ICT4M&E WITH YOUTH

Participatory impact evaluation
Thursday, September 28th

Protecting Through Education
OVERVIEW

1. Problem Identification
2. Local resources, knowledge, PAR
3. Results
THE PROBLEM

Youth-leading Social Change Projects: RET International’s Youth Capacity Building for Social Change project emphasizes youth leading social change projects in their communities.

Hard-to-reach: Insecurity in the camps restricts the ability to physically monitor youth-led activities in the camps.

Capacity: One outcome of the Youth Capacity Building for Social Change projects is to equip youth with skills to monitor and evaluate their own projects.
LOCAL RESOURCES, KNOWLEDGE, AND P.A.R.

Smart phones
Digital photography
NGO-led M&E
Participatory Action Research
Comparative approach
RESULTS

Youth-led photographic evaluations focused on:
- Child Labor
- Education
- Social Cohesion
- Leadership
- Drug abuse
- HIV/AIDS
- Sanitation
Child labor
## Methods Comparison

<table>
<thead>
<tr>
<th>With autophotography</th>
<th>Without autophotography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes:</strong> child labor, drug abuse, education, social cohesion, SGBV, HIV/AIDS, sports for social change</td>
<td><strong>Themes:</strong> child labor, drug abuse, education, social cohesion, SGBV, hygiene and sanitation</td>
</tr>
<tr>
<td>Observable change</td>
<td>Not observable change</td>
</tr>
<tr>
<td>More projects identified for future development</td>
<td>Less projects identified for future development</td>
</tr>
<tr>
<td>More identified challenges in programming</td>
<td>Less identified challenges in programming</td>
</tr>
</tbody>
</table>
Recommendations

- Engaging youth in evaluation
- Using local resources
- Enjoying project evaluation
Youth-Adult Partnerships
THANK YOU!

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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
Local Initiatives
Teacher Training
Educational Content
Content & Tablet Management
Connectivity
Power
Hardware
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: Ajuong Thok
Total population: approx. 40,000
Nationality: South Sudan
No of INS centres: 2

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

Refugee Camps: Mole, Boyabu, Inke, Bili
Total population: approx. 60,000
Nationality: Central Africa Republic
No of INS centres: 8 (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

Step 3: Data automatically published on the Live Data dashboard

Survey approved

Survey to be modified
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
Monthly Beneficiaries

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

Number of beneficiaries

LAST 30 DAYS
29 August - 27 September

0 Students
0% last 30 days

0 Teachers
0% last 30 days

87 Community Members
50% last 30 days

0 Individuals
-50% last 30 days

0 Trainees
-48% last 30 days

0 Hours in use
-48% last 30 days
Gender Split
Number of males vs. females that used the INS facilities in a given calendar month

LAST 30 DAYS
20 August - 27 September

♀ 20 Females
♀ 33% last 30 days
♂ 67 Males
♀ 31% last 30 days

Number of female vs. males
School activities

This section provides details on how the INS facilities were used to deliver classes.

Number of classes per school grade

[last 30 days]

- Pre-primary: 0% last 30 days
- Lower primary: 50% last 30 days
- Upper primary: 0% last 30 days
- Junior secondary: 0% last 30 days
- Senior secondary: 0% last 30 days
- YEP: 0% last 30 days
- Professional Training: 0% last 30 days
- Hours in use: 50% last 30 days
Incidents

List

Status $ | Priority $ | Location $ | Category $ | Type $

Open Issues 1/1:

Meraki and Rachel Server by mayen_c

1. Meraki and Server faulty. The meraki 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.

Open: High | Community Library | Problem | #58670234562342349872 | Opened 06.08.2017 at 08:56 | Updated 12.08.2017 at 19:14

Tablet unable to charge by alan_m

Tablet unable to charge | Medium | Tablet | IT equipment | Missing/Faulty | #9046517024323567176959 | Opened 16.08.2017 at 07:33 | Updated 16.08.2017 at 07:33
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 led by London-based artist Lisa Morley 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 workshop the girls learnt... 

Bordersless 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 bordersless colonialism, 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. Paulen Loka (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 biology, physics and chemistry. To prepare this we... 

Instant Network Schools Programme Restoring Higher Education Hopes to Nyaragusu Students

For a long time in Nyaragusu camp students who complete secondary school have been facing difficulties in joining higher education 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 their education in higher education. The INS programme provides the infrastructure and support needed for a digital education to be possible, enabling students to connect to the online courses and programs that are available.