

Innovation Africa 2016

Designed & Made for Africa, By Africa



Official Summit Guide

Sept 20-22, Nairobi, Kenya



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Ministerial Welcome

I am honoured to welcome you all to Innovation Africa 2016 and to the warm hospitality of Kenya. I am delighted to see so many of my counterpart ministers and officials from across the continent and very much appreciate the time you have taken out of your busy schedules to come to our good country. We are extremely gratified to note the outstanding turnout and we are most impressed that this year's Innovation Africa boasts a record number of participating ministers, secretaries of state, deputies and senior officials.

It is also hugely encouraging that a large number of industry partners and international investors have travelled from far and wide to take part in this summit. Kenya, like many countries in Africa, is investing heavily in education and ICT. The Kenyan Digital Literacy Programme is a true indication of our long-term commitment to give greater opportunity and enablement to our young people. There is no better gathering than Innovation Africa 2016 for government and industry to engage with each other to further enhance such investment, and the necessary government-industry partnerships required to deliver on our targets.

I am looking forward to some stimulating panel discussions and in particular the roundtable private meetings. As the host country, Kenya is ably represented by the Ministry of Education. Senior Ministry officials participating in the event are drawn from the departments of ICT for education, curriculum development and teacher training, and higher, technical and vocational education and

training. Also represented is the Ministry of ICT and our leading universities, as well as key agencies such as the KICD, TSC and NACOSTI. All of these groups are available to meet in the roundtable format of September 21st and 22nd.

I am delighted that this year's theme is: Designed & Made for Africa, By Africa. Consonant with this theme is a rider that in executing our programmes and activities, whether we are making changes to the curriculum, investing in digital learning, building advanced ICT infrastructure or developing skills, we must do so in a manner that meets the needs of Africa and simultaneously develops the local means of production.

I look forward to meeting with many of you individually, throughout the event. Kenya has some of the most captivating wildlife and natural beauty and I trust you can find the time to relax and enjoy your stay in our wonderful country.

Warmest regards



Hon Fred Matiang'i PhD, EGH
Cabinet Secretary for Education

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Welcome to Innovation Africa 2016

AfricanBrains & the Government of Kenya are delighted to welcome all delegates to the 6th Innovation Africa Summit. The purpose of the event is for government officials, educationalists, universities and industry leaders to meet under one roof and engage in opportunities to advance greater public private partnerships in education, science, ICT and research in sub-Saharan Africa.

We would like to offer our warmest gratitude and appreciation to all attending government officials, industry partners, university officers and delegates. This summit is organised under the patronage of the Kenyan Ministry of Education, and we are most grateful to the Cabinet Secretary Hon Dr Fred Matiang'i, the Kenyan National Organising Committee and all officials of the Ministry and Government who have made this event possible. Our thanks extends to the considerable number of visiting ministers and officials from many African countries – as detailed within this guide.

A special thank you is reserved to all our summit partners and delegates without whom this event would not be possible. We appreciate the support of everyone who has travelled far and wide to be in Kenya this year and the time you have given up to participate in this important meetings based forum.

On the evening of the 20th September there will be a poolside reception for all delegates in at the Mamta Pool adjacent to the main event ballroom at Safari Park Hotel. For the 21st & 22nd September, these two days are structured around our innovative program of panel discussions in the mornings and then converting to pre-scheduled one-to-one meetings during both afternoons. Please see the separate summit agenda for event timings.

There will be more than 40 roundtable meeting areas in the main conference hall during the afternoons of 21st & 22nd September. After lunch on both days, the pre-scheduled meetings will start. Government ministries, universities and other key agencies will be hosting these roundtables and we kindly ask that all officials and delegates start the meetings promptly after lunch each day. The floor plan of roundtables is available at the entrance to the conference room. Prior to the start of the summit, sponsors and delegates will have utilised our online scheduling system to arrange their afternoon meetings. There will also be the opportunity to arrange ad hoc meetings through the course of the event.

We will be hosting a special cultural dinner in the Nyama Choma Ranch at the Safari Park Hotel from 8:00pm on the 21st September – please ensure you have your delegate badge with you. For assistance, please contact any of the organising staff available throughout the venue.

We trust this summit can play its own small part in bringing together key decision-makers from both government and industry to build their own relationships and strengthen public-private partnerships. We are grateful for your support and participation and we trust your time at the summit is enjoyable, and productive. We hope to be working with you for a long time.

Warmest regards



John Glassey
Managing Director

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Engage with fellow delegates, see the up to date agenda and your meetings diary, see the profiles of corporate, government, organisation, university & media partners and view floor plans to find out where exhibitors and roundtables are.

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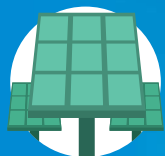
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Renewables in Africa: The future could be bright



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It is surprising how many people still believe that renewable energy (RE) is too expensive to be a viable option for power generation.

Globally, innovation and competition have driven down costs, and solar photovoltaic (PV) and wind energy are now amongst the cheapest electricity sources in many countries, including South Africa. While intermittency remains a challenge (the wind does not always blow and the sun does not always shine), renewable energy combined with load-following generation sources such as gas powered turbines offer reliable electricity supply, and future innovation in electricity storage will be a game changer.

Future innovation in electricity storage will be a game changer.

In Sub Saharan Africa (SSA), South Africa is the undisputed leader in renewable energy. Its Renewable Energy Independent Power Producer Procurement Programme (REIPPPP) launched in 2011 to promote private sector investment into grid-connected RE generation, is widely regarded as one of the most successful of its kind anywhere in the world. South Africa has achieved more investment via IPPs in four years than the rest of SSA over the past two decades. Independent power producers (IPPs) were invited to submit bids for a variety of RE technologies under a competitive tender process. To date four such bidding rounds have been completed, resulting in 92 projects totalling 6,328 Megawatts and R192bn in private investment.

And that's not all. The tariffs of South Africa's latest awarded solar PV and wind projects are lower than the national utility's average cost of supply. They are also amongst the lowest priced grid-connected RE projects in the world with wind energy now as low as 57 c/kWh (or below 4 USc/kWh).

Unlike unsolicited directly negotiated projects where contract negotiation takes place between the IPP and host governments or utilities on a case-by-case basis, South Africa's bidding process awards multiple bidders in each competitive tender. These also tend to reduce corruption when compared to directly negotiated projects, and the REIPPPP has maintained high levels of transparency and security to ensure objectivity during bid evaluations.

The competitive nature of this procurement model results in considerable economic advantages. Between Bid Window 1 and Window 4, the average price of wind energy dropped by 48% and that of solar PV by 71%. This also speaks to the benefit of running multiple bid rounds. IPPs are able to bid more competitively as they learn from prior in-country experience and competition may grow as investors develop comfort in the programme.

South Africa's success however stands in stark contrast to most of its African neighbours. SSA has a general under-supply of power generation (not specific to renewables).

So what is standing in the way of taking renewable energy in Africa to the next level? Several reports released in the past few months have highlighted Africa's potential in this sphere. According to the International Renewable Energy Agency "Africa 2030" report, renewable energy has the potential to more than quadruple by 2030 to 22% of total power supply, compared to today's level of about 5% – and yet progress is slow.





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Renewables in Africa: The future could be bright



The South African example suggests that technology and cost do not have to be an obstacle. Rather, the primary barriers to implementing RE across Africa remain institutional. Africa needs to build on best international practices in running competitive tenders or auctions for new power generation capacity, including renewable energy.

There is currently a strong interest from international developers in Africa.

At the moment however, corruption is rife in many countries, causing problematic tender processes. The majority of power projects in Africa were procured through unsolicited, directly negotiated deals, but research from the Management Programme in Infrastructure Reform and Regulation (MIR) at the UCT Graduate School of Business (GSB) shows that competitive tenders or auctions for renewable energy (and other off-the-shelf energy technologies) are always cheaper. This is clearly the way to go.

Several SSA countries have now implemented or expressed interest in competitive tenders to secure renewable energy, and while not all elements of the REIPPPP will be replicable in other countries (particularly its stringent economic development requirements imposed on bidders), there is scope for these countries to use the REIPPPP as a skeleton framework and adjust as necessary. There is currently a strong interest from international developers in Africa, and governments could capitalise on this by using the REIPPPP framework as a springboard to launch a quality procurement programme in a shorter amount of time.

The South African example, points to several key elements that must be considered in the roll out of similar RE investment programmes in Africa. An in-depth review of the REIPPPP carried out by the MIR has distilled several recommendations.

These include setting clear RE policy within an overall integrated electricity plan and fostering an enabling environment. A programme champion needs to be mandated and given the resources to hire experienced transaction advisors to design a renewable energy auction based on international best practice.

A key consideration for any IPP is whether the contracts associated with the competitive tender or auction are 'bankable'; in other words, whether the terms will be acceptable to lenders in the event of payment defaults. Again, international best practice

and expert legal drafting is crucial. In most African countries it will be necessary to provide some form of credit enhancement and additional security to attract sufficient investment for these project-financed deals. The REIPPPP included an effective sovereign guarantee embedded in the Implementation Agreement, although the contingent liability for the South African government was mitigated by an Inter-governmental Framework Agreement that commits Eskom to make good any payment defaults through pass-through of regulator approved tariff increases.

Renewable energy is capable of providing a prominent alternative to conventional fossil fuels in Africa. This applies not only to the largest resource, solar PV, and the other popular option of wind generation, but also to the continent's substantial hydro reserves (predominantly in the DRC and Ethiopia) and geothermal resource in Kenya and also Ethiopia – both of which can serve as base load options. However, to properly unlock all RE resources, it is vital that SSA governments adequately incentivise private sector investment, while also preparing their procurement programmes in a way that ensures that a fair amount of the benefits and wealth are realised, and stay, in their countries. South Africa has proven that a well-designed competitive tender or auction can achieve this, and the potential for other SSA countries to build on this framework remains an exciting possibility.

About Anton Eberhard

Anton is a professor at the University of Cape Town Graduate School of Business where he directs the Management Programme in Infrastructure Reform and Regulation. His research and teaching focuses on the restructuring and regulation of the electricity and water sectors, investment challenges, and linkages to sustainable development.

About Raine Naudé

Raine is a research assistant to Professor Anton Eberhard, as well as a junior research fellow in the Management Programme in Infrastructure Regulation and Reform Department, with a focus on renewable energy research across sub-Saharan Africa.



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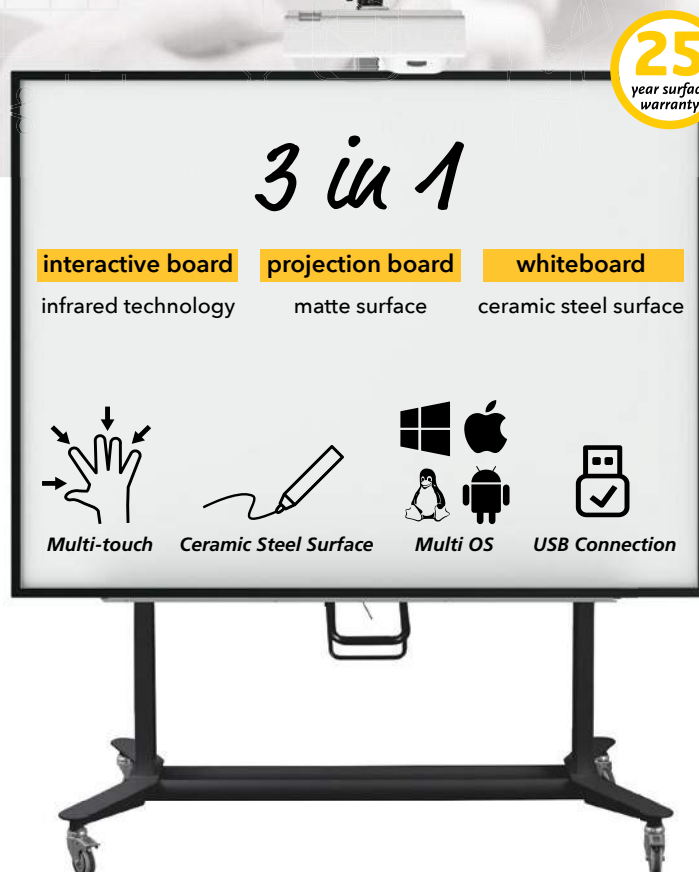
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UNESCO's Qingdao Declaration 2015 was signed by 82 countries in which Ministers affirmed the full potential of ICT for education must be unleashed to achieve the Sustainable Development Goals (SDGs). The Declaration concluded that 'access and inclusion', 'accountability and partnership', and

'international cooperation' should be the principles for ICT in education initiatives in Member States.

UNESCO takes a holistic and comprehensive approach to promoting ICT in education. UNESCO is providing technical assistance to member states to support the deployment of ICT in Education initiatives, ranging from formulating policies and strategies, developing accessible and up to date curriculum and assessment, using ICT for pedagogical innovation, strengthening partnership for hardware and software deployment and training teachers on ICT integration.

In Eastern Africa, UNESCO organized a Regional Colloquium on ICT for Teacher Training in Nairobi, Kenya in November 2015. Kenya, Mauritius, Seychelles, Tanzania, and Uganda participated in the forum and as a result, five themes were identified which directs UNESCO's ICT in education work for the next two years in Eastern Africa: Budgeting for ICT in education; Open Education Resources (OER) for teacher training; A continuum between pre- and in-service teacher training with the focus on UNESCO's ICT Competency Framework for Teachers (ICT-CFT); ICT for assessment; and Impact measurement of ICT

for education projects. In Innovation Africa 2016, UNESCO as the 'Partner for Education', follows up on two of these themes with the Eastern African Member States.

In Kenya, UNESCO assisted the country in developing the first ever Open Educational Resources (OER) Statement. Kenya's experience served as a model for other countries such as Djibouti, Ethiopia, Ghana, and Madagascar in developing their own OER policies. UNESCO also supports the Ministry of Education of Kenya (MOE) in training teachers to integrate ICT in education. Since late 2015, over 100 teachers, including special needs teachers, have been trained in the Kenyan ICT Competency Framework for Teachers (KICT-CFT) course via blended modality. The completion rate and also satisfaction rate of this training are both high. A Framework Agreement between UNESCO and the Government of Kenya has also been signed in April 2016 to support the implementation of the Digital Literacy in Kenya, in which 22,000 head teachers and 22,000 teachers will receive training via the KICT-CFT, 1,000 field officers will be trained in integration of ICT in education at the local level.

In addition, UNESCO also assists Ethiopia, Tanzania, and Uganda in enhancing teacher education through online platforms, e.g. Learning Management System (LMS). Contextualized blended teacher training on ICT integration in education based on the UNESCO ICT Competency Framework for Teachers (UNESCO ICT-CFT) are also applied in Rwanda, Seychelles, Tanzania, and Uganda.

By UNESCO Regional Office for Eastern Africa



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Botswana techpreneurs compete for global acclaim



By Andrew Maramwidze

Two technology entrepreneurs from Botswana have reached the semi-finals of the annual Global Innovation through Science and Technology (GIST) Tech-I competition.

GIST Tech-I recognises the achievement of global science and technology entrepreneurs from emerging economies.

From Botswana, innovators Moses Mogakolodi Kebalepile and Naledi Magowe have developed applications for the agriculture and health sectors, and have been nominated into the Idea Phase and Startup Phase categories of the competition respectively.

Magowe believes her mAgri USSD-based mobile application can help bolster agriculture's contribution to the country's GDP.

GIST Tech-I recognises the achievement of global science and technology entrepreneurs from emerging economies.

She said that though 80% of the country's 2+ million population and 70% of rural households derive their livelihood from agriculture, there is little in the way of technology development in this critical sector.

"In Botswana, agriculture only contributes 2.5% to the GDP. This is partly due to the lack of access to relevant and timely information, therefore exposing farmers to factors such as harsh weather conditions and pests and diseases, which can destroy their crops and harm their livestock," Magowe said.

She said government is struggling to disseminate valuable information to remote communities, adding that lack of adequate information contributes to increase in poverty levels, a lower standard of living and high unemployment levels.

"This gap creates a problem for the farmers, thus developing the need for a link between farmers, merchants and government which will enhance the productivity, communication and profitability of agricultural sector."

With over 100% mobile penetration in Botswana, Magowe states that her project maximises the use of this technology to improve the country's agricultural sector.

So far, mAgri has obtained strategic partnerships with the country's mobile network operators Orange Botswana, and Be-mobile, Botswana Innovation Hub (BIH), Ministry of Agriculture, and Botswana Investment and Trade Centre.

Within the first five months of going live, the mAgri app reached over 35,000 users.

Kebalepile's innovation, dubbed Asthma Grid, is a predictive medical device for diagnosis and prognosis of exacerbated asthma.

"The instrument computes and grades the stages of asthma etiology and severity with the capacity to predict eminent asthma attacks and future attacks," Kebalepile said.

Kebalepile believes the project nominated in the Idea Phase category has potential to prevent asthma attack by providing real time information and increasing patient awareness at an affordable cost.

According to GIST, the competition this year attracted 1,075 entrants from 104 countries, before a panel of experts trimmed the applicants to 102 semi-finalists from 51 countries.

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A year in the life of AfricanBrains



By Marc McIlhone

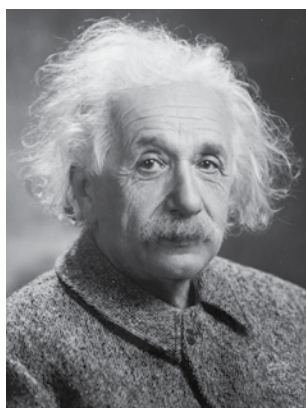
At AfricanBrains we relish the task of covering all things business, education, technology and innovation in Africa. As we welcome you to the AfricanBrains Innovation Africa 2016 Conference in beautiful Nairobi, the jewel in the crown of Kenya.

Editor Marc McIlhone looks back over some of the fantastic stories we have featured on our website in the last year.

I am constantly amazed by the incredible ingenuity displayed within the spheres of business, education, technology and innovation in Africa and how it just seems to be powering on without any apparent loss of momentum.

Over the past year we've published a diverse range of stories showing how innovation in these areas makes a real, practical and sometimes life-changing difference to people from all walks of life and I'd like to share some of them with you.

The Next Einstein Forum



The first global forum for science on African soil took place in Dakar, Senegal, from 8-10 March 2016. The Next Einstein Forum (NEF) launched a global call for support for Africa's scientific and technological emergence. It asks the question, "Can the next Einstein come from Africa?" and called on game changers from Africa and around

the world to support Africa's scientific renaissance.

Can the next Einstein come from Africa?

