

**REPORT OF THE WORKSHOP
ON DISTANCE EDUCATION**

**WINDHOEK, NAMIBIA
4 - 15 SEPTEMBER, 1989**

**A Consultant Report Prepared at the Request of
The Commonwealth of Learning
by
Peter E. Kinyanjui
September 1989**

1. INTRODUCTION

The workshop was convened by educational leaders in Namibia to discuss primarily evaluation and planning for the Namibian Extension Unit in preparation for the imminent independence for Namibia. The workshop quickly generated ideas about possible roles and priorities as well as organisational structures for distance education in Namibia after independence. It was attended by 7 staff members of the NEU Headquarters, 7 NEU Field Staff, 6 members of staff drawn from the Namibian Literacy Programme and the Council of Churches in Namibia (CCN), and 4 consultants from the International Extension College, the World University Service in Denmark, the Danish International Development Agency and The Commonwealth of Learning (see list of participants in Appendix I).

2. THE CONTEXT

After independence, Namibia will be seeking ways and means to expand its educational system in order to offer more opportunities to students at all levels and in all forms of education and training. At the same time, it will be necessary to make dramatic changes both in the curriculum and in the structure of education as a whole. Such changes, both in quantity and quality will be required immediately and yet constraints of resources, including buildings, equipment, funds and personnel will present immense problems to any administration attempting to provide them. It will be necessary to enlist all the traditional resources and institutions existing and to introduce crash programmes to create new schools and training centres. But, by their nature, such traditional forms of education are limited in the speed and extent in which they can expand. It will therefore be necessary to look for and enlist new and alternative technologies and approaches if these constraints are to be overcome. Distance education can play a crucial role in facilitating both rapid expansion and improvement throughout the educational system. The experience of the NEU in exile and of programmes in Namibia which have sought to use distance education in recent years seem to reinforce the role of distance education in independent Namibia.

3. PRIORITIES FOR DISTANCE EDUCATION IN NAMIBIA

The workshop examined in detail the various possible priorities in education and training in which distance education could be used with effect. The following priorities were drawn up and agreed upon by all participants:

- 3.1 Teacher education and training at primary and secondary level.
- 3.2 English Language training for general and special purposes.
- 3.3 Secondary education for adults and youth who had not completed their secondary education.
- 3.4 Mass education campaigns and literacy, including the training of adult literacy teachers.
- 3.5 Professional education and training at tertiary level.
- 3.6 University courses including part-time and extension education programmes.

4. FEASIBILITY SURVEY ON DISTANCE EDUCATION

One of the outcomes of the workshop was a consensus that a comprehensive feasibility survey on distance education in Namibia should be carried out. The survey would include existing and potential facilities and support services that would complement the national distance education system appropriate for independent Namibia (see copy of project proposal in Appendix II). It was agreed that the survey should be carried out early in 1990 by a team of 3 Namibia educators and 3 international consultants (see revised terms of reference in Appendix III).

The Commonwealth of Learning has been requested to make some contribution towards funding and to provide one consultant for the feasibility survey. The other international agencies which have been approached for financial support include DANIDA, International Extension College, the Harold Macmillan Trust, and World University Service.

It is strongly recommended that COL should provide financial and professional support to the proposed survey which will lay the foundation for a national distance education system for Namibia. COL should also include one or two Namibians in its internship programme for 1990.

5. CONCLUSION

In discussions with the current leadership of SWAPO, NEU, CCN and NLP, it was clear that systematic education and training of adults and youth will be urgently required as a complement to the formal education system. In this respect, distance education will play a distinctive role in an independent Namibia. It is therefore recommended that COL, in

co-operation with other relevant international organisations, should facilitate the creation and development of a multi-purpose national distance education institution to cater for the various kinds and levels of education and training. This would clearly be a fitting continuation of the previous initiatives taken by the Commonwealth Governments and institutions in the education and training of Namibians in preparation for independence and beyond. The prospects for a rapid social and economic development are bright indeed.

Professor P.E. Kinyanjui

Consultant, COL

Windhoek, Namibia

September 1989

APPENDIX I

REPORT OF A WORKSHOP ON DISTANCE EDUCATION IN NAMIBIA WINDHOEK 4 - 15 SEPTEMBER, 1989

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Programme

List of Papers Presented

List of Participants

Recommendations of Workshop on Priorities for Distance Education in Independent Namibia

Recommendations of Workshop for Organisational Structure for Distance Education in independent Namibia

Recommendations of Workshop for the Feasibility Survey on Distance Education for Independent Namibia

Recommendations of the Workshops on the Operations of NEU during the Transitional Period

Appendices:

- A. Potential and Priorities for Distance Education in Independent Namibia - Tony Dodds
- B. Priorities for Education in Namibia - Josua Hoebob
- C. NEU Proposed Administrative Structure in Namibia during the Transitional Period
- D. The Commonwealth of Learning - Peter Kinyanjui

PROGRAMME

Monday 4 September	Opening NEU in Exile Discussion on NEU in Exile
Tuesday 5 September	Distance Education and Non-formal Education in Namibia Discussion

- Wednesday 6 September** Case Studies on Distance Education
1. Mass Education
 2. Secondary Education
 3. Teacher Education
 4. Tertiary Education
- Thursday 7 September** Priorities for Distance Education in Independent Namibia:
Plenary Session
Group Discussion
- Friday 8 September** Group Discussion Continued
Groups Report Back
Organisational Structure for Distance Education in Independent Namibia
- Monday 11 September** Group Discussion on Organisational Structure
Groups Report Back on Organisational Structure
The Commonwealth of Learning
Distance Education in Kenya
Priorities for Education in Namibia
- Tuesday 12 September** The Feasibility Survey
Group Discussion on the Feasibility Survey
- Wednesday 13 September** Groups Report Back on the Feasibility Survey
NEU in the Transitional Period
Group Discussion on the NEU in the Transitional Period
- Thursday 14 September** ARRIVAL OF PRESIDENT OF SWAPO IN WINDHOEK
- Friday 15 September** Groups Report Back on the NEU in the Transitional Period
Plenary discussion of Report of Workshop:
Contents
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Closing

PAPERS PRESENTED

1. Case Study on NEU in Exile - Selma Hamunyela and Tony Dodds
2. Distance Education in Namibia - Jerry Tobias
3. CCN Non-formal Education Unit - Andreas Tshimwandi
4. CCN English Language Unit - Moses Omeb
5. UNISA - Jerry Tobias
6. Case Studies on Distance Education in Other Countries:
 - Mass Education** Tribal Grazing Land Programme - Botswana
Health Education - Tanzania
Agricultural training - Cameroon
AMREF - Kenya
 - Secondary Education** Botswana
Malawi
Zimbabwe
Zambia
 - Teacher Education** Swaziland
Somalia
Tanzania
Zimbabwe (ZINTEC)
 - Tertiary Education** Allama Iqbal Open University, Pakistan
University of Nairobi, Kenya
University of Rangoon, Burma
Indira Gandhi National Open University, India
Chinese CCTV
7. The Commonwealth of Learning - Peter Kinyanjui
8. Distance Education in Kenya - Peter Kinyanjui
9. Priorities of Education in Namibia - Josua Hoebebe

10. Potential and Priorities for Distance Education in Independent Namibia - Tony Dodds
11. Options for NEU within Independent Namibia - NEU
12. Project Proposal: Feasibility Survey of Distance Education in Namibia - NEU
13. Courses provided by the NEU during the Transitional Period - Gordon Leech and Richard Trewby
14. NEU Proposed Administrative Structure in Namibia during the Transitional Period - NEU

PARTICIPANTS

Consultants:

Tony Dodds	International Extension College
Peter Kinyanjui	The Commonwealth of Learning
Knud Mortensen	Denmark
Carsten Norgaard	WUS Denmark

Working in Namibia:

Clara Bohitile	CCN Non-formal Education Unit
Andreas Tshimwandi	CCN Non-formal Education Unit
Skinny Hilundwa	CCN Non-formal Education Unit
Moses Omeb	CCN English Language Unit
Zacheus Goliath	CCN English Language Unit
Josua Hoebeb	Namibia Literacy Programme
Jerry Tobias	
Ussiel Tjijenda	CCN Non-formal Education Unit

NEU Field Staff:

Shondili Aijambo
 Mwahafa Hamutumbangela
 Samuel lileka
 Vicky Nghishekwa
 Anna Nuyoma
 Georgina Mwiya
 Hilda Shimbode

NEU HQ Staff:

November Mthoko

Morgan Mukonde

John Mbango

Gordon Leech

Richard Trewby

Selma Hamunyela

Maria Mutelo

Olivia Shooya - Secretary

lipinge Kamati - Driver

Tommy Kamati - Driver

Paulus Iita - Driver

APPENDIX II

PROJECT PROPOSAL: FEASIBILITY SURVEY OF DISTANCE EDUCATION IN NAMIBIA

1. NATURE OF PROJECT

The majority of the people of Namibia are at present in a state of educational deprivation. Possibly the only practical method of quickly improving this situation is to use distance education. It could be employed in many areas, for example:

- basic education for those who have not completed normal schooling,
- professional and vocational training, especially teacher education,
- mass education in subjects such as health, agriculture and language.

This project is an attempt to discover how distance education can best be employed in Namibia and to suggest how its success may be monitored.

