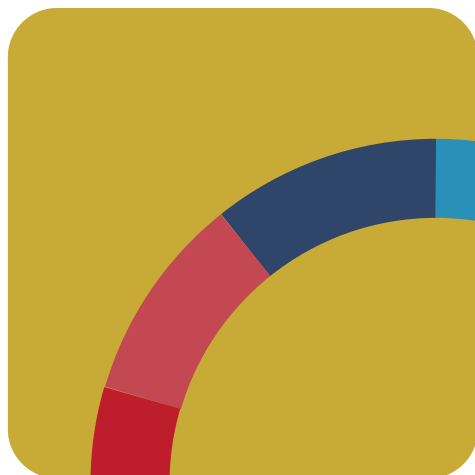
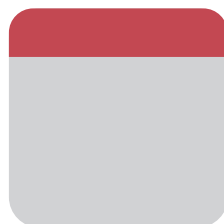


Apps for Good in Portugal

**For a more inclusive
and sustainable
education**



**7th Edition
2020/2021**



**Apps
for
Good**



"Apps for Good is an educational programme that drives all the principles for a technological and inclusive education, advocated by all organizations that fight for a better education model for the future."

João Baracho – CDI Portugal's CEO

Apps for Good International

UK, Portugal and Angola

710 Schools



26247 STUDENTS | Sustainability-oriented

We encourage our students to become active and aware citizens, therefore, contributing to a better world. Students identify problems in their community - based on the 17 Sustainable Development Goals - and find digital solutions. Throughout the programme, they are in touch with experts that bring them closer to the real world.



1114 EDUCATORS | Transforming the teaching methods

We work with schools and give our support to educators. We offer an innovative pedagogical approach to educators, who provide this work in the classroom, where students learn in a more motivated environment.



316 EXPERTS | The real world context

The Experts community is a group of volunteers who make their time available to share their professional experience and give new perspectives to students and educators. The students create a product that solves a social problem. They use real world methods, such as design thinking and the Minimum Viable Product (MVP).

Apps for Good Portugal | 2020/2021

Apps for Good continues to challenge schools to introduce new practices into teaching, with teacher training and a platform with structured and proven pedagogical content. The increasing number of students, educators and student teams in the competition was a positive highlight of this edition, in which, despite the pandemic, there was a greater digital demand.



224 Schools open to the community



532 Educators that promote innovation



5835 Creative students



45 Inspiring Experts

**7th Edition
HIGHLIGHTS**

284

Educators trained in the Apps for Good project approach, that resorts to digital and innovative learning.



Team participating in the UK competition - App EcoClass - and winner of the Audience Award.



