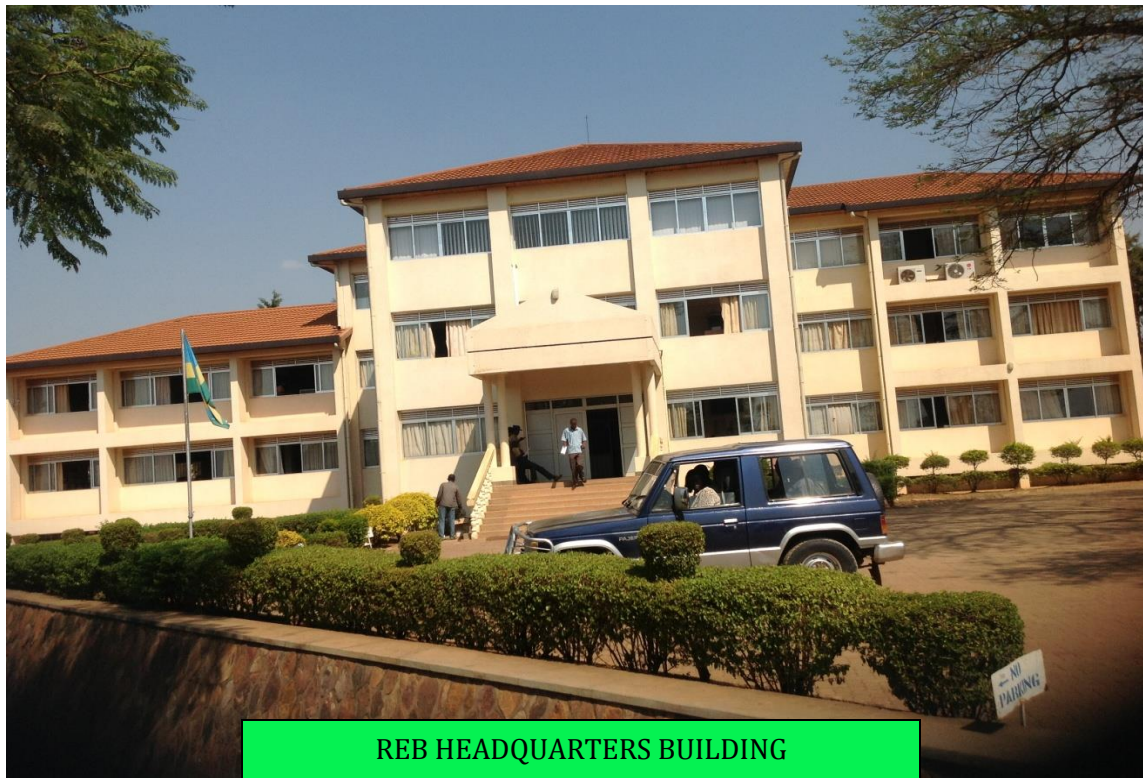


REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)



VOLUME IV: PROCEDURES MANUAL

FOR

ICT IN EDUCATION AND OPEN DISTANCE AND E-LEARNING (ICTE& ODEL) DEPARTMENT

This procedures manual for ICT in Education and Open Distance and E-Learning (ICTE& ODEL) Department is Volume V of the REB comprehensive manual. Volumes within this series are:

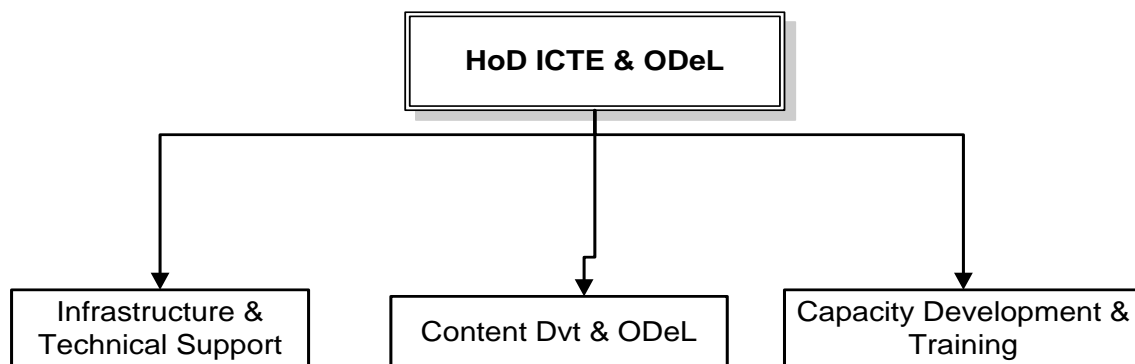
VOLUME	DEPARTMENT/UNIT
CORE DEPARTMENTS	
I	Curriculum Pedagogical Materials Production and Distribution (CPMD) Department
II	Education Quality and Standards (EQS) Department
III	Teacher Development and Management (TDM)
IV	Examinations and Accreditation (EA) Department
V	ICT in Education and Open Distance and E-Learning (ICTE& ODEL) Department
VI	Higher Education Student Loans (HESL) Department
SUPPORT DEPARTMENTS/UNITS	
VII	Corporate Services Division
VIII	Planning & Research
IX	ICT support Unit

