



CONNECT & LEARN

 **16 March 2026**

 **12:15 - 13:30**
Brussels time

 **Online via Zoom**

 **English**



Martin Mbagi
ImpalaBridge



Noam Janssens
VVOB in Kenya



Bart Cornille
Enabel in Uganda



MODERATOR

Peter Stremus
EdukoMondo

share their expertise on

7 Trends in Digital for Education



Belgium
partner in development

1

The fog is clearing on Artificial Intelligence, but hazy conditions remain

2

Digitalisation becomes a wellness subject

3

Critical thinking: media and information literacy

4

More gateways will make global access possible, but not for everyone at first

5

More privacy & security awareness, but implementation is challenging

6

School leadership is transforming

7

Preparedness to cope with conflicts and emergencies will become paramount



Teacher Training Education Sandbox

Bart Cornille

D4D innovation expert

Enabel in Uganda

Belgian development agency

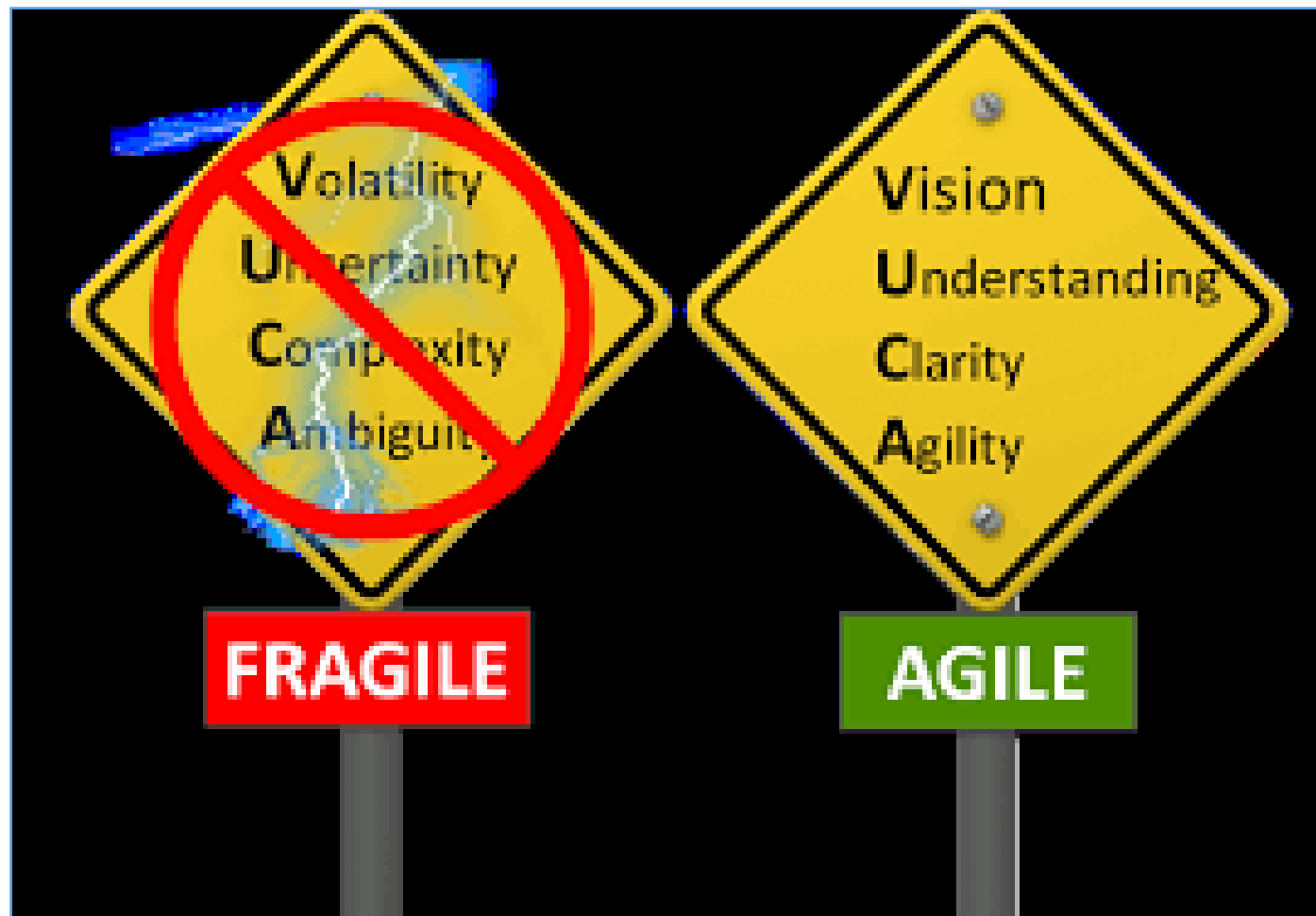
enabel.be





TTE SANDBOX

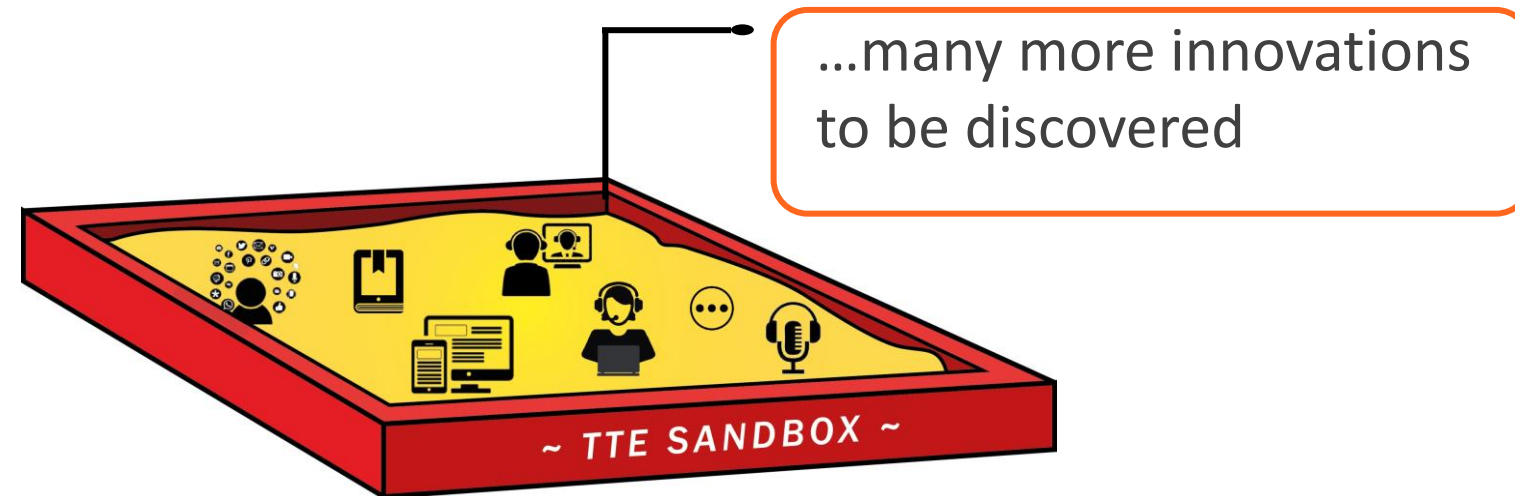
Context



“
*Never let
a crisis
go to
waste!*”



