TKS X (UN emblem)

ENHANCING EDUCATION.

SUPERPOWERING FEMALE DIGITAL LITERACY BY INCREASING THE QUALITY OF EDUCATION IN RWANDA.

EXECUTIVE SUMMARY.

1 THE PROBLEM.

Rwanda is poised to become the Singapore of Africa - yet, **current programs are too urban-centric to be effective.**

85% of Rwanda's population is rural, and most are suffering from extremely poor education and high dropout rates - due primarily to poor teaching quality.

In turn, this leads to crashing digital literacy rates - primarily for females.

- **45%** of Rwandans fail first grade.
- **53%** of primary students dropout.
- **40%** of teachers report feeling highly demotivated at work.

2 THE SOLUTION.

To improve digital literacy, students need to stay in school long enough to specialize. **Quality teachers are key to creating driven, innovative people.**

Our solution increases both the quality and quantity of teachers in rural areas - promoting digital literacy.

3 PHASES:

1. Increasing the # of teachers by sponsorships and early exposure.
2. Training existing + new teachers with digital literacy certificates and rural pedagogies.
3. Improving expertise via cross-teaching with urban areas.

3 THE IMPACT.

Increasing teacher quality in rural areas doesn't just drastically improve quality of life for students - **it has rippling effects for the entire economy, both local and global.**

By implementing our solution, we will have **broken the cycle of poverty and advance Rwanda as a global ICT leader.**

1. $20 000 USD (19 million RWF) benefit to Rwandan GDP.
2. $9750 USD (9 million RWF) increase in average family income.
3. Increase in digital literacy for 3700+ students, 10-35% increase in digital competence with +scale.

Rwanda's education is **failing to meet digital demand** - our solution addresses this.

WHY RURAL RWANDA?

An area ripe for massive digital impact.

01

An Urge To Learn.

Rwanda has a **mobile phone penetration of about 73%.*** The only problem is, many Rwandans aren't fully aware of all the features on the phones.

Fortunately, there have already been many initiatives to increase digital literacy and these initiatives have been taken well by the population..

02

Support From The Government.

Digital literacy is a key point of interest for the Rwandan government. Over the past decade, they've invested in programs, organizations and policies that look to promote technological education.**

One example is the **Digital Ambassadors Program**, a youth-led program that aims to increase digital literacy for Rwandans living in rural areas through trained Rwandan mentors.

03

Female Empowerment.

Rwanda is a world leader in female representation, **with 61% of the lower parliament being made up of women**.***

With an already high emphasis on female empowerment, there aren't as many social barriers that prevent women from achieving their aspirations.

Source: [1], [2], [3]

GIRLS ARE AFFECTED MORE THAN BOYS ARE.

"More men than women enrolled in STEM Programs" *

"Women are on average 26% less likely than men to have a smartphone" **

"In 2015, female-headed households had lower access to ICT assets such as mobile phones and computers." *

1. DROPOUT RATES.

Through a combination of marginally higher dropout rates and much lower re-entry rates, girls are more likely to be out-of-school than boys from age 15 on. Between the ages of 16 and 17, **girls had a dropout rate of 18.8%** in 2016 and were about one percentage point more likely to have dropped-out than boys.***

2. LACK OF SUPPORT.

One of the biggest reasons why girls drop out of school was a lack of support from their teachers. About **28% of secondary teachers are female, with that number being even lower in rural areas**.**** Without someone to look up to as a role model, girls have no choice but to fall victim to the condescending social norms surrounding them.

3. ILLITERACY.

As a result of dropout rates and a lack of support, girls are more likely to stay out of school than boys. Because girls don't complete secondary school, they don't have the chance to pursue post-secondary education. This **drags down the workforce and reduces overall female digital literacy** since taking advantage of government programs fully isn't possible.

Sources: [1], [2], [3], [4]

THE PROBLEM.
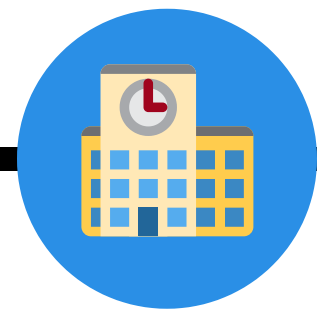
Why isn't female digital literacy increasing in Rwanda?

THE RWANDAN EDUCATION SYSTEM.

A breakdown of the status quo.

PRE-PRIMARY.

