

Building

the future of education

through Technology Integration



ANNUAL REPORT

January 2011 - June 2012

gesci

Founded by UN ICT Task Force



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Foreword

Since the Millennium Summit in 2000, there have been significant developments in Information and Communication Technologies (ICT) and a growing appreciation of the important role that ICT can play in both development and in education. ICT has the power to help transform not only the delivery of education but also the pedagogy. GESCI, through its work in various countries and with various institutions and governments, is in a pivotal place to assist with delivering on the promises offered through the use of ICT in education.

GESCI was set up under the aegis of the United Nations Task Force on ICT for Development and it quickly got traction with a number of Governments and institutions which were beginning to see the potential of ICT in education. It was only through the on-going support of a number of sponsoring Governments (Sweden, Finland, Switzerland and Ireland) that GESCI was able to develop to the extent that it is now well respected and appreciated for its professionalism and competence. And, through the support of a number of other governments, GESCI has been able to refine what it has to offer and to explore what the challenges are in developing and implementing strategies for ICT integration in education. We are hugely appreciative not only of the donors but also of the governments with which we have worked and the advisors and staff of GESCI. What has been achieved in a short time has been very significant and it augurs well for the future.

Every government in the world acknowledges the important place of education in the economic and social development of countries and many governments equally acknowledge the very significant role that ICT can play in education – not just as a ‘nice to have’ but an essential part of today’s educational landscape. Interestingly, developing countries have an opportunity to skip at least one generation in technologies for education and to take a leadership role in the use of ICT in education – if they are prepared to rise to the challenge and if they are supported in that task. GESCI sees itself as having an important role in that regard and will continue to work with governments, institutions and donors to help make ICT in Education a reality.

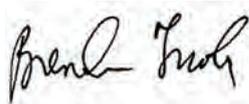
GESCI has worked successfully to adjust and clarify its mission and to respond to the ongoing challenges of reducing its cost base while maintaining its services. It also took a strategic decision to move its headquarters to Nairobi and to seek the approval of the Kenyan Government for international recognition for GESCI. The Kenyan Government granted that approval in autumn of 2011 and GESCI is now operating successfully as a full international non-governmental organisation, working closely with governments and institutions. We are particularly appreciative

of the support of the Kenyan Government and of our own donors who have demonstrated their belief in GESCI ever since its establishment.

An organization like GESCI can only succeed if it has top class staff and we are very fortunate in that regard, under the leadership of an internationally recognized expert in ICT in Education, Jerome Morrissey. Jerome follows in the footsteps of Dr. Jyrki Pulkkinen who, as previous CEO until the summer of 2011, firmly positioned GESCI as the leading organization of its type in the world. Jyrki brought a huge mix of talents to the organization and he is hugely respected not only for his academic knowledge of the sector, but his tremendous diplomatic and organizational skills that have helped GESCI get to where it is today.

I would like to pay tribute and thanks to all our donors, to the governments with whom we work, to our staff, to my colleagues on the Board and to the Members of GESCI. We have watched the development of GESCI from a concept in 2004 to a position today where GESCI is internationally recognized as providing top class advice and support to governments and institutions in the area of ICT in Education.

In 2011, one of our founders, Astrid Dufborg from Sweden, retired from the Board and as a Member. I would like to pay a particularly warm tribute to Astrid who was a key driving force in the establishment of GESCI and in bringing it to where it is today. Not only was Astrid a founder but she was CEO of GESCI in a critical phase and she was involved all through the development of GESCI. It is in no small way due to her tremendous dedication and commitment that GESCI is as successful as it is today. We salute Astrid's vision in establishing GESCI and her on-going support and leadership over the years.



Brendan Tuohy,
Chairman of the Board

Introduction

In November 2011 GESCI was recognized as an international organization by the Kenyan Government. Relocating our headquarters to Nairobi, Kenya, a centre of African innovation and transformation was a strategic decision. From Nairobi we are able to better provide the kinds of supports and interventions required by Governments and international organizations, both on this continent and in the developing world in general. Tempered with these realities, our ICT and leadership related services, supports and expertise are now sharper and more relevant to the needs of our partners.

During 2011 GESCI designed and built the African Leadership in ICT course (ALICT). The unprecedented demand for this course and subsequent participation in it, is testament to its relevance during these times of rapid economic, social and technological transformation. It also demonstrates that the Finnish Government – our donor - has its finger on the pulse of what is currently required in terms of leadership capacity enhancement for a modern and prosperous Africa.

I see an increasingly confident Africa determined to grow its economy in a sustainable and indigenous manner; an Africa which recognizes the pivotal role of informed leadership and recognizes that economic and social development in the modern global context must pay cognizance to its central drivers - digital technologies, traditional and new skills, broadband internet availability, and science and innovation. A reformed and more equitable education system in parallel development with informal learning environments, are the bedrocks of world-class knowledge societies.

GESCI is well placed to assist countries in bringing about this development and in charting strategies for effective and efficient change. As the body of this report delineates, GESCI is already contributing significantly to this through its advice and implementation based support to Government ministries - in Kenya, Tanzania and Ghana. Our expertise and implementation services are supporting the development of ICT integration strategies; the enhancement of teacher professional development; the strategising for digital content creation for teaching and learning; and the provision of technological specification and classroom configuration for the most suitable equipment and accompanying resources.

We know that young people operate in an increasingly digital world and that the internet is fast becoming the first

destination of most young people when sourcing information or advice. In general, we believe that the learning experience of our young people will be enhanced and enriched through the use of technology and digital resources. When the learning process and the environment within which learning occurs in schools reflects the way young people engage with technology in the rest of their lives, it would seem to follow that learning will be more engaging and rewarding. Access to high- quality online content not only helps to deliver curricular objectives more efficiently and effectively, but also raises motivation levels and adds to student learning.

