1. **Background**

- **Title**
  TECH/NA!

- **Type of partnership**
  1. Strategic Partnership (to facilitate policy and planning development of the Tech/Na! initiative)
  2. Multi-stakeholder Partnership (to operationalise policy and planning of the Tech/Na! initiative)

- **Location(s)**
  Namibia

- **Timeline**
  June 2005 and ongoing

- **Target population**
  **All Educational Institutions across Namibia:**
  Priority 1: Pre-service and In-service teacher education institutions
  Priority 2: Schools with secondary grades (combined schools, junior and senior secondary schools)
  Priority 3: Vocational Training Centres and Community Skills Development Centres
  Priority 4: National, Regional, and Community Libraries and Community and Adult Education
  Priority 5: Primary Schools

- **URL**
  [http://www.tech.na](http://www.tech.na)

- **Principal contact**
  Johan van Wyck [johanvanwyck@mec.gov.na](mailto:johanvanwyck@mec.gov.na)

2. **Summary description of the initiative**

  Namibia’s Information and Communication Technologies (ICTs) in Education Initiative, Tech/Na!, is part of a sector wide approach – a key component of Namibia’s overall education plan, the Education and Training Centre Improvement Programme (ETSIP). Tech/Na! is a comprehensive strategy for the integration of ICTs across the entire education sector. Adopting an end-to-end approach, the Namibian Ministry of Education (MoE) ensured that all gaps were identified at the outset of planning, and addressed when developing the ICTs in Education.
strategy. With local expertise and international support, Tech/Na! ensures that all educational institutions are able efficiently to utilise ICTs to meet their overall educational objectives. Strategic goals and priority areas have been identified in order to drive this process, with all goals and priorities considering issues such as poverty and marginalisation so that the benefits of ICTs enhance the educational opportunities of all Namibians.

3. Goals

Tech/Na!’s main goals are to equip, educate and empower:

- Equip educational institutions with hardware, software, connectivity, curriculum, content and technical support.
- Educate administrators, staff, teachers and learners in ICT literacy and ICT integration across the entire curriculum.
- Empower whole communities in bridging the digital divide and meeting the goals of Vision 2030.

4. The Creation of Tech/Na! and Inputs

Partners

Partners include Strategic Partners (defined as dedicated facilitators for the development of the Tech/Na! Policy and Implementation Plan) and Implementation Partners. A full list of partners and links is given at the end of this document.

Needs assessment

Namibia’s development of a strong and coherent ICTs in Education implementation plan began in 1995 with the development of the first ICT in Education policy. This was revised in 2000, and by February 2004 the ICT and Education Steering Committee had formed to coordinate ICT activities in Namibia. At this time, there were several ICT in education projects in effect and Ministry officials saw a need to merge all of these small islands of activity into one comprehensive plan and vision for ICTs in Namibian education institutions. Just after the first Taskforce meeting, a Namibian delegation attended the first World Summit on the Information Society in Geneva in 2003. It was here that GeSCI was introduced to the Ministry of Education.

GeSCI was formed by the UN ICT Task Force under the leadership of the Secretary General, Kofi Annan, to support developing countries as they create and deliver strategies to harness ICTs for education and community growth. A feasibility study conducted by McKinsey in 2003 identified three key gaps that have informed GeSCI’s approach:

- Designing and implementing policies and plans
- Building capacities within Ministries of Education;
- Utilizing ICTs cost-effectively to achieve educational objectives.

As a new organisation, GeSCI determined the first four countries with which to establish partnerships to create these comprehensive strategies.

Two main elements laid the foundation for Namibia being chosen as one of GeSCI’s initial project countries. First was Namibia’s proven commitment to ICTs in education, and an envisaged development of a national policy for ICTs in the education sector. The second was the birth of the
Education and Training Sector Improvement Programme (ETSIP). ETSIP is a plan to ‘substantially enhance the (education and training) sector’s contribution to the attainment of strategic national development goals’. GeSCI and the Ministry of Education (MoE) saw an opportunity to harness the commitment of local stakeholders as well as a new and innovative plan to improve the education system to embed ICTs in all levels of the education system

**Stakeholder Consultation**

GeSCI assisted the MoE in convening various stakeholders to discuss and debate different issues concerning ICTs in education. The ICTs in Education Steering Committee formed in February 2004, to coordinate the many ICTs in education projects and activities. The committee launched the Implementation Plan Guide in 2006 which is characterised by a blend of local and international participation. Membership of the committee grew over time, and currently there are over 60 members. A symbolic Partnership Declaration Agreement was signed on September 13th 2006 by 47 partner organisations and stakeholders from all sectors including:

- Office of the Prime Minister, National Planning Commission and Parliament Functional Line Ministries
- Functional Line Ministries such as the Ministry of Information and Broadcasting, the Ministry of Youth, National Service, Sport and Culture and the Ministry of Gender Equality and Child Welfare
- Relevant Directories within the Ministry of Education such the National Institute for Educational Development (NIED)
- Regulatory Authorities such as Namibia Communications Commission and National Training Authority
- International and local private sector partners such as Microsoft, Cambridge University Press, IIT and ITD
- International NGOs such as IFESH and World Teach
- Local civil society organisations such as SchoolNet Namibia and CECS Namibia
- Donor and development organisations such as the Embassy of Finland, USAID and Sida
- Tertiary educational institutions such as University of Namibia and Polytechnic of Namibia
- School based partners such as principals association and teacher and learner representatives

**Material resources**

The Ministry of Education

The Government of Namibia (GoN) committed N$20 million towards Tech/Na!, the ICTs in Education Initiative, in the financial year 2006/2007, and N$344 million over the following three years (2007 – 2009). During 2005 the Ministry undertook the ETSIP to increase the efficiency of the education and training system. In April 2006, the MoE organised a fundraising roundtable which generated over N$500 million of in-kind and financial contributions for the ETSIP effort. The overall management of the Implementation Plan resides with the ICTs in Education Steering committee which was established by the MoE, creating a single forum for promoting the coordination and collaboration of all projects, organisations, activities, and initiatives seeking to support the use of ICTs in the educational sector.

Leadership was needed to drive the whole process, which kept focus on the Educational Objectives. Leadership was provided by the MoE, and the development of a Project Management Office (PMO) that oversees the day-to-day management of the initiative, with working groups providing input to the PMO for the development and distribution of periodic reports. The chairpersons of each aspect of the end-to-end solution work with the PMO to maintain the Implementation Schedule on a regular basis; to collect and present updates from the working
groups and other Steering Committee team members; and to create broad sector support for the ICTs in the education Implementation Plan through marketing and awareness activities.

An Implementation Plan Coordination Group was also created to coordinate the activities of the different working groups. The Coordination Group meets regularly to track the implementation process and reports back to the ICTs in Education Steering Committee on progress.

The MoE invested time and human resources engaging with government parastatals and line Ministries such as Telecom Namibia, NamPower, and the Ministry of Mines and Energy to coordinate the roll-out of a national infrastructure with the actual deployment of ICTs in schools and other educational institutions.

GeSCI’s involvement

The Planning Process
GeSCI organised, facilitated and paid for the following:

- All Steering Committee meetings
- All Coordinating Group meetings
- All bilateral meetings between stakeholders and possible international partners
- All Project Management Office meetings

Information sharing
GeSCI sponsored the following:

- Namibian participation at the Global Forum, Dublin, April 2005
- Namibian participation at the Witfor Conference, Botswana, August 2005
- Namibian participation at the WSIS Conference, Tunisia, November 2005
- Teacher Professional Development Conference, Namibia, September 2006 (attendees from Namibia, Senegal, Ghana, Kenya, Uganda, Tanzania, Mozambique, South Africa)
- [All Namibian attendees at international conferences were members of the relevant working groups, primarily Chairs and Deputy Chairs.]

Seed funding for projects:
GeSCI organised, facilitated and paid for the following:

- Curriculum development for Foundation Level ICT Literacy and ICT for Educators courses
- First 3 months of Accenture Development Partnerships consultancy to establish the National Education Technology Service and Support (NETSS) Centre
- Half of the Mapping Survey (survey of ICTs in Educational Institutions) costs covering distribution of survey and other related processes, including database creation, data entry and reports generation.
- Half of TECH/NA! launch
- Development of content evaluation and total cost of ownership tools

Human resources

MoE:

- ICTs in Education Steering Committee
- Working groups created for each component of end-to-end solution with chairperson and 2-3 deputies.
  - Infrastructure Readiness and Platform Deployment Working Group
  - Curriculum Working Group
  - Content Working Group
  - Training and Usage Support Working Group
  - Maintenance and Technical Support Working Group
Working groups led the completion of sizeable work in preparation for the commencement of implementation.

GeSCI:

Services of Education and ICT Specialists to assist in developing proposals, and gathering knowledge of good practices as the Steering Committee formulated the Implementation Plan.

