



ADMINISTRATIVE AND PROGRESS REPORT

SchoolNet GDA

*“Alliance to Promote Information and Communication Technologies
in Namibian Schools”*

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THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

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Implemented by SchoolNet Namibia and the Academy for Educational Development (AED)

A Global Development Alliance Activity

GLOSSARY OF TERMS

AED	Academy for Educational Development
BETD	Basic Education Teachers Diploma
CE	College of Education
EDC	Education Development Centre
GDA	Global Development Alliance
GeSCI	Global eSchools and Community Initiative
ICT	Information and Communication Technology
iNET	Initiative for Namibian Education Technology
M&E	Monitoring & Evaluation
MBESC	Ministry of Basic Education, Sport, and Culture
MHETEC	Ministry of Higher Education, Training, and Employment Creation
NIED	National Institute for Educational Development
NGO	Non-Governmental Organisation
PRESET	Preservice Educators Training
TRC	Teacher Resource Centre
USAID	United States Agency for International Development
24/7	24 hours per day, 7 days a week

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EXECUTIVE SUMMARY

The SchoolNet GDA has had Success Toward all Four Activity Results

In support of Project Result 1 (*The capacity to promote the development of computer skills in and extend Internet access to Namibia's most disadvantaged schools will be strengthened*), the following activities were completed:

- SchoolNet has begun to document best practices/procedures and policies for technical and professional services, and is using these during trainings as well as providing them to volunteers for ongoing reference; and
- Short surveys of lab users and administrators have been developed for centres.

In support of Project Result 2 (*At least 50 remote, "off-grid" schools¹ will have been provided with computer centres*), the following activities were completed:

- Alliance Work plan posted to www.edsnet.na for review;
- SchoolNet and Xnet (Telecom Namibia) established infrastructure to support wireless Internet access to over 30% of Alliance supported schools. 24 of 46 Alliance schools have wireless infrastructure;
- All schools (46 in all) have received Alliance-supported computer centres by end of second quarter;
- Face-to-face training and ongoing support has been offered to all Alliance schools to equip learners and school staff to use lab equipment and software effectively;
- Face-to-face training and ongoing support has been offered to all administrative staff at Alliance schools to equip staff to effectively manage and operate centres;
- Rules and regulations have been developed to ensure smooth operation of all centres;
- SchoolNet has attempted to develop possible models for collection;
- OpenLab in all Alliance schools and now includes Wikipedia, WWW Internet Mathematics Server (WEMS), typing tutor, OpenOffice, the SchoolNet and www.edsnet.na resource web
- Sites, the Gutenberg Project, and teacher-oriented self-guided IT-literacy training modules (EDN);
- Best practices guidelines and lesson plans, developed by Peace Corps volunteers, are available for HIV/AIDS awareness;

¹ Subject to modification of agreement based on exchange fluctuations.

- Oshindonga and Oshikwanyama translation resource material (Hai Ti! “Beginners’ Guides”) add to growing list of localised online materials; and
- Additional FOSS resources include Code Your Own Robot, Colouring Book, Cubit Accounting, Edu Playground, FirstSteps, Lafontaine Logo, Logo Help, SiteMirror, and Star Dictionary.

In support of Project Result 3 (*All teachers at these schools will be able to use bundled educational content and software, browse Internet for research and learning purposes, and use e-mail. 75 percent of the students will have the same skills*), the following activities were completed:

- Training modules have been developed to deliver basic ICT skills and ICT-based educational materials;
- Instructional materials, resources, lesson plans etc., have been derived from use of ICTs developed by teachers at target schools to promote relevant project-based learning;
- The second online Oshindonga and Oshikwanyama translation resource material, **Hai Ti!** “Beginners’ Guides” are available as examples of localised online materials;
- Internet usage information available online; and
- Five schools are currently participating in the “Twinships” project, an international collaborative education competition with Swedish schools.

In support of Project Result 4 (*600 young volunteers will have been trained to refurbish and maintain computers, maintain computer networks, develop software, and assume related management responsibilities*), the following activities were completed:

- 393 SchoolNet volunteers have been trained in computer maintenance, 56% of whom are young women;
- 6 SchoolNet volunteers have been trained in network administration, 100% of whom are young men;
- 393 SchoolNet volunteers have been trained in helpdesk/maintenance support, 56% of whom are young women;
- 386 SchoolNet volunteers have been trained in support services to schools, 65% of whom are young women;
- 204 SchoolNet volunteers have found employment or moved into tertiary education after leaving SchoolNet, 25% of whom are young women; and
- SchoolNet has held 76 trainings/meetings/exchanges for volunteers seeking formal employment or higher-education opportunities, one-third of which have been formal and the remaining two-thirds of which have been informal.