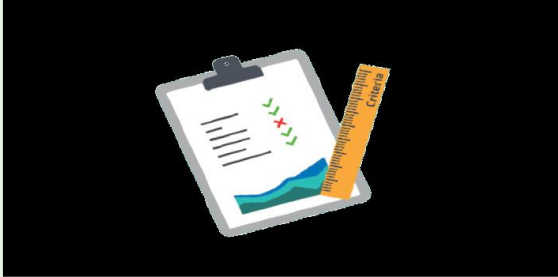
TTE SANDBOX



Helpdesk
For the 5 NTCs



Communities of Practice
Through video conferencing
to introduce staff to EdTech



Lessons development
For students to continue learning



One Stop Portal
Accessible resources &
learning materials for staff
and students



Tools used in the TTE sandbox



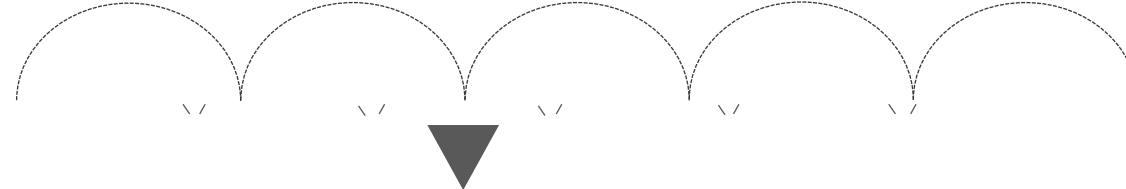


IMPACT OF TTE SANDBOX



FAST TRACK

To ensure the
continuity of learning
in NTCs



Evaluation



LONG TERM

NTC Lecturers
develop & use
E - learning content

The screenshot shows the 'OpenLearn create' interface for a course titled 'Technology Enhanced Learning'. The header includes navigation links: Home, Get started, Create a course, Free courses, and Collections. The course details include: '12 hours study', 'Level 1: Introductory', and 'Gain a digital badge'. The ratings section shows '2.1 out of 5 stars' with five star icons. A 'Sign up to get more' section explains that users can track progress and earn a Statement of Participation. At the bottom, there are tabs for 'Course description', 'Course content', and 'Course reviews', with 'Course description' currently selected.

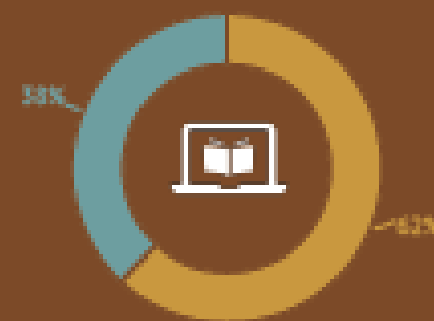
The screenshot shows the 'OpenLearn create' interface for a course titled 'General Teaching Methods'. The header includes navigation links: Home, Get started, Create a course, Free courses, and Collections. The course details include: '11 hours study', 'Level 1: Introductory', and 'Gain a digital badge'. The ratings section shows '2.9 out of 5 stars' with five star icons. A 'Sign up to get more' section explains that users can track progress and earn a Statement of Participation. At the bottom, there are tabs for 'Course description', 'Course content', and 'Course reviews', with 'Course description' currently selected.

NTCs now have their own Moodle!



IMPACT OF TTE SANDBOX

STUDENTS' PARTICIPATION IN DISTANCE LEARNING DURING NTC CLOSING

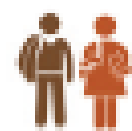


62% of the students participated in distance learning while 38% did not.

Yes
No



Participation in distance learning was found to be higher among female students (65%) than male students (60%).



STUDENTS' OWNERSHIP AND ACCESS TO ICT EQUIPMENT

78% of students have access to ICT equipment and 55% own ICT equipment. The smartphone is the most popular owned device.



37% Own
44% Access

Smartphone



23% Own
37% Access

Kotorch



4% Own
19% Access

Laptop



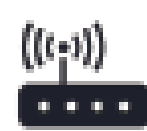
4% Own
26% Access

Desktop



3% Own
9% Access

Tablet



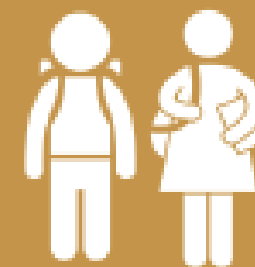
6% Own
35% Access

WiFi



4% Own
13% Access

Modem



62%

of **students** indicated that they participated in distance learning (77% for Year 2, 47% for Year 1)



77%

of the **NTC lecturers** were able to access the one-stop portal where all resources for distance teaching were uploaded. **56%** rated it as extremely useful.



60%

of the **lecturers** accessed the help desk, composed of ICT Champions and ATL Mentors, and **98%** found it useful in facilitating e-learning.



SUMMARY OF THE TTE SANDBOX

THE TTE SANDBOX

In the midst of every crisis lies a great opportunity



Global Education Crisis

The COVID-19 pandemic was declared in March 2020 and created an unprecedented global education crisis. For 22 months since then, 15 million learners in Uganda had no access to schools or learning institutions.

TTE Sandbox

The TTE Sandbox was launched as a testing ground for Education Technology in the National Teachers' Colleges of Uganda. It introduced several digital tools that could support distance learning and answered the needs that arose from school closures.



Impact

The Sandbox has become an impactful innovation supporting the continuity of learning during the pandemic by allowing teachers to equip themselves with 21st-century skills. It has also evolved to support e-learning and digitalization in education.

Scalability

This innovation has been scaled up from 5 National Teachers' Colleges to 7 Vocational Training Institutions in Uganda. Tools from the Sandbox have spread across Enabel partner countries (Morocco, Rwanda, Burundi, Mozambique and Belgium).