The Next Einstein Forum Global Gathering 2016, was convened by the NEF, a global platform that brought together leaders in industry, policy, science, and technology. The first edition of this biennial event was set for a vibrant conversation on transforming Africa and the world through a renewed and increased focus on science, technology and innovation. The NEF is

an initiative of the African Institute for Mathematical Sciences (AIMS) in partnership with the Robert Bosch Stiftung.

The scientific talent in Africa is outstanding with the potential to produce the next Einstein, Pasteur or Madame Curie.

The NEF Global Gathering 2016 showcased the innovations and contributions of the NEF's 15 Fellows – some of Africa's brightest young scientists who are on the frontline of Africa's science renaissance. Flying under the radar, these scientists have been tackling some the continent's most urgent technological and development challenges – from, big data and cyber security to hypertension, heart disease, immunology and public health. In addition, for the first time in history, all 54 African countries will come together to talk science and technology each represented by a NEF Ambassadors that will work to raise awareness about science and technology in their countries.

"A great idea can come from anywhere in the world, and there is no doubt that new and novel scientific ideas to solve global health challenges will come from Africa," said Seema Kumar, Vice President, Innovation, Global Health and Science Policy, Johnson & Johnson and Member of the NEF International Steering Committee. "The scientific talent in Africa is outstanding with the potential to produce the next Einstein, Pasteur or Madame Curie. The world needs the best science from across the globe to solve the medical challenges of our lifetime like HIV, TB, and other infectious diseases like Ebola and Zika virus, and non-communicable diseases like hypertension and diabetes."

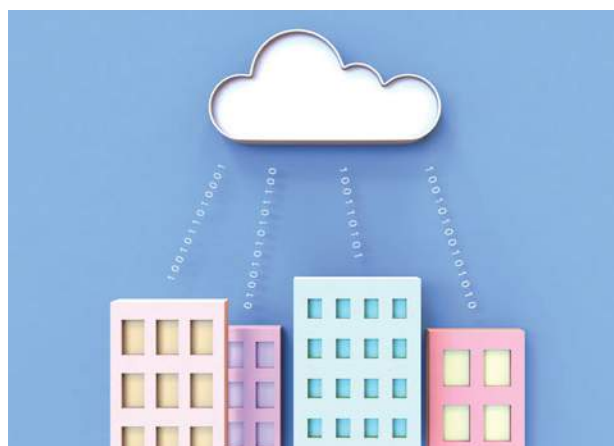


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Nigeria schools invited to join talkUBUNTU, 1st ever African school in the cloud

Thandi Lujabe Rankoe, the first female Ambassador to head the South Africa's mission in Tanzania and Mozambique, wants school children to take charge of an important part of their education. "Our kids are our greatest asset, they are resourceful and often know better than their teachers how to make use

of new technologies and innovations to better their education"

Thandi Lujabe Rankoe is on a mission. She wants school children to take ownership of at least a part of their education. Because it is possible, she says, and because it is urgently needed.

Our kids are our greatest asset, they are resourceful and often know better than their teachers how to make use of new technologies

Young people, Thandi says have a wealth of, energy, enthusiasm, creativity and focus they could bring to any learning situation. By tapping into this energy, we do not only improve on education delivery, but empower young people to take charge of their own life's, to define goals for their learning and provide opportunities for ongoing self-evaluation and reflection.

213,000 children failed their end of school examination for the 2015, out of a total of nearly 800,000.

According to Stellenbosch University's Professor Servaas van der Berg, out of the 1.2 million seven year-olds who enrolled in Grade 1 in 2002, slightly less than half went on to pass their school leaving exam, the matric, 11 years later.

Give school children more ownership of their education –

Thandi Lujabe Rankoe, once described by Nelson Mandela as "a quiet, unassuming though single-minded woman, who represents the best that any country can offer" may be retired from the world of diplomacy, but finds herself today at the forefront of education innovation. She is the 'ambassador' of talkUBUNTU, a first ever African-based social media learning environment developed for schools and designed to stimulate peer to peer education.

talkUBUNTU is a 'Facebook for schools', a learning platform where learners get together to "talk" about their future, their study- and career development, their special interests and all related to their personal- and social development. In old fashioned terms, talkUBUNTU is Life Orientation and Study and Career Development, school subjects often referred to as soft sciences, but vital to the development of our children. South Africa's education challenges are not hampered by a lack of funding. In fact, South Africa spends more on education, some 6% of GDP, than any

other African country. Yet in many global studies South African students are often ranked near the bottom, especially in math's and science tests. The government has built more schools than ever since the advent of democracy, but quality teaching and a proper structured learning process is lacking.

talkUBUNTU is designed to fill the gap between learning and working and learning and the real world. Schools are invited to join the platform to enable and empower their students to explore the world and to discover for themselves, from a young age, what opportunities, challenges and dilemmas await them once they leave school.

To do so effectively talkUBUNTU has developed a first ever African-based social learning platform to enable schools across the continent to build their own learning enterprises by inviting the local business and industrial sector as well as civil society into the classroom. These learning enterprises or school-business- and school-civil society partnerships offer students a learning environment where they can discover, explore and interact with the real world.

Life Orientation and Study- and Career development is a great area of education where learners, with their teacher in a supporting role, can take charge of their own learning and development. And a first step to give young people a greater role in education delivery.

Technology gives us the tools to give content to the African philosophy that says that it takes a village to educate the child.



Social Entrepreneurs provide sustainable solutions for Africa' development priorities

Is social entrepreneurship the new face of development?

Social entrepreneurs across Africa are contributing to advances in education, healthcare, financial inclusion, environmental protection and other social issues. This was highlighted in the Reach for Change Africa 2015 Social Impact Report, which shared impact numbers and stories from social entrepreneurs supported in Reach for Change's programs. In 2015, over 100 African social entrepreneurs were supported through the organization's Accelerator and Incubator programs.

In 2015, Reach for Change Africa received 1,953 ideas for tackling social challenges from prospective social entrepreneurs from its innovation competitions in Ghana, Senegal, Chad, Ethiopia, DR Congo, Rwanda and Tanzania.

"Our 2015 Social Impact Report really emphasizes how much social entrepreneurship has grown in Africa," said Amma Lartey, Reach for Change Africa's Regional Director. "In 2015, the quality of ideas submitted to our innovation competitions improved substantially which tells us that the sector is growing and social entrepreneurs are finding creative ways



A year in the life of AfricanBrains



to respond to social challenges through scalable innovations that have the potential to deeply impact societies."

James Kofi Annan is a Ghanaian social entrepreneur working to end child slavery who is featured in the 2015 Social Impact Report. His organization, Challenging Heights rescues children from slavery in the fishing industry, providing them with rehabilitation center, and runs numerous programs to help prevent child slavery, through education and livelihood programs geared towards parents of children vulnerable to trafficking.

In 2015, the quality of ideas submitted to our innovation competitions improved substantially which tells us that the sector is growing

"Reach for Change's Incubator brought direct benefits to me and Challenging Heights," said James. "Today, Challenging Heights is a well-respected global leader in the fight against child trafficking, influencing policies not only in Ghana, but also in influential institutions such as the US State Department, the Senate, the Vatican and many more."

James is just one of the 57 Change Leaders that Reach for Change Africa supported in 2015 through its Incubator program, and Lartey says the organization has supported even more social entrepreneurs through various programs and initiatives in 2016.



Flickr / carbonnyc

Aquion Energy and SolarAfrica deliver sustainable off-grid solar power system at wildlife conservancy in Kenya

Loisaba Conservancy is now powered by a Clean Solar-Plus-Storage Microgrid that reduces their diesel use by 95%.

Aquion Energy, Inc., manufacturer of Aqueous Hybrid Ion (AHI™) batteries and energy storage systems, and SolarAfrica, a leading African Solar Energy Services Company, installed off-grid microgrid at the Loisaba Conservancy, which is a hub for wildlife research and a world-class ecotourism destination in Kenya, East

Africa. The microgrid, which was funded, designed, installed, and integrated by SolarAfrica, consists of two independent systems, each of which has 106 kWh of Aquion batteries paired with a 37 kW solar array. This off-grid solar-plus-storage system has replaced diesel generators to power a commercial laundry, swimming pool, kitchen, business services, lighting, cooling, and other facility loads.

At Loisaba, the solar array powers various loads from the facilities and pools, while also charging the Aquion batteries during the day. The batteries are discharged to provide power at night and during periods of cloud cover. This solution greatly reduces the use of noisy, high-emissions diesel generators, which had previously been the primary power source for the property. The result is a new standard in eco-friendliness and sustainability for ecotourism lodges in Africa.

Dr. Kobus van Tonder, Project Manager of SolarAfrica, mentioned that there were several highlights of this project for him and his team: "The outcome of this project has made many significant changes to the way we use energy and how we perceive it. We noticed how the lodge quickly descended into a blissfully quiet state, as the constant humming of generators were turned off. Another great benefit of switching to solar energy, and storing it effectively, is that it's now significantly cheaper than running diesel generators, which also means that the consumption of diesel decreases, as does the carbon footprint."

The Loisaba Conservancy is effectively operated with a low carbon footprint and is continuously striving to reduce energy consumption even further. This is the first deployment of the Aquion Aqueous Hybrid Ion technology in Africa, which is now fully owned by the Conservancy. For SolarAfrica, the project has marked the second successful Power Purchase Agreement for off-grid systems in Kenya, with its third situated in South Africa, operating as Singita Camp in the Kruger National Park.

I hope you found this interesting and I will leave you with one of my favourite Kenyan proverbs:-

"Crawling on hands and knees has never prevented anyone from walking upright."

Have a great summit!

ABOUT MARC MCILHONE



Marc McIlhone is AfricanBrains' Editor - sourcing news & features content and overseeing the work of the site's contributors.

Please email press releases and news to:
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Teaching with technology:

Addressing personalised learning and breaking down boundaries

Far from the days of rote learning while sitting behind a desk and staring at a dusty chalkboard, technology is empowering today's students to take charge of their learning, without boundaries.

This shift in the way we think about our education systems stems from a combination of the intuitive nature with which the youth interact with technology, and the dramatic evolution we're seeing in the 21st century workplace. In fact, a recent IDC study highlights that future high-growth/high-salary occupations will require a high level of competence in communication, knowledge integration and presentation skills, not to mention being adept at using tools such as Microsoft Office.

In addition to future workplace demands, the burgeoning youth population across Africa means we need to find a way to more effectively reach a greater number of students. Simultaneously, we need to allow them to learn in their own unique way, anytime, anyplace and at their own pace.



Teaching and learning in the cloud

The first part of bringing technology into the education mix is looking up to the cloud. Cloud computing has virtually eliminated restrictions on where students can work and how they access resources. It's for this reason that Microsoft has worked towards having six-million students across Africa using its cloud services for free. Countries across the continent are also ensuring their students and teachers can work in the cloud, with Rwanda planning to deploy Office 365 to 65 000 teachers and 3.4 million students, and Ethiopia set to deploy the service to all 36 of its public universities.

At Westlands Primary School in Nairobi we've seen first-hand how student outcomes have improved thanks to using Microsoft OneNote. In a school with over 60 students per class, it's a tool that is helping teachers find time to give their students more individualised attention. Teachers simply upload class notes or tasks to the cloud and students can access it wherever they are. It also makes group work easier because students can send work to one another and edit in real time. And because all work is done in the cloud, it's much simpler for the teachers to keep track of their students' work.

Beyond the classroom, the cloud also opens up opportunities for rural students who are unable to get to school. Massive Open Online Courses (MOOCs) place entire courses online, accompanied by discussion forums, quizzes and other learning materials.



More mobility means less isolation

It goes without saying that in order for students to benefit from cloud computing, they need devices that allow them access to this space.

There's been a significant drive towards education systems investing in 1:1 technology, so that every student has his or her own device. This helps to remove traditional classroom boundaries and deliver an immersive, interactive experience to students. Kenya's Digital Literacy program along with Microsoft is leading the way in rolling out devices to African students, with plans in progress to deliver 1.2 million devices with Office licenses to students and teachers.

Productivity tools like Office 365 give students and teachers access to powerful programs for researching, creating, sharing and presenting – and turn mobile devices into something more than just a “nice to have”. Other tools like Skype and Lync also enable students to communicate more effectively to break down boundaries even further.



Training the trainer

Teachers are learning how to embrace these tools to empower even the most unlikely student. That speaks to the need for innovative teachers who are committed to transforming teaching and learning.

An important step in achieving this is ensuring that teachers have adequate training to use technology effectively in education. Throughout Africa, there are several examples of this. In Kenya, Microsoft partnered with the Teachers Services Commission to formulate the “ICT integration in teaching and learning” guide to train teachers. The Institute for Educational Development in Namibia also partnered with Microsoft to conduct national ICT skills training for educators, while Botswana has a 10-year history of “train the trainer” engagement with MoE in-service teachers.



Equipping African student for 21st century life

With all these pieces of the puzzle in place – from working in the cloud and having access to the right software on the right devices, to teachers who understand how to integrate technology into education effectively – Africa is well-placed to equip its many unique students for life in the 21st century. The continent certainly faces its share of challenges when it comes to a lack of resources; however, this is an example of how we can use technology and innovation to overcome these obstacles, giving students an equal footing alongside their global counterparts.



Extramarks: Transforming Education Delivery

Extramarks is a new-age digital learning solutions company that provides the best of pedagogy and technology to create an engaging, child-centric teaching-learning environment in classrooms and at home. It offers 360o education support to learners and teachers of grades K-12 through curriculum-aligned digital learning solutions. These learning solutions are used by schools for day-to-day classroom teaching and the learners use them at home after school hours in self-learning mode. Keeping pace with today's globalization and technological changes in education, Extramarks empowers young learners to step in with the latest technology and have anytime-anywhere access to quality learning. Globally, Extramarks has become extremely popular with more than 7,500 schools and 9.1 million learners adopting its digital learning solutions in South Africa, India, South-East Asia and the Middle East.

The Need

The concept of engaging and experiential learning is the need of the hour. The young learners' focus towards the use of digital devices has to trickle down to the education environment sooner or later, because this is the way they will learn.

- a. The learners need to be engaged in the learning process and need access to quality learning resources anytime, anywhere.
- b. The teachers need to be empowered with the latest education pedagogy and teaching tools to bring them at par with the best teaching-learning practices.
- c. Critical challenges like lack of connectivity and labs need to be addressed and not let these challenges affect the quality of teaching and learning.
- d. Curriculum-based learning has to be standardized, ensuring uniform delivery of quality education.

Extramarks, through its innovative digital learning solutions and multimedia content, helps in addressing the challenges by engaging the learners, enhancing

the quality of teaching-learning, standardizing curriculum delivery, empowering teachers, and overcoming infrastructure challenges like lack of libraries and labs in schools.

Addressing the Need

Extramarks learning solutions are unique, in terms of:

- Their ability to offer end-to-end teaching-learning solutions from classrooms to home.
- Offering integrated learning solutions, from school management system and multimedia content to interactive hardware and wireless technology.
- Incorporating structured learning framework, consisting of Learn, Practice and Test for comprehensive learning.
- Offering engaging, story-based, thematic pedagogy for junior learners; layered, application-based pedagogy for senior learners.
- Implementation of paperless learning in the true sense, through the use of advanced technology, while maintaining highest standards of curriculum framework.

Way Forward

Extramarks plans to leverage its strengths to penetrate further in its current major markets- India, South Africa, UAE and Kuwait. These countries together share almost 1.67 million schools and penetration is less than 1%. Hence, there is huge potential to transform learning in these geographies.

Extramarks plans to expand its offerings into key African countries to roll out digital learning in select pilot schools. The company has invested significant resources in understanding the education systems in these countries and is market-ready to roll-out its 'experiential learning' programme.

In terms of new offerings, Extramarks plans to introduce innovative products for toddlers and language learning. It also plans to introduce cutting-edge analytics to make digital learning truly personalized.



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Educating the Educators



By Frank Campbell

Science, Technology and ICT education are vital for the development of emerging economies. The principles learned in logical thinking and communication through science, technology and ICT are not only essential for developing careers in medicine, science, agriculture and engineering but are also transferable to finance, law and research because of this it is believed that these subjects are fundamental at secondary and pre-university level to prepare students for their future in further and higher education, and industry.

It is clear that the investment in new schools and science, technology and ICT resources can be wasted, unless teachers are capable of using the resources that they are presented with, in order to maximise enlightening and stimulating teaching. These subjects have to be delivered through practical, investigative lessons so that theoretical concepts are brought to life for students and therefore teachers have to have the confidence to not only use scientific equipment but also to develop pedagogically effective lessons that engage students.

Having worked internationally from the Nuffield Science Project in the 1960's, Irwin who were consultants in this revolutionary method of teaching and in the provision of resources, works in partnership with Itec Global, a training and consultancy company specialising in developing science, ICT and maths education, to provide a joined up provision of innovative, engaging teacher training matched precisely to specific curricula in order to develop science, technology and ICT to the next level for the next generation.

Teaching, whereby the teacher presents experiments to students in a stimulating way, reverses the role of the teacher asking questions of the students; leading to the students enquiring about what is happening in the experiments, hence developing intuitive thinking, rather than rote learning. This method greatly increases the understanding of science by the students and promotes critical thinking, essential not only to science education, but also other educational subjects.

Irwin and Itec Global understand the importance of Governments using financial resources effectively, whilst also gaining exceptional results from teacher development programmes. Therefore providing training for teachers and technicians that is precisely matched to the objectives of Government's planning for the future in science, research, medicine, engineering, industry or agriculture, the country's curricula, and matched exactly to the resources and equipment supplied. These methods have been successfully implemented in many projects and case studies are available for reference.





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Start-ups in Kenya get prizes to address climate change

by Christabel Ligami

Up to 13 climate change start-ups in Kenya have received a cash prize of US\$82,500 for innovations that could help vulnerable communities.

The Climate Information Prize (CIP) awarded the cash prizes in April 2016 to boost new solutions that use climate information and data targeting vulnerable communities in Kenya's eastern, north-eastern and Rift Valley regions.

According to Slater Jonty, the CIP director, of the 115 innovators who applied for funding, 13 emerged winners. "The 13 had the potential of reaching more people, were sustainable and benefited the vulnerable group," Jonty says.

"The winning innovations have the potential to become vibrant and profitable businesses for sustainability."
Slater Jonty, CIP

The first prize of US\$15,000 was awarded to Sam Owilly of Pawa-Farm for a project on climate conditions that enable farmers make informed decisions and improve farm management practices.

"The CIP money will enable us reach more people in Makueni County from the 1,500 we are currently working with to at least 5,000. It will also help us scale up the project to the other counties," Owilly says.

