



## Report of Independent Organizational Evaluation of Sida Core Funding (June 2013 to December 2016)

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Undertaken by:



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## LIST OF ACRONYMS AND ABBREVIATIONS

ABC	Activity Based Costing
ADEA	Association for the Development of Education in Africa
ADSI	Africa Digital Schools Initiative
AKE	African Knowledge Exchange
ALICT	African Leadership in ICT
AUC	Africa Union Commission
CEO	Chief Executive Officer
CoP	Communities of Practice
DAC	Development Assistance Committee
EAC	East Africa Community
ECOWAS	Economic Community of West African States
EMIS	Education Management Information System
FAWE	Forum for African Women Educationalists
FGDs	Focus Group Discussions
GESCI	Global E-Schools and Communities Initiatives
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information and Communications Technology
ICT4E	Information and Communication Technology for Education
ICT4D	Information and Communication Technology for Development
ISESCO	Islamic Educational, Scientific and Cultural Organization
KICD	Kenya Institute of Curriculum Development
KPIs	Key Performance Indicators
LATIC	Leadership African dans les TIC
LMS	Learning Management Systems
LN4SD	Leadership Network for Sustainable Development
MCF	Mastercard Foundation
MfDR	Management for Development Results
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MIS	Management Information System
MoFA	Ministry of Foreign Affairs (Finland)
MoU	Memorandum of Understanding
NCE	No Cost Extensions
NGO	Non-Governmental Organization
OCA	Organizational Capacity Assessment
OECD	Organization for Economic Cooperation and Development
PPPs	Public Private Partnerships
RAF	Result Assessment Framework
RBM	Result Based Management
SADC	Southern Africa Development Community
SCL	Strategic Connections Limited
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Cooperation Agency
SIPSE	Strengthening Innovation and Practice in Secondary Education
STEM	Science, Technology, English and Mathematics
ToC	Theory of Change
TOR	Terms of Reference
TVET	Technical and Vocational Education Training
TVSD	Technical Vocational Skills Development
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **ACKNOWLEDGEMENTS & DISCLAIMER**

This final evaluation report concerns the 'Organizational Evaluation of Global E-Schools and Communities Initiative' (GESCI) during Sida core funding period of 2013 to 2016. The aim of Sida funding was to assist GESCI strengthen its institutional capacities, strengthen its partnerships and pursue sustainability, during this consolidation and growth phase.

This report has been compiled by Mr. Tom Were with contributions from Mr. Tom Olila & Zedekia Sidha, all of Strategic Connections Limited (SCL), with inputs from Dr. Helen Otieno, of Strathmore University. Inputs were also received from GESCI management team. The overall coordination of the study was undertaken by SCL.

The authors wish to sincerely thank everyone who contributed to the review, particularly those who unreservedly offered crucial primary and secondary information. We are grateful to the leadership of GESCI for entrusting SCL with this important assignment. We are indebted to Mr. Jerome Morrissey (Chief Executive), Ms. Patti Swarts (Director of Programs) and Ms. Rachel Wambua (Manager: Finance & Operations) for the useful insights and great leadership demonstrated in the course of this study. We are equally thankful to all the GESCI Technical Staff in Nairobi and elsewhere, the donors, strategic partners and program participants who provided crucial information that formed the basis of this evaluation report.

These findings contained in this report are based on the observations and reviews as of the time of the evaluation. We are conscious of the fact that such status is bound to change with time. The findings thus relate to the situation as of the time of the evaluation.

We wish to stress that the opinions expressed in this report are purely those of the authors and are based on the observations and findings of the study. It therefore goes without saying that the authors, and not GESCI, or its local partners, take full responsibility for any errors or omissions that may be found in the report.

## EXECUTIVE SUMMARY

GESCI is an international non-profit, non-governmental organization. The organization was founded in 2003 by the United Nations ICT Task Force at the World Summit on the Information Society. GESCI works with developing country governments and agencies to holistically integrate ICT in education, science, technology and innovation systems through professional, institutional and technical capacity building as a primary strategic focus. GESCI has also successfully provided a leadership development programme to mid -to -senior level government officials across 16 African countries as well as pioneering a new model for digitally driven youth skills and entrepreneurship which can be scaled across Africa

GESCI's current work involves building capacities and promoting holistic approaches to ICT use and integration in schools that is system wide and system deep. This involves the implementation of whole school ICT integration strategies, in collaboration with education ministries where, countries develop policies and strategies for scale up that are rooted in national plans and aspirations. The overall aim of these processes is development of Knowledge Societies for integrating ICT in education systems.

In consultation with Sida and other partners, GESCI commissioned an independent evaluation of its operations, programmes, strategies and approaches. The evaluation assessed the overall efficiency, effectiveness, relevance, sustainability, accountability and the impact of the organisation over the period 2013 to 2016. Other areas covered in the evaluation included organizational focus areas for enhancing education opportunities for people in compromised situations as well as gender, environment and human rights.

The goal of the evaluation was to provide a basis for funding partners to account for development results to their stakeholders, as well as for GESCI, other donors and partners to use the study outcomes (including lessons, conclusions and recommendations) to assess return on their investment vis-a-vis their development agenda. Internally, GESCI can use the findings to demonstrate the viability of its interventions, methods, models and successes to its beneficiaries, stakeholders and partners.

The results of this evaluation have been organized in accordance with the DAC/OECD Framework for evaluation of development assistance, with a focus on the delivery, efficiency, effectiveness, advocacy, impact & sustainability. The report starts by providing background and contextual information of the environment within which GESCI was operating, summarizes the methodology and approaches, before presenting in detail the main findings and analysis of the same. Finally, the report draws out the key lessons, conclusions and recommendations.

The evaluation followed two (2) key approaches, the first being the **Appreciative Inquiry** approach, which focuses on what had worked well at GESCI. The approach is premised on the belief that 'what we focus on, becomes our reality'. In this approach, challenges and problems are not to be ignored, but are rather addressed from a more constructive perspective. In this respect, the central questions ~~is~~ are not "What problems were found or faced?", but rather "What worked/ is working well?", "what did we achieve", "What were the contributing factors" and "What can we do more/ less of and how?" The latter question not only brings out the challenges, but also focuses on solutions.

The second approach used was the **participatory and learning** approach. This approach sought to maximize leadership staff, partner, community and other stakeholder engagements. A series of internal reflections and learning processes with staff were facilitated by the consultants. The idea was that the team would not just talk to the consultants about implementation of the GESCI interventions but also talk to *each other* about what they learnt along the way. Outside of GESCI, the consultants

sought feedback from a wide range of stakeholders including partners, donors as well collaborating communities and peer organizations.

The overall findings show GESCI sufficiently delivered on all the key outcomes and outputs. GESCI demonstrated positive results and outcomes in all the key DAC/OECD framework for development financing evaluation. GESCI also met the all the minimum criteria for relevance, effectiveness, delivery, impact and sustainability. Some elements of GESCI's work also contributed to realization of benefits for people in challenging circumstances by linking its strategies to the Sustainable Development Goals (SDGs) and the National Development Plans (NDPs) in the countries of its program operations.

Below is a brief highlight of some of the key findings and conclusions:

GESCI successfully implemented almost all the key recommendations from an earlier organizational evaluation of 2012, which required attention in the new Sida core funding period. This was done first by integrating the same in the design of the new funding request (core support) to Sida for the period 2013-2016 and the New GESCI Strategic Plan (2017 – 2020). GESCI developed strong individual programmatic and project management strategies which accommodated inter-programme collaboration, exchange and synergies but not an overarching programme management strategy.

The organisation did an excellent job as regards *delivery* of the key outcome and output areas agreed upon with Sida for the period under review. As a result, GESCI made meaningful contributions to Sida development goals of Poverty reduction (through its ICT-based projects to enhance access, quality and relevance of education, its leadership development programme and through its investment in youth through TVSD interventions) and sustainable development. Notwithstanding significant five- year programmatic funding from Mastercard Foundation, GESCI was impaired by quickly changing donor ODA policies, which, despite efforts, resulted in weak results in the key area of financial sustainability, and growth and diversity of funding sources.

Similarly, GESCI made meaningful contributions to the *crosscutting issues* such as gender equality by promoting increased gender parity in its interventions and collaboration with FAWE; supporting access to education in challenging circumstances with UNICEF/UNESCO in refugee and migrant situations; and investing and securing wider access to education, influencing public policies & establishing knowledge societies.

Separately, GESCI demonstrated *openness, accountability, transparency and governance* in all aspects of its work and relationships with States, strategic partners, donors, program participants and beneficiaries. It gained the trust of its donors and partners, although there were a few instances where some of the respondents felt that further improvements could be made to enhance stakeholder's levels of participation, involvement, decisions making and ownership of the initiatives started through GESCI programmes.

With respect to *relevance*, GESCI's work was found to have been very relevant both to its agenda and mandate as well as to the needs of the target beneficiaries and countries. However, there was a shared view by some strategic partners and donors that GESCI, while being expert in the integration of ICT for teaching and learning, may be challenged to meet wider demand for this service. Although the nature of technology-driven change in education and training is unlikely to be revolutionary, it is very important that GESCI maintains up to date knowledge on emerging ICT for pedagogical change in the classroom and that it has plans for a rapid scaling up of its capacity and potential to deliver large-scale programmes for ICT-based transformation in education. GESCI already keeps up on new technological developments through its research and knowledge management and infuses the same in its new and

existing programmes, but would need to go beyond demonstrating innovative models to developing mechanisms and models for rapid scaling to large-scale programmes in close collaboration with government and other partners.

Regarding *effectiveness*, the organization delivered on most of the objectives agreed upon with Sida and other funding agreements. The GESCI programmes/ initiatives were very well received including its actions around knowledge products and societies, ICT teacher competency development & pedagogy models, ICT and KS leadership development, and advisory and advocacy. The main drivers for this success were a strengthened GESCI, enhanced levels of strategic networks & partnerships and trust built at all levels, efficient utilization and leverage of its capacities and resources, and refinement of its models and approaches to ICT integration.

On the same breadth, GESCI demonstrated *efficiency* through time and cost consciousness, having implemented its projects within acceptable time and at the most reasonable costs. In several occasions, GESCI surpassed its targets with the same resources, a demonstration of value for money. This was exemplified by the smartness and timely advice provided by GESCI which influenced choices and decisions made by the schools & institutions in the ICT Integration in Education projects (SIPSE & ADSI). All programmes and projects were begun on time, even when fund disbursement was delayed. Normally a request for non-cost extension could be regarded as a possible inefficiency in planning and scheduling, but in all cases GESCI's requests for NCE contained sound justification in good time, and added significant value to outcomes at the cost originally planned for.

As for *impact*, GESCI's work may have contributed to a number of potential impacts, mostly associated with its engagements at the global, regional and sub regional level where it made contributions to various dialogues. GESCI in this regard has successfully positioned itself as 'a-go-to' expert organization for ICT & Education matters. Further, some of the alumni of the leadership development program with the AUC continue to share their ICT knowledge and skills within their institutions as well as influencing decisions from within. The investments in teacher competency strengthening was also noted to have borne fruits as far as enhanced teaching and adoption of ICT in schools pertain. The students & youth who experienced the new teaching methods have themselves become advocates of ICT integration in Education.

With respect to *sustainability*, GESCI did very well on the institutional strengthening part by developing and enhancing its internal policies and procedures, governance, operations and MIS systems, as well as human resources capacities. This made the organization strong. Several ongoing discussions, including developed proposals, are currently taking place with dozens of other potential funders and governments are currently taking place. However, while securing a new long-term donor partner, GESCI still needs to diversify and grow its donor/funding base for financial sustainability.

The following key recommendations emerged from the study:

1. GESCI to prioritize completion of its governance strengthening process, building on the recent approval by the NGO Board, of its amended constitution.
2. While GESCI maintains its role on research & development and strategic advisor agency, where all models are test-beds/ proof of concepts developed in collaboration with governments and government agencies to inform policy and practice, however, GESCI should consider evaluating

and directing its focus towards a more strategic role of 'honest broker'<sup>1</sup> - to enhance its existing influence and experience on strategy and policy at ministerial and institutional levels.

3. Linked to point 2 above, GESCI should consider advancing the sustainable business concept, in which its models are built around business ideas that can be transferred and replicated as successful business models by others, including for a fee. An existing example of this is GESCI's new policy/strategy development toolkit. This can form a basis for transfer of the concept to other countries in Africa and the world.
4. As part of strengthening its Monitoring, Evaluation & Reporting, GESCI needs to strengthen its reporting capacities by a greater focusing on the quality of reporting. The activity based reporting accounts for output level results but provides too much information which could be synthesized further into change level results. There is thus a need to further synthesize the reports by focusing more on the insights around impact, sustainability and lessons learnt.
5. Just like the rapid advances in ICT, donor policies are also changing rapidly, influenced by the geo-political changes across the globe. With these changes, the relevance of GESCI's programmes can be at risk. Therefore, GESCI needs to invest in developing an integrated programme development strategy, which provides for regular reflections as a basis of adaptation of its interventions and offerings to the changing context of its strategic partners, donors and collaborators.
6. GESCI should build on the excellent success already achieved with establishing high level partnerships e.g. with the Africa Union Commission (AUC) at the continental level. The success rate may be enhanced if GESCI takes a bottom up approach of establishing sub-regional level partnerships with Southern Africa Development Community (SADC), East Africa Community (EAC), ECO West African States (ECOWAS) etc. to step down dialogue about practical solutions unique to the countries in that sub region. It is noted that GESCI is currently finalizing MoUs with these organisations.
7. The study highly recommends that the Ministry of Foreign Affairs (MoFA), Finland in collaboration with GESCI fast-track the evaluation of the Finnish support to GESCI to-date. In addition, there may be a case to investigate how the investments in building African Leadership Capacity through the ALICT/LATIC program has impacted institutional policymaking in the countries where the participants work.
8. Finally, the evaluation highly recommends that GESCI invests more, going forward on sustainability – institutional, program, modeling, methodology & approaches, and financial. Focus as well on the most strategic partnerships in the quest for greater sustainability.

Overall, GESCI delivered on all the key elements of the core funding agreement signed with Sida, as well as the commitments made to other GESCI donors during the period under review. There remain only a few goals that the organisation needs to carry forward throughout its new Strategic plan 2017-2020, in particular, diversification and strengthening of its funding streams.

<sup>1</sup> These may be defined as "social actors who belong to a local arena". They are situated "at the interface between the project's beneficiaries and the development agencies". They act between two different systems: the international system of development aid and the system of local communities (<https://apad.revues.org/731>). See also Collaborative Leadership (<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main>)

## 1.0 BACKGROUND AND INTRODUCTION

This section of the report provides a brief description of GESCI and its activities, an explanation of the purpose and objectives of the evaluation and a description of the structure and contents of the report, and its intended use.

### 1.1 About Global e-Schools and Communities Initiative

#### 1.1.1 Organisational Background

GESCI is an international non-profit organisation founded on the recommendation of the *United Nations Task Force on Information Communication Technology* (UNTFICT). GESCI was established in 2003 at the first World Summit on the Information Society. The United Nations ICT Task Force identified education as an area in critical need of development, and one where ICT has the potential to make a positive impact.

Initially GESCI was headquartered in Dublin, Ireland, funded by Sweden, Switzerland and Ireland and, in 2011, moved its headquarters to Nairobi, Kenya. GESCI works with developing country governments and agencies to holistically integrate ICT in education, science, technology and innovation systems through professional, institutional and technical capacity building. GESCI currently has staff stationed in countries across Africa including Namibia, Tunisia, Tanzania, Cote 'D'Ivoire and Kenya.

GESCI's vision is to be a global thought leader and expert organisation in supporting the utilization of new technologies to transform learning and empower individuals and communities with competencies and skills for inclusive and sustainable development. GESCI's core mission is to advance inclusive access to education and to carry out interventions with government partners to raise the quality of teaching and learning at basic education levels as well as to design and implement leadership development programmes for senior level government officials for effective planning for knowledge society development and achievement of the Sustainable Development Goals.

#### 1.1.2 Organizational Work Context

Education is a critical pillar in the emerging knowledge society and economy. The inherent challenge for school systems is that of providing an effective education which can prepare their citizenries – children, young people and adults - for inclusive participation in the knowledge age workplaces, social environments and political spheres.

Substantial changes have also occurred in the international development landscape over the past two decades. New forms of horizontal and bilateral cooperation among countries have emerged, putting a premium on peer-to-peer transfer of resources and expertise among countries. As an outcome, a more inter-connected world of development assistance is emerging, opening diversified opportunities for collaboration, knowledge and technology sharing as well as partnerships across sectors and countries.

The urgency for equitable access to appropriate skills development has never been greater. The inclusion of the informal economy is important here as most skills development programmes in education have tended to focus on the formal economy. Yet, in many developing countries, as many as nine out of ten workers are both trained and employed in the informal economy.<sup>2</sup>

The successful use and integration of ICT to support and reform education require expertise, funding, access to technology, knowledge and human capacities; resources and capacities that are often

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<sup>2</sup> Burnett, N. and Jayaram, S. (2012) *Innovation Secondary Education for Skills Enhancement – Skills for Employability in Africa & Asia*. Washington: Results for Development Institute

wanting in ICT initiatives that have tended towards techno centric-solutions that make little impact in transforming practice.

In these contexts, the role of GESCI like other development organizations is quickly shifting, and calls for adaptability, innovation and deviation from the traditional modalities. Linked to this, as the Education Sector steps-up its efforts to complete the unfinished business of Education for All, and elaborating the post 2015 international education agenda, the ability of GESCI to act as a broker, advisor, moderator and instigator of partnerships between education stakeholders is elevated.

### **1.1.3 How GESCI Works**

GESCI's mandate is to assist States in the socio-economic development of their countries through widespread integration of ICT for inclusive and sustainable knowledge society development. Thus, much of GESCI's work is with Governments' and Ministries responsible for policy making, for knowledge society development, and particularly ministries of education and skills, science and technology, innovation. The objective is to bring about transformation in these sectors through the innovative use of ICT. GESCI supports these entities with 1) technical assistance; 2) implementation assistance; 3) developing capacities at all levels and demonstrating replicable and scalable models, and 3) strategic advice.

