

Ecole Numerique d'Excellence Africaine /African Digital Schools Initiative (ADSI)

Programme Partners Group (PPG) Meeting Report



Meeting held at the African Development Bank, Abidjan
on 29th January 2020

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1.0 Introduction

The Global E-Schools and Communities initiative (GESCI), founded by the UN ICT Task Force in 2003, provides capacity building, technical and strategic advice to countries seeking to harness the potential of digital technologies in increasing access to new skills, to subject knowledge and to improve the quality and effectiveness of teaching and learning. GESCI in partnership with the Master Card Foundation (MCF) and the Ministries of Education in Kenya, Tanzania and Côte d'Ivoire has embarked on a multi-year *African Digital Schools Initiative (ADSI)* (2016-2020) in Kenya and Tanzania and Côte d'Ivoire.

In Cote D'Ivoire, the focus of the ADSI program is to implement a pilot demonstrating an effective, sustainable and replicable model of digital whole school development in secondary education that will lead to improved student 21st-century skills development, learning outcomes and readiness for the knowledge economy workplace.

In Côte d'Ivoire (CIV), the program was designed as a pilot scheduled to run from April 2017 to March 2020. The Cote D'Ivoire initiative, known as Ecole Numerique d'Excellence Africaine (ENEA), involving 20 schools, was a latecomer to the African Digital Schools Initiative program, and it is expected that new funding opportunities will emerge which will ensure the completion of the full program scope and its integration into the national education system in Cote D'Ivoire

2.0 Purpose of the Program Partners Group (PPG)

The Cote D'Ivoire Program Partners Group, consists of senior Ministry officials including the Director of Cabinet, the Inspector General, the Chief Technology Officer among others as well as Regional Directors and School Heads. It also includes local partners such as The Ivorian National Teacher Schools (ENS), The national UNESCO Commission; the private sector such as Orange, SIFCA and MTN foundations and International partners such as the World Bank, UNESCO, Co-Impact and the Millenium Challenge Account Cote D'Ivoire

The role of the Program Partners Group (PPG) is to create an enabling environment for the guidance and review of sustainability, institutionalization, partnerships and scaling up of ADSI in Cote D'Ivoire based on the lessons learned from the pre-scale pilot initiative . Their role is to meet at critical points, initial, mid-line and end-line to guide, monitor and extract lessons for evidence-based policy development

3.0 Objectives of the Meeting

Taking into consideration the current and relevant country policies, strategies and priority areas, the PPG is expected to;

- a. Review the lessons learned and make strategy and policy recommendations emerging from the implementation of ADSI/ENEA program pre-scale and pilot

- b. Identify the sustainable elements of ADSI/ENEA program and map out integration strategies that can be supported by them for scaling up into a national program.

4.0 Opening Proceedings

Agenda 1: Opening Remarks by GESCI

GESCI's Manager of Partnerships, Program Design and Resourcing, Ms. Angela Arnott provided opening remarks, thanking partners for their participation in this Program Partners Meeting and continued support for the African Digital Schools project in Cote D'Ivoire. She sent apologies from GESCI's Chief Executive Officer who could attend because of the onset of an unforeseen illness.

Ms. Arnott noted that Africa will continue to be home to seven of the world's 10 fastest-growing economies. By 2030, Africa's potential workforce will be among the world's largest. Preparing youth for the world of work remains a critical challenge; in particular, the skills required the 4th Industrial Revolution, which relies on competences in the digital technologies, and skills in creativity, problem-solving, collaboration and communication, among others. Secondary education is going to be the new platform for youth entering the world of work. Currently, it is primary education.

Digital connectivity is low among young people in Africa, particularly among girls. Additionally, job matching is a problem. Over 22% of young people are neither in employment, education nor training (NEET). Young people are not learning the skills they need to get jobs. Conversely, employers struggle to give clear signals to education providers about the skills they require.

At secondary level, there are major challenges in terms of access, quality of teaching and learning. The African Digital Schools Initiative (ADSI/ENEA is designed to address these challenges in various ways. ADSI is a portfolio of information and communications technologies (ICT) focused interventions that combine whole school development and teacher development. It has proven to:

- effectively build teacher capacity to use technology in the classroom,
- positively impact student attendance, participation, motivation and learning; and
- supports the strategy of the host government committed to the integration of ICT in secondary schools to address issues of access, quality, relevance and teacher training

GESCI is committed to collaborating with the Government and other stakeholders for the improvement of education in Cote D'Ivoire and Africa. It is coordinating the African Union's Cluster on ICT integration in education and training. GESCI seeks to innovate and provide a catalytic implementation in this area to allow governments to take lessons learned to scale.

