

FINAL PROJECT REPORT

RISE-Net Computing Skills Challenge

Empowering Benue State through Digital Skills in Junior Secondary Schools

Reporting Period	July 2025 - February 2026
Event Date	Saturday, 7 February 2026



Rev. Fr. Moses Orshio Adasu University, Makurdi, Benue State, Nigeria

Report Details

Initiative	RISE-Net Computing Skills Challenge (RISE-Net CSC)
Event Location	Rev Fr Moses Orshio Adasu University, Makurdi, Benue State, Nigeria
Prepared by	Ernest Orhena, Helen Agi, Peter Inedu, Peace Aida, Titus Undo, Alice Agbo, Eugene Nyianaka, Emanuella Ochechema, Roseline Vaatsar, Damian Agi
Contact	info.risenetworking@gmail.com; +2347047149481
Date	June, 2026

Contents

Confidentiality and Data Protection	4
1. Executive Summary.....	5
1.1 Project Overview.....	5
1.2 Background and rationale	6
1.2 Project objectives.....	6
1.3 Project scope	6
1.4 Acknowledgments and sponsor recognition	7
2. Results Framework, Monitoring and Evaluation	8
2.1 Theory of change	8
2.2 Main outcomes: target vs actual	8
2.3 Data Sources and Tools	8
2.4 Data Quality and Privacy Controls	9
3. Implementation Approach and Delivery	10
3.1 Delivery model	10
3.2 Stakeholder engagement.....	10
3.3 Organizing team (Volunteer Workstreams).....	11
3.4 Planning timeline	11
3.5 Event Agenda and Flow	12
4. Participation, Inclusion and Safeguarding.....	13
4.1 Participating schools	13
4.2 Inclusion actions and accommodations.....	13
5. Results and Performance Analysis	14
5.1 Participation and CBT delivery.....	14
5.2 Overall Performance.....	14
5.3 Gender Performance Gap	14
5.4 Topic-Level Insights	15
5.5 Class and School-Level Differences	16
5.6 Key Insights.....	18
5.7 Awards, winners, and recognition	18
6.1 Post-event Survey.....	19
6.2 Response Rates	19
7. Panel Discussion Summary: The State and Future of Digital Literacy in Benue State.....	20
8. Media, Visibility, and Communications.....	21
9. Financial Report	22
9.1 Expenditure report: Financial narrative and variance explanation	22

10. Implementation Successes, Challenges, and Lessons Learned	23
10.1 Implementation successes	23
10.2 Challenges and lessons learned.....	23
11. Sustainability, Scale-Up and Next Steps	24
11.1 Sustainability plans	24
11.2 Next edition plan	24
11.3 Partnership and funding call	24
12. Annexes	25

Confidentiality and Data Protection

This report is intended for sponsors and education stakeholders. It contains aggregated, anonymized participant data. Permission was sought for any information (which may be considered personally identifiable) included in this report.

1. Executive Summary

13 schools participated	26 students participated	76.2 average CBT score	8 primary awards
-----------------------------------	------------------------------------	----------------------------------	----------------------------

The Resources for Innovation Skills and Empowerment Network (RISE-Net) delivered its maiden edition of the RISE-Net Computing Skills Challenge (CSC) in Makurdi, Benue State, through a computer-based test (CBT) model with instant results. The competition was immediately followed by an awards ceremony and stakeholder engagement session. The program hosted twenty-six (26) students, accompanied by their staff, from thirteen (13) junior secondary schools within the state. The occasion also featured a stakeholder panel discussion on “The State and Future of Digital Literacy in Benue State,” hosted by Engr. Mrs. Helen Agi. It also featured a recorded message from Prof. Sugana Chawla from the Lucy Family Institute for Data and Society, University of Notre Dame, USA.

Competition and Event Highlights

- Total schools participated: 13
- Total students participated: 26 (Female 42%, Male 58%)
- Average CBT score: 76.2; Median: 77.5; Range: 33–92
- Key inclusion actions: Two students per school participated; student welfare was prioritized during the event; and inclusion/access questions were included in post-event questionnaires.
- Key media/visibility outputs: Publicity videos and event photos were produced and shared on the RISE-Net Facebook page. An event recap post and volunteer appreciation post were also published.

Key changes/assumptions/constraints encountered

Initial school competition registration was slower than anticipated, requiring a dedicated physical outreach and engagement with over forty (40) schools across Makurdi, in addition to initial social media advertising.

The maiden edition was delivered with a volunteer-led team and primarily supported by individual donations and in-kind support, which required tight budgeting and adaptive logistics planning.

What next?

RISE-Net will run the CSC as an annual event and expand participation over time. We are seeking partners to support scale-up (funding and in-kind), including CBT access, prizes, learning resources, student bootcamps, and ICT teacher development.

1.1 Project Overview

Project title	Empowering Benue State through Digital Skills in Junior Secondary Schools
Initiative name	Resources for Innovation Skills and Empowerment Network Computing Skills Challenge (RISE-Net CSC)
Geographic focus	Makurdi, Benue State, Nigeria (maiden edition)
Target group	Junior Secondary School students (JSS1–JSS3; approx. ages 11–14)
Implementation period	July 2025 – February 2026
Event date(s) & venue(s)	Saturday, 7 February 2026 CBT venue: ICT Directorate CBT Center, Rev. Fr. Moses Orshio Adasu University (MOAUM), Makurdi Awards & stakeholder session venue: Faculty of Social Sciences Auditorium, MOAUM, Makurdi
Primary audience for report	Sponsors and education stakeholders

Project title	Empowering Benue State through Digital Skills in Junior Secondary Schools
Implementing team/organization	RISE-Net Project Team (volunteer-led)
Partners & stakeholders	Participating junior secondary schools in Makurdi Benue State Ministry of Education Benue State Education Quality Assurance and Examinations Board (BEQAEB) Benue Digital Infrastructure Company (BDIC) ICT Directorate, MOAUM (CBT Center host) Lucy Family Institute for Data and Society (University of Notre Dame, USA)

1.2 Background and rationale

The Resources for Innovation Skills and Empowerment Network's Computing Skills Competition was organized to support ongoing efforts to address the digital literacy and skills gap in Benue State through intentional and well-structured programs. Our maiden program provided an inclusive, transparent, and motivating computer-based competition for junior secondary students. Junior secondary school (JSS) is a strategic entry point because students are forming study habits and career interests, and early exposure to computing builds confidence, curiosity, and responsible technology use. The maiden edition was designed to create exposure and build excitement around ICT learning, and provide a data-driven snapshot of current student performance that can guide curriculum support and future programming.