Award

The Sandbox has been awarded by HundrED as one of the most impactful and scalable innovations for 2022. It has also been nominated for the 2022 iStandout category of the D4D prize.

Access

View the Sandbox by visiting <https://padlet.com/teachertraininguganda/Sandbox> or scanning the QR code.



“The TTE Sandbox is definitely a digital adventure. It is also the success story of a HUMAN adventure. Innovation started by getting close to users: the Sandbox answered the needs of teachers, and with the teachers. Its success lies in this human design centre approach”.





IMPACT OF TTE SANDBOX



Get access



Enabel  Belgique
partenaire du développement

Comprendre Les Droits Numériques

Cours d'apprentissage en ligne à rythme libre conçu pour doter les femmes, les filles, les jeunes...

BHR

Get access



  Enabel 

Business and Human Rights E-Learning Course – Uganda

Self-paced e-learning course introduces learners to **Business and Human Rights (BHR) foundational ...**

BHR

Get access



Enabel  Belgium
partner in development

D4GW Understanding Digital Rights Course

Self-paced e-learning course designed to equip women, girls, youth leaders, educators, and ...

BHR

Course

Technology Enhanced Learning 2.0



Free statement
of participation
on completion

Jump straight in and start this course.

Enrol now

About this course

 19 hours study

 Level 2: Intermediate

Ratings 

3.8 out of 5 stars

Get recognition for your learning

Enrol to access the full course, track your progress and on completion gain a free statement of participation / badge(s).

Enrol now



Integrate ICT meaningfully
in your Teaching and
Learning Practices



Enabel 





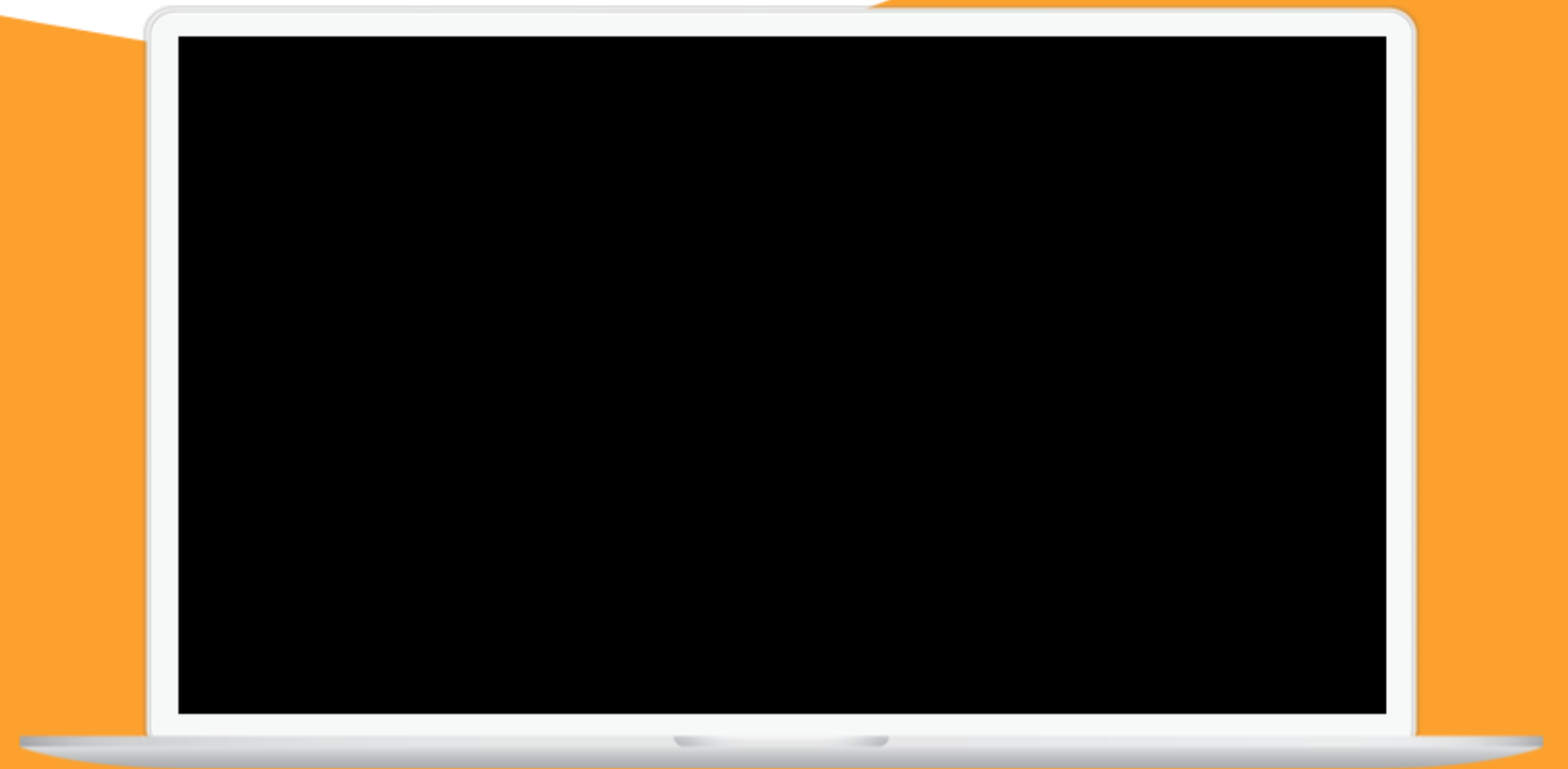
Micro learning

	PROBLEM		SOLUTION
	Combine Workload & Training in busy Teacher' Schedule		Self-paced bite-size 10 min Micro-trainings Whenever Wherever
	Follow-up after (one off) Trainings		Micro Refreshers on Tools & Methods for in-class Application
	Limited Digital skills and Gadgets		Accessible Intuitive & Free platform where they already are
	Train (cost-) effectively on Mass Scale		Data-driven decisions based on Teacher's choices at 23 eur/month

JOIN TODAY

Digital Entrepreneurship Skills

This course was developed under the AEDIB|NET project, which has received funding from the European Union's H2020 research and innovation programme under grant Agreement No 1010171105.