1 Prison facility that integrates the Apps for Good methodology into its education plan.

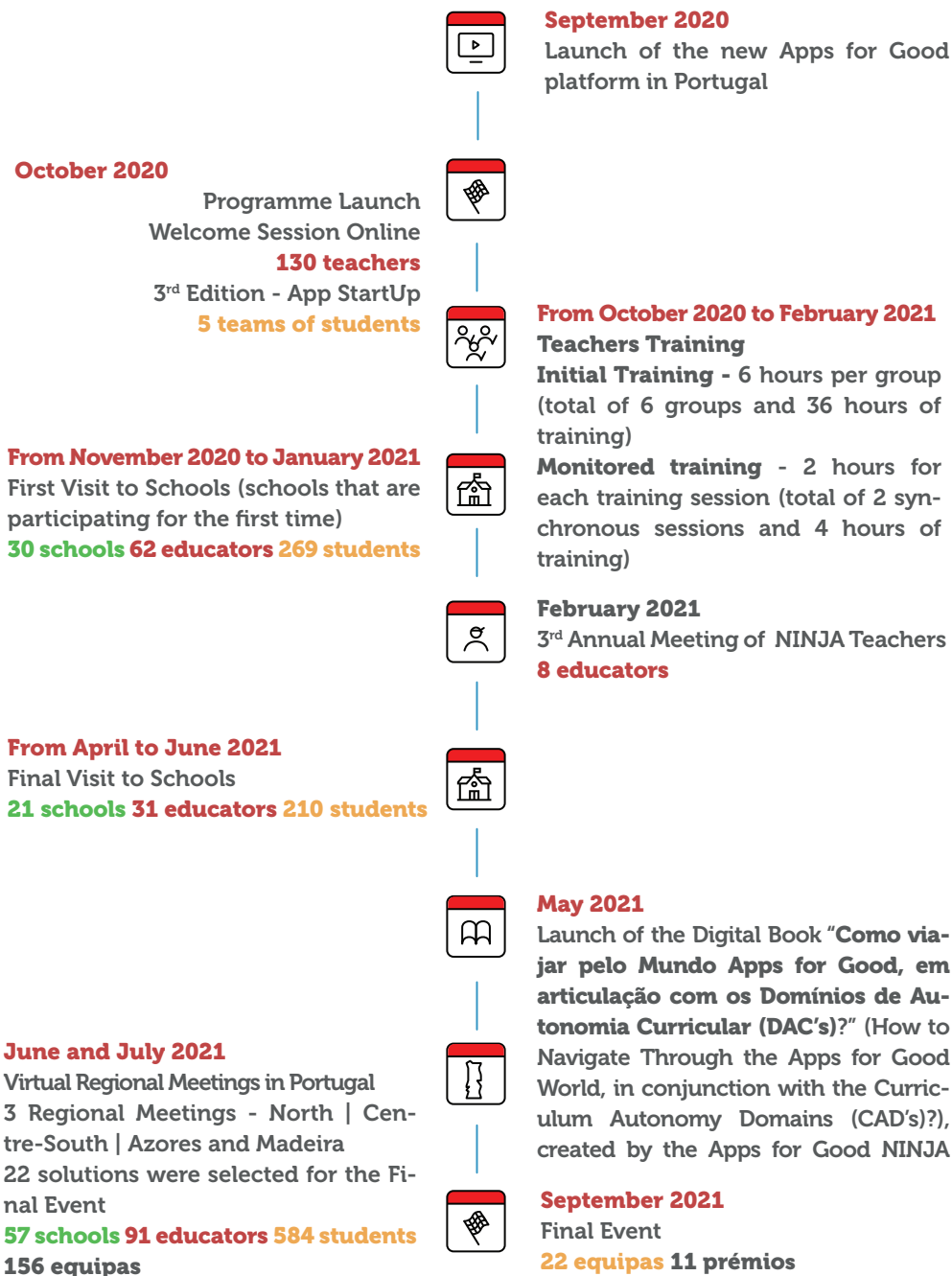


Apps for Good school in Angola, following the Portuguese curriculum.

New!

New Platform developed and launched in Portugal, with new Experts and accessible to all countries.

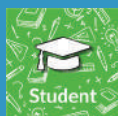
What did we do?



Apps for Good Portugal Platform



This year, the new platform of Apps for Good was launched in Portugal with five courses available in English and Portuguese.



The Impact?

Remotely or in person, the platform allowed easy access to the content and projects between the teams of students and educators, who worked together.

93% rate the platform's interface very positively

81% highlight the organization of content in a positively manner

77% of educators say that the platform was very useful for the implementation of the programme

LET'S
HEAR IT!



"Students work more autonomously, boosting their confidence while developing tasks."

"Greater organization and accessibility of students, greater involvement and responsibility in project development."

"It promotes group dynamics, student creativity and team spirit."