The ADSI project in Cote D'Ivoire is designed to allow the Ministry to pilot an approach to modernizing its school system. As the project draws to the last few months in the current funding period, GESCI looks forward to working with all of the stakeholders to secure support and to find ways of expanding the project to other regions of the country.

Agenda 2: Re-capping on The ADSI Model

GESCI ADSI Program Manager, Mr. Senthil Kumar presented the ADSI model, based on the findings of the pilot project in Kenya (2013-15) and its evolution from a pilot to a full-blown model in Kenya and Tanzania.

The ADSI program presents a specific and pivotal focus on the use of ICTs to promote innovative teaching and learning practices in Science, Technology, English and Mathematics (STEM) and other subjects (in arts and humanities). The ADSI whole school approach promotes school leadership, community engagement, curricula review, infrastructure upgrades and most critically, innovative school-based teacher professional development that produces learners with 21st Century skills responsive to the needs of the market place and to emerging knowledge societies.

The ADSI model has a portfolio of phased strategies that are catalytic for the successful and sustainable transformation of targeted schools. These primarily include:

- **Institutionalization within the existing government education structures and agencies.** Key stakeholders and actors are centrally involved in the program implementation ensuring its integration into mainstream operations. These include the volunteer champion teacher, **the School-Based Coordinator** who facilitates the interface of the program with other teachers, the school management and external players; **the School Support Team** comprising of the District Education Officials, Teacher Service representatives as well as GESCI coordinator who assist in face to face training, in-classroom observation and assessment; a country **Expert Working Group** consisting of national experts from curriculum, teacher professional development, exams among others who ensure the program is compliant with national norms and finally the **Program Partners Group** comprising of senior management of the Ministry and its program implementing agencies and development partners.
- **Whole School Planning and Development in ICT Integration** Roadmap requires the involvement of the School Board, Parent/Teachers Associations, School leadership, STEM Teachers and other subject teachers in developing a plan guided by the steps and phases of ADSI's Digital Schools of Distinction digital platform. The emphasis is on inclusivity and community outreach in transforming schools to become centres of excellence.
- **School-based Professional Support** strategy, provided by School-based Coordinators whose capacity is developed by the program, provides the first line of support at the school level for ongoing teachers' professional development and sustaining communities of practice among the teachers. In the case of Tanzania, this support is extended to building the capacity of pre-service college educators to support teacher professional in-service in school (African Digital Colleges Initiative)
- **Teacher Professional Development, (with a focus on STEM subjects) strategy** develops teachers' competence in digital literacy, the use of innovative project-based pedagogies and the creation of internet enriched subject content. The blended learning approach includes face-to-face training sessions (during off-peak teaching periods), online access to content through a Learning Management System, the production of assessed assignments

in lesson planning and classroom observation sessions on ICT Integration during the school term. Teachers are encouraged to generate class-specific subject lesson plans which once qualifying are available as open education resources on the ADSI portal for all teachers, thus populating the repository of national curricula with appropriate digital content and materials.

- **Learner Acquisition of improved academic and 21st Century Skills** is a key strategy embedded in ensuring the pedagogic practices in the classroom promote these skills as evidenced in the lesson plans developed by participating teachers and in enabling the school to develop its learners access to digital skills through enhanced school infrastructure (ICT laboratories) and coding clubs.

Agenda 3: Progress on ADSI in Cote D'Ivoire by the ADSI Deputy Country Project Manager

GESCI's Deputy Country Project Manager, Ms. Sylvie Tanflotien, presented on the progress made by implementation of the ADSI in Cote D'Ivoire. First, she recalled the objectives of the project which are to:

- Transform schools into Digital Schools of Distinction through the progressive integration of ICT at five different levels across four phases;
- Improve the teaching and learning of Science, Technology, English and Mathematics (STEM) in secondary schools for learners; as well as their 21st Century skills¹
- Contribute to the professional development of teachers by adopting a blended learning model: in schools and online;
- Contribute to the leadership development of school heads for the implementation of their digital transformation school project

The key features of the programs' Moodle learning platform and the Teacher Professional Development (TPD) models were shared to highlight how the Blended Learning model is implemented in ADSI program .

