



The Rössing Foundation

Annual Report **2009**



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Rössing Foundation, 360 Sam Nujoma Drive
Private Bag 13214, Windhoek, Namibia
Tel: +264 61 211721, Fax: +264 61 233637
Web: www.rossingfoundation.com

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1. Background

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

The current Board of Trustees of the Rössing Foundation consists of Rehabeam Hoveka (Chairman), Job Tjiho (Director), Anne Thandeka Gebhardt, Asser Kapere, Eliakim Prince Shiimi, Mike Leech, Tom Alweendo, Samuel Nuuyoma, Twapewomaano Kadhikwa, Willem van Rooyen, and Cornell Meeks (Secretary).

The Rössing Foundation undertakes a broad range of activities across a wide spectrum of community development areas. The Foundation concentrates its activities mainly within the Erongo Region and to a lesser extent in the Oshana, Khomas and Omaheke Regions.

This support includes local authority support to the town of Arandis with regard to education, innovation, environmental issues and local enterprise development. All programs are driven and supported by the Rössing Foundation and are implemented in collaboration with critical partners such as the Ministry of Education; the Erongo Regional Council; the Ministry of Mines and Energy; the Ministry of Agriculture, Water and Forestry; the Ministry of Environment and Tourism; the US Peace Corps; Voluntary Services Overseas and of course, the Arandis Town Council.

2. Introduction

The operations of the Rössing Foundation are mainly determined by the demands and needs of its beneficiaries both in education and community development. Its operations are then further driven by investment opportunities available in Arandis under the Arandis Sustainable Development Initiative.

Investing and driving interventions in both education and community development requires in-depth consultations to enable communities and beneficiaries to have a buy-in and ownership in project implementation, this is a recipe for greater success.

For the past two years and the year under review, in-depth soul searching and a critical analysis of the Rössing Foundation interventions, brought about changes in the way we operate. For last two years, the Foundation used what is termed as a "School Based Centre Approach and Community Based Approach". The Community Based Approach has worked successfully in terms of direct projects implemented with communities within their operational areas.

With education however, the School Based Support did not work due to lack of buy-in and commitment from school leadership. This is a general phenomenon experienced in Namibia with the exception of a few schools in regions like Omaheke. The core factor hindering commitment and buy-in in development projects, especially in education can be ascribed to comfort zones around non-action on poor performing schools.

The disadvantage for the Rössing Foundation was the fact that its performance was measured against non-performing schools and less committed school leadership. Continuation with this approach would therefore have resulted in a further waste of good resources and a new, more workable approach was consequently adopted by the end of 2009.

3. The Rössing Foundation Mandate

- To further the education of all Namibians in order to achieve greater national productivity and to enhance lifelong learning;
- To encourage the creation and/or to create opportunities for people to use their education;
- To promote the advancement of living standards of all the people in Namibia;
- To do any act or thing, which in the opinion of the Trustees, shall benefit Namibia or any or all of its inhabitants.

4. Our Mission

The Rössing Foundation, the corporate social responsibility arm of Rössing Uranium Limited, develops identified communities to achieve self-reliance through education, training, innovation and enterprise development. This will be achieved by allocating 75% of the financial resources in Erongo region and the remaining 25% in North Central and other Regions as may be determined by the Trustees from time to time.

5. Our Vision

We are a leader in the execution of Corporate Social Responsibility and strive to elevate the image of the Rössing Foundation to the highest level possible.

6. Our Key Values

- Sustainability
- Accountability
- Continuous Learning and Growth
- Good Governance and Shared Leadership
- Partnership and TeamWork

2010 The Rössing Foundation Strategy on a page.

CORE PURPOSE:

To support Namibian communities to achieve self-reliance and improve their quality of life

STRATEGY: To focus on quality service delivery and life long learning through capacity building, economic development, innovation and educational centres of

STRATEGIC PILLARS	Arandis Sustainable Development Project (ASDP)	Education	Finance and Human Resources	Enterprise Development
OUR ASPIRATION	That Arandis becomes a town of choice for current and future inhabitants and Investors through smart partnerships	Quality education at our partner schools that allows all grade 12 learners to enter higher education institutions	Employer of choice	The quality of life Improved at selected rural communities in the Erongo and North Central regions
KEY DRIVERS	<ul style="list-style-type: none"> Local economic development Community development (education, health, Recreation and culture) Physical development (infrastructure) Sound financial management Building Arandis Town Council staff capacity (ATC) Project partnerships Quality assurance and impact assessment 	<ul style="list-style-type: none"> Centre based education support programme School community capacity building After school development programs for learners Project partnerships and outreach Quality assurance and impact assessment 	<ul style="list-style-type: none"> A great working environment A major contributor to training and education of Namibians Well skilled, Creative and innovative employees Effective communications Performance management and rewards 	<ul style="list-style-type: none"> Capacity building programs Help to transform beneficiary organisations to operate along business principles Project partnerships Quality assurance and impact assessment
2010-2013 TARGETS	<ul style="list-style-type: none"> Balanced socio economic growth attained and sustained Cohesive, functional, healthy and committed community Well developed and maintained infrastructure 80% financial independency obtained by 2016 Professional competencies of 44 ATC staff secured Positive Programme impact secured 	<ul style="list-style-type: none"> 60 teachers competencies improved annually Involved and supportive parent communities All learners pass relevant grades That 100% of all grades 10 and 12 learners enrolled at RF centres qualify for further studies and training That 80 % of grade 12 learners enrolled at RF centres qualify for tertiary education (BHAG) 	<ul style="list-style-type: none"> Market competitive remuneration Workforce planning as the base for all plans and work Skilled and competitive Workforce 	<ul style="list-style-type: none"> Supported organisations to operate successfully as business 6 Conservancies and ERSMA partners established as independent businesses entities Small Scale Miners' Uis and T-Junction operational and generate income for ERSMA and members Oversight Meetings for ERSMA strengthened
2010 TARGETS	<ul style="list-style-type: none"> 3 key investors secured 40% of Arandis community reached through programmes Even ready for developers and Master Plan completed and implemented Fuel station constructed and operational 75% Annual revenue growth target achieved Staff development plan for 7 ATC employees implemented Capacity and competencies of ATC staff in terms of succession plans and leadership assessed ATC communication channels and systems improved 7 Councillor and 7 ATC staff trained in governance and gain leadership skills Strengthened capacity of 15 SMEs Strengthened partnership with 2 critical stakeholders Impact assessment of the ASDP programme Monitoring results captured monthly to assess programme progress 	<ul style="list-style-type: none"> 60 teachers competencies improved 60% of parents from children attending afternoon classes are supportive A 64% pass rate (A – C) for all grades achieved through Centre and School Based programmes READING, English, Math and Sciences 80% Language, Math and Science Centres capacity utilization Continuous monitoring of learners and teacher performance Engaged Constituency Councillors and Governor in gaining Buy-in from schools School Board members trained in governance and finance Strengthened partnership with 2 critical stakeholders Impact assessment on education in Omaheke and the outreach programme of the RF Monitoring results captured monthly to assess programme progress 	<ul style="list-style-type: none"> Market competitive remuneration Workforce planning Q2 Retention Succession planning for critical positions Performance management and rewards Q2 Strengthened partnership with 2 critical stakeholders Monthly financial statements and reviews completed Annual internal and external auditing completed 	<ul style="list-style-type: none"> Capacity building programme implemented for : <ul style="list-style-type: none"> * 6 conservancies, 26 committees in Erongo and 52 for North Central * 7 ERSMA Board members * 77 Cooperatives members Topnaar community: 30 in Agriculture and 5 trainees in tour guide Conservancy the business: Trained 26 committees in Erongo and 66 for North Central Campsite developed for Ohungu Conservancy Oversight Meetings for ERSMA strengthened Strengthened the capacity of 54 SMEs operators from Erongo Development Foundation (EDF), 15 Arandis, 30 CBNRM and 10 Small Scale Miners programmes Strengthened partnership with 2 critical stakeholders Monitoring results captured monthly to assess programme progress

