

# HundredED Global Collection 2023

HUNDRED.ORG

OCTOBER 2022

**hundredED**





# Contents

---

Introduction.....	4
Trends in Education 2023.....	16
Innovator Voices.....	28
Hall of Fame.....	34
Global Collection 2023.....	46
Appendixes.....	100



HundrED gratefully acknowledges the support of our global partner Supercell.

## HUNDRED GLOBAL COLLECTION 2023

Green, Crystal. García-Millán, Clara. Frederick, Jonathan. Lucendo Noriega, Alicia. (2022).

Global Collection 2023. HundrED Research.  
<https://hundred.org/en/research>

**Release date:** October 24, 2022

**Authors:** Crystal Green, Clara García-Millán, Jonathan Frederick, Alicia Lucendo Noriega

**Reviewed and Edited by:** Annina Huhtala, Jamie Lee, Lina Hayek

**Graphic design & Layout:** Jyri Öhman / Kilda

Conclusions and recommendations from HundrED reports represent the author's own views.

Innovators featured in this report have granted HundrED consent for the use of images and written works.

**This is an interactive document.**

# Introduction





## Foreword

Education innovations are playing a key role in education system transformation. We are seeing many encouraging examples where single solutions have grown into innovations that can benefit not only the local education system transform but create international movements as well.

The year 2022 will be remembered in the education sector. For the first time The United Nations General Assembly has focused on the fourth sustainable development goal. For us who work in the education sector, that goal is the most dear one – education.

HundrED had the privilege to represent our identified innovations at the Transforming Education Systems Pre-Summit in Paris in June, and also participate in many discussions during the Solutions Day at the Transforming Education Summit in New York in September 2022. We have been excited to see that many innovations highlighted in our Hall of Fame and in the Global Collections have had visibility at these events.

Over the last 7 years we have been witnessing the growing eagerness on the classroom level and within our innovator community to experiment and implement teaching and learning practices for multidisciplinary skills. The ambition level of the identified education innovators is recognized worldwide. The work you - our identified education innovators -

are doing is extremely important in its context, and it is the way to accelerate the positive change within our education systems.

Through our work we have seen some policymakers frustrated by the slowness of system transformation. In some of the United Nations sessions this came out through very confrontational language – it almost felt that some speakers thought that everyone was against positive changes in education. As we acknowledge the political matter of education systems, we should still be able to overcome this to build collaboration, enthusiasm, and urgency towards the needed transformation.

I'm hoping that the top level political commitments given by different countries will create a momentum for the local ministries and agencies of education to accelerate these changes within systems. However, especially in the developing context this will need additional resourcing. Based on United Nations statistics elaborated by Robert Jenkins, in developing countries countries themselves pay 90% of the compulsory education costs.

As we have today over 240 million children out of school we need to allocate resources for innovations working in this field. Through our innovation research we have learnt that the common bottleneck is short term funding. This makes predictability and long term commitments

very challenging. As the world is coping with the inflation and upcoming recession, we need to find ways to support equity and excellence within the education sector worldwide. One way to do this is to provide more direct funding to impactful education innovations and support their implementation.

When you browse through our findings in this report, you will find out that the world's most impactful and scalable education innovators are up for the challenge. The cross-cutting theme of the Global Collection 2023 innovations is "teachers for transformation". Teachers are at the heart of education innovation, and the most used keyword this year was 'teacher professional development'.

As education is always contextual we hope to open up a dialogue with this Global Collection report about what is necessary or sufficient for change. From the results you can find examples of both. We are highlighting, for example, two kinds of success stories – learn about ten innovations which have scaled to impact over 1 million students and get excited about ten other innovations that are targeting very marginalised groups in their context with very good impact rates.

When we transform and improve our education systems the key is to build models that can rely on local expertise and continuous improvement

through internal systems of evaluation. When operated like this, resources can be targeted to the most needed - as long as the value and decision base is solid.

At HundrED we are looking positively to the future. We see many identified innovations being implemented at scale through systems at the moment. The education sector has never been as connected as it is today, and we will continue identifying and amplifying the best education innovations of the world so that they can be implemented within different contexts.

With gratitude,



## Lasse Leponiemi

EXECUTIVE DIRECTOR & CO-FOUNDER  
HUNDRED





## Introduction

The year 2022 has been a year to look to the future, as the global education conversation moves again toward themes of education transformation and the futures of education. Innovators have already been driving this change, advocating for students and teachers, and making a real and lasting impact in communities globally. The innovations highlighted in this year's global collection are impacting the lives of over 95 million students worldwide. This year, the collection highlights the important role of teachers in education innovation; the continued need for students to develop 21st century skills, including social and emotional learning; an increasing focus on student wellbeing and mental health; and equity in education.

Since 2016, HundrED has discovered that the world is already full of impactful and scalable innovations. Unfortunately, most educators in the world do not know about the best ones to learn from outside of their local area. We aim to change this through our Global Collection each year. HundrED's annual Global Collection highlights 100 of the brightest innovations in K12 education from around the world to anyone for free. Now in our 6th Collection, the goal is to inspire a grassroots movement by helping pedagogically-sound, ambitious innovations to spread and adapt to multiple contexts across the world.

To make this year's Global Collection, a shortlist of innovations was reviewed by 188 Academy Members consisting of academics, educators,



innovators, funders, and leaders from 113 countries. In total, there were 3,488 reviews by the Academy based on their impact and scalability that were then evaluated by HundrED's Research Team to make the final collection.

The 2023 Global Collection will be launched at our first in-person Summit since 2019, and the 2022 Impact Report will be released in December 2022. Both of these reports can be downloaded for free at [hundred.org/en/research](https://hundred.org/en/research). In this section, we first give an overview of the process we used to select this year's Collection. A short overview of each selected innovation follows. You can find more in-depth details of each one by viewing their full innovation page on our website. We are sure you'll be as inspired as we are by the amazing innovations working towards changing education globally!

HundrED, a Finland-based mission-driven and global organisation, discovers, researches and shares inspiring innovations in K12 education. Our goal is to help improve education and foster a movement through encouraging impactful and scalable innovations to spread across the world, while staying mindful of context. HundrED Spotlights create unique opportunities for both educational professionals and independent organisers of the Spotlight to gain a thorough insight into the education innovations taking place in either a specific area of education, like literacy

or sustainability, or within a certain geographic location, for example, Delhi or Switzerland. For each Spotlight, we select the brightest education innovations, which then undergo a thorough study by our Research Team and an expert HundrED Academy. HundrED Spotlights are organised with partner organisations, who help from their area of expertise.



## Crystal Green

HEAD OF RESEARCH  
HUNDRED



## Clara García Millán

EDUCATION RESEARCH SPECIALIST  
HUNDRED



## HundrED's Mission

---

The purpose of education is to help every child flourish, no matter what happens in life.

In a fast changing world, focusing on traditional academic skills will remain important, but that is not enough. To thrive as global citizens, children must be equipped with a breadth of skills. While we are advocates of a child-centric approach and personalised, passion-based learning, the relationship between an inspired teacher and a motivated student will remain essential.

Assessment has to be aligned with the core purpose of helping kids flourish and all of this should be reflected in the learning environments of the future.

To make this happen, we need visionary leadership at every level of our education system with ambitious, impactful, and scalable education innovations that are effective globally. The world of education is full of hardworking specialists who are making this happen every day.

Our mission at HundrED is to give them the recognition and visibility they deserve.



## HundrED's Theory of Change

---

We believe that through identifying, amplifying, and facilitating the implementation of K12 education innovations, our global education systems can be transformed and students equipped with the skills to thrive as global citizens.

- **IDENTIFYING IMPACTFUL AND SCALABLE INNOVATIONS**  
through a robust research and selection process, allows us to highlight solutions that can answer some of the most critical challenges in education today and set the agenda for education innovation globally.
- **AMPLIFYING INNOVATORS AND THEIR SOLUTIONS**  
through our HundrED events, communications and community, gives greater visibility and credibility for innovators and their solutions among education stakeholders and helps change the mindset among education stakeholders to be more solution-oriented.
- **FACILITATING IMPLEMENTATION**  
by introducing and testing innovations in new contexts, enables education stakeholders to scale high impact innovations at the local, regional, and global level.

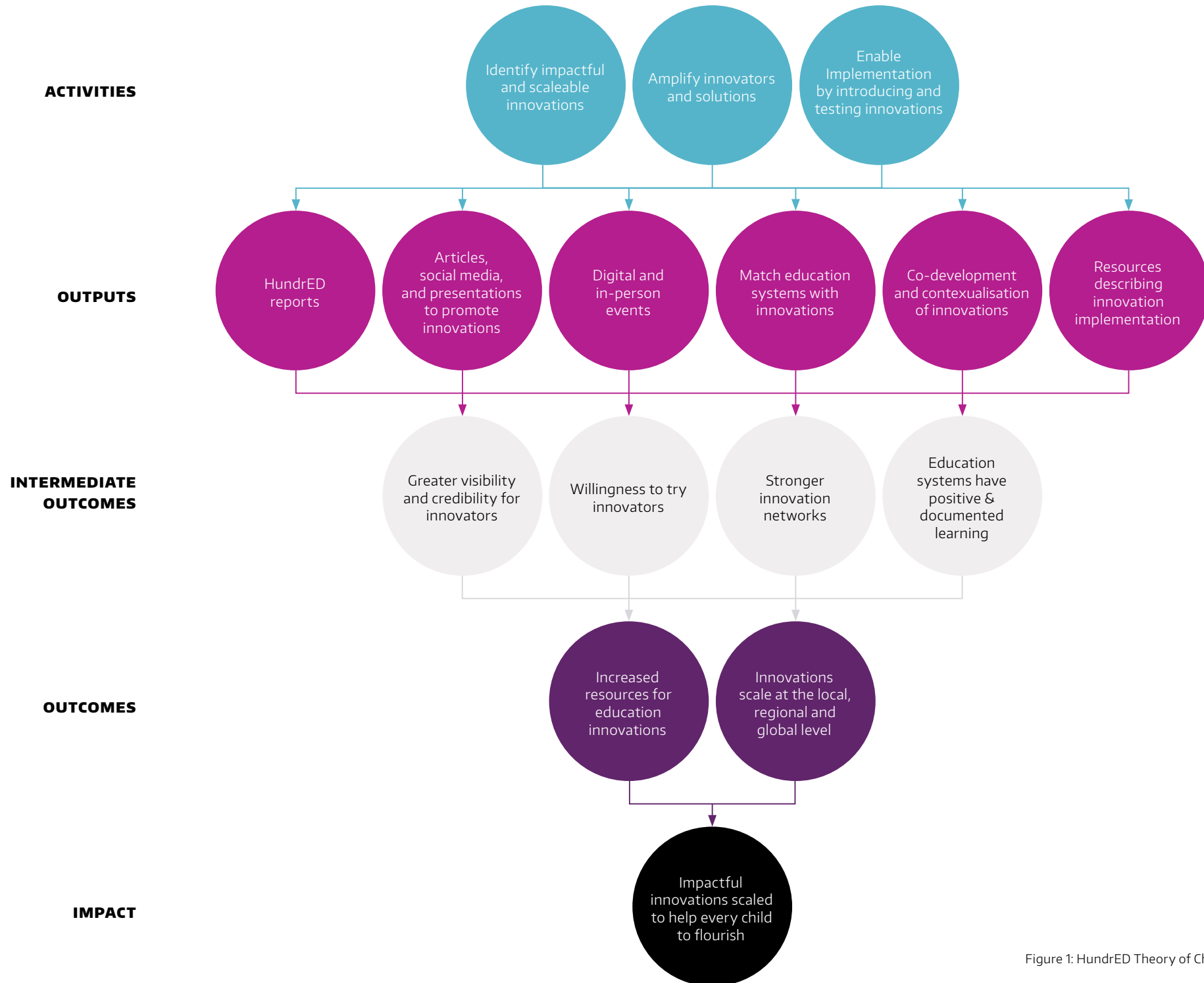


Figure 1: HundrED Theory of Change

**1. WHAT DOES HUNDRED DO?**

Identify, Amplify, Implement.

**2. HOW DO WE DO IT?**

Through our HundrED Community.

**3. WHY DO WE DO IT?**

For every child to flourish.

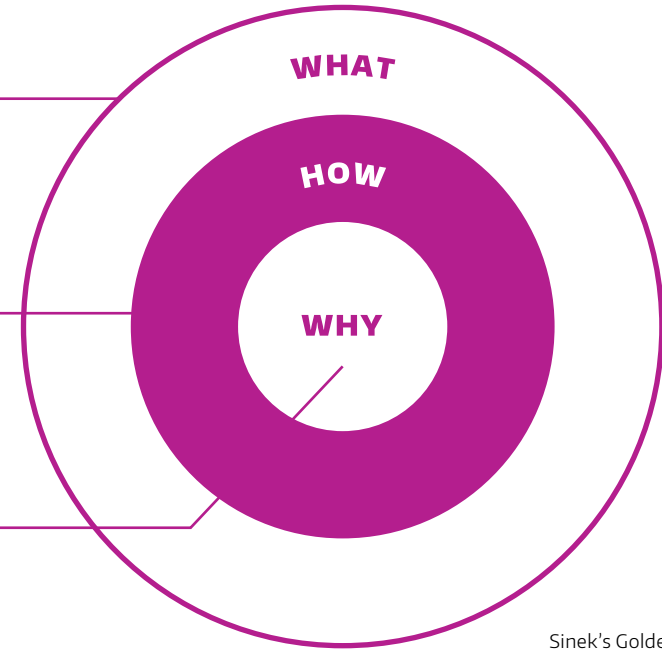


Figure 2: Sinek's Golden Circle Model

**HUNDRED APPROACH**

We identify impactful and scalable education innovations using a robust evidence-based selection process. Once we have identified these solutions, we share them with the world for free and promote their work to global education stakeholders. However, that is not enough to make the change happen. We connect innovators with growth opportunities inside and outside our community to help them scale. Ultimately, our aim is to facilitate the implementation process of these innovations in new contexts, so we help innovators co-design their solutions to meet educators' needs. None of this could happen without our global community of education changemakers in over 100 countries. They are central to everything we do, from identifying to amplifying and implementing education innovations at scale so that one day every child can flourish in life, no matter what happens.

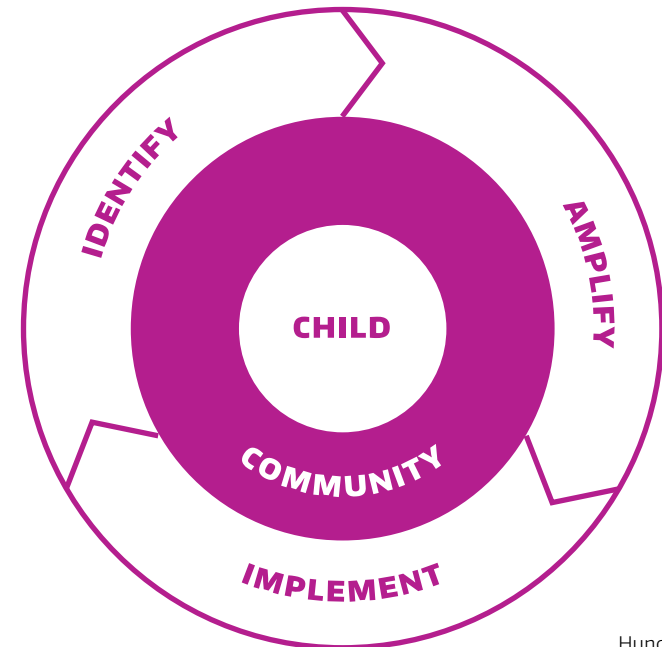


Figure 3: HundrED Approach



## Why Innovation in Education?

---

Change in education can be approached from many different perspectives. Our work at HundrED is inspired by innovation diffusion theory by Everett M. Rogers<sup>1</sup>. From his classic book, *Diffusion of Innovations*, we borrow the following definition for innovation in education: *“Innovation in education can be defined as meaningful improvements considered within the place of implementation to a new or modified practice and/or technology that supports any part of the educational ecosystem.”*

When categorising innovations, we look at three primary areas: what is taught, how it is taught and where it is taught. The what, the how, and the where of innovation are represented in three categories of education innovation: Skills, Practices and Environments. In this section, we take a deeper look into these three areas.



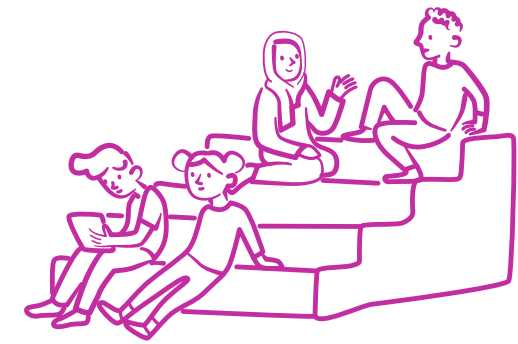
### **SKILLS: WHAT DO STUDENTS LEARN?**

At its core, there is always a ‘what’ to education, which includes the content of the curriculum as well as the skills, competences and capabilities students learn. Learning new skills enables students to use their education within and beyond the classroom. The types of skills that can be included in educational innovation are many: the 3Rs (reading, writing and arithmetic), the 8Cs (Curiosity, Creativity, Criticism, Communication, Collaboration, Compassion, Composure and Citizenship), sports, arts, dance, architecture, coding, agriculture, critical thinking, social & emotional learning, media literacy. Innovations in the skills domain change or augment the content of what is taught to students.



### **PRACTICES: WHAT METHODS ARE USED FOR TEACHING AND LEARNING?**

Practices refers to the methods and pedagogies that teachers use for instruction. Practices include tools and technologies, as their use in the classroom requires the teachers’ pedagogical expertise. Innovative practices integrate low- and high-tech, digital, and analogue tools to improve learning and teaching. Assessment is also included as a key practice, as the methods of evaluation shape the teachers’ pedagogical choices. While primarily focused on the teachers’ practice, innovative practices often also modify the practice of learning as well, changing the methods that the students use to complete assignments.



### **ENVIRONMENT: WHAT PLACES AND SPACES ARE USED FOR LEARNING?**

We know that the spaces where students learn impact how learning and teaching are organised and the kinds of experiences that will be possible within schools. Innovations in the physical space, the school architecture, and design can afford the opportunity for different ways of organising the school day and have the potential to provide facilities that improve education, for example, in science, technology, physical activity and arts. The environment also mediates the social interactions in schools and classrooms and the kinds of relationships that are fostered as part of the school environment. The environment relates to structural characteristics, system organisation, school culture, and interactional processes.

# Trends in Education 2023







## Trends from the Global Collection 2023

---

### TEACHERS FOR TRANSFORMATION

Whether it is integrating a new technology, adapting a new pedagogical method, tailoring instruction or curating the classroom environment, teachers are at the heart of education innovation. In this year's Global Collection, the single most used keyword was professional development, tagged by a third of the innovators in their submission. Aligned with the 2022 UN Transforming Education Summit's call #TeachersTransform, in our Global Collection we see that innovators are already centering teachers in educational change.

One of our selected innovations from The Teacher Learning Center is creating structures for teacher professional development, while Anaab and Aula20 are working to provide access to teacher training in geographies and in languages where teachers' continuous professional development has been historically less prioritised. These innovations address opportunity gaps for teachers to develop their professional competencies throughout their careers. Other innovations train teachers to implement novel pedagogical approaches, for example an innovator named Being a Proactive Teacher in Formative Assessment facilitates the long-term development of a culture in which students are active participants in their learning through the training of teachers to use formative practice. In addition to direct formation of instructional practice, innovations such as

Angaza Elimu streamline teachers' administrative tasks so that they can take more control of their time for instruction. Innovations focusing on teacher professional development innovations are also training teachers to reach vulnerable populations. For example, Comunidades de Aprendizaje uses dialogue and family engagement to improve students' learning outcomes. This type of innovation recognizes that teachers play an important role in students' learning not only through direct instruction, but also in how teachers dialogue and collaborate with parents to support student learning outside the classroom.

### 21ST CENTURY SKILLS

Students' skill development remains a primary motivation for education innovation. Nearly a quarter of the innovations in this year's collection help students develop 21st Century Skills, defined as the skills to build a healthy and productive life and to adapt to a changing world. 21st Century Skills are also called life skills or soft skills, including competencies developed through social and emotional learning, global citizenship education, and entrepreneurship. In this year's collection, critical thinking and collaborative learning top the list. The innovations use a range of methods to develop #Skills21, including project-based learning and play to teach students skills that have not been traditionally emphasised in national and local curricula. Students do not develop these skills in isolation, but through interactions with teachers and peers within a setting where there is a strong coordinated and intentional commitment to students' holistic development. Destination Imagination uses problem-based learning to develop students' critical thinking and collaboration skills, open-ended challenges rooted in visual arts, performance, and STEM. Other innovations focus on connecting education to real-world experience. World Savvy focuses on getting students involved in relevant and important issues that impact their communities and the world, while Inspire High engages students in Japan with real-world learning by connecting them to distinguished professionals in a range of fields. Masahati Students Club provides students in Jordan with after-school activities that offer alternative spaces for public school children to develop socially and emotionally through sports, arts, and civics. These innovations are creating pioneering ways of making education meaningful for students and developing learning that can be used beyond the test.

Teachers are  
at the heart  
of education  
innovation.

### STUDENT WELLBEING & MENTAL HEALTH

In the wake of the Covid-19 pandemic, it has become even clearer that it is not enough to think about education only in terms of teaching and learning skills. Students' wellbeing, which includes cognitive, psychological, physical, and social aspects, is a determining factor of educational outcomes. In this collection, we saw an increasing trend in innovations focusing on students' wellbeing, mental health, empathy, and bullying prevention.

When millions of students were sent home en masse in 2020, we collectively learned that schools provide much more than just what is taught in the curriculum. They are places for students to socialise, to get support from caring adults, and to learn how to be together. When schools are not able to support students' wellbeing and mental health, either because schools are closed or because schools are open but do not create safe, healthy learning environments, we run the risk that traditionally organised schooling does more harm than good for children's long-term wellbeing. The innovations in this collection are making intentional movements to support students' well-being and mental health at the level of both the individual student and the school. In addition, many of these innovations are working through schools to support students in developing resilience to manage their responses to external pressures and disruption, including political violence, forced migration, and domestic violence. KiVa, one of the most well-researched school-level bullying programmes based in Finland and Live without Bullying, an online counselling platform from Greece are helping students and teachers overcome bullying. Educating for Wellbeing provides a systematic programme that also includes professional development for teachers, while SEL Kernels of Practice has developed low-cost and easy-to-use social and emotional learning practices for teachers.

## STUDENT AGENCY

The fourth trend was student agency; helping students to develop their own voice, putting the child at the centre of the experience and offering personalised learning. For innovations in this category, the focus is on creating learning environments where students can make choices about their education, including the assessment of their own learning. Innovations focused on student agency strive to put students in the driver's seat of their own education, recognising student agency is closely connected to student motivation, wellbeing and the sense of meaning and purpose that children make of their learning. Student agency develops through hands-on learning. For example, MakerGhat develops student agency, confidence, and employability through hands-on tinkering and making. Qridi gives students more agency over their own learning journey through digital tools and allows them to practise formative assessment. WestEd focuses on student agency within student identity and builds a student-centred culture of learning to improve equitable outcomes. B4 Youth Theatre develops student voice through performance in the community.

## EQUITY

The final trend this year is equity. These innovations centre their practice on gender equality, diversity, special needs education, inclusion, access to education and human rights. Of the top five most highly rated innovations, two had to do explicitly with girls' education. Innovations working to improve equity are focusing on students with learning difficulties, such as the Special Attention Project (SAP), which is improving learner outcomes and preventing dropout of children with Specific Learning Difficulties in Ghana through the provision of Individualised Learning Interventions. Room to Read is creating a world free from illiteracy and gender inequality by helping children in historically low-income communities develop literacy skills and a habit of reading, and by supporting girls as they build skills to succeed in school and negotiate key life decisions. Habaybna.net brings together hundreds of resources in special education and rehabilitation for parents and caregivers to help children with intellectual or developmental disabilities have a meaningful life when they grow up. Many of these innovations mobilise the community around the student, including teachers, mentors, counsellors, parents and caregivers. Based on the reviews this year, we would call for an increasing number of innovations that address equity more directly - innovations for children with disabilities, for children from marginalised communities including indigenous peoples, language and racial minority groups and refugees, as well as for children from groups with historically lower educational attainment. Equity is not only a question of what is learned, but of who is learning.

The  
innovations  
highlighted in this  
year's global collection are  
impacting the lives of over  
95 million students  
worldwide.



## Learnings from the HundrED Academy Reviews

---

The 100 innovations selected for this year's collection were chosen based on the 3,488 reviews of the 188 members of the HundrED Academy. The HundrED Academy is an international cohort of education experts, leaders, teachers, students, funders and innovators who are enthusiastic about education and who critically assess how these innovations improve learning and teaching globally. Each year, their reviews yield thoughtful insights into the potentials and challenges of education innovation. In this section, we share reflections from the research team's selection workshops, during which we analysed reviews from the Academy on all 173 Shortlisted innovations.

### **NECESSARY OR SUFFICIENT FOR CHANGE?**

The innovations selected for the Global Collection 2023 are addressing some of the most urgent and persistent needs in education and are thus making significant improvements for students globally. However, in most cases, the improvements that are a result of these innovations alone will not be sufficient to make structural change in the organisation of education systems or social systems within which these innovations operate. It is necessary, for example, to formally engage more mothers in their children's learning at school. However, maternal engagement is not sufficient to address the persistent gender gaps in adults' participation in education.

Nor is it sufficient to address gender disparities in the teacher workforce, who are typically women, and school leadership, who are typically men. And while girls' access to education and school persistence are imperative and can be addressed through innovations that focus on girls' individual circumstances, the infrastructures, policies, and social practices which create the incentives that keep girls out of school are typically only indirectly addressed through these innovations.

We therefore made a distinction between what is necessary - those things which must be addressed to improve the quality of education for all, and what is sufficient - those things that cause wholesale transformation of education. Given this, we decided that we would consider the innovations based on their ability to address a particular educational need, and not on the capacity of an individual innovation to do everything that would be sufficient for educational transformation. This tension leads us to the second learning, which is about the relationship between systems change and education innovation.

### **SYSTEMS CHANGE**

When education is transformed through innovations, educational systems change as well. This change happens in ways that are incremental, organic, and networked. These changes are not only directional - top down and bottom up - but also happen with varying degrees of intensity over time. The synergistic change between education systems and education innovations can be seen in the push and pull as innovators work with policy makers to modify curricula and policies to transform education. Networks of actors, including education innovators, are working to produce different kinds of conditions and mechanisms within educational systems, driving policy and research.

### **FUNDING & SCALABILITY**

HundrED Academy members are attentive to the costs associated with scaling innovation. A typical comment was that an innovation would be great, given sufficient funding. Academy members were hesitant about the scalability of very high touch innovations with heavy training components, staffing needs or those that rely on a specialised expertise of the innovators themselves. In addition, the language of innovation can be a barrier to scalability. Academy members often noted that an innovation was operating in only one language or only in English, which limits the potential of the innovation to be communicated, understood and used in other contexts.

### **MEASURING IMPACT**

"Education is as much an art as a science," says Education Above All's Head of Innovation Development Janhvi Maheshwari Kanoria and innovator for the Ukraine Emergency Education Package. Her insight points to one of the key challenges for education innovation, which is proving that innovations are having a positive impact on student learning. This challenge is particularly acute for small innovations or early-stage, which may not have sufficient staff or connections to researchers to be able to produce the kind of evidence that would demonstrate impact.



### 10 INNOVATIONS OVER 1 MILLION

One measure of scalability is the number of students reached, and in this collection, the ten largest innovations each reach over a million children. Together, these innovations impact over 80 million students on six continents. The broad uptake of these innovations is a mark of their commitment to the education of all children. The focus areas of these innovations give an indication of some of the persistent and current trends in education: gender equality, literacy, teacher professional development, access to education, and educational entertainment.

[→ READ MORE ON HUNDRED ARTICLES](#)

### TINY AND MIGHTY: INNOVATIONS REACHING UNDER 1500 CHILDREN

These ten innovations are making a significant impact within their context and have the pedagogical foundations to make an impact at scale. Some focus on the arts and storytelling, with a focus on inclusion of people and communities traditionally left at the margins of formal education, for example, indigenous women in Indonesia, mothers in South Africa, and girls in STEM in Nepal. These innovations are also making novel uses of education technology in emerging markets, for formative assessment in Brazil and for students' mental health in Ghana. These innovations also have a strong commitment to equity, creativity and students' agency.

