



BUSINESS SUCCESS CONSULTING
Environmental Sustainability

ENVIRONMENTAL MANAGEMENT PLAN (EMP) FOR THE OPERATION OF FOCUS PRIVATE
SCHOOL AT IIPUTU VILLAGE, ONANKALI, ONYAANYA CONSTITUENCY OF OSHIKOTO
REGION, NAMIBIA

Prepared for:

FOCUS PRIVATE SCHOOL

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PROJECT INFORMATION

*PROJECT TITLE: Environmental Management Plan for the Operation of Focus
Private School at Iputu Village in Oshikoto Region*

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TABLE OF CONTENTS

I. Preface	5
1.0 PROJECT BACKGROUND	6
1.1. Introduction.....	6
1.3. Purpose of the Environmental Management Plan	6
1.3 Description of Activities.....	7
2. DESCRIPTION OF THE ENVIRONMENT	8
2.1 Location.....	9
2.2 Accessibility	11
2.3 Topography	11
2.4 Climatic Conditions	12
2.5 Geological Aspects	13
2.6 Land Uses and Capabilities	13
2.7 Hydrology	13
2.7.1 Surface Water	13
2.7.2 Groundwater	13
2.8 Archaeological, Heritage & Cultural Aspects	13
2.9 The Ecosystem.....	13
2.9.1 Flora observed	14
2.9.2 Animals and birds observed in the area	17
2.10 The Socio-economic Environment.....	18
3. ENVIRONMENTAL IMPACTS.....	19
3.1 Method of Assessment	19

3.2 POTENTIAL IMPACTS	21
4. ENVIRONMENTAL MANAGEMENT PLAN FOR THE OPERATION OF FOCUS PRIVATE SCHOOL AT IPUTU VILLAGE IN OSHIKOTO REGION.....	23
4.1 EMP Administration	23
4.1.1 Socioeconomic impacts:	23
4.1.2 Sewage	25
4.1.3 Health and Safety Impacts:	27
4.1.4 Solid and Harzadous Waste:	29
5. DECOMISSIONING, CONCLUSION AND RECOMMENDATIONS	31
5.1 Decommissioning.....	31
5.2 Conclusion.....	31
5.3 Recommendations	31
6. REFERENCES	32

LIST OF FIGURES

Figure 1: location of focus private school (RED DOT).....	10
Figure 6: flat topology	12
Table 1: Expected & observed trees	14
Figure 8: Acacia Carro.....	15
Figure 11: Colophospermum (Omusati).....	15
Table 2: Birds in the project area.....	17
Table 3: Criteria used to determine the significance of impacts and their definitions.	19
Table 4: Definition of the various significance ratings.....	20

I. Preface

Focus Private School (FPS) commissioned Business Success Consulting cc (BSC), an independent EIA consultancy firm to prepare an Environmental Management Plan (EMP) for the operation of Focus Private School at Iiputu Village, Onankali area, Onyaanya Constituency of Oshikoto Region. Focus Private School is an existing school which offers primary education to learners enrolled up to grade 7.

The main purpose of the EMP is for Focus Private School to promote sustainable environmental management practices and to comply with the Environmental Management Act (Act No. 7 of 2007) of Namibia and its regulations.

The Environmental Management Plan will serve as a comprehensive guide that outlines strategies, and measures designed to mitigate the environmental impact of Focus Private School's activities. Through a thorough assessment of the school's operations and their potential environmental implications, the plan aims to promote sustainability, reduce ecological footprints, and foster a culture of environmental responsibility within the school community.

The successful implementation of EMP will not only ensure compliance with legal requirements but will also contribute to the broader goal of creating a school environment that respects and protects the surrounding ecosystems. By adopting environmentally conscious practices, Focus Private School will instill a sense of environmental awareness and responsibility.

Moreover, the EMP is an important component in the application for an Environmental Clearance Certificate for the school operation.

1.0 PROJECT BACKGROUND

1.1. Introduction

This document presents an Environmental Management Plan for the operation of Focus Private School (FPS) at Iiputu Village, Onankali area, Onyaanya Constituency of Oshikoto Region. FPS is an existing primary school with a boarding facility, which has been in operation since 2017. The school currently serves a total of **271 learners** and has **30 employees**.