5. Implementation

The most striking and tangible result of the MSPE was the full integration of the Tech/Na! Implementation Plan into the national Education Plan, ETSIP. Tech/Na! is a key component of the sector-wide strategy to achieve ETSIP’s goals. A reflection of this comprehensive support was witnessed in the signing of the symbolic Partnership Declaration Agreement during the launch of the Implementation Plan on September 13, 2006.

“Without exception, stakeholders are extremely proud of their Plan and acknowledge GeSCI’s invaluable contribution in facilitating its development. The quality of the plan is phenomenal. The Plan lays out precisely the deliverables and timeframes for each element for each educational institution type. In addition, it outlines risks and mitigation strategies as well as financial implications by element and educational institution type.”

MoE 2007:10

The ICT4E Implementation Plan details a comprehensive strategy for the integration of ICTs across the education sector. The Plan includes 10 key elements (as seen below) which must co-exist and be deployed as one comprehensive solution. The various working groups were created from within the Steering Committee to allow those with expertise to deliberate more specifically on certain issues within each element.

Key Elements of the Implementation Plan

- Educational Objectives
- Leadership
- Project Management
- Infrastructure & Connectivity
- Curriculum Development
- Content Availability
- Training & Usage Support
- Educational Management
- Maintenance & Technical Support
- Monitoring & Evaluation

In addition, the ICTs in Education PMO was created to coordinate and assist stakeholders in all areas of the implementation plan. The partnership went very much according to schedule and the implementation plan was launched on September 13th and 14th 2006, officially branded as TECH/NA!

Educational sector(s)

Priority 1: Pre-service and In-service teacher education institutions
Priority 2: Schools with secondary grades (combined schools, junior and senior secondary schools)
Priority 3: Vocational Training Centres and Community Skills Development Centres
Priority 4: National, Regional, and Community Libraries and Community and Adult Education
Priority 5: Primary Schools
Governance

- The Ministry of Education Namibia
- ICTs in Education Steering Committee
- National Education Technology Service and Support (NETSS) Centre:
  1. Is the central distribution centre through which all ICTs destined for educational institutions are cleared.
  2. Ensures adherence to agreed upon minimum standards on all ICTs deployed.
  3. Provides a help desk with toll free number available to provide technical support for all schools.
- ICT in Education Project Management Office
  - Coordinates and assists stakeholders in all areas of the implementation plan.

Regulatory framework

Tech/Na! represents the MoE’s ICT component of ETSIP and as such comes under the existing formal regulatory mechanism of this programme. The ETSIP programme has a strong orientation toward results and thus a clear focus on monitoring and evaluation. It is premised on strengthened and evidence-based programme implementation and to verification that the intended results are being realised.

GeSCI assisted the Namibian MoE in lobbying for the expansion of the existing telecommunications services initiatives (mainly XNET), so that all educational institutions in Namibia would have access to affordable and improved-quality bandwidth.

In order to realise this goal, the Ministry of Education with the assistance of GeSCI engaged various stakeholders including Telecom Namibia, Mobile Telecommunication Company (MTC), SchoolNet Namibia, XNET, University of Namibia, Namibia College of Open Learning (NAMCOL), Polytechnic Namibia, Namibia Communications Commission (NCC), National Institute for Education Development (NIED), Colleges of Education among others to arrive at a consensual solution.

EduNet was born from these efforts, and was created under the Xnet Trust. EduNet negotiates bandwidth on behalf of Namibian education institutions, relying on aggregation of demand and negotiating for volume discounts to avail cheaper bandwidth to all educational institutions in Namibia.

Challenges

Four key challenges have been identified during the implementation process:
1. A shortage of human resources or capacity within the Ministry of Education to plan, implement and oversee a national plan
2. Partners vying for influence
3. Conflict between open source and proprietary (Microsoft) supporters.
4. Namibia is considered a middle income country and thus sources of donor funding are more limited.

Innovations

Tech/Na! has been characterised by five main innovations:
1. One of the most successful and necessary functions of the Tech/Na! MSPE was and continues to be, capacity building. The MSPE dynamic was tailored to build capacity among partners and within the MoE. By taking full ownership of the initiative, the MoE created an environment where its partners could further fortify its foundations; thus better ensuring the sustainability of the initiative during and following implementation. Rather than build the
MSPE to then address the needs of the MoE, the MSPE grew from the needs of the MoE: guaranteeing a level of accountability to the end-user who is represented by the MoE.