VALUES:

Sustainability Accountability

Continuous Learning and Growth

Good governance and Shared Leadership

Partnership and Teamwork

7. The Way We Work

The Rössing Foundation interventions are guided and directed by a five-year Strategic Plan which was compiled and signed off in 2007. The five-year Strategic plan has been developed in direct consultation with stakeholders from the Erongo and Oshana Regional Education Offices as well as communities and all other line Ministries that have accepted and approved the Strategic Plan.

In 2009, a separate independent strategic plan for the Omaheke Region was developed in consultation with the Omaheke Education Directorate, teachers, heads of departments, principals and inspectors. Unlike with the two other regions, the Omaheke strategic plan focuses mainly on building the capacity of existing leadership and management structures. To this end, outside expert services have been recruited to secure project support and success.

The main goal of the strategic plan is that the Rössing Foundation assists its partners in their respective regions to achieve an 80% overall pass rate within the given five-year period. To help the schools to achieve this goal, the Rössing Foundation provides support to schools in the following manner:

- School based teacher support in Lower Primary, Mathematics, English and the Sciences where tutors and teachers work together with learners in the Erongo and Oshana regions;
- The Omaheke region receives leadership and management support for staff for the Omaheke Education Directorate Regional Office, School Principals, Heads of Department, Subject Heads, Advisory Services and teachers through a subject expert, linking theory to practice and through the outsourcing of training from the Windhoek College of Education in Mathematics, English, Sciences and Lower Primary;
- A Special focus was provided by Rössing to Grade 10 and Grade 12 groups in

Mathematics, Sciences and English through Centre-based support in the Erongo and Oshana regions.

8. The Centre Based Approach

The Centre Based approach as adopted and approved by the Rössing Foundation Board of Trustees will come into effect in January 2010, but has been successfully piloted in Omaheke region. The Centre Based Approach simply means that all activities are implemented at the Rössing Foundation Centres and therefore performance measurement is fully under the Foundation's control.

This further implies that the Rössing Foundation works only with schools that are willing to assist or uplift themselves. The highly successful English, Mathematics and Science Centres will therefore become a hub for the development of both teachers and learners.

A small outreach programme however, is run at the Centres focusing directly on what is termed as a "School Leadership and Management Programme". It is known that once the school leadership and management is successful, it automatically escalates to teachers and learners achieving great results with less effort on direct teacher and learner support at school level needed. This approach was applied successfully in Omaheke region and the overall results lifted the Omaheke education performance from the bottom, level thirteen (which is the lowest level of performance) nationally to seventh, to date.

Both Erongo and Oshana regions have adopted this approach and have signed off to implement it during 2010 as partners of the Rössing Foundation.

9. Our Initiatives

9.1 Education

The Rössing Foundation Education Department has experienced achievements and challenges in the field of education, one of the four main strategic pillars of the Rössing Foundation one of which are the Arandis Sustainability Development Program (ASDP). The four main pillars of the Rössing Foundation are Education, Finance, Human Resources and Enterprise Development.

In 2009, support was given to programs in three Education Regions, namely Oshana, Erongo and the Omaheke Regions. A Memorandum of Understanding for the Omaheke Project support and the associated memorandum with the Elma Foundation were signed in 2009 and the Project implementation started in June 2009 after a delay of 6 months. The twenty-three (23) principals who enrolled in 2008 two-year Leadership Programme presented by the University of Johannesburg under the auspices of the Rössing Foundation to improve their leadership qualities completed their academic training programme with the submission of their assignments.

Three different project steering groups (one for each region) were established and these met on a regular basis to secure project success. A total of 17 schools were directly supported by the Rössing Foundation: The 10 schools from the Oshana and the Erongo regions received school based support for learners and teachers in the fields of Lower

Primary, English, Mathematics, and Science. Centre-based support in Reading Skills Development, English, Master Math, Science and Library Services were rendered as well. Atlantic Junior Secondary, Coastal High and Festus Gonteb Primary School Boards received School Board Training.

Seven schools from the Omaheke Region only received project support in the form of training, guidance and counselling support to school management, school administration and school leadership including training support to their school boards. By December 2009, a total of 17 tutors had rendered their support to teachers and learners at the 10 select partner schools in Erongo and Oshana regions. The three libraries at Arandis, Ondangwa and Tamariskia supported learners, teachers, out of school youth and the public at large.

9.2 Mathematics And Science Centres

The major investment that Rössing Foundation made during 2008 with the building of three Mathematics and Science Centres in Arandis, Swakopmund and Ondangwa, respectively has started to show strong positive returns and has made substantial differences to the lives of many learners and teachers. About 1000 learners benefited in these centers countrywide. Swakopmund centre in Tamariskia recorded the highest with 455 learners and 80% regular capacity utilization, Ondangwa and Arandis were recorded with 300 and 245 registered learners respectively.



