

## Project Report

**\* indicates a required field**

### Project Title

ConnectED Aranui

This question is read only.

### **Please provide a short summary of the work that was completed as part of this project / research \***

The infrastructure has been set up. Some but not all technical issues with speed and coverage have been resolved with Chorus and Network 4 Learning (N4L). The coverage area is geographically defined between Breezes Road, Pages Road, Wainoni Road and Anzac Drive, right in the heart of the Aranui area, defined for the purpose of this report as the Chorus coverage area. This has given free in-home available internet access to over 360 Haeata Community Campus students in 190 separate households.

At the time of this report, about 180 whānau had been connected to the authenticated N4L network. The small number of whānau who cannot connect to a wireless access point have been provided with a Spark Jump Modem. The wider project team comprises N4L, Chorus, Ruckus, GCSN and the Ministry of Education (MoE). In addition to the continuing technical and licensing support from Chorus and N4L, the MoE provides some further funding to support this project.

The ConnectED pilot project covers whānau who live in the Chorus zone and whose children attend schools mainly in the east of Christchurch. Whānau from Haeata Community Campus comprise the greatest number of connections (about 120) followed by Chisnallwood Intermediate and St James School (Aranui). Whānau from other schools in this zone are also connected. These schools are, Bromley School, Whītau School (Linwood North), Linwood Avenue School, Rāwhiti School, Hillview Christian School, Te Kura Kaupapa o Waitaha, Linwood College, Avonside Girls' High School, Shirley Boys' High School, Catholic Cathedral College, Mairehau High School and Te Pā o Rākaihautū.

GCSN has recruited a whānau engagement person through the Aranui Community Trust (ACTIS). With the support of the schools and ACTIS, GCSN has established efficient communication systems to contact and connect eligible whānau. The operation of these systems has recently been impeded by the COVID-19 lockdown at level three and four from March to June 2020. They are now operating again.

A small number of whānau have completed an ePassport Digital License program. They have received a passport indicating this completion and a refurbished Surface Pro. TechMate provided valuable support for this aspect of the programme up to March 2020.

A whānau engagement person from ACTIS is now working with every school and arranging sessions for school personnel. These activities are in addition to connecting whānau and conducting home visits to support whānau.

Describe the 'who, what, where, when and why' of your initiative

## Timing

### **Is your project / research complete? \***

Yes  No

If your initiative is still in progress, pick 'no'

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**Start Date**

01/03/2019

Must be a date.

**Finish Date**

30/06/2020

Must be a date.

**Milestones**

**What have been the major steps / stages (i.e. milestones) involved in delivering your initiative to date?**

**Milestone**

**Description**

School Partnerships	As the trial reaches its end in March of 2021, another focus of the ConnectED project is to gather information about the impact of the trial on student learning and engagement. Regular updates are provided for the seventeen schools in the trial. An efficient system has been put in place with Haeata Community Campus to obtain accurate enrolment information so whānau who are eligible for this Internet connection can be contacted.
Whānau Engagement	A significant change has been made in the ways that GCSN engages with whānau. A single person, employed by ACTIS, is funded to contact and connect whānau - and to trouble shoot where necessary. The person has positive relationships with the community as well as required technical skills to assist whānau in connecting to the Internet. An important consideration is succession planning so whānau may continue with some form of Internet connection when the trial ends in 2021.
Technical Solution	The Wi-Fi access solution up poles continues to make it difficult for whānau to connect. The result has been that in spite of having access to the authenticated and filtered N4L connection some whānau are choosing not to access this. Chorus is currently working through any possible solutions to this.
Wi-Fi Access	Connections that have been made continue to receive troubleshooting support where relevant and required.
e.g. planning; major activities; evaluation	

**Outcomes**

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**What outcomes were generated as a result of this project / research?**

Outcomes are the changes that have occurred for the beneficiaries of your initiative. Generally outcomes can be framed as an increase or decrease in one or more of the following:

- Skills, knowledge, confidence, aspiration, motivation, (these are generally **immediate** or short-term outcomes)
- Actions, behaviour, change in policy (these are generally **intermediate** or medium-term outcomes)
- Social, financial, environmental, physical conditions (these are generally **long-term** outcomes)

Immediate outcomes occur directly following an activity (e.g. within 1 month); intermediate outcomes are those that fall between the immediate and long-term (e.g. between 1 month and 2 years); and long-term outcomes are those we expect to see years later (e.g. 2, 5, 10 or 50 years after the activity).

We also want to learn more about how you tracked the outcomes of your initiative - what you measured and how.

If you need more help understanding what outcomes are, read the help sheets at [www.ourcommunity.com.au/evaluation](http://www.ourcommunity.com.au/evaluation)

**List your initiative's outcomes and attached information in the following table. Leave blank any fields that do not apply to your project.**

<b>Outcome</b>	<b>Were these outcomes anticipated?</b>	<b>Timeframe</b>	<b>Indicator</b>	<b>Verification Method</b>
A connected lower-decile, culturally mixed educational community	Anticipated	Long-term	Numbers of connections made	data from Chorus and N4L
Improved whānau involvement in their children's learning	Anticipated	Intermediate	Whānau feedback	Surveys and interviews
Improved student engagement in learning	Anticipated	Long-term	Student and teacher feedback	Written surveys
Improved understanding about successes and difficulties in providing Internet connections in this way	Anticipated	Intermediate	Whānau and provider feedback	Chorus and N4L data analysis
Outcomes are the changes that you believe were generated or influenced by your	Choose from the list	Choose from the list (see description above)	What you used to measure this outcome - e.g. 'change in teenage pregnancy rates from x to y'	e.g. survey; interviews; focus groups

initiative. See information above.				
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**What (if anything) did you change in your approach and practices as your project research proceeded, and why? \***

