PROJECT COMPLETION REPORT SUBMITTED TO INTERNATIONAL ACAC

PURCHASING COMPUTERS FOR STUDENTS OF KYANKWANZI TO AID ONLINE APPLICATION

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Executive Summary

This project aimed to improve access to higher education for students in Kyankwanzi district, Uganda, by providing computers to support the university application process. Many students in the district face challenges due to limited access to digital infrastructure, including computers, internet connectivity, and digital literacy support. These barriers often prevent capable students completing online university applications, applying for financial aid, or accessing admission portals on time. To address this gap, the project procured a set of affordable, reliable computers, primarily refurbished desktops and a few laptops along with the necessary accessories such as UPS units and internet routers. The initiative incorporated basic training in digital skills to ensure students can effectively use technology to navigate university admissions platforms. By improving digital access and capability, the project will enable more students in Kyankwanzi to successfully apply to universities across Uganda and abroad. In the long run, this project is expected to increase university enrolment rates, improve digital literacy, and contribute to the socioeconomics development of the district.

Project identification

1.1 Context

Kyankwnzi District, located in central Uganda, is largely rural and characterized by low levels of access to digital infrastructure. Most schools and community centers in the district lack adequate computer facilities, stable electricity, and reliable internet connectivity. These challenges significantly limit students' ability to engage in essential digital process such as university applications, scholarship submissions, and online academic research. With the growing shift towards the online systems for higher education admissions in Uganda, students are now required to access university portals, fill out digital forms, upload documents, and submit applications electronically. However, in kyankwanzi this transition exposed a digital divide, many secondary school graduates were unable to complete university applications due to lack of computers, digital skills and internet access. In response to this need, the project proposed to establish a small-scale ICT Hub with basic computing equipment to support students in preparing and submitting their applications. This intervention is timely, as it aligns with national efforts to promote digital inclusion and education equity under Uganda's vision 2040 and the national ICT policy. By improving digital access in Kyankwanzi, the project aims to close the gap between rural and urban students in accessing higher education opportunities.

Project Location.

This project was carried out in Kyankwanzi district, Butemba sub county, Butemba trading center (Uganda). Kyankwanzi district is located in central Uganda, Hoima Road, just about 10 kilometers to Hoima district. The ICT hub has been installed in a small trading center of Butemba because its centered location in the heart of Kyankwanzi District. Butember trading center also has electricity and good reliable network that I chose to use this place as the computer application center for the students of Kyankwanzi District.

1.2 origin & problem.

I) Origin

The project was identified after taking a thorough study of the university admission turn over from Kyankwanzi district. Over the years, Kyankwanzi District has registered a very small number of students applying for university admissions due to limited access to digital tools required for the application process.

ii) Main Problem addressed

Despite the growing number of students completing secondary education in kyankwanzi District, many were unable to proceed with university education due to limited access to digital tools required for the application process. The current university admissions system in Uganda is predominantly online, requiring access to computers, internet connectivity, and basic ICT skills resources that are largely unavailable in most parts of kyankwanzi. Students were often forced to travel long distances to urban centers just to access internet cafes, which increases the financial burden o families and results in missed deadlines or incomplete applications. Without targeted intervention, the digital divide would continue to limit the potential of talented students in kyankwanzi, reducing their chances of further education and, ultimately, employment.

Project objectives and implementations

i) Project objectives

The main objective was to increase access to university education for students in kyankwanzi District by providing computers and digital support for the university application process. The specific objective was to procure and install at least 15 functional computers in a central location accessible to secondary school graduates within Kyankwanzi District.

ii) Implementation strategy

The implementation of this project was carried out in four key phases to ensure effective deployment, usage, and sustainability of the computers for university application support I Kyankwanzi. Firstly, was planning and procurement. I identified a strategic location with electricity in Butemba community center where students can safely access the computers. That followed by procuring the computer and support equipment and installation process. In phase two we had installation and setup. This includes computer setup, internet installation and power support. In phase three we had orientation and training. This involved digital skill training by conducting short workshops for secondary school graduates and school staff on how to use the computer and internet safely, navigate university admissions portals, create and upload documents, register and use emails. Technical orientation. This involved basic training for two local ICT literate volunteers to offer ongoing support. In phase four, we have operation, monitoring and evaluation. This involves open access schedule to establish a structured timetable that allows fair and safe access to the computers for all eligible users. Monitoring usage to keep a digital or manual log of users, tracking the number of completed applications and internet usage trends. Secondly, feedback usage to conduct regular feedback sessions with users and local leaders to assess impact and identify arears for improvement. Lastly reporting to compile highlighting successes, challenges, and lessons learned for future scale up or support. This phased implantation strategy ensures that the project is not only executed efficiently but also serves its intended purpose sustainably, with local ownership and community engagement.