*60% Participate for the 2nd time on the programme

EDUCATION LEVELS

50% 10Th, 11Th & 12Th Grade

40% 7Th, 8Th & 9Th Grade

10% 5Th & 6Th Grade

TYPE OF EDUCATION

69% Mainstream

30% Professional

1% Vocational and others

PROGRAMMES

53% Curricular Programme

22% Extracurricular Programme

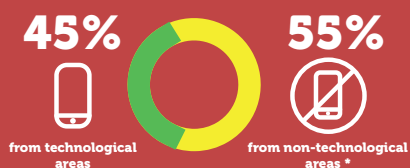
25% Mixed Programme

In 2018/2019, 40% of educators implemented Apps for Good in school hours, while in 2020/2021 this number increased to 53%. Apps for Good has a strong and versatile training component, with a project approach and content that adapts to the different curriculum levels, allowing educators to properly manage the curriculum, promoting an inclusive quality education that enhances the work developed in the classroom.

ENTRY - APPS FOR GOOD 8th EDITION
www.cdi.org.pt/8a-edicao-apps-for-good

EDUCATORS

532 



* Mathematics and Science, Chemistry and Physics, Biology and Geology, Visual Arts, English, Portuguese, Geography, Librarian, Special Education, among others

How impactful is the Apps for Good TRAINING on Educators?

97% consider that the content was appropriate to the learning needs

95% consider that the content is relevant to their professional practice

91% consider that training has enhanced the practical development of the programme

81% are fully satisfied with the Apps for Good training

The Apps for Good training is the foundation for the acquisition of NEW SKILLS, allowing educators to work through a methodology, fostering TRANSDISCIPLINARITY and enhancing, together with the students, the development of skills identify in the "Student's Profile by the End of Compulsory Schooling"

LET'S
HEAR IT!

"Training was very useful to organize the programme. It is a very dynamic training, which calls for the participation of the teachers, allowing us to learn from others and to experiment."

"It is a better training experience than the ones we usually do."

What is the **IMPACT** of APPS FOR GOOD on **EDUCATORS'** skills and educational practices?

92% have a better understanding of the skills and talent of their students

87% felt closer to the students

84% have developed new teaching methods

83% have acquired new technical skills

79% are more satisfied professionally

77% have developed more collaborative work with other educators

76% have greater confidence in teaching

73% have a greater professional involvement in school

Apps for Good is in line with the development of the digital competences of educators identified in the six areas of The European Framework for the Digital Competence of Educators (DigCompEdu). 80% of educators report that they have improved their digital skills, especially in the Digital Resources area.

Overall satisfaction with the programme



8,6

(1 to 10)

In times of pandemic?

80% of educators say that this programme has, in the current pandemic scenario, had a motivating effect on both students (76%) and educators.

72% of educators mentioned that the programme has a strong technological aspect, contributing to the development of the digital skills necessary for Distance Learning.

LET'S
HEAR IT!



"Classes have always been remotely. Therefore, the implementation of Apps for Good has become encouraging/motivating for my students and an excellent support for myself."

"This had a very positive effect in my class. For three hours, students were satisfied to be in front of a computer, because they were busy creating something that gave them pleasure and satisfaction. It was very stimulating for them at a time of constant restrictions."

NINJA



An educator who participated in previous editions of Apps for Good. It is an adviser, an example of good educational practice, who shares his/her experience with other educators and contributes to the improvement and growth of the programme.

Integration of new elements:

we went from 11 elements in the 6Th Edition to **20 NINJAS**

WHAT DID THEY DO?



Launch of the 1st Edition of the **Digital Book**: "Como viajar pelo Mundo Apps for Good, em articulação com os Domínios de Autonomia Curricular (DAC's)?" (How to Navigate Through the Apps for Good World, in conjunction with the Curriculum Autonomy Domains (CAD's)?). This book was created by NINJA teachers, with practical examples of how to apply Apps for Good in schools.



3Rd Annual NINJA Meeting. Through a Customer Journey approach, Ninja professors analysed their satisfactions and frustrations regarding their experience in the programme.

100%



Consider that the role of NINJA added value in their professional practice

What do the
NINJAS say?



