



The Rössing Foundation

Annual Report 2021



ENNE
Rössing Uranium
Working for Namibia

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MESSAGE: CHAIRPERSON OF RÖSSING FOUNDATION BOARD OF TRUSTEES

Dear Stakeholders and Partners

Welcome to the Rössing Foundation Annual Report 2021. The report provides information on all our ongoing activities and initiatives during 2021 to honour the stewardship of the financial resources with which we have been entrusted.

Despite the challenges brought forth by COVID-19, the Rössing Foundation continued with its many programmes in the fields of education and enterprise development. We had to be innovative and adapt to a 'new normal' – which the Foundation did very successfully.

During 2021, the Board of Trustees reviewed the current focus areas of the Foundation and committed to embark on initiatives that strive to sustainably facilitate in uplifting targeted communities beyond 2026 through quality education delivery and beneficence, developing Centre of Excellence institutions to deliver a quality workforce and optimise operations, as well as strengthening the local economy through innovation and enterprise development.

In conclusion, a word of appreciation to all our partners for your continued support. Without you, we would not be in a position to execute our programmes. To the Board of Trustees and all employees, thank you for your hard work and dedication.

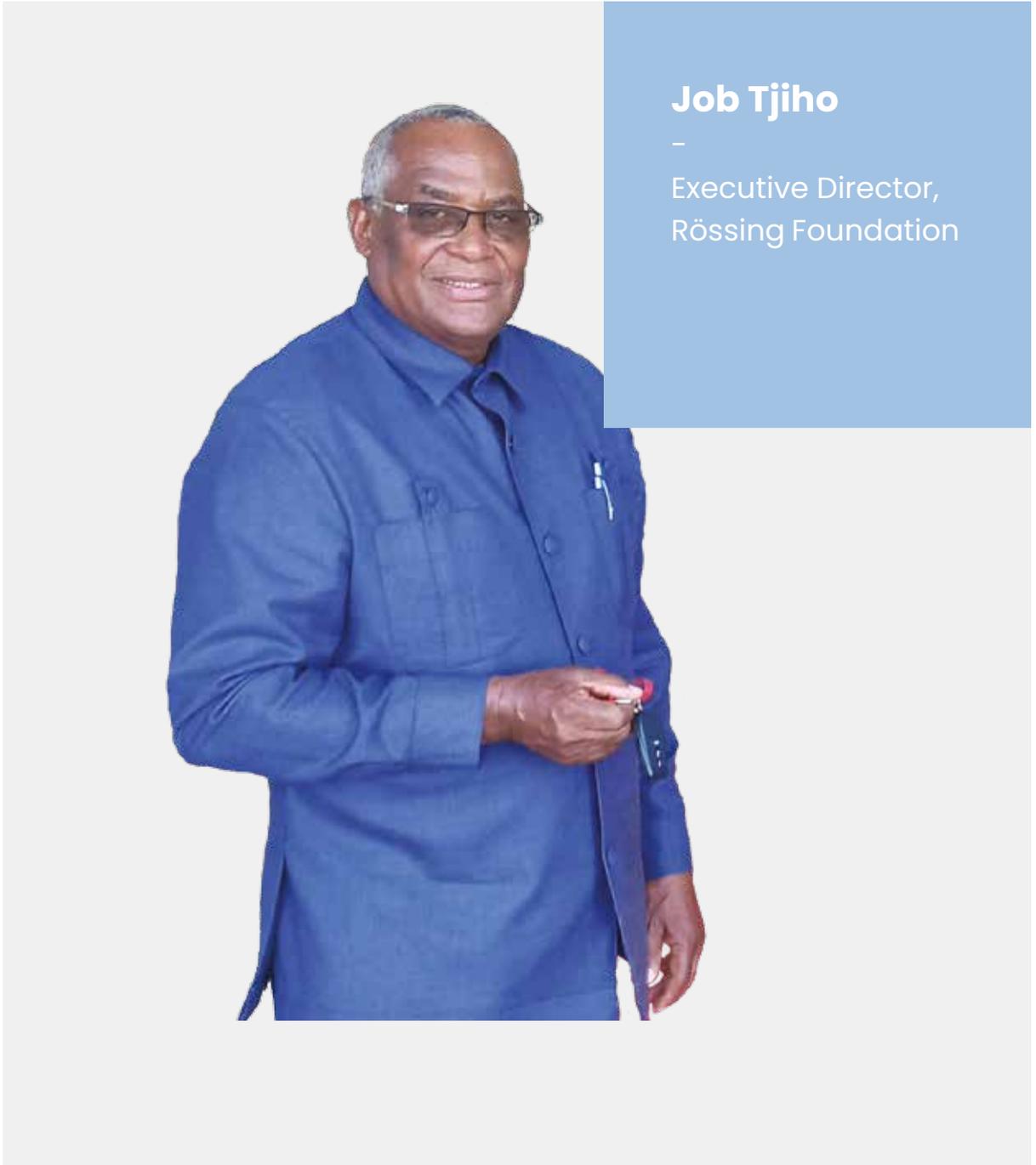
Gida Nakazibwe Sekandi

Chairperson: Board of Trustees

This report provides information on all our ongoing activities and initiatives during 2021 to honour the stewardship of the financial resources with which we have been entrusted.



Message: Executive Director



Job Tjiho

–

Executive Director,
Rössing Foundation

During these trying times, characterised as they were by the COVID-19 pandemic and underpinned by several lockdowns in adherence with national and World Health Organisation protocols, the Rössing Foundation continued to render critical services to the people of Namibia.

As a result of the threats posed by the COVID-19 pandemic, the Rössing Foundation employed mitigation strategies to prevent infections.

For example, we reduce the number of participants in groups to conform to the regulations, which limited the amount of people able to gather. We made provision for social distancing and provided water and sanitisers for hand-washing and sanitising, and confined sessions to periods of two hours or less before breaks to allow training venues to become naturally fumigated to prevent the spread of the virus.

The COVID-19 outbreak and the 'new normal' required new ways of thinking to effect innovative methods of delivering services to communities.

These new approaches included aggressive e-materials development, and increase in printed materials and the distribution thereof, while new teaching approaches were put into practise through e-learning, as virtual teaching and learning became the order of the day.

Teaching by means of WhatsApp groups and accessing learning materials through the Rössing Foundation website were other new approaches that were implemented.

