

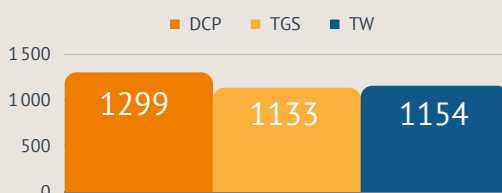
CASE STUDY

TRANSFORMING VOCATIONAL TRAINING (TVET) IN RWANDA THROUGH DIGITAL LITERACY AND 21ST CENTURY PEDAGOGY

Certificates on option:

- Digital Competency Passport (DCP)
- Teachers Getting Started (TGS)
- Teachers Wellness (TW)

Certificates completed:



A total of **1085** Teachers completed all three certificates.

Feedback from Paul Umukunzi, Director General Rwanda TVET Board



“The Digital Competency Passport as well as the Teachers Getting Started courses have become part of our trainers’ certification allowing for sustainability in the program. The program was successful and is now looking at a larger-scale rollout in general education as well as TVET. The change in didactical approach as well as digital literacy will help our TVET trainers as well as the students for better employment chances.”

Objectives

Provide basic digital literacy and basic e-teaching/didactical training to 2,500 TVET trainers in all 30 districts in Rwanda. The Rwanda TVET Board (RTB) has equipped these teachers with laptops.

For each district, RTB chose one Master Trainer (MTs). There were 30 in total, and they acted as a focal point or the undertaking of the project and supported the roll-out of the training for the 2,500 other trainers (i.e. the other teachers). These MTs were chosen based on their background in IT and were initially trained on a basic digital literacy course through RTB/GIZ.

Solutions

For sustainability reasons, the project implementation began with five days of face-to-face training for the 30 MTs (chosen by RTB). The MTs were then assigned a group of teachers to help guide them, and they proceeded to conduct 1-day inductions in the aforementioned teachers’ schools.

The rest of the project involved the online training of teachers via DSFs training platform.

The teachers were given access to three of our programs (only the first two of which were mandatory):

- Digital Competency Passport
- Teachers Getting Started
- Teachers Wellness

Outcomes

Successful completion of the required online modules, which implies that criteria for success as defined in the modules are met and establishes that the individual holding the certification is technically qualified to work in a digital environment. As of September 2022, all 30 Master trainers completed (and received) their certificates in the three courses and 1133 teachers have completed both mandatory certificates.

Change in classroom methodologies using technology where available.

Move from a teacher-centred to a student-centred teaching approach.

Confidence with online learning as an introduction for future capacity building.

Increase in digital literacy levels for all participants, allowing teachers to confidently build their skills and find pleasure in working in a digital environment.

TESTIMONIALS

My name is **UWURUKUNDO Marie Grace**, a trainer at RUNDA TSS in KAMONYI DISTRICT.



I specialize in Software Development and Computer System Architecture modules. Before participating in the Digital Skills Program, my teaching methods were limited. However, post-training, I've integrated new methodologies into my lessons. I now use tools like Kahoot and Google Forms for assessments and encourage learners to use Padlet for topic discussions. The program has also equipped me with the ability to manage my emotions better, both inside and outside the classroom. I've learned to incorporate videos into my teaching, which sparks discussions among students. This training has also

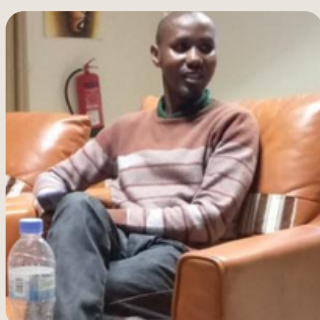
refined my approach to framing questions for my learners and organizing events effectively. I've noticed a marked improvement in student productivity since implementing these new skills.

In essence, the Digital Skills courses benefit anyone eager to adapt and evolve. I'm immensely grateful to the Digital Skills Foundation, RTB, and GIZ/GOP for offering this transformative training. Thank you for your unwavering support, and blessings to all!

My name is **Bayishime Eric**. I've been diligently working with DSF and have now mastered delivering courses online and supporting learners remotely. As a Master Trainer, I've assisted over 15 TVET schools, helping them understand the significance of the various modules through teaching and learning activities. Many teachers are genuinely making impactful changes using the knowledge they've gained from Digital Skills Foundation.



My name is **JOSEPHA Uwimana**. I am a TVET trainer at ETP NYAMATA TVET SCHOOL. Since I completed the digital skills program, my teaching methodology and the way of delivering a session and giving an assessment have changed completely. The students are happy to learn because of the use of videos often which makes them enjoying to come in class. Because of the skills I got from Digital Skills Foundation, I have created a YouTube channel, (ICT TO ALL by JOSEPHA) through ICT courses, where I send links to the students, to study and do assessments. In my teaching, I put the students in groups, where everyone works, and participates, which increases student engagement. In fact, this program has brought a big change in my teaching not only me but also my colleagues who work in the same district.



Hello, I'm **NDINDIRIYIMANA Athanase**, a trainer at MUTOVU TSS in NYARUGURU DISTRICT. I instruct modules in both Software Development and Multimedia Production. Before Digital Skills Foundation, there were teaching methods I hadn't adopted. However, post-program, I've transformed my teaching approach. I now utilize tools like Kahoot and Google Forms for assessments, and my trainees engage with Padlet for topic discussions. This training has not only refined my classroom techniques but also empowered me to manage my emotions more effectively, both inside and outside the classroom. Additionally, I've shared my newfound knowledge with colleagues in Nyaruguru district and within my school.