

ANNUAL REPORT

June 2012 - July 2013

gesci

Founded by UN ICT Task Force



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Foreword

There is now a strong awareness and appreciation of the important role that ICT can play in both development and in education. ICT has a very significant role in meeting many of the urgent and essential ingredients in providing universal primary education while also enhancing the quality of that provision. ICT incorporation and integration in education is a key driver of better quality teaching and learning. There are, of course, many benefits to be gained and improvements to be achieved through the incorporation of ICT in secondary, tertiary and technical and vocational education.

GESCI, through its work in many countries and with various institutions and governments, is in a pivotal place to assist with delivering on the promises embedded in both the Millennium Development Goals and Education For All initiatives through the use of ICT in education. Through the support of a number of governments, GESCI has been able to respond to these ICT-based opportunities and challenges and has developed and successfully implemented strategies for ICT integration in education in a number of countries.

In 2013 GESCI completed a very successful initiative in African leadership development in ICT for Knowledge Society development (ALICT) when 213 mid-to-high level government officials graduated with a Post Graduate Diploma in Leadership in ICT and Knowledge Society Development in Africa. This programme attracted huge interest in the 12 participating African countries and was seen as highly relevant to Africa's social and economic development. The programme is funded by the Finnish Ministry of Foreign Affairs and supported by the African Union Commission.

GESCI has worked successfully to adjust and clarify its mission and to respond to the ongoing challenges of reducing its cost base while maintaining its services to a high quality. From a consolidated base, GESCI now looks forward to a period of growth and development. We are particularly appreciative of the support of the Kenyan Government which has demonstrated their belief in GESCI ever since its establishment and with whom GESCI provides ongoing advice and support.

We are hugely appreciative of the donors and also of the governments with which we have worked over the past year. Finally, I fully appreciate and recognise the extent and quality of the work carried out by the CEO and by the staff in such a consistent manner throughout 2012/2013.



Chairman of the Board

Introduction

During the latter half of 2012 GESCI launched a second round of the African Leadership in ICT course. An unprecedented 650 applications were received from across the continent, from ministries of education, science and technology, communications, agriculture, and finance, from research institutions and parastatal bodies. Demand for the course is symptomatic of a critical lapse in knowledge society preparedness among public sector middle-to-senior managers who are seeking the leadership skills and knowledge to develop policies and plans that take account of rapid technological and social change. These future architects of knowledge society development are being capacitated by GESCI and the African Union to design coherent knowledge society related policies which take account of the whole policy eco-system including regulation, infrastructure, finance, human resource needs and cross-sectoral synergies. A new continent-wide leadership network is currently being built for Africa's public sector managers which will provide ALICT alumni with a platform through which they can remain on a leadership development trajectory by using and applying ALICT course content in Education, STI, ICT and Futures Thinking methodologies.

GESCI also formalised partnerships with globally and regionally important education agencies like the Association for the Development of Education in Africa (ADEA). The MoU with ADEA was signed in December 2012, and will enable joint collaboration on ICT in education initiatives.

The last 12 months also saw a series of projects successfully completed by GESCI's team of specialists and core staff. In Kenya GESCI continues to support the integration of ICT in teaching and learning by assisting with the development of such critical frameworks as the ICT competency standards for the Technical and Vocational Education and Training sector, the strategy for the development, evaluation and utilisation of digital learning resources in technical and vocational training, and ICT competency standards for tutors in secondary teacher training colleges. We have also supported the development of an online platform and model to support open and distance learning for education managers.

In Tanzania GESCI provided technical assistance to the monitoring and evaluation of projects to improve teacher competencies to use ICTs effectively for the teaching and learning of Mathematics, Science, and the English Language. In Ghana we have supported the provision of connectivity to almost 400 secondary schools, as part of a USAID funded project in partnership with the Ghana Education Services (GES). Teacher training in the use of ICT and the training of school ICT coordinators also forms part of the project.

INTRODUCTION

One of the highlights of 2013 was the completion of the African Knowledge Exchange (AKE) project, which included the graduation of 15 talented Kenyan youth from the AKE Digital Creative Media skills development course. Over the course of this 12 intensive training programme students produced a state-of-the-art body of digital creative media work in an informal collaborative learning environment, led by four young industry savvy DCM free-lancers from Kenya. The project demonstrated the pivotal role the arts can play in job creation and revenue generation. Another major objective of the course was to guide students through the end-to-end process of producing a finished DCM piece of work. The AKE annual skills development and innovation forum engaged policy makers, top educationists, ICT and knowledge society specialists, and experts from Africa and the international development community in a dialogue to identify practical means of enabling education systems to contribute more effectively to the development of inclusive knowledge societies. Outputs from the policy forum, including research findings and evaluations of innovations in the field were aggregated to inform the Ministry for Foreign Affairs of Finland and other development partners of trends, issues and developments in the area of knowledge society development in Africa. This knowledge will contribute to a better understanding of the practice, policies, challenges and successes of developing knowledge societies in Africa.

No introduction to this annual review would be complete without acknowledging the ALICT graduation and award ceremony which took place in Kenya's Great Rift Valley in early July 2013. The event marked the conclusion of the most successful and important programme that GESCI has implemented since its inception. The African Union and Dublin City University awarded 213 of Africa's future leaders with hard won graduate diplomas in African Leadership in ICT in Knowledge Society Development. With the blended learning leadership capacity model well and truly deemed a great success, the programme will be implemented on a much larger scale in 2014 across the African continent.

Delivering the programmes and projects that I have referred to confirms our belief that GESCI is contributing to the overall social and economic development of African Countries in ways that are seen as strategic, relevant and of real substance by those who participate or collaborate with us. Finally, I would like to pay tribute to our donors, to the governments with whom we work, to our staff, to the Board and the Members of GESCI.



Jerome Morrissey

CEO

Results Highlights



213 of Africa's future leaders graduate from the African Leadership in ICT (ALICT) Course at Kenya's Great Rift Valley on July 5th 2013.

RESULTS HIGHLIGHTS

213 future leaders graduate from the African Leadership in ICT Course

On Friday 5th July 2013 in one of the largest African Union Commission initiatives in professional development, 213 government and public sector officials from 12 African countries (and the AUC) graduated from a bespoke leadership course implemented by GESCI and titled African Leadership in ICT (ALICT) and Knowledge Society Development.

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External Evaluation confirms pivotal role GESCI is playing in Knowledge Society Development

A very positive and satisfying external evaluation of GESCI carried out in 2013 highlighted GESCI as a highly effective organisation in delivering programme and project outcomes in an efficient and very cost-effective manner.

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GESCI expands its board to add six new members

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Blazing a trail for the development of East Africa's Digital Creative Industry

Following a three month pioneering multidisciplinary course in digital creative media, 15 talented Kenyan youth graduated from what was a pioneering and ambitious skills development initiative in early 2013, with a spectacular portfolio of digital media content. The students produced this work after just 12 weeks of digital creative media skills development in an informal collaborative learning environment led by four young industry savvy DCM free-lancers from Kenya.

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The African Knowledge Exchange identifies new innovations in ICT for skills development and enterprise creation

The AKE policy innovation forum engaged a wide variety of innovation stakeholders in a debate on the critical link between skills development and education, and innovation and enterprise creation. One of the highlights of the forum held in January 2013 in Nairobi, Kenya, was the presentation of research on the use of technology, skills development, learning models for innovation and employment in the knowledge society.

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RESULTS HIGHLIGHTS

GESCI formalises partnerships with leading education agencies

GESCI signed an MoU with the Association for the Development of Education in Africa (ADEA) in December 2012 which will enable joint collaboration on ICT in education initiatives.

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The MasterCard Foundation provides new funding and an exciting new programme for GESCI

Following a rigorous and highly competitive application process, GESCI won the implementation contract for MasterCard's new Strengthening Innovation and Practice in Secondary Education (SIPSE) project in Kenya and Tanzania. The two-year project budget is \$0.5million USD.

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GESCI provides support to British Council and Microsoft initiatives

GESCI assisted the British Council with the planning and coordination of a large ICT in Education multi-stakeholder conference in July 2012 in Kenya's Rift Valley and conducted a large-scale evaluation of Microsoft's and the British Council's Badaliko education initiative.

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Tanzania Beyond Tomorrow

GESCI assisted the Tanzanian Ministry of Education to produce a visionary and comprehensive policy document for its e-Education Development Programme for Education and Training.

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Promoting an Understanding of the Knowledge Society

Due to the many misconceptions that exist about the key drivers of knowledge society development, GESCI considers advocacy for the advancement of knowledge societies in emerging economies as a key component of its work. The critical role between Science and Innovation, Technology and new Leadership needs to be better understood if advances in knowledge society development are to take place at an accelerated pace. In response to confusion and misconceptions about the knowledge society GESCI is playing a normative policy advocacy role in stimulating interest, understanding and critical debate on the development of knowledge societies.

While we do increasingly use social media for advocacy, reaching out to more and more stakeholders through twitter, facebook, Linked In and the GESCI website, we are often reminded that technology cannot replace personal networking and engagement with the issues. During 2012 and 2013, GESCI featured prominently at a number of high-profile events. At *e-Learning Africa*, which took place in Namibia, GESCI shared a stand with Namibia's Ministry of Education. Ms. Mary Hooker presented a paper on behalf of GESCI, and Ms. Patti Swarts, GESCI General Manager, was part of the Namibian government's steering committee for the conference, providing her expertise on behalf of GESCI to the conference's thematic content. At *IST-Africa 2013*, held in Nairobi, GESCI's CEO had a key speaking slot at the opening plenary session. GESCI's CEO delivered a keynote speech at the *UNESCO High-Level Policy Forum on ICT and Education For All - The Way Forward* in Paris in June 2013, and also presented at a UNESCO led national stakeholders meeting in Nairobi on the development of a national implementation strategy on ICT CFR (competency framework for teachers) and open education resources(OER). GESCI's CEO also participated at *The Joint Africa - EU Strategy (JAES)* at the AUC headquarters in June, and at the *e-Learning Innovations* conference in July 2013..

