



YEARS OF
TRANSFORMATION,
INNOVATION AND
CAPACITY BUILDING



POLYTECHNIC
OF NAMIBIA

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Opportunity awaits ...

MILESTONES

A celebration of development and achievements



The Founding President and Father of the Nation, H.E. Dr. Sam Nuyoma at the inauguration of the PON Hotel and Tourism School, with the Rector. In the Background are the current Prime Minister, the Right Hon. Nahas Angula, and the current Minister of Education, Hon. Dr. Abraham Iyambo.



HIGHLIGHTS IN OUR HISTORY

- » 1994: Polytechnic Act (Act 33 of 1994) approved by Parliament
- » 1995: Dr. Tjama Tjivikua appointed as founding Rector
- » First Poly Council meeting
- » De-linkage of the Poly from UNAM
- » 1996: Commencement of operations as autonomous institution
- » Student enrolment 3 345; admin staff 73, lecturers 69; premises about 3.0 hectares in size
- » Alcohol ban on campus
- » Approximately 2 000 volumes in Poly library
- » Instruction from Ministry of Education to phase out National Technical Courses
- » First Poly Graduation Ceremony held
- » 1997: Second Graduation Ceremony held in Windhoek and Ongwediva
- » Adoption of the Statutes of the Polytechnic
- » Launch of Poly First Annual Report (for 1996)
- » Dr. Gert Günzel appointed as Vice-Rector
- » Library collection surpasses 10 000 volumes
- » Phasing out of School of Vocational Training
- » Poly launches website
- » 1998: Construction of Engineering Building commences
- » Poly acquires Sanlamrants Flats (renamed Poly Heights)
- » Poly acquires super computer and fibre optic network
- » 1999: First Degree Programme in Nature Conservation offered
- » 2000: Library collection surpasses 20 000 volumes
- » Premises grow to 7 hectares
- » Poly becomes Cisco local and regional academy
- » Centre for Teaching and Learning, Centre for Entrepreneurial Development established
- » 2001: First Bachelor degree awarded
- » Number of qualifications increases to 53 from 23 (+ 130 %)
- » European Commission agrees to fund Hotel & Tourism School
- » Number of computers on campus passes 800 mark - up from 80 in 1996
- » 2002: First PMR.Africa Golden Arrow Award to Poly as "Best Tertiary / Higher Education Institution in Namibia"
- » Hotel School's training kitchen and restaurant completed
- » Campus expands to 12 hectares
- » 2003: Second Poly Strategic Plan (2004-2008) (PSP-2) adopted by Council
- » 2004: Third PMR.Africa Golden Arrow Award
- » Enrolment passes 5,000 mark
- » 68 qualifications now offered
- » Poly Library becomes depository for World Tourism Organisation
- » 2005: First Master degree programme implemented (M. of Information Technology)
- » Enrolment exceeds 6 000 mark
- » New Poly Library inaugurated
- » 2006: Second Master degree programme implemented (M. of International Business)
- » Qualifications increase to 100
- » Renewable Energy and Energy Efficiency Institute launched
- » Namibia-German Centre for Logistics project launched
- » 2007: Poly applies for name change to Namibia University of Science and Technology
- » M. of International Business accredited by FIBAA (first in Africa)
- » International agreement on Master's Degree in Comparative Local Governance
- » New Bachelor degrees in Geo-information Technology, Hospitality Management and Travel and Tourism Management introduced
- » Digital Namibian Archive (DNA), Namibia Business Innovation Centre, and

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A COMING OF AGE

By Alexactus T. Kaure

Only fifteen years on after taking its first steps as an independent institution of higher education in Namibia, the Polytechnic of Namibia has come of age. From those humble beginnings the Poly - as the institution has become affectionately known to its staff, students and admirers - has grown in leaps and bounds.

Its explosive growth is evident in virtually every dimension of the institution: in its student numbers, diversity of programmes, campus infrastructure, library collection, national footprint (through its regional centres); centres of excellence supporting key aspects of national development and - perhaps most tellingly - local reputation and international profile.

The Polytechnic is now a nationally, regionally and internationally recognised institution of science and technology. The story of the Poly is one of an institution that has been undergoing a dynamic process of transformation and change from day one, aligning itself not only with the needs and demands of the national economy and industry, but also with the quest of the broader society for knowledge, information and new ideas that are relevant and essential in an increasingly globalised and globalizing world economic and political order.

It is this transformation that this review would like to speak to, because in our view that transformation is in retrospect a success story, even though there were twists and turns

along the way. Being a dynamic process, this journey is not complete as yet, as I shall point out later. Suffice it here to say that since its establishment in 1995 the Poly has been true to its vision, mission and mandate as per the Polytechnic Act (33 of 1994). That mandate has always included the right to confer academic degrees at all levels and in all fields of intellectual endeavour.

The Poly has carried out this mandate successfully and admirably. Here are the facts. In 1996, enrolment stood at a mere 2 500. Today, the Poly student population stands at more than 11 500. In truth, limited physical capacity is the only reason why enrolment figures have been capped at this level: such is the demand for places at the Polytechnic that thousands of applicants have to be turned away at the beginning of 2010, for example. Matching the increased student enrolment has been a concomitant increase in new programmes offerings - from 23 to 106 career-oriented and market-driven offerings. The new range includes vertical extension of several programmes that previously terminated at diploma level, an

increasing number now offering studies up to honours and master's degree. The increase in and diversification of programmes has greatly expanded the career choices available to Namibian students as well as career advancement opportunities for Polytechnic graduates.

