



Case Studies

Compilation

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PROJECT OUTLINE

THE BIG WIN FOR EMPLOYABILITY - SYSTEMATIC CHANGE DIGITAL LITERACY IN THE EDUCATION SECTOR IN RWANDA MOVING TOWARDS SUSTAINABILITY



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Gaspard Twagirayezu,
Minister of Education

&



Paula Ingabire,
Minister of ICT & Innovation

*Face to face the trainers session in the
January 2023 for 200 teachers.*

The government of Rwanda is undertaking a nationwide digital transformation journey to advance towards a knowledge-based economy and enable young people to better prepare for employment. This includes revamping our educational system and equipping young students with basic digital fluency. Our aim is to ensure the program's sustainability through our collaboration with DSF in the future and enable all Rwandan students to be better equipped for the workplace.

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Certificates Acquired:

- Digital Competency Passport for students and teachers
- Teachers Getting Started
- Teachers Wellness (Optional)
- Educational Leadership

Objectives of the Project

The project consists of a full programme to improve youth employability by integrating digital skills into classrooms. Acknowledging the crucial function of secondary schools in shaping Africa's future workforce, the programme concentrates on enhancing the capacity of both secondary school educators and students. The principal aim is to empower 500,000 youths to access economic opportunities over five years by equipping them with digital competencies and 21st-century online learning skills.

In the primary phase, the initiative involves delivering digital literacy and 21st-century pedagogy courses to 12,000 teachers and digital literacy training to 80,000 students, alongside institutional capacity development. Collaboration with educational boards, ministries, and strategic partnerships ensures widespread access to technology and internet connectivity in schools. DSF remains committed to continuous technical support, troubleshooting, training sessions, and monitoring to ensure the relevance and effectiveness of the program over time.

Challenges & Solutions: Effective Government Engagement

Despite challenges in teacher and student engagement, the program overcame hurdles through strategic adjustments. Time constraints for teachers were addressed with organizational changes, including zero-rated mobile data and program integration into teacher certification processes. Although modifications in the course sequence arose, improved communication channels enhanced understanding among Master Trainers and facilitators. Challenges with school management involvement prompted meetings and workshops to reinforce commitment. Student obstacles, such as timetable clashes and limited device access, led to efforts like integrating curricula and implementing digital literacy programs during holidays. Partnering with Microsoft for institutional email accounts further aided student engagement. Despite hurdles, the initiative achieved over 9,000 educator certifications and 67,168 student enrollments, showcasing adaptability and progress.

TESTIMONIALS



Dr. Nelson MBARUSHIMANA,
*Director General
Rwanda Education Board*

The Rwanda Education Board is working with DSF to ensure the development of digital literacy programs and teacher skills, as the implementing arm of the Ministry of Education. While transitions require time, we have accomplished significant progress this year. Our efforts included providing REB email accounts to students enrolled in the program, integrating teacher training with competency development, and developing a sustainable plan to fully incorporate this service into our offerings to students in the coming years.

Léon N. Mugenzi,
*Head of Teacher
Development,
Management and Career
Guidance & Counseling
department REB*



Digital literacy and 21st-century teaching programmes are now an essential aspect of education, and it is crucial that all educators are trained and certified. The DSF platform provides online training that is available to teachers at any time and location and does not require personal data. We have therefore decided that all teachers must complete this programme by the end of the year, enabling others to benefit from this opportunity in the following academic year.



KEZA Syrai Princess
*S6 MEG STUDENT
ECOLE SECONDAIRE KABARONDO*

We often hear about DSF, a system used by students and teachers to enhance computer knowledge across various domains. In my situation, lacking a computer, it offered diverse skills outlined below, each with its advantages. From computing fundamentals to social media and database management, it covers essential aspects. DSF not only promotes digital literacy but also aids students, especially those with limited computer information. The certificate, initially questioned, now stands as a valuable asset, increasing job opportunities and showcasing basic computer skills. The varied literacy skills acquired through DSF prepare us for a technology-driven future that we eagerly anticipate.

Modeste NZEYIMANA

Head Teacher, GS Kibyagira in Nyamagabe District

Teachers like the courses and are motivated to finish the courses. The teachers did the work before they started the classes and during the CPD time. They work at their own pace and see the use of the program for their teaching. We had several projectors that were not used and since the course completion, they are in use. More impressive is the teachers using Google Forms to gather information.