Leadership Voices



In an effort to support and motivate GESCI's key stakeholders, the ALICT alumni, SIPSE teachers and master trainers, and to demonstrate the positive impact our working is having on leaders at every level of education and training systems with which we are engaged, we go to great lengths to capture and share video footage of workshops, award ceremonies, graduations and other events that feature the leadership capacity building process for knowledge society development in action. These videos can be found on our Vimeo channel, website and ALICT alumni network on LinkedIn.

Eye on ICT blog

The Eye on ICT blog, which was launched in 2011 has gone from strength to strength and now regularly features contributions from ALICT alumni across Africa. Here, both GESCI experts and alumni, share their views on aspects of KS in a bite sized and topical format that also makes good use of social media.

Messaging

GESCI invests a great deal of effort in the design of its key messages to ensure they are accessible and easily understood by its stakeholders. Packaged in well designed formats, and in multiple languages, our literature, brochures, policy recommendations, presentations and reports are persuasive, well presented and eye-catching.

e-Updates

All of our programmes have a well designed e-Updates, sent at regular intervals to keep stakeholders updated on programme activities, achievements and challenges.



Leadership for the Knowledge Society

The African Leadership in ICT Programme



The African Leadership in ICT course is a flagship initiative of the African Union Commission (AUC). ALICT is supported by the Ministry of Foreign Affairs for Finland and implemented by GESCI. The aim of the ALICT course is to enhance leadership capacity for the advancement of knowledge societies across Africa. The course is based on experiential learning, with reflective practice and inquiry based learning embedded in every module. It is directly linked to workplace decision-making and the leadership roles of participants. ALICT is providing emerging and future leaders with an important opportunity to enhance their leadership skills before they become key architects of policies and strategic plans that will impact the lives of the citizens in East and Southern Africa in the future.



“Ever since I enrolled in the ALICT course my life has not been the same. The ALICT course opened my eyes to see a new world and to approach things differently. I must say that my attitudes have tremendously changed and the knowledge and skills I acquired have transformed me. I now look at things in futuristic approach and I have much hopes that Africa, unlike seen by other people will in future be the centre of world development.”

Francis Otto | PhD Student (Computer Science) University of Reading, and former Senior Higher Education Officer, National Higher Education Officer | Ministry of Higher Education, Uganda

These are leadership skills for inclusive knowledge societies, for the 21st Century, and for sustainable economic growth and increased social mobility. The second round of implementation for the ALICT course commenced in October 2012 and concluded with a lively graduation ceremony in the Rift Valley, Kenya, in July 2013. This successfully concluded Phase 1 of the ALICT course and demonstrated beyond doubt the feasibility and overwhelming success of a blended learning leadership capacity building model for Africa's public sector managers.

Expansion of ALICT

Due to overwhelming demand for the course, the opportunity to participate in Round 2 of ALICT was extended from five to eight countries. Close to 650 applications were received on a new online system which made the application process more accessible for prospective participants and drove up the numbers of those applying. Following a thorough evaluation and vetting process 203 participants were accepted onto the course.

Refining the course for a second round of delivery

Following a review of the first round of implementation of the ALICT course, which included carrying out course surveys and garnering feedback from tutoring and content development teams, the modular content was refined in several ways.

1. Analysis: An eight country situational and needs assessment enabled module developers to adjust content to the knowledge society contexts of round 2 countries.

2. Curriculum Mapping: The curriculum was remapped to meet new content requirements. This involved a review of high level objectives, proposed content and facilitation strategies to shape the refinement of each module in alignment with the course purpose and participant feedback.

3. Design: Design templates were updated to lay out content and learning pathways that ensure consistency through all modules - inclusive of suggestions for activities, interventions and tools for interactive and critical engagement of participants on the module concepts.

4. Production: More open access and free resources were identified and graphic and web design features enhanced. Tutoring guidelines were updated to capture lessons learned from round 1 of ALICT.

5. Delivery: A review of round 1 approaches to delivery of content was reviewed and course delivery recommendations enhanced the new tutoring and workshop plans and facilitation guidelines.



Dr. Elham M.A. Ibrahim, Commissioner, Infrastructure and Energy, AUC, awards an ALICT graduate with a Diploma in African Leadership in ICT for the Knowledge Society on July 5th at The Great Rift Valley

Course Accreditation and Opportunities for Further Study

The ALICT course was designed based on sound research, rigorous needs analyses and in accordance with best practices in leadership development worldwide. GESCI secured accreditation for ALICT at graduate diploma level (level 9) on the European Qualifications Framework from Dublin City University (DCU), an innovative and internationally reputable university in Ireland.

The ALICT course adheres to the same criteria, standards and practices applicable to graduate diplomas at university level. DCU faculty audited the course and vetted all tutoring staff credentials. As part of the quality assurance process DCU appointed an external examiner to review and verify the assessment and evaluation of student assignments and tasks in relation to the criteria and standards set by DCU. On the basis of the external examiner's review and findings all the participants that GESCI put forward for successful completion and graduation were approved, and now have the option of

pursuing masters programmes with DCU, which many are preparing to enroll in.

ALICT Graduation

On Friday 5th July 2013, in one of the largest African Union Commission (AUC) initiatives in professional development, 213 mid-to-senior level Government and public sector officials from eight African countries (and the AUC) gathered for the African Leadership in ICT graduation and award ceremony at the Great Rift Valley Lodge and golf Resort in Kenya. Presiding over the ceremony were some of Kenya's key ministry officials, the AUC's Commissioner for Infrastructure and Energy Dr. Elham M.A Ibrahim, Finland's Ambassador to Kenya, Ms. Sophie Emmesberger, President of Dublin City University, Professor Brian MacCraith, and GESCI CEO Mr. Jerome Morrissey.

"The gap between developed and under developed countries is decreased by the proper proliferation of knowledge. The African Leadership in ICT programme is one of the African Union's key initiatives contributing to the development of sustainable Knowledge Societies in Africa"

H.E. Dr. Elham M.A. Ibrahim,
Commissioner, Infrastructure and
Energy, AUC, speaking on July 5th
at the ALICT graduation and award
ceremony.

In his opening remarks, Mr. Morrissey, CEO of GESCI said, "This programme is building visioning, strategic planning, management, and policy making capacities of future leaders on how ICT can accelerate the growth of inclusive and sustainable Knowledge Societies in Africa."

Before receiving his hard earned diploma, John Temba, an ALICT Graduate and Head of ICT in Education at the Ministry of Education, Science & Technology, Kenya, commented,

"My professional skills in policy development and implementation have been considerably advanced. The futures thinking dimension will be very valuable in the ever-changing world of technology and its integration in education and in economic development."

The President of DCU, Professor Brian MacCraith, awarded 130 participants present with transcripts of their results for the Graduate Diploma in African Leadership in the Knowledge Society. Graduates from another five countries graduated in absentia. "For the first time in recent history, this continent has the means to effect real economic and social improvements for her people. This programme

will play a central part in these efforts . ALICT is about equipping public sector leaders with the skills to become change agents within their own ministries, agencies, cultures and norms. They will be able to turn economic growth and the potential of their people into innovation, social and economic progress. DCU is delighted to be accrediting this ground-breaking programme." Professor Brian McCraith, President of Dublin City University (DCU).

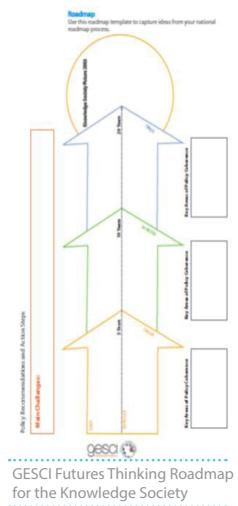
ALICT Results

At the end of the first phase of testing and implementation of the ALICT leadership capacity building model, the viability of the model for building the capacities of middle to senior level public leaders across Eastern and Southern Africa in the domains of leadership, and policy coherence for Knowledge Society development has been demonstrated. The results and impact of the first phase serve as validation of the feasibility of the model in that 213 African leaders were equipped with mastery of the Leadership Toolkit for the Knowledge Society.

The first phase of implementation shows the potential of this approach not only for national development, but also for regional cooperation and development. In this way the model has demonstrated its feasibility to contribute towards achieving the objectives of the ARAPKE and EU-AU P8. The replicability and scalability of the model has also been proven. The course started with five countries for cohort 1 and then it was successfully replicated and scaled-up to 12 countries in total by the end of phase 1 (Kenya participated twice) and included participants from the AUC.

Some of the most important results of the ALICT programme include:

- A well-developed curriculum and capacity building model for building capacity of African leaders on ICT, Education, STI and Knowledge Society issues.
- A multi-stakeholder platform bringing together private, public and civil society to create Knowledge Partnerships which contribute to building the capacity of African leaders.
- Capacities of selected African leaders built and appropriate model(s) for long term capacity building developed and tested.





“ The ALICT course gave me the platform to learn from other countries how they apply ICT in improving the livelihoods of people. It also highlights the importance of making ICT infrastructure accessible and affordable to all the citizens in order to give them a competitive edge and to encourage innovation. ”

Sarah Vranckx | Director of Vranckx Investments | Namibia

- Appropriate management, leadership, and project management skills built for the identification and leveraging of different opportunities for African regional cooperation in ICT, Education, STI and Knowledge Society development.
- An alumni network created to encourage and sustain the application of new leadership skills and knowledge society competencies acquired on the ALICT course.

The ALICT Alumni Network

The ALICT Alumni Network is one of the most important sustainability mechanisms built into the ALICT model. The network has been providing a means for ALICT graduates to continue engaging in peer-to-peer knowledge sharing across sectors, countries and regions, with a seamless transition from course participant to course graduate ensured. The absence of public sector specific leadership networks in Africa makes the ALICT alumni network an even more indispensable platform for the encouragement of on-going professional development, with a focus on the application of newly acquired leadership competencies, planning and futures thinking tools. The ALICT alumni network is a vital extension of the ALICT course, there to encourage, motivate and enable the full realisation of those leadership, planning and policy development competences acquired through the hard work and dedication of ALICT graduates.