Digital literacy is now as fundamental as reading and writing. Yet many junior secondary schools in Benue State lack access to computers, reliable power, and hands-on ICT instruction. As noted in the project's funding proposal (drawing on national baseline data), only a small fraction of Benue's youth population is estimated to be computer literate, underscoring a significant skills gap that can limit education and future employability.

RISE-Net CSC focuses on Junior Secondary School (JSS) students because this is the formative stage when computer studies is introduced in the curriculum and when exposure can shape long-term interest and confidence. By providing a transparent CBT experience, recognition, and stakeholder engagement, the maiden edition was designed to catalyze school commitment to practical ICT learning and generate evidence that can guide future programming and partnerships.

1.2 Project objectives

The primary objective of this initiative is to equip junior secondary students in Benue State with foundational computing and digital literacy skills. The accompanying objectives include the following:

- Deliver a transparent computer-based test (CBT) where results are displayed instantly upon submission.
- Increase participation and motivation in JSS computer studies through a competitive, school-engaging model.
- Promote inclusion: target at least 50% female participation and provide reasonable accommodations for students with disabilities.
- Provide recognition and incentives that reinforce learning and elevate school commitment to ICT education.
- Generate evidence (participation, scores, pre/post learning measures, feedback) for scale-up and partnership.

1.3 Project scope

Within scope: school outreach and registration; development and validation of an MCQ question bank; CBT delivery at the MOAUM CBT Center with instant results; awards ceremony and stakeholder engagement (including a panel session); basic media documentation (photos and videos); and post-event reporting.

Out of scope: long-term training programs or sustained lab infrastructure; large-scale device procurement beyond prizes; and state-wide rollout beyond Makurdi.

1.4 Acknowledgments and sponsor recognition

The maiden edition of the RISE-Net project was made possible, in part, by our generous donors, who contributed both in cash and in kind. A total of ₦2,155,519.00 (equivalent in funds received in Naira, US dollars, and Euros) in cash donations was received from 21 individual sponsors for this project.

The following key institutional stakeholders supported us in the following ways:

- The Benue State Ministry of Education provided institutional backing and project approval and also attended the event.
- The Benue State Education Quality Assurance and Examinations Board (BEQAEB) also provided institutional support and participated in a panel session at the event.
- The Benue Digital Infrastructure Company (BDIC) was also in attendance and participated in the panel session.
- The ICT Directorate, Rev. Fr. Moses Orshio Adasu University (MOAUM) allowed us to host the examination at their CBT Center.
- The Faculty of Social Sciences, MOAUM allowed us to use their auditorium for the awards ceremony.

2. Results Framework, Monitoring and Evaluation

2.1 Theory of change

Inputs (volunteer team, question bank, CBT venue access, modest funding, and stakeholder support) enabled activities including school outreach, CBT administration, and recognition of performance. These activities produced outputs (13 schools and 26 students participating, instant CBT results, awards, and stakeholder engagement). In the short term, students gain exposure and motivation to learn computing, while schools and stakeholders gain evidence on current skill levels and practical needs. Over time, repeated competitions, learning resources, bootcamps, and teacher development are expected to improve digital literacy, strengthen ICT teaching, and contribute to a larger pipeline of digitally skilled youth in Benue State.

2.2 Main outcomes: target vs actual

Indicator	Target	Actual	Evidence / Source	Notes
No. of participating schools	15	13	CBT export (anonymized scores) + attendance summary	In-person outreach to 40+ schools, 14 registered, 13 attended.
No. of participating students	30	26	CBT report	Registration was restricted to 2 students per school
Gender distribution (female/male)	1:1	11:15	CBT export (anonymized scores) + attendance summary	2/13 schools were not mixed and were all boys. No participating school was an all-girls school. Therefore, every other school presented 1 male and 1 female student.
CBT conducted with instant results	Yes	Yes	CBT export photos/screenshots +	MCQ-only CBT with instant results.
No. of prizes & recognitions awarded	8 primary awards	8 primary awards (Top 5 individuals + Top 3 schools)	Prize distribution log + photos	
Participants' satisfaction survey administered	Yes	Yes	Post-event survey results	Two surveys were administered, one for teachers and one for students.

2.3 Data Sources and Tools

Registration form

The competition registration form was designed to collect essential school, student, and staff details needed for planning, verification, and event coordination. It captured information such as school name, contact details, student nominees, staff representative details, and consent-related information. The full registration form is included in the appendix for reference.

The form was distributed primarily through Google Forms to make submission easier and faster for participating schools. Printed copies were also made available during in-person school outreach visits for schools that preferred physical copies or required additional guidance during registration.

Attendance sheets

Attendance sheets were signed on the day of the event by participating students and accompanying staff. These records served as evidence of participation and helped confirm the number of attendees present at the competition and award ceremony.

Post-event surveys

Post-event surveys were administered to students and staff to gather feedback on their experience, the event structure, and the relevance of the competition. The responses provided useful insights for evaluating the program and improving future editions.

Photo/video log and media links

A photo and video log documents key moments from the competition, award ceremony, stakeholder interactions, and general event activities. Relevant media files and links are provided as supporting documentation for visibility, reporting, and archival purposes.

Financial records

Financial records, including receipts, invoices, and the donation ledger, were compiled to document income and expenses incurred during the project. These records support transparency, accountability, and proper financial reporting for the maiden edition of the program.

2.4 Data Quality and Privacy Controls

The project team ensured participant data privacy and anonymity throughout the program. Parents and school authorities signed media consent forms allowing RISE-Net to responsibly capture and use approved photos and videos of their wards, while all other participant data was securely stored and used only for project documentation and reporting.

3. Implementation Approach and Delivery

3.1 Delivery model

The competition used a computer-based test (CBT) model where results were calculated instantly and displayed upon submission.

CBT format: The test format was multiple-choice questions (MCQ) only. The assessment included 110 items (1 point each), producing a raw score out of 110 and a standardized score on a 0-100 scale. The content covered foundational computing and digital literacy competencies, with additional emphasis on AI awareness, cybersecurity, and practical digital skills. The question bank mirrored the International Computer and Information Literacy Study (ICILS) competency standard and balanced existing junior secondary school curriculum coverage with emerging digital topics. Integrity measures included supervised seating and invigilation at the CBT center, and results were displayed immediately upon submission.



