D-VETYA PROJECT

Training Material for eLearning Platform

Project Deliverable 4

Deliverable Description Sheet

Deliverable: D4 Training Material for eLearning Platform

Due Date: Month 18 (30th 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:

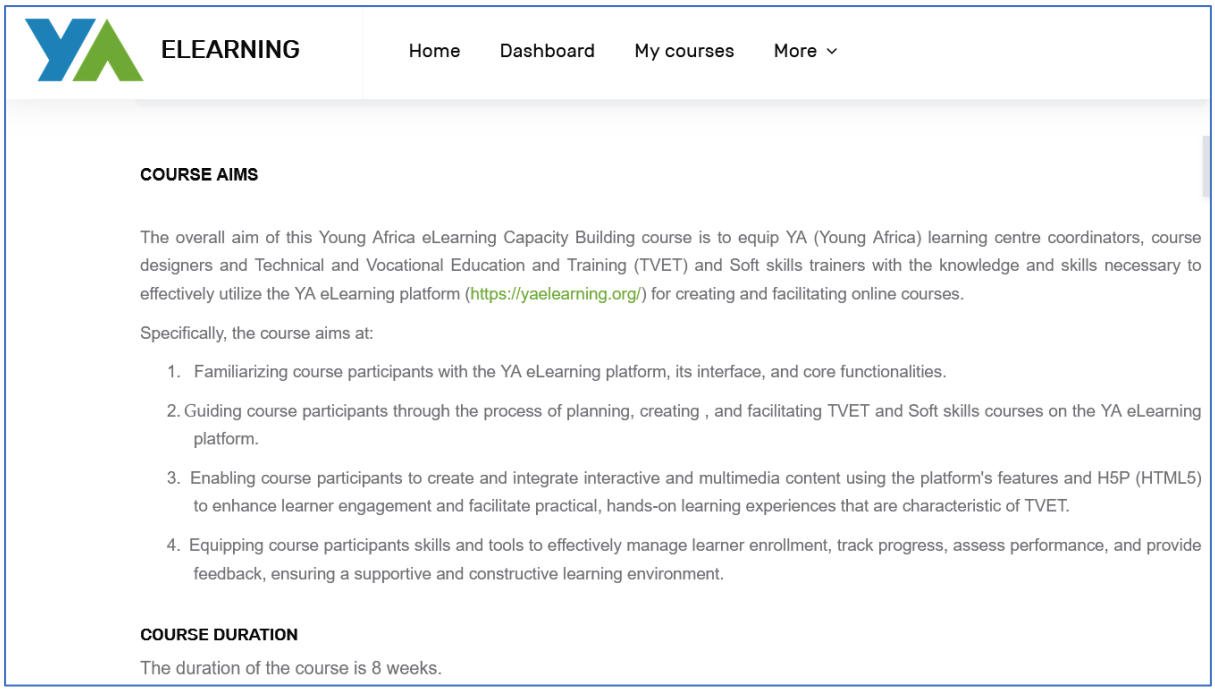
1. Synchronous training using the Live Demonstration Zoom Sessions held weekly for two hours. Areas covered during these sessions include – demonstration of how to navigate the Training Programme interface; addressing participant questions and concerns; troubleshooting challenges participants faced during 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)

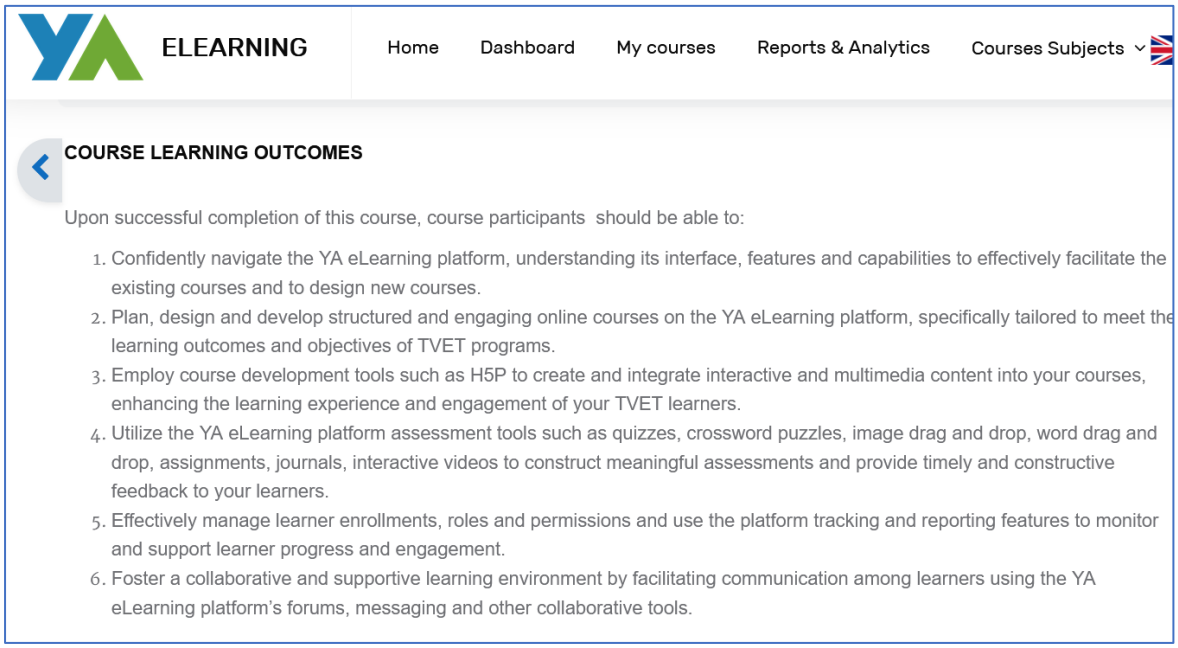
4. SECTIONS 1 – 6 (GENERAL INFORMATION TO PREPARE THE TRAINER FOR ONLINE LEARNING)

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.

