



## **D-VETYA PROJECT**

### **Training Material for eLearning Platform**

## **Deliverable Description Sheet**

**Deliverable:** D4 Training Material for eLearning Platform

**Due Date:** Month 18 (30<sup>th</sup> June 2024)

**Actual Completion Date:** 28/06/2024

**Work Package Concerned:** WP 2 – Development of the YA eLearning Platform

**Deliverable Type:** R - Report

**Dissemination Level:** **The resources referred to in this Report are available at these links.**

PU – Public (shared on project websites – <https://serve.ie/digital-vet-youngafrica/> and <https://youngafrica.org/en/project/digital-vocational-education-and-training-for-young-africans/> )

The Young Africa eLearning [Youtube](#) channel (Videos of the eLearning Training Programme & Key Content)

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## **1. BACKGROUND**

The Digital VET for Young Africans (D-VETYA) project will be implemented by SERVE and Young Africa (YA). The project timeframe is January 2023 to December 2024. SERVE is an international development NGO based in Ireland. YA are a federation of independent NGOs and includes YA International Netherlands, YA International Africa Hub Trust (Zimbabwe), YA Zimbabwe, YA Mozambique, YA Zambia and YA Namibia. YA have a dissemination network with 23 organisations across 11 African countries whereby it shares successful models of its work. YA provide holistic and accredited VET to marginalised youth through 6-12 month training courses in 46 disciplines, life skills, entrepreneurship and ICT.

The objectives of the D-VETYA Project are (1) Coordinating implementation of the Project Workplan and achievement of Project Deliverables; (2) YA's eLearning Platform available for 8,150 disadvantaged youth across southern and Eastern Africa; (3) YA's Postgraduate Service Toolbox (PGST) contributes to a substantial increase in the percentage of YA graduates in employment; (4) 4 YA Affiliates and 23 dissemination partners using the PGST across Africa; (5) 2 new YA models (eLearning & PGST) integrated into YA MEL system and 73 YA and dissemination partner staff trained in MEL system leading to improved data driven performance; (6) Evaluate the impact, successes, challenges and lessons learned of the Project; and (7) Increase awareness about Digital VET in Africa amongst 50 policymakers and 3,500 members of the public in Ireland and the Netherlands.

There are five Work Packages – (1) Coordination and Management; (2) Development of the YA eLearning Platform; (3) Development of the YA Postgraduate Service Toolbox (4) Improvement of the YA Monitoring Evaluation and Learning System; (5) Impact and Dissemination. SERVE is the Coordinator, YA International (YA NL and YA Hub) are Beneficiaries, and the four YA Affiliates are Affiliated Entities. YA's dissemination network will also benefit.

## **2. STATUS OF THE YOUNG AFRICA eLEARNING PLATFORM**

The process of updating training curricula to meet current market needs, and be adapted for online learning, and the technical development of the eLearning Platform has been ongoing since April 2023. The platform is available at <https://yaelearning.org/>. The technical development is being led by Spur Technologies in Uganda (<https://spurtechnologies.com/>).

At the time of this report on the training material and training process, there are 9 courses uploaded to the Young Africa eLearning Platform. The courses for learners include - Catering, Welding, Hairdressing, Facility Management, Baking and Solar PV Installation, and the soft skills courses of Entrepreneurship and Life Skills. The eLearning Capacity Building Programme (Training Material for YA Staff & Teachers) is also on the eLearning Platform.

Seven more courses will be added by Q3 2024 – these are Garment Construction, Microsoft Office Management, Auto Electronics, Panel Beating & Spray Painting, Beauty Therapy, Motor Vehicle Maintenance and Electronics. Young Africa staff, trainers and selected students

continue to review and test the courses that are on the platform to ensure that any issues or errors are corrected before being made available to students.

Generally, the development of the platform is taking longer than expected due to the volume of work required. Consortium members are making every effort to address these delays.

### **3. THE TRAINING PROCESS**

With a solid foundation of courses in place by March 2024, Young Africa began the intensive internal training process in April 2024. This was led by Spur Technologies. Core YA staff and TVET trainers from Young Africa International Hub Trust (Zimbabwe); Young Africa Zimbabwe; Young Africa Mozambique; Young Africa Zambia/Skills To Live Zambia and Young Africa Namibia completed the training programme. The first cohort of 13 senior YA staff completed training in May 2024.

A second cohort of Affiliate level trainers enrolled in June 2024 and will complete training by September 2024. This approach has been taken to garner top down influence for successful implementation. They will be joined by personnel from 8 external dissemination partners who wish to use the eLearning Platform. This is an important part of the project's dissemination approach. As Young Africa formalises agreements with more external dissemination partners, the Training Programme will be rolled out with them in another wave of training.

In summary, the training programme is an online (self-paced) course with scheduled weekly live meetings. These live sessions are recorded and available as videos for review by participants (on the YA eLearning Platform [YouTube channel](#)). Each Training Module has a downloadable version which can be printed or saved for offline access, including on mobile devices using the Moodle Mobile App offline functionality. These can be downloaded from the eLearning Platform as individual modules or as one overall document. They are also available at the project websites outlined above.

There are 11 main sections to the Training Programme –

1. Course Aims, Course Format and Course Duration;
2. Course Learning Outcomes;
3. Recommended Prerequisite Pedagogical Knowledge;
4. Recommended Prerequisite Technical Knowledge and Skills;
5. Recommended Prerequisite Technical Knowledge and Skills for Participants using Mobile Devices;
6. Etiquette Guidelines for Forum Discussions;
7. Orientation to the Young Africa eLearning Capacity Building Course;
8. Module 1 – Introduction to the YA eLearning Platform;
9. Module 2 – Setting Up, Adding Resources and Enrolling Users in Your Online Course;
10. Module 3 – Adding Activities to Your Online Course;
11. Module 4 – Adding H5P Interactive Content to your Online Course;

The overall aim of the Training Programme is to equip Young Africa course designers and Technical and Vocational Education and Training (TVET) and Soft skills trainers with the

knowledge and skills necessary to effectively utilize the YA eLearning platform for creating and facilitating engaging, interactive, and pedagogically sound online and blended learning TVET and Soft Skills courses.

Specifically, the Training Programme has been designed to:

1. Familiarise participants with the YA eLearning Platform, its interface and core functionalities;
2. Guide participants through the process of planning, developing and managing TVET and Soft Skills courses within the YA eLearning Platform;
3. Enable participants to create and integrate interactive and multimedia content using the platform's features and H5P (HTML5) to enhance learning engagement and facilitate practical, hands-on learning experiences that are characteristic of TVET;
4. Equip participants with strategies and tools to effectively manage learner enrolment, track progress, assess performance, and provide feedback, ensuring a supportive and constructive learning environment;
5. Teach participants to use feedback and analytics to evaluate the effectiveness of their courses and implement continuous improvements, ensuring that the courses remain relevant, up-to-date and aligned with industry standards.