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Trend 6

School leadership is transforming

A case from Kenya

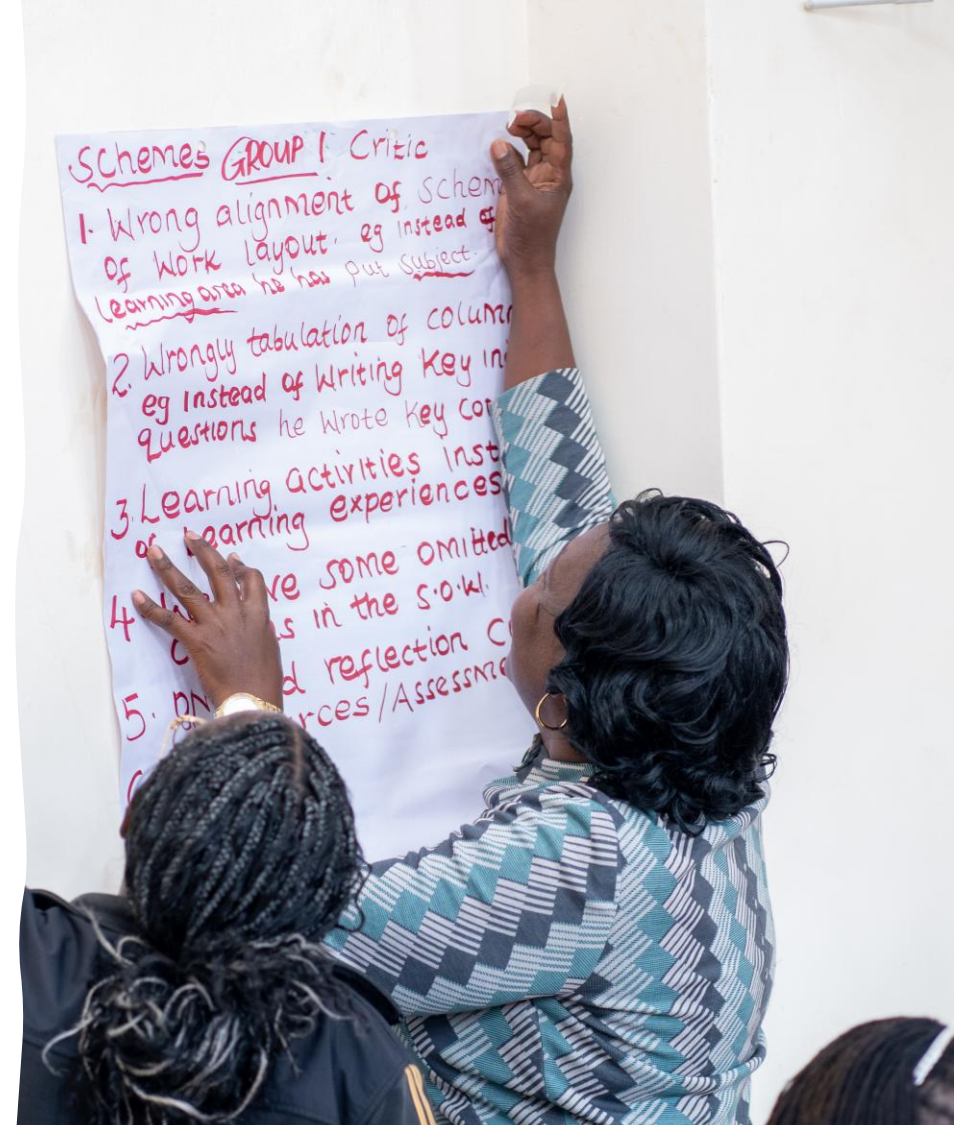
Background

- Since 2022 VVOB is collaborating with the Ministry of Education in Kenya to improve the quality of education through **professional development opportunities for School Leaders** to effectively implement curriculum reforms.

- **Multi-stakeholder partnerships**



- Implementing **Innovative delivery methods** to strengthen competencies



Why INCREASE?

- Gap in continuous professional development opportunities for junior school leaders (TNA 2022)
- Introducing **blended learning** at scale
- Strengthen competency-based curriculum implementation