"Sharing practices between Ninjas allows the development of new practices in the classroom."

"Improved classes, especially programming classes, due to the importance added to the content."

"Being a Ninja is leading students to success!"

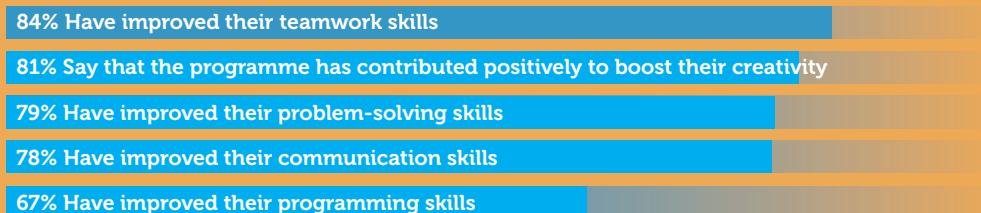
"Being a Ninja is to be alert, curious, resilient, dynamic and constantly learning..."

STUDENTS

5835 



IMPACT ON TRANSVERSAL SKILLS



Overall satisfaction with the programme

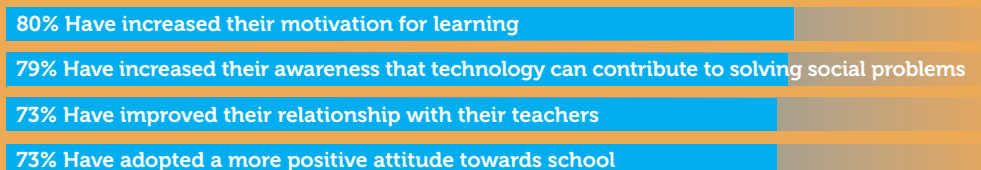


8,0
(1 to 10)

80% Increased CONFIDENCE

76% Increased RESILIENCE

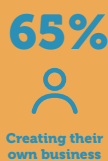
The Student at SCHOOL...



The Student in the FUTURE...

In addition to the direct impact on students' skills and confidence, Apps for Good also sparks students' interest for different academic or professional pathways. The contact that students have with the Experts community is critical to the connection between the classroom and the real world.

MORE INTERESTED IN...



What is the role of Apps for Good in the relationship between GIRLS and TECHNOLOGY?

One of Apps for Good's objectives is to understand the impact of the programme on the interest and motivation of girls in technology and science areas. In this test, we involved 513 students, of whom 250 are girls between the ages of 10 and 20.

85% believe that technology projects are aimed at both girls and boys

70% recognize their ability to develop technology-related projects

65% say that participating in Apps for Good has stimulated their interest in technology

60% changed their relationship with technology

54% think about a professional future linked to technology

51% think about an academic future linked to technology

The satisfaction of girls with
the programme is greater than that of boys:



(1 to 10)



LET'S
HEAR IT!



"I learned to value ICT more and I also learned that technology is much more useful than we think."

"Integrating Apps for Good and being challenged to develop an application helped me to use technology more practically. I developed methods and solutions to solve problems and I learned more about this topic. I'm sure I'll use it more in the future."

"I changed my opinion about technology. I used to think that it was very complicated and even boring, but this project made me realize that technology is actually quite interesting. Now I feel more confident, and I believe that anything is possible."

Apps for Good's impact in SOCIETY

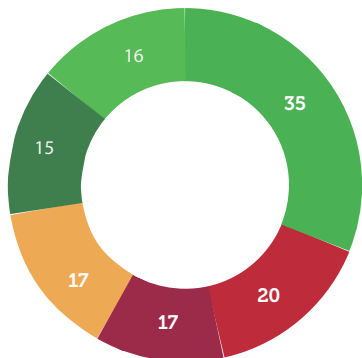
Apps for Good promotes the development of solutions that correlate with the 17 SUSTAINABLE DEVELOPMENT GOALS (SDG), emerging as an instrument that fosters education for citizenship. The aim is to train and empower young people for human rights and global citizenship.