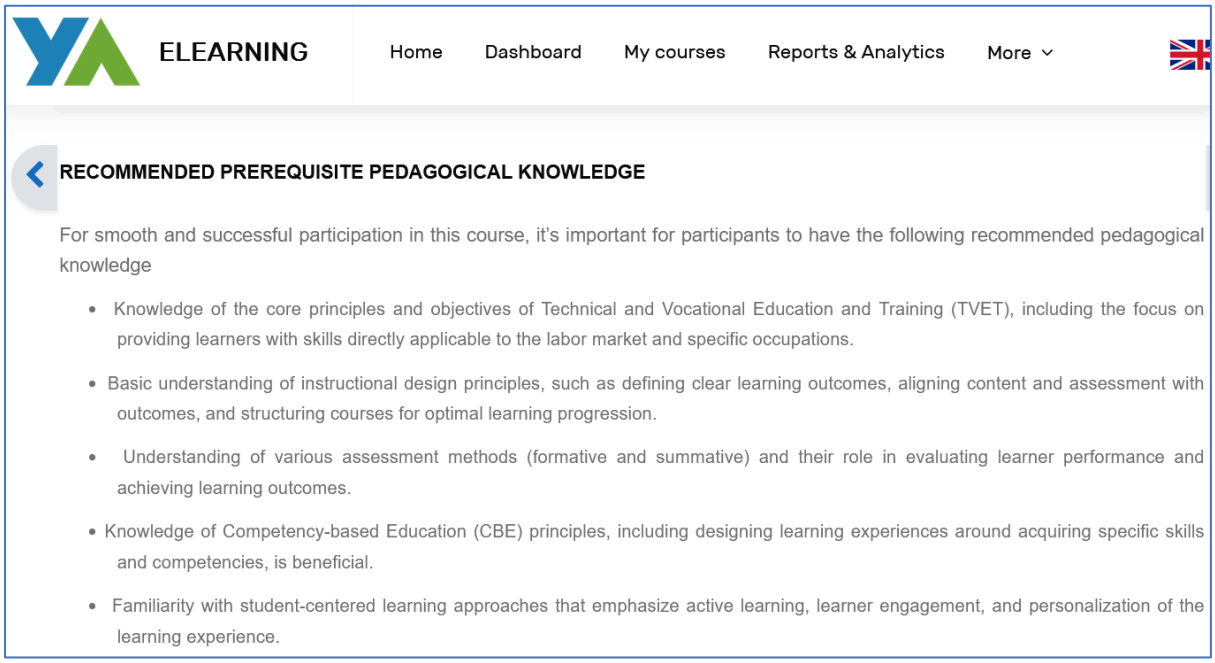
Section 1 – Training Programme Aims and Duration



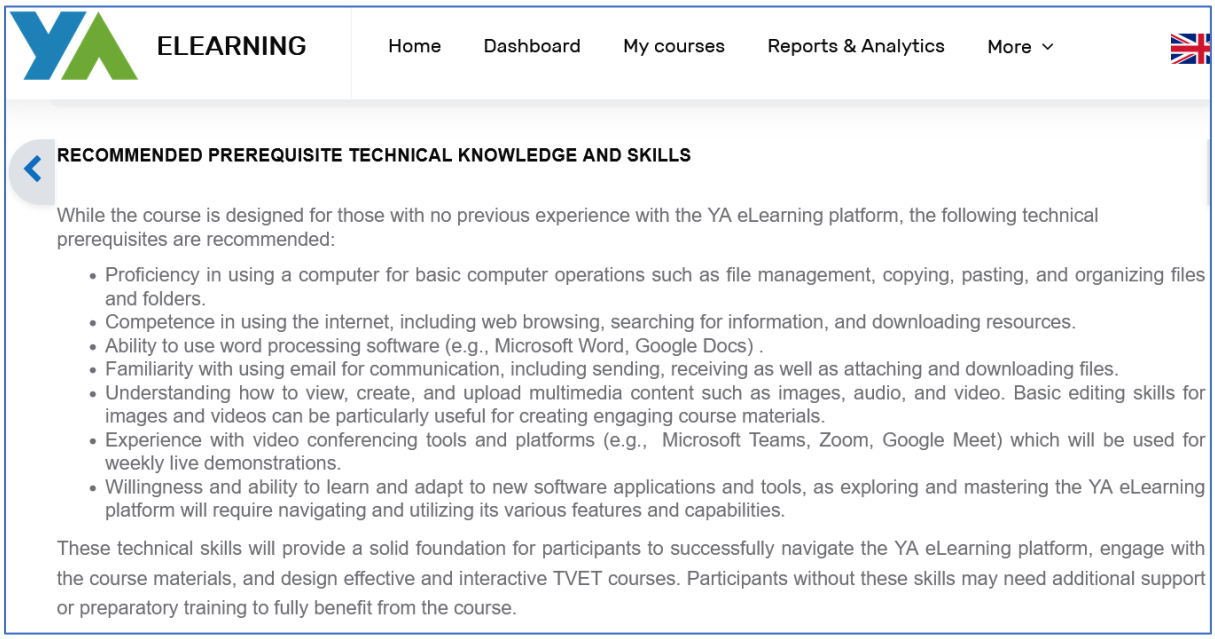
Section 2 – Training Programme Learning Outcomes



