GREATER
GROWING RWANDA ENERGY AWARENESS THROUGH HIGHER EDUCATION

Co-funded by the
Erasmus+ Programme
of the European Union

Final Conference | Participant Evaluation

September 2026

Executive summary

Seventeen participants completed the final conference questionnaire (13 from Rwanda and 4 from Europe). Feedback was strongly positive about the relevance of GREATER to renewable-energy education, applied learning and institutional capacity building.

- 17/17 rated GREATER's contribution to renewable-energy education and capacity building at 4 or 5 out of 5.
- 16/17 rated its contribution to students' renewable-energy skills at 4 or 5 out of 5.
- 16/17 expressed definite or conditional interest in further cooperation.

Overall contribution to education

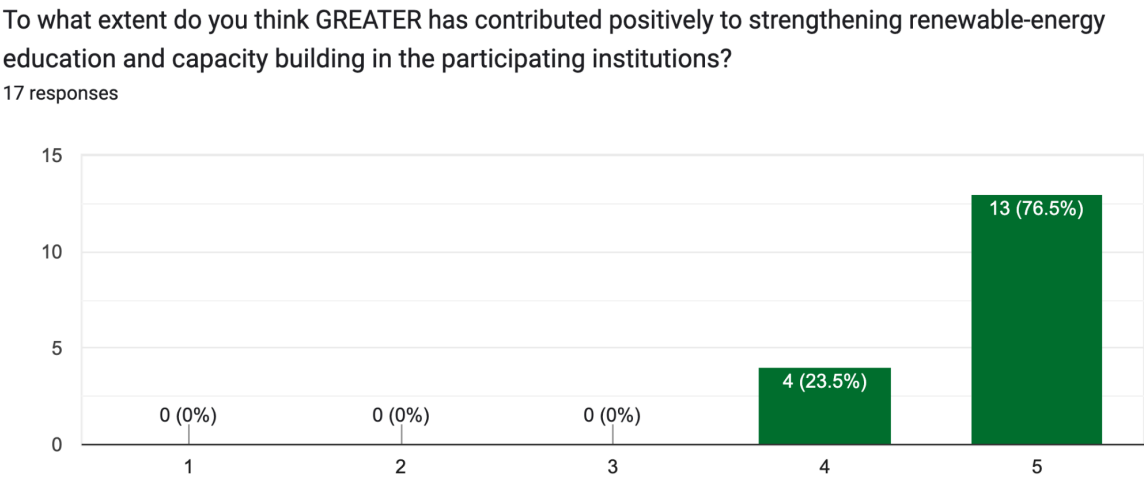


Figure 1. GREATER's contribution to renewable-energy education and capacity building (n=17).

Thirteen respondents gave the highest rating (5/5) and four rated it 4/5. This establishes a consistently positive perception among conference respondents, not an independent measurement of institutional impact.

1 | Improving practice-oriented education

The project's practical dimension received particularly strong feedback. All respondents rated its contribution to more practical, labour-market-relevant renewable-energy education positively (4 or 5 out of 5).

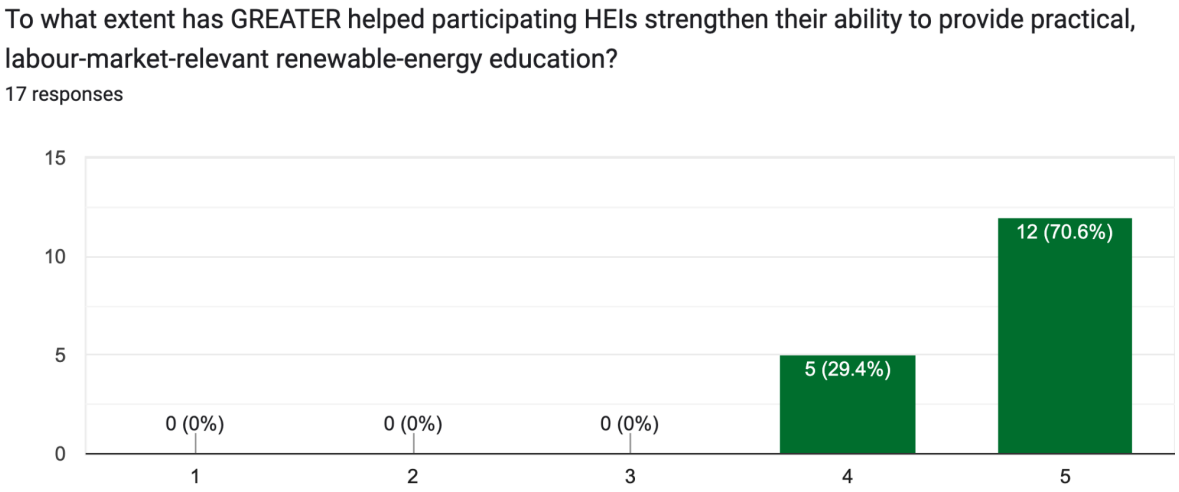


Figure 2. Contribution to practical, labour-market-relevant education.

