

HUNDRED REPORT

HundrED Yearbook 2020

HUNDRED.ORG

hundrED

Contents

INTRODUCTION.....	3
FOREWORD.....	4
PART 1: OVERVIEW OF HUNDRED.....	6
HUNDRED MANIFESTO.....	7
HUNDRED'S MISSION AND THEORY OF CHANGE.....	8
WHERE ARE WE HEADED IN 2020?.....	9
OVERVIEW.....	9
THE DREAM.....	10
THREE NEW SERVICES.....	12
FUNDERS COLLECTION.....	12
HUNDRED CONNECT.....	18
HUNDRED FORERUNNERS.....	22
WHERE HAVE WE BEEN IN 2019?.....	26
AN OVERVIEW OF OUR IMPACT.....	26
ABOUT HUNDRED SPOTLIGHTS.....	28
REGIONAL SPOTLIGHTS.....	29
THEMATIC SPOTLIGHTS.....	31
HUNDRED RESEARCH.....	34
COMMUNITY, MEDIA & EVENTS.....	36
PART 2: THE SPARKS OF CHANGE.....	42
REPORT ON THE 2020 GLOBAL COLLECTION.....	43
NUMBERS AND TRENDS ABOUT THE 2020 GLOBAL COLLECTION.....	50
INNOVATION OBSERVATIONS: SPEED SCHOOL & ANJI PLAY.....	55
THE 2020 GLOBAL COLLECTION.....	60
PART 3: GET INVOLVED!.....	112
BECOME PART OF A GLOBAL COMMUNITY.....	113
PARTNER WITH US.....	116

Introduction

HundrED is a non-profit organisation that discovers, researches and shares inspiring innovations in K12 education. HundrED was born from the notion that in a world becoming increasingly connected and globalised, education can still be very local and isolated in its practices. Our goal is to support improvement in education and inspire a movement, opening up valuable innovations to spread across the world. HundrED is unique in its solution-oriented approach to education. We go beyond just identifying problems by highlighting existing solutions already improving education worldwide. We focus on celebrating, inspiring, and empowering all stakeholders to create positive change in education, striving for inclusivity and openness. What we share in our media is grounded in HundrED's research and only share innovations and ideas that have been identified as impactful and scalable.



HundrED gratefully acknowledges
the support of our global partner Supercell.

HUNDRED YEARBOOK 2020 – AUTHORS & EDITORS

Christopher Petrie	Lasse Leponiemi
Katija Aladin	Pukhraj Ranjan
Danny Gilliland	Romayne Javangwe
Noora Ruoho	Saku Tuominen

Innovation page photos are courtesy of innovators except
otherwise stated.



Foreword

Whenever we are talking about the future of education, I believe we should always start with the fundamental question, **“What is the purpose of education?”** There are many good answers. Mine is this - **“To help every child flourish in life, no matter what happens.”**

But as good as this answer may be, it opens up to more complicated questions, like **“What are the skills one will need in 2030?”** and **“How do you create a system that promotes both excellence and equity while helping every child in the best possible way?”**.

In global conversations, I often hear that education superpowers like Finland, Estonia or Singapore have to help the global south to fix their education. As much as I believe in global cooperation, I find this approach arrogant.

Through my experience at HundrED, I am convinced that in the following decade the world of education will see a wealth of new models and approaches coming from the global south to the global north, not the other way around. There is a real sense of urgency and nothing-to-lose attitude in the south, which makes it a hotbed of innovation.

What needs to happen now is that we need to shift our focus from the why to the how!

There seems to be a general consensus that we should be teaching and learning a wide range of skills; for example, love of learning to a growth mindset, co-operation to curiosity, critical-thinking skills to empathy. But the real question is how do we make the change happen so that every child succeeds, teachers feel empowered, energised and motivated, and parents support the process.

This is where HundrED steps in. Instead of being frustrated with the slow process of change, we at HundrED try to be optimistic and show that the change is already happening all over the world and it is a beautiful one. We have a strong focus on implementation: things that make us excited are things that are already out there in classrooms and are both impactful and scalable.

At HundrED we seek and share inspiring global innovations in K12 education.

As we put together this book, we got a chance to reflect on another year of work and think about the year ahead. We want to share what we've been doing to support the world of education, which is full of great people who do beautiful things without much help or recognition. At the same time, we are thinking about what more we could be doing and what we will do next year.

For our Global Collection, we researched thousands of global education innovations leading meaningful improvements across five broad focus areas: skills, teachers, assessment, environment and/or systems, and leadership. Congratulations to the selected innovations for the **HundrED 2020 Global Collection!** We are deeply inspired by your work and see this as our best Collection yet. This year we also conducted or are working on **8 Spotlights** on many themes and regions, which have been very insightful.

While we are very proud of the work we are doing, we also realise that not only should we be recognising these incredible innovations, but also helping them to spread. If we are going to give every child access to the best possible innovations by 2030, we need

to help our innovators get access to the best possible people and resources they need to reach more children!

After all, everything for us starts with the child in the center.

To that end, we are launching three new services at our Innovation Summit this year, including **HundrED Connect**, **HundrED Forerunners**, and **Funders Collection**, which will be introduced later in this book. Our goal with this is to connect the world's leading innovators, implementers, and funders and work hard to make great things happen around the world.

So we would like to invite you as partners on this journey, and also thank the HundrED innovators & funders who have supported us thus far. We love you all.

While I am really proud of where we stand today, at the same time **I have a feeling that we have only just begun.**



Saku Tuominen

Chair of the Board & Creative Director
HundrED

Part 1:

Overview of HundrED



HundrED's Vision

HundrED 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, children must be equipped with a breadth of skills.

While we are advocates of a child-centric approach and personalised, passion-based learning, the relationship between an inspired teacher and a motivated student will remain essential. Assessment has to be aligned with the core purpose of helping kids flourish and all of this should be reflected in the learning environments of the future.

To make this happen, we need visionary leadership at every level of our education system with ambitious, impactful and scalable education innovations that are globally effective.

The world of education is full of hardworking specialists who are making this happen every day.

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

Our Aim

Transform K12 education globally to help every child flourish in life, no matter what happens.

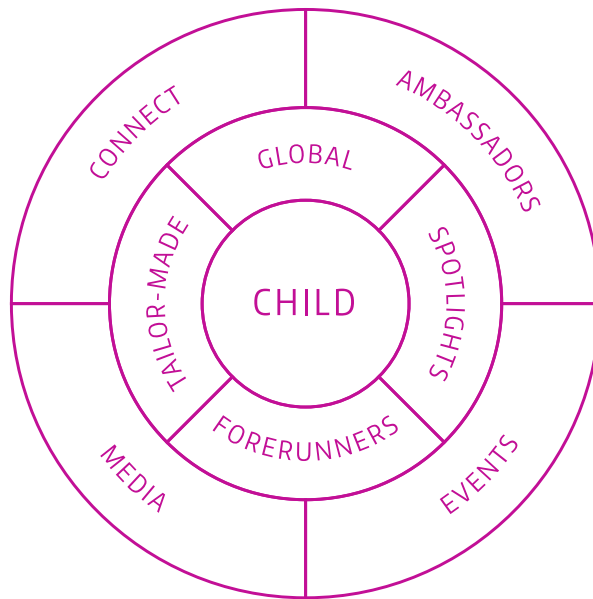
Our Long Term Goal

Every child has access to the best possible education innovations by 2030.

Our Short Term Goal

Help grow more than half of our selected innovations in their number of users by at-least 10% annually.

HundrED's Mission and Theory of Change



Child

Everything we do starts with the child in mind. Our mission (in our manifesto) is to help every child flourish in life, no matter what happens.

Global: Identify (9-10 Months)

- Annually select the top 100 innovations that are transforming education globally
- Examples: Hello Ruby, Speed Schools
- Funded by foundations, companies

Spotlight: Celebrate (9-12 Months)

- Identify & celebrate innovations within a region or / and a theme
- Examples: Pittsburgh, Digital Wellbeing
- Funded by foundations, companies

Forerunners: Promote (9-12 Months)

- Select innovative policies and practices that make change happen at scale in systems
- Examples: City of Helsinki, County of St. Louis
- Funded by education providers

Tailor-Made: Solve (2-12 Months)

- Identify the best external solutions to a specific problem or focus in a region or theme
- Examples: Croatia Ministry of Ed.
- Funded by education providers, foundations, companies

Connect

- HundrED Connect gives innovators access to the network they need to help them scale their impact
- The platform is free of charge and connects innovators to funders, implementors, and advisors

Ambassadors

- Our global network of education professionals seek, share & review innovations to provide consistent yet diverse standards
- Youth Ambassadors keep us grounded. By listening to their critical opinions, we can understand what they need.

Media

- HundrED Media is dedicated to spreading awareness about selected innovations through articles on our websites, frequent webinars and discussions across our social media platforms.
- Our global community further supports the distribution into local education networks.

Events

- The annual HundrED Innovation Summit in Helsinki brings together our community to foster education collaboration
- GLocals allow community members to organize local Summit-style events

Where are we headed in 2020?

Overview

Education innovations are seen to be crucial for renewing education systems around the world. However, the OECD (2015) report and EdTech Investment and Venture Capital (Karzunina, West, Mora, & Philippou, 2017) states that the education industry is adapting new practices much slower than others.

There is over a decade's worth of literature and evidence on how and why innovations scale. Our understanding of the mechanisms and tools to support innovation spreading are more effective through online environments than ever before, but still education innovations struggle to scale up and practices do not travel between classrooms easily (OECD, 2015).

To align with our goal of helping innovations spread, we have been focusing our 2020 plans **on how we can better serve the innovators we select.**

While we will continue our work on the Global Collections and with additional Spotlights to deepen our global understanding of education innovations, we will also be focusing our efforts on helping innovators scale.

Corporate responsibility investments and risk capital investments have been increasing in the field, and education is seen as the most important target for corporate giving (CECP 2017), even though based on the results of Metaari (2018), research and investments in K12 education innovations have been stagnating. We

believe this is due to the best innovations being undiscovered by or unable to get access to the right funders.

All Global Collection and Spotlight innovators selected by HundrED will be invited to the exclusive, invitation-only service called HundrED Connect. We aim to bridge the funding and resource gap of education innovations by bringing together our innovators with educators, teachers, or funders that are part of the HundrED Community. By creating more meaningful connections across our growing global community, we can increase the global impact of our innovators.

HundrED Connect is a key part of our goal to give every child access to the best possible education innovations by 2030.



The Dream

We asked **Saku Tuominen** (Chairman & Creative Director) and **Lasse Leponiemi** (Executive Director & Co-Founder) a few questions about their dreams for HundrED. Here is what they had to say...

WHERE DO YOU DREAM HUNDRED TO BE IN THE SHORT AND LONG TERM?

Lasse: In the long term, we want to ensure that every child can flourish in their lives. We believe this is best done through scalable education innovations—providing the best possible education in every context is the key for building a better world. It might sound naive, but I believe that is something we should collectively work towards. I hope that HundrED can help achieve this by closing the funding gap in education. We have wonderful education innovations around the world which deserve to be found, celebrated and spread further. The initial short term step in this direction is the launch of HundrED Connect; our new service helping education innovators find the resources and connections they need.

Saku: When we started our work five years ago, I dreamt that we would be one of the leading experts in impactful and scalable education innovations by 2020 globally. Even when trying to be as objective and self-critical as possible, I have the feeling that we have reached that goal and that makes me really proud. However,

if we want to reach our main goal, “helping every child flourish in life, no matter what happens,” identifying all the great solutions is not enough. Hence, my long term dream for HundrED is for us to be able to move from “why” and “what” towards “how”— how to be really good in helping these great innovations spread and improve the lives of millions of children in every continent.

HAS THE VISION CHANGED SINCE THE BEGINNING? HOW?

Lasse: HundrED started as a project to highlight Finnish education innovators as part of the centenary celebration of Finland. During the first two years we understood that it's not only Finland, but there is a global need to highlight education innovators, appreciate the important work that they do, and help their innovations to spread. Therefore our vision has not changed, but our understanding of the global context has become much deeper and wider.

Saku: Yes and no. The main vision—identifying great innovations and helping them spread - has remained pretty much the same and is more motivating than ever. However, the emphasis has moved towards the implementation part of the challenge. I feel that we are pretty good at identifying great innovations and also understanding the key challenges in spreading them but as mentioned, the toughest challenge is the “how”. What is the most impactful way to help with

this? This part has become an essential element in everything we do and is also the main reason behind HundrED Connect.

WHAT HAVE BEEN THE MAIN TAKEAWAYS YOU'VE LEARNT ON THE HUNDRED JOURNEY SO FAR?

Lasse: Nothing great can be achieved alone. The power of HundrED is in its community of like-minded education innovators, Ambassadors, Youth Ambassadors, and other education enthusiasts. The scary and at the same time thrilling moment is when you notice that it's not in your hands anymore. Our community is challenging us to work better every day, guiding us in the right direction, providing insights, and valuable help. This is what we find motivating and helps us enjoy the ride.

Saku: There are HundrEDs of them. One thing I cannot emphasise enough is that we cannot force change, and push things from the top down. We have to listen to all the key stakeholders: principals, teachers, parents, and especially children to keep them excited and energised. Often this is not the case. The will is good, but the reality is different. The main challenge in education is implementation. We don't reserve enough time, money, and resources to the process. To make the change happen, we need to keep everyone onboard and take care of both excellence and equity.

IF YOU WERE TO PICK ONE THING TO MAKE BETTER ABOUT EDUCATION TODAY, WHAT WOULD IT BE AND WHY?

Lasse: It would be communication about the education systems and its development needs. Too often we are debating by using black & white arguments to prove our point when most of the time the right answer is “I don't know”. It's impossible to predict the future and our world is facing big challenges. We should be more willing to understand different points of view and build common ground.

Saku: Even if we all agree that the challenges in education are massive, still the discussion around change in education is way too negative and uninspired. If we blame people who work in classrooms and say things like “nothing has changed in a hundred years”, we do more harm than good. Instead, we should concentrate on the positive. I have found that there is not a single country or city in the world that is not full of inspiring success stories. We need to change the tone of voice in our discussions and a common mindset immediately. The change is not only possible, it is happening every day, all over the world. Let's get excited!



Three new services: Funders Collection, HundrED Connect, & HundrED Forerunners

Funders Collection

OVERVIEW

As we built our community of innovators, a common wish across all innovations was the desire for more funding opportunities. Innovators Funding Needs For Education Innovations research report gives insight into the various kinds of financial support that global education innovations need in order to survive and scale. A survey with over 60 of the innovators from the HundrED 2019 GLocal Collection was conducted to understand their funding needs, which included: non-profit organisations, educator-led practices, whole school models, and for-profit organisations.

The majority of innovators (61 percent) seek funding to scale their innovations and 12 percent would use the additional funding to continue to develop their initiatives. Most notably, the findings reveal that 62 percent of the organisations were not profitable at the time of the survey.