Computer-based testing session

3.2 Stakeholder engagement

In the planning and execution of the program, RISE-Net engaged and collaborated with the following stakeholders:

- Benue State Ministry of Education (representation at awards ceremony and panel session)
- Benue State Education Quality Assurance and Examinations Board (representation at awards ceremony and panel session)
- Benue Digital Infrastructure Company (BDIC) (representation at awards ceremony and panel session)
- ICT Directorate, MOAUM (CBT center hosting and technical support)
- Faculty of Social Sciences, MOAUM (auditorium support for awards ceremony)
- Participating school principals/teachers (registration, attendance, student supervision)

Featured guest: Prof. Sugana Chawla (University of Notre Dame, USA) - recorded message to students

Notable guests and representatives included:

- Engr. Aper Zava (Director General, Benue State Bureau of Public Procurement)

- Mr. Michael Agada (IT Desk Manager, Benue State Ministry of Education, representing the Honorable Commissioner of Education)
- Rev. Fr. Dr. Terungwa Tor (Director, Private Schools & Special Programs, representing the Benue State Education Quality Assurance and Examinations Board)
- Mr. Samson Dzungwe (Technical Assistant, representing the Director of BDIC)
- Dr. Karim Usman and Mr. David Yaakugh (ICT Directorate and CBT Center, MOAUM)
- Engr. Stephen Aan (Huawei Technologies)
- Mr. Terkura Job Hoo (MD/CEO, Opulent Digital Technologies Ltd)
- Mr. Tersoo Marami (CEO, T.M. EduTech), who served as event moderator/host.

3.3 Organizing team (Volunteer Workstreams)

RISE-Net CSC was delivered by a volunteer-led organizing team working across coordination, budgeting, exams, registration, logistics, and communications:

Volunteer	Workstream(s)	Key contributions (examples)
Peace Eboh Aida	Examinations, Logistics	Coordinated exam-related work, school surveys, and engagements; supported logistics; and prioritized student well-being and refreshments on event day.
Alice Ochanya Agbo	Finance, advertisement, event-day refreshments	Supported finance/admin tasks and publicity; coordinated food/refreshments as the event approached.
Peter Abah Inedu	Project registration; Logistics	Led major school awareness efforts (visits across Makurdi), supported registration and stakeholder liaison, and supported multiple logistics tasks.
Roseline Mwuese Vaatsar	Project registration	Supported initial project registration and liaison with relevant authorities leveraging NGO experience.
Prince Eugene Buter Nyianaka	Logistics, Registration, Examinations	Supported registration/outreach and exams/logistics coordination; adjusted personal plans to be available for event delivery.
Titus Ternenge Undo	Logistics, Advertisement	Oversaw securing of CBT center and awards venue; supported event logistics and mobilization.
Engr. Helen Wuese Agi	Budget and Finance Lead	Opened the project's corporate bank account; led transparent budgeting, tracking, and financial reporting.
Ernest Sesugh Orhena	Co-Founder & Project Coordinator	Coordinated planning and execution across workstreams; traveled from Lagos to Makurdi to lead on-ground delivery and close-out.
Emmanuella Igbe Ochechema	Communications and Creative	Produced publicity videos and event visuals; supported communications and visibility.
Damian Agi	Co-Founder & Project Lead	Led project conceptualization and strategy development, and fundraising; supported project coordination.

3.4 Planning timeline

Workstream	Activity/ Milestone	Planned date	Actual date
Schools	Registration opened	Oct 27 2025	5/1/2026
Content	Question bank finalized	Oct 15 2025	1/12/2025
M&E	Survey and consent tools finalized	Oct 1 2025	12/12/2025
Comms	Event announcement/ media brief	Oct 20 2025	15/12/2025

Workstream	Activity/ Milestone	Planned date	Actual date
Event	CBT conducted	Nov 29 2025	Feb 7 2026
Reporting	Draft report assembled	31/12/2025	June 2026

The original schedule was significantly impacted by the time required to complete official project registration, bank account opening, and CBT center procurement.

3.5 Event Agenda and Flow

The awards ceremony followed a structured program (annex) designed to recognize participating students and schools, share reflections on digital literacy, and engage key education stakeholders. In addition to students and their accompanying teachers, the event had representation from stakeholders and policymakers. The program included opening remarks, a goodwill message from Sugana Chawla, Associate Professor of the Practice and Data Science Education Program Director at the Lucy Family Institute for Data & Society, University of Notre Dame; a panel session titled "The state and future of digital literacy in Benue State"; presentation of awards; and closing remarks. Overall, the agenda provided a smooth flow from welcome and stakeholder engagement to recognition of outstanding participants.

4. Participation, Inclusion and Safeguarding

4.1 Participating schools

Overall, thirteen (13) of the fourteen (14) schools that registered attended the competition and award ceremony. The table shows the schools of participating schools and student gender ratio.

School Name	Gender ratio	Notes
Corona Private School Makurdi	1:1	
Divine Mercy Minor Seminary Kanshio, Makurdi	Both males	All boys school
ECWA Secondary School Makurdi	1:1	
Fr. Moses Orshio Adasu University Information Technology Staff School Makurdi	1:1	Top 3 school award (avg score 84.5/100)
Gateway Comprehensive College, North Bank, Makurdi	1:1	
Government College Makurdi	Both males	All boys school
Heritage Creativity College, North Bank, Makurdi	1:1	
King's Court College Makurdi	1:1	
Makurdi International Secondary School	1:1	Top 1 school award (avg score 87.5/100)
Padopads Harmony Secondary School Makurdi	1:1	
Special Science Senior Secondary School	1:1	
Unique Secondary School Makurdi	1:1	
Villa Academy Nursery, Primary and Secondary	1:1	

4.2 Inclusion actions and accommodations

The registration included a section to request accommodation for special needs. However, we did not receive any request for special needs. The project was deliberately designed to provide equal opportunity to female and male students alike; hence, mixed schools were not allowed to register students of the same gender.

5. Results and Performance Analysis

The following sub-sections show the graphics and concise interpretations of the results from the CBT exercise.

