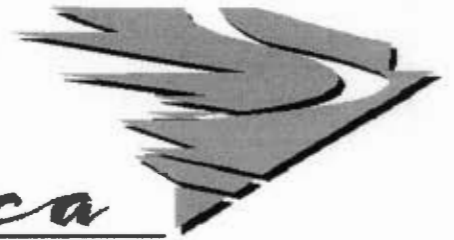


SchoolNetAfrica
<http://www.schoolnet africa.org>



REPORT ON SCHOOL NETWORKING IN AFRICA WORKSHOP

17-20 July 2000
Okahandja, Namibia

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August 2000

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1. INTRODUCTION

The *School Networking in Africa Workshop*, held on 17-20 July at Okahandja Namibia, is a continuation of previous attempts at fostering greater collaboration between school networking initiatives in various countries across Africa. Attended by approximately 100 delegates from schoolnet organisations, government, the private sector and donor communities operating in 20 African countries, the workshop marked the biggest forum of school networking stakeholders in Africa to date. The full list of participants at the workshop is available in Appendix One.

The workshop was hosted by SchoolNet Namibia and the International Development Research Centre (IDRC) in partnership with the Namibian Ministry of Basic Education and Culture and the National Institute for Educational Development in Namibia, the United Nations Economic Commission for Africa (ECA) and World Bank's World Links for Development Program. Funding for the workshop was provided by the IDRC's Acacia Program.

The main objective of the workshop was to support the development of national school networking initiatives in Africa by

- sharing and exchanging experiences of existing school networking projects operating in the various sub-regions of Africa
- considering practical suggestions for overcoming obstacles to the development of school networking
- sharing experiences regarding the policy constraints in education and appropriate responses at the policy level to support school networking
- sharing ideas about how the proposed SchoolNet Africa Initiative can support national school networking organisation and projects
- considering collaboration on joint projects with other schoolnet organisations including the priority projects for SchoolNet Africa
- establishing an Interim Steering Committee to launch SchoolNet Africa
- exploring issues of financial sustainability and funding opportunities
- exploring the development of innovative partnerships

The IDRC and the UN ECA supported the development of a Draft Business Plan for the establishment of SchoolNet Africa. In addition to the above-mentioned objectives, the main purpose of the workshop was to discuss and revise the Draft



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29 January 2002

Edith Adera
Team Leader
IDRC Acacia Program

Dear Ms Adera

Re: SchoolNet Africa's relationship with IDRC

On behalf of SchoolNet Africa (SNA) and its Steering Committee I wish to extend a very warm thank you to you and the IDRC Acacia program for the instrumental role Acacia has played in facilitating the establishment of SchoolNet Africa. The conclusion of the business plan as developed by Lesoba Consultants also signifies the conclusion of the SNA project with the IDRC and the healthy closure of its relationship with Acacia. SchoolNet Africa will be hosting its first pan-African workshop in March 2002, after its successful launch in November 2001, where it will be discussing and refining the business plan. I enclose a copy of the final draft of the business plan for your records.

Yours sincerely,

Ms Shafika Isaacs
Executive Director
SchoolNet Africa

cc. Dr Florence Etta

Towards an African Learning Network

Business Plan. The Draft Business Plan dated May 2000 is available on the SchoolNet Africa website: www.schoolnetafrica.org. The post-workshop, modified Business Plan will also be available on the website. It will be tabled at an impending Heads of State Summit to be convened by the UN ECA.

Facilitation of the workshop process was co-ordinated by Tina James from Tina James Consulting. The group of facilitators were: Claire Sibthorpe, Erik Yankah, Heba Ramzy, Edith Adera, Tony Bloome and Shafika Isaacs.

2. WORKSHOP PROGRAM

The workshop program was revised as the workshop progressed. The revised program is in Appendix Two. This report follows the format of the revised program.

3. PRESENTATION ON REGIONAL PROJECTS

Objectives of this session:

This session aimed to inform participants of existing pan-African projects related to school networking. This information will contribute towards a Register of African Projects to be made available to all participants and more broadly through the SchoolNet Africa web-site and other publications.

Process:

Representatives from school networking projects that are regional in nature made short presentations (5 minutes) on their projects to a plenary session. Time was set aside for questions and discussion after the presentations.

Panel

Barbara Munyati (Chair)
Heba Ramzy (Thinkquest)
Nigel Williams (Childnet)
Stephen Carrick-Davies (Childnet)
Andy Kiloh (InfoSat)
Shafika Isaacs (IDRC Acacia)
Tony Bloome (WorLD Links for Development)

Each of the panellists presented their specific regional projects. These presentations are posted on the SchoolNet Africa website.

Points raised in discussion

- What is WorLD considering in terms of telecentres? They are seen as a means of rolling out infrastructure through 10-12 centres. The hope is to see training materials carried across networks whereby telecentres act as nodes for national curriculum delivery.
- Does WorLD intend to collect fees at proposed telecentres? Fees are recognised as an important source of revenue to cover the recurrent costs of centres. WorLD does not provide support to recurrent costs but encourages communities to do so as a demonstration of their buy-in and ownership.
- How can school networking initiatives deal with technophobia among Teachers? Emphasis should be on teacher training in basic exposure.

4. PRIVATE SECTOR PANEL DISCUSSION

Objectives of this session:

This session aimed to share information on the current role of the private sector in school networking and to exchange ideas on strengthening the current role and new ways for the private sector to participate in school networking

Process:

A panel was established of private sector representatives as well as representatives from schoolnet organisations with experience in establishing partnerships with the private sector. One private sector representative was required to present on the subject.

Panel

Sean Moroney (Chair) - AITEC
Ashiek Manie (presenter) - Intekom
Denis Brandjes – SchoolNet SA
Joris Komen – SchoolNet Namibia
Telkom Namibia
Africa Online Namibia

Introduction

Sean Moroney introduced the panel. He also outlined some of the key points from an AITEC-hosted meeting of private sector representatives in South Africa where the SchoolNet Africa (SNA) business plan was presented on 12 July 2000. This meeting concluded that the business plan budget of \$50 million USD and its proposed 5 new schoolnet start-ups over the first two years were too modest. The meeting endorsed the SNA concept and AITEC has pledged its full support for SNA. He proposed four names of private sector representatives who were nominated to serve on the proposed SNA advisory team:

Hasmukh Gajjar (Black IT Forum in South Africa)
Vernon Hart (IBM)
Rob Monteith (EDS SA)
Richard Fearon (Venture Computers)

He further suggested that SNA consider the ACT Summit 2000 hosted by AITEC in Sun City Johannesburg (August 29-September 1 2000), as a forum to exhibit the concept and the ideas emanating from the workshop.

"Connecting Schools – Where is the Private Sector?": Presentation by Ashiek Manie

Ashiek's power point presentation is available on the SNA website. The following are some of the key points that he raised.