As Lasse Leponiemi, Executive Director and Co-Founder of HundrED noted: “It’s remarkable that the third biggest investment source for education innovations is self-funding. The innovators highlighted in our Global Collection are so passionate about the future of education that they are willing to pay for their own efforts. We hope this report will encourage more venture capital, grant-giving, and donations to provide opportunities for these inspiring global innovations to scale up.”

In response to these insights, HundrED will release the Global Education Funders Collection at the 2019 HundrED Innovation Summit, which aims to help innovators that have the skills—but lack the funding resources—to scale. Our goal is to create a Collection where innovators across the globe can identify potential funders that invest in their focus areas and geographical regions. The Collection highlights organisations who are supporting K12 education initiatives, and those who demonstrate a shared passion for helping children flourish in today’s world. Organisation types will include both non-profit and for-profit. Our data collection consists of funders’ target groups and regions, funding strategies, and an outline of their investment criteria.

In return, education funders who are featured in the Collection will have access to the curated HundrED Global network, the education industry’s most influential thought leaders, and other inspirational funding organisations. The Funders Collection will not be made public.

SELECTION PROCESS

Review

The Education Funders Collection features both for-profit and non-profit organisations supporting a wide range of education themes, and whose investments are targeted but have a wide geographical spread.

Discover

Data collection was conducted through a combination of online research and input from our global network, resulting in an initial database of 448 Funders. For each funder, this included: the type of organisation, date established, investment focus, country of origin, target regions, and education themes.

Analyse

We select organisations who have been investing in K12 education for at least one year. We include organisations that align with our mission of investing in innovations that are impactful and scalable while supporting 21st century skills. We also select organisations who engage with their beneficiaries beyond financial assistance by strengthening infrastructures or pathways to scale. Finally, we tried to include organisations that address pronounced needs within specific regions or provide funding in a way that addresses fundamental structural challenges in those regions.

Select

We created a web page for each organisation featured in the HundrED Funders Collection. Each page includes information on target groups and regions, investment themes, support structures offered by funders, average grant amounts, and the eligibility criteria. The funder pages are freely available on the HundrED website www.hundred.org.

See examples from the Funders Collection on the next page.



Supporting educators and innovators with the vision and skill to reimagine learning.

New Schools Venture Fund

California, USA

NewSchools Venture Fund invests in organizations that are working to support public education in a variety of ways. NewSchools raises contributions from donors and uses them to find, fund and support teams of educators and innovators who are reimagining learning so all children – especially those in underserved communities – have the opportunity to succeed.

1998

YEAR ESTABLISHED

181

INVESTMENTS

50K - 150K

INVESTMENT SIZE



Dedicated to encouraging and supporting the development of innovative and sustainable solutions to complex global issues.

IDP Foundation

Illinois, USA

The IDP Rising Schools Program (IDPRSP), provides financial literacy and school management training and access to loans to low-fee private schools (LFPS) in Ghana. The program supports the many LFPS that provide education in areas that do not have a viable public school nearby yet are unable to secure loans to improve their schools and has reached almost 600 schools and nearly 140,000 students.

2008

YEAR ESTABLISHED

600

INVESTMENTS

130K - 3M

INVESTMENT SIZE



Quickening the pace of change in girls' education.

Echidna Giving

California, USA

Echidna Giving is committed to deploying \$500 to \$700 million towards girls' education over the next 40 years, in lower-income countries where girls are most disadvantaged. The fund also supports a robust ecosystem in girls' education, among implementers, advocates, researchers, and champions, so that effective ideas can take root and thrive.

2011

YEAR ESTABLISHED

40

INVESTMENTS

100K - 2M

INVESTMENT SIZE



Building and supporting nonprofits who have the potential to transform school education at scale in India.

Central Square Foundation

Delhi, India

Central Square Foundation's Grant Accelerator supports an ecosystem of nonprofits that are focused on improving the quality of K-12 education at scale for children from low-income communities. We fund existing organizations and incubate new organizations, providing unrestricted capital as well as targeted strategic and operational support across their start-to-scale life cycle.

2012

YEAR ESTABLISHED

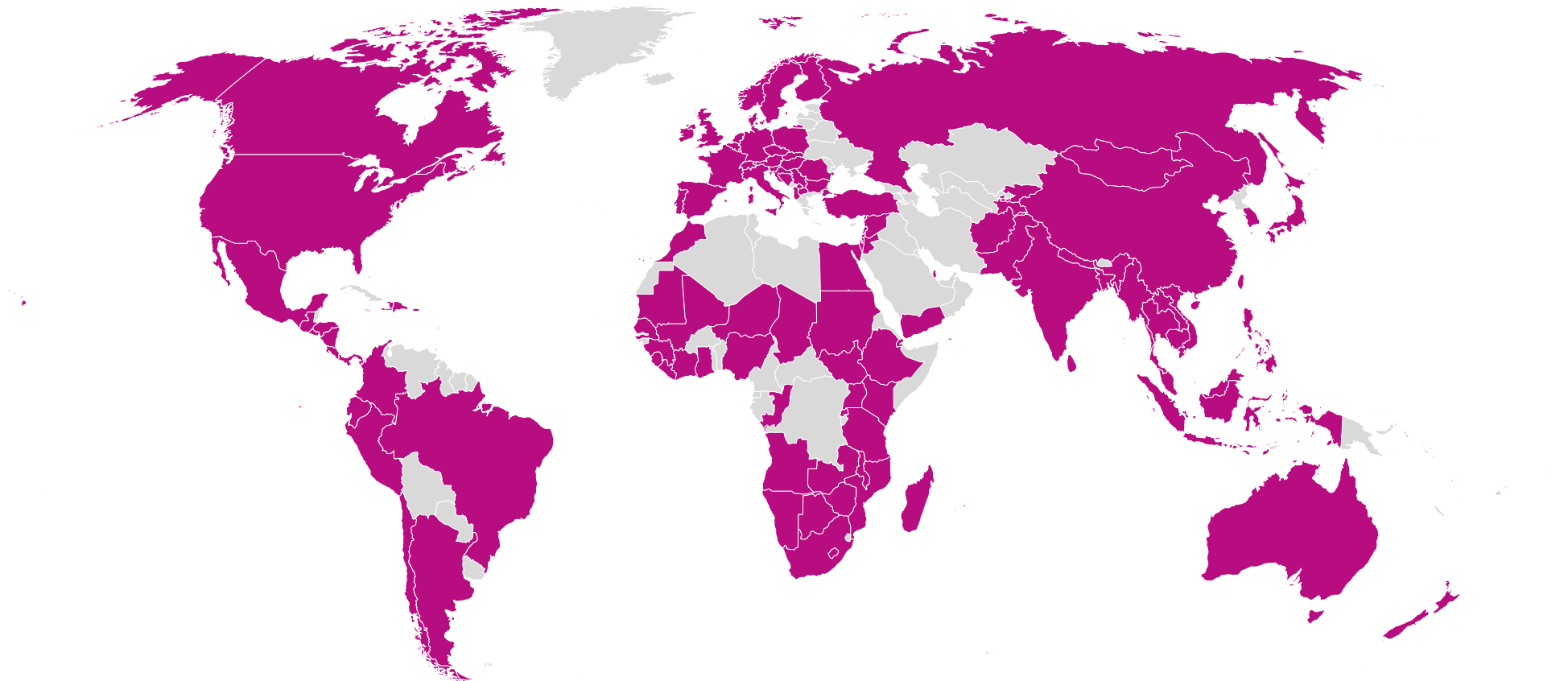
33

INVESTMENTS

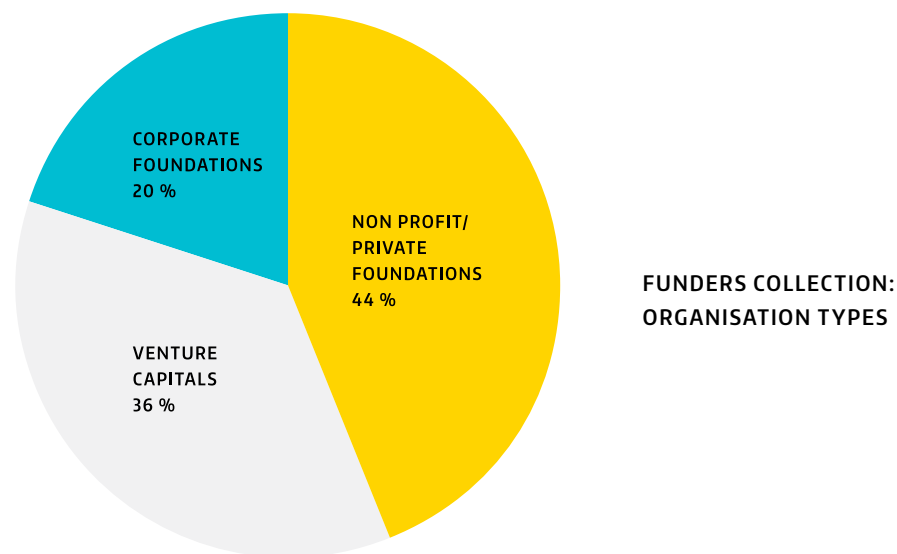
13K - 260K

INVESTMENT SIZE

TARGET REGION COUNTRY SPREAD



Afghanistan	Chile	Finland	Italy	Malagasy Republic	Nicaragua	Rwanda	Switzerland
Albania	China	France	Ivory Coast	Malawi	Niger	Senegal	Syria
Angola	Colombia	Germany	Japan	Malaysia	Nigeria	Serbia	Taiwan
Argentinian	Comoros Islands	Ghana	Jordan	Mali	Norway	Sierra Leone	Tajikistan
Australia	Congo	Guatemala	Kenya	Mauritania	Pakistan	Sinegal	Tanzania
Austria	Costa Rica	Guinea	Kosovo	Mauritius	Palestine	Singapore	Thailand
Bangladesh	Croatia	Haiti	Kyrgyz Republic	Mexico	Panama	Slovakia	Turkey
Belgium	Czech Republic	Herzegovina	Laos	Mongolia	Peru	Slovenia	Uganda
Bosnia	Denmark	Honduras	Lebanon	Morocco	Philippines	South Africa	UK
Botswana	Djibouti	Hong Kong	Lesotho	Mozambique	Poland	South Korea	USA
Brazil	Dominican Republic	Hungary	Liberia	Myanmar	Portugal	South Sudan	Vietnam
Bulgaria	Ecuador	India	Luxembourg	Namibia	Puerto Rico	Spain	Wales
Cambodia	Egypt	Indonesia	Macau	Nepal	Qatar	Sri Lanka	Yemen
Canada	El Salvador	Ireland	Macedonia	Netherlands	Romania	Sudan	Zambia
Chad	Ethiopia	Israel	Madagascar	New Zealand	Russia	Sweden	Zimbabwe



REFLECTIONS & OBSERVATIONS

As this is our very first Global Funders Collection, we anticipate gaps and shortcomings within it. While defining our own selection criteria, we attempted to compile the collection and simultaneously seek to understand trends surrounding global education funding. We also found that because we relied mostly on online databases, the collection is currently skewed towards organisations in economies with more capital (such as the US and the UK).

We also interviewed a variety of non-profit funders in our Collection to gain insight into their motivation, investment strategies, and impact goals for K12 education. In general, they support initiatives that align with their values and where they feel passionately that education needs to improve. Funders also support education initiatives which help alleviate larger problems within their communities – such as poverty and closing the wealth gap between community groups.

For-profit education funders also play a crucial role in supporting organisations that are not being served by grants or traditional venture capital. A recent rise in Edtech funders helps close the gap by focusing on education-related technology startups. This is particularly necessary in today's digital world, where the rising use of technology among young people provides a need for initiatives that are embracing their engagement with technology instead of fearing it.

The most prominent trend among the organisations we talked to is their tendency to invest within their existing networks. They make investments outside their network but within their region, or outside their region but within their network, but rarely outside both. These insights highlighted a need to go beyond the Funders Collection and suggest that we should continue to build a stronger and wider network of investors. Moving forward, we plan to tap into our global community to discover a more distributed group of like-minded funders in more countries around the globe.

By shifting our focus from global education to success on a more local level, we want to develop a close network of funders that are excited to connect with our innovators.



Romaine Javangwe

Project Manager
Education Funders, HundrED

HundrED Connect

OVERVIEW

HundrED Connect is our newest initiative that aims to bring together the people and resources to accomplish our shared ambitious goal of bringing the highest possible quality education to every child by 2030.

Why did we build it?

Growing anything is difficult. It requires goals, time, and resources to expand beyond the current state. Growing innovations in the field of education is especially difficult. It requires the knowledge, expertise, and passion for helping children facing an unpredictable future, and to scale an innovation requires unique skills, support, and resources that are difficult to find. Our innovators have already accomplished so much, so we want to take down barriers between them and children that need their help.

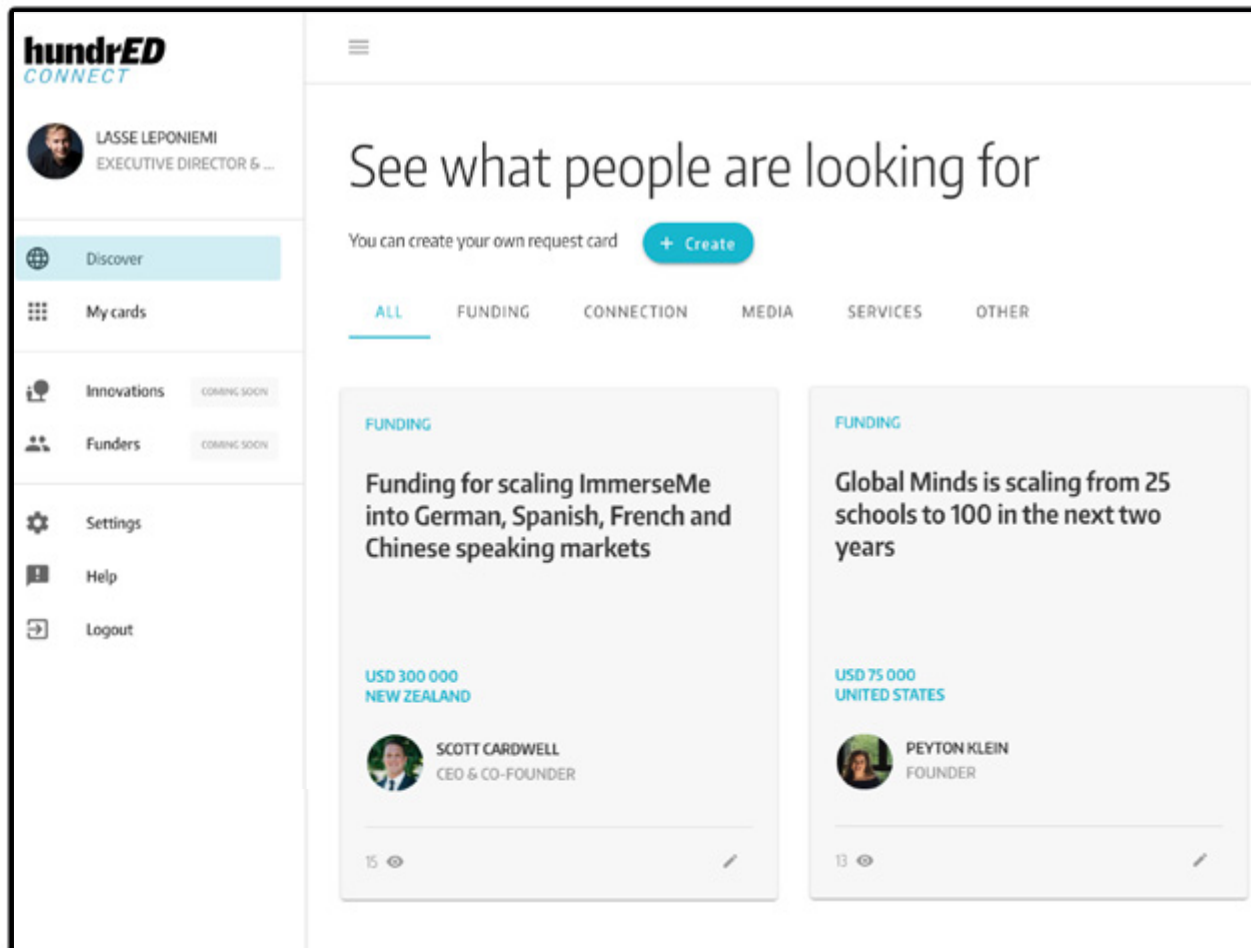
How does it work?