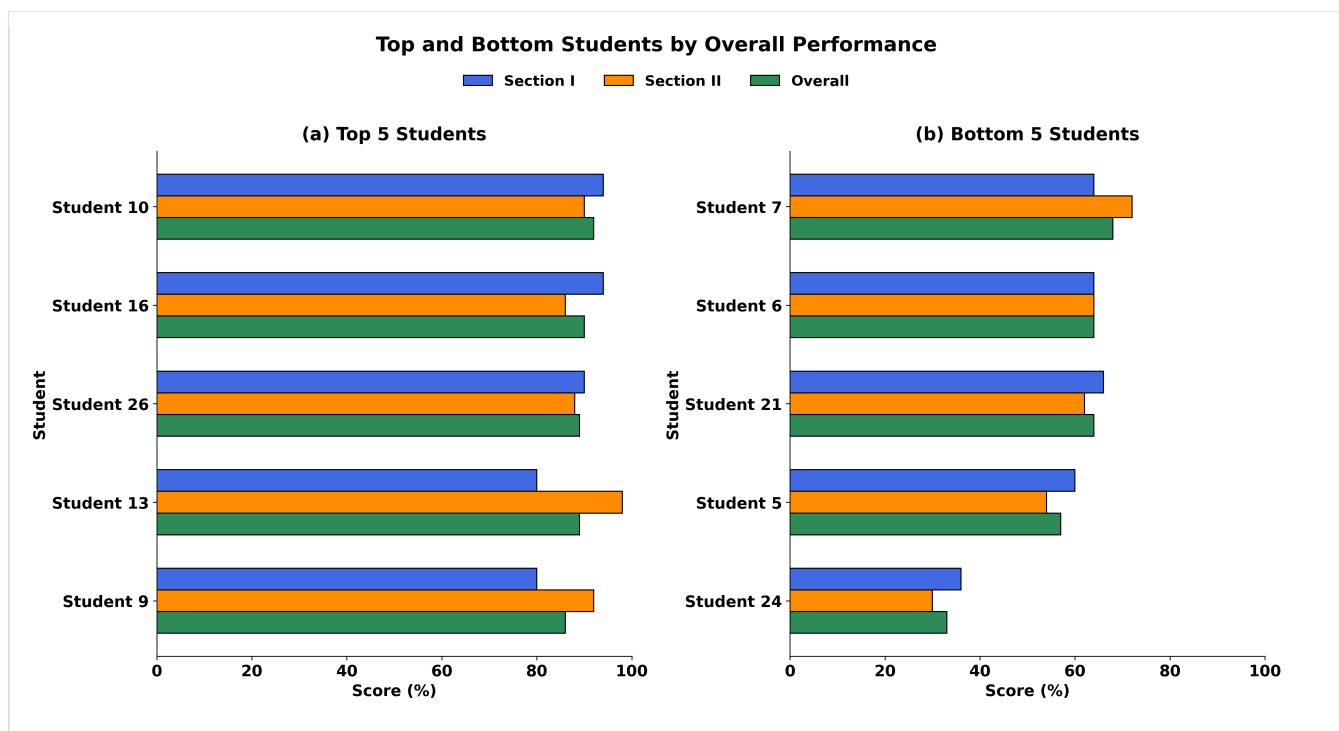
5.1 Participation and CBT delivery

Gender	JSS 2	JSS 3	Total
Girls	4	7	11
Boys	4	11	15
Combined	8	18	26

A total of 26 students participated in the CBT, comprising 8 students from JSS 2 and 18 from JSS 3, with 15 boys and 11 girls represented. All students who started the test completed it without reported system incidents.

5.2 Overall Performance

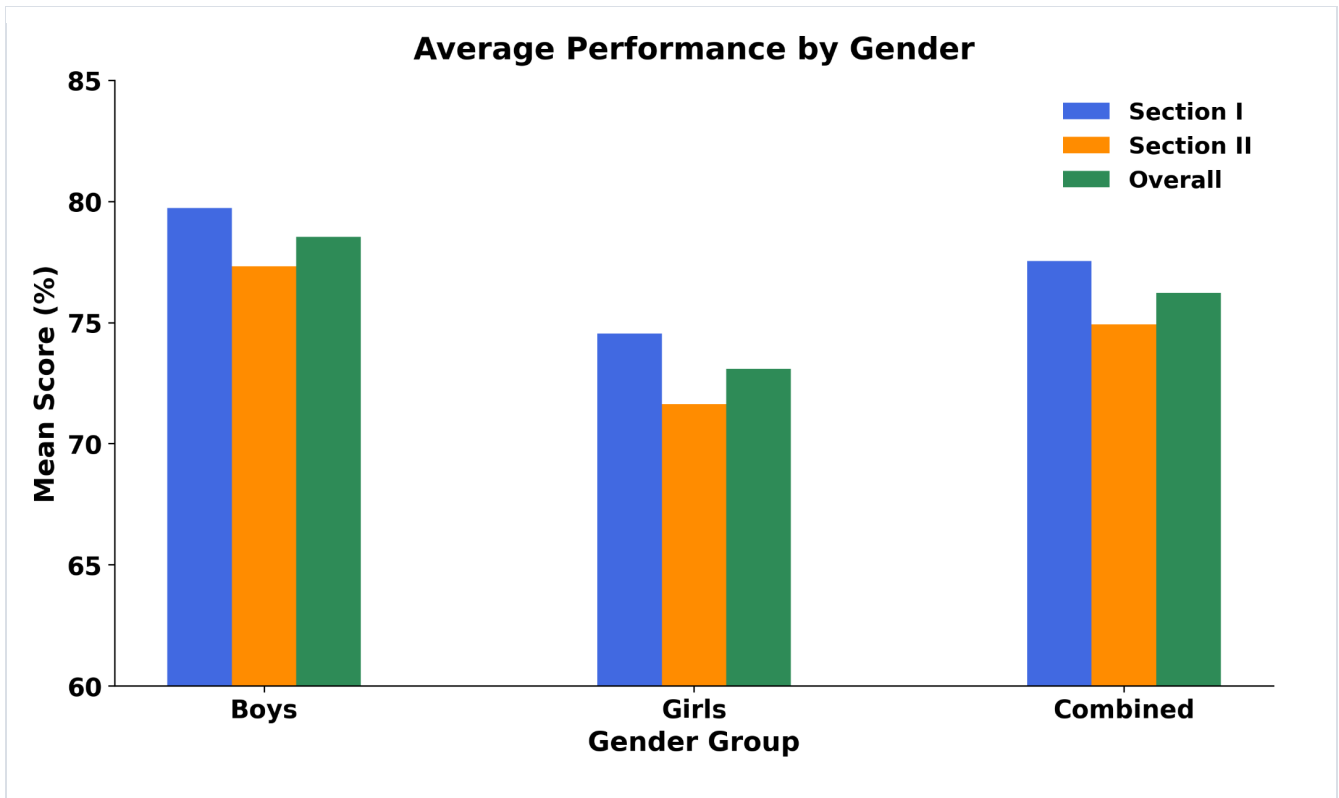
Student performance was generally strong, with an average score of 76.2%, a median score of 77.5%, and a highest score of 92%. The spread between the highest and lowest scores showed that while many students demonstrated good understanding, there were still clear differences in preparedness and prior exposure across participants and schools.



