

HundrED Global Collection 2024

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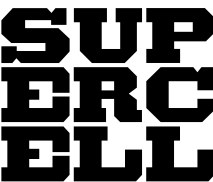


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HUNDRED GLOBAL COLLECTION 2024

Authors: Frederika Warren, Mariah Voutilainen, Ariunkhishig Gonchigdorj, Alex Shapero, Crystal Green

Reviewed and Edited by: Jamie Lee

Graphic design & Layout: Jyri Öhman / Kilda

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Introduction





Foreword

A Tale of Innovation

Amid the currents of time, innovations have remained the ever-burning torches illuminating the path of education. The Global Collection 2024 stands as a testament to the unwavering dedication of innovators, the tireless passion of educators, and the unyielding quest to redefine learning for today and tomorrow.

One hundred and twenty-five years ago my great-grandfather, an innovator by heart, founded a school in a rural village. The idea of sending every child to a local school was rather new in Finland. Children were often needed at home, there was a lack of food and clothing, and new ideas were needed to convince parents to send their children to school. At the early stage, it was common that principals and teachers, just like my great-grandfather, lived in the other wing of the school building. They kept cows to be able to provide fresh milk and grew vegetables in order to provide simple soup for the pupils. They saw it had a great impact on the learning results decades before the Finnish legislation guaranteed pupils and students the right to free meals during school days. Another

impactful practice was to provide shoes for children from underprivileged families. Winters were long and without proper shoes the children would not come to school.

By sharing this story, I want to emphasise the multidimensional and holistic nature of innovations that impact learning. The ideas I shared are not primarily seen as pedagogical in nature but they had a big impact on wellbeing and learning results for many generations. They shed light on the idea of school as providing both care and education, and that light is still strong today.

As we dive into the landscape of 2024, we can rejoice that most of the world's children go to school. The Sustainable Development Goal on education (SDG 4) emphasises the quality of it—that all girls and boys complete their education and gain relevant skills. At HundrED we are dedicated to finding pedagogically innovative, impactful and scalable approaches that help children flourish in life.

I will remember this year for the advances in digital education globally. Innovators have been reinforcing the trend for a few decades but COVID-19 forced people worldwide, and other states of emergencies more locally, to innovate during the school closures, being creative in operating models and finding new sources for funding. A crisis is always a stressful situation, but now that we have overcome the pandemic, we can see the fruits of a global movement on the policy side. Digital education strategies such as the African Union Digital Education Strategy 2023-28, ASEAN's Digital Transformation of Education Systems 2025, and India's digital education policy have been published.

The seismic shift catalysed by the pandemic has thrust EdTech and AI innovations into the spotlight, as highlighted by the World Economic Forum and other thought leaders. Moreover, the digital divide, a challenge of our times, finds resonance in the Global Education Monitoring Report, an indispensable source informing our discourse.

While we want to focus on education, we should also recognise the

vital intersections that beckon our attention. The COP28 summit adds an urgency to our dialogue as we shine a spotlight on sustainability—a cornerstone for education innovations to come. When talking about sustainability, I cannot help but be thankful for the opportunity we have had to build and host the new HundrED Youth Ambassador Programme in partnership with IBO. We support future innovators and changemakers to create and build upon their own social impact projects tackling the SDG's. Girls' education, a touchstone for empowerment, is also one theme we want to shed light on, as we emphasise the crucial role innovation plays in dismantling barriers and fostering equity.

Our research team is often asked about the emerging themes as they review hundreds of applications in collaboration with our Academy. We are sincerely grateful that we get to cooperate with our Academy members, true experts, when we make our selection each year. This year we raise these three themes: Education Technology (EdTech) & Artificial Intelligence (AI), Professional Development, and Future Skills.

The tale of innovation is one of collaboration and synergy. Our network role means that we seek out like-minded people and organisations, supporting an ecosystem where innovation can flourish. The ecosystem approach helps to glue the whole together. We are thankful for being able to work with such inspiring community members, clients and partners, local and global organisations to ensure quality education for all children.

Our research projects traverse boundaries, and we are curious to delve deeper into educational institutions' innovation processes, roles, professional development and leading change. This year we focused on innovation implementation and adaptation, for example from Global South contexts to Global North countries and the other way around. We put a spotlight on EdTech in Bangladesh and Education in Qatar. We explored the professional development gap in some Arabic-speaking countries. We have seen how parental engagement has been encouraged in communities in Pennsylvania.

Finally, I am proud to invite you to read our Position papers [Implement](#)

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at Scale: An Agenda for Education Innovation Implementation Research, The Messy Middle: Implementing Innovations at Scale, and more to come. To address the need for a greater understanding of and focus on implementation, we announced the HundrED Implementation Centre for Education Innovation in February 2023.

In closing, this Global Collection 2024 report invites you to journey through the stories of innovators, educators, and transformative ideas. As we look to the future, we extend an invitation: be part of the legacy of innovation, embrace change, and join the chorus of those who have shaped and will continue to shape education.

With bright regards,



Heini Karppinen

CHIEF OPERATING OFFICER
HUNDRED
AUGUST 21ST, 2023





Introduction

Since 2016, HundrED has been working to highlight the importance of innovation in education, and the hundreds of innovators focused on improving the lives of students, teachers, and those in the wider education community. 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 7th 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.

This year we have seen an influx of innovations using technology and Artificial Intelligence (AI) as a means of addressing educational needs globally. The possibilities technology and AI can offer currently seem endless, and there is the potential that these innovations will shake up the education sector as we know it. Alongside these possibilities, there are also questions around the impact they may have on accurate representation of students abilities, and their psycho-social wellbeing following years of lockdown due to Covid-19 and a lack of in person teaching. There are now innovations focusing on blended learning models that utilise both in person and online learning. Students can be provided with the social-

emotional element lacking during the lockdowns of the pandemic, as well as utilising the many advantages technology has to offer to create personalised learning opportunities, and ease the burden on educators and leadership.

The Professional Development of teachers continues to be a key focus area for innovations globally, with educators being seen as the catalyst for change in schools, and those responsible for providing quality education to students. Teachers are often scapegoated when educational policies fail, despite these failures often being due to a plethora of factors outside of their control. Providing teachers with confidence, skills, and community support is vital if we want to see the wellbeing of those working in the education sector improve.

To make this year's Global Collection, a shortlist of innovations was reviewed by 182 Academy Members consisting of academics, educators, innovators, and funders, from 73 countries. In total, there were 2,998 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 2024 Global Collection will be launched at our Summit this Autumn 2023, and the 2023 Impact Report will be released in December 2023. Both of these reports can be downloaded for free at hundred.org/en/research.

In this section, we first provide insights into why innovation in education, and global trends found in this year's Global Collection. You will then find a short overview of each selected innovation (you can find more in-depth details of each one by viewing their full innovation page on our website), followed by an overview of the process we used to select this year's Collection. We are sure you will be as inspired as we are by the amazing innovations working towards changing education globally!



HundrED's Mission

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.

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.

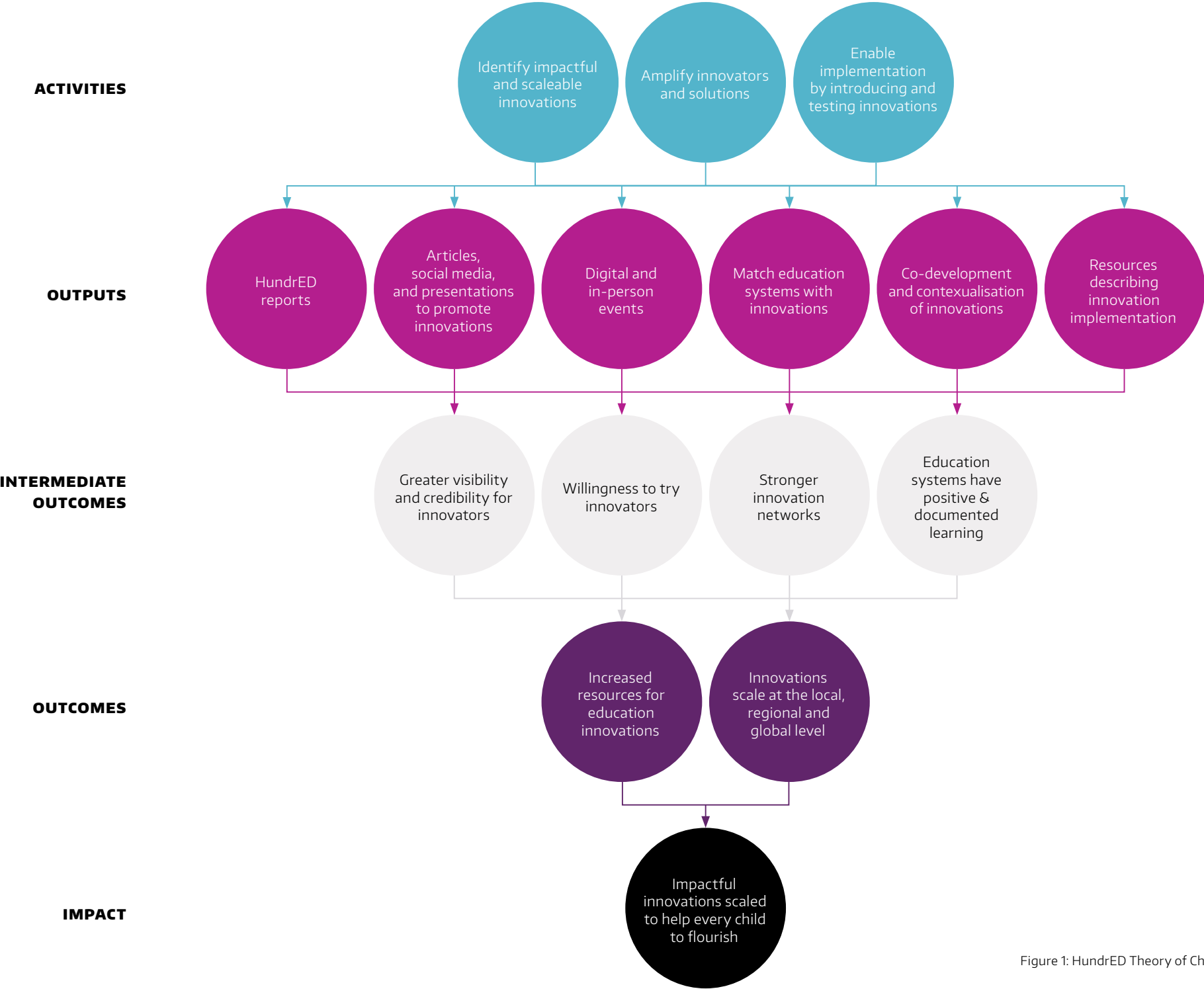


Figure 1: HundrED Theory of Change

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.

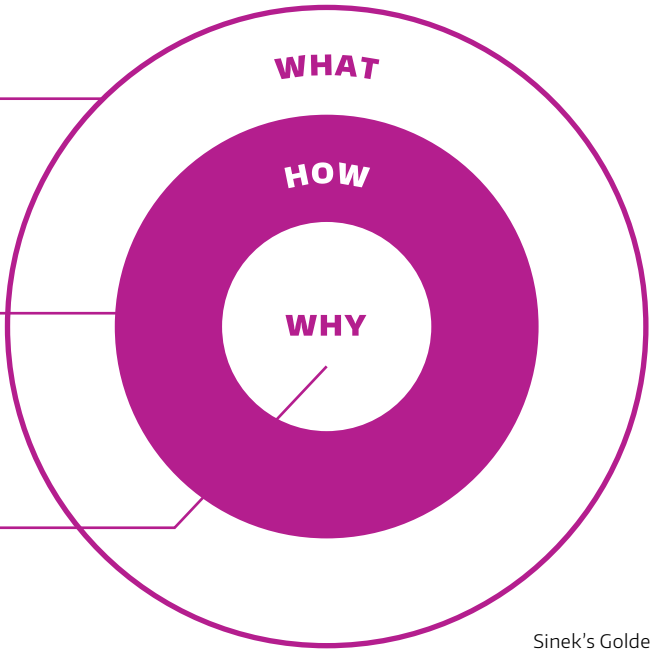


Figure 2:
Sinek's Golden Circle Model

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 can 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.

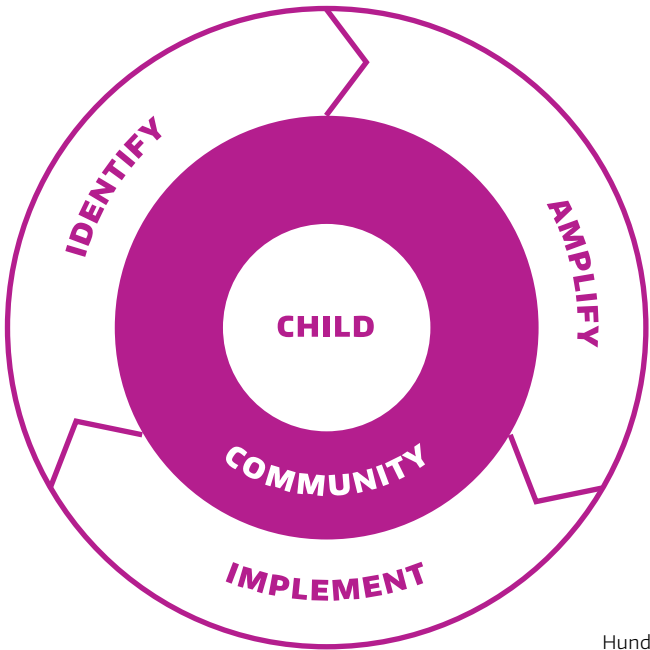


Figure 3:
HundrED Approach



Why Innovation in Education?

Continuous innovation in education is vital if we want to provide children with the necessary skills and knowledge to build a sustainable future.

Our work at HundrED is inspired by Everett M. Rogers' innovation diffusion theory.¹ From the very beginning of HundrED, we have used Rogers' theory to understand how and why innovations spread from a handful of users to many.²

HundrED has been privileged to research and support a vibrant community of over 4,000 education innovators who are addressing diverse educational needs in various contexts. We work to identify, amplify, and facilitate the implementation of innovations in school settings around the world so that every child can flourish through access to a quality, future-ready education. Innovation is essential to realising this vision and a critical ingredient for achieving the United Nations Sustainable Development Goal 4 (SDG4) for education by 2030. As there is no single solution or direction that will achieve this vision, we embrace the power of many innovations that can improve and transform education (hence the name HundrED).

We define innovation in education as **a new or modified practice and/or technology that supports any part of the education ecosystem and leads to meaningful improvements in a given context.**³

It is helpful to break down this definition:

- We highlight innovations that are new or modified, and are going beyond re-envisioning education toward real changes in learning, teaching, and education ecosystems.
- We recognise innovation as an improvement to any part of the education ecosystem, whether that means an innovation directly impacting teachers and students, or a supporting innovation that enhances the overall functioning of the ecosystem, such as the introduction of a new data collection system. 'Meaningful improvements' refers to innovations that have evidence of improvement over and above what already exists for its intended users.
- We believe innovation should be contextualised. It is important to bear in mind that a pedagogical practice that works well in one school district may not be guaranteed to succeed somewhere else. Innovations are transferable to other contexts when adapted to meet the realities of a new setting.⁴

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.

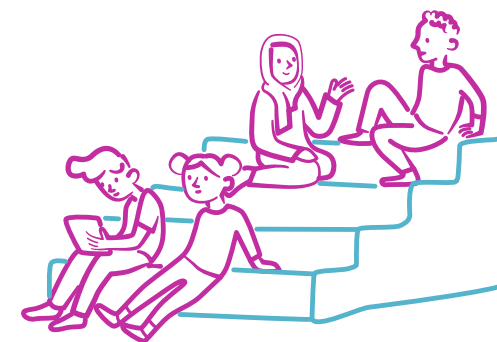


**SKILLS: WHAT DO STUDENTS LEARN?**

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, and 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 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 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 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 the 2024 Global Collection





Innovation for a Changing World

This year has seen international conflict, the cost of living crisis, and climate change dominate the headlines. The impact of these international events are mirrored in the educational needs that are arising and are beginning to show in the innovations being developed to address these needs. #Decarbonize Global Child Climate Program, League for Green Leaders, and Learning about Forests (LEAF) are three of this year's innovations that focus on addressing climate change and equipping students with the knowledge and skills they need to have a positive impact on the environment. With the 28th Conference of the Parties to the UN Framework Convention on Climate Change (COP28) in Dubai in late 2023, it will be interesting to see how educators incorporate the learnings into their curriculums and foster climate action amongst students.⁵

Climate change is also disrupting student access to education, something that many governments are ill equipped for. Flooding and wildfires are becoming more common, leaving many governments to provide a disaster response to education. The monsoons of 2022 hit Pakistan with catastrophic flooding, disrupting education for more than 3.5 million children. Six months later the World Bank found that minimal progress had been made in reinstating education for all children. Evidence from Pakistan's 2005 earthquake found that just four weeks of disrupted education could lead to learning losses equivalent to 1.5 years of academic education.⁶ A priority in disaster response education is to ensure students

do not fall behind academically, however, research has found that the biggest impact on students is their wellbeing and in turn the impact this has on their schooling.⁷ It is not just students who are affected by these disruptions to education, for example, with the morale and self-efficacy of teachers in Australia dropping dramatically after three years of disruption following the Covid-19 pandemic, bushfires, and flooding.⁸ The impact of natural disasters can cause lasting trauma, and schools are well placed to provide psycho-social support in communities.⁹ Schools in Maui, Hawaii which saw devastating wildfires this year have spoken about how they are initially focussing on providing community support. Children and teachers have lost their homes, all their belongings, and in some cases family members; the wellbeing of everyone is currently the priority, with plans to restart schools imminent to help provide a sense of normalcy again.¹⁰ Countries vulnerable to climate change need to begin building resilience in their education systems, to ensure that in these times of disruption, the wellbeing and academic education of children is planned for.¹¹

International conflict continues to disrupt access to education for an estimated 468 million children globally. In context, this means one in six children live in a conflict zone, double the number of children in the mid-1990s.¹² Providing quality education to these children is crucial. Last Mile Learning, an innovation using low-tech solutions in the Cox's Bazaar Rohingya Refugee Camp in Bangladesh, provides children aged 6-11 with a blended learning plan to boost their foundational literacy and numeracy skills. Without this innovation, these displaced children would have no access to education in their mother tongue of Rohingya; Last Mile Learning provides them with a connection to the world outside the camps, even as their refugee status and Covid restrictions left them isolated. The re-selected innovation 'Afrogiveness', a peace education initiative, aids students impacted by the Anglophone conflict in Cameroon. It focuses on providing education to students affected by the conflict, as well as offering psychosocial support. As noted above, without taking students' well being into consideration, innovations will struggle to address educational barriers - "Good mental health and wellbeing is essential for school students. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults."¹³ Despite the cost

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of living crisis and the impact it is having globally, there were minimal innovations submitted addressing financial literacy. The cost of living crisis cannot be solved simply through developing the financial literacy skills of individuals. However, many education systems neglect to teach students about important aspects of financial planning, such as interest, credit, lending and debt. This is part of a wider challenge in schools of addressing the mechanisms by which finance and capital flow, and the connection between our economic and social systems and our daily lives and work. The lack of financial literacy in the curricula can leave many young people in a vulnerable position as their lack of understanding of finances perpetuates a naive participation in cycles of reproducing economic inequality. Knowledge about finances and how to manage them empowers people, and is a vital skill for young people to learn.¹⁴ Last year, the Global Collection 2023 highlighted the work of MoneyTime, and this year only one innovation related to financial literacy was shortlisted. Financial literacy has always been a priority for HundrED, showcased by the Spotlight 'Financial Skills for the Youth' published in 2019.¹⁵ This report recommends that students are taught about financial planning, and that girls and students from immigrant families are supported to take an interest in financial issues. Next year, HundrED would like to see more innovations addressing financial literacy in students. Financial literacy skills alongside political studies, will allow young people to make informed decisions about their financial wellbeing, taking into consideration the political and social context that they are living in.

It is also worth acknowledging the impact these major global challenges are having on young people, and the uncertainty they feel about their future. Climate anxiety, financial uncertainty and the potential for further pandemics that will shut down the world as we know it, has left many young people wondering if there is any point in planning and saving for the future.¹⁶ This mentality reinforces the need for a holistic education that focuses on student wellbeing as well as teaching skills for a rapidly changing future.

The impact of the Covid-19 pandemic can still be felt three years later, something that is reflected in the education trends we found this year.



The World Health Organisation officially declared that the Covid-19 pandemic was over as a global health emergency on 5th May 2023.¹⁷ However, EdTech innovations which developed quickly at the onset of the pandemic to ensure all students could still access education, are continuing to grow rapidly. This year, over a quarter of the selected innovations are related to EdTech and Artificial Intelligence (AI). In 2020, HundrED published the report 'Spotlight: Quality education for all during Covid-19 crisis', where it was noted that EdTech and AI offers the potential for personalised learning and addresses an immediate need to educate students. However, the report also noted that school is more than just about knowledge transfer, with skills development, and social and emotional learning equally important aspects of education. This year's Global Collection has reflected the same need, evident in the selected innovations Woof and Closegap, which use EdTech to focus on student wellbeing, and help them develop social and emotional learning skills. These innovations highlight that there is a move to incorporate students' well being and psycho-social support into EdTech.

This year we have identified four key trends: EdTech and Artificial Intelligence as methods for facilitating the objectives of innovations, developing teachers' agency through professional development, innovations that focus on Future Skills (21st century, ICT, Preparedness), and Inclusion & Wellbeing. Below we provide further insights into these three key themes which have emerged.

EDTECH AND ARTIFICIAL INTELLIGENCE

In 2018, HundrED published the report 'Every Child to Flourish', examining perceived needs of all stakeholders in education globally. Although written only five years ago, there was no reference to EdTech in this report, and only one innovation (Lexplore) refers to the use of AI. This is in stark contrast to this year's Global Collection, which showcases 22 EdTech innovations, and four AI innovations, making up over a quarter of the selected innovations.

The EdTech sector is expanding at a rapid rate, with technology viewed as a means to bridge the gap between barriers to access and a cost effective way of reaching thousands of students. School closures during Covid-19 meant that governments turned to EdTech solutions to reach out to students during school closures and minimise the potential of learning

losses.¹⁸ Consequently, the EdTech industry has become one of the most promising industries for investors, and is expected to grow 16.5 percent annually and expand 2.5 times in the span of six years.¹⁹ Last year EdTech did not appear as a key trend, with only seven innovations in this category.

With the emergence of EdTech as a tool for addressing many global learning and resource related challenges in education, HundrED aimed to learn more about private and public sector players in the EdTech innovation ecosystem, and perceived enablers and barriers to innovation and scaling of EdTech through the case of Bangladesh with our partners at EdTech Hub. Bangladesh, one of the most highly and densely populated countries in the world, has made steady and remarkable progress in key development areas and continues to work towards addressing such challenges as learning crisis, teacher shortage and inequitable access to education by utilising EdTech solutions, due to the promise they have shown globally to assist with breaking educational barriers. In the Spotlight on EdTech: Bangladesh innovation collection, there is a strong representation of EdTech tools for learning support, emergency education, and skill building as well as blended learning practices and online learning platforms that are scalable across different contexts. Innovations focusing on teacher professional development and support are also present in this collection. Furthermore, many of the innovations focused on being accessible and affordable to address the learning needs of the children from remote areas with limited access to infrastructure and from different socio-economic backgrounds. A few of these innovations, Konnect and MuktoPaath, demonstrated a relevance beyond the context of Bangladesh, due to their ability to reach those farthest from educational equity.

This year 'Ubongo' was selected again due to its impressive impact and scalability. It has the largest 'classroom' in Africa, with over 17 million children learning via fun TV, radio and mobile edutainment programs. Children have shown significant gains in cognitive development, social emotional skills and health knowledge, with 99 percent of Tanzanian parents agreeing that Ubongo's edutainment has improved their child's quality of life. Skalo, a Colombian innovation, helps teachers in K12 manage learning diversity and inclusion with customised strategies and tools. The Skalo algorithm calculates the best learning accommodations according to the student's abilities and needs, giving the teacher strategies to adapt the way they teach to the way the student learns.

The category of EdTech in this year's Global Collection incorporates a range of subcategories; personalised learning, open resource platforms, online learning, blended learning and Artificial Intelligence. Many of the selected EdTech innovations this year, while they may not list AI as their focus, are using it to assist in their platforms. AI will arguably be the biggest shift in education innovation in 2023.²⁰ Alongside the exciting opportunities AI will offer education, there is also a concern for the impact it will have on accurate assessment of a student's capabilities. It will be interesting to follow the expansion of AI innovations and the positive impact it will have on education, as well as the potential challenges that may arise along the way.

DEVELOPING TEACHER AGENCY

Teachers drive educational change in their classrooms, so it is no surprise that Professional Development innovations are at the forefront of driving educational transformation. This year, thirteen innovations focus on Professional Development as a method of meeting innovation objectives. Teachers play a critical role in impacting student outcomes,²¹ and, as the leaders of their classrooms, are central to the uptake of innovation. Developing teacher agency is important if we want teachers to feel empowered and take ownership of their own professional development. With Indonesia having nearly 3 million teachers across 98 cities and 416 regencies, Laying the Foundation for Quality Teacher Professional Development focuses on empowering teacher learning communities for the professional growth of all Indonesian teachers, by providing contextualised Professional Development programs, trained by local teachers. Compass Education - The Sustainability Compass uses Professional Development as a method for promoting 21st century skills. The movement is run by committed volunteer educators dedicated to building a better world through teaching skills for systems thinking and sustainability in schools. This leads us on to this year's third most popular innovation category of 'Future Skills'.

FUTURE SKILLS

Future skills based innovations, predominantly focusing on 21st century skills, ICT and Preparedness, make up thirteen of the innovations this year. Skills-based innovations focus on preparing students for the future, and use a variety of methods to develop these skills in students.

LEAD Academy is an online education platform that provides K12 coding programs that provide students with future skills. Technovation empowers underserved communities, especially girls and women, to address local problems using technology. Similar to last year's Global Collection, Future Skills remain a primary motivation for education innovation. These innovations are working hard to ensure students have the best possible opportunities to develop skills that will help them adapt to an ever changing world.

INCLUSIVITY & WELLBEING

Both inclusivity and well being were key themes in the Global Collection this year, with ten in each category. This year's innovations that fall under the theme of inclusivity, focus on gender equality, bullying prevention, student voice and agency, rural education, displaced children, special education and diversity. HundrED innovations that fall into the wellbeing category focus on mental health, self-esteem, compassion, physical health, mindfulness and learning environments. The priority in these innovations is the whole learning experience, not only skills. Special Olympics Unified Champion Schools engages over 1,000,000 students in 30,000 schools around the world, with and without intellectual disabilities through sports, to enhance leadership development and community engagement. This innovation had the highest overall scores for impact and scalability. Similar to last year, well being was also prioritised this year, with the Covid-19 pandemic emphasising the importance of education's role in students' well being as well as learning. Students' well being is pivotal in their educational success, and is therefore instrumental in student attainment.

