

HUNDRED RESEARCH REPORT #020

Spotlight: 21st Century Skills in Latin America and the Caribbean

Report

JUNE 2021

HUNDRED.ORG
IADB.ORG

hundrED

J.P.Morgan





Contents

FOREWORD FROM INTER-AMERICAN DEVELOPMENT BANK (IDB).....	4
ABOUT THE COLLABORATION BETWEEN IDB AND J.P. MORGAN.....	7
FOREWORD FROM HUNDRED.....	8
INTRODUCTION.....	10
HUNDRED'S MISSION & THEORY OF CHANGE.....	12
BACKGROUND.....	14
A SKILLS-BASED APPROACH TO RECOVER EDUCATION AND IMPROVE OPPORTUNITIES FOR THE NEXT GENERATION.....	14
COLLECTION OF VOICES.....	20
METHODOLOGY.....	24
FINDINGS.....	29
SELECTED INNOVATIONS.....	30
INNOVATIONS CATEGORIZED BY 21ST CENTURY SKILLS.....	32
CONCLUDING REMARKS.....	72
WHAT HAPPENS NEXT?.....	75
REFERENCES.....	76
APPENDIX.....	78
CONTACT INFORMATION.....	80

SPOTLIGHT:

21ST CENTURY SKILLS IN LATIN AMERICA AND THE CARIBBEAN

Petrie, Christopher. García-Millán, Clara.

Mateo-Berganza Díaz, María Mercedes. (2021).

Spotlight: 21st Century Skills in Latin America and the Caribbean

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

Published June 2021

Authors Christopher Petrie, Clara García Millán,

María Mercedes Mateo-Berganza Díaz

Reviewed and Edited by Danny Gilliland, Lasse Leponiemi

Contributors Juan Manuel Pico, Lissette Rojas, Nicholas J. Martino,

Luciana Pölönen, Natalia Rojo

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



Copyright © 2021 Inter-American Development Bank. This work is licensed under a Creative Commons IGO 3.0 Attribution-NonCommercial-NoDerivatives (CC-IGO BY-NC-ND 3.0 IGO) license (<http://creativecommons.org/licenses/by-nc-nd/3.0/igo/legalcode>) and may be reproduced with attribution to the IDB and for any non-commercial purpose. No derivative work is allowed.

Any dispute related to the use of the works of the IDB that cannot be settled amicably shall be submitted to arbitration pursuant to the UNCITRAL rules. The use of the IDB's name for any purpose other than for attribution, and the use of IDB's logo shall be subject to a separate written license agreement between the IDB and the user and is not authorized as part of this CC-IGO license.

Note that link provided above includes additional terms and conditions of the license.

The opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the Inter-American Development Bank, its Board of Directors, or the countries they represent.





Foreword from Inter-American Development Bank (IDB)

Children and youth around the world are faced with a complex world that requires them to become active agents for change in their communities. The COVID-19 pandemic has hindered in-person instruction for more than 165 million children in Latin America and the Caribbean (LAC) who have lost an average of 158 school days during 2020.

Education transformation is an imperative that requires collective action. The current crisis presents an urgent need to redesign education systems in order to close the digital, social and knowledge gap. Addressing unequal access to education services is crucial.

At the IDB we are assisting countries in the implementation of a roadmap to prepare educators, strengthening blended and distance learning while providing a conducive environment for the development of 21st century skills. As part of our 2025 vision, we will be working to ensure that human capital initiatives are aligned with our efforts in health, gender equality, digital transformation, and climate action to promote an equitable and green recovery.

The widespread adoption of technology and collaborative spirit has enabled us to connect with people and projects from 26 countries in LAC in order to build a spotlight of innovation and best practices. In partnership with HundRED and J.P. Morgan

& Co, we fulfilled our initial aim to discover and gain insight about the enabling conditions to successfully implement programs that help students develop life skills. We were impressed by the great number of novel approaches that emerged and the entrepreneurship displayed by leaders carrying forth innovation in their schools and communities.

IDB has a bold ambition to help countries transform their education systems by working alongside stakeholders from civil society, public, and private sectors.

Our partnership with HundrED is part of the IDB's 21st century skills initiative. We have a bold ambition to help countries transform their education systems by working alongside stakeholders from civil society, public, and private sectors. We look forward to learning more about how we can provide students with the necessary tool kit to cultivate a global, digital citizenship. We hope that the innovations reflected in this report will serve as a useful reference to strengthen learning ecosystems –and ultimately contribute to achieving more prosperous societies. We ask for your help broadcasting these success stories and hope they will help investors, entrepreneurs, and policy makers identify, learn from, and scale innovations that will greatly impact the region.

Benigno López Benítez

Vice President for Sectors and Knowledge,
Inter-American Development Bank (IDB)





About the collaboration between IDB and J.P. Morgan

Now more than ever, business has a responsibility to step up and help solve pressing challenges around the world. An economy that is equitable and works for more people, especially those who have been underserved for decades, is good for the communities we serve, our employees and our business. This conviction is reflected in how J.P. Morgan does business every day.

The firm is committed to help build an inclusive global economy. It is making data-driven business and philanthropic investments and helping clients, customers and communities across global areas where it is uniquely positioned to drive impact and help provide equitable access to opportunity: jobs & skills, small business and financial health.

This regional partnership with IDB to promote 21st Century Skills is part of the firm's commitment to invest \$350 million over 5 years to prepare people for the future of work: <https://www.jpmorganchase.com/impact/our-approach/jobs-and-skills>

Disclaimer: While this report has been supported by the J.P. Morgan Foundation, the contents and opinions in this paper are those of the authors alone and do not necessarily reflect the views of the J.P. Morgan Foundation, J.P. Morgan & Co., or any of its affiliates.

An economy that is equitable
and works for more people,
especially those who have been
underserved for decades,
is good for the communities we serve,
our employees and our business.

NEW SKILLS AT WORK
J.P.Morgan



Foreword from HundrED

Since 2016, HundrED has selected over 350 highly impactful and scalable education innovations to our Global Collections and Spotlights. Our Collections have attracted over 2,100 innovators to share their work on hundred.org and apply to be selected and featured. While we have innovators submitting their work from over 150 countries, we generally get higher submission rates from both areas with higher English proficiency and better internet connectivity. As a result, we have a much better understanding of the breadth of amazing education innovations in some regions than we do in others. Latin America and the Caribbean was one of the regions where we had been deeply interested in but unable to get significant submissions out of.

Going into 2019 it was one of our biggest priorities to find a partner to collaborate with on a Spotlight to learn more about the incredible innovation coming from Latin America and the Caribbean. It is such a diverse and culturally rich area that accounts for over 200 million of the world's school age children, or over 30% of the total population in the region. That presents an incredible opportunity, but also a significant mandate to provide quality education for all children with skills relevant for their future lives and careers.

We were excited to be invited to speak in October 2019 at the Inter-American Development Bank (IDB) conference "The Future is Now: Transversal skills in Latin America and the Caribbean in the 21st Century" and contribute our perspective to

At HundrED, our mission
is to improve education
through impactful innovations.

the conversation. It was there in Panama where I got a chance to meet the IDB team and witness their passion and energy for addressing the education mandate in the region. Soon after, we began exploring how we could work together to accelerate the pace of improvement in education in Latin America and the Caribbean. At the time we had already worked with several regional foundations and global funders, but we were elated at our first chance to work with a development bank in IDB.

Together we launched the Spotlight on July 15, 2020 in English, Spanish, and Portuguese with a lot of excitement from around the region and high hopes for the number of innovators that would submit their work. In all of our projects, we work closely with our global community to help spread the word and drive submissions. Fortunately for us, we had just selected an amazing group of HundrED Country Leads, 4 of which live in Latin American countries. They produced and hosted separate webinars in their native languages for Brazil, Chile, Mexico & Venezuela, and Colombia to drive interest in the Spotlight.

Having the contextual understanding, cultural considerations, language proficiency, and education expertise to host meaningful and impactful events both driving critical dialogue as well as interest in the Spotlight was crucial to a successful submission period. We are very grateful for their contribution and leadership, and we will continue to integrate these types of events in future regional Spotlights. All of this amaz-

ing effort resulted in submissions that exceeded even our greatest expectations. We have received more submissions, in 3 languages, and amazing quality of work.

At HundrED, our mission is to improve education through impactful innovations. In practice, we identify impactful and scalable education innovations and help them spread. This report covers our Spotlight process, our findings, and most importantly the innovators we selected. With this publication, videos of the innovators, and promotion of their work throughout Latin America and the Caribbean, we hope to help them spread and create lasting change for education systems and the students they benefit.

Danny Gilliland

Head of Growth,
HundrED





Introduction

There is a wealth of conversation around the world today on the future of the workplace and the skills required for children to thrive in that future. Most everyone can agree that the schools of today are not effectively preparing children for that workforce, but it's much more difficult to predict what it will actually look like. Instead perhaps we should be focusing on outlining a few key principles that will help people thrive in life no matter what happens. Without certain core abilities, even extreme knowledge or job-specific skills will not be worth much in the long run.

To address these issues, HundrED and the Inter-American Development Bank (IDB) conducted this Spotlight project with the goal of identifying and researching leading innovations that focus on 21st Century Skills in Latin America and the Caribbean.

PURPOSE & AIM

The purpose of this project is to shine a spotlight, and make globally visible, leading education innovations from Latin America and the Caribbean doing exceptional work on developing 21st Century Skills for all students, teachers, and leaders in schools today. The main aims of this Spotlight are to:

- Discover the leading innovations cultivating 21st century skills in students globally (Chapter 3 and 4).

- Understand how schools or organizations can implement these innovations (Chapter 1, 2 and 4).
- Gain insight into any required social or economic conditions for these innovations to be effectively introduced into a learning context (Chapter 1, 2, and 4).
- Celebrate and broadcast these innovations to help them spread to new countries (Chapter 4 and 5).

FIVE CHAPTERS MAKE UP THIS REPORT

Chapter 1 – Background: Written by IDB, the background chapter sets the stage on the general state of 21st Century Skills education in Latin America and the Caribbean.

Chapter 2 – Visions for the Future: A collection of voices from current students, teachers, and education leaders from different countries in Latin America and the Caribbean is presented to showcase a diverse range of perspectives on what is needed to foster 21st Century Skills in Latin America and the Caribbean.

Chapter 3 – Methodology: An overview of the methodology for selecting and reviewing the spotlighted innovations.

Chapter 4 – Selected Innovations: Each selected innovation with a sample of their review data is presented. Information to find out more is also included.

Chapter 5 – Concluding Remarks: A summary of the findings of this research project is brought together in the chapter. Finally, we ask “What happens next?” with our proactive plans for fostering 21st Century Skills with the results here beyond this report.

INTER-AMERICAN DEVELOPMENT BANK (IDB)

The IDB works to improve lives in Latin America and the Caribbean. Through financial and technical support for countries working to reduce poverty and inequality, IDB helps improve health and education, and advance infrastructure. Their aim is to achieve development in a sustainable, climate-friendly way. With a history dating back to 1959, today IDB is a leading source of development financing for Latin America and the Caribbean. IDB provides loans, grants, and technical assistance; and conducts extensive research. IDB maintains a strong commitment to achiev-

ing measurable results and the highest standards of integrity, transparency, and accountability.

The IDB prioritizes social inclusion and equality; productivity and innovation; and regional economic integration in its development work across Latin America and the Caribbean. In doing so, it addresses the cross-cutting issues of gender equality and diversity; climate change and environmental sustainability; and institutional capacity and the rule of law. Learn more about IDB's [Vision 2025](#)^{*}.

HUNDRED

Finland based, not-for-profit, HundrED, discovers, researches and shares inspiring innovations in K12 education. Their goal is to help improve education and foster a movement through encouraging impactful and scalable innovations to spread, mindful of context, across the world. HundrED Spotlights create unique opportunities for both educational professionals and independent organisers of the Spotlight to gain a thorough insight into the education innovations taking place in either a specific area of education, like literacy or sustainability, or within a certain geographic location, for example, India or London. For each Spotlight, we select the brightest education innovations, which then undergo a thorough study by our Research Team and an expert Advisory Board. HundrED Spotlights are organised with partner organisations, who help from their area of expertise.

^{*} <https://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=EZSHARE-328957462-88>

The purpose of this Spotlight is to highlight leading education innovations doing exceptional work on developing 21st Century Skills in Latin America and the Caribbean.

HundrED's Mission

INTRODUCTION

The world of education is full of inspiring innovations, yet they struggle to spread beyond their immediate environments. This is why we exist. Our mission is to help every child flourish in life by giving them access to the best possible education innovations.

Since 2016, HundrED has been conducting rigorous research in all continents, selecting 100 inspiring innovations annually and sharing our Global Collections with the world, for free. All of the insights and selected innovations are documented, packaged and available to global educators through our website and yearbooks.

HundrED's 21st Century Skills Manifesto

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 in the modern world, children must develop 21st Century skills.

21st Century Skills are crucial to solving problems in the future. We believe that every child needs to and can develop these skills, not only to cultivate desirable career attributes (e.g. STEAM and design thinking), but also for their holistic development (e.g. developing the confidence to express oneself authentically).

Teachers also need to develop their 21st Century skills if they are to build and manage effective learning environments. And we need ways to develop leadership that creates and supports a vision for 21st Century Skill development at every level of our education system.

To make this happen, we believe we need to help ambitious, impactful and scalable education innovations that are already effective in many contexts.

At HundrED, we have found that the world of education is full of hard-working innovators who are making this happen every day. Our mission is to help their impactful innovations to improve education globally.

Theory of Change

To have the world's leading expertise on scalable education innovations

To change the global education mindset to be solution-oriented

To match practical innovations with local needs around the world

To accelerate the pace of change through impactful connections

To build an active global community of education changemakers

To help every child flourish in life, no matter what happens



Background

Author

Mercedes Mateo Diaz,
Chief of Education
at the Inter-American
Development Bank (IDB)



A skills-based approach to recover education and improve opportunities for the next generation

WHAT ARE 21ST-CENTURY SKILLS?

When we analyze the life paths of people who have made history with their achievements, it is easy to identify some common elements in their way of understanding and dealing with life. Athletes like Rafael Nadal or Serena Williams; scientists like Marie Curie or Albert Einstein; artists like Leonard Bernstein or Frida Kahlo; politicians and activists such as Winston Churchill, Nelson Mandela, Malala Yousafzai—all of them share some traits that make them exceptional. They are extraordinary people with high levels of specific sets of skills such as motivation, perseverance, a will to improve and determination to pursue their vision and dreams. They share a creativity with which they face life and work. They have the ability to solve problems, adapt, be aware of their strengths and limitations and a capacity to question things.