Overall student performance

5.3 Gender Performance Gap

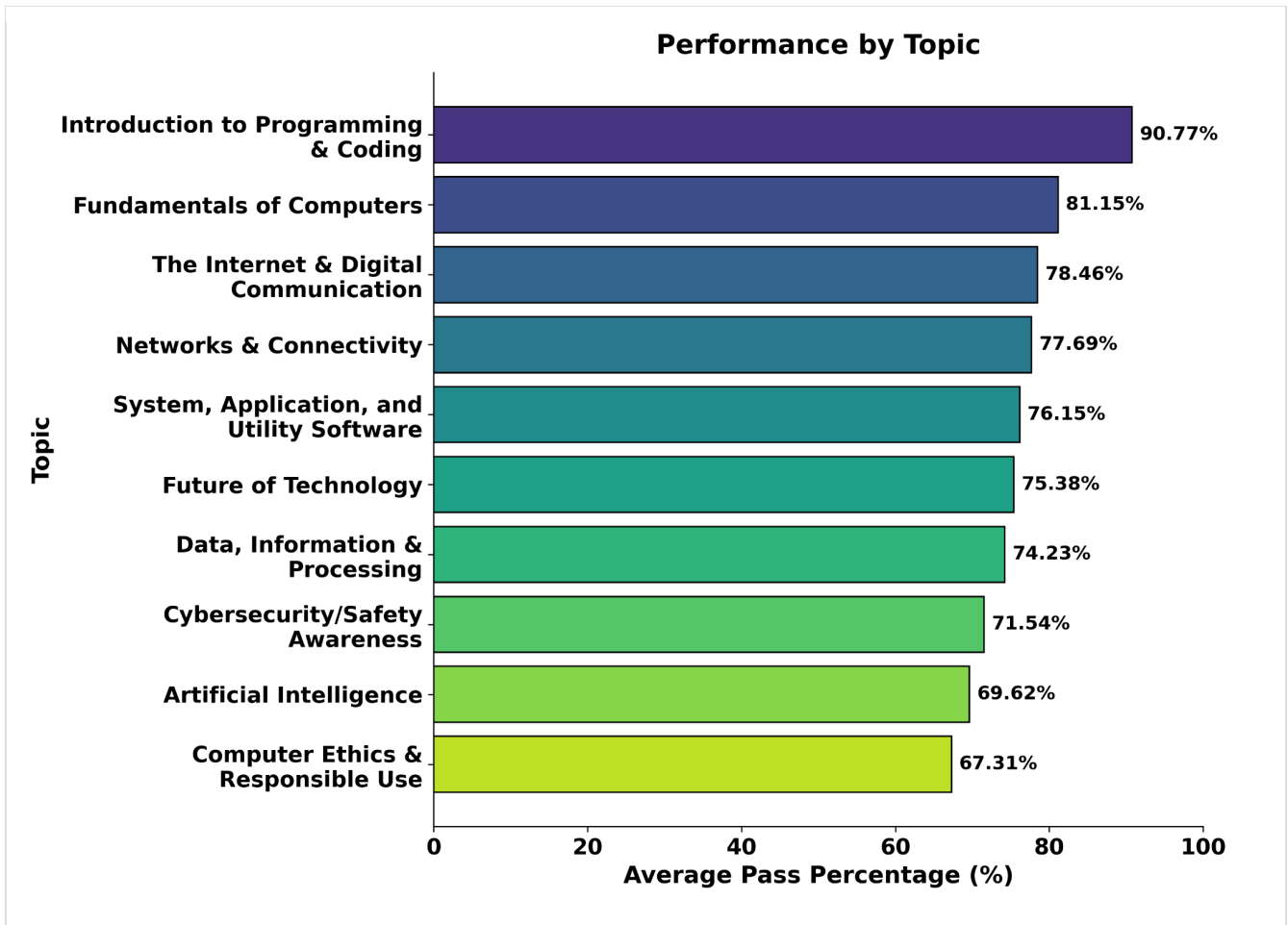
Although the program encouraged inclusive participation, boys recorded higher average scores than girls across the test sections and overall performance. This gap suggests the need for more targeted support to strengthen girls' confidence, exposure, and participation in computing and AI learning opportunities.