Learners from Swakopmund Private School in a session

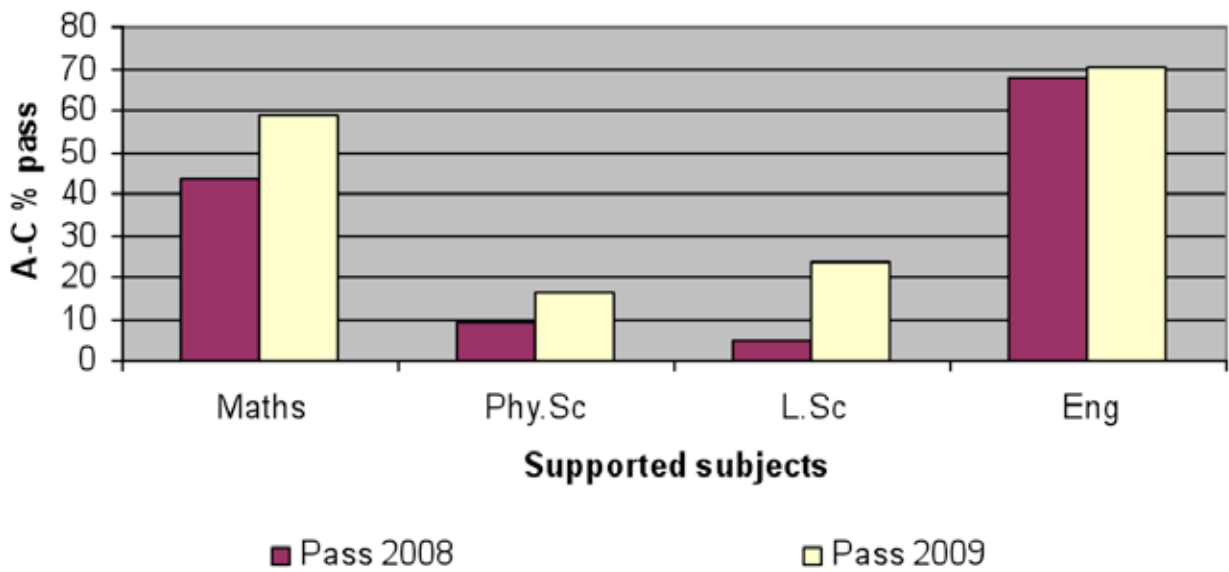


Tamariskia MasterMaths with 100% capacity utilization

The year end for grade 10 and 12 learners who participated in activities at the centers showed significant improvements in 2009, compared to the previous years. Atlantic Junior Secondary School was the best improved partner school in Erongo in four supported subjects, Mathematics, Physical science, Life Science and

English compared to non-supported subjects such as Afrikaans, Geography, History, Business Management and Accounting. Regionally, in 2009 JSC Examination, Atlantic moved from 10th position to 8th position, exceeding Swakopmund Secondary School's previously occupied 8th position.

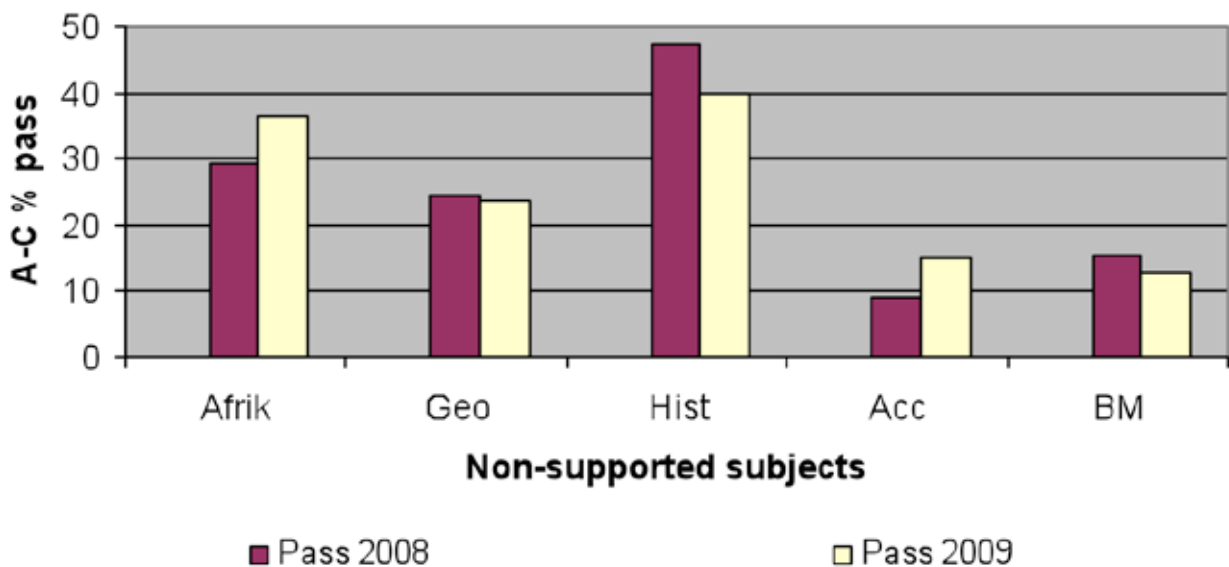
Table 1: Atlantic J S 2009 grade 10 examination results vs 2008



Learners from Swakopmund Private School in a session

Tamariskia Master Maths with 100% capacity utilization

Table 2: Atlantic J S 2009 grade 10 examination results vs 2008



Master Maths in Swakopmund Centre awards its top performers

Governor of Erongo Mr. Samuel Nuuyoma

Students from the Rössing Foundation's Master Maths Centre attended a prize-giving Ceremony in Swakopmund Saturday the 14th November 2009.

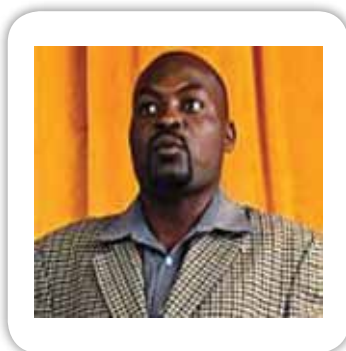


The ceremony, attended by The Governor of the Erongo Region, Honourable Samuel S. Nuuyoma (keynote speaker), students, teachers, parents community and representatives of the Rössing Mine and Rössing Foundation.

During the award ceremony the Governor of Erongo commented a well done job by the top performers. In his address, the Governor said: "I would like to encourage each learner to continue learning from this Master Maths programme. Through this opportunity, our communities will be able to benefit from your skills and enable us to be in line with our national goals of Vision 2030." The Governor commented that the students should make use of the opportunity to attain mathematics skills, as the knowledge they acquire at the centre will open doors for them in the future. The centre, established by the Rössing Foundation to assist primary and secondary school learners and teachers in order to improve their school performances in Mathematics and Science in general.

Mr Tobias Amoonga

During the same occasion the Master Maths Programme Coordinator of Tamariskia Centre Mr. Tobias Amoonga acknowledged the presence of the Governor, the teachers and the



parents for their support that lead to the success of the programme. The Programme Coordinator further acknowledged the Master Maths Head Office in South Africa for their endless support.



In the picture above are the 2009 Top Learners at the Master Maths Centre in Swakopmund: from left: Karina Toivo (Namib High School) for Junior Secondary category, Mechtilde Shanghala (Westside High School) for Senior Secondary Category, Paulina Mbango representing Rössing Mine (third from right), Ndinela Nelulu (Festus !Gonteb Primary School) for Senior Primary category and Mr. Bonadei Thekwane The Rössing Foundation Assistant Director for Quality Assurance and Sustainable Development.

Our learners from Arandis also won first place in the Erongo Regional Science and Technology Fair, indicating a marked improvement in the learners' understanding of science and technology based subjects. These centres are expected to continue to have a long-lasting impact over the next decade, when learners who have been exposed to the centres' activities for several years will reach school-leaving age.

In line with National Policy of Learner-centered Education, the Rössing Foundation strategy and support to education is based on learner-centred approach. The envisaged outcome for all Rössing Foundation support is to secure quality education that allows all grade 12 learners to enter institutions of higher learning, in preparation of knowledge-based society.



Priscilla Mundilo, learners at Tamariskia Centre using lab facilities



Zelda Katjiru, at Swakopmund Science lab using facilities

- Centre-based support programmes, and project partnership.

