

## ABSTRACT

### A MANAGERIAL MODEL OF DISTANCE EDUCATION FOR THE POLYTECHNIC OF NAMIBIA

BY

\*CHARLES KEYTER

Due to the fact that not all learning can be provided through formal education on campus or schools, colleges and institutions of higher education, distance education has become a viable alternative. In this regard we have seen a rapid expansion of distance education programmes at traditional face-to-face institutions, becoming dual mode institutions. Therefore, if students are to learn on the distance education mode, they need effective educational and administrative support. This implies that the management approach used by dual mode institutions will differ from conventional face-to-face institutions. The aim of this paper is to identify a managerial distance education model for the Polytechnic of Namibia. In order to develop a managerial distance education model, a distinction will be made between the macro and micro management level of distance education management. Each of these levels will be discussed in terms of certain distance education criteria identified. The current distance education model will be evaluated against the normative distance education model identified. The paper will be concluded in terms of a number of recommendations made to improve the current distance education situation at the Polytechnic of Namibia.

\*Charles Keyter (PhD) is employed as Deputy-Director Public Management within the Department Public Management at the Polytechnic of Namibia. He has been working in the distance education for the last 15 years.

# Problem Statement

Is the current managerial model used for distance education at the Polytechnic of Namibia the best practice to address the needs of the Polytechnic as well as the needs of the Polytechnic distance education students in Namibia?

# The objectives of this study is to:

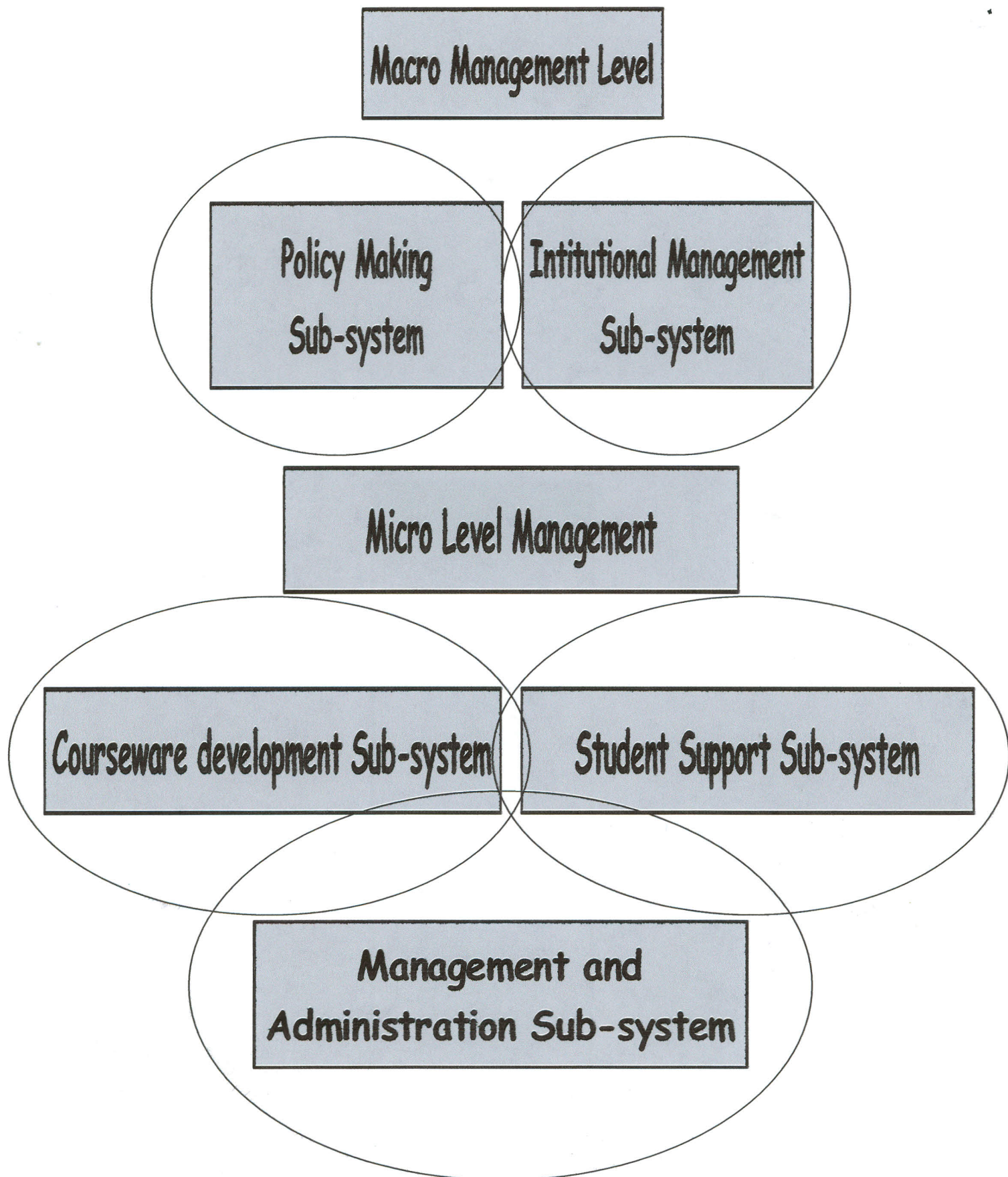
- Analyse and define the concept distance education within the Namibian context.
  - Study local, regional and international literature on the different management models of distance education.
  - Identify a normative model of distance education management.
  - Evaluate the current distance education management model at the Polytechnic of Namibia.
  - Develop a management model for implementation at the Polytechnic of Namibia.
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# Distance Education

*Distance education is a form of education characterised by an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the student. The students are expected to have a reasonable standard of literacy and sufficient maturity to study by themselves, the use of two-way communication between the student and the educator; and the use of a combination of media in the teaching process.*

# Normative Distance Education Management Model





# Distance Education Management Model For PoN

Rector

Vice-Rector  
(Academic Affairs and Research)

Registrar's office

Director

Deans of Schools

Student support unit

Management and administrative unit

Courseware development unit

UNAM Centres  
NOLNeT Centres

# RESEARCH METHODOLOGY

- Historical method
- Descriptive study method
- Normative constructive method
- Evaluation method

# Assessment Criteria

<b>Does not comply at all</b>	<b>Not at all engaged in the function listed and that the function is not defined, motivated, listed or implemented at all.</b>
<b>Complies to a limited extent</b>	<b>Partially involved in the function listed and that the function is not clearly defined, motivated and insufficiently implemented.</b>
<b>Complies sufficiently</b>	<b>Adequately involved in the listed function and that the function is defined, accepted, supported and implemented regularly.</b>
<b>Complies excellent</b>	<b>Fully engaged in the function listed, the function is clearly defined</b>



# Recommendations

- Makes distance education a primary goal of its strategic plans for the future.
- A centre be created and specifically charged with and organised to serve the development and delivery of distance education programmes.
- That the three interrelated distance education sub-systems; management and administrative sub-system, a course development sub-system and a student support sub-system be incorporated into the distance education management model.

# Recommendations

- Collaborative efforts be forged between all stakeholders involved in distance education, nationally, regionally and internationally.
- Treat open learning as the generic policy, while distance education be used to achieve the educational goals of the PoN.
- Commits resources necessary to develop and maintain an evolving technological infrastructure to allow distance education to become a viable, efficient, and effective component in the Polytechnic of Namibia's future.