

HORIZONT3000
AUSTRIAN ORGANISATION FOR DEVELOPMENT
COOPERATION

IMPACT ASSESSMENT OF A SCHOOL-BASED INFORMATION
AND COMMUNICATION TECHNOLOGY CENTRE IN BINGA
DISTRICT

November 2004

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DISTRICT

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ABBREVIATIONS AND ACRONYMS

AZFA	-	Austria-Zimbabwe Friendship Association
CAMPFIRE	-	Communal Area Management Programme for Indigenous Resources
CEO	-	Chief Executive Officer
CSO	-	Central Statistical Office
DA	-	District Administrator
e.g.	-	for example
ICTC	-	Information and Communication Technology Centre
ISP	-	Internet Service Provider
NGO	-	Non-governmental Organisation
RDC	-	Rural District Council
RDDC	-	Rural District Development Committee
SDA	-	School Development Association
TA	-	Technical Assistance
TOR	-	Terms of Reference
ZIMSEC	-	Zimbabwe Schools Examination Council
ZRP	-	Zimbabwe Republic Police

Executive Summary

ES.1 Project Goal and Purpose of the Binga ICTC

The overall **goal** of the project was:

“To improve the quality of education of Binga High School and surrounding schools by providing a wider source of education material and creating new opportunities to market and advertise Binga community to the outside world through modern means of communication and technical skills for Internet access”.

The project **purpose** was:

- To build capacity of teachers and community to use the Internet and computers.
- To provide the community with technical knowledge on the care of equipment so that there is an increase in the lifespan of the project.
- To encourage and assist stakeholders to contribute more content to the Mulonga website so that a constant flow of information on Binga is generated.
- To assist the school and the SDA to advertise and familiarise the community with the available services and operating conditions.
- To assist Binga High School SDA and stakeholders to fundraise so that additional hardware and software can be bought as well as funds for maintenance.

ES.2 Funding

Funding came from the Binga High School SDA (who funded the initial project infrastructure), Kunzwana Trust/AZFA (who sourced the computer hardware software and provided project staff to coordinate the project in Binga District) and Horizont3000 (who funded the TA/Development Worker). World Links for Development (an educational programme supported by the World Bank) is paying for the ISP costs.

ES.3 Implementing Agencies

Binga High School SDA, Kunzwana Trust and Horizont3000.

ES.4 Programme Impacts

Technological impact

- The establishment of Binga High School ICTC (also interchangeably referred to as Binga ICTC) has been widely accepted by staff at the school and the general public. The computers and the Internet have afforded the people the opportunity to access information to which they would not otherwise be able to access. For instance, the dearth in cost of books and study materials has been alleviated by accessing the requisite information on the Internet. In addition, the public can also access newspapers on the Internet as these are not delivered to Binga because of its remote location. The availability of e-mail services has also facilitated a cost-effective means of communication.

Institutional impact

- The project management of the ICTC seemed weak. Consequently, this also adversely affects the activities of the ICTC being incorporated into the broad development plans of Binga District Council. At RDDC level, there is yet to be discussion of the potential of the Internet to market Binga district (which is one of the objectives of the project).

Social impacts

- The people that have been trained in the use of computers comprise the school pupils, teachers, local government officers¹ and the general public.
- The school pupils study computers from Form I to Form IV and for the first time this year, there were ZIMSEC “O” level examination in computers.
- The general public, especially employees of local government departments, have enthusiastically taken up the computer courses on offer. Infact, most of the officers interviewed were paying for these courses themselves. In addition, some of the officers have embarked on degree programmes and they use the Internet to access information regarding their respective disciplines.
- There are two chiefs in Binga District who have received computer literacy training, namely, Chief Siachilaba and Chief Saba. These two chiefs have also received the “AlphaSmart 2000” keyboard², but it was not possible to ascertain whether the Chiefs were making use of the equipment.
- Overall, about 500 people have received training in various computer courses.

Sustainability of the project

- One of the objectives of the Binga ICTC project was to ensure that the project would be self-sustaining in terms of maintaining and replacing the hardware and software. One of the ways was to charge for the computer courses that are being offered. Binga High School ICTC is charging “break-even” prices for the computer courses it offers. However, World Links for Development pays the ISP costs and supplies the software for the Binga High School ICTC.
- A strategy that is yet to be pursued is how the Binga High School SDA and stakeholders can fundraise for the purchase of additional computers. The latter is not a far-fetched proposition as it was the SDA who, on its own initiative, put in the initial infrastructure for the computer centre.
- It is also important that the Binga RDDC mainstreams computer development into its overall development plans, whether it is coming up with a policy and strategy to provide computer courses in all the schools in the district, or takes

¹ With regard to the local government offices or organisations visited, there were computers at the following offices: the DA’s, the Ministry of Education, the office of the Binga District CEO, MS-Zimbabwe (Danish Development Agency), Binga Craft Centre, Kunzwana Trust, and a local business woman has a computerised billing system at her phone shop. Other offices such as the President’s Office, ZRP office and Ministry of Employment Creation did not have computers. Furthermore, Binga Craft Centre, Kunzwana Trust and MS Zimbabwe were linked to the Internet.