We are proud that we could continue supporting teachers and learners as part of our education programmes, despite the challenges that faced us.

Equally so, we believe that our livelihood and enterprise development programmes make a substantial contribution to the alleviation of poverty, and a better life for those involved.

Given the challenges brought about by COVID-19 and the downturn in the economy, the Rössing Foundation still delivered on its mandate and served the people of Namibia unreservedly.

Looking back, the Rössing Foundation has been leading the way in the development of communities in Namibia for the past 44 years. Over the years, we adjusted our focus according to changing national priorities and international development trends.

The Rössing Foundation has set an example for the sustainable development of communities and education support programmes. And we will continue to do so.



Appreciation

The Rössing Foundation would like to thank the many stakeholders who made possible that the corporate social responsibility work initiated by Rössing Uranium Mine in different communities in Namibia continued during 2021.

All these services would not have been possible if it was not for the support and commitment from our

number one benefactor, namely China National Uranium Corporation Rössing Uranium Limited, and our funding partners the Ministry of Education, Arts and Culture through their respective Regional Education Directorates, UNICEF, Nedbank, Hollard Insurance, the Ministry of Industrialisation and Trade, Social Security Commission, Environmental Investment Fund, Game Products Trust Fund, various schools, and the general communities.



Nedbank Namibia

Type of Assistance/Funding: Bought and equipped the Mobile Laboratory



Hollard Insurance

Type of Assistance/Funding: Insures Mobile Laboratory and its content



Total Energies

Type of Assistance/Funding: Funds fuel for the Mobile Laboratory and an additional vehicle



The Ministry of Education, Arts and Culture

Type of Assistance/Funding: Lodging and professional support



Type of Assistance/Funding: Main funding provider



Ministry of Environment, Forestry and Tourism

Type of Assistance/Funding: Granted Prosopis harvesting permit, ensures compliance for harvesting



Environmental Investment Fund

Type of Assistance/Funding: Eorongava campsite funding



Game Product Trust Fund

Type of Assistance/Funding: Funded water point construction walls to prevent wildlife-human conflict



UNICEF

Type of Assistance/Funding: Financial and technical support for Social Accountability and School Governance programme



Ministry of Industrialisation and Trade

Type of Assistance/Funding: Skills development training to Uiba Oas Crystal Market



Social Security Commission

Type of Assistance/Funding: Livelihood and enterprise development

About the Rössing Foundation

BACKGROUND

The Rössing Foundation was established in 1978 by Rössing Uranium Limited Mine through a Deed of Trust to implement and facilitate its corporate social responsibility activities within the communities of Namibia.