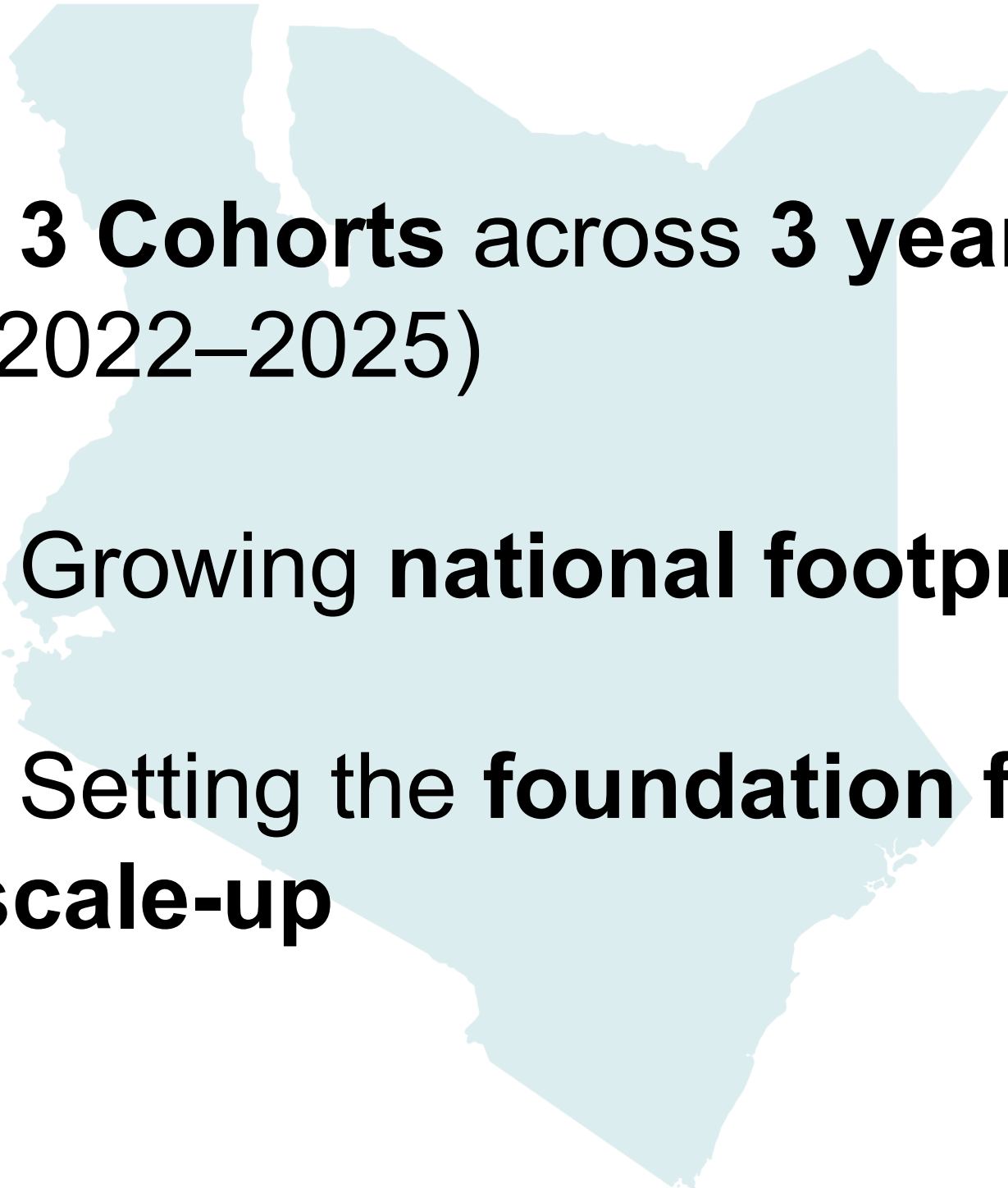


3
Cohorts

21
Counties

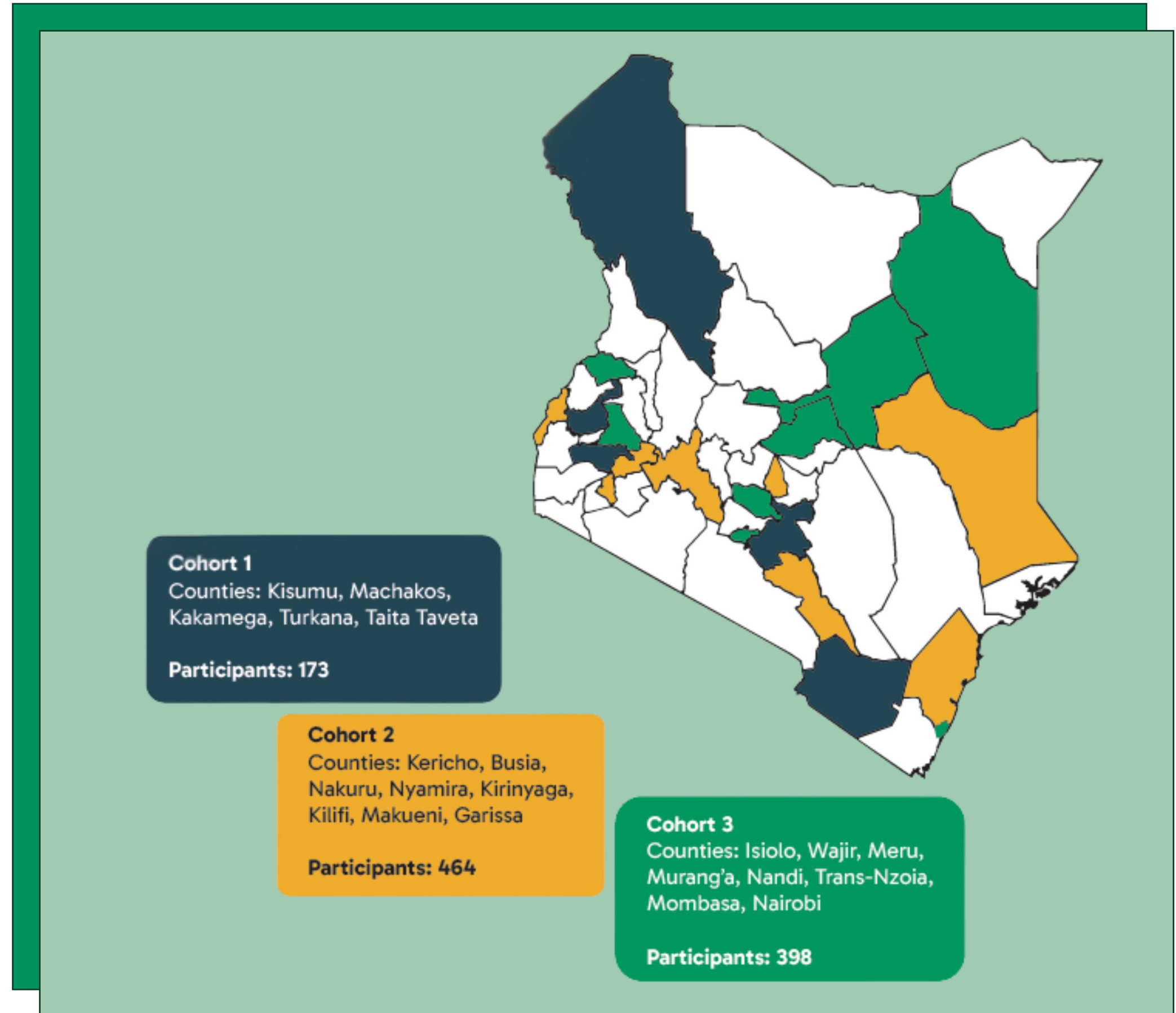
1000⁺
School leaders

Impact in Action

- 
- **3 Cohorts** across **3 years** (2022–2025)
 - Growing **national footprint**
 - Setting the **foundation for scale-up**

Reaching Across Kenya

INCREASE is transforming school leadership and bringing professional development closer to the people shaping Kenya's education future.



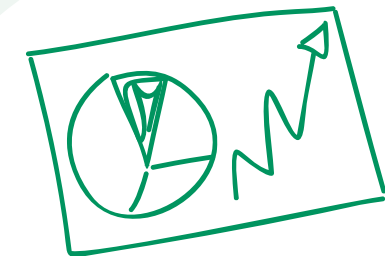
Trends in School Leadership: From Administrators to Cultural Architects



Balancing the push for innovation with the priority of staff well-being.



Transitioning from "managing" to visionary leadership.



Shifting focus from simple edtech procurement to cultivating a transformative mindset.

Core Leadership Mindsets for the Digital Age

The Digital Mindset:

Blending proactivity with an openness to experimentation.

Emotional Intelligence:

Building trust through self-awareness and empathy.

Creating **psychologically safe** environments for teacher risk-taking.

Agility:

Remaining adaptive in the face of rapid technological and political change.

Collaborative & Visionary Models

Distributed (Shared) Leadership:

Empowering teachers to co-lead, co-design, and co-decide on tech integration.