² With an ‘AlphaSmart 2000’ keyboard, which uses batteries (and with good batteries it can last for 750 hours!), one can type in the text (it only accepts text) and then it can be connected to a computer for word processing and printing. Kunzwana Trust donated the equipment to the two Chiefs to assist in documenting proceedings of their meetings and other information.

an active interest and subsequently a policy facilitative role in some of the activities that are being carried out using computer facilities.

- The maintenance and updating of the website is done in (Vienna) Austria, as the computer teachers have not yet received training in website design. The computer teacher was eager to learn about website development, even before the TA prematurely terminated his contract. It would also seem that not many people, especially those interviewed in Binga are aware of the existence of the [www. mulonga.net](http://www.mulonga.net) website, including officials in the DA's office and RDC.

ES.5 Recommendations

For Binga High School/(Ministry of Education) -

- The SDA and the project management committee in Binga need to organise themselves and strategise on how they can fund-raise for the purchasing, maintenance and replacement of computers. This will also necessitate that the project management committee should develop workplans and reporting procedures that assess this development.
- The Binga RDC (through the appropriate RDDC committee) needs to assume a policy facilitative role and this can be done by mainstreaming computer development in the overall district development plans.
- The computer teacher at Binga High School should be trained in website design and he in turn can train other interested parties. Furthermore, the RDDC should then request (and finance) that a website should be designed that markets Binga District and illustrates its potential areas for development.

For Horizont3000 -

- In future, should Horizont3000 be requested for a TA, it is important to identify a specialist who can also multitask, in accordance with the demands of a developing country. This Consultant is of the opinion that the TA could have assisted in some of the recommendations that have been outlined above, especially as he was able to observe the shortcomings, e.g., of the management committee. The Headmaster of Binga High School commented that the TA needed to have invested in teamwork and sharing of ideas.
- It is important to draw up clearly defined TORs with indicators for the TA so that the TA's can also be regularly monitored through progress reports. At the end of the TA's tenure, the incumbent should be requested to produce a final report that outlines his achievements, the obstacles he faced in carrying the required duties and propose the way forward.

1. Introduction and Background Information

1.1 Introduction – Overview of Binga District

Binga district, which has a total land area of approximately 13 000 square kilometers, is the second largest in Matabeleland North province. The district lies in the northwestern part of Zimbabwe in the Zambezi River Basin. The bordering districts are Kariba, Gokwe North, Gokwe South, Lupane and Hwange. Binga district also shares a national border with Zambia, demarcated along Lake Kariba and more than half of the lake's shoreline is within the district. Binga lies in agro-ecological regions 3, 4 and 5, which are characterised by high temperatures and low rainfall.

Binga district has an approximate population of 118 824 and the population density is estimated at 9 persons per square kilometer (CSO, 2002). The district is populated by the Tonga or BaTonga people, who are the third largest ethnic group in Zimbabwe. There is very little economic activity taking place in Binga district, due largely to poor infrastructure³, yet there is potential for development in sectors such as tourism, fisheries, and other related activities. CAMPFIRE activities, comprising hunting safaris, are a major generator of income for the district council. Employment in Binga is mostly found in local government institutions and the few NGOs that are present in the district. The majority of the Tonga people eke out a living from fishing, subsistence farming and carving artefacts.

It is the rich cultural heritage of the Tongas that drew the attention of Kunzwana Trust, a Harare-based NGO that is involved in promoting musical traditions of Zimbabwe, to facilitate the development of Internet access in Binga. In partnership with AZFA, Kunzwana Trust carried out a cultural exchange programme in 1997 between Tonga artistes and Austrian artistes.

1.2 Background – Brief description of the Binga High School ICTC

Like most rural areas in Zimbabwe, Binga district is lagging behind the rest of the country as regards development opportunities. This is also acutely manifested in the school system where there is a shortage of books and other educational materials. Hence, the provision of Internet service was intended to provide improved access to information. Through the cultural exchange programme facilitated by Kunzwana Trust and AZFA, the idea emerged to establish an Internet link, Tonga-Online, i.e. www.mulonga.net⁴, in order to publicize the rich cultural heritage of the Tonga people on the worldwide web. As Binga High School was in the process of establishing a computer center⁵ through its SDA, it

³ It is important to note that the Tonga or Batonga people had to be relocated to make way for the construction of the Kariba Dam in 1958. However, Binga does not enjoy the full benefits of electricity from the hydro-electric power station at Kariba. Only few business centres and schools have access to electricity.

