

ICT in Education in Namibia

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Source: *World Fact Book*¹

Please note:

This short *Country Report*, a result of a larger *infoDev*-supported *Survey of ICT in Education in Africa*, provides a general overview of current activities and issues related to ICT use in education in the country. The data presented here should be regarded as illustrative rather than exhaustive. ICT use in education is at a particularly dynamic stage in Africa; new developments and announcements happening on a daily basis somewhere on the continent. Therefore, these reports should be seen as “snapshots” that were current at the time they were taken; it is expected that certain facts and figures presented may become dated very quickly.

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Overview

Namibia has played a pioneering and visionary role in Africa in the area of ICTs in education and serves as a beacon for many organisations and groups operating across the continent. Namibia offers innovative options on affordable and sustainable access to ICTs through the active involvement of local youth under the leadership of SchoolNet Namibia. In addition to a visionary national ICT for education policy, the Namibian government has also taken the lead in committing a dedicated budget to support ICTs in education and the establishment of machinery for co-ordinated multi-stakeholder collaboration.

Country Profile

Namibia is one of the world's most sparsely populated countries with a population of just over two million people living in an area slightly over half the size of Alaska which is 825,418 square kilometres. It has among the highest per capita income in sub-Saharan Africa, but that income is unequally distributed. A 2000 survey of the Namibia labour force estimated the unemployment rate at 34% using the broad measure of unemployment nationwide. This high rate is partly attributed to exports of unprocessed primary products and the low levels of education among the economically active population.

Table 1 provides some selected socio-economic indicators for Namibia.

Table 1: Socio-economic Indicators: Namibia

Indicator	
Population (2005)	2 million
Languages	Official language: English. Afrikaans is the common language of most of the population and about 60% of the white population. Other languages: German and indigenous languages (Oshivambo, Herero, Nama).
Human Development Index	125 (out of 177 countries)
Per capita Gross National Income (US dollars)	\$2,990 (2005)

Namibia's economy relies heavily on the extraction and processing of minerals as well as on processed fish for export. Namibia is the world's fifth-largest producer of uranium and a primary source of gem-quality diamonds. Cattle and sheep-raising dominate agriculture, and the country has one of the richest potential fisheries in the world. Policies adopted since independence have been aimed at sustaining economic growth, diversifying the country's productive base, and attracting foreign investors.

The Education System

Since gaining independence from South Africa in 1990, Namibia's education system has undergone extraordinary transformation from servicing a privileged few to one involving all learners in integrated classrooms.

Namibia's school education system begins with primary education that lasts for seven years, divided into lower primary (four years) and upper primary (three years). Junior secondary education lasts for three years and leads to the Namibian Junior Secondary Certificate. Admission to senior secondary education is based on the six best subjects in the Junior Secondary Certificate. Senior secondary education lasts for two years and leads to the International General Certificate of Secondary Education (IGCSE) which gives access to higher education. Vocational training centres (VTCs) offer technical subjects at the junior secondary level with options in bricklaying and plastering, electricity, motor mechanics, metalwork, welding, and woodwork.

Higher education is mainly provided by the University of Namibia, the Polytechnic of Namibia, colleges of education, and colleges of agriculture.

Namibia has about 19,000 teachers educating around 550,000 children in 1,550 schools. There are seven VTCs, four colleges of education, three agricultural training colleges, and one police training college. In addition, the Namibian College of Open Learning and private colleges like Damelin and the Higher Education Institute offer a variety of programmes in collaboration with other institutions.

Table 2 provides a quantitative perspective of some selected system indicators.²

Table 2: Selected Education Data

Indicator	
Enrolment in primary education (% gross)*	101 (2004)
Enrolment in secondary education (% gross)*	58 (2004)
Transition to secondary	88 (2003)
Enrolment to tertiary education (% gross)*	6 (2004)
Gender Parity Index (GPI)**	1.01 in primary; 1.14 in secondary; 1.15 at university (2004)
Adult literacy male ³	87% (2000-2004)
Adult literacy female	83% (2000-2004)

*Percent of gross is the number enrolled as a percentage of the number in the eligible age group.

**GPI = gross enrolment ratio (GER) of females, divided by the GER of males and indicates the level of access by females to education compared to males. Namibia demonstrates gender parity at primary secondary and university levels.