HundrED Connect is a platform for connecting a network of like-minded and engaged innovators, implementers, advisors, educators, and funders featured on the HundrED site. We've spent years highlighting quality education innovators, and now we are running the same process to build the most valuable global education network. Through HundrED Connect, innovators can seek out the help they need and create valuable connections to solve their challenges.

How we will begin this new service?

Like any successful platform, we want to start by solving manageable problems manually to ensure we are able to deliver on our promises to both sides of the network. That's why we've started a pilot programme for innovators to tell us what they need, and we're going to help them make the connections that can help them.

We also want to hold ourselves accountable to our innovators, which is why we have made a goal of growing more than half of our innovations number of users by at-least 10% annually. The 2020 global innovators have been invited, and we have already started making these valuable connections.



WHAT WE'VE BEEN HEARING:



Megha Bhagat
from **Project DEFY**

"Project DEFY is looking for funding support to set up a fellowship program, DARE, Design a revolutionary education. With 5 years behind us in setting up self directed learning centres we want to now grow the next set of education thinkers who can formulate their own

education paradigm. DEFY is also looking for funding support to set up the worlds first live education research lab, RAGE (Research on Alternative Global Education) a space where we would create a community research centre to experiment and answer the many questions that world of alternative education seeks."



Scott Cardwell
from **Immerse Me**

"We've spent 4 years of R&D and now have strong customer base, validated our product offering and would love to scale up globally so looking for investors who can share our long term vision and support with contacts/experience in the EdTech sector. Grants for

specific projects too would be amazing. We've been fortunate to receive grant support a few times in New Zealand"



Gaurav Singh
from **321 Foundation**

"Would like to know if our four stated goals for achieving investment are feasible and realistic, and if not how we should go about drawing investment attention. I also have newly developed donor materials that I would love feedback on."



Lisa Gottfried
from **Global Create-a-thon**

"I would love to establish connections with other Lighted Art Festival coordinators from other cities around the world."





HundrED Forerunners

Improving education in systems

THE CHALLENGE

At HundrED, we love all kinds of education innovators: from teachers to entrepreneurs and from non-profits to start-ups. We believe that impactful and scalable innovations can make change happen. So far we have mostly focused on innovations that scale bottom-up – or in other words – grassroots innovations that have the potential to work in a range of contexts. However to make change happen quickly and at scale for example, in every school of a city, we should also be spending time with top-level educators. They have the means to achieve quality education for all students. And like the grassroots innovators, they also lack the time and connections to share their innovations to like-minded leaders around the globe.

OUR SOLUTION

To partner with that top level, we have created a new initiative called Education Forerunners, with the goal of identifying education stakeholders who are making change happen at scale. They can be countries, states, cities or networks of schools. Together with these forerunners, we aim to identify top level innovations that improve education immediately at a large scale. These can be system-level innovations, innovative strategies, or eco-systems that encourage innovation. We are excited to announce that the first HundrED Forerunner is the city of Helsinki. Together, we have identified 10 innovative approaches with a goal of improving education in every school of the city.

THE NETWORK

Although these innovations differ slightly from the grassroots innovations we've selected in the past, the end goal is still the same. If and when they are impactful, our goal is to help them scale. But in this case, we try to help them scale to like-minded education stakeholders. For example, in the case of Helsinki, we hope these all or some of these 10 "city-wide innovations" could be useful in many other cities of the world, both big and small. As a result, we want to create a network of innovative education forerunners who can share innovative practices with each other. We envision a sharing of best innovations between countries, states, cities or school networks that have a mission to help every child flourish.

KEY FINDINGS FROM HELSINKI

The models and solutions presented in Forerunner Helsinki are implemented broadly in the public education system of Helsinki. Solutions featured in Forerunner Helsinki serve to inspire other cities and countries to implement different city-wide policies. The culture that activates these educational models can be seen as an encouraging example that system-level change is possible.

Read the full report: <https://hundred.org/en/research>



The learner explores authentic real world phenomena.

Phenomenon based learning

Helsinki, Finland

Phenomenon based learning is multidisciplinary and collaborative learning processes that go beyond a single project or one learning outcome (e.g. project based learning). This means taking an interdisciplinary, collaborative, exploratory and learner-centered approach to global or local phenomena. These phenomena allow learners to take control of their own learning and to explore in-depth multiple disciplines.

2018 EARLY CHILDHOOD EDUCATION
2016 BASIC EDUCATION
2013 GENERAL UPPER SECONDARY SCHOOL

Learners at all
educational levels

TARGET GROUP

* Based on the current curriculum



Foreign language learning starts in the first grade.

Early language Learning

Helsinki, Finland

In August 2018, Helsinki launched a new language program where all first graders are introduced to new languages. Students can study: English, Spanish, French, Swedish, German, North Sami, Russian, Estonian or Chinese. Learning these new languages are encouraged to be taught through games, songs, play and other activities.

2018

YEAR ESTABLISHED

Learners at basic education

TARGET GROUP



Students participate in policy and strategy decisions in school.

Learners as decision makers

Helsinki, Finland

Education providers are required by law to consult students in decisions that significantly affect their situation. One of the most important topics in education is to increase student voice and participation in school activities. In Helsinki, student associations promote student empowerment and inclusion. Furthermore, student association representatives participate in both school and college boards to inform policy and strategy.

2016

YEAR ESTABLISHED

Learners at basic education and upper secondary level

TARGET GROUP

Get involved

WHAT IS A FORERUNNER?

Forerunners are schools, districts, cities, counties, states, or countries that develop policies which foster innovative practices across their classrooms at scale. These leaders believe that education can be improved by teachers and empower them to test new approaches in their classrooms. They also seek inspiration from others, testing innovations from other parts of the world that can make a difference for their students.

WHY JOIN THE NETWORK?

Networks increase their value the larger and more diverse they are. By becoming part of the HundrED Forerunner program, you will be joining and engaging with some of the most innovative educational leaders in the world. You will also be contributing your innovative approaches to a worldwide network of like-minded educators to increase their global impact.

HOW TO GET INVOLVED?

To become a Forerunner, HundrED will run a structured research process that we developed as an iteration of our Spotlight projects that we have been running for 3 years. We will partner with you for 6-9 months, identifying and researching your innovative approaches to determine the top 10 that can be replicated by other Forerunners in the network. If you're interested in becoming a Forerunner, email danny@hundred.org.





Where have we been in 2019?

An overview of our impact

We are continually impressed and inspired by the amazing education innovations we discover every day. While our understanding of the challenging complexity in education grows at a global level, we find a remarkable consistency in the determination of teachers, parents, and educators everywhere to solve these challenges.

The possibility to work with more education innovators has affected tremendously to the reach HunderED has been able to have globally. Innovators have already published over 1000 innovations publicly on the database and the number of students using their solutions have been growing. On average, an innovation is used in nearly 6 countries.



Danny Gilliland

Head of Growth and Impact
HunderED

As we've grown, so has our impact at HundrED.
In 2019, we wanted to get better at measuring the impact our innovators have around the world.
Numbers as of September 2019

1000+

EDUCATION INNOVATIONS PUBLISHED
ON HUNDRED.ORG



+518

SINCE LAST YEAR



99

COUNTRIES

761K

TIMES EDUCATION INNOVATIONS
HAVE BEEN ACCESSED ON HUNDRED.ORG



+247K

SINCE LAST YEAR



226

COUNTRIES

164M

STUDENTS USE EDUCATION
INNOVATIONS LISTED ON HUNDRED



+128M

SINCE LAST YEAR



5,87K

TIMES INNOVATIONS
IMPLEMENTED IN NEW COUNTRIES



About HundrED Spotlights

HundrED Spotlights are an opportunity to gain thorough insight into the education innovations taking place either in a specific area of education (e.g. literacy or sustainability), or within a certain geographic location (e.g. India or London). We believe that the innovations selected for HundrED Spotlights deserve to be more known globally.

Spotlights are organised by HundrED and a Spotlight Partner. Research is conducted on the theme or region and on innovations that are considered for selection. Any innovator working in the eligible field can submit their innovation to be included in the research process. The final innovations are selected by HundrED and a curated Advisory board with both partners via a thorough review process. These innovations are then filmed, packaged, and shared on the HundrED platform for the world to see for free.

This year, we have completed or are in the process of conducting a total of 8 Spotlights:

- 3 regional Spotlights (**Pittsburgh, Switzerland, and Qatar**)
- 5 thematic Spotlights (**Digital Wellbeing, Employability, Financial Skills for Youth, TVET, and Bilingual Education**)

To find out more about partnering with us for a Spotlight, please contact our Head of Growth and Impact, Danny Gilliland at danny@hundred.org



Spotlight on Pittsburgh

In 2018, we were delighted to begin our collaboration with the Grable Foundation and Remake Learning in order to become more familiar with the unique educational challenges and many success stories within the Pittsburgh region. The North Star for this Spotlight was to find solutions that are supporting equity in the education system. In educational research, it is often stated that increasing equity is essential to be able to effectively make a positive impact on student learning and the wider community around them.

“Why Pittsburgh? Why not New York, Chicago, San Francisco, or a hundred other places? Well, for more than a decade, educators in the Pittsburgh region have been taking risks, reaching higher, and pushing the limits of learning. Rallying under the banner of Remake Learning, Pittsburgh is home to a deeply connected and highly coordinated education innovation ecosystem. The result? A high concentration of innovations that hold the potential to help children flourish.

Through several months of outreach by HundrED and hard work by hundreds of educators and innovators in the Pittsburgh region, the HundrED Spotlight on Pittsburgh received 82 submissions from schools, museums, libraries, non-profits, government agencies, community centers, universities, research projects, and local companies. Each one offered a glimpse of the extraordinary things people in southwestern Pennsylvania and West Virginia are doing to help children in the region flourish.” – Spotlight Pittsburgh Report

This Spotlight broke the mold and identified more than ten, with a dozen being finally selected. On September 23, 2019 at the O'Reilly Theater in downtown Pittsburgh, an event named celebratED honoured the selected innovations for this Spotlight. The event revealed the Pittsburgh Spotlight Report and video case studies about these 12 innovations to help educators from around the world learn from what educators are doing in southwestern Pennsylvania and northern West Virginia, USA. But more than just highlighting the selected dozen, the event was a celebration for all over 80 innovators who submitted their case for the Spotlight—we are keen on following how this booming ecosystem of education innovators and implementers will take their work forward within the coming years.

Visit this link to find out more about the innovations selected for this Spotlight:
<https://hundred.org/en/collections/pittsburgh-usa>

IN PARTNERSHIP WITH



Spotlight on Switzerland Digital Transformation at School

With a reputation of an education, science and technology pioneer, and a strong national agenda focusing on digital transformation, Switzerland is uniquely positioned to be a global centre of digital education innovation, not only in higher education but already from early childhood.

Spotlight Switzerland looked for inspiring kindergarten, primary, and secondary school educators who are embracing digital transformation in the classroom by experimenting with teaching methods and tools together with their students. The ten most convincing emerging good practices were selected by an expert Jury and will receive grants for further development.

The local partners are: We Are Play Lab Foundation, Gebert RUF Stiftung, Jacobs Foundation, Stiftung Mercator Schweiz, digitalswitzerland next generation, Beisheim Stiftung, and The Zurich University of Teacher Education (PH Zurich). The selected projects were video documented and presented in the form of a report during Campus Seminar in Zurich on October 30th, 2019 and at the HundrED Innovation Summit in Helsinki on November 6th-8th, 2019.

Visit this link to find out more about the innovations selected for this Spotlight:
<https://hundred.org/en/collections/switzerland>

IN PARTNERSHIP WITH





Spotlight on Digital Wellbeing

With our main partner Supercell, research partner The Diana Award, and media partner ISTE, we are seeking the most impactful and scalable innovations on the topic of Digital Wellbeing.

Young people are spending more and more time with their digital devices. This technological impact has many positive effects; for example, an increased scope in learning and connecting with others from all over the world. However, Saku Tuominen, the chairman and creative director of HundrED, states: "it is becoming increasingly necessary for young people to adapt healthy habits when using digital devices so that they fully develop their mental, physical, and social wellbeing."

This Spotlight showcases leading innovations from around the world that both promote digital wellbeing and prevent known issues like online bullying, digital harassment, and digital overuse (e.g. social media, gaming, content streaming etc.).

"Mobile games are a big part of people's digital diet these days. While we consider it a priority to keep our platform safe, we also agree that education needs to play a bigger role in learning about digital wellbeing. With this exciting project we will identify solutions to be implemented in schools." States Jessica Hollmeier, the Anti-Fraud & User Safety Lead of Supercell.

The selected solutions intend to kick start a movement to improve digital wellbeing on a global scale.

Visit this link to find out more about the innovations selected for this Spotlight:
<https://hundred.org/en/collections/digital-wellbeing>

IN PARTNERSHIP WITH





Spotlight on Employability

The rapid advancement of technology has changed the employability skills needed for the future in significant and unforeseeable ways. Many agree that education will need to be aligned and adapted to these shifting demands with innovative solutions. Therefore, it is critical that education implements sustainable innovations to effectively support the future employability of young people.

