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Audit of Major Educational ICT projects in South Africa

DRAFT

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SchoolNet SA

Commissioned from SchoolNet SA by the WEF SA Task Team for the
World Economic Forum Global Digital Divide Initiative

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1. Scope

1.1 Project Criteria

- The project is:
 - currently active
 - was completed after June 2001, or
 - is planned to commence before July 2004.
- Total budget exceeds R100,000 (including in-kind or donation valuation)
- Project involves working with schools and/or school-level educators in South Africa
- Project uses ICTs, specifically computers
- A significant element of project resources are derived from funders / donors (including corporates), or national or provincial government, i.e. excludes non-profit or for-profit operations which are fully funded from user fees.

1.2 Period

The audit was conducted from 22 July 2002 to 2 August 2002.

1.3 Methodology

Data was collected through:

- Existing project documents available to SchoolNet SA
- Email requests to project organizers for information
- Telephone discussions with project organizers
- Internet research

The short time frames available presented considerable problems in collecting data and obtaining responses from implementing organizations and funders. The scan covered a total of 34 projects, with reasonably complete information available for 23 projects. Information for the remaining projects may be sourced through a longer term audit or scan.

While every attempt was made to compile as comprehensive a picture as possible, complete information on some projects could not be obtained during the audit period, nor did time permit researchers to verify the summarised information with the project owners. In some cases certain pieces of information were not readily available, or not disclosed.

In almost all cases, project descriptions and other narratives are as described by the project owners. Project re-conceptualisations or evolutions have largely not been captured.

2. Summary of Projects

The scan represents a broad overview of the key projects operating in the field of ICT implementation at the school level. Most of the information was gathered through project documents and websites.

Despite the lack of information for some projects, it is safe to assume that the major projects have been included in the scan. These ranged from smaller scale research projects to larger scale roll out projects.

While there are a variety of different projects using different implementation models, most projects included the provision of ICT infrastructure, connectivity and training for educators or learners. Projects used a variety of different technologies, covering the use of both new and refurbished computers, thin and fat client network models, and several connectivity models including digital satellite broadcast.

Fewer projects concentrated on curriculum innovation, content development and global communication between educators and learner across the globe. Very few concentrated on administration and management systems within provinces, districts and schools.

Most projects are implemented over a 2-year period, with government-led projects running for longer-term periods of 5-10 years.

Projects range in scale from as little as 5 schools to larger interventions of 100 to 200 schools, and finally government-led initiatives, which aim eventually to reach all schools within the provinces. Funds range from about R180,000 to R500 million.

While most of the ICT projects focussed on the deployment of technology components in schools, some projects focussed on themes such as maths and science and integrating technology delivery within these broader themes. No projects were found for the theme of language and ICTs.

Projects range from supporting centre concepts where schools cluster around well-equipped centres (teacher centres/community centres or even schools as centres) to setting up one-computer labs per school.

While all projects involved government at some or other level, most projects were designed by project donors, with minimal input from government. Most privately funded projects worked with the Department of Education to varying degrees. This ranged from a nominal role in approving the project, to an advisory role, to more substantial partnerships involving co-designing of projects with the department.

Some projects are driven through the national Department of Education and then through provinces, while others are driven directly through Provincial Departments of Education. In some cases projects developed communication structures outside the department and in other cases used appropriate existing structures in provinces, districts and schools.

In some cases projects dealt directly with schools, while in other cases provincial coordinators were appointed by the department to deal with the day-to-day running of projects. Smaller donors often went directly to the schools without much involvement of provincial and district officials. Some projects have partnerships with the Department of Communications, which is not provincially based.

Projects' processes of selecting schools or centres varied, with some cases of schools/centres being required to submit business plans, to other options where provinces selected sites based on their strategic needs and priorities.

While most projects focussed on some form of training, training models were largely face-to-face with very little support beyond the face-to-face intervention.

One of the most serious challenges facing projects is sustainability, which can be defined in a narrow sense as the ability of the school or host organization to continue operating and supporting ICT facilities once the project has ended. Most projects left this responsibility with schools, most of which are too poor to cover their basic costs.

3. Gap analysis

- Very few projects innovated around teacher development, i.e. the development of pedagogical frameworks, content development and management issues and accreditation processes in educator development.
- Most projects are spread across provinces or the country and provide less depth of intervention, with few systemic interventions
- Insufficient investment in training and support.
- Very little work on administration and management use of ICT in a systemic way.
- Insufficient ownership by Departments of Education of privately funded projects.
- Very few projects conducted or commissioned external evaluations on impact of ICT on teaching and learning environment
- Insufficient research into assessment of impact and analysis of implementation and training models.
- Insufficient framework for operating, i.e. pedagogical and other frameworks that would ensure coordination and strategic implementation of efforts within provinces.

4. Recommendations

- More emphasis on impact studies
 - of different training models
 - of ICTs on teaching and learning
 - ICT at schools versus workplace skills requirements
 - Emphasis on analysing the different implementation models as a project.
 - Research into appropriate uses of ICT in classrooms or economic models of ICTs impact on schools.
- More strategic and coordinated efforts with Departments of Education:
 - Strategic framework for coordinating and implementing ICT on a province basis. Efforts coordinated provincially by the department. Strategic allocation of projects based on criteria of priorities, needs and geography of provinces.
 - More consultation with Departments of Education, contextualising initiatives within strategic focus of provinces. This must occur from the design stages and not only after project are conceptualised.
 - More systemic approaches to implementation. This requires a comprehensive and integrated strategy and may require the department to coordinate the efforts of various players to impact systemically.
 - More integrated and holistic initiatives viewing schools as systems.
- Research, development and sharing of information on educator development
 - Analysis of e-learning approaches
 - Most training models are face to face. This is expensive and does not give educators an opportunity to practice within their own time and establish what the transfer to the classroom is. E-supported options must be investigated a bit more.
 - More projects that test different training approaches.
 - More emphasise required on teacher development; developing cognitive and pedagogical frameworks, establishing accreditation procedures, developing models for different levels of the system, i.e. educators, administrators, managers and district officials.
- Project Design
 - Must be strategically developed within government policy and provincial needs
 - It must be coordinated with other efforts in province

- It must include evaluative and monitoring framework
- It must feed lessons back into projects/policies
- It must be flexible so that it be changed to suit context
- ICT must reflect and plan for sustainability upfront, i.e. sustainability through capacity building, sustainability through continued financial support and sustainability through government ownership, sustainability through informing policy and curriculum.
- Consider carefully the depth versus thinly spread options
- Each project must include longer and shorter term objectives as well as local and more system wide implications for instance a project roll out into 8 schools must develop lessons, curriculum, materials or policy that can feed into the larger picture.
- Include intensive training and support components if the project.
- Design must take cognisance of school and province environment and also of stages of technology implementation into schools.

5. Project data

5.1 Summary Table

Title	Funders	Managing Agency	Provinces	Start Date	End Date	Total Cost
Bridges to the Future Initiative South Africa		Consortium Steering Committee (not in implementation phase)	National	March 2002 (launched November 2001)		R37 million (US\$3.7 million) over a 5 year period
Development co-operation between the Flemish Department of Education and the Limpopo Department of Education	Flemish Government	NW DoE	North-West	November 2002	October 2004	R 7.4 million (Euro 746,523)
DFID / Imfundo Limpopo Project	DFID	DFID / Imfundo	Limpopo	2002		
Digital Partnership South Africa	World Bank, Vodacom Foundation	Digital Partnership SA	National	May 2001	2004	
Dinaledi 102 Focus Schools		Department of Education	National	2001		
EduNet Strategy		Department of Communications	National			
FET.com ICT Education Project	Marconi (R8 million for Phase 1). Remaining funds to be obtained from other agencies.	Marconi, Department of Education	North-West, Free State	Phase 1 - May 2001 Phase 2 - January 2003	Phase 1 - December 2002	R17 million (phase 1)
Gauteng Online	Gauteng Provincial Government GDE is sourcing additional funding	Gauteng Online	Gauteng	2001	2006	R 500 million
Global Teenager Project (2002)	IICD, World Bank	SchoolNet SA	National	1998		
Intel Computer Clubhouses	Intel	Youth Development Trust	Gauteng	2002		
Intel Teach to the Future	Intel and Microsoft Foundation	Intel SA	National	2000		R 9.6 million
Izibuko Project	Standard Bank Foundation (R180, 000)	CITF	Western Cape	2001		R 640,000
Khanya Technology in Education Project	Western Cape Government, WCED Additional funding from some other sources	WCED / PAWC	Western Cape	January 2001	2012	
KZN Provincial ICT Strategy Process		KZN DEC	KZN	2001		

