

Chapter 14

An Integrated Framework for e-Learning in the Namibian Higher Education Sector: Public-Private Partnerships for Development

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ABSTRACT

To provide readers with an overview of, and summarize, the content of the chapter, the purpose and rationale for the study discussed are stated as to consider an integrated framework for e-learning in the Namibian higher education sector. Against the background of Public Private Partnership (PPP) dynamics for economic development, the chapter will especially discuss e.g., PPPs in education, health and the environment, as well as future and emerging trends related to PPPs. However, topics with regard to e.g., PPPs and innovation, Information Technology (IT) and knowledge management will also be touched upon.

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INTRODUCTION

This section will describe the general perspective of the chapter and end by specifically stating the objectives.

Public Private Partnership Dynamics for Economic Development

In a *Research Anthology on Citizen Engagement and Activism for Social Change*, according to a chapter on a Public-Private Partnership (PPP) for urban housing through civic engagement by Baporikar (2022, p. 262), a PPP “is a contractual arrangement between a public agency and a private sector, whereby the private sector performs a public function in accordance with an output-based specification for a specified period of time in return for a financial benefit.”

Using a PPP as a strategy for *infrastructure* development towards *achieving the sustainable development goals through infrastructure development*, the chapter by Baporikar (2023, p. 39) more recently indicated that PPPs are increasingly “being used to take advantage of and benefits that both the public and private sectors can offer. Namibia is no exception”.

“The purpose of the research study reported on in” another chapter by Mqina and Goosen (2023, p. 93) in the same book as cited in the previous paragraph was “to investigate information technology management (ITM) of *infrastructure development* to support e-learning towards achieving sustainable development goal (SDG) four on quality education.”

Another book on *Infrastructure Development Strategies for Empowerment and Inclusion* by Baporikar (2024a) explained that despite “its crucial role in economic growth and societal development, *infrastructure* projects often fail to reach their full potential.”

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A previous chapter by Simataa and Goosen (2024) looked at reshaping higher education institutions within an Industry 4.0 context through the lens of e-learning frameworks for developing countries.

In the same book on *reshaping entrepreneurial education within an Industry 4.0 context* cited in the previous paragraph, the chapter by Baporikar (2024c, p. 17) on financial literacy in entrepreneurship education as an inclusion strategy for small entrepreneurs indicated that small “entrepreneur performance is always seen along with the complete proportions of financial, strategic, and structural development.”

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