Organised together with Sayling Wen Cultural and Educational Foundation, HundrED Spotlight on Employability Skills is a curated collection of education innovations offering inspiring solutions to provide future life and career skills for students. Any Chinese speaking educator or innovator was able to submit their innovation.

This HundrED Spotlight is co-organised together with the Sayling Wen Cultural and Educational Foundation to start their NXTEducator programme on the theme of employability.

Visit this link to find out more about the innovations selected for this Spotlight:
<https://hundred.org/en/collections/employability>

IN PARTNERSHIP WITH



Spotlight on Financial Skills

Fluent financial skills are a crucial part of every person's wellbeing. In the current global and technological world, the importance of financial skills is emphasised, as it is increasingly easier to use money with various digital applications. These applications bring financial services closer to young people. Also, young people will likely face more and more complex financial issues in the future. It is therefore important to recognise educational innovations that help young people to learn the financial skills they need.

The financial skills of people is a growing concern in Finland in particular. Over 90% of Finnish teachers and students think that teaching financial skills is important, but only 20% of students feel that they receive adequate financial expertise during education (Economy and youth TAT, 2018). Together with OP Financial Group, we searched for the best innovations on the topic of financial skills from Finland and other parts of the world. The goal was to identify how young people learn financial skills now and how it could be best taught in the future.

Visit this link to find out more about the innovations selected for this Spotlight:
<https://hundred.org/financialskills>

IN PARTNERSHIP WITH



A blue-tinted photograph of a robotic arm with a camera sensor, positioned on a workbench in a technical training environment.

Spotlight on Technical and Vocational Education and Training (TVET)

This research was conducted by HundrED in collaboration with Technology Industries of Finland and the strategy network of Finnish Vocational Institutes.

There is an increasing disconnect between the skills students are obtaining in their education, and whether or not these skills are meeting the needs of an uncertain future. With the recent reform of TVET in Finland, TVET institutions want to ensure that they are effectively preparing for these inevitable changes. HundrED was asked to research Technical and Vocational Education and Training (TVET) on an international scale, looking at initiatives that would meet the needs of Finnish TVET students.

Visit this link to download the full report here:
<https://hundred.org/en/research>

IN PARTNERSHIP WITH

A blue-tinted photograph of a person's hands writing in a notebook, with a black cap and other items on the desk in the background.

Spotlight on Bilingual Education

There are few educational challenges that have become as globally important as bilingualism in schools. It is estimated that 50 per cent of the world's population speaks at-least two languages (Ansaldi, Marcotte, Scherer, & Raboyeau, 2008; U.S. Census Bureau, 2010). In Finland, at-least one foreign language is spoken by 93 per cent of the adult population (Statistics Finland, 2017). Moreover, rapid technological advances that enable free collaboration between communities and countries also contribute to an increasing need for more innovative methods to teach and learn in more than one language (Dirks, 2019). Thus, highlighting the most impactful and scalable innovative practices and solutions on bilingual education would be beneficial in Finland and internationally to better align the skills and knowledge students will need for the 21st century.

This Spotlight will be released in March 2020.

IN PARTNERSHIP WITH



HundrED Research

The HundrED research team works hard to understand the main obstacles and enablers in the process of change in education. We study the key themes related to our mission and share insights with the world for free. All reports we've completed are available on our website right now for free at: <https://hundred.org/en/research>.


INNOVATORS FUNDING NEEDS FOR EDUCATION INNOVATIONS

The purpose of this study was to collect information about funding needs for scaling up K12 education innovations. The HundrED 2019 Global Collection innovators were asked about their current funding status, future funding needs, and their experiences of the funding process in general. Key research findings—as published on Forbes—reported:

- The majority (51%) of education innovations are funded by donations and grants
- Only 7% of the planet's most powerful education innovations are funded by capital investments
- Just 5% are funded by governments
- Nearly a quarter (23%) are self-financed.

Download the complete report here for free: <https://hundred.org/en/research>





Systems that Adapt: Innovation Friendly Systems in Education

It is predicted that school systems will be required to adapt and learn in an increasingly agile way in order to keep up with the modern world (Resnick, 2017). However, there is a consensus that we lack an effective theory of institutional change in education (Sarason, 1996; Sahlberg, 2016). Innovations that target educational systems that effectively adapt to future changes are needed to better align the schools needed for the 21st century. However, often educational innovations are isolated at their site of origin and fall short of expectations to spread – despite the world becoming increasingly connected and globalised through technological innovation.

This research project is in progress and set to be released early 2020.

IN PARTNERSHIP WITH



FINNISH NATIONAL
AGENCY FOR EDUCATION



Schools that Learn

Whittle Schools & Studios are a highly innovative network of schools for the 21st century, promoting itself as “the first global school of the world, designed for the age of innovation”. Whittle intends to modernise education, creating a transformative network of 36 schools in the world’s leading cities in the next 10 years.

Schools will hold elements of a universal/transnational curriculum, considering integration of some of the best practices of curriculum design, but will also attune to local and national conditions. As part of the learning environment, each school becomes a learning innovation hub that complies with the values of Whittle and cultivate a spirit of innovativeness. The intention is that schools within the network will be encouraged to continually learn from each other, to spread successful innovations across schools.

In order to achieve this vision, Whittle aims to cultivate a “culture of innovativeness” that will empower open-mindedness, creativity and learning in teachers, students, and management.

This research project is in progress and set to be released early 2020.

IN PARTNERSHIP WITH



Whittle
SCHOOL & STUDIOS



Community, Media & Events

Many individuals across the world are passionate about improving education, expressing a multitude of reasons specifying its importance. Yet, due to the disconnect of insights and information in education, they are too often unaware of other perspectives. Educational stakeholders are often unable to take into account global perspectives and insights in education, hitting language or financial barriers that prevent them from tapping into global knowledge bases, and exploring practical examples: to understand, seek, implement, and reflect for improvement locally.

Understandably, many initially believe that innovations and changes being made in different countries could not and do not apply to their situation, yet it appears that across the world common issues and goals do arise. There is no cut and paste solution for education, but there is an opportunity to bridge understanding and work together to make adaptations that fit within each individual context. If we are not making this knowledge base and community accessible while celebrating their tremendous value, we are ultimately hindering opportunities for the world's children.

This is where the HundrED Community steps in. HundrED was born from the notion that in a world becoming increasingly connected and globalised, education can still be very local and isolated in its practices. We focus on celebrating, inspiring, and empowering all stakeholders to create positive change in education, we strive to keep the conversation open. Everyone's voice is welcome as we realize that no singular point of view can change education for the better.

Numbers as of September 2019

358

HUNDRED AMBASSADORS



+223

SINCE LAST YEAR



80

DIFFERENT COUNTRIES

70

HUNDRED YOUTH AMBASSADORS



+66

SINCE LAST YEAR



70

DIFFERENT COUNTRIES

776

INNOVATION STORIES PUBLISHED



+258

SINCE LAST YEAR



722K

TIMES READ

HundrED's Community comprises our innovators, educators, policy makers, parents, and other influential stakeholders. We are passionate about improving education through collectively discovering, creating, and sharing inspiring innovations in K12 education. We further have a booming community of Academy members, Ambassadors as well as Youth Ambassadors, who provide invaluable support in selecting innovations and growing our outreach.

Every year at the launch of the Global Collection, we bring together inspiring members of the HundrED Community, for a three-day, invite-only event called the HundrED Innovation Summit. This is our flagship event where we celebrate and support the world's most inspiring education innovations, with educators, funders, youth, and other engaged stakeholders from across the world – with talks, workshops and discussions. All innovations selected in Global and Spotlight collections are invited to join us in Helsinki to celebrate, share ideas, forge connections, and build a movement.

The main focus of the HundrED Community is to spread the message of positive examples of innovations in education globally. We organise local events, meetups, innovation campaigns, policy discussions, and more led by our community, while our supporters continue to write and promote us and our innovations in their local media. The HundrED Community currently is comprised of HundrED Innovators, Ambassadors, and Youth Ambassadors. HundrED Innovators are the creators and leaders behind the education innovations available on the HundrED website. With nearly 1000 innovations now published, our innovator community is actively helping children flourish.

HundrED Ambassadors are our eyes and ears around the world identifying innovations, helping spread them to more students in creative ways & inspiring local communities to come together to discuss, act, and lead change. With over 350 ambassadors from 80+ countries, we have an active group of teachers, school principals, education consultants, and more, who help spread HundrED innovations globally and locally.

Finally, in this changing landscape for education, we at HundrED truly believe in the power of youth leadership and the need to activate the student voice. In the beginning of 2019, we started the HundrED Youth Ambassadors programme, which brings together an active community of students from around the world who are passionate about education's potential and want to be a part of its change together. With 70 Youth Ambassadors currently connected with the programme, ten joined us for the first ever HundrED Youth Summit in Helsinki in partnership with the Helsinki Youth Council and the Helsinki Municipality, during the Helsinki Education Week.



HEAR FROM SOME OF OUR AMBASSADORS & YOUTH AMBASSADORS:



Marigold, 9,
Youth Ambassador, Canada

My favourite part of HundrED was how we got to share our ideas as youth! I especially love the projects, and I like how we can answer the questions how we like. For example, we can write an article, make a video, write a poem or make a picture. I look forward to the questions each month and like the challenge in thinking about how to answer them. I like to hear the responses from the other Youth Ambassadors around the globe and to learn how things are in their education systems. I am so happy to be part of hundrED and be part of the process for our education.



Vrinda Gandhi, 15,
Youth Ambassador, India

HundrED Youth Ambassador community is a coterie which associates with people of all age groups around the globe. We, as Youth Ambassadors, are passionate about education and share a common goal- not to be the voice of the illiterates, but to give them their own voice to shape their opinions. HundrED showed me how there is no age restriction when you want a change and want to be the change. The efforts taken at community level bring enthusiastic individuals together, just like the YAs of HundrED community. Our family keeps on growing! Through our monthly meetings at Zoom, our platform to share and learn at Edmodo, and even opportunities for us that the Community gives, we are encouraged to actively participate in educational activities.



Dr. Christopher J. Garnier,
**Director of Student Learning,
USA/Nepal**

While working on my doctorate in Global Education at the University of Southern California, in April I had the opportunity and pleasure of visiting the HundrED HQ in Helsinki and to say that I was inspired by their mission and resolve to engage and connect the global community of those in the education business would be an understatement. I was compelled to join their network as an Ambassador. I completed my doctorate in July, was offered and accepted a position as the Director of Student Learning at Ace International Business School in Kathmandu, Nepal. Upon learning about my new role, HundrED reached out to me and connected me with 2 other Ambassadors in Nepal exhibiting their steadfast mission to continue to spur their vision of their mission of sharing and creating education innovations throughout the world. I'm honored to be a HundrED Ambassador as they have become an ally and conduit to my passion of educating those groups who have been historically marginalized and the most vulnerable communities around the globe.



Francis Jim Tuscano,
**Head Ed Teach Integration Coach
and Trainer 2017 Global Teacher
Prize Finalist, Philippines**

Being part of the HundrED Ambassador community has been one of the most exciting opportunities for me as an educator. From the amazing community of innovators, change-makers, and passionate educators, I got to know more about the different education innovations curated by HundrED and shared with the world. I had the chance to connect and interact with fellow innovators and teachers who are hungry to create an impact in the way education has been done in our respective communities and contexts. Most importantly, the community has been a source of inspiration. The wealth of ideas, experiences, and the openness to share and impart best practices on innovative learning, teacher professional development, and school empowerment have been invaluable! In three simple words, the HundrED Ambassador community is about information, interaction, and inspiration.



Dr. Anna Nikina-Ruohonen,
**Affiliated Professor, Grenoble
Ecole de Management, France**

Having been a part of the HundrED community in the capacity of Ambassador has brought to my attention a wide range of the outstanding educational initiatives implemented by teachers in their classrooms every day. This has, in turn, encouraged me to share and introduce my own tested educational methodologies and concepts to the world. The power of community in action!

HundrED has transcended beyond a platform for an inspiring dialogue and excelled in being an effective medium making the concrete tools available to educators worldwide and helping to make education relevant, applicable and accessible. As the saying goes, education is the best friend. And HundrED is the best friend of every educator.



HOW MEDIA COLLABORATES WITH OUR COMMUNITY

To share the voices of our community, we have a unique approach to media in the field of education. We make sure every story is inspirational and positive, uplifting educators and audiences worldwide to make sure they feel supported and appreciated. All of our articles and videos are of the highest quality, as we believe that those working in education deserve the very best. Our aim is to simplify our audience's lives by sharing innovations that have been proven to improve education, and sharing it in an accessible way that makes innovations easy to implement. We want to make sure that our audience – from parents, to students, to educators to policy makers – feel they can trust the innovations we've picked, understand why they're important, and know how to make them happen.

To ensure our audience is continually engaging with our innovations as well as within the HundrED Community, we have multiple **Digital Media engagements**. For example, we have weekly Facebook-live webinars, Twitter Chats, and other online activities as well as face-to-face meetup opportunities. In the last year, we have hosted nearly 40 FB-webinars with an average of 3,500 views. We have also started engaging a larger audience on our Twitter and Instagram channels. Additionally, this year our community members have published nearly 100 articles on our channels, where their innovations and opinions have been featured or they themselves have written an expert piece aligned to key trends in education.

By request of the HundrED Community to continue discussions while building local support systems and communities of practice, we introduced **HundrED GLocal** events. Hosted by HundrED Ambassadors, the goal of these events is to share

inspiring local innovations in education and empower teachers while fostering an inclusive, collaborative movement for innovation in education.

So far, we have hosted HundrED GLocals in London (UK), Helsinki (Finland), Ahmedabad (India), Brisbane (Australia), Karachi (Pakistan), Delhi (India), and have more lined up in Macedonia, Liberia and the United States.

Since 2018, at the same week of the HundrED Innovation Summit, we have been co-hosting the annual city-wide, international education festival, Helsinki Education Week in partnership with the City of Helsinki and the City's Education Division. The week's series of events offer content to learners of all ages and to everybody interested in learning and the development of learning. In addition to international education experts, the target groups include teachers in Finland and particularly teachers, learners, and parents in Helsinki.



To keep the momentum going, the HundrED team continues to present at impactful events and host the global education innovation community at our Helsinki office. For more information on starting your own GLocal or engage with our global network, contact our Head of Community & Media, Pukhraj Ranjan at pukhraj@hundred.org.

