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TOWN, REGIONAL PLANNERS AND ENVIRONMENTAL CONSULTANTS

PREPARED FOR:	DIRECTORATE OF EDUCATION, INNOVATION, SPORTS, ARTS AND CULTURE, OMAHEKE REGIONAL COUNCIL
PROJECT NAME:	<b>ENVIRONMENTAL SCOPING REPORT FOR THE SUBDIVISION OF THE REMAINDER OF FARM GOBABIS TOWNLANDS NO. 114 INTO PORTION 181 AND THE REMAINDER AND THE ENVIRONMENTAL IMPACT ASSESSMENT FOR THE REZONING AND CONSTRUCTION OF A SECONDARY SCHOOL IN EPAKO, GOBABIS</b>
APPLICATION NO:	<b>251106006622</b>
DATE:	12 FEBRUARY 2026
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## EXECUTIVE SUMMARY

The Environmental Scoping Report (ESR) has been compiled for the proposed subdivision of the Remainder of Farm Gobabis Townlands No. 114 into Portion 181 and the remainder, and the rezoning and development of Portion 181 for the construction of a public secondary school in Epako, Gobabis, Omaheke Region, Namibia. The Omaheke Regional Council, through the Directorate of Education, Innovation, Sports, Arts and Culture, is the Proponent for this development, while Ritta Khiba Planning Consultants acts as the Environmental Assessment Practitioner (EAP).

The purpose of this Scoping Report is to identify, screen, and document the key environmental and social issues that may arise as a result of the proposed project, as required by the Environmental Management Act (No. 7 of 2007) and the Environmental Impact Assessment Regulations of 2012. The scoping phase also serves to outline initial stakeholder engagement activities, examine feasible alternatives, and establish the Terms of Reference (ToR) for the full Environmental Impact Assessment (EIA).

The proposed project involves construction of a public secondary school that will include classrooms, laboratories, administrative buildings, sanitation facilities, sports grounds, internal roads, parking areas, and service infrastructure. The site is located within the established urban fabric of Epako and is bordered by the Epako Cemetery to the north, open land to the east and south, and a municipal road to the west. As the population of Gobabis continues to grow, especially in Epako, the provision of institutional facilities such as secondary schools is essential to reducing overcrowding in existing schools and improving access to quality education.

Environmental scoping has identified key issues requiring detailed assessment in the EIA, including potential construction-related impacts such as dust generation, noise, waste production, soil disturbance, and traffic flow disruptions. Operational issues include increased water demand, waste generation, sanitation requirements, traffic movements, and general community interactions. Positive impacts of high significance are anticipated, including improved access to education, job creation, and long-term socioeconomic development benefits.

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No sensitive ecological or heritage features were identified on the site. The area consists of typical Kalahari savanna vegetation with no protected species observed, and the social environment is dominated by dense urban settlement. Initial stakeholder engagement has revealed strong community support for educational development in the area.

As part of the scoping phase, a comprehensive public participation process was undertaken. Notices were published in national newspapers (*New Era*, *The Namibian*, *Republikein*) and the Government Gazette, site notices were erected at the project location and municipal offices, and over 40 hand-delivered invitations were distributed to neighbouring erven. An open-day public meeting was held on 8 December 2025 in Epako, running from 09:00 to 17:30 in a tent erected on site. This format allowed community members to walk in freely, ask questions, and provide input.

Key issues raised included:

- Clarification that the school will be a secondary school for high school learners.
- Concerns about employment opportunities and whether locals will be prioritized.
- Confirmation that the school will be a day school only, with no boarding facilities.
- Safety concerns due to proximity to the Buitepos Border Post and social risks (drug and alcohol exposure).
- Requests for improved services and settlement design in surrounding areas (Kanaan C and Turiyangera).
- Suggestions that vulnerable children, particularly San learners, may benefit from hostel facilities.
- Questions about sanitation and whether services will extend to existing residential areas.

Overall, the initiative was welcomed as a positive development, with strong support for improved access to education.

The Scoping Report concludes that the project is viable and environmentally manageable, provided that appropriate mitigation measures are implemented through the EMP.

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## ABBREVIATIONS

Abbreviation	Meaning
<b>ESR</b>	Environmental Scoping Report
<b>EIA</b>	Environmental Impact Assessment
<b>EMP</b>	Environmental Management Plan
<b>EMA</b>	Environmental Management Act
<b>MEFT</b>	Ministry of Environment, Forestry and Tourism
<b>ECC</b>	Environmental Clearance Certificate
<b>GN</b>	Government Notice
<b>ToR / TOR</b>	Terms of Reference
<b>EAP</b>	Environmental Assessment Practitioner
<b>I&amp;APs</b>	Interested and Affected Parties
<b>CBD</b>	Convention on Biological Diversity
<b>UNCCD</b>	United Nations Convention to Combat Desertification
<b>UNFCCC</b>	United Nations Framework Convention on Climate Change
<b>PPE</b>	Personal Protective Equipment
<b>OHS</b>	Occupational Health and Safety
<b>CRR</b>	Comment and Response Report
<b>SDF</b>	Spatial Development Framework
<b>NGO</b>	Non-Governmental Organisation
<b>RKPC</b>	Ritta Khiba Planning Consultants

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## 1. INTRODUCTION

### 1.1 Purpose of the Scoping Report

The purpose of this Environmental Scoping Report (ESR) is to identify and outline the key environmental and social issues associated with the proposed subdivision and rezoning of the Remainder of Farm Gobabis Townlands No. 114, as well as the construction of a new secondary school in Epako, Gobabis.

This report forms the first stage of the Environmental Impact Assessment (EIA) process as required under the Environmental Management Act (EMA) No. 7 of 2007 and the EIA Regulations of 2012.

The ESR aims to:

- a) Define the scope and boundaries of the EIA.
- b) Identify potential impacts requiring further investigation.
- c) Facilitate initial consultation with Interested and Affected Parties (I&APs).
- d) Establish the Terms of Reference (ToR) for the full EIA phase.
- e) Provide sufficient baseline information to determine key environmental sensitivities.

### 1.2 Project Background

The Omaheke Regional Council, through the Directorate of Education, Innovation, Sports, Arts and Culture, proposes the development of a public secondary school on Portion 181 of the Remainder of Farm Gobabis Townlands No. 114. This project includes the subdivision of land, rezoning to an institutional land use category, and the construction of classrooms, laboratories, administrative spaces, sports facilities, and municipal service connections.