The integrated and professional use of ICT resources in teaching can also play a significant part in ameliorating unequal access to learning, in compensating for, and in overcoming, many of the disadvantages of very high student-to-teacher ratios, and in equalising the quality of teaching and learning between advantaged and disadvantaged children.

Throughout most of the world the nature and processes of how we assess our students and, more particularly, what we assess are being questioned. Educationalists, employers and industry representative groups are questioning the relevance and limitations of our existing systems which place a huge emphasis on recall and transcription of fact and data, at the expense of what have come to be known as higher-order skills - those of analysis, evaluation, judgment of relevance, creative response, team working and decision making. Changing an assessment system, still largely based on memorisation and transcription of information and data, is a notoriously difficult task, with many vested interests in opposition. However the planned incorporation of ICT can institute reform in the system and can generally raise the abilities and performance of the teachers. While change will be evolutionary, it is already slowly on its way - much of it enabled through the integration of digital technologies. A major agent of that change is, of course, the teacher who is skilled in the kind of ICT competencies that GESCI is mediating to teachers in its partner countries and which is being supported by our donors.

GESCI is very fortunate to have a very wide range of expertise among its staff, which includes knowledge and experience of education systems, of ICT-related policy making, and ICT implementation strategizing and approaches to ICT integration which encompass the most up-to-date methodologies, processes and technologies that concur with the underpinning philosophies of the curriculum in question. GESCI also enjoys significant competences in innovative practice and ICT - driven demonstration initiatives out in the field and intends to be more active in this area in the future. Our work is legitimised by solid action enquiry and applied research activities which are also conducted in-house.

I have sincere regard for the high-quality contributions and commitment that the staff of GESCI provide on a daily basis - they make the organization.

I want to recognize the tremendous work of my predecessor, Jyrki Pulkkinen. I strongly concur with the words of the

INTRODUCTION

Chairman on his role as CEO. It is my and GESCI's privilege that he remains a friend.

I thank the Board and members of GESCI for their guidance, advice, support and interest. In particular, I am delighted to have this opportunity to pay tribute to my Chairman, Brendan Tuohy, whose vision and drive from the start saw to it that GESCI came into existence, and whose unstinting commitment, encouragement and guidance has consistently nourished GESCI from the outset.

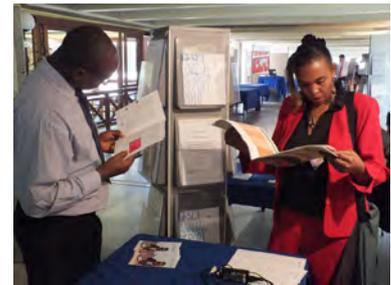
Finally and very especially, I want to thank our donors for their confidence and trust in GESCI to deliver on their development strategies. We are grateful for their support and collaboration, as we operationalize and implement their development strategies. We have learnt a lot in the process.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Jerome Morrissey

CEO

Results Highlights



The GESCI panel at the GESCI launch September 2011 (Main) The GESCI booth at the GESCI international launch - posters and stand (Top Right) The GESCI international launch September 2011 - reading at the GESCI stand (Bottom Right)

110 future leaders enrol in Africa's first Leadership in ICT Course

GESCI implemented the African Leadership in ICT (ALICT) course in five countries with 110 mid to senior level government participants from a cross-sector of ministries and public sector organizations. ALICT is a professional blended learning course (online and face-to-face) designed to equip African Leaders with a commanding understanding of the key elements in the advancement of leadership for Knowledge Societies . The overwhelming demand for the course reflects the pressing need felt by African governments and institutions for new tools, skills and knowledge for relevant policy development and implementation for a new knowledge intensive age.

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179 Science Mathematics and English teachers trained in Tanzania's ICT integration pilot project

The Government of Tanzania, is faced with the familiar challenge of how to address poor performance in Science, Mathematics and English. To assist in solving this challenge, GESCI is providing technical assistance to enhance the capacity of teachers to use technology, and to develop digital learning resources, to improve the quality of teaching and learning in secondary schools.

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Kenya's first ICT in Education integration strategy developed

Experts agree that developing relevant vocational, technical and 21st century skills is key to reducing unemployment, galvanising the economy, and harnessing the potential of Africa's large youth population. GESCI is working closely with the Kenyan government to modernise the TIVET sector through ICT integration.

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GESCI launches as an international organization

A key strategic move for the organisation, GESCI moved its headquarters from Ireland to Kenya and is granted international organizational status.

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Leadership for the Knowledge Society

The African Leadership in ICT Course



LEADERSHIP FOR INCLUSIVE KNOWLEDGE SOCIETIES

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.



African Union
a United and Strong Africa



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. These are leadership skills for inclusive knowledge societies, for the 21st Century, and for sustainable economic growth and increased social mobility.

“ This class was not what I had initially anticipated. It was so much more in terms of e-content and connecting with other ICT leaders in Africa! The level of critical thinking and networking through technology was great.

.....
Ricaud Auckbur | Director E-Education and TVET | Ministry of Education and Human Resources, Mauritius



ALICT was launched in October 2010 and its first phase will run until June 2013. The first 12 months of the program was devoted to the refinement of the model and the creation of an evidenced based curriculum, informed by an assessment of environmental, institutional and individual leadership capacity needs for knowledge societies in Africa. This comprehensive assessment of knowledge society needs in East and Southern Africa was carried out in Mauritius, South Africa, Kenya, Zambia and Tanzania. Course implementation began in February 2012 in these five countries.