- Do we target Corporate Social Responsibility (CSR) from large corporations? Why not also develop the capacity of local players such as the SMMEs to develop local markets.
- If these initiatives only rely on social conscience it is not going to work. We need to seduce private sector interest.
- We need something that will drive public interest through the private sector.
- The focus should be developmental but we need to find a balance between this and the profit motive that drives the private sector.
- SNA offers a potential market.
- We need to consider e-procurement. The aggregate demand for products will be a useful cost-saving device.
- Consider computer recycling - upgrading by students, SMMEs.
- Web sites - students can be trained to develop web sites for schools.
- Consider web-based marketing and franchising. A popular website will offer advertising space and companies can pay for that space.
- SNA needs to market itself aggressively.
- We cannot rely on charity.

Points raised in Discussion

On Corporate Social Responsibility

- The important point of departure is that social responsibility is not enough. It is not sustainable.

On dealing with competitors

- Exclusivity: In developing partnerships, how do schoolnets deal with competitors?
- Can one work with both competitors? In this case we need to look at open partnerships that can work. We need to create a loyal client base. We should promote an understanding that we are producing educated youth and we are going to support corporations with recruitment.

- We also need to document bad experiences with the private sector. There are examples of plenty of deals that went wrong.
- One of the biggest frustrations is the degree of mark-up costs, which deny people the opportunity to buy equipment. We can send out strong signals for appropriate discounting.

On the need to support local schoolnets

- The pan-Africanist concept is only as good as it benefits individual countries. What can SNA do to develop school networking in individual countries? The sustainability issue is important. In SA they are still not sure whether they will be around in 2 to 3 years time. Being able to cope in the future is important.

On SMMEs

- In SA the focus has been on the ICT sector firms.
- The private sector support need not be financial. They can offer brainpower. We must develop relationships.
- Large companies vs SMMEs - should we be thinking of separate strategies?
- SMMEs also have CSR programmes. For example, in Namibia support was solicited from a local pizzeria to provide free pizzas for SchoolNet Namibia's *Kids on the Block* program which cost them a couple of hundred Namibian dollars per year.
- We need to use the local economy to boost our economy. The smaller firms are marginalised because Coke fills the bill boards.
- We have to think local and continental. Local deal with SMMEs and continental deals with the larger corporations.

On centralised purchasing

- Two related questions. The centralised approach is useful because we can purchase large numbers of computers. At the same time we need to consolidate locally. The question is can we pursue both? We can but we need different strategies.

Maintaining development objective

- We need to consider the extent to which private sector interests can drive SNA. How should structures be set up to preserve integrity while at the same time incorporate different interests.
- The benefit of private sector involvement comes with how they can contribute to sustainability once initial funding from donors ends. The private sector can put business models together.
- We need to establish partnerships at different levels. Partnerships should not just be with the private sector but also with government, civil society formations like the trade unions and the community. Dismiss the notion that SMMEs are smaller and that multinationals are continental. The MNCs are also local. We need to partnerships at a variety of levels.
- School networking is about teaching children and making them employable in our communities. There are non-technical factors to consider as technical

factors alone will not help. One aspect of this is to develop entrepreneurship. Unless the private sector can see value in this, they will not support it.

5. COUNTRY PRESENTATIONS

Objectives of this session:

This session aimed at sharing information and building relationships among participants with different experiences and insights as well as identifying common issues across countries. This information will contribute towards a Register of African Projects to be made available to all participants and more broadly through the SchoolNet Africa web-site and other publications.

Process:

The workshop divided into two parallel break-away groups of at least 10 countries. Each country gave one presentation of five to seven minutes which provided an overview of the status of their school networking activity.

Presentations were required to focus on the following questions:

- What is your motivation for developing school networking (i.e. what needs are being addressed)?
- What model is being used to develop school networking in your country (e.g. establishing a national NGO, driven by government policies, using telecentres/hub sites etc.)?
- How have you integrated the various role players and key stakeholders to achieve school networking?
- What are your key success factors?
- What are your main challenges/needs?
- What have been your main constraints and how have you overcome them?

The presentations can be found on the SNA website. The following is a summary of the discussions and issues that emerged in the two groups.

What is meant by a schoolnet

There is no standard model and it varies from country to country. The following taxonomy is proposed for consideration:

- There are a number of pilot projects that are between 0 – 2 years old. How do we take the next step?

- Some schoolnets who are 2-3 years old are further developed. They have a schoolnet body. They have connected between 20-30 schools. Countries like Gambia, Ghana and Zimbabwe are examples
- Some schoolnets have developed from pilot to roll-out stage. South Africa is a good example of this.
- Some Schoolnets are already at roll-out stage such as Egypt where every secondary school is connected and other schools have at least one computer.

School Networking Models

In addressing the nature of various schoolnet models, the discussion in both groups focused on the management, staffing and organisational form of different schoolnets. For instance, schoolnets can be:

- Managed as an NGO (Cote d'Ivoire, Swaziland)
- Government-led (Mauritius, Botswana, Lesotho, Morocco)
- Some are driven by champions plus private sector (Namibia)
- Universities, NGO and ISP Partnership (Angola)
- Government , donors, NGOs partnerships (Senegal)
- Government and NGO partnerships (Morocco)

With regards to staffing,

- Some countries have a small staff – such as the WorLD projects in Uganda, Ghana and Zimbabwe
- Others have a larger staff such as SchoolNet SA and Egypt.
- In Zambia the organisation is run on a part-time volunteer basis. Kenya too is at its early stages.

A number of countries have also adopted a community/telecentre model. For example, Zimbabwe and South Africa have community resource centres.

Maintenance

- Some countries have established their own facilities to source computers. For example, Schoolnet South Africa has a component called Netday which is self-sustaining. Zimbabwe established refurbishing facility.

Issues and challenges to models

- External support without involving educators and school administration
- Lack of co-ordination between donor initiatives, and/or government initiatives
- Low level of activities due to lack of policies and incentives on the ground.

Involvement of key players

- Teachers were actively involved in a number of schoolnets
- A number also focused on youth (eg Senegal – cyber Jeunes and Namibia – Kids on the Block)

- Local private sector have been drawn on for support (eg Botswana – power company to provide funds, Namibia – Futures Program)
- International private sector (eg Angola – collaborative agreement for funding)
- Government: Ranges from priority setting by governments to little support.
 - In Mozambique and Uganda, government is starting to get involved in ICT skills development.
 - In Egypt and SA government support is quite high.
 - In Nigeria, government introduced a Tax Fund on the private sector in which 2% tax is charged towards the promotion of ICTs in education.
 - In Gambia, government is developing national policy.

Key success factors

- Champions, network of experts and innovative snowball projects eg Namibia: Linux offered freeware software
- Building solid infrastructure at national levels – Morocco, Namibia, Mauritius)
- Involvement of youth (Senegal)
- Private sector support (Swaziland, Angola, South Africa, Namibia)
- Donor support and enthusiasm (Swaziland)
- Joint Initiatives (Angola)
- Public Acknowledgement of school networking (Swaziland)
- Government interest (Botswana, Lesotho, Mauritius)
- IT Taskforce looking at schoolnet (Lesotho)
- Donations of recycled computers (Namibia)
- Comprehensive IT strategy with built-in ICT access to all schools (Mauritius)

Challenges and needs

- Absence of national policy and strategy (Swaziland)
- Funding, resources, costs – all
- Lack of adequate infrastructure (telephones, computers, energy, schools without running water) – all
- More experience on how to proceed with school networking - all
- Limited human resources – all
- Low level of awareness particularly by school administrators, planners and decision makers – all
- Reluctance to change - all
- Maintenance and upgrade – all
- Widening gap between urban and rural areas

Innovations, ideas

- Schoolnet should develop continuity between primary, secondary and tertiary education (Mauritius and Morocco)
- Incentives for young people can make a difference (Namibia)
- A broad-based ICT policy and strategy is vital (Mauritius, Swaziland)
- One can develop a school networking technical module that can be duplicated at national level.