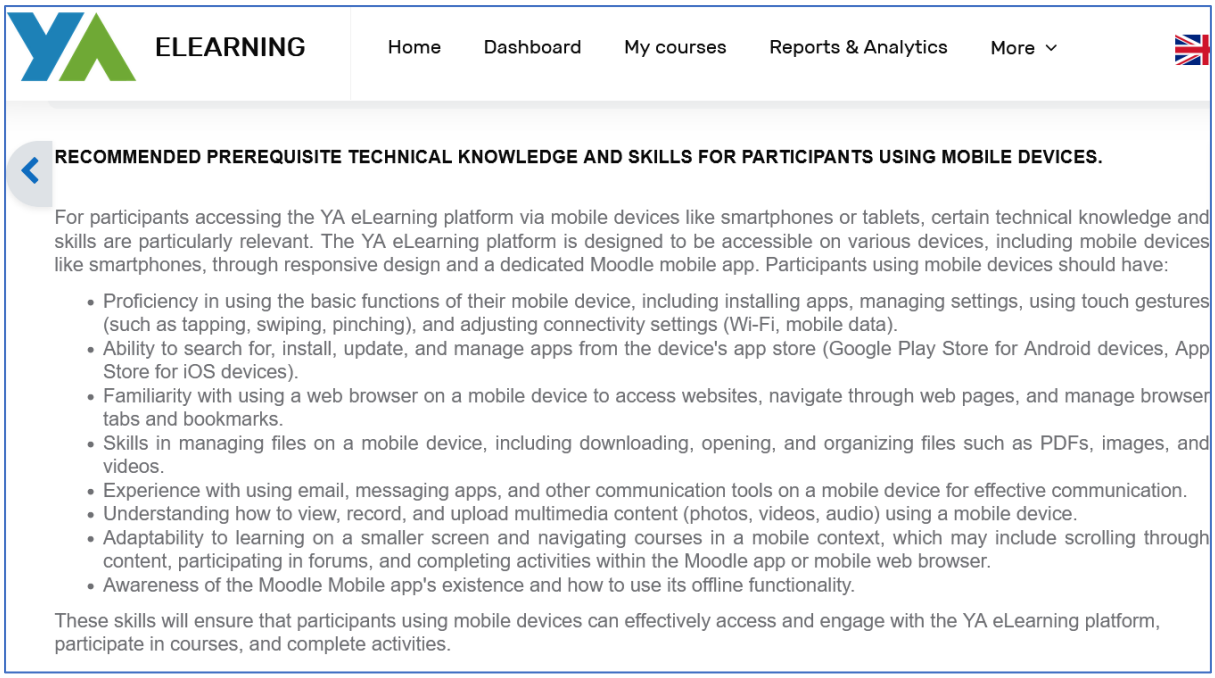
Section 3 – Recommended Prerequisite Pedagogical Knowledge



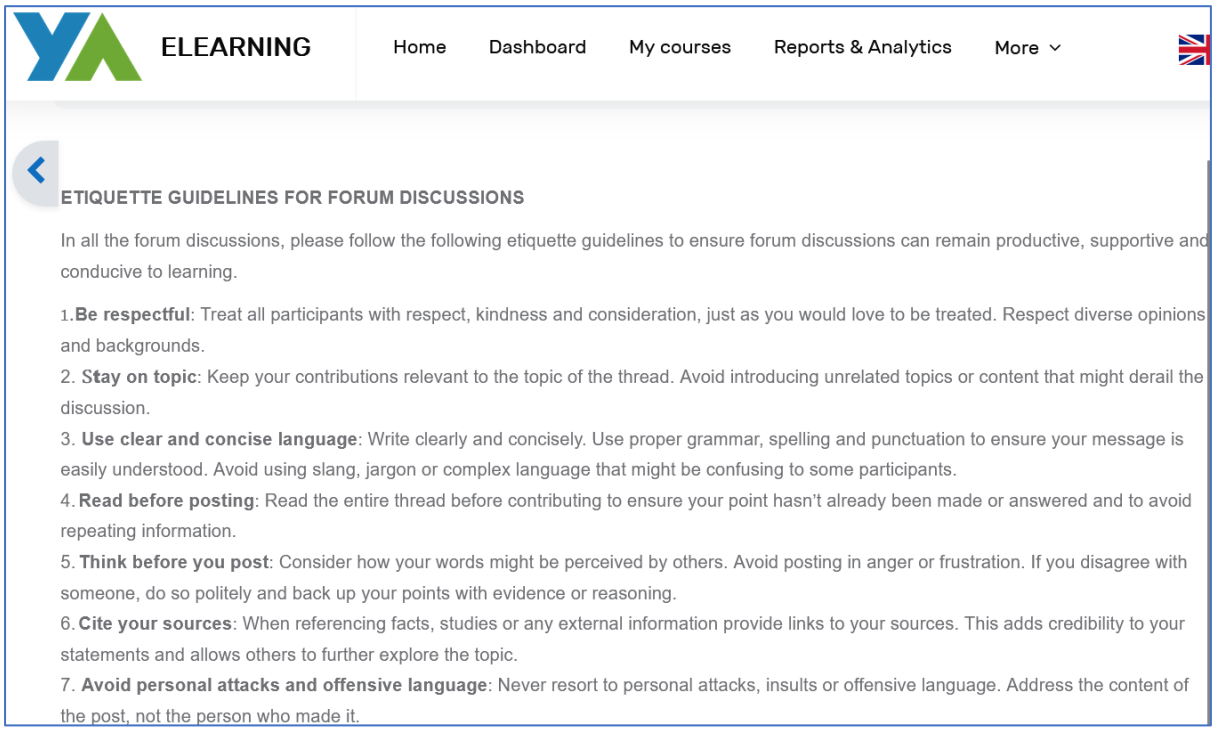
Section 4 – Recommended Prerequisite Technical Knowledge and Skills