Model of Delivery

The ALICT course is delivered through a blended learning model with face-to-face sessions lasting between 2-5 days at the beginning, mid-way and at the end of the course. Online learning constitutes the majority of the course. Participants acquire new leadership skills and competences for coherent policy and planning through critical analysis of leadership approaches; cross-country group assignments; debate; and futures thinking methodologies to prepare them for a range of scenarios in STI, ICT and Education. Peer and supervisor feedback on the participants' strengths and weaknesses as leaders is based on 360 degree feedback methodology. The 360 degree feedback is one key innovation in the program as it allows participants to get an independent assessment of their leadership skills from the people they interact with in their working environment. The feedback is then summarised in the form of a leadership development path which identifies strong and weak areas together with ways to improve leadership qualities for the participants.

ALICT's Innovation

lies in its focus on leadership enhancement for future architects of policy and implementation in sectors critical to the advancement of knowledge societies. This novel approach to enhancing human capacity for coherent policy development and implementation across Education, STI and ICT leverages technology to bind together an important set of leadership skills and competencies for knowledge society advancement.



I am now a better leader thanks to ALICT. Through the 360 analysis, I was able to identify my strengths and my weaknesses. I have also been able to identify opportunities and go for them. I am now a better communicator with my bosses and my peers. I have learnt how to build networks necessary for the knowledge society and that I can make a difference as an individual.

Esther Gacicio | Assistant Director | Kenya Institute of Education

LEADERSHIP FOR INCLUSIVE KNOWLEDGE SOCIETIES



Kenya Participants and GESCI staff at the ALICT Orientation Workshop January 2012

The ALICT curriculum is delivered through a customized Learning Management System (LMS) built on Moodle. The LMS is mobile compatible and is integrated with a digital library and SMS-based communication package.

The online portion of the course is facilitated by expert tutors in Education, ICT, Science, Technology and Innovation, Telecommunications, e-Governance., Futures Thinking, and Leadership. In addition to their existing expertise, during 2011 tutors received training in the facilitation of the 360 degree feedback process as well as online tutoring.

Relevance of ALICT

GESCI issued a call for applications for a place on the ALICT course in Mauritius, Kenya, Zambia, Tanzania and South Africa in November 2011. Over 200 applications were received which prompted GESCI to increase intake from 50 places to 110. Even then, demand for the course was not satisfied. Africa is experiencing sweeping change – technological, social, culture and economic. With change comes many challenges and African ministries responsible for Education, STI and ICT cannot navigate this change working in isolation from one another. African

governments and institutions need tools, skills and knowledge to work together to develop relevant policies and plans for a new knowledge intensive age. They need new leadership skills and new attitudes to manage knowledge workers in environments where change is the only constant. ALICT is meeting this need and that is why demand for the course is growing exponentially.

ALICT Modules:

- Leadership in the Knowledge Age
- New Strategies for Science, Technology and Innovation (STI)
- Telecommunications Infrastructure and Quality Internet Provision
- ICT Applications and the role of Government
- Education in the Knowledge Age
- Knowledge Society for Africa

Orientation workshops were held between January and February 2012 in each of the five participating countries and online engagement with the substantive modular content commenced in February 2012. Course drop-out has been minimal, with the majority of participants, demonstrating exercising resolve to successfully complete the course while working full-time.

Testing the Blended learning model

The LMS has been a huge success, with participants finding the navigation intuitive and the delivery of content engaging. Participants log in regularly and are active in discussion forums and chat groups. It is encouraging to note that connectivity in Africa has greatly improved over the last few years and that, while the reliability of connectivity is an issue in many African countries, it does not deter people from committing to online professional development opportunities. The on-going ALICT program is also proving that online courses can be delivered successfully in Africa.

Six bespoke e-learning modules completed

Working with international experts on key pillars of the knowledge society the ALICT curriculum was carefully developed to capture the essence of policy development and implementation requirements for social and economic development in the knowledge age. Six unique modules have been developed, as well as an introductory session to the course. Each module challenges participants to use technology in new and creative ways. Some modules engage participants in cross-country team assignments to acquire new leadership skills.

Dublin City University (DCU) course accreditation granted

In early June 2012 Dublin City University (DCU), following intensive talks with GESCI and a thorough vetting of the ALICT course, awarded ALICT academic accreditation. Successful participants will be eligible for the award of Postgraduate Diploma in Leadership in ICT and the Knowledge Society by DCU. Those awarded a Postgraduate Diploma by DCU are also eligible for the award of Masters on completion of a research module followed by a research enquiry. In addition, all participants who complete the course will receive a Joint Professional Certificate in African



Jerome Morrissey GESCI CEO, Irish Tanaiste and Minister for Foreign Affairs Eamon Gilmore TD, and Ciarán Ó Cuinn, Executive Director of External & Strategic Affairs at DCU sign a Memorandum of Understanding in Nairobi, Kenya, which formalises the partnership between GESCI and DCU.



“GESCI team, I would like to thank you for extending me the opportunity to participate in this Leadership in ICT course. It was a fantastic, life altering experience, and I feel very sad that it is near to finish. The depth of information provided and the focus on practicalities has inspired me to take on new challenges and to open many doors and windows in the work environment. I now realise how lucky I was to be among the selected few who followed the ALICT course.”

