Title: ***INS ICT Integration Needs Assessment Report – 2025***
Project: Instant Network Schools Program
Location: Kakuma / Kalobeyei
Date: ***10/11/2025.***
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Overview:
This report presents the findings from the 2025 ICT Integration Needs Survey conducted across partner schools participating in the Instant Network Schools Program. The purpose of the assessment was to evaluate the current state of ICT integration, identify progress made, highlight gaps, and recommend targeted actions to strengthen digital learning environments.

2. Introduction and Objectives

The integration of ICT in learning has become central to improving education access and quality within refugee and host community schools. This assessment aimed to:

- Understand the availability and use of ICT resources in participating schools.
- Examine digital literacy levels among students, teachers, and ICT coaches.
- Identify challenges affecting the sustainability of ICT-supported learning.
- Generate practical recommendations to guide future program support and capacity-building efforts.

3. Data Cleaning and Preparation Process

Survey data was collected using digital forms and compiled into a central dataset. The dataset underwent the following preparation steps:

- Removal of duplicate entries and incomplete responses.
- Standardization of school names (e.g., converting all variations of *Angelina* to *Angelina Jolie* for consistency).
- Grouping responses by stakeholder type: students, teachers, and ICT coaches.
- Coding open-ended responses into thematic categories for analysis.

4. Findings by Stakeholder Group

Students

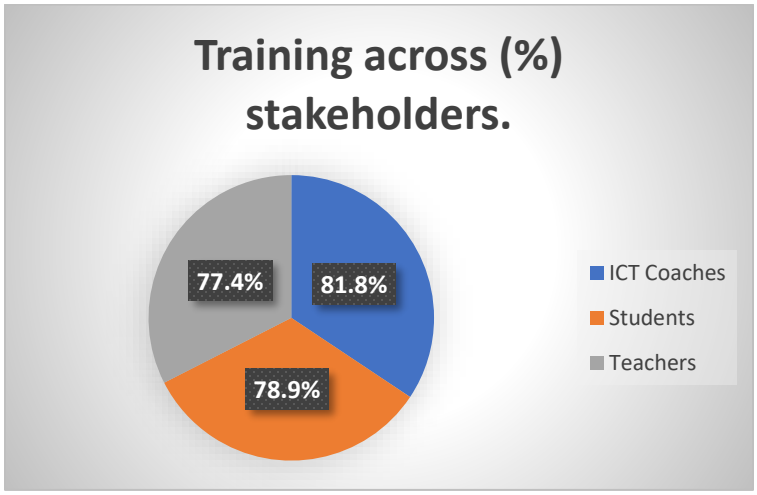
- **78.9%** reported having received some form of ICT training.
- Most students use ICT labs mainly for research, class assignments, and digital learning content.
- Limited device access means students often learn in shifts or small groups.

Teachers

- **77.4%** indicated they have received ICT-related training.
- Teachers expressed increased confidence in lesson delivery using digital tools but noted time limitations and pressure to complete syllabi.

ICT Coaches

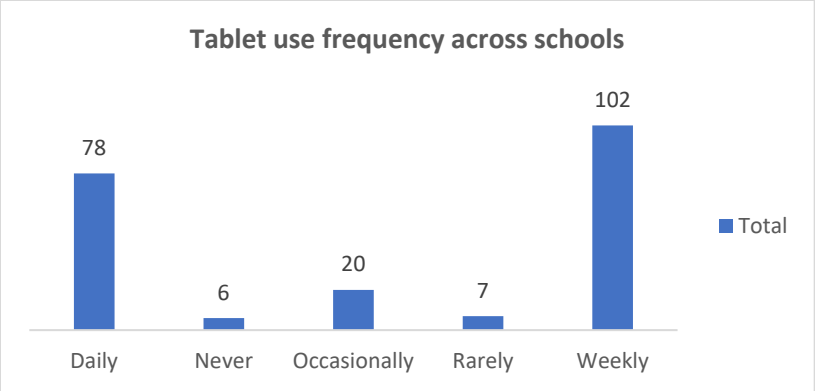
- **81.8%** of ICT coaches reported being trained and actively supporting classrooms.
- Coaches identified a need for deeper technical troubleshooting training and ongoing mentorship. That information has been shown in the pie chart below.



5. Cross-Stakeholder Themes

Across students, teachers, and coaches, the following shared patterns emerged:

- ICT is widely valued as improving lesson engagement and learning outcomes. The chart below shows the frequency of tablet use in schools.

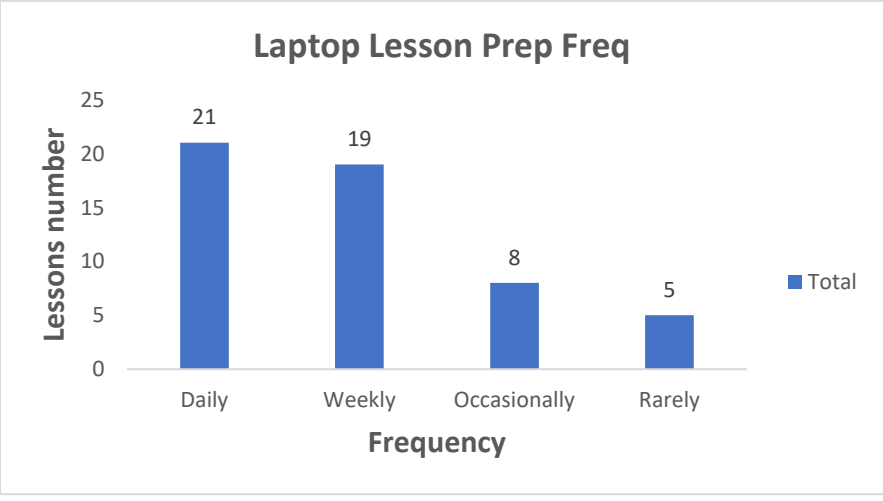


- Device shortages and uneven power supply interrupt learning sessions.
- Digital literacy varies widely, affecting consistency in ICT use.