[→ READ MORE ON HUNDRED ARTICLES](#)





### GIRLS & EDUCATION INNOVATION

Girls still face barriers to full participation in education. According to UNESCO estimates, 129 million girls are out of school. Only half of countries have achieved gender parity in primary education; at the secondary level, the number of countries reaching gender parity is only 1 in 4. In this year's collection, we are happy to see women innovators, innovations that educate children about women's reproductive health, and innovations that work towards girls' educational access and persistence. They do this by providing direct funding for girls' school fees through innovative entrepreneurial methods, shifting the mindsets of parents, and centring the lives and stories of girls.

[→ READ MORE ON HUNDRED ARTICLES](#)

### EDTECH INNOVATIONS

Educational technology has changed dramatically over the past fifteen years and accelerated exponentially over the past three years. The HundredED Global Collection highlights some of the most innovative and diverse uses of EdTech for learning and teaching, teacher professional development, education in emergencies, parental engagement, and students' wellbeing.

[→ READ MORE ON HUNDRED ARTICLES](#)





## Numbers and Trends

---

From our database of 3000+ education innovations, 173 innovations were shortlisted by the HundrED Research Team. An Academy consisting of 188 experts in education from over 113 countries reviewed the shortlisted innovations. A total of 3488 reviews were made by the Academy, which were later evaluated by the HundrED Research Team to make a final selection of 100 innovations from 54 countries. For more information about our research methodology, please see the Appendix.



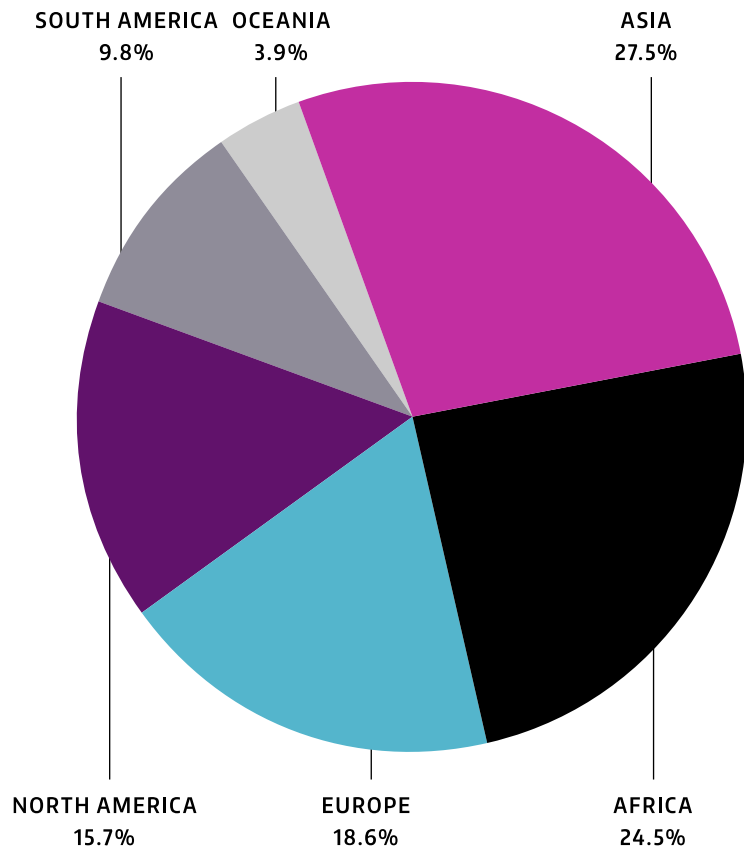
CRITICAL THINKING WHOLE-SCHOOL MODELS  
MENTAL HEALTH SUSTAINABILITY  
PROFESSIONAL DEVELOPMENT  
ONLINE LEARNING  
STORYTELLING  
ASSESSMENT  
BLENDED LEARNING  
PROJECT BASED LEARNING PLAY  
GENDER EQUALITY DESIGN THINKING  
PHYSICAL HEALTH  
LEARNING ENVIRONMENTS  
BULLYING PREVENTION  
STUDENT VOICE AND AGENCY  
REAL WORLD LEARNING PERSONALISED LEARNING  
LITERACY  
COLLABORATIVE LEARNING  
GLOBAL CITIZENSHIP  
AFTER SCHOOL PROGRAMS  
CREATIVE THINKING LEADERSHIP EDUCATION  
SELF-ESTEEM



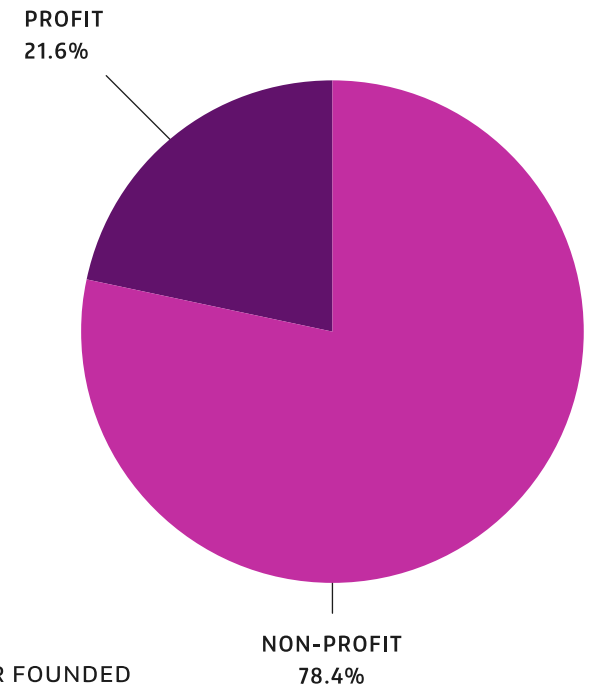
The 2023 Global Collection showcases 100 innovations established in 54 different countries. This year's Global Collection represents a total of 11 more countries than last year's collection and 16 more than the year before. Increasing the country spread of our collections contributes to the overall HundrED mission of giving recognition and visibility to education innovations from every corner of the globe.

These innovations range from being implemented in one country to a few innovations that have been introduced to almost every region of the world. Furthermore, 50% of the selected innovations have been implemented in two or more countries, indicating a high potential for transferability. The innovation that has scaled to the greatest number of countries is [Girl Rising](#).

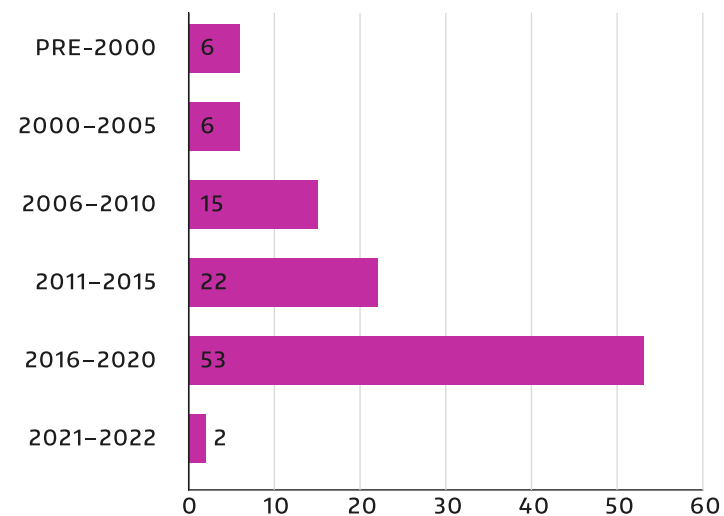
CONTINENT OF ORIGIN



ORGANISATION TYPE



YEAR FOUNDED



As the graph above indicates, the majority of the selected innovations were established in the last 6 years. Many have shown remarkable growth and scalability within this short timeframe.

# Innovator Voices





## Wisdom from the Innovators

---

Behind each of the innovations are innovators and innovation adopters who are making changes to education globally. We interviewed the selected innovators to hear more about their work and gain insights about education innovation globally. In this section, we share some of their insights about visions for the future of their own innovations, for changes in education ecosystems, and for the futures of children everywhere. They also shared the needs of their innovation to reach even greater impact and scale. We were also inspired to hear the innovators mention educators and scholars who have shaped the way they think about education and scaling innovation. Although we're only able to share a few of their many insights here, these pages present a small snapshot of the things that the HundrED innovators in this collection are thinking about this year.

## NEEDS FOR INNOVATION

“Ministries of education recognise the need for literacy. We still have a challenge and a need to help more education systems recognise that life skills are foundational. They show even in academic success and economic growth and in other metrics that governments track. We ourselves have to help build this case and show how it can work, as well as work with like-minded partners to collaborate to figure out how to make advancement in this area.”



### Heather Simpson

CHIEF PROGRAM OFFICER  
ROOM TO READ

“The bottleneck right now is the ecosystem. What we need is an entire ecosystem of musicians and music lovers, musicians who go to school, and funders who make this possible. In India, the sustainability of music is very low. Everyone loves music, and India has a very big musical heritage, but there is no respect for music as a career path. There is no minimum wage for musicians, and it comes under the informal sector, so there are very limited earning opportunities.”



### Anurag Hoon

CEO AND CO-FOUNDER  
MANZIL MYSTICS

When discussing about what scaling innovation means, Gina answered -“It is not just about reaching lots and lots of people, or lots and lots of countries. It is a lot about the quality of the experience for children and young people.”

Another need for the future of education innovations is the capacity to sustain implementation processes and impact. “I would like PlayIncluded to be self-sustaining as an organisation so that we can stand on our own two feet and not rely on grants.”



### Gina Gomez de la Cuesta

CLINICAL PSYCHOLOGIST, FOUNDER & DIRECTOR  
THE BRICK-BY-BRICK® PROGRAMME

## VISIONS FOR THE FUTURE OF EDUCATION

"If we do our job right, we should not need to exist in 10 years' time. Our ambition has been to make learning about the SDGs mandatory in all curriculums around the world. By 2030 the SDGs will hopefully be achieved, although we are still far from it. That is why we have been campaigning to keep learning about global citizenship and sustainable development in all curriculums. Our greatest success would be that we don't need to exist anymore because that will already be happening."



### Kinvara Jardine Paterson

DIRECTOR

WORLD'S LARGEST LESSON AT PROJECT EVERYONE

"The first word that comes to mind is wellbeing. Whatever we do, it is all about the children. Whatever makes them happy, educate them, mentally, physically. We are trying to do everything to help them grow as a citizen of their country and of the world as well."



### Saule Soltangazine

HEAD OF DEPARTMENT

BEING A PROACTIVE TEACHER IN FORMATIVE ASSESSMENT

"Success for Roots of Empathy means a sea change in how the world understands the role of empathy in our humanity. If we don't care about the people on the other side of the mountain, about the fact that we are using fossil fuels that are impacting other people who are innocent, who are not even born yet, then that is the issue. Because the whole idea of social responsibility comes from empathy. In order to have social justice, you need to start with empathy. You have to have the capacity, to not just understand it, but to do it. So empathy action is required."



### Mary Gordon

FOUNDER AND PRESIDENT

ROOTS OF EMPATHY

## INNOVATORS' INSPIRATION

Renisha Bharvani of Project Rangeet was moved by Emily Style's notion of the curriculum as both a window and a mirror. Style writes, "[C]urriculum function[s] both as a window and as a mirror, it reflects and reveals most accurately both a multicultural world and the student herself or himself. If the student is understood as occupying a dwelling of self, education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected. Knowledge of both types of framing is basic to a balanced education committed to affirming the essential dialectic between the self and the world. In other words, education engages us in 'the great conversation' between various frames of reference."<sup>2</sup>



### Renisha Bharvani

LEGAL, RESEARCH & STRATEGY  
RANGEET

Nancy Gerzon of WestEd's Formative Insights was inspired to think about how innovations scale by Cynthia E. Coburn's four dimensions of scale. Coburn writes, "The issue of 'scale' is a key challenge for school reform, yet it remains undertheorised in the literature. Definitions of scale have traditionally restricted its scope, focusing on the expanding number of schools reached by a reform. Such definitions mask the complex challenges of reaching out broadly while simultaneously cultivating the depth of change necessary to support and sustain consequential change. [I draw] on a review of theoretical and empirical literature on scale, relevant research on reform implementation, and original research to synthesise and articulate a more multidimensional conceptualization. I develop a conception of scale that has four interrelated dimensions: depth, sustainability, spread, and shift in reform ownership."<sup>3</sup>



### Nancy Gerzon

PROJECT DIRECTOR  
WESTED'S FORMATIVE INSIGHTS: ASSESSMENT FOR  
LEARNING





# Hall of Fame



## What Is HundrED Hall of Fame?

---

HundrED Global Collections are full of innovative initiatives that are changing education practices towards more child-centric and personalised models. These innovations promote creativity, global citizenship, social-emotional learning and many other 21st century skills that are essential to thrive in life. Since the launch of our first HundrED Global Collection in 2017 some innovations have been selected every year because they are doing such a brilliant job sustaining and increasing their impact while adapting their work to the current needs of education globally.

The HundrED Hall of Fame is a new category within our Global Collection that gives special recognition to education innovations that have demonstrated sustained growth of impact and scalability year after year. Over the last five years, these innovations have shown evidence of being responsive to the current needs in education worldwide.

### HALL OF FAME SELECTION CRITERIA

In order to be considered for the HundrED Hall of Fame, innovations must meet the following criteria. A Hall of Fame innovation...

- Has demonstrated sustained growth of impact and scalability in the last 5 years.
- Is implementing leading education solutions that are currently at the top of the practices used globally in the problem it is addressing.
- Has shown evidence of being responsive to the current needs in education worldwide.
- Has been selected at least three times in different HundrED Collections.

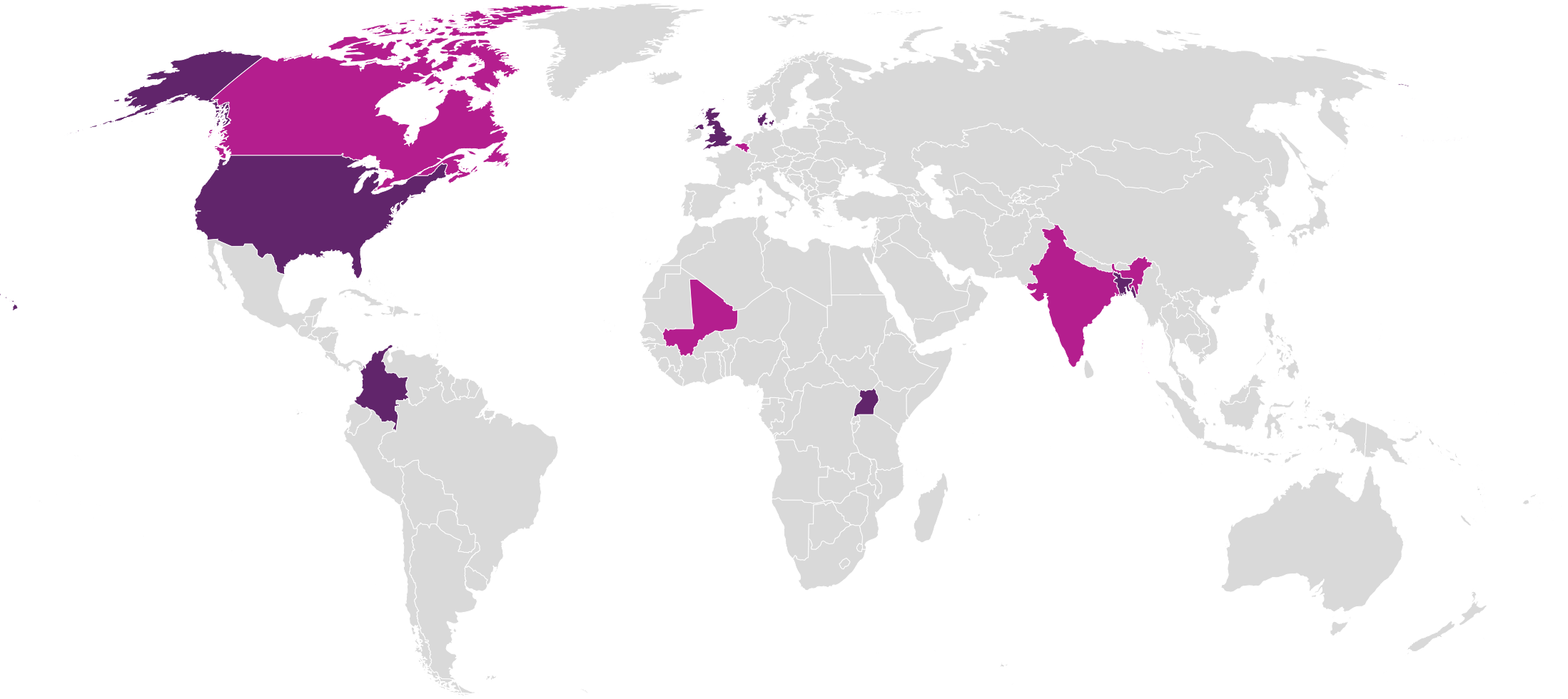
### HALL OF FAME ANNUAL EVALUATION

As a basic principle, an innovation that has reached the Hall of Fame will always remain in this category unless it significantly diminishes its impact and scalability.

Hence, Hall of Fame innovations will be evaluated annually to prove evidence of their sustained impact.

### OVERVIEW OF HALL OF FAME INNOVATIONS

This year, four innovations have been selected to become part of the HundrED Hall of Fame representing almost every continent of the world. All of them have been selected four or more times in our HundrED Global Collections or Spotlights.



**THE HALL OF FAME**

BRAC Remote Play Labs, Bangladesh; Design for Change, India; Eco-Schools, Denmark; Educate!, Uganda; Fundación Escuela Nueva, Colombia; Global Oneness Project, US; MyMachine, Belgium; Roots of Empathy, Canada; Slam Out Loud, India; Speed School, Mali; World's Largest Lesson, UK

- New addition to hall of fame
- Previous additions



HALL OF FAME 2023



Helping children develop the empathy they need for mental health, learning and caring for others.

[-> VISIT WEBSITE](#)

# Roots of Empathy

Canada

Roots of Empathy (ROE) is known as one of the earliest and clearest voices in the empathy dialogue. ROE, its flagship program for elementary school children, has reached over 1 million children on four continents in multiple languages and is proven by 2 decades of independent research to reduce aggression/bullying and increase prosocial behaviour. Seeds of Empathy is offered to children in early learning and childcare sites.

Roots of Empathy (ROE) continues to innovate for children who are 100% of our future and are the most vulnerable in times of change and chaos. Emotion regulation is a precursor to learning that will help close the learning gap caused by the pandemic. ROE provides support to students and teachers as we raise the bar on what it means to be human – to be empathic.

Empathy is a pathway to better relationships in childhood that feeds resilience, happiness and progress towards a more civil society. 20 years of research shows that ROE programs are effective, and most recently, teachers have said that the ROE Pandemic Recovery Program has been a major support to children having difficulties after shutdowns.

During the pandemic, ROE innovated from our experiential program with a local baby in a classroom, to a baby on a screen. Both scenarios centre around the novel concept of having a baby become the “teacher” in a classroom. A certified ROE Instructor coaches the students to observe the baby’s intentions, label the baby’s feelings, and witness the parent-baby attachment relationship. The baby is a catalyst to help children identify and reflect on their own feelings and the feelings of others – empathy. ROE has been recognized as part of HundrED’s innovations in education since 2018.

“As important as it is to learn to read in school, if children do not also learn to relate, we will have failed societies.”



**Mary Gordon**

FOUNDER/PRESIDENT  
ROOTS OF EMPATHY

1996

YEAR ESTABLISHED

1 087 140

CHILDREN / USERS

11

COUNTRIES

HALL OF FAME 2023

Online & offline programs that use the arts to help disadvantaged children find their voice.

→ VISIT WEBSITE

Slam Out Loud is a powerful innovation that highlights the importance of storytelling. By working with youth in disadvantaged areas, SOL empowers them to explore their identities and share the stories as their source of power. Already impacting young people in 16 countries, they are continuously working to provide arts education for all. Slam Out Loud (SOL) runs online and offline programs that use the transformative power of the visual and performing arts to help children from under-resourced communities build Creative Confidence (the skills of Communication, Collaboration, Critical Thinking, Creativity, Empathy and Self-Esteem) and learn about gender equity and climate action through art. Their in-person programs have impacted 70,000+ children across 12 states in India, and our open-source resources have reached 4.7 million children across 19 countries. 75% of the children involved in the annual high-touch fellowship program move up at least 1 level in SOL's Creative Confidence rubric. Children who engaged in SOL programs have gone on to perform to cumulative audiences of 65,000+ at various national and international platforms such as TEDx talks, HundrED and SpokenFest, and have themselves facilitated over 50 art workshops for adults and other children.

# Slam Out Loud

India

Slam Out Loud (SOL) is a non-profit that uses the artforms of poetry, storytelling, theatre, and visual arts to help children from under-resourced communities find their voice through creative expression. We work with teachers & professional artists and create contextual curriculum resources to help children build Social-Emotional Learning skills and learn about gender equity and climate change.

“Our dreams for children in low-income communities are often restricted to the security of employment, or at best, academic success, but finding one’s voice shouldn’t be only for the privileged.”



**Jigyasa Labroo**

CO-FOUNDER & CEO  
SLAM OUT LOUD

2017

YEAR ESTABLISHED

4 700 000

CHILDREN / USERS

16

COUNTRIES

HALL OF  
FAME  
2023

MyMachine is a unique collaboration of all educational levels to create dream machines invented by kids.

→ VISIT WEBSITE

## MyMachine

Belgium

MyMachine has three educational levels of co-creating. In one school year, primary school children invent a 'dream machine', get together with university students to design a concept for it and together with students from technical/vocational secondary schools to build a working prototype.

2008

YEAR ESTABLISHED

14 000

CHILDREN / USERS

21

COUNTRIES

The MyMachine Global Foundation is a for-mission, non-profit bringing her unique co-creation process to schools around the world.

MyMachine helps students build creative confidence. They learn that one can bring any idea to life and that you can do this by collaborating, respecting each other's talents, and being persistent and resilient.

While working as peers in this lengthy collaboration,

1. Students in the primary class learn that the world is malleable. They understand that having ideas is essential, and brings joy and wonder. They learn what it takes to bring an idea to life;
2. Technical/vocational secondary students learn how their unique skills are a key asset in the whole process of bringing (product-) ideas to life;
3. University students learn to reconnect with the creative force of their inner child, all while taking on a connecting role in this inter-generational co-creation process.

MyMachine uses the transformative power of creativity to deliver a growth mindset, allowing all students to dream and think bigger and become better at who they are. Becoming the best version of themselves is the best tool they have to become contributing team players to the human race.

“Wherever life takes you, it all starts with having the creative confidence that your ideas matter, and can make a difference!”



Piet Grymonprez

CO-FOUNDER  
MYMACHINE



HALL OF  
FAME  
2023

An accelerated learning program for children who have been denied the opportunity to go to school.

[→ VISIT WEBSITE](#)

The Speed School model aims to change community and global mindsets so that it becomes unacceptable for any child to be denied a formal education. The Speed School model was designed by West African education experts in partnership with Strømme Foundation, Geneva Global, Luminos Fund, and local partners. Originally piloted in Mali in 2004, the three organisations have since introduced and continue to operate the program in Burkina Faso, Ethiopia, Niger, and Uganda.

Working in African countries with the highest rates of out-of-school children, Speed School condenses three years of foundational literacy and numeracy into just one school year to prepare students as life-long learners. Having caught up with their peers, children are able to re-enter mainstream education – or enter for the first time – at 3rd or 4th grade and join the local schools with children their own age. This model's impact is significant. Studies show that approximately 90% of children who participate in Speed School transition to the formal school system and continue their education.

## Speed School

Mali

Speed School consists of a condensed curriculum covering the first three years of primary education. The Speed School model is being implemented and adapted across multiple African countries to help marginalised out-of-school children catch up on education in supportive, joyful classrooms with remarkable results. Upon completion, children transfer to formal schools to continue their education.

“Education is the way to a different future. Speed School will make me stronger; I’m already learning faster.”

### Assiata Goita

STUDENT  
SPEED SCHOOL

2004

YEAR ESTABLISHED

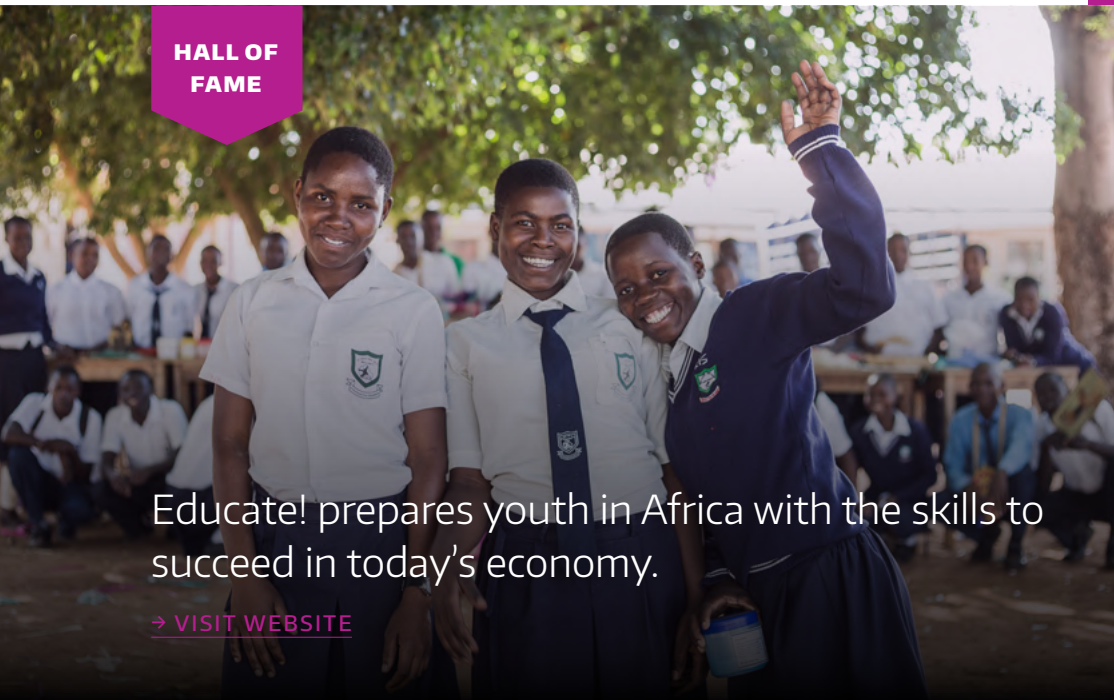
540 663

CHILDREN / USERS

5

COUNTRIES

HALL OF FAME



Educate! prepares youth in Africa with the skills to succeed in today's economy.

[→ VISIT WEBSITE](#)

HALL OF FAME



Design for Change is a global movement that cultivates the 'I CAN' mindset in every child.

[→ VISIT WEBSITE](#)

# Educate!

Uganda

Educate! tackles youth unemployment by partnering with youth, schools, and governments to support young people working towards their social and economic visions for their futures. Amidst COVID-19, we also created a distance learning model based on our proven in-school experience, leveraging simple, accessible technology to reach over 100,000 youth in and out of schools.

2002

YEAR ESTABLISHED

46 000

CHILDREN / USERS

3

COUNTRIES

# Design for Change

India

We are offering the world a magic formula! A simple four step framework to make every child graduate with the I CAN mindset – not by chance – by design! We call this magic formula - FIDS for KIDS! FEEL – empathy – nurture the heart. IMAGINE- ethics – grow the head. DO – excellence – use the hands collaborative action and agency. SHARE – elevation – inspire hope – I can , now you can too!

2009

YEAR ESTABLISHED

2 000 000

CHILDREN / USERS

72

COUNTRIES

HALL OF FAME

Facilitating learning, development, and healing through play in the wake of COVID-19.

[→ VISIT WEBSITE](#)

## BRAC Remote Play Labs

Bangladesh

Play Labs are play-based learning centers for children ages 3-5 in low-resource settings. During the onset of COVID-19, BRAC adapted the model for remote learning through radio and telecommunications, ensuring quality, affordable early learning opportunities for children affected by the crisis and helping them build better futures at a critical time in their development.

2016

YEAR ESTABLISHED

100 000

CHILDREN / USERS

3

COUNTRIES

HALL OF FAME

Eco-Schools is the largest international sustainable schools' programme.

[→ VISIT WEBSITE](#)

## Eco-Schools

Denmark

Eco-Schools encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school and eventually fosters change in the community at large. The Eco-Schools programme is based on the Seven Steps methodology, which allows for project-based, experiential learning, focused on positive sustainable actions.