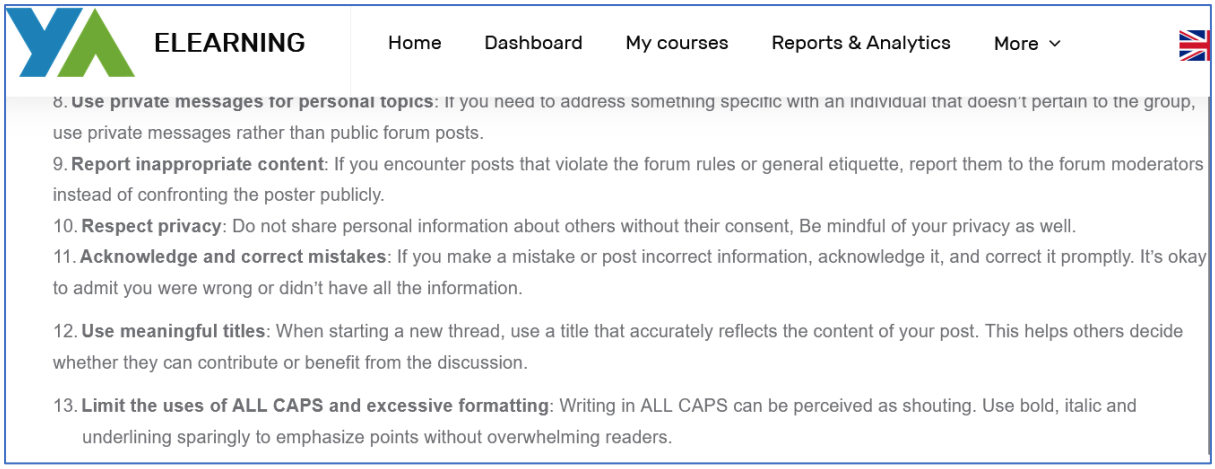


Section 5 – Recommended Prerequisite Technical Knowledge and Skills for Participants using Mobile Devices