9.2.1 Libraries And Outreach Programmes

In 2009, apart from Mathematics and Science Centre-based activities the three Education Centres contributed to the enhancement of quality education in the different ways:

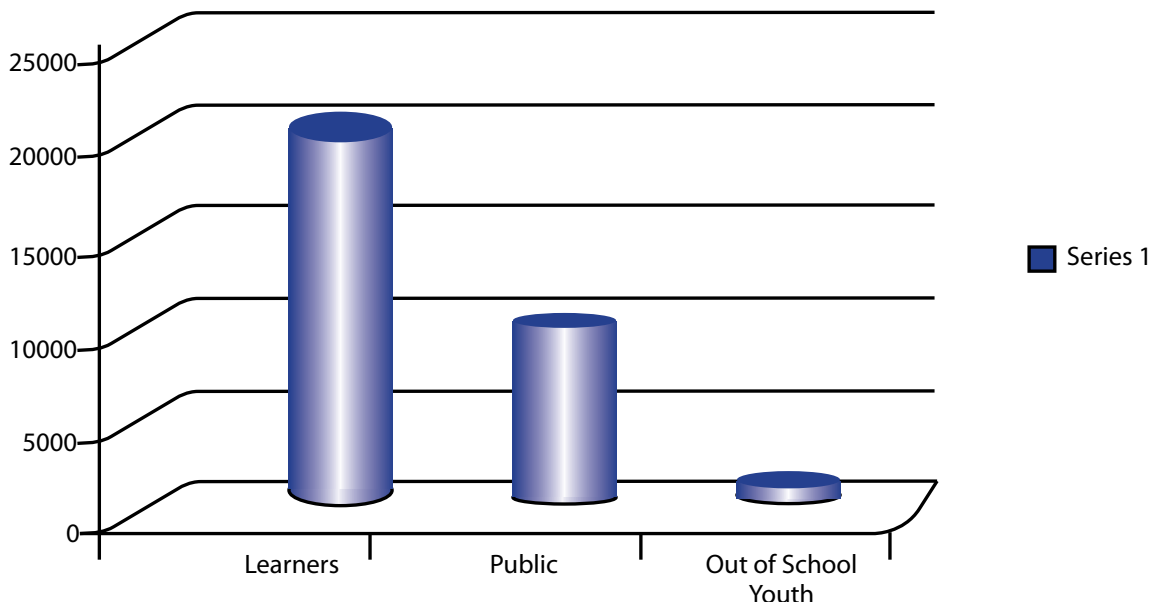
The Rössing Foundation primarily aims to secure quality education through two interrelated but independently driven interventions of learners and teachers support. Rössing Foundation support focuses on English as the official Language through which skills in reading, mathematics, science and ICT are obtained.

In 2009, the Rössing Foundation support focused on:

- School-based teacher support,
- School community capacity-building,
- After-school development programmes for teachers and learners,

- The three libraries served a total of 515 adults and 790 learners in the issuing of 6014 books.
- About 30164 people including school-going learners, out of school-youth and the public visited the three main Rössing Foundation libraries.

Table.3 Statistics regarding attendance in the libraries



- 240 learners improved their reading levels by three age categories and improved their English proficiency.
95 learners competed in local regional and national science fairs competitions, 24 learners won medals: 12 at regional and 12 at national level.
- 236 grade 10 and 12 learners benefited from spring school, which was mainly focusing on preparing learners for the final examination in mathematics, sciences, English, and accounting.
- 177 learners attended regular reading classes to improve their English skills overall as well as their knowledge levels in lower primary disciplines.
- 17 school communities in Erongo, Oshana and Omaheke Regions were supported in capacity building in the field of school governance. About 95 teachers were directly supported by tutors' interventions at the 17 partner schools.
- 23 school principals were given the opportunity to improve their school management skills through a two-year Diploma in Education offered by the University of Johannesburg.
Thirty eight (38) people were given scholarship through the Kolin Fund.

Over the past few years, the Rössing Foundation's main focus has been on improving the level of education in Arandis. Although the performance of some individual learners in Arandis was exceptional as the best learner for 2009 in the whole Erongo Region came from Arandis, most learners' performance in Arandis was not as high as it should be in relation to the substantial amount of resources that have been invested so far. The actions to address the situation require input from different key stakeholders, including the Ministry of Education such as school management, teachers, school-board members and learners; Constituency Council and the Arandis Community at large.

9.2.2 Omaheke School Improvement Project

Before 2009, the Rössing Foundation had no CSI programmes in the Omaheke Region, which borders Botswana. However, the Region experienced major education-related challenges, with its Grade 12 learners obtaining the lowest grades in all Regions countrywide in 2008.

The **Omaheke Education Stakeholders Conference** was the first initiative which was initiated at a regional level to look into Omaheke Educational needs and the way forward. It was at this conference the stakeholders decided to involve every role player and mobilize external partner. As a result, Omaheke School Improvement Project, a true joint-venture between The Rössing Foundation and Omaheke Regional Office, focussing on capacity building came to being.



Mrs Natalia Goagoses, Director Omaheke Education Region and Mr. Job Tjiho, Director Rössing Foundation signing the memorandum of understanding



Consultation meeting with Mphe Thuto school management, Rössing Foundation and Omaheke Regional Office

Omaheke's officials approached the Foundation for assistance, based on the positive impact that its educational activities have had in the Erongo Region and Oshana Region. At the beginning of 2009 and at the request of the Director of Education Omaheke, a partnership agreement was signed with the Omaheke Region to strategically support the Omaheke Improvement Plan.

The Rössing Foundation provided for the direct cost of a specialist to assist four secondary and three primary schools in their educational programmes. Although the Foundation's involvement was limited to these schools, the impact was already visible by the end of 2009. The Omaheke Region had moved from 12th to 8th position in the country's ranking of Grade

12 results, while grade 10 moved from bottom 13th to 7th position.

The physical presence of the Omaheke School Improvement Project Advisor, Mr Bertus Gous and his visits to Omaheke Regional Office and schools were regarded as one of the strategies that yielded good results in project schools.

The memorandum of Understanding of the Omaheke Project support and the associated MoU with the ELMA Foundation were signed into 2009 and the project implementation started June 2009. Three primary schools benefited from the project: Mphe Thuto Primary, Omuhaturua Primary and Motsomi Primary School.