TREND WATCH: LOOKING TO 2025

Having analysed this year's Global Collection, we are interested in seeing more innovations that focus on sustainability, inclusive education, financial literacy and student voice. In 2018 HundrED focused on the value of teaching sustainable practices, in its report Spotlight on Sustainability, and the shortfalls in teaching this topic area. Perhaps due

to the lack of measurable outcomes, or lack of place in the curriculum, sustainability is not a focus for the majority of schools and instead individuals are creating opportunities outside timetabled lessons in which children can engage in learning for sustainability. Teaching sustainability as a key component of the curriculum is critical - "climate change is the defining feature of our time and we are at a defining moment".²²

Access to inclusive education remains a challenge globally. One of the biggest challenges to inclusive education is addressing gender disparity, which is necessary if we want to reach Sustainable Development Goal 4 of ensuring equitable quality education for all. According to UNESCO, 129 million girls have no access to any form of education²³, limiting their potential to break cycles of disadvantage. Boys who are more likely able to access education, often face challenges such as disengagement, resulting in 132 million boys currently being out of school.²⁴ The challenges faced are contextual, with a multitude of factors influencing the challenges students face, creating a complex barrier to education. This year, only six innovations focused exclusively on girls, with two of those addressing girls' health in programmes targeted at all children. Gender bias within education is also an ongoing issue, reinforcing stereotypes, and limiting girls' ambitions.²⁵ HundrED would like to see more inclusive innovations that address gender disparity.

"When gender stereotypes are communicated through the design of school and classroom learning environments or through the behavior of faculty, staff, and peers in a child's school, it goes on to have sustained impact on academic performance and choice of field of study, especially negatively affecting young women pursuing science, technology, engineering, and mathematics (STEM) disciplines."²⁶

Prioritising Children's Rights, in particular, student voice and agency is vital if we want students to be active stakeholders in their education. Students who think that they have a voice in their education are seven times more likely to be academically motivated than students who do not believe that they have a voice.²⁷ HundrED would like to highlight the value of student voice in education and would in particular like to showcase student-led innovations in next year's Global Collection.

Access to inclusive
education remains a
challenge globally.



Voices from our Community

HOW DOES INNOVATION BUILD COMMUNITY?

"[One] advantage of using tire playgrounds is that all of our designs are very DIY, so we have employees from corporations who come and build a playground with us. This includes the community as well. More recently, we've been completing about two projects every year with an international school here in Bangalore. These are children who come from very affluent backgrounds and visit a government school where they build a playground from scratch in just five days, including digging, pouring concrete, painting, and all other necessary tasks. We are able to show them the wider reality that although they may have access to all of those facilities, there is a large group of children that they can support."

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 how their innovations form a foundation to build a brighter future. They also share the need for ongoing support - not just at the time of implementation, but throughout the process. 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.



Swetha Manivannan

HEAD OF DESIGN AND BUSINESS
ANTHILL CREATIONS

WHY DOES ACCESSIBILITY MATTER?

"EKUI is not a method, it's a methodology. Based on neuroscience, we studied the best learning methods and strategies to help children reach their full potential. With this research, we put together the best of each one: we call it EKUI.

EKUI stands for Equity, Knowledge, Universality and Inclusion in a learning process. It is an inclusive multisensory methodology with a Universal Design for Learning. With EKUI, all children can learn together in the same space, at the same time and with the same materials. Most importantly, it helps children develop empathy, which is the most difficult of the social and emotional skills. People call it a soft skill; I call it hard skill. Because, ultimately, if you're an empathetic person, you'll naturally be an inclusive person."



Celmira Macedo

FOUNDER
EKUI

Visions for the future of education

WHAT IS ONE BIG PROBLEM IN EDUCATION THAT NEEDS INNOVATION?



"The lockdowns meant that many children fell behind in maths and [language] skills and an already existing literacy gap worsened."

– Rhea Mehta



"[One big problem is] implementing interactive curriculums where students can develop their real life skills by learning from practical examples of the real world."

– Fareeha Rehman



"Leadership, life skills and politics are important subjects that are not taught well enough."

– Jack Gates

The Youth Ambassador Programme, developed in partnership with International Baccalaureate Organisation, is a 3 month programme that equips driven students, ages 12-19, with tools for innovation and a collaborative space to help them kickstart the changes they wish to see in their communities. We spoke with some of our recent programme graduates for their insights on the future of education. They highlighted the need for innovations that respond to the complex, nuanced worlds they are building and showed how they analyse the challenges that lie ahead. What is one big problem in education that needs innovation?

WHY IS EDUCATION INNOVATION IMPORTANT?



"As our world continues to change, the ways in which youth can continue to develop, enrich, and expand our experiences should continue to change as well. If education remains static, we are preventing our own growth."

– Naomi Kim



"We have to admit that our lifestyles have completely changed over the past few decades and are still rapidly changing but still most of our curriculums are based on testing rote memory which limit a child's ability to think creatively and systematically."

– Fareeha Rehman



"Innovation in education involves equipping teachers with new tools, not just for the benefit of learners."

– Namya Joshi

WHAT DOES THE INNOVATION PROCESS LOOK LIKE TO YOU?

"Working with young people who are the centre of the education, teachers and other stakeholders like youth groups where it comes from the bottom up and not the top down."

– Jack Gates



"It is critical to focus on each concept's sustainability, scalability, and potential impact. Involving teachers, students, parents, administrators, and other relevant stakeholders will aid in the provision of input and insights. Collaboration, open communication, and a willingness to experiment and adapt."

– Namya Joshi



"Education innovation includes identifying a problem and first developing a deep and thorough understanding of the causes, and the impact of the issue."

– Rhea Mehta

WHOM CAN YOU TURN TO FOR HELP IN INNOVATING?

"In the process of developing my project, I turned to so many different people for help in innovation. I spoke to teachers, librarians, and local government officials, both to gain knowledge about the problem, and to propose my solutions to them."

– Rhea Mehta



"Participating in innovation competitions, hackathons, or challenges [stimulates] creative thinking while also providing networking and recognition opportunities."

– Namya Joshi



"Whenever I need support, I head to various blogs and youtube videos to seek inspiration or gain ideas for problem-solving."

– Naomi Kim



Numbers and Trends Found in the 2024 Global Collection

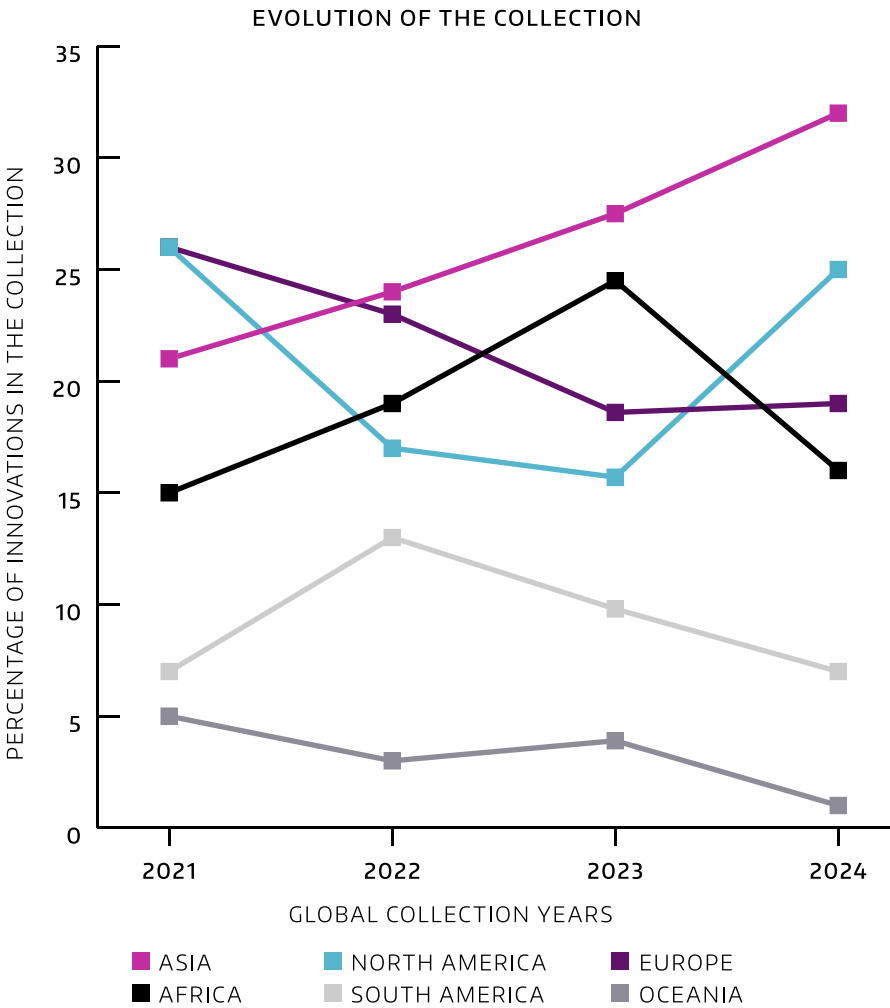
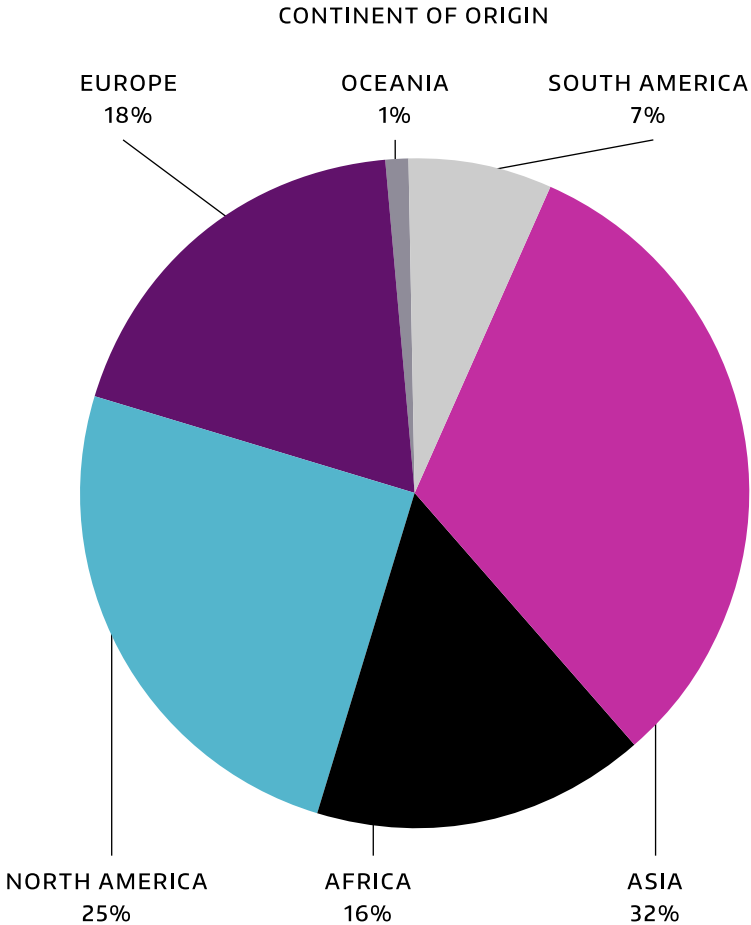
From our database of 3000+ education innovations, 151 innovations were shortlisted by the HundrED Research Team. With an Academy consisting of 182 experts in education from over 73 countries reviewing the shortlisted innovations. A total of 2998 reviews were made by the Academy, which were later evaluated by the HundrED Research Team to make a final selection of 100 innovations from 47 countries. For more information about our research methodology, please see Appendix A.

The 2024 Global Collection showcases 100 innovations established in 47 different countries. 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, 62 percent 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, which has scaled to 144 countries. Of the Global Collection 2024, 39 were reselections from 2023

KEY WORDS THAT INNOVATORS USED TO DESCRIBE THEIR INNOVATIONS

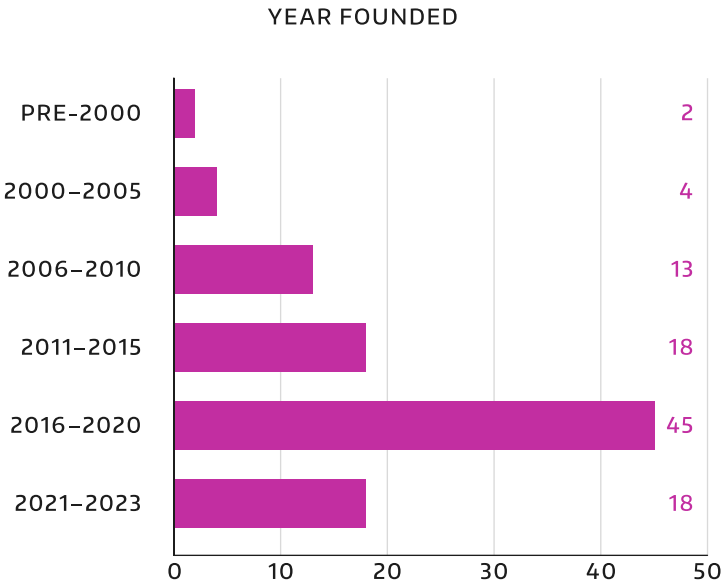
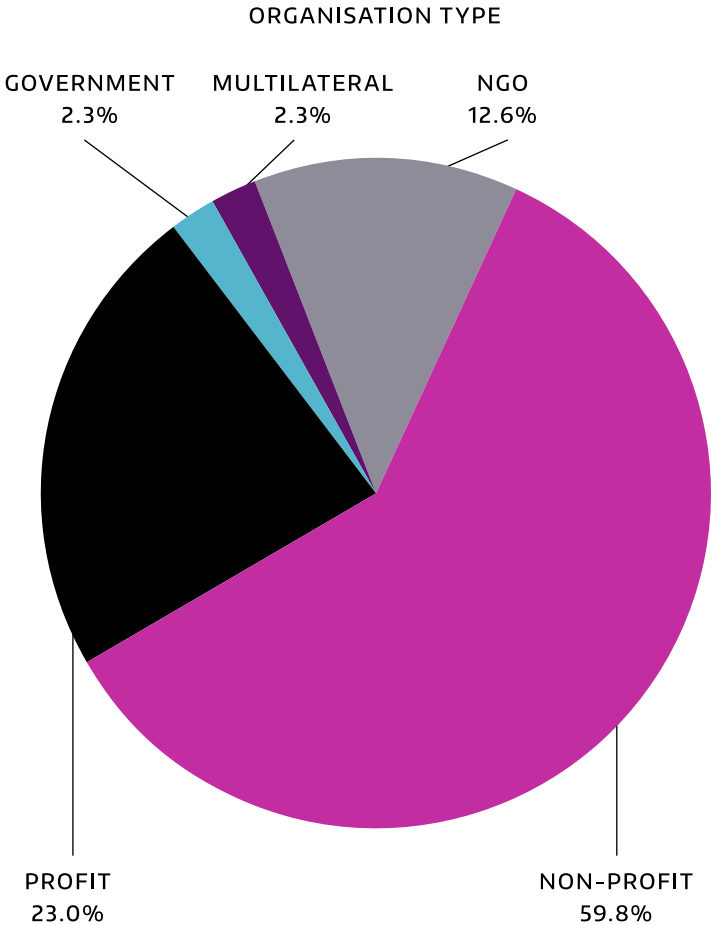


In this year's Global Collection, the majority of selected innovations came from Asia (32 percent); with more than half of those selected based in India. Within Africa, the majority of the innovations came from South Africa, in North America from the USA, and in Europe from Finland. Interestingly, Papua New Guinea was the only selection from Oceania this year. In the methodology section we acknowledge the limitations of asking innovations to submit their work in English and the impact this has on those who apply and are selected.



By continent, we can see that in the last four years, innovation submissions from Asia have been continuously growing, whereas innovation submissions from Oceania have been steadily decreasing. Among other possible explanations, we could attribute the rise in submissions from Asia, to the rapid expansion of the EdTech sector in India in particular. English is widely spoken in India, allowing for EdTech firms to rapidly expand on a global scale.²⁸ The Covid-19 pandemic shifted government and business focus away from education in low and lower-middle income countries. This, combined with a decline in aid, has potentially impacted the number of innovations that were able to continue working throughout the pandemic, and is limiting innovations from gaining funding in the current climate.²⁹

This year, instead of only including two categories, profit and non-profit, we also allowed innovators to select from government, multilateral, and Non-Government Organisation (NGO). Multilateral organisations are comprised of three or more organisations cooperating toward a common goal (often governments or states).³⁰ A non-profit organisation is usually small-scale (operating in communities or at largest scope, nationally) and cannot generate profits for the benefit of its members/operators. A non-profit’s income must go toward the operation of its services or into its own upkeep. An NGO is non-profit by design, but is larger and takes on an international scope, sometimes working in the same arenas as governments.³¹ Compared to last year, there has been a slight increase (1.4%) in for-profit organisations.



The majority of the selected innovations in the above graph were established within the last seven years. Remarkably, almost 30% of those innovations have shown noteworthy impact and scalability within the last two years.



HundrED Academy

The Global Collection selection process relies on the generosity of time and expertise of our Academy Review Board members. Selected from our pool of current Academy members, Youth Ambassadors, and new volunteers, the Academy carefully evaluated and validated the 151 shortlisted innovations. Their invaluable perspectives on the scalability and impact of the innovations were key in the final selection process. Academy members took on a two-perspective approach: “Would this innovation scale and have impact in my own local context,” was balanced by the equally essential viewpoint: “Could I see this innovative practice succeed and spread in other contexts of which I am aware?”

During this year’s selection process, there were Academy Members who went above and beyond what was expected of them, providing us with detailed notes, reviewing extra innovations, and engaging in multiple reviews simultaneously. Based on their continuing contributions to HundrED, we are creating two categories of special recognition: Academy Members with Honorary Distinction and Academy Members with Special Mention. Academy Members who reviewed over 80% of their assigned innovations this selection cycle will be awarded Special Mention. Honorary Distinction will be rewarded to the Academy Members who have participated in Global Collection reviews for three or more years. Such dedication to improving education through the contribution of their time and expertise is highly valued by HundrED and the educational innovation community! All Academy Members are recognised in Appendix B.



Hall of Fame



What Is HundrED Hall of Fame?

HundrED's collected innovations number in the thousands, and every year we recognise those that promote a thriving educational ecosystem, whether their focus is creativity or SEL, 21st century skills or teacher professional development, and beyond. In addition to recognising innovations that have only just applied to the Global Collection, we also pay homage to those that have exemplified those essential qualities of impact and scalability year after year. From Spotlight to Global Collection, these outstanding changemakers have drawn our attention to the ways in which educational innovators' ideas can stand the test of time by continuing to respond to current needs in education worldwide. These innovations become a part of HundrED's Hall of Fame.

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...

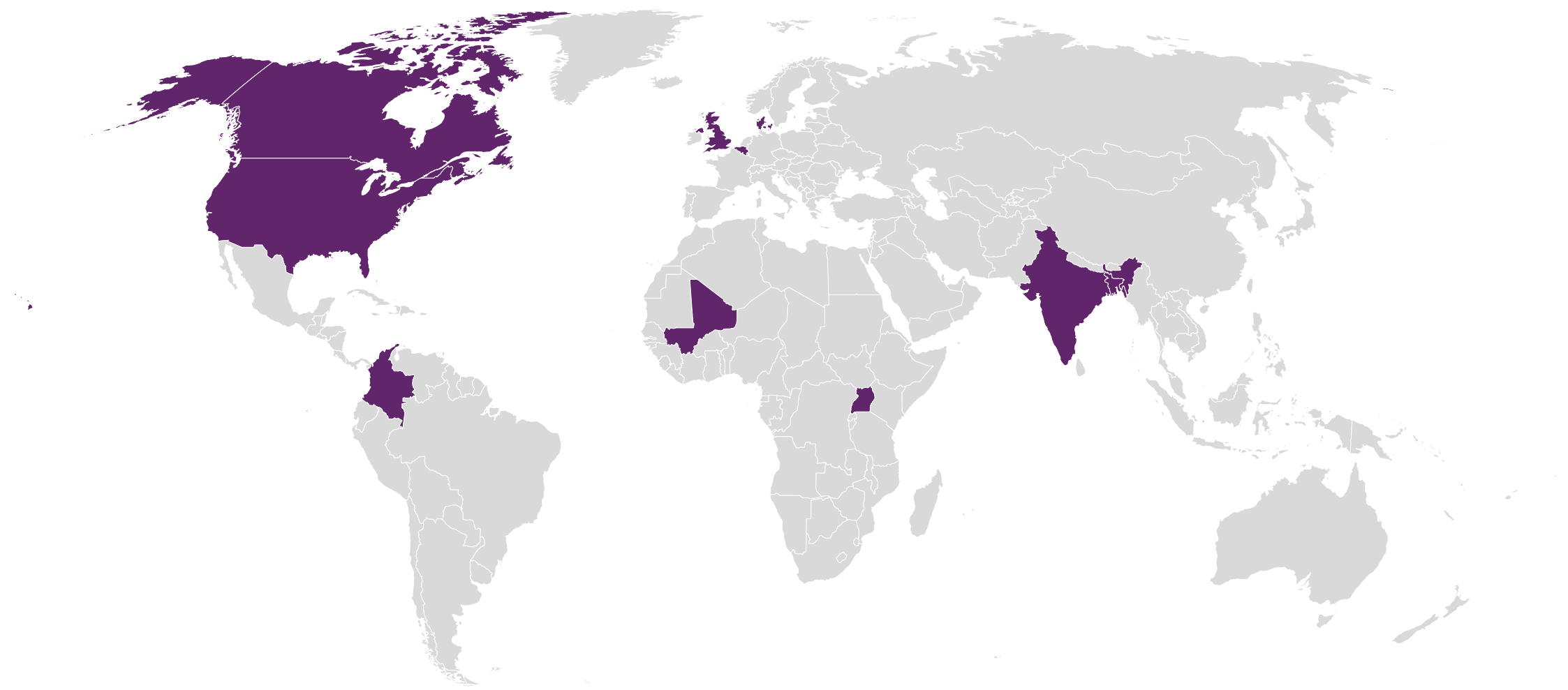
- Has demonstrated sustained growth of impact and scalability in the last 5 years.
- Is implementing leading education solutions that are currently at the top of the practices used globally in the problem it is addressing.

- 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.



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



HALL OF
FAME


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

[→ VISIT WEBSITE](#)

HALL OF
FAME


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

[→ 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

115 000

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

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

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

[→ 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

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](#)

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

HALL OF
FAME


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

HALL OF
FAME


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.

1996

YEAR ESTABLISHED

1 087 140

CHILDREN / USERS

11

COUNTRIES

HALL OF FAME

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

→ VISIT WEBSITE

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.

2017

YEAR ESTABLISHED

4 700 000

CHILDREN / USERS

16

COUNTRIES

HALL OF FAME

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

→ VISIT WEBSITE

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.