Title	Funders	Managing Agency	Provinces	Start Date	End Date	Total Cost
Learning Channel Online	Liberty Foundation	Learning Channel Campus	National			
Maths Centre for Professional Teachers Materials Development		SAIDE, MCPT	National	2002		
Microsoft Digital Bridge Programme	Microsoft	Microsoft	National	June 2002	Renewable after 3 years; offer in perpetuity	> R100 million per annum
Microsoft Digital Villages	Microsoft	Microsoft	National	1997	2002	
MiET and ShoMa Multimedia Rural Initiative	Royal Netherlands Embassy (MiET component)	ShoMa, MiET	North-West, KZN	September 2001	2004	R 6 million
MTN School Connectivity Project		MTN	National	February 2002		
MultiChoice Africa Foundation - Use of ICT for Professional Development of Educators	MultiChoice Africa	Multichoice Africa Foundation	National except Western Cape	1998	Ongoing	R8 million per annum
Netday - Uniforum project	Uniforum SA	NetDay (S21 Company)	FS, KZN, NW	1 June 2001	30 June 2002	
North-West Provincial ICT Strategy Process		NW DoE	North-West	2002		
Open Society Foundation Limpopo ICT Component	Open Society Foundation	OSF	Limpopo	2000	2002	R1 million (ICT component)
SA Council for Educators		SACE	National			
SAIDE Web Research Project	Royal Netherlands Embassy, SCOPE, Imfundo Project (DFID)	SAIDE	KZN, NW, WC	2002		
Schools Online and SPESCOM Eastern Cape	SPESCOM, Schools Online	SPESCOM	Eastern Cape	2001		
SchoolTool	Shuttleworth Foundation	Shuttleworth Foundation	National	January 2002	Discontinued.	
South African – Finnish Co-operation Programme in the Education Sector (SCOPE)	Ministry for Foreign Affairs, Finland DoE (National, Mpumalanga, Northern Cape)	Department of Education	Northern Cape, Mpumalanga	1 January 2000	December 2003	R12 million for ICT component
Telkom Internet Project (Supercentres)	Telkom Foundation	SchoolNet SA, Telkom Foundation	National	September 2000	September 2002, training until December 2003	R 4.5 million (excluding equipment and installation)
ThinkQuest South Africa (2002)	Telkom Foundation	SchoolNet SA	National	Annual	Annual	R 300,000 (2002)
Thintana iLearn Project	Thintana Communications	SchoolNet SA	National	August 2000	August 2002, training until December 2003	R 21.2 million
Thintana MST Project	Thintana Communications	Sourcecom	National	February 2001	September 2003	R 30 million

Title	Funders	Managing Agency	Provinces	Start Date	End Date	Total Cost
World Links (2002)	World Links – US \$45,000	SchoolNet SA	North-West, KZN, E. Cape	1 August 2001 (agreement date)	June 2002 (contract renewed annually)	R 450,000 (US\$ 45,386)

5.2 Project Listing (alphabetical by project title)

1. Bridges to the Future Initiative South Africa

Who	
Funder	To be finalised.
Managing agency	Consortium Steering Committee (not in implementation phase)
Project partners and implementing agencies	SchoolNet SA – Implementation in accordance with steering committee, governance and management of project, activities and training. Multichoice Africa Foundation – content curriculum development, training. UNISA – content curriculum development. International Literacy Institute (ILI)- monitoring and evaluation. National DoE – overall policy governance, project direction. ABET/ SANLI – delivery model.
What	
Project Components	ICT infrastructure Educator development (training and capacity building) Learner development- learning programmes and learning- support materials Curriculum support and content development (Literacy, Technological Literacy) Research
Description	Development of tools to improve basic education and literacy through teacher training in selected nodal areas of development. The project aims to retard high illiteracy and technological literacy levels of learners in South Africa. Outcomes over a five year period are expected to include the following: Increased basic literacy and ICT skills to an estimated 6,5 million youth and adult learners, The creation of 240 fully equipped and resourced CLTC centres in new and existing sites, Software solutions for educator development in multiple languages and end user solutions in multiple languages for cross- sectoral and broad based self help learning.
Scale or Scope	Year 1 In and out of school youth who lack basic Literacy and technological Literacy skills, ABET learners and facilitators at 4 pilot sites (CLTCs) Year 2 and 3 In and out of school youth who lack basic Literacy and technological Literacy skills, ABET learners and facilitators at 20 CLTC's in 9 provinces
Recipients	In and out of school youth and ABET learners who lack basic literacy and technological literacy skills and in 9 provinces. Training facilitators at CLTC centres
Deliverables	Identify and set up 4 CLTC sites as a pilot project. Development of curriculum framework, content, learning programmes and learning-support materials. Training and development for facilitators and learners
Implementation model	Set up and resource CLTC centres, develop learning material, train facilitators, recruit learners and implement training programme
Hardware, software, connectivity and training	

details	
Where	
Provinces	National
When	
Start date	March 2002 (launched November 2001)
End date	
Cost	
Total cost	R37 million (US\$3.7 million) over a 5 year period
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	Quarterly reports, periodic work plan, ad-hoc reports.
External evaluation	
Informal or internal evaluation	Formative evaluation of pilot project at end of year one.
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Project proposal document, June 25, 2002 Bridges to the Future Initiative in South Africa
Data provided by	Stephen Marquard 021-6838719 scm@schoolnet.org.za

2. Development co-operation between the Flemish Department of Education and the Limpopo Department of Education

Who	
Funder	Flemish Government
Managing agency	NW DoE
Project partners and implementing agencies	
What	
Project Components	
Description	This project aims to develop the capacity of district structures to provide ongoing curriculum and management support to schools. The project aims to address 2 problems in the province, viz curriculum (maths, science and technology) and management (education information systems, district capacity and school capacity). It identifies a need to provide ICT infrastructure and training for educators and district officials as a mechanism to overcoming the problems faced by the province.
Scale or Scope	
Recipients	
Deliverables	

Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	North-West
When	
Start date	November 2002
End date	October 2004
Cost	
Total cost	R 7.4 million (Euro 746,523)
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Project document – Development co-operation between the Flemish Department of Education and the Limpopo Department of Education – 8 July 2002
Data provided by	

3. DFID / Imfundo Limpopo Project

Who	
Funder	DFID
Managing agency	DFID / Imfundo
Project partners and implementing agencies	
What	
Project Components	
Description	
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	

Where	
Provinces	Limpopo
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	
Data provided by	Bas Kotterink B-Kotterink@dfid.gov.uk Bas@imfundo.org.za Jason@imfundo.org.za

4. Digital Partnership South Africa

Who	
Funder	World Bank, Vodacom Foundation
Managing agency	Digital Partnership SA
Project partners and implementing agencies	Department of Communication - extended access to schools and libraries. Excel - Global logistics and shipping. Microsoft - Software Vodacom, Intel, Microsoft 2ILS – training. Freecom - Installation of hardware Khanya Womens Development Bank NICRO CITI Bridges
What	
Project Components	ICT infrastructure. Educator development (training and capacity building).
Description	International partnership facilitating affordable access to technology, training and the Internet for learning, enterprise and development in developing and emerging market

	<p>economies</p> <p>Implemented through the establishment of 'E-Learning Centres' with computers, Internet links, software and content, and ICT skills training in disadvantaged schools and social enterprise projects, using refurbished computers decommissioned from large companies, combined with training resources and networking solutions from corporate partners.</p> <p>The Digital Partnership is working in South Africa with existing organisations as 'development agents', that have proven successful in rolling-out school and community networking programmes.</p>
Scale or Scope	<p>2000 e-learning centres</p> <p>200 training facilitators at centres across 9 provinces</p> <p>Use of resource and learning centre for ICT skills development.</p> <p>Provide or develop training modules for principals, parents.</p>
Recipients	Educators and learners at schools
Deliverables	Establishment of 2000 e-learning centres with computers, internet connectivity, software and content, ICT skills training, for 200 master facilitators in the use of Computers and Internet in education.
Implementation model	Planning phase began in May 2001, pre-pilot and evaluation phase followed, Initial pilot was to set up network of partners and test mechanism for delivery.
Hardware, software, connectivity and training details	<p>Refurbished or decommissioned computer hardware.</p> <p>Microsoft software.</p>
Where	
Provinces	National
When	
Start date	May 2001
End date	2004
Cost	
Total cost	
Estimated value of in-kind or donated resources	Resources and learning centre funded by Vodacom
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	Ongoing evaluation throughout the project.
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	<p>www.digitalpartnership.org</p> <p>Technology Empowering Social Change, Robert Davies, July 2001</p>
Data provided by	<p>Wendy Eccles</p> <p>wendy.eccles@digitalpartnership.org</p>

5. Dinaledi 102 Focus Schools

Who	
Funder	
Managing agency	Department of Education
Project partners and implementing agencies	
What	
Project Components	
Description	The DoE flagship project on maths, science and technology. 102 high-performing maths and science schools were selected throughout the country with the purpose of improving their matric results. The project has a number of components but includes the development of online content funded and developed by Multi-Choice Foundation.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	
Data provided by	Trudi van Wyk

6. EduNet Strategy

Who	
Funder	
Managing agency	Department of Communications
Project partners and implementing agencies	
What	
Project Components	
Description	
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	The project has changed substantially from the initial conception. The new project concept will be available shortly.
Data provided by	Mthobeli Tengimfene 012-4278145 082-7792285

7. FET.com ICT Education Project

Who	
Funder	Marconi (R8 million for Phase 1).