Part 2:
**The Sparks of
Change**

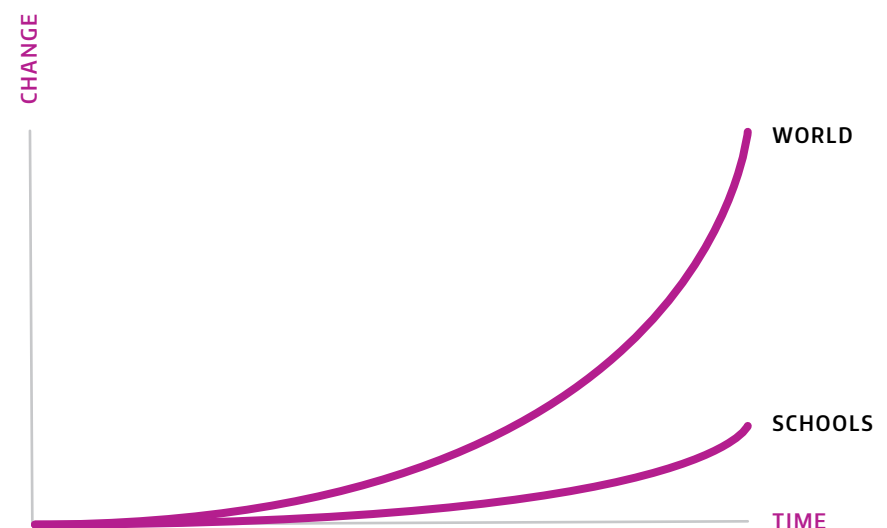
Report on the 2020 Global Collection

“If we teach students the same way as yesterday, we rob them of tomorrow”

– John Dewey

Most experts in education agree that the world is changing much faster than schools' ability to keep up – and the consequences of this growing gap is getting alarmingly worse. For example, it is projected that by 2030, around half of all young people globally will reach adulthood without the basic secondary skills needed for the modern world (The Education Commission, 2016). HundrED believes a large part of the solution to these growing problems in education lie in making already proven and effective innovative ideas much more globally accessible.

There is a rich field of research on innovation in business related literature like management science and economics, however, in regard to innovation in education, the field remains poorly studied. Since 2016, HundrED has discovered



from its research that the world is already full of impactful and scalable innovations in education. Unfortunately, most educators in the world do not know about the best innovations on a global level, especially the ones outside of their local area. We aim to help change this through our Global Collection, which is renewed each year.

The annual Global Collection highlights 100 of the brightest innovations in K12 education from around the world to anyone for free. Now in our third Collection, the goal is to inspire a grassroots movement by helping pedagogically sound, ambitious innovations to spread across the world. We evaluate each innovation for its impact and scalability based on the latest information and from multiple perspectives (e.g., perspectives from teachers, students, leaders, innovators, and more). For example, to help inform our selection process this year, a total of 2008 reviews were made by our expert Academy Members. We hope that this Collection will contribute to our mission at HundrED so that every child has the opportunity to flourish in life.

In this section, we first give an overview of the process we used to select this year's Collection and present some of the main trends about them. We also present two innovation observations from the HundrED Community that are selected for our 2020 Global Collection – Speed School in Ethiopia (visited by Saku Tuominen, Chairman & Creative Director of HundrED) and Anji Play in China (visited by Jordy Angel, Lead Youth Ambassador at HundrED). A short overview of each selected innovation follows – you can find more in-depth details through viewing their innovation page on our website at <https://hundred.org/hundred2020>. We are sure you'll be inspired by the amazing innovations highlighted in the following pages.



Christopher Petrie

Head of Global Research



Katija Aladin

Researcher



AN OVERVIEW OF OUR SELECTION PROCESS:

Stage 1.

At HundrED, we use the following definition of innovation in education: “Innovation in education can be defined as meaningful improvements in 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).”

Our research team reviewed thousands of innovations from all over the world, which were discovered from the following methods:

1. Conducting targeted outreach and applicant support
2. Formal and non-formal channels, such as:
 - a) attending events and conferences
 - b) monitoring high profile competitions from around the world
 - c) speaking with experts in and out of education
 - d) studying academic and non-academic texts such as peer reviewed journals and blogs
 - e) news and books that highlight innovation in education.
3. Talking to our growing global community of 350+ Ambassadors and 70 Youth Ambassadors all from 100+ countries. This diverse range of people are our local eyes and ears from all over the world who recommend and report about the best practices and technologies emerging from their region.

All innovations were considered from those submitted and selected for the HundrED Open, Global Collections, and Spotlights. Any innovator can submit applications to be considered in this collection by June 30th of that year.

Before we begin evaluating these innovations, we first identify areas of need and emerging fields in education. Some of the areas we particularly focused our attention on this year were (by no means an exhaustive list):

- Innovations from Latin America, Africa, and Asia
- Teacher re-education
- Teacher led innovations
- Reimagining assessment in education
- Leadership
- Physical and mental disabilities
- Low resource environments
- Innovations that can be implemented when there are no teachers
- Artificial Intelligence in education
- More innovations from a non-english context
- And much more...

Stage 2.

To be featured as part of HundrED Global, innovations must demonstrate evidence for the following two main criteria:

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 scaling to other contexts or has a high potential to scale for others to adopt its practice/technology.

HundrED's Research Team aims to understand all considered innovations from these channels through conducting semi-structured interviews with each innovator, and reading any materials found about it.

In this stage, we consult our global network of educators to help obtain an unbiased perspective of each innovation. Additionally, all innovators have an opportunity to share further evidence in support of their work when we reach out to them.

Stage 3.

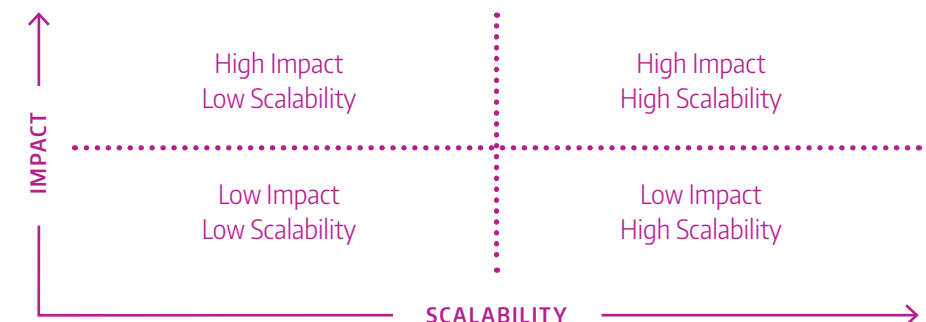
The HundrED Research Team then make a shortlist of possible innovations for our Academy to review. This shortlist is divided into batches to make it more manageable within a two-week review period during July.

Studies have strongly indicated that for innovation in education to be effective, a sustained, coordinated, and engaged multi-stakeholder effort is needed. With help from our experienced Academy Members, we could be relatively certain if an innovation is both highly impactful and scalable to other contexts.

HUNDRED ACADEMY: We believe that the diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. The HundrED Academy consists of around 150 selected education stakeholders (e.g. teachers, leaders, academics, and students) who have expertise from a range of contexts and perspectives in education.

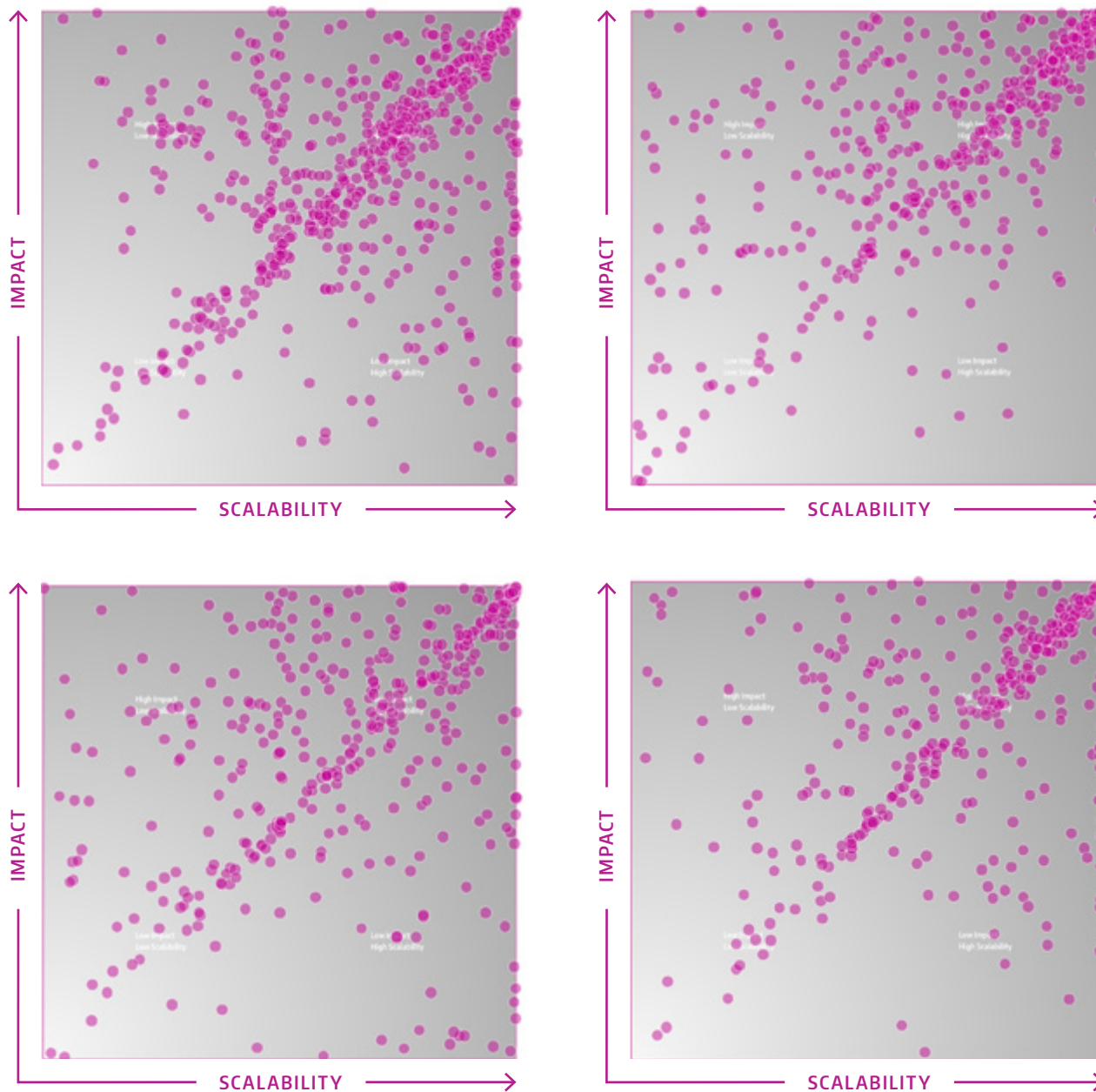
The selection of our Academy involves ensuring they support our mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education (particularly for gender and cultural diversity). This year's Academy had representatives from every continent with a near even gender representation (55% male and 45% female) and a wide range of perspectives (for example: academics, education consultants, school leaders, teachers, students, and innovators).

ACADEMY REVIEW PROCESS: The factors of impact and scalability are plotted on a graph by each Academy Member using HundrED's evaluation tool (figure below), which is divided into four quadrants. HundrED are looking for innovations that many stakeholders in education consider to be highly impactful and scalable in the top right quadrant.



THERE WERE A TOTAL OF 2008 REVIEWS FROM OUR ACADEMY MEMBERS THIS YEAR.

Each plot on the graphs below represent a review for four of our shortlisted batches of innovations.



Each reviewer also provided specific comments about each innovation that explains their evaluation on our mapping tool. Finally, they recommended if the innovation should be selected (yes/no/maybe).

All Academy responses were considered to identify strengths and weaknesses from multiple perspectives about each innovation. These evaluations are discussed with the Research Team to make the final selections. While an innovation may have been weak on one particular factor, a holistic assessment of the whole innovation was evaluated for each selection.

After the review period, we then work with innovators so that their innovation pages are packaged as clearly as possible and shared with the world on our website.

To celebrate their inspirational work, all selected innovators are invited to our HundrED Innovation Summit in November. This 3-day event is an opportunity to share and celebrate inspirational innovations, as well as network with other innovators from across the globe.

HERE ARE A FEW REFLECTIONS FROM SOME OF OUR WONDERFUL ACADEMY MEMBERS THIS YEAR ABOUT THE REVIEW PROCESS:



Juan Manuel Pico, Colombia,
Co-founder Education Soul

"Congratulations to all the HundrED Team for such an extraordinary worldwide process review: it really has a sense of international community of innovative education initiatives. The reviewing process is crisp, fun and highly inspiring. Is like being in a toy store for a kid but in terms of worldwide education innovations! Worldwide inspiring education innovations at your fingertips! Thank you for letting us be part of this extraordinary process review and congrats for the great friendly reviewing experience!"



Anis Amouri, Tunisia,
Fine Arts Teacher

"I had a great experience during the revision of the innovations, I was really surprised by the quality and the richness of the innovations. I was touched by the dedication of the innovators who gave their time, money, heart and kindness. Proud to be a member of the Academy and HundrED, it was an honor and a pleasure at once. Thank you for giving me this opportunity to live these moments, to see this side of humanism in education and pedagogy"



Rabia Saqib, Pakistan,
CEO/Principal, The Brighton Schools

"It has been such an honor to be a part of this outstanding process where we all are striving to change and improve the current education system. We need to review and replace traditional approaches of teaching with a student centered approach. It is about embracing change and celebrating diversity. Thank you HundrED for providing us such a remarkable learning experience. Education is all about collaboration, communication, cultural exchanges, critical thinking etc. Let's take our classrooms from Brick to Click...All the best!"



Elizabeth Lopez, Malaysia,
Independent Education Consultant

"I was delighted to have been a part of the Academy and to be entrusted with this responsibility. It was an incredible learning experience for me as I looked at how people took challenges they witnessed and used their resources, both mental, emotional and the capacities they had to help learners resolve them. I was inspired by the innovations that took children beyond their spaces of comfort, and turned those opportunities into incredible learning and nurturing experiences."





Numbers and trends about the 2020 Global Collection

IMPACT

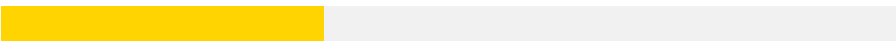
When an innovation page is created on HundrED.org, they enter a list of educational categories that align with its nature and goals. We combined these from all the selected innovations into a word cloud and found it provides an overall impression of the range and thematic emphasis. It is clear from the image on the next page that the focus of many innovations is on areas where there is often a lack of—or a gap—in traditional school education; for example, empathy, global skills etc. Most of these skills and competencies are recognised as growing rapidly in importance for preparing young people for the 21st century (OECD, 2018).



