

Abstract

In response to address different development challenges, Tanzania is striving to achieve its fourth attribute of the National Development Vision, i.e. to have a well educated and learned society by the year 2025. One of the most cost effective methods that can reach a large part of the society in a short time is to integrate ICT in education through e-learning initiatives. However, elearning initiatives are challenged by limited or lack of connectivity to majority of secondary schools, especially those in rural and remote areas. This paper has explores the possibility for rural secondary school to access online e-Learning resources from a centralized eLearning Management System (e-LMS). The scope of this paper is limited to schools that have computers irrespective of internet connectivity, resulting in two categories schools; those with internet access and those without. Different connectivity configurations have been proposed according to the ICT infrastructure status of the respective schools. However, majority of rural secondary schools in Tanzania have neither computers nor internet connection. Therefore this is a challenge to be addressed for the disadvantaged schools to benefit from e-Learning initiatives.

Keywords

connectivity, configuration, e-Learning, replication, rural.