

2017 ANNUAL REPORT



From Vision to Action -Delivering What We Promise

GESCI 2017 Annual Report

*From Vision to Action:
Delivering What We
Promise*

Acronyms and Abbreviations

ADSI	African Digital Schools Initiative
AKE	African Knowledge Exchange
ALICT	Africa Leadership in ICT and Knowledge Society Development
AUC	African Union Commission
CEO	Chief Executive Officer
CESA	Continental Education Strategy for Africa
CoPs	Communities of Practice
DCM	Digital Creative Media
DSD	Digital Schools of Distinction
EWG	Expert Working Group
GESCI	Global e-Schools and Communities Initiative
HR	Human Resources
ICT	Information and Communication Technology
KISE	Kenya Institute of Special Education
KMS	Knowledge Management System
KS	Knowledge Society
LATIC	Leadership africain pour les TOC et le développement de la société du savoir
LL	Living Lab
LN4SD	Leadership Network for Sustainable Development
MoEST	Ministry of Education, Science and Technology
MCF	Mastercard Foundation
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
OER	Open Education Resources
PORALG	President's Office Regional Administration and Local Government
RAF	Results Assessment Framework
SBCs	School-Based Coordinators
STEM	Science, Technology, English and Mathematics
TPACK	Technological, Pedagogical and Content Knowledge
TPD	Teacher Professional Development
TVSD	Technical and Vocational Skills Development



A group photo of participants at the ALICT/LATIC Closing Forum in August 2017

Part 1: Introduction and Overview

In 2017 GESCI commenced the implementation of its strategic period 2017 - 2020, “**From Vision to Action -Delivering What We Promise**”. During 2017 two GESCI flagship programmes, the African Leadership in ICT and Knowledge Society (ALICT) / Leadership Africain en TIC et Developpement de Societe du Savoir (LaTIC) and the African Knowledge Exchange (AKE) funded by the Ministry for Foreign Affairs, Finland (MFAF) concluded successfully with robust capacity building models, state-of-the- art content packages, learning platforms, continent-wide networks and capacities of mid to senior public sector leaders and unemployed youth built across 16 African countries.

The impact of these programmes will continue to be felt and be reflected in more informed and coherent policy making across the ICT, Education, Science, Technology and Innovation and youth digital skills sectors. The capacity building models emanating from these programmes are flexible and replicable to other regions, sectors and contexts. The year also saw full implementation of the African Digital Schools Initiative (ADSI) to 800 schools, 800 Science, Technology, English and Math (STEM) teachers, 320 Head teachers and school boards and approximately 40,000 secondary school students in Kenya and the launch and start of implementation In Tanzania and Côte d’Ivoire.

GESCI continued to focus on and invest in building strategic partnerships in 2017 to ensure sustainability, to extend its reach and impact, and to become more influential in agenda setting on the African continent in pursuit of its vision, mission and organisational objectives. GESCI gained greater visibility and credibility as a reliable partner with substantive models and programmes, and who has the ability to work at both the strategic agenda setting level and the operational and implementation level - something that gives GESCI a particular edge as our policy and strategic advice is authentic and rooted in the realities of the contexts we work in but also informed by emerging trends. GESCI was invited to participate in and present at several international forums such as ADEA Triennale in Dakar, Senegal in March 2017, the African Union Commission’s (AUC) ICT in Education Cluster meeting in Porto, Portugal, April 2017 and the UNESCO Global Forum on ICT for Education in Qingdao, China, in July 2017.

GESCI also concluded an agreement with the AUC, ADEA and UNICEF to co-organize the African Forum on Youth Skills and Enterprise in the Digital Age to be held in Tunis, Tunisia, in April 2018. In addition, MoUs were negotiated and signed with the Ministry of Higher Education and Scientific research of the Republic of Guinea (Conakry) and with the Ministry of Education of the Democratic Republic of Congo (DRC) in April 2017.