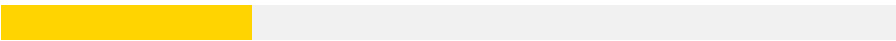
FURTHERMORE, WHEN ANALYSING THE SELECTED INNOVATIONS,
WE FOUND THE FOLLOWING:



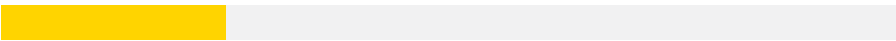
71% Target the development of 21st century skills
– as defined by The Future of Education and Skills 2030 report by the OECD (2018)



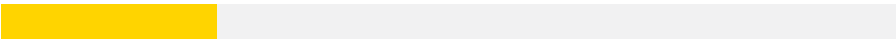
36% Require digital devices to augment learning



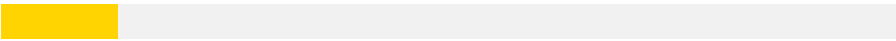
28% Require the internet



25% Use pedagogical approaches that involve playful learning



24% develop traditional academic skills



13% develop vocational skills



36% develop holistic skills like empathy, mindfulness, etc.

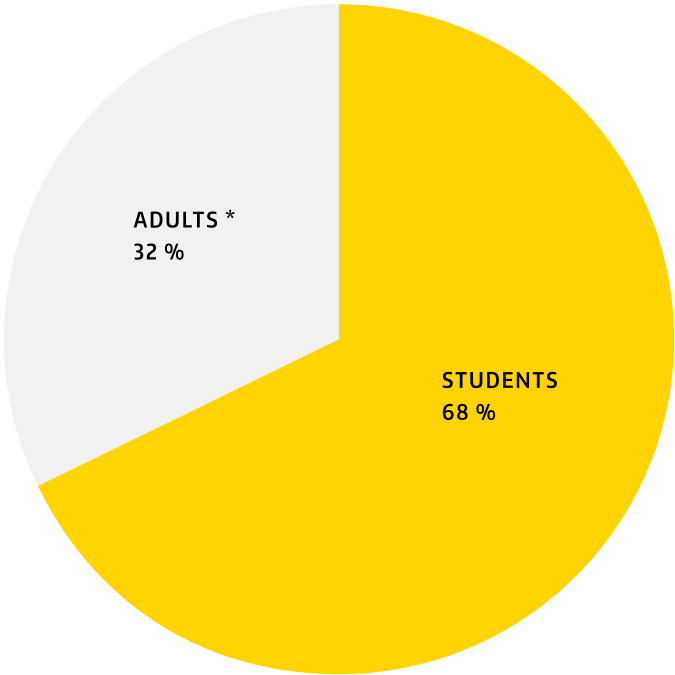


73% innovations are non-profit (**27%** are for-profit)



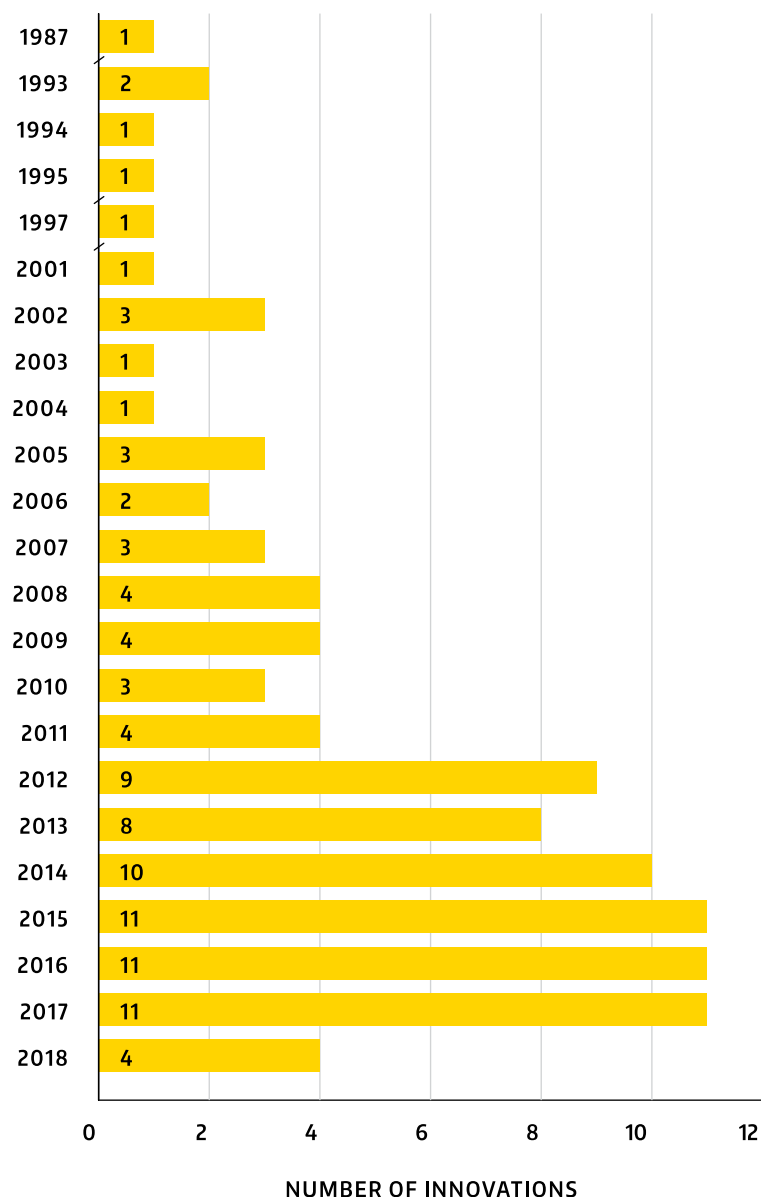
53% of innovations are implemented in out-of-school contexts
(**47%** to be implemented in school)

TARGET GROUP OF INNOVATIONS:

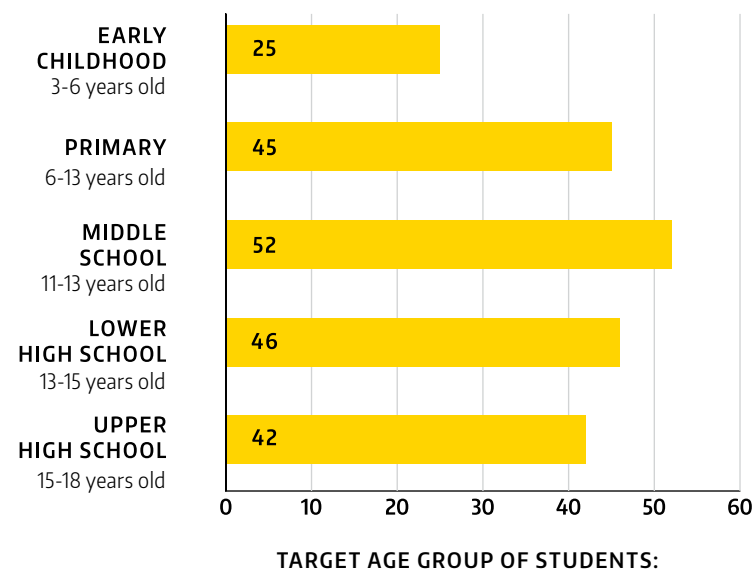


* ADULTS INCLUDE TEACHERS, SCHOOL LEADERS, AND PARENTS

YEAR THE SELECTED INNOVATIONS WERE FIRST ESTABLISHED



The majority of the selected innovations were established in the last 7 years. Many have shown remarkable growth and scalability within this short timeframe.



Most innovations target more than one age group (hence the total in the above graph is over 100). 9 innovations catered for one area of schooling only as follows:

- 5 innovations for early childhood only
- 2 innovations for primary level only
- 2 innovations for middle school only.

SCALABILITY

75 054 972

USERS OF ALL THE SELECTED INNOVATIONS COMBINED

773 762,6

AVERAGE NUMBER OF USERS FOR EACH INNOVATION

10.72 average number of countries an innovation has spread to. When dividing the number of all countries every innovation on HundrED.org (including those not selected) have scaled with the total amount of innovations on the HundrED platform (**1000+**) the average number is **5.95**. Thus, the Global Collection has been able to select innovations with a higher scalability factor (**+4.77** countries).

BRIEF CONCLUDING REMARKS

The numbers and trends presented here indicate that the selected innovations for this year's Global Collection can spread at scale and be adapted for multiple contexts. However, today there are widely known problems for most educators globally that contribute to a tight bottle neck for effective innovative ideas to spread freely in schools. For example, well researched factors contributing to this for teachers are:

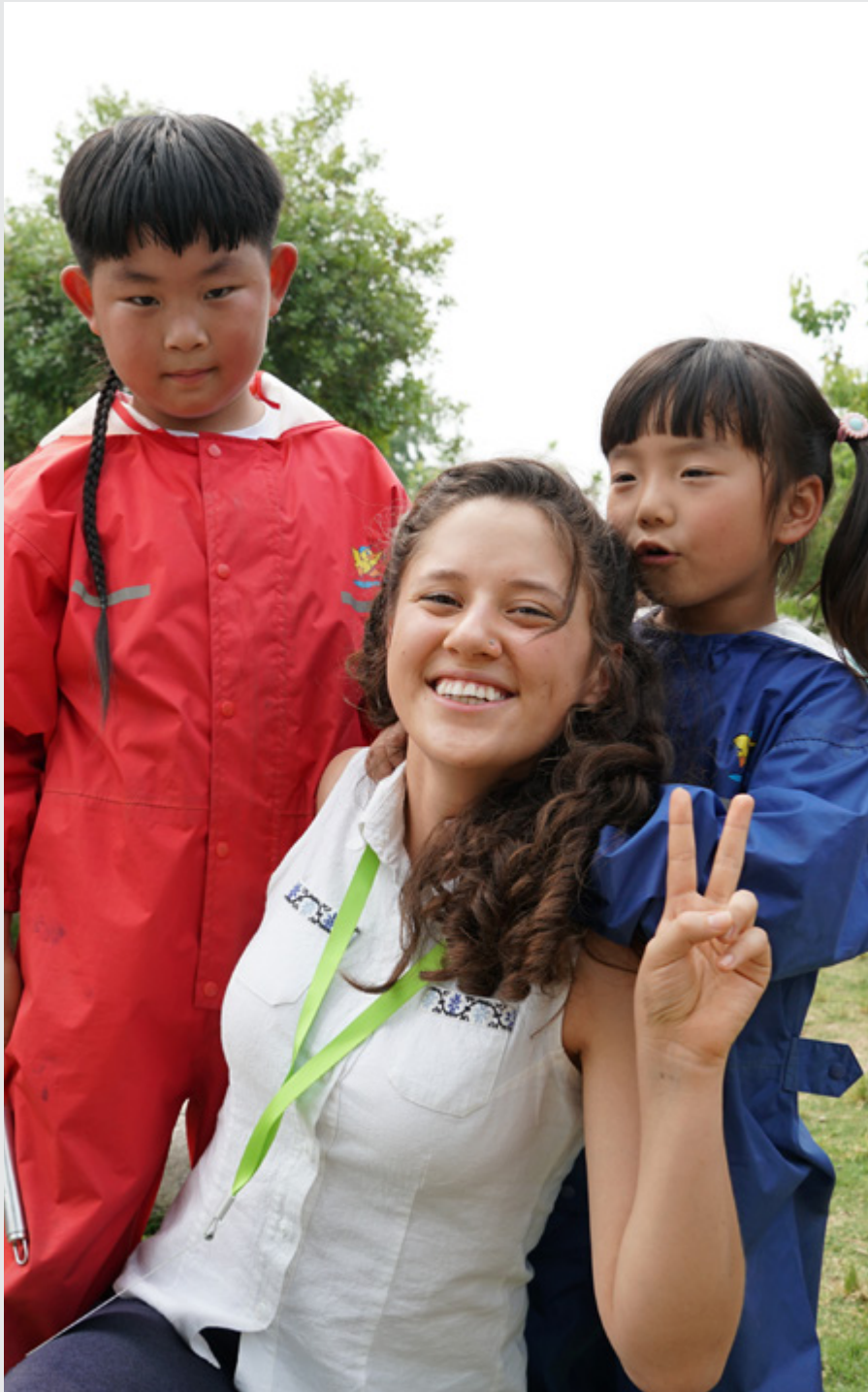
- **time is a scarce resource** that is spread thinly across curricula demands, which consequently stifles deep thinking, imagination, and creativity in schools
- managing **demanding assessment expectations** causes most educators and students to be risk averse (e.g. the rise of standardised assessment)
- **teachers are stressed** just to get to the end of the day and cut corners out of necessity, leaving little room for new ideas to grow in an agile way
- **current structural boundaries** (like a rigid school timetable) suppressing new ideas for teachers and students, making it very difficult for innovation in education to spread easily.

With these issues in mind, it is easy to see why there is often a general educator reaction of resistance and distrust on experimenting with new practices and technologies. Therefore, innovations in education should aim to allow us to do more with less and provide ways for educators to mitigate against these barriers. **We think the selected innovations for our Global Collection this year do just this.**

We greatly admire the hard work that these innovators are doing and think everyone should know about them.

Both the research team and the HundrED Academy were extremely humbled by the wide range of innovations discovered this year and we think you will be too.

Let's celebrate and help them to improve education globally together!



Innovation Observations: Speed School & Anji Play

At HundrED, we research every potential innovation carefully and discuss them with various local experts. Among them, are our Academy and Ambassadors. We never select anything without a wide variety of unbiased 3rd party opinions.

Additionally, we also visit innovations to see them in action. The following pages feature two innovation observations from the HundrED Community that are selected for our 2020 Global Collection: Speed School in Ethiopia (visited by Saku Tuominen, Chairman & Creative Director of HundrED) and Anji Play in China (visited by Jordy Angel, Lead Youth Ambassador at HundrED).



The goal of Speed School is to get dropout students back to studies.

Speed School provides an accelerated learning programme that condenses three years of basic education into just 10 months. Having caught up with their peers, children are able to re-enter mainstream education in the 4th grade and join the local village schools with children their own age.

Speed Schools focus on a condensed time frame that complements and works alongside government schools—rather than establishing a parallel system. Working closely with the national agencies of each country, the programme is customised for each national context.

Over 90% of the children who have started the programme transition successfully to their local village school. And not only that—graduates of their programme complete primary school at twice the rate of their peers.

Speed School – Ethiopia

In June this year, **Saku Tuominen** (Chairman & Creative Director of HundrED) took a trip to Ethiopia in order to study Speed School, which has been part of every HundrED Global Collection so far.

WHAT IS THE ESSENCE OF SPEED SCHOOL?

Worldwide there are 125 million children who miss out on basic education, who are often excluded due to conflict, poverty, or discrimination. These children are at risk of being forgotten or ignored as they are assumed to be uneducable.

Since 2011, Speed School has worked in partnership with Ethiopian NGOs to enable 113,000 children to get a second chance at education. It is aimed at children who are out of the official education system for one reason or another. Some have dropped out, some have never started.





On our week-long trip, we visited three Speed Schools in different parts of Ethiopia. What was obvious and impressive in all of them was not only the inspirational work that the Speed Schools are doing, but how they integrate parents and the whole community into the effort to make change happen for these children. If adults don't deeply understand the value of education, the risk of going back to the old status quo increases.

