCIAL SCIENCES	25	13	38
	LAW	7	5	12
	SCIENCE	14	8	22
	FOUNDATION PROGRAMME	2	0	2

<b>OMAHEKE Total</b>		<b>157</b>	<b>111</b>	<b>268</b>
OMUSATI	AGRICULTURE & NATURAL RESOURCES	91	44	135
	ECONOMIC & MANAGEMENT SCIENCES	187	122	309
	EDUCATION	695	280	975
	ENGINEERING & IT	16	40	56
	FHS: SCHOOL OF MEDICINE	44	14	58
	FHS: SCHOOL OF PHARMACY	24	6	30
	FHS:SCHOOL OF NUR & PUB HEALTH	184	24	208
	HUMANITIES AND SOCIAL SCIENCES	137	41	178
	LAW	40	15	55
	SCIENCE	162	121	283
	FOUNDATION PROGRAMME	25	14	39
<b>OMUSATI Total</b>		<b>1605</b>	<b>721</b>	<b>2326</b>
OSHANA	AGRICULTURE & NATURAL RESOURCES	72	40	112
	ECONOMIC & MANAGEMENT SCIENCES	196	101	297
	EDUCATION	681	243	924
	ENGINEERING & IT	15	27	42
	FHS: SCHOOL OF MEDICINE	19	11	30
	FHS: SCHOOL OF PHARMACY	8	2	10
	FHS:SCHOOL OF NUR & PUB HEALTH	141	23	164
	HUMANITIES AND SOCIAL SCIENCES	114	51	165
	LAW	37	18	55
	SCIENCE	123	92	215
	FOUNDATION PROGRAMME	40	18	58
<b>OSHANA Total</b>		<b>1446</b>	<b>626</b>	<b>2072</b>
OTJIKOTO	AGRICULTURE & NATURAL RESOURCES	18	14	32
	ECONOMIC & MANAGEMENT SCIENCES	36	36	72
	EDUCATION	188	105	293
	ENGINEERING & IT	3	10	13
	FHS: SCHOOL OF MEDICINE	5	2	7
	FHS: SCHOOL OF PHARMACY	1	2	3
	FHS:SCHOOL OF NUR & PUB HEALTH	44	8	52
	HUMANITIES AND SOCIAL SCIENCES	49	15	64

	LAW	7	5	12
	SCIENCE	36	35	71
	FOUNDATION PROGRAMME	11	6	17
<b>OTJIKOTO Total</b>		<b>398</b>	<b>238</b>	<b>636</b>
OTJOZONDJUPA	AGRICULTURE & NATURAL RESOURCES	15	11	26
	ECONOMIC & MANAGEMENT SCIENCES	104	72	176
	EDUCATION	84	41	125
	ENGINEERING & IT	1	5	6
	FHS: SCHOOL OF MEDICINE	15	5	20
	FHS: SCHOOL OF PHARMACY	5	1	6
	FHS:SCHOOL OF NUR & PUB HEALTH	32	8	40
	HUMANITIES AND SOCIAL SCIENCES	49	16	65
	LAW	19	21	40
	SCIENCE	33	35	68
	FOUNDATION PROGRAMME	7	5	12
<b>OTJOZONDJUPA Total</b>		<b>364</b>	<b>220</b>	<b>584</b>
<b>GRAND TOTAL</b>		<b>9968</b>	<b>5826</b>	<b>15794</b>

**Table 5: Enrolment per UNAM Regional Centre (Distance Teaching)**

Namibian/Non-Namibian	UNAM Regional Centre	Female	Male	Grand Total
Namibian	EENHANA CENTRE	138	60	198
	GOBABIS CENTRE	47	18	65
	KATIMA MULILO CENTRE	91	60	151
	KHORIXAS CENTRE	13	16	29
	OPUWO CENTRE	23	17	40
	OSHAKATI CAMPUS	618	243	861
	OTJIWARONGO CENTRE	76	35	111
	RUNDU CENTRE	212	105	317
	SOUTHERN CAMPUS	87	38	125
	SWAKOPMUND CENTRE	116	64	180
	TSUMEB CENTRE	78	46	124
	WINDHOEK CAMPUS	968	463	1431
<b>Namibian Total</b>		<b>2467</b>	<b>1165</b>	<b>3632</b>
Non-Namibian	EENHANA CENTRE	2	2	4
	GOBABIS CENTRE	1	1	2
	KATIMA MULILO CENTRE	2	4	6
	OPUWO CENTRE	1		1
	OSHAKATI CAMPUS	10	10	20
	OTJIWARONGO CENTRE		2	2
	RUNDU CENTRE		2	2
	SOUTHERN CAMPUS	4	4	8
	SWAKOPMUND CENTRE	2	2	4
	TSUMEB CENTRE	3	1	4
	WINDHOEK CAMPUS	131	133	264
<b>Non-Namibian Total</b>		<b>156</b>	<b>161</b>	<b>317</b>
<b>Grand Total</b>		<b>2623</b>	<b>1326</b>	<b>3949</b>

## STUDENT ENROLMENT PER CAMPUS (FULL AND PART-TIME)

The University of Namibia has 12 Campuses spread strategically all over Namibia during the period under review. The Windhoek Main Campus attracted the most, namely 10 363 full and part-time students, followed by the Hifikepunye Pohamba Campus in Ongwediva with 1 399, and the Rundu Campus with 881 full and part-time students.

**Table 6: Enrolment per Campus (Full- & Part-time)**

Namibian/Non-Namibian	Campus Name	Female	Male	Grand Total
Namibian	SAM NUJOMA	58	43	101
	HIFIKEPUNYE POHAMBA	1074	447	1521
	KATIMA MULILO	357	371	728
	KHOMASDAL	641	225	866
	NEUDAMM	81	56	137
	OGONGO	152	102	254
	JOSE EDUARDO DOS SANTOS	50	152	202
	OSHAKATI	386	118	504
	RUNDU	589	563	1152
	SCHOOL OF MEDICINE	336	134	470
	SOUTHERN	241	59	300
	WINDHOEK	5845	3405	9250
<b>Namibian Total</b>		<b>9810</b>	<b>5675</b>	<b>15485</b>
Non-Namibian	SAM NUJOMA	0	2	2
	HIFIKEPUNYE POHAMBA	3	1	4
	KATIMA MULILO	6	11	17
	KHOMASDAL	9	2	11
	NEUDAMM	6	7	13
	OGONGO	0	4	4
	JOSE EDUARDO DOS SANTOS	18	72	90
	OSHAKATI	10	2	12
	RUNDU	10	1	11
	SCHOOL OF MEDICINE	56	27	83
	SOUTHERN	3	3	6
	WINDHOEK	663	662	1325
<b>Non-Namibian Total</b>		<b>784</b>	<b>794</b>	<b>1578</b>
<b>Grand Total</b>		<b>10594</b>	<b>6469</b>	<b>17063</b>



## GRADUATION

A total of 2 892 candidates (1 941 female and 951 male students) graduated from UNAM during the academic year under review. This amounts to an increase of 4.5% compared to 2014.

A total of 171 Certificates, 635 Diplomas, 1 845 Bachelor Honours degrees, 16 Post-graduate Certificate, 144 Post-graduate Diplomas, and 71 Masters degrees were conferred during the year under review.

The conferment of 10 Doctorate degrees was a highlight with 8 female graduates and 2 male graduates, 1 from the Faculty of Health Sciences (School of Nursing), 1 from the Faculty of Health Sciences (School of Nursing and Public Health), 4 from the Faculty of Humanities and Social Sciences, and 4 from the Faculty of Science.

A total of 293 international students from 21 different countries graduated from UNAM. This amounts to a 5% increase compared to the previous year under review. Zambia had the most graduates namely 118 followed by Zimbabwe with 98, Angola with 22 and Botswana with 13 graduates.

**Table 7: Graduates per Faculty/School**

Faculty School Name	Qualification	Female	Male	Total
<b>AGRICULTURE &amp; NATURAL RESOURCE</b>	Bachelor Degree (Honours)	31	22	53
	Diploma	21	12	33
	<b>Total</b>	<b>52</b>	<b>34</b>	<b>86</b>
<b>ECONOMIC &amp; MANAGEMENT SCIENCE</b>	Masters	8	11	19
	Post-Grad Diploma	73	42	115
	Bachelor Degree (Honours)	207	126	333
	Diploma	87	73	160
	Certificate	102	34	136
	<b>Total</b>	<b>477</b>	<b>286</b>	<b>763</b>
<b>EDUCATION</b>	Masters	6	2	8
	Bachelor Degree (Honours)	451	191	642
	Diploma	92	35	127
	<b>Total</b>	<b>549</b>	<b>228</b>	<b>777</b>
<b>ENGINEERING &amp; IT</b>	Bachelor Degree (Honours)	11	40	51
<b>Total</b>		<b>11</b>	<b>40</b>	<b>51</b>
<b>FHS: SCHOOL OF MEDICINE</b>	Bachelor Degree (Honours)	23	12	35
<b>Total</b>		<b>23</b>	<b>12</b>	<b>35</b>
<b>FHS: SCHOOL OF PHARMACY</b>	Bachelor Degree (Honours)	6	3	9
<b>Total</b>		<b>6</b>	<b>3</b>	<b>9</b>
<b>FHS: SCHOOL OF PUBLIC HEALTH</b>	Doctorate	1	0	1
<b>Total</b>		<b>1</b>	<b>0</b>	<b>1</b>

<b>FHS:SCHOOL OF NURSING</b>	Doctorate	1	0	1
	Masters	11	5	16
	Post-Grad Diploma	20	3	23
	Post-Grad Certificate	11	5	16
	Bachelor Degree (Honours)	134	17	151
	Diploma	42	15	57
<b>Total</b>		<b>219</b>	<b>45</b>	<b>264</b>
<b>HUMANITIES AND SOCIAL SCIENCES</b>	Doctorate	4	0	4
	Masters	9	7	16
	Post-Grad Diploma	4	2	6
	Bachelor Degree (Honours)	204	62	266
	Diploma	111	51	162
	Certificate	28	7	35
<b>Total</b>		<b>360</b>	<b>129</b>	<b>489</b>
<b>LAW</b>	Bachelor Degree (Honours)	87	51	138
	Diploma	18	16	34
<b>Total</b>		<b>105</b>	<b>67</b>	<b>172</b>
<b>SCIENCE</b>	Doctorate	2	2	4
	Masters	8	4	12
	Bachelor Degree (Honours)	102	65	167
	Diploma	26	36	62
<b>Total</b>		<b>138</b>	<b>107</b>	<b>245</b>
<b>Grand Total</b>		<b>1941</b>	<b>951</b>	<b>2892</b>

**Table 8: Graduates - International students**

Country name	Female	Male	Total
ANGOLA	4	18	22
BOTSWANA	8	5	13
CAMEROON	1	0	1
CHINA	1	0	1
CONGO	1	2	3
DEMOCRATIC REPUBLIC OF THE CONGO	0	2	2
FINLAND	1	0	1
GERMANY	1	1	2
INDIA	2	0	2
KENYA	0	2	2
MALAWI	4	2	6
MOZAMBIQUE	0	1	1
NETHERLANDS	0	1	1
NIGERIA	3	4	7
RWANDA	1	1	2
SOUTH AFRICA	3	1	4
SWAZILAND	1	0	1
TANZANIA	1	1	2
UGANDA	1	3	4
ZAMBIA	63	55	118
ZIMBABWE	45	53	98
<b>Grand Total</b>	<b>141</b>	<b>152</b>	<b>293</b>





*Activities*  
**OF CAMPUSES, FACULTIES  
& SCHOOLS**



# **WINDHOEK MAIN** *Campus*











# FACULTY OF EDUCATION

*Dean: Dr Charmaine Villet*

## INTRODUCTION

The academic year 2015 witnessed the first graduation of students with a Bachelor of Education in Pre- and Lower Primary, as well as Upper Primary since the merger of the Colleges of Education with the Faculty of Education (FoE) at the University of Namibia. This momentous occasion was also attended by some of our international partners from the University of Eastern Finland, as well as Florida State University in the USA.

This was also the year in which the Faculty introduced a Diploma in Junior Primary Education as per the request from the then Ministry of Education (MoE). The response for admission to the diploma was overwhelming with thousands of applications received by the Office of the Registrar. However, uncertainty about the funding of the students, as well as a lack of financial support by the MoE resulted in the campuses not being able to accommodate big numbers of entrants due to a shortage of staff and additional infrastructure.

In 2015 the two newly created Ministries of Education requested the Faculty of Education to implement an upgrading programme for the large numbers of un- and under qualified teachers. A new In-service Diploma in Junior Primary Education was developed, called DJPE (INSET). This diploma, which caters for pre-primary to grade 3 teachers, will focus on field-based implementation with a large group of circuit based mentors who will support the academic activities of the teachers on site. This programme is funded by the Ministry of Education, Arts

and Culture (MoEAC) and supported by the Ministry of Higher Education, Training and Innovation.

## ACADEMIC ACTIVITIES

The year under review started with all departments hosting individual departmental workshops to address issues of teaching, learning, research and supervision as identified by external examiners, as well as the Faculty audit report. The Department of Mathematics, Science and Sport Education hosted their workshop on research and supervision of undergraduate research projects in Swakopmund. Experienced staff members from the department took their colleagues through a 3-day workshop addressing the major challenges highlighted in their external examiner's report. Similarly, the Department of Pre- and Lower Primary Education (PP/LP) brought one of their external examiners back to address staff members on issues around assessment of learning that relates to higher order learning outcomes. A colleague from the University of West Sweden hosted a workshop for staff in the PP/LP department on environmental education. She visited the department for a month during February and March. One Faculty of Education staff member also visited the University of West Sweden for a month to teach English and to learn about the University's implementation of their Junior Primary Teacher Education programme. This exchange was made possible through a Linnus Palme grant the faculty received from the European Union in collaboration with West Sweden.

Staff members in the Department of Curriculum,







Instruction and Assessment Studies, engaged their colleagues in upgrading their presentation skills using advanced PowerPoint applications. This was aimed at helping colleagues to reflect on their class teaching in order to make it more learner friendly and interesting for students. Many staff members also received training and are using Edmodo, a programme that works to bridge the gap between how students live their lives and how they learn in school, as a teaching and assessment tool in their classes.

Staff members continue to be challenged by large classes (up to 500 at a time) and to find the best ways to effectively teach their students. This is especially difficult in modules such as teaching methods of school subjects, project-based learning, sport education, arts, research projects and many other practice-based learning modules.

The need for more school-based activities is becoming more evident. This is being addressed in the curriculum of the newly introduced Diploma in Junior Primary Education (DJPE) where students are required to spend a full day once a week in a school for the 3 year duration of the diploma. However, there is a need to train school-based mentors on how to guide and support our students while they are in the schools. Finding good schools to place our students during their school-based studies is also becoming more challenging as student numbers increase. Many schools still see student teachers as an unnecessary nuisance and do not see the value of this internship in shaping future teachers. To address this matter, the Faculty organized a workshop in December for support teachers and school principals to discuss how we can go about to improve this situation. Further consultations are needed and funding to support this

activity at school level must be sourced. This activity is vital in preparing our future teachers and must receive the necessary support from the MoEAC, especially school principals and the management of schools.

Finally the FoE submitted the English Language Proficiency (ELP) programme as a distance learning programme to UNAM's Academic Planning Committee (APC). As per the recommendation from the APC, the University consulted with the NQA to submit the programme as Unit Standards for registration on the NQF. Feedback was given to the APC and the Dean's Committee on how this can be accomplished. The Faculty is now in the process to develop such ELP unit standards to be registered with the NQA.

## RESEARCH AND PUBLICATIONS

The FoE continued to be involved in a number of research activities in 2015. Most notably was the follow up on the action research under the Chinese-Funds-in-Trust project phase 2 of 2015. Teachers at the selected schools were supported through the use of an educational toolkit that built capacity with regard to Classroom Management, Assessment and Reflection, Questioning Strategies, Mathematics education through effective use of instructional materials, and Literacy development through story reading and good literature. Through this project, primary school teachers also received laptops and LCD projectors to further support their newly developed ICT skills in teaching literacy and numeracy. A second national report on the second phase of this action research project was launched at a national forum held in Windhoek during International Teachers Day, 5 October 2015.

Staff members from the Faculty presented papers at international conferences such as the International conference for Comparative and International Education Society (CIES) in Washington, DC, the Distance Education and Teaching Association (DETA) conference in Mauritius, the Global Teacher Taskforce conference in Mozambique, ICT Integration in teaching and learning conferences in Cameroon, Ethiopia and China.

Our Faculty's 4th Educational Research Conference was conducted on the Katima Mulilo campus and boasted a number of international papers presented from countries such as Zambia, Zimbabwe, South Africa and the USA. Papers addressed themes around Quality Teaching and Learning for Diversity and Inclusion.

### List of publications and conference presentations:

- Auala, R. K., Haipinge, E., Uahengo, F. B., Chaka, J., & Kaita, J. (2015). Democratic and participative approaches in managing change in education. *Namibia Journal of Managerial Sciences*, 1(1), 73-84.
- Brown, A., & Haihambo, C.K. (2015). Developmental issues facing the San people of Namibia: Road to de-marginalization in formal education. In Chinsembu, K.C. Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds.), *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
- Haipinge, E. (2016). Cultivating 21st century skills in teachers through Project-Based Learning. In Keengwe, J., Mbae, J. G., & Onchwari, G. *Handbook of Research on Global Issues in Next-Generation Teacher Education* (136-151). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-9948-9
- Haimbodi, F.N., Simasiku, M.B., & Ilukena, M.A. (2015). The van Hiele model of reasoning in geometry

- among primary mathematics teachers in Namibia.
- Haimbodi, F.N., Kasanda, C.D., & Kapenda, H.M. (2015). The effects of cooperative learning on the performance of Grade 11 Mathematics learners in the Oshana education region, Namibia: *Journal for Studies in Humanities and Social Sciences*. 4(1), 243-252.
  - Haimbodi, F. N., Kasanda, C. D., & Kapenda, H. M. (2015). The effects of cooperative learning on the performance of grade 11 mathematics learners in the Oshana educational region, Namibia. *Journal for Studies in Humanities and Social Sciences*, 4(1 & 2), 243 -252. ISSN 2026-7215.
  - Haihambo, C.K., & Hengari, J.U. (2015). *Namibian College of Open learning (NAMCOL) Inclusive Education Policy*.
  - Haihambo, C. K., Kazapua, Z., & Louis, E. J. (2015). Gender-Based Violence and Educational Campaigns. In *Ministry of Gender Equality and Child Welfare. A Commissioned Report*.
  - Haihambo C. K. (2015). Messages given to adolescents and young adults during initiation ceremonies and their relation to HIV/ AIDS. In Chinsembu, K.C. Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds.), *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Haihambo, C. K., & Rooth, E. (2015). *Let's do Life skills Learners' Book. Grade 4*. Oxford University Press.
  - Haihambo, C. K., & Rooth, E. (2015). *Let's do Life skills Learners' Book. Grade 5*. Oxford University Press.
  - Haihambo, C. K., & Rooth, E. (2015). *Let's do Life skills Learners' Book. Grade 6*. Oxford University Press.
  - Haihambo, C. K., & Rooth, E. (2015). *Let's do Life skills Learners' Book. Grade 7*. Oxford University Press.
  - Ilukena, M.A., Haimbodi, F.N., & Sirinji, R.A. (2015). The historical development of number systems in Namibia.
  - lipinge, J. J., Kapenda, H. M., & Kasanda, C. D. (2015). Girls' perceptions in the learning of Mathematics in secondary schools in the Oshana educational region in Namibia. *23<sup>rd</sup> Annual SAARMSTE Conference*. Maputo, Mozambique.
  - Kirchner, E. (2015). Analysing EMIS data: the case of Afrikaans. *Journal for Studies in Humanities and Social Sciences*. 4(1&2), University of Namibia.
  - Kasanda, C. D., & Kapenda, H. M. (2015). Indigenous knowledge of junior high school learners on traditional medicinal plants in the treatment of common ailments and diseases in the Omusati and Oshana regions in Namibia. In Chinsembu, K.C. Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds.), *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Kapenda, H.M. (2015) Mathematics teaching and learning: Does teaching SCK and PCK matter? *Tenth National Mathematics Congress*. Swakopmund, Namibia.
  - Kapenda, H. M., Kasanda, C. D., & Naweseb, T. F. (2015). Teachers' understanding of the use of everyday contexts in the teaching of Mathematics at three selected urban junior secondary schools in Windhoek, Namibia. *Namibia Continuous Professional Development (CPD) Journal for Educators*, 2(1), 39-50.
  - Mashebe, P., Abah, J., & Zulu, A. (2015). Communal farmers' perceptions on the use of indigenous knowledge in controlling ticks and tick-borne disease (Anaplasmosis) in cattle: a case of Katima rural constituency, Zambezi region Namibia. *Scientific Journal of Animal Science (Sci. J. Anim. Sci.)* <http://www.sjournals.com/index.php/SJAs>
  - Neshila, F., Miranda, H., &imba, R. (2015). Academic Resiliency: Revising the cycle of educational failure. *Namibian Educational Research Association Journal*, 23. 75-97.
  - Nakanyala, J., Kapenda, H. M., & Abah, J. (2015). School principals' view son factors affecting the teaching of Physical science ordinary level in selected secondary schools in Oshana region, Namibia. *Second International Science & Mathematics Educators' Conference*. Bindura, Zimbabwe.
  - Nakanyala, J., Kapenda, H. M., & Abah, J. (2015). Perceptions of teachers on the factors affecting effective teaching of Grade 12 Physical Science Ordinary level in selected secondary schools in the Oshana region, Namibia. *Fourth UNAM Annual Educational Conference: Zambezi 2015*. Zambezi region, Namibia.
  - Smith, C., & Amushigamo, A. (2015). Ubuntu School Culture and Positive Students Behaviours. *ICERI 2015 Proceedings*. 8253-8259, ISBN:978-84-608-2657-6 ISSN:2340-1095.
  - Smith, C., & Amushigamo, A. (2015). The Perceived Influence of School Leadership on Learner Behaviour in a Namibian Secondary School. *Educational Management Administration & Leadership* 1-18; sagepub.co.uk/journals. Permissions.nav DOI: 10.1177/1741143214559232 email.sagepub.com
  - Smith, C., & Amushigamo, A. (2015). Human Needs Satisfaction and Students Behaviours in a Namibian Senior Secondary School. 8269-8274. ISBN: 978-84-608-2657-6 ISSN: 2340-1095.
  - Simasiku, L. E., Villet, C. B., & Kapenda, H. (2015). High

school teachers' perceptions on reflective practice in teaching at one selected school in Khomas region, Namibia. *Namibia CPD Journal for Educators*, 2(1), 88-98.

- Totemeyer, A.J., Kirchner, E., & Alexander, S. (2015). The reading preferences and behavior of Namibian children. *Mousaion*, 33(2).
- Zulu, A., Matakala, V., & Mutumba, S. (2015) The Impact of Class Size on Learner Performance in English: A Case Study of Mavuluma Primary School, Zambezi Region. *UNAM Annual Educational Conference (Educon)*. Katima Mulilo, Namibia.
- Zulu, A., Matakala, V., & Kacelo, P. (2015) SBS Portfolio Development: Perspectives from University of Namibia's KMC Student Teachers. *UNAM Annual Educational Conference (Educon)*. Katima Mulilo, Namibia.
- Zulu, A., Kacelo, P., & Matakala, V. (2015) The Perceptions and Utilisation of Information and Communication Technologies (ICTS) among Student Teachers during School-Based Studies: Narratives from Student Teachers at the University of Namibia's Katima Mulilo Campus. *UNAM Annual Educational Conference (Educon)*. Katima Mulilo, Namibia.

## COMMUNITY SERVICE

Senior staff members were engaged in internal and external moderation and examination of exam papers and theses. They were also called upon to evaluate research grant proposals for the UK's Department for International Development (DFID), UNESCO and UNICEF. Many staff members continue to serve on editorial boards or are main editors for local and international journals.

The Faculty of Education has also been invited to

present keynote addresses at partner institutions in the Southern African Development Community (SADC) region during conferences. The Dean also delivered a keynote address at the World Teachers Day conference at UNESCO headquarters in Paris, France. Schools in our various education regions further invited staff members to conduct capacity building workshops for their teachers and school management. The Teaching and Learning Improvement Unit at UNAM often makes use of FoE staff to conduct capacity building workshops for UNAM staff members.

Many lecturers have promoted mother tongue development by serving on the National Institute for Educational Development (NIED) school curriculum panels, through radio talks and assisting in the development of the grammar for languages like Khoekhoegowab, and Oshindonga and Oshikwanyama.

At the assessment centre for learners with learning difficulties at Khomasdal Campus, two learners were supported and feedback from the school regarding these learners' progress was pleasing. One learner in Grade 1 had difficulties with Mathematics and one learner in Grade 5 had English reading challenges. Staff members also conducted workshops with pre-primary teachers on pre-primary education and helped to develop a lesson format for planning lessons.

Our fourth year students also formed part of the accreditation team from the Namibia Qualifications Authority (NQA) / National Council for Higher Education (NCHE) who visited the campuses to work on the accreditation of our Pre and Lower primary degree programme.











# FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

*Dean: Associate Prof Udai Paliwal*

## INTROCUCTION

The Faculty of Economic and Management Sciences (FEMS) houses five departments and one school, namely Accounting, Auditing and Income Tax, Economics, Management Science, Political and Administrative Studies and the Namibia Business School.

The mission of the Faculty is to engage in partnership with key stakeholders in market relevant academic and technical training, research, community service and educational programmes, as well as to create a conducive learning environment that provides for the development of professional skills and market related competencies. The Faculty works in support of the broader mission of the University of Namibia in response to national development needs towards a more prosperous nation.

## ACADEMIC ACTIVITIES

The Faculty provides excellent opportunities to pursue qualifications in diverse business fields including accounting, economics, business administration and management, and political administrative studies. FEMS through its departments is serving the nation by providing valuable services in teaching, research and community service. The academic programmes offered by FEMS include undergraduate certificates, diplomas, degrees, post graduate diplomas, masters and PhD programmes. Namibia Business School also offers tailor made executive short training programmes to cater for the industry needs.

Our faculty students come from different countries, which

contribute to diversity in culture while consciously maintaining the traditions and customs of Namibia and its people. We welcome both fresh students as well as continuing students and we provide for credit transfer facilities on a case by case basis. We also provide opportunities to learning through mature age entry admissions for those with required work experience. FEMS has also opened its doors to regional clients by offering programmes at Rundu Campus and the Southern Campus in Keetmanshoop.

## RESEARCH AND PUBLICATIONS

### SEMESTER 1

- Ziramba, E. (2015). Casual dynamics between oil consumption and economic growth in South Africa, Energy Source, Part B: Economic, Planning, And Policy.
- Ziramba, E., & Dembure, H (2015). Modelling Private savings behaviour in small open economy: An autoregressive distributed lag (ARDL) approach. *International Review of Research in Emerging Markets and the Global Economy* (ISSN 2311-3200)
- Katjungua, O., Paliwal U.L., & Gamses, C. (2014). Tourism investment in Namibia: perceptions of investors. *American International Journal of Research in Humanities, Art and social Sciences*. *Tie*, 9(1), December 2014 - February 2015. 1-7.
- Keyter, C. (2015). Public Administration and Management Training in Namibia: Transformational Teaching and Learning from Colonial to Independent Thinking. *Submitted for publication Administration Publica Journal*.





- Keyter, C. (2015) Public Administration and Management Training in Southern Africa: Transformational Teaching and Learning From independent Thinking. *Politics and Administration Perspective Magazine*.
  - Kakujaha-Matunda, O. (2015). *Namibia Economic Outlook 2015*. Namibia Equity Brokers Publication.
  - Kakujaha-Matunda, O. (2015-ongoing). Enhancing capacity to access, use and efficiently manage scarce water resources in rural communities: Experience of Namibia and South Africa. A joint project between UNAM MRC (Namibia) and Human Sciences Research Council (South Africa).
  - Kaulihowa, T. (2015). Human Capital Endowment and Foreign Direct Investment in Africa. *Paper presented at Africa Business and Entrepreneurship Conference*. University of Syracuse, New York.
  - Maliwa, E., & Nyambe, J.M. (2015). Investigating the impact of FDI on economic growth in Zambia: 1980-2012. *European Journal of Business, Economics and Accountancy*. 3(3), 41-50.
  - Kalumbu, A.S., & Nyambe, J.M. (2015). Is There A Casual Relationship Between Lending Interest Rate and Credit Availability to Households in Namibia? *British Journal of Economics, Management and Trade*. 7(4), 288-295.
- SEMESTER 2
- Ziramba, E. (2015). Causal dynamics between oil consumption and economic growth in South Africa. *Energy Sources Part B: Economics, Planning and Policy*. 250-256.
  - Ziramba, E., & Dembure, H. (2015). Modelling private savings behavior in a small open economy: An autoregressive distributed lag (ARDL) approach. *International Review of Research in Emerging Markets and the Global Economy*. 1(3), 455-473. (ISSN 2311-3200).
  - Kaakunga, E. (2015). Fiscal Policy and Private Investment in Namibia, *The Business Review*, Cambridge, 23(2).
  - Keyter, C. (2015). Public Private partnerships as an alternative option to be considered in service delivery. *Politics and Administration Perspective Magazine*. 3. Windhoek: DHR Publishing.
  - Keyter, C. (2015). Public Administration and Management Training in Southern Africa: Transformational Teaching and Learning from Colonial to Independent Thinking" *Politics and Administration Perspective Magazine*, Issue 002 June/July 2015.DHR Publishing, Windhoek, Namibia.
  - Undji, V.J., & Kaulihowa,T. (2015). Determinants of inflation in Namibia: A co-integration approach. *Journal of Business and Management Dynamics*. 5(1). <http://dx.doi.org/10.4102/jbmd.v5i1.12>
  - Kaulihowa, T., & Benedict, S.O.H. (2015). Stock Market Development and Economic Growth in Namibia. *Transnational Corporations Review Journal*. Forthcoming.
  - Kalumbu, S., & Nyambe, J.M. (2015). Is There A Casual Relationship Between Lending Interest Rate and Credit Availability to Households in Namibia? *British Journal of Economics, Management and Trade*. 7(4). 288-295.
  - Maliwa, E., & Nyambe, J. M. (2015). Investigating the impact of FDI on economic growth in Zambia: 1980-2012. *European Journal of Business, Economics and Accountancy*. 3(3). 41-50.
  - Nyambe, J.M., & Kanyeumbo, J.N. (2015). Government and Household Expenditure Components, Inflation and their impact on Economic Growth in Namibia. *European Journal of Business, Economics and Accountancy* 3(4). 81-86.
  - Grynberg, R., & Mbaye L. (Eds). (2015). *The Global Diamond Industry: Economics and Development Vol I & II*. London: Palgrave MacMillan.
  - Grynberg, R., Sengwaketse, M., & Motswapong, M. (Eds). (2015). *Botswana After Diamonds' Botswana Institute for Development Policy Analysis*. Gaborone, Botswana.
  - Grynberg, R., & Sekakela, K. (2015). Case studies of Base Metal Processing and Beneficiation: lessons from Asia and the SADC Region. *South African Institute of International Affairs*. Cape Town.
  - Maseke, B.F. (2015). ICT Innovation amongst youth in the Kharas region. *National Commission on Research Science and Technology Journal*.
  - Denk, S. (2015). *National Commission on Research Science and Technology Journal*. (Forthcoming).
  - Blaauw, L. (2015). African Agency in International Relations: Challenging Great Power Politics? In Acharya, A., Aning, K., & Bischoff, P. (Eds). *Africa in Global International Relations: Emerging Approaches to Theory and Practice*. 85-107. New York: Routledge.
  - Blaauw, L. (2015). Namibia: Repositioning. *World Policy Journal*. Spring. 10-11.
  - Blaauw, L. (2015). The Management of Elections in Namibia: An Appraisal. *Journal of African Policy Studies*. 20(1). 71-88.

## Writing for conference papers, student manuals, study guides and book chapters

### SEMESTER 1

- Heyns, E. (2015). A Students Guide to Auditing: 1A.
- Keyter, C. (2015). Enhancing Service Delivery in Namibia through dedicated leadership. *Paper presented and published in conference proceedings, CIMPAD Conference, 21-26 June 2015*. Livingstone, Zambia.
- Paliwal, U.L., & Kapepiso, F. M. (2015). Financing small and medium enterprises and role of the banking sector. *3rd International Conference on Management, Business, Economics, Social Sciences and Humanities Research, Phuket, Thailand 14-15 May, 2015*.
- Tyitende, R. (2015). Should Namibia be Wary of Terrorism?
- Kakujaha-Matunda, O. (2015). Developing a Centre for External Study Guide: Introduction to Development Economics

### SEMESTER 2

- April, W.I. (2015). The Spirit of Entrepreneurial Education in Namibia: Entrepreneurship Education and Training. ISBN 9789535120192.
- April, W.I., & Mukumbo, B. (2015). International Interdisciplinary Conference of Business and Economics Advancement: Exploring the Entrepreneurial Potential in Dolam: A Namibian Case. Miami, Florida, USA.
- Kavel, G. (2015). The Entrepreneurial State of Africa. *A paper presented at the 3rd LAMIPISA Conference 7-10 September 2015*. Cape Peninsula University of Technology, Cape Town, South Africa.

- Kavel, G. Msiska, P., & Mutorwa, A. (2015) Managing Change and Opportunities in the Economic Boom: Assessing the Readiness of African Markets to cash in on the troubles of Europe and the West: A Perspective from Namibia. *A Paper Presented at the 3rd International Conference on Banking and Finance (ICBF) 14-16 October 2014*. Windhoek, Namibia.
- Keyter, C. (2015). Enabling legislative and policy framework for public-private partnerships on local government level in Namibia. In *The management and administration of development in the Southern African Development Community (SADC) Region*. Cape Town: Publishing World, Cape Town Press. ISBN 978-0-9946645-3-2.
- Keyter, C. (2015). Enhancing Service Delivery in Namibia. *Paper presented at CIMPAD Conference, 21-26 June 2015*. Livingstone: Zambia.
- Keyter, C. (2015). Dedicated leadership to build capacity: A case study of Namibia. *Paper presented and published as part of conference proceedings at the 8th Annual SMPA International Conference on Public Administration and Management 29-30 October 2015*. University of Pretoria, South Africa.
- Chiripanhura, B. (2015). *UNU-WIDER 30th Anniversary conference mapping the future of Development Economics*. Helsinki, Finland.
- Maseke, B.F. (2015). Presentation ICT Innovation amongst youth in the Karas region.
- Denk, S. (2015). Presentation at National Commission on Research Science and Technology conference.

## Research and Postgraduate Supervision

### SEMESTER 1

Graduated MSc candidates in 2015

- Prof E. Ziramba – Blessing Musariri (MSc Economics) Estimated Potential Output for Zimbabwe. (Co-Supervisor Ms. J. Mumangeni)
- Prof E. Ziramba – Moses Mashingaidze (MSc Economics) An Analysis of the Impact of External Debt on Economic Growth in Zimbabwe: 1980-2012.
- Prof E. Ziramba – Christopher Shafuda (MBA Finance) An Analysis of the Impact of External Debt on Economic Growth: Econometric Evidence from Namibia.
- Prof E. Ziramba – Bahabwa Rushalika (MBA-Finance) An Empirical Study on the Relationship between Stock Market Development and Economic Growth in Namibia.
- Dr Omu Kakujaha-Matunda – Immanuel Kaundje (M Acc. UNAM Accounting Department) Role of Reporting in the Successful Implementation of Performance Based Budgeting (PBB) in the Namibian Public Sector.
- Dr Omu Kakujaha-Matunda – Herman Angala (MBA, Namibia Business School): An Analysis in the Contribution of the mining sector to the Namibian Economy.
- Dr Omu Kakujaha-Matunda – Elize Mauano (MIB, Polytechnic of Namibia): An Evolution of Rail Efficiency in Namibia.
- Dr Omu Kakujaha-Matunda – K.K. Shipoke (MIB, Polytechnic of Namibia): Namibia's SME-Business Plan Support Program: A Critical Analysis.
- Dr Omu Kakujaha-Matunda – John Sifani (PhD,

UNAM): Innovation Policies as Management Tools For Developing a Nation Innovation System: Examination Namibia's quest to knowledge based economy.

#### SEMESTER 2

- Prof Charles Keyter – Venantius Simbaranda Nauyoma (MPA, UNAM) Namibian Parliament's oversight role over the security sector: A case study of the parliamentary standing committee on foreign affairs, defense and security of both houses.
- Prof Charles Keyter – Evaristus EV Aristus (MPA, UNAM) Democracy building and civic responsibility: An analysis of tertiary student, s participation in the 2009 national elections focusing on Windhoek.
- Prof Charles Keyter – Bradley Davids (PhD. School of Government, University of Western Cape) Fostering change through effective leadership: A case study of the City of Cape Town.
- Prof Charles Keyter – An evaluation of audit committees in government ministries, UNAM, Master of Science in Accounting and Finance.

## COMMUNITY SERVICE

Faculty members were deeply engaged in community service during the period under review. This included providing financial training to professionals, serving as board members and trustees for various organisations and serving as examiners for the University of Namibia, the Polytechnic of Namibia, the University of Fort Hare and North West University in South Africa. One faculty member started a soup kitchen and provided soup to the cancer ward at a local hospital and old age home several times in 2015. Another assisted the International Red Cross with preparing and computing a cost benefit analysis for their projects based in the Zambezi Basin.

The Entrepreneurship Class students raised funds which were used to donate a laptop computer to the University's Disability Unit, buy school uniforms and student trophies for the //om Werde Project School in the Kunene Region and Helvi Kondombolo Combined School in the Oshana Region and to partially cover tuition costs for two UNAM Bachelor of Business Administration students. also provide education to those who cannot afford to be in Windhoek. Many of the programmes offered by the Faculty are being offered on distance mode.











# FACULTY OF HUMANITIES AND SOCIAL SCIENCES

*Dean: Prof Kingo Mchombu*

## INTRODUCTION

The Faculty of Humanities and Social Sciences (FHSS) consists of six departments namely Geography, History and Environmental Studies, Human Sciences, Information and Communication Studies, Language and Literature Studies, Sociology and Visual and Performing Arts. The registration of academic programmes by the Namibia Qualifications Authority (NQA) during the year under review was a major accomplishment. Although some members of the Faculty were productive in terms of research and publications, this is an area that could be further improved. The Faculty continued to publish in its research flagship, the Journal for Studies in Humanities and Social Sciences which entered its fourth year of existence. The registration of this Faculty Journal with the International Scientific Index (ISI) is a milestone in boosting the status of the publication on the international scene.

## ACADEMIC ACTIVITIES

During the period under review, the major academic activity was the submission of academic programmes to the NQA for registration. Some of the programmes that were registered with NQA include: Bachelor of Tourism; Post Graduate Diploma in Heritage and Conservation Management; Diploma in Records and Archives Management; Diploma in Library and Information Science; Diploma in Public Relations; master's and doctoral programmes in Visual Arts, German Studies, Media Studies, Records and Archives Management; Library and Information Science; English Studies, Otjiherero Studies, Religious and Biblical Studies,

History, and Geography. The new Bachelor of Arts in English (Honours) and the Bachelor of Arts in Social Work (Honours) programmes were approved by Senate for implementation in the 2016 academic year.

Taking cognizance of the benefits of the internationalisation of higher education, the FHSS continued collaborating with its international partners. It is pleasing to note that all departments have at least one collaborative partner university in the world. Plans are advanced in some departments to develop online programmes with international partners that will benefit our students wherever they will be stationed in Namibia. There is, however, need to develop internationalisation guidelines for the Faculty in order for all academics to understand the benefits of this crucial academic activity.

A number of faculty members pursuing their doctoral studies at the University of Namibia and other regional and international universities, were supported by the UNAM Staff Development Programme. The Faculty encourages junior academics to take up doctoral studies as a way of improving their academic qualifications.

The Faculty Annual Conference is going from strength to strength. The Faculty further hosted the China-Africa Conference in October 2015, which attracted speakers from Africa and China.

## RESEARCH AND PUBLICATIONS

- Ahlawat, I., Tiwari, G., Galundia, R., & Dhaka, P.