	Remaining funds to be obtained from other agencies.
Managing agency	Marconi, Department of Education
Project partners and implementing agencies	Marconi- financial support for initial learning materials and technical requirements. National Education Department, Gauteng ED, Free State ED, NW ED- Provide learning centres (including admin, running costs and maintenance) and assist in the development of learning programmes. British Council- committed to providing additional funding. Telkom- links to the national network.
What	
Project Components	E-learning laboratories- ICT infrastructure, Internet connectivity, , Learner development, ICT learning programmes and learning- support materials. Training for managers of e-learning centres
Description	Promoting the development of ICT skills for FET learners at selected FET (technical) colleges by: Setting up and equipping e-learning laboratories to provide a range of ICT programmes to FET learners. Developing an ICT curriculum and learning support materials. Exploring and researching e-learning assessment systems for qualification. Facilitating the development of learnership programmes. Initially the project will research and explore e-learning assessment systems for qualification. The ICT curriculum will include support materials developed in- house and course material extracted from a variety of sources. Educators will be equipped to manage an e-learning environment. The curriculum design/ model is based on individualised, self-paced, outcomes based and computer assisted philosophy of learning. It suggests an open learning framework, which accommodates distance, on line learning, e learning, telecommunication, teleconference and face-to-face learning.
Scale or Scope	Pilot project will be conducted at 4 sites -1 dedicated (main centre/hub) and 3 satellite centres. Two centres are in Gauteng, 1 in Free State and 1 in North- West province.
Recipients	Secondary school learners (learners grade 10 to 12) aged between 16 to 19 years. Corporate and community individuals (adult learners or learners not in the education system). Educators who will be teaching at selected centres.
Deliverables	ICT infrastructure (e-learning laboratories) at 4 sites ICT curriculum, learning programmes and learning materials Site staff and learner training.
Implementation model	A clustering model in which centres will be used to deliver and support education to clusters of schools. Is learner focussed.
Hardware, software, connectivity and training details	
Where	
Provinces	North-West, Free State
When	
Start date	Phase 1 - May 2001 Phase 2 - January 2003
End date	Phase 1 - December 2002
Cost	
Total cost	R17 million (phase 1)
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	Learners will be supported via a variety of mechanisms namely face-to-face training, video conferencing, and chat groups. E-mail and a helpline for learners and educators.

Sustainability measures	An FET (technical) curriculum for learners will be in place.
Innovation, monitoring and research	
Areas of innovation	ICT -FET learnership programmes.
Monitoring mechanisms	Monitoring mechanisms will be built into model.
External evaluation	
Informal or internal evaluation	A system is being formalised and will be based on the following 3 key areas; Cost reduction, improved quality and access to education.
Aims of research components	Research will be done on mechanisms of validating learner's work as learning is self-paced and computer based.
Key findings or lessons	
Recommendations	
Data sources	
Data sources	A proposed framework for an ICT learning project for technical colleges in SA. Executive summary for the ICT education project
Data provided by	Sindy Mafanga – 011-256-3415 sindy.mafanga@marconi.co.za

8. Gauteng Online

Who	
Funder	Gauteng Provincial Government GDE is sourcing additional funding
Managing agency	Gauteng Online
Project partners and implementing agencies	Gauteng Online Gauteng Department of Education A range of private computer companies, NGOs and academic institutions
What	
Project Components	ICT infrastructure. Educator Development (training and capacity building). Pre and in-service educator training . Curriculum support and development Internet access and e-mail Content development and management Economic development
Description	Initiative by the Gauteng provincial government and Gauteng Department of Education to provide every learner and educator in all public schools with Internet access, e-mail and electronic curriculum delivery. Will develop a model for the large-scale implementation of ICT in schools. Provide ICT Infrastructure to all Gauteng Schools Adequate staff development programme, and ongoing support to enable educators to use ICTs as a tool to enhance their teaching strategies. Support pre and in-service Educator programmes. Provide adequate technical support. Develop ICT skills of GDE support and management staff. Develop a strategy of advocacy throughout the GDE. Develop process for developing and managing content as well as e-mail and Internet access.
Scale or Scope	Pilot project – 30 schools, 150 educators 2002-2003 – 700 schools 2003-2006 - remaining schools in the province
Recipients	Educators and learners at Gauteng schools.

	GDE support and management staff. ICT industry in the province
Deliverables	ICT laboratories at 2500 public schools. 25 computers per school. Internet connectivity with e-mail and website capabilities for approximately 63000 educators and 1,5 million learners. Computer literacy training to approximately 63000 educators and 1,5 million learners. Online based curriculum delivery.
Implementation model	Pilot project – this involves setting up 35 schools with 25 computers each. This envisages the training of 150 educators in ICT skills and curriculum delivery. This will be followed by a roll- out to 700 schools in 2002-2003.
Hardware, software, connectivity and training details	25 Computer LAN installed per school. Free Internet access, with educational software, school web site and individual e-mail address.
Where	
Provinces	Gauteng
When	
Start date	
End date	2006
Cost	
Total cost	R 500 million
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	Customer contact centre Helpdesk – telephonic technical support Onsite training support as required Educator support via e-mentor facilitation.
Sustainability measures	Schools to receive technical training required taking ownership of ICT infrastructure and maintenance of equipment.
Innovation, monitoring and research	
Areas of innovation	Promoting an e- learning environment by providing a holistic approach to development-together with education and economics model to ensure economic development in the province by enhancing the skills base and transforming education. GOL recently embarked on a project to develop a pedagogical framework for educator and learner development which will support the implementation framework Embarked on an innovative pilot through which private sector investment was galvanised to support 35 schools in the province. The pilot provided a test bed for a range of technical and educational options, which provided GOL with an opportunity to develop relevant and effective structures, processes, frameworks and solutions for the project. The project comprised thin and fat client options, satellite and Telkom options, Microsoft and open source and also a variety to education information management options. Other innovations include the development of a framework for content production and management.
Monitoring mechanisms	
External evaluation	Planned external evaluation to assess impact
Informal or internal evaluation	

Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Powerpoint presentation, July 2002 www.gautengonline.com website
Data provided by	Dick Reyner Tel: 011-3559701 www.gautengonline.com dickr@gautengonline.com jason@gautengonline.com

9. Global Teenager Project (2002)

Who	
Funder	IICD, World Bank
Managing agency	SchoolNet SA
Project partners and implementing agencies	SchoolNet SA – Implementation and project management. IICD funding and international programme
What	
Project Components	ICT infrastructure. Educator development (training and capacity building). Learner training.
Description	Promoting collaboration amongst learners across the globe. Schools provided with ICT infrastructure if necessary. Training and support to educators and learners to use ICT for curriculum. Providing educators with training in the Global teenager learning circles concept which involves use of ICT for information sharing among students from different parts of the world. This initiative involves engaging learners in online educational discussions. Each participating class joins a learning circle and is allowed the opportunity to pose a curriculum related question to a network of secondary school learners around the world.
Scale or Scope	13 Secondary schools in 3 Provinces in South Africa.
Recipients	Secondary school learners and educators at 13 schools in the Eastern Cape, Kwazulu, Western Cape Provinces
Deliverables	ICT infrastructure at 13 project schools. Educator development in use of ICT for curriculum support. Learner support in use of ICT in curriculum. Establishing learning circles for learner interaction.
Implementation model	Provide infrastructure, train educators and learners in ICT in education. Set up learning circles; stimulate learner discussion and interaction in online environment.
Hardware, software, connectivity and training details	

Where	
Provinces	National
When	
Start date	1998
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	Helpdesk – telephonic technical support Onsite training support as required Educator support via e-mentor facilitation.
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	Monitoring is undertaken by educators of learners involved in the project.
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Information sheet Additional info –digital-dividend website
Data provided by	Sibongile Mafilika 011-645-6400 sibongile@schoolnet.org.za

10. Intel Computer Clubhouses

Who	
Funder	Intel
Managing agency	Youth Development Trust
Project partners and implementing agencies	
What	
Project Components	
Description	Establish 3 community computer centres for youth followed international Intel model.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training	

details	
Where	
Provinces	Gauteng
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	
Data provided by	Parthy Chetty Parthyx.chetty@intel.com 083-6420177

11. Intel Teach to the Future

Who	
Funder	Intel and Microsoft Foundation
Managing agency	Intel SA
Project partners and implementing agencies	Intel teach the Future – Training, project management, delivery. Microsoft – Co-sponsor -funding and support.
What	
Project Components	ICT infrastructure. Educator development (training and capacity building). Curriculum support and development.
Description	Design educator development programme for pre and in-service Educators to integrate technology into learning and teaching. This is done by providing ICT equipment, software and curriculum support. Innovative programme designed to teach Educators how to integrate Technology into the school curriculum. Curriculum based on UK/US programmes.

