



United Nations
Educational, Scientific and
Cultural Organization



UNESCO - Hamdan Prize
for the effectiveness
of teachers

UNESCO-Hamdan Bin Rashid Al-Maktoum Prize

For Outstanding Practice and
Performance in Enhancing the Effectiveness of Teachers



Sixth edition 2019/2020

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For Outstanding Practice and
Performance in Enhancing the Effectiveness of Teachers

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About the Prize

The UNESCO-Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers was established in 2008 and is funded by his Highness Sheikh Hamdan Bin Rashid Al-Maktoum. The purpose of the Prize is to support, encourage and benefit those working to enhance the performance and effectiveness of teachers towards the attainment of the Sustainable Development Goals (SDG) and in particular SDG 4.c, and to showcase and facilitate the global sharing and dissemination of outstanding practices related to teachers.

Every two years, the Prize rewards three candidates from around the world whose outstanding projects have successfully enhanced the performance and effectiveness of teachers, and in turn their contribution to the development of their countries or of marginalised or disadvantaged communities.

The Prize amounts to US\$ 300,000 equally divided between the three winners.



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Who is eligible and what makes a winner

Candidates may be individuals representing institutions or organizations; international or national, governmental or non-governmental organizations (NGOs); educational or research institutions and local, national or regional communities. Applications are not open to individuals.

The project submitted by candidates shall have made a significant contribution to enhancing teaching and learning, in line with UNESCO's principles and objectives in this field: by demonstrating innovation aimed at promoting effectiveness of teachers; by producing teaching materials or other special aids designed for the development of innovative teaching and learning; by mobilizing initiatives and/or means likely to contribute to enhancing teacher effectiveness; by strengthening coordination and research that inform and enhance teacher effectiveness.

Selection criteria and process

As well as the conditions described above, the project must:

- have been implemented for at least three years so its results can be evaluated and its effectiveness verified;
- represent an outstanding contribution to the fundamental objectives of UNESCO and the UN in the field of quality education for sustainable development;
- be such that it can be reproduced elsewhere and is likely to foster similar initiatives;
- have shown itself to be effective in mobilising new intellectual and material resources.

Jury members

The winners are selected by an international jury composed of five distinguished professionals chosen for their extensive expertise and experience in teacher-related issues. The Director-General of UNESCO nominates the jury members. They represent each region of the world, according to UNESCO's regional classification.



Mr Luc Ria
Europe and North America



Ms Denise Vaillant
Latin America and the Caribbean



Mr Misfer Al Salouli
Arab states



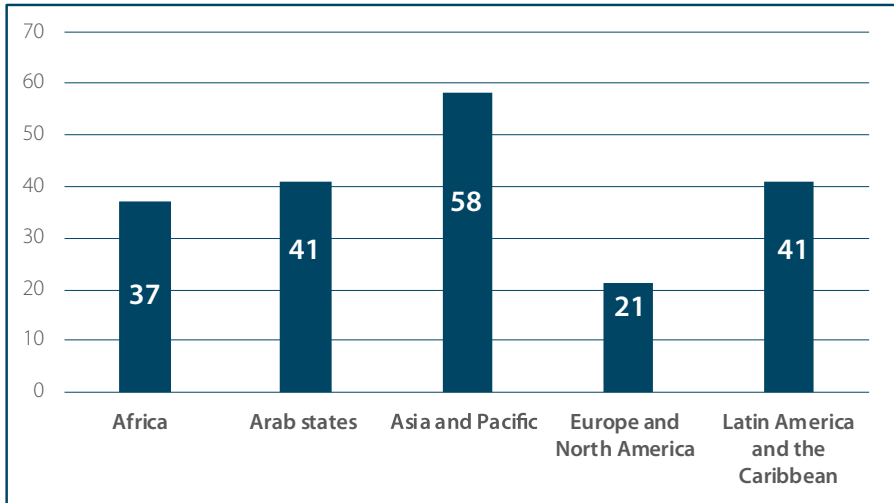
Mr Issaou Gado
Latin America and the Caribbean



Ms Janis Carroll-Lind
Asia and Pacific

Overview of applications

198 applications were received from different countries around the world, and, in order to ensure due geographical representation, classified according to the UNESCO regions as follows:



The three winners

**The three winners of
the 6th edition
of the UNESCO-Hamdan Prize
for Teachers are:**

Telefónica Vivo Foundation – Brazil

Educate Me Foundation – Egypt

CDI Portugal (Centre of Digital Inclusion) – Portugal

Organization	Telefónica Vivo Foundation
Project	Escolas Conectadas (Connected Schools)
Country	Brazil
Nominating body	Brazilian National Commission for UNESCO
Chief Executive Officer	Mr Americo Mattar

About the organization

Since 1999, the Telefónica Vivo Foundation has worked to bring about social transformation. It is a civil society organization of public interest, linked to Vivo, a telephone group company that, through its programmes and projects, contributes to social development. It is based in São Paulo, Brazil.

