**ICT IN EDUCATION POLICY**

**I .INTRODUCTION**

**RW**ANDA 2020 vision aims at moving from an agriculture based economy to a knowledge based society and middle income country 2020. Education is a key sector to this social and economic transformation, tapping into the limitless potential of an empowered population. The use of ICT in education is seen as a strategic level for achieving this transformation.

The education Sector Strategic Plan (ESSP) calls for 3 strategic goals to be addressed for education to fulfill its potential in the development of Rwanda. The 3 goals stated above are mentioned below:

1. To expand access to education at all levels
2. To improve the quality of education and training
3. To strengthen the relevance of education and training to the labor market including the insertion of 21st century skills Technology

**II. Vision Statement**

The Vision for ICT in Education is:

* To harness the innovative and cost-effective potential of world-class educational technology tools and resources, for knowledge creation and deepening,
* To push out the boundaries of education: improve quality, increase access, enhance diversity of learning methods and materials, include new categories of learners, foster both communication and collaboration skills, and build capacity of all those involved in providing education.

The overall goal of this ICT in Education policy is to further access, equity, quality and relevance, as the key principles underpinning Rwanda’s ICT and education policies. Promoting ICT to provide access to education for all and quality education that is relevant with regard to the labour market is the foundation of this Policy and Strategic Plan at the core of ESSP and ICT in Education Policy. This policy's strategic goal is to encourage programmes and projects that will maximize on the benefits of ICT in providing universal access and quality education for all. Proposed solutions are aligned with the strategic objectives in the following section.

III. **STRATEGIC OBJECTIVES**

Strategic Objectives To achieve successful education transformation, the ICT in education policy calls for the implementation of four strategic objectives.

 **Strategic Objective 1**:

* Develop a competent & relevant ICT professional base to meet industry needs. **Policies**: Clear and effective policies that encourage and empower teachers and students to use ICT as an integral part of the education process.
* **Curriculum and Content:** Development and acquisition of digital content, aligned with the curriculum and that focuses on project and activity-based learning and is fully integrated with the use of ICT, along with the associated formative assessments. This will require the acquisition of a content distribution platform and eventual shift from print to digital content as infrastructure is deployed in schools
* **Management and Information System:** Real time data gathering system with business intelligence to enable the report of various reports

**Strategic Objective 2:**

 Increase ICT penetration and usage at all educational levels

* **ICT Infrastructure**: is the scalable ICT infrastructure, broadband and user support required to transform our schools into “Smart Schools” (in line with the Smart Rwanda vision). Interactive White Boards, servers, local area networks, cloud services, broadband connectivity and power.
* **Devices**: student and teacher devices with appropriate education software

**Strategic Objective 3**:

 Develop Education leadership and teachers’ capacity and capability in and through ICT

* **Leadership Development**: Leadership development in the ministry and among school leaders that helps, leads, supports and encourages the regular use of ICT in schools and classrooms.
* **Teacher preparation and development**:

Teachers remain key to the successful integration of ICT in education. As such, the ICT in Education Policy envisions a concerted teacher training effort to transform teaching methodology from teacher-centered method to learner-centered method made to require all teachers to complete a minimum number of training courses per year on the integration of ICT. To ensure adequate teacher preparation and motivation, all teachers will be provided with a laptop issued by MINEDUC (and with connectivity), through a purchase program over 2 to 3 years.

**Strategic Objective 4**:

Enhance teaching, learning & research through ICT integration in HLIs

* Higher education, research and innovation: higher education is critical to spark an innovation economy to transform Rwanda and ICT are seen as a key ingredient and catalyst.
* **Device**: All students in HLI will be encouraged to own a device through a student’s purchase program. Students finance will be expanded to include the purchase of a device.
* **Online Services**: HLI institutions will be required to provide online services including the access of syllabus, registrations, grades, courses and other
* **Connectivity**: A broadband network will interconnect high-speed research and education institutions as well as connect them to the internet.

**IV FINANCIAL IMPLICATIONS**

The financial implications of the ICT education policy will be 35, 897,000,000 Rwf until end of Fiscal year 2019. The implementation will be carried out in 4 different phases as indicated below:

 **Phase I**: 2015- 2016 --- 880,000,000 Rwf, this includes the purchase of the devices and Microsoft licenses already budgeted in the current fiscal year.

 **Phase II**: 2016-2017 --- 12,004,000,000 Rwf **Phase III:** 2017-2018 – 14,874,000,000Rwf **Phase IV:** 2018-2019 – 8,139,00,000,000 Rwf

**V. CONCLUSIONS**

ICT in education is targeted to achieve the following:

 • Increase access to basic education for all, for both formal and non-formal education, using ICT as one of the major tools for learning, teaching, searching and information sharing.

• Improve the quality of basic education and promote independent and lifelong learning, especially from primary to tertiary education.

 • Contribute to the development of a workforce equipped with the ICT skills needed for employment and use in a knowledge-based economy.

 • Ensure that Rwanda has in place an ICT-driven process that supports evidence based decision making with respect to resource allocation, strategic planning, and monitoring and evaluation of the educational policy implementation.