



# Instant Network Schools Annual Report 2023

Mozambique

# Introduction

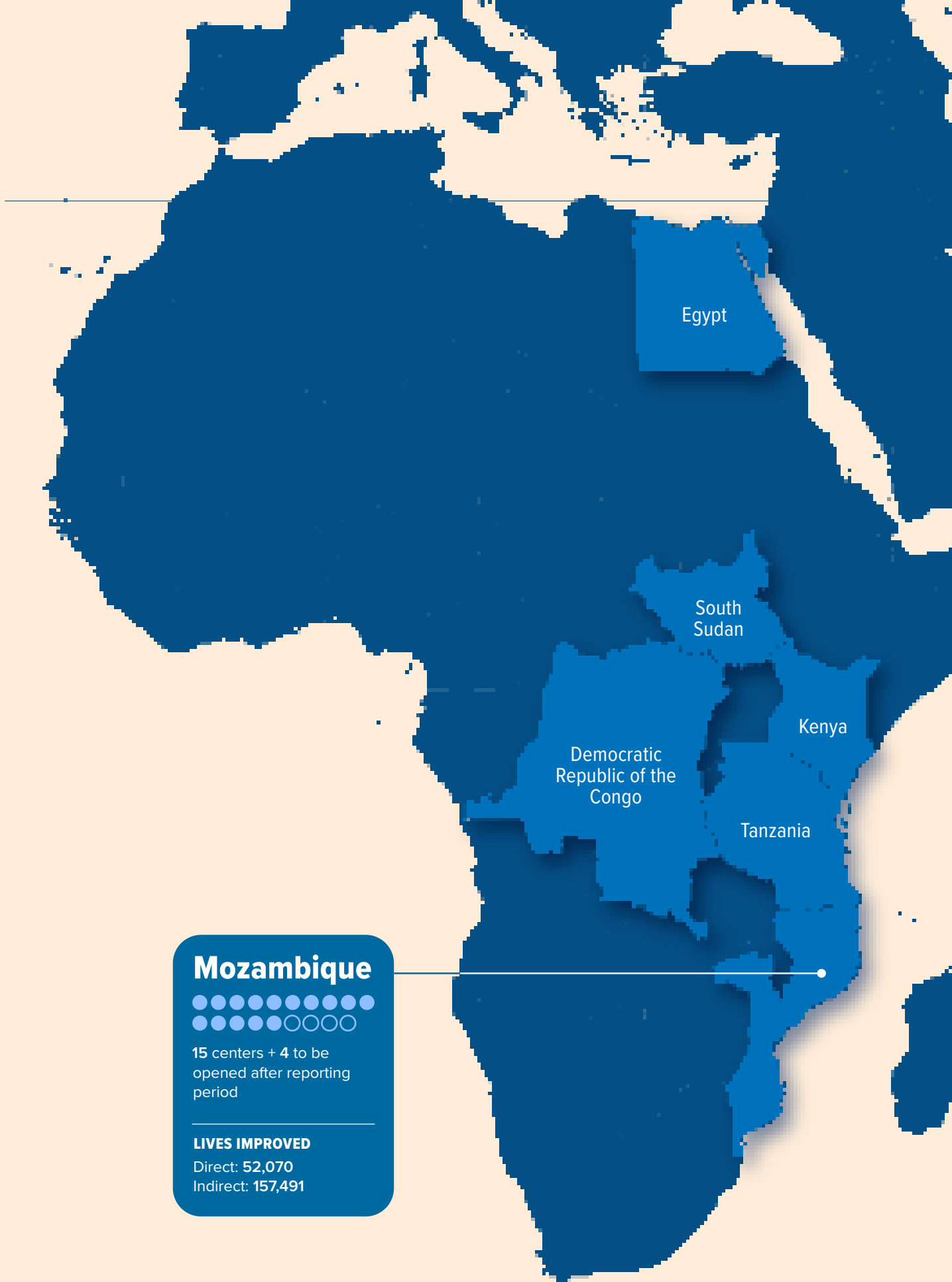
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The Instant Network Schools (INS) programme was developed by UNHCR, the UN Refugee Agency, in partnership with Vodafone Foundation, to improve the quality of education in some of the most marginalized communities. This innovative and holistic programme transforms an existing classroom in a refugee settlement into an innovative multimedia hub in a matter of minutes — enabling refugee and host community students and teachers to access digital educational content and the internet.

