



Integrating Digital Platforms into Rwandan Primary School Curricula: A Survey Study

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Abstract

Rwanda has made significant strides in educational reform, particularly in primary schools, aiming to enhance learning outcomes and digital literacy among students. A mixed-methods approach was employed, involving both quantitative survey data collection from teachers and qualitative interviews with selected students. Data were analysed using statistical software for numerical insights and thematic coding for qualitative analysis. The findings revealed a significant increase in student participation rates (from 32% to 56%) when digital platforms were integrated into the curriculum, indicating an improvement in learning engagement. This study underscores the potential of integrating digital platforms as an effective tool for enhancing primary school education in Rwanda. However, further research is needed to explore long-term impacts and identify challenges. Educators and policymakers should prioritise professional development programmes for teachers on using digital tools effectively, alongside ongoing evaluations to ensure sustainable integration. digital platforms, Rwandan schools, primary education, teacher effectiveness, student engagement

Keywords: *Sub-Saharan, pedagogy, e-learning, literacy, ethnography, constructivism, affordances*

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