Vodafone Foundation
Instant Network Schools

ICT for M&E of Education Programming for Refugee Populations

Thursday 28th September, 9am EDT
Instant Network Schools Programme
A joint-collaboration between Vodafone Foundation & UNHCR towards quality learning

- 31 IN schools across 4 countries (DR Congo, Tanzania, Kenya and South Sudan). Soon to be 36 schools
- 40,000+ students and 600 teachers benefitting from the programme each month
- “Holistic approach”
- Technology as an enabler
- For more details on the programme – go to goo.gl/QTEzPJ

INS Holistic Approach

Programme Ownership
Educational Content
Power
Local Initiatives
Content & Tablet Management
Hardware
Teacher Training
Connectivity
Monitoring & Evaluation

INS footprint

Refugee Camps: Nyarugusu
- Total population: 134,696
- Nationality: DR Congo, Burundi
- No of INS centres: 6

Refugee Camps: Dadaab
- Total population: 280,000
- Nationality: Somalia (95%)
- No of INS centres: 13

Refugee Camps: Kakuma
- Total population: 154,947
- Nationality: South Sudan, Somalia & 14 other nationalities
- No of INS centres: 6

Refugee Camps: Ajuong Thok
- Total population: approx. 40,000
- Nationality: South Sudan
- No of INS centres: 2

Refugee Camps: Mole, Boyabu, Inke, Bil
- Total population: approx. 60,000
- Nationality: Central Africa Republic
- No of INS centres: 6 (5 upcoming in September 2017)
Leveraging ICT for Programme Monitoring & Evaluation... 
... to achieve greater data quality and improve programme impact

Quality is improved because data is:

- **Timely:** data is up to date and available (virtually) immediately
- **Consistent:** aligned on terminology and definitions ensure data consistency across all teams
- **Reliable:** reduces room for “human” mistakes as the data collection shift from paper-based process to mobile technology
- **Ownership:** identifiable data source leading to system ownership and data integrity

Quality of data impacts programme at operational and strategy level:

- **Strategy:** Demonstrates impact, validates strategic objectives and better engages stakeholders to drive buy-in
- **Operational:** Enables the implementation of a more agile, data-driven approach
How INS is leveraging ICT for M&E...

...Live Data: a mobile-based data collection system linked to a live data dashboard

**Step 1:** INS coaches collect data using dedicated mobile app

**Step 2:** PM validates data submitted by the coaches
  - Incl. daily email update
  - Survey approved
  - Survey to be modified

**Step 3:** Data automatically published on the Live Data dashboard
Lessons learned from our experience
... 6 concrete recommendations

1. Adapt your M&E ICT solution to the operational context and limitations
2. Involve the operational teams during the design stage
3. Ensure the technical infrastructure is in place
4. Put in place a data validation cycle
5. Involve the local team to analyse and contextualise the data
6. Be agile and iterative
Activity Report

Review & monitor activities in our INS centres

Monthly Beneficiaries

Number of individuals that used the INS facilities in a given calendar month

Last 30 Days
29 August - 27 September

Students: 0% last 30 days
Teachers: 0% last 30 days
Community Members: 0% last 30 days
Individuals: 87% last 30 days
Trainees: 0% last 30 days
Hours in use: 0% last 30 days

Number of beneficiaries
Gender Split

Number of males vs. females that used the INS facilities in a given calendar month

**LAST 30 DAYS**

20 August - 27 September

♂ 67 Males
+ 31% last 30 days

♀ 20 Females
+ 35% last 30 days

Number of female vs. males

# beneficiaries

0 2k 4k 6k 8k 10k
School activities

This section provides details on how the INS facilities were used to deliver classes.
**Merski and Rachel Server by mayen_c**

1. Merski and Server faulty. The merski doesn't pick the internet connection anymore, when I connect it display colors for long duration and than turn orange from previous white color hence refuses to pick the internet. 2. The newly brought rachel server no longer display the IP address meaning the students are unable to access the content.

<table>
<thead>
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<th>Priority</th>
<th>Location</th>
<th>Category</th>
<th>Type</th>
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<tbody>
<tr>
<td>Open</td>
<td>High</td>
<td>Community Library</td>
<td>Problem</td>
<td>#60870214906212a301615872</td>
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</table>

**Tablet unable to charge by alan_m**

tablet serial #412RA94111901

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</thead>
<tbody>
<tr>
<td>Open</td>
<td>Medium</td>
<td>Tablet</td>
<td>IT equipment</td>
<td>Missing/Faulty</td>
</tr>
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Self-directed Art Workshop @ Angelina Jolie Boarding School

Since Oct 2016, the girls at Angelina Jolie Boarding School (one of the 6 INS centres in Kakuma refugee camps) regularly participated in Art Workshops with London-based artist Lisa Milroy through the "Hands On" programme. "Hands On" is an arts-based educational initiative that grew out of the Vodafone Foundation's "Leadership Lessons" programme to support, encourage and foster creative thinking and engagement of students and teachers in Kakuma refugee camps. During their last videoconference

Borderless Citizens of the World through World Class Education Programmes for Refugees

The UN High Commissioner for Refugees, Filippo Grandi, on World Refugee Day 2017 said "we honour the resilience and courage of more than 60 million people who have been forced to flee war, persecution and violence." This is indeed a sort of nobility that we must acknowledge. The world is slowly building a wave of borderless education, a generation of people who have almost lost the geographical focus but retained the human love and affection for fellow humanity. This is something you will on...

INS USED FOR HEALTH PREVENTION AT ANGELINA JOLIE PRIMARY BOARDING SCHOOL

Angelina Jolie started to use the INS facilities to lead health prevention campaigns amongst students. On 6th June 2017, Mr Pauluk Lukis (science teacher at Angelina Jolie) organised an information session which was attended by the whole school to inform students about cholera, its causes, symptoms and prevention mechanism. The study of "water-borne diseases" such as cholera is an integral part of the primary Kenyan curriculum alongside bhopital, byphility and dysentery. To prepare this we...

Instant Network Schools Programme Restoring Higher Education Hopes to Nyarugusu Students

For a long time in Nyarugusu camp students who complete secondary school have been facing difficulties in joining high education studies after completing their secondary education while in the camp. This has been up until the connectivity started to reveal some potential education opportunities for the students who wish to proceed with an education after secondary school.