

REGIONAL TEACHERS INITIATIVE FOR AFRICA - RTIA

European union-funded programme

ONE INITIATIVE

The Regional Teachers Initiative for Africa (RTIA), funded by the European Union, aims to improve teacher education and ensure schools in Africa have enough qualified teachers. It supports national education reforms, fosters regional and international partnerships, and promotes peer learning among teachers.

ONE FACILITY

The Regional Teachers Initiative for Africa - Facility («RTIA Facility», or «the Facility») - cornerstone of the initiative- is a collaboration between France, Belgium, and Finland, coordinated by Expertise France, Team Belgium (APEFE, VVOB, and Enabel), and EDUFI. It focuses on enhancing local capacity, encouraging innovative teaching methods, and promoting evidence-based practices for regional implementation.

ONE CALL FOR PROPOSALS

Eight projects are part of the Call for Proposals under the RTIA initiative, managed by the Enabel Innovation Hub. Its mission is to empower programmes across Sub-Saharan Africa to scale innovative solutions while fostering learning and collaboration among initiatives.



8 PROJECTS
SUPPORTED



FROM
7 COUNTRIES



18-24
MONTHS



300 000
EUROS

INNODATA HANDICAP

In Senegal, teachers often lack tools to identify and address the specific needs of students with disabilities. This absence of data and inclusive approaches contributes to school exclusion and limits access to quality education for these students.

NAME

**Innovative Collection of
Student Disability Data via
the Child Functioning Module
Teacher Version (CFM-TV)**

IMPLEMENTING PARTNER

Handicap International - HI

PROJECT BUDGET

444.444,97 EUR

COUNTRIES OF IMPLEMENTATION

**Senegal - Dakar and Ziguinchor
regions**

PROJECT DURATION

24 months



Innovation as a solution

The InnoData Handicap project introduces the Child Functioning Module Teacher Version (CFM-TV), a tool validated by UNICEF and the Washington Group to collect data on students with disabilities. This allows teachers to better understand the functional challenges of students and adapt their pedagogy accordingly.

The project aims to enhance teachers' ability to assess students' needs and create a more inclusive school environment. To achieve this, 150 teachers across 15 primary schools in Dakar and Ziguinchor will receive training. The CFM-TV module will be integrated into both initial and continuing teacher training programs, ensuring its sustainability. Additionally, pedagogical animation groups will be established to promote experience-sharing and best practices among educators. The project also seeks to encourage educational authorities to adopt the module on a national scale.

A project implemented by...

Handicap International is an international organisation committed to promoting the rights of people with disabilities. This project aligns with its mission to improve access to education for all, particularly children with disabilities, by strengthening teacher capacity and influencing national education policies.

This is a Regional Teachers Initiative for Africa programme, implemented by :

PLAY ACCELERATION PROJECT

In Ghana, the Ministry of Education is developing a framework to institutionalise Play-Based Learning (PBL) as a methodology to deliver the primary education curriculum. However, many teachers lack training in this approach, and their digital literacy remains low, hindering effective participation in online professional development courses.

NAME

**Play Acceleration Project -
Innovating Teacher Professional
Development in Ghana**

IMPLEMENTING PARTNER

Right To Play

PROJECT BUDGET

443.757,63 EUR

COUNTRIES OF IMPLEMENTATION

Ghana

PROJECT DURATION

18 months



Innovation as a solution

The Play Acceleration Project aims to institutionalise a digital in-service teacher training program on PBL, making it accessible through the National Teaching Council's (NTC) digital training platform. It also includes training on basic-to-intermediate digital literacy to support teachers in enrolling and completing the E-Certification on PBL.

The objective of the project is to improve teachers' capacity to effectively implement Ghana's Standard-Based Curriculum. To achieve this, 3,000 teachers from 375 schools will receive training in digital literacy and Project-Based Learning (PBL) methodologies. Additionally, 30 District Course Coordinators will be equipped to mentor and support teachers in their professional development. The project will also ensure that the E-Certification course on PBL is hosted on the National Teaching Council's (NTC) digital platform. To improve accessibility, offline materials, including training manuals and digital content, will be developed to support teachers in areas with limited internet access.

A project implemented by...

Right To Play is an international non-governmental organisation focused on empowering children through play-based learning. This project builds on their collaboration with the Ghanaian Ministry of Education to integrate play-based methodologies into the national curriculum, ensuring sustainability and institutional adoption of PBL practices.

