Global Gateway

Low-tech, high-impact

Field-Tested Digital Innovations in Education from Sub-Saharan Africa

Global Education Partnerships Forum

2025

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GROUPE AFD

FINNISH NATIONAL AGENCY FOR EDUCATION

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WORKSHOP STRUCTURE

- **WELCOME & INTRODUCTION**
- **EXPERT PRESENTATIONS**
- **OPEN DISCUSSION**
- **CLOSING & TAKEAWAYS**

PART 1

Welcome & Introduction


44 million
teachers are needed
to achieve universal
education by 2030

Regional Teachers Initiative for Africa (RTIA)

COUNTRIES : Sub-Saharan Africa

DURATION : 2 x 3 years
(2024 – 2030)

PARTNERS : public/institutional, NGOs, CSOs

PRINCIPLES : complementarity, synergies, on demand, national/regional dialogue

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RTIA FACILITY

- Technical support to national bodies
- Valorization of evidence-based practices

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WINDOW 1	WINDOW 2	WINDOW 3
TEACHER GOVERNANCE AND POLICY	TEACHER EDUCATION & PROFESSIONAL DEVELOPMENT	RESEARCH AND KNOWLEDGE PRODUCTION ON TEACHER ISSUES
DEMAND-DRIVEN TECHNICAL ASSISTANCE	TESTING & SCALING	SUPPORTING CROSS CONTINENTAL RESEARCH
➢ CAP Implementation	➢ CfP1: Innovative solutions ➢ CfP2: Crisis contexts ➢ DI: Scaling projects	➢ Call for Research Proposals

Expert presentations:

- Moses Owiny (Enabel)
- Inge Vandevyvere (VVOB)
- Sophie Holliday (APEFE)
- Qhakaza Mohare (Digify)

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INNOVATION HUBS AND MOBILE DIGITAL TOOLKITS IN UGANDA

MOSES OWINY - ENABEL

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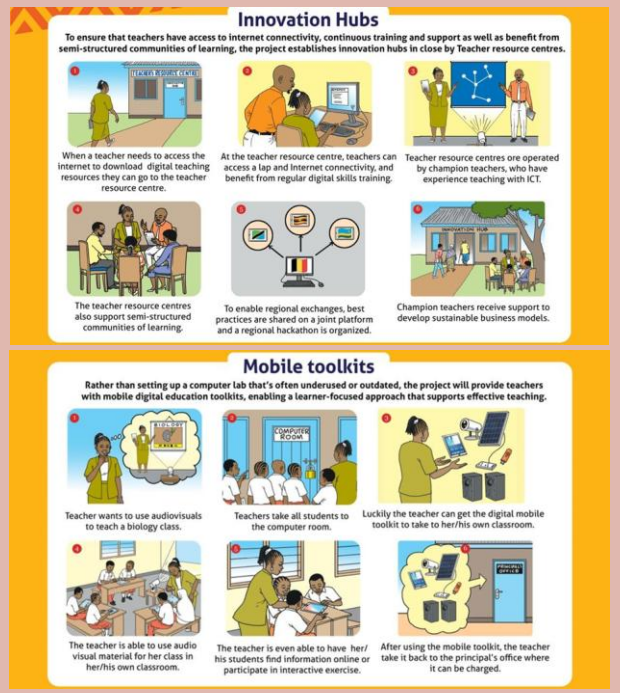
Digital Innovation for Education

3 CHALLENGES

- Limited digital competencies among educators.
- Limited access to digital devices, content, electricity, and internet connectivity.
- Limitations of school computer labs in enhancing digital pedagogy.

