

Learning and Work Tasks – Homa Bay, Kenya Kazi za Kujifunza na Kufanya Kazi – Homa Bay, Kenya





DEVISE4KE PROJECT

Learning and Work Tasks (LWT) – Homa Bay, Kenya
Kazi za Kujifunza na Kufanya Kazi – Homa Bay, Kenya

Developed by Teachers in Homa Bay County, Kenya
Zilizotengenezwa na Walimu wa Kaunti ya Homa Bay, Kenya

All LWT can be found here / LWT zote zinapatikana hapa:

<https://intl-am.kwst.uni-bremen.de/release/p/ZpOWAqFcWMxD> (English)

<https://intl-am.kwst.uni-bremen.de/release/p/bvbjVHSNsyI3> (Kiswahili)

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BACKGROUND AND CONTEXT / MANDHARI NA MUKTADHA

The DEVISE4KE project (Digital Education for Vocational and ICT Skills Enhancement in Kenya) is an Erasmus+ Capacity Building project co-funded by the European Union. It targets three rural secondary schools offering vocational education and training (VET) in Homa Bay County, western Kenya: Kiabuya Mixed Secondary School, Miramba Mixed Secondary School, and St. Joseph Olando Mixed Secondary School.

Homa Bay County faces significant challenges in terms of digital infrastructure. ICT connectivity in sub-counties is poor, electricity supply is unreliable, and fewer than half of schools have teachers with ICT training. At the same time, the Government of Kenya has introduced a Competency Based Curriculum (CBC) and restructured its education system to place greater emphasis on practical, technology-integrated learning. Industry surveys conducted as part of DEVISE4KE confirm that local employers consider digital competences — including information literacy, communication, digital content creation, safety, and problem-solving — to be either important or very important for their workforce.

The project responds to these needs by investing in solar-powered ICT infrastructure, providing structured teacher training, and supporting teachers to develop and deliver digitally-enabled Learning and Work Tasks (LWTs) for their students.

Mradi wa DEVISE4KE (Elimu ya Kidijitali kwa Ujuzi wa Ufundi na TEHAMA Kenya) ni mradi wa Erasmus+ wa Kujenga Uwezo unaofadhiliwa pamoja na Umoja wa Ulaya. Unalenga shule tatu za sekondari za vijijini zinazotoa elimu na mafunzo ya ufundi (VET) katika Kaunti ya Homa Bay, magharibi mwa Kenya: Shule ya Sekondari ya Kiabuya Mixed, Shule ya Sekondari ya Miramba Mixed, na Shule ya Sekondari ya St. Joseph Olando Mixed.

Kaunti ya Homa Bay inakabiliwa na changamoto kubwa katika miundombinu ya kidijitali. Muunganiko wa TEHAMA katika wilaya ndogo ni mbaya, usambazaji wa umeme si wa kutegemewa, na chini ya nusu ya shule zina walimu wenye mafunzo ya TEHAMA. Wakati huo huo, Serikali ya Kenya imeanzisha Mtaala unaozingatia Uwezo (CBC) na kurejesha muundo wake wa elimu ili kuweka msisitizo zaidi katika ujifunzaji wa vitendo uliunganishwa na teknolojia. Tafiti za tasnia zilizofanywa kama sehemu ya DEVISE4KE zinathibitisha kwamba waajiri wa ndani wanachukulia uwezo wa kidijitali — ikiwa ni pamoja na kusoma na kuandika habari, mawasiliano, uundaji wa maudhui ya kidijitali, usalama, na kutatua matatizo — kuwa muhimu au muhimu sana kwa nguvu kazi yao.

Mradi unajibu mahitaji haya kwa kuwekeza katika miundombinu ya TEHAMA inayotumia nguvu ya jua, kutoa mafunzo ya walimu yenye muundo, na kusaidia walimu kuendeleza na kutoa Kazi za Kujifunza na Kufanya Kazi (LWT) zinazowezeshwa na kidijitali kwa wanafunzi wao.