The INS programme has been in Mozambique since 2021. To date, there are 15 INS centres in 12 schools, including in Maratane refugee settlement and in refugee-hosting public schools in Nampula Province. A further four new INS centres in Meconta district are in final stages and will be opened in early in the new reporting year, this will take the total number of INS centres in Mozambique to 19.

In Mozambique, the INS programme is implemented with support from Lutheran World Federation and Jesuit Refugee Service under UNHCR's direction.





Egypt

South  
Sudan

Kenya

Democratic  
Republic of the  
Congo

Tanzania

## Mozambique



15 centers + 4 to be  
opened after reporting  
period

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### LIVES IMPROVED

Direct: 52,070  
Indirect: 157,491

## Background and Country Context

According to UNHCR, the UN Refugee Agency, as of 31 April 2024, Mozambique is hosting a total of 23,766 refugee and asylum seekers, primarily coming from the Democratic Republic of the Congo (DRC), Burundi, and other countries<sup>1</sup>. In Mozambique 31.5 per cent of refugee and asylum seekers live in settlements while the remaining 68.5 per cent live across different urban areas in the country. In 2001, the Maratane refugee settlement in Nampula Province was established to host refugee and asylum seekers, it is the only refugee settlement in Mozambique.

The Government of Mozambique has mainstreamed inclusion of refugees and asylum-seeker children in the national education and has also continued to ensure universal access to education for all refugee/asylum-seeker children and has provided free access to education to all those enrolled in public schools from Grades One to Nine. The policy outlines that refugee/asylum-seeker access to schools does not require any specialised documents or fees. To support inclusion, refugee and asylum-seeker students are taught the national curriculum and sit for the same national examinations as host community students. Despite the elimination of tuition fees, barriers such as indirect schooling costs such as uniforms and resource materials, language barriers, and enrolment fees for higher grades hinder access to education for many forcibly displaced children.

Maratane settlement has two schools which host refugees, asylum seekers and host community members. The primary school hosts 2,706 students (1,505 refugees/asylum-seekers with 709 females

# 23,766

refugees and asylum seekers

# 24%

of refugees under the age of 18

# 31.5%

reside in camps or settlements

and 786 males) and the secondary school serves 1,294 students (801 refugees and asylum-seekers with 401 females and 401 males). Meanwhile thanks to the Government of Mozambique's inclusion policy, refugee and asylum seekers are also able to attend primary and secondary national schools. Additionally, despite COVID-19 restrictions being lifted, double and triple shifts have remained in all schools to help reduce class sizes and ensure a better learning experience for the students.

In 2023, the Ministry of Education (MoE) reported that they saw an increase in the number of displaced students in some schools in Nampula district (where INS operates) and in response provided them with greater support such as learning materials and exemption from paying the tuition fees.

## 2023 Progress Update

During the reporting period, the Instant Network Schools (INS) programme made a remarkable contribution to unlocking the potential and skills of refugee and host community learners through INS. In Mozambique, the INS programme was operational

<sup>1</sup> UNHCR Data Portal, Mozambique, <https://data.unhcr.org/en/country/moz>

in 15 centres in 12 schools in Nampula province providing teaching and learning support to students, teachers, as well as community and family members. During this period, a total of 209,561 beneficiaries were reached including 52,070 students, 1,266 teachers, 15 coaches, and 156,210 family members benefited from the INS digital learning facilities and content.

In 2023, INS expanded in Mozambique with an additional four schools which are undergoing the final stages of preparations for launch in the new reporting period. These schools are in the Meconta district and will cater to refugee, internally displaced and host community students.

To ensure teachers are well equipped with the knowledge and tools they need to integrate the INS programme into their practice, teacher training was conducted throughout the year. More than 550 teachers across nine schools received teacher trainings so they could better utilise the INS resources in the classroom. Training covered a variety of key areas including lesson preparation, equipment usage, Prevention of Sexual Exploitation and Abuse, code of conduct, communication in diverse environments, critical thinking, time management, emotional intelligence and conflict resolution. Additionally, as part of the roll out of the Akelius language programme<sup>2</sup>, training was held for INS Coaches with support from the UNHCR INS team.