This growth also necessitated accelerated development of the Polytechnic's physical environment - infrastructure, equipment, and facilities - to support academic achievement and create an environment which is conducive for both students and staff. Despite funding not keeping pace with growth requirements for many years, tight financial controls and prudent management were key factors in the infrastructure growing from an estimated value of N\$ 30 million to more than N\$ 650 million by 2010, most of it being state-of-the-art. The institution is all set to spend at least another N\$ 80 million on a new building for the School of Health and Applied Sciences and N\$50 million for extensions to the engineering building. Planning for

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"Even the longest journey starts with the first step." - Chinese Proverb

"To plan is to choose, choose to go forward." - Mwalimu Julius Nyerere

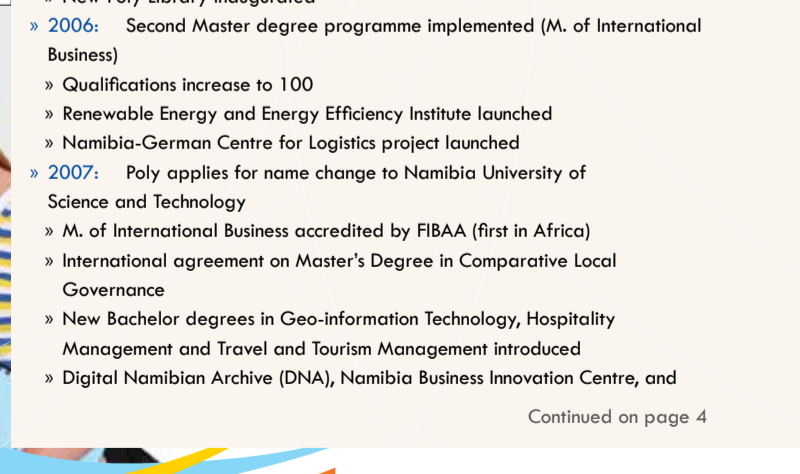


New Science and Technology Building



Elisabeth Haus - then and now

1st Cultural Festival 1996



A lecture in the old lecture building

Training of health professionals





new satellite campuses in Ongwediva and Lüderitz is at an advanced stage.

Thus it would perhaps be stating the obvious to say that the Poly has played a key and crucial role in the country's quest to develop qualified human capital – the resource considered most critical for national development across the globe in the 21st century.

As the importance of knowledge workers in the information age has become more widely recognised, so there has been a concomitant increase in the importance of education, institutional flexibility and, above all, science, technology and innovation.

At the same time, wealth creation based on geographical advantage, raw materials and demographics have taken a back seat to the new imperatives. The Poly, through its focus on applied learning, research and innovation, and its positioning as a locally responsive and globally competitive institution, has long ago made the requisite paradigm shift. As the Rector, Dr. Tjama Tjivikua, put it back in 2007 at the signing of a memorandum of agreement between the Poly and UNISA: "We commit to being Namibia's academic leader in technology, entrepreneurship and innovation through strong local and

global academic partnerships."

With the Poly already having established more than 80 active and productive international partnerships in its 15 years of existence, dozens of Poly students travel abroad annually as exchange or post-graduate students attached to some of the world's foremost higher education institutions and businesses. By the same token, this year the Polytechnic has dozens of exchange students from all parts of the globe and has been host to scores of international lecturers. The latter are either on sabbatical, supporting academic teaching and research programmes as part of international or bilateral cooperation agreements. Amazingly, there are also many foreign academics who come and work as volunteers out of sheer altruism and a desire to contribute to its and Namibia's development.

In this extensive network of cooperation lies the evidence of the Polytechnic's acceptance by its peers regionally and internationally as a worthy, important and respected player in the field of applied science and technology; this status bodes well for Namibia's quest for economic

competitiveness in the global arena.

Notwithstanding the undeniable visionary leadership of its Rector, in the person of Dr. Tjama Tjivikua, and his admirable drive and energy, it would, however, be disingenuous to credit the success of the Poly to a single individual. The Rector is quick to remind one that the institution's success to date has been a collective effort comprising a number of actors – an engaged Council, committed administrative personnel, a diversified and dedicated faculty and staff, and a vibrant and demanding student population. Tjivikua is also generous in his acknowledgement of the supportive role Government, society at large, the business community, and the Poly's international partners have played in the institution's relentless march to academic and intellectual excellence and in fine-tuning its responsiveness to national training and development needs.

It is in light of this phenomenal institutional transformation and development to meet the demands of our equally evolving world that the Poly applied to Government for a name change in order to reflect contemporary realities and trends. This request has

not been granted to date, but Cabinet recently indicated that it would be considered after a thorough review of higher education – hopefully in the not-too-distant future!

From the rendering so far, an impression might be created that the institutional transformation that has brought the Poly to where it is today has been a smooth process. It has not. A shortage of funding and physical space for further expansion has been one of the major problems facing the Poly. On a positive note, though, its position close to the central business district gives the Poly a highly desirable cosmopolitan look and feel. It also adds immeasurable convenience in terms of easy access to shopping, entertainment and the recreation opportunities typically associated with city life. Naturally, the institution and facilities such as its modern library are also easily accessible to visitors.

But since the Poly is in the business of innovation, it has to be innovative in how best to tackle the issue of space for future expansion and development. There are signs of ample institutional lateral thinking in this regard, as Edward de Bono would

urge us all to do, but the Polytechnic is guarded about discussing its plans for fear it would compromise the current strategy. The key issue, though - that of funding - is squarely in the hands of our Government. It is something that need not wait for the envisaged review of higher education.

This rendition of the Poly's journey would be incomplete if one doesn't say a word on the issue of good governance. At a time when many other State-owned Enterprises are mired in mismanagement and corruption, the Poly has tried its best to steer clear of those malaises. Here is what former education Minister, Nahas Angula, had to say on the subject of governance at the Polytechnic: "By any standard the leadership and management of the Polytechnic of Namibia demonstrated prudent acumen in these pecuniary matters. This is rare in public sector institutions. The Polytechnic of Namibia is therefore a beacon of hope in the sea of mismanagement, corruption and self-enrichment characteristic in many public institutions in the country. Dr. Tjivikua and his staff deserve our commendation and praise". (2003.)

PON'S SCHOOL OF ENGINEERING: TRUE PIONEERS OF TECHNICAL & PROFESSIONAL ENGINEERING TRAINING

By Victoria Kangombe

"Educational programmes and curricula that ignore national needs and global development trends are the fundamental reason why many developing countries struggle to meet their development objectives, despite producing relatively large numbers of graduates," says the Rector of the Polytechnic of Namibia (PoN), Dr. Tjama Tjivikua.

It is for that reason that PoN training and qualifications are so squarely aimed at meeting the needs of local industry and national development as well as complying with international standards.

Further setting the Poly's programmes apart are work-integrated learning, technology, entrepreneurship and innovation, all of which have become the hallmarks of the Polytechnic's educational programmes. "The PoN's focus on skills-based, career-orientated training prepares its graduates to become productive in the workplace almost immediately after their employment. This, together with the institution's uncompromising academic standards, explains why Polytechnic graduates are highly sought-after in the Namibian job market," explains Dr. Tjivikua.

