



EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development



PARALLEL SESSION

Bridging the Gap: Remedial and Catch-Up Programs for Un/Under-Qualified Teachers



WORLD BANK GROUP



unesco

International Institute
for Capacity Building
in Africa



LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY





**Save the
Children**

Pathways to Qualification – learning from refugee and FCV contexts

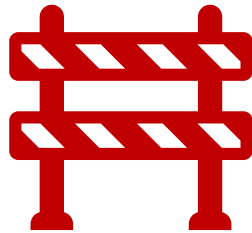
EDUCATORS SHAPING FUTURES

4 November 2025

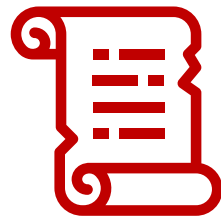
WHY ARE TEACHERS UN/UNDERQUALIFIED?



44 million teachers are required to meet SDG4, and specifically the target to “substantially increase the supply of qualified teachers by 2030” (SDG.4) (UNESCO TTF, 2023)



Barriers to certification for teachers already in post. Volunteer, community and contract teachers need clear incentives and manageable pathways. Accreditation & certification are often too narrow.



Lack of qualified teachers but also a lack of teaching posts. Funding constraints are adding to this, both limited domestic fiscal space and downward pressure on education aid, which is set to fall by a quarter (UNICEF, 2025).

Teacher mobility

**Recruiting teachers to difficult
to fill posts vs upgrading
teachers with existing links**

**Does upskilling help address teacher
shortages?**

**Experience, local
ties, relationships**

**Tied to improved status,
career progression, or
salary**

ENABLING TEACHERS: COMPETENCIES, WELLBEING, SUPPORT

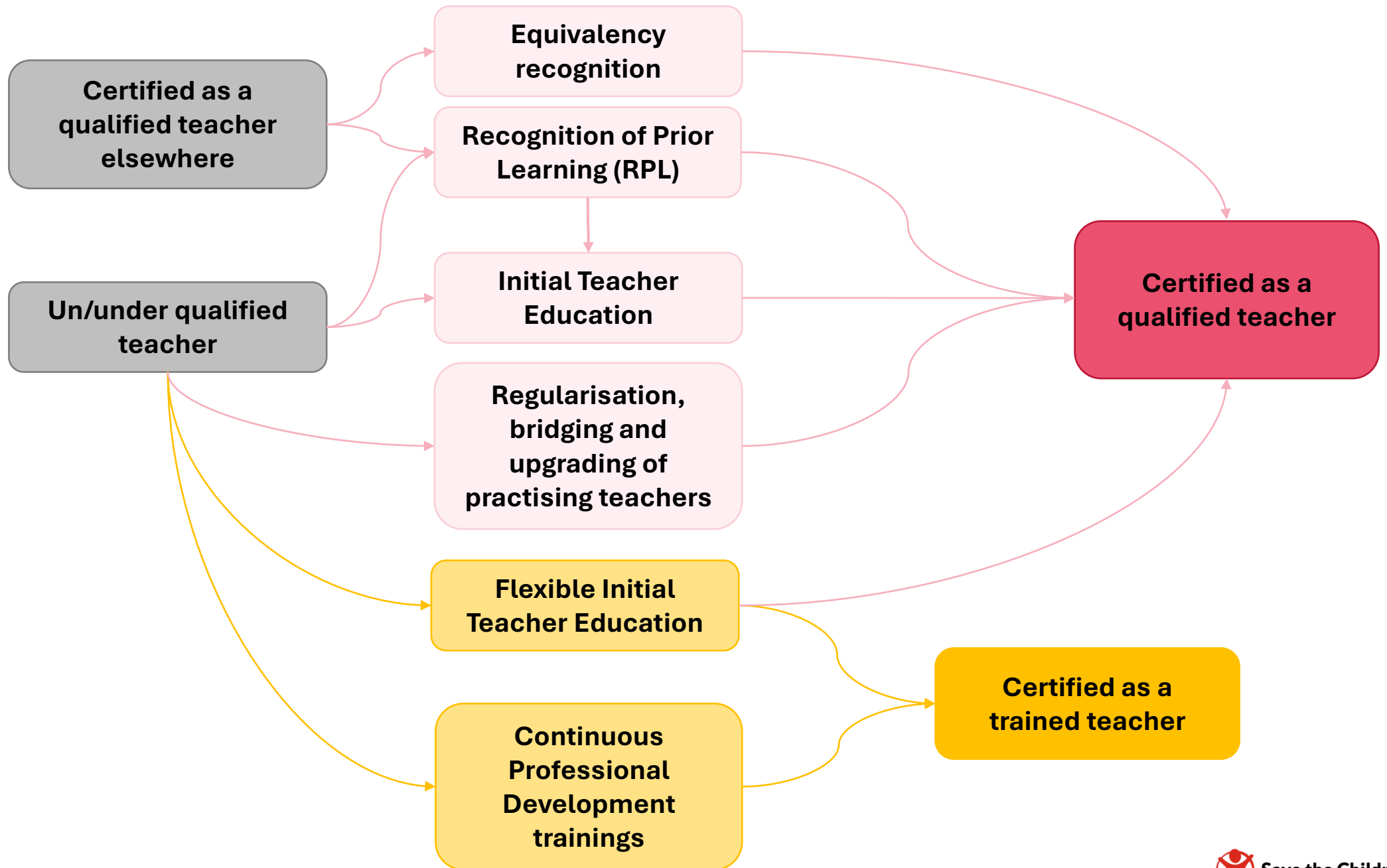
For Save the Children, teacher training is a core activity in our work to ensure every child has a quality education. In 2023, we trained 87,500 teachers and educators around the world.