6. ICT Tools Usage in Schools

ICT tools are being applied in multiple aspects of teaching and learning across the Instant Network Schools. Their main uses include:

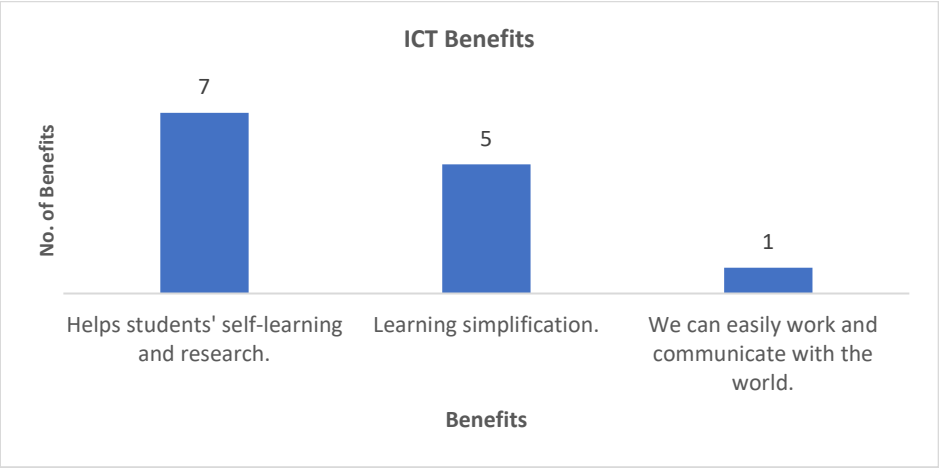
1. **Lesson Planning**
    - Teachers use laptops and tablets to prepare interactive and well-structured lesson plans, access online teaching resources, and align lessons with the national curriculum. That is shown in the chart below.



2. **Lesson Delivery**

- Projectors and digital content servers enable teachers to present multimedia lessons, making topics more engaging and easier to understand for students.

3. **Research and Assignments**
   - Students use tablets and computers to access online educational materials, conduct research, and complete digital assignments. The chart below shows how much students use ICT tools in research.



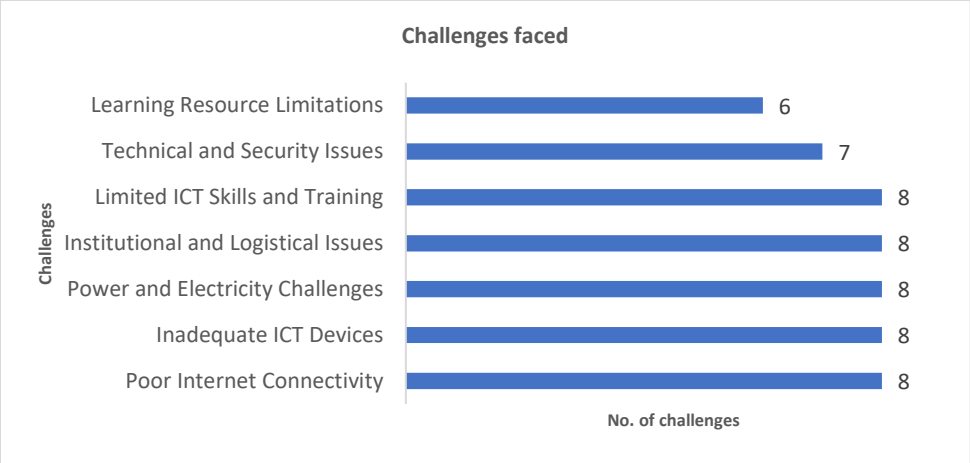
4. **Digital Learning Platforms**
   - Platforms such as *Kolibri* are used for accessing digital content, quizzes, and self-paced exercises that support independent learning.

7. Challenges Identified

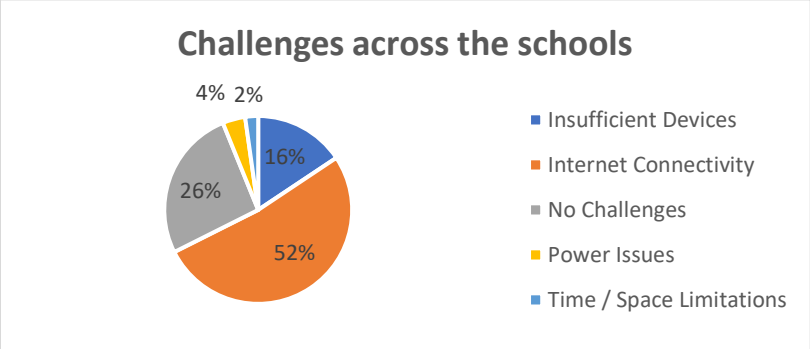
- Inconsistent use of ICT resources across schools and classes.
- Frequent equipment or power-related interruptions, limiting effective learning time.
- Unequal digital literacy levels, especially among new teachers and younger students.
- Incomplete support structures for ICT coaches, affecting program follow-through.

The charts below show challenges faced by different stakeholders.

Challenges by teachers.



Challenges by students



8. Recommendations and Next Steps

1. Strengthen continuous ICT training programs for both new and experienced teachers.
2. Establish routine device maintenance schedules and explore backup power solutions.
3. Increase access to devices through rotational planning or procurement of additional tablets.
4. Create regular peer-support or mentorship networks for coaches and teachers.
5. Develop clear ICT lesson integration guidelines aligned to curriculum objectives.