An external independent evaluation of GESCI which assessed the overall efficiency, effectiveness, relevance, sustainability, accountability and the impact of the organisation over the period 2013 to 2016 was conducted in 2017. The evaluation concluded that “ GESCI demonstrated **openness, accountability, transparency and governance** in all aspects of its work and relationships with States, strategic partners, donors, program participants and beneficiaries”, that GESCI’s work was found to have been very relevant both to its agenda and mandate as well as to the needs of the target beneficiaries and countries, and that GESCI demonstrated through time and cost consciousness, having implemented its projects within acceptable time and at the most reasonable costs.

Without the full support and trust of our donors, we would not have been able to achieve our organisational and programme objectives. We are deeply grateful to them for their guidance, advice, encouragement and financial support which enabled GESCI to operate, grow in capacity and influence, and to implement its programmes in an efficient and effective manner aimed at achieving stated outcomes and impacts. We thank Sida for its essential core support which enabled us to provide the necessary supports, expertise and administrative services to programme and project delivery. We highly value the support from the Ministry for Foreign

Affairs of Finland for programme funding for the ALICT and AKE programmes, and the Mastercard Foundation (MCF) for programme funding for ADSI. Their generous financial support, advice and encouragement.

During 2017 the GESCI Board of Directors was reconstituted to meet the new requirements of the Kenya NGO Board. Two Board meetings were held. With the launching of the ADSI programme in Tanzania two new staff members joined the organisation stationed in Pwani and Morogoro Regions in Tanzania.

Programme Outcomes

GESCI envisages a world where the widespread use and integration of digital technologies will transform learning and realise higher levels of equality and inclusiveness. It is a world where ICTs are efficiently used to support governments and communities for inter alia: equitable access to a high quality education in formal and informal learning environments; ICT competency skills for better teaching and learning to improve student achievement and acquisition of 21st century skills; digital skills development for youth employment and entrepreneurship to equip young people with the technology-driven skills and capabilities required for self-employment and the job market; securing gender equality in participation and achievement in education and training; Multi-level leadership competencies at Government levels for planning inclusive and sustainable social and economic development; and scaling-up learning opportunities in community-based settings for social transformation.

In implementing its programmatic activities, GESCI was guided by the strategic objectives articulated in its 2017 - 2020 strategy, From Vision to Action - Delivering What We Promise, focusing in particular on the seven (7) thematic areas:

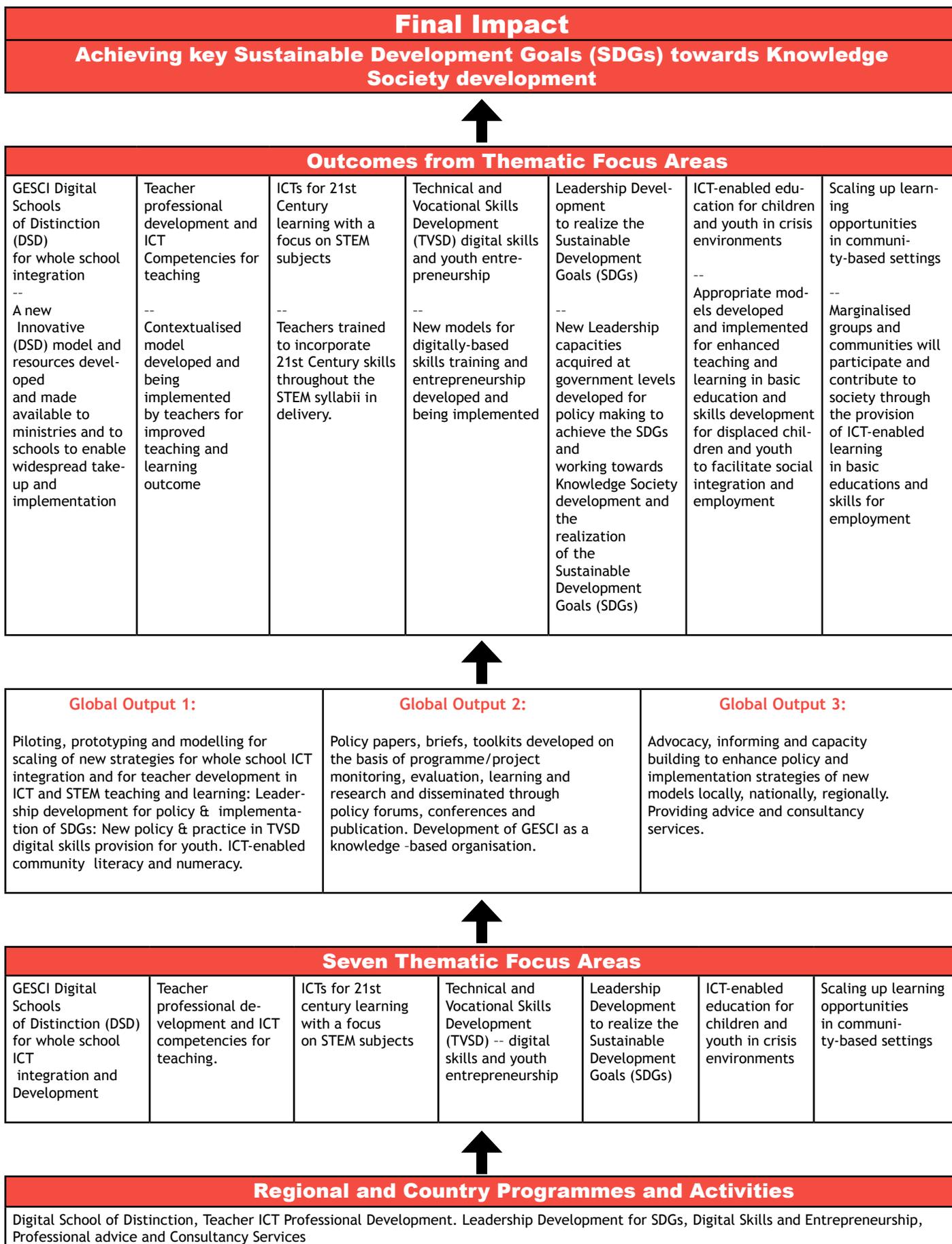
- GESCI Digital Schools of Distinction for whole school ICT integration and development
- Teacher professional development and ICT competencies
- ICTs for 21st century learning with a focus on STEM subjects
- Technical and Vocational Skills Development (TVSD) and digital skills and youth entrepreneurship
- Leadership development to realize the Sustainable Development Goals (SDGs)
- ICT-enabled education for children and youth in crisis environments
- Scaling up learning opportunities in community-based settings.

In addition, we also put effort into developing two (2) cross-cutting activities which would position GESCI for a more sustainable growth trajectory, namely

- GESCI organisational activities
- Consultancy and expert services.

GESCI's cross-cutting work areas are critical for GESCI's continued development as a knowledge and expert organisation and for building an enabling environment to support its operations and the design and implementation of its programmes and projects. The cross cutting areas support GESCI's growth and building of organisational capacities, strategies, structures, systems and policies.

The thematic focus areas are featured in Table 1 below:





Part 2 : Programme Highlights

African Leadership in ICT and Knowledge Society (ALICT) / Leadership Africain En TIC et Developpement de Societe du Savoir (LaTIC)

Major Highlights



BOX 1: ALICT programme highlights in 2017

- First cohort of 37 Master's degree students graduating in April 2017 with additional enrolment of 7 participants for the second batch of top up Masters Programme with the University of Mauritius.
- A high quality blended learning package, consisting of a state-of-the art content package, an interactive and engaging learning platform and resources for new cycles of training through the wider access partnership model nationally, regionally and globally.
- Active Leadership Network for Sustainable Development (LN4SD) fostering enhanced networking opportunities, particularly between alumni either within countries or across countries, and between alumni, KS experts, practitioners and researchers through blogs and webinars.
- 16 well-researched and up to date country studies contributing significantly to the African research and knowledge base in the fields of leadership development, Education, ICT, STI and Futures Thinking.
- African Leadership for Knowledge Society Forum conducted in August 2017 officially closing the programme by presenting and sharing the research, case studies and futures thinking frameworks that have emerged from the implementation of the African Leadership for ICT programme.

