**POLICY SUMMARY**

**Question1. Paste your summary of your allocated policy and then review the summaries of the other documents**

Rwandans are rightly proud of their cultural roots and the government will ensure that it takes advantage of ICT in all facets of the development process. However, for this development process to be a success, Rwanda must embrace the future and exploit innovations in Science and technology to complement its cultural strengths.

In order for Rwanda to achieve this objective, it will have to develop the teaching of science and technology at secondary and university levels. It will facilitate the creation of high and intermediate technology enterprises and develop access to ICT down to the administrative sector level, in accordance with the national ICT plan. ICT is needed to:

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

**Question 2. Consider how you would implement the spirit of the policies at both national level and in your own classroom**

The most important aspect in this wave is to improve existing structures, organizations and practices in education. ICT in teacher education is used to deliver the necessary knowledge and professional skills for teachers to be efficient and adapt to the challenges and changes in society and the environment. The students had to develop both theoretical and practical competences in ICT-supported educational settings.

Integrating ICT means that we must examine the possibilities of optimizing the use of new technology so this makes the technology economically viable and pedagogically meaningful.

In order to provide a sustainable ICT-related professional teacher development, we should extend the scope of teacher education so that it becomes a more integrated part of the teacher’s whole career development.

We should then be able to still educate in-service teachers, and renew their skills throughout their entire career. This is particularly valid for the sustainability of competence related to new technologies.

Teacher education in relation to ICT should be seen as a solid structure provided during in-service education periods and that this solid structure will be able to sustain and support competence development during the lifelong learning process.

**Teachers remain central to the learning process**
A shift in the role of a teacher utilizing ICTs to that of a facilitator does not obviate the need for teachers to serve as leaders in the classroom; traditional teacher leadership skills and practices are still important (especially those related to lesson planning, preparation, and follow-up).

**Lesson planning is crucial when using ICTs**
Teacher lesson planning is vital when using ICTs; where little planning has occurred, research shows that student work is often unfocused and can result in lower attainment.

**Pedagogy**

**Introducing technology alone will not change the teaching and learning process**
The existence of ICTs does not transform teacher practices in and of itself. However, ICTs can enable teachers to transform their teacher practices, given a set of enabling conditions. Teachers’ pedagogical practices and reasoning influence their uses of ICT, and the nature of teacher ICT use impacts student achievement.

**ICTs seen as tools to help teachers create more 'learner-centric' learning environments**
Research consensus holds that the most effective uses of ICT are those in which the teacher, aided by ICTs, can challenge pupils’ understanding and thinking, either through whole-class discussions and individual/small group work using ICTs. ICTs are seen as important tools to enable and support the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods.

**ICTs can be used to support change and to support/extend existing teaching practices**
Pedagogical practices of teachers using ICT can range from only small enhancements of teaching practices using what are essentially traditional methods, to more fundamental changes in their approach to teaching. ICTs can be used to reinforce existing pedagogical practices as well as to change the way teachers and students interact.

**Using ICTs as tools for information presentation is of mixed effectiveness**
The use of ICTs as presentation tools (through overhead and LCD projectors, television, electronic whiteboards, guided "web-tours", where students simultaneously view the same resources on computer screens) is seen to be of mixed effectiveness. While it may promote class understanding of and discussion about difficult concepts (especially through the display of simulations), such uses of ICTs can re-enforce traditional pedagogical practices and divert focus from the content of what is being discussed or displayed to the tool being utilized.

**Teacher technical abilities and knowledge of ICTs**

**Preparing teachers to benefit from ICT use is about more than just technical skills**
Teacher technical mastery of ICT skills is a not a sufficient precondition for successful integration of ICTs in teaching.

 **The national interests to apply ICT in education**

As a result of national choices and decisions, the government has a strong national policy commitment to supporting the emerging use of ICT, and various administrations from the Ministry of Education to organizations have created projects for promoting the use of ICT in education.