A) Specific objective

Specific objective	Status
The specific objective was to procure and install at least 15 functional computers in a central location accessible to secondary school graduates within Kyankwanzi District.	Project complete

b) Schedule

Start date: 20th, July 2025

End Date: 31st July 2025

C) Total Amount of expenditure

The total amount of expenditure was five thousand, three hundred eighty-eight United States dollars ($5,388)

3. Project performance

To ensure the effectiveness and impact of the project, clear performance indicators and monitoring mechanisms were put in place. Project performance was assessed based on both quantitative outputs and qualitative outcomes related to accessibility, usage, user satisfaction, and university application success.

i) key performance indicators (KPIs)

indicator	Target	Means of verification
Number of computers installed and operational	At least 15 units	Equipment delivery report, setup photos.
Number of students supported	Minimum of 4,000 students annually. By the time of writing this report, we had So far helped 4,112 students and still counting.	User registration and usage logs.
Number of successful online university applications	99% of supported students applied successfully	Confirmation emails, submitted application reports
Number of digital skills training sessions held	At least foe sessions per year. We have so far had one.	Attendance sheets, training evaluation
Internet uptime and availability	80% uptime monthly	Router logs, usage records
Student and community satisfaction	95% satisfaction rating	User feedback forms and interviews

ii) Monitoring and evaluation (M&E)

Monthly monitoring. A local supervisor who doubles as ICT volunteer tracks system use, technical

performance, and user attendance through logs and observation. Secondly, quarterly reviews. We shall conduct internal reviews every 3 months to asses progress towards goals, troubleshoot issues, and identify any needed adjustments. Lastly, end year evaluation. A formal evaluation will be carried out to measure project success, gather testimonials, and document lessons learned. This will include analysis of application completion rate and follow up with students who accessed the computers.

iii) Risk and Mitigation measures

Risk	Mitigation Strategy
Power outage disrupting access	Install UPS units and consider small solar kits
Internet service interruptions	Use multiple providers or mobile hotspots as backup
Equipment damage or misuse	Secure the facility, establish usage rules, and assign a supervisor
Low student turnout	Conduct community sensitization and involve schools in mobilization
Limited ICT skills	Include continuous training and peer support initiatives

iv) sustainability measures

Local ownership. We have engaged local school staff and leaders in the daily management of the facility. Secondly, ICT support. We have trained a local ICT volunteer to maintain the equipment and assist users. Lastly, we are exploring partnership with NGOs, government programs and local business for future support. This performance framework will ensure project delivers lasting value to the youth of Kyankwanzi District, supporting their access to higher education and digital empowerment.

4. Project outcomes

The implementation of this project is expected to yield both immediate and long-term outcomes that significantly improve educational access and digital inclusion in Kyankwanzi District. The outcomes are grouped into short-term, medium-term and long-term results

a) Short-term outcomes (within 6 months)

- Improved access to ICT resources. At the least 15 computers installed and available to students preparing university applications
- Basic Digital Literacy Achieved. Over 1,000 students trained in essential ICT skills, including documentation, email use, and navigating university portal.
- Successful University Applications. A significant increase in the number of students completing and submitting applications to both local and international universities.

b) Medium term outcomes (6-12months)

- Increased university admissions. More students from kyankwanzi will secure places at higher

institutions of learning due to timely and complete applications

- Reduced Financial and Time Burden. Students and families no longer need to travel long distances or pay high fees at urban cyber cafes.
- Strengthened Local Capacity. Local volunteers gain ICT experience and are empowered to support peers and younger students.

c) Long-term outcomes (1 year and beyond)

- Increased enrolment from rural areas. A sustained expected rise in university attendance rates among students of Kyankwanzi
- Enhanced digital culture. The project helps build a foundation for digital learning, communication, and service access withing the local community.
- Replication and scaleup potential. The model can be replicated in other underserved districts based on the documented success, with potential support from partners such as, NGOs, or private donors.
- Contribution to SDG 4 (Quality Education): the project contributes to achieving inclusive and equitable quality education by removing digital barriers to university access.

