

Report of the ADSI Tanzania Programme Partners Group meeting held at Kibo Palace Hotel in Morogoro on 29th November 2019



GESCI Delegation

Name of Staff/s	Office Location and Title of Staff MERL Specialist/PC Kiambu/CEO
Jerome Morrissey	CEO
Senthil Kumar	Programmes Manager
Joyce Msolla	Country Manager, Tanzania
Samuel Otieno	MERL Specialist
Ramadhani Matimbwa	Project Coordinator, Morogoro
Mussa Juma	Project Coordinator, Pwani
City and Country of Mission: Morogoro, Tanzania	Dates of Mission: 29 th November 2019

1.0 Background to the CFPPG

The role of the Program Partners Group (PPG) is to help create an enabling environment for sustainability, institutionalization, partnerships and scaling based on the lessons learned from the pre-scale and pilot initiatives of the ADSI program. Given current and relevant country policies, strategies and priority areas, the PPG shall;

- Review the lessons learned and policy recommendations which have emerged from the implementation of ADSI program pre-scale and pilot and advise
- Identify the sustainable elements of the ADSI program and map out integration strategies that can be supported by them for scaling up and inclusion in the national programs eg.
 - o Adoption of the ADSI frameworks in the national policy and sector plan
 - o Provide support and identify a resource stream for ICT Infrastructure build and the provision of internet in schools beyond the program support period
 - o Collaborate with GESCI and advise on the developing a framework and recognition for School-Based Continuous Teacher Professional Development (SB-CTPD) Certification and Standards
 - o Advise on the role and functions of a Communities of Practice (CoP) to be developed for teachers
 - o Facilitate GESCI engagement with the TTCs to secure the integration elements of practices in ADSI into pre-service and in-service teacher training modules/resources
 - o Advise on and encourage schools and colleges to use the OERs in teaching and learning including OERs generated through ADSI project
 - o Facilitate and promote capacity building for Heads of Schools on Whole School Development Planning – through the Digital Schools of Distinction model
- Review ongoing research and Impact assessment of ADSI

2.0 PPG 2019 Agenda and proceedings

The ADSI Tanzania 2019 Programme Partners Group (PPG) meeting, therefore, aimed to do the following;

- o Discuss and comment on GESCI's update on the progress on ADSI implementation so far in Tanzania, with a specific focus on efficiency, effectiveness, and outcomes.
- o Discuss, reflect on and provide feedback on the findings and reflections from the Mid-term review carried out on the project by Mastercard Foundation.
- o Explore opportunities for collaboration, institutionalization, and scale-up. Particularly focusing on advice and guidance as to how GESCI might successfully collaborate with government and Teacher Training Colleges for greater impact and sustainability in relation to initial teacher professional development.

3.0 Profile of participants

The ADSI Tanzania PPG Meeting 2019 was attended by 23 officials drawn from different key stakeholder institutions including; Government Ministries (Ministry of Education Science and Technology – MoEST and Presidents Office for Rural Administration and Local Governments – PORALG), University of Dar es Salaam College of ICT – CoICT, Morogoro Teacher Training

College, Tanzania Institute of Education – TIE, Schools Quality Assurance, heads of schools and ADSI STEM Teachers. below is a list of the participants

Name of official	Organization	Designation
Agustha Lupokela	MoEST HQ, Dodoma	Ag. Commissioner for Education. Also, representing the Permanent Secretary, MoEST
Benjamin Oganga	PORALG	Assistant Director, Secondary Education, President’s office Also, representing the Permanent Secretary
Maimuna Amour	MoEST HQ, Dodoma	Ag. Basic Education Director
Magdalena Magina		Ag. Zonal School Quality Assurer, Eastern Zone
Beatrice Mbuya	Morogoro TC	ADSI – School Support Team Member
Salama Mandari	Kihondo Secondary School	ADSI - School Based Coordinator
Zuena Sanga	Morogoro TC	ADSI – School Support Team Member
Zaidu Mwaluko	Sumaye Secondary School	Head of School
Maximimilian Modest	PORALG	Ag. Director ICT
Jimmy Ngawaiya	Hassanal Damji Secondary School	ADSI - School-Based Coordinator
Violet P. Mlowosa	Bagamoyo DC	District Secondary Education Officer
Onespho Sedekia	Tanzania Institute of Education	Curriculum Developer
Tezra C. Mkama	MoEST HQ, Dodoma	College Tutor
Hilda J. Msando	Mgulasi Secondary School	ADSI – STEM Teacher
Marcel Vincent	RS-Morogoro	Regional Academic Officer
Salma Mwalami	Miembesaba Secondary School	ADSI - STEM Teacher
Levina J. Lemomo		School Quality Assurer
Agustine J. Sahili	Morogoro TC	Principal
Amin J. Kibona	School Quality Assurance, Eastern Zone	ADSI – School Support Team Member
Fidelis N. Mwesiga	School Quality Assurance, Eastern Zone	ADSI – School Support Team Member
Bugota Saganda	University of Dar es Salaam – College of ICT	ID-CoICT
Dr. Japheth Barongo	Morogoro municipal	Morogoro Secondary Education Officer (MSAO)
Enezael Kyunga	Morogoro MC	Asst.MSAO