2004

YEAR ESTABLISHED

540 663

CHILDREN / USERS

5

COUNTRIES

HALL OF
FAME

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

[→ 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

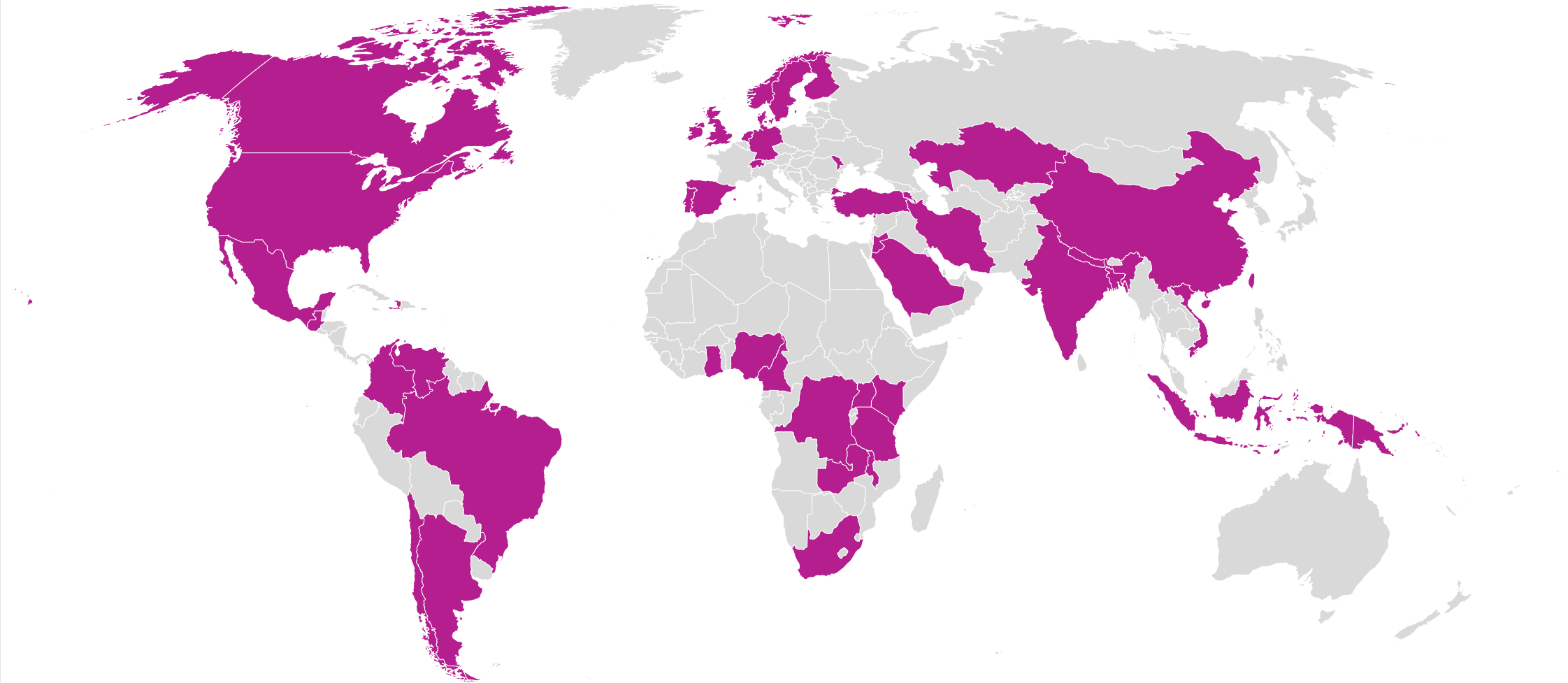
98

COUNTRIES

Global Collection 2024



HUNDRED GLOBAL COLLECTION 2024

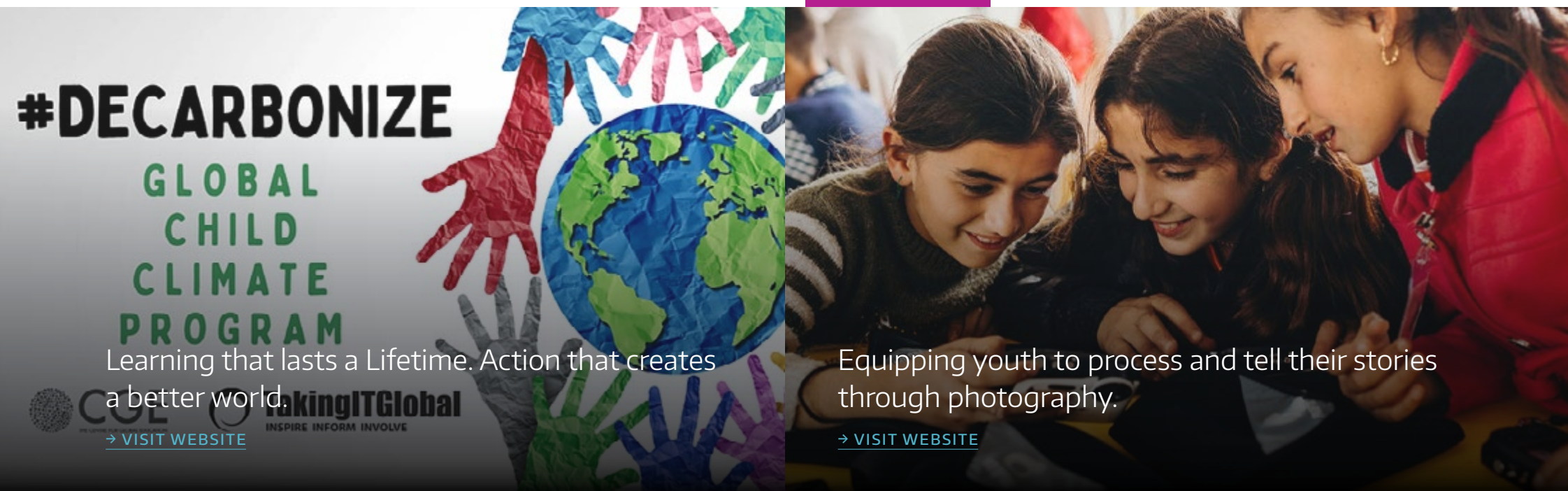


The Global Collection 2024 Innovations from A to Z

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. <u>#Decarbonize Global Child Climate Program</u> | 19. <u>Career Quest: Gamified experience of career decision-making for young people in India</u> | 36. <u>EKUI (Learning Methodology)</u> |
| 2. <u>100cameras</u> | 20. <u>CatnClever</u> | 37. <u>Enterprise Adventure</u> |
| 3. <u>A Village Approach towards Girls Education</u> | 21. <u>Center for Advanced Professional Studies (CAPS) Network</u> | 38. <u>Faces Up Uganda</u> |
| 4. <u>Aanaab</u> | 22. <u>Chalkboard Guides</u> | 39. <u>Farmpreneur</u> |
| 5. <u>ABCDE of Learner Needs</u> | 23. <u>Closegap</u> | 40. <u>Fundación Fútbol Más</u> |
| 6. <u>Accelerated Learning Recovery Program</u> | 24. <u>Code Mitra</u> | 41. <u>Girl Rising</u> |
| 7. <u>ACE Radio School</u> | 25. <u>Compass Education - The Sustainability Compass</u> | 42. <u>Gleding - childhood for life</u> |
| 8. <u>acSELerate</u> | 26. <u>CoolThink@JC - Computational Thinking Education for All</u> | 43. <u>Global Schools Program</u> |
| 9. <u>Afrogiveness Movement</u> | 27. <u>Anthill</u> | 44. <u>Grassroot Soccer: SKILLZ Core</u> |
| 10. <u>Alpha Tiles</u> | 28. <u>Democratizing Governance of Public Schools</u> | 45. <u>Habaybna.net</u> |
| 11. <u>Annie Advisor</u> | 29. <u>Destination Imagination</u> | 46. <u>Habilidades para el futuro</u> |
| 12. <u>Anseye Pou Ayiti (APA)</u> | 30. <u>Educate Girls</u> | 47. <u>Home as a learning space</u> |
| 13. <u>APPLE Schools</u> | 31. <u>Educating for Wellbeing (EW)</u> | 48. <u>imagi</u> |
| 14. <u>Being a Proactive Teacher in Formative Assessment</u> | 32. <u>Education for Sharing</u> | 49. <u>Imagine Worldwide</u> |
| 15. <u>Bloom</u> | 33. <u>Edumoción</u> | 50. <u>imoves</u> |
| 16. <u>TAW Academy</u> | 34. <u>Eduten</u> | 51. <u>Impact Network eSchool 360 Model</u> |
| 17. <u>Building Blocks (BB) - The Maths Learning App</u> | 35. <u>EIDU</u> | 52. <u>In Their Shoes</u> |
| 18. <u>Canopy Nepal</u> | | 53. <u>Join for Joy</u> |
| | | 54. <u>Juega Conmigo (Come Play with Me from ChildFund)</u> |
| | | 55. <u>Konnect</u> |
| | | 56. <u>Labhya Foundation</u> |

57. [Last Mile Learning](#)
58. [Laying the Foundation for Quality Teacher Professional Development: The Teacher Learning Center](#)
59. [LEAD Academy](#)
60. [League for Green Leaders](#)
61. [Learning about Forests \(LEAF\)](#)
62. [Life Skills Collaborative \(LSC\)](#)
63. [LifeVitae](#)
64. [LiveBook](#)
65. [MAGIC BUS INDIA FOUNDATION](#)
66. [MakerGhat](#)
67. [MuktoPaath](#)
68. [Navigated Learning Collaborative powered by Gooru Navigator](#)
69. [NFTE World Series of Innovation](#)
70. [NVELE – See you Back in School](#)
71. [now>press>play](#)
72. [PadHer](#)
73. [Partners for Possibility](#)
74. [Play Africa](#)
75. [Process-oriented child monitoring \(POM\)](#)
76. [Protsahan Girl Champions Program](#)
77. [Qridi - A Digital Platform for Formative Assessment](#)
78. [Rangeet](#)
79. [Reflective Learning](#)
80. [Room to Read](#)
81. [Rori](#)
82. [Sapieduca](#)
83. [SEL Kernels of Practice](#)
84. [Shupavu291 - an e-learning platform that can be accessed offline on basic feature phones through SMS](#)
85. [Skalo](#)
86. [Special Olympics Unified Champion Schools](#)
87. [Story Arts](#)
88. [Story Xperiential](#)
89. [Street Racket - anyone, anytime, anywhere](#)
90. [Swarmob](#)
91. [Teachease](#)
92. [Technovation](#)
93. [Tekwill in Every School Program](#)
94. [The BIG Idea](#)
95. [The Billion Readers \(BIRD\) Initiative](#)
96. [TUMO Center for Creative Technologies](#)
97. [Twin Science & Robotics](#)
98. [Ubongo](#)
99. [50/100 Menstrual ED](#)
100. [WOOF](#)



#Decarbonize Global Child Climate Program

Canada

The #Decarbonize Global Child Climate Program program uses technology to bring together tens of thousands of elementary and secondary students in over 70 countries in ongoing learning and dialogue on climate resilience, mitigation, and justice. Students spend months engaging in storytelling, blog posts, video production, art creation, interactive videoconference exchanges, and climate action.

2014

YEAR ESTABLISHED

10 000

CHILDREN / USERS

57

COUNTRIES

100cameras

United States

We are a nonprofit organization that works with youth around the world, and we teach them how to process and tell their stories through photography in a way that impacts how they view themselves and their role in their community.

2009

YEAR ESTABLISHED

29 200

CHILDREN / USERS

17

COUNTRY



If it takes a village to raise a child, let's build one for our girls via a hybrid approach.

[→ VISIT WEBSITE](#)



Better teachers, better education.

[→ VISIT WEBSITE](#)

A Village Approach towards Girls Education

India

Even with a budget of \$27B, India will take 300+ years for gender equality, given its 102 million child brides, high school dropouts and low learning outcomes. SwaTaleem uses an in-person approach and low cost innovative tech to build a thriving ecosystem of girls and their decision makers. High learning outcomes and engaged stakeholders can bring 53 million girls out of poverty and early marriage.

2019

YEAR ESTABLISHED

40 000

CHILDREN / USERS

1

COUNTRY

Aanaab

Saudi Arabia

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

2019

YEAR ESTABLISHED

5 000 000

CHILDREN / USERS

10

COUNTRIES



A reflection tool for understanding how your students' and your needs play a role in learning.

[→ VISIT WEBSITE](#)



Tackling COVID Learning Loss with Playful Small Group Tutoring.

[→ VISIT WEBSITE](#)

ABCDE of Learner Needs

United States

Inspired and informed by decades of research from educators, psychologists, and child development experts, Center for Inspired Teaching created the ABCDE of Learner Needs – an easy-to-implement framework for understanding gaps so that teachers have a clear view into areas where extra support can be provided in service of their teaching goals.

2007

YEAR ESTABLISHED

9 400

CHILDREN / USERS

12

COUNTRIES

Accelerated Learning Recovery Program

Guatemala

Learning loss after the pandemic was extensive. Accelerated Learning Recovery is a small group tutoring program adapted to extremely poor rural and indigenous communities in Guatemala, Honduras and Panama. We work with students according to their learning level to build numerical and reading-writing skills with the goal of reaching functional literacy after two years of programming.

2022

YEAR ESTABLISHED

5 640

CHILDREN / USERS

3

COUNTRIES



Providing out of school children in rural areas with quality education through radio.

[→ VISIT WEBSITE](#)



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

[→ VISIT WEBSITE](#)

ACE Radio School

Nigeria

The ACE Radio School provides an alternative form of education for out-of-school children in Nigeria who lack access to free, safe, and quality education. Learning is delivered by highly qualified teachers, in line with the national curriculum, in their local language, free of charge through the radio, the most accessible form of media in disadvantaged communities.

2020

YEAR ESTABLISHED

1 180

CHILDREN / USERS

1

COUNTRY

acSELeRate

India

With the vision to create significant and lasting systems change in which SEL can be part of mainstream education practice, acSELeRate is a first-in-class, systemic, evidence-based SEL program which adopts a holistic approach, encompassing teacher development and support, a student-centred SEL curriculum, school assistance, parent engagement, and rigorous impact assessment.

2016

YEAR ESTABLISHED

280 000

CHILDREN / USERS

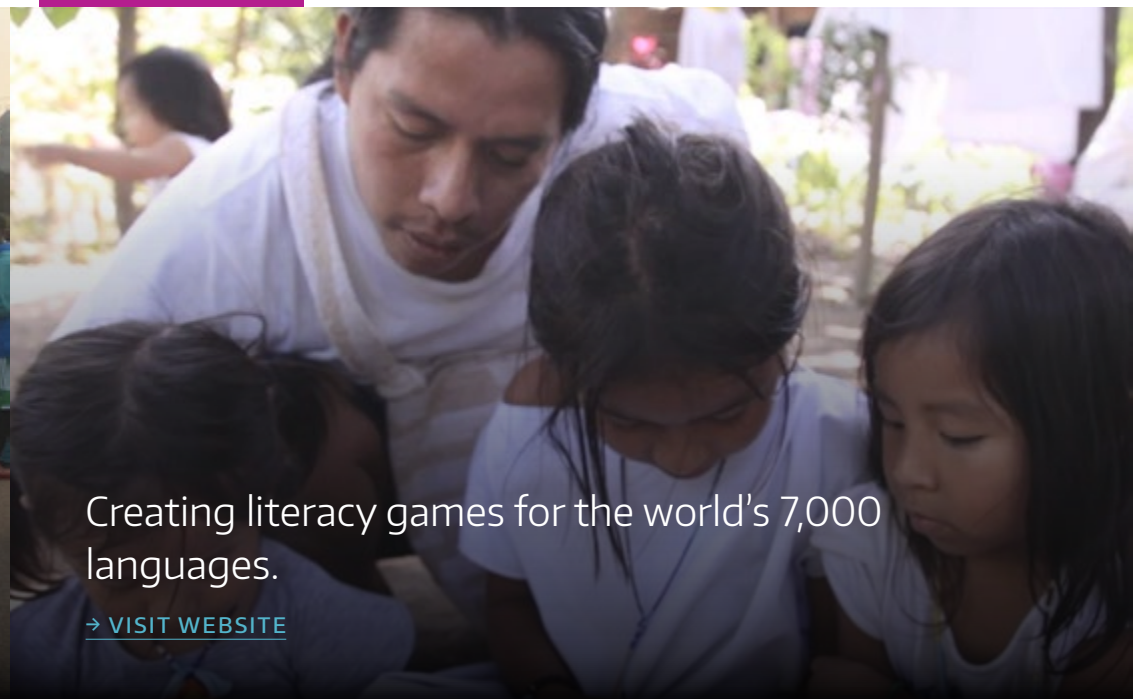
2

COUNTRIES



Tolerance – Forgiveness – Peace.

[→ VISIT WEBSITE](#)



Creating literacy games for the world's 7,000 languages.

[→ VISIT WEBSITE](#)

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. We 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

Alpha Tiles

Mexico

There are no literacy game apps for 98% of the world's languages. Our open source platform makes it possible to create a basic literacy games app in one week.

2020

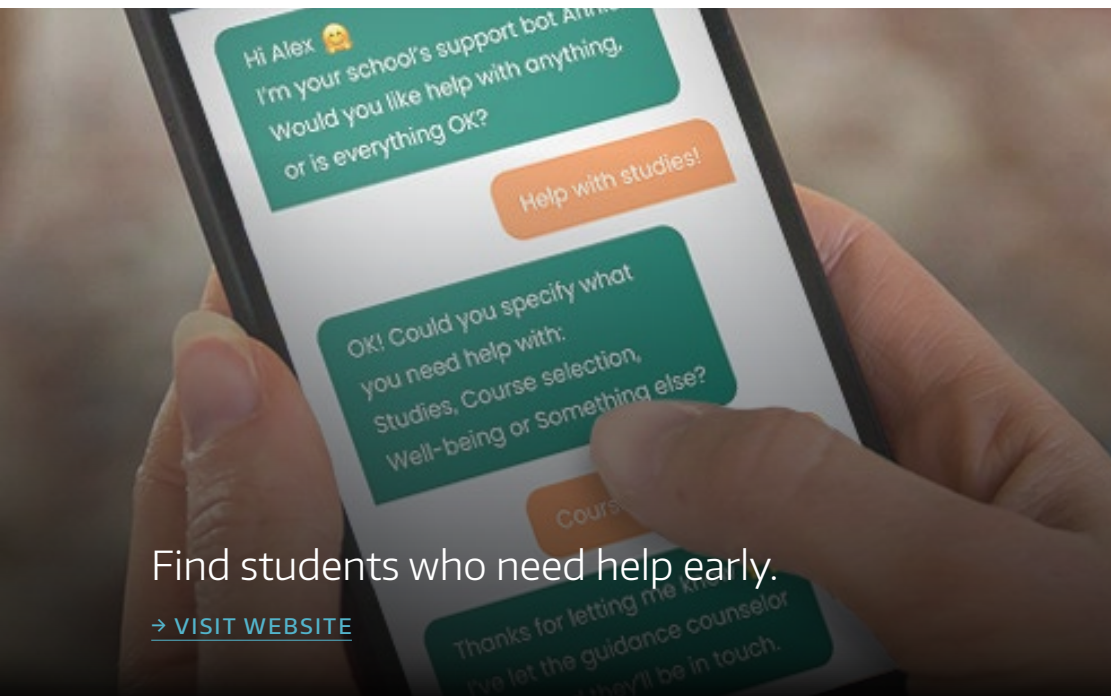
YEAR ESTABLISHED

1000

CHILDREN / USERS

19

COUNTRIES



Find students who need help early.

[→ VISIT WEBSITE](#)

Annie Advisor

Finland

According to research, only about 20 percent of students ask for help in time. Annie is a chatbot that nudges students at the right times via text/instant message to offer them help, lowering the threshold to ask and receive support. When barriers to learning are removed, students feel better and their studies proceed.

2020

YEAR ESTABLISHED

40 000

CHILDREN / USERS

3

COUNTRIES



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

[→ VISIT WEBSITE](#)

Anseye Pou Ayiti (APA)

Haiti

Anseye Pou Ayiti 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. We will equip 50,000 Haitian civic leaders for educational justice by 2025. We are 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](#)



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

→ [VISIT WEBSITE](#)

APPLE Schools

Canada

APPLE Schools is a proven, school-based health promotion project that provides students with positive experiences to equip them for future challenges they may experience. Students in Apple Schools take the lead in creating a healthy school environment, resulting in increased happiness and improved learning outcomes. They achieve this by making informed lifelong choices to support healthy eating, physical activity, and mental well-being.

2007

YEAR ESTABLISHED

100 000

CHILDREN / USERS

1

COUNTRY

Being a Proactive Teacher in Formative Assessment

Kazakhstan

ANazarbayev 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

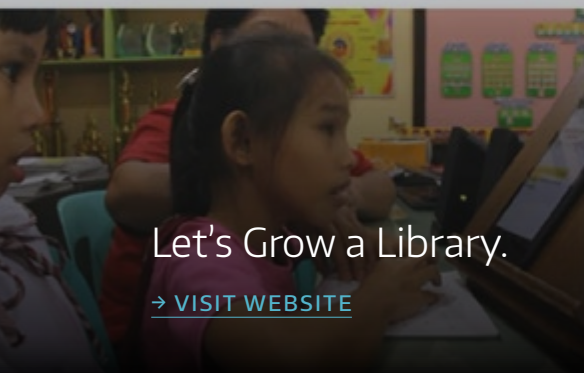
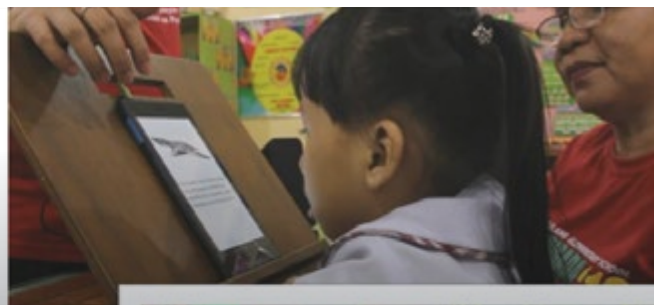
YEAR ESTABLISHED

15 000

CHILDREN / USERS

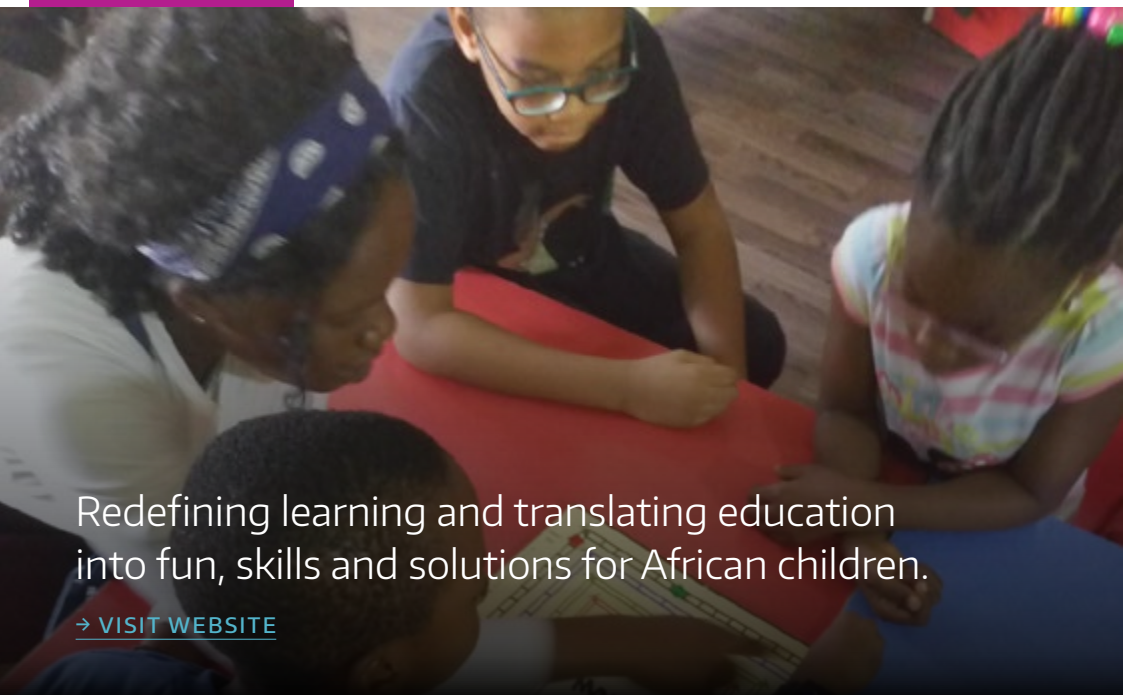
1

COUNTRY



Let's Grow a Library.

[→ VISIT WEBSITE](#)



Redefining learning and translating education into fun, skills and solutions for African children.

[→ 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.

2012

YEAR ESTABLISHED

4 500 000

CHILDREN / USERS

125

COUNTRIES

TAW Academy

Nigeria

Every Year in Nigeria, Over 30 million children experience education through rote learning. Rote learning makes education dry, and devoid of skills and experience. At TAW Academy, we design fun Innovative learning tools that translate core subjects such as numeracy, literacy and STEM into fun and games, improving learning outcomes in these subjects and developing success skills in children.

2018

YEAR ESTABLISHED

17 000

CHILDREN / USERS

1

COUNTRY



Making maths fun and interactive, for joyful learning.

[→ VISIT WEBSITE](#)

Building Blocks (BB) - The Maths Learning App

India

EdTech worldwide has been limited to tools and content for those with choice and access. BB seeks to provide the 'bottom of the pyramid child' exposure to math learning at their pace. A set of 375+ interactive math learning games for children in grades 1 to 8, BB is free and a supplemental self-exploratory learning tool for all children, but especially focused on children from low-income families.

2019

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

1

COUNTRY



Reshaping Education.

[→ VISIT WEBSITE](#)

Canopy Nepal

Nepal

Canopy Nepal works in education to create educational accessibility for underprivileged students and to promote interactive learning in classrooms in Nepal. Canopy Nepal, a not-for-profit organization, aims to create an environment where individuals can choose to equip themselves with skills and abilities of lifetime importance. Canopy intends to promote intercultural understanding among diverse groups through various programs.

2016

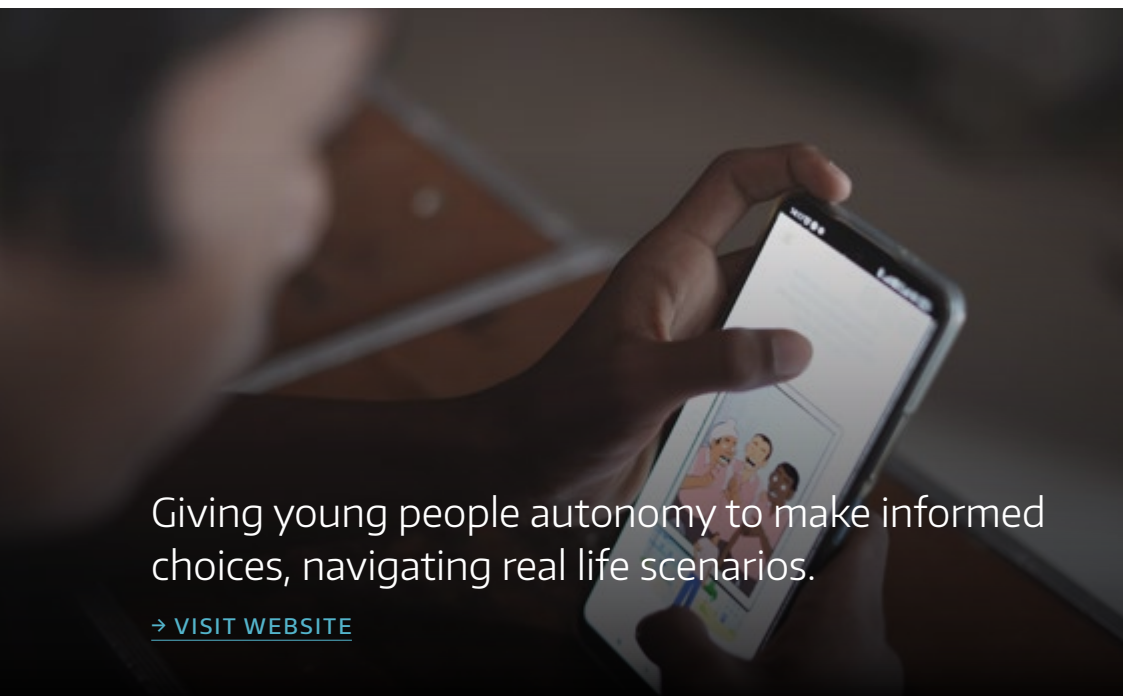
YEAR ESTABLISHED

13 500

CHILDREN / USERS

5

COUNTRIES



Giving young people autonomy to make informed choices, navigating real life scenarios.

[→ VISIT WEBSITE](#)

Career Quest

India

85 percent of young people in the country feel ill-equipped to make informed decisions regarding future career paths due to lack of access to information and no opportunities to practise decision making. Career Quest, a choice-based game, enables young learners, from low socio-economic, varied religious and gender identities and family archetypes, to model career decision-making.

2022

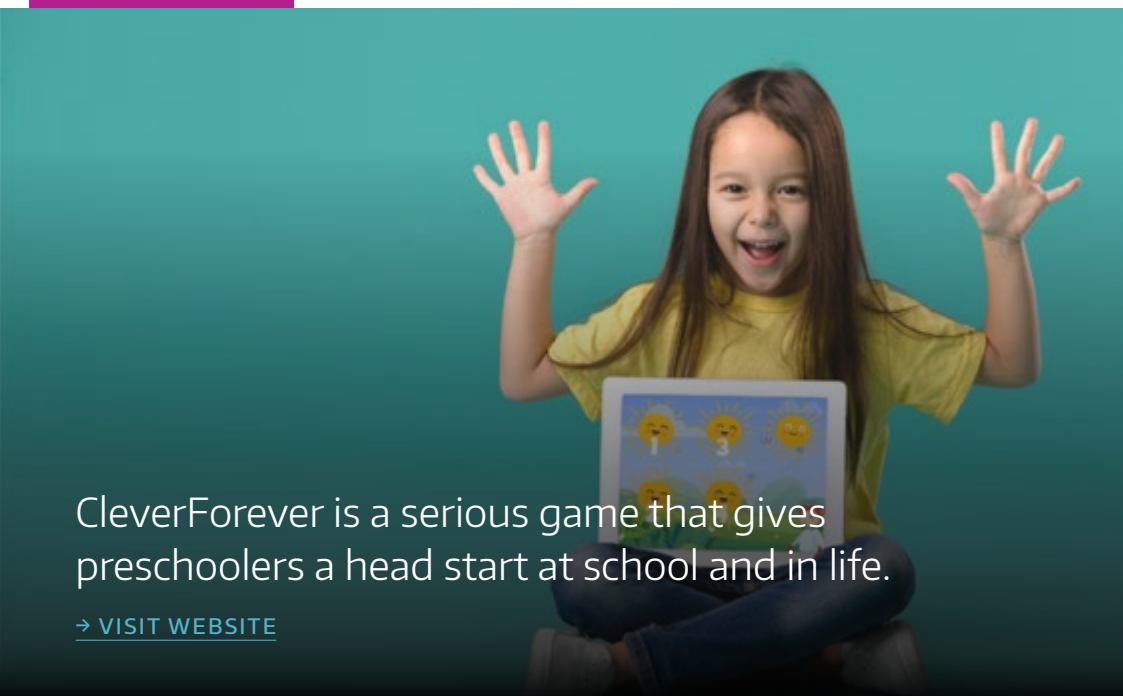
YEAR ESTABLISHED

1 360

CHILDREN / USERS

1

COUNTRY



CleverForever is a serious game that gives preschoolers a head start at school and in life.

