2015 Annual Report
Consolidating our Strengths, Increasing our Reach
The present document, ‘GESCI Annual Report 2015: Consolidating our Strengths, Increasing our Reach’ is GESCI’s 2015 Annual Report and as presented to the Swedish International Development Agency (Sida).
GESCI 2015
Annual Report

Consolidating our Strengths, Increasing our Reach
GESCI was established in 2004, under the aegis of the United Nations, to help developing countries in their socio-economic development, through the widespread integration of information and communications technologies, in order to create an inclusive and sustainable knowledge society.

At the time, the United Nations Task Force on ICT for Development identified education (both formal and informal) as an area in critical need of development, and one where ICT had the potential to make a hugely positive impact.

The initial work undertaken by GESCI with governments was in helping to develop strategies for the integration of ICT into education and, over time, it became clear that more support was needed in implementing the strategies and in educating policy leaders across governments about how best to develop an inclusive knowledge society.

Today, governments are increasingly recognizing the crucial need to integrate ICT in all sectors and strands of society, in particular education, thereby intensifying the relevance of GESCI, which has established itself as a respected international non-governmental organisation working closely on the ground with governments, particularly with sixteen countries across Africa, and having both a very good track record of delivery and a very good team of people who can do this well both at national and international levels.

GESCI has prepared itself to be able to respond to the increasing demands for developing globally integrated and inclusive knowledge societies. In this regard, 2015 was a landmark year, marking GESCI’s successful expansion into francophone Africa, in Côte d’Ivoire, Morocco and Senegal as it delivered Leadership africain dans les TIC et le développement de la société du savoir (LATIC), the francophone version of its African Leadership in ICT and Knowledge Society Development (ALICT), which has been run so successfully over the past few years.

GESCI also continued to refine and consolidate its models for the delivery of capacity building programs in the strategic areas of leadership to advise ICT and knowledge society development, youth employment and enterprise development, Teacher Professional Development (TPD) in Science, Technology, Engineering and Mathematics (STEM) subjects and whole school development to facilitate the acquisition of 21st century higher-order skills.

With four programmes of the African Leadership in ICT and Knowledge Society development (ALICT) delivered from 2011 to 2015 across 16 African countries, the planned expansion of ALICT, through franchising modes of delivery, three editions of the African Knowledge Exchange (AKE)
project, focused on Digital Creative Media, and the experience acquired by the Strengthening Innovation and Practice in Secondary Education (SIPSE) project, which has given birth to the African Digital Schools Initiative (ADSI), GESCI is now poised to deliver a comprehensive package of thriving programmes to effectively contribute to the advancement of knowledge society in Africa and to continue to be a significant player at global level, influencing policies and providing expertise which is based on a track record of achievements and expertise.

This would not be possible without the great support of our funders and partners - the Swedish International Development Agency (Sida) for its core support and the Ministry of Foreign Affairs of Finland and The MasterCard Foundation for their programme supports. GeSCI also has some great partners, with whom we work closely and we are very fortunate in having excellent staff led (by CEO Jerome Morrissey), who are not only highly professional in their own right but who have a boundless enthusiasm and energy for working in this area. Finally, our Board continues to be very supportive and we are very grateful for their ongoing commitment.

Brendan Tuohy,
Chairman of the Board
In this Annual Report, GESCI is proud to report important strides made in 2015 to further its reach and amplify its action.

In this regards, it is worth highlighting that 2015 marked the expansion of GESCI’s programs to cover the whole African continent as it expanded from Anglophone Eastern and Southern Africa to Francophone Western and Northern Africa.

GESCI’s models, which have been refined and consolidated over the years, and the level of maturity reached by the programmes they underpin are allowing the latter to gear up to reach out to a greater number and achieve vaster impact.

In this regards, 2015 was a pivotal year for GESCI. With the experience it has acquired and the confidence it has gained, it is prepared for greater expansion in the next strategic period (2017-2020).

GESCI’s embarked on crafting its new strategy for the period 2017-2020 in the last quarter of 2015, scanning the rapidly changing environment to ensure that what it offers is aligned to the SDGs and responds to the most pressing human challenges. The strategy will be underpinned by two critical areas for positive action throughout our thematic focus areas - gender equality and securing a more global presence.

These needs include: adapting GESCI’s services and programs to emergency situations, which are depriving millions of refugee children and displaced persons of basic education needs and learning opportunities.

Other priorities which GESCI will be tackling are how to develop solutions to reach disadvantaged populations and fragile countries, and provide skilling opportunities for the youth, particular those unemployed and lacking the ICT-based skills to avail of new job opportunities.

Inherent to the design and implementation of GESCI’s programmes and projects is strong partnership building with Governments to ensure sustainability, adaptability and ‘scalability’.

We hope that, in retrospect, 2015 and 2016 will be seen as turning point years for reaching new heights in the delivery of GESCI’s activities in collaboration with its partners and in meeting the development objectives of its donors.

Jerome Morrissey,
Chief Executive Officer
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Box 1. Major Highlights – 2015

- Successful expansion of GESCI to Francophone Africa through implementation of ALICT / LATIC in Côte d'Ivoire, Morocco and Senegal.

- Development of the wider access ‘franchising’ model for scaling up the ALICT programme.

- Signature of MoU with University of Mauritius for delivery of a Masters (MSc) in ICT and knowledge society development.

- Signing of MoUs with ISESCO and ESMT, which will be instrumental for expansion of ALICT/ LATIC throughout the African continent and beyond.

- Award of Dublin City University Graduate Diploma in African Leadership in ICT and knowledge society development to 92 students.

- Successful completion of SIPSE (Supporting Innovative Practice in Secondary Education) project implemented from June 2013 to May 2015 in 2013-2015 with 120 secondary STEM teachers across 20 schools in Kenya and Tanzania being trained in effective integration of ICTS in STEM teaching and learning and new pedagogical approaches. SIPSE evaluation was as fundamental to the subsequent design and development of ADSI

- Development of the African Digital Schools Initiative (ADSI) model and obtaining 5-year funding from the MasterCard Foundation

- Signing of 5-year partnership agreement with MasterCard Foundation to support implementation of ADSI in Kenya, Tanzania and Côte d'Ivoire.

- Successful implementation of 2014-2015 AKE project and development of innovative ‘Skills to Employment’ model in the creative digital multi-media industry.

- Through a staff member, GESCI made substantial contributions to the development of the African Union's Continental Strategy for Education in Africa 2016-2025 (CESA), which was adopted as the framework for transformative education and training systems by the AU Heads of States in January 2016.

- Core funding from Sida has enabled GESCI to strengthen its internal capacities and functioning in order to ensure efficiencies, cost-effectiveness and performance in delivering its programmes, projects, developing knowledge products and in advocacy.
Part 1

Introduction and overview
The year 2015 was a year of consolidation and expansion for GESCI, as the organization strengthened its projects and programmes, prepared them for scaling up, and made inroads in new countries and regions. [See Box 1: 2015 Highlights]. During 2015, GESCI also met the targets it had set for itself as per the Results Assessment Framework (RAF) Outcome and Output indicators and targets for 2015 [See Table 1: Summary of programme contributions to RAF result areas and Annex 1: Summary of achievements of GESCI RAF outcome and output indicators and targets - 2015].