⁴ It should be noted that this website is still in the developing stages.

⁵ Binga High School had already built the building that was to house the school's computer center, installed electricity and air-conditioning and had purchased some of the furniture. What was outstanding was the computer hardware.

was decided that the school would be the institutional base of the Internet centre. The ICTC at Binga High School was established in October 2001⁶. AZFA donated 15 used computers, new monitors, the set up of a computer network with Internet access and the installation of requisite components.

The overall **goal** of the project was:

“To improve the quality of education of Binga High School and surrounding schools by providing a wider source of education material and creating new opportunities to market and advertise Binga community to the outside world through modern means of communication and technical skills for Internet access”.

The project **purpose** was:

- To build capacity of teachers and community to use the Internet and computers.
- To provide the community with technical knowledge on the care of equipment so that there is an increase in the lifespan of the project.
- To encourage and assist stakeholders to contribute more content to the Mulonga website so that a constant flow of information on Binga is generated.
- To assist the school and the SDA to advertise and familiarise the community with the available services and operating conditions.
- To assist Binga High School SDA and stakeholders to fundraise so that additional hardware and software can be bought as well as funds for maintenance.

The following were the **expected outcomes** of the project:

- Two training workshops based on the results of a needs assessment to be held by the end of the year for teachers at Binga High School and surrounding schools.
- Routine maintenance work, e.g. computer blowing, checking cables and general housekeeping, etc. to be done every four months while major service is done once a year.
- The redesign of the website at the ICTC to make it more colourful and appealing and setting up of at least two Webpages to advertise and stimulate interest in the Binga area, e.g. what the local community is producing and selling, what are the local schools able to share with the rest of the world and entertainment in Binga.
- At least one workshop with all the stakeholders to be held to advertise and familiarise the community on the available resources at the Centre.
- To assist Binga High School SDA and stakeholders to raise money for the purpose so that additional hardware and software can be bought for the sustenance of the project.

⁶ Prior to the establishment of the ICTC at Binga High School, a lorry carrying a mobile Internet, the “Big Blue Van”, provided by World Links for Development Programme WorLD (sponsored by the World Bank), was brought in to promote the Internet to the remote areas of Binga. This was intended to provide a visual of what a computer looks like and how it functions. Unfortunately, there were problems with the telephone network and the “Big Blue Van” was not very effective.

The **target group** for the Binga High School ICTC were the school pupils and teachers and also the community in Binga district

Horizont3000 - Austrian Organisation for Development Cooperation, was approached in 2002 by the Binga High School SDA (and Kunzwana Trust) to second a TA (information technologist) for two years, so as to provide assistance in the use and maintenance of computers and the Internet.

The **objectives** of the technical assistance were as follows:

- To assist in the improvement of the quality of education and communication through providing on-the-job training to local personnel to access educational material on the Internet and training a local counterpart on the use of computers.
- To build capacity through technical training that will ensure proper use and maintenance of the equipment.
- To assist the people of Binga to broaden their marketing horizons through the use of the Internet to communicate and marketing horizons through the use of the Internet to communicate and market themselves to the outside world with the creation of two more web pages on the website.
- To assist the Binga community to organise itself so that they make maximum use of the computers and Internet to improve their lives.
- To assist the centre to be self-sustaining.

However, it should be noted that in the initial progress report of the TA (ref. “Four Month Report, dated 29 November 2002”), the objectives of the technical assistance are outlined as follows:

- Extending the lifespan of the equipment through transfer of computer maintenance know-how.
- To encourage and assist stakeholders to contribute more content to the Mulonga website so that a constant flow of information on Binga is generated.
- To assist the school and the School Development Association (SDA) to advertise and familiarise the community with the available services and operating conditions.
- To assist Binga High School SDA and stakeholders to fundraise so that additional hardware and software can be bought as well as funds for maintenance.

Whilst the stated objectives are more-or-less similar, the subtle changes in wording would seem to have an impact on the activities subsequently carried out and this will be discussed later in the report. Furthermore, there is no adequate explanation as regards these subtle changes in the objectives.

The following were the **expected outcomes**:

- The creation of teaching materials from the World Wide Web into the daily teaching and learning process.

- Some guidelines highlighting the care and maintenance of hardware and software resources to be developed for the use of the centre.
- At least two additional web pages to be set up by the stakeholders.
- The creation of partnerships within the community in Binga that will establish marketing links with Austria.
- The development of fundraising strategies to generate income that will sustain the centre even after the end of the development assistance.

The **target group** for the technical assistance were the members of the staff of Binga ICTC.

1.2.1 Project Management:

The **Binga High School SDA**, which provided the initial impetus for establishing a computer centre by constructing the computer room, installing electricity and air-conditioning and purchasing the initial furniture, i.e. tables and chairs.