GESCI also collaborates with strategic partners by leveraging capacities and resources to improve education, empower communities and accelerate socio-economic development through the use of technology. It provides technical and strategic advice to countries and builds their capacity to develop and implement national strategies and plans to advance their overall education and development objectives in support of developing inclusive knowledge societies.

GESCI seeks to address partner needs by focusing on and deepening its strategy for holistic approaches to ICT use and integration that is system wide and system deep. The main strategies used by GESCI include end-to-end processes for curriculum review; improving and enhancing content and pedagogy through technology integration; and teacher development based on ICT teacher competency standards. Others are TVET strategies for technology integration and skills development for employment; CoPs for creating and sharing knowledge on Knowledge Society, ICT4E and ICT4D; as well as leadership capacity development for government officials, policy and decision makers through training and regional forums on ICT4E and ICT4D themes and issues.

## **1.2 Evaluation Purpose, Process and Methodology**

### **1.2.1 Evaluation Purpose, Objectives and Scope**

GESCI commissioned this evaluative study in consultation with Sida and other partners. The study is an independent evaluation of GESCI's operations, programmes, strategies and approaches, and aimed to determine the levels of success regarding organisational efficiency, effectiveness, relevance, sustainability, accountability and the impact. The evaluation also sought to identify and document key lessons, conclusion and recommendations.

The study thus serves both GESCI's accountability to Sida as well as its own learning needs. More specifically, GESCI will seek to use the results of the evaluation to demonstrate the viability of its interventions, methods, models and successes to its beneficiaries, stakeholders and partners. Other intended users of the report are current/future donors, partners and other stakeholders.

The specific objectives of the evaluation were to determine:

1. How successfully GESCI's work is situated in the wider context of ICT for Development (ICT4D) in the society, as well as the ICT4D programme results over the period in all the operational countries.
2. What progress was made towards achievement of planned programme results at output, outcome and impact levels, duly comparing actual vis-à-vis planned results as defined in the GESCI Results Assessment Framework (RAF).
3. Whether the achieved results did contribute to Sida's development goals of poverty reduction, and sustainable development.
4. If GESCI made any meaningful contributions to key cross-cutting issues such as gender equality, the environment protection and conservation, and to achievement of human rights;
5. GESCI's key challenges, successes and lessons learnt as well as identify key areas that GESCI might address in its new strategy going forward.

The DAC/OECD Framework of Evaluation of Development Financing requires too that the evaluation considers the following criteria:

1. *Efficiency*: Could GESCI's results have been achieved with fewer means/ resources? And, could GESCI have produced more results with the same resources?
2. *Effectiveness*: To what extent did GESCI achieve the goals & objectives stated in its Organizational Strategy (2013 to 2016), the RAF and programmatic level? What was the relationship between project costs and end results?
3. *Relevance*: Establish whether and how relevant GESCI's work was to respective governments' needs, donors and other partners' priorities and agendas.
4. *Sustainability*: Is GESCI's work with its partners sustainable and/or does have long term effects?
5. *Accountability, Transparency, Openness & Governance*: Are GESCI's management and governance structures accountable and promote transparency and openness?
6. *Impact*: What were the intended and unintended, positive and negative effects of GESCI's work on its beneficiaries and partners?
7. *Influencing*: How effective was GESCI in its *advocacy role*, in *partnerships building* and in *securing formal agreements and collaborations* with countries, relevant networks, professional bodies, and strategic institutions at country, sub regional, continental and global levels.

The evaluation covers the period 2013-2016 of Sida core support to GESCI, and was undertaken by Strategic Connections Limited, a Kenyan Nairobi based consultancy firm. The study was carried out over the period May 17, 2017 to 31<sup>st</sup> July 2017, and the report submitted in August 2017.

### 1.2.2 The Evaluation Approach and Methodology

The evaluation followed two (2) key approaches, the first being the **Appreciative Inquiry** approach. This approach focuses mainly on what worked well, a shift from problem solving. This is premised on the belief that 'what we focus on, becomes our reality'. In this approach, challenges and problems are not be ignored, but are rather addressed from a more constructive perspective. In this respect, the central questions are not "What problems were found or faced?", but rather "What worked/ is working well?", "what did we achieve", "What were the contributing factors" and "What can we do more/ less of and how?" The latter question not only brings out the challenges, but also focuses on solutions. Appreciative Inquiry is also premised on the idea that people have more confidence and comfort to journey to the future when they carry forward parts of the past that are working very well.

The second approach used was the **Participatory and Learning** approach. This approach sought to maximize GESCI's leadership and staff, partner, community and other stakeholders' engagements with a view to enhancing learning and ownership. A series of internal reflections with GESCI staff and leadership were facilitated by the consultants. The idea is that the team would not just talk to the

consultants about implementation of the GESCI interventions but also talk to *each other* about what they learnt along the way. Outside GESCI, the consultants sought feedback from a wide range of stakeholders including partners, donors as well collaborating communities and peer organizations.

Finally, the consultants facilitated a high level **Organizational Capacity Assessment (OCA)** of GESCI. The data collection for the OCA process largely entailed the review of key secondary materials as well as primary data collection through interviews and FGDs with staff. The key areas of focus in the OCA included amongst others, GESCI identity; leadership/ governance; adaptive capacity; organisational management; Financial; and program management. The nature of the OCA was 'explorative and descriptive', but also had a 'formative' character, as it did not stop at fact finding, but rather at identifying key strengths and challenges, as well as drawing some conclusions and recommendations of how GESCI and might address the challenges.

The study entailed face to face or telephone or skype or interviews, online surveys (though survey monkey), Focus Group Discussions (FGDs), presentations, questionnaires, physical observations during filed visits, and secondary data review amongst others.

### 1.2.3 Evaluation Process and Key Steps

There were six (6) steps involved in the whole evaluation process. Each of the steps is briefly described sequentially here under:

1. **Entry Meetings/Discussions:** On embarking on the evaluation assignment, the consultants held initial or entry meetings with the GESCI Management and Staff Teams to clarify various aspects of the assignment, ensure shared understanding of expectations, methodology and processes. The key outputs from these entry meetings were an agreement on the scope of the assignment, secondary materials to be provided, a list of potential respondents, focal staff for various issues, and the key timelines within which the specific outputs would be delivered.
2. **Secondary Data Analysis/Desk Review:** During this step, the consultants acquainted themselves with GESCI context, institutional and program operations, strategies, models and achievements through undertaking detailed literature review. The documents reviewed included GESCI Strategic Plan 2013-2016, key strategy documents, policy documents/manuals, annual program & financial reports, audit reports, donor reports, MoUs with key partners, project documents, donor grant agreements, previous evaluation reports, RAF documents, and other relevant materials.
3. **Development of Facilitation Tools & Materials:** The step involved development of secondary data collection and analysis tools. First the consultant, in consultation with GESCI, selected/sampled key respondents and informants. These included program beneficiaries, strategic partners, donor key contact persons, State officials, school principals, STEM teachers, graduates of various GESCI training programs, students, and staff. Specific data collection tools were designed for each category of respondents.

The consultants then prepared an inception report detailing their understanding of the task; the proposed methodology, approaches and key; the preliminary findings and conclusions from the desk review; updated workplan; list of key respondents; and proposed evaluation reporting framework (Table of Content). The study tools and materials were annexed to the inception report.

4. **Data Collection:** This phase of the evaluation process entailed collection of primary data, as well as further analysis of secondary materials. Part of the objective of the phase was to collect data and information that would respond to the evaluation questions elaborated in the ToRs. As indicated in section 1.2.2 above, the main methods used for data collection included interviews,

online surveys, FGDs, questionnaires, observations/ field visits and secondary data review. The key stakeholders that were consulted as part of the evaluation included Sida, The MasterCard Foundation, MoFA Finland; Ministry of Education Kenya; UNESCO; FAWE, IESCO, ADEA, Africa Union Commission, beneficiaries, as well as GESCI board, management and staff.

5. *Data Analysis, Triangulation & Interpretation (Reporting) and Validation:* The data collected during the evaluation was then organised, summarized, aggregated and analysed. The specific methods for data aggregation and analysis was determined/depended on the sources – either qualitative or quantitative. The data was then interpreted to extract key findings, lessons to be learnt, conclusions and recommendations, all of which are contained in this report. The report was then shared with GESCI and stakeholders for inputs as part of validation and joint learning.
6. *Finalization & Submission of Final Evaluation Report:* Upon completion of the incorporation of the final inputs discussed in the sub section above, the consultants submitted to GESCI/Sida the final comprehensive organisational evaluation report. The report includes several appendices: all the tools, references, list of documents reviewed, evaluation participants etc.

### 1.3 Structure & Content of the Evaluation Report

This evaluation report is structured into four sections, besides the executive summary and the preliminary pages (table of content, list of acronyms, acknowledgement etc.). Section one of the report presents the background information on GESCI, its context, as well as the study objects, process methods and limitations. Section two, the detailed findings, analysis and specific recommendations, presents the outcomes of the in-depth assessment of various aspects of GESCI program work and institutional arrangements as required by the ToRs. The findings are organized per the OECD criteria of design, delivery, effectiveness, relevance, efficiency, sustainability and impact. Sections 3 on its part highlights the study conclusions, lessons and recommendations, while section four contains the evaluation annexes and appendices.

### 1.4 Limitations/ Challenges of the Study

There were no limitations at all associated with the secondary data review as GESCI provided all the requested information and documentations. These enabled the evaluators to carry out a thorough review of GESCI's performance. There were however a few limitations with primary data collection:

1. There were physical visits/ verifications to a few of the SIPSE/ADSI schools in Machakos and Nakuru in Kenya; similarly, due to other normal school and operational commitments, complicated by limited internet connectivity, much fewer school principals and AKE graduates responded to the online survey.
2. A survey questionnaire was sent out to all the principals and STEM teachers under the SIPSE/ ADSI programmes, over 23% of STEM teachers and 21% of principals responded. Over 45% of ALICT/LATIC graduates or alumni contacted completed the online survey (partially or fully)<sup>3</sup>.
3. Most of the non-Kenya based respondents were interviewed via skype or telephone. This limited in some way the amount of information that could be collected through such channels.
4. Most of the targeted strategic partners and donors were reached and interviewed as well as some of the Education Ministry Contacts and Online Tutors were available during the evaluation period.

We believe that these limitations did not affect the study findings, conclusions and recommendations.

<sup>3</sup> The above combined responses amount to a 42%. This is higher than the 30% minimum sample required to guarantee statistical representativeness

## 2.0 DETAILED FINDINGS, ANALYSIS & SPECIFIC RECOMMENDATIONS

### 2.1 Overview

This section of the report highlights key findings of this evaluative study. In carrying out this study, a review has been made of, amongst others, the relevance of the programs to the target beneficiaries; quality of delivery; operational efficiency; effectiveness of the programs; impact and sustainability. This section highlights the key findings for each of these aspects, including noted points of attention where applicable.

### 2.2 Quality of Program Design

A good program design ought to effectively guide the subsequent implementation process, facilitate monitoring and provide a solid base for performance evaluation. This section thus sought to determine the quality of design of evaluated GESCI programs. The findings are elaborated thus:

*Results orientation:* GESCI adopted a Results Based Management (RBM) approach to its programs and projects. The RMB approach is aligned to the Management for Development Results (MfDR) Principles of Development and Paris Declaration for Development Interventions of 2005<sup>4</sup> that amongst others promote ownership, mutual accountability, harmonization and managing for results.

The RBM approach is operationalized through GESCI's performance monitoring and evaluation framework that combines and outcome mapping approach with logical framework approach. All the output and outcome level indicators contained in the Results Assessment Framework (RAF) were found to be SMARTly defined. There were more than 120 output level indicators and about 30 outcome level indicators, cutting across the 8 key result areas. 12 of the indicators were tracked at regional program level, while the rest were classified and tracked under the country programs.

The evaluation also noted the existence of baseline data against which program monitoring and measurement was anchored. The baseline figures were derived from the end line achievements of the previous period (re: 2012 evaluation report) as well as situational and needs assessments carried out at the onset of individual programs. These baseline figures formed the basis for the setting annual targets. Finally, the evaluation noted the existence of clearly defined risks and assumptions.

*Theory of Change (ToC):* As noted above, GESCI mainly adopted a RBM approach operationalized through a log frame. The study noted that while the elaboration of the context and 'rationale for GESCI's work' as contained in the program documents covers certain elements of a ToC, there was no expressly stated ToC. GESCI uses a fusion of outcomes mapping and log frame - an approach that is effective and has many advantages. However, the log frame itself can be relatively linear, 'mechanical', and simplistic (vis-à-vis real-life scenarios) as it does not e.g. adequately factor in intermediate results, capture a systems orientation/ actions of other actors and or rigorously look into risks and assumption on an ongoing basis.

On the other hand, a ToC, amongst others, enables development of a testable hypothesis of how change will occur and provides a visual representation of the same; encourages deep observation of the entire (complex) system including needed inputs of (non-obvious) stakeholders; as well as a more critical analysis of assumptions enabling greater learning from these. Such a ToC would also show the pathways of change, intermediate results, key actors, major assumptions etc.

The evaluation thus, strongly recommends that future programs (or strategic plan) establishes a well-defined and documented organizational ToC such as the one already defined in GESCI's new strategy

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<sup>4</sup> See <http://www.mfdr.org/sourcebook/2-1Paris.pdf> for details

2017-2020. Such a ToC would then be used together with a log frame to enhance the program design and subsequent monitoring and evaluation (M&E).

*Rigour of Context Analysis:* Detailed country and context analysis were undertaken as part of the development of the specific evaluated programs/projects. The GESCI program documents clearly define the operational context, key challenges to be addressed, desired changes/ results, intervention strategies and assumptions. The analysis further elaborates the potential strategies and interventions to address these. In the specific country, situational and context analysis attention is placed on reducing vulnerabilities and paying special attention to gender, youth, women and other persons with special circumstances. Specific risks and assumptions are noted about what may influence or affect the likelihood of achieving the desired results, while thinking through mitigation strategies.

### 2.3 Relevance of the Programme

We reviewed the appropriateness of the GESCI programme and its results in relation to beneficiary needs and priorities; (changes in) national, regional and international contexts as well as alignment with GESCI’s organisational identity, thematic/ geographical focus areas, strategies and priorities.

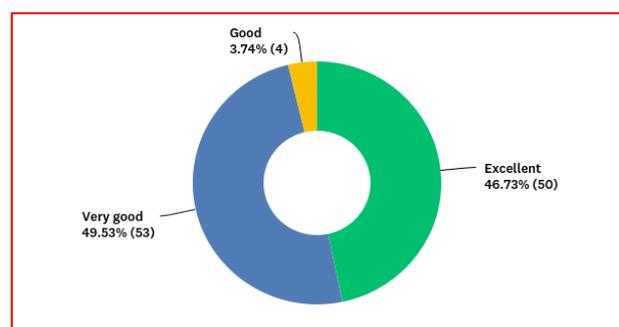
*Relevance to Needs of Beneficiaries:* The program interventions were in the view of the study team very well aligned to beneficiary needs and priorities. This status is affirmed by the evaluation survey results where most respondents indicated that the GESCI interventions were relevant to their needs and goals. They indicated that the support added value to them at individual levels as well as to their respective institutions. They noted especially that the interventions had contributed significantly to addressing challenges of youth employability, academic performance in schools and policy agenda setting.

The specific responses of the different groups of responses to the extent of relevance and alignment of the program support to their needs and objectives is summarized in Table 1 below. From the table, 71.6% of the respondents felt that support was ‘very relevant’, 24.6% as ‘relevant’ and only a paltry 3.8% as ‘fairly relevant’. None of the respondents indicated that the support was ‘not relevant’.

**Table 1: Degree of Relevance of Support to Beneficiaries’ Needs**

Category of Respondents	Population	Very Relevant	Relevant	Fairly Relevant	Not Relevant
ALICT/ LATIC graduates	108	77%	20%	3%	0%
ALICT/ LATIC graduate’s institutions	107	61%	31%	8%	0%
SIPSE Principals	20	100%	0%	0%	0%
STEM Teachers	24	70%	30%	0%	0%
STEM Student (per STEM teachers)	24	50%	42%	8%	0%
<b>Average</b>		<b>71.6%</b>	<b>24.6%</b>	<b>3.8%</b>	<b>0%</b>

When asked to rate the overall quality of course content, 46.7% of the 107 ALICT/ LATIC graduates who responded to the study survey rated this as ‘excellent’, 49.5% as ‘very good’ and the remaining 3.7% as ‘good’. Further, all the respondents indicated that the ICT knowledge and skills gained from the programs were usable in their work places. See *Figure 01*.



To exemplify, all the 107 ALICT/LATIC respondents indicated they could apply the knowledge gained in their work places: 48.6% indicating this as 'very well', 38.3% as 'well', and 13.1% as 'fairly well'. 98% of the respondents indicated that they had been applying the knowledge.

*Relevance to National Priorities:* All countries where GESCI operates have education as a priority sector. Further, a number of these countries have policies and strategies for ICT Integration in Education, with many of them seeing ICT as a means to enriching curriculum delivery and acquisition of higher order skills. However, many of the countries were often not yet ready for their roll out of such strategies. GESCI's work subsequently leverages on these opportunities, using its expertise to help such countries further such policies and or strategies. GESCI's work was in this regard observed to be rooted in existing national development plans, strategies and policies.

The above position was corroborated by the view of a number of consulted partners such as ADEA, FAWE, AUC, ISESCO and Kenya's Ministry of Education that the 'focus area of ICT Integration in Education (ICT4E) and ICT for Development (ICT4D) are critical to the changing global trends of technology advancement in the operational countries'.