Section 6 – Etiquette Guidelines for Forum Discussions

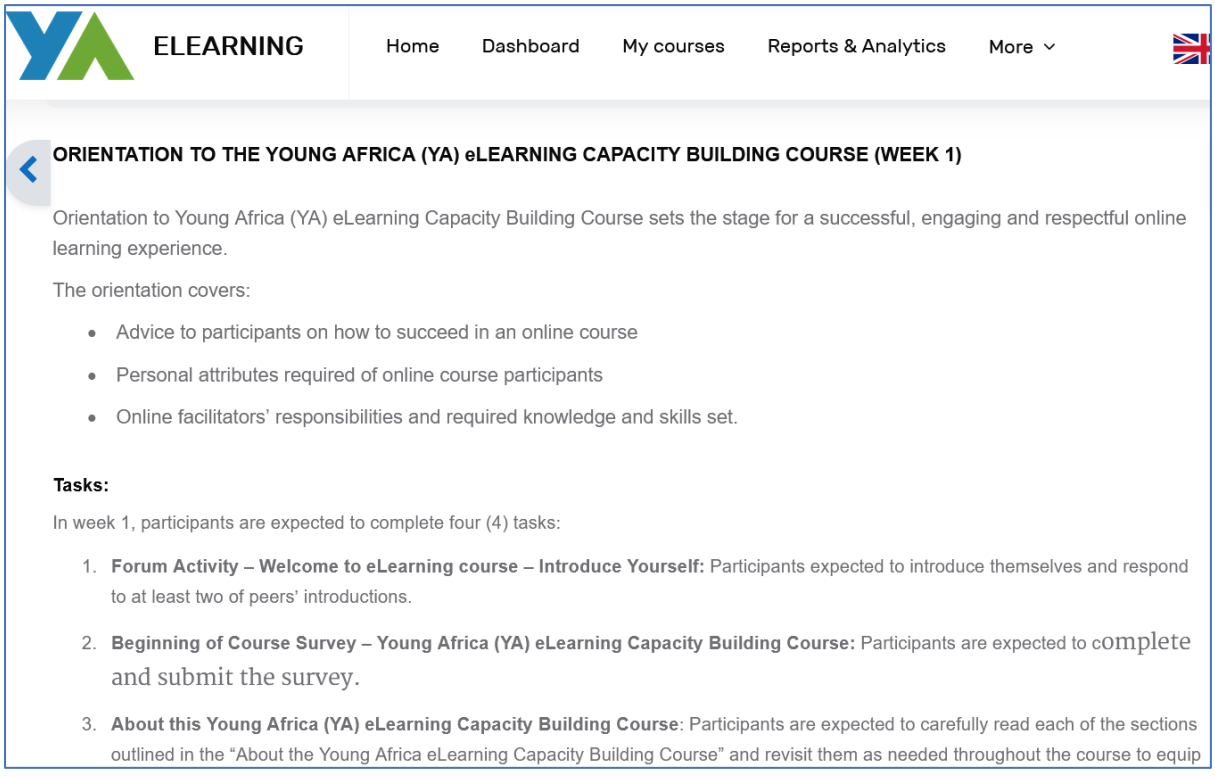




5. SECTIONS 7 – 11 (TRAINING MATERIAL ON USING THE eLEARNING PLATFORM)

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.

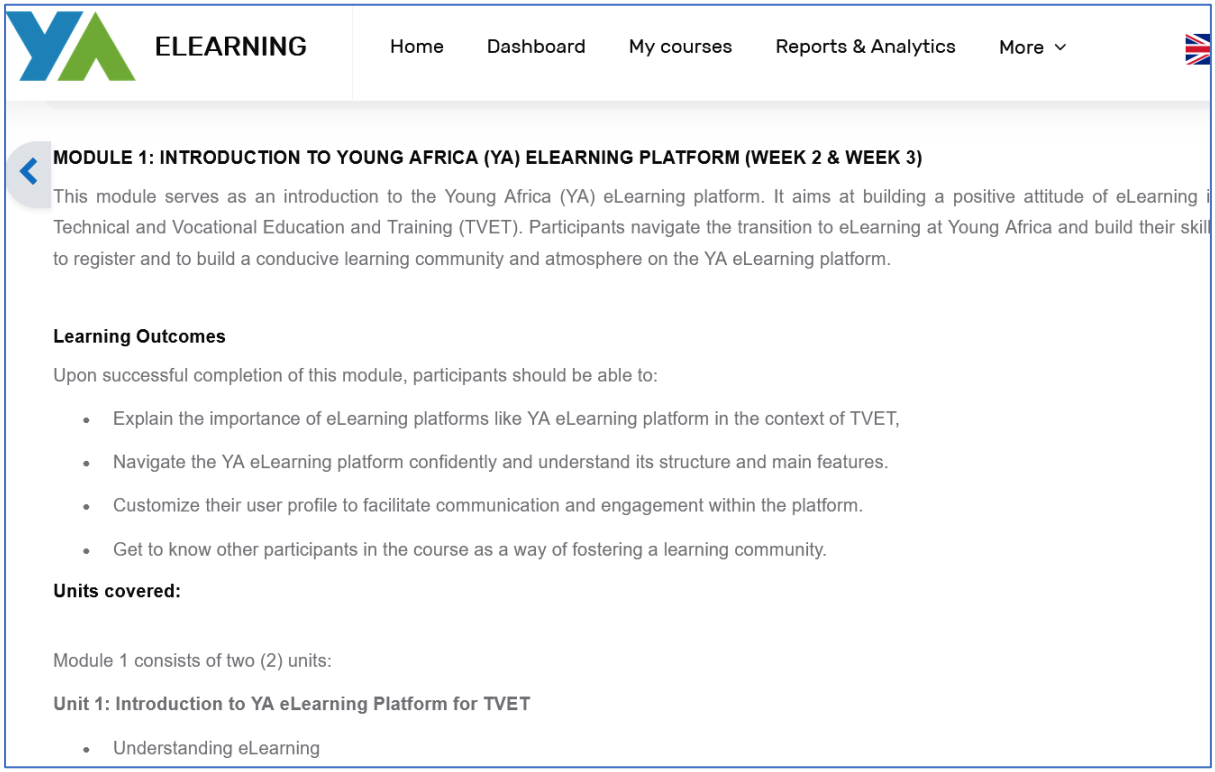
Section 7 – Orientation to the Young Africa eLearning Capacity Building Course (Week 1)