ALICT e-Update

All ALICT alumni receive the ALICT e-update which guarantees that even those who are not yet members of the alumni network are kept engaged in the leadership transformation process and remain a part of the ALICT community.



The image shows a screenshot of an e-newsletter from gesci (Founded by UN ICT Task Force). The header features the gesci logo with the tagline 'Technology, Innovation, Education' and the text 'AFRICAN LEADERSHIP IN ICT'. Below the header is a photograph of four diverse professionals (three men and one woman) in business attire, engaged in a discussion around a table with laptops. The left sidebar contains a section titled 'Brushing up on Science, Technology and Innovation' with a sub-section about a LinkedIn debate. The right sidebar is titled 'In This Issue' and lists several topics including 'Brushing up on Science, Technology and Innovation', 'New Leadership Network', 'Lack of Science Capacity Threatens Continent's Development', 'Topping up your Leadership Skills', and 'Key Graphs from the Global Monitoring Report 2012 - Youth and Skills Putting Education to Work'.

In This Issue

- Brushing up on Science, Technology and Innovation
- New Leadership Network
- Lack of Science Capacity Threatens Continent's Development'
- Topping up your Leadership Skills
- Key Graphs from the Global Monitoring Report 2012 - Youth and Skills Putting Education to Work

Monitoring

The number of participants viewing and clicking on e-updates (and what they are clicking on) is monitored from Campaign Monitor and allows greater tailoring of content to suit the information needs of participants.

Spreading the Message

The future of African Leadership is here.....

The development of a communications strategy that supports each phase of course implementation from the design of course information, and participant recruitment, to awareness raising, annual reporting, graduation, and alumni network management, has been an important component of the successful implementation of the second phase of the ALICT course.

The ALICT communications strategy has sought to present an accurate impression of the ALICT course as highly professional and customised to the African leadership and knowledge society context, aspirational in nature and designed to the highest academic and professional standards.

Every effort was made to inform potential participants about ALICT: course relevance and benefits; course structure; and application procedures. The strategy also sought to communicate course progress, successes and outcomes to public sector employees and governments across Africa and wider AUC and GESCI stakeholders.

This has been achieved through:

Branding: An image of the ALICT programme is created to convey a highly professional, innovative, pioneering, technology centered leadership development course, employing aspirational images of African professionals using technology, as well as futuristic motifs of science, innovation, education and ICT.

Language: The language of ALICT is constructed to communicate the uniqueness of the programme in terms of its very African perspective on Knowledge Society, integrating leadership, policy coherence and futures thinking themes.

Traditional Communications: Conferences, talks and workshops have proved an excellent means of spreading information about the ALICT course.

ALICT Promotional Material: Professionally designed brochures were developed in several languages (English, Arabic, French and Portuguese) to aid in the dissemination of course information.



Media Coverage: Media coverage was secured at key junctures in Kenya, East Africa and in donor countries. This included the recruitment drive and graduation.

Social Media: All recommendations, research and news of events were released on twitter, LinkedIn and Facebook, where GESCI has accounts.

Website: All information pertaining to the ALICT course is housed on the GESCI website.

Video and Photography: Video and photography were used to reinforce the sense of community among the ALICT alumni and to motivate participants to complete the course. Picture and video galleries were created and shared on the alumni network, through the e-updates and the website.



Integrating ICT in Education and Training

One of GESCI's central services is providing technical support to governments on the effective use and integration of technology in order to improve the quality of both teaching and learning. During the period under review, GESCI worked on various projects, ranging from increasing access to ICT in secondary schools, and carrying out needs assessments for regional public private partnerships for ICT integration in schools, to projects aimed at invigorating science, maths and English language teaching in secondary schools in East Africa. Whether a pilot project, multi-stakeholder partnership, or major government led initiative, GESCI approaches every new ICT integration intervention with absolute commitment to enhancing the capacity of the teachers, lecturers and instructors to improve the quality of teaching and learning in the education and training systems in which they work.

Increasing Access to ICT in Secondary Schools in Ghana

The Ghana Senior High Schools Connectivity Project was created with the sole purpose of increasing access to information and communication technology education for students in Ghana by providing and supporting internet connectivity to SHS in Ghana. The project concluded successfully in July 2013 having achieved the following:

- Internet connectivity has been installed in 377 schools out of 400 (94%)
- 400 servers were deployed in all the 400 schools
- 336 (84%) out of the targeted 400 ICT school-based technicians were trained
- 526 (62.9%) Math, English and Integrated Science (MEIS) teachers across Ghanaian SHS in ICT Integration in the said subjects were trained
- Development of a digital content evaluation framework was completed
- Identification, evaluation, and uploading of Digital Learning Resources was completed
- Development and evaluation of ICT Integrated lesson plans was completed



**The MasterCard
Foundation**

Strengthening Innovation and Practice in Secondary Education (SIPSE)

Poor student performance in Science Technology, English and Mathematics (STEM) is in many developing countries one consequence of poor teaching in these subjects. Education must be made relevant to the needs of a 21st century society, and teachers are key to realising this objective. The SIPSE project, which was launched in June 2013 pilots the innovative use of ICTs to train secondary school teachers to improve their pedagogical skills and ability to integrate ICT into their teaching practice.

The SIPSE project addresses two key challenges:

- a) The poor quality of teaching and learning in secondary schools, reflected by poor student performance in Science Technology, English and Mathematics (STEM).
- b) The need to make education relevant to the needs of 21st century learners by preparing them for successful working lives- whether through regular employer recruitment or by applying the entrepreneurial and enterprise skills and know-how acquired.

Expected end-of-project outcome:

In total 12 teacher trainers and 120 teachers from 20 schools will be trained in the two project countries.

Intended long-term Project Impact:

Downstream, thousands of students will benefit from improved teacher competencies and new learning materials from the four beacon and 16 general project schools across the two countries.

The project general and beacon schools will be carefully monitored to determine what works and under what condition and how technology plays a part in improving teaching and learning. This information will be valuable to stakeholders including governments and donors who are investing in technology in schools. The lessons learned will ensure that these investments being made are not wasted.

Developing Skills for the Knowledge Economy

African Knowledge Exchange: ICTs, skills development and employment for an Inclusive Knowledge Society



A presentation of student work from the AKE Creative Digital Media Course at Alliance Francaise, Nairobi, February 2013

The African Knowledge Exchange (AKE) is a knowledge partnership between the Ministry for Foreign Affairs of Finland and GESCI and focuses on the use of technology in skills development and learning models for innovation and employment in knowledge societies. The overall goal of the AKE is to demonstrate the critical link between skills development / learning and innovation and enterprise as a requirement for knowledge society development.

The project also focuses on investigating how digital creative media skills are, and could be, developed in Eastern and Southern Africa. As learning takes place and information is used to create knowledge, the AKE project seeks to answer questions such as:

- What is the role of informal learning environments?
- What is the role of ICT tools in the learning process?
- What is the role of innovation hubs and incubators in accelerating the learning and innovation process?

The project consists of:

- The AKE Research Competition
- The AKE Digital Creative Media Course for Kenyan Youth
- AKE Innovation Policy Forum

African Knowledge Exchange Research Competition

The AKE research competition was designed to uncover and highlight research that looks at the role of technology in skills development for innovation and employment in Eastern and Southern Africa.

Focusing on the use of technology in skills development and learning models for innovation and employment the competition identified four sub-themes:

1. The role of ICT and informal learning environments for innovation and employment
2. Innovation hubs and incubators as catalysts for learning and innovation
3. ICT-enabled skills development and learning models in the knowledge society
4. Skills development for digital culture and creative industries



A Ms. Shikoh Gitau won the research competition with her project, *Designing Ummeli*. Ummeli is an Nguni word for mediator or bridge. The Ummeli platform that constitutes the centre of the research by Ms. Gitau, was created as a technological mediator to connect young people from marginalised communities in Cape Town to employment opportunities through their mobile phones – enabling them to create CVs, browse and apply for employment online at affordable costs (see Designing Ummeli portal at: <http://www.ummeli.com>). Ummeli growth was spread by word of mouth, and even outgrew the research control community to the whole of the cape flats.

Mr. Jerome Morrissey congratulates Ms. Shikoh Gitau on winning the AKE Research Competition

Working closely with groups of unemployed people to identify their greatest challenges in applying and securing work, Ms. Gitau married this to information she collected on employers' hiring needs, which enabled her to support job applicants in the creation of CVs online. Ms. Gitau said that the model would only be scalable with investment from private or government partners.

Ms. Gitau received a monthly stipend of 2,000 Euros for three months to enable her to transform the theoretical research into a practical project that can demonstrate visible change and be scaled to a regional or national main streaming intervention. In addition, Ms. Gitau also received mentorship from GESCI's senior specialists during the three month period. Ms. Gitau also had the opportunity to present her research at the Africa Knowledge Exchange Innovation Forum in Nairobi in January 2013 where she gained considerable exposure to African and International stakeholders active in the field of ICT, innovation and skills development.



Research

Collaboration for innovation: creative minds from Ireland and Kenya launch a new course in Digital Creative Media in Nairobi

Nairobi's Kenya Institute of Education (KIE) was the setting last November for the launch of the African Knowledge Exchange Digital Creative Media course. Here 15 aspiring

young digital creatives gathered daily with experts and tutors in animation, graphic design, gaming and apps development, and digital music production for 12 weeks to be furnished with the kind of digital creative media skills that knowledge intensive industries now demand, both in Kenya and beyond.

The practical initiative, which is the brain child of GESCI, is funded by the Ministry for Foreign Affairs of Finland, and hosted by KIE. It designed by experts from Ireland's Ballyfermot College of Further and Higher Education, which is renowned for the outstanding quality of its courses, having produced graduates who have excelled both nationally and internationally in a range of creative disciplines.