This was made possible thanks to core funding from Sida and programme funding from the Ministry of Foreign Affairs of Finland and from the MasterCard Foundation, which enabled GESCI to effectively implement its programmes and to continue to grow.

The core funding from Sida is critical for GESCI’s development, growth and building of organisational capacities, structures and systems and for furthering both Sida’s and GESCI’s respective agendas, which includes, among others, gender equality, transparency, sustainable development and accountability – all issues reflective of Sida’s Development objectives. It furthermore allows GESCI to consolidate the knowledge and experience it has acquired, to grow and to create an enabling environment, in order to:

• Pursue its mission and fulfil its mandate;
• Build organisational capacity for greater efficiency, effectiveness and impact in the design and implementation of its operations and programmes;
• Test and demonstrate innovative programmes, models, approaches, frameworks and toolkits through the AKE (African Knowledge Exchange Programme), SIPSE (Supporting Innovation Practice on Secondary Education and in ADSI (African Digital Schools Initiative) that could be contextualised for replication and scale-up in other programmes/settings;
• Develop more relevant, appropriate, innovative and higher quality products, services, tools and artefacts though research and analytical work;
• Foster strategic partnerships on global, regional and national levels
• Set agendas to influence policy dialogues and foster real and sustainable change based on new developments and trends within the emerging frameworks set to achieve the new global sustainable development goals (SDGs);
• On a global level, advocate and support solutions to declining education standards; contribute to achieving gender equality and develop sustainable models for relevant technology-based skills for youth employment

The strategic use of core funding alongside programme funding, enables improved operational and programme impact and efficiencies for the achievement of GESCI’s strategic organisational goal and the 8 intermediate outcomes captured in GESCI’s Results Assessment Framework (RAF) for 2013-2016. While Sida funding contributes to GESCI’s overall achievement in all the intermediate outcomes, it is specifically focused on the following outputs:

1. **Strengthened GESCI functional departments**
   - Strong functional departments (HR, Finance, IT, Programme Management) supported by robust organisational strategies, plans, frameworks, policies and best practice models

2. **Strengthened GESCI internal capacity**
   - Highly-skilled, productive and innovative staff for greater efficiencies, impact and reach
Research and knowledge products
developed through programmes for knowledge creation, sharing and dissemination and to inform strategy, and innovation and enable re-purposing in different contexts

Global advocacy and fostering of strategic partnerships
for setting and/or influencing continental, regional and national agendas in ICT4E, leadership development and TVSD for youth enterprise development.

Strengthened GESCI functional departments
In 2015, GESCI strengthened all its departments through the review and implementation of staff performance, improving HR systems, policies and procedures, reviewing planning, monitoring and reporting frameworks and templates for more robust programme implementation, and aligning all programme planning and reporting more closely to the 2013-2016 RAF.

Strengthened GESCI internal capacity
Three new staff members joined GESCI to strengthen its capacity for operations and programmatic work. The new staff members brought specialist programme development, communications, and partner relation building and advocacy skills to the organisation. With regards to staff development, GESCI’s approach is 2-pronged: 1) providing staff opportunities to participate in external course offerings in their areas of specialization and operation, and 2) providing in-house staff development activities for all staff. In 2015, several professional and administrative staff members followed external courses and all staff benefitted from two in-house staff development offerings enabling the staff to become more skilled, efficient and productive. The in-house activities focused on improving staff capacities in research, planning, monitoring and reporting.

Research and knowledge products
GESCI produces a large amount of data, information, knowledge and lessons learned through its programmatic work. Core funding enables GESCI to re-purpose and use the knowledge products in its programme and project design and in its advocacy work at regional and global levels. In 2015, it developed a Knowledge Management System and strategy to systematically and consistently create new knowledge and innovative products, store its knowledge appropriately and re-purpose it as required by its operations. The implementation of the Knowledge Management System will start in 2016. GESCI also commenced the review, re-design and development of the gesci website to more dynamically position and promote the organisation as an expert knowledge organisation.

Global advocacy and fostering of strategic partnerships
GESCI also focused on partnership building and advocacy in a more comprehensive and coherent way in 2015. Partnerships for new initiatives were forged with existing donors and strategic partnership agreements with regional entities (ESMT, ISESCO) were signed. Existing partnerships, e.g. with AUC and ADEA were maintained. The GESCI CEO and staff also attended and contributed to a number of high-level continental and global events.

GESCI had a staff compliment of 15 in 2015 and a Board of Directors of 7 with one woman as a member. There were 2 resignations of women board members in 2015. The Board is currently redressing the balance. Annex 2 provides an organogram which shows GESCI’s organisational and reporting structures.
Part 2

Programme outcomes -

Building a Knowledge Society for All
GESCI’s programme activities are geared towards closing the digital divide through increasing the use and integration of digital technologies to realize higher levels of equality and inclusiveness – in particular the use of ICTs to support governments, communities and citizens for: (i) greater access to quality learning opportunities in education, whether formal, informal and technical; (ii) skills development, i.e. leadership skills in ICT4E for policy makers and TVSD skills for youth employment; (iii) leadership development for inclusive and sustainable development (See GESCI Strategy 2013-2016 and GESCI RAF 2013-2016).

In implementing its programmatic activities, GESCI’s was guided by the strategic objectives spelled out in its 2013 20161 strategy and pertaining to four broad areas: (i) Leadership capacity development; (ii) Technical and vocational skills development (TVSD) reform; (iii) Teacher professional development (TPD); and (iv) Closing the digital divide. The strategic objectives are featured in Box 2 below.

GESCI’s activities are directly related to the above four broad areas and are deployed through its three main programs/projects:

- The **African Leadership in ICT (ALICT) programme**, which specifically addresses the need for leadership capacity development;
- The **Strengthening Innovation and Practice in Secondary Education (SIPSE)**, which has phased out and the **African Digital Schools Initiative (ADSI)**, which builds on SIPSE address the transformation of education through the integration of ICTs in Science, Technology, English and Mathematics (STEM) teaching and learning, teacher professional development and whole school development;
- The **African Knowledge Exchange (AKE) project**, which addresses the need for technical and vocational skills development (TVSD) reform by offering an innovative ‘skills to employment and self employment’ model and programme.