Narainsamy Pavaday | University of Mauritius |

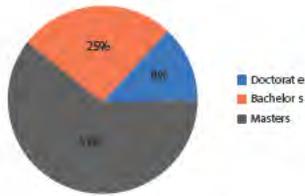
Leadership in ICT from the AU and GESCI.Promoting ALICT

The main objective of promoting ALICT is to raise awareness of the need and demand for public sector professional development for coherent policy and planning for the knowledge age. When we promote ALICT we are demonstrating that wide-scale online professional development of public sector managers is not only possible in Africa, but it can be hufely successful. ALICT features heavily on the GESCI website, in GESCI literature, on GESCI's Eye-onICT Blog, through the ALICT e-Update, twitter, Facebook and Linked In. Articles on the subject of ALICT and African leadership have featured in Kenya's Daily Nation newspaper, Kenya's Business Daily, Kenya's largest radio station, Kenya's Star Newspaper , Kenya's Citizen TV and K24 television, the BBC World Service Africa Report, The Irish Times, Finland's Ministry for Foreign Affairs website, the African Union website, many ICT in Education websites and more. ALICT has also featured prominently at a number of high level events, including the ADEA triennale in February this year, the European Union Forum in Brussels in May 2012, at the GESCI launch at the UN head office in Nairobi last September, and at the 2012 Internet Governance Forum.

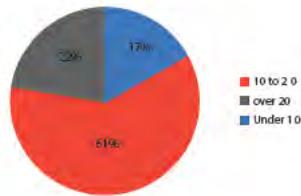


Profile of ALICT Participants Cohort 1

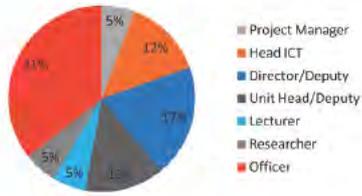
Level Of Educatio



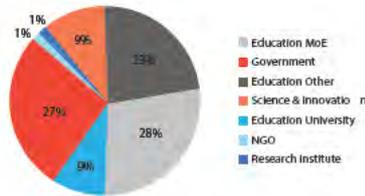
Years Of Experience



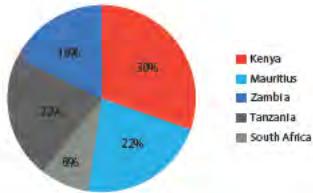
Role



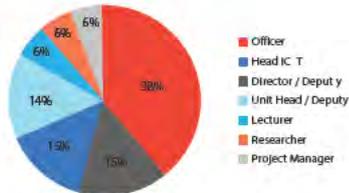
Organization Type



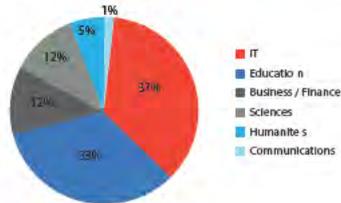
Country



Number Of Reporters



Education Background



Implementing ALICT

GESCI continues to receive very positive feedback on the relevance of the course content to participants' professional development needs. It is bringing new competencies and a new perspective to their professional lives. Participants engaged in a mid-term workshop with the GESCI team in May 2012 and they have successfully completed their first cross-country team assignments, designed to build their leadership skills and to give them their first opportunity to use futures thinking tools for data gathering and identification of trends. These activities are designed to prepare participants for a final workshop at which they will bring all of their newly acquired expertise and knowledge to bear on the development of knowledge society roadmaps with the aid of futures thinking experts from Africa and North America.

DAILY NATION Technocrats take courses to keep pace with Information Technology

'The course helps to link me with partners we deal with to help our youth. If they know that we [government] value ICT, they will come along and stay' she said. 'Besides, the course is teaching us new leadership skills, when dealing with people, without necessarily meeting them physically. The changes in ICT are so fast we have to be strategic to survive.'

Dr. Dinah Mwinzi, Director of Training, Ministry of Youth Affairs and Sports, describing the ALICT course in an interview with Kenya's Daily Nation

Integrating ICT in Education and Training



TIVET Workshop Kenya with GESCI and the Ministry of Higher Education, Science and Technology, 2011



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 has worked on various projects, ranging from ICT competency standards contextualization for teacher professional development, to providing evidence based advice on identifying and securing appropriate technologies for different levels of education and training systems. Regardless of the scope of the project or program, we approach every new TPD 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

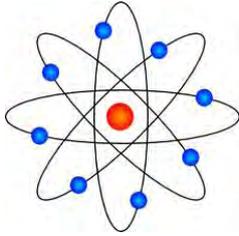


Very often, the right technology for the right purpose and in the right context marks the difference between success and failure. The Ghana Senior Highschools Connectivity (SHS) Project was created for the sole purpose of increasing senior highschool students' access to information and communication technology by providing and supporting internet connectivity to senior highschools. USAID, the Ghana Ministry of Education (MoE), the Ghana Education Services (GES), Vodafone and GESCI are the project's implementing partners. GESCI is providing the necessary technical assistance to the MoE and GES to plan and coordinate the connectivity project and to ensure the establishment of a sustainable ICT framework and a transparent procurement process. GESCI is designing the implementation schedule and corresponding implementation guidelines based on the e-readiness of schools, as well as helping to review the ICT curriculum and make suggestions for appropriate quality enhancement. GESCI is also helping to develop the Teacher ICT competency standards and plan for implementation, and assisting in the creation of the digital content evaluation framework and identification of digital learning resources. GESCI is responsible for developing a suitable M&E framework for the connectivity project and for carrying out an annual evaluation after the first project year. Ultimately the government of Ghana aim to create an ICT highschool access model which can be scaled-up and implemented at a national level.