The foundation focuses on education, and uses technology to develop successful methodologies through projects aimed mainly at educators and students. It invests in educators' capacity development and digital fluency, pedagogical practice innovation, and the dissemination of a social entrepreneurship culture, as well as providing programming classes.

Guided by innovation and a desire to contribute to building a future with more opportunities for all, the Telefónica Vivo Foundation is committed to making education a priority for the country. Its projects are based on human potential and use technology as a tool for inclusion and digital culture.



About the project

The Escolas Conectadas (Connected Schools) platform is a ProFuturo initiative, which in turn is a joint Telefónica Vivo Foundation and La Caixa Foundation programme. Among other strategies, the project, which started in 2015, uses innovative teaching methodologies to highlight the benefits of distance learning among educators, promote the inclusion of educators in digital culture, and foster the development of 21st century skills among students.



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The platform offers 38 distance continuing education courses on a wide range of subjects. The courses last four weeks and target basic education teachers (teaching learners aged 6 to 18) from all over Brazil. Some of them also target school administrators and managers who want to learn about innovative educational methodologies. There are five themes and five corresponding training courses: digital culture, curriculum, practices, time and space, and relationships.

Courses were carefully designed to meet the needs of the Brazilian educational context and are provided in two forms: mediated and self-study courses. They all focus on the exchange of experiences among educators and on collective knowledge building, and are certified by higher education institutions recognised by the Brazilian Ministry of Education.

In 2019, 120,000 places were made available and subscribed to, while 65,000 educators in 1,483 different municipalities from all of the 26 states and the Federal District of Brazil took two or more courses.

In 2020, 12 new courses were added to the project's existing offer, and it is anticipated that by the end of the year over 350,000 places will be made available and filled, and 165,000 educators will have access to them.

Organization	Educate Me Foundation
Project	School Transformation Journey
Country	Egypt
Nominating body	Egyptian National Commission for UNESCO
Chief Executive Officer	Ms Christine Safwat

About the organization

The Educate Me Foundation is a non-profit foundation that was set up in 2012. It aspires to redefine education in Egypt through a progressive skill-based, learner-centred education model while promoting a culture of self-reliance and lifelong learning. Educate Me operates a community school in Talbeya, Giza, and runs training and professional development programmes for both public school educators and students across several Governorates. The Foundation also offers education consultancy services to different organizations.



About the project

The School Transformation Journey programme is a contextualized, agile, and comprehensive school reform and professional development model for public schools. It is designed to empower all school staff with an advanced approach to education, and progressive tools and strategies, which ultimately give them ownership to further develop their schools, thus establishing schools as hubs of life long learning.

The programme is implemented over three years. It consists of a continuum of interventions that build the capacity of educators in each school until they become ambassadors of 21st-century learning. Interventions are a blend of hands-on workshops, on the job coaching, remote technical support, learning circles, online learning, peer coaching, and on-job shadowing. Over the past years, Educate Me has delivered the school transformation programme to 6,000 educators across 430 public schools in 7 Governorates around Egypt, and indirectly has helped over 55,000 students. Educate Me's online community of practice now has 2,168 registered educators.



© Educate Me Foundation

Organization	CDI Portugal (Centre of Digital Inclusion)
Project	Apps for Good
Country	Portugal
Nominating body	Portuguese National Commission for UNESCO
Chief Executive Officer	Mr João Baracho

About the organization

CDI Portugal (Centre of Digital Inclusion) belongs to a network of non-profit organizations established in Brazil 25 years ago. Since 2013, it has worked in Portugal and seven other countries (Chile, Colombia, El Salvador, Honduras Mexico, the United States of America and Venezuela). Based on the values of solidarity, transparency, equity and excellence, CDI Portugal creates and supports benchmark projects that shape a brighter future for all.

CDI uses technology as a means for a social development and to promote the exercise of citizenship and, in turn, to contribute to better living conditions in our societies.



© CDI Portugal

About the project

Apps for Good is a technological education programme that challenges students and teachers to develop applications for smartphones or tablets, highlighting technology's potential to transform the world and their communities. Using a project methodology, students experience the full product development cycle.

Apps for Good stems from a London-based international programme established in 2010. The Ministry of Education of Portugal invited CDI Portugal to implement Apps for Good in the country in January 2015. Over the past six years it has reached 13,080 students and 1,133 teachers from 448 schools, who in turn have developed over 1,000 technological solutions.

Globally, since 2010, the Apps for Good programme has reached 173,272 students and 6,269 teachers from 4,254 schools (in Poland, Portugal, the United Kingdom and the United States of America). Among participants, 80% of the students reported improvements in terms of communication, problem-solving, teamwork and cooperation, critical and creative thinking, and idea generation.

Teachers involved in the programme have reported enhanced professional satisfaction, the discovery of different teaching methodologies, and the development of interdisciplinary experiences and approaches. Over 80% of them also reported that it had improved their technical knowledge and skills.



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UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



United Nations
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Education
Sector

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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