Recipient Learners from philanthropic ELMA Foundation at Mphe Thuto Primary school posing at the camera during the consultation meeting



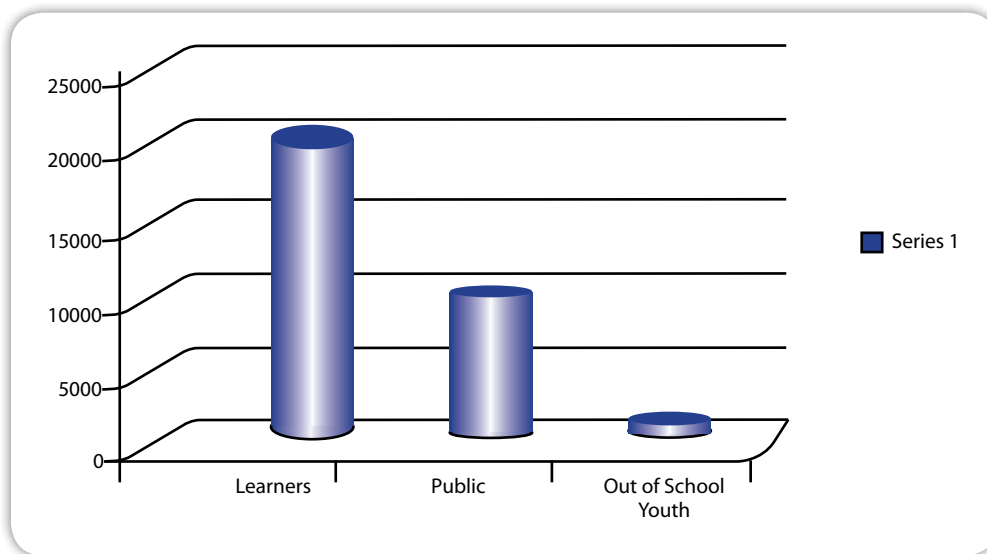
Omaheke School Improvement Project Advisor Mr. Bertus Gous

9.3 Libraries

There are three operational libraries in Arandis, Tamariskia and Ondangwa. The services rendered by these libraries are reading, provision of periodicals such as Newspapers and Magazines, Internet facilities and assistance

with learner projects. The libraries are not only used for reading and research, but also utilized by learners, out of school youth and the public at large for study purposes.

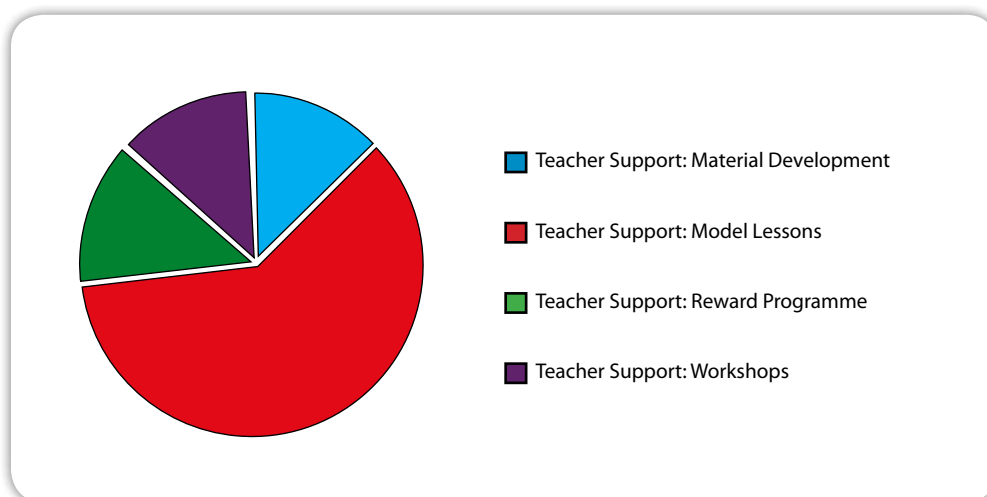
Statistics regarding attendance in the libraries:



9.4 Teacher support

Support was given to partner school teachers by 17 Rössing Foundation Tutors in the form of material development, compilation of model lessons, workshops in English, Mathematics, Sciences, [Biology, Physical Science, Life Science

and Natural Science and Health Education] and Lower Primary. The English Proficiency of 60 teachers was addressed and improved by implementing the Reward Programme.



The graph shows the reward intervention

9.5 Information Communication Technology:

At the Information Communication and Technology Centre in Ondangwa, 200 Grade 4 to 12 learners and 60 teachers were trained and mastered Basic Computer Literacy Skills.

9.6 Learner Support

Learner support was conducted mostly through the After School Development Programme implemented by Tutors and supported by teachers. The Afternoon School Development Programme was aimed at improving the results

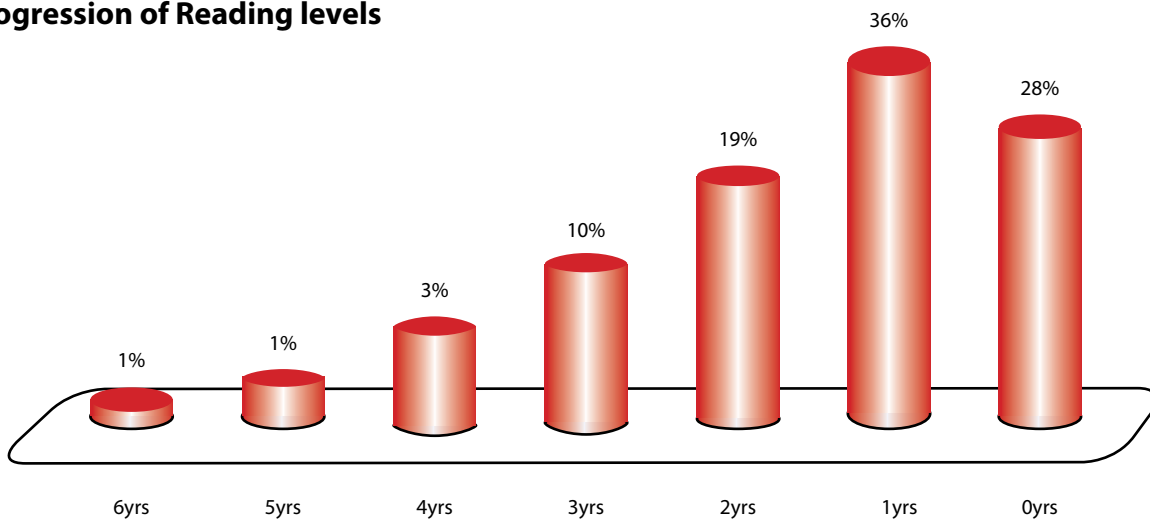
of learners and addressed through remedial teaching. Baseline studies were conducted and limitations in English, Mathematics and Sciences were also addressed.

A Spring School (1 – 2 weeks holiday school) was organized during the August holidays to improve the examination skills of 650 Grades 7, 10 and 12 learners from the Oshana and the Erongo Regions. This intervention proved to yield good results as could be gauged by interviews conducted with learners.

9.7 Impact of Reading Clubs in Erongo Region

The graph below indicates the improvement in reading competencies of the different age groups in percentages. In total 632 learners with low to poor reading levels improved their reading competency level and reduced their reading backlog with the indicated percentages. In the long-term, if they continue participating in the reading programme, a chance of irradiating the reading level backlog will be achieved.

Progression of Reading levels



Results of 632 learners' reading intervention

9.8 Classroom Construction

To help address the current shortage of classroom space in the Town of Swakopmund due to the influx of people employed mainly in the mining sector, the Rössing Foundation Trustees agreed to support three selected

primary schools with funds to construct 5 new classrooms. Community driven construction has commenced and school based construction progress ranges between 30 – 80% complete.