LEARNING AND WORK TASKS: CONCEPT AND RELEVANCE / KAZI ZA KUJIFUNZA NA KUFANYA KAZI: DHANA NA UMUHIMU

Learning and Work Tasks (LWTs) are a didactic approach originating in competency-oriented vocational education. They place learners in realistic, problem-based scenarios drawn from authentic work or community contexts, requiring them to move through structured phases of acceptance, planning, implementation, and conclusion. Rather than passively receiving knowledge, students actively investigate, plan, execute, and reflect — developing both vocational and transversal competences in the process.

LWTs are particularly well-suited to the Homa Bay context for several reasons:

- They connect learning to real local challenges (soil fertility, food security, employment, community service), making education directly relevant to students' lives.
- They support active, collaborative, and inquiry-based learning, aligned with Kenya's CBC approach.
- They develop the transversal and digital competences that local industries have identified as priorities: problem-solving, communication, initiative, digital literacy, and adaptability.
- They are designed to be resource-flexible, operable with low-energy devices and offline content — a critical feature given the limited connectivity in rural Homa Bay.

The four LWTs presented in this document were developed by teachers from the three participating schools after completing a structured teacher development programme aligned with the DigComp 2.2 framework. They represent the direct outcome of the DEVISE4KE capacity-building effort and demonstrate teachers' ability to translate newly acquired digital and pedagogical competences into concrete, classroom-ready materials.

Kazi za Kujifunza na Kufanya Kazi (LWT) ni mbinu ya kufundishia inayotoka katika elimu ya ufundi inayozingatia uwezo. Zinaweka wanafunzi katika hali za kweli, zinazotegemea matatizo zilizoiva kutoka mazingira halisi ya kazi au jamii, zikiwahitaji kupita hatua zilizopangwa za kukubali, kupanga, kutekeleza, na kuhitimisha. Badala ya kupokea maarifa pasipo kufanya kazi, wanafunzi huchunguza, kupanga, kutekeleza, na kutafakari kwa vitendo — wakijenga uwezo wa ufundi na wa jumla katika mchakato huo.

LWT zinafaa sana kwa muktadha wa Homa Bay kwa sababu kadhaa:

- Zinaunganisha ujifunzaji na changamoto za kweli za ndani (rutuba ya udongo, usalama wa chakula, ajira, huduma za jamii), zikifanya elimu kuwa muhimu moja kwa moja katika maisha ya wanafunzi.



- Zinaunga mkono ujifunzaji wa vitendo, wa ushirikiano, na unaotegemea uchunguzi, unaoana na mbinu ya CBC ya Kenya.
- Zinajenga uwezo wa jumla na wa kidijitali ambao tasnia za ndani zimeutambua kama kipaumbele: kutatua matatizo, mawasiliano, mpango binafsi, kusoma na kuandika kidijitali, na uwezo wa kubadilika.
- Zimeundwa kuwa na unyumbufu wa rasilimali, zinafanya kazi na vifaa vinavyotumia nishati ndogo na maudhui ya nje ya mtandao — kipengele muhimu sana kwa kuzingatia muunganiko mdogo katika maeneo ya vijijini ya Homa Bay.

LWT nne zilizowasilishwa katika hati hii zilitengenezwa na walimu kutoka shule tatu zinazoshiriki baada ya kukamilisha programu ya maendeleo ya walimu yenye muundo iliyooana na mfumo wa DigComp 2.2. Zinawakilisha matokeo ya moja kwa moja ya juhudi za kujenga uwezo za DEVISE4KE na kuonyesha uwezo wa walimu wa kutafsiri uwezo mpya wa kidijitali na wa ufundishaji katika vifaa vya vitendo, vilivyoandaliwa kwa darasa.

THE TASK-MANAGER

All four LWTs were created and delivered using the task-manager a web-based authoring and learning environment developed by the Kompetenzwerkstatt team at the University of Bremen. The tool was selected for DEVISE4KE precisely because of its suitability for teachers who are new to digital content creation.