As the go of Epako and the wider Gobabis area continues to grow, pressure on existing schools has intensified. The proposed project seeks to alleviate overcrowding, improve access to education, and align with regional development priorities. Because of the scale and nature of the activities, an Environmental Clearance Certificate (ECC) is required in accordance with Namibian environmental legislation. Public participation was initiated in line with statutory requirements, including public notices and a community meeting. Full details of the

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notification methods, attendance, and issues raised are provided in **Section 5: Public Participation Process**.

### 1.3 Objectives of the EIA Process

The overall objectives of the Environmental Impact Assessment process are to:

- a) Identify, predict, and evaluate the environmental and socioeconomic impacts of the project.
- b) Engage stakeholders to ensure that community concerns and inputs are considered.
- c) Recommend mitigation measures to avoid or reduce negative impacts.
- d) Ensure environmental sustainability and legal compliance.
- e) Provide information enabling the Environmental Commissioner to make an informed decision regarding the project's authorization.

### 1.4 Legal Requirement for the Scoping Process

Under the Environmental Management Act (No. 7 of 2007) and the EIA Regulations (GN No. 30 of 2012), the subdivision of land, rezoning of land, and construction of institutional buildings are listed activities that cannot be undertaken without an Environmental Clearance Certificate.

The Scoping Report is legally required to:

- a) Identify the key issues to be assessed in detail.
- b) Establish the environmental baseline.
- c) Document initial public participation outcomes.
- d) Determine whether specialist studies are necessary.

This Scoping Report therefore forms an integral component of the complete EIA submission to MEFT.

### 1.5 Proponent Details

Proponent: Omaheke Regional Council – Directorate of Education, Innovation, Sports, Arts and Culture

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Address: Gobabis Municipality, No. 35 Church Street, P.O. Box 33, Gobabis

## 1.6 Environmental Assessment Practitioner (EAP) Details

**Environmental Consultant:** Ritta Khiba Planning Consultants (RKPC)

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RKPC prepared the Scoping Report, conducted public participation, evaluated potential impacts, to ensure compliance with the EMA and EIA Regulations.

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## 2. PROJECT DESCRIPTION

### 2.1 Project Location

The proposed development site is situated within Epako Township, in the eastern part of Gobabis, Omaheke Region, Namibia. The project involves the subdivision of the Remainder of Farm Gobabis Townlands No. 114 to create Portion 181, which will serve as the site for the new secondary school.

#### Surrounding Land Uses:

- a) North: Epako Cemetery
- b) East: Undeveloped open land
- c) South: Open land / transitioning urban edge
- d) West: Municipal access road and existing residential areas

The location is well-positioned to serve the growing residential community of Epako, characterized by increasing population density and demand for educational facilities.

### 2.2 Description of Proposed Activities

The project involves two core components dealing with town planning processes and a third one being environmental impact assessment as a listed activity:

1. Subdivision of Land
  - a) Creation of Portion 181 from the Remainder of Farm Gobabis Townlands No. 114.
  - b) The portion will be approximately 20 hectares in size.
2. Rezoning
  - a) Rezoning was advertised and consulted in accordance with the Urban and Regional Planning Act (see Section 3 and Section 5 for full details).
3. Development of a Secondary School
  - a) The school will be a fully serviced public institution consisting of:
    - i. Classroom blocks

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- ii. Administrative offices
- iii. Science and computer laboratories
- iv. Ablution facilities
- v. Sports fields and recreational areas
- vi. Internal roads and parking spaces
- vii. Municipal service connections (water, sewage, electricity)
- viii. Stormwater management infrastructure
- ix. Boundary fencing and security features
- x. Landscaping and greening initiatives

### **Construction activities will include:**

- a) Site clearing and levelling
- b) Excavation and foundation work
- c) Building construction
- d) Installation of service infrastructure
- e) Final finishing and landscaping

### **2.3 Land Use and Zoning**

The project site is currently zoned “Undetermined”, with no existing permanent infrastructure.

The proposed development requires:

- a) Rezoning to Institutional
- b) Approval of the subdivision and development layout by the Gobabis Municipality

Community members expressed support for rezoning to institutional use. Key concerns raised during consultation are summarized in Section 5. Once rezoned, the site will conform with Gobabis’ spatial development policies that encourage public infrastructure in rapidly growing neighbourhoods like Epako.

### **2.4 Project Components**

The key components of the project include:

#### **Educational Infrastructure**

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- a) Classrooms and learning spaces
- b) Laboratories (science and computer)
- c) Teacher preparation rooms
- d) Administrative block
- e) Ablution and sanitation facilities

### **Site Infrastructure**

- a) Vehicular access and internal roadways
- b) Pedestrian walkways
- c) Stormwater drainage system
- d) Water supply and reticulation
- e) Electricity supply and backup provisions
- f) Waste management facilities

### **Recreational and Outdoor Facilities**

- a) Sports grounds (soccer field, netball courts, etc.)
- b) Open assembly areas
- c) Landscaping with indigenous vegetation

### **Safety and Security Features**

- a) Boundary fencing
- b) Controlled access gates
- c) Lighting for security purposes

## **2.5 Project Need and Desirability**

The project is justified based on the following:

### **Need**

- a) Rapid population growth in Epako has placed pressure on existing schools.
- b) Current secondary schools are overcrowded and unable to meet demand.
- c) The new school will accommodate approximately 800–900 learners, reducing strain in the education system.

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- d) The development provides improved accessibility to secondary education for the Epako community.

## Desirability

- a) The project aligns with the spatial development objectives of the Gobabis Municipality.
- b) The land is ideally situated within a residential catchment area with easy access.
- c) No environmentally sensitive features are present on the site.
- d) Long-term socio-economic benefits, such as job creation and improved educational outcomes, make the development highly desirable.
- e) The project supports national development priorities in education and human capital development.

While the project is strongly supported, community concerns regarding safety, employment, and service provision were noted (see Section 4 and Section 5).