2 SOLUTIONS



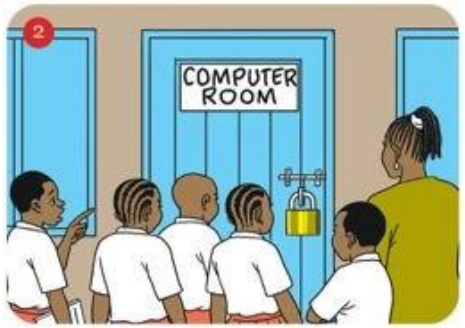
5 OUTPUTS

- Lower secondary schools equipped with **Mobile Digital Toolkits.**
- **Innovation Hubs** with semi-structured learning communities established.
- **Training resources** developed, and educators supported in their digital teaching competencies.
- **Digital competence training** offerings at Innovation Hubs diversified and strengthened.
- **Sustainable business and governance models** implemented.

Mobile toolkits

Rather than setting up a computer lab that's often underused or outdated, the project will provide teachers with mobile digital education toolkits, enabling a learner-focused approach that supports effective teaching.

Teacher wants to use audiovisuals to teach a biology class.

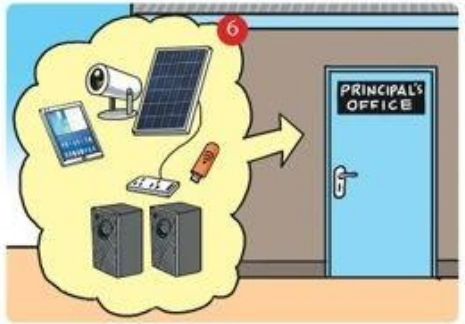


Teachers take all students to the computer room.

Luckily the teacher can get the digital mobile toolkit to take to her/his own classroom.

The teacher is able to use audio visual material for her class in her/his own classroom.

The teacher is even able to have her/ his students find information online or participate in interactive exercise.



After using the mobile toolkit, the teacher take it back to the principal's office where it can be charged.

Lessons on Innovation Hubs & Mobile digital toolkits

- Both teachers & learners are essential in co-creating solutions for local educational challenges (**Student led ICT Clubs vs New Competence-Based Curriculum**)
- Co-creating a shared understanding of innovation hub fosters learning & sustainability (**computer lab vs Innovation Hub**)
- Focal persons take responsibilities as opposed to headteachers. (**usage vs security of devices**)
- Sustainability models is locally driven with practical & a locally adaptable implementation model. (**income models vs purpose/goal of the Hub**)

Jinja College Secondary School

St. Mary's Assumpta Girls Secondary School

Kasulu Teacher Training College

Teacher Resource Center Bitale

TRC Nyansha

TRC Kizazi

Teacher Training College Nyamata

Teacher Training College Rubengera

(TBC)

APP-BASED PROFESSIONAL DEVELOPMENT OF TEACHERS IN KENYA

INGE VANDEVYVERE (VVOB)

Gender-Transformative Pedagogy in STEM education

> "Girls will focus on home-based solutions and household practices for disposal, while boys will focus on industrial, community-level, and technical waste management methods."

Blended trajectory

- In-person orientation session
- Self-paced learning in app
- Check-in session (in-person or online)
- Self-paced learning in app
- Closing session (in-person or online)

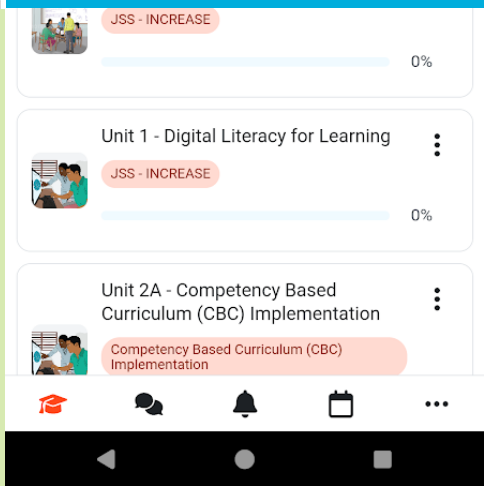
Government partners

- App built on existing platform (Moodle)
- Offline modality is a must
- Online facilitation skills (trainers)
- Hosting of app (IT)
- Data-eco system (M&E)