Our approach focusses on building teacher competencies and ensuring an enabling environment where teachers can flourish. Systems change is a priority.

Unlocking Potential is a Save the Children policy report, published earlier on in the year, looking at pathways to inclusion for refugee teachers.

We realised that the relevance and learning from FCV to all settings.





PATHWAYS IN FOCUS

Recognition, equivalency, harmonisation

- Mechanisms to equate other teaching qualifications
- Benchmarking through competency frameworks
- ISCED-T, AU and IGAD, Pacific
- RPL, UQF, MoUs

Flexible ITE

- Timing – during summer vacations
- Cost - scholarships
- Length of programme – tradeoffs to condense, prioritise, or space
- Location – Satellite, schools- / practice-based

Linking to CPD

- Santiago Consensus
- Diverse actors with range of accreditation
- Linking to competency frameworks / standards
- Modular approaches

RECOMMENDATIONS



How can we attract and retain teachers?

Fund certification pathways over the long-term

Consider opportunities for teachers and refugees within national qualifications frameworks

Link to teacher management practices – address wellbeing and salary to incentivise qualification and ensure retention of qualified teachers

Include teachers facing displacement – recognise “spontaneous” and volunteer teacher experience, recognise foreign credentials.

TAKEAWAYS



How can we reimagine teacher education to onboard 44 million (+) additional qualified teachers... and retain them?

Broaden and connect the view of pathways to qualification to upskill un/underqualified teachers

- What is “a lifelong and life-entangled journey, ensuring clear and strong connections between different components of teachers’ learning”?
 - Is CPD being fully leveraged for the professional progression of un- and underqualified teachers?
 - Is ITE inclusive and offering of alternative pathways that enable under-qualified to progress? Is it able to recognise the assets that under-qualified teachers bring and the skills they’ve developed?
- For innovative routes, what promise does practice-based training hold? What about modular or micro-credentialled approaches?

A young girl with dark hair, wearing a red and white patterned dress, is raising her right hand in a classroom setting. She is looking upwards with a focused expression. In the background, other students are visible, including a girl with long dark hair and another wearing a blue headscarf. The classroom has wooden walls and a window with colorful stained glass. A large purple banner with the word 'QUESTIONS?' is overlaid on the image.

QUESTIONS?

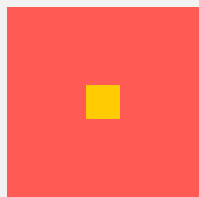
THANK YOU



Educators shaping futures

Session parallèle 2b

Comblér le fossé : programmes de rattrapage et de remise à niveau pour les enseignants non qualifiés ou sous-qualifiés



Une initiative concrète pour transformer le système éducatif africain à travers la formation continue des enseignants en exercice au Sénégal



Un défi éducatif majeur à relever

LE CONTEXTE

- Déficit récurrent d'enseignants
- Recrutement par l'état de volontaires non qualifiés ou sous-qualifiés
- Formation initiale insuffisante

LES CONSÉQUENCES

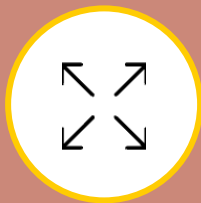
- Baisse significative de la qualité de l'enseignement
- Structures traditionnelles saturées
- Apprentissage compromis pour les élèves



Notre réponse : le projet RTIA

MISE À L'ÉCHELLE DE L'IFADEM

Extension d'un modèle
éprouvé à travers le
continent africain



COLLABORATION INSTITUTIONNELLE

Ministère de l'Éducation
nationale

+

APEFE en partenariat

AUF - OIF



FORMATION CONTINUE CIBLÉE

Enseignants déjà en poste,
en exercice sur le terrain





Un dispositif hybride innovant

1

Rencontres présentielles mensuelles

Sessions collectives dans les académies pour l'apprentissage structuré et les échanges directes

2

Auto-apprentissage à distance

Interactions continues avec encadreurs et pairs via outils numériques innovants

3

Encadrement rapproché

Groupes de ~ 25 enseignants suivis par un directeur d'école, lui-même supervisé par 2 inspecteurs