- Decentralization of school networking might work for some countries (local region approach, Morocco)
- Studying the use of IT in learning should be built into schoolnet
- National level workshops are essential to move the idea forward and get commitment
- Initiate a SADC forum to harmonize initiatives on annual level
- Teachers resource centres

Points raised in discussion

- What model works best? We need clarity on what role SNA can play in developing successful national schoolnet models and the policies that are required at national level to support this.
- SNA should be mobilising and developing national champions to promote national schoolnets. It make sense to solicit a potential SNA management force of national schoolnet project leaders and managers by developing a management course targeted at schoolnet managers.
- Teacher bodies seem reluctant to be involved. The Education International is an international trade union for teachers which has a membership of 25 million teachers. The Southern African Teachers Organisation has never had ICTs as an item on their agenda. Here is a ready-made resource.
- What can SNA do? It has to take the lead from national schoolnets.
- One consideration is zero tax on IT equipment for schools.

6. NEEDS ANALYSIS

Objectives of this session:

The objective of this session was to conduct a needs analysis which will identify the range of needs required to support school networking across all participating countries. Participants drew up a needs analysis against which to test whether the business plan meets real needs in education and learning in Africa

Process:

This session was conducted as a group participation exercise. Participants worked in two parallel break-away groups in which they used a matrix of national, regional and sub-regional needs to prioritise the range of needs required to support school networking across all participating countries. The groups were required to prioritise the needs by voting on the most critical needs.

Points raised from group reports

A matrix which tabulates the needs at regional, sub-regional and national levels was produced by both groups. The results are shown below.

NEEDS FOR ESTABLISHING SCHOOLNETS IN AFRICA		
Needs	National	Regional
SchoolNet start-ups	<ul style="list-style-type: none"> Country needs analysis Advocacy toolkits Guidelines for starting schoolnets 	<ul style="list-style-type: none"> SchoolNet Startup guidelines
Policy environment	<ul style="list-style-type: none"> Government incentives. Clear government policy on ICT. Guidelines on development of an ICT policy and strategies. 	<ul style="list-style-type: none"> ICT policy and strategy support Zero tax on computers
Role of Champions	<ul style="list-style-type: none"> Support for champions. 	<ul style="list-style-type: none"> Management training structure.
Resources (finances, human, technology)	<ul style="list-style-type: none"> Resources for funding opportunities. 	
Curriculum / content development	<ul style="list-style-type: none"> Sources of content Curriculum development Political will Development of computer awareness syllabus. Web site development. Repackaging of curriculum and content into local languages. Models for combined access by school learners and adult learners. 	<ul style="list-style-type: none"> Content and indigenous knowledge

Sharing knowledge / networks	<ul style="list-style-type: none"> • Sharing experience • Strengthening schoolnet nodes. • Networking teachers and schoolnets. • Teacher information on courses available. • Sharing knowledge with teachers' associations. 	<ul style="list-style-type: none"> • Sharing knowledge with teachers' associations.
Infrastructure -connectivity -equipment -electricity -etc	<ul style="list-style-type: none"> • Infrastructure development and maintenance • Survey of infrastructure, facilities 	
Teacher Development -new teachers -ongoing training -retraining -training students	<ul style="list-style-type: none"> • Teacher development • Trainers to train heads of schools. • Teacher – relationship building, training, ICT skills, incentives 	<ul style="list-style-type: none"> • Teacher development
Evaluation and Monitoring		<ul style="list-style-type: none"> • Statistics – ongoing input
Sustainability	<ul style="list-style-type: none"> • Support structures for sustainability. 	
Partnerships -private sector -public sector -donors / NGOs -educators	<ul style="list-style-type: none"> • Teacher unions • Civil society buy-in. • National strategy for private sector participation 	<ul style="list-style-type: none"> • Strategies for private sector participation • Teacher unions • Management development • Technical support • Marketing, branding, lobbying • Time and mentoring
Research needs / best practice	<ul style="list-style-type: none"> • Baseline studies • Support services. • Technical information (Help Desk). • Maintenance. • Involvement of parents/community. 	<ul style="list-style-type: none"> • Commission research, evaluation, monitoring.
Management structure/s for SNs	<ul style="list-style-type: none"> • Project management skills 	
Collaboration	<ul style="list-style-type: none"> • National collaborative mechanism to harmonise in country programs • Sharing of information on successes and failures 	<ul style="list-style-type: none"> • Sharing of information on success and failures • Strategy on regional collaboration. • Link between MoE and educators. • Dialogue mechanism. • Periodic conferences – biennial.
Funding sources / models	<ul style="list-style-type: none"> • Funding support • Fund raising guidelines • Harmonisation of donor programs 	<ul style="list-style-type: none"> • Fundraising guides • Harmonization of donor programs

Points raised in discussion

- The report back from the groups indicated that there is a need for a SchoolNet Africa. However, it was raised that this assumption needs to be carefully examined. Is there a need for a Schoolnet Africa? Is it not premature to form a pan-African organisation when the emphasis should be on strengthening national formations?
- Do we have the capacity to deliver?
- How do we avoid bureaucracy?
- Who should be in charge of management development
- Need to grow champions

7. BUSINESS PLAN PRIORITY PROJECTS

Objectives of this session:

The objective of session was to familiarise participants with the priority projects proposed in the SchoolNet Africa draft Business Plan and to allow participants to propose changes to the Business Plan

Process:

This session was conducted in 5 parallel groups – one for each key thrust area identified in the business plan. The facilitators led discussion of the projects proposed in the draft business plan for SchoolNet Africa.

The five segments running in parallel were:

- SchoolNet Start-ups (facilitator: Shafika Isaacs)
- Enhancing Learning and Teaching Outcomes through ICTs and Teacher Development (facilitator: Heba Ramzy)
- Developing and Sharing Knowledge (facilitator: Tina James)
- Basic Connectivity for Schools (facilitator: Eric Yankah)
- Evaluation and Monitoring (facilitator: Edith Adera)

The following table outlines the main objectives and priority projects for each program thrust as established by the groups. After the results of all the groups were presented, each participant was asked to vote on the:

- Top priorities for National SchoolNets (each participant was given 3 votes).
- Top priorities for SNA (each participant was given 3 votes).
- Top priorities for action in the next year for SNA (each participant was given one vote).

The results of this voting are summarized at the end of this section.