Kenya

Tested solution with 1.000 junior secondary school leaders

Scaling to 200 junior secondary STEM teachers



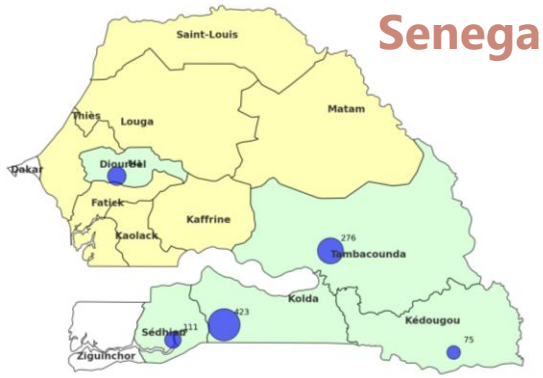
Learnings VVOB

- **Training needs assessment is a mandatory prerequisite**
  - Smartphone coverage & functionality
- **Accompany with cost-analysis/effectiveness**
  - Onboarding versus completion
  - Cloud versus physical server
  - Trainer versus trainee preferences
- **Understand through process tracing**
  - Flexibility and convenience of self-paced learning
  - Digital literacy skills & teaching confidence
  - Spill-over effects
- **Personal reflections**

IFADEM'S DIGITAL TRAINING APPROACH (BLENDED, TUTORED, PEER-TO-PEER) IN SENEGAL

SOPHIE HOLLIDAY - APEFE

RTIA / APEFE : IFADEM'S DIGITAL TRAINING APPROACH (BLENDED, TUTORED, PEER-TO-PEER)



Senegal

Solid organisational architecture

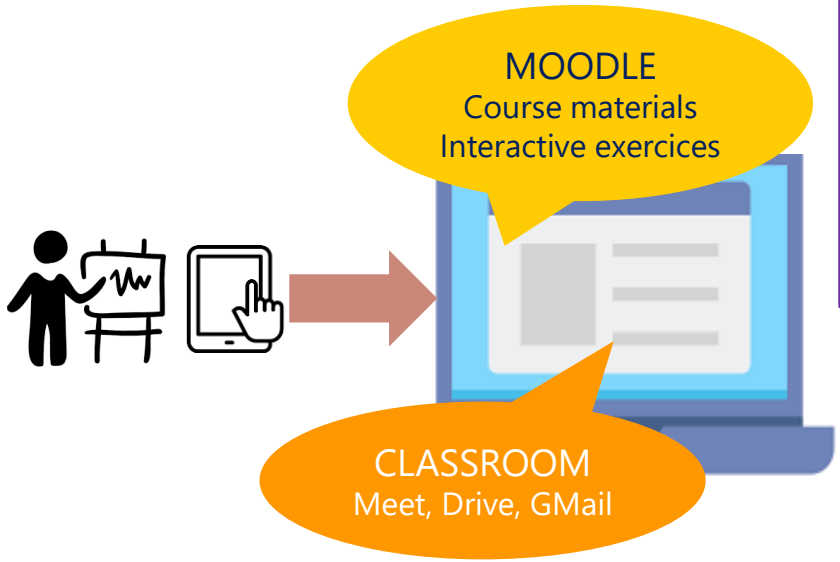
UGP, Inspectors, Directors, Teachers

Objectives

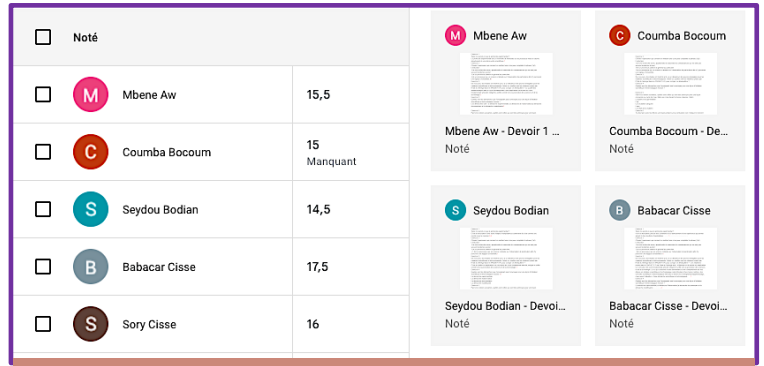
- Strengthen professional skills of un/under-qualified teachers
- Improve pedagogy for foundational learning through innovative pratices + new tools

