



11th Ministerial Round Table



“Towards a Knowledge-Based Economy”

Kigali
Rwanda
September 26
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Communiqué

In collaboration with



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Communiqué

The 11th eLearning Africa Ministerial Round Table took place in Kigali, Rwanda on September 26th, 2018 at the occasion of the annual eLearning Africa conference. Participants, who included representatives of both African Governments and international organisations, discussed steps that might be taken to move Africa “towards a knowledge-based economy” and to equip young Africans with the skills they need for the future. The Round Table produced a set of recommendations by which Africa could take advantage of a period of sustained economic growth to transform itself into a modern, data-based, knowledge-led economy.

The meeting was held against a background in which technology is increasingly connecting Africa, creating an opportunity for education to transform the continent. African economies are growing rapidly but, with the pace of technological change, recent achievements could soon be undermined without a determined emphasis on education, training, skills and workplace learning. The task is not simply to encourage African workers and students to acquire new skills, but to build whole new sectors of the economy in which a skilled workforce is the most prized asset, capable of being leveraged to develop new opportunities, create new partnerships and attract new investments.

Ministers and representatives from 13 African countries (Angola, Benin, Burkina Faso, Congo Brazzaville, Djibouti, Ghana, Gambia, Liberia, Mali, Nigeria, Rwanda, Senegal, Uganda) together with invited guests from international organisations, considered how African countries, businesses and workers could take advantage of changes in the global economy to secure a competitive advantage. Participants focused on the nature of the change taking place in the global economy, its possible effect on Africa, and how Africa could make the most of the opportunity implicit in having the world’s most youthful population. It was clear to many participants that Africa is in a strong position to exploit what is likely to be an era of continuous change and to lead the world into the future.

Three specific questions were posed, each of which produced distinct and innovative recommendations:

1. How can African countries, businesses and workers take advantage of rapid change to get ahead of their competitors?
2. How can improving quality and expanding access to education, training and skills attract investment and create jobs?
3. What is our vision for Africa’s youth? How can today’s young Africans be developed into tomorrow’s highly skilled workers and what are the skills needed?





Recommendations:

Recommendations emerged from the discussion to help Africa to become more united, in order to entrench the benefits of continuing economic growth and strengthen global partnerships. The recommendations also addressed some of the UN’s Sustainable Development Goals and suggested a number of specific actions, which will help in making a reality of the Africa Union’s vision of a “transformed continent,” as outlined in its 2063 Agenda.

Assessment

We need to assess changes in the global economy from an African perspective. We should look collectively and in detail at how the ‘fourth industrial revolution’ is affecting other countries and assess what might be the pitfalls and opportunities for African economies. We must:

1. Make more accurate assessments of challenges and opportunities on both a national and a regional basis.
2. Develop a common agreement as what Africa needs to do to adapt.

Context

It was suggested by one participant that Africa had missed out on the first three industrial revolutions and it might now already be too late to join the so-called “fourth industrial revolution,” So, Africa needs to design the fifth.

The point, which was emphasised repeatedly by many participants, is that context is of overriding importance in Africa. What suits ‘advanced’ Western economies may not be relevant in Africa. Africans have to assess their own situation and design solutions to their own problems. With this in mind, we should:

1. Use technology to identify, exploit and disseminate Africa’s unique knowledge and provide an African definition of a knowledge-based society. This will involve creating an innovation environment, supported by strong policy frameworks and enabled by a robust technology infrastructure.
2. Ensure that an innovation-friendly environment is nurtured and sustained by both government policy and the right technology infrastructure.
3. Take advantage of a young population and provide an enabling environment that recognises young people as global citizens. With the right skills, these young people could develop an understanding of the role of Africa in the global economy and its potential for economic development through their window on the world, enabled by their extensive use of technology, particularly social media and communication tools. They could become the masters of their own destiny.
4. Protect against Africa simply being used as a laboratory for others to test their products and instead draw on pan-African innovation and expertise to develop more finished products from its raw materials to add more value to exports.