Average performance by gender

5.4 Topic-Level Insights

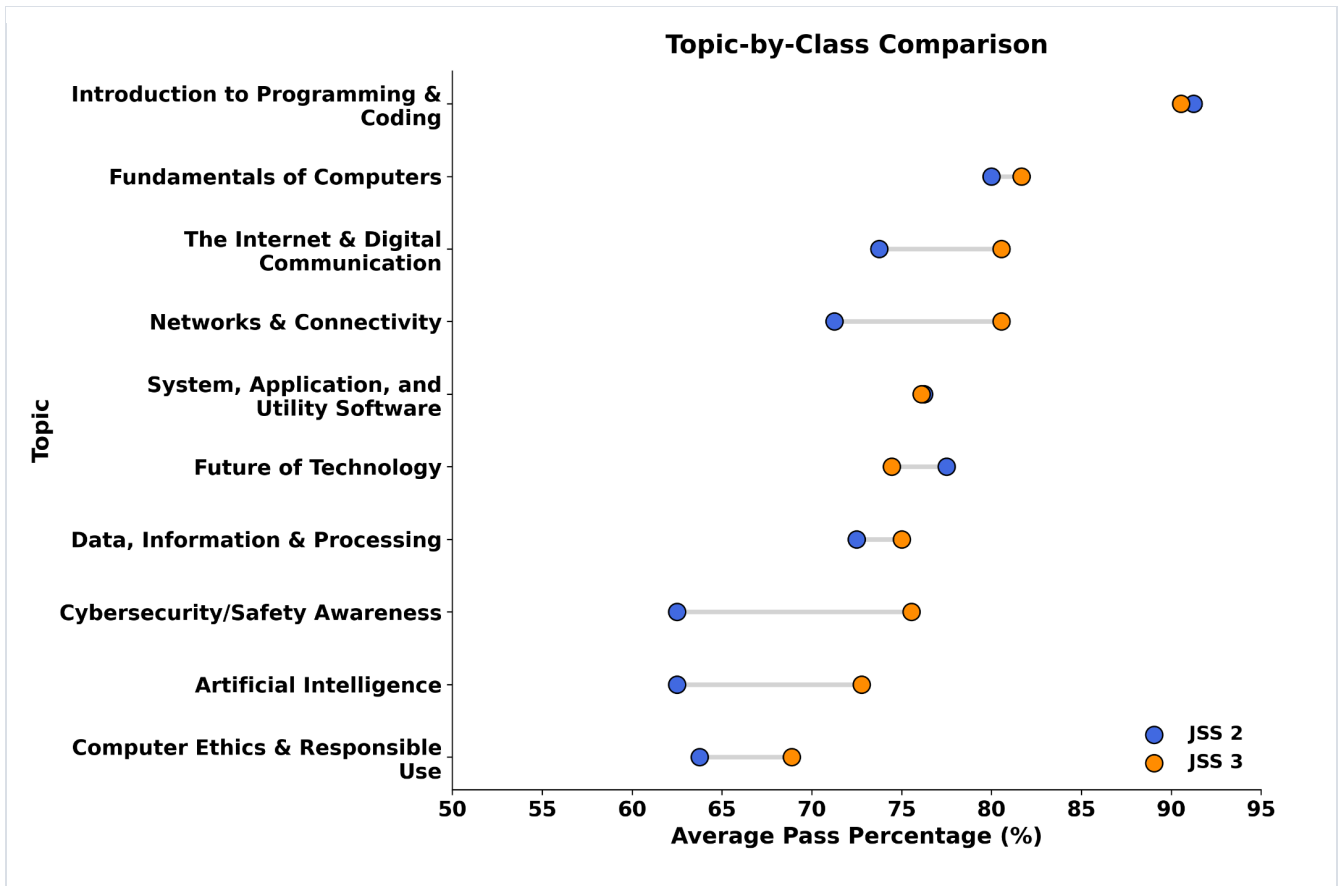
Students performed best in Introduction to Programming and Coding and other foundational computing areas. However, performance was weaker in more applied areas such as artificial intelligence, cybersecurity/safety awareness, and computer ethics and responsible use, showing the need for deeper teaching and engagement around emerging digital literacy topics.



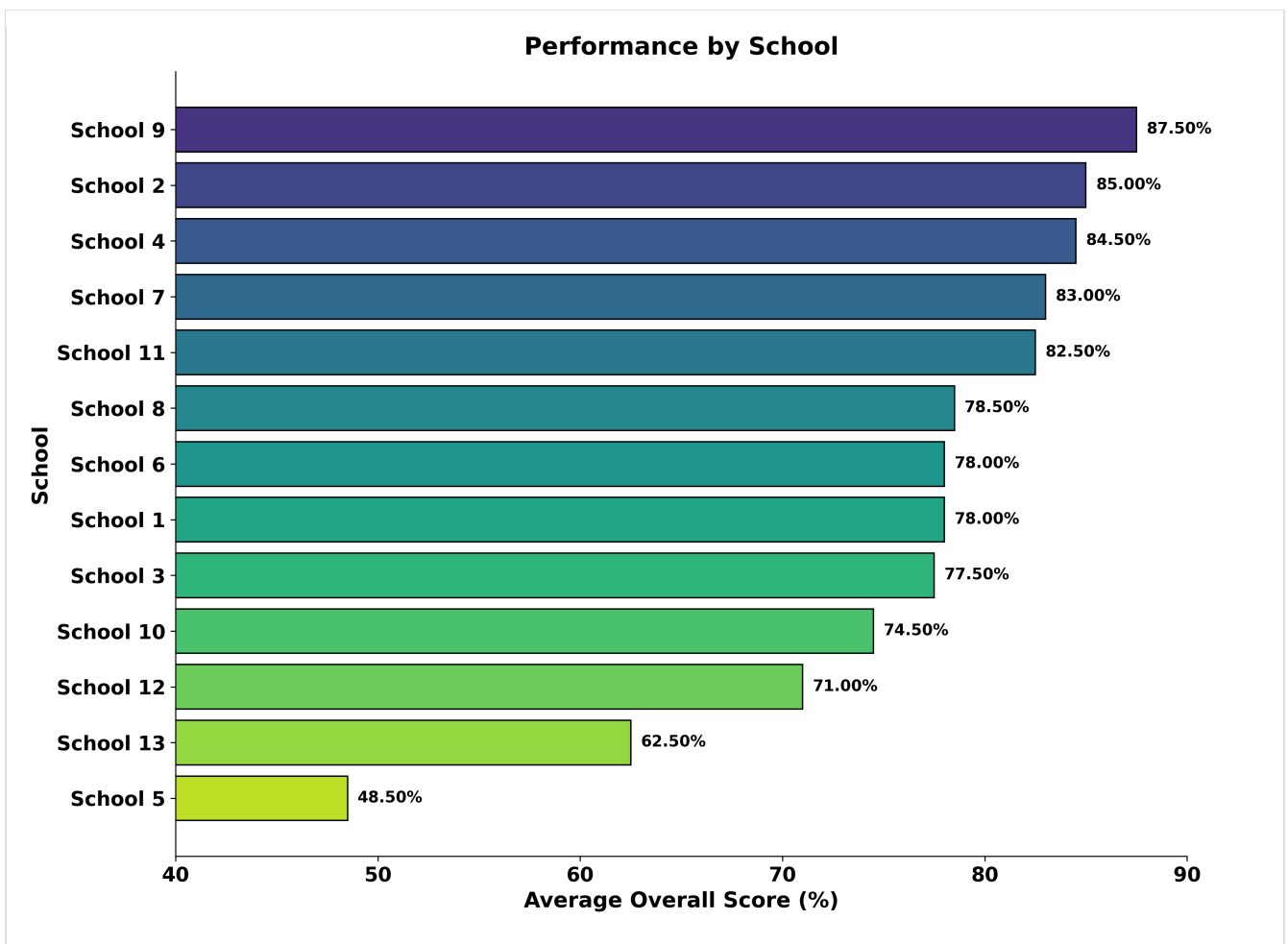
Performance by topic

5.5 Class and School-Level Differences

Performance varied across class levels and schools, suggesting differences in students' prior exposure, access to computing resources, and school-level preparation. The wide distribution of school averages reinforces the need for broader interventions that make quality computing and AI education more accessible across schools.



Topic-by-class comparison



Average performance by school

5.6 Key Insights

The results show a strong digital literacy baseline across participating schools, but the wide score range suggests uneven levels of exposure, access, and readiness among students.