Denis Odera of WeFarm received the second prize of US\$10,000. WeFarm enables farmers access to information on agriculture and climate change through text messages and receive crowd-sourced information from farmers.

"With the CIP cash, WeFarm will trial providing climate information to all networks of farmers through text messages across the country in conjunction with the Kenya Meteorological office," says Odera, adding that the aim is to increase food production in the country.

Kyamatu Climate Smart Village of Grace Mativo got the third prize of US\$7,500 for localised climate information for improved food security, water management and access to reliable energy to people. The other 10 runner up innovators got US\$5,000 each.

"The winning innovations have the potential to become vibrant and profitable businesses for sustainability," Jonty says.

"The second grand competition, Tekeleza Prize will be awarded in 2018 with more innovators joining the 13 to compete for the jackpot prize of US\$200,000," Jonty tells SciDev.Net. "The challenge targeted the vulnerable communities because they are the people adversely affected by the weather and climate changes and often lack the means to protect themselves against the effects."

James Kongoti, director, Kenya Meteorological Department, says the CIP Challenge used the climate information data from his outfit.

Michele Leone, a climate change specialist from the Kenya office of the Canada-based International Development Research Centre, explains that the challenge with the available climate change innovations is how to access them, understand and apply them directly to livelihoods.

"CIP will encourage more innovators to come up with ways to bridge the gap and enhance their resilience to climate risks," Leone adds.

Anjali Saini, an expert from the Kenya-headquartered Africa Enterprise Challenge Fund, says that CIP has opened doors for an innovative way of facilitating sustainable development and making communities resilient to climate change.

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Kenya: Libraries to offer free Internet to public

Kenya's public libraries are moving online to deliver free Internet to over half a million library members from June this year, as Liquid Telecom Kenya and the Communications Authority of Kenya connect 46 branches of Kenya National Libraries Services (KNLS) for the first time.

Each of the 46 branches has been provided with an additional 11 computers, adding to existing computers, Kindles and tablets in a Sh72m rollout that is giving library members access to fixed and wireless Internet, on either the libraries' computers, or on their own devices.

"The demand for Internet services is growing exponentially in Kenya. Connecting the public libraries means everybody will now have access to digital and online information – including e-government services, research, education services and employment opportunities," said Mr Ben Roberts, Liquid Telecom Kenya CEO.

Connecting the public libraries is a milestone for us at Liquid Telecom Kenya

"With the Communications Authority coming on board as the main financier of the project, we have been able to connect the public libraries even in the most remote areas with high quality connections," he said.

The spread of the connections has been made possible through Liquid Telecom Kenya's intensive investment in the last three years in county Internet infrastructure. The 46 KNLS branches now being connected are in 29 counties, 26 of which had Internet infrastructure built by Liquid Telecom Kenya already.

The Internet will be free inside the libraries, which are free to enter for children under 14, and cost Sh20 per visit for adults.

The branches typically have a membership of around

10,000 users a year each, while the headquarters in Nairobi has nearly 100,000 users a year, who visit to use the service's thousands of books, journals, e-books and electronic databases.

"The decision to connect all our library branches was a result of the increasing need for digital content by our users," said Alex Ombogi, the ICT manager of KNLS. The partnership would provide great benefits to the libraries' users, including students and academia, he said.

Security measures will be in place to have separate content available to adults and children respectively. The CA recently ran a campaign called the 'Be the Cop' which focused on Online protection for Children, and the Libraries Internet scheme is guided by the principles recommended by that campaign.

The connections in each of the libraries will go live in coming weeks, ahead of a full launch in June that will additionally connect all the libraries to one another through the cloud Private Automatic Branch Exchange (PABX), setting up open phone lines between all the branches using Voice over IP.

The library service is one of the flagships of the government's Vision 2030 development strategy, with work now underway on a state-of-the-art national library in Community along Haile Salassie Avenue in Nairobi.

"Connecting the public libraries is a milestone for us at Liquid Telecom Kenya in securing our group vision of achieving universal Internet access in Africa," said Mr Roberts. "As we switch on this new set of 46 library connections, we shall take our biggest stride yet in giving access to Kenyans from every walk of life, country wide."

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Our interactive solution includes Interactive Whiteboards and Touchscreen LCD, Tablets, Projectors and a full range of resources. Our strategy has created a solution that is of the highest quality, accuracy and responsiveness; providing the ultimate user friendly experience.

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Extramarks



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Extramarks currently employs more than 1700+ members directly and has offices in Singapore, India, South Africa and UAE.

Website – www.extramarks.com

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Huawei is a leading global ICT solutions provider. Through our dedication to customer-centric innovation and strong partnerships, we have established end-to-end capabilities and strengths across the carrier networks, enterprise, consumer, and cloud computing fields. We are committed to creating maximum value for telecom carriers, enterprises and consumers by providing competitive ICT solutions and services. Our products and solutions have been deployed in over 140 countries, serving more than one third of the world's population.

Huawei's vision is to enrich life through communication. By leveraging our experience and expertise in the ICT sector, we help bridge the digital divide by providing opportunities to enjoy broadband services, regardless of geographic location. Contributing to the sustainable development of society, the economy, and the environment, Huawei creates green solutions that enable customers to reduce power consumption, carbon emissions, and resource costs.

Website – www.huawei.com

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IBM is a globally integrated technology and consulting company headquartered in Armonk, New York. With operations in more than 170 countries, IBM attracts and retains some of the world's most talented people to help solve problems and provide an edge for businesses, governments and non-profits.

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JP – inspiring knowledge



inspiring knowledge

Founded in March 1989, JP – inspiring knowledge is dedicated to the design, development and distribution of Technological Solutions, and leader of a global reference initiative pioneering ICT-based Education. JP – inspiring knowledge manufactures high-quality computer equipment, like the leading brands mymaga, mgs eries and Tsunami, and strives for the strength, competitiveness, innovation and quality of their products.

Mission: To deliver purpose-built solutions for education through ICT products and services that foster human development. At JP-inspiring knowledge we build custom products and services that are specific to each educational context and have developed a network of key global players with vast experience in ICT and Education. We are working to bridge the digital divide in Education between and within countries, allowing each country to provide equal access to the best available pedagogical tools. It is our objective to assure that children develop successfully and leapfrog into the new global society.

Achievements: Based on existing agreements and projects running, JP – inspiring knowledge is the world largest OEM deploying Intel® Classmate student devices. We are currently operating in more than 70 countries directly or through partners, and have delivered over 7 million student devices worldwide.

Website – www.jp-ik.com

Positivo BGH



PROUDLY MADE IN AFRICA

Positivo BGH is a Joint Venture between two industry leaders in Latin America namely Positivo Informática, of Brazil, and BGH, of Argentina. Positivo Informática brings over 40 years of experience in education to the joint venture and own, run, manage and operate a university, various private schools, and Brazil's second largest theatre. Positivo also owns education technology research centers that develop leading edge solutions deployed at educational institutions both private and public across the globe.

BGH one of the most respected companies in Argentina with over 100 years of manufacturing experience is the undisputed market leader in designing, developing and the manufacturing of consumer electronic goods. Positivo BGH can be seen as the international arm of these two great companies, standing on its own two feet and operating in its own right, with manufacturing facilities in Brazil, Argentina and now recently Rwanda and Kenya.

Even though Positivo BGH has managed to claim a dominant market share in the manufacturing of notebooks, desktops, all-in-ones, tablets and mobile phones in its native Latin America, education is and will always be embedded in its DNA. Positivo BGH's mission is to be a global leader in education providing high-quality localised solutions adapted to its customers unique requirements, breaking the industry norm of one size fits all.

Website – www.positivobgh.com

Teachers Media International



Teachers Media International is a global provider of multi-media professional development and accredited training services, whose aims are to ensure teachers and educators around the world, are trained, inspired and supported to be the very best. Our approach is based on developing reflective practitioners and encouraging professional development that is collaborative and focused upon real school practice. This approach is vital to sustainable improvement in teaching and learning.

Leading the way in education, TMI supports governments, school leaders, and educators with a range of scalable and sustainable professional development training services, providing 24/7 connectivity, learning support and customised resources. Our products and services are based on a mixture of workshops, accredited courses and an online community learning platform service, customisable to the needs of the country/region.

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Website – www.teachers-media.com

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The Falcon's HD projector allows the user to project your tablet display from the palm of your hand.

The Akyumen Holofone Projector Phablet comes standard with features and capabilities rivaling the top Phablet models. Akyumen would like all of our users to have the optimal experience when using our devices, so we bundle our devices with our amazing accessories.

Website – www.akyumen.com/#Products

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Website – aws.amazon.com/government-education/government-emea

Blackboard



At Blackboard, we started out with a unique idea—if we are not learning something new every day, we are not moving forward. Our goal is to make learning more desirable, accessible, and meaningful for learners. Founded in 1997 by two Georgetown University graduates and former KPMG consultants, Blackboard was one of the first companies to set the stage in online learning solutions. In 19 years Blackboard has grown to serve over 19,000 higher education institutions, government organizations and corporations in 115 countries, including Benin, Botswana, Ghana, Namibia, Nigeria, Kenya, Senegal, and South Africa.

Blackboard Facts: Of the Top 50 Times Higher Education Reputation Ranking in 2014, 80% of the world's top academic institutions work with us; Our solutions and services are used by over 20 million K-12 students; We support and work with 92% of the top online bachelor degree programs.

As a result of working with the thousands of universities around the world, we've built the best technologies and solutions to help address some of their biggest challenges and advance education in meaningful ways.

Learn more at www.blackboard.com

eLearning Solutions



Established in the year 2000, eLearning Solutions has offices in South Africa and Zimbabwe that supports over 1,000 primary and secondary schools.

Our solutions include Education Transformation - An effective education transformation can help countries to increase student competitiveness, build job skills and competencies, support economic development and provide social cohesion. We provide Education Transformation Workshops that help schools, districts and governments.

Content Aggregation, Licensing & Developing - eLearning Solutions has a variety of digital content that focuses on Maths and Science. The content covers both primary and secondary education. It is interactive, multimedia, has simulations and demonstrations.

Digital Pedagogy & Professional Development - Teaching and learning with technology is, fundamentally, a pedagogical rather than a technical matter, and fluency with technology does not translate automatically into the ability to teach effectively with it. We provide Digital Pedagogy training for effective ICT integration in teaching and learning.

ICT Infrastructure & Facilities - Classrooms require special technologies that conform to the way that learners work and move around and accommodate changes in the learners' behaviour in such a way that learners not only embrace, but also celebrate the classroom space. We provide education specific technology solutions that stimulate the learner, empower educators, and promote learning excellence.

Website – www.elearning.co.zw

Festo Didactic



You want technology education for a highly skilled workforce. You are driving industrialisation in your country. We are leaders in industry and education. We are the engineers of productivity. We know how to educate for the needs of industry, closing the skills gap, addressing the bottlenecks of economic development. We are global leaders both in innovative industrial automation, and in technical education that is hands-on, inspiring and industry-relevant.

Where there is industry, there is Festo. Where there is industrial training, there is Festo Didactic. Festo was founded in 1925, has a presence in over 250 countries, and invests strongly in research and training. Festo Didactic delivers training for productivity through technical seminars for industry, and training for employability by bringing cutting-edge industrial technology into the engineering classrooms of the world, building the core skills needed for successful industrialisation and attracting investment.

Festo Didactic supplies: Engineering Training Panels for Vocational Institutes; Technology Workstations for Polytechnics; Learning Factories for Universities; Simulation Software and E-Learning; Installation and Train-the-Trainer. Festo Didactic consults in: Industrial Market Survey and Implementation; Matching Curricula to Industry Needs; Turn-key Laboratory Design. Engage us on how to build your industry of tomorrow, today.

Website – www.festo-didactic.com

Integrated Technology Group



ITG has been a leader in technological innovation and a pioneer in developing and exporting education management and government/enterprise solutions, internationally. Managing steady growth and a key technological lead over the past 26 years. Its key eLearning and education management solution, EduWave, currently empowers over 15 million users in more than 42,000 educational institutions across the globe.

ITG is headquartered in Amman – Jordan, and operates in various regions through its operations; ITG America, ITG Saudi, ITG Egypt, and ITG Africa, in addition to its local partners that are spread over 20 countries.

ITG's specialities are: Educational Solutions: EduWave® e-Learning & Educational Management Platform; in addition to e-Content Development through ITG's specialized subsidiary JAID Productions and Government/Enterprise Solutions: Government Resource Planning – WaveGRP®, Enterprise Resource Planning – WaveERP®, and Document Management Solution – WaveDMS®.

Website – www.itgsolutions.com

Intel



Since its founding in 1968, Intel Corporation has grown into the world's largest semiconductor company (based on revenue). The company employs nearly 100,000 people across more than 50 countries.

Intel's products and technologies are at the heart of computing solutions that have become essential parts of businesses, homes and schools around the world; and are being used to tackle some of the world's most complex problems – in areas that include education, healthcare, economic development, and environmental sustainability. The company's products include microprocessors, chipsets and other semiconductor products that are integral to computers, servers, note- and netbooks, as well as consumer electronics, handheld devices and connected "embedded" products becoming part of cars, shopping kiosks and bank ATMs.

Intel's focus is not solely on the products it delivers. From primary schools to leading universities, Intel is committed to improving the quality of education around the world. Over the past decade alone Intel has invested over USD 1 billion and Intel employees have donated over 2.5 million hours in the last 10 years toward improving education in more than 50 countries.

Intel's model for education transformation combines advocacy for policy reform, curriculum standards and assessment, sustained professional development, information and communications technology, and support of research and evaluation. We collaborate with governments, policy makers, and local vendors to make this model viable worldwide.

Intel is headquartered in Santa Clara, California (USA). Additional information about the company is available at blogs.intel.com.

Oracle



Today's IT environments have become so complex that in most enterprises the biggest chunk of IT budget is spent just keeping the lights on. The average company spends about three-quarters of its IT budget on integration, maintenance, and routine tasks. That leaves only 25 percent to invest in innovation. Oracle CEO Mark Hurd recently called IT complexity "the business innovation killer."

At Oracle, we want to help you shift that spending balance. We help you simplify your IT environment so that you can free up money, time, and resources to invest in innovation. We do this by providing a comprehensive and fully integrated stack of cloud applications and platform services.

For more information about Oracle (NYSE:ORCL), visit www.oracle.com.

Pearson



Pearson is the world's leading learning company that helps people of all ages to make measurable progress in their lives through learning. We partner with governments and institutions to create innovative solutions to improve learner achievement and institutional effectiveness. Pearson supports learning from the time a child enters school and throughout his or her educational journey.

We create and connect content, technology, assessment and services to offer unique learning solutions. We deliver services that can help schools and academic institutions achieve their goals. We've acted as consultants to governments and institutions on education, professional development and curriculum redesign. For more than a decade, we have worked with educators and learners to track learning gains and we hold ourselves accountable for not just the products we make, but also for the results we deliver.

Our depth and breadth of experience in education and our commitment to learning sets us apart. Every day, 40,000 Pearson employees in 80 countries strive to bring better, more personalised learning experiences to our customers.

Website – www.pearson.com

Samsung



Samsung Education in Africa - We are more than just a technology company that makes incredibly smart devices. Core to Samsung's mission is its investment in developing communities into technologically skilled hubs that will ensure Africa's growth in a sustainable way. We believe that by connecting our legacy of innovation with the desire to improve lives – complemented by the best possible technology into the classroom environment for both privileged and underprivileged schools – we can help advance the need for holistic education and create positive change for people across the continent.

Samsung's education solutions comprise of the Samsung Electronics Engineering Academy, Solar Powered Internet School, Solar Power Generator, eLearning Centre and Smart School Solutions.

Website – www.samsung.com/africa_en

Wiley



It's the knowledge age – and knowledge is our business. Our challenge is to embrace the opportunities technology brings and share it in new, exciting and rich ways.

We are part of a dynamic, inventive, changing world that uses learning, research and knowledge to find answers to today's challenges. Wiley is a learning business that helps people and organizations to develop the skills and knowledge they need to succeed.

We commit ourselves to helping to drive a successful knowledge economy, supporting quality education, lifelong learning and employment. We commit ourselves to helping our customers to contribute their full potential to the world.

Website – www.wiley.com

Silver Partners

Avanti



Avanti connects people wherever they are – in their homes, businesses, in government and on mobiles.

Through more than 160 partners in 118 countries, Avanti's network provides ubiquitous internet service to 27% of the world's population. Avanti delivers the level of quality and flexibility that the most demanding telecom customers in the world seek. Avanti owns and operates a fleet of Ka-band satellites and Ground Earth Stations which use the latest technology to deliver high speed data communications across Europe, the Middle East and Africa.

Avanti successfully deploys high speed broadband in Africa enabling e-learning to become embedded within the schools' core curriculum. Avanti's leading satellite technology reaches beyond the limitations of terrestrial networks, helping to bridge the digital divide in African education, today.

Contact - E: contact@avantiplc.com, T: +44 (0)20 7749 1600, W: www.avantiplc.com

CloudHop

CloudHop is an idea realized and actualized by its founders, Nadeem and Keval, who are driven by their passion for using technology to solve real world problems. The founders recognized a gap in the market where ICT infrastructure was more of a burden to companies rather than a solution to everyday challenges. Addressing the issues of Reliability, Flexibility, Ease of Use and Cost Savings form the foundation of CloudHop's existence whereby cloud technology is leveraged using a unified approach involving best-of-breed applications that adhere to global best practices. We customize and configure cloud-based applications to fit customer requirements while incorporating consultancy, design, delivery, support and training. CloudHop is one of the first ICT companies in the region to provide 24/7 support backed by a comprehensive service level agreement.

Since its inception in 2012, CloudHop has grown into a mature and well-respected business with over 1,000 customers and 70,000 users by integrating, managing, optimizing and customizing solutions on a turn-key basis to form a 360-degree approach. CloudHop's success is attributed to its unconventional method of analyzing issues presented by customers and working towards a solution rather than proposing solutions without knowledge of customer requirements.

Website – www.cloudhop.it

De Lorenzo S.p.A.

De Lorenzo S.p.A. is the leading Italian manufacturer of training systems for technical and vocational education. Its main areas of expertise include: electrical and electronic engineering, automation, renewable energies, power engineering and power electronics, pneumatic and hydraulics, telecommunications, mechatronics, automotive technology, thermotechnics, oil & gas, biomedical, process control, building automation, fluid mechanics, etc. De Lorenzo S.p.A., established in 1951, exports products, systems, plants and complete laboratories to technical and vocational schools, colleges and Universities worldwide.