Education

It has long been agreed that curriculum content and pedagogy need to change but change has been slow and must be accelerated. Therefore, we should:

1. Examine and learn from the successes and failures of other countries but extrapolate and apply these lessons to specific African contexts. Additionally, and importantly, collaborate across Africa to discover what can be learnt from each other to improve education regionally.
2. Recognise that creativity comes from an education that is modern, up-to-date and experiential. We should, therefore, re-examine and, where necessary, change the nature of schooling with innovative solutions that not only provide students with access to the skills they need to improve their livelihood and contribute to African's growth, but also help to overcome the widespread shortage of qualified teachers. The development of a future-ready curriculum, content development, access to relevant resources and changing pedagogy are essential but not enough. Solutions enabled by mobile learning and distance teaching through technology are also very important.
3. Examine the potential for using technology to help to improve access, increase opportunity and provide a quality education for all. Technology may also have a role to play in helping to combat corruption, which often undermines investment in education.
4. Teach students not only to consume technology but to master it.
5. Ensure universities focus more on providing courses, which are relevant to the skills needed by industry now and in the future, and the tools with which to learn. It was stressed that a lack of access to the tools necessary to acquire knowledge was one of the major causes of migration among young people. This fact should be clearly understood by partners and donor countries.
6. Promote innovation in technology in higher education and support the use of a common technology platform across African institutions of higher education.

Skills

New policy frameworks are needed to enable young people across the continent to acquire new skills. Identifying and harnessing talent and providing opportunities for entrepreneurship are also important. With this in mind, we should:

1. Define and agree a set of soft skills that are applicable for the future and incorporate them across all levels of education into both lifelong learning and informal education. These skills should be agreed between the public and private sectors and be relevant to the African context.
2. Encourage entrepreneurship, including promoting opportunities for African SMEs by allowing them to develop new solutions rather than just adopting those of international corporations.
3. Provide HE courses that meet the current and future needs of the labour market
4. Focus on developing the skills and sharing the technology solutions to produce higher value finished goods, instead of simply exporting raw materials.

Cooperation

We need more effective cooperation, both among countries and with our international partners. We must focus more attention on sharing knowledge and experience, ensuring that make the results of pilot programmes and innovations in the education sector available across Africa. We should:

1. Increase spending on education and encourage donors and partners to devote a greater percentage of their aid programmes to education
2. Share the results of innovative programmes. The Rwandan government will share the results of its recent digital learning programmes with other countries as they become available
3. Foster the role of families in formal, informal and lifelong learning
4. Agree on the purpose of learning and its relevance across the continent



5. Capitalise on existing national and regional networks, programmes and partnerships, extending their scope, wherever possible, across national borders to accelerate harmonisation.
6. Consider the establishment of a specific continental organisation, perhaps under the auspices of the AU, to explore how the provision of education could be transformed and the digital revolution used more effectively to improve skills levels across Africa.
7. Use the eLearning Africa network and the MRT forum more effectively and regularly to share knowledge and experience, in order to accelerate development.
8. Examine the issue of certification and validation, so that qualifications become recognised on a pan-African basis. We should determine what forms of certification would be most effective in developing the new skills relevant to the needs of African countries.
9. Develop new competency models and certification systems that are transferable across the continent.

Connectivity and Infrastructure

Connectivity and a robust IT infrastructure will be key elements in the successful implementation of the MRT’s recommendations. We should, therefore:

1. Deploy innovative solutions for sustainable connectivity to foster success.
2. Expand regional cooperation in infrastructure projects to speed up implementation and reduce costs
3. Provide greater access to 4G
4. Gear innovations to address African problems first
5. Invest in awareness raising and policy making that supports innovation
6. Make ICTs universal across all sectors with the requisite skills development to take full advantage and to apply solutions to real life problems.





Speakers at the 11th Ministerial Round Table

→ Nicolas-Louis Boël

Nicolas-Louis Boël has a Master’s degree in Commercial and Financial Sciences from ICHEC (Brussels) and is currently studying philosophy at UCL. After having held key managerial roles in various multinationals, motivated by a strong desire to develop academic and humanistic linguistic projects all over the world, Nicolas-Louis Boël became in 2009 the CEO of Altissia International and has since then developed Altissia’s activities in the world of education as well as that of companies and institutions.

→ Patrick Nsenga Buchana

Patrick is the CEO of AC Group Ltd, a company providing smart transport solutions like Tap&Go for public transportation in Kigali, Yaounde, Douala and expanding to other cities in Africa.

Within 4 year of operation, AC Group has been able to digitize public transport payment and enabled bus operators in Kigali to recover almost 30% of their revenues, reduce accidents related with public transport buses by 70% and also significantly minimized delays. Patrick also sits on the Board of Directors of the Private Sector Federation (PSF) of Rwanda. He also sits on the Invest in Africa Committee based in Cote d’Ivoire.

His vast knowledge of the ICT ecosystem also got him appointed as the Chairman of kLab Board, the country’s biggest innovation space for technology startups.