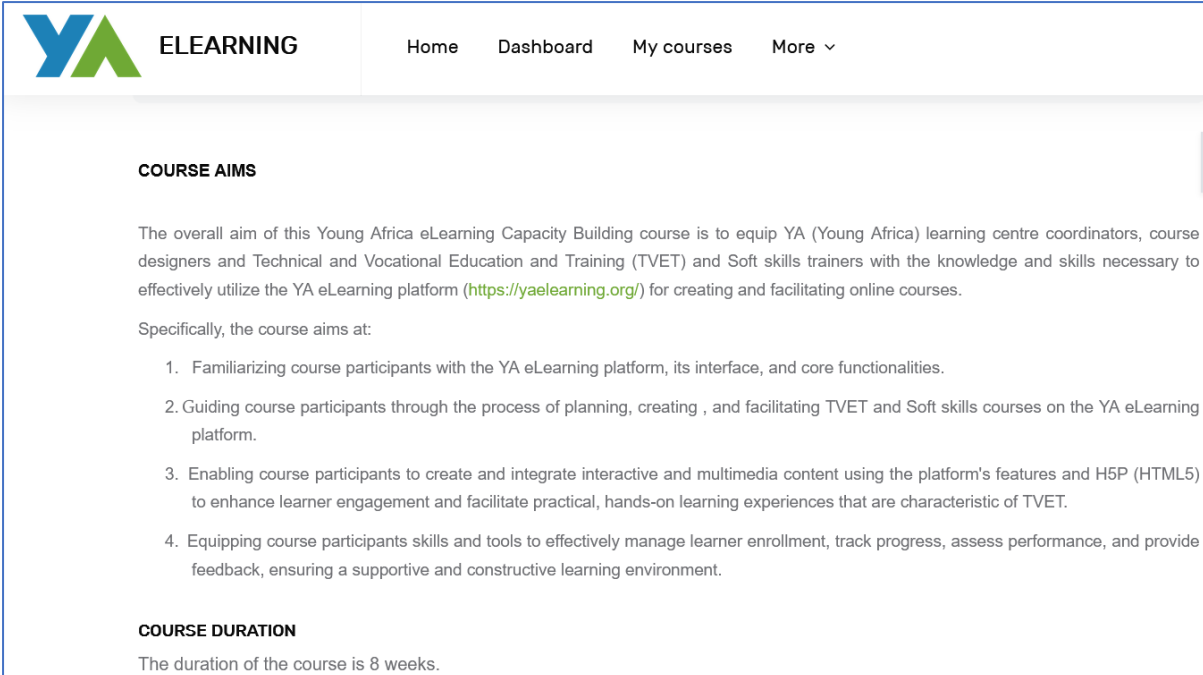
The training has two modes:

1. Synchronous training using the Live Demonstration Zoom Sessions held weekly for two hours. Areas covered during these sessions include – demonstration of how to navigate the Training Programme interface; addressing participant questions and concerns; troubleshooting challenges participants faced during self-registration; using the AI integrated into the eLearning Platform for language translation; overview of the Moodle Learning Management System (on which the system is based); demonstrating the Moodle Mobile App offline functionality to enable participants to do course activities offline; and demonstrating how to add and mark Assignments in the online course.
2. Asynchronous training using the YA eLearning Capacity Building Programme (outlined in Section 5 & 6 below)

## 4. SECTIONS 1 – 6 (GENERAL INFORMATION TO PREPARE THE TRAINER FOR ONLINE LEARNING)

This section presents a summary of the key information (via screenshots) for Section 1 to 7 of the Training Programme, which is important for preparing the Trainer for approaches to Online Learning and the purposes of this Training Programme. The screenshots are just a snapshot of what is on the Platform, as it is not possible to show every page and link in this report.

### Section 1 – Training Programme Aims and Duration



The screenshot displays the YA eLearning platform interface. At the top left is the YA eLearning logo. The navigation menu includes Home, Dashboard, My courses, and More. The main content area is titled "COURSE AIMS" and contains the following text:

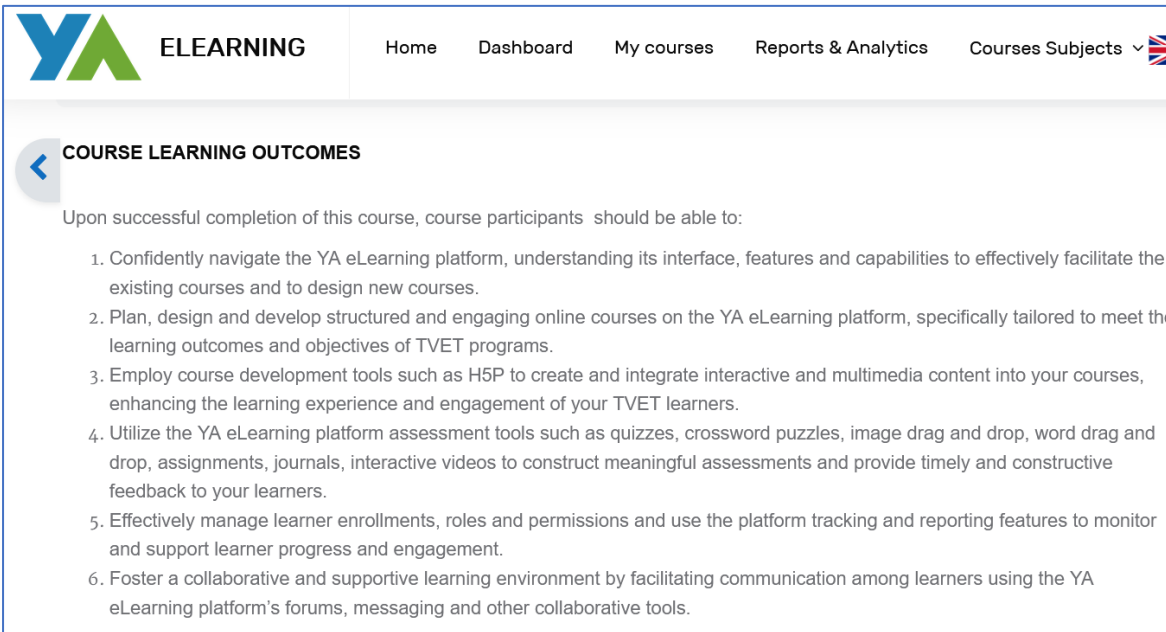
The overall aim of this Young Africa eLearning Capacity Building course is to equip YA (Young Africa) learning centre coordinators, course designers and Technical and Vocational Education and Training (TVET) and Soft skills trainers with the knowledge and skills necessary to effectively utilize the YA eLearning platform (<https://yaelearning.org/>) for creating and facilitating online courses.