Etienne TWUMVIRIMANA

Teaches ICT for Level 3 and CHEMISTRY from Level 4 to Level 6 G.S ST Michel Mubuga in Karongi district, Rwanda

As a DSF Master Trainer, I, along with Education Leaders, Teachers, and Students, have acquired crucial knowledge and skills through DSF training. This empowers us to adeptly utilize and oversee ICT tools in both online and face-to-face (Blended mode) learning environments, enabling effective problem-solving. DSF has instilled the ability to bring creativity to the classroom, navigate change, implement project-based learning, and address stress, grief, and trauma in students through counseling. Grateful for DSF's comprehensive courses, we aim to extend this invaluable training to all educators and students in our country.

CASE STUDY

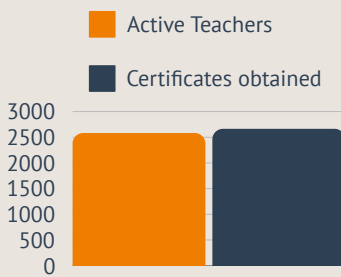
UPSCALING DIGITAL LITERACY SKILLS AND 21ST CENTURY PEDAGOGICAL TRAINING FOR NAMIBIA'S EDUCATION WORKFORCE



Courses offered:

- Digital Competency Passport
- Teachers Getting Started
- Teachers' Wellness

Completion:



Objectives

The Namibian government has implemented transformative education policies, prioritizing the swift adoption of inclusive digital learning technology for all children. The Ministry for Education, Arts, and Culture recognized the necessity of digitally educating educators in providing basic digital literacy and 21st-century teaching skills. This included a shift to scalable blended learning and expediting the integration of School Educational Information Management System (SEIMS), communication technologies, and innovative service delivery for teachers. Seamless monitoring of training outcomes in established SEIMS databases highlights the government's commitment to upgrading education through technology and empowering teachers.

Outcomes

DSF's training program boosts educators' digital access through Office 365 and other online training programs, improving their literacy across various tech domains. The Ministry of Education prioritizes digital skills with a holistic approach, combining face-to-face and online workshops, interactive meetings, and regional WhatsApp groups. This strategy focuses on capacity building, communication enhancement, and innovative teaching methods. Dedicated to advancing digital solutions and fostering learning, DSF contributes to the resilience of the education sector, at the national and international scales.



Feedback from Hon. Faustina CALEY
Deputy Minister of Education, Arts and Culture

The implementation of the program has presented various challenges, such as issues with connectivity, devices, and exam schedules. Nonetheless, it has also provided us with valuable insights into how we can execute this program on a larger scale for the benefit of teachers and students across the country. Working with DSF has been a transparent and solution-focused collaboration aimed at addressing the challenges that have emerged. The platform and courses are comprehensive and user-friendly. We are eager to expand this program to encompass the entire country and would welcome the opportunity to do so.

Solutions

Training of Master Trainers allowed for improved coordination and support for learners. Centralized email address creation enabled smooth registration on DSF's platform, while face-to-face regional inductions ensured strong awareness and understanding of the program. Bi-weekly online meetings and WhatsApp groups allowed for constant support. DSF's platform empowers educators but awaits School Educational Information Management System (SEIMS) integration. Refresher workshops for Master Trainers affirm Namibia's commitment, with ongoing progress tracking for accountability.



TESTIMONIALS



Charlotte IZAAKS

Chief Administration Officer : IT

"We hold the belief that teacher's digital literacy has been enhanced, which will undoubtedly have a favorable impact on Namibia's educational system. This has enabled educators to incorporate technology more efficiently in their teaching practices, utilizing various applications to enhance the teaching and learning experience. After the initial rollout and pilot, we were able to increase awareness of the project significantly. We have no doubt that the new cohort of educators will be more eager to participate and fully complete the course as part of the full-scale project. The endorsement and positive reception of the present group of educators stand as a testimony to the triumph of the project. Our comprehension of the obstacles and possibilities has improved, allowing us to confidently execute and oversee the project on a much larger scale. The potential worth and influence of this project for Namibian students will undoubtedly be recognized by the educators. It is imperative for Namibia to overhaul its educational system and guarantee that all its citizens have access to high-quality education."