To continue improving the availability and use of enriching digital content through the INS programme students participated in Digital Discovery, Comms Club and Digital Awareness training with 9,241 students participating in digital discovery, 4,155 in communications club, and 7,731 in digital awareness. In addition, students have access to the digital content through Kolibri, which includes rich open educational resources, as well as IEDA

<sup>2</sup> The Akelius Language programme was rolled out in Mozambique in 2023 and supports students with language learning, primarily in English and Portuguese.

# 52,070

lives *directly* improved (students)

# 157,491

lives *indirectly* improved

## 15

coaches

## 1,266

teachers

## 156,210

family members

(open and at distance education institute) contents thanks to collaboration with the Ministry as well as Khan Academy which has courses in different subjects. To further enhance the curriculum alignment work, in collaboration with Learning Equality, content in four subjects (Maths, Physics, Chemistry and Biology) across five grades (8–12) has been mapped by a curriculum designer using the Kolibri Content Library to make available more supplementary content in Portuguese aligned to the national curriculum. The collaboration with Learning Equality will continue in the new academic year, aiming to provide relevant and useful content for INS educators and learners. In collaboration with the Ministry of Education, students have access to IEDA contents, which is the “open and at distance education institute” and also to another resource which is Khan Academy which has courses available in different countries. Additionally, to support student’s exam preparation, a hackathon was held in June 2023 with UNHCR and Vodacom Mozambique volunteers working together to digitize and upload more than 220 past exams papers so that INS students in Grades

10 and 12 could access the papers and use them to help revise for their upcoming exams.

Apart from the regular class activities, the INS classrooms were also used for various extracurricular activities such as participation in two INS Leadership Lessons, exam revision sessions, the INS Global Journalism Contest with the winner and two runner ups coming from INS Mozambique, the Refugee Young Art contest and more.

Additionally, Maratane Secondary school hosted specialised activities, including lectures for students on Scientific Research Methods and Presentation of Scientific Works and art and drawing club. In October, Martane secondary school INS centre hosted Helen Storey, British artist and designer and Deepa Patel, Indian American actor and writer for a workshop with a group of young refugee and host community film makers.

Following the successful pilot of Akelius Languages in early 2023, the first term of language learning commenced with 695 students using the app from September to November 2023 in 11 INS centres. To assess the success, a survey was undertaken by 412 students, with 95.77 per cent of participants interested in continuing to learn with Akelius and recommending the app to their friends. Continuous monitoring, feedback, and training sessions ensured that the INS programme remains dynamic, impactful, and responsive to the evolving educational landscape. Additionally, two missions were held in Mozambique; a content mission to collect content for the Connected Education for All event and Global Refugee Forum, as well as mission from UNHCR HQ with the objective of preparing field teams on support the four new expansion sites in Meconta and strengthening the overall implementation and M&E and reporting activities.

To solve challenges previously faced with internet connectivity, an increase in mobile data allocation from 150GB to 600GB in September 2023 led to a marked improvement in internet connectivity and access to educational content including videos.





Additionally, the installation of a Vodacom network antenna in Maratane settlement enhanced internet reliability and speed with a switch from VSAT technology to the mobile network. Additionally, to ensure continued use of technology, INS Mozambique was supported with new tablets or solutions to fix tablets that were malfunctioning, most likely due to overheating.

At the end of year, a workshop with coaches was held regarding the INS project, conducting a retrospective on the project's performance in the year 2023, where lessons learned and suggestions for improvements were collected. This feedback is being used to help inform the INS Mozambique's teams priorities in 2024.

## Key challenges

During the reporting period, several challenges are highlighted with associated recommendations relating to limited technology, curriculum and engagement as follows:

### TABLET SCARCITY

A primary challenge with the INS programme in Mozambique is the limited numbers of tablets, given the large number of students in the classroom. While there is high demand and interest from students and teachers wanting to use the INS



His IT background certainly helps him to coordinate the Instant Network School program in Nampula: INS Project Assistant Stelio Nhatuve has daily contact with INS coaches and monitors the implementation of the Akelius language app in some of the secondary schools across Nampula.

classroom, a low supply of tablets restricts student participation, leaving many without access to individual devices for learning. To help increase the beneficiaries of INS and meet the demand it would be great to find a way to increase the number of tablets in each INS centre.

### CONTENT GAPS IN KOLIBRI

Some of the content on the Kolibri platform was outdated. Keeping educational material current is crucial for the programme's relevance and efficacy.