Specifically, the course aims at:

1. Familiarizing course participants with the YA eLearning platform, its interface, and core functionalities.
2. Guiding course participants through the process of planning, creating, and facilitating TVET and Soft skills courses on the YA eLearning platform.
3. Enabling course participants to create and integrate interactive and multimedia content using the platform's features and H5P (HTML5) to enhance learner engagement and facilitate practical, hands-on learning experiences that are characteristic of TVET.
4. Equipping course participants skills and tools to effectively manage learner enrollment, track progress, assess performance, and provide feedback, ensuring a supportive and constructive learning environment.

Below the aims, the "COURSE DURATION" section states: "The duration of the course is 8 weeks."

### Section 2 – Training Programme Learning Outcomes

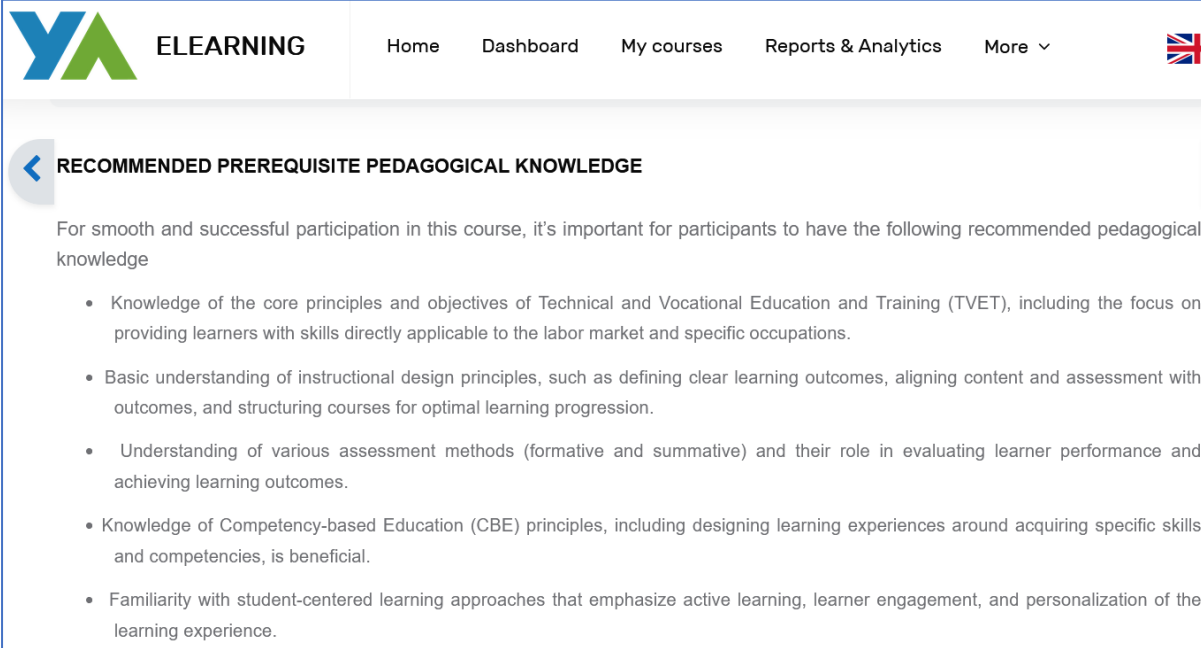


The screenshot displays the YA eLearning platform interface. At the top left is the YA eLearning logo. The navigation menu includes Home, Dashboard, My courses, Reports & Analytics, and Courses Subjects. The main content area is titled "COURSE LEARNING OUTCOMES" and contains the following text:

Upon successful completion of this course, course participants should be able to:

1. Confidently navigate the YA eLearning platform, understanding its interface, features and capabilities to effectively facilitate the existing courses and to design new courses.
2. Plan, design and develop structured and engaging online courses on the YA eLearning platform, specifically tailored to meet the learning outcomes and objectives of TVET programs.
3. Employ course development tools such as H5P to create and integrate interactive and multimedia content into your courses, enhancing the learning experience and engagement of your TVET learners.
4. Utilize the YA eLearning platform assessment tools such as quizzes, crossword puzzles, image drag and drop, word drag and drop, assignments, journals, interactive videos to construct meaningful assessments and provide timely and constructive feedback to your learners.
5. Effectively manage learner enrollments, roles and permissions and use the platform tracking and reporting features to monitor and support learner progress and engagement.
6. Foster a collaborative and supportive learning environment by facilitating communication among learners using the YA eLearning platform's forums, messaging and other collaborative tools.

### Section 3 – Recommended Prerequisite Pedagogical Knowledge



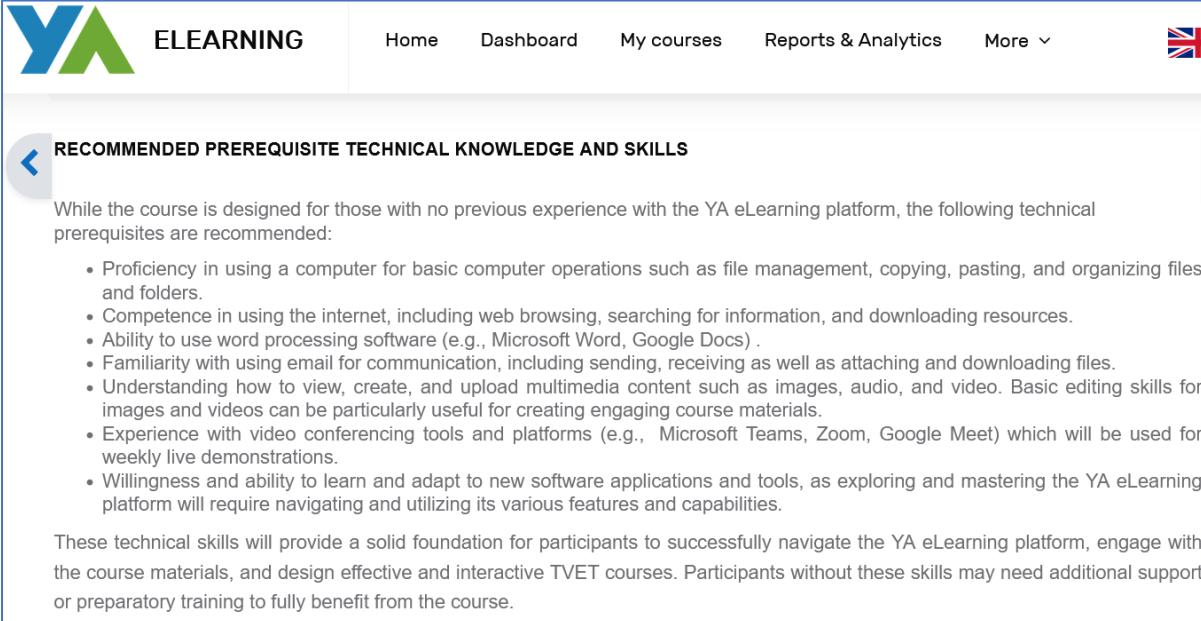
The screenshot shows the YA eLearning platform interface. At the top left is the YA logo and the text 'ELEARNING'. To the right are navigation links: 'Home', 'Dashboard', 'My courses', 'Reports & Analytics', and 'More' with a dropdown arrow. A small UK flag is in the top right corner. Below the navigation bar, a grey header contains a left-pointing arrow and the title 'RECOMMENDED PREREQUISITE PEDAGOGICAL KNOWLEDGE'. The main content area starts with a paragraph: 'For smooth and successful participation in this course, it's important for participants to have the following recommended pedagogical knowledge'. This is followed by a bulleted list of five items: knowledge of TVET principles, instructional design, assessment methods, CBE principles, and student-centered learning approaches. A small UK flag is also visible in the bottom right corner of the screenshot.