Where participants saw the strongest contributions

Respondents most frequently selected Living Labs (11), improved staff knowledge and teaching capacity (9), curriculum development (8) and practical learning (8). Each person could select up to four areas.

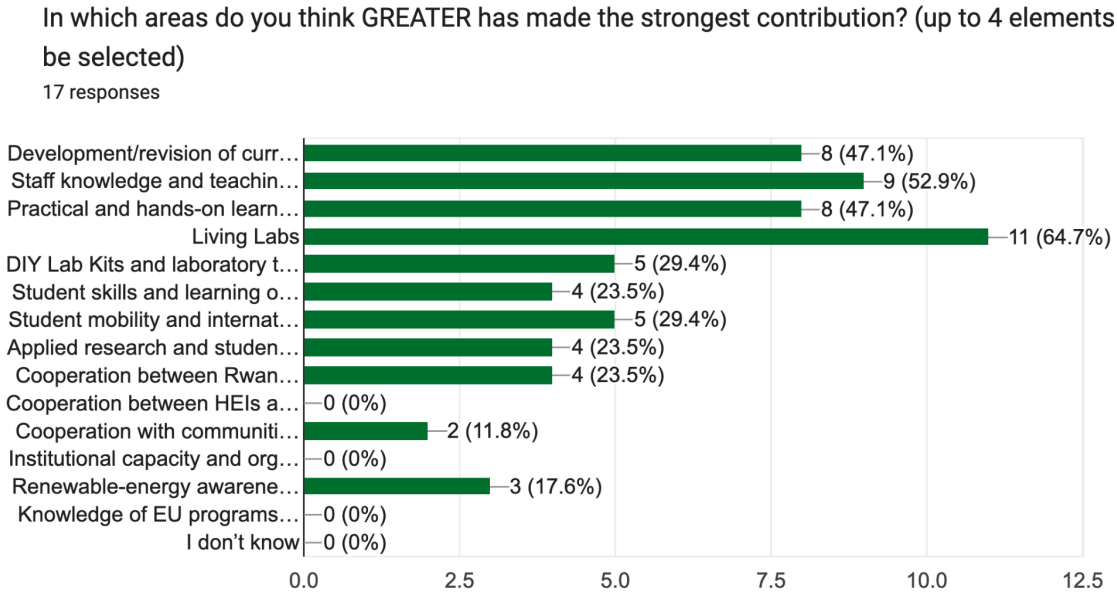


Figure 3. Perceived strongest areas of project contribution.

2 | Skills and competencies

Sixteen of 17 respondents rated GREATER's contribution to sector-relevant student skills at 4 or 5 out of 5; the remaining respondent selected 3/5.