Basic Connectivity for Schools

Promote and develop information sharing on connectivity for Schools throughout Africa SNA: 12 votes National SchoolNets: 0 votes SNA 1st Year: 0 votes	Connectivity Information Gathering & Sharing Toolkit & Platform <ul style="list-style-type: none"> • Survey of Current Situations • Website • OutReach Programmes with supporting materials
Facilitate the Acquisition of , and Build Capacity in appropriate & relevant Software for Schools SNA: 3 votes National SchoolNets: 0 votes SNA 1st Year: 0 votes	Software Development & Acquisition Programme <ul style="list-style-type: none"> • End-User Software Acquisition & Distribution • Acquisition of Software Developer Tools & associated Training for Students & Teachers
Build Basic Connectivity infrastructure in Schools in Africa SNA: 12 votes National SchoolNets: 21 votes SNA 1st Year: 1 vote	Development of Physical Facilities <ul style="list-style-type: none"> • Development & Distribution of ToolKit covering but not limited to Identification Criteria, Basic facilities Layout & Design Templates, Choice of appropriate Structures (fixed or mobile facilities etc) • Build & Equip Computer Labs and ICT Resource Centres for Schools
Facilitate use of affordable, optimal and appropriate technologies for schools networking SNA: 1 vote National SchoolNets: 2 votes SNA 1st Year: 0 votes	Technical Guidelines to Build School Networking Connectivity using optimal, affordable and appropriate technologies - wireless, wireLAN, Vsat, dialups etc.
Ensure a Comprehensive Capacity Building in Human Resources for Schools Connectivity SNA: 2 votes National SchoolNets: 0 votes SNA 1st Year: 0 votes	Human Resources Development Package for Teachers, Youth and Support Staff to facilitate Connectivity
Develop Best Practices for National School Networks on Computer Recycling SNA: 0 votes National SchoolNets: 21 votes SNA 1st Year: 0 votes	Develop, Build and Operate Infrastructure for Computer Recycling with associated Technical Training programme

Facilitate the aggregation of demand that enhances Internet access and international sourcing SNA: 1 votes National SchoolNets: 3 votes SNA 1st Year: 0 votes	Develop Strategy for Implementation and Roll out of Aggregation of Demand to qualify for international sourcing of equipment & Internet Access Services
Work with Govts/NGOs/Telcos/ISPs & Private Sector to build partnerships to support Universal Access SNA: 2 votes National SchoolNets: 12 votes SNA 1st Year: 0 votes	Develop & Implement Universal Strategy <ul style="list-style-type: none"> • Cost Reduction and/or Preferential Rate Mechanism • Build and Support Implementation of Peering Arrangements between networks

Teacher Development

Basic ICT skills in teachers SNA: 26 votes National SchoolNets: 10 votes SNA 1st Year: 2 votes	<ul style="list-style-type: none"> • Basic ICT Tutorials (print and electronic) • Teacher training core curriculum (e.g., ICT Driving License) • Training in use of ICT across the curriculum • Training of trainers • Training in teacher web site creation
Support Mechanisms for Teacher Development SNA: 0 votes National SchoolNets: 26 votes SNA 1st Year: 0 votes	<ul style="list-style-type: none"> • Teacher associations and networks • Official ICT in Education Professional Recognition (Career Path, Accreditation of Skills) • Content development support • Support from Policymakers • Acquisition of hardware at preferential rates(computer loan program, reduced Internet costs)

Enhancing Teaching & Learning – curriculum & content production

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<p>Facilitate processes to ensure appropriate development of content and curriculum materials</p> <p>SNA: 15 votes National SchoolNets: 9 votes SNA 1st Year: 0 votes</p>	<ul style="list-style-type: none"> • Teacher training to use ICT and develop "Train the Train" program for future training delivery • African-based conference, workshop, seminar on integrating school networking and the use of ICTs into school curricula and teaching: • Localization of content as well as developing local content • Policy formulation for ICT implementation and content production • Using other medium for content disseminationlinking radio, TV and Internet to provide curriculum material to teachers and schools • Production of Newsletter/web-site/CD-ROM of available resources: Knowledge Warehouse menu of information integrated into SchoolNet Africa Website and choice information distributed via CD ROM, e-mail and newsletter • ICT literacy for both students and teachers • Building a contact Databases for teachers, students and expertise for networking
<p>Stimulating content production by African students, youth and teachers</p> <p>SNA: 2 votes National SchoolNets: 4 votes SNA 1st Year: 1 vote</p>	<ul style="list-style-type: none"> • Guidelines on how to develop content • International Contest for both students and teachers (ThinkQuest Africa) • Activities programs which bring students and teachers to use ICT in specific projects (I school camps) • Incentives for creativity
<p>Development of content for school-going youth - social development issues</p> <p>SNA: 2 votes National SchoolNets: 4 votes SNA 1st Year: 1 votes</p>	<ul style="list-style-type: none"> • Content development and creation on current social and economic issues related to Africa, example HIV AIDS, Violence, poverty, .. etc. • Collaborative work: development of projects where teachers work to develop contents in certain aspects • E-list groups for both teachers and students: a form for sharing knowledge • Creation of a portal for various subjects to be used by teachers • Research on certain subjects and make it available to the portal • Free e-mail service for youth and creation of a monitored list service on youth development issues for school-going youth • 7. Using other medium, Radio and TV, to disseminate social and economic issues school-going youth
Explore distance education options	<ul style="list-style-type: none"> • Distance education for teacher training

for African schools SNA: 11 votes National SchoolNets: 7 votes SNA 1st Year: 10 votes	<ul style="list-style-type: none"> • Distance education for the delivery of secondary education • Schoolnet Virtual Learning Centre • Schoolnet Virtual Resource Centre • Virtual Collaborative projects

SchoolNet Startups

Develop and facilitate strategic partnerships which support the development of school networking in Africa SNA: 25 votes National SchoolNets: 2 votes SNA 1st Year: 16 votes	<ul style="list-style-type: none"> • School Networking Tool Kit • Five schoolnet start-up project
Research and share up to date information on school networking initiatives. SNA: 4 votes National SchoolNets: 18 votes SNA 1st Year: 0 votes	<ul style="list-style-type: none"> • Help Desk Project • Advocacy Project

Evaluation and Monitoring

Establish monitoring and evaluation guidelines at national and regional levels SNA: 10 votes National SchoolNets: 0 votes SNA 1st Year: 1 vote	<ul style="list-style-type: none"> • Research to establish evaluation frameworks to assess impacts drawing on past experiences worldwide.
Monitor and evaluate SchoolNet Africa	Conduct baseline survey(s) at national and regional levels

SNA: 1 vote National SchoolNets: 4 votes SNA 1st Year: 1 vote	<p>Conduct periodic surveys to monitor performance of SchoolNet Africa</p> <ul style="list-style-type: none"> • Organizational structure • Plan of activities <p>Evaluation of SchoolNet Africa and regional structures</p> <p>Survey of impacts of SchoolNet Africa's activities</p>
<p>Monitor the status of African school networking initiatives</p> SNA: 2 votes National SchoolNets: 2 votes SNA 1st Year: 0 votes	<p>Establish a monitoring mechanism for feedback on national schoolnet initiatives</p> <ul style="list-style-type: none"> • MOU with SchoolNet Initiatives • National SchoolNets participating in SNA website • Periodic national reports