With a passion for working with children, Patrick is on the advisory Board of Agahozo Shalom Youth Village.

Patrick is pursuing Executive Management at Harvard Business School – Executive Education.

→ Roger Clark

Building on a lifelong passion for education, Roger led the broader evolution of ApplianSys’ connected classroom technologies and product manages ApplianSys’ market-leading CACHEBOX for Schools, feeding customer insight and sector trends into the product roadmap.

At a policy level, Roger has advised national authorities on internet-enabled education challenges, helping them to avoid the connectivity overspend and rural digital divide that so often lead to project failure.

He also collaborates with authorities, their delivery agencies and content providers to implement the technology, deployment and configuration strategies that cost-effectively deliver improved learning outcomes.

Between 2016 & 2018 Roger led an extensive study of internet use in US schools – both rural and urban. Roger was invited to present the findings to the US Federal Communications Commission in Washington DC as part of an assessment of the ROI value that federally funded caching technologies deliver in K12.

As an active community volunteer, Roger is a Director of a large rural secondary school in the SouthWest of England where he helps to guide strategy for e-Learning and the raising of learning outcomes within rural budget constraints.

Roger is also author of a collection of whitepapers that form a manifesto for a holistic approach to the e-Learning ecosystem – including Content, Connectivity, Student Devices and Pedagogy. His comprehensive analysis of each element includes:

- Connected Classrooms for Policy Makers & Delivery Agencies: technology solutions to accelerate national roll-out of e-Learning - so no child is left behind
- e-Learning traffic profiles, schools’ operational dynamics, caching solution design considerations – an introduction
- How the issues faced by Education Authorities with distributed rural schools’ networks informs a detailed design brief for caching solutions and their RFPs



- Determinants for web-cache topology selection: Core, Last-Mile, Hierarchies
- Effective SSL certificate management to minimise HTTPS bandwidth consumption and keeping students safe
- Delivery mechanism guidelines for content and hosting platforms to maximise content access and usability in rural schools

→ M’Hamed Cherif

M’Hamed Cherif holds a Ph.D. in Economics from the Free University of Brussels (U.L.B.) and Master’s Degree in Econometrics. He started his career working alongside internationally known academicians, using econometric modelling for policy analysis and forecasts. He then joined the World Bank for nine years, before establishing his consultancy company. He is now a highly qualified and internationally recognised expert in the field of economic development, regularly invited to prestigious conferences as speaker or panellist. Over his 40-year economic development career, he has worked extensively with the European Commission, the ACP Secretariat and other international organisations, mostly as Team Leader, providing advice at all levels of government to develop, implement and monitor policy reforms in a wide range of sectors. From 2006 to 2015 he managed the Ai Award winning BizClim programme which worked to improve the business and investment climate of ACP countries.

Throughout his career, Mr Cherif has built a large network of relevant contacts for the TSF project, including at very high level. This includes privileged relationships in both in public and private sectors, such as within international financial institutions, Regional Economic Communities and private sector organisations. He was the main driver behind the organisation of the EU-Africa Business Forum and other inter-continental forums. He has been involved in a large number of projects and initiatives, often marking significant new beginnings and innovations.

Mr Cherif has accumulated extremely valuable experience in various areas of development assistance related to private sector development and business environment reforms, structural adjustment programmes, development finance, food security, budgetary support and sector reforms (health, education, transport, fisheries, financial sector and agriculture, to name but a few). He has helped prepare more than 50 economic development programmes for the EU, and supported the development of hundreds of financially smaller but important projects aimed at fostering growth and employment.

He has served as strategic director for hundreds of events and conducted training for EC officials on budgetary aid, as well as on economic and financial analysis.

→ Hendrina Chalwe Doroba

Hendrina is the Division Manager Education Human Capital and Employment at the African Development Bank, an educationalist, mathematician, gender expert, development practitioner, and policy advocate. She has an excellent understanding of gender and education issues, and the challenges that exists particularly in sub-Saharan Africa. She has ably presented papers on gender and education in Africa at regional and international conference/meetings. Her international exposure has given Hendrina an opportunity to deepen her understanding of the political, economic social and cultural environment in which the social sector reform process operates at various levels globally.