Ms. Tanflotien then shared the main achievements of the ADSI implementation:

- Customizing the UNESCO based Teacher ICT Competency Framework for secondary education in Cote D'Ivoire by Expert Working Group and GESCI
- Teacher training through blended learning, 20% face-to-face and 80% online, for the acquisition of basic and in-depth skills for the use of digital technologies in pedagogy and the enrichment of subject knowledge.
- Synchronous (Chats) and asynchronous (Discussion Forum) activities for monitoring, supporting and evaluating the teaching practices of participating teachers;
- Provision of IT equipment to support schools: 5 computers, 2 video/data projectors for every 10 STEM teachers in pilot schools as well as the access to the ADSI learning management platform, the Digital School of Excellence and REL platforms;
- Regular school support visits and class teaching observation for teachers and school heads;

¹ These include work based approaches to communication, critical thinking, team work, empathy, reliability among others

- Strengthening the leadership of school heads and training of School Boards in defining a vision and a digital transformation plan for their school;
- The provision of certification of teachers' skills at the different levels of accomplishment in terms of the ICT Competency Framework cycles
- Assessing and awarding validation plaques to schools by local government officials on the school reaching the e-initial and e-confident phases in the Digital School of Distinction roadmap.

The immediate prospects of the ADSI project implementation were also presented. These include:

- Certification of 200 teachers and school coordinators for the completion of cycle 2 (Knowledge Creation of the ICT Teacher Competency Framework);
- The validation of the cyber e-mature level by schools and awards for these achievements
- The completion of cycle 3, Knowledge creation which is planned to happen online.
- The transition of the project over to the Ministry for its uptake and institutionalization.

Agenda 4: Presentation of ADSI by DTSI Director

Mr. Aboubacar Coulibaly, Director of DTSI, Ministry of National Education and TVET shared the following key points;

- Cited Singapore's example of ICT in Education policies and implementations successes, students' performances in the STEM subject areas and efforts taken by the country for the human capital building as a great example to follow
- ADSI is an opportunity for Cote D'Ivoire (CIV) as the ADSI program implemented in Kenya and Tanzania is contextualized for CIV and implemented on a pilot basis
- The ADSI program is implemented with the Involvement of all the Ministries stakeholders
- The blended learning model of Teacher Professional Development (TPD) is key to address the ongoing capacity building to address the TPD at large scale
- The Digital Schools of Distinction (DSD) is a unique model which helps the schools track their own progress towards achievement on key levels shared in a DSD Roadmap
- The Ministry is taking initiative for large scale ICT Infrastructure deployment in Schools where the ADSI components can be integrated

Mr. Coulibaly urged the partners to support the sustainability and scaling of the ADSI program which promotes 21st-century learning skills among students

Agenda 5: Relevance of ADSI to the Ministry by Director of Cabinet

The Director of Cabinet, Mr. Kabran Assoumou, welcomed participants to the meeting and highlighted the value of interventions such as ADSI to the Ministry's overall educational objectives. He stated that, in 2015, the Ministry of Education endorsed the SDG objectives,

particularly Goal 4, which includes promoting digital education strategies. In 2016, the Ministry held an inaugural *Integration of ICT in Education* conference cohosted with ADEA and GESCI which led to an MOU being signed with GESCI. The Ministry would like to acknowledge the opportunity given Cote D'Ivoire to participate in this pilot which they believe will inform its strategy on ICT integration in education.

To note its commitment to basic education for all children up to the age of 16, the government of Cote D'Ivoire has adopted a law on compulsory education, a national education sector plan for education (2016 to 2020), a strategy to accelerate youth skills, with a focus on women (2016-17), the creation of a gender equality unit in 2018. Nationally the Ministry seeks to promote ICTs access for teachers in all education institutions. The Director of Cabinet noted that the promotion of digital skills needs private partnership support. He urged that partners would benefit the country by supporting the ADSI program.

Agenda 6: Panel Discussion and emerging issues

Six members of the plenary were selected to participate in the panel discussion. These included the representatives from the World Bank, ENS, DREN, a participating School Head, Millennium Challenge Account-CI, National Commission of UNESCO and chaired by the Inspector General of the Ministry of National Education.