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### 3. LEGISLATIVE, POLICY, AND REGULATORY FRAMEWORK

This section outlines the legal and policy framework governing the proposed subdivision, rezoning, and construction of the secondary school in Epako, Gobabis. The development triggers listed activities under Namibian environmental legislation and therefore requires an Environmental Clearance Certificate (ECC). The proposed project must comply with various Acts, regulations, policies, and guidelines at national and local government levels.

#### 3.1 Namibian Environmental Legislation

##### **Environmental Management Act (EMA), No. 7 of 2007**

- a) Provides the overarching framework for environmental protection and sustainable development in Namibia.
- b) Key requirements: mandatory EIAs for listed activities, ECC prior to project commencement, promotion of public participation, and duty of care to prevent environmental damage.
- c) The proposed project triggers activities listed under the EMA and therefore requires a full EIA.

##### **EIA Regulations (GN No. 30 of 2012)**

- a) Operationalize the EMA and outline procedures for conducting EIAs, reporting requirements, and public participation obligations.
- b) Subdivision, rezoning, and construction of an institutional building and its ancillaries are specifically listed activities.

##### **Water Act (1956) / Water Resources Management Act**

- a) Regulates protection of water resources, prevention of pollution, and abstraction/discharge practices.
- b) Construction must not contaminate groundwater or stormwater systems.

##### **Public and Environmental Health Act, No. 1 of 2015**

- a) Ensures protection of public health, sanitation, waste management, and pollution control.

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- b) Both construction and operation of the school must adhere to hygiene and health standards.

### **Local Authorities Act, No. 23 of 1992**

- a) Provides powers to municipalities regarding land use management, building control, waste collection, and public health oversight.
- b) Gobabis Municipality must approve subdivision, rezoning, building plans, and municipal service connections.

### **Urban and Regional Planning Act, No. 5 of 2018**

- a) Provides planning and land development control through Spatial Development Frameworks (SDFs), zoning regulations, and development applications.
- b) Rezoning from “Undetermined” to “Institutional” must comply with this Act.
- c) The rezoning and subdivision were advertised and consulted in accordance with this Act, including newspaper notices, gazette publication, municipal postings, site notices, and direct community invitations.

### **Labour Act, No. 11 of 2007**

- a) Ensures occupational health and safety, worker rights, and safe working environments.
- b) Contractors must comply with PPE requirements, safety plans, and accident reporting procedures.

### **National Heritage Act, No. 27 of 2004**

- a) Regulates protection of archaeological and cultural heritage.
- b) Chance-find procedures must be implemented, although no known heritage resources occur on the site.

### **Forestry Act, No. 12 of 2001**

- a) Protects indigenous trees and vegetation.
- b) Vegetation clearing must be minimized and conducted responsibly.

## **3.2 Relevant National Policies and Guidelines**

- a) **National Policy on Environmental Assessment (1995):** Encourages sustainable development, accountability, and stakeholder involvement.
- b) **Namibia Vision 2030:** Supports improved education infrastructure, social upliftment, and sustainable land use planning.
- c) **Harambee Prosperity Plan:** Emphasizes social development, educational access and quality, and regional equity.
- d) **Gobabis Zoning/Town Planning Scheme:** Recommends provision of institutional services in high-density areas and efficient use of urban land.

The project aligns strongly with these priorities.

### 3.3 International Agreements

Although the project is local, Namibia's environmental management is guided by several conventions, including:

- a) UN Convention on Biological Diversity (CBD)
- b) UN Convention to Combat Desertification (UNCCD)
- c) UN Framework Convention on Climate Change (UNFCCC)

These encourage sustainable land use, biodiversity conservation, and community involvement.

### 3.4 Required Permits and Authorisations

The proposed development in Gobabis requires compliance with a range of statutory and municipal approvals to ensure environmental sustainability, proper land use management, and adherence to local service provision standards. These permits and authorisations, issued by both national and municipal authorities, are essential to facilitate subdivision, rezoning, construction, and the responsible use of resources throughout the project lifecycle.

*Table 1: Required permits and authorizations*

Permit / Approval	Purpose	Responsible Authority

<b>Environmental Clearance Certificate (ECC)</b>	Required for subdivision, rezoning & construction	MEFT
<b>Subdivision Approval</b>	Land development compliance	Gobabis Municipality
<b>Rezoning Approval</b>	Change of land use from “Undetermined” to “Institutional”	Gobabis Municipality
<b>Building Plan Approval</b>	Construction approval	Gobabis Municipality
<b>Waste Disposal Permit</b>	Use of local waste facilities	Gobabis Municipality
<b>Water / Sewer Connections</b>	Service provision	Gobabis Municipality
<b>Chance-Find Archaeological Reporting</b>	If heritage resources are encountered	National Heritage Council

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## 4. ENVIRONMENTAL AND SOCIAL BASELINE DESCRIPTION

This section describes the existing biophysical and socioeconomic environment within and around Portion 181 of the Remainder of Farm Gobabis Townlands No. 114 in Epako, Gobabis. Understanding the baseline environment is essential for identifying environmental sensitivities, predicting potential impacts, and informing mitigation measures during the development of the proposed secondary school.

### 4.1 Physical Environment

#### Climate

- a) Semi-arid climate with hot summers (often above 30°C) and mild to cool winters.
- b) Rainfall is seasonal (November–March), averaging 350–400 mm annually.
- c) High evaporation rates typical of the Omaheke Region.
- d) Implications: dust generation potential, stormwater behaviour, vegetation distribution, construction scheduling, and worker heat exposure.

#### Topography

- a) Flat to gently undulating terrain typical of the Kalahari Basin.
- b) Free of major natural drainage channels.
- c) Suitable for construction with minimal earthmoving requirements.

#### Geology and Soils

- a) Sandy-loam soils common in Gobabis.
- b) Moderately erodible when vegetation is removed.
- c) Low organic content due to arid climate.
- d) Implications: potential for wind erosion, need for controlled excavation, good drainage aiding foundation stability.

#### Hydrology and Water Resources

- a) No perennial rivers, wetlands, or surface water bodies occur on or near the site.
- b) Runoff is shallow and occurs only after intense rainfall.
- c) Groundwater may occur at deeper levels but is not directly impacted.

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- d) Stormwater control will be required to prevent localized flooding during construction.