Despite the gargantuan popularity of primary schools in Rwanda, only 18% of students enroll into pre-primary schools.* While a problem, **primary school enrollment rates are still higher than ever.**

PRIMARY SCHOOL.

98% of Rwandan children are enrolled in primary school - one of the highest rates in Africa.** However, < than 71% complete their primary education, with 45% of first graders repeating first year.
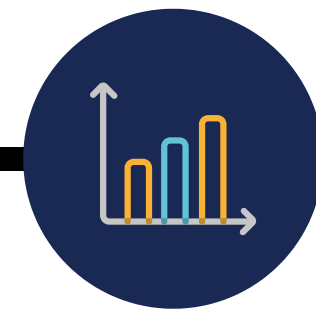
SECONDARY SCHOOL.

Around this time, more and more students begin to dropout - **1.4% at the start of secondary to 29% by the end of secondary.*** This** reduces the number of students enrolling in higher education.
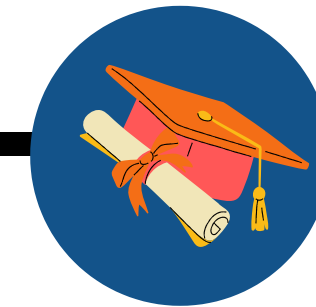
HIGHER EDUCATION.

Less than 2% of the population legible to attend post-secondary institutions do so in Rwanda.** **Combined with repeated funding cuts + poor quality, many chose to dropout or study abroad.**

THE WORKFORCE.

Because of poor secondary/higher education transition rates, few students choose to specialize in sectors needed for ICT innovation (digital security, IoT, AI, etc. - skills that Rwanda needs).

Current efforts are focused on workforce-based solutions. **But, the <u>real</u> problem is the high repetition + dropout rates in schools.**

PROBLEMS WITH CURRENT APPROACHES.

Why the government hasn't seen success in improving digital literacy.

01
URBAN-CENTRIC.

As a result, Rwanda has been having difficulties in attracting and keeping talent in rural areas.

Educators state low pay, poor access to healthcare, socio-cultural isolation, and lack of leisure activities, and high-class sizes.*

02
WIDE EDUCATION GAP.

While recommendations have been made, little is being done to solve this core problem.

Educators are poorly trained. <75% are qualified to teach secondary school and even fewer to teach ICT.** In some places, the student teacher ratio is 1:59!

03
SYMPTOM-FOCUSED.

The past investments applied band-aids without fixing the root cause - improving access without changing curriculum or the quality of teachers.

We need to increase the demand for education while increasing the quality of ICT instruction.

🔑 As a result of this, **digital literacy has only grown ~3% in Rwanda -** despite **millions** in government infrastructure and development.*

Sources: [9], [10], [11]

TEACHERS IN RURAL AREAS.

The root problem of Rwanda's decentralized education system.

HIGH TEACHER ABSENCES.

40% of teachers agree that absenteeism is a core problem that affects their school. Given the considerably low pay compared to other professions with similar experience requirements ($314/month compared to $504/month), many teachers find themselves working second jobs - leaving schools and classrooms empty.*

LOW EDUCATION QUALITY.

Unfortunately, education quality significantly deteriorates due to high teacher absenteeism. With a lack of teachers to support the learning of the already large class (as high as 66:1 in some rural areas), many students find themselves struggling to keep up and grasp the material - leading to the high re-enrollment and dropout rates.*

POOR WORK ENVIRONMENT.

Rural teachers face extreme levels of demotivation at their workplace. 40% of teachers report feeling that their staff are incredibly demotivated. Motivated teachers have also been shown to significantly improve student motivation and progress, indicating the scope of this problem.*

Sources: [12], [13]

Motivated students are more likely to pursue their education to at least secondary school - **which has been shown to improve digital literacy and confidence rates up to 35%.****

RWAMAGANA DISTRICT, RWANDA.

The perfect location for a pilot project.

RAPID DEVELOPMENT.

Rwamagana has recently been the target for many government-led programs and initiatives that have looked to exploit opportunities for development.* This district has internet cafes, above-average secondary schools, and access to technology.** In the next few years, **Rwamagana is projected to be one of the next urban centers of Rwanda.**

SOCIAL NORMS.

Over the past few years, Rwamagana has undergone lots of change, fueled by rapid social campaigns. These changes have had a major effect on social norms within the community. Girls in Rwamagana attend school just as much as boys, with 69% of girls and 67.8% of boys attending secondary school (urban + rural).****

URGE TO LEARN.