**RECOMMENDED PREREQUISITE PEDAGOGICAL KNOWLEDGE**

For smooth and successful participation in this course, it's important for participants to have the following recommended pedagogical knowledge

- Knowledge of the core principles and objectives of Technical and Vocational Education and Training (TVET), including the focus on providing learners with skills directly applicable to the labor market and specific occupations.
- Basic understanding of instructional design principles, such as defining clear learning outcomes, aligning content and assessment with outcomes, and structuring courses for optimal learning progression.
- Understanding of various assessment methods (formative and summative) and their role in evaluating learner performance and achieving learning outcomes.
- Knowledge of Competency-based Education (CBE) principles, including designing learning experiences around acquiring specific skills and competencies, is beneficial.
- Familiarity with student-centered learning approaches that emphasize active learning, learner engagement, and personalization of the learning experience.

### Section 4 – Recommended Prerequisite Technical Knowledge and Skills



The screenshot shows the YA eLearning platform interface. At the top left is the YA logo and the text 'ELEARNING'. To the right are navigation links: 'Home', 'Dashboard', 'My courses', 'Reports & Analytics', and 'More' with a dropdown arrow. A small UK flag is in the top right corner. Below the navigation bar, a grey header contains a left-pointing arrow and the title 'RECOMMENDED PREREQUISITE TECHNICAL KNOWLEDGE AND SKILLS'. The main content area starts with a paragraph: 'While the course is designed for those with no previous experience with the YA eLearning platform, the following technical prerequisites are recommended:'. This is followed by a bulleted list of seven items: proficiency in computer operations, internet usage, word processing software, email usage, multimedia content, video conferencing, and willingness to learn new software. A paragraph follows, stating that these skills provide a foundation for navigating the platform and designing TVET courses. A small UK flag is also visible in the bottom right corner of the screenshot.

**RECOMMENDED PREREQUISITE TECHNICAL KNOWLEDGE AND SKILLS**

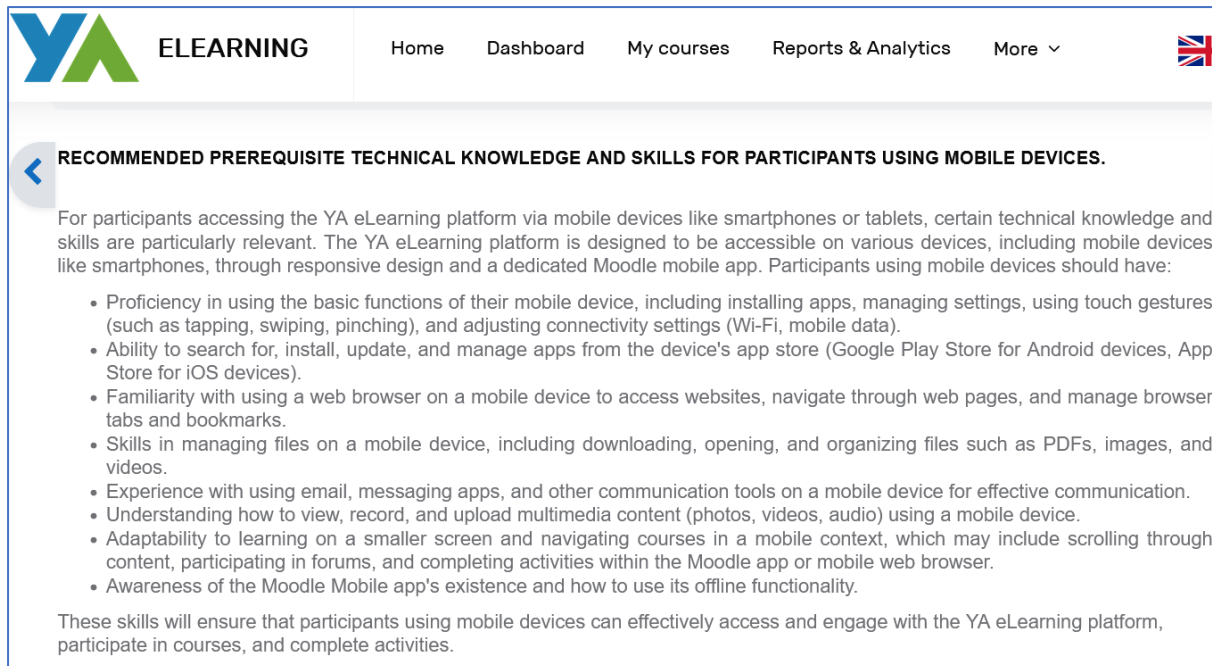
While the course is designed for those with no previous experience with the YA eLearning platform, the following technical prerequisites are recommended:

- Proficiency in using a computer for basic computer operations such as file management, copying, pasting, and organizing files and folders.
- Competence in using the internet, including web browsing, searching for information, and downloading resources.
- Ability to use word processing software (e.g., Microsoft Word, Google Docs) .
- Familiarity with using email for communication, including sending, receiving as well as attaching and downloading files.
- Understanding how to view, create, and upload multimedia content such as images, audio, and video. Basic editing skills for images and videos can be particularly useful for creating engaging course materials.
- Experience with video conferencing tools and platforms (e.g., Microsoft Teams, Zoom, Google Meet) which will be used for weekly live demonstrations.
- Willingness and ability to learn and adapt to new software applications and tools, as exploring and mastering the YA eLearning platform will require navigating and utilizing its various features and capabilities.

These technical skills will provide a solid foundation for participants to successfully navigate the YA eLearning platform, engage with the course materials, and design effective and interactive TVET courses. Participants without these skills may need additional support or preparatory training to fully benefit from the course.