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5.0 INTRODUCTION

The ICT Education and Open, Distance and E-Learning (ICT & ODeL) Department is responsible for the overall implementation and supervision of ICT in Education and Open, Distance and e-Learning activities. This includes infrastructure and technical support, content development, capacity development and teacher training, EMIS and GIS.

5.1 MICRO STRUCTURE



5.2 FUNCTIONAL RESPONSIBILITIES

Functional responsibilities of the department are the following:

- Implement and supervise of ICT in Education and ODeL activities in schools;
- Provide overall coordination and quality assurance within the different units;
- Implement the ICT in Education Strategic Implementation Plan;
- Develop research skills of professional staff, using ICT;
- Establish partnerships with similar institutions outside Rwanda.

5.2.1 RESPONSIBILITIES OF THE VARIOUS UNITS

5.2.1.1 Infrastructures and Technical Support Unit

- Plan, procure, deploy and provide technical support of ICT Infrastructure
- Supervise maintenance and management of ICT infrastructure within the Education sector particularly Internet connectivity, computer equipment and other ICT devices
- Liaise with the National Data Centre and the National Operation Centre within RDB/IT on issues related to connectivity, Data storage and Data disaster recovery system;

- Monitor regular operation of data networks in schools;
- Attend to consumer complaints and carry out repair works, replacing equipment in schools as required;
- Prepare budget for maintenance purposes;

5.2.1.2 Content Development and ODeL Unit

- Plan for and produce digital content;
- Plan for and distribute digital content;
- Liaise with content producers and technology producers;
- Manage and maintain the Rwanda Multimedia Educational Portal;
- Work with the Head of Department of ICT & ODeL to develop and implement strategies in line with Digital Content and ODeL;
- Identify regional and international materials that can be adapted and localized for distribution;
- Identify training need and arrange for training of trainers/educators for the use of Open, Distance and e-Learning in the classroom practice;
- Work with MINEDUC, HLIs and other organizations to arrange that high quality materials produced outside Rwanda are available to improve education quality and accessibility in Rwanda;
- Liaise with appropriate REB departments on the conception, production and distribution of digital contents;
- Work with the Curriculum Department Unit on the planning and arranging for digitalization of content;
- Organize digital content tests;
- Organize outreach campaigns for awareness and dissemination of digital content
- Arrange for training for trainers and educators on the use of multimedia content in the classroom activities;
- Advise REB on relevant actions regarding content digitization for specific groups;
- Organize public awareness programs and media coverage for a wider distribution of digital contents

5.2.1.3 Capacity Development and Training Unit

- Explore different approaches and encourage teachers to employ new technologies on a frequent and sustainable basis;
- Identify preferences and needs of teachers to ensure their commitment;
- Develop projects to assist the development of teachers skills in ICT in teaching;
- Develop training program guidelines and manuals for teachers to help them acquire technology and instructional skills;
- Encourage teachers to be innovative;
- Develop and manage an electronic teacher training management information system;

- Liaise with ODeL department to avail necessary digital resources for teacher training;
- Work with other partners in teacher training in ICT.