The term “21st-Century Skills” refers to skills that help people to build a structure of productive and healthy lives (that is why they are also called transversal or foundational skills). Such skills help people, at any age, to live in and adapt to an increas-

ingly changing world. They include digital skills (such as computational thinking); advanced cognitive skills (such as critical thinking or problem-solving); skills related to executive function (such as self-regulation and metacognition, which have a dynamic relationship with cognitive skills), and socio-emotional skills (such as self-esteem, perseverance, or empathy). Such skills never grow obsolete and are suitable for many jobs and life situations (Mateo Díaz & Rucci, 2019)¹.



Our ability to master those skills can make a difference in our economic performance, both as individuals and as societies in terms of our collective capacity to prosper, innovate, and raise responsible and active citizens to face 21st-century challenges. That is why the InterAmerican Development Bank launched the regional initiative for 21st-Century Skills in Latin America and the Caribbean in October 2019. The IDB joined forces with HundrED and more than 40 public- and private-sector actors to support a new generation of education and training policies and programs that can provide quality and inclusive education in the region. Back in 2019, our message was clear: The future is now – and with it comes the urgent need to transform education and strengthen the development of life skills that people need to respond and adapt to rapid changes. We never imagined that five months later, this message would be even more relevant than ever due to the COVID-19 pandemic.

IMPORTANCE

Today, technology is everywhere: automated processes, robots, and platforms operated by algorithms, to name a few. This is not necessarily a threat: we can take advantage of the digital revolution and turn it into an opportunity to improve equality and level the playing field for the generations to come. For that, we need to invest in talent – not only more, but in a more targeted and relevant way that effectively connects skills with the needs of the industry and 21st century societies.

DEALING WITH UNCERTAINTY

21st-century skills have received different names, one of the most common being soft skills. We refer to them as #skills21 not because they are new, but because of the importance they have gained today. At a time of constant transformation in which accelerated changes are reshaping the social, economic, and political order, we need new ways to train individuals and craft good citizens. This new world – and now COVID-19 – has made this statement even more relevant. We need people who persevere, who are flexible, creative, empathic, curious, and eager to adapt and learn in uncertain environments.

The IDB joined forces with HundrED and more than 40 public- and private-sector actors to support a new generation of education and training policies and programs that can provide quality and inclusive education in the region.



CONNECTING THE NEEDS OF THE INDUSTRY WITH EDUCATION

There is a growing body of evidence showing the increased importance of 21st-century skills in the labor market. We can't compete with robots in solving equations or analyzing data, but we can focus on those skills for which they can't compete with us. Harvard professor [David J. Deming](#)² explains how "non-routine interaction is at the heart of human advantage over machines". His work finds that, between 1980 and 2012, social skill-intensive occupations grew by 11.8 percentage points as a share of all jobs in the US economy, and wages for high-math and high-social-skills occupations grew four times more than high-math and low-social-skill wages (5.9% versus 26%) for the same period. This [IDB study](#)³ based on LinkedIn data shows that, in a changing labor market, tech-related occupations and advanced [digital skills](#)⁴ are on the rise together with people-centric roles.

IMPROVING CHANCES TO SUCCEED IN LIFE

In 2012, Nobel Laureates [James Heckman](#) and [Tim Kautz](#)⁵ spoke about the importance of soft skills like perseverance, sociability, and curiosity in predicting success in life. This is not the only study that speaks to the connection between these skills and other life outcomes. An increasing body of evidence associates the socio-emotional development of individuals with school engagement, academic and work performance ([Duckworth & Seligman, 2005](#)⁶; [Duckworth et al, 2007](#)⁷; [Durlak et al., 2011](#)⁸; [Heckman & Kautz, 2013](#)⁹; [OECD, 2015](#)¹⁰) and other positive effects on individual and collective well-being, such as better health and a reduction of violent and criminal behaviors ([Brookings, 2015](#)¹¹; [Case & Deaton, 2017](#)¹²; [Chernyshenko, Kankaras & Drasgow, 2018](#)¹³; [Durlak, Dymnicki, Schellinger & Weissberg, 2011](#)¹⁴; [World Economic Forum, 2016](#)¹⁵; [Heckman & Kautz, 2012](#); [Heckman & Rubinstein, 2001](#)¹⁶; [Herrera et al., 2015](#)¹⁷; [OECD, 2015](#)¹⁸).

There is a growing body of evidence showing the increased importance of 21st-century skills in the labor market.

INVESTING SMART IN OUR HUMAN CAPITAL

To compete, innovate, and prosper, the region needs today: (i) to modernize its industries, (ii) to upgrade the tasks that people perform and (iii) to “robot-proof” people by training them with the skills they need to perform those tasks. We need to skill, reskill and upskill people. Train, educate, develop the skills that make us humans, that cannot be automated – those are the #skills21. The solution is simple. Its implementation is not. This is why we are working to identify solutions that are effective and scalable, with a specific focus on equality.

STATE OF 21ST CENTURY SKILLS IN K12 EDUCATION IN LATIN AMERICA & THE CARIBBEAN

In a world with an urgent need for more high-skilled individuals who bring value not just to economic transactions but also to social interactions, the region faces important challenges in the way it develops its human capital. On average, 60% of the region's students don't finish secondary education, and don't learn the cognitive and 21st century skills they need (Bos et al., 2017¹⁹). This situation has further deteriorated during the pandemic. Moreover, there are important socio-economic and gender divides. If we look for example at digital skills, Latin America and the Caribbean region has a relatively small gender digital gap in access to TECH (smart-phones and internet). But women tend to use technology primarily to communicate with others, while men use it for productive and work-related activities. Why? Women feel less prepared for the jobs of the future and are less familiar with how to generate income through digital platforms, in part because of the lack of digital skills (Aguero et al., 2020²⁰).

How are 21st-century skills being incorporated into the countries' educational curricula? In Latin America and the Caribbean, the situation is heterogeneous: the curricular governance capacity is very diverse and changes across countries. The same is true for their regulatory frameworks.

DIFFERENT STAGES OF ADOPTION OF #SKILLS21 IN LATIN AMERICA AND THE CARIBBEAN EDUCATION SYSTEMS

In a recent study we conducted, countries showed different levels of 21st century skills adoption by type of skills²¹. In general, digital skills have had the greatest impact on recent curricular reforms. They have been present for some time in the curricular frameworks of countries such as Chile, Panama, or Argentina, which have already introduced the subject of robotics and programming in all compulsory education.



Figure 3. A sample of 21st-century skills programs in public education systems in the region

In parallel, but without reaching the penetration level of digital skills, there is also a trend towards the valorization of socio-emotional skills within the educational curriculum. As for their place in the curricula, similar to digital skills, there is not a specific pattern in the region. They are incorporated either with a transversal approach (e.g., Guatemala, Uruguay) or with a specific focus (e.g., El Salvador, Mexico). Regarding citizenship skills, all regulatory frameworks mention the importance of promoting values and skills related to citizenship training.

PROGRAMS EMERGE SOMETIMES AS ALTERNATIVES TO MORE AMBITIOUS POLICY REFORMS

In addition to educational policies, there is also a multitude of programs that have incorporated 21st-century skills. A sample of programs can be found in the infographic. Overall, these programs are more agile and flexible mechanisms than traditional curricular policy channels. But they are also more fragile in their permanence over time and limited in their scale.

MAJOR CHALLENGES OF IMPLEMENTATION

What are the main implementation challenges we face? If we take a closer look at those countries that have successfully integrated innovation and technology into their education systems, we can identify some critical issues that reformers and policymakers need to bear in mind.

Introducing a 21st-century skills approach in the school curriculum requires a **profound change in pedagogical perspective**. Transforming education is about adopting a new vision and making the systems more flexible and adaptable to new circumstances. Curricular changes require a sophisticated capacity to interact with the beliefs and capacities of the educational system to penetrate teaching practices.

Very often, the influence of the State in what happens at the micro level within schools is limited. Transforming education is a collective effort that involves **all actors and stakeholders that play a role in the educational system**. Curricular policy is not a top-down exercise. To succeed, these reforms will require the efforts of all members of the educational community: policymakers, school administration, students, teachers, and parents, as well as the private sector and civil society organizations. It will also require adapting the institutional architecture to new needs and to evaluate and monitor progress, collecting evidence to verify its impact on learning and to adjust the curricular content and the use of technology in teaching and learning practices²² (Mateo Díaz & Lee, 2020).

IDB is now focusing on Vision 2025 to turn the crisis into an opportunity for the region by prioritizing investments to strengthen integration and supply chains, digitalization, gender equality, small and mid-size businesses, and address climate change.

ENABLING ENVIRONMENTS

The introduction of 21st-century skills in teaching and learning processes is a complex task that depends on many factors: external pressures on the educational system (fiscal, economic, social, political and cultural); the allocated resources combined with the institutional capacity and competence of governments and educational organizations at the national and sub-national level; and the capacity of adaptation of the actors in the system to innovate and adjust to these changes, which in turn depends on their level of autonomy, their training, etc. (Rivas & Barrenechea, 2021²³).

To drive a successful reform, policymakers must carefully analyze the strengths and weaknesses of their educational systems, define the direction they want to take, and set specific goals so that all actions point in the same direction. The vision must be ambitious, but also realistic, and it must permeate all actors in the system (Mateo Díaz & Lee, 2020²⁴).

We recognize that there is not one, but many actors that have a special role to play in our educational system's transformation. With that, governments need to have a very clear idea of their starting points and know their assets. This is precisely one of the important contributions of this Spotlight. The innovations showcased here



Figure 4. Curricular change is more likely to succeed when the following factors are combined (Rivas & Barrenechea, 2021 forthcoming).

are currently helping to generate spaces where children and youth come to learn together and develop skills that will help them thrive in life. During the months behind this collective effort, we found that today over 350 initiatives throughout the Latin-American and Caribbean region are working hard to provide opportunities for our future generations, and to create innovative solutions that are impacting the local communities they serve.

The IDB 21st Century Skills Initiative will continue to prioritize programs related to the coordination of policies and solutions at the regional level to address and mitigate the combined consequences of structural inequality and COVID-19 in Latin America and the Caribbean. IDB is now focusing on Vision 2025 to turn the crisis into an opportunity for the region. As part of this Vision 2025, we will be prioritizing investments to strengthen integration and supply chains, digitalization, gender equality, small and mid-size businesses, and address climate change. Each area will be key to ensuring that the region recovers robustly and sustainably – and, by developing talent and #skills21, will be a central part of it.

We found that today over 350 initiatives throughout the Latin-American and Caribbean region are working hard to provide opportunities for our future generations, and to create innovative solutions.

Collection of Voices

Education systems also need to consider and integrate visions of change by those at a local grassroots level, for example: current leaders in schools and other organisations, teachers, and students from a diverse range of contexts.

In an effort to provide a small degree of perspective on this, we asked a number of education leaders, teachers, and students from all over the world two questions:

1. What would be at the top of your list to change education so that 21st Century Skills is cultivated effectively in schools in LAC & the Caribbean? Why?
2. What do you see as the biggest barriers to transform education and how can we best overcome this?

In the following pages are their answers:



Educators



1

IVONNE BLANCO / Venezuela
School Principal /
Institutos Educacionales Asociados (IEA)

Q1 The educational system changes accompanied with teachers training. By keeping the former way of working in our schools, we cannot effectively cultivate the development of 21st Century Skills.

Q2 The lack of governmental policies to implement curricular changes and the inclusion of a wider range of population to formal education in well-equipped schools.



2

PAULO ROBERTO MAGALHÃES / Brazil
Elementary and High School Geography Teacher /
Municipal School of Elementary Education
Duque de Caxias. Municipal Secretary
of Education of São Paulo

Q1 Investment in technology is made necessary so that we can achieve sustainability goals for new generations.

Q2 The biggest barriers we encounter are access to new technologies and we could overcome them through these investments in schools in LAC and the Caribbean.



3

MIGUEL ÁNGEL HERRERA VIVAR / Ecuador
Head of Training /
Enseña Ecuador

Q1 We, as LAC educators, must not only “teach” but develop in ourselves these 21st Century skills, so our students will be more able to learn from our example rather than from our speech.

Q2 Our fixed mindsets are invisible and dangerous, because they can stop us from transforming our own leadership and educational practice. We must identify them and take actions to lead the change we want to see in our schools.



4

MICHELLE COX / Barbados
Coordinator, Associate Degree in Theatre Arts /
Barbados Community College

Q1 I believe that the systems of measurement and assessment in our schools needs to be changed so that there can be a more child-centred approach, integrating 21st Century Skills.

Q2 The biggest barrier is that some countries still hold on to a colonial system of education which was designed to produce good workers rather than independent, critical thinkers.



Leaders



5

FRANCISCO RUIZ / Chile
Country Manager / Fundación Forge Chile

Q1 Strengthen relationships within the educational community is key. Creating close and respectful ties, without which no profound change can occur. This builds the foundation for skill development: confidence and self-esteem.

Q2 The tendency to confine educational experience to the school, reducing its scope and subtracting essential stakeholders' contribution such as parents. We must promote the integration of the school into the community.



7

ALESSIA ZUCCHETTI / Uruguay
Projects and Research Coordinator / Ceibal Foundation

Q1 At the top of my list are the institutional structures of mandatory and mainstream education systems, because they cannot respond effectively to current and future learning needs.

Q2 The rigid structures of education systems. This could be addressed by promoting systems innovation, flexible approaches, teacher's autonomy and developing a foundation on basic and advanced skills in learning.



6

CAMILA MOLINOS IRAGORRI / Colombia
Independent consultant

Q1 I would include the 21st Century Skills in the state tests to create an incentive for schools to include these skills in their educational priorities.

Q2 The role of educators is not valued as it should. Hence, we should upraise it so they can have more incentives to be more disruptive and innovative professionals.

Students



8

ARIANA CRISTINA FERNANDA DONGO RAMOS / Peru
Sociology Student / Pontificia Universidad Católica del Perú

Q1 To stop trying to make students memorize information and instead start helping them find their own path while encouraging them to advocate for change in the world.

Q2 Many students live in remote areas, so they cannot receive a quality education. If existed a free global educational network that reach all corners of the world, everyone would get educated.



9

DANIELA GÓMEZ LEAL SÁNCHEZ / Mexico
Student of Engineering in Sustainable Development / Tecnológico de Monterrey

Q1 Incorporating socioemotional education from early stages is crucial to transform education because that is the foundation for 21st Century Skills to be cultivated, ultimately both of these are "real world tools".