Unlike conventional Learning Management Systems (LMS), the task-manager was purpose-built for competency- and process-oriented vocational education. It embeds the pedagogical structure of LWTs directly into its interface — meaning teachers do not need to configure complex systems or adapt generic tools. Key features relevant to the Homa Bay context include:

- Low entry barrier: The tool is accessible via any browser on any device (PC, laptop, tablet, smartphone) and requires minimal technical knowledge to operate. Teachers reported being productive within a short familiarisation period, consistent with the Rapid E-Learning principle on which the tool is built.
- Three task types of increasing complexity: Ubung (Exercise) for short, standalone tasks; Lehrgang (Course) for sequential multi-step tasks; and Projekt (Project) for full four-phase LWTs. Task types can be converted into one another, giving teachers flexibility to start simple and scale up.
- Media added by link: The tool does not host media files internally. Teachers link to content hosted on YouTube, Google Drive, or other platforms — a practical approach in low-bandwidth settings where uploading large files is impractical.
- Result folder integration: Cloud folders (e.g., Nextcloud) can be embedded directly in a task so students upload their work digitally — supporting paperless workflows even in resource-constrained settings.



- Didactic function labels and colour coding: Sub-tasks can be labelled by their didactic function (read, discuss, create, reflect, etc.) and colour-coded, giving students clear orientation in the digital learning environment.
- Teacher-controlled live status: Teachers can set sub-tasks to active, inactive, or hidden, allowing them to pace the release of content and maintain pedagogical control over the learning process.

The task-manager is freely accessible under the website of the Kompetenzwerkstatt <https://www.kompetenzwerkstatt.net/tools/aufgabenmanager>, and can also be hosted on a school's own server. For DEVISE4KE, the University of Bremen provided a dedicated project instance, ensuring data security and institutional ownership of the content produced.

LWT zote nne ziliundwa na kutolewa kwa kutumia task-manager (Meneja wa Kazi), mazingira ya uandishi na ujifunzaji yanayotegemea wavuti yaliyotengenezwa na timu ya Kompetenzwerkstatt katika Chuo Kikuu cha Bremen. Zana hiyo ilichaguliwa kwa DEVISE4KE hasa kwa sababu ya kufaa kwake kwa walimu ambao ni wapya katika uundaji wa maudhui ya kidijitali.

Tofauti na Mifumo ya Usimamizi wa Ujifunzaji (LMS) ya kawaida, task-manager iliundwa kwa makusudi kwa elimu ya ufundi inayozingatia uwezo na mchakato. Inaunganisha muundo wa ufundishaji wa LWT moja kwa moja katika kiolesura chake — maana yake walimu hawahitaji kusanidi mifumo ngumu au kubadilisha zana za jumla. Vipengele muhimu vinavyohusiana na muktadha wa Homa Bay ni pamoja na:

- Kizuizi kidogo cha kuingia: Zana inafikiwa kupitia kivinjari chochote kwenye kifaa chochote (PC, kompyuta ndogo, kibao, simu mahiri) na inahitaji maarifa kidogo ya kiufundi kutumia. Walimu waliripoti kuwa na tija ndani ya kipindi kifupi cha kujuana, inayooana na kanuni ya Rapid E-Learning ambayo zana imejengwa juu yake.
- Aina tatu za kazi za ugumu unaoongezeka: Ubung (Mazoezi) kwa kazi fupi, zinazosimama peke yake; Lehrgang (Kozi) kwa kazi za hatua nyingi za mfululizo; na Projekt (Mradi) kwa LWT kamili za hatua nne. Aina za kazi zinaweza kubadilishwa moja hadi nyingine, ikitoa walimu unyumbufu wa kuanza kwa urahisi na kuongeza ngazi.
- Vyombo vya habari vilivyoongezwa kwa kiungo: Zana haipanji faili za vyombo vya habari ndani. Walimu wanaunganisha maudhui yaliyoandaliwa kwenye YouTube, Google Drive, au majukwaa mengine — mbinu ya vitendo katika mazingira ya upitishaji wa chini ambapo kupakia faili kubwa si vitendo.
- Ushirikiano wa folda ya matokeo: Folda za wingu (k.m., Nextcloud) zinaweza kuunganishwa moja kwa moja katika kazi ili wanafunzi wapake matokeo yao kidijitali — kusaidia mtiririko wa kazi usio na karatasi hata katika mazingira yenye rasilimali chache.
- Lebo za kazi ya didaktiki na msimbo wa rangi: Kazi ndogo zinaweza kuwekewa lebo kwa kazi yao ya didaktiki (soma, jadili, unda, tafakari, n.k.) na kuwekewa rangi, ikitoa wanafunzi mwelekeo wazi katika mazingira ya ujifunzaji wa kidijitali.