Only 4% of the population aged six and above in Rwamagana have used a computer before and would feel confident using one again.***** Despite this, more than half of Rwamagana district households own a mobile phone.***** As well as that, there has been a **strong desire shown towards learning how to use ICT technologies, like computers and cellphones.******

GROWTH POTENTIAL.

There are solvable problems that remain. Secondary schools have funding, but teaching quality is low. **The teacher-student ratio is 1:59 at highest**, and this is one of the core reasons why many students, particularly girls, drop out of school. Local leaders (below) understand the importance of digital literacy, making it ripe for massive impact.

"A computer literate learner is **unstoppable**."
Moses Ssenyojo, Director of Rwamagana Leaders School.

Sources: [14], [15], [16], [17], [18], [19]
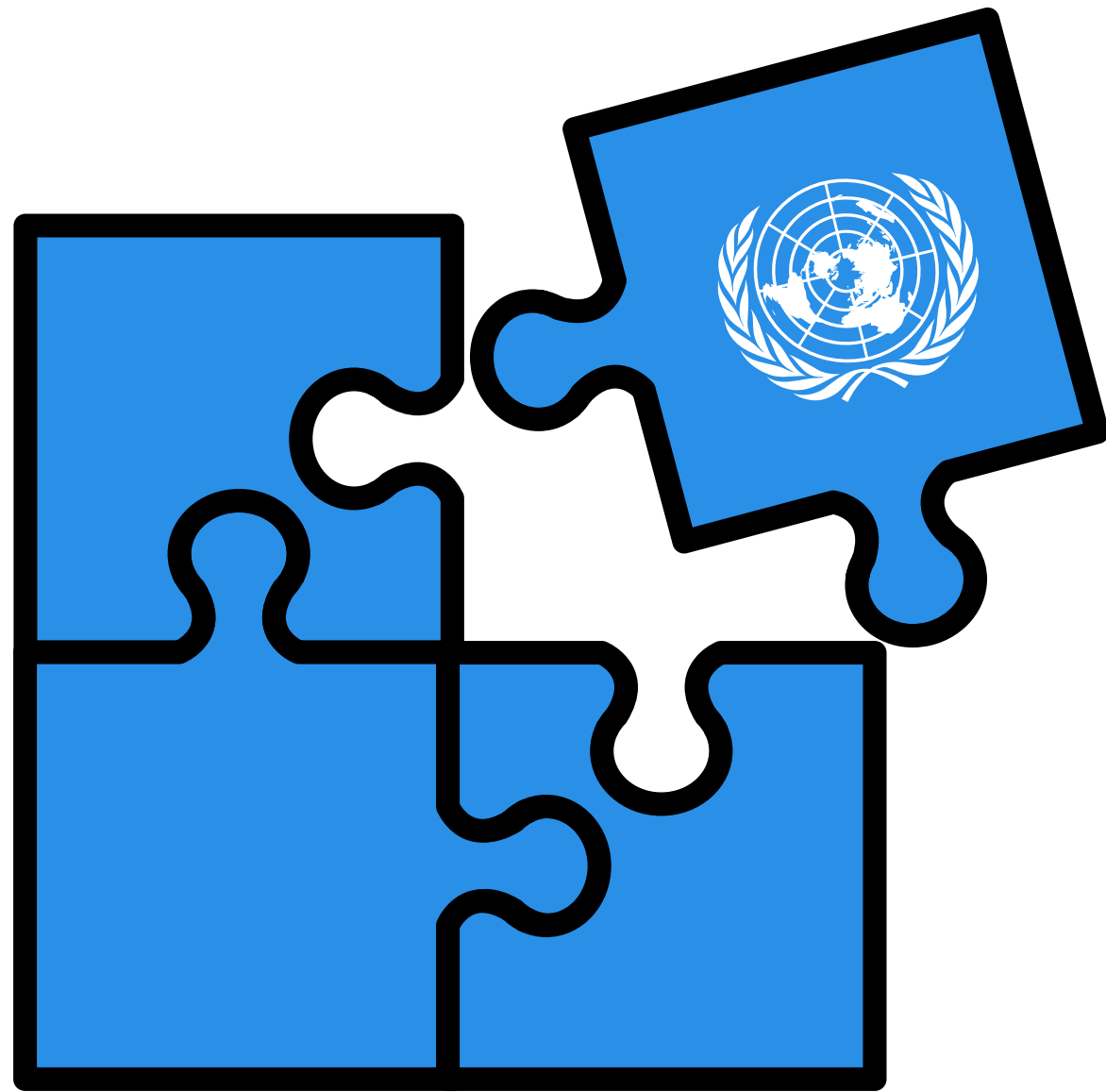
THE SOLUTION.