	Educators are shown how to incorporate technology tools and resources into lesson plans. In addition educators are shown how to create assessment tools and align lessons with DoE curriculum standards. Educator training is face to face and will be cascaded from trainers to educators within provinces.
Scale or Scope	Train 500,000 inservice and preservice educators worldwide by 2002. (Project did not provide accurate figures for numbers of Educators in SA.)
Recipients	Pre and Inservice Science and technology educators in South Africa.
Deliverables	10- 4 hour modules delivered through a face to face cascaded training model, which enable educators to develop a collection of classroom, based lesson plans that engage learners in the use of technology to conduct research, compile information and communicate with others.
Implementation model	10 - 4 hour modules
Hardware, software, connectivity and training details	10- 4 hour modules
Where	
Provinces	National
When	
Start date	2000
End date	
Cost	
Total cost	R 9.6 million
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Information sheet and additional information supplied by Parthy Chetty.
Data provided by	Parthy Chetty Parthyx.chetty@intel.com 083-6420177

12. Izibuko Project

Who	
Funder	Standard Bank Foundation (R180, 000)
Managing agency	CITF
Project partners and implementing agencies	CITF (Community IT Foundation)- project management, installation and refurbishing of ICT infrastructure. UWC –technical expertise and support, training of educators Standard Bank Foundation –funding MSF(Mark Shuttleworth Foundation)- Linux training facility, evaluation and impact analysis ??
What	
Project Components	ICT infrastructure Educator development (training and capacity building) Community portal Learner development (learnership programme for IT technicians)
Description	Pilot project which aims to provide schools with access to ICT infrastructure by refurbishing obsolete computers, providing relevant and empowering content through the development of a community portal, providing appropriate training to Educators and learnerships to newly qualified IT technicians. The pilot project involves the establishment of 8 fully equipped computer labs at schools in the Western Cape.
Scale or Scope	Pilot project- establishment of ICT laboratories at 8 schools in the Western Cape. Each lab consists of 25 workstations in a networked environment.
Recipients	Educators and learners at 8 project schools. Newly qualified IT technicians who are participating in learnership programmes
Deliverables	8 fully equipped ICT labs in schools. Community portal Impact study conducted by MSF Ongoing sourcing and refurbishing of computers
Implementation model	Sourcing of computers, refurbishing computers, setting up computer labs, training teachers at schools, through learnerships train local operators around schools to provide refurbishing, training and maintenance of computers
Hardware, software, connectivity and training details	Open source (Linux) operating system. Pentium model computers with Windows 98(Microsoft agreement), e-mail and internet access Server- pentium 3 system
Where	
Provinces	Western Cape
When	
Start date	2001
End date	
Cost	
Total cost	R 640,000
Estimated value of in-kind or donated resources	Shell SA-1000 Pentium computers Old Mutual –2000
Support and sustainability	
Support provided to recipients	
Sustainability measures	Schools take ownership of ICT infrastructure Local operators will be given training in refurbishing, IT training, maintenance and support as part of a learnership programme.

Innovation, monitoring and research	
Areas of innovation	IT technicians learnership programme.
Monitoring mechanisms	
External evaluation	MSF- evaluation and social impact analysis of the project.
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Information sheet – Project Izibuko CITF Brochure, 2002
Data provided by	Steve Mashile Stevem@citf.org.za 021-425-0421

13. Khanya Technology in Education Project

Who	
Funder	Western Cape Government, WCED Additional funding from some other sources
Managing agency	WCED / PAWC
Project partners and implementing agencies	SchoolNet SA: - Thintana, Telkom extension project, Thintana MST Project
What	
Project Components	Research Curriculum support and development. ICT infrastructure. Educator development (training and capacity building) DoE staff development
Description	Integrate technology into the curriculum delivery process by providing ongoing curriculum support and development. Conduct research and facilitating ICT infrastructure and educator support and development. Co-ordinate and implement 4 Sub- projects during 2-year period, i.e. Maths HG Sub project 1, maths HG Sub project 2, Telkom and Thintana Extension, Overberg Sub-project. Long-term provincial project funded by WCED, to integrate technology into the curriculum delivery process. This is by providing ongoing curriculum support and development, conducting research, and facilitating ICT infrastructure delivery and educator development and support.
Scale or Scope	Sub- projects taking place in year 1, 2001 to 2002 and year 2, 2002 to 2003 11 (11) Secondary schools – Maths HG project 1. 28 (25) Secondary schools – Maths HG project 2. 28 (28) Schools – Thintana / Telkom extension project. 55 (51) Schools – Overberg Sub-project
Recipients	Maths HG educators/learners at 39 schools in W Cape. Thintana/Telkom – Educators/ learners at 25 schools in W Cape. Overberg – Educators at 55 schools.

Deliverables	By 2012: Research in the use of technology for curriculum delivery in W Cape context. Technology implementation plan for each school. ICT infrastructure Equip and support WCED officials and educators to use technology to deliver curriculum. Provide curriculum content in electronic format. Co-ordinate ICT programme in WCED.
Implementation model	Research systems for use in incorporating Technology in curriculum, Medium to longer term planning, Driven and led by department, Systemic intervention. Focus on holistic project design looking at curriculum, strategy policy and capacity.
Hardware, software, connectivity and training details	
Where	
Provinces	Western Cape
When	
Start date	January 2001
End date	2012
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	Establish relationship between ICT and curriculum delivery Implement large scale initiative to all schools in the province Systemic change through use of ICTs
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Khanya Technology in Education Business Plan, March 2002 Khanya website http://wced.wcape.gov.za/home/projects/khanya.html
Data provided by	Kobus van Wyk Tel 021-467-2200 / 021-425-7400 Kvanwyk@pawc.wcape.gov.za

14. KZN Provincial ICT Strategy Process

Who	
Funder	
Managing agency	KZN DEC
Project partners and implementing agencies	
What	
Project Components	
Description	Process to develop a provincial ICT Strategy.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	KZN
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	
Data provided by	

15. Learning Channel Online

Who	
Funder	Liberty Foundation
Managing agency	Learning Channel Campus
Project partners and implementing agencies	Liberty Foundation-funding Learning Channel Campus- implementation, development and support

What	
Project Components	Online curriculum content ICT infrastructure
Description	On-line educational website for learners from grade 8 to 12.
Scale or Scope	All Educators and learners at Secondary Schools.
Recipients	Educators and learners from grades 8 to 12.
Deliverables	Interactive educational website for learners and educators from grades 8 to 12
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Learning Channel Campus Website: www.learn.co.za
Data provided by	Mashala Kwape, 011-7865837 ext 205 Mashala@learn.co.za 082-3716544

16. Maths Centre for Professional Teachers Materials Development

Who	
Funder	
Managing agency	SAIDE, MCPT
Project partners and implementing agencies	

What	
Project Components	
Description	<p>Materials development project, undertaken by SAIDE, to:</p> <ol style="list-style-type: none"> 1. Prepare a comprehensive educational specification for the design of an interactive, CD-and web-based resource in mathematics for Foundation Phase learners. 2. Develop a comprehensive CD of Mathematics for Foundation Phase learners. <p>This CD will be based on learning resources already developed by the Maths Centre for Foundation Phase learners. The CD will comprise approximately 200 activities for use by learners, a comprehensive navigation framework for the resources, which allows learners to access the interactions in different, relevant permutations, and accompanying notes for teachers (presented as HTML pages and/or PDF files).</p>
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Terms of reference, Maths Centre Project
Data provided by	Neil Butcher Neilshel@icon.co.za 083-6037773