Kunzwana Trust, a Harare-based local NGO, provides overall project coordination. In association with **AZFA** (based in Austria), Kunzwana Trust were instrumental in facilitating the development of the Binga ICTC through soliciting of resources to equip the computer centre. Kunzwana Trust also has two staff members, a Project Coordinator and a Project Assistant, located in Binga, who are responsible for managing all aspects of the project, and focus on training, publicity and gender.

Horizont3000, an Austrian Organisation for Development Cooperation, was responsible for providing the technical assistance manpower for the Binga ICTC. The incumbent was originally hired for the contract period 1 August 2002 until 31 July 2004. However, the TA's contract ended in mid-2003 and the reason will be outlined later in the assessment (ref. sub-sections 2.1 and 2.2 below).

1.3 **Assessment Methodology**

1.3.1 Information gathering:

Primary data was collected from interviews held in Binga and Harare with persons/officials from various stakeholder institutions and individuals who had benefited from the project. The list of questions in **Annex 1** was used as a guideline for interviews/discussions and **Annex 2** is a list of persons met..

Secondary data was collected from documents provided by Horizont3000 and Kunzwana Trust.

1.3.2 Analysis of information:

The analysis sought to establish the following:

- Establishing the effectiveness of the project by examining whether or not the project activities were carried out or if there were any changes to the planned activities.

- Establishing the impact of the project. Impact in this report is defined as consequence, both positive and negative, that resulted from the introduction of computers and Internet.

Sections 2 and 3 below will present the effectiveness and impact of the Binga ICTC.

2. Effectiveness of the Binga High School ICTC

This section will focus on the effectiveness of the project. It will examine the extent to which the planned project activities were implemented and if there were any obstacles that affected the implementation of the project.

2.1 Actual achievement of planned activities at time of the assessment

Below is an outline of the overall project activities as described in the project document. The technical nature of the activities necessitated the recruitment of a computer expert, which Horizont3000 did by providing a TA to Binga High School ICTC. It should also be noted that specific activities for the TA were described in the project document in very generalistic terms as “Description of Work” (see **Annex 3**). Furthermore, there were no indicators. Hence, it was difficult to assess the effectiveness of the TA’s activities.

The following were the project activities with comments after each activity description:

- To assist Binga High School through the SDA and surrounding schools to carry out a needs assessment survey, plan and organise a training workshop for the teachers.

Comment: The needs assessment survey was carried out by AZFA/ Kunzwana back in 1999 at the start of the project in Binga. Several training workshops for management committee and teachers have taken place. All teachers at the school have received computer literacy training. Furthermore, it should be noted that Kunzwana Trust has been involved in carrying-out an outreach programme to the Binga community in the form of publicity, e.g. quarterly progress reports via e-mail to stakeholders ([Tonga.Online Stakeholders Updates](#)), and extension activities, e.g. holding “Special Introduction to Computers” courses at no cost to the various stakeholders, e.g. local government departments.

- To assist IT personnel to work out routine computer maintenance programme and go through it with them. To set up the keyboards in English as opposed to the current German set-up and correct the Y and Z keys which are inverted.

Comment: The TA was responsible for streamlining the organisation of the software and the computer network and also installed Anti-Virus software definitions. The two staff members (teachers) of the computer center were trained by the TA in computer maintenance and have been able to deal with computer problems as they develop. Physical conversion of keyboards is an ongoing process. However, it is advisable to train more teachers in computer maintenance. It should also be noted that this Consultant advised the computer teacher to purchase plastic keyboard covers to protect the lettering as it was observed that some of the keyboard lettering was fading due to the numerous people who are using the computers.

- To assist Binga High School personnel manning the technology Centre and SDA to create a more colourful website through a participatory process of

organizing a competition among the students as well as using the stakeholders workshop to assist in the logistics of setting up two web pages on the website.

Comment: The computer personnel, students and community were encouraged to participate in the design of the website. A Design Competition was held and winners were featured on website. The general development of the website has been taking place slowly. Three new sections were created on the website, namely, Binga.-, Siachilaba.-, and Siansundu.Online (Q. - *were these established during TA's tenure?*) . The spaces are for casual messages, greetings, announcements and information. Some of the general public received training on the use of the Internet and how to contribute to the discussion forum. However, the current staff at the Binga High School ICTC had not received the full training in designing of a website(???), and hence, the current website is manned by AZFA in (Vienna) Austria.

- To assist in the planning and organisation of a stakeholders workshop to create partnerships which can be utilised to create communication on the Internet. For example, the partnership between Binga Craft Centre and Auhof Basket Company can be encouraged within the schools.