"The Polytechnic's School of Engineering (SoE), for example, has quietly become the single largest supplier of incorporated engineers and engineering technicians to the Namibian engineering sector. Taking

it to the next level, the SoE was also the first in the country to offer four-year professional engineering degrees, allowing graduates full status as professional engineers."

The Poly School of Engineering is not resting on its laurels, however, and is set to have an even greater impact on national development and labour market requirements than ever before. The new four-year Bachelor of Engineering degrees in Civil, Electronic, Power, Mechanical and Mining Engineering are important supplementary qualifications to the old National Diplomas and Bachelor of Technology degrees, and are fully compliant with the new National Qualifications Framework (NQF).

A particular highlight for the School was the launch in 2009 of the professional Bachelor in Mining Engineering degree in collaboration with experts from some of the world's finest Schools of Mining Engineering and extensive support from the local mining industry. The Department of Mining Engineering is currently

preparing for its third student intake in 2011. "We are thrilled by the excellent feedback we've received from the mines regarding the performance of our students during their compulsory attachment periods. Meeting industry requirements is definitely a top requirement for us," says Dr. Godfrey Dzinomwa, Head of the Mining Engineering Department and a former general manager of several mines in southern Africa.

"We have come a long way since the early days when we only offered trade certificates and diplomas," says a proud Dr. Zacheus Oyedokun, Dean of the School of Engineering (or Dr Zac, as he is affectionately known to the Polytechnic community). "Over the years we have seen extensive growth, both vertically and laterally, and especially in terms of quality," The School's growth in programmes as well as in reputation and impact is most apparent in the fact that it breached the 1 000 student mark for the first time in 2009."

This year, the SoE also launched the Bachelor of Architecture (Honours) programme – another degree that will allow full professional registration. This degree was the result of extensive consultations with the Namibia Institute of Architects and Quantity Surveyors and other international schools of architecture. In addition, the SoE lunched a Master's degree in Transportation Engineering and a specialisation in the Master's degree in Integrated Water Management (on-going since 2004 in the Waternet framework).

Another landmark reached a few months ago was the inauguration of the new, state-of-the-art Materials Testing Institute (MTI). The MTI will

provide high-precision testing services to the building, civil construction and roads construction industries. The new laboratory is only the second of its kind in the country. Its new equipment and a seasoned German professor to train MTI staff were generously sponsored by GTZ, the German technical cooperation agency.

As part of the institution's already successful campaign to train more women, the SoE is very proud of a highly successful programme to encourage women to become engineers. The programme was initiated by Senior Lecturer in Engineering, Ms. Smita Francis.

Increasing the number of female engineers in Namibia is another aspect of ways the which the PoN SoE is setting the pace in Namibia. With the blessing of the International Institute of Electrical and Electronics Engineers (IEEE)'s Women in Engineering (WIE) society, a local chapter of WIE was established at the Polytechnic in 2008 to address the severe under-representation of women in the engineering industry through countrywide events and presentations targeting female learners at various schools. Led by the irrepressible Ms. Smita Francis, a lecturer in the SoE, the Polytechnic's WIE chapter received the prestigious Sam Nujoma Innovation Enterprise Development Award (SNIEDA) for 2009, in the Capacity Building category, for its outstanding efforts.

WIE's SNIEDA award is yet another sign of the high regard in which the SoE is held in Namibia, just as its healthy complement of international faculty and visiting lecturers confirms its growing international reputation.

INTERNATIONAL COOPERATION LENDS SPARKLE TO POLY PROGRAMMES



Country	Partners	Country	Partners
Australia	4	Italy	1
Austria	5	Mozambique	1
Belgium	1	Netherlands	2
Botswana	1	Norway	1
Canada	2	South Africa	14
Czech Republic	1	Spain	1
European Union	1	Switzerland	1
Finland	5	Thailand	1
Germany	26	United Kingdom	1
Hungary	1	United States of America	14

"Cooperation with partner institutions regionally and internationally plays a major role in almost every facet of the operations of the Polytechnic of Namibia. Maintaining a network of dynamic international partnerships is therefore a core development strategy and an important means of benchmarking at the Polytechnic of Namibia," says Ms. Neavera Olivier, Director of Planning and International Relations at the Poly.

Curriculum development and evaluation, assistance with projects of national importance (e.g. research and policy development in fields such as renewable energy, climate change, etc.) are a few of the important benefits the Polytechnic derives from its international linkages and collaboration. So is the valuable assistance these partnerships deliver for, amongst others, curriculum development to international standards, teaching and learning resources, laboratory equipment and other specialised technology, institutional capacity building, and staff and student exchanges.

Judging by the intensive cooperation evident between its Schools and a host of international partners from virtually every continent, the Poly is rapidly growing its reputation as an "institution of international repute", perfectly complementing the many local awards it garners year after year.

One of the latest feathers in its cap is the introduction of the internationally accredited MSc in Leadership and Change Management at the new Harold Pupkewitz Graduate School of Business (HP-GSB). Presented in collaboration with Leeds Metropolitan University in the UK, the programme has become sought-after amongst corporate executives, alongside the more established Master of International Business. Although one of the youngest business globally, the



Hon. Dr. Hage Geingob with Dr. Tjama Tjivikua, 2009

A happy Family at graduation

Hon. Theo Ben Gurirab with the former Council Chair Mr. Oloff Munjanu

Construction of library: 2004



continued: International cooperation lends sparkle to Poly programmes



SBM was selected in 2009 as one of the 1 000 most influential schools in the world, and the most influential in Namibia, by Eduniversal in France (<http://www.eduniversal.com/business-school-ranking/country/namibia/152>), helped no doubt by the strong contingent of international lecturers it currently boasts.

The HP-GSB's also owes its early successes to its careful incubation in the Poly's popular and highly regarded School of Business and Management (SBM), since 2007. "The SBM's international linkages and reputation likewise played a strong role in the recent accreditation of the PoN's four-year Accounting and Finance degree programmes by the Institute of Chartered Secretaries and Administrators Southern Africa (ICSA) as well as the Chartered Institute of Management Accountants (CIMA) in the UK," explains the Dean of the SBM, Kofi Boamah.