1994

YEAR ESTABLISHED

19 000 000

CHILDREN / USERS

69

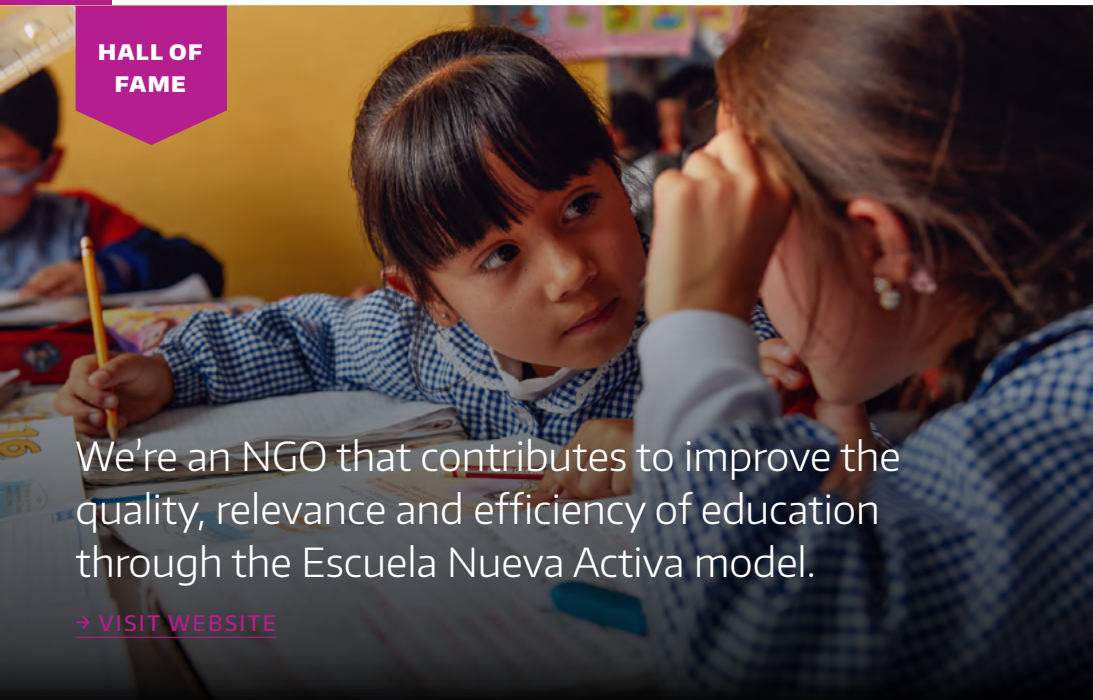
COUNTRIES



HALL OF FAME

We produce free & creative tools for students to take action for the SDGs

[→ VISIT WEBSITE](#)



HALL OF FAME

We're an NGO that contributes to improve the quality, relevance and efficiency of education through the Escuela Nueva Activa model.

[→ VISIT WEBSITE](#)

## World's Largest Lesson

United Kingdom

Standing alongside partners including UNICEF and UNESCO, we produce free and creative resources for educators to teach lessons, run projects and stimulate action in support of the Sustainable Development Goals (SDGs). These resources are free, open source and translated into over 30 languages reaching 17.9 million children located in over 70 countries.

2015

YEAR ESTABLISHED

17 000 000

CHILDREN / USERS

98

COUNTRIES

## Fundación Escuela Nueva

Colombia

Escuela Nueva, meaning 'New School' in Spanish, transforms the conventional school model by rethinking the teaching and learning processes to ensure that every child, everywhere, receives high-quality, accessible and relevant education. We contribute to improve the quality, relevance and efficiency of education by rethinking the way we learn.

1987

YEAR ESTABLISHED

2 057 200

CHILDREN / USERS

21

COUNTRIES

**HALL OF FAME**

Want to use powerful visual stories & films to develop global citizenship?

[→ VISIT WEBSITE](#)

## Global Oneness Project

United States

The Global Oneness Project brings the world's global cultures alive in the classroom. They provide award-winning films and photo essays which explore cultural, social, and environmental issues and accompanying lesson plans using stories as a pedagogical tool to inspire growing minds. All for free.

---

**2006**

YEAR ESTABLISHED

**400 000**

CHILDREN / USERS

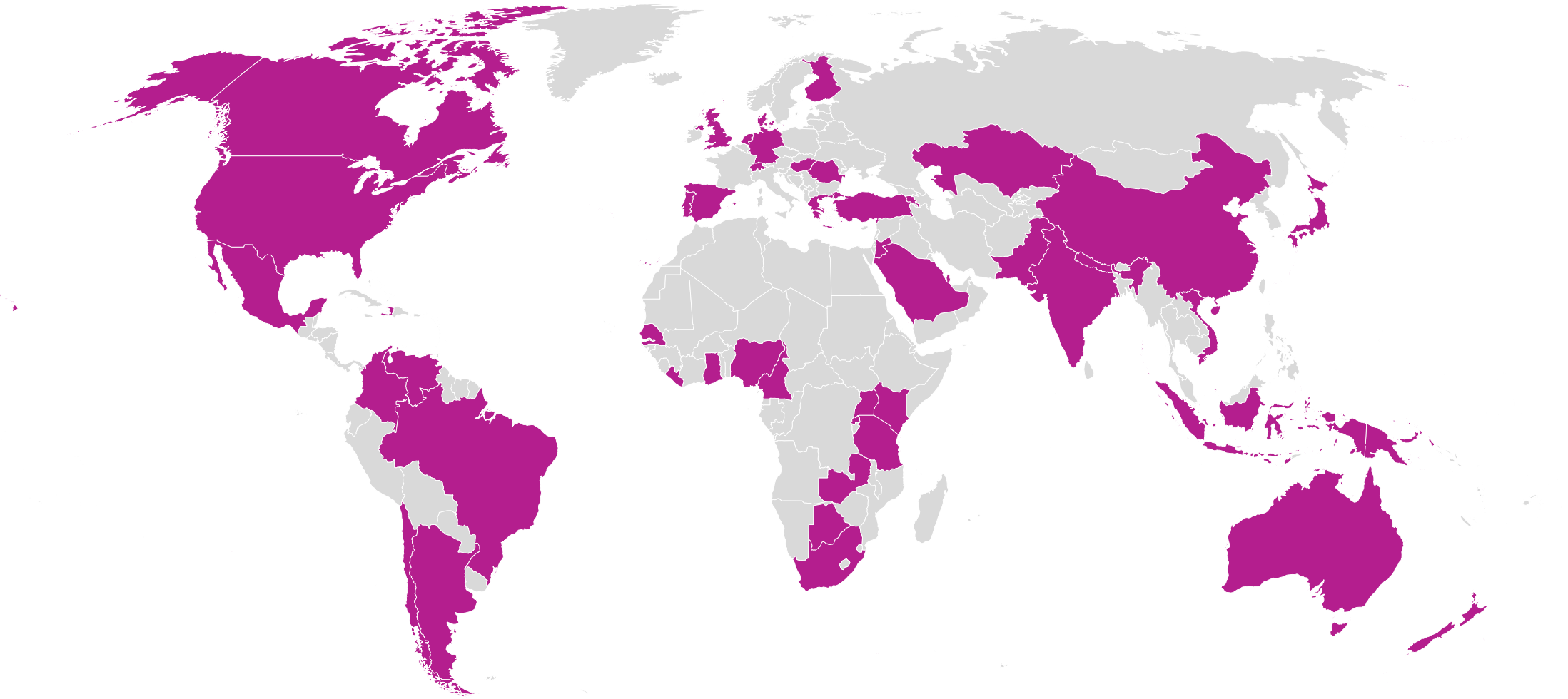
**80**

COUNTRIES

# Global Collection 2023



**HUNDRED GLOBAL COLLECTION 2023**



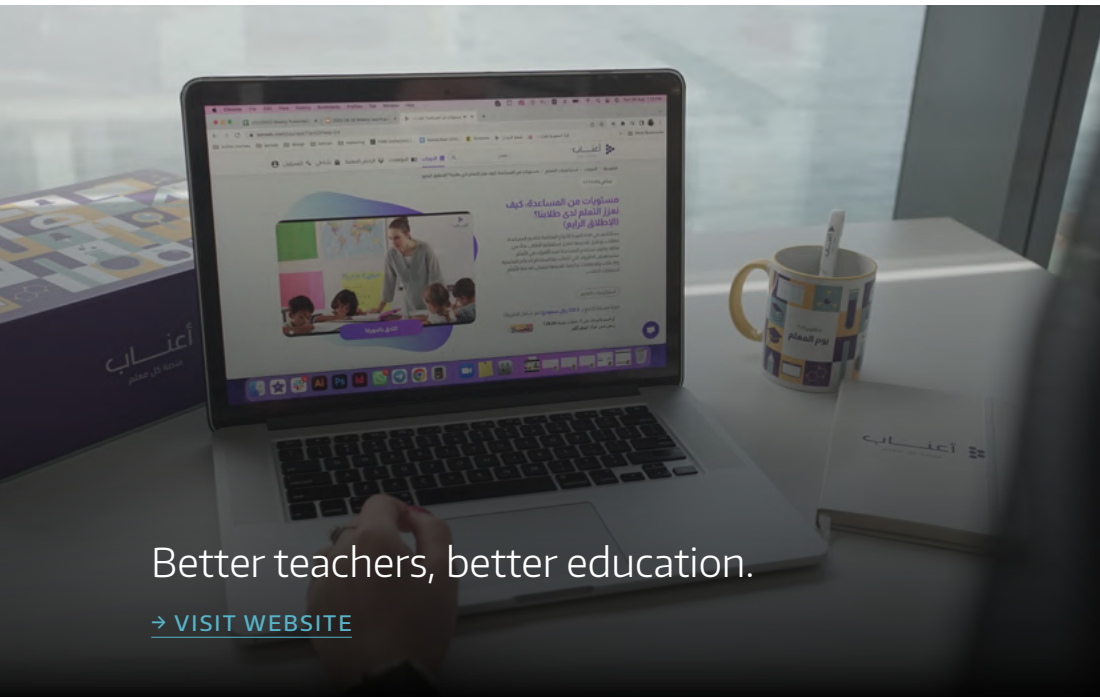
## The Global Collection 2023 Innovations from A to Z

This list of innovations is presented in alphabetical order.  
Click on the innovation's title to read more about it on the HundrED website.

1. [Aanaab](#)
2. [Accelerated Learning Program – Jisomee](#)
3. [acSELerate](#)
4. [Afrogiveness Movement](#)
5. [Angaza Elimu](#)
6. [Anseye Pou Ayiti \(APA\)](#)
7. [APPLE Schools](#)
8. [ASCD Whole Child Network](#)
9. [Aula Global](#)
10. [Aula20 - Teacher Training Program](#)
11. [B4 Youth Theatre](#)
12. [Being a Proactive Teacher in Formative Assessment](#)
13. [Bloom](#)
14. [CAPS Network](#)
15. [Children on the Move](#)
16. [Classroom of the Future](#)
17. [Comunidades de Aprendizaje](#)
18. [CoolThink@JC](#)
19. [Creative Partnerships Hungary](#)
20. [CyberSmart Africa](#)
21. [Daydream Believers](#)
22. [De-a Arhitectura](#)
23. [Democratizing Governamce of Public Schools](#)
24. [Destination Imagination](#)
25. [Dialogic book-sharing](#)
26. [Discovering New Artists \(DNA\)](#)
27. [Dreams from the slum](#)
28. [Educate Girls](#)
29. [Educating for Wellbeing \(EW\)](#)
30. [EIDU](#)
31. [EKUI](#)
32. [Fútbol Más](#)
33. [Girl Rising](#)
34. [Global Schools Program](#)
35. [Going to School Fund](#)
36. [Grassroot Soccer: SKILLZ Core](#)
37. [Habaybna.net](#)
38. [HITCH](#)
39. [Hunu Teletherapy](#)
40. [Impact Network eSchool 360 Model](#)
41. [In Their Shoes](#)
42. [Innovamat](#)
43. [Inspire High](#)
44. [Inverse inclusion](#)
45. [Join for Joy](#)
46. [Kidogo](#)
47. [KiVa antibullying program](#)
48. [Labhya Foundation](#)
49. [The Teacher Learning Center](#)
50. [Learning about Forests \(LEAF\)](#)
51. [Learnlife](#)
52. [Live Without Bullying](#)
53. [Mahara](#)
54. [MakerGhat](#)

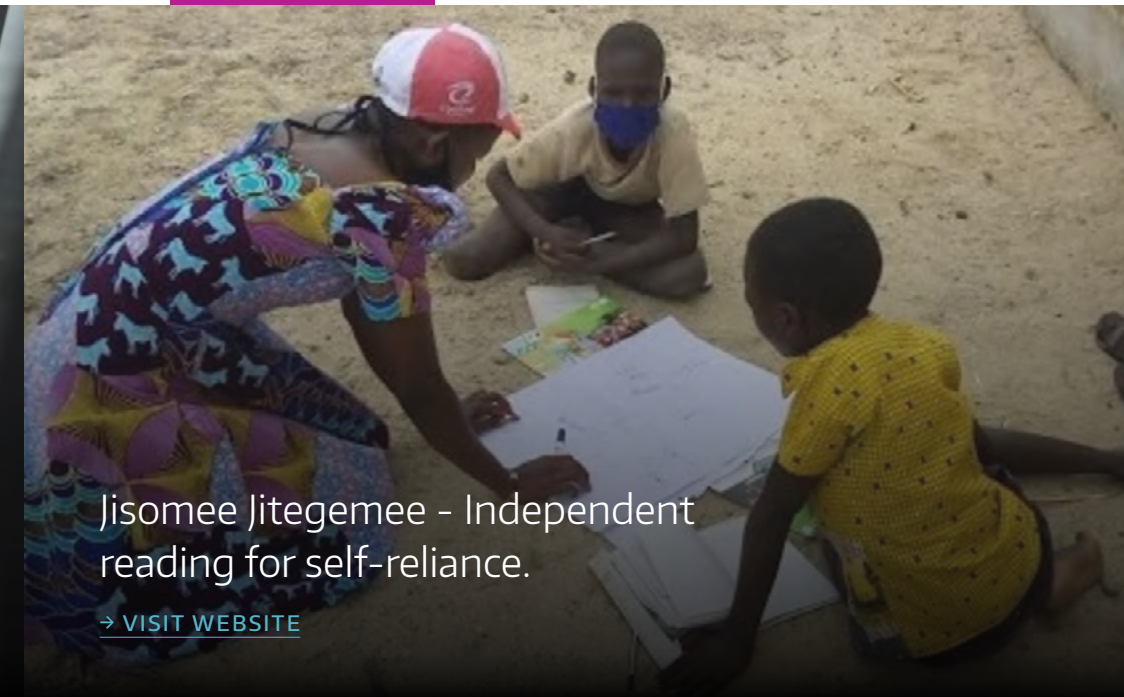


55. [Manzil Mystics](#)
56. [Masahati Students Club](#)
57. [Mentes Hábiles](#)
58. [MoneyTime](#)
59. [Mother Jungle](#)
60. [Navigated Learning Collaborative](#)
61. [OpEPA - Bringing Nature into Learning](#)
62. [PadHer](#)
63. [Peddle ilabs](#)
64. [Peer-based Learning](#)
65. [Pi Labs](#)
66. [Play Africa](#)
67. [Process-oriented child monitoring](#)
68. [Qridi](#)
69. [Rangeet](#)
70. [Room to Read](#)
71. [Sakha Esthu](#)
72. [Sapientia](#)
73. [Savvy Global Fellowship](#)
74. [SCALE](#)
75. [Science Clubs International](#)
76. [SEL Kernels of Practice](#)
77. [SHOFKO Girls' Leadership Academies](#)
78. [Siyani Sahelian](#)
79. [Special Attention Project](#)
80. [STEM Punks](#)
81. [STEMi Makers of Africa](#)
82. [Swarmob](#)
83. [Teachease](#)
84. [Teacher Development Programme \(TDP\) – Dream a Dream](#)
85. [Teachers Academy Foundation](#)
86. [Teaching at the Right Level \(TaRL\)](#)
87. [TEC.LA](#)
88. [The Brick-by-Brick® Programme](#)
89. [The composers enter the classroom](#)
90. [The PlayHub](#)
91. [TUMO Center for Creative Technologies](#)
92. [Ubongo](#)
93. [Ukrainian Emergency Education Package](#)
94. [Un Buen Comienzo Improvement Network](#)
95. [University in Your School](#)
96. [Village TEACH](#)
97. [WestEd's Formative Insights](#)
98. [Women in STEAM](#)
99. [World Savvy](#)
100. [Yiya Airscience](#)



Better teachers, better education.

[→ VISIT WEBSITE](#)



Jisomee Jitegemee - Independent reading for self-reliance.

[→ VISIT WEBSITE](#)

## Aanaab

Saudi Arabia

Aanaab is an EdTech platform that provides full range professional development opportunities for teachers, schools and governments in Middle East and North Africa (MENA).

## Accelerated Learning Program – Jisomee

Kenya

In Kenya, around 40 percent of children acquire foundational literacy and numeracy by Grade 3 (Uwezo, 2021). Jisomee focuses on assessing children to determine their learning levels, grouping them, and selecting fun and level-appropriate activities, materials, and methodologies for instruction. In just 30 days, nearly 60% of children besiege the barriers to learning.

2019

YEAR ESTABLISHED

120 000

CHILDREN / USERS

6

COUNTRIES

2018

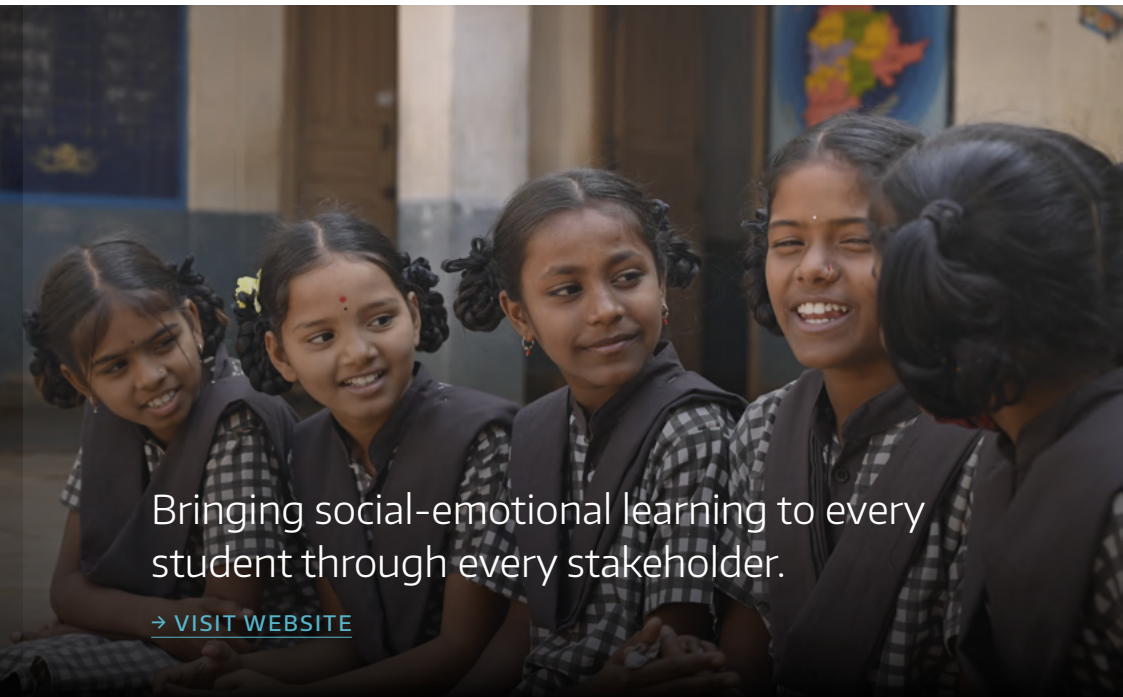
YEAR ESTABLISHED

36 660

CHILDREN / USERS

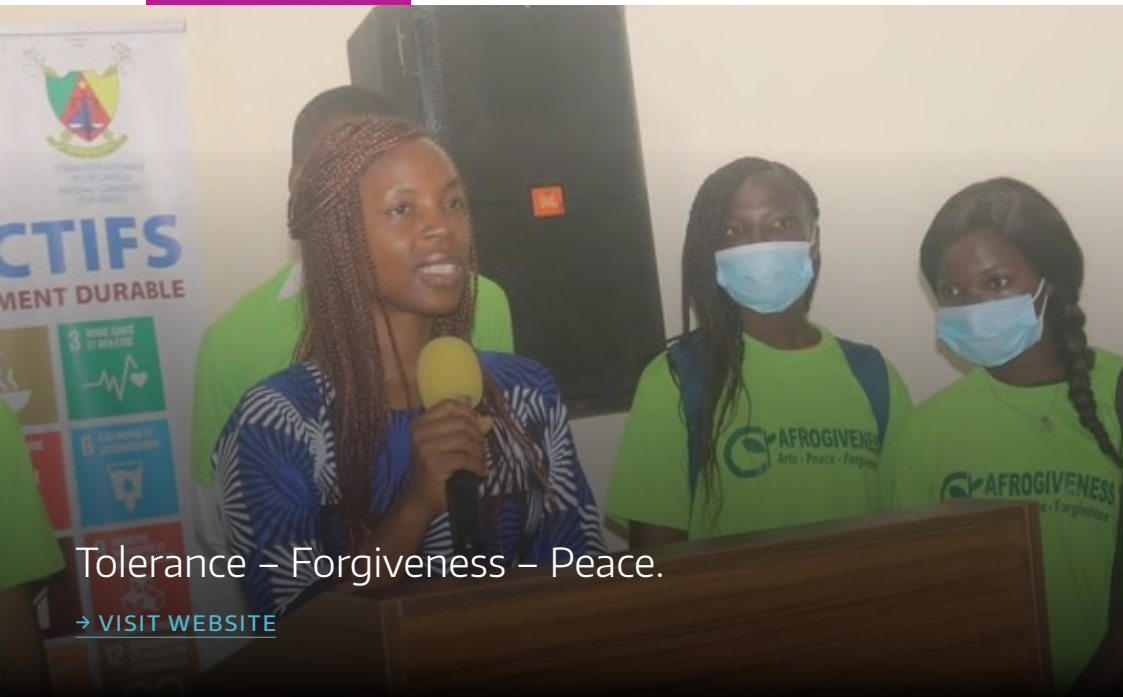
1

COUNTRY



Bringing social-emotional learning to every student through every stakeholder.

[→ VISIT WEBSITE](#)



Tolerance – Forgiveness – Peace.

[→ VISIT WEBSITE](#)

## acSELerate

India

acSELerate focuses on the central issue in our worldwide educational systems on re-engineering children’s education to create significant and lasting systems change in which SEL can be part of mainstream education practice. acSELerate addresses this through an evidence based, systemic model of teacher development & support, student social-emotional learning curriculum, school support, parent engagement and impact assessment.

2016

YEAR ESTABLISHED

150 000

CHILDREN / USERS

1

COUNTRY

## Afrogiveness Movement

Cameroon

Coined from “Africa” and “forgiveness”, #Afrogiveness is a Peace Education Initiative that offers learning opportunities and psychosocial support to traumatised youth/student survivors of conflict/persecution. They offer scholarships, legal support and provide a safe space for beneficiaries to heal, connect, and uplift each other while using their arts to advocate for tolerance, forgiveness, and peace.

2018

YEAR ESTABLISHED

2 000

CHILDREN / USERS

1

COUNTRY



Delivering quality and relevant education on demand using artificial intelligence.

[→ VISIT WEBSITE](#)



Anseye Pou Ayiti is a movement to equip a network of Haitian civic leaders for educational justice.

[→ VISIT WEBSITE](#)

## Angaza Elimu

Kenya

Angaza Elimu delivers personalised and mastery based learning experiences to students through an interactive and adaptive eLearning platform. They amplify teacher-student engagement reducing content delivery inefficiencies that students and teachers face in and out of the classroom. They also offer an interactive hands on training on STEAME to equip students with relevant 21st century workforce skills.

2017

YEAR ESTABLISHED

37 257

CHILDREN / USERS

1

COUNTRY

## Anseye Pou Ayiti (APA)

Haiti

Anseye Pou Ayiti (APA) is working with Haitian communities to create a network of civic leaders and build an equitable education system based on shared history, values, and vision. APA will equip 50,000 Haitian civic leaders for educational justice by 2025. This innovation is currently working in 5 communities: Gonaïves, Gros-Morne, Mirebalais, Boucan Carre, Hinche.

2014

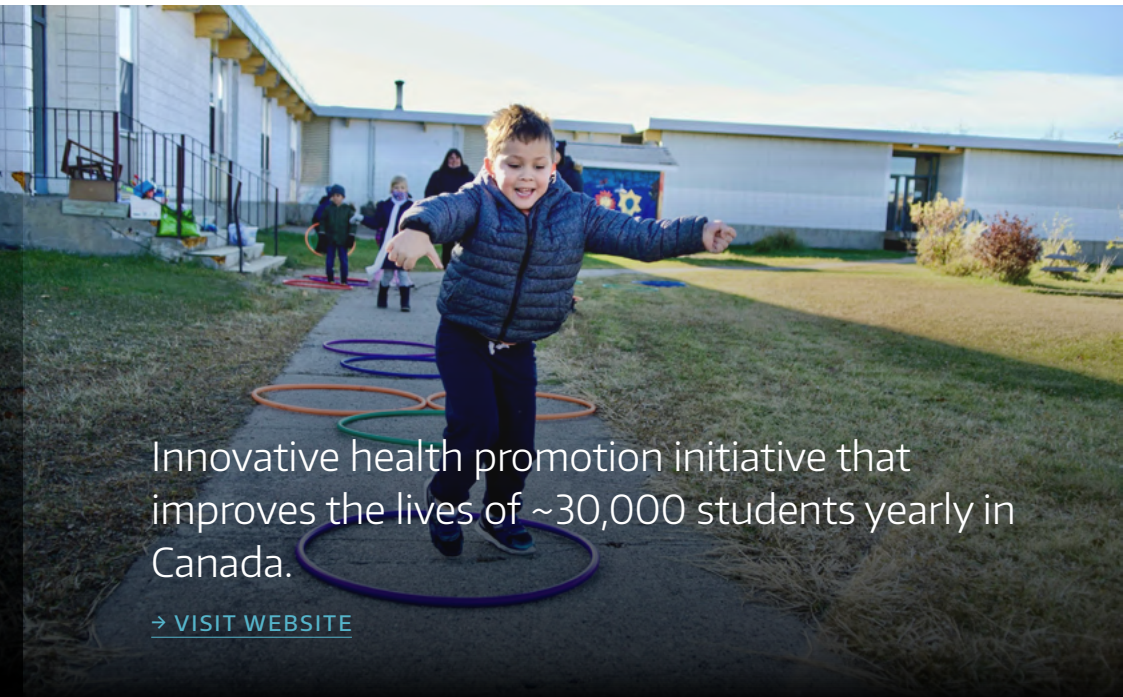
YEAR ESTABLISHED

11 000

CHILDREN / USERS

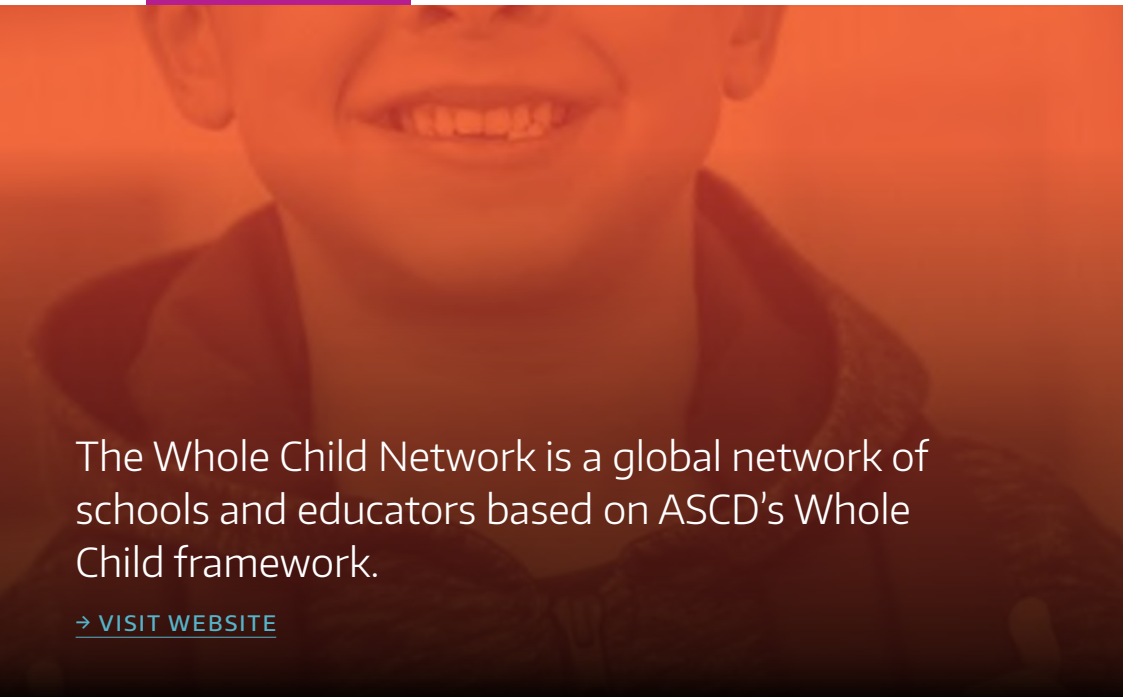
1

COUNTRY



Innovative health promotion initiative that improves the lives of ~30,000 students yearly in Canada.