- (2015). An evaluation of vocational interest among rural adolescents. *ACADEMICIA: An International Multidisciplinary Research Journal*. 5(8). 50-57.
- Ananias, J. A., Strydom, H., & Ellis, S. (2015). A support group programme with informal caregivers to prevent elder abuse. *The Social Work Practitioner-Researcher*. 27(2), 220-245.
  - Angula, M.N., & Kaundjua, M.B. (2016). The changing climate and human vulnerability in the North-Central Namibia. *Jàmbá: Journal of Disaster Risk Studies*. 8(2).1-7.
  - Augart, J. (2015). Vexierbild Vergangenheit. Bernhard Jaumanns Namibia-Krimi Die Stunde des Schakals. In Erb, A. (Ed). *Bernhard Jaumann Tatorte und Schreibräume – Spurensicherung*. Bielefeld: Alsthes Verlag. 131-151.
  - Augart, J. (2015). Literaturvermittlung – kreativ. Beispiele zum Umgang mit Literatur im Südlichen Afrika. *InfoDaF*, 2015.
  - Fox, T., & Stëll, G. (2015). Ethnicity in discourse: the interactional negotiation of ethnic boundaries in post-apartheid Namibia. *Journal of Ethnic and Racial Studies*. 38(6). 976-992.
  - Freeman, R. J. (2015). What do Reflection and Emotion got to do with it: My Journey as a Novice Researcher. *Namibia CPD Journal for Educators*. 2(1). 176-186.
  - Freeman, R. J., & Kamwanyah, N., A. (2015). Safe sanctuary away from home: Working women's perceptions of power, gender-based violence and HIV-infection risk within intimate relationships. *Journal for Studies in Humanities and Social Sciences*. 4(1, 2). 10-33.
  - Heike, W., Horst, S., Zappen-Thomson, M., & Kathleen Schumann. (2015). Deutsch im Mehrsprachigen Kontext: Beobachtungen zu Lexikalisch-Grammatischen Entwicklungen im Namdeutschen und im Klezdeutschen. In *Zeitschrift für Dialektologie und Linguistik (ZDL)*. Band 81/2014/3, S. 274-307.
  - Hunter, J.H. (Ed). (2015). *Journal for Studies in Humanities and Social Sciences*, 2015
  - Hunter, J.H. (Ed). 2015). Bible in Africa Studies, Vol. 20. *The Bible and Violence in Africa*. Bamberg: University of Bamberg Press.
  - Hunter, J. H., & Kügler, J. (2015). *Foreword. The Bible and Violence in Africa*. Bamberg: University of Bamberg Press.
  - Janik, M., & Marques, L. (2015). The impact of work relationships and certain job factors on the work engagement and other positive work outcomes of primary school educators in Namibia. *Namibian Journal of Management Science*. 1. 119-144.
  - Janik, M., & Rothmann, S. (2015). Meaningful work and secondary school teachers' intention to leave. *South African Journal of Education*. 35. 1-13.
  - Kangira, J., & /Ucham, E. (2015). African Hybrids: Exploring Afropolitan identity formation in Taiye Selasi's *Ghana must go* and Chimamanda Adichie's *Americanah*. *Journal for Studies in Humanities and Social Sciences*. 4(1&2).
  - Kangira, J., & Mwetulundila, R. (2015). An analysis of rhetoric and humour in Dudley's political cartoons published in the Namibian newspaper in 2012. *International Journal of Research in Humanities and Social Sciences*. 2(6). 63-74.
  - Kangira, J. (Ed). (2015). *Journal for Studies in Humanities and Social Sciences*, 2015.
  - Kauari, L.N., Kaundjua, M.B., & Mufune, P. (2015). Drinking and its effects on risk behavior amongst secondary school going youth in Windhoek. *Journal for Studies in Humanities and Social Sciences*. 4(1&2). 89-102.
  - Mbenzi, P., & Kangira, J. (2015). An analysis of Bishop Dumeni's four funeral speeches in the pre-independence era in Namibia. *African Journal of Rhetoric*. 7. 129-157.
  - Mlambo, N. Kangira, J., & Smit, T.C. (2015). Critical Reflections on surviving against all odds in Valerie Tagwira's *The Uncertainty of Hope*. *International Journal of Language and Linguistics*.
  - Nengomasha, C.T., Abankwah, R., Uutoni, W., & Pazvakawambwa, L. (2015). Health Information Literacy of the University of Namibia students. *Journal for Studies in Humanities and Social Sciences*. 4(1-2). 179-192.
  - Nhemachena, A. (2015). Envisioning African democracy in the Twenty-First Century: *Mwana washe Muranda Kumwe* and the Coloniality of Contrived "Democracy". In Mawere, M., & Mwanaka, T.R. (Eds). *Democracy, Good Governance and Development in Africa*. 1-44. Bamenda: Langaa RPCIG.
  - Nhemachena, A. (2015). Indigenous Knowledge, Conflation and Postcolonial Translation: Lessons from Fieldwork in Contemporary Rural Zimbabwe. In Mawere, M., & Awuah-Nyamekye, S. (Eds). *Between Rhetoric and Reality: The State and Use of Indigenous Knowledge in Postcolonial Africa*. Bamenda: Langaa RPCIG, pp. 59-108.
  - Nhemachena, A. (2015). Sensing Presences: Health, Illness and Resilience in Contemporary Rural Zimbabwe in *The Journal of Pan African Studies*. 8(8).
  - Smit, T.C. (2015). Learners' Academic Achievement? *English Language Teaching*. 8(2).
  - Smit, T.C. (2015). Barriers to Code-Switching in English Second Language Medium Classrooms. *International Journal of English Literature and Culture*. 2(11).
  - Smit, T.C. (2015). Teaching Subject Matter through

the Medium of English as the Medium of Instruction in the Namibian English Second Language Classrooms. *Eujournal*.

- Smit, T.C. (2015). Code-Switching as a Strategy in Conducting Public Affairs: A Case Study of Rural Namibians. *Journal of English Language and Literature*.
- Smit, T.C. (2015). Transformation and African migrants: The conflicting worlds of cultural beliefs and marriage issues in *No Longer at Ease* and *Chairman of Fools*. *Journal of Advances in Linguistics*.
- Smit, T.C. (2015). Recycling errors in the language classroom. *Journal for Studies in Humanities and Social Sciences*. 4(1&2).
- Smit, T.C. (2015). Can Code Switching enhance the learning of the target language? *Journal for Modern Education Review*. 5(2).
- Volker, G., & Zappen-Thomson, M. (2015). *Anschreiben gegen das Vergessen Volker Gretschel und Marianne Zappen-Thomson im Gespräch über Bernhard Jaumann, Namibia und die SWAPO*. In: Erb, A. (Ed). *Bernhard Jaumann: Tatorte und Schreibräume – Spurensicherung*. Bielefeld: Aisthesis Verlag.
- Zannier, A. (2015). Case Study of a Global Simulation with Beginner level learners at the University of Namibia: a search for an authentic language and culture exposure in an African Anglophone Country. *Journal for Language Teaching*. 49(9).
- Zannier-Wahengo, A. (2015). A mentorship Teachers Guide distributed to teachers of French in Namibia (March 2015).
- Zappen-Thomson, M. (2015). *Und das soll Deutsch sein? Gedanken zur Jugendsprache*. In: *Perspektiven 2014*. 76-79.

## COMMUNITY SERVICE

During the year under review, members of the FHSS made huge contributions to the local, regional and international communities. The Faculty provided several workshops and trainings in the community using their expertise. These covered gender-based violence (GBV), ethics and teacher training, labour issues, palliative care training for health care professionals, coping with stress at the work place, privileges and rights, intangible cultural heritage, journalism, records management and tourism.

Senior academics in the Faculty continued to play a vital role in research and publication. They contributed to knowledge creation by serving as reviewers of research papers and members of editorial boards of academic peer reviewed journals. Some were external examiners of postgraduate research degrees.

UNAM Radio continued to provide invaluable opportunities for students to act in a variety of roles, including presenters, producers, music compilers, news editors and management. *UNAM Echo* is a monthly magazine and training publication produced in the FHSS. The first edition of the online newspaper was launched in April 2015.

The following have received valuable assistance from the FHSS: Ovaherero Genocide Foundation, Katutura Old Age Home, Ndilimani Cultural Troupe, UNAM Choir, College of the Arts, Office of the Prime Minister and several ministries, Centre for External Studies, local and international higher education institutions, Namibia Tourism Board, the Millennium Challenge Account, UNESCO Intangible Cultural Heritage in Namibia, National Heritage Council of Namibia, and the National Planning Commission.





## FACULTY OF LAW

*Dean: Prof John Baloro*

### INTRODUCTION

The Faculty of Law consists of three departments, namely, Commercial Law, Public Law and Jurisprudence and Private and Procedural Law. In addition, two centres fall under the Faculty, namely, the Human Rights and Documentation Centre (HRDC) and the Justice Training Centre (JTC). The Faculty also runs a Legal Aid Clinic.

During the year under review, the Faculty continued to build its capacity through staff development and the recruitment of highly qualified new staff. Dr K. Nuugwedha was awarded her PhD degree in Education law by the North-West University, while Prof Nico Horn received his D'IUR degree from the University of Bremen. The Faculty's teaching capacity was further strengthened when Dr D. Zongwe joined the staff from Canada. He holds LLM and JSD degrees from Cornell University in the USA.

### ACADEMIC ACTIVITIES

The UNAM Law Faculty has 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 further strives to achieve the highest standards using the very limited resources available to it and the many challenges that confront it.

During the year under review, the Faculty witnessed the graduation of the first cohort of students of the new four-year undergraduate LLB degree. This programme, together with two other UNAM programmes, was chosen as pilot programmes for National Council for Higher Education

(NCHE) accreditation. At the end of this process, the LLB degree received conditional accreditation. The process of developing and implementing a self-improvement plan over a two-year period has already commenced under the auspices of both CEQUAM and the NCHE.

### RESEARCH AND PUBLICATIONS

During the year under review, various staff members in the Faculty published their research outputs in a number of academic law journals. These include:

- Horn, N. (2015). Namibia. In Brill's Encyclopedia of Law and Religion. Leiden, The Netherlands.
- Horn, N. (2015). Pentecostals and the Human Rights Dispensation: A case study of the apostolic faith mission of South Africa (White section) between 1908 and 1994. Stellenbosch: SunMedia.
- Horn, N. (2015). The Western Sahara case: land reform and pre-colonial land rights in Namibia. SADC Law Journal. 1. JUTA.
- Horn, N. (2015). Human rights in the private sphere. Namibia law Journal. 6(2). KAS.
- Mnubi-Mchombu, C. (2015). The role of libraries in supporting human rights. In Ntsikala, R., & Mandl, H. Proceedings of the Namibia Library Symposium 7-9 October 2013. (Published in 2015).
- Mnubi-Mchombu, C., & J. Nakuta, Accessing Government information in Namibia as a human right issue. In Ntsikala, R., & Mandl, H. Proceedings of the Namibia library Symposium 7-9 October 2013. (Published in 2015).
- Mnubi-Mchombu, C., Herbert, J., & Zongwe, D. (2015)





Human Rights Education in Namibia. Report by the HRDC.

- Zongwe, P. (2015). Seeing the whole elephant: A comprehensive framework for analysing resource for infrastructure contracts. African Journal of Policy and Development. 1.
- Zongwe, P. (2015). Seven myths about Chinese migrants in Africa. Transnational Corporations Review. 7.
- Zongwe, P. (2015). All eyes on Xi: the Chinese 50 billion dollar dollar question and the problematic of African development. Transnational Corporations Review. 7.

In addition, a number of conference presentations were made by colleagues during the year under review.

## COMMUNITY SERVICE

The Faculty and its staff members provided various services to the local communities, such as the rendering of free legal services through the Legal Aid Clinic. Many colleagues in the Faculty rendered valuable service as legal advisors on disciplinary panels across the various UNAM campuses. Staff members also offered their knowledge, expertise, and insight to the wider Namibian Community in bodies such as the Law Reform and Development Commission, the Law Society of Namibia, the Namibian Qualifications Authority, the Board of Legal Education of the Republic of Namibia and the High Court of the Republic of Namibia. Staff further served as Court-Connected mediators, on editorial boards of peer reviewed law journals and on senior level University Committees. Several members of staff has served as external examiners for both undergraduate and postgraduate programmes in Law Faculties in the neighbouring countries in the SADC region.









## FACULTY OF SCIENCE

*Dean: Dr Frednard Gideon*

### INTRODUCTION

Through the advancement of innovation, the Faculty of Science started a new niche role: to convert intangible knowledge into tangible products. In this regard, we continued to strengthen capacity for functional technologies and product development. Furthermore, our Annual Science Conference entered a new phase, attracting more presentations from local industries, students and staff. The International Journal of Science and Technology of Namibia also became a staple platform for staff and students to disseminate their research findings. To crown it all, 2015 ended on a high note, with the launch of the book, "*Indigenous Knowledge of Namibia*" (University of Namibia Press, 2015).

Three years ago, the Faculty of Science academic board approved a proposal to document Namibia's indigenous knowledge (IK) of medicinal plants. The idea is to foster the use of Namibian IK as a functional platform for innovation, to discover and develop new medicinal drugs through reverse pharmacology. The book *Indigenous Knowledge of Namibia* therefore advances the farmer-to-pharma approach, to use both IK and biotechnology to explore Namibia's biodiversity and grow the bio-economy, thus generating socio-economic and health inclusive benefits.

Overall, the Faculty of Science avows that Namibian IK should be the founding catalyst for our cutting-edge innovations in STEM: Science, Technology, Engineering and Mathematics. The reason is simple: Namibia has a rich history founded on the use of IK. And because we always

view the Namibian nation's advancement through geological and archaeological lenses, the Faculty of Science firmly believes that we cannot go further into the future if we cannot look deeper into the past.

### ACADEMIC ACTIVITIES

Two new postgraduate programmes, the MSc in Petroleum Geology and the MSc in Microbiology, were introduced during the year under review. In January 2015, the first cohort of students registered for our Diploma in Computer Science at the Oshakati Campus, while the first student successfully completed his BSc (Honours) in Financial Mathematics.

The year under review witnessed the establishment of two schools in the Faculty - the Department of Military Science was transformed into the School of Military Science, while the School of Computing developed from the Department of Computer Science. The Department of Mathematics hosted the 2015 Southern Africa Mathematical Sciences Association (SAMSA) conference, and we are grateful to the UNAM Vice-Chancellor's office for financial support. The MSc in Biodiversity Management was registered under the National Qualifications Framework.

### RESEARCH AND PUBLICATIONS

Staff and students in the Faculty of Science published their research in a variety of peer-reviewed journals:

- Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.





- Kribek, B., Majer, V., Knesl, I., Keder, J., Mapani, B., Kamona, F., Mihaljevic, M., Ettler, V., Penizek, V., Vanek, A., & Sracek, O. (2015). Contamination of soil and grass in the Tsumeb smelter area, Namibia: modeling of contaminants dispersion and ground geochemical verification. *Applied Geochemistry*, 64, 75-91.
- Mihaljevic, M., Ettler, V., Kribek, B., Vanek, A., Penizek, V., Sracek, O., Svoboda, M., Mapani, B., & Kamona, F. (2015). Trace elements and Lead isotopic record in Marula (*Sclerocarya birrea*) tree rings and soils near the Tsumeb smelter, Namibia. *Water, Air and Soil Pollution*, 226, 177-188.
- Abrahamowski, A. *et al.* (inc. Backes, M, I.D. Davids & R. Steenkamp) (2015). The exceptionally powerful TeV gamma-ray emitters in the Large Magellanic Cloud. *Science*, 347, 406-412.
- Chinsembu, K.C. (2015). Indigenous knowledge and antimicrobial properties of plants used in ethnoveterinary medicine. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press. 119-138.
- Seeburrun, N., Archibong, E.F., Ramasami, P. (2015). Mono and digallium selenide clusters as potential superhalogens. *Journal of Molecular Modelling*, 21-42.
- Knott, M.G., Kapewangolo, P., Louw, S., Brand, J., Kandjengo, L., & Ishola, A. (2015) 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.
- Chinsembu, K.C. (2015). Bioprospecting for 'green diamonds': Medicinal plants used in the management of HIV/AIDS-related conditions. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press. 9-40
- Gatsinzi, J-B., & Kwashira, R. (2015). Samelson products in function spaces. *Korean Journal of Math*, 52, 1297-1302.
- Dube, T. & M.M. Mugochi, M.M. (2015). Localic remote points revisited. *Filomat*, 29(1), 111-120.
- Szekelyhidi L., & B. Wilkens (2015). Spectral analysis and synthesis on varieties. *Journal of Math. Analysis and Appl*, 433, 1329-1332.
- Ngwira, A., & Kazembe, L.N. (2015). Bayesian random effects modelling with application to childhood anemia in Malawi. *BMC Public Health*.
- Chinsembu, K.C. (2015). Plants as antimalarial agents in Sub-Saharan Africa. *Acta Tropica*, 152, 32-48.
- Kazembe, L.N., Kandala, N-B. (2015). Estimating areas of common risk in low birth weight and infant mortality in Namibia: a joint spatial analysis at sub-regional level. *Spatial and Spatio-temporal Epidemiology*, 12, 27-37.
- Arthur, F.S., Matthee, S., Mfuno, J.K.E., & Matthee, C.A. (2015). The influence of Life history and climate driven diversification on the mtDNA phylogeographic structures of two southern African *Mastomys* species (Rodentia: Muridae: Murinae). *Biological Journal of the Linnaean Society*, 114.
- Chinsembu, K.C., Hjarunguru, A., and Mbangu, A. (2015). Ethnomedicinal plants used by traditional healers in the management of HIV/AIDS opportunistic diseases in Rundu, Kavango East Region, Namibia. *South African Journal of Botany*, 100, 33-42.
- Peel, R.A., Tweddle, D., Simasiku, E.K., Martin, G.D., Lubanda, J., Hay, C.J., & Weyl, O.L.F. (2015). Ecology, fish and fishery of Lake Liambezi, a recently refilled floodplain lake in the Zambezi Region, Namibia. *African Journal of Aquatic Science*, 1-8.
- Shilangale, R.P, Godwin P. Kaaya & Percy M. Chimwamurombe (2015). Prevalence and characterization of *Salmonella* Isolated from Beef in Namibia. *European Journal of Nutrition & Food Safety*, 5(4), 267-274.
- Haiyambo, D.H., Chimwamurombe, P.M., Reinhold-Hurek, B. (2015). Isolation and screening of rhizosphere bacteria from grasses in East Kavango Region of Namibia for plant growth promoting characteristics. *Current Microbiology*, 71, 566-571.



# School of Computing

*Associate Dean:  
Dr Kauna Mufeti*



## INTRODUCTION

Realizing that Computing is an imperative academic discipline in any 21st century educational institution, UNAM re-evaluated the existing establishment's relevance and sensitivity to local needs, and approved the expansion of the Department of Computer Science into a fully-fledged School of Computing with three academic departments, namely, Computer Science, Information Technology and Information Systems. This transformation aims to ensure a broad set of programmes that enhance our institutions' mission, address our stakeholders' demands, while at the same time catering to our national, regional and international students' needs.

The vision of the School is to be a Centre of Excellence in developing computing knowledge and expertise in our country, region and beyond. Its mission is to equip graduates with requisite skills for professional careers in computing that transcends the fast evolving technology, while contributing to the economic growth and improved quality of life of our communities through research and development. The School strives to find better ways to equip graduates with skills that are relevant to the manpower demands of the industry. This is in line with the principal objective of the Faculty of Science and the University, which emphasizes demand oriented, needs driven and locally relevant programmes that are comparatively universal.

## ACADEMIC ACTIVITIES

In its first year of existence, the School of Computing offered the following qualifications:

- Diploma in Computer Science (in the Windhoek and Oshakati campuses)
- Bachelor of Science in Computer Science (Honours)
- Bachelor of Science in Information Technology (Honours)
- Master of Science in Information Technology
- PhD in Computer Science

In addition to these qualifications, the School of Computing remains responsible for offering the University Core Course, Computer Literacy, to all first year students. For the first time, the School provided an opportunity for enrolled students to choose the mode of study i.e. by either attending Computer Literacy classes full time or to opt for a self-guided programme through the International Computer Driving License (ICDL). More than 150 students opted to study via the self-guided programme. This

enabled the School to register as an ICDL testing centre, and has now provided an alternative route to the teaching of Computer Literacy. It is hoped that in future, the ICDL testing centre will assist the School to reach its aims of ensuring Computer Literacy quality while saving on the resources required to teach the module.

Dr. Paulus Sheetekela coordinated the Telecom Centre of Excellence in ICT and Telecommunications. The Centre has continued to strengthen the offering of CISCO programmes at UNAM by providing the much needed funding for up-to-date equipment.

The School of Computing continued its collaboration with Rhodes University in South Africa, with joint supervision of a PhD candidate registered with the University of Namibia. In addition, Prof. Alfredo Terzoli from the Centre of Excellence was invited as a guest speaker to at the 3<sup>rd</sup> Annual Science Conference organized by the Faculty of Science at the University of Namibia.

The School also strengthened its collaboration with Cardiff University on the Phoenix Project, and jointly hosted the 1<sup>st</sup> Annual Namibia Python Conference 2015 at the University of Namibia. The event was a huge success, with 65 attendees from the Namibian student and international community. It culminated in the formation of the PyNam society, a society that was created to promote the development of open source software in Namibia.

In addition, the Memorandum of Understanding signed with Universidad de las Ciencias Informáticas (UCI) in Cuba was further strengthened in the year under review, after two experienced Professors were seconded to UNAM to teach in the areas of Programming and Artificial Intelligence. The outcome of this joint collaboration that will ensure that the establishment of the Software Development Centre at UNAM is realized, as well as contribute to the



consolidation of the new departments in the School of Computing in 2015.

## RESEARCH AND PUBLICATIONS

During the year under review, a number of staff members published their research results. Professor Nicola Bidwell jointly edited a book with Professor Heike Winschiers-Theophilus from the Polytechnic of Namibia, in which she also co-authored a chapter with other researchers. Professor Bidwell also co-edited a journal issue celebrating the work of the late Professor Gary Marsden of the University of Cape Town, published by the Information Technologies and International Development journal. Several staff members from the School of Computing also managed to publish and present papers in peer reviewed Journals and International Conference Proceedings.

- Bidwell, N.J., M., M.M. (2015). A community Network Approach in the Ohangwena Region (abstract). *3rd Annual Science Research Conference*. Windhoek, Namibia: Faculty of Science, University of Namibia.
- Bidwell, N.J., & Winschiers-Theophilus, H. (2015). *At the Intersection of Indigenous and Traditional Knowledge and Technology Design*. Informing Science Press. Retrieved from [http://informingscience.net/ocart/index.php?route=product/product&product\\_id=135](http://informingscience.net/ocart/index.php?route=product/product&product_id=135)
- Tucker, W.D., Bidwell, N.J., & Best, M.L. (2015). Gary marsden Special Issue. *Information Technologies and International Development/ 11(4)*. 1-2.
- Tucker, W.D., Bidwell, N.J., & Best, M.L. (2015). Celebrating Gary Marsden. *Information Technologies & International Development*. iii-iv.
- Bidwell, N.J., & Winschiers-Theophilus, H. (2015). At the Intersection of Indigenous and Traditional Knowledge and Technology design. In Bidwell, N.J., & Winschiers-

Theophilus, H. *At the Intersection of Indigenous and Traditional Knowledge and Technology design*. Informing Science Press. 1-12.

- Adeyeye, M., Ojewale, M., Kabiawu, O., Challans, R., & Mufeti, K. (2015). Improving Remote Method Invocation Security via Method Authorization and Elimination of RMI Registry: An Exploration of Java and Haxe. *Australasia Journal of Information, Communication Technology and Applications*. 152-179.
- Betancourt, Y.G., Rodríguez-Puente, R., & Mufeti, T.K. (2015). Cellular Automata and its applications in modeling and simulating the evolution of diseases. *National Research Symposium*. Windhoek: Namibia Commission for Science, Research and Technology.
- Cabrera, R.P., Martínez, M.H., Despaigne, E.C., Puente, R.R., & García, J.A. (2015). Modelo orientado a grafos para el cálculo del indicador IRRH a partir de relaciones existentes en proyectos de software. *10 Pena Tecnológica*. Habana, Cuba: Universidad de las Ciencias Informáticas.
- Chitalu, M., & Sheetekela, P. (2015). Online Accommodation Locator. *3rd Annual Science Research Conference*. Faculty of Science, University of Namibia.
- Despaigne, E.C., Cabrera, R.P., Martínez, M.H., Rodríguez Puente, R., & García, L.A. (2015). Modelo orientado a grafos de apoyo a la toma de decisiones sobre los RRRH en proyectos de software. *13th LACCEI Annual International Conference*. Santo Domingo, Dominican Republic: LACCEI.
- Despaigne, E.C., Cabrera, R.P., Martínez, M.H., Rodríguez-Puente, R., & García, J.A. (2015). Herramienta para la representación de un modelo orientado a grafos de las relaciones existentes en

proyectos de software. *COMPUMAT*. La Habana, Cuba: International Congress COMPUMAT.

- Diás-Sardinas, A., Mufeti, T.K., & Nhinda, G.T. (2015). Software Engineering Curriucum: A new Approach. *3rd Annual Science Research Conference*. Windhoek, Namibia: Faculty of Science, University of Namibia.
- Hurtado, C. A., & Rodríguez Puente, R. (2015). Compatibilidad tecnológica en el despliegue de sistemas de gestión empresarial. *Revista Cubana de Ciencias Informáticas*. 9(2), 29-51.
- Iyawa, G.E., Mufeti, T.K., & Limbo, A. (2015). ICT Skills Demand in Namibia: A Comparative Analysis of Job Adverts and Industrial Preference. *3rd Annual Science Research Conference*. Faculty of Science, University of Namibia.
- Mufeti, T.K., Hashiyana, V.K., & Mwatillfange, S.R. (2015). Teaching Computer Literacy in the 21st Century. *3rd Annual Science Research Conference*. University of Namibia.
- Mwemwa, L., & Bidwell, N. (2015). African Narratives in Technology Research & Design. In Bidwell, N.J., & Winshiers-Theophilus, H. *At the Intersection of Indigenous and Traditional Knowledge and Technology Design*. Informing Science Press. 353-372.
- Pérez, R.M., Vega, Y.T., Betancourt, Y.G., Polanco, L.G., Ruíz, J.J., & Rodríguez-Puente, R. (2015). Estratificación de territorios basada en indicadores de salud. *Conferencia Científica de la Universidad de Ciencias Informáticas*. Havana, Cuba.
- Rodríguez-Puente, R., & Lazo-Cortés, M.S. (2015). Shortest path search: current applications. *COMPUMAT*. Havana. Cuba: International Congress COMPUMAT.
- Rodríguez-Puente, R., Ril-Valentín, E.B., & Mufeti, T.K. (2015). Data mining applications at universities. *3rd*

*Annual Science Conference*. Faculty of Science, University of Namibia.

- Rodríguez-Puente, R., Sheetekela, P., & Mufeti, T.K. (2015). Software development from the academy. *3rd Annual Science Research Conference*. Faculty of Science, University of Namibia.
- Sheetekela, P. (2015). Neural Network 3D Reconstruction from Point Clouds Models for CAD Systems Using CUDA (Poster). *GPU Technology Conference*. San Jose, USA.
- Sheetekela, P. (2015). Rendering of 3D Models Using NVIDIA GPU CUDA. *Spiral Development of Science*. Moscow, Russia.
- Sheetekela, P., Suresh, N., & Nakashole, S. (2015). Fiber Optic Cable: A Case Study of West African Cable System (WACS) in the context to Namibia. *International Conference on Light Science and Applications*. Windhoek.
- Suresh, N., Mbale, J., Terzoli, A., & Mufeti, T. (2015). Enhancing cloud connectivity among NRENs in the SADC region through a novel institution cloud infrastructure framework. *Emerging Trends in Networks and Computer Communications (ETNCC)*. Windhoek: IEEE. 179-184.
- Torres-Pérez, M., & Rodríguez-Puente, R. (2015). A brief overview about models and methods to calculate the tilt angle and orientation of photovoltaic panels to maximize power generation. *Light Conference*. University of Namibia.
- Suresh, N., Nghipangelwa, P.N., Mufeti, T.K. (2015). Two-Factor Authentication for the Private Cloud of the University of Namibia (2FAPC): An Enhanced Authentication Mechanism. *3rd Annual Science Conference*. Faculty of Science, University of Namibia.
- Suresh, N., Mbale, J. (2015). NRENs Cloud Infrastructure Framework (NRENs-CLIF): Case study of SADC region. *7th Annual conference of UbuntuNet Alliance, UbuntuNet connect, NUANCE*, Lusaka, Zambia.



# School of Military Science

*Associate Dean:  
Dr Vincent Mwange*



## INTRODUCTION

The School of Military Science (formerly the Department of Military Science) was approved by the Senate at the beginning of academic year 2015 with the following Departments:

- Department of Military Science, Military History and Military Law;
- Department of Aeronautical Science;
- Department of Nautical Science and
- Department of Security and Strategic Studies.

The school through the procurement by the Ministry of Defence received a ship simulator from Russia for use at the Nautical Science Department. Phase 1 of the School of Military Science Building was completed, while Phase 2 commenced in December 2015.

## ACADEMIC ACTIVITIES

A total of 73 students were enrolled with the school of Military Science in the following programmes: BSc Military Science, BSc. Aeronautical Science, BSc Nautical Science, Postgraduate Diploma in Security and Strategic Studies and the Master of Arts in Security and Strategic Studies.

A delegation from the School of Military Science, headed by the Associate Dean visited the University of Stellenbosch, Military Academy, Saldanha, where several agreements were reached.

## RESEARCH AND PUBLICATIONS

Prof. Frank- Michael Adam presented a paper "Revived method of rapid repair for rigid concrete pavement constructions of military Airfield Operation Surfaces" at the 2015 Annual Conference of the International Society of Military Science in Helsinki, Finland, while Dr V.M Mwange presented a paper during the 7<sup>th</sup> Annual Sam Nujoma Public Lecture Series, Theme "Conflicts in Africa and the Effects of Economic Development," at the UNAM Rundu campus in May 2015.

## COMMUNITY SERVICE

Staff members of the School serve on a number of UNAM committees. Our technologist, Mr F. Enkono participated in the Mass Land Clearing exercise in Windhoek.



# **ENG. JOSÉ EDUARDO DOS SANTOS**

## *Campus*







# FACULTY OF ENGINEERING AND INFORMATION TECHNOLOGY

*Dean: Prof Frank Kavishe*

## INTRODUCTION

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

Due to shortage of academic staff, the Faculty continued to depend on visiting academics on short-term visits or on sabbatical, as well as part time lectures in certain disciplines, to complement the efforts of the full time members of staff.

The Faculty of Engineering and Information Technology is still faced with challenges of low staff component and insufficient laboratory equipment and space. Efforts to improve the former include accelerated and targeted staff recruitment. In addition, the Faculty needs more trained technicians, technologists and qualified laboratory managers to run the engineering laboratories.

## ACADEMIC ACTIVITIES

The Faculty of Engineering and Information Technology enrolled students for the following undergraduate and postgraduate degree programmes during 2015: 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 (By Research); MSc Computer Engineering (By Research) and PhD Communication 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.

In March 2015, the Faculty of Engineering held a Stakeholders Curriculum Review Workshop to review all its undergraduate degree programmes on offer. The revised curriculum was subsequently approved by Senate and endorsed by the Engineering Council of Namibia. The National Council for Higher Education (NCHE) issued full accreditation for a period of five years to the BSc Metallurgical Engineering (Honours) degree programme. The National Council for Higher Education (NCHE) also conducted accreditation of the BSc Civil Engineering (Honours) degree programme in 2015 and results of this process are being awaited.





A number of staff members were undergoing postgraduate studies abroad as part of the Faculty's staff development programme. Those who were pursuing PhD studies included Ms Nepaya Leokadi (telecommunication engineering, South Africa), Mr M. Abisai (computer engineering, China), Mr S.I. Hango (materials science, South Africa) and Mr M. Kanime (safety engineering, China). Those who were doing their MSc studies included Mr A. Ndapuka (electrical engineering, South Africa), Mr K. Mbangula (electrical engineering, South Africa), Mr M.V. Ipinge (mining engineering, China), Mr E. Shaanika (mechanical engineering, China), Mr Tyapa (financial mathematics, South Africa), Ms Ester Hamatwi (electrical engineering, South Africa) and Mr S. Hamukwaya (chemical engineering, China).

As part of the student exchange programme funded by GlZ, 13 final year civil engineering students visited the University of Kaiserslautern in southern Germany and the Federal Waterways Engineering and Research Institute (BAW) as well as several construction companies, a scaffolding manufacturing company and public transport institutions and local passenger traffic providers in Ulm, Bavaria. As far as physical infrastructure of the Campus is concerned, the German Ambassador to Namibia, H.E. Christian Schlaga, and the Minister of Works and Transport, Hon Alpheus Nauseb, MP, conducted a Ground Breaking Ceremony for Phase III of the Faculty of Engineering and Information Technology in October 2015 in the presence of officials from the German Investment Bank - Kreditanstalt für Wiederaufbau (KfW Bank) and UNAM Management. Soon after, construction of Phase III buildings began. These buildings are for the Department of Civil and Environmental Engineering and will be known as the German Wing because the Government of Germany donated Euros 8 million for their construction.

## RESEARCH AND PUBLICATIONS

Through the efforts of the Department of Civil and Environmental Engineering, a rainwater-harvesting pilot plant was constructed next to the student hostels on EJEDS Campus. Design and operation are integrated into respective lectures. Results of the newly installed weather station on the roof of the Faculty building, in combination with the pilot plant, will serve as research facility for students in the BSc and MSc programmes. The former German Ambassador to Namibia, H.E. Enno Hückmann, officially inaugurated the rainwater harvesting plant on 14<sup>th</sup> April 2015 in the company of the German research partners representing a network of German universities, namely Prof. R. Jüptner (Technische Universität Kaiserslautern, Germany), Prof. A. Schulte (Freie Universität Berlin, Germany) and Prof. W. Breit (Technische Universität Kaiserslautern, Germany), Prof. P. Urban (Technische Universität Darmstadt, Germany) and Mr. A. Jokisch (Technical University of Darmstadt Germany). The event of the official inauguration was used to hold an international workshop on rainwater harvesting in Ongwediva including the partner German professors.

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 that include Wits University South Africa, University of Namibia, University of Botswana, University of Nairobi Kenya and Federal University of

Technology Akure (FUTA), Nigeria. Two PhD students registered at Wits University and co-supervised by Professor Kavishe entered their final years of research. 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. On the other hand, Dr. AA Ogunmokun continued to supervise two UNAM PhD students in the areas of agricultural mechanization and water resources engineering. Mr. Sam Shaanika attended a UNESCO-Poland co-sponsored fellowship at AGH University Krakow and did course work and research in Transport Systems and Reliability from April 2015 for a period of six months.

Staff members of the Department of Mining and Metallurgical Engineering carried out research in a number of fields such as development of mineral deposits; pit optimization in some selected Minerals; environmental effects of mining activities; drilling technology and rock fragmentation; materials science and materials development and characterization. Other topics studies included corrosion and corrosion control; electrochemical studies of the mechanisms of minerals interaction with hydrometallurgical systems; recovery of copper from tailings acid leach solutions using the ion exchange route; coal quality and combustion analysis as well as formability characterization of a newly developed aluminium alloy. Other research activities at the departmental level were in the form of undergraduate student research projects supervised by academic members of staff. However, there is need for additional funding to purchase laboratory equipment especially in the fields of thermodynamics, fluid mechanics, control engineering and mining engineering.

During 2015 some staff members of the Faculty of

Engineering and Information Technology in collaboration with professors from the University of Ferrara Italy, St. Petersburg State University of Architecture and Civil Engineering Russia, and members of the Namibia Council of Architects and Quantity Surveyors and the Russian Academy of Architecture and Construction Sciences, developed the curriculum for Bachelor of Architecture and Master of Architecture degrees for the new School of Architecture and Urban Planning, to be established at the José Eduardo dos Santos Campus in 2016.

#### Refereed Journal Papers

- Adebayo B., & Akande J.M. (2015). Effects of Blast-Hole Deviation on Drilling and Muck-Pile Loading Cost; *International Journal of Scientific Research and Innovative Technology*. 2(6). UK. ISSN: 2313-3759.
- Adebayo B., & Akande J.M. (2015). Analysis of Button Bit Wear and Performance of Down-the-Hole Hammer Drill, *Ghana Mining Journal*,. 15. 1-7. University of Mines and Technology, Ghana.
- Adebayo, B. (2015). Development of rock bit wear models for selected rocks in Nigeria using Dominant Rock Properties. *World Journal of Engineering*. 12(4). 331-340. Multi Science Publisher in Association with Hebei University of Engineering, China.
- Adebayo, B., & Mutandwa, B. (2015). Correlation of Blast-hole Deviation and Area of Block with Fragment Size and Fragmentation Cost. *International Research Journal of Engineering and Technology (IRJET)*. 2(7). 402-406.
- Temaneh-Nyah C., & Victor E. (2015). Estimation of RF Radiation Exposure Levels in the Faculty of Engineering and IT Vicinity, Namibia. *NNGT International Journal of Networking and Communication (IJNC)*. 4. 1-5. DOI: 04.IJNC.2015.1.2.
- Temaneh-Nyah C., Makiche J., & Nuyoma J. (2015) Comprehensive Characterization of Complex

Electromagnetic Environment. *NNGT International Journal of Networking and Communication (IJNC)*. 2. 1-6. DOI: 02.IJNC.2015.1.12.

- Temaneh-Nyah C., Phiri F., & Karegeya D. (2015). Computation of User's Density in a Mobile Wireless Communication Network. *NNGT International Journal of Networking and Communication (IJNC)*. 2. DOI: 02.IJNC.2015.1.14.

#### Conference Papers

- Mbangula, K.N.I., & Davidson, I.E. (2015) Power System Transient Stability Analysis and Stability Improvement of a Large Multi-Machine HVAC Network using HVDC Technologies. *23rd Southern African Universities Power Engineering Conference (SAUPEC)*. Johannesburg, South Africa.
- Mbangula, K.N.I., Davidson, I.E., & Tiako, R. (2015). Improving Power system Stability of South Africa's HVAC Network using Strategic Placement of HVDC Links. *Cigre Development of Electricity Infrastructures in Sub-Saharan Africa International Symposium 26-30 Oct 2015*. Cape Town, South Africa.
- Adedayo, O., & Erasmus, S. (2015). Performance evaluation of a hydraulic Marula oil press and determination of Marula kernels' properties. *Presented at the 1<sup>st</sup> NCRST SYMPOSIUM for research and Innovation in Namibia Windhoek 23-25 September 2015*.
- Shatipamba, S.L., & Adedayo, O. (2015). Assessment of Knowledge, Attitude and Practice of Computer Integrated Manufacturing among Manufacturing Companies in Windhoek, Namibia. *Presented at the 1<sup>st</sup> NCRST SYMPOSIUM for Research and Innovation in Namibia Windhoek 23-25 September 2015*.
- Mudamburi B., Ogunmokin A., & Kachigunda, B. (2015) Comparison the Performance of Namibia Specific Conservation Ripping Techniques of Animal Drawn Ripper Furrower in Ogongo Namibia. *Paper*

*to be presented at the 3rd Annual Science Research Conference 18-19 November, 2015*. Windhoek, Namibia.