Improving the quality of rural **education,** by improving the quality of rural **teachers** and the curriculum.

THE THREE PHASES.

1 - RECRUITMENT.

Through a UN program called **RuralConnect**, teachers from a combination of both rural and urban areas will be given a scholarship - provided that they work in rural areas for a minimum period of 3 years.

This scholarship will cover 30% of rural transitioning costs (gas, housing, etc.), and 40% of higher education costs if the prospect has not yet completed teacher college.

2 - TRAINING.

Rural teachers need to be trained to give high-quality education. Phase 2 establishes an in-depth training program for both current teachers, and our new Phase 1 recruits.

This program consists of a) rural children case studies, b) modern pedagogies and learning styles, and c) ICT certification. Teachers will also be trained on a custom ICT curriculum, which can then be used as a rough model for students.

3 - CULTURE.

As highlighted earlier, demotivation is a critical problem in Rwanda's rural teacher force. Recruiting more teachers + training them doesn't alone translate to higher quality - it's done by a quality culture (shown to improve retention).*

This will be done by sending 1 volunteer per school to meet staff and setting goals, integrating teachers in school policy, and time for conversing.

Phase 1 addresses high teacher absences, financial issues, and high student-teacher ratio.

Phase 2 addresses a lack of rural-specific pedagogies and ICT ignorance.

Phase 3 addresses teacher demotivation + retainment.

Together, these 3 phases solve the problem of teacher quality.

Source: [20]

RuralConnect.

THE DEMOGRAPHIC.

Our first focus is on Rwandan teaching colleges - specifically, students about to go into these institutions. These students will be a combination of both rural and urban ones - having former rural citizens teach rural areas has been shown to improve teacher retention and quality**, and introducing urban teachers helps to introduce diversity and expand student perspective.**

THE PROGRAM.

The main roadblock to rural teaching is the cost - already underpaid teachers are forced to spend more than urban areas on housing and transportation, often working second jobs during class time (this source) Our model solves this by paying scholarships to new teachers, covering 30% of rural transition costs (housing and gas) and 40% of tuition (if in teaching college).

THE ROLLOUT.

As a part of our pilot project (at the end of this deck), a website featuring this program will be up and running via the UN, with a prototype of the English registration form available in the implementation section. While the teachers we recruit may have gone through rural schools and have qualifications, rural education requires specialized, instructional training** - addressed by Phase 2.

There is a huge disparity in urban vs. rural recruitment.*

S1

S2

S3

Sources: [21], [22]

Combined, these three aspects ensure present and future supply for rural areas - with numerous benefits.

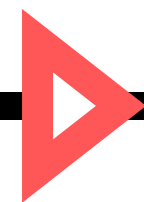# WHY RECRUITMENT MATTERS.

The further impacts of phase 1.

DIVERSE EXPERIENCES.

Training students + staff from both urban and rural areas allows us to develop a diverse, competent array of staff with different experiences to teach rural students.

This gives these students a variety of exposure, critical to developing perspective and new skills in students.*

FEMALE PRESENCE.

Phase 1 aims to improve female interest and presence in the teaching community - both in the presence, and in the future.

More and more females will begin teaching rural areas - critical to inspiring young women and girls to take on ambitious careers in ICT.**
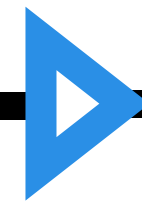
EQUALIZING DISTRICTS.

Introducing new teachers to rural areas also allows different, rural districts to gain access to new, distinct talent pools of educators.

This further helps reduce educational divide between Rwanda's urban and rural districts - promoting access to quality knowledge for all.
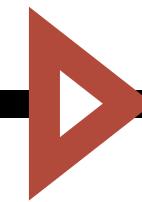
PERSONIFIED EDUCATION.

The gargantuan student-teacher ratio in rural Rwandan communities are detrimental to students learning, shown by high repetition rates.

By decreasing this ratio, we allow teachers to focus on individual students, motivations, and needs - drastically improving quality.***

Sources: [23], [24], [25]

THE TRAINING MODEL.

All the aspects our model needs to be successful.