Edward MUKOYA

Mathematics teacher at Mpungu CS

"Embracing 21st-century teaching pedagogy has been transformative for me, an educator of many years. Shifting from traditional methods to a more digital approach has revitalized my teaching at every level. My classroom has evolved into a 21st-century learning space, incorporating innovative methods like classroom flipping and interactive quizzes with Kahoot. The shift to digital methods has significantly boosted student engagement; the lessons are now not just educational but also enjoyable. Among the various courses, 'Teachers Wellness' has been particularly impactful, providing essential skills in emotional intelligence. A healthy and happy educator, as I've learned, is an invaluable asset in the learning environment."



Johanna-Maré Strauss

*Natural Science and Home Ecology teacher Grades 4 – 7
Ariamsvlei Primary School*

"As you get older, you become less confident in your abilities, and this is especially true when it comes to using technology. If you did not grow up during the technological boom, it might be difficult to keep up with all the latest apps and ways of using technology. DSF eliminated the uncertainty surrounding technology in the classroom. You won't need to ponder any longer what a term means or how to use it. With the knowledge of what to anticipate and how to address it, I could now start a blended classroom with ease. Because the students in our remote schools do not have access to the internet, Wi-Fi, computers, or cellphones, integrating the remaining technology proved more difficult.

But because I learned how to do it through DSF, I could give them the resources they needed for their research. DSF has made it easier and pleasurable for me to integrate technology into my classroom, use movies and slides, respond to inquiries, and set up an opinion poll."

CASE STUDY

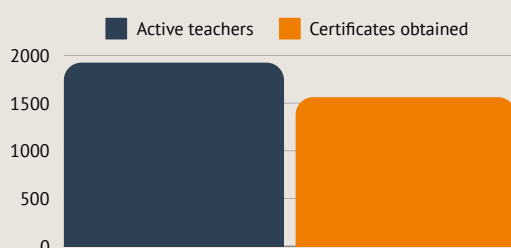
DIGITAL LITERACY AND 21ST CENTURY TEACHING PRACTICES TO CHANGE THE CLASSROOM IN ZAMBIA



Courses offered

- Digital Competency Passport
- Teachers Getting Started
- Teachers' Wellness

Completion rate of teachers



Feedback from
Joel Kamoko,
Permanent Secretary for
the Ministry of
Education of the
Republic of Zambia



“Zambia has a significant number of teachers (both in-service and pre-service) who need training in digital literacy and 21st-century pedagogical practices to better equip our young people. Unfortunately, trying to train all of them face-to-face at once would be too costly. DSF has demonstrated through its digital learning content and platform that it can be achieved. More importantly, a sustainable approach was taken to train and engage our teachers and provincial officers in supporting other teachers remotely. This method has demonstrated areas for improvement and effective strategies for the future.”

Objectives

The Zambian Government, through SMART Zambia Institute (SZI), is spearheading the national digital transformation to bolster workforce reforms, focusing on enhancing ICT Capacity Building in education. The Ministry of Education rolled out a scalable online program covering vital topics such as digital literacy, office tools, IT security, and computing fundamentals. With contemporary teaching modules, it facilitates the shift to blended learning. Recognising teachers' challenges during COVID, the initiative includes specialised wellness training. This comprehensive venture aims at equipping teachers and elevate the nation's technological landscape.

Solutions

The Digital Literacy Journey caters to Zambian teachers and their varied levels of understanding and self-assurance regarding 21st Century pedagogy. Built around fundamental digital skills, it accommodates both neophytes and those reviewing existing knowledge, progressing from rudimentary technological abilities to productivity tools. "Teachers Getting Started" introduces 21st-century pedagogy, followed by modules on digital citizenship, and classroom management methodologies. Acknowledging the significant alteration to the current teaching practices, the programme incorporates change management, emotional intelligence, and stress management. Delivered online, it enables teachers to learn at their own pace.

Outcomes

Completion of mandatory online modules indicates that individuals meet success criteria, confirming their training and exposure to foundational digital competencies for a digital work environment.