De Lorenzo S.p.A. is able to provide a wide range of services in all of the following areas of expertise: project definition, project management, preparation of tender specifications, supply of equipment, teachers' training on site or at its premises, installation, commissioning, technical assistance up to the complete autonomy of the local teaching staff and after sale services. De Lorenzo S.p.A. is ready to co-operate in order to provide not just equipment, but know-how and technology transfer.

Website - www.delorenzoglobal.com

Devotra

Devotra is an ISO 9001 certified company whose activities are mainly focused on engineering projects in developing countries and upcoming markets. We offer turn-key services for any kind of project in the field of education and training from primary up to higher education, including technical vocational education. Furthermore we are a worldwide specialized supplier of professional technical equipment for United Nations field projects.

Devotra staff has almost 30 years of practical experience in implementing education and training projects in developing countries and upcoming markets and we offer our clients turn-key solutions which include: consultancy; project identification; project planning and coordination; supply of equipment; logistics management; installation and commissioning; technical assistance and training; after-sales, warranty and maintenance of goods.

The equipment offered by Devotra, ranges from secondary education materials, (classroom, office and workshop) furniture to machines and installations for Technical Industrial Vocational Education and Training and Higher Education/Applied Science. The machines and installations vary from basic workbenches up to sophisticated equipment meant for engineering trades and industrial manufacturing. In Kenya we are now implementing the project: "Ten Smart Classrooms for introducing new Technologies for TVET".

Contact - Devotra BV, Energieweg 2, NL-4691 SG Tholen. P: +31 166609500, F: +31 166609509, E: export@devotra.nl, W: www.devotra.nl

Discovery Education

Discovery Education transforms classrooms, empowers teachers and captivates students by leading the way in providing high quality, dynamic, digital content to school districts large and small, rural and suburban and everything in between. Accelerate student achievement in your district by capturing the minds and imaginations of students with the fascination of Discovery, tapping into students' natural curiosity and desire to learn.

Discovery Education offers a portfolio of opportunities for districts to meet students where they want to learn in the digital age. With award-winning digital content, interactive lessons, real time assessment, virtual experiences with some of Discovery's greatest talent, classroom contests & challenges, professional development and more — Discovery is leading the way in transforming classrooms and inspiring learning.

Website – www.discoveryeducation.com

Eagle Scientific

Eagle Scientific are international project contractors, offering consultancy, vocational training, equipment supply and technical support. We have clients in both the public and private sectors, including the World Bank, ADB, Crown Agents, and various UN agencies. We are a leading supplier of medical, research, educational, and vocational training equipment, with more than 30 years' experience throughout the African continent.

As well as providing equipment, we have significant experience in the management of turnkey projects, from conception to completion, and on-going technical support. This includes: Consultancy; Facility design; Equipment procurement; Installation and commissioning; Training of facility staff, to internationally recognized standards.

Due to established relationships with leading UK academic institutions, we can also help with the development of curriculums and courseware material. Recent examples of projects include: 2010: Communications training laboratories, Algeria. Value \$11,200,000; 2011: Supply of medical equipment, Ghana. Value \$2,200,000; 2014: Oil and gas training workshops, Nigeria. Value \$2,800,000.

Website – www.eagle-scientific.co.uk

eKitabu



eKitabu ("Kitabu" is Swahili for "book," Kitab or كتاب in Arabic, Kitab or क़ताब in Hindi) is the leading distributor of digital content for education in Sub-Saharan Africa. The educational impact of books is our foundation, and on that proven foundation we innovate — to lower the cost of books and increase access to them — sustainably and at large scale.

Through our open architecture, global repository of ebooks, and ecosystem partners, eKitabu dramatically lowers the cost of delivering books in local languages, government-approved for national curricula. eKitabu was founded in 2012, is headquartered in Nairobi, Kenya and was named Kenya's top edtech startup in 2015 by the Global Startup Challenge. To date, eKitabu has brought digital content to over 600 schools across Sub-Saharan Africa: Kenya, Uganda, Rwanda, and Ghana.

Website – www.ekitabu.com

Irwin Science Education



Irwin Science Education, formally Irwin Desman, England established in the 1940's was requested by the British Government to act as consultants to the Nuffield Science Project in the 1960's and have been designing and manufacturing science equipment for schools, colleges and universities ever since. Offering expert consultancy in curriculum development, working with Ministries of Education in strategic planning for the future of science education and also provide expert teacher training packages.

Irwin is based in the South East of England where research and development into science teaching apparatus is carried out. The state of the art manufacturing plant produces all Irwin designed equipment ensuring the highest quality standards of safety, performance and relevance to teaching science for the 21st century.

Irwin provide everything required for teaching science from their famous power supplies and instruments to microscopes, mobile science benches and World Didacta Award winning data loggers.

Contact Frank Campbell for full details of how Irwin Science Education can support you in developing science teaching skills for the 21st Century. Email: frank.campbell@irwinscienceeducation.com; Call: +44-1376-34 05 06.

Website - www.irwinscienceeducation.com

Lucas-Nülle GmbH



Committed to technology and quality. For now 40 years, Lucas-Nülle has been developing and producing sophisticated high-quality training systems in Kerpen/Germany.

These systems cover the whole field of electrical engineering including: Power Engineering/Renewable Energies; Automotive Technology; Electrical Machines and Drives; Refrigeration System Technology; Automation Technology; Electrical Installation Technology and Lab Systems.

Lucas-Nülle training systems are deployed throughout the world where they are seen as the benchmark for quality, efficiency and technology. We are able to provide turn-key solutions including curricula, lab-world layout, installation and training. Ensuring a successful future -

Lucas-Nülle GmbH has devoted itself to this challenge. Working within a German tradition of demanding vocational training and engineering schooling, we have been developing and manufacturing training equipment and systems for key technologies.

Website – www.lucas-nuelle.com

Modlin



Creators of cutting-edge educational solutions. Over 30 years, Modlin eLearning Solutions has invested in mapping skills, concepts, and subject disciplines – and the all-critical relationships between the three. Our central philosophy is that it's impossible to teach or learn unless you know what you don't know. This is why we've developed a profound understanding of the way students process information and the real-world challenges faced by teachers.

We've used this to create an integrated range of cross-platform solutions that have the detail and granularity needed for successful diagnostics, teaching and learning. Modlin currently runs offices in South Africa, Sub-Saharan Africa, the United Kingdom and the United States, with more on the way.

Website – www.modlinedu.com

PHYWE Systeme GmbH



For 100 years PHYWE has been developing, producing, supplying and installing scientific equipment, complete experiments and curriculum compliant solution systems for science education and scientific research at schools and universities. Modern e-Learning systems, software and a broad spectrum of services including training courses, on-site installation and comprehensive pre-sales consulting complete our offering.

Our competence, quality and reliability – made in Germany – has enabled us to become one of the world leading companies for the supply of training and educational equipment for the teaching of Physics, Chemistry, Biology and Applied Sciences. More than 145,000 customers in over 95 countries (including those in Africa for over 30 years) value our experience and products. PHYWE is your sought-after partner for schools, colleges, universities, private institutes, museums and research institutions worldwide.

A member of the Lucas-Nülle Group of companies and together with more than 60 PHYWE authorised International Sales Partners (ISP), we offer you individually tailored solutions from a single source.

Website – www.phywe.com

SatADSL

SatADSL develops and delivers innovative communication solutions by providing affordable, IP connectivity to companies and business professionals in Africa and Middle East. SatADSL aims to improve day-to-day business and support the economic development with its cost effective IP communication technologies empowering professionals wherever they are located.

Since 2010, our dedicated team works each and every day to close the digital gap and enable development, solving the connectivity issue for hundreds of companies in the entire MEA region. SatADSL focuses on developing a state-of-the-art solution for business professionals in need of affordable, reliable, high quality IP access solutions in remote areas with difficult or no web access.

Flexible – SatADSL solutions can be deployed anywhere there is a good view of the sky within the footprint of the satellites used allowing the solution to be implemented even in extremely remote regions. Reliable – The SatADSL solution doesn't depend on any local infrastructure such as the local power grid unlike competitors, making it the most reliable communication option. Professional – SatADSL provides turnkey solution to professionals; our solutions are volume unlimited and we continuously monitor the traffic to ensure a very low congestion. Customisable – SatADSL designs tailor made service plans customized to each client's specific needs. Our packages offer a variety of capacity, volume and contention associated with additional services (VPN, VoIP, etc.)

Website – www.satadsl.net

Snapplify

At Snapplify, we give students access to everything they need to learn, digitally. Snapplify is a content and media technology company, focusing on digital content distribution and mobile reading. We provide a comprehensive platform for distribution to schools and institution — and over turnkey solutions, from device setup and distribution, digital textbook procurement, and technical support.

Our innovative mobile reading and distribution solutions are industry celebrated and globally recognised for their innovation. Snapplify's Snappbox has won multiple awards for revolutionising ebook distribution in schools. As the largest eBook aggregator in Africa, we distribute more than 200,000 aggregated titles from 260 leading international publishers, including Macmillan, Penguin Random House, Oxford University Press, Cambridge University Press, Pearson, and more.

Website – www.snapplify.com

Strathmore University – Kenya

Strathmore University is a leading not for profit private University operating in Kenya, which aims at serving the Kenyan society to the best of its ability. Specialising in Commerce and Information Technology, Strathmore holds a peerless reputation for quality in both academic and professional education and personal information.

Its mission is to provide all round quality education in an atmosphere of freedom and responsibility excellence in teaching, research and scholarship, ethical and social development and service to the society.

Its vision is to become a leading out- come driven entrepreneurial research University by translating our excellence into major contribution to culture, economic well-being and quality of life.

Its values are; excellence through the sanctification of work; freedom and responsibility; ethical practice; personalized attention; subsidiarity; collegiality; life-long learning; service to society.

Website - www.strathmore.edu

Texas Instruments DLP

Since 1996, award-winning DLP technology from Texas Instruments has powered the world's top display devices to deliver high resolution images rich with colour, contrast, clarity and brightness for a wide range of applications, including industrial, automotive, medical and interactive displays.

DLP technology is being used in movie theatres (DLP Cinema®) and large-scale, professional venues and conference rooms, classrooms and home theatres. With mobile devices enabled by DLP Pico technology, users have the ability to display images from the palm of their hand.

Every DLP chipset features an array of microscopic mirrors that switch on and off up to ten thousand times per second. To learn more, please visit our website or follow TI's DLP technology on Twitter @TI_DLP.

Website – www.dlp.com

Wacom

Wacom's vision to bring people and technology closer together through natural interface technologies has made it the world's leading manufacturer of pen tablets, interactive pen displays and other digital interface solutions. The advanced technology of Wacom's intuitive input devices has been used to create some of the most exciting digital art, films, special effects, fashions and designs around the world. Wacom devices provide business and home users with the ability to explore digital content in a comfortable and natural way. Today millions of customers in the creative industries, at home and in education are using its cordless, battery-free, pressure-sensitive pen technology.

The company also offers its products as OEM solutions to leading manufacturers serving incremental markets. Wacom's interface technology, called Wacom Feel IT Technologies, is also offered as an integrated solution to strategic partners. Most Tablet PC manufacturers count on the advanced features and reliability of the brand to deliver a superior user interface experience.

Wacom Europe GmbH is a subsidiary of Wacom Company, Ltd. Founded in 1983, Wacom is a global company based in Japan with subsidiaries and affiliate offices around the world to support marketing and distribution in over 150 countries.

Website – www.wacom.eu

Bronze Partners**Acer**

Established in 1976, Acer is a hardware + software + services company dedicated to the research, design, marketing, sale, and support of innovative products that enhance people's lives. Acer's product offerings include PCs, displays, projectors, servers, tablets, smartphones and wearables.

It is also developing cloud solutions to bring together the Internet of Things. Acer is celebrating its 40th anniversary in 2016 and is one of the world's top 5 PC companies. It employs 7,000 people worldwide and has a presence in over 160 countries.

Website – www.acer.com

Cambridge International Examinations

Learn • Discover • Achieve

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world. Every year, nearly a million Cambridge learners from 10,000 schools in 160 countries prepare for their future with an international education from Cambridge.

Website – www.cie.org.uk

Cambridge University Press

Cambridge University Press is driven by a simple imperative: to work alongside Ministries of Education, educators and learners to provide individuals with accessible and inspirational learning resources that lead them to a lifetime of achievement. We are proud to share the gold-standard tradition and contemporary relevance of the University of Cambridge. For us, academic rigour, innovative thinking and leading-edge practices are crucial aspects of delivering the excellent, fully-rounded education that the 21st-century learner demands.

We work closely with Cambridge International Examinations to ensure that the Cambridge approach involves practical application of the best theory and practice. Because our areas of expertise dovetail, together we exemplify the Cambridge approach to best practice.

Cambridge University Press is a not-for-profit organisation and follows the core values of the University of Cambridge, ensuring all of our publishing, consultancy and training activities reflect the Cambridge standards around encouraging and supporting critical thinking, 21st-century skills, problem-solving and creativity. We have a strong track record of successful collaboration with a number of Ministries of Education and educational organisations, offering support on initiatives surrounding curricula, publishing, teacher training and capacity development. We work as strategic partners to develop context-specific long-term projects that embed sustainable infrastructures.

Website – www.cambridge.org

Dataflow Learning

Dataflow Learning (DFL) is an experienced provider of high quality educational solutions for the primary, secondary and higher education markets. DFL has a strong heritage in digital content development spanning ELT, mathematics, science, as well as training programmes across a wide range of subject matter and disciplines. As an education and technology company, DFL understands the needs of all participants in the education process, with a particular focus on teachers and learners. With significant experience in both creating and adapting traditional education resources, such as textbooks, into engaging, interactive digital resources, DFL understands the importance of demonstrating local relevance for students in order to engender enthusiasm and understanding.

The company has vast experience in the global education market, spanning the United States, Europe, Africa, Asia, and the Middle East. Working with some of the largest global educational publishers, and directly with MOE's all around the world, DFL applies its knowledge of local curriculum, language and culture, through its team of teaching professionals, instructional designers and SME's, to develop curriculum, professional development and educational ebook content and solutions.

Website – www.dataflowinternational.com

NComputing

NComputing is the fastest growing desktop virtualization company in the world, with more than 70,000 customers and 20 million daily users in 140 countries. We serve customers large and small, in diverse markets, and with varying use cases across education, government, and industry segments, helping to transform their use of computing. NComputing's innovative and award-winning technology gives customers an impressively quick time-to-value, extremely high performance, and the most affordable desktop virtualization solution available today.

Key Facts: NComputing is a global company with more than 70,000 customers worldwide; Over 20 million people in 140 countries use NComputing technologies daily; NComputing markets and sells its portfolio of desktop virtualization offerings via a worldwide network of value-added distributors and reseller partners delivering complete solutions to their customers; NComputing maintains strategic global alliance partnerships with key technology providers to the desktop virtualization market, such as Citrix and Microsoft.

Global sales offices support customers and partners in North and South America; Europe, Middle East and Africa; India and the Asia Pacific region.

Website – www.ncomputing.com

Paarl Media



Paarl Media, a division of the Novus Holdings Group, is the most comprehensive commercial printing and manufacturing operation in South Africa. With its headquarters in Cape Town, the Group operates 11 plants in key metropolitan areas across South Africa. With 16-years' experience, the Group services the country and customers across the African continent through its print production of all short to long run requirements of magazines, retail inserts, catalogues, books, newspapers, commercial work, labels, educational materials, as well as digital printing and tissue product manufacturing.

As a Level 4 Broad-Based Black Economic Empowerment (BBBEE) contributor, Novus Holdings is recognised as having the most technically advanced and experienced staff with over 2000 employees spread over South Africa. The holding company's commitment to skills development and transformation is evident through the establishment of the Novus Academy, an internationally accredited training institute which offers a range of systems courses and specialised programmes.

Novus Holdings is committed to making a sustainable difference in the communities in which it operates. The Group's Future Foundations Initiative aims to build strong foundations for future growth by focusing on education, skills development and community engagement. Responsible business practices are a top priority with the Group leading industry through the development of stringent environmental policies to limit the impact on natural resources.

Website – novus.holdings

SIVECO Romania



SIVECO Romania is the leading Software House (Development & Integration) in the region. SIVECO has an outstanding customer base and leading references: +3,550 successful projects in 27 countries in Europe, Middle East, North Africa, Central Asia. For the educational institutions and governmental organizations, SIVECO provides integrated eLearning solutions. SIVECO developed and implemented nationwide eLearning Projects with Ministries of Education in Romania, Kazakhstan, Cyprus, Dubai, Malta, Morocco.

SIVECO offers a full range of Advanced eLearning product suites: AeL eContent Library (Pedagogic K-12, Special needs education, Fluid digital textbooks, Project based collaborative multi-touch applications, Immersive 3D applications, Augmented reality, Enterprise); AeL Education Suite (AeL LMS/LCMS, AeL Mobile Edition, AeL Home Edition, WAND Authoring Tools, Collaborative Portals); AeL Management Suite (AeL School Manager, AeL Education Manager, National Education Database, AeL School Map, National Examination, SIVECO Education Analyzer); K12 eContent Portfolio: +30 Complex collaborative project based learning apps (multi-touch systems), +300 Complex virtual laboratories (3D immersive, Augmented reality), +50 Fluid digital text books (+1000 Multimedia Learning Activities, +45.000 RLOs); K12 eContent Roadmap: +30 3D Immersive Applications, +100 Complex Authoring Tool templates, 3D Dynamic Textbooks, 3D MultiTouch Applications.

SIVECO is the first company that won twice World Summit Award for the eLearning Solutions (2005, 2013: for children with special needs).

Website – www.siveco.ro

sQuid Kenya



sQuid delivers a range of e-Money services for businesses, cashless payment solutions for the Education sector in the UK & Kenya, digital transactions & learning solutions for Humanitarian Aid & Development programmes. sQuid is regulated under the Financial Conduct Authority in UK and by Central Bank in Kenya. sQuid Card UK was formed in 2005 and has a fully owned subsidiary, sQuid Kenya Limited.

We have built a unique technology platform, capable of managing digital transactions between parties at very significant scale. The digital platform is currently used to; Manage around 3 Million e-money transactions on a monthly basis; Manage digital attendance data for over 160,000 primary school children in Kenya; Manage online access and learning resources as part of an education platform built specifically for sub-Saharan Africa; Manage electronic money payments between individuals and merchants; Enable Bursary Disbursement for tuition fee in partnership with local banks and the Higher Education Loans Board, currently serving in Kenyan universities.

Through various strategic partnerships sQuid has also built the iMlango learning platform which enables content for school children in Kenya to be rapidly produced in an electronic format and delivered to pupils with complete end-to-end tracking, creating a digital record for the pupils. The platform has the ability to give feedback on pupils' progress, and enable interactivity with both pupils and teachers and is currently in use in 205 public Kenyan schools.