1 **PREPERATION.**

2 **MODERN TEACHING.**

3 **AN ICT SYLLABUS.**

While rural students have firsthand experienced some of the struggles faced in a rural teaching environment, this does not necessarily make them qualified to deal with those struggles. Before we start training our teachers, they first need to understand the constraints of their schools.

Rural Rwandan teachers lack one of the most important aspects of learning: modern pedagogies.* There are 5 aspects to this: constructivism, inquiry-based learning, reflection, collaboration, and integration, and these have been shown to be critical to improving education quality.**

Last but not least, rural teachers in Rwamagana need to be trained in ICT. Teachers want to use the technology, **but don't know how to use ICT to enhance learning** - our training curriculum attacks this.*** It consists of multiple phases for different skill levels, allowing gradual progress.

Sources: [26], [27], [28]

THE PRINCIPLES OF TEACHING.
Modern pedagogies, and how we teach educators to implement them.

CONSTRUCTIVISM.

This idea states that learners should construct their own understanding of the world based on their experiences - **actively processing teachings, instead of passively.**

Teachers can do this by sharing their own views, creating problem solving situations, and **emphasizing the need for connections.**

INQUIRY.

Inquiry based approaches are incredibly important, **especially when it comes to STEM and ICT subjects** - it involves sharing ideas and improving + testing them.

Ways this will be integrated is via a) class discussions, b) project work, and c) showing real-world applications of in-class material (ICT specifically).

REFLECTION.

Reflection applies to both teachers and students - **enforcing the idea that one can get better over time** (similar to a growth mindset).

Teachers will be taught to implement this by hosting **monthly self-evaluations and check-ins in classrooms** - allowing students + educators to improve.

COLLABORATION.

Collaboration has been shown time and time again to be **one of the best ways to foster high quality learning** - both in and outside of classrooms, improving retention as well.

This can be done in many ways - pairing students in projects, student-facilitated learning, presentations, providing instant feedback*, and more.

INTEGRATION.

Learning content is one thing - applying it is another. The 5th pedagogy emphasizes the connections between self-experiences, academics, and beliefs rather than just facts.

Once again, there are many effective approaches to doing this - **the most simple one involves questioning students about prior experiences.**

Sources: [29], [30]

2 MONTH TEACHER TRAINING PROGRAM.

How we're improving educator quality and ICT knowledge to teach a 10-month student ICT curriculum.

TRAINING PHASES:	SKILLS DEVELOPED:	APPLIED PROJECTS:	OUTCOMES:
C1: Understanding Basic Computer Operations (1 week, 8 hours training/day)	Basic computer skills, knowledge of computer parts and how they work, ICT applications and opportunities in the real world, basic word processing	• Summary with: digital literacy benefits and applications, basic computer components, and why students want to pursue digital literacy	Teachers will be trained to teach ICT and foundations for digital literacy.
C2: Learning Computer Programs (1 week, 8 hours training/day)	Search engines, intuition & "figure-it-out" mindset, Microsoft/Google Suite, and the ability to create tangibles and communicate results	• Document summarizing Internet research; Presentation on student's topic; Spreadsheet analyzing data; Submit assignments via email	Teachers will be qualified to teach basic ICT skills and the operation of programs.
C3: Training teachers to understand and teach specialization tracks (6 weeks, 8 hours training/day)	Deep understanding, knowledge and competency in one of three areas: Programming, Graphic Design, and Digital Marketing	• Programming: Personal and Business Websites, + 1 project • Graphic Design: Business Graphics • Digital Marketing: Social Media Account and Creating Content	Teachers will be qualified to help students specialize in one track of ICT.
C4: Preparing students to enter the workforce and become job-ready. (1 week, 8 hours training/day)	Interview and networking skills, creating high quality resumes, personal portfolios, productivity and project management tools	• Help create a resume and cover letter for a hypothetical student. • Help students source and apply to 10 jobs on RuralConnect platform	Teachers will be qualified to support students in landing their first internship.

**The training program for the teachers will be held over a 2-month period in the summer.
The fast-tracked curriculum will be aimed at girls specifically during a 10-month period.**

THE BENEFITS OF TRAINING.

How Phase 2 sets teachers and students up for success in Phase 3 - and affects the end problem.