17. Microsoft Digital Bridge Programme

Who	
Funder	Microsoft
Managing agency	Microsoft
Project partners and implementing agencies	Not yet confirmed.
What	
Project Components	ICT software, Educator development (training and capacity building);
Description	Provide Microsoft Software to all government schools in SA. Engage in an extended project to bridge the digital divide by: Collaborating in hardware provision through existing organisations and structures. Facilitating educator training and development and supporting infrastructure. Engage in hardware provision, educator development and supporting infrastructure.
Scale or Scope	Educators and learners at government and mission schools.
Recipients	Educators and learners at government and mission schools.
Deliverables	Provide Microsoft Software to all schools. Hardware provision- Work with large-scale PC refurbishers e.g. Digital Partnership. Educator Development (training and capacity building)- Assist with training material. Co-sponsor, Intel - Teach the future project. Support infrastructure - Establish a call centre, recruit organisations for funding and training.
Implementation model	Improve education by providing access to ICT through deployment in government schools. This will be done by engaging current initiatives.
Hardware, software, connectivity and training details	Microsoft Office, Microsoft Works, Microsoft Encarta, Microsoft Visual studio, Microsoft Front –page, Microsoft Project, Microsoft Publisher, Visio, MS Press Office, Windows XP Professional Systems Upgrade, Windows 2000 Server.
Where	
Provinces	National
When	
Start date	June 2002
End date	Renewable after 3 years; offer in perpetuity
Cost	
Total cost	> R100 million per annum
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	No actual direct funding provided
Innovation, monitoring and research	
Areas of innovation	Providing a holistic approach to ICT software distribution including hardware provision and educator development
Monitoring mechanisms	Still to confirm

External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Microsoft Digital Bridge Programme, Powerpoint presentation by Gary Hodgson, 25 July 2002 Additional information from Gina Wessie
Data provided by	Gina Wessie 011-2570151

18. Microsoft Digital Villages

Who	
Funder	Microsoft
Managing agency	Microsoft
Project partners and implementing agencies	HP; Intel; Mustek; Africare; SAPPI, Old Mutual, Kodak, Arivia.kom and local governments and communities
What	
Project Components	
Description	A Digital Village is a computer resource centre equipped with state-of-the-art technology, including computers, Internet access and the latest Microsoft software and books. Each centre is managed by members of the community who have been trained in the necessary IT and management skills. Microsoft Chief Software Architect and Chairman, Bill Gates, opened the first digital village at the Chiawelo Community Centre in Soweto in March 1997. By working with other like-minded organisations and local communities across South Africa, Microsoft has been able to establish 28 Digital Villages in the years since the project was initiated, with plans for many more to come. The Digital Villages give the surrounding communities, schools, students and entrepreneurs the chance to develop their computer skills and take advantage of the power of the Internet. On average, each Digital Village provides computer literacy training to approximately 2000 per annum.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	1997
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	

Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	WEF SA Country Report
Data provided by	

19. MiET and ShoMa Multimedia Rural Initiative

Who	
Funder	Royal Netherlands Embassy (MiET component)
Managing agency	ShoMa, MiET
Project partners and implementing agencies	North West and KZN Education Department– own ICT infrastructure, manage and maintain centres, support schools. ShoMA- content and support to centres. MiET – content project management.
What	
Project Components	ICT infrastructure Educator development (training and capacity building) Research Curriculum support and development
Description	To develop a model for resource based learning in rural communities using ICTs Establish 26 school based community clusters located at schools or existing centres. This includes 15 centres in KZN and 11 in North West. This includes 2 pilot projects. Project 1 being for rural development in education through EDSC's in NW province. Project 2 being a multi-media resourcing network to support rural school communities in KZN. Both projects involve providing ICT infrastructure, curriculum support and researching initiatives.
Scale or Scope	26 -school based community clusters.
Recipients	Educators, learners, School Management Teams including Principals at schools.
Deliverables	Set up and resource 26 school based community clusters. Provide Educator development training, learning materials and support Ongoing evaluation and assessment of the initiative
Implementation model	Set up and resource community centres. Provide ongoing support and training Train educators and facilitators. Ongoing evaluation and assessment.

Hardware, software, connectivity and training details	
Where	
Provinces	North-West, KZN
When	
Start date	September 2001
End date	2004
Cost	
Total cost	R 6 million
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	Quarterly review meetings. Formative and summative monitoring.
External evaluation	External evaluation of the initiative by SAIDE will assess whether; Technology and resource based learning meets educational needs of educators. Resource based learning approach can help redress imbalances between urban and rural communities.
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Proposal to RNE – Piloting a multimedia resourcing network to empower rural school communities in KZN and NW. Business plan, KZN Business plan, NW (Kgatelopele strategy)
Data provided by	Staff Sithole Tel 011-289-3654 / 011-289-3631 Robert Hofmeyer 011-289 3653 rhofmeyr@multichoice.co.za

20. MTN School Connectivity Project

Who	
Funder	
Managing agency	MTN
Project partners and implementing agencies	MTN – project co-ordination. Learning Channel- learning material.

	Selected service providers- installation of ICT infrastructure and equipment.
What	
Project Components	ICT infrastructure. Educator development (training and capacity building). Curriculum content and support.
Description	School connectivity project. Providing schools with ICT infrastructure, learning support materials, technical training and support and educator development in use of resources.
Scale or Scope	Pilot project involves 10 schools in 3 provinces (N Province, Mpumalanga and KZN). This will be rolled out to additional 10 schools per year
Recipients	Educators and learners at selected schools in 3 Provinces.
Deliverables	ICT infrastructure at 10 sites per year. Educator development (training and capacity building). Uploading of learner support material by learning channel. Ongoing evaluation and assessment.
Implementation model	Equip pilot schools with necessary infrastructure, pilot content and support, roll out to 10 additional schools, uploading learning support material, train educators.
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	February 2002
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	Ongoing evaluation and assessment.
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Powerpoint Presentation, School connectivity project

Data provided by	Rudolph Matjokana, Matjok_R@mtn.co.za
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21. MultiChoice Africa Foundation - Use of ICT for Professional Development of Educators

Who	
Funder	MultiChoice Africa
Managing agency	Multichoice Africa Foundation
Project partners and implementing agencies	DoE- content development partner, recipient of sponsorship grants for key initiatives Provincial DoE's, content development partners, establishment and management of ICT centres, provision of course facilitators and facilitating learning process and recruitment of teachers WBHO, Anglo chairman's Fund, Momentum Fund – Funding of ICT infrastructure in selected provincial centres Microsoft SA – provision of software licenses and computer training in selected centres Media in Education Trust – facilitation of development of sustainability strategies, capacitating of facilitators on resource management in selected centres Royal Netherlands Embassy – funding of infrastructure deployment and maintenance in selected centres and funding of relevant Media in Education Trust involvement in selected centres Higher Education Institutions Kagiso Educational Television CS Holdings
What	
Project Components	Project management of deployment ICT infrastructure Content development and deployment for professional development of teachers Educator development (capacity building and support) Training of department officials on course facilitation and con
Description	To enhance educator development and provide greater access to quality education resources in the lesser-developed parts of the country, through the use of ICT. Development and streaming of multi-media teacher development content to provincial ICT centres and schools and through partnerships with provincial DoE's ensure training of teachers using the content as tool.
Scale or Scope	National focus
Recipients	Educators in the schooling system, at all levels
Deliverables	ICT infrastructure at learning sites/centres. Educator development consisting of training for facilitators, development of program content and training of educators.
Implementation model	Facilitate establishment of training facilities and infrastructure in provincial centres. Maintenance of ICT infrastructure in selected centres Conduct orientation programmes on computer literacy and training methodology Development of multi-media content Quarterly operations reviews and training of provincial centre facilitators Training of teachers according to a three-pronged methodology process
Hardware, software, connectivity and training details	Hardware = Television and computer labs comprising of servers and workstations, preferably with Internet connectivity Software = Internet Explorer 5

Where	
Provinces	National except Western Cape
When	
Start date	1998
End date	Ongoing
Cost	
Total cost	R8 million per annum
Estimated value of in-kind or donated resources	Approximately- R3 million per annum
Support and sustainability	
Support provided to recipients	Technical support call centre Quarterly skills training resources for facilitators Learning materials and facilitation skills videos
Sustainability measures	Initial funding for 3-years secured, to enable provincial departments of education to integrate projects into departments Content is provided free of charge for indefinite usage by established provincial ICT centres Facilitation of community ownership for sustainability
Innovation, monitoring and research	
Areas of innovation	Convergence of latest multi-media technologies, inclusive of video, audio and text.
Monitoring mechanisms	Quarterly reviews with project partners Quarterly internal operations reviews Quarterly executive board meetings Bi-annual advisory board meetings
External evaluation	World Bank Research Study SAIDE pilot project evaluation African Institute for Corporate Citizenship assessment report Planned SAIDE Impact Assessment Study of MMRI Centres
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	Stakeholders at all levels, but particularly at local level, need to take ownership of programme to ensure sustainability and optimum functioning Content development for teachers need to be undertaken with the full involvement of departments of education Content needs to be accredited Human intervention is critical to ensure the success of ICT-based learning The content needs to be adaptable and dynamic to incorporate feed-back from participants
Recommendations	ICT is a viable platform for educational development and offers a particularly attractive medium for enhancing the professional development of teachers. ICT, when combined with high-impact, relevant content, can function as an effective tool to address the historic lack of resources in disadvantaged and rural areas.
Data sources	
Data sources	ShoMa website: www.shoma.co.za

