Key Challenges and Opportunities

- The limitations in financial and physical resources remain a key challenge for the effective development of Open and Distance Learning (ODL)
- The general public perception of ODL remains poor, while people still regard programmes offered through ODL as a second choice.
- Strategies for provision of financial resources to learners to access ODL programmes (e.g. loans/bursaries/grants).

Status of ODL Policy in Namibia

- A draft ODL Policy was developed in 2007.
- The policy is not yet enacted; however, the policy has now been submitted to the Minister of Education for review before submission to Cabinet.

Development of Open Educational Resources (OERs)

- OERs is an initiative of COL involving NAMCOL and Ministry of Education, aimed at developing and deploying OERs in range of secondary level subjects.
- Namibia is responsible for five Grade 10 subjects: English; Entrepreneurship, Geography, Life Science and Physical Science.

Multimedia Development

- COL sponsored NAMCOL to implement a project that was aimed at developing and deploying multimedia content in selected Grade 10 and Grade 12 subjects.
- Multimedia strategy for NAMCOL has been developed with the assistance of the South Africa Company, Midst. The strategy guides multimedia content development initiative over a period of three years.
Teacher Education

- The National Institute for Education Development (NIED) was, until March 2010, responsible for distance teacher education through the Basic Education Teacher Diploma In-service Programme, commonly known as BETD – Inset.

- This Inset programme was done through the four Colleges of Education, but since 1st April 2010, these Colleges were merged with the University of Namibia’s Faculty of Education - who will provide the teachers the opportunity to advance their qualifications.

MILESTONES OF E-LEARNING IN NAMIBIA

In June 2005, the eLearning Centre of Namibia (eLC) was created as a result of negotiations between the MOE, Office of the Prime Minister (OPM) and InWEnt to coordinate and support the technology-enhanced teaching and learning (or “e-learning”) activities of all educational institutions in Namibia under the umbrella of Namibian Open Learning Network Trust (NOLNet).

The eLC functions as the service hub for e-learning activities in Namibia and beyond. In addition, the eLearning Centre to coordinate the e-learning activities of all educational institutions, provide training and capacity building, and act as the digital library of all electronic content. Members of the eLC have been instrumental in the building of eLearning capacity in Africa and beyond, due to their close and active involvement in the eLearning Centre.

To date, the following training results have been achieved collaboratively.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>160 Namibians</td>
</tr>
<tr>
<td>2007-2009</td>
<td>191 Regional and Namibian</td>
</tr>
<tr>
<td>2005-2009</td>
<td>170 Regional participants trained in individual modules (e-Skills), Technical Workshops (e.g. System Administrators), Advanced Facilitation Workshops and eLearning Policy and Strategy Workshops.</td>
</tr>
</tbody>
</table>

Born out of the capacity building efforts of InWEnt/GIZ and the close stakeholder network in Africa and beyond such as UWC, UNEP, KELC, the eLC is in a position to develop customised
courses, as well as in-house training on the state of the art training platform or Learning Management System (LMS) called Chisimba which the eLC is using to date.

**TOP PRIORITIES FOR 2012-2015 (NOT MORE THAN FIVE)**

1. Expansion of vocational education and training in order to empower unemployed youth with adequate skills for self employment.
2. Teachers and Educators eSkills training
3. Promotion of ICT skills (e.g. mobile learning, etc) across the entire education sector.
4. The need to accelerate access to open educational resources/Digital Education Library.
5. The need to address misconceptions and prejudices about ODL.