Prior to joining the Bank, Hendrina was the Executive Director for the Forum for African Women Educationalists (FAWE), a pan-African non-governmental organisation. In previous positions, Hendrina worked with the Irish Embassy in Zambia (Education Manager) and Oxfam (National Coordinator of Commonwealth Education). She has worked closely with decentralization, institutional strengthening, and strengthening coalitions with CSOs and NGOs within the education sector. In addition to working closely with multiple ministries of education and training, Hendrina has developed and nurtured partnerships from the grassroots level of organizations to bi-lateral and multi-lateral strategic and funding partnerships internationally.

Hendrina has expertise in networking, partnership management, policy analysis, advocacy, gender analysis, programme design, coordination and management, resource mobilisation, and mentorship. Her passion remains towards improving educational equity and equality as well as building human capacity through skills development.



Hendrina holds a Master’s Degree in Education from the National University of Ireland, Dublin. She is an alumni from university of Melbourne Australia, and graduate and member of the Global Women Leadership Network (GWLN) and Synergos Senior Fellow.

→ Ahmed M. El-Sobky

Mr. El-Sobky is currently withholding the role as Vice President for ICT Markets Development at the Information Technology Industry Development Agency “ITIDA”, which is the implementing arm of Egyptian Ministry of Communication and Information Technology. In his capacity, El-Sobky entails the responsibility of managing all ICT related sectors with respect to markets development in said perspective. In addition to his vast experience of over 30 years in fields related to Information Technology, El-Sobky simultaneously undertakes the role as the general trustee of the Supreme Council for Cyber Security.

Concurrently El Sobky is Chairman of “Silicon Waha”, a joint stock company responsible for establishment of the nationally dispersed six new Technology Parks in Egypt, in which two of them have been inaugurated as of December 2016.

He worked as the Director of Strategic Projects at the Ministry of Investment and participated in managing a number of e-government projects implemented under the umbrella of the Ministry of State for Administrative Development “MSAD”.

On the African level, he participated in the development of e-learning strategy for both Nile Basin and COMESA Countries as an Egyptian expert who participated in implementing the first e-learning master degree in the Middle East in collaboration with “Middlesex” University in UK and in establishing the Egyptian node for the Global Distance Learning Network of the World Bank (GDLN).

On the regional level and as a member of the Arab Workforce Group preparing the WSIS 1st phase he participated in formulating the document “Towards a Pan Arab Information Society - A Joint Action Plan”. In addition, he participated in the drafting committee of the “High Level Arab Conference” to prepare for the first phase of the WSIS which was held in Cairo in June 2003. Also, he participated in reviewing a regional document called: “Towards Activating the Geneva Plan of Action: A Regional Vision to Promote and Develop the Information Society in the Arab Region” which was submitted in the second phase of the WSIS held in Tunis.

In 2014, he led a national workgroup of multi-stakeholders experts (governmental, private, and NGOs) -under the umbrella of the Ministry of Communications and Information Technology- to prepare the national strategic plan of ICT in Egypt. Also, he is a member of a national workgroup of multi-stakeholders experts to develop the eLearning in Egypt.

He also led a national workgroup -under the umbrella of the Ministry of Communications and Information Technology- to issue “Egypt ICT Golden Book” which shows the projects undertaken by different Egyptian stakeholders in the field of “Information for Development - ICT4D” as one of Egypt’s efforts in the implementation and follow-up of the WSIS two phases, Geneva and Tunis.

He also contributed in implementing the “National Contest of the e-Content” under the umbrella of “Information Technology Industry Development Agency - ITIDA” through his membership of the competition executive committee. In addition, he participated as jury in the second round of the competition in 2007 in the field of “e-learning.”





Mr. El-Sobky is an author for a number of papers submitted in international, regional, and local conferences in the areas of e-Learning, e-Content e-Government and the Knowledge Society. In addition, he authored a book in Arabic language called: “A Guide for Information Technology and Systems Security”.

He is a member of the “Board of Information Technology and Communication – Internet Security Workgroup”, Academy of Scientific Research and Technology, Egypt.

He also participated in formulating the initial draft of “Cyber Security Law” through his membership of “Laws Formulation Committee” under the umbrella of the Ministry of Communications and Information Technology.

→ Kathy Kantengwa

Kathy Kantengwa is very passionate about empowering girls through education for development; she is one of the founding and active members of the Forum for African Women Educationalists (FAWE-Rwanda chapter) and is also a founding member of the Maranyundo initiative Board that supports the Maranyundo girls school in Bugesera.

Ms Kantengwa currently serves as FAWE Rwanda National Coordinator where she is leading initiatives to advance girls access to STEM education especially those from disadvantaged households and advocacy for improved use of digital content in classrooms. For much of her career, Dr Kathy held senior-level technical and management positions as a professional health planner and manager for public health programs for more than 25 years.