In February 2013, after three months of collaborative and innovative work on gaming and apps, digital music production, graphic design and animation, the students gathered at Alliance Francaise, Nairobi, to show-case an impressive display of work. It didn't follow the usual graduation ceremony format. There were no esteemed academics present, robes, parchment, wall hangings of student final projects or long formal speeches. What was presented was an enthralling series of show reels of new digitally produced music, a mobile device puzzle game with touch screen controls, an Afro-contemporary fusion animation feature, and Afro-futuristic graphics and new imagery.

The students produced this work after just 12 weeks of digital creative media skills development in an informal collaborative learning environment led by four young industry savvy DCM free-lancers from Kenya.



The arts can play a pivotal role in job creation and revenue generation. Ireland is an example of a country that went from digital cultural obscurity in the early 90s to being the second biggest animation producer in the world today. Kenya can do the same by encouraging the development of digital creative media skills so that Kenya's cultural industries have the human resources required to develop.

Jerome Morrissey GESCI CEO speaking at the AKE Innovation Forum, January 2013

Jerome Morrissey, an advocate for the mobilisation of Kenya's digital cultural industry, opened the graduation event by stressing the pivotal role the arts can play in job creation and revenue generation. Citing Ireland as an example of a country that went from digital cultural obscurity in the early 90s to being the second biggest animation producer in the world today, Mr. Morrissey encouraged the development of digital creative media skills in Kenya so that the cultural industries have the human resources required to develop. Mr. Morrissey congratulated the students and Kenyan tutors for their hard work, and commitment to what was a pioneering and ambitious skills development initiative. He talked about how impressed he was by the talent and ingenuity exercised by the students, and that he was confident they would go on to have successful DCM careers in Kenya and across the region. Another major objective of the course was to guide students through the end-to-end process of producing a finished DCM piece of work. Through a process of cross-collaboration of DCM skills, each of the four groups (animation, gaming, digital music, and graphics/new imagery) lent their skills to the other groups to complete the final projects, thus simulating real-life end-to-end DCM work. Almost all students who graduated from the course have since secured work in Kenya's DCM industry and some have started their own creative enterprises.



A Ilan Mwaniki Animation Tutor with AKE Animation students

The AKE Innovation Policy Forum

In January 2013 at Nairobi's Kenya Institute of Education (KIE), policy makers and researchers convened to meet some of the great talent driving Africa's creative digital media industry to discuss how policy can be better developed and implemented to nurture innovation, entrepreneurship and enterprise in Africa. The two day event titled, *Forum for an Inclusive Policy Environment for Innovation, Youth Skills Development, Entrepreneurship and Enterprise*, was hosted by GESCI and the Ministry for Foreign Affairs of Finland and convened experts on ICT, Education and Science, Technology and Innovation from ministries across several African countries. Joining them were advisers from Finland's South African and Kenyan embassies, leading policy specialists from UNESCO, UNICEF and USAID, entrepreneurs, cultural media proponents, and technologists.

The goal of the forum was to bring together a cross-section of stakeholders from government and the private sector to discuss the critical link between skills development and learning, innovation, entrepreneurship and enterprise and how a supportive policy environment is a requirement for knowledge society development.

GESCI staff presented ICT research from the AKE project conducted in Ethiopia, Kenya, Mozambique, Tanzania and Zambia, and experts from the Ministry for Foreign Ministry of Finland made presentations on "ICT's for an inclusive knowledge society". GESCI's research presented those present with challenges and opportunities as experienced by East African innovators and entrepreneurs within the current policy ecosystem. The panel discussion with distinguished peers gave guests the opportunity to respond to the discussions of the day and also gave them opportunities for knowledge sharing with their peers and experts.

Tanzania Beyond Tomorrow (TBT) e-Education Programme

The TBT e-Education Programme for Education and Training aims at coordinating the integration of ICTs across the entire education and training sector for the effective use of ICTs in the delivery of Education in order to transform the country into a knowledge society. GESCI at the request of Sida and the Ministry of Education revised the TBT strategy to reflect new challenges and priorities. GESCI facilitated a multi-stakeholder partnership with schools, ministries, the private sector, policy-makers and planners to produce a strategy that will act as a guiding framework for coordinating ICT efforts in Tanzania.

Operational Relevance and New Programme Development

GESCI has consistently sought to research and develop new ideas, projects and innovative proposals. This is a key priority for GESCI. In the context of ever-improving technologies and potential new applications, in order to achieve our objective of being a cutting-edge organisation, in relation to the incorporation of digital technologies and new media across several disciplines and in Government ministries, GESCI is expanding and broadening its donor base.

New Strategy

The board of directors approved a new three year strategy for GESCI that will take the organisation to 216. The strategy, which identifies the main drivers of GESCI's operations was designed by GESCI's management and covers goals, policies and a realistic action plan. Supporting leadership development at all levels of National government and its agencies in ICT and Knowledge Society development is now a central feature of GESCI provision. The strategy is broad enough to holistically lead to a high performance organisation in the midterm, but also narrow enough to indicate the short term concrete steps. We have just begun to implement the strategy, identifying internal capacity building requirements for fundraising, innovation and education, to name a number of key areas of focus. In addition, over the next three years GESCI will focus on expanding its base of donor partners, focus on the countries with already developed successful projects, mainly Anglophone Africa, and expand geographical presence both in Anglophone and Francophone Africa, as well as Asia Pacific and Latin America and the Caribbean; Increase interventions aiming at: teachers and teacher training institutions, ICT-enabled enhancements to learning in schools and in technical/vocational skills development centres community learning environments.

Broadening the Funding Base

At the beginning of 2012 we started to test the new business model with mixed results. A since commissioned donor strategy is beginning to help us to better focus our efforts on particular donor priorities and development objectives. During the year we have interacted with all major donors in Kenya and reached out to local embassies of our existing donor countries. We have also engaged with our partner countries to identify and jointly seek funding and have begun to engage the private sector. Our experience so far indicates that communication and relationship building are key stages in successful fund raising. However, we have learnt that programme development leading to secured funding has a long lead time, typically up to 12 months. Having core funding is crucial in maintaining our cutting –edge focus and it provides some seed funding for demonstration, exploration and innovation.

Two new funded programmes were secured in 2012/2013:

- A MasterCard funded programme for strengthening innovation in secondary education in Tanzania and Kenya.
- A revival of the African Knowledge Exchange program funded by the Government of Finland.

Streamlining GESCI Operations

One consequence of the new funding business model has been a reorganisation and orientation towards a project-based organisational structure. This has meant putting in place human resource planning, allocation and tracking systems. This resource planning process has been introduced to ensure that GESCI staff resources are used efficiently across all the organisation's on-going programmes for high qualitative programme delivery. This internal reorientation together with the adoption of Results Based Management approaches has been paying dividends in the form of focus on deliverables, better project management, a heightened awareness of staff time-as-money, improved efficiency in terms of reduced time to deliver on certain project aspects and a keen interest in looking for opportunities for partnerships.

Research & Innovation

A Seven Country Needs Analysis on the Knowledge Society

Seven country studies that detail the state of knowledge society development in Zambia, Namibia, Uganda, Rwanda, Ethiopia, Malawi and Mozambique were developed to support the modular enhancement of the ALICT course. The purpose of the study series was to define the learning needs and capacity gaps of African leaders in ICTs and the Knowledge Society on the basis of a consultation and survey processes conducted in the selected four countries. The seven surveys focused on examining each country's own priorities, needs, gaps and opportunities in terms of data, policies, capacities, institutional structures and finance, as well as national development strategies, plans and initiatives on the Knowledge Society (KS) and its pillars of Education, Information and Communication Technologies (ICT) and Science, Technology & Innovation (STI).

African Knowledge Exchange Research

The AKE research study, performed by GESCI and Neil Butcher with associates, titled *Development of 21st Century Skills for Innovation and Enterprise: Exploring the role of Informal Learning Environments in the Development of Skills and Aptitudes for the Digital Creative Media Industries* was completed in January 2013. GESCI conducted the desk and field research.



The latter was conducted in Finnish priority countries such as Kenya, Mozambique and Ethiopia. The study looked at existing literature and existing practices to identify lessons learned and to propose new solutions to identified challenges.

The research study provided a solid understanding of the digital creative media industry (DCM) in the region which the AKE policy forum and also guided the curriculum.

OPERATIONAL RELEVANCE AND NEW PROGRAMME DEVELOPMENT

The research study was disseminated through GESCI's international network of partners and the wider development community. The research not only gave GESCI the necessary information to understand and influence the DCM industry, but also, through the policy forum, connected many of the stakeholders working on similar initiatives in East Africa. The report is available on the GESCI website.

Education Transformation Project - An Intel Project

Intel is researching best practices, policy implications and the value of ICT transformation through its Education Transformation Research project that studies the integration of technology into educational settings across Intel deployed eLearning settings. Intel requested GESCI's technical assistance with ethnographic / qualitative research to work in collaboration with Intel country teams, to carry out Phase 1 of its project in Kenya. The Phase 1 research focused on conducting qualitative interviews with a range of education technology programme implementers and stakeholders affiliated to the "Spark a Child's Digital Future" (SCDF Kenya) project initiative. GESCI experts worked in close coordination with INTEL researchers, leading, facilitating and guiding the local research team in covering all of the Phase 1 research tasks and activities. GESCI successfully delivered all assigned project outputs on May 15th 2013 as per the project deadline.



African Union
a United and Strong Africa



Management and Governance

In 2012 and 2013 GESCI committed itself to increasing the efficiency and effectiveness of the organisation through a number of strategies including streamlining policies, developing a new organisational constitution, submitting to an independent evaluation of its activities and developing a new three year organisational strategy. The further refinement of a Results Based Management (RBM) system and adopting a new board representative of GESCI stakeholders were also major strategies implemented to enhance the management and governance systems of the organisation. These strategies also sought to make GESCI more sustainable and efficient and an accountable organisation to all of its stakeholders.