- Johnson, O.T., Hangula, J., & Ogunmokin, A. A. (2015) Comparative study of the mechanical properties of medium carbon steel quenched in marula oil and SAE40 engine oil. *Paper presented at the 3rd Annual Science Research Conference 18-19 November 2015*. Windhoek, Namibia.
- Mutimili, A.N., & Akande J.M. (2015) Evaluation of Rock and Blast- Hole Loading Parameters For Estimation of Fragmentation Performance At Rossing Uranium Mine. *3<sup>rd</sup> Annual Science Conference*. UNAM. 100-101.
- Nashongo, N.N., & Akande, J.M. (2015). Effects of Physical and mechanical Properties of Rocks on Blasting Performance at Tschudi Mine, Tsumeb, *3<sup>rd</sup> Annual Science Conference*. 101-102.
- Kombe E.N., & Akande, J.M. (2015). Optimisation of Productivity of Loading and Hauling Equipment at Buzwagi Gold Mine, Tanzania. *3<sup>rd</sup> Annual Science Conference*. 98-99.
- Adebayo, B., Akande, J.M., & Tenano, K.M.F. (2015). Ore Characteristics Investigation for predicting Bit Penetration Rate at Okorusu Fluorspar Mine, *National Research Symposium*. Windhoek, Namibia. 79-80.
- Adebayo, B., & Adebayo, A.A. (2015). Critical Review of Effect of Solar Panel Production and Application on the Environment. Presented at the *International Conference on Light Science and Applications (ICLSA)* 26-28 October 2015. Windhoek, Namibia.
- Adebayo, B., & Shilongo, N.E. (2015). Mine Planning and Organization as Necessity for Steady Mineral Exploitation and Supply. *Presented at the 3<sup>rd</sup> Annual Science Research Conference, 18-19 November 2015*. UNAM Main Campus, Windhoek, Namibia.
- Johnson, O.T., Ogunmuyiwa, E.N., Sigalas,



- I., & Afolabi, A.S. (2015). Characterization of Sintered Boron suboxide with Nickel Compounds". *International Conference on Manufacturing Engineering and Engineering Management Chemical Engineering and Technology, ICMEEM 2015, World Congress on Engineering (WCE) 2015*, London, United Kingdom, 1-3 July 2015.
- Ogunmuyiwa E. N, Johnson OT, Sigalas I and Afolabi A.S. (2015). Mechanical properties of sintered B<sub>2</sub>O<sub>3</sub>-Alkaline Earth Metal Oxide composites. *International Conference on Manufacturing Engineering and Engineering Management Chemical Engineering and Technology (ICMEEM) 1-3 July 2015, World Congress on Engineering (WCE)*. London, United Kingdom.
  - Alweendo, S.T., Johnson, O.T., Borode, J.O., Kavishe, F.P.L. (2015). Sintering Characteristics and Mechanical properties of Alumina matrix composite reinforced with Silicon carbide from Rice husk. *African Materials and Engineering Network Workshop AMSEN 27-29 May 2015*. Johannesburg, South Africa.
  - Erasmus, E.P., Johnson, O.T., Sigalas, I. (2015). Synthesis, Testing and Characterization of Biocompatible porous bioactive glasses for clinical use. *African Materials and Engineering Network Workshop AMSEN 27-29 May 2015*. Johannesburg, South Africa.
  - Johnson, O.T., Hangula, J., & Ogunmokun, A.A. (2015). Comparative study of the mechanical properties of medium carbon steel quenched in marula oil and SAE40 engine oil. *3<sup>rd</sup> Annual Science Research Conference*. University of Namibia.
  - Alweendo, S.T., Johnson, O.T., Borode, J.O., & Kavishe, F.P.L. (2015). Improvement of the mechanical properties of alumina by adding silicon carbide derived from locally sourced rice husk. *3<sup>rd</sup> Annual Science Research Conference*, University of Namibia.
  - Amuthenu, V.L., Kavishe, F.P.L., Johnson, O.T., & Alaneme, K.K. (2015). A study on optimisation of copper recovery from a Namibian mine tailings using microwave assisted leaching". *3<sup>rd</sup> Annual Science Research Conference*. University of Namibia.
  - Amuthenu, V.L., Johnson, O.T., Alaneme, K.K., & Kavishe, F.P.L. (2015). Impact of microwave irradiation on leaching of copper from sulphide sources: A review. *3<sup>rd</sup> Annual Science Research Conference*. University of Namibia.
  - Mufula, A.I., Iyuke, S.E., Kavishe, F.P.L., & Wamwangi, D. (2015) Synthesis of Proton Exchange Membrane for Fuel Cells Using Polystyrene Butadiene-based Nanocomposites. *Proceedings of 3<sup>rd</sup> African Materials Science and Engineering Network (AMSEN) Workshop 27-29 May 2015*. Johannesburg.
  - MacGregor, O.S., Van der Merwe, J., Daramola, M.O., Johnson, O.T., & Paterson, A. E. (2015). The effect of heat treatment on the mechanical properties of Al-6082 alloy. *The 8<sup>th</sup> Conference of the African Materials Research Society (AMRS) 7-10 December 2015*. Accra, Ghana.
  - Erasmus E.P., Johnson O.T., Sigalas I., & Massera, J. (2015). Preparation and Characterization of Porous Borosilicate Scaffolds Fabricated from Polymethyl methacrylate Beads. *The 8<sup>th</sup> Conference of the African Materials Research Society (AMRS) 7-10 December 2015*. Accra, Ghana.
  - Dombo, G., Amuthenu, V.L., & Ilunga, O.K. (2015) Optimisation of NaCN dosage for multi-mineral recovery during copper ore flotation. *The 3<sup>rd</sup> Annual Science Research Conference*. University of Namibia, Windhoek.
  - Chishimba, M., & Dombo, G. (2015). Characterisation of Namibian manganese ore for local beneficiation. *The 3<sup>rd</sup> Annual Science Research Conference*. University of Namibia.
  - Mashingaidze, M.M., & Mutepe, C.D.K. (2015). Sustainable solar energy solutions for rural communities that are off the national electricity grid. *International Conference on Light Science and Applications (ICLSA) 26- 28 October 2015*. Windhoek, Namibia.
  - Mashingaidze, M.M., & Nanyala S.P.P. (2015). Suitability of sand from Oshanas in Ongwediva for use as mould material in sand casting foundries. *National Research Symposium 23-25 September 2015*. Windhoek, Namibia.
  - Johannes, P.T., & Bahia, U.H. (2015). The Use of the Binder Bond Strength (BBS) Test in Quantifying Moisture Damage Resistance of Bituminous Binders Used in Chip Seals. *Accepted for publication in the Proceedings of the 11<sup>th</sup> Conference on Asphalt Pavements for Southern Africa*.
  - Johannes, P.T., Bahia, U.H., Munturi, G.A.J. (2015). Current Developments in Performance Testing of Bituminous Emulsions Used in Chip Seals. *Accepted for publication in the Proceedings of the 11<sup>th</sup> Conference on Asphalt Pavements for Southern Africa*.
  - Baur, R. (2015). Assessment of technical infrastructure in protected areas. *8<sup>th</sup> Conference on Ecosystem Services Partnership (ESP)*. Stellenbosch, South Africa.
  - Johannes, P.T., & Bahia, H.U. (2015). The Use of the Binder Bond Strength (BBS) Test in Quantifying Moisture Damage Resistance of Bituminous Binders Used in Chip Seals. *11<sup>th</sup> CAPSA Conference*, Sun City, South Africa.
  - Johannes P.T. and Bahia H.U. (2015). Latest Development on Bitumen Testing and Specification. *2<sup>nd</sup> Argus Bitumen Conference*. Dar es Salaam, Tanzania.
  - Temaneh-Nyah, C., & Victor, E.R.F. (2015). Radiation Exposure Levels from the Valombola Base Station, in the Faculty of Engineering and IT Vicinity, Ongwediva, Namibia. In *Proceedings of the 2015 International Conference on Emerging Trends in Networks and Computer Communications (ETNCC) 17-20 May 2015*. Windhoek, Namibia. 27-31. ISBN: 978-1-4799-7705-5 IEEE. DOI: 04.IJNC.2015.1.2.
  - Temaneh-Nyah, C., & Chifamba, P. (2015). An Investigation of the Effects of Impulsive Noise and channel distortion in Narrow Band Power

Line Communication. In Proceedings of the third International Conference on Digital Information, Networking, and Wireless Communications. Moscow, Russia.16-21. ISBN: 978-1-4799-6375-1. IEEE DOI: 10.1109/DINWC.2015.7054210.

- Temaneh-Nyah, C., & Mukwekwe, L. (2015). An Investigation on the Effect of Operating Temperature on Power Output of the Photovoltaic System at University of Namibia Faculty of Engineering and IT In *Proceedings of the 3<sup>rd</sup> International Conference on Digital Information, Networking and Wireless Communications*. Moscow, Russia. 22-29. ISBN: 978-1-4799-6375-1. IEEE, DOI: 10.1109/DINWC.2015.7054211.
- Shitumbapo L., & Nyirenda, C.N.A. (2015). Simulation of a Smart Water Metering Network in Tsumeb East, Namibia, *International Conference on Emerging Trends in Network and Computer Communication (ETNCC2015) 17-20 May 2015*. Windhoek, Namibia.
- Shafuda, F., & Nyirenda, C.N. Performance Evaluation of Fuzzy Routing Metric for Collection Tree Protocol in Wireless Sensor Networks. *International Conference on Emerging Trends in Network and Computer Communication (ETNCC2015) 17-20 May 2015*. Windhoek, Namibia.

Staff members were also involved in two major consultancy projects:

- Developing Teaching Load Policy and Work Arrangement for Valombola Vocational Training College's Trainers, Ongwediva (UCCB/Namibia Training Authority) – By Prof F. Kavishe, Dr A. Ogunmokun and Mr F. Phiri.
- Food Loss Assessment in the Maize and Pearl Millet supply chain in Namibia (UCCB/FAO Namibia) – By Dr A. Ogunmokun and Mr B. Thomas.

## COMMUNITY SERVICE

The Faculty continued to participate in the Ongwediva Trade Fair and in Career Fairs of the northern regions to market its programmes. The Faculty donated school used chairs, desks and computers to St. Benedict Vocational Training Centre in Oshifo Ruakana and provided advice on their curriculum compilation. The Faculty hosted learners from various secondary schools before and during its Open Day. The Faculty also continued to collaborate with universities in Kenya, Nigeria, Zambia, South Africa and Malawi (staff exchange), China and Japan (MSc and PhD scholarships) and the following German universities: University of Kaiserslautern, University of Siegen, University of Darmstadt, University of Reutlingen and Free University of Berlin for staff exchange, joint research and student exchange. The GIZ funded the collaboration with German Universities.

In the Department of Mechanical and Industrial Engineering, some staff members linked up with local engineering companies like the Rural Development Centre (RDC) in Ongwediva, leading to the establishment of mutually beneficial partnerships. Professor Kavishe continued to serve as member of the Engineering Council of Namibia and the Namibia Qualifications Authority (NQA) Council, as well as external examiner for the University of Zimbabwe. Dr. Ogunmokun continued to serve as a Member of the Namibia Standards Institution (NSI)'s Technical Committee on Building Construction, Cement and Concrete Technologies.

In the Department of Electronics and Computer Engineering Dr. C.N. Temaneh continued to serve as External Moderator for the Polytechnic of Namibia and Triumphant College. He also served as reviewer and

member of Scientific Technical Committee and Editorial Board of conference papers and journals.

In the Department of Electrical Engineering, Dr. C.N. Nyirenda served as External Moderator for the Polytechnic of Namibia, External Examiner and Supervisor of Master's thesis, reviewer for international journals and conferences, reviewer of NCRST grant applications and UNAM Press Editorial Board (UPEB) member. The Department of Mining and Metallurgical Engineering hosted representatives of two key stakeholders namely, NAMDEB and Petroleum Trust Fund, who during their visit promised to improve collaboration with the department and donate some lab equipment.

The Department of Civil and Environmental Engineering uses the rainwater harvesting plant as a pilot plant for community education and training in water harvesting and irrigation while the results of the newly installed weather station at the Campus are intended to be shared with the Namibia Meteorological Department for weather forecasting. A group of 10 German students who visited Namibia in October 2015 conducted a project on infrastructure and its development in National Parks of Namibia in collaboration with some of our final year students in civil engineering. Meetings were also held with officials of the Namibian Ministry of Environment and Tourism, Namibia Wildlife Resorts and the Ongwediva Town Council.





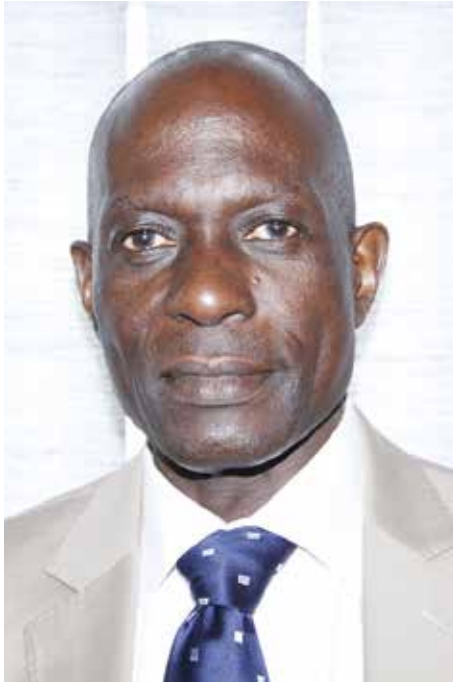
# HEALTH SCIENCES *Campus*



## **FACULTY OF HEALTH SCIENCES**

*Dean:*

*Prof Peter M Nyarang'o*



### **SCHOOL OF NURSING**

*Associate Dean:  
Dr Kathe Hofnie*



### **SCHOOL OF MEDICINE**

*Associate Dean:  
Prof Philip Okai  
Odonkor*



### **SCHOOL OF PHARMACY**

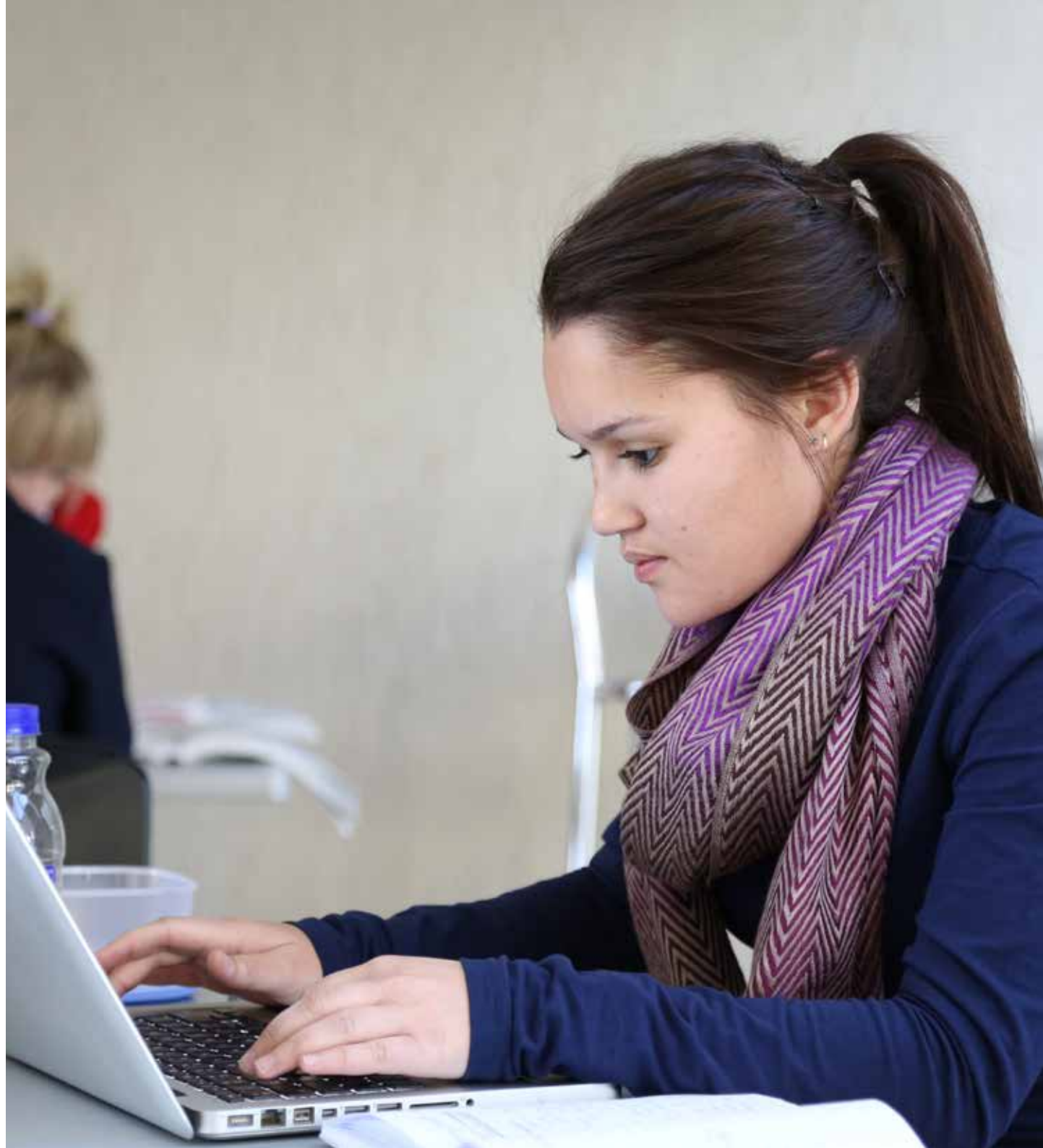
*Associate Dean:  
Dr Timothy Rennie*

## INTRODUCTION

The Faculty of Health Sciences continued to grow during the year under review with the approval of the Master of Pharmacy programme, the construction of additional facilities and the establishment of a new school. The newly approved School of Public Health will open its doors in January 2016 for the first time with an intake in Oshakati Campus. The Medical Campus was elevated into a full Campus to be known as the Health Sciences Campus while at the School of Pharmacy the Master of Pharmacy was approved for launch in 2016.

Of note is the successful completion of the one-year internship for the first graduates of the Bachelor of Pharmacy (Hons) degree program. All the 14 students passed the Council Examination and are now fully registered pharmacists. Equally important was the successful implementation of the Student Internship program for the 6<sup>th</sup> Year Medical students in the MBChB degree program. A total of 35 students qualified for the award of the degree and will proceed into Medical Internship in January 2016. In addition, the School of Pharmacy underwent accreditation visits by the HPCNA and Pharmacy Council of Namibia, as well as the National Council for Higher Education (NCHE) for the B.Pharm (Hons) degree.

During the year under review, out of eight academic programmes offered in the School of Nursing, NQA approved 7 of them for registration in the NQF. Furthermore, the School of Nursing and Public Health conferred one doctorate degree, of which one was a colleague from the Northern campus.





## ACADEMIC ACTIVITIES

The Faculty continued to forge new partnerships in support of academic advancement, community service, research and innovation. In particular the collaboration with the University of Cardiff in the UK flourished with a number of training workshops in anaesthesiology. Several such courses were conducted for medical officers first in Windhoek, the Oshakati, and Rundu Hospitals. This exemplified the impact of partnership between academic institutions and the Ministry of Health and Social Services. Similarly, UNAM partnering with the University of Turku, Finland (Dental School), and the University of Stellenbosch, South Africa (Physiotherapy and Occupational Therapy Departments), collaborate in the development of respective curricula for Dental Surgery, Physiotherapy and Occupational Therapy. In addition, the Faculty development of curricula for Master of Medicine in Anaesthesiology, General Surgery, Urology, Orthopaedics and Trauma commenced. These programmes are due for introduction in 2017.

## RESEARCH AND PUBLICATIONS

Below is a list of highly notable publications published by members of the School of Medicine, the School of Nursing and Public Health and the School of Pharmacy during the year under review:

- Amakali, K. (2015). Clinical Management of the Patient with Heart Failure: A Nursing Care Perspective. *Cardiol Pharmacol*, 4(2) 1-5 DOI: 10.4172/2329-6607.1000142. ISSN2329-6607 CPO.
- Amukugo, H., Amakali, K., & Sipa, K. (2015). Perceptions of health workers regarding the occupational health services rendered at Onandjokwe Hospital, Namibia. *Journal of Hospital Administration (JHA)* 2015. 4(5). DOI: 10.5430/jha.v4n6p1.
- Amukugo, H.J., Jooste, K., & Van Dyk, A. (2015). Development of model to facilitate male involvement in the reproductive health context by registered nurses. *International Journal of Advanced Nursing Studies*. 4(2). 122-130.
- Amukugo, H.J., & Mathew, A. (2015) Perception of student nurses regarding the delivery of quality nursing care in Katutura health centre, Windhoek and Khomas region. *International journal of Advanced Nursing Studies*. 4(2). 122-130.
- Amukugo, H.J., & Haoses-Gorases, L. (2015). The Link between routine diet, attention span and scholastic performance among grade 2 scholars in circuit 1 in Khomas region, Namibia. *Journal of Medicine and Medical Science*. 6(7). 124-150.
- Haufiku D., Amukugo, H.J. (2015). Prevalence and factors associated with obesity amongst employees of open-cast diamond mine in Namibia. *International Journal of Advanced Nursing Studies*. 4(2). 85 -93.
- Angula, P., Ncama, B.P., & Frohlich, J. (2015). Assessment of HIV/AIDS Stigma in a Rural Namibia Community. *World Journal of AIDS*. 2. 199-207.
- Chipare, M.A., Van Dyk, A., & Amukugo, H. (2015). A health education programme to enhance the knowledge and communication skills of health care workers who serve people living with HIV/AIDS in Namibia. *International journal of Advanced Nursing Studies*. 4(2). 137-148.
- Haufiku, D., & Amukugo, H.J. (2015). Prevalence and factors associated with obesity amongst employees of open-cast diamond mine in Namibia. *International Journal of Advanced Nursing Studies*. 4 (2) (2015) 85-93.
- Kloppers, J., Van Dyk, A., & Nelumbu, L. (2015). Implementation of an educational programme for caregivers of the elderly in Windhoek and Rehoboth, Namibia. *International Journal of Medicine*. 3(2). 56-62. DOI: 10.14419/ijm.v3i2.4835.
- Kloppers, J.M., Nelumbu, L.N., Nauseb, T., Angula, P., Tibinyane, M.B., & Sumpi, N.G. (2015). Experience of a health day at the University of Namibia: A community service. *International Journal of Medicine*. 3(2). 108-111.
- Kloppers, J.M., & Pretorius, L. (2015). Evaluation of the educational programme for caregivers of the elderly in Windhoek and Rehoboth, Namibia. *International Journal of Medicine*. 3(2). 69-71. DOI: 10.14419/ijm.v3i2.5083.
- Kuugongelwa, S., & Small, L.F. (2015). Assessment of experiences of cerebro-vascular accidents and their caregivers functioning at home in the Oshana region of Namibia. *International Journal of Advance Nursing Studies (IJANS)*. 4(2).153-157.
- Mshinyimana, B., Van de Vyver, M., & Kloppers, J. (2015). Experiences of Children's Care Received at Windhoek Residential Child Care Facilities, Namibia. *Open Journal of Nursing*. 5. 773-783.
- Nelumbu, L.N., & L. Pretorius (2015). A conceptual framework for an educational programme to facilitate reflective practice for registered nurses in training hospitals in Windhoek. *International Journal of Advanced Nursing Studies*. 4(1). 38-43. DOI: 10.14419/ijans. ISSN 2227-488X.
- Nelumbu, L. N., & Pretorius, L. (2015). Conceptual framework for facilitating reflective practice by nurses in the clinical setting. *International Journal of Advanced Nursing Studies*. 4(1). 38-43.
- Nelumbu, L.N. (2015). Reflective practice programme for registered nurses in training hospitals in Windhoek. *International Journal of Advanced Nursing Studies*. 4(2). 94-102.
- Nelumbu, L.N. (2015). Implementation of reflective

- practice programme for registered nurses. *International Journal of Advanced Nursing Studies*. 4(2). 115-121.
- Nelumbu, L.N. (2015). Evaluation of the reflective practice programme. *International Journal of Medicine*. 3(2). 103-107.
  - Nelumbu, P.N., Amakali, K., & Hofnie-//Hoëbes, K. (2016). Application of elements of the informed choice of modern contraceptives among reproductive aged women in the Khomas region. *Journal of Nursing Education and Practice*. 6(2).1-9. DOI: 10.5430/jnep.vXnXpXX.
  - Neshuku, H., & Amukugo, H.J. (2015). Experiences of registered nurses regarding the clinical supervision in medical and surgical wards: Development of Educational Programme to support registered nurses. *International Journal of Medicine*. 3(20). 80-86.
  - Neshuku, H., & Amukugo, H.J. (2015). Development of an Educational Programme to support registered nurses during clinical supervision of student nurses in medical and surgical wards in training health facilities in Oshana region, Namibia. *International Journal of Medicine*. 3(20). 87-97.
  - Magoola, A.P., Kibuule, D., Kagoya, H.R., Rugera, S.P., Mitonga, K.H. (2015). Glycaemic Control, and Associated Practices among Diabetic Patients in Private Practice: A Focus on Rubaga Hospital, A Private Tertiary Hospital in Uganda. *Enliven: Pharmacovigilance and Drug Safety*. 2(2). ISSN: 2378-5411. [www.enlivenarchive.org](http://www.enlivenarchive.org)
  - Eichbaum, Q., Hedimbi, M., Bowa, K., Belo, C., Matthagela, K., Badlangana, L., Nyarango, P., & Vainio, O. (2015). The Consortium of New Southern African Medical Schools: A new South-South-North network. *Knowledge for a Sustainable World*. A South Africa-Nordic contribution.
  - Sagwa, E.L., Ruswa, N., Mavhunga, F., Rennie, T., Leufkens, H.G., & Mantel-Teeuwisse, A.K. (2015). Comparing amikacin and kanamycin-induced hearing loss in multidrug-resistant tuberculosis treatment under programmatic conditions in a Namibian retrospective cohort. *BMC Pharmacol Toxicol*. 16(1). 36.
  - Knott, M.G., Kapewangolo, P., Louw, S., Kandjengo, L., & Ishola, A.S. (2015). The isolation, structural determination and bioactivity of 1E,3R,4S,5E,7E-1-bromo-3,4,8-trichloro-7-(dichloromethyl)-3-methylocta-1,5,7-triene from a Namibian sample of *Plocamium rigidum*.
  - Massele, A., Burger, J., Katende-Kyenda, N.L., Kalemeera, F., Kenaope, T., Kibuule, D., Godman, B., et al. (2015). Outcome of the first Medicines Utilization Research in Africa group meeting to promote sustainable and rational medicine use in Africa. *Expert Review of Pharmacoeconomics & Outcomes*. 1744-8379. ISSN: 1473-7167.
  - Kibuule, D., & Kagoya, H.R. (2015). Household management of acute respiratory infections in children under five years in Kampala-Uganda. *African Journal of Pharmacy & Pharmacology (AJPP)*. 4378.
  - Kibuule, D., & Kagoya, H.R. (2015). Prevalence and determinants of pesticide use in informal households in Mulago II parish, Kampala, Uganda. *Journal of Toxicology and Environmental Health Sciences*.
  - Magoola, A., Kibuule, D., Kagoya, H.R., Rugera, S.R., & Mitonga, K.H. (2015). Glycaemic Control and Associated Practices among Diabetic Patients in Private Practice: A Focus on Rubaga Hospital, a Private Tertiary Hospital in Uganda. *Enliven: Pharmacovigilance and drug safety*. ISSN: 2378-5411.
  - Rudall, N., Rennie, T., Singu, B., & Kibuule, D. (2015). Mock patient cases are valid tools for assessing clinical pharmacy skills in undergraduate students. *Pharmacy Education*. 15(1). 162-165.
  - Kibuule, D., Ilonga, S., Kaisto, T., Adorka, M., Rennie, T. (2015); An evaluation of the 'CRAMPS' pedagogy in Pharmacology: Perspectives of medical students at the University of Namibia. *Pharmacy Education*. 15(1). 146-151.
  - Aboge, F.A., Obondo, A., Kathuku, D., & Kibuule, D. (2015). The Prevalence of Depressive Symptoms among Sensory and Physically Challenged Persons Living with HIV/AIDS Attending Clinics in Nyanza Province, Kenya. *Journal of Depression and Anxiety*.
  - Kibuule, D., Rennie, T., Jennie, L., et al. (2015). A workbased hybrid Diploma in Pharmacy at the University of Namibia: A seven star e-learning competence model for resource limited settings. *Dusseldorf Pharmacy Technician's Symposium October 2015*.
  - Kibuule, D., & Kagoya, H.R. (2015). Evaluation of antibiotic use in the treatment of acute respiratory infections (ARI) in children under-five at households in Kampala, Uganda. *Medicine utilization in Africa symposium*. Botswana.
  - Verbeeck, R.K., De Niet, S., Lebrun, S., Tremege, M., Rennie, T., Coffiner, M., Streel, B., & Cahay, B. (2015). The Lidose hard capsule formulation of fenofibrate is suprabioavailable compared to the nanoparticle tablet formulation under high-fat fed conditions. *J. Pharm. Pharmaceut. Sci*. 18. 61-67.
  - Massele, A., Burger, J., Katende-Kyenda, N.L., Kalemeera, F., Kenaope, T., Kibuule, D., Mbachu, O., Mubita, M., Oluka, M., Olusanya, A., Paramadhas, B.D.A., Van Zyl, P., & Godman, B. (2015). Outcome of the first Medicines Utilization Research in Africa group meeting to promote sustainable and

rational medicine use in Africa. *Expert Review of Pharmacoeconomics and Outcomes Research*.

- Rennie, T., Hunter, C., Kibuule, D., Mubita, M., & Jonkman, L. (2015). Namibia in Interprofessional education in a pharmacy context: Global Report. s.l.: FIP.

**Staff members also presented a variety of conference papers during the year under review:**

- Amukugo H.J., & Salomo, S. (2015). Experiences of men diagnosed with prostate cancer in the four Northern Regions of Namibia. *Sigma Theta Tau International. 15<sup>th</sup> Annual Tau Lambda 12-14 August 2015*. Johannesburg. South Africa.
- Damases, C., Brennan, P., & McEntee, M. (2015). The impact of mammographic imaging systems on density measurement. *SPIE Medical Imaging 2015: Image Perception, Observer Performance, and Technology Assessment*. Washington: SPIE Publications.
- Iita, H. (2015). How simulation guided practice enhances skills of student nurses when they

implement Integrated Management of Newborn and Childhood Illness (IMNCI): A Case for UNAM, Oshakati Campus. *4<sup>th</sup> UNAM Annual Educational Conference. (Zambezi 2015) 17-20 August 2015*. Katima Mulilo, Namibia.

## COMMUNITY SERVICE

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

- The School of Medicine in Conjunction with the Ministry of Health and Social services imitated the Public-Private Initiative in Health whose purpose is to increase access to specialised healthcare services to District Hospitals and to all the regions of the country as well as capacity building of medical staff through skills training. So far the joint team has held training and provided medical care in Opuo, Katima Mulilo, Rundu and Khorixas.







# School of Medicine

*Associate Dean:*

*Prof Philip Okai Odonkor*

## INTRODUCTION

The UNAM School of Medicine is a key medical professional School under the Faculty of Health Sciences at the University of Namibia. The mission of the School of Medicine is to produce health professionals whose knowledge, professional skills, and practice in medicine are in tune with the needs of society, practice patterns, and scientific advancements. The School shall provide a learning environment conducive to the pursuit of professional competency of health workers, research, and service to the community.

The UNAM School of Medicine programme has a population of about 380 students for its first five years of operation, including students from the wider SADC region. As Medical professional are a national need, it is anticipated that the School of medicine will continue to enroll between 65 - 80 new students per year to resolve the shortage of medical doctors in Namibia. The School of Medicine anticipates the first batch of medical doctor graduates in 2016.

## ACADEMIC ACTIVITIES

During the year under review the Health Professions Councils of Namibia (HPCNA) Inspection Team visited the School of Medicine and all the Teaching Hospitals for accreditation. As a result the Council accredited the Bachelor of Medicine and Bachelor of Surgery (MBChB)

Program for a period of two years. The next visit will be at the end of 2017.

In 2015 UNAM School of Medicine continued to develop Grant Proposals in conjunction with CDC, MEDUNAM Project, University of Cardiff and the Consortium of New Schools of Medicine in Southern Africa (CONSAMS). These proposals will support capacity building, research and innovation.

UNAM also successfully provided clinical education and training at the Oshakati State Hospital, Onandjokwe Lutheran Hospital and the Ongwediva Medipark Hospital. Plans are under way to identify additional clinical training sites in the east and south of the country.

## RESEARCH AND PUBLICATION

The research and publishing activities of the School of Medicine are featured in the Faculty of Health Sciences report. Working with the Ministry of Health and Social Services, many more student research proposals were approved on time. Academic staff and postgraduate students continued to be prolific in research and publications.

# School of Nursing and Public Health

*Associate Dean:  
Dr Kathe Hofnie*

## INTRODUCTION

The School of Nursing and Public Health strives to educate ethically competent health care professionals that are responsive to the needs of the country. The role of the School is therefore to facilitate quality teaching and learning to students, maintain quality research output and provide community services within the University, as well as locally, regionally and internationally.

The School wants to take this opportunity to express our appreciation to both the UNAM management as well as all partners for their continuous support during the year 2015, especially with regards to the separation of the School of Nursing and the School and Public Health having been approved by the Senate.

## ACADEMIC ACTIVITIES

Lecturers in the School continued with their usual commitment to quality teaching in line with the Vision and Mission of the University as well as that of the School. Academic programmes offered during 2015 were:

- Bachelor of Nursing Science (Clinical) (Honours);
- Bachelor of Radiography (Diagnostic) (Honours);
- Advanced University Diploma in Nursing Science with specialization in Operating Room Nursing Science; Clinical Instruction; Intensive Care Nursing;

- Masters in Public Health (2<sup>nd</sup> year only), Master of Nursing Science
- Masters of Science (MSc) in Field Epidemiology and Laboratory Training
- Doctoral in Nursing Science and in Public Health

The Bachelor of Radiography (Diagnostic) (Honours) was the first programme to be accredited by NQA; and currently all other programmes are approved:

- Bachelor of Nursing Science (Clinical) (Honours)
- Postgraduate Certificate in Pharmacotherapy
- Postgraduate Diploma (Specialization) - Emergency Nursing
- Clinical Instruction
- Health Promotion, Clinical Diagnosis and Treatment
- Critical care
- Operating Room Nursing Science
- Mental Health Nursing
- Masters of Nursing Science
- Masters in Public Health
- Masters of Science: Field Epidemiology / Laboratory Management
- Doctor of Nursing Science
- Doctor in Public Health

Although the long-standing collaborative relationship with I-TECH was terminated, the collaborative project 'Strengthening Clinical Education' is still actively addressed.

## RESEARCH AND PUBLICATION

As summarized in the Faculty report, staff members of the school published a number of papers, while others presented either a paper or a poster at conferences. Lecturers from the School had opportunities to attend local, regional as well as international conferences and or workshops.

## COMMUNITY SERVICES

The School's involvement in the community was seen in the number of workshops and conferences attended, with lecturers acting as both internal and external moderators for Masters and Doctoral theses; as well as peer reviewers for articles in accredited professional journals.

The School has a well-established exchange programme with International partners and therefore it is worth mentioning the following activities:

- SWEDEN: University of Linköping
- Linnaeus Palme exchange programme (reciprocal)
- From SoNPH: 2 students and 1 lecturer
- From University of Linköping: 2 students and 1 lecturer
- SWEDEN: University West: 2 students and 2 lecturers
- Linnaeus Palme exchange programme
- New contact established with University of Borås. Linnaeus Palme application submitted
- Clinical placement facilitated for nursing students from other institutions:
- Finland, Germany, Norway, Denmark, Sweden and The Netherlands

The visiting nursing students completed a clinical elective in both Katutura hospital and Windhoek Central hospital as volunteer nurses. They were all actively involved in the Community development programme with Home of Good Hope, a shelter for orphaned or vulnerable children in the Goreangab area of Windhoek.



# School of Pharmacy

*Associate Dean:*

*Dr Timothy Rennie*

## INTRODUCTION

Although the pharmacy profession is the third largest health profession globally, southern Africa is the region with the least number of pharmacists and pharmacy schools in the world. Recognising this acute and prevailing issue in Namibia, most pronounced in the public sectors with an over-reliance on foreign trained pharmacists, the University of Namibia took the decision to commence pharmacy training one year after the first intake of medical students with the added benefit that the student groups could be taught inter-professionally; this is in line with international trends in health education. However, the process has been long starting with a needs assessment in 2008, articulation of pharmacy competencies that informed the needs- and competency-based curriculum approved in 2010 for the first student intake in 2011, inaugurated by Namibia's Founding Father, Dr. Sam Nujoma. The first graduating class of home-grown pharmacists coincided with the first intake of a new Diploma in Pharmacy that seeks to train Pharmaceutical Technicians, another first for Namibia. Finally, in 2015 a new Master of Pharmacy (Clinical Pharmacy) was approved by the University. These measures first and foremost provide a systematic pathway to strengthening the pharmacy workforce in Namibia, ultimately improving patient care and reducing medicines harm, but also stimulating growth in the health and pharmaceutical industries.

## ACADEMIC ACTIVITIES

Within 4 years of commencing the first in-country training of pharmacists, the School of Pharmacy now offers the following qualifications:

- Diploma in Pharmacy (full-time work-based professional programme with supporting contact sessions offered at the Health Sciences campus, Windhoek)
- Bachelor of Pharmacy, Honours (full-time professional programme offered at the Health Sciences campus, Windhoek)
- Master of Pharmacy, Clinical Pharmacy (part-time work-based programme with supporting contact sessions offered at the Health Sciences campus, Windhoek)
- PhD / Master of Pharmacy, by research (offered in consultation with the School and as capacity allows)

In addition to these qualifications, the School of Pharmacy supports the training (and receives support for its training) in the MBChB programme, Bachelor of Nursing, Diploma in Nursing, and post-graduate Nursing Pharmacotherapy. There are, in addition, a number of registered pharmacists in the School that are appointed as tutors to support the Intern Pharmacist training that follows BPharm graduation and professional registration. The School is currently actively pursuing three further post-graduate programmes in Pharmaceutical Industry and Regulation, Veterinary Pharmacy, and Continuing Professional Development. The School as well as the Faculty is also piloting the new Post-Graduate Diploma in Higher Education (Health Sciences) that is hosted by the Faculty of Education and implemented by the CPDTLI Centre; this seeks to improve the academic competence of faculty. These programmes in development, and the new programmes

being launched, enjoy collaborative support from University College London, Monash University (Australia), Cardiff University (Wales), Pitt University (US), University of Oulu (Finland), University of California San Francisco (US), Management Sciences for Health Namibia, and the International Pharmaceutical Federation.

## RESEARCH AND PUBLICATIONS

As summarized in the Faculty report, there is a healthy research output for a newly established School that benefits from relationships within the Faculty and also with the Faculty of Science, the Ministry of Health and Social Services and other partners. Faculty from the School have presented their research at local, regional and international conferences in 2015 as well as publishing their work in a range of reputable scientific publications.

## COMMUNITY SERVICE

The School is very active in the community that includes registered and practicing pharmacists, tutor support for the Intern Pharmacist programme (run in public and private sectors), membership of professional national committees in the Pharmacy Council of Namibia, Namibia Medicines Regulatory Council and Ministry of Health and Social Services, membership of various representative bodies (Pharmaceutical Society of Namibia, Royal Pharmaceutical Society, International Pharmaceutical Federation, and Commonwealth Pharmacists Association), and Editorship of the international peer-reviewed journal *Pharmacy Education*. The School is also proud to have an open and supportive dialogue and relationship with the student body through the Pharmacy Students Society of Namibia (PSSN) and actively supports their activities in promoting community events and strengthening student leadership and representation.









# **HIFIKEPUNYE POHAMBA**

## *Campus*







# HIFIKEPUNYE POHAMBAMBA CAMPUS

*Director: Dr Sacky Ipinge*

## INTRODUCTION

At Hifikepunye Pohamba (HP) Campus, we are driven by both our institutional vision and mission to contribute to societal development through the pursuit of teaching, research and extension services. Situated in the vibrant town of Ongwediva in the Oshana region, HP Campus has been one of UNAM's campuses that are responsible for the training of Namibian future teachers in pre-and lower primary education, upper primary and secondary education in areas of Mathematics and Physical Science. Although the Campus is offering pre- and upper primary education qualifications, it is however, envisioned to become a center of excellence in the teaching of Mathematics and Sciences Education.

## ACADEMIC ACTIVITIES

In terms of student enrolment, HP Campus remains the second largest campus of the University of Namibia. The Campus continues to provide higher education to a large number of students majoring in education at all levels of schooling: pre and primary grades to grade 12. In the year under review, we have graduated more than 200 students.

We have been undertaking a number of initiatives to ensure that HP campus becomes an even more vibrant and stimulating environment for teaching and learning activities. Most notably, we have begun the extension and construction of a new modern library and a double storey lecture hall to accommodate the ever-growing student population at the Campus. These buildings are

expected to be completed and open to students and the public at the end of April 2016.

To improve their qualifications, a large number of academic and administrative staff members are taking part in the Staff Development Programme of the University. During the year under review, a total of 8 academic staff members acquired further qualifications, 2 of these PhDs, and 6 of these Masters' Degree, and this will definitely contribute to the improvement of quality of teaching and learning at the campus. At the present moment, the campus has a total of 7 academic staff members with PhDs in its teaching force. There were initiatives taken to assist and encourage staff members in completing their degrees and these include staff rebate fees, coordination of teaching schedules and flexible working loads.

In strengthening our international relations and collaboration, the Confucius Institute introduced the Mandarin Chinese language at Hifikepunye Pohamba Campus. The course, at the moment, is only open to enrolled students and staff; however, plans are at an advance stage to extend it to the general public.

## RESEARCH AND PUBLICATIONS

HP Campus was requested to conduct a study for the Ohangwena Directorate of Education to determine the factors that contribute to high failure rates at specified schools that have been performing poorly and have been termed as schools of concern. This research study is progressing well and will be completed in 2016.