### LACK OF CONTEST INCENTIVES

The lack of prize distribution in contests such as the journalism competition could result in diminished student motivation and participation, potentially impacting future engagement. In 2024 a small amount of money for prizes has been budgeted for.

### CURRICULAR INCLUSION

To better cater to the needs of students there is a request from INS coaches and teachers to integrate Mozambican literature into the curriculum to enrich it with local cultural content.

## Lessons learned

During this reporting period, lessons were learned related to the importance of increased planning and communication within educational environments to facilitate better execution of activities and prevent scheduling conflicts, noting in particular the need for:

**Improved Planning and Communication:** A critical lesson from the past year is the necessity of enhanced planning and communication with individual schools. This is vital to conduct activities smoothly and to prevent scheduling conflicts. Attaining this requires meticulous advance coordination and transparent dialogue with each

school, along with strategic meetings with educational teams.

**Regular meetings:** To ensure continued success and smooth implementation, the INS Mozambique team regularly hold in person meetings with the INS coaches to discuss implementation of the programme as well having weekly online meetings to discuss any challenges, issues, suggestions or achievements. These are critical for not only sharing of best practice and information, but also connecting INS coaches to each other.

**Frequent Progress Meetings:** It has also been discerned that regular progress meetings with school principals and education staff are instrumental. These interactions serve to maintain alignment with the programme's objectives and forthcoming activities, ensuring that all parties are informed and in consensus on the educational agenda.

## Government engagement

Collaboration with the Ministry of Education (MoE) remains central to the programme's success and to facilitate effective engagement and delivery at the school level. Coordination with the MoE has been primarily managed through ongoing communication and consultations with the appointed MoE focal point. Operational plans have been routinely shared with school principals via coaches and school focal points, who then seek approval before executing initiatives. To expedite communications and handle requests efficiently, a WhatsApp group has been utilised.

Although there has been support from schools, a challenge has been noted in that there is a lack of sense of ownership among them, which manifests in a slower approach to facilitating necessary training. This lag has occasionally extended to the submission of school data, which in turn hampers the monitoring and evaluation aspects of the project. To address this, additional sensitisation and sup-





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Burundian asylum seeker Fredo (14) attends the 10th grade at the Marrere secondary school, which belongs to UNHCR's Instant Network Schools (INS) program in Nampula. Fredo enjoys staying longer after class, so he can study on the tablet equipped with the Akelius language program.

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port are needed, to be undertaken in partnership with the MoE. This will aim to ensure that school focal points are not only well-informed but also equipped with the capabilities required to report data on-time and accurately.

## Sustainability

To ensure the future sustainability of the INS programme, conversations have been facilitated through MoE focal point and during workshops involving the coaches, which also saw the participation of the MoE representative, and discussed the need to empower teachers to manage the INS centres. Additionally, the idea of appointing a coach has been considered, which would help in embedding the programme more deeply into the educational system and enhancing its long-term viability.

## Country highlights

### SUCCESSFUL ROLL OUT OF AKELIUS LANGUAGE LEARNING

In 2023 the Akelius project launched, aiming to boost language skills for refugee and host community students through the Instant Network Schools programme in Mozambique.

Running over three months, the application quickly became a hit with a survey of 412 students revealing that 94.6 per cent enjoyed the course, with an equally high percentage finding the content engaging. Nearly 96 per cent of students wanted to continue and recommended the program.

Despite initial hurdles like delays in school approvals and technical glitches, the project overcame these challenges swiftly with support from the Akelius Team and UNHCR's INS Team. The language learning was delivered thanks to the UNHCR INS team and INS coaches with strong support from school community members and teachers. With strong demand from students and funding support from Akelius Foundation, these activities will continue in 2024.

Instant network school tablets and INS coach Aristide (refugee from Burundi) giving a lesson at Maratane secondary school.

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## Meet Assani and João, two INS students in the Nampula province

Imagine children going to school without being able to touch, see or engage with learning materials.

In Mozambique's Nampula province, displaced children are eager to learn but often don't have the tools or access to do so.

The Instant Network Schools (INS) programme, developed by UNHCR in collaboration with Vodafone Foundation, is changing that by introducing digital education to students from refugee and host communities in Maratane and Marrere.

"The internet helps us to know many things," says Assani (photo below) an asylum seeker from the Democratic Republic of Congo (DRC) attending INS classes in Marrere "For us [refugees], who don't have a phone or money, we come here [INS class] to do research," he adds.