Another unit hosted by the SBM, The Namibia Graduate School of Accounting, offers a Bachelor Honours in Accounting in conjunction with the University of KwaZulu Natal (UKZN)

in South Africa. The NGSA is a joint venture with the Institute of Chartered Accountants of Namibia (ICAN) to address Namibia's dire need for qualified chartered accountants. The SBM is also a partner in the British Council Education Partnership in Africa (EPA) project. The aim of the project is to support training in enterprise, leadership and innovation skills at the Polytechnic and within the SADC region.

The value of international linkages for student and staff development is evident in many individual success stories at the Poly, such as Hitula Amupolo's. Ms Amupolo is a junior lecturer in the School of Engineering. She recently completed a Master of Science in Mechanical Engineering at the University of Jana Evangelisty Purkyne in Hungary as a Polytechnic Staff Development fellow. Veikko Shalimba is another PoN employee who is soon to defend his Master's thesis at the same university.

"Visiting scholars and professors are another important benefit of our partnerships," says Ms. Olivier. "They have helped us set up many departments and centres of excellence of national importance, especially where Namibia has little expertise. Examples are the Namibia Business Innovation Centre (NBIC), the Renewable Energy and Energy Efficiency Institute (REEEI), the Integrated Land Management Institute (ILMI), the Namibian-German Centre for Logistics (NGCL), the Centre for Teaching and Learning (CTL), the Centre for Entrepreneurial Development (CED) and the Centre for Co-operative Education. Visiting professors have also been wonderful in helping us to design our programmes and curricula to international standards."

Deputy Dean of the School of Engineering at the Poly, Samuel John, agrees: "No institution of advanced higher education can sustain itself without international recognition or intellectual cross-pollination. The School of Engineering and all its departments – mining, mechanical, civil, electrical,

architecture, you name it - bear living testimony to this fact. Our visiting scholars add value and help us attain superior levels of innovation and quality. However, as much as we are learning from them, they are equally learning from us. It is indeed a two-way process."

Demonstrating the Deputy Dean's point, the Department of Media Technology in the School of Communication trains students from neighbouring Angola, Botswana, and Zambia, as well as from as far afield as Finland and the USA. "This adds a refreshing international flavour to the department that perfectly complements the multi-national and multi-cultural character of our School," says Dr. Saralah Krishnamurthy, Dean of the School of Communication. Media Technology students are often sent on exchange visits to institutions in other parts of the world, including Finland. The Department has been a UNESCO Centre of Excellence since 2007 and is currently collaborating with the University of Utah in the USA to establish a Digital National Archive (DNA) in Namibia.

PoN's School of Information Technology collaborates with the University of Cape Town, University of Frankfurt and the University of Technology Sudwesternfahlen (both of the latter being in Germany). "ICT is driven by hotspots of developments across the globe. Cooperation with other ICT scholars and institutions are indispensable in order to keep abreast of the rest of the world," says Dr. Heike Winschiers-Theophilus, Dean of the Poly School of IT.

The School of Natural Resources and Tourism (SNRT) is itself an institutional hotspot of international networking. SNRT host several international professors every year and arranges various conferences and research projects that attract scores of delegates from many countries. Its Dean, Lameck Mwewa, plays a significant part in

the Poly's participation in several important local and international research projects, including Lot 10 of the Erasmus Mundus (EM) External Cooperation Window (ECW). ECW Lot 10 is a European Union-funded project that facilitates cooperation amongst European, African, Pacific and Caribbean universities, particularly in respect of staff development and student mobility.

International partnerships have also played a key role in the establishment of the youngest of the Poly's six Schools, the School of Health and Applied Sciences. "Experts from the USA, Finland, Switzerland and South Africa, amongst others, have assisted us in ensuring that the new School has globally benchmarked and industry-informed curricula and programmes, well-qualified lecturers and state-of-the-art equipment, from the word go," says Dr. Sylvester Moyo, Dean of the new School.

Capping the Polytechnic's impressive array of linkages – now numbering 88 - is the recent election of its Rector, Dr. Tjama Tjivikua, as President of the African Division of the International Association of Science Parks (IASP). IASP is an international non-profit organisation dedicated to assisting the development of new science and technology parks as well as the internationalisation of already mature products. It encourages partnerships and fosters international networking among 400 member organisations representing more than 70 countries.

Dr. Tjivikua's achievement emphasizes the growing global prominence of the Poly and its leadership. Clearly, the Polytechnic is becoming a new reference point for international collaboration in Africa.



COLL TAKES QUALITY LEARNING TO ALL CORNERS OF NAMIBIA



Two years after the Polytechnic was established, a separate Centre for Open and Lifelong Learning (COLL) was set up to accommodate students who were unable to attend classes at Polytechnic's campus in Windhoek.

Currently, COLL offers sixteen academic programmes through the distance education mode. In 2010, a total of 2 371 students were pursuing studies exclusively through the

distance education mode. This figure currently represents 21% of the total student enrolment.

The part-time staff complement includes 272 tutors, 57 research supervisors, 49 course writers, 44 content editors, three instructional designers, three language editors, four radio producers, two eLearning content developers and one DVD producer. A complement of 108 face-to-face tutors spread across the country provides tutorial services at

the nine Regional Centres, while 168 face-to-face tutors provide weekend tutorials to the Windhoek-based distance education students.

COLL has grown tremendously in recent years. Student enrolment has increased by more than 200% since 2002 and the course enrolment of 31 152 represents an increased of more than 150%.

New degree programmes introduced in January 2010 include the Bachelor of English, Bachelor

of Communication, Bachelor of English Honours and the Bachelor of Technology: Economics. COLL also developed 39 distance education courses to accommodate the offering of the 4-year courses for the revised curricula of the Bachelor of Marketing, Bachelor of Business Administration and Bachelor of Human Resources Management programmes. This brings the total number of academic programmes and qualifications offered on the distance education mode to 16 and 28 respectively.

OUTREACH AND EFFECTIVE USE OF APPROPRIATE TECHNOLOGY

COLL now operates from nine Regional Centres across the country where students have access to a full range of administrative and academic support services. The Regional Centres are equipped with wireless internet connectivity, an adequate number of computers and library books, online library issue facilities, direct access to

online journals, a quite environment for studying as well as examination halls.