PROGRESS REPORT

A. Introduction

The SchoolNet GDA has seen success regarding all four activity results. These are:

Result 1: The capacity to promote the development of computer skills in and extend Internet access to Namibia's most disadvantaged schools will be strengthened.

Result 2: At least 50 remote, "off-grid" schools² will have been provided with computer centres. Each centre would be allocated a local area network with a new server, at least 10 recycled computers, and free Internet access. In reaching these schools, SchoolNet will have introduced wireless solutions, creating affordable and replicable models for schools all over Africa.

Of these 50 schools, at least 30% will be provided 24 hour-a-day wireless Internet and data casting services. These same technologies can be served to schools elsewhere in sub-Saharan Africa, using wireless-based infrastructure established in Namibia in partnership with Xnet (Telecom Namibia).³

Open source software will have been adapted to provide affordable and stable options for educational content delivery. As with the wireless technology, this innovation can be shared with schools across Africa allowing them to significantly reduce the hardware, software, and maintenance costs traditionally associated with these technologies when using proprietary software.

Result 3: All teachers at these schools will be able to use bundled educational content and software, browse Internet for research and learning purposes, and use e-mail. 75 percent of the students will have the same skills.

All teachers at these schools will have participated in programs to build skills in using ICTs to improve educational delivery. USAID, through an associate grant to HCD's dot-COM mechanism, will collaborate with NIED and Peace Corps in the development and delivery of the training program.

Result 4: 600 young volunteers will have been trained to refurbish and maintain computers, maintain computer networks, develop software, and assume related management responsibilities. At least 15 percent of these trained volunteers will take full time employment in the Namibian ICT sector. SchoolNet currently recruits approximately 100 young volunteers per year. In 2001, 23 of these volunteers "graduated" into paid employment. Approximately 52 percent of SchoolNet's volunteers are women.

² Subject to modification of agreement based on exchange fluctuations.

³ Xnet Development Alliance (Telecom) has the capacity to operate and manage such infrastructure but will require assistance in acquiring the appropriate wireless technologies. Once in place, the system can provide similar service at low costs to schools both within and outside Namibia.

B. Progress Toward Result 1

“The capacity to promote the development of computer skills in and extend Internet access to Namibia’s most disadvantaged schools will be strengthened.”

Progress Made During this Quarter

Performance Indicator: Viable, fully equipped satellite service office established in N. Namibia.

Description: Rotating technical service teams (1 team/term) and office have been established in Oshakati during first quarter of activity to support institutions in the North Central area.

Performance Indicator: Open source call centre software developed, tested and deployed.

Description: During the first quarter, SchoolNet developed and began utilising a robust open source, call-centre software solution to improve the intake, logging/reporting and follow-up/resolution of service requests to its call centre. Currently, the call centre is located at the SchoolNet offices in Windhoek. The toll free number is 0800005793.

Performance Indicator: Technical and professional services reference manuals created and utilised within SchoolNet trainings.

Description: SchoolNet has begun to document best practices/procedures and policies for technical and professional services, and is using these during trainings as well as providing them to volunteers for ongoing reference. To view these Technical Services Reference Manuals see <http://www.edsn.net/Edutech/SchoolNetGDA.htm>. These materials will continue to evolve based on SchoolNet’s experiences.

Performance Indicator: Time between service request being taken and the problem being resolved will be cut by 25%-50% depending on location of site.

Description: Time between a service request taken and the problem being resolved will be cut by 25% from baseline at each rural site. Time between a service request taken and the problem being resolved will be cut by 50% from baseline at each urban site. SchoolNet is working to develop definitions for urban and rural sites as well as baseline statistics.

Performance Indicator: Quarterly client satisfaction surveys conducted

Description: Short surveys of lab users and administrators have been developed for centres.

See SchoolNet Awareness Survey and Service Quality Survey at <http://www.edsn.net/Edutech/SchoolNetGDA.htm>. This will be conducted quarterly for new clients, client upgrades, and service requests.

Baseline: Baseline figures which were to be provided from reports conducted by APC/Bridges and SIDA consultants are not available. Both reports highlighted that no feedback mechanisms were in place.

Performance Indicator: Metrics on call centre performance provided and reflect improvements in practice.