[→ VISIT WEBSITE](#)

CatnClever

Switzerland

75 percent of popular “educational” apps for preschoolers are of low educational quality. This is a serious problem, there is a need for quality educational tools. CatnClever fills this gap, it is a safe, ad-free, playful and engaging app that also incorporates elements of socio-emotional and physical well-being; it also delivers data on children's progress.

2021

YEAR ESTABLISHED

140 000

CHILDREN / USERS

6

COUNTRIES



Driving Additional Experiential Learning Globally Fueled by [Hundred.org](https://www.hundred.org) Connections.

→ [VISIT WEBSITE](https://www.hundred.org)



Reaching every child affected by conflict or crisis with foundational learning.

→ [VISIT WEBSITE](https://www.hundred.org)

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 is a family committed to change.

2015

YEAR ESTABLISHED

53 000

CHILDREN / USERS

6

COUNTRIES

Chalkboard Guides

The Democratic Republic of Congo

Chalkboard Guides help children in emergency contexts achieve foundational literacy and numeracy by supporting teachers to adopt evidence-based teaching strategies. They are one page per lesson, structured teaching guides, that contains everything teachers need to teach their lessons – from administrative details, to how, where, and what to put on the board, and what to do in the lesson.

2021

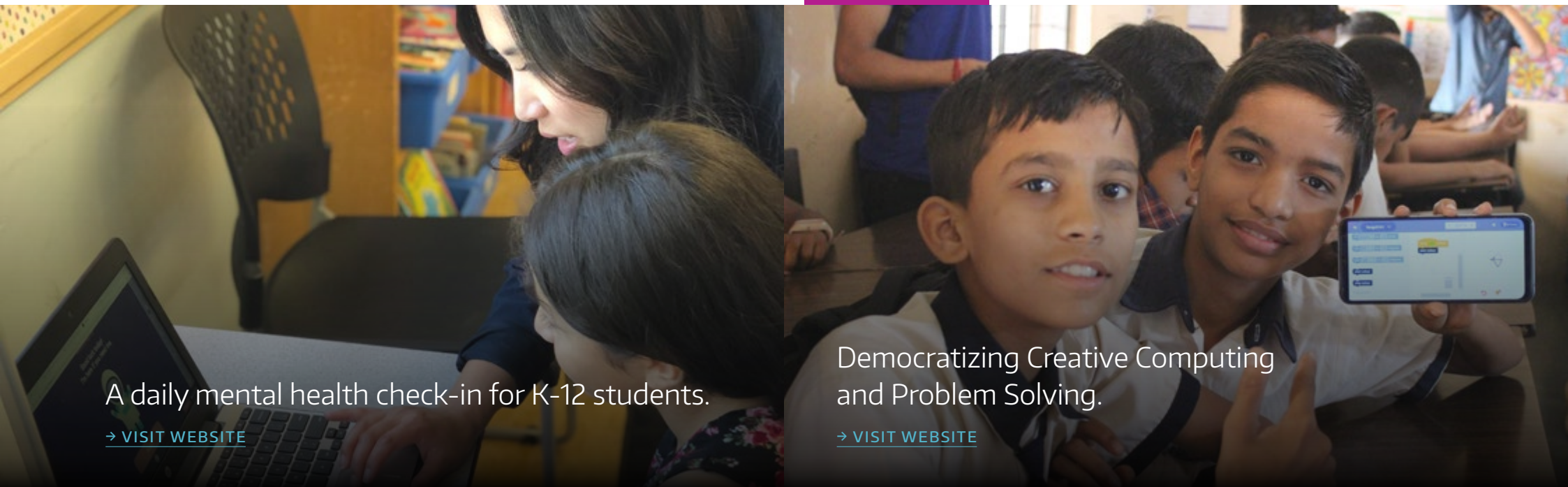
YEAR ESTABLISHED

1 800

CHILDREN / USERS

2

COUNTRIES



A daily mental health check-in for K-12 students.

[→ VISIT WEBSITE](#)

Democratizing Creative Computing and Problem Solving.

[→ VISIT WEBSITE](#)

Closegap

United States

Schools are on the frontlines of the youth mental health crisis. Closegap equips schools with the technology to more effectively support students. Through a fun, interactive daily check-in for students, Closegap captures need-to-know information (emotions, energy level, physical needs) and delivers it to educators and school counsellors through an easy-to-use dashboard to intervene in real-time.

2019

YEAR ESTABLISHED

200 000

CHILDREN / USERS

25

COUNTRIES

Code Mitra

India

Code Mitra is a free, open-source, and interactive mobile-based Computer Science platform that employs block-based programming to build 21st-century future skills such as problem-solving, design thinking, computational thinking, and logical reasoning among students in under-resourced schools. This affordable digital tool is driven by a hyper-contextualized curriculum and enables access to digital skills in the remotest of areas. It works towards bridging the access gap for students and educators and paving the way to democratize CS learning at scale.

2021

YEAR ESTABLISHED

325 000

CHILDREN / USERS

1

COUNTRY



A better world begins with systems thinking in schools.

[→ VISIT WEBSITE](#)



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

[→ VISIT WEBSITE](#)

Compass Education - The Sustainability Compass

United States

The Sustainability Compass helps turn sustainability from something 'extra' to an extra-ordinary opportunity for transformative teaching and learning. This simple tool is accessible to any K-12 educator and in every subject, it requires no technology or in-depth training, develops critical 21st century skills and integrates systems thinking practices to build student agency for a better world.

2010

YEAR ESTABLISHED

85 000

CHILDREN / USERS

96

COUNTRIES

CoolThink@JC

China

CoolThink@JC is a Computational Thinking (CT) education programme donated and created by The Hong Kong Jockey Club Charities Trust, co-created by MIT, EdUHK and CityU. 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 a basic education for everyone.

2016

YEAR ESTABLISHED

110 000

CHILDREN / USERS

8

COUNTRIES



Making play accessible to all.

[→ VISIT WEBSITE](#)



We work towards making the governance of public schools more inclusive and representative by fostering voice and agency in local stakeholders.

[→ VISIT WEBSITE](#)

Anthill Creations

India

Over 200 million marginalised children in India are deprived of a safe playspace which hinders their physical and cognitive development. Meanwhile, about 275 tons of tyres are discarded in India every day. Anthill Creations is a response to both these problems. In our mission to make play accessible to all children, we build upcycled playgrounds using tyres that enable holistic development.

2017

YEAR ESTABLISHED

200 000

CHILDREN / USERS

1

COUNTRY

Democratizing Governance of Public Schools

India

We, in the context of public education, foster voice and agency in local stakeholders enabling them to represent their interests and to hold their leaders to account. We activate School Management Committees (SMCs), which is a law mandated local platform for local stakeholders around a public school to collectively dialogue and act. Not only School Management Committees, we also activate other structures such as Parent Teacher Meetings etc. which promote participation and bring stakeholders together.

2017

YEAR ESTABLISHED

400 000

CHILDREN / USERS

1

COUNTRY

Creativity is the most valuable skill of the future. We teach it today so students can solve the challenges of tomorrow.

→ VISIT WEBSITE

Our goal is to improve access & quality of education for over 15M children cumulatively by 2025.

→ VISIT WEBSITE

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. Our participants gain important life skills, including the confidence to succeed in an ever-changing world.

1999

YEAR ESTABLISHED

150 000

CHILDREN / USERS

31

COUNTRIES

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 mobilised 1.4 M+ girls for enrolment and supported 1.9 M+ students with remedial learning.

2007

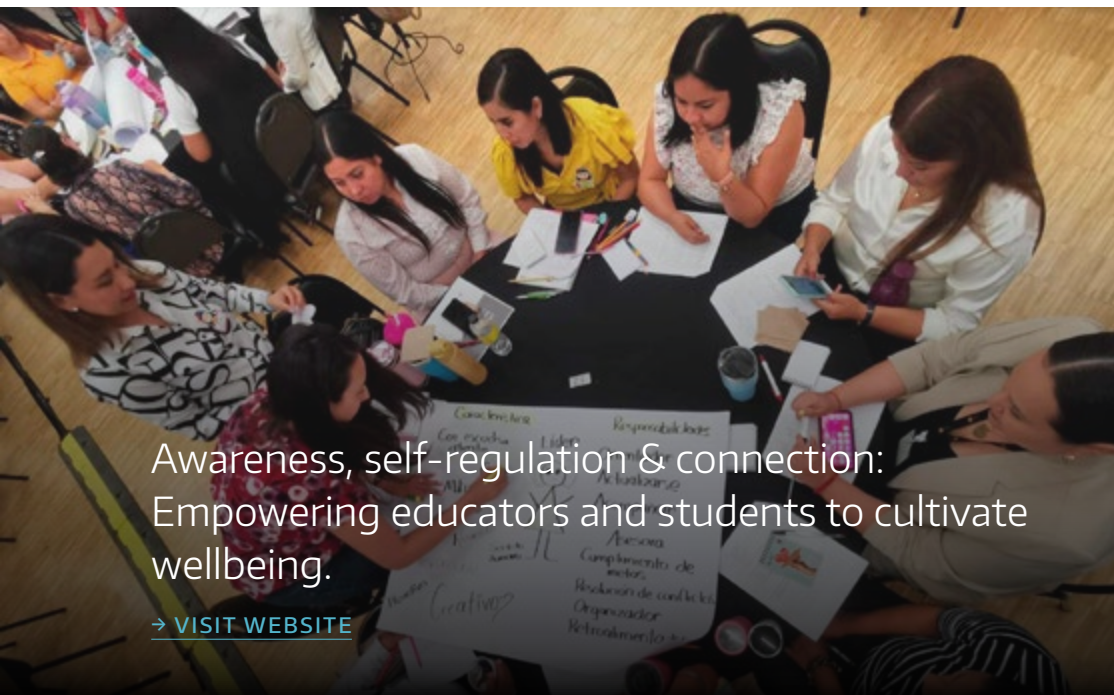
YEAR ESTABLISHED

18 600 000

CHILDREN / USERS

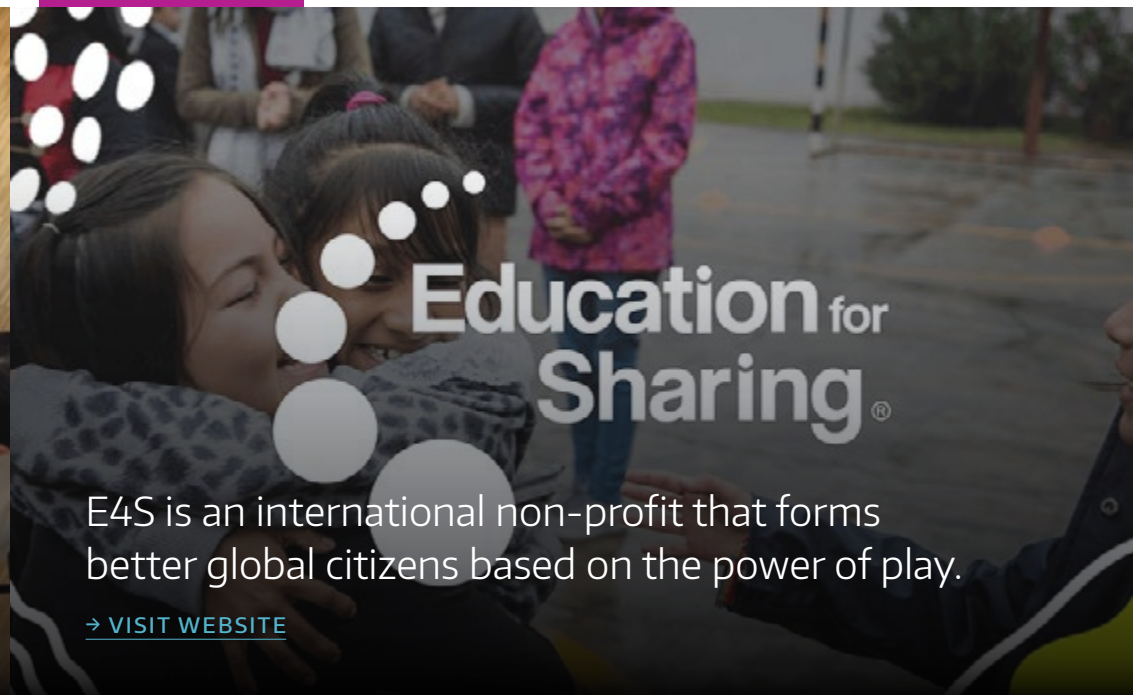
1

COUNTRY



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

[→ VISIT WEBSITE](#)



E4S is an international non-profit that forms better global citizens based on the power of play.

[→ 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

429 000

CHILDREN / USERS

1

COUNTRY

Education for Sharing

Mexico

E4S tackles the passive traditional education system. The play-reflect-act methodology allows students to become active learners and see themselves as agents of change in their community. This solution is built on the power of play, social emotional skills, civic values, sustainable competencies and the UN Sustainable Development Goals (SDGs) to build a better global citizenship.

2007

YEAR ESTABLISHED

1 760 000

CHILDREN / USERS

13

COUNTRY



Putting the emotion into education.

→ [VISIT WEBSITE](#)

Edumoción

Colombia

The pandemic devastated an already underfunded and overstretched school system, resulting in both a mental health and learning crisis. Edumoción provides access to engaging and interactive resources on priority themes as well as support through a thriving community. It is evidence based, reflecting the Latin American context, yet highly flexible and adaptable through personalised learning routes.

2021

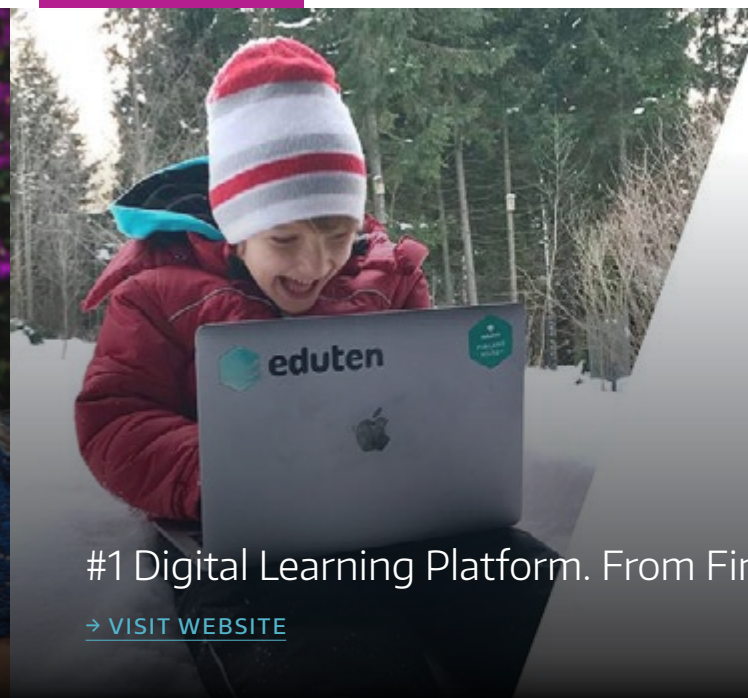
YEAR ESTABLISHED

15 000

CHILDREN / USERS

12

COUNTRIES



#1 Digital Learning Platform. From Finland

→ [VISIT WEBSITE](#)

Eduten

Finland

Eduten is a gamified Math learning platform that brings a scientifically proven improvement to learning results, student motivation and teacher happiness. It's used by Finnish teachers and in over 50 countries worldwide. Eduten's vast content library has been designed and tested alongside Finnish teachers. Its adaptive AI engine helps teachers to differentiate content to each individual student.

2012

YEAR ESTABLISHED

1 500 000

CHILDREN / USERS

56

COUNTRIES



Transforming existing public education systems to enable every child to learn effectively.

[→ VISIT WEBSITE](#)

EIDU

Germany

EIDU is using technology to empower governments and the global education community to improve education systems faster than ever before. The EIDU platform integrates various high impact interventions into a single, coherent system that is easy to use by teachers, students, and government officials. We have already integrated Tayari, a structured pedagogy programme for pre-primary schools, and combined it with a digital personalised learning curriculum.

2015

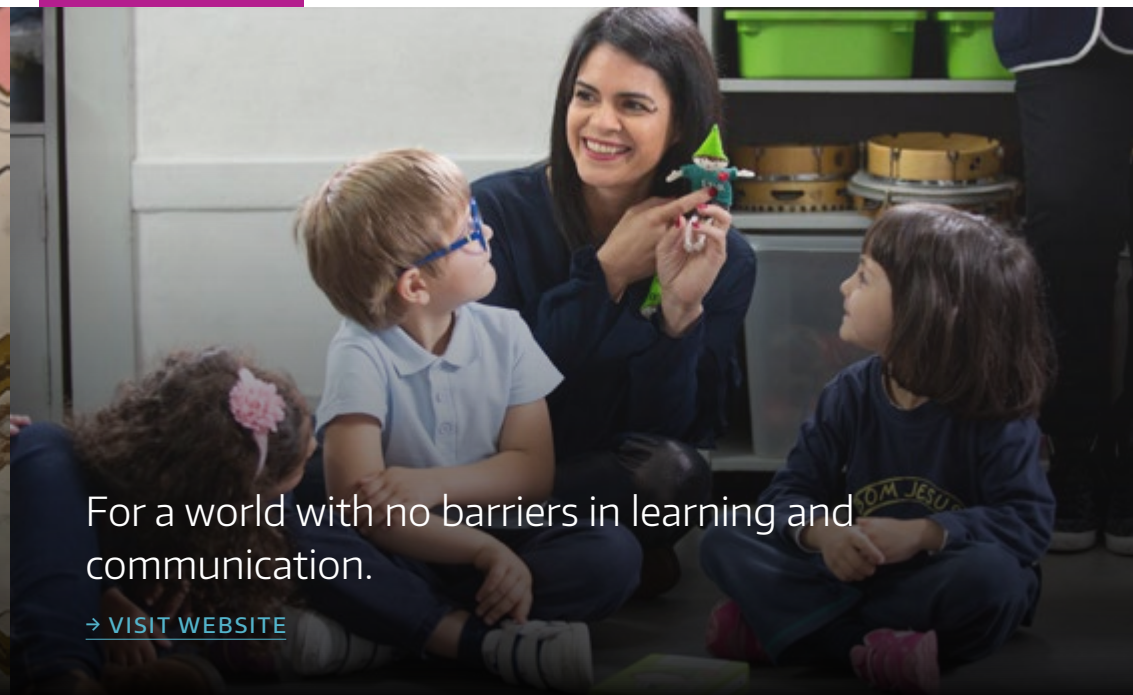
YEAR ESTABLISHED

220 000

CHILDREN / USERS

2

COUNTRIES



For a world with no barriers in learning and communication.

[→ VISIT WEBSITE](#)

EKUI

Portugal

What do 200 million people around the world have in common? They left school without learning to read, write, or communicate. Which will mark them for failure in school and in life. EKUI has found a revolutionary solution: a universal design for learning methodology, accessible to all children, leaving no one behind. Join us for a more efficient, empathetic and inclusive education!

2003

YEAR ESTABLISHED

600 000

CHILDREN / USERS

11

COUNTRIES



Enterprise Adventure

South Africa

Millions of young people leave school without the skills for a fulfilling life in this uncertain world. To meet the demands of this century people must think critically, design innovative solutions & take action. Enterprise Adventure uses the challenges of planning & running a small social enterprise to nurture young leaders. Adventurers experience a genuine & compelling entrepreneurial journey.

2020

YEAR ESTABLISHED

1 500

CHILDREN / USERS

60

COUNTRIES

Faces Up Uganda

Uganda

Faces Up Uganda is a youth-led NGO that exploits the power of arts and mentorship to rehabilitate and empower children from vulnerable backgrounds to attain agency and academic excellence. We meet them at their ability level, both physically and social-emotionally. Our program is built around four progressive modules; 1) general, 2) creative, 3) emotional development, and 4) social interaction.

2016

YEAR ESTABLISHED

6 000

CHILDREN / USERS

1

COUNTRY



Learning and growing through School Nutrition Garden.

[→ VISIT WEBSITE](#)

Farmpreneur

India

Poor nutrition impedes learning. Farmpreneur project mentors student to set up School Nutrition Garden. Nutrition education facilitates adoption of healthy diet behaviour. Garden is used as an open science and mathematics laboratory to achieve improved learning outcome through Activity Based Learning approach. Project provides exposure to the young learners towards Farm Entrepreneurship.

2012

YEAR ESTABLISHED

90 000

CHILDREN / USERS

1

COUNTRY



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

[→ VISIT WEBSITE](#)

Fundación Fútbol Más

Chile

Fútbol Más programs 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 program, so teachers and school members can learn and implement our methodology through sessions of social-emotional development & sport.

2007

YEAR ESTABLISHED

26 000

CHILDREN / USERS

9

COUNTRIES



Using stories of courage and resilience, Girl Rising promotes empathy, inspiring 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



Childhood for life.

[→ VISIT WEBSITE](#)

Gleding – childhood for life

Finland

Gleding is the opposite of bullying. Instead of focusing on what we don't want - Gleding gives a mindset, tools, books and digital content to bring awareness and training in social and emotional skills. We are especially passionate about bringing parents, professionals/caretakers and children around a shared platform to develop empathy and human skills.

2016

YEAR ESTABLISHED

50 000

CHILDREN / USERS

2

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

276 000

CHILDREN / USERS

100

COUNTRIES



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

[→ VISIT WEBSITE](#)

Grassroot Soccer: SKILLZ Core

South Africa

SKILLZ Core is a mixed-gender, rights-based, gender transformative intervention for very young adolescents that considers 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 in Arabic to improve the lives of children living in MENA region.

[→ 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. We are dedicated to help children with different abilities thrive @home, @school & @work. We provide: Specialized content, Directory and Tele-coaching service.

2017

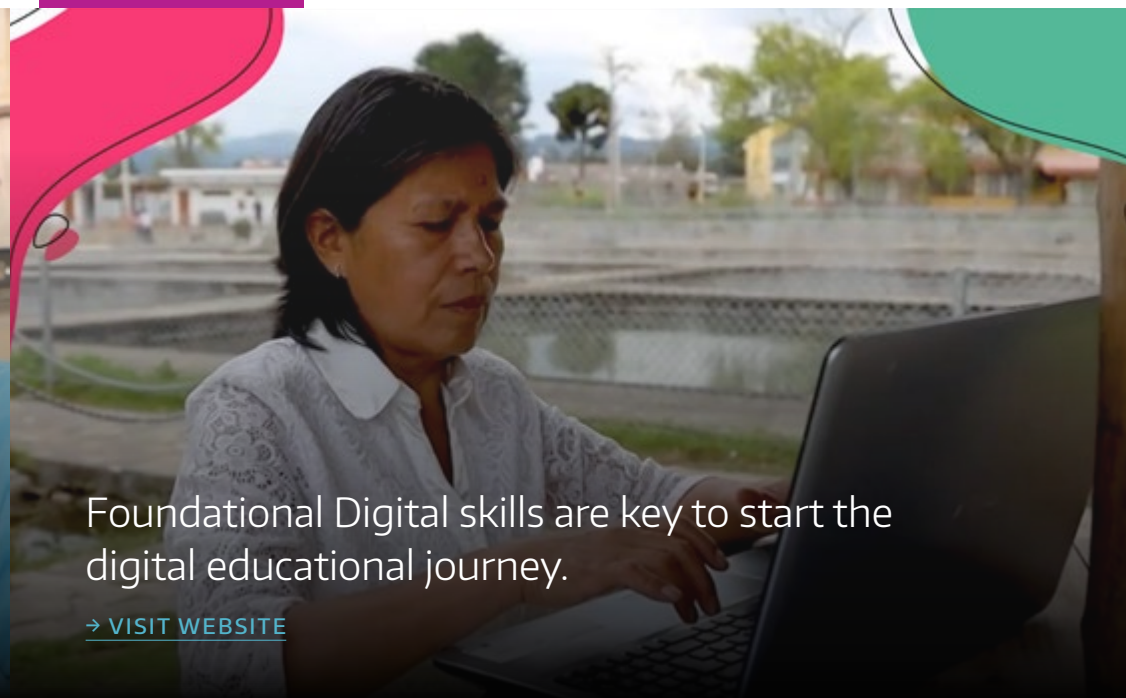
YEAR ESTABLISHED

514 000

CHILDREN / USERS

8

COUNTRIES



Foundational Digital skills are key to start the digital educational journey.

[→ VISIT WEBSITE](#)

Habilidades para el futuro

Argentina

The innovation course teaches digital skills to increase employability of vulnerable individuals. We aim to train trainers to replicate the course in different settings, reaching 2M people. Our objective is to build capacity internally, creating greater impact. A second version targets Latin American workers of different ages and fields who want to enhance their work skills through software.

2021

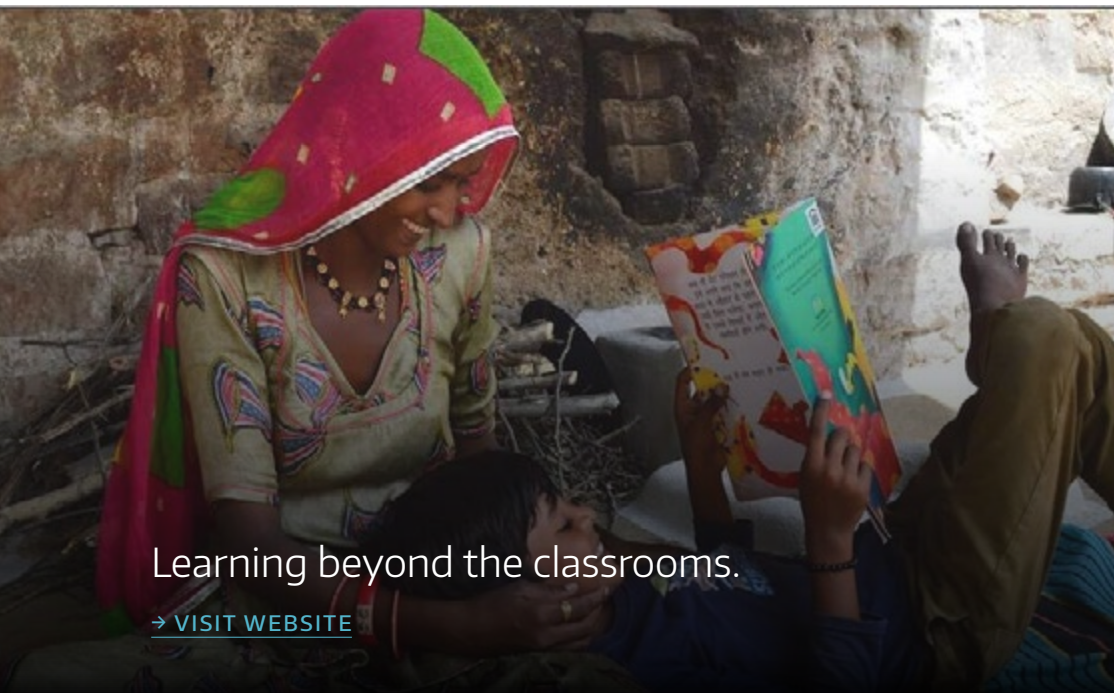
YEAR ESTABLISHED

14 700

CHILDREN / USERS

15

COUNTRIES



Learning beyond the classrooms.