Monitoring, Evaluation and Results Based Management

GESCI has aligned its planning, monitoring and evaluation (PME) framework to a Results Based Management approach based on a fusion of the Logframe (technical) and Outcome Mapping (behavioural) methodologies. The LFA/OM framework combines the best of a number of approaches to enrich the PME process. It enables us to take a results based approach to program management through the consistent monitoring of measurable indicators and consequential adjustment of program design throughout the program cycle to realise program objectives. GESCI continues to narrow the gap between implementation and achieving results. The results based management system has been finely tuned to meet GESCI's needs as evidenced by better planning (and shorter planning cycles), management and reporting structures that ensure Outcome Mapping is fully integrated in all internal practice and programs. We now conduct monthly

and quarterly reviews as part of programme and organisational management and the reviews feedback into strengthening the programmes by identifying and removing barriers to successful programme implementation.

Consistent review of indicators allows managers to easily tweak and adapt strategies throughout the programme cycle to realise programme objectives. Tools such as outcome, strategic and organisational performance journals build layers of accountability from the field level right up to senior management.

Organisational programmes/ projects are organised into 3-monthly/6-monthly monitoring cycles. Data collection involves formal processes with specified data collection tools (e.g.. online time task monthly reporting, online quarterly outcome and strategy journal quarterly reporting) and informal processes (e.g. informal observations and consultations during field work engagements).

Organisational development

GESCI's new strategic plan for the period 2012 – 2016 has been approved by GESCI's board. The Board of Directors have reviewed the draft and provided feedback to the management team which will be incorporated in the next version to be presented to the Board for approval

In 2013 GESCI updated all of its internal policies to ensure that we are adhering to best practice across all of our operations. Here are list of our updated policies:

GESCI Financial Policies and Procedure Manual

GESCI Anti-corruption Policy

GESCI Procurement Guidelines

GESCI Travel Policy

GESCI Gender and Inclusive ICT Policy

Governance and Legal Structure

GESCI in Kenya is governed by a constitution. GESCI has a number of Members, who provide a broad representation of the stakeholders in the organisation. The Board met regularly throughout the year to oversee and direct the activities of the organisation and to receive reports on its progress. GESCI held a meeting of the Board on 17th May 2013 which included six new members. The full boards now includes:

- Mr. Ahlin Byll Cataria, Executive secretary of ADEA (Association for the Development of Education in Africa)
- Ms. Ms. Anna Margaretha Esterhuysen, Executive Director of the Association of for Progressive Communications, South Africa
- Dr. Hye Kyung Yang is Principal researcher, Global Education Planning Centre at Korea Education, Research and Information Service (KERIS)
- Dr. Raymond Myers is a Senior Programme Analyst in the Office of Educational Technology (OET) at the U.S. Department of Education
- Mr. Matti Sinko, Alto University Helsinki, Finland
- Ms. Trudi van Wyk, is the Director of ICT the Ministry of Education in South Africa
- Mr. Brendan Tuohy, Chairman of the Board of Directors
- Mr. Joseph Okelo, Treasurer

Independent Evaluation

In 2012 GESCI underwent an evaluation by a team of independent evaluators who are familiar with GESCI outputs, have extensive experience of the development sector and are experts in ICT for development. The evaluation measured relevance, effectiveness, efficiency, sustainability, impact, accountability and transparency. The evaluation found that very positive changes could be attributed to GESCI activities. These included causal relationships between GESCI programme activities and the recipient countries. The report states that the delivery of the programmes and activities between 2009 and 2012, have contributed to making a difference to the human and institutional capacities of the recipient countries.

The evaluation found that most contributions to positive changes were in the form of strategic advice for ICT4E and ICT4D policy and strategy development, and implementation, including capacity building. In

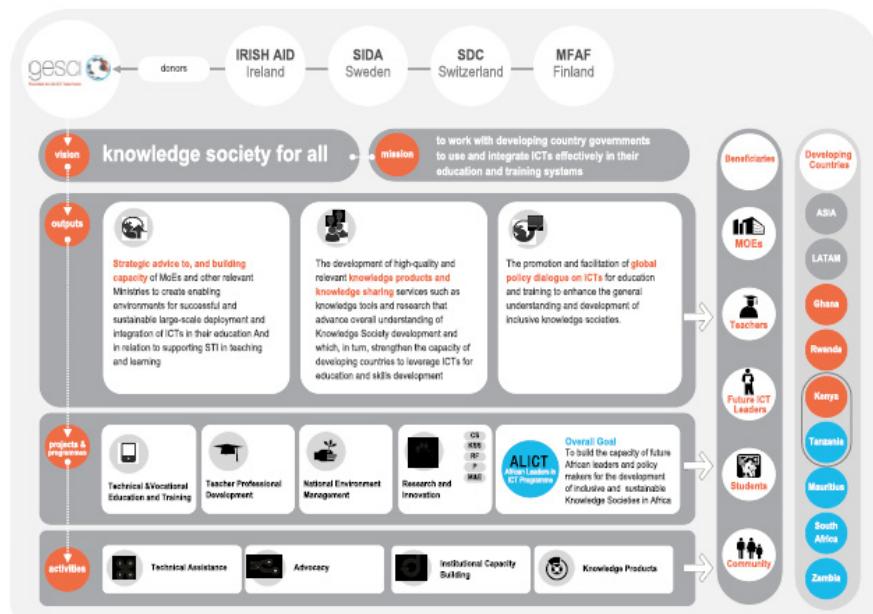


Figure 1 GESCI evaluation framework

terms of relevance the evaluation concluded that GESCI activities were highly satisfactory, with ALICT being singled out for particular praise. The report also found GESCI activities to be highly effective, with overall achievement of targets for period the 2009-2012 scoring 94%. In terms of GESCI's contribution to improving institutional performance and individual and group behaviour changes, GESCI was rated as highly satisfactory.

In summary the external evaluation found that all areas reviewed have shown positive results and full achievement of expected outputs. In particular, ALICT was found to have achieved high impact in terms of individual capacity building, with high degree of accountability and transparency. The evaluation found only one or two minor shortcomings, the main one being the sustainability evaluation criteria, which the evaluation suggested presents a moderate risk. GESCI has since addressed some of this risk by widening its donor base.

Risk management

GESCI programmes and activities are underpinned by solid internal structures to ensure that resources are used effectively and efficiently. Programmes are managed through regular planning, reporting and evaluation in accordance with the strategic plan and our Results Based Management approach discussed above. Financial risk is minimised through close monitoring of income and expenditure, avoidance of foreign exchange exposure and retention of funds in capital-secure investments only.

GESCI acknowledges with gratitude the support of its donors without whom we would not be able to carry out or continue our work.

FINANCIAL AND OPERATIONAL REVIEW FOR
THE YEAR ENDING 31st July 2013

Financial and Operational Review for the year ending July 31st 2013

Funding

GESCI is primarily funded by the governments of Finland, Sweden, MasterCard Foundation and other specific project funding partners.

Financial results for the year

Income for the 12 months to June 30th 2013 was approximately €1.33 million. Expenditure for the same 12months was approximately €1.69 million and closing funds at 30th June 2013 (cash at Bank) was €0.89 million. As a non-profit organisation, GESCI manages its expenditure prudently within its available resources.

Outlook for the coming year

In July 2013 GESCI signed two new contracts with €.25 million coming from the Ministry of Foreign Affairs of Finland for a one year funding to support African Knowledge Exchange and approximately over € 2 million grant from The Swedish International Development Cooperation Agency (Sida) on core support to GESCI.

FINANCIAL AND OPERATIONAL REVIEW FOR
THE YEAR ENDING 30th JUNE 2012

In summary, as with any non-profit organisation, GESCI depends on the on-going support of its donors and partners in order to continue its activities and achieve its objectives. GESCI will continue its efforts to broaden and diversify the income base and will continue to monitor income and expenditure closely to ensure the on-going success and stability of the organisation.

Below is a summary of the financial results over a 24 month period running to June 2013

Donors	July 2010-June 2012 (24 Months)	July 2012-June 2013 (12months)	July 2011 -June 2012 (12 months)
Swedish International Development Cooperation Agency (Sida)	€ 1,649,335		€ 1,104,175
Ministry of Foreign Affairs of Finland -AKE	245,965		245,965
Ministry of Foreign Affairs of Finland -ALICT	2,000,000	1,000,000	1,000,000
Swiss Agency for Development and Cooperation (SDC)	15,506		
Embassy of Finland, South Africa	10,000		
World bank	36,295		
SIDA-MoEVT Funds	47,274		47,274
British Council		10,166	
Master Card Foundation		205,553	
Ghana USAID Project		104,625	
GESCI Ireland (various Donors)	4,004,375	1,320,344	109,461
			2,506,875

The Way Forward

As GESCI looks to the future, the world is evolving and changing rapidly. The demands on GESCI's expertise are growing as ICTs pervade society making the effective and innovative use of information to create new knowledge a critical component of development. At the same time, education systems globally face unprecedented pressure to deliver equitable access of high quality and relevant education to all members of society – advantaged and disadvantaged, rural and urban. Increasingly, the well-planned incorporation of digital technologies is being regarded as an essential part of the solution to these challenges and reforms.

To position ourselves to be increasingly useful in this future landscape we are developing a new Strategic Plan for the period 2013-2016. This strategy will seek to consolidate our successes to-date by continuing to provide strategic advisory services to governments and MoEs to develop strategies and policies for ICT integration, together with capacity building for policy makers and ICT monitoring and evaluation, as we have learned that these activities have some of the greatest impact at an individual and institutional level. Enhancing the capacity of future leaders to develop and implement policies that address issues of relevance, access and quality in the delivery of education and training will continue to remain a key area of engagement for us, as it is by equipping the architects of policies and plans with new leadership skills that builds institutional capacity in turn. We will also keep learning from our challenges and position ourselves to exploit the new opportunities that we see emerging – chiefly, but not exclusively, through the advent of innovative and increasingly accessible digital technologies. The strategy will be developed in consultation with our partners including the developing countries, donors, civil society and the private sector.