The school does not have an Environmental Management Plan and Environmental Clearance Certificate for its operation, and therefore to ensure regulatory framework compliance, the school has developed an EMP to acquire an ECC from the Ministry of Environment, Forest and Tourism.

The school infrastructure and hostels sits on a **4.4 ha** portion of land, which was allocated to it by the Village Headman, and Ondonga Traditional Authority. The occupational land right over the land in terms of the Communal Land Reform Act No. 5 of 2002 is vested in the school.

1.3. Purpose of the Environmental Management Plan

The Environmental Impact Assessment (EIA) Regulations No. 30 of 2012 as gazetted under the Environmental Management Act, 2007, (Act No. 7 of 2007), requires that an Environmental Management Plan (EMP) for the existing school's operation should be developed in order to apply for an ECC from the Ministry of Environment, Forestry and Tourism (MEFT). Consequently, the EMP will align school operation to fulfillment with Namibia's Environmental Regulatory Framework.

The EMP assessed and evaluated those impacts which the proposed development might have on the physical, natural and socio-economic environments. Where the project implementation poses negative impacts, mitigation measures are proposed to minimize such negative impacts and where the implementation makes positive impacts, recommendations are made to maximize such benefits.

The overall objective is therefore to ensure that the school operation is carried out in a manner which makes it technically sound, economically feasible, socially acceptable and environmentally sustainable.

1.3 Description of Activities

Activities involved in the process of this study;

- Operation



2. DESCRIPTION OF THE ENVIRONMENT

This section provides an overview of the aspects of the natural environment that may be impacted by the operational activities of Focus Private School.

It is worth noting that this is a disturbed site where site clearance activities, preconstruction and construction activities have already taken place. Hence the focus of this study is the impacts resulting from the school operational activities;

No.	ASPECTS OF THE ENVIRONMENT
1	Location
2	Accessibility to the site
3	Topography
4	Climatic Conditions
5	Geological Aspects
6	Land Use and Capabilities
7	Hydrology (Surface and Underground water)
8	Air Quality & Dust Disturbances
9	Noise Disturbances
10	Visual Intrusions Aspects
11	Archaeological, Heritage & Cultural Aspects
12	The Ecosystem (Flora and Fauna) and
13	The Human Environment (the Social-economic Environment)

2.1 Location

The Focus Private School is located within the communal land at liputu village, Onankali area, Onyaanya Constituency in Oshikoto Region. The school infrastructure and hostels sits on a **4.4ha portion of land**, which was allocated to it by the Village Headman, and Ondonga Traditional Authority. The point gps coordinate for the school land ares as follows;

Waypoint	Latitude	Longitude
A	-18.161655°	16.342867°
B	-18.161499°	16.342907°
C	-18.161133°	16.342897°
D	-18.160752°	16.342410°
E	-18.161242°	16.341950°
F	-18.161685°	16.342170°
G	-18.162235°	16.342171°
H	-18.162400°	16.342025°
I	-18.162511°	16.341643°
J	-18.162256°	16.341262°
K	-18.161866°	16.340957°
L	-18.161576°	16.340782°
M	-18.161764°	16.340277°
N	-18.162337°	16.339747°
O	-18.162490°	16.339387°
P	-18.162555°	16.339414°
Q	-18.163105°	16.339845°
R	-18.163737°	16.340210°
S	-18.163651°	16.340424°
T	-18.163621°	16.340421°
U	-18.163363°	16.341067°
V	-18.162722°	16.341862°

Table: GPS Coordinates

The School is established about 100m from the Ondangwa – Omuthiya B1 Main road.