[→ VISIT WEBSITE](#)



The Whole Child Network is a global network of schools and educators based on ASCD's Whole Child framework.

[→ VISIT WEBSITE](#)

## APPLE Schools

Canada

APPLE Schools is a proven, school-based health promotion project that gives students positive experiences that prepare them for the challenges of the future. Students in APPLE school communities lead the creation of a healthy school environment where they are happier and achieve better learning outcomes through making healthy lifelong choices around movement, mindfulness, and food.

2007

YEAR ESTABLISHED

100 000

CHILDREN / USERS

1

COUNTRY

## ASCD Whole Child Network

United States

ASCD's Whole Child Network, is a free global network of over 1500 schools, educators, and leaders across 50+ countries focused on the same goals; engaged in the same processes; and utilising the same framework for holistic school improvement. Each member is able to access individual school needs assessment results, guides, to develop specific action plans, based on a continuum of benchmarks.

2019

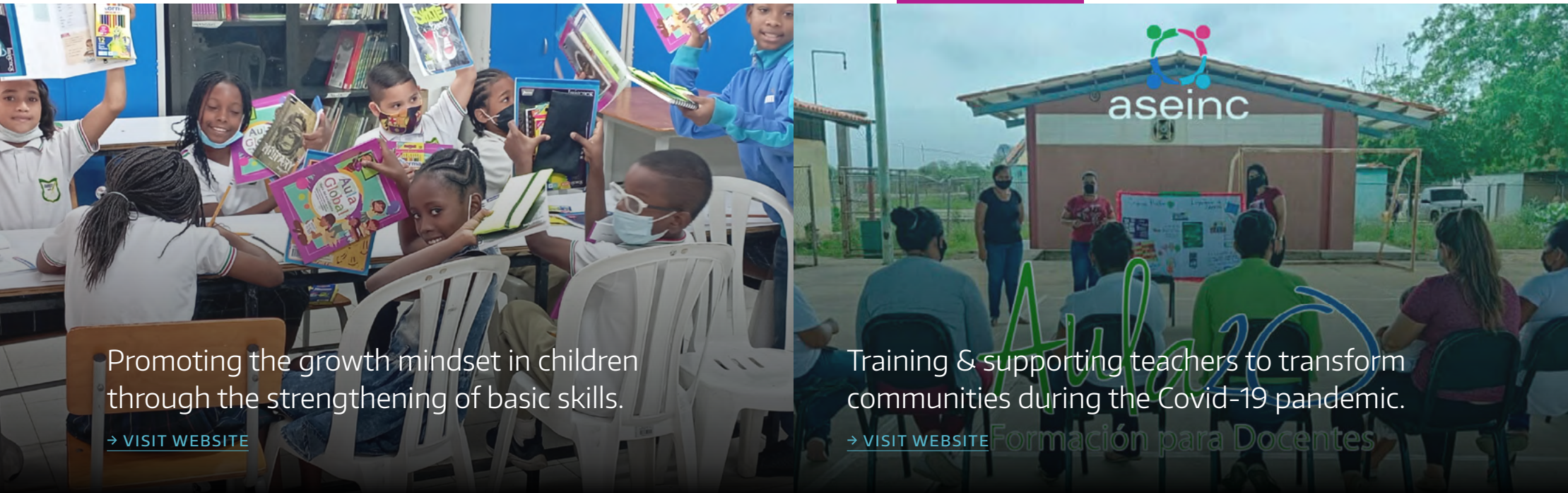
YEAR ESTABLISHED

1 800

CHILDREN / USERS

53

COUNTRIES



Promoting the growth mindset in children through the strengthening of basic skills.

[→ VISIT WEBSITE](#)

Training & supporting teachers to transform communities during the Covid-19 pandemic.

[→ VISIT WEBSITE](#)

## Aula Global

Colombia

Aula Global tackles learning poverty, a problem exacerbated during the Covid-19 pandemic. The program prioritises low performing students in language and mathematics and who, as a consequence, experience rejection, stigmatisation and demotivation for learning. Aula Global empowers their growth mindset, strengthening their basic and social skills.

## Aula20 – Teacher Training Program

Venezuela

During the Covid-19 pandemic, the comprehensive long-term program for K-12 teachers was adapted, so it would not be stopped during the quarantine. Teachers from urban and rural slums were reached via WhatsApp and text messages to continue their Aula20 training. Teachers also received pedagogical & didactic tools to improve reading-writing-mathematics teaching techniques, while using information technologies.

2017

YEAR ESTABLISHED

18 000

CHILDREN / USERS

1

COUNTRY

2010

YEAR ESTABLISHED

167 575

CHILDREN / USERS

1

COUNTRY



Empowering young people to become educated citizens through the arts!

[→ VISIT WEBSITE](#)



Developing proactive cards for teachers to implement FA at the classroom level.

[→ VISIT WEBSITE](#)

## B4 Youth Theatre

Liberia

B4 (Burning Barriers, Building Bridges) Youth Theatre was founded in 2010 with a mission of empowering young people to become educated citizens through the arts. B4YT helps children and young adults develop a vision for a better world and attain the education to realise their vision.

2009

YEAR ESTABLISHED

500

CHILDREN / USERS

4

COUNTRIES

## Being a Proactive Teacher in Formative Assessment

Kazakhstan

Nazarbayev Intellectual Schools have established an experimental platform for the development, research and implementation of modern education models by level. This innovation addresses teachers' knowledge on formative assessment into real action for the best interest of the child. The result of this initiative has led to the research of effective teacher resources for formative assessment.

2018

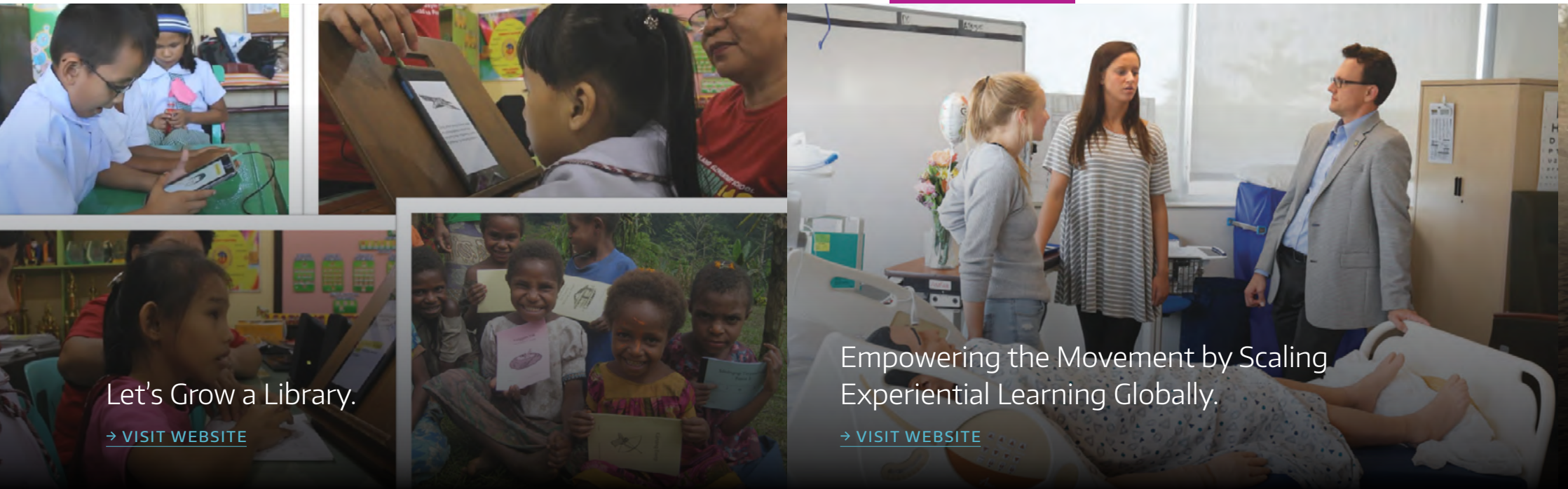
YEAR ESTABLISHED

15 000

CHILDREN / USERS

1

COUNTRY



Let's Grow a Library.

[→ VISIT WEBSITE](#)

Empowering the Movement by Scaling Experiential Learning Globally.

[→ VISIT WEBSITE](#)

# Bloom

Papua New Guinea

Bloom is free, open-source software that enables people to create books in their own languages. Even people with modest IT skills can quickly learn to use Bloom to create books in any language and any script. Levelled reading materials created with Bloom help children and adults learn to read. Books can be printed, read online, or downloaded for offline use and translated into new languages.

# Center for Advanced Professional Studies (CAPS) Network

United States

Education needs a redesign in approach and outcomes through the integration of real-world learning to prepare students for the future. CAPS Network allows a K-12 school or district to leverage a robust ecosystem of innovative educators who are currently connecting students to professionals through a shared framework. There is nothing quite like CAPS Network - it's a family committed to change.

2012

YEAR ESTABLISHED

4 500 000

CHILDREN / USERS

89

COUNTRIES

2015

YEAR ESTABLISHED

32 781

CHILDREN / USERS

4

COUNTRIES





Sport and play-based psychosocial support for refugee and returnee children.

[→ VISIT WEBSITE](#)



Lessons from the classroom of the Future.

[→ VISIT WEBSITE](#)

## Children on the Move

Switzerland

The Children on the Move project is implemented in Uganda and South Sudan. Children aged 5 to 12 improve their psychosocial wellbeing to recover from war-related trauma and rebuild their lives in camps or back home. Through the Swiss Academy for Development's sport and play-based approach, children acquire skills to deal with daily challenges, actively shape their lives, restore confidence, self-esteem and social cohesion to successfully participate in their communities.

2017

YEAR ESTABLISHED

2 800

CHILDREN / USERS

3

COUNTRIES

## Classroom of the Future

United Kingdom

Classroom of the Future has designed a classroom that disrupts the usual model of learning. Lessons focus on interdisciplinary learning through super concepts. This innovation has partnered with industry to create an inspiring space, one that uses warm technology to push the boundaries of what is possible in the classroom. This is a learning space for the future!

2020

YEAR ESTABLISHED

15 500

CHILDREN / USERS

12

COUNTRIES



Improve learning and school coexistence of students, through community participation.

[→ VISIT WEBSITE](#)



Inspiring digital creativity - computational thinking as basic education in every school.

[→ VISIT WEBSITE](#)

## Comunidades de Aprendizaje

Chile

The learning gaps between students, the problems of school coexistence are still valid and the pandemic has increased them. Comunidades de Aprendizaje, a project implemented by Fundación 99 in Chile, is based on scientific evidence from CREA at Universidad de Barcelona, of what educational practices have resulted in vulnerable populations. Therefore, this innovation implements a way to dialogue and link families in the student learning process to achieve the expected results.

2019

YEAR ESTABLISHED

8 000

CHILDREN / USERS

8

COUNTRIES

## CoolThink@JC

China

CoolThink@JC is a Computational Thinking (CT) education programme created and funded by The Hong Kong Jockey Club Charities Trust, and co-created by The Education University of Hong Kong, Massachusetts Institute of Technology, and City University of Hong Kong. Its mission is to inspire digital creativity, nurture students' proactive use of technologies for social good from a young age, mainstream CT education in schools and serve as basic education for everyone.

2016

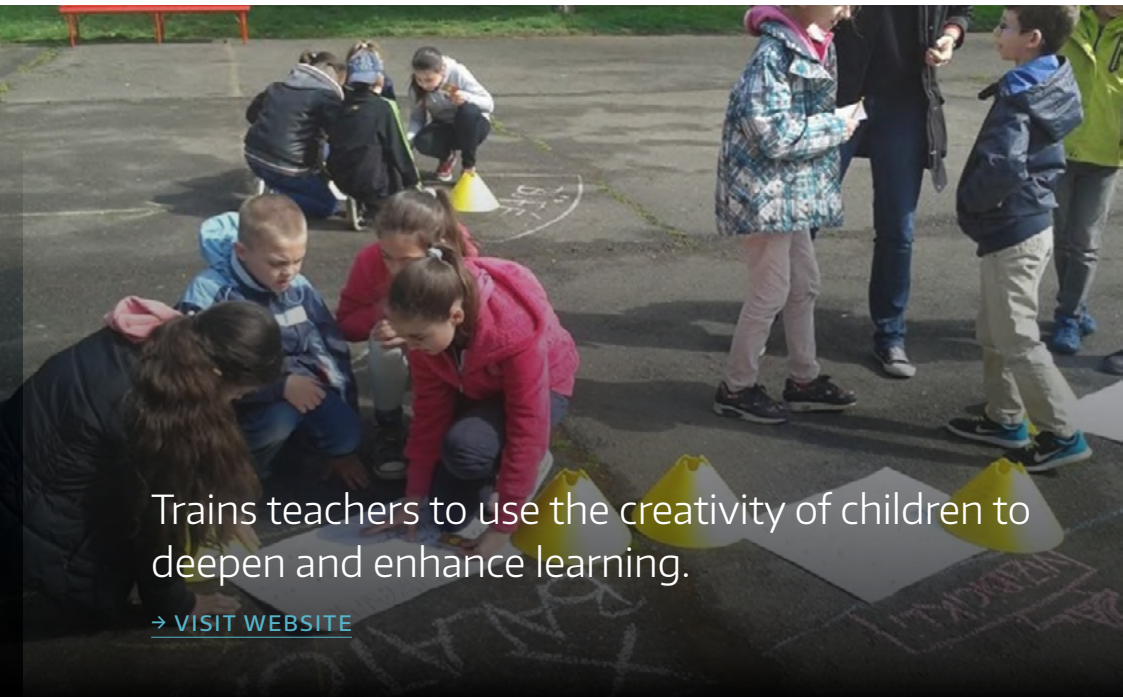
YEAR ESTABLISHED

111 558

CHILDREN / USERS

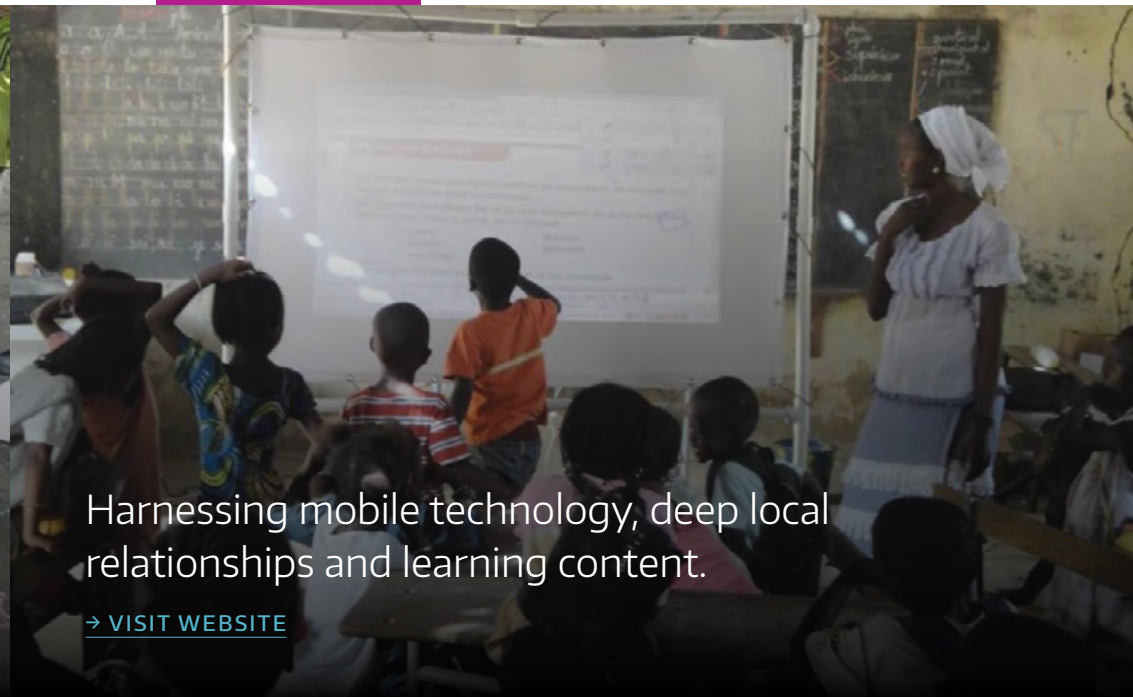
7

COUNTRIES



Trains teachers to use the creativity of children to deepen and enhance learning.

[→ VISIT WEBSITE](#)



Harnessing mobile technology, deep local relationships and learning content.

[→ VISIT WEBSITE](#)

## Creative Partnerships Hungary

Hungary

Creative professionals from different artforms work with teachers to help students master diverse skills and knowledge (creative competences, critical thinking, subject-based knowledge, cooperation). New expectations are brought, which clearly challenge students. Teachers are able to develop their practice to ensure that students are engaged physically, socially, emotionally & intellectually.

2014

YEAR ESTABLISHED

1 000

CHILDREN / USERS

2

COUNTRIES

## CyberSmart Africa

Senegal

Since proudly winning WestAfricaCom's Game-Changing Innovation Award, CyberSmart Africa continues to innovate ways to deliver up-to-date quality content directly supporting learning both online and to the vast majority of schools that have no electricity in sub-Saharan Africa.

2008

YEAR ESTABLISHED

1 250 000

CHILDREN / USERS

1

COUNTRY



Placing creativity at the heart of education.

[→ VISIT WEBSITE](#)



A community of built environment professionals and teachers building the future through education.

[→ VISIT WEBSITE](#)

## Daydream Believers

United Kingdom

Daydream Believers are a group of passionate, award-winning educators, employers and students who have come together to embed creativity at the heart of education because they believe that innovation, curiosity and resilience are crucial to unlocking the potential of the future workforce. This innovation is bringing the “real world” into our classrooms.

2019

YEAR ESTABLISHED

12 000

CHILDREN / USERS

8

COUNTRIES

## De-a Arhitectura

Romania

De-a Arhitectura is a community of built environment professionals and teachers shaping a better future through architecture education for children, youth and adults. The programs foster creativity and innovation, and help children get ready for the real world. In over a decade, De-a Arhitectura has reached over 30 000 pupils in Romania, involving 1150 teachers and 950 volunteer architects.

2013

YEAR ESTABLISHED

30 000

CHILDREN / USERS

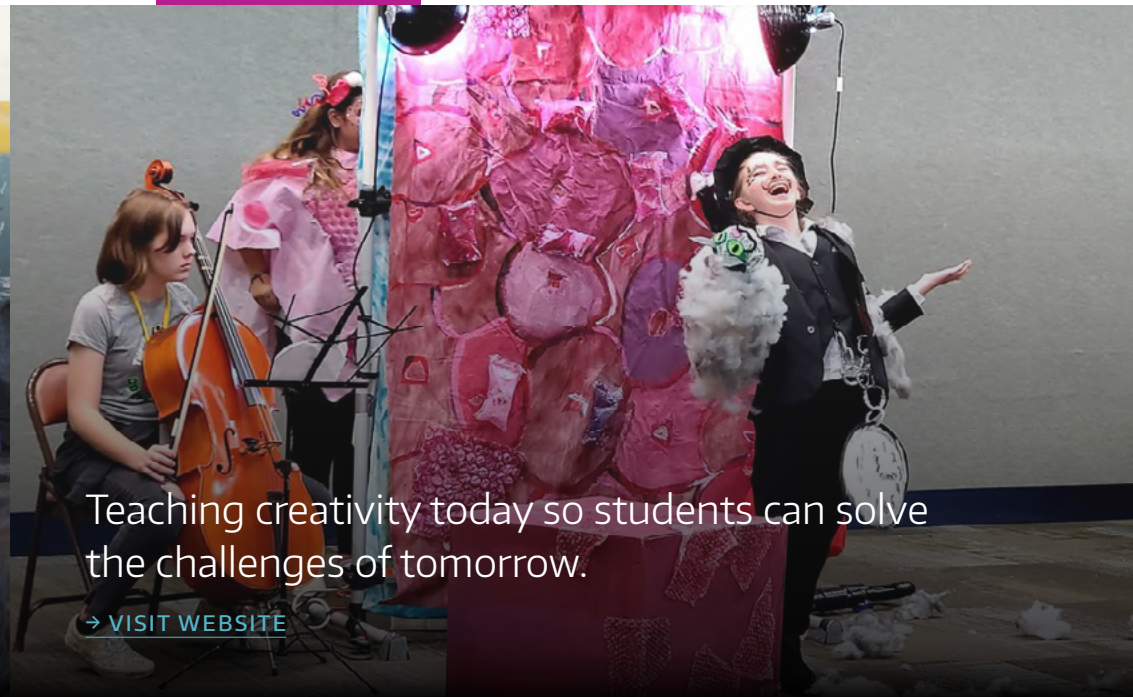
1

COUNTRY



Making school governance more inclusive & representative by fostering voice & agency in local stakeholders.

[→ VISIT WEBSITE](#)



Teaching creativity today so students can solve the challenges of tomorrow.

[→ VISIT WEBSITE](#)

## Democratizing Governance of Public Schools

India

In the context of public education, this innovation fosters voice and agency in local stakeholders enabling them to represent their interests and to hold their leaders to account. Democratizing Governance of Public Schools activates School Management Committees (SMCs), which is a law mandated local platform for local stakeholders around a public school to collectively dialogue and act.

## Destination Imagination

United States

Destination Imagination uses project-based learning to teach students creativity, critical thinking, collaboration, and communication. Teams create and present solutions to open-ended challenges rooted in visual arts, performance, and STEM. The participants gain important life skills, including the confidence to succeed in an ever-changing world.

2017

YEAR ESTABLISHED

40 000

CHILDREN / USERS

1

COUNTRY

1999

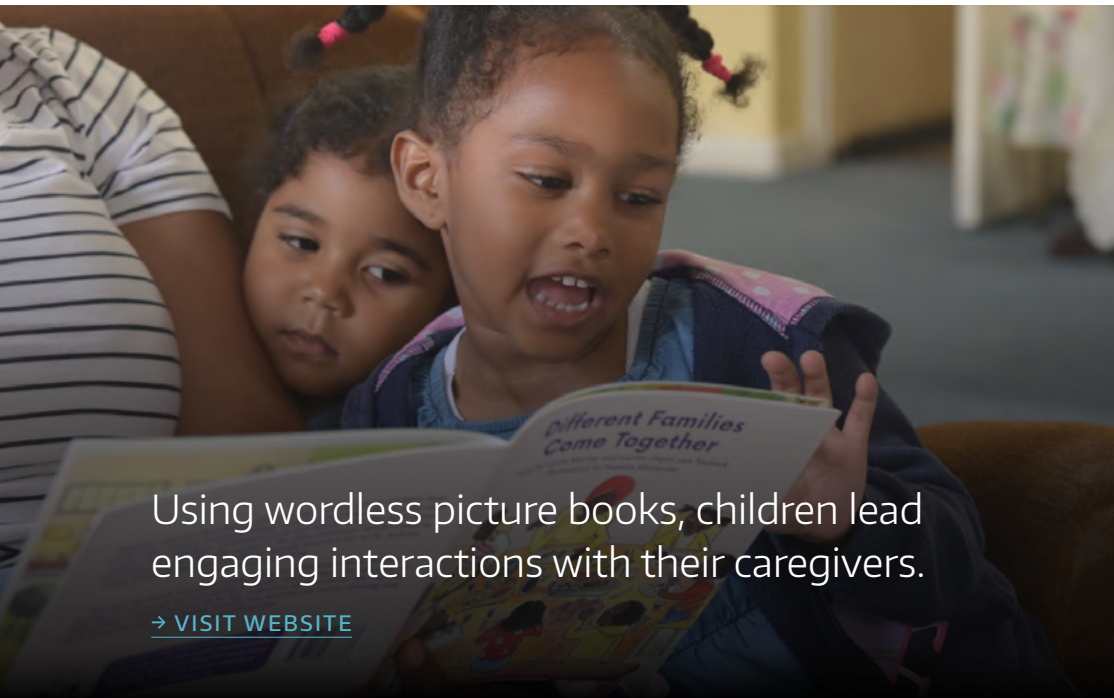
YEAR ESTABLISHED

150 000

CHILDREN / USERS

29

COUNTRIES



Using wordless picture books, children lead engaging interactions with their caregivers.

[→ VISIT WEBSITE](#)



Building a community of thoughtful learners and creative young social changemakers through arts.

[→ VISIT WEBSITE](#)

## Dialogic book-sharing

South Africa

Children’s brain and socio-emotional development are galvanised when they are active participants, as opposed to passive recipients, in an activity. During book-sharing, caregivers use wordless picture books to have engaging interactions with their child (under 6). Caregivers allow the child to lead, provide affirmation and ask stimulating questions on characters’ feelings, intentions, and perspectives. Book-sharing supports the development of children’s early literacy skills, socio-emotional skills and nurturing parent-child relationships.

2016

YEAR ESTABLISHED

1 000

CHILDREN / USERS

5

COUNTRIES

## Discovering New Artists (DNA)

Pakistan

DNA is a youth-led social enterprise that provides an innovative space for children to utilise their strengths, discover their identities, find meaning in the community and explore the world connections through the process of art and design. It creates creative learning opportunities integrated into arts and design for students from both private and low-income sectors through its one for one model.

2013

YEAR ESTABLISHED

129 948

CHILDREN / USERS

1

COUNTRY



Making the dreams of people living in the slum to become a reality using education, empowerment and mentoring.

[→ VISIT WEBSITE](#)



Educate Girls' goal is to improve access and quality of education for over 15 million children by 2024.

[→ VISIT WEBSITE](#)

## Dreams from the slum

Nigeria

Dreams from the slum is an initiative committed to making the dreams of vulnerable persons living in remote and desolate communities a reality through a three pronged approach on Education, Empowerment and Mentorship. This innovation makes people in the slum develop love for education by giving them reason to believe in themselves and their dreams.

2013

YEAR ESTABLISHED

312

CHILDREN / USERS

1

COUNTRY

## Educate Girls

India

Through advanced analytics, Educate Girls has identified 5% of villages that hold 40% of India's out-of-school girl population. Working in partnership with the Government and community volunteers called Team Balika, it is empowering girls to go back to school. Since its inception in 2007, Educate Girls has enrolled 1100,000+ girls in school and improved learning outcomes for 1.6 million+ children.

2007

YEAR ESTABLISHED

1 600 000

CHILDREN / USERS

1

COUNTRY



Awareness, self-regulation & connection:  
Empowering educators and students to cultivate wellbeing.

[→ VISIT WEBSITE](#)



Building the Most Progressive Education System in The World.

[→ VISIT WEBSITE](#)

## Educating for Wellbeing (EW)

Mexico

In Mexico, 1 in 2 children lives in poverty and 60% are behind in school by grade six. Gaps in educational outcomes across socioeconomic status fuel cycles of inequality and violence. EW aims to break these cycles by fostering learning environments that act as protective barriers. EW trains educators to improve their own SEC and well-being, foster SEL in students and implement systemic change.

2018

YEAR ESTABLISHED

418 570

CHILDREN / USERS

1

COUNTRY

## EIDU

Germany

EIDU has built a technology-supported education program enabling the integration, assessment and continuous improvement of its learning components. EIDU combines an open digital platform with Tayari, one of the most impactful and robustly evaluated structured pedagogy programs for pre-primary that is play-based, child-centred and fosters active learning.

2015

YEAR ESTABLISHED

100 000

CHILDREN / USERS

2

COUNTRIES





For a world with no barriers in learning and communication.