THE WAY FORWARD

Among these opportunities, we can already mention four that are increasingly being brought to the attention of GESCI by its partners and which we have already identified as rich areas for successful interventions

- The first opportunity is to assist countries to operationalise their strategies. GESCI has focused mostly on assisting countries to develop ICT-related plans and strategies and in building capacities to do so. However, our partners have made it clear that our support throughout the implementation phases is also vital and is now required. This means employing our expertise to assist countries in areas such as teacher professional development, digital learning resources, internet –related issues and technology solution design.
- Growing interest in technical and vocational education and the recognition of the role of ICTs and in particular the critical need to develop creative ICT and media is likely to see an increasing demand for GESCI's services in this area.
- The rapid uptake of mobile technology and increasing availability of mobile broadband internet in Africa and other developing regions means that GESCI can finally look at sustainable interventions in the use of ICTs for community development. In this sphere, GESCI is considering promoting access to learning opportunities for communities through non-formal community-driven learning and access to information and knowledge.
- The capacity and leadership gap in Africa and other developing countries is still a big challenge. GESCI will continue to draw on its experience to build the institutional and leadership capacities of developing countries.
- GESCI is recognised for conducting accurate and valuable needs assessments. ICT capacity audits, base line studies, and e-readiness surveys will remain one of the central services our partners can avail of. We will be devoting more resources to refining these knowledge products and to developing new ones going forward.

ASSESSMENT OF OUTPUTS AND RESULTS FOR

June 2012- July 2013

ASSESSMENT OF OUTPUTS AND RESULTS FOR JUNE 2012-JULY 2013

Assessment of Outputs and Results for June 2012 - July 2013

OUTPUT 1	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
1. Increased institutional capacity of countries to effectively deploy, use and integrate ICTs in education and training within the broader framework of developing knowledge societies (focus is on major pillars of Education, ICTs, Science and Technology and Innovation)	Number of countries with a comprehensive, education driven ICT in Education/ Skills Development policy and GESCI support and inputs to ICT implementation strategies	Target 4	Target 5	Target 6	Overall Target - 6 Overall Result - 4

Progress made: Little progress achieved in this area up to June 2013 due to changing nature of GESCI's work and evolving demand for GESCI's services which does not include direct support with policy development. However, overall GESCI has provided support to four countries in this area.

Milestone for June 2011: Achieved with development of ICT in Education policy for Rwanda

Milestone for June 2012: In the period July 2011 to June 2012, we did not develop any new policies. We have noted that many countries are more interested in having an ICT strategy or master plan for education rather than a separate policy and many are even more interested in operationalizing their strategic plans and policies. This is because most countries' education policies have been updated to include ICTs and many more countries now have ICT strategies for education either as a stand-alone strategy or as part of the national ICT strategy. This means that our efforts have been required on the strategy front and mostly to assist countries operationalize and implement their strategies.

Milestone for June 2013: The nature of the demand for GESCI's services has evolved from what it was in 2010. Most ministries of Education and Higher Education require support translating existing policies into implementable strategies and plans. Developing realistic, actionable and implementable strategic plans, which take account of existing human resource capacity to fulfil policy objectives, is where governments need immediate support. GESCI has been concentrating its efforts on providing this kind of technical assistance over and above policy development facilitation, and with a great degree of success. Demand for this type of service continues to grow.

The British Council requested GESCI's technical assistance in July 2012 to prepare for and facilitate a policy dialogue process between

OUTPUT 1	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
1. Increased institutional capacity of countries to effectively deploy, use and integrate ICTs in education and training within the broader framework of developing knowledge societies (focus is on major pillars of Education, ICTs, Science and Technology and Innovation)	<p>Number of countries with a comprehensive, education driven ICT in Education/ Skills Development policy and GESCI support and inputs to ICT implementation strategies</p> <p>Progress made: Little progress achieved in this area up to June 2013 due to changing nature of GESCI's work and evolving demand for GESCI's services which does not include direct support with policy development. However, overall GESCI has provided support to four countries in this area.</p> <p>Milestone for June 2011: Achieved with development of ICT in Education policy for Rwanda</p> <p>Milestone for June 2012: In the period July 2011 to June 2012, we did not develop any new policies. We have noted that many countries are more interested in having an ICT strategy or master plan for education rather than a separate policy and many are even more interested in operationalizing their strategic plans and policies. This is because most countries' education policies have been updated to include ICTs and many more countries now have ICT strategies for education either as a stand-alone strategy or as part of the national ICT strategy. This means that our efforts have been required on the strategy front and mostly to assist countries operationalize and implement their strategies.</p> <p>Milestone for June 2013: The nature of the demand for GESCI's services has evolved from what it was in 2010. Most ministries of Education and Higher Education require support translating existing policies into implementable strategies and plans. Developing realistic, actionable and implementable strategic plans, which take account of existing human resource capacity to fulfil policy objectives, is where governments need immediate support. GESCI has been concentrating its efforts on providing this kind of technical assistance over and above policy development facilitation, and with a great degree of success. Demand for this type of service continues to grow.</p> <p>The British Council requested GESCI's technical assistance in July 2012 to prepare for and facilitate a policy dialogue process between</p>	Target 4	Target 5	Target 6	Overall Target - 6 Overall Result - 4

ASSESSMENT OF OUTPUTS AND RESULTS
FOR June 2012-July 2013

	<p>2012 to prepare for and facilitate a policy dialogue process between the ministers, education policy leaders, corporates and development agencies across Kenya to explore how to operationalise the government's national ICT in Education strategy, review the progress made to-date, document the lessons learnt and develop mitigation strategies in order to address the challenges encountered during its implementation. The workshop took place August 22nd to 24th 2012 in Naivasha. The policy dialogue process produced a series of recommendations which have been made available by the British Council to all stakeholders through the Workshop Report.</p>				
Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013	
Number of countries with strategy/master plan with time frame and budget for implementing policy on ICTs in Education and Skills Development	Target 1	Target 1	Target 2	Overall Target 2 Overall Result - 4	
Progress made: Overall Target as of June 2013 exceeded					
<p>Milestone for June 2011: Achieved with development of strategy and implementation for ICTs in Education in Rwanda and with crafting of strategy and plan for technology and skills development in Ghana which has attracted over \$100 million in donor funding for Ghana.</p> <p>Milestone for June 2012: In period 2011-2012, we have supported Ghana's Ministry of Education to finalize their ICT in Education strategy. We also embarked on assisting Kenya develop an ICT integration strategy for the vocational and skills development sector in Kenya. The work in Ghana is mostly completed while the work in Kenya will be completed by June 2012.</p> <p>In both cases, GESCI provided technical and strategic input into the plan, coordinated stakeholders and sponsored some stakeholder workshops.</p>					

		Milestone for June 2013: Kenya: The final consolidation of Kenya's ICT in Education strategy in TIVET for the Ministries of Higher Education, Science and Technology and Youth and Sports was completed in May 2013. GESCI facilitated the multi-stakeholder process and provided technical assistance during the development of the strategy. This is the culmination of 18 months' work that began with a comprehensive ICT use in TIVET baseline survey in late 2011. Indirectly GESCI has supported another 11 (discounting Kenya and Rwanda) East and Southern African countries to enhance their human and institutional capacity to develop strategies and plans for effective ICT in Education and Skills Development implementation. Through the ALICT course a total of 213 middle-to senior public sector managers across key knowledge society sectors, such as Education, ICT, Science, Technology and Innovation, Communications, and Finance, have been equipped with the knowledge, leadership skills and confidence to support the development of realistic and implementable strategies and plans for ICTs in Education and skills development. GESCI has provided support to the Zambia Ministry of Education and Training on ICT integration in TVET programmes.				
Indicator		Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013	
No of countries whose Ministries of Education and training that have developed and implemented, with GESCI's support, appropriate organizational structures for implementing the ICT in Education policy and strategy master		Target 2	Target 3	Target 4	Overall Target 6 Result – 14	
		Progress made: Exceeded June 2012 target by 9 countries Total – 14 countries				
		Milestone for June 2011: Achieved with operational structures in Rwanda approved and these have been implemented.				
		Milestone for June 2012: In the period 2011-2012, we have not				

ASSESSMENT OF OUTPUTS AND RESULTS FOR
June 2012-July 2013

	<p>had a request from countries or an opportunity to develop organizational structures. However, after completing strategies in Ghana, Kenya and Zambia, this work is likely to pick up as part of the strategy recommendations involve reorganizing the management of ICT deployment and integration.</p> <p>Milestone for June 2013: In the period 2012 to 2013 GESCI delivered a carefully devised human resource development intervention which engaged multiple levels of operational and senior management in ministries and public sector institutions across 13 East and Southern African countries, in the process of organisational change. The 360 degree leadership development process was a key feature of the ALICT course, aiming to engage public sector managers in a process of leadership and institutional change management by eliciting communication on participant professional development from a range of peers, both senior and junior in ministries and public sector institutions. This open process of human capacity building through measuring participant performance against key modern leadership indicators was the first process of its kind to be implemented in these public sector institutions and ministries. The process is accompanied by a personal development plan which many participants are finding is being supported at the institutional level by senior management. Through ALICT GESCI has found that structural/institutional change can often best be affected through leadership development, and attitudinal and behavioural change. ALICT is engaged in this regional wide change process and the results are proving successful.</p>			
Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
Number of policy makers trained by GESCI in skills and knowledge required for effective planning, deployment, use and integration of ICTs within the context of the knowledge society	Target 100	Target 120	Target 170	Overall Target 200 Overall Result 213
Progress made: Exceeded June 2012 Target by 43				
Milestone for June 2011: Achieved with previous AKE training and workshops in Rwanda and Kenya in 2011.				