Description: Metrics should be collected as per SchoolNet’s systems, but can include things such as: call management, call routing/escalation, first call resolution rates, call types, knowledge management (i.e., Do the volunteers have fast access to common problem/error message resolutions?) SchoolNet is working to develop definitions and baseline statistics.

Lessons Learned

SchoolNet Service Teams Improve Quality and Accountability – SchoolNet has experimented with various modes of service and team composition. Recently, SchoolNet has had great success by developing gender-specific teams. The result is improved quality, more efficient service, and greater accountability of all team members. This is tracked through the use of survey forms discussed above.

Obstacles Encountered

Linking Metrics to Monitoring and Evaluation Plan is No Easy Task – SchoolNet has been tasked with linking appropriate data to the Alliance M&E plan. While their systems collect an extensive amount of data, great difficulty exists in linking this information appropriately. SchoolNet continues to request assistance from other Alliance partners in this matter.

Work Plan for the Next Three-Month Period

Satellite office in Oshakati will continue to operate and provide service to North Central region.

Call Centre Operations – Open source call centre will continue to operate and support clients.

Technical Service Manuals – Technical and professional services reference manuals will be utilised within SchoolNet trainings continue to evolve based on experiences.

Survey Use and Development – The quarterly client satisfaction survey forms which have been developed will be utilised with all clients, results will be tracked, and survey forms will evolve as needed.

Linking Metrics to Monitoring and Evaluation Plan – SchoolNet will continue to collect relevant data and attempt to more closely link this information to monitoring and evaluation of activities.

C. Progress Toward Result 2

“At least 50 remote, ‘off-grid’ schools⁴ will have been provided with computer centres. Each centre would be allocated a local area network with a new server, at least 10 recycled computers, and free Internet access. In reaching these schools, SchoolNet will have introduced wireless solutions, creating affordable and replicable models for schools all over Africa.

Of these 50 schools, at least 30% will be provided 24 hour-a-day wireless Internet and data casting services. These same technologies can be served to schools elsewhere in sub-Saharan Africa, using wireless-based infrastructure established in Namibia in partnership with Xnet (Telecom Namibia).⁵

⁴ Subject to modification of agreement based on exchange fluctuations.

⁵ Xnet Development Alliance (Telecom) has the capacity to operate and manage such infrastructure but will require assistance in acquiring the appropriate wireless technologies. Once in place, the system can provide similar service at low costs to schools both within and outside Namibia.

Open source software will have been adapted to provide affordable and stable options for educational content delivery. As with the wireless technology, this innovation can be shared with schools across Africa allowing them to significantly reduce the hardware, software, and maintenance costs traditionally associated with these technologies when using proprietary software.”

Progress Made During this Quarter

Performance Indicator: Alliance Steering Committee formed.

Description: Alliance Steering Committee formed within first quarter after start of project. Partners determine roles/responsibilities, meeting schedule, project plan and target schools etc.

Performance Indicator: Priority plan for deploying technology and school deployment schedule approved.

Description: Draft Alliance Work plan presented to Steering Committee for review, editing, and approval during first quarter. See <http://www.edsn.net/Edutech/SchoolNetGDA.htm> for work plan.

Performance Indicator: Established sufficient wireless infrastructure (in at least 15 of the 50 schools) for 24/7 Internet Access.

Description: SchoolNet and AED finalized subcontract award for procurement of equipment during first quarter. SchoolNet and Xnet (Telecom Namibia) have since established infrastructure to support wireless Internet access to over 30% of Alliance supported schools. 24 of 46 Alliance schools have wireless infrastructure. Internet access is limited due to Xnet difficulties.

Performance Indicator: Implementation/deployment schedule for 2004 and 2005 met and centres operationalised.

Description: All schools (46 in all) have received Alliance-supported computer centres by end of second quarter.

Performance Indicator: School staff and learners provided training in basic computer literacy and application use.

Description: Face-to-face training and ongoing support has been offered to all Alliance schools to equip learners and school staff to use lab equipment and software effectively. Some schools have declined due to in-house capacity at the school.

Performance Indicator: Selected school staff provided with centre management skills.

Description: Face-to-face training and ongoing support has been offered to all administrative staff at Alliance schools to equip staff to effectively manage and operate centres. Some schools have declined due to in-house capacity at the school.

Performance Indicator: Service Level Agreements and Centre Policies and Procedure Manual developed, validated, approved, and executed.

Description: Documents setting rules and regulations to ensure smooth operation of Centre have been developed. See <http://www.edsn.net/Edutech/SchoolNetGDA.htm> for sample SLA.