→ [VISIT WEBSITE](#)

Home as a learning space

India

During the COVID-19, “home” became a catalyst in a child’s learning journey. Room to Read India launched Home as a learning space (HLS) an innovation to transform the lives of young students in remote areas of Rajasthan and Jharkhand, in support of UNICEF. 30,000+ learning kits were given to primary school children from 25,000 families between October 2021 to May 2022.

2021

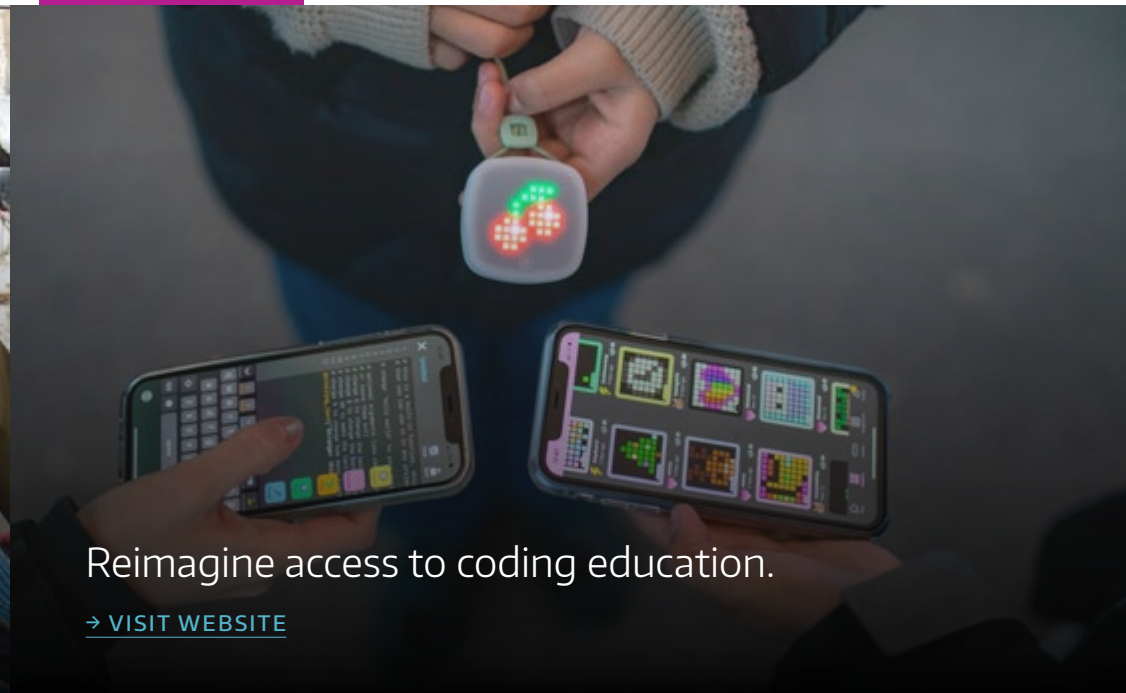
YEAR ESTABLISHED

30 000

CHILDREN / USERS

1

COUNTRY



Reimagine access to coding education.

→ [VISIT WEBSITE](#)

imagi

Sweden

In order for technology to benefit everyone, we need diversity among its creators. imagi develops fun and accessible coding education tools, with a focus on girls and non-binary, to empower all kids to shape the future with tech. Our products include a gamified mobile app, a programmable accessory (hardware) called the imagiCharm, a web platform for educators, and innovative Python curriculum.

2019

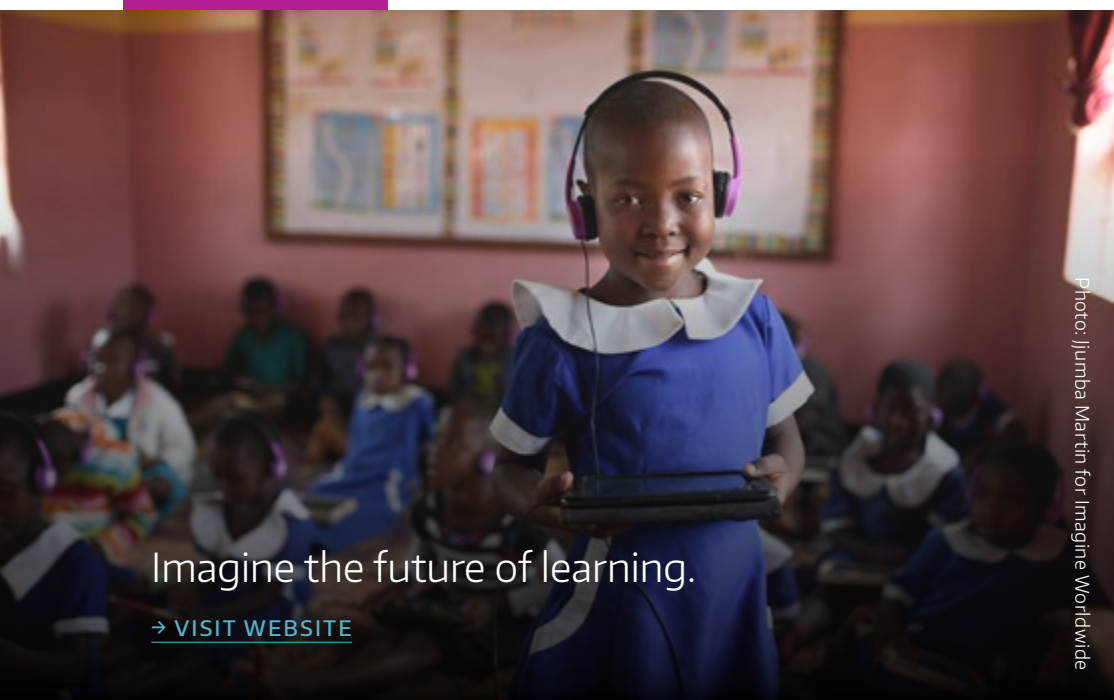
YEAR ESTABLISHED

50 000

CHILDREN / USERS

31

COUNTRIES



Imagine the future of learning.

[→ VISIT WEBSITE](#)

Photo: Jumba Martin for Imagine Worldwide

Imagine Worldwide

Malawi

All children have immense potential, but millions lack access to the learning they need. Our innovation is a massively scalable solution using evidence-based education technology that can deliver foundational literacy/numeracy to millions of the most marginalised children. Our solution has been rigorously tested with 9 Randomized Controlled Trials, does not require internet connectivity, and is solar-powered.

2017

YEAR ESTABLISHED

300 000

CHILDREN / USERS

7

COUNTRIES



Creating brighter, healthier and happier children through activity.

[→ VISIT WEBSITE](#)

imoves

United Kingdom

imoves is a ground-breaking digital platform that empowers educators to seamlessly infuse physical activity into their daily curriculum. With over 2,500 dynamic lesson plans featuring videos, music, and interactive elements, imoves revolutionises learning in subjects like PE, Math, Science, English, and Humanities. The platform not only elevates academic performance but also enhances student well-being, focus, and mood. Unlock an active, smarter, and happier classroom with imoves!

2011

YEAR ESTABLISHED

150 000

CHILDREN / USERS

8

COUNTRIES



Transforming lives in rural Africa with education and innovation.

[→ VISIT WEBSITE](#)



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

[→ VISIT WEBSITE](#)

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 program centered on empowering teachers with tablets, activity-based lessons, support and weekly coaching. And it's working! From an RCT, after one year in our program, students showed impressive results in math & literacy.

2009

YEAR ESTABLISHED

6 000

CHILDREN / USERS

1

COUNTRY

In Their Shoes

Spain

It is a programme of emotional literacy to improve school coexistence based on the theater 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 4-17), their teachers and families.

2017

YEAR ESTABLISHED

85 000

CHILDREN / USERS

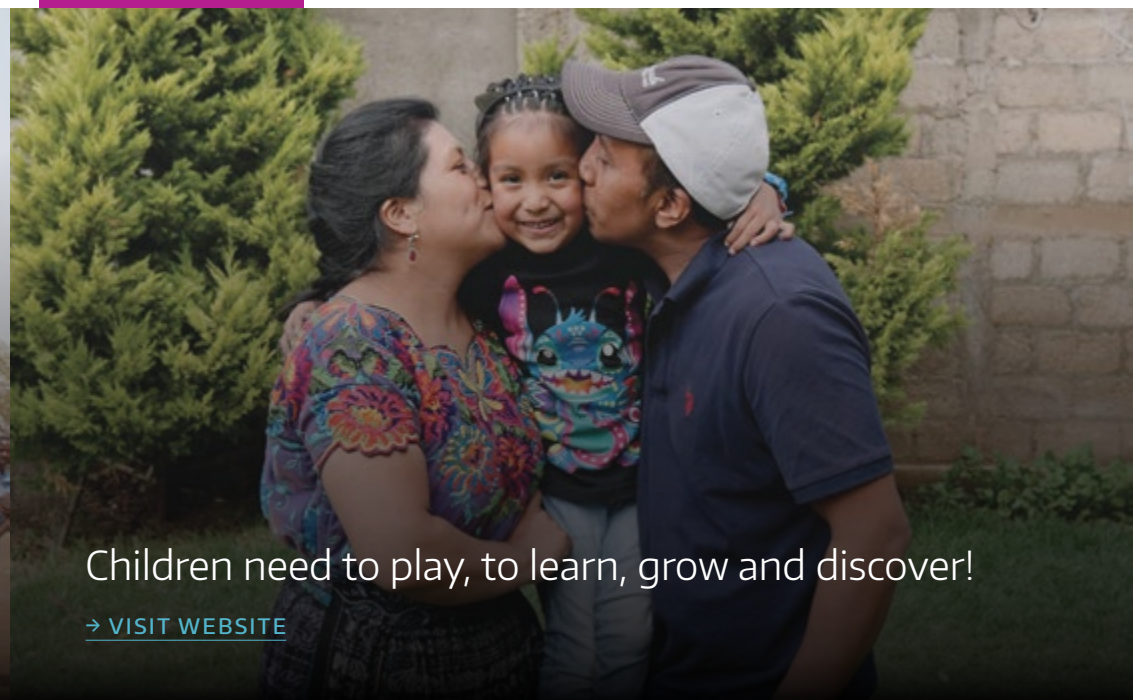
4

COUNTRIES



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

[→ VISIT WEBSITE](#)



Children need to play, to learn, grow and discover!

[→ 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

Juega Conmigo (Come Play with Me)

Guatemala

Half of the children in Guatemala are malnourished. Beyond food, early childhood needs to achieve its integral development, the best way to achieve it is through playful parenting.

Come Play with Me train technical staff from local organizations and government institutions, as well as community leaders on playful parenting interventions for primary caregivers with no access to early learning services.

2019

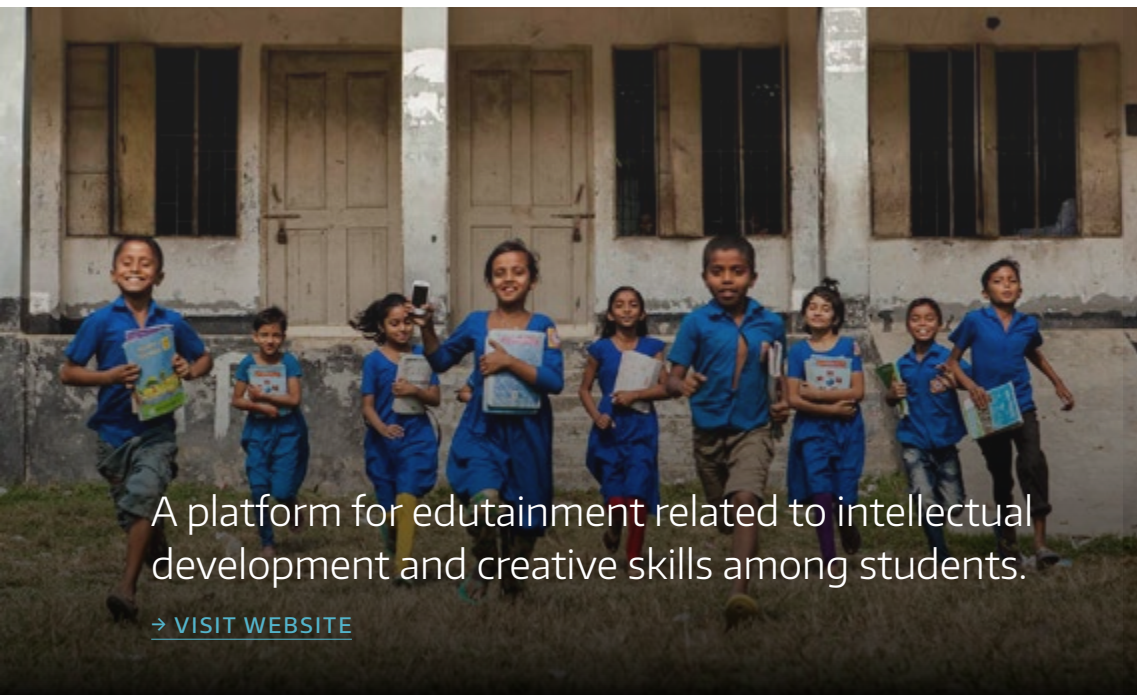
YEAR ESTABLISHED

145 087

CHILDREN / USERS

6

COUNTRIES



A platform for edutainment related to intellectual development and creative skills among students.

→ [VISIT WEBSITE](#)

Konnect

Bangladesh

Konnect is an online platform that helps to guarantee 36 million adolescents across Bangladesh have access to all academic and entertainment materials. In addition it improves connection amongst all youth development efforts and equips them with the information and abilities they will need to succeed in the 21st century beyond their school curriculum.

2018

YEAR ESTABLISHED

2 700 000

CHILDREN / USERS

1

COUNTRY



Bridging the gap between vulnerability and prosperity through SEL.

→ [VISIT WEBSITE](#)

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



Accelerated Foundational Learning
Through Digital.

[→ VISIT WEBSITE](#)

Last Mile Learning

Bangladesh

Rohingya refugees in Bangladesh are one of the most marginalised groups around the globe, with little to no access to basic education. This project focuses on the 'education' of children aged 6-11, with self-sufficient solar-powered MP3 player instruction in foundational literacy and numeracy. Children self-direct their own learning- it's a game changer for education!

2022

YEAR ESTABLISHED

1 680

CHILDREN / USERS

5

COUNTRIES



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

[→ 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 organization, 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



Inspiring knowledge, Educating minds.

[→ VISIT WEBSITE](#)

LEAD Academy

Bangladesh

LEAD ACADEMY is an online Edu platform that supplements the full learning lifecycle of an individual, from K1 to worklife. We provide K1-K12 coding programs for future skills & 4IR, in-demand MOOC courses to bridge industry gaps, nano degrees and university admission prep. In collaboration with a2i, we are the first in the region to offer inclusive education for persons with disabilities.

2022

YEAR ESTABLISHED

78 200

CHILDREN / USERS

13

COUNTRIES



Make climate education playful, relevant and action-based.

[→ VISIT WEBSITE](#)

League for Green Leaders

Canada

Are you looking for climate education resources to help students with their eco-anxiety and to improve engagement and empowerment? Invite your students to join the League for Green Leaders, an engaging online climate-action competition where students play to learn, play together, and play for our future. With learning-by-doing, students grow the agency of climate action and become leaders for our future.

2021


YEAR ESTABLISHED

1 400

CHILDREN / USERS


2

COUNTRIES



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

[→ VISIT WEBSITE](#)



Mainstreaming Life Skills in the Indian Education System.

[→ VISIT WEBSITE](#)

Learning about Forests (LEAF)

Denmark

Learning about Forests advocates outdoor learning and hands-on experiences which result in the students getting a deeper and more involved understanding of the natural world. While the focus of the LEAF programme is on forest ecosystems, the skills and knowledge acquired can be applied to any natural environment.

2000

YEAR ESTABLISHED

695 000

CHILDREN / USERS

28

COUNTRIES

Life Skills Collaborative (LSC)

India

Life skills in young people are linked to growth in academic outcomes and improved mental & social health. LSC is driving collaborative action bringing together funders, NGOs & government to mainstream life skills in India. We are building a shared vocabulary for life skills, developing contextual assessments & collecting life skills understanding from community to inform system change in India.

2021

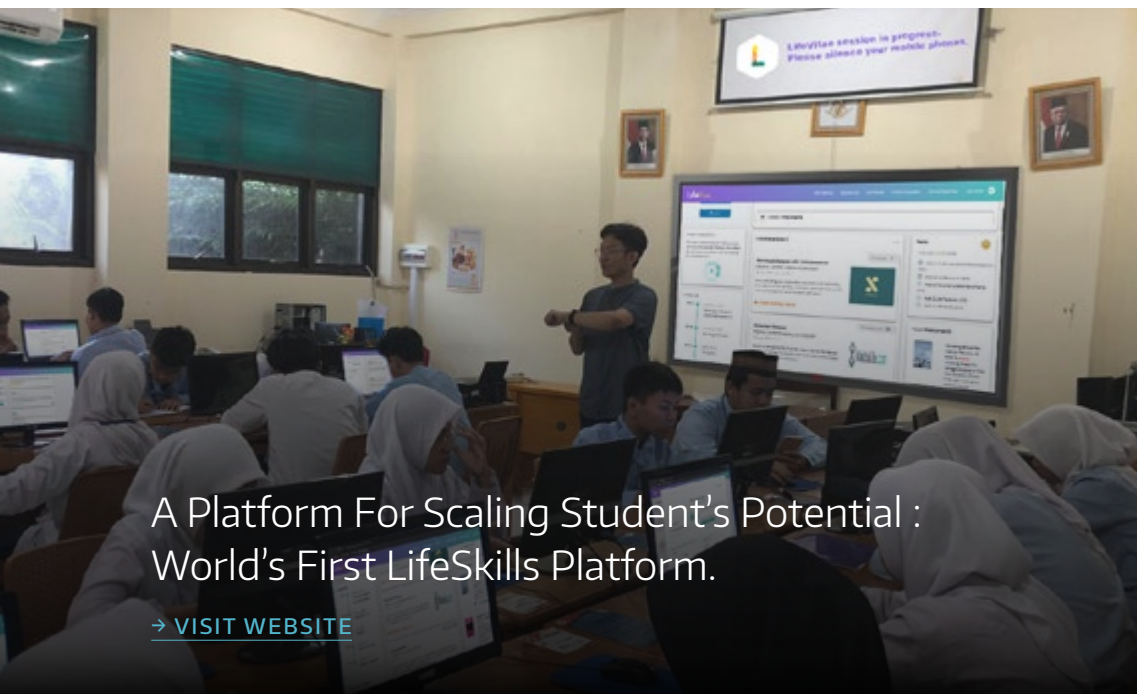
YEAR ESTABLISHED

320 000

CHILDREN / USERS

1

COUNTRY



A Platform For Scaling Student's Potential : World's First LifeSkills Platform.

[→ VISIT WEBSITE](#)

LifeVitae

Singapore

We are an Ed-Tech organisation based in Singapore, that runs the world's first AI-backed Life Skills Platform to help a user unlock their full potential. We began with the vision of the need for upscaling, bridging, and helping today's youths navigate the sea of career exploration. We believe that every individual is unique and that Exams/Grades merely should not decide what their values are.

2018

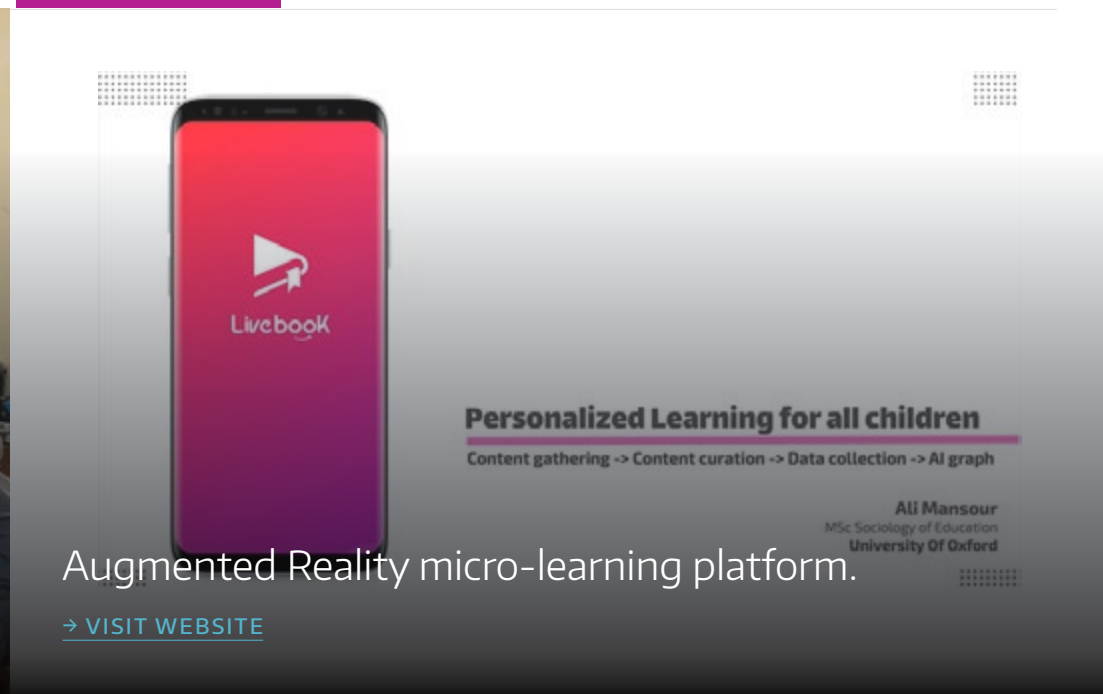
YEAR ESTABLISHED

25 300

CHILDREN / USERS

4

COUNTRIES



Augmented Reality micro-learning platform.

[→ VISIT WEBSITE](#)

LiveBook

Iran

Instead of needing expensive supplementary material, students can simply point their camera at their textbooks and discover all the files that have been added by other students and teachers.

2021

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

1

COUNTRY



Scaling up Teacher-Led Life Skills Education through Government Partnerships.

[→ VISIT WEBSITE](#)



Nurturing entrepreneurs through hands-on making.

[→ VISIT WEBSITE](#)

Magic Bus India Foundation

India

Magic Bus operates with an approach of training of teachers to deliver Life skill education aligned with NEP, 2020 to adolescents in Grade 6 to 10 by partnering with Gov system. The program is based on activity-based life skills sessions by school teachers, activation of School Management Committees, counselling of parents, creating peer support structures and community engagement activities.

1999

YEAR ESTABLISHED

2 500 000

CHILDREN / USERS

1

COUNTRY

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

250 000

CHILDREN / USERS

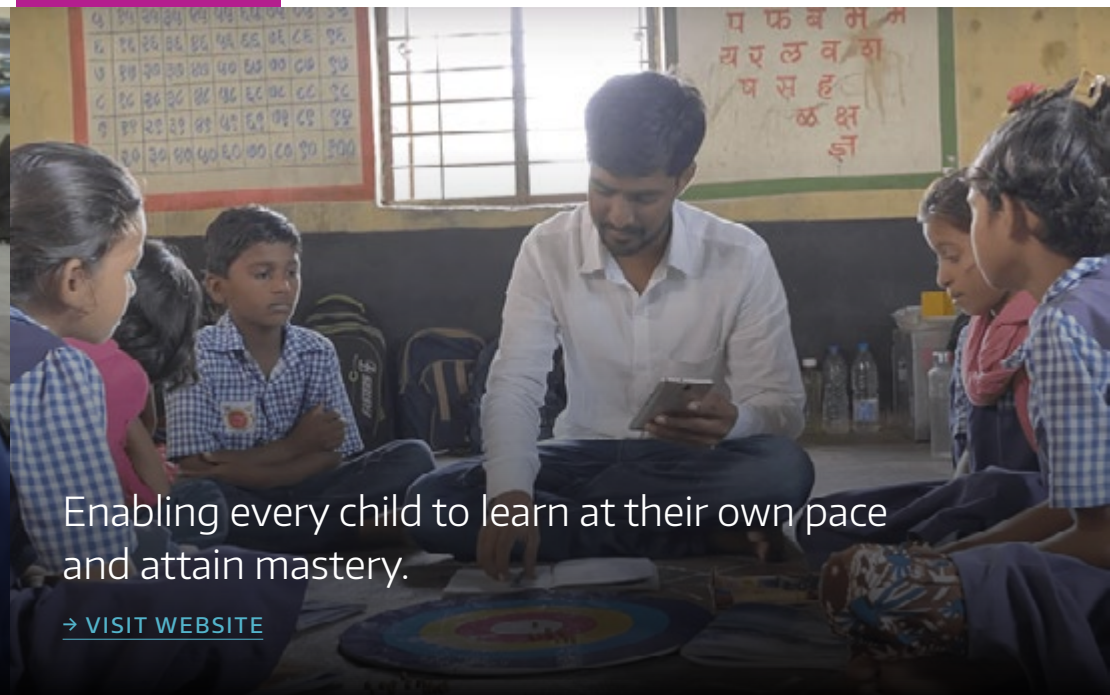
1

COUNTRY



Creating a new generation of Smart Citizens through professional and skills development.

[→ VISIT WEBSITE](#)



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

[→ VISIT WEBSITE](#)

MuktoPaath

Bangladesh

MuktoPaath is Bangladesh's largest e-learning platform in Bangla covering topics over multiple sectors. People can learn through online or blended modality courses from experts, policy makers or academicians at the lowest costs to enhance their professional skills and knowledge. It makes learning and training materials accessible and user-friendly for all learners aiming to achieve SDG 4 and 8.

2016

YEAR ESTABLISHED

2 000 000

CHILDREN / USERS

1

COUNTRY

Navigated Learning Collaborative

United States

Gooru Navigator is an open source 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 char adaptive learning paths.