Enhancing Teacher Capacity to use Technology for Teaching and Learning





At GESCI, we believe that teachers and their capacities to use and effectively integrate technology is one of the fundamental requirements in improving the quality of their teaching, and the learning experience of their students. We also believe that the creative and thoughtful use of new forms of ICTs and their application can strengthen and enhance Teacher Professional Development programs, and help to address access and inequality concerns.

As such, we place great emphasis on advocating for teacher capacity development. Fortunately, we are beginning to see a greater awareness and movement away from focusing on hardware and technology by governments and other partners to focusing on teacher capacity development. This is evidenced by the growing demand for GESCI expertise and advice in this area.

Contextualizing the UNESCO ICT Competency framework in Tanzania and Nigeria

The UNESCO ICT Competency framework promotes a teacher development model for effective ICT integration across six education system domains, namely, Policy, Curriculum and Assessment, Pedagogy, ICT, Organization and Administration, and Teacher Development. ICT competencies or standards are descriptions of what a qualified teacher should know and be able to do with technology in structured learning and teaching environments. GESCI has been working on the contextualization of the UNESCO ICT Competency Framework since it was launched in 2008 and our growing expertise in this area is leading to greater demand for our services.

The goal of the TDEV21 Pilot was to accomplish the critical task of contextualizing UNESCO's global ICT Competency Framework for Teachers in Tanzania and Nigeria (ICT-CFT). A secondary objective of the pilot was to build capacity among a core group of national facilitators for roll-out of standards at pre- and in-service teacher training level. GESCI assisted the World Bank, along with the Tanzanian Ministry Education and Vocational Training (MoEVT) and the Nigerian National Commission of Colleges for Education to contextualize and localize the framework for teachers. As a result, draft localized ICT competency standards for teachers have been developed for Nigeria and Tanzania.

Teacher Professional Development for ICT integration in Science, Mathematics and English in Tanzania

In Tanzania, this work has been taken one step further under a Sida-supported project to improve the teaching of Science, Mathematics and English (SME) at secondary schools using ICTs. The project is a direct attempt by the Government of Tanzania to address the perennial problem of poor student performance in SME.

The project has been identified by MoEVT through consultative meetings with stakeholders in view of improving the teaching and learning of SME in secondary schools.

Taking advantage of the existing ICT infrastructure and experience of the tutors in the use of ICT in teaching and learning, 21 pilot schools will be fostered by seven zonal teachers' colleges. 70 tutors will be trained in technical and professional support skills. The role of these tutors will be to provide both technical and professional support to 179 teachers in the pilot schools during the project period. The 179 SME teachers will be trained in ICT basic skills (technical and application) and methodology on the utilization of ICT in teaching and learning.

In the second and last phase of the pilot project a needs analysis of the 179 teachers' experiences of applying their new knowledge and skills in the classroom environment, will provide

ICT competencies
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teaching.

ENHANCING TEACHER CAPACITY TO USE TECHNOLOGY FOR TEACHING AND LEARNING

the framework for a further phase of training that will run up until June 2013.

The project is expected to raise awareness of the benefits and limitations of ICT use in the teaching of SME, and to improve access to quality teaching and learning resources in SME subjects through the use of ICT. It is also expected that the project will result in more efficient management of the ICT infrastructure in the pilot secondary schools, and improve student performance in SME in these schools through increased classroom interaction in the teaching and learning process. It is envisioned that the SME ICT pilot project will provide a proof of concept for scaling-up the training model at a national and regional level.



GESCI's Esther Wachira facilitates a Technical Training Workshop in Tanzania with the Professor H.O. Dihenga, P.S., Ministry of Vocational Education and Training, the Director of Teacher Education, the Director of Agency for Development of Education Managers, and the technical project team drawn from schools and colleges from the project's seven zones.

Developing Skills for the Knowledge Economy

In August 2011 GESCI successfully completed its technical assistance and capacity building program with the Ghana Ministry of Education (MoE) after it assisted the MoE and the Ghana Council on Technical and Vocational Education and Training (COTVET) to secure for them funding of USD\$100 million from the World Bank and African Development Bank, for a large-scale technical, vocational and skills development program. At the same time, GESCI also presented to a multi-stakeholder partnership in education group, comprising the government and private sector agencies, a draft ICT in Education strategy. The strategy is currently being refined and endorsed by the government of Ghana.

This year, we have been working in tandem with the Ministry of Higher Education Science and Technology (MoHEST) together with the Ministry of Youth Affairs and Sports (MoYAS) in Kenya to address the challenges in vocational education of access, quality, relevance and equity, in Kenya. Of particular concern to the government of Kenya is the relevance of vocational training, where ICT skills are now considered key skills. Consequently, the government, through MoHEST and MoYAS and with the assistance of GESCI, is developing strategies for imparting ICT skills to graduates of

vocational training, while at the same time exploring ways that ICTs can be used to improve and enliven the training experience and to tackle the challenges of relevance, access and quality. Offering technical assistance and acting as advisor and neutral convener of project stakeholders, GESCI has been working on the standards and strategies for the professional development of lecturers in the TIVET sector. GESCI has also been working on the standards, strategies and frameworks for areas such as e-content development, ICT deployments, maintenance and technical support and Monitoring and Evaluation. In addition GESCI has assisted MoHEST to establish an ICT integration team for the Directorate of Technical Education which could champion the integration of ICT in teaching and learning in Public Technical Training Institutes.

Research and Innovation



GESCI is committed to producing high-quality and relevant knowledge products. Such knowledge products include innovative models, tools, and policy frameworks, lessons learned from action and evaluative research, guidelines and how-to documents on “hot” topics. These products are developed and shared with all partners to enhance evidence-based policy and strategy development, to raise awareness, to build institutional and human capacity and to contribute to the knowledge base.