## 4.2 Biological Environment

### Flora

- a) Kalahari Acacia–Boscia Savanna vegetation type.
- b) Common species: *Acacia erioloba*, *Acacia mellifera*, *Boscia albitrunca*.
- c) No protected or endangered plant species recorded.
- d) Vegetation already disturbed due to surrounding urban expansion.

### Fauna

- a) Typical small mammals (rodents, hares, hedgehogs), reptiles (geckos, lizards, snakes), and savanna bird species.
- b) No rare, protected, or Red-Listed species identified.
- c) Low ecological sensitivity due to proximity to existing development.

### Sensitive and Protected Species

- a) No sensitive habitats present.
- b) No evidence of breeding sites, dens, or special ecological significance.
- c) No protected trees observed within the footprint.
- d) Precautionary environmental approach will be followed during site clearing.

## 4.3 Socio-Economic Environment

### Demographics

- a) Epako is one of the most densely populated residential areas in Gobabis.
- b) Approximately 35,452 people in Gobabis.
- c) Youthful demographics with high demand for education services.

### Land Use

- a) Current site: undeveloped municipal land zoned “Undetermined.”
- b) Surroundings: Epako Cemetery (north), residential developments (west), open land (east and south).

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- c) Site earmarked for institutional use, making it ideal for a secondary school.

### **Employment and Local Economy**

- a) Gobabis economy driven by public sector employment, retail/trade, and agriculture.
- b) Socioeconomic challenges: limited formal employment, high youth unemployment, demand for social services.
- c) Project benefits: temporary construction jobs, permanent educational employment, stimulation of local businesses.

### **Community members raised concerns about:**

- a) **Employment opportunities** — whether locals would be prioritized.
- b) **Safety and surveillance** — proximity to the Buitepos Border Post and risks of drug/alcohol exposure.
- c) **Services** — lack of settlement design and basic services in Kanaan C and Turiyangera.
- d) **Vulnerable groups** — San children living nearby, with high dropout rates; hostel provision suggested.
- e) **Social Concerns** — Alcohol and drugs being sold in the residential area close to the school

### **Cultural and Heritage Environment**

- a) No known archaeological or cultural sites within the footprint.
- b) Epako Cemetery lies adjacent to the northern boundary but will not be affected.
- c) Chance-find procedures will be implemented to comply with the National Heritage Act (2004).

### **4.4 Visual and Landscape Character**

- a) Surrounding landscape typical of an expanding urban edge.
- b) Site currently appears as open, unused land.
- c) Construction of a school is consistent with surrounding visual character and municipal development plans.

### **4.5 Key Environmental Sensitivities Identified**

- a) Low sensitivity of flora/fauna.
- b) Moderate soil erosion risk if not managed.

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- c) High socioeconomic need for the project.
- d) No heritage constraints.
- e) Urban context already transformed.

Social sensitivities include safety concerns, lack of services in surrounding settlements, and vulnerability of nearby youth populations.

## 5. PUBLIC PARTICIPATION PROCESS

Public participation is a cornerstone of Namibia's Environmental Impact Assessment (EIA) process and is mandated under the Environmental Management Act (EMA) No. 7 of 2007 and its Regulations (2012). The objective is to ensure that Interested and Affected Parties (I&APs) are informed about the project, given an opportunity to raise concerns, and allowed to contribute to the planning and assessment process.

For this project, the public participation process was designed to be transparent, inclusive, and accessible, allowing engagement from residents, businesses, institutions, government bodies, and civil society organizations in Gobabis and the broader Omaheke Constituencies.

### 5.1 Objectives of Public Participation

The goals of the stakeholder engagement process were to:

- a) Inform stakeholders about the nature and scope of the proposed project.
- b) Provide opportunities for I&APs to express concerns, insights, or support.
- c) Identify potential environmental and social issues early in the EIA process.
- d) Ensure that local knowledge and values contribute to decision-making.
- e) Build trust between the Proponent, community, and authorities.
- f) Promote environmental accountability and transparency.

### 5.2 Identification of Interested and Affected Parties (I&APs)

I&APs for this project included:

#### Government and Authorities

- a) Gobabis Municipality
- b) Omaheke Regional Council

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- c) Ministry of Environment, Forestry and Tourism (MEFT)
- d) Ministry of Education, Arts and Culture
- e) National Heritage Council

### **Directly Affected Stakeholders**

- a) Municipality of Gobabis
- b) Residents of Epako
- c) Adjacent landowners
- d) Users of nearby facilities (e.g., Epako Cemetery)

### **Community & Civil Society**

- a) Community-based organizations
- b) Local youth groups
- c) Local NGOs
- d) Churches and community leaders

### **Businesses and Service Providers**

- a) Contractors and suppliers in Gobabis
- b) Local shops and service businesses

A stakeholder attendance list formed the database that was maintained and updated when necessary.

### **5.3 Notification Methods**

To ensure effective communication, multiple legally compliant notification methods were used:

- a) **Newspaper Notices:** Published in *New Era*, *The Namibian*, and *Republikein* (two notices, 7 days apart, as required).
- b) **Government Gazette Notices:** Official publication of rezoning and subdivision notices.
- c) **Municipal Notices:** Displayed at Epako Municipal Offices and Omaheke Regional Council offices.
- d) **Site Notices:** Posters placed at the project site and community gathering points.

e) **Direct Notifications:** Background Information Documents (BIDs), letters, and hand-delivered invitations (over 40 distributed to neighbouring erven).

## 5.4 Public Meeting

A consultation event was held on 8 December 2025 as an open-day meeting in a tent erected on-site.

- a) **Duration:** 09:00 – 17:30.
- b) **Format:** Walk-in style, allowing community members to freely ask questions, raise concerns, or provide input without exclusion.
- c) **Attendance:** A signed register was maintained and submitted as part of the town planning processes application.

This format encouraged broad participation and informal dialogue, ensuring inclusivity.

## 5.5 Summary of Issues Raised by Stakeholders

Key themes from community comments included:

*Table 2: Stakeholders Concerns*

Concern / Question	Response / Notes
Type of school planned	Secondary school for high school learners.
Employment opportunities	Raised to Ministry of Works and Transport for consideration.
Boarding facilities	None planned; day school only.
Safety & surveillance	Concerns about proximity to Buitepos Border Post and social risks; to be raised with authorities.
Services in surrounding areas	Residents noted lack of settlement design and services in Kanaan C and Turiyangera.
Social concerns	Issues of drugs, alcohol, and vulnerable San children highlighted; hostel provision suggested.