Sharing Knowledge and Skills

<p>Establishing mechanisms to develop African capacity in school networking</p> <p>SNA: 10 votes National SchoolNets: 0 votes SNA 1st Year: 1 vote</p>	<p>Regional Capacity Building Programme</p> <ul style="list-style-type: none"> • Workshops • Proposals • Commission funding • Train the trainer • Incentives <p>Internship programmes (but only as part of an overall regional capacity building plan)</p>
<p>Establish effective communication system to disseminate information relevant to school networking through a variety of mediums</p> <p>SNA: 5 votes National SchoolNets: 0 votes SNA 1st Year: 1 vote</p>	<p>Directories of information for public access</p> <ul style="list-style-type: none"> • Register of African expertise • Baseline studies • Directories of school networking activities • Packaging of information in various media • Regular news updates
<p>SNA: 0 votes National SchoolNets: 1 votes SNA 1st Year: 0 votes</p>	<p>Soliciting and sharing appropriate software</p> <ul style="list-style-type: none"> • Business plan models • Standard school ICT policies • e-commerce • marketing materials
<p>Lobbying & Advocacy</p> <p>SNA: 13 votes National SchoolNets: 6 votes SNA 1st Year: 9 votes</p>	
<p>SNA: 0 votes National SchoolNets: 2 votes SNA 1st Year: 0 votes</p>	<p>Networking and relationship building in support of school networking initiatives in Africa</p> <ul style="list-style-type: none"> • workshops • listservs • facilitated online discussions • biennial conference

Summary Priorities from voting

The outcome of the votes is tabulated below:

Top priorities for Schoolnet Africa	
26 votes	Basic ICT Skills in teachers: eg developing core curriculum, train the trainers
25 votes	Develop and facilitate strategic partnerships which support the development of school networking in Africa eg school networking tool kit, five school networks start up
15 votes	Facilitate processes to ensure appropriate development of content and curriculum materials eg train the trainers, localization of content, Knowledge warehouse
Top priorities for Individual Schoolnets within Africa	
26 votes	Support Mechanisms for teacher development eg teacher associations and networks, official ICT in education professional recognition, content development support, support from policy makers, acquisition of hardware at preferential rates
21 votes	Build basic connectivity infrastructure in Schools in Africa eg development of physical facilities, development and distribution of tool kit, build and equip computer labs.
21 votes	Develop best practices for national computer networks on computer recycling – develop build and operate infrastructure for computer recycling with associated technical training programme.
Top priorities for action in the next year	
16 votes	Develop and facilitate strategic partnerships which support the development of school networking in Africa
10 votes	Explore distance education options for African schools eg distance education for teacher training, secondary education, Schoolnet Virtual learning and resource centres, and virtual collaborative projects
9 votes	Lobbying and advocacy

8. ESTABLISHING A SCHOOLNET AFRICA- TOO PREMATURE?

Objectives of this session:

The objective of this session was to entertain debate and discussion on an issue that was raised in one of the group discussions, that is, whether it is too premature to establish a pan-African formation when a number of schoolnets are in their infancy.

Process:

An impromptu panel was established to engage plenary in the debate.

Panel

Dominic Schofield (chair)
Denis Brandjes (South Africa)
Heba Ramzy (Egypt)
Babacar Fall (Senegal)
Marc Van Ameringen (IDRC)
Tony Bloome (WorLD)
Kate Wild (UN ECA)

Points raised by panellists

- It was proposed that SchoolNet Africa be established – that a one-year Interim Steering Committee be established as well as advisory bodies (one consisting of donors and another of the private sector were proposed). Where will this Interim committee be situated? An Executive Advisory committee should be formed out of this Steering Committee. A Coordinator should be hired.
- The UN ECA supports SchoolNet Africa. It will be bringing the concept to a meeting of African Diaspora. In addition, the SchoolNet Africa business plan will be tabled at the Post African Development Forum (ADF) Summit of African Ministers, which is being organized by the UN ECA.
- How will national SchoolNets benefit?
- It is important to be realistic and balance educational needs versus the cost and skills available. There is a need to consider depth versus breadth and to take a phased approach.
- There is a need to harmonize the activities of donors. SchoolNet Africa would assist with this.

- SchoolNet Africa can drive the agenda of ICTs in education and put it at the forefront.
- SchoolNet Africa should look at content development/localization (e.g. moderated materials through email).
- Lobbying and advocacy is very important.
- Independent relationships have already been developed. It is important not to wait for the SchoolNet Africa vehicle to be developed before taking action.
- There is a need to differentiate between the responsibilities of SchoolNet Africa and those of national school networking organizations. It was suggested that national SchoolNets take responsibility for building and equipping schools.

Points raised in discussion

- It was agreed that there is a need for a SchoolNet Africa to be established during the next year.
- Open participation is important.
- Organized teachers bodies already exist. They can be brought in as a potential advisory body.
- How do we best engage Ministers as advisors?
- It was agreed that there should be an Interim Steering committee and that a SchoolNet Africa coordinator needs to be hired. There are two ways the Interim Steering Committee can be formed: through voting at this workshop or through the identification of regional champions.
- Advisory Committees should be established which are linked to the different themes of the SchoolNet Africa program.

9. SNA: MANAGEMENT, PROGRAM & PARTNERSHIP

Objectives of this session:

The objective of this session was to establish an appropriate governing structure for SchoolNet Africa in its initial phase and to determine priority projects and partners during this period.

Process:

Two parallel break-away groups were formed to discuss the above. The two facilitators: Tina James and Erik Yankah compiled a joint report on the two group discussions on a proposed management structure.

The workshop voted on representation on an Interim Steering Committee.

Discussion on a SNA program for the first year proceeded in separate parallel groups which were reported on individually in plenary by Tina James and Erik Yankah respectively. Given time constraints, there was no follow-up discussion in plenary.

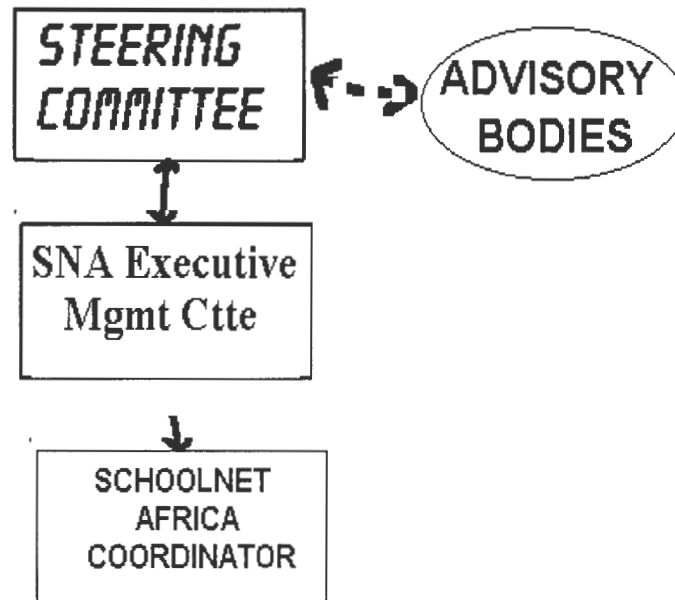
Organization: Proposed Management Structure

The following points were raised in both groups:

- SNA must bring together and be constituted out of National SchoolNets in Africa
- Separate In-Country School Networking Initiatives must combine or collaborate to form a single SchoolNet entity or focal point for purposes of recognition as members
- There is critical need for Champions & Ambassadors of Change to propel the SNA Initiative forward
- There must be widespread "Buy-In" from a broad constituency within Africa i.e. Governments, Teachers & Teacher Unions, Private Sector, Civil Society
- Representation on SNA bodies must be gender sensitive [& language balanced]
- There has to be Sub-Regional representation on SNA
- North Africa, West Africa, Central Africa, East Africa, Southern Africa
- In the Start-up Phase, Countries & Individuals have to VOLUNTEER TIME & EFFORT to ensure that required momentum is maintained.
- Key parameters for inclusion or participation in management structure(s):
- Enthusiasm, Motivation, Ability, Influence Initiation of Start-up activities should be immediate [set deadlines]
- There should be a definitive output of the interim arrangements - FORMAL IMPLEMENTATION OR NOTHING ["The Sunset Clause"]
- An SNA Coordinator has to be appointed with definitive Job Description and via formal advertisements. Experience in School Networking should preferably be a pre-requisite

The proposed management structure considered by the two groups is illustrated below:

Figure 1: Proposed Management Structure



Interim Steering Committee

- The Interim Steering Committee must include 2 members representing SchoolNets from each of 5 Sub-regions. It was proposed that it consist of 10 members.
- Members from the five sub-regions should be given the responsibility of co-ordination SchoolNets in their respective sub-regions. There should be a focal person for national SchoolNets in each participating country.
- It should also have representatives from other stakeholders [Governments, Private Sector, Teachers, Civil Society, and Donors].
- The Steering Committee must also include the following persons:
 - SADC Education representative
 - AGL representative (Alliance for Global Learning)
 - ISP representation
 - Telecomm operator/s representation
- These positions will be VOLUNTEER positions.

Advisory Bodies

- Must also include people outside the Interim Steering Committee
- Non-Formal Body based on contribution, interest, influence and support for SchoolNet
- Possible Advisory Committees include: Private Sector Advisory Committee, Government Advisory Committee, Civil Society Advisory Committee

SNA Executive Management Committee

- Selected from Steering Committee
- Limited to 5-6 members who are focussed, fully committed, influential and informed
- The members must be drawn from the Interim Steering Committee members.

SNA Co-ordinator

- Qualified and properly appointed within 6 months
- The selected candidate must be appointed on the basis of appropriate experience - previous School networking experience would be an advantage. The endorsement of the SNA co-ordinator by the national SchoolNet (of the country from which they originate) would be a major advantage.
- The criteria for selecting the SNA co-ordinator should be set by the national SchoolNets. - this could also be done by the 10 selected sub-regional SchoolNet representatives who will be represented on the Interim Steering Committee.
- It was agreed that the IDRC should pursue with the selection process for the SNA co-ordinator, in collaboration with the 10 selected committee members.

Some Deliverables

- IDRC to provide support & host Interim Arrangements
- Sub-Regional Groupings should begin to formulate partnerships of their respective school networks because that is the only way that they would be able to pick their representative to serve on the SNA Steering Committee
- Determine Selection Criteria for Stakeholder selection & representation on SNA Steering Committee
- Set up mechanism to assist the SNA Coordinator to develop interest & subsequent buy-in from stakeholders
- Outcome of Okahandja Meeting to be presented to Summit of Heads of State

Voting for representation on an Interim Steering Committee

Each participant was given 5 votes with which to nominate countries to serve on the Interim Steering Committee. The results of the votes meant that the following countries have been nominated to elect representatives to the Interim Steering Committee to serve on behalf of their sub-region:

Southern Africa

South Africa
Mozambique

East Africa

Uganda
Kenya

West Africa

Senegal
Ghana
Nigeria

Central Africa

Cameroon

North Africa

Egypt
Morocco

There was agreement with management structure proposed above

Program: Report from Group One

The following outlines the priority projects that SNA should undertake within the first two years of its inception.

It was emphasised that SNA would have to produce a marketable product in its first year, a product that would be fundable and tangible, and which could be used to leverage additional resources for year 2 onwards. Two specific possibilities were raised, and are presented in more detail below: -

1. Baseline studies and
2. Packaged ICT Skills curriculum materials.

ICTs and Teacher Training

It is necessary to compile teacher training materials on ICTs and develop guidelines for use by teachers on using ICTs in education.

Distance Education Options for African Schools / Basic ICT Skills

Distance Education cannot be a one-year priority for SNA and should be removed for consideration at a later stage. Some of the elements attached to distance education options can be linked to a) the priority programme on Basic ICT Skills; b) Scan of baseline data (see below). Developing basic ICT skills will require a distance education option for African SchoolNets.

SNA should be a WAREHOUSE for best practice packages on developing basic ICT skills. SNA will develop an ICT skills toolkit through commissioned research in African countries. SNA will conduct train-the-trainer courses for National SchoolNets that require assistance, but national SchoolNets will be responsible for undertaking training in their countries.

SNA will commission research on the status of ICT training in African countries, and the existence of basic ICT skills curriculum material that is appropriate for

African countries. SNA will also facilitate the exchange of pre-packaged ICT training programmes.

SNA should facilitate the introduction of computer literacy as a subject in education programmes.

SNA should facilitate the introduction of teacher training courses in the use of ICTs. This should also follow the train-the-trainer approach. National SchoolNets should assume the role of teacher training in their countries - this is not the role of SNA.

SNA should make use of existing infrastructure to start training in ICT skills.

Lobbying and Advocacy

SNA should, in its first year, undertake extensive awareness and education programmes on the use of ICTs in Schools. A workshop should be organised for all stakeholders so as to start the programme with more resources.

Develop and facilitate strategic partnerships

There was a strong emphasis in the group on ensuring sub-regional development of SchoolNets (more manageable than trying to deal with the whole of Africa as one large chunk). Three suggestions were made:

- There should be an 'adopt-a-country' approach that allows start-up and support for new SchoolNets in each sub-region.
- The sub-regional representative on the Interim Steering Committee should initiate support for 'Adopt-a-country'.
- Strong SchoolNets in the sub-region should be partnered with weaker/lesser developed SchoolNets to allow for accelerated learning and support during start-up. This will also facilitate information sharing in the sub-region.

Proposed Actions

1. A scan should be undertaken to determine who the major (and minor) players are likely to be for SNA, and what roles such players are likely to play.
2. A baseline study/scan should be undertaken to review the current status of SchoolNets in terms of basic ICT skills, and existing ICT curriculum material for schools. The outcomes of the scan will be communicated to the network - this will also be required to ensure the sustainability of updating the information continuously.
3. Electronic contact should be maintained with focal points in each of the national SchoolNet countries.
4. A strong initiative should be undertaken to develop content for a basic ICT skills package for African teachers and students. This will be supported by a

train-the-trainer programme for national SchoolNets, to enable training programmes to be set up in African countries under the auspices of the national SchoolNets.