2. Goals were set and owned collectively, with the MoE retaining ultimate responsibility for their realisation. In piecemeal fashion, the collective worked towards its objectives steadfastly and diligently, avoiding overwhelming itself with the magnitude of the task at hand. Such a conscientious approach helped avoid scenarios where objectives are agreed on in principle without any follow-up.

3. An engagement strategy was tailored to each partner, as context was identified as a critical factor in the development of successful partnerships. Each stakeholder responds differently to the environment at hand and avoiding a blanket-approach to relationship building more readily leveraged the potential of stakeholders, who in turn benefited from this context-driven approach.

4. GeSCI’s engagement with the MoE was demand-driven, and this was an fundamental ingredient in the success of the MSPE. As a facilitator, GeSCI was invited to assist in the multi-stakeholder initiative, and this factor alone guarded against:
   - Any confusion over who owned the initiative
   - Any tension arising when faced with difficult challenges
   - Any clash of objectives — all parties were working to achieve the same objectives, namely the Ministry’s objectives.

5. Organisational change manifests over time and can require a neutral catalyst to occur at all. GeSCI’s engagement with the MoE was as a facilitator and catalyst, an approach which in and of itself was completely new to the MoE, and indeed to all government ministries in the history of the state. GeSCI was the MoE’s strategic partner, brokering the process by which the initiative was to take shape, and to that end the partnership was a success.

In summary, key stakeholder ownership of the decision-making process is key to achieving desired outcomes. There are inevitably contentious issues to be ironed out in any initiative of this scale and there are often one or more partners who are not entirely satisfied with those platform solutions that are agreed upon by the majority. However, this is the very reason that decisions must be taken, must be owned, by the key stakeholders. Decisions should not be taken by the facilitator or any external audience. Stakeholders must play a role in developing solutions in order for those very solutions to be implemented over the long-term.

The multi-stakeholder model was a great innovation for the GoN. It blended local expertise and international support to implement ICTs in educational institutions holistically, broadening the contours of opportunity for all Namibians. Drawn together by their shared ambition to make Namibia a knowledge-based society and meet the goals of Vision 2030, various stakeholders coordinated their efforts to ensure that Namibia’s ICT programme occurs by way of a comprehensive and sustainable intervention.

6. Outcomes

Impact

It is premature to measure the impact of the ICT in Education initiative because full roll-out will only be realised by 2009. Over the course of the next three years the Implementation Plan will be actioned across the education sectors, from National initiatives to Teacher Resource Centres.
Based on local experience and international research, it is clear that a comprehensive set of indicators must be developed accurately to reflect the goals articulated in the ICT Policy for Education and the targets set out in the Implementation Plan. All high-level educational goals must be monitored and evaluated annually to allow implementation strategies to be updated appropriately and a comprehensive Monitoring and Evaluation plan has been developed by the Steering Committee with clear measurement metrics. The Steering Committee will continue as a fully functional committee throughout the course of Tech/Na!’s implementation; they will monitor and evaluate the initiative as a whole, as it is rolled out, and will also ensure that each component of the initiative monitors its processes and evaluates its outcomes.

In addition, the viability of a longitudinal study is also being discussed by the key stakeholders. The initiative demonstrates the confidence of the MoE that ICTs can leverage and improve the education system at all levels. At this level of investment there is a need for a broad, large-scale and perhaps long-term study to assure policy makers and stakeholders either that more of the same is required, or that a change in policy is needed. Such a study would constitute a rare opportunity as there are few examples of comprehensive, long-term studies at national level across the education sector of developing countries to map out the impact of innovations of this nature.

The institutions which would drive the development of the study, and promote the research findings to the Steering Committee for ratification, would be the University of Namibia (UNAM) as the lead institution in coordination with the National Institute for Education Development (NIED), as the internal support institution, and the University Community from partner countries as the external support institutions.

Other more immediate impacts of the initiative, though in its early stages were clearly evidenced:

1. The ICTs in Education Initiative has the second largest budget in the ETSIP budget, with the General sub-programme having the largest portion. Before this, ICTs were a miniscule item in both the planning and costing elements of ETSIP. Today, with more than N$344 million dedicated over the next four years, the MoE has demonstrated its confidence that ICTs can leverage and improve the education system at all levels.

2. The most tangible result of the MSPE to date is the creation of the Implementation Plan, the primary objective in the MoU. The quality of the plan, especially as compared to other ETSIP components, is, in the words of the Under Secretary of Formal Education and the Deputy Director of Information Technology, phenomenal. The plan lays out precisely the deliverables and timeframes for each element for each educational institution type. It also outlines risks and mitigation strategies as well as financial implications by element and educational institution type. No other ETSIP component has designed such an in-depth and realistic implementation plan.