[→ VISIT WEBSITE](#)

## EKUI

Portugal

In Portugal, 1.7 million people face some “barriers” in their daily lives preventing them from learning and communicating through reading, writing, or speaking. EKUI has found a game changer solution: a universal drawing methodology to learn, accessible to every child, leaving no one behind. Join us for a more inclusive education!

2003

YEAR ESTABLISHED

113 000

CHILDREN / USERS

11

COUNTRIES



Promoting resilience and well-being of boys and girls around the world through sport.

[→ VISIT WEBSITE](#)

## Fútbol Más

Chile

Fútbol Más programmes aim to strengthen processes of resilience, meaningful connections and community cohesion for boys, girls and youth through game and sports. To promote well-being inside schools, Fútbol Más developed a technology based train-the-trainers programme. Teachers and school members can learn and implement this methodology through sessions of social-emotional development & sport.

2007

YEAR ESTABLISHED

26 000

CHILDREN / USERS

11

COUNTRIES



Promoting empathy through stories to inspire students to become global citizens and local change-makers.

[→ VISIT WEBSITE](#)

## Girl Rising

United States

Girl Rising's videos explore the profound barriers faced by girls around the world – poverty, child marriage, gender violence, trafficking, tradition – and the change that happens when barriers are dismantled. Young people, from upper elementary through high school, are spurred to see beyond their borders, value their education, think critically, and believe in their capacity to create change.

2013

YEAR ESTABLISHED

500 000

CHILDREN / USERS

144

COUNTRIES



Supporting schools and educators in creating a more sustainable world.

[→ VISIT WEBSITE](#)

## Global Schools Program

United States

Global Schools (GS) is a flagship program of the United Nations Sustainable Development Solutions Network, in support of UNESCO's Roadmap for Education for Sustainable Development (ESD). The mission of Global Schools is to create a world where every primary and secondary student is equipped with the knowledge, skills, and values to tackle the problems of the 21st century.

2018

YEAR ESTABLISHED

108 112

CHILDREN / USERS

89

COUNTRIES



Creating design-driven stories to teach young people 21st Century entrepreneurial skills.

[→ VISIT WEBSITE](#)



Promoting Primary HIV and Violence Prevention and Social Asset Building for Very Young Adolescents.

[→ VISIT WEBSITE](#)

## Going to School Fund

India

This innovation designs and delivers stories to enable young people to take on and solve the biggest problems of our time. Most of the stories feature young women hero entrepreneurs doing new kinds of work, running garbage companies, making leaf plates to replace plastic, designing, installing and servicing solar panels on rooftops.

2003

YEAR ESTABLISHED

500 000

CHILDREN / USERS

1

COUNTRY

## Grassroot Soccer: SKILLZ Core

South Africa

SKILLZ Core is a mixed-gender, rights-based, gender transformative intervention for very young adolescents that consider the profound changes brought about by puberty. It offers positive youth role models, increases self-concept, physical health, and school performance, creates safe space to discuss power dynamics and gender norms, and introduces core sexual and reproductive health topics.

2009

YEAR ESTABLISHED

600 000

CHILDREN / USERS

39

COUNTRIES



An online resource on intellectual and developmental disabilities to improve the lives of children.

[→ VISIT WEBSITE](#)

## Habaybna.net

Jordan

Habaybna.net brings together hundreds of resources in special education & rehabilitation for parents & caregivers to help children with intellectual or developmental disabilities have a meaningful life when they grow up. Habaybna is dedicated to helping children with different abilities thrive @ home, @school & @work. This innovation provides: Specialised content, Directory and Tele-coaching service.

**2017**

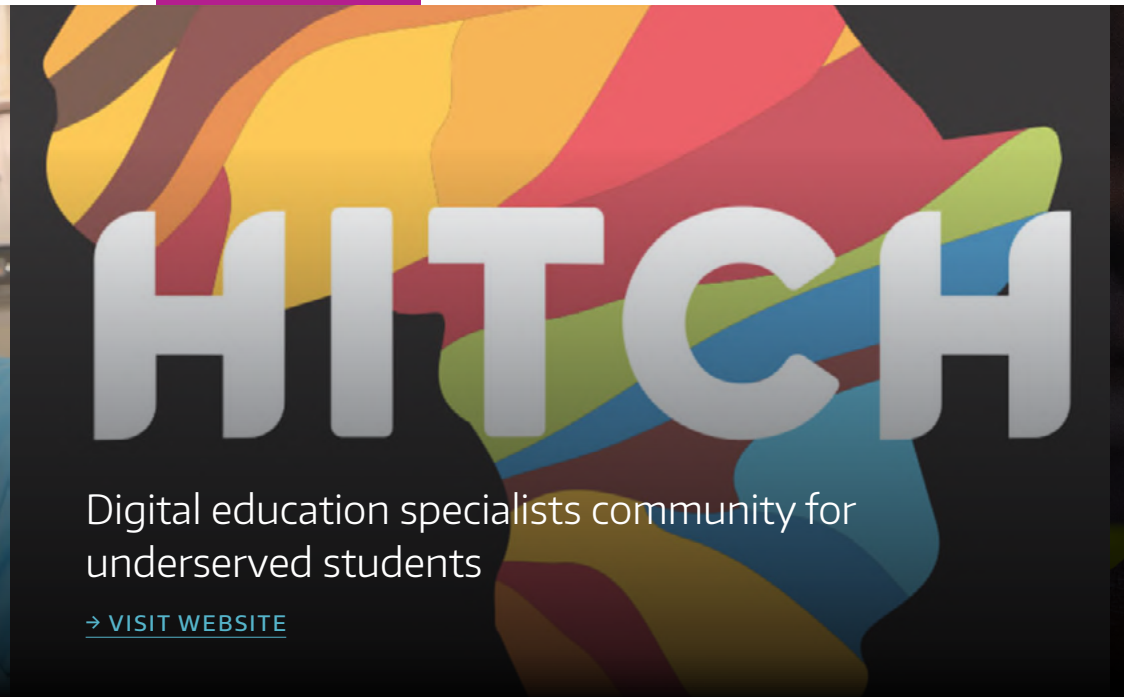
YEAR ESTABLISHED

**514 238**

CHILDREN / USERS

**8**

COUNTRIES



Digital education specialists community for underserved students

[→ VISIT WEBSITE](#)

## HITCH

Nigeria

HITCH transforms teachers into digital education specialists with impactful transferable skills, through intensive training and practicums, focused on creating immersive learning experiences for underserved students.

**2018**

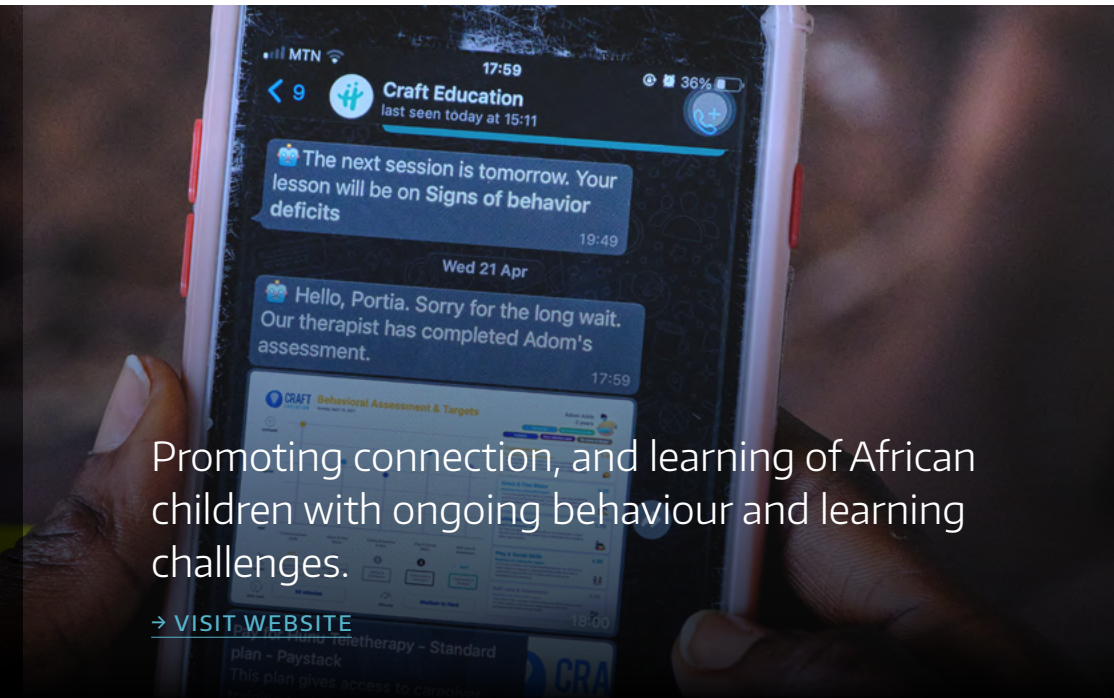
YEAR ESTABLISHED

**10 000**

CHILDREN / USERS

**2**

COUNTRIES



Promoting connection, and learning of African children with ongoing behaviour and learning challenges.

[→ VISIT WEBSITE](#)



Transforming lives in rural Africa with education and innovation

[→ VISIT WEBSITE](#)

## Hunu Teletherapy

Ghana

It is no secret that early and intensive intervention for ongoing behavior challenges like autism and ADHD reduces symptoms significantly, but African families find it challenging to access interventions for their children today. Hunu trains parents and teachers to support children with ongoing behavior and learning challenges in the home or school by combining evidence-based therapy approaches with WhatsApp, messaging, and phone and video calls.

2016

YEAR ESTABLISHED

225

CHILDREN / USERS

1

COUNTRY

## Impact Network eSchool 360 Model

Zambia

Even though more children are attending school, learning outcomes are not drastically improving. The eSchool 360, is a holistic education programme centred on empowering teachers with tablets, activity-based lessons, support and weekly coaching. And it's working! From an RCT, after one year in the program, students showed impressive results in maths & literacy.

2009

YEAR ESTABLISHED

6 000

CHILDREN / USERS

1

COUNTRY



SEL through Theatre of Awareness in public schools to improve coexistence and prevent violence.

[→ VISIT WEBSITE](#)



Research-based mathematical curriculum. The path to develop mathematically competent individuals.

[→ VISIT WEBSITE](#)

## In Their Shoes

Spain

In Their Shoes is a programme of emotional literacy to improve school coexistence based on the theatre of awareness method, that stages emotions and makes them visible to everybody. It aims at the entire school community with the objectives of preventing violence and bullying, as well as promoting coexistence through training sessions on emotional literacy for students (aged 4-14), their teachers and families.

2017

YEAR ESTABLISHED

20 000

CHILDREN / USERS

2

COUNTRIES

## Innovamat

Spain

Innovamat aims at being a global education company in the field of mathematics. We endeavour to bring the best Maths practices everywhere. More than 1,200 schools will be using Innovamat as of September 2021, so over 200,000 students and more than 12,000 teachers will benefit from Innovamat's vision to teach mathematics. Currently, this innovation operates in Spain, Chile, Ecuador, and Mexico.

2017

YEAR ESTABLISHED

200 000

CHILDREN / USERS

4

COUNTRIES



Expand your horizons.

[→ VISIT WEBSITE](#)

Inclusive education for deaf students from vulnerable contexts who share classrooms with hearing ones.

[→ VISIT WEBSITE](#)

## Inspire High

Japan

Inspire High is an EdTech program that connects teenagers to the world’s most creative minds. Guides from various fields share their passion, projects, challenges and visions in an interactive, participatory session that invites members to share their thoughts and exchange feedback. Our goal is to expand horizons and inspire teenagers to live to their fullest potential.

2020

YEAR ESTABLISHED

30 000

CHILDREN / USERS

1

COUNTRY

## Inverse inclusion

Colombia

ICAL has developed an education model called “Inverse Inclusion”. This innovation brings formal education to low-income deaf and non-deaf children and teenagers in an environment where the first group represents the majority (72%). It uses ICTs and face-to-face classes to support sign language and oralism learning, supporting their life-project construction and human development.

1961

YEAR ESTABLISHED

2 700

CHILDREN / USERS

1

COUNTRY



We use the power of JOY to change children's lives.

[→ VISIT WEBSITE](#)



Great things start small.

[→ VISIT WEBSITE](#)

## Join for Joy

Netherlands

Join for Joy educates primary school teachers in the most rural areas of East Africa to implement sports and play activities into the curriculum of local schools. By doing so, children are stimulated to come to school and to keep coming to school. Through playful learning, they learn about essential topics such as (in)equality & develop life skills such as respect, self-confidence, assertiveness.

2011

YEAR ESTABLISHED

529 750

CHILDREN / USERS

5

COUNTRIES

## Kidogo

Kenya

Kidogo improves access to quality, affordable Early Childhood Care & Education in East Africa's low-income communities. This innovation uses an innovative social franchising approach to identify, train and support female entrepreneurs (Mamapreneurs) to start or grow childcare micro-businesses.

2015

YEAR ESTABLISHED

10 889

CHILDREN / USERS

1

COUNTRY





# KiVa®

Let's stop bullying together!

[→ VISIT WEBSITE](#)



Bridging the gap between vulnerability and prosperity through SEL.

[→ VISIT WEBSITE](#)

## KiVa antibullying program

Finland

KiVa program is an evidence-based program based on decades of research on bullying and its mechanisms. KiVa promotes empathy towards victimised peers, raises awareness of the role the peer group plays in the bullying process and provides safe strategies to support and help the victims. The program aims at reducing bullying and victimisation, and internalising problems such as social anxiety.

**2009**

YEAR ESTABLISHED

**350 000**

CHILDREN / USERS

**21**

COUNTRIES

## Labhya Foundation

India

Labhya partners with Indian state governments to co-create & ensure effective implementation of state-wide daily SEL classes integrated in the school day. They have co-created and are ensuring effective implementation of the world's largest & India's first at-scale SEL programs. Their programs enable 2.5 million vulnerable children across 2 states of India to become healthy, effective learners.

**2017**

YEAR ESTABLISHED

**2 500 000**

CHILDREN / USERS

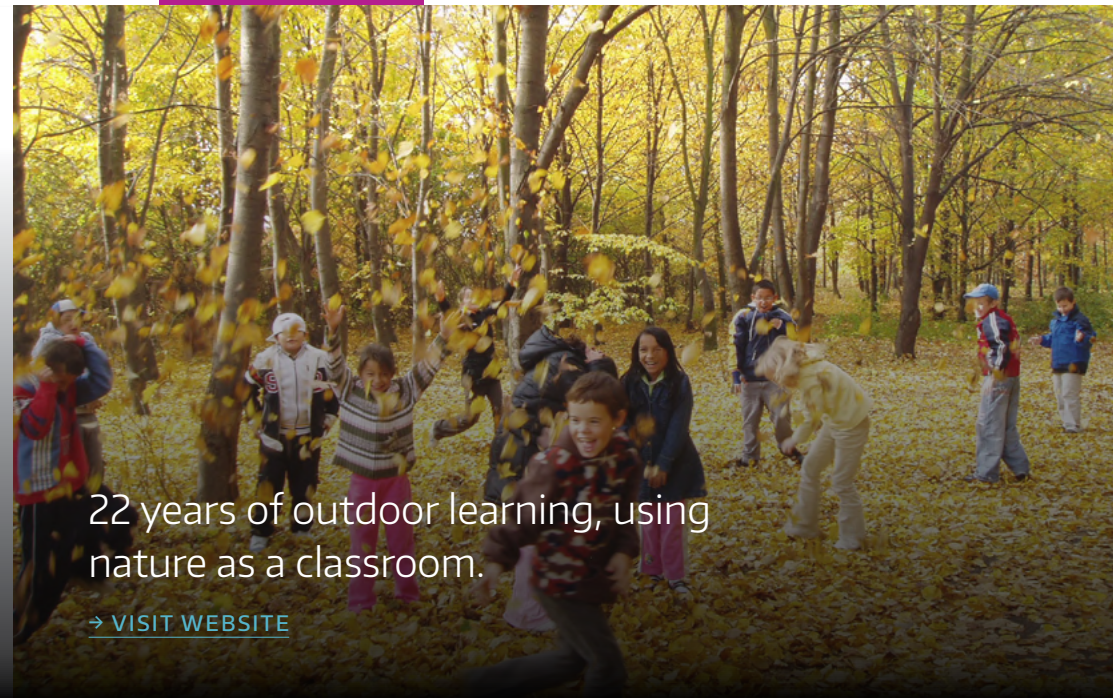
**1**

COUNTRY



Empowering teacher learning communities for the professional growth of all Indonesian teachers.

[→ VISIT WEBSITE](#)



22 years of outdoor learning, using nature as a classroom.

[→ VISIT WEBSITE](#)

## The Teacher Learning Center

Indonesia

Teacher Learning Center (TLC) is initiated as one of the solutions to cater the limited access and diverse needs of Teachers Professional Development. It's a structured independent learning organisation, managed by a group of selected teachers to plan, develop, and initiate contextual PD programs, under the supervision of local government.

2012

YEAR ESTABLISHED

200 000

CHILDREN / USERS

1

COUNTRY

## Learning about Forests (LEAF)

Denmark

Learning about Forests advocates for outdoor learning and hands-on experiences which allow students to connect with nature and develop a deeper understanding of the natural world. While the LEAF programme's started with a focus on tree-based ecosystems and sustainable forest use, today it includes a diversity of ecosystems to foster skills and knowledge by exposing learners to outdoor experiences.

2000

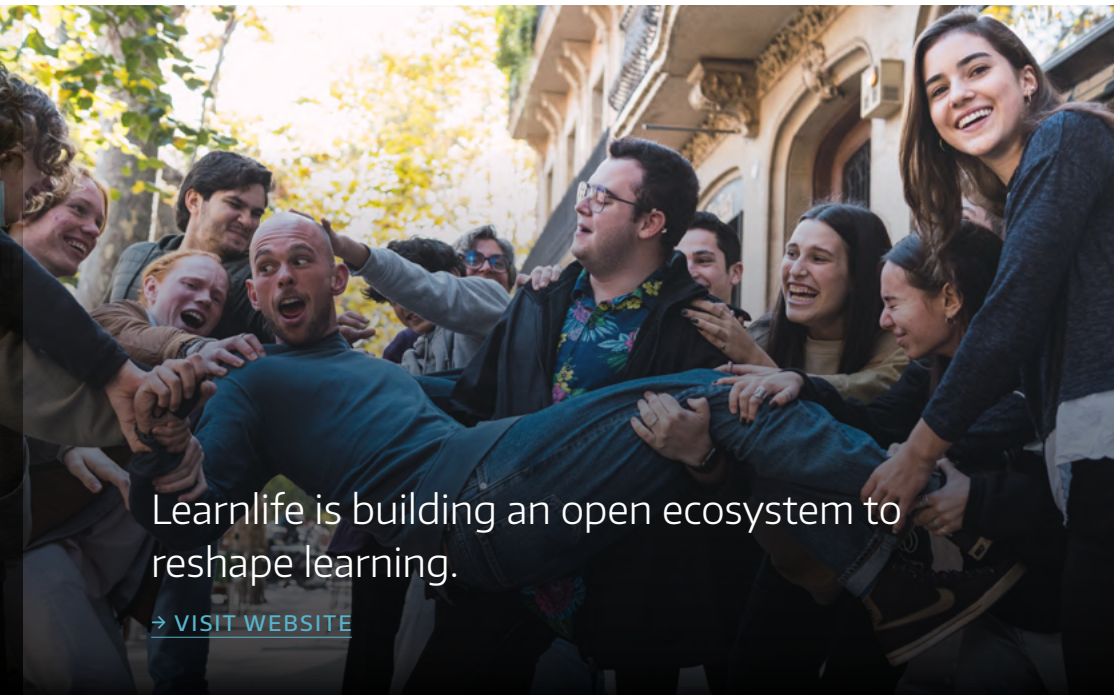
YEAR ESTABLISHED

760 057

CHILDREN / USERS

26

COUNTRIES



Learnlife is building an open ecosystem to reshape learning.

[→ VISIT WEBSITE](#)

## Learnlife: The Elements of Learning Innovation

Spain

'Elements of Learning Innovation' is an agile roadmap supporting transformation to a new paradigm. The Elements are a culmination of the latest aggregated research, constantly updated, edited and debated. They offer evidence-based solutions for individuals, communities and organisations who want to embark on a journey of change. Learnlife implements all the Elements in their hub communities.

2017

YEAR ESTABLISHED

2 500

CHILDREN / USERS

7

COUNTRIES



Stand up against bullying.

[→ VISIT WEBSITE](#)

## Live Without Bullying

Greece

Live Without Bullying is an initiative of KMOP, based on an online counselling platform where young people aged 13-18 and adults can directly chat with trained and experienced psychologists so as to be assisted in incidents of school and cyber bullying. Our counselling procedure is free of charge, anonymous and confidential, based on a person-centered, cognitive behavioral approach.

2015

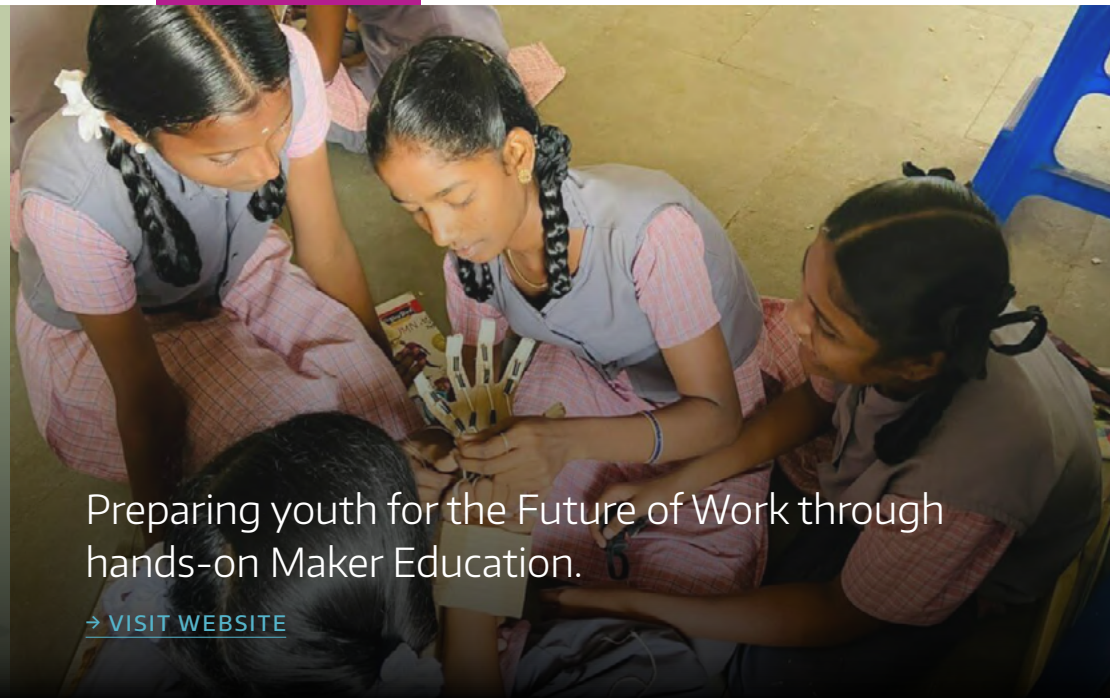
YEAR ESTABLISHED

30 000

CHILDREN / USERS

1

COUNTRY



## Mahara

New Zealand

Mahara is open source software that enables students and professionals to create media-rich portfolios of their learning progress, achievements, and reflections.

**2006**  
YEAR ESTABLISHED

**2 000 000**  
CHILDREN / USERS

**49**  
COUNTRIES

## MakerGhat


India

MakerGhat aims to create the next generation of entrepreneurs and leaders who come from diverse socioeconomic groups! Our programs nurture agency, confidence, and employability among youth through hands-on tinkering/making. We build low-cost makerspaces in schools and communities, accompanied by evidence-based curriculum and robust teacher training.

**2018**  
YEAR ESTABLISHED

**50 000**  
CHILDREN / USERS

**1**  
COUNTRY



Reimagining schools, change and learning through music to make music an integral part of education for children.

[→ VISIT WEBSITE](#)



Inspire. Empower. Grow.

[→ VISIT WEBSITE](#)

## Manzil Mystics

India

Learning Through Music, is the flagship programme of Manzil Mystics that intends to create safe spaces, bring happiness, inculcate confidence and creativity, and ignite the true potential of a child. Children learn how to sing, write and compose a song, and express their feelings and aspirations through music. It acts as a magnet for them to attend school, triggering other essential elements.

2017

YEAR ESTABLISHED

73 000

CHILDREN / USERS

1

COUNTRY

## Masahati Students Club

Jordan

The Masahati Student Clubs program builds cohesive societies which foster wellbeing in development and humanitarian contexts. It is an after-school program that provides alternative spaces for public school children to develop socially and emotionally through sport, arts, civics, etc. Participating schools build inclusion and protection practices, and garner community support to quality education.

2016

YEAR ESTABLISHED

23 294

CHILDREN / USERS

1

COUNTRY



Digital prebuilt courses that help teachers develop socio-emotional skills in adolescents and themselves.

[→ VISIT WEBSITE](#)



Building successful lives through financial literacy.

[→ VISIT WEBSITE](#)

## Mentes Hábiles

Mexico

Mentes Hábiles creates digital prebuilt courses that help teachers develop socio-emotional skills in adolescents to prevent mental health issues. Our materials are designed in slides to be presented by teachers or community leaders in front of a group and contain questions, activities, audios, videos and theory to provoke interactions and learn socioemotional skills along with their students.

2016

YEAR ESTABLISHED

20 000

CHILDREN / USERS

1

COUNTRY

## MoneyTime

New Zealand

MoneyTime is improving the financial futures of students the world over with a gamified financial literacy program. With greater financial knowledge and the confidence to use it, children can avoid unnecessary mistakes, leading to more prosperous families and communities.

2018

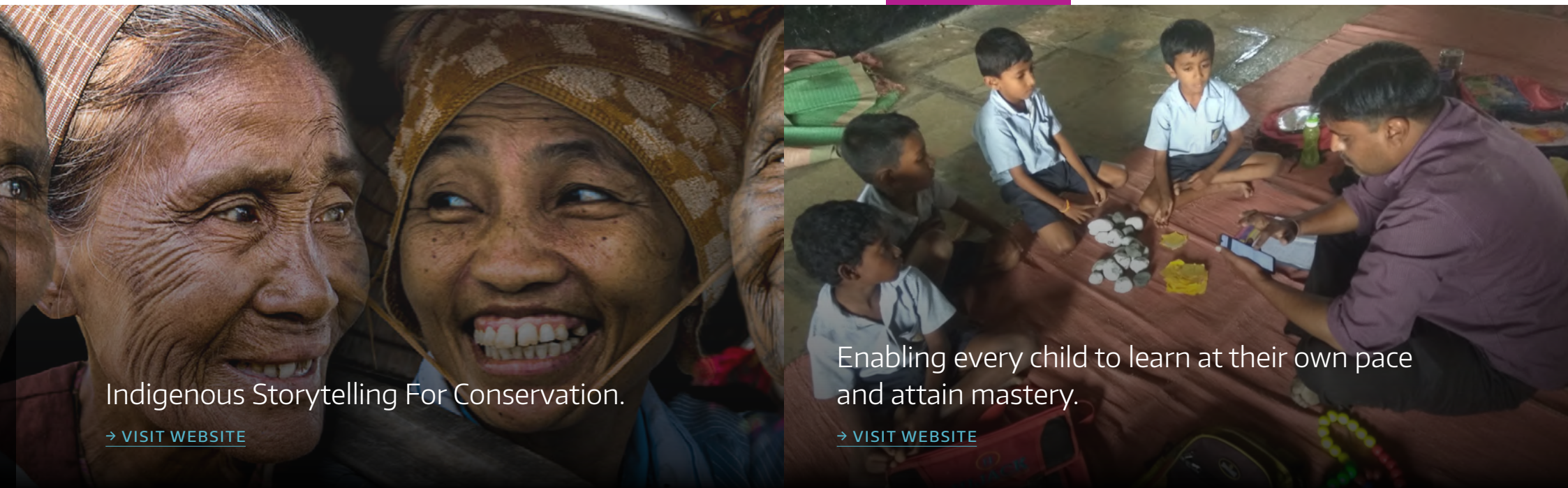
YEAR ESTABLISHED

50 000

CHILDREN / USERS

4

COUNTRIES



Indigenous Storytelling For Conservation.