79% of the students say that the programme made them aware that technology can contribute to solve social problems

Of the 181 projects in the national competition of the 7Th Edition, we highlight the work of students and educators in the area of health and quality education.



SDG of Apps for Good solutions



- SDG 3 - Good Health and Well-Being
- SDG 4 - Quality Education
- SDG 8 - Decent Work and Economic Growth
- SDG 12 - Responsible Consumption and Production
- SDG 13 - Climate Action
- SDG 15 - Life on Land

THE APPS FOR GOOD METHODOLOGY IN PRISON FACILITIES

Case study:

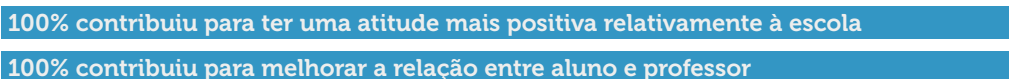
PILOT IN VALE DO SOUSA PRISON FACILITY

In this study, we involved 6 of the 8 students participating in the Vale do Sousa Prison Facility programme. We analysed the impact of the programme on the inmates, in terms of motivation, technological knowledge, digital and transversal skills, and the development of management skills of a project.

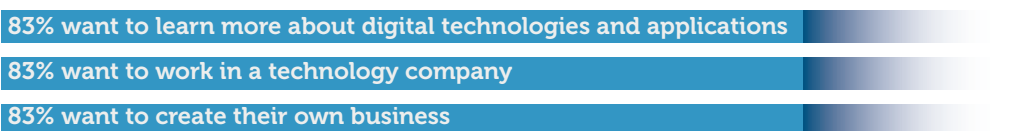
Impact on Skills:



Impact on School Life



Impact on Career Goals



Impact on everyday life...

100%

say that the programme helped their well-being by feeling more emotionally stable



100%

say that the programme helped in the relationship between peers



According to the students, their participation in the programme far exceeded their expectations, because of how they worked as a team, because of the resources used and because the programme allowed them to think and to abstract themselves from the prison life.

These satisfaction levels are reflected in their success, as students have completed the school year.

SATISFACTION:



9,8
(1 to 10)

The application of the Apps for Good methodology in this scenario worked as a motivating factor and allowed a greater involvement of students with the school space. This allowed them to tap into many of the skills they considered dormant, boosting other digital and social skills, while promoting opportunities for personal and professional growth.

LET'S HEAR IT!



"Apps for Good allowed me to work on skills that I'd forgotten I had them."

"Apps for Good was like an 'oasis' in this environment. We were capable of doing a job like we've never done before in this scenario, because of how we worked and because of the contact we've had with both experts and the Apps for Good team."

"It was very important for us to have been selected for the final competition. This has reinforced that our work is on par with the other teams and that we have skills that allow us to reach levels that we never thought we would reach before!"

"We are very proud of the work we have developed as a team."

RECOGNITION



Apps for Good has the INCoDe.2030 Seal, as a benchmark initiative for education.



Apps for Good won the UNESCO AWARD - Hamdan bin Rashid Al-Maktoum for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers. More: <https://cdi.org.pt/2020/10/05/apps-for-good-premio-unesco-hamdan-bin-rashid-al-maktoum/>



For the 2Nd consecutive year, a team of students from Portugal reached the finals of the UK Apps for Good Global Competition. EcoClass, from Vila Verde High School, won the Audience Award. EcoClass is a solution with ecological content - tasks, a game, maps, stages, quizzes, phrases, tips and competitions between students and classes - to teach young people how to be more ecological. More: <https://www.appsforgood.org/ecoclass>

"We are the innovation that the world needs right now. We are going to completely change the way our society thinks and acts ecologically. We will usher in a new era!" - Eco-Class Team

APPS FOR GOOD PARTNERS



EDUCAÇÃO