The ALICT Phase 2 programme, funded by the Ministry for Foreign Affairs, Finland (MFAF) and with the African Union Commission (AUC) as strategic partner, was implemented from January 2014 - December 2016, with a non-cost extension from January - 13th October 2017.

The ALICT Phase 2 programme focused on the expansion, consolidation and sustainability of the programme. This involved key activities centred on: a comprehensive revamp of the course content modules; upgrading of the learning platform, a re-conceptualisation, building and re-launch of the ALICT Alumni Network as the Leadership Network for Sustainable Development (LN4SD) and the development and implementation of the wider access model through university partners. During the non-cost-extension period from January -October 2017 the focus was on consolidation of the Leadership Network, updating and improving on the content package and learning platform to ensure currency and relevance, updating and extending the country studies to include sustainable development perspectives and consolidating the wider access leadership capacity building model in partnership with universities.

During this period we also built alliances with strategic partners and relevant funding bodies to replicate the leadership capacity building model to other sectors. Towards the close of the programme, an independent evaluation of the ALICT Programme revealed that “the ALICT programme reflects a high quality trans-national, cross-border, cost-effective, practical and accredited higher education leadership capacity building provision for leaders in the 21st Century.” The report findings present clear evidence of a robust instructional design framework and methodology that guided the design and delivery of the programme and continuous improvement that was achieved through iterative cycles of course reviews.

At the close of the programme in October 2017 the main achievements were:

- Implementation of the wider access model in partnership with African universities, with a first cohort of 37 Master’s degree students graduating in April 2017 and an additional enrolment of 7 participants for the second batch of top up Masters Programme with the University of Mauritius
- A high quality blended learning package, consisting of a state-of-the art content package and an interactive and engaging learning platform and resources to be disseminated through the wider access partnership model nationally, regionally and globally. The package will attract more partners to deliver the course to build a critical mass of Knowledge Society Leaders in Africa to contribute to Sustainable Development. This will not only facilitate expansion through more partnerships, but also contribute to sustainability as the course package is up to date and relevant to current issues related to Education, ICT and STI, Leadership and Futures Thinking
- Graduates significantly contributing to enhanced policies and strategies for KS advancement in their countries and regions as per the findings and conclusions of the Impact Assessment Study
- A well-conceptualised and functioning Leadership Network with ALICT/LATIC alumni as the backbone (<http://www.leadership4sd.org/>). The Network is a critical element in ensuring sustainability and continuation of learning for alumni.
- A total of 6 blogs and webinar sessions researched, organized and facilitated on the Leadership Network across various themes connected to Knowledge Society Advancement. These blogs and webinars were prepared and facilitated by internationally renowned experts and address critical issues related to the ALICT pillar areas. They provide comparative analyses, lessons learned and solutions to common challenges which contribute to further learning for members.
- A total of 16 well-researched and up to date country studies contributing significantly to the African research and knowledge base in the fields of leadership development, Education, ICT, STI and Futures Thinking. These and other knowledge products from the programme were packaged and shared at key strategic forums for advocacy and promotion of the ALICT course and for influencing the policy agendas related to ICT, Education and STI to accelerate cohesive efforts for Knowledge Society Development in Africa.

- Across the five cohorts 32% of successful graduates are women leaders. We managed to maintain the target of training at least 30% women across all cohorts, notwithstanding recruitment difficulties associated with the smaller numbers of women working as mid -to -senior level government officials and other barriers faced by professional women.
- A total of 106 final course assignments developed for pillar specific (ICT, STI and Education) and Knowledge Society policy coherence. These contributed significantly to the knowledge base of the participants and their institutions and provide updated frameworks, references and national development scenarios to draw from.
- Several strategic partnerships and MoUs signed and with regional bodies, academic institutions and other partners to replicate and advocate for the ALICT leadership capacity building model. These include Forum for African Women Educationalists (FAWE), Islamic Educational, Scientific and Cultural Organization (ISESCO), Ecole Supérieure Multinationale des Télécommunications (ESMT), University of Mauritius, St. Mary's University, Ethiopia and Sustainability Nation, Ireland.

