



NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Department: Land and
Spatial Sciences

Mainstreaming the GLTN “teaching essentials for responsible land administration” within NELGA Southern Africa: Proceedings

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Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



GLTN
GLOBAL LAND TOOL NETWORK

UN HABITAT
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Background

The Global Land Tool Network (GLTN) Phase III programme (2019-2023) focuses on achieving various land tenure security-related objectives within the urban-rural nexus. In line with its focus areas, the GLTN Secretariat agreed with the GLTN Research and Training Cluster on a project to support the roll-out of the GLTN Structured Knowledge Base: "Teaching Essentials for Responsible Land Administration". The structured knowledge base (teaching essentials) for responsible land administration contains six modules developed under the supervision of senior academics and the GLTN partners. This initiative forms one of GLTN's education and capacity development efforts to ensure that actors in the land sector, wherever they are, have access to learning/teaching materials to equip them with updated knowledge on land administration. In line with GLTN's work, the GIZ's Strengthening Advisory Capacities for Land Governance in Africa (SLGA) project aims to support African states to implement socially and environmentally sound land policies with qualified individuals and institutions. Together with the African Land Policy Centre (ALPC), GIZ's SLGA project supports the Network of Excellence on Land Governance in Africa (NELGA) in efficiently implementing the AU Agenda on Land. Therefore, the GLTN and the GIZ share a common interest in supporting land sector actors in developing appropriate knowledge on land governance to reinforce their knowledge pursuit for tenure security improvement in their societies. On this basis, the GLTN and GIZ presented the GLTN "Teaching Essentials for Responsible Land Administration" to NELGA stakeholders in Southern Africa in this workshop to support education and capacity development in land governance in the region. Stakeholders who participated in this workshop included representatives from NELGA, GLTN, GIZ and NUST.

The value addition of this workshop was the consolidation and extension of this work by assessing the existing and potential use of the teaching essentials and improving its reach and use to broader stakeholders. The proceedings of this workshop will therefore inform and enable the potential drafters to frame ideas for preparing the abridged book format of the teaching essentials in line with the needs of potential future users, including NELGA partners. The list of participants is found under Annexure B.

Specific objectives of the workshop

- To directly introduce the GLTN "teaching essentials for Land administration" to NELGA partners in Southern Africa.
- Engage and enhance professional networking among members of the land profession from NELGA Southern Africa and representatives of the GLTN research and training cluster community.
- Share information on current experiences and perspectives of land governance challenges in Southern Africa.
- Deliberate on how to mainstream the teaching essential beyond NELGA southern Africa.

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- Build consensus on steps for improving land governance challenges in Southern Africa.
 - From the consensus of participating stakeholders, invited GLTN research and training cluster members will be informed and enabled to draw ideas to

1. Day1 Framing Session: 08 November 2022

1.1 Opening Remarks

Opening remarks were made by the facilitator Ms. Jennilee Kohima from NUST.

1.2 Welcome Message by Dr. Andrew Niikondo (DVC NUST)

The facilitator welcomed the participants and the Deputy vice-chancellor of NUST. The DVC of NUST, delivered a welcome speech to all participants physically and virtually present. Below is the extract of the welcoming and opening remarks, extract from the DVC's speech by Dr. Andrew.

The Representatives of the GLTN (Global Land Tool Network), The representatives of the ALPC (African Land Policy Centre), The representatives of GIZ (German Development Corporation), The representatives of institutions within the Network of Excellence on Land Governance in the Southern African region, Colleagues from NUST, Distinguished guests, Ladies and Gentlemen.

With happiness, I welcome you to Windhoek, where you have gathered today to be introduced to "the GLTN teaching essentials for responsible land administration." Here at NUST, we are delighted to have finally been able to host a GLTN event in Windhoek. NUST joined the GLTN in November 2020 at the heart of the COVID-19 pandemic. At that time, we wanted to sign the GLTN charter in a face-to-face ceremony with our GLTN colleagues, but it was not possible due to the COVID-19 restrictions. In August 2021, we hosted the "roll-out of the GLTN teaching essentials for responsible land administration." Again, due to the COVID-19 restrictions, we hosted it virtually. Therefore, this workshop means a lot to NUST because it is our first face-to-face meeting with GLTN partners since the COVID-19 restrictions were lifted. So, we are happy to welcome the GLTN partners here today – the University of East London, The ITC / University of Twente and NELGA.