Additional information on sQuid and the services we provide can be found by visiting the following websites: www.squidcard.com & www.imlango.com

Whizz Education

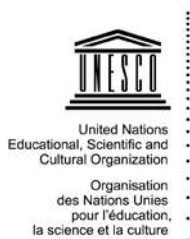


Whizz Education is an innovative education company that partners with Ministries of Education and Donor Organisations to raise standards in learning, with specialism in maths, through the use of online virtual tutoring, teacher-led digital resources and the application of best practices.

We believe that every child deserves a learning experience that caters to their individual needs and pace of learning. Our international expertise at large scale regional deployments puts students at the centre of the learning experience, supported by capacity building of teachers to deploy ICT for superior outcomes (as opposed to ICT for the sake of ICT). Through our expertise and collaborations we address issues of marginalisation, the digital divide, as well as the poverty and gender gaps prevalent in many environments.

The current Avanti-led Imlango project in Kenya is an example in which Whizz is working with multiple stakeholders for capacity building of teachers in 200 rural communities to deploy digital learning resources in maths and literacy, as well as supporting 100,000 pupils, many of them marginalised, with personalised virtual tutoring in maths.

Website – www.whizz.com

Education Partner**UNESCO**

Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration.

UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

UNESCO's global network of offices, institutes and partners provide Member States with resources for elaborating ICT in education policies, strategies and activities. In particular, the UNESCO Regional Office for Eastern Africa implements various ICT in education projects in the region, covering themes including: Budgeting for ICT in education; Open Education Resources (OER) for teacher training; A continuum between pre- and in-service teacher training with the focus on UNESCO's ICT Competency Framework for Teachers (ICT-CFT); ICT for assessment; and Impact measurement of ICT for education projects.

UNESCO Regional Office for Eastern Africa website – www.unesco.org/new/en/nairobi

Official Wi-Fi Partner**UC-Wireless**

UC-Wireless is the distributor of Specialised Wireless Communication Solutions for Education, Healthcare and many other industries.

We distribute Rauland (Nursecall and Intercom), Spectralink (wireless phones); Ruckus Wireless and UC-Ruckus.com Cloud high density smart Wi-Fi; Sagittar and Omnitronics wide-area carrier microwave & radio communications solutions and DisplayNote, a powerful Educator/Presenter – Learner/Audience collaboration solution.

We distribute SOLUTIONS for connecting rural and urban Education and Healthcare facilities with modern, fast wireless e-Learning and Healthcare systems using local partner and support companies.

Website – www.uc-wireless.com

Official Connectivity Partner**Liquid Telecom**

Liquid Telecom is the leading independent data, voice and IP provider in eastern, central and southern Africa. It supplies fibre optic, satellite and international carrier services to Africa's largest mobile network operators, ISPs and businesses of all sizes. It also provides payment solutions to financial institutions and retailers, as well as award winning data storage and communication solutions to businesses across Africa and beyond. Put simply, we connect people.

We started out by questioning the way things are done and being single-minded in our determination to improve them. Everything we do is driven by a simple yet powerful belief that everyone in Africa has the right to be connected. Over the last decade, this vision has helped us change the face of communications in the region.

Our future-focused approach to new product development makes our services enduringly adaptable. Our flexible and dynamic business model keeps us at the forefront of telecoms innovation. And by listening to customers, we ensure that our solutions are constantly evolving to meet their needs. Among many other global awards, the company has been named Best African Wholesale Carrier for the last four consecutive years at the annual Global Carrier Awards.

Website – www.liquidtelecom.com

Official Airline Partner**Kenya Airways**

Our Vision: "Be the Pride of Africa, by inspiring our people and delighting our guests consistently."

Our Purpose: Contributing to the sustainable development of Africa.

Our Goals: To offer a standard of service that seeks to enhance Guest Experience; To offer the Best Value, enabled by deploying Operational Excellence.

Our Brand Promise: "Delightful experience with a caring African touch"; We inspire our people to unleash their potential and provide world class technologies to advance our guests' quality of life. In turn we are able to achieve real progress and create positive impact in our community, Africa and the world.

Website – www.kenya-airways.com

AfricanBrains welcomes the following Government Ministries & Departments

Angola Ministry of Education



The Ministry of Education is the government department responsible for defining, coordinating, implementing and evaluating the education system's national policy within pre-school education, primary & secondary education along with extracurricular education.

It is also responsible for promoting the country's policies on national education and national vocational training.

Angola Ministry of Higher Education



It is the mission of the Ministry of Higher Education to propose the design, conduct, execution and control of Higher Education policy. Its functions include the promotion, development, modernization, quality, competitiveness and evaluation subsystem of Higher Education whilst sponsoring the collection, registration, protection and development of traditional knowledge.

It encourages and develops higher education activities in the national and international agenda together with the training and qualification of human resources. It also promotes equal opportunities for access to higher education. It implements policies for scholarships for both Angolan and overseas students to attend higher education courses and develops proposals for the funding of higher education institutions.

Angola Ministry of ICT



It is the mission of the Ministry of ICT to propose the design, conduct, execution and control of ICT policy with particular reference to the internal and external connection of the country. It enables the Government to set policy and strategy for ICT as well as exercising supervision over activities related to the provision of services in these areas;

It coordinates and promotes activities which lead to the building of the information and communication society whilst creating a legal framework that will enable the regulator drafting of regulations, rules, standards, instructions and manuals for ICT.

It formulates legal and administrative rules, and establishes procedures for the licensing of telecommunications, computing and electronic communications services whilst promoting the formation and growth of the ICT market.

Botswana Ministry of Education & Skills Development



The Ministry of Education and Skills Development has a vision of educated and globally competitive human resource by 2016 and the key mandate is to provide efficient, quality and relevant education and training that is accessible to all.

It aims to develop blue print, curriculum, syllabus, teacher guides and book prescription for all levels of education; facilitate provision of examinations through relevant bodies for all levels of education and increase accessibility of schools results and schools admissions. The Department of Tertiary Education Financing is the driving force in the facilitation of Tertiary Education and training by providing a sustainable and transparent financial support system. The Division of Special Education exists to ensure access and equity to quality education and training to all learners with Special Education Needs through comprehensive Special Education programmes and services.

Cameroon Ministry of Employment & Vocational Training



The Ministry of Employment and Vocational Training is responsible for the development and implementation of national policy on employment, training and professional insertion.

In this capacity it is responsible for the preparation of employment policy; defence and promotion of employment; the orientation and placement of the workforce; the study of employment evolution and the labour market; the study of the job skills change; the design and organization of fast training activities; the definition of organizational learning and standards of qualification and monitoring their compliance systems; organizing & monitoring the professional integration of trained young people and organization of recycling activities or retraining workers who have lost their jobs.

Cameroon Ministry of Secondary Education



The Ministry of Secondary Education is responsible for designing, implementing and evaluating government policy in the area of general secondary, technical and teacher education.

It studies and advises the government on ways to adapt the secondary education system to national social and economic realities particularly on the appropriateness of the higher education to the needs of the national economy. The Ministry works in partnership with both the public and the private sector.

Cameroon Ministry of Scientific Research & Innovation



The Ministry of Scientific Research and Innovation is responsible for the development and implementation of the policy of scientific research and innovation. In this capacity, it is responsible for animation, coordination and control of scientific research throughout the country, for the promotion of economic, social and cultural development;

The valuation, extension and exploitation of research results, in constant contact with all sectors of the national economy and government departments and agencies. The Ministry supervises the Institute of Agronomic Research for Development and Research Institutes.

Cote d'Ivoire Ministry of Post & ICT



Determined to speed up economic development, the government of Côte d'Ivoire – through the Ministry of Post and ICT – has launched an ambitious ICT development campaign. The government has rolled out an ambitious ICT development and expansion programme to boost internet use and the transition to the digital era. The Ministry's key goal is to make ICT a catalyst and accelerator for the Ivorian economy. Côte d'Ivoire's ICT industry is currently valued at 6-7 per cent of national GDP. This makes it the second biggest contributor to the economy after the cultivation of coffee, cocoa and other agricultural products. The new ICT plans revolve around key priorities that include expanding the number of fixed internet lines in urban and rural areas, as well as boosting the national fibre-optic network to 7,000km in the medium term. The costs of ICT in Côte d'Ivoire are the lowest in the western African region.

Democratic Republic of Congo Ministry of Scientific Research and Technology



The ministry oversees the DRC's science, technology and innovation policy as well as the objectives of all research currently undertaken in the country. The ministry supports research organisations active in the field of ICT, agriculture, mining, geology, biomedicine, nuclear energy, environment and conservation. The dynamism of the research sector in DRC is demonstrated by the ministry's support of the Academy for the Advancement of Science & Technology for Innovation which has seen a tripling of research output since 2009. Hon Minister Daniel Kalonji was confirmed to lead the ministry as part of the Cabinet of National Unity.

Equatorial Guinea Ministry for the Economy, Planning & Public Investment



The Government of Equatorial Guinea is making education a top priority as part of its Horizon 2020 development plan. The Ministry for the Economy, Planning & Public Investment is ensuring the implementation of highly visible structural reforms and consolidating macroeconomic stability. To revive economic growth, Equatorial Guinea is determined to foster private sector activities in sectors considered strategic, including ICT, education, agriculture, fisheries, tourism, and financial services. The government intends to establish a national committee to spearhead reforms; expand training opportunities; and develop policies. The Ministry for the Economy, Planning & Public Investment is implementing a broad effort to improve the business climate and the efficiency of public services to foster private sector development. The Equatoguinean government has established a co-investment national fund that will support national and foreign private initiatives in the productive sectors of critical importance, whose capital amounts to a billion dollars.

Equatorial Guinea Ministry for New Technologies and Telecommunications



Equatorial Guinea Ministry for New Technologies and Telecommunications is working towards expanding the coverage all around the country, strengthening the regulations, improving the telecommunications and the development of ICTs, and promoting the development and adoption of new applications and services among different sectors of the economy. The ministry through the telecommunications body has a project of investing in schools so the new technologies can be accessed from the young people to the older people. There are some schools which are already connected to optical fibre and plans for expanding the roll-out are being developed with help from international partners.

Ethiopia Ministry of Education



The vision of the Ministry of Education is "Building an education and training system which assures quality and equity education by the year 2020 that aims at producing competent citizens."

The mission of the Ministry of Education is "Through nurturing the execution capacity of the education and training sector, designing and assuring standards of efficiency, expanding well equipped higher education and publicizing all our activities, ensuring productive, equitable, participatory and quality education and training."

Values of the Ministry of Education include effectiveness, quality, equity, participatory, exemplary, commitment, excellence and developing researchers and quality.

Ethiopia Ministry of Science & Technology



The Ministry of Science and Technology (MoST) is a governmental institution which was established for the first time in December 1975. In 2008 the government upgraded the Agency as one of the Cabinet ministries accountable to the prime minister and the council of ministers.

The Ministry's vision is to see Ethiopia establish the capacities to enable rapid learning, adaptation and utilization of effective foreign technologies by the year 2022/23.

Its mission is to coordinate, encourage and support science and technology activities that realize the country's social and economic developments.

Its powers and duties include preparing national science and technology research and development programs whilst establishing a system for technology need assessment.

Gambia Ministry of Higher Education, Research, Science & Technology



The Ministry of Higher Education, Research, Science and Technology (MoHERST) was established in 2007. It is divided into the Directorate of Higher Education, Directorate of Research and Planning and the Science and Technology Directorate.

The mission of the ministry is to provide access to relevant and high quality education; to provide high quality higher education services; to make science & technology the engine of growth; to ensure gender equity in education; to promote the principle of lifelong learning; to promote innovation in science and technology; to promote research in science and technology and to ensure sustainable environmental growth.

Ghana Education Service



A lot has changed since the establishment of GES in 1974. The 1992 Constitution of the Republic of Ghana gave endorsement to the Service under Article 190 and then subsequently in the Ghana Education Service Act 506, 1995.

In 2008, the passage of the new Education Act 778 introduced changes in the structure of the Service, yet upholding its key responsibility of managing the pre-tertiary education in Ghana. The mandate of the Ghana Education Service is to co-ordinate national education policy on pre-tertiary education.

This makes it responsible for Basic and Second-cycle education, a critical stage of education for young learners. The Service's mission, therefore, is to ensure that all Ghanaian children of school-going age irrespective of tribe, gender, disability, religious and political affiliations have access and are provided with quality formal education and training.

This will be possible through the effective management of resources and supervision of the teaching and learning process in all schools and institutions of learning. In keeping with today's high technological world, it is my pleasure to launch our new Website that will be the cyber gateway for gaining access to the efforts made to deliver improved services to all beneficiaries and stakeholders.

Ghana Ministry of Education



The overall goal of the Ministry is to provide relevant and quality education for all Ghanaians, especially the disadvantaged, to enable them to acquire skills which will make them functionally literate and productive to facilitate poverty alleviation and promote the rapid socio-economic growth of the country.

The mission of Ministry is to carry out the Government's vision of using quality education delivery to accelerate the nation's socio economic development through an action plan comprising of expanding access to education at all level of education; providing and improving infrastructural facilities; raising the quality of teaching and learning for effective outcomes; making education more relevant to national goals and aspiration by focusing on vocational and technical education and making tertiary education more cost effective.

Kenya Institute of Curriculum Development



The Kenya Institute of Curriculum Development (KICD) was established by the Government of Kenya in January 2013 to provide the following functions: administer scheme of college examinations; recommend to the Ministry of Education on the award of certificates; serve as a centre for professional activity for teachers, officers of the government and others involved in educational work; promote and cooperate in the provision of conference and in-service courses for teachers and others engaged in, or intending to engage in educational work.; arrange for lectures and overseas courses of lecturers; promote educational research and secure due publication of the results; foster improvements in educational practice and provide advisory services to the Government and other organizations.

Its vision is 'A world class Centre for dynamic and competitive curricula' and its mission is 'To provide research based curricula and curriculum support materials responsive to the needs of the society'.

Its values include: professionalism; teamwork; innovation and creativity; integrity and trust.

Kenya Ministry of Education



The Ministry of Education is responsible for national policies and programmes that help Kenyans access quality and affordable, school education, post-school, higher education and academic research.

It derives its mandate from the Constitution of Kenya, Chapter Four Articles 43, 53, 54, 55, 56, 57, and 59. It has provisions on children's right to free and compulsory basic education, including quality services, and to access education institutions and facilities for persons with disabilities that are integrated into society. This includes the use of Sign language, Braille or other appropriate means of communication, and access to materials and devices to overcome constraints arising from the person's disability. There are also provisions on access for youth to relevant education and training; access to employment; participation and representation of minorities and marginalized groups in governance and other spheres of life, special opportunities in educational and economic fields, and special opportunities for access to employment. The rights of minorities and marginalized groups to reasonable access to water, health services and infrastructure are also enshrined, as it is incumbent upon government to develop a culture of human rights, promote gender equality and equity and facilitate gender mainstreaming in national development.

Kenya Ministry of Information Communications, and Technology



The Ministry of Information Communications, and Technology was created in June 2004 with responsibility of formulating administering, managing and developing the Information, Broadcasting and Communication policy. It was mandated to regulate the Information Communication sector. Its vision is to make Kenya a world class of excellence in ICT. Its mission is to develop Kenya as a globally competitive and prosperous nation by creating an enabling environment that encourages and enhances the development, expansion and use of Information Communications Technologies (ICTs). Its core functions are to formulate and implement ICT policy; to facilitate Development of ICT infrastructure in Kenya; to facilitate the Development of Information and Film content; the formulation and implementation of Film policy; to disseminate public information; to promote the Development of ICT and mass media capacity in the country; to enhance universal access to information; to promote and project the positive image of the country and to provide a conducive work environment, health and safety.

Kenya National Commission for Science, Technology & Innovation (NACOSTI)



After attaining independence in 1963, Kenya established many Science and Technology (S&T) institutions to harness science and technology in the country's development priorities. In response to the growth in national S&T and related activities, the post-independence Government sought to have a mechanism through which scientific and technological activities could be coordinated and promoted. This led to the enactment of the Science and Technology Act, Cap 250 of the Laws of Kenya in 1977. The Act established Advisory Research Committees (ARCs) and the National Council for Science and Technology (NCST), a semi-autonomous agency, to serve as advisory institutions to the Government on matters of science and technology.

In an effort to contribute to realization of the Kenya Vision 2030 and other national development goals, the Science, Technology and Innovation Act, 2013 was formulated and established the National Commission for Science, Technology and Innovation (NACOSTI) as successor of the National Council for Science and Technology (NCST). The Act will facilitate the promotion, coordination and regulation of the progress of Science, Technology and Innovation (ST&I) in the country.

Kenya Teachers Service Commission



Its vision is to be an institution of excellence in the provision of efficient and effective service for quality teaching. Its mission is to establish and maintain a sufficient, professional teaching service for educational institutions.

Its core values are: Professionalism - All TSC employees shall observe requirements for professional conduct. The employees are expected to apply the skills, knowledge, competencies that meet the standards needed for the work assigned; Customer focus - The Commission places the customer first by upholding the philosophy of customer driven-service delivery. Employees are expected to demonstrate a high level of responsiveness to customer needs; Integrity's employees conduct themselves in a manner that demonstrates honesty, high moral and ethical standards, and commitment to work. This is in line to the aspirations of Chapter 6 of the Constitution, and the Code of Conduct and Ethics for Teachers; Innovativeness - employees endeavour to inject new ideas and approaches in service delivery; Team spirit - Commission employees are committed to working through cross-status and cross functional teams. All employees are equipped to handle work relationships and share new information with colleagues.

Lesotho Ministry of Communications, Science & Technology



The Ministry's vision is to be a vibrant information hub, leaders in technology and research moving towards a prosperous, innovative, stable and sustainable democracy and a knowledge based society. The components of this vision include increasing media coverage comprising both television & radio, expanding Science & technology infiltrated programs and reducing the digital divide by increasing the number of internet users together with fixed line connection and mobile telecommunications coverage.

Its mission is to provide affordable, sustainable, accessible and reliable communications services, be a provider and reservoir of technological knowhow through research and development, coordination of innovation, to accelerate economic growth and improve quality of life.

Lesotho Ministry of Education & Training



Its mission statement is to develop and implement policies which ensure acquisition of functional literacy among all Basotho and the development of a productive, quality human resource base through education and training.