*Relevance to International Priorities and Frameworks:* The GESCI programs were well aligned to several international best practices, frameworks, conventions and protocols related to Education and ICT, for instance the International Protocol on Use of ICT in Education, as well as goal number four of the SDGs, which focuses amongst others on the inclusiveness, equity, quality and access to education as well as promote lifelong learning opportunities for all, access and reliability of secondary education.

Further, all interviewed funding partners of GESCI indicated that the focus on ICT4E, particularly teacher competency strengthening, quality of learning, capacity building of key industry actors, and policy influencing were aligned to their priority focus areas. However, one donor indicated that they often experience policy shifts every so often and GESCI must be on the watch out for such, and especially ensure that programs are concluded within the span of specific policy periods.

*Adaptability to Changing Conditions:* GESCI is continuously scanning the context to align its products and services to any changes that arise therefrom. To exemplify, the mandate of GESCI at formation was to help governments develop ICT integration strategies and actions. GESCI has been brave enough to extend its interventions to emerging priority educational issues such as education of refugees and migrant children and youth.

The evaluation also noted that GESCI has changed its roles over time, often oscillating between advisor, influencer/ advocate and implementer roles. As an example, it was also observed that while GESCI initially focused on policy engagements with States, the limited capacities of most States to implement such policies necessitated GESCI to get involved in developing models for addressing emerging gaps, including development of professional development models aligned to teachers' competencies in ICT, capacity development of boundary partner countries, and supporting in the development of new strategies or with the implementation of existing strategies, where they already exist.

Specifically, although originally largely an expert organisation providing advice and guidance, GESCI has, since 2010, made adjustments to its operational strategy, balancing between facilitation and implementation, thereby making greater investments in its expertise to develop models for scaling in collaboration with ministries and their institutions. This is a valid and strategic response to the fact that the policy needs of governments became increasingly satisfied, and the challenge of successfully implementing of strategies & plans became more pressing for them. GESCI remains a flexible, responsive and adaptable organization that is demand and needs driven, hence continued relevance.

*Relevance to Organisational Mandate and Scope:* According to reviewed organizational documents, the evaluated program activities as well as thematic focus were well attuned (and relevant) to GESCI's ambitions and organisational mandate. The support also focused attention towards a number of internal institutional development issues identified as part of earlier reviews and reflections. These included amongst others strengthening the internal policies and procedures, developing various strategies to provide required focus to donor management, program management, knowledge management, communication, human resources development, financial management (FMIS), Monitoring Evaluation & Reporting, as well as board/governance strengthening.

## **2.4 Organizational Performance & Program Delivery**

### **2.4.1 Overview**

The overall assessment of performance & delivery of GESCI entailed a detailed desk review of all documentations and primary data collection through interviews and discussions with an array of key stakeholders, partners, donors and beneficiaries. The secondary data review entailed mainly looking at the key targets set by GESCI for the period (Reference, GESCI-Sida Agreement). In this agreement, GESCI had put forward its intentions aligned to the recommendations from the 2012 of GESCI. The organization wanted to realise the following:

1. Address institutional development and internal capacity building needs.
2. Forge new partnerships, networks and coalitions to strengthen its programmes and sustain impact, and leverage its strengths more systematically.
3. Expand and diversify its donor base.
4. Develop knowledge products and services to provide quality strategic advice and to respond to emerging needs and contribute to the African knowledge base, and
5. Design and develop innovative programmes to respond to complex and unique needs of developing country partners.

To realize the above aims, GESCI had identified very specific interventions and change areas it wanted to invest and pursue results in by leveraging the Sida core funding as follows:

1. Policies and Strategies for Knowledge Society
2. ICT integration and Reform in Formal Education
3. Technical Vocational Skills Development (TVSD)
4. ICT infrastructure and Internet Broadband Deployment
5. Communities of Practice
6. Human Resource Development (HRD) and Training
7. Management Information System, and
8. Educational Portals and Training Materials.

### **2.4.2 Overall Assessment of Performance & Indicators Tracking**

The evaluation noted that there were very clear indicators to be tracked and measured during each year and cumulatively across the four years. There were more than 120 output level indicators and about 30 outcome level indicators, cutting across the 8 key result areas. *See appendix 3: Analysis all performance against planned targets.* Of the more than 150 output/outcome indicators, 12 were tracked at regional program level, while the rest were classified and tracked under the country programme. The review noted that the baseline data referenced in the proposal/agreement with Sida for the period under review, were the end line achievements from the previous period (re: 2012 evaluation report).

It is also noted that for the individual programmes, there were situational and needs assessments carried out before the onset of implementation. These baseline numbers hence formed the basis for the setting of the annual targets for the new funding period, and forms the basis for evaluating achievements or the performance of GESCI. All the output/outcome level indicators (Results Assessment Framework, RAF) were found to be measurable and were assessed as part of the evaluation. The evaluation also took into consideration the risks and assumptions made at the time of setting the targets.

The key documents that formed the basis for the detailed review and which were provided by GESCI included: five annual reports for the period 2012 to 2016; the 2013-2016 GESCI Strategic Plan; the new GESCI Strategy 2017-2020; the annual financial reports for the same period; the individual programmatic RAF documents & reports; programmatic evaluation reports for African Leadership in ICT (ALICT/LATIC) and SIPSE; program design documents for Africa Digital Schools Initiatives(ADSI) & African Knowledge Exchange (AKE); several Annual Review Meeting minutes between GESCI and Swedish International Development Agency (Sida) and other donors; and all the communications between GESCI and Sida on the No Cost Extension.

The findings from the desk review indicates that most of the planned activities were completed during the period 2013 to 2016, in several cases the annual targets were exceeded. It is also noted that there was an acceleration of implementation from year II to year IV, with most of the results reported against the targets and indicators in years II, III & IV (2014/2015/2016). It is noted that there was a delay in disbursement of donor funds to GESCI. Thus, GESCI sought and secured a non-cost extension to agreement from Sida until 31<sup>st</sup> December 2017 to complete and to more "thoroughly implement all the activities and commitments entered into". The evaluation also revealed that during the period under review, GESCI implemented four key programmes/projects, namely, SIPSE (funded by the MasterCard Foundation), AKE Phase 2 (funded by Ministry of Foreign Affairs, Finland), ADSI (Started in 2016 & funded by the MasterCard Foundation) and ALICT/LATIC (Funded by Ministry of Foreign Affairs, Finland).

Thus, the overall analysis of GESCI performance and delivery of the set objectives and targets is that over 90% of the planned activities and set targets were realized, making the period under evaluation a successful performance period for GESCI in all the key aspects of the delivery of its mandate and commitments with the Sida core support.

#### **2.4.3 Specific Performance - Institutional Strengthening & Sustainability**

Under the institutional development and sustainability, GESCI had wanted to strengthen its institutional capacity and overall position as a leading organization in its area of work. The key focus was on strengthening the internal policies, strategies, systems and procedures, as well as strengthen its human resources capacity. GESCI had plans to realise the following using the Sida core funding to: (1). consolidate and strengthen GESCI programmes in innovative ways to ensure longer term impact and sustainability; (2). Expand its global, regional and country outreach in consultation with Sida and other donors to respond to existing and emerging needs of boundary partners; (3). take up a significant role of GESCI in the world summit on information societies (WSIS) +10; (4). utilize the core funding support to address the recommendations made in the independent evaluation of GESCI in 2012 to help shift the organization from a successful to a highly successful one.

Thus, part of the goal of the evaluation was of the extent to which the institutional strengthening targets were realised, was to assess the extent to which the new acquired institutional capacity was the driver for GESCI in (a). delivering on its mandate; (b). perform on its responsibilities under the Sida funding agreement; (c). strengthen its governance, accountability, compliance, internal operations and

program administration; (d). establish GESCI's pathway to structural & operational resilience; (e) realisation of financial stability & sustainability; and (f). successful strategic partnerships development establishment.

The overall findings indicate that a majority of the institutional strengthening and organizational development interventions were implemented and the desired results achieved, including: Staff Capacity Enhancement (recruitment, development and training); Strategic Plan Development; Development of Key Internal Policies & Procedures; Investment in Financial Management Systems; Updating of the ME&L Framework; Development of Donor Management Strategy; Strengthening of GESCI Board & Governance; Funding Diversification; Human Resources Management & Development; Integration of Activity Based Accounting; Organizational Structure Strengthening (Country & Regional Program management); Establishment of Strategic Partnerships; Development of French language website; and Knowledge Management & Communication.

However, it is important to note that one of the desired outputs was not delivered as GESCI did not develop an integrated program management strategy, but relied upon a combination of programme strategies, which, in fact, had cross-initiative collaboration and convergences in practice. *The Key recommendation is that GESCI consolidates the individual project strategies into an organizational GESCI Programmes Development Strategy.*

#### 2.4.4 Specific Performance – GESCI Program Performance & Delivery

In addition to the review of physical documents to assess the programmatic performance against the set targets (delivery), key feedback was also sought from the GESCI donors, program participants & beneficiaries, strategic partners and other industry stakeholders. The specific findings are summarised here below.

- **GESCI Donor Requirements:** All the existing GESCI donors (MasterCard Foundation, Ministry of Foreign Affairs Finland & Sida) reflected on the period under review and offered feedback as well as shared some lessons and recommendations to GESCI going forward. Overall, all the donors were of the view that GESCI sufficiently delivered on the agreed results with each of the individual donors, and complied to a significant extent with all plans, budget utilization and reporting requirements. There was 100% satisfaction with the quality of delivery, however, concerns were raised about (GESCI's Activity Based Reporting, noting that the reports were sometimes lengthy and needed to be better synthesized more. However, some of the donors indicated that, in a few instances, the set annual targets were partially or not at all met. Non-Cost Extensions (NCE) were requested by GESCI to complete some activities or to carry out additional tasks which would enrich the programme as a whole. They were satisfied that GESCI had made NCE requests in very good time and got the necessary approvals. This kind of flexibility (as a result of long term partnerships with GESCI), which allowed GESCI to learn and adjust activities as may be suitable, is not tenable as the donor policies may not accommodate such flexibilities going forward.
- **Strategic Partners of GESCI:** Similarly, GESCI was able to significantly grow its strategic partnerships. The consulted were very positive GESCI's relational capacities, quality of dealings, openness, value addition and delivery of the agreed tasks. The feedback was received from amongst others; the Ministry of Education in Kenya (Several departments), Several Kenyan Universities, Ministry of Education Côte d'Ivoire, UNESCO Kenya Country Office, ADEA, African Union Commission, and FAWE. Their views were that:
  - a) GESCI was able to establish several partnerships (mainly with governments and relevant ministries and departments, Regional bodies and in a few cases with the private sector) during the period, most of which are considered by the strategic partners as very beneficial.

- b) GESCI's unique models and evidence based approaches enabled it to influence many decisions with its boundary partners.
  - c) GESCI was able to negotiate high level bargains at the global, continental and national level, hence very influential and attractive for funding.
  - d) GESCI demonstrated that it was dependable and very easy to work with. It inspires confidence on its strategic partners. Hence, even though some of the relationships were still very nascent (as young as 1 year), there were already some outputs achieved through those partnerships.
- **The GESCI Governance/Board:** During the period, GESCI was able to strengthen its board as well as enhance the level of board involvement (meetings, consultations and participation). As a result, the board of GESCI is convinced that the organization was stronger from a governance perspective and was headed in the right direction. There was evidence of efforts to enrich and strengthen the GESCI board, however, in the last one year, some of the board members have resigned due to pressure of other commitments and job changes. Efforts are underway to replace those members and a nominations committee is in place to support the process to restore quorum and gender balance. The current board has had its scheduled meetings twice every year and maintained contact with the CEO and the GESCI leadership team on regular basis offering guidance and support whenever it is required. The CEO circulates detailed operational quarterly reports to the board. There exist basic governance tools such as a constitution and Board TORs, as well as the fact that the board is well inducted into the internal policies of GESCI. As at the time of conclusion of the evaluation, GESCI had received approval from the NGO Board in Kenya to amend its constitution, in line with board resolution passed in 2015 to improve diversity and overall constitution. As an outcome of a strong governance structure, the organization has achieved and maintained legal and statutory compliance with key legal requirements (Kenyan) including filling of periodic returns (accounting and statutory).
  - **GESCI Staff & Management:** GESCI, in compliance with its agreement with Sida made commitment to DA, strengthen its internal systems, procedures, processes and its human resources capacities. The staff and management believe that those aims were realised as there is consensus that there were significant changes in the internal organization, coordination, operations and delivery of GESCI interventions as all the internal policies and guidelines, which were reviewed or updated over the four years. As a result, GESCI adopted a different accounting system, the Activity Based Cost Accounting which has enhanced the efficiency and level of project leaders' responsibility in efficient work planning, budgeting and budget utilization. The findings also point to enhanced team work, information sharing and coordination within and among staff teams at GESCI, hence positive rewards of the new GESCI communication and knowledge management strategies and practices.

Key internal policies that were updated include: The Human Resources Management Policies, which is considered by staff as a positive step towards improving the terms and conditions of work at GESCI. The other policies which have had positive outcomes for staff include the Finance & Procurement Policies, The Communication & Knowledge Management Policy, as well as the Monitoring and Evaluation approaches. The enhanced recruitment process and methods have contributed to enhanced quality of staff and their retention.

- **Program Participants & Beneficiaries:** To learn about the views and experiences of the key program participants, a survey was carried out through an e-survey (survey monkey) targeting TVSD graduates, ALICT/LATIC Graduates, Online Tutors, SIPSE School Principals, Students, and STEM Teachers. The sample was made of 20 School Principals, 99 STEM Teachers, 19 TVSD Graduates, and 280 ALICT/LATIC Graduates. Out of the above sample respondents, feedback was received from 127 ALICT Graduates, 23 Stem Teachers, and 4 School Principals. The ALICT

respondents contacted were sampled only from those who completed their courses and graduated (76%) as their contacts were current (ref: ALICT Alumni Network and Learning Community Database), while those who dropped out (24%) had lost contact with GESCI, hence due to time pressure, were left out. The feedback about the performance of GESCI is summarised below:

- a) All the categories of program participants interviewed were happy with the performance of GESCI (program activities implementation, advisory support, delivery of online courses, certification, workshops facilitations, policy guidance, curriculum development and reviews, consultancy services, modelling, etc.).
- b) The e-learning platforms and Knowledge Societies developed by GESCI were found to be very useful to the program participants and beneficiaries.
- c) The graduates of ALICT were very pleased with the course design & content, value, delivery and impact on their skills. A majority confirmed using the knowledge and skills in their day to day work, to influence change in their organizations.
- d) The SIPSE/ADSI schools have been using the ICT equipment and digital content (beyond STEM subjects) in delivering teaching and enhancing quality of learning in their schools with significant positive outcomes including enhanced school attendance, improved performance and concentration.
- e) The AKE (TVSD) beneficiaries confirm that their training programs had provided them with new impetus to effectively compete for employment, to establish start-ups and earn income from their enterprises and to overall improve their lives.

#### 2.4.5 Performance in Technical & Advisory Support

One of the key roles of GESCI's across all its programs is offering technical and advisory support to its partners for strategy development for ICT integration in Education, ICT infrastructure choice and deployment. To understand the views and experiences of its beneficiaries, questions were posed to several African leaders who successfully participated in the ALICT/LATIC Course, STEM Teachers and School Principals. The responses are summarized here below:

1. When asked whether their school received any investments in ICT infrastructure & equipment, 100% (23) STEM teachers confirmed their schools having been beneficiaries.
2. When asked how much was their level of participation in choosing the ICT equipment, 45.45% (10) of the respondents said they were very much involved, only 40.91% (9) of the STEM teachers said they were adequately involved, 9.09% (2) indicated that they were barely involved and 4.55% (1) said they were not at all involved.
3. When asked to rate level of adequacy of the technical and advisory support they received from GESCI, the ALICT/LATIC Graduates (see figure XX below) responded as shown below. 47.83% (11) the support was very adequate, 47.83% (11) the support was adequate, 4.35% (1) was not sure.

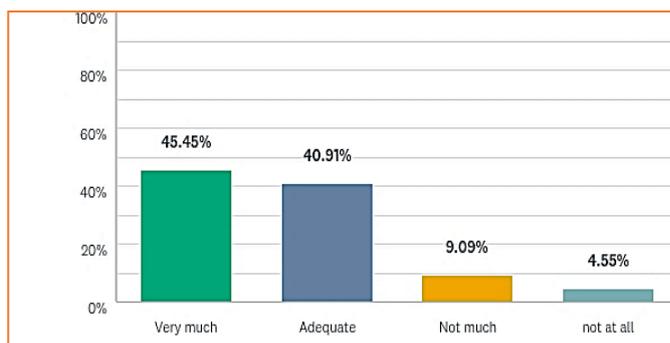


Figure 02: Received ICT Infrastructure & Equipment

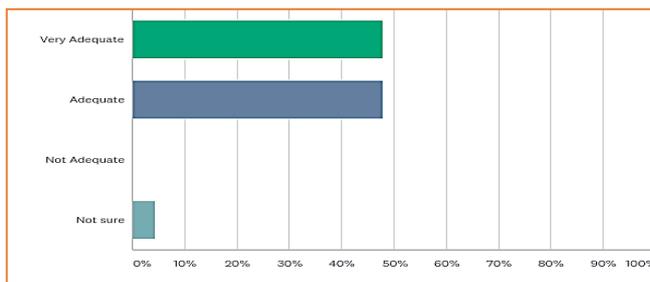
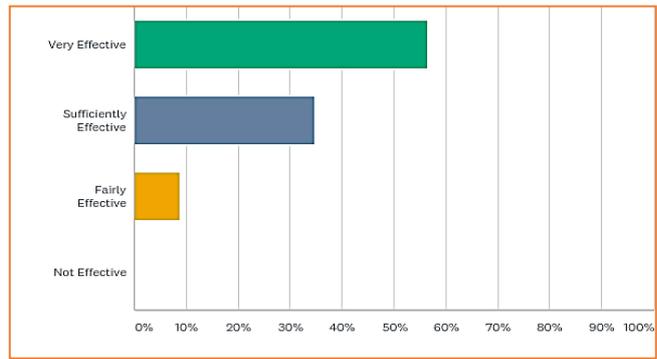


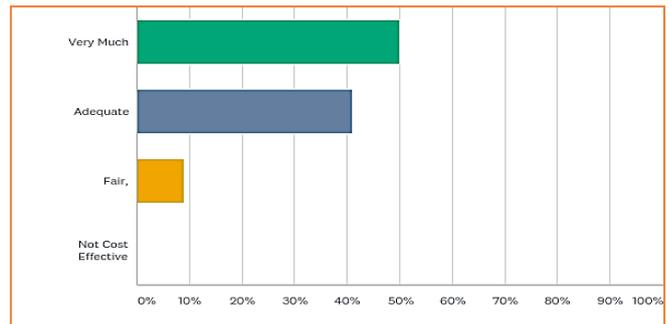
Fig 03: Adequacy of Technical & Advisory Support

4. When asked how effective GESCI was in offering advice on infrastructure design and technical solutions for their school project, 56.52% (13) of the STEM teachers said it was very effective, 34.78% (8) said it was sufficient, while 8.70% (3) said it was fair. This means that all the schools received advice on infrastructure design and technical solutions from GESCI but at varied levels of satisfaction.