At the heart of this workshop is the GIZ. Our university, NUST, has had decades of support from the GIZ. We appreciate the support GIZ has provided to facilitate academic activities at NUST through its various projects and initiatives. We are happy that you have continued to extend your support to us. To all of you (the GLTN, ALPC, NUST, and NELGA partners), your presence here signifies the commitment and importance of our partnership in building capacities for good land governance in Africa. Apart from being the host, NUST wears caps

in this workshop. That of a NELGA node and GLTN partner. We appreciate that you have bestowed the responsibility of this leadership on NUST. We are also delighted that you have chosen Namibia as your destination for this crucial mainstreaming workshop.

The NELGA programme is of regional importance and relevance to NUST because the networking between researchers and students serves as an instrument of knowledge-building and institutional cooperation in Southern Africa. Its contribution toward regional capacity development in land governance in Africa is essential and timely. It contributes to the collective knowledge exchange in land governance in this region. As the Deputy Vice-Chancellor in teaching, learning and innovation at NUST, I know the importance of using transformative teaching resources for adequate training and education. Therefore, I do not doubt that "the GLTN teaching essentials for responsible land administration" introduced to you in this workshop will be an invaluable teaching resource for land governance education in this region. We at NUST have been using it in the Department of Land and Spatial Sciences in teaching our Diploma, Bachelor (and Bachelor Honours) students. I call on other institutions within the Southern African region to find ways to use it as a teaching resource. I believe that GLTN and NELGA are ideal vehicles for us to leverage synergies. I would sincerely like to capitalize on this opportunity to call on all partners to strengthen further collaborations — individually and collectively during this period. Let us expand our existing cooperation towards broader opportunities to contribute collaboratively to Africa's research capacity.

1.3. Welcome remarks: NELGA Southern Africa by Prof. Uchendu E. Chigbu (NUST/GLTN)

Prof. Chigbu gave a presentation on the progress report of the NELGA Southern Africa. In the presentation he highlighted the following:

- The challenges, responses and alignment to ALPC, a needs assessment was conducted focusing on land governance in all African countries.
- The direct responses to challenges, synthesis reports, opinion pieces, research and capacity development strategy for land governance innovation in southern Africa and the gender strategy in southern Africa.
- The achievements of NELGA in numbers were presented in numbers.
- An overview and status of the activities were shown.
- An overview and status of knowledge exchange and emphasized that there is so much that we can do.
- A work plan was shared, and it was mentioned that the proposal was submitted but was sent back for revision.
- The next phase will focus mainly on operationalizing the report: research and capacity development: a strategy for land governance innovation in southern Africa.

1.4. Opening remarks: GLTN Research Cluster Prof. Siraj Sait

Prof Sait gave a reflection on the journey for the past 6-7 years in terms of the teaching essentials.

- A huge gap was identified in terms of people's understanding of what the emerging issues were. He mentioned that there was a real demand because at the time GLTN has been single-handedly responsible for putting the land on the global agenda, not just land but all related issues.
- It is important to have inputs from a variety of scholars from various perspectives.
- The GLTN approach has been to create the tools and then let the ownership of it pass on to the users.
- What they thought was important and what is changing is for all of us here to look at it and see how we can adapt it. But adaption has several dimensions.

1.5. Opening remarks: GIZ by Jean-Eudes

- It was acknowledged that ALDC has done quite some work also in curriculum development and has developed the guidelines for the development of curricula, and online governance in Africa.
- He hopes that this can also be the opportunity to analyse how the teaching essentials speak to each other.

1.6. Opening remarks on the GLTN Secretariat by Mr. Jean du Plessis

- Good progress made on the development of pro-poor and gender-responsive land tools.
- GLTN is proud of the progress made by partners in producing the teaching essentials.
- The teaching essentials are now available in two languages, English and French and can be accessed on the GLTN e-learning platform.
- The next specific step in support from GLTN side and have already gone out to try and obtain someone to lead on the writing of an edited publication ready and easy to use version of the GLTN and Teaching Essentials which clearly describes, explains and summarizes the purpose, contents and utility of the six modules together with step-by-step guidance for their effective use variously as an e-learning resource or curriculum, building or enhancing tool, and teaching and training.



Group photo of participants physically present at the workshop

1.7. Introducing the GLTN teaching essentials by Dr. Dimo Todorovski

- Provided an overview of the six modules and each module's objectives and outcomes.
- He further emphasised how the FIG Commission 2 can contribute and support to the implementation of the teaching essentials.