A recent World Bank report on Namibia's education found that it was not meeting the needs of the country's economy and was "ineffective." It also found that Namibia's lack of early childhood development resulted in 80% of children entering Grade 1 without the

required level of learning readiness, while 60% of primary school teachers and 30% of secondary school teachers were unqualified. Of those teachers who are qualified, a large proportion lack essential competencies, such as mastery of their teaching subjects, good English proficiency, reading skills, curriculum interpretation, and setting student tests.⁴

The World Bank study also found that curricula were overloaded with too many subjects that lacked clear standards, there was a shortage of schoolbooks, and 21% of all schools had no permanent classrooms. As well, just a third of children enrolled in Grade 1 eventually completed senior secondary school (Grade 12).⁵

Infrastructure

According to the World Economic Forum *Global Information Technology Report*, Namibia ranks 78th out of 115 economies using the networked readiness index (NRI) which measures the degree of preparation of a nation to participate in and benefit from ICT developments.⁶ Namibia's rank is ahead of Uganda, Nigeria, Mali, Mozambique, and Zimbabwe.

Table 3 below provides a brief snapshot of Namibia's ICT infrastructure^{7,8}

Table 3: ICT Infrastructure in Namibia

Indicator	
Fixed-line subscribers	127,900 (2004)
Mobile subscribers	495,000 (2005)
Internet users	75,000 (2004)
Television broadcast stations	8 (plus about 20 low power repeaters (1997))
Radio stations	AM 2; FM 39; shortwave 4 (2001)

Namibia's close economic and historical links to South Africa means that its telecom market is one of the most developed on the continent. Its modern, fully digital telecom network has helped to drive growth in the Internet and mobile telephony sectors. While mobile and fixed-line services are still a monopoly, plans are underway to introduce competition in both sub-sectors. The Internet sector is open to competition, although the telecoms industry in general ranks comparatively low in terms of openness of the telecommunications market.

The Telecommunications Policy and Regulatory Framework (1999) describes a vision of universal access and liberalisation of the telecommunications sector. The draft Telecommunications Bill provides for the regulation of telecommunication activities including the use and allocation of radio spectrum and the establishment of an independent Namibian Communications Authority. The Bill's aim of universal access is

pivotal to Namibia's vision, and a universal service fund (USF) will be established and administered by the regulator. The existing telecommunications regulatory framework provides for a universal service obligation (USO) by the monopolies.

The liberalisation of the telecommunications sector will introduce competition as a means of accelerating infrastructure development, increasing efficiency, and diversifying services, thereby making government's decentralisation efforts cheaper and increasing Namibia's attractiveness for foreign investment.

ICT Policies

Vision 2030

The Namibian Government developed Vision 2030 as its national plan to "improve the quality of life of the people of Namibia to the level of their counterparts in the developed world by 2030." The policy aims to transform Namibia into a healthy and food-secure nation, in which all preventable, infectious, and parasitic diseases (including HIV/AIDS) are under control, and where people enjoy a high standard of living, good quality life, and have access to quality education, health, and other vital services. All of these aspirations translate into a long life expectancy and sustainable population growth.

In support of the objectives of 2030, capacity-building will be pursued by both the private and public sectors and will continue to be promoted by the existence of a suitable enabling environment in terms of political stability and freedom, a sound legal system, economic resources and opportunities, and social norms that are conducive to sustained development.

As required by Vision 2030, the country will operate a totally integrated, unified, flexible, and high-quality education and training system that prepares Namibian learners to take advantage of a rapidly changing global environment, including developments in science and technology. Arising from the overall capacity-building investments, Namibia will be transformed into a knowledge-based society.