3. The formation of the ICTs in Education Steering Committee in early 2004, to coordinate the many ICTs in education projects and activities, is regarded by the MoE and the initiative’s stakeholders as the singular most successful ingredient the Ministry has achieved this far, and the launch of the Implementation Plan was proof that the committee was fully focussed on its objectives. The most exceptional characteristic of the plan is that it was developed by all partners and stakeholders.

4. GeSCI, the ministry and the stakeholders’ diligent work to develop a cost-effective connectivity solution was a milestone and key achievement for all involved, and the Namibian education system as a whole.

5. Capacity building, although not a specific objective outlined in the MoU between GeSCI and the MoE, was another objective that arose during the course of the partnership. Knowledge
sharing among GeSCI, the MoU and its partners remained an ongoing exercise throughout the course of the partnership, with the PMO becoming the source of capacity building.

Key Indicators of Progress

Six key indicators of progress have been identified:

- **Tech/Na! Award**
  The Tech/Na! Initiative recently won the Award for Outstanding Service to Digital Equity from the Society for Information Technology and Teacher Education (SITE) at its annual conference in San Antonio, Texas. This is a very pertinent award as it focuses on ICTs and teacher education.

- **National Education Technology Service & Support Centre (NETSS)**
  The NETSS Centre has been created as a public/private partnership between the Ministry of Education and various private sector and civil society partners such as Microsoft and SchoolNet Namibia to provide the sourcing, refurbishment, installation and support of ICTs in all educational institutions in Namibia. It also acts as a distribution hub for ICTs in education and a national helpdesk for technical support.

- **ICT Literacy Certification**
  In conjunction with the National Training Authority, the Ministry of Education has developed a national ICT literacy certification certified by the Namibian Qualification Authority. The certification includes a foundation level, developed solely by stakeholders in Namibia and an intermediate and advanced level. The Ministry of Education has entered into a unique and ground breaking agreement with the International Computer Drivers License (ICDL) to deliver ICDL training in fulfilment of the intermediate and advanced level of the Namibian ICT Literacy Certification.

- **e-Learning Centre**
  The Namibian Open Learning Centre, a multi-stakeholder partnership including all educational institutions has developed a national e-Learning Centre to coordinate that e-Learning activities of all its partners. With significant assistance from InWEnt, a German development organisation, the NolNet eLC has become a major player in e-Learning not only in Namibia but across the African continent. During 2006 and 2007, the NolNet eLC was involved in providing eLDI, e-learning training to participants in over 10 African countries.

- **VSAT License**
  The Namibian Communications Commission (http://www.ncc.org.na/) has recently granted the Ministry of Education a VSAT License, affording the education community in Namibia access to cheaper international connectivity bandwidth, rather than relying solely on connectivity provided by the state owned telecommunications company. This represents an important development for the Ministry of Education and indeed for the entire telecommunications industry in light of the fact that the provision of international VSAT services is still restricted to the state owned monopoly telecommunications provider.

- **Multi-country Teacher Professional Development Workshop:**
  To coincide with the TECH/NA! Launch, GeSCI conducted a multi-country Teacher Professional Development (TPD) workshop in Namibia on 11-13 September 2006 bringing together participants from Kenya, Uganda, Senegal, Ghana, Tanzania, South Africa, Mozambique and Namibia. The strategic objective of the workshop was to identify and define
GeSCI’s role in supporting knowledge sharing, networking and collaboration for TPD in Sub Sahara Africa with particular reference to the selected countries.

**Costs**

By their very nature, ICTs are constantly changing, evolving, and improving. In addition to the development of new technologies, the cost basis of all ICTs continues to face downward price pressures, albeit at extremely uneven and inconsistent rates. Given these factors, the cost assumptions presented are meant to be a snapshot in time. They take into account the scaleable solutions available to Namibia today.

The educational objective and assumptions on the types of equipment necessary will remain consistent over the long term. However, the specific nature of intervention and the cost implications will undoubtedly vary over time. The preliminary cost estimate of Phase 1 of the Namibian ICTs in Education Initiative is approximately N$209,903,000 (approximately US$30.8 million) over the next three years (2007 – 2009). Support for this initiative has come from many local and international partners both in terms of in-kind contributions as well as financial support. The GoN has already committed nearly N$20 million in the financial year 2006/2007. In addition to the funding provided by the government, various development partners, NGOs, civil society organisations, and public and private partners are providing financial and in-kind contributions. For example, Telecom Namibia has made in-kind contributions of over N$12 million towards the development of XNET, the entity through which affordable and reliable connectivity will be rolled out to all educational institutions.