**Box 2. GESCI Strategic Objectives (2013-2016)**

<table>
<thead>
<tr>
<th>AREA 1. Leadership Capacity Development</th>
<th>AREA 2. Technical and Vocational Skills Development (TVSD) Reform</th>
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<td>• Engage in distributed leadership capacity development for coherent policy development and implementation.</td>
<td>• Provide technical assistance and policy advice to Ministries of Higher Education on the upgrading of technical training and skills development institutions (both pedagogically and technologically) so that they might absorb greater numbers of unemployed youth and equip them with relevant technology-driven skills to gain employment.</td>
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<td>• Work with leaders at every level of the education and training system – government, institutions, schools and communities – to equip them with new leadership skills required for the advancement of knowledge societies.</td>
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<td>• Provide technical assistance and policy advice to governments on the holistic integration of ICT in curricula (and especially in science, technology, English and maths) through enhanced teacher professional development, from basic ICT skill acquisition to ICT immersion in the classroom; whole school leadership and school ICT policy supports; content development strategies and equipment configurations.</td>
<td>• Advocate for the equalisation of access to a quality education for the rural and urban poor. Through technical assistance programmes GESCI, with the support of governments, will continue to create low-cost ICT4E educational models that widen access to education, and can be delivered at scale by governments.</td>
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1. GESCI Strategy Report 2013 – 2016, p.4
Building the capacities of leaders

The African Leadership in ICT and Knowledge Society Development program (ALICT)

A major achievement of the African Leadership in ICT and Knowledge Society development (ALICT) programme during the year 2015 was to successfully expand, and introduce and deliver the course to French speaking African countries. The ALICT programme and its French version LATIC (Leadership africain dans les TIC et le développement de la société du savoir) reached out to Southern, Eastern, Western and Northern Africa, thereby scaling up the capacity building of public sector leaders and GESCI’s knowledge society advancement agenda to the continental level.

The Francophone course (LATIC) was delivered directly by GESCI in Côte d’Ivoire, Morocco and Senegal, thereby expanding GESCI’s reach to all regions of Africa and enhancing the visibility of the GESCI partnerships for leadership skills development and Knowledge Society advancement in Western and Northern Africa.
The continental reach achieved through engagement in Francophone African countries also opened new avenues of partnership with ADEA, resulting in: (i) GESCI becoming the leader to the ADEA ICT Task Force, an Africa-wide committee with representation from African ministries of education and training, international experts and the private sector; (ii) GESCI co-organizing the 2nd African Ministerial Meeting on ICT Integration in Education, which was held in June 2016 and being given prominent space to share relevant knowledge resources and experiences, advocate for and lead the Knowledge Society advancement sessions.

In 2015, GESCI further enhanced the quality of the ALICT learning resources. The ALICT course content and modules were comprehensively reviewed, contextualised and translated into French and the Moodle Learning platform and integrated Learning management was upgraded to ensure an engaging and quality/learning experience for participants.

In 2015, the ALICT programme also started seeking partners to implement its wider access sustainable model of leadership capacity building in Anglophone countries. A franchising model and a quality assurance system were developed to deliver the ALICT course in partnership with universities. Partnerships were explored with the University of Mauritius, Open University of Mauritius, University of Lusaka in Zambia, Makerere University in Uganda, Nelson Mandela African Institute of Science and Technology in Tanzania and INILAK University in Rwanda. Partnerships were explored for both the delivery of the ALICT course and giving the possibility to ALICT course graduates having obtained the Graduate Diploma to continue with a top up Masters Programme. Draft MoUs were developed and discussed with all the Universities mentioned above. However, the internal due diligence processes of universities to partner with GESCI to introduce a new stream of courses are slow and considerably delayed the materialisation of other partnerships in 2015. Efforts were eventually successful however, with a MoU being signed with the University of Mauritius and another to be signed with St Mary's University of Ethiopia in the first half of 2016.

In all, 223 Leaders across 13 Anglophone African countries and the AUC were trained and graduated from the ALICT course in 2014 certified by GESCI and the African Union Commission. In addition, GESCI collaborated with Dublin City University (DCU) in 2012 to develop and offer a graduate diploma in Leadership in ICT and Knowledge Society Development in Africa to those who satisfactorily completed the programme. 92 from the 2014 group opted to avail of

### Box 3. ALICT 2015 – Major highlights

- Successful expansion of the programme to West and North Africa, thereby spreading the impact of the program and reaching continental coverage;

- Successful implementation of contextualised ALICT course in French in Côte d’Ivoire, Morocco and Senegal with 49 students from Morocco and Senegal graduating in December 2015 and the Cote d’Ivoire students to complete in January 2016.

- Signing of MoU with the University of Mauritius to deliver the ALICT course as part of its Master’s degree offering.

- Development of a wider access ‘franchising’ model for delivery of the ALICT course in partnership with higher education institutions.

- 92 ALICT graduates registered for and obtained the Graduate Diploma from the Dublin City University.
the opportunity to register for and obtained the Graduate Diploma from the Dublin City University in 2015 at a university-subsidised cost of €700 per student. 43 leaders from 2 Francophone countries (Morocco and Senegal) graduated from the LATIC course in 2015. The certification for Cote D’Ivoire organized during January 2016 and 8 of them graduated. The overall completion rate across all cohorts was over 70%.

The ALICT/LaTIC programme is an 8 month intensive blended learning programme consisting of 6 modules at graduate level and attracting a graduate diploma level 9. It directly addresses SDG 17 for capacity building to strengthen the means of implementation of the SDGs. All participants were from mid-to senior level in government ministries. In conjunction with the Ministry for Foreign Affairs, Finland, it was determined and agreed that this programme delivery format and modular content would be of an exceptionally high standard if the programme was to attach the target group of mid- to high level Government/ministry officials. They would most likely opt for and complete the programme and benefit most from a blended model with high-value tutoring, cross-country team research and project reports as well as individualised 360 degree feedback coaching and mentoring. 70% of ALICT participants were from the ICT, Education and Science, Technology and Innovation (STI) sectors. 8% of participants held PhD degrees, 68% Master’s degrees and 24% Bachelor degrees (see graph 1 below, ALICT/LaTIC graduates per country).

There was a significantly low dropout rate of approximately 28% across the four cohorts. GESCI has already received information on significant numbers of promotions for ALICT graduates to positions of influence within ministries.

In relation to gender equality, GESCI, during recruitment in the ministries, employed a strategy of informing and encouraging women applicants. Consistently, GESCI secured and maintained over
30% of women participants for all the cohorts. An average of 32% women participants in mid-to senior level positions in government have been capacitated.

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<th>Total By Gender C1-4</th>
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<td>C1</td>
<td>24</td>
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<td>41</td>
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<td>C3</td>
<td>72</td>
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<td>C4</td>
<td>18</td>
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In addition, the trained leaders of ALICT Phase 1 and Phase 2 are actively engaged in the ALICT Alumni and Learning Community and more importantly influencing the Knowledge Society advancement agenda and contributing to policies and strategies for KS advancement in their countries henceforth. The overall Alumni base of ALICT and LATIC stands currently at 487 across 16 African countries. This network will grow in significance and influence as a base for information, updated research and supports for policy-makers in Africa. In terms of career growth and promotions to contribute towards building Knowledge Society advancement in their country and region, we have conducted a survey with the first 3 cohorts consisting of 436 participants. We have received a response from 226 participants wherein 90% of the respondent cited that the ALICT course very much and extremely contributed to their professional and personal development in various ways. They said the course contributed to their performance in the organization, and enabled them to have impact in their sectors. The course was also seen as contributing to their career growth, promotions to higher positions of authority and influence and networking activities. 92 % cited the Ability to deal with leadership aspects in teacher education and training, more knowledge on innovation and ICT operations, improved research skills, new skills as an online tutor, acquired knowledge and skills in leadership, mentoring and coaching, personal development planning and strategic planning are some of the new skills that the alumni acquired from the ALICT course.