## Section 5 – Recommended Prerequisite Technical Knowledge and Skills for Participants using Mobile Devices

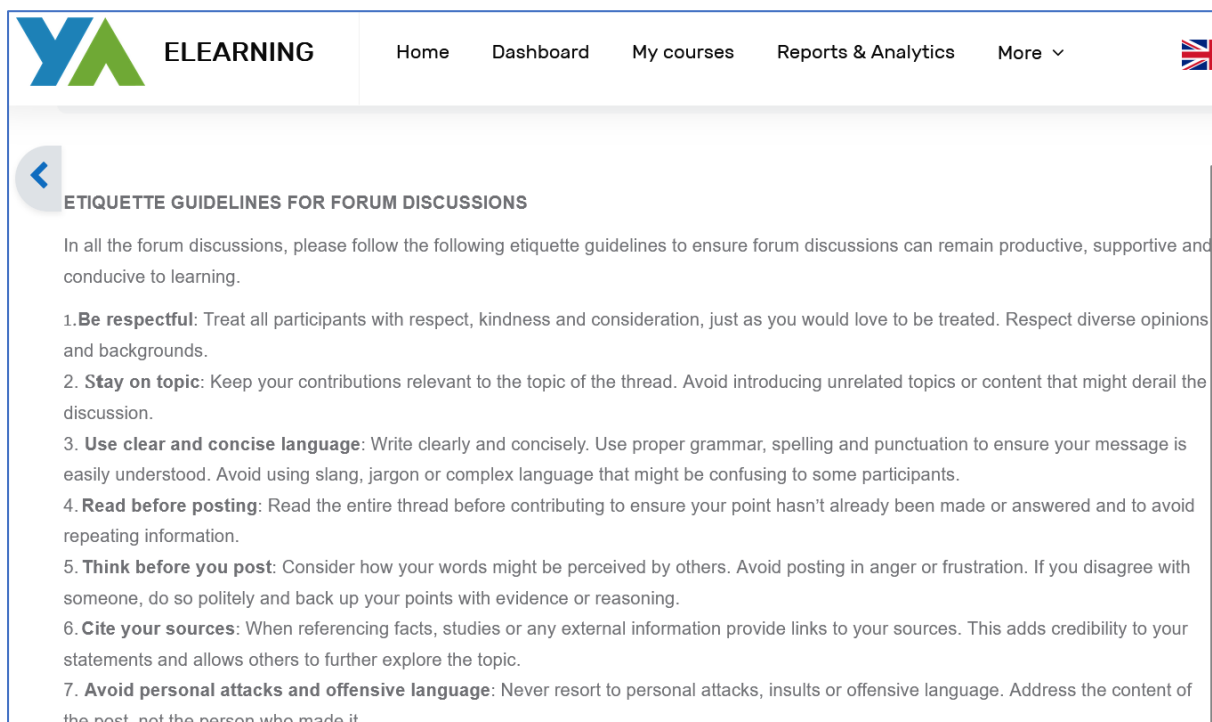


The screenshot shows the YA eLearning platform interface. At the top, there is a navigation bar with the YA logo, the text 'ELEARNING', and menu items: Home, Dashboard, My courses, Reports & Analytics, and More. A UK flag is visible in the top right corner. Below the navigation bar, the page title is 'RECOMMENDED PREREQUISITE TECHNICAL KNOWLEDGE AND SKILLS FOR PARTICIPANTS USING MOBILE DEVICES.' The main content area contains a paragraph explaining that the platform is designed to be accessible on various mobile devices and lists the following prerequisites:

- Proficiency in using the basic functions of their mobile device, including installing apps, managing settings, using touch gestures (such as tapping, swiping, pinching), and adjusting connectivity settings (Wi-Fi, mobile data).
- Ability to search for, install, update, and manage apps from the device's app store (Google Play Store for Android devices, App Store for iOS devices).
- Familiarity with using a web browser on a mobile device to access websites, navigate through web pages, and manage browser tabs and bookmarks.
- Skills in managing files on a mobile device, including downloading, opening, and organizing files such as PDFs, images, and videos.
- Experience with using email, messaging apps, and other communication tools on a mobile device for effective communication.
- Understanding how to view, record, and upload multimedia content (photos, videos, audio) using a mobile device.
- Adaptability to learning on a smaller screen and navigating courses in a mobile context, which may include scrolling through content, participating in forums, and completing activities within the Moodle app or mobile web browser.
- Awareness of the Moodle Mobile app's existence and how to use its offline functionality.

These skills will ensure that participants using mobile devices can effectively access and engage with the YA eLearning platform, participate in courses, and complete activities.

## Section 6 – Etiquette Guidelines for Forum Discussions



The screenshot shows the YA eLearning platform interface. At the top, there is a navigation bar with the YA logo, the text 'ELEARNING', and menu items: Home, Dashboard, My courses, Reports & Analytics, and More. A UK flag is visible in the top right corner. Below the navigation bar, the page title is 'ETIQUETTE GUIDELINES FOR FORUM DISCUSSIONS.' The main content area contains a paragraph explaining that participants should follow the following etiquette guidelines to ensure forum discussions can remain productive, supportive and conducive to learning:

1. **Be respectful:** Treat all participants with respect, kindness and consideration, just as you would love to be treated. Respect diverse opinions and backgrounds.
2. **Stay on topic:** Keep your contributions relevant to the topic of the thread. Avoid introducing unrelated topics or content that might derail the discussion.
3. **Use clear and concise language:** Write clearly and concisely. Use proper grammar, spelling and punctuation to ensure your message is easily understood. Avoid using slang, jargon or complex language that might be confusing to some participants.
4. **Read before posting:** Read the entire thread before contributing to ensure your point hasn't already been made or answered and to avoid repeating information.
5. **Think before you post:** Consider how your words might be perceived by others. Avoid posting in anger or frustration. If you disagree with someone, do so politely and back up your points with evidence or reasoning.
6. **Cite your sources:** When referencing facts, studies or any external information provide links to your sources. This adds credibility to your statements and allows others to further explore the topic.
7. **Avoid personal attacks and offensive language:** Never resort to personal attacks, insults or offensive language. Address the content of the post, not the person who made it.

**YA ELEARNING** Home Dashboard My courses Reports & Analytics More

8. **Use private messages for personal topics:** If you need to address something specific with an individual that doesn't pertain to the group, use private messages rather than public forum posts.

9. **Report inappropriate content:** If you encounter posts that violate the forum rules or general etiquette, report them to the forum moderators instead of confronting the poster publicly.

10. **Respect privacy:** Do not share personal information about others without their consent, Be mindful of your privacy as well.

11. **Acknowledge and correct mistakes:** If you make a mistake or post incorrect information, acknowledge it, and correct it promptly. It's okay to admit you were wrong or didn't have all the information.

12. **Use meaningful titles:** When starting a new thread, use a title that accurately reflects the content of your post. This helps others decide whether they can contribute or benefit from the discussion.

13. **Limit the uses of ALL CAPS and excessive formatting:** Writing in ALL CAPS can be perceived as shouting. Use bold, italic and underlining sparingly to emphasize points without overwhelming readers.