- Whānau engagement method - needed to be more efficient and fit-for purpose
- Extension and consolidation of the project to all schools in the Chorus zone

We may use this information to help inform others undertaking similar work

**What did you learn as a result of undertaking this project/program? \***

**SUCSESSES**

- The merits of involving whānau was a success of the project. Whānau who are being surveyed have mentioned that their children found the internet connection helpful in their learning. These parents were also more engaged as well in understanding what was being learnt and complementing the efforts of the school.
- The success of the project depended on administrative inputs from the schools. In particular, school staff have been able to provide essential enrolment data, street addresses and contact details for whānau.
- Connecting large numbers of whānau required efficient management systems. As the project progressed, the method of connecting whānau through home visits, as desirable as it seems, proved to be inefficient. The employment of one person who could connect whānau on-line - or visit only when necessary - and who had the requisite technical skills was proving successful at the time schools entered lockdown on 23 March.

**LEARNING POINTS**

- A consistently reliable internet connection is essential. Wireless access points on telephone poles through a copper network was adequate up to a limited point but there were too many occasions, despite efficient technical support, where whānau and students were discouraged by poor connections. In addition, the geographic area covered by this connection comprised only one-third of the school population.
- Improved internet connection on its own is not a complete answer. If the ultimate aim is to reduce digital learning disparities, reliable internet connection needs to be complemented by the provision of suitable devices for learning. The cost of purchasing a device is beyond the financial means of many whānau and schools are understandably reluctant to allow students to take school-owned devices home. Reliance on cell phones for internet connections is not an answer in encouraging student learning.
- The issue of authenticated/filtered connection as opposed to open access was evident again during the project. The public Wi-Fi made available during the COVID lockdown until 3 August 2020 appears to have been the favoured option for whānau and students during the level three and four lockdowns.

We are particularly interested in lessons that may help others undertaking similar work. Think about what you learned about your inputs (money, skills, personnel, time - too much; too little; about right?); your assumptions (were they 100% right, only partly right, or were the results a complete surprise?); and the context of the project/program (timing; targeted beneficiaries; geographic settings - were they right; wrong; about right?)

**How will you share your learnings from this project/research? \***

This has informed our own learnings for future projects. We are still gathering whānau impact stories to be able to share the impact of the project more widely.

What mediums were used to share the learnings? Have you reached the audience you expected?

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**We'd love to see some visual and audio representations of your work. Please share below.**

**Upload files:** *No files have been uploaded*

and/or

**Provide web link:** *Must be a URL*

and/or

**Provide additional details:** *Please include captions, if relevant*

**Can we use your media content in our own communications?**  Yes  No  Please contact us first e.g. in our annual report

## Financial Report

**\* indicates a required field**

### Project Income & Expenditure

Please provide details of any project income (funds received) and project expenditure (funds spent) to date.

Use the 'Notes' column to provide any additional information you think we should be aware of.

Income Description	Income Type	Confirmed Funding?	Income Amount (\$)	Notes
Ministry of Education	Government Grants *	Confirmed *	\$38,500.00	No notes
Kelliher Charitable Foundation	Philanthropic Grants	Confirmed	\$5,000.00	No notes
InternetNZ	Philanthropic Grants	Confirmed	\$20,000.00	No notes

Expenditure Description	Expenditure Type	Expenditure Amount (\$)	Notes
Project Management	Other Expenditure *	\$25,000.00	Contractor costs

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Whānau engagement	Other Expenditure	\$29,500.00	Contractor costs
Signage & Advertising	Advertising and Promotion	\$1,000.00	
Technical Support	Other Expenditure	\$8,000.00	Contractor costs

## Income and Expenditure Totals

Total Income Amount	Total Expenditure Amount	Income - Expenditure
\$63,500.00 This number/amount is calculated.	\$63,500.00 This number/amount is calculated.	\$0.00 This number/amount is calculated.

**Have you experienced any issues with your intended project budget to date? If so, please explain reasons for any major variances or for providing incomplete information:**

- The Wi-Fi access solution up poles has not been entirely satisfactory despite the best efforts of all partners. Whānau have found it difficult and time consuming to connect with the result that some are choosing not to connect through the authenticated N4L network.
- The COVID-19 Lockdown at Level 3 and level 4 from the 23rd March through to 14th May also impacted on the success of the project.
- Contact with the 16 schools in the project was not possible during this time
- There were more difficulties in making contact with whānau where necessary
- The public Wi-Fi made available to the Aranui by N4L as a public service during the COVID emergency was a convenient way in which whānau and students could log on to the internet as opposed to the authenticated and filtered N4L network.
- Only five whānau were using the authenticated network when the public Wi-Fi was disabled on 3 August.
- The scaling of the project and the ongoing technical issues required additional project management beyond what was intended. This has been covered by MoE funding.

## Certification and Feedback

### Feedback

You are now nearing the end of this form. Before you review your application and click the **SUBMIT** button please take a few moments to provide some feedback. (If you would rather provide anonymous feedback, please go to **{{ Grantmakers: provide a link to an anonymous survey or delete this sentence }}**)

**Please indicate how you found the acquittal process:**

- Very easy    Easy    Neutral    Difficult    Very Difficult

**How many minutes in total did it take you to complete this form?**

Estimate in minutes (i.e. 1 hour = 60 minutes)

**Please provide us with your suggestions about any improvements and/or additions to this form that you think we need to consider:**