**Monitoring and Evaluation**

In addition to considering a longitudinal study and the monitoring and evaluation carried out by the Steering Committee, a Partnership Evaluation Report on the MOU between the Namibian MoE and GeSCI has already been produced by the MoE. Furthermore, an Independent evaluation of GeSCI’s activities in Namibia is out-to-tender and due to commence in end of October 2007. An organisational audit will evaluate GeSCI’s overall performance, and is currently out-to-tender and due to commence in November. It will incorporate the evaluation of GeSCI’s work in Namibia.

The subject of Monitoring and Evaluation invites much discussion from stakeholders, facilitators, the research community and end-users. Research could be an area warranting further investment and consideration among the NGO, public and private sectors. In the case of TECH/NA! discussions surrounding the opportunities to conduct long-term research, such as a longitudinal study, continue beyond Ministry structures and incorporate university research departments and invite North and South research collaboration.

**Going Forward**

GeSCI continues to view Namibia’s Tech/Na! initiative as its flagship project and actively invites stakeholders to share their experiences internationally. GeSCI will also continue to gage Namibia’s progress as it moves through implementation and engages in Monitoring and Evaluation, sharing its experiences with Ministries of Education in other partner countries. Peer-to-peer knowledge sharing is a core function of capacity building and one which reaps fruitful rewards for all parties involved. While a successful initiative cannot necessarily be replicated in any given environment (taking into account cultural, social, political and environmental contexts), the processes the initiative engages in to achieve its objectives can be shared with peers, across sectors in-country, and among peers in all environments who are striving to achieve similar objectives.
Evaluation of GeSCI and Namibia MoE Agreement

Namibia’s ICT Policy for Education –


---

**Links, documentation and other information**

**Partners involved in TECH/NA!**

**Strategic Partners**

**Ministry of Education (MOE) | [www.nied.edu.na](http://www.nied.edu.na)**

The Ministry of Education was established by amalgamating the eleven second-tier educational services inherited from *apartheid* South Africa into one unified national structure. The Ministry of Education's objective is to provide quality education to all Namibians in line with the country's Constitution.

**Global e-Schools and Communities Initiative (GeSCI) | [www.gesci.org](http://www.gesci.org)**

GeSCI was founded by UN Secretary General Kofi Annan's ICT Task Force, and its work is closely aligned with the Millennium Development Goals (MDGs), which aim to achieve permanent, measurable reductions in global poverty and deprivation by 2015.

**Implementation Partners**

**Accenture Development Partnerships | [www.accenture.com](http://www.accenture.com)**

Accenture Development Partnerships (ADP) is a charitable organization sponsored by Accenture, the global management consultancy, that provides high-quality business and technology consulting services to the development sector.

**Cambridge University Press | [www.cambridge.org/uk/](http://www.cambridge.org/uk/)**

Cambridge University Press publishes the finest academic and educational writing from around the world.

**CECS Namibia | [www.nied.edu.na/edusupport/cecs.htm](http://www.nied.edu.na/edusupport/cecs.htm)**

CECS Namibia is not-for-profit training organization which provides training and support for teachers and communities in ICT literacy.

**Colleges of Education: MOE | [www.nied.edu.na](http://www.nied.edu.na)**

The four Colleges of Education (Caprivi, Ongwediva, Rundu, and Windhoek) in Namibia deliver pre-service teacher education to prepare student teachers to teach in grades 1-10.

**Directorate of Adult Basic Education: MOE | [www.nied.edu.na](http://www.nied.edu.na)**

The main function of the Directorate of Adult Basic Education is to provide opportunities for adults in Namibia to acquire knowledge, skills and positive attitudes to participate in socio-economic, activities of the country and improve their lives.
Directorate of Education Programme Implementation: MOE | www.nied.edu.na

The Directorate of Education Programme Implementation objective is to organize, co-ordinate, monitor, and control the implementation of educational programmes at national level.

Directorate of General Services: MOE | www.nied.edu.na

The Directorate of General Services provides administrative support to the Ministry of Education through proper and accountable financial, personnel, and auxiliary services to ensure effective quality education and other logistical services.

Directorate of Higher Learning: MOE | www.nied.edu.na

The higher education sub-sector is a major contributor to the attainment and support of the national development aspirations and goals.