Its sector objectives are to improve access, efficiency, equity and quality of education and training at all levels; ensuring curricula and materials are relevant to the needs of Lesotho. To ensure both vocational-technical and non-formal education programs respond to the needs of industry and community; to develop and implement a common system of regular collection and reporting of information on current status, future demand and supply, and on priority educational areas in the country. It aims to progressively achieve the equivalence, harmonization and standardization of the education and training systems nationally, regionally and internationally; participating in regional and international educational sector development initiatives promoting gender equality and ensuring empowerment to disadvantaged groups.

Madagascar Ministry of Employment, Technical Education and Vocational Training



According to Article 48 of Law N° 2004-004 concerning the General Orientation of the Education System, Teaching and Training in Madagascar, the mission of Technical and Vocational Education and Training (TVET) is to train youth and adults for the changing needs of the economy. Specifically, TVET contributes to the socio-economic development of families, regions and Madagascar as a whole. In line with the framework of the National Employment and Vocational Training Policy (Politique Nationale de l'Emploi et de la formation Professionnelle) (PNEFP), TVET must also contribute and help prepare young Malagasy youth to enter the world of work.

Madagascar Ministry of National Education



The Ministry is responsible for National Education which is compulsory for children between the ages of six and fourteen. The current education system provides primary schooling for five years, from ages six to eleven. Secondary education lasts for seven years and is divided into two parts: a junior secondary level of four years from ages twelve to fifteen, and a senior secondary level of three years from ages sixteen to eighteen. At the end of the junior level, graduates receive a certificate, and at the end of the senior level, graduates receive the baccalauréat (the equivalent of a high school diploma). The University of Madagascar was established in 1955 and is the main institute of higher education. The university system consists of several faculties, including law and economics, sciences, and letters and human sciences, and numerous schools that specialize in public administration, management, medicine, social welfare, public works, and agronomy.

Malawi Ministry of Education, Science & Technology



The Ministry of Education, Science and Technology is the custodian of the Malawi's Education Sector as well as matters relating to Science and Technology. It is the Government arm responsible for providing policy guidance and direction on all education, science and technology issues.

The vision for the education sector is to be a catalyst for socio-economic development, industrial growth and instrument for empowering the poor, the weak and voiceless. In essence, the sector wishes to ensure better access and equity, relevance and quality, and good governance and management in all institutions from basic education to higher education.

The mission of the Ministry is to provide quality and relevant education to the Malawian nation. Such education should enable people to acquire relevant knowledge, skills, expertise and competencies to perform effectively as citizens, workforce and as leaders of Malawi, thereby reducing poverty amongst the people of Malawi.

Mauritius Institute of Education



The Mauritius Institute of Education (MIE) was set up in 1973 with the prime objective of modernizing the education sector and providing it with a professional teaching workforce. The MIE provides training for the pre-primary, primary and secondary sectors of education, targeting all units, including teaching and management. The training provided is in line with state of the art educational practices and the constant updating of courses offered according to international standards ensures that the qualifications delivered by the MIE are recognised around the world.

MIE is also the body in charge of developing the curriculum, textbook writing and evaluation.

Its vision is to excel as a renowned institution of higher learning, committed to the empowerment of educators and professionals in related fields through research, scholarship and pedagogical innovations.

Its mission is to promote advancement of knowledge and innovation in education through research; inform educational policy; improve access to initial and continuous professional development in education; provide quality service in education and lead the process of curriculum development.

Mozambique Ministry of Education & Human Development



The Ministry is a central state body and in accordance with the principles, objectives & tasks defined by the government, plans, coordinates and directs education policy thus contributing to the rise in patriotic consciousness and the strengthening of Mozambican national unity.

The duties of the Ministry include formulation of education policy; Training and qualification of citizens; Supervision and inspection of educational activities; Development of education and culture, patriotic, civic & moral, in the spirit of peace, unity & national identity; Expanding Access to Education & Training Technical Training; Improvement and constant updating of the quality of education; Training of teachers and other education professionals; Development of physical education and school sport; Promotion of scientific research, technological, social and cultural education institutions; Management of Technical Education professionals; Promoting the basics of public health and methods of prevention of endemic diseases, especially HIV / AIDS, malaria and tuberculosis.

Mozambique Ministry of Science, Technology, Higher, Technical and Professional Education



The Ministry of Science and Technology, Higher, Technical and Professional Education is a core part of the central state apparatus which, in accordance with the principles, objectives, policies and plans set by the Government, determine, regulate, plan, coordinate, monitor and evaluate activities within the Science and Technology, Higher, Vocational and Technical Education framework.

Its duties include proposing policies and development strategies; regulating inspecting and coordinating activities; defining areas of priority; defining public funding mechanisms; promoting the emergence of institutions; managing Technical & Vocational Education in coordination with other government entities and civil society; promoting intellectual property rights; promoting short duration courses and distance learning.

Namibia Ministry of Education, Arts & Culture



The mission of the Ministry of Education is to work to realize the overall goals of the nation. In partnership with stakeholders, it is committed to providing all Namibian residents with equitable access to quality education programmes to develop the abilities of individuals to acquire the knowledge, understanding, skills, values and attitudes required throughout their lifetimes. The Education Customer Service Charter outlines the standard of service and is based on the Public Service Charter.

The MoE will continue to inform about legislation, regulations, and current policy issues pertaining to its activities and programmes.

MoE Strategic Plans and Annual Reports - Strategic and annual plans and reports provide snapshots of the continuous improvement and development in the Ministry. Important Ministry Goals, Objectives, Performance Targets and Strategies are also outlined.

Namibia Ministry of Higher Education, Training & Innovation



The Ministry was newly created in 2015. As part of Namibia's Vision 2030, higher education, vocational education and training as well innovation are strategic for national development, and in particular for the attainment of our national development aspirations are key priorities. The focus of the higher education sector is to provide skilled professionals and technical human resources for Namibia. The Ministry regards it as critical that Namibia aligns human resources output to national developmental plans and the needs of the economic and industry sectors.

Nigeria Federal Ministry of Education



Its Mission Statement is to reform and restructure the education sector to empower and develop the citizenry to acquire skills and knowledge that would prepare them for the world of work. To establish an enabling and sustainable environment for education to achieve the desired national reforms and human development objectives. The Federal Government Scholarship Policy is to make higher education more accessible to qualified Nigerian students and assist indigent as well as handicapped students to gain access to higher education. Greater accessibility to higher education will lead to the development of high-level manpower in relevant fields of specialization for economic, scientific and technological development of the nation. Therefore, the Federal Government has instituted a massive scholarship award programme for postgraduate and undergraduate students in all Federal and State Universities, Polytechnics and Colleges of Education.

Rwanda Ministry of Education



The mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.

Its projects include the One Laptop per Child (OLPC) Project which is a key project that aims at the enhancement of education through the Introduction of technology in primary schools. The Rwanda Education Commons (REC) is a four-year program funded by USAID to promote the effective use of ICTs in education. Since REC opened its office within MINEDUC in January 2009, it has worked to expand teachers' access to quality resources, to connect educators with each other, and to inspire and empower teachers. MINEDUC School management is committed to improving school management in secondary schools and since 2006 in primary schools in Rwanda.

The Ministry's agencies include the Rwanda Education Board (REB), Higher Education Council (HEC), Workforce Development Authority (WDA), Rwanda National Commission for UNESCO and UMWALIMU Savings & Credit Cooperative (UMWALIMU SACCO).

Senegal Ministry of Higher Education & Research



Under the authority of the Prime Minister, the Ministry of Higher Education and Research prepares, defines and implements Higher Education and Scientific Research policy.

As such it is responsible for the management of higher public education. It develops and implements the national university card, ensuring harmonious and equitable distribution of universities, university schools and centres throughout the country.

It provides control of universities and higher education institutions under its authority as well as private higher education organisations.

It oversees the development of basic and applied research in universities, regional university centres, institutes and national schools of training, and, in coordination with other ministries, ensures that research findings are used to benefit national development.

Seychelles Institute of Teacher Education (SITE)



The Seychelles Institute of Teacher Education (S.I.T.E) became operational in January 2014 under the auspice of the Ministry of Education.

The vision of the Seychelles Institute of Teacher Education is to be a dynamic, knowledgeable and values-based institution of excellence in teacher education, educational leadership, continuing professional development and research.

The mission is to inspire, educate and prepare quality teachers, education leaders and related professionals who are dedicated to improving education quality and students' achievements, and who are responsive to the changing demands of the 21st century. Through excellence in teacher education, educational leadership, research and continuing professional development, S.I.T.E is committed to advancing exemplary practices and 21st century competencies, and promoting the culture of lifelong learning.

It believes in the equality of opportunity, inclusion of diversity and that all its learners deserve a supportive, creative and engaging learning environment for their holistic development.

Seychelles Ministry of Education



The mission of the Seychelles Ministry of Education is to build a coherent and comprehensive system of quality education and training reflecting universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development.

The vision of the Seychelles Ministry of Education is to empower future citizens to contribute positively to the process of building a sustainable, peaceful and harmonious Seychelles society whilst safeguarding and promoting our unique traditions and cultural values.

Sierra Leone Ministry of Information & Communication



The vision of the Ministry of Information & Communication is to ensure that every citizen has access to timely, accurate, clear and objective information on national and international issues of relevance and the image of Sierra Leone is enhanced in the eyes of the outside world.

The Mission statement of the Ministry is 'to develop all segments of the information and communications sector in order to keep all the citizens well informed, educated and sensitized about the activities of all branches of Government and to enhance the image of Sierra Leone in the eyes of the outside world.'

Before 2007 the Ministry was called the Ministry of Information and Broadcasting. Its core functions was information and it was very limited in scope and activities. With the assumption to office of His Excellency the President Dr. Ernest Bai Koroma, he re-branded the Ministry, widened its scope and activities' to include Information, Communications and Technology and was named the Ministry of Information and Communications. With the emergence of ICT as the engine of growth in modern day economy, the Ministry has grown in scope and importance, and if properly managed can become one of the greatest revenue earning institutions in the country.

South Africa Ministry of Basic Education



The Department of Basic Education (DBE) was formed when the then National Department of Education was split into the DBE and the Department of Higher Education and Training. The DBE has been tasked with overseeing primary and secondary education in South Africa. Its vision is of a South Africa in which all people have access to lifelong learning as well as education and training which will contribute towards improving the quality of life and build a peaceful, prosperous and democratic country. Its mission is to provide leadership with respect to provinces, districts and schools in the establishment of a South African education system for the 21st century. Its values include people, excellence, teamwork, learning and innovation.

South Africa Ministry of Science & Technology



Its vision is to create a prosperous society that derives enduring and equitable benefits from science and technology.

Its mission is to develop, coordinate and manage a national system of innovation that will bring about maximum human capital, sustainable economic growth and improved quality of life.

It is guided by the following values: an employee must strive to deliver top-class quality products and services, seek innovative ways to solve problems and enhance effectiveness and efficiency; an employee must be faithful and honest in the execution of her or his duties and must be committed through timely service towards the development and upliftment of all South Africans; an employee must be responsible and accountable in dealing with public funds, property and other resources and an employee must promote transparent administration and recognise the right of access to information excluding information that is specifically protected by law.

South Africa Ministry of Telecommunications & Postal Services



Its core functions are to develop ICT policies and legislation that create conditions for an accelerated and shared growth of the South African economy, which positively impacts on the well-being of all our people and is sustainable; To ensure the development of robust, reliable, secure and affordable ICT infrastructure that supports and enables the provision of a multiplicity of applications and services to meet the needs of the country and its people; To contribute to the development of an inclusive information society which is aimed at establishing South Africa as an advanced information-based society in which information and ICT tools are key drivers of economic and societal development; To contribute to e-Skilling the nation for equitable prosperity and global competitiveness; To strengthen the Independent Communications Authority of South Africa (ICASA), in order to enable it to regulate the sector in the public interest and ensure growth and stability in the sector; To enhance the capacity of, and exercise oversight over, State Owned Enterprises (SOE's) as the delivery arms of Government; and to fulfil South Africa's continental and international responsibilities in the ICT field.

South Sudan Ministry of General Education and Instruction



The Ministry performs the following functions and duties: Inspection and supervision of general education at all levels; registration of education and training institutions; managing South Sudan schools and university examinations and other educational certification; providing technical training and teacher training institutes; development of curricula for primary and secondary schools; expanding basic education through recruitment of teachers, curriculum development, increase the number of schools, accelerate learning and literacy programmes. Furthermore, the ministry is prioritising to improve gender equity through the implementation of activities that increase the enrolment and retention of females; strengthen educational infrastructure; enhance education governance and management at State and County levels; and advise and support States and local governments in their responsibilities for education and build their capacity to assume all functions vested by the Constitution and RSS policy.

South Sudan Ministry of Information, Communication Technology & Postal Services



The Government is committed to enhancing economic growth, wealth and employment creation. The Government recognizes the economic value and benefits of ICT for the realization of its development goals and objectives. ICT forms part of the overall reform agenda for citizen empowerment, enhanced democracy and socio-economical development necessary for achieving an e-enabled society.

The Government is aware of the fact that the software and hardware industry are two sides of the gold coin that would enable South Sudan to emerge as a regional IT hub. In the realization of this objective, the Government will undertake a number of initiatives such as the establishment of a High Level Institutional Framework to coordinate ICT policy development, implementation, monitoring and evaluation; promote e-Government services; promote ICT Human Resource Development; enhance investments in ICT; and create partnerships with all stakeholders in the sector. The over-arching goal of this policy framework is therefore to ensure a more accessible, equitable, efficient, affordable and effective telecommunications and postal services sectors.

Tanzania Teacher Education Unit, Ministry of Education, Science & Technology



Its objective is to provide quality teachers' education.

Its functions include developing, reviewing and monitoring implementation of teachers' education policies, guidelines and standards; providing and coordinating teacher education delivery; monitoring and evaluating the implementation of teachers' education development programmes; providing academic and professional development and management support services on teachers' education; conducting research on teachers' education; and coordinating and facilitating regional and international cooperation on teachers' education.

Tanzania Ministry of Education & Vocational Training



The primary function of the Ministry of Education and Vocational Training is to promote education and Vocational Training in Tanzania. The responsibility of the Ministry of Education and Vocational Training is to supervise, manage Pre-Primary, Primary, Secondary, Special Education, Adult Education, National Vocational Training, Teacher Education, School Inspection and Planning and co-ordination of all educational plans.

The Ministry of Education and Vocational Training has continued with the supervision and management of the following responsibilities: pre-Primary and Primary Education; Secondary Education, Ordinary Level (Form 1-4) and Advanced Level (Form 5-6); Special Education provided to those with disability for example the visually impaired, the deaf, those with learning disabilities and the mentally retarded, etc; Adult Education which include Basic Education and Secondary Education for children and adults who did not receive it in the formal system; Vocational Training.

Uganda Ministry of Education & Sports



The mandate of the Ministry of Education and Sports (MoES) is to provide quality Education and sports services in the country, which are constitutional obligations for the Ugandan State and Government. The Mission of the MoES is "to provide technical support, guide, coordinate, regulate and promote quality education, training and sports to all persons in Uganda for national integration, development and individual advancement." The Vision for MoES is "Quality and appropriate Education and Sports services, for all".

The Education and Sports sector delivers critical government programmes such as Universal Primary Education, Universal Post Primary Education and Training as well as sports for wellness, health and productivity. The Ministry comprises of 11 Departments headed by the Permanent Secretary, Directors and Commissioners. The sector is run on a principle of promoting Public – Private Partnerships at all levels and the Private sector has played significant roles in provision of Education services especially at the post primary and tertiary education levels.

Uganda Ministry of Science, Technology & Innovation



Uganda's development prospects are intricately linked with the pace of generation, adoption and utilization of science, technology & innovation. This presents both an opportunity and challenge to scientists, policy makers and development planners to transform scientific knowledge into development programs for the realization of Uganda's development aspirations. Key among the national aspirations is the uplifting of the population from absolute poverty through provision of basic human needs, achievement of the millennium development goals, transformation of the economy from an agrarian to an industrial and knowledge economy, and enhancing Uganda's participation in global trade and development processes.

Uganda Ministry of Information, Communication & ICT



The Ministry of Information, Communication & ICT was established in June 2006 with a mandate of providing strategic and technical leadership, overall coordination, support and advocacy on all matters of policy, laws, regulations and strategy for the ICT sector. It also ensures sustainable, efficient and effective development, harnessing and utilization of ICT in all spheres of life to enable the country achieve its national development goals.

The Ministry is headed by a Minister who is assisted by one Minister of State. There are two Directorates namely, the Directorate of Communications & Broadcasting Infrastructure and the Directorate of Information Technology & Information Management Services. The Directorate of Communications and Broadcasting Infrastructure comprises the Departments of Telecommunications and Posts, and another of Broadcasting Infrastructure. The Directorate of Information Technology & Information Management Services comprises the Department of Information Technology and the one of Information Management Services. In addition to the above there is a Department of Finance and Administration and a Division of Planning which provide support services to the entire Ministry.

Uganda National Curriculum Development Centre



The National Curriculum Development centre (NCDC) is a corporate autonomous body of the Ministry of Education and Sports (MoE&S). It is responsible for inter-alia development of curricula and related materials for various levels of education (i.e. Pre-Primary, Primary, Secondary and Tertiary), organizing capacity building courses for stakeholders on curricula and matters related to curriculum.

Its mission is 'Quality Curricula for Sustainable Development'.

Its vision is to develop and provide curricula and instructional materials for quality education through continuous manpower development, research and stakeholder consultation.

Its objectives include the development of appropriate curricula relevant to the contemporary and future needs and aspirations of Ugandans, the enhancement of creativity and innovation in the skills that learners need for sustaining their preoccupations in the national development effort, the updating of the curricula with emphasis on the empowerment of every learner to put to use the knowledge gained and to involve all Ugandans in dialogue, activities, and decisions that shape the content and context of national education.

Zambia Office of the President, Centre of Excellence for E-Government & ICT



Zambia's ICT vision ICT is "A Zambia transformed into information and knowledge based society supported by increased access to ICTs by all citizens by 2030". Achieving this vision will require effective and efficient high level coordination of ICT interventions across the Public Service. Government has identified the need to establish an ICT Center of Excellence as key in the realization of its vision.

Government established the Centralized Computer Services Department (CCSD) in 1968 to provide data processing services to public institutions. With time, technology and usage of ICT has changed significantly. CCSD has however not evolved in tandem with the above changes. It has remained centralized and unable to effectively coordinate and regulate the adoption and application of ICTs in MPSAs, partly due to its inappropriate institutional arrangement and inadequate organizational structure.