School-level performance shows that some schools had stronger preparation systems, while many others could improve significantly with structured practice materials and more hands-on ICT engagement.

Future editions should include a short baseline quiz and post-test to measure learning gains more clearly, not just final competition performance.

Inclusion tracking should be strengthened through sex-disaggregated attendance and performance data, alongside targeted support to improve girls' participation and confidence.

The next phase should focus on expanded outreach, computing clubs or bootcamps, ICT teacher workshops, and deeper partnerships for CBT access, learning resources, and prizes.

5.7 Awards, winners, and recognition

Student Category				
Position	Student Name	School name	Score (%)	Award type
Overall 1st	JOSHUA ADAKOLE	Fr Moses Orshio Adasu University Technology Staff School	92	Chromebook laptop + customized backpack + certificate
Overall 2nd	OGBAJI ROSELINE	Heritage Creativity College, North Bank	90	Android Tablet + Customized backpack + certificate
Overall 3rd	WANGER OSBERT MSUGHTER	Divine Mercy Minor Seminary, Kanshio	89	Android tablet + certificate
1st runner-up	MARY FAMIMI JEV	Makurdi Int'l Secondary School	89	Certificate
2nd runner-up	JOSEPH OGBOYOHE ITEM	Makurdi Int'l Secondary School	86	Certificate
School Category				
Overall 1st		Makurdi Int'l Secondary School	87.5	Plaque + certificate
Overall 2nd		Divine Mercy Minor Seminary, Kanshio	85.0	Plaque + certificate
Overall 3rd		Fr Moses Orshio Adasu University Technology Staff School	84.5	Plaque + certificate



Awards and recognition

6.1 Post-event Survey

A post-event qualitative survey was administered to help RISE-Net assess the impact of the maiden competition and gather honest feedback from participants and stakeholders. The survey targeted students and staff who participated in or observed the event. Questionnaires were administered immediately after the CBT exams, allowing respondents to provide feedback while their experience was still fresh. To encourage open responses and protect privacy, responses were collected without personally identifiable information.

6.2 Response Rates

Audience	Administered	Responses	Response rate
Students	25	22	88%
Teachers/staff	15	13	80%

Feedback from students showed that the overall experience was positive and engaging. Many students reported that they enjoyed the competition, found the instructions clear, and considered the difficulty level fair and appropriate. Several students also indicated that the competition increased their interest in computing and digital literacy, while most agreed that they had enough time to complete the CBT. Key suggestions from students included earlier communication before the competition, access to more learning materials, and additional opportunities to improve their computer skills. Interestingly, some students admitted to using a computer system for examinations “for the first time.”

Feedback from teachers and school representatives was similarly encouraging. Respondents described the competition as a valuable initiative and expressed interest in participating in future editions. Teachers generally agreed that the test difficulty was appropriate, students were given enough time, and there were no significant barriers to girls’ participation. Suggested improvements included greater provision of digital equipment, better hospitality arrangements for students and teachers, and closer attention to event timing, as a few respondents felt the program started a little later than planned.

7. Panel Discussion Summary: The State and Future of Digital Literacy in Benue State

The panel discussion examined major issues affecting digital literacy in Benue State, including inclusion, teacher readiness, infrastructure, and long-term education reform. In response to questions on inclusive digital education, the BDIC representative emphasized that the Benue State Government has integrated gender inclusion, accessibility, and support for persons living with disabilities into its ICT roadmap. He referenced the newly completed ICT Centre at the Public Service Institute, which includes assistive technologies designed to support learners with visual, hearing, and physical impairments.

On teacher capacity development, the BEQA representative highlighted recent reforms aimed at improving education quality assurance and strengthening digital learning across schools. He noted that the government is reintroducing foundational education policies, investing significantly in the education sector, and planning continuous certification of digital skills for teachers and schools. The panel also encouraged partnerships and teacher-focused training initiatives that can improve digital literacy instruction across both public and private schools.

Addressing infrastructure gaps, the BDIC representative discussed ongoing efforts under the Benue State Smart Education System, including the development of an e-curriculum and e-scheme of work, the planned distribution of smart tablets and computer systems, and large-scale teacher digital literacy training across the state. The Ministry of Education representative also acknowledged challenges relating to connectivity, electricity, devices, and learning infrastructure, while noting that the state is expanding smart school initiatives to improve digital learning access. In addition, the BEQA representative highlighted ongoing digitization efforts such as the introduction of the e-dozier system to centralize learner assessment records and strengthen follow-up quality assurance across schools.

8. Media, Visibility, and Communications

RISE-Net's visibility efforts combined online communication, in-person school outreach, event media documentation, and short digital literacy content. As of the compilation of this report, the organization's main public outlet was its Facebook page, RISE-Net, which had grown to 100+ followers. RISE-Net also maintained a WhatsApp channel for updates, announcements, and stakeholder communication.

The team conducted in-person outreach to schools to introduce the competition, support registration, and encourage participation. Approved photos and videos from the event were collected for documentation and public communication. The organization is also exploring sustainable initiatives to expand its social media presence and strengthen public engagement beyond the maiden competition.

Following the competition, RISE-Net cofounder, Damian Agi, shared the project at the 2026 Africa Conference at the University of Notre Dame in a talk titled *"Reimagining Youth Agency Through Digital Skills: Lessons from a CBT Skills Competition in Benue, Nigeria."* In line with the conference theme, Belonging and Becoming: Reimagining Africa identity and agency in the 21st century, the presentation highlighted how early, practical exposure to computing can support youth agency and widen participation in innovation. The talk was well received, and Damian received, on behalf of RISE-Net, the Outstanding Presentation Award, reflecting the broader interest in RISE-Net's approach and prompting follow-up conversations with attendees interested in partnership, volunteering, and supporting the next phase of the initiative.



RISE-Net Cofounder, Damian Agi, receives a presentation award at the ND Africa Conference 2026

9. Financial Report

The project raised a total sum of ₦2,155,519.00 (approximately 1,487 USD) from 21 private donors.

9.1 Expenditure report: Financial narrative and variance explanation

The financial report shows that the project maintained a positive performance overall, with total income (₦2,155,519.00) exceeding total expenditure (₦2,136,618.25), resulting in a surplus of ₦18,900.75. While the project stayed within its total available funds, several categories recorded higher-than-planned spending. Notably, Event/Exam Preparation (₦293,000 vs. ₦200,000 planned) and Refreshments (₦200,000 vs. ₦100,000 planned) exceeded projections due to the practical demands of execution, including venue-related costs (hall rental, PA system, canopies, and diesel), contingency arrangements, and the scale of event-day participation. Logistics and registration costs also came in above initial estimates, driven in large part by the unplanned extensive outreach effort: the team visited over 40 schools for engagement for competition registration and participation. On the other hand, a few categories, including Prizes & Awards (₦759,700 vs. ₦865,000 planned), were managed below budget, helping to balance the overall expenditure.