Directorate of Planning and Development: MOE | www.nied.edu.na

The Directorate of Planning and Development (PAD) in the Ministry of Education coordinates strategic planning, programme development, research, policy analysis, information management systems, institutional development, and resource control.

Directorate of Science and Technology: MOE | www.nied.edu.na

The Directorate of Science and Technology is tasked to facilitate the realistic development and integration of science and technology in education.

Directorate of Vocational Education and Training: MOE | www.nied.edu.na

The Directorate: VET is responsible for the development of the VET system.

Education and Training Sector Improvement Programme: MOE | www.nied.edu.na

During 2005 the Ministry of Education undertook the Education and Training Sector Improvement Programme (ETSIP) to increase the efficiency of the education and training system.

Education Management Information System Unit: PAD: MOE | www.nied.edu.na

The Education Management Information System (EMIS) is part of the Directorate of Planning and Development within the Ministry of Basic Education, Sport and Culture.

E-Learning Centre

In April 2006, the Namibian ELC was formally launched through a partnership between the Namibian Open Learning Network Trust (NOLNet) and InWEnt (Capacity Building International, Germany). Established under the auspices of NOLNet, the ELC functions as the service hub for e-learning activities in Namibia and beyond.

Embassy of Finland | www.finland.org.na

The Embassy of Finland strives to facilitate global security, economic interaction and social development in Namibia as well as other countries in Africa.

ICDL Foundation | www.icdl.org.za

The International Computer Driving Licence (ICDL) Foundation is an international, not-for-profit organization established to raise the level computer skills in Africa.
ICT Alliance
The ICT Alliance Namibia is an umbrella organization for companies, professionals, and citizens involved and/or interested in information and communication technology (ICT) in Namibia.

ICTs in Education Steering Committee
The ICTs in Education Steering Committee, established by the Ministry of Education in February 2004, creates a single forum for promoting the coordination and collaboration of all projects, organisations, activities, and initiatives seeking to support the use of ICTs in the educational sector.

IFESH | www.ifesh.org
IFESH focuses on empowering individuals of developing nations through the operation and support of community-based programs in the areas of literacy, education, vocational training, agriculture, nutrition, and health care.

Information Technology Department (ITD)
Established in 1999, ITD has since inception been an innovator in ICT business development.

Institute of Information Technology (IIT)
Established in 1997 IIT is a privately owned training and education provider which has a national footprint with 3 full campuses and 5 satellite centres countrywide.

LearnThings Africa | www.learnthings.co.za
Learnthings specializes in the production of interactive e-learning curriculum materials and offers training related to effective usage of these materials to empower and engage the education sector through digital content.

Microsoft | www.microsoft.com
In June 2003 the Parliament of Namibia signed a Memorandum of Understanding with Microsoft to jointly implement a Pathfinder project for Africa.

Ministry of Education (MOE) | www.nied.edu.na
The Ministry of Education was established by amalgamating the eleven second-tier educational services inherited from apartheid South Africa into one unified national structure. The Ministry of Education’s objective is to provide quality education to all Namibians in line with the country’s Constitution.

The Ministry of Gender Equality and Child Welfare (MGECW) is responsible for the implementation of policies and programmes at national and regional levels for mainstreaming gender at all sector levels countrywide; promoting participatory, empowering, and liberating strategies of community development; and ensuring all children enjoy equal care, protection, and opportunities.

Ministry of Information and Broadcasting
Immediately after Namibia became independent, the Ministry of Information and Broadcasting was established to produce, disseminate, and facilitate the free flow of information to empower the Namibian people to participate in nation building and development.
Ministry of Mines and Energy | www.mme.gov.na

Ministry of Mines and Energy was established in 1990 to act as the custodian of Namibia’s mineral, energy, and other land-based resources.

Ministry of Youth, National Service, Sport, and Culture

The Ministry of Youth, National Service, Sport, and Culture aims to address the key needs of youth from the ages 16 to 34, particularly those already out of school; national service for nation-building; the promotion of sport throughout the country at all levels; and Namibia’s diverse cultural heritage.

NAMCOL | www.namcol.com.na

The Namibian College of Open Learning (NAMCOL), a parastatal educational institution created in 1997, provides continuing education learning opportunities for adults and out-of-school youth.

Namdeb | www.namdeb.com

Namdeb Diamond Corporation (Pty) Limited is owned in equal shares by the Government of the Republic of Namibia and De Beers Centenary AG.

Namibia Training Authority | www.nta.com.na

The Namibia Training Authority (NTA) provides services to increase the effectiveness and efficiency of vocational education and training in Namibia and support the expansion of training places to enable more Namibians to become skilled and find gainful (self-) employment.