New developments and opportunities

- The Leadership Network for Sustainable Development LN4SD is a unique platform for driving forward knowledge sectors related development goals. A road map for the further development of the Network, including a 6-year action plan, has been developed. The network will act as a major policy forum, knowledge sharing and advocacy platform for advancing KS and SD in Africa.
- The Leadership for Knowledge Society and Sustainable Development L4KS&SD course - the revised state-of-the-art course builds on the successes of the ALICT programme, the lessons learned, and enhanced course platform and content. It aligns to the new global development agenda, Agenda 2030 - the Sustainable Development Goals. The Leadership for Knowledge Society and Sustainable Development (L4KS&SD) course has the potential to be delivered in other regions beyond Africa.
- The analytical and development work and also the methodology designed for leadership capacity development can be leveraged for:
 1. *Designing similar leadership capacity development interventions in other development areas*
 2. *Design lighter versions (workshops, a few days training or MOOCs) of the leadership capacity development in relevant SDG sectors.*

The African Knowledge Exchange (AKE) – Creative Digital Media & Start-Ups

Major Highlights



AKE Participant showcases his work during the Policy Forum in March 2017.

BOX 2: AKE highlights in 2017

- A tested and consolidated youth digital skills and enterprise development model which can be replicated and is scalable.
- All 20 students enrolled successfully completed the Creative Digital Media & Start-Ups course - 9 of which were young women.
- 7 start-ups, formed, registered and established with seed funding.
- AKE endorsement for the African Union Commission's (AUC) youth programme for the next three years 2017-2020.
- A digital portal to support the Living Lab research, student and digital creative media industry.
- Policy forum with policy recommendations for youth digital skills and enterprise developments.
- Innovative Living Lab research.

The 3rd cycle of the African Knowledge Exchange (AKE) Creative Media Venture was implemented during the period January 2016 - June 2017. The project was planned to conclude end December 2016, but GESCI requested for non-cost extensions to end June 2017. In the 2016-17 cycle, the AKE project refined and consolidated the innovative and scalable skills development model by combining high level skilling to commercial - standards with entrepreneurial abilities and the actual formation of start-ups in the digitally - driven creative and cultural arena. The model that emerged incorporates various supports needed for the creation of start-ups.

The model can be applied with the necessary contextualisation to other traditional employments in service areas and to new and emerging ICT-based service opportunities for start-ups and self-employment. Throughout the 3 cycles of implementation GESCI strived to encourage the participation of young women and in this cycle we sought particularly to increase the participation of young women in skills development in the Digital Creative Media (DCM) project with 9 young women (45% of intake) finally graduating and receiving seed funding for their start-ups.

Specific achievements in 2017

- Integrated digital skills and enterprise development curriculum implemented and consolidated
- Consolidated youth skills and enterprise development model
- All 20 students recruited and equipped with high end digital skills in Animation, Sound Production and Games and Apps Development meeting industry standards and matched to industry demand and requirements graduated from the project, of which 9 were young women. The graduates were drawn from mainly disadvantaged groups who were provided access and participation in high level skills training to prepare them for employment and enterprise development in the DCM industries
- Capacities enhanced of 3 local Kenyan tutors who implemented the training and skilling. They benefited as they were trained and exposed to the latest skills development and pedagogical approaches and technologies in the skills domains - gaming, graphic design, music production, animation - by the 2 Irish master tutors from Ballyfermot College of Further and Higher Education, Ireland. They were also exposed to industry level training standards through collaboration with Kenyan entrepreneurs and industry partners on the student projects
- A digital portal (<https://gesciakemediaventure.net/>) set up to support both the AKE Living Lab (LL) research and the DCM community
- AKE endorsement for the African Union Commission's (AUC) youth programme for the next three years 2017-2020 as a result of the Gambia event.
- Strategic partnerships established with DCM industries in Kenya to support trainees. 29 DCM industry experts provided their expertise and skills input on course development and design, market trends, industry constraints and industry best practices during the Roundtable and Solution Design workshop and during the entrepreneurial practice and start-up incubation phases.
- 7 Start-ups organically formed, legalized and set up for business with seed funding and some with commissioned work.
- Living Lab research which refined and consolidated the digital skills and enterprise development model and from which the AKE mixed methods approach emerged
- Policy Forum with relevant government ministries, agencies, DCM industry partners, iHubs, young entrepreneurs and potential investors producing policy recommendations to create a more conducive environment for youth skilling and enterprise development.

