**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.) *

ProFuturo Digital Education Programme

2. Country or countries where the practice is implemented *

40 countries in Latin America, the Caribbean, Africa and Asia

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

- [x] Action Track 3. Teachers, teaching and the teaching profession

- [x] Action Track 4. Digital learning and transformation

- [ ] Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   ProFuturo Foundation

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

   primary education, digital education, teachers, 21st century skills, offline, innovation

6. What makes it a best practice? *

   It is an innovative approach to digital education.

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? *

   For societies to thrive in the 21st century, education systems need to be resilient, students have to develop new skills and competences, and teachers must change their role to become facilitators of the learning processes.
   Education is not about memorizing concepts anymore, but about developing skills and competences that allow lifelong learning and empowerment. Furthermore, technology is a tool that enables innovation, allowing to reach more people in less time.
   ProFuturo is a digital education programme founded by Telefónica Foundation and ¨la Caixa¨ Foundation in 2016, to narrow the education gap in the world by improving the quality of education in vulnerable contexts throughout Latin America, the Caribbean, Africa and Asia.
   The world is facing a new era where education plays a key role. These are complex times, also heavily impacted by technology. ProFuturo is helping to build a new education model worldwide leveraging its expertise in educational innovation and its experience in digital education.
   Teachers are the key to the programme; they trigger the learning process and play a vital role in achieving a significant change in the quality of education. ProFuturo therefore devotes many of its efforts to training and providing assistance and continuous support to teachers.
   ProFuturo seeks to promote the pedagogical appropriation of technology and innovation with training proposals and innovative classroom experiences. The programme provides tools for teachers (through training and accompaniment), technology (equipment when needed, and an easy-to-use platform that is accessible online and offline) and high-quality content, a combination that has proven to be successful in vulnerable contexts. Through innovative digital teaching-learning experiences, ProFuturo promotes the development of teachers´ pedagogical and digital skills to enable them to integrate technology in the classroom and provide the best education to their students.
   The programme also targets other stakeholders involved in the educational process: school principals, families, and other social, educational and institutional agents, to ensure the programme has the broadest possible scope and its impact lasts over time

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?
   *

ProFuturo focuses on key elements that have a direct impact on the quality of education:
Teacher training and support
ProFuturo provides teachers with professional development itineraries and tools to strengthen their teaching practice, their capacity to manage the classroom, and their digital skills (helping them to integrate technology in the classroom and to foster collaborative work).
The programme devotes many of its efforts to training and to providing continuous and personalized support to teachers and schools, whether online or onsite through locally hired coaches.
Digital ecosystem
ProFuturo offers a complete digital ecosystem that comprises a learning platform and technological equipment (adaptable to different contexts due to its flexibility)
The Learning Platform (LMS) has two differentiated spaces: Teacher Training (to access online and offline courses) and Class Management (to create and plan classroom lessons, using ProFuturo's digital resources).
ProFuturo is migrating its LMS platform to make it more accessible and user friendly for teachers and schools with limited digital skills and connectivity: the platform works both offline and online, enabling digital education in areas with no connectivity.
Educational resources
ProFuturo offers an entire catalogue of "educational itineraries" that unify teacher training and educational resources for students, allowing memorable and transformative learning experiences to happen in the classroom, that focus on skills, values, and capabilities.
Digital resources for students are divided into 3 areas: language, STEM (science, technology, engineering, and mathematics) and life values and skills. The way they are used in the classroom is through innovative methodologies that promote key competences for the 21st century such as communication, cooperation, teamwork, etc. Educational resources are meant to complement the local curriculum.
Data collection, monitoring and evaluation
ProFuturo continuously monitors and evaluates its projects to understand and improve how changes happen (how teaching is being transformed).
ProFuturo collects data and develops learning analytic tools, based on algorithms and advanced statistical and mathematical methods, to help teachers manage their classrooms based on results (facilitating the personalization of learning) and to make decisions for the programme based on trends and patterns.
Partnerships
ProFuturo works with a strong network of global and local partners ranging from international and national public institutions, multi-lateral organisations, social sector organisations, academia, technology and start-up companies specialising in education.
The implementation of the programme is done in collaboration with more than one hundred local partners, including NGOs, civil society organisations and other religious and secular institutions connected to education. In Latin America, the ProFuturo partners are the Telefonica

Foundation local offices that already have a wide experience in the field and strong partnerships with governments, universities, and national institutions. These partnerships play an essential role in the development, growth, and sustainability of the programme over time.