All members of the PPG participated in a final round of reflections and recommendations to take ADSI forward. The following is a summary of the key conclusions drawn from the discussions;

ADSI is highly relevant and aligned to Cote D'Ivoire education priorities and programs

There was a high consensus among the plenary that the ADSI model of innovation is very relevant to the national strategy. The ENS representative noted the value of ADSI's model of teacher professional development in particular, as it promotes an essential teacher competence for improving the curriculum in a highly practical manner.

ADSI has had an impact on student learning

The Head of a participating school stated that "ADSI undoubtedly impacted student learning positively". He believes in his school it has increased student outcomes by 60%. The DREN Director noted that students from other classes are so eager to also participate they gather around the door of the ADSI trained teacher to watch the lessons.

ADSI was commended by UNESCO

UNESCO commended the ADSI for being a program that promotes the UNESCO objectives and uses the UNESCO ICT Teacher Competency Framework to improve the quality of teacher professional development. In 2020, UNESCO will be promoting the KFICT UNESCO intervention, which is a partnership with the Ministry on integrating ICTs in secondary schools, under the auspices of the DTSI which will be the catalyst of this intervention.

ADSI has improved teachers pedagogical and lesson planning skills

The DRENS Director noted that the ADSI is only the project, which gives tools to allow teachers to structure their lessons. It helps with the project-based pedagogy approach as from her experience, teachers have difficulty in structuring their lesson. The "ADSI is a real innovation as it allows this. This project is innovative and gives great value."

ADSI's impact on 21st C skills and learning achievement

The World Bank (WB) representative highlighted the need for the Ministry to address teacher professional development incorporating the 21st-century skills in the present curriculum and build a scalable model. The WB is interested in knowing the lessons learned in the project implementation and particularly the student learning outcomes of the ADSI. He recommended that an impact assessment of the program using control and experimental schools be undertaken. The Ministry needs to have a clear policy on ICTs in Education and set up the organizational mechanisms to scale up the program.

Challenges of Project Implementation

In the course of the discussions, several issues emerged as challenges for ADSI implementation, impact, and sustainability. There needs to be more customization of the ADSI model to the school context in Cote D'Ivoire on several levels. The key concern is that the model focuses primarily on STEM teachers in the higher grades and leaves out teachers in the lower grades. STEM teachers additionally are scarce in number in most schools. The School Principal noted the scarcity of available STEM teachers in a school, which limits their capacity to share and learn from each other.

- There is a challenge in the *size of schools and class sizes* mitigating the success of program implementation. Typically, public secondary schools in Cote D'Ivoire have many more grades than schools in Anglophone countries. One of the implementing ADSI schools has some 8000 students. This means a significant proportion of teachers in a school are not covered by the direct ADSI training. This lessens the impact of the whole school development and the ability of the school-based coordinator to cascade the training to all teachers.
- Because of overcrowding, *teacher workloads are onerous* which also impacts the uptake of the online teacher professional training provided. The DREN Director indicated that the Ministry is looking at reducing teacher contact hours as there is a deficit of teachers by shortening the school day.
- The ENS representative noted that real transformation in the teaching of STEM subjects is a major challenge facing the Ministry. As a representative of the Experts Working Committee, he noted that because of the curricula, *it was a challenge to customize each ADSI module into digital STEM lesson plans*.
- Another challenge is the *poor French language competencies* of teachers teaching history and English. This was less of a challenge in mathematics and technology subjects.

- There are *multiple e-learning management platforms available* to some teachers in the Ministry. This gives an impression of conflicting teacher professional development initiatives. There is a need to synchronize these in a single log-in on a teacher professional development platform for all teachers to access the different initiatives.
- *Teacher motivation is critical in either non-monetary or qualification incentives.* Hence the ADSI offering program teachers a certificate is important as it will trigger their motivation. The School Head asked for clarification if it would be a degree or diploma. The original information that was given by the project was that it would lead to a master's degree. He noted that teacher non-monetary rewards are as important. The UNESCO representative noted that the training that end up in *portable degrees is critical*. He also noted that ECOWAS is certifying knowledge in and out of school to certify teacher mobility.
- Several panel discussants noted that the *ADSI project is not well known* enough in Cote D'Ivoire. More communication on the project is needed. More engagement of parents and other actors is also necessary. Some DREN Directors were not aware of the project until they arrived at the meeting.