This is the reason why Speed School aims to change the mindset of the whole community (especially parents), so that it becomes unacceptable for any child to be denied an education.

Speed School is a perfect example of a HunderED innovation. It is extremely impactful and highly scalable. It is strongly formatted, consisting not only of the school but also incorporating the community element. Moreover, it can be modified to fit perfectly within the local culture.

To understand the reality and challenges in scaling education innovations in Ethiopia, we also visited the Ministry of Education in Addis Ababa and discussed Speed School from their perspective.

They strongly emphasised three important characteristics: (1) understanding the local culture, (2) close co-operation with them, (3) and a long-term perspective. The goal of Speed School is not to compete with the official system but to help them. Both parties have a win-win approach in supporting each other. It is no wonder that Speed School also works outside of Ethiopia; for example, it is implemented in 300 classrooms in Uganda. However, with over 100 million children outside of the education system, this is just the beginning. The need and potential, as well as the urgency is obvious.

WHAT WERE THE KEY INSIGHTS FROM THE VISIT?

First of all optimism. We left Ethiopia convinced that it is possible to solve wicked, complex problems in education with impactful and scalable innovations. However, it does not happen overnight and very seldom does it happen in a viral way. You need to have a proof of concept, then formatise it well. You need to work hard to spread it and have people implement it daily, and if possible, be in close co-operation with the government. Most likely, local adaptations may be needed.

Our mission at HunderED is to help Speed School and other innovations like them increase their impact and scale.





Anji Play's motto is to give children back their right to play. The children spend their school days playing with open-ended projects based on real life objects that are moldable and natural and allow them to explore their creativity, imagination and childhood, which helps them develop their 'true play'. The teachers have learned to carefully observe the children by becoming researchers of play – rather than being there to impart knowledge.

Throughout the day, the children are given opportunities to reflect on their play and have discussions. Daily, children draw or represent with their own made up characters in the story of their play and then their teacher writes the exact words of the child's explanation on the same piece of paper.

At some point, the teachers guide a group discussion of the play that happened that day. While teachers are observing, they are required to keep a record of the play through photographs and videos, allowing a deeper understanding of how the children are playing and use these artifacts during group discussions.

Anji Play – China

Youth Ambassador **Jordy Angel Coldwell** shares her recent experience attending the True Play Conference in Anji, Zhejiang, China.

I have been searching for the best educational practices in the world for a while now – going as far as getting a job at a Montessori and Reggio Emilia school to acquaint myself with some of the most renowned schooling systems. The word that I, and many others, had become obsessed with, was “innovative”, and it became my passion to innovate the educational system. However, when I traveled to China to attend the 1st True Play Conference in Anji, Zhejiang, China, on May 12th, 2019, hoping to better understand, Anji Play, what I thought to be the “most innovative” early child education programme in the world, I had quite an interesting revelation.

The biggest conclusion I made during my trip was that Anji Play isn't innovative. Play is nothing new to humanity, and if you didn't get it from the title, that's what Anji Play is all about!





Anji Play is a truly spectacular programme that has been recognised worldwide, while spreading to every corner of the world, from Tanzania to Budapest. The question I heard the most during the True Play Conference was, "How does Anji Play prepare children for the rigorous and standardised elementary education in China?" The answer was:

“The roles have changed because of Anji Play. It is now the elementary teachers who are coming to Anji Play to learn how to better prepare themselves for their future students”

It is a programme that is starting a revolution in early childhood education by realising the importance of play and taking it to its maximum potential through open-ended materials, trusted teachers and plenty of space for expression and reflection. It is innovative, not in the fact that it is play, but in the way we think

of play. Some of the skills identified as needed by the 21st century student in the internet age are: critical thinking, creativity, collaboration, communication, flexibility, leadership, initiative, productivity and social skills – all of which the students of Anji Play develop through their true play and extensive reflection programme.

To better understand the true nature of this amazing programme, I will be spending 2019 at Anji Play schools to further study the model and its impact on children.



Selected Innovations

321 EDUCATION FOUNDATION
5 AREAS OF DEVELOPMENT
AGORA
AKILI DADA
AMAZE.ORG
AMB-LE-MA (AMBIENTE, LECTURA Y MATEMÁTICAS)
ANEER
ANJI PLAY
APPLE SCHOOLS
ARKKI
AULA 42
BEEP LAB
BIG PICTURE LEARNING
BLUEPRINTS
BRAC HUMANITARIAN PLAY LABS
BROAD CLASS - LISTEN TO LEARN
CHATTA
COMMUNITYSHARE
COSCHOOL
CYBERSMART AFRICA
DESIGN FOR CHANGE
DIGNITAS PROJECT
DOST EDUCATION
DREAM LIFE SKILLS ASSESSMENT SCALE
ECO-SCHOOLS
EDCAMP
EGODACT
EMPOWERMENT AND DIGITAL WELLNESS
EXPERT & TUTOR TEACHERS
FUJI KINDERGARTEN
FUNDACIÓN ESCUELA NUEVA
GLOBAL CREATE-A-THON
GLOBAL MINDS INITIATIVE
GLOBAL ONENESS PROJECT

GLOBAL SCHOOL LEADERS
GOLD YOUTH DEVELOPMENT AGENCY
GRADUATE AIMS DATABASE
GREEN HOPE FOUNDATION
GREEN SCHOOL BIO BUS
HEI SCHOOLS
HELLO RUBY
HIGH RESOLVES
HILLMAN ACADEMY
IMMERSEME.CO
INITIATIVE FOR PEACE
INSIDE OUT - WE ALL BELONG
INSPIRE X BY SMALL ECONOMY WORKS
JAM
KAHOOT!
KIDE SCIENCE
KIDSCAN! INNOVATION CAMP
KIWIX
LAB4U
LEARNING SPACE DESIGN LAB (C) BY AUTENS
LEERKRACHT
LIGER LEADERSHIP ACADEMY
LITTLE RIPPLES
MAKING GHANAIAI GIRLS GREAT! (MGCUBED)
ME & MYCITY
MEETWO
MINDUP
MOSCOW ELECTRONIC SCHOOL
MYMACHINE
NATAKALLAM
NIGHT ZOOKEEPER
ONECOURSE
OTSIMO
PEOPLE'S ACTION FOR LEARNING (PAL) NETWORK

PI-TOP
PROJECT DEFY: DESIGN EDUCATION FOR YOURSELF
PROJECT EVERYONE: WORLD'S LARGEST LESSON
PROJECT FUEL
PROJECT ROCKIT ONLINE
PROTSAHAN'S HEART PROGRAM
REACH & MATCH LEARNING KIT
REAP BENEFIT
REDES DE TUTORÍA
REMAKE LEARNING
ROOTS OF EMPATHY
SELF-SUSTAINING AGRICULTURAL SCHOOL
SHADOW A STUDENT
SISTEMA GLOBAL
SKY SCHOOL
SLAM OUT LOUD
SMART SCHOOL ALLIANCE
SMILES IN EDUCATION
SPEED SCHOOL
STIR EDUCATION
TAGTIV8 ACTIVE LEARNING
THE CLUBHOUSE NETWORK
THE ECONOMIST EDUCATIONAL FOUNDATION
THE EDUCATE! MODEL
THE TEACHERS GUILD
THINK GLOBAL SCHOOL
TRIX AND TRAX
UNITED WORLD SCHOOLS
WHOLE CITY AS A LEARNING ENVIRONMENT
WORLD OF WORK
XTALKSWORLDLISTENS
YOUTH EXPRESS



We work with schools to bring gold standard improvement in student learning through our 2 year primary grades program.

321 Education Foundation

Mumbai, India

321 Education Foundation is a non-governmental organization whose mission is to maximise the potential of each child by maximising the potential of each educator and each school. Over the past 6 years, we have worked with over 200 schools and impacted 3500 educators across Mumbai, Hyderabad, and Bengaluru.

2012

YEAR ESTABLISHED

120 000

CHILDREN / USERS

1

COUNTRY



Looking to develop a holistic curriculum with engaging assessment tools for students and teachers?

5 Areas of Development

Bhutan, India, Oman

A new school culture that refocuses the curriculum to address 5 key areas of development (cerebral, physical, emotional, spiritual and social) and uses innovative methods to assess students, teachers and the school as a whole.

2015

YEAR ESTABLISHED

1 025

CHILDREN / USERS

2

COUNTRIES



The school with no classes, no classrooms and no curriculum.

Agora

Netherlands

We start with you. What do you want to learn? What are your talents, interests, and ambitions? You can use everything in the world that's worthwhile to investigate, make or develop as your personal starting point for learning. Your personal coach will support and supervise your learning process. At Agora we traded courses, timetables, classes, and tests for challenges, collaboration and coaching by teachers.

2014

YEAR ESTABLISHED

278

CHILDREN / USERS

2

COUNTRIES



Creating opportunities for girls age 13 – 19 to develop as leaders in their schools and communities.

Akili Dada

Kenya

The Young Changemakers Program creates opportunities for girls age 13-19 to develop as leaders in their schools and communities. Dadas in this program are provided the space and support to develop their personal leadership style, learn how to identify issues and areas of need in their communities and build tangible skills to address those issues.

2005

YEAR ESTABLISHED

42

CHILDREN / USERS

1

COUNTRY



Age-appropriate and medically-accurate sexual health videos for adolescents ages 10-14.

AMAZE.org

United States

AMAZE.org is an initiative that provides comprehensive, age-appropriate, and medically-accurate sexual health videos for adolescents ages 10-14, along with resources for educators and parents. As of September 2019 our videos have received 28 million views on our YouTube channel since AMAZE.org was launched in September of 2016. AMAZE has also been launched in South Africa and Latin America.

2016

YEAR ESTABLISHED

127 000

CHILDREN / USERS

5

COUNTRIES



Simple to Execute Socio-Educational Tool to Empower Teachers with Measurable Results in 3 areas: Environment, Reading and Math.

Amb-Le-Ma (Ambiente, Lectura y Matemáticas) – Socio Educational Tool

Aragua, Lara, Carabobo, Guárico, Yaracuy, Venezuela

Amb-le-ma is an educational tool with the primary purpose of motivating, encouraging and supporting teachers from schools in vulnerable urban and rural communities in Venezuela.

2012

YEAR ESTABLISHED

5 700

CHILDREN / USERS

1

COUNTRY



An innovative and impactful project aiming to settle preschool classes in remoted Moroccan villages.

ANEER

Casablanca, Morocco

ANEER program is based on an innovative model of community pre-schooling whose purpose is to impact the entire environment of children from school implementation to parental education. The model aims to create the most favorable conditions for a successful education through the implementation of projects for parents, youth, local associations/NGOs/champions and local teachers.

2015

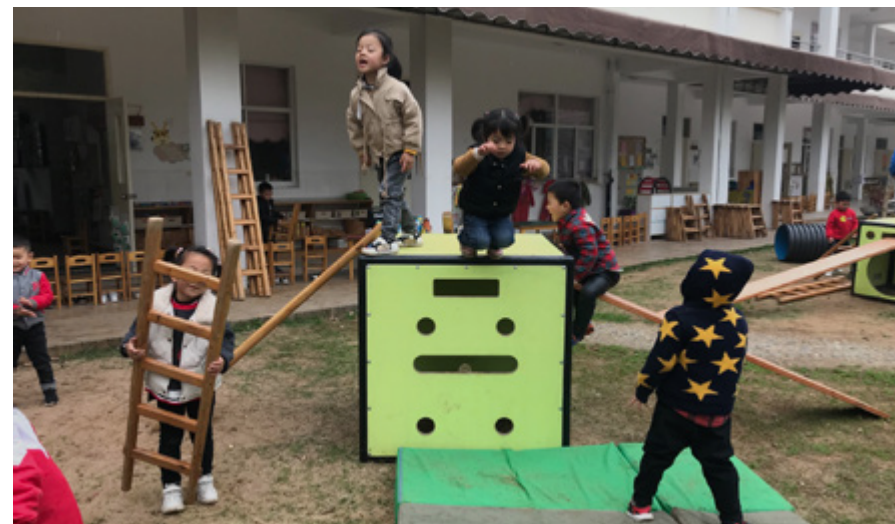
YEAR ESTABLISHED

11 000

CHILDREN / USERS

1

COUNTRY



A comprehensive early childhood curriculum and philosophy with broad applicability to all learning settings.

Anji Play

China

Anji Play is a curriculum and approach to early education developed by Ms. Cheng Xueqin for the public early childhood programs of Anji County, Zhejiang Province, China. In the past five years, the Anji Play curriculum, approach and philosophy have become the focus of pilot and demonstration programs in the United States, Europe and Africa. The Anji Play curriculum and play materials have been adopted at the province level in Zhejiang (soon bringing Anji Play to two million more children), and Anji Play is being practiced in public early childhood programs in all of China's 34 provinces and administrative regions.

2002

YEAR ESTABLISHED

100 000

CHILDREN / USERS

4

COUNTRIES



An innovative health promotion initiative that impacts the lives of 20,000 students annually in Canada.

APPLE Schools

Edmonton, Alberta

The organization works with vulnerable school communities to change students' healthy eating, physical activity, and mental health habits to improve their quality of life. The initiatives are fun and excite students to move more, eat better, and be more mindful. While school staff and parents show guidance, the project's success ultimately relies on student leaders taking charge.

2007

YEAR ESTABLISHED

100 000

CHILDREN / USERS

1

COUNTRY



Leading institution in creative education via architecture and design for children in the world.

Arkki – Creative Education for Future Innovators

Helsinki, Finland

Arkki provides creative education using architecture & design as holistic real-world phenomena to integrate STEAM subjects. Arkki empowers pupils with innovation skills through hands-on learning made fun and rewarding. Through project work pupils learn design thinking, critical thinking and complex problem-solving. Arkki's awarded program is certified by The Finnish Ministry of Education.

1993

YEAR ESTABLISHED

25 000

CHILDREN / USERS

7

COUNTRIES



An online resource bank and teacher mentorship program that transforms schools through the Project Based Learning methodology.

Aula 42

Chile

Aula 42 empowers teachers throughout Latin America to develop 21st century skills in their students through Project Based Learning. Our teacher training program and platform of free, curriculum-aligned lesson plans facilitate the implementation of engaging classroom projects rooted in real-world problems.

2014

YEAR ESTABLISHED

1 660

CHILDREN / USERS

2

COUNTRIES



Experiencing our Built and Natural Environment through the lens of Architecture

BEEP Lab

Singapore

BEEP Lab is an education & training consultancy founded in Taiwan since 2015 and is now based in Singapore as a registered social enterprise. We aim to enrich and engage the minds of children, teenagers and educators through lens of architecture. Using design thinking to nurture one's mastery in creativity, confidence, and collaboration so as to prepare them to be responsible users and designers.

2015

YEAR ESTABLISHED

1 500

CHILDREN / USERS

2

COUNTRIES



How can personalized learning enable all students to follow their interests?