Q2 Firstly, accessibility because poverty keeps many children out of the spectrum and, secondly, the alignment of the multiple actors that are part of the educational system, we need them all to move in the same direction, with a common goal: learning.

Incorporating socioemotional education from early stages is crucial to transform education because that is the foundation for 21st Century Skills.

Methodology

Inspired from Everett M. Rogers book *Diffusion of Innovations* (2003), 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).”

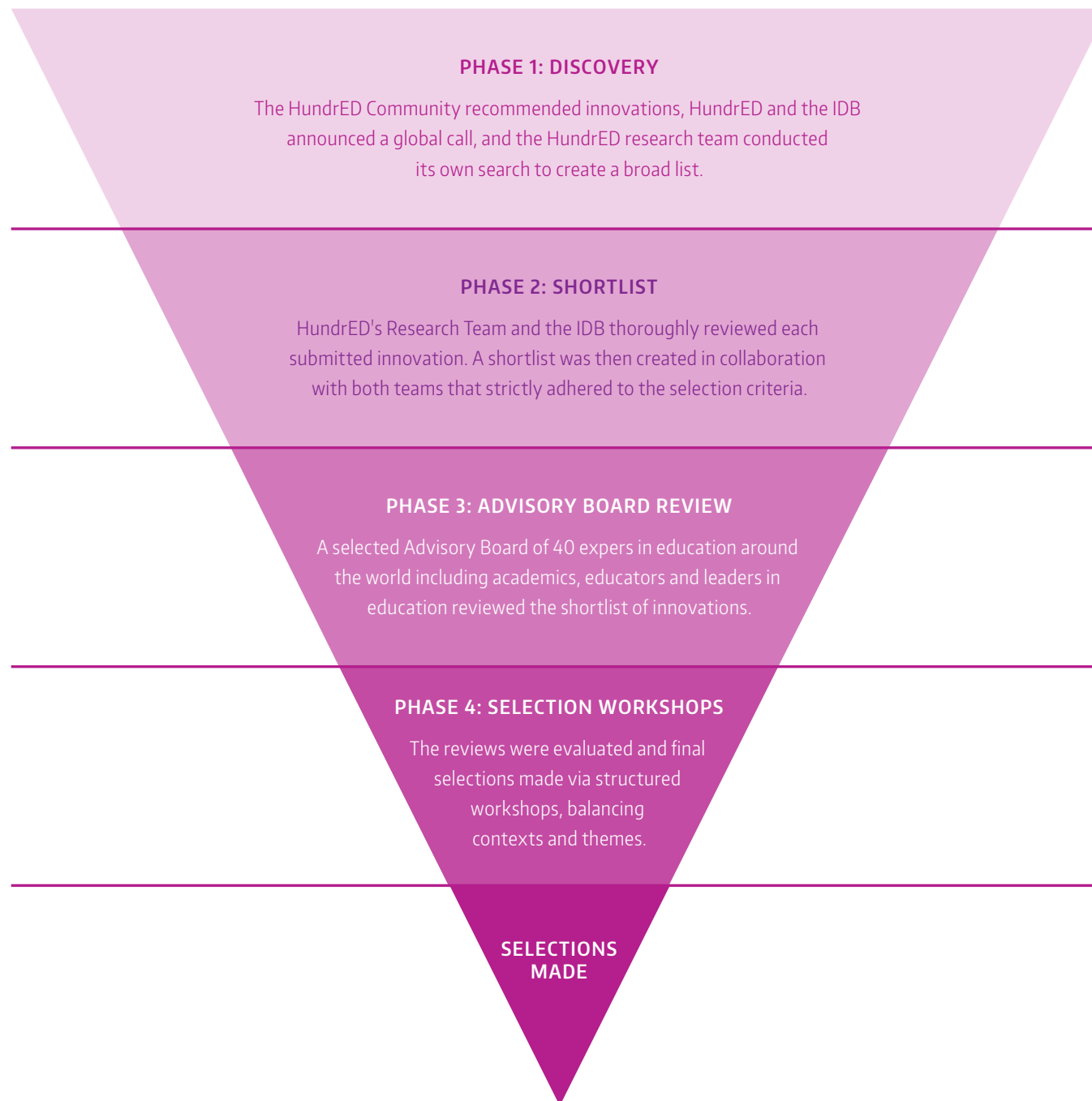


Figure 5. How we find and select innovations.

PHASE 1 – DISCOVERY

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

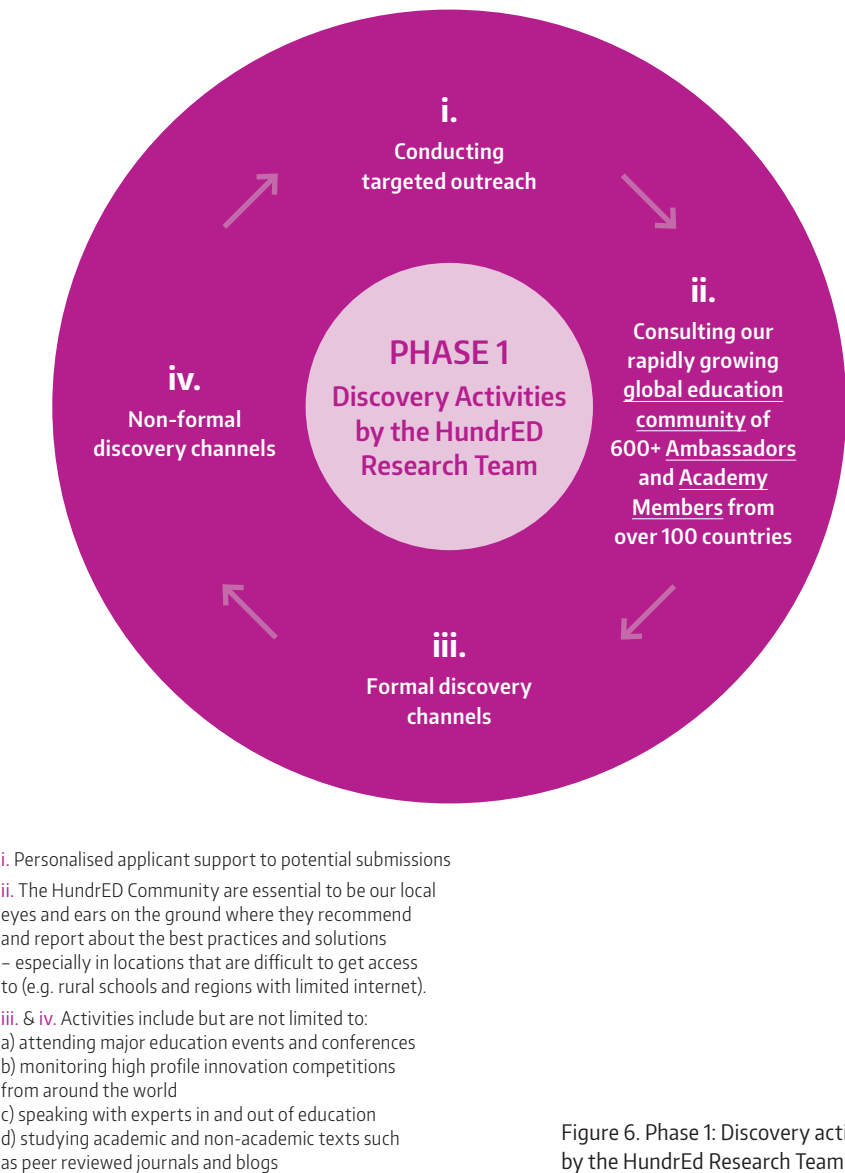


Figure 6. Phase 1: Discovery activities by the HundrEd Research Team.

PHASE 2 – SHORTLIST

Is where HundrED’s Research Team and IDB thoroughly reviewed each innovation. To be selected for the shortlist, each innovation must have shown evidence for impact and scalability using the following definitions:

Impact: Evaluated as a valuable improvement within the innovation’s context. All innovations must have at-least 1-year of being implemented with its 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.

PHASE 3 – ADVISORY BOARD REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. The Advisory Board for this Spotlight consisted of 67 bilingual experts in education including current: academics, innovators, teachers, students and leaders (see Appendix A). They reviewed the shortlist of innovations over a two week period in January 2021.

The selection process of the Advisory Board was conducted carefully by both HundrED and IDB. We ensured they supported HundrED’s mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education that can offer a valuable perspective on promoting 21st Century Skills in Latin America and the Caribbean. **Please see Appendix A to see who was in the Advisory Board.**

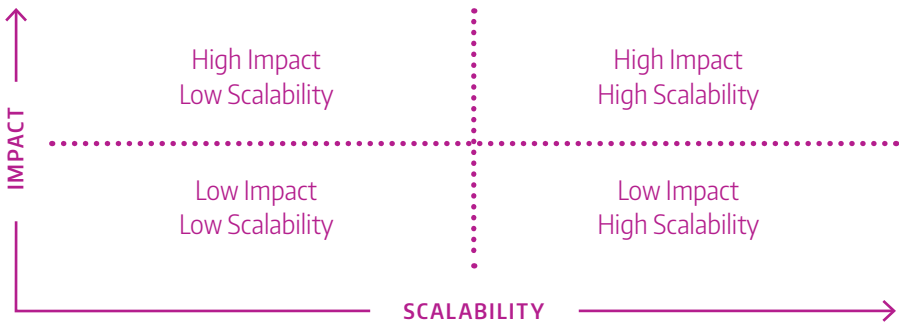


Figure 7. The Advisory Board 3-step review tool.

Step 1: The factors of impact and scalability were plotted on a graph by each Advisory Board Member using HundrED's evaluation tool, which is divided into four quadrants. We were looking for innovations that the majority of Advisory Board members considered to be highly impactful and scalable in the top right quadrant.

The shortlist contained 69 innovations that were split in three different batches and reviewed by the Advisory Board. The plots on the graphs below represent a review for all the shortlisted innovations in this Spotlight by the three groups of experts.

The plots on the graphs below represent a review for all the shortlisted innovations in this Spotlight.

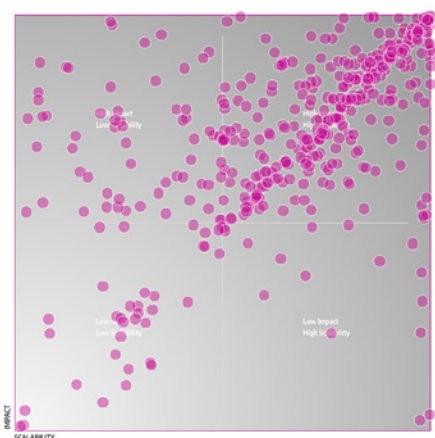


Figure 8. First batch of 462 reviews by 24 Advisory Board Members

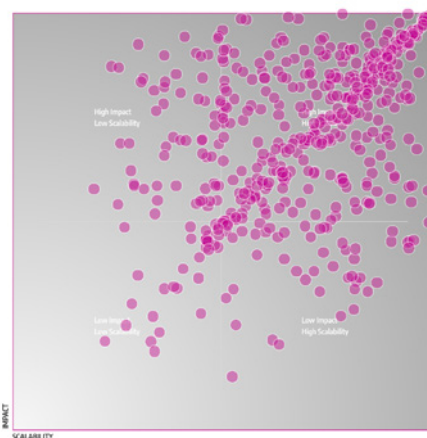


Figure 9. Second batch of 499 reviews by 22 Advisory Board Members

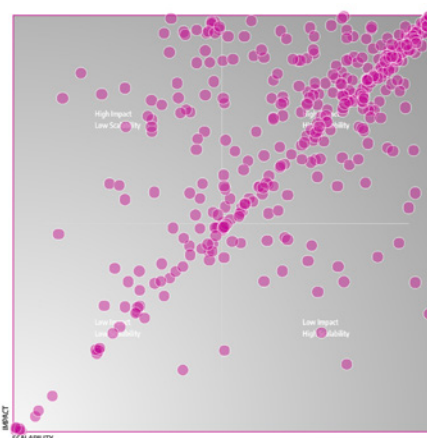


Figure 10. Third batch of 426 reviews by 21 Advisory Board Members

Step 2: Each reviewer also provided specific comments about each innovation that explained their evaluation on our mapping tool.

Step 3: Finally, they recommended if each shortlisted innovation should be selected by selecting **Yes**, **No**, or **Maybe**.

PHASE 4 – SELECTION WORKSHOPS

All shortlisted innovations reviewed by the Advisory Board and were ranked from most favourable responses to the least. Any critical comments were seriously considered first as to whether the innovation should be excluded from the selection process (e.g. the innovation materials may promote ineffective pedagogy).

In Phase 4, the HundrED Research Team and IDB participated in a three-part structured workshop where they selected the innovations to be highlighted in this Spotlight. The challenge in this phase was achieving a balance of approaches and contexts in the final collection.

In both workshops, we considered the Advisory Board reviews while aiming to cover a diverse range of: (a) effective approaches to promoting 21st Century Skills in Latin America and the Caribbean, (b) age levels, (c) target groups (e.g. educators, parents, and students), and (d) educational contexts and geographical spread.

The Advisory Board for this Spotlight consisted of 67 bilingual experts in education from Latin America and the Caribbean.



Findings

OVERVIEW OF SUBMITTED INNOVATIONS

384 innovations founded in 16 different countries were submitted to this Spotlight.

21st century skills help individuals of all ages to reinvent themselves throughout life, adapt to changing and diverse circumstances, and identify opportunities for growth amid differences. What are these skills? According to IDB^{25, 26}, the most important 21st century skills to foster in 2021 are adaptability, collaboration, communication, creativity, critical thinking, digital, empathy, entrepreneurship, ethics, global citizenship, growth mindset, leadership, learnability, mindfulness, motivation, perseverance, problem solving, resilience, self-awareness and self-regulation. These skills can be fostered through different initiatives such as digital, art, behavioural science, citizenship, entrepreneurship, mindfulness and sports programs. This list of skills and programs were carefully categorized during the review process and were used to analyse the 68 shortlisted innovations for this Spotlight.

384 innovations founded
in 16 different countries were
submitted to this Spotlight.

Selected Innovations

The final selection of innovations have:

- been established from 1997 to 2017
- spread from 1 to 18 countries
- a range from 236 to 10000000 total users.