This is a Regional Teachers Initiative for Africa programme, implemented by :

UPSCALING CHILD-CENTERED TEACHING IN MALAWI

In Malawi, many classrooms remain teacher-centred, with learners passively receiving information. Large class sizes, low teacher motivation, and lack of tailored support contribute to poor learning outcomes, high dropout rates, and limited inclusivity for learners with disabilities or difficulties. There is a need for innovative, scalable methodologies to improve foundational learning and classroom engagement.

NAME

**Upscaling child-centered
teaching & learning innovation
approach in Dowa District,
Malawi**

IMPLEMENTING PARTNER

**Development Aid from
People to People - DAPP**

PROJECT BUDGET

443.702,02 EUR

COUNTRIES OF IMPLEMENTATION

**Malawi - Dowa District, Central
Region**

PROJECT DURATION

24 months



Innovation as a solution

The project introduces the TRIO system, a collaborative learning approach where three students with varying abilities form a study group, reinforcing each other's learning in and outside the classroom. Teachers guide and assign tasks while learners take an active role in their own education. This model has already benefitted over 18,900 learners and enhances teacher capacity in managing large, diverse classrooms.

This project seeks to improve teaching quality and foundational learning outcomes by implementing the TRIO methodology. A total of 160 teachers, 40 headteachers, and education officers will be trained in this approach. The project will expand the TRIO system to 200 additional schools through a trainer-of-trainers model, ensuring widespread adoption. Parental and community engagement will be strengthened by involving Parent-Teacher Associations (PTAs) and school management committees in student retention and learning initiatives. Additionally, exchange visits with Malawian and Indian schools will facilitate knowledge-sharing, and an impact assessment will be conducted to advocate for the integration of TRIO into Malawi's national pedagogy.

A project implemented by...

DAPP Malawi is an established education partner of the Ministry of Education, with a strong track record in teacher training and school support. Through its work in 189 public primary schools and four teacher training colleges, DAPP promotes learner-centred education and community-driven development, ensuring that education innovations like TRIO become sustainable and scalable across Malawi.

This is a Regional Teachers Initiative for Africa programme, implemented by :



Funded by
the European Union

Global
Gateway

KITSO 2.0

In South Africa, many teachers face challenges accessing professional development resources, digital literacy training, and pedagogical support. While digital tools have the potential to transform education, gaps in access, affordability, and training prevent many educators from effectively leveraging technology to enhance their teaching. There is a need for innovative, scalable solutions that provide teachers with easily accessible and locally relevant digital skills training.

NAME

Kitso 2.0 - WhatsApp-Based Learning, Development & Support Platform for Teachers in South Africa

IMPLEMENTING PARTNER

Digify Africa

PROJECT BUDGET

399.926,83 EUR

COUNTRIES OF IMPLEMENTATION

South Africa

PROJECT DURATION

24 months



Innovation as a solution

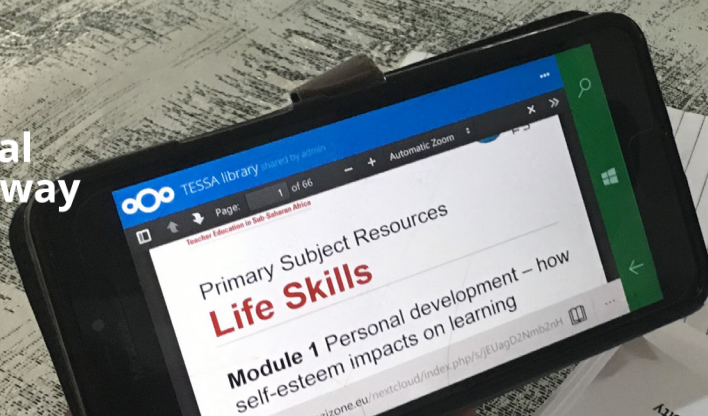
Kitso 2.0 is a WhatsApp-based learning and support platform designed to equip teachers with essential digital literacy, online safety, and professional development resources. Leveraging AI-driven personalised learning, interactive modules, and real-time feedback, Kitso 2.0 enables educators to build their digital competencies efficiently. By using a familiar, low-cost platform like WhatsApp, the solution ensures accessibility even in low-resource settings.