2018

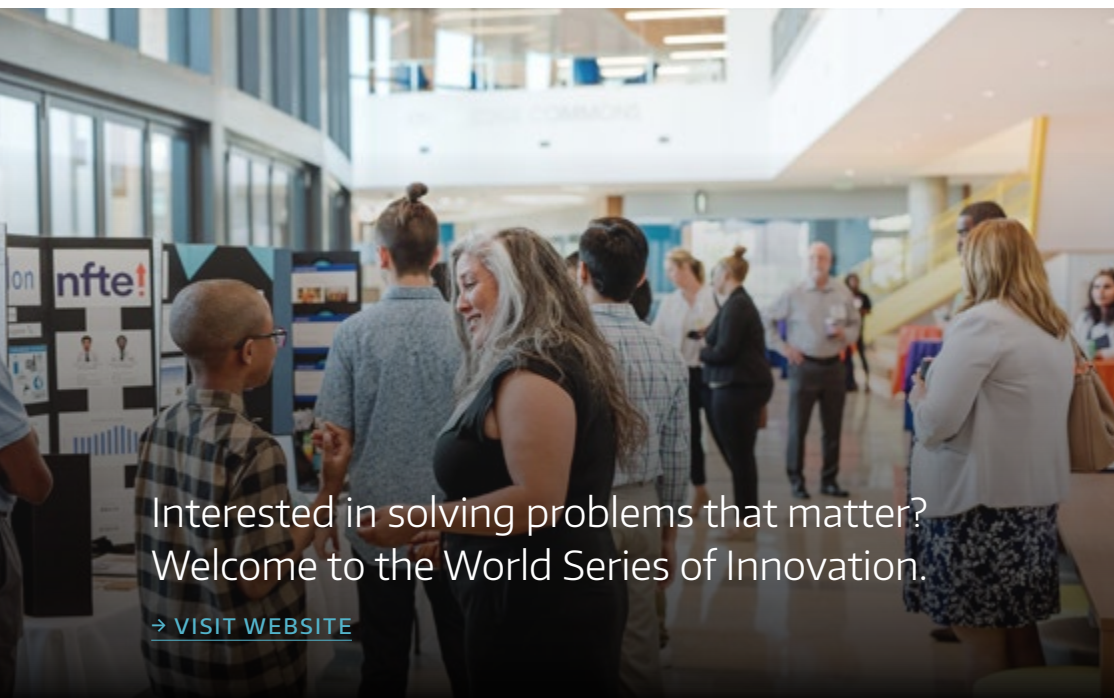
YEAR ESTABLISHED

7 210 000

CHILDREN / USERS

14

COUNTRIES



Interested in solving problems that matter?
Welcome to the World Series of Innovation.

[→ VISIT WEBSITE](#)

NFTE World Series of Innovation

United States

NFTE's World Series of Innovation is a project-based, online business idea competition that challenges young people from around the world to create solutions to the U.N Sustainable Development Goals. Corporate Social Responsibility teams act as sponsors to craft the challenges in collaboration with the NFTE team and then support student implementation by acting as volunteer coaches and judges.

2009

YEAR ESTABLISHED

4 000

CHILDREN / USERS

40

COUNTRIES



Teachers and Community Leaders transforming
lives of children left out of the school system.

[→ VISIT WEBSITE](#)

NVELE – See you Back in School

Venezuela

Since 2019, NVELE creates alternative classrooms in community spaces to motivate kids from slums and rural areas to return to school. NVELE has reached 15K+ kids including disabled & indigenous groups neglected in remote areas. Aseinc has trained 518 teachers and community leaders in accelerated learning & inclusive pedagogy, and offered psychological support (socioemotional areas) for 28K cases.

2019

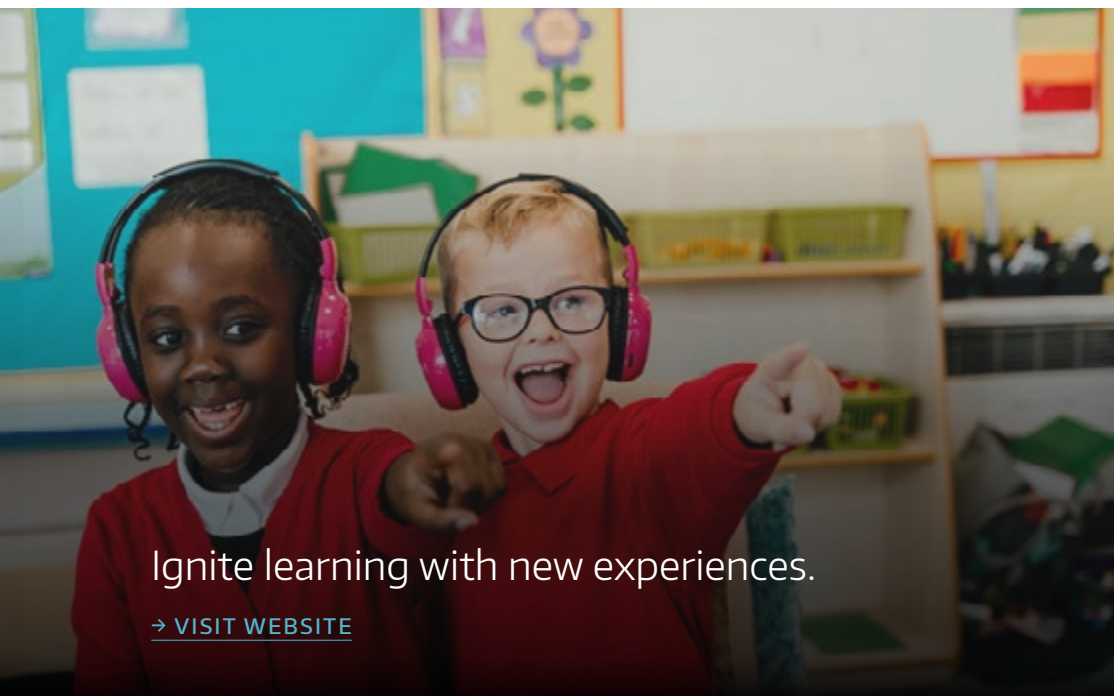
YEAR ESTABLISHED

15 000

CHILDREN / USERS

1

COUNTRY



Ignite learning with new experiences.

→ [VISIT WEBSITE](#)

now>press>play

United Kingdom

now>press>play is an award-winning immersive audio resource for primary schools that engages children in the curriculum through sound, story and movement. In our Experiences, each child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems on an educational adventure they'll never forget.

2012

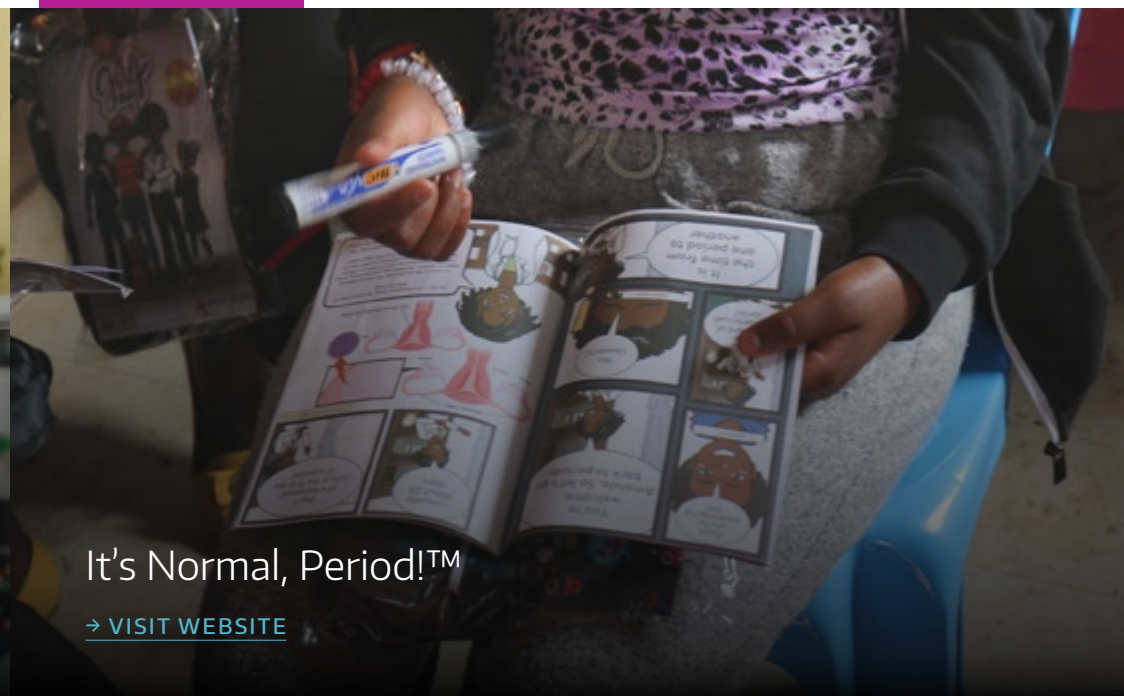
YEAR ESTABLISHED

160 000

CHILDREN / USERS

8

COUNTRIES



It's Normal, Period!™

→ [VISIT WEBSITE](#)

PadHer

Nigeria

PadHer educates and mentors young African schoolgirls from underserved communities on periods, puberty, and SRHR topics using comic books to help them effectively manage their periods and build the confidence they need to take control of the future and succeed. Our comic books come with free pads and are available in 15 widely spoken languages in Africa, including English, French, and Swahili.

2021

YEAR ESTABLISHED

9 160

CHILDREN / USERS

39

COUNTRIES



Developing the leaders our nation needs.

[→ VISIT WEBSITE](#)



Children's museum catalysing innovations in creative learning, children's rights, parent engagement and social cohesion.

[→ VISIT WEBSITE](#)

Partners for Possibility

South Africa

Citizen Leader Lab builds a better future for ALL. We develop conscious leadership that builds social cohesion, uplifts communities and works towards achieving a just society. Through programmes like this we aim to:

- Develop leaders who can catalyse positive change in their communities and broader society
- Facilitate cross-sectoral collaboration to strengthen connections and partnerships across boundaries
- Create opportunities for active citizenship
- Engage with key public sectors, with focus on education

2011

YEAR ESTABLISHED

1 400 000

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



Observe to understand, act to improve.

[→ VISIT WEBSITE](#)

Process-oriented child monitoring (POM)

Vietnam

Monitoring children's wellbeing and involvement in class and identifying children at risk of not learning, allows 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 cognitive, health behaviours, & socio-emotional development.

2016

YEAR ESTABLISHED

98 700

CHILDREN / USERS

1

COUNTRY



Educate, Elevate, Excel.

[→ VISIT WEBSITE](#)

Protsahan Girl Champions Program

India

Protsahan Girl Champions Program aims at care, rehabilitation, healing & reintegration of marginalized & disadvantaged girls facing SGBV. It address gaps in learning & pedagogy from early childhood education through high school for first generation learners in urban slums through arts & technology based interventions that result in higher economic inclusion through financial & digital literacy.

2010

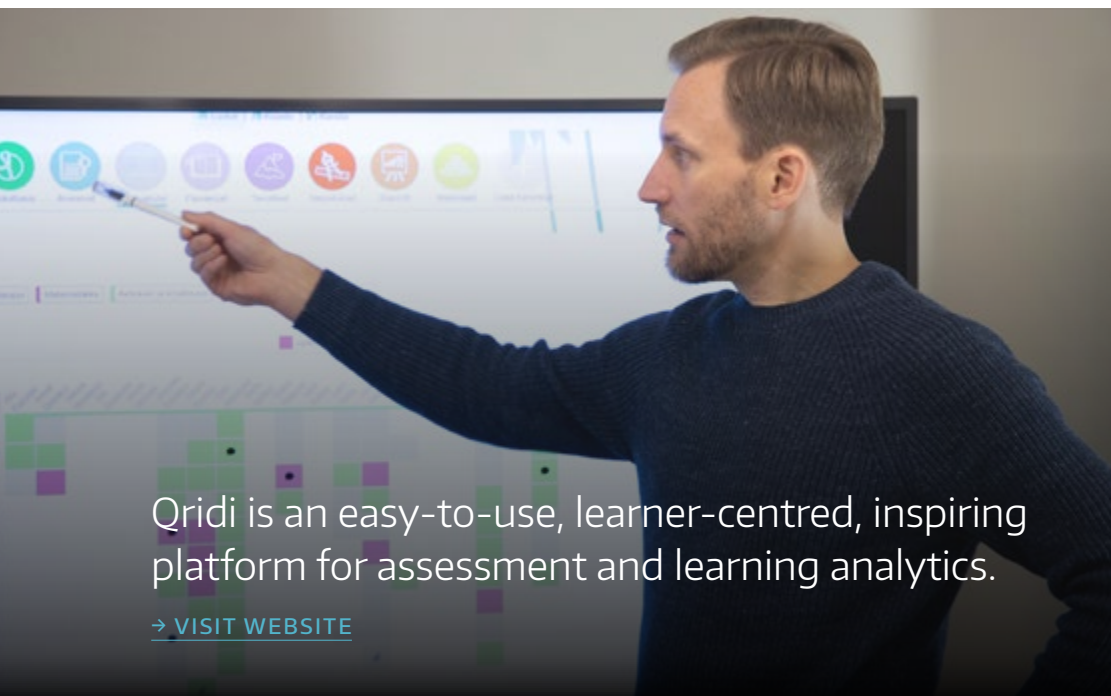
YEAR ESTABLISHED

90 000

CHILDREN / USERS

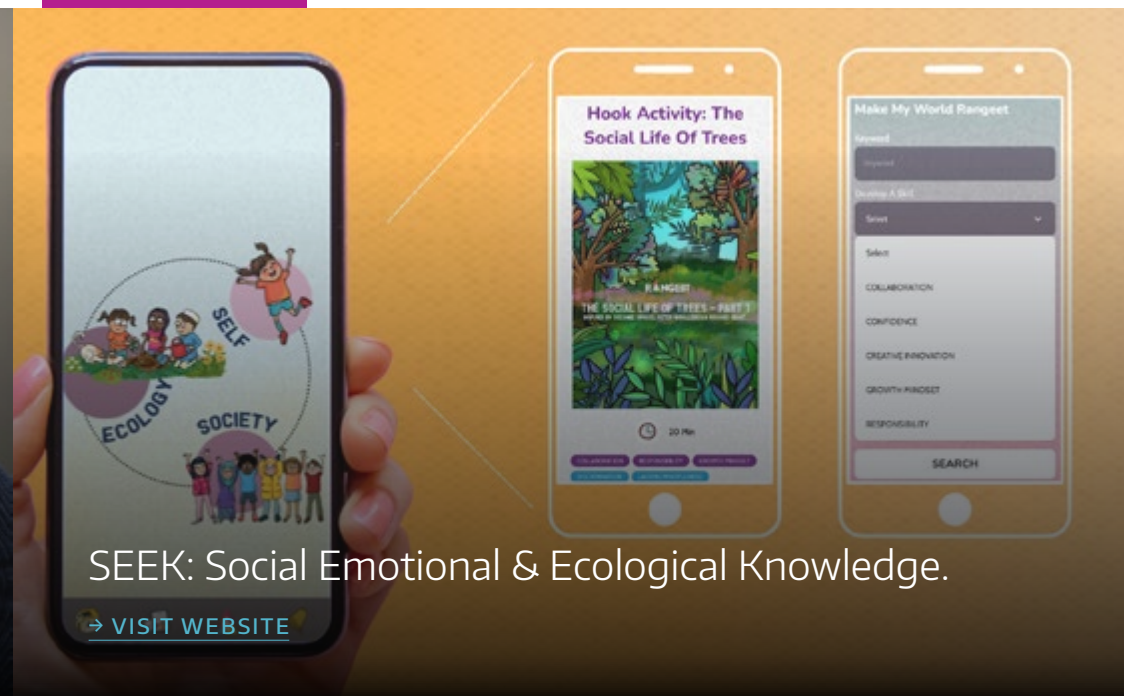
1

COUNTRY



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

[→ VISIT WEBSITE](#)



SEEK: Social Emotional & Ecological Knowledge.

[→ VISIT WEBSITE](#)

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

85 000

CHILDREN / USERS

14

COUNTRIES

Rangeet

India

Rangeet solves for inequities & variability in learning at scale. A platform for schools & communities to measurably develop a breadth of skills using active pedagogies to promote wellbeing, agency & global stewardship in children. Includes:

- MobileApp to teach SEEK curriculum, submit data. Works anywhere, online/offline; and
- WebApp to manage programs & monitor impact, informing timely decisions.

2018

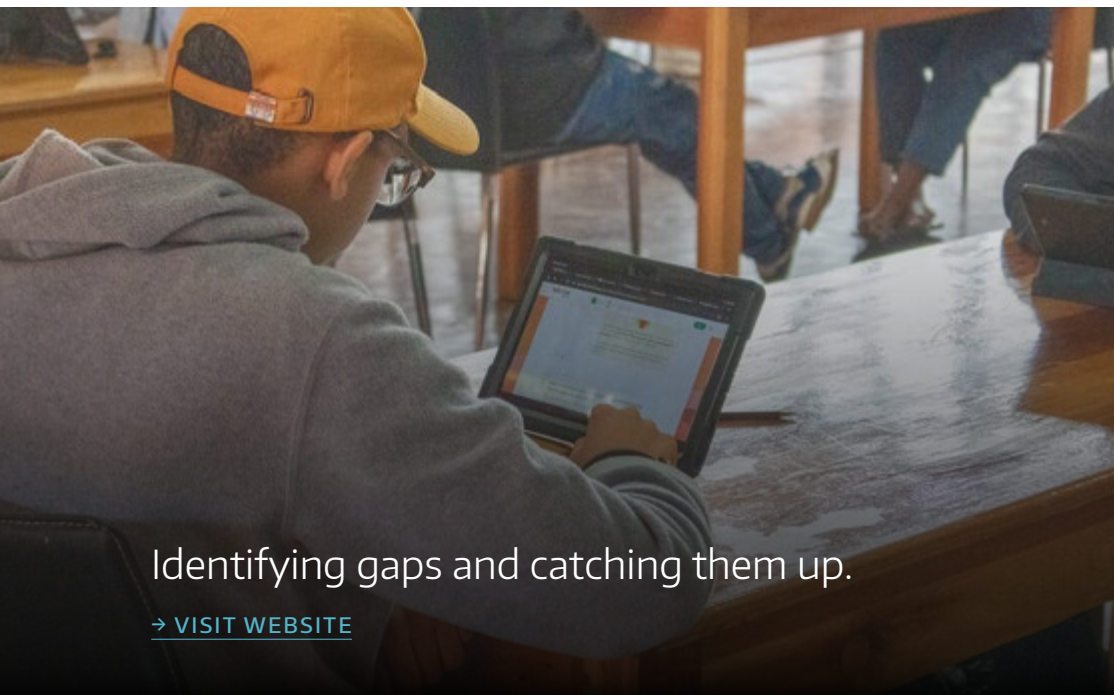
YEAR ESTABLISHED

60 000

CHILDREN / USERS

3

COUNTRIES



Identifying gaps and catching them up.

[→ VISIT WEBSITE](#)



World Change Starts with Educated Children.

[→ VISIT WEBSITE](#)

Reflective Learning

South Africa

Reflective Learning is an online tool that empowers teachers to support students in closing learning gaps in Maths and English. We provide personalised learning pathways based on diagnostic assessments and track progress toward mastery, starting at their last place of secure knowledge. Our unique approach builds the metacognition of students so they can become independent lifelong learners.

2017

YEAR ESTABLISHED

50 000

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 organizations to deliver positive outcomes at scale.

2000

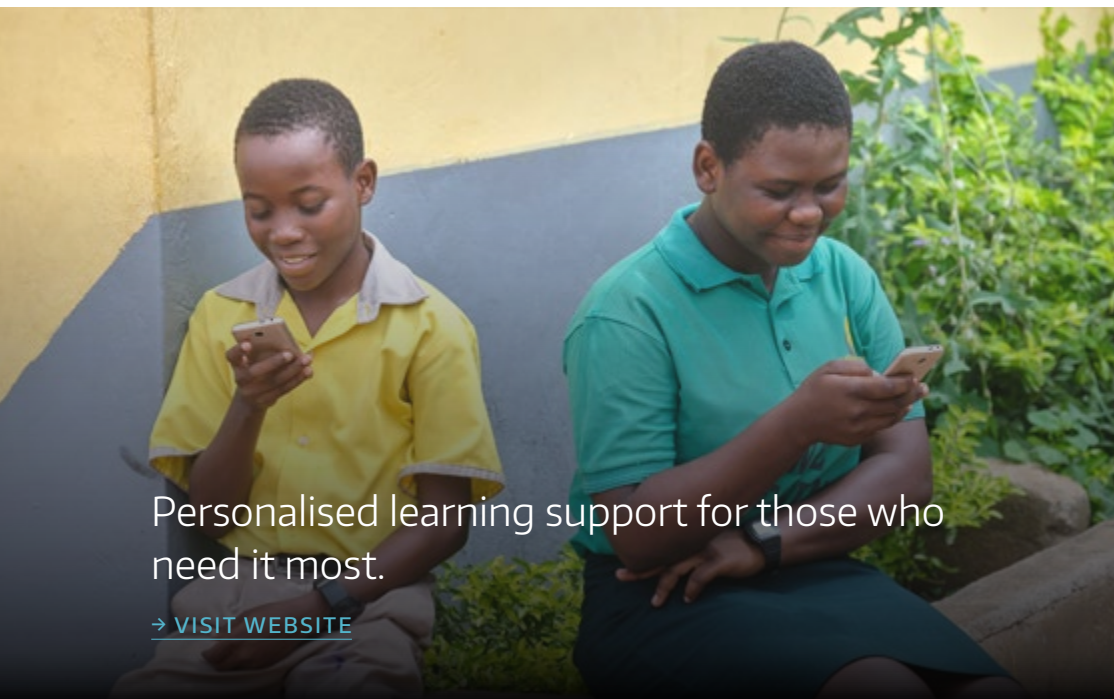
YEAR ESTABLISHED

39 900 000

CHILDREN / USERS

23

COUNTRIES



Personalised learning support for those who need it most.

[→ VISIT WEBSITE](#)

Rori

Ghana

An engaging, friendly, after school-chatbot tutor built for students to accelerate their math skills, for free, via WhatsApp.

2021

YEAR ESTABLISHED

45 000

CHILDREN / USERS

7

COUNTRIES



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

[→ VISIT WEBSITE](#)

Sapieduca

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

1 500

CHILDREN / USERS

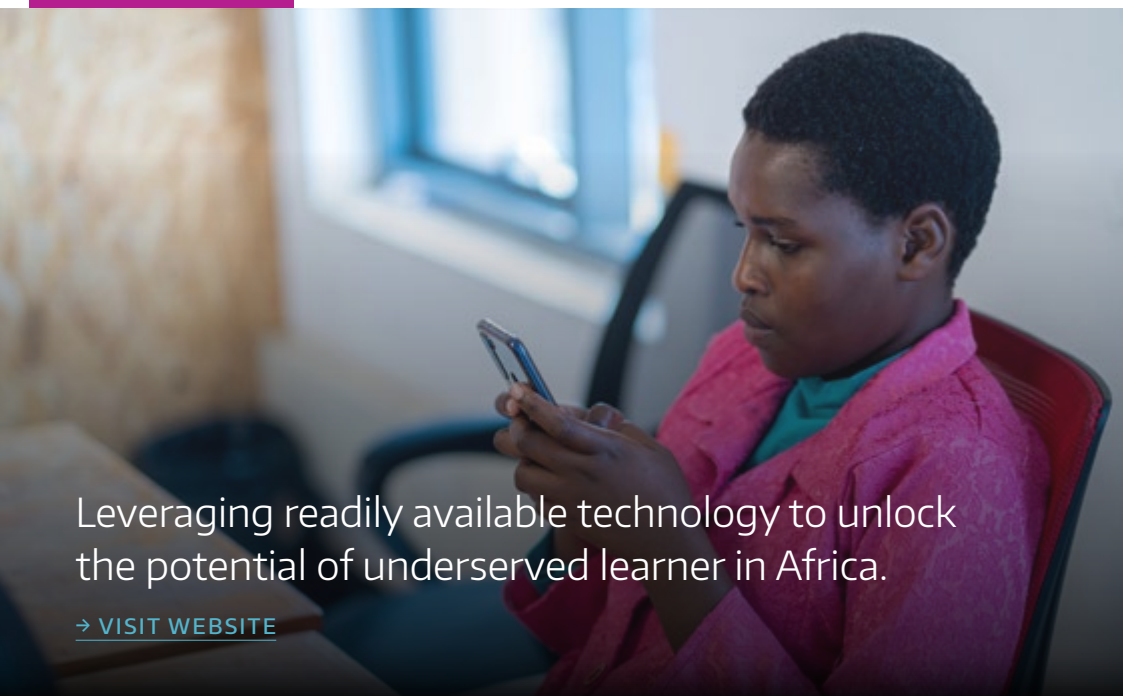
1

COUNTRY



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

[→ VISIT WEBSITE](#)



Leveraging readily available technology to unlock the potential of underserved learner in Africa.

[→ VISIT WEBSITE](#)

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 localize to fit different educational contexts around the world.

2015

YEAR ESTABLISHED

10 000

CHILDREN / USERS

12

COUNTRIES

Shupavu291

Kenya

In Africa, low income background learners face the triple pressures of lack of adequate teachers, inadequate text-books and scarce revision materials. Shupavu291 provides these learners with 24 hours a day access to national curriculum topical lessons, quizzes, revision papers, offline wikipedia and an 'Ask A Teacher' feature enabling them to learn anytime, from anywhere and at their own pace.

2011

YEAR ESTABLISHED

1 220 000

CHILDREN / USERS

3

COUNTRIES



We help teachers in k-12 manage learning diversity and inclusion with customised strategies and tools.

→ VISIT WEBSITE



Building schools and communities of inclusion.

→ VISIT WEBSITE

Skalo

Colombia

Everyone who was once a student has faced educational barriers of some type, either emotional, physical, difficulties with a specific subject or a learning diagnosis or a disability. Skalo helps teachers manage learning diversity in K12 by calculating optimal accommodations and strategies for each student and generates data for pedagogical decisions about learning barriers and inclusion.

2021

YEAR ESTABLISHED

2 500

CHILDREN / USERS

1

COUNTRY

Special Olympics Unified Champion Schools

United States

Our innovation cultivates inclusive mindsets through Unified Champion Schools: Programming that convenes youth with and without intellectual disabilities through sports, leadership development and community engagement.