Comment: Kunzwana Trust had facilitated cooperation between Binga Craft Centre and Auhof Basket Company (ABC) at Linz Business School in Austria. This is intended to assist in the marketing of Binga craftwork. Kunzwana Trust is also assisting in sourcing for buyers for the Tonga baskets and beadwork. Through the website www.mulonga.net, enquiries have been received regarding the establishment of a Binga High School alumni association from ex-students in different parts of the world. If such an “Alumni Discussion Forum” could be established, it may go a long way in developing ideas that could assist in the development of Binga.

- To assist the management and finance committee to maintain and review the costs charged to people using the equipment and look into ways of raising funds for the project so that additional hardware and software necessary for the Centre can be bought and a pool of maintenance funds are available.

Comment: In the TA's four-month report for the period 1 August 2002 to 31 December 2002, it was noted that the “organisation of the Centre” was weak and the management board were not heavily involved in the operations of the centre. The current income generated at the centre is not enough to replace malfunctioning equipment nor to up-grade the software. Hence, to this day, the centre is still operating on a break-even basis, with just sufficient revenue to buy some of the stationery. The cost of the ISP are paid for by World Links for Development Programme (sponsored by the World Bank). It is important that the management board organises itself and devises a fund-raising strategy, before the Centre starts experiencing computer breakdowns. The Binga High School ICTC periodically raises the fees of the computer courses, inline with the general cost of living in Zimbabwe.

Overall, the activities of the TA as per the project activities (ref. **Annex 3**) were overtaken by events. The TA saw himself as a graphic designer and therefore

concentrated on the tasks of web design and computer maintenance. This could be the reason why the marketing and publicity roles were assumed by Kunzwana Trust. The two teachers at the Centre were involved in carrying-out training of the community, staff and students, albeit at a basic level. In the final analysis, the TA felt that he was underutilised and thereby terminated his contract after one year.

2.2 Effectiveness of project implementation procedures

2.2.1 Workplans and Progress Reports

Whilst this Consultant was availed with a document that indicates the overall project goal and objectives as well as the TA objectives, there does not seem to be a further description of actual workplans (that would also have indicators), either on an annual or quarterly basis, by both the TA (Horizont3000) and the Project Coordinator (Kunzwana Trust).

During the TA's tenure, it would seem that he produced one four-month progress report. The Project Coordinator of Kunzwana Trust produced regular reports through e-mail (i.e. Tonga.Online Stakeholders Update). It could not be ascertained whether the latter progress reports are still being produced after the departure of the TA.

2.2.2 Project Coordination

Firstly, it is not clear how the TA (Horizont3000) and the Project Coordinator (Kunzwana Trust) (the latter was recruited in September 2002) coordinated their activities, as there seems to have been an eventual overlap of roles, e.g. the tasks of marketing and publicity which were supposed to have been carried out by the TA were/are carried out by the Project Coordinator (Kunzwana Trust).

Furthermore, according to the discussion on the TA's four-month report (which took place at Binga High School on 11 February 2003), the management meetings were not well organised, indicating either that they did not take place regularly or when they did take place, substantive project issues were not discussed. It is also important to note that regular meetings are not held at District Council level. District Council meetings are mostly convened to discuss drought relief or state functions. Hence the potential of the Internet to contribute to the development of Binga District is yet to be discussed at RDDC meetings.

3. Impact Assessment of the Binga High School ICTC

This section will discuss the impact of the Binga ICTC, in terms of technological, institutional, social impact and sustainability of the project.

3.1.1 Technological impact

The establishment of Binga High School ICTC has been a welcome development, acknowledged by staff at the school and the general public. The computers and the Internet have afforded the people the opportunity to access information to which they would not otherwise be able to access. The Ministry of Education official interviewed acknowledged that the dearth in the cost of books and study materials has been alleviated by accessing the requisite information on the Internet. He also noted that the Tonga people are very interested in learning and that is the reason that the Internet has been enthusiastically embraced. He further indicated that there was need for an intensive and extensive outreach programme so that the general Tonga population can be aware of the benefits of computers and the Internet. In addition, the public can also access newspapers on the Internet as these are not delivered to Binga because of its remote location. The availability of e-mail services has also facilitated a cost-effective means of communication.

The training in computers is still at a basic level, as people are mostly interested in becoming computer literate and have not taken the initiative to pursue the advanced courses. (**Annex 4** describes the computer courses that are offered).

The Binga High School ICTC is also equipped to record and document traditional music styles of the Tonga (which were gradually becoming extinct) and will be documented and stored in the BaTonga Museum.

The ICTC has also recently been established at two other schools, that is, Siachilaba Primary School and Sianzyundu High School and computers have been donated from AZFA/Kunzwana Trust.

However, the Internet is negatively affected by the regular power cuts and an unstable telephone connection (which is still an analogue one) that are experienced in Binga.