[→ VISIT WEBSITE](#)

Enabling every child to learn at their own pace and attain mastery.

[→ VISIT WEBSITE](#)

## Mother Jungle

Indonesia

Mother Jungle brings about an environmental paradigm shift in individuals and the society. They deliver experiential professional development programs for Educators focusing on sustainability, cultural immersion, entrepreneurial skills, and local community impact. The ultimate goal is to create a network of green leaders who are equipped with the right tools and feel empowered to take action.

2018

YEAR ESTABLISHED

550

CHILDREN / USERS

3

COUNTRIES

## Navigated Learning Collaborative

United States

Gooru Navigator is a data platform that enables all stakeholders in the education ecosystem to work together by providing access to continuous, real time student learning data, aligning their efforts backed by evidence on how learning happens. The platform gathers accurate data on every learner's needs & provides information and curated resources to chart adaptive learning paths.

2018

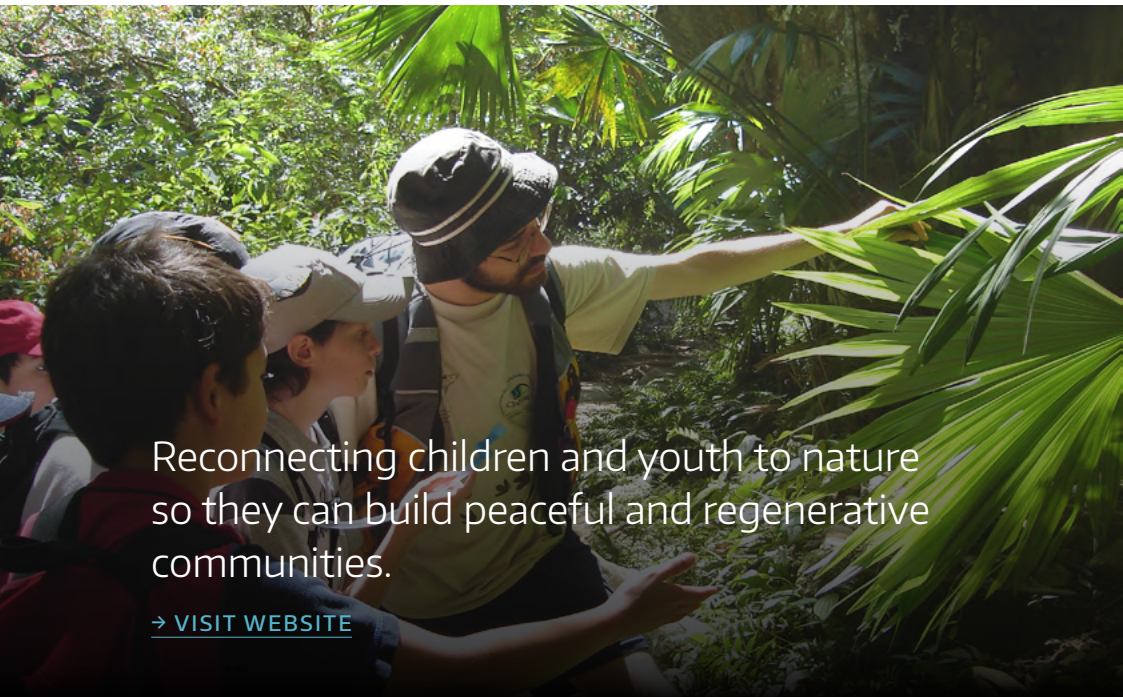
YEAR ESTABLISHED

7 213 257

CHILDREN / USERS

14

COUNTRIES



Reconnecting children and youth to nature so they can build peaceful and regenerative communities.

[→ VISIT WEBSITE](#)



It's Normal, Period!

[→ VISIT WEBSITE](#)

## OpEPA – Bringing Nature into Learning

Colombia

OpEPA centres on the advancement of nature-based and regenerative education, heritage interpretation, and weaving. Using a holistic approach to learning, they activate students' regenerative capacity by creating integral (academic, emotional, and experiential) learning experiences that allow students to start realising and embodying their interconnected and interrelated self.

1998

YEAR ESTABLISHED

130 000

CHILDREN / USERS

3

COUNTRIES

## PadHer

Nigeria

PadHer educates and mentors young African schoolgirls from underserved communities on periods and puberty via the use of comic books so that they can effectively manage their periods and build the self-confidence they need to take control of the future and succeed. Every comic book comes with free reusable cloth pads to help fight against period poverty and keep our young girls in school.

2021

YEAR ESTABLISHED

1 625

CHILDREN / USERS

2

COUNTRIES





Bridging the digital divide.

[→ VISIT WEBSITE](#)



Transforming Students into conscious Leaders: A Peer Teaching/Learning Pedagogy.

[→ VISIT WEBSITE](#)

## Peddle ilabs

Nigeria

Peddle ilabs is an innovative solution, a mobile and digital classroom that is fitted either on a bicycle or motorcycle driven by an interactive study platform with mini computers powered by solar energy, this technology affords young people from lower income communities to instantly convert already existing space at home or in school into digital classrooms for learning.

2020

YEAR ESTABLISHED

3 000

CHILDREN / USERS

1

COUNTRY

## Peer-based Learning

India

Involve Learning Solutions Foundation was founded with the objective of creating an ecosystem of students supporting each other. We create this support system through an innovative pedagogical approach of peer-based learning that would enable them to develop skills (academic and non-academic), exercise their voice and choice and eventually develop agency to make informed decisions for themselves.

2018

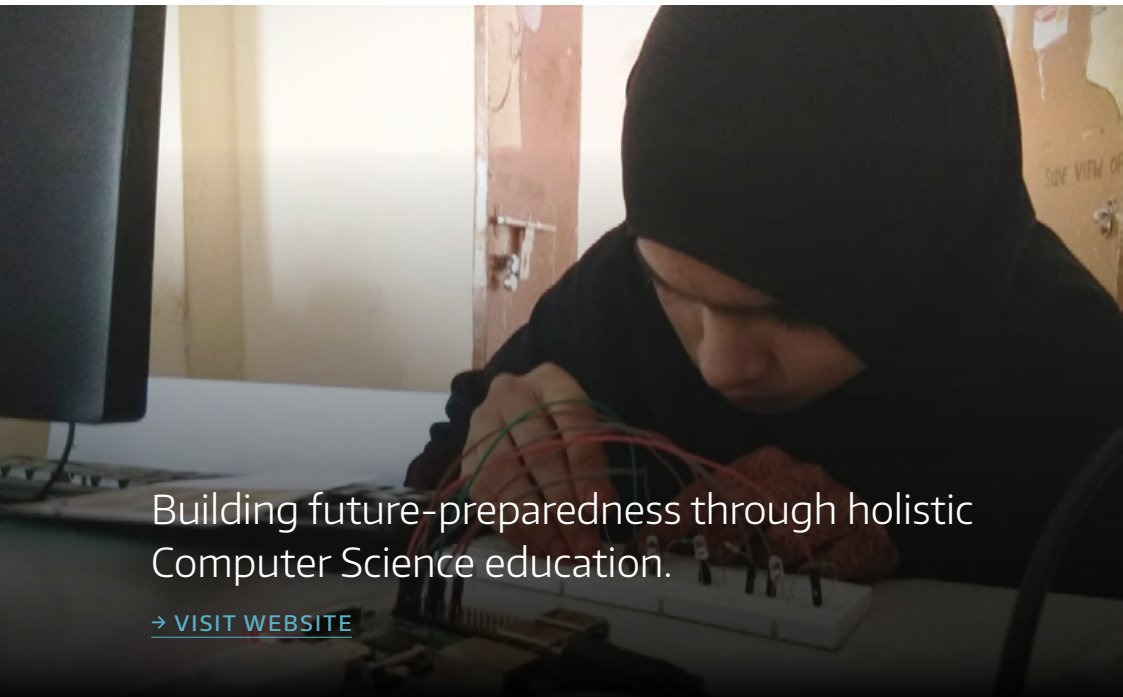
YEAR ESTABLISHED

22 000

CHILDREN / USERS

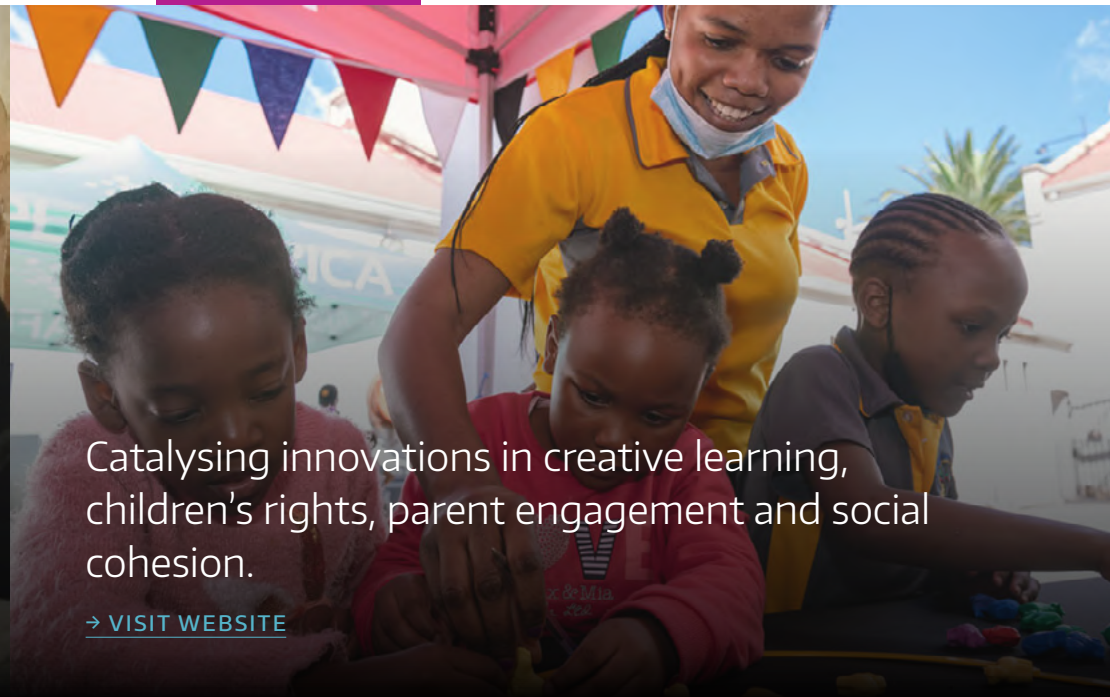
1

COUNTRY



Building future-preparedness through holistic Computer Science education.

[→ VISIT WEBSITE](#)



Catalysing innovations in creative learning, children’s rights, parent engagement and social cohesion.

[→ VISIT WEBSITE](#)

## Pi Labs

India

Pi Jam is a for-impact non-profit organisation that uses open-source, affordable technology tools and internationally benchmarked and highly contextualised curriculum and pedagogy to equip students with technological and future-ready skills (like Problem Solving & Critical Thinking). Pi Jam advocates for initiatives that reduce barriers for students at multiple levels of the education system.

2017

YEAR ESTABLISHED

80 000

CHILDREN / USERS

1

COUNTRY

## Play Africa

South Africa

Disrupting the idea of a “museum,” Play Africa developed a flexible museum model to bring transformative learning experiences promoting creativity, innovation and connection to a divided society. Through replicable programmes and exhibits, Play Africa empowers children, parents and teachers with learning approaches that bring global thinking to classrooms and communities.

2014

YEAR ESTABLISHED

90 000

CHILDREN / USERS

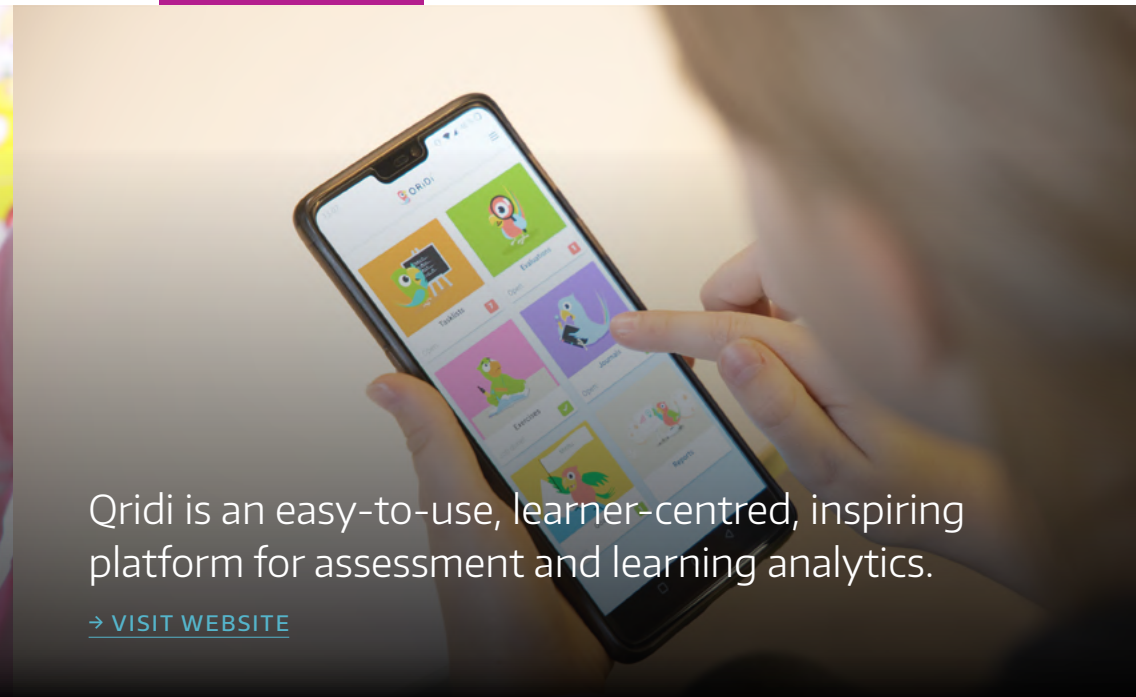
1

COUNTRY



All it Takes for a Teacher is to Know the Children and Respond to Their Needs.

[→ VISIT WEBSITE](#)



Qridi is an easy-to-use, learner-centred, inspiring platform for assessment and learning analytics.

[→ VISIT WEBSITE](#)

## Process-oriented child monitoring (POM)

Vietnam

Monitoring children’s wellbeing and involvement in class, identifying children at risk of not learning, allows early childhood teachers to reflect on their teaching and to adapt their methods of instruction. Empirical evidence from Vietnam shows that this leads to significant increases in a wide range of child development domains, including health behaviour & socio-emotional development.

2016

YEAR ESTABLISHED

98 740

CHILDREN / USERS

1

COUNTRY

## Qridi

Finland

Qridi introduces learners and teachers to look at learning and progress as a group and as individuals. Learning is planned and monitored under the teacher’s guidance, future skills are strengthened and personal strengths identified. The learning journey is recorded and made visible with the help of different functionalities. The resulting data acts as an instrument for dialogue in learning.

2015

YEAR ESTABLISHED

70 000

CHILDREN / USERS

10

COUNTRIES



SEEK: Social Emotional & Ecological Knowledge.

[→ VISIT WEBSITE](#)



World Change Starts with Educated Children.

[→ VISIT WEBSITE](#)

## Rangeet

India

An app for schools, families & communities (facilitators) featuring a play-based, measurable Social, Emotional & Ecological Knowledge (SEEK) curriculum & resources supporting the UNSDGs. SEEK promotes well-being, agency & global stewardship in children in any context. Grounded in the science of learning, SEEK addresses learner variability, augments existing academic curricula and acts as a bridge toward achieving government education objectives of holistic learning. Only one device is needed to implement.

2018

YEAR ESTABLISHED

30 000

CHILDREN / USERS

3

COUNTRIES

## Room to Read

United States

Founded in 2000, Room to Read is creating a world free from illiteracy and gender inequality by helping children in historically low-income communities develop literacy skills and a habit of reading, and by supporting girls as they build skills to succeed in school and negotiate key life decisions. We collaborate with governments and partner organisations to deliver positive outcomes at scale.

2000

YEAR ESTABLISHED

32 000 000

CHILDREN / USERS

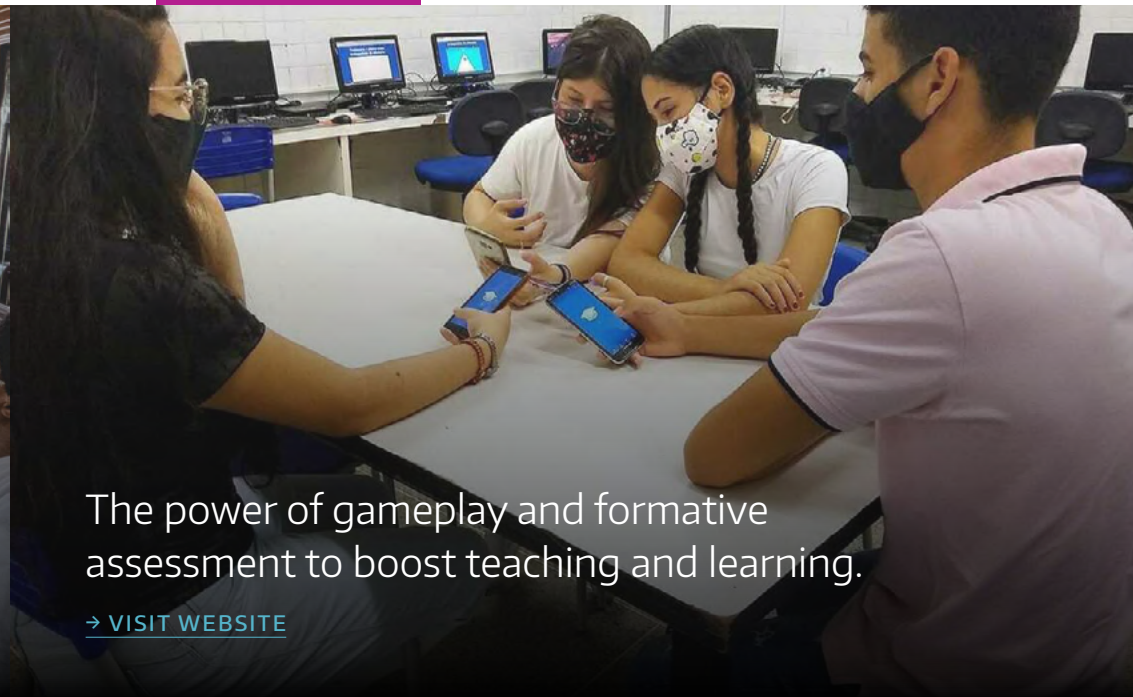
21

COUNTRIES



Community based parent support using ECD principals as facilitators.

[→ VISIT WEBSITE](#)



The power of gameplay and formative assessment to boost teaching and learning.

[→ VISIT WEBSITE](#)

## Sakha Esthu

South Africa

A collaborative project between UNICEF, Nelson Mandela University, The Department of Health & Early Inspiration, gave rise to parent support group across the city under the name, Sakha Esethu. This community based initiative can be best described as a gathering which provides mutual support for caregivers and parents on burning health issues and parent support through dialogue and conversation.

2016

YEAR ESTABLISHED

268

CHILDREN / USERS

1

COUNTRY

## Sapientia

Brazil

Gamified application that allows the students to get involved in subject challenges, questions and problem solving, improving the learning process as a playful and engaging activity. It is a tool for formative assessment for teachers, which offers simple and customizable metrics, scores and tracks from students, to increase qualified teaching, learning and self-regulation strategies.

2018

YEAR ESTABLISHED

1500

CHILDREN / USERS

1

COUNTRY



Reducing Global Unemployment Through Impact-Driven Entrepreneurship.

[→ VISIT WEBSITE](#)



Childhood to Livelihoods.

[→ VISIT WEBSITE](#)

## Savvy Global Fellowship

Nigeria

Savvy was founded to help at least 100,000 young and unemployed professionals from around the world to transition into entrepreneurship by equipping them with the relevant knowledge, skills, tools, resources, support network, and community to build sustainable and innovative impact-driven businesses, as a way to reduce global unemployment that has been broadened by the COVID-19 pandemic.

2020

YEAR ESTABLISHED

7 052

CHILDREN / USERS

1

COUNTRY

## School Completion and Livelihood Enablement (SCALE)

India

Magic Bus, under its SCALE program, operates with an approach of training teachers to deliver Life skill education aligned with NEP, 2020 to adolescents in Grade 6 to 10 by partnering with the Government school system. The program is based on activity-based life skills sessions delivered by school teachers, activation of School Management Committees, engaging with parents, communities and creating peer support structures. The program aims to increase school regularity and participation, improve self-efficacy and resilience in adolescents and managing destabilizers of life such as early marriage and child labor to stay on the path to education completion and informed career choices.

1999

YEAR ESTABLISHED

375 000

CHILDREN / USERS

3

COUNTRIES



Empowering youth with Science.

[→ VISIT WEBSITE](#)



Flexible easy-to-use, targeted strategies to support children’s social emotional learning in school.

[→ VISIT WEBSITE](#)

## Science Clubs International

Mexico

The “Clubes de Ciencia” STEM outreach program runs in 8 countries as a series of project-oriented, hands-on workshops for high school and undergraduate students. These workshops are led by teams of young scientists from top universities in the world and are focused on cutting edge topics. We have reached over 15,000 students since 2014. We also provide mentoring and catalyse collaborations.

2014

YEAR ESTABLISHED

15 000

CHILDREN / USERS

8

COUNTRIES

## SEL Kernels of Practice

United States

SEL Kernels are a low-cost and flexible way to integrate SEL into the daily routines and activities of schooling. Grounded in a content analysis of 50+ evidence-based SEL programs, Kernels are an alternative to traditional comprehensive programs, which can be expensive and difficult to implement. Kernels are easy to adapt and localise to fit different educational contexts around the world.

2015

YEAR ESTABLISHED

10 000

CHILDREN / USERS

7

COUNTRIES



Free education for girls in Kenya's urban slums through a curriculum enabling them to reach their full potential.

[→ VISIT WEBSITE](#)



Advancing Action for Adolescent Girls (A3G).

[→ VISIT WEBSITE](#)

## SHOFCO Girls' Leadership Academies

Kenya

SHOFCO is dedicated to providing free quality education for girls through small classes, exceptional Kenyan teachers who serve as positive role models, and world-class curricula. They currently have two primary schools for girls, the Kibera and Mathare Schools for Girls. From the school, SHOFCO extends holistic community services to the families of students and the entire community.

2009

YEAR ESTABLISHED

600

CHILDREN / USERS

1

COUNTRY

## Siyani Sahelian

Pakistan

The innovative accelerated learning solution introduced by Idara-e-Taleem-o-Aagahi (ITA) supports flexible catch-up education options with life skills (9 modules) & certified TEVT skills for highly vulnerable adolescent girls (aged 9-19) in rural areas and urban slums of Pakistan. The program combines formal/non-formal basic education, Edtech skills, transitions and, where appropriate, mainstreaming of out-of-school girls into formal schools.

2018

YEAR ESTABLISHED

50 000

CHILDREN / USERS

1

COUNTRY





Inclusion of children with special learning styles in mainstream schools.

[→ VISIT WEBSITE](#)



Inspiring tomorrow's innovators to ask 'why' & design real world, human-focused solutions for all.

[→ VISIT WEBSITE](#)

## Special Attention Project

Ghana

Special Attention Project (SAP) works to improve learner outcomes and prevent school dropout of children with Specific Learning Difficulties in Ghana. This is achieved through the provision of Individualised Learning Interventions for children with learning difficulties; capacity building of teachers; counselling services and education for parents and caregivers, and media practitioners.

2007

YEAR ESTABLISHED

2 000

CHILDREN / USERS

1

COUNTRY

## STEM Punks

Australia

STEM Punks innovation is: Fusing STEM & traditional education with the human-focused & student-energising problem solving of 'Design Thinking' by 1. Giving kids nurturing 'Innovation Sports' Clubs to demonstrate their design skills + collaborate 2. Delivering the needed skills & experiences via face to face OR online workshops (live or on-demand) 3. STEMPunks.tv shows for ongoing inspiration.

2016

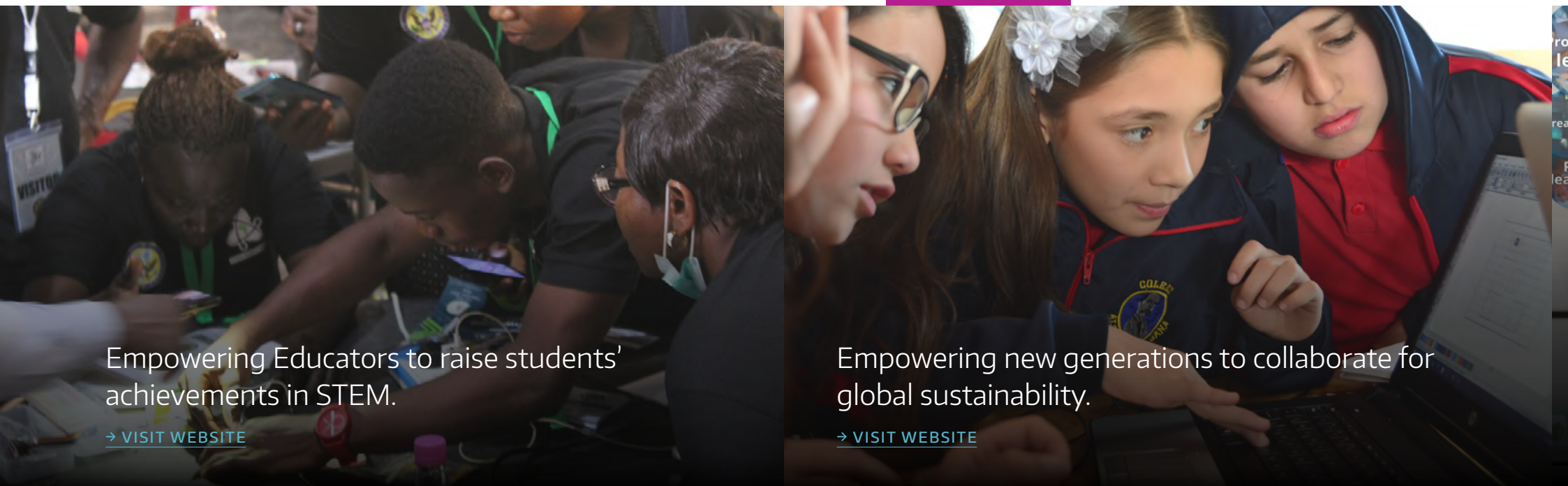
YEAR ESTABLISHED

13 000

CHILDREN / USERS

15

COUNTRIES



Empowering Educators to raise students' achievements in STEM.

[→ VISIT WEBSITE](#)

Empowering new generations to collaborate for global sustainability.

[→ VISIT WEBSITE](#)

## STEMi Makers of Africa

Nigeria

If current trends continue, by 2050 some one-third of Africa's one billion young people will lack basic proficiency in math, reading, and other subjects. This project trains educators to adopt new skills and knowledge that will strengthen competencies, particularly in STEM, digital literacy and future-focused skills, for students to effectively transition from education to employment.

2018

YEAR ESTABLISHED

12 000

CHILDREN / USERS

1

COUNTRY

## Swarmob

Chile

A b-learning system that empowers students, teachers and school communities through the Network Project-Based Learning methodology, developing skills to collectively transform the world. Students create projects that contribute to the Sustainable Development Goals, collaborating with a network of other schools as well as social and environmental institutions.

2017

YEAR ESTABLISHED

8 488

CHILDREN / USERS

3

COUNTRIES



A turnkey solution for schools to expand teaching digital skills, coding, robotics and AI.

[→ VISIT WEBSITE](#)



Enabling educators with life and social-emotional skills to deepen their impact on vulnerable young people.

[→ VISIT WEBSITE](#)

## Teachease

Finland

Teachease is a solution to upskill teachers with no computer science background for teaching digital skills to K-12 students. Teachease combines teaching materials, teacher training and ongoing support for teachers. Teachease provides a learning path for K-12 students that is optimized to available time and resources. Teachease helps teachers to overcome the practical challenges of teaching coding and technology.

2017

YEAR ESTABLISHED

150 000

CHILDREN / USERS

8

COUNTRIES

## Teacher Development Programme (TDP) – Dream a Dream

India

Dream a Dream creates transformative experiences for teachers using experiential learning approaches, play & empathy based pedagogies to become more authentic, non-judgemental, empathetic educators who can hold safe spaces for children, especially those growing up in adversity.