1 **INCREASED QUALITY.**

After passing through our training program, teachers can now use the material to deliver quality education - known to decrease dropout.*

2 **DEEPER LEARNING.**

Quality education directly corellates to higher student retention. This means that rural students will be able to learn content with a greater understanding!*

3 **BETTER ENGAGEMENT.**

The active learning strategies taught via our training pedagogies have been directly linked to increase student participation - further reducing dropout.*

4 **ENHANCED SKILLS.**

Due to the prior elements, students will be able to better learn ICT content taught in schools and make cross-field connections due to +involvement.*

Source: [30]

CREATING POSITIVE SCHOOL CULTURES.

A **contextual** solution for an **unique** problem.

Having a positive school culture is essential for the extremely demotivated rural schools in Rwanda. By focusing on the following three aspects, we will be able to facilitate motivated and driven teachers to teach and inspire younger children in Digital Literacy - disproportionately improving female participation.**

MEANINGFUL **PARTICIPATION.**

Few rural teachers actively make decisions in their respective schools.* As a result, it is imperative that administrative staff recognize the need for teacher input in school policies and practices, and host events such as social gatherings to increase a sense of community.

EFFECTIVE **SUPPORT.**

Social isolation is a critical detriment to teaching in rural areas. This can be fixed by investing time into building **high quality relationships with teachers**. This could be done by allowing for increased networking and conversation on school grounds + scheduling time for it.*

HIGH-STANDARDS **EDUCATION.**

It is difficult to deliver high quality education, if teachers don't know what it looks like.* Our volunteer team will converse with staff and set effective SMART goals for individual teachers regarding test scores and retention - possible due to the training of phase 2.

Source: [31], [32]

IMPACTS.

Altogether, all three phases result in increased **female digital literacy** and more experts in Rwanda's digital economy.

01 INCREASED GDP.

By significantly improving the quantity of rural education in Rwanda, we effectively decrease dropout rates (as proved earlier) and improve ICT specialization - ultimately improving GDP by **$20 000 USD,** setting Rwanda on the path to become a global ICT hub.

02 INCREASED QUALITY OF LIFE.

Not only for teachers, but students as well. Becoming digitally literate and participating in the Rwandan digital economy breaks the cycle of poverty - improving family income by **$9 750 USD (9 million RWF).** This further will allow future generations to live a higher quality of life.

03 INCREASED EDUCATION.

With a better school culture, teachers will be motivated to continue a rural career. Rural students have developed applicable ICT leanings, decreasing **dropout disproportionately in girls*.** Ultimately, the program significantly impacts the lives of 3700 people - ~1200 women.

Derivation of all numbers are shown in the implementation section. *Source: [33]*

OUTCOMES.

High-level summary of program results by 01/2026.

01

INCREASED GDP.
By significantly improving the quantity of rural education in Rwanda, we effectively decrease dropout rates (as proved earlier) and improve ICT specialization - ultimately improving GDP by **$20 000 USD,** setting Rwanda on the path to become a global ICT hub.

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METRICS.

Rates, percentages and projected values by 01/2026.

Female Employment Rate

3.75% increase in Rwamagana

Girls Impacted Through Program

1850 over 4 year RuralConnect program

Secondary Drop-Out Rate

Reduction of 7.2% over 4 years

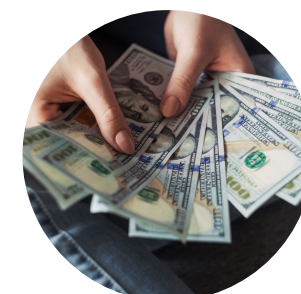**Teacher Livelihood Improvement**

$8400 CAD over 4 years for 14

Increase in Digital Literacy

Additional 3750 students over 4 years

# of Job-Ready Girls From RuralConnect

~1750 girls (95% of participants)

Income Obtained Through Jobs

$286,875 over the 4 year program

# of Girls Who Find Jobs Through Our Platform

1500 over a 4 year program

Derivation of all numbers are shown in the implementation section. Source: [34]

THE UGANDAN SUPER PROGRAM.

How Rwanda's neighbour applied similar strategies - and gained dramatic results.*

THE PROBLEM.

Uganda underwent a plethora of economic + political issues from 1971 - 1985, which severely ravaged the quality of it's education system. Further research revealed gargantuan amounts of teacher abseentism and underqualification in remote areas, ultimately hampering primary education.

THE PROGRAM.

The Ugandan government partnered with USAID to launch a 7-year program (SUPER), and did this by a) improving teacher contracts, b) allowing schools to make quality decisions themselves, c) better distributing supplies, and d) improving teacher training programs.

THE IMPACT.