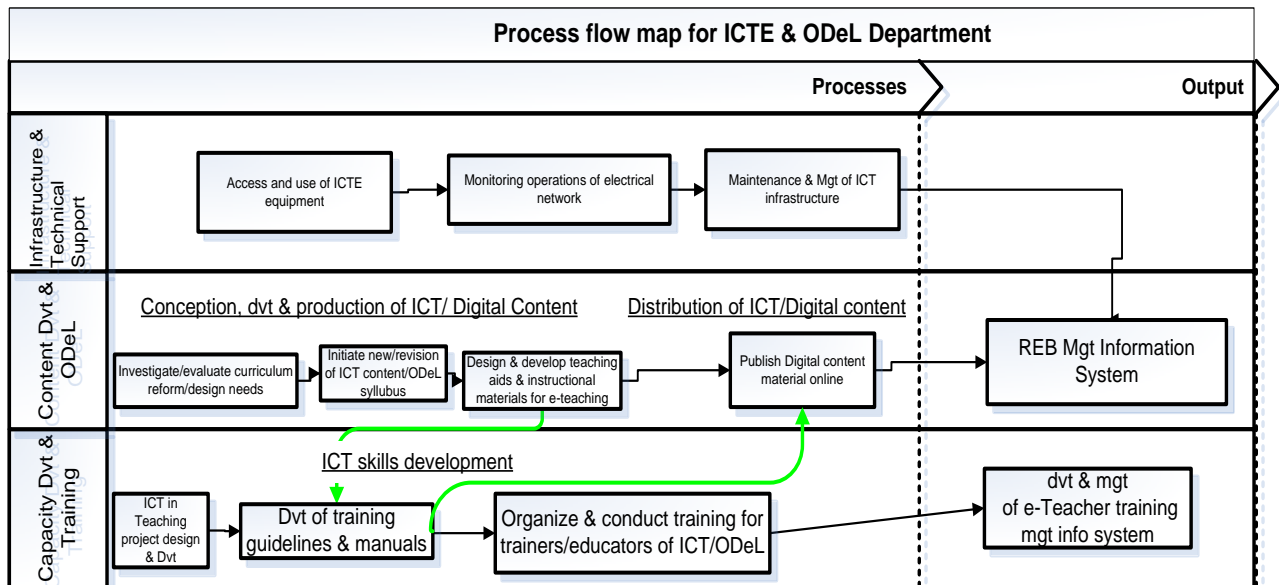
5.3 ICT & ODeL CORE PROCESS ACTIVITIES

The department is responsible for the overall implementation and supervision of ICT in Education and Open Distance and e-Learning activities in schools including Infrastructure and Technical Support, Content Development and Open Distance and e-Learning, as well as the related Capacity Development and Teacher Training. The department’s activities revolve around the following core processes:

- Access and use of ICTE equipment in schools
- Monitoring operations of electrical network in schools
- Maintenance and management of ICT infrastructure in schools
- Conception development, production and distribution of ICT/ Digital Content
- ICT skills development
- Training of Trainers/teachers of Ode-L

5.3.1 PROCESS MAP

The process flow for the above activities is indicated in the process map below:



5.3.2 CROSS DEPARTMENTAL PROCESS RELATIONSHIPS IN ICT AND ODEL

Two processes connect ICTE& ODeL with other departments namely: conception, production & distribution of digital content, and the installation, maintenance and management of ICT infrastructure in schools.

Conception, production & distribution of ICT/ digital content

The linkage of ICTE &ODeL to CPMD in this process is as described above under the processes of review of teaching materials and curriculum review and design. In collaboration with the CPMD department for technical input on curriculum standards requirements, the ICT in Education and ODeL Department works to create digital versions of curriculum and pedagogical materials as appropriate to teaching and learning schools.

Maintenance and management of ICT infrastructure in schools

The linkage of ICTE &ODeL to EQS in this context is as described above under the process for school construction. In addition, staff of ICTE & ODeL department must, on a regular basis, receive and use feedback from inspectorate staff of EQS regarding the content and quality of ICT support for teaching and learning in schools.