40%		<p>Milestone for June 2012: The ALICT programme has enrolled 109 participants in the first round. These participants started training in January 2012 and will complete their training in August 2012. Another batch of at least 100 participants is expected to commence the ALICT training in October 2012.</p> <p>We have also run specialized workshops for policy makers and practitioners in Kenya and Tanzania as part of developing skills and knowledge of e-content development and general ICT integration and eLearning issues. Over 50 participants have benefited from these workshops in the two countries.</p> <p>Milestone for June 2013: GESCI has trained 213 (original target was 150) policy makers and planners – future architects of the knowledge society in Africa – in the effective planning, deployment, use and integration of ICTs within the context of the knowledge society. These public sector managers are drawn from a cross-section of knowledge society institutions – ministries of education, higher education, communications, science and technology, planning, and finance. Through a process of intensive skills development and knowledge acquisition in coherent policy development and planning for the knowledge society (through six uniquely developed KS modules supported by futures thinking methodologies and leadership capacity building), these 213 future KS leaders are equipped to lead the effective integration of ICTs in Education, STI and Communications within their ministries and institutions, and across their countries and regions.</p>	
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OUTPUT 2	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
1. Strategic advice to MoEs and other ministries in charge of training that leads to successful acquisition, deployment and integration of ICT in their	Number of countries that select and deploy appropriate technologies as a result of GESCI's advice. This includes GESCI's advice on	Target 3	Target 5	Target 6	Overall Target - 6 Overall Result - 3

<p>education systems. (through country- and regional programmes).</p>	<p>procurement, setting standards, designing solutions etc.</p>	<p>June 2011: Not achieved</p> <p>Milestone 2011-2012: we have advised Ghana and Tanzania on selection and procurement of appropriate technologies. In both cases, we helped the Ministry of Education identify or review technology solutions, develop technical specifications and standards and develop evaluation criteria for evaluation of potential supplier.</p> <p>Milestone 2012 – 2013: we have supported the selection and installation of hardware and software in Tanzania and we have also supported the provision of internet services to schools in Ghana.</p> <p>In Tanzania we advised the Ministry of Education and Vocational Training on the acquisition of appropriate hardware and software for the Science, Mathematics and English language project. This involved the careful assessment of various technology options using GESCI's Total Cost of Ownership Tool to ensure that hardware and software accessibility was maximised while keeping the technology deployment within budget.</p> <p>In Ghana we provided full-scale support for the selection of hardware for the Ghana Senior High Schools Connectivity project. As chief technology advisers we developed detailed specs that took account of available school infrastructure in rural and urban areas to ensure successful installation of connectivity in all project schools while keeping within budget.</p> <p>In Kenya we advised the MoHEST on procurement guidelines and equipment specialisations for TVET and we are currently advising the MoE on an implementation strategy for roll-out of OLPC plans for the new Government.</p>			
	<p>Indicator</p>	<p>Baseline June 2010</p>	<p>Milestone 1 June 2011</p>	<p>Milestone 2 June 2012</p>	<p>Milestone 3 June 2013</p>
	<p>No of countries with a prescribed curriculum (primary, secondary, tertiary and</p>	<p>Target 3</p>	<p>Target 4</p>	<p>Target 5</p>	<p>Overall Target – 5</p>
					<p>Overall Result - 13</p>

vocational training levels (including special needs) that incorporates ICT as a result of GESCI's work				indirectly
	Progress made: Indirectly the target was exceeded			
	Milestone for June 2011: Not achieved			
	<p>Milestone for June 2012: In the period 2011-2012, we assisted the Ministry of Education in Tanzania to develop content and curriculum for ICT integration starting with the teacher training curriculum for science, mathematics and English teachers.</p> <p>We expect that this work will grow to become a major component of GESCI's work as countries shift focus to implementing their strategies and policies.</p> <p>Milestone for June 2013: While we did not during this period, support the direct development of ICT integrated curricula; the ALICT education module addresses the theme of ICT integration in curriculum development substantively. GESCI has enhanced the capacity of 213 future knowledge society leaders to understand and manage the process of ICT curriculum integration.</p>			
Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
No of countries with national ICT Competency Standards for Teachers which is the basis for ICT teacher training programmes, and number of teachers trained in ICT in Education integration as a result of GESCI's technical assistance.	Target 1	Target 3	Target 5	Overall Target 5 Overall Result – 4 countries and approximately 775 teachers and 360 ICT coordinators trained
	Progress made: Overall Target has fallen short by 1 country overall, with two countries having been assisted directly in 2012 and 2013. However the immense work that has been devoted to localising the competency standards has been made freely available by GESCI and has been benefitting many countries through partner interventions using the ICT Competency Standards for Teachers, including wide dissemination of the process at international conferences.			

	<p>Milestone for June 2011: Achieved with work done in Kenya and Rwanda</p> <p>Milestone for June 2012: As we noted last year, there is demand for GESCI's expertise in this area. This year, we have assisted Ministries of Education in Tanzania and Nigeria to contextualize and localize the UNESCO competency framework for teacher in collaboration with the World Bank. Draft standards have been developed for these countries and we are now in discussion with the Ministry of Education and the World Bank in Tanzania to implement the standards fully. Some implementation of the standards in Tanzania is already underway under the Sida funded project for improving Mathematics, Science and English using ICTs.</p> <p>As a result of our growing recognition in this field, we were invited by UNESCO and the Government of Bahrain, as part of an expert team, to help train educational officials from the Gulf States on developing competency standards for teachers from March 18 to 20th in Bahrain.</p> <p>We expect to focus on this area in the next few years.</p> <p>Milestone for June 2013: GESCI supported the final identification and prioritisation of teacher competencies for ICT integration in Tanzania in Science, Mathematics and English language. This enabled 65 teacher educators from pilot teacher training colleges to go through a train-the-trainers programme. The tutors, in turn, have trained 175 secondary school teachers from the pilot schools and will provide on-going technical and professional (pedagogical) support for at least one year after the training. This was all possible due to GESCI's technical assistance and advisory services.</p> <p>In Ghana, over 500 of the 800 teachers have been trained in ICT integration, and the emerging, applying and infusing of ICT in teaching and learning as part of the Ghana Senior High Schools Connectivity Project. In addition, 360 ICT coordinators have been trained in preventative maintenance of ICT equipment; Internet troubleshooting skills; and enforcement of guidelines for internet usage in schools, and 35 Master Trainer were trained to support the training of teachers. All of this was made possible in part through GESCI's technical assistance and advisory services.</p>	
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		We have been working with Kenya on the development of an ICT in TVET strategy for Kenya. GESCI provided advice and guidance on the relevant competencies for TVET teachers.				
Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013		
No of countries that acquire e-content or develop e-content strategy based on GESCI's advice	Target 2	Target 3	Target 4	Overall target not known as it is not visible in original RAF	Overall Result - 3	
Progress made: As of June 2013 GESCI had supported three countries to identify and acquire e-content, with three countries having been supported between 2012 and 2013						
Milestone for June 2011: Achieved through work with National Environmental Management Authority (NEMA) in Kenya						
Milestone for June 2012: This year, we have been working closely with the Ministry of Education in Tanzania to develop the capacity of teacher educators and teachers to evaluate or create their own content as part of the Sida funded project to improve mathematics, science and English.						
Milestone for June 2013: This year, we finalised the e-content development work with the Tanzania Ministry of Education and Vocational Training (MoEVT) to identify, evaluate and select appropriate open educational resources to support the Science, Maths and English Language project. As part of the provision of technical assistance to the MoEVT GESCI helped them to develop a digital e-content evaluation framework which enabled MoEVT and the project partners to select appropriate SME content for the project.						
In Ghana GESCI engaged in a similar process as that of Tanzania to support project partners to identify appropriate content for the Ghana						
IMPACT WEIGHTING	30%					

	<p>Senior High Schools Connectivity Project.</p> <p>Intel requested GESCI's technical assistance with the "Spark a Child's Digital Future" (SCDF Kenya) project initiative.</p> <p>The specific tasks of the Phase 1 research are: (1) training and orientation sessions for the "Guide to Monitoring eLearning Programs", (2) application and approval for conducting the phase 1 research in the SCDF Kenya initiative, (3) conducting of qualitative interviews with key integration stakeholders and decision-makers and sample observations of classroom ICT usage in institutions and zones linked to the SCDF initiative, and (4) analysis and report drafting based on analysis of data sets to produce a final Contextual Report.</p> <p>GESCI's experience in evaluating e-content through the use of its own tools and matrices has proved invaluable to project partners facing a deluge of online content which can overwhelm evaluators and make it difficult to define evaluation criteria.</p>				
Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013	
Monitoring and evaluation scheme or mechanism developed and implemented	0	1	2		
	Progress made: Achieved target for June 2012				
	<p>Milestone for June 2011: Achieved: work with NEMA in Kenya.</p> <p>Milestone for June 2012: This year, we have assisted the Ministry of Education in Tanzania to develop a monitoring and evaluation framework which will be implemented as part of the Sida funded project to improve Mathematics, Science and English.</p> <p>Milestone for June 2013: Have to wait to consult on this</p> <p>In the Ghana Senior High Schools Connectivity Project and the Tanzania Science, Mathematics and English Language project GESCI developed an M&E framework as part of the implementation strategy.</p>				