In summary, the project demonstrates effective financial management with adaptive spending across categories, where increased costs in operational areas were offset by savings elsewhere, ensuring the project remained within its total income.

The following table gives a snapshot of the project expenditure.

Cost category	Initial Budget (NGN)	Actual Expenditure (NGN)	Variance (NGN)
Project Registration	150,000	250,107.50	100,107.50
Logistics	150,000	238,810.75	88,810.75
Media and Advertising	205,000	179,000	-26,000.00
Events and Exam Preparations	200,000	293,000	-93,000
Prizes and Awards	865,000	759,700	-105,300.00
Team purchases	135,000	175,500	40,500.00
Stationery	20,000	23,500	3,500.00
Refreshment	100,000	200,000	100,000.00
Contingencies	300,000	17,000	-283,000.00
Total	2,125,000.00	2,136,618.25	

Note: The exchange rate used for USD conversion was ₦1450/USD (average rate between November 2025 and January, 2026)

Other sources of support (in-kind): MOAUM ICT Directorate provided access to the CBT center and technical support; the Faculty of Social Sciences, MOAUM provided the auditorium for the awards ceremony.

10. Implementation Successes, Challenges, and Lessons Learned

10.1 Implementation successes

The maiden edition successfully delivered a transparent CBT for 26 students from 13 schools within Makurdi, Benue State, at the MOAUM CBT Centre. Scores were displayed immediately after submission and exported for reporting, which strengthened trust in the process, gave many students their first formal CBT experience, and provided a useful baseline for future programming.

The awards ceremony also created strong public and stakeholder engagement through student recognition, a panel discussion on “The State and Future of Digital Literacy in Benue State,” and a recorded message by Prof. Sugana Chawla of the University of Notre Dame, USA. The presence of schools, government representatives, and private sector actors helped position digital literacy as a shared priority.

A key success was the effective volunteer-led coordination of outreach, registration, logistics, exam delivery, budgeting, and communications with minimal overhead. This showed that a community-driven model can deliver a credible pilot and provide a foundation for future scale-up through partnerships.

10.2 Challenges and lessons learned

The main challenges were slow initial school registration, data capture gaps, and limited resources. Registration required extra follow-up and in-person visits, so future editions should open registration earlier, publish a clearer calendar, and activate school focal persons sooner.

Resource constraints limited prizes, media production, and follow-on learning activities, but the team prioritized CBT integrity, awards, stakeholder engagement, and transparent reporting. Going forward, RISE-Net should secure sponsorships earlier and develop support packages for CBT access, prizes, learning materials, bootcamps, and ICT teacher development.

11. Sustainability, Scale-Up and Next Steps

11.1 Sustainability plans

RISE-Net will sustain the CSC through annual editions supported by a combination of individual donations, institutional partners, and corporate/CSR sponsorships. The volunteer-led model will be strengthened with clearer workstream ownership, early planning, and standardized tools (registration, consent, surveys, and reporting).

Scale-up plan (next 3-5 years, contingent on funding and partnerships) will:

- Continue the CSC as an annual event that students look forward to each year.
- Extend and expand the competition to additional states and to other tiers (primary and senior secondary).
- Curate learning and teaching resources for computing and AI education and share with partnering schools.
- Conduct a comprehensive survey on computer science and AI education in Nigeria and share insights with stakeholders.
- Organize student bootcamps for hands-on skills (coding and software design) in project-based settings.
- Organize workshops and seminars for ICT teachers and instructors.

11.2 Next edition plan

Following our successful planning and execution of the maiden edition, we intend to embark on a repeat, more elaborate program, adopting more sustainable approaches, as outlined below:

Workstream	What will change	Why	Timeline	Resource needs
CBT competition in multiple locations	Expand ICT competition to 2-3 additional locations with possible finalist practical rounds	Increase reach, participation, and impact across states	Year 2 edition	CBT centers, venues, volunteers, funding, state partners
Registration/Logistics/Partnerships	Partner with other educational foundations and governments agencies	Secure sponsorships, venues, and regional support	Before next competition cycle	Partnership team, proposal writers, sponsorship documents
Volunteer Team Structure	Divide volunteers into Survey, Student Dev, and Teacher Dev teams	Improve efficiency and specialization	Next edition preparation phase	Team leads, training programs, onboarding resources
Survey Team	Conduct survey on digital literacy and innovation in Nigeria	Identify gaps, opportunities, and long-term priorities	Short-term research phase	Survey tools, researchers, internet access, data analysts

11.3 Partnership and funding call

We are open to partnerships and sponsorships of our events. We need support in cash donations, infrastructure (CBT centers, competition prizes), publicity and advertisements, and networks to relevant stakeholders, amongst other forms of support.

Kindly reach us through our email info.risenetworking@gmail.com or our WhatsApp contact +2347047149481.

12. Annexes

Program of events on competition and award-presentation day

Time	Session	Lead
9:00 – 10:45 a.m.	Registration and CBT competition	CBT center and RISE-Net exam team
11:00 – 11:05 a.m.	Opening Prayer	Rev Fr Denis Agi
11:05 – 11:20 a.m.	Refreshments, Welcome & Protocol	Peace Aida, Alice Agbo, and Event Moderator (Tersoo Marami)
11:20 – 11:30 a.m.	Welcome Speech	Engr. Damian Agi (Co-Founder, RISE-Net)
11:30 – a.m.12:00 noon	Panel Session	Engr. Mrs. Helen Agi (Host)
12:00 – 12:15 p.m.	Special Video Messages	RISE-Net Team (incl. Prof. Sugana Chawla, University of Notre Dame, USA)
12:15 – 12:30 p.m.	Student Awards Presentation	Invited Guests and RISE-Net Volunteer Team
12:30 – 12:40 p.m.	Guest Remarks	Engr. Aper Zeva and Mr. Daniel Agi Bai
12:40 – 1:00 p.m.	School Awards & Group Photograph	RISE-Net Team
1:00 – 1:15 p.m.	Vote of Thanks & Closing Remarks	Ernest Orhena (Project Coordinator)
1:15 – 1:20 p.m.	Closing Prayer	Mr. Agi Bai