5.4 PROCEDURES FOR PROCESS ACTIVITIES IN ICT IN EDUCATION AND ODEL

S/ N	PROCESS	RULES, REGULATIONS AND PROCEDURES
	<p>Access, use & monitoring of ICTE equipment</p>	<p>REB distributes ICTE equipment to schools to support new teaching and learning practices. These include, but are not limited to: mobile telephones and speakers for the use of audio programs in class, solar-powered radio and MP3 players, computers (such as the OLPC XO's), iPads, and projectors. These materials are distributed in accordance with established REB practice for the provision of equipment and teaching and learning materials. This is depicted in the process flow chart below:</p> <div data-bbox="435 552 1463 1050" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Process flow map for ICTE access, use and monitoring</p> <pre> graph LR subgraph REB subgraph Provision_of_equipment D1[Distribution of equipment to school] --> E1[Entry into database] end subgraph Receipt_of_equipment A1[Acknowledgement of receipt of equipment] --> E2[Entry of received equipment into school materials inventory] end end subgraph School subgraph Access S1[Signing out of school inventory] --> U1[Use of the technology for instructional & professional devt] end subgraph Use M1[Monitoring use of equipment] --> R1[Repairing/maintenance of equipment] end subgraph Monitoring C1[Charging of equipment] --> D1[Declaring lost equipment] end end D1 --> A1 A1 --> E1 E1 --> E2 E2 --> S1 S1 --> U1 U1 --> M1 M1 --> R1 R1 --> C1 C1 --> D1 D1 --> E2 </pre> </div> <p>Provision of equipment captured from the Technology Management Guidelines (June 2013) include:</p> <ul style="list-style-type: none"> • Distribution of equipment to schools <ul style="list-style-type: none"> ○ Acknowledgement of receipt of equipment ○ Entry of distributed equipment into REB database ○ Entry of received equipment into school materials Inventory • Use <ul style="list-style-type: none"> ○ Signing out school inventory ○ Use of the technology for instructional and professional development • Monitoring the use of equipment in schools <ul style="list-style-type: none"> ○ Repairing/maintenance of equipment ○ Declaration of lost equipment <p><u>Distribution of Equipment</u> When the technology is distributed to the school, the head teacher must sign for it, acknowledging receipt of the equipment. The head teacher has stewardship of the materials, and is accountable to REB for the proper care and maintenance of the equipment. He/she should note, on his/her materials inventory, the technologies received, the location in which the technologies are stored and the person responsible for managing them, as well as the state of the technology (functioning, broken, etc.). Upon receipt of the head teacher's signed affidavit, REB enters the technology into its appropriate</p>

databases. Technologies distributed to schools become the property of the school

Use of the equipment

The school and its staff are to use technologies provided for instructional and professional development purposes. No technology distributed by REB may be used for personal purposes. REB reserves the right to repossess any equipment that is misused or not used for the designated purposes.

- Accessing the equipment

Teachers access school equipment by signing it out of their school's inventory. Depending on the nature and quantity of a particular technology, a given teacher will sign out that technology for the period he/she will be using it. For example, in the case of the mobile phones and speakers that accompany the REB early grade reading program, teachers may sign them out at the beginning of a trimester and return them at the end of a trimester.

- Sharing the equipment

In some cases, a single technology provided to schools may be destined to be shared among teachers. In such cases, one teacher will be designated by the head teacher to be the primary manager of that technology. He/she will be responsible for managing the circulation of that technology and ensuring that all teachers who need to access it are able to do so, at the required time. The manager will also be responsible for tracking the whereabouts of the technology at all times and collecting the technology at the end of the school day and ensuring its safekeeping until the following day or until it is returned to the school's inventory.

Monitoring the use of the technology

REB will monitor the use of technology distributed to schools, as well as the state of the technology via appropriate channels. These may include, but not be limited to: site visits by REB officials or inspectors, calls to head teachers or the teachers designated to use the technology, or collaboration and coordination with SEOs and DEOs.

- Charging equipment provided to schools

Equipment is expected to be ready for use at any time during the school day.

If there is a source of electricity at the school, the manager (or teacher, if the technology is not shared) must charge the equipment at the school.

If there is not a source of electricity at the school, the head teacher may give his/her consent for the equipment to be removed from the premises for the explicit purpose of being charged. In this case, the technology must be signed out of the inventory and signed back in on the school premises within 12 hours. The technology may never be removed from school premises without the head teacher's consent.

- Repairing equipment distributed to schools

Schools must identify local solutions for broken or malfunctioning equipment, whenever possible. Funds for repairing technologies or maintaining technologies may come from funds raised from the PTCs, the capitation grants (funds allocated for refurbishment) or other sources of funding.

Head teachers must collect and report any information related to problems experienced with technologies, using their usual line of report.

- Declaring lost equipment

In the event that equipment distributed by REB is lost or stolen, a school should report the problem immediately to the local police and the Sector Education Officer, District Education Officer and inform REB. A copy of the police findings and the outcome of the investigation should