- Hali ya moja kwa moja inayodhibitiwa na mwalimu: Walimu wanaweza kuweka kazi ndogo kuwa hai, si hai, au zilizofichwa, kuwaruhusu kudhibiti kasi ya kutoa maudhui na kudumisha udhibiti wa ufundishaji wa mchakato wa ujifunzaji.

Task-manager inapatikana bure kupitia mlango wa <https://www.kompetenzwerkstatt.net/tools/aufgabenmanager> baada ya kujiandikisha, na pia inaweza kuhifadhiwa kwenye seva ya shule yenyewe. Kwa DEVISE4KE, Chuo Kikuu cha Bremen kilitoa mfano wa mradi uliotengwa, kuhakikisha usalama wa data na umiliki wa taasisi wa maudhui yaliyozalishwa.



OVERVIEW OF THE FOUR LEARNING AND WORK TASKS / MUHTASARI WA KAZI NNE ZA KUJIFUNZA NA KUFANYA KAZI

The following four LWTs were developed by teachers at the three participating schools. Together they cover agricultural, civic, professional, and ICT work contexts — reflecting the diversity of vocational pathways available to students in Homa Bay.

LWT nne zifuatazo zilitengenezwa na walimu katika shule tatu zinazoshiriki. Kwa pamoja zinashughulikia mazingira ya kazi ya kilimo, kiraia, kitaalamu, na TEHAMA — zinaonyesha utofauti wa njia za ufundi zinazopatikana kwa wanafunzi wa Homa Bay.

Kiabuya Mixed Secondary School



1. HEALTHY SOILS, BETTER HARVESTS – COMPOST AND LEGUMES FOR HOMA BAY / UDONGO WENYE AFYA, MAVUNO BORA – MBOJI NA MIKUNDE KWA HOMA BAY

Task type / Aina ya kazi: Project (LWT) – four-phase

Duration / Muda: 3 weeks x 3 hours per week

Scenario:

Students have joined the school's Youth Agriculture Club. Local farmers report declining harvests due to "tired" soil. Students are tasked with investigating the causes of soil fertility loss and proposing practical solutions using composting and legumes.

Hali:

Wanafunzi wamejiunga na Klabu ya Kilimo ya Vijana ya shule. Wakulima wa eneo wanaripoti mavuno yanayopungua kutokana na udongo "uchovu". Wanafunzi wanajukumia kuchunguza sababu za kupoteza rutuba ya udongo na kupendekeza suluhu za vitendo kwa kutumia mboji na mikunde.



Learning goals / Malengo ya Ujifunzaji:

Understand causes of soil fertility loss; compare organic and chemical fertilisers; interview community members; design and build a compost heap; document and present findings digitally.

Kuelewa sababu za kupoteza rutuba ya udongo; kulinganisha mbolea za kikaboni na kemikali; kuhoji wanajamii; kubuni na kujenga rundo la mboji; kuandika na kuwasilisha matokeo kwa kidijitali.

Phases / Hatua:

Acceptance -- Planning -- Implementation -- Conclusion

Kukubali -- Kupanga -- Kutekeleza -- Kuhitimisha

Key activities / Shughuli Kuu:

Soil analysis readings; community interview; compost design challenge; building the compost heap; photographing progress; creating a digital story of the project.