2012

YEAR ESTABLISHED

875 000

CHILDREN / USERS

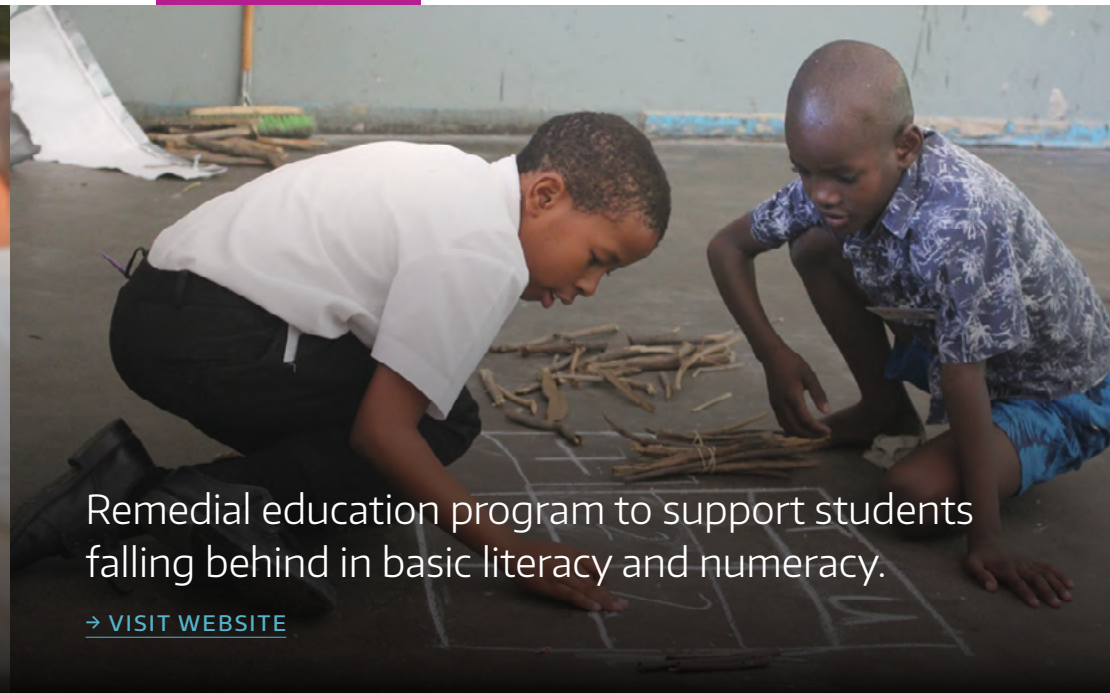
12

COUNTRIES



Teachers learn from colleagues for quality education.

[→ VISIT WEBSITE](#)



Remedial education program to support students falling behind in basic literacy and numeracy.

[→ VISIT WEBSITE](#)

## Teachers Academy Foundation (ÖRAV)

Turkey

Teachers Academy Foundation (ÖRAV) is the first not-for-profit organization in Turkey, whose main and only focus is the sustainable teachers' personal and professional development. We design and disseminate 1-10 days of online and face-to-face training programs all around Turkey. Our training is followed by our mentors' support which aims to increase the sustainability and social impact of our theory of change. Our online learning platform eKampus also serves as a platform of peer-to-peer learning and equality to access to education. We have so far reached 260.000 teachers throughout Turkey and the number of our active eKampus users is 60.000.

2008

YEAR ESTABLISHED

10 000 000

CHILDREN / USERS

1

COUNTRY

## Teaching at the Right Level (TaRL)

Botswana

Simple, scalable, effective and learner-centred. TaRL tailors instruction to a child with fun, level-targeted activities to enable them to learn basic numeracy. Their model is a 30-day intervention implemented one hour a day. Their pillars: assess and group students by ability; use targeted instruction; employ fun and engaging learner appropriate materials; and maintain strong implementation systems.

2018

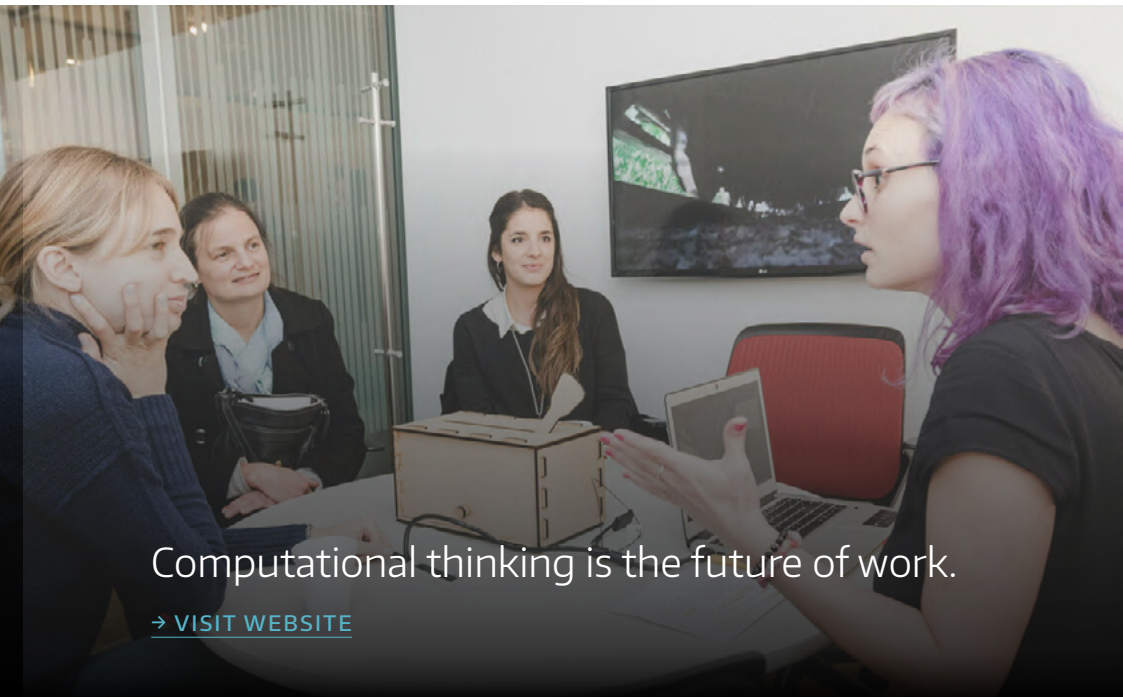
YEAR ESTABLISHED

12 000

CHILDREN / USERS

1

COUNTRY



Computational thinking is the future of work.

[→ VISIT WEBSITE](#)



Building friendships, Brick-by-Brick.

[→ VISIT WEBSITE](#)

## TEC.LA

Argentina

Tec.la is a computational thinking training program for Latin American teachers. This innovation renovates the educational system and the knowledge of educators without discriminating on location or infrastructure. And, at the same time, it empowers employment prospects for today's young people by teaching them the digital skills that companies need.

2018

YEAR ESTABLISHED

2 370 047

CHILDREN / USERS

5

COUNTRIES

## The Brick-by-Brick® Programme

United Kingdom

Child-led and facilitated by a trained adult The Brick-by-Brick® programme is learning-through-play using LEGO bricks for children who need support with social development, such as in autism. In a safe, naturalistic environment, children experience a unique, playful hands-on method to have positive social experiences, collaborate, solve problems, develop friendship, and find a sense of belonging.

2018

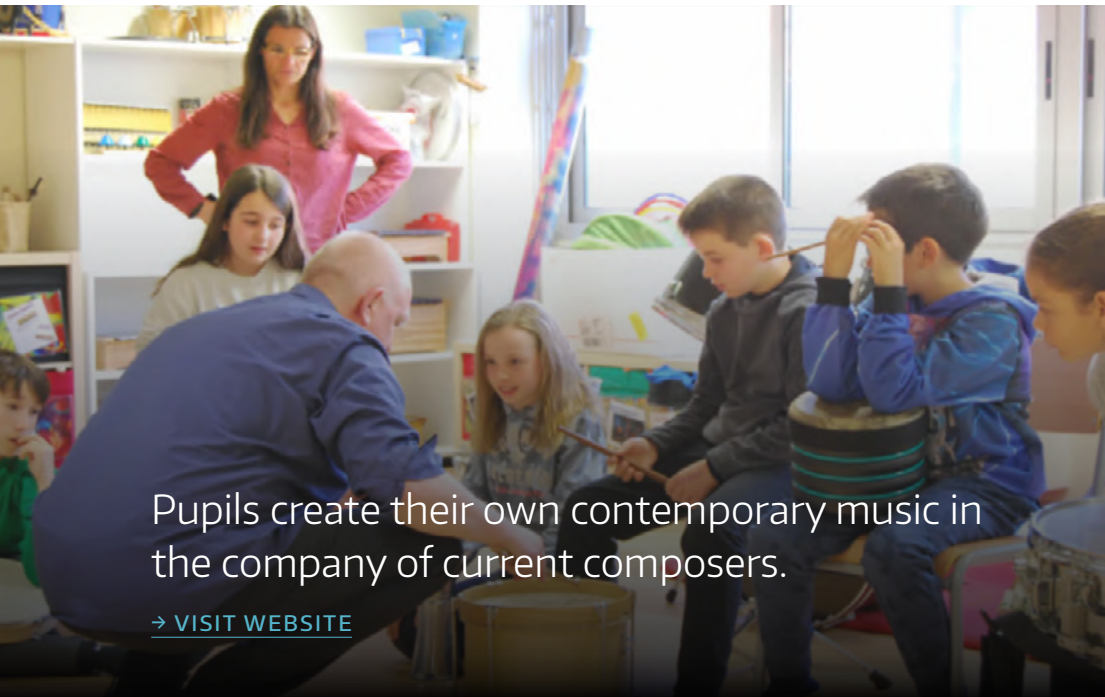
YEAR ESTABLISHED

2 000

CHILDREN / USERS

40

COUNTRIES



Pupils create their own contemporary music in the company of current composers.

[→ VISIT WEBSITE](#)

## The composers enter the classroom

Spain

The Composers enter the Classroom project is a joint collaboration between L'Auditori's Servei Educatiu (Educational Service) and the UAB's (Autonomous University of Barcelona) Institute of Educational Sciences that seeks to bring contemporary music to pupils in their primary-school classrooms by getting them to listen to works and create their own pieces, in the company of current composers.

2014

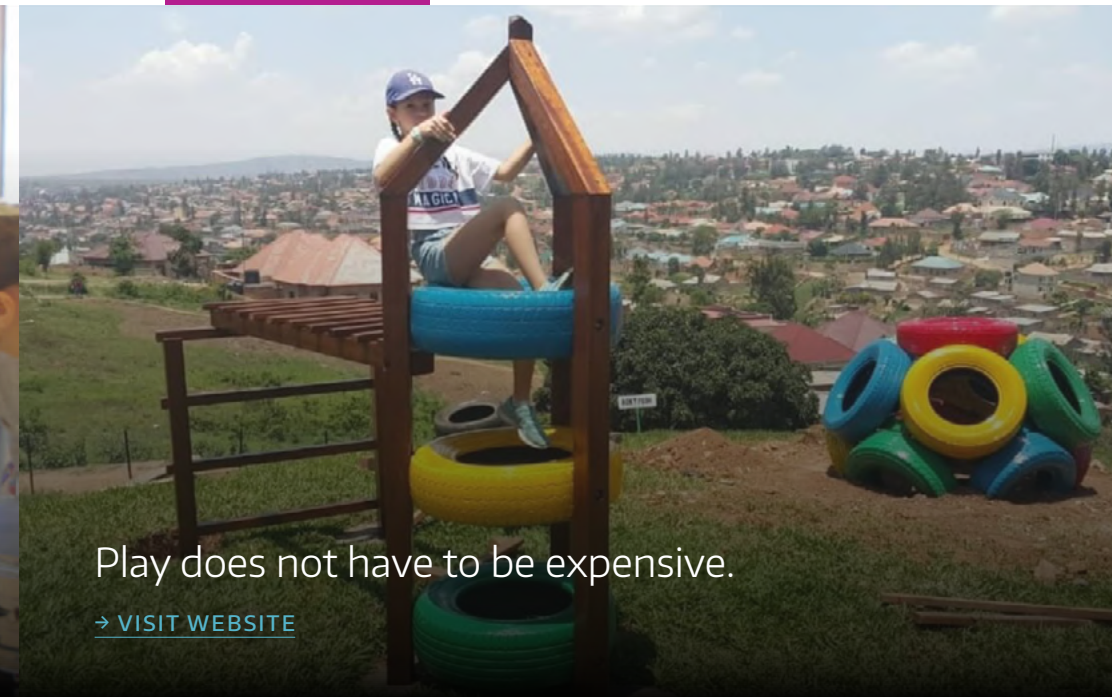
YEAR ESTABLISHED

2 966

CHILDREN / USERS

1

COUNTRY



Play does not have to be expensive.

[→ VISIT WEBSITE](#)

## The PlayHub

Rwanda

The Playhub is leveraging local materials, skills and environments to build a community of educators, parents, policy makers, with a belief in the power of play to unleash children's potential. The PlayHub partners with the public and private sector to ensure children have access to quality, inclusive, nurturing spaces and environments for optimum development.

2020

YEAR ESTABLISHED

6 000

CHILDREN / USERS

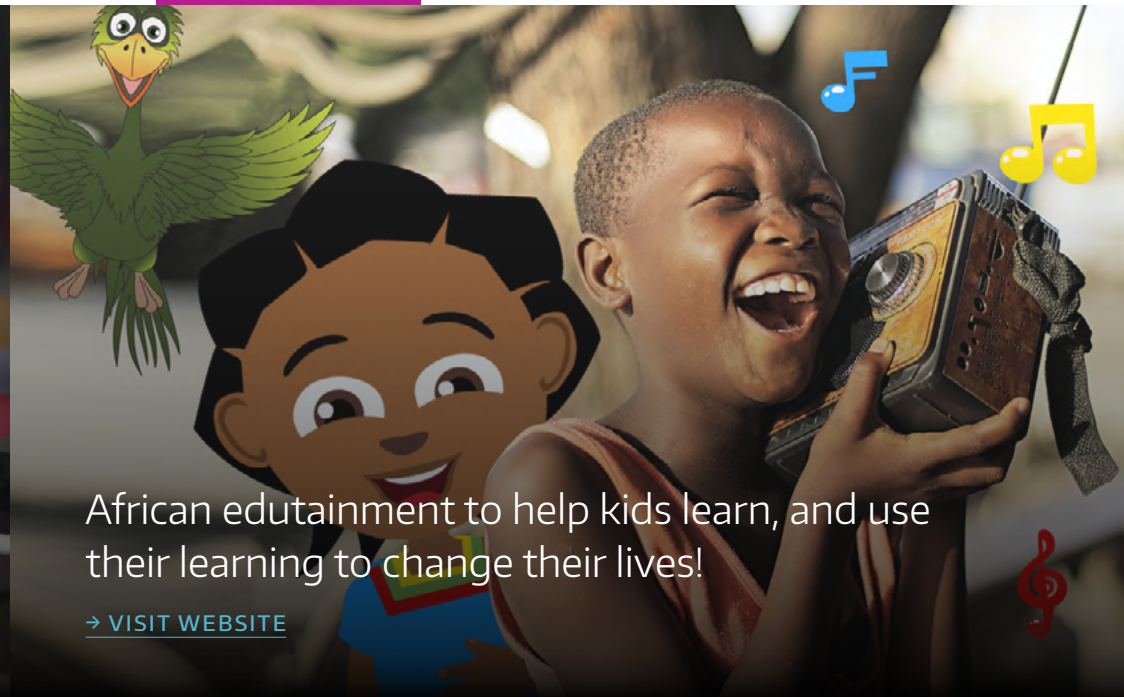
1

COUNTRY



TUMO is a new kind of educational experience at the intersection of technology and design.

[→ VISIT WEBSITE](#)



African edutainment to help kids learn, and use their learning to change their lives!

[→ VISIT WEBSITE](#)

## TUMO Center for Creative Technologies

### Armenia

At TUMO, teens learn because they want to. The TUMO learning program is made up of self-learning activities, workshops and project labs around 14 learning targets. Students combine the learning targets into personal learning plans, which constantly adapt to fit their progress and evolving preferences. Over 20,000 teens attend TUMO centres in Armenia, France and Lebanon.

2011

YEAR ESTABLISHED

20 000

CHILDREN / USERS

7

COUNTRIES

## Ubongo

### Tanzania

Ubongo has the largest “classroom” in Africa, with over 17 million kids learning via our fun TV, radio and mobile edutainment programs. We leverage the power of entertainment, the reach of mass media, and the efficacy of localised, kid-centred pedagogies to bring kids across Africa fun, effective learning experiences at low cost and massive scale. Made in Africa, for Africa.

2013

YEAR ESTABLISHED

17 000 000

CHILDREN / USERS

38

COUNTRIES



Internet Free Education Resource Bank. Engaging and holistic learning packages for Ukrainian refugees worldwide.

[→ VISIT WEBSITE](#)



Promoting professional development of early-childhood educators and leaders.

[→ VISIT WEBSITE](#)

## Ukrainian Emergency Education Package

Qatar

Part of the offering from Education Above All’s award-winning Internet Free Education Bank. These resources are also tech-free, cost-free, low-resource requiring and engaging learning materials for 4–16-year-olds in Ukrainian, Polish and English. The Integration Modules foster intercultural understanding between refugees and host country communities. Academic Modules reinforce curricular concepts. Bedtime Stories help parents navigate difficult emotions through storytelling and Activity Books ensure productive engagement.

2022

YEAR ESTABLISHED

8 427

CHILDREN / USERS

2

COUNTRIES

## Un Buen Comienzo Improvement Network

Chile

In order to improve the quality of early childhood education, the role of teachers and leadership teams is crucial. Therefore, Fundacion Educacional Oportunidad has implemented an Improvement Network within the framework of the Un Buen Comienzo Program (A Good Start), promoting professional development through collaborative work among public schools in Chile.

2018

YEAR ESTABLISHED

20 000

CHILDREN / USERS

1

COUNTRY





Students massive enrolling into higher education and labour market engagement.

[→ VISIT WEBSITE](#)

Empowering parents to improve school quality.

[→ VISIT WEBSITE](#)

## University in Your School

Colombia

University in Your School seeks to facilitate massive access to technical education programs for public high school students in Colombia. The program benefits a population that under normal circumstances would not have access to higher education, due to their economic conditions or poor scores in public university entrance exams. In seven years, they have doubled the access to TEVT in the pilot city.

2014

YEAR ESTABLISHED

10 400

CHILDREN / USERS

1

COUNTRY

## Village TEACH

Uganda

Village TEACH is a rigorously evaluated program that empowers parents in rural Uganda to improve the quality of education at their child's school.

2017

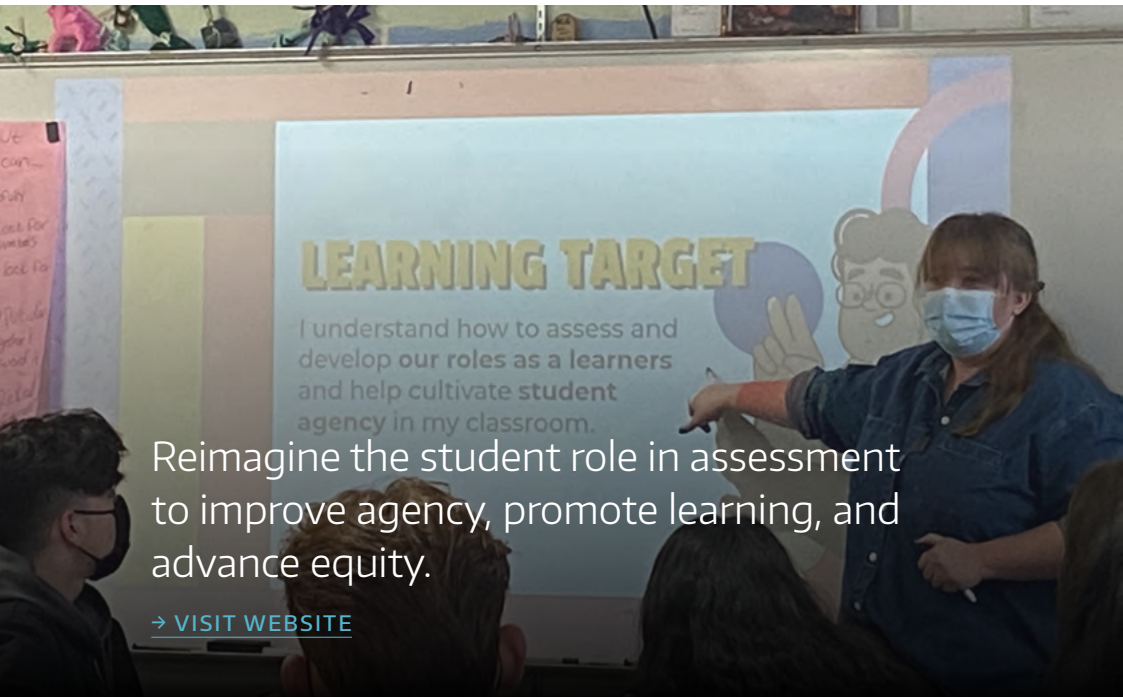
YEAR ESTABLISHED

63 635

CHILDREN / USERS

1

COUNTRY



Reimagine the student role in assessment to improve agency, promote learning, and advance equity.

[→ VISIT WEBSITE](#)



Building the foundation of engineering attitudes and critical thinking.

[→ VISIT WEBSITE](#)

## WestEd's Formative Insights

United States

WestEd's Formative Insights team leads transformative, scalable professional learning with teachers, leaders, and policy makers. Rooted in current research, we enable dramatic shifts in the student role by supporting teachers and leaders to strengthen students' self-regulation skills and develop systems that sustain deep learning.

2009

YEAR ESTABLISHED

7 500

CHILDREN / USERS

2

COUNTRIES

## Women in STEAM

Nepal

Women in STEAM aims to multiply the number of girls taking STEM careers by educating and increasing awareness of adolescent girls in Science Technology Engineering Arts and Mathematics disciplines through skill-based training, mentorships, and learning materials. They are working to break the early stereotypes in communities by inspiring and encouraging the young mindsets to learn-lead in STEAM/Computing fields in Nepal.

2016

YEAR ESTABLISHED

950

CHILDREN / USERS

1

COUNTRY



Fostering inclusion, inquiry and understanding to develop a new generation of engaged global citizens.

[→ VISIT WEBSITE](#)



Expanding equitable access to interactive, high-quality education to African youth in last-mile communities.

[→ VISIT WEBSITE](#)

## World Savvy

United States

World Savvy is reimagining K-12 education for a more globally connected world. Students must be prepared not only to succeed in the future, but also to take responsibility for a global community that will require even more resilient peacemakers, courageous problem solvers, and passionate leaders. Since 2002, they have reached more than 800,000 students and nearly 7,000 educators.

2002

YEAR ESTABLISHED

808 000

CHILDREN / USERS

35

COUNTRIES

## Yiya Airscience

Uganda

Yiya AirScience is a first-of-its-kind virtual classroom that can be accessed in most rural villages across Africa. Young people interact remotely with live lessons broadcast over the radio via Yiya's proprietary learning app that runs on basic keypad phones and doesn't require internet access. Yiya's interactive, high-quality lessons teach learners to use knowledge and skills to create local solutions to community challenges.

2020

YEAR ESTABLISHED

30 000

CHILDREN / USERS

1

COUNTRY

## Endnotes

---

1. Everett M. Rogers, *Diffusion of Innovations* (5th ed.), Free Press, New York (2003).
2. Emily Styles. "Curriculum as window and mirror." *Social science record* 33, no. 2 (1996): 21-28.
3. Cynthia E. Coburn, "Rethinking scale: Moving beyond numbers to deep and lasting change." *Educational researcher* 32, no. 6 (2003): 3-12.

## References

---

Coburn, Cynthia E. "Rethinking scale: Moving beyond numbers to deep and lasting change." *Educational researcher* 32, no. 6 (2003): 3-12.

Rogers, Everett M. *Diffusion of Innovations* (5th ed.), Free Press, New York (2003).

Styles, Emily. "Curriculum as window and mirror." *Social science record* 33, no. 2 (1996): 21-28.





## Appendix A: Methodology

### THE SELECTION PROCESS

Inspired by Everett M. Rogers' classic book *Diffusion of Innovations*, we use the following definition for innovation in education:

*"Innovation in education can be defined as meaningful improvements considered within the place of implementation to a new or modified practice and/or technology that supports any part of the educational ecosystem (for example, skills, teachers, assessment, environment and/or systems, and leadership)."*

To progress through each phase, all innovations must have shown evidence of impact and scalability by the reviewers using the following definitions:

- **IMPACT:** Evaluated as a valuable improvement within the innovation's context. All innovations must have at least one year of being implemented with their intended users.
- **SCALABILITY:** Either the innovation is actively expanding to other contexts or has a high degree of transferability for others to adopt its practice/technology.

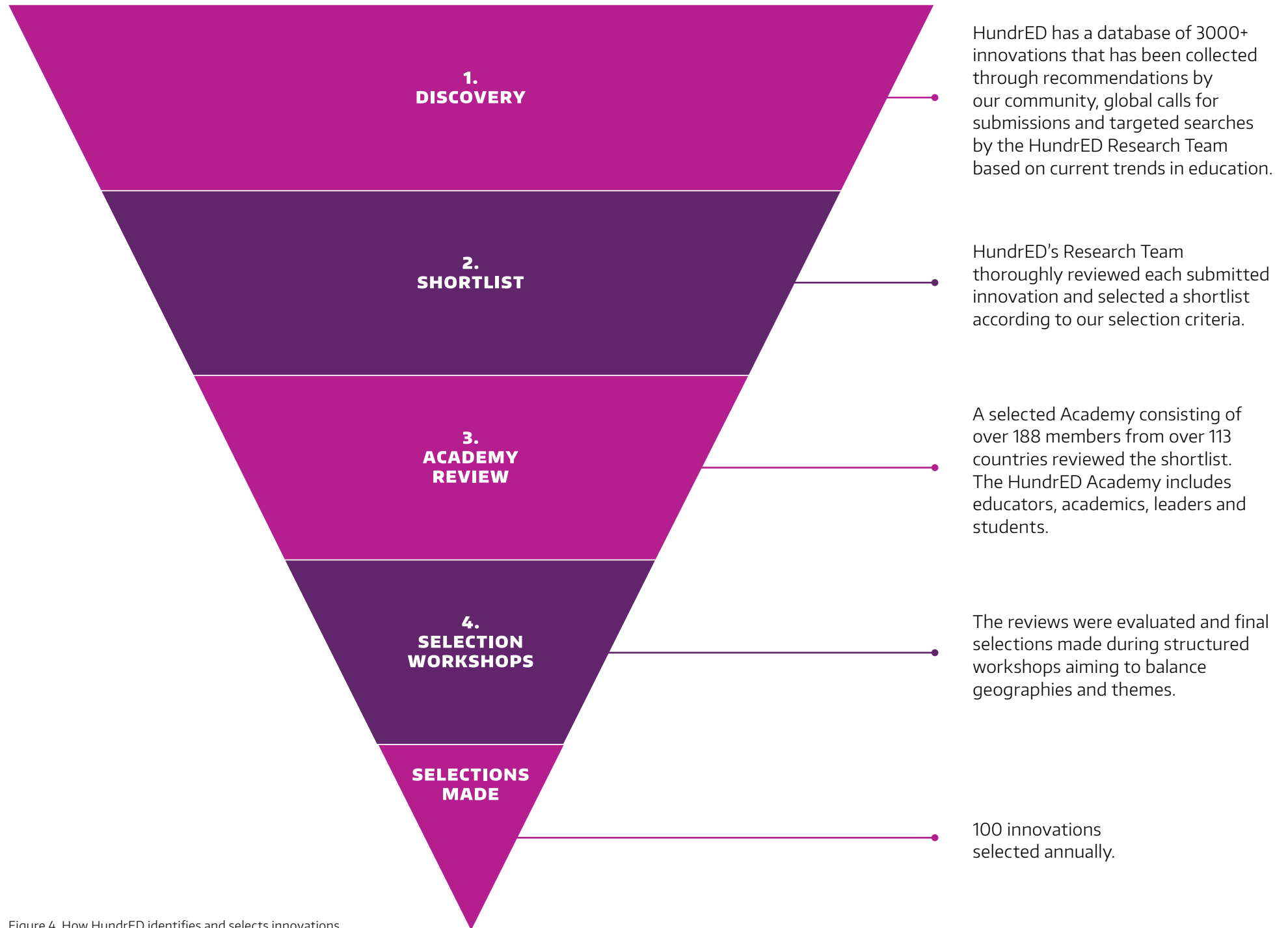


Figure 4. How HundrED identifies and selects innovations.