Context and implementation constraints

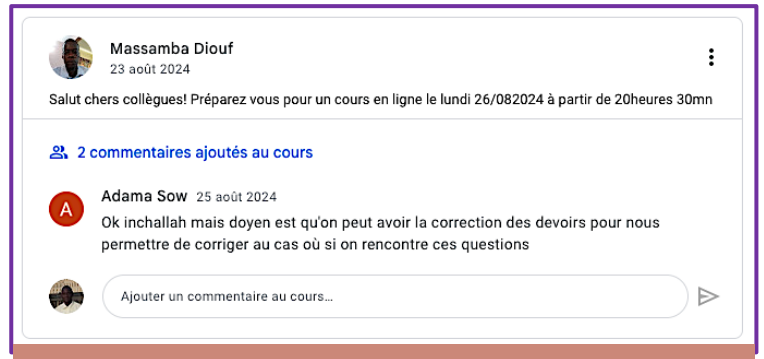
- Need for standardisation
- Logistical constraints
- Traceability requirement



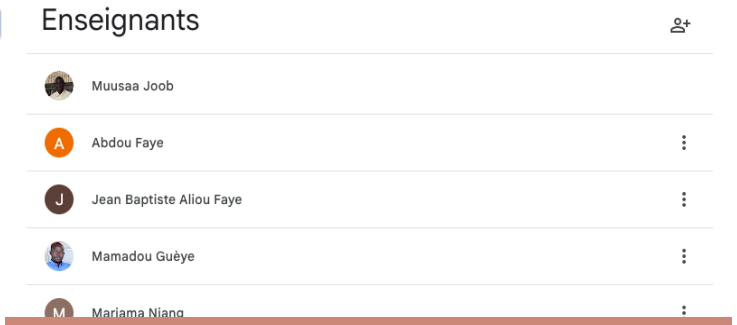
A Meet link accessible to all participants for organising video conferences.



An individual assignment set by the tutor, who corrects, marks and returns each learner's copy.



Communication through the feed and announcements



Several supervisors within the class to ensure better monitoring

Learnings APEFE

Strong institutional anchoring

Implementation via human resources from the centralised and decentralised education system

Local supervision

School directors + departmental and academic inspectors provide monitoring

Peer learning

Communities of practice promoting the exchange and sharing of experiences

Hybrid flexibility

Face-to-face + distance learning = a response adapted to the constraints of practising teachers