Usomaji wa uchanganuzi wa udongo; mahojiano ya jamii; changamoto ya kubuni mboji; kujenga rundo la mboji; kupiga picha za maendeleo; kuunda hadithi ya kidijitali ya mradi.

DigComp areas / Maeneo ya DigComp:

Information and Data Literacy; Digital Content Creation; Communication and Collaboration

Kusoma na Kuandika Habari na Data; Uundaji wa Maudhui ya Kidijitali; Mawasiliano na Ushirikiano

Access / Upatikanaji:

English:

<https://intl-am.kwst.uni-bremen.de/release/p/ZpOWAqFcWMxD/task/209>

Kiswahili

<https://intl-am.kwst.uni-bremen.de/release/p/bvbjVHSNsyI3/task/319>

2. COMMUNITY SERVICE PROJECT: SUPPORTING LOCAL FOOD BANKS / MRADI WA HUDUMA ZA JAMII: KUSAIDIA BENKI ZA CHAKULA ZA NDAN

Task type / Aina ya kazi: Project (LWT) – four-phase

Duration / Muda: Multi-session project

Scenario:

Students engage in real community service by supporting local food banks. They research food bank operations, plan and coordinate volunteer activities, recruit fellow students, execute volunteer work, and present their experience to raise community awareness.



Hali:

Wanafunzi wanashiriki katika huduma za jamii za kweli kwa kusaidia benki za chakula za ndani. Wanachunguza uendeshaji wa benki za chakula, kupanga na kuratibu shughuli za kujitolea, kuandikisha wanafunzi wenzao, kutekeleza kazi ya kujitolea, na kuwasilisha uzoefu wao ili kuongeza ufahamu wa jamii.

Learning goals / Malengo ya Ujifunzaji:

Understand food bank operations; develop planning and coordination skills; practise recruitment and public communication; reflect on civic responsibility and the skills gained through service.

Kuelewa uendeshaji wa benki za chakula; kuendeleza ujuzi wa kupanga na kuratibu; kufanya mazoezi ya uandikishaji na mawasiliano ya umma; kutafakari juu ya wajibu wa kiraia na ujuzi uliopatikana kupitia huduma.

Phases / Hatua:

Acceptance -- Planning -- Implementation -- Conclusion

Kukubali -- Kupanga -- Kutekeleza -- Kuhitimisha

Key activities / Shughuli Kuu:

Research and contact food banks; create a volunteer schedule and recruitment poster; organise a volunteer briefing; execute volunteering; debrief, document and present the project outcomes.

Utafiti na kuwasiliana na benki za chakula; kuunda ratiba ya kujitolea na bango la uandikishaji; kupanga kikao cha uelewa wa kujitolea; kutekeleza kujitolea; kukagua, kuandika na kuwasilisha matokeo ya mradi.

DigComp areas / Maeneo ya DigComp:

Communication and Collaboration; Digital Content Creation; Safety

Mawasiliano na Ushirikiano; Uundaji wa Maudhui ya Kidijitali; Usalama

Access / Upatikanaji:

English

<https://intl-am.kwst.uni-bremen.de/release/p/ZpOWAqFcWMxD/task/306>

Kiswahili

<https://intl-am.kwst.uni-bremen.de/release/p/bvbjVHSNsyI3/task/307>



Miramba Mixed Secondary School



1. JOB APPLICATION SKILLS: RESUME, COVER LETTER AND INTERVIEW PREPARATION / UJUZI WA KUOMBA KAZI: CV, BARUA YA MAOMBI NA MAANDALIZI YA MAHOJIANO

Task type / Aina ya kazi: Course (Lehrgang) – sequential

Duration / Muda: 3 lessons

Scenario:

Students prepare for entering the job market by developing professional application documents and practising interview skills. The outputs — a real resume and cover letter — are directly usable for actual job applications.