1. Academias Ciencia Joven / ACJ, Chile
2. aeioTU Educational Experience, Colombia
3. Anseye Pou Ayiti (APA), Haiti
4. Caixa de Ferramentas Jovem (Youth2Youth – CxFY2Y), Brazil
5. Cámara Mágica Foundation, Chile
6. Creating Together by By Kids to Kids, Brazil
7. Education for Sharing (E4S), Mexico
8. Fundación Mustakis, Chile
9. La Aldea: Stories to stay at home – www.Laaldea.co, Colombia
10. MAIA Impact School, Guatemala
11. Nube Lab, Chile
12. Puentes Educativos, Chile
13. Self-sustaining School Model, Paraguay
14. SERES, Guatemala
15. To be a Leader Project, Colombia





Innovations Categorized by 21st Century Skills

COUNTRIES OF SELECTED INNOVATIONS

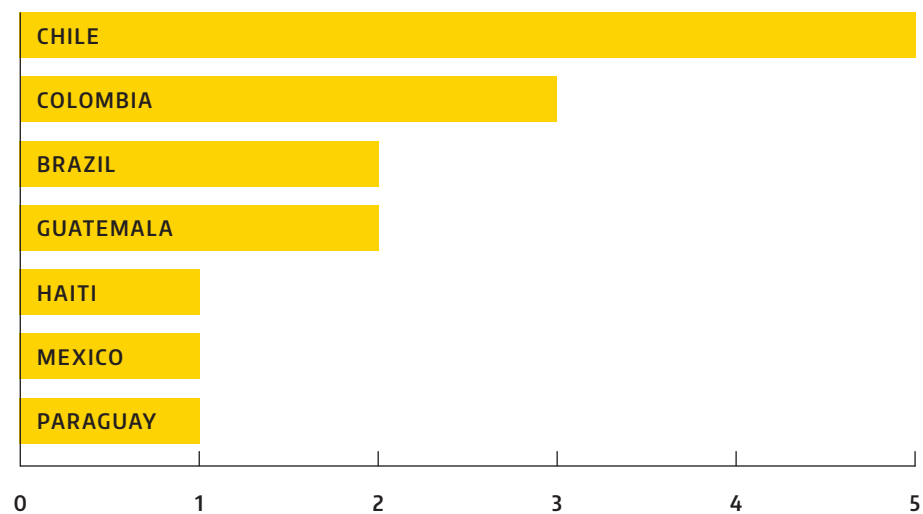


Figure 11. Selected innovations represent 7 different countries in Latin America and the Caribbean.

YEAR SELECTED INNOVATIONS WERE FIRST ESTABLISHED

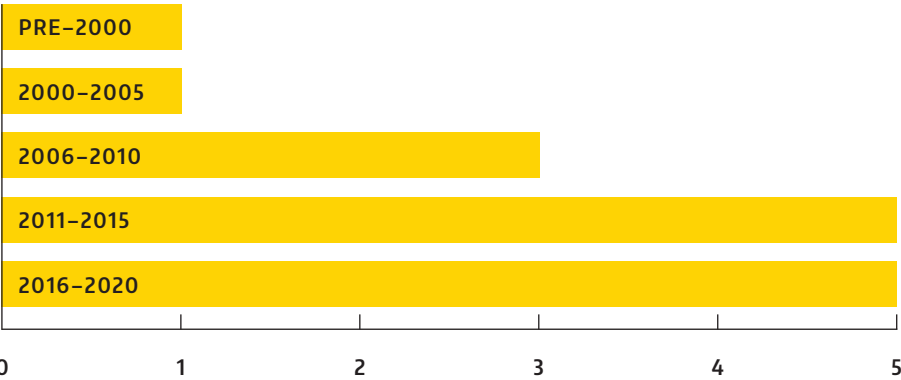


Figure 12. Years in which selected innovations were first established. They have been operating for as little as 1 year and as many as 24.

PROGRAM TYPE

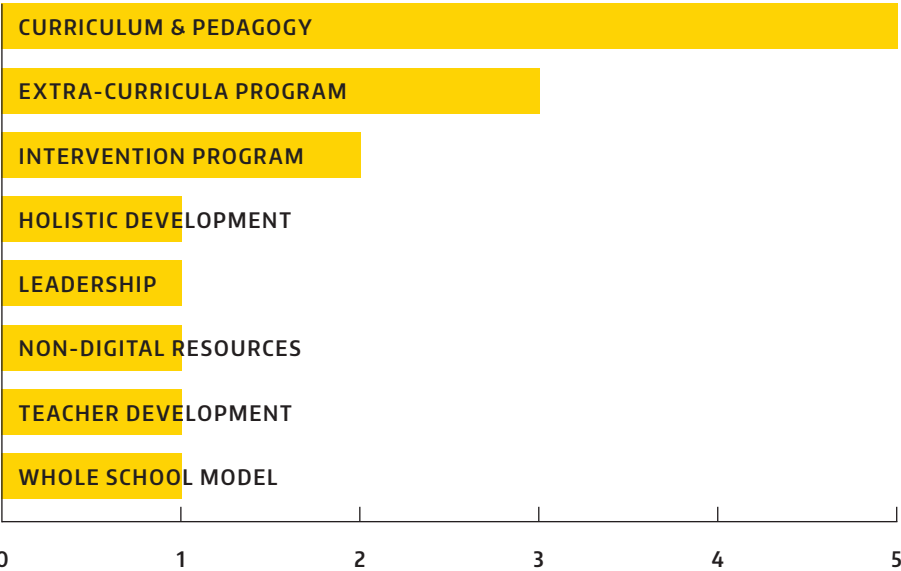


Figure 13. Program type of selected innovations. From the 15 innovations, 5 deliver innovative curriculums, 3 have extra-curricular, 2 offer intervention programs, and the other 5 range from whole school models to teacher development.

SELECTED INNOVATIONS CATEGORIZED BY 21ST CENTURY SKILLS AND PROGRAMS

Skills	Number of innovations	Programs	Number of innovations
Adaptability	15	Digital	5
Collaboration	15	Art	6
Communication	15	Behavioural Science	4
Creativity	13	Citizenship	15
Critical Thinking	15	Entrepreneurship	11
Digital	6	Mindfulness	3
Empathy	14	Sports	2
Entrepreneurship	13		
Ethics	14		
Global Citizenship	15		
Growth Mindset	15		
Leadership	14		
Learnability	14		
Mindfulness	3		
Motivation	15		
Perseverance	15		
Problem solving	12		
Resilience	13		
Self-awareness	13		
Self-regulation	12		

Table 1. IDB 21st Century Skills Categories²⁷ and Types of Programs²⁸ of the Selected Innovations

ORGANIZATION TYPE OF SELECTED INNOVATIONS

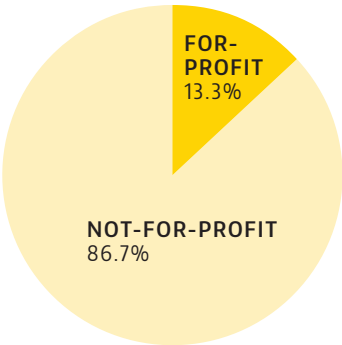


Figure 14. Organization type of selected innovations. 13 selected innovations are non-for-profit and 2 are for-profit.

Skills & Programs	Academias Ciencia Joven / ACJ	aeioTU Educational Experience	Anseye Pou Ayiti (APA)	Caixa de Ferramentas Jovem (Youth 2Youth – CxFY2Y)	Cámara Mágica Foundation	Creating Together by By Kids to Kids	Education for Sharing (E4S)	Fundación Mustakis
Skills								
Adaptability	✓	✓	✓	✓	✓	✓	✓	✓
Collaboration	✓	✓	✓	✓	✓	✓	✓	✓
Communication	✓	✓	✓	✓	✓	✓	✓	✓
Creativity	✓	✓	✓		✓	✓	✓	✓
Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓
Digital	✓					✓		✓
Empathy	✓	✓	✓	✓	✓		✓	✓
Entrepreneurship	✓	✓	✓		✓	✓	✓	✓
Ethics	✓	✓	✓	✓	✓		✓	✓
Global Citizenship	✓	✓	✓	✓	✓	✓	✓	✓
Growth Mindset	✓	✓	✓	✓	✓	✓	✓	✓
Leadership	✓	✓	✓	✓	✓	✓	✓	✓
Learnability	✓	✓	✓		✓	✓	✓	✓
Mindfulness		✓		✓				
Motivation	✓	✓	✓	✓	✓	✓	✓	✓
Perseverance	✓	✓	✓	✓	✓	✓	✓	✓
Problem solving	✓	✓	✓	✓			✓	✓
Resilience		✓	✓	✓	✓		✓	✓
Self-awareness		✓	✓	✓	✓		✓	✓
Self-regulation		✓	✓	✓			✓	✓
Programs								
Digital	✓					✓		✓
Art					✓	✓		✓
Behavioural Science		✓		✓			✓	
Citizenship	✓	✓	✓	✓	✓	✓	✓	✓
Entrepreneurship	✓		✓		✓	✓		✓
Mindfulness		✓		✓				
Sports							✓	✓

Skills & Programs	La Aldea: Stories to stay at home – www.Laaldea.co	MAIA Impact School	Nube Lab	Puentes Educativos	Self-sustaining School Model	SERES	To be a Leader Project
Skills							
Adaptability	✓	✓	✓	✓	✓	✓	✓
Collaboration	✓	✓	✓	✓	✓	✓	✓
Communication	✓	✓	✓	✓	✓	✓	✓
Creativity	✓	✓	✓	✓		✓	✓
Critical Thinking	✓	✓	✓	✓	✓	✓	✓
Digital	✓	✓		✓			
Empathy	✓	✓	✓	✓	✓	✓	✓
Entrepreneurship		✓	✓	✓	✓	✓	✓
Ethics	✓	✓	✓	✓	✓	✓	✓
Global Citizenship	✓	✓	✓	✓	✓	✓	✓
Growth Mindset	✓	✓	✓	✓	✓	✓	✓
Leadership	✓	✓	✓		✓	✓	✓
Learnability	✓	✓	✓	✓	✓	✓	✓
Mindfulness							✓
Motivation	✓	✓	✓	✓	✓	✓	✓
Perseverance	✓	✓	✓	✓	✓	✓	✓
Problem solving		✓	✓	✓	✓	✓	✓
Resilience	✓	✓	✓	✓	✓	✓	✓
Self-awareness	✓	✓	✓	✓	✓	✓	✓
Self-regulation	✓	✓	✓	✓	✓	✓	✓
Programs							
Digital	✓			✓			
Art	✓		✓	✓			
Behavioural Science							✓
Citizenship	✓	✓	✓	✓	✓	✓	✓
Entrepreneurship		✓	✓	✓	✓	✓	✓
Mindfulness							✓
Sports							



Comprehensive intervention program for educational communities through STEM education

Academias Ciencia Joven / ACJ

Chile

WHY DID YOU CREATE THIS INNOVATION?

ACJ was born out of the need to support educational communities in STEM education, promoting the development of science, engineering and entrepreneurship projects under a didactic strategy of Project-Based Learning, constantly training and supporting teachers to promote the development of STEM and 21st Century Skills in their students.

All
TARGET GROUP

1800
CHILDREN/USERS

2
COUNTRIES

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

ACJ is a comprehensive intervention program that seeks to transform educational communities through STEM education in Chile and Argentina. Through an annual extra-curricular workshop that is led by a leading teacher from each school, and in which students between 12 and 18 years old participate, they develop STEM and 21st Century Skills. With the support of a tutor, teams of students carry out a scientific research, engineering or entrepreneurship project under PBL methodologies, which seek to answer problems in their context. In parallel, teachers are part of a process of teacher improvement through training and weekly reflections with the tutor, acquiring new tools to improve day to day pedagogical practices, becoming leaders within their educational communities. The process culminates in a STEM Fair, where young people present the results of their projects, impacting their communities through STEM.

HOW HAS IT BEEN SPREADING?

Thanks to the alliances made with partners in the STEM area, the program began in the city of Quilicura, Metropolitan Region of Chile, in 2015. Due to the success of the program in its first implementation and the generation of new alliances, the program was replicated in other cities of Chile, impacting 66 schools in 5 years. In 2018, the program expanded to Argentina and began its impact on youth and schools.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

To be part of the ACJ, your school must apply online, and then be interviewed and selected by the organization. In this way, we look for the best way to work together. We invite you to be aware of our future calls!

RESEARCH

Academy review sample scalability

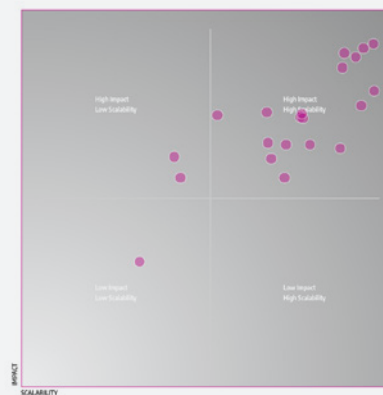
This project is structured so it allows to replicate it in any school and/or non-formal education setting such as museums and/or community centers. Teachers' training is also a powerful asset that can be replicated easily.

Academy review sample impact

This innovation awakens children's interest in science through didactic models with an interdisciplinary approach to understand the phenomena of nature.

HundrED Review

Academias Ciencia Joven is an excellent innovation to foster 21st Century Skills as it follows a project-based learning methodology and addresses relevant topics in education today – scientific research, engineering or entrepreneurship. In addition, they support educators in all the stages of the program and provide them with the tools to conduct STEM projects with their students.



Contact

ehaug@cienciajoven.la, eguzman@cienciajoven.la, pfuentes@cienciajoven.la
<https://cienciajoven.la/>



The aeioTU Educational Experience is a pedagogical curriculum developed to promote children to be creative and competent citizens of society

aeioTU Educational Experience

Colombia

WHY DID YOU CREATE THIS INNOVATION?

In Colombia 50% of children under five do not receive comprehensive quality care. Therefore, they do not develop the necessary skills to change the course of their lives.

All
TARGET GROUP

228 667
CHILDREN/USERS

4
COUNTRIES

We want to increase quality in ECD services in Colombia, promoting new generations with better development and social commitment, and thus transforming our communities through the empowerment of its children.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

aeioTU provides high quality Early Childhood Development (ECD) services at aeioTU centers and accompanies other ECD centers and educators to improve their knowledge and experience. Furthermore, we mobilize multisectoral groups to diagnose and prioritize strategies for ECD. We operate 22 early childhood educational centers in 12 cities and municipalities in Colombia. Our educational centers adapt to their context in rural and urban areas, with diverse infrastructures and in different operations, such as aeioTU at home or the center-based program

YOUR INSPIRATION

The aeioTU Educational Experience is characterized by the accompanying of the children in order to find the meaning of life in a natural and joyful manner. aeioTU is inspired on Reggio Emilia, an education philosophy that considers the child as the active main character of their own learning. We see the educational philosophy of Reggio Emilia as an inspiration and not as a model to copy. We recognize the particularities of our context, our communities and their diversity of ideologies, cultures, religions and idiosyncrasies; updating the concepts and translating them in accordance with our country's peculiarities.