2. OBJECTIVES

- 2.1 Review existing distance education facilities within and outside Namibia.
- 2.2 Ascertain the potential for distance education within Namibia by means of interviews with employers, from the private sector and government, and workers.
- 2.3 Ascertain the gaps in the existing adult education provisions that could be filled by distance education.
- 2.4 Discuss with educational organisations the provision of in-service and pre-service education for teachers and make recommendations as to how distance education courses could be used to supplement existing provisions.
- 2.5 Find out the number of young people unable to obtain places in schools and see how supervised study groups might provide them with education.

- 2.6 Examine the facilities for broadcasting, both radio and television, and make recommendations for their use for distance education courses and enquire into the ownership and distribution of audio cassette players and the availability of audio cassette copying facilities.
- 2.7 Recommend the most important areas of study in which courses need to be produced or borrowed.
- 2.8 Recommend an institutional structure for the Unit.
- 2.9 Suggest and plan in outline further research and evaluation surveys of the distance education activities of the Unit.
- 2.10 Prepare a document outlining a policy for distance education in Namibia for consideration by the independent government of Namibia.
- 2.11 Identify potential constraints and problems likely to hinder the development of distance education and suggest ways of overcoming these.
- 2.12 Assess the availability of manpower with the necessary professional, managerial and technical skills to fill posts at all levels.
- 2.13 Prepare a detailed plan of action for the realistic, phased introduction of distance education into Namibia, taking into account the urgent educational priorities of independent Namibia. The plan should emphasise the development of an efficient nation-wide field operation, the capacity for project implementation, including efficient monitoring and administrative systems. It should also include clear estimates of personnel, technical and financial requirements.

3. PARTICIPANTS

Two members of NEU staff.

One distance education worker currently active in Namibia (to be selected at the Planning Workshop in September 1989 in Windhoek, to which several Namibians have been invited). Two consultants, one from International Extension College (Tony Dodds, who has been familiar with NEU since its inception) and one to be nominated by the Harold Macmillan Trust.

For the second consultant we had considered inviting someone from a country in this area of Africa, but as most of the likely candidates have worked with, or been trained by, IEC we felt that a wider variety of approach might be achieved by looking elsewhere. We

suggest somebody with a wide experience of distance education in developing countries and sufficiently versatile to consider constructively distance education at all levels. Perhaps from a Scandinavian country?

If possible this second consultant should attend, and take part in, the Evaluation and Planning Workshop arranged for Windhoek in September. Apart from contributing to this workshop, he or she would become familiar with NEU and be able to assist in the detailed planning of the project. (See Section 4, Procedure.)

4. PROCEDURE

We suggest four main stages of the project.

4.1 Planning

At the workshop to be held by NEU in Windhoek in September 1989, all the project participants would be present (assuming that the second consultant is able to attend). This provides an ideal opportunity to work out a detailed plan of operation, in the light of the very relevant workshop discussions and the practical constraints of local conditions. It also saves travel cost, as only the second consultant's expenses would be extra to the costs already committed for the workshop, and so they would be the only expenses attributable to this proposed project.

Two days at the end of the workshop (14 and 15 or 15 and 16 September) could be allowed for this planning session.

4.2 Detailed Survey

Three weeks, after the early November elections, in which the survey team would travel throughout Namibia seeking the information to meet the first six objectives listed in Section 2. They would be expected to visit the main population centres and cover more extensively the areas of greatest population concentration, Owambo and Caprivi. Air travel may be necessary on occasions to save time, but the team will certainly need the full-time use of a car during this period. It will not always be necessary for all members of the team to visit each organisation or locality so some may be able to cover longer distances by air while others make local visits by road. A provisional itinerary would be drawn up in the planning stage (4.1 above).

The last two days could be used to discuss findings and recommendations and plan the report writing.

4.3 Report Writing

This would probably be shared by the team members after returning to their bases. A maximum period of one month could be allowed, by which time all the report contributions should be received by the editor, probably one of the consultants.

4.4 Report Editing and Production

In a maximum period of another month, the report sections would be edited and produced in draft, sent to all members of the team for approval or amendment, returned to the editor and reproduced as a final project report.

Before final production, the draft report would be discussed with the emerging education authorities in Namibia. It seems most convenient for the NEU members of the team to handle this step.