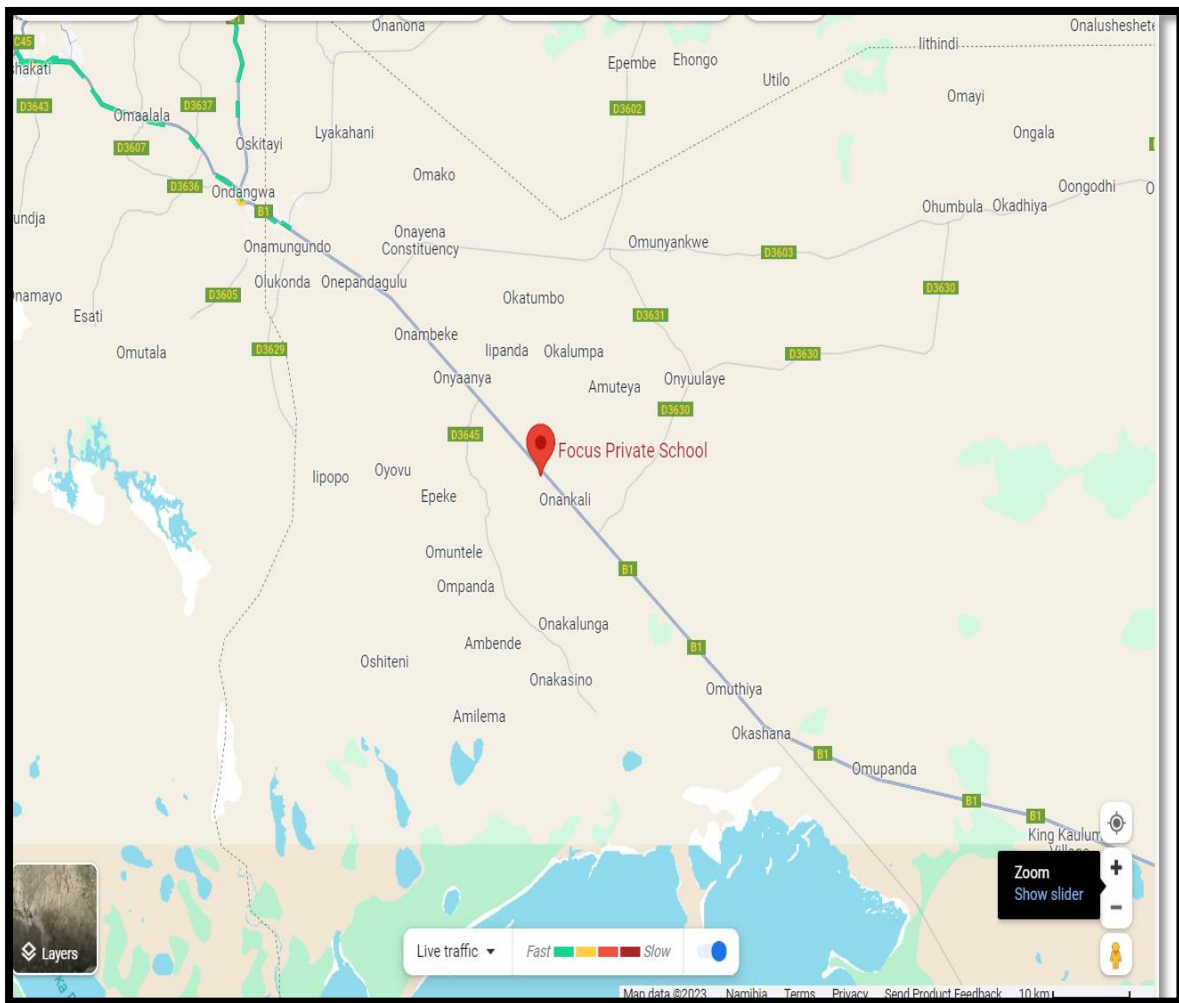


FIGURE 1: LOCATION OF FOCUS PRIVATE SCHOOL (RED DOT)



Aerial Foto: Focus Private School

2.2 Accessibility

In terms of accessibility, the school is nearby the B1 main road (Ondangwa - Omuthiya) and therefore it can easily be accessed.

2.3 Topography

The 90% of the school ground resides on flat topography without significance difference in the elevations across the entire site. On this portion, rainwater is likely to accumulate on the surface and to seep easily through the sand deposit with little chance of causing soil erosion. The other

10% of the school ground on the north –western side of the school has a slight steep topography, with a high chance of soil erosion if not vegetated.



