



PARALLEL SESSION

# Innovation and Technology for Inclusive and Sustainable Continuous Professional Development











# Innovation and Technology for Inclusive and Sustainable Continuous Professional Development

Presentation and discussion on innovative practices in Sub Saharan Africa















## Innovation and Technology for Inclusive and Sustainable Continuous Professional Development

#### **OBJECTIVES**

- 1. To identify and understand the role of innovative digital CPD formats that are cost-effective and adaptable to low-resource contexts.
- 2. To explore strategies for building digital competencies among teachers and facilitators, and contextualizing content to align with national curricula and local languages.
- 3. To discuss pathways for scaling and sustaining CPD and reflect on cross-country lessons and challenges.

#### **TCPD CASES AND Q&A**

- WhatsApp based learning ir South Africa
- 2. Digitalizing Tanzania's TCPD programme
- Institutionalizing digital inservice training on playbased learning in Ghana
- 4. Scaling digital TCPD ir Zambia

## SCALING CHALLENGES AND PARTICIPANTS' VOICES

- 1. The complexity of the initiative and its impact on scaling
- 2. How convincing is your scaling strategy?
- 3. Q3
- 4. Consistency with government policies

## The presenters of the session











Hannah <u>Si</u>mmons

Africa Lead &
Tanzania Co-Lead
Results for
Development &
EdTech Hub
Tanzania

Keneilwe Malotle

Head of Projects
Digify Africa
South Africa

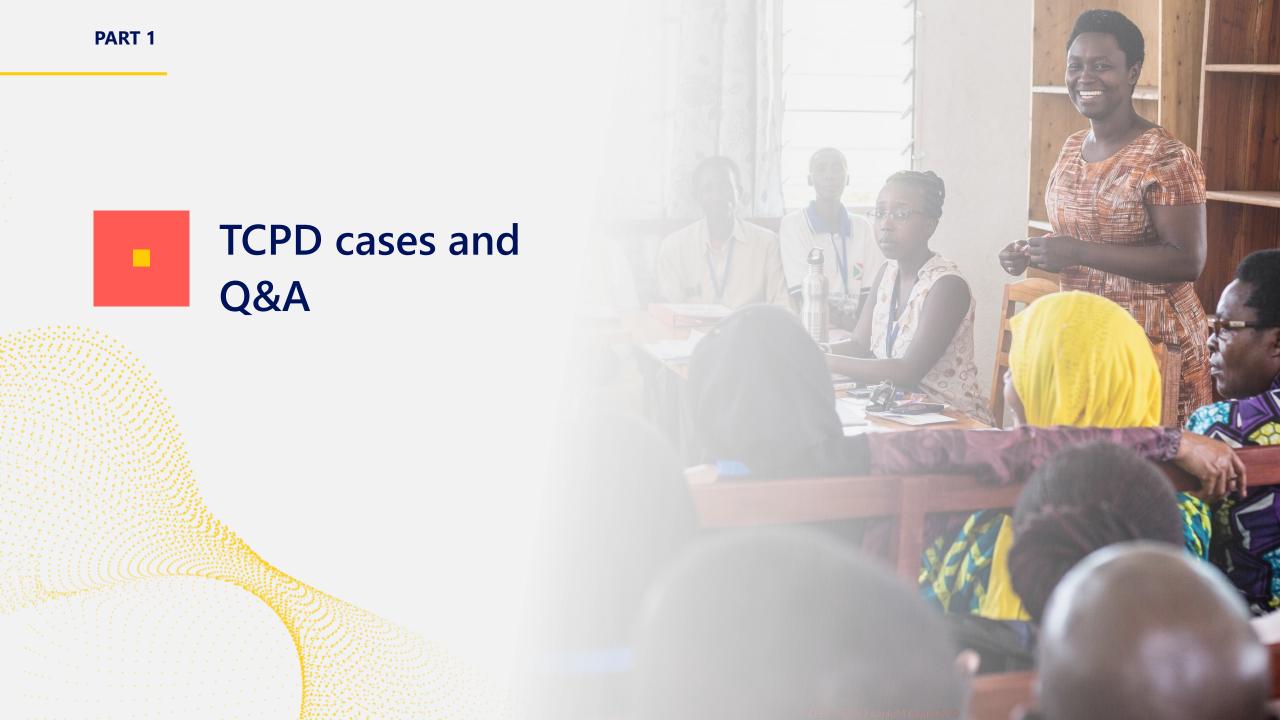
Kwabena Gao

Education
Specialist
Right to Play
Ghana

Patrick Vimariba

EdTech Specialist Right to Play Ghana Victor Sivubwa

MEAL & Impact Specialist World Vision Zambia



2. Kitso Bot

3. Innovating Teacher Professional Development Through Digital Play-Based Learning

4. Digital Transformation in Education: Scaling Teacher Capacity





Clear evidence, better decisions, more learning.

## How does data support TCPD leadership in delivering quality TCPD?

Insights from Tanzania's national 'MEWAKA' programme

#### Hannah Simmons - Africa Lead | Tanzania Lead

hannah.simmons@edtechhub.org





Funded by the European Union

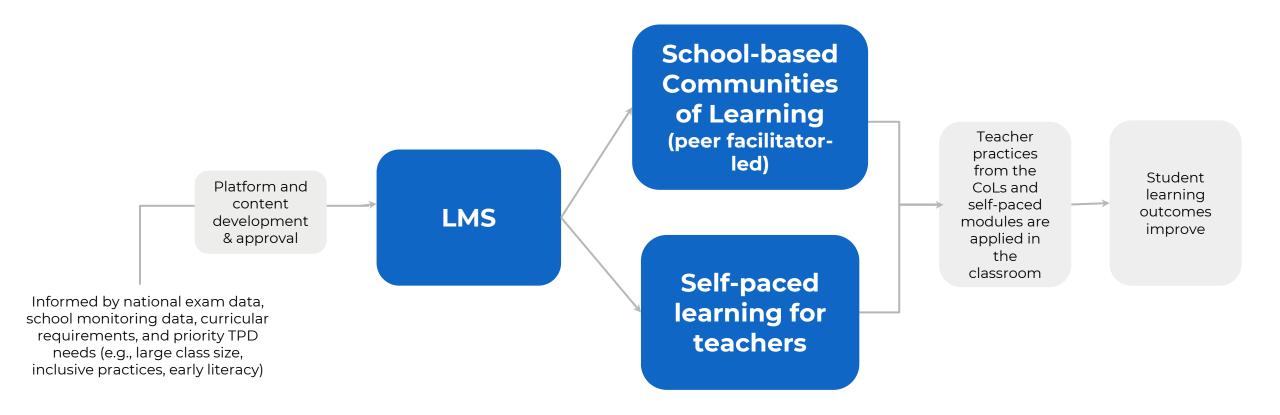




#### Introduction to MEWAKA: Model Overview

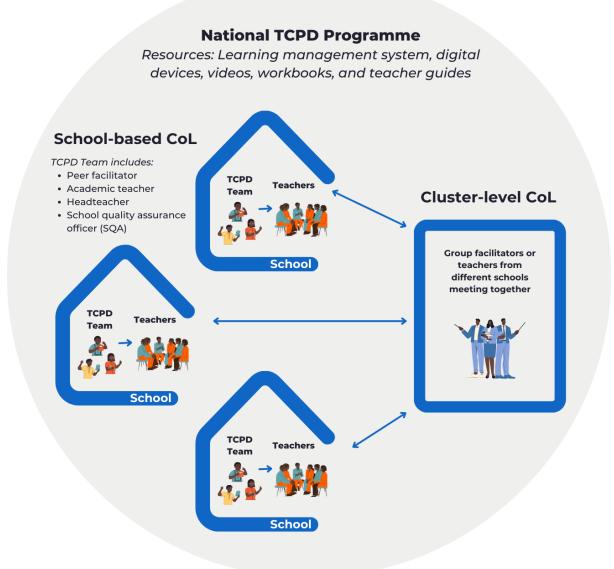
MEWAKA is the Government of Tanzania's **National TCPD Programme**, initiated in 2020 and rolled out from 2022.

## **3 components of MEWAKA**



#### Introduction to MEWAKA: Communities of Learning

- Communities of Learning, led by Peer Facilitators (PFs), have autonomy to choose which topic/challenge to address.
- MEWAKA LMS provides TIEdeveloped modules covering a range of subject-specific and cross-cutting topics.
- Modules are scripted to support PFs & ensure sessions are interactive and hands-on.



#### **Leadership Roles in MEWAKA Delivery**

Delivery at national level

#### **PORALG**

Employ teachers, provide equipment, run resource centres

Tanzania Institute of Ed. (TIE)

Develop content, run LMS, deliver in-person training

Local monitoring & quality assurance

**Ward Education Officer (WEO)** 

Receive reports, monitor implementation & provide support

**School Quality Assurance (SQA)** 

Observe teachers & provide feedback

Local implementation & reporting

**Peer Facilitator (PF)** 

Coordination/facilitation of CoLs & CoL reporting

**Head Teacher** 

Monitor teacher performance & MEWAKA occurrence

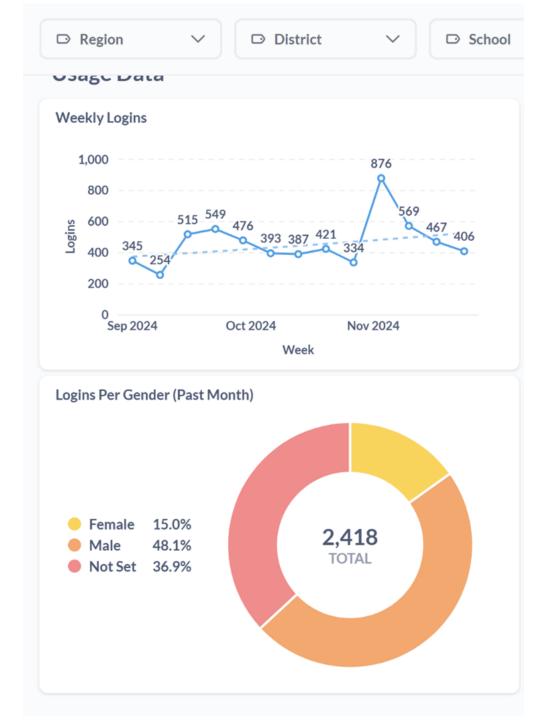
#### **MEWAKA LMS as a Data Source**

#### **Content for TCPD**

- CoL modules
- Self-paced learning content

#### **Data for Decision Making**

- User engagement data
  - Module completion
  - Frequency/time of visits
  - Time spent on LMS



#### How does tech aid TCPD Quality and Decision-Making?

## **Equitable Access to Quality Content**



Access to the same modules



Created by TIE experts



Ability to choose modules for CoLs

#### **Data for Decision Making**

#### **WEO**

Provides - data on module use & frequency/attendance of CoLs; CoL reports

**So that** - increased ability to follow up on MEWAKA quality & implementation

#### SQA

Provides - data on which modules have been completed

So that - school observations align with skills/knowledge acquired through TCPD

### TIE Provides - data on most/least

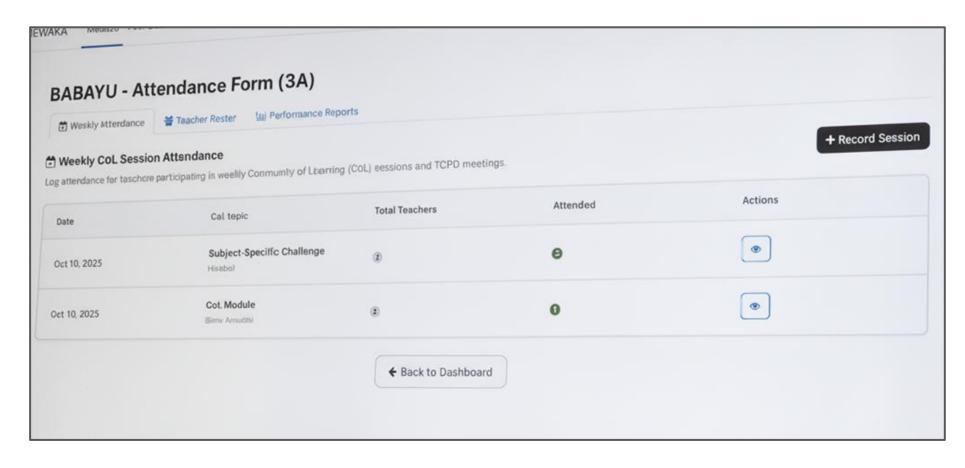
popular modules; completion rates; module rating & feedback

So that - improve quality and range of modules & respond to feedback

#### How is EdTech Hub contributing to improved Leadership?

**1.**Digitisation of PF roles and responsibilities & toolbox of resources

**2.**Digitised CoL report & logins for WEOs, PFs, Researchers, TIE staff



Screenshot of digitised CoL Report Form added to LMS (Oct. 2025)

#### 2. Kitso Bot

- 3. Innovating Teacher Professional Development Through Digital Play-Based Learning
- 4. Digital Transformation in Education: Scaling Teacher Capacity



## Kitso Bot

Educators Shaping Future Conference 2025



#### digify | The South African Context



- According to the Department of Basic Education's "School Realities" report from December 2023; we have 454 749 teachers active in the country
- The problem: Traditional CPD is expensive, requires physical presence, and isn't scalable especially when targeting rural communities
- Digital divide and limited infrastructure challenges
  - Computer literacy
  - Digital Literacy skill training
  - Cost of data. Average 5G data bundle is R600 (\$35)





#### Kitso 2.0 - The Cost Effective Digital CPD



- Leveraging Existing technology >> Whatsapp
- Average 5 day digital literacy course delivered face-to-face is R3000 (\$170) per person.
- Evidence from our Whatsapp Learning Bot suggest that we can drive the cost down to R220 (\$12) per person
- **Scalability:** Kitso 1.0 reported 300 000 teachers and teacher assistants who completed the course a 76.3% completion rate.
  - Aiming to reach 200 000 with Kitso 2.0 by end of 2026
- Bite-sized learning: Self-paced reduces time away from classroom



#### Localization and Contextualization Strategy



- Language Adaptation: isiZulu (results from August 2025 baseline survey)
- Curriculum Alignment: Two pathways: Online Safety and Al+Me
- Community Partnerships: DBE MOU, engaging DHET (TVET colleges), local NGOs, teacher unions ensuring relevance

#### digify | Innovation in Action



- AI-Powered Personalization: Adaptive learning paths based on teacher needs
- Gamification: Certificates, badges, progress tracking for motivation
- **Peer Learning**: Community building through the platform
- Continuous Updates: Living platform that evolves with teacher feedback



2. Kitso Bot

3. Innovating Teacher Professional Development Through Digital Play-Based Learning

4. Digital Transformation in Education: Scaling Teacher Capacity

## **Innovating Teacher Professional Development Through Digital Play-Based Learning**

PLAY ACCELERATION PROJECT – GHANA CASE STUDY











Right To Play: Who We Are

For 25 years, Right To Play has been protecting, educating, and empowering millions of children each year to rise above adversity using the power of play.

#### What Sets Us Apart

- We're global leaders in offering innovative programs that support children's learning and well-being through play.
- We're guided by the needs and expertise of local communities and partners.
- We are trusted experts in play-based learning, offering technical expertise to governments and partner agencies.

We put children at the centre of our work.

We're committed to learning and evaluation to ensure our programs meet children's evolving needs. We seek to scale what works for greater impact.



#### The Play Acceleration Project

18 months (Jan 25 – Jun 26) Ghana: Volta, North and Greater Accra regions

To institutionalise a blended teacher training programme to deliver the Ghana primary education curriculum using a play-based learning pedagogy

#### **In-person**

- Build the capacity of District Course Coordinators & Curriculum Leads to support teachers.
- Deliver digital literacy skills training to enrolled teachers.
- Leverage weekly professional learning communities to coach and support teachers.

#### Online

- Course content and materials validated.
- Online and offline access.
- LMS platform linked to National Teaching Council's LMS.
- Online course live for 15 weeks for teacher's access.
- WhatsApp groups established with teachers.



Reach

30 District Course Coordinators in 15 districts
375 curriculum leads
3000 teachers in 375 schools
120,000 learners

#### The Context in Ghana

#### **Policy environment**

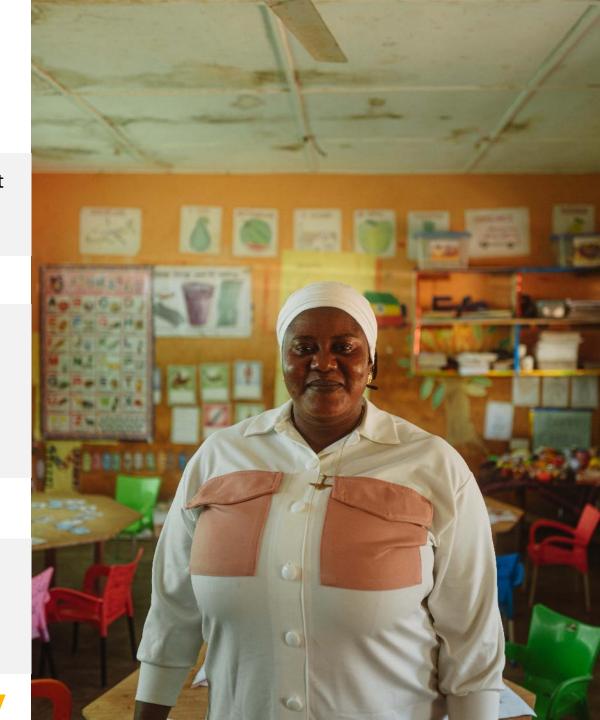
- Annual allowance for teachers' Continuous Professional Development (CPD).
- "One Teacher, One Laptop" policy to enhance digital literacy.

#### **Social environment**

- High workloads jeopardising the time available for study.
- Low engagement with CPD.
- Gender roles, dynamics, and expectations.
- Poor Internet accessibility and unstable connectivity in rural areas.
- National increase on internet usage.
- Change on CPD context toward blended online after COVID-19.

#### **Previous learnings**

- Piloted in Ghana: "Facilitating 5 Literacy Skills Through Play" online teacher training → online training exposure.
- Course content piloted in Rwanda and validated in Ghana.
- Online in nature, but with actively engaging and playful components.



## **Building Digital Competencies and Localization**

#### **Digital literacy support**

- Guided onboarding and continuous LMS support to ensure participation across regions.
- The PBL course is accessible offline.

#### **Localized Content**

Contextualized modules aligned with Ghana's curriculum (SBC) and CPD standards.

#### **Sustainability focus**

Government ownership and teacher feedback loops to guide replication and scale-up.

**Takeaway:** Sustaining blended CPD requires both technological innovation and contextual relevance, empowering teachers to drive change within their own classrooms and communities.





2. Kitso Bot

3. Innovating Teacher Professional Development Through Digital Play-Based Learning

4. Digital Transformation in Education: Scaling Teacher Capacity

World Vision



## DIGITAL TRANSFORMATION IN EDUCATION

TEACHER PROFESSIONAL
DEVELOPMENT
RTIA-WORLD VISION ZAMBIA

**Presenter: Victor Sivubwa** 



#### **Project Overview**

#### **Target**

Empowering Rural Teachers in central Zambia: A 24 months Digital Transformation Initiative targeting 500 teachers in 100 Primary school teachers.

#### **Project goals**

**❖** To enhance teaching quality and foster a community of practice.

#### Scope, Key stakeholders, and Project timelines

- Focus to train TESS and other line directorates
- Ministry of Education is the Key stakeholder.
- Ministry of technology
- Teaching council of Zambia (TCZ)





## **Cost effective Innovative Digital CPDs**

## Back Ground innovation

**World vision education Model** 

- Unlock Literacy (UL) 9
   Sessions of teacher training (Physical meeting)
- Learning Root (LR) 7 session of teacher training (Physical meeting)
- 3. No avenue for monitoring CPD in schools,

## Technology in TPD

**Zambian Education for school based trainings** 

- → Provided Technology into the CPD for teachers in Zambia
- ☐ Lesson study cycles
- Teachers identify lesson challenges
- ☐ Use of Raspberry Pi

## Technology in UL & LR – Digital transformation

- 1, UL & LR models CPDs are put on Raspberry Pi and moodle.
- Moodle in schools with access to internet
- Raspberry Pi in Schools with limited internet access (LAN)
- 2. TPD now conducted at teachers convenient time.

## To enhance CPD effectiveness

- Credit points for license renewal.
- Certification
- An avenue for TCZ and the Ministry to monitor TPD.

#### How cost effective is the innovation?









#### **Capacity building**

- 1. Less resource during training.
- 2. Less time consuming to a organize a training.
- 3. Teachers can learn at their convenient time.
- 4. It is inclusive to both rural and urban teachers.

#### **Monitoring and evaluation**

- □ MEQA tool reduce cost of buying paper.
- ☐ Raspberry Pi Can work offline reducing the cost interment.

#### Sustainability and scaling

- Works with already existing government sprint activities eg CPDs
- TCZ avenue to monitor CPDs



## Opportunities, Limitation and introspection question

#### **Opportunities**

Government support drives digital transformation agenda in education has created the Ministry of Technology and is installing internet in school

#### Limitations

Takes time to scale beyond the project cycle due limited resource not only in Zambia.

#### Question is ....

How best can we leverage on raspberry Pi's effectiveness to enhance scaling considering the resources required, which some school might not manage?





## Comments & Questions





#### The Education Scalability Checklist

### HOW SCALABLE IS THE EDUCATION INITIATIVE?

- Assessing the scalability of an education initiative
- Resources:
  - Checklist
  - User guide
  - Explanatory video

### 32 INDICATORS IN 7 CATEGORIES

- 1. How convincing is your scaling strategy?
- 2. Is the initiative credible?
- 3. How strong is the support for the initiative and the change it entails?
- 4. Does the initiative have relative advantage over the current state of affairs and alternative solutions?
- 5. How easy is the initiative to transfer and adopt by the education system, particularly the adopting government?
- 6. How good is the fit between the initiative and the education system, particularly the adopting government institutions?
- 7. Is there a sustainable source of funding?

# FREELY DOWNLOADABLE French/English/Spanish

#### Based on indicators from the Education Scalability Checklist

What is the impact of the complexity of the solution, on the scaling process?

- Digify South Africa
- Participants' voices

How convincing is your scaling strategy?

- EdTech Hub Tanzania
- Participants' voices

How easy is it the uptake and monitoring of the quality of implementation, for the adopting organization, being the government?

- Right to Play Ghana
- Participants' voices

How consistent is your model with government policies, regulations, policies and structure?

- World Vision Zambia
- Participants' voices