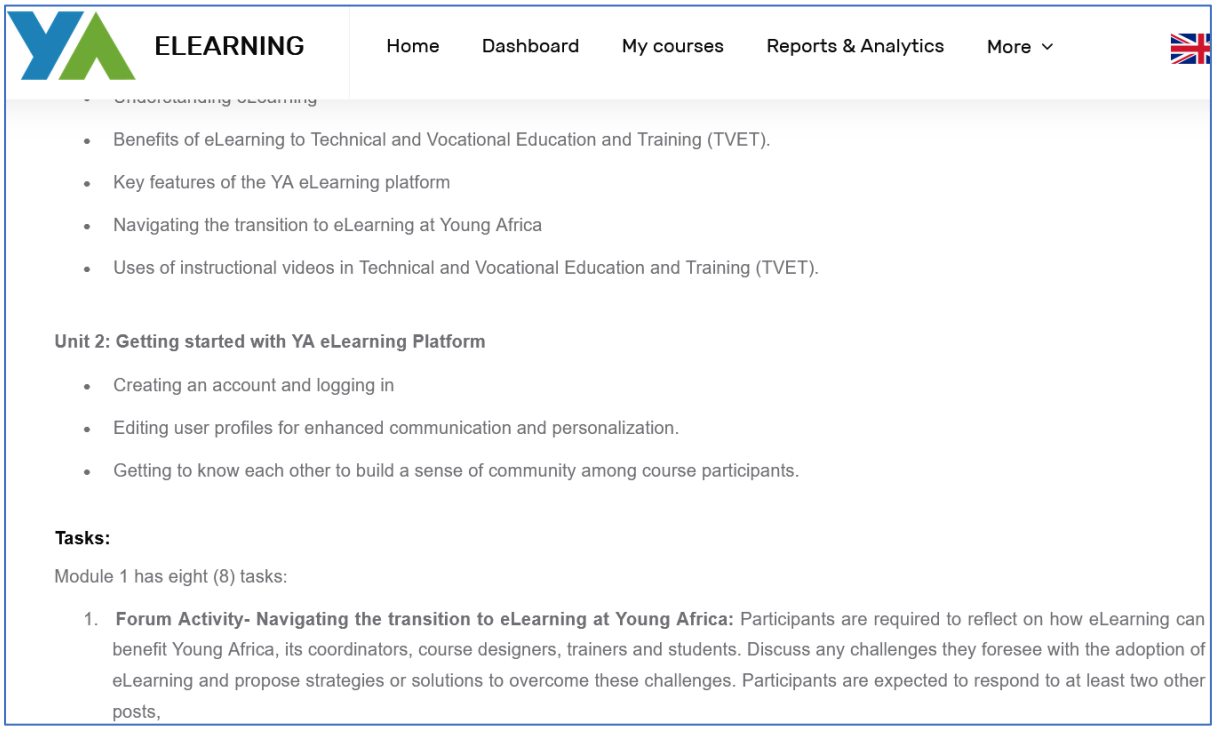


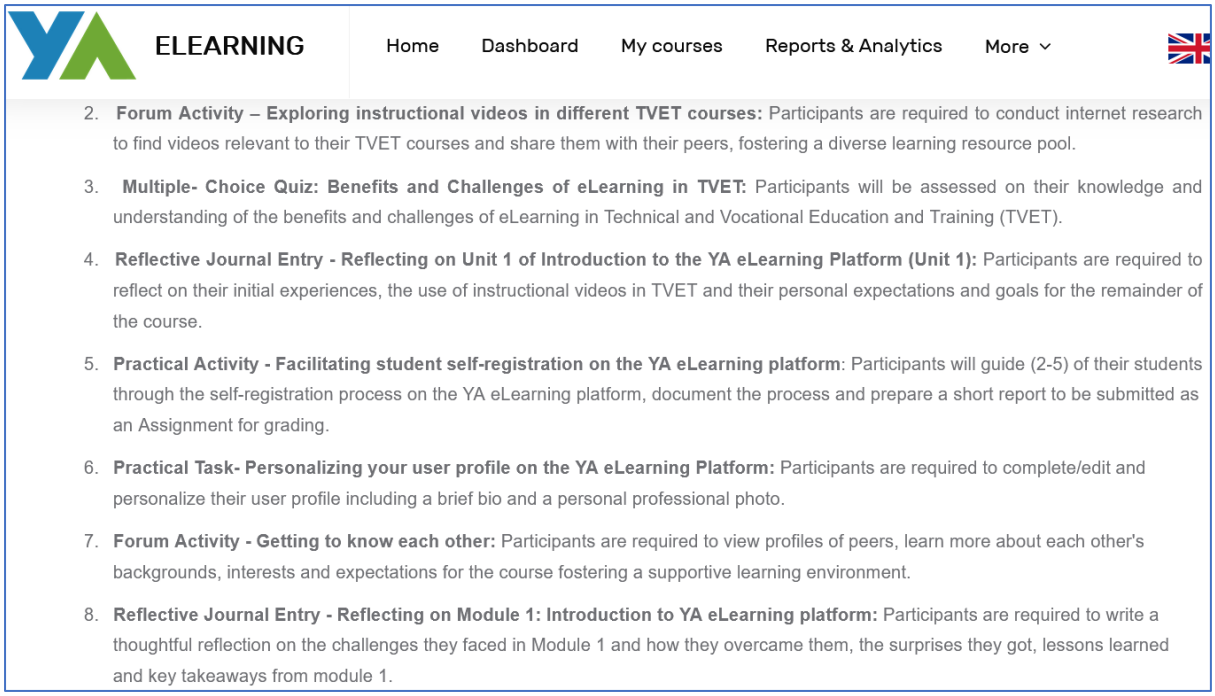
Section 8 – Module 1: Introduction to YA eLearning Platform (Week 2 & 3)