	Additional info Robert Hofmeyr, Multichoice
Data provided by	Staff Sithole Tel 011-289-3654 / 011-289-3631 Robert Hofmeyer 011-289-3653 rhofmeyr@multichoice.co.za Jenni Pretorius 011-2893080 (083-4685621)

22. Netday - Uniforum project

Who	
Funder	Uniforum SA
Managing agency	NetDay (S21 Company)
Project partners and implementing agencies	Netday- project management, hardware installation and internet connectivity Uniforum- funding SchoolNet SA- Educator development and training
What	
Project Components	ICT infrastructure Internet connectivity Educator development (training and capacity building)
Description	Set up and resource computer centres at 5 schools. Provide training at these centres in basic computer training and internet connection and later provide training in use of ICTs across the curriculum. Netday will set up, equip and support 5 computer centres at schools in the Free State Province. Schoolnet in its capacity as training provider will provide follow up training in the use of the computer, internet access and ICT across the curriculum.
Scale or Scope	5 computer centres at schools in the Free State Province
Recipients	Educators, learners at 5 schools in Free State Province
Deliverables	Setting ICT infrastructure at 5 schools identified by Netday / Schoolnet as part of its Educator development programme. Training in ICTs in Education by Schoolnet as part of its Educator development programme.
Implementation model	Schools will be identified by Schoolnet \ Net day.. ICT equipment installed and initial training provided by Netday. Follow up training in use of computers, Internet and ICT across the curriculum by Schoolnet.
Hardware, software, connectivity and training details	50 computers boosting Celeron 733 MZ with 64MB Ram, 10 GB drive etc. printers, modems, school mail for the year and internet access for 1 year. Training by Schoolnet for the year.
Where	
Provinces	FS, KZN, NW
When	
Start date	1 June 2001
End date	30 June 2002
Cost	
Total cost	

Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	Telephonic technical support for 1 year.
Sustainability measures	Schools take ownership of computers and take over running.
Innovation, monitoring and research	
Areas of innovation	Development of an e-learning system (Educators Network) using facilitated group communication using email and e-mentors????
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Project proposal – Uniforum (Version 1, 2001)
Data provided by	Edward Holcroft Andy Kiloh Andy@netday.org.za 011-403-5997

23. North-West Provincial ICT Strategy Process

Who	
Funder	
Managing agency	NW DoE
Project partners and implementing agencies	
What	
Project Components	
Description	Process to develop a Provincial ICT Strategy.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	North-West
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-	

kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	
Data provided by	Philemon Kotsokoane, SchoolNet SA Sydney Riekerd, 018-2998171

24. Open Society Foundation Limpopo ICT Component

Who	
Funder	Open Society Foundation
Managing agency	OSF
Project partners and implementing agencies	
What	
Project Components	
Description	This project is focussed on improving planning and communication between schools and districts through the deployment of ICTs. It is an ICT provision and development project. ICT equipment was installed at department offices in the Limpopo province. District officials received training in the use of ICTs. The project formed part of OSF's Kgatelopele District improvement project in the Limpopo province.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	Limpopo
When	
Start date	2000
End date	2002
Cost	
Total cost	R1 million (ICT component)
Estimated value of in-	

kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Kgatelopele news, June 2002 (newsletter distributed by OSF) OSF – The Kgatelopele district improvement project in the Limpopo province – Transforming Education in rural SA, 2002 Additional info: Zaid Israel (OSF CT), Edward Holcraft (Netday)
Data provided by	OSF JHB - 011-4036400 Mamsie Mogadime-083-3258337 OSF CT - Zaid Israel zaid@ct.osf.org.za

25. SA Council for Educators

Who	
Funder	
Managing agency	SACE
Project partners and implementing agencies	
What	
Project Components	
Description	SACE has two projects: Web development for educators Project allowing teachers to purchase their own personal computers with internet connectivity at a reduced cost and within a bank loan scheme. The project is to be piloted in the Western Cape. Partners include ABSA, HP and others. The project includes a training and support component.
Scale or Scope	
Recipients	
Deliverables	
Implementation model	
Hardware, software, connectivity and training details	

Where	
Provinces	National
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Unable to obtain info on this project. Contact persons not available.
Data provided by	Reg Brijraj – CEO - 012-6630442 E. Mokolani - Professional development manager 012-6630442 Johan (CT offices), 021-4191288

26. SAIDE Web Research Project

Who	
Funder	Royal Netherlands Embassy, SCOPE, Imfundo Project (DFID)
Managing agency	SAIDE
Project partners and implementing agencies	SchoolNet SA- educator development SCOPE- partial funding RNE – funding SAIDE- project management, research
What	
Project Components	Research Curriculum support. Educator development (training and capacity building). ICT software, educator portal.
Description	Research into appropriate uses of ICT in supporting, teaching and learning. This is done by: Investigating and constructing a model web portal. Testing models for providing online curriculum resources, assisting organisation to make resources accessible. Investigating effective strategies for providing and sustaining resources. Providing professional support to schools and educator centres.

	Educator development programme involves the development of an educators network. This network combines CD- based resources, E – Mail and online educational portal.
Scale or Scope	
Recipients	Educators and learners at schools in South Africa.
Deliverables	Research into appropriate use of ICTs in supporting teaching and learning at various research sites. Development of 5 additional modules for educator development CD. Construction of a model web portal and project management system.
Implementation model	
Hardware, software, connectivity and training details	
Where	
Provinces	KZN, NW, WC
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Excerpt for Dutch progress report on web research Letter to participants requesting participation in project
Data provided by	Neil Butcher Neilshel@icon.co.za 083-6037773

27. Schools Online and SPESCOM Eastern Cape

Who	
Funder	SPESCOM, Schools Online

Managing agency	SPESCOM
Project partners and implementing agencies	Spescom Schools online- ICT learning models. Ministry of Education; DoC
What	
Project Components	ICT infrastructure. Educator development (training and capacity building)
Description	Spescom has joined Schools Online, a USA based organisation, to establish Internet learning centres in South Africa. 4 Learning centres have been founded at 4 schools in the Eastern Cape. Schools Online provides the learning model for use of ICT in curriculum.
Scale or Scope	4- e- learning hubs in the Eastern Cape Province.
Recipients	Learners and educators at 4 e- learning centres.
Deliverables	4 Learning hubs at 4 districts in the Eastern Cape. Educator development at centres.
Implementation model	Set up 4 learning hubs at centres in the Eastern Cape. Provide educator development at these centres to assist educators to integrate ICT's in curriculum.
Hardware, software, connectivity and training details	
Where	
Provinces	Eastern Cape
When	
Start date	
End date	
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	Schools receive technical training, required to take ownership of ICT infrastructure and maintenance of equipment.
Innovation, monitoring and research	
Areas of innovation	E- Learning.
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	

Data sources	
Data sources	Spescom website, www.spescom.com
Data provided by	Phindi Pkema@spescom.com 011-2661515

28. SchoolTool

Who	
Funder	Shuttleworth Foundation
Managing agency	Shuttleworth Foundation
Project partners and implementing agencies	Shuttleworth Foundation – funding and development
What	
Project Components	ICT software and applications
Description	A networked open-source school administration system being developed by the TSF team of programmers. [Development halted July 2002.]
Scale or Scope	Piloting in 10 Mpumalanga Schools.
Recipients	Schools in South Africa. Educators and learners who are based at pilot schools in Mpumalanga province.
Deliverables	A School Management System, which could enhance admin and learner tracking, and facilitate communication between schools and DoE.
Implementation model	Software will be developed at MSF by team of 2 developers, systems analyst, and a writer.
Hardware, software, connectivity and training details	Java based application
Where	
Provinces	National
When	
Start date	January 2002
End date	Discontinued.
Cost	
Total cost	
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	
Monitoring mechanisms	

External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	BMI-T audit info Digital Dividend website
Data provided by	BMIT audit info received from Willi Faling