The ALICT programme produced a number of knowledge products and tools in 2015. These include: (i) country Knowledge Society policy coherence roadmaps by course participants in Morocco and Senegal; (ii) leadership, policy coherence and futures thinking frameworks for course assignments; and (iii) a research paper entitled “A Reflective Journey into the ALICT-LATIC Programme from a Quality Assurance Perspective” which documents and analyses the quality assurances processes and procedures applied over the Anglophone and Francophone course cohorts and makes recommendations for improvement. Surveys were also conducted with the ALICT Alumni to elicit their needs for an expanded and revamped leadership network. These research products enhanced not only course content and delivery, but also contribute to the acceleration of the Knowledge Society advancement agenda in Africa.

The ALICT/LATIC Programme contributed significantly to the building of strategic partnerships and to the signing of MOUs. These include:

- The MoU with the Islamic Educational, Scientific and Cultural Organization (ISESCO) signed in April 2015: the MoU includes the development of joint proposals to mobilize financial resources to deliver the ALICT / LATCI courses for ISESCO member countries – starting with a pilot project in Pakistan.
• The MoU with the *Ecole Supérieure Multinationale des Télécommunications* (ESMT), Dakar, signed in December 2015, featuring the development of a joint proposal to deliver the LATIC (*Leadership africain dans les TC et le développement de la société du savoir*) courses for the Francophone countries in the West Africa Region.

These MOUs as well as the agreement signed with the MasterCard Foundation on the ADSI Programme enabled GESCI to meet the GESCI’s overall organisational target of signing 3 new agreements/ MoUs in 2015.

The main challenge experienced in 2015 by the ALICT programme was building the sustainable business model with selected universities for the wider access of the ALICT course. It was a slow and arduous process requiring much more effort and staff time than originally envisaged owing to bureaucratic processes, regulatory procedures, fee structures, etc. of higher education institutions. A break through with the University of Mauritius was made and the experience will be leveraged to bring more Universities into the partnership fold during the year 2016.

**Summary of achievements against ALICT programme and overall GESCI organizational outcomes**

In 2015, achievements realized by ALICT/ LATIC contributed to the following ALICT outcomes:

**ALICT Outcome 1**  
High quality learning resources in the form of content modules revised and delivered online for Côte d’Ivoire, Senegal and Morocco  
>>> Linked to GESCI RAF Result Area 8 – Education portals and training materials.

**ALICT Outcome 3**  
Trained Leaders across 16 African countries and African Union Commission significantly contributing to policies and strategies for KS advancement in their countries and Regions.  
Total of 212 women started the courses across 4 cohorts and 155 of them have successfully completed the programme. The retention rate is higher for women participants compared to men participants. Hence, overall, the percentage of share is 32% for Women and 68% for Women among the 487 participants  
>>> Linked to GESCI RAF Result Area 1 – Policies and Strategies for KS and GESCI RAF Result Area 6 - Human Resource Development & training.

**ALICT Outcome 7**  
ALICT Knowledge Management System (KMS) implemented  
>>> Linked to GESCI RAF Result Area 5 – Communities of Practice and GESCI RAF Result Area 6 - Human resource development and training
The Strengthening Innovation and Practice in Secondary Education (SIPSE) Project

SIPSE was formulated to run over a two year-period (2013-2015). Thus 2015 was the final year of implementation, during which much was achieved. The SIPSE external evaluation found that the “SIPSE program has shown to have a positive impact on student participation, motivation and comprehension levels across all the STEM subjects” and that “student interest in STEM subjects has improved since the introduction of SIPSE. In Tanzania, teachers at all three schools visited stated that attendance has improved slightly, as compared to previous years.”

The most significant outcome was an innovative phased teacher professional development model using a blended learning approach, which was consolidated applied and tested, providing a basis for the expanded African Digital Schools Initiative (ADSI) model to be rolled out on a much wider scale. ADSI will reach out to 3 countries, 140 schools 1400 teachers and 70 000 students starting 2016.

Strengthening the professional development of teachers

The consolidated model includes improved and increased access to contextually selected and designed online resources (lesson plans, videos, images etc.), an online learning platform and portal with uploaded resources consisting of OERs, exemplary curriculum materials developed by subject matter experts and teacher designed materials including lesson plans, presentations, video artefacts and photos.

In 2015, the teachers were taken through the final phase of training and the impact of the training was measured at five levels of impacts: (i) stakeholder reaction to workshops; (ii) teacher self-assessment; school review; (iii) teacher application of knowledge and skills in the classroom; and (iv) assessment of student skills and knowledge, based on their collaborative project work and presentation.

Implementation of SIPSE in 2015 focused on:

- Project-based teaching and learning. 120 STEM teachers across 20 secondary schools in Kenya and Tanzania became knowledgeable and skilled and able to use educational technology to improve teaching and learning and in turn enable students to acquire 21st century skills;

- Intensive school-based support facilitated through peer classroom observation and discussion, master trainer support and reflection and improvement of practice. Teachers appreciated the school-based focus of the support as it enabled their on-going learning without disruption in their teaching activities. Students were actively engaged in project-based learning using ICTs and reported much more interest in and excitement about what they were learning;

- Positive external evaluation report highlighting the impact of the project across all project schools.

- SIPSE model for phased teacher professional development and capacity building in technology literacy is consolidated, applied, tested and consolidated.

- 120 teachers across 20 secondary schools in Kenya and Tanzania became knowledgeable and skilled and able to use educational technology to improve teaching and learning.

- Regional and national policy workshops informing national, regional and local ICT integration policies in education in Kenya and in Tanzania.

- GESCI co-organized with UNESCO the Colloquium on ICT and Teacher Training in Eastern Africa on Taking the Qingdao Declaration forward; Seizing Digital Opportunities in Eastern Africa to Lead Educational Transformation in October 2015, thereby sharing the results and lessons learned of ICT integration and teacher professional development across countries in the East African region.

“The SIPSE Programme has shown to have a positive impact on student participation, motivation and comprehension levels across all the STEM subjects.”

“Student interest in STEM subjects has improved since the introduction of SIPSE. In Tanzania, teachers at all three schools visited stated that attendance has improved slightly, as compared to previous years.”

Excerpts from the SIPSE external evaluation conducted in 2015.
• Policy forums facilitating policy dialogues with national, regional and local education structures on ICT integration to inform policy development and coherence.