## 5. SECTIONS 7 – 11 (TRAINING MATERIAL ON USING THE eLEARNING PLATFORM)

This section presents the summary information (via screenshots) for Section 7 to 11 of the Training Programme - this is the core of the training programme. The screenshots are just a snapshot of what is on the Platform, as it is not possible to show every page and link in this report.

### *Section 7 – Orientation to the Young Africa eLearning Capacity Building Course (Week 1)*

**YA ELEARNING** Home Dashboard My courses Reports & Analytics More

**< ORIENTATION TO THE YOUNG AFRICA (YA) eLEARNING CAPACITY BUILDING COURSE (WEEK 1)**

Orientation to Young Africa (YA) eLearning Capacity Building Course sets the stage for a successful, engaging and respectful online learning experience.

The orientation covers:

- Advice to participants on how to succeed in an online course
- Personal attributes required of online course participants
- Online facilitators' responsibilities and required knowledge and skills set.

**Tasks:**

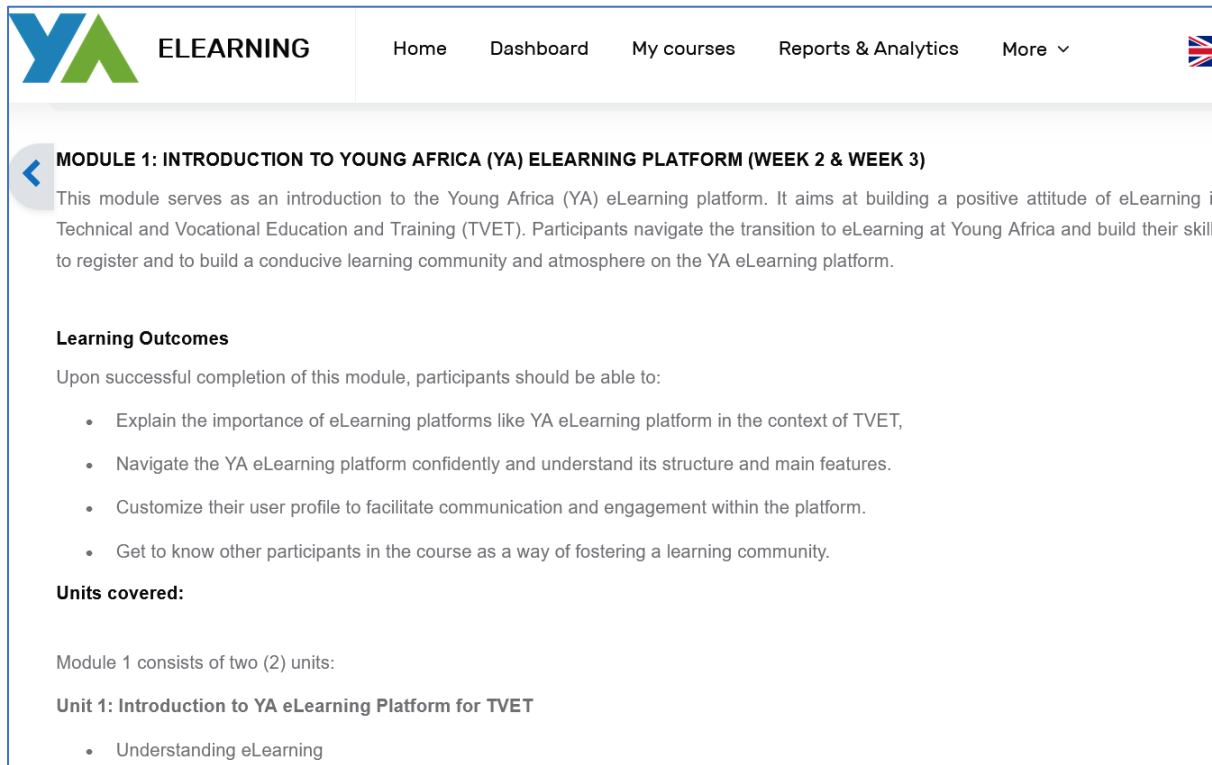
In week 1, participants are expected to complete four (4) tasks:

1. **Forum Activity – Welcome to eLearning course – Introduce Yourself:** Participants expected to introduce themselves and respond to at least two of peers' introductions.
2. **Beginning of Course Survey – Young Africa (YA) eLearning Capacity Building Course:** Participants are expected to complete and submit the survey.
3. **About this Young Africa (YA) eLearning Capacity Building Course:** Participants are expected to carefully read each of the sections outlined in the "About the Young Africa eLearning Capacity Building Course" and revisit them as needed throughout the course to equip

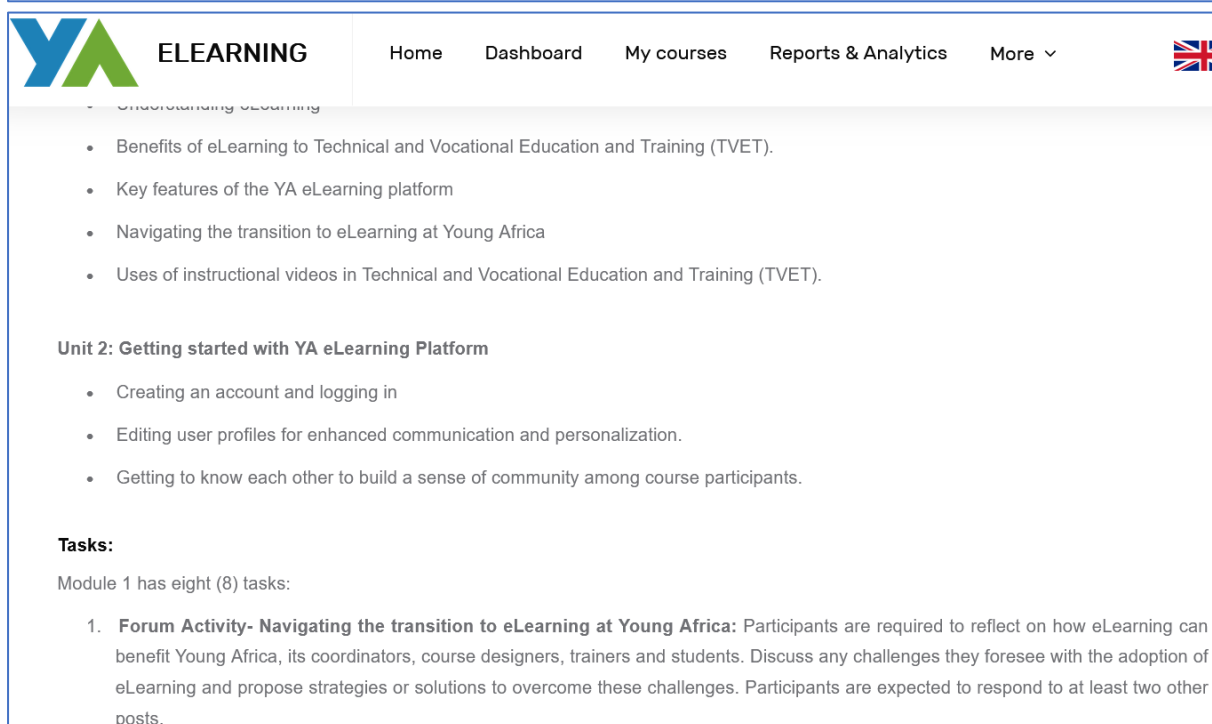
## Section 8 – Module 1: Introduction to YA eLearning Platform (Week 2 & 3)

This module serves as an introduction to the Young Africa (YA) eLearning Platform. It aims at building a positive attitude of eLearning in Technical and Vocational Education and Training (TVET). Participants navigate the transition to eLearning at Young Africa and build their skills to register and build a conducive learning community and atmosphere on the YA eLearning Platform.