2008

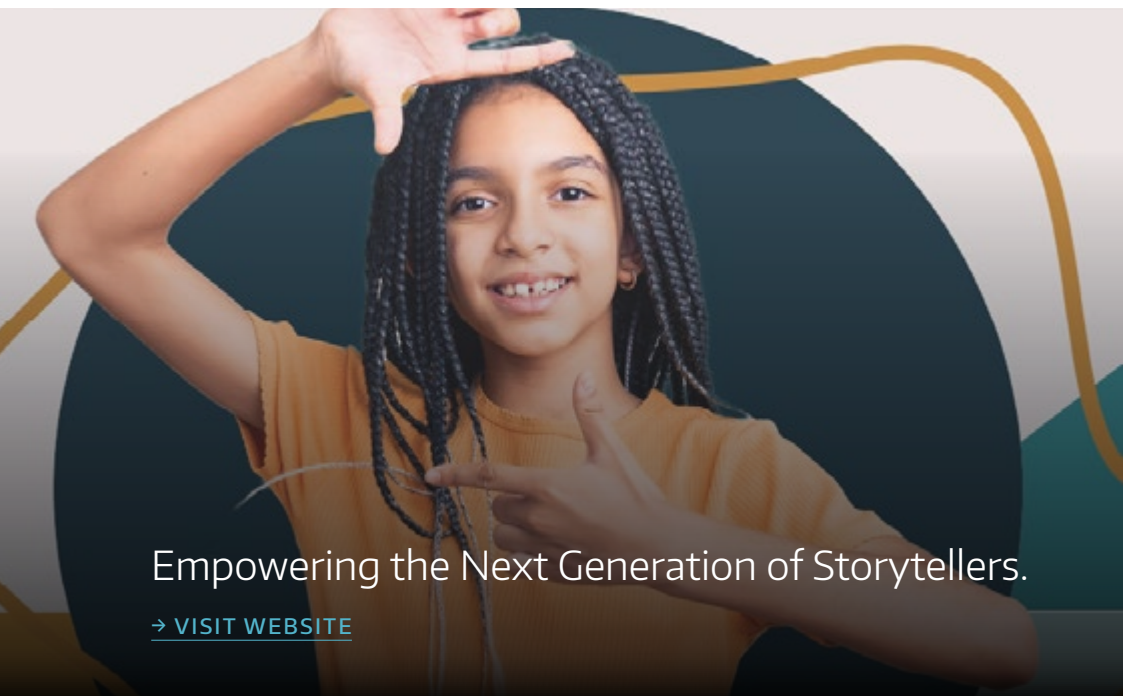
YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

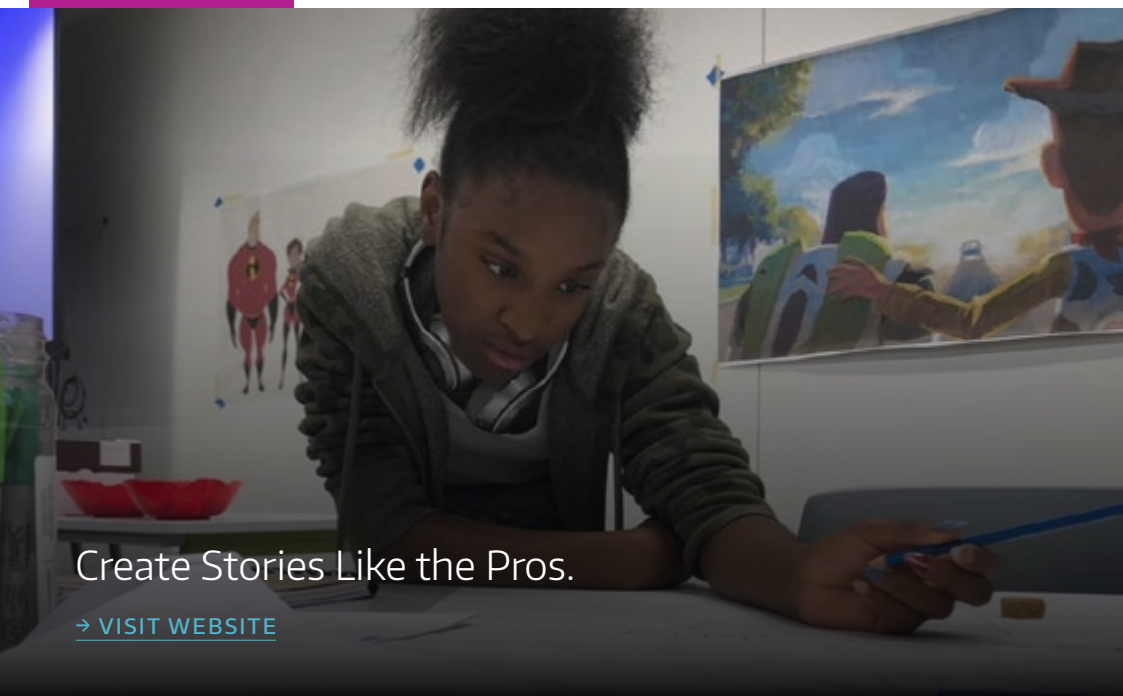
36

COUNTRIES



Empowering the Next Generation of Storytellers.

[→ VISIT WEBSITE](#)



Create Stories Like the Pros.

[→ VISIT WEBSITE](#)

Story Arts

United States

Story Arts is a curriculum for students ages K through MFA that brings entertainment industry experts into the classroom to teach the fundamentals of storytelling. Our ready-to-teach courses are aligned with national standards and equip students with practical skills for future academic and professional success. Story Arts inspire creativity, critical thinking, communication, and empathy. The Story Arts Collective is headquartered in Trilith, Georgia, a rapidly growing epicenter of creatives and story artists.

2021

YEAR ESTABLISHED

25 000

CHILDREN / USERS

9

COUNTRIES

Story Xperiential

United States

Through an engaging, hands-on storytelling program, Story Xperiential creates equitable opportunities to explore storytelling with industry experts and a creative peer community. Create original stories and deepen critical skills of communication, collaboration and feedback while learning about careers in animation.

2021

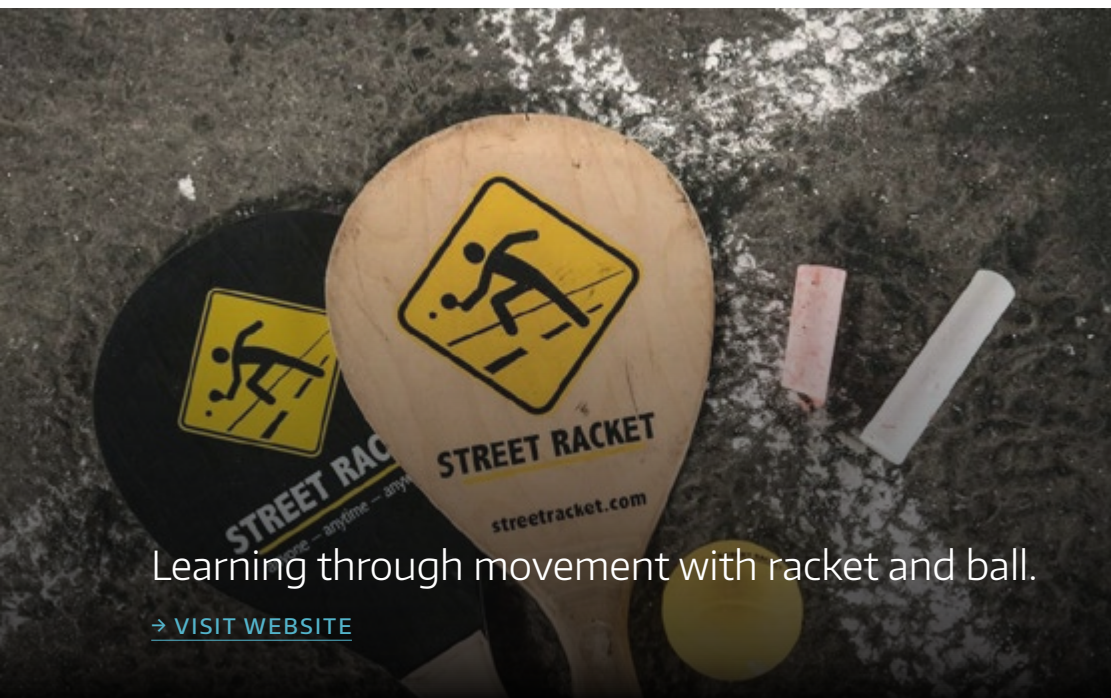
YEAR ESTABLISHED

10 000

CHILDREN / USERS

20

COUNTRIES



Learning through movement with racket and ball.

→ [VISIT WEBSITE](#)

Street Racket – anyone, anytime, anywhere

Switzerland

Street Racket is a unique and versatile Swiss concept providing sports and empowerment for all. We focus on active learning in motion and on making sports possible for everyone and everywhere. Kids benefit from social and fun learning in a low-threshold concept framework that intersects with the main school curricula. Moreover, Street Racket teaches many important soft skills.

2017

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

90

COUNTRIES



Empowering new generations to collaborate for global sustainability.

→ [VISIT WEBSITE](#)

Swarmob

Chile

A blended 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

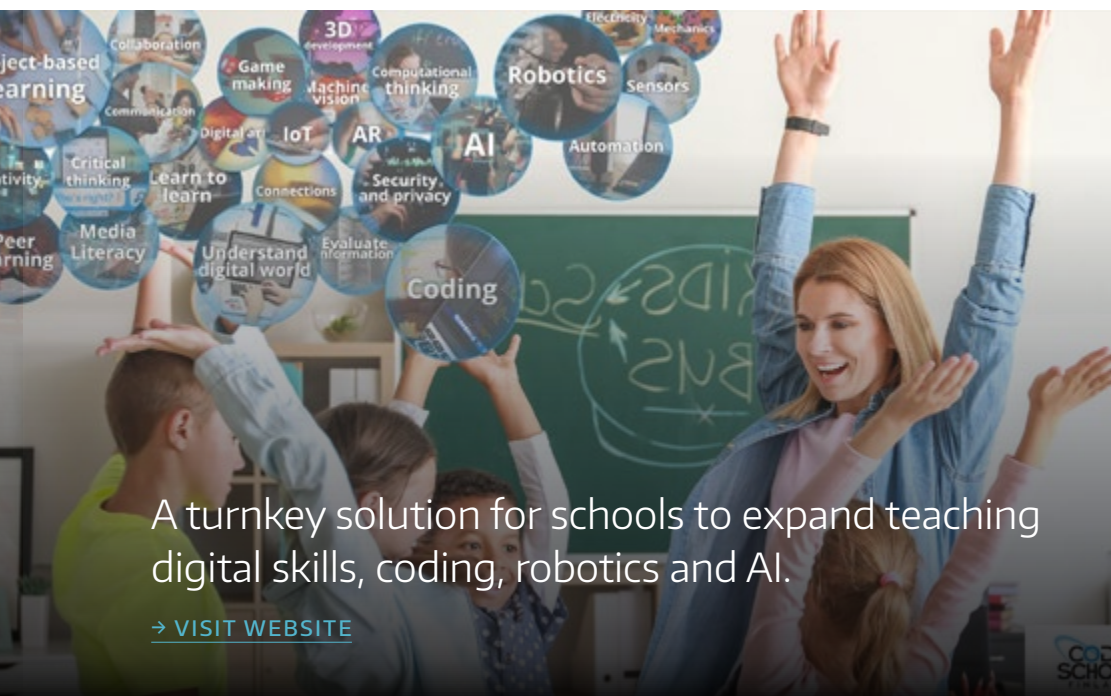
YEAR ESTABLISHED

11 900

CHILDREN / USERS

4

COUNTRIES



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

→ VISIT WEBSITE

Teachease

Finland

Teachease is a solution to upskills teachers for teaching digital skills to K-12 students. Teachease combines teaching materials, teacher training and on-going support for teachers. It creates a learning path for students optimised to available time and resources, and helps teachers to overcome the fear and practical challenges of teaching coding and technology.

2017

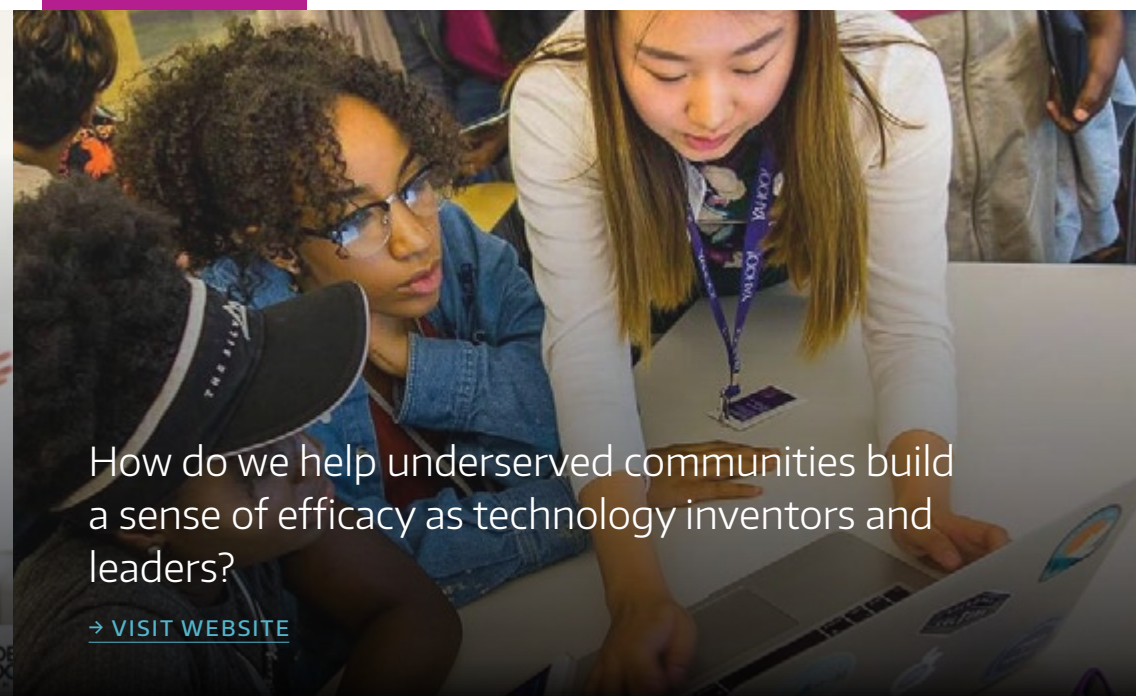
YEAR ESTABLISHED

150 000

CHILDREN / USERS

8

COUNTRIES



How do we help underserved communities build a sense of efficacy as technology inventors and leaders?

→ VISIT WEBSITE

Technovation

United States

Technovation is a global technology education nonprofit that applies a grassroots approach to empowering underserved communities, especially girls and women, to address local problems through cutting-edge technologies like mobile and AI. Our goal is to help these communities build a sense of efficacy as technology inventors and leaders, eventually leading to greater community resilience.

2006

YEAR ESTABLISHED

130 000

CHILDREN / USERS

60

COUNTRIES



Equipping every child in Moldova with Future Ready Skills.

[→ VISIT WEBSITE](#)



Because one B!G Idea can change our world!

[→ VISIT WEBSITE](#)

Tekwill in Every School Program

Moldova

Tekwill in Every School is a comprehensive program of extracurricular e-courses for teachers and pupils aged between 13-19 years old and is the largest and most impactful educational programs in the Republic of Moldova. Our goal is to equip every student in the country with future-ready skills. Our mission is to cultivate a generation of young specialists that have the skills and knowledge to develop products and solutions that benefit their communities, the environment and country's well being.

2018

YEAR ESTABLISHED

50 000

CHILDREN / USERS

1

COUNTRY

The B!G Idea

Ireland

The B!G Idea is a creative thinking initiative that teaches the world's most in demand skills to 15 to 19 year olds. Using creative thinking skills and activating their voices, students develop solutions to issues they identify as major stressors in their lives, with the help of hundreds of industry professional mentors, who help bridge the gap between education, industry and society.

2020

YEAR ESTABLISHED

6 500

CHILDREN / USERS

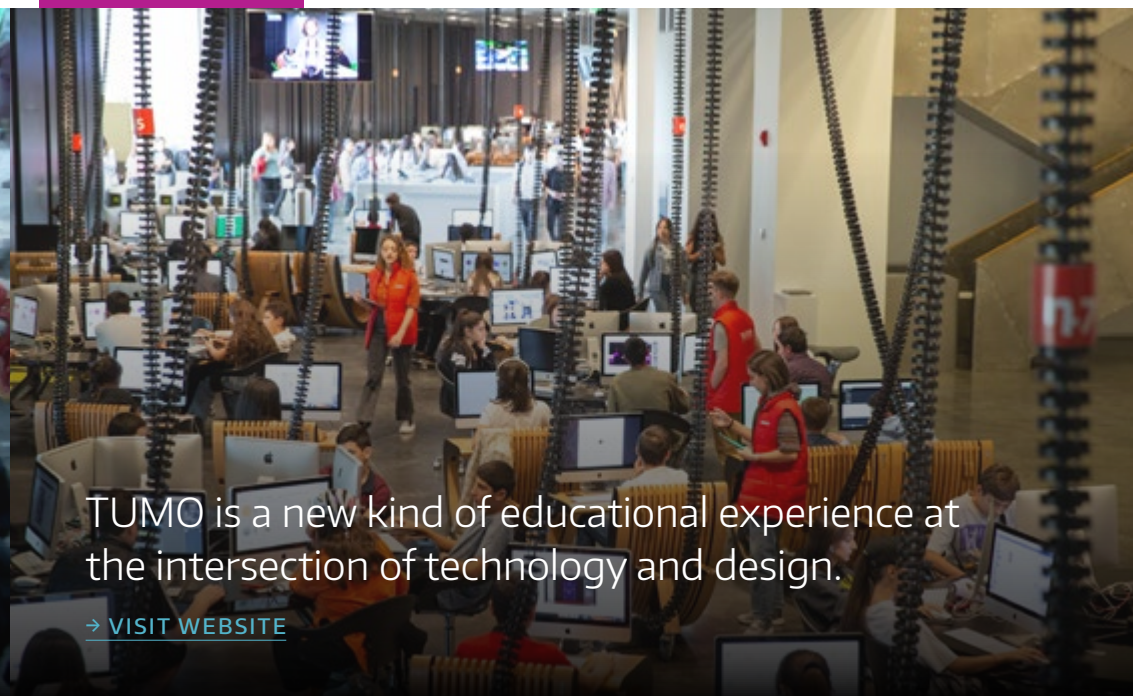
2

COUNTRIES



Every Indian a Fluent Reader.

[→ VISIT WEBSITE](#)



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

[→ VISIT WEBSITE](#)

The Billion Readers (BIRD) Initiative

India

Of the one billion “literate” in India, 600 million Indians are weak readers who cannot read simple texts. 6 out of 10 weak & non-readers are girls & women. A billion Indians watch nearly four hours of TV every day. BIRD guarantees daily and lifelong reading practice for a billion Indians by adding Same Language Subtitling (SLS) on mainstream entertainment on Television & Streaming platforms.

2004

YEAR ESTABLISHED

200 000 000

CHILDREN / USERS

1

COUNTRY

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 centers in Armenia, France and Lebanon.

2011

YEAR ESTABLISHED

20 000

CHILDREN / USERS

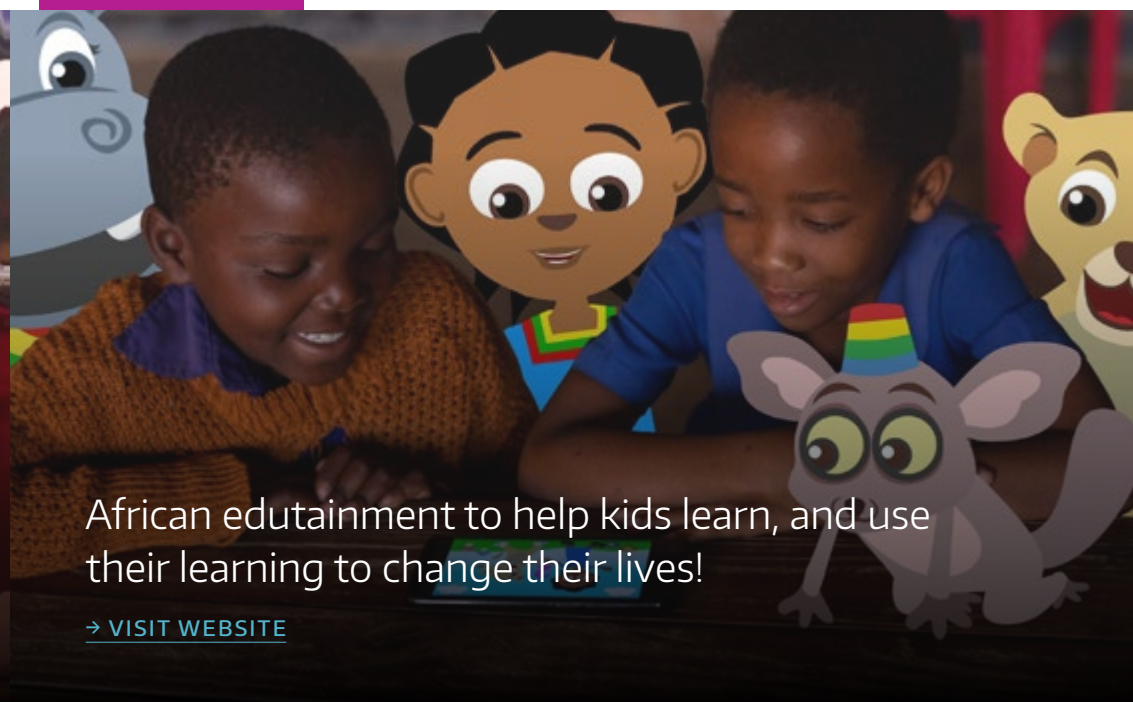
9

COUNTRIES



Easy-to-Use, Fun & Fresh Video Resources for Teaching STEM for Sustainability.

[→ VISIT WEBSITE](#)



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

[→ VISIT WEBSITE](#)

Twin Science & Robotics

Turkey

Twin provides a platform for teachers and hands-on playful learning tools for students. Teachers can use 14 units of ready-to-use lesson plans, create their own lessons with AI, save valuable time, engage their classroom, and inspire a greener future for their students.

2018

YEAR ESTABLISHED

1 500 000

CHILDREN / USERS

40

COUNTRIES

Ubongo

Tanzania

Ubongo boasts Africa's largest classroom, engaging over 17 million children through entertaining TV, radio, and mobile programs. We harness the magic of edutainment, the wide-reaching influence of mass media, and the effectiveness of fun, localized, child-centric teaching methods to deliver affordable, large-scale, and enjoyable learning experiences to children throughout Africa.

2013

YEAR ESTABLISHED

17 000 000

CHILDREN / USERS

41

COUNTRIES



Menstruation Matters to 100% of us as someone you love is bleeding with strength.

[→ VISIT WEBSITE](#)

50/100 Menstrual ED

Taiwan

East Asian society grapples with discussing menstruation, hindered by cultural taboos and scarce resources. 50/100 Menstrual ED offers an engaging, interactive program that educates on periods while nurturing empathy, diversity, and self-love. Welcoming parents, adolescents, educators, and nurses of all genders, we break barriers and empower individuals to compassionately explore menstruation.

2019

YEAR ESTABLISHED

300 000

CHILDREN / USERS

6

COUNTRIES



WOOF: Empowering Students, Empowering Teachers - one WOOF at a time.

[→ VISIT WEBSITE](#)

WOOF

Denmark

WOOF addresses the urgent need for student wellbeing by empowering teachers to create inclusive classrooms. Our unique digital solution combines real-time data insights and student-driven approaches, fostering tangible positive change. As a highly scalable SaaS-platform with tangible impact on student wellbeing, WOOF is ready to impact millions of children and change the way we work with wellbeing.

2018

YEAR ESTABLISHED

30 000

CHILDREN / USERS

2

COUNTRIES

Contact Us

HundrED conducts multi-year collaborations with different education stakeholders across a wide range of education services. We work with partners such as public and private sector education bodies as a service provider for specific needs they may have in fostering education innovation; as a technical solutions provider for education development organisations; or as an impact initiative platform through the support of direct funding from philanthropic foundations. Our activities can be grouped into three broad categories; identification, amplification and implementation:

IDENTIFICATION

- Our annual Global Collection
- HundrED Spotlights are a collection of innovations on a specific theme or region with partner organisations. Project results are always freely available for all. The length of the process is 8-14 months.
- HundrED Research is focused on understanding various questions related to the diffusion of education innovations. Like Spotlights, we partner with organisations (e.g. Finnish National Agency for Education, Brookings, OECD and others) to collaborate on projects we co-develop.

AMPLIFICATION

- Spreading the good news of education innovators and their innovations through our Media and Communications support
- Convening education leaders and innovators through best in class physical and virtual events
- Community Curation through the development of innovator networks and bespoke digital tools and platforms

IMPLEMENTATION

- HundrED Tailor-Made is designed for education providers, policymakers and international organisations who wish to support implementation of new solutions and practices within their context. The aim of these processes is to introduce innovations selected by HundrED to work with local education changemakers to create impactful implementation processes at scale. The length of the process is 2 years at minimum to ensure enough time for the implementation.
- HundrED Lab is a co-creation process to develop a new solution on solving a challenge or meeting a goal. We will use our expertise in education and experience developing multiple lab solutions with innovators to develop an education innovation together.

For more information on opportunities to partner with HundrED, or to learn more regarding our specific focus areas across the education innovation agenda for 2023, please contact David Connolly.



David Connolly

HEAD OF GROWTH
HUNDRED

david.connolly@hundred.org

Endnotes

1. Rogers Everett M., *Diffusion of Innovations*, 5th ed. New York: Free Press, 2003.
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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.
- **EVIDENCE BASED:** Supportive evidence could include submitted internal or external impact and research reports, external media, awards, internal videos, reviews, and anecdotal evidence. All forms of evidence will be triangulated and a holistic view of the evidence is considered in relation to the resource capability and size of the innovation. Additionally, HundrED's Ambassador community of 1000+ stakeholders in education in 100+ countries (and growing) may provide first hand perspectives to confirm or disconfirm the claims being made.

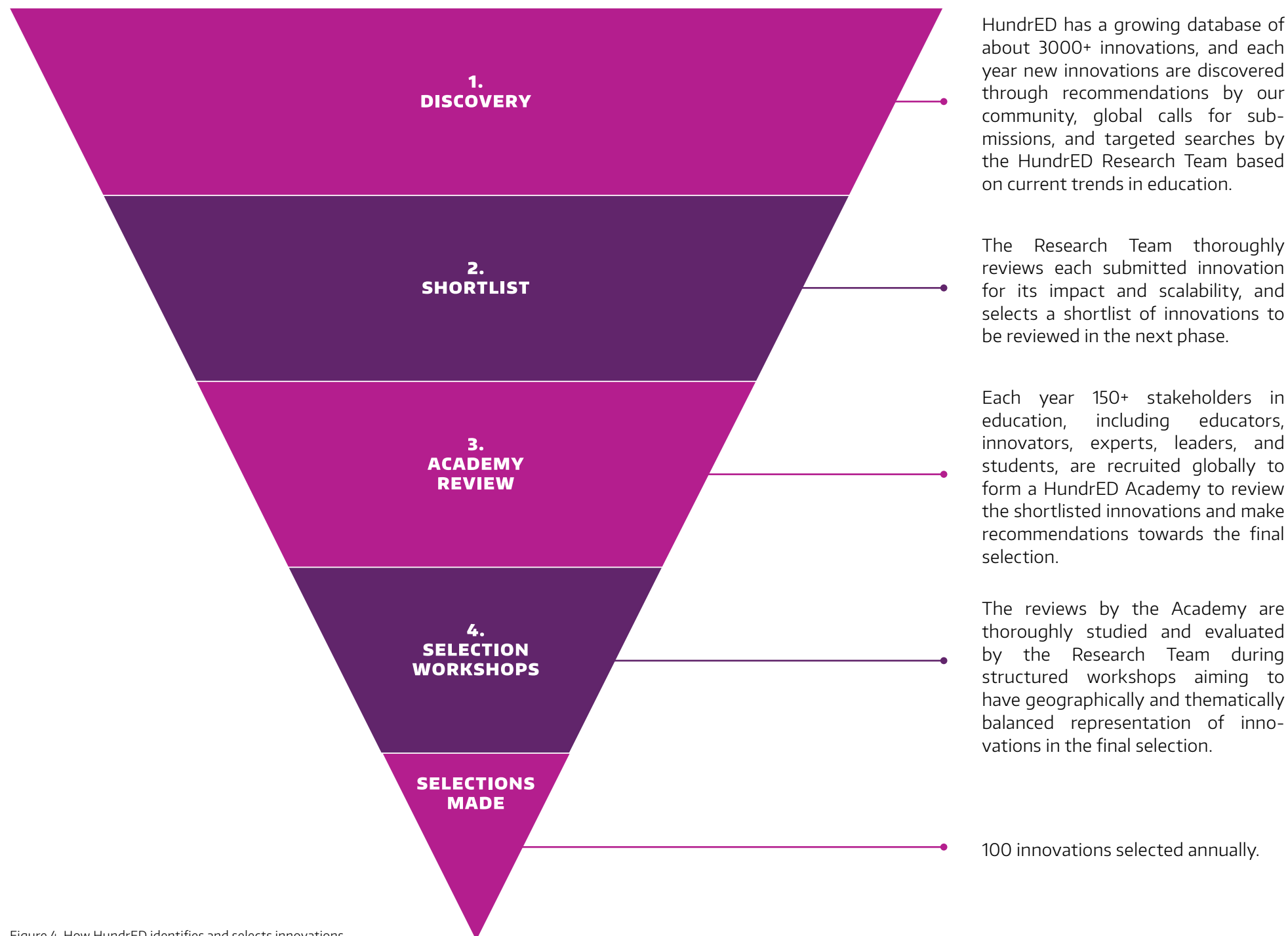


Figure 4. How HundrED identifies and selects innovations.