HP Campus is also making a small contribution to the community through research, as evidenced in the campus publications and conference presentations output of 2015 listed below:

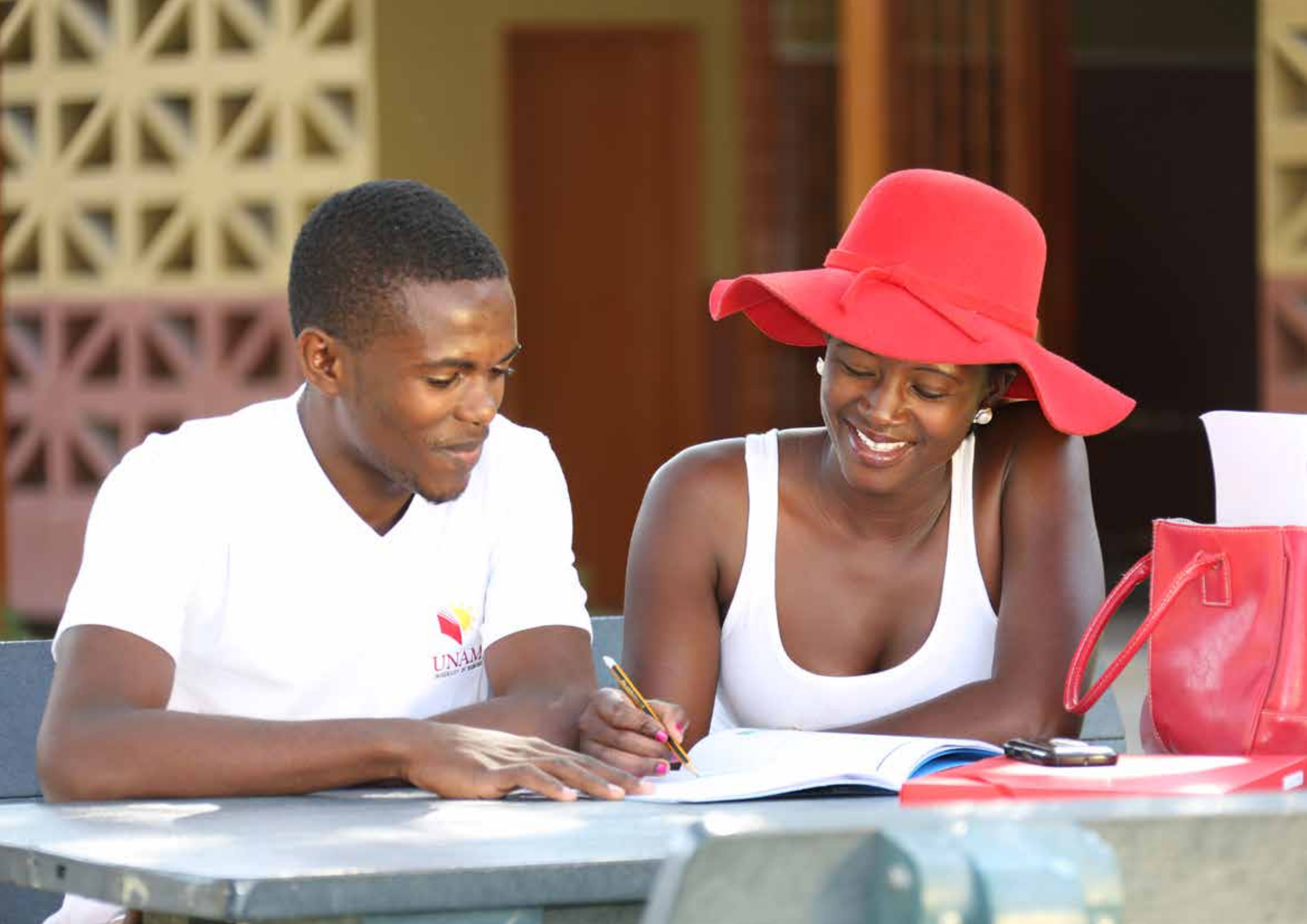
#### Journal Articles and Refereed Conference Presentations

- Henoch, T.T., Iiping, S.M. and Ngololo, E. (2015). A study on university primary student teachers' information and communication technology use and integration practices during school based studies. *African Journal of Pedagogy and Curriculum, University of South Africa*, IN PRESS.
- Neshila, F., Miranda, H., & Zimba, R. (2015). Academic Resiliency: Revising the cycle of educational failure. *Namibian Educational Research Association Journal*, 23. 75-97.
- Iita, A and Iiping, S.M. (2015). An investigation of character traits in the context of secondary schooling in Namibia. *International Journal of Sciences: Basic and Applied Research*, 24(1). 1-9.
- Munthali, K. (2015). A comparison of solid state reaction, electrical performance and failure mechanism of ruthenium Schottky contacts on 6H-SiC and 4H-SiC after air annealing. *A paper presented at the SAIP Conference, 2 July 2015, Port Elizabeth*.
- Munthali, K. (2015). Current status of the technology of high temperature operating light emitting diodes. *A paper presented at the University of Namibia Light Conference 27-28 November 2015*. Windhoek.
- Iita, A., & Iiping, S.M. (2015). The implementation of new religious and moral education curriculum in post independent Namibia: A case study. *MSINGI Journal, University of Nairobi Kenya*. IN PRESS.
- Shuukwanyama, T. (2015). Perceptions of Male pre-service Teachers towards Lower Primary Teaching. *Paper presented at the Educon Conference at Katima Mulilo Campus, 19 August 2015*.
- Kaapanda, L. (2015). Researching Together - Aligning Academic Employees with the Institution Research Strategy. *Paper presented at the Accounting Society conference held at Cape Peninsula university of Technology, 09-10 September 2015*.
- Iiping, S.M., & Lukas, J. H. (2015). Can quality education be provided through Universal Primary Education: The case of a rural primary school in Namibia. *Paper presented at the Southern African Comparative and History of Education Society (SACHES) Annual Conference, 24-26 October 2015*. University of the Free State, South Campus, Bloemfontein, South Africa.
- Haltembu, T.R.K., Chata, C.C., & Iiping, S.M. (2015). The teachers' perspective of the status of inclusive education in the eleven selected schools in the Omusati Region. *Paper presented at the EDUCON Conference, 17-20 August 2015*. Katima Mulilo Campus.

## COMMUNITY SERVICES

Our relationship with the communities within which we live and work is highly recognised and valued by the staff members at the campus. During the year under review, the campus became actively involved in three community projects that demonstrated a good example of how a University Campus and a community can work together. One of the project involved working with NBC Oshiwambo Radio Services to develop educational programs for young children. In the second project, staff members pulled together their personal financial resources on a monthly basis in order to assist the most needy learners at a nearby school by buying them school uniforms. The third project combines multiple elements of security and beautification of the campus as well as

the rehabilitation of inmates/offenders from the Oluno Correctional and Rehabilitation Centre. The inmates/offenders have been assisting the staff members to trim shrubs and grasses on campus. In doing so, we are not only improving the aesthetic image but also aiming at preventing our surroundings from being considered a hideaway haven for unwanted criminal elements of society.



# **KATIMA MULILO**

## *Campus*









## KATIMA MULILO CAMPUS

*Director: Dr Bennet Kangumu*

### INTRODUCTION

The Katima Mulilo Campus hosts two flagship programs: A higher Diploma in Animal Health and a Bachelor of Science Degree (Honours) in Wildlife Management and Ecotourism in the Faculty of Agriculture and Natural Resources Management. Apart from these, we also offer three programs in the Faculty of Education, namely, a Higher Diploma in Junior Primary Education, a Bachelor of Education Degree in Pre-Lower and Lower Primary, and a Bachelor of Education Degree in Upper Primary.

The growth in the academic staff complement of the campus was phenomenal. By the close of the 2015 academic year, the campus had a total number of 34 highly and appropriately qualified teaching staff members comprising of one Associate Professor, eight Lecturers with doctoral degrees, and 18 with master's degrees. About nine of the 18 with master's degrees were enrolled with different universities to study towards doctoral degrees in their specialized disciplines. Four of the lecturers were promoted to Senior Lecturer positions.

### ACADEMIC ACTIVITIES

The Department of Animal Health revised its curriculum for the higher diploma in Animal Health program. The revised version was approved by university senate. First and second year students were articulated into the new curriculum. Key stakeholders such as the Namibia Veterinary Council and the Ministry of Agriculture, Water and Forestry were part of this review process and endorsed the programme.

The Department of Early Childhood and Lower Primary (ECLP) introduced a new Diploma in Junior Primary Education making it the biggest department in terms of student numbers at the campus.

### RESEARCH AND PUBLICATIONS

The campus was actively engaged in research activities. Four staff members from the Department of Wildlife Management and Ecotourism undertook field research on (a) competition between trees/shrubs and grass in the Savanna ecosystem; (b) predator research in the Zambezi and Kunene regions; (c) bird populations in the Zambezi region; and (d) macro invertebrate fauna in the Zambezi floodplain areas, respectively.

As a result, a total of 38 research outputs were published, including 19 peer reviewed journal articles, 18 conference papers, one book chapter, and one monograph.

The campus successfully hosted the annual Educational Conference (dubbed EDUCON 2015) from 17 to 20 August 2015 under the main theme: *Pursuing Quality Teaching and Learning for Diversity and Inclusion*. Sub themes were: (a) Best Practices in the Teaching and Learning Environment; (b) Developing and Using Indigenous Teaching and Learning Aids; (c) Education and formative Assessment; (d) Education for National Development; and (e) The Importance of Mother Tongue Education. The themes were carefully selected to provide a platform for educators and scholars to explore present practices and consider future directions in view of the tremendous





challenges of maintaining educational quality for diversity and inclusion at both national and regional levels. To this end, submissions were invited from the general public to discuss and share ideas on educational issues with focus on the conference themes. At the end of the peer review processes, over 70 papers were accepted for presentation. These were in addition to the presentations made by the invited guest speakers who extensively discussed each of the conference themes.

The Campus also hosted a multi-disciplinary international symposium on 'Border Regions in southern Africa' in partnership with the University of Eastern Finland. It brought together international scholars from different countries such as Zambia, Zimbabwe, South Africa, Tanzania, Germany, Finland, Netherlands, Denmark and the host Namibia who share common interest in the study of border regions. The symposium was officially opened by the Vice Chancellor of the University of Namibia Prof. Lazarus Hangula and a follow-up symposium is scheduled for Finland in 2016.

## COMMUNITY SERVICE

Academic staff members participated and contributed to specific community services and initiatives on the strengths of the staff's expertise. Notable activities included collaborating with Kavango Zambezi Trans frontier Conservation area (KAZA TFCA) on wildlife management; working with Integrated Rural Development and Nature Conservation (IRDNC) on issues of nature conservation; making presentations to secondary school teachers on how to make a mark sheet using technology; conducting school guidance program at selected secondary schools; serving as the chairpersons of school boards; and co-teaching with primary school teachers at identified schools for capacity building.







# LIBRARY & IN

THE BUILDING WAS  
DESIGNED BY  
HARAS ANGULA  
BUILT IN 1970  
AND IS NOW  
A NATIONAL MONUMENT





# **KHOMASDAL** *Campus*

INFORMATION CENTRE





## KHOMASDAL CAMPUS

*Director: Ms Emma Kirchner*

### INTRODUCTION

The Khomasdal Campus is situated in the suburb of Khomasdal, Windhoek, in a previously marginalized area. With this campus the University was brought closer to the community of Northwest Windhoek. It is centrally located, just across the road from the vibrant shopping Centre Khomas Grove and within walking distance from the Medical Campus, and other medical facilities. The campus is a 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 to produce educators that add value to the Namibian society since education is the only weapon we have against social ills.

The campus has identified five principle ideals that can help us achieve that: team-work spirit, an open door policy, transparency and honesty, communication and respect of self, students, the environment and diversity (language, religion, culture, opinion). The campus has many facilities that are used by the UNAM community including the Science Foundation, Language Centre, Military School and the Faculty of Law and amenities such as the library, a gym, a hall, swimming pool, a cafeteria and sports fields.

In its quest for excellence, the campus is, within means, constantly upgrading its facilities such as extending, renovating and making the buildings more accessible to people living with disabilities. Since 2015, the campus became the site for the Faculty of Education's vacation

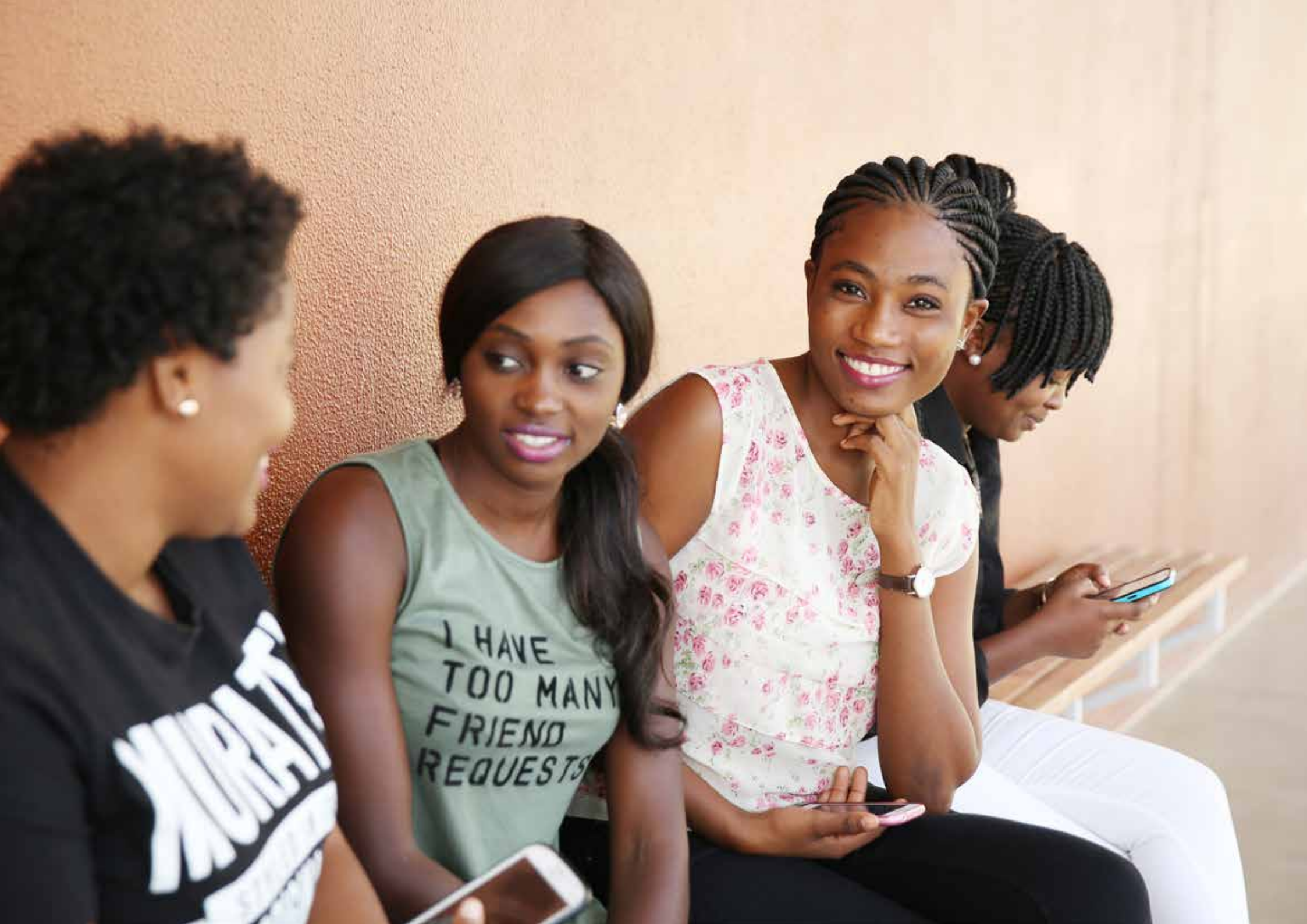
school and the English Language Proficiency Programme (ELPP), in which some staff members were trainers in the programme.

### ACADEMIC ACTIVITIES

The campus hosts three different educational programmes (the Junior Primary Teaching Diploma, Junior Primary Degree programme and the Upper Primary Degree programme). It also hosts the Science Foundation Programme and the Language Centre's English Access programme. Some of the Khomasdal Campus staff members were involved in the development of the newly introduced diploma programme and the envisaged diploma for the Unqualified and Under-qualified Teachers. The campus is involved in curriculum review of the programmes, done by various units such as in the Education in Languages Humanities and Commerce (ELHC) Department, the Educational Foundations and Management (EFM) Department, 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 interactive smartboard training, online assessment, production of e-media and Urkund Plagiarism Checker usage. Staff members attended various workshops on and off campus including a







workshop on Environmental Education, workshops for supervisors on using SPSS software and the UNESCO/China CFIT workshop. In addition to line duties such as lecturing and doing School Based Studies' visits and evaluations, the staff also attended the faculty's annual Educational Conference (EDUCON) in Katima Mulilo. There are several members, both administrative and academic, who are on staff development at different stages completing varied programmes such as diplomas, Masters degrees and PhDs.

Professor Kasanda held a proffesorial lecture on 6 August 2015. Other highlights were the Vice Chancellor's and the Registrar's visit to the campus and a presentation on work ethics and workloads by Prof E. Maass.

## RESEARCH AND PUBLICATION

The campus has a Research and Publication Committee 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. One of the challenges faced is in encouraging or guiding staff members to attend conferences and deliver papers. The following is an indication of the research output of the campus:

### Refereed Publications

- Haipinge, E. (2015). Social Media in Educational contexts: Implications for critical media literacy and ethical challenges for teachers and educational institutions in Namibia. *A paper submitted for publication to the CPD Journal*. Namibia.
- Neshila, K.F., Miranda, H., & Zimba, R.F. (2015).

Academic Resiliency: Reversing the Cycle of Failure. *NERA Journal*. 23. 82-103.

- Simasiku, E.H. (2015). High school teachers' perceptions on reflective practice in teaching at one selected school in Khomas region, Namibia. *A paper submitted for publication to the CPD Journal*. Namibia.
- Tötemeyer, A.J., Kirchner, E., & Alexander, S. (2015). The reading preferences and behavior of Namibian children. *Mousaion*. 33(2).

### Other Publications

- Asheela, E., Enghono, A.M., & Ngcoza, K. (2015). An indigenous practice of making a traditional beverage called Oshikundu as a strategy to enhance conceptual understanding. Conference paper.
- Kapenda, H. M. & Naweseb, T. (2015). Teachers' understanding of the use of everyday contexts in the teaching of Mathematics at junior secondary schools in Windhoek, Namibia. *Paper presented at the Third National Continuing Professional Development Conference for Educators, 21-22 April 2015*. Windhoek, Namibia.
- Kirchner, E. (2015). Leegedrag en leesvoorkeure van Namibiese kinders: Wie speel sokker en wie het 'n bal? (Reading behaviour and reading preferences of Namibian children: Who plays soccer and who has a ball?) Paper presented at the *Fourteenth National Conference of the Professionele vir Afrikaans Taalonderrig in Namibie (PVTAN), 5-6 March 2015*. Windhoek, Namibia.
- Naweseb, T. (2015). Strategies for effective remedial teaching of Mathematics in junior secondary school. Paper presented at the *Tenth Annual Mathematics Congress, 27-29 April 2015*. Swakopmund, Namibia.
- Möller, J. 2015. Effective Problem-based mathematics instruction for the Junior Primary Phase.
- Möller, J. 2015. Teacher's guide for action research

in Mathematics Development for Pre-Primary and grade one on Number concept development and Problem-Solving.

- Möller, J. 2015. Mrs. Owaalu's Junior Primary class at Aloe Tree School. Mathematics for Pre-primary and Grade 1.
- Moller, J. & February, P. (2015). Reading challenges, interventions, and limitations: A case study of Grade 3 learners in Namibia. Paper presented at the *Comparative and International Education Society (CEIS)*, 8-13 March 2015, Washington DC.
- Tjitemisa, C. (2015). The strengths and challenges of the merger: findings from a case study of the former Windhoek College of Education's merger with the Faculty of Education at the University of Namibia. Paper presented at EDCON in Katima Mulilo in 2015 which we hopes he publishes in 2016.
- Numerous lecturers have developed and edited materials for the Centre for External Studies.

### Art Exhibitions

- Nel, R. (2015). *Art Exhibitions at Tulipamwe Art's Workshop held at Gobabeb, 15-29 August 2015*.
- Nel, R. (2015). Namibia Group Land Art Exhibition. *Artwork presented at The Installation Upside-down July 2015*. Berlin, Germany.
- Nel, R. (2015). *Art Exhibition at Sofia International Art Biennial 2015, 6 May - 6 June 2015*.

## COMMUNITY SERVICE

Staff members were engaged in several community development activities such as holding motivational and inspirational talks, moderating external and internal question papers, judging various competitions- orators', debate, choir and art competitions and at science fairs.

There was online Training for former Basic Education Teacher Diploma students and in in-service training in lesson plans for pre-primary teachers. The Khomasdal campus also has an assessment centre that supports learners with learning difficulties and feedback from the school regarding these learners' progress was pleasing.

Some staff members serve on various committees such as:

- YMG: Karumazondo, I. (2015). Young Man Guilds (YMG) assisting with singing activities, serving on the International Society of Music Educators (ISME)
- NAMIBIAN CHILDREN BOOK FORUM and KRIT: Kirchner, E; Alexander, S.
- PVTAN: (Professionele vereniging vir Taalonderrig in Afrikaans in Namibie) Muller, P, Heyman van Wyk, I and Alexander, S
- NIED: Curriculum Development Panel Membership
- !Gontes, K., - Khoekhoegowab
- Moller, J., - Lower Primary
- Haukongo, V., - Oshiwambo
- Manas, R., - Design and Technology
- Bruwer, B., - Inclusive Education
- Alexander, S., - Representative on the Curriculum coordinating Committee
- ELPP/ CPD- Kambonde, E; Henok, P, Muller, P

Pre and Lower primary lecturers were involved in the Chinese Funds in Trust project phase 2 of 2015. Teachers at the selected schools were supported through the use of an educational toolkit that built capacity with regard to Classroom Management, Assessment and Reflection, Questioning Strategies, Mathematics education thorough effective use of instructional materials and Literacy development through story reading and good literature. Through the research with UNESCO, most lecturers were involved in the schools in our four regions.









# NEUDAMM *Campus*







## NEUDAMM CAMPUS

*Prof Fransisco Mause*

*Dean: Faculty of Agriculture and Natural Resources*

### INTRODUCTION

The individual and collective contribution to the Gross Domestic Product (GDP) by livestock farming, crop production, forestry, fisheries and wildlife ecotourism sectors in Namibia may be low in relative terms. However, this deceptively low share of the GDP masks the reality of the capacity of these employment-intensive sectors of the economy to absorb the largest proportion of the labour force while stimulating numerous spinoff employment opportunities in the construction, transport and service industries. Hence the agriculture and natural resource sectors directly and indirectly support and sustain the majority of Namibian households, thus proffering a fertile launching pad towards growth and the attainment of the country's short, medium and long-term developmental goals.

The Neudamm Campus, which hosts the Faculty of Agriculture and Natural Resources (FANR) with the Department of Animal Science, Department of Agricultural Economics and Extension, the Department of Food Science and Technology and the Department of Veterinary Medicine, is well positioned to pursue its mission of promoting sustainable agriculture, natural resources development and management in Namibia through teaching, research and provision of extension and advisory services to rural communities.

### ACADEMIC ACTIVITIES

A significant academic milestone during the year under

review was the successful registration of academic programmes with the National Qualification Authority (NQA). The academic training programs of the Department of Veterinary Medicine was endorsed by the Veterinary Council of Namibia in 2015 and approved by Senate. In addition the foundations for the conversion of the Department of Veterinary Medicine into a fully-fledged School of Veterinary Medicine were laid during the year under review.

In keeping with its continuous growth the FANR has augmented its academic staff component through a sustained recruitment drive during 2015. Internal capacity building through the Staff Development Programme, pedagogical training and workshops was actively pursued across departments in the faculty. Four academic staff members in each of the Department of Animal Science and the Department Agricultural Economics and Extension respectively continued pursuing their PhD study programmes internally and in South African as well as at German institutions of higher learning while a fifth member in the former department commenced with her PhD studies during 2015.

### RESEARCH AND PUBLICATIONS

A laudable aspect of the campus' research endeavours and research outputs as reflected in the authorships of both peer reviewed journal articles and technical consultancy reports is the inter-and intra-faculty







collaborative nature of multidisciplinary research teams across UNAM campuses as well as with local and international partners or stakeholders. This has not only intensified knowledge generation and acquisition, but also deepened and cemented strong partnerships while it contributed to internal capacity building and solution of practical challenges. A number of international and national collaborative research activities spearheaded by departments in the Faculty were either initiated or continued during the 2015 academic year.

#### Peer Reviewed Journal Articles

- Habarugira, G., Rukellbuga, J., Nanyingi, M.O., & Mushonga, B. (2015). Bovine tuberculosis in Rwanda: prevalence and economic impact evaluation by meat inspection at Societe d'Abattoir de Nyabugogo-Nyabugogo Abattoir, Kigali: *Journal of the South African Veterinary Association*. 85(1), 1-5.
- Itenge, T.O., & Shipandeni, M. (2015). Sale trends of Swakara Pelt offered at the Copenhagen Fur Auction from 1994-2013. *Applied Animal Husbandry and Rural Development*. 8, 1-5.
- Iraguha, B., Hamudikuwanda, H., & Mushonga, B. (2015). Bovine mastitis prevalence and associated risk factors in dairy cows in Nyagatare District, Rwanda. *Journal of the South African Veterinary Association*. 86(1), 1-6.
- Jona, C.N., & Terblanché, S.E. (2015). Farmers' perception on contact frequency, adequacy, relevance and quality of agriculture support services (Ass) in Oshikoto region in Namibia. *South African Journal of Agricultural Extension*. 43(1), 107-121.
- Munialo S., Akundabweni, L.S.M., Mburu J., Namutebi A., & Joshua, K. (2015). Investigating viability of the premium influenced land agro-usage structure for production of African leafy vegetables in Vihiga and

Jinja-African. *Journal of Agricultural Research*. 10, 1659-1674.

- Mushonga, B., Habarugira G., Musabyemungu A., Jaja I.F., Udahehuka J-C., & Pepe, D. (2015). Investigations of the Occurrence and Nature of Foreign Bodies in the Forestomach of Cattle Slaughtered at Ngoma Slaughterhouse, Eastern Province, Rwanda. *Journal of the South African Veterinary Association*. 86, 1-6. DOI: 10.4102/jsava.v86i1.1233.
- Nkukwana, T.T., Muchenje V., Masika, P.J., & Mushonga, B. (2015). Intestinal morphology and digester pH of broiler chickens fed diets supplemented with *Moringa olifera* leaf meal. *South African Journal of Animal Science*. 45 (4).
- Nzeyimana, P., Habarugira, G., Udahehuka, J-C., Mushonga, B., & Tukei, M. (2015). Bovine Cysticercosis: Prevalence and Age Relationship at Post-Mortem in Nyagatare Slaughterhouse, Eastern Province, Rwanda. *Journal: World Journal of Agricultural Sciences*. 3(3). 29-33.
- Soji, Z., Chikwanda, D., Chikwanda, A.T., Jaja I.F., Mushonga, B., & Muchenje, V. (2015). Relevance of the formal red meat classification system to the South African informal livestock Sector. *South African Journal of Animal Science*. 45(3).

#### Conference/Workshop Papers and Presentations

- Akundabweni, L. (2015). Agricultural Productivity Value Chain Outreach Teaching and Learning vis-à-vis Knowledge Management: The Nexus Challenge in the Afro-regional Context. *Workshop Paper presentation at the Knowledge management (KM) Conference held in Nairobi 18-20 November 2015 conducted by Africa Information Organization (AIO)*.
- David, N.P., Thomas, T., & Nantanga, K. (2015).

Can nutritious Omaungu (*Gonimbrasia bellina*) caterpillars be made an invisible but present part in our diet? *Presentation at the first National Research Symposium of the National Commission on Research, Science and Technology (NCRST), 23-25 September 2015*. Windhoek, Namibia.

- Haikukutu, L., Itenge, T.O., Lyaku, J., & Mause, F. (2015). Genetic variation of the BoLA-DRB3.2 region and its association with tick resistance in Beef cattle breeds in Namibia. *Paper presented at the University of Namibia Research Day*. Khomasdal Campus, Windhoek, Namibia.
- Itenge T.O., & Shipandeni, M. (2015) The Performance of the Namibian Swakara Pelts Offered at the Copenhagen Fur Auction for the Period 1994-2013. *Paper presented at the 5th RUFORUM 2015 AGM, 27-29 August 2015*. Windhoek, Namibia.
- Kaholongu, L., Lutaaya, E., Kahumba, A., & Mpofu, I. (2015). Growth rate and biomass yield of selected indigenous forage legumes in Central Namibia. *Paper presented at National Research Symposium 23-25 September 2015*. Windhoek, Namibia.
- Kaholongu, L., Lutaaya, E., Kahumba, A., Mpofu, I. & Shipandeni, M. (2015). Using indigenous forage legume as fodder for livestock protein source. *Paper presented at the Bi-annual South to South, North to North collaboration intensive course 19-23 October 2015*. University of Namibia, Windhoek.
- Lutaaya, E., Mpofu, I. Kahumba, A., Thamina, D.N., & Kaholongu, L. (2015). Potential of indigenous forage legumes in feeding small ruminants. *Poster exhibition at 11th RUFORUM AGM, 27-29 August 2015*. Windhoek, Namibia.
- Shaningua, E., Gregory, D., Shikongo-Nambabi, M., & Nantanga, K. (2015) A path towards industrial milling of pearl millet (mahangu) grain into flour with

“traditional-tasting” qualities. *Presentation at the first National Research Symposium of the National Commission on Research, Science and Technology 23-25 September 2015.* Windhoek, Namibia.

- Thamina, D.N., Mpofu, I., Kahumba, A., Shipandeni, M., & Lutaaya, E. (2015). Assessment of relative palatability indices of four indigenous legume species fed to Boer goat weaners. *Poster exhibition at 11th RUFORUM AGM, 27-29 August 2015.* Windhoek, Namibia.
- Titus, J., Nantanga, K., & Uahengo, V. (2015). The making of an alcoholic spirit (Ombike) of consistent quality from selected Namibian natural non-wood forest products. *Presentation at the University of Namibia Research Day, 8 October 2015.* Windhoek, Namibia.

## COMMUNITY SERVICE

The Faculty of Agriculture and Natural Resources in partnership with the Government of the Republic of Namibia successfully hosted the 11<sup>th</sup> Annual General Meeting (AGM) of the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) for the first time in Namibia. Members of the organising committee gave radio interviews on the AGM and the awards of certificates of recognition to outstanding post-graduate students and young UNAM researchers.

Staff members from the Department of Agricultural Economics and Extension undertook a promotional tour of schools in Omusati region to market and popularise Agriculture programmes offered by the University of Namibia and facilitated at the UNAM Ogongo Campus stall at Olufuko Festival disseminating information on the programmes that the faculty offers as well as to distribute application forms.

The Department of Animal Science continued its mentorship of farmers in communal areas of North Central Namibia through a project of the Meat Board of Namibia. This was in addition to the demonstration of research progress on indigenous legumes to farmers and extension officers from Omaheke and Khomas regions which was followed by an inception workshop to establish a small ruminants Innovation Platform (IP) in Namibia at which farmers were trained on how to incorporate legumes in ruminant animal feeding systems. A staff member of the Department of Animal Science served the wider community as chairperson of the Namibia Association for Women in Science and an Assistant Secretary to the African Association for the Indigenous Knowledge Systems (AASIKS) while another staff member fulfilled the role of a reviewer of proposals for the National Commission of Science, Research and Technology (NCRST) and submitted articles to the Journal of Applied Animal Research.









# OGONGO *Campus*







## OGONGO CAMPUS

*Deputy Dean & Head of Campus: Dr Joseph Njunge*

### INTRODUCTION

Ogongo Campus, which houses the Department of Crop Science and the Department of Integrated Environmental Science, is one of four campuses hosting the programmes of the Faculty of Agriculture and Natural Resources (FANR). It boasts a number of qualified academics, including lecturers from the Animal Sciences and Agricultural Economics departments, which ensures quality academic experience for the students.

The main focus of this campus is to conduct lectures, practical demonstration, research and community engagements in agriculture, natural resources, Agribusiness and socio-economic development of agricultural communities. Moreover, our focused lectures in project management and entrepreneurship ensure that all endeavours towards national food security are executed efficiently and with business acumen.

The 4300 hectares of farm land on which the campus sits is extensively used for livestock production, game farming and irrigated crop production, including the production and research on new crops such as Rice and Foxtail Millet. In 2015, the irrigation system was extended onto a 4 hectare field that would be used for fodder production in subsequent years. This would allow the campus to reduce feed costs by growing some of its own fodder, and at the same time providing extension services to surrounding communities, as a means to reduce the devastating impact of droughts on their livestock.

There is also a modern library and wireless IT services, while the old library was converted into a 50 seat computer lab in the year under review. Therefore, despite several logistical challenges posed by the remoteness of the campus, to most staff and students, Ogongo Campus offers the tranquillity needed for more focused learning and research.

### ACADEMIC ACTIVITIES

Ogongo Campus offers four undergraduate programs, namely, the Diploma in Agriculture, the Diploma in Natural Resources Management, the BSc. Crop Science, BSc. Integrated Environmental Science (IES). Although students pursuing the BSc IES have an option to take Forestry in their final year, this option was not taken in the year under review.

There has been a significant progress in 2015 with regards to the vision of launching an Agricultural Engineering Department within UNAM, stemming out of the Crop Science Department. A tentative curriculum was prepared and the Faculties of Agriculture and Natural Resources at Ogongo and Engineering at Ongwediva. Support letters from the Engineering Council of Namibia and the Ministry of Agriculture, Water and Forestry were obtained, and now the staff of the two faculties will be consulting other universities in the region to polish the curriculum further.

The Campus had 11 staff members on staff development status pursuing PhDs and Masters Degrees at UNAM as well as other regional and international universities.







One lecturer in the Department of Crop Science, a Technologist and an Assistant Faculty Officer were sought and recruited for the Campus. The Campus continued to interview for the recruitment of teaching and support staff in order to reduce the adverse impact of block teaching on our students, and to enrich the diversity of academia at Ogongo.

The Campus has a small student population and experiences a continuous low intake in some programs such the BSc in Crop science. Although the remoteness of the Campus is a major factor, there is definitely a need to market the programs better.

Limited funding for lab equipment has left most of the Campus' laboratories empty for years. This is partly mitigated by long distance travel to Main Campus and Government offices in Windhoek to access labs. This measure is not sustainable and more funds need to be reallocated towards lab equipment purchase and maintenance.

The constant power interruptions are inevitable in a rural setting. This, however, has adverse effects on the performance of our students, especially when this happens during the examination period. There is a need to purchase a back-up generator for use during power failure. Likewise, the Campus has grown tremendously, and thus a larger water tank is needed because the increased population means the current water storage is no longer sufficient.

In 2015, the UNAM Ogongo Campus Soccer Team became TISAN champions after defeating all institutions of higher learning in Namibia. Moreover, the UNAM Ogongo FC (Wise-Boys) played at the national level in the

North-Western 1<sup>st</sup> division and they are now topping the Omusati Region Northern 2<sup>nd</sup> division league. However, the sports facilities at Ogongo Campus require urgent upgrades to provide ablution facilities, shade/pavilion, as well as a gym and lawn for the soccer pitch.

Reduced carrying capacity in both the Game Park and beef farm at Ogongo Campus can be attributed to encroachment by the *Colophospermum mopane* trees. Thinning is thus inevitable and a small portion of land was piloted in 2015 for that exercise.

## RESEARCH AND PUBLICATIONS

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

### Peer Reviewed papers

- Getachew, K., Itanna, F., & Mahari, A. (2015). Evaluation of locally available fertilizer tree/shrub species in Gozamin Woreda, North Central Ethiopia. *Research Journal of Agriculture and Environmental Management. Apex Journal International*, 4(3). 164-168.
- Munialo, S., Akundabweni, L.S.M., Mburu, J., Namutebi, A., & Joshua, K. (2015). Investigating viability of the premium influenced land agro-usage structure for production of African leafy vegetables in Vihiga and Jinja. *African Journal of Agricultural Research*, 10. 1659-1674.

### Conference Papers

- Togarepi, C., Thomas, B., & Njunge, J. (2015). Analysis

of contribution of small scale irrigated horticulture to food security and poverty reduction in light of possible effects of climate change: A case of Omusati Region, Namibia. *Conference paper*, 4-6 November 2015, MRC Windhoek.

- Togarepi, C., Mupurua, K., & Bello, H.M. (2015). Analysis of income contribution of indigenous non-timber forest products to livelihoods of rural communities in Northern Namibia. *Conference paper AASIKS, 28-30 October 2015*. Windhoek. (Book of proceedings and Paper under review).
- Togarepi, C., Thomas, B., & Samundengu, C. (2015). Analysis of constraints for agro processing industry development in north central Namibia: A case of Omusati region tomato value chain. *Conference paper NCRST 23-25 September 2015*. Hilton Hotel, Windhoek. (Book of Abstracts and Paper under review).
- Akundabweni, L.S.M., Lyaku, J. R., & Shaw, S. (2015). Agricultural Productivity Value Chain Outreach Teaching and Learning vis-à-vis Knowledge Management: The Nexus Challenge in Afro-regional Context. A presentation at the 1st Regional Conference on Knowledge Management 18- 20 November 2015. Nairobi, Kenya.
- Itanna, F. (2015). Assessing effects of metal toxicities on health from mine wastes in the Southern African Development Community (SADC) Region and some plant-based remediation measures for contaminated soils. *Proceedings of Environment and Health Symposium, June 1-3, 2015*. Leopoldina, German Academy of Sciences; and Volkswagenstiftung.
- Mbango, O. (2015). Assessing the Potential and Sustainability of Introduced Forage Crop (*Medicago sativa*) and its Influences on Biodiversity and Soils in Rangelands Ecosystem, Namibia. *A presentation*

at the Tropentag Conference on Protected Areas: Potential, Limitations and Effective Approaches for Future Development 16-18 September 2015, Berlin, Germany.

### Consultancies

- Ogunmokun, A. Thomas, B., & Togarepi, C. (2015). Assessment of postharvest losses in cereal crops in Namibia (consultancy) August 2015 ending March 2016.
- Togarepi, C., Thomas, B., Hangula, M.M., Samundengu, C., & Kambatuku, J. (2015). Feasibility of establishment of a tomato processing plant in Epalela, Omusati region (consultancy) ended July 20, 2015.

## COMMUNITY SERVICE

In 2015, marketing of Ogongo 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, Ogongo 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.

### Participation in special short-term training

- Otilie Shivolo: DAAD Scholarship Application Workshop; April 29, 2015; UNAM Main Campus.
- Fisseha Itanna: Training on 'Drought and flood adaptive cropping systems' in Japan; 1-10 July 2015.
- Otilie Shivolo: Training on 'Incentive development and communication for new technology introduction (including post-harvest)' at Japan; 26 Oct - 07 Nov, 2015.

- Fisseha Itanna: Training/Workshop on 'International Research Evaluation'; Dec. 3 & 4, 2015.
- Mberema CHH: NTA Training/Workshop on developing assessment tools for vocational qualification in Agriculture; NTA Village, Windhoek, Namibia. 28 - 30 October 2015.
- Mberema CHH: Theory and Practice of Breeding Principles, Breed Standards and Functional Efficiency of the Bonsmara. Bonsmara Cattle Breeders Society, Otjiwarongo, Namibia. 16 July 2015.
- Hangula M: Conference on women in research and leadership. Pretoria, South Africa. September 2015.

Different events related to Rice and Pearl Millet Research were held on and off campus involving various support, administrative and academic staff from Ogongo as well as those of the Japan International Cooperation Agency (JICA). This included the Annual Rice/Mahangu Information Day and the Joint Coordinating Committee meeting; a farmers' workshop on rice cultivation at Magalanga and at Oshikuku; a field day on mixed cropping at Onamundindi and Oshiteyatemo; and a mixed cropping workshop at Afoti.

The Foxtail Millet Research has been conducted at Ogongo Campus and the Okashana Research Center near Omuthiya, Oshikoto Region, since 2013. In addition, milled Foxtail Millet flour was distributed to selected individuals at Omayuunda Village for testing and feedback on its local utilization potential.

Fisseha Itanna represented FANR at a meeting held with the Right Honorable Prime Minister of Namibia and presented a paper titled *Potentials of some feed (Alfalfa and Galega Orientalis) and food crops (amaranthus, quinoa, foxtail, rice) in Namibia (eg. Kavango Region)*

on May 29, 2015, as part of an introduction of the NFFP to government officials. Akundabweni, L.S.M., was appointed as a member of Students' Selection Committee by the Institute of Life & Earth Sciences Including Health & Agriculture -PAULESI, July 22-23, 2015. He also participated in the local RUFORUM planning committee, for the Annual General Meeting (AGM) of RUFORUM which was held in Windhoek, July 27-30, 2015.



# OSHAKATI *Campus*











# OSHAKATI CAMPUS

*Director: Dr Paulina Uugwonga-Vatuva*

## INTRODUCTION

Each year the Oshakati Campus pauses to reflect on its academic impact and progress regarding our students and staff and community of the northern regions of Namibia and whole country at large. During the year under review, members of management held a workshop at Mazizi Lodge to revisit the mandate of the campus. A decision was taken that Oshakati Campus should continue to exist as a Multidisciplinary campus carrying its mandate of bringing programs closer to the largest majority of people living in the north whose mobility to access high education provided by various faculties at main campus and other campuses proved to be a problem.

The Oshakati Campus has a total of 65 staff members of whom 42 are academic and 23 are administrative staff. As we believe that students must be taught by highly qualified academic staff, staff development remains a priority. Dr Ndapewa Shifiona graduated with PhD from the University of Johannesburg. Dr Lusla Pinehas, Dr Hanna Neshuku as well as Dr Moses Chirimba also completed their PhD studies. This has brought the number of our PhD academic staff to eight by 2015. Mr Paulus Ambata, the Campus Examination Officer attended a 3 days workshop on Examinations and Quality Assurance in Johannesburg, South Africa.

During the year under review, the Oshakati Campus had a total student population of 1698 enrolled through CES, as well as the full time programmes in Nursing, Computer

Science and the Science Foundation programme. The Campus further accommodated a large number of students who are enrolled in the Language Centre for English Access

## ACADEMIC ACTIVITIES

One of the academic highlights of the year under review was the introduction of the Diploma in Computer Science. The campus believes that access to Higher Education is a key ingredient in promoting socio economic development in Namibia and in eradicating poverty. As such, Oshakati Campus continued the Science Foundation program with a total of 137 students enrolled during 2015.

Due to socio-economic, geographical, finance and personal problems many people living in this highly populated northern regions of Namibia have no other options but studying on a distance mode. During the year under review, 895 students have enrolled through Oshakati Campus in different faculties at UNAM mainly in the Faculty of Education, Economics and Management Science and Humanities and Social Sciences.