FIGURE 2: FLAT TOPOLOGY

2.4 Climatic Conditions

Oshikoto Region has rainfall annual average that range from 350 mm in the south-west to 550 mm in the north-east. Usually most of the rain falls between November and April with a peak in February. Temperatures reaches 45° C in summer, but relatively easy to bear due to high humidity (Mendelsohn, 2003). During April to October, the Oshikoto region does not receive any rain and average minimum temperatures range between 4° and 50° C. In general the summers are hot and winters are mild but the nights are cold.

2.5 Geological Aspects

There are no geological rocks encounters anywhere on the surface, near or around the site area.

2.6 Land Uses and Capabilities

The entire site is a parcel of land allocated to Focus Private School in terms of the Communal Land Reform Act No. 5 of 2002 exclusively for the construction of a private school. No environmental features of significance were observed on the school land.

2.7 Hydrology

2.7.1 Surface Water

There were no permanent potable sources of surface water observed around the site. The school and village is supplied with piped potable water by NAMWATER from which most residents in the village source water for everyday use.

2.7.2 Groundwater

There are no known boreholes or any form of groundwater sources around the site identified.

2.8 Archaeological, Heritage & Cultural Aspects

There are no sites of archaeological, cultural, historical and social significance known or reported around the proposed site.

2.9 The Ecosystem

2.9.1 Flora observed

The school area is dominated by Mulberries and Acacia Carro (thorn trees), with a few other trees like Sclerocarya birrea (omigongo). This was observed by a site visit and comparing picture Field Guide to the Trees & Shrubs of Namibia using by Le Roux & Müller's.

The area is also covered by patches of grasses and was identified using the "Grasses of Namibia, by Müller". The area is mostly dominated by one type of grass species of *Eragrostis trichophora*.

None of the tree species occurring at the site have been identified as having any special status of being restricted to the project site. The table below indicates the trees identified during the day of site screening and trees expected in the surrounding area;

TABLE 1: EXPECTED & OBSERVED TREES

Scientific Name (Local Name)	Present	Occurrences in area
<i>Mulberry trees</i>	Yes	Few
<i>Acacia carro (Thorn tree)</i>	Yes	Few
<i>Acacia Arioba (Thorn tree)</i>	Yes	Few
<i>Colophospermum (Omusati)</i>	Yes	1
<i>Pechuel-loeschea leubnitziae (iizimba)</i>	Yes	Few
<i>Sclerocarya birrea (omugongo)</i>	Yes	Few
<i>Berchemia discolor (Omuye)</i>	Yes	Few
<i>Hyphaene petersiana (oivale/ omulunga)</i>	Yes	Few
<i>Terminalia pruinoides (Ohama)</i>	No	Common
<i>Grass species (Eragrostis trichophora)</i>	Yes	Common



FIGURE 3: ACACIA CARRO



FIGURE 4: COLOPHOSPERMUM (OMUSATI)



FIGURE 12: *SCLEROCARYA BIRREA* (OMUGONGO)



Figure 12: *Hyphaene petersiana*

2.9.2 Animals and birds observed in the area

During the field visit, the team has observed birds in the project area around the water spots. According to Newman's birds by colour, commonality in Southern Africa (Keneth Newman, 2000), the following birds are to be found in the area. However this list is not exhaustive because birds have no boundaries;

TABLE 2: BIRDS IN THE PROJECT AREA

Item No.	Birds
1.	Laughing dove
2.	Grey backed finchlark
3.	Palm swift
4.	Yellow canary
5.	Streaky headed canary
6.	Monteiro Hornbill
7.	Red eyed bulbul
8.	Black chested prinia
9.	Namaqua sandrouse
10.	Social Weaver
11.	Pied Crow

Besides birds, no livestock (cattle) were observed grazing around on the site during the site inspections. The short vegetation in the site, it does not provide suitable habitats for larger animals but only for small animals like mouse, reptiles and snakes and are commonly observed on the in the area.

2.10 The Socio-economic Environment

This section presents a description of the socio-economic receiving environment. The secondary information contained herein was sourced from various sources such as the 2011 Namibia Population and Housing Census, which states that like other parts of the country, the socioeconomic status of the project area is characterized by high unemployment rate at 32%, high level of poverty and slow economic growth due to slow rural development.