Our commitment is to develop the full potential of every child. We believe in our children. We take care and educate them in spaces especially designed by us to maximize their learning. Based on our experience and knowledge, we developed a curriculum cartography that empowers the teacher with pedagogical instruments designed to potentiate the learning of each child. This curriculum has been nominated to the WISE award that recognizes innovative projects that can generate a great impact in global education.

RECENT UPDATE

We have just launched our digital strategy Aprendiendo, which is a free digital platform created by aeioTU with the objective of sharing its pedagogical model through an array of digital content.

RESEARCH

Academy review sample scalability

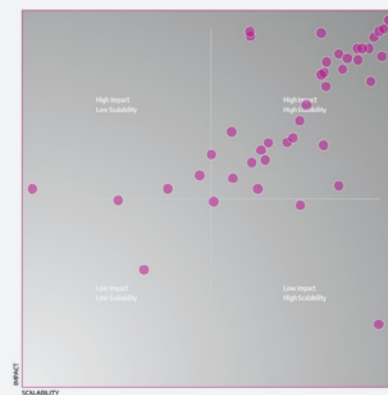
The project has already scaled to 4 countries and the creators highlight the need to adjust the approach at the local level, which is of massive benefit to all regions in Latin America where local idiosyncrasies often derail 'Western' models.

Academy review sample impact

The Reggio Emilia approach is a fantastic way to provide early quality education to children from vulnerable homes. This innovation has provided a new learning opportunity to thousands of young children. For more child centered education programs!

HundrED Review

aeioTU is an innovative curriculum and school model that provides high quality early childhood development to children under the age of five. Their educational method is based on creativity and discovery through art and play, in which the child is at the center of the learning process.



Contact

nquintero@aeiotu.org
<https://www.aeiotu.com/>



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

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.

1-12

AGE GROUP

7000

CHILDREN/USERS

1

COUNTRY

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Anseye Pou Ayiti's mission is to recruit and equip local civic leaders – including teachers, parents, and school directors – to transform classrooms and communities. APA's work is rooted in an appreciation for the assets of local culture, customs, and community.

APA officially launched in 2014, and its fellowship for Haitian teacher-leaders began in 2015. More recently, fellowship programs for parent leaders and school leaders were added. A local Haitian-led and Haitian-run movement, APA takes a grassroots approach to investing in a new generation of Haitian civic leaders as drivers of a quality transformation for the nation's education system. APA ensures its programming is contextualized, incorporating a culturally responsive approach to capacity building. The foundations of this movement for education equity are rooted in a deep understanding and appreciation for local culture, customs, and community. We believe we can equip a new generation of local leaders who are proud of their identity and channel that understanding into redefining true leadership as rooted in collective action.

WHY DID YOU CREATE THIS INNOVATION?

Haiti's education system is one of the strongest remaining vestiges of the country's colonial past, including its inequitable education system. Almost 80 percent of the country's primary school teachers are not formally trained, over half of students do not complete primary school, and only 1 percent of students reach university. In Haiti, educational inequity is a cause of social injustice and generational trauma. While reports and media about Haiti today often focus on poverty statistics, in fact that ignores Haiti's significant influence on liberation across the hemisphere and the local assets that characterized Haiti as the "Pearl of the Antilles." In 1788, Haiti's exports reached, in today's money, \$1,084,440,000: larger than that of the US at the time. Its exports were worth far more than the golds of Brazil, or the silver of Mexico, and they kept the entire navy of France in business. The APA movement works with communities across the country to create a network of local civic leaders and build an equitable education system based on shared history, values, and vision. APA believes in reclaiming the power of Haitian people by decolonizing education, ensuring equal educational opportunity, and prioritizing civic leadership.

RESEARCH

Academy review sample scalability

The innovation could be easily adapted and adopted in other contexts with similar characteristics and rural communities, where teachers, parents and communities play a significant role for improving access and quality in education.

Academy review sample impact

The impact of this project to the communities of Haiti is undeniable. It has the potential to bring equity in education and stabilise the economic situation through access to education and mentoring of future leaders.

HundrED Review

APA provides local teachers in rural primary schools with the tools they need to transform classrooms and communities. This project has the potential to rebuild the education system based on shared history, values and local culture through the collaboration of civic leaders.



Contact

nedgine.paul@anseyepouayiti.org

<https://anseyepouayiti.org/en/>



Promote to Prevent.
Peer to Peer Mental Health

Caixa de Ferramentas Jovem (Youth2Youth – CxFY2Y)

Brazil

WHY DID YOU CREATE THIS INNOVATION?

The Y2YMH project was created to provide support to students from a school in which there were 3 cases of suicide, more than 30 cases of self-harm behaviour, and

Students

TARGET GROUP

850

CHILDREN/USERS

1

COUNTRY

a widespread difficulty in engaging in learning. The main objective was to empower youth through structured conversation circles focused on developing coping skills, using the same evidence-based concepts of the programs ASEC since 2004.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Y2YMH is based on 3 pillars: TRAIN, DEVELOP, and MONITOR (for support). The TRAIN phase focuses on expanding youth's coping strategies to deal with difficulties in a positive way. It aims to increase their "individual repertoire" so that they have many different alternatives, improving their ability to choose good solutions when facing unpleasant feelings. The DEVELOP phase starts when young people are already trained and motivated to promote conversation circles and develop the methodology with their peers. The aim of this phase is to expand the tool box of positive strategies of young people and enhance their own ability to deal with difficulties by sharing and mediating within the principles of peer education. MONITOR for support is an effective short-term mentoring phase with ASEC facilitators in which young people can identify and create an expanded support (psychosocial) network that can include friends, family, community members and service professionals.

HOW HAS IT BEEN SPREADING?

The project was first implemented in 2017 with a small group of 10th to 12th grade students in a school of 1,000 students. In 2020, the project was expanded to six other groups of young people that were part of the UNICEF – Amazon Region network. Due to the pandemic, we had to create strategies to deliver virtual meetings. Forty meetings are already scheduled, with UNICEF's support, to benefit 1,000 young people from vulnerable territories in the Brazilian Southeast Region. Each young person is motivated to impact at least 3 other young people in 2021, with a potential impact on 3,000 people. The project can gain scale once this first virtual experience with 1,000 young people is consolidated and academically assessed.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

Get in touch with ASEC and we will be able to share our experience with you. Just like the mental health promotion methodologies ASEC has been implementing since 2004, the Y2YMH project is for any young person from Brazil or from any other country in the world who wants to engage and practice with their peers.

RESEARCH

Academy review sample scalability

This innovation could be easily adopted and adapted in contexts I'm familiar with by forming partnerships with like-minded agencies who commit to deliver the programme locally.

Academy review sample impact

CxFY2 is having a huge impact by promoting good mental health for children and offering a series of school-based programmes to help young children to communicate effectively, cope with their anxieties and difficulties, and to develop skills for life.

HundrED Review

Mental health is an essential aspect for every child to flourish in life. Especially now that the global pandemic has restricted human interaction, student wellbeing needs to be in the center of education. Y2YMH Toolbox is an excellent innovation to response to this global challenge and to help students to strengthen their resilience.



Contact

jufleury@asecbrasil.org.br

<https://movimentosaberlidar.org.br/>



Donate a Book

Cámara Mágica Foundation

Chile

WHY DID YOU CREATE THIS INNOVATION?

Cámara Mágica, is a project focused on the creation of short films and children's books. We focus on the development of children's stories with cultural identity that we turn into books to be donated to children and thus, support the promotion of reading. Our commitment is to prepare from childhood a tolerant and receptive terrain for all cultures.

Students

TARGET GROUP

12 000

CHILDREN/USERS

4

COUNTRIES

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

We are a social children's publisher. We believe in the right of access, that is why all our books return to the place where the story was extracted and are donated to children who need to read to improve their literacy process or preserve their cultural references.

Each book is associated with a project that identifies who will be the direct beneficiaries, according to the specific needs of the localities and their impact. We generate alliances with social organisations that validate the contents and certify that the donations reach their final recipients. Through this system, we ensure the traceability of the impact of our actions and those of our donors.

Our collaborators can donate funds to deliver books to the locations of their interest or buy a copy in a 1 + 1 system, where for each book sold we donate one equal to the selected project.

HOW HAS IT BEEN SPREADING?

In order to involve the beneficiary communities, we publish our books through local launches and through dissemination in the media, cultural and social networks.

Our objective in the next 3 years is to generate new stories in rural locations in Latin American countries, which allow us to give value to cultures and support the promotion of literacy.

We seek to grow an average of 4 books a year in new locations. In this way, to achieve an average book donation of at least 2,000 books per year.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

There are two ways to support the project:

- Online donation (Paypal and credit cards) Each donor receives the digital version of the book associated with the chosen project.
- Purchase of books (online and at points of sale / bookstores) The purchase of a book allows the donation of another equal to the place where the story was extracted.

RESEARCH

Academy review sample scalability

This innovation can be applied anywhere around the world! Empowering local writers and illustrators to publish their stories and making them available is fabulous. It provides children with the chance to be culturally represented in them.

Academy review sample impact

This project recognizes the diversity of cultures and languages by giving life to children's stories, promoting creativity and reading in their children, also promoting cultural identity!

HundrED Review

Cámara Mágica is a beautiful project that protects local knowledge and cultural heritage by collecting children's stories in rural areas. In addition to publishing those stories and spread them across the world, they also donate books to the communities in which the story was originated, thereby supporting the cultural identity of children living in those areas.



Contact

cecilia@camaramagica.org
<https://camaramagica.org/>

CREATING TOGETHER BY KIDS TO KIDS

An innovative teaching methodology through which children exercise verbal, visual, gestural and auditory communication

Creating Together by By Kids to Kids

Brazil

WHY DID YOU CREATE THIS INNOVATION?

By Kids to Kids was born with the objective of enhancing the classroom experience by turning children's stories and drawings into animated films. It very quickly turned into a valuable teaching and learning tool. With the support of psycholo-

Teachers

TARGET GROUP

8 000

CHILDREN/USERS

2

COUNTRIES

gists, pedagogues, educators and teachers, By Kids to Kids developed a methodology that can be applied anywhere in the world, and with children of different age groups and backgrounds. The program develops 21st century skills such as leadership, cooperation and discussion through teamwork and the division of responsibilities. Moreover, it promotes students' autonomy, creativity and social responsibility while increasing their interest towards oral, written and artistic production.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Creating Together is part of the By Kids to Kids platform and is designed to be simple and easily implemented. Through it, the children create stories, draw the characters and other elements of the story and narrate the text. All these elements are sent to By Kids to Kids that produces animated films from the children's stories, using their drawings and narrations. Later, the animated films become printed books. These animated films and books are available to other children across the world through our Encyclokids Platform, a digital video library.

Teachers will have a unique tool that will contribute to promoting a different learning experience to their students. Creating Together will help them enhance various skills their students need in and outside the classroom. These include social skills, but also reading and writing.

HOW HAS IT BEEN SPREADING?

By Kids to Kids / Creating Together works today with over 8.000 children in Brazil and has expanded to Denmark and will be implemented in Sweden soon. Our goal is to be in five more countries by the end of 2021. Our representatives are ready to present our programs and help teachers in the implementation. Our headquarter office is based in Brazil, where all the animated films are produced. We have today a representative in Europe, based in Denmark. Our animators are prepared to work remotely and in scale. Indeed, we have developed a platform that allows animators located in different places around the world to carry out productions.

RESEARCH

Academy review sample scalability

With its relatively low tech requirements and universal appeal around storytelling, this innovation has great potential for scaling.

Academy review sample impact

This could be a really exciting way to bring learning to life for students. They would love to see their stories being animated and having an external service to send the resources to would be great for teachers who don't feel that they have the skills to take those next digital steps.

HundrED Review

Learning through storytelling allows children to develop their creative skills. This innovation gives teachers a unique tool that will promote a different learning experience to their students. It could be used in many languages. Currently operating in Brazil and has further plans to scale to Denmark and Sweden.



Contact

giba@dcpc.com.br, cjohansson@terrasul.net
<https://www.deciancaparacrianca.com.br/en/>



Forming better global citizens from childhood through the power of active play

Education for Sharing (E4S)

Mexico

WHY DID YOU CREATE THIS INNOVATION?

Behind the creation of E4S was the need to create an educational model in which children learn by using all their skills. E4S identified that children need to be interested in knowing, participating and collaborating in matters related to their development and the world that surrounds them.

All
TARGET GROUP

447866
CHILDREN/USERS

8
COUNTRIES

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

The E4S model uses a play-reflect-act framework that encourages educators from diverse contexts to teach dynamically, promote children's participation and let them apply the tools they learned in practice. This model opens the dialogue between children and teachers on issues that seem complex to understand – such as the UN Sustainable Development Goals (SDGs) – so they become part of the solution.

Once teachers are trained with the E4S methodology, they replicate the learning with their students in sessions where children can (1) play to understand complex issues in a fun and accessible way (2) reflect to analyze problems related to local and global challenges (3) act by taking individual actions to solve problems in their context.

By connecting a school's syllabus to the 21st century competencies and SDGs, the E4S methodology also provides teachers with the skills and tools to structure their classes in a way they can empower their students to be problem solvers.

HOW HAS IT BEEN SPREADING?

E4S's history begins in 2007 with the implementation of its first program in three Mexican states, benefiting more than 243 children. After 13 years of work, E4S is now present in Argentina, Bolivia, the Dominican Republic, Guatemala, New Zealand, Panama and the United States, reaching 1.3 million people. In the future, E4S will expand its presence in Latin America and will reach new latitudes venturing into Europe and Africa.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

E4S is for everyone! If you want to try it, you can contact us at alianzas@educacionparacompartir.org to map together the best way to develop better global citizens, regardless of your location.

RESEARCH

Academy review sample scalability

After 13 years of work, E4S is already present in 8 countries and reaches 1.3 million people. In the future, E4S intends to expand its presence in Latin America and will enter Europe and Africa.

Academy review sample impact

An outstanding initiative paving the way for children and youth to become better citizens of the world by developing solid 21st Century Skills through playing, reflecting and acting towards global change. Playing at the core of learning. Brilliant!

HundrED Review

E4S enables children to understand complex issues related to local and global challenges in a fun way, later analyze problems and, finally, take actions to actually solve them. In other words, this initiative enhances the dialogue between children and the world through a play-reflect-act framework that develops their 21st century skills in a holistic way.