Proposals on strengthening institutionalization of ADSI

Some proposals were made on how the institutionalization of the ADSI project could be strengthened.

- The ENS representative proposed that the Ministry put together a framework to institutionalize the project. This would include *an impact study as well as a training framework*. The senior decision-makers in the Ministry only become interested in taking a program to scale when they see results brought about by it.
- The representative of the Millenium Challenge Account-CI proposed that there be *more engagement with the government's inter-ministerial committee for teachers training* which is developing a teacher sensitization and training framework. DSTI is a key partner in this committee.
- The World Bank representative noted that there is a need to scale up such projects but this implies better organization on the part of the Ministry in terms of the *policy on ICT in education*. The Ministry is looking at how to integrate teacher competence assessment in teacher training as well as how to digitalize the curriculum. The ADSI pilot could contribute to lessons learned in this regard.
- In identifying the main ADSI elements to transfer to the Ministry to make the recommendation to scale up ADSI, it was advised by the ENS that a *prognostic assessment of the project needs to be made*.
- The Co-Impact representative informed the meeting that they work with ENS to revisit all the curricula and tools for pedagogic inspection. They are developing TORs to back up this process. He noted that there is a need for *a side meeting with the Department of pedagogy and teacher professional development (DPFC) on pedagogic inspection practices*. *ADSI training could provide useful resources and lessons in this regard concerning class observation approaches*.

- World Bank noted that quality seeking in education is very challenging when so much is in the process of transformation at many levels. This requires the Ministry to gain the capacity to integrate new approaches and ensure coherence. He noted that the new approach is developing teachers using results-based management in schools. *The critical issue is that such program-based approaches need to be coordinated by a central unit in the Ministry and this is currently lacking.*

Proposed changes, opportunities for collaboration and ADSI scaling up

Several proposals for changes emerged during the discussions as well as opportunities for collaboration and ADSI scale-up.

- The MTN representative noted that the most effective approach is to engage all public and private stakeholders to look at the digital requirements of infrastructure and pedagogy. Private partners could potentially support digital infrastructure and connectivity. The Ministry is the appropriate voice for the transformation of pedagogy. She noted that currently there are many education ICT initiatives, including their own. *The importance is to bring them together.*
- The Orange representative noted they have a similar project but primary school orientated. She recommended that *the Ministry promotes collaboration on a common platform with guidelines.* She noted the many duplications and lack of coordination. She also *proposed incorporation in the school calendar.*
- SIFCA Foundation representative asked upon which criteria were the ADSI schools selected for participation. SIFCA Foundation has a program in 127 primary schools and three secondary schools focused on promoting agriculture units. They found the project is very interesting and would like to know more about it as they may want to implement this experiment on their sites.
- Parent-Teacher Association (COGES) representative noted that they see the relevance of ADSI but is concerned as to whether it would work in the large class sizes in secondary schools. The representative recommended that the approach is to *involve parents in the attendance and mentoring of students.* Additionally, parents need to come closer to schools through digital skills. The vast majority of parents need such skills to be able to leverage better engagement with schools. Another COGES representative asked about the criteria for the selection of schools for this project and the sustainability of equipment being used. He noted that parents contribute to their children’s learning and hence need to be informed on what impact such a project has on student learning. Parents should be involved upstream and downstream in program implementations of this nature. He recommends that *ADSI needs a communication plan.*
- A participating School Head in Abidjan’s St Mary’s all girls school (1600 students) commented that ADSI has been a great value of the school. Although the project only targeted 10 teachers in STEM, all the other teachers, particularly in geography and English were interested in participating. She noted that ADSI assisted when they lost a teacher that they could not replace immediately. The 10 teachers pooled their knowledge and shared their lesson plans with other teachers which temporarily solved their problem of teacher availability.