New developments and opportunities

The project tested and consolidated a model and skills development scenario that governments and their agencies can draw on in tackling youth unemployment, skilling and enterprise development. The skills and enterprise development model is flexible and can be adapted and applied to the requirements of other TVSD sectors. The AKE model and method provide a concrete, robust and tested example of innovative re-thinking of less formal, shorter and more cost effective skills training alternative leading to enterprise development and job creation. It is a scalable model and can be used in both formal and informal learning environments.

The portal and platform will continue to provide support to the start-ups created and the mentors from the industry are committed to support the start-ups. The policy recommendations emanating from the project will be used at the upcoming Ministerial Youth Forum in Tunis in April 2018 to raise awareness and advocate for the scaling, replication and extension of the model.

The project implementation also examined in earnest what policies need to be installed in order to support youth in accessing enterprise development opportunities and supports, the labour market and obtaining or creating decent jobs for young people, as envisaged by **Sustainable Development Goal #8**. The model emphasises equality of opportunity and promotes fair treatment for women and men in the market and work place, by advocating for gender-sensitive employment policies and workforce skills.

This model can also be replicated with limited tweaking for young people with special education and training needs. The model is built on and is driven by multi-stakeholder alliances, strategic partnerships and country level action which are key to inclusive growth as required by the 2030 development agenda. This will facilitate the mobilisation of resources for replication and larger scale roll-out.



AKE Participants during class and showcase sessions in 2017.

African Digital Schools Initiative (ADSI) / L'Eole Numerique d'Excellence Africaine (ENEA)

Major Highlights



BOX 3: ADSI highlights in 2017

- ADSI programme launched In Tanzania and Cote d'Ivoire.
- 40 secondary schools selected across 2 regions in Tanzania and 20 schools selected in Cote d'Ivoire.
- Implementation in 80 secondary schools across 4 counties with 800 STEM teachers and 80 principals actively involved in Kenya.
- Digital School of Distinction (DSD) platform developed and DSD road maps finalized for Kenya, Tanzania and Cote d'Ivoire.
- Open Educational Resources (OER) platform completed and populated with resources.
- Partnerships signed with University of Nairobi, CoICT-Dar Es Salaam University and RO-CARE-CI for baseline data collection, analysis and report writing.

In 2017 full scale implementation of the ADSI programme started in Kenya where 80 secondary schools, 800 STEM teachers, 80 principals and their school boards across 4 counties started implementing the ADSI programme. In Tanzania 2 regions and 40 schools and 400 STEM teachers were selected. Project staff were recruited and national and regional programme launches were done in October 2017 in close coordination with the Ministry of Education (MoE), the President's Office for Regional and Local Government (PORALG) and the respective regional offices. 40 principals and school boards were oriented and contextualised the Digital Schools of Distinction (DSD) Handbook. . In Cote d'Ivoire the programme was launched by the Minister of Education. 20 schools and STEM 200 teachers were identified. 20 principals together with their school boards were oriented and contextualised the DSD Handbook and 100 STEM teachers received the first round of training for the Technology Literacy (TL) cycle.