A Masters of Arts in Development Studies is being proposed for introduction at Oshakati Campus in collaboration with the Faculty of Humanities and Social Sciences. Once introduced, it will illuminate the Campus as a Centre of Excellence in Development Studies field.

The Campus was visited by Prof Mohamed Salim of the International Institute of Social Studies (ISS) in the Hague,





The Netherlands, who worked with the Office of the Director on the proposed Master of Arts in Development Studies. Prof Dr Leo de Haan, former Rector of the ISS at Erasmus University Rotterdam, also visited and presented a lecture on "Development studies at the crossroads: focus in Development Studies on inequality, exclusion and social protection with the post- development reflecting on Southern perspective" on 14 September 2015.

## RESEARCH AND PUBLICATIONS

A number of research activities took place to build-up the low capacity of research on campus. The Tripartite Campuses (José Eduardo Dos Santos, Oshakati and Hifikepunye Pohamba Campuses) organised the Research and Innovation day on the 20th October 2015, under the theme Education, Research and Innovation for Sustainable Development for 2015 and beyond.

Although not yet satisfactory, the research output of the campus is steadily increasing. The follow is a summary of the publications from members of the Oshakati Campus during the year under review:

- Haufiku, D., & Amukugo, H.J. (2015). Prevalence and factors associated with obesity amongst employees of open-cast diamond mine in Namibia. *International Journal of Advanced Nursing Studies*, 4(2), 85 -93.
- Neshuku, H., & Amukugo, H.J. (2015). Experiences of registered nurses regarding the clinical supervision in medical and surgical wards: Development of Educational Program to support registered nurses. *International Journal of Medicine* 3(20), 80-86.
- Neshuku, H., & Amukugo, H.J. (2015). Development of an Educational Programme to support registered nurses during clinical supervision of student nurses in

medical and surgical wards in training health facilities in Oshana region, Namibia. *International Journal of Medicine* 3(20), 87-97.

- Pinehas, L.N., Van Wyk, N.C., & Leech, R. (2015). Healthcare needs of displaced women: Osire refugee camp, Namibia. *Journal of International Nursing Review*.
- Iita, H. (2015). How simulation guided practice enhances skills of student nurses when they implement Integrated Management of Newborn and Childhood Illness (IMNCI): "A Case for UNAM, Oshakati Campus". *4<sup>th</sup> UNAM Annual Educational Conference 17-20 August 2015*. Katima Mulilo, Namibia.

## COMMUNITY SERVICE

- Dr Iita and Dr Neshuku served as committee members of the School of Nursing and Public Health on Oshana Region AIDS Coordinating Committee (RACOC) and the related System for Programme Monitoring (SPM) reporting system.
- Ms Uushona attended a one-day seminar for the Namibian Nursing Association in Swakopmund.
- Dr Shiffona is the President of the Namibian Nursing Association and the Vice-chair of the Welcome Branch of the Namibian Nursing Association.
- Dr Iita served as a representative of the University of Namibia Oshakati Campus on the Oshana Regional AIDS Coordinating Committee (RACOC). She also represented the campus at the Oshana Regional Council forum for all public, private institutions and civil society organization in the region who provide any type of health care services related to HIV and AIDS, TB and Malaria services and provided reports to that Office in order for them to keep track of the nature and extent of the services at campus level. She is also a representative

of the University of Namibia at the Oshana Regional AIDS Coordinating Committee (RACOC) as well as on other diseases such as Malaria, TB, HIV and NON-Communicable diseases, for example: Hypertension as in line with country attempts to respond to HIV and AID, TB and Malaria launched in September 2006.

- Dr Iita served as a member of the ARV for Namibia, representing the Namibian Nursing Association, as well as the review committee for Continuous Professional Development (CPD) Library Material of the East South and Central Africa College of Nursing (ECSACON). This project is a joint effort of the United States (U.S) Centre for Disease Control and Prevention (CDC), the Commonwealth Nurses and Midwives Federation (CNMF), the Commonwealth Secretariat and the East, Central and Southern Africa Health Community (ECSA-HC).
- A total of 365 youth have been trained in record-keeping over the last two years by the Campus Business Development Centre and an evaluation on the impact of the training was completed.
- Both Mr Lukas Matati Josua and Mr Veiyo Nangombe collaborated with English Advisory teachers from Ohangwena Directorate of Education and presented papers on Literature and processes writing at teachers workshop on 26 May 2015 at Okatana.
- sBDC was invited to provide training for Kunene Regional Council's Business Grant Recipients.
- Outjo Municipality requested sBDC to assist with the alignment of activities for the Town Council and train the newly elected Town Council members in developmental planning.
- sBDC met with the SME Bank GM: Business Support and discussed ways in which sBDC can play a role in supporting the SME Bank Business Clients. sBDC has forwarded a business support proposal to SME Bank.





# RUNDU *Campus*











# RUNDU CAMPUS

*Director: Dr Gilbert Likando*

## INTRODUCTION

Within the scope of the University's Mission and Vision the Rundu Campus has paved its niche as a Centre of Excellence in-service delivery in the areas of teaching and learning, and research in commerce and education. In fostering excellence in community engagement the campus is engaged in impact oriented community service in collaborations with other University Faculties, Units and local schools. Several training initiatives in the area of research and capacity building were implemented which yielded tangible results.

The Rundu 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, due to the well-maintained infrastructure, cleanliness and a conducive environment for teaching and learning.

## ACADEMIC ACTIVITIES

High growth rate in student numbers continues to be recorded in the Faculty of Education in both areas (education and Commerce). For the year under review, the Campus had 84 graduates which included the first cohort of the Bachelors degree in Pre-primary, Lower and Upper Primary, with a further 30 graduates having completed their studies on distance mode via the then Centre of External Studies (now Centre for Open, Distance and eLearning).

In addition, it is important to note that during 2015 the Campus staff demonstrated exceptional determination to improve their qualifications, and this had positive impact on the quality of teaching and learning on Campus. A significant number of staff both academics and administration has joined the UNAM Staff Development Programme.

## RESEARCH AND PUBLICATIONS

The training initiatives in research organized during the year under review have yielded tangible results. The campus' five-year (2014-2018) Research Agenda has formed the basis for the implemented initiatives in the area of research. Significant to mention also is the number of the academic staff numbers that presented papers at the Education Conference in 2015 (EDUCON 2015) hosted by the Katima Mulilo UNAM Campus.

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

### Journal Articles

- Kangumu, B., & Likando, G. (2015). *Mission Education in the Eastern Caprivi Strip during the Colonial Times, c1920s-ca1964. Journal for Studies in Humanities and Social Sciences. 4(1&2), 205-215.*
- Haimbodi F.N., Kasanda H.M., & Kapenda, H.M. (2015). The effects of cooperative learning on the performance of Grade 11 Mathematics learners in the Oshana education region. *Namibia. Journal for Studies in Humanities and Social Sciences. 4(1&2), 243 -252.*





- Kanyimba, E.N., Katewa E.N.M., & Claasen, P. (2015). The Contribution of Education for Sustainable Development to Transformational Leadership among Selected Namibian School Principals. *Open Journal of Social Sciences*. 3, 186-196.

#### Chapters in Books/Other Publications

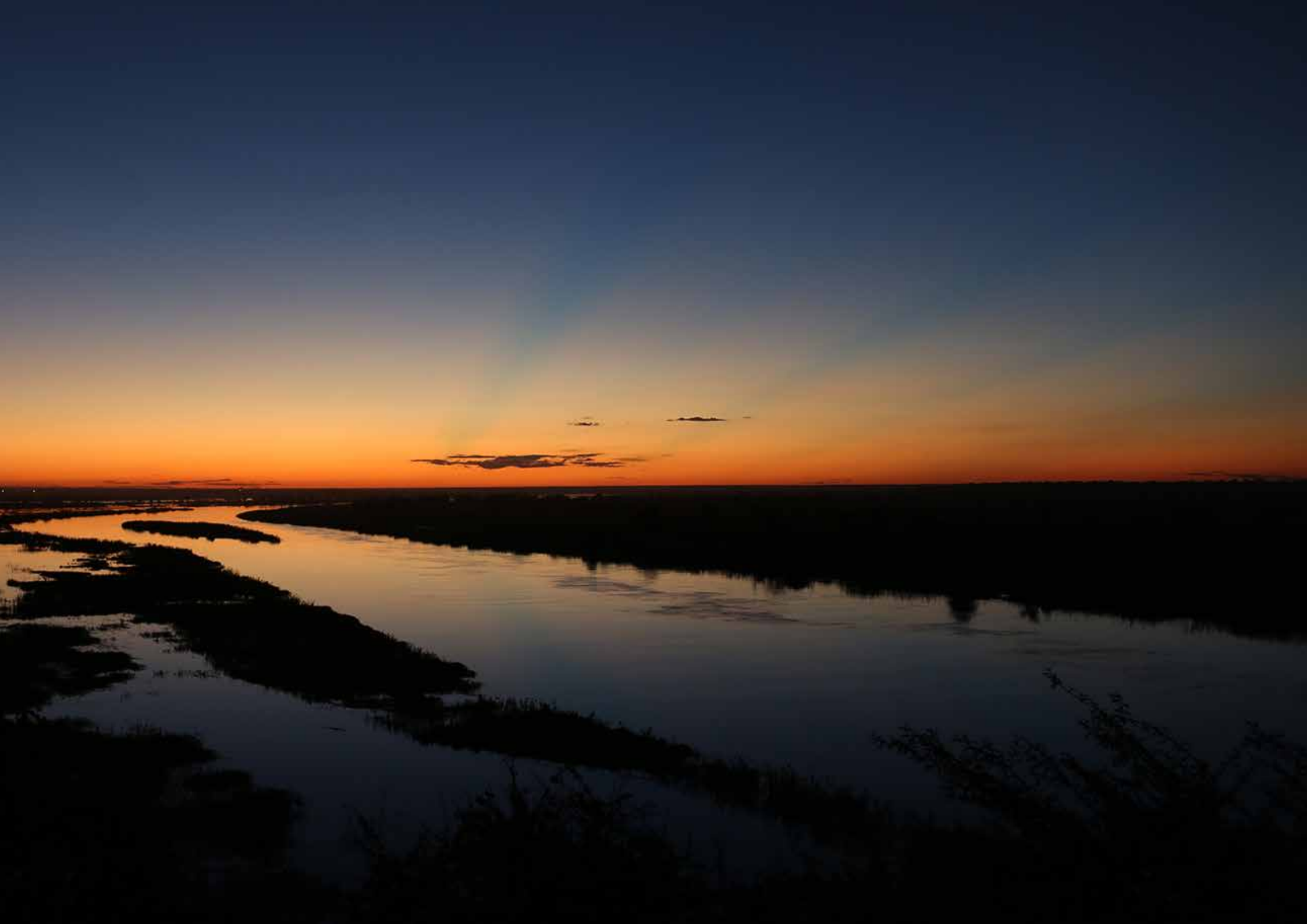
- Likando, G. (2015). Heritage Education in the School Curriculum: A Critical Reflection. In J. Silvester (Ed). *Re-Viewing Resistance in Namibian History*. Windhoek: University of Namibia Press.
- Kavel, G. Msiska, P., & Shinkeva, A. (2015). Managing Change and Opportunities in the Economic Boom: Assessing the Readiness of African Markets to cash in on the troubles of Europe and the West: A Perspective from Namibia. In Paliwal, U. L., Olivier, M., & Tjiueza, S. (2015). (Eds) *Proceedings of 6<sup>th</sup> International Conference on Business and Finance (6<sup>th</sup> ICBF)*. October 14-16, 2014. University of Namibia, Faculty of Economic and Management.
- Kavel, G. (2015). The Entrepreneurial State of Africa. *A paper presented at the 3rd LAMIPISA Conference, 7-10 September 2015*. Cape Peninsula University of Technology, Cape Town, South Africa

In addition to the research outputs produced, the campus staff received research-related training during the period under review. Dr Gury Kavel (Chairperson Campus Research Committee) attended a training conducted by Research Africa at the Windhoek Main Campus. This training was aimed at enabling participants to acquire some know-how of tapping into numerous research funding opportunities created and made accessible with the support of Research Africa as part of the University of Namibia's subscription to the Research Professional Africa Platform available at: <http://www.researchprofessional.com>

## COMMUNITY SERVICE

Among several community service engagement the Shighuru Women Rice Project is worth mentioning. This project was initiated by the UNAM Foundation in collaboration with the Rundu Campus and the Faculty of Agriculture and Natural Resources. The project successfully transferred skills in rice production, of which the two harvests carried out in 2015 testify to the success of the project. Towards the end of 2015, the University has also reduced its logistical sustenance, as it has been handed-over to the Ministry of Agriculture, Water and Forestry, under the agency Agricultural Business Development (AgriBusDev).







# **SAM NUJOMA** *Campus*









# SAM NUJOMA CAMPUS

*Director: Prof Edosa Omoregie*

## INTRODUCTION

Located at the coast of Namibia, the Sam Nujoma Campus is ready to claim its rightful position in the Marine and Coastal Resources community. The campus is home to two institutions, the Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) and The Department of Fisheries and Aquatic Sciences (DFAS) of the Faculty of Agriculture and Natural Resources.

Graduates from DFAS continue to be employed in the marine, fisheries and environmental related fields throughout the country, confirming UNAM's role in national capacity building. During the year under review, research activities mainly through SANUMARC were guided by an annual research plan, which made monitoring and evaluation of project progress measurable. Publications from the campus are on the increase as a result of active collaborative staff members, while we grow our own databases.

## ACADEMIC ACTIVITIES

The Department of Fisheries and Aquatic Sciences (DFAS) continues to provide teaching and learning to students to undergraduates, which leads to BSc-Honors, while postgraduate students undertake their training towards attaining MSc and PhD through research. Our demand driven curriculum has provided graduates with world class professional development, as seen in the job market intake.

Academic staff at the campus continued to play an important role as stakeholders throughout the country and mostly at the coast, through consultative workshops, stakeholder engagements and academic reviews in the scientific community.

## RESEARCH AND PUBLICATIONS

Research at the Sam Nujoma Campus was guided by an annual research plan, which covered all research themes of the campus as strategically depicted in SANUMARC's five year development plan and the research guide 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 among other projects 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 second annual African Discovery Camp for Research-based Training summer school was held at the Sam Nujoma campus from 3 May to 4 June 2015. 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. Each participant was expected to carry out a small 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 by the MFMR's National Marine Information and Research Centre (NatMIRC) in Swakopmund. This not only allowed for information sharing, it also provided the avenue for local and international collaborations.

**The peer reviewed publications from the Campus in 2015 are as follow:**

- Mowa, E. (2015). Organic manure for vegetable production under hydroponic conditions in arid Namibia. *International Science and Technology Journal of Namibia*. 5. 5-14.
- SANUMARC (2015). Olive growing areas suitable to olive growing. In *Flos Olei: A Guide to the World of extra virgin olive oil*. Marco Oreggia Publications. Italy. 677-699.
- Iitembu, J.A., & Richoux, N.B. (2015). Trophic relationships of hake (*Merluccius capensis* and *M. paradoxus*) and sharks (*Centrophorus squamosus*, *Deania calcea* and *D. profundorum*) in the Northern (Namibia) Benguela Current region. *African Zoology*. 4. 273-279.
- Iitembu, J.A. (2015). An attempt at modelling the diets of two sympatric species of hake (*Merluccius capensis* and *Merluccius paradoxus*) on the coast of Namibia: isotope mixing model approach. *International Science and Technology Journal of Namibia*. 7. 14-30.
- Endjambi, T., Iitembu, J.A., & Nashima, F.P. (2015). Trophic relationships of three deep-sea crustacean species (*Aristeus varidens*, *Plesionika martia* and *Funchalia woodwardi*) of Namibia. *International Science and Technology Journal of Namibia*. 7. 3-13.
- Raemaekers, S., Merle, S., & Ndjaula, H.O.N. (2015). Community-level socio-ecological vulnerability assessments in the Benguela Current Large Marine Ecosystem. *Report prepared for FAO, BCC and EAF, Department of Environmental and Geographical Sciences*. University of Cape Town, South Africa. 127.
- Kihampa, C., Shemdoe, R.S., & Hanghome, M. (2015). Trace Metal Pollution in Surface Water and Sedimentation of Mountain River in East Africa Countries. *Elixir Pollution*. 88. 36160-36165.
- Yemane, D., Mafwila, S.K., Kathena, J., Nsiangango, S.E., & Kirkman, S.P. (2015). Spatio-temporal trends in diversity of demersal fish species in the Benguela current large marine ecosystem region. *Fisheries Oceanography*. 24 (1). 102-121.
- Wilhelm, M.R., Kirchner, C.H., Roux, J-P., Jarre, A., Iitembu, J.A., Kathena, J.N., & Kainge, P. (2015). Biology and fisheries of the shallow-water hake (*Merluccius capensis*) and the deep-water hake (*M. paradoxus*) in Namibia. In Arancibia, H. (Ed.) *Hakes: Biology and Exploitation*. Wiley-Blackwell. 70-100.
- Okeyo, D.O., Kandjengo, L. & Kasheba, M.M. (2015). The giant African Bullfrog (Anura, Pyxicephalidae: *Pyxicephalus adspersus* Tschudi, 1839) Consumption practices unveil multidisciplinary research questions: The Namibian case study. In Chinsembu, K.C., Cheikyoussef, A., Mumbengegwi, D., Kandawa-Shulz, M., Kazembe, L., & Kasanda, C.D. (Eds.) *Indigenous Knowledge of Namibia*. 205-218). Windhoek: University of Namibia Press.

## COMMUNITY SERVICES

Campus staff members have been involved in various community services and community engagements throughout the year. Their activities covered areas of our immediate community, the Town of Henties Bay, with Erongo Region, throughout the Country and internationally through hosting RGNO and exchange students within the UNU-INRA (United Nations University - Institute for Natural Resources in Africa. Activities ranged from carrier awareness to learners; participation in various committees; mentorship programmes and offering our services where it is required.











# **SOUTHERN** *Campus* (*Artistic Impression*)





## SOUTHERN CAMPUS

*Director: Dr Erol Naomab*

### INTRODUCTION

Only about 2 years old, the UNAM Southern Campus serves to actualize the mandate of the University of Namibia and contribute to national development priorities effectively and objectively. The Southern Campus' key mission is to maintain a sustainable growth perspective with total quality assurances in all operational areas. It is given that an aspirant and emerging economy of Namibia must endeavour to increase skilled workforce, competent managers, innovative entrepreneurs, and visionary business leaders. Therefore, the Southern Campus value proposition is contribution to national capacity building and skills development, especially in the high-level technical and professional scopes such as geologist, teachers, health professionals and agri-businesses. Consequently, given the early stages of the Campus development, the Southern Campus continues to advocate for the acceleration of investment in appropriate technical infrastructure and responsive institutional arrangements.

The Southern Campus exceeded all expectations in terms of demand for its academic programs. Evidently, the Southern Campus moved up to position 6 out of the 12 UNAM campuses in terms of total student enrolment. It is, therefore, important that both capital and human resources are in tandem with this demand. The campus continues not only to attract highly qualified staff members but has a remarkable resolve to retain the same. The campus had a full time staff compliment of 30 by the end of 2015, marking a highly successful recruitment drive even by higher education industry standard in Namibia.

The development of core physical infrastructure to enable learning and growth unfortunately is lacking behind the ambitions of the campus. However, to stimulate and sustained infrastructure development thrust UNAM committed significant resources to commence with earthworks on the newly acquired and vacant campus plot in the neighbourhood of Noordhoek in Keetmanshoop. Notably, earthworks comprising of the construction of platforms, gravel roads, water and sewer reticulation and construction of medium voltage electrical services have been completed successfully and on time.

We believe our greatest value will be derived from the satisfaction of our students. This is perhaps the single most value that we can propose to our stakeholders as measure of our academic competence in early stages of our development as a campus. Given this position our stakeholder confidence in our strategy is what matters the most. As a campus we are exceptionally proud of the confidence demonstrated by the broader stakeholders and the private sector in this young institution. In less than two years this young campus has completed a number of major lucrative funding agreements and pledges with an estimated total value of more than 20 million Namibian Dollars. This includes the ground breaking 10 million Namibian Dollar funding agreement with De Beers.

The renovation of the newly acquired UNAM hostel is nearing completion. The capacity of the hostel after renovation is estimated at more than 100 students.





## ACADEMIC ACTIVITIES

In less than two years the Southern Campus managed to roll out programs from three of the four envisaged faculties within its first five year plan. As a young campus we are proudly offering five academic full-time qualifications and more than fifteen programs on distance mode.

A landmark and historical development in the context of the Southern Campus is that the first cohort of students from the Diploma in Entrepreneurship and New Venture Management will be graduating in 2016.

As a campus we are resiged to ensure quality in our learning outcomes. Given the growing contrast in demand for basic enabling learning environment we resolved to be innovative in our strategy. We are using various learning modes such as blended teaching and learning, block teaching, e-learning platforms and video conferencing. These methods are seemingly adequate in the facilitation of learning in the interim but the long-term sustainability remains a concern. We believe a well-balanced staff competencies is indeed the most sustainable strategy in facilitation of learning and requisite skills development of our students. Hence, we have prioritized to accelerate appointment of lecturers and support personnel. I am happy to share that we have achieved more than 90% staff retention, with current

staff compliment at more than 30 full-time. Similarly, the Southern Campus achieved more than 95% retention of students. It is therefore not surprising that we are receiving request from students who wants to join our vibrant academic set-up.

## COMMUNITY SERVICE

Practise based learning is a key component of all our programs. Campus management successfully engaged stakeholders to ensure that all students are placed appropriately. Nursing science students in particular are currently making use of Keetmanshoop Health Training Centre and other clinics and centres in the region such as Tses, Karasburg and Betanie thereby providing leverage in these resource poor areas of the region.

It is worthwhile to share that the //Kharas region is already observing the real benefits from the presence of the Southern Campus. Already more than 150 trainee teachers in Junior Primary Education (JPE) phase have been placed in various primary schools within Keetmanshoop. Many primary school principals expressed excitement to work with our students. This is a very significant achievement in the education sector considering that there is an urgent need to strengthen pre- and lower primary education provision in the region and the country at large.











*Activities*  
**OF**  
**ACADEMIC CENTRES**





# CENTRE FOR E-LEARNING AND INTERACTIVE MULTIMEDIA (CELIM)

*Director: Dr CM Beukes-Amiss*

## INTRODUCTION

The Centre for eLearning and Interactive Multimedia (CeLIM) was established and officially launched in 2015. The aim of CeLIM was to serve as a hub for the production of eLearning materials for the University of Namibia and as a vehicle to drive the University's initiative to move "e" by adopting blended learning. Blended learning refers to strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each University course through the use of appropriate ICTs.

CeLIM had 5 main sections, namely Instructional Design, Project Management, Digital Media, Learning Management System and Video Conferencing, all of which provide eLearning support services and classroom equipment support to the University. Instructional Design maps out Instructional Design processes and develops course templates and storyboards to support lecturers in the process of creating online courses. Project Management deals with logistical facilitation of all the moving "e" activities of the Centre, while the Digital Media section is the creative hub that focuses on, amongst others, the creation of graphics and templates needed for eLearning content development. The Learning Management System section offers the platform (Moodle) for learning content, instructional and learning activities, and supports lecturers and students on the use of the platform. Whereas the Video Conferencing section plays a vital role in supporting

inter-campus communication at the University as well as communication with the outside world through video conferencing facilities. This report documents the main activities that took place at the Centre in the course of 2015.

## ACADEMIC ACTIVITIES

As it is the nature of the centre, most of the CeLIM activities were of supportive nature to the academic activities at UNAM (they were not academic in themselves). As a newly established eLearning Centre, the initial focus was on evaluating the capacity of various University campuses in terms of their infrastructural and staff e-readiness. As such staff of the Centre travelled to eleven of twelve satellite campuses to deliver and install state of the art teaching and learning equipment. At the same time they offered staff development support to academic staff in the use of these teaching and learning equipment, including projectors, document cameras, Scopia desktop video conferencing solution and Moodle as the Learning Management System.

One of the main activities in eLearning for 2015 was the initiation of the pilot project in moving "e". This was enabled through consultation with Deans and Directors that were requested to nominate academic staff members to participate in this pilot initiative (moving "e") involving the video recording of lectures (practicing the flipped classroom concept) as well as other interested academics at Main Campus and the 4 Northern





campuses. Digital Media section created a guide for lecturers on how to prepare for recording sessions. In further supporting the pilot group, Instructional Designers, in consultation with the Project Management section also coached participating lecturers in how to design online courses. Other activities carried out in support of the pilot group were:

- Recording of 28 Lecturer's classes/topics, of which 40 videos were recorded and edited
- Uploading of recorded videos of lectures/lessons on Moodle
- Linking lecturers to their courses on Moodle
- Creating of user accounts for students and lecturers and linking of students to their registered courses
- Creation of Mahara ePortfolio tool in Moodle for creation of personal learning environment, reflective learning and collaboration
- Facilitation of e-assessment training

As part of the process of laying down a foundation to move "e", the Instructional Designers collaborated with CES to identify courses and materials that could be repackaged for online purposes. They then developed learning scenarios, course creation templates, storyboards and

digital interactive materials for such online courses. CeLIM facilitated skype training sessions for Master of Education students. The Video Conferencing section provided technical assistance at video conferenced lectures, and various function as per requests received from various Faculties and Units.

## RESEARCH AND PUBLICATIONS

### Journal articles

- Mchombu, K.J., & Beukes-Amiss, C.M. (2015). The role of libraries in contemporary African society. *Library Trends*, 64(1). In Tise, E.R. *Library and Information Services in Africa in the Twenty-First Century*, 112-124. The Board of Trustees, University of Illinois
- **Conference Papers / Proceedings**
- Beukes-Amiss, C.M. (2015). Speaker at Technology Day of the Polytechnic of Namibia, Round Table "How far has technology advanced in Namibia: Implications for educational institutions", 22 October 2015.
- November 9, 2015 - SISTEM® one-on-one from Namibia with Dr Maggy Beukes-Amiss, Director eLearning and Interactive Multimedia Unit, University of Namibia <http://www.lstg-africatomorrow.com/SISTEM-BeukesAmiss-Nov2015.html>.









# Centre for External Studies (CES)

*Director: Dr Regina Shikongo*

## INTRODUCTION

The Centre for External Studies (CES) was established with the aim to ensure greater access to higher education and equity for students with diverse educational backgrounds. CES provides administrative support for the offering of certificates, diplomas and degrees in various fields through Open and Distance Learning (ODL) mode. The Centre had an intake of over 3700 students' population through out of the country.

CES comprises of three Departments, namely Materials Development and Instructional Design, Student Support and Student Administration. The Centre manages ten Regional Centres across the country. In addition, CES established a new regional centre in Opuwo, Kunene Region. CES strives to become a centre of excellence leading open and distance learning in the country and beyond providing quality, innovative, open and distance learning programmes and services that empower our customers with competitive knowledge and skills.

During the year under review, the Centre was led by Dr Regina M. Shikongo as Director, with Dr Nchindo Mbukusa as Deputy Director. Mrs Carin Slabbert continued as Assistant Registrar, heading the Administration section in the centre. The Heads of Departments were: Dr Haaveshe Nekongo-Nielsen for Student Support and Mrs Agathe Lewin for Materials Development and Instructional Design. Departments set their academic and administrative goals, activities and targets to be achieved for the efficacious

running of the Centre. In line with its vision and mission, CES gratifies for the common and diverse educational needs of many students due to taking into account their multiple roles they have in their respective communities. This is in recognition of the fact that they cannot afford to go for full-time to any University campuses to further their studies.

## ACADEMIC ACTIVITIES

CES' vision commitment is that all academics who are tutoring and guiding distance students to practice and implements the Open and Distance Learning (ODL) conceptual framework. During the year under review, the Department of Student Support has reinforced the learner support further by organised academic orientation for tutors and students, vacation schools, telephone tutoring, video conferencing as well as through SMS messages and by means of e-mail and portal tutoring.

The Department also provided Saturday tutorials at most of the University /CES centres, specifically in challenging subject areas such as Science, Economics and Accounting. The Department also submitted reviewed curricula for qualifications registration and accreditation. The Department further has mobilised the usage of the Multi-media technologies in distance teaching.

In the Department of Student Support, staff members were involved in the teaching and learning of students that enable students to progress in their studies, pass their





respective courses and eventually obtain their diplomas and degrees. Therefore, CES endeavours to develop approaches that help students to become critical thinkers and lifelong learners. A range of strategies (systems and methods) to help open and distance learners successfully complete their studies were developed. A user-friendly student support systems, methods and advisory services were conclusively created and effectively employed in order to help students achieve success. Most of these strategies are academic in nature and a few are administrative but very important in enabling students to succeed in their studies.

Academic relationships with University faculties remained strong and conducting joint meetings (CES-Faculty Liaison Committees were established and conducted meetings twice a year) on materials development and student support services. CES continued to participate in collective activities with national and international Open and Distance Learning (ODL) institutions through the Namibia Open Learning Network (NOLNET), Distance Education Association of Southern Africa (DEASA) and Southern African Society for Education (SASE).

A retreat which was held at Heja Lodge (3-5 April 2014) focused on the way CES should re-envision its activities for the next five years. An Ad Hoc Committee was designated to look at the Centre structure, functions and suggests the best model for Distance Education at the University of Namibia. Some resolutions were made and CES incorporated them in their strategic plan in the year under review but the best model for distance education was not fully implemented in 2015.

## RESEARCH AND PUBLICATIONS

During 2015, Centre staff were involved in various

research activities, attended research conferences at national and international levels where research papers were presented.

- Nekongo-Nielsen, H., Mbukusa, N., Tjiramba, E., & Beukes, F. (2015). Investigating factors that lead to school dropout in Namibia. To be published in the *Namibian CPD Journal for Educators (NCPDJE)*, 2(1). 99-118.
- Ngololo, E., & Nekongo-Nielsen, H. (2015). A Comparison of Performance between the Former Science Foundation Programme Students and the Direct Entry Students *International Journal of Humanities Social Sciences and Education (IJHSSE)*. 2(11). 100-107 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) www.arcjournals.org. 100.
- Chindongo, I. C., & Mbukusa, R.N. (2015). Exploring the barriers that impede parental involvement in children' education at Sauyemwa Junior Secondary School. *Journal of Education Research and Behavioural Sciences*. 4(2). 298-305. [http://www.apexjournal.org/jerbs/archive/2015/Dec/Dec\\_toc.html](http://www.apexjournal.org/jerbs/archive/2015/Dec/Dec_toc.html). ISSN 2315-8735 Apex Journal International.
- Mbukusa, R.N. (2015). Distance Education undergraduate students' experiences of project work suspension in Namibia. *International Journal on New Trends in Education and Their Implications*. Volume 6 (3). Article 12. ISSN 1309-6249.
- Mbukusa, R. N. (2015). Understanding the indigenous coping strategies of the Basubiya on the flooded of the Zambezi River. In Chinsembu, K. C., Cheikhoussef, A., Mumbengegwi, D., Kandawa-Schulz, M., & Kazembe, L. (Eds). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
- Lilemba, V., Nekongo-Nielsen, H., & Nyambe, J. Perception and experiences of beneficiaries of indigenous healing practices in Kaliyangile District of the

Zambezi Region, Namibia. Paper presented at *NCRST National Research Symposium 23-25 September 2015*, Windhoek Namibia.

- Misitilde, J., & Nekongo-Nielsen, H. Linking indigenous knowledge on health to literacy learning: a study conducted among the Ovahimba community in Namibia. Paper presented at *NCRST National Research Symposium 23-25 September 2015*, Windhoek Namibia.
- Misitilde, J., & Nekongo-Nielsen, H. Indigenous peoples' ways of knowing: Documenting the Ovahimba Communities' indigenous health knowledge. Paper presented at *Multi/Interdisciplinary Research conference, 4-6 November 2015*.
- Nlitembu, M., & Godwin, M. attended a DEASA Conference in Manzini, Swaziland on the 17-20 September 2015.

## COMMUNITY SERVICE

The Centre continued to participate in collaborative engagement activities with sister national Open and Distance Learning (ODL) institutions through Namibia Open Learning Network (NOLNET) and other allied organisations within the SADC region. CES is an active member of Distance Education Association of Southern Africa (DEASA), Namibia Educational Research Association Executive Committee; 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).

The following staff members serve on various NOLNET Committees during the year under review,

- Dr Haaveshe Nekongo-Nielsen as a member of NOLNET Management Committee
- Ms Charlene Kaereho and Ms Anne-Marie Murere served on the Standing Committee on Centre Support;

- Ms Emma Scheepers serves as a member of the Standing Committee on Information and Publicity;
- Mr Godwin Murangi as serves on the Research Standing Committee;
- Ms Emmie Tjiramba on the Standing Committee of Quality Assurance and
- Ms Carin Slabbert serves on Management Committee.
- Dr Nchindo Mbukusa serves as Chairperson of the NOLNET Board of Trustee (BOT) Committee meeting.
- Ms Martha Nitembu serves on the NOLNET Training and Conference Organising Committee
- Dr Regina M. Shikongo served as a Secretary of the Women Clay Pot Projects in Oshana Region and an Executive Member of Forever Living Products International in Southern Africa (SADC); was nominated as an ACU International Steering Committee member and a Board member of Oshakati Premier Electric (OPE).
- Dr Nchindo Mbukusa continued as a Coordinator of the Church project at Mavuluma SDA Church, he visited church branches in the north (Oshana, Ohangwena and Kunene Regions) and take part in the establishment of three kindergartens in northern Namibia. Dr Mbukusa

also facilitated the Sponsored cement for building one classroom for a pre-primary school and supervised the moulding of bricks as community based project (Sikondo – Rundu).

- Ms Agatha Lewin acted also as a Chairperson of the Mission's Committee at the Khomas Community Church.
- Mr Josaphat Shilongo served as a Branch Chairperson for NANTU and attended two National Teachers' Council meetings, a chairperson of the NOLNET E-learning Committee.
- Mr. Lukas Matati Josua is a member of Advisory Committee for Sam Nujoma Multipurpose Centre (SNMPC).
- Mrs Hilka Itula is an active member of TISAN Northern Campuses Organizational Committee.

In conclusion, CES strives to strengthen the training of writers, distribution of study materials, re-aligning of all centres' stores, student support services, collegial relationships and teamwork to ensure quality service in a dual mode institution of higher learning.





# CENTRE FOR QUALITY ASSURANCE AND MANAGEMENT (CEQUAM)

*Director: Dr Ngepathimo Khadila*

## INTRODUCTION

The Centre for Quality Assurance and Management (CEQUAM) was established in 2010 in an effort to develop, assure and enhance quality in teaching and learning; research and innovation; community engagement; and administration/support service 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) statute.

Our quality assurance system is modeled on the developmental principle that is based on continuous improvement where the focus is always on adding value and enhancing all we do at UNAM on a continuous basis. Quality assurance, therefore, is the pinnacle a brand that sets UNAM as an institution of higher learning apart from other institutions by gaining and sustaining global competitiveness. In line with this, the Vision statement of the University states that UNAM will be, "a beacon of excellence and innovation through teaching, research and community services". This vision statement clearly shows the commitment of the university to quality assurance.

Our services include, but are not limited to:

- Promote a Culture of Quality in every aspect of the University;

- Provide Quality standards and measures for all programs, centres, and departments;
- Provide advice on appropriate minimum standards and expectations for academic programmes during programme development and review.
- Coordinate registration of qualifications on the National Qualifications Framework (NQF); and Programme Accreditation;
- Serve as a linkage between UNAM and external Quality Assurance agencies;
- Facilitate the internal and external quality review/audit processes for the university itself, all divisions (both academic & administrative), and programmes;
- Monitor the implementation of the recommendations of internal and external reviews;
- Organize seminars and capacity building training workshops in the area of Quality Assurance for the University's staff and students;
- Provide tools (templates, procedures, guidelines, etc.) and/or recommend procedures and documentation that is suitable for adaptation by departments or faculties.

Through Quality Assurance interventions, It is expected that:

- All UNAM staff and students observe a culture of quality at all times.
- UNAM's clients or customers (students being the major customers) attain their value for money.
- UNAM is fit for and of purpose by achieving its Mission,





Vision, Values and strategic objectives through contributing to the realization of vision 2030.

- UNAM graduates are indeed transformed and properly prepared for life, work, and citizenship so that they are able to contribute to economic and social development of the country.
- UNAM improves its national and international reputation as an institution offering a range of high quality and relevant programmes.
- UNAM graduates are competitive in the global market.
- All the programmes offered at UNAM are registered on the National Qualifications Framework (NQF).
- UNAM as an institution, its programmes and personnel are accredited by reputable quality assurance agencies such as the National Council for Higher Education (NCHE), Namibia Qualifications Authority (NQA) and professional bodies.
- All processes and practices of UNAM (academic, administrative and support services) are of high quality and benchmarked against international best practice.

One of CEQUAM's mandates is to make sure that all UNAM qualifications are registered on the NQF and accredited. The year 2015 has observed a drastic increase in the number of qualifications registered on the NQF. A total of 196 of qualifications were submitted to NQA for NQF registration and 128 qualifications were registered by December 2015, translating to 65%. This shows that NQF registration is progressing well and we envisage having all UNAM qualifications registered on the NQF during the year 2016. UNAM is on track with NQF registration as the deadline for all qualifications in the country to be registered on the NQF has been shifted from February 2015 to December 2017 by NQA Council.

One of the goals of CEQUAM is to bring everybody on board by promoting a 'Quality Culture' within UNAM. Quality culture requires commitment, communication and involvement of everybody affiliated with UNAM at all levels of operation, including staff and students. Quality is in the hearts and minds of everybody, but the majority of the people do not like quality assurance. Sometimes they regard quality assurance as 'just another add-on activity to important activities such as teaching and research', forgetting that quality assurance is the way to quality. As agents of change, we are responsible for challenging the 'common sense' discourse that quality is inherent in academia. Through our capacity building interventions, we help stakeholders (staff and students) realize that quality does not happen by accident but it has to be planned for; and it requires everybody's involvement.

In a culture of quality, CEQUAM facilitated successful training workshops to staff and students at all UNAM campuses during the year under review that focused on a number of areas such as: Translating QA policy into tangible, practical activities that can be measured; How to conduct departmental self-reviews; How to write audit reports; and How to develop Self Improvement Plans and the implementation thereof.

This is not only that CEQUAM builds capacity for the University at large, but its staff members also engage in capacity building activities if they have to remain in the business of quality assurance as practitioners. In line with this, the year under review observed CEQUAM staff members participating in various capacity building activities. For example, Mr Vincent Matakala and Ms Selma Alfeus attended a training workshop on quality assurance tools and techniques in London, UK. Mr Elrico Nakusera attended an International Network for Quality

Assurance Agencies in Higher Education (INQAAHE) in Chicago, USA. Dr Ngepathimo Kadhila, Ms Aina Kamati, and Mr Bethold Kaurivi attended a quality assurance conference organized by the African Quality Assurance Network (AfriQAN) in Abuja, Nigeria. Finally, Dr Ngepathimo Kadhila and Dr Sifiso Nyathi attended a conference on Quality Assurance and Quality Enhancement in Higher Education Institutions in Berlin, Germany.

## DEPARTMENTAL QUALITY AUDITS/REVIEWS

Quality audits/reviews are activities that are aimed at continuous improvement of the quality of service delivery at UNAM. Quality reviews may take place at all institutional levels such as institutional, faculty, school, departmental (academic & administrative/support), programme and module levels. The following quality reviews were undertaken during the year under review: Faculty of Humanities and Social Sciences, Office of the Registrar and the Business Mathematics module.

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

and Evaluation Committee (IMEC). This is a high level Committee put together by the Vice Chancellor Management Committee (VCMC) to ensure that the outcomes of quality audits/reviews are effectively used for continuous improvement.

## PROGRAMME ACCREDITATION

During the year under review, the following programmes received NCHE accreditation under CEQUAM coordination:

- Bachelor of Laws Honours - Faculty of Law
- Bachelor of Science in Metallurgical Engineering Honours - Faculty of Engineering
- Bachelor of Science in Chemistry Honours - Faculty of Science

During the same year, the following programmes underwent NCHE accreditation process and the outcome is still awaited for:

- Bachelor of Economics Honours - Faculty of Economic and Management Sciences
- Bachelor of Education (Pre- and Lower Primary Education) Honours - Faculty of Education
- Bachelor of Science in Financial Mathematics Honours - Faculty of Science
- Bachelor of Science in Geo-Information Science - Faculty of Humanities and Social Sciences
- Bachelor of Science in Civil Engineering Honours - Faculty of Engineering & IT
- Bachelor of Pharmacy - School of Pharmacy

Students are at the heart of everything we do at CEQUAM and as such we undertake to help them to be active participants in shaping their own education. For us, 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 intended to provide opportunity for students to actively participate in quality assurance. This is a biannual event where students come together to reflect and celebrate quality success stories of their own experiences at UNAM; and at the same time they also use this platform as an opportunity to reflect on areas that they think UNAM need to pull up its socks to improve. As it has become a norm now, each campus conducts its own Student Quality Day but the main event rotates among all campuses. Therefore year under review observed the main Student Quality Day being hosted by José Eduardo dos Santos Campus for the Northern Campuses, under the Theme *My UNAM, My University, My Pride!*

At CEQUAM we believe in benchmarking and networking as some of our key aspects of quality assurance in terms of exchanging ideas and learning from the best practices. Through our benchmarking activities, CEQUAM has put the University on the world map.