Performance Indicator: Centre usage data collected at pilot centres.

Description: Metrics collected on user type (teacher/learner, gender), frequency, type of use (Internet, applications etc), duration of use and if possible, number of educationally relevant materials obtained via the Internet. This has been implemented on pilot basis during Year 1 of project with the aim of scaling up to include all Alliance target schools by EOP. SchoolNet has

attempted to develop possible models for collection. It appears that manually recording centre usage is inconsistent and a poor means of tracking centre use.

Performance Indicator: ICT-based reporting schedule established for teacher and/or learners and/or administrators at all target (pilot) schools.

Description: Teachers/learners/administrators send emails from their school labs describing type of use, frequency, and duration. School administrator responsible for lab to send email verifying centre is functional, that all equipment/software received as promised on their invoice and to provide updates on the general operations of the centre as scheduled. This has been implemented on pilot basis during Year 1 of project with the aim of scaling up to include all Alliance target schools by EOP. SchoolNet has attempted to develop possible models for collection. It appears that manually recording centre usage is inconsistent and a poor means of tracking centre use.

Performance Indicator: Number and type of open source solutions/software applications adapted and/or delivered (i.e., operating system, educational games, office tools etc).

Description: SchoolNet presently serves some 340+ educational clients in Namibia, of which 107 are now using a new free and open source (FOSS) platform which includes educational content developed and integrated by DireqLearn <<http://www.direqlearn.org>>. OpenLab is deployed in all Alliance schools and now includes Wikipedia, WWW Internet Mathematics Server (WEMS), typing tutor, OpenOffice, the SchoolNet and www.edsn.net resource web Sites, the Gutenberg Project, and teacher-oriented self-guided IT-literacy training modules (EDN). Best practices guidelines and lesson plans, developed by Peace Corps volunteers, are available for HIV/AIDS awareness. We also have the second online Oshindonga and Oshikwanyama translation resource material (Hai Ti! “Beginners’ Guides”) to add to our growing list of localised online materials. Additional FOSS resources include Code Your Own Robot, Colouring Book, Cubit Accounting, Edu Playground, FirstSteps, Lafontaine Logo, Logo Help, SiteMirror, and Star Dictionary.

Performance Indicator: Study conducted investigating cost-effectiveness and potential for replication and/or scale-up of open source software solutions adapted and/or delivered under GDA.

Description: Study conducted by EDC/AED using cost-analysis tools and examining reports and financial records submitted by SchoolNet. If needed, additional data will be obtained from SchoolNet upon request. This activity will occur later in the project.

Lessons Learned

Cannot Presume Schools Lack ICT Training Capacity – Some schools have declined SchoolNet training assistance due to existing capacity within the schools. At the beginning of the project, it was assumed that all schools would require training support.

Local User group Development Built into Training Model – SchoolNet has begun bringing different Alliance and non-partner schools together for training activities when possible in order to promote cooperation among schools.

Obstacles Encountered

Manual Log Books Work Slightly Better with Onsite Support – SchoolNet agreements require all partner schools to keep centre usage log books, though in practice this happens only occasionally. When onsite support is available from SchoolNet volunteers this practice

improves slightly. It seems that another mechanism for tracking centre usage should be considered.

Work Plan for the Next Three-Month Period

Training Support to Schools – Training support to partner schools will continue. Over half of schools have already received training support (or support is currently in process). The remaining schools will receive support.

1st Term Steering Committee Meeting – The Alliance Steering Committee will meet during the first school term.

D. Progress Toward Result 3

“All teachers at these schools will be able to use bundled educational content and software, browse Internet for research and learning purposes, and use e-mail. 75 percent of the students will have the same skills.

All teachers at these schools will have participated in programs to build skills in using ICTs to improve educational delivery. USAID, through an associate grant to HCD’s dot-COM mechanism, will collaborate with NIED and Peace Corps in the development and delivery of the training program.”

Progress Made During this Quarter

Performance Indicator: A training program designed to improve educational delivery by integrating use of ICTs with innovative teaching/learning practices (enquiry, project-based learning) produced and tested.

Description: Training modules have been developed to deliver basic ICT skills and ICT-based educational materials. The materials are primarily delivered through DireqPortal’s teaching and learning resources and the LearnThings online test centre available in the computer centres. A training schedule for participants is developed on a school-by-school basis. The Alliance must still ensure that materials are in-line with MBESC school curriculum and educational reforms and that a tracking mechanism is developed for this indicator.