### Module 1 - Summary of Content




The screenshot shows the YA eLearning platform interface. At the top, there is a navigation bar with the YA logo, the text "ELEARNING", and menu items: Home, Dashboard, My courses, Reports & Analytics, and More. A UK flag is visible in the top right corner. Below the navigation bar, the main content area is titled "MODULE 1: INTRODUCTION TO YOUNG AFRICA (YA) ELEARNING PLATFORM (WEEK 2 & WEEK 3)". The text describes the module's purpose: "This module serves as an introduction to the Young Africa (YA) eLearning platform. It aims at building a positive attitude of eLearning in Technical and Vocational Education and Training (TVET). Participants navigate the transition to eLearning at Young Africa and build their skills to register and to build a conducive learning community and atmosphere on the YA eLearning platform." Below this, there is a section for "Learning Outcomes" which states: "Upon successful completion of this module, participants should be able to:" followed by a list of four bullet points: "Explain the importance of eLearning platforms like YA eLearning platform in the context of TVET," "Navigate the YA eLearning platform confidently and understand its structure and main features," "Customize their user profile to facilitate communication and engagement within the platform," and "Get to know other participants in the course as a way of fostering a learning community." The next section is "Units covered:", which states "Module 1 consists of two (2) units:" and lists "Unit 1: Introduction to YA eLearning Platform for TVET" with a single bullet point: "Understanding eLearning".



The screenshot shows the YA eLearning platform interface, specifically the details of Unit 1. The navigation bar is the same as in the previous screenshot. The main content area is titled "Unit 1: Introduction to YA eLearning Platform for TVET" and lists "Understanding eLearning" as a sub-unit. Below this, there is a list of four bullet points: "Benefits of eLearning to Technical and Vocational Education and Training (TVET).", "Key features of the YA eLearning platform", "Navigating the transition to eLearning at Young Africa", and "Uses of instructional videos in Technical and Vocational Education and Training (TVET)". The next section is "Unit 2: Getting started with YA eLearning Platform" which lists three bullet points: "Creating an account and logging in", "Editing user profiles for enhanced communication and personalization.", and "Getting to know each other to build a sense of community among course participants." Below this, there is a section for "Tasks:" which states "Module 1 has eight (8) tasks:" and lists "1. Forum Activity- Navigating the transition to eLearning at Young Africa: Participants are required to reflect on how eLearning can benefit Young Africa, its coordinators, course designers, trainers and students. Discuss any challenges they foresee with the adoption of eLearning and propose strategies or solutions to overcome these challenges. Participants are expected to respond to at least two other posts,".




**ELEARNING**    Home    Dashboard    My courses    Reports & Analytics    More ▾    


2. **Forum Activity – Exploring instructional videos in different TVET courses:** Participants are required to conduct internet research to find videos relevant to their TVET courses and share them with their peers, fostering a diverse learning resource pool.
3. **Multiple- Choice Quiz: Benefits and Challenges of eLearning in TVET:** Participants will be assessed on their knowledge and understanding of the benefits and challenges of eLearning in Technical and Vocational Education and Training (TVET).
4. **Reflective Journal Entry - Reflecting on Unit 1 of Introduction to the YA eLearning Platform (Unit 1):** Participants are required to reflect on their initial experiences, the use of instructional videos in TVET and their personal expectations and goals for the remainder of the course.
5. **Practical Activity - Facilitating student self-registration on the YA eLearning platform:** Participants will guide (2-5) of their students through the self-registration process on the YA eLearning platform, document the process and prepare a short report to be submitted as an Assignment for grading.
6. **Practical Task- Personalizing your user profile on the YA eLearning Platform:** Participants are required to complete/edit and personalize their user profile including a brief bio and a personal professional photo.
7. **Forum Activity - Getting to know each other:** Participants are required to view profiles of peers, learn more about each other's backgrounds, interests and expectations for the course fostering a supportive learning environment.
8. **Reflective Journal Entry - Reflecting on Module 1: Introduction to YA eLearning platform:** Participants are required to write a thoughtful reflection on the challenges they faced in Module 1 and how they overcame them, the surprises they got, lessons learned and key takeaways from module 1.

## *Section 9 – Module 2: Setting Up, Adding Resources and Enrolling Users in Your Online Course (Week 4 & 5)*

The module will equip the user with the knowledge and skills necessary to set up a new course on the YA eLearning Platform, configure the course settings, add content to the course, enrol users into the course and assign them roles.

### *Module 2 - Summary of Content*



**ELEARNING**    Home    Dashboard    My courses    Reports & Analytics    More ▾    

**MODULE 2: SETTING UP, ADDING RESOURCES AND ENROLLING USERS IN YOUR ONLINE COURSE (WEEK 4 & WEEK 5)**

This module will equip you with the knowledge and skills necessary to setup a new course on the YA eLearning platform, configure the course settings, add content to the course, enroll users into the course and assign them roles.

**Learning Outcomes:**

Upon successful completion of this module, you should be able:

- Create a new course on the YA eLearning platform
- Configure the course settings.
- Add resources to your online course
- Enroll users into your online course and assign them roles

**Units covered:**

Module 2 consists of two (3) units:

**Unit 1: Creating a new course on Young Africa (YA) eLearning platform**

1. Step-by-step guide to creating and configuring a new course on the YA eLearning platform
2. Basic components of the YA eLearning platform course

#### Unit 2: Adding Resources to your online course

1. Adding a page
2. Adding a URL
3. Adding a video or image

#### Unit 3: User Roles and Enrolling Users

1. Overview of user roles in a course on YA eLearning platform
2. Methods of enrolling users
3. Enrolling users in your online course

#### TASKS:


Module 2 has six (6) tasks:

1. **Practical Activity: Configuring Your Online Course on the YA eLearning platform:** Participants having the role of "Teacher" in their individually assigned empty courses will configure the course setting starting with general settings like course name and description, choosing an appropriate course format, adjusting appearance setting including language and layout, setting maximum upload size and finally setting up completion tracking criteria.
2. **Reflective Journal Entry – Reflecting on Configuring Your Online Course on the YA eLearning platform:** After completing the "Configuring Your Online Course on the YA eLearning platform", participants will reflect on the process, their decisions and how the activity influenced their understanding of the YA eLearning platform and online course design.
3. **Practical Activity- Adding Resources to Your Online Course:** Participants will add a variety of resources of their online courses, including at least one text-based resources, two multimedia element and one external link or resource,
4. **Reflective Journal Entry – Reflecting on Adding Resources to Your Online Course:** Participants after adding resources to their assigned online courses will reflect on the choice and impact of the resources they added, the challenges they face and what they learned from the activity.
5. **Practical Activity – Enrolling Users in Your Online Course:** Participants will enroll users in their online courses using the manual enrollment method.
6. **Forum Activity – Reflection on Module 2: Setting up, Adding Resources and Enrolling users to Your Online Course:** Participants will reflect and share with their peers their experience, challenges and lessons learned while planning, setting up and adding resources to their online courses.

## Section 10 – Module 3: Adding Activities to Your Online Course (Week 6)

This module will equip the trainer with the knowledge and skills to add a discussion forum, an assignment and an interactive self-marking quiz to a course on the YA eLearning Platform.

### Module 3 - Summary of Content

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**MODULE 3: ADDING ACTIVITIES TO YOUR ONLINE COURSE (WEEK 6)**

This module will equip you with the knowledge and skills to add a discussion forum and an assignment activity to a course on the YA eLearning platform.

**Learning Outcomes:**

Upon successful completion of this module, participants should be able to:

- Setup and configure discussion forums to facilitate student engagement and interaction
- Utilize discussion forums to foster meaningful discussions, enable peer feedback and build community among learners.
- Create and manage online assignment, including selecting appropriate submission types and configuring grading methods.
- Mark and grade assignment providing timely and constructive feedback to learners.

**Units covered:**

Module 3 has two (2) units:

**Unit 1: Facilitating Discussions and Collaborations**

- Detailed guide on setting up discussion forums
- Using forums for discussions, peer feedback and community building
- Structuring criteria for effective peer assessment.

**Unit 2: Creating and Marking Assignments**

- Detailed guide on setting up assignments, including submission types and grading methods.
- Implementing assignment that reflect real-world TVET tasks and scenarios.
- Marking and grading assignments.

**TASKS:**


Module 3 has three (3) tasks:

1. **Practical Activity – Setting Up and Configuring Introduction Discussion Forum in Your Online Course:** Participants will setup and configure an introduction discussion forum and invite users enrolled in their assigned course to introduce themselves and respond to peers' posts. They will facilitate the forum discussions.
2. **Practical Activity – Setting Up and Configuring an Assignment in Your Online Course:** Participants will setup and configure an Assignment in their assigned course. They will invite users to submit a simple assignment which they will mark and grade.
3. **Reflective Journal Entry – Reflecting on Adding Activities to Your Online Course:** Participants will write a thoughtful reflection on the challenges they faced and the lessons they learnt when setting up and configuring a forum and an assignment in their online courses.

## Section 11 – Module 4: Adding H5P Interactive Content to your Online Course (Week 7 & 8)

This module is designed to equip the user with the skills and knowledge necessary to create and integrate H5P interactive content into the online course. The module introduces H5P, a powerful tool for creating interactive content and guides the user through the process of using H5P to create engaging and interactive content. Through hands-on experience with H5P, the user will learn how to create, integrate and utilize various types of H5P content in the online course, enhancing student engagement and learning outcomes.

### Module 4 - Summary of Content

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**MODULE 4: ADDING H5P INTERACTIVE CONTENT TO YOUR ONLINE COURSE (WEEK 7 & WEEK 8)**

This module is designed to equip you with the skills and knowledge necessary to create and integrate H5P interactive content into your online course. The module introduces you to H5P, a powerful tool for creating interactive content and guides you through the process of using H5P to create engaging and interactive content. Through hands-on experience with H5P, you will learn how to create, integrate and utilize various types of H5P content in your online course, enhancing student engagement and learning outcomes.

**LEARNING OUTCOMES**

Upon successful completion of this module, you should be able to:

- Explain what H5P is and its advantages in creating interactive content within an online course on the YA eLearning platform.
- Explain the various H5P content types and how they can be used in Technical and Vocational Education and Training (TVET).
- Use the H5P interactive content Activity to create interactive content.
- Create several types of H5P interactive content relevant to TVET courses
- Edit and add new courses on the YA eLearning platform.

**UNITS COVERED:**

Module 4 has two (2) units:

**Unit 1: Introduction to H5P and getting started with H5P in the YA eLearning platform**

- Understanding H5P and its advantages in creating interactive content in course on the YA eLearning platform.

• Different H5P content types and their possible use in Technical and Vocational Education and Training (TVET).

• Exposition to the different H5P content types such as quizzes, drag and drop activities, course presentation, interactive videos, drag the words, crossword puzzles etc.

**Unit 2: Creating interactive content with H5P**

- Hands-on activities for creating various interactive content types, including detailed instructions
- Embedding and re-using H5P content in online courses on the YA eLearning platform.

**TASKS:**

**Module 4 has two (2) tasks:**

1. **Practical Task:** Participants are required to create and integrate at least two types of H5P interactive content into their online courses, demonstrating an understanding of how to use these tools to enhance TVET learning.
2. **Reflection:** A reflective exercise where participants will discuss the impact of interactive content on learner engagement and the potential challenges and benefits of using H5P in TVET courses.

## **6. NEXT STEPS**

The Training Programme is being embedded within Young Africa's internal processes at senior staff and centre staff level. This will be a continuous process. The feedback from the first cohort shows that Young Africa staff and trainers clearly see the importance of digital learning in the VET sector, have the determination to improve their skills in digital learning and have the scope to integrate digital learning into training programmes.

Recommendations emerging from the first cohort to complete the Training Programme (prior to rolling out the Training Programme with Affiliate Trainers) include:

- Organise face-to-face workshops at each centre before starting the Training Programme. This should aim to build buy-in for eLearning, address concerns, guide participants in self-registering in the Platform, assisting with installing Moodle Mobile App on their phones and ensuring they can use Zoom;
- Ensure that Trainers are supported to complete the Training Programme, with dedicated time set aside for training and exploration of the Platform;
- Support Trainers to have good internet connectivity during the training sessions.

The delays in finalising development of the eLearning Platform are affecting some aspects of disseminating the Platform to Young Africa's dissemination network. However, Young Africa does have strong expressions of interest from 25 external VET organisations. Eight of these organisations will join the second wave of training. As the development of the eLearning Platform progresses, YA will formalise its relationships with these external organisations. Young Africa is well placed to support external partners through the Training Programme.