By September 2022, 40 Master trainers were trained over 1562 certifications were obtained by teachers. This certification attests to their readiness for digital work, marking a significant achievement for both trainers and teachers. The Government of Zambia and DSF are looking at the next phase to extend the training to all teachers.

Engagement of parents, integration of technology in teaching, and implementation of learner's based learning.

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

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



Tamenji NGULUBE

*Upper Primary Teacher Kakoma Primary School,
Eastern Province*

“DSF's ICT training changed how I teach at Kakoma Primary, a rural school in Chasefu District. Now, my Year 7 students can use computers, know how to stay safe online, and learn through exciting lessons. The training makes teaching easier; if they don't understand something, a quick computer demo helps. I use YouTube for lessons and download videos to improve learning. Digital literacy is the future, and DSF's recognition is priceless. I propose certification for everyone as it isn't just a course. It's a path to crucial abilities in the digital era.”

Oswell MICHELO

Computer Studies Teacher Makungwa/Chipata, Teaching Grades 8-12

“DSF's courses improved my teaching skills, aligning me with 21st-century educational demands. My expertise in computer studies and ICT basics grew considerably, improving my digital competence. I introduced a computer studies course for Junior Secondary, involving learners in project-based work. Certificates attest to one's knowledge and boost professional credentials, providing evidence of eligibility for multiple positions. DSF not only enhanced my skills but also gave me the ability to mould the academic scenario in my school.”



Robert BONDA

Teaches Mathematics & Integrated science Grade 5,6 and 7 at Taferadziko primary school, Vubwi district

“The digital skills course has changed my career, putting my students at the forefront of the teaching process. Thanks to DSF, they can work on assignments and projects independently and leave feedback on group platforms such as Facebook or WhatsApp. Learning now happens non-stop, even during holidays, allowing for hands-on activities. Students create and print documents and enjoy computer drawing because it is exciting and engaging. The future is bright, and I am grateful to DSF for this valuable course.”



Chrispin SITALI

Head of Business Studies/IT Department at Luwingu Boarding Secondary School

“DSF revolutionised my teaching. By integrating DSF skills into Computer Science classes and engaging students in innovative, project-based activities, I improved my approach. The programme broadened digital education by introducing a Junior Secondary Computer Studies class. DSF certificates are priceless, as they provide tangible proof of skills and enhance students' professional credentials. Beyond the classroom, certification opens opportunities for students to showcase their digital literacy skills. DSF has had a significant influence on my personal and professional development, contributing to an energetic and forward-thinking educational atmosphere.”



CASE STUDY

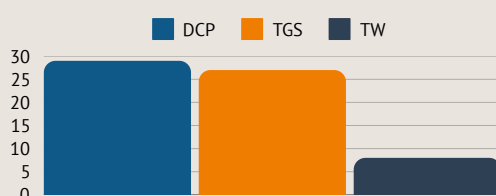
REVOLUTIONIZING TEACHING: ADVANCING TEACHER COMPETENCY IN DIGITAL LITERACY AND 21ST CENTURY PEDAGOGY AT AGAHOZO-SHALOM YOUTH VILLAGE, RWANDA



Certificates acquired:

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

Completion rate of teachers



Objectives

Agahozo-Shalom asyv.org is a Youth Village that is focused on restoring hope and opportunity to kids affected by trauma in Rwanda. The model works because healing, care, family, and education are embedded in all aspects of the Village. Part of this process is the formal education of students through teachers that prepare students for the next phase in their lives. The focus of collaboration with DSF was to allow the teachers to integrate digital aspects into their teaching by being trained through the DSF courses.

The school focuses on the transformation of lives not only through academic results but also by incorporating new pedagogical approaches into the classroom.