A significant activity carried out by the SIPSE project in 2015 was the organization of regional and national policy recommendations workshops in May and October of 2015 and the subsequent dissemination of the policy forum toolkit and uptake through the regional UNESCO East African Community Colloquium on ICT and Teacher Training in Eastern Africa held in October 2015. These represented milestones for Knowledge Society policy and strategy advancement as the policy forums provided a critical space to engage the GESCI-SIPSE stakeholders from macro (ministry and national institutions) to meso (county and regional directorates) to micro (school communities of head teachers, teachers and students) levels in Kenya and Tanzania.

The policy recommendations that came out of the forums in Kenya and Tanzania had been disseminated to influence further discourse for improving ICT integration from the national to the local contexts. Most importantly it paved the way to launch the ADSI scale up that integrated key recommendations from the policy dialogues – in particular the need for institutionalization of the SIPSE-ADSI model to ensure its integration into and sustainability in national strategies and programmes for ICT in TPD in the partner countries.

The UNESCO colloquium on ICT and Teacher Training in Eastern Africa on the theme Taking the Qingdao Declaration forward: Seizing Digital Opportunities in Eastern Africa to Lead Educational Transformation in October 2015, which GESCI co-organised and facilitated, offered GESCI the opportunity to showcase the SIPSE teacher professional development pilot, policy forum toolkit and the ADSI upscale model in the expanded forum of the UNESCO East African Community (EAC) countries.

The colloquium was an opportunity to share GESCI research and development work from the SIPSE ICT-TPD model to a wider community engaged in similar work. In particular GESCI was in a strong position to contribute to the colloquium in the thematic areas of: (i) leadership for ICT integration and transformation of schooling practices; (ii) lessons learned on piloting of blended learning school based models of teacher competency development; and (iii) Monitoring and Evaluation (M&E) assessment findings integrating logical and outcome mapping models for capturing the complexity of change that took place in the behaviour, actions and community networks of the target teachers in SIPSE.
In 2015, achievements realized by SIPSE contributed to the following SIPSE outcomes:

**SIPSE Outcome 1**
An innovative teacher training model with ICT as a delivery tool
>>> Linked to GESCI RAF Result Area 2 – ICT Integration and reform in formal education.

**SIPSE Outcome 2**
Knowledgeable and skilled teachers who are able to use educational technology to improve teaching and learning and enable students to acquire 21st century skills within the present and reforming curriculum. 36% of the teachers were women.
>>> Linked to GESCI RAF Result Area 2 – ICT Integration and reform in formal education and GESCI RAF Result Area 6 Human Resources Development

**SIPSE Outcome 3**
Improved classroom practice with teachers integrating ICT resources effectively in teaching leading to learners acquiring identified 21st century skills while meeting existing curricular objectives. 45% of the students were girls
>>> Linked to GESCI RAF Results Area 5: Communities of Practice

**SIPSE Outcome 4**
Revised teacher education policies considering the role of ICTs
>>> Linked to GESCI Results Area 1: Policies and Strategies for KS

SIPSE regional and national workshop policy recommendations feed policy forum toolkit shared at UNESCO East African Community Colloquium on ICT and Teacher Training
>>> Linked to GESCI organisational/intermediate Output 1: Policies and Strategies for the Knowledge Society advancement

Contextually designed online resources an online learning platform and portal with OERs, exemplary curriculum materials and teacher designed materials
>>> Linked to GESCI RAF Results Area 8: Educational portals and materials
Building Digital Schools of excellence

The African Digital Schools Initiative (ADSI)

The conceptualization of the African Digital Schools Initiative (ADSI) was built on lessons learned from the SIPSE project, which was successfully implemented between June 2013 and May 2015 in Kenya and Tanzania.

The ADSI programme, will reach out to 140 schools and 1400 teachers, and over 70,000 secondary school students, with an expanded implementation scope of Teachers Professional Development (TPD) in ICT Integration together with a framework for phased whole-school ICT Integration over a 5-year period (2016 – 2020).

The lessons learnt from the implementation of SIPSE greatly contributed to the successful conceptualization, formulation and planning of the ADSI programme. Lessons learned were analysed and leveraged to inform the scaling up of activities across 3 countries and more schools, introducing a new language (French) and for enhancing the teacher professional development (TPD) model.
In September 2015, the Master Card Foundation approved the proposal for funding ADSI and a 5-year partnership agreement was signed, increasing the reach from Anglophone and Eastern Africa to Francophone and Western Africa.

The period October to December 2015 was used to prepare the ground for implementation and rollout of the ADSI programme starting 2016. The ADSI Work Plan and budget for 2016 was developed and approved by the MasterCard Foundation.
The African Knowledge Exchange – Creative Digital Media Venture program

Skilling the youth for employment and entrepreneurship

The African Knowledge Exchange Creative Digital Media programme, leverages GESCI’s expertise and knowledge to support the up-skilling of creative and artistic youth to work and participate in the development of the digitally enabled cultural enterprise arena. The 2014-15 project activities concluded in March 2015.

AKE 2014-15 focused on creative digital media skills development in 3 highly inter-related disciplines: animation, music production & sound engineering and mobile games and applications development. The project was implemented by a team of tutors from Nairobi with expert guidance and support of the Irish School of Animation at Ballyfermot College of Further Education, Dublin.

43. The practical skills developments were furthered by modern and applied technologies, with software and resources that are central to the learning and creative processes in each of the modules utilized during the early stages. As programme implementation progressed, the
focus was on conceptualizing, designing and producing the final artefact - *The Sound of The City* – in which all the disciplines of Animation, Sound and Music Production, Storytelling and Writing and Games and Apps development came together in a multi-disciplinary project. The multi-disciplinary approach was designed to simulate real-life DCM processes, whereby animators, gaming and apps developers, and digital and cultural music producers worked collaboratively to produce new content and product.

Of the 19 students enrolled, 10 male and 6 girls graduated from the programme with:

- A portfolio that demonstrates their skills and talents in visual and digital media;
- Experience of working in a creative team environment, which explores innovative ideas and application of visual and digital media at a pre-production level;
- Linkages with creative entrepreneurial actors and networks;
- Knowledge of how small enterprises in creative media are created / set-up;
- An understanding of the digital media and culture interface and the possibilities this offers for new applications, processes and products.

All graduates are gainfully employed, either as sole traders, as members of start-ups or have joined existing companies as employees.

In 2015, GESCI also formed a partnership with the Aalto University Media Lab to carry out Living Lab research to investigate how community-driven innovation spaces such as the DCM demonstration project could be scaled up.

In concluding the AKE project, a successful policy forum with over 40 participants comprising of professionals from the Digital Creative Media industry, NGOs, and representatives from Kenya’s Ministry of Education, Science and Technology was conducted in Nairobi in March 2015. One of the key objectives

"A major outcome and achievement of the AKE – Creative Media venture program is its capacity to equip students with the skills needed for employment and self-employment.