3.1.2 Institutional impact

As stated earlier in this report, the project management of the ICTC was weak. Consequently, this also adversely affected the activities of the ICTC being incorporated into the broad development plans of Binga District Council. At RDDC level, there is yet to be discussion of the potential of the Internet to market Binga district (which is one of the objectives of the project), which is endowed with diverse natural resources such as the Lake Kariba water body, wildlife (the current CAMPFIRE programme hunting safaris are contributing substantially to the Binga District Council fiscus), and untapped mineral resources, besides other potential economic activities.

However, the Ministry of Education, National Museums and Monuments and MS-Zimbabwe (a Danish International Cooperation Agency) have started an outreach programme to collect Tonga history, culture and archive it in the Binga Museum (built with assistance from MS-Zimbabwe) so as to prevent further loss of the rich heritage of these people. Furthermore, there are also plans to develop a school curriculum so that school pupils can learn about the Tonga people. The idea to archive Tonga culture emanated from the Tonga.Online project which, *inter alia*, disseminates information on the Tonga culture via the Internet.

3.1.3. Social impacts

The people that have been trained in the use of computers comprise the school pupils, teachers, local government officers⁷ and the general public. Moreover, the ICTC project has been commended by the DA's office as "...teaching people to fish, rather than giving them fish..", which is what the BaTonga require and how NGOs and development agencies should assist. Much of Binga district is not suitable for agriculture, hence, there is need for alternative economic development activities. Computers and the Internet can assist prospective entrepreneurs in identifying potential development activities for arid areas like Binga.

The school pupils study computers from Form I to Form IV and for the first time this year (2004), there were ZIMSEC "O" level examination in computers. However, the Education Officer interviewed indicated that it would be good if computer courses could be offered at "A" level⁸. Because of lack of laboratory facilities for "A" level science subjects, Binga school children were missing out on undertaking science classes unless they attend another school outside the district. This also restricts their areas of study at Universities and possessing the necessary education and skills required to be able to contribute to the development of Binga.

The general public, especially employees of local government departments, have enthusiastically taken up the computer courses on offer. Infact, most of the officers interviewed were paying for these courses themselves. In addition, some of the officers have embarked on degree programmes (through correspondence) and they use the Internet to access information regarding their respective degree programmes. It is also worthwhile to note that the current Project Assistant of Kunzwana Trust, who was formerly a hairdresser, has since joining the project, received training in computers and is now able to communicate via internet, carry-out research and handle office communications. She is also involved in

⁷ With regard to the local government offices or organisations visited, there were computers at the following offices: the DA's, the Ministry of Education, the office of the Binga District CEO, MS-Zimbabwe (Danish Development Agency), Binga Craft Centre, Kunzwana Trust, and a local business woman has a computerised billing system at her phone shop. Other offices such as the President's Office, ZRP office and Ministry of Employment Creation did not have computers. Furthermore, Binga Craft Centre, Kunzwana Trust and MS Zimbabwe were linked to the Internet.

⁸ The current "A" level subjects that are offered are: English Literature, Management of Business, Accounting, English Language and Mathematics. There are three high schools offering "A" levels in Binga District.

teaching basic introduction to computers at Siachilaba School ICTC. Moreover, one of the government officers interviewed indicated that the Internet connection can assist in ameliorating the negative information about Binga as most Zimbabweans believe that "...Binga is totally underdeveloped with a backward people."

There are two chiefs in Binga District who have received computer literacy training, namely, Chief Siachilaba and Chief Saba. These two chiefs have also received the "AlphaSmart 2000" keyboard⁹, but it was not possible to ascertain whether the Chiefs were making use of the equipment.

The computer teacher at Binga High School said that about 500 people have received training in various computer courses. However, he could not indicate how many of these were males or females as the trainee data was manual and not yet computerised! However, he indicated that there were more males than females who had received training in computers.

3.1.4. Sustainability of the project

One of the objectives of the Binga ICTC project was to ensure that the project would be self-sustaining in terms of maintaining and replacing the hardware and software. One of the ways was to charge for the computer courses that are being offered. During interviews with the computer teacher at Binga High School, it was learnt that the prices that are charged are "break-even" prices. Furthermore, World Link pays the ISP costs and supplies the software for the Binga High School ICTC.

A strategy that is yet to be pursued is how the Binga High School SDA and stakeholders can fundraise for the purchase of additional computers. The latter is not a far-fetched proposition as it was the SDA who, on its own initiative, put in the initial infrastructure for the computer centre.