4.0 Agenda, deliberations, and emerging issues

Agenda 1: Welcome remarks by Jerome Morrissey, Chief Executive Officer

Jerome started by welcoming all the participants to the meeting and thanking them for their continued support for the ADSI project. The following were his talking points. He noted the significant work in educational reform carried out by former President, Julius Nyerere, and which had influence around the world.

- He reiterated that the ADSI project must continue to be viewed as a Country project with GESCI providing project implementation.
- That GESCI is committed to collaborating with the Government and other stakeholders for the improvement of education in Tanzania and Africa.
- As the project draws to the last year in the current funding period, GESCI looks forward to working with all of the stakeholders to secure support and to find ways of expanding the project to other regions of the country
- Collectively, we must utilize the project impact to secure greater support and inclusion in the sub-national and national secondary education system

Agenda 2: Opening remarks by Permanent Secretary – Ministry of Education Science and Technology.

The Permanent Secretary, Ministry of education was represented by Ms. Agustha Lupokela, Ag. Commissioner for Education. The following were her talking points;

- MoEST remains open for collaboration with all stakeholders to ensure that teaching and learning and education delivery is improved in Tanzania.
- MoEST and PORALG have been working with GESCI because they see the ADSI projects as one of those initiatives that are improving education, teaching, leadership, and teacher Professional Development.
- The MoEST sees the project as important because it enables students to be exposed to the modern world, and can be at par with other students across the world as they use the internet to connect with other students.
- MoEST strongly appreciates the fact that ADSI is helping them in the process of integrating ICT in teaching and learning.
- MoEST sees the great potential the project has in improving education in Tanzania. Particularly, by helping teachers learn new methods of teaching, use of ICT, virtual labs and resources for teaching and practical.
- The Tanzania government does not only see the importance of ICT in education but in all aspects of administration as well. They have used ICT to collect, analyze and store data across ministries and institutions.
- The Tanzania government has also made strides in supporting the use of ICT across the schools and colleges in the country.
- Particularly, they liked the following aspects of the project;
 - The teachers are taught how to prepare and deliver lessons using ICT and how to get more online resources to improve their teaching.

- The blended learning model which ensures that teachers can learn, share and apply knowledge among themselves can help education improve.
 - Students are taught how to search materials, conduct research on topics from the internet hence help them to learn more and better.
 - Providing schools with ICT facilities and urged the teachers present to take good care of the equipment provided, use them correctly and for the right purposes.
- As the project ends by 2020, there is a need to ensure that relationships are created with others to make sure that all the good practices are sustained. Therefore, there is a need to find a way of sustaining the project. There is a need to create a task force team to find out ways of sustainability.
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 - She thanked GESCI for the very good work and since they find the project useful, she assures GESCI that the officials present will be informing their bosses on the same and explore ways to support.

Agenda 3: ADSI – Programme progress in Tanzania

This session involved a presentation from Mr. Senthil Kumar, GESCI Programme Manager and Joyce Msolla, Project Manager – ADSI, Tanzania. The following were the talking points;

- Provided a general overview of the ADSI project aims, objectives and progress so far in Tanzania.
- The need for ICT integration in learning and teaching has been gaining importance across the globe and Tanzania cannot be exempted.
- The ADSI project uses several frameworks that develop the professional capacity of teachers and changing schools.
- Took the participants through the Digital Schools of Distinction (DSD) and the Teacher Professional Development (Technology Literacy, Knowledge Deepening & Knowledge Creation).
- ADSI seeks to help teachers develop the professional ability to create their materials not depending entirely on the textbook.
- They also took the participants through the Roadmap and reiterated the fact that schools have been helped to come up with their strategies and plan on how they will develop into a Digital School of Distinction.

