Rwanda is committed to reaching “Universal Education for All”, which is one of the most important Millennium Development Goals. However, there is clearly a need to educate and train people at all levels: primary, secondary and tertiary, with special attention paid to the quality of education. This has been declining, due in a large part to low calibre teaching staff and therefore, the government will organise intensive teacher training programs.

Major emphasis will be placed on vocational and technical training in the fields of technology, engineering and management. This will be targeted at secondary school leavers, as well as various sections of society (with particular emphasis on youth and women). **To encourage skills development, micro-credit schemes will be promoted specifically to extend finance to self-employed young technicians. Special emphasis will be given to innovative, small-scale entrepreneurs. To promote efficiency and continuous upgrading of skills, appropriate programs will be launched in the national institutions aimed at on-the-jobtraining, in-service training and distant learning.**

**Rwanda lags behind in professional training, with the most acute deficiency being apparent in the fields of applied and natural sciences and ICT. Although the country will continue to rely on imported technology from advanced countries, well-trained, specialised nationals will be essential to run as well as maintain technological systems ranging from medicine and agriculture to industry and telecommunications.**

I would like to point out some drawbacks of the distance education for the developing countries.

1. Probability of loss of the student contingent. Thus, young generation prefers western education system and inclines to more cheaper sources;

2. Probability of loss of the real job places in the labour market. Faculty staff of the education institutions in the developed countries fights for the student team that desires to get paid study via electronic facilities;

3. Dependence on western education system. Developing countries are not competitive compared to these countries.

Moreover, expedient use of electronic facilities provides the following priorities:

1. Possibility of favorable utilization of the western training sources;

2. Suitable environment for the exchange of technology and training methods;

3. Opportunity for purposely involvement of the teachers and scientists of the western countries to the education process of the developing countries.

Application of the distance education form will also necessitate changing structures and methods of the training process:

1. Transition from the traditional education buildings to the cyber space;

2. Transition from the classic lecture halls and classes to the computer classes, electronic games and virtual lectures;

3. Transition from the teacher’s control to the self-control;

4. Transition from the classical libraries to the general or shared e-libraries;

5. Transition from the ordinary laboratories to the virtual research groups;

 6. Transition from the ordinary meetings to the video and tele-conferences.

Realities of our present life – education principle for everybody, integration into European education space, conditions of the Declaration of global education, ongoing education for the perfect development, competition for the criteria of “grade/quality”, realization of the knowledge economy and other factors made application of the distance education to be inevitable.

 Thanks to this, it is possible to assist solution of the following problems:

1. Cease “the brain drain”, strengthening intellectual potential, involvement of young generation to the national education system and research institutions, improvement of social-economic conditions for people engaged in intellectual labor;

2. Involvement of investments to the innovations in the field of information-communication technologies, enabling everybody to get information, learning of ICT technologies by everybody;

3. Supporting national education market and international programs in the state legislation policy.

In general, effectiveness of the education system is estimated through unity of three parameters: quality-expense-coverage. From this viewpoint, distance education is considered the most suitable education form in the developed countries. Formation of a new environment in the field of science and education, especially in the first stage, demands wide public support, comprehensive recognition of priorities of the distance education, educated propaganda of education and quality study via modern information technologies. Therefore, it is necessary to undertake the following complex measures connected with scientific, educational, training problems at the state level:

• Improvement of staff training in the country, implementation of distance education and ongoing study;

• Preparation of knowledge standards for the information-communication technologies at all levels of education;

• Education of people through application of modern information communication technologies facilities