Contact

dina.buchbinder@educacionparacompartir.org,
carmen.molina@educacionparacompartir.org,
alan.ayala@educacionparacompartir.org
<https://educacionparacompartir.org/>



Curiosity can take you to unimaginable places

Fundación Mustakis

Chile

WHY DID YOU CREATE THIS INNOVATION?

We believe in the enormous potential of people. We are convinced that they can become the best version of themselves and be a contribution to society.

WHAT IS FUNDACIÓN MUSTAKIS?

For more than 20 years, we have designed, created and implemented innovative, non-formal learning experiences in the areas of science and technology, art and culture, body and expression and nature. We contribute to people's development by promoting self-generated and third party initiatives that promote transformative

All
TARGET GROUP

10 000 000
CHILDREN/USERS

6
COUNTRIES

experiences and give opportunities to discover and develop talents. This is how we have integrated art exploration in all of our programs:

ZIM (Mustakis Interactive Zone) offers the opportunity to experiment immersive art. This program embraces a practical appreciation of artists, being able to see, touch, taste, listen and feel the art. Currently there are 7 Mustakis interactive zones throughout Chile, located in different museums and cultural spaces, bringing people closer to art.

Story Telling. We encourage people's imagination by sharing our storytelling methodology, which includes body and voice expression. In our storytelling program participants create their own handcrafted PUP (stands out for Little Portable Universe) and "Whisperers", which surrounds all curious people into an art based concept where they can imagine all types of stories.

Frutillar Circus. We believe that equilibrium is in the essence of the being. Our program is located in Frutillar, recognized as a Creative City by UNESCO in 2017. We deliver the opportunity for children to develop an integral discipline, experience body and arts through our circus program. We articulate the work with the community, which seeks integration and a local cultural identity through art.

KAOS Learning Space is a learning space that seeks to motivate young people to discover the exciting world of knowledge and creation through explorations in the field of science, technology, kinesthesia and art. In 2019, we started "*Artists in Residence*" in collaboration with Sugar Hill Children's Museum of Storytelling and Art based in NYC, USA. Artists from Chile and the USA have exchanged learning residences between both countries, allowing people from each community to engage with the process of creating art and amplify their vision towards art.

Science & Technology. We drive people to imagine and build the future by creating STEAM programs where teenagers can explore their technological and artistic capabilities through collaborative work, perseverance, communication and leadership. In the pursuit of integrating technology and art we have formed the "*Lighting art*" workshop for teenagers with Chilean artists and the "*Musical Makers*" workshop in collaboration with MIT, where teenagers build their own musical instrument, understanding aesthetics, functionality, science and harmony.

RESEARCH

Academy review sample scalability

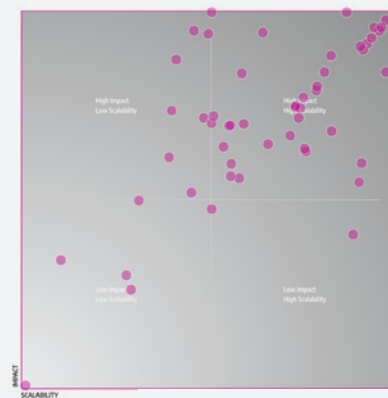
Undoubtedly, this foundation has the organizational and management capacity to scale its projects on a large scale.

Academy review sample impact

I found this proposal very strong. Its wide range of opportunities offers a holistic solution for developing 21st-century skills not only in children and youth, but in every participant in the different components of this innovation.

HundrED Review

Fundación Mustakis is an organization that has been operating since 1997 and has proven the high impact and quality of their work. They have wide experience in the non-formal education sector providing opportunities to develop creative thinking and artistic expression.



Contact

valeria.avalos@fundacionmustakis.org

<https://www.mustakisencasa.org/>



In partnership with UNICEF
La Aldea becomes a strategy for education
in emergencies during COVID-19

La Aldea: Stories to stay at home

Colombia

WHAT IS LA ALDEA AND WHY WAS IT CREATED?

School closures necessitated by COVID-19, created an education crisis, but also a unique opportunity to conceive how children can home-school by harnessing existing and emerging resources. La Aldea is an education strategy, designed to provide schools, government institutions and cooperation agencies with the necessary

All
TARGET GROUP

150 000
CHILDREN/USERS

3
COUNTRIES

tools to implement a ready-to-use and scalable educational emergency strategy which involves students, teachers and families.

At the beginning of April 2020, 15 days after the national government announced the total closure of schools in Colombia, La Aldea began to be disseminated as UNICEF Colombia's strategy for education in emergencies, while it continued to propagate in different regions of Latin America with diverse stakeholders and users. By the end of April 2020, a comprehensive printed, digital, and radio emergency curriculum was extended to students, teachers and families around the country.

The project uses an imaginary universe, a make-belief village of animals called La Aldea, which allows children and associated caregivers a safe haven in which to face, acknowledge, reflect on and accept themselves and the world around them. Inspired by Orwell's Animal farm, its characters and situations become a metaphor of real life, involving critical social emotional elements that are associated with resilience, and critical thinking.

It is a multi faceted platform. It includes printed books, radio programs, songs and digital content. La Aldea also supports teachers in different contexts with orientations, hand-holding, printed and digital content, lesson plans and virtual accessories to implement La Aldea as well as to integrate it into the magic they already weave in their classrooms.

The objective of La Aldea is to demonstrate that real-life, current themes can be integrated into the mainstream curriculum through carefully crafted stories for children in a playful manner. The stories and activities create a springboard for integrating interdisciplinary learning: socio emotional, curricular in different areas: language, maths, science.

RESEARCH

Academy review sample scalability

The innovation has already been adopted in formal and non-formal education in 3 different countries. It includes a battery of resources for teachers, parents and educational institutions that would easily allow it to be adaptable and adopted.

Academy review sample impact

La Aldea contemplates an amazing set of initiatives for the development of students; at the same time that it involves families, it works social and emotional skills in a playful way and promotes the child's reflection on their environment.

HundrED Review

La Aldea is an educational platform that aims to educate children on citizenship and social emotional skills through the stories of fantastic characters. It includes printed books, radio programs, songs and digital content. La Aldea also supports teachers to implement this material in schools and parents to do it at home in a collaborative way. Moreover, La Aldea, in partnership with UNICEF Colombia, has provided solutions to the education emergency during the pandemic by delivering educational materials in rural areas.



Contact

click@clickarte.co

www.LaAldea.co



The MAIA Impact School is Central America's first secondary school designed specifically for Maya girls in rural Guatemala

MAIA Impact School

Sololá, Guatemala

WHY DID YOU CREATE THIS INNOVATION?

Guatemala has the worst gender-equity gap in the hemisphere, and Indigenous Maya women experience levels of exclusion that make them among the most marginalized on Earth. In spite of global data showing the power of the "Girl Effect," girls born into rural poverty are often considered "the problem." Fewer than 20 percent of Maya women complete high school in Guatemala.

All
TARGET GROUP

236
CHILDREN/USERS

1
COUNTRY

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

The MAIA Impact School is redefining education in Guatemala. Some of the innovative features include: (1) Empathy-driven design led by the school's leadership and faculty who mirror the same gender/race as the students. Educators receive 100+ hours of professional development each year. (2) Emphasis on crucial nonacademic content such as competencies, social capital, reproductive health education, financial literacy, and civic awareness. (3) Family engagement program provides socioemotional accompaniment to girls and their families and includes regular home visits. (4) Student-centered classrooms emphasize the mastery of seven competencies (critical thinking, excellence, resilience, growth mindset, vocal empowerment, cross-cultural code-switching, and negotiation). (5) Using technology to maintain academic momentum through remote learning during COVID-19 and as a tool to amplify their empowered voices through video and radio programs.

HOW HAS IT BEEN SPREADING?

MAIA is designed as an open-source innovation platform that attunes global best practices into the rural Guatemalan context. MAIA approaches development through an abundance mindset centered on collaboration and aims to scale by disseminating best practices that improve the impact of other organizations. MAIA has proactively shared innovations and trainings with 50+ schools and organizations and is an active member of two global networks: One World Network of Schools and She's the First. Within Guatemala, MAIA supported the creation of three networks—The Colectivo, R.I.N.A., and REdI—that catalyze and coordinate efforts to push for greater levels of inclusion and prosperity for all. To read more on scaling through partnerships, visit <https://www.maiaimpact.org/systemic-change>

IF I WANT TO TRY IT, WHAT SHOULD I DO?

Contact us! MAIA believes that through partnerships and collaboration we can have a greater impact and together work to make girls' education the norm, not the exception. MAIA has several elements that have been deliberately systematized to facilitate their adoption in other contexts: vocal empowerment curriculum, intentional instructional techniques, and socioemotional accompaniment techniques.

RESEARCH

Academy review sample scalability

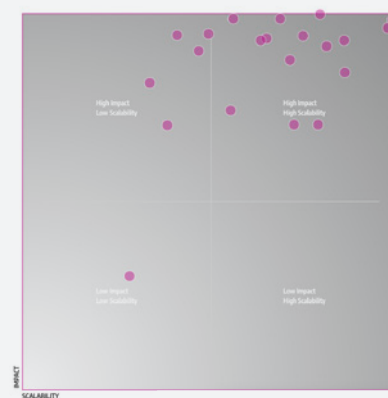
This school should be replicated in indigenous communities throughout Latin America and the Caribbean. I've been so inspired to promote this among policy makers.

Academy review sample impact

An absolutely lovely innovative secondary school to foster a spectrum of XXI skills of Mayan girls, including leadership skills and building life plans in collaboration with their families.

HundrED Review

The MAIA Impact School is an innovative school model that provides educational opportunities to girls born in indigenous communities and promotes the development of their 21st century skills. Their focus on gender equality is helping to reduce the gender gap in education in Guatemala, thus having a great impact in the area.



Contact

lidia@maiaagt.org, norma@maiaagt.org, jenny@maiaimpact.org
<https://www.maiaimpact.org/>



Contemporary Art + Education

Nube Lab

Chile

ABOUT THE NUBE METHOD

Nube was born in 2012 in Chile with the aim of bringing Contemporary Art to Education. Inspired at the artist's workshop, we have designed a pedagogical model (The Nube Method) that develops and enhances essential creative skills to face the new challenges raised by contemporary societies. Our method is based on a network of artists who understand the educational work as an extension of their artistic expression, and the experimental dynamics of the workshop, as vehicles for creative work. Through collaborative creation strategies, artists-professors, designers and researchers carry out activities based on simple and easily accessible materials.

All
TARGET GROUP

8800
CHILDREN/USERS

1
COUNTRY

NUBE SCHOOL

Nube Escuela encompasses all the lines of action geared to direct engagement with educational communities, mostly students and teachers:

- **Curricular:** Nube carries out a program of artistic activities for elementary-graders at four schools in Las Condes; the program is a curricular art class. Every week, students and their teachers come to our studio to work on exercises that enable them to deploy their creative resources and bodily energy for a meaningful learning activity.
- **Labs Art+** is our formula to take the curricular experience to new audiences. Each Lab is focused on a contingent theme that is addressed through a short number of activities, and can be done either in our studio or through online encounters.
- **Educational visits:** Since 2019, the Nube studio has been facilitating encounters with students of all ages as part of the “Pedagogical Scouting” program. An invitation to develop the curiosity part and parcel of an artist's studio surrounded by nature.
- **Teacher training:** Throughout our courses, workshops and training sessions, teachers develop contemporary artist-inspired skills, acquire tools for designing interdisciplinary activities, and become part of a collaborative network of artists and teachers.

EVERY PLACE IS A PLACE FOR EDUCATION

At Nube we believe that education through art has no limits. So we develop different projects that seek to reach all people.

- Nube Va is a nomadic program that creates interactive installations for different places such as festivals, museums, public or private institutions.
- Nube Plaza is a program to design, together with children, artists and architects, sculpture-games for the public space.
- Nube Editions and Nube TV seek to reach remote communities by generating online and print resources.
- During the COVID 19 crisis, in order to ensure the continuity of education to our students, we developed our Nube en Casa (at Home) transforming the experience of our workshop into a set of analog materials and online resources delivered to every family from our curricular program.

RESEARCH

Academy review sample scalability

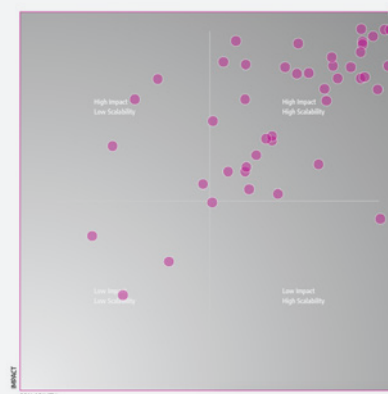
The long-term training of teachers and artists allows the innovation to expand nationally. They also have the potential to scale to other countries through the development of virtual training.

Academy review sample impact

Nube Lab generates impact because it allows children to learn and think about global problems through art, also teachers are trained in order to guide students. The work with artists and workshops visits is a way of learning outside the classroom.

HundrED Review

Nube Lab aims to integrate contemporary art in education. Their method, based on building collaborative networks of artists as educators, has proven numerous successful experiences, that has democratised access to art and culture for more than eight thousand children in Chile. Activities organized by Nube Lab use accessible materials that are easy to find, which gives the project the potential to scale.



Contact

paulades@nubelab.cl

<https://nubelab.cl/>



A project that develops 21st century skills
and community participation
for students in rural areas

Puentes Educativos

Chile

WHY DID YOU CREATE THIS INNOVATION?

Because inequality gaps between rural and urban areas are significant and the pandemic has widened them. Globally, there is a crisis in the education paradigm. We are not learning enough skills to develop ourselves successfully in the 21st century. We need to learn deeply and we need to develop creativity, critical thinking, collaboration, among other skills.

All
TARGET GROUP

30 000
CHILDREN/USERS

3
COUNTRIES

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Puentes Educativos has four key actors: students, teachers/principals, families and stakeholders. First, we present the project to each of the actors and they can join voluntarily. This guarantees a greater commitment towards the project. Then, we implement different actions for each actor, for example students actively participate in their learning process through active methodologies (project-based learning, debates, peer-tutoring, interactive groups...). They also receive leadership and social-emotional training. Regarding teachers and principals, the project provides training on leadership strategies and new teaching methodologies. We also promote collaborative networks between different schools. In the case of families, we provide training in socio-emotional and parental skills and promote the participation of parents in the students' learning process. Finally, for the stakeholders, multisectoral work spaces have been designed, between private, public and civil society actors.

HOW HAS IT BEEN SPREADING?