OUTPUT 3	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
High-quality and relevant knowledge products (innovative models, tools, and policy frameworks, lessons learned from action and evaluative research, guidelines and how-to documents on "hot" topics,) developed and shared with all partners to enhance evidence-based policy and strategy making, raise awareness, build capacity and contribute to knowledge base of countries .	No. of planning and analytical tools, models and frameworks developed, trialled and shared every year	Target 2	Target 3	Target 6	Overall Target 9 Overall Result Over 20
Progress made: Well exceeded target for 2013					
Milestone for June 2011: Achieved with four ALICT analytical papers					
Milestone for June 2012: This year, most of the products have been ALICT related with four country studies that detail the state of knowledge society development and leadership capacity gaps in Tanzania, South Africa, Zambia and Mauritius. These studies are most interest to current and future leaders in these countries and are a critical input into the development of ALICT course tailor made to address the issues identified in the studies.					
This year, we also carried out the first ever baseline study of the use and extent of ICT integration in technical and vocational tertiary institutions in Kenya. This baseline will inform the ICT integration strategy for the Ministry of Higher Education in Kenya.					
Milestone June 2013: GESCI has produced a rich portfolio of knowledge products during this period, accelerating its rate of production and dissemination of artefacts greatly on previous years. These include:					
<ul style="list-style-type: none"> • AKE Innovation Pilot: The AKE digital creative media skills innovation pilot as the brain child of GESCI, funded by the Ministry for Foreign Affairs of Finland. The highly successful pilot was furnished 16 talented Kenyan youth with the kind of digital creative media skills that knowledge intensive industries now demand, both in Kenya and beyond. It was designed by experts from Ireland's Ballyfermot College of Further and Higher Education, which is renowned for the outstanding quality of its courses, having produced graduates who have excelled both nationally and internationally in a range of creative disciplines. Four local tutors and sixteen aspiring young digital creatives signed up 					

	<p>to embark on a three month pioneering multi-disciplinary course in digital creative media on the thematic modules of: Animation, Graphic design, Gaming and apps development, Digital music production. The graduation ceremony took place in early 2013 and at least 50% of those who graduated have since found jobs in the digital creative media industry in Kenya.</p> <ul style="list-style-type: none"> • Leadership Network for African Transformation: The GESCI ALICT team have developed a comprehensive proposal with full budget for the development and implementation of a continent wide public sector leadership network that will provide future architects of knowledge society development (including ALICT alumni) with a platform to continue their professional development (and leadership training) based on modular continent from the ALICT course. • Eight country Knowledge Society studies - that detail the state of knowledge society development in Zambia, Namibia, Uganda, Rwanda, Ethiopia, Malawi, Botswana and Mozambique were developed to support modular enhancement to respond to leadership development needs and to facilitate the development of final projects by making supporting knowledge society data available to participants. The thirteen country studies produced during the implementation of the ALICT course will be re-packaged for 'The State of Knowledge Society in Africa' publication towards the end of 2013. • Research Study - Development of 21st Century Skills for Innovation and Enterprise: Exploring the role of Informal Learning Environments in the Development of Skills and Aptitudes for the Digital Creative Media Industries • Knowledge Society e_Updates - GESCI shares new and relevant knowledge on STI, Education, ICT, leadership and policy related themes with the ALICT alumni in its twice monthly ALICT e-Updates. These updates include videos, articles, podcasts, research reports and blogs on all things KS related. The e-updates help to motivate alumni to apply their KS skills and expertise within their organisations, as
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	<p>well as trigger new thinking, debate and discussion on KS related themes.</p> <ul style="list-style-type: none"> • Knowledge Society Articles for Innovation Summits - GESCI staff have been requested to contribute articles to innovation summits in Africa. GESCI considers this an important opportunity to share our expertise on KS development with a large and diverse audience of KS stakeholders from the private and public sector, and from around the world. • Eye on ICT blog - we launched our KS blog in 2011 to share our views on aspects of KS in a bite sized and topical format that also exploit social media. The blog remains a popular feature on the website and is shared with a wide range of stakeholders through various social media channels. • African Leadership in ICT Literature - in multiple languages GESCI has produced a range of literature on the ALICT programme in a number of languages to spread knowledge of this unique programme across the whole of Africa. ALICT brochures can be accessed in English, French, Arabic and Portuguese. • Policy Recommendation Leaflets - GESCI has produced a tri-part series of leaflets which capture recommendations on the development of coherent policies in Education, STI, and ICT by the ALICT alumni. These leaflets are available to download here in French and English. • Innovation and Skills Development Leaflets - GESCI has produced a leaflet which delineates a set of policy recommendations on innovation and skills development in Africa emanating from the African Knowledge Exchange (AKE) Policy Forum. • African cultural creative industry website – GESCI and a team of Digital Creative Media students from the AKE 	
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		<p>innovation pilot course built a website to showcase the DCM innovation training model and to showcase the students' new gaming, graphics, animation and digital music production skills through an impressive portfolio of work: www.culturalindustriesafrica.org</p> <ul style="list-style-type: none"> • Tanzania SME wikisite - was built by GESCI for the implementation of the SME project. • The Ghana e-Update - keeps all Ghana Senior High schools Connectivity Project partners abreast of all project developments • ALICT modular content – The ALICT course content is of such a high standard and so immediately relevant to Africa's KS development needs that there are many number of options for further dissemination of modular content to support human resource and institutional capacity building in Africa. Already, GESCI has been approached by the Southern Africa Innovation Programme (SAIS) to develop and implement an abridged course for four Southern African countries. This is due for implementation September to November of 2013 and will be funded by the Ministry for Foreign Affairs of Finland. 	
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OUTPUT 3	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
3. Advocacy and global debate on ICT in Education as part of Knowledge Society development	3. One (1) Africa-wide meeting bringing together MoE decision makers, donors and other stakeholders.	Target 1	Target 1	Target 1	Overall Target 2 Overall Result - 3
Progress made: Target exceeded for 2013					
<p>Milestone for June 2011: Major highlight was the Ministerial Round Table at eLearning Africa in May 2011.</p> <p>Milestone for June 2012: This year, we featured prominently at the ADEA triennial in Ouagadougou in February of 2012 where we presented papers on the use and integration of ICTs in education and on leadership capacity development for the</p>					

	<p>knowledge society. We also were invited to the ADEA taskforce on ICTs and Education where we contributed significantly to the discussion on policies and strategies for ICT integration in education in Africa. This is the kind of global forum that GESCI is most keen to influence and where our expert knowledge of ICTs and Education can be brought to bear on policy discussions.</p> <p>In November of 2011, we were invited by the World Bank and Government of Korea to attend a policy makers' workshop in Seoul to share our experiences on ICT strategies and policies in Africa.</p> <p>Our experts were also involved with the joint World Bank/African Development Bank eAfrica project where we were invited to review the ICTs and Education consultant research report that will form the basis for the two donors' future ICT in Education strategy.</p> <p>Milestone for June 2013:</p> <p>As GESCI's expertise as advisors and technical experts to ICT integration in education and training systems grows, so too does demand for our inputs at key conferences and events around the world. Demand is so great that GESCI staff cannot meet it and so we selectively choose those events where we can influence education, training and KS decision makers most pointedly. In January 2013 we hosted an innovation and policy forum on <i>an Inclusive Policy Environment for Innovation, Youth Skills Development, Entrepreneurship and Enterprise</i> which brought together experts on ICT, Education and Science, Technology and Innovation from ministries across several African countries. Joining them were advisers from Finland's South African and Kenyan embassies, leading policy specialists from UNESCO, UNICEF and USAID, entrepreneurs, cultural media proponents, and technologists. In the last 12 months we have also presented research and findings, lessons learned, and advice at:</p> <ul style="list-style-type: none"> • UNESCO Conferences and Fairs in Paris 	
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		<ul style="list-style-type: none"> UNESCO Conferences in Bangkok The IST-Africa conference in Dar ES Salaam in 2012 ICT integration, workshops in Nairobi and Zambia on ICT integration for basic, secondary and tertiary education levels A French Government workshop on African Aid EU/Africa meetings of JEG 8 in Brussels and Lisbon The First Arab Network of Arab States on Curriculum Innovation and ICT Integration. AUC conference with Ministers for Information and Communication Technologies in Khartoum in September 2012. And ALICT is due to feature at the IST-Africa Conference in Nairobi and eLA Africa 2013, both at the end of May 2013. 			
	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012	Milestone 3 June 2013
	No. of strategic partnerships forged at the global level	Target 2	Target 3	Target 4	Overall Target 4 Overall Result - 5
		Progress made: Target exceeded for June 2013			
IMPACT WEIGHTING		Milestone for June 2011: Not achieved mainly because GESCI was focused on getting HCA signed before embarking on new partnerships.			
10%		Milestone for June 2012: This year, we have entered into two significant partnerships: <ul style="list-style-type: none"> A partnership with UNECA to jointly address issues related to ICTs, Education and the Knowledge Society. Under the partnership, UNECA provided experts on Science, Technology and Innovation for developing the ALICT Thematic paper while GESCI experts have been called upon to offer input and insights into various ICT related research carried out by UNECA. A partnership with Intel to collaborate on assisting Zambia to finalize its ICT integrations strategy where Intel will assist with logistics for GESCI to work with the Ministry to finalize 			

	<p>the integration strategy.</p> <p>A more formal partnership with ADEA is under discussion while we are also in discussions with leading training institutions and universities in Africa and Europe on collaboration around ALICT accreditation and delivery.</p> <p>Milestone for June 2013: This year we have forged a number of high-level and very significant partnerships:</p> <ul style="list-style-type: none"> • African Union Commission - Now an official implementation partner of the African Union Commission, GESCI is successfully concluding the second round of implementation of the African Union's flagship course – ALICT • Association for the Development of Education in Africa (ADEA) – an MoU is now in place signalling an agreement for both organisations to collaborate on joint initiatives. • Ministry of Education, Kenya – An MoU is now in place between the MoE and GESCI that sees GESCI being made an official member of a high-level ICT integration committee to plan the roll out of the President's OLPC initiative. • Dublin City University (DCU) – an MoU in place with this leading European University, DCU has awarded the ALICT course academic accreditation at post-graduate level (level 9) – awarding 179 successful participants with a graduate Diploma in Leadership in ICT and Knowledge Society Development. • Master Card Foundation - In late March 2012 GESCI received confirmation that it had won a large and highly competitive MasterCard Foundation tender to strengthen ICT and 21st Century Skills for Teachers in Africa in Tanzania and Kenya. The Pilot Project, which will run from June 2013 to May 2015 and carries a budget of \$520,000 and will pilot the innovative use of ICTs to train secondary school teachers to improve their pedagogical skills and ability to integrate ICT into their teaching practice. 	
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GESCI Legal and Administrative Information

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