Agenda 4: ADSI Mid Term Review findings

In this session, the topline findings of the ADSI Midterm review was presented by Samuel Otieno, GESCI MERL Specialist. His presentation had a focus on the findings that relate to Tanzania

After the presentation, the participants were asked to give their comments on the various findings. Generally, the participants agreed with most of the findings. After that, the participants were taken through an outcome harvesting and discussion session where they were asked to list any positive and negative ADSI outcomes.

The outcomes that were listed can be categorized into the following key themes; ICT integration in learning and teaching, equipment and infrastructure support, teachers' professional development, student learning and policy development.

Improved ICT awareness, use, and integration in teaching & learning

- ADSI has transformed teaching from the traditional approach to one that incorporates the use of ICT.
- ADSI is making a great impact on schools in enhancing the use of ICT in teaching and learning
- Teachers and students have seen the importance of integrating ICT in their teaching and learning process
- Helps teacher to integrate ICT in teaching and learning
- ADSI has motivated teachers to use technology to enhance teaching and learning

Teacher professional development and improved teaching efficiency

- ADSI has improved teachers' awareness, understanding and use of ICT in teaching.
- ICT integration has helped teachers to have more reference materials enriching their content.
- Increased efficiency because by using ICT you can teach many students, this can solve the problem of shortage of teachers
- It eases the teaching and helps schools to search for materials
- Teachers in school have increased interest in using ICT tools in daily work such as prepare academic results

School leadership development

- Technical support school get from PC make the project too easy for eth teachers to engage
- It helps teachers to share what they have for the betterment of the students
- ADSI helps the sharing of knowledge to different forums of schools management and improve materials for better learning and outcomes

Supported the acquisition of 21st-century skills

- ADSI helps students to develop critical thinking, creativity, collaboration, communication, problem-solving skills, and self-confidence skills
- ADSI helps instill 21st-century skills to students

Improved student attitudes and learning experience

- ICT helps the learners to search for materials from the internet whereby the teacher can provide the link and students use it to search for materials. This makes the learners more active during the teaching and learning process.
- Increasing knowledge and usage of computer mean the student will have the ability to understand how the computer works
- A student can dig deeper to understand more
- Made teachers and students access knowledge from outside the school through access to online content.
- Through ICT the learners can view pictures and videos which are relevant to the lesson so from there the learners can develop a high level of understanding.
- Students have become more motivated due to the application of ICT in teaching and learning
- Teachers are now facilitators with ICT learning tools
 - Students are learning most easily due to availability of materials
 - ADSI project has simplified the teaching and learning process and teachers have varied methods to make students understand better.
 - Using ICT in teaching and learning has made it more interactive

Improving policy and education sector

- I have learned the importance of doing monitoring and evaluation of a program both continuous and summative as the report of baseline and mid-review
- I have evaluated what has been done by the teachers and come up with a result of what's going on.
- Made an integration of ICT in education through training of teachers in 40 schools up to now.
- The training of 400-466 teachers on ICT integration in the teaching and learning process and classroom observations to see how they do it
- ADSI project managed to train teachers/HOS/SBM on the use of ICT in both two regions (Morogoro and Pwani)

Supported national and global objectives

- As globally, the shift to technology is unavoidable the project has managed to introduce 0.01% coverage of secondary schools to Global more specifically in achieving SGD Goals
- Project engaging many stakeholders (community members, schools and government officials)

Stirred improvements in ICT infrastructure and equipment support

- Distribution of ICT equipment (laptop and projector) to schools
- Provision of 5 laptops and 2 projectors to all the 40 schools which are 20 from Pwani and 20 from Morogoro regions
- ADSI project provided teaching and learning facilities eg laptop, projector and router in 40 schools

Most significant positive outcomes of ADSI

From the long list of the ADSI positive outcomes, the participants were then taken through a process of selecting the outcomes that they considered most significant for them and the following emerged;

● Improved teaching and learning

Most of the selected outcomes of ADSI were related to improvements in teaching, learning, student motivation, and learning outcomes;

- ADSI has enabled teachers (STEM) to develop different skills in students such as critical thinking, collaboration, creativity and problem-solving skills (21st-century skills).
- ADSI has supported the integration of ICT in teaching and learning as well as supporting the preparing academic results.
- The program has helped address the problem of access to teaching and learning facilities as through ICT, the teachers and students are exposed to many platforms where they can access learning materials.
- ADSI has made teaching and learning activities more effective and enjoyable for the students as it has broken the monopoly of teachers doing all the talking.
- ADSI has also simplified the teaching and learning process as the students now play an active role by researching and sharing information.
- Due to ADSI, students are highly motivated to learn using ICT materials and visualization.