We began in 2009 as a pilot project for 3 years funded by a CSR strategy. To date, we have overcome the initial funding barrier and we have implemented the project in more than 800 schools in 3 Latin American countries: Chile, Guatemala and Nicaragua. We supported the Minedu of Peru through consultancies. Our strategy for scalability is to understand the context and learn from it to adapt the intervention, in line with the Millions Learning Real-Time Scaling Labs project proposed by Brookings (2018). Another key factor is to generate capacities within each educational community. In the next 5 years, we hope to expand the scope to other rural contexts in the Global South. For this reason we are already partnering with several related institutions.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

You should get in contact with the project to receive training and the protocols of implementation: info@fundacion99.org

RESEARCH

Academy review sample scalability

This program has scaled in different ways over the years. The focus on teacher training to use simple technology like phones, tablets and offline downloaded content keep prices down and make the program usable and replicable.

Academy review sample impact

By focusing in the rural areas, this innovation can really make a difference. I see the potential of this innovation in reducing the gap between schools, teachers and students in cities versus those in the rural areas.

HundrED Review

Puentes Educativos offers equal opportunities for children in rural communities through the development of 21st century skills and creating supportive networks of transformative schools and families. They have rapidly grown as an organization during the last few years and their future perspectives could help addressing poverty and inequality in rural areas around the world.



Contact

gonzalo@fundacion99.org, salome@fundacion99.org
<https://fundacion99.org/>



An educational model based on “learning by doing, selling and earning”, giving underprivileged young students access to quality education

Self-sustaining School Model

Paraguay

WHY DID YOU CREATE THIS INNOVATION?

In Paraguay, 6 out of 10 children do not finish high school because access to quality education is limited and expensive. The Self-sustaining school model addresses this problem by offering affordable and high-quality secondary school education to

All
TARGET GROUP

3 000
CHILDREN/USERS

18
COUNTRIES

low-income rural communities in Latin America and Africa. Through this program we alleviate rural poverty by providing innovative educational opportunities.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

The Self-sustaining school model ensures the quality and relevance of the program by giving students the opportunity to learn practical and entrepreneurial skills as they help run the school's commercially viable, on-campus enterprises. The school curriculum is a hybrid between two official government curriculum programs (Agriculture & Livestock Studies and Rural Tourism & Lodging Studies) and the entrepreneurship education curriculum from Junior Achievement. Students learn to run competitive enterprises—from production to marketing to record keeping—acquiring useful, marketable skills. At the same time, the school ensures that this education is affordable for the students by generating income to cover the costs. The competencies developed empower students to broaden their perception of possibility and improve their quality of life.

HOW HAS IT BEEN SPREADING?

The Self-Sustaining School model has been promoted in the past through partnerships with businesses, governments and other non-profits. It has been implemented in 18 countries. The Self-Sustaining School Model has been recognized and awarded in several occasions by: Novia Salcedo Award (2016), International Labour Organization and MTV Award for Best Practices in Youth Work (2014), Nestlé Award for Creation of Shared Value for the Self-Sufficient School Program (2012), Ashoka Changemakers Challenge “Driving Economic Opportunities”, Oikocredit Award (2010), Japan Most Innovative Development Project Award (2009), WISE Education Awards of the Organization of Ibero-American States (OEI) (2009), Templeton Award in the Social Entrepreneurship category (2009), UNESCO and IDB (2009).

IF I WANT TO TRY IT, WHAT SHOULD I DO?

If you want to adopt the model you may contact the innovators or via our website (fundacionparaguaya.org.py). We will exchange experiences, develop a business and sustainability plan, and upon a cooperative agreement, we will help you search for grants and provide technical assistance to adapt the model to your own context.

RESEARCH

Academy review sample scalability

This innovation is indeed ingenious. I am personally inspired by this innovation. The beauty in it is that it aligns with real life needs of millions of people across the globe, as it allows learners; to break the circle of poverty by guiding them to dream bigger.

Academy review sample impact

The impact on these agricultural communities must be tremendous and their children learn real-world skills to improve their families and communities. I notice that Mexico is one of the countries already involved in this program and I definitely see how well that would work here.

HundrED Review

Self-sustaining Agriculture School Model is providing students with tools and knowledge to succeed in their lives. This hands on and real life experience empowers students. Additionally, this business unit contributes to train the youth and their school to become financially self-sustainable.



Contact

anablanco@fundacionparaguaya.org.py, smedina@fundacionparaguaya.org.py,
burt@fundacionparaguaya.org.py, lfcateura@fundacionparaguaya.org.py
<http://www.fundacionparaguaya.org.py/>



Connect. Create. Change

SERES

Guatemala

WHY DID YOU CREATE THIS INNOVATION?

During the war in Central America, silence was the best bet to survive and the youth of the post-war generation was raised under this mantra. However, the decisions and actions of this generation are key to shape our present and future. For this reason, we strongly believe that every young person needs empowerment and learning experiences to become influential and impactful leaders, addressing the injustices in their community.

Leaders

TARGET GROUP

5500

CHILDREN/USERS

2

COUNTRIES

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

We provide professional and personal development that stimulates an active civil society driving towards the achievement of the UN's Sustainable Development Goals – the universal call to action to end poverty and protect the planet by 2030. We lead change by providing training and capacity building, leading youth resource centers, coaching and mentoring local, regional and global networking and supporting youth-led development projects. We do it through 3 initiatives:

1. Leadership training. We provide young people from marginalized communities with transformative leadership training, giving them the tools, skills, and support to become influential and impactful leaders of sustainable community development.
2. Youth-led Community Centers. We support diverse, context-appropriate spaces designed by- and for-youth to provide services, resources and opportunities for positive youth engagement around the SDGs.
3. Eco-Social Enterprises. We leverage our knowledge, networks and infrastructure to partner with the local community and incubate and grow promising locally-led eco-social enterprises.

HOW HAS IT BEEN SPREADING?

We are empowering the youth in Tecpán, San Miguel Uspantán and La Dignidad in Guatemala; Suchitoto, Jujutla and Guaymango in El Salvador. We are one of the leading organizations worldwide that work to combat complex social, environmental, and economic challenges at local, regional, national, and international levels. This was demonstrated by our UNESCO-Japan Prize for Education for Sustainable Development in 2015.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

If you are interested in learning more about our model and curriculum please send us a message to info@seres.org

We would love to hear from you!

RESEARCH

Academy review sample scalability

The program is based in interactions and enrichment experiences, it doesn't require specific infrastructure or expensive resources. It can be implemented in varied contexts so its scalability is high.

Academy review sample impact

By harnessing their positive energy, developing a deep trust relationship, and teaching leadership, communication, finance and agriculture skills, SERES is giving youth the tools to make profound changes in their communities. Tremendous program!!

HundrED Review

SERES' mission is focused on the development of 21st century skills through transformative leadership training, positive youth engagement and eco-social enterprises. They help young people to become influential and impactful leaders in order to address the injustices in their communities and take action as global citizens.



Contact

l.ponce@seres.org

<https://www.seres.org/>



Vision of the future

To be a Leader Project

Bogota, Colombia

WHY DID YOU CREATE THIS INNOVATION?

The national figures of youth suicide, early pregnancy in girls between 14 and 17 years old and alarming data on school dropouts, self-harm and domestic violence were the reasons why we created this innovation. In response to all these problems, we created a program in which young people meet in groups to discover themselves and find out who they are while thriving on emotional security and a sense of purpose.

Students

TARGET GROUP

2462

CHILDREN/USERS

1

COUNTRY

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

To be a Leader is an educational project with a psychosocial approach. The target group are students from ninth to eleventh grade. The project has a duration of 3 years and it is developed in three modules that include 26 sessions of two hours each module.

- “Discovering myself” for grade 9 to strengthen Emotional Security
- “Relating” for grade 10 to work Interpersonal Relationships
- “Projecting myself” for grade 11 to develop a Life Plan

The process of implementing a school lasts from 3 to 4 years. Initially, a preliminary diagnosis of the school population is made, followed by an adjustment to the program, then it is implemented in the aforementioned grades, including teacher training in skills to promote human development.

HOW HAS IT BEEN SPREADING?

We currently work in five public schools in Bogotá (Colombia), located in impoverished areas of the city benefiting 1.755 young people. In 2021 we will add one more year to the program (grades 8 to 11) including entrepreneurship in the program. In 5 years, we hope to have tripled the impact.

By working on the meaning of life and decision-making with young people, we have built empathetic, cooperative and social environments, breaking down barriers of low self-esteem, resentment, dishonesty and mistrust. Managing to graduate young people with meaningful lives and a vision of the future. Indirectly we have reduced early pregnancy, dropout rate and consumption of psychoactive substances and other serious issues of our youth.

IF I WANT TO TRY IT, WHAT SHOULD I DO?

The organization should be contacted to start the diagnosis by making adjustments to the program and train the teachers who will facilitate the sessions.

RESEARCH

Academy review sample scalability

Once the curriculum and methodology are in place, this program seems relatively low cost and easy to replicate. It is notable that they were able to pivot with the pandemic to focus on reducing school dropout, demonstrating flexibility and resilience.

Academy review sample impact

Strengthening their self-esteem and showing them they can build a life-project of their own, can take adolescents away from risk behaviors. The project helps broadening the spectrum of possibilities for those who think they don't have many options.

HundrED Review

To be a Leader Project is a youth program that helps students in risk groups to develop their social emotional skills by empowering them and reflecting about their future perspectives. This program is highly impactful as it lasts around 3 to 4 years, which means that students and their mentors can plan long-term objectives together.



Contact

macrane@fundacionjuventud.org

<https://www.fundacionjuventud.org/>

Special mentions

In addition to the selected innovations mentioned, there were a number of other innovations we thought are worth a special mention. These innovations were evaluated as excellent examples that foster 21st Century Skills.



Equip young people
with the knowledge and skills
essential for the future of work

FLOW Experience

Argentina

FLOW is a live experience on the Future of Work designed to stimulate the knowledge and reflection about the topics related to it. Highly adaptable and customizable to a physical or virtual setting, it combines up to 5 different stations designed by experts around the major trends affecting the future of work and the skills required to thrive in the 21st century.

Contact / FLOW Experience

lucia@eidosglobal.org, hi@eidosglobal.org
<https://eidosglobal.org/>

Contact / Week for the Rights of Youth

marcelabrowne@fundses.org.ar
<https://www.fundses.org.ar/en>

Contact / InTecEdu: open platform for technology integration in education

juarezbs.silva@gmail.com
<https://rexlabs.ufsc.br/>

All
TARGET GROUP

520
CHILDREN/USERS

3
COUNTRIES



Every year for 4 days young people from different places and cultures find their voice and are trained as leaders using artistic tools

Week for the Rights of Youth

Argentina

It encourages young people from different cultures, schools and organizations with their ability as subjects capable of looking, thinking, saying, discussing, agreeing and proposing, to submit proposals about their rights, their participation in the construction of a more human world, respectful of diversity and the environment.

13-18

AGE GROUP

24 000

CHILDREN/USERS

8

COUNTRIES



Open platform for construction, management and integration of remote laboratories in lesson plans in basic education, in the public-schools

InTecEdu: open platform for technology integration in education

Brazil

InTecEdu is a platform for integrating technology into education, which includes teacher training and laboratory practices. It includes the training of teachers, construction system and management of remote laboratories of low cost and methodology for their integration in teaching and learning processes. Based on open resources, it is a replicable technology that can contribute to public education.

All

TARGET GROUP

12 000

CHILDREN/USERS

1

COUNTRY

Contact / Belén Educa Foundation – Mentoring Program

pilar.reyes@beleneduca.cl
<http://www.beleneduca.cl/index.php>

Contact / Fundación Escuela Nueva

comunicaciones@escuelanueva.org
<https://escuelanueva.org/>

Contact / OpEPA – Bringing Nature into Learning

luis@opepa.org
<https://opepa.org/>

Contact / The Biz Nation

karen@thebiznation.com
<https://www.thebiznation.com/>

Contact / FloreSer

aaristizabal@amarvivirhoy.org
<https://www.amarvivirhoy.org/>

Contact / Finance for Sharing (F4S)

carmen.molina@educacionparacompartir.org,
dina.buchbinder@educacionparacompartir.org
<https://educacionparacompartir.org/>

Contact / Sistema Global

gflanigan@sistemaglobal.org
<https://sistemaglobal.org/>



Empowering students to pursue Higher Education!

Belén Educa Foundation – Mentoring Program

Chile

The Belén Educa Foundation yearns for a more just and compassionate country where each person has the possibility to forge their talents, especially children who may not receive many opportunities in life. The program seeks to form links between company executives and students to promote the continuance of their studies.

16–18

AGE GROUP

5962

CHILDREN/USERS

2

COUNTRIES



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

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 re-thinking the way we learn.

All

TARGET GROUP

2 030 000

CHILDREN/USERS

21

COUNTRIES



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

OpEPA – Bringing Nature into Learning

Colombia

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

All

TARGET GROUP

130 000

CHILDREN/USERS

3

COUNTRIES



Effective online education
in technology, digital marketing
and essential skills

The Biz Nation

Colombia

The Biz Nation is a Colombian EdTech company focused on transforming the future of Latin America with productive education. With more than 50,000 active users, The Biz Nation operates in 9 countries. The Biz Nation works in close partnership with public and private organizations in order to expand its impact through education.

All

TARGET GROUP

600 000

CHILDREN/USERS

9

COUNTRIES



Our purpose is to bring children and adolescents
of Colombia through Flore-Ser workshops
to develop their full social emotional abilities

FloreSer

Colombia

The floreSer workshops prioritize the mental, physical and emotional development of children and adolescents from the city of Medellin, through Meditation, Art, NLP and sustainability in order to strengthen their skills and potential. Through our workshops, the rates of violence, anxiety and depression are reduced and help students reassess their values.

Leaders

TARGET GROUP

6788

CHILDREN/USERS

1

COUNTRY



F4S delivers financial literacy through the power of active play with a preventive approach to develop a responsible economic citizenship

Finance for Sharing (F4S)

Mexico

Play is the main breakthrough to deliver a different and engaging financial literacy. All of F4S activities have a cooperative nature and through its practice the program breaks paradigms associated with finance being a hard and complex subject to learn.

All

TARGET GROUP

6245

CHILDREN/USERS

1

COUNTRY



We develop social engagement and youth empowerment through ensemble music education: fulfilling the El Sistema vision worldwide

Sistema Global

Venezuela

We fulfill the vision of El Sistema movement at a global scale: a social program that pursues the goals of social engagement and youth empowerment through ensemble music education. We are a model for long term public health and wellness, both physical and mental. We ensure fidelity to the original model through our partnership with the original program, and having their leaders sit on our board.