.....
Research
.....

ICT in Education Baseline Study Kenya

In April 2011 we also completed the first ever baseline study on the use and extent of ICT integration in technical and vocational tertiary institutions in Kenya. This baseline study informed the ICT integration strategy for the Ministry of Higher Education in Kenya by providing them and other stakeholders with access to current data required for planning and prioritisation. This study was used to inform the ICT in Education strategy.

The African Knowledge Exchange

The African Knowledge Exchange (AKE) is a knowledge partnership that was formed in the Spring of 2012 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 will consist of two initiatives: The African Knowledge Exchange Research Competition, and an Intensive Creative Digital Media Training Opportunity for Kenyan Youth. The research competition will put the limelight on research carried out in Eastern and Southern Africa.

The second initiative will pilot an innovative approach to skills development for the digital creative media industries. The findings of all these activities will be discussed in a policy seminar among African policy makers in January 2013.

A Four Country Needs Analysis on the Knowledge Society

Four country studies that detail the state of knowledge society development in Tanzania, South Africa, Zambia and Mauritius were developed by GESCI in 2011. This four paper series which documents the state of the knowledge society in the East and Southern African regions has been widely disseminated by GESCI and has added decisively to the knowledge base on KS in Africa. The purpose of the study 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 four surveys focused on examining each country's own priorities, needs, gaps and opportunities in terms of data, policies, capacities, institutional structures and finance, as

Promoting an Understanding of the Knowledge Society



PROMOTING AN UNDERSTANDING OF THE KNOWLEDGE SOCIETY



Breakfast Show: ICT Development in Kenya

'Increasingly there is an understanding that learning happens beyond the classroom and the private sector has a role to play in that.'

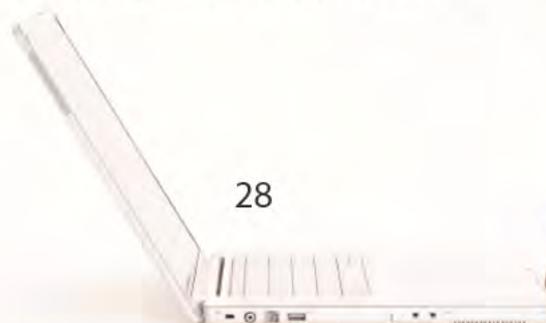
Alex Twinomugisha, Former Deputy CEO, GESCI, speaking about ICT development in Kenya with Dr. Ndemo, P.S. Ministry of Information and Communications, Kenya



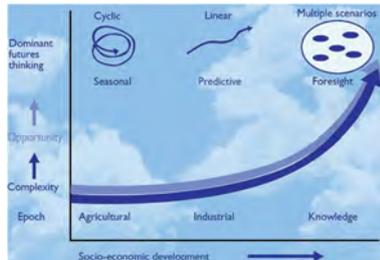
Advocacy

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 developing countries as a key component of its work. We see it as our mandate to address questions concerning the role of education and skills development in creating knowledge for innovation. 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. Confusion and misconceptions about the knowledge society have been identified through studies carried out for the ALICT program. In response GESCI is playing a normative policy advocacy role in stimulating interest, understanding and critical debate on the development of knowledge societies.

GESCI is increasingly using social media for advocacy, reaching out to more and more stakeholders through twitter, facebook, Linked In and the GESCI website.



PROMOTING AN UNDERSTANDING OF THE KNOWLEDGE SOCIETY



.....
The New Age of Knowledge
.....

GESCI's experts regularly blog and tweet and write opinion pieces for mainstream publications. Many of our articles and blogs attract discussion and are often redistributed by others appearing on many e-zines and websites targeting policy makers and practitioners.

While we do exploit technology to share information about our work but we are regularly reminded that technology cannot replace personal networking and human contact at conferences, seminars and events. During 2011 and 2012, for example, we featured prominently at the ADEA triennial in Ouagadougou as a member of the ADEA taskforce on ICTs and Education; at a World Bank and Government of Korea conference to organized policy makers' workshop in Seoul, and.....

Knowledge Society Videos

In an effort to bring about an understanding of the concept of the knowledge society we made a series of videos about the knowledge society which we posted on You Tube and on the GESCI website. The videos have been widely viewed and we hope they enhance understanding of what the knowledge society is and why it's important to our social and economic development.

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 makes good use of social media. The blog is now featured on Kenya's biggest radio station and has also been featured in the national press and on multiple websites.



.....
Africa & The Knowledge
Society Video
.....

Operational Relevance and New Program 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 organization, in relation to the incorporation of digital technologies and new media across several disciplines and in Government ministries, GESCI needs to expand and broaden its donor base.

Under a revised business model GESCI sought to move from sole reliance on core funding to develop a project-based funding regime. The strategy was to develop new programs jointly with donors and countries in a tri-partite arrangement. An associated approach to funding is to make relevant business cases to our existing donors and partner countries in identifying new opportunities for expansion and enhancement of existing programs as well as presenting new but allied proposals to elicit associated funding. This approach may generate certain economies for donors in meeting their development objectives as well as enhancing and enriching outcomes.

Broadening the Funding Base

At the beginning of 2012 we started to test the new business model with mixed results. To provide an understanding of donor priorities and funding mechanisms, we carried out a donor scan and overlaid this with a country scan to identify converging priorities and interests. This has helped 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 program 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.