During the year under review, UNAM was awarded the International Diamond Prize for Excellence in Quality by the European Society for Quality Research (ESQR) in Vienna, Austria. ESQR is an institution which recognizes private companies, public administrations and organisations that demonstrate superior development efforts and overall excellence in terms of quality management. UNAM, being the largest tertiary institution in Namibia, was awarded this prize in light of the notable advancement in quality over the past five years through CEQUAM.







# CONTINUING PROFESSIONAL DEVELOPMENT UNIT (CPD)

*Director: Dr John Nyambe*

## INTRODUCTION

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

## ACADEMIC ACTIVITIES

The CPD Unit conducted a profiling exercise in order to identify specific professional profiles of the current un- and underqualified teachers within the Namibian general education sector. Based on the outcomes of the profiling exercise, the CPD Unit collaborated with the Faculty of Education at UNAM and proposed an intervention programme to the Ministry of Education, Arts and Culture, targeting specifically the 4102 un- and underqualified teachers that were identified specifically at the Pre and Junior Primary school phase. An intervention programme which called for an approach that would allow the un- and underqualified teachers continue teaching in their classrooms while at the same time working towards acquiring the necessary qualification was adopted and

translated into an in-service Diploma in Junior Primary Education offered by the Faculty of Education at UNAM. A total of 1000 un- and underqualified teachers will be admitted into the programme for the next consecutive years starting in 2016. The Ministry of Education, Arts and Culture committed to funding the programme as a special project.

Through a needs identification process, educators country-wide expressed a need for professional development in ICT literacy and ICT integration. In this context, the Unit collaborated with the Computer Science Department at the University of Namibia to develop modules in ICT literacy and ICT integration for educators. A total of 56 educators comprising of teacher educators from UNAM and selected education officers from the regions were given training on the ICT integration modules, particularly in integrating ICTs in the teaching of literacy and numeracy in the Junior Primary phase. The 56 educators provided ICT integration to 28 research schools that participated in the Chinese-funds-in-trust project. Apart from this, a total of 68 teachers across the country have enrolled on the online ICT literacy modules and are being supported by an ICT expert from the Computer Science Department. Both the ICT literacy and ICT integration modules are available in hard copies and on-line.

In 2015, the CPD Unit continued its support to the regional directorates of education to further strengthen the capacity of regional CPD coordinating committees in terms of implementing the newly adopted approaches





to CPD. Training sessions were held at regional level and at circuit level. Training of trainers was conducted in the regions as a way of capacitating regions and ensuring sustainability of the CPD at regional level. Regional and site level CPD Implementation Guides were shared with the regions during the training interventions.

Oftentimes, teaching is experienced as a lonely activity that is conducted in isolation and consequently frustrations. Teachers are physically isolated from each other by huge distances. As a result, they have no one to turn to when they face challenges in their classrooms. They don't 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 in 2015:

*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. In 2015, as was

the case in the preceding years, a total of close to 500 educators (teachers and education officers) attended the annual conference for one day and half. Apart from the discussions and sharing of experiences several other resources such as reading materials were also made available to conference participants. Educators from other countries also participated to share their best practices. In 2015, international participants were invited from Zimbabwe, South Africa and Zambia.

*Namibia CPD Journal for Educators* – through the Journal, educators such as teachers are supported to research their own practice, reflect upon and document the findings of this research and share the findings with other practitioners by way of publication in the Journal, and subsequently presenting at the CPD annual conference. In 2015, two editions of the Journal were published. In this way, Namibia actively contributes towards the creation of a written knowledge base in CPD as opposed to being a mere consumer of such knowledge.

*Kopano Virtual Forum for Educators* - in order to mitigate the physical isolation and loneliness associated with teaching, the Centre, through the support of the UNESCO Chinese-funds-in-trust, has been developing and coordinating a virtual forum, the *Kopano Virtual Forum for Educators* (<http://teachercpd.unam.edu.na>). 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 practitioners that can virtually talk to each other, ask each other questions, discuss and learn from each other regardless of the distances that separate them. At the end of 2015, slightly over a hundred (100) educators had signed up and were actively participating on the forum.

## RESEARCH AND PUBLICATIONS

During the year under review, the Unit participated in a national, interdisciplinary and interinstitutional classroom based action research that investigated the teaching of literacy and numeracy in the selected twenty-eight schools in Namibia. The study was funded through the Chinese-Funds-In-Trust, with technical support by UNESCO. The ultimate objective of the study was to establish professional development interventions that would enhance literacy and numeracy teaching in Namibia's early grades. The study saw the Unit collaborating with a diverse research team that consisted of university lecturers in the Faculty of Education, Education officers from the Ministry of Education and school teachers.







# LANGUAGE CENTRE

*Director: Dr Liswani Simasiku*

## INTRODUCTION

The Language Centre serves as the Centre for language learning, teaching and research. The key focus is the upgrading of competence in the use of English, and the teaching of the University core courses. All undergraduate students studying at the University of Namibia (from certificate to degree level) have to do one or more English modules. Similarly, all postgraduate students have to enroll for Academic Writing for Postgraduate Students to enhance the quality of their research outputs.

The Centre further 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

The need to review the CEC 1319 curriculum was mainly influenced by a request from CES to extend the curriculum from being a semester module to a full year and to articulate the content with that of the English for General Communication (ULEG 2410) curriculum. The course was developed for both full time and distance students.

During the year under review two staff members completed their studies, Mrs Jill Izaks earned her Master's degree and Mrs Alina Nambambi earned her Bachelor's

degree. As part of the ongoing capacity building programme in the Centre, seven staff members (Ms Laetitia Willemse, Ms Elizabeth Namundjebo, Mr Joseph Mukoroli, Mr Hafeni Hamakali, Mrs Justine Amakali, Mrs Agnes Simataa and Mr Earle Mudabeti) are busy pursuing PhD degrees while Mr Christoph Hamurenge is studying towards a Bachelor Honours degree in English.

## RESEARCH AND PUBLICATIONS

Publications by staff members of the Language Centre during the year under review include the following:

- Senkoro, F. (2015). *Let the Story and the Lies Come: A Critical Anthology of Folktales from Zanzibar*. Dakar: CODESRIA.
- Mukoroli, J. (2015). *Tura boy*. Windhoek: John Meinert Publisher.
- Senkoro, F. (2015). Tujue Kiswahili: Kitabu cha Kwanza (Let Us Know Kiswahili: Book One).
- Senkoro, F. (2015). Tujue Kiswahili: Kitabu cha Pili (Let Us Know Kiswahili: Book Two).
- Mukoroli, J. N. (2015). A linguistic description and analysis of interlanguage errors: The written interlanguage of ESL class students of the University of Namibia. *Journal of Teaching and Education*. 4(2). 209-222.
- Simataa, A., & Nyathi, S. F. (2015). The essence of English Literature in communicative based ESL classrooms: Reflections on Namibia's state of affairs. *Namibia CPD Journal for Educators NCPDJE*. 2(1). 23-38.
- Simasiku, L., Kasanda, C., & Smit, T. (2015). Barriers to





- Code Switching in English Second Language medium classrooms. *Inter. J. Eng. Lit. Cult.* 3(1). 7-13.
- Simasiku, L., Kasanda, C., & Smit, T. (2015). Teaching subject matter through English as the medium of instruction in the Namibian classrooms. *European Scientific Journal*. 315-324.
  - Simasiku, L., Kasanda, C., & Smit, T. (2015). Can code switching enhance learners' academic achievement? *English language teaching*, 8(2). 70-77.
  - Olivier, C. E., & Simasiku, L. (2015). Exploring Reading & Writing Relationships in Grade Five. *Journal of English Language and Literature*, 3(2). 246-252.
  - Simasiku, L., Kasanda, C. D., & Smit, T. (2015). Can Code Switching Enhance the Learning of the Target Language? *Journal of Modern Education Review*. 5(6). 564-575.
  - Simasiku, L., Kasanda, C. D., & Smit, T. (2015). Does medium of instruction really matter in classrooms that use a second language as a medium of instruction? *4th Cyprus International Conference on Educational Research 19-21 March*. Girne American University, Kyrenia, North Cyprus: Academic World Education and Research Centre.
  - Teofilus, A. & Julius, L. (2015). Exploring the University of Namibia (UNAM) Second Year students' expectations and experiences for the ULEA course: A case study investigation at the HP Campus Language Centre. *The 3<sup>rd</sup> Internal Conference in Academic and Professional Communication: Communicating for change, advancement and glocalisation*. University of Botswana, Gaborone, Botswana.
  - Simasiku, L., Kasanda, C. D., & Smit, T. (2015). The impact of Code Switching on learners' participation during classroom practice. *The 3<sup>rd</sup> Internal Conference in Academic and Professional Communication: Communicating for change, advancement and globalization*. University of Botswana, Gaborone, Botswana.
  - Namundjebo, E. (2015). Exploring the University of Namibia (UNAM) Second Year students' expectations and experiences for the ULEA course: A case study investigation at the HP Campus Language Centre. *The 3<sup>rd</sup> Internal Conference in Academic and Professional Communication: Communicating for change, advancement and glocalisation*. University of Botswana, Gaborone, Botswana.
  - Rickerts, B. (2015). Reading comprehension and vocabulary of first year students at the Polytechnic of Namibia. *The 3<sup>rd</sup> Internal Conference in Academic and Professional Communication: Communicating for change, advancement and glocalisation*. University of Botswana, Gaborone, Botswana.
  - Izaks, J. (2015). Taking a closer look at vocabulary and academic literacy levels of undergraduate students. *The 3<sup>rd</sup> Internal Conference in Academic and Professional Communication: Communicating for change, advancement and glocalisation*. University of Botswana, Gaborone, Botswana.
  - Shilongo, S. (2015). Motivating students to speak: developing resilience in through academic literacy at the University of Namibia *The 3<sup>rd</sup> Internal Conference in Academic and Professional Communication: Communicating for change, advancement and glocalisation*. University of Botswana, Gaborone, Botswana.
  - lipinge, S. M., & Julius, L. H. (2015). The Provision of Quality Education through Universal Primary Education: A case Study of a Rural Primary School in Namibia. *SACHES Annual Conference*. University of the Free State, South Campus, Bloemfontein, South Africa.
  - Julius, L.H. (2015). The effect of relentless testing and monitoring on teaching writing: an example from two South African schools. *3<sup>rd</sup> Continuous Professional Development Conference*. Safari Hotel, Windhoek.
  - Izaks, J., & Beyer, H. (2015). The treatment of academic action verbs in English advanced learner's dictionaries. The 20<sup>th</sup> Annual International Conference of the African Association for lexicography, University of KwaZulu-Natal, Durban, South Africa
  - Hamakali, H. P. S., & Lumbu, S. D. (2015). Assessing students in English second language courses: The role of alternative assessment tools in language instruction. Paper presented at the *Education Conference (EDUCON 2015)*. University of Namibia.

## COMMUNITY SERVICE

The following staff members served as setters and markers of the English Language Proficiency Programme: Mrs A. Simataa, Mrs J. Amakali, Dr L. Simasiku, Mr E. Mudabeti, Mr H. Hamakali, Mr C. Hamurenge and Mr G. Sindano. And Mr J. Mukoroli taught English through NBC radio programmes.







## LIBRARY

### *University Librarian: Mr Joseph Ndinoshiho*

#### INTRODUCTION

The Library continued with its mission of supporting the university's academic and research activities. Its goal is to facilitate excellence in teaching and learning, create an appropriate study and research environment, as well as respond to the information needs of students, lecturers and researchers. For these reasons, the Library continued to strive to offer a better environment and adequate information resources. In this vein, the 2015 information resources budget was expended by prioritising allocations that assisted the university achieve its strategic objectives and improving access to relevant global electronic information resources. In addition, planning on the proposed renovation and extension project for the Main Campus Library was completed during 2015 in preparation for implementation in the coming years. This project will help the Library reach its goal of providing an appropriate environment for its users. Equally important, the Library staff members remain committed to reaching this goal, and collectively worked hard towards improving services.

In September 2014, the Library implemented a customer satisfaction survey, the LibQUAL+ Survey. The data from this survey were analysed in 2015, and during the course of the year, the Library made an effort to reflect on the findings. As a response to the challenges relating to textbooks access, discipline-based evaluation of textbook provision was carried out, taking into account student numbers. In turn, this helped in prioritising acquisition of textbooks. Inadequate Internet bandwidth

inconvenienced productive use of online information resources at some of our campuses. This concern was brought to the attention of the Computer Centre and the Library and Information Technology Committee. Plans are underway to provide adequate bandwidth to all campuses as soon as funding is secured. Appeals were also made for more conducive library facilities particularly postgraduate study areas (research commons). Thus, the Library was challenged to offer a more diversified space that caters for both collaborative and quiet individual learning, and research. These innovative study spaces and services have been incorporated in the Main Campus Library extension and renovation plan, with some of them being implemented at the Hifikepunye Pohamba Campus Library extension project. They are also included in the design for the forthcoming Southern Campus Library.

The Archives Unit continued to roll out the new university-wide filing system. This is meant to improve the management of the university's official records not only for easy retrieval but also for accountability of actions. Four faculties/departments were covered during the year under review namely the School of Medicine, School of Pharmacy, Faculty of Law, and Faculty of Humanities and Social Sciences. The Archives Unit also received a donation of archival materials from Professor Peter Williams, who participated on the Commission on Higher Education in Namibia in the 1990s. The Williams collection contains materials which relate to the development of education in Namibia. Essentially, it covers the plans for education in a new independent Namibia, including the





establishment of the University of Namibia. The materials in the collection mostly constitute raw documents that were collected by the Commission as part of its consultation.

The Library further benefitted from a cooperation programme between UNAM and Cardiff University in the UK. During the first week of July, thirty-two Library staff members drawn from all campuses benefitted from a 'Study Skills' and 'Academic Writing' training offered by Ann McManus, Manager of Academic and Skills Development Centre at the Cardiff University. This training was carried out using a very inspiring and effective participatory methodology, which provided skills that participants could use in their own professional development as well as in assisting students. Moreover, two library staff members, Mr Joseph Ndinoshiho and Ms Jacobina Mwilyale participated in a very productive 4-week Commonwealth Professional Fellowship programme at Cardiff University.

Notable also in the year under review, is the library website which was upgraded and moved to form part of the main university website. With this move, additional functionalities were added in the form of online request forms and subject categories for e-resources. Library portals were re-branded to resemble the new UNAM brand and color scheme. These facilities are now mobile-friendly and can be used on different gadgets.

## ACADEMIC ACTIVITIES

The Library subscribed to full-text e-journals and databases (Emerald, Science Direct, Springer Link, 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, and ITOCA, etc.). In order to further improve access to scholarly information resources in support of teaching, learning and research as well as implement the recommendations by the external audit of the Faculty of Law, the Library added the following new electronic information databases to its collections in 2015:

- Hein Online - Includes more than 2,000 law and law-related periodicals, U.S reports back to 1754, world trials dating back to the early 1700's, legal classics from 16th to the 20th centuries, the United Nations and League of Nations Treaty Series, all United States Treaties, the Federal Register from inception in 1936.
- Cambridge international law reports - The International law reports is the only publication in the world wholly devoted to the regular and systematic reporting in English of decisions of international courts and arbitrators as well as judgments of national courts.
- Hague Academy of International Law Online - Consists of volumes of the Collected Courses which have been published since 1923 to date. The Collected Courses of the Hague Academy of International Law deal with the theoretical and practical aspects of the subject, including legislation and case law.
- IMF e-library - The International Monetary Fund's (IMF) eLibrary simplifies analysis and research with direct access to the IMF's periodicals, books, working papers and studies, and data and statistical tools.
- SUNS newsletter - SUNS is a unique source of information and analyses on international development issues with particular focus on North-South and South-South negotiations.

The e-resources subscription costs were negatively

affected by the almost 30% exchange rate drop of the Namibian dollar to the US dollar during 2015. However, with an additional budget allocation to the Library, all subscriptions were successfully renewed.

With regards to print resources, 11 640 titles and 29 020 copies were purchased in 2015 compared to 11 987 titles and 27 660 copies in 2014. The Book budget focused on purchasing multiple copies of prescribed textbooks to support academic performance and address the challenges identified through the 2014 LibQUAL survey. Operational review on acquisition processes resulted in improved efficiency with the arrival time for book orders reduced significantly by over 50%, taking less than two months to be available in the library.

In July a special fund of N\$ 4 million was availed by the University Management to support the newly introduced Bachelor degree in Veterinary Medicine (BVM) and the Diploma in Animal Health (HDAH) programmes at the Neudamm and Katima Mulilo campuses respectively. As a result, 455 titles and 2359 copies were ordered to provide for scientific and professional collections for these new academic programmes.

Information literacy instruction continued, with Librarians conducting classes for students at our various campuses. Training and orientation on how to use library resources was conducted for a total of 362 undergraduate students, 284 postgraduate students and 9 academic members of staff.

The Reference Desk at the Main Library handled a total of 1423 ready reference queries, 380 miscellaneous queries, 365 past exam papers searches, 361 circulation services, and 189 ICT-related queries.

A total of 223 220 circulation transactions (Check-in, Check-out, Holds and Recall) were recorded during 2015 as compared to 225 713 during 2014. The figures indicate a slight decrease in the circulation transactions similar to the previous year while student numbers increased.

In order to offer professional services to the university's academic and research communities, the Library continued to thrive to have a human-resource workforce that is highly trained. During the year under review, a total of 33 library staff members were in the process of upgrading their qualifications, including 6 pursuing their PhDs, 11 pursuing other postgraduate programmes, and 16 enrolled for Bachelor's degree.

The following staff members completed successfully their studies: Ms Ellen Ndeshi Namhila, the University Librarian, completed her PhD at the University of Tampere, Finland and was awarded the degree of Doctor of Philosophy in Information and Interactive Media. The title of her thesis was "Recordkeeping and missing 'Native Estate Records' in Namibia". Moreover, Ms Astridah Samupwa completed a BA (Honours) in Library and Information Science at UNAM; Ms Laila Katrina Shipeta completed a Bachelor of Information Science (Honours) degree at UNISA; Ms Anna Ngula completed a Bachelor of Information Science (Honours) (Cum Laude) degree at UNISA; and Mr Viktor Johannes Shivute completed a Diploma in Library Science at UNAM.

## RESEARCH AND PUBLICATIONS

During the year under review, staff members were involved in the publication of a number of books and book chapters, referred journal articles and conference presentations:

- Namhila, E.N. (2015). Archives of Anti-Colonial Resistance and the Liberation Struggle (AACRLS): An integrated programme to the colonial gaps in the archival record of Namibia. *Journal for Studies in Humanities and Social Sciences*, 4(1&2), 168-178.
- Namhila, E.N. (2015). Recordkeeping and Missing "Native Estate" Records in Namibia: An Investigation of Colonial Gaps in a Post-colonial National Archive (Doctoral Lecture). *Informaatitutkimus* 34(4) 2015. <http://ojs.tsv.fi/index.php/inf/article/view/53483/16649>
- Ntsikala, R., & Mandl, H. (2015). Proceedings of the Namibia Library Symposium 7-9 October 2013. (Published in 2015).
- Namhila, E.N. (2015). Transforming the traumatic life experiences of women in post-apartheid Namibian historical narratives. (In Silvester, J. (Ed.). *Re-viewing resistance in Namibian history*. (22-37). Windhoek: University of Namibia Press.
- Illoga, S. (2015). Assessment of library's impact on Knowledge Economy: a case of Keetmanshoop, Namibia. Paper presented at IFLA Social Science Satellite Meeting, Windhoek, 12 August 2015. <http://iflawindhoek2015.org/wp-content/uploads/2015/10/Selma-IFLA.pdf>
- Illoga, S. (2015). Information and Knowledge Policy Framework to Enhance the Effectiveness of Namibia's Fourth National Development Plan (NDP4). *Paper presented at IFLA WLIC 2015 - Cape Town, South Africa in Session 138 - Access to Information Network - Africa SIG*.
- Mabhiza, C., & Hamutumwa, N. (2015). A study of the information seeking behaviours of SANUMARC researchers. *Seminar Paper presented at the North South-South Cooperation of Universities held on 22 May 2015*. University of Namibia.
- Mabhiza, C. (2015). The role of an academic library in support of research. *Paper presented at the UNAM Research Day 8 October 2015*. Khomasdal Campus, University of Namibia.
- Namhila, E. N. (2015). Advocating for Libraries to be part of national development plans in Namibia. *Keynote paper at the 6th Convention of Polish Libraries, Warsaw 22-23 October 2015*. Information Society Development Foundation (FRSI), Warsaw, Poland.
- Namhila, E.N. (2015). Native Estate Records in Namibia: Mobility across Colonial Boundaries. The Carl Schlettwein Lecture 22 September 2015. Centre for African Studies, Basel, Switzerland.
- Namhila, E. N. (2015). Library Advocacy and Actions on UN SDGs in Namibia. Paper presented in Session 97. *UN Post 2015 Development Agenda 17 August 2015*. IFLA World Library and Information Congress, Cape Town, South Africa.
- Namhila, E.N. (2015). Multidimensional concept of value of libraries. *Paper presented in Session 91: What is value? 17 August 2015*. IFLA World Library and Information Congress, Cape Town, South Africa.

## COMMUNITY SERVICE

Ms Maria Ashilungu and Mr Ronald Kanguti served on the Executive Committee of Namibian Information Workers Association (NIWA). In addition, the Oshakati 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.





# MULTIDISCIPLINARY RESEARCH CENTRE (MRC)

*Director: Dr 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. MRC recognizes the expertise within faculties and tap into it by including relevant faculty in research teams that are constituted for all research programmes. The current National Developmental Plan (NDP4, 2013-2017) addresses issues pertaining to economic development, and the sectors and enablers on which a vibrant economy can be sustainably based. The MRC strengthened its research efforts in such priority areas and is currently implementing research programmes as outlined in the 5-year research agenda. MRC's research strategy is to provide relevant and accurate research information in various areas ranging from health, education, biodiversity, climate change, socio ecological systems, gender, IKS, etc. for policy decision making and programme interventions.

## ACADEMIC ACTIVITIES

Research projects and programmes executed in 2015 are listed below. They were implemented in collaboration with partners from UNAM faculties as well as within local partnerships in Namibia, and international partners within Southern Africa and beyond.

- Socio Ecological System
- Community Adaptation to Change in Climate
- Land Reform and Resettlement

- Gender Based Violence
- Disaster and Risk Management
- Population Dynamics and Reproductive Health
- Malaria Operational Research in Ohangwena and Zambezi regions
- Drug Discovery and Development
- Wind Power Demonstration in Lüderitz
- Indigenous Knowledge Systems Technology (IKST) Food and Beverages

The MRC team has been proactive in developing research proposals for funding and the following research projects secured funding from various sources in the three divisions:

### Social Sciences

- Indigenous knowledge in Reproductive Practices and Health Care: an intergenerational comparative study of Namibian and South African women, in collaboration with the University of Johannesburg.
- Maternal health Study (with funding support from IntraHealth).
- Stakeholders Perception of the Namibian Airports Company (with funding support from Namibian Airports Company).
- Development of policy database for the National Planning Commission (with funding support from UNDP).
- Green Schemes in Namibia (funded by MRC)
- Nation-wide GBV study (funded by MRC and UNDP)
- Teenage pregnancy in Namibia study.





## Life Sciences

- Nature based tourism (with funding support from NSF-USA).
- Human Wildlife Conflict (with funding support from WWF).
- Water Management and Governance in Namibia Rural Communities in collaboration with HSRC and funding support from NCRST and NRF.

## Science and Technology

- Ethnobotanical knowledge on medicinal plants used by traditional healers in Kavango region, Namibia in collaboration with the University of the Western Cape.
- Development and optimisation of high through put screens for drug discovery from natural products funded through the NCRST.
- Development of a malaria risk assessment tool (MERFAT) in Zambezi Region (in collaboration with UCSF and funding support from the Bill and Melinda Gates Foundation)
- Targeted Malaria Parasite Elimination in the Zambezi region (in collaboration with UCSF and funding support from the Novartis Foundation)
- Microflora Identification and Characterization of Oshikundu (with funding support from NCRST).
- Pilot of National Indigenous Knowledge Management System in Kunene Region (with funding support from NCRST).
- Development of a toothbrush sanitizer (with funding support from NCRST)
- Olufuko Festival: Practices and Prospects for Development: (with funding support from Outapi Town Council).
- The Benguela Wind power demonstration project funded by Finnish Foreign Ministry

During the second half of the year, an MRC team from all three divisions lead by Dr Indongo conducted a National census to establish Science, Technology and Innovation Indicators for Namibia in partnership with the NCRST. This involved carrying out four Research and Development Surveys (Higher Education sector, Government Sector, Business Sector and the NGO Sector) and the first ever Innovation Survey in Namibia. The findings are being analysed and a report is submitted to NCRST.

## CAPACITY BUILDING

Three MRC researchers were on staff development working towards their doctoral degrees, one of these Ms Du Preez from the Science and Technology Division, submitted her thesis for examination. The MRC had eight (8) postgraduate research fellows working towards Master's degree and two towards their PhDs. Five of the MSc candidates completed their studies and one has already defended his dissertation. All postgraduate students are fully funded from DAAD, SABINA, the Carl Schlettwein Foundation and fellowships from a Novartis Foundation funded research program, secured through their mentors and supervisors.

## STAFF COMPLEMENT

In 2015, the MRC recruited Dr Zivanai Tsvuura as a senior researcher in the Life Sciences Division from the University of KwaZulu Natal, however he subsequently returned to his previous employer. We welcomed Ms Emilia Haimbili as his replacement on the Biodiversity Program as well as Dr Earl Lewis on the same program.

The MRC has also recruited project staff on the Malaria Elimination Project in Zambezi region with teams based in Katima Mulilo and Windhoek. These included Ms

Teopolina Uutsi (Data Manager), Ms Jo-ann van Wyk (Administrator), Mr Asen Mwandemele (Programmer), Mr Ricky Simwanza (Site Co-ordinator), Frieda Ashipala (Administrative Assistant), Mr Flavian Libita and Mr Simataa Nyathi (Field Investigators), Mr Vincent Sitali and Mr Brasters Kakula (Drivers)

## RESEARCH AND PUBLICATIONS

The MRC developed a management action plan with contributions from the divisions, which set targets for research outputs for 2015. The MRC also published two editions of its newsletter, "Research Matters", to disseminate information about research activities at the Centre.

The Centre was successful in meeting and surpassing its research output targets in the categories of Technical/Commissioned reports, Conference Presentations, Books and Book Chapters. In the category of peer-reviewed research articles, the centre has had a modest completion rate with 16 publications falling short of the target set of 31 published peer-reviewed articles. However, some manuscripts are still under review and will be reported in 2016.

Publications by members of the MRC include the following:

- Arne H. Eide Hasheem Mannan, Mustafa Khogali, Gert van Rooy, Leslie Swartz, Alistair Munthali, Karl-Gerhard Hem, Malcolm MacLachlan, Karin Dyrstad (2015). Perceived Barriers for Accessing Health Services among Individuals with Disability in Four African Countries. *PLoS ONE*, 10(5).
- Cheikhoussef Ahmad, Rowan Wayne Summers and Gladys Kahaka, 2015. Qualitative and

- Quantitative Analysis of Phytochemical Compounds in Namibian *Myrothamnus flabellifolius*. *International Science and Technology Journal of Namibia*. 5. 71-83.
- Duarte B Morais, Birendra K. C, Yuchen Mao, Alfons Mosimane (2015). Wildlife conservation through tourism microentrepreneurship among Namibian communities. *Tourism review international* 2015. 19. 43-61.
  - Dushimemaria, F., & Mumbengegwi, D. R. (2015). Palliative treatment of cancer in resource poor settings: Traditional medicine perspective. *Journal of Pharmacognosy and Phytotherapy*. 7(5). 73-79.
  - Dushimemaria, F., & Mumbengegwi, D. R. (2015). Proposition of a low cost field assay to determine antiproliferative properties of indigenous plants using *Dugesia dorotocephala* (brown planaria). *Scientific Research and Essays*. 10(4), 144-149.
  - Indongo Nelago & Pempelani Mufune (2015) ICT Barriers for People with Disability in Namibia: Evidence from the 2011 Namibia Population and Housing Census. *Review of Disability Studies*. 11(1).
  - Indongo Nelago (2015) The Effect of Urbanisation on Housing Conditions in Namibia. *International Journal of Humanities Social Sciences and Education (IJHSSE)*. 2(7). 1-7.
  - Indongo, N., & Pazvakawambwa, L. (2015) Perceptions of women on marriage in Namibia. *Psychology*, 2015, 6, 1413-1420.
  - Zhen, J., Guo, Y., Villani, T., Carr, S., Brendler, T., Mumbengegwi, D., Kong, A-N.T., Simon, J., & Wu, Q. (2015) Phytochemical analysis and anti-inflammatory activity of the extracts of the African medicinal plant *Ximenia caffra*. *Journal of Analytical Methods in Chemistry*, Article ID 948262. DOI: 10.1155/2015/948262.
  - Kimaro, M-E., Lendelvo, S., & Nakanyala, J. (2015). Determinants of tourists' satisfaction in etosha national park, Namibia. *Journal of Studies in Humanities and Social Sciences*. 4(1&2). 116.
  - Maroyi Alfred and Cheikhoussef Ahmad (2015). A comparative study of medicinal plants used in rural areas of Namibia and Zimbabwe. *Indian Journal of Traditional Knowledge*. 14(3). 401-406.
  - Wabahe, M.A., & Silva, J.A. (2015). Local Governance Institutions, CBNRM, and Benefit-sharing Systems in Namibian Conservancies. *Journal of Sustainable Development*. 8(2).
  - MuAshekele, H. (2015). Alternative housing delivery methods and technologies in Namibia. *Asian Academic Research Journal of Multidisciplinary*. 2(6). 136.
  - Van Rooy, G., Mufune, P., & Amadhila, E. (2015). Experiences and perceptions of barriers of health services for elderly in rural Namibia: A qualitative study. *Sage Open*. 1-10.
  - Du Preez, C.I., Nafuka, S.N., Mumbengegwi, D.R., & Bock, R. (2015). Indigenous Knowledge of medicinal plants for the treatment of malaria in Namibia. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Dushimemaria F., Mumbengegwi D.R. and Bock R. (2015) Indigenous Knowledge of medicinal plants used for treatment of cancer. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Embashu Werner, Cheikhoussef Ahmad and Gladys Kahaka (2015) Oshikundu: An indigenous fermented beverage. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Helta Lusla and Cheikhoussef Ahmad (2015). Traditionally fermented milk products. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Lendelvo Selma M., Margaret N. Angula & John Kazgeba E. Mfune (2015) Indigenous knowledge used in the management of human-wildlife conflict along the borders of the Etosha National Park, Namibia. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Likuwa K. (2015) Colonialism and the development of contract labor system in Kavango. In Silvester. J, (Ed). *Re-viewing Colonial Resistance in Namibia*. Windhoek: University of Namibia Press.
  - Mumbengegwi, D.R., Du Preez, C.I., Dushimemaria, F., Auala, J.R., & Nafuka, S.N. (2015). Indigenous Knowledge of medicinal plants as antimicrobial treatments. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
  - Mushabati Lynette F., Gladys Kahaka and Cheikhoussef Ahmad (2015) Namibian leafy vegetables: From traditional to scientific knowledge, current status and applications. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-



Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.

- Siyambango Nguza, Alex T. Kanyimba & Pempelani Mufune (2015) Indigenous knowledge and climate change in rural Namibia: A gendered approach. In Chinsembu, K.C., Cheikhoussef A., Mumbengegwi, D., Kandawa-Schulz, M., Kasanda, C.D., & Kazembe, L. (Eds). (2015). *Indigenous Knowledge of Namibia*. Windhoek: University of Namibia Press.
- Mosimane, A.W., & Silva, J.A. (2015). *Boundary-making in conservancies: the Namibian experience*. Cambridge Scholars publishing.

In addition, a number of technical reports were published:

- Cheikhoussef, A., 2015. Ethnobotanical, Phytochemicals, Antimicrobial and Antioxidants Activities of Indigenous Namibian Fruits. A research report submitted to the Research and publication Office (RPO), University of Namibia, Windhoek, Namibia.
- Indongo Nelago and Klemens Mutorwa, Indigenous knowledge on Sexual and Reproductive Health and its influence on Gender Based Violence. MRC, UNAM.
- Likuwa Kletus (2015) GBV through Inheritance and Property grabbing in Kavango East, Erongo and Kunene regions of Namibia, MRC, UNAM.
- Likuwa Kletus (2015) Voices of Youth on CLR&R in

Hardap, Ohangwena, Kavango East and Zambezi regions of Namibia

- Likuwa Kletus and Lendelvo Selma (2015) "Employment creation by Land Reform Programme in Commercial Area" MRC & MLR.
- Mogotsi Immaculate, (2015), Gender Based Violence: Systems Response vs Personal Agency, MRC, UNAM.
- Mosimane Alfons, Lendelvo Selma, Siyambango Nguza & Nahas Enkono. (2015) Comparative analysis of the common pool resources management regulations in Namibia, Funded by MRC.
- MuAshekele H (2015) Olufuko Festivals: Practices and Prospects for Development
- Mumbengegwi Davis, Heike Winschiers-Theophilus, Cheikhoussef Ahmad, Gereon Koch Kapuire Michael Shirungu, Colin Stanley, Du Preez Iwanette, Embashu Werner, Florence Dushimemaria, Michael Chamunorwa, Albertina Iikasha, Donovan Maasz, Pena Tjituka. 2015. A technology-based ethnobotanical data collection pilot study in Kunene Region; a Field Trip Report. Multidisciplinary Research Centre (MRC), University of Namibia & Namibia University of Technology (NUST), Windhoek, Namibia.
- Siyambango Nguza (2015) Development of Policy Database of Namibian Government Policies
- Van Rooy Gert (2015) Health, Safety and Security sectors responses to GBV, MRC, UNAM.
- Van Rooy Gert (2015) Stakeholders Perception of the NAC.

The MRC hosted its first multi/interdisciplinary research conference under the theme *Advancing Research for Sustainable Socio-Economic Development of Namibia* from November 4-6 2015 at the Hilton Hotel, Windhoek. The conference was attended by a diverse range of participants from across the country and the Southern African Region including academics, government officials, practitioners, media, civil servants, research students and private sector. Guest speakers included Hon Doreen Sioka, Minister of Gender Equality and Social Welfare and the UNDP representative to Namibia, Ms Anita Kiki Gbeho and speakers in the plenary session included Prof M. Mosimege (HRSC), Ms Nakusera (BoN) and Dr H. Riruako (UNAM). A conference report will be printed and disseminated.

## COMMUNITY SERVICE

MRC staff was involved in review and advisory capacities with government and national agencies such as the NSA, NSI, NCRST, MoHSS, MAWF, MET, MGCW, and the Ministry of Lands. The MRC also contributed to UNAM Management at various levels from departmental, to inter-faculty boards, taskforces, up to the University Council where Dr Indongo serves as a member. Staff involvement extended to regional and international bodies such as SADC forums, UN Convention of Parties and international think tanks.







# SCHOOL FOR POSTGRADUATE STUDIES

*Director: Dr Cornelia Shaimemanya*

## INTRODUCTION

The School of Postgraduate Studies has a dedicated obligation to coordinate the University of Namibia's Postgraduate Programmes in a harmonised way, ensuring that quality control regulations and procedures are strictly adhered to and high academic standards are preserved. The School also ensures and guarantees the provision of postgraduate students with high quality academic, ICT, psychosocial and social-emotional support services. Furthermore, it is authorized to coordinate postgraduate admission, registration and examination and build capacity in student research, student supervision and innovation amongst postgraduate staff.

A total number of **966 (82 PhDs, 663 Masters** and the rest enrolled for postgraduate diploma/ postgraduate certificates) **students** enrolled for postgraduate studies for the 2014 academic year. This is tremendous growth of the School enrollment and show of the existing thirst for postgraduate education in the country. Dr Shaimemanya and Prof P. Chimwamurombe were the Director and Deputy Director respectively for the PGS. In addition, the PGS had three support staff members, namely Ms. Desiree Davies (Faculty Officer) and Ms. Nambata Namweya (ISS Project Coordinator) and Sofia Itoolwa (Administrative Officer).

## ACADEMIC ACTIVITIES

### 1. Academic Activities

- In 2015 Dr Shaimemanya coordinated the STETTIN

Project under the ERASMUS MUNDUS partnership, the first ever link of the PGS with the outside world that she initiated in 2012. The aims of the Erasmus Mundus STETTIN Project are among others to build capacity of graduate students and staff in science and technology education and also to enhance research capacity particularly in the areas on indigenous knowledge and environmental science. UNAM has since signed the MOU with Erasmus Mundus through IUFM - Aix-Marseille Université in France. Four Masters

- in Science Education and Technology students have completed course work IN Belgium and France and are currently in Namibia for research. Ms Kavetuna, a PhD student left in September last year for France to do course work. Graduates from this program will make a difference in the Namibian education.
- Dr Shaimemanya also participated in the Curriculum, Instruction and Assessment Studies (CIAS) departmental Research Project on Class Assessment Practices in the Primary Phases – Lower Primary (Literacy and Numeracy) and Upper Primary (English and Mathematics).
- 5, Dr Shaimemanya as Director of the School of Postgraduate Studies organized 5 Postgraduate Students and Supervisors Research Capacity Building Workshops including a one day comprehensive New Graduate Students Orientation Workshop held at GZ Function Centre as part of a broader strategy to hone research skills, engender a culture of scholarship and pinpoint pitfalls in postgraduate studies that benefited all faculties.
- Dr Shaimemanya with the assistance of the







UNAM Postgraduate Studies Committee drafted the UNAM *Postgraduate Studies Policy*.

## RESEARCH AND PUBLICATIONS

1. Dr Shaimemanya participated in the Curriculum, Instruction and Assessment Studies (CIAS) Departmental Research Project on Class assessment practices in the Primary Phases – Lower Primary (Literacy and Numeracy) and Upper Primary (English and Mathematics).
2. Shaimemanya, C.N.S. (2015) Challenges of Higher Education in Namibia (Book Chapter under review)
3. Shaimemanya, C.N.S (2015) Transforming Education through Teacher Empowerment in Namibia: Possibilities and Challenges (Book Chapter under review)
4. Mainstreaming Environment and Sustainability in African Universities (MESA)

## COMMUNITY ENGAGEMENTS

### *Internal*

- Director, Postgraduate Studies School;
- Vice-Chairperson of UNAM Postgraduate Studies Committee
- *Coordinator and ERASMUS MUNDUS Representative at UNAM.*
- *Coordinator, Postgraduate programmes*
- Organized and facilitated the 4th New Postgraduate Students Orientation Workshop in 2015

- Organized and coordinated Postgraduate Students and Supervisors Research Capacity Building Workshops in 2015
- Organized and Facilitated the Refresher Training Sessions on Strengthening Doctoral Supervision
- Member of University of Namibia Senate,
- Member of UNAM Academic Planning Committee
- Member of Deans' Committee
- Member of UNAM Admissions and Examinations Committee
- Member ISS UNAM Technical Committee
- Editor of NERA Journal
- Member of the Journal for Studies in Humanities and Social Sciences Editorial Board
- Member, Faculty of Education Board;
- Member, Postgraduate Studies Committee
- Member, Department of Curriculum, Instruction and Assessment Studies Board of meetings;

### *External*

- External Examiner of Doctoral Dissertation, Cape Peninsula University of Technology
- Served on the Education for Sustainable Development Technical Committee (Ministry of Education)
- External examiner for Master Theses at Rhodes University
- Editor of NERA Journal
- Executive Member of Namibia Educational Research Association (NERA).











# RESEARCH AND PUBLICATIONS OFFICE

*Director: Professor Isaac Mapaure*

## INTRODUCTION

The Research and Publications Office (RPO) continued to strive achieving its mandate as stipulated in the University of Namibia 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 office is also accountable for coordinating and managing research activities of UNAM at all the twelve Campuses of the University in the various Regions of the country. During the year under review the RPO adeptly carried out its activities under the leadership of Prof Isaac Mapaure (Research Coordinator), deputized by Dr Hileni M. Kapenda. Under their leadership, the Office continued diligently to oversee and manage research activities at the University, as part of its mandate.

## ACADEMIC ACTIVITIES

During the year under review, the RPO participated in the Induction Workshop for new staff organized by the Teaching and Learning Improvement Unit (TLIU).

The Research Coordinator facilitated a capacity building training workshop at a satellite campus, namely: a one-day training workshop at Sam Nujoma Campus entitled *Research policies & scholarly communications policies capacity building training workshop*. This workshop was attended by 16 staff members.

During April, the RPO conducted a Workshop with selected six Taskforce UNAM staff members to further develop the Guidelines and Regulations for Research Ethics. The regulations are now in its final stages for approval by Senate.