**PHASE 1: DISCOVERY**

The first phase involved discovering leading innovations by our research team with the support of HundrED’s Global Community, which included methods of surveys, interviews, and in-depth searches online. The main areas of activity for HundrED’s Research Team are outlined in the figure below.

Discovery activities by the HundrED Research Team included (1) personalised applicant support to potential submissions, (2) mobilisation of the HundrED Community (which is essential to be our local eyes and ears on the ground where they recommend and report about the best practices and solutions, especially in locations that are difficult to get access to, such as rural schools and regions with limited internet), (3) other research activities such as attending major education events and conferences, monitoring high profile innovation competitions from around the world, speaking with experts in and out of education, and studying academic and non-academic texts such as peer-reviewed journals and blogs.

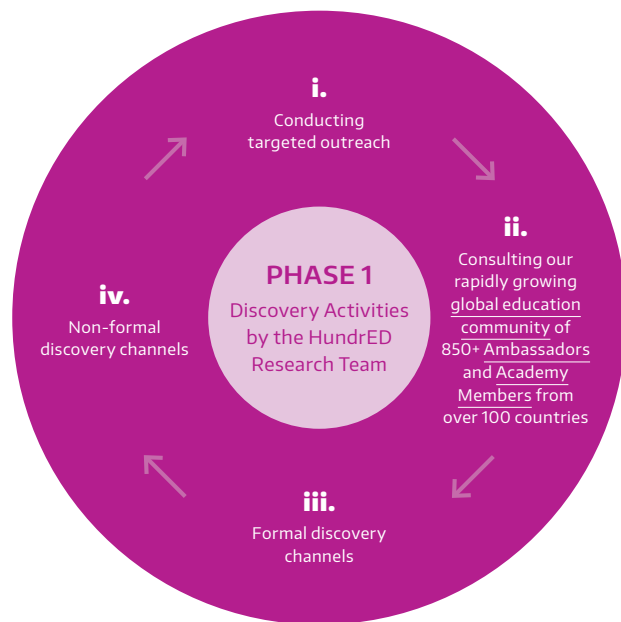


Figure 5: Discovery activities by the HundrEd Research Team.



**PHASE 2: SHORTLIST**

In this phase HundrED's Research Team thoroughly reviewed each discovered innovation. To be selected for the shortlist, each innovation must have shown evidence for impact and scalability using the following standards of evidence.

**Impact**

Measurable change/improvement within the context for at least 1-year.

**Scalability**

Actively expanding to other contexts or high potential of transferability.

STRENGTH OF EVIDENCE

**LEVEL 5**

**VERY HIGH** – An independent source verifies the demonstrated measurable improvement.

**Example:** They provide data from independent research evaluations in collaboration with Universities, Research Institutes or organisations that conduct external impact evaluations.

**LARGER SCALE IMPLEMENTATION** – An independent source or sources verify the initiative has been implemented by others on a larger scale.

**Example:** They provide data from independent research evaluations in collaboration with Universities, Research Institutes or organisations that conduct external impact evaluations in several contexts.

**LEVEL 4**

**HIGH** – An internal study provides evidence of the large measurable improvement.

**Example:** They can demonstrate research analysis of the data and evidence they have collected in the form of Innovations' Impact reports, annual reports, presentations, and powerpoints.

**IMPLEMENTED ELSEWHERE** – The initiative can be implemented in more than one setting and/or with different groups with at least the same impact. Documentation supports implementation.

**Example:** The innovation has been implemented in more than one school, district, region or country and it provides documentation that supports implementation (user manuals, curriculum materials, replication models, teacher training materials).

**LEVEL 3**

**MODERATE** – A reasonable explanation describes the initiative and supports attribution of a measurable change, but they cannot prove they have caused it.

**Example:** Innovation page includes data that shows improvement (social media posts, video content, testimonials), but they cannot prove they have caused it.

**WELL DOCUMENTED** – Documentation exists about how the initiative is implemented and is comprehensive enough to enable implementation with different groups or in other settings.

**Example:** The innovation provides documentation on how this innovation has been implemented in one context. It includes user manuals, curriculum materials and replication models, as well as it integrates teacher training as a process for consistent replication.

**LEVEL 2**

**LOW** – A logical plan describes the initiative and its objectives, target and outcomes.

**Example:** Innovation page and website convincingly describes what the initiative does and why it matters.

**COULD WORK** – Documentation describing the implementation of the initiative in one setting exists.

**Example:** A reasonable explanation describes how the innovation is implemented in practice.

**LEVEL 1**

**UNKNOWN** – The design of the initiative or the quality of the data is not sufficient to measure impact.

**Example:** Innovation page or website does not include enough information to measure impact.

**UNKNOWN** – Insufficient documentation exists on the initiative.

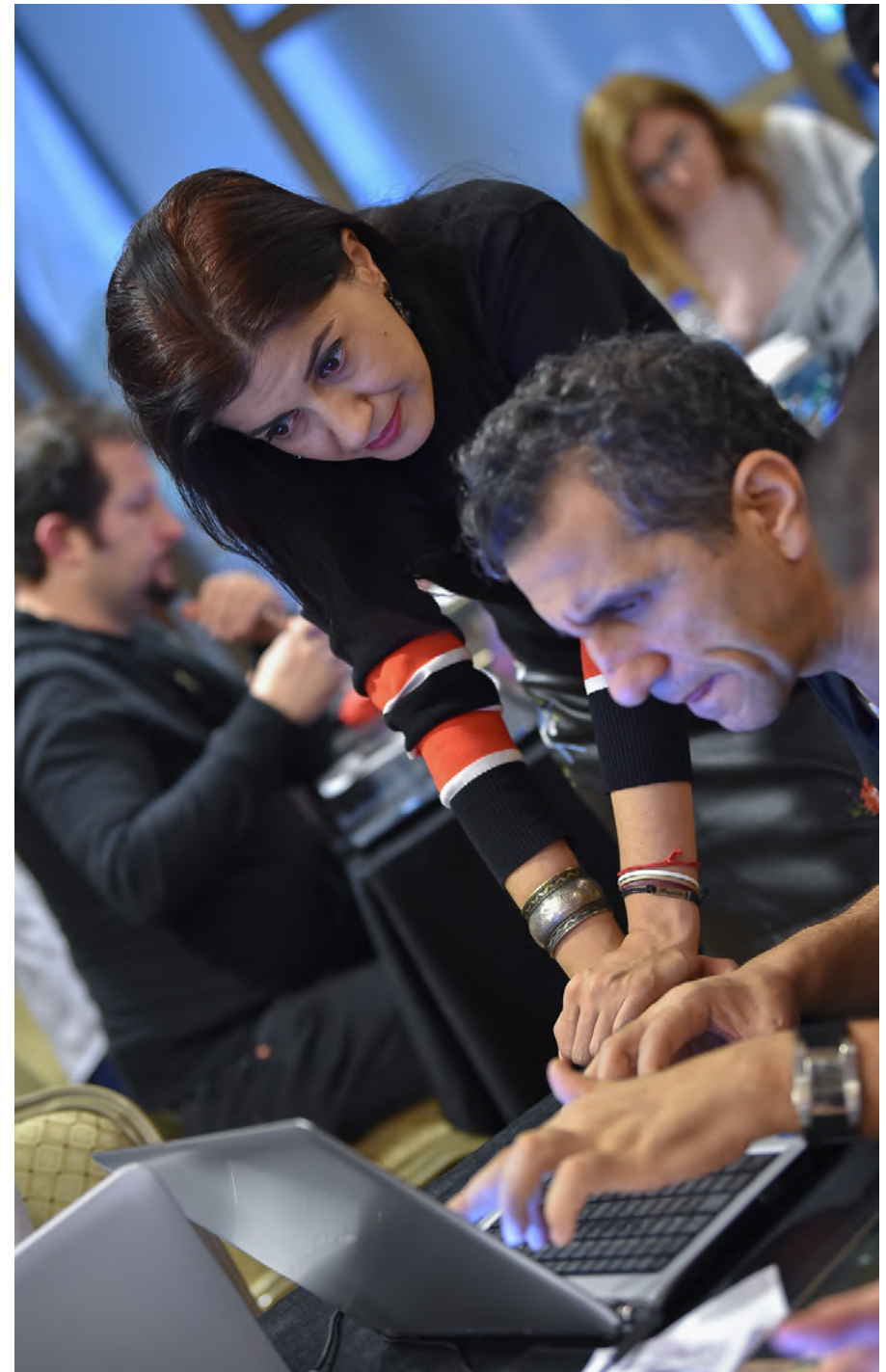
**Example:** Innovation page or website does not include enough information of how the initiative is implemented in practice.



### PHASE 3: ACADEMY REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally vital to our selection process. This year, the Academy consisted of 188 experts from over 113 countries in education from around the world, including academics, innovators, teachers, students and leaders in education. They reviewed the shortlist of innovations over a two-week period in July 2022.

The selection process of the Academy was conducted carefully by HundrED. We ensured they supported HundrED's mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education that can offer a valuable perspective on education innovation across the world. See Appendix B for the list of Academy Members.



### The Academy Review tool

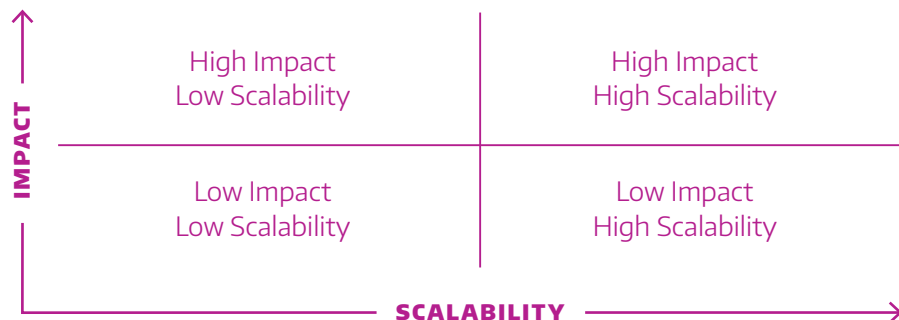


Figure 6: HundrED's review tool.

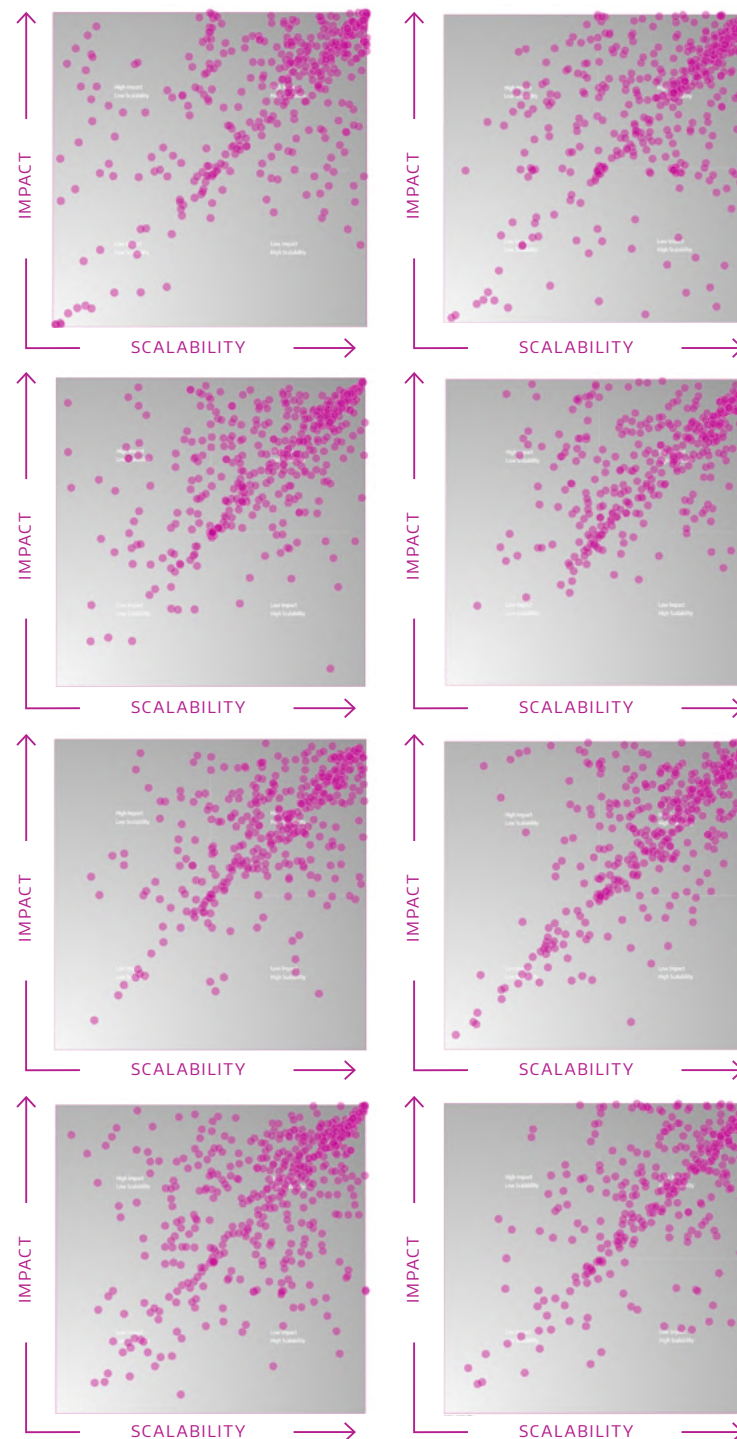
**STEP 1:** The factors of impact and scalability were plotted on a graph by each Academy member using HundrED's review tool, which is divided into four quadrants. We were looking for innovations that the majority of Academy members considered to be highly impactful and scalable in the top right quadrant. This step provides us with quantitative data to measure the average score of impact and scalability for every innovation.

**STEP 2:** Each reviewer also provided specific comments about each innovation that explained their evaluation on our mapping tool. This step provides us with qualitative data to understand how impactful an innovation would be if implemented in each Academy member's context.

Shortlisted innovations were divided into eight batches that were evaluated by eight different groups of the Academy. The plots on the graphs on the right represent the total of 3488 reviews made by the Academy.

### PHASE 4 - SELECTION WORKSHOPS

In Phase 4, the HundrED Research Team participated in a structured workshop to select the innovations to be highlighted in this collection. The challenge in this phase was achieving a balance of approaches and contexts in the final collection. In the workshop, we considered the Academy reviews while aiming to cover a diverse range of: (a) effective pedagogies in education, (b) age levels, (c) target groups (e.g. educators, parents, and students), and (d) educational contexts and geographical spread.



## Appendix B: Academy Member List

We are grateful to the members of our 2023 Global Collection Academy. Without their tremendous efforts reviewing innovations, this collection would not be possible.

Full Name	Country	Role
Abiha Khan	Pakistan	Youth Ambassador
Aditi Pathak	India	National Programme Officer at UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)
Afiya Riyaz	India	Trained Graduate Teacher (T.G.T) Biology
Alan Cromlish	Singapore	Deputy Chief Operating Officer
Albus D Hoang	Vietnam	Director, EdLab Asia
Alevil Macaisa	Philippines	Evangelist for Global Youth Innovation, Homeschool Educator and Digital Creator
Alex Battison	England	Lord Wandsworth College
Alex Dye	Kenya	Business Development & Grants Manager
Alexandra Motrescu	Romania	Managing Director ALMO New Learning Concept
Alexandra Wong	United States	Youth Ambassador
Allyra Melan Macaisa	Philippines	Youth Ambassador
Ambrose Sesay	Sierra Leone	Educator
Amit Saxena	India	Vice President - Education, Sparsh Group
Ana Paula Gaspar Goncalves	Brazil	Design & Technology Lead
Andrea Buffara	Brazil	Pedagogical Director, Escola Americana de Vitória ; COO Gamut Education
Andreaa Memba	Tanzania	Youth Ambassador
Andrew Habel Odongo	Kenya	Founder & Executive Director, Support Innovations for Peace and Education
Anete Rijniece	Sweden	Stockholm University
Angele Law	China	Director of Strategy
Anita McKeown	Ireland	Co-Director SMARTlab Skelligs / Academy 4 the Future
Ankita Sundar	United States	Youth Ambassador
Ann Marie Luce	United States	Educational Leader and Consultant, About Face Consulting
Anna Raneri	Italy	liceo Giordano Bruno, Turin

Anneke Breedveld	Netherlands	NVAS
Annina Mattsson	United Arab Emirates	Former Director of RewirEd, Dubai Cares. Now independent consultant
Anthea Lobo	India	Partnerships and Communications Senior Associate, Saturday Art Class
Apoorva Singh	India	Youth Ambassador
Argy Nestor	United States	Educator
Audronė Drungilaitė	Lithuania	Lithuanian Design Council
Avis Beek	Canada	Wilfrid Laurier University, Faculty of Education
Baba Ndaté Kandji	Senegal	Teacher Trainer/Instructional Designer-Centre Régional de Formation des Personnels de l'Éducation(CRFPE)-Senegal
Banafsheh Eshraghi	Iran	Master's student in education, psychologist
Baseerat Noor	Pakistan	Youth Ambassador
Ben Thier	United States	Master's Student, Stanford University Learning Design and Technology
Caihuan Yan	Philippines	Student, Iloilo Scholastic Academy
Caitlin Dawson	United States	Postdoctoral researcher - psychology, education and STEAM
Camile Clarke	Jamaica	Geography Teacher, Ministry of Education Jamaica
Canan Kaçar Şengül	Turkey	Educator, INCODE
Carl Kervin SAPUNGAN	Philippines	School Head, Naswak Hatubuan Bangon High School
Chandra Bilash Bhurtel	Nepal	Chief Operating Officer
Charis Charalambous	Cyprus	Psychologist, Trainer/Facilitator, Learning Design Consultant
Cherish Reid	Trinidad and Tobago	Teacher
Chris Hayden	United States	IB Coordinator & Science Teacher, Sinarmas World Academy & Western Academy Beijing
Chris Higgins	Australia	Deputy Director
Consuelo García	Spain	Universidad Internacional de la Rioja (UNIR)
Dana Robb	Canada	Former principal of Vera M. Welsh
Daniel Karanja	Kenya	Master's Student
Daniel Orievweruvwe	Nigeria	Leadership and Development Manager (Teacher Coach), Teach For Nigeria
David Chapman	Australia	Assistant Principal - Teaching and Learning / Global Partnerships
Deepti Bora	India	Project Coordinator
Divesh Bathija	India	Co-Founder : UnMath School
Donna Fields	Spain	Writer & Language Professor, International University of Valencia
Doris De Wit	Sweden	Student
Dylon Reid	Trinidad and Tobago	Teacher
Eleonora Pantò	Italy	City of Turin

Elizabeth Lopez	Malaysia	Independent Education Consultant
Emmanuel Christian	Zambia	Founder & CEO at Teach for Zambia
Emmanuel Iziomoh	Nigeria	Programme Advisor, Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ)
Enos Magaga	Kenya	Teacher at Tembea Academy by Beads for Education
Erin Dowd	United States	Curriculum Development Consultant, JRNEY
Eva Murphy	United Kingdom	Student
Ezequiel Chávez Collí	Mexico	Secretaría de Educación Pública
Fernando Oria	Mexico	Co-Founder, Mind The Gap
Frans Schouwenburg	Netherlands	Kennisnet Foundation
Gabriel Mekuleyi	Nigeria	Head, Exams & Records, Champions International Schools.
Gabriela Cicci Faria	Brazil	Methodology Analyst, Rede Cidadã
Gerald Fussell	Canada	Principal, Lake Trail Community Middle School
Giancarlo Brotto	Canada	Education Catalyst
Gisela Zipp	China	Chinese lecturer, Rhodes University
Gizem Kendik Önduygu	Turkey	Chief Impact Officer, Toyi
Goretti Kat	Democratic Republic of the Congo	Communication Officer, AEE POWER
Hanyun Cui	United States	Master student in Education and Social Policy program, New York University
Harshita Jain	India	Program Manager, Upekkha (B2B Value SaaS Accelerator)   Global Youth Ambassador, Theirworld   Co-Founder, Hemingwayd
Helen Maffini	Portugal	Director
Hernando Soto	Sweden	Stockholm University
HyoSun Lee	South Korea	Master in Teaching and Learning at Åbo Akademi University
Ivonne Blanco	Venezuela	Principal of Institutos Educacionales Asociados
Janice Williams	Canada	Science & Sustainability Teacher
Jeff Holte	Cambodia	Education Director, Liger Leadership Academy
Jemima Nnamdi-Iweha	Nigeria	Teach For Nigeria
Jenni Parantainen	Finland	Master's Student in education at the University of Jyväskylä
Jenny Finn	United States	Springhouse Community School, Head of School
Jinan Karamah Chaya	Lebanon	Founder of Entrepreneur Academy Lebanon
Joaquim Forgas Anaya	Sweden	MSc student, Stockholm University
John Hatumesen	Indonesia	Local Mandarin Teacher based in Indonesia
John Hatumesen	Indonesia	Local Mandarin Teacher based in Indonesia
Julia Seymour	Sweden	Student
Kader Adjout	USA	Director of Teaching + Learning & Innovation at Beaver Country Day School
Kartik Pandit	India	Learning Experience Designer, Takshila Learning

Kathija Yasmin Shaik	India	Head of Community -Skill Theatre
Kathy Lang	Australia	Senior Academic Faculty
Kavya Reddy	India	Youth Ambassador
Kendra Thornton	United States	Director of Content Development; Chair of Content Advisory Board, Evolution Labs
Kseniia Minakova	Ukraine	Associate Professor, NTU "KhPI"
Kudzai Bingisai	Zimbabwe	Teacher, Teach for Zimbabwe
Kudzai Bingisai	Zimbabwe	Teacher, Teach for Zimbabwe
Lana Belic	Serbia	Academic Director, LINK Educational Alliance
Laurelyn Mynhier	United States	PhD Candidate
Lene Jensby Lange	Denmark	Autens + Global Schools Alliance
Leonora Dowley	France	Director, Rose Development Consultants
Linda Opara	Nigeria	Coach, Teach For Nigeria
Lisa Camichos	United States	Teacher, Hickory High School
Lisette Rojas	Venezuela	CEO of TrixandTrax
Magdalena Techmańska-Czapska	Poland	Stacja Edukacja Centrum Językowo Edukacyjne Magdalena Techmańska-Czapska
Mallory Tuominen	United States	Director of Professional Learning, World Savvy
Maneza Khan	India	Youth Ambassador
Marc Neesam	England	Head of Professional Development Solutions, Cambridge Partnership for Education
Maria Cordova	Venezuela	ED-Challenge - Twist Studio
Maria Kononova	Finland	Chief Art Officer, The Time Repair Corporation
Maria Nefeli	Greece	Master's degree in Student, University of Jyväskylä
Maria Zambrotta	Italy	PHD, Chemistry Teacher, IIS Santorre di Santarosa- Turin
Marinela Lenuța	Romania	Școala Gimnazială nr.1 Valcău de Jos/University Babeș Bolyai
Mark Cringle	Norway	Asker International School
Marta Figueiredo	Portugal	Marta Figueiredo
Maryna Zinkovska	Ukraine	Program Manager, HundrEd Ambassador
MD Mustakim Bin Alam	India	N/A
Meghna Singh	Venezuela	EAL Teacher, currently not working
Miguel Angel Herrera Vivar	Ecuador	Head of Training at Enseña Ecuador
Mike Dunn	United States	Director of College Counseling, Private School in Philadelphia
Mirela Tanc	Romania	Teacher, First Runner Up Pattern Recognition-E2 Singapore 2018
Mradula Singh	India	Founder & CEO
Myrto Kyriazopoulou	Greece	Doctoral Researcher
Naoya Yamada	Sweden	Student
Natalia Rojo	Mexico	Arts Teacher-Student

Natalija Budinski	Serbia	Petro Kuzmjak school
Naura Alindra	Indonesia	Student
Neha Raheel	Pakistan	Manager, Learning Experience and Assessment Design, Partnership Schools at The Citizens Foundation
Nikhil Naik. M	India	Junior Research Fellow, The English and Foreign Languages University
Nsabimana Zaburoni	Rwanda	Teacher
Olivia Campbell	Australia	Youth Ambassador
Patricia Rigueira	Argentina	Education Advisor Museo de Arte Moderno de Buenos Aires
Paul Ingiona Adie	Nigeria	EdTech Researcher University of Calabar, Nigeria
Paul Nelson	Nigeria	Fellow, at Teach For Nigeria
Perrin Laxa	Saudi Arabia	Youth Ambassador
Prisca-Sarah Baligand	France	Former Teacher
Priyanka Handa Ram	Botswana	Founder & Director of REWA
Puneet Singhal	India	Founder ssstart
Purvi Parekh	India	Educator
Raymond Mitchel Africa	China	MYP Science and Design Teacher, Manila Xiamen International School
Renee Rainville	United States	CEO and Awareness Instigator, Quanticopia
Rhea Mehta	United Kingdom	Youth Ambassador
Richa Bhushan	India	Founder, Content Guru
Rick Huizinga	Netherlands	International Educator
Rishita Rokariya	United States	Youth Ambassador
Ron Berlinski	Netherlands	Student
Sally Ng	China	Student
Sandeep Dutt	India	Learning Forward India Foundation
Sandeep Mishra	India	Founder and CEO, Catalytic Corps
Sandeep Rai	India	Chief of City Operations, Teach for India
Sarah Giddings	United States	WAVE - Washtenaw Educational Options Consortium
Sarah Kingstone	Canada	Associate Consultant at NoTosh
Sarah Kreckel	Germany	Curriculum Writer, Choices Program, Brown University
Sarah Sisco	Jordan	Director of Strategic Initiatives at the American Community School of Amman
Satyam Mishra	India	Curriculum Development Specialist, Teach for Nigeria
Savitha Ravi	India	Director and Cofounder - Pramiti School, Cofounder and researcher at Ekayana Learners Huddle
Scarlet Coopman	Belgium	Didactic expert / instructional & educational designer / didactic project manager

Segun Ogundairo	Nigeria	Coach, Teach for Nigeria
Selçuk Yusuf Arslan	Turkey	Teacher/Teacher Trainer, Ataturk MTAL
Shalini Dwivedi	India	Global Director of Instruction at Generation
Shauna Hobbs	Brazil	Director of Analytics, Innovation, and Research-Graded - The American School of São Paulo
Sheeba Ajmal	Pakistan	Founder Technology For A Cause Enhancing Skills Empowering Kids
Shiksha Ratan Aman Kumar	India	Youth Ambassador
Shu Xin Ho	Malaysia	Youth Ambassador
Sikiru Nuhu	Nigeria	E-Library Coordinator, Kwara State College of Arabic and Islamic Legal Studies, Nigeria
Simon Büschges	Netherlands	Agile Coach and Visual & Communication Designer at happy2learn
Stephen Caleb Opuni	Ghana	Country Director at IDP Foundation
Stephen Whitaker	Mexico	Director of Technology, Humanitree
Suchita Ohri	India	Co-Founder, Colledgey
Sulaiman Adewumi Isola	Nigeria	Federal College of Education ( Special) Oyo, Nigeria
Summer Bennett	Sweden	Master student, Stockholm University
Susan Oreski	Canada	Principal of Our Lady of Peace
Tanya Ghosh	India	Senior Consultant- Strategy Lead, Sattva Consulting
Tarmo Toikkanen	Finland	COO, Code School Finland. Chair of Finnish eLearning Council.
Theron Thompson	Trinidad and Tobago	Teacher
Thiago Gehre	Brazil a	Professor
Tim Huang	United States	Head of Global Impact, OneSky for all children
Tito Ribeiro	Brazil	Traveler and researcher
Tracy Puklowski	Australia	Senior Director National Aboriginal Art Gallery at Northern Territory Government
Tyler Samstag	United States	Director, Remake Learning & Director of Instructional Innovation, Allegheny Intermediate Unit
U. Nurhadi Hafman	Sweden	Student
Udgun Khadka	Nepal	Learning Designer & Facilitator, Demola
Valeria González Duque	Colombia	Cooperation and Innovation Lead
Vanessa Tenório	Brazil	Sustainability Educator and Designer
Vivian Lai Dini	Hong Kong	Education Consultant
Wendy Ng	Singapore	Manager, Cultural Exchange at Singapore International Foundation
Yagjika Jagnani	Nepal	Youth Ambassador
Yogesh Kumar	India	Principal
Youkyoung Chung	South Korea	Secondary School Teacher

**hundrED**

hundred.org  
info@hundred.org