**Fig 04:** Effectiveness of GESCI in offering Tech Support

5. When asked what their view was about the choice of the ICT Integration Solution in terms of value for money, 50% (11) of the STEM teachers said very much, 40.91% (9) said adequate, 9.91% (2) said it was fair. This means that whereas all the STEM teachers agree the choices were cost effective, although the level of appreciation is spread.



**Fig 05:** ICT solution demonstrate Value for money

## 2.5 Program & Organisational Efficiency

**Overview:** The evaluation assessed and measured GESCI efficiency by considering staff, board, strategic partners, donors and beneficiaries' views and perceptions on the level of care and use of resources, i.e. how economically were resources or inputs (such as funds, expertise, capacities, relationships, networks and time) were perceived to be translated into the results achieved by GESCI. This was done by assessing areas like cost minimization and yield maximization in all key operational departments at GESCI, branches, county and country program focal points, participating schools and institutions, the GESCI governance and the overall decision-making processes, the guiding policies and procedures (incl: HRM, Finance & Procurement, Program Implementation, Monitoring & Evaluation, FMIS/MIS, and Communication, among others).

**Cost Variance Analysis:** From the Cost Variance Analysis point of view, audited financial statements for the period 2013 to 2016 indicated that the program activities were implemented within the budget. This phenomenon is attributable to various cost sharing and planning mechanisms employed by the organization. For instance, the introduction of Activity Based Costing (ABC) accounting enhanced the efficiency of program planning and cost budgeting as well as budget utilization. It was reported that the focal persons now have better control of their program resources. In addition to the aforementioned, the flat nature of the organizations in its structural configuration as well intensive use of technology to conduct meetings and share information substantially reduced the operating and coordination organizational cost. The organization also has an efficient performance management and monitoring system that ensured that the staff were appraised and their Key Performance Indicators agreed on a regular basis.

Discussions with the STEM teachers during the survey and during the physical verification visits to Mwala and Nakuru High Schools also confirmed that the ICT integration support and investments were guided and implemented in the most cost-effective manner, hence good value for money, as most of the work was being done within the schools with limited or no additional cost. There was only one

introductory and orientation workshop held in Nairobi bringing all the participating schools STEM teachers together while rest of the implementation was done in the school.

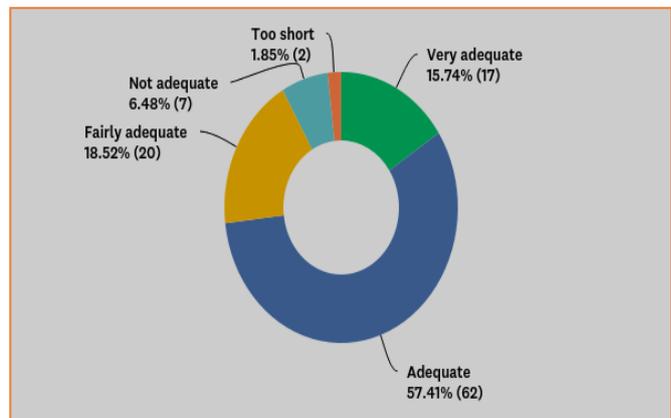
*Quality of Training & Training Materials:* The study also established that the GESCI employed efficient operational strategies such as high-quality training materials and qualified training staff. This is evidenced by the fact that when the STEM teachers for instance, were asked to state how easy it was to understand the information relayed to them, 50% of reported that it was very easy to understand and follows, while the other 50% said the information was fairly easy to understand and follow. The table (table 02) below provides a summary of the data collected from STEM teachers interviewed.

**Table 03: Ease of understanding of availed information**

Answer Choices	Responses	
Very Easy	50.00%	11
Fairly Easy	50.00%	11
Not Easy	0.00%	0
Total		22

*Knowledge of ICT & Value of Training Materials:*

Similarly, when the respondents were asked if the trainers were knowledgeable subject matter of ICT & Education, 60.87% reported that they are extremely knowledgeable, 34.78% largely knowledgeable and 4.35% fairly knowledgeable. The LATIC/ ALICT alumni also provided positive feedback on the efficiency of the services accorded to them, 35.5% indicated that the training materials provided for the course modules were extremely worthwhile, 61.68% found them very worthwhile and 2.8% found them worthwhile.



**Figure 06: Trainers were knowledgeable on ICT**

Regarding the training methods 60.19% of the alumni indicated to have found them very good, 36.1% rated them good and while 3.7% said they were ‘fairly good’. Their level of appreciation of the instructor’s knowledge of their subjects’ matter was equally positive (45.37%: Excellent, 44.44%: Very Good and 10.19%: Good). The alumni were also happy with the courses duration as indicated in the chart (Figure 06 above).

*Timeliness of implementation & achievement of set objectives:* Regarding the timeliness of the implementation of activities, it was noted that the investments in strengthening GESCI internal systems, processes and controls reduced time loss and enhanced overall efficiency in the organization, including procurement and recruitment. This is evidenced by the fact that all the principals and school managers who responded to the evaluation survey noted that all preparations, start-up activities, equipment procurement & installation, and teacher training took place in accordance to time schedule agreed and in cooperation with the school management. It is noteworthy however, that there were instances where GESCI sought and got No Cost Extension from the donors to enable them to fully complete activities or enhance outcomes.

*Complementarity of GESCI Programs/Projects:* The study established GESCI projects/ programmes although unique in their design, were quite complimentary to each other and void of duplications.

Similarly, information from Strategic partners like ministry of education and other strategic partners indicated GESCI's project activities were very collaborative and the skills were complimentary in nature. GESCI's partnership with ADEA and ISESCO for instance enabled it to extend its influence in Francophone Africa (West Africa) and Arabophone Africa (Arab Speaking North Africa). A similar experience was reported by STEM teachers interviewed that that GESCI's partnership with local teachers who are ICT training champions (as TOTs) increased ownership and authenticity of the trainings.

*Opportunity Cost:* Concerning the opportunity cost of the organizations initiatives, data generated from the FDGs and KIIs indicate that the implementation strategies and approaches employed by GESCI presented the best value for the money. The analysis of unit project costs and project outcomes indicated that in several occasions, the project costs were much lower than the actual project results (*several instances where results exceeded set targets*). For instance, while on the one hand, the participating schools were given a projector, a laptop (or two) and training provided to no more than five teachers; on the other hand, all the participating schools visited or contacted during the evaluation reported higher examination results mean grade in the areas where the new training methodology was applied. The above examples, demonstrate that GESCI has been efficient with respect to cost vs outcomes.

## 2.6 Program and Organizational Effectiveness

This subsection provides an overview of some of the effects of GESCI work over the study period that have been contributed to by stated outputs. Some of the most outstanding results of the program at outcome (and impact) levels are elaborated below:

*Strengthened Partnerships:* The evaluators observed that GESCI was very effective in identifying, negotiating and entering into strategic partnerships with various organizations and networks. In this regard, there was an increase in number of strategic partnership enshrined in MoUs from 10 in 2013 to 20 in 2016. These included amongst others strategic partnerships with AUC, ADEA, ISESCO, FAWE, IICBA, St. Mary's University, University of Mauritius, Dublin City University and Ministries of Education in operating countries besides strengthened relations with UNESCO in Kenya, Bangkok and Paris.

These partnerships not only enabled GESCI to expand its reach, but also provided a platform for a complementary and system oriented programming. As an example, the partnership with FAWE strengthened GESCI's capacity in working with women in education, whereas GESCI brought onto the table its expertise in ICT for Education. The joint skills in this regard helped strengthen the program responsiveness to the challenges of women in education. Similarly, partnering with Universities for Accreditation added value to GESCI's courses and thus strengthening the value of the programs and opening new windows for transition to other academic programs.

*Lobby and Advocacy*<sup>5</sup>: Data extracted through documents review suggest that organization used a variety of advocacy strategies. These included modeling which involved providing service to the target population and working with governments to replicate and or upscale the same as well as training of government officials (in ALICT/ LATIC), who subsequently developed action plans including policy proposals, some of which were adopted by respective States. GESCI also held several inter-ministerial conferences on ICT4E with a view of influencing government policies towards increased integration of ITC in education. Projects were mostly implemented jointly with the governments so as to create project ownership, transfer knowledge and influence the possibilities of future replication.

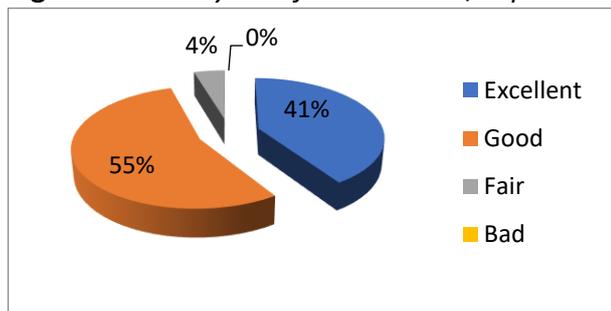
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<sup>5</sup> In this study, advocacy has been conceptualized as entailing actions directed towards changing public policies in support for ICT4E and Development or the implementation of such policies.

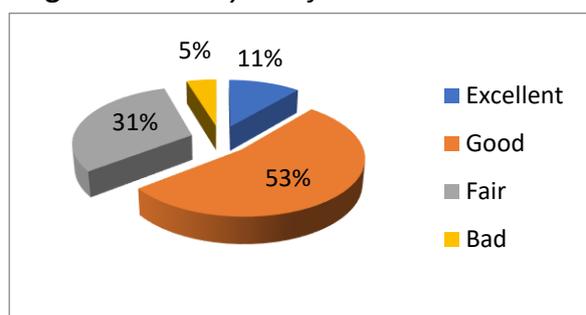
The evaluation feedback indicates that GESCI has been able to influence many institutions and policy dialogue platforms globally. In Africa, GESCI was able to establish strong links with key institutions which enhanced the effectiveness of its programs (ALICT/LATIC, SIPSE, ADSI & AKE) and made great contributions to many global strategies, documents, policies, and platforms. As an example, GESCI managed to elevate the ADEA initiated IPP platform to the very high level of AUC Cluster on Education. GESCI has also been consulted by the World Bank and other foundations on technology on education and training innovation. A manifestation of GESCI's growing international influence lie in invitations to GECI to join the steering committee of mEducation Alliance and to become a member of the International Task Force on Teachers.

In order to gauge the extent by which the alumni used their new knowledge to influence policies and practice in their respective countries, this study sought amongst others to determine the extent by which the latter had been able to influence the practice and thinking of peers and superiors as well as their respective governments'/ departmental fiscal plans towards greater support for ICT4E & ICT4D. The outcomes of this survey are contained in figures 07 and 08 below. The effectiveness and impact of this approach has been positively dealt with in the ALICT/LaTIC Impact Study. However, further in-depth studies could help determine how, and to what extent, the graduates have used their improved skills in influencing policy.

**Figure 07: Ability to Influence Peers/Superiors**



**Figure 08: Ability to Influence Government**



From the figures, it is can be seen that 41% of the alumni rated their influencing of peers and superiors in support of ICT4E in as 'excellent', 55% as 'good' and 4% as fair. Regarding influencing government/ departmental fiscal plans, 11% rated their ability as 'excellent', 53% as 'good' and the remaining 31% and 5% respectively as fair and bad.

On the same breadth, the study sought to establish the extent by which the program had influenced key stakeholders'/ public attitudes towards integration of ICT in education, as well as the extent by which the project had supported related influencing efforts. The results of these questions are contained in table 03 below. The results, per table 03 below, show that while the respondents (Between 85% to 100%) believed that the attitudes of key actors had shifted significantly as far as integration of ICT in education is concerned, but felt that GESCI could do more to offer them support in this endeavour.

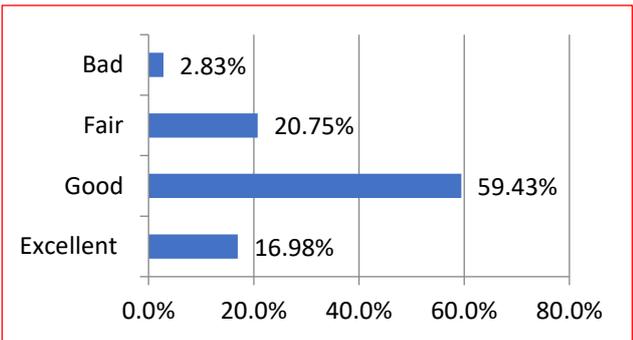
**Table 03: Extent of Project's Influence of Stakeholders' Option in Integrating ICT in Education**

Nature of Experienced Change	No. of Respondents	Responses/ Rating			
		Excellent	Good	Fair	Poor
Project influenced local community's attitude towards ICT4E (per STEM teachers)	23	56.5%	30.4%	13.1%	0%
Project influenced local community's attitude towards ICT4E (per school managers)	4	75%	25%	0%	0%

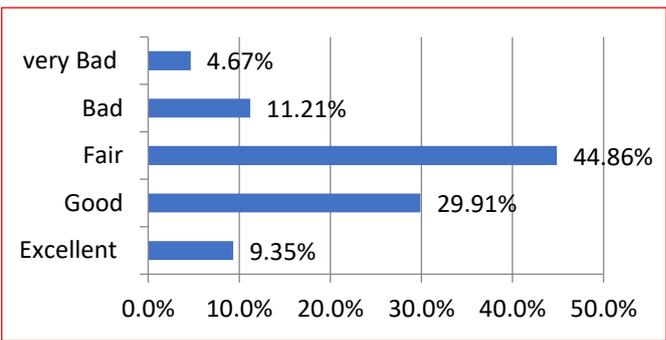
Project supported advocacy campaigns for ICT integration in education ( <i>per school managers</i> )	4	25%	75%	0%	1%
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Finally, the alumni were asked if their participation in this project had in any way contributed to an increased government supervision of and budget allocation towards ICT4E and ICT4D. The two figures below provide a summary of responses from the alumni.

**Figure 09:** Extent to which leaders were successful in influencing increase in state budgets for ICT4D/E Monitoring.



**Figure 10:** Extent to which leaders were successful in influencing state budget increase for investment in ICT4E/D.



From the figures above, it is noted that there was positive influence on the respective governments' resources allocation for supervision/monitoring of ICT4D/E. About 16.9% rated the influence on ICT4E/D as 'excellent' while 59.4% rated these as 'good'. The same pattern is noticeable for the perceived influence on the respective States' budget allocation towards ICT4E and ICT4D where the top ratings were 9.3% as 'excellent' and 29.9% as 'good'. This nature of feedback may be attributable to the fact that GESCI's advocacy initiatives need to be more targeted at implementing frontline advocacy and lobbying as well as using evidence to influence attitudes and decisions of leaders, who in turn influence policy changes and national funding. There is value for GESCI to enhance its collaborative institutional approach with the organs of the state by focusing more on follow through to enhance the possibilities for programme mainstreaming and success of policy influencing actions.

Overall, GESCI was very effective in establishing itself as a trusted leader on issues of ICT Integration in Education & Development. This elevated the organisation into leadership roles in various National, Regional and Global platforms, where it led discussions on amongst others Pedagogy, Teacher Professional Development, ICT and Education Policy Formulation and Strategy Development.

It is however the view of the study team that going forward, GESCI could do much more as far as influencing development practice amongst development agencies, more so funding organisations. This could include for instance the need for continued investments in ICT4E and Development, as well as funding modalities, say the necessity for greater investment in capacities of partner organisations (including allocation to core funding) as well as greater attention to research. This would also entail create use of evidence generated from its present experiences to influence future practice.

*Acquisition and Use of Knowledge/ Knowledge Societies:* GESCI developed various knowledge products and resources that were made accessible to various program participants. To exemplify, GESCI was able to conceptualize, design, test and rollout more than 15 e-learning platforms under its goal of establishing communities of practice (CoPs). These included new e-learning platforms as well as upgrades of existing ones. Examples of such platforms were: Moodle (LMS), Mahara (Collaboration), Turnitin (Plagiarism), Fedena (Student System) and the LN4SD. These have encouraged knowledge

sharing and exchange amongst participants drawn across levels and sectors (public, private CSO sectors). The LN4SD alone had about 2,194 visits in 2016 alone.

Additionally, GESCI offered opportunities to thousands of teachers, senior public and private sector professionals as well as developing a new ICT-based training model for employment and entrepreneurship in the new digital arts and media arena targeting young people. SIPSE project, working with 20 schools - 10 each in Kenya and Tanzania - reached about 10,000 secondary school students, exposing them to digital literacy and e-learning materials. These events/workshops were attended by about 1,702 participants (teachers, government leaders, policy makers, private sector and educational professionals). Separately, at least 80 institutions (ministries, centres, and schools) were assisted with EMIS and internet broadband deployment. GESCI also recruited and worked with about 110 online tutors in delivering the LATIC/ ALICT programme over 4 years.