- The Director of TVET was supportive of the potential of ADSI to the TVET sector, particularly in the area of *teacher training in TVET*. Additionally, he noted it could address the challenge of the Ministry's production of TVET digital resources. The Ministry's TVET sector is facing a lack of availability of teaching materials. The ADSI project allows technological teaching. He argued that ADSI could refresh their teachers and allow the Ministry to upgrade them.
- The DREN 1 and 2 Director noted that while he thought it a very important and relevant project the *issue is capacity development for staff* to manage it. He noted that there are a lot of initiatives to digitalize schools. He proposed he would ask the two ADSI school leaders in his area (DREN 2) to share with other leaders of other schools of the value of the project. Previously he was unaware of the ADSI in much detail but is willing to promote it further with other schools.
- The UNESCO Director commended DSTI's comment that there is a need for a national policy to *integrate ICT in schools* and steps to harmonize initiatives of ICT integration. Every national practitioner should play his or her role. He noted that *many donors are expecting to be informed of program impacts on the students*. There is a need to assess the impact of ADSI. The KCFIT resembles ADSI as it is promoting the ICT competence of teachers. The Ministry's organizational chart indicates the DSTI director should be involved in these kinds of project and hence this is an issue that needs to be harmonized.
- Inspector General asked the question of whether ADSI should be sustained. He answered yes but noted that to *scale it up reveals challenges*. The Ministry would need to rethink the curriculum and recommendations on what is the role of STEM in the curriculum. Further, he proposed that *ADSI needs an assessment to allow scaling up*.
- DSTI noted that the World Bank had highlighted the multiple ICT initiatives in the Ministry of Education that are presently not coordinated in a centralized manner. The DSTI is not a core education directorate but a support directorate giving skills and support to other directorates. They are not in the Ministry to manage pedagogy. There is an ongoing process that is seeking to harmonize the multiple ICT initiatives in schools. This is part of the responsibility of school management. The DSTI is an umbrella directorate consolidating data for the Ministry to provide reliable information on its schools. The intention is that development partners in the field will be asked to contribute to knowledge sharing to avoid duplication of initiatives in schools. The new Digital Schools education project will help put in place a data center, a consolidated platform and axes points which will provide data. GESCI will help DSTI with the technology assessment of the costs of ICT integration across multiple schools and regions.

Agenda 7: Concluding remarks by the Inspector General

The Inspector General wrapped up the morning's session saying that he has been following the ADSI project very closely this past year.

- He noted that the challenges facing ADSI include finance, organization, capacity development, and communication.

- He noted the lack of available supporting inspectors, teacher workload, and the engagement of other teachers yet to be involved.
- He requested feedback from the current participating teachers who need to inform the Ministry of their progress.
- He noted that capacity development is critical as all education managers need digital skills even in inspectorate units.
- He commended the method used by ADSI project that leads to the modification of the curricula programs, particularly about enhancing greater interaction with students.
- He noted the importance of building the capacity of the school leader. The school leader is critical for sustaining the intervention and helping the school determine its plan in terms of key themes. This makes inspection an easy process to monitor/supervise schools moving this way.
- He recommended that the Ministry needs DSTI to respond to the requests to develop a coordinated structure to harmonize the multiple ICT interventions and to promote an integrated ICT policy for schools.

Agenda 8: Proposed PPG Action Plan

The GESCI Partnership, Program Design and Resourcing Manager presented a summary to plenary on points of agreed action. These include:

- **There is a need to conduct an assessment of the outcomes of ADSI in Cote D'Ivoire.**
The consensus is that although the ADSI innovation in Cote D'Ivoire is very pertinent to national strategy it needs to be further contextualized and if possible an indication of evidence of impact should be provided. This will indicate there is a need to identify opportunities for partnership, Research and Impact Assessment.
- Greater engagement with the parent community in the ADSI model is requested. A suggestion is made to extend the capacity building to parents to support implementation.
- **The Ministry has a policy on ICT intervention in education but it needs to be updated.**
 - GESCI can by sharing its "total cost of ownership tool", help with a cost strategy and facilitate a plan for the deployment of ICTs by presenting various costed scenarios for government's consideration. An infrastructure model is needed based on the number of students the intervention would cover.
 - There needs to be a look at the teacher licensing or certification strategy for in-service professional development to address the recognition of the Teacher ICT Professional Development (TPD) Certification and Standards
- **DSTI needs to review how it is coordinating the multiple ICT interventions in schools in Cote D'Ivoire**
 - It suggested that DSTI map partners and their contributions in this regard
 - It is recommended that there is an effort to consolidate the digital platforms for learning and digital learning resources, ensuring greater interactivity for students