Décentralisé - Massivement inclusif - Personnalisé



Des supports pédagogiques intégrés



Production locale

Supports didactiques créés par des experts nationaux reconnus

Alignement national

Contenus conformes aux standards de la formation continue d'Etat

Adaptation terrain

Réponses aux réalités et contextes locaux spécifiques

Les leviers de réussite du dispositif

Ancrage institutionnel fort



Mise en œuvre via les ressources humaines du système éducatif central et décentralisé

Encadrement de proximité



Directeurs d'écoles + inspecteurs départementaux et académiques assurent le suivi



Cohérence de contenus

Alignement total avec les modules de formation continue d'Etat

Production collaborative



Supports didactiques et pédagogiques créés par les RH du système lui-même

Apprentissage par les pairs



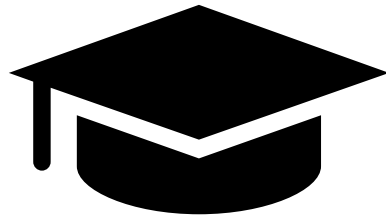
Communautés de pratiques favorisant l'échange et le partage d'expérience

Flexibilité hybride



Présentiel + distance = réponse adaptée aux contraintes des enseignants en exercice

Impact et résultats



Professionalisation durable

Au delà de la mise à niveau, une vraie montée en compétences



Certification officielle

Dispense de la partie théorique du CAP (arrêté ministériel) – fort taux de réussite à l'évaluation finale



Titularisation

Reconnaissance statutaire, salariale et sociale dans la communauté

Une approche gagnant-gagnant-gagnant

POUR L'ÉTAT

Augmentation du vivier
d'enseignants qualifiés
sans surcharger les
structures de formation
initiale

POUR LES ENSEIGNANTS

Reconnaissance
professionnelle,
amélioration salariale et
valorisation sociale au sein
de leur communauté

POUR LES ÉLÈVES

Enseignement de
meilleure qualité dispensé
par des enseignants
mieux formés et plus
confiants



Une vision à l'échelle régionale

BJ **Bénin**

CD **RD Congo**

SN **Sénégal**

Mutualisation des approches

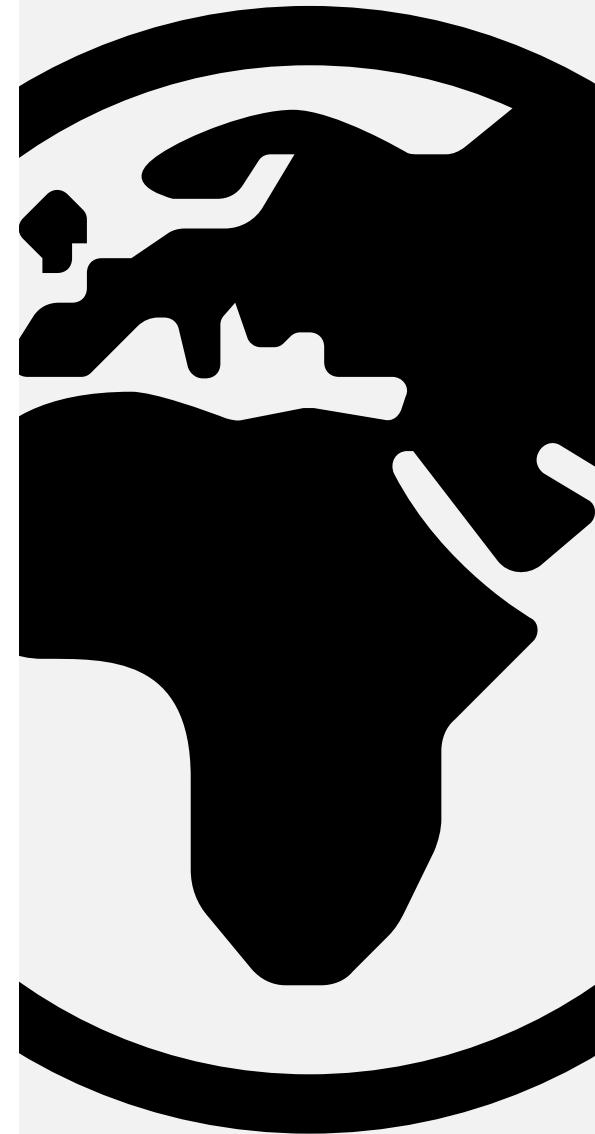
Partage des bonnes pratiques
entre pays

Outils communs

Capitalisation des ressources
pédagogiques

Inspiration continentale

Vers des politiques éducatives
plus inclusives et durables en
Afrique





Un modèle innovant qui transforme l'éducation

Avec une approche adaptée, hybride et tutorée, il est possible de relever le défi de la qualification des enseignants



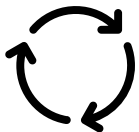
Innovation pédagogique

Formation continue flexible et accessible



Progression pour tous

Chaque enseignant peut avancer quel que soit son niveau de départ



Transformation durable

Impact réel dans les écoles



Merci

Rwanda's Special Program for Uncertified Pre-Primary and Primary School Teachers

Leon Mugenzi

**Head of Department for Teacher
Development and Management
Rwanda Basic Education Board (REB)**

November 2025



Strategic Vision:

Transforming Education for Human Capital Development

- ❑ MINEDUC aims to build skilled citizens for Rwanda's socio-economic growth
- ❑ Aligned with **SDG4**: “Inclusive and equitable quality education and lifelong learning for all”
- ❑ **Focus areas**
 - ❑ Equitable access to quality education
 - ❑ Illiteracy reduction
 - ❑ Promotion of science and technology
 - ❑ Critical thinking and positive values



What was the challenge?