The Rössing Foundation undertakes a broad range of activities across a wide spectrum of community development areas ranging from agriculture, local authority support, small- and medium enterprise development, youth skill development, education, small-scale mining, and community-based natural and resource management.

The Foundation concentrates its activities mainly within the Erongo, Oshana, Omusati, Ohangwena and Zambezi regions.

International and national funders

The Rössing Foundation has since 1978 implemented and managed a variety projects funded by international and national funders such as USAID, New Zealand Aid, Swedish International Development Aid (SIDA), British Department for International Development (DFID), Oxfam Canada, World Wildlife Fund for Nature – Living in Finite Environment (WWF-LIFE), ELMA Foundation, Social Security Commission of Namibia (SSC), UNICEF, Ministry of Education, Arts and Culture, and Rössing Uranium mine.

Corporate governance

The Rössing Foundation has a strong reputation of good governance and accountability, coupled with a strong financial management system that meets international standards.

Currently the Rössing Foundation has 22 full-time staff, five volunteers and an annual budget of approximately N\$12 million Namibian Dollars. Over the years, the Rössing Foundation has built a track record of strong financial management, accountability and integrity, making it a trusted institution in implementing and managing external financial resources from various institutions.



OUR FIVE VALUES

Sustainability

We strive to engage and support value contributing initiatives that continues beyond external financial, leadership, and management input.

Accountability

We accept the responsibilities entrusted to us and shall account for all our decisions and behaviours.

Continuous Learning and Growth

We embrace the privilege to learn and grow on our journey of improving lives.

Our vision:

We are the leader in the execution of corporate social responsibility and enhancing national productivity and lifelong learning

Good Governance and Shared Leadership

We are always ethical in all our dealings and shall deliver on our service and promises.

Partnership and Teamwork

We nurture and cherish the relationships with our partners and each other in making a difference to the communities that we serve.



OUR MISSION

The Rössing Foundation is developing and empowering identified communities with knowledge, skills, and positive attitude to achieving self-reliance through education, training, innovation, enterprise development, and thereby contribute to nation building.

Education

Objective: To further the education of all Namibians to increase national productivity and to enhance lifelong learning.



LEARNER SUPPORT

The three Rössing Foundation Education Centres in the country continued to provide additional teaching opportunities to NAMCOL students and full-time learners from Swakopmund, Ondangwa and Arandis, as well as from other neighbouring towns such as Walvis Bay, Oshakati, Ongwediva and Henties Bay.

During the year 2021, the Rössing Foundation Education Centres remained the source of supplementary education through face-to-face, as well as virtual and e-learning, and have overall supported a total of 6,524 learners at all the Centres.

Primary Phase

After conducting of a baseline study, it was discovered that all the 45 Grades 1 to 3 learners in Arandis and Tamariskia were non-readers. It was further discovered that these learners did not have any sound skills; they only showed some competency in the English alphabet with little or no ability to read any English word. They were therefore coached in the pronunciation of the 26 letters of the English alphabet.

At the end of 2021, the Rössing Foundation Reading Programme assisted 417 Junior Primary Phase learners and broadly focused on alphabet recognition and pronunciation, reading of the alphabet, the identification of gaps and shortcomings, single sounds, and reading words and sentences.

This group of children were unable to read at the beginning of 2021, but improved drastically by June 2022. Twelve of the 417 learners were assisted, together with their parents, at the Junior Primary Centre with assignments and reading challenges.

English

The Language Centre supported a combined total of 1,018 learners during 2021. The Grade 11 learners benefited from multiple-choice questions, essay writing hints and notes, exercises, and homework was given.

The Grade 4 learners were taught and revised aspects of tenses, passive and active voices, direct and reported speeches, diary, editorial letters and developing vocabulary.

On the other hand, the Grade 12 Ordinary Level continued with grammar aspects, summary writing, reading and directed writing, essay writing, and reading comprehension.