10. Enterprise Development

The Enterprise Development department's main goal for 2009 was to work towards the strengthening of sustainable communities and to ensure the attainment of set objectives and intended outcomes. The report focuses on the following four key strategic focus areas: Small Scale Mining; Small and Medium Enterprises (SMEs) Community and Sustainable Development.

The interventions were set to achieve the following broad objectives that are to:

- Improve sustainable livelihood of small scale miners and conservancies;
- Improve Small and Medium Enterprises capacity;
- Strengthen Arandis Town Council (ATC) capacity;
- Improve the Arandis community educational and awareness levels;
- Support the Arandis and Topnaar communities agriculture development initiatives;
- Promote social cohesion and competitive advantage in Arandis.

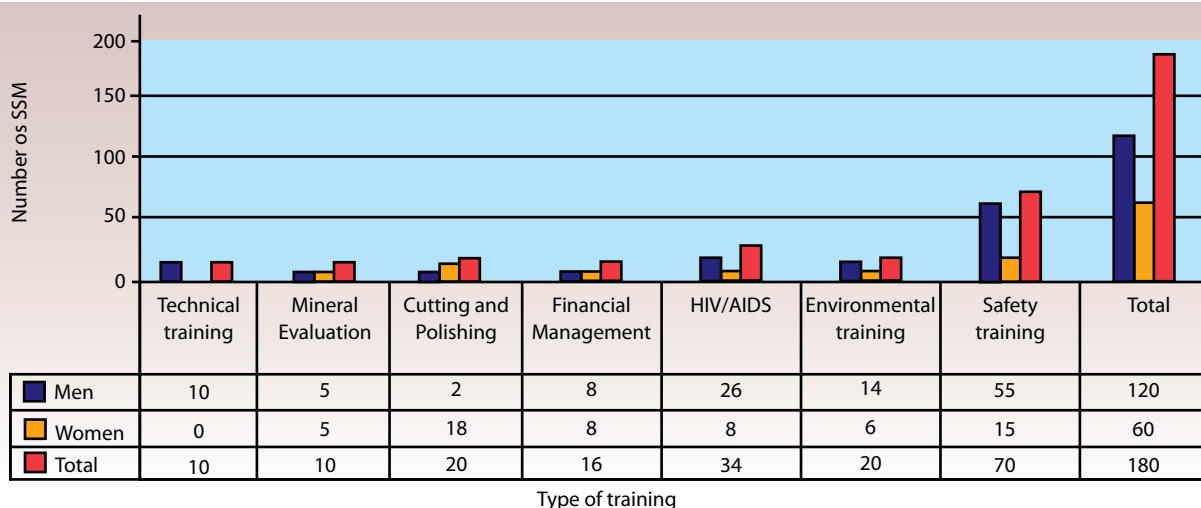
10.1 Erongo Regional Small Scale Miners Project

The Erongo Regional Small Scale Miners' Association (ERSMA) is a regional community-based association consisting of more than 1600 small scale miners who are operating in the areas such as Spitzkoppe, Erongo mountain, Uis, Neuschwaben and Xoboxobos (Brandberg West).

ERSMA is supported and guided by the Oversight Forum consisting of The Rössing Foundation, Rio Tinto Rössing Uranium Limited, Navachab mine, Ministry of Mines and Energy, Basil Read, Major Drilling and Erongo Regional Council.

Several initiatives were undertaken to improve small scale miners' capacity as depicted in the graph below.

Capacity Building Interventions



Furthermore, two market outlets, one in Uis and the other at Ûiba Ôas (near Usakos), were constructed during 2009. The Uis market outlet has been completed and handed over the Uis Town Council, while the Ûiba Ôas market outlet is still under construction. The interventions indicated on the graph above, the new market outlets and local and international marketing

of semi-precious stones resulted in an income of N\$4,847,000. Marketing of semi-precious minerals to Europe was undertaken for the first time, and an income of N\$9100 was generated with the first initiative, holding promise of improved marketing opportunities directly to Europe.



Cutting and polishing training



Mineral evaluation and determination

10.2 Small and Medium Enterprise (SME) Development

Sixty-eight (68) Arandis based SMEs benefited from capacity building training opportunities and acquired competencies (i.e. skills and knowledge) in the areas of:

- Financial management;
- Business operation;
- Marketing;
- Employee management; and
- Customer management.

10.3 Erongo Micro Finance

The implementation of the partnership agreement between Rössing Foundation, Erongo Development Foundation and Bank Windhoek has resulted in 54 SMEs from Erongo region being trained in business management and the completion of business plans. Of the 54 beneficiaries, 31 have received loans and are running their own businesses. A repayment rate of 100% has been achieved to date.



Some of the SMEs that were funded under the Rössing Foundation, Erongo Development Foundation and Bank Windhoek Scheme

10.4 Arandis Sustainable Development Project (ASDP)

The sustainability of Arandis Town Council (ATC) is highly dependent on the sound leadership and management of its Councilors and employees. The Rössing Foundation has therefore undertaken to support capacity strengthening of thirty four (34) staff members through leadership interventions (21 Technical department staff members, 7 Finance department staff members and 6 Administration department staff members). This intervention has brought about a mind set and attitude change among trained employees. The intervention target for 2009 was exceeded by 14 employees which is a sign of commitment on the part of ATC in sharpening their leadership and management skills in order to manage the town of Arandis sustainably. The ATC started with interventions that addressed succession planning and the promotion of a high performance culture through the performance management system (PMS). Four managers and three supervisors have signed off performance agreements and the PMS is being implemented. Seven (7) Town Councilors completed a three series leadership training course and their governance capacity was enhanced. The Rössing Foundation initiated a women's empowerment programme which supports women who produce crafts. Thirty-one women completed the beadwork course to become skilled craft producers. Three trainees qualified for training as trainers of others in beadwork and they are destined to in turn, roll out the training to other interested community members. Both the Rössing Foundation and Community Skills and Development Centres are currently working on a marketing strategy for the project. These products are only sold locally at the moment, but the potential to produce for the wider tourist market does exist.

The following competencies were acquired by these 7 councilors:

- Self realization in terms of roles and responsibilities;
- Critical thinking and decision making skills;
- Self control and respect for others.

The leadership and succession planning interventions for ATC staff have brought about tangible results owing to changes in mindset and attitude among employees. The capacity-building interventions at the Town Council led the Heads of Departments to conduct a root-cause analysis which resulted in action plans to mitigate critical problems within the Council.

10.5 Improvement of Arandis Town Council Service Provision

Revenue collection increased from 38 per cent in 2005 to 64.3 per cent in 2009. With regard to the upgrading of the freshwater supply system, water losses have been reduced from over 60 per cent to 18 per cent and no pipe breakages were reported on the new main line in 2009. With the growth of the town, the sewerage plant needed to be upgraded and this was completed in 2009. The work included replacing pump sets; refurbishing gearboxes, motor units and lubrication units; and upgrading electrical works. The next focus will be on increasing the capacity of the plant to cater for 10,000 residents.

10.6 Local Economic Development

A project agreement was signed off by the Rössing Foundation, Arandis Town Council and BP Namibia for the construction of a Fuel Station in Arandis. The construction of the services such as electricity, water and sewerage provision was completed in 2009.