ETSIP

Namibia has also devised a bold 15-year improvement plan for education known as the Education and Training Sector Improvement Plan (ETSIP). The main aims of ETSIP include the following:

- Improving the quality of general education from Grades 1 to 12, which includes curriculum revision, increasing the supply of textbooks, improving teacher performance, and enhancing special education
- Improving access to ICTs to enhance learning and administration including making ICT a subject and a cross-curricular tool, staff training in ICTs, and developing support services and structures for deployment and maintenance
- Improving efficiency and reducing wastage throughout the education system
- Expanding the provision of senior secondary education (Grades 11 and 12)

- Reforming and expanding vocational education and training, which includes establishing a national training authority, re-equipping government vocational training centres (VTCs), and expanding community skills development centres (COSDECS)
- Strengthening tertiary education and training including the establishment of a National Council for Higher Education and other bodies to ensure high standards and efficient allocation of resources
- Developing a national system of knowledge management and innovation including establishing a national commission for public policy co-ordination and the financing of research
- Enhancing early childhood development and pre-primary education
- Strengthening access to information, culture, and lifelong learning
- Enhancing HIV/AIDS management in education
- Promoting equity in education
- Pursuing a capacity development programme to improve all aspects of institutional development

It was estimated in 2005 that the plan to revamp the Namibian education system would cost Nam\$23.4 billion (USD\$4 billion) and that the Namibian government will provide Nam\$21.8 billion (USD\$3.8 billion), leaving a gap of Nam\$2 billion (USD\$349 million) to the donor community, development partners, and the private sector.

ICT Policy for Education

Consistent with the objectives of Vision 2030 and ETSIP, the Namibian Ministry of Education adopted an ICT policy for education in 2003 which is an update of the original policy developed in 1995 and revised in 2000. Developed by a mixed working group drawn from the two Ministries of Education, the policy reflects recent developments in pedagogy, research, technology, and partnerships and provides a comprehensive and holistic range of issues in its goal to access and use ICTs across the education sector.

The priority areas for the policy are colleges of education and related in-service programmes; schools with secondary grades; teacher education programmes at tertiary institutions; vocational training; primary schools; libraries and community centres; adult education centres; and special needs education. The policy objectives are to:

- Produce ICT literate citizens
- Produce people capable of working and participating in the new information and knowledge-based economy and society
- Leverage ICT to assist and facilitate learning for the benefit of all learners and teachers across the curriculum
- Improve the efficiency of educational administration and management at every level from the classroom, school library, through the school, and on to the sector as a whole
- Broaden access to quality educational services for learners at all levels of the education system and set specific criteria and targets to help classify and categorise the different development levels of using ICT in education

The policy also provides specific strategies for providing of ICT services; staff training; curriculum and performance measures; national technical standards; societal issues; open and distance learning; library, community sport and culture; public private partnerships; education management; and financing.

Policy Implementation

TECH/NA!

TECH/NA! is a comprehensive implementation strategy that the Namibian Ministry of Education developed based on its ICTs for education policy. TECH/NA!'s main goals are to:

- 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

The ICT policy for education and implementation plan prioritise educational institutions in accordance to their proximity of learners to the labour market. Teacher-training institutions are given the highest priority given their impact on the entire education system. Using these guidelines, the deployment of ICTs in the education sector is based on the following five priorities:

- Pre-service and in-service teacher education institutions
- Schools with secondary grades (combined schools, junior and senior secondary schools)
- Vocational training centres and community skills development centres
- National, regional, and community libraries and community and adult education
- Primary schools

The strategy is also premised on the support of the full range of existing role players, programmes, and projects operating in Namibia. Of these, the major initiatives are outlined below and others are included in Appendix A.

Recently the Namibian Ministry of Finance formally advertised for the submission of tenders for the purchase of the first round of equipment for deployment under TECH/NA! This is considered the biggest purchase of equipment in Namibian government history and will fully equip 40 secondary schools, all teachers' colleges, five teacher resource centres, seven vocational training centres, and 10 libraries. In all, nearly 1,500 computers, over 100 printers, and various other equipment will be purchased.⁹

For more information: www.tech.na

Implementation Co-ordination

An ICT for Education Steering Committee has been established and linked to the Ministry of Education and the ETSIP programme.

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 the co-ordination and collaboration of all projects, organisations, activities, and initiatives involved with ICTs in Namibia's education sector. The committee's membership includes representation from the Ministry of Education's executive management team and regional offices, the Teacher Resource Centre network, directorates within the Ministry of Education, tertiary education partners, the colleges of education, ICTs in education projects, civil society organisations, private sector partners, and donor/development organisations.