1.8. Teaching land administration in a NELGA institution by Prof. James Chakwizira

- Prof. Chakwizira presented how land administration is taught at North-West University. Figures and graphs showing the programme's enrollments, passing rates as well as drop-out rates were part of his presentation. He mentioned how land administration students are involved in the work on the ground and how they engage with local and traditional authorities including how students are involved in discussions related to rural and urban development.
- He presented the Generic BURP programme structure which includes:
- First Year Modules – Foundational Modules (Sociology, Geography, Economics, Political Administration, Mathematics); Introduction to Planning & Society; Planning Techniques and Methods; Technical and Cartographic Drawing; Planning Literacy and Communication Skills) – NQF Level 5.
- Second Year Modules – Fundamental Modules (Site and Layout Planning Studio; Infrastructure Development and Planning; History of Urban Forms and Systems; Quantitative Methods for Planners; GIS in Planning; CAD/AUTOCAD and Planning; Rural Settlement Planning – NQF Level 6.

- Third Year Modules– Core Planning Modules (Planning Law; Spatial Planning; Urban Design Studio; Research Methods for Planners; Regional Development Planning; Transportation Planning; Land Use Planning and Management; Planning Theory and Philosophy) – NQF Level 7.
- Fourth Year Modules – Discourses in Urban and Regional Planning; Participation, Mediation and Resolution; Energy and Transportation Planning; Planning Small and Medium Sized Settlements; Metropolitan Planning; Housing Studio; IDP Studio; LESD Planning; Project Planning, Design & Management; Contemporary Issues in Planning; Student Supervised Dissertation) NQF Level 8.
- Finally, he provided an emphasis on the need to create various ways to market the land administration profession.

1.9. Doing land administration research in a NELGA institution by Dr. Gaynor Paradza

Dr. Paradza gave a presentation on the work they do at PARI. The presentation highlighted some of the work she has been involved in, how they work closely with local authorities to assist them in dealing with issues that they face, and the challenges that they (PARI) face. What the Public Affairs Research Institute does:

- Conduct research to better understand the drivers of institutional performance, and present informed and realistic solutions in the form of publications, media content, seminars, workshops, conferences, and academic curricula.
- Working closely with change agents across the public service and civil society to improve the implementation of policies.
- Advocating for improved institutional design and performance for better policy implementation to benefit those who need the state the most.
- Our work inside departments and agencies across government, and collaborations with other organisations in the country and the global South, provide unique insights into state performance and state-society relations.

Land administration and governance programme – areas of work:

- Research and Publication.
- Policy Engagement.
- Networking /Coalition Building.
- Capacity Development.
- Teaching.
- Tool development.

Current research projects:

- Role of Local Government in land Governance in South Africa.
- Land in Renewable Energy initiatives.
- Local authority engagement in Mining commissioning and Decommissioning.
- Land Tenure dynamics in Zimbabwe.

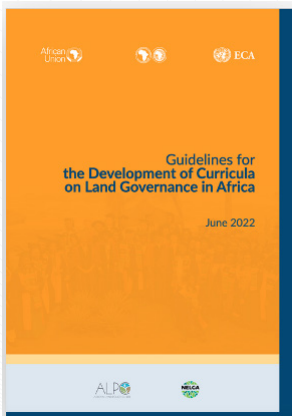
She outlined the need to confront the issues of politics when addressing tenure issues. Moreover, she encouraged people to visit PARI to conduct research provided they have their own funding.

2. Day 2: Mainstreaming Session: 09 November 2022

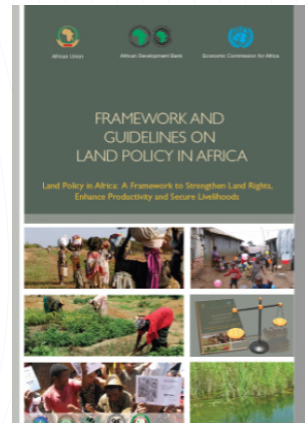
Mr. Malcon Liyali (from NUST) moderated this session.

2.1. Recapping: ALPC Guidelines for the Development of Curricula

A recap was done by Prof. Chigbu on the discussion of guidelines for developing curricula on land governance in Africa.



A pan-African guidelines for curricula development.



Pan-African framework and guidelines.

This discussion focused on the need to mainstream the SKB in line with two pan-African documents on land governance. These are, the Guidelines for the development of curricula on land governance in Africa, with a focus on the framework and guideline on land policy in Africa.