"The reliable IT-infrastructure at the COLL Regional Centres makes it possible for tutors to use KEWL.Next Generation – this is an exciting and user friendly eLearning Management System (LMS) on the Poly network which allows instantaneous electronic exchange between students, tutors and lecturers," says Dr. Delvaline Möwes, Assistant Registrar for COLL.

Apart from the state-of-the-art equipment and e-Learning equipment now available at the Regional Centres, other forms of learning available to ensure the best possible learning support for COLL students include print- and CD-based instructional material. This provides an optimum blend of virtual and traditional learning support. Students now have an environment in which distance learning becomes an active, collaborative, and participatory activity.

COLL

REGIONAL CENTRES:

- GOBABIS
- KATIMA MULILO
- KEETMANSHOOP
- ONGWEDIVA
- OPUWO
- OTJIWARONGO
- RUNDU
- TSUMEB
- WALVIS BAY

POLY TRAINS SKILLED GRADUATES

The Polytechnic's role in technical education in Namibia

By Victoria Kangombe

The Polytechnic Act (Act 33 of 1994) specifies the mandate of the institution as a post-secondary, career-driven educational institution that pays due regard to the human resource requirements of Namibia. The mandate also emphasises the need for the institution to conduct applied research. This implies that the courses should be career-driven, enough to ease students' transition phase from the classroom into the workplace.

The Act also implies that all Polytechnic programmes are tailored to the specifications of the human resources needs or requirements

of Namibia and those of the SADC region. With regards to applied research, the standard requirement is that all 4th year students (irrespective of the programme enrolled in) must do a research project in which industry has been extensively consulted. This is evidence that the Polytechnic's current activities are positively contributing to the prescribed mandate.

The current curriculum development guidelines put a lot of emphasis on Namibia's human resources needs as well as on global trends that are related to what is expected of graduates in the workplace. The Senate of the Polytechnic oversees

this function and has been leading the institution in terms of the development of appropriate programmes.

There is a general misunderstanding with regards to the term "vocational training" or "technical education" merely being the practical, hands-on training of skilled workers such as motor mechanics, electricians, plumbers, bricklayers, etc. The importance of vocational training is beyond question; no developing country can be serious about unemployment and poverty reduction without putting emphasis on vocational trades. This is especially true for resource-rich Namibia which

needs to transform those resources into national wealth.

At the inception of the institution, the Polytechnic Act specifically excluded these particular fields and passed them on to the Vocational Training Centres (VTC's). These disciplines are not offered at tertiary level. Thus the Polytechnic initiated the development of degree programmes but with a career-orientated focus.

In line with its mandate and before developing a programme, the Polytechnic Senate first canvasses opinions and suggestions from industry in order to align the programmes with the needs of the consulted industries. "We therefore train in accordance with the industry requirements as these are the same industries that employ our graduates," says Van Wyk du Plessis, one of the longest serving employees

of the Polytechnic who is currently the Director/Professor of Accounting in the School of Business and Management.

"Feedback from industry is a good measure of success. We have great confidence in the graduates we send into the workplace. We are also pleased by the fact that most of our students secure jobs even before they graduate," he added.

To date, the institution has been able to meet its goals, but the point has been reached where physical space to accommodate the growing number of students has become a serious stumbling block. Further expansion of the training facilities of the institution is already a serious concern.



Applying knowledge

A time for reflection

Studying Science: 2006

Construction of library: 2004



POLY'S COMMUNITY OUTREACH PROGRAMME THROUGH THE SCHOOL OF COMMUNICATION

By Francis Mukuzunga

The School of Communication has embarked on a number of initiatives as part of the Polytechnic of Namibia's community outreach responsibility. These programmes are spread across the length and breath of the country. One of the most notable of these is the formation of the Namibian English Teachers' Association (NETA) in 2007.

The aim of the association is to assist teachers at various schools to hone their skills in teaching English at all levels through short courses, organized by the School through its Departments of Communication and Languages.

The School of Communication consists of four departments: Communication, Languages, Legal Studies and Media Technology.

English, although is Namibia's official language, is still a problem in many sectors of public life. With this in mind, the school has to date organized 20 workshops mostly in northern Namibia under NETA that were well attended by teachers from various schools not only from the North, but also from the Kavango and Caprivi Regions.

Through these courses, the teachers have been able to master the skills of how to teach reading, do assessment and evaluation of their learners in as far as English is concerned. The methods and tool-kits used are

so simple that the teachers would often grasp the concept quite easily before they can go back and transfer the knowledge so gained to their respective schools.

According to the Dean of the School of Communication, Dr. Sarala Krishnamurthy, the workshops have become so popular that teachers from Swakopmund, Walvis Bay and even from the Karas Region have joined in. Most of the teachers already have a teaching qualification but they always find teaching English and literature a challenge, she says.

"My dream is to have NETA in each and every region. The workshops now have international exposure due to our networking with other organizations such as the British Council, American Cultural Centre and other donors that provided material and financial support. Last year we had Professor John McCrae from the University of Nottingham who came to conduct the workshops and this benefitted a number of educators," says Dr. Sarala (as she is popularly known).

Dr. Sarala is appealing to the Ministry of Education to assist in getting teachers to workshop venues. She explains that some of the teachers had difficulty attending workshops in the past as school or regional education authorities refused to give them time off or to assist with transport

to the venues.

The NETA programme has also gained international recognition through its affiliation with the International Association of Teachers of English as a Foreign Language (IATEFL), a worldwide network that encompasses about 33 teachers' associations worldwide. For its part last year, three students from NETA were given Fulbright scholarships to go and attend an international workshop of the IATEFL in the United Kingdom.

Apart from the NETA, the School of Communication prides itself to have been the brainchild of an international journal of language and communication, NAWA, that is subscribed and peer reviewed by various contributors and scholars from all over the world. NAWA which is printed by the Polytechnic of Namibia does not only look at various language uses in Africa but also the world over. The NAWA Journal was launched in 2007 and two editions are printed annually. In the latest publication (Volume 3, No.2, Dec. 2009) the majority of contributions were mainly drawn from staff from the Polytechnic.

Dr. Sarala, who is excited about the project, says NAWA, which is a refereed journal, has become an indispensable reference tool for most academics studying languages and communication all over the world.

