BRITISH COUNCIL

eCom Learning Solutions®

Putting the principles for digital development into practice



learning technologies
Awards 2024

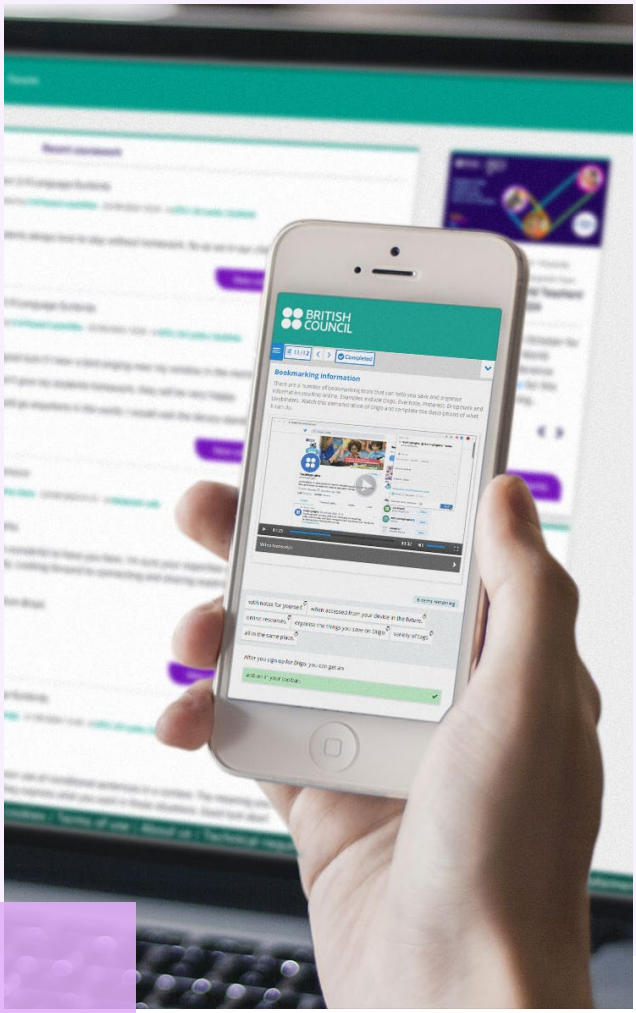
Best Learning Technologies Project – Public & Non-Profit Sector

Silver Award

Introducing
Teaching for Success in Brazil

The British Council has endorsed the Principles for Digital Development – a framework that helps organisations design and deliver technology-enabled programmes that are inclusive, sustainable and evidence-driven. These principles guide our work globally and shape how we adapt our projects to local contexts.

One recent example is our Teaching for Success (TfS) project in Brazil, which provided relevant tailored professional development for teachers focused on up to date and practical classroom methodology. The programme supported 502 English teachers – 374 of whom graduated – and indirectly benefitted more than 106,000 students across the country. Its success was built on a deliberate application of the Digital Development principles.



Understanding the existing ecosystem

From the outset, TfS Brazil was designed around the realities of teachers' access to technology and connectivity. We selected a combination of online learning via a Learning Management System (LMS) and low-bandwidth tech, such as WhatsApp, to ensure participation even in areas with limited internet stability. Modules were translated into Portuguese, regional cohorts were formed to align with local cultural variations, time zones and school calendars, and Brazilian e-moderators were engaged to lead delivery: all active choices reflecting the infrastructure and working patterns in the Brazilian education system.

Designing with people

We asked teachers nationwide to use our Self-Assessment Tool (SAT) to understand their professional development priorities. Translated into Portuguese, it generated 1,670 responses, which directly informed the course content, pacing and delivery methods. We also ascertained English language proficiency, and each teacher's digital and time limitations for training outside of school hours. Based on this input, the course modules were selected and tailored to teachers' needs. Teachers then participated in live sessions or self-paced learning and worked within supportive regional peer groups.



Designing for inclusion

Barriers to participation were reduced by:

- translating module landing pages into Portuguese
- ensuring modules were tailored to teachers' identified needs
- providing continuous support via WhatsApp
- organising regional cohorts for localised networking
- ensuring first-language support from Brazilian e-moderators (i.e. translanguaging)

Building for sustainability

Local e-moderators brought deep knowledge of the Brazilian education system, helping participants adapt the methodology explored through TfS to their classrooms. This built capacity and increased the likelihood that new approaches would be sustained beyond the programme.