- **Ministry and GESCI needs to focus on capacity development in content development skills of the Ministry’s pedagogy unit and those responsible for the development of curricula in the Ministries**
 - GESCI will support ADSI in packaging the teacher professional development materials for consideration by the appropriate directorates and agencies.
 - GESCI can assist to review present curricula to incorporate 21st-century skills
- **GESCI needs to develop a communication strategy that links the national and regional directors with updates on program developments.** Such a strategy will reach out to school communities and parents as well as private sector and international development partners.
- **The Ministry will leverage partners’ competitive advantage in the digital schools program to complement ADSI’s objectives and promote its sustainability and scale-up.**
- **Recurrent support for the ICT Infrastructure at school beyond the program support period needs to be strategized by the DSTI and the Ministry.**

Agenda 9: Vote of Thanks and closure

The ADSI Deputy Country Project Manager gave her thanks for everyone’s participation. She noted that we are discussing the future of children and we need to get on how are we going to do it together.

The Inspector-General thanked participants and thanked GESCI for offering an opportunity to share their project with the Ministry. It has been important to adapt our ADSI tools to our environment. ADSI plays a key role in empowering school leaders and the transformation of our system. The ADSI support has established institutional frameworks. He recommends that every partner working in this area should support the Ministry, in particular, World Bank and UNESCO. However, this will only be efficient if there is a clearly defined vision for the future. The Inspector-General reaffirmed his appreciation to all the participants, particularly the ADSI Deputy Country Manager and DSTI.

5.0 Next phase of ADSI in Cote D’Ivoire

Perceptions and issues raised by PPG members in this meeting confirm the evidence raised by the recent independent review of the ADSI program in its three countries of implementation. The independent review noted that ADSI has gained sufficient traction amongst the various education stakeholders as being well-aligned to host government priorities and plans with strong engagement of ministry personnel at local and national levels. Stakeholders in the PPG meeting, however, noted nuanced potential opportunities for strategic engagement in Cote D’Ivoire which require follow-up by GESCI and the Ministry’s DSTI.

1. **Institutionalization of ADSI models and tools that could be incorporated into government plans and programs**, in particular:

- The blended learning model of **Teacher Professional Development (TPD)** to addressing the Ministry's ongoing capacity building to address the TPD at large scale
- **The Digital Schools of Distinction (DSD)** which allows schools to track their progress towards the achievements in integrating ICTs in teaching and learning , supporting the Ministry's plan to digitally connect most secondary schools.
- **ADSI tools**, for example, the Open Education Resources on curricula, the lesson planning template and the classroom observation tool could be products that the government could realistically mainstream in their processes without a huge resource implication.

2. Supporting the Ministry's initiative to revise its ICT in education policy, digitally connect secondary schools, and improve Teacher Professional Development standards

- GESCI wishes to share its substantial expertise in reviewing and sharing its experiences of ICT in education policy in other countries (16 African countries)
- GESCI offers to support the Ministry to convene organizations working on ICT integration in education initiatives. and on pedagogical strengthening aspects related to infrastructure and expansion of ICT integration
- Assist by sharing its Web-based costing Tool for Total Cost of Ownership of ICT integration (currently being used by the World Bank to facilitate countries to build Digital Skills Country Action Plans) to cost different ICT integration scenarios for wider ICT deployment in schools.
- GESCI offers to support the Ministry to develop a framework for recognition of the Teacher ICT Professional Development (TPD) Certification and Standards
- GESCI offers to work with the Ministry to produce a capacity strengthening strategy in monitoring and supervision at the school level for the education managers from the inspectorate unit as well as strengthen the capacity of school heads

3. GESCI follow-ups with the following:

- SIFCA Foundation on what opportunities exist to infuse some aspects of ADSI their project in the 127 primary and 3 secondary schools
- The Director of TVET to respond to his request on a refresher course for TVET teachers on ICT integration and linking up with the industry.

4. Extension of ADSI beyond the funding period requires the following.

- An impact assessment on students, teachers and schools of the intervention to date so as to inform the Ministry on its strengths and challenges.
- A decision on whether to extend the existing project to the full cycle as the pilot was only funded for only two thirds of the way. Teachers are being offered the final cycle, Knowledge Creation online and similarly schools can engage in the requirement of the E-mature phase online but no more technical support is envisaged.