COUNCIL CORNERSTONE OF POLY'S GOOD GOVERNANCE



New Council Appointed September 2010 with Hon. Deputy Minister David Namwandi

By Victoria Kangombe

The Polytechnic has drawn high praise for its well-managed development and good governance from a wide range of stakeholders since its establishment 15 years ago, from corporate leaders to politicians in high office. The Poly management generally receives most of the credit, but legally and in practice it is the Council of the Polytechnic that sets the standards of institutional governance and oversees their implementation.

The Council was established by the Polytechnic Act (Act No. 33 of 1994) to serve as the governance body of the Polytechnic. As the supreme policy-making body, Council is responsible for the productive and efficient performance of the institution. "The Council does not manage the institution; rather, it provides direction for the Polytechnic to develop and grow academically in order to meet the manpower needs of national development, and governance to ensure conformance with best-practice at all times," says Mike Hill, a former Council member who served the Polytechnic uninterruptedly for fifteen years.

Composed of representatives from various public and private sector institutions, the Council approves the development of relevant programmes to alleviate the skills shortages in the Namibian labour market. The Council then approves the financial resources required for Management to be able to develop the necessary infrastructure and source the academic talent required to research, compile and teach the various programmes.

Hill says that even though the programmes offered by the Polytechnic are tailor-made for Namibia's needs, Council also takes into consideration regional and international trends and needs. Many of these programmes have been, and are being, developed in collaboration with partner universities overseas and Polytechnic degrees are internationally accredited, thus opening up opportunities for Polytechnic graduates to further their studies abroad.

Hill commends the Council for achieving great feats, citing scarce financial resources and Namibia's well-documented skills shortage as having been the greatest challenges facing the Council over the last fifteen years. He notes that many of the Polytechnic's academic staff are non-Namibians and views this as a healthy global trend which encourages the growth and transfer of knowledge and skills. "Academics are highly sought after globally and are therefore very mobile. It is therefore a continuing challenge to be able to attract and retain them. Perhaps the greatest challenge is to be able to offer personal job security since granting short-term work permits promotes uncertainty."

With regard to finances, Hill indicates that although the Government was the major contributor to the Polytechnic's funding, institutional revenue from other sources is growing steadily as more partnerships and service opportunities are identified. He adds that Council has always insisted that the Polytechnic management operates within its financial means, even though this policy could be seen as having held back expansion projects which would have seen the numbers of graduates increasing even more significantly. "Our vision of earning recognition as a source of world-class graduates remained our anchor, whatever short-term obstacles we faced," Hill emphasised.

Hill says proudly that it was a privilege to be a member of the Council and part of such a well-balanced team.

"Over the years the Council has had one focus: the well-being of the Polytechnic. I am proud to say that our graduates are not only quality degree and diploma holders, they have learned how to learn and are therefore ready for the challenges of the marketplace and lifelong learning (that is) essential to Namibia's future success in a Knowledge-based Economy," he says.

In short, the Council has always maintained a cooperative and consultative approach to institutional governance issues. The excellent performance, accountability, transparency and efficiency at the Poly can all be attributed to that approach.

"As a degree-granting institution, it is essential for all our students, past, present and future, that we maintain our reputation for offering quality education. We should never compromise the academic standards set fifteen years ago at the establishment of the Polytechnic," concludes Hill.

HIGH TECH IS HARD WORK!

by Patsy Weimers*

In 1994 each of our secretarial training labs at the then Technikon Namibia had 50 typewriters – all IBM "golf-balls", state-of-the-art at the time. We were the envy of colleagues and students at other institutions! Soon though, the world turned its back on the typewriter and embraced the new king of information processing, the Personal Computer.

In our high-tech world, no institution of technology can afford to be left behind. This fact was well understood by the Rector, Dr. Tjivikua. Our IBM "golf-balls" were soon forgotten when our brand new Acer computers arrived. We were back in the game!

But suddenly, lecturers had to work hard to stay ahead of students, familiarising ourselves with both equipment and software.

The dominant word processing programme then was WordPerfect. Hardly had we mastered it when a new kid appeared on the block - Microsoft Word, with its pals, Excel, PowerPoint, and Access, backed by Big Brother, Windows - the early versions were a real nightmare!

More trouble followed – internet, e-mail, viruses, worms, RAM, ROM, hard drives, floppies, stiffies, CDs, DVDs, usb-drives, scanners, modems, wireless, infrared, Bluetooth, social networking ... the list goes on. The worst is when someone asks: "Miss, could you please explain ...", expecting us to know all the answers instantly. Our guardian angels must be very busy, keeping us from going mad!

*Ms. Weimers is Head of Office Management and Technology

Continued from page 1

HIGHLIGHTS IN OUR HISTORY

- Development Information Centre projects launched
- » 2008: Enrolment passes 9 400 mark
- » First Master of Information Technology students graduate
- » Master of Integrated Land Management launched
- » Harold Pupkewitz Graduate School of Business established
- » Namibia Graduate School of Accounting launched
- » Sander Haus and Elisabeth Haus inaugurated as offices of the Rectorate and as Council and Senate Chambers
- » 2009: Poly receives eighth PMR. Africa award for "Best Tertiary/Higher Education Institution in Namibia" – First Diamond Arrow Award in the higher education category
- » Various 4-year professional Bachelor of Engineering degrees launched, including Mining Engineering
- » Senate approves various other Bachelor, Bachelor Honours programmes
- » Enrolment exceeds 10 000 mark
- » Poly Writing Centre is established
- » Poly Women in Engineering Society launched
- » 2010: Enrolment passes 12 000 mark
- » Bachelor Honours degrees launched in Logistics, Architecture, English Criminal Justice (Policing), Information Technology, Journalism and Communication Technology, Applied Mathematics, and Applied Statistics
- » Various new Bachelor degrees launched
- » MSc in Leadership and Change Management launched
- » Master in Transport Engineering launched
- » Poly 4-year Finance and Accounting degree accredited by CIMA and ICOSA
- » Harold Pupkewitz Graduate School of Business inaugurated

AN ANGOLAN STUDENT'S PERSPECTIVE

The almost 200 Angolan students at the Polytechnic of Namibia prefer enrolling for practical courses. Not Pedro Teca. Although at high school he had previously dreamt of enrolling for medical or engineering studies, Pedro eventually fell in love with media studies. He applied and was accepted into Journalism and Communication studies in 2007 and went on to win Best Editorial Service Student Award in 2008 at the Polytechnic. Currently doing his compulsory Experiential Learning as a journalist at the broadsheet weekly newspaper, the Windhoek Observer.