Under this agreement, the Arandis Town Council has provided the land for the project while the Foundation will cover the construction cost. BP Namibia as partner to this agreement will put up the pumps and tanks. It is expected that the fuel station will in operation by 2010.

10.7 Adult Literacy programme

After consulting the Ministry of Education, the need to introduce a literacy programme was agreed upon. Twenty community members enrolled for the literacy training programme

and thirteen wrote the examination.

10.8 “Free to Grow” Peer Educators program

The “Free to Grow” Life Skills and Family Financial Management Programme were provided to the Arandis community. Ten Peer Educators aimed to provide training for 300 community members, but surpassed their target, managing to train a total of 518. Participating community members expressed positive changes in terms of spending attitudes.



Arandis community clean up campaign

Here are some quotes from the participants: *“I have made significant progress in life and specifically in my financial life”. “Even our schoolwork has benefited from our new images of ourselves. We are so proud of ourselves. We think that we can also make contributions here in Arandis, and not just run away as many of us planned to do before we met these Peer Educators. They are very important people in our lives and in this town and we sincerely hope they will help the seniors for many years at this school”.*

10.9 Civic Education

The Foundation supported the Arandis Town Council with the implementation of

the beautification project. The Foundation was also actively involved in community sensitization in terms of cleaning campaigns, water saving mechanisms, waste management and vandalism. Printed community education materials to this effect were widely distributed in order to enhance environmental literacy among the Arandis residents. A community owned newspaper known as Vision Arandis was also used as a handy tool to inform and educate the Arandis community and beyond.

One of the critical outcomes of civic education was the influence among community members in their behaviour. It is therefore safe to utter that the Arandis Community have tried to live by desirable values and by drastically doing away with acts that lead to vandalism and to say that they have actively engaged in cleaning campaigns.

Today these interventions have contributed to a cleaner Arandis and led to a significant reduction in vandalism. Millennium Services is currently rendering waste management services to the Arandis Town Council.

10.10 Youth Skill Development programme

Unemployment is widespread among the Arandis out-of-school youth. For this reason the Rössing Foundation continues to pursue youth empowerment schemes. In 2009, the Youth Skills Development Programme empowered 32 out-of-school youth with the necessary skills, helping them become competent and semi-skilled artisans. Some of them have been absorbed into the labour market. Other young people who benefited from the programme ventured into entrepreneurship. Several of them were motivated to go back to school to complete their education, while others became self-employed.



Plumbing to this house was done by RF trainee



Nicanor at work

10.11 Agriculture

The expected outcome for the Arandis Agriculture Project was to transform it into a small and medium enterprise. To do that, a business plan was developed and it is to be rolled out in 2010.

Nine (9) members of the Arandis Eagle Christian Centre acquired skills and are able to produce vegetables using the hydroponics system. One hundred and ninety (190) learners from the Arandis schools obtained practical skills and exposure to hydroponics during the course of the year.



Community members working at the garden



Alina explaining to the school learners and teachers

The Arandis mushroom and Hydroponics project has proven to be successful and commercially valuable vegetables have been successfully grown in the harsh desert

conditions. The project has therefore achieved its overall objective of introducing mushroom cultivation to the community.

10.12 Topnaar Agriculture Project

The ongoing support to the Topnaar community has focused on capacity-building in the fields of goat breeding and the planting of vegetables for local consumption. The goat breeding programme has shown the desired results, with farmers in the community saying that the 100 cross-bred offspring of the certified “Boerbok” breed were growing faster than the rest of the herd.

The community has already sold some of their goats, providing a source of income. This is an indication that the project has brought improvement to the livelihood of the Topnaar people, although the project also successfully produced vegetables for the local community, it has been challenged by desert environmental factors such as high temperatures and strong winds.



Kids



Two certified rams

10.13 Garden Project

The gardening project started very well as can be seen below, but experienced bad weather conditions, especially the east wind. The gar-

den showed potential at its inception stage and started to produce fruit through the use of the drip system:



10.14 Recreation and Culture

Social cohesion and talent were promoted through various sport codes, namely, darts, netball, athletics, basket ball, volleyball, boxing, chess, and soccer. Athletes participated in local, regional and national tournaments. The various local tournaments within Arandis over

the whole year brought a total number of 2160 spectators together. Of the 2160 spectators, 1000 were boxing fans.

Below are the different sport events held during the year.



Gold medals winners (Arandis)



Paulus "The Hitman"
(WBA Light Weight Champion)



"Basket ball players during training

10.15 Community Based Natural Resource Management (CBNRM)

The Rössing Foundation approach is to promote the advancement of the living standards of all the people in Namibia. Thus it also supports the Community-based Natural Resource Management (CBNRM) Programme to significantly contribute towards an increase in household income. In a joint effort with other stakeholders

including the Ministry of Environment and Tourism, the Foundation engages in mobilising rural communities through strengthening their skills and knowledge, building institutional capacity, developing products, adding value, and marketing.

The Community-based Natural Resource Management (CBNRM) undertook special initiatives in addressing development in the CBNRM 2009 programme as follows:

- The training of the Ohungu and Otjimboyo conservancy committee members has further contributed to deeper understanding of their roles and responsibilities in terms of managing

the conservancies.

- Ohungu Conservancy Office construction with financial assistance received from the Rössing Foundation financial support is in progress and 60% of construction has been completed.



(Hon. Minister of Education, Nangolo Mbumba, and the Director of the Rössing Foundation, Job Tjiho, watching a demonstration of the Master Maths programme by the school-going children during the 30th Celebration of the Foundation in Ondangwa.)

11. The Rössing Foundation 30th Year Anniversary

The year 2009 marked the 30th anniversary of the Rössing Foundation's existence in Namibia as an entity through which The Rössing Uranium Limited carries out its corporate social responsibility involvement in communities in Namibia.

The event was celebrated in Ondangwa, coinciding with the inauguration of the Eliakim Prince Shiimi Maths and Science Centre. This event was attended by the King of the Ondonga Traditional Authority, His Majesty King Kauluma, and the Minister of Education, Honourable Nangolo Mbumba as the key note speaker for the event and all required and relevant stakeholders.

The event for the coastal Math and Science Centres inauguration took place in August 2009 in Arandis. The official inauguration was officiated by Honourable Asser Kapere in his capacity as the Chairman of the National Council and a member of the Rössing Foundation Board of Trustee.

Information about the entire history of the Rössing Foundation was also available to the public during the event in Ondangwa and is also available on the Rössing Foundation website, a brief synopsis follows below.

12. Thirty years in perspective

The Foundation was set up in late 1978 as a legal trust to provide greater educational opportunities by imparting practical skills to Namibians that would create better economic opportunities for them, particularly in rural communities. Since 1978, the Foundation has spent more than N\$ 120 million in various programmes to this end. During this period, the Foundation's activities have shifted and adapted to change in circumstance and fortune and evolved, constantly moulding itself to the needs of its host nation and the communities it served.