The Advance Subsidiary Level learners continued to be assisted with essay writing (email, blog, and speech) and discursive, argumentative, imaginative and creative essays. Five videos on these essays were watched to complement what was learned during the lesson. Class activities and homework were administered too.



Natural Science and Health Education

A total of 302 learners were tutored and supported during 2021. These learners were drawn from U. B. Dax Primary School, Arandis Primary School, and Vrede Rede Primary School. They were supported in separation techniques (filtration, evaporation and crystallisation) and with a crystallisation experiments studying water, solutions, solvents, solubility, and insolubility.

In the Erongo Region, the Centres supported learners from U.B. Dax Primary School and Arandis Primary School and focused on studying organisms, static electricity and electrical current (open switch and closed switch; series and parallel circuits).

The Language Centre supported a combined total of 1,018 learners during 2021.



Mathematics

A total of 2,418 Grade 4 to Grade 12 learners were supported and covered the Examination Paper 1 and 3 of 2018, including the National Senior Secondary Certificate Advance Subsidiary New Revised Mathematics curriculum.

The learners in Arandis and Tamariskia benefited from covering topics such as algebraic expressions, factorisation of quadratic expressions, sets and functions, indices and logarithms, matrices, trigonometry, statistics, and vectors.

The attendance of the Grades 10, 11 and the 12 Advanced Subsidiary Level learners at the Arandis and Tamariskia Centres were satisfactory. However, plans are in place to address the challenge of low attendance at the Ondangwa Centre.

The WhatsApp groups that were created focused on algebraic expressions, factorisation of quadratic expressions, and completing the work on square, indices and logarithms. On calculus, attention was given to

Examination results of learners that were supported by the Rössing Foundation during the 2021 year							
Grade & Level	Subject	Arandis Enrollment	Tamariskia Enrollment	Ondangwa Enrollment	Overall Enrollment	A-D Grade	% Attainment
Grade 11 Ordinary Levels	Mathematics	15	36	6	57	53	93%
	Physics	12	162	7	174	167	96%
	Chemistry	20	88	6	114	99	87%
	Biology	0	6	0	6	5	83%
	English 2 nd Language	100	70	17	187	165	88%
Grade 12 and A - S Levels	Mathematics (AS)	0	15	44	59	52	88%
	Physics (AS)	0	59	176	235	180	77%
	Chemistry (AS)	0	40	145	185	153	83%
	Biology (AS)	0	2	27	29	23	79%
	English (AS)	0	30	47	77	52	68%
Grade 12 Ordinary Levels	Mathematics			24	24	12	50%
	Physical Science			29	29	14	48%
	Biology			35	35	17	49%
	English 2 nd Language			92	92	12	13%
			147	508	655	1,303	1,004

the application of differentiation, integration, the volume of a revolution, while on sets, attention was focused on Venn diagrammes.

The Tamariskia Centres also supported 6 N2 and N3 technical students, including two staff members from Swakopmund Uranium. The support focused on number concepts, types of numbers, limits of accuracy, standard form, decimals and fractions, percentages, graphs, functions, and orientation of the Master Mathematics laboratory activities.

Physical Science, Physics and Chemistry

The three Centres overall supported 1,658 learners during 2021. The Grade 12 Higher Level learners were supported in two practical investigations activities at the level of external examinations (examination paper 3), while Grade 11 learners were taken through experiments based on external examinations alternatives to the practical paper (examination paper 3). Learners followed sequences given in the form of written instructions and diagrammes and carried out experiments on their own. The results that were generated from the experiments were discussed afterwards.

In Ondangwa, Grade 12 Higher Level learners from Gabriel Taapopi, lipumbu, Mweshipandeka and Ekwafo Senior Secondary Schools in Oshana Region, and Grade 11 learners from Andimba Toivo ya Toivo Senior Secondary School from Oshikoto Region (Oshiya Combined School) were assisted at the Centre.

The Arandis and Tamariskia Centres assisted 74 Grade 8, 43 Grade 9, 29 Grade 10, 17 Grade 11 and 185 Grade 12 learners from Kolin Foundation Secondary School, Coastal High School and Westside High School at the Centres. The covered topics were test for gases, acids and alkalis, materials (nano molecules), electricity, organic chemistry, measurement, general physics, thermal physics, wave properties,

electricity, mole concept, examination paper 3 (identification of ions) and organic chemistry, and revisions (NSSCO 2018) respectively.