The GESCI model for non-formal learning, the integration of ICT based training in Technical Vocational Schools Development (TVSD) enhanced the rate of completion of course by students to between 84.2% to 100% under the AKE project (2013 and 2015).

Further, 284 African Leaders and Professionals attended and graduated from the ALICT/LATIC courses supported by GESCI during the period 2013 to 2016, and are now serving in various leadership positions in their countries. There was a 24% dropout rate per year, against the total number that accepted admissions and those who graduated. The success has created a large pool of senior cadre leaders and professionals in Education and other relevant Ministries of various countries who remain connected through the online platforms. This pool of leaders is not only useful for immediate influencing of education quality and development in their respective ministries, but also act as key contacts for future institutional, country or program engagements.

Finally, these ALICT/LATIC alumni have collectively developed over 90 country framework reports (ICT integration Strategies & Policies), some of which were updated by the subsequent cohorts in the subsequent years, for about 18 countries, and the Africa Union Commission (AUC). It is also notable that the capacity development support also had direct effects on/ contributed to career advancements of the respective alumni. In this regard, we noted that over 40% of the African leaders who participated in the ALICT/LATIC course received promotions in their work places.

This evaluation also entailed a survey of several possible/alternative result areas that the program participants or beneficiaries could have experienced during the period under review. These are elaborated in table 04 below.

**Table 04: Overview of Changes Experienced by GESCI Alumni**

Nature of Experienced Change	Number of Respondents	Responses/ Rating			
		Excellent	Good	Fair	Poor
Increase in the level of leadership capacity (knowledge, skills)	98	42.1%	55.1%	2.8%	0%
Increased knowledge of role of ICT in Social and Economic development	111	56.5%	41.7%	1.9%	0%
Increased networking with other ICT professionals	108	37.0%	52.8%	9.3%	1%
Awareness & use of existing ICT learning portals /other learning resources	108	49.1%	45.4%	5.6%	0%
Increased skills in interrogating ICT in education programs	108	52.8%	46.3%	1%	0%

Change in attitudes toward ICT for education and development	107	57.0%	41.1%	1.9%	0%
Noted influence of peers & superiors on new knowledge societies	108	40.7%	54.6%	4.6%	0%
That installed ICT equipment benefits schools & community (for SIPSE/ADSI)	23	60.9%	34.8%	4.4%	0%
Use of ICT in teaching influenced interest and or attitude (of STEM teacher)	23	47.8%	52.2%	0%	0%
Introduction of SIPSE by GESCI won personal interest (of STEM teachers)	23	47.8%	52.2%	0%	0%
Support enhanced access to learning materials in schools (per School Principals)	4	50.0%	50.0%	0%	0%

From the table above, it is noticeable that most of the results were rated as either excellent or good, with an extremely small percentage of the respondents rating any variable as below average. The result areas that were rated highest include: usefulness of the installed ICT equipment in schools; followed by changes in attitudes towards ICT4E/ ICT4D; and increased knowledge of role of ICT in Social and Economic development. On the other hand, the result areas that received medium to fair rating were increased networking amongst ICT professionals; ability to influence peers and superiors; as well as increment in the leadership knowledge and skills. These three areas would require greater attention for future program interventions.

*Own Institutional Development:* Part of the support granted to GESCI was earmarked for its own institutional development. These resources were invested in strengthening GESCI's staff capacity and board development, systems strengthening as well as improvements in organisational structure, strategies, policies and procedures. Because of these investments, GESCI emerged as a much stronger entity with increasingly effective internal systems and controls.

The study observed that GESCI held several program reviews and a strategic plan review process, all which led to immense learning and or practice improvements, including the scaling up of SIPSE learning and model into the ADSI program, as well as the continuous refinement of the various course modules under ALICT/LATIC & AKE. These learning from these reflections also substantially informed the development of the follow up GESCI Strategic Plan (2017 – 2020). The study team is also of the view that the internal operational systems and decisions GESCI had developed over time were adequate, responsive and appropriate. As an example, the management reviewed the Human Resources Development (HRD) policies, implemented an effective team building strategy and effected a knowledge and skills enrichment program (training, mentorship, coaching) that effectively enhanced staff collaboration and productivity. GESCI also has a strong M&E system that is understood, involves and is used by all staff.

Further, GESCI has a Chief Executive Officer (CEO) and a leadership team that is very strategically focused on strategic issues such as building strong networks/ relations at the political level, offering strategic direction and advice, as well as keeping a focus on creative content development for GESCI initiatives. Additionally, GESCI has established a highly qualified staff complement with the requisite technical know-how to advance its mandate and inspire confidence on its stakeholders.

Programmatically, GESCI had an ambition to bring on board one new program. This was achieved through the newly established Africa Digital Schools Initiative (ADSI), which is an upscaling of the SIPSE program. The ADSI program is expected to reach 120 secondary schools, compared to SIPSE's reach of

20 schools. The program is funded by MasterCard Foundation. Additionally, GESCI was able to enhance the gender responsiveness of its programs which stood at 65% males to 35% females for ALICT/LaTIC/AKE. The more recent ADSI programme has ensured a roughly 50/50 male to female split for participating teachers, students and management staff.

Based on the above developments, GESCI was regarded by most of the consulted stakeholders as a 'go-to partner' as far as ICT4E and ICT4D is concerned. As an example, all consulted donors noted that GESCI team is highly skilled and professional and has been called upon in many occasions to offer technical and advisory support to other organisations. One of the donors indicated that 'GESCI was able to build a good foundation and internal capacity to facilitate its program work'.

It was however noted that whilst GESCI had invested in strengthening the board, the size and diversity of the (professional, skills set demographics, representation of key groups) would still need attention going forward. Currently the board comprises of seven (7) members comprising six (6) men & two (2) women. The board members have professional backgrounds in education and administration. It was also noted that there are presently two board meetings annually, one physical and the other virtual. While we appreciate the financial and logistical challenges of holding board meetings for an institution like GESCI, we believe that the oversight, strategic and policy roles of the board would require a minimum number of contact moments. Presently, GESCI's constitution requires that the board meets at least 2 times a year.

Further, the advisory council which had been planned for was not established, reason being that the NGO Board rules and regulations do not allow formation of advisory board as a main board in the place of the Board of Directors that is the supreme governing body of NGOs in Kenya. It can only be established as technical committee. The law allows for the formation of Board subcommittees.

Finally, while some good progress had been realized on the resource mobilization front, this remains a key challenge for GESCI. GESCI's funding levels has grown from €1,330,389 in 2013 to €2,090,282 in 2014, to €3,172,682 in 2015 and then dropped to €1,133,889 in 2016. There was steady growth until 2015 and a significant drop in 2016. The number of donors & other sources of funding remained more or less the same with specific consultancy work for Intel Corporation, British Council and USAID Ghana. The donors were in this regard of the opinion that GESCI had not been able to realize the full value of its potential by leveraging the Sida core funding support to generate more funding. However, most of these were from the same donors who were already working with GESCI during the last period ended 2012.

There are, however, several ongoing discussions with dozens of other potential funders and governments including: the Tony Elumelu Foundation Entrepreneurship Programme (for AKE Alumni); the African Innovation Foundation (scaling AKE concept); the UNHCR (education for refugees, migrant children); the GIZ (Women in Leadership); the EU; the Reach Out To Asia/; NORAD; GESCI/ Sustainability Nation, Ireland; the NetHope Foundation; Spider Sweden. Other ongoing discussions include a joint proposal with IT WORX, Egypt for funding to Dfid; joint proposal with ECOWAS & IGAD (MoUs have been signed); and Ministry of Agriculture, Livestock and Fisheries (MoALF), Kenya (proposal approved by Ministry, but awaits final endorsement of the Cabinet Secretary).

## 2.6 Program and Institutional Sustainability

The assessment of sustainability was looked at in two respects; 1) the extent to which GESCI can function normally beyond the core funding agreement between it and Sida, and 2) to what extent are communities and partners able to provide goods and services that are currently being provided by GESCI to the project participants & beneficiaries. Hence, *sustainability* for the purpose of this

evaluation has been defined as the extent by which GESCI started initiatives and the results<sup>6</sup> thereof have been or have potential to be enjoyed by the beneficiaries beyond the project period (2013-2016).

*Presence of a long-term reserve fund and financial diversification:* The evaluation observed that GESCI has a savings plan that it has been growing overtime, albeit slowly into long-term reserve fund, and there is an internal policy that guides its establishment and management. This internal facility provides GESCI with some flexibility in planning its budgets especially for core costs as well as leveraging some of those funds in co-funding core costs that cannot be covered by the donors or in cases where extra capacity or experimental interventions are required to test models. It was further observed that the organization has been working to diversity its donor base and so far, has at least 4 donors, with other discussions underway. They include the Ministry of Foreign Affairs, Finland (for two phases of AKE & ALICT), Mastercard Foundation (for SIPSE and ADSI) and Sida (Core funding). GESCI has also been raising some income through offering consultancy and advisory services to other organizations such as UNESCO, however, these fees are not significant enough to sustain a full time technical team to expand this line of work.

However, the expectations of Sida and the other donors was that GESCI could have done better in expanding its funding sources to reduce dependency on a few donors who have stayed with GESCI for a long period. A deeper analysis indicates that most of the organization's core support comes from one donor making it risky should any one of them reduce or cease to continue its funding support. To this GESCI enjoys a strong financial status, but, remains subject of weak financial sustainability.

*Presence of Income Generating Activities:* The assessment established that the organization raises some of its income through the offering of consultancy services in the area of M&E as well as provision of ICT technical & advisory services. The revenue generated through this funding stream was reportedly small in comparison to its operational needs. The views collected from key partners promote that GESCI should seriously pursue this line as part of its income diversification, and in optimal use of its already acquired experience, skills and reputation in the education and ICT sector.

*Presence of Private Public Partnerships, PPPs:* The evaluation also determined that GESCI is open to and encourages PPP collaborative partnerships in its interventions, however, GESCI does not have a standalone Strategy for PPPs. There were notable occasions and examples where GESCI partnered (or worked with partners who established partnerships with private sector) with private sector such as Telkom Orange, AccessKenya Group Ltd and Intel Corporation to provide internet broadband to some of its participating schools in Kenya and Ghana. It was noted however that these partnerships are occasional in nature with no formal agreements signed with GESCI, and the funding if any or donations go directly to the schools with no accounting responsibilities to GESCI. Other examples of PPPs are instances where GESCI entered into collaborative agreements with private universities such as St. Marys University (Ethiopia) and University of Dublin (Ireland). The organization was also found not be having a PPP strategy. There is a basis for GESCI to take forward a recommendation to enhance its engagement with private sector and governments in promoting and realising better results from PPPs.

*Presence of Strategic Partners:* The study observes that GESCI has been extremely effective in establishing and working through/within strategic partnerships. This is demonstrated by the existing strategic partnerships with AUC, ADEA, ISESCO, UNESCO Kenya & Bangkok, and Universities among others. These partnerships not only complement the work of GESCI but also leverage capacities and

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<sup>6</sup> Results in this regard refer to either outcomes or impacts resulting from Policy Frameworks developed and operationalised; capacity building investments in GESCI partners; Research outcomes & New Knowledge Societies; Education Curriculum and Pedagogy Changes; Teacher Competency Enhancements; Learning and Reference Materials (digital content); ICT integration in education; Investment in skills and training of African leaders; etc.

resources, which contribute to sustainability of GESCI. The universities provide accreditation and research possibilities that may open other windows of opportunity for GESCI and its work.

It is also noted that GESCI partnered with several institutions for curriculum development, education quality assurance, and impact assessment for the purpose of ensuring the GESCI models for ICT Integration in Education and Pedagogy are based on proven results. The curricula developed through such collaborative partnerships can hence be used widely and for long term beyond the Sida funding period. The data extracted from FGDs indicate that in some of these partners are desirable for formal and long-term relationships with mutual sustainable joint ventures. The study also observed that by linking the interventions and locating them at the relevant ministries, GESCI is ensuring that initiatives started with their support can go on beyond the funding period.

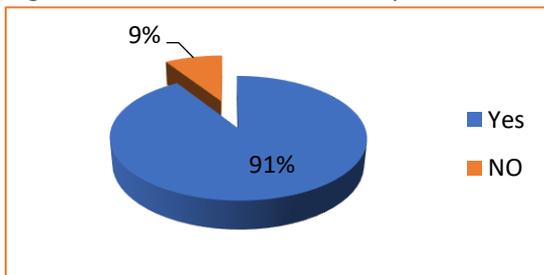
When asked how they would rate the sustainability of GESCI initiated/supported ICT projects in their schools, the STEM teachers responded positively with 95.65% as good or very good, indicating their optimism that the benefits created will extend long beyond the funding period (sustainability). About 4.35% were concerned that the sustainability was weak. See table 06 below:

**Table 06:** Extent of Sustainability of GESCI Initiated/Supported ICT Projects

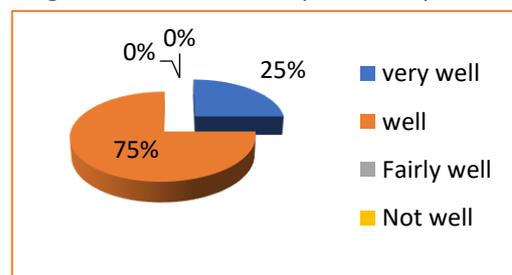
Answer Choices	Responses	
Very Good	52.17%	12
Good	43.48%	10
Weak	4.35%	1
Poor	0.00%	0
Total		23

This phenomenon may be explainable by a variety of factors here under explained. For example, to assess the school’s ability to offer ICT services introduced by GESCI after the end of the SIPSE/ADSI project, both STEM teachers and school managers, were asked to assess their schools’ ability to continue with their projects. The tables below provide data on the perceptions of both teachers and school managers if they have continued/will continue to provide digital learning services to students and teachers beyond GESCI interventions.

**Figure 11:** STEM Teacher’s Perceptions



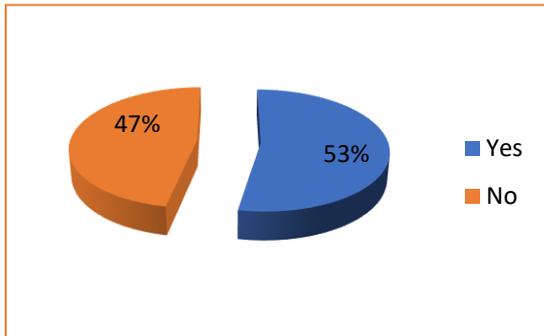
**Figure 12:** School Principals Perceptions



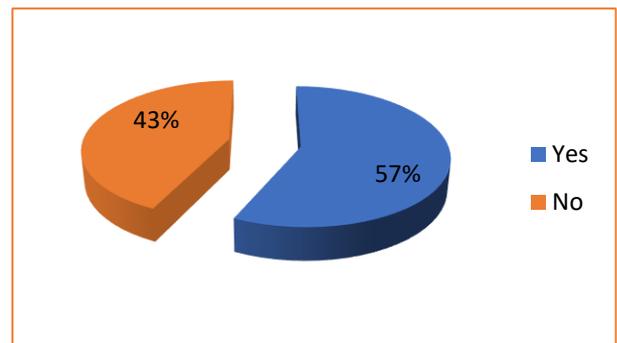
As can be seen in the charts above, 91% of the STEM teachers think that they have continued to provide the digital learning services long after the project period ended and likely to continue doing the same in the foreseeable future. Regarding the quality of the service being provided, 25% of the principals reported that the services were being provided without any challenges. 75% on the other hand indicated they may be experiencing some challenges. Some of these challenges highlighted include access to internet broadband as well access to additional equipment like laptop computers. Also, some of the SIPSE trained teachers had been transferred to other schools or taken up other roles in the Ministry of Education, leaving no one to take up their digital training roles.

In assessing the sustainability of the provision on leadership in ICT training services in absence of the GESCI scholarships, the ALICT/LATIC alumni were asked to state if they/their institutions would pay for similar course in the future. As can be seen from the Figure 13 below, 53% confirmed that they would be happy to pay for similar courses in future, while 47% would be unwilling to pay for the course. One of the plausible reasons for this feedback is that, as can be seen under the section on effectiveness, where only a small proportion of the alumni were able to get promotions or change their employment as a result of the ALICT/LATIC course. However, the situation is different from that of the STEM teachers who a majority had received direct personal benefits such as motivational cash allowance from their schools for realizing better grades, the ability to pursue higher education as a result of increased research capabilities, and in some cases job promotions.

**Figure 13: Are Willing to Pay for Course**

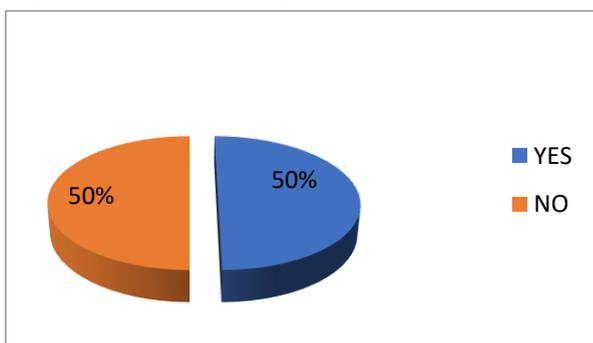


**Figure 14: Think their Employer Can Pay**

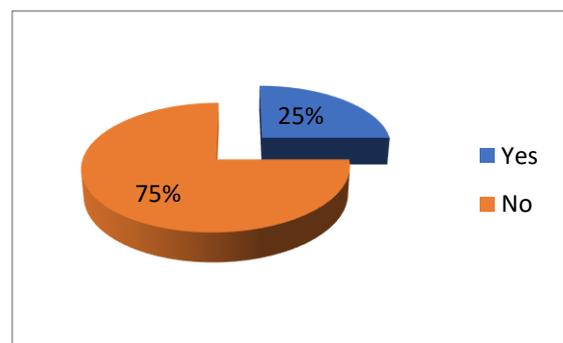


As pertains to the ALICT/LATIC graduates’ perceptions of the employers’ wiliness to pay for them in the future, 57% of them noted that their employers would. This may be correlated to responses noted that most of the graduates believed the training was relevant to their day to day work. The study also assessed the existence of sustainability strategies so as measure whether the sustainability results observed were planned and therefore did not occur by chance, and whether or not those strategies were actually implemented. Figure 15 and 16 below provide a summary of data on the existence of sustainability strategies and if they were implemented.

