



Future Teacher Kit: Utilizing low-tech solutions for teacher training

Mobile teacher training modules to empower educators for the 21st century

Promising Practice

Implemented by: UNESCO together with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ)

Where: International; piloted in Caribbean, Latin American and sub-Saharan African countries

Status: Currently implemented in Ecuador

Summary: The Future Teacher Kit is a scalable, low-tech solution utilizing mobile phone technology and messaging services to deliver adaptive teacher training efficiently. The training focuses on 21st-century skills for teachers in schools and TVET institutions.

Overview



Future Teacher Kit

Fig 1.1 The Future Teacher Kit learning journey for a teacher¹

The Future Teacher Kit (FTK) uses technologies that are already integrated into teacher's daily lives, specifically utilizing mobile phones and messenger services. The FTK helps teachers upgrade their skills in a simple, practice-oriented way. Training modules are sent directly to teachers using messenger services. When joining a messenger group, teachers join a community of practice with other teachers to exchange on their training experience and to exchange ideas.

The FTK was developed in partnership with GIZ and 1,500 teachers. It was initially piloted in an action research project with 2,905 teachers in Botswana, Malawi, Tanzania and Jamaica and later with the addition of 700 teachers in Ethiopia and Ecuador.

Description

The FTK consists of two components:²

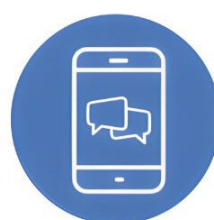
1. **Individual 'learning on the go':** teachers receive training clips and hands-on activities via messenger services or via interactive voice response (depending on their access to the services). The practice-centred training modules address pedagogic competences and digital skills for content sourcing, creation and use during a lesson. This training leads to a certificate.
2. **Knowledge sharing and support within a community of practice:** it offers teachers a blended and collaborative training approach. Teachers join messenger groups in which they can support each other and share their learning results.

All trainings are provided systematically and consistently at a pace that is compatible with teachers' schedules using concrete, classroom-related approaches. The training is focused on developing skills such as digital literacy and digital teaching methods and materials.

The training modules

Eight training modules are available.³ Teachers learn:

1. **Foundational teaching skills:** to set learning objectives, organize and deliver course content and to plan engaging learning activities and materials. It includes guidance on informal and formal assessment methods.
2. **Digital teaching skills:** to foster digital engagement through relevant digital content, learner independence and effective use of virtual learning spaces and digital communication tools.
3. **21st century skills:** to create an environment for students to develop critical thinking, self-regulation, communication and collaboration skills.
4. **Gender equality in and through teaching:** to create gender-responsive learning environments and address gender stereotypes in their own beliefs, textbooks, teaching materials and communications.
5. **Teachers and teaching in crisis and conflict settings:** how to recognize the signs of student distress and provide psychosocial support to enhance students' wellbeing and learning outcomes.
6. **Education for sustainable development in the classroom:** integrate sustainability into their teaching.
7. **Artificial intelligence (AI) in education:** explain the foundations of AI and integrate them into their teaching practice.



1. Input group

Teachers receive concise input, practical tasks, and curated links to additional resources. These hands-on tasks can be immediately applied in the classroom, ensuring a direct connection between training and practices.



2. Collaboration group

In a community of practice, teachers share tasks, questions and insights and collaboratively address challenges. This fosters a sense of belonging, mutual support and professional appreciation.



3. Certification

Upon completing the training, teachers take a final test to validate their learning outcomes and receive a certificate, recognizing their achievement and professional growth.

Fig 1.2 The Future Teacher Kit learning journey for a teacher⁴

¹ See, <https://www.giz.de/de/downloads/giz2025-en-future-teacher-kit-implementation.pdf>

² Description adapted from UN Transforming Education Summit, 2022, Knowledge Hub, Collection of best practices: https://transformingeducationsummit.sdg4education2030.org/system/files/2023-04/AT3GP69_Future_Teacher_Kit.pdf

³ See FTK Implementing Guidelines: <https://www.giz.de/de/downloads/giz2025-en-future-teacher-kit-implementation.pdf>, p11

⁴ See, <https://www.giz.de/de/downloads/giz2025-en-future-teacher-kit-implementation.pdf>

8. **Inclusive education and teaching:** differentiate different types of disability and gain a self-awareness of biases and attitudes. Support on learning how to apply inclusive pedagogy, which aids students both with and without disabilities, is also provided.