Big Picture Learning

Rhode Island, United States

Big Picture Learning makes personalized education more manageable by breaking students up into small groups, called an advisory. Each advisory is supported and lead by an advisor, a teacher that works closely with their group of students and forms personalized relationships with each member. Internships are a crucial part of the method. The advisors work with each student to arrange opportunities best suited to them, providing real-world learning alongside creating future career plans.

1995

YEAR ESTABLISHED

44 000

CHILDREN / USERS

8

COUNTRIES



Want to develop a holistic form of student assessment?

Blueprints

Calabasas, California, United States

The MUSE School in California is challenging traditional assessment methods. Teachers at the school use student Blueprints as a guide and motivational tool for learning. Blueprints focus is not only academics, but also on goal-setting, self-reflection, passion-based learning, self-efficacy, communication and sustainability. Each Blueprint provides a clear action plan for the student to explore their passions while developing socially, emotionally and academically.

2014

YEAR ESTABLISHED

1 500

CHILDREN / USERS

1

COUNTRY



Facilitating learning, development, and healing for refugee children through play.

BRAC Humanitarian Play Labs

Cox's Bazar, Bangladesh

Humanitarian Play Labs bring BRAC's signature low cost, high quality play-based learning model to the humanitarian context of the largest refugee settlement in the world in Cox's Bazar, Bangladesh. They integrate playful learning with child protection, psychosocial support, and linkages to critical services; incorporate relevant cultural traditions; and engage both Rohingya and host communities.

2018

YEAR ESTABLISHED

50 000

CHILDREN / USERS

1

COUNTRY



A distance education program that combines radio broadcast with active learning to improve quality, equity & inclusiveness.

Broad Class – Listen to Learn

Pakistan

Broad Class - Listen to Learn, Interactive Radio Instruction (IRI) program delivers student-centered instruction that covers basic skills in universal, cross-cutting themes and general & universal principles for early childhood education that makes it relevant to other cultural & geographical scenarios. Quantitative & qualitative information on participant achievement attests to the success of IRI.

2012

YEAR ESTABLISHED

200 000

CHILDREN / USERS

1

COUNTRY



Chatta helps children to become stronger communicators, readers, writers, and thinkers.

Chatta

United Kingdom

At a time when people are communicating more, but actually talking less, Chatta was designed to help young children develop 'oral narrative competence', the biggest indicator of future writing competence. Based on research relating to what matters most in learning and development, the approach uses technology to present content in a way which mirrors the way people think and embeds in the memory.

2016

YEAR ESTABLISHED

6 000

CHILDREN / USERS

4

COUNTRIES



We are putting the “public” back into public education by creating real-world learning opportunities through community partnerships.

CommunityShare

Arizona, United States

CommunityShare transforms cities into human libraries through an online platform and offline relationships that connect local community expertise and knowledge to real-world learning experiences with students and teachers. CommunityShare has connected over 10,000 students and teachers with community partners who have served as volunteer mentors, project collaborators, guest speakers, and more.

2015

YEAR ESTABLISHED

10 000

CHILDREN / USERS

1

COUNTRY



Coschool develops character skills in youth and teachers in Colombia.

CoSchool

Bogotá, Colombia

Coschool is a B Corp founded in 2014 by English and Colombian teachers that are part of the Teach for All network. We have developed innovative programs to tackle the skills gap facing Colombian youth growing up in a post-conflict era: such as Colead (programs for students), and Cotrain (teacher training). In 2019 we received funds from Gates & Templeton foundation to scale up and measure our work.

2014

YEAR ESTABLISHED

15 000

CHILDREN / USERS

1

COUNTRY



A social enterprise, harnessing mobile technology and content to solve the biggest education challenge of the century.

CyberSmart Africa

Senegal

The CyberSmart Digital Learning Platform delivers up-to-date learning and teaching resources to the vast majority of schools that have no electricity in sub-Saharan Africa and other developing regions. A game-changing solution, we offer the world's most advanced learning technologies and quality teaching resources.

2008

YEAR ESTABLISHED

1 250 000

CHILDREN / USERS

1

COUNTRY



Want to empower young people to create solutions to local and global problems?

Design for Change

India

Design for Change empowers students to be socially aware and proactive change agents in their community. Through undertaking self-directed community projects, children shift their mindset from "can I?" to "I can!"

2009

YEAR ESTABLISHED

2 000 000

CHILDREN / USERS

72

COUNTRIES



We imagine a world where schools are a vibrant place for all children to develop the skills and strength of character to thrive and succeed.

Dignitas Project

Nairobi, Kenya

Dignitas empowers educators to transform their schools through leadership development & instructional coaching. By equipping educators with mindsets, tools & techniques for sound instructional leadership, classroom culture conducive to learning, & learner engagement, Dignitas realises gains in student achievement and well-being.

2008

YEAR ESTABLISHED

53 000

CHILDREN / USERS

2

COUNTRIES



Empowering parents to be leaders.

Dost Education

New Delhi, India

Dost Education empowers aspiring middle-income parents in India to improve their child's early development and school success. Through widely available mobile technology, Dost, which means "friend" in Hindi, delivers local language curriculum and a communication platform to arm parents with the knowledge and resources they crave.

2016

YEAR ESTABLISHED

35 000

CHILDREN / USERS

1

COUNTRY



First of its kind, standardized, validated and published scale to measure Life Skills in disadvantaged children.

Dream Life Skills Assessment Scale

India

The Dream Life Skills Assessment Scale (DLSAS) has been developed by Dr. David Pearson & Dr. Fiona Kennedy. Their immense work has resulted in a paper co-authored by them along with Dream A Dream Cofounder, Vishal Talreja published in Social Behavior and Personality: An international journal for March 2014 (Kennedy, Pearson, Brett-Taylor & Talreja (2014).

2008

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

1

COUNTRY



Eco-Schools is the largest global sustainable schools programme.

Eco-Schools

Global

Eco-Schools encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school and eventually fosters change in the community at large.

1994

YEAR ESTABLISHED

19 000 000

CHILDREN / USERS

56

COUNTRIES



Edcamps are disrupting traditional PD with participant-driven, collaborative conversations by teachers, for teachers

Edcamp

Philadelphia, United States

Edcamps are free and open to anyone, organized by volunteers, usually full-time teachers. The sessions are decided on the day by those who are participating, making each one an expression of the needs and passions of those attending. The magic of Edcamp comes from the power of teachers collaborating and learning together through conversations, rather than standard “sit and get” presentations.

2010

YEAR ESTABLISHED

39

COUNTRIES



Egodact develops innovative education software that helps motivate students.

Egodact

Netherlands

Egodact produces software that supports student-centred learning, following lessons from Agora education. It was founded by 3 passionate Agora students in 2018, and its mission is to improve and shape educational developments while continuing to incorporate the Agora vision.

2018

YEAR ESTABLISHED

1 029

CHILDREN / USERS

5

COUNTRIES



A proactive, peer to peer curriculum designed to educate and empower students to use social media positively.

Empowerment and Digital Wellness

United States

The #ICANHELP curriculum is a proactive curriculum specifically designed by teachers to prevent negativity and spread positivity and digital citizenship in schools. The lessons in the curriculum will connect offline behavior with online behavior, encouraging deep thought, reflection, and positive change.

2013

YEAR ESTABLISHED

430 000

CHILDREN / USERS

2

COUNTRIES



Experienced teachers are an extremely valuable asset to the teaching ecosystem. By taking newer teachers under their wing, expert & tutor teachers use their experience to help their colleagues around the city.

Expert and Tutor Teachers

Helsinki, Finland

Developing Teacher Networks are part of teachers' continuing education and competence development. Expert teachers and tutor teachers work across school boards and education levels promoting the implementation of the latest and most effective educational policies.

2016

YEAR ESTABLISHED

60

TEACHERS / USERS

1

COUNTRY



How can we design to encourage play, comfort & well-being?

Fuji Kindergarten

Tachikawa, Japan

To remove boundaries between the indoors and outdoors Fuji kindergarten has turned its school roof into a circular, endless playground and put nature at the forefront of its teaching with trees growing right through the middle of the classrooms.

2007

YEAR ESTABLISHED

1

COUNTRY



How can we give all children access to collaborative learning focused on the learner?

Fundación Escuela Nueva

Bogotá, 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.

1987

YEAR ESTABLISHED

2 000 000

CHILDREN / USERS

21

COUNTRIES



Because teaching creative problem solving is as important as STEM. A day-long hack-a-thon, but instead of coding, the focus is creativity.

Global Create-a-thon

Napa, United States

What happens when you give students a high visibility space in the community to present their creative projects and then give them a day to create art, animations, drawings, photographs, stop action, green screen videos to fill that public space? Pure magic. This project is a day-long design challenge where the best artwork created is incorporated into Lighted Art Festivals around the world.

2019

YEAR ESTABLISHED

700

CHILDREN / USERS

4

COUNTRIES



Promoting cross-cultural understanding and empathy through youth-led extracurricular activities.

Global Minds Initiative

Pittsburgh, United States

In schools across the United States and Canada, students from over 50 countries meet after school to combat intolerance and foster intercultural friendships. Designed, led, and run entirely by youth, this program pairs native English speakers with English-language learners to support academic performance and forge social understanding.

2016

YEAR ESTABLISHED

1500

CHILDREN / USERS

2

COUNTRIES



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

Global Oneness Project

California, USA

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

2006

YEAR ESTABLISHED

100 000

CHILDREN / USERS

31

COUNTRIES



We train and coach school leaders in marginalized communities to be learning-focused and improve student outcomes.

Global School Leaders

India

Despite evidence of the critical impact of school leaders, in many countries they receive minimal training for their role. GSL provides professional development to school leaders serving the neediest students. We blend on-site coaching, participatory workshops, and peer exchanges to transform the focus of school leaders from administration to improving students' learning.

2017

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

4

COUNTRIES



We see young people across Sub-Saharan Africa assuming the role of empowering themselves and their peers to be tomorrow's ethical leaders.

gold Youth Development Agency

Cape Town, South Africa

Our audacious goal is to develop 10 million young African leaders with character & integrity to mobilise their generation with the knowledge, tools and support to reach their full potential, with concrete results in social behaviour change, education & job creation, through embedding the format of long-term peer leaders and mentors into schools and communities.

2004

YEAR ESTABLISHED

7 136

CHILDREN / USERS

4

COUNTRIES



A research-based tool for designing learning environments that cultivate specific learner outcomes.

Graduate Aims Database

United States

The Graduate Aims Database is a growing collection of summaries focused on research-based learning outcomes that schools often take influence from when constructing their own graduate aims. Each summary includes information to help define and measure the outcome, insights into how the outcome develops, and potential design implications.

2018

YEAR ESTABLISHED

309

CHILDREN / USERS

1

COUNTRY



Join the 1000+ eco-warriors of Green Hope who are making a difference in Canada, USA, UAE , Oman, India, Nepal & other regions. The Future belongs to us!

Green Hope Foundation

Toronto, Canada

Green Hope Foundation is a youth organisation working on Education for Sustainable Development, children's rights and environmental protection by empowering young people and helping to build effective partnerships with all stakeholders of civil society.

2012

YEAR ESTABLISHED

25 000

CHILDREN / USERS

13

COUNTRIES



Green School Bio Bus, the Indonesia first 100% biofueled program and is an integration of transportation, education, and social activism.

Green School Bio Bus

Indonesia

Bio Bus addresses transportation and waste problems in Bali through education and community mobilization. It's mission is to provide sustainable transport services to Green School and the local communities by offering sustainable transportation, solutions to health and waste problems around used cooking oil by converting it into biodiesel, and deliver real world, integrated learning to the youth.

2015

YEAR ESTABLISHED

400

CHILDREN / USERS

1

COUNTRY



HEI Schools is a preschool concept that brings the excellence of Finnish early childhood education all over the world.

HEI Schools

Helsinki, Finland

HEI Schools is the first comprehensive concept that licenses Finnish early childhood education to international markets: a carefully designed and planned business concept with research-based curriculum, teacher training, beautiful and functional spaces and high-quality learning materials. The HEI concept will enable high-standard early education to be taken all over the world.

2016

YEAR ESTABLISHED

500

CHILDREN / USERS

8

COUNTRIES



Teaching the concept of an algorithm in an unplugged way.

Hello Ruby

Helsinki, Finland

Hello Ruby teaches programming in fun, creative ways by providing tools for children, parents and educators. The concept originally began as a successful children's book that has now been published in over 22 languages. Hello Ruby has the ability of making STEAM education more approachable, colourful and versatile.

2014

YEAR ESTABLISHED

100 000

CHILDREN / USERS

32

COUNTRIES



High Resolves has developed and refined an award-winning, comprehensive citizenship curriculum that is grounded in learning science.

High Resolves

Australia

High Resolves has developed and refined an award-winning, comprehensive citizenship curriculum that is rooted in cutting-edge learning science and more than 14 years' experience in the field. The curriculum includes: professionally delivered and film-based immersive experiences, a library of over 80 teaching resources and real-world application exercises.

2005

YEAR ESTABLISHED

260 000

CHILDREN / USERS

5

COUNTRIES



Authentic and immersive cancer research experiences for high school students with world-class scientists as mentors.

Hillman Academy

Pittsburgh, United States

Each summer, high school students perform authentic research alongside world-renowned scientists at the Hillman Cancer Center and throughout the University of Pittsburgh. By engaging students in a rigorous, supportive, full-time summer mentorship program, the Hillman Academy is working to increase the diversity and quality of students prepared for careers in science, technology, engineering, and math.

2009

YEAR ESTABLISHED

500

CHILDREN / USERS

1

COUNTRY



Using VR to learn languages.

ImmerseMe.co

Auckland, New Zealand

ImmerseMe is about virtually stepping into a beautiful and authentic location to learn a language, so that when you travel to these wonderful places in real-life, you'll be prepared! Choose from over 3,000 interactive scenarios across 9 languages: German, Spanish, French, English, Japanese, Chinese, Italian, Greek and Indonesian.

2015

YEAR ESTABLISHED

50 000

CHILDREN / USERS

11

COUNTRIES



Want to inspire young people to work for peace in their communities?

Initiative for Peace

Singapore

An initiative to train young people to become peace-builders, with the aim of facilitating peace conferences for youth from areas of conflict or post-conflict, ultimately inspiring them to become peace-builders in their own communities.

2001

YEAR ESTABLISHED

2 000

CHILDREN / USERS

7

COUNTRIES



Learning resource to help increase understanding and support of sex, gender and sexuality diversity, so we can all belong.

Inside Out – We All Belong

Auckland, New Zealand

Inside Out - We All Belong is a set of freely available video-based teaching resources which aim to decrease homo-, bi-, and trans-phobic bullying by using a norm-challenging pedagogical approach to cultivate critical thinking, perspective-taking and empathy. A pedagogy guide and lesson resources are included to support teachers