Main Achievements

- Strategic partnerships and MoUs signed with the key institutions across the three countries for implementation and sustainability of the ADSI programme.
- The Expert Working Groups (EWGs) fully constituted and functional across all three countries and actively contributing to module validation of Technology Literacy (TL) and Knowledge Deepening (KD) cycles, participating in school visits and Monitoring, Evaluation, Research and Learning (MERL) tool validation for baseline studies.
- The country project teams (Project Managers, Project Coordinators) for Tanzania and Cote d'Ivoire were recruited and embedded in the respective Ministries and Teacher training colleges.
- School selection (40 in Tanzania and 20 in CIV) finalized and ADSI programme officially launched with the presence of Permanent Secretaries (TZ) and the Minister of Education and other senior officials (CIV). In CIV, development partners such as AFBD, AFD and UNESCO also participated in the event.
- In Kenya implementation in 80 secondary schools across 4 counties with 800 STEM teachers and 80 principals and school board members actively involved. The ratio of male and female principals are 64 to 16 respectively. The School Boards of Management are represented by 277 males and 110 females. In-terms of teachers, out of 802 teachers trained, 536 are male and 266 are female teachers.
- In Tanzania, 40 project schools selected and orientation of principals completed. The mix of schools include: 4 Girls' Schools, 3 Boys' Schools and 33 Co-Education Schools. Out of 40 Heads of schools, 12 are female and 28 male. They had all participated in orientation and DSD contextualization workshops. Of the 40 School Based Coordinators, 3 are female and 37 male. Out of 400 teachers, 140 are female and 260 are male teachers.
- In Cote d'Ivoire, the project was initiated in all 20 schools with all 20 School Heads and 20 SBCs trained. Out of 200 teachers, 100 teachers had been trained in 2017 with the rest to be trained in January 2018.
- Final batch of ICT equipment was delivered to schools in Kenya and procurement process completed for Tanzania and Cote d'Ivoire with delivery expected in January 2018.
- Efficient and effective planning and operations across the three countries coordinated and guided by the Master Gantt chart with meticulous tracking throughout the year - this facilitated timely adjustment.
- Digital School of Distinction (DSD) Road map finalized for all three countries, DSD platform developed, and School Head Teachers in Kenya completed their school self-assessments.
- Open Educational Resources (OER) platform completed and populated with resources on an ongoing basis to support the teachers to leverage the Digital Learning Resources for Teaching & Learning for their own professional development and for student learning.
- The Instructional Design work completed for Technology Literacy (TL) cycle modules in English and French.
- Technology Literacy training completed in Kenya followed up by school visits for classroom observation and support. Of the 802 teachers enrolled, 747 successfully completed the TL cycle and were certified at the Regional Teachers' Conferences in Kenya.
- Partnerships signed with University of Nairobi, ColICT-Dar Es Salaam University and ROCARE-CI for baseline data collection, analysis and report writing. The draft reports for all three countries were developed and final reports would be completed in January/February 2018.
- A successful stakeholders' meeting including other agencies and potential donors was conducted in CIV and brought in private sector participation to support with ICT equipment for schools
- The Programme Partners Group (PPG) meeting was conducted in Kenya and policy feedback and lessons emanating from implementation and the regional teachers' conference shared.

- Knowledge Deepening Modules were validated, approved and uploaded to the learning platform to commence the KD cycle training in Kenya in January 2018.
- Dissemination of the ADSI model of whole school development and DSD framework at international, continental and national events.

In Photos: ADSD Activities in 2017





Part 3: Going Forward

Based on the experiences and lessons learned across the 3 countries, GESCI will attend to the following issues in 2018 in addition to the main activities identified in the 2018 Work Plan:

- Hiring of MERL Specialist for improved management of data collection, analysis, synthesis and development of lessons and more effective dissemination of the same. This will also bring more uniformity as well as nuanced tools and reporting as we progress towards midline and endline evaluations
- Develop strategy and possible solutions for the connectivity challenges faced by the schools in rural areas. More deliberately bring in additional support through the Ministries of ICT, internet service providers and other relevant agencies across the 3 countries to ease out the connectivity challenge for the schools
- The assignment and portfolio design for teacher assessment will be reviewed and optimized to make it easier for teachers experiencing connectivity problems
- Provision of more focused training to the School-Based Coordinators to take care of stronger school based support to the teachers. Also, encourage principals to appoint more female STEM teachers as SBCs when replacements are made and encourage and support female teachers to make themselves available
- Additional research will be carried out on various models of institutionalization to develop more customized approaches for each country to facilitate the integration of the ADSI model into the system for scale up
- Strongly leverage the learnings from the TL cycle module delivery in Kenya and adopt and or adjust in Tanzania and Cote d'Ivoire
- Improving consultation on scheduling of training programmes/meetings/conferences to ensure that there is no clash with events organized by Government to ensure maximum attendance and participation of appropriate officials
- In Tanzania, there will be more effort to work closely with both MoE and PORALG to minimise delays