- **Supported growth and use of ICT equipment in schools**

Other outcomes listed related to the increase in awareness, increase of access and use of ICT in the schools and school processes.

- ADSI project provided 5 laptops, 2 projectors and router to all the 40 schools which are from Pwani and Morogoro
- After introducing ADSI in the Schools, they have taken an initiative to write proposals and secured computer labs
- The Schools have developed own time table with two sessions per month for all the teachers which help school-based TPD with the inputs from SBCs and Teachers trained by ADSI programme
- The ADSI Teachers have started developing the question papers using laptops and desktops as well as managing the marks

- **Supported government vision on ICT integration**

- ADSI has increased awareness and usage of computer and other e-learning materials to students and teachers.
- ADSI has helped to transform schools into Digital Schools of Distinction (DSD) and helped the integration of ICT to enhance teaching and learning.
- ADSI has created awareness of using technology for learning eg online tutoring
- ADSI project trained teachers on ICT integration in teaching and learning process and classroom observation to see how they do it
- ADSI has encouraged the sharing of materials to different levels example school to school, teachers to teachers, students to students and also teachers to students.
- ADSI has supported the shift to technology is unavoidable the project has managed to introduce 0.01% coverage of secondary school to global more especially in achieving SDG goals.
- It helps transform teachers from the traditional way of teaching to modern one ADSI project eases the teaching and helps in teacher and student to search materials
- Students have a high level of understanding with the use of ICT in Teaching and Learning hence the ADSI programme brings in added value
- ADSI programme helps to build school-based vision through the DSD Roadmap

ADSI implementation challenges

Despite the highly positive feedback on the project, the discussion also revealed several challenges that these policymakers continue to grapple with. Most of the issues that emerged were related to; inadequacy of equipment, teacher transfers, staffing challenges, and poor or slow knowledge transfer /sharing.

Training organization

- ADSI training takes a very short time and there is so much to be covered within a very short time.
- Lack of ICT materials to facilitate teaching and learning.

Equipment misuses

- The use and misuse of ICT by both teachers and students is challenging
- Creativity around teaching materials may diminish because of overreliance on the internet. This is for both teachers and students.

Infrastructure & equipment challenges

- Compared to the traditional mode of teaching, ADSI is more expensive in terms of its facilities.
- Some of the schools have no adequate equipment hence the application of ICT is not so helpful.
- A small number of ICT equipment distributed to schools not enough for students and teachers.
- Cost internet, computer, and peripheral devices
- Work on finding more computers to give them to schools due to large classes.
- Lack of infrastructure eg electricity may hinder learning through ICT.
- Lack of ICT facilities for facilitating teaching and learning at the school level.
- The devices provided does not meet the requirements.
- Lack of resources for example computers and projectors.
- Lack of ICT infrastructure in school and equipment.

Knowledge transfer & staffing challenges

- Still, people involved are few so thus be challenges on how to spread knowledge all over the country.
- School coverage is very small compared to all schools and also geographical coverage is not considered.
- Transfer for HODs and STEM teachers is a problem (even if it's a promotion).

Agenda 5: Panel discussions on ADSI programme Sustainability - Moderator: Samuel Otieno, MERL Specialist

Challenges to ADSI sustainability

In the discussion on some of the barriers to the sustainability of the ADSI project, the following challenges emerged;

School-level

- At the school level, there are still some negative perceptions on the use of ICT in learning as people think students' creativity will be reduced as students may become over-reliant on ICT.
- Cost of equipment, internet maintenance still high for most of the schools and some schools are in very remote areas.
- The haphazard teacher transfers are sometimes discouraging as it disrupts implementation.
- The small coverage and geographical representation of the project make it difficult to spread the knowledge across the country.
- Lack of ICT facilities and enabling infrastructure to facilitate learning and teaching, for example, implementing the project requires a stable electric supply.

Teachers capacity development and knowledge transfer

- Teachers involved are few. This is a challenge on how to spread the knowledge all over the country.
- Shortage of time in teachers training as two modules at the same session becomes overwhelming for the teachers who also have to attend to their classrooms and some also have additional responsibilities
- The number of trained teachers at the school level is 10 only and depending on the size of the school, sometimes this is a very small number, therefore, slowing down ICT integration.