Partnerships

A number of potential partner organisations and institutions were identified. It was however agreed that the prioritisation of potential partners should be taken further by the appointed SNA co-ordinator and the Interim Steering Committee. The list of potential partners includes:

Foundations

Private foundations
Educational foundations

Governments

Ministries of Education
Ministries of Telecommunications
National Telecommunications Operators

Institutions and Associations

NGOs / associations
The Internet Society (www.isoc.org)
Teacher associations
Development organisations
Advocacy organisations

Private sector

Multinational computer suppliers
African indigenous IT companies
CEO of CISCO

International community and Donors

Donations from the advanced countries
International institutions e.g. ITU
Other National SchoolNets in Europe, SchoolNet Canada, ISTE, etc

Program: Report from Group Two

General Issues

It was noted that the start-up phase should be accelerated with administrative machinery managed by the IDRC and under the general guidance and leadership of the Interim SchoolNet Africa (SNA) Coordinator to be recruited with the assistance of the IDRC.

Members assumed the IDRC would accept to play the facilitation role during the interim period.

Critical Start-up Project Activities

Following the voting procedure, members in the group discussed and expressed their preference for the placement on the priority list of the following projects and activities. The activities are grouped in three blocks as follows:

1. SchoolNet Startup Toolkit Projects
2. ICT & Teacher Training Projects
3. Content & Curriculum Development

1. SchoolNet Start-up Toolkit Projects

This involves projects that would facilitate the preparation of guidelines as well as actual implementation support to achieve the following:

Development of a Glossary of SNA Working Terminology:

This was seen as very critical to meet the wide variety of languages, institutional differences as well as ICT sophistication and application among members and potential members of SNA. Accordingly it was agreed that the primary focus should be to develop a common framework that should be widely disseminated to facilitate a common understanding in ICT practices, facilitate and foster knowledge share in working publications of the network.

Formation of National SchoolNet Associations or bodies corporate:

Members recognised that in certain countries, there existed several school networking initiatives. It was however agreed that for qualification to SNA, recognition should be given only to a national independent school networking association duly registered in the country preferably an amalgamation, consortium, collaborative body of the said initiatives. The said body should comprise all the initiatives and have direct involvement and support of the Ministries responsible for Education and ICT in addition to private sector as well as civil society.

Best Practices Compilation:

This involves development of a Template to assist the compilation of best practices across Africa and beyond that could serve as a guiding light for school networks in Africa. It would also involve the actual formal collection of Best Practices in the formation of SchoolNets, best practices in school networking projects and management including Business Plans, ICT related competitions, and ICT related stories arising out of school networking activities. It was suggested that a web-based portal be developed to host the said best practices.

Startup Kit for SchoolNets:

This would involve developing and publishing a start-up set of guidelines that provides information covering the main pillars requisite for SchoolNets as well as the participating member pre-requisites. The toolkit should cover as a priority the following areas:

- Infrastructure: what is necessary to be in place qualify as a participating member(s). This would include some technical information as to layout &

- security of facilities, telecommunications and connectivity, equipment procurement guidelines etc;
- Content: how to develop content to support the school network activities, guidelines on possible sources of content or content support facilities etc;
- Training: guidelines and resources relating to how and what to train facilitators and support personnel in particular;
- Programmes: Development and dissemination of Guidelines on project and activities development. Members also suggested the development of a Directory of Project Ideas available in other parts of Africa in particular to avoid duplication of effort as well as serve as key linkage mechanism for partnerships between national networks or between constituent members across and within the national networks;
- Sustainability: Guidelines on how to sustain networks including fund-raising ideas, how to apply for grants and fellowships, development of partnerships with private sectors, communities as well as development partners (local and international); and
- Management: Guidelines for efficient and effective management of school networks.

2. ICT & Teacher Training Projects

Members suggested that the SNA couldn't be placed in a solid footing if the teachers who would be a key instrument of learning facilitation are not provided with the requisite tools. It was further agreed that the interim period of the SNA development phase should be dedicated to achieving a solid base of literacy as well as involve teachers at all levels in all countries through a concerted approach to training and materials development. Accordingly the following priority projects or activities were proposed for consideration:

Policy Formulation to support Teacher Training

This involves development or review support to SNA and the national networks on the institution of policy for teacher training with respect to the adaptation of ICT to learning applications. A Basic Framework and/or prototype for National Policies is to be developed and made available particularly to those countries that have not instituted an ICT policy or related programmes for teacher training. Sample policies from countries that have developed similar policies are to be included to the document.

Identification of Teacher Training Materials

This involves developing and publishing a resource directory as well as a knowledge bank of teacher training materials useful for training teachers in ICT applications for education & learning, school learning projects development & management. Train the Trainer Guidelines and Study Guides etc

ICT Guidelines

This involves the preparation of ICT guidelines that would serve as base materials for teachers to develop lesson plans in various subjects covered under

the respective national syllabi, help their pupils develop partnership ideas for inter-school linkages etc

Basic Methodology & Teaching Evaluation

This involves preparation of guidelines for development of, review and use of appropriate and content and context sensitive methodologies to advance ICT training. It would also involve guidelines to facilitate the evaluation & monitoring of teaching & learning activities in the classroom in an ICT context

3. Content & Curriculum Development

Members agreed that the content and curriculum development should be placed on a very high pedestal if SNA is to survive. It was therefore agreed that a significant portion of the transitional phase should be dedicated to putting into place the mechanisms for identifying and collating content for use by all the national school networks. Accordingly the following priority projects are proposed:

Development of a Content/Curriculum Toolkit

This involves developing a guidebook on how to apply ICT to existing forms of content and national curriculum. This would take a specific subject or theme and provide guidelines as to how ICT could be applied to its teaching or learning. Once the guidebooks have been developed, it would then be expected that the national school networks or those regional groupings that share common curriculum or examination bodies could then collaborate to develop country or regional-specific guidelines

It also involves the development of guideline, together with samples, for converting raw content into ICT usable material

Directory of Content

This involves the development of a framework for the creation of a Directory of available content. This would be the precursor of the Knowledge Warehouse of Content also proposed under the SchoolNet Business Plan. Based on the above development, a web-based portal could be developed to which the various national school networks could contribute either content or links to content, as applicable.

Guidelines for Evaluation of Content

This was suggested as a project to facilitate the evaluation of content, its suitability, context sensitivity, applicability to ICT related learning etc

Other Issues Discussed

Adopt-a-Country Mentor Partnership Programme

It was suggested also that as part of the transitional programme, the countries that have developed well-established school networks should participate in a special SNA activity to be dubbed "Adopt-a-Country Mentor" to assist emerging

countries or those with fledgling school networking activities. This would ensure that those desirous to start school networks rely on specific and focussed support to develop. Unfortunately, this subject was not discussed into much detail but the concept is a very laudable idea that could be developed further as one of the main activities of the transitional phase that would also see the wider involvement of many countries in the activities.

Source of Funds for Startup ToolKit

It was suggested that there was need for the various countries to provide some committal support for funding of the SchoolNET start-up toolkits and other SNA activities. In the interim however approaches should be made to potential partners such as the UNECA, ADEA, IBRD/IDA, African Development Bank, Agence France de Development, IICD, The Commonwealth of Learning, IDRC and the private sector to support the funding profile of SNA. Members suggested that this process is to be managed by IDRC as the interim facilitator

Thematic Listservs

It was also suggested that a number of Thematic Listservs should be created to facilitate discussion and contributions from members, individuals as well as institutions on any of the priority projects discussed below. It was suggested that the said listservs would be a very good vehicle to foster mass involvement aimed at obtaining the broadest diversity of context and country specific experiences or data to support the development of the various toolkits proposed below. It would also be a good and fast mechanism for the dissemination of case studies.