- A decision on what critical elements of ADSI could be handed over or harmonized with the Ministry to enhance not only the institutionalization of the project but also strengthening government processes for scaling up the initiative.

List of PPG Participants

| N° | Name | STRUCTURE | Titles |
|----|-------------------------|---|---|
| 1 | KABRAN ASSOUMOU | Cabinet MENETFP | Directeur de cabinet |
| 2 | TIAMAOU BI TRA | Inspection Générale de l'Enseignement Général, | Inspecteur général |
| 3 | NSENGIYUMVA ALBERT | Association pour le développement de l'éducation en Afrique | Secrétaire exécutif |
| 4 | PRANANANTOANINA PATRICK | Banque Mondiale | Responsable éducation |
| 5 | KPRIE KOUAME GERMAIN | Millennium Challenge Account – Côte d'Ivoire (MCA-CI) | Directeur enseignement secondaire |
| 6 | COULIBALY ABOUBACAR | Direction des Technologies et des Systèmes d'Information | Directeur |
| 7 | EFFI GERMAINE | Direction d'Animation, de Promotion et de Suivi des Comités de Gestion des Etablissements scolaires | Représentant le Directeur |
| 8 | KAUPHY JOSEPH D. | Direction de la Veille et du Suivi des Programms | Directeur |
| 9 | TRAORE BEMA | Direction de l'Enseignement Technique | Directeur |
| 10 | SORO N GOLO ABOUDOU | Commission Nationale Ivoirien pour l'UNESCO | Secrétaire général |
| 11 | JANE ARNOTT ANGELA | GESCI | Chargée de Partenariats et de Conception des Programs et Ressources - Représentant le CEO |
| 12 | KUMAR SENTHIL | GESCI | Program Manager – ADSI |
| 13 | TANFLOTIEN SYLVIE | GESCI | Représentante pays |
| 14 | ADIKO CHRISTAN | Direction Régionale de l'Enseignement Nationale Abidjan1 | Représentant le Directeur |

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| 15 | BABA KAKE | Direction Régionale de l'Enseignement Nationale Yamoussoukro | Directeur |
| 16 | DIOMANDE SANDE | Direction Régionale de l'Enseignement Nationale Abidjan 3 | Directeur |
| 17 | LEKPELI NEE OBOU BERTINE FLORENCE | Direction Régionale de l'Enseignement Nationale Abidjan 2 | Directeur |
| 18 | AKA FLAUBERT | | Département sciences éducation-ENS |
| 19 | SANKARE BRAHIMA | | CT-CAD MENETFP |
| 20 | ALLOU MARIE-CHRIST | | Chef d'établissement |
| 21 | DAHA CLEMENT | | Chef d'établissement |
| 22 | KOFFI ALFRED | | Représentant président COGES |
| 23 | DIABY MALICK | | Unité des TIC dans l'éducation-UNESCO |
| 24 | COULIBALY VAMARA ZIE HAMED | | CNI UNESCO |
| 25 | BERTE AMADOU | | CNI UNESCO |
| 26 | AKPESS PATRICK | | DRH-CARGILL West Africa |
| 27 | KOUADIO N'GUESSAN OLIVIER | | Chargé de projet-SIFCA |
| 28 | PESSON PATRICIA | | Chargé de projet-Fondation Orange Cote D'Ivoire |
| 29 | ANZOUA DOROTHEE | | Chef de service RSE-Fondation MTN Cote D'Ivoire |
| 30 | YAO KOUADIO EPHREM | | Chef de service DTSI |
| 31 | LORN ABDOUL KARIM | | Chef de service DTSI |
| 32 | DOGBO GWENAELLE CECILIA | | UCAO : Communication Stagiaire DTSI |
| 33 | YAO VADJE DONALD | | Doctorant ENS Stagiaire DTSI |
| 34 | SOMIAN ISABELLE | | Journaliste (FRATERNITE MATIN) |
| 35 | ANOTRE AHWA | | Journaliste (AIP) |
| 36 | KONE EL HASSAN | | Journaliste (SCDA) |
| 37 | SEGUEBA ADAMA | | Journaliste (SCDA) |
| 38 | SANOGO MAHI | | Journaliste (RTI) |