Democratizing change to foster schoolwide ownership.

Transformational Leadership

Inspiring a shared vision and providing intellectual stimulation.

Offering individualized support to encourage experimentation.

Leadership as cultural architecture in a digital school transformation

Sally Tanui : School Leader of Tagabi Junior School

Location: Kericho County, Kenya.



The Catalyst: ESL4JS training

Collaborative Training: Effective School Leadership for Junior Schools (ESL4JS) course.

Partnership: Co-designed by **VVOB** and the **Kenya Education Management Institute (KEMI)**.

Skill Shift: Moved beyond basic ICT skills to focus on:

- Emotional Intelligence (EQ).
- Instructional Leadership.
- Strategic Resource Management.

From Directive to Distributed Leadership

Collective Process: Redefined digitalization as a shared journey rather than a top-down mandate.

Shared Ownership: Formed a core team of teachers and an ICT expert to co-develop the school's digital strategy.

Peer Learning Ecosystem:

- Hands-on peer mentoring and team teaching.
- Embedding experimentation into daily classroom practice.
- Increased confidence in using multimedia resources.

Measurable Impacts

Staff Growth: Improved teacher morale and stronger professional collaboration.

Student Success: Increased learner engagement and rising school enrollment.

Key Lesson: Digital transformation succeeds when leadership balances **emotional intelligence**, **shared ownership**, and **strategic alignment**.

The Role of Emotional Intelligence & Vision

Psychological Safety: Built a foundation of trust that encouraged teachers to take risks with new technology.

Transformational Approach: Provided a shared vision while offering individual support to staff.

Strategic Alignment: Ensured long-term sustainability by embedding digital learning into the school mission via:

- Connectivity investments.
- Continuous professional development (CPD).
- Equipment maintenance budgets.

Thank you!

Got questions?

Noam.janssens@vvob.org

FATI's school has internet now.

But can her teacher use it?

Capability matters as much as connectivity.



Meet FATI.

13 years old. Village school in Benin. Dreams of becoming a doctor.

Until last year, her school had no internet. Teachers wrote lessons by hand. Textbooks were shared sometimes one between five students. No devices. No power sockets. No signal.



No internet access

Millions of schools across sub-Saharan Africa remain offline



Old textbooks only / Mobile are forbidden

10-year-old materials — shared between 5+ students



No reliable electricity

Even with internet, power cuts make devices useless



No digital training

Teachers asked to go digital — with no preparation

A Starlink dish lands on the school roof.

The EduLINK programme by Paratus (launched July 2025) brings satellite internet to schools in Botswana, Eswatini, Kenya, Malawi, Mozambique, Rwanda and Zambia.

What schools receive	Why LEO changes everything	Real deployment, not a pilot
Starlink kit · Professional installation · Ongoing support · 2 TB priority data / month	No fibre needed. No phone towers. Village schools connect in days — not years.	EduLINK is active today a pragmatic application of satellite technology for education.

Internet arrived. The power didn't.

Connectivity without electricity is connectivity on paper only.



Unreliable power grids

Load shedding and outages make devices unusable for hours each day — even in schools that have electricity.



No power, no charging

Laptops and tablets die mid-lesson. Without solar panels or generators, a connected school is still a dark school.



Satellite routers need power too

The Starlink dish and router require continuous electricity. A power cut kills both the lesson and the connection.



Solar is the answer — but costs money

Off-grid solar solutions exist and work. Yet they add significant cost, often beyond project budgets.



The internet arrived. But nobody knew what to do with it.

— *Impala Bridge field observation, Benin*

Donors rushed to provide laptops and connectivity.

But they forgot the key piece of the puzzle:

In many African countries — especially French-speaking ones — there is no digital learning content, and most teachers are not trained to create it.

5 barriers to real digital inclusion

01 No electricity

Internet without power is useless. Solar infrastructure is needed but often overlooked in project budgets.

02 Private dependency & content mismatch

Private IT companies produce a lot of digital content — but it is rarely aligned with national school curricula. And if schools rely on it anyway, they fall into dependency: pricing, platform access, and even lesson content are controlled from outside.