	<p>be kept on file at the school office. Lost and/or stolen equipment will be registered as such in REB appropriate databases.</p> <p>If investigation reveals that the school is at fault, the head teacher will be held liable. Additionally, all individuals at fault for the loss of the equipment will be held liable for replacing lost or stolen technologies with a comparable piece (or pieces) of equipment. REB does not take any responsibility for replacing lost or stolen equipment</p>									
<p>Conception, development, production & distribution of Digital Content</p>	<p>Attention is paid to the varied components of the digital content process. Considerations include the focus on the philosophical underpinnings/principles, goals, objectives, subject matter, learning experiences and evaluation; these are established in consultation with other relevant departments within REB. Conception, development and production of Digital content process will involve planning, construction and the logical step-by-step procedures used to produce written documents, as well as print and non-print resource materials.</p> <div data-bbox="435 646 1446 1115" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Process flow map for Content Devt & ODeL Unit</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 60%; text-align: center;">Processes</th> <th style="width: 20%; text-align: center;">Output</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">Content Devt & ODeL</td> <td style="vertical-align: top;"> <p style="text-align: center; background-color: #FFD700; margin: 0;">Conception, devt & production of ICT/ Digital Content</p> <pre> graph LR A[Investigate/evaluate curriculum reform/design needs] --> B[Initiate new/revision of ICT content/ODeL syllabus] B --> C[Design & develop teaching aids & instructional materials for e-teaching] C --> D[Publish Digital content material online] </pre> </td> <td style="vertical-align: top; text-align: center;"> <p style="text-align: center; margin: 0;">Distribution of ICT/Digital content</p> <pre> graph LR D --> E[REB Mgt Information System] </pre> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Capacity Devt & Training</td> <td style="vertical-align: top;"> <pre> graph LR F[Devt of training guidelines & manuals] --> G[Organize & conduct training for trainers/educators of ICT/ODeL] </pre> </td> <td></td> </tr> </tbody> </table> </div> <p>The process procedures for content development and Open Distance and e-Learning include:</p> <ul style="list-style-type: none"> • Conception, development and production of Digital content <ul style="list-style-type: none"> ○ Investigate/evaluate curriculum reform/design needs ○ Initiate new/revision of Digital content/ODeL syllabus ○ Design & develop teaching aids & instructional materials for e-teaching • Distribution of Digital content <ul style="list-style-type: none"> ○ Organize and conduct training for trainers/educators of ICT/ODeL ○ Publish Digital content material online • Monitoring and evaluation <p><u>Conception, development and production of Digital content</u></p> <p>The curriculum document will include vision statements, goals, standards, performance benchmarks, learning activities and instructional strategies, interdisciplinary connections, and other integration activities that guide curriculum implementation.</p> <p>Various stakeholders shall become part of the implementation process by making their contribution to operationalise the curriculum as designed and developed. The process is jointly managed with the officers of the Curriculum Materials Production and Distribution Department. It also requires close interaction between various officers of the department of inspectorate, teacher management and examinations. It also includes, teachers, parents, students and the general public.</p>		Processes	Output	Content Devt & ODeL	<p style="text-align: center; background-color: #FFD700; margin: 0;">Conception, devt & production of ICT/ Digital Content</p> <pre> graph LR A[Investigate/evaluate curriculum reform/design needs] --> B[Initiate new/revision of ICT content/ODeL syllabus] B --> C[Design & develop teaching aids & instructional materials for e-teaching] C --> D[Publish Digital content material online] </pre>	<p style="text-align: center; margin: 0;">Distribution of ICT/Digital content</p> <pre> graph LR D --> E[REB Mgt Information System] </pre>	Capacity Devt & Training	<pre> graph LR F[Devt of training guidelines & manuals] --> G[Organize & conduct training for trainers/educators of ICT/ODeL] </pre>	
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		<ul style="list-style-type: none"> • Investigating/Evaluating curriculum reform/design needs Officers from the inspectorate shall engage in analysing data collected from the field to determine the effectiveness of the curriculum design and its implementation as they relate to ICT. The process will entail comprehensive study of the data with the view of identifying possible deficiencies and root causes that can lead to corrective action using appropriate digital channels. • Initiating new/revision of ICT content/ODEL syllabus The information gained from data analysis will be used to guide appropriate adjustments to the curriculum contents. Working with ICT and ODeL Department new information will continuously be shared. Such adjustments incorporate the strengths and address any apparent weakness of the implemented curriculum. The findings from this exercise will directly influence the final stage of review. • Designing & developing teaching aids & instructional materials for e-teaching Draft teaching schemes, textbooks, teachers' manuals and examination syllabuses in cooperation with teaching institutions and examining bodies. <p><u>Distribution of Digital content</u></p> <ul style="list-style-type: none"> • Organizing and conducting training for trainers/educators of ICT/ODEL <p>Since implementation is a change activity, the Curriculum Development Department shall also be engaged in in-service teacher/ ICT educators training through seminars and workshops to facilitate the required alteration of individuals' knowledge, skills and attitude.</p> <ul style="list-style-type: none"> • Distribution of Digital content Updates, links to resource material and successful teaching and learning experiences incorporated in curricula and published as part of the digital content online. These considerations are all geared towards curriculum improvement and improved student performance in meeting national, developmental and educational goals. <p><u>Monitoring and evaluation</u></p> <p>The Department of Standards and Quality shall monitor implementation process. Regional and school inspectors shall visit schools to verify that classroom practice is consistent with the established goals and objectives of the national curriculum. Data are gathered to inform policy and decision making relative to the curriculum. The monitoring activities also capture best practices for sharing and for strengthening the working relationship between officers of the ICT & Open Distance, Curriculum Departments and management, and allow for technical support at the school level to be provided when and where needed.</p>
	<p>Integration of Technology in Schools- ICT Clubs</p>	<p>The ICT Clubs aim primarily to promote the integration of ICTs in schools and in the local communities. The purpose of ICTs in schools is to increase access to educational resources, enable collaboration and network between educational stakeholders especially between teachers, between teachers and students, and between the schools and the community. Additionally, ICTs will contribute to the development of high quality skills and knowledge base among teachers, students and the community. In other words, improving the quality of education is at the forefront of the ICT Clubs' mission.</p> <p><u>Scope of Activities</u></p> <p>The ICT Clubs are based in their respective districts which is the main administrative operation of their activities</p> <p><u>RESPONSIBILITIES</u></p> <p><u>ICT Clubs</u></p>