Performance Indicator: All teachers at target schools offered training in a) basic IT skills and b) innovative instructional uses of ICTs intended to improve educational delivery.

Description: As indicated earlier in this report, manual tracking has proved difficult. In three schools reported by trainers, a total of 52 teachers have received training in Foundation ICT Skills.

Performance Indicator: All learners at target schools offered training in a) basic IT skills and b) use of ICTs in the learning process through project-based learning activities and assignments.

Description: As indicated earlier in this report, manual tracking has proved difficult. In three schools reported by trainers, a total of 301 learners have received training in Foundation ICT Skills.

Performance Indicator: Number of learners trained to use ICTs in their learning processes through project-based activities. Inventory of teacher-developed content supporting project-based learning completed.

Description: Instructional materials, resources, lesson plans etc., have been derived from use of ICTs developed by teachers at target schools to promote relevant project-based learning. The

second online Oshindonga and Oshikwanyama translation resource material, **Hai Ti!** “Beginners’ Guides” are available as examples of localised online materials. See <http://www.schoolnet.na/languages/haiti.html>.

Performance Indicator: Inventory of ICT-based educational materials created by teachers and learners for use in their own learning processes completed.

Description: The second online Oshindonga and Oshikwanyama translation resource material, **Hai Ti!** “Beginners’ Guides” are available as examples of localised online materials. See <http://www.schoolnet.na/languages/haiti.html>.

Performance Indicator: At least 50% of trained teachers use 1 or more teaching/learning material(s) derived from use of ICTs to support project-based learning⁶.

Description: Teachers will use and integrate ICT-based educational materials in the classroom to support project-based learning. Lesson plans and materials will be collected and shared online.

Performance Indicator: At least 50% of trained teachers use 1 or more ICT-based resources to support their own professional development⁷.

Description: Teachers will use ICT-based resources to promote their own professional development. Professional development materials and resources will be collected and shared online.

Performance Indicator: Teachers participate in common forum(s) to promote the exchange of experiences and the sharing of educational resources developed using ICTs.

Description: Face-to-face, email, and/or online structured discussions will be utilised to enhance educators’ IT skills; facilitate sharing of experiences; disseminate ICT-based educational resources; and/or improve teaching practices through recurrent exposure to active pedagogy. For example, the development of local user groups will be discussed in future reports.

Performance Indicator: Increased use of the Internet at labs.

Description: See the www.schoolnet.na section on “Transparency” for data pertaining to Internet usage. As indicated earlier, the Alliance should provide assistance to SchoolNet to ensure this information can be disaggregated by (for example) frequency of use, number of users and number of sites visited, number of educational sites visited, duration etc.

Performance Indicator: At least 1 out of 3 schools participate in a national/international collaborative education project.

Description: Five schools are currently participating in the “Twinships” project, an international collaborative education competition with Swedish schools. More information will follow in the next quarter.

⁶ Note: This purposely doesn’t address a) whether the teachers developed the materials themselves, b) the classroom environment, or c) teaching quality.

⁷ Note: Same caveats as above.

Lessons Learned

24/7 Internet Access Increased Internet Usage – While SchoolNet has difficulty linking data to monitoring and evaluation plans, one thing is certain: full-time access to Internet increases Internet usage substantially. When schools were switched from dial-up Internet access (a pay-as-you-use model) to lease line or wireless, Internet usage increased many times over.

Obstacles Encountered

Teachers Over-Utilise SchoolNet Trainers – Many teachers at schools do not schedule time to work with SchoolNet trainers while they are on-site at schools. This results in limited capacity development in some cases. SchoolNet has since move to ensure teachers work closely with on-site volunteers.

CECS Moves On – CECS Namibia (Community Education Computer Society), SchoolNet’s in-house training support organisation, recently moved from the SchoolNet offices to the Windhoek College of Education to serve the wider education sector. The Alliance wishes them all of the best and hopes to work with them in the future.

Work Plan for the Next Three-Month Period

SchoolNet to Develop and Deliver ICT Integration Resources and Activities – SchoolNet will work with other partners as well as Alliance partners to develop and launch new ICT Integration training materials during the next quarter.

Training Activities to Continue at All Schools – Using these and existing materials, all training activities will continue through the next quarter.

E. Progress Toward Result 4

“600 young volunteers will have been trained to refurbish and maintain computers, maintain computer networks, develop software, and assume related management responsibilities. At least 15 percent of these trained volunteers will take full time employment in the Namibian ICT sector. SchoolNet currently recruits approximately 100 young volunteers per year. In 2001, 23 of these volunteers ‘graduated’ into paid employment. Approximately 52 percent of SchoolNet’s volunteers are women.”