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 Figure X below.

Discovery activities by the HundrED Research Team included (1) conducting targeted outreach and personalised applicant support to potential submissions, (2) mobilisation of the HundrED Community (it is essential to have 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, and (4) highlighting innovations from previous years' collections and spotlights that are thematically relevant. Furthermore, selected innovations from the Global Collection 2023 were added to the pool to be reviewed along with the recently discovered innovations.

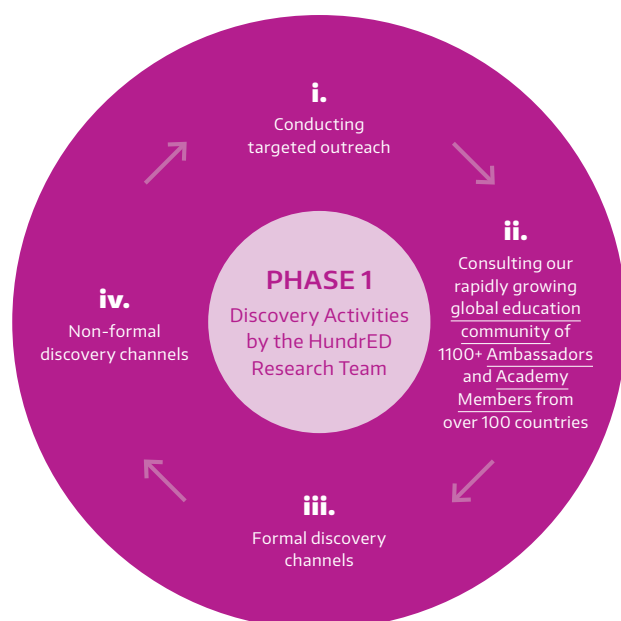


Figure 5: Discovery activities by the HundrEd Research Team.

PHASE 2: SHORTLIST

In this phase, the HundrED Research Team thoroughly reviewed each discovered innovation for impact and scalability using the following standards of evidence and shortlisted 151 for the next phase review.

STRENGTH 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.
	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.	

To be selected for the shortlist, each innovation must have shown evidence for impact and scalability using the aforementioned definitions.

HUNDRED'S HOLISTIC EVALUATIVE GRADE:

Holistic grade given based on HundrED's experience from previous Spotlights and Global Collections of the four indicator definitions and their relative weights to the right.

Read the whole document at <https://docs.google.com/document/d/1QZtXnYVEzeUifpVDP6dBlyPM2vmyd4Wnxr-aay4DxvU/>

VALIDATION (40% WEIGHTING):

How likely the innovation's claims are valid, based on the Standards of Evidence rating.

IMPACT (25% WEIGHTING):

Implemented for at-least 1-year. Claimed impact clearly articulates a meaningful improvement above the status quo for the context(s).

SCALABILITY (25% WEIGHTING):

The innovation clearly articulates how the innovation is scaling and could be scaled to more contexts. Multiple contexts could include: countries, regions, cities, or areas, as well as types of users, backgrounds, and ages.

INNOVATIVENESS (10% WEIGHTING):

The innovation is a new or modified solution put into practice and not simply a repackaging of existing idea(s).



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. Thus, each year HundrED recruits and forms an Academy to review innovations. The selection process of the Academy is conducted carefully by HundrED to ensure that they support 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.

This year, the Academy consisted of 182 members from over 70 countries and included educators, academics, innovators, experts, students and leaders in education. They reviewed the innovations over a two-week period in June 2023 and extended their wealth of knowledge and expertise on a global and local scale to identify the most impactful and scalable innovations featured in the collection. Refer to Appendix B for the full list of the Academy Members.

The Academy Review tool

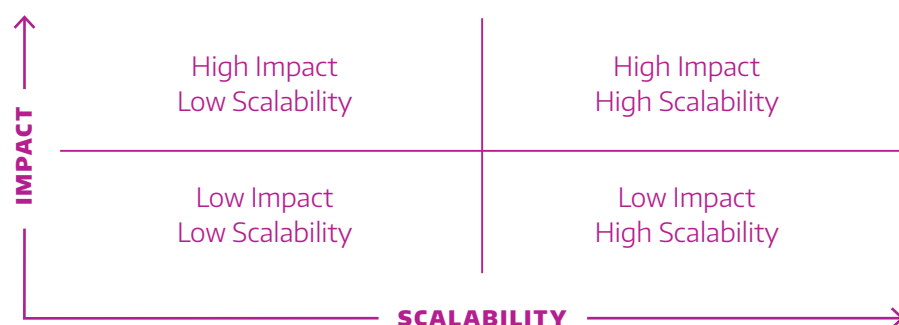
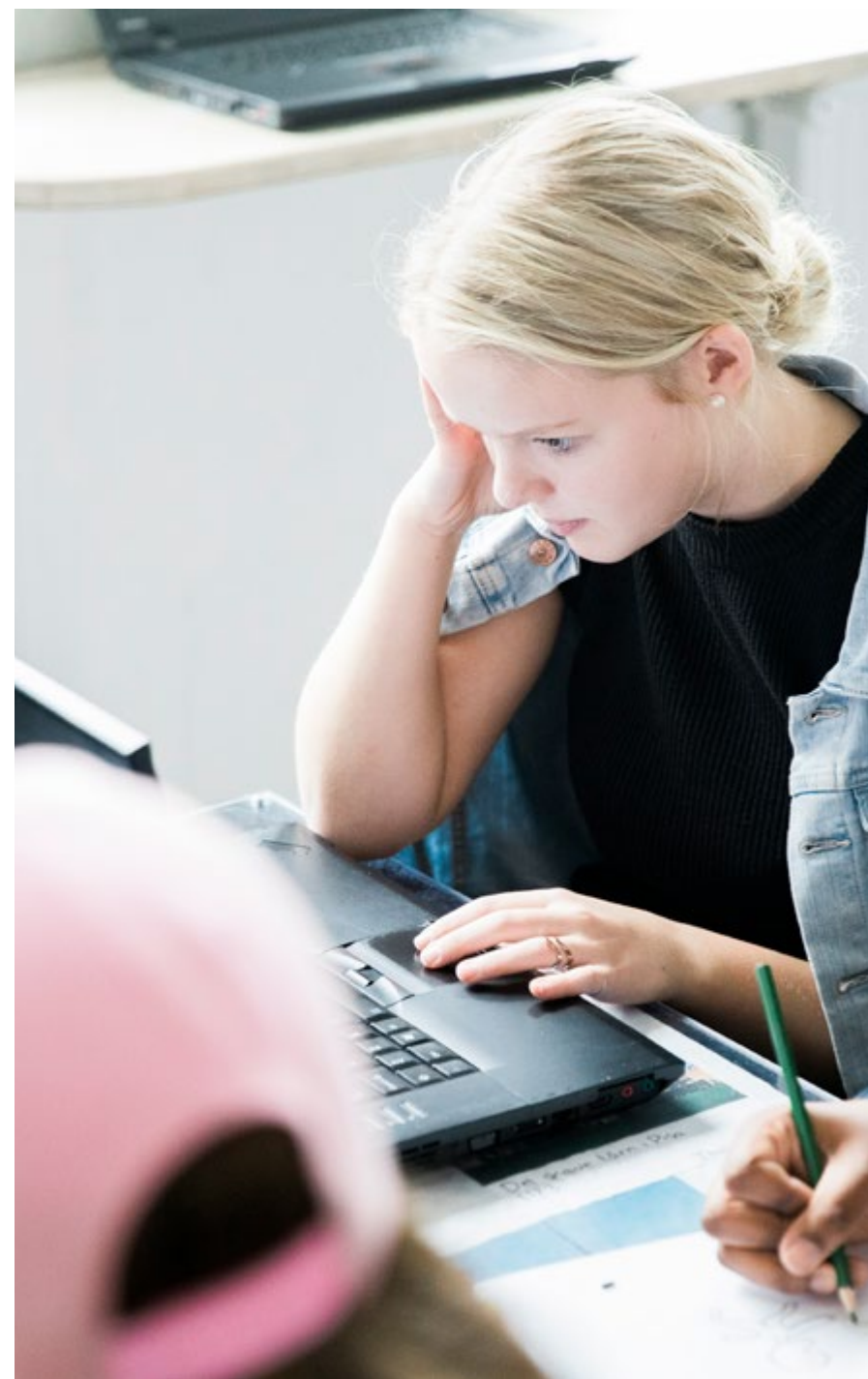


Figure 6: HundrED's review tool.

STEP 1: During an innovation review, 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 plotted in the top right quadrant: considered as highly impactful and highly scalable. 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 review tool. This step provides us with qualitative data to understand how impactful and scalable an innovation would be if implemented in each Academy member's context.

Shortlisted innovations were divided into eight batches with balanced representation of themes and geographic locations and were evaluated by eight different groups of the Academy. The plots on the graphs below represent the total of 2998 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.

LIMITATIONS

This year's methodology, as in previous years, is not without its limitations. Language barriers are a sector-wide issue, and a complex factor to mitigate. At HundrED we are aware that by having an English language website and research reports, it impacts how those in the education sector hear about our work and access our resources. The submissions we receive and the way in which we review innovations, as well as the fact that our Academy must also have a good understanding of the English language when they are reviewing innovations further limit the innovations we are able to highlight. We are working hard to mitigate this, such as looking at the possibilities Google Translate offers. When appropriate, research reports are also translated. By visiting our website, you will find that a concerted effort has been made to translate reports to relevant languages when possible, such as French, Spanish, Finnish and German.



Appendix B:

Academy Member List

The expertise of our 2024 Global Collection Academy members was essential to curating this set of 100 outstanding educational innovations. We are grateful for their time, effort, and volunteerism.

*Indicates Academy Members who have reviewed for three or more Global Collections. These Academy Members will receive the special status of Distinguished Academy member.

**Indicates Academy Members who reviewed over 20 innovations for the 2024 Collection, or who have completed 80% or more of their assigned innovations.

Full Name	Country	Role
Adesunloye Adeola*	Nigeria	Founder / Chief Learning Engineer, Studomia
Albus D Hoang**	Vietnam	Director General, The Sky-line School system
Alex Dye*	Canada / Kenya	Development Manager, Kidogo
Alexandra Motrescu*	Romania	Managing director, ALMO New Learning Concept
Alok Sharma**	India	Learning and Development Consultant , Independent
Amod Gupta	India	Edtech Specialist
Ana Paula Gaspar Gonçalves	Brazil	EdTech Specialist, Independent consultant
Anagha Krishna Prasad**	Denmark	Student, International School of Hellerup
Ananya Khattry	Australia	Youth Ambassador, HundrED
Andrea Buffara	Brasil	COO, Gamut Education
Anete Rijniece	Latvia	Senior expert, Ministry of Education and Science Republic of Latvia
Anna Raneri**	Italy	Freelance teacher trainer and course creator, Top You Up (is my website)
Annina Mattsson**	UAE	Strategic Partnerships Advisor, Independent Consultant
Anthea Lobo	India	Partnerships and Communications, Saturday Art Class
Anthony Yadao**	Philippines	SHS Teacher II, Pinili National High School
Apoorva Singh	India	Student and Education Advocate, Meridian School, Madhapur
Argy Nestor**	United States	Educator
Ashwathi Muraleedharan	India	Doctoral Candidate and Educator, Rajagiri College of Social Sciences, Kochi (India)

Balaussa Tursynbek**	UAE or Kazakhstan	Student, New York University-Abu Dhabi
Barbara K. Ige**	United States	Learning Manager, College and Career Pathways, Woodcraft Rangers
Baseerat Noor	Pakistan	Founder, Ignite Juvenile (Youth Organization)
Benjamin Gross	United States	High School Social Studies Teacher, Oak Mountain Academy
Camile Clarke	Jamaica	Geography Educator, Ministry of Education, Jamaica
Canan Kaçar Şengül**	Turkey	Online educator, Turkish Marine Environment Protection Association
Carl Kervin M. Sapungan**	Philippines	School Head, Panluan Hagan Mangyan High School
Carrie Lau**	United Kingdom	Question Bank & VLE Administrator, London Institute of Banking and Finance
César Alexandre Baptista Marques	Portugal	Teacher
Chaea Lee	UAE	Undergraduate Student, New York University Abu Dhabi
Charis Charalambous	Cyprus	Psychologist, Trainer/Facilitator, Learning Design Consultant
Christine Orkisz Lang**	Austria	Educational Consultant, Founder, Core & More Education
Christopher Klune**	Canada	GLOBED Scholar, Educator
Clara Brown	Canada	Youth Ambassador, HundrED
Claudia Rivas**	Peru	Associate, Bloomberg Center for Cities
Dana Robb	Canada	Retired Principal, Northern Lights Public Schools
Daniel Orievweruvwe	Nigeria	Leadership Development Manager (Coach), Teach For Nigeria
Daryl David	Philippines	Director, FEU Institute of Technology
Dipesh Dulal**	Finland	Student, University of Eastern Finland
Divesh Bathija**	India	Co-Founder, UnMath School
Donna Fields*	Spain	Educational consultant, Teacher-trainer, Author, and Podcast host, Educational Magic
Dorcas Bazemore	United States	Educational Resources Specialist/Learning and development specialist, My EdChamp
Dr Anita Mckeown	Ireland	Director / Co-Founder, SMARTlab Skelligs _ Future Focus 21c
Dr. Kendra Thornton	USA	Neuroeducation Consultant
Dr. Lucian Ngeze**	Tanzania	Lecturer and Researcher in Educational Technology, The University of Dodoma, Tanzania
Dr. Mustafa Aykut**	Turkey	Chairman, High Advisory Board, Futurists Association in Türkiye
Dr. Sarah Aiono	New Zealand	CEO/Education Consultant, Longworth Education
Dr. Selçuk Yusuf Arslan**	Turkey	Teacher Trainer, Atatürk MTAL

Eevamaija Vuollo**	Chile	Education Consultant
Eglė Pranckūnienė**	Lithuania	Co-founder, Centre for School Improvement, Lithuania
Ellie Irving**	United Kingdom	Founder, Junior Dragons
Emmanuel Iziomoh**	Nigeria	Project director, Jesuit Refugee Service
Enrico Poli**	Italy	Director, Zanichelli Venture
Eric Roland**	United States	Director of Partnerships, Phillips Academy Andover
Esperança Sydney Machafa**	Mozambique	CEO, Lirandzo reads and gives
Ezequiel Chavez Colli**	Mexico	School Supervisor, Secretaria de Educación Pública (SEP)
Farzeen Ansari**	India	Corporate Communications & Professional Skills Trainer
Fernando Oria	Mexico	Executive Director, Mind The Gap - Inspire to Invent
Fiona Brown**	Canada	Youth Ambassador, HundrED
Francisco David Robert**	Argentina	Ambassador
G M Rakibul Islam	Bangladesh	Assistant Professor and Chairman, Department of Educational Administration, Noakhali Science and Technology University, Bangladesh
Gal Oron**	Israel	CTO, Zbenko
Gerald Fussell**	Canada	Principal, Navigate/NIDES
Giovanna Iorio	UK	Head of Service, IB Teacher, Haileybury
Gisela Zipp**	South Africa	Lecturer , Rhodes University
Goretti Kat*	Congo-Kinshasa	Founder & Program Manager , Minzoto Club
Hayley Roberts**	USA	Director of Teaching & Learning , John Thomas Dye School
Heidi Enbacka	Finland	Project Manager, The Children and Youth Foundation
Helena Liberato	Portugal	Country Manager, Open Learning School
Ho Shu Xin*	Malaysia	Youth Ambassador, HundrED
Ia Kawasaki**	Japan	Graduate student, University of Helsinki
İpek Kay**	Turkey	Co -Founder & Designer, MonnoM
Irina Solonova*	Russia	Founder & CEO, Ruspro Education Group
Isabella Henriques**	Brasil	Executive Director, Alana
Ivonne Blanco*	Venezuela	Directora or Principal, Institutos Educativos Asociados
Jaime Camacho Bravo**	México	General Director, Centro Educativo Apatzeo
Janice Williams*	Canada	Principal Consultant , Pinnacle Educational Services
Jeff Holte**	United States	Educator
Jemima Nnamdi-Iweha	Nigeria	Leadership Development Manager, Teach for Nigeria

Jenny O'Fee*	Italy	International School Leader Collaborator Consultant, Independent
Jephthah Adelowo	Nigeria	Assessment Officer, Quest Schools, Ibadan
Jessica María González Salgado**	Chile	Head of School, Academia Internacional San Miguel de Allende
Jinan Karamah Shayya**	Lebanon	Monitoring and Evaluation Lead, nafda organization
Jiya Chawla	India	Founder and Director, Langwayz
Joaquim Forgas Anaya**	Sweden	MSc student in International and Comparative Education, Stockholm University
Justin Ho Guo Shun**	Singapore	Professor, International Business Academy
Jyll Turner	USA	Creative STEAM Programs-Independent Contractor Liaison and Consultant
Kathija Yasmin Shaik**	India	Senior Academic Advisor, Leadership Boulevard India
Kathy Lang**	Australia	Director , 3 Pebbles
Katie Pollman**	United States	Research Manager, Memphis Education Fund
Kiran Sahib**	England	Senior Impact & Innovation Manager , Global Schools Forum
Kudzai Cathrine Bingisai*	Zimbabwe	Alumna; Information Communication Technology, Teach for Zimbabwe
Lameck Simuyemba**	Zambia	Education Specialist, Opportunity International EduFinance
Lesego Mpshe	South Africa	Founder & Creative, LeRaw home&craft / LeRaw Academy
Lisette Rojas*	Venezuela	CEO of Trix andTrax
Lu Fu**	China	Graduate student, University of Eastern Finland
Mahmut Akcan**	Turkey	Founder, The fYOUture Project
Makeinde Sharon Erioluwa	Nigeria	Youth Ambassador, HundrED
Malavath Nikhil Naik	India	Junior Research Fellow, The English and Foreign Languages University, Hyderabad, India.
Mallory Tuominen**	USA	Chief Program Officer, World Savvy
Manthoula Bountri**	Finland	Early Childhood Educator
Marc Neesam**	United Kingdom	Head of Curriculum Design Collaboration, International Baccalaureate Organization
Maria de los Angeles Delgado Alvarez**	Spain	Student, PhysicsBeyond, King's InterHigh Online School, World Science Festival
Maria Del Pilar Farrés González Saravia**	Mexico	Directora de educación Comunitaria para el bienestar, Consejo Nacional de Fomento Educativo
Mark Cringle	Norway	Deputy Principal, Asker International School
Marta Figueiredo*	Portugal	OTR/L, PGDip. EI/SI, NBCT, Prof.Doc., Associate Professor, Escola Superior de Saúde do Alcoitão
Maryna Zinkovska*	Ukraine	Program Manager , IREX in Ukraine

Md Hajrat Balal	Bangladesh	Education Specialist , Plan International Bangladesh
Md Mustakim Bin Alam**	Russia	Academy Member, Ambassador, Educator, Hundred Org, Microsoft
Mehdi Hassan	Bangladesh	e-learning Expert, a2i - Aspire to Innovate
Michael Chijioke Ukwuma**	Nigeria	Founder, SEVICS
Michelle Blanchet**	Switzerland	Change Consultant, The Educators' Lab
Mike Dunn*	USA	Dean of College & Career Counseling, Eagle Rock School & Professional Development Center
Miracle Daniel Gavor**	India	Founder, NexSchools
Mirela Gabriela Tanc*	Romania	Teacher, trainer and mentor, "Oltea Doamna" Secondary School Oradea
Mradula Singh	India	Founder, NexSchool: Cyber Safety Education
Namya Joshi**	India	High School Student, Sat Paul Mittal School
Naomi Kim**	United States	Founder, Red Shield Tutors
Nathan Strenge**	United States	Senior Learning Designer, Fielding International
Nayuni Perumpularachchi**	Japan	Youth Ambassador, HundrED
Nelius Njoroge	Kenya	Director, THE ARK PLAYSCHOOL - KENYA
Noble Selorm Dzreh**	Ghana	CPD & Membership Associate, Ghana Society for Education Technology, GSET
Nomusa	South Africa	Early Education Educator,
Odunayo Olorunfemi Omotayo**	Nigeria	Head of Training and Learning, Teachers Academy Africa
Onuh Oyigoga John*	Nigeria	Chief Education Officer, Benue State Teaching Service Board, Makurdi, Nigeria
Özge Karakaya**	Turkey	Senior User Experience Designer, Commencis
Parvani Dawar*	India	Program Manager - Learning & Development, KLAY Child Development Center
Paul Nelson	Nigeria	Teacher, Teach For Nigeria
Perrin Ezekiel F. Laxa**	Philippines	Youth Ambassador, HundrED
Purvi Parekh**	India	Homeroom Teacher, JBCN International School
Pwint Phyu Aung	Myanmar	High School Student
Rachel Shi*	USA	Manager, DC Public Schools
Rakhi Iyer**	India	Regional Operations Head, Bookbanquetroom.com
Ravi Srinivasan**	India	CoFounder and Director for Science and Technology Learning, Pramiti School
Rhea Mehta**	United Kingdom	Founder, Reading With Rhea
Rishita Rokariya	USA	Youth Ambassador, HundrED
Ron Berlinski*	Netherlands	Founder, Curiosity Learning
Sabine M. Heyne**	Finland	Game Designer,
Sahil Siddique**	United Kingdom	Education Project Consultant

Salisu Isah Ahmed*	Nigeria	Director SIA Teachers Training school, MD/CEO of SIA Schools, Lead consultant SIA A CLASS Educational consultants, im also a trainer and a researcher. , SIA Teachers Training School, SIA Schools Kano, SIA A Class educational consultants
Sameer Arora**	India	Vice Principal, Shiv Nadar School, Gurgaon
Sandeep Mishra	India	Founder and CEO, Catalytic Corps
Sandra Ospina**	Saudi Arabia	Head of Learning and Innovation (vice-principal), SEK international School Riyadh
Sanya Pawah**	India	Senior Analyst, Clinton Health Access Initiative
Sarah Kreckel**	Germany	Curriculum Developer, Choices Program at Brown University
Sârca Marinela Lenuța**	Romania	Teacher at primary school, Secondary School Nr.1 Valcău de Jos
Savitha Ravi**	India	Director and Cofounder - Pramiti School, Cofounder and researcher at Ekayana Learners Huddle
Segun Samuel Ogundairo**	Nigeria	Teacher Coach , Teach for Nigeria
Şerife Durna**	Turkey	English Lecturer, Kahramanmaraş Sütçü İmam University
Shalini Dwivedi*	India	Global Director of Instruction, Generation: You Employed
Sharanya Bharath**	Denmark	Teacher
Sheeba Ajmal*	Pakistan	Founder/CEO, Technology for a Cause - Enhancing Skills Empowering Kids
Shiksha Ratan Aman Kumar**	India	Founder, Contest 360
Shubhangi Arya**	India	German Language Teacher, Teacher Trainer, Curriculum Developer & Author, Kunskapsskolan, Lucknow, India
Sibel Ataman Yali*	Turkey	Country Lead, HundrED
Sikiru Issa Nuhu**	Nigeria	University Lecturer/ Assistant Lecturer, Kwara State University, Malete, Nigeria
Simon Büschges**	Germany	Consultant, Capgemini Invent
Siqi Hou**	China	Graduate Student, University of Eastern Finland
Stephen Caleb Opuni*	Ghana	Country Director, Ghana, IDP Foundation, Inc.
Suchita Ohri Aggarwal	India	Co-Founder, Collegey Inc
Suhong Ma**	China	Graduate student, University of Helsinki
Susan Oreski*	Canada	Principal St. Rose, Edmonton Catholic Schools
Susana Gonzalez	Venezuela	Sustainability advocate
Suzi Telford**	United Kingdom	SEND Advocate and teacher, Belleville Primary School, Q1E Trust
Tarina Nel**	South Africa	Online Teaching Specialist (Science), Die MOS inisiatief
Tim Huang*	USA	Chief Impact Officer, OneSky for all children

Tito Ribeiro**	Brazil	Education Consultant, FGV DGPE
Titus Percy	Nigeria	Edtech Specialist and Education Consultant
Tyler Samstag*	United States	Director, Remake Learning
U. Nurhadi Hafman	Indonesia	Student, Stockholm University
Ursula Hankinson**	United Kingdom	Senior Manager MEL, Global Schools Forum
Valentina Vinoli Zhimomi	India	Student , Indus International School Bangalore
Vanessa Tenório*	Brazil	Sustainability Educator and Designer
Vicente Fones**	Chile	High school student
Victoria Malvisalo**	Finland	Education Consultant
Vishal Talreja**	India	Cofounder & Trustee, Dream a Dream
Vivaan Mathur**	India	Youth Ambassador, HundrED
Vivian Lai Dini*	Hong Kong	Education Consultant
Wendy Ng*	Singapore	Specialist in International Relations and Education
Xinhua Mu**	Finland	Master student studying Pedagogy and Teaching for Sustainability, University of Eastern Finland
Yagika Jagnani**	Nepal	Student, The Chinese University of Hong Kong
Yashika Garg**	India	High-School Student, Genesis Global School
Yogesh Kumar**	India	Post graduate teacher of Biology, Navodaya Vidyalaya Samiti
Yvette Larsson**	Sweden	Co-founder, AHA!
Vivian Lai Dini	Hong Kong	Education Consultant
Wendy Ng	Singapore	Manager, Cultural Exchange at Singapore International Foundation
Yagika Jagnani	Nepal	Youth Ambassador
Yogesh Kumar	India	Principal
Youkyoung Chung	South Korea	Secondary School Teacher



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