Hali:

Wanafunzi wanajiandaa kuingia katika soko la ajira kwa kutengeneza hati za maombi za kitaalamu na kufanya mazoezi ya ujuzi wa mahojiano. Matokeo — CV halisi na barua ya maombi — yanaweza kutumika moja kwa moja kwa maombi ya kazi ya kweli.

Learning goals / Malengo ya Ujifunzaji:

Create a professional resume using a Google Docs template; write a structured, persuasive cover letter; prepare for a job interview through guided role-play; participate confidently in a simulated interview.

Kuunda CV ya kitaalamu kwa kutumia kiolezo cha Google Docs; kuandika barua ya maombi yenye muundo na ya kushawishi; kujiandaa kwa mahojiano ya kazi kupitia mchezo wa kuigiza ulioongozwa; kushiriki kwa ujasiri katika mahojiano ya mfano.

Structure / Muundo:

Three sequential sub-tasks: Creating a Resume -- Writing a Cover Letter -- Interview Preparation and Role-Play -- Final Reflection

Kazi tatu ndogo za mfululizo: Kuunda CV -- Kuandika Barua ya Maombi -- Maandalizi ya Mahojiano na Mchezo wa Kuigiza -- Tafakari ya Mwisho



Key activities / Shughuli Kuu:

Adapting a CV template with personal information; drafting and structuring a cover letter; watching tutorial videos; conducting a role-play job interview in pairs; final written reflection.

Kubadilisha kiolezo cha CV na taarifa za kibinafsi; kuandaa na kupanga barua ya maombi; kutazama video za mafunzo; kufanya mahojiano ya mchezo wa kuigiza ya kazi kwa jozi; tafakari ya mwisho iliyoandikwa.

DigComp areas / Maeneo ya DigComp:

Digital Content Creation; Communication and Collaboration; Information and Data Literacy

Uundaji wa Maudhui ya Kidijitali; Mawasiliano na Ushirikiano; Kusoma na Kuandika Habari na Data

Access / Upatikanaji:

English

<https://intl-am.kwst.uni-bremen.de/release/p/ZpOWAqFcWMxD/task/308>

Kiswahili

<https://intl-am.kwst.uni-bremen.de/release/p/bvbjVHSNsyI3/task/314>

St Joseph Olando Mixed Secondary School



1. DIGITAL WORK-BASED LEARNING: PREPARING A STAKEHOLDER MEETING / UJIFUNZAJI WA KIDIJITALI UNAOTEGEMEA KAZI: KUANDAA MKUTANO WA WADAU

Task type / Aina ya kazi: Project (LWT) – three-lesson structure

Duration / Muda: 3 ICT lessons



Scenario:

Students take on the role of junior clerks at a busy community centre. They receive authentic office tasks via simulated email messages and must complete them under realistic time pressure, producing professional office documents.

Hali:

Wanafunzi wanachukua jukumu la wasaidizi wadogo katika kituo cha jamii chenye shughuli. Wanakea kazi halisi za ofisi kupitia ujumbe wa barua pepe wa mfano na lazima wazikamilishe chini ya shinikizo la muda la kweli, wakizalisha hati za ofisi za kitaalamu.

Learning goals / Malengo ya Ujifunzaji:

Write a formal business letter; create a meeting agenda with a professional image; manage stakeholder phone calls using appropriate etiquette; build an attendance spreadsheet; organise files into a clear folder structure for sharing.

Kuandika barua rasmi ya biashara; kuunda ajenda ya mkutano na picha ya kitaalamu; kusimamia simu za wadau kwa kutumia adabu zinazofaa; kujenga lahajedwali la mahudhurio; kupanga faili katika muundo wazi wa folda kwa ajili ya kushiriki.