With this approach, thousands of unqualified and absent teachers were both removed and improved, resulting in a higher overall quality of education. Ultimately, the quality of life for teachers was improved drastically as well, with salaries going from $8/month to $72/month .

THE LESSON.

Within a couple years, Uganada was able to improve the quality of it's education, albeit temporarily. By applying similar strategies but instead foccusing on developing **permanent, independent cultures**, Rwanda too will be able to boost it's education and improve the lives of millions.

Ultimately, improved education and curriculum makes Rwandan change **long-lasting - drastically boosting digital literacy.**

Source: [35]

THE IMPLEMENTATION.

How the UN can implement our solution over 6 months.

CASE STUDY.

Digital Ambassadors Program

A PoC project that's putting Rwanda on track to digital success.

The Mission - To increase the digital literacy of 60% Rwandan adults by Jun 2024. This is accomplished by equipping young minds interested in entrepreneurship, with the technology needed to act as a catalyst of change in Rwandan communities.
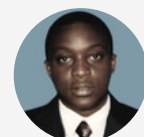
What has been done so far?

From Sept 2017 to June 2019, the DAP was launched with 50 ambassadors, which led to 41,025 citizens trained in digital literacy. These ambassadors receive basic ICT and are trained on soft skills. They are then sent back to their communities with the knowledge necessary to help solve the problems their fellow citizens face. Today, they support a total of 92 ambassadors, with plans to reach 1000 ambassadors post COVID 19. **Their work has increased the percentage of adults that are digitally literate by over 12% to 20.4% today.** These ambassadors provide roughly 7 hours of teachings to everyday citizens of Rwanda, as well as maintain 262 Service Access Points across the nation, which provide people with access to laptops, mobile devices, internet and electricity.

Why does this matter to us?

The DAP is proof that Rwanda is ripe for distruption. In 5 months, the program trained more than 50% the people they trained in their 2 year PoC program. The DAP has been very successful in making sure everyone has access to technology in Rwanda, through their 262 Service Access Points. **As a matter of fact, there is a Service Access Point just 25 minutes away from Rwamagana, the district where we will be running the pilot program.** This served a validation that **access to technology in Rwanda is rapidly improving,** and that we should focus the UN's efforts on building upon current skill and tech education in the nation.

Want to learn more about the DAP? **Contact:** **Lambert Ntagwabira**, Senior Technologist ICT Skills Development and DAP Lead Organizer

TIMELINES AND IMPLEMENTATION.

Deploying our educator quality improvement project with RuralConnect.

SPRING 2021	SUMMER 2021	SCHOOL YEAR 1	ANALYSIS & SCALE	SCHOOL YEARS 2, 3, 4	FUTURE PLANS
April - June	July - Sept.	Sept. '21 - June '22	Jan. '22 - Aug. '22	Sept. '22 - June '25	July '26 - Aug. '26
1	**2**	**3**	**4**	**5**	**6**
Connect with prospective partners, and begin female teacher recruitment via teacher colleges and organizations. Hire a Program Coordinator.	Run the 2 month teacher training program in Rwamagana.

Leverage tools like Notion, Fruition, and Airtable to monitor progress. | Run the first year pilot project with 10 teachers in Rwamagana schools. Facilitate weekly feedback, and virtual check-ins. Address gaps and monitor program progress. | Analyze results & plan to scale to an additional 60 teachers, and 6 Program Coordinators, over next 3 years. Consult with external parties to validate. | Scale up by 20 teachers and 2 program coordinators every single year. Run similarly to the pilot project. Simultaneously carry out future scaling plans. | Evaluate the progress and consult the variety of stakeholders.

Analyze the results and plan to scale up the project further if desired. |

FINANCING THE RWAMAGANA PILOT PROJECT

With a pilot investment of $15,600 USD, the UN could change the lives of more than 3500 Rwandan citizens in 4 years.