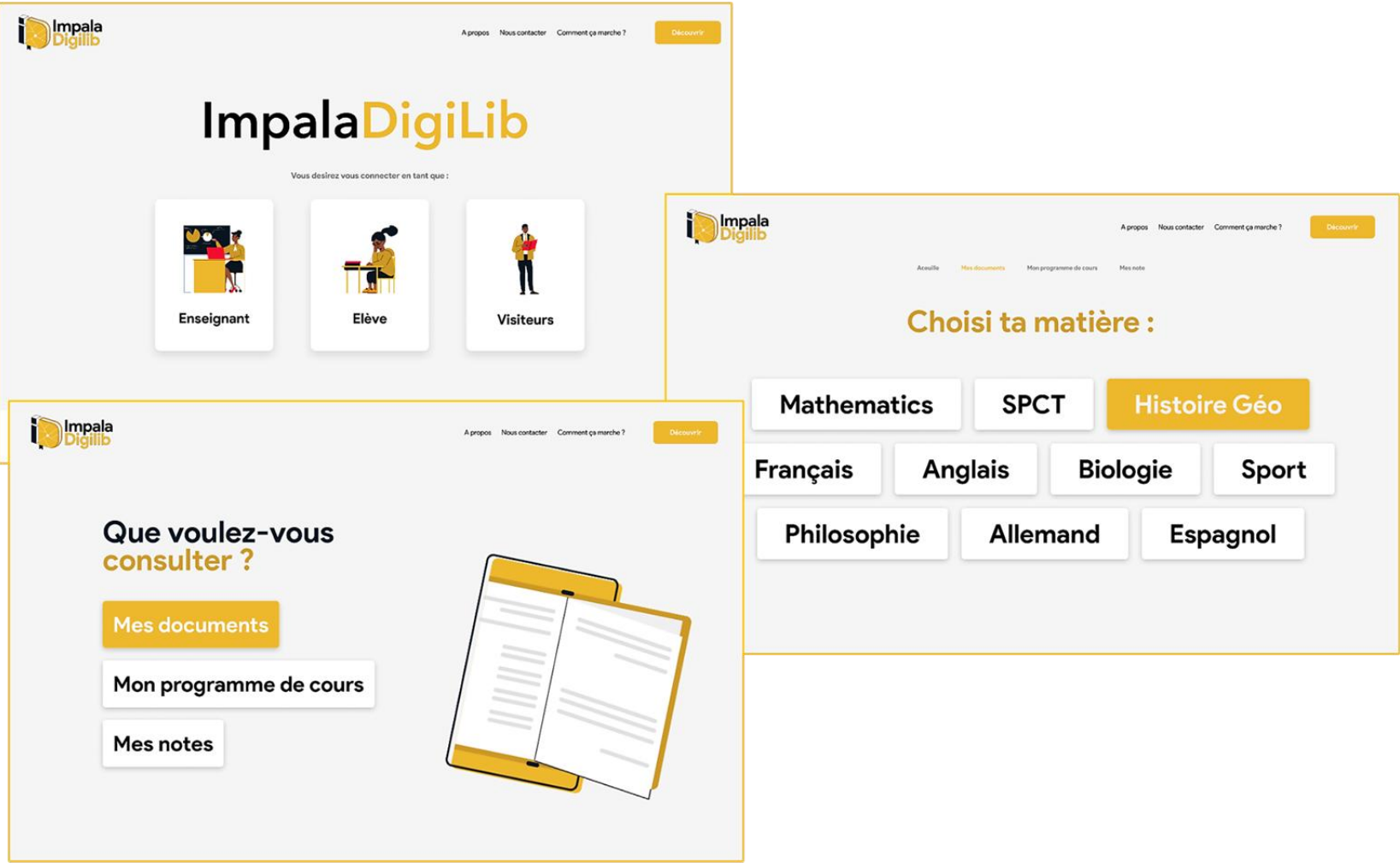
03 Increasing the gap

Well-funded urban schools adopt satellite internet first. Rural public schools wait. The gap may widen before it closes.
Content are in english most of time

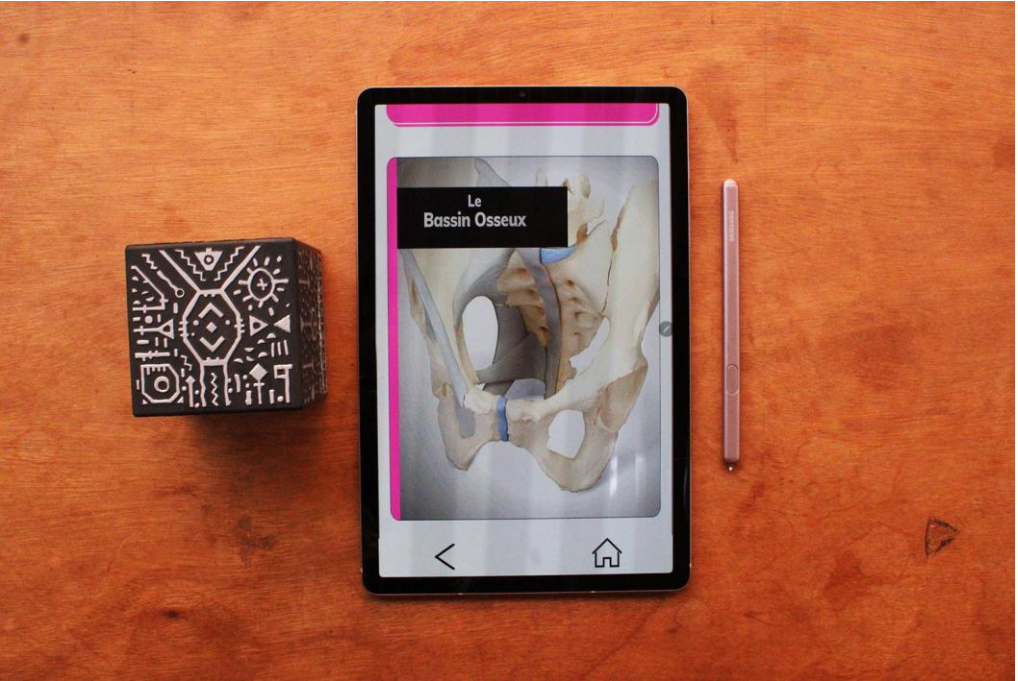
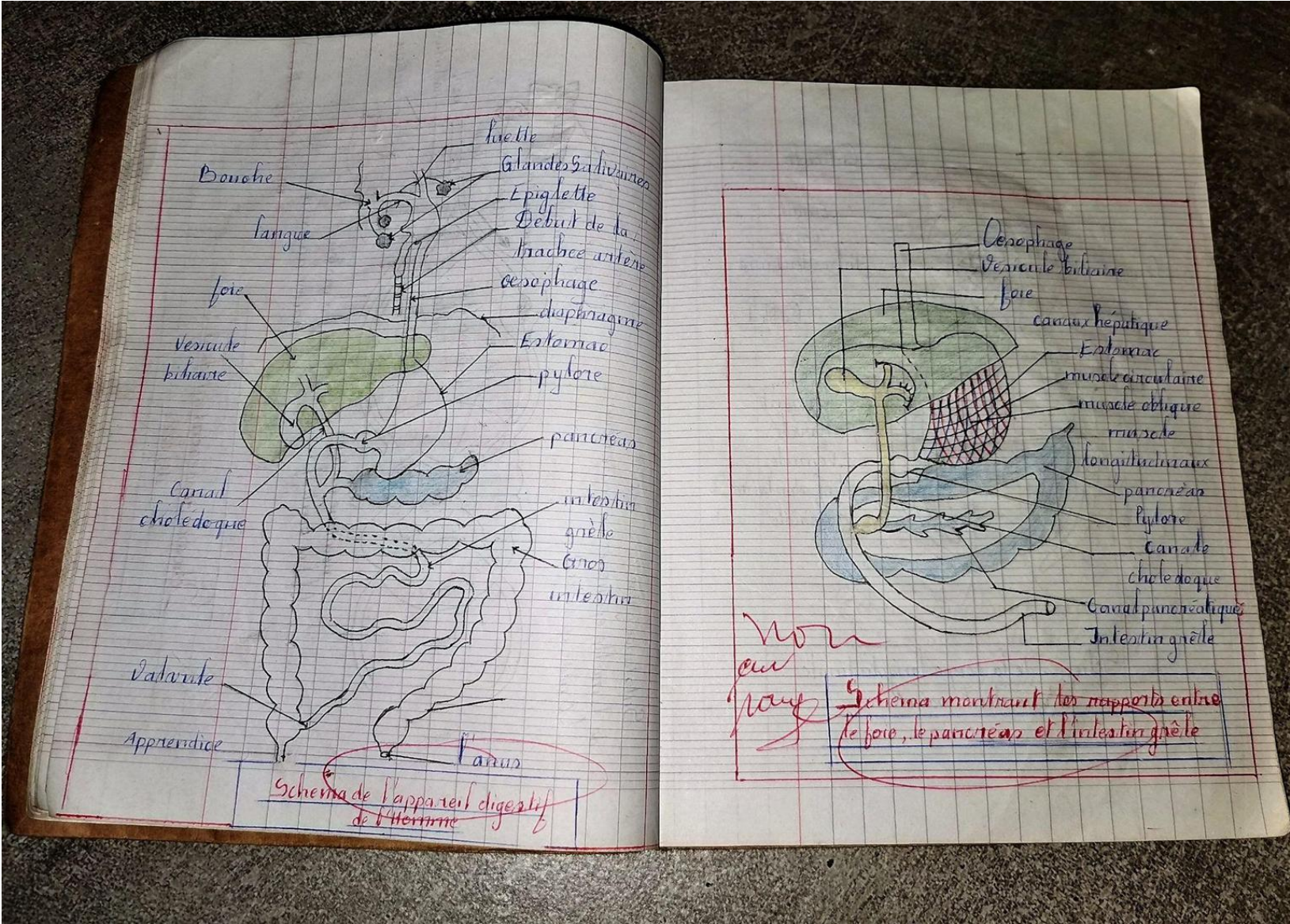
04 Human capacity