All graduates are gainfully employed, either as sole traders, as members of start-ups or have joined existing companies as employees."
of the forum was to create a networking opportunity for DCM partners, practitioners and stakeholders to facilitate future dialogue and collaboration. While reflecting on the question ‘What is innovation?’; participants investigated innovative opportunities for linking skills and business development to prepare and develop youth skills to participate in and create opportunities for employment in digital media cultural enterprises.

48. A major outcome and achievement of the AKE – Creative Media venture program is its capacity to equip students with the skills needed for employment and self-employment. An analysis of the professional course of AKE 2013 graduates shows that 12 AKE 2013 graduates are employed in the DCM industry while 8 have started their own businesses.

Summary of AKE achievements against overall GESCI organizational outcomes

GESCI RAF Results Area 1
Policies and strategies for the Knowledge Society

GESCI RAF Results Area 3
Technical and Vocational Skills Development (TVSD) models for youth entrepreneurship/employment

GESCI RAF Results Area 6
Enhanced Human Resource Development
Programme contributions to GESCI’s results framework

Table 1 below summarizes the programmes’ contributions to the GESCI’s Results Assessment Framework (RAF) result areas.

<table>
<thead>
<tr>
<th>GESCI RAF Result Area</th>
<th>ALICT Programme</th>
<th>SIPSE/ADSI Programme</th>
<th>AKE Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and strategies for inclusive Knowledge Society development</td>
<td>Leadership understanding and capacity for coherent and strategic policy development across ICT, Education and STI sectors</td>
<td>Policy dialogues, forums and recommendations at national, regional and local levels to facilitate ICT integration for improved teaching and learning. Stakeholder engagement from national to school level - ownership and institutionalization</td>
<td>Policy forum bringing together key stakeholders and partners for policy dialogue on youth skills and enterprise development to inform policy formulation</td>
</tr>
<tr>
<td>ICT integration and reform in formal education</td>
<td>Contextualized ICT based models and toolkits for informing innovative practice in education</td>
<td>Improved classroom practice and student learning with effective integration of ICT resources at technology literacy, knowledge deepening and knowledge creation levels of in STEM teaching and learning in 10 secondary schools in Kenya and 10 schools in Tanzania</td>
<td></td>
</tr>
<tr>
<td>Technical Vocational Skills Development</td>
<td>Capacity development for appropriate technology policies, applications, use and configurations for ICT deployment in formal and informal education at mid to senior levels</td>
<td>Enhanced school infrastructure conditions for school based ICT professional learning and applied in STEM subject teaching and learning in 20 schools in Kenya and Tanzania</td>
<td>Effective use of digital media and internet for youth skills and enterprise development and informal learning</td>
</tr>
<tr>
<td>Communities of Practice</td>
<td>National, regional and continental CoPs (leaders, policy makers, experts, practitioners) to build and share knowledge, lessons, research and development on emerging good practice. Knowledge products shared and published and have been used as inputs for policies, strategies and practice for KS advancement</td>
<td>Teacher peer learning through online and school-based teacher groups working collaboratively in lesson planning, classroom observation and evaluation. Teachers shared lessons, resources and worked together on projects. Students also developed projects collaboratively. Contributed to team support and teacher motivation in selected schools</td>
<td>Communities of practice of tutors, industry experts, researchers and students for sharing and learning facilitated through Aalto University researchers</td>
</tr>
<tr>
<td>Human resource development and training</td>
<td>Management and Information Systems</td>
<td>Educational portals and training materials</td>
<td></td>
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<tr>
<td>-----------------------------------------</td>
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<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Enhanced capacity of policy makers, practitioners and researchers across 13 countries for improved planning, policy coherence and inclusive knowledge society development. Regional HRD Model of leadership capacity building expanded to West and North Africa.</td>
<td>Contributed to capacity development and understanding of ICT use, systems and tools to provide efficiency and effectiveness of strategic decision making</td>
<td>High quality learning resources - content modules and platform –developed and implemented through online courses for Cote D’Ivoire, Senegal and Morocco.</td>
<td></td>
</tr>
<tr>
<td>Improved capacity of teachers, classroom practice and student learning. ICT integration in STEM teaching and learning and increased student interest/motivation in these subjects. 120 teachers equipped with ICT integration and pedagogical skills for STEM. An innovative teacher training model with ICT as a delivery tool.</td>
<td>Database of trained Master Trainers, STEM teachers, schools and materials</td>
<td>Quality online training modules and e-learning platform for STEM teachers. Functional portal for STEM subjects resources. ADSI innovation package and model</td>
<td></td>
</tr>
<tr>
<td>Unemployed selected youth equipped with industry standard skills for DCM industries in animation, music and sound production and game and apps development. 16 out of 19 successfully completed and in employment. Innovative youth skills and enterprise development model</td>
<td>Database of tutors, students, industry partners</td>
<td>Quality skills development package in animation, games and apps development and music production which resulted in students acquiring relevant skills to create/find employment</td>
<td></td>
</tr>
</tbody>
</table>
Part 3

Partnerships
and advocacy
GESCI devoted significant time and effort to partnership building and advocacy in 2015. Strategic partnerships were established to expand GESCI’s reach and impact and to ensure sustainability of its programmes and models. To strengthen its partnership building and fundraising capacity, GESCI recruited a Senior Programme Development Specialist and Senior Advocacy, Partnership Relations, and Communications Specialist who among other duties do research, identify potential strategic and funding partners and develop proposals for collaboration and funding. GESCI also acquired eTapestry as a donor management system software.

The following strategic partnerships were forged in 2015.

A MoU was signed with the *Ecole supérieure multinational des télécommunications* (ESMT) in December 2015 in Senegal. The partnership between GESCI and ESMT will facilitate the delivery of the ALICT programme to ESMT member states. These include Benin, Burkina Faso, Guinea Conakry, Mali, Mauritania, Niger, Senegal, and Togo. ESMT and GESCI will develop joint proposals to be submitted to potential donors to fund the preparation and delivery of the course to qualified government and public sector officials of ESMT member states. ESMT will be responsible for the academic delivery of the programme and GESCI will provide the e-learning platform, self-instructional learning materials and content, as well as orientation to ESMT’s pedagogic and programme management team.

An MoU was signed with the Islamic Educational, Scientific and Cultural Organization (ISESCO) in April 2015 to develop a joint proposal to mobilize financial resources to deliver the ALICT / LATIC courses for ISESCO member countries with the potential of starting a pilot project in Pakistan in 2016.

Discussions and negotiations for implementation of the ALICT course as a Masters of Science and Leadership in ICT and Knowledge Society Development were pursued with the University of Mauritius, which eventually led to the signing of a MoU October 2015.

Other partnerships were initiated with on-going negotiations in 2015 for the delivery of ALICT-based leadership programmes, including with the Forum of African Women Educationalists (FAWE) and the Ministry of Agriculture, Livestock and Fisheries (MoALF) in Kenya.