Each module is designed to be engaging and practical, featuring focused content, hands-on activities and links to additional learning materials. Quizzes are used specifically to reinforce understanding. The modules can be adjusted to the context and local language whilst the learning objectives, activities and assessments are aligned with the overall structure. New modules that are relevant to the respective context can be developed as well.

Prerequisites

To implement the training modules, schools and training providers must embed the training into their organizational strategy. Teachers require access to a smartphone, as well as have the time and interest to participate. They should be willing to dedicate one to two hours per week over a period of up to sixteen weeks to complete the eight modules. Teachers must also have basic digital skills to be able to use messenger services.

Objectives

The objective of the FTK is to offer a low-cost, accessible and engaging way to improve the skills of teachers in low-income and lower-middle-income countries. Its development has drawn extensively on the response to the Covid-19 pandemic when many teachers used mobile phones and messenger services for teaching and for communication with students and fellow teachers.

In developing the FTK, the following good practice criteria⁵ were applied:

- **Teacher-centred** as it is specifically tailored for and responsive to teacher needs without adding to their workloads.
- **Affordable** by using distance learning that leverage the existing technological and communication capacity of low-income countries, particularly by using mobile phones and messenger services which are easy to update, replace and repair.
- **Accessible** as no special skills are required and which can overcome the need to organize formal learning courses and processes. In addition, it can be accessed independently.
- **Relevant** as it supports locally appropriate training content and delivery mechanisms.

- **Embedded in communities of practice** by fostering peer learning as a core element of adult education.
- **Engaging, motivating and attractive** by favouring autonomy and agency throughout the training. The 'nudging' approach of the training motivates teachers and recognizes the importance of teacher agency in creating high-quality training.

Overall, the FTK has proved to be **sustainable**, **transformative** and a helpful tool in building teacher **resilience**.

Outcomes and impact

The pilot phases included 2,905 primary, secondary and TVET teachers who participated in interviews, surveys and, in some cases, in focus group discussions.⁶ Participating teachers emphasized that messenger-based training formats were easy-to-use and required a manageable time investment. They appreciated the opportunity to access self-paced in-service teacher training alongside their professional duties. The efficient use of teachers' restricted time supports the sustainability of programme outcomes. Teachers described the programme as useful and relevant, inspiring them to experiment with new teaching methods. The pilot, which tested both the technology, the training content and training approach, demonstrated strong potential for scaling.