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



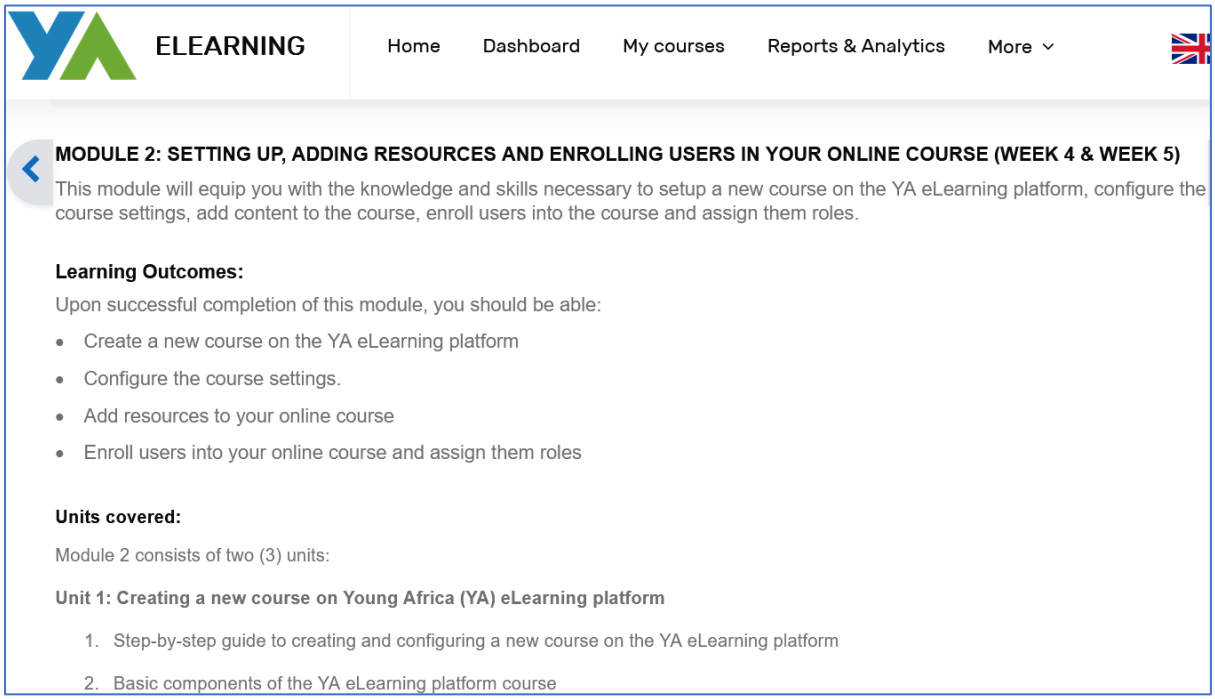




Section 9 – Module 2: Setting Up, Adding Resources and Enrolling Users in Your Online Course (Week 4 & 5)

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



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:

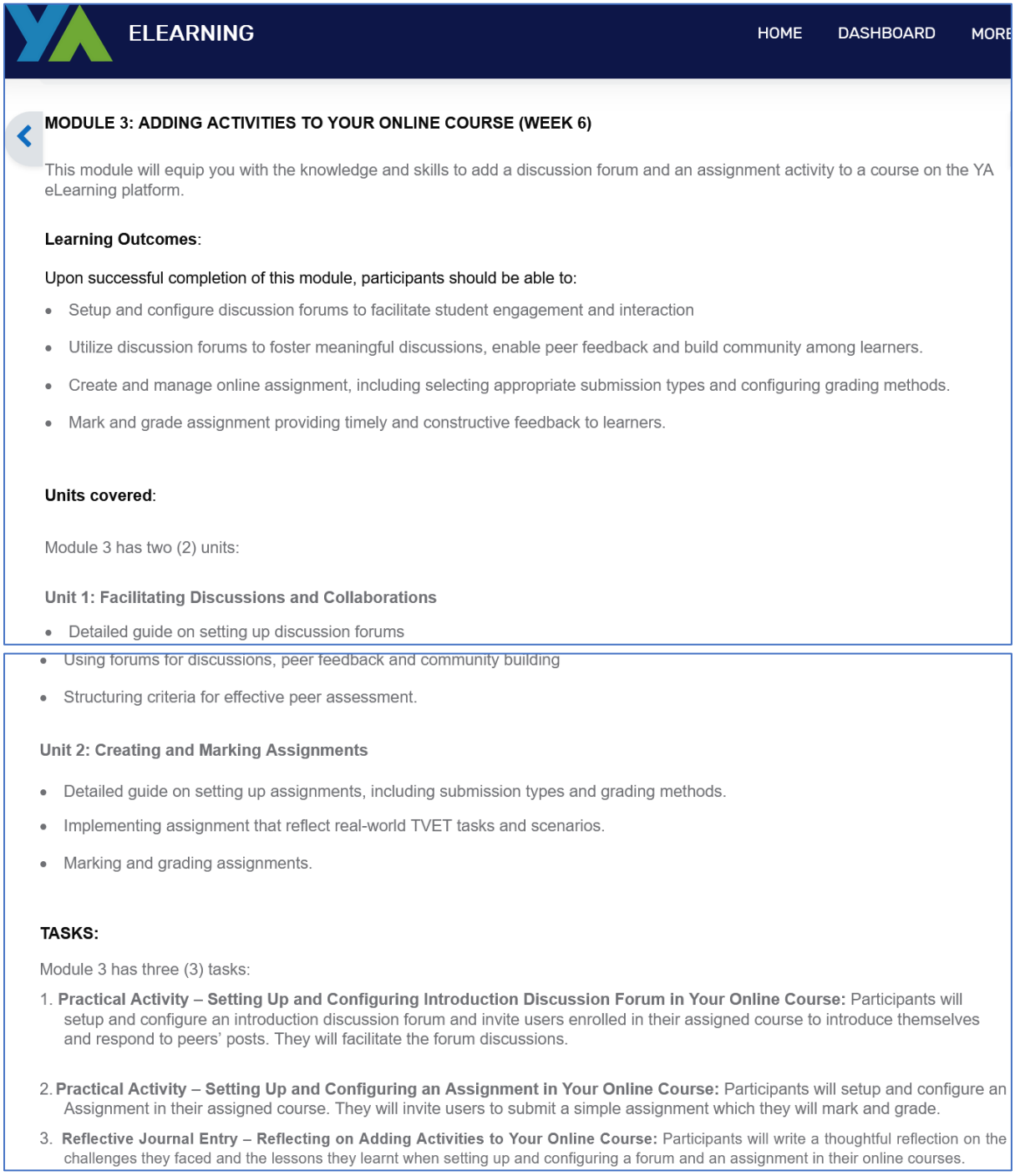
Module 2 has six (6) tasks:

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.

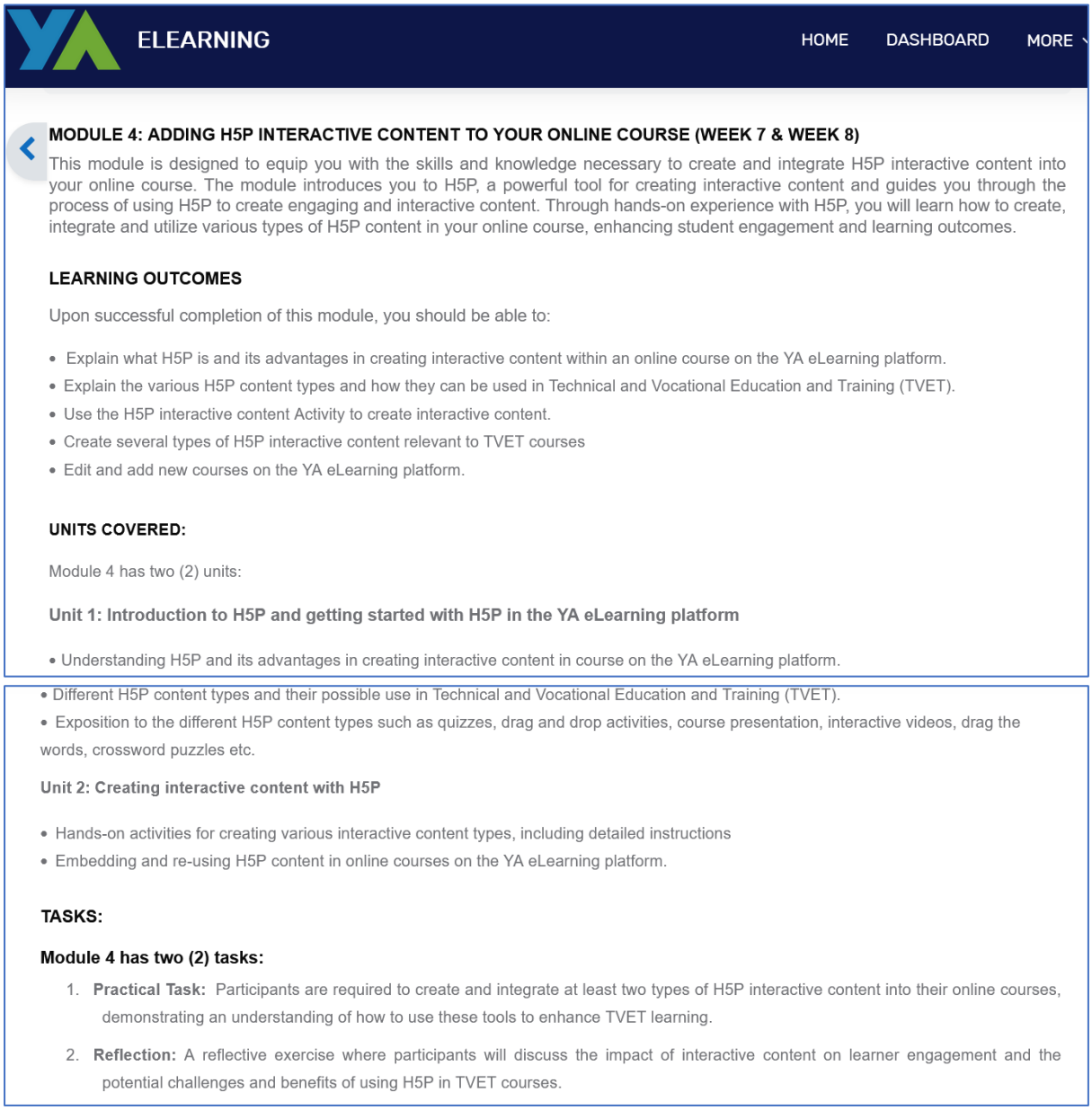
Module 3 - Summary of Content



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



ELEARNING HOME DASHBOARD MORE

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.