**Advocacy activities**

The following advocacy activities, conducted in 2015, included the following:

- **UNESCO Colloquium on ICT in Education for East and Southern Africa (Nairobi, October-November 2015)**
  
  GESCI was invited by UNESCO to collaborate in the joint planning and delivery of UNESCO’s Colloquium on ICT in Education for East and Southern Africa. The colloquium, over three days, brought together representatives from six countries namely: Kenya, Uganda, Rwanda, Seychelles, Mauritius, and Tanzania, and also from IGOs, NGOs, foundations, and the private sector working in these countries. GESCI also led key sessions of the colloquium and made several presentations over the 2 day colloquium.
GESCI’s was also invited to actively participate in each forum and meeting: contributed a GESCI perspective and attendant outcomes from its programme/project implementation to discussion on the main themes as contributions to fora declarations and ICT in Education advocacy effort in influencing policy inputs. As a rule, GESCI does not attend international conferences as simple participants. GESCI attended the fora and meetings listed here as a speaker, chair/facilitator or as a member of a panel or plenary session.

- **The Education World Forum (Incheon, May 2015)**
  The World Forum approved the Incheon Declaration, Education 2030 - *Towards inclusive and equitable quality education and lifelong learning for all.* ³ At a subsequent high-level meeting held in Paris, UNESCO outlined how to translate into practice the commitments made at Incheon at country, regional and global level and provide guidance for implementing Education 2030.

- **The International Conference on ICT and Post-2015 Education (Qingdao, May 2015)**
  The conference adopted the Qingdao Declaration on “Leveraging Information and Communications Technologies to Achieve the Post-2015 Education Goal”. ⁴ The Qingdao Declaration defines how ICTs can address education-related development challenges and be leveraged for achieving the education goals of the SDGs.

- **General Assembly of the UN meeting on the WSIS +15 (Paris, October 2015)**
  GESCI’s CEO was invited by the International Telecommunications Union (ITU) to present GESCI’s statement on the review of the implementation of the outcomes of WSIS and what focus WSIS+15 should adopt.

- **The International Forum for Partnership on the Qingdao Declaration (Qingdao, December 2015)**
  The Forum focused on seizing the digitally-based opportunities to lead the transformation of education by “strengthening education systems, knowledge dissemination, information access, quality and effective learning and more effective learning provision” and to establish a global network of expertise and knowledge-sharing on ICT in education.

- **WISE Summit (Doha, November 3-5, 2015)**
  GESCI participated in the Summit and is, subsequently, in discussions with the Qatar Foundation – ICT for Education Department on an ICT in education initiative. ROTA (reach out to Asia) online education manager is interested in GESCI’s Digital School of Distinction Initiative (DSDI).

- **Enabling teachers: Enabling Youth (Kigali 18-19th February 2015)**
  An expert forum organised by The MasterCard Foundation on the theme of strengthening teacher quality in secondary schools in sub-Saharan Africa.

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Part 4

Financial Summary
GESCI is mostly funded by the governments of Finland and Sweden, by the MasterCard Foundation and a number of other minor project funding partners.

Financial results for the year

66. Income for the 12 months to December 31st 2015 was approximately €3.17 million. Expenditure for the same 12 months was approximately €1.51 million and closing funds at 31st December 2015 (cash at Bank) was €3.15 million.

As a non-profit organization, GESCI manages its expenditure prudently within its available resources.

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

Below is a summary of the income exclusively received within the 12 months period ending on 31st December 2015. (See Table 2: Summary of contributions received by GESCI in 2015).

Table 2. Summary of contributions received by GESCI in 2015

<table>
<thead>
<tr>
<th>Donors</th>
<th>Amount €</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swedish International Development Cooperation Agency (Sida)</td>
<td>533,660</td>
</tr>
<tr>
<td>The Master Card Foundation</td>
<td>1,372,593</td>
</tr>
<tr>
<td>Ministry of Foreign Affairs of Finland – ALICT 2</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Ministry of Foreign Affairs of Finland – AKE Project</td>
<td>250,000</td>
</tr>
<tr>
<td>Intel Corporation</td>
<td>16,429</td>
</tr>
<tr>
<td>Miscellaneous (Small Projects)</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,173,682</strong></td>
</tr>
</tbody>
</table>
In the last quarter of 2015, GESCI embarked on drafting its strategy for the next strategic period (2017-2020). The exercise was a collective process built around four preparatory phases: (1) undertaking research and collecting evidence to inform the new strategy; (2) reviewing of the strategy 2013-16; (3) determining GESCI’s areas of knowledge and expertise in relation to the 2030 Agenda for sustainable development “Transforming our World”; and (4) identifying future trends impacting the implementation of the SDGs and exploring how GESCI could address related gaps.

The resulting document, GESCI Strategy (2017-2020) – From Vision to Action – Delivering What We Promise identified 6 thematic areas GESCI will focus its work on in 2017-2020:

- Teacher professional development
- Leadership for Sustainable Development Goals (SDGs) capacity-building
- Technical and Vocational Skills Development (TVSD) and digital skills and youth entrepreneurship
- ICT in Science, Technology, English and Mathematics (STEM) education
- Community-based Learning
- Education for refugee children in crisis situations
- Professional Services and consultancy

The strategy represents a qualitative development in the growth of the organization, positioning it to address new challenges, opportunities and sectors.

We are confident that GESCI’s experience and maturity, as well as its profound understanding of the roles that leadership, technology, pedagogy and innovation play in the cultivation of knowledge societies will equip it to successfully meet its strategic objectives.
Annexes

Annex 1.
Summary of Achievements against GESCI RAF Outcome and Output Indicators and Targets – 2015

Annex 2.
GESCI Publications 2015

Annex 3.
GESCI Organogram 2015
### Annex 1.

#### Summary of Achievements against GESCI RAF Outcome and Output Indicators and Targets – 2015

**Table 3: Summary of Achievements against GESCI RAF Outcome and output indicators**

<table>
<thead>
<tr>
<th>Goal, Outcomes and Outputs</th>
<th>GESCI RAF Indicators</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| **Goal for GESCI RAF 2013- 2016:** To increase the use and integration of digital technologies in every strand of society to realize higher levels of equality and inclusiveness and in particular the use of ICTs to support governments, communities and citizens for:  
  • Greater access to quality learning opportunities in education (formal, informal and technical)  
  • Skills development (i.e. Leadership skills in ITC4E for policy makers, TVSD skills for youth employment)  
  • Informed and participative citizenry thereby contributing to the acceleration of socio-economic development towards knowledge societies for all | **Overall goal indicator:** No of countries with improved education (in terms of access, quality, relevance and efficiency) as a result of successful integration of ICT in the education system in-part attributable to GESCI’s engagement with those countries | **Target: 16 countries 2013 - 2016** GESCI delivered its programmes across 16 African countries thereby meeting the overall RAF target for the entire strategy period (4 countries per annum). GESCI achieved these outcomes through its core and programme activities. Across the 16 countries there are now a cadre of mid-level to senior leaders in public ministries, primarily Ministries of Education, who are better equipped with policy formulation, planning and implementation skills in the pillar areas of Education, ICT and Science, Technology and Innovation. |

**GESCI Organisational outcomes**  
• Policies and strategies for KS development,  
• ICT integration and reform of formal education  
• Technical Vocational and Skills Development (TVSD) for youth skills development and employment  
• Deployment of ICT infrastructure and the internet  
• Communities of practice  
• Human resource development and training  
• Facilitating development of information systems, tools and frameworks for improved decision making  
• Educational portals and training materials.  
GESCI’s programmes all contributed towards achieving these outcomes and these have been separately reported on in the Annual Report under the individual programmes  

**Overall outcome indicator:** No. of agreements, MoUs and engagements with boundary partners addressing each of the desired outcomes.  