Policy/sector level

- Each partner of MoEST follows a different approach for integrating ICT in Education. The ADSI provides a holistic approach to ICT integration in Education.
- Sustainability in terms of management and technology is a gap as ICT people at RS, LGA and PORALG are not fully involved for easy management & sustainability especially in support and supervision

Teacher training

- In Teacher Training Colleges, the curriculum is demanding the ICT integration is therefore sometimes not prioritized or allowed time.
- Lack of capacity among TTC Lecturers for training teachers on ICT integration approaches and models.

Infrastructure and equipment

Schools in the country still struggle with infrastructure. According to the participants, only around 50% of the Schools in Tanzania are connected to national grid power.

Unreliable source of power in some ADSI schools affects teaching and learning

- Inadequate devices and resources to meet the needs of the schools example laptop projectors compared to the number of students and teachers.

Suggestions for collaboration and sustainability

Group/institutions	What can they pick from ADSI	Any suggestions on collaboration	Any suggestions for sustainability
Ministry of Education Science and Technology (MoEST)	<ul style="list-style-type: none"> • <u>ICT integration is well aligned with government priorities and happy that ADSI is showing them how (model/approach).</u> • <u>Following-up or monitoring implementation by the teachers after training</u> 	<ul style="list-style-type: none"> • <u>Continue expanding to more schools in Tanzania for greater impact.</u> 	<ul style="list-style-type: none"> • <u>The exit strategy plan should be developed with the inputs from DEOs, School QA team, SST and EWG.</u> • <u>During 2020, frequent meetings required with Schools to build sustainability</u>
Tanzania Institute of Education (TIE)	<ul style="list-style-type: none"> • They want to have access to the resources developed under ADSI programme. 	<ul style="list-style-type: none"> • The resources developed under ADSI programme can be validated by TIE and disseminated at the country level 	<ul style="list-style-type: none"> • The content modules developed by ADSI programme can be shared for access by all the teachers across the country
President Office - Regional Administration and Local Government (PORALG)	<ul style="list-style-type: none"> • Provision of ICTs Facilities to Schools • Train Teachers on the Integration of ICTs in T/L • The ADSI DSD and TPD model particularly the blended model and continuous capacity building. 	<ul style="list-style-type: none"> • They would like to leverage the expertise from GESCI, SBCs and the Head Teachers of ADSI schools to help in expanding knowledge beyond the project schools 	<ul style="list-style-type: none"> • They believe with this infrastructure boost, ADSI can come in to strengthen training, follow-up and technical support through

		<ul style="list-style-type: none"> • PORALG is planning to roll out ICT infrastructure for 1,500 schools from 2020-21. The ADSI learning can be considered for implementing in the new schools 	<p>district ICTs an education officers</p> <ul style="list-style-type: none"> • GESCI/PORALG joint proposal to have TTCL equip all the ADSI schools with internet • Network and Communities of Practice among the Teachers.
UDS College of Information Communication Technology (CoICT)	<ul style="list-style-type: none"> • The blended model of training is one that would enrich what they do for public servants and other professionals. 	<ul style="list-style-type: none"> • Working with the e-learning experts to increase the reach of the programme across the country. 	<ul style="list-style-type: none"> • Complementary work to expand opportunities for e-learning for teachers.
Teacher Education Support Programme (TESP)/ Teachers Training colleges (TTCs)	<ul style="list-style-type: none"> • Follow-up model of teachers after given training 	<ul style="list-style-type: none"> • Some ADSI model aspects were taken into TTCs eg the follow-up element of the model The Directorate of TTCs has taken an initiative to supply laptops to TTCs. During the year 2018, 300 laptops supplied and in 2019, 480 	<ul style="list-style-type: none"> • Support Colleges to enhance the ICTs integration in T/L • This ICT infrastructure could be leveraged to integrate ADSI learning into the TTCs laptops supplied. • The existing TTCs can be capacitated and used along with their resource materials to support in-service teacher's professional development

ADSI school heads and SBCs	<ul style="list-style-type: none"> • ADSI schools will continue to integrate ICT in their teaching and learning 	<ul style="list-style-type: none"> • The ADSI school should allow and encourage neighboring schools to learn the aspects of ICT integration in Education 	<ul style="list-style-type: none"> • There is an opportunity to strengthen the capacity of ADSI Headteachers and SBCs to advocate and act as model ICT integration schools in their regions to assist spread the knowledge wider and also allow for benchmarking.
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Agenda 6: Concluding remarks and key points from the discussions and way forward towards an action plan

This session was led by Jerome Morrissey, GESCI Team and participants ADSI Team and the following issues emerged as the next steps and follow-up items;