A List of key notes highlighted in the presentation:

- Data was presented showing the type of organizations involved in the SKB 72 out of 73 universities. The data showed that the respondents are willing to engage in the use of the SKB. 38% are using all of them, and 52% are combinations.
- The African Union provided a guideline that Africans can use to harmonise their curricula. The curricula guideline tells you what is important in Africa in terms of knowledge generation in land governance. The document is available online for both full copy and summary.
- The African Union has provided every framework we all need as African institutions to work with.
- GLTN provides a platform for people to criticize their work and welcomes suggestions on how its work can be improved.
- Africa has a land policy guideline, which any member state of the African Union should follow in developing a land policy.
- Responsible land administration is context specific. Therefore, GLTN cannot tell people how they should use these tools because it is based on local realities.
- In the Guidelines on The Development of Curricula on Land Governance in Africa section 1.5 presents the 12 principles that should underpin curricula guideline in Africa.
- Meanwhile, this guideline tells us to recognise the problems in Africa. It also tells us to be open to what is happening worldwide.
- Section 1.1. of the guideline contributes to land governance in Africa which is defined so that Africa can understand what to call land governance.

2.2. How NUST is using the GLTN teaching essentials

The various ways the teaching essential tools are being used at NUST was delivered by Prof. Chigbu. The main points of the presentation:

- It was reemphasized that NUST is already promoting the teaching essential materials.
- Curriculum reflections is done at NUST and currently, there is a revision on the curriculum for masters in spatial sciences done every four years.
- There has been a revision on the bachelor of property studies and the point of curricula revision is always to get the opportunity to the mainstream.
- NUST will be doing a training soon with the Okahandja Municipality in Namibia and during our engagement, these things will be brought up.

- Prof. Chigbu has shared some of the special issues he has worked on including the publication on Land, Women, Youths, and Land Tools or Methods; Land Perspectives (people, tenure, planning, tools, space, and health).
- The special issues are available online. These materials are shared as reading materials for students and used in class as guidance in lectures.
- The GLTN e-learning platform is introduced to students for their use.
- All these in a nutshell help to promote the teaching essential materials.
- He presented that in thesis supervision he ensures that students' thesis have impact-driven objectives.
- He encourages mentorship and allows the youth to learn, such engagements can be done through research groups moving forward.

2.3. Breakout session Questions:

- What do the teaching essentials mean to you?
- How can the teaching essential be used as a tool to enhance academic curricula?
- In what mode would you best utilise it in your institution?
- In what way can you promote it beyond the classroom



A section of the participants during the breakout section presentations



A section of the participants of Zimbabwean descent

2.3.1. Key Points from Breakout Presentations

Goup 1

Question 1

- Assist holistic teaching of LA
- Useful for LA administration professionals and bodies (land boards, municipalities, etc.)
- Foundation for students of LA, relevant in the context of Africa
- Can be tailor-made depending on the need and context.

Question 2

- Conduct curriculum review
- Use modules for research themes, seminars, and short-term training
- Example of review of the irrigation and land resources programme (include a module at level 3 land administration
- Follow the guidelines on curriculum development then tools are implementing the guidelines
- Need to track impacting of the enhancement of the academic curriculum
- Monitoring and evaluation of employability and effectiveness of graduates.
- Graduate employment traceability studies
- Monitor enrollment rates to promote LA as 1st choice

Question 3

- Classroom teaching
- Research, seminars, policy briefs, short term training, CSO awareness workshop on LA.
- Guest lectures, experts
- Online teaching, experts, and authors
- Student-centered Activities (case studies from own countries/regions
- Students facilitating some of the topics (improves the level of thinking and learning).
- Students producing posters on their case studies

Question 4

- Customise the tools for traditional leaders, land boards councils, municipalities, and ministries
- Linkage with FIG commission 2
- Synthesised version of the six modules
- Experience from working with Okahandja and implementing it practically
- Share the impact of evaluation reports
- Share feedback from research and implementation to demonstrate the impact

Group 2

Question 1

- Resource
- Baseline
- Tool

Question 2

- Complimentary information/resources can be used when reviewing/developing programs

Question 3

- Case studies
- Professional development
- Developing research themes/project
- Grant proposals
- Workshops
- Online, face-to-face or both

Question 4

- Grant proposals
- Professional development/capacity building
- Outreach programmes/awareness
- Policy development
- Share feedback from research and implementation to demonstrate the impact