Internet alone is not enough. Teachers need training to produce local, culturally relevant digital content.

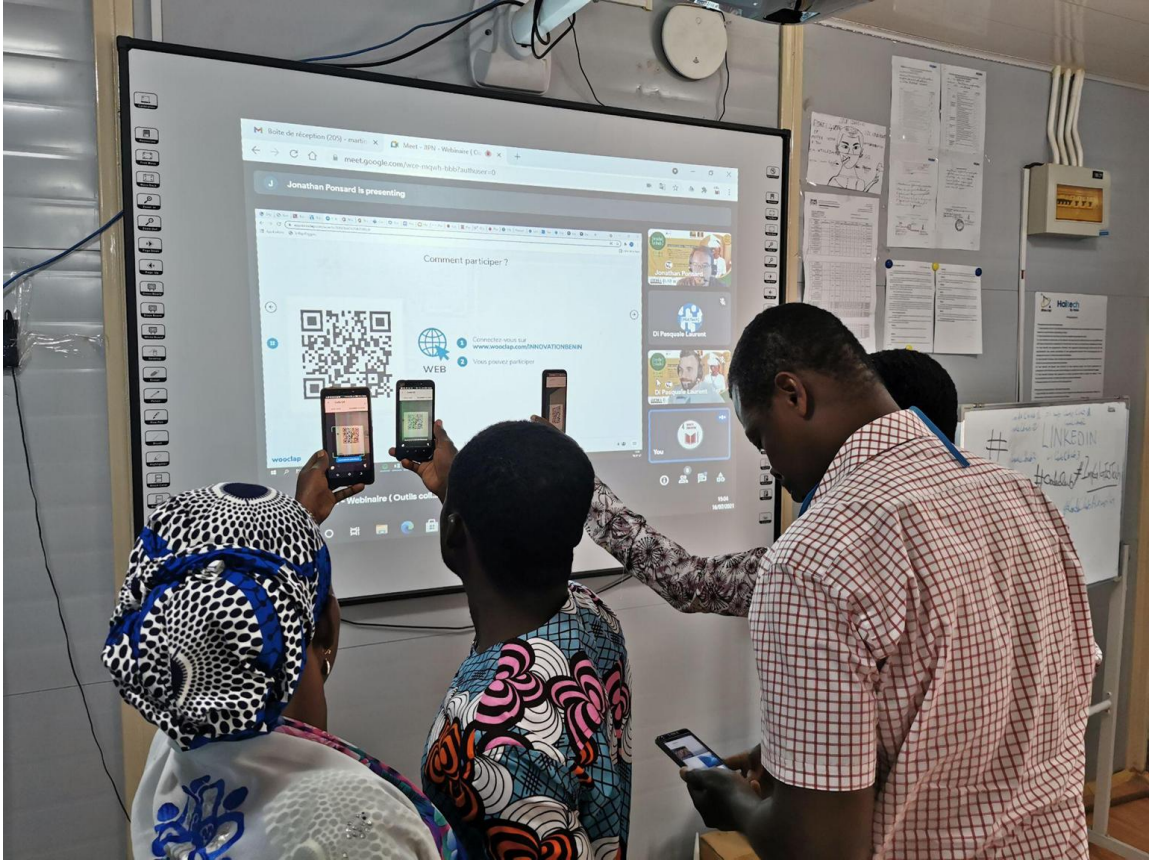
No electricity



content / Gap (French)



Human capacity



Benefits & Risks

Benefits

- ✓ Fast internet in remote areas
- ✓ No heavy infrastructure needed
- ✓ Quick access to online learning
- ✓ Supports teacher training & platforms
- ✓ Connects schools in days, not years

Risks

- ✗ Dependence on private providers
- ✗ Private content ≠ curriculum-aligned content
- ✗ Using it anyway creates new dependency
- ✗ No electricity = no device use
- ✗ Elite schools adopt first; gap widens

Impala Bridge (Teachers Code Clubs):

Building the human infrastructure that makes connectivity work.

In collaboration with EduLab – TechnofuturTIC Wallonia, Impala Bridge offers training programmes that give teachers, principals and education students the skills to create and deliver digital content locally, relevantly, sustainably.

Teachers at all levels From basics to advanced digital pedagogy	School principals Digital leadership and governance	Governing bodies Policy, data protection, sustainability
Education students Future-ready digital teaching methods	Local content creation Produce culturally relevant material in local languages	Beyond connectivity Skills that outlast any single project or donor

From overwhelmed to empowered.

Before Impala Bridge

✗ Handwrote every lesson plan

✗ Relied on 10-year-old textbooks

✗ Had no digital content to share

✗ Felt overwhelmed by new devices

✗ Couldn't use internet even when available

After Impala Bridge training

✓ Creates digital lessons in local language

✓ Shares videos and interactive exercises

✓ Produces content that works offline too

✓ Mentors other teachers in the district

✓ FATI now has content — and hope

FATI didn't just get internet. She got a teacher who knew how to use it for her.

That's the bridge that matters.

Access is not the same as ownership.

Connectivity is not the same as capability.

Electricity, content, and trained teachers — that's what transforms education.

www.impalabridge.com

Thank you!

Follow us on social media