5. Assessment and Analysis

i) Needs Assessment

A preliminary needs assessment was conducted through informal consultations with school administrators, recent secondary school graduates, and local leaders. Key findings include

- Digital Exclusion: the majority of students in Kyankwanzi lack access to computers, internet, or the digital literacy required for online university application processes.
- Geographical Disadvantage. Due to the rural nature of the district, students often must travel 70 -150km to access ICT services in town like Hoima or Kampala.
- Low Application Completion Rate. May qualified students fail to apply to universities due to logistical barriers, leading to wasted academic potential and frustration.

ii) Stakeholder Analysis

Stake holder	Interest	Role in project
Secondary school Students	Need digital access for higher education	Primary beneficiary
Local Schools and teacher	Desire better student outcomes	Support in mobilization and training
Parents and Guardians	Want affordable access to higher education	Encourage student participation
Local Government	Promote education and development	Provide policy support and space
NGO (International Association for College Admission Counselling)	Support college admission counselor in support students transitioning from high school to higher levels of education.	Funding, financial aid forms.

iii) Feasibility Analysis

The project is highly feasible due to;

- Clearly identified need and strong local demand
- Manageable startup and operational costs
- Availability of mobile internet and basic infrastructure
- Opportunity for partnerships and future scale-up

The main challenges, power, internet reliability, and technical support are manageable with a modest budget and local stakeholder involvement.

This assessment confirms that the project is both necessary and achieveable, with strong potential for positive educational and social impact in Kyankwanzi.

6. Lessons learned

Implementing ICT-focused education projects in rural areas like Kyankwanzi District reveal several important lessons that can guide future initiatives and help improve outcomes.

- Digital Access must be paired with Skills Training. Providing computers alone is not enough. Many students are unfamiliar with basic digital processes such as typing, browsing, uploading documents, or converting files to pdf. Integrating simple, focused training sessions dramatically increase the usefulness and impact of technology provided.
- Local Ownership and Participation are Key. Engaging local schools, teachers, and leaders from the start builds trust and ensures sustainability. When communities feel sense of ownership such as managing schedules, supervising equipment, or volunteering to train other, they are more likely to protect the resources and ensure continued access.
- Flexibility is Essential in Rural Setting. Power cuts, poor internet signals, and technical breakdown are common. A flexible strategy such as using solar power, rotating devises, or switching between mobile providers ensures the project remains functional despite local infrastructure challenges.
- Low-Cost Solutions Can have High Impact. Refurbished computers and simple mobile internet setups, when properly deployed, can achieve significant educational outcomes at a fraction of the cost of high-end ICT labs. Choosing appropriate, cost-effective tools makes the project scalable and replicable in other underserved districts.
- Awareness and Mobilization Drive Participation. Many students and families are unaware that university applications are online only or support is available. Community mobilization through schools, churches, youth groups, and local radio helps drive demand and ensures the resources reach those who need them most.
- Monitoring Encourages Accountability and Improvement. Keeping basic usage logs, tracking successful applications, and collecting feedback helps identify what is working and where improvements are needed. Regular check-ins wit users help surface new needs, such as additional training or longer access hours.

These lessons have strengthened the design of this project provide a foundation for future efforts aimed at bridging the digital divide in rural Uganda.

7. Conclusion

The digital divide continues to be a major barrier to educational advancement for students in rural districts like Kyankwanzi. As university admissions in Uganda become increasingly digitalized, many talented students are being left out not due to academic inability, but because of lack of access to computers, internet connectivity, and digital literacy support. This project directly responds to that challenge by equipping Kyankwanzi with digital tools and training needed to bridge the gap. Through the provision of computers, internet access, and basic ICT skills, students will be empowered to complete and submit applications confidently and on time. The initiative not only addresses an urgent need but also lays the groundwork for long-term educational equity and digital inclusion. With carefully implementation, community, community involvement, and sustained support, the project has the potential to improve university enrolment rates, reduce rural-urban inequality, and inspire similar interventions in other underserved areas. Investing in such a project is an investment in the future of Uganda's youth unlocking opportunities, strengthening communities, and contributing to the broader goal of inclusive and quality education for all.