**Concept Note for Kigali Christian School (KCS) Teachers’Laptop Project**

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**Kigali Christian School**

**Youth For Christ/Rwanda**

**Introduction**

Currently, digital technologies are transforming the world economy. The influence of information and communication technologies (ICTs) has been profoundly transformative in the society. This has become particularly evident in the last two years, as the global pandemic has led to a significant shift of the economy, government operations, education, and healthcare towards digital platforms[[1]](#footnote-1). Moreover, the relationship between technology and education is deeply interconnected, and the emergence of ICTs has greatly influenced the methods of instruction and learning. However, digital divide continue to persist not only in developed countries but also in developing countries.

The digital divide is often attributed to the unequal access to the internet, but in reality, it is a result of multiple factors. These factors include the lack of affordable and high-speed internet, insufficient digital literacy education and training, inadequate infrastructure such as unreliable electricity, limited access to technology devices, and the absence of safe storage locations for these devices. All these issues hinder digital inclusion in society[[2]](#footnote-2).

Particularly, in the education sector, the digital divide, being the disparity in the availability of essential technology and digital tools among students, teachers, and educational institutions, affects the quality of learning and teaching. Rwanda has the notable growing availability of the internet, but the digital divide continues to widen as many individuals are unable to access and utilize high-speed internet services due to the high costs associated with these services and digital devices, particularly mobile phones[[3]](#footnote-3). In terms of affordability, according to Alliance for Affordable Internet[[4]](#footnote-4), Rwanda is ranked 58.03 of the Affordability Drivers Index (ADI)[[5]](#footnote-5), among the top ten in the least developed countries, and LONDA (2020)[[6]](#footnote-6) reported that Rwanda’ s education suffered deeply from digital exclusion due to lack of affordability.

**Rationale**

Regarding Rwanda’s policy on ICT integrated into the education sector, Rwanda seeks through ICT seeks not only to revolutionize the nation's education system by digitizing academic resources, but also to equip teachers to become leaders in the digital revolution. Therefore it is in this policy arena that Kigali Christian School (KCS) seeks to bridge the digital divide by contacting reputable and well established companies in Rwanda, in their philosophy of corporate social responsibility. KCS, a private educational institution and managed by Youth For Christ/Rwanda operates in Kibagabaga and Rwamagana. There is an upcoming campus in Gicumbi. The school currently employs xxx teachers from nursery, primary and secondary. This school is operated in Rwamagana.

Despite the established internet infrastructure and affordability, the school teachers lack modern laptops to facilitate the instructions preparation, research and teachings. It is in this regard to KCS is looking for the support from companies to invest in KCS Teachers’ Laptop Project.

**2. Objectives**

The project objective is to seek the support and collaboration from esteemed institutions for the KCS Teachers' Laptop Project. This project aims to enhance the learning experience of KCS students by equipping the teachers with modern computing resources.

**3. Expected outcomes**

By investing in this KCS Teachers’ Laptop Project, esteemed institutions will not only contribute to the academic advancement of KCS students but also empower them with the essential skills needed for success in today’s digital age. In this way, it is believed that esteemed institution will share KCS commitment to fostering educational excellence and preparing students for their future opportunities.

**4. Description of the issue**

With the advancement of digital technologies, and their role in education, teachers are facing the challenge of adapting to technological change. This requires a continuous professional development. But the issue is teacher’s affordability to access to digital resources such as laptops.

**5. Beneficiairies**

The beneficiaries are KCS teachers: Kigali, Rwamagana and Gicumbi

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| **Campus** | **Number of teachers** | **Number of computers needed** |
| Kigali | xxx | xx |
| Rwamagana | xxx | xx |
| Gicumbi | xxx | xx |
| Total |  |  |

**6. Contribution modalities either in kind or cash**

It is expected that esteemed may provide their contributions according to their corporate social responsibility policy. KCS would access any kind of contributions, whether in kind or cash.

**7. Specifications**

While any laptop can be helpful, it is crucial to have the right equipment that caters to the academic needs of teachers for effective teaching. This includes laptops that are suitable for classroom use, can enable distance or face-to-face learning, and promote digital literacy among students.

**8. Timelines**

This proposal aims to implement the project from July 2024 to December 2024. KCS anticipates that by the end of the academic year 2025, all its teachers will be equipped with the right digital tools and have full-time access to the internet and digital resources. This initiative aims to completely eliminate the digital divide that currently exists among teachers.

1. https://a4ai.org/wp-content/uploads/2021/12/A4AI\_2021\_AR\_AW.pdf [↑](#footnote-ref-1)
2. https://ctu.ieee.org/digital-divide-in-developing-countries-why-we-need-to-close-the-gap/ [↑](#footnote-ref-2)
3. https://paradigmhq.org/wp-content/uploads/2021/05/lr-Rwanda-Digital-Rights-Inclusion-2020-Report.pdf [↑](#footnote-ref-3)
4. Alliance for Affordable Internet (2021). The Affordability Report 2021. Web Foundation [↑](#footnote-ref-4)
5. The ADI is a tool developed by the Alliance for Affordable Internet (A4AI) to assess how well a country’s policy, regulatory, and overall supplyside environment is working to lower industry costs and ultimately create more affordable broadband. In particular, policymakers and relevant stakeholders can use this tool to identify where progress is needed most. [↑](#footnote-ref-5)
6. https://paradigmhq.org/wp-content/uploads/2021/05/lr-Rwanda-Digital-Rights-Inclusion-2020-Report.pdf [↑](#footnote-ref-6)