Seven teachers (six from Arandis and one from Swakopmund) were assisted with teaching and learning materials.

Biology and Life Science

A total of 711 learners attended class sessions at the three Rössing Foundation Centres. The supported learners were drawn from Kolin Foundation, Swakopmund and Coastal Secondary Schools.

The learners benefited from different areas of Life Science and covered topic such as classification of living organisms, the five kingdoms, the use of microscopes, calculating magnification, Dichotomous key, and sexually transmitted diseases and Infections.



TEACHER SUPPORT

Objective: To encourage the creation and/or to create opportunities for people to use their education.

The Rössing Foundation Arandis, Ondangwa and Tamariskia Education Centres supported a total of 329 teachers through professional development such as one-on-one coaching and 80 others through virtual teaching and learning (using WhatsApp and Zoom platforms), supplementary teaching materials provisions and co-teaching at the local schools.

Teachers were further supported through the A-Z Reading programme, literature content, debating skills, the loan of science equipment and how to carry out practical activities at the Science centres and at schools.





Of the 329 teachers that were supported, the following were given specific attention:

- Nine teachers were supported with **English** oral assessment guidelines that were shared through the English Language Teachers WhatsApp group. Materials such as question papers for Grades 10, 11, 12 and grammar (reported speech, active/passive voices and tenses) videos were shared with the teachers.
- A total of 77 **Physical Science** teachers were supported, of which six teachers observed their Higher-level learners, while the Rössing Foundation Education Officers were busy with practical investigation activities. In addition, 35 teachers attended a workshop on the newly revised Grade 12 NSSCAS Physics curriculum.
- **Biology and Life Science:** Six teachers were supported in Biology and covered such as ecosystems, the characteristics of organisms, the passage of substances, enzymes, food tests (proteins and Vitamin C contents of fruits and ascorbic acid), cell theory, and guidelines in Biology Paper 3 Examination: Applied Practical Skills.
- **Mathematics:** A total of 69 teachers were supported in the NSSCAS new revised Mathematics curriculum implementation workshops. The teachers that attended the training came from Oshana, Oshikoto, Zambezi, Kavango West and Kavango East, and Ohangwena regions. The training was done over two weeks and the regions were divided in order to adhere to COVID-19 regulations. The training focused on the NSSCAS Mathematics syllabus topic contents, specimen papers, and marking and scheming.

The Rössing Foundation Arandis, Ondangwa and Tamariskia Education Centres supported a total of 329 teachers through professional development.



LIBRARY SERVICES

The visits to the libraries were very low during the year under review in comparison with previous years due to limitations and adjustments to COVID-19 protocols, such as social distancing, that had to be adhered to, thus reducing the number beneficiaries to the libraries.

However, the libraries continued to provide services and support to teachers, learners,

and communities with supplementary information, and research and homework support. The libraries also provided a conducive environment for learners and students to study.

The Rössing Foundation libraries in Arandis, Ondangwa and Swakopmund supported 21,096 learners, with 363 of those being full library members.

Groups	Learners				Teachers		Community/Others				Books	
	Visits		Membership		Visits		Visits		Membership		Book Circulation	
Targets	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Bor- rowed	Re- turned
Arandis	5,000	5,727	300	73	50	21	1,000	4,885	300	333	340	424
Ondangwa	6,500	5,525	300	132	100	77	5,000	3,193	300	96	652	403
Tamariskia	5,500	9,844	300	158	50	36	2,000	1,495	300	758	374	285
Total	17,000	21,096	900	363	200	134	8,000	9,573	900	1,187	1,366	1,112

Remembrance De Klerk and the Rössing Foundation

"I am Remembrance De Klerk; I failed my Grade 12 a few years back with 16 points and ended up in NAMCOL, but I call myself lucky because I got a chance to be exposed to an environment such as that of the Rössing Foundation and this has changed my life for the better.

Their lectures didn't only teach me but also stirred up a self-belief system in me, that taught me that I could become anyone/anything that I put my mind to, and now I am a 6th year medical student.