Expenses	Year 1	Year 2	Year 3	Year 4
Professional Curriculum Development	$(8,125.00)	-	-	-
Web Development	$(3,375.00)	-	-	-
Training and Recruitment	$(300.00)	$(300.00)	$(300.00)	$(300.00)
Scholarships	$(1,200.00)	$(1,200.00)	$(2,400.00)	$(3,600.00)
Volunteer Expenses	$(600.00)	$(600.00)	$(600.00)	$(600.00)
Program Coordinator Expenses	$(2,000.00)	$(4,000.00)	$(8,000.00)	$(14,000.00)
Total Expense	**$(15,600.00)**	**$(6,100.00)**	**$(11,300.00)**	**$(18,500.00)**

Economic Benefit	Year 1	Year 2	Year 3	Year 4
GDP Benefit	$1,000.00	$5,875.00	$18,562.50	$47,375.00
Increase in Family Income	$1,600.00	$9,400.00	$29,700.00	$75,800.00
Increase in Teacher Income	$50.00	$200.00	$600.00	$1,400.00
Total Benefit	**$26,50.00**	**$15,475.00**	**$48,862.50**	**$124,575.00**
Net Economic Outlays	**$(12,950.00)**	**$9,375.00**	**$37,562.50**	**$106,075.00**

Potential Internal Rate of Return (IRR) **180%**

Potential Return on Investment (ROI) **272%**

$(51,500.00) Total 4 Year Expenses

$191,562.50 Total 4 Year Benefits

$140,062.50 Total 4 Year Return in USD

Why does this matter?

Our proposed **1 year pilot project** in Rwamagana is not only impactful on the community, but is financially viable as well. The project has the potential to far outweigh the expenses, and will uplift the Rwandan economy over the years. This project will operate for 1 year, and if it is successful in empowering communities, the operations will be scaled up rapidly over the following 3 years.

EXPERT CONSULTATIONS

Testimonies from Educators, Rwandan Education board members, and project directors.

Denyse Umuneza
Rwandan Educator

"The difference between the quality of ICT education for girls between the urban and rural regions of Rwanda is huge. This recommendation addresses the root causes of the problem."

Vincent Nyirigira
REC ICT Building Specialist

"I work with the government to address the gaps in digital literacy in education and this recommendation directly fits in with some of the gaps and roadblocks we're currently facing."

Dr. Sheen Gurrib
Founder of Project Access Refugees

"The effective use of a pilot project paired with the team's understanding of the economic impacts shows that this is a quality recommendation that could be implemented tomorrow."

NEXT STEPS.

Here are two core action items to execute on our recommendation, with full Notion Guides.

Applied Internship Program

The purpose of the fast-tracked ICT curriculum is to train girls to be ready for an entry-level internship in the realm of STEM with local partnerships Click **HERE** to learn how to make this happen.

Developing Teacher Program

Improving teacher training and quality is crucial to the success of our recommendation. We outlined what the program would look like. Click **HERE** to learn how to make this happen.

For more information, visit **ruralconnect.xyz**

Thank You United Nations!

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Dear United Nations Team,

We'd like to thank you for giving us the opportunity to make real change in the world! We appreciate the time and effort you spent supplying us with the information we needed to create our recommendation.

Throughout our research, and our process of gathering perspective, we've learnt a ton about the Rwandan education system, the culture with social norms, along with the various root causes of the gender gap in digital literacy.

We hope that we were able to provide a feasible solution to the problems Rwanda faces today. We'd be happy to answer any questions you had about our recommendation via email. We're all very excited to see the United Nations continue to impact the world.

All the best,

Aditya, Kevin, Jibraan and Anuraj

Appendix

METRICS JUSTIFICATION

Breakdown of the calculations behind our statistics.

Female Employment Rate

3.17% increase in Rwamagana
Justification: 1500 girls employed through the program divided by 47203 citizens in Rwamagana = 3.17%

Secondary Drop-Out Rate
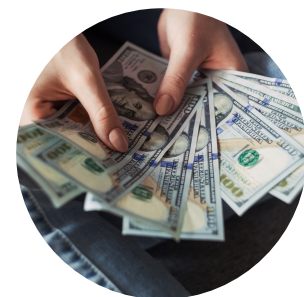
Reduction of 7.2% over 4 years
Justification: 8.2% in Dec. 2020. With governmental plans and programs + RuralConnect, estimates suggest 1% rate by 2024.

Increase in Digital Literacy

Additional 3750 students over 4 years
Justification: The program plans to impact 3750 over the course of the 4 year project, starting with 300 in the first year.

Income Obtained Through Jobs

$286,875 over the 4 year program
Justification: Projection table can be found here

Girls Impacted Through Program

1850 over 4 year RuralConnect program
Justification: Projection table can be found here

Teacher Livelihood Improvement

$8400 CAD over 4 years for 14 teachers
Justification: Projection table can be found here

of Job-Ready Girls

~1750 girls (95% of participants)
Justification: Projection table can be found here

of Girls Who Find Jobs

1500 over a 4 year program
Justification: Projection table can be found here