"The journalism profession is not as easy as it seems. As a journalist, you have to know that there will be consequences or benefits for whatever your report on. Good journalism therefore requires professional and ethical reporting and accountability," says Pedro.

"I hope the name change the Polytechnic has requested will be granted before I return to Angola. The Polytechnic is already known internationally and has become a gateway to wonderful career opportunities for people from all over Africa. Granting it the name change it will not only improve the institution's ranking amongst other universities in the world, but will also elevate Namibia's global status in educational terms. Namibia has nothing to lose by granting the name change."

"LEADERSHIP IS ACTION, NOT POSITION"

Donald H. McGannon

"BEST HIGHER EDUCATION/ TERTIARY EDUCATION INSTITUTION IN NAMIBIA"

PMR Diamond Arrow Award • 2009 | PMR Golden Arrow Award • 2008 • 2007 • 2005 • 2004 • 2003 • 2002

"ONE OF THE 1 000 MOST INFLUENTIAL BUSINESS SCHOOLS IN THE WORLD" • 2009

- Edu-Universal, France

MOST HIGHLY RATED EDUCATIONAL INSTITUTION 2010

- Old Mutual Namibia – Namibia Stock Exchange Executive Opinion Survey

JAN SERVICE EXCELLENCE AWARD • 2010

- Junior Achievement Namibia (JAN)

"TOP LOCAL ACADEMY AWARD NAMIBIA • 2009"

- Cisco Networking Academy

"SPECIAL ACHIEVEMENT IN GIS" AWARD • 2009

- ESRI User Conference

CISCO GLOBAL RECOGNITION AWARD • 2007

- Cisco Networking Academy

UNESCO CENTRE OF EXCELLENCE • 2007

- UNESCO



Dr. Tjivikua, Rector: Polytechnic of Namibia

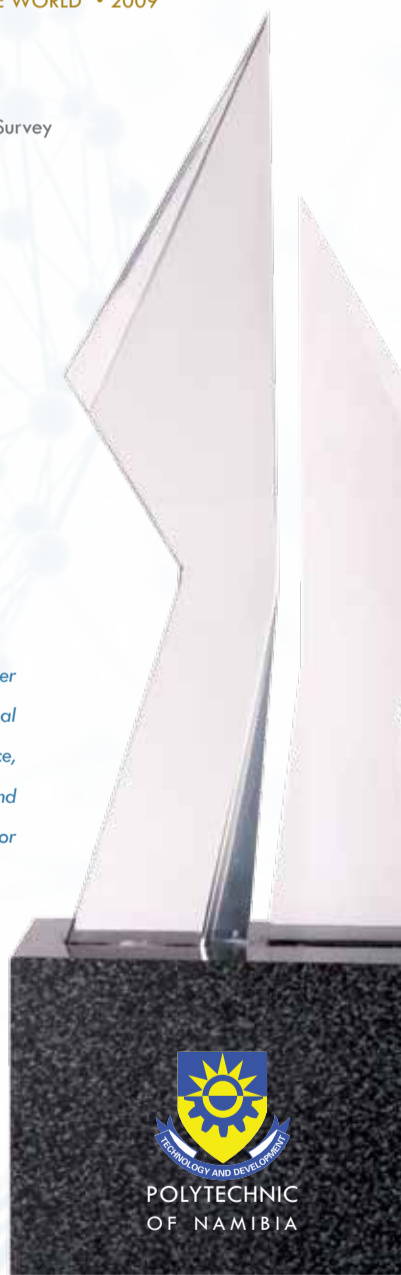
"It is now well understood that higher education is the backbone of the global economy. Our values - excellence, inventiveness, inclusiveness, integrity and transparency - collectively position us for leadership in the modern economy."

LAUREATE • NAMIBIA BUSINESS HALL OF FAME • 2010

- Namibia Chamber of Commerce and Industry & Junior Achievement Namibia (JAN)

BUSINESS COMMUNICATOR OF THE YEAR • 2008

- Bank Windhoek



Aerial view of PoN in its early days

The Austrian Speaker of Parliament visits the Poly: 2010

Students painting a mural on campus

The Poly spirit is contagious

Renewable energy: a research focus





POLYTECHNIC
OF NAMIBIA

Prospective students for the 2011 Academic year are invited to submit their applications for admission for career-driven, globally recognised Diplomas, Bachelors, Honours, and Masters degrees, **get the Polytechnic advantage!**

it's a RUSH

PROGRAMMES ON OFFER

***Late applications close on 31 October 2010!**

SCHOOL OF BUSINESS AND MANAGEMENT

Undergraduate programmes

- Bachelor of Technology: Accounting & Finance
- Bachelor of Business Administration
- Bachelor of Technology: Economics
- Bachelor of Human Resource Management (new)
- Bachelor of Logistics and Supply Chain Management (new)
- Bachelor of Marketing
- Bachelor of Office Management & Technology
- Bachelor of Public Management
- Bachelor of Transport Management (new)

Postgraduate programmes

- Bachelor of Human Resource Management (Honours)
- Bachelor of Logistics (Honours)
- Bachelor of Entrepreneurship (Honours)
- Postgraduate Certificate in ICT Policy and Regulation

HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS

- Master of International Business
- Master of Science: Leadership and Change Management
- Joint African Masters Programme in Local Development

SCHOOL OF ENGINEERING

Undergraduate programmes

- Bachelor of Architecture
- Professional Bachelor of Engineering - specializing in Civil, Electronic & Telecom, Electrical Power, Mechanical or Mining Engineering
- Bachelor of Technology - specializing in Civil (Urban/Water), Electronic, Mechanical or Power Engineering

Postgraduate programmes

- Bachelor of Architecture (Honours)
- Master of Transport Engineering

SCHOOL OF COMMUNICATION

Undergraduate programmes

- Bachelor of Communication
- Bachelor of Criminal Justice (Correctional Management)
- Bachelor of Criminal Justice (Policing) – NQF 7
- Bachelor of English
- Bachelor of Journalism & Communication Technology