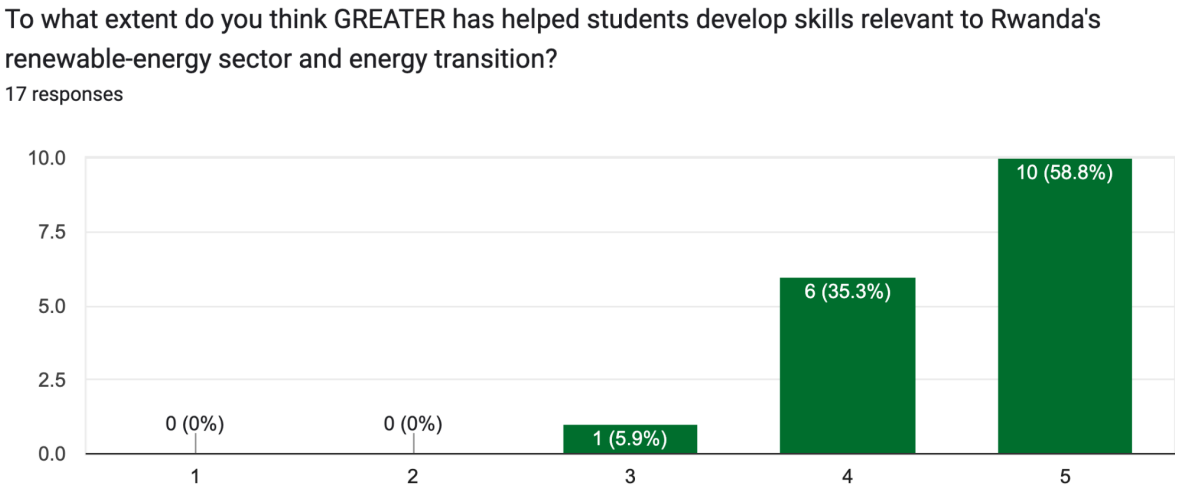


Figure 4. Perceived contribution to students' renewable-energy skills.

Skills most frequently identified

Practical/hands-on skills (13 selections) and technical renewable-energy knowledge (12) led the responses, followed by problem-solving (9). This pattern supports continued use of applied teaching formats.

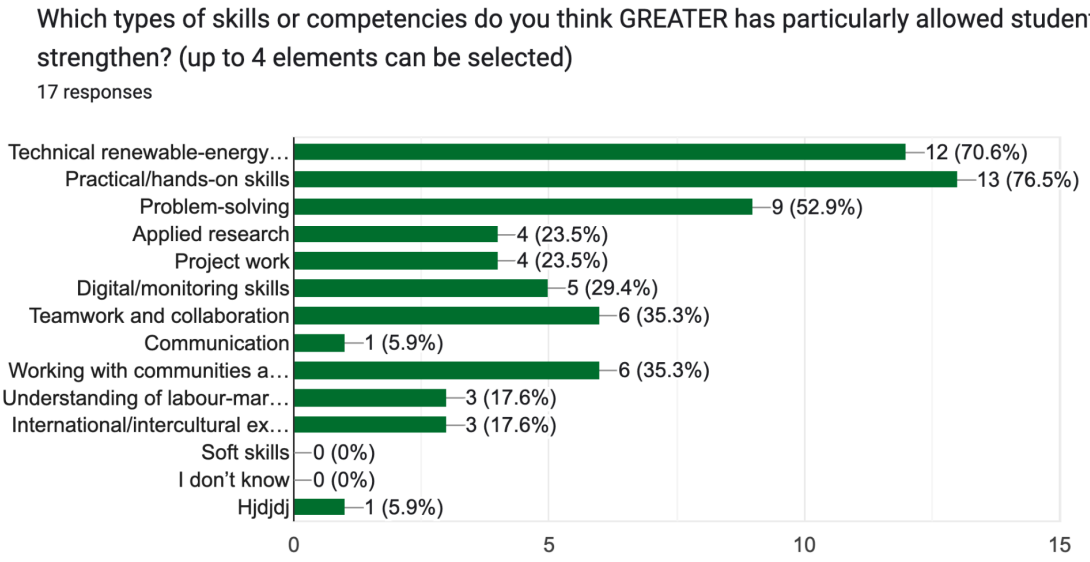


Figure 5. Skills participants believe GREATER helped strengthen.

3 | Relevance and continuing value

The perceived relevance of GREATER results to Rwanda's education sector and renewable-energy transition was consistently high: ten respondents rated it 5/5 and seven rated it 4/5.