	<p>a) Establishment of professional and ethical relationships</p> <ul style="list-style-type: none"> • Establish a working relationship with schools' stakeholders especially with Head Teachers, District Education Officer, Teachers and Students. <p>b) Participation in Professional Development</p> <ul style="list-style-type: none"> • Participate actively in educational technology trainings organized by Rwanda Development Board (REB) and/or its partners, on REB's invitation <p>c) Planning</p> <ul style="list-style-type: none"> • Work with REB and Districts and other education partners in order to develop and implement a coordinated ICT in education training programme for teachers, students and the community • Collaborate with Head Teachers and DEOs to identify teachers and students to train, who may eventually integrate or form new ICT Clubs • Arrange meetings with groups of teachers and students in each school at least once every term to experience sharing, networking, joint problem-solving in terms of the infusion of ICTs in teaching and learning <p>d) Mentoring teachers' ICT-related pedagogical skills</p> <ul style="list-style-type: none"> • Identify teachers' ICT related pedagogical needs and priorities, put in place activities to respond to those needs (classroom observations, model teaching, lesson preparation, co-teaching, etc.) and monitor progress • Observe (formally and informally) lessons and hold open and reflective discussions with teachers to explore and encourage creativity in design and delivery of lessons supported by ICT. • Support teachers to identify, create and use instructional technology materials made from low-cost or no-cost locally available resources <p>e) Supporting development of teachers' and students' ICT literacy skills</p> <ul style="list-style-type: none"> • Serve as an ICT in education resource for teachers and students, providing answers to questions they have about the integration of ICTs in teaching and learning. • Create an ICT-rich environment at the schools to encourage the use ICTs in informal and formal settings. • Encourage peer observations and feedback sessions that focus on the use of ICT in education. • Initiate and/or facilitate the creation of ICT Clubs for teachers, students and community members. • Identify teachers' and students' ICT proficiency levels, arrange learning settings in such a way they provide support to each other, and monitor progress. • Increase ICT literacy among the teachers, students and community members across the Districts • Play the role of agents of change through initiating or facilitating innovation and school-based and community-oriented ICT development projects, • Raise awareness among teachers, students and community members about the importance of ICTs in their everyday lives. • Liaise and collaborate with other ICT Clubs to learn from best experiences <p>f) Reporting</p> <ul style="list-style-type: none"> • Present a monthly progress report to the District, with a copy to REB and schools Head of Schools concerned by activities reported. • Present a quarterly report to the District, with a copy to REB and schools Head of Schools concerned by activities reported. • Ensure that copies of all reports are filed and available for review by appropriate authorities/ stakeholders. <p><u>Districts</u></p>
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- Facilitate the formation of ICT Clubs for teachers, students and community members.
- Facilitate ICT Clubs to conduct their activities in schools and communities located in the District.
- Recognize ICT Clubs as non-profit organisations and where appropriate assist those mature ones to develop into limited liability companies and fulfil legal requirements according to the law governing such associations in Rwanda.
- Approve ICT clubs action plans, supervise, advise and support ICT Clubs to implement their activities in the District.
- Liaise with schools and Business Development Centres (Tele-Centres) to facilitate ICT Clubs get access to computer rooms, the Internet and other ICT infrastructure in line with their action plan.
- Provide financial support and/or support ICT Clubs to raise funds that can allow them to conduct ICT training programmes for community members.