29. South African – Finnish Co-operation Programme in the Education Sector (SCOPE)

Who	
Funder	Ministry for Foreign Affairs, Finland DoE (National, Mpumalanga, Northern Cape)
Managing agency	Department of Education
Project partners and implementing agencies	SchoolNet SA – Educator Development. SAIDE - Development of certain modules for teacher development. Helsinki Consulting Group Ltd - Project Management DOE- Monitoring and evaluation
What	
Project Components	School ICT infrastructure, educator training, and training of DoE staff, policy development, curriculum support and development.
Description	Systemic intervention to support the implementation of ICTs in two provinces. Pilot project to establish model of implementation and associated structures and processes. INSET teacher training in ICT; planning for ICT in education in two provinces and in the implementation of ICT structures and services; capacity building of provincial staff; equipping 22 ICT pilot schools with computer labs (and 20 Inclusion pilots with computers for educators' use) and educational software, assisting them with strategic planning for ICT use, teacher training, pedagogic and technical support and the development of learner activities and collaboration; The main target of the SCOPE project is the capacity building of educators, learners and managers. The SCOPE ICT Component works towards these goals through the development of INSET training in ICT, support for strategic planning for ICT use in education and the implementation of plans at provincial level. The pilot project is aimed to act as a test bed for developing a model of implementation for provinces..
Scale or Scope	(42) Pilot schools and teachers' centres in 2 provinces
Recipients	Managers, educators and learners in two provinces and (42) primary and secondary schools and 2 teachers' centres
Deliverables	Modules for teacher training in ICT and related school development areas; holistic and sustainable provincial approaches to ICT use in education; a framework for INSET teacher training in ICT; 22 pilot sites with ICT plans and trained staff
Implementation model	
Hardware, software, connectivity and training details	22 computer labs with e-mail and internet connection, educational and office software. Distance training through Educators' Network; onsite training in technology and pedagogical use and strategic planning; workshops on collaborative projects, ICT & Inclusion, evaluation of educational software.
Where	
Provinces	Northern Cape, Mpumalanga

When	
Start date	1 January 2000
End date	December 2003
Cost	
Total cost	R12 million for ICT component
Estimated value of in-kind or donated resources	Matching sum from provincial and national DoE.
Support and sustainability	
Support provided to recipients	Onsite strategic, pedagogical and technological support. Onsite and distance training. Thematic workshops; study bursaries. Development of provincial support structures.
Sustainability measures	Holistic strategy through which processes and structures and services remain part of the educational administration after the project. Capacity building of provincial and school staff; feedback of experiences from pilot sites into provincial planning.
Innovation, monitoring and research	
Areas of innovation	A holistic approach to the development of ICT infrastructure and ICT use in education at provincial and school level.
Monitoring mechanisms	Regular visits at the pilot sites; feedback from beneficiaries; logbooks and monthly reports.
External evaluation	External evaluation report by Swedec International AB and Department of Education published early 2002.
Informal or internal evaluation	Internal evaluation written in December 2001, questionnaires to heads ???and principals in late 2001, self-evaluation in Annual reports.
Aims of research components	
Key findings or lessons	Sustainability is achieved only when a holistic approach to ICT use in education is adopted. This happens when an overall national and provincial strategy is in place and support structures, services and teacher training are part of that plan. The educational institution should be assisted in planning for ICT use across curriculum within the daily timetable. Within the educational institution a value discussion and a whole school approach to ICT use helps to get the staff committed and enthusiastic about learning about ICT use. Part of this discussion is the learners' curriculum: for example a computer lab could be used for basic computer studies, computyping and integrated use in all learning areas. The planning for ICT should be long term and the educational institutions should be assisted to explore the total costs of ICT use and how they can be foreseen and covered. Sharing of experiences is vital for those who are in the start-up phase.
Recommendations	Build up national and provincial ICT strategies and implementation plans. Circulate this information and information on ICT use widely. Train educators. Build-up support services: for technology, pedagogy and budgeting. Carry out value discussions – involve all stakeholders. Give voice to opponents as well. Be open to alternative solutions. Have target in mind. Do not forget other media and concentrate only on computers – information literacy and media literacy go hand in hand.
Data sources	
Data sources	Research template completed by Liisa Lind and Trudi van Wyk
Data provided by	Trudi van Wyk, Liisa Lind 012-3125329 lind.l@doe.gov.za

30. Telkom Internet Project (Supercentres)

Who	
Funder	Telkom Foundation
Managing agency	SchoolNet SA, Telkom Foundation
Project partners and implementing agencies	DoE – via CETDE – advisory and, monitoring role SchoolNet – project management Telkom – internet connectivity, equipment installation, telephone rebates etc. SAIDE - Evaluation
What	
Project Components	ICT infrastructure Educator development (training and capacity building)
Description	Provide ICT equipment, connectivity and an intensive educator development programme to 100 schools from the original 1000 Schools Project. Install computer networks with server and Internet access Technical training (onsite + telephonic) Educator training – via initial face to face and further courses in mentor assisted distance learning Ongoing monitoring + evaluation
Scale or Scope	100 schools and centres from 9 provinces (drawn from schools who benefited from Telkom 1000 project.)
Recipients	100 schools, primary and secondary educators, 2 per school for technical training and per school for educator development.
Deliverables	100 super centres amongst 1000 Telkom schools. 1000 Internet access points Educator development Development of training material??
Implementation model	Intensive school selection process by facilitating sites visits and completion of questionnaires and submission of business plans. One computer lab per school Educator focussed Ongoing evaluation and support Technical and educational support
Hardware, software, connectivity and training details	
Where	
Provinces	National
When	
Start date	September 2000
End date	September 2002, training until December 2003
Cost	
Total cost	R 4.5 million (excluding equipment and installation)
Estimated value of in-kind or donated resources	1000 internet access points – Telkom
Support and sustainability	
Support provided to recipients	Help desk – telephonic technical support Onsite training support as required Educator support via e-mentor facilitation
Sustainability measures	Schools take over operational and technical infrastructure Schools have responsibility for maintenance and running costs.

Innovation, monitoring and research	
Areas of innovation	Development of an e-learning system (Educators Network) using facilitated group communication using email and e-mentors
Monitoring mechanisms	Internal monitoring and evaluation by Schoolnet, monthly progress reports.
External evaluation	External evaluation by SAIDE due September 2002
Informal or internal evaluation	EDN research: sophisticated database and tracking system which provides info on completion rates, details on participants, e-mail throughput per schools and educator, module assessment forms and other information.
Aims of research components	Investigate e-learning models
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Proposal to Telkom for the implementation of the Telkom Super Centre project
Data provided by	Stephen Marquard 021-683-8719 scm@schoolnet.org.za

31. ThinkQuest South Africa (2002)

Who	
Funder	Telkom Foundation
Managing agency	SchoolNet SA
Project partners and implementing agencies	SchoolNet SA- project managers, content management of TQ website SchoolNet Africa - ThinkQuest Africa programme ThinkQuest Inc - International ThinkQuest framework
What	
Project Components	Learner development ICT software and resources for web-design Educator development to support team coaches
Description	Encourage secondary school learners to develop their own curriculum-related websites by providing basic web design skills and software. Train and equip educators to act as learner coaches. Promote and host an annual TQ competition and identify 3 top SA teams Maintain a TQ SA website
Scale or Scope	Secondary schools
Recipients	Learners at secondary school level Educators who are willing to be trained as coaches
Deliverables	Ongoing maintenance of the TQ – SA website. Development of curriculum based website by interested learners Annual competition and training of educators and learners
Implementation model	Collaboration in Africa Advocacy in the use of ICTs in education Marketing and awareness of the project Training and support of coaches and team members Local judging and awards event. Participation in TQ international Maintenance of the TQ- SA website
Hardware, software, connectivity and training details	

Where	
Provinces	National
When	
Start date	Annual
End date	Annual
Cost	
Total cost	R 300,000 (for 2002)
Estimated value of in-kind or donated resources	SchoolNet Africa – R100,000 for hosting environment for TQ Africa
Support and sustainability	
Support provided to recipients	
Sustainability measures	
Innovation, monitoring and research	
Areas of innovation	Integrating ICT skills into the curriculum. Web- based competition for learners
Monitoring mechanisms	
External evaluation	Research on educational value of TQ participation commissioned by SN Africa
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Proposal to Telkom Foundation for the support of the Thinkquest programme in SA for 2002
Data provided by	Stephen Marquard 021-683-8719 scm@schoolnet.org.za

32. Thintana iLearn Project

Who	
Funder	Thintana Communications
Managing agency	SchoolNet SA
Project partners and implementing agencies	SchoolNet SA – Project management Sourcecom - Equipment supply and deployment Netday - Installation and cabling FreeCom - Refurbished computers CS Holdings - Onsite technical support SAIDE - Evaluation
What	
Project Components	ICT infrastructure Internet connectivity Educator development (training and capacity building) Content and curriculum support
Description	Equipping schools with computer networks (computer lab with internet access)