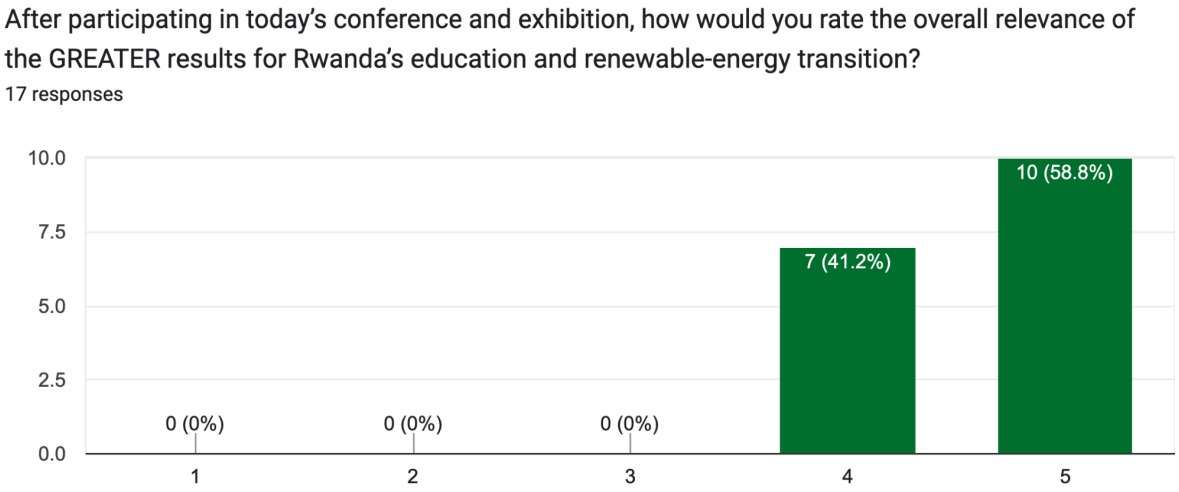


Figure 6. Overall relevance of project results after the final conference.

Results with the greatest potential to benefit future students

Living Labs were selected most often (15 respondents), followed by teaching and training materials and DIY Lab Kits (11 each). These are tangible resources that institutions can continue using beyond the grant.

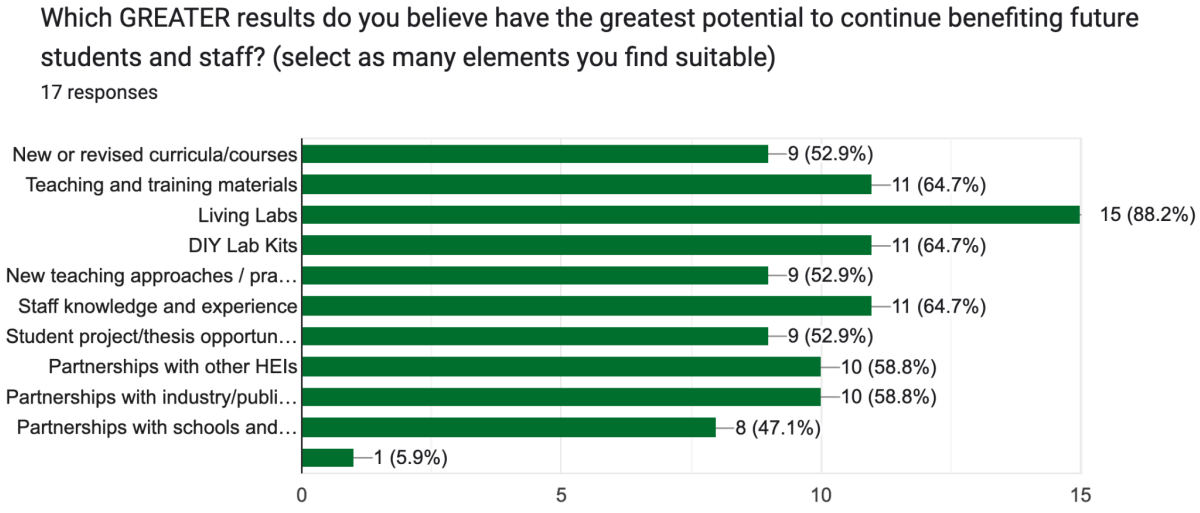


Figure 7. Results perceived as having lasting value.

4 | Prospects for sustainability

All respondents expected the project's main results and activities to continue: nine rated continuation likelihood 4/5 and eight rated it 5/5. This reflects optimism, although continuity will depend on resources and institutional follow-through.