5. ESTIMATE OF COSTS

5.1 Planning Stage

Costs of second consultant attending Evaluation and Planning Working, September 1989, Windhoek

	US \$	£
Air Fare	2,500	1,600
Consultancy Fee	3,500	2,300
Subsistence at \$53/day	750	500
	<u>6,750</u>	<u>4,400</u>

5.2 Active Research (Detailed Survey)

5.2.1 Fares

2 Lusaka-Windhoek return	1,460	950
2 Europe-Windhoek return	5,000	3,250
1 Local participant	100	50
	<u>6,560</u>	<u>4,250</u>

5.2.2	Subsistence 21 days for 5 people (based on accommodation R125/night) and food etc. R50/day) \$70x21x5	<u>7,350</u>	<u>4,800</u>
5.2.3	Local transport Hired car 21 days: car R2000, Fuel R400 Local Air Fares	<u>1,000</u> <u>1,000</u> <u>2,000</u>	<u>650</u> <u>650</u> <u>1,300</u>
5.2.4	Consultant's Fee (2 x 3 1/2 weeks)	<u>14,000</u>	<u>9,150</u>
5.2.5	Local Incidental Costs Secretarial, telephone, etc.	<u>500</u>	<u>350</u>
	Total for Active Research	<u>30,410</u>	<u>19,850</u>
5.3	Report Writing and Production: Most costs absorbed in active research and contingency estimates. Allowances for possible airfares for discussing draft report with emerging education authorities (2 x \$730)	<u>1,460</u>	<u>950</u>
5.4	Contingency Allowance (5%)	<u>1,930</u>	<u>1,050</u>
	GRAND TOTAL	<u><u>\$40,550</u></u>	<u><u>£26,450</u></u>

APPENDIX III

REVISED TERMS OF REFERENCE FOR THE NAMIBIAN DISTANCE EDUCATION FEASIBILITY STUDY

1. The Namibian Extension Unit has decided to initiate a feasibility study on the potential for and possibility of establishing a major distance education programme in Namibia after independence. In order to achieve this the NEU has invited a team of educators to conduct the study, consisting of three non-Namibian distance education specialists, two professional members of NEU's own staff and one member of the English Language Unit of the Council of Churches of Namibia.
2. It is proposed that the study will last for three weeks, starting in the middle of January 1990. The report will be drawn up by the team in consultation with the funding agencies before the end of March 1990. It will be presented to the NEU Board of Management and staff and, through them, to the education authorities of the new government in Namibia.
3. The funding of the study is being coordinated by the Harold Macmillan Trust in the U.K. and support has been pledged by the Overseas Development Administration of the British Government, World University Service (Denmark), Oxfam (U.K.) and the Commonwealth Fund for Technical Cooperation. The Commonwealth of Learning has also been invited to participate.
4. The terms of reference for the study are as follows:

The team shall undertake the following:

- 4.1 Carry out detailed enquiries into existing and nascent educational programmes generally and, in particular:
 - 4.1.1 find out what adult education programmes exist or are planned and, through interviews with employers (both from government and private industry) and workers, identify the major gaps in such provision;
 - 4.1.2 examine, through discussion with the relevant educational agencies, the provision of in-service and pre-service/initial education for teachers and plans for the development of new programmes, and identify gaps in and constraints on such development;

- 4.1.3 ascertain the approximate number of mature adults who are in need of secondary level continuing education and the number of young people who have completed primary school but been unable to obtain places in or complete secondary school in the last few years (or are unlikely to be able to do so in the next few years) and identify and quantify existing out-of-school provision to meet their needs;
- 4.2 Survey and evaluate existing educational and technical facilities and programmes relevant to distance education, especially:
 - 4.2.1 review existing distance education programmes inside and outside the country available to Namibians;
 - 4.2.2 examine existing broadcasting and production facilities both for radio and television, and their use for education, and ascertain existing ownership and distribution of radios, TV sets and audio-cassette copying facilities;
- 4.3 Assess in the light of this information the potential for distance education programmes in independent Namibia in the following fields:
 - 4.3.1 adult and non formal education;
 - 4.3.2 teacher in-service and pre-service education;
 - 4.3.3 secondary-level out-of-school continuing education for mature adults and young adults and teenagers through supervised study groups; and identify potential constraints and problems likely to hinder the development of distance education programmes in Namibia;
- 4.4 Make recommendations for the formulation of a distance education policy for independent Namibia and for the establishment of programmes to implement that policy, and in particular:
 - 4.4.1 recommend the most important areas of study in which courses need to be produced or borrowed;
 - 4.4.2 recommend an institutional structure for distance education in Namibia;

- 4.4.3** prepare a detailed plan of action for the realistic, phased, development of distance education programmes in Namibia taking urgent educational priorities into account and emphasising the need for the development of an efficient nationwide field operation and the capacity for project implementation, including efficient monitoring and administrative systems;
 - 4.4.4** assess personnel requirements for the proposed programmes and the availability of such personnel with the necessary professional, managerial and technical skills to fill posts at all levels and propose appropriate staffing structures and plans for filling posts, including staff training strategies;
- 4.5** Discuss its recommendations and proposals with the appropriate educational authorities and with relevant agencies in Namibia so as to ensure that they are realistic and to increase their acceptability.