Insights from

Stella WAYIANZUVUKO, Principal, Liquidnet Family High School, Agahozo-Shalom Village



“ Since the teachers embarked on the digital literacy courses, our school has undergone significant transformations. Going digital was a primary objective, leading to the migration of content to our learning management system. Teachers now prioritize digitizing their curriculum, sending quizzes and assignments to students through our digital platform. Classroom planning has become more efficient, allowing for interactive lessons. Teachers spend less time on the board and more on engaging activities using newly acquired digital tools. The youth, our students, embrace these tools, making classes lively and captivating. The integration of digital skills has not only made teaching more interactive but has also brought a positive shift in our teaching approach and overall classroom dynamics. ”

Feedback from

Jean Claude Nkulikiyimfura, Executive Director Agahozo-Shalom Village



“ At Agahozo-Shalom, we believe in empowering vulnerable youths with the necessary tools to take control of their destiny. We provide them with a secure and stimulating environment to foster growth and development. Our teachers are equipped to mentor and guide all students to thrive in the world beyond our program. The DSF programs have further complemented our face-to-face approach with online learning to ensure continuous engagement with our students. The classroom has witnessed significant improvement and transformation as a result. ”

Solutions

The Agahozo-Shalom staff have access to digital tools and have begun their classroom transformation. All teachers worked during CPD time and also outside working hours on the program. DSF conducted 2 visits to comprehend the workload challenges. The Headteacher focussed on completion and was motivated by the opportunity for the school's digital improvement

The teachers were granted entry to three programs, with only the first two being compulsory:

- Digital Competency Passport,
- Teachers Getting Started,
- and Teachers Wellness (optional).

Outcomes

TESTIMONIALS



I'm **Apophia NAMBAFU**, an 11th and 12th-grade educator at Liquidnet Family High School. Introduced to Digital Skills Foundation courses in May 2022, I completed several, gaining valuable skills. The knowledge on reading privacy policies and adjusting settings proved crucial, ensuring my online safety. Updating antivirus software became a routine after losing documents, emphasizing its importance. Distinguishing authentic websites and promoting information ethics transformed my daily life. The courses impacted my teaching, fostering collaboration, and emphasizing authenticity in research. I incorporated various engagement levels, enhancing student interaction. Recommending these courses for their broad applicability, I highlight their importance in effective communication, cybersecurity, and understanding digital trends. My recent experience with a student emphasizing email security underscored the practical application of these digital literacy skills in our daily lives.

I'm **Benjamin BIMENYA**, Entrepreneurship Education teacher at Liquidnet Family High School. The Digital Skills Foundation courses, especially "Blended Learning," transformed my teaching. I now conduct in-depth research and meticulous planning, creating an engaging learning environment. I urge all teachers to adopt a student-centered approach for better understanding and skill development. Applying course principles in our business plan competition fostered collaboration and practical learning. These courses have not only enhanced my teaching but also positively impacted students' experiences and competitions, promoting understanding and essential skill development.



My name is **Jean Claude HARERIMANA**, a physics teacher from Rwanda. Introduced to the digital literacy and 21st-century skills courses through my school principal, I completed "Digital Competency Passport for Educators" and "Teacher Getting Started" with Digital Skills Foundation in July 2022. These courses equipped me to design engaging blended lessons, enhancing my efficiency and transforming my teaching approach. I now create captivating presentations, improving my students' learning experience. I highly recommend these courses for individuals of all backgrounds, offering valuable skills applicable in diverse situations. In today's digitally advancing society, digital literacy is indispensable. These courses have not only positively impacted my teaching but also kept me updated on evolving digital trends. In essence, they've completely transformed my teaching methods and daily routine, making them essential for anyone seeking crucial 21st-century skills.



I'm **Samuel NAGAKUZE**, a computer science teacher in Rwanda. Thanks to the online courses in digital literacy and 21st-century skills, my teaching has evolved significantly. The courses, especially "Introduction to 21st Century Learning and Digital Skills," improved my lesson preparation. I now create interactive lessons with videos and links, enhancing students' understanding. Utilizing online platforms like Google Classroom fosters continuous learning, even during holidays. The flexibility of digital skills allows personalized learning, and features like online assessments track progress efficiently. I recommend these courses for transformative changes in education, making learning engaging and accessible.

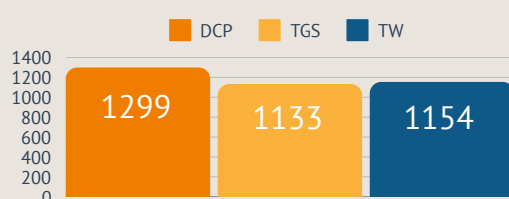
CASE STUDY

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.