10. EIGHT ACTION POINTS

The concluding session was chaired by Kate Wild on behalf of the UNECA and it involved brief insights on the three days' proceedings, from the Minister of State for Higher Education from Uganda, representatives from Ischool in Zambia and Cyber Jeunes in Senegal as well as votes of thanks from Joris Komen, director of SchoolNet Namibia and Marc Van Ameringen from the IDRC.

The Minister of State for Higher Education from Uganda offered to convene Ministers in Africa around SNA. This offer was accepted with enthusiasm.

Marc ended the workshop with suggestions on the way the IDRC will take the process forward. The following eight action points were highlighted:

1. Compile report of the workshop
2. Country reports to be posted to the SchoolNet Africa website
3. Add everyone to the email discussion list
4. Formalise the Okahandja Declaration to be posted to the discussion list
5. Finalise the Interim Steering Committee (ISC) selection by the end of August 2000

6. Finalise a workplan with the ISC which will include a funding strategy
7. Incorporate all information back into the Business Plan by the end of August 2000
8. Follow up the report back to the private sector

10. CONCLUSION

The workshop did not include in an evaluation process of the three days' proceedings, partly due to time constraints. This will be followed up by the workshop organisers afterwards.

Appendix One: List of Participants

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Appendix Two: Revised Workshop Program

Date	Time	Session	Chairs, facilitators and rapporteurs		
July 17		Theme 1: Building a Common Vision for SchoolNet Africa			
Plenary Sessions					
	09:00-11:00	Opening Addresses <ul style="list-style-type: none">▪ “School Networking in Namibia”, Minister of Basic Education and Culture, Namibia▪ “School Networking in Uganda”, Minister of Education, Uganda▪ Welcome by NIED and SchoolNet Namibia▪ “School Networking in Africa”, Marc van Ameringen (IDRC)▪ “AIS and the ADF”, Lishan Adam (UN ECA)▪ Presentation of Program, Claire Sibthorpe▪ Brief overview of SNA Business Plan, Shafika Isaacs (IDRC)	Chair: Joris Komen		
	11:00-11:30	Tea			
	11:30-13:00	Regional School Networking Projects Acacia (Shafika Isaacs), ChildNet (Stephen Carrick-Davies), ThinkQuest (Heba Ramzy), WorLD (Tony Bloome), InfoSat (Andy Kiloh)	Chair: Barbara Munyati Rapporteur: Dominic Schofield		
	13:00-14:00	Lunch			
	14:00-15:00	Panel Discussion: Role of the Private Sector <ul style="list-style-type: none">• SchoolNet Representatives: Joris Komen, Denis Brandjes• Private Sector: Ashiek Manie (Intekom), Telcom Namibia, Africa Online Namibia• Discussion	Chair: Sean Moroney		
	15:00-15:30	Tea			
Parallel Breakaway Sessions					
	15:30-18:00	<table><tr><td>Country Presentations on School Networking in Africa Breakaway Session 1: Chair: Lishan Adam Facilitators: Tina James, Claire Sibthorpe Presentations by: Angola, Botswana, Cote D'Ivoire, Mauritius, Morocco, Namibia, Lesotho, Senegal, Swaziland</td><td>Breakaway Session 2 Chair: Tony Bloome Facilitators: Shafika Isaacs, Edward Holcroft Presentations by: Egypt, Ghana, Gambia, Kenya, Mozambique, Nigeria, South Africa, Uganda, Zambia, Zimbabwe</td></tr></table>	Country Presentations on School Networking in Africa Breakaway Session 1: Chair: Lishan Adam Facilitators: Tina James, Claire Sibthorpe Presentations by: Angola, Botswana, Cote D'Ivoire, Mauritius, Morocco, Namibia, Lesotho, Senegal, Swaziland	Breakaway Session 2 Chair: Tony Bloome Facilitators: Shafika Isaacs, Edward Holcroft Presentations by: Egypt, Ghana, Gambia, Kenya, Mozambique, Nigeria, South Africa, Uganda, Zambia, Zimbabwe	
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	18:30-	Cocktail sponsored by Microsoft			
July 18					
Plenary Session					
	09:00-10:00	Report back from Country Presentations Session	Chair: Tina James		

		Lishan Adam, Tony Bloome	
Parallel Breakaway Sessions			
	10:00-11:00	Group Exercise: Needs Analysis	Facilitators: Tina James (lead), Eric Yankah, Claire Sibthorpe Rapporteur: Edward Holcroft
	11:00-11:30	Tea	
Plenary Session			
	11:30-12:00	Report on Needs Analysis Session	Presenters: Tina James, Eric Yankah
Parallel Breakaway Sessions			
	Theme 2: Build a Focus and Win Support for SchoolNet Africa		
	12:00-13:00	Projects to Support School Networking – 6 parallel groups 1. SchoolNet Start-ups 2. Enhancing Learning and Teaching Outcomes through ICTs and Teacher Development 3. Developing and Sharing Knowledge 4. Basic Connectivity for Schools 5. Evaluation and Monitoring	Facilitators: 1. Shafika Isaacs 2. Heba Ramzy 3. Tina James 4. Eric Yankah 5. Edith Adera
	13:00-14:00	Lunch	
Parallel Breakaway Sessions			
	14:00-15:30	Projects to Support School Networking (Continued)	
	15:30-16:00	Tea	
Plenary Session			
	16:00-17:00	Report on Projects to Support School Networking	
Parallel Breakaway Sessions			
	17:00-18:00	Gap Analysis – Proposals for Other projects	
July 19	Theme 3: Programming Priorities		
Plenary Sessions			
	09:00-09:30	Summary of Day 2	Chair: Dominic Schofield Rapporteur: Claire Sibthorpe
	09:30-10:30	Panel Discussion: SchoolNet Africa – Too Premature?	Chair: Dominic Schofield
	10:30-11:00	Tea	
Parallel Breakaway Sessions			
	11:00-12:00	Group Discussion: SchoolNet Africa organisation, program and partnerships	Facilitator: Eric Yankah, Tina James
	13:00-14:00	Lunch	
	14:00-17:00	Arranged tours to places of local interest	
July 20	Theme 3: Governance and Accountability		
Plenary Session			
	08:00-09:00	Report on SchoolNet Africa Organization	
Parallel Breakaway Sessions			

	09:00-10:00	Group Discussion: SchoolNet Africa Program and partnerships	Facilitators: Eric Yankah, Tina James
	10:00-10:30	Tea	
Plenary Session			
	11:30-12:00	Report Back on SchoolNet Africa program and partnerships	
	12:00-13:00	Closing Session <ul style="list-style-type: none"> • Personal Impressions of the workshop: Barbara Munyati and Babacar Fall • Announcement of SchoolNet Africa Interim Steering Committee. • Vote of Thanks: Joris Komen • Closing remarks: Marc van Ameringen 	Chair: Kate Wild