- ADSI has helped teachers to become better teachers in delivering quality education and GESCI will keep engaging with all the stakeholders to ensure the achievement is expanded.
- Students' retention of learned materials has grown higher and therefore hoping. That the ministry would support the initiative to reach more children in the country.
- GESCI urged the participants to support the schools seek ways to subsidize the efforts made by GESCI through ADSI.
- The government is taking steps to deliver ICTs resources in schools to ensure the use of technology in teaching and learning as stipulated in the National ICT Policy, Basic Education Policy 2014, National Vision 2025 and the ruling party manifesto.
- Need to encourage schools to learn from each other especially those schools that have taken steps and innovated to buy more ICTs Facilities eg Projector and Laptops as per Hassanalli Damji Case
- The Ministry of education and Training through TESP project will use the expertise of ADSI experts during their training session of tutors in teachers colleges to enhance the integration of ICTs in TTCs
- From the school visit of the Assistant Director for secondary Education from PO-RALG, he was able to learn and appreciate the great work the project is doing. He encouraged other participants to also create time to visit schools.

- To ensure the sustainability of ADSI the government and Schools administration have to ensure budgets are put in place for ICTs facilities and Internet connection.

Agenda 7: Closing remarks: PS – PORALG

5.0 Implications for ADSI planning and 2020

Feedback from the PPG on the benefits of the ADSI programme has reinforced most of the findings for the various feedback and Mid-term review. It generally, can be concluded that the project has managed to effectively for the following;

- Managed to attract and maintain the attention and interest of key education stakeholders particularly around govern on the issue of ICT integration.
- That the programme has managed to achieve sufficient buy-in among the key decision-makers and officials across the regions we work and nationally.
- Has managed to work cohesively and remained in sync with the various government plans and policies.

Secondly, across the board, there is a consensus on the need to consolidate and sustain the progress, gains, and impacts of the programme. However, the proposed approaches to sustainability appear to be varied with each of the government institutions/departments registering varied areas of interest. The question that should be dealt with therefore is how to put together what could be ‘a minimum essential package’ for sharing with each of the various arms so that the richness of the ADSI model is not lost by the fragmentation.

Several areas may need further discussion and strategic follow-up based on the potential/opportunities for collaboration identified;

PORALG: As the government arm managing teacher employment, training and management, there is a need for follow-up on the following;

- Follow-up on the progress on the equipment of the TTCs with the laptops with a few to having a strategic partnership to leverage the equipment to provide pre-service CT integration training.
- Follow-up on the progress on the roll-out of infrastructure to 1500 and explore ways in which ADSI could come in to provide technical support.
- Further discussions of the proposed joint bid (based on public/private sector partnership and CSR eths) to the TTCL company to start by providing or subsidizing internet connectivity for the ADSI schools.

TESP/TTCs: There are a growing recognition and appreciation of the need for ICT integration training at the in-service level. There is a need for intense collaboration with the leadership to take advantage of the new development. Particularly;

- Carry out a capacity needs assessment to check the existing capacity among the lecturers to carry out ICT integration training within their colleges.

- Follow-up with the TESP/TTCs leadership to explore the kind of support that ADSI could provide to leverage on the new equipment provided by the government.

Tanzania Institute of Education (TIE): TIE representatives appeared to highly appreciate the contributions by ADSI on the teaching content and other online resources. They are willing to approve and incorporate these in their platforms, therefore, the next step should be;

- ADSI identifies and organizes all the content that would meet the various standards required and that are directly aligned to the curriculum.
- Present the resources to TIE for review and considerations.

Ministry of Education: While the MoE representatives appear to have bought into the project, there appears to be no concrete plan in terms of taking up or supporting the scale-up of the project beyond the ADSI regions and schools. The following therefore needs to happen;

- ADSI to develop a handover/exit strategy in collaboration with the ministry and accelerate the discussions on how to take up the programme.
- Have joint meetings with a select team of key people in the MoE to get appraised of the ministry plans and explore potential opportunities to scale-up the project.

ADSI schools: There is potential for the ADSI schools to act as model schools and help in the expansion and sharing of knowledge to neighboring schools. ADSI will need to do the following;

- Explore the various aspects that would allow the SBCs and headteachers to have the required capacity to help other colleagues and neighboring schools on ICT integration and the ADSI DSD model.
- Incorporate the various aspects that would allow the SBCs and headteachers to have the required capacity to help other colleagues and neighboring schools into the remaining pieces of training.