The project aims to enhance teacher training and improve accessibility to digital resources through the development and launch of the Kitso 2.0 AI-powered learning platform. As part of this initiative, 200,000 teachers will receive training in digital literacy, online safety, and innovative classroom practices. The project will be implemented in partnership with the South African Department of Basic Education to ensure that content aligns with national education standards. Teachers will receive ongoing support through AI-enabled feedback, interactive quizzes, and peer learning communities. Additionally, the platform will ensure scalability by incorporating multilingual content and adaptive learning pathways tailored to different educational needs.

A project implemented by...

Digify Africa is a digital education organisation dedicated to equipping youth, educators, and communities with digital skills. With a strong track record in digital literacy training and a partnership network including Google and Meta, Digify Africa develops scalable, impactful solutions to enhance digital learning and education in South Africa.

This is a Regional Teachers Initiative for Africa programme, implemented by :



DIGITAL TRANSFORMATION IN EDUCATION: SCALING TEACHER CAPACITY

In Zambia, teachers in rural and underserved areas face challenges accessing professional development, leading to a lack of up-to-date pedagogical skills and innovative teaching methodologies. Limited digital access and outdated training methods hinder continuous professional learning for educators, impacting learning outcomes for students.

NAME

**Digital Transformation in
Education: Scaling Teacher
Capacity**

IMPLEMENTING PARTNER

World Vision

PROJECT BUDGET

437.040,73 EUR

COUNTRIES OF IMPLEMENTATION

Tanzania

PROJECT DURATION

24 months



Innovation as a solution

The project leverages Raspberry Pi computers and the Moodle learning management system to provide low-cost, high-quality digital teacher training. Raspberry Pi offers an affordable, offline solution, while Moodle delivers interactive, curriculum-aligned modules designed by the Zambian Ministry of Education. These technologies will enhance teachers' professional development, fostering engagement, digital literacy, and modern pedagogy.

The project aims to enhance teaching quality and improve access to professional development opportunities in rural Zambia. To achieve this, 500 teachers will be trained in innovative digital pedagogy, equipping them with modern teaching techniques. The initiative will also develop interactive digital learning modules in collaboration with the Ministry of Education. To support teacher training, schools will be provided with Raspberry Pi computers, ensuring access to digital resources. Furthermore, the project will strengthen the capacity of education authorities to integrate digital learning into the Continuous Professional Development (CPD) system for long-term sustainability.

A project implemented by...

World Vision Australia, in partnership with World Vision Zambia, brings extensive experience in education, digital solutions, and teacher training. With a strong collaboration with the Zambian Ministry of Education, this project builds on previous pilots to scale up digital teacher professional development and ensure long-term sustainability.

This is a Regional Teachers Initiative for Africa programme, implemented by :

MEWAKA

In Tanzania, Peer Facilitators play a crucial role in supporting teachers within the national Teacher Continuous Professional Development (TCPD) programme, known as MEWAKA. However, many Peer Facilitators lack adequate digital tools and structured training, limiting their ability to effectively support Communities of Learning (CoLs). Additionally, access to digital learning resources remains a challenge due to connectivity and infrastructure gaps.

NAME

Improving peer facilitation of communities of learning to support effective school-based teacher professional development in Tanzanian primary schools

IMPLEMENTING PARTNER

Results for Development

PROJECT BUDGET

399.700,92 EUR

COUNTRIES OF IMPLEMENTATION

Tanzania

PROJECT DURATION

24 months



Innovation as a solution

This project enhances the national TCPD framework by improving the use of the Learning Management System (LMS) for Peer Facilitators. It introduces new platform functions and training content tailored to Peer Facilitators, alongside offline accessibility solutions such as Raspberry Pi devices. These improvements will empower Peer Facilitators to facilitate stronger CoLs, increasing teacher engagement with professional development modules.

The project focuses on strengthening Peer Facilitator capacity and improving access to Teacher Continuous Professional Development (TCPD) digital resources. To achieve this, the Learning Management System (LMS) will be enhanced with Peer Facilitator-focused content and user-friendly features. In addition, Peer Facilitators in 12 targeted schools will receive digital and pedagogical training. To support offline learning, Raspberry Pi devices will be deployed, enabling teachers to access training materials without internet connectivity. The project will also promote the national adoption of TCPD innovations through research and collaboration with government stakeholders.