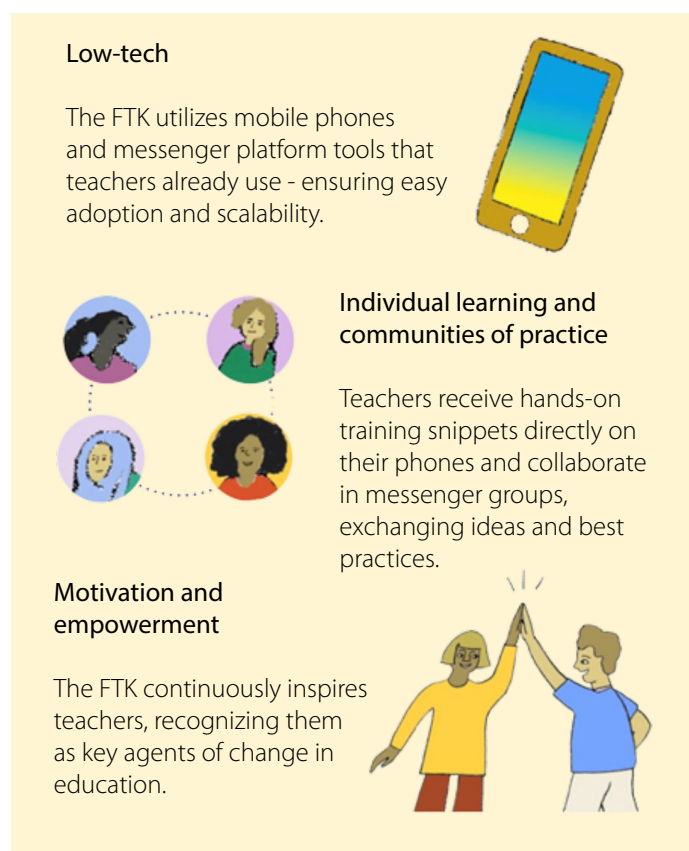


Figure 1.3 The Future Teacher Kit Approach⁷

⁵ Adapted from Von-Lautz Cauzanet and Buchstab (2022), p, 10 and 21

⁶ Von-Lautz Cauzanet and Buchstab (2022), p 26

⁷ See, <https://www.giz.de/sites/default/files/media/pkb-document/2025-09/giz2025-en-future-teacher-kit-ftk.pdf>

A tried and tested solution

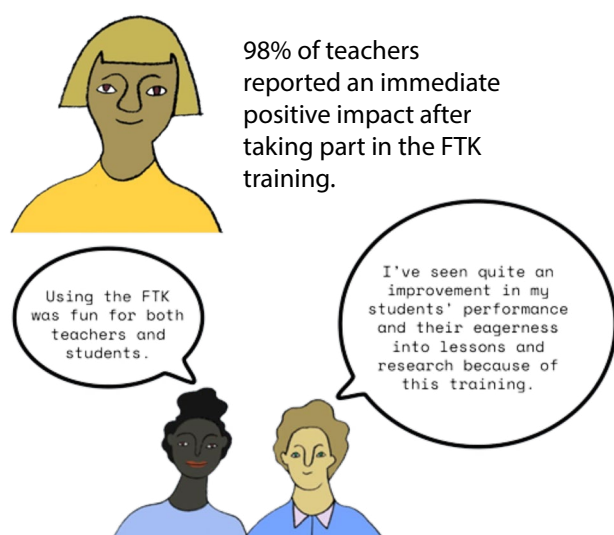


Figure 1.4. Teacher's feedback after passing the Future Teacher Kit training⁸

Insights and challenges faced

Despite the aims to design an accessible and low-tech training, there were nonetheless challenges for implementation. They included:

1. **Lack of digital skills of teachers:** a significant barrier to the effective adoption of distance learning was the lack of comprehensive pre- and

⁸ See, <https://www.giz.de/de/downloads/giz2025-en-future-teacher-kit-implementation.pdf>

in-service training for teachers in digital and remote teaching methods.

2. **Lack of training:** in sub-Saharan Africa, only 64% of primary and 50% of secondary school teachers had received basic training, which often excludes Information and Communication (ICT) skills. The lack of training limits their ability to consider adapting their teaching techniques to improve student learning especially for those with different learning needs.
3. **Lack of digital infrastructure:** globally one in four primary schools has no access to electricity hence the use of messenger services and Interactive Voice Response technology, which could be used by low-tech phones and offline.

Conclusions and next steps

The Future Teacher Kit is a powerful tool designed to support teachers at every stage—from primary and secondary school teachers to those specializing in TVET. Its global outreach and adaptability make it uniquely suited to diverse educational contexts around the world, including contexts like Ecuador, where the FTK is currently being applied in close partnership with the Ministry of Education. Because the future of learning always begins with those who teach, the FTK encourages collaboration, innovation and inclusivity among teachers across different contexts.

Learn more

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To learn more about the Future Teacher Kit, visit:
GIZ (2025): The Future Teacher Kit One Pager. <https://www.giz.de/sites/default/files/media/pkb-document/2025-09/giz2025-en-future-teacher-kit-ftk.pdf>. The Future Teacher Kit. Implementation Guidelines. <https://www.giz.de/de/downloads/giz2025-en-future-teacher-kit-implementation.pdf>
UNESCO (2025): Implementation of the Future Teacher Kit Training Programme in Ecuador. <https://www.unesco.org/en/articles/implementation-future-teacher-kit-training-programme-ecuador>

Discover other practices

The UNESCO-UNEVOC innovative and promising practices database presents successful projects tackling key themes in TVET, such as entrepreneurship, youth employment, the green transition, digitalization, private sector engagement and more.

Learn more on our website at:
<http://www.unevoc.unesco.org/promisingpractices>

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