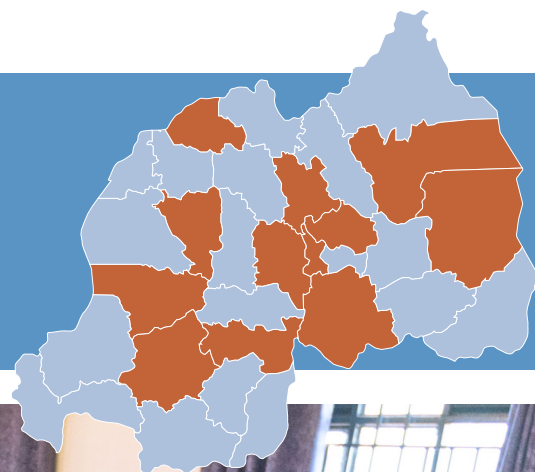


DIGITAL SKILLS FOR QUALITY TVET IN RWANDA



SECTOR | Education, vocational training and employment

DURATION | 32 months (May 2024-January 2027)

TARGET GROUPS

Technical and Vocational Education and Training (TVET) teachers, TVET administrators and students

SECTORAL POLICIES AND REFERENCE STRATEGIES

- Rwanda's Vision 2050;
- National Strategy for Transformation;
- Rwanda TVET Board (RTB) Strategic Plan 2021-2024;
- Education Sector Strategic Plan 2024-2029;
- ICT Strategic Plan for RTB;
- ICT Sector Strategic Plan 2024-2029.

INSTITUTIONAL ANCHORAGE

- Ministry of Education (MINEDUC);
- Rwanda TVET Board.

BUDGET | EUR 5 million



Rwanda is working to enhance the quality of TVET and improve the employability of young graduates. The government aims to boost the number of youths in vocational training, while addressing challenges such as high costs of establishing and managing training centres and aligning programmes with labour 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 Rwanda's TVET system by integrating digital technologies and adopting blended learning, combining classroom and online instruction to improve learning quality and strengthen digital skills. This supports Rwanda's transition to a knowledge-based economy.

Key objectives include:

- improving ICT infrastructure in TVET schools;
- building teachers' capacity for blended learning;
- enhancing data management for informed decision-making.

The project will pilot blended learning with a small group of teachers and students, before eventually scaling up nationally, creating a sustainable model for replication.

IMPLEMENTING PARTNERS

The project is implemented by LuxDev, in close collaboration with RTB and the Rwanda TVET Trainer Institute (RTTI).

GEOGRAPHICAL COVERAGE

The project will operate in 11 Technical Secondary Schools (TSS) 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

Primary beneficiaries are TVET students who will access higher-quality education through blended learning. Direct impact will be on TVET teachers, who will receive IT equipment, technical training, and career development opportunities. The private sector will benefit from skilled graduates, while Educational Technology companies can grow by providing digital learning services. Institutional partners namely the RTB, RTTI and the 11 TSS will gain increased capacities and upgraded systems.

EXPECTED RESULTS AND MAIN ACTIONS

- TVET teachers equipped to deliver blended learning through targeted training and provision of IT equipment, improving teaching quality;
- integration of blended learning and digitalised curricula to enhance TVET education quality and student learning outcomes;
- increased enrolment and motivation of TVET students through ICT-based learning, which enhances digital skills and better prepares them for labour market demands;
- improved connectivity and ICT infrastructure at target TVET schools, supported by sustainable maintenance partnerships with the private sector;
- enhanced data management through adaptation of the Education Management Information System (EMIS) by RTB and MINEDUC to monitor TVET performance and measure the impact of blended learning.

ACHIEVEMENTS (2025)



3,000

laptops
provided
to TVET
teachers

10
student computer
labs equipped

110 ICT devices
delivered to
(33 projectors, 11 smart screens, 9 servers,
9 UPS, 49 network devices)

11
schools

11 pilot schools adopted
blended learning in

4 trades

22 school leaders trained on
blended learning
leadership, supervision,
and coaching



85 TVET trainers
trained in digital
pedagogy

18 ICT staff trained
on infrastructure
management &
maintenance



National
**blended learning
implementation**

Guidelines developed to
support the roll-out of blended
learning in TVET

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