



Offline Learners Connect to the World's Knowledge

In the company of a representative from the Ministry of Education, Change for Children's team travels to remote communities in Nicaragua's Bosawas Biosphere Reserve only accessible by river travel, 8-10 hours from the nearest town with road connections. Isolation, lack of resources, poor health conditions, child malnutrition and child labor exacerbate the lack of access to education.

The Bosawas has the lowest literacy rates in Nicaragua - especially among women and girls. Most teachers here have only attained high-school levels of education themselves, and very few have post-secondary pedagogical training. Many teachers work voluntarily since government budgets do not cover the full need for teachers in the region. Bosawas schools have extremely limited educational resources, equipment, and facilities.

In partnership with generous donors, Change for Children has constructed six secondary schools in the Bosawas.

As we continue to address classroom construction needs, we are also concentrating efforts to improve the quality of education received in the classrooms.

We are here to test the feasibility of implementing a technology-enabled, innovative, off-line training program in one of Central America's most remote and impoverished regions — to assess its potential to increase teacher capacity, gender equality, and student learning outcomes.

Through a series of workshops with teachers and students, the technology and the RACHEL are introduced. Introducing a new educational tool, especially one as novel as smart technology, will be a challenge, but the potential to connect offline learners to the World's knowledge is not lost on the teachers who are eager themselves to expand their own education. They stay connected to the RACHEL long after the session has finished.

Remote Area Community Hotspot for Education and Learning (RACHEL) is:

- A plug-and-play server that can connect users to a world of pre-loaded educational content.
- Rugged, lightweight, and designed to travel anywhere.
- A low-cost tool for improving learning in the developing world.
- Ideal for use in the Bosawas Biosphere Reserve in Nicaragua.

Narrowing the Knowledge Gap

Open Educational Resources (OERs) on the internet are freely available to anyone with an internet connection. But four billion people lack access to the internet.

World Possible makes OERs available for offline use by uploading the content to a RACHEL so that anyone can access it. Content can be tailored to meet cultural, language, and community needs for maximum impact.





"More girls today are attending and completing school, fewer are getting married or becoming mothers while still children, and more are gaining the skills they need to excel in the future world of work... Girls are proving they are unscripted and unstoppable."

(un.org)



Technology for Gender Equality

Technology in the Bosawas has the potential to empower youth and prepare them for success in the future knowledge economy. In addition to its potential to improve educational achievements, full implementation of the Technology and Training for Quality and Equality project will also use the innovative technology as a tool to drive greater gender equality.

Improved quality of teacher instruction; increased availability of high-quality, gender-equitable educational resource materials; and amplification of the ability of young women and girls to make critical decisions regarding their own education and health are all critical pathways to gender equality in the Bosawas.

The goal is to provide female (and male) students access to resources on gender equality and sexual and reproductive health and rights, currently not available in this region. The goal is to improve outcomes for girls and young women in terms of their decision-making power, education, health and future opportunities.



Extending the Reach to the Remote

Back in 2017, we met Marjorie in the indigenous village of Aniwas in the Bosawas Biosphere Reserve in Nicaragua. We learned about her household obligations — hauling water, doing laundry in the river for her family, cooking, taking care of her little brother, shucking rice. And we were encouraged that the Secondary School — funded by Change for Children and under construction at that time — would allow her to continue her studies beyond grade six.

This fall, we once again met Marjorie — this time in a classroom of the Aniwas Secondary School, now complete and hosting classes and students regularly. She radiated a little more confidence this time around and with a digital tablet in hand for the first time, she learned to navigate the content on a RACHEL as part of the initial field test in her community.

When we invest in the education of girls, empowered young women emerge.



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