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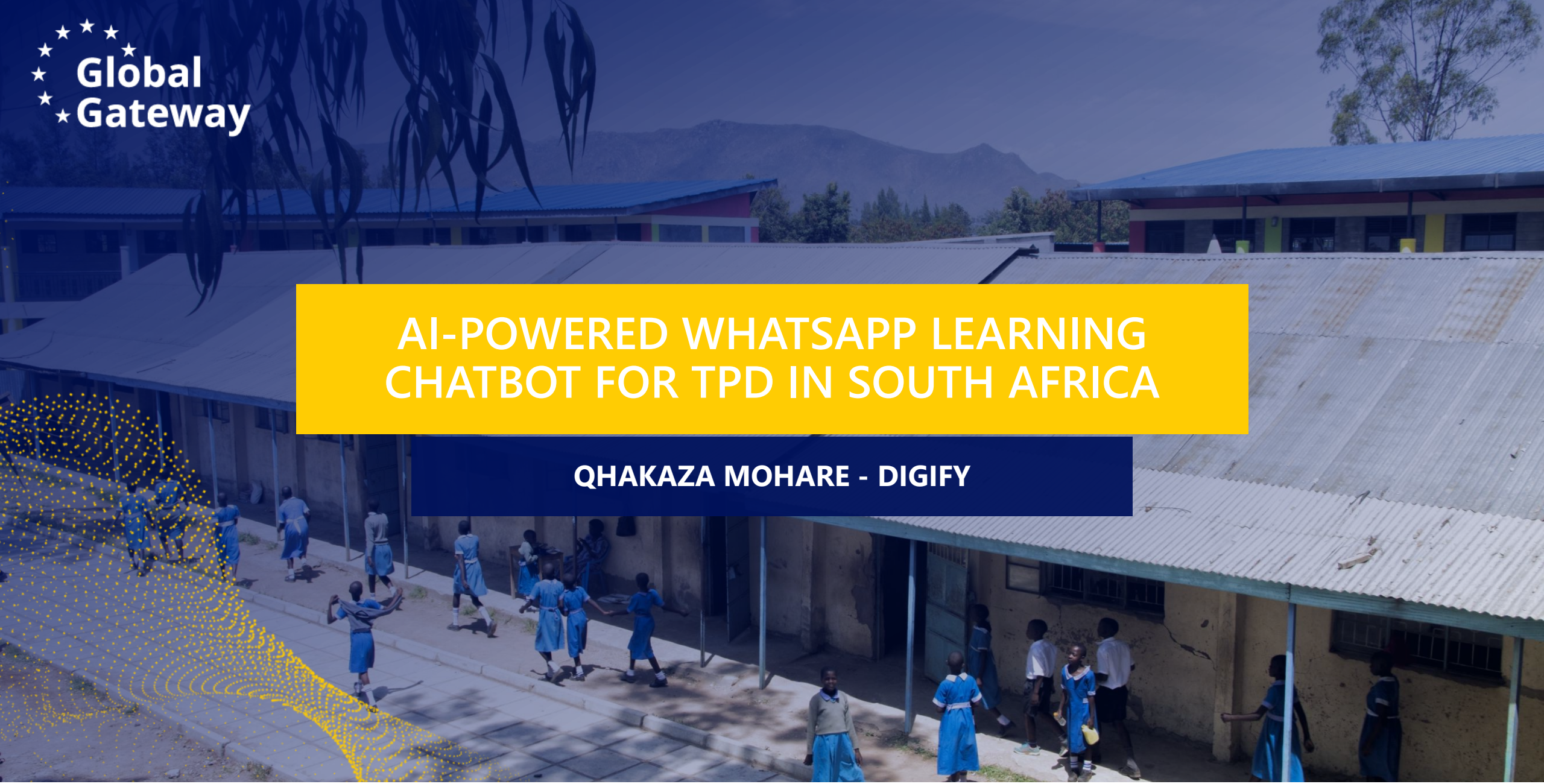
AI-POWERED WHATSAPP LEARNING CHATBOT FOR TPD IN SOUTH AFRICA

QHAKAZA MOHARE - DIGIFY



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KITSO BOT: Learning at scale via WhatsApp

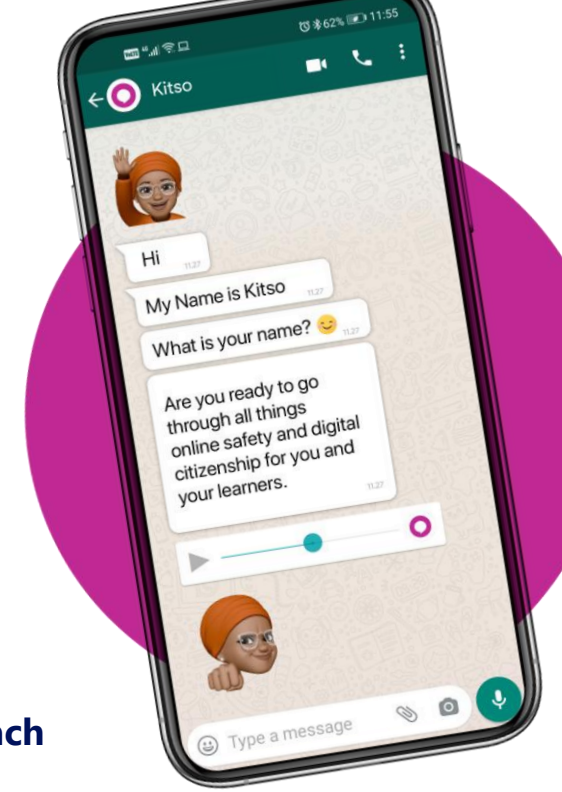
Kitso is redefining professional learning for teachers—bringing accredited, AI-enabled, and contextually relevant development directly into their hands.