**Target: 4 agreements, MOUs/engagements signed – cumulatively 16 since 2013:** GESCI met the target with:  
2 new country engagements (with MoUs) with Kenya and Tanzania on the African Digital Schools Initiative (ADSI)  
• MoU was signed with the Ecole supérieure multinationale des télécommunications (ESMT) in December 2015 in Senegal for the delivery of the ALICT programme to ESMT member state bodies which include Benin, Burkina Faso, Guinea Conakry, Mali, Mauritania, Niger, Senegal, and Togo. This will establish GESCI’s presence more firmly in Francophone West Africa.  
• MOU was signed with the Islamic Educational, Scientific and Cultural Organization (ISESCO) in April 2015 to develop a joint proposal to mobilize financial resources to deliver the ALICT / LATCI courses for ISESCO member countries with the potential of starting a pilot project in Pakistan.
<table>
<thead>
<tr>
<th>Core organisational outputs</th>
<th>Core organisational output indicator</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Output 1: GESCI Functional Departments Strengthened | Output indicator 1.1: Comprehensive marketing, communication & networking campaign enabling Donor Partnerships (No. of partnerships agreed with current and new donors) | Target: 5 MoUs signed (cumulatively from 2013): 2 for 2015 GESCI met the target and signed 2 donor agreements in 2015 with:  
- The Ministry of Foreign of Finland for a 3rd phase of the African Knowledge Exchange (AKE) Project for youth skills and enterprise development and  
- The MasterCard Foundation for the African Digital Schools Initiative (ADSI) for improving teaching and learning in STEM subjects using ICTS |
|                              | Output indicator 1.2: Comprehensive marketing, communication & networking campaign enabling Public Private partnerships (No of PPPs drafted for targeted digital enterprises and organizations) | Target: 1 MoU per annum signed off with PPP (cumulatively 5 from 2013): GESCI met the target with the PPP negotiated and signed with ISESCO in relation to identifying suitable education initiatives for GESCI participation in the Middle East and North Africa. In addition, an MoU was negotiated with the University of Mauritius, for the wider access and sustainability of the ALICT course, was signed in January 2016. This franchise-type arrangement allows UOM to offer the ALICT/LaTIC programme under licence from GESCI subject to a unit fee being paid to GESCI and and quality assurance being provided by GESCI. |
|                              | Output indicator 1.3: Board Expansion -Increased Board Membership and Board Involvement in meetings | Target: 6 Board members by 2015 with 2 Board meetings annually The target was met. Now the Board of Directors consists of 7 members following one resignation. As well as a GESCI annual general meeting, the Board held 2 meetings in 2015. There were 3 women board members in 2014 but two resigned in 2015. The Board is actively intending to redress the gender balance |
|                              | Output indicator 1.4: Advisory Reference Group (Advisory Council established) | The target of setting up an Advisory Council could not be met as the new Kenya NGO Trust Regulations do not allow for the establishment of Advisory Councils to Boards of Management. Costs incurred included legal fees and staff time in engaging with the NGO Board |
|                              | Output indicator 1.5: Strengthening Management Reporting & Communication (Portfolio management & reporting processes streamlined) | No target set, but GESCI embarked on a thorough internal and consultative review and enhancement of its frameworks, planning, monitoring and reporting processes and tools and conducted rigorous research to inform the development of the 2017 – 2020 Strategy which will be finalised in 2016. These enhanced processes and tools will be implemented in 2016. |
Output indicator 1.6: Strengthening Financial Management (ABC accounting implemented)

No target set for 2015 as Activity Based Accounting was implemented in 2014, but the systems, processes, work plans and budgets were further streamlined and enhanced in 2015 based on experiences with its implementation in 2014.

Output indicator 1.7: Capacity Development (HR Development Programme established)

Target: 1 new staff member joining annually; retention of 80% and 4 staff trained annually

GESCI exceeded the target in that 3 new staff members joined the organisation: Senior Programme Development Specialist; Communications, Outreach and KM Specialist; and Partner Relations, Advocacy and Communications Specialist. The organisation retained 86% of its staff and provided external staff development opportunities to individual staff members in their areas of specialization as well as in-house training for all staff on new methodologies, tools and frameworks. GESCI also embarked on a recruitment drive for a Programme Manager for the ADSI Programme; the process was concluded early 2016.

Output indicator 1.8: Country and Regional Programme management (Country and Regional Programme management)

(Management and Support for country full–engagement, transition & on–demand projects, regional knowledge exchange platforms and capacity building programmes on KS, ICT4D and ICT4E)

Target: 5 engagements (cumulatively from 2013)

The target was exceeded with approval of and preparations for 3 new country engagements with Kenya, Tanzania and Cote d’Ivoire on the African Digital Schools Initiative (ADSI) and with the ALICT Programme expanding to 3 Francophone countries in West and North Africa: Senegal, Cote d’Ivoire and Morocco. One new programme was developed for developing the leadership capacities of Agriculture, Fisheries and Livestock officials in Kenya and funding for implementation will be sourced in 2016.
Annex 2.

GESCI Organogram

Figure 2. ???

ORGANOGRAM
Annex 3.

GESCI Publications 2015

Research conducted in partnership with other organizations


Internal research

Review
GESCI. 2015. *ALICT Course Review,* based on an internal team review survey and external moderator and evaluator reports of the ALICT course design and implementation in 4 domains: design, technical platforms, facilitation, MEL-communication, Knowledge Management system. Nairobi: GESCI.

Reports of Policy Forums


Technical paper
**Evaluation Research**


**Brochures and flyers**
Implement Key Sustainable Development Goals - Partner with GESCI

African Leadership in ICT (ALICT) - Building leadership for Knowledge Society Development in Africa

Leadership African Dans Les TIC (LATIC) - Renforcer le leadership pour le développement des sociétés du savoir en Afrique

African Knowledge Exchange (AKE) - A programme designed and implemented by GESCI

African Digital Schools Initiative (ADSI) - Cote d'Ivoire, Kenya, Tanzania

African Digital Schools Initiative (ADSI) - Kenya

African Digital Schools Initiative (ADSI) - Tanzania

African Digital Schools Initiative (ADSI) - Côte d'Ivoire