Postgraduate programmes

- Bachelor of English (Honours)
- Bachelor of Criminal Justice (Honours) – NQF 8
- Bachelor of Journalism & Communication Technology (Honours)

SCHOOL OF HEALTH & APPLIED SCIENCES

Undergraduate programmes

- Professional Bachelor of Bio-Medical Sciences
- Professional Bachelor of Environmental Health Sciences
- Bachelor of Science in Applied Mathematics & Statistics – NQF 7
- National Higher Certificate in Emergency Medical Care

Postgraduate programmes

- Bachelor of Science (Honours) in Applied Mathematics – NQF 8
- Bachelor of Science (Honours) in Applied Statistics – NQF 8

SCHOOL OF INFORMATION TECHNOLOGY

Undergraduate programmes

- Bachelor of Information Technology: specializing in Business Computing, Computer Networking or Software Development

Postgraduate programmes

- Bachelor of Information Technology (Honours): specializing in Business Computing, Computer Networking or Software Development
- Masters of Information Technology
- Postgraduate Certificate in Business Computing

SCHOOL OF NATURAL RESOURCES AND TOURISM

Undergraduate programmes

- Bachelor of Agricultural Management
- National Diploma: Land Use Planning
- Bachelor of Land Administration
- Bachelor of Geomatics
- Bachelor of Geo-Information Technology
- Bachelor of Property Studies
- Bachelor of Hospitality Management
- Bachelor of Travel and Tourism Management
- Bachelor of Technology: Nature Conservation
- Community-based Natural Resource Management Certificate
- Namibian Environmental Education Certificate

Postgraduate programmes

- Bachelor of Agricultural Management (Honours)
- Master of Integrated Land Management

Application forms and relevant information can be obtained as follows:

By Correspondence:

Polytechnic of Namibia
The Office of the Registrar
Private Bag 13388
Windhoek, NAMIBIA

In Person:

Polytechnic Main Campus
Poly Heights, Basement,
Room 01, Windhoek

Other:

Application forms and relevant information are also available at the Polytechnic Regional Centres or the Polytechnic's Website: <http://www.polytechnic.edu.na> or by email: applications@polytechnic.edu.na

CLOSING DATE FOR APPLICATIONS: 30 September 2010

***Late applications are subject to a late application fee. NO late applications will be accepted for students applying through the Mature Age Entry Scheme.**



Polytechnic of Namibia
13 Storch Street, Windhoek West, Windhoek • Private Bag 13388, Windhoek, NAMIBIA
Tel: +264-61-207-9111 • Fax: +264-61-207-2444, or

www.polytechnic.edu.na





HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS

INVITATION FOR APPLICATIONS 2011

JOINT AFRICAN MASTER IN COMPARATIVE LOCAL DEVELOPMENT

The Harold Pupkewitz Graduate School of Business at the Polytechnic of Namibia is pleased to invite applications from suitably qualified candidates for the Master Programme in Comparative Local Development. This programme is offered jointly by a consortium of tertiary education institutions in five countries (Tshwane University of Technology (TUT), South Africa; Università di Trento, Italy; Polytechnic of Namibia, Namibia; University of Botswana, Botswana; Universidade São Tomás de Moçambique, Mozambique). This programme has been approved by the South African Qualifications Authority (HEQC) and is due to start on 15 February 2011 at TUT, South Africa. The Joint African Masters Programme in Comparative Local Development (JAMP) is a fully interdisciplinary programme comprising the application of economics, law and sociology/political science to the understanding of problems of local development. The programme is directed primarily towards existing and future practitioners (from the public, private and civil society sectors), and is thus oriented towards direct application and real world impact.

MASTER OF INTERNATIONAL BUSINESS [MIB]

The Harold Pupkewitz Graduate School of Business at the Polytechnic of Namibia invites qualified candidates for enrolment in its popular two-year modular Master of International Business (MIB) Degree Programme (2011 -12 Cohort).

The MIB programme is designed to not only equip participants to function in a multinational business context but also prepare them to assume responsible positions in public, commercial and non-governmental organisations dealing with trade, logistics, international finance and economic policy issues and as leaders in entrepreneurial development. It caters primarily for first-to mid-level managers aiming to launch a business career or aspiring for promotion within their organisations.

The programme's content adequately covers foundations of management, value creating skills, networking across cultures and managing for results; dimensions considered relevant to conducting and managing international business.

Main features of the MIB are:

- Flexible mode of delivery that allows employees as well as entrepreneurs anywhere in Namibia the opportunity to engage in highly interactive programme modules.
- Contents offered by faculty with diverse areas of expertise, complemented by renowned professors from international universities in Europe and SADC.
- Provision of a range of specialisation options: International Trade and Logistics, Financial Management (trade-related), Entrepreneurship, Sustainable Development and Integrated Resources Management.
- Choice to engage either in full research, a company based project or a study period abroad in the area of specialisation.
- Relevance has been assured by integrating national and international advisory boards in the design, development and delivery of the programme.
- Compliance with quality assurance agencies for MBA and other postgraduate programmes requirements in Namibia, South Africa and Europe.

The Harold Pupkewitz Graduate School of Business at the Polytechnic of Namibia, in partnership with Leeds Metropolitan University in the United Kingdom, invites qualified candidates to apply for admission to the programme:

MASTER OF SCIENCE IN LEADERSHIP & CHANGE MANAGEMENT

Managers and professionals today face a world in which change is ubiquitous, as their organisations operate amidst global competition and technological innovation. The MSc LCM has been designed to equip the next generation of leaders in Namibia with the management, strategic planning, project design, implementation and monitoring skills needed to respond to these challenges.

This programme enables participants to develop the knowledge, skills and awareness that will enable them to transform their organisations by providing team-based leadership based on sound vision and values, to achieve world-class standards of performance. It not only supports the Namibian economy in achieving growth but also ensures that this is achieved through adaptive strategies and transparent governance.

CLOSING DATE FOR APPLICATIONS: 30 SEPTEMBER 2010.

LATE APPLICATIONS CLOSE ON 31 OCTOBER 2010.
Late applications are subject to a late application fee.

CONTACTS

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HP-GSB

www.hpgsb.polytechnic.edu.na/