Staff members also attended a number of external workshops and capacity building activities:

- Ms P. Claassen attended the elaborate and intensive *Advanced Research Ethics Training in Southern Africa (ARESA)* in Stellenbosch, South Africa held on 15-28 February 2015.
- Prof I. Mapaure attended the Inaugural meeting of the SARUA Curriculum Innovation Workshop Group, 31 March - 02 April 2015.
- Prof I. Mapaure attended the Feasibility study for the implementation of Virtual Research Development and Innovation Network (VRDIN) for the SADC Region, 07-12 April 2015.
- Prof I. Mapaure and Dr H. Kapenda attended the African Common Wealth Universities/ Southern African Research & Innovation Management Association (ACU/SARIMA) Conference held in Johannesburg, South Africa. In conjunction with the conference, they also attended a workshop on "*Training, Funding, Publishing and Tracking Research*", 09-15 May 2015.
- Prof I. Mapaure attended the Initiation workshop and launch event of the SARUA Curriculum Innovation Network, 6-9 June 2015.
- Ms P. Claassen attended the Course Work for ARESA, 20 June - 4 July 2015.





- Prof I. Mapaure attended the 58<sup>th</sup> SARIMA Committee meeting, 6 July 2015.
- In August, Dr H. Kapenda attended a one-day stakeholders' meeting (BIPA, NCRST, PoN, UNAM and other organizations) organized by NCRST to discuss Intellectual Property (IP) policy matters for publicly funded research activities.
- Ms P. Claassen attended the ARESA Lectures/Course, 5-19 September 2015
- Ms P. Claassen attended the Global Forum on Bioethics in Research Meeting, 1-5 November 2015
- Prof I. Mapaure attended the SARIMA Curriculum Innovation Network, 10 December 2015.

The RPO as the coordinating unit for research activities received a total of 24 applications for research funding from the following faculty and campuses: Centre for External studies, Faculty of Education, the School of Medicine; Faculty of Humanities and Social Science, Faculty of Science and the Hifikepunye Pohamba Campus. These applications were evaluated by the University's Research and Publications Committee (RPC), comprising of staff members from the various Faculties and Campuses. Through a process that adheres to academic rigour, 29.17% of these applications were approved.

In addition, various external research projects were coordinated by the RPO, most notably the projects funded by the National Commission for Research Science and Technology (NCRST) under their various prioritized calls for funding. The Namibia/South Africa Collaborative Research Programme made funding available for 17 research projects that involving several academic staff members and students at the University, as well as other sister universities. The grant breakdown is

as follow: 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); and the Multidisciplinary Research Centre (3).

During the year, the NCRST launched its second call for proposals. A total of 5 projects received funding under this call. Given the nature of the second call and its criteria, which was orientated towards the natural sciences, these projects are all housed within the Faculty of Science.

The annual UNAM Research and Innovation Day took place on 8 October 2015 at the Khomasdal Campus, where our University show case our various research activities in the form of academic papers, posters and research presentations to the academic fraternity and public stakeholders. The theme of the Research & Innovation Day for 2015 was *Education, Research and Innovation for Sustainable Development: 2015 and Beyond*. Hon Dr Itah Kandjii-Murangi the Minister of Higher Education, Training and Innovation blessed the occasion by giving a Keynote address. The event was celebrated campus wide, at all the regional campuses of the University.

Another highlight of the year under review was the Senate approval of the *Guidelines and Regulations for Research*. The guidelines and regulations are aimed at assisting academics and students to conduct research activities according to international standards.

The RPO has a designated budget to support academics in publication page fee charges for manuscripts in refereed journals. The total number of 13 publications supported

under this budget as follow: Faculty of Education (1); Faculty of Science (6); Sam Nujoma Campus (1); School of Nursing and Public Health (3); Katima Mulilo Campus (1); and the Multidisciplinary Centre (1). The amount of N\$200, 000 were 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 & Publications Office have also continued to conduct research as academics in their own right. Below, is a list of their publications:

- Claassen, P., Hedimbi, M., & Basson, K. (2015) Use of Affordable Materials To Improve water Quality in Peri-Urban Settlements in Windhoek, Namibia, *Advances in Microbiology*, 5. 190-197.
- Kanyimba, A., Katewa, E., & Claassen, P. (2015) The Contribution of Education For Sustainable Development To Transformational Leadership Among Selected Namibian School Principals, *Open Journal of Social Sciences*, 3. 186-196.
- Kapenda, H. M., Kasanda, C. D., & Naweseb, T. F. (2015). Teachers' understanding of the use of everyday contexts in the teaching of Mathematics at three selected urban junior secondary schools in Windhoek, Namibia. *Namibia Continuous Professional Development (CPD) Journal for Educators*, 2(1). 39-50.
- Simasiku, L. E., Villet, C. B., & Kapenda, H. (2015). High school teachers' perceptions on reflective practice in teaching at one selected school in Khomas region,

Namibia. *Namibia CPD Journal for Educators*, 2(1), 88-98.

- Haimbodi, F. N., Kasanda, C. D., & Kapenda, H. M. (2015). The effects of cooperative learning on the performance of grade 11 mathematics learners in the Oshana educational region, Namibia. *Journal for Studies in Humanities and Social Sciences*, 4(1&2), 243-252. ISSN 2026-7215.
- Kasanda, C. D. & Kapenda, H. M. (2015). Indigenous knowledge of junior high school learners on traditional medicinal plants in the treatment of common ailments and diseases in the Omusati and Oshana regions in Namibia. In Chinsembu, K. C., Cheikyoussef, A., Mumbengwegwi, D., Kandawa-Shulz, M., Kazembe, L., & Kasanda, C. D. (Eds.), *Indigenous knowledge of Namibia* (135-156). Windhoek: University of Namibia Press.
- Nakanyala, J., Kapenda, H. M., & Abah, J. (2015). School principals' view son factors affecting the teaching of Physical science ordinary level in selected secondary schools in Oshana region, Namibia. *Paper presented at the Second International Science & Mathematics Educators' Conference, 19 -21 August 2015. Bindura University of Science Education. Bindura, Zimbabwe.*
- Nakanyala, J., Kapenda, H. M., & Abah, J. (2015). Perceptions of teachers on the factors affecting effective teaching of Grade 12 Physical Science Ordinary level in selected secondary schools in the Oshana region, Namibia. *Paper presented at the Fourth UNAM Annual Educational Conference, 17-20 August 2015. Zambezi region, Namibia.*
- Iipinge, J. J., Kapenda, H. M., & Kasanda, C. D. (2015). Girls' perceptions in the learning of Mathematics in secondary schools in the Oshana educational region in Namibia. A paper presented at *23rd Annual SAARMSTE Conference, 13-16 January 2015. Maputo, Mozambique.*





# TEACHING AND LEARNING IMPROVEMENT UNIT

*Director: Dr. Rakel-Kavena Shalyefu*

## INTRODUCTION

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

In accordance with the UNAM mission, the functions of the TLIU are to provide excellent services with regard to:

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

The Strategic Objectives of TLIU are to improve the quality of teaching and learning and to strengthen international liaison and collaboration in teaching and learning.

## ACADEMIC ACTIVITIES

The Teaching and Learning Improvement Unit (TLIU)

conducted an Induction Workshop for all academic staff appointed since 14 February 2014. This annual workshop is aimed at introducing and familiarizing new lecturers with the UNAM teaching culture, accepted practices, standards and policy guiding the teaching and learning. The induction also helps the new lecturers to feel at home, to motivate their confidence to progress and grow within the university. The two-day seminar took place at the Main Campus with a total of 83 participants from across all UNAMcampuses.

In addition, two Effective Teaching and Learning workshops were held during the year under review. The overall goal of these workshops is to add to existing teaching skills of lecturers by providing them with the opportunity to interrogate theoretically and practically topics such as course design, effective teaching methods, assessment, mentoring and use of PowerPoint presentation in their teaching. The Effective Teaching and Learning Professional Development Workshop runs for 3½ days and was conducted for the Faculty of Economics and Management Sciences and some staff from School of Pharmacy (25-27 March 2015); and Faculty of Law (7-9 October 2015). A total number of 48 lecturers attended the workshop.

TLIU together with the Library facilitated Science-Direct Training in 2015. The training aimed at demonstrating how to maximize the value in using ScienceDirect, Scopus and Mendeley solutions in a best way, and it was presented by Geneviève Musasa, a Customer Consultant based in







Amsterdam and in charge of delivering trainings in Africa for these three Elsevier's solutions. The training took place on 10 August 2015 at the Auditorium, ILRC, UNAM Main Campus with 38 participants attending the training.

The reports of the TLIU workshop evaluations have been very encouraging. In addition to the positive comments about the impact of the workshops on the teaching staff, the evaluation forms made provision for suggestions and improvements. The suggestions from the participants always guide the Unit for new innovations.

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

The first meeting of the Advisory Board took place at the Atlantic Villa Boutique Guesthouse in Swakopmund and was attended by 27 board members representing each campus, faculty and academic centre of the university. The meeting discussed the process of administering the student-lecturer evaluation forms, reviewed the workload guidelines, and drafted the guidelines for three policies, namely Assessment, Mentorship as well as Teaching and Learning.

The University of Namibia (UNAM) and Polytechnic of Namibia (PON) had a shared EvaSys Administration Training and Update from version 5.1 to 6.1 on 26- 30 October 2015. The EvaSys is a web-based tool used by these two institutions to conduct evaluations i.e. to create questionnaires, generate surveys, get survey feedback

and reporting. The EvaSys training took place at UNAM in Lab Y313. The training and upgrade of EvaSys was conducted by Mr Phillip Wyse from Quantum Solutions in South Africa. Each campus was represented on this training and UNAM had 11 participants. Representative will coordinate the submission of EvaSys information TLI, upgrade and print evaluation forms for their respective campuses when necessary.

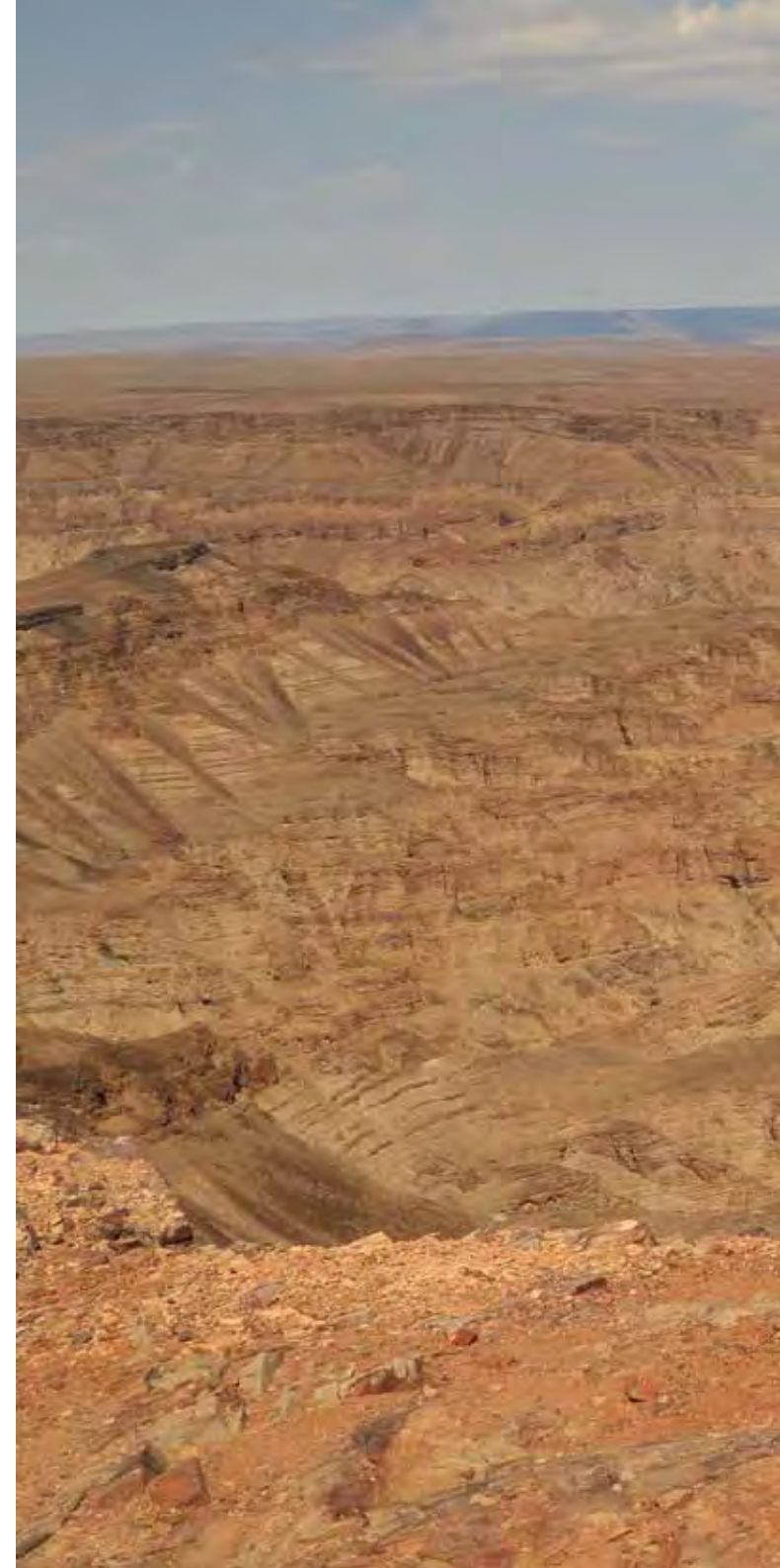
Ms Ester Kalipi attended the EvaSys International User Conference which took place on 5-6 May 2015 at The Brewery, 52 Chiswell Street, London, United Kingdom. The conference discussed the customer case studies and scenarios on the implementation of the Evasys Survey Automation Software and what is new in the EvaExam Assessment Automation Suite. The conference was a platform for the users to network with others and also discusses the critical challenges facing them on their daily work.

Ms Ester Kalipi and Ms. Tusnelde Fillemon attended the Advanced Executive PA's, Secretaries and Administration Professional Master Class 2015 that took place 01 - 04 December 2015 Swakopmund, Namibia.

Prof Choshi Kasanda and Ms Ester Kalipi attended the 1<sup>st</sup> Annual Student Recruitment and Retention Forum 2015 on 5-6 November 2015, at the CSIR International Convention Centre, Pretoria.

## COMMUNITY SERVICE

The Unit has been assisting the Examination office in the preparation and the administration of the examinations. Staff members also served on various committees in UNAM and outside the university.











## ZERO EMISSION RESEARCH INITIATIVE (ZERI)

*Coordinator: Ms Pauline Muandingi*

### INTRODUCTION

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

ZERI aims at providing affordable options that are viable and suitable to generate income that can contribute to the reduction of poverty for the people in Namibia's rural and peri-urban communities by promoting Mushroom Farming and Mushroom Consumption. The Project exists to transfer scientific technology and skills to communities using organic waste that is deemed as waste generated through agricultural and food processing industrial activities. Within the University, ZERI Project focuses on mushroom research, domestication of indigenous edible and medicinal mushrooms as well as product development from the cultivated indigenous and exotic mushrooms. The Project also secures that women and youth from rural and peri-urban origins should be able to take up and practice the scientific technologies and skills to become self-reliant.

Most of the ZERI activities have received funding from NEDBANK, United Nations Development Programme (UNDP), Global Environmental Facility (GEF), the United

Nations University (UNU), Rössing Foundation, the African Union through the Southern African Network for Biosciences (SANBio) and other donors that support specific community projects. Mushroom activities are being carried out at the University of Namibia's Zero Research Initiative Project Management Unit (ZERI/PMU) at main campus in Windhoek, the Sam Nujoma Marine and Coastal Resources Research Centre (SANUMARC) at Sam Nuyoma Campus in Henties Bay and at Ogongo Campus in the North of the country. The main campus supports projects in Khomas, Omaheke, Kavango and Hardap Regions. SANUMARC supports project in Erongo, Otjozondjupa, Karas and Kunene Regions, while Ogongo Campus supports projects that are in Oshana, Oshana and Oshikoto Regions respectively.

### RESEARCH AND PUBLICATIONS

The Project continues to expand on research activities on local and exotic mushrooms. With more detailed research on the produced Ganoderma Dietary Supplements in the form of capsules that can be used in boosting the immune system to ward off many ailments. This extensive research contributes to the promoting for the use of Ganoderma mushrooms that are diverse in their mycochemical components, thus leading to its promotion as an effective food supplement for health maintenance. These mushrooms are reported to contribute in the cure of liver problems, heart condition, asthma, cancer, high blood pressure and arthritis. Having been used for decades in other parts of the world, especially in Asia, Ganoderma is recommended for use by people living with HIV/AIDS.





Research on indigenous mushrooms focused on buying and collecting edible undomesticated mushrooms that were sold by the communities. These mushrooms were bought, dried and processed into soups that were promoted as healthy food during the annual UNAM Research Day. The processing and promotion of soups will continue for the coming years depending on the availability of local edible mushrooms that depend on the rainfall availability. The objective is to pass on the technology and skills to the communities during mushroom cultivation and post-harvest trainings. Training of communities on mushroom cultivation remains one of the core impact oriented activities of ZERI that is done throughout the year.

During the year under review, ZERI staff members communicated their research through publications and conference presentations:

- Mhanda, F. N., Kadhila-Muandingi N. P., and Ueitele, I. S. E. (2015). Minerals and trace elements in domesticated Namibian *Ganoderma* species. *African Journal of Biotechnology*, 14 (48), 3216.
- Ueitele, I.S.E., and Lagostina, L., (2015). The Ocean as a Source of Antibiotics: Molecular and Morphological Screening for Fungi. *National Research Symposium Book of Abstracts*, 23 - 25 September 2015, Windhoek, Namibia.
- Kadhila-Muandingi N.P., (2015). Overview of Fungal antiplasmodial activities. *National Research Symposium Book of Abstracts*, 23 - 25 September 2015, Windhoek, Namibia.
- Ueitele, I.S.E., Chimwamurombe, P.M., Louw, S., and Kadhila-Muandingi N.P., (2015). Mycochemical and Antimicrobial Screening of indigenous *Trametes* Species from Northern Namibia. 3<sup>rd</sup> Annual Science Research Conference Book of Abstracts 18-19 Nov,

2015. University of Namibia, Windhoek Namibia.

- Kadhila-Muandingi, N.P., Raidron, C.V., and Ndjambula, S.V., (2015). Identification of mycochemicals in selected indigenous Namibian mushrooms. 3<sup>rd</sup> Annual Science Research Conference Book of Abstracts 18-19 Nov, 2015. University of Namibia, Windhoek Namibia.
- Hausiku, M.K., (2015). An investigation of indigenous knowledge and utilization of wild edible mushrooms by the inhabitants of Kavango regions, Namibia. *The International Symposium on Methods for Studying Drug Metabolism and Transport, and African Traditional Medicines*, Pretoria, South Africa, 23-25 November 2015.
- Kadhila-Muandingi, N.P., Chinsebu, K.C., Sekhoacha, M., M.G Matsabisa, and Tselanyane, M., (2015). Evaluation of selected indigenous Namibian mushrooms for antimalarial properties. *Methods 2015: The International Symposium on Methods for Studying Drug Metabolism and Transport, and African Traditional Medicines*, Pretoria, South Africa, 23-25 November 2015
- Ueitele, I.S.E., Chimwamurombe, and Kadhila-Muandingi N.P., (2015). Molecular phylogeny of *Trametes* and related genera from Northern Namibia. *The International Symposium on Methods for Studying Drug Metabolism and Transport, and African Traditional Medicines*, Pretoria, South Africa, 23-25 November 2015.

## COMMUNITY SERVICE

As part of the University core objectives, ZERI is actively involved in community service in most parts of the country. The PMU at main campus in Windhoek is the main supplier of mushroom cultures and spawn for the whole country. During the year under review, the project has

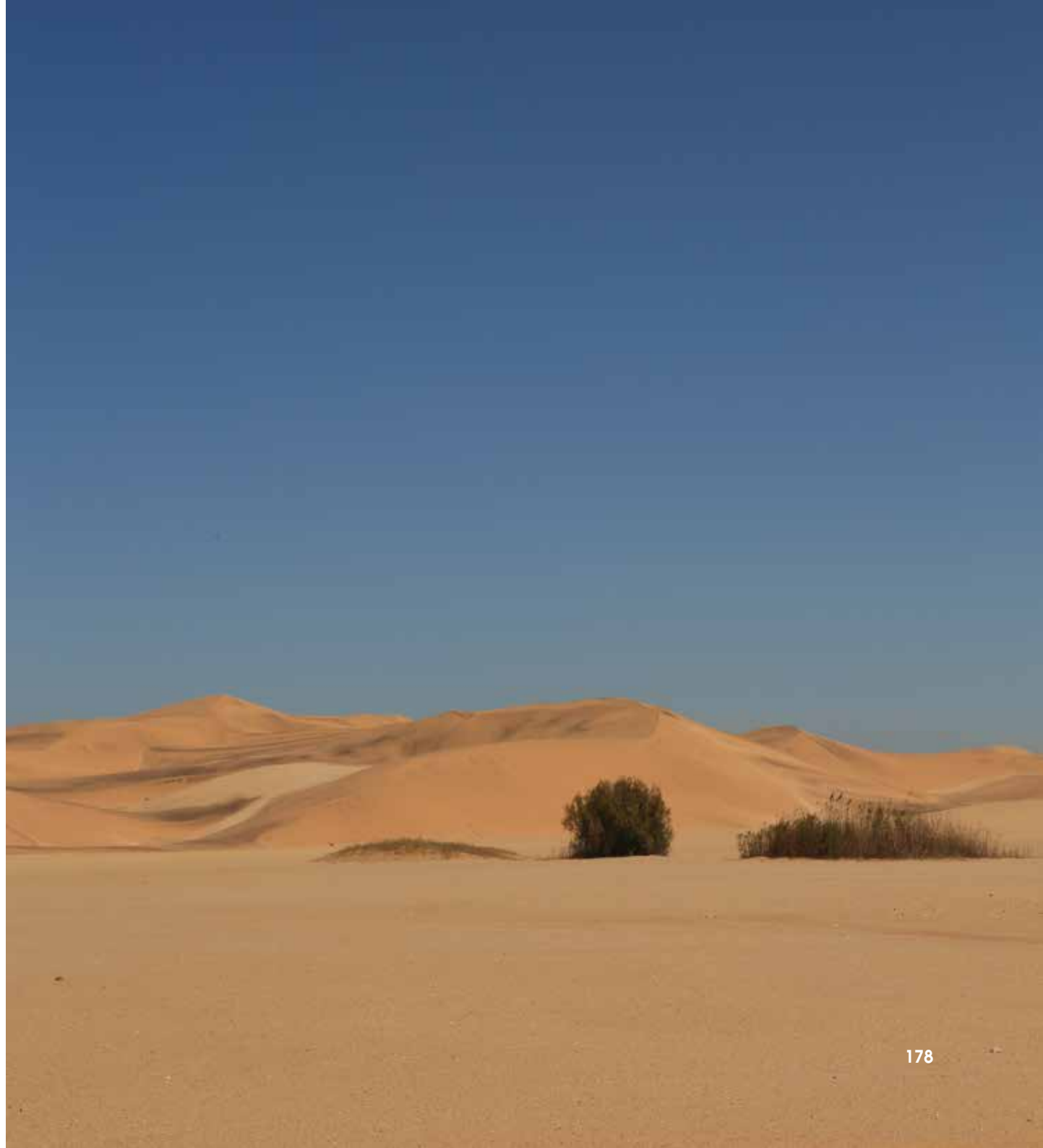
been supplying communities and individual mushroom farmers from all corners of the country with quality spawn (mushroom seeds).

A total of seven mushroom farming trainings were conducted and 44 people have benefited. Following a general introduction, participants are trained hands on in the development of mushroom culture and spawn (seed). The identification of potential local materials to be used as substrate for growing different types of mushrooms is also one of the important topics during training. The trainees are introduced to different types of mushroom houses and different local available materials that can be used to construct these houses as well as how they can be maintained. Lastly, the trainees are taught about contaminations and pests that might destroy their products and how they can be controlled during the whole production process of mushroom farming. Harvesting, marketing and preservation for the mushrooms also form part of training.

As a follow up on maintaining Community Projects, a workshop on "Sharing Ideas and Transforming Challenges into Solutions" was held for farmers from trained communities within different regions in the country during the year under review. The workshop was attended by 23 people and had representatives from 9 Regions namely Erongo, Hardap, Kavango West, Khomas, Ohangwena, Omaheke, Omusati, Oshana and Zambezi respectively. Participants reported a lack of cooperation among members and interpersonal relations, a lack of commitment from project members, the availability of substrates and firewood, contamination, watering and humidification, awareness and marketing as major challenges experienced. The Mushroom Farmers Workshop will become an annual ZERI event.

One of the activities completed during the year under review is the translation of the Mushroom Cultivation brochures and a poster from English to Portuguese and French. The translation was done in preparation for the Universities Consortium for Development (AUCD) and other participating countries that do not use English as medium of instruction.

The ZERI Technologist, Ms Isabella Shaningika Etuhole Ueitele, was awarded a Certificate of Recognition for Outstanding contribution to the service of Agriculture at the Regional Universities Forum (RUFORUM) for Capacity Building in Agriculture.







*Activities*  
**OF OTHER UNITS**







## COMPUTER CENTRE

*Director: Mr Nabot Uushona*

### INTRODUCTION

The mandate of the Computer Centre is to ensure that the University operates as efficiently as possible by rolling out relevant ICT technologies and that ICT becomes part of UNAM's students' everyday life so that the students can drive ICT adoption at their work places once they graduate.

### ACTIVITIES

The University Management System (UMS) project was re-launched in July 2015. The aim of the project is to ensure that the University develops and owns its own management systems to replace the legacy system that have been in use since the inception of the University. The re-launched UMS project will replace the current Integrated Tertiary System (ITS) with UNAM developed

students management system and outsourced human resources (Sage X3 People) and financial (Acumatica ERP) systems. The three systems (UNAM developed Students Management System, Human Resources System and Financial System) will be all integrated. The go live date for the three systems will be 1 July 2016. The systems are not only expected to improve operational efficiency of the University but also bring to the fore data analytic driven decision-making.

The current ICT policy was reviewed to reflect the changing landscape of Information Communication and Technology (ICT) at the University. The reviewed policy was approved at all Senate committees and submitted to Council for approval by end of 2015. Unfortunately, due to many other agenda issues at the last Council meeting of 2015, the policy was not discussed and will only be tabled again in 2016.







## ESTATE SERVICES

*Acting Director: Mr Kennedy Mbangi*

### INTRODUCTION

The year under review was characterised by remarkable capital projects to support the teaching, learning and research mandate of the University of Namibia.

This was augmented by ongoing maintenance projects at various campuses such as the supply and installation of a security fence at Main Campus, the installation of air-conditioning systems, renovations of staff houses and the fencing of the Game Park on the Ogongo Campus. Renovations of offices were also done at the Oshakati campus, while sports facilities were constructed at José Eduardo Dos Santos campus and the Khomasdal campus received a new student cafeteria and gym.

The directorate was also successful in completing the new entrance gate for the Katima Mulilo campus. The Rundu campus gym and renovations of the ablution facilities of the Main campus Old Hostels neared completion.

### VEHICLES AND TERRAIN SERVICES

During the review period, the department auctioned twenty-three used vehicles including busses, sedans, pick-ups and kombi's and replaced them with 16 new vehicles which were dispatched to the various campuses. The directorate also contracted terrain services and cleaning services for all twelve campuses for the period starting January 2014 until December 2016.

### SAFETY AND SECURITY

The recommendations of the assessment report of the Namibian Police have been partly implemented on operational issues. Safety and security services were contracted out starting January 2015 until December 2017 for all 12 campuses as well as the centers in Eenhana and Tsumeb.

### CAPITAL PROJECTS

Phase 1 of the School of Military Science and the Main Campus Second Entrance projects were completed during the year under review. Phase 2 of the School of Military Sciences also commenced, while project documentation were completed for the UNAM Admin Building extension and renovations, as well as the Extension and renovation to the Librar project. Construction of these two buildings are ready to start, pending availability of funds. At the Sam Nujoma Campus the construction of a Library, lecture halls and student hostels, as well as a dining hall and kitchen were completed.

At the Hifikepunye Pohamba Campus, construction work on the extension and renovation of the Library, as well as a 300 seater Lecture Hall and 16 staff offices commenced with a targeted completion date of mid 2016. At the Southern Campus the provision of bulks service marked the initiation of the construction work and realization of the establishment of this new campus. The construction of Lecture Halls, Library and Admin Building will commence soon, pending availability of funds.

The introduction of Veterinary Medicine at the Neudamm Campus necessitated the initiation of the project design for the establishment of the School of Veterinary Medicine as well as the designs for the teaching hospital for large animals. As part of the expansion programme aimed at the establishment of this facility, construction of new hostels facilities have commenced in 2015.

## **SOUTHERN CAMPUS ARTSITIC IMPRESSION**







# STRATEGIC AND PHYSICAL PLANNING UNIT

*Director: Mr Kennedy Mbangi*

## INTRODUCTION

The Strategic and Physical Planning Unit (SPPU) is located in the Office of the Vice Chancellor tasked with three operational functions namely, Strategic Management, Physical Planning and Space Management and Information Management Services. Strategic Management facilitates the planning and management processes in the University, coordination of strategic planning implementation, performance reviews and monitoring and evaluation processes. Information Management Services is concerned with the University statistical data organisation through data warehousing, business intelligence and institutional research. Physical Planning and Space Management is concerned with property registration processes, determining current and future University infrastructure needs as well as the effective management, inspections, allocation and utilisation of University space by the respective faculties, departments, centers and units.

The SPPU aspires to be the Centre of Excellence in Strategic Management, Information Management Services, Physical Planning and Space Management. The SPPU exists to provide advice on strategic management interventions and policies, performance reviews, physical planning and space management, and management of statistical information across all structures of the University.

## ACTIVITIES

As far as Strategic Management activities are concerned, the Unit has successfully facilitated two business reviews

namely end of the year 2015 (Semester 1 and Semester 2). A total of 37 individual Faculty / Unit management plans have been reviewed and finalised. The University 2014 end of year business review report was compiled while the development of the 2016-2020 University strategic plan was completed.

In terms of Physical Planning and Space Management, the Unit recorded and updated the property database of UNAM for auditing purposes. Furthermore, progress was made with the processing of various property registrations not yet transferred into the University's name which are at different stages of obtaining approvals from the various authorities for final registration. The Guide Plans for the Physical Development of all UNAM Satellite Campuses was also completed for final approval and adoption by UNAM Council 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 is concerned, the Unit assisted the Human Resource Department with staff data integrity identification, which resulted in the update of the database of all staff qualifications since 2012. The Unit also assisted in the design of the Research and Publication Unit research repository, which enables UNAM to report on research statistics quicker and more efficiently. Furthermore, 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.







The Unit also produced statistical statutory reports to the MoE, NPC and NCHE, UNESCO Uis and NSA annual economic survey. Besides that, the Unit produced University statistical reports such as enrolment and graduation.

## RESEARCH

Although the Department is not directly involved in academic research, it undertakes internal institutional research necessary to support decision-making. Such research facilitates evidence based decision-making, including desktop institutional research on the institution's performance.

For the academic year under review, the Unit has overseen the 2015 Strategy Implementation Review, including Stakeholder Satisfaction, Registration Efficiency surveys and Meeting Administration Efficiency studies and the student completion rate. Desktop institutional research on the institution's performance studies have also been undertaken; notably, 2008-2011 cohort student completion rate and 2010-2014 student dropout and retention reports.

With regard to Physical Planning and Space Management activities, the Unit recently completed the Guide Plan for the Physical Development of All UNAM's Satellite Campuses. This research report included the space assessment, updating of space databases, future growth projections and implementation programming for new facilities at each campus.











# UNIVERSITY CENTRAL CONSULTANCY BUREAU (UCCB)

*Acting Coordinating Director: Mr Evaristus Evaristus*

## INTRODUCTION

The University Central Consultancy Bureau (UCCB) is a department strategically placed to serve as the coordinating body for all consultancy projects which the University acquires, as well as to support public and private sectors' initiatives for building capacity in various government ministries, parastatals and organisations. The directorate utilizes the talents and expertise of the University staff members as well as external specialists to enable the University to actively contribute to the realization of the nation's economic development objectives.

UCCB strives to be a point of expertise in consultancy; by providing services that are relevant, responsive and unique to the needs of clients, whilst adhering to the following core values:

- To cultivate the development of a standard of excellence in consultancy research and services, project implementation and management;
- To provide services that are relevant, responsive and tailor-made to meet the client's needs;
- To build and retain relationship of trust, mutual understanding and respect with our clients, business partners and stakeholders;
- To take responsibility for ensuring satisfaction of the services provided to clients through our performance indicators.

In line with the above core values, UCCB revisited its strategic vision and embarked on a strategy to realign

itself in terms of the organizational structure and business direction in order to meet its target goals and objectives. Similarly UCCB revisited its Consultancy Policy, which was approved by Council in 2005, and submitted proposed amendments to Council for consideration. The purpose of the amendments to the Policy is to provide a clear guideline in terms of consultancy work carried out by UNAM employees and external consultants. A proposal was also submitted requesting a review of percentage dividends that are usually paid over to our parent institution. The last two years we have come to realize that our final tender amounts are usually inflated resulting in us being priced out of the market. In addition, UCCB developed and tested the service activities that will generate additional income, contribute to business theory, create knowledge and create database for the University and the wider community at large. These activities for the database include various consultancy services, short courses and business development products. The directorate thus decided on a strategic direction to merge some of the divisions in order to promote goal congruence and teamwork within UCCB.

Each service activity has been developed in such a way that its growth will not negatively affect the other service lines. Rather, each activity will complement the others in an integrated manner while meeting the objectives of the UCCB in particular and those of the university at large. More importantly, this strategy represents a co-operative





endeavour in which UCCB and faculty members of UNAM are expected to participate. We are fully persuaded to believe that this is a fresh and innovative approach which will revolutionise UCCB as a directorate.

## ACTIVITIES

The year 2015 was indeed eventful for the UCCB directorate, as it made significant progress towards fulfilling its financial targets for the year. Throughout the year, a number of consultancy projects, short courses training, institutional capacity building and human resources development projects of national importance were carried out by the two (2) business areas. The directorate highly commends the UNAM staff members for the consultancy services they provided to our Clients; by serving as excellent consultants, as well as for having undertaken all the acquired projects in an outstanding and professional way. Below is the brief account of what each division within UCCB has undertaken under the reviewed year.

### Business Development and Consultancy Division

The Business Development and Consultancy Division's work with internal and external consultants/stakeholders in identifying new business opportunities for the University to engage in commercial business activities, whilst also consulting and providing advisory services, as well as promoting business linkages.

During the year 2015, the Business Development and Consultancy Division successfully undertook the following income generating activities:

**Table 1: Income Generating Projects for Business Development and Consultancy Division**

Project Name	Client	Value
<b>MVA FUND INTEGRATED STAKEHODLER SURVEY</b>  (Extension 1 & 2)	Motor Vehicle Accident Fund	N\$ 611 942.00
<b>DEVELOPMENT OF THE CONCEPT PAPER COMPULSORY FOR NATIONAL SERVICES</b>	National Youth Services	N\$ 476 ,445.00







In addition to the above mentioned projects, the division also managed to develop and submit proposals to Namibia Training Authority (NTA), Nampost, AGRIVANGO, Namibia Trade Forum (NTF) and Khomas Regional Council (KRC). The Division is expecting to receive feedback for the rest of the tenders, including the National Project Formulation Framework (NPFF) tender that is to be carried out under the auspices of the Office of the Prime Minister (OPM). The technical teams from UNAM held a number of consultation meetings and presentations with the Office of the Prime Minister and line ministries in order to zoom into specific projects to ascertain their feasibility. Out of these consultative meetings, two Letters of Agreements with the Ministries of Fisheries and Marine Resources as well as Industrialization, Trade and SME Development were inscribed and signed by UNAM. The letters are advanced for signatures of the respective ministries.

#### Capacity Building and ICT Training Division

The Capacity Building and ICT Training Division work with internal and external consultants/stakeholders on activities which involve writing of proposals as well as planning, initiating, executing and concluding acquired and tendered projects for revenue generating. The Division offers Professional Development trainings in the form of solicited and unsolicited tailor-made short courses to suit training needs of different institutions and organisations, which will enable the participants to turn potential into high performance. The duration of short courses on offer ranges from one day to two weeks.

The short courses offered are in the following fields: Information, Communication and Technology (ICT); Education; Health and Community Services; Economics and Management Sciences; Entrepreneurship and Industrial Development; Public Policy, Monitoring and

Evaluation; Natural Resources, Land Management and Tourism; Agriculture and Rural Development; as well as Urban Planning and Civil Engineering. Most of the ICT short courses are certified and they serve to facilitate and/or accelerate the processes of skills development for public and private sectors at all levels of the ICT industry. The ICT short courses on offer are: International Computer Driving License (ICDL); CCNA Level 1-4; Graphic Design; CompTIA; Windows Server 2012; Microsoft Office (Word, Excel, Access, PowerPoint); Web Design and Development; etc. The accredited short courses prepare trainees for industry-recognized certifications that ensure a high standard of technical expertise. The Capacity Building and ICT Division aspires to become a national driving force in offering different short courses and developing ICT skills to ensure that Namibia is built on the knowledge-based foundation.

During the financial year 2015, Capacity Building and ICT Training Division have successfully undertaken the following income generating projects:

**Table 2: Income Generating Projects for Capacity Building and ICT Training Division**

Project Name	Client	Value
Cost Benefit Analysis	Red Cross Namibia	N\$56,350.00
Training of Domestic Workers	Social Security Commission	N\$1,000,000.00
Initial Assessment of Food Loss	Food and Agriculture Organization (FOA)	N\$520,000.00
In the Maize and Millet Subsection of Namibia Consultancy Works for Valombola Training Centre (VTC)	Namibia Training Authority	N\$233,000.00
Web Development	Namibia Business School	N\$15,000.00
Scoping Study and Master Plan for Sustainable Transport	GOPA	N\$67,500.00
Graphic Design	Community	N\$66,960.00
CCNA 1	Community	N\$36,500.00
Excel Training	Ministry of Gender and Child Welfare	N\$44,460.00
CCNA 2	Community	N\$65,950.00
Web Development	Office Prime Minister	N\$30,900.60
Records/Information Management Short Course	SACU	N\$49,860.00
Environmental Assessment (SEA) for the KARAS and Hardap Region	NACOMA	U\$12,680.00
Web Development	Namibia Business School	N\$15,000.00

### English Language Proficiency Program (ELPP)

In 2010, the University of Namibia was contracted by the Ministry of Education to implement the English Language Proficiency Programme (ELPP) within five years. This program aimed at improving teachers' language skills and targeted 22 000 teachers in all regions in the country. In executing this project, the University made use of retired Directors of Education, School Principals and teachers as promoters at the programme in the regions, as well as University Deans and Directors around the country serving as regional coordinators of the programme. To date, the program has been one of the most successfully managed projects, and served as the biggest income-generator to the University.

During the year in review, UCCB executed the following activities on the ELPP program:

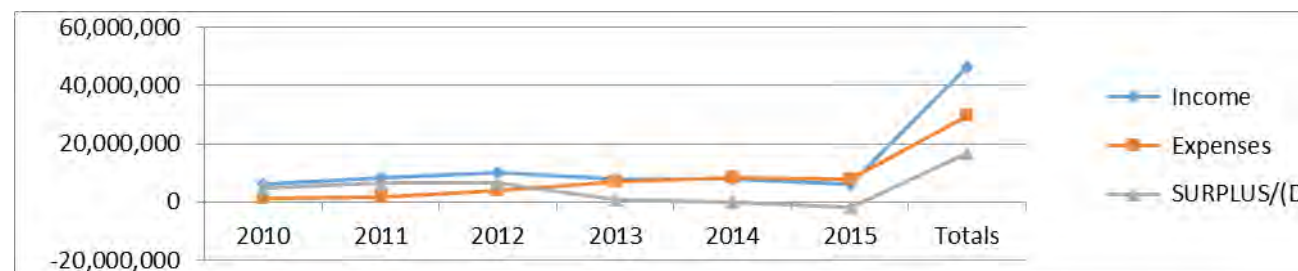
- Implementation of a face-to-face intervention
- Arrangements for the Placement and Exit Tests
- The processing of the Test results and distribution of Records of Achievement

The above activities were conducted at a satisfactory level, and the involvement, cooperation and support of the Ministry of Education in the programme have been immensely vital since the inception of this program. It is also worth mentioning that this project is coming to its end and will officially close-off by the end of 2016.

**Table 3: ELPP Revenue and Expenditure Statement 2010-2015**

	2010	2011	2012	2013	2014	2015	TOTAL
Income	5,960,000	8,250,763	10,061,526	8,010,763	8,010,763	5,999,998	46,293,813
Expenses	1,042,350	1,819,914	3,770,321	7,067,182	8,060,729	7,515,706	29,973,011
<b>SURPLUS/(DEFICIT)</b>	<b>4,917,650</b>	<b>6,430,849</b>	<b>6,291,205</b>	<b>943,581</b>	<b>-49,966</b>	<b>495,057</b>	<b>10,320,804</b>

**Table 4: Income and Expense Disparity on ELLP Program**







# UNAM FOUNDATION

*Director: Ms Lorna Mbware*

## INTRODUCTION

Registered in 1992, the Foundation is a discretionary charitable trust, created for the exclusive benefit of the University of Namibia. The Foundation exists for the purpose of securing and administering private resources in support of academic programmes, student scholarships, faculty developments, and public service initiatives at the University of Namibia to fill the gaps that the Government cannot reach.