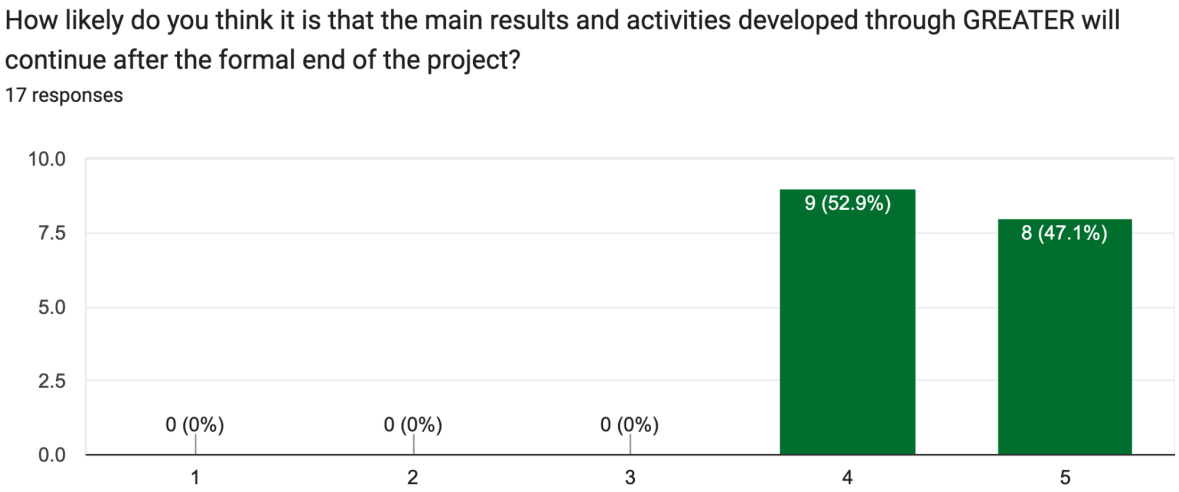


Figure 8. Perceived likelihood of continuation beyond the project.

What is needed to sustain the results?

The most frequently selected conditions were institutional commitment (14), continued use of project-developed curricula and materials (12), and equipment maintenance and financing (9). These findings identify a clear operational priority for project partners.

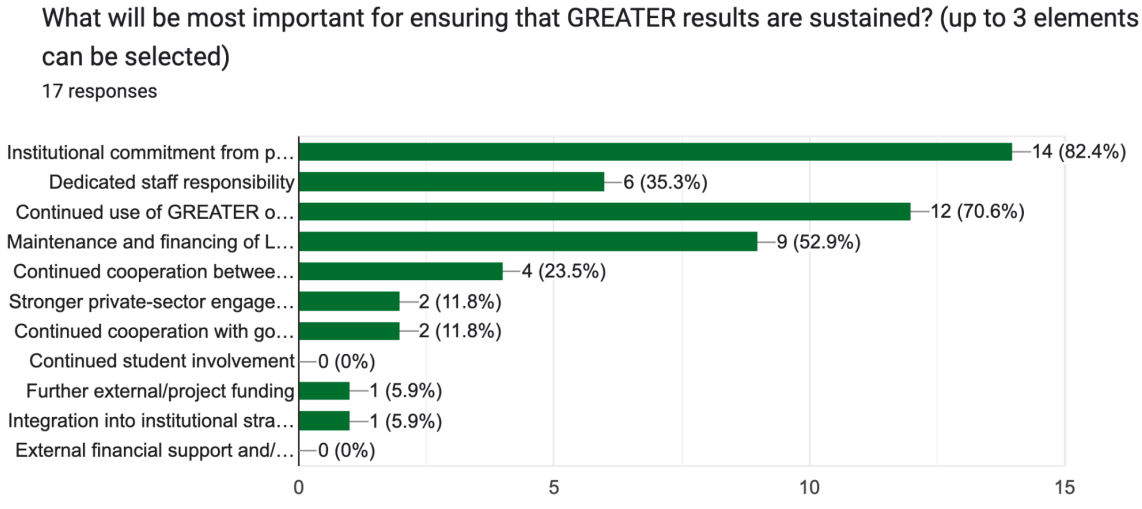


Figure 9. Factors considered most important for sustainability.

5 | Participant context and future partnership

The questionnaire was completed by 17 conference participants: 13 from Rwanda and four from Europe. The sample provides useful stakeholder feedback but is small and cannot be assumed to represent all project beneficiaries.

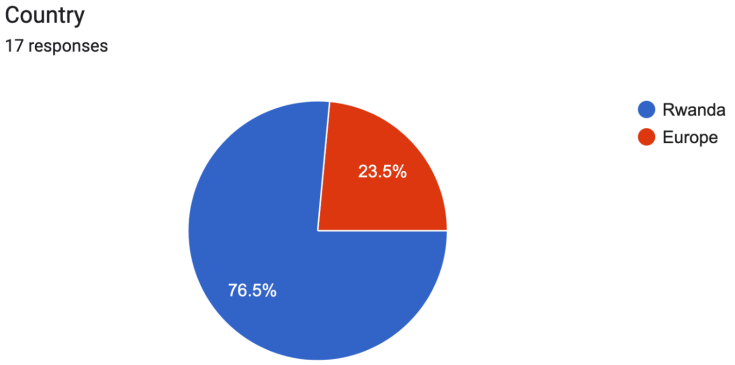


Figure 10. Respondents by location (n=17).

Interest in continued partnership

Thirteen respondents answered “Yes” to further cooperation; three said “Possibly, depending on the opportunity”; one said “No”. This supports targeted follow-up, while recognising that interest does not yet amount to funded commitments.

