**Knowledge hub
-
Collection of best practices**

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Future Teacher Kit

2. Country or countries where the practice is implemented *

Carribean, Botsuana, Upcoming: Kenya, Lesotho

3. Please select the **most relevant** Action Track(s) the best practice applies to *

☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

☐ Action Track 2. Learning and skills for life, work, and sustainable development

☑ Action Track 3. Teachers, teaching and the teaching profession

☐ Action Track 4. Digital learning and transformation

☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   GIZ / UNESCO + Private Sector Partner in each country (e.g.Vodacom, Safaricom, Orange)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

   Aim: Quality teaching; in-Service teacher training; teacher support; autonomous community of practice; teacher collaboration; teacher motivation, innovation autonomy and empowerment

   Target group: Primary school teachers, secondary school teachers, TVET, LDC

   Modalities: Low-tech, messenger systems, WhatsApp, SMS, IVR, peer exchange, 21st century skills,

6. What makes it a best practice? *

   The Future Teacher Kit taps the potential of low-tech that is already scaled and appropriated by teachers: Mobile phones, messenger systems, SMS and IVR. It provides teachers with high-quality and rewarding training experience and supports the genesis of sustainable communities of practice. The FTK is per se immediately scalable in LDC and provides education systems with a low-tech, low-cost but high-impact solution for two major challenges: The qualification of massive numbers of teachers and the lack of teacher motivation.

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

The Covid-19 pandemic has confirmed the importance of providing large scale professional development opportunities for teachers worldwide: Lacking digital infrastructures and skills, a high number of teachers were unable to cope with a situation that suddenly required the implementation of new processes such as distance schooling, fundamentally impacting the teaching and learning process. To support teachers to 'build back better' and enhance the resilience of education systems, education systems are more than ever in the need of a scaled professional development approach that supports their teaching workforce in their new role as learning facilitators.

However, the need for teacher professional development should not be conceived as a reaction to the current crisis nor focus on digital skills only. Indeed, the shortage of adequate training opportunities has directly led to what is commonly referred to as the 'global learning crisis, i.e. the decline of student performance worldwide. In fact, teachers currently lack precisely those pedagogical competencies and skills which are proven to impact directly on student performance. There is a clear need for professional development that allows teachers to acquire and convey the 21st-century skills, i.e. critical thinking, conceptual learning, problem-solving, and teamwork.

The Future Teacher Kit was based on the observation of teaching practices during the pandemic: the use of mobile phones and pertaining functions, such as messenger systems appears to be a promising approach when looking for a solution that could be implemented rapidly, low-cost, and at scale. Indeed, a high number of teachers spontaneously turned towards online messaging platforms such as WhatsApp and Telegram to cope with the sudden lack of access to information and exchange possibilities.
This spontaneous, massive and innovative use of messenger systems for educational purposes is crucial as it indicates a high degree of technological, economic, and cultural appropriation of phones and messenger systems. In a certain way, mobile phones and messenger systems can be considered as one of the rare scaled (low) technologies in the hand of teachers. The Future Teacher Kit taps this potential.

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation?
    *

   With the Future Teacher Kit, GIZ and UNESCO have developed a mobile-based teacher training solution that taps into the potential of massively scaled low-tech, i.e. mobile phones and messenger systems such as WhatsApp.

   The Kit consists of two components, allowing for an individual learning journey that is embedded in a collaborative Community of Practice.

   1. Individual learning 'on the go': Teachers receive training snippets and hands-on activities on their phones via messenger systems such as WhatsApp, Telegram or Signal or via Interactive Voice Response, depending on their access. The training equips teachers with the 21st-century (teaching) skills: a set of skills that teachers and students need to succeed in the information age, such as critical thinking and technology literacy.
   2. Knowledge sharing and support within a Community of Practice: In parallel, teachers join tutored messenger groups in which they support each other and share the learning content created during each training module.

   By creating a learning journey that continuously underlines the teaching profession as crucial and meaningful and through self-determined learning and connection to peers, the Future Teacher Kit provides a joyful and rewarding learning experience that triggers intrinsic motivation. Compared to other training solutions for teachers, the Future Teacher Kit builds on the use of mobile phones and messenger systems, an already scaled and low-tech technology. Therefore, the Kit can be implemented rapidly at scale and easily be adapted to different country contexts. The Future Teacher Kit is also adapted to teachers' lives, taking into consideration their financial and time constraints.

   Most importantly, the Future Teacher Kit was co-designed with
   teachers in the Caribbean through a highly participatory approach. Over 1.500 teachers were involved in interviews, focus group discussions, surveys, and co-creation workshops, and 238 teachers participated in a one-month testing phase of the first low fidelity version of the Future Teacher Kit.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   With the development of the Future Teacher Kit, UNESCO and GIZ have agreed to tap the advantages of mobile phones and their functions such as messenger systems to design a professional development solution for teachers that is:
   - Scalable - it builds on the use of a scaled and 'low tech' solution;
   - Adaptive - it takes into consideration teachers' financial and time constraints;
   - Effective - it triggers the four phases of individual learning processes (Meyer, 2000).

   In addition to providing education systems with a solution to meet the massive challenge of qualifying a high number of teachers, the solution was identified as transformative because of its direct impact on teachers' intrinsic motivation, i.e. the FTK meets teachers' need of competence, autonomy, sense and relatedness. In addition to being actually trained and provided with access to learning communities and content, teachers are empowered and encouraged in their role as changemakers.

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    See above. The key triggers for transformation where the combination of low-tech, low-friction (i.e. easy and adaptive) user journey, high quality and practical training approach, access to CoP and genesis of an overall feeling of empowerment and recognition.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

The Future Teacher Kit taps the potential of low-tech that is already scaled and appropriated by teachers: Mobile phones, messenger systems, SMS and IVR.
It provides teachers with high-quality and rewarding training experience and supports the genesis of sustainable communities of practice.
The FTK is per se immediately scalable in LDC and provides education systems with a low-tech, low-cost but high-impact solution for two major challenges: The qualification of massive numbers of teachers and the lack of teacher motivation.
When adapting the solution, the inclusion of teachers is highly recommended as it will guarantee that both the user journey and the content will suit exactly their needs. By using messenger systems, this inclusion and co-design process is easy to implement. The solution can also be used to include teachers in evidence based policy design making e.g. by sharing very easily and quickly surveys.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

There is no website yet. A short video summarized the concept and experience of teachers here: https://youtu.be/QnSWH10OCQc
A concept note, brochure and the M&E results can be shared.