



Fondation Eagle - Project Interim Report November 2024

Project: Empowering Education: Equipping & Installing ICT Hubs in Secondary Schools across Kamungi Conservancy, Southern Kenya

Donor Reference: FF 718

Date of Acceptance: 10th June 2024

Donation Amount: £18,550

Project Duration: July 2024 - June 2025

Number of Beneficiaries: 881 beneficiaries; 842 secondary students & 39 teachers, will benefit from the enhanced resources & training provided

Location: Kamungi Conservancy, Mtito Andei Location, Kambu Sub County, Makueni County, Southern Kenya

Project Overview

This project aims to establish digital literacy resources and renewable energy solutions for two secondary schools within Kamungi Conservancy: Kathekani Secondary School (420 students) and Joanna Chase Secondary School (422 students), addressing the digital divide and enhancing educational opportunities for the students. By leveraging ICT resources and providing access to digital learning tools, students can overcome barriers to education, acquiring essential digital literacy skills, and accessing a broader range of educational materials. This initiative, funded by the Eagle Foundation and monitored by Haller Foundation, is being implemented by Tsavo Trust, with contributions from ARES NGO <https://areseducation.org/>. The project provides access to modern educational tools, sustainable power, and technical support for ICT integration in their learning environments.

Project Update

- **Procurement and Partnerships**

Following approval in June 2024, funds were disbursed in July 2024 for the acquisition of hardware and solar installation. Tsavo Trust engaged in a competitive bidding process in July, successfully securing 40 laptops, 2 projectors, and 2 pairs of speakers. Enhancing the project's resources, ARES (African Ruggedised Education System) NGO provided 2 ARES servers free of charge, pre-loaded with educational content, and 2 wireless mesh networks, creating substantial cost savings. This charity equips rural schools in rugged environments in East Africa with education resources.

- **Infrastructure Development**

From July to September 2024, both Kathekani and Joanna Chase Secondary Schools actively contributed to the establishment of designated ICT hubs by repurposing existing rooms, securing them, and enhancing them to meet the needs of digital learning. This commitment by the schools underscores their investment in the project's success and sustainability. Key contributions included:

- **Desks and Charging Stations:** The schools purchased and arranged desks in each ICT hub to promote collaborative learning. Each workstation was equipped with accessible double-socket charging points, ensuring that multiple laptops could be charged simultaneously.
- **Security Measures:** To safeguard the equipment, both schools installed steel safes or lockable cabinets for secure storage. Window and door grilles were added to enhance security and protect the hubs from potential theft or damage.
- **Safety Protocols:** Curtains were installed to control light exposure during lessons that required screen projection, enhancing visibility and protecting equipment from excess sunlight. Curtains also helped reduce dust accumulation, preserving the longevity of the digital devices and creating a comfortable learning environment.

Through these infrastructure upgrades, the schools demonstrated a proactive commitment to creating a conducive, secure environment for ICT-based learning, strengthening the project's impact and ensuring long-term sustainability.

- **Solar Power Installation**

The solar installation for both schools, of a 5Kva hybrid transformer-based system, took place in early August. This system provides a stable power source for the ICT hubs, with Kenya Power's grid as a backup. It is expected to reduce power costs, as evidenced by a 35,000 KES savings at Joanna Chase Secondary School in its first month of operation. This reduction in utility expenses allows schools to reallocate funds towards other essential needs.



The installation process resulted in substantial cost savings, with over 400,000 KES saved, combined with savings generated by ARES NGO's donation of servers and wireless mesh networks. Consequently, Tsavo Trust submitted an Activity Reallocation Request to the Haller Foundation for approval by Eagle Foundation. This request aimed to use the savings for additional resources, specifically the procurement of 20 more laptops (10 for each school). Following approval, an additional 20 laptops were acquired, bringing the total to 60, distributed across the two schools. These cost-saving measures have expanded the project's reach and maximised the impact of the allocated budget, enhancing educational resources available to both students and teachers.

- **Employment and Induction of Digital Literacy Officer**

To support the ICT integration, a qualified Digital Literacy Officer role was appointed and began their duties in September. The officer's responsibilities include providing technical support, training teachers on ICT integration, and monitoring the ICT hubs' usage and effectiveness.