In this regard, Government has found it imperative to transform CCSD into a Center of Excellence for e-Government and ICT to facilitate implementation of e-Government as well as coordinate and support ICT in the Public Service, the Center will be expected to, among other things, effectively spearhead the implementation of public ICT policy; regulate the adoption and usage of common shared ICT systems, infrastructure and human resources in the Public Service.

Zimbabwe Ministry of Higher & Tertiary Education, Science & Technology Development



The vision of the Ministry of Higher & Tertiary Education, Science & Technology is to make Science and Technology an integral part of both individual and national development.

The mission of the Ministry of Higher & Tertiary Education, Science & Technology is to provide an effective system for the production of patriotic and competent high level manpower through the provision and accreditation of higher and tertiary education programmes and institutions for sustainability and global competitiveness. In addition to provide an enabling environment in which Science and Technology thrives to intensify national development.

Zimbabwe Ministry of Information & Communication Technology, Postal & Courier Services



The Ministry of Information Communication Technology, Postal and Courier Services (MICTPCS) aims to develop an enabling environment for the creation of a knowledge based society that transgresses across all levels of the society. To this end the Ministry is guided by the following vision and mission:

Its vision is a knowledge based society with ubiquitous connectivity by 2020. Its mission is to exploit the potential of ICTPCS for sustainable socio-economic development in Zimbabwe.

The Ministry intends to achieve this through the following key result areas: ICTPCS Governance, ICTPCS Infrastructure Development, ICTPCS Research and Development, e-Government, ICTPCS Access and Utilisation and ICTPCS Corporate Services.

The Ministry in its endeavour to create a knowledge based society is undertaking the following major projects and programmes: (i) ICT Lab Per school- which is aimed at introducing ICTs from grassroots level; (ii) Community Information Centres (CICs) aimed at creating rural access centres and use the medium of ICT to promote community- based ICT applications; (iii) Communication Infrastructure Backbone for ubiquitous connectivity in the country; (iv) e-Government for service delivery and (v) Review of National ICT Policy framework and development of other sector policies.

Zimbabwe Ministry of Primary & Secondary Education



The vision of the Ministry of Primary & Secondary Education is to be the leading provider of quality education, sport, arts and culture for the development of united, well-educated Zimbabweans who are patriotic, balanced, competitive, self-reliant with unhu / Ubuntu.

The mission of the Ministry of Primary & Secondary Education is to promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD) Primary and Secondary Education, Life Long and Continuing Education, Sport, Arts and Culture.

AfricanBrains welcomes the following Universities

Addis Ababa Science and Technology University (AASTU) – Ethiopia



Currently the university has enrolled more than 8000 undergraduate (under regular and continuing education program) and close to 700 postgraduate students under its nine applied sciences, technology, engineering and ICT focused schools. AASTU is a university in the making, and much of its short-term plans aim at establishing academic infrastructures and facilities, staff recruitment and manpower development. So far, it has managed to recruit 472 academic staff and 391 administrative staff. The university is still undergoing infrastructural and organizational expansions and substantial budget is allocated for the construction of buildings and infrastructures so as to provide satisfactory service to all stakeholders.

Due to the high emphasis given to the university by the government, AASTU is re-structured as strategic Science and Technology University under the Directive of the Council of Ministers No. 314/2014 in July 2014.

Accordingly, its accountability has shifted from the Ministry of Education (MoE) to the Ministry of Science and Technology (MoST).

Addis Ababa University (AAU) – Ethiopia



Addis Ababa University (AAU), which was established in 1950 as the University College of Addis Ababa (UCAA), is the oldest and the largest higher learning and research institution in Ethiopia. Since its inception, the University has been the leading center in teaching-learning, research and community services.

Beginning with enrollment capacity of 33 students in 1950, AAU now has 48,673 students (33,940 undergraduate, 13,000 Master's and 1733 PhD students) and 6043 staff (2,408 academics and 3,635 support staff). In its 14 campuses, the University runs 70 undergraduate and 293 graduate programs (72 PhD and 221 Masters), and various specializations in Health Sciences. Over 222,000 students have graduated from AAU since its establishment.

Its mission is to produce competent graduates, provide need-based community service and produce problem-solving research outputs through innovative and creative education, research and consultancy service to foster social and economic development of the country. It aspires to be ranked among the top ten pre-eminent African graduate and research universities in 2023.

African Virtual University (AVU)



The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies.

Nineteen (19) African Governments :Benin, Burkina Faso, Cape Verde Cote d'Ivoire, Democratic Republic of Congo, Ghana, Guinea, Guinea Bissau, Kenya, Mali, Mauritania, Mozambique, Niger, Nigeria, Senegal, South Sudan, Sudan, Tanzania, The Gambia, have signed the Charter establishing the AVU as an Intergovernmental Organization.

The AVU has its headquarters in Nairobi, Kenya and a Regional office in Dakar Senegal. The AVU has Host Country Agreements with the governments of Kenya and Senegal and the AVU has diplomatic status in these countries.

The AVU was initially launched in Washington in 1997 as a World Bank project and was later transferred to Kenya in 2002. The AVU become an Intergovernmental organization in 2003.

Aga Khan University – Kenya



Vision: Aga Khan University will be an autonomous, international institution of distinction, primarily serving the developing world and Muslim societies in innovative and enduring ways.

Mission: Aga Khan University is committed to the development of human capacities through the discovery and dissemination of knowledge, and application through service.

It seeks to prepare individuals for constructive and exemplary leadership roles, and shaping public and private policies, through strength in research and excellence in education, all dedicated to providing meaningful contributions to society.

Values: As an international institution, in achieving its Mission, Aga Khan University operates on the core principles of quality, relevance, impact and access.

Inspired by Islamic ethics, humanistic ideals and the philosophy of Aga Khan Development Network (AKDN), the University is committed to building an environment that fosters intellectual freedom, distinction in scholarship, pluralism, compassion, and humanity's collective responsibility for a sustainable physical, social and cultural environment.

Botho University – Botswana



Botho University was established in 1997 and has rapidly evolved over the years to become a leading multidisciplinary high quality tertiary education provider. Botho University was one of the first local tertiary institutions in Botswana to be accredited by the Human Resources Development Council (HRDC). All programmes are accredited by the Botswana Qualifications Authority (BQA) and the Council on Higher Education (CHE) in Lesotho.

Botho University currently offers programmes through four faculties namely Faculty of Business and Accounting, Faculty of Computing, Faculty of Engineering and Applied Sciences and the Faculty of Education and Distance Learning. All programmes have been developed with inputs from industry thus graduates are ready to hit the ground running. The university currently offer qualifications from certificate level to Master's degree level with plans in place for doctoral programmes to be rolled out very soon. With over 6,000 students and almost 500 staff members and growing, Botho University is a dynamic and exciting place to be.

Carnegie Mellon University – Rwanda



With a century-long history that has hosted 19 Nobel Laureates, Carnegie Mellon University is renowned as one of the world's leading engineering institutions. We have played critical roles on breakthroughs in areas such as artificial intelligence, driverless cars and WiFi.

Carnegie Mellon University recently extended its global reach into Africa with its Center of Excellence in Information and Communication Technology. Focused on one of the fastest growing economic regions of the world, the Center of Excellence is creating a new generation of graduates able to take advantage of Africa's unique opportunities.

Based in Rwanda, the Center of Excellence benefits from the country's bold ICT strategy and our own culture of innovation to provide a platform for students to become technology thought leaders in emerging markets. Masters' degrees from Carnegie Mellon University are awarded in two comprehensive programmes, each taught by globally renowned faculty to the same rigorous standards as the main Pittsburgh campus.

Catholic University of Eastern Africa – Kenya



The Catholic University of Eastern Africa (CUEA), commenced as a graduate school of theology known as the Catholic Higher Institute of Eastern Africa (CHIEA).

The Institute (CHIEA) was founded in 1984 by the regional ecclesiastical authority known as the Association of Member Episcopal Conferences of Eastern Africa (AMECEA).

On 2 May 1984, CHIEA was authorized to offer two-year Licentiate/MA programmes in Theology. On 18 August 1985, it was formally opened by Pope John Paul II. In 1986, the Graduate School of Theology started negotiations with the Commission for Higher Education in Kenya towards the establishment of the Catholic University of Eastern Africa (CUEA).

In 1989, the Institute obtained the "Letter of Interim Authority" as the first step towards its establishment as a private university. After 3 years the Faculty of Arts and Social Sciences was established and on 3 November 1992 CHIEA was granted the Civil Charter. This marked the birth of the university as a private institution. In 2002, the Faculties of Science and Commerce were established. Then in 2003, the Center for Social Justice & ethics was established.

Ghana Technology University College – Ghana



The mission of GTUC is to be a centre of excellence in education, research, teaching, intellectual creativity and innovation. The University will promote relevant cutting-edge technology, leadership development and an enterprise culture to enhance the delivery of value to its customers and stakeholders.

In its role as teaching institution, GTUC offers instruction in certificate, baccalaureate, and postgraduate programmes through its three faculties of Engineering, Informatics and IT Business.

The University commits itself to providing broad and practical instruction to all its students, and encourages interdisciplinary work and the integration of instruction and research opportunities.

In its role as a research university, GTUC fosters the discovery and study of critical issues in areas of academic and professional study. Rigorous assessments and reviews are central to advancing its research programmes and creative activities, as are participation and leadership in national and international academic disciplines.

Jomo Kenyatta University of Agriculture & Technology – Kenya



Jomo Kenyatta University of Agriculture and Technology started in 1981 as a Middle Level College (Jomo Kenyatta College of Agriculture and Technology (JKCAT)) by the Government of Kenya with the generous assistance from the Japanese Government. Plans for the establishment of JKCAT started in 1977. In early 1978, the founding father of the nation, Mzee Jomo Kenyatta donated two hundred hectares of farmland for the establishment of the college.

The first group of students were admitted on 4th May 1981. H.E. Daniel Arap Moi formally opened JKCAT on 17th March 1982. The first graduation ceremony was held in April 1984 with Diploma Certificates presented to graduates in Agricultural Engineering, Food Technology and Horticulture.

On 1st September 1988, H.E. Daniel Arap Moi, declared JKCAT a constituent College of Kenyatta University through a legal Notice, under the Kenyatta University Act (CAP 210C). The name of JKCAT officially changed to Jomo Kenyatta University College of Agriculture and Technology (JKUCAT). It was finally established as a University through the JKUAT Act, 1994 and inaugurated on 7th December 1994.

Lira University – Uganda



Lira University was established as a Public University by Statutory Instrument 2015 No. 35, July 8th 2015 to expand equitable higher education in the country. Lira University will be the first public University in Uganda to mount bachelors programmes in Midwifery and Public Health.

As we put our efforts in the health of our population, we realize that society has to be managed. Health Service programmes will need to be managed in terms of human and other resources. We have therefore developed a Faculty of Management Sciences with programmes in Business Administration and Public Administration.

Our vision is to be a Beacon Centre for Applied Sciences and Technology and our mission is to provide access to Quality Higher Education, research and Conduct Professional Training for the Delivery of appropriate services directed towards Sustainable utilization of Biodiversity for Community Transformation.

Mbarara University of Science & Technology – Uganda



Mbarara University of Science & Technology (MUST), commonly known as Mbarara University, is a public university in Uganda. Mbarara University commenced student intake and instruction in 1989. It is one of the eight public universities and degree-awarding institutions in the country. MUST is accredited by the Uganda National Council for Higher Education.

Its mission is to provide quality and relevant education at national and international level with particular emphasis on Science and Technology and its application to community development. Its vision is to be a centre of academic and professional excellence in Science and Technology.

It has grown from a single Medical faculty university serving a student population of 43 to two faculties of Science and Development Studies and two institutes of Computer Science and Tropical Forest Conservation (ITFC) which is based in the Bwindi Impenetrable National Park.

Moi University – Kenya



The vision of Moi University is to be the University of choice in nurturing innovation and talent in science, technology and development.

Its mission is to preserve, create, and disseminate knowledge, conserve and develop scientific, technological and cultural heritage through quality teaching and research; to create conducive work and learning environment; and to work with stakeholders for the betterment of society. Its core values are the promotion and defence of intellectual and academic freedom, scholarship and relentless search for truth; Fostering teamwork, innovation, networking, tolerance, and a culture of peace; Embracing excellence, transparency & accountability; Practicing professionalism, meritocracy, equality, integrity and social justice; Maintaining self-respect, discipline, responsibility, institutional loyalty, national patriotism & international competitiveness; and Continual improvement of services in order to remain competitive and relevant.

Strathmore University – Kenya



Strathmore University is a leading not for profit private University operating in Kenya, which aims at serving the Kenyan society to the best of its ability. Specialising in Commerce and Information Technology, Strathmore holds a peerless reputation for quality in both academic and professional education and personal information.

Its mission is to provide all round quality education in an atmosphere of freedom and responsibility excellence in teaching, research and scholarship, ethical and social development and service to the society.

Its vision is to become a leading out- come driven entrepreneurial research University by translating our excellence into major contribution to culture, economic well-being and quality of life. Its values are; excellence through the sanctification of work; freedom and responsibility; ethical practice; personalized attention; subsidiarity; collegiality; life-long learning; service to society.

TESSA, Open University of UK



Launched in 2005, in direct response to requests from teacher education institutions across the region, TESSA (Teacher Education in Sub-Saharan Africa) aims to transform the education of primary and secondary school teachers across sub-Saharan Africa.

Since launch, TESSA materials have been used to reach hundreds of thousands of teachers, the programme has received over £4m in funding and it has won numerous awards.

At its core, TESSA is a resource bank of teacher education materials, authored by African authors and drawing on the OU's teaching expertise, used by teacher education institutions to enhance the training of teachers both pre-service and those already in the classroom. The TESSA materials are available online and offline, in digital and printed formats and in multiple languages, are sensitive to the cultural diversity of the region and freely available for teachers to use, adapt and share.

TESSA would not exist without the growing network of sub-Saharan academic institutions, global consultative and strategic partners, and governments (both African and UK) driving the programme.

United States International University (USIU) – Kenya



The vision of USIU is to be a premier institution of academic excellence with a global perspective.

Its mission is to promote the discovery and application of knowledge, the acquisition of skills and the development of intellect and character in a manner which prepares students to contribute effectively and ethically as citizens of a changing and increasingly technological world.

This mission is achieved through selected high quality undergraduate and graduate academic programs which result in the following outcomes:

Higher order thinking; Literacy; Global understanding and multicultural perspective; Preparedness for career; Leadership and ethics; Community service and development.

Its core values are; Life-long learning; Integrity; Innovativeness; Social responsibility; Academic freedom.

University of Cape Town – South Africa



UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, the university is committed, through innovative research and scholarship, to grapple with the key issues of the natural and social worlds.

The university aims to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice.

UCT promotes diversity and transformation within its institution and beyond, including growing the next generation of academics.

University of Kibungo (UNIK) – Rwanda



UNIK is committed to be a place of influence and excellence. This is particularly noted for its teaching quality, research innovation service to the community, and use of modern communication technologies.

The mission of UNIK is based on four major components; to ensure teaching quality by training professionals; to conduct research to solve problems faced by Rwanda and the region; to carry out direct community-oriented activities; and to promote equal access for both men and women to education and participation in the promotion of the culture of tolerance.

UNIK's motto is Scientia et Sapientia. UNIK aims to provide knowledge and wisdom. Therefore seeking to integrate the following values; Excellence; Integrity; Commitment; and Team Work.

University of Nairobi – Kenya



The University of Nairobi (UoN) is a collegiate research university based in Nairobi. It is one of the largest universities in Kenya. Although its history as an educational institution dates back to 1956, it did not become an independent university until 1970. In this year, the University of East Africa was split into three independent universities: Makerere University in Uganda, the University of Dar es Salaam in Tanzania, and the University of Nairobi.

The University is proud of its distinguished record of achievements in teaching, research, development and consultancy while strategizing for a greater future as the centre of academic, research and professional excellence.

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Creative Commons



Creative Commons helps individuals and companies to legally share knowledge and creativity to build a more equitable, accessible, and innovative world. The company unlocks the full potential of the internet to drive a new era of development, growth and productivity.

With a network of staff, board, and affiliates around the world, Creative Commons provides free, easy-to-use copyright licenses to make a simple and standardized way to give the public permission to share and use an individual's and company's creative work—on conditions of your choice.

Creative Commons Affiliate Network includes over 500 researchers, activists, legal, education and policy advocates, and volunteers who serve as Creative Commons representatives in over 85 countries. Working alongside non-governmental institutions, universities, and public agencies, Creative Commons affiliates employ region-specific approaches to copyright and intellectual property that help solve local and global challenges.

Website – www.creativecommons.org

East African Community



The East African Community (EAC) is a regional intergovernmental organisation founded in 1967. The work of the EAC is guided by its Treaty (2000) which established the Community. The EAC is currently made up of five Partner States: Burundi, Kenya, Rwanda, Tanzania and Uganda.

As one of the fastest growing regional economic blocs in the world, the EAC is widening and deepening co-operation among the Partner States in various key spheres for their mutual benefit. These spheres include political, economic and social.

The vision of EAC is to be a prosperous, competitive, secure, stable and politically united East Africa.

The mission of the Community is to widen and deepen economic, political, social and cultural integration in order to improve the quality of life of the people of East Africa through increased competitiveness, value added production, trade and investments.

The EAC values include: professionalism; accountability, transparency, teamwork and unity in diversity.

Website – www.eac.int

Eneza Education



Eneza is the most widely used mobile education platform in Africa with local content. We started with SMS and have released web and smartphone versions.

We offer a virtual tutor and teacher's assistant – a way for both students and teachers to access valuable courses and assessments while interacting with live instructors – all through low-cost mobile phones. Students can access locally-aligned tutorials, tips, and assessments, as well as a leaderboard, Wikipedia text and live teacher chat through USSD/SMS, an online web app, an offline desktop app, and an Android app. Individual parents, students or teachers can buy a subscription to our courses for a low weekly or monthly fee.

Eneza's mission is to make 50 million kids across rural Africa smarter through the use of ubiquitous mobile technology. To date, we've reached over 860,000 unique users across over 8,000 schools in Kenya. From a recent customer survey, around 30% of our users are outside the formal school setting. Super users include youth in conflict areas of Kenya, including Garissa and the Dadaab Refugee Camp. Eneza has also begun a pilot in Tanzania and Ghana.

Website – www.enezaeducation.com

GESCI (The Global e-Schools & Communities Initiative)



The Global e-Schools and Communities Initiative (GESCI) is an international non-profit organisation founded in 2003 on the recommendation of the United Nations Task Force on Information Communication Technology (ICT).