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AFRICA SPECIAL SESSION CESA ICT in Education Session

ICT in Education initiatives:
expectations and way forward to achieve the SDGs

Sustainable
Education
Meeting
21st-22nd September 2017, NYC, USA



Part 4: Advocacy and Strategic Partnerships

GESCI's Advocacy and Growing International Status

In 2017 GESCI continued to grow in international status through membership of international task forces and continental working groups, participation in international forums and attendance at conferences. In this regard

- GESCI contributed to the development of the African Union Commission's (AUC) Continental Education Strategy for Africa (CESA) 2016 - 2025 and has a central role in its ongoing implementation
- Chairs CESA's ICT in Education Cluster and has been invited to be a member of both the STEM and the Teacher Education Clusters for CESA implementation
- Substantially contributed to the AUC Youth Forum in Banjul (Banjul +10) and the African Youth Charter and is co-organising with the AUC a Ministerial Forum on Youth, Digital Skills and Enterprise scheduled for April 2018 as part of the AU's 'African Year for Harnessing Demographic Dividends through Investments in Youth 2017/8'
- GESCI's African Digital Schools Initiative (ADSI), delivered in secondary schools in Kenya, Cote d'Ivoire and Tanzania has been designated as an exemplary and flagship programme of the African Union Commission
- Launched a continent-wide Leadership Network for Sustainable Development
- Invited to become a contributor and collaborator on the AU Africa Youth Charter and Forum
- Invited to become a member of the International Task Force on Teachers (ITFT/UNESCO)
- Offered consultancy services, forged strategic partnerships and collaborated with UNESCO in Africa and globally
- Signed several new Memoranda of Understanding/Agreement (MoU/MoAs) with key collaborative agencies and with several countries including the Democratic Republic of the Congo (DRC) and Guinea Conakry
- Served on the programme committee for the ADEA Triennale in Dakar, Senegal, in March 2017 and made key contributions
- Contributed to and participated in the AUC's ICT in Education Cluster meeting in Porto, Portugal, in April 2017
- Is a partner and collaborator with the Forum for African Women Educationalists (FAWE) and the Association for the Development of Education in Africa (ADEA)
- Presented at the UNESCO Global forum on ICT for Education, in Qingdao, China, in July 2017
- Organised and conducted the African Leadership for Knowledge Society Forum, in Nairobi, Kenya, in August 2017
- Participated in the Millenium@Edu Foundation meetings in NY, USA, in September 2017
- Attended the mAlliance Steering Committee meetings in Washington, DC, USA, in October 2017
- Invited to attend the AUC-STC meeting (yearly meeting of Education, Science and Technology Ministers of the African Union Commission, Oct. '17), Addis Ababa, Ethiopia. These meetings are only open to ministries, public donors and organizations that have privileged working relationships with the African Union Commission's HRST Department.

Part 5: Finance and Governance

Governance

GESCI's formal governance structure is composed of Members and Directors. These Members and Directors are advised by a number of committees.

As a non-profit, non-governmental organisation, GESCI's trustees are called Members and are the subscribers to the organisation's constitution. The Members are largely representative of GESCI stakeholders including

- Developing country governments
- Development agencies
- Civil society
- Private sector

Finances

During 2017, GESCI received grants from the Master Card Foundation, Swedish International Development Cooperation Agency (Sida) and fees earned in implementation of programmes and provision of expert services.

Financial results for the year

Income for the 12 months to December 31st 2017 was €1,473,374. Expenditure for the same 12 months was €2,028,259 and closing funds as at 31st December 2017 (Cash at Bank) was €1,364,044.

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

In summary, as with any non-profit organisation, GESCI's sustainability depends on the on-going support of its donors and partners in order to continue its activities and achieve its objectives.

GESCI continues its efforts to broaden and diversify the income base and will continue to monitor income and expenditure closely to ensure on-going success and sustainability of the organisation.