Starting in 1979, the Foundation has gone

from teaching basic skills such as reading, plumbing, auto mechanics, needlework, basic health care, smallscale agriculture, seamanship, conservation, arts and crafts and communitybased conservation to becoming more focussed today on higher educational requirements like the teaching of mathematics, science, English and Information and Communication Technology (ICT) skills. Since human expectations shift over time, so the Foundation has evolved by means of trial and error and changed from a practical training facility to being at the cutting edge of a developing nation like Namibia by assisting with the development of higher education. One of the projects of the early years, the upgrading of teachers' skills, stands out and has evolved to a point where teacher development is part of the national education system.

Furthermore, the Foundation's plan was to reach as many needy people as possible. Some plans worked while others did not and out of six communitybased food-producing projects launched in the early to late 1980's, only one at Ogongo eventually succeeded, but a valuable principle was established from this experience: For a project to work and become self-sustaining, the intended beneficiaries have to take ownership of it. If however, the community was not fully involved with a given project, there was little an outside agency could do to help. Success depended largely on people wanting to help themselves and the Foundation therefore avoided the cultivation of the "handout" mentality that has so often plagued development work.

One of the main guiding principles of the Foundation is that for a project to have lasting benefits, training has to be needs-directed and this is only effective in the long term if the training is offered in close proximity to where the needs are. A prime example of this is the Luderitz Maritime Training Centre established by the Foundation which has now moved to Walvis Bay and which became an autonomous self-funding institute in 1994 when the enclave was returned to Namibia.

Having evolved with the needs of community

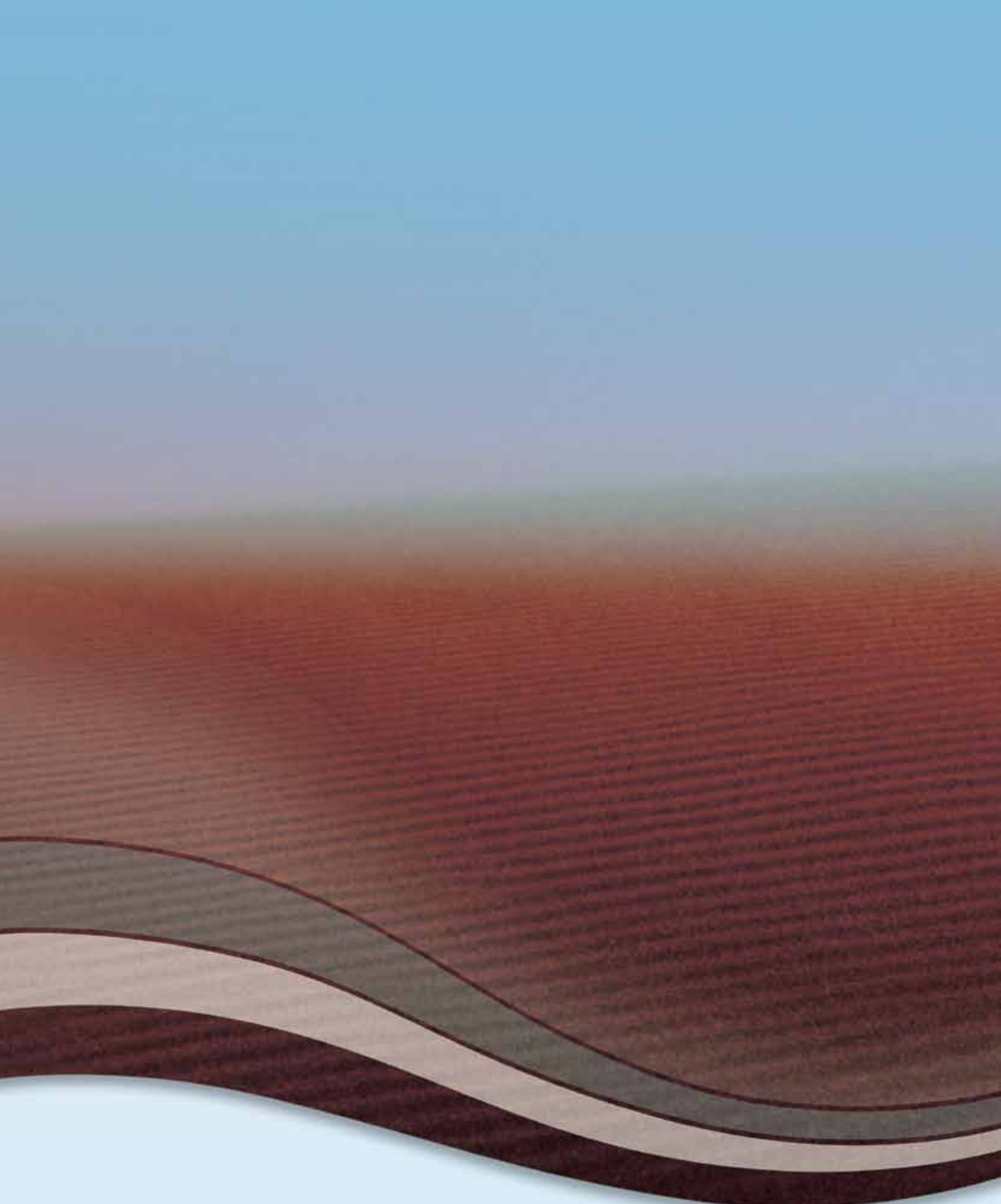
based projects, the Rössing Foundation has become a pioneer and international trendsetter in what has become known as community-based natural resource management (CBNRM).

With the CBNRM programme, the Foundation's CBNRM unit provides training and facilitation support to conservancies working closely with the Ministry of Environment and Tourism and other facilitating NGOs, support agencies and Namibian Community-based Tourism Association (NACOBTA) and other government departments involved in rural development.

The CBNRM Programme aims to link sustainable socio-economic development to the conservation and management of natural resources in Namibia which requires the development of information, knowledge and skills in the area of community empowerment and organisation. This also includes skills like natural resource monitoring, implementation of appropriate natural resource management systems and skills to handle them, establishment of a natural resource management infrastructure, applied ecological research, socio-economic research, market research and enterprise management skills.

Under the Namibian Association of CBNRM Support Organisations (NASCO), organisations collaborate to respond to the institutional and technical needs of community-based organisations or similar structures. The Foundation further continues to render its assistance with regard to tourism and related skills training, the development of crafts, exchange of information and of course last, but not least, creating awareness of and sharing CBNRM success stories in Namibia.

To highlight all that the Foundation has done over the past thirty years would fill a whole book, which has indeed been done, these are but a few achievements mentioned which stand out from the many. Over the past thirty years, the Foundation has moulded itself to the needs of the Namibian nation and whatever the future brings the Foundation will be there to give a strategic helping hand. Current good fortune has meant that the establishment of an Endowment Fund will become a reality and even if Rössing closes its doors one day, the Foundation will remain forever in the hearts of the thousands of people that it has assisted in helping themselves.



Rössing Foundation, 360 Sam Nujoma Drive
Private Bag 13214, Windhoek, Namibia
Tel: +264 61 211721, Fax: +264 61 233637
Web: www.rossingfoundation.com