Three new funded programs have been secured in 2012:

- A Sida funded program focusing on Teacher Professional Development for Science, Mathematics and English in secondary education in Tanzania.
- A revival of the African Knowledge Exchange program funded by the Government of Finland.
- The Ghana Senior High Schools Connectivity Project funded by USAID

A number of proposals and concept notes for new GESCI programs have also been developed for various development partners and countries we have identified out of the donor scan and we continue to follow up on these proposals. We are currently in discussions to start programmes in Zambia, Namibia, Nepal, and India. We have commissioned situational analysis studies for Uganda and Zambia which should provide us with a point of entry into these countries.

OPERATIONAL RELEVANCE AND NEW PROGRAM DEVELOPMENT

Streamlining GESCI Operations

One consequence of the new funding business model has been a reorganisation and orientation towards a project-based organizational 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 organization's on-going programs for high qualitative program delivery.

This internal reorientation together with the adoption of Results Based Management approaches is beginning to pay 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.



Marketing & Communications

We have enhanced our communications and marketing efforts. We are making more use of social media and web 2.0 tools like blogs and have updated our site. Focus has also been placed on building our brand in Kenya as our host country and we have successfully been invited to several media events including TV, radio interviews and talk shows and we have garnering significant print media exposure.

We have also benefited in a wider manner from our promotion of ALICT and the increased media coverage has been beneficial. Our next challenge is to redevelop our communication strategy to make communications more systematic and targeted and link it more closely to our global advocacy work.



Management and Governance

In the strategy adopted for the years 2009-2011 GESCI committed itself to increase the efficiency and effectiveness of the organization through a number of strategies including relocating headquarters to Kenya and closing down all other offices, adopting a Results Based Management (RBM) system and creating an organisational governance structure that was representative of GESCI stakeholders. These strategies also sought to make GESCI more sustainable and efficient and an accountable organization to all of its stakeholders.

Relocating the Headquarters to Kenya

In 2011 GESCI finally completed the relocation of its head office from Dublin to Nairobi. This was a major achievement as the administrative and legal processes required to finally make the transition were considerable. Associated with this relocation was the granting of international status to GESCI by the Kenyan government. This relocation was of paramount importance to GESCI's sustainability as it has enabled GESCI to revise its organizational and governance structures and make Africa its strategic and operational centre. All staff contracts have been moved to Kenya and the Irish legal entity has been dissolved. We also have a new interim Board appointed and we are actively preparing the formulation of a larger multi-stakeholder Board.

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 (behavioral) 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 program and organizational management and the reviews feedback into strengthening the programs by identifying and removing barriers to successful program implementation.

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

Organizational programs/ projects are organized 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).

Financial and Operational Review for the Year ending 30th June 2012

Governance and legal structure

GESCI in Ireland was governed by the Memorandum and Articles of Association. GESCI in Kenya is governed by a Constitution. GESCI in Ireland had a number of Members, who provided a broad representation of the stakeholders in the organization. The Board met regularly throughout the year to oversee and direct the activities of the organization and to receive reports on its progress. In addition, the Advisory Council provided a forum for the Board of Directors to receive advice and assistance from various stakeholders in relation to strategy, policies and objectives. The Advisory Council is comprised of the Members of GESCI and representatives of our main Donors. GESCI in Nairobi has adopted a similar governance structure.

Organizational development

As reported in 2010, GESCI conducted a strategic review seeking an optimum structure that would support the long-term sustainability and effectiveness of the organization and enable it to deliver its mission and objectives. This review process was brought to a conclusion during the Autumn of 2010. The review culminated in a Board decision to seek

International Organization status and relocate the headquarters to Nairobi, Kenya. The Cabinet of the Government of Kenya approved the proposal to grant GESCI international organization status in Kenya in November of 2010. The Host Country Agreement (HCA) between the Government of Kenya and GESCI which sets out the privileges, immunities, terms and conditions of an International Organization, was signed on 14th September 2011. The Agreement was gazetted (necessary for operationalising the Agreement) on 7th October 2011. The International Organization status grants GESCI and its international staff members some privileges and immunities similar to those of United Nations organizations.

After the Kenyan Government approval, management moved to transfer operations and key staff from Ireland to Kenya. This also involved the hand-over of Financial Management from the finance team in Ireland to the finance team in Kenya. Donor disbursements were also routed directly to Kenya starting in July of 2011. Full relocation was achieved with transfer of all staff contracts in November 2011 after gazettelement of GESCI in Kenya. The Board of GESCI in Ireland met in March of 2012 and resolved to voluntarily wind up GESCI in Ireland and the necessary documentation has been filed at the Companies Registration Office in Ireland. Since January 2012, all GESCI business has been transacted from Kenya as the new headquarters. We would like to thank all of our Donors, Partners and Staff for their assistance and patience during this time of transition and change at the organization.

Risk management

GESCI programs and activities are underpinned by solid internal structures to ensure that resources are used effectively and efficiently. GESCI uses a risk management framework to monitor and manage risk. Programs are managed

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

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.

Funding

GESCI is primarily funded by the governments of Finland, Sweden, Switzerland and Ireland. Before June 2011, funds were disbursed either directly to GESCI or through a UNICEF Trust Account that had been established specifically for GESCI. After June 2011, disbursements have been channelled directly to GESCI in Kenya. Funding received in this financial year (18months) in both entities is as follows:

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

	July 2010- June 2012 €	July 2009- June 2010 €
Irish Aid	0	200,000
Swedish International Development Cooperation Agency (Sida)	1,649,335	446,350
Ministry of Foreign Affairs of Finland - AKE	2,45,965	260,000
Swiss Agency for Development and Cooperation (SDC)	15,506.00	56,258
Embassy of Finland, South Africa	10,000	20,000
World Bank	36,295	7,203
Ministry of Education and Vocational Training , Tanzania(Sida Project)	47,274	
Total Income for the period	4,004,375	998,887

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

Financial results for the year

Income for the 18months to June 30th 2012 was approximately €4 million. This income was mainly from governments of Sweden and Finland. Expenditure for the 18months was €3.2 million and closing funds at 30th June 2012 were €1 million. As a non-profit organization, GESCI manages its expenditure prudently within its available resources. In the last 18 months GESCI has since closed down the Dublin office, reduced staff and minimised discretionary costs, while still maintaining its programmes.