The establishment of an ICTC at Siachilaba and Sianzyundu schools have also been facilitated by donation of computers from Kunzwana Trust and AZFA. It is also important that the Binga RDDC mainstreams computer development into its overall development plans, whether it is coming up with a policy and strategy to provide computer courses in all the schools in the district, or takes an active interest and subsequently a policy facilitative role in some of the activities that are being carried out using computer facilities, e.g. the documentation of Tonga culture and how it is being disseminated¹⁰. Moreover, the maintenance and updating of the website is done in (Vienna) Austria, as the computer teachers have

⁹ With an 'AlphaSmart 2000' keyboard, which uses batteries (and with good batteries it can last for 750 hours!), one can type in the text (it only accepts text) and then it can be connected to a computer for word processing and printing. Kunzwana Trust donated the equipment to the two Chiefs to assist in documenting proceedings of their meetings and other information.

¹⁰ It is important that the Tongas are not consistently portrayed as "victims" but as "survivors", who, when accorded the necessary opportunity, can take the initiative in terms of directing their own development.

not yet received training in website design. The computer teacher was eager to learn about website development, even before the TA prematurely terminated his contract. It would also seem that not many people, especially those interviewed in Binga are aware of the existence of the [www. mulonga.net](http://www.mulonga.net) website, including officials in the DA's office and RDC.

4. Conclusion and Recommendations

4.1 Conclusion

The Binga ICTC has been widely accepted by the people of Binga, who on their own initiative, realised the importance of availing computer facilities to the community. The Binga ICTC is now hosted in three schools.

The contribution of Kunzwana Trust/AZFA and Horizont3000 in facilitating the sourcing of the computers and providing the requisite training in computer maintenance and training-of-trainers, respectively, is widely appreciated.

The following key developments have taken place with regard to the establishment of the Binga ICTC in 2002:

- The school and general public have access to computer and Internet facilities.
- The Internet is widely used as a source of information to pursue academic studies since books are very expensive and not easily available.
- The Binga ICTC now operates from three schools.

However, there are further developments that need to be pursued if the project is to realize its maximum potential and become sustainable and these are outlined in the recommendations below.

4.2 Recommendations

The following are recommended:

For the Binga High School ICTC/(Ministry of Education) -

- The SDA and the project management board at the Binga High School ICTC need to organise themselves and strategise on how they can fund-raise for the purchasing, maintenance and replacement of computers. This will necessitate that the project management board should develop workplans and reporting procedures that can track this development.
- The Binga RDC (through the appropriate RDDC committee) needs to assume a policy facilitative role and this can be done by mainstreaming computer development in the overall district development plans.
- The computer teacher at Binga High School should be trained in website design and he in turn can train other interested parties. Furthermore, the RDDC should then request (and finance) that a website should be designed that markets Binga District and illustrates its potential areas for development.

For Horizont3000 -

- In future, should Horizont3000 be requested for a TA, it is important to identify a specialist who can also multitask, in accordance with the demands of a developing country. This Consultant is of the opinion that the TA could have assisted in some of the recommendations that have been outlined above, especially as he was able to observe the shortcomings, e.g., of the management committee. The Headmaster of Binga High School commented that the TA needed to have invested in teamwork and sharing of ideas.

- It is important to draw up clearly defined TORs with indicators for the TA so that the TA's can also be regularly monitored through progress reports. At the end of the TA's tenure, the incumbent should be requested to produce a final report that outlines his achievements, the obstacles he faced in carrying the required duties and propose the way forward.

Annextures

Annex 1 – Questionnaire/Interview Guide for the Binga ICTC

- 1.** Brief background of what is the role of your organisation in the Binga District Internet connection – Tonga Online?

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- 2.** Whose idea was it to establish the Internet connection?

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- 3.** Who is the target group for the Internet connection?

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- 4.** How was the idea of an Internet connection brought to the target group?
[imposed, facilitated, assisted, organic ownership]

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5. Have/has the goal(s)/objective(s) of the Internet connection been achieved? Please explain your response with concrete examples?

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6. In what way does the Internet connection complement other development initiatives in Binga District? (Also identify and elaborate on other development initiatives in Binga District)

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7. Is the Internet connection the best approach for facilitating development in Binga District? Please explain your response by giving concrete examples.

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8. Has collaboration and common visioning been achieved among the stakeholders? Please explain your response.

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9. What, in your opinion, has been the impact of the Internet connection, Tonga Online?
Indicate your assessment using the following ranking scale for each one of the
activities under the programme & give an explanation of your assessment.

No impact = 0 Little impact = 1 Moderate impact = 2 Major impact = 3

9.1 Awareness building about the Internet using the “Blue van”? –

- | | | |
|----|---------------------------|-------|
| A. | Men | [] |
| B. | Women | [] |
| C. | School children | [] |
| D. | Non-school going children | [] |
| E. | The elderly | [] |

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9.2 Awareness of development needs of Bonga District -

- | | | |
|----|-----------------|-------|
| A. | Internationally | [] |
| B. | Regionally | [] |
| C. | Nationally | [] |

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9.3 Marketing of Bonga crafts and culture (please also explain with concrete
examples {incl. financial benefits} what has been achieved) –

- | | | |
|----|-----------------|-------|
| A. | Internationally | [] |
| B. | Regionally | [] |
| C. | Nationally | [] |

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10. What are the roles of the following stakeholders in the School-Based Information and Communication Technology Centre (ICTC)?