Progress Made During this Quarter

Performance Indicator: Number of SchoolNet volunteers trained in computer maintenance.

Description: To date, 393 SchoolNet volunteers have been trained in computer maintenance, 56% of whom are young women.

Performance Indicator: Number of SchoolNet volunteers trained in network administration/rollout.

Description: To date, 6 SchoolNet volunteers have been trained in network administration, 100% of whom are young men.

Performance Indicator: Number of SchoolNet volunteers trained in helpdesk/maintenance support.

Description: To date, 393 SchoolNet volunteers have been trained in helpdesk/maintenance support, 56% of whom are young women.

Performance Indicator: Number of SchoolNet volunteers trained in support services to schools.
Description: To date, 386 SchoolNet volunteers have been trained in support services to schools, 65% of whom are young women.

Performance Indicator: Number of SchoolNet volunteers finding a) employment in the IT sector or b) moving onto tertiary education opportunities.

Description: To date, 204 SchoolNet volunteers have found employment or moved into tertiary education after leaving SchoolNet, 25% of whom are young women.

Baseline: Data not available prior to project inception.

Performance Indicator: Number of SchoolNet supported trainings/meetings/exchanges for volunteers seeking formal employment or higher-education opportunities (i.e., SchoolNet 'alumni' exchanges, interview tips, application assistance, job placement ads etc).

Description: To date, SchoolNet has held 76 trainings/meetings/exchanges for volunteers seeking formal employment or higher-education opportunities, one-third of which have been formal and the remaining two-thirds of which have been informal.

Baseline: Data not available prior to project inception.

Lessons Learned

More Technical Training = More Volunteers = Improved Efficiency – As SchoolNet volunteer trainings have taken on a more technical nature, more volunteers has joined the organisation, primarily through word-of-mouth. This lesson will be better described as data is more fully analysed.

Obstacles Encountered

CECS Move to Windhoek College of Education – CECS Namibia's recent move to the Windhoek College of Education has created some short-term difficulties for SchoolNet's delivery of training to new volunteers. New modalities are being investigated and deployed.

Work Plan for the Next Three-Month Period

Recruitment to Continue – SchoolNet volunteer recruitment will continue through the next quarter. This will include informal (word-of-mouth) and formal (radio) modes.

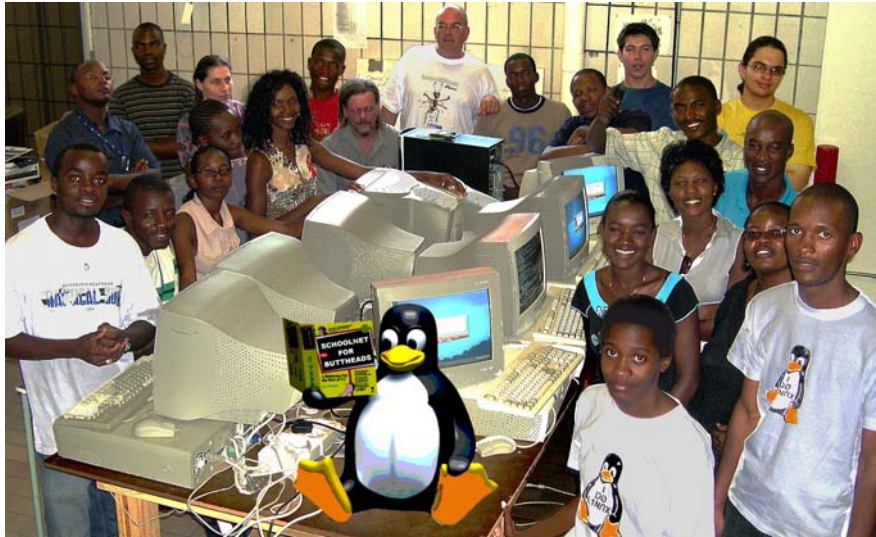
Ondangwa Training Workshop – The first northern volunteer training workshop will be held in Ondangwa during the next quarter.

F. Success Stories

2004 School Rollout Target Exceeded by SchoolNet Namibia Team

During 2004, SchoolNet Namibia set themselves the goal of delivering, installing, and managing 100 school computer centres. A total of 103 school computer centres and 4 College of Education computer centres were completed in 2004.

Great job, SchoolNet Namibia!



The SchoolNet Namibia Team at the end of 2004