Ministry Directorates

The Ministry of Education also has the following directorates that are involved in the implementation process and that serve on the ICTs in Education Steering Committee:

- Directorate of Adult Basic Education
- Directorate of Education Programme Implementation
- Directorate of Higher Learning
- Directorate of General Services
- Directorate of Planning and Development
- Directorate of Science and Technology
- Directorate of Vocational Education and Training
- Directorate of Adult Basic Education
- Directorate of Education Programme Implementation
- Directorate of Higher Learning
- Directorate of General Services
- Directorate of Planning and Development
- Directorate of Science and Technology
- Directorate of Vocational Education and Training

ICT Alliance Namibia

The ICT Alliance serves as an umbrella organisation for companies, professionals, and citizens involved and/or interested in ICTs in Namibia. It aims to influence and shape ICT policy-making for the industry and users, drive ICT policy-making in the country, and liaise with and lobby government, non-governmental organisations, private sector, the ICT sector regulator, and the public at large on shaping policy decisions. It also represents the interest of members of the alliance on policy platforms and drafts and proposes sound policy suggestions to present to stakeholders for adoption on existing as well as future policies.¹⁰

For more information: www.ictalliance.org.na

Current ICT Initiatives and Projects: Schools

NETSS Centre

The National Educational Technology Services and Support (NETSS) Centre was established after a consultative process with all partners involved in ICTs in education in Namibia. The centre is responsible for co-ordinating access to ICTs to all Namibian education institutions by overseeing the sourcing, refurbishment, installation, and support of ICTs. It serves as a distribution hub for ICTs in education and a national helpdesk for technical support. The design of the NETSS Centre is based on models established by SchoolNet Namibia and Microsoft Pathfinder, including input from an analysis of experiences of end users.¹¹

The Microsoft Pathfinder Project was initiated in 2003 as a joint venture between the Namibian government, Microsoft, and the Namibian education community. The project involved the development of a schools strategy plan by the Namibian education community in partnership with Microsoft. It included the rollout to 13 pilot schools of refurbished PCs obtained from its Digital Pipeline project, connected to a local area network and a new server on which is installed Microsoft's learning materials. The administration of this project was handed over to the Namibian government in 2005.

GeSCI

The Global eSchools and Communities Initiative (GeSCI) was founded by the UN ICT Task Force that was set up by former UN Secretary General Kofi Annan. GeSCI works at local, national, and international levels to support developing countries. Namibia is one of four countries where GeSCI has supported the ICT for education policy development, co-ordination, and implementation process. At the time of writing, GeSCI served as strategic advisor to the Ministry of Education.

For more information: www.gesci.org

SchoolNet Namibia

SchoolNet Namibia is in its seventh year of existence as a not-for-profit civil society organisation, providing sustainable, affordable open source technology solutions and Internet access, as well as technical support, training services, and creative commons-licensed educational content to schools, community-based educational organisations, and educational practitioners throughout the country. SchoolNet Namibia has successfully reached over 350 schools since 2000, which makes it a lead organisation in national ICT policy-making.

SchoolNet Namibia has also been instrumental in the establishment of the XNet Development Trust in partnership with Telecom Namibia in 2003, which serves as a vehicle to provide affordable bandwidth connectivity to a variety of social sectors (such as agriculture, education, health, and SME.). The XNet Trust has the founding president of Namibia as its patron and life member. Telecom Namibia has committed USD\$2.05

million to XNet. This strategy has resulted in a standard flat-rate 24/7 Internet access of USD\$25/month for schools, and free dial-on-demand Internet access for educators, using SchoolNet's national 0700 number with reduced telecom charges. This compares with the cost of a one-hour Internet call anywhere in Namibia for about USD\$2.72. Under the XNet agreement, Telecom Namibia (and other telecommunications providers) support SchoolNet's connectivity service to all schools participating in the SchoolNet scheme nationwide. Provision is also made to subsidise those schools that cannot afford even the discounted rate by a cross-subsidy scheme that encourages privileged schools and other educational centres to pay more if they can afford to do so.

SchoolNet Namibia has recently introduced a comic book and weekly one-page newspaper and Web-based inserts called Hai Ti! ("listen up"). Hai Ti! Is published under a creative commons licence and aims to popularise the use of ICTs among Namibian teachers, the majority of whom are women and who have historically been technophobic.