Namibian Communications Commission | www.ncc.org.na

The Namibian Communications Commission which was established in terms of the Namibia Communications Commission Act of 1992 and is tasked with the licensing of telecommunications equipment and frequency management throughout the country.

Namibian Education Technology Organisation | www.nied.edu.na

The Namibian Education Technology Organisation is a local not-for-profit organization that aims to support schools in their endeavours towards ICT integration.

Namibian Libraries and Archive Services: MOE | www.nied.edu.na

Namibian Libraries and Archive Services is a Directorate within the Ministry of Education tasked with ensuring an adequate national knowledge management and information access infrastructure through the network of national, community, school, specialized, and government libraries as well as for the National Archives.

NamPower | www.nampower.com

NamPower is the national power utility of Namibia and specializes in the generation and transmission of electricity.

National Institute for Education Development: MOE | www.nied.edu.na

NIED was established in 1990 as a Directorate within the Ministry of Education with the continuous task of ensuring that education in Namibia is developed and improved in accordance with the latest developments in education and the needs of the people of Namibia.
National Planning Commission

The National Planning Commission (NPC) in the Office of the President is responsible for the planning of national priorities and directing the course of national development.

NETSS Centre

The National Education Technology Service & Support Centre (NETSS Centre) provides for deployment, maintenance, and support of ICTs in Education in Namibia. The NETSS Centre will be the central distribution centre through which all ICTs destined for educational institutions will be cleared.

NOLNet

The Namibian Open Learning Network Trust (NOLNet) is a cooperative initiative of the Ministry of Education, the University of Namibia, the Namibian College of Open Learning (NAMCOL), the Polytechnic of Namibia, and the National Institute for Educational Development to "establish a network of open learning centres throughout the country at which certain facilities will be shared and services offered on a collaborative basis".

Office of the Prime Minister | www.opm.gov.na

The Office of the Prime Minister is responsible for advising and assisting the President, leading Government business in Parliament, co-coordinating the work of the Cabinet, and administering the public service.

Peace Corps Namibia | www.peacecorps.gov

Peace Corps/Namibia has made substantial contributions to the reform of the educational system in teacher training, classroom teaching, and subject matter support for teachers, especially in English, mathematics, ICT, and science.

Polytechnic of Namibia | www.polytecnic.edu.na

The Polytechnic of Namibia contributes to Namibian development by providing tertiary technological career-oriented education at internationally recognised standards.

Rössing Foundation | www.rossing.com/namibia.htm

The Rössing Foundation supports and provides opportunities for adults and young school leavers to engage in lifelong learning through the provision of training and associated activities.

SchoolNet Namibia | www.schoolnet.na

SchoolNet Namibia is a local, hands-on ICT deployment, training, and support organization. The successful provision of innovative computer technologies and internet to over 300 schools since 2000 has led SchoolNet to become a lead organization in national ICT policy-making in Namibia.

Sida

Sweden’s development cooperation in Namibia acts as a catalyst to bring about economic growth and reduce social inequality.

Teacher Resource Centres: MOE | www.nied.edu.na

Teacher Resource Centres (TRCs) originated through a 1991 initiative of the Ministry to meet the critical needs of un- and under-qualified teachers working in schools.

Telecom Namibia | www.telecom.na

Telecom Namibia Limited is the national telecommunications operator, established in August 1992 and wholly owned by the Government of the Republic of Namibia. Telecom Namibia is functioning as a
UNESCO – the United Nations Educational, Scientific and Cultural Organization (UNESCO) was founded on 16 November 1945. UNESCO supports education, social and natural science, culture, and communication and functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues.

University of Namibia | www.unam.na

The University of Namibia, established in 1992, delivers education designed to meet national human resources requirements through quality teaching, research, consultancy, and community services.

USAID | www.usaid.org.na

The United States Agency for International Development (USAID) has supported Namibian development efforts since 1991.

WorldTeach | www.worldteach.org

WorldTeach is a non-profit, non-governmental organisation that provides opportunities for individuals to make a meaningful contribution to international education by living and working as volunteer teachers in developing countries.

XNET Development Trust

The XNet Development Trust was formed as a partnership between SchoolNet Namibia and Telecom Namibia in 2003 as a vehicle to provide affordable bandwidth connectivity to a variety of social sectors (such as agriculture, education, health, SME etc). The education sector is the first sector for connectivity roll-out. This is the first effort towards Universal Access in Namibia.