Infrastructure Expansion and Challenges: Classroom Expansion=Teacher Gaps

- ❑ **22,505 new classrooms** built under the Rwanda Quality Basic Education Project (in partnership with World Bank)
- ❑ **Goals**
 - ❑ Reduce overcrowding (target ratio: 46:1)
 - ❑ Shorten travel distances for learners
- ❑ **Result**
 - ❑ Increased demand for qualified teachers → recruitment of uncertified teachers

Special Training and Certification Program for Uncertified Teachers

☐ **Goal: Train uncertified teachers on 4 core modules**

- ☐ Educational Psychology
- ☐ Pedagogy and Instruction
- ☐ Inclusion and Cross-Cutting Issues
- ☐ Teaching Methodology and Practice (Option Based)

☐ **Target: 26,303 uncertified teachers rapidly**

- ☐ Wave 1: 12,629 teachers
- ☐ Wave 2: 13,674 teachers

Special Training and Certification Program for Uncertified Teachers

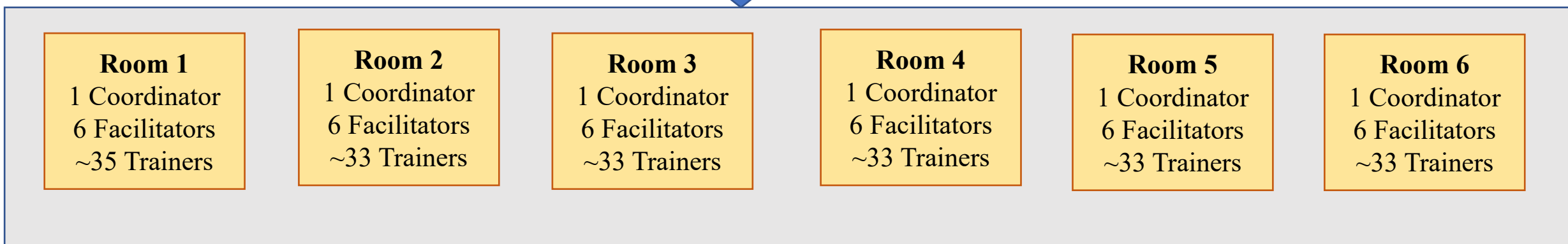
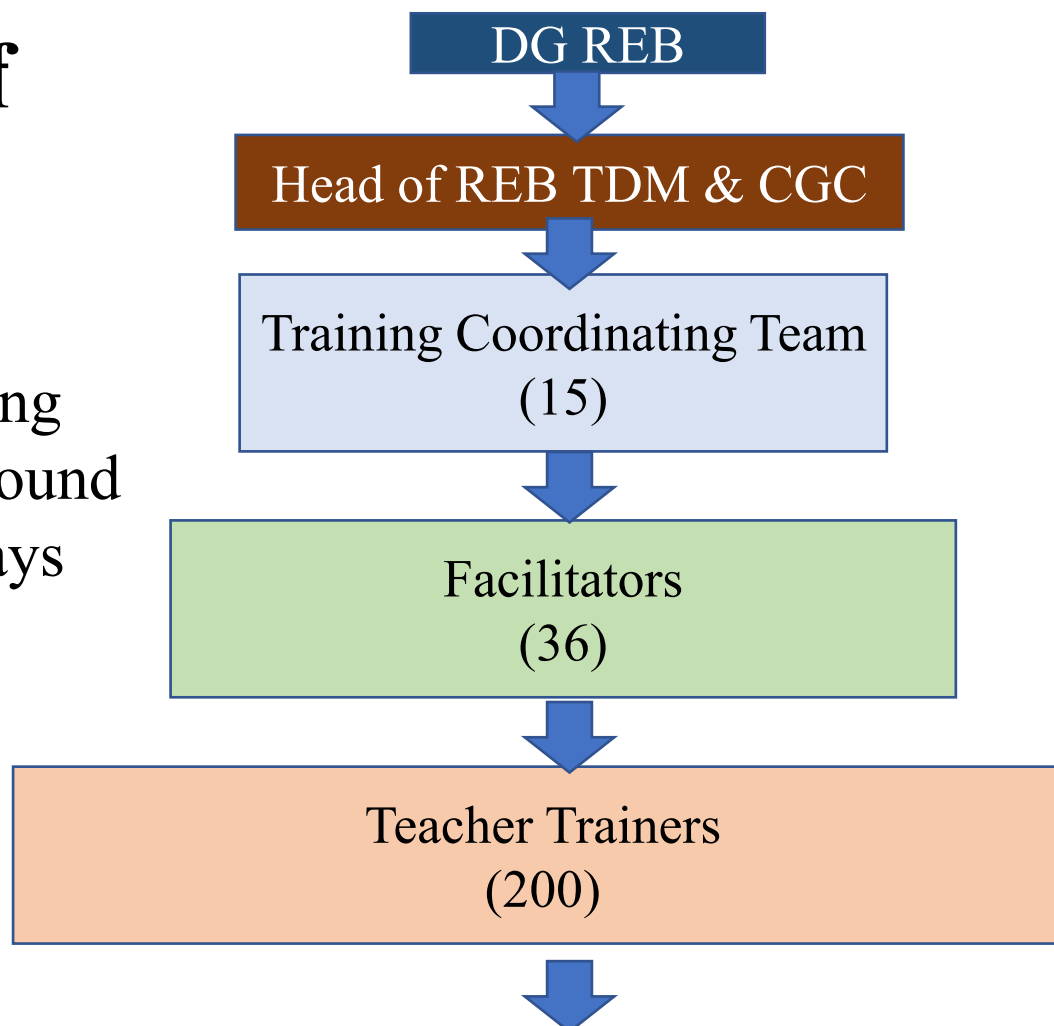
- ☐ Implemented by Ministry of Education (MINEDUC), Rwanda Basic Education Board (REB) and National Examination and School Inspection Authority (NESA)
- ☐ Certification awarded upon successful completion