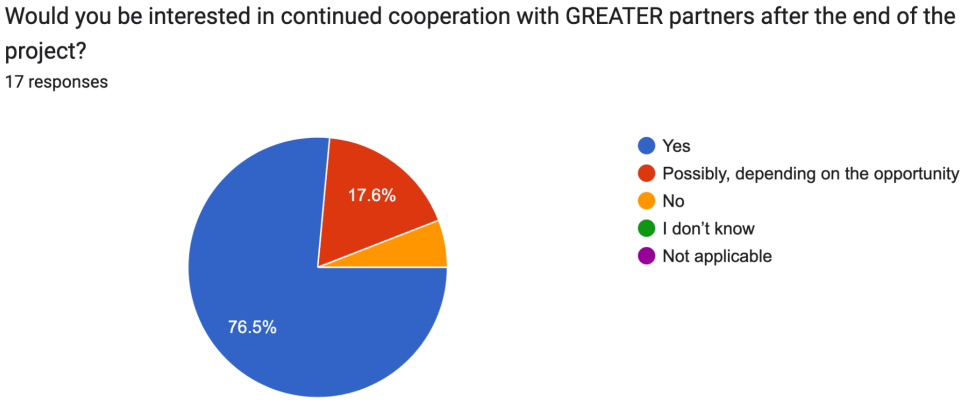


Figure 11. Interest in cooperation after GREATER (n=17).

6 | Areas for future cooperation

The most selected areas for future cooperation were Living Labs and practical learning (11), applied research (7), and skills development, employability and energy-transition themes (6 each). Partnerships should therefore focus on a small set of achievable initiatives rather than a broad, unfunded programme.

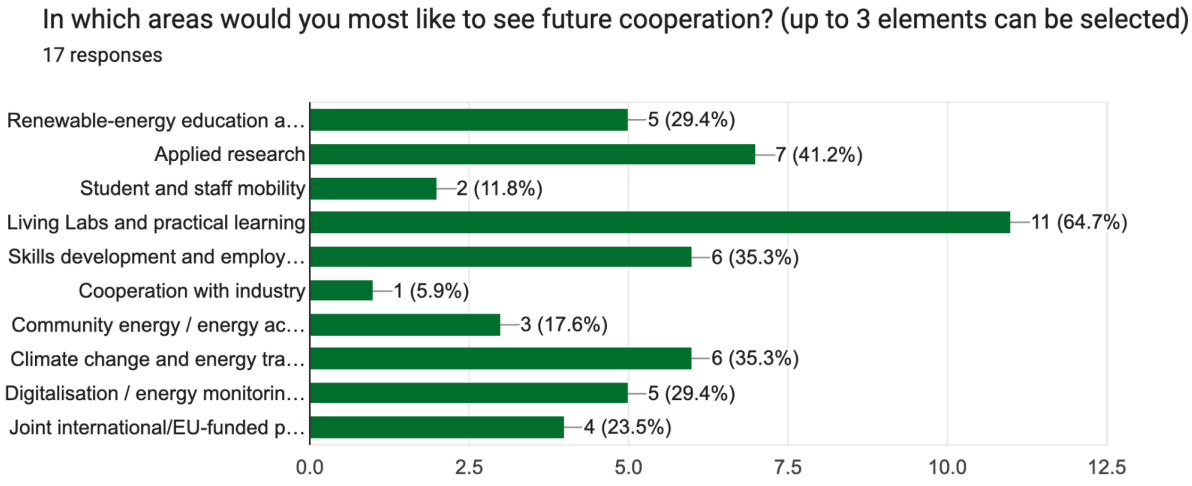


Figure 12. Areas respondents would most like to pursue together.

What participants said in their own words

Open-ended responses reinforced three recurring themes: preserve and use the Living Labs; continue practical skills training; and strengthen knowledge exchange and collaboration between Rwandan and European institutions. Suggestions also included student and staff exchanges, applied research, community energy solutions and cooperation with industry.

Conclusions and recommended actions

- Keep Living Labs operational: assign local ownership, maintenance budgets and access arrangements.
- Embed project resources into teaching: use training materials and DIY Lab Kits in regular courses, with staff support.
- Prioritise follow-up partnerships: identify named institutional leads and feasible joint teaching, exchange or applied-research activities.
- Track actual use after closure: monitor Living Lab access, course integration, student participation and active collaborations.

Methodological note: Findings represent 17 self-selected conference questionnaire respondents. Multi-select chart totals can exceed 17. Ratings and expectations reflect participant perceptions; they should not be presented as independently verified outcomes or as representative of every GREATER beneficiary.