The Oshikoto region is one of the five regions that is densely populated in Namibia. It has also been experiencing a high passing rate in Grade 10 of which the learners who sit for their Junior Secondary Certificate exam, 62% passed. However, even if the passes rate is so high at junior level, their results at Senior Secondary level lags behind at position number two. According to Kafidi (2015), the region is experiencing this results because it is faced with congestion especially at secondary level. The learner population growth from primary to secondary in relation to the allocation of boarding schools in the region is a point of concern. The region currently has only nine boarding schools (Kafidi 2015) for 4,197 in Senior Secondary (Wils, 2013). Furthermore, the poverty rate which is estimated to stand at 42.6 percent in Oshikoto Region is listed as one of the main social threats facing the region and learners (Mwashindange 2017).

The school is therefore contributing the socio-economic status of the surrounding populace through job creation and education.

Section 3

3. ENVIRONMENTAL IMPACTS

The main purpose of this section is to identify and assess the most significant environmental impacts by describing the measurable aspects of these impacts. The mitigation measures of these possible impacts will be provided in order to minimize the extent of the impacts resulting from various activities during the construction phases and beyond.

3.1 Method of Assessment

The assessment is carried out in tabular form to facilitate the evaluation, followed by mitigation measures. In order to determine significance, each potential impact was subjected to a range of assessment criteria listed below.

TABLE 3: CRITERIA USED TO DETERMINE THE SIGNIFICANCE OF IMPACTS AND THEIR DEFINITIONS.

Nature	Reviews the type of effect that the proposed activity will have on the relevant component of the environment and includes "what will be affected and how?"
Extent: How far in terms of area will the impact reach. Indicates whether the impact will be within a limited area	
Local	limited to within 25km of the area
Regional	limited to ~200km radius
National	limited to the borders of Namibia
International	extending beyond Namibia's borders
Duration: How long will the a particular impact least once in has occurred	
Short term	1-5 years
Medium term	5-10 years
Long term	longer than 10 years, but will cease after operation

Permanent	irreversible
Intensity: Determine whether the magnitude of the impact is destructive or innocuous and whether or not it exceeds set standards.	
Low	Where natural/ social environmental functions and processes are negligibly affected.
Medium	Where the environment continues to function but in a noticeably modified manner.
High	Where environmental functions and processes are altered such that they temporarily or permanently.
Probability: Determine the likelihood of the impact occurring	
Uncertain	
Improbable	Low likelihood
Probable	Distinct possibility
Highly	Most likely
probable	Impact will occur regardless of prevention measures
Definite	
Status of the Impact: A statement of whether the impact is;	
Positive	a benefit to the environment, society or the economy
Negative	a cost to the environment, society or the economy
Neutral.	

TABLE 4: DEFINITION OF THE VARIOUS SIGNIFICANCE RATINGS

Significance Rating	Criteria
Low	Where the impact will have a negligible influence on the environment and no mitigations are required.
Medium	Where the impact could have an influence on the environment, which require some modifications on the proposed project design and/or alternative mitigation.

High	Where the impact could have a significant influence on the environment and, in the case of a negative impact, the activity causing it, should not be permitted.
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3.2 POTENTIAL IMPACTS

3.2.1 Postive Impacts:

i. Economic development

The development has created job opportunities for locally unemployed and this will have a positive economic impact on surrounding communities.

ii. Social development

The livelihood of the people will improve with access to education and jobs. Education is the key to economic development, poverty eradication and successful future.

iii. School boarding facility

There is a shortage of hostels in the region, and if well operated Focus Private School will slightly address the shortcoming.

3.2.2 Negative Impacts:

i) Site Topography and Soil erosion

Poor soil management might result in loss of soil fertility and soil erosion especially on the northwestern side of the school premises.

ii) Loss of biodiversity

Since the school has already been established, the school operational activities will not result in the destruction of fauna, flora, and other forms of biodiversity. The impact Significance Rating for this activity is very low with and without mitigation.

iii) Health and safety

The health and safety of the learners, teachers, and employees and the villagers should be taken into consideration during operational phase as it may negatively affect them and the environment.

v) Visual intrusion

The school infrastructure are already erected, and do not differ from the existing developments. The impact Significance Rating for this activity is very low with and without mitigation.

vi) Archaeological and cultural heritage sites

There are no known sites of Archaeological interests or cultural heritage on the site, near and around the site. The environmental Impact Significance Rating for this activity is very low with and without mitigation

vii) Sewerage, Solid waste and hazardous waste management

Sewer, Domestic and Biomass waste will be generated during operational phase. This impact will be local. The sewer and domestic waste generation is negative while the biomass generation is a positive impact.