**Figure 15: Exit Strategy Exists**



**Figure 16: Exit Strategy Is Implemented**



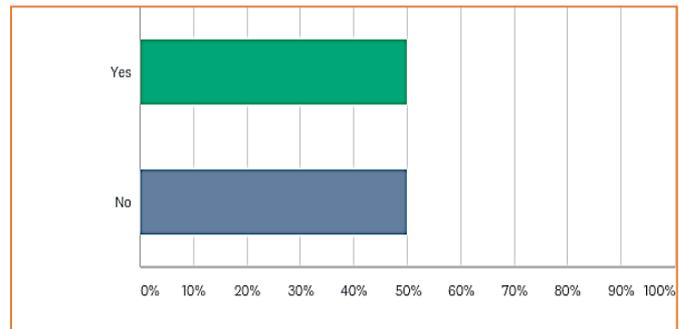
As can be seen in the charts half (50%) of the respondents were of the view that a sustainability strategy of some kind existed. Beyond future provision of services currently being provided by GESCI, the evaluation study also sought to find out the possibilities of expansion of the initiative. Table 07 below provides a summary of the feedback generated from the respondents regarding this question.

**Table 07: Ability to scale up digital learning services**

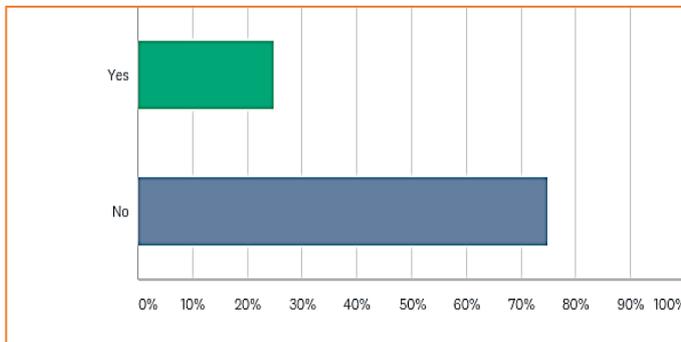
Answer Choices	Responses	
Too a large extent	43.48%	10
Average	52.17%	12
Low extent	4.35%	1
Not at all	0.00%	0
Not sure	0.00%	0
Total		23

*Development as a long-term goal:* GESCI donors and some strategic partners were of the view that development is a long-term issue and hence it may be difficult to assess impact over a four-year period, however, they also noted that impact must be put into some context. Strategic partners consider their relationship with GESCI very long term and believe that with time, the collaborations will translate to sustainability of their joint initiatives.

*Existence of Project Exit/Sustainability Strategies:* In assessing the existence of clear exist strategy or sustainability plans developed in a participatory manner with the schools, the feedback was split at 50/50 with half the school principals who responded saying yes, while the other half saying no. This may mean that either the inbuilt exit/sustainability strategy is not clear or was not embedded in the interventions design in some of the schools (see **figure 17**).



**Figure 17: Trainers were knowledgeable on ICT**



Similarly, even though ADSI is only in its initial stages of implementation. The ADSI sustainability strategy is built into the phased roll out of the ADSI programme and the Digital Schools of Distinction framework over 5 years (See **figure 18**)

**Figure 18: Sustainability/exit strategies existed**

## 2.7 Governance, Accountability & Transparency

The study looked into various aspects of governance, accountability and transparency. A summary of the findings is enumerated here below.

*Financial Accountability* - The evaluation findings show that all the key stakeholders of GESCI have a strong belief that the organization has demonstrated the above characteristics. As a demonstration of seriousness with the question of accountability and good governance, GESCI took seriously financial accountability and compliance, thus invested in an excellent Financial Management Information System (FMIS) and ensured unqualified external financial audits for each year during the period 2013 – 2016. The organization has aligned itself and complied with the international financial accounting

and audit standards and made its books available to all the donors and strategic partners. The reports can be found on the GESCI website.

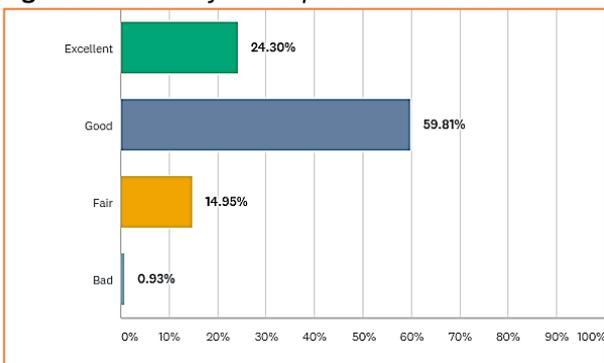
**Transparency:** The strategic partners GESCI is a very straight forward and honest organization, making it transparent and accountable for the actions and results agreed with partners. It was also noted from the feedback from most of the key stakeholders consulted that GESCI had demonstrated that it is a learning organization that shows openness and flexibility in dealing with its partners. Most program participants indicated that GESCI was very generous with information on the different programs that they were involved in, information which was friendly and easy to understand and use through various channels including the website, direct mails, partner portals and other knowledge societies.

**Governance:** The GESCI board is well informed and takes decisions based complete information about the status of things in the organization. The leadership team headed by the Chief Executive Officer provides timely and accurate information with the board not only for the scheduled board meetings but also as part of ongoing consultations during offline consultations with the management in the form of updates on a regular basis. The board appears to be fully in control of things including in discharging its mandate of governance. The program participants believe that from a technical perspective, GESCI projects were well governed and that various stakeholders were involved in making key decisions.

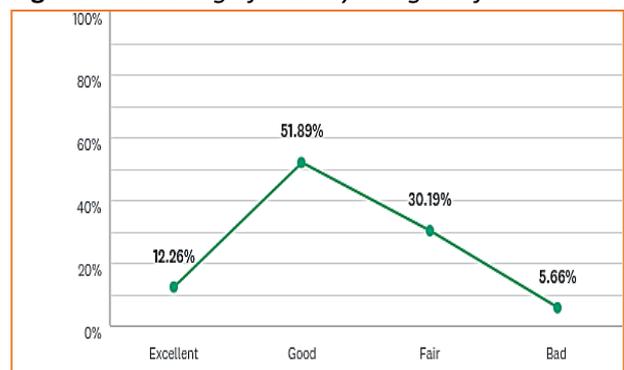
To validate the above general findings, several questions were posed to various categories of stakeholders:

When asked what their opinion was on their level of participation in decisions making processes concerning the project in which the participated in, 24.3% (26) said it was excellent, 59.81% (64) said it was good, 14.95% (16) said it was fair, while 0.93% (1) said it was bad. They were also asked the extent to which the budget information about the activity budgets were shared, to which 12.26% (13) said it was excellent, 51.89% (55) said it was good, 30.19% (32) said it was fair, while 5.66% (6) said it was bad.

**Figure 19: Level of Participation in Decisions**

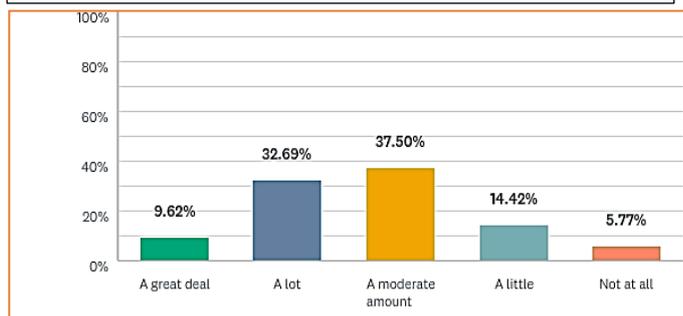


**Figure 20: Sharing of Activity Budget Info**

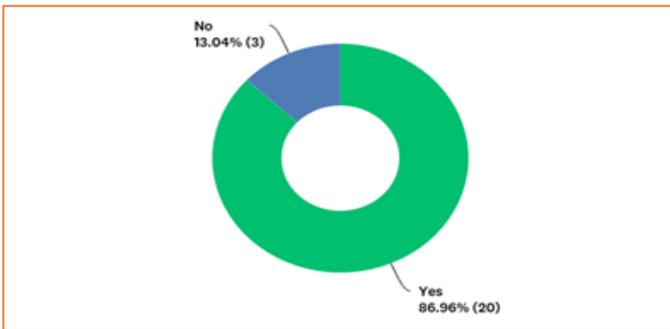


To assess the level of transparency of GESCI, the ALICT/LATIC Alumni were asked to indicate to what extent there was room or space to raise concerns or complaints about the organization/ staff/partners in safe and confidential manner. 9.62% (10) indicated a great deal of room was provided; 32.69% (34) indicated that a lot of room was provided; 37.50% (39) indicated that a moderate amount of space was provided; 14.42% (15) indicated only a little room was

**Fig21: There was room/space to raise concerns**



provided, while 5.77% (6) indicated no room was provided to raise concerns or complaints. Overall, 94.23% of the respondents were convinced that some safe space was provided by GESCI to raise concerns in confidence.



The STEM teachers' responses were somewhat similar to that of ALICT/LATIC Alumni. 86.96% (20) were happy with the space provided to raise concerns, while 13.04% (3) said they did not have room to raise complaints or concerns. See Figures 21 & 22.

**Figure 22:** Space available to raise or complaints, left

Meanwhile, the SIPSE/ADSI STEM teachers were asked to rate their (personal) involvement in decisions making about the school projects as STEM teachers and their responses was per Table 08 below:

**Table 08:** Level of personal involvement in decisions making

Answer Choices	Responses	
Very Good	40.91%	9
Good	45.45%	10
Fair	13.64%	3
Poor	0.00%	0
Total		22

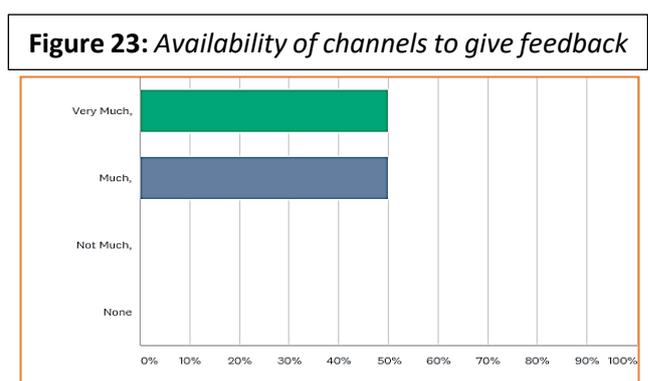
When asked if clear channels were available for the STEM Teachers to provide feedback to GESCI on the issues of quality, relevance, and adequacy of the support they received in an objective manner 95.45% (21) said yes, while 4.55% (1) said no. The same views were shared by the school principals who all agreed that there were channels available to offer feedback. See table 08 & Figure 23 below.

**Table 08: Availability of channels to offer feedback**

Answer Choices	Responses	
Yes (1)	95.45%	21
No (2)	4.55%	1
Total		22

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.05	0.21



## 2.8 Cross Cutting Issues (Environment, Conservation, Gender & Human Rights)

The evaluative study also sought to examine to what extent the organization intentionally integrated important cross cutting issues in its programming, interventions design, outcome monitoring and response to emerging issues affecting special interest groups, concerns about attainment of human rights and the potential impact on the environment. The feedback, shows that sufficient efforts and actions were taken to look after some of the cross cutting issues, notwithstanding the fact that some of the target participants were largely gender biased such as leaders of schools and the participants of the ALICT/LATIC program. However, the views of the respondents, were as below:

STEM teachers were asked to indicate how much they believed that the ICT integration in education had helped reduce the challenges of gender and low learning capabilities. They had been asked to keep in mind low income parents, slow - learning students, institutions with limited teaching resources and learning facilities. 36.36% (8) said very much, 45.45% (10) said much, 13.64% (3) said not much, while 4.55% (1) said they were not sure (Figure 24).

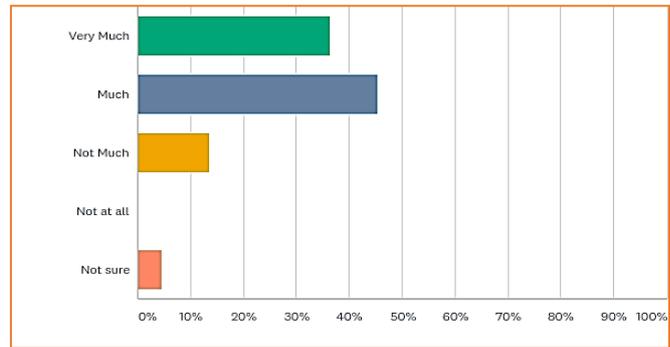


Fig 24: ICT helped gender & slow learners' capability

When asked to indicate the extent to which the SIPSE/ADSI program had impacted on the access and quality of education for girls that was different from the way it has impacted on the boys, 25% (5) responded extremely well, 40% (8) very well, 30% (6) fairly well, and 5% (1) not at all. This shows that most of the STEM teachers were convinced that ICT integration enhanced access and quality of education for girls (Figure 25).

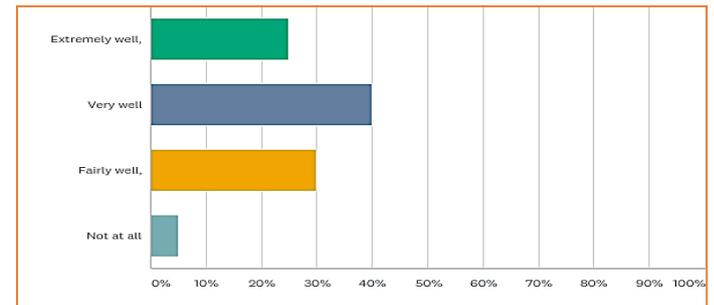


Figure 25: Impact on access to quality education for girls

When the ALICT graduates were asked about their judgement on GESCI's approach to gender issues, 23.58% said GESCI was excellent, 50.94% said it was good, while 24.53% said it was fair, and less than 1% said it was bad. Overall, about 75% believed that GESCI did well, while 25% think some improvements need to be made (Table 09 below).

Answer Choices	Responses	Count
Excellent	23.58%	25
Good	50.94%	54
Fair	24.53%	26
Bad	0.94%	1
Total		106

Table 09: Assessment of GESCI approach to gender issues

When asked for their judgement on GESCI's approach /attitude towards environmental conservation, 25.93% thought it was excellent, 38.89% thought it was good, 13.89% thought it was fair, 19.44% did not know, while 0.93% thought GESCI did not do well. This means that a majority (64%) thought GESCI in on the right track, but more efforts needs to be made.

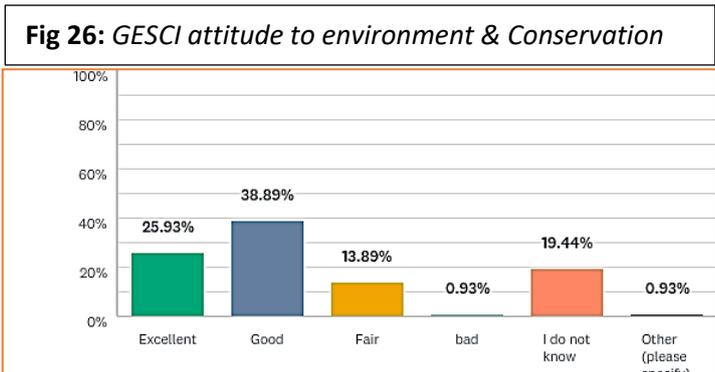


Fig 26: GESCI attitude to environment & Conservation

## 2.9 Programme and Institutional Impact

The OECD/DAC Criteria for evaluating development assistance defines IMPACT as the positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of

external factors, such as changes in terms of trade and financial conditions. Hence, when evaluating the impact of a programme or a project, the following questions are taken into consideration:

*(1).What has happened as a result of the programme or project? (2).What real difference has the activity made to the beneficiaries? (3). How many people have been affected?*

At the onset of this evaluation, the working definition of impact agreed with GESCI was *the positive (or negative) changes influenced by GESCI that have/perceived to have potential to continue to manifest themselves beyond the implementation period, now under review*. Thus, the Impact for the purpose of this evaluation was to be defined within the context of the following: the extent to which GESCI was able to influence medium to long term policies and practice changes in the education and development sectors in general through modelling and evidence based innovation and ICT Integration. Examples of the impact indicators here may include changes in behaviour of STEM teachers or how EMIS enhanced the efficiency and effectiveness of school operations or how the ALICT/LaTIC graduates continue to utilize their new ICT knowledge and skills in influencing decisions that enables change and brings about impact in their various spheres.