Kindly believe me, but if it wasn't for the Rössing Foundation, I would perhaps not have achieved what I have achieved today. Therefore, I am very grateful and proud to be associated with the Rössing Foundation.

I encourage you to make use of the Rössing Foundation programmes to get exposed to education. They will always find a way to help you."

NATIONAL OUTREACH PROGRAMME

Objective: Innovatively and sustainably continue to find better ways of improving quality of life and livelihoods.

The National Outreach Education Programmes consist of two major disciplines, namely (a) the Mobile Laboratory School Support and (b) Social Accountability and School Governance Programmes.

During the 2021, a total of 897 learners, 32 Teachers and 77 school board trainers were supported.

(a) Mobile Laboratory School Support Programme

The programme aims to deliver educational support to teachers and learners who are unable to access the Rössing Foundation Education Centres due to either distance or affordability.

Learner Support

The following modus of operandi were used during learner support engagement:

- Face-to-face: The Education Officers conducted lessons on a face-to-face basis in the classes.

School	Town/Village	Region
Izak Buys High School	Leonardville	Omaheke
Wennie Du Plessis High School/ Epako SS	Gobabis	Omaheke
Leevi Hakusembe Senior Secondary School	Rundu	Kavango West
Himarwa lithete Senior Secondary School	Mpungu	Kavango West

- Scientific experiments (practical and demonstrations): Learners follow instructions given in the form of written instructions to carry out experimental and investigative work.

Capacity Strengthening for Teacher Support/ Education Officers

The capacity of teachers for English, Mathematics, Biology, Physics and Chemistry were strengthened through team planning, team teaching, model lessons, and teacher professional development (TPD) sessions.

It is very important to note that the support to schools focused mainly on the new curriculum in which the teachers are finding it challenging to deal with some topical issues, as well as its interpretations. This curriculum is referred to the Advanced Subsidiary Level.

In addition, the training also assisted teachers and learners with the Ordinary Level curriculum for the Grades 9 and 11.

Support to Kavango West and Omaheke Regions

The Namibia Senior Secondary Certificate Ordinary (NSSCO) and the Namibia Senior Secondary Certificate Advance Subsidiary (NSSCAS) levels in Omaheke and Kavango West regions enjoyed the most support during 2021. In total, the Omaheke region was supported three times through 2021, while Kavango West was supported once.

The tables below represent the number of teachers and learners supported through the Mobile Laboratory Programme:

Focus Group	Kavango West		Omaheke	
	Learners	Teachers	Learners	Teachers
English	217	6	175	4
Mathematics	69	3	70	2
Physics	54	2	54	2
Chemistry	5	1	5	1
Biology	0	0	48	1
TOTAL	345	12	352	10



Karas Regional Trainers of School Boards

(b) Social Accountability and School Governance Outreach Programme

Under this programme, the training of School Board Trainers (ToT) was conducted in the Keetmanshoop in the Karas Region and Katima Mulilo in the Zambezi Region.

The training aims to capacitate the trainees in the following disciplines:

- COVID-19: Effects and mitigation strategies,
- The structure, composition, and roles and responsibilities of school boards,
- The elections of school boards,
- How to organise and conduct school board meetings,
- Maintaining and managing discipline in schools for learners and staff members at school level, including the eradication of social evils such as bullying,
- How to identify, sensitise, and mobilise education gatekeepers at school level,
- Education Management Information System (EMIS), the Data Must Speak (DMS) notion,
- The importance of school health, school safety, as well as school sport for development (these are also pre-requisites for the wellbeing of the Namibian child that supports improved learning outcomes),
- Application of training skills and strategies for training and working with adult learners such as School Boards,
- Development of School Board training sessions and activities,
- Conducting trial runs,
- Practise training for better preparedness for the real school board trainings (this was done at selected schools), and
- Prevention of sexual exploitation and abuse.