- **Configuration and Deployment of ICT Equipment**

In early September, the Digital Literacy Officer tested and configured all 60 laptops, ensuring each device was operational and loaded with appropriate software for educational use. On September 20, a formal handover ceremony was held at Joanna Chase Secondary School, attended by over 400 students, 40 teachers, and representatives from the Ministry of Education, Teachers Service Commission, the County and National governments, Kamungi Conservancy representatives and Tsavo Trust. The event marked the successful deployment of 60 laptops, 2 ARES servers, 2 projectors, and speakers across both schools.



Ongoing Support and Monitoring

ARES NGO agreed to co-fund the salary of the Digital Literacy Officer, further enhancing the project's sustainability and demonstrating the value of collaborative partnership in maximising project impact.

The schools concluded their term at the end of October 2024, with Form 4 candidates currently undertaking their National Examinations (KCSE) until the end of November. The schools are scheduled to reopen in January 2025, providing an opportunity to resume full engagement with both students and teachers.

Tsavo Trust will continue offering training to both teachers and students, ensuring ongoing technical support and closely monitoring the ARES server usage. This includes both on-site visits and remote oversight to track the utilisation of digital devices by students and teachers. Additionally, the Monitoring & Evaluation Officer will conduct periodic data collection to assess the project's impact on educational outcomes and to guide further improvements.

Project Outcomes and Impact to date

- **Enhanced Educational Resources:** Students and teachers now have access to reliable digital devices, broadening the scope of learning and enabling interactive educational experiences.
- **Reduced Operational Costs:** The solar installation has considerably reduced electricity expenses, allowing schools to allocate funds toward additional educational needs.
- **Strengthened Partnerships:** Donations from ARES NGO for equipment and the Digital Literacy Officer's salary has maximised resources and exemplified the project's collaborative approach.

Next Steps

1. Continuous Monitoring and Technical Support: Ensuring operational efficiency and addressing any technical issues as they arise.
2. Teacher and Student Training: Providing ongoing training on digital tools and monitoring the ICT hubs' impact on educational outcomes.
3. Data Collection and Impact Assessment: Collecting data to measure the long-term benefits of the project, focusing on student engagement and academic performance improvements.

Expenditure to Date

The initial budget allocation has been efficiently managed, with notable cost savings enabling the expansion of ICT resources (20 extra notebooks & employment of a Digital Literacy Officer) within the same budget. Tsavo Trust will continue to monitor budget utilisation to ensure optimal allocation across ongoing training, technical support, and infrastructure maintenance.

Activity/Item	Total Budget	Total Budget	Actual Exp. to	Variance (GBP)
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	2 schools (Ksh)	2 schools (GBP)	date (GBP)	
Hardware:				
Servers (1)	162,500	962	0	962
Notebooks (2)	850,000	5,030	8,231	-3,202
Projectors	120,000	710	828	-118
Wireless Mesh (1)	31,250	185	0	185
5KVa transformer Off Grid Solar System Installation(3)	1,500,000	8,876	6,847	2,029
Wireless laptop speakers	11,000	65	22	43
Hardware Total	2,674,750	15,827	15,929	-102
Support and project monitoring (Yearly)	240,000	1,420	851	569
Training Class (4)	100,000	592	836	-244
Logistics - vehicle (Yearly)	120,000	710	267	443
Support Total	460,000	2,722	1,954	768
Due Diligence & Project Supervision	169,000	1,000	500	500
Cumulative Total	3,303,750	19,550	18,383	1,168

Actual Exchange Rate used: 1GBP = 164

Notes:

1. Provided pro bono by ARES NGO
2. 60 laptops procured – 20 from savings made on solar/ servers
3. Installed with savings of > 400,000Ksh
4. Completed

Conclusion

With sincere appreciation and thanks to the Eagle Foundation for their generous support for Tsavo Trust and its community conservancy activities in the Tsavo Conservation Area, Kenya. We look forward to updating you again in 6 months-time upon completion of the project term.

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