SchoolNet Namibia has a wide range of partner organisations. It has historically been supported by IDRC and then later USAID and Sida who invested significant core funding.

For more information: www.schoolnet.na

Current ICT Initiatives and Projects: Higher Education

Colleges of Education

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 to 10. Student teachers follow a three-year programme of study focusing on educational theory and practice as well as subject specialisation.

For more information: www.nied.edu.na

Institute of Information Technology (IIT)

Established in 1997, IIT is a privately owned training and education provider that has a national footprint with three full campuses and five satellite centres countrywide. It delivers internationally accredited industry qualifications to around 4,500 Namibians annually in disciplines ranging from basic computer literacy to hardware and software engineering as well as a bouquet of business and management courses accredited by the University of Cambridge. IIT utilises a blend of training methodologies including instructor-lead training, online training, computer-based training, supported correspondence training, and home education. Through its other divisions IIT provides Namibians with stable refurbished computers running on a mixture of open source and Microsoft platforms.

Polytechnic of Namibia

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

objective is the practice, promotion, and transfer of technology to meet the professional human resource requirements of the country and those of the region and beyond.

For more information: www.polytecnic.edu.na

University of Namibia

The University of Namibia, established in 1992, delivers education designed to meet national human resources requirements through quality teaching, research, consultancy, and community services. Through its highly competent and dedicated staff and quality infrastructure, the university has been serving the nation in various ways and has contributed significantly to national reconstruction and development since its inception. The University of Namibia offers three types of ICT programmes:

- *Computer science* with heavy emphasis on programming, database management, networking, offered as one of two majors in the B.Sc. double degree.
- *Information studies*, which combines library science and information technology
- *Journalism*, which concentrates on graphic design and desktop publishing

For more information: www.unam.na

Current ICT Initiatives and Projects: TVET, ABET, and Informal

CECS Namibia

CECS Namibia is not-for-profit training organisation that provides training and support for teachers and communities in ICT literacy. CECS currently focuses on basic computer literacy, and as communities and teachers become literate in the basic skills, advanced literacy and pedagogy courses are available.

For more information: www.nied.edu.na/edusupport/cecs.htm

E-Learning Centre (ELC)

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.

NAMCOL

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. NAMCOL has since grown to become the largest educational institution in Namibia by total number of students.

For more information: www.namcol.com.na

NOLNET

The Namibian Open Learning Network Trust (NOLNet) is a co-operative 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.” NOLNet enhances opportunities for supported, independent learning for adults and young people who cannot take part in conventional, institution-based education. The Open Learning Network enhances services provided by community libraries, teacher resource centres, school libraries, NAMCOL tutorial centres, and community learning and development centres.

Implementing ICT in Education: What Helps and What Hinders?

Namibia is unquestionably a front-runner in ICTs for education in Africa. The Government of Namibia has been visionary in its development of policy and organisations such as SchoolNet Namibia are well known for their leadership and pioneering role in the provision of low-cost ICT solutions for an African school context, especially within pan-African networks such as SchoolNet Africa.

Table 4 provides a summary of the current stage of ICT development in Namibia in terms of enabling or constraining features in the education system.

Table 4: Factors Influencing ICT Adoption

Factors	Enabling Features	Constraining Features
<i>Policy framework and implementation</i>	Namibia has had a dedicated national ICT policy for education since the late 1990s. This policy framework is consistent with the broader government vision and strategy to enable the development of a Namibian knowledge-based economy.	
<i>Advocacy leadership</i>	Within government and among civil society organisations such as SchoolNet Namibia, there is incredible leadership and innovation in the promotion of ICT access and use for learning and teaching in Namibia’s education institutions.	
<i>Gender equity</i>	SchoolNet Namibia has led the way in promoting home access to computers for Namibia’s teachers, 75% of whom are women. It also established a dedicated comic magazine with positive female	