#	POSITION	KARAS		ZAMBEZI		TOTAL
		M	F	M	F	
1	Directors	2	0	1	0	3
2	Deputy Directors	2	1	0	1	4
3	Inspectors of Education	1	1	1	2	5
4	Chief Education Officers for PD/RF	1	1	3	0	5
5	Senior Education Officers/TRC Manager	3	2	4	9	18
6	Cluster Centre Principals/HoDs	7	4	15	5	31
7	Senior Human Resource Practitioner	0	1	0	0	1
8	Senior Accountant	1	0	0	0	1
9	Administrative Officer: Hostels	0	1	0	0	1
10	Consultants	3	0	3	0	6
TOTAL		20	11	27	17	75

Teachers and Learners supported by the National Outreach Programmes

Programme	Total Supported	
Mobile Laboratory School Support	Teachers	32
	Learners	897
Social Accountability and School Governance Training (ToT)	School Boards Trainers	75
	School Boards	0
TOTAL		1,004

Livelihood and Enterprise Development

Objective: To promote the advancement of the living standard of the people of Namibia



SUPPORT TO SMALL-SCALE MINERS

Ten Ûiba Ôas Small Scale Miners Cooperative members at the Crystals market were trained on cutting, polishing, and the usage of production machineries by the Ministry of Industrialisation and Trade.



This practical training and the appropriate usage of the machineries was successfully completed by ten cooperative members with observable impact on the trainees.

At the end of the workshop, participants sincerely acknowledged the new skills they have gained in terms of value additions of the gemstones and the usage of machineries. The end result is that Ûiba Ôas Small Scale Miners cooperative are now capable of adding value to their semi-precious stones using the solar power.

During the same training, the Ministry of Mines and Energy presented the overall legal framework for small-scale miners' operation and procedures for acquiring export permits.

It is worth reporting that the application for export permits will now be made available at the Ûiba Ôas Crystals Market to expedite export of semi-precious stones. In the past, delays in the issuance of export permits at airports sometimes resulted in the tourist forfeiting their semi-precious stones.

As part of continuous marketing of the Ûiba Ôas Crystal market, two sign boards were erected along the B2 road by the cooperative members with the assistance of the Rössing Foundation to increase the enterprise visibility. The signs were erected after the approval was granted by the Roads Authority.

Nafimane Shipanga introducing the EMPRETEC concept to Ûiba Ôas Small Scale Miners Cooperative members. (EMPRETEC stands for the Spanish acronym for entrepreneurs 'emprendedores' and technology 'tecnología'.)



OKOMBAHE COMMUNITY DEBUSHING ENTERPRISE

The project continues to progress by producing and supplying firewood to the retailers in Usakos and Swakopmund, and droppers and poles to farmers. The project also produced and supplied fresh logs to a mushroom farmer in Walvis Bay.

The enterprise is well marketed through word-of-mouth, Facebook and WhatsApp, hence the farmers, communities and businesses have become aware of the Okombahe enterprise and its services. Although the project demonstrated its economic viability, the human capital at the community level lack capacity to fully manage and operationalise the enterprise on a business principle. For instance, they were not able to produce enough products to meet the demand, as workers comes in and go claiming that the work was too heavy. It is against this background that the Erongo Regional Council Dâures Constituency has requested the Rössing Foundation to embark upon a viable business model that would commercialise the operation of the enterprise. Consultations regarding

the new business operational model has commenced and the appropriate model will be implemented in 2022.

“My people in Okombahe, the money is here in Okombahe”, said Delwert !Gonteb of Okombahe. He stated this after a Swakopmund-based client bought a full load of droppers and transported them to the Omusati Region.

Project results: The project serves as an eye opener to the community, and the community have now realised that the Prosopis trees, which are invader trees, are actually an economic opportunity that has the potential to contribute to their community’s livelihood. Many community members have approached the Ministry of Environment, Forestry and Tourism for Prosopis tree harvesting permit. The community has acquired skills to turn the invader trees into firewood, furnishers, planks, droppers, craft work and animal fodder for commercial purposes. The market for those products does exist in Swakopmund, Arandis, Usakos, Walvis Bay, and Windhoek.





One of the water protection walls under construction (left); the community hard at work, building the water point for elephants (right).

SUPPORT TO OMATJETE COMMUNITY

Three water point protection walls were built at Omutiuanduko, Otjitoporo and Ozondundu in 2021, in addition to the two water points that were built at Okamaere and Ondundu in 2020.

One new drinking water point exclusively for use by elephants, and one new community water point are now fully functional.

However, the community are not welcoming the pumping of water to the elephant water point as farmers are complaining of the expensive diesel cost. Therefore, the community stopped pumping the water at the elephant drinking points. The decision by the community will not stop elephant visiting the community in search of water, thus conflicts between the community and elephants will persist.