Natural relief area use	Residents asked about sanitation and extension of services to existing areas.
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## 5.6 Responses to Issues Raised

- a) The school will be a secondary school serving high school learners.
- b) Employment opportunities will be raised with the Ministry of Works and Transport to ensure local participation.
- c) The school will be a day school only, with no boarding facilities planned.
- d) Safety concerns regarding surveillance and the Buiteops Border Post proximity will be communicated to relevant authorities.
- e) The lack of services in surrounding settlements (Kanaan C and Turiyangera) was acknowledged, and dialogue with the municipality will continue.
- f) Vulnerable groups, particularly San children, were identified as needing special support; hostel provision was suggested for consideration.
- g) Sanitation concerns will be addressed through project design and municipal service planning.

## 5.7 Future Public Participation Steps

- a) Additional public meetings and focus groups as required by MEFT.
- b) Ongoing updates to the stakeholder register.
- c) Transparent communication of mitigation measures and project progress.

## 5.8 Registration of I&APs

A formal register of Interested and Affected Parties (I&APs) has been compiled, including attendance lists from the public meeting and records of direct notifications.

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## 6. IDENTIFICATION OF POTENTIAL IMPACTS

This section identifies and outlines the potential environmental and social impacts associated with the proposed subdivision, rezoning, and construction of the secondary school in Epako, Gobabis. Impacts are considered for both the construction and operational phases, as well as cumulative effects. The identification process draws on baseline studies, legislative requirements, and issues raised during public participation.

### 6.1 Methodology for Impact Identification

Impacts were identified through:

- a) Review of project description and activities.
- b) Analysis of baseline environmental and social conditions.
- c) Consideration of legislative and policy requirements.
- d) Input from Interested and Affected Parties (I&APs) during public participation.
- e) Professional judgment of the Environmental Assessment Practitioner (EAP).

### 6.2 Construction Phase Potential Impacts

Potential impacts during construction include:

- a) Dust generation from site clearing, excavation, and vehicle movement.
- b) Noise pollution from machinery and construction activities.
- c) Waste production (construction debris, packaging materials).
- d) Soil disturbance and erosion due to excavation and vegetation removal.
- e) Traffic flow disruptions from construction vehicles and deliveries.
- f) Occupational health and safety risks for workers.

Community members raised concerns about sanitation and the use of nearby open areas as informal relief sites. Construction activities must therefore include provision of adequate sanitation facilities for workers and ensure that services are extended to prevent negative impacts on surrounding residents.

### 6.3 Operational Phase – Potential Impacts

Potential impacts during operation include:

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- a) Increased water demand for school facilities.
- b) Waste generation (solid waste, sewage).
- c) Sanitation requirements to ensure public health.
- d) Traffic movements associated with learners, staff, and visitors.
- e) Community interactions (positive and negative).
- f) Concerns were raised about safety and surveillance, particularly due to the school's proximity to the Buitepos Border Post and risks of social concerns (drug and alcohol exposure) in the area.
- g) Vulnerable groups, especially San children, were identified as at risk of dropping out without additional support. Hostel provision was suggested by community members to improve retention and safety.
- h) Employment opportunities were highlighted as a key expectation, with stakeholders requesting prioritization of local labour.

#### 6.4 Cumulative Impacts

- a) **Positive cumulative impacts:** Improved access to education, reduction of overcrowding in existing schools, job creation, and long-term socioeconomic development.
- b) **Negative cumulative impacts:** Increased demand on municipal services (water, sanitation, waste management), potential traffic congestion, and pressure on local infrastructure.

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## 7. SCREENING OF ALTERNATIVES

The screening of alternatives is an essential component of the scoping process. It ensures that the proposed development is considered against possible options, including the “No-Go” alternative, alternative sites, layouts, and technologies. Alternatives are assessed based on environmental feasibility, social desirability, and alignment with planning frameworks.

### 7.1 The No-Go Alternative

The “No-Go” alternative would mean that the subdivision, rezoning, and construction of the secondary school do not proceed.

- a) **Positive implications:** Avoidance of construction-related impacts such as dust, noise, and traffic disruptions.
- b) **Negative implications:** Continued overcrowding in existing schools, limited access to education for Epako learners, and missed opportunities for job creation and socioeconomic upliftment.
- c) **Community perspective:** During public participation, stakeholders strongly supported the project, noting that children would benefit from having a school closer to their homes. The “No-Go” option was therefore considered undesirable by the majority of I&APs.

### 7.2 Alternative Site Consideration

Alternative sites were considered during the planning phase.

- a) The current site (Portion 181) was selected due to its central location within Epako, proximity to residential areas, and alignment with municipal spatial development objectives.
- b) No environmentally sensitive features were identified on the site.
- c) Community perspective: Stakeholders supported the chosen site, but raised concerns about its proximity to the Border Border Post and social risks (drug and alcohol exposure). These concerns will be addressed through safety and surveillance measures in the project design.

### 7.3 Alternative Layouts or Designs

Alternative layouts were considered to optimize land use and minimize environmental impacts.

- a) Layouts were designed to ensure efficient use of space, safe access, and provision of sports and recreational facilities.
- b) Community perspective: Stakeholders suggested consideration of hostel facilities to protect vulnerable learners, particularly San children, from social risks and dropout. While the current design is for a day school only, this input will be documented for consideration by the Proponent and Ministry of Education.

### 7.4 Alternative Technologies / Service Options

Alternative technologies and service options were considered for:

- a) **Water supply and sanitation:** Municipal connections are preferred, but stakeholders requested extension of services to surrounding settlements (Kanaan C and Turiyangera).
- b) **Waste management:** Use of municipal facilities is planned; alternatives such as on-site composting or recycling may be explored.
- c) **Safety and surveillance:** Community concerns highlighted the need for enhanced security measures (fencing, lighting, controlled access, and possible surveillance systems).

### 7.5 Summary of Alternatives Screening

- a) The selected site is appropriate and supported, though safety concerns must be addressed.
- b) Layouts are functional, but hostel provision was suggested by stakeholders as an alternative design consideration.
- c) Service options must ensure adequate sanitation and explore extension of services to nearby underserved settlements.