The evaluation therefore, finds that GESCI made a significant impact through their work and with the core funding support from Sida over the last four years based on the following indicators:

1. GESCI was able to facilitate the establishment of several Knowledge societies/Platforms/products, which have been accessible to more than 1,472 professionals, industry actors and education stakeholders across Africa. This continues to offer learning and exchange to leaders, professionals, policy makers, and teachers alike in the long-term future to come.
2. Through the ALICT/LATIC Program (Course) and over the period under review, 284 African Leaders and Professionals from across public and private sectors were found to have received leadership capacity development in the pillar areas of Education, ICT and STI which continue to influence their work, strategy/policy decisions and resources allocation choices etc. for the education sector in their countries. This has the potential to build incremental gains for the ICT4E/ICT4D, as the same graduates have confirmed have transferred the knowledge to at least another 5,313 colleagues in their organizations.
3. The Integration Models and Approaches' of GESCI have demonstrated success in secondary school education, as they target the teacher competency and behavior changes. This has already manifested itself in the pedagogy behavior of STEM and other teachers of the test schools, demonstrated by the improved subject results and the learning experience of school children. This has a long-term impact on those who have experienced digital learning in the last 4 years.
4. Through partnership with ISESCO and ADEA, GESCI was able to introduce ICT Integration in Education in Francophone West Africa and Arabophone North Africa. As a result, translations of the ALICT/LATIC Course Modules into French and in the near future to Arabic, holds the potential to influence a wider scope of education policies across Africa.
5. By establishing long term partnerships with strategic universities in Europe and Africa GESCI was able to raise the profile and integrity of its courses. This level of accreditation has offered hundreds of course participants the opportunity to pursue further qualifications and to influence others to take the same course even without the costs being underwritten by GESCI.
6. ICT Integration in TVSD, GESCI was able to transform the career and life opportunities for almost 50 young artists by introducing them to ICT. As a result, the youth started successful animation and performing art enterprises (digital creative media for cultural industries), which have either

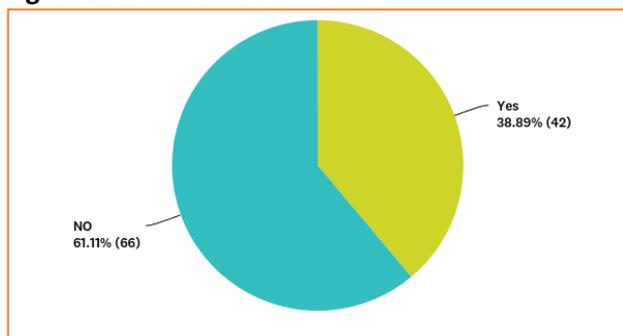
become very successful or have the potential to grow into great business providing income and employment to young people. This model has a great potential for scaling and replication in many Africa countries in changing the perception and attitudes of young people about Technical and Vocational Skills Development.

7. There is a potential that the schools that have already enjoyed the benefits of ICT integration for STEM subjects teaching, may spread the use to all other subjects in the school, keeping in mind, the fact that digital content has not yet been fully embraced by most teachers in the schools.
8. The potential negative impact to schools is that they have not been educated and awareness created on the disposal of ICT waste. One of the schools visited had dozens of ICT equipment that are obsolete yet the school management has no plan to dispose them. This has a potential for negative environmental impact.

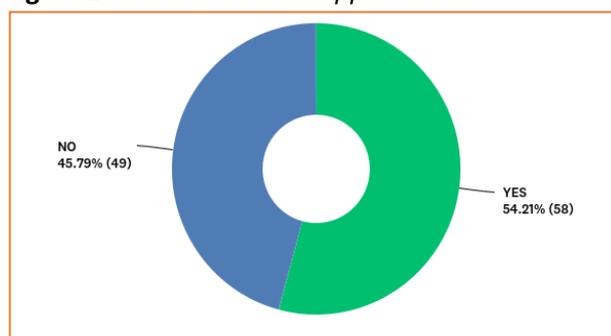
To demonstrate/assess some of the perceived impacts of GESCI, key program participants were asked to respond to a few survey questions:

When asked how the ALICT/LATIC training had impacted e.g. through job promotions after the course, 38.89% (42) said they had received promotions, while 61.11% (66) said not yet (**See figure 27**). Whereas the majority have not already received promotions, the number that confirmed having benefited is quite significant given the overwhelming influence of culture, tradition and seniority on promotions in state organisations. At the same time, when the same respondents were asked if they had been able to access and pursue new academic opportunities that they were not able to access before the ALICT/LATIC Course, 54.21% (58) said yes, while 45.79% (49) said not yet (**see figure 28**). The correlation between the two responses is that in one way or another the course has had different forms of impact on the graduates.

**Figure 27: Received Promotion?**



**Figure 28: New Academic Opportunities?**



When asked how many people they have trained on the skills acquired during ALICT/ALCIT Course, the reported numbers varied from those who have not had the opportunity to do that, all the way to those who confirmed having held in-house workshops and trained dozens to hundreds of colleagues. The cumulative number is estimated about 5,313 people having received some form of training from the ALICT/LATIC graduates.

## 3.0 LESSONS, CONCLUSIONS & RECOMMENDATIONS

### 3.1 Lessons Learnt

The lessons learnt documented below are just but a small representation of the views synthesised from discussions with GESCI (staff and board), donors, strategic partners, collaborators and program participants. They provide high level appreciation of the lessons that can be drawn from the process of this evaluation.

1. For the GESCI model and approach to be successful, there was a need to adopt a school wide approach, which takes a lot of preparatory time, especially for the initial engagements with communities, government/ministries, policy makers, school managers and teachers. It involves thorough mapping exercise of all existing resources within the target schools and ensuring all the opportunities to leverage those resources are taken into account. This moderated the cost of projects in the schools and derived commitments from the schools' stakeholders as well.
2. GESCI is not able to do everything, and has focused in doing the great part of introducing ICT to improve teaching and learning in schools, however, there is a need to look at other non-ICT based elements that together contribute to quality education outcomes, hence it has worked with Ministries of Education to establish continuous teacher development, where ICT integration is an essential ingredient. GESCI may need to evolve to effectively offer advice on comprehensive teacher development by playing a collaborative leadership role. In this regard, it is noted that GESCI is currently working with Government to jointly roll out its ICT-based professional development of teachers.
3. The flexibilities exhibited by the donors, particularly for the AKE project enables GESCI to adjust the project implementation plans in line with the lessons and changes in its operating environment. Such donor-grantee relationships help organizations to focus on perfecting their approaches and methodologies.

### 3.2 Overall Conclusions

This section captures both the overall and specific conclusions that can be drawn from the evaluation about the performance of GESCI during the period 2013 to 2016.

1. That GESCI was able to address nearly all the key recommendations from the 2012 evaluation because the management took keen commitment and included corresponding actions or interventions in all areas both as part of the justification of Sida core funding request but also as key result areas in the new strategic plan 2017/2020.
2. GESCI made meaningful and measurable (indicators being employment, Life Skills, Income, etc.) to the Sida social development goals of poverty reduction (re: investment in youth via TVSD interventions) and sustainable development (re: via investment in access and quality of education, gender equity, policy influencing and human rights.).
3. Overall, GESCI did an excellent job and *delivered* on a majority of the key outcome and output areas presented in the request for core funding support including paying attention to special & cross cutting issues of gender, equalizing educational opportunities in challenging environments, human rights and environmental conservation.
4. GESCI demonstrated *openness, accountability, transparency and governance* in all aspects of its work and relationships with states, strategic partners, donors, program participants and

beneficiaries. GESCI enjoyed a lot of trust from most of its partners and donors, however, there were instances where the respondents felt that further improvements can be made with respect to levels of participation, involvement and decisions making. Donor funds were well accounted for.

5. In line with *relevance*, GESCI's interventions, agenda and approaches were found to address issues relevant to its boundary & strategic partners, program participants and donors. Its contacts and interactions with all the stakeholders was meaningful and added great value to their own, especially with respect to the focus on ICT and Education. However, stakeholders though GESCI should expand their focus beyond ICT, which is seen as a means but not the end in itself.
6. GESCI demonstrated *effectiveness*, and *efficiency* through its success in designing and delivering interventions, established very high-level associations and partnerships and building trust with others. The programs and initiatives had great results as they were very well accepted, and were delivered at reasonable cost and on a timely basis because GESCI built its internal capacity to cope. There were only a few instances where GESCI had to seek No Cost Extensions to complete delayed activities caused by delayed kickoff & disbursement of funds.
7. As for *Impact & Sustainability*, GESCI's work over the 4 years can be attributable to a number of potential impacts, mostly associated with its influence at the global, regional and sub regional level, where it influenced a lot of ICT, pedagogy and education dialogue and positioned itself as the go to expert organization for ICT & Education matters. GESCI also design interventions or programs that built leadership of hundreds of African leaders, who intern impacted others with their new knowledge. GESCI also did well in the aspects of institutional strengthening by developing and enhancing its internal policies & procedures, governance, operations & MIS systems, and human resources capacities, thus making the organization systemically strong. The organization, due to the challenges in the global development financing front, failed to attract significant funding or break through with other alternative funding mechanisms or significantly grow its income form consultancies. This means its financial sustainability remains weak.

### 3.3 Recommendations

The recommendations hereunder are guided by the overall evaluation or GESCI and the assessment of its institutional and programmatic work over the last four years, looking into the future.

1. GESCI should continue and complete its board/governance strengthening process building on the recent success in realizing the approval by Kenya NGO Board, of the request to amend its constitution. This should include a complete board charter, a board performance management policy (including target setting and board evaluation tools), board succession & transition plan, and board sub committees. These would enhance the value of the board to the organization especially in offering their skills and experiences to management, enhance their involvement and awareness, enhance their control and oversight, and commit the board to high performance.
2. ICT and its use is a fast-changing and advancing phenomenon. GESCI must maintain its expertise and keep a good pace in the use of modern ICT to promote quality learning, for example, in STEM and in-depth research and modules to illustrate new approaches and pedagogies with and through technology
3. GESCI should consider evaluating and adjusting its design of best-practice models in the incorporation of ICT for teaching and learning which can be replicated and mainstreamed at national and continental levels.

4. GESCI should advance the sustainable business concept, in which its models are built around business ideas that can be advanced and scaled on a business model. This can form a basis for transfer of the concept to other countries (replication & scaling) in Africa and the world, thereby guaranteeing scale, impact, and income/revenue for GESCI. The yields can be ploughed back into the work of GESCI (social enterprise concept) to upgrade the models or innovate new ones.

As part of strengthening its Monitoring, Evaluation & Reporting, GESCI needs to strengthen its reporting capacities by focusing on the quality of reporting. The activity based reporting accounts for output level results but provides too much information which can be synthesized further into change level results. The donors of GESCI would rather receive much more synthesized reports with insights on impact, sustainability and lessons learnt, i.e. appropriate level of details that help the donor make quality decisions.

5. Just like ICT, donor policies are also changing rapidly, influenced by the geo-political changes across the globe. With these changes, the relevance of GESCI and its programs can be at risk in the eyes of the donor. Therefore, GESCI needs to invest in developing an integrated program development strategy, which provides for regular evaluation and adaptation of its interventions and offerings to the changing environmental context in its target areas as well as that of its key partners, donors and collaborators. Misalignment/irrelevance may cause GESCI to lose its donor support.
6. GESCI has done an excellent job establishing high level partnerships e.g. with the Africa Union Commission, which has contributed to the success of GESCI in influencing policies and strategies for ICT Integration in Education and Development. However, the level of success may be enhanced if GESCI would consider building the success bottom up, establishing sub-regional level partnerships with SADC, EAC, ECOWAS etc. to take the unique characteristics of the AUC countries at that level and to ensure unique solutions and discussed and influenced at that level.
7. Shift focus going forward on sustainability – institutional, program, modeling, methodology & approaches, and financial. Focus as well on the most strategic partnerships in the quest for greater sustainability.
8. Consider moderating GESCI communications and formulating them in a targeted and simpler way. Some of the communications are thought to be too technical, yet policy makers are not ICT experts and may not fully understand the messages being promoted.
9. GESCI needs to strengthen its position in the influencing equation. Using its deep understanding of ICT and Education, it needs to seek to capitalize on its role in designing, implementing and building feasible models for mainstreaming and capacity building but also to the strategic role as an honest broker, that way it influences ministries and other institutions to adopt successful models of good and effective practice.

## **4.0 ANNEXES & APPENDICES**

### **4.1 Annex 1: Terms of Reference for the Evaluation**

#### **Short-term Consultancy on GESCI Organizational Evaluation of Sida Core Support.**

##### **1. Background and Introduction**

The Global e-Schools and Communities Initiative (GESCI) is an international non-profit technical assistance organization with headquarters in Nairobi, Kenya. GESCI's vision is to be a global thought leader and expert organization in supporting the utilization of new technologies to transform learning and empower individuals and communities with competencies and skills for inclusive and sustainable development. GESCI's core mission is to advance inclusive access to education and to carry out interventions with government partners to raise the quality of teaching and learning at basic education levels. The organization consistently works with governments and development partners to design and implement innovative and scalable models for the integration of ICTs in education and training systems to achieve these goals. GESCI's leadership development programme for senior level government officials builds competencies in ICT and in effective planning for knowledge society development and the achievement of key Sustainable Development Goals (SDGs).

In consultation with Sida and relevant partners GESCI intends to carry out an independent evaluation of its operations, programmes, strategies and approaches during April – June 2017 to determine its efficiency, effectiveness (including cost-effectiveness), relevance, sustainability, accountability and impact and lessons learned that can be used to strengthen the organisation going forward and which can be shared with GESCI's donors and other partners. GESCI will invite qualified individuals or firms to submit proposals to carry out the evaluation as a consultancy in line with Sida's Evaluation Guidelines.

A reference/advisory group consisting of GESCI, Sida and beneficiary/stakeholder representatives to provide quality assurance, serve as a sounding board and provide clarity and additional information as may be required, will be constituted. The reference group will also provide direction on how the lessons learned could be packaged and disseminated for advocacy and wider application and utilisation.

##### **2. Evaluation Purpose and objectives**

The purpose of this evaluation is to assess the efficiency, effectiveness, relevance, sustainability, accountability and impact of GESCI's operations and work to derive lessons learned for GESCI's growth and future work, and for GESCI's key donors to establish a platform to measure "return on their investment" vis a vis their development agenda as a basis for possible continued support to GESCI. It will provide a mechanism for Sida to account for development results to its stakeholders and taxpayers, and for GESCI to demonstrate the viability of its interventions to its beneficiaries, stakeholders and partners. The lessons learned from the evaluation will be shared with GESCI's donors (existing and potential), beneficiaries and partners and be available on the GESCI website.

The evaluation is expected to be results-oriented following up progress made and results achieved in relation to the Results Assessment Framework which is the core of GESCI's Results Based Management approach- i.e. what was planned/ agreed with Sida vs. what was actually achieved. The evaluation will cover the period of Swedish core support to GESCI from 2013 – 2016.

##### **3. Specifically, the evaluation will inform GESCI and its donors and other partners on:**

- ⑩ Progress made towards the achievement of results at the output, outcome and impact levels

- ⑩ Whether the results contribute to Sida's development goals of poverty reduction, and sustainable development
- ⑩ GESCI's contribution to cross-cutting issues, such as gender equality, the environment and human rights
- ⑩ **Efficiency:** whether GESCI's results could have been achieved with fewer means in terms of resources and time and/or whether GESCI could have produced more results with the same means within the timeframe under review
- ⑩ **Effectiveness:** to what extent has GESCI achieved its goals and objectives as stated in its organisational strategy, the Results Assessment Framework and at the programmatic level? What is the relationship between project costs and results?
- ⑩ **Relevance:** whether and how relevant GESCI's work is to developing country governments' needs, donors and other partners' priorities and agendas. For example, GESCI's work on gender equality and assisting equal opportunities for women and girls and reaching out to rural schools
- ⑩ **Sustainability:** Is GESCI's work with its partners sustainable and/or does it have long term impact?
- ⑩ **Accountability, transparency, openness and governance:** Are GESCI's management and governance structures accountable and promote transparency and openness?
- ⑩ **Impact:** What are the intended and unintended, positive and negative effects of GESCI's work on its beneficiaries and partners?
- ⑩ The evaluation is also expected to document GESCI's key successes as well as its key challenges.
- ⑩ Where necessary and appropriate, the evaluation should identify key areas that GESCI might address in its new strategy.

#### 4. Methodology

Adopting a partnership approach and involving stakeholders is fundamental to Sida's development goals. The evaluator/consultant is expected to conduct a participatory evaluation providing for active and meaningful involvement by the development partners (Sida, in particular), beneficiaries and other interested parties through the reference/advisory group. Stakeholder participation is to be an integral component of the evaluation design and planning; data collection; reporting; and results dissemination.

The selected evaluator/ consultant is expected to provide a detailed methodology and approach to the work. However, the overall methodology should adopt a results-oriented approach taking into consideration GESCI's use of Results Based Management approaches. It should involve desk reviews of GESCI's key documents, interviews (telephone, face to face or emailed questionnaires as appropriate) and/or focus group discussions with key GESCI stakeholders (including GESCI staff, management, Board of Directors and Members; Donors, Ministry of Education Officials where GESCI works, other international organisations in the fields of ICT, Education and Innovation, etc.), and a field visit to one of the countries in which GESCI is currently active. The field visit to a Ministry in charge of education and training will also assess the issues raised under purpose and objectives.

The evaluation will be carried out in conformity with the principles, standards and practices set out in OECD/DAC's Evaluation Quality Standards (ref. Checklist for Sida's assessment of terms of reference).

#### 5. Deliverables

The key deliverables for the assignment are:

1. An inception report within two (2) weeks after start of the assignment with initial findings from the desk/documentation review and a detailed work plan with timelines presented to GESCI management and the Reference Group. The inception report will provide details of the proposed approach and methods specifying the issues and themes to be studied and any (potential) limitations of the evaluation.

2. A draft report to be presented to GESCI and the Reference Group with a copy to Sida six (6) weeks after the start of the assignment for comments and reactions.
3. A final report presented to GESCI and Sida two (2) weeks after receiving comments and reactions to the draft report.

## 7. Timeframe

Following a widely publicized /advertised call for tender submissions, the consultant is expected to start work in May 16, 2017 and finish the assignment by June 30th, 2017 at the latest.

## 8. Final report:

The final evaluation report will not exceed 50 pages (excluding the annexes), and will be in English, containing a comprehensive analysis compliant to Sida's Evaluation Quality Standards, and international evaluation standards. The final report will be a stand-alone document with an Executive Summary, the Methodology, Findings, Analysis, Conclusions and Recommendations.