Outlook for the coming year

In July 2011, GESCI received funding of €1 million from the Ministry of Foreign Affairs of Finland to support the second year of the African Leadership in ICT program and there is still balance of €1 million to cover the completion of the project in May 2013. The last disbursement from Sida under the current agreement was received on 25th June 2012. There are also a number of proposals in the pipeline with various donors that GESCI is following up. As with any non-profit organization, 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 organization.

IRISHTIMES.com

Using the internet to spread education throughout Africa

'If communities must wait for sufficient schools to be built, every student to be seated at a desk and truck-loads of books to arrive, the 21st century will have passed the African education system by.'
Jerome Morrissey, GESCI CEO, as quoted in The Irish Times

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 recognized 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 January 2011- June 2012

ASSESSMENT OF OUTPUTS AND RESULTS
FOR JANUARY 2011-JUNE 2012

Assessment of Outputs and Results for January 2011 - June 2012

OUTPUT 1	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
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	4	5	6
	Progress made: No progress towards achieving target for June 2012			
	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.			
	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	Number of countries with a comprehensive, education driven ICT in Education/ Skills Development policy	1	2	3
	Progress made: on track to achieve target for June 2012			
	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.			
	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.			
	In both cases, GESCI provided technical and strategic input into the plan, coordinated stakeholders and sponsored some stakeholder workshops.			
	We have also been requested by the Ministry of Education in Zambia to assist them develop an ICT integration strategy for the education sector. This work should start before June 2012.			

ASSESSMENT OF OUTPUTS AND RESULTS FOR
JANUARY 2011- JUNE 2012

	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	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	2	3	4
		Progress made: No progress towards achieving target for June 2012		
		<p>Milestone for June 2011: Achieved with operational structures in Rwanda approved and these have been implemented.</p> <p>Milestone for June 2012: In the period 2011-2012, we have not 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>		
	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	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	100	120	170
		Progress made: on track to achieve target for June 2012		
		<p>Milestone for June 2011: Achieved with previous AKE training and workshops in Rwanda and Kenya in 2011.</p> <p>Milestone for June 2012: The ALICT program 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>		
IMPACT WEIGHTING				
40%				

ASSESSMENT OF OUTPUTS AND RESULTS FOR JANUARY 2011-JUNE 2012

OUTPUT 2	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
1. Strategic advice to MoEs and other ministries in charge of training that leads to successful acquisition, deployment and integration of ICT in their education systems. (through country- and regional programmes).	Number of countries that select and deploy appropriate technologies as a result of GESCI's advice. This includes GESCI's advice on procurement, setting standards, designing solutions etc.	3	5	6
	Progress made: Achieved target for June 2011, working towards target for June 2012			
	June 2011: Not achieved			
	During the period 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.			
	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	No of countries with a prescribed curriculum (primary, secondary, tertiary and vocational training levels including special needs) that incorporates ICT as a result of GESCI's work	3	4	5
Progress made: Achieved target for June 2011, working towards target for June 2012				
Milestone for June 2011: Not achieved				
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.				
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.				

ASSESSMENT OF OUTPUTS AND RESULTS FOR
JANUARY 2011- JUNE 2012

	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	No of countries with national ICT Competency Standards for Teachers which is the basis for ICT teacher training programmes	1	3	5
		Progress made: Achieved target for June 2012		
		Milestone for June 2011: Achieved with work done in Kenya and Rwanda		
		<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>		
	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	No of countries that acquire e-content or develop e-content strategy based on GeSCI's advice	2	3	4
		Progress made: Achieved target for June 2012		
		Milestone for June 2011: Achieved through work with National Environmental Management Authority (NEMA) in Kenya		
		<p>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.</p>		
IMPACT WEIGHTING				
30%				

ASSESSMENT OF OUTPUTS AND RESULTS FOR JANUARY 2011-JUNE 2012

	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
	Monitoring and evaluation scheme or mechanism developed and implemented	0	1	3
		Progress made: Achieved target for June 2012		
		Milestone for June 2011: Achieved: work with NEMA in Kenya		
		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		

OUTPUT 3	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
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	2	3	6
		Progress made: Achieved target for June 2012		
		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.		
IMPACT WEIGHTING				
20%				

ASSESSMENT OF OUTPUTS AND RESULTS FOR
JANUARY 2011- JUNE 2012

OUTPUT 3	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
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.	1	1	1
		Progress made: Achieved target for June 2012		
		<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 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>		
IMPACT WEIGHTING	Indicator	Baseline June 2010	Milestone 1 June 2011	Milestone 2 June 2012
10%	No. of strategic partnerships forged at the global level	2	3	4
		Progress made: Achieved target for June 2012		
		<p>Milestone for June 2011: Not achieved mainly because GESCI was focused on getting HCA signed before embarking on new partnerships.</p> <p>Milestone for June 2012: This year, we have entered into two significant partnerships:</p> <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 the integration strategy. <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>		

GESCI Legal and Administrative Information

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Mr Brendan Tuohy - Chairman
Mr. Jerome Morrissey - Secretary
Mr Joseph Okelo - Treasurer

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