	heroes and role models in their promotion of women's empowerment and gender equality in the use of ICTs.	
<i>Infrastructure and access</i>	Namibia has a well-developed ICT infrastructure because of its historical and economic ties with South Africa. Namibia has also pioneered low-cost sustainable access solutions including an open lab model for schools and flat-rate Internet access for education institutions.	
<i>Collaborating mechanisms</i>	Various collaborating mechanisms exist in Namibia that foster collaboration between government, civil society, and private sector agencies.	
<i>Human resource capacity</i>		Because of the low levels of education in Namibia the country is constrained by very limited human resource capacity.
<i>Fiscal resources</i>	The Ministry of Finance has just released a tender for support with rolling out ICT access to all education institutions backed by fiscal support.	
<i>Learning content</i>	Use is made of a range of creative commons-licensed materials.	Not much digital content is available that is aligned specifically to the Namibian national curriculum.
<i>Attitudes</i>	The leadership of Namibia's civil society, private sector, donor community, and government have a very positive attitude to the promotion of ICTs in education.	

Appendix A: Additional Initiatives

Some of the initiatives listed below are explicit ICT for education projects while others are not but have dedicated projects within them that focus on ICTs.

Activity	Programme Name	Project Description	Partners and/or Managing Agency	Web site
Management consultancy	Accenture Development Program	NGO set up to provide consultancy support to NGOs.	Accenture	www.accenture.com
Education publishing	Cambridge University Press	Publishes academic and educational writing	Cambridge University	www.cambridge.org/uk
ICT literacy training	Community Education Computer Society (CECS)	Training and support provision for teachers in ICT literacy	CECS Namibia	www.nied.edu.na/sedusupport/cecs.htm
e-Learning Content	LearnThings	Development of interactive e-learning curriculum materials	LearnThings Africa	www.learnthings.co.za
Education Volunteers	PeaceCorp Namibia	Provision of volunteers from the US to support the Namibian education system in teacher development, ICT labs, HIV/AIDS clubs, etc.	PeaceCorp	www.peacecorp.gov
Training	Rossing Foundation	Supports and provides opportunities for adults and young school leavers to engage in lifelong learning through the provision of training and associated activities.		www.rossing.com/namibia
Teacher Volunteers	WorldTeach	Volunteers as English, mathematics, science, and computer studies subject teachers in schools and adult training facilities. Also serve as HIV/AIDS resource teachers.		www.worldteach.org
ICT Solutions	Information Technology Department	Designs and deploys ICT solutions tailored to the needs of schools and communities throughout Namibia.	Parliament of Namibia; Information Technology Department	
Literacy and Vocational	IFESH	Empowers individuals of developing nations	IFESH Namibia	www.ifesh.org

Activity	Programme Name	Project Description	Partners and/or Managing Agency	Web site
Training		through the operation and support of community-based programmes in the areas of literacy, education, vocational training, agriculture, nutrition, and health care.		
Basic ICT Literacy and Skills	ICDL Foundation	The world's leading end-user computer skills certification programme and an internationally recognised qualification designed specifically for those who wish to gain a benchmark qualification in computing to develop ICT skills and enhance career prospects.	ICDL Foundation	www.icdl.org.za

Notes

- 1 The World Factbook 2007. <https://www.cia.gov/cia/publications/factbook/geos/wa.html>
- 2 EFA Global Monitoring Report. 2007. UNESCO. http://portal.unesco.org/education/en/ev.php-URL_ID=49591&URL_DO=DO_TOPIC&URL_SECTION=201.html
- 3 UNICEF Namibia: Statistics. http://www.unicef.org/infobycountry/namibia_statistics.html
- 4 Bonelli, R. and J. Odada. J. "Human Capital and Knowledge Development for Economic Growth." 2003. World Bank.
- 5 Namibia: Government to overhaul education sector . <http://www.irinnews.org/report.aspx?reportid=53403>
- 6 Global Information Technology Report . <http://www2.weforum.org/site/homepublic.nsf/Content/Global+Competitiveness+Programme/Global+Information+Technology+Report.html>
- 7 Assessing consumer activity in the telecoms and Internet sectors in Africa. <http://www.afridigital.net/downloads/IDRCconsumerdftV2.doc>
- 8 The World Factbook 2007. <https://www.cia.gov/cia/publications/factbook/geos/wa.html>
- 9 Global eSchools and Communities Initiative. <http://www.gesci.org/gesci/publisher/index.jsp>
- 10 TECH/NA!, Namibia's ICTs in Education Initiative. <http://www.tech.na>
- 11 Ibid.

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