## 8. IMPACT ASSESSMENT SUMMARY

This section provides a summary of the key environmental and social impacts identified during the scoping process. Impacts are assessed in terms of their significance, potential mitigation measures, and whether they require detailed study in the full Environmental Impact Assessment (EIA).

### 8.1 Significance Rating Methodology

*Table 3: Significance rating methodology*

Criterion	Description
<b>Nature</b>	Positive or negative impact.
<b>Extent</b>	Local, regional, or national scale.
<b>Duration</b>	Short-term, medium-term, or long-term.
<b>Intensity</b>	Low, medium, or high severity.
<b>Probability</b>	Likelihood of occurrence.
<b>Significance</b>	Overall importance after considering mitigation.

### 8.2 Summary of Key Impacts Identified

*Table 4: Key impacts identified*

Impact Category	Key Issues	Community Concerns
<b>Construction Phase</b>	Dust, noise, traffic disruptions, waste production, soil disturbance, OHS risks	Adequate sanitation facilities for workers; avoid negative impacts on surrounding residents
<b>Operational Phase</b>	Water demand, sanitation, waste generation, traffic	Safety & surveillance (Buitepos Border Post proximity, Social concerns (drug/alcohol risks); vulnerable groups (San children,

	movements, community interactions	hostel suggestion); employment prioritization for locals; extension of services to Kanaan C and Turiyangera
<b>Positive Impacts</b>	Improved access to education, reduced overcrowding, job creation, socioeconomic upliftment	Strong community support for initiative

### 8.3 Cumulative Impacts

Table 5: Cumulative impacts

Type	Description
<b>Positive</b>	Enhanced educational infrastructure, improved social development, stimulation of local economy
<b>Negative</b>	Increased demand on municipal services (water, sanitation, waste), potential traffic congestion, pressure on local infrastructure

### 8.4 Impacts Requiring Detailed Assessment in the Full EIA

Table 6: Impacts requiring detailed assessment

Impact	Reason for Detailed Assessment
<b>Dust, noise, traffic</b>	Potential health and nuisance impacts during construction
<b>Soil erosion &amp; stormwater</b>	Risk of flooding and land degradation
<b>Waste management</b>	Need for effective systems during construction and operation
<b>Water demand &amp; sanitation</b>	Pressure on municipal services

<b>Safety &amp; surveillance</b>	Community concerns about learner protection
<b>Vulnerable groups</b>	Risks to San children and youth at risk; hostel provision suggested
<b>Employment &amp; economy</b>	Need to prioritize local labour and assess benefits
<b>Service provision</b>	Extension of services to underserved settlements

## 8.5 Impacts Not Requiring Further Assessment

Table 7: Impacts not requiring further assessments

<b>Impact</b>	<b>Reason</b>
<b>Flora &amp; fauna</b>	Low ecological sensitivity; no protected species
<b>Heritage</b>	No known sites; chance-find procedure sufficient
<b>Visual</b>	Consistent with urban development character

The scoping process has identified that the proposed project is environmentally feasible and socially desirable. While biophysical impacts are manageable with standard mitigation, social concerns raised during public participation — including safety, vulnerable groups, employment, and service provision. The project is expected to deliver significant positive impacts, particularly in education and socioeconomic development, provided that mitigation measures are effectively implemented through the Environmental Management Plan (EMP).

## 9. PROPOSED TERMS OF REFERENCE (TOR) FOR FULL EIA

The Terms of Reference (ToR) provide the framework for the full Environmental Impact Assessment (EIA) of the proposed subdivision, rezoning, and construction of the secondary school in Epako, Gobabis. The ToR ensures that all key environmental and social issues identified during scoping and public participation are addressed comprehensively.

### 9.1 Key Issues

*Table 8: Key issues*

<b>Key Issue</b>	<b>Description</b>
<b>Dust, noise, and traffic</b>	Impacts during construction requiring mitigation and monitoring.
<b>Soil erosion &amp; stormwater</b>	Need for effective drainage and erosion control measures.
<b>Waste management</b>	Systems for both construction and operational phases.
<b>Water demand &amp; sanitation</b>	Assessment of municipal capacity and service provision.
<b>Safety &amp; surveillance</b>	Measures to address community concerns about the Buitepos Border Post proximity and social risks.
<b>Vulnerable groups</b>	Social impacts on San children and youth at risk; hostel provision suggested.
<b>Employment &amp; economy</b>	Local job creation potential and prioritization of community labour.
<b>Service provision</b>	Extension of services to underserved settlements (Kanaan C and Turiyangera).

<b>Community trust</b>	Ensuring commitments made during consultation are followed through.
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## 9.2 Specialist Studies Required (If Any)

Table 9: Specialist studies

<b>Specialist Study</b>	<b>Purpose</b>
<b>Traffic Impact Assessment</b>	Evaluate construction and operational traffic flows.
<b>Stormwater Management Study</b>	Design effective drainage systems.
<b>Social Impact Assessment</b>	Assess impacts on vulnerable groups and evaluate hostel needs.
<b>Safety &amp; Security Assessment</b>	Address surveillance and Buitepos Border Post proximity concerns.
<b>Employment &amp; Economic Impact Study</b>	Assess local job creation potential and labour prioritization.

## 9.3 Data Collection Requirements

- a) Baseline measurements of dust, noise, and soil conditions.
- b) Traffic counts and modelling.
- c) Water demand projections and sanitation capacity assessments.
- d) Socioeconomic surveys focusing on vulnerable groups and community expectations.
- e) Records of public participation, including attendance lists and comment summaries.

## 9.4 Impact Assessment Methodology

The EIA will apply a structured methodology:

- a) Identification of impacts based on project activities.
- b) Prediction of impact magnitude and duration.

- c) Evaluation of significance using established criteria.
- d) Consideration of stakeholder concerns raised during public participation.
- e) Development of mitigation measures to reduce negative impacts and enhance positive outcomes.