- **Accessible Learning:** WhatsApp-based platform delivering accredited, low-data professional development for teachers.
- **Trusted Partnerships:** Built with the DBE, SACE, Enabel, and Theirworld to align with national education priorities.
- **Future-Ready Skills:** Expands beyond digital literacy to include AI and emerging technologies for the classroom.
- **Smart Design:** Combines conversational learning, evidence-based pedagogy, and **AI-enabled personalisation** to enhance engagement and confidence.

Aim & Approach

Democratising teacher professional development across Africa

- **Equitable Access:** Delivering accredited, high-quality training through a low-data, mobile-first platform.
- **Policy Alignment:** Designed in partnership with DBE and SACE to support recognised professional growth.
- **Digital & AI Literacy:** Empowering teachers to use technology safely, confidently, and creatively in the classroom.
- **Scalable Model:** Building a sustainable framework for teacher development that can expand across Africa.



Impact and Reach

Since launch, Kitso has:

- Reached over **390,000 educators and assistants**.
- Achieved **completion rates above 70%**, far higher than traditional e-learning averages.
- Delivered **over 180 million learning messages** across the platform.
- Introduced the new **"AI & Me" learning pathway**, designed to help educators understand and engage with artificial intelligence responsibly.

KITSO BOT: Designing for real-world constraints while scaling innovation

Challenges & How We Overcame Them

- **Tech Talent Gap:** Upskilled our team and partnered with specialist firms to access affordable, high-quality developer expertise.
- **Platform Dependency:** Built modular infrastructure to reduce reliance on WhatsApp APIs and allow expansion to other chat platforms.
- **Cross-Team Alignment:** Product and content teams now co-design features like Ask AI and AI & Me to balance pedagogy and technology.
- **Quality at Scale:** Introduced AI-specific M&E indicators and live dashboards to monitor learning quality and impact in real time.
- **Stakeholder Coordination:** Strengthened partnerships with **D**BE, DHET, and SACE through ongoing engagement and national dialogues.
- **Market Education:** Proved that chat-based learning can be credible and high-impact, with over 53,000 accredited completions to date.

Insights for the Sector: Redefining what innovation looks like in low-tech contexts

- **Low-Tech, High Impact:** WhatsApp can be powerful learning infrastructure, not just a communication tool.
  Integration Over Invention: Real innovation lies in combining pedagogy, technology, and partnerships, not just creating new tools.
- **Pedagogy First:** AI and digital tools are most effective when anchored in human-centered learning design.
- **Asynchronous Advantage:** Flexible, self-paced learning builds teacher agency and inclusivity.
- **Data with Empathy:** Treating data as feedback, not just metrics, helps humanise digital learning.
- **Partnerships Build Legitimacy:** Aligning with DBE, SACE, and funders ensures adoption, recognition, and scale.

PART 5

Open discussion

Guiding questions

1) Pedagogy before technology

- What problem are you solving, which low-cost tools do you use, and one field result?
- How do you keep pedagogy at the center, including adaptive use of platforms not designed for education?

2) Implementation, equity, and teacher capacity

- What worked and what did not in implementation, including gender transformative pedagogy?
- How do you measure depth of learning and changes in practice beyond reach or completion?

3) Connectivity, partnerships, and sustainability

- How do you overcome connectivity and policy limits while keeping costs low for learners?
- Which partnerships and models move you from donor-funded pilots to scalable and sustainable infrastructure?

PART 5

Shared Takeaways

My main takeaway from this session is…

Menti.com
code **8731 8388**

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Thank you

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