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? *

   The programme has proved to improve the learning outcomes of children. It also affects positively children´s attitude and commitment towards their learning process.
   The program has also demonstrated to develop teaching skills, contributing to innovate and transform the teaching-learning practices in the school
   Another result is the development of 21st century skills and soft skills among children.
   All these results are based on several evaluations and assessments carried out by different institutions. Just to mention some:
   • Qualitative research of the programme in Guatemala and Zimbabue by the Carlos III University of Madrid (2022)
   • Local evaluation of the programme in Ecudador carried out by Pontifica Universidad Católica del Ecuador (2019)
   • Impact evaluation of the ProFuturo programme in Angola by NOVAFRICA, from the Nova School of Business and Economics of the Universidade Nova de Lisboa (2019)
   • SROI evaluation carried out by Ayala Foundation in Philippines (2020)
   • Process evaluation run by J-PAL in Mexico and Peru (2019)
   • Evaluation report of the intervention in humanitarian contexts, by Possible Lab (2021)

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? *

What has worked very well for the programme is partnerships. ProFuturo has built a solid system of partnerships with:
• Local Partners: ProFuturo implements its digital education programme at schools in collaboration with over 100 local partners, including NGOs, associations and other local religious and secular institutions connected to education. It also collaborates with governments and universities, which play an essential role in the development, growth and sustainability of the programme over time.
• Global Partners: public and private institutions that work in the educational and social fields and are part of the ecosystem that strives to improve the global quality of education for children and teachers
• Apart from these partners, the programme also seeks to identify technological partners that can incorporate their technological capacity and innovations, helping to identify the latest applications and devices and to provide solutions to challenges such as the lack of power and connectivity; and funding partners who can contribute to the expansion of the programme and its sustainability over time.

Since its first steps, ProFuturo, as an innovative project itself has been adapting continuously. Based on the evidence thrown by the programme, the continuous feedback from local partners, the analysis of the data gathered, and the result of external evaluations carried out, some key areas of improvement are continuously being identified.

One of the main findings after the first years of activity, was the need to increase the training of teachers and local coaches in the use of the LMS and the equipment in the classroom. Helping teachers designing a class, searching for the appropriate contents for the classroom and choosing the right content according to the official curriculum of each grade, was key.

During 2019 an improvement plan was conceived and developed that included aspects such as:
• Improving the initial diagnosis, which included the strengthening of the process of selecting countries and local partners and prospecting schools.
• Improving the induction process of the local partners of the program.
• Improving the training plan for coaches and teachers.
• Improving the local partners planning and reporting processes.

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)? *

Beyond the belief (and demonstration with data) that digital education is a powerful weapon to improve educational quality and to reduce, at the same time, the growing educational and digital gaps, some external institutions have recognized the comprehensive intervention model of ProFuturo as an innovative and successful model.

Two years in a row, the global organization Hundred has included ProFuturo as one of the 100 best educational innovations in the world. https://hundred.org/en/innovations/profuture-digital-education

Also, in a global competition led by Hundred and the World Bank, ProFuturo was recognized as one of the 10 "leading solutions" for teacher professional development. https://www.worldbank.org/en/topic/teachers/brief/technology-for-teaching

In 2021 ProFuturo was recognized with the Wise Award, by the Qatar Foundation. https://www.wise-qatar.org/project/profuturo-digital-education-program/

From our experience, some messages for those that want to work in the same issue:

• Adapt to the context and to the local needs. Beyond curriculum issues, any project needs to be flexible and personalized.
• Adapt to offline context. There is no connectivity in most of the vulnerable context. If you want to reach these context with you proposal, work both online and offline.
• Innovation (social, educational, and technological) need to the basis of the programme.
• Be efficient: offer students the most effective resources for their learning and teachers the most precise training to accelerate educational change.
• Create "memorable learning experiences"

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. *

https://profuturo.education/en/ (institutional website)
https://profuturo.education/en/resources-teachers/ (resources for teachers and students)
https://profuturo.education/wp-content/uploads/2020/09/profuturo-reference-framework-en.pdf (competence frameworks)
https://competencyassessment.profuturo.education/?lang=en (self diagnosis tool)
https://profuturo.education/en/observatory/ (ProFuturo observatory)