Through being the fundraising arm of the University, the Foundation remains focused on creating networks and building relationships with local, national and international bodies and organizations, including individuals who have become friends through sharing of resources, ideas, opinions, views, suggestions and proposals.

## ACTIVITIES

The Foundation hosted a workshop in October, focussing on the fiscal and social role of Trustees, the fundraising cycle and ways in which they could assist the University. The workshop was led by veteran fundraiser Heather Regenss who once again willingly shared her knowledge and experience with all present. The workshop also paved the way for preparation of the Foundation's 2016 management plan.

The Foundation was tasked at the end of 2013 to advertise for Expressions of Interest from the public for the development of student accommodation on a PPP basis at the School of Medicine Windhoek; Oshakati, Hifikepunye Pohamba (Ongwediva), José Eduardo

dos Santos (Ongwediva); Rundu; and Katima Mulilo Campuses.

Applications were shortlisted and 4 companies appointed by the Vice-Chancellor as follows:

- School of Medicine – Eshisha Investments
- Oshakati – Sovereign Properties
- Hifikepunye Pohamba and José Eduardo dos Santos – Nikodemus Architectural Design
- Rundu and Katima Mulilo – Gold Leaf Property Development

Negotiation of contracts for these projects was delayed by the absence of a national framework for PPP projects. In April 2015, the Foundation met with the Director for Public Private Partnerships in the Ministry of Finance. The purpose of the meeting was to discuss the just-released Namibia Public Private Partnership Policy and to seek clarity on how it could be applied to the University's need to expand its infrastructure in partnership with private investors. The Foundation, in consultation with UNAM stakeholders, drafted the UNAM PPP policy, which now awaits Council approval.

The Shighuru Agricultural project has portrayed a very positive image towards what the University of Namibia is ploughing into community development in respect of food sustainability and skills development. Various aspects and methods have been and are being applied to make this project a reality. Currently, the first harvest has been realised and more is expected to yield the





intended results. The 8 hectares fenced off was aimed to cover for the two seasons' harvesting mainly: rice starting Nov-Dec and winter crops starting March-April. A total of 16 tons of rice was handed over to the community. The Vice-Chancellor's office helped to bring the project where it is today, but the Foundation believes that more can be achieved if other stakeholders are brought on board. This requires a bankable business proposal.

UNAM Foundation does not have the capacity to develop such a business proposal, nor does it have resources to commit for paying a consultant to develop such. Based on this background, the Foundation sought approval from the Vice-Chancellor for UCCB to develop the business plan. In the meantime, however, the Government has taken ownership of the project and will invest the necessary funds to build capacity in respect of the farming component as well as teaching the community the necessary skills to commercialise the project.

A workshop was held in September 2015 for the Alumni Executive Committee and Foundation team. The workshop was to chart the way forward for the UNAM Alumni and what plans the University has in place for the Alumni. This included definition of the relationship between UNAM and its graduates and the importance of implementing the Alumni Strategic Plan across the entire University as the Foundation cannot initiate efforts in isolation of the institution. A strategic plan was finalised, with specific activities identified for 2016.

During 2015, the UNAM Foundation continued to facilitate the University's efforts to optimise revenue from various privately-run on-campus, commercial enterprises, acting as contracts administrator and relationship manager for the various outlets and facilities. Several new contracts

were entered into during the period under review. This is a positive indication of the private sector's willingness to do business with the University, a practice that is being observed globally.

The Foundation remains grateful to its donors who have committed themselves to the upliftment and development of talented young Namibians who must rely on the goodwill of others to achieve their dreams of tertiary education. Through word of mouth, new donors continue to emerge and offer valuable contributions towards the betterment of the University and its resources. The Foundation, through the Würth Family, was pleased to receive colleagues from the University of Heilbronn. The purpose of the visit was to seek collaborative opportunities with the University of Namibia in the Faculty of Economics and Management Sciences.

During the year under review, the Director and Alumni Development Officer attended a CASE conference at the University of Cape Town. The Director gave a presentation on *Creating Networks and Building Relationships*, highlighting the necessary tools to identify suitable institutional partners and building relationships based on integrity, genuineness and professionalism.

The Director and Assistant Director, accompanied by Prof Hangula, Prof Kavishe, Prof Gideon and Mr Tjiramba, visited Husab Mine. This was in response to an invitation from the mine who wished to establish a training facility for artisans at levels 5 and 6, in collaboration with UNAM. The intention is for the facility to cater for all mines in the region and beyond due to the extreme shortage of artisans in the industry. The Vice-Chancellor has approached the Arandis Town Council to explore the

possibility of acquiring donated land, about 10 hectares, to establish the training institute. Husab Mine will finance development of the facility and subsequent training and to assist with international sourcing of expert trainers.

The Foundation also visited Skorpion Zinc and Rosh Pinah to seek funding for the Southern Campus and to arrange for internships for UNAM's Engineering students.

### **Donations Received**

Go Safe Eenda Nawa, an organisation created and owned by UNAM Alumni, took the initiative to sponsor a student debate competition at the José Eduardo dos Santos Campus. A total of N\$10,000 was sponsored in cash, as well as t-shirts, caps and keyrings. The Foundation is grateful for this gesture and encourages all UNAM Alumni to remain actively involved with their Alma Mater. The Foundation wishes to express its gratitude to Portugal Wholesalers for their continued assistance to the University of Namibia, through their donation of N\$20,000 towards the ground-breaking ceremony for the third construction phase of the José Eduardo dos Santos Campus.

In conclusion, the Director and staff of the Foundation extend their profound gratitude to all stakeholders and friends, whose unstinting support made the Foundation's achievements possible.







## UNAM PRESS

*Director: Ms Jane Katjavivi*

### INTRODUCTION

In honour of the 10th anniversary of its establishment, the University of Namibia started in 2002 to publish titles under the name of University of Namibia Press, or UNAM Press. In its 20th year, the University established a dedicated UNAM Press publishing unit, whose vision is to be the leading publisher of scholarly research and innovation in Namibia. This was an important milestone in the history of the University and of publishing in Namibia, where scholarly publishing opportunities are very limited.

By the end of 2015, the UNAM Press publishing unit had brought out 13 refereed titles. We publish works on topics related to Namibia and the Southern African region, reflecting the strengths of the University and the best scholarship in and on Namibia and the region. Published and forthcoming titles include statutory and customary law; public policy; studies of Namibian culture and languages; Namibian literature; social and political history; autobiographies; education; and indigenous knowledge.

### ACTIVITIES

UNAM Press engages critically with content and language, design and technology, to ensure that its publications are of high academic, editorial, and production quality. All submissions go through the UNAM Press Editorial Board and are subject to double blind peer review.

UNAM Press thus plays a vital role in fulfilling the vision and mission of the University, as defined in its key statements, by:

- Disseminating the results of the university's research across a broad spectrum of real-world problems, in order to communicate and share this research with others and so contribute to nation-building.
- Serving as a repository for the preservation, development and articulation of national values and culture, through the promotion of Namibian history, art and languages.
- Engaging with society in the creation and dissemination of knowledge.
- Becoming a treasure house of knowledge at the service of national development.

### Evaluation and Development of Manuscripts

Part of our work entails training and mentoring authors to develop their academic writing skills. We have a small but skilled team of dedicated staff with extensive editorial experience, and we work closely with authors during the development of their manuscripts and in the revision process after peer review. In 2015, we evaluated and/or reviewed 20 manuscripts across a wide range of academic fields, giving authors detailed responses about their work. We also embarked on specific training sessions in writing for publication.

### Marketing and Distribution

We exhibited our books at events within Namibia and at the South African Book Fair, and continued our cooperation with international distributors African Books Collective, through whom UNAM Press books can be bought around the world. Our UNAM Press facebook





page is proving popular and a revamped website page, new catalogue and posters help us to share information about our work.

See [www.unam-edu.na/unam-press](http://www.unam-edu.na/unam-press) and [www.africanbookscollective.com](http://www.africanbookscollective.com)

## PUBLICATIONS

- During 2015 we published three major new books.
- *Re-Viewing Resistance in Namibian History* ISBN 978-99916-42-27-7
- edited by Jeremy Silvester
- This rich collection combines the work of experienced academics and a new wave of young Namibian historians – architects of the past – writing about late nineteenth century resistance, songs of the struggle, gender issues in SWAPO's camps, memorialisation, international solidarity, and aspects of the history of Kavango and Zambezi (formerly Caprivi). They write 'forgotten' people into history and provide a reading of the past that reflects the tensions and competing identities that pervaded the liberation struggle.
- *Namibia and Germany: Negotiating the Past* ISBN 978-99916-42-09-3
- Reinhart Kössler
- 100 years since the end of German colonial rule in Namibia, the relationship between the former colonial power and the Namibian communities who were affected by its brutal colonial policies, remains problematic, and interpretations of the past are still contested.
- This book examines the ongoing debates, conflicts and confrontations over the past. It scrutinises the consequences of German colonial rule, its impact on the descendants of victims of the 1903-08 genocide, Germany's historical responsibility, and ways in which post-colonial reconciliation might be achieved.

- *Indigenous Knowledge of Namibia* ISBN 978-99916-42-05-5
- Edited by Kazhila C. Chinsebu, Ahmad Cheikhoussef, Davis Mumbengegwi, Martha Kandawa-Schulz, Choshi D. Kasanda, and Lawrence Kazembe
- Indigenous knowledge is the dynamic information base of a society, facilitating communication and decision-making. It is the cornerstone of many modern-day innovations in science and technology. It is also a ready and valuable resource for sustainable and resilient livelihoods, and attracts increasing public interest due to its applications in bio-technology, health, bioprospecting, pharmaceuticals, agriculture, food preparation, mathematics and astronomy.
- *Indigenous Knowledge of Namibia* is a fascinating compendium aimed at a wide readership of academics and students, government officials, policy makers, and development partners. The 17 chapters examine the indigenous knowledge of medicinal plants for treating HIV/AIDS, malaria, cancer, and other microbial infections of humans and livestock; indigenous foods; coping and response strategies in dealing with human-wildlife conflicts, floods, gender, climate change and the management of natural resources. A new rationalisation of adolescent customary and initiation ceremonies is recommended in response to the HIV/AIDS pandemic; and a case study of the San people of Namibia speaks to the challenges of harmonising modern education with that of indigenous people.
- The editors, Kazhila C. Chinsebu, Ahmad Cheikhoussef, Davis Mumbengegwi, Martha Kandawa-Schulz, Choshi D. Kasanda and Lawrence Kazembe, are senior UNAM academics. Individual chapters are written by UNAM academics and post-

graduate students from several disciplines in the natural and social sciences.

- Customary Law of Namibia Ascertainment Project
- We also wound up our work on the last in a three-volume series of books on Namibian customary law, facilitated by the Faculty of Law's Human Rights and Documentation Centre (HRDC), in which recognised Namibian traditional authorities have self-stated their customary laws. These books are the outcome of a 10-year Customary Law Ascertainment Project, with the HRDC and UNAM Law student assistants working with communities to encourage this process.
- The first volume in the series, *Customary Law Ascertained Volume 1. The customary law of the Owambo, Kavango and Caprivi Communities of Namibia*, was published by Kuiseb Publishers/Namibia Scientific Society in 2010, before the UNAM Press Unit was established.
- The second and third volumes are published by UNAM Press:
- *Customary Law Ascertained Volume 2. The customary law of the Bakgalagari, Batswana, and Damara communities of Namibia*, edited by Manfred O. Hinz, assisted by Alex Gairiseb, published in 2013. ISBN 978-99916-42-11-6
- *Customary Law Ascertained Volume 3. The customary law of the Nama, Ovaherero, Ovambanderu, and San communities of Namibia*, edited by Manfred O. Hinz, assisted by Alex Gairiseb, to be published in 2016. ISBN 978-99916-42-12-3
- 'The ascertainment of customary law helps us understand and appreciate our cultural diversity in the process of forging a common Namibian identity and heritage. It also helps us understand the rationale for the existence of the various customary laws, as well as how communities decide what laws they will

*keep and which to discard in view of the Namibian Constitution and other laws...We cannot adopt an uncritical approach to customary laws, therefore; but need to start the process of engagement and dialogue – which these volumes will help us to achieve.'*

- Foreword to *Customary Law Ascertained Volume 2*, by former African Union Commissioner,
- Advocate Bience Gawanas









# *Financial* **MATTERS**





## FINANCIAL MATTERS

*Bursar: Mr Joppie Jansen*

### GENERAL REVIEW

An unqualified audit opinion on the financial statements reflected that the year under review ended with a total comprehensive surplus of N\$72.4 million (2014: N\$67.7 million Deficit). The Statement of Cash Flows reflected a negative cash movement of N\$182 million (2014: positive movement of N\$ 20.1 million) and a positive bank balance of N\$5.9 million (2014: N\$187.9 million) to start with operations in 2016 until Government releases the subvention instalment. It thus reflects a decrease of available cash at year-end with an amount of N\$182 million. Accounting policies have been applied consistently throughout the financial year.

During the year under review the University invested substantially in physical infrastructure and equipment, which resulted in the fact that the total non-current assets are valued at N\$2.382 billion (2014: N\$2.192 billion). The assets base increased with N\$190 million, of which Government contributed N\$24 million (2014: N\$96 million) towards development projects. Management decided to fund the capital projects using the operating funds of the University. This is again evidence and proof of an active management process of developing the University in terms of the ever increasing demand for quality education in response to the expectations of Vision 2030.

### REVENUE AND EXPENDITURE

#### Revenue

The Government of the Republic of Namibia remains the major revenue source for the University's operations. During the 2015 financial year, Government subvention for operational expenses amounted to N\$1.109 billion (2014: N\$0.775 billion), which represents a 43% increase compared to 2014. It is also necessary to mention that the student fee resources and charges of the University increased to N\$369 million, which represents a 17.6% growth. This increase resulted from an increase in fees of 10% as well as a student intake increase over 2014. 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\$1.551 billion in comparison to the N\$1.119 billion for the 2014 financial year.

#### Expenditure

The total expenditure for the year under review amounted to N\$1.476 billion (2014: N\$1.185 billion). Employment costs amounted to N\$915 million, (2014: N\$ 790 million) excluding the movement in provisions for post retirement benefits and accounted for 62% of total expenditure, (2014: 67%) and 59% of total revenue (2014: 71%). Employment costs will always remain the main expenditure category due to the nature of the University operations. Administration and other costs amounted to N\$ 558 million, (2014: N\$ 394) which represents 38% (2014: 33%) of the total expenditure including depreciation and provisions.





# FINANCIAL MATTERS

## OFFICE OF THE BURSAR

### Revenue and Expenditure Statement for the years ended 31 December 2015

	2015 (N\$000)	2014 (N\$000)
<b>REVENUE</b>	<b>1,550,766</b>	<b>1,118,696</b>
Subsidies	1,108,720	774,535
Tuition fees	319,374	269,116
Hostel fees	30,751	27,071
Meal fees	18,882	17,540
Capital Grant from deferred revenue	48,344	95
Other income	24,695	30,338
<b>EXPENDITURE</b>	<b>1,478,334</b>	<b>1,182,321</b>
Personnel and related costs	914,864	790,311
Retirement benefits obligation	60,381	55,407
Administrative costs	380,377	364,556
Depreciation, amortisation and impairments	117,485	28,824
Finance costs	3,243	895
Fair value adjustments	(751)	(316)
Remeasurement on defined benefit liability and severance pay	2,735	2,062
<b>Deficit for the year</b>	<b>72,432</b>	<b>67,692</b>

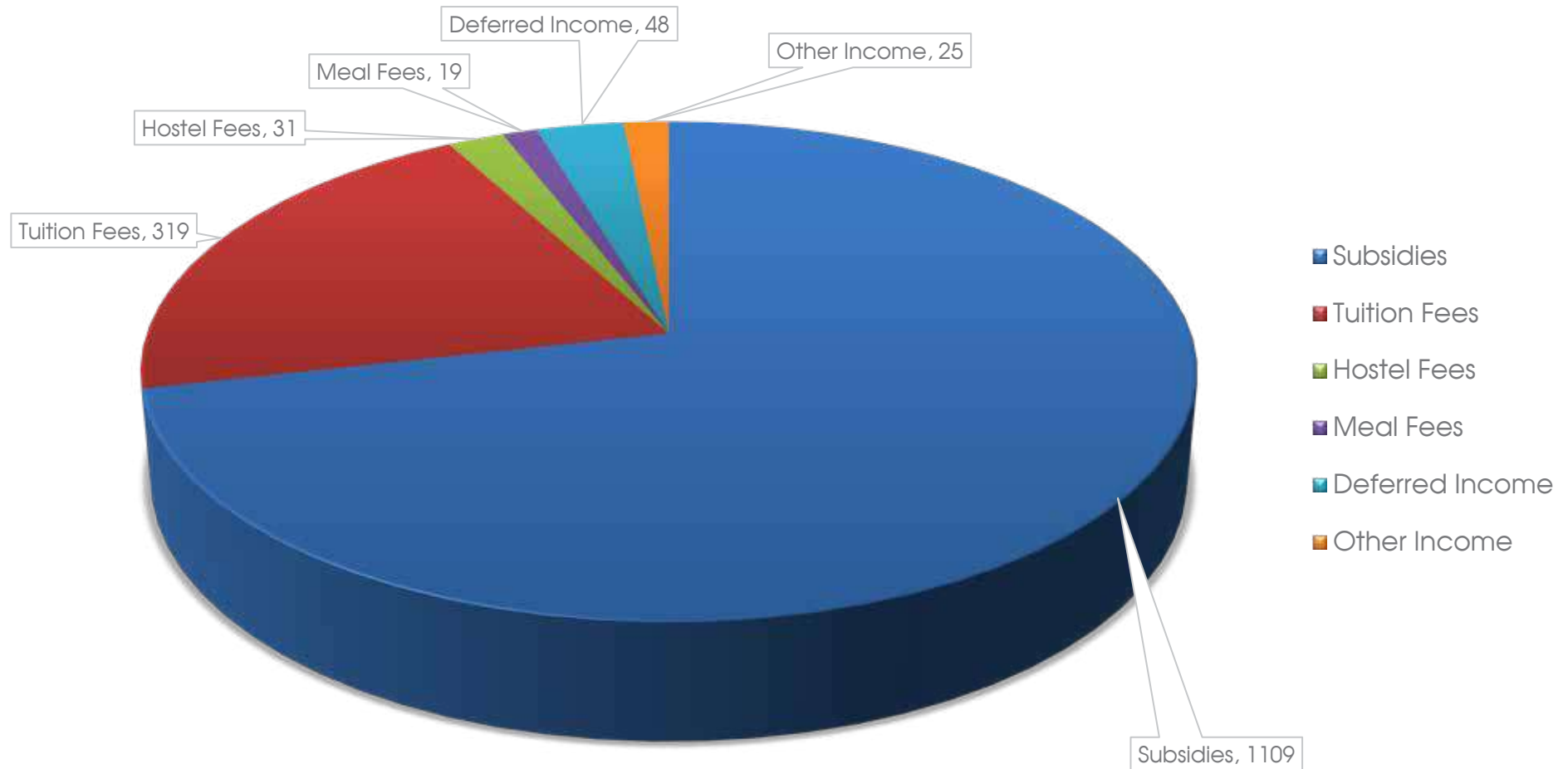
#### Events after the reporting period

No material subsequent events which required disclosure have been identified.

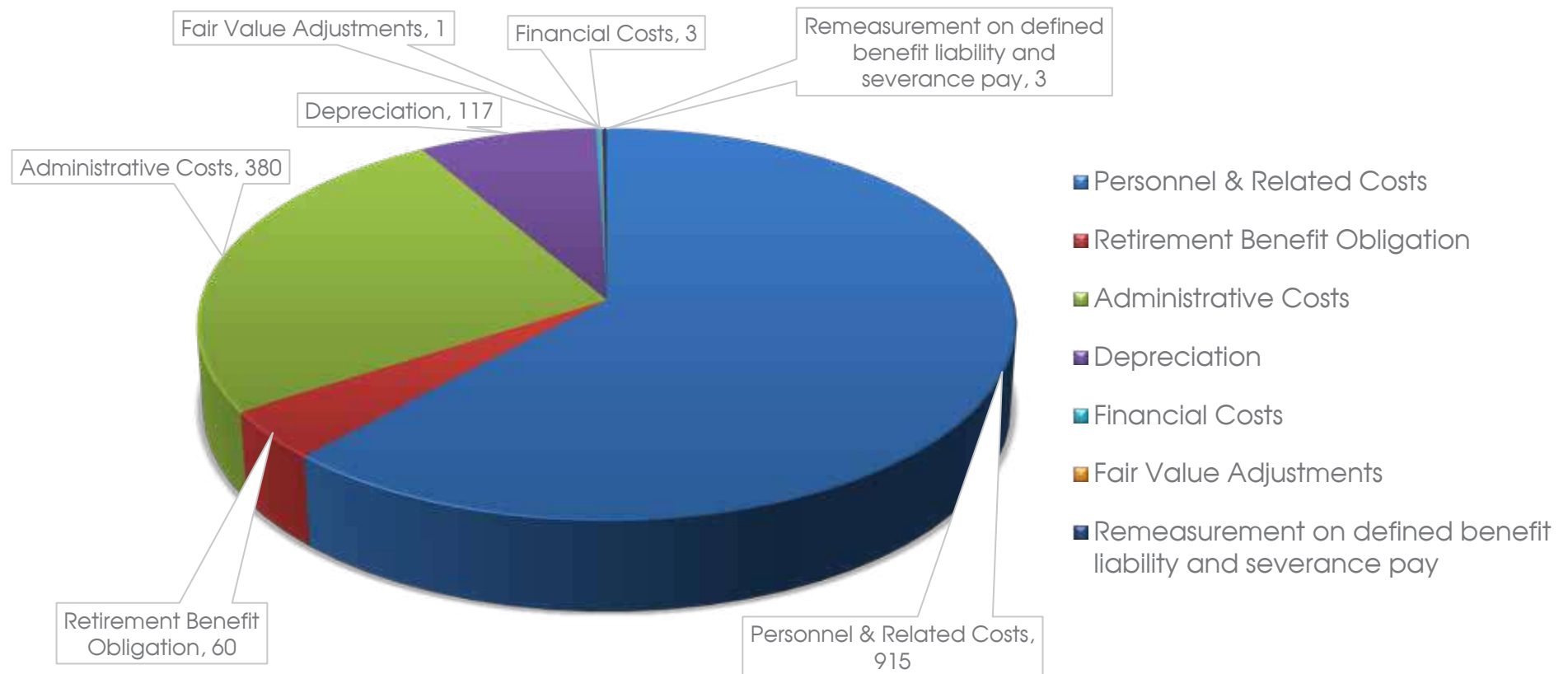




## Revenue in Millions N\$



## Expenditure in Millions N\$





# FINANCIAL MATTERS

## OFFICE OF THE BURSAR

### Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2015 Statement of Financial Position

	2015 N\$ '000	2014 N\$ '000
<b>Assets</b>		
Non-Current Assets		
Biological assets	5,901	5,810
Investment property	342,855	324,453
Property, plant and equipment	2,016,430	1,854,669
Intangible assets	12,589	3,607
Investments	4,180	3,624
	<b>2,381,955</b>	<b>2,192,163</b>
<b>Current Assets</b>		
Prepayments	50	8,095
Inventories	5,015	3,979
Student debtors and other receivables	436,191	109,323
Cash and cash equivalents	5,901	187,913
	<b>447,157</b>	<b>309,310</b>
<b>Total Assets</b>	<b>2,829,112</b>	<b>2,501,473</b>

	2015 N\$'000	2014 N\$'000
<b>Equity and Liabilities</b>		
<b>Equity</b>		
Specific project funds	-	1,052
Retained earnings	95,579	23,544
	95,579	24,596
<b>Liabilities</b>		
<b>Non-Current Liabilities</b>		
Retirement benefit obligation	314,342	269,933
Provision for severance pay	73,960	63,536
Long term loan	7,689	8,389
Deferred income	1,775,309	1,800,567
Trust funds	34,083	38,732
	2,205,383	2,181,157
<b>Current Liabilities</b>		
Long term loan	684	687
Deferred income	48,344	18,079
Provisions	169,029	136,473
Trade and other payables	235,048	140,481
Bank overdraft	75,045	-
	528,150	295,720
<b>Total Liabilities</b>	<b>2,733,533</b>	<b>2,476,877</b>
<b>Total Equity and Liabilities</b>	<b>2,829,112</b>	<b>2,501,473</b>



# FINANCIAL MATTERS

## OFFICE OF THE BURSAR

### Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2015 Statement of Profit or Loss and Other Comprehensive Income

	2015 N\$ '000	2014 N\$ '000
<b>Revenue</b>	369,007	313,727
Other income	22,170	23,504
Operating expenses	(1,473,107)	(1,183,747)
Government Subsidy	1,108,720	774,535
Deferred income released	48,344	95
<b>Operating deficit</b>	<b>75,134</b>	<b>(71,886)</b>
Investment revenue	2,525	6,835
Fair value adjustments	751	316
Finance costs	(3,243)	(895)
<b>Deficit for the year</b>	<b>75,167</b>	<b>(65,630)</b>
<b>Other comprehensive income:</b>		
<b>Items that will not be reclassified to profit or loss:</b>		
Remeasurements on net defined benefit liability & severance liability	(2,735)	(2,062)
<b>Total items that will not be reclassified to profit or loss</b>	<b>(2,735)</b>	<b>(2,062)</b>
<b>Other comprehensive income for the year</b>	<b>(2,735)</b>	<b>(2,062)</b>
<b>Total comprehensive deficit for the year</b>	<b>72,432</b>	<b>(67,692)</b>





**FINANCIAL MATTERS**  
*OFFICE OF THE BURSAR*



Extracts University of Namibia Annual Financial Statements for the year  
ended 31 December 2015

Statement of Changes in Equity

	Special project funds	Retained earnings	Total
	N\$ '000	N\$ '000	N\$ '000
<b>Balance at January 1, 2014</b>	<b>1,052</b>	<b>80,564</b>	<b>81,616</b>
Total comprehensive deficit for the year	-	(67,692)	(67,692)
Movement in trust funds	-	10,672	10,672
<b>Balance at December 31, 2014</b>	<b>1,052</b>	<b>23,544</b>	<b>24,596</b>
Total comprehensive surplus for the year	-	72,432	72,432
Movement in trust funds	(1,052)	(397)	(1,449)
<b>Balance at December 31, 2015</b>	<b>-</b>	<b>95,579</b>	<b>95,579</b>



# FINANCIAL MATTERS

## OFFICE OF THE BURSAR

### Extracts University of Namibia Annual Financial Statements for the year ended 31 December 2015

#### Statement of Cash Flows

	2015	2014
	N\$ '000	N\$ '000
<b>Cash flows from operating activities</b>		
Cash receipts from customers	1,173,029	1,079,775
Cash paid to suppliers and employees	(1,164,843)	(1,049,248)
Cash generated from operations	(8,186)	30,527
Interest income	2,525	6,835
Finance costs	(3,243)	(895)
<b>Net cash from operating activities</b>	<b>(7,468)</b>	<b>36,467</b>
<b>Cash flows from investing activities</b>		
Purchase of property, plant and equipment	(238,845)	(185,703)
Sale of property, plant and equipment	-	2,357
Purchase of investment property	(26,048)	-
Purchase of other intangible assets	(12,030)	(131)
Purchase of investments	(120)	(101)
Purchase of biological assets	(491)	(880)
Sale of biological assets	954	1,213
Capital grants received	24,000	164,633
<b>Net cash from investing activities</b>	<b>(252,580)</b>	<b>(18,612)</b>

**Cash flows from financing activities**

Special project fund accounts	(1,052)	-
Repayment of long term loan	(704)	(658)
Trust fund account	(4,649)	2,936
Increase in bank overdraft	75,045	-
Retirement benefit paid	(3,855)	-
Provision for severance pay paid	(1,684)	-
<b>Net cash from financing activities</b>	<b>63,101</b>	<b>2,278</b>
<b>Total cash movement for the year</b>	<b>(182,012)</b>	<b>20,133</b>
Cash at the beginning of the year	187,913	167,779
<b>Total cash at end of the year</b>	<b>5,901</b>	<b>187,913</b>

During the current year, the University has entered into the following non-cash investing and financing activities which has not been reflected in the Statement of Cash Flows:

1. The University received Property, Plant and Equipment as a donation with an aggregate value of N\$ 29,352 million



# SENIOR OFFICE BEARERS OF THE UNIVERSITY OF NAMIBIA

## CHANCELLOR

His Excellency, Dr Hifikepunye Pohamba  
President of the Republic of Namibia

## VICE CHANCELLOR

Prof Lazarus Hangula

## PRO-VICE CHANCELLORS

Prof Osmund D Mwandemele  
(Academic Affairs and Research & Acting Admin & Finance for July & August 2015)  
Mr A Fiedersbacher (until June 2015)  
(Acting Administration and Finance)  
Dr EN Namhila  
(Administration and Finance from September 2015)

## THE COUNCIL

### Presidential Appointments

Prof Flemon Amaambo (Chairperson)  
Mr Jan Arnold  
Ms Sirkka Ausiku  
Mr Cornelius Engelbrecht  
Mr Matthew Gowaseb  
Ms Inge Zaamwani-Kamwi

### Ministry of Finance

Ms Ericah Shafudah

### Ministry of Education

Mr Alfred Ilukena (until June 2015)  
Dr Alfred van Kent (from July 2015)

### Windhoek Municipality Council

Mr GH Kamatuka

### External Non-Resident

Prof Keto Mshigeni  
Prof Aggrey Ambali

### Alumni

Mr Etuna Josua  
Mr Inocencio Verde (Vice Chairperson)

## UNAM Management

Prof Lazarus Hangula (Vice Chancellor)  
Prof Osmund D Mwandemele (Pro Vice Chancellor:  
Academic Affairs and Research & Acting PVC:  
Administration & Finance for July & August 2015)  
Dr EN Namhila: (Pro Vice Chancellor: Administration & Finance)(from September 2015)  
Mr Alois Fiedersbacher (Acting: Pro-Vice Chancellor:  
Administration and Finance until June 2015)  
Ms Annelie Don (Acting Registrar until June 2015)  
Dr Sifiso N Nyathi (Registrar from July 2015)  
Mr Job Jansen (Bursar)  
Ms Ritva Niskala (Acting University Librarian)

## Senate Members

Assoc Prof Frednard Gideon  
Dr CM Beukes-Amiss  
Dr S Angombe  
Dr N Indongo

## Administrative Staff Representative

Mr Martino Olivier

## Student Representative Council

Mr Vincent Shimutwikeni  
Mr Wilhelm Wilhelm

## Management Observers

Prof John Baloro (Legal Advisor)  
Mr Martin Shikongo (Director: Estate Services)(until mid-August 2015)

Mr Kennedy Mbangu (Acting Director: Estate Services)  
(from mid-August 2015)

Mr Reginald Izaks (Director: Human Resources)  
Ms Magriet Mainga (Acting Dean of Students)  
Mr Edwin Tjiramba  
(Director: Communications and Marketing Until 8 Dec 2016)

Mr J Rittmann (Acting Director: Communications and Marketing from 9 Dec 2015)

## SECRETARIAT:

Ms A Don - (Acting Registrar & Secretary: Council) (until June 2015)  
Dr SN Nyathi (Registrar & Secretary: Council) (from July 2015)  
Ms Joey Matthews - (Meetings Secretary)

## THE SENATE

### External Members

Ms E Shafudah (PS: Ministry of Finance)  
Mr A Ilukena (PS: Ministry of Higher Education)

### Management

Prof L Hangula (Chairperson)  
Prof OD Mwandemele (PVC: AA&R - Deputy Chairperson & Acting PVC: A&F)(July & Aug 2015)  
Mr A Fiedersbacher (Acting PVC: Admin & Finance until June 2015)  
Dr EN Namhila (PVC: Administration & Finance) (from Sept 2015)  
Ms R Niskala (Acting University Librarian)  
Mr J Jansen (Bursar)  
Ms A Don (Acting Registrar until June 2015)  
Dr SF Nyathi (Registrar) (from July 2015)

### Deans and Directors

Prof F Mause - Dean: Faculty of Agriculture & Natural Resources  
Associate Prof U Pallwal - Dean: Faculty of Economic & Management Sciences  
Dr C Villet - Dean: Faculty of Education  
Prof FP Kavishe - Dean: Faculty of Engineering & IT  
Prof P Nyarango - Dean: Faculty of Health Sciences  
Prof K Mchombu - Dean: Faculty of Humanities & Social Sciences  
Prof J Baloro - Dean: Faculty of Law  
Associate Prof F Gideon - Dean: Faculty of Science  
Prof P Odonkor - Associate Dean: School of Medicine  
Dr T Rennie - Associate Dean: School of Pharmacy  
Dr K Hofnie-//Hoebes - Associate Dean: School of Nursing & Public Health  
Dr K Mufeti - Associate Dean: School of Computing  
Dr V Mwangi - Associate Dean: School of Military Science  
Associate Prof E Maass - Director: Academic Affairs  
Prof E Omoregie - Director: SANUMARC  
Dr M Beukes-Amiss: Director: eLearning and Interactive Multimedia Unit  
Dr N Kadhila - Acting Director: CEQUAM  
Prof C Kasanda - Acting Director: TLIU  
Mr L Simasiku - Director: Language Centre  
Mr J Nakuta - Director: HRDC  
DR RM Shikongo - Director: CES  
Dr C Shaimemanya - Director: Postgraduate Studies Unit  
Dr N Indongo - Director: MRC  
Ms P Uugwanga - Director: Oshakati Campus  
Associate Prof I Mapaire - Co-ordinator: Research & Publications Unit

Dr E Naomab - Coordinating Director: Southern Campus

Mr E Evaristus - Acting Coordinating Director: UCCB  
Ms NP Kadhila-Mwandingi - Co-ordinator: ZERI  
Dr T Tjirango - Director: Namibia Business School  
Associate Prof K Matengu - Director: External and International Relations  
Dr GN Likando - Director: Rundu Campus  
Dr SM Ilipinga - Director: Hifikepunye Pohamba Campus  
Dr B Kangumu - Director: Katima Mulilo Campus  
Dr T Frindt - Acting Director: Khomasdal Campus  
Dr J Nyambe - Director: Continuing Professional Development (CPD Unit)  
Prof S Amoo - Acting Director: Justice Training Centre (JTC)

## Deputy Deans and Deputy Directors

Associate Prof P Chimwamurombe  
Dr J Mushaandja  
Dr H Kapenda  
Mr B Kaurivi  
Dr V Haakuria  
Dr K Shangula  
Dr J Sheehama  
Dr C Chata  
Dr E Kaakunga  
Dr S Angombe  
Dr M Kandawa-Schulz  
Dr N Mbukusa  
Dr H Ndajula (SANUMARC)  
Dr A Ogunmokun  
Dr D Mumbengegwi  
Dr J Njunge  
Dr NP Petrus  
Ms L van der Westhuizen  
Ms M Shihako  
Mr M Hidingwa  
Ms H Udjobala  
Mr J Ndinoshiho  
Mr C Mabhiza  
Ms C Alexander

## Heads of Department

### Faculty of Agriculture and Natural Resources

Dr B Mushonga  
Dr E Ndeunyema  
Dr M Shikongo-Nambabi  
Dr C Mberema  
Dr E Klingelhoefter  
Mr S Muteka  
Ms M Hangula  
Mr L Kandjengo  
Mr M Angula

### Faculty of Education

Dr T Iljambo  
Dr C Halhambo  
Dr M Hamunyela  
Mr BM Chata  
Ms J Moller  
Mr F Mungongi  
Dr H Miranda  
Associate Prof E Amukugo

### Faculty of Economics & Management Sciences

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Mr M Tjueza  
Dr S Lwendo  
Ms T Chata

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Prof J Akande  
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Dr R Baur  
Dr C Nyirenda  
Dr C Karegeya

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Prof J Smit  
Prof L Barongo  
Prof C Hunter  
Prof I Quaye  
Dr C Mbangtang  
Dr C Kimera  
Dr J Ojulong  
Dr R Kandando

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Ms L Kalondo  
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*Faculty of Health Sciences: School of Pharmacy*

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Mr D Kibuule  
Mr A Ishola

*Faculty of Humanities & Social Sciences*

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Dr E Shino  
Dr A Akawa  
Dr F Tsoubaloko  
Dr F Mwillima

*Faculty of Law*

Dr K Mundia  
Dr K Nuugwedha  
Ms A Zender

*Faculty of Science*

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Dr E Julius  
Dr V Uahengo  
Dr A Wanke  
Dr M Mugochi  
Dr R Steenkamp  
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*Centre for External Studies*

Dr H Nekongo-Nielsen  
Ms A Lewin

*Multidisciplinary Research Centre*

Dr A Mosimane  
Mr G van Rooy

*Language Centre*

Ms J Izaks  
Ms A Simataa

**Full Professors**

Prof R Zimba  
Prof F Becker  
Prof A du Pisanl  
Prof E Kiremlre  
Prof J Hayes  
Prof J Hunter  
Prof J Oyedele  
Prof P van Rooyen  
Prof R Auala  
Prof BP Wanda  
Prof L Akundabweni  
Prof M Zappen-Thomson

**Office of the Dean of Students**

Ms M Mainga – Acting Dean of Students

**Student Representative Council**

Mr W Swartz - SRC

**University Library**

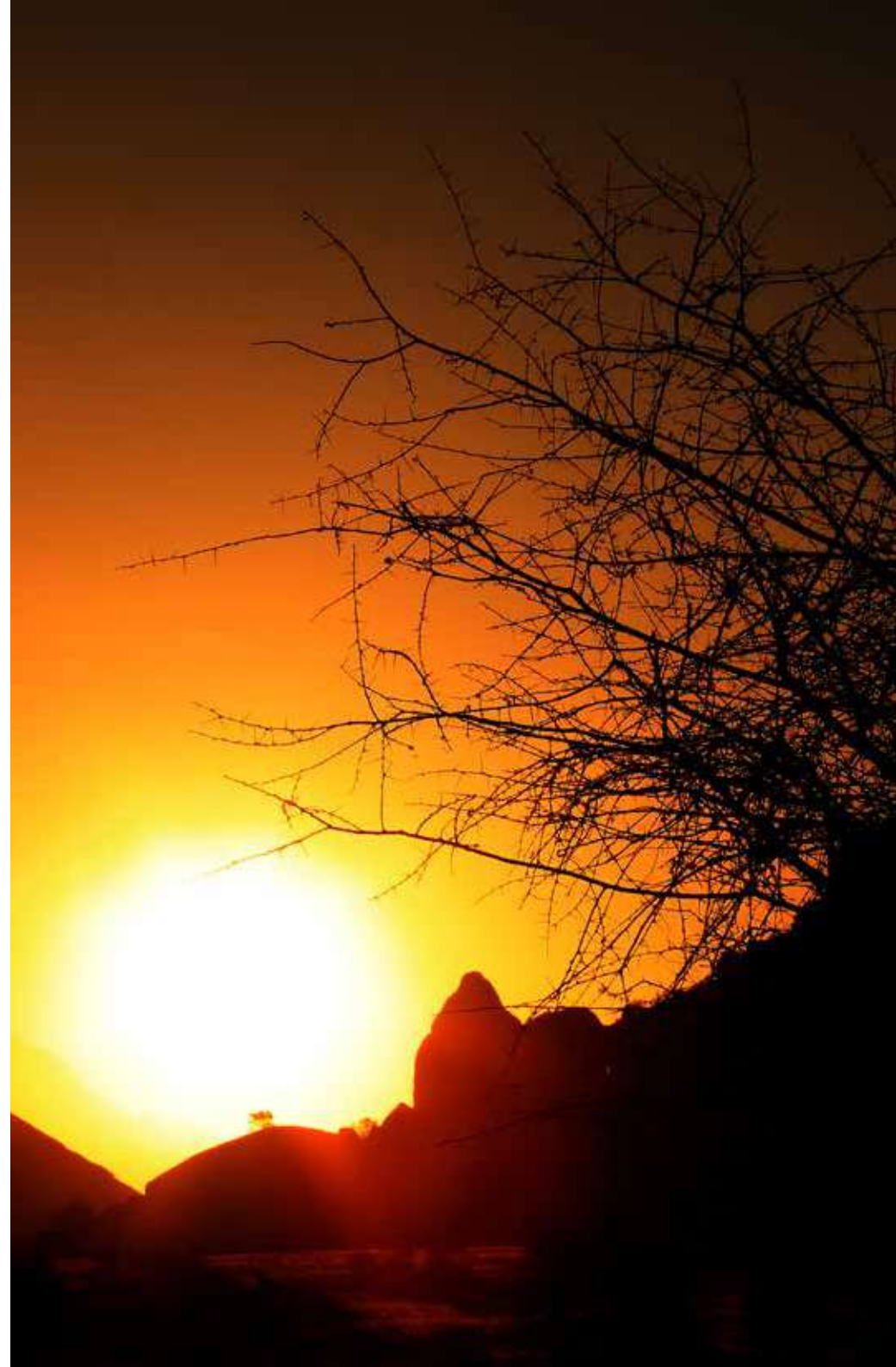
Ms V Matangira  
Ms I Buchholz

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**SECRETARIAT:**

Ms A Don - (Acting Registrar & Secretary: Senate) (until June 2015)  
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# Annual Report 2015

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