A project implemented by...

Results for Development (R4D) is a global non-profit dedicated to strengthening education systems through research and innovation. In partnership with Jigsaw Education, Brink, and Open Development & Education, R4D supports the Tanzanian government's MEWAKA programme by advancing digital TCPD accessibility and improving teacher professional development outcomes.

This is a Regional Teachers Initiative for Africa programme, implemented by :

OFFLINE INTERNET INITIATIVE FOR EDUCATION

In the Kédougou region of Senegal, many schools lack reliable internet connectivity, limiting teachers' ability to access professional development resources, pedagogical materials, and digital tools. The digital divide prevents educators from improving their teaching practices, contributing to poor learning outcomes among students. There is an urgent need to provide alternative solutions to ensure continuous teacher training and resource accessibility.

NAME

The offline internet initiative in education: innovative solutions to enhance teachers' professional development in the Kédougou Academy of Senegal

IMPLEMENTING PARTNER

Bibliothèques Sans Frontières - BSF

PROJECT BUDGET

439.228,50 EUR

COUNTRIES OF IMPLEMENTATION

Senegal

PROJECT DURATION

24 months



Innovation as a solution

BSF's project leverages offline internet solutions to provide teachers with access to high-quality educational resources without requiring a continuous internet connection. Using Ideas Cube nano-servers and Kajou micro-SD cards, teachers can access videos, digital books, and interactive learning materials in local languages. Additionally, the project introduces an AI-powered pedagogical assistant available offline to guide teachers in best practices and lesson planning.

This project aims to improve teacher training and facilitate access to digital education resources in Kédougou. To achieve this, Ideas Cube offline learning hubs will be deployed in 70 schools, providing teachers with valuable training materials. Additionally, 700 Kajou micro-SD cards will be distributed to support continuous professional development. The project will develop a digital library containing contextualized training content aligned with national priorities. To further support teachers, an AI-powered assistant will be implemented to assist in lesson delivery and assessment. Education personnel will be trained to ensure the long-term sustainability and scalability of these offline digital solutions.

A project implemented by...

Bibliothèques Sans Frontières (BSF) is an international non-profit dedicated to expanding access to education and knowledge. Through its expertise in digital learning and offline internet solutions, BSF provides innovative tools that bridge the digital divide and support teachers in underserved regions.

This is a Regional Teachers Initiative for Africa programme, implemented by :

AF2P - IMAGIER YAM WEKRE

In Burkina Faso, preschool education faces multiple challenges, including a lack of qualified educators, insufficient pedagogical resources, and a limited use of interactive and play-based learning methods. This affects early childhood development and the quality of education provided to children aged 3 to 6 years. The need for innovative, scalable, and inclusive teaching solutions is critical to improving preschool education in the country.

NAME

**Innovative Collection of
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IMPLEMENTING PARTNER

**Association Sœur
Emmanuelle - Asmae**

PROJECT BUDGET

444.248,05 EUR

COUNTRIES OF IMPLEMENTATION

Burkina Faso

PROJECT DURATION

24 months



Innovation as a solution

The Yam Wekre pedagogical tool is a visual learning aid consisting of 302 images covering 29 educational themes. It enhances participatory, inclusive, and play-based learning for preschool and early primary education. By engaging children in hands-on, interactive activities, it fosters cognitive, psychomotor, and socio-emotional skills development. The tool is particularly effective for large class sizes and can be adapted for visually impaired children.

This project seeks to improve the quality of preschool education by training 720 preschool educators and inspectors in play-based and inclusive teaching methods using the Yam Wekre tool. To support implementation, 503 Yam Wekre kits will be distributed to 360 preschool education centers. The initiative will also establish teacher support networks and monitoring mechanisms to ensure effective application of the methodology. Furthermore, advocacy efforts will be carried out with the Ministry of Education to integrate the Yam Wekre tool into the national preschool curriculum, ensuring long-term sustainability and impact.

A project implemented by...

Asmae – Association Sœur Emmanuelle is an international non-profit organisation dedicated to promoting child development and education. With extensive experience in early childhood education, Asmae collaborates with national education authorities to implement sustainable, impactful educational innovations that improve teaching methodologies and learning outcomes.

This is a Regional Teachers Initiative for Africa programme, implemented by :