Rwanda Education Board (REB)

- Organize educational technology trainings for ICT Clubs members eventually in collaboration with REB development partners.
- Provide ICT Clubs with ICT training curriculum and relevant content and related methodologies.
- Supervise ICT Clubs activities conducted in schools for teachers and students on request or whenever it is required.
- Initiate and/or facilitate the creation of ICT Clubs, equip them with required educational and managerial skills to become operational and effective.
- Initiate and/facilitate partnerships and interaction between ICT Clubs through workshops, conferences, competition and other activities.
- Provide transport and/or facilitation fee for ICT Clubs members who conduct ICT training activities on behalf of REB.
- Ensure quality and accreditation of ICT training programmes offered by ICT Clubs.

ORGANISATION OF ICT CLUBS

There are two types of ICT clubs. The ICT club for teachers and the ICT clubs for students. Members of the clubs are the trained teacher and student technology champions who have the interest and skills to support their communities in leveraging the use of ICT in order to improve the quality of education.

The day to day management of the ICT Club shall be run by an Executive Committee elected by a general meeting of the members. The members, roles and responsibilities of the Executive Committee are defined in internal rules and regulations of each ICT Clubs.

Unless otherwise resolved in the general meeting, members of the executive committee are elected for the period of 1 year and their mandate can be renewed without limitation of the number of renewals.

The ICT Club may from time to time by resolution of the general meeting increase or reduce the number of executive committee.

The general meeting convenes at least once a quarter on the invitation of the executive committee and takes place in the District of its operations unless otherwise decided by ICT Club members.

Resources and Budget

		<p>The income and property of the ICT Club shall be applied towards the promotion of its educational objectives as set forth above. ICT Club members should agree on a short and long term funding formula and arrangements for income-generating activities. The target is that ICT Clubs should become financially self-sufficient.</p> <p><u>Monitoring Of ICT Clubs Activities</u></p> <p>Activity plans of the ICT clubs are approved by the districts and shared with REB. They must be in line with REB targets and objectives related to the training of teachers. The District has the responsibility of monitoring closely the activities of the clubs at the district level while REB has the overall coordination of the activities.</p>
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5.5 ONE LAPTOP PER CHILD (OLPC)

5.5.1 BACKGROUND

The One Laptop per Child Program is a key project that aims at the Enhancement of Education through the Introduction of technology in Primary schools.

The OLPC program enables an approach to education in which children learn by doing and making, in a public, guided and collaborative process which includes feedback from their fellow peers and not just from their teachers. The OLPC project, through digital, interactive, animated graphic rich content is able to help students visualize, simulate, share various complex concepts which improves their understanding, retention and ability to innovate.

5.5.2 OBJECTIVES OF OLPC

The main objectives of the OLPC program are as follow:

- The enhancement of Education by enabling students to learn by doing through graphically rich, animated, interactive digital courses and gaming.
- To transform the role of the teacher from the knowledge holder to a facilitator who guides pupils to access the vast knowledge on the laptops, servers and on the internet.
- To enable Primary school students an early access to computers where they can develop computer skills through computer science courses which include programming skills.
- To expand their knowledge on specific subjects like Science, Mathematics, Languages and Social Sciences through online research and digital content hosted on school servers.

The OLPC program implements part of the **NICI III (National Information and Communication Infrastructure Plan)** under the **SCHOOLNET** project

5.5.3 ACHIEVEMENTS

A distribution policy orientation has been adapted to the Distribution of laptops from Primary 4 to Primary 6 whereby the Government of Rwanda will cover all public and subsidized schools only, although Private schools and their students can buy the OLPC laptops directly from the Government.

At least 111,000 Rwandan children today between the ages of 10-12 years old, who have had laptops for a year now are able to use the laptops as well as write programs in 2 different computer languages.

5.5.4 DEPLOYMENT

Deployment: to date 200,026 laptops have been distributed in 407 schools. This process will continue upon the arrival of the 43,243 to be deployed in 108 Primary schools.