Assani is in the ninth grade. In the INS classroom, equipped with a tablet for the first time, he discovered a passion for chemistry. The INS classroom kits which include tablets, laptops, projectors and speakers help the students dive deeper into their favourite subjects.





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“My dream is to become a professor, to teach Chemistry and **help those who are also suffering.**”

— ASSANI

As learning hubs, they also include access to the internet and sustainable solar power. This helps both students and teachers overcome challenges of traditional classrooms in remote areas and allows them to access global knowledge.

“My dream is to become a professor, to teach Chemistry and help those who are also suffering,” says Assani.

Like Assani, João (photo above), a Mozambican student is also keen to help more students access knowledge and have the same opportunity. The INS classroom gave him a second chance to learn after struggling to afford education in his hometown.

“I appeal to my friends, it’s worth going to school,” he says. “I would like you to help at school with the INS classroom, to make a difference by increasing the INS classes. It will help our younger siblings to study and improve more than me.”



## Priority Plans for the Next 12 Months

Activities	Description of the activity	Target audience	Planned duration	Partner(s)
Training on PSEA and code of conduct/ethics	Completion of course on the Prevention of Sexual Exploitation and Abuse (PSEA) and UNHCR's code of conduct	Coaches	1 day	UNHCR
Training on communication in diverse environments	Session on different kinds of communication and how to communicate effectively in diverse and multicultural environments	Coaches	1 day	UNHCR
Training on critical thinking	Session on how to use critical thinking to solve different problems and issues that can occur at work	Coaches	1 day	UNHCR
Training on emotional intelligence and conflict resolution	Session on how to solve conflicts and how to deal with different kinds of people in a diverse environment	Coaches	1 day	UNHCR
Training on digital skills and equipment maintenance	Refresh training on the use and maintenance of INS equipment	Coaches	1 day	UNHCR
Training of teachers	Training focused on teaching the basic functions of the	Teachers from INS schools who have not yet received training	1 week	UNHCR
Training of new coaches	Training on the use and maintenance of INS equipment	Coaches of expansion centers	1 week	UNHCR
Meetings with education staff in INS schools	Align stakeholders on the overarching goals and plans for the year, fostering collaboration and shared understanding and reflect on the achievements and challenges of the previous trimester, identifying lessons learned for continuous improvement.	Education staff (schools principals, schools focal points, protection colleagues) and INS team	1 per trimester (following school calendar)	UNHCR

Akelius Language project	Activity that aims to improve the language skills of students, focusing on those beginning to learn Portuguese and English.	Interested students	1: February to May; 2: June to August; 3: August to November	UNHCR
Leadership lessons	Deliver INS leadership lessons to students on different topics	Interested students	2 per year	UNHCR/Vodafone Foundation
Careers Fair	Event in which professionals from different industries and profiles will be invited to present career possibilities in their respective areas. Students will have the opportunity for greater inputs to choose the career they will follow.	Grade 12 students	One week	UNHCR
Training on Digital Discovery, Digital Awareness and Comms club	Completion of courses available on the INS tablets for students.	All students	March to June	UNHCR
Science contest	Selection of specific topics for further study in the following subjects: mathematics; chemistry; physics and biology.	Interested students	TBC	UNHCR
Exam preparation	Activity to prepare students based on past exams and with the distance learning material available in Kolibri	Grade 10 and 12 students	Before the end of each semester	UNHCR
Reporting	Quarterly and annual reports	UNHCR INS Team	April 2024 – March 2025	UNHCR
Team building activities	Activities to foster team building and enhance collaboration among team members	Coaches and INS team	3 days	UNHCR
2023 expansion	Finalise expansion of four new INS and host mission with Vodacom Mozambique volunteers	Schools	Complete by mid 2024	UNHCR/Vodafone Foundation
2024 expansion	Expansion in 11 new INS centres for 2024	Schools	Complete by mid-2025	UNHCR/Vodafone Foundation

**Cover photo:**

Vicky has a plan: this 15 year old INS student from Burundi is using the INS resources to help her studies and improve her grades. She wants to prove herself as a doctor, before dedicating her life to singing. A Nigerian singer motivated her to learn English. With the Akelius supported language learning through the INS Classroom in Marrere, Vicky gets a step closer to her dream.

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August 2024

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