**Title and opening pages:** Will provide the following basic information:

- Name of the evaluation intervention
- Time frame of the evaluation and date of the report
- Name/s of evaluator/s
- Name of the organization commissioning the evaluation
- Acknowledgements
- Table of contents: Will include boxes, figures, tables and annexes with page references
- List of acronyms and abbreviations

**Executive summary:** A stand-alone section where the readers can rapidly become acquainted with a large body of material without having to read the whole report and will include:

- ⑩ A brief and succinct description of GESCI and its activities (organisational context, projects, programmes, policies and/or other interventions) that were evaluated.
- ⑩ An explanation of the purpose and objectives of the evaluation, including the audiences for the evaluation and the intended uses.
- ⑩ A description of the key aspect of the evaluation approach, methods and analysis.
- ⑩ A summary of the principal findings, conclusions, and recommendations.

**Introduction:** Brief description of GESCI and its activities (organisational context, projects, programmes, policies and/or other interventions) which were evaluated, an explanation of the purpose and objectives of the evaluation, including the audiences for the evaluation and the intended use, and a description of the structure and contents of the report and how the information contained in the report will meet the purposes of the evaluation and satisfy the information needs of the report's intended users.

**Description of the GESCI intervention:** This section will provide the basis for report users to understand the logic and assessment of the evaluation and understand the applicability of the evaluation results. The description will:

- ⑩ Describe what is being evaluated, who seeks to benefit, and the problem or issue it seeks to address.
- ⑩ Explain the expected results map or results framework, implementation strategies, and the key assumptions underlying the strategy.
- ⑩ Funding frameworks or strategic plan goals, or other programme or country specific plans and goals.

- ⑩ Identify and describe the key partners involved in the implementation and their roles.
- ⑩ Description of the GESCI scale of the intervention, such as the number of projects/programme carried out and the size of the target population for each component.
- ⑩ Description of GESCI resources
- ⑩ Describe the context of the social, political, economic and institutional factors, and the geographical landscape within which the intervention operates and explain the effects (challenges and opportunities) those factors present for its implementation and outcomes.

**Evaluation model and methodology:** This section will provide a clear explanation of:

- ⑩ **Evaluation scope:** Definition of the parameters of the evaluation in terms of the time period, the segments of the target population included, the geographic area included, and which components, outputs or outcomes were and were not assessed.
- ⑩ **Evaluation objectives:** The report should spell out the types of decisions evaluation users will make, the issues they will need to consider in making those decisions, and what the evaluation will need to achieve to contribute to those decisions.
- ⑩ **Evaluation criteria:** definition of the evaluation criteria used and the justification of the rationale for selecting the particular criteria used in the evaluation.
- ⑩ **Evaluation questions:** Detail of the main evaluation questions addressed by the evaluation and a description how the answers to these questions address the information needs of users.
- ⑩ **Evaluation approach and methods:** This section will provide a detailed description of the selected methodological approaches, methods and analysis; the approaches and methods employed that
- ⑩ yielded data that helped answer the evaluation questions and achieved the evaluation purposes and will provide the description of:
- ⑩ **Data sources:** The sources of information (e.g. documents reviewed and stakeholders interviewed, questionnaires, focus group discussions)
- ⑩ **Sample and sampling frame:** Description of the sample used (size and characteristics); the sample selection criteria, the process for selecting the sample (if applicable), how comparison and treatment groups were assigned; and the extent to which the sample is representative of the entire target population, including discussion of the limitations of the sample for generalizing results.
- ⑩ **Data collection procedures and instruments:** Methods or procedures used to collect data, including discussion of data collection instruments (e.g., interview protocols), their appropriateness for the data source and evidence of their reliability and validity.
- ⑩ **Data analysis:** Description of the procedures used to analyze the data collected and steps and stages of analysis that were carried out. Potential weaknesses in the data analysis and gaps or limitations of the data will be included.
- ⑩ **Findings and conclusions:** This section will present the evaluation findings based on the analysis and conclusions drawn from the findings.
- ⑩ **Findings:** Will be presented in:
- ⑩ **Secondary information:** This section summarizes major findings arising from information gathered from secondary sources, and processed on the Project Database. It provides an overall understanding of GESCI partnership's activities, serving as a reference for interpreting and consolidating insights provided by other secondary and primary sources of evaluation. It summarizes partnership efforts in terms of the volume of activities and resource investment, depicting the overall concentration of activities and resources by regions, areas of technical assistance/subject matters that are found to be more cost effective.
- ⑩ **Primary Information:** This section aims at presenting the results obtained from interviews, survey and filed visits; a consolidated vision regarding the effectiveness, relevance, outcome and sustainability of the partnership activities reflecting the positive or negative perceptions of beneficiaries.

- ⑩ **Analysis:** This section will present the methods and tools used for analysis and provide a critical analytical review of the findings correlated and linked to the data
- ⑩ **Conclusions:** This section will be comprehensive and balanced, and will highlight the strengths, weaknesses and outcomes of the GESCI intervention. This section will provide the responses of the key evaluation questions.
- ⑩ **Recommendations:** This section will provide practical, feasible recommendations directed to the intended users of the report about what actions to take or decisions to make. The recommendations should be specifically supported by the evidence and linked to the findings and conclusions around key questions addressed by the evaluation.
- ⑩ **Lessons learned:** As appropriate, the report should include discussion of lessons learned from the evaluation, that is, new knowledge gained from the particular circumstance (intervention, context, outcomes, even about evaluation methods) that are applicable to a similar context. Lessons should be concise and based on specific evidence presented in the report.

## 4.2 Annex 2: List of Referenced Documents/ Secondary Data

#	Name of Reference Document (Source of Secondary Data)	Check List
1.	GESCI Audited Financial Statements for 2013,2014,2015, & 2016 (€)	
2.	GESCI Annual Consolidated Technical Reports for years 2013, 2014,2015, 2016	
3.	GESCI Strategic Plan 2010-2013	
4.	GESCI Strategic Plan 2013-2016	
5.	GESCI Strategic Plan 2017 – 2020	
6.	GESCI ALICT Independent External Evaluation Report	
7.	GESCI Organizational Evaluation Report (2012)	
8.	Database of GESCI Donors	
9.	GESCI Sida Core Support Proposal	
10.	ADSI work plans	
11.	GESCI RAFs	
12.	ADSI database	
13.	GESCI Criteria for School Selection	
14.	GESCI (RAF 2017-2020)	
15.	ALICT Annual Work Plans	
16.	Annual Review Meetings Minutes of GESCI & Sida Meetings	
17.	AKE Draft End Term Report	
18.	Project Concept Notes & AKE Policy Briefs	
19.	Organisational Strategies (Knowledge Management, Communication, Donor Management, etc.)	
20.	Communication Letters between MoFA Finland and GESCI	
21.	Letter of Request for No Cost Extension to Sida (Sida Core Support)	
22.	DAC EOCD Approved Evaluation Quality Standards	
23.	DAC Evaluation Quality Standards	
24.	OECD DAC Results Based Management Guidelines	
25.	Ministry of Education Kenya - ICT in Education Policy	
26.	Rwanda ICT in Education Policy	
27.	SIPSE Policy Forum Brief	
28.	AKE Policy Brief	
29.	TSoTC Policy Brief	
30.	GESCI Research ICT in Education Knowledge Societies 2010-2015	

### 4.3 Annex 3: List of Contacted Persons/ Study Respondents

#	Name of Respondent	Institution Represented & Role/Position
1.	Mr. Jerome Morrissey	GESCI, Executive Director
2.	Dr. Patti Swarts	GESCI, Director of Programmes
3.	Ms. Rachel Wambua	GESCI, Finance, Operations & Admin Manager
4.	Dr. Beatrice Njenga	Africa Union Commission, AUC
5.	Mrs. Hendrina Doroba	Forum for African Women Educationalists (FAWE), Executive Director
6.	Mr. John Temba	MoEST Kenya, Head of ICT in Education
7.	Mrs. Oley Dibba - Wadda	ADEA, Executive Secretary
8..	Mr. Aboubacar Coulibaly	MoNE & T, Cote d'Ivoire, Director of ICT, Ministry of National Education & Technical +Vocational Training, Cote d'Ivoire
9.	Ms. Olivia Packalen - Peltola	MoFA, Finland, Desk Officer, Dept. of Africa and Middle East
10.	Mr. Aki Enkenberg	MoFA Finland, Senior Advisor, Dept. of Policy, Information Society and Innovation (Policy Unit for Sectoral Policy)
11.	Mr. Victor Omondi	GESCI, AKE Project Manager
12.	Ms. Esther Wachira	GESCI, SIPSE Project Manager/ADSI Kenya Project Manager
13..	Mr. Yator, Mr. Kigwaini, Mrs. Njuguna & Mr. Ronald Kirui	Nakuru High School, Principal & STEM Teachers
14.	Ms. Esther Kimunduu, Juliana Kariuki & Kennedy Thuo	Mwala Boys School, STEM Teachers
15.	Mr. Johan Hellström	Sida Program Manager Specialist, Digital Devt Unit For Global Economy & Environment (Dept. of INTEM), Sweden
16.	Mr. Samuel Yalew Adela	MasterCard Foundation, Program Manager, Education and Learning
17..	99 STEM Teachers	Kenya and Tanzania, Via Survey Monkey
18.	Dr. Mary Hooker	GESCI, Research & Knowledge Management
19.	Mr. Jaco Du Toit	UNESCO Regional Office, Nairobi, ICT Advisor
20.	Grand Masese	GESCI, AKE Online Tutor
21.	Dr. Najib Rhiati Salih	ISESCO, Director of Education
22.	Mr. Edwin Oloo	MoEST/ESQAC Kenya, Impact Assessment Department
23.	19 SIPSE School Principals	Kenya & Tanzania, VIA Monkey Survey
24.	31 ALICT/LATIC Online Tutors	Africa and Europe
25.	8 AKE Tutors	Local and International AKE Tutors
26.	Mr. Brendan Tuohy	GESCI, Board Chairman
27.	Mr. Kennedy Yegon	GESCI, ICT Officer/
28.	Mr. Senthil Kumar	GESCI, Programme Manager ALICT/LATIC
29.	280 ALICT/LATIC Graduates	ALICT/LATIC Graduates of period 2013 to 2016
30.	Mr. Edwin Adinya	MoEST/ESGAC
31.	Ms. Purity Kibui	KEMI, Module Development
32.	Mr. Martin Kungania	MoEST (ICT4E)
33.	Dr. Elizabeth Mwaniki	Kenyatta University
34.	Dr. Peter Mwaura	Kenyatta University

## 4.4 GESCI Research & Knowledge Products (2013 – 2016)

### 1. General Knowledge Products, 2013-2016

#### a. ADSI

- Model, Curriculum and Modules Development for Teachers (3 modules - 6 units of content, resources and toolkits);
- Digital School of Distinction Model, Curriculum and Module development for School Leaders; and platform development (1 module – 5 units of content, resources and toolkits)

#### b. ALICT-LATIC

- Revised Model, Curriculum and Modules (8 modules of content, resources, tools & frameworks) for Anglophone and Francophone
- Country study updates (16 country studies) and platform development/ upgrade

#### c. AKE

- Model, Curriculum framework, 7-Step Methodology and Module development (3 phases of modules and toolkits);
- Living Lab Research platform

### 2. GESCI Research and Knowledge Products 2016

#### External

- GESCI Research Series: Santally, M. (2016) An Evaluation of the African Leadership in ICT Programme from a Quality Assurance Perspective, *European Journal of Open, Distance and E-Learning* at: <http://www.euodl.org/?p=current&sp=full&article=725>
- GESCI Research Series: Botero, A. & Horowitz, M. A. (2016) *GESCI Living Lab Research: 'A Creative Media Venture' – Mid-Term Report* [Online], available at: <https://gesciakemediaventure.net/>
- GESCI Research Series: Hooker, M. (2016) Cultivating Synergies in Enhancing ICT Competencies: A partnership approach, in UNESCO (2016) *Diverse Approaches to Developing and Implementing Competency-based ICT Training for Teachers: A Case Study* [Online], available from UNESCO Bangkok at: <http://unesdoc.unesco.org/images/0024/002460/246003e.pdf>

#### Internal

- GESCI Knowledge Products: Hooker, M. (2016) *An Analysis of the Development of a Monitoring, Evaluation, Learning and Research Framework for the African Digital Schools Initiative (ADSI)*, Nairobi, GESCI
- GESCI Knowledge Products: Wachira, E. M. (2016) *Rationale for the Establishment of a progression path for a 21st Century learning environment in African Schools: Position Paper*, Nairobi, GESCI

### 3. GESCI Research and Knowledge Products 2015

#### External

- GESCI Research Series: Hooker (2015) *Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE): Report on regional and national policy forums: Kenya and Tanzania*.
- GESCI Research Series: Hooker M., and Mwiyeria, E (March 2015) *Education Transformation Research: SPARK a Child's Digital Future Project - Implementation, Successes and Challenges*.
- GESCI Research Series: Hooker, M. and Mwiyeria, E. (October 2015) *SIPSE Policy*

Recommendations Dissemination in East Africa UNESCO Colloquium (November 2015)

- GESCI - UNESCO-BKK: Hooker, M. (2015) Regional Meeting to "Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration Project", *SIPSE Case Study, Tanzania and Kenya*, 27-28 October 2015, Bangkok, Thailand.

### Internal

- GESCI Research Series – Hooker, M. (August 2015) *ALICT Course Review, Based on an Internal Team Review Survey and External Moderator and Evaluator Reports of the ALICT Course Design and Implementation in 4 Domains: Design, Technical Platforms, Facilitation, MEL-Communications-Knowledge Management System*.
- GESCI Research Series: Hooker, M. and Mwiyeria, E. (May 2015) *SIPSE Policy Brief* and final reports) June 2015) with exit survey results etc.
- GESCI Research Series: Hooker, M. and Mwiyeria, E. (October 2015) *Policy Recommendations Dissemination Tanzania and Kenya*,
- GESCI Research Series: Swarts, P. (2015) *Technical Brief: Proposed Knowledge Management System (KMS) for GESCI*.

## 4. GESCI Research and Knowledge Products, 2014

### External

Horowitz, M. A. and Saarinen, V. (2015) *GESCI-AKE 2014/2015 Creative Media Skills Course "The Sound of the City" - Living Lab Research Component: Final Report*, <https://thesoundofthecity.wordpress.com/>

### Multi-stakeholder research

#### Status of the Knowledge Society Papers and recommendations

- **STI policy recommendations available at:**  
[http://www.gesci.org/assets/files/STI\\_leaflet\\_policy\\_recommendations.pdf](http://www.gesci.org/assets/files/STI_leaflet_policy_recommendations.pdf)
- **ICT policy recommendations available at;**  
[http://www.gesci.org/assets/files/ICT\\_leaflet\\_policy\\_recommendations.pdf](http://www.gesci.org/assets/files/ICT_leaflet_policy_recommendations.pdf)
- **Education policy recommendations available at:**  
[http://www.gesci.org/assets/files/Education\\_leaflet\\_policy\\_recommendations.pdf](http://www.gesci.org/assets/files/Education_leaflet_policy_recommendations.pdf)
- GESCI-UNESCO Bangkok (2014), *Exemplary Case Studies: Contextualizing the ICT Competency Framework for Teachers: Strengthening Innovative Practice in Secondary Education in Kenya and Tanzania* [Online], available at: <http://www.unescobkk.org/education/ict/events/upcoming-events/regional-meeting-supporting-competency-based-teacher-training-reforms-to-facilitate-ict-pedagogy-integration-project/presentations/>
- African Digital Schools (Badiliko) Evaluation Study Series (2014-2015), *Baseline, Monitoring Report, Impact Evaluation – Kenya, Tanzania, Uganda, Ethiopia, Nigeria and Ghana*, Nairobi, GESCI, British Council, Microsoft
- Education Transformation Research Study Series (2014-2015), *Spark a Child's Digital Future (SCDF): Kenya Roll-Out Characteristics*, Nairobi, GESCI, INTEL, World Vision, Microsoft & British Council

### Partnership

#### ICT 'Living Lab' Research (2015) - GESCI-and Aalto University Finland

- The Sound of the City, a project of [GESCI](#) – [African Knowledge Exchange](#) (AKE), is a [Living Lab](#) (LL) project that aims to encapsulate through creative practice in digital arts technology, the vibrancy and currency of the contemporary Hip Hop scene in and around Nairobi. The participant-

practitioners will produce a collaborative digital art work, while simultaneously up-skilling in three independent and relevant learning streams.

- The project also entails an academic research component. Its purpose is to gather information and insights for co-creation of a transferable and international LL model that advocates online tools and enables international stakeholders to participate. The research part of the project is designed to run from late November 2014 to end March 2015.
- Research blog available at: <https://thesoundofthecity.wordpress.com/>
- Research Results – GESCI-Aalto (2015) *The AKE Policy Brief*, available at: <https://thesoundofthecity.wordpress.com/2015/03/09/the-ake-policy-brief/>

## 5. GESCI Research and Knowledge Products 2013

### External

- GESCI, African Knowledge Exchange (AKE) (2013) *Developing 21<sup>st</sup> Century Skills for Innovation and Enterprise: The role of informal learning environments in the development of 21<sup>st</sup> century skills for innovation and enterprise: A case study of the role of innovation hubs in the development of skills and aptitudes for the digital creative media industries.*
- GESCI-AKE (2013) *Policy Recommendations for Skills Development and Innovation in Africa,*

### Regional

Country needs analysis studies for African Leadership in ICT and the Knowledge Society (ALICT)

- **Eastern and Southern African Regions:** Botswana, Ethiopia, Kenya, Malawi, Mauritius, Mozambique, Namibia, Rwanda, South Africa, Tanzania, Uganda, Zambia
- **West African Region:** Niger, Ivory Coast, Senegal and Ghana
- Available at: <http://www.gesci.org/country-studies.html>

**Accumulative Research & Knowledge Products (RKPs) 2013 – 2016 = 23 RKPs**

### 4.5 Appendix 1: GESCI Organisational Evaluation Inception Report

### 4.6 Appendix 2: Compendium of Evaluation Tools

### 4.7 Appendix 3: Analysis of GESCI Achievements vs. Planned Targets

### 4.8 Appendix 4: Compendium of Evaluation Survey Feedback.