Group 3

Question 1

- Key resource/guiding tool
- Discussion base
- reference point
- Supplement teaching

Question 2

- Could be used as a study guide
- Assessment /evaluation tool for courses
- To teach and introduce land administration concepts
- An elective course

Question 3

- Short courses on land administration
- Infuse a particular component of some of these tools into the courses
- Online classes, face-to-face course
- To market land administration courses
- Articulation or a bridging course
- Curricula development and benchmarking programmes

Question 4

- Promote beyond the classroom by using them as continuing professional development courses or short courses
- Research informing policy via the use of the materials
- Information dissemination/ and campaign
- Conference material
- Mentoring tool for Ph.D. and honors students
- Research topics

Group 4

Question 1

- Learning resources (capacity building, knowledge base, training, classroom teaching, research)

Question 2

- Mainstream as once-off materials or as part of curricula, use as reading material (additional resource), 3rd-semester material, e-teaching -class, self-learning

Question 3

- Module (traditional, online, hybrid) short courses, topic incorporation in a module, introducing new programs

Question 4

- Community outreach/training, workshops, guest lectures, consultancy, research thesis topics, etc, policy advice influence, citizenship education, opinion piece
- Academic collaboration/ networking.

Group 5

Question 1

- The “Teaching Essentials” Structured Knowledge Base for Responsible Land Administration is an initiative to provide an innovative framework and set of resources to promote teaching and training on responsible land administration, free of charge to research, training, and teaching institutions.

Question 2

- It has the potential to improve courses and teaching, provided it is used in a rigorous and locally appropriate (“fit-for-purpose”) way through adaptation, development of local case studies, etc. Continuous feedback and suggested additions or changes can lead to iterative improvement and enhanced relevance, and therefore long-term sustainability of the “Teaching Essentials”

Question 3

- At UN-Habitat / GLTN Secretariat we use it as both background and source materials in the design and implementation of our land capacity development programmes, including training and learning events involving many of the more than 80 GLTN partners.

Question 4

- We have made it available on our e-learning platform (<https://elearning.gltn.net/>) in both English and French and have recently developed a dashboard enabling monitoring and improved communication with users. To promote it, we offer support to users, via our partners in the Training and Research Cluster, as well as NELGA and GIZ. In addition, we offer a feedback facility on the e-learning platform.

2.4. Consensus-building reached and agreed upon by all stakeholders

All stakeholders agreed on the following points:

- Majority agreed to use or apply the teaching essential tools. Most of them are already using the teaching essentials, directly and indirectly.
- To Introduce the Teaching Essentials to many academic institutions.
- To follow the ALPC guidelines in its usage.
- Some suggested presenting data and case studies to show the impact that the teaching essentials have made
- To localise the material usage to specific institutional use.
- It can also be used by non-academics just to understand a little bit about an issue of interest.
- The teaching essentials can be used as recommended reading materials for students.
- Distribution of the modules across academic semesters – Full adaption.
- Report feedback to GLTN or respond to GLTN's call for feedback if necessary.



A participant presenting sessions recap.

A participant presenting a group

3. The way forward

Some critical questions raised in participants own voices

1. In terms of intellectual property, if I use this, do I have to write my curriculum with my class? Furthermore, how do I reconcile that when my university asks me to develop the curriculum?
2. What are the obligations if I decide to use it? Or What does GLTN expect from us?
3. I understand GLTN says they expect us to use the teaching essential materials but what if we end up misusing them?
4. To what extent is it okay for us to use it?
5. Can you take content from each module and develop a course?
6. Is it possible to adopt the material and teach it?

3.1. Closing Summary

- Every document about GLTN is online, and the authors of these publications encourage everyone to use the tools as deemed fit.
- It is important to note that there is no standard usage of the GLTN tools; how I use the materials might differ from how you want to use it. However, if you want to teach land administration start with the principles and values.
- The terms of usage are provided on the GLTN e-learning platform. The following are some of the terms of usage:
 - The modules have been peer reviewed.
 - The modules are made available for review and use by interested academics, teachers, and trainers in designing and teaching responsible land administration programs, courses, lectures, or training.
 - The modules are in pdf version for easy downloading.
 - they can be freely used for teaching, training, or learning purposes provided due credit is provided to Un-Habitat, GLTN, and the module authors. In accordance with the creative commons license indicated, a link is available.
 - You are free to copy and redistribute the materials in any medium or format.
 - The usage of the materials should be non-commercial.
 - You may not apply legal terms or technological measures, that legally restrict others from doing anything the license permits.
- Another point of importance is to note that this is a guideline which is not prescriptive and therefore can be altered. This is a living document, and we will appreciate receiving your impressions and ideas via the GLTN feedback forms. These contributions will form the basis of improvement and eventually its finalisation and eventual publication of the structure's knowledge base.
- Prof Stig Enemark explained that one of the big strengths of this knowledge base, is that it is not only presenting the subjects, but it's very heavily referenced.
- People are encouraged to visit the site and if you have any questions feel free to ask the authors.