CASE STUDY

EMPOWERING EDUCATORS AND YOUTH IN SOUTH AFRICA THROUGH DIGITAL COMPETENCY TRAINING



“

Feedback from

Siphosethu Tafen

Teaches Maths, Life Orientation, and Creative Art at Little Angels

In April 2023, I completed a Digital Skills Foundation course, boosting my computer proficiency. This directly influenced my teaching style, incorporating tools like PowerPoint. I advocate for more teachers to access these courses, enhancing computer skills and saving time. Digital literacy is crucial, enriching teaching through digital resource integration. The course even improved my basic tasks, like emailing documents, significantly impacting my daily work.

”

Objectives

This project aims to empower a specific community by training five Master trainers who will then educate 171 teachers through the online DSF platform. More than the teachers, the program will impact the futures of 385 young and unemployed individuals. The initiative focuses on offering education, training, and mentoring to diverse groups, providing valuable skills and knowledge to enhance career prospects for unemployed youth. Ultimately, the project aspires to create a positive impact in the community, paving the way for a brighter future for all participants.

Outcomes

In the field of education, 27 teachers excelled in the "Digital Competency Passport for Educators," while 168 achieved excellence in the "Essential Digital Competency Passport for Educators." Moreover, 60 teachers successfully completed the "Teachers Getting Started" program.

For young people who are currently unemployed, 104 individuals have gained certification in "Digital Competency Passport for Employment," and 186 in the "Essential Digital Competency Passport for Employment." These accomplishments demonstrate the heightened skills and preparedness of the individuals to pursue future opportunities.

Certificates on option:

- Digital Competency Passport for Educators
- Teachers Getting Started
- Digital Competency Passport for Employment



Solutions

Digital Skills Foundation organized online training for five Master Trainers, and due to some connectivity challenges, further training and coaching took place in a controlled environment tailored to each province's needs. Although the original plan for NEET students had to be adjusted due to connectivity issues, the training was successfully relocated to a central venue. One key positive aspect contributing to the project's success was having a Master Trainer proficient in the local language. This played a crucial role in fostering better understanding and seamless execution of the project across different locations.



TESTIMONIALS

I'm **Nokuthula Lucia Balfour**, a first-year student majoring in Politics and Public Administration. I completed the Digital Literacy course in April 2023 and found it instrumental, especially for improving my proficiency in creating impactful PowerPoint presentations.

Confident that these courses will significantly benefit my future studies and career, I wholeheartedly recommend fellow students of my age to consider enrolling. Digital literacy is undeniably crucial for our generation.

On a lighter note, it's interesting to observe a common trend among my peers—we all express a shared desire for more practice with Excel.



My name is **Zintle Rweqe**, currently majoring in Small Business Management. I learned about the digital literacy and 21st-century skills courses through an email from Sheena. Completing the Digital Literacy course proved helpful in creating my CV on a computer. These courses will significantly benefit my future studies and career by providing essential computer skills. I recommend them to students my age for valuable knowledge. In today's tech-driven world, digital literacy is crucial.

On a lighter note, I've observed a trend among my peers: the widespread use of LinkedIn for professional networking and career opportunities. This trend highlights our generation's focus on online connections.



Hello, I'm **Wandsia Cymphathia Tyalisi**, having successfully completed my studies in electrical infrastructure.

The completion of the Digital Literacy course was particularly beneficial, especially when formatting my CV. Now equipped with a free laptop and the skills to use it, these courses are poised to significantly benefit my future studies and career.

I recommend individuals my age to enroll in these courses, emphasizing not only the acquisition of knowledge but also the opportunity to receive a free laptop. In my view, digital literacy is paramount for our generation, furnishing essential computer skills.

On a lighter note, I've observed a shared enthusiasm among my peers to enhance their Excel skills, presenting a common goal among us.



I'm **Sibabalwe Nazo**, currently studying Administrative Management. I completed the Digital Literacy course in April 2023. It's a valuable addition to my qualifications, and I believe these courses will benefit my future studies and career. I recommend peers of my age to take them for essential computer knowledge. Digital literacy is crucial for our generation. As for recent tech trends among my peers, I haven't noticed any specific ones.