**ICT IN EDUCATION POLICY**

1. **The Purpose of this Policy**

The ICT in education policy is intended to guide the process of support, and use ICTs within the Education Sector to support its teaching-learning activities and operations within the framework of the national ICT-led development vision. The purpose of this policy document is

to build a common shared understanding and synergy for what ICT in education means among all stakeholders and create an enabling environment, mechanisms and priorities for ICT in education. Also this policy is to strengthen Rwanda's effort to export ICT in education models to Africa in general and to the EAC and COMESA in particular.

1. **The main of objectives of the policy**

The following are the main objective of ICT in Education Policy:

* Develop a competent & relevant ICT professional base to meet industry needs
* Increase ICT penetration and usage at all educational
* Develop Education leadership and teachers’ capacity and capability in and through ICT
* Enhance teaching, learning & research through ICT integration in Higher Learning Institutions

1. **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.”

1. **Implementation**

This policy describes how to implement it from Primary level, Secondary level and Higher Institutions of Learning levels. At all these levels, the policy document states that:

* You can use ICT to improve the quality of teaching and learning materials through the use of digital learning resources.
* Multimedia interactive digital content can be used to motivate students, improve conceptual understanding and retention of key topics.
* ICT can be used in Regular assessments to keep track of student performance.
* Make learning activities, information, courses and feedback available online anywhere – anytime.
* Provide opportunities for students to be part of broader communities.
* Provide communication and collaboration tools such as chat, e-mail., messaging, discussion forums, online meetings and video conferencing.
* Lesson preparation and delivery
* Research and innovations
* Video conference meetings
* Preparing and reporting grade
* Preparing assignment and exams
* Track progress and record completion and achievement
* Sharing information and material to others
* Communicating with others in the academic community
* Preparing lectures and presentation
* Giving feedback on students learning
* Etc.

Besides, this police recommend some services to be offered by these stated levels of intuitions hereafter:

**Online services like:**

* Access to registrations
* Enrolment
* Access to syllabus
* Access to courses
* marks checking
* school fees (tuition) payments
* etc

**The following table illustrates the Implementation of the Policy in four phases and the budget to be used:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phase 1** ( FY 2015-2016) | **Phase 2**(FY 2016- 2017) | **Phase 3**(FY 2017- 2018) | | **Phase 4**(FY 2018- 2019) |
| ICT in Education policy approved | Smart Classrooms and new curriculum integrated for P1, P2 P4, P5, S1, S2, S4 and S5 | | Smart Classrooms and new curriculum integrated for all grades. | |
| Student purchase programs initiated | 30% of schools equipped with Smart Classrooms and power (grid, solar or petro generator). | 70% of schools equipped with Smart Classrooms and power (grid, solar or petro generator). | | 100% of schools equipped with Smart Classrooms. |
| Awareness campaigns to students, schools, parents, teachers about | HLI will deliver 50% of the teaching using digital courses and online resources. | HLI will deliver 80% of the teaching using digital courses and online resources. | | HLI will deliver 100% of the teaching using digital courses and online resources. |
| Open Distance Education University will be up and running. | | | | |
| Teacher professional development and online community established. | Online teachers’ community scaled nationally. | | Most teachers actively participate in online teachers’ community. | |

**This document identifies ICT in Education Policy different areas as follow:**

1. ICT in Formal Education
2. ICT in Non-Formal Education
3. Access and Equity
4. Infrastructure
5. Curriculum design, delivery and assessment
6. Training and Capacity Building
7. Management, Support, and Sustainability
8. Open Distance and e-Learning
9. Multi-Stakeholder Partnerships
10. Research and Development
11. Monitoring and Evaluation

**Note: In all those area, the policy describes what to be done, who will do so and how to be done.**

This policy documents also points out **the challenges in implementing ICT in teaching learning activities which are:**

* Inadequate infrastructure; high power costs; equipment; and connectivity costs. Shortage information about the benefits and limitations of ICT in education
* Limited ICT in education resources
* challenges in capacity building of teachers
* The absence of a culture around the use of ICT
* Limited availability of digital content, expertise and project coordination.
* Insufficient monitoring and evaluation of ICT in Education projects at school level
* Lack of expertise in project management skills and poor coordination of initiatives
* Etc

**The ICT policy document concludes by stating its targets which are:**

* 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

**That’s all!**

**THANK YOU**