4. ENVIRONMENTAL MANAGEMENT PLAN FOR THE OPERATION OF FOCUS PRIVATE SCHOOL AT IIPUTU VILLAGE IN OSHIKOTO REGION

4.1 EMP Administration

This section of the report serves to prescribe mitigation measures to reduce, limit, eliminate or compensate for impacts, to acceptable or insignificant levels. In setting mitigation measures, the practical implications of executing these measures are considered. With early planning at all level of implementation, both the cost and the impacts can be effectively eliminated or minimized to insignificant levels.

This section also outlines the roles and responsibilities of all stakeholders to ensure that the EMP is fully implemented. The proponent has extensive experience in managing service station, and therefore will ensure the successful implementation of the EMP and its administration.

4.1.1 Socioeconomic impacts:

TABLE 5: ASSESSMENT OF IMPACTS ASSOCIATED WITH SOCIOECONOMIC IMPACTS AND MITIGATION

Socioeconomic Impact	Nature	The existing school will continue to support the socio-economic development of the people of Iiputu Village. Education plays an important role in societal economic development. Focus Private School currently employs a principal, teachers, administrators, hostel matrons and cooks, and labourers. Positive Impact.
	Extent	Local
	Duration	Permanent: more than 10 years
	Frequency	10 to 100 years.
	Reversibility	

	Likelihood of Occurrence	Highly likely: Is expected to occur in most circumstances
	Mitigation	<p>The proponent should timely and continuously communicate and distribute information to the local community to reduce potential sense of social marginalization, but to make the community understand and participate in the benefits associated with the school development.</p> <ul style="list-style-type: none"> • The school procure its good and services such as stationeries locally as far as possible. • Consider prioritising local companies for any infrastructure maintenance when required, as far as possible. • The employment criteria and requirements should be formalised. All unskilled labour should be sourced from local communities. • School recruitment should ensure gender mainstreaming. • Promote skills development and training for the employees. The successful operation of the proposed business depends on a competent team of staff, and consequently a successful education sector is crucial for economic growth and development.
	Responsible party	Owner

4.1.2 Sewage

TABLE 2: ASSESSMENT OF IMPACTS ASSOCIATED WITH SEWAGE AND MITIGATION

Sewage impact	Nature	<p>Sewage is generated by the school's ablution facilities. The school leadership and owners are responsible to make sure that it has appropriate infrastructure and drainage system for the management of this type of waste.</p> <p>Failure to manage waste properly will result in pollution and this might have a detrimental impact on the people's well-being and the quality of the environment, especially those that live in the vicinity of the development.</p> <p>Negative impact</p>
	Extent	Local
	Duration	Long term
	Frequency	Less than a year
	Reversibility	The impact is Reversible: artificially
	Likelihood of Occurrence	Likely: Will probably occur during the life of the project
	Mitigation	<ul style="list-style-type: none"> • The school must develop a waste water management plan. • New septic tanks should be constructed both for the school and hostels. The current septic tank at the school is positioned in a low topography, and rain water can enter and pollute the environment. And the septic tank at the hostel is too close to the kitchen.