The United Nations ICT Task Force identified education as an area in critical need of development, and one where ICT has the potential to make a positive impact. GESCI's mandate is to assist governments in the socio-economic development of their countries through the widespread integration of technology for inclusive and sustainable knowledge society development.

Much of GESCI's work is with Government Ministries and their related agencies, responsible for education, science & technology, innovation, and vocational training. The objective is to bring about transformation in these sectors through the innovative use of ICTs. GESCI supports them with technical assistance, implementation assistance and strategic advice.

GESCI collaborates with partners to improve education, empower communities and accelerate socio-economic development through the use of technology. GESCI provides technical and strategic advice to countries and builds their capacity to develop and implement national strategies.

Website – www.gesci.org

iHUB ICT and Education Research Department



The main aim of iHub is to increase the growth of the Kenyan tech community by connecting people, supporting startups, and growing information. It believes that African innovation plays a critical role in shaping future technology globally. The iHub has prompted development in the tech community across the African continent over the last five years.

It provides a collaborative environment for innovators and startups to progress their ideas, and develop their solutions, lowering the barriers to entry for many young would-be entrepreneurs. It is committed to creating a community of innovators and entrepreneurs to build “best in the world” companies across Africa and the developing world. This community includes individual developers, designers, creatives, researchers, scientists, engineers, technologists, as well non-tech people looking to launch startups.

Its goal is to fuel a network of innovation and technology that allows people to develop enterprises that creatively solve problems around them using technology, while shaping the way African innovation is viewed by the world.

Website – www.ihub.co.ke

Kenya National Commission for UNESCO



The Kenya National Commission for UNESCO (KNATCOM) was established in 1964 as a Department under the then Ministry of Education. Since then it has continued to promote and coordinate UNESCO's activities in Kenya and supported UNESCO's agenda at the international levels.

As a Commission, KNATCOM has a dual mandate of promoting Kenya's national interests in UNESCO and UNESCO's international interests in Kenya, Regionally and Globally. In summary, the Commission: mobilizes financial, technical and informational resources from UNESCO; promotes collaborations between national and international institutions; promotes knowledge and information sharing; facilitates national and international policy formulation in the fields of education, sciences, culture and communication & information among many other functions.

Its vision is to be a leading organization in the advancement of peace, sustainable development and intellectual collaboration

Its mission is to promote building of peace, eradication of poverty, sustainable development and intellectual dialogue through education, sciences, culture, communication and information.

Website – www.unesco.go.ke

Kenya Network Information Centre



The Kenya Network Information Centre (KENIC) was established through the facilitation of the Communications Authority of Kenya (CAK). KENIC is the entity charged with the management and the administration of the dot ke Country Code Top-Level Domain (.ke ccTLD) name.

KENIC was established as a non-profit organization aimed at managing and operating the .KE ccTLD. This took place after intensive consultations with the Local Internet Community. This public-private partnership was therefore the initial step in facilitating the growth and uptake of the Internet sub-sect ICT in Kenya.

Its vision is to be a reputable overseer of Kenyan Domain Name Space by managing and administering .ke in an effective, transparent and equitable manner, and in conformity with global Internet policies.

Its mission is to promote, manage and operate the delegated .ke ccTLD in the interest of the Kenyan Internet community and being mindful of the global Internet community interest in consistent with ICANN policies.

Website – www.kenic.or.ke

Kenya Private Schools Association



The Kenya Private Schools Association is an association of private school proprietors who own Pre-primary, primary, secondary and private teacher training institutions whether low cost, medium cost or high cost provided that they are duly registered and pursuing a curriculum that has been approved by the ministry of Education. The Association has an active representation in all counties of our country.

Its aims are as follows: to be the national representative body and voice of Private Basic Education providers in Kenya; to liaise with relevant Government ministries and departments on matters affecting Education provision in the county; to promote the establishment growth and good management of private schools by provision of useful and relevant information and to provide an interactive and constructive forum for investors in education were they network, bench mark, share experiences and best management practices in Education.

Website – www.kpsa.co.ke

Kenya Private Sector Alliance (KEPSA)



KEPSA is the private sector body set up in 2003, to bring together business community to engage and influence public policy for an enabling business environment. With current membership of over 100,000 direct and indirect members organised through Business Membership Organizations and Corporate members, KEPSA is a key player in championing the interests of the Kenyan business community in trade, investment and industrial relations.

Its vision is to be a world class private sector apex body. The primary mission is to ensure year-on-year improvement in the overall business environment for Kenya by working together with the Government and other stakeholders.

The mission is driven by the organization's business strategy. The strategy's main objective is the pursuit of an enabling business environment over the next five years by ensuring a year-on-year improvement in three key global business rankings: Ease of Doing Business Index (World Bank); Global Competitiveness Index (World Economic Forum) and Bribery Index (Transparency International).

Website – www.kepsa.or.ke

National Instructors College, Abilonino – Uganda

Abilonino Community Polytechnics Instructors' College is the only provider of pre-service training for technical teachers and instructors for the BTNET system. The college is situated near Lira in Northern Uganda, approximately 200 km from Kampala. The College offers a two-year Diploma in Technical Teacher Education (DTTE) that turns out approximately 100 graduates every year. The entry requirement is Advanced Craft Certificate (Craft 2) and students can select from 11 different specializations according to their craft.

Open Education Resources Africa

OER Africa is an initiative established by the South African Institute for Distance Education (Saide). It plays a leading role in supporting higher education institutions across Africa in the development and use of Open Educational Resources (OER) to enhance teaching and learning. It nurtures relationships with existing educational networks and institutions and offers them three complimentary forms of support.

It creates a supportive environment to integrate resources into the processes of an institution or system. It therefore offers organisations practical assistance in creating appropriate policies, in areas such as intellectual property rights, materials development and appropriate use and support of information and communication technologies (ICT) for education.

OER can improve both the quality of education programmes and the management of delivery costs. Its experience in course design and materials development for distance education programmes allows it to help educators, as well as educational organisations, to meet their teaching and learning needs cost-effectively.

Website – www.oerafrica.org

The National ICT Innovation & Integration Centre

The National ICT Innovation and Integration Centre (NI3C) supported by the VVOB Kenya ICT Integration in Education programme was officially launched in August 2011.

Its aim is to provide education and training together with an innovative centre with the capacity to address technological gaps in education. The centre acknowledges the importance of ICT in education terming it as a 'language' that can be used to teach various subjects in the classroom.

NI3C is established under the Ministry of Education as a capacity development hub for effective use of ICT in education and training. Part of its mandate is to test and evaluate new technological ICT innovations to advise their usability and efficiency, so that educational stakeholders (schools, teachers) can be guided on the same. It also hosts a Help Desk for advice on ICT Innovations and Integration for the stakeholders. The centre works closely with all players in the education sector to achieve its objectives.

Varkey Foundation

The Varkey Foundation is a not-for-profit organisation established to improve the standards of education for underprivileged children throughout the world. Its mission is that every child should have a good teacher. It aims to do this through building teacher capacity, advocacy campaigns to promote excellence in teaching practice at the highest levels of policy making and providing grants to partner organisations that offer innovative solutions in support of its mission.

The Varkey Foundation believes every child deserves a vibrant, stimulating learning environment that awakens and supports their full potential. It believes nothing is more important to achieving this than the passion and quality of teachers. It supports global teaching capacity and establishes excellence and innovation in the next generation of educators.

Website – www.varkeyfoundation.org

AfricanBrains welcomes the following Media Partners

Official Press Partner

MMP Communications



MMP Communications, Outreach & PR Consulting; the 2015 PRSK award winner for PR event of the year; is a leading Communications and P.R. firm in Nairobi founded by three women with a strong background in traditional public relations and event management.

With over a decade of experience in these fields and an abundance of expertise, these directors are more than capable of managing the planning and facilitation of any and all services as pertains to: Media Relations, Communication Strategies, Event organization & management, Digital Media and PR, Outreach and Crisis Communications.

Their organizational strength lies in Media and Event management and over the years they have successfully organized national events which included conferences, business fairs, product launches, exhibitions and sports events to mention a few.

They also provided strategic Public Relations solutions to support different organizations such as Kenya Red Cross for their @50yrs celebrations, Positioning the Hub- Karen as the venue of choice and the Standard Chartered's "Seeing is believing" initiative among others.

Press Enquiries:- Peggy Mwai c/o MMP Communications, Tel: +254 711 408 563

Email: info@mmp.co.ke Website – www.mmp.co.ke

Media Partners

Academy Today



Academy Today (AT) is a market-leading digital platform for the academy and free school sector, including University Technical Colleges.

AT covers all areas of school life, from the latest government policy to technology trends and facilities upgrades.

AT delivers the latest news and insights from the sector via its fortnightly e-newsletter to an opt-in subscriber database of 9,200+ key decision makers.

Website – www.academytoday.co.uk

African Business



African Business is the bestselling pan-African monthly business magazine. Each month, the publication brings the very best business financial reports and features to our readers. African Business is respected for its editorial excellence and award-winning editor.

Our readers include decision makers in the private sector, government officials and thought leaders across Africa, Europe and the USA.

We have built a unique distribution network including newsstand sales, street vendors and an international subscription base, controlled circulation to business leaders and policy makers, as well as distribution onboard a large number of international airlines and lounges, hotels and major international and industry specific events.

For nearly 50 years IC Publications has reported on Africa and built strong relationships with strategic partners like the World Economic Forum, Commonwealth Business Council, Corporate Council on Africa, World Bank, UN, AfDB, and our Media Partners include Bloomberg, CNN, CNBC, Africa N1 and BBC World.

Website – www.africanbusinessmagazine.com

African Business Central



African Business Central ("ABC") is a leading online media company showcasing curated and original news on African Business, primarily, and all things Africa, in general.

ABC's rapidly-growing site attracts tens of thousands of visitors every month that read and watch news, analyses, and opinions of business, economic, political, and cultural events in and about Africa. ABC is making its mark around the world telling Africa's success stories and highlighting the continent's swift socio-economic ascent to a rapidly-growing global audience.

ABC's core values are based on the notion that business, in general, and entrepreneurship, in particular, is the surest path to Africa's socio-economic progress.

Website: www.africanbusinesscentral.com

AptanTech



AptanTech is a blog which covers technology and business-related developments in Kenya, Africa and the world. AptanTech, which has been published since 2009, has the following sections – News, Reviews, Analysis & Features, CSR, Tech&PR, Week-in-Tech, Events NoticeBoard and BLOG.

A new section featuring in-depth interviews with industry leaders on current issues and concerns is set to be introduced in the near future. AptanTech is a Bloggers Association of Kenya (BAKE) affiliated blog and was a finalist in the 'Technology Category' in the 2012 Kenya Bloggers Awards.

Website – www.aptantech.com

Baobab Africa



Baobab Africa People & Economy magazine is published as a pan-African magazine focusing on the politics and economy of the African people. As a policy we report the continent majorly from a positive slant. We celebrate the continent. Not for the negatives that undermine the African real story of challenging but inspiring growth.

Baobab Africa People & Economy print magazine and www.baobabafrikaonline.com (published since 2008); both have extensive readership targeting local and international reading audience in about four continents. Baobab has certified analysts with outstanding academic/research backgrounds they include; professors, senior lecturers/academics; successful private sector entrepreneurs with field experience in managing people and material resource to achieve set goals. They make up our team of analysts and provide great insights into Africa's changing political, economic and cultural climates.

More than 10,000 copies of Baobab Africa People & Economy print magazine are published in the English language with extensive circulation in several African countries (Nigeria, Kenya, South Africa, Ethiopia, Ghana, Sierra Leone, The Gambia, Liberia and Senegal); the United Kingdom, and the USA. Baobab African People & Economy print magazine is one of most read and incisive publications targeting premium audience steadily gaining grounds with extensive International Readership.

Website – www.baobabafrikaonline.com

Bizcommunity.com



Bizcommunity.com is South Africa and Africa's leading B2B website bringing a daily mix of original and quality advertising, marketing and media news coverage to a diverse audience of business drivers, opinion makers, recruiters and job seekers with the aim of building, showcasing and promoting the dynamic business communities of Africa across 18 commercial sectors – from marketing and media to retail, medical, agriculture, finance, construction and more.

Website – www.bizcommunity.com

Cyber Africa TV / Magazine



Published by Transatlantic Media Company (TMC), Cyber Africa magazine (www.tmcnline.com.ng/cyberafrica) is designed to report how the internet, the media and ICT are impacting our everyday life on the continent. It underlines the bold connection and relationship between development, business and technology. The magazine projects the beautiful contributions of the ICT sector to the economy of different countries in Africa. It x-rays key issues and development in African Information Technology development, from gadgets to multimedia, broadcast services, cyber security and e-transactions.

The mix no doubt provides a larger content to readers. Details www.tmcnline.com.ng. With presence in Accra, Johannesburg, UK, Ethiopia, Banjul, and Dubai the magazine enjoys popularity via the television which also serves as additional value to advertisers.

The TV version Cyber Africa, is a thirty minute programme powered by the smart use of technology to give viewers a better understanding of Africa and its affairs. It takes a look at initiatives, organisations and individuals applying ICT in such a way that it facilitates Africa development, from software applications to financial services, multimedia and broadcast technology, people and their way of life, governance, industries and destinations.

Contact us: tmcnline@gmail.com and +234 80 5500 1878

Education Technology



Education Technology (ET) is the UK's market leading ed tech media portfolio.

ET is distributed 6 times a year in both print and digital format to an opt-in subscriber database of 33,000 + key ed tech decision makers across the education sector.

ET covers the latest news and innovations in technology for the whole education sector, delivering in-depth features on key tech trends, including cloud computing, coding, 3D printing and MOOCs.

Website – www.edtechnology.co.uk

The Foundation for the Development of Africa



The Foundation for the Development of Africa (FDA) (NPC) is a non-membership, private, (NPC) Not-for-profit Company actively involved with initiating and facilitating business and other processes conducive to sustainable development in Africa – with the emphasis on sustainability!

We have, since 1999, been linking businesses; promoting business and investment opportunities; showcasing special projects, conferences and events; stimulating joint venture initiatives and motivating support for local trading. Our vision and trademark phrase proclaims: "Less Aid – Let's Trade"!

Website – www.foundation-development-africa.org

Global Education Magazine



Global Education Magazine is inspired by universal values of the Declaration of Emerging Human Rights that aims to contribute to achieve the Millennium Development Goals by United Nations (MDGs) which is supported by the Regional Offices of Latin America and the Caribbean of UNESCO and UNHCR. An initiative launched by the teaching team that formulated the proposal most voted in the group "Sustainable Development for the Eradication of Poverty in Rio+20".

Global Education Magazine is an educational e-journal with international character that seeks to promote ideas and experiences from the work of educational professionals, as well as NGOs, Voluntary Associations, Supranational, National, Regional and Local Institutions and Organizations, that struggle every day to achieve the MDGs.

Website – www.globaleducationmagazine.com

Independent Education Today



Independent Education Today (IET) is a market-leading magazine and website reporting on all aspects of private education.

IET covers every area of independent school life, including finance, teaching trends and sporting achievements.

The IET magazine is distributed 10 times a year in both print and digital format to an opt-in subscriber database of 8,000+ key decision makers.

Website – www.ie-today.co.uk

IT Edge News.com



IT Edge News.com (print) and www.itedgenews.com (online) are published since 2004 by Knowhow Media Market and Intelligence International Limited – KMMIIL, a research, event management and ICT publishing company.

IT Edge News magazine since 2004 has remained West Africa's leading technology business magazine published in French and English languages with extensive circulation across West Africa particularly Nigeria, Ghana, Cote d'Ivoire, The Gambia, Sierra Leone and Senegal. Print run is 8,000 per edition and is subscribed directly as a trade journal by Top Decision Makers in the ICT industry. The shelf life exceeds 36 months; past editions of IT Edge News published over four years ago are still sought for.

Target audience includes decision makers and stakeholders in the private and public sectors. IT Edge News subscription data includes past and serving ministers and DGs of government ICT related sectors; CEO, CTOs, CMOs and CFOs of telecoms, banking, software and application companies; heads of educational and research institutions as well as applied areas of ICT as they concern the legal and health sectors.

IT Edge News has a firm grip of critical readership in major West African cities where it maintains agency-presence since 2004.

Website – www.itedgenews.com

IT News Africa



ITNewsAfrica.com aggregates technology and telecoms news relevant to Africa's development. We also produce regular technology reports, bringing you in-depth coverage of the biggest ICT news events of the day.

ITNewsAfrica.com relies not only on its own editorial team but also on numerous content partnerships, as well as wire services and technology institutions.

Website – www.ITNewsAfrica.com

ITWeb Africa



ITWeb Africa a single source of quality news, analysis, research and opinion on Africa's ICT markets, trends, developments and the people who make it happen.

Website – www.ITWebAfrica.com

The PIE



Global media platform, recruitment, and business consultancy for Professionals in International Education. We are read and used by thought-leaders and agenda-setters from across the sector, all around the world.

Keep up with industry news via The PIE News website and The PIE Review magazine, find new staff or your next move through The PIE Jobs board and executive search service The PIE Talent, and make business connections through The PIE Plus. Sign up to The PIE Weekly newsletter to get the latest news and jobs delivered straight to your inbox each week.

Website – www.thepienews.com

ReConnect Africa



ReConnect Africa is a unique online careers and business website and monthly magazine for African professionals in the Diaspora and around the world.

ReConnect Africa features articles and interviews on careers, development and business in Africa as well as information on relocation to Africa, top companies and recruitment agencies for Africa. It offers an ideal platform to advertise job vacancies, products and services to a targeted professional African market in Europe, across Africa and around the world.

Website – www.ReConnectAfrica.com

SciDev.Net



SciDev.Net is a not-for-profit organisation dedicated to providing reliable and authoritative information about science and technology for the developing world. Through our website we give policymakers, researchers, the media and civil society information and a platform to explore how science and technology can reduce poverty, improve health and raise standards of living around the world.

We also build developing countries' capacity for communicating science and technology through our regional networks of committed individuals and organisations, practical guidance and specialist workshops. SciDev.Net's vision is to achieve better-informed decisions by individuals and organisations in the developing world on science and technology related issues, and thus the better integration of scientific knowledge and technological innovation into policies, programmes and projects intended to achieve sustainable development at all levels of society.

Website – www.scidev.net

University Business



University Business (UB) was launched in 2005, and in the past decade has established itself as the leading B2B publication within the UK HE sector.

UB is distributed 11 times a year in both print and digital format to an opt-in subscriber database of 23,000 + key decision makers working in UK higher education.

UB brings you the latest news, appointments and expert opinion in HE, reporting on key sector topics, including estates, facilities, catering, legal, finance, technology and sustainability.

Website – www.universitybusiness.co.uk

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