Her work focused in areas of health systems strengthening for the delivery of a high-quality package of essential health services including use of technology to improve service delivery. A Doctor of Medicine from the University of Kinshasa, DRC, she earned her Master of Public Administration degree from the Kennedy School of Government, Harvard University.

→ Roland Lindenthal

Roland Lindenthal is the Head of the Division for Education of the Federal Ministry for Economic Cooperation and Development (BMZ). Prior to this, he had been responsible in the Ministry for German development cooperation with South Africa and Namibia (2007-08), as well as for UN Affairs (1999-2000) and development statistics (1996-1998).

Mr. Lindenthal is an Economist, and has also worked for the International Labour Organization ILO in both Headquarters (Geneva, 1990-96) and the field (South Africa and Indonesia) and for UNDP (Country Office Zimbabwe and Indonesia).

→ Hon. Dr Eugene Mutimura

Hon. Dr. Eugene Mutimura is the current Minister of Education in the Republic of Rwanda, and ensures that the Ministry of Education develops and implements policies that provide equal opportunities to Rwandans to access high quality education through world class learning facilities and renowned learning institutions.

Dr. Mutimura previously worked at the Inter-University Council of East Africa. He coordinated the Eastern and Southern African Centers of Excellence project funded by the World Bank in eight countries, to support research and education in 16 Universities. As a trainer with substantial pedagogical and research experience, Dr. Mutimura oversees the Ministry of Education policies that underpin national agenda to collaborate with African colleagues utilizing technology to transform education and research, as well as advance scientific discovery to leverage national and regional labour market opportunities.

Dr. Mutimura believes that the most valuable investment lies in education, and nurturing of talents for young scientists. With the support from the Government of Rwanda, and in collaboration with various partners, the Ministry of Education will continue to contribute and advocate for improved commitment and investments in science and research to advance Rwanda’s vision to become a knowledge-based economy.

→ Ann Therese Ndong-Jatta

Director for Multi-Sectoral Office in Nairobi for East Africa (Kenya) and UNESCO Representative to Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda.



Ms. Ndong-Jatta holds a BA (Honours) in Education, English and History obtained from Bayero University (Nigeria) in 1980 and an M.Sc. in Educational Leadership obtained from Vanderbilt University, Nashville, Tennessee (USA) in 1984. She also holds a certificate in Educational Policy Analysis, Development Studies and Evaluation from Harvard University, Boston (USA) in 1999.

Ms. Ndong-Jatta began her career in 1980 as a teacher, and thereafter held the following positions: Principal of the first secondary school for vocational training in the Gambia with the Catholic Mission (1985-1995); Coordinator of Educational Management Training (1989-1994); Chief Education Officer responsible for planning (1996-1998) and Director of Secondary and Tertiary Education (1998-1999). Concurrently, she was the Coordinator of the Education Sector Policy Review and Formulation of the Master Plan for the Gambia (1996-2003).

From 1999 to 2004, Ms. Ndong-Jatta served as the Gambian Minister of Education managing and supervising the implementation of government policies in education. During her tenure, she introduced and implemented reforms aimed at increasing access to education and was a lead player in the negotiations for the fast-track programme for EFA (now called -2-GPE) and was responsible for overseeing the creation of the first University of the Gambia which opened in 2000.

Ms. Ndong-Jatta joined UNESCO in September 2004 as Director (D-1) of the Division of Basic Education in the Education Sector at Headquarters where she was responsible for policy development, research and convening of experts on basic education related issues, literacy and early childhood development.

In July 2008, Ms. Ndong-Jatta was appointed with promotion to the post of Director (D-2) of the UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar Senegal), which in November 2013 was transformed to the UNESCO Multisectoral Regional Office for West Africa (Sahel) within the context of the reform of the field network in Africa, and UNESCO Representative to Senegal, Burkina Faso, Cape Verde, Gambia, Guinea Bissau and Niger.

→ Albert Nsengiyumva

Mr Albert Nsengiyumva is an independent consultant in the fields of Technical and Vocational Skills Development and Information and Communication Technologies (ICT). Prior to this, he was a Cabinet Member in the Rwandan Government from 2011 to 2015 and have served as Minister of Infrastructure from 2011 to 2013 and Minister of State in charge of TVET from 2013 to 2015.