1-18

AGE GROUP

1000 000

CHILDREN/USERS

41

COUNTRIES

Concluding Remarks

This Spotlight project aimed to discover and celebrate leading innovations doing exceptional work on fostering 21st Century Skills in Latin America and the Caribbean. The results show there is no shortage of a wide range of practices and solutions currently being implemented that are considered by stakeholders in education as both impactful and scalable.

In summary, the 15 selected innovators are from 7 countries across Latin America & the Caribbean and operate in 37 countries on all continents. From the 15 innovations, 5 deliver innovative curriculums, 5 have extra-curricular or intervention programs, and the other 5 range from whole school models to teacher development. 13 are not-for-profit while 2 are for-profit programs. They have been operating for as little as 1 year and as many as 24, with 5 under 5 years since their founding, another 5 between 5 and ten years old, and the remaining 5 have been working for more than 10 years. It's wonderful to recognize innovations that have years of impact and those that are just getting started, and we have already begun integrating them to the HundrED community.

Selected innovations foster critical thinking, leadership and entrepreneurial skills by putting children and youth at the center of their learning process.

As citizenship emerged as a common aspect in all selected innovations, we can conclude that the promotion of citizenship education is an essential area to empower children and youth to have a positive impact in their local communities. In addition, selected innovations foster critical thinking, leadership and entrepreneurial skills by putting children and youth at the center of their learning process, helping them to develop their student agency and to make conscious decisions.

The results of this Spotlight also indicate that there is a strong sensitivity towards social emotional learning, as most of the selected innovations were categorized as promoting self-awareness, self-regulation, empathy and perseverance skills. However, results also show that not many innovations highlighted mindfulness or sports programs. For this reason, we would like to encourage future innovators to include more mindfulness and sports activities, as we strongly believe that these kinds of programs can also have a positive impact on the development of 21st century skills.

It is important to state here that we do not necessarily think that all of the selected innovations should be adopted and adapted for every context, but we think they all can absolutely increase their current impact and reach, as well as at the very least, be an effective example others can be inspired from.





What Happens Next?

We do not believe improving education happens through publishing “yet another report” and leaving it at that. This is only just the beginning! From the findings here, we will be proactively promoting positive change in 21st Century Skills in Latin America and the Caribbean through the following ways:

1. HUNDRED CONNECTIONS

Having good connections makes all the difference to thriving innovations in education; we have HundrEDs of them! Because we know effective practices and solutions are especially slow to be adopted and adapted to multiple contexts in education, after the release of this report we will be proactively helping the selected innovators with this process from our vantage point as a global organisation on an ongoing basis. HundrED Connections is a service exclusively for selected innovators committed to the purpose of helping our innovator community to increase their impact and reach with a powerful global network consisting of: other selected innovators for HundrED projects, funders, and implementers of education innovations.

2. SHARE

We want to keep the momentum of dialogue going across borders between governments, leaders, and teachers to share learnings and inspiring successes through the HundrED community on fostering 21st Century Skills in Latin America and the Caribbean resulting from releasing this project. We implore everyone to tune in to this dialogue and participate from anywhere around the globe: please visit <https://hundred.org/en/community> to find out more. Moreover, following this report, we will be publishing a variety of articles about the selected innovators on their successes and learnings. Stay up to date with our media by subscribing to our newsletter and following us on social media: <https://hundred.org/en/media>.

3. HUNDRED SERVICES

HundrED Services is a co-creation process matching educator’s needs with innovators’ solutions to develop sustainable change in education ecosystems. We developed this collaborative approach to address the most pressing needs or goals of educators in school systems around the globe. Contact danny@hundred.org to start a conversation on improving creativity in schools.

References

- 1 Mateo Diaz, M. and Rucci, G. (Eds.) 2019. El futuro ya está aquí: Habilidades transversales de América Latina y el Caribe en el siglo XXI. Washington DC: Inter-American Development Bank. <https://publications.iadb.org/es/el-futuro-ya-esta-aqui-habilidades-transversales-de-america-latina-y-el-caribe-en-el-siglo-xxi>
- 2 David J. Deming, 2017. "The Growing Importance of Social Skills in the Labor Market". The Quarterly Journal of Economics, vol 132(4), pages 1593–1640.
- 3 Amaral, N., Eng, N., Ospino, C., Pagés, C., Rucci, G., & Williams, N. (2018). How Far Can Your Skills Take You. Washington DC: Inter-American Development Bank.
- 4 <https://cltc-skills.iadb.org/en/skills-digital>
- 5 Heckman, J. J., & Kautz, T. (2012). "Hard Evidence on Soft Skills". Labour economics, 451–464.
- 6 Duckworth, A., & Seligman, M. (2005). "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents". Psychological Science. <https://journals.sagepub.com/doi/abs/10.1111/j.1467-9280.2005.01641.x>
- 7 Duckworth, A. L., Peterson, C., Matthews, M. D. & Kelly, D. R. (2007). "Grit: Perseverance and Passion for Long-Term Goals". Journal of personality and social psychology. https://www.dropbox.com/s/br3mra87ts-bxkd0/Duckworth_Peterson_2007_JPSP.pdf?dl=0
- 8 Durlak, J., Dymnicki, A., Schellinger, K. & Weissberg, R. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions". Child Development, 405–432.
- 9 Heckman, J., & Kautz, J. (2013). "Fostering and Measuring Skills: Interventions That Improve Character and Cognition". Institute of Labor Economics.
- 10 OCDE. (2015). Skills for Social Progress: The Power of Social and Emotional Skills. Paris: OECD Skills Studies.
- 11 Brookings. (2015). "Policy Report: Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream". American Enterprise Institute and Brookings Institution.
- 12 Case, Anne & Deaton, Angus (2017). "Mortality and morbidity in the 21st century". Brookings Papers on Economic Activity, BPEA Conference Drafts, Elaborado para el Brookings Panel on Economic Activity, March 23–24, 2017. https://www.brookings.edu/wp-content/uploads/2017/03/6_casedeaton.pdf
- 13 Chernyshenko, O. S., Kankaraš, M., & Drasgow, F. (2018). Social and Emotional Skills for Student Success and Well-Being.
- 14 Durlak, J., Dymnicki, A., Schellinger, K. & Weissberg, R. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions". Child Development, 405–432.
- 15 World Economic Forum. (2016). The future of jobs: Employment, skills and workforce strategy for the fourth industrial revolution. Recuperado de http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf
- 16 Heckman, J. J., & Rubinstein, Y. (2001). "The Importance of Noncognitive Skills: Lessons From the GED Testing Program". American Economic Review.
- 17 Herrera, L., Buitrago, R., Lorenzo, O. y Badea, M. (2015). "Socio-Emotional Intelligence in Colombian Children of Primary Education. An Analysis in Rural and Urban Settings". Social and Behavioral Sciences, 4–10.
- 18 OCDE. (2015). Skills for Social Progress: The Power of Social and Emotional Skills. Paris: OECD Skills Studies.
- 19 Bos, M., Moffa, N. D., Vegas, E., & Zoido, P. (2017). Latin America and the Caribbean in PISA 2015: How Well Can Students Work Together to Solve Problems?.
- 20 Agüero, Al., Bustelo, M., and Viollaz, M. (2020). ¿Desigualdades en el mundo digital?: Brechas de género en el uso de las TIC.
- 21 Rivas & Barrenechea, 2021 forthcoming. <https://cltc-skills.iadb.org/en/skills>
- 22 Mateo Diaz, M. and Chan, Lee. (Eds.) 2020. What Technology Can and Can't Do for Education. Washington DC: Inter-American Development Bank.
- 23 Rivas & Barrenechea, 2021 forthcoming. <https://cltc-skills.iadb.org/en/skills>
- 24 Mateo Diaz, M. and Chan, Lee. (Eds.) 2020. What Technology Can and Can't Do for Education. Washington DC: Inter-American Development Bank.
- 25 <https://cltc-skills.iadb.org/en/skills>
- 26 <https://cltc-skills.iadb.org/en/solutions>
- 27 <https://cltc-skills.iadb.org/en/skills>
- 28 <https://cltc-skills.iadb.org/en/solutions>



Appendix

Appendix A: Advisory Board Members

Full Name	Country	Title & Organization	Full Name	Country	Title & Organization
Marcela Gómez	Colombia	STEAM/ESL Teacher	María Inés Garriga	Venezuela	Co-founder & Students' Future Changer
Eline Lund	Norway	Teacher, Pedagogical advisor	Gui Brotto	Brazil	Founder of Journey Institute, Founder of The Little Urban Farm and Founder of The Creative School
Vanessa Tenório	Brazil	Sustainability Educator, Researcher & Designer	João Cossi	Brazil	Education Specialist
Marta Libedinsky	Argentina	Pedagogue-Didactics, innovation and educational technology- Director of the Master in Educational Technology (UAI)	Alejandra A Luzardo Gutierrez	Venezuela / USA	Lead Specialist Innovation and creativity Sector
Daniel Tramer	Chile	Director CREA en Instituto Hebreo	Alessia Zucchetti	Uruguay	Projects and Research Coordinator – Ceibal Foundation
Janaina Pessoa	Brazil	Teacher / Creator of the Fun Portuguese Language	Elena Heredero Rodriguez	USA	Lead Specialist IDB
Betina Pizzuto	Argentina	Secondary School Principal, ESL Department Director, Educational Consultant	Pablo Zoido Lobaton	Spain / USA	Specialist
Ilana Milkes	Colombia	Designer and Entrepreneur, Co-Founder and CO-CEO at World Tech, Inc.	Raquel Fernandez-Coto	Costa Rica	IDB Education Specialist in Honduras
Jean Rafael	Brazil	Edu and Creative Tech Specialist, Consultant and Researcher	Giulia D'Amico	USA	CEO at Think Equal
Stephen Whitaker	Mexico	Director of Technology at Humanitree	Leonor Merín Castrejón	Chile	Director of Innovation and Content of Fundacion Mustakis
Ignacio Freile	Ecuador	CEO & Co-Founder www.idukay.com	Emma Näslund-Hadley	Sweden / USA	Lead Education Specialist, Inter-American Development Bank (IDB)
Roberto Magalhães	Brazil	Professor at the Municipal Department of Education of São Paulo	Pablo Rivas	Spain / EU	CEO and Founder of Global Alumni
Valentina Ilic	Mexico	Social Sector Consultant IDB Mexico (Labor Markets, Education and Health) + Innovation	Andrea Bergamaschi	Brazil / Argentina	Education Senior Specialist
Miguel Angel Herrera Vivar	Ecuador	Head of Training en Enseña Ecuador	Ana Ines Basco	Argentina	Integration specialist at the INTAL-IADB
Ana Langberg	Argentina	Founder en CUAC – Centro Urbano de Actividades Creativas	Andrea Escobar Vila	Colombia	Executive Director of 'Empresarios por la Educación'
Juan Manuel Pico	Colombia	Education Soul Co-founder	Maria Fernanda Prada Patino	Colombia	Education Specialist, Social Sector Department
Manuela Pombo	Costa Rica	MSc in International Development. Psychologist Educator	Graciana Rucci	Argentina	Lead specialist at the Labor Market Division, Social Sector
Georgya Correa	Brazil	School Principal	Mariana Montaldo	Uruguay	Institutional Liaison at Plan Ceibal
Martha Cecilia Gomez	Colombia	Co-founder, Education Soul	Francisco Ruiz	Chile	Country Director of Fundación Forge Chile
Karina Vargas	Mexico	Academic Coach	Cynthia Marie Hobbs	USA	Lead Education Specialist
Salvador Salvatierra-Samaniego		Project Manager / Inteligencia Artificial / Innovación & Transformación Digital	Rodrigo Kon	Argentina	CEO of Forge Foundation
Michelle Cox	Barbados	Consultant at Rhema Artistic Consultants & Theatre Services (Rhema ACTS)	María Paz Jurado	Argentina / Italy	Head of Contents and Educational Programs at Scholas Occurrentes Foundation
Patricia Rigueira	Argentina	Education Advisor – Museo de Arte Moderno de Buenos Aires	Camila Del Pilar Molinos Iragorri	Colombia	Independent consultant
Felipe Tocchetto	Brazil	Education, Technology, Innovation and Agility	Vasco Brazão	Portugal / Brazil	Head of Research & Behavioral Advisor (at CLOO – Behavioral Insights Unit)
Patricia Amorim	Brazil	Art Teacher St Francis College	Marcelo Pérez Alfaro	Argentina / Uruguay	Education Lead Specialist at the IDB
Ezequiel Chavez Colli	Mexico	Director and Editor of RIE MX	Lucas de Briquez	Brazil	CEO – Wings Education & CMO – Multicultural Web
Ivonne Blanco	Venezuela	Director of Education/Directora en Institutos Educacionales Asociados	Rodulfo Prieto	Venezuela / Peru	Co-founder of Laboratorio
Edilaine Cristina Manoel Joaquim	Brazil	Elementary School Teacher at Curitiba City Hall	Martina Amengual	Argentina	Global Expansion and Headquarters Coordinator
Gustavo Calderón De Anda	Mexico	Director of Technology and Learning Innovation at Instituto Alpes San Javier	Lucile Baratier	Mexico	Regional Partnerships Director
Marize Lyra Silva Passos	Brazil	Full Professor at the Federal Institute of Espírito Santo	Leticia Gasca	Mexico	Co-chair, Education and Employment Steering Committee, Global Shapers Community
Pablo Ríos Cabrera		Director de Tesis del Doctorado en Educación de la Universidad Católica Andrés Bello	Roi Benitez	Argentina	Director of Skills4Future. Senior Education and Digital Culture Specialist
			Ana Maria Raad	Chile	Founder of Reimagina Foundation and also director of AprendoEnCasa.org
			Milagro Rocío Nieva Bazalar	Peru	Especialista de Primera Infancia en el Ministerio de Educación del Perú



Contact information

HUNDRED HEADQUARTERS

Pursimiehenkatu 26 C
Helsinki 00150
Finland

info@hundred.org

hundred.org

facebook.com/hundredorg

twitter.com/hundredorg

A close-up, high-angle shot of a child's hands and head as they write on a piece of paper. The child has dark hair and is wearing a white shirt. Their right hand holds a blue pen, and their left hand rests on the paper. The paper has some handwritten text in Portuguese, including 'Ligado de achiropes', 'meqira de achiropes', and 'mele varhava'. The background is a textured orange wall. The overall lighting is warm and slightly dim.

HundrED.org

is a not-for-profit organisation that discovers and shares inspiring innovations in K12 education. HundrED.org's goal is to improve education through pedagogically sound education innovations.

hundr*ED*

HUNDRED.ORG