- Ministry of Education.....
- Binga RDC.....
- Communities.....
- Private Sector.....
- NGOs.....
- Other.....

11. Please supply additional information.

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Annex 2 – List of Persons met

Binga District-

Monday, 1 November 2004

- Ms. Theophorah Sianyuka - Project Assistant, Kunzwana Trust, Binga Office
- Mr. Ndlovu - DA Binga District (all staff in DA's office have received computer training)
- Mr. Makinzi - President's Office, Binga District (benefited individually)
- Mr Ngwenya - District Education Officer, Ministry of Education (benefited individually)
- Ms. Marianne Andersen - MS-Zimbabwe & Binga Museum (documenting Tonga culture and livelihoods)
- Mr. S. Muchineripi - Head of Computer Department, Binga High School ICTC
- Mr. P Mpande - Kulima Mbobumi (Farming is Life) Farmer Training Centre (benefited individually)

Tuesday, 2 November 2004

- Chief Inspector Mabika - ZRP (secretary sent for computer training)
- Mr. E Mugande) - Social Services Officer, Binga RDC)
- Mr. P Mzamba) - Project Officer, Binga RDC) – all benefited individually
- Mr. B Utete) - Project Officer, Binga RDC)
- Mrs. Siachimbo - Businesswoman (owns a phone shop) – Eight members of family and staff received computer training. She intends to expand her business to include typing and faxing services).
- Mrs. M Nyathi - Manager, Binga Craft Centre (The Centre were already marketing their products using the Internet (www.bingacraft.co) prior to Tonga.Online. Now also linked to www.mulonga.net. Driver at the Centre is receiving computer training)
- Mr. M Munsaka) - CAMPFIRE rangers in Binga RDC – benefiting individually
- Mr. K Jumbola)
- Mr. Mudimba - CEO, Binga RDC (staff in his office have received computer training)

Harare:

Tuesday, 9 November 2004

Mr. K Goddard - Kunzwana Trust

Wednesday, 10 November 2004

Ms Penny Yon - Project Coordinator in Binga, Kunzwana Trust (received
contribution by e-mail)

Annex 3 – Description of Work for the TA (as per the project document)

The work involves technical assistance required by Binga High School and the community at large in order to keep abreast of developments taking place in Information Technology. This will involve establishing the needs of the Information Technologies Centre personnel as well as those of the hosting school (Binga High School) and training the teachers to create teaching materials from the internet. The Development Worker shall support the community of Binga to access the services of the Internet so that Tonga culture and crafts can benefit from the Internet (e-commerce). The work will also involve planning, after consultation with the personnel running the centre, for educational programmes at the Centre and the maintenance of the hardware as well as recommending the purchase of additional hardware and software necessary for the development of the Centre. The Development Worker shall report to the Binga High School headmaster in his capacity as a representative of the School Development Association.

The achievements of the TA (as per the four-month report (for the period 1 August 2002 to 31 December 2002) were as follows:

- Expansion of basic computer knowledge, promotion of the centre's services and generation of income for the centre through workshops held for the community members, stakeholders and local organisations.
- The equipment is checked and maintained on a regular basis.
- The organisation of software and the computer network is streamlined and Anti-Virus software with current virus definitions installed.

Annex 4 – Courses and Services offered at the Binga High School ICTC.

Courses	Level	Duration
Computer Literacy	Basic	2 weeks
Windows 98/2000	Level 1	2 weeks
	Level 2	2 weeks
MS Dos		2 weeks
Microsoft Word	Level 1	2 weeks
	Level 2	2 weeks
Microsoft Excel	Level 1	2 weeks
	Level 2	2 weeks
Microsoft Powerpoint	Level 1	2 weeks
	Level 2	2 weeks
Microsoft Access/Database	Level 1	2 weeks
	Level 2	2 weeks
Internet & E-mail		1 week
Computer Programming (BASIC)		
Computer Programming (COBOL)		
Micro Computer Technology	Part 1	6 months
Micro Computer Technology	Part 2	6 months
Applied Information Technology	Certificate	6 months
	Diploma	6 months
Microsoft Publisher	Elementary	2 weeks
	Intermediate	2 weeks
Pastel Accounting		1 month
Web Page Designing		1 month
Computer-aided typing		

Other Computer Services:

- Internet access
- E-mail address/Account registering
- Computer Usage – Public and Students
- Computer Games
- Diskette Sales
- Letterheads
- Envelope Addressing
- Invitation Cards