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Policy insights from an assessment of NEPAD e-schools in Rwanda : a case study of three NEPAD schools in Rwanda.

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Abstract

The purpose of this research is to investigate how the Rwanda NEPAD e-schools project is achieving its objectives, in order to draw lessons for policy. Case studies of three NEPAD e-schools were conducted to explore the integration of ICT in schools. This qualitative research was based on semi-structured interviews with Ministry of Education staff, school personnel and students, as well as a review of policy documents. The literature review identified a number of factors that hinder the use of ICT, which factors were also evident in the research findings. It was found that greater support is required to overcome the barriers, including lack of policy, teaching and learning, funding, access, training and professional development, curriculum content, technical support, time and attitudes towards ICTs. The analysis of the position in these e-schools offers lessons for policy and practice in Rwanda and with regard to the NEPAD e-schools programme on the continent. Ministries of Education in African countries should align ICT in education policy with other education strategic and operational policies to ensure that ICT initiatives are in line with national developmental goals and objectives.