Annexure A

A gallery of pictures reflecting events at the workshop.



The DVC of NUST (with mic) responding to a question from the audience.



Prof Siraj Sait addressing participants on the vision behind the production of the teaching essentials.



The coordinator of NELGA Southern Africa addressing participants.



Participants listening to a speaker at the workshop.

Annexure B

List of participants who attended the workshop

	Surname	First Name	Nationality	Position	Email
International travelling participants					
1	Leduka	Resetselemang	Botswana	Associate professor	rleduka@gmail.com
2	Baguant - Moonshiram	Yashwaree	Mauritian	Senior Lecturer	k.baguant@uom.ac.mu
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4	Bhatasara	Sandra	Zimbabwean	Lecturer	sandrabhatasara@gmail.com; sandra@sociol.uz.ac.zw
5	Mwasumbi	Agnes	Tanzanian	Coordinator of Land Administration	anmwasumbi@yahoo.ca
6	Manyatsi	Absalom	Swaziland	University of Eswatini	manyatsi@uniswa.sz
7	Mphamba	Chikondi	Malawian	University Of Malawi - The Polytechnic	cmphamba@poly.ac.mw
8	Paradza	Gaynor	Zimbabwean	Public Affairs Research Institute	Gaynorp@pari.org.za
9	Mulenga	Christopher	Zambian	University of Lusaka	chrissymule@hotmail.com
10	Chavunduka	Charles	Zimbabwean	University of Zimbabwe	cmchavunduka@yahoo.com
11	Mandhu	Fatima	Fatima	University of Zambia	fatimamandhu@gmail.com
12	Motlhagodi	Godiramang	Godiramang	BA ISAGO university	godiramang.motlhagodi@baisago.ac.bw
13	Zimunya	Willoughby	Willoughby	University of Zimbabwe	wzimunya70@gmail.com
14	Sait	Siraj	Siraj	University of East London	sirajsait@hotmail.com; s.sait@uel.ac.uk
15	Sait	Adil	Adil	London School of Economics	
16	Todorovski	Dimo	Dimo	Faculty ITC University of Twente	d.todorovski@utwente.nl

17	Désiré	Tchigankong Nouribissie	Tchigankong Nouribissie	GIZ/SLGA	desire.tchigankong@giz.de
18	Fournial	Jean-Eudes	Jean-Eudes	GIZ	jean-eudes.fournial@giz.de
Online participants (both local and international)					
19	Stig	Enemark	Denmark	Aalborg University	enemark@plan.aau.dk
20	Jean	Du Plessis	Kenya	GLTN	jean.duplessis@un.org
21	Noela	Mpeh	Cameroon	University of Douala	
22	Celina	Awala	Namibia	NUST	cawala@nust.na
Local participants (local travelers and Windhoek residents)					
23	Chigbu	Uchendu	Namibian	NUST	echigbu@nust.na
24	Issa	Amin	Tanzanian	NUST	aissa@nust.na
25	Mabakeng	Royal	Namibian	NUST	mabakeng@nust.na
26	Kohima	Jennilee	Namibian	NUST	jkohima@nust.na
27	Kangotue	Verinjaerako	Namibian	NUST	vkangotue@nust.na
28	Kahireke	Uaurika	Namibian	NUST	ukahireke@nust.na
29	Mazambani	Malcon	Namibian	NUST	mmazambani@nust.na
30	Ricardo	Penehafo	Namibian	NUST	pricardo@nust.na
31	Alexander	Laina	Namibian	NUST	lalexander@nust.na
32	Andrew	Niikondo	Namibian	NUST	aniikondo@nust.na
33	Mwando	Sam	Namibian	NUST	smwando@nust.na
34	Muduva	Theodor	Namibian	NUST	tmuduva@nust.na
35	Simataa	Vanessa	Namibian	Ministry of Agriculture Water and Land Reform	vanessasimataa@gmail.com
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