## 9.5 Development of the Environmental Management Plan (EMP)

*Table 10: Development of the EMP*

<b>EMP Focus Area</b>	<b>Mitigation Measures</b>
<b>Dust &amp; noise</b>	Control measures (watering, scheduling, PPE).
<b>Waste</b>	Proper disposal, recycling, and municipal facility use.
<b>Soil erosion</b>	Stabilization, controlled excavation, stormwater design.
<b>Safety &amp; surveillance</b>	Fencing, lighting, controlled access, possible CCTV.
<b>Sanitation &amp; services</b>	Adequate facilities, extension of services to nearby settlements.
<b>Vulnerable groups</b>	Support measures for San children and youth at risk.
<b>Employment</b>	Strategies to prioritize local labour.
<b>Monitoring</b>	Regular reporting and compliance checks.

## 9.6 Public Participation Requirements for the EIA Phase

Public participation has been fully undertaken as part of the EIA process, with stakeholder meetings, focus groups, and consultations already completed. The feedback received has been documented and integrated into the assessment. At this stage, the emphasis is on:

- a) Maintaining an updated stakeholder register to reflect all participants.
- b) Providing transparent communication on project progress and mitigation measures.
- c) Demonstrating accountability by showing how community concerns have been addressed.

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d) Ensuring stakeholders remain informed through accessible reporting rather than new consultation rounds.

## 9.7 Structure of the Final EIA Report

*Table 11: Structure of EIA report*

Section	Content
<b>Executive Summary</b>	Overview of findings and recommendations.
<b>Introduction</b>	Background, objectives, and legal framework.
<b>Project Description</b>	Detailed description of subdivision, rezoning, and school development.
<b>Legislative Framework</b>	Applicable laws, policies, and permits.
<b>Baseline Environment</b>	Physical, biological, and socioeconomic conditions.
<b>Public Participation</b>	Process, issues raised, and responses.
<b>Impact Assessment</b>	Detailed analysis of identified impacts.
<b>Alternatives</b>	Screening of site, layout, and service options.
<b>EMP</b>	Mitigation measures and monitoring plan.
<b>Conclusion</b>	Overall findings and recommendations.
<b>Appendices</b>	Supporting documents (attendance lists, notices, consultant CVs).

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The ToR ensures that the full EIA will comprehensively address both biophysical and social issues, with particular emphasis on community concerns raised during public participation. Specialist studies, data collection, and continued stakeholder engagement will guide the development of a robust Environmental Management Plan (EMP) and ensure compliance with Namibian legislation.

## 10. ENVIRONMENTAL MANAGEMENT PLAN

The Environmental Management Plan (EMP) provides a framework for implementing mitigation measures, monitoring, and management actions to ensure that the proposed subdivision, rezoning, and construction of the secondary school in Epako, Gobabis are environmentally and socially sustainable. The EMP addresses both construction and operational phases, incorporating issues raised during public participation.

### 10.1 Objectives of the EMP

- a) Minimize negative environmental and social impacts.
- b) Enhance positive impacts such as education access and job creation.
- c) Ensure compliance with Namibian legislation and municipal requirements.
- d) Provide clear responsibilities for implementation and monitoring.
- e) Address community concerns raised during public participation.

### 10.2 Construction Phase Mitigation Measures

*Table 12: Construction phase*

Impact	Mitigation Measures	Responsibility	Monitoring
<b>Dust generation</b>	Regular watering of exposed surfaces; cover trucks; schedule works to minimize dust	Contractor	Site inspections
<b>Noise</b>	Limit working hours; maintain equipment; provide PPE	Contractor	Noise monitoring
<b>Waste</b>	Segregate waste; dispose at municipal facilities; recycle where possible	Contractor	Waste logs
<b>Soil erosion</b>	Controlled excavation; stabilize exposed soils; stormwater management	Contractor	Site inspections

<b>Traffic disruptions</b>	Traffic management plan; signage; coordination with municipality	Contractor & Municipality	Traffic counts
<b>OHS risks</b>	PPE provision; safety training; accident reporting	Contractor	OHS audits
<b>Sanitation</b>	Provide adequate toilets for workers; prevent use of open areas	Contractor	Site inspections

### 10.3 Operational Phase Mitigation Measures

Table 13: Operational phase

<b>Impact</b>	<b>Mitigation Measures</b>	<b>Responsibility</b>	<b>Monitoring</b>
<b>Water demand</b>	Efficient fixtures; water conservation awareness	School Management	Water usage records
<b>Sanitation</b>	Adequate ablution facilities; regular maintenance	School Management	Health inspections
<b>Waste generation</b>	Segregation; municipal collection; recycling initiatives	School Management	Waste audits
<b>Traffic</b>	Safe access points; parking management; coordination with municipality	School Management & Municipality	Traffic monitoring
<b>Safety &amp; surveillance</b>	Fencing; controlled access; lighting; possible CCTV	School Management	Security audits
<b>Vulnerable groups</b>	Support programs for San children; consider hostel provision	Ministry of Education	School reports

<b>Employment</b>	Prioritize local labour for maintenance and operations	School Management	Employment records
<b>Service provision</b>	Dialogue with municipality on extending services to Kanaan C and Turiyangera	Municipality	Service delivery reports

## 10.4 Monitoring and Reporting

- a) Regular site inspections during construction.
- b) Quarterly monitoring reports submitted to MEFT.
- c) Annual operational audits to assess compliance.
- d) Community feedback mechanisms to ensure accountability.

## 10.5 Institutional Arrangements

- a) **Proponent (Omaheke Regional Council):** Overall responsibility for EMP implementation.
- b) **Contractor:** Responsible for construction phase mitigation.
- c) **School Management:** Responsible for operational phase mitigation.
- d) **Gobabis Municipality:** Oversight of service provision, waste management, and traffic.
- e) **MEFT:** Regulatory oversight and ECC compliance.

The EMP provides a practical framework for managing environmental and social impacts during both construction and operation. It incorporates community concerns raised during public participation, ensuring that issues such as safety, vulnerable groups, employment, and service provision are addressed. Effective implementation of the EMP will ensure that the project delivers its intended benefits while minimizing negative impacts.