Phases / Hatua:

Lesson 1: Invitation Letter and Agenda -- Lesson 2: Handling a Stakeholder Phone Call -- Lesson 3: Creating the Participant List -- Quiz and Final Reflection

Somo la 1: Barua ya Mwaliko na Ajenda -- Somo la 2: Kushughulikia Simu ya Mdau -- Somo la 3: Kuunda Orodha ya Washiriki -- Jaribio na Tafakari ya Mwisho

Key activities / Shughuli Kuu:

Reading simulated incoming emails; writing a formal letter and agenda in Google Docs; class discussion on professional image selection; phone call role-play; building an attendance spreadsheet in Google Sheets; plenary reflection and quiz.

Kusoma barua pepe za mfano zinazolingia; kuandika barua rasmi na ajenda katika Google Docs; majadiliano ya darasa kuhusu uteuzi wa picha ya kitaalamu; mchezo wa kuigiza wa simu; kujenga lahajedwali la mahudhurio katika Google Sheets; tafakari ya jumla na jaribio.

DigComp areas / Maeneo ya DigComp:

Digital Content Creation; Communication and Collaboration; Problem-Solving; Safety

Uundaji wa Maudhui ya Kidijitali; Mawasiliano na Ushirikiano; Kutatua Matatizo; Usalama

Access / Upatikanaji:

English

<https://intl-am.kwst.uni-bremen.de/release/p/ZpOWAqFcWMxD/task/311>

Kiswahili

<https://intl-am.kwst.uni-bremen.de/release/p/bvbjVHSNsyI3/task/318>



SIGNIFICANCE OF THE LWTs AS A PROJECT OUTPUT / UMUHIMU WA LWT KAMA MATOKEO YA MRADI

The four LWTs represent a sustainable output of the DEVISE4KE project. They demonstrate that teachers in resource-constrained, rural Kenyan schools — with appropriate training, infrastructure support, and a pedagogically-grounded authoring tool — are fully capable of designing and delivering high-quality, competency-oriented digital learning materials.

The tasks are designed for reuse and adaptation. They can be shared with other teachers within the task-manager platform, modified to suit different year groups or vocational tracks, and scaled to additional schools in Homa Bay or elsewhere in Kenya.

Taken together, the tasks illustrate a coherent pedagogical progression: from learning in the school garden (Healthy Soils), to engaging with the local community (Community Service), to preparing for entry into the labour market (Job Application Skills), to practising the digital office skills employers demand (Stakeholder Meeting). This progression mirrors the pathway from school to work that VET education in Kenya is being reformed to support.

LWT nne zinawakilisha matokeo yanayoonekana na endelevu ya mradi wa DEVISE4KE. Zinaonyesha kwamba walimu katika shule za vijijini za Kenya zenye rasilimali chache — kwa mafunzo yanayofaa, msaada wa miundombinu, na zana ya uandishi yenye msingi wa ufundishaji — wana uwezo kamili wa kubuni na kutoa vifaa vya ujifunzaji wa kidijitali vya hali ya juu na vinavyozingatia uwezo.

Kazi zimeundwa kwa ajili ya matumizi tena na marekebisha. Zinaweza kushirikiwa na walimu wengine ndani ya jukwaa la Aufgaben-Manager, kubadilishwa kufaa vikundi tofauti vya mwaka au nyimbo za ufundi, na kupanushwa kwa shule za ziada katika Homa Bay au sehemu nyingine ya Kenya. Uwezo huu wa kuhamishwa ni kipengele muhimu cha mbinu ya LWT na zana ya Aufgaben-Manager.

Kwa pamoja, kazi zinaonyesha maendeleo ya ufundishaji yenye mshikamano: kutoka kujifunza katika bustani ya shule (Udongo Wenye Afya), hadi kushiriki na jamii ya ndani (Huduma za Jamii), hadi kujiandaa kuingia katika soko la ajira (Ujuzi wa Kuomba Kazi), hadi kufanya mazoezi ya ujuzi wa ofisi ya kidijitali wanaohitajika na waajiri (Mkutano wa Wadau). Maendeleo haya yanaakisi njia kutoka shule hadi kazi ambayo elimu ya VET nchini Kenya inafanyiwa mageuzi kusaidia.