Pilot phase – In this phase the government Rwanda received a donation of 10,000 laptops, and they were distributed around the country by the OLPC association.

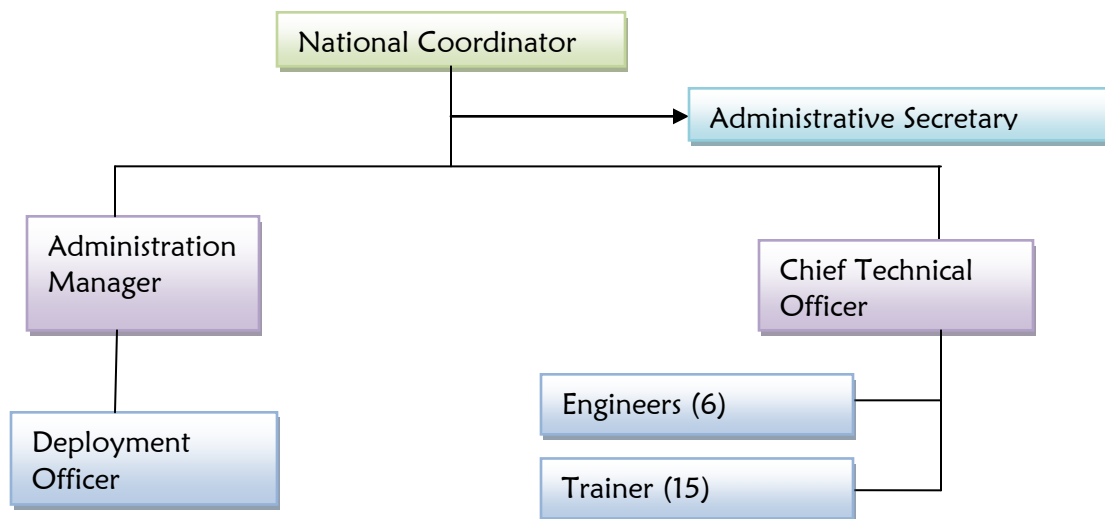
Phase I – In this phase the government of Rwanda purchased 100,000 laptops, the target was to reach 5 schools per districts for a total of 150 schools. This phase was completed.

Phase II – After completion of the first phase, the Government purchased additional 100,000 Laptops, and the second phase started, the target is to reach one school per sector meaning a total of 416 schools around the country. The phase will be completed by end March 2013.

5.5.5 ORGANIZATION STRUCTURE OF OLPC

Daily management of OLPC is entrusted to the OLPC Coordinator. The coordinator supervises and coordinates the daily activities of OLPC.

MICRO structure



The project has a plan of action for a given financial year. The main project is charged with ensuring provision of the laptops and related ICT education support services to schools. The OLPC project operates around three different processes: deployment of laptops; teacher training; and Installations and maintenance.

Distribution of Laptops

OLPC plans for distribution of the laptops throughout the country. During this planning process the issue of electrification is put into consideration. Sometimes the Ministry of Education through Local Government works to ensure that electricity is extended to various schools before laptops can be taken to schools.

The deployment officer working with the Administrative Manager monitors inventory and the deployment exercise. The office initiates a plan and budget for deployment and sends it to the administrative manager for further preparations.

Monitoring the deployment of the laptops is done through an information management system where a laptop serial number is used to track the location of the laptops. This in turn helps in generation of reports and clear audit flows. This information system is also used to help track the recovery of stolen laptops with the help of the police.

Teacher training

OLPC has a program of training teachers on the use of the laptops to facilitate the teaching and learning process. Training needs are generated by schools and engineers during the planning sessions or along the course of duty. Need identification may also come from the National coordinator. The teachers working closely with Engineers design training manuals and other educational ICT support materials and submit a training plan to OLPC project. These materials are sent to then sent to the Chief Technical officer for elaboration, review and onward submission. The Chief technical officer will then include a budget and submit the dossier to the Administrative Manager.

The administrative manager will review the plan, analyse the budget estimates and pass over the documentation to the national Coordinator. The national coordinator will then write to the DG seeking approval to have the training conducted plus approving release of resources to finance the training.

Installation and Maintenance works

During installation, engineers work hand in hand with the deployment officer to draw up a plan for installation of computers in different schools. Several maintenance works on the laptops and electrical installations are needed. The Engineers have to create a system of getting updates from schools in relation to maintenance works. A rotational program is then designed to follow up on maintenance. Reports on all maintenance works should be generated and sent to the Chief Technical Officer on monthly basis.