Before joining the Cabinet, Mr. Nsengiyumva has respectively worked for the National University of Rwanda as Director of ICT, Ministry of Education as Coordinator of ICT in Education and Workforce Force Development Authority (WDA) as Director General. Since 2001, Mr. Nsengiyumva has worked as freelance consultant for various international and bilateral development organizations particularly in ICT Policy and Regulation as well as Technical and Vocational Skills development. He has built an extensive research expertise in both ICT and TVET working with the Washington State University, University of Washington, University of Maryland in the United States and the Research ICT Africa Network that was based at University of Witwatersrand in South Africa among others.

→ Dr. Aida Opoku-Mensah

Dr Aida Opoku-Mensah is currently Special Adviser on the Post-2015 Development Agenda at the United Nations Economic Commission for Africa (UNECA) based in Addis Ababa, Ethiopia.

This role includes coordinating activities on Post-2015 in Africa as well as working with the African Union, African Development Bank and other UN agencies on the Common African Position for the Post-2015 Development Agenda. She was previously the Director of ICTs, Science and Technology Division of UNECA. Whilst working in these areas she promoted Science, Technology and Innovation for Development, including strategic areas such as geospatial technology, library and knowledge management, as well as ICT for Development.

She specifically led and implemented impressive initiatives such as UNECA's African Information Society Initiative (AIS) a continental digital agenda supporting African countries to develop and implement national ICT4D policies and strategies, Technology in Government in Africa Awards (TIGA) to encourage African Governments use of technology for development, and was one of the co-architects of the Innovation Prize for Africa Award (IPA) – an initiative to encourage African innovators and inventors to enhance their roles in the Africa's development process.

She is credited with developing and overseeing the implementation of the Access to Scientific Knowledge in Africa (ASKIA) Initiative, an innovative resource to enable African scientists to access scientific knowledge worldwide. Dr



Opoku-Mensah's career spans academia, as well as the public and international sectors, and in philanthropy, working for the Ford Foundation's West Africa office in Lagos, Nigeria. She established the Panos Southern Africa regional office based in Lusaka, Zambia as its first director, and has lectured at London's City University on communication policy.

She has written extensively on ICT for development, Science, Technology and Innovation issues. Aida has a PhD from the University of Leeds (UK), an MA from London's City University and a BA from the University of Ghana. She received the Geospatial World Leadership Award for 'Making a difference in promoting geospatial technology in Africa' in 2012, and the 'Africa Female Diplomat of the Year' Award from BEN TV (UK) 2012 diplomatic awards.

→ Hon. Jean de Dieu Rurangirwa

Hon. Jean de Dieu Rurangirwa, is currently Rwandan Minister for Information Technology and Communications (MiTEC) overseeing development and coordination of national policies related to information technology and communications. Prior to joining MITEC, he served as Head of Government Integrated Financial Management Information System for 10 years.

He holds a Master of Business Administration in Project Management from Maastricht School of Management (MsM) – Netherlands and Bachelor's Degree in Information System Management from Adventist University of Central Africa – Rwanda.

Rurangirwa has vast experience in systems planning, design, development, implementation and integration; he led and coordinated the development and implementation of Government Integrated Financial Management System, Long Term Saving Scheme and technical lead for planning and implementation of Government e-procurement system. He served as short term consultant for the International Monetary Fund reviewing and advising more than 5 countries on Financial Management Systems processes and strategies.

→ Charles Senkondo

Charles Senkondo is the Executive Director of Tanzania Global Learning Agency (TaGLA), a Government Executive Agency with a mandate of capacity development through innovative approaches using technologies. TaGLA (www.tagla.go.tz) forms part of over 120 centres within the Global Development Learning Network (www.gdln.org), enabling real time knowledge sharing and training across the globe.

Mr Senkondo has over 15 years engagement experience in development knowledge sharing and training using modern information and communication technologies including video conferencing, internet and blended approaches.

He has been involved in leadership of development and delivery of diverse learning initiatives in Africa including top-notch leadership programs, learning technologies development and management, technology-based organisational transformation and multi-country events coordination. He holds a position within the Association of African Distance Learning Centre (AADLC) as a Secretary General, and among founding members of the World Education Council.

Before joining TaGLA, Mr Senkondo was an Executive Director of Tanzania Global Learning Centre, worked as a Business Manager of the African Virtual University, Open University of Tanzania and in has gained experience in management of manufacturing industries and leadership. Mr Senkondo holds an MBA (City University, London) and BSc. Engineering (University of Dar es Salaam, Tanzania).