		<ul style="list-style-type: none"> • All sewer drainage system pipelines should be covered underground and connected to the septic tank. No sewerage pipeline should be exposed. • The two (2) old septic tanks within the school premises must be emptied and properly closed. • The sewer line from the hostels' kitchen must be connected to the drainage system. The pipelines must also be covered underground. • The sewer lines should be inspected regularly to look for any leakages. • A registered contractor should be hired to remove the solid waste, to prevent overload /overflow, and to do maintenance. • The contractor should dispose off water at approved site and should have a Waste Water Discharge Permit from the Department of Water Affairs.
	Responsible party	School owner and principal

4.1.3 Health and Safety Impacts:

TABLE 3: ASSESSMENT OF IMPACTS ASSOCIATED WITH HEALTH AND SAFETY AND MITIGATION

Health and safety	Nature	<p>Firstly, the potential impacts on human health and safety resulting from the school operation activities could include occupational accidents, injuries, and vehicle accidents within the premises.</p> <p>Secondly, water on premises' floors especially at dining areas can put workers and learners at the risk falling.</p> <p>If gas is used for cooking, the risk of fire outbreak, injuries and death is probable.</p> <p>Negative Impact</p>
	Extent	Site specific
	Duration	Medium term
	Frequency	Less than a year
	Reversibility	
	Likelihood of Occurrence	Rare
	Mitigation	<ul style="list-style-type: none"> • The School must develop a Health and Safety Plan. • Procedures for dealing with injuries or accidents must be in place and all contact details for emergency personnel should be available. • There should be a compulsory safety induction programme for all employees.

		<ul style="list-style-type: none"> • Proper PPE should be issued to labourer and cooks to prevent injuries and death. • The employees should be well oriented with the Health and Safety plan. • The school should also be kept tidy, and floors must be kept dry to avoid slippery related injuries. The hostel dining area need proper water flow channels to prevent slippery floors. • Hostel ablution facilities need to be plastered and painted inside. Sharp objects such as Toilet holders /towel holders need to be replaced with children friendly bathroom accessories. • Blurred lighting also need improvement in hostels. • Comply with EMP
	Responsible party	School owner and principal

4.1.4 Solid and Harzadous Waste:

TABLE 4: ASSESSMENT OF IMPACTS ASSOCIATED WITH SOLID AND HAZARDOUS WASTE MANAGEMENT AND MITIGATION

Solid and hazardous waste management	Nature	<p>Potential impacts from improper housekeeping practices during operation such as illegal disposal of waste to land could contaminate and pollute the soil which in turn could pollute the Environment and the visual appearance. Solid waste such as scrap, plastics, general rubbish and domestic waste will be generated during the operational phase especially from the hostels and kitchen.</p> <p>There is a potential environmental contamination and degradation from waste on site.</p> <p>Negative impact.</p>
	Extent	Site Specific
	Duration	Medium term: months, less than a year
	Frequency	Less than a year
	Reversibility	Waste produced during the construction phase can be reduced by proper housekeeping. Hence it is reversible: artificially
	Likelihood of Occurrence	Possible
	Mitigation	<ul style="list-style-type: none"> • A containers of adequate design and capacity should be provided for solid waste, such as discarded cans and bottles at the school ground, and hostels. • Proper facilities for storage and disposal of used and waste oil must also be provided. • No waste may be buried or burned.

		<ul style="list-style-type: none"> • Waste containers should be emptied regularly and removed from site to an approved waste disposal site. • All recyclable waste needs to be taken to the nearest recycling depot, as far as possible. • All employees and learners should be sensitised to dispose of waste in a responsible manner and not to litter. • Comply with EMP.
	Responsible party	School Owner and principal

5. DECOMMISSIONING, CONCLUSION AND RECOMMENDATIONS

5.1 Decommissioning

A separate EIA process should be conducted before considering at all the decommissioning of the school project.

5.2 Conclusion

The existing school, Focus Private School is an important project to the development goals and aspirations of the receiving local community, region, Namibia as a whole as well as to the owner. The school currently serves a total of 271 learners and has 30 employees.

Overall, the economic benefits of the project outweigh the limited negative impacts on the natural environment. The project is expected to perform positively if all mitigation measures are adhered to.

5.3 Recommendations

It is recommended **that**:

- i. The Ministry of Environment, Forestry and Tourism should consider issuing an Environmental Clearance Certificate for the Operation of Focus Private School.*
- ii. The School Owner, Mr. Lineekela Shipindo will oversee, supervise, monitor and control all operational activities and implement the EMP thereby ensuring that the operation is conducted in an orderly and safe manner, hence safeguarding the environment in the interest of the current and future generations to come.*

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