	<p>Facilitating an educator development programme to support teaching and learning through ICTs.</p> <p>Provides ICT infrastructure at 200 school sites or centres.</p> <p>Is educator focussed</p> <p>Facilitates training and capacity building of 10 to 12 educators per school for 200 schools.</p>
Scale or Scope	200 schools in 9 provinces
Recipients	Learners and educators at primary and secondary schools.
Deliverables	<p>Installation of 3200 internet enabled computers in 200 schools \ centres</p> <p>Training of +400 educators in technical and network administration skills.</p> <p>Training of 10-12 educators per school in effective use of ICTs in education through a rigorous and innovative educator development programme.</p> <p>Monitoring and evaluating the effectiveness of the support programme.</p>
Implementation model	<p>One computer lab per school</p> <p>Provision of technical and educator training as well as support</p> <p>Rigorous school selection process-schools submit business plans</p> <p>Installation of ICT infrastructure</p> <p>.</p> <p>Research and development of e-learning models</p>
Hardware, software, connectivity and training details	20 sites per province, 21 computers per school, minimum specs-32MB Ram, 500-MB hard drive, UTP network card, monitor and mouse, modems, printers, server and Microsoft software.
Where	
Provinces	National
When	
Start date	August 2000
End date	August 2002, training until December 2003
Cost	
Total cost	R 21.2 million
Estimated value of in-kind or donated resources	Microsoft software to the value of R5 million .
Support and sustainability	
Support provided to recipients	<p>Telephonic helpdesk for technical support, training and registration for modules.</p> <p>Onsite technical support through CS Holdings.</p> <p>Onsite training as required or identified by trainers.</p>
Sustainability measures	<p>Schools\centres assume ownership of equipment</p> <p>Responsible for maintenance and running costs</p>
Innovation, monitoring and research	
Areas of innovation	Development of an e-learning system (Educators Network) using facilitated group communication using email and e-mentors
Monitoring mechanisms	Internal monitoring and evaluation, monthly progress reports.
External evaluation	External evaluation by SAIDE due September 2002
Informal or internal evaluation	EDN research: sophisticated database and tracking system which provides info on completion rates, details on participants, e-mail throughput per schools and educator, module assessment forms and other information.
Aims of research components	Investigate e-learning models
Key findings or lessons	
Recommendations	

Data sources	
Data sources	Proposal to Thintana for the implementation of the Thintana Internet 2000 project
Data provided by	Stephen Marquard 021-683-8719 scm@schoolnet.org.za

33. Thintana MST Project

Who	
Funder	Thintana Communications
Managing agency	Sourcecom
Project partners and implementing agencies	Sourcecom – managing agency DoE – advisory, monitoring and evaluation SchoolNet – provision of ICT training Protec, Radmaste– School based Maths and Science training for Educators. RAU – training of hub managers and training on Degem equipment Resources and equipment: Learning Channel - Video based material, Degem Systems- Science and Technology equipment, Somerset-Micro Science kits, TV and VCR.
What	
Project Components	ICT infrastructure Content and curriculum support (Maths, Science and Technology) Educator development (training and capacity building) Provision of equipment and learning materials.
Description	The aim of project is to improve and support Maths, Science and technology education in previously disadvantaged schools in South Africa. This was done through the provision of a holistic and integrated programme for the delivery of mathematics, science and technology for secondary schools. The project set up fully equipped science and technology centres and linked them to schools to catalyse the use of these centres. Establish 18 Centres of excellence (hubs). Link these centres to clusters of schools. Provide training to centre staff as well as school staff. Provide limited resources to 200 schools. Provide educators with necessary resources and learning material to impact on maths, science and technology teaching.
Scale or Scope	200 schools in 9 provinces. 18 fully equipped hubs (Centres of excellence).
Recipients	Educators, and learners of maths, science and technology at secondary Schools. Management and technical staff at centre.
Deliverables	Set up and equip 18 hubs in 9 provinces over a 2-year period to serve 200 schools. Establish training facilities at Hubs for the training of educators, learners and community Members in Maths, Science and Technology. Provision of Maths, Science and Technology equipment, training assistance, mentoring and monitoring at 200 selected Internet 2000 Secondary schools in South Africa. Maths and science teacher training for over 1200 Educators from 200 schools. ICT based training for centre staff, principals and teachers Management and technical training for centre personnel. Involvement of Educators and learners in collaborative educational projects.

	Monitoring and evaluation.
Implementation model	Partnership with DOE at national level Approval by HEDCOM, memoranda of agreement by all Departments of education outlining donor and departmental role. Provinces to oversee day-to-day running including school selection and hub nomination processes.
Hardware, software, connectivity and training details	Training software and AVT equipment. 12 Computers – Pentium III, 1 – Server, 1 – 16 port hub, 2 printers, 1425 V A UPS, 56k fax/modem per hub. Set of Degem Sciencetech equipment / 3000 modules per training, Microsoft software
Where	
Provinces	National
When	
Start date	February 2001
End date	September 2003
Cost	
Total cost	R 30 million
Estimated value of in-kind or donated resources	Microsoft applications and software to hubs.
Support and sustainability	
Support provided to recipients	
Sustainability measures	Hubs are owned by the department of education Schools assume ownership of project. Hub manager's provided with entrepreneurial skills to manage centres independently.
Innovation, monitoring and research	
Areas of innovation	Establishment of 18 fully equipped centres using a clustering method to improve maths, science and technology teaching at hubs. Integration of delivery of maths and science with ICT
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	Sourcecom – Will sponsor a postgraduate student to evaluate the effectiveness of the Maths, Science and Technology project. Radmaste and Protec - Apply equivalent evaluation methods for maths and science components. RAU – Participate in evaluation of regional maths, science and technology program.
Aims of research components	
Key findings or lessons	Sustainability is only achieved if project is designed in partnership with provincial and national department, taking into account the departmental strategic direction. The design must be flexible to enable possible changes as lessons are learnt. Strategic direction must be tailor made to suit provincial differences and needs. Clustering schools around centres poses a challenge to ICT implementation.
Recommendations	
Data sources	
Data sources	Proposed project implementation plan: Thintana Secondary Schools MST project –May 2000 Additional info – Fatima Adam
Data provided by	Fatima Adam 011-645-6400 fatima@schoolnet.org.za

34. World Links (2002)

Who	
Funder	World Links – US \$45,000
Managing agency	SchoolNet SA
Project partners and implementing agencies	SchoolNet S. A. - Co-ordination and project management. H P South Africa – hardware. N W Ministry Co –ordination. .
What	
Project Components	ICT infrastructure Internet connectivity Educator development (training and capacity building) Content and curriculum support Advocacy, marketing and promotion of ICT.
Description	Project based collaboration amongst learners throughout the world.. These include Global Teenager, Aids project, Thinkquest, I-Earn, Africa for Kids. Intervention includes provisions of ICT equipment, ongoing technical support, Educator development and facilitation of collaborative projects. Drive to introduce ICTs to disadvantaged S.A. Schools. WorLD connects and trains educators and learners. A particular focus is on educator development with increased opportunities within the e-Learning environment. WorLD covers the following: Introduction to the Internet for teaching and learning. Curriculum and technology integration. Diffusion of ICT innovations, school-based telecentres.
Scale or Scope	Secondary schools in North West, E Cape. KZN, Gauteng and W Cape. Provincial training centres in each province. 12 projects, 6000 learners, 1300 educators.
Recipients	Secondary schools, learners and educators in all provinces.
Deliverables	Internet connectivity and technology. Educator development- training and capacity building. Content and curriculum support. Advocacy, marketing and promotion. Programme will operate in collaboration with following projects in S A – Thintana I Learn, Telkom Supercentres. All schools will receive technical training and support for the duration of the project. Educators will participate in a distance education-training module.
Implementation model	Provision of ICT infrastructure at schools or provincial training centres. Technical training and support. Educator development. (Development of support material and training.) Participation in collaborative projects.
Hardware, software, connectivity and training details	
Where	
Provinces	North-West, KZN, E. Cape
When	
Start date	1 August 2001 (agreement date)
End date	June 2002 (contract renewed annually)

Cost	
Total cost	R 450,000 (US\$ 45,386)
Estimated value of in-kind or donated resources	
Support and sustainability	
Support provided to recipients	Ongoing technical support.
Sustainability measures	Schools receive technical training, required to take ownership of ICT infrastructure and maintenance of equipment.
Innovation, monitoring and research	
Areas of innovation	Development of an e-learning system (Educators Network) using facilitated group communication using email and e-mentors
Monitoring mechanisms	
External evaluation	
Informal or internal evaluation	
Aims of research components	
Key findings or lessons	
Recommendations	
Data sources	
Data sources	Co-operative agreement between World Links and SchoolNet SA (2001) World Links website.
Data provided by	Philemon Kotsokoane 011-645-6400 083-3276257 philemon@schoolnet.org.za

References

Additional information was obtained from the following sources:

Nicky Roberts	nickyroberts@icon.co.za
Neil Butcher	neilshel@icon.co.za
Willing Faling – BMI-T audit	willi@forgeahead.co.za
Digital Dividends Clearinghouse of Projects	http://www.digitaldividend.org/
Dialogue CSI publications	http://www.trialogue.co.za/

WEF Global Digital Divide Initiative Steering Committee on Education, *Educational ICT Pilot Initiatives: South Africa Country Report*, January 2002