The facility that will resolve the human and elephant conflict is a solar system that needs

to be installed to enable the pumping of water to both the community and wildlife. Equipping the borehole with a solar system requires lobbying various development partners to finance the community boreholes with solar pumps.

Project results: As a result of the project, the Otjiperongo Junior Secondary school now has consistent water supply ever since the school borehole was rehabilitated and the water pumping system was overhauled. The school has over 300 learners and it has been without water since November 2018 due to the broken borehole that served the school. The rehabilitation of the school borehole and water supply was critical, as water is a basic need, coupled with continuous hygiene including the up-scaling of hygiene due to COVID-19 pandemic.

The construction of water point protection walls has created temporary jobs for the local people, which contributes towards the economic wellbeing of the beneficiaries.

SUPPORT TO OSHIKUKU COMMUNITY GREEN SCHEME

The Rössing Foundation continues to support the above-mentioned project with the grant availed by the Social Security Commission Development Fund. The project aims to contribute to employment creation and promote local food production in Oshikuku constituency and Omusati Region.

A solar water pumping system was installed during the year under review through special funding from CNUC Rössing Uranium Mine and the project increased its production capacity.

The project members received a field-based practical horticultural training, which was conducted at the project site. The aim of the training was to equip the project members with horticulture knowledge and skills through practical demonstrations.

At the end of the training, project members were able to practise and implement the skills acquired during the training. The project members are now able to produce vegetables such as carrots, peppers, spinach, beetroot, tomatoes, onions, sweet chilli, sweet potatoes, and maize.

The Oshikuku project is currently supplying fresh vegetables to the local community, the surrounding villages and nearby towns, while negotiations for long-term supply to the formal market with retailers are ongoing.

The project received the Environmental Clearance Certificate from the office of the Environmental Commissioner, while monitoring of the environmental impact of the project continues. An application for land rights was submitted to the Omusati Region Land Board and approval is awaited.

Project results: The project serves as a source of economic empowerment for the



Community members watering the Oshikuku Community Green Scheme.

rural dwellers, particularly the woman, who have their skills and confidence built up.

The ten project members have acquired practical knowledge in vegetable production and basic business management skills. .



(Right) Community members with produce of the Oshikuku Community Green Scheme. .

SUPPORT TO WARMQUELLE DEVELOPMENT PROJECTS

In response to the invitation by the Chairperson of the Kunene Regional Council, the Rössing Foundation visited three community-operated enterprises at Warmquelle, Sesfontein Constituency to familiarised themselves with the projects.

The familiarisation visit resulted in prioritising agriculture and tourism as possible areas of development for future engagement.

After the collection of demographic data for projects, three proposals were completed and submitted to the Environmental Investment Fund for funding.

Phase one for the tourism project was approved and the enterprise upgrade commenced and will be completed in 2022, with the assistance of the final-year students from the COSDEC Centre in Swakopmund.



Construction of the campsite ablution block in progress (above); completed shaded camping area (below).

Future Endeavours 2023 to 2026



The Rössing Foundation has lead the way in the development of communities in Namibia since 1978.

Historically, the Rössing Foundation has lead the way in the development of communities in Namibia since 1978.

One of its philosophical strengths was to adjust its focus according to changing national and international dynamics to meet communities, environmental, technological emerging livelihood challenges. Over the years, the Rössing Foundation Board of Trustees have reviewed and adjusted the focus areas of the Foundation to be in line with national priorities as well as international development trends.

To that end, the current Board of Trustees reviewed the current focus areas and committed to embark on initiatives that strive to sustainably facilitate in improving/uplifting targeted communities beyond 2026 through:

- Quality education delivery and beneficiation
- Developing Centre of Excellence Institutions to deliver a quality workforce and optimise operations, and
- Strengthening the local economy through innovation and enterprise development.



R.I.P.

A long-serving and dedicated educationalist who was in the employment of the Rössing Foundation over 13 years, David Ajayi, succumbed to COVID-19 in July 2021.

His leadership will be acutely missed, and he leaves a big vacuum in the teaching of Science subjects such as Life Science and Biology.



In remembrance of the David Ajayi, the former Life Science and Biology Education Officer of the Rössing Foundation.



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