Establishing people-first data practices

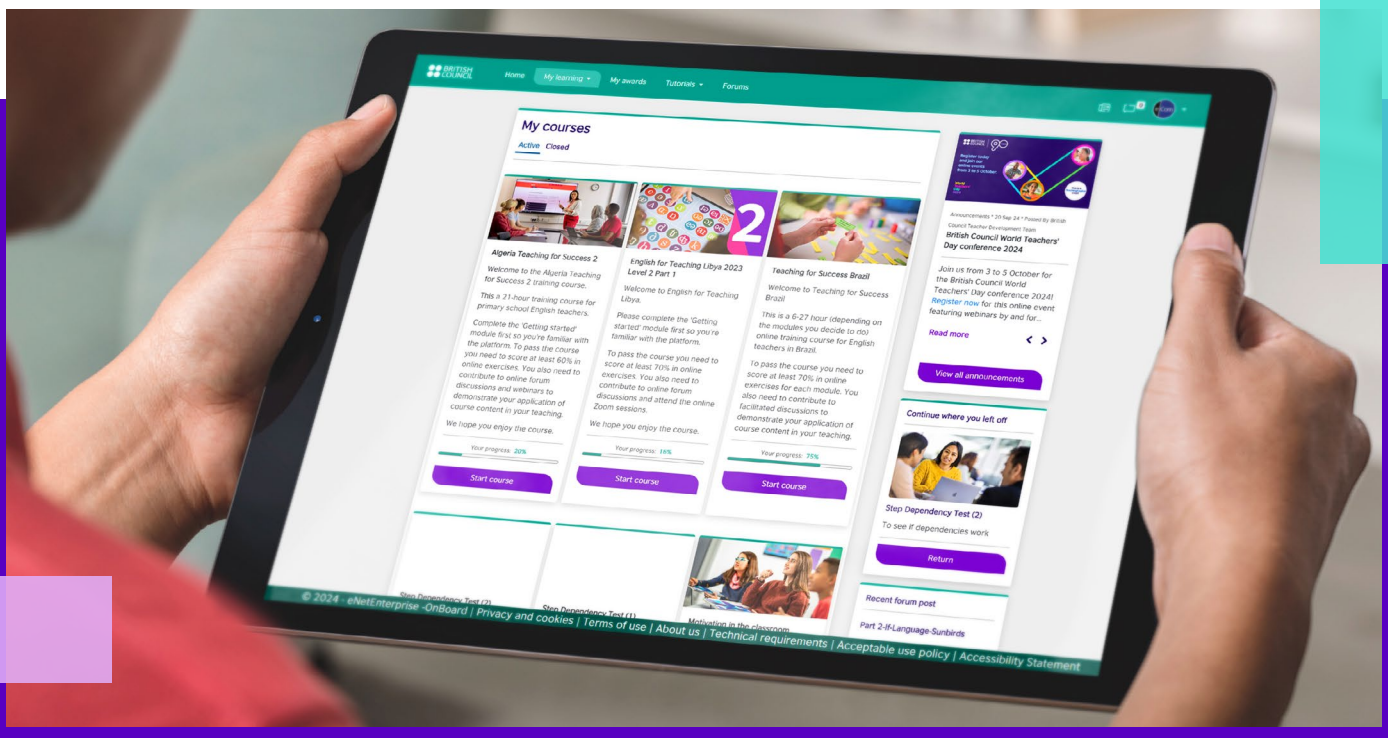
The British Council's corporate approach – underpinned by GDPR compliance and other relevant regulations – ensures that all legal requirements for data handling are met in all of the countries we operate in. Our LMS supplier, eCom based in Scotland, applies their own rigorous security protocols, with the eNetEnterprise LMS consistently delivering high-quality data protection and privacy standards for all users.

Using evidence to improve outcomes

Participant feedback was collected during the course, allowing for real-time refinements to activities and guidance. It's not enough to understand how teachers have engaged with content after an educational programme has finished. eModerators were shown how to monitor participants' performance and progress, offering support in their first language and individual contact. The final results were clear: 98 per cent of participants said the course met their expectations and had a positive impact on their teaching. The programme achieved a 75 per cent graduation rate, meaning three out of four participants completed all requirements and were awarded a certificate. This is an outlier in terms of industry standards for online and remote learning.

Anticipating and mitigating harms

Regional cohorts and moderated WhatsApp groups created safe, supportive spaces for discussion. Participant data was handled securely, and the presence of local moderators ensured cultural sensitivity in both content and communication.





Final thoughts

Our work in Brazil was a key factor in the British Council receiving Silver at the prestigious UK Learning Technology Awards for Best Learning Technologies Project – Public & Non-Profit Sector. The judges praised the initiative, noting:

‘Impressive data showing results, and it’s clear that the challenges of available technology [...] have been addressed.’

Teaching for Success Brazil demonstrated how aligning with the Principles for Digital Development can translate a global framework into meaningful local impact. Technology-enabled teacher development projects stand a far greater chance of success when implementing these principles. But it’s more than this. Technology use can have unintended consequences particularly around inclusion and equity. Application of the principles increases the agency of teachers in their own Continuing Professional Development (CPD) and ensures the absolute requirement of a development project – to do no harm.

> “All the modules helped me reflect on various aspects and impacted my way of preparing classes [...] I used this and the other techniques taught, which is very useful for my public-school classroom context.”
>
> **– Rai, Course participant**