## APPENDIX A – ATTENDANCE LISTS

P.O. Box 22543, Windhoek  
1509 Virgo Street, Dorado Park  
Tel: +264 61 225062 | Fax: +264 61 213158/088614935  
Cell: +264 81 2505559 | Email: [rkhiba@rkc.com.na](mailto:rkhiba@rkc.com.na)  
TOWN, REGIONAL PLANNERS AND ENVIRONMENTAL CONSULTANTS



## ATTENDANCE LIST FOR THE MEETING ON:

VENUE: OMAHEKE REGIONAL COUNCIL  
TIME: 09:00

SUBDIVISION OF THE REMAINDER OF FARM GOBABIS NO. 114 INTO PORTION 181 AND THE REMAINDER, RESONING OF PORTION 181 FROM UNDETERMINED TO INSTITUTIONAL TO CONSTRUCT A SECONDARY SCHOOL IN EPAKO, GOBABIS OMAHEKE REGION

ENVIRONMENTAL IMPACT ASSESSMENT, FOR THE REZONING AND THE CONSTRUCTION OF THE SECONDARY SCHOOL IN EPAKO, GOBABIS, OMAHEKE REGION

No	NAME	SURNAME	ORGANISATION	CONTACT DETAILS & EMAIL
1	Gerhardus	Bekkes	Gobabis Municipality	0813584727/bekkesgerhardus9@gmail.com
2	Sacra Amuelo	Amuelo	MOEIYSAC	0816299784 sacracamuelo@gmail.com
3	CD Wantenaar	Wantenaar	DOEIYSAC	08120000111 consuwaniz@gmail.com
4	E. K. Kavani	Kavani	11	0814730098 elakunka@gmail.com
5	M. Kafjiwongwa	Metholol	M.W.T	0813838466 ofafafindoukafji@gmail.com
6	N. Ndiniela Timoteus	Timoteus	M.W.T	0816286715 tndiniela@yahoo.com
7	Mukarasewa	Tihoreko	DOEIYSAC	0813442823 mukarasewa@gmail.com
8.	CHRISTINE S	Sekoaue	DOEIYSAC	0812921162 cseerogween@gmail.com

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Cell: +264 81 2505559 | Email: [rkhiba@rkc.com.na](mailto:rkhiba@rkc.com.na)  
TOWN, REGIONAL PLANNERS AND ENVIRONMENTAL CONSULTANTS



## ATTENDANCE LIST FOR PUBLIC MEETING FOR THE ENVIRONMENTAL IMPACT ASSESSMENT

VENUE: KANAAN C PUBLIC OPEN AREA  
TIME: 10:00 – 16:00  
OPEN DAY MEETING

SUBDIVISION OF THE REMAINDER OF FARM GOBABIS NO. 114 INTO PORTION 181 AND THE REMAINDER, RESONING OF PORTION 181 FROM UNDETERMINED TO INSTITUTIONAL TO CONSTRUCT A SECONDARY SCHOOL IN EPAKO, GOBABIS OMAHEKE REGION

ENVIRONMENTAL IMPACT ASSESSMENT, FOR THE REZONING AND THE CONSTRUCTION OF THE SECONDARY SCHOOL IN EPAKO, GOBABIS, OMAHEKE REGION

No	NAME	SURNAME	ORGANISATION	CONTACT DETAILS & EMAIL
1	OTTO	Khariseb	Resident	0814847636
2	WILHELM	KHAYEMING		
3	Christina	Afrikanae	Resident	0818008764
4	Margret	Khiba	Resident	0813467551
5	Willemina	Ngulifooli	R	0812074684
6	Dorien	Doeses	Pw	0812611889
7	TEKID	Garispe	W	0817270567

8	Mines	Mclice	M. van	08147069156
9	Eva	Haufihu	Jeff	0816797080
10	Spulker	Bardman	President	30. MAY. 1994.
11	Theodor	10x16'	Sp. kids	0818033301
12	Trans	Leherseni	Willur	
13	Timoteus	Shikongo		0813688050
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Cell: +264 81 2505559 | Email: [khiba@lpc.com.na](mailto:khiba@lpc.com.na)  
TOWN, REGIONAL PLANNERS AND ENVIRONMENTAL CONSULTANTS



## ATTENDANCE LIST FOR THE MEETING ON:

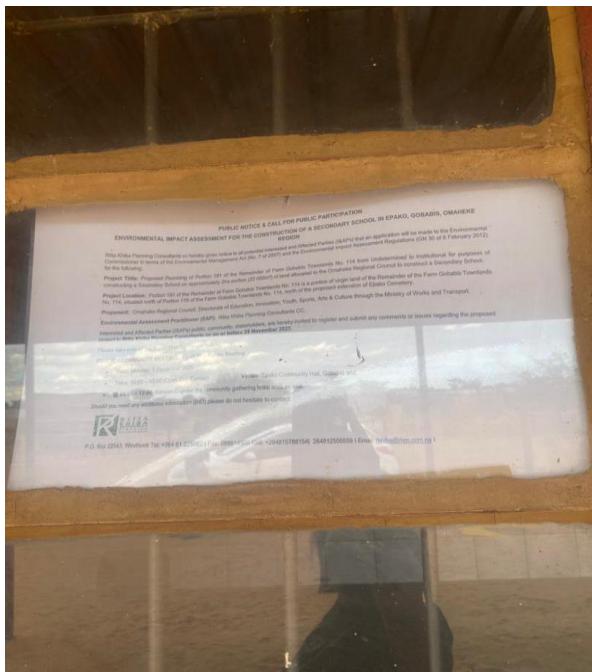
VENUE: OMAHEKE REGIONAL COUNCIL  
TIME: 09:00

SUBDIVISION OF THE REMAINDER OF FARM GOBABIS NO. 114 INTO PORTION 181 AND THE REMAINDER, RESIZING OF PORTION 181 FROM UNDETERMINED TO INSTITUTIONAL TO CONSTRUCT A SECONDARY SCHOOL IN EPAKO, GOBABIS OMAHEKE REGION

ENVIRONMENTAL IMPACT ASSESSMENT, FOR THE REZONING AND THE CONSTRUCTION OF THE SECONDARY SCHOOL IN EPAKO, GOBABIS, OMAHEKE REGION

No	NAME	SURNAME	ORGANISATION	CONTACT DETAILS & EMAIL
1	Alfonso Kamuranga		MWT	0812696079 alfonskamuranga69@gmail.com
2	G. Mumbanya		MabT	0812698727 gmumbanya2@gmail.com
3				
4				
5				
6				
7				

## APPENDIX B – EVIDENCE OF PUBLIC CONSULTATION





Kindly find attached:

- Newspaper Notices
- Government gazette
- Consultants CV
- Non-Technical Summary