**How was this
organized?**

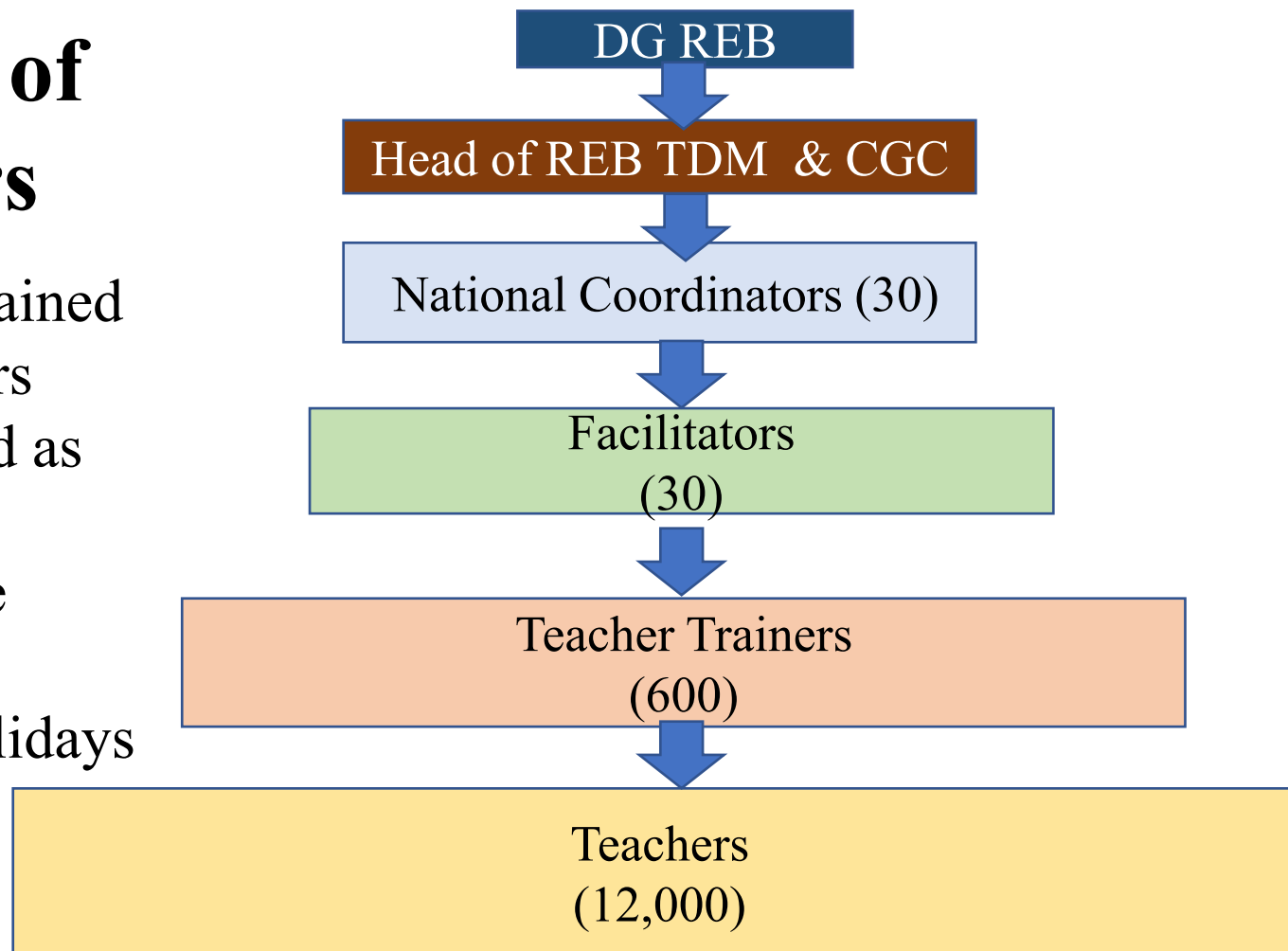
Training of Trainers

- ☐ 3 rounds of training
- ☐ 200 trainers per round
- ☐ Weekends/Holidays



Training of Teachers

- ☐ 600 trainers trained
12,000 teachers
- ☐ Schools served as training sites throughout the country
- ☐ Weekends/Holidays



Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Room 9	Room 10
2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers	2 Trainers 40 Teachers

District Training Site: Selected day schools



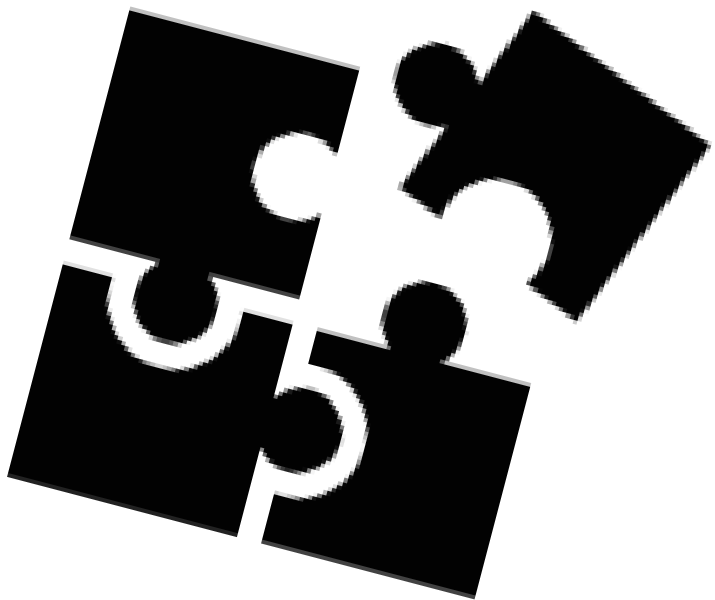
**What
approach was
used for rapid
practice of
high-quality
training and
teaching?**

Micro Training/Teaching with Jigsaw Grouping



What is micro-training/ micro-teaching?

- Practice training/teaching a lesson
for **10-15** minutes
with your **peers**
giving you **clear feedback**

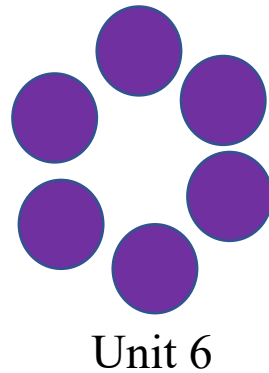
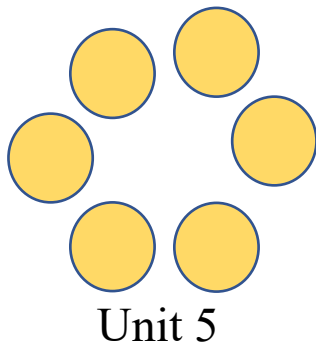
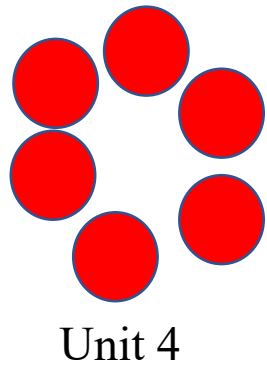
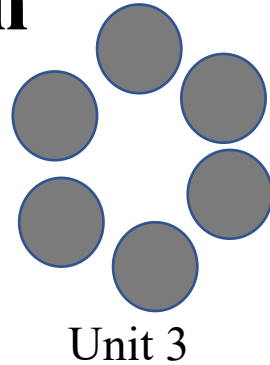
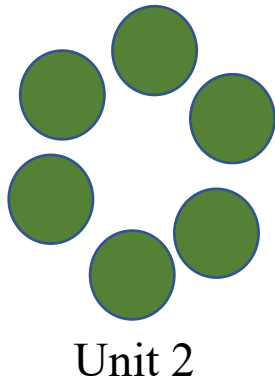
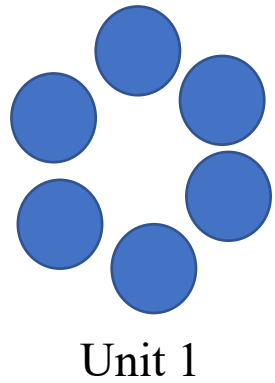


What is Jigsaw Grouping?

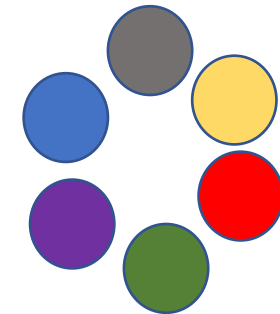
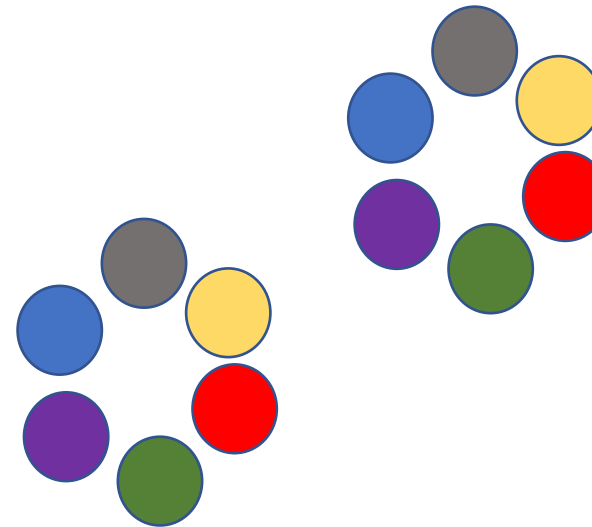
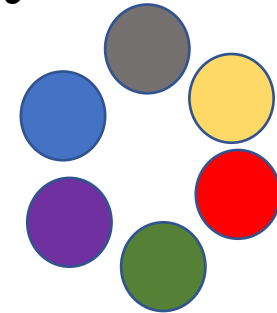
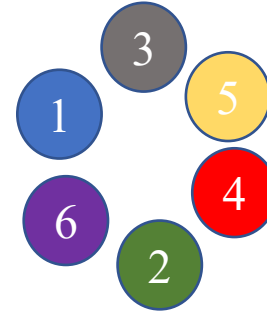
1. Preparing a lesson with one group (all preparing the same unit)
2. Delivering your lesson to another mixed group (all delivering on different units)

Micro Training/Teaching Jigsaw

Preparation



Delivery





How did peers provide feedback?

Micro Training/Teaching Rapid Feedback Form



Trainer Name:

Module/Unit:

REB Rwanda Basic Education Board
Score
(1-5)

1. The trainer/teacher introduced themselves and the objective of the unit

2. The trainer/teacher spoke in a clear, loud and engaging voice

3. The trainer/teacher presented the lesson in English

4. The trainer/teacher seemed well prepared (familiar with the slides, activities, and facilitator's guide)

5. The trainer/teacher encouraged trainee participation/questions etc.

6. The trainer/teacher moved around the room

7. The trainer/teacher checked for trainee understanding

8. The trainer/teacher used positive motivation feedback to trainees (flowers, thumbs up etc.)

9. The trainer/teacher used various training strategies during the session (think-pair-share etc.)

10. The trainer/teacher allowed time for trainees/students to practice skills taught

How were the teachers assessed?

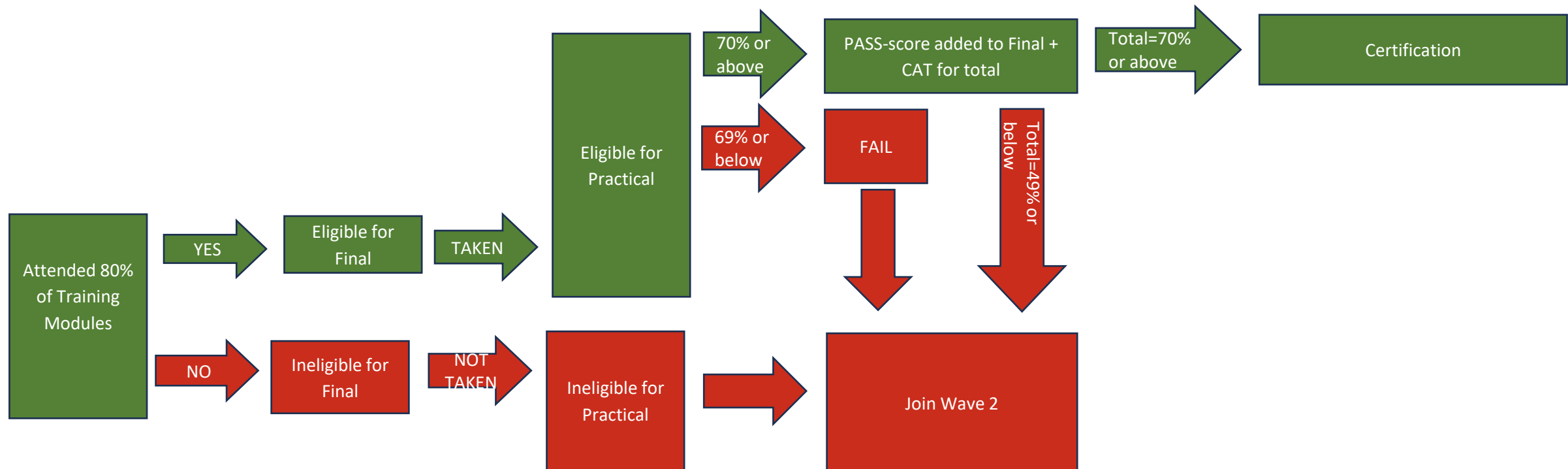
Attendance at Trainings +
Performance in Comprehensive Assessment Test +
Final Lesson Delivery (Practical) =

Total Score



Example

Wave 1 Training and Certification Flow Chart



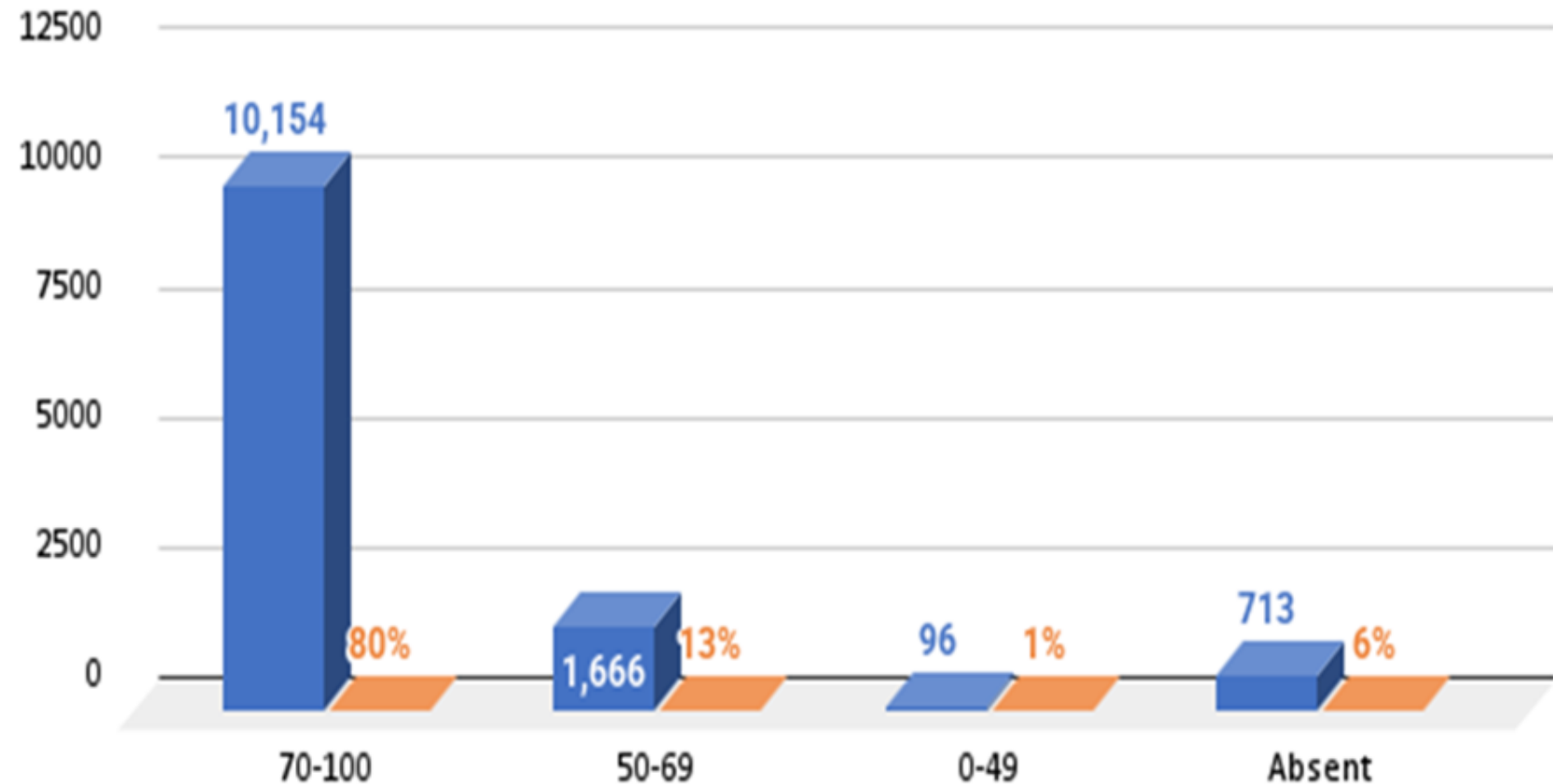


How did teachers perform?

Wave 1. Final Assessment Performance

Total Candidates = 12,629

■ Number of Candidates ■ Percentage



- ❑ 80% scored 70–100
- ❑ 13% scored 50–69
- ❑ 1% scored below 50
- ❑ 6% absent

Next Steps

- ☐ Organize workshop for Wave 2 marks processing
- ☐ Certify successful candidates from both waves



Thank you