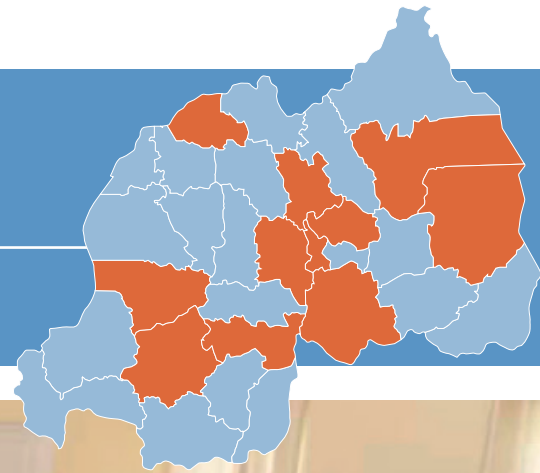




DIGITAL SKILLS FOR QUALITY TVET IN RWANDA

RWA/027



SECTOR | Education, Vocational Training and Employment (TVET)

DURATION | 32 months (May 2024-January 2027)

TARGET GROUPS

TVET teachers and students

SECTORIAL POLICIES AND REFERENCE STRATEGIES

- Rwanda's Vision 2050
- National Strategy for Transformation
- Rwanda TVET Board (RTB) Strategic Plan 2021-2024
- Education Sector Strategic Plan 2018-2019/2023-2024
- ICT Strategic Plan for RTB

INSTITUTIONAL ANCHORAGE

Ministry of Education (MINEDUC): RTB

BUDGET | EUR 5 million



Rwanda is striving to enhance the quality of TVET and improve the employability of young graduates. The Rwandan government aims to boost the number of youths in vocational training, while addressing challenges such as the cost of establishing and managing training centres and aligning programmes with market needs. Additionally, the COVID-19 crisis highlighted the lack of effective online learning mechanisms and digital pedagogical skills among TVET teachers.

OBJECTIVES

The project aims to enhance the TVET system in Rwanda by integrating digital technologies in teaching methods, to improve learning quality. This initiative aligns with Rwanda's goal of transitioning into a knowledge-based economy. By implementing a blended learning approach, combining traditional classroom instruction with online learning, students can apply theoretical knowledge practically, enhancing their digital competencies and soft skills.

The project will focus on three results:

- improving ICT infrastructure in TVET schools;
- building teachers' capacity for blended learning;
- enhancing data management for quality assessment.

The project will start testing the blended learning methodologies and tools with a small group of teachers and students, before eventually scaling up to a national level. The project seeks to create a sustainable model that can be replicated and scaled up nationally.

GEOGRAPHICAL COVERAGE

The project will operate in Rwanda, covering Technical Secondary Schools across all five provinces. Priority will be given to schools with industry-oriented programmes, ensuring inclusivity, employability in growing sectors, efficiency, gender balance, and social inclusion.

BENEFICIARIES

The primary beneficiaries are TVET students who will access higher-quality education through blended learning. However, the project's direct impact will be on TVET teachers, who will receive IT infrastructure, technical training, and opportunities for career advancement. The private sector stands to benefit from skilled graduates, while EdTech (EducationTech) companies can grow by providing services to support digital learning. Institutional partners like Technical Secondary Schools and the RTB will gain increased capacities and upgraded systems.

EXPECTED CHANGES/RESULTS

- Increased ability of TVET teachers to incorporate modern blended learning methods into their teaching.
- Improved quality of TVET education through the integration of blended learning.
- Increased enrolment and motivation of TVET students, as using ICT makes teaching and learning more attractive.
- Improved student learning outcomes and better preparation for labour market demands.

MAIN ACTIONS

- Improve connectivity at target Technical Secondary Schools.
- Provide equipment (laptops, projectors, etc.) to TVET schools and teachers.
- Find sustainable maintenance partnerships with the private sector for Technical Secondary Schools.
- Adapt and digitalise the curricula.
- Train TVET teachers to allow them to deliver the blended learning approach.
- Share benefits of blended learning to allow for national scale-up.
- Help RTB and MINEDUC to adapt the Education Management Information System for managing data about TVET and measure how blended learning impacts teaching quality.

ACHIEVEMENTS AND NEXT STEPS

The formulation phase of the project included the distribution of 3,000 laptops to TVET teachers. This early action demonstrates a proactive approach to equipping teachers with the necessary tools, allowing them to follow an online training on digital literacy and digital pedagogy, and sets a solid foundation for the project's future success. Notably, the laptops were delivered in successful collaboration with Post Luxembourg, which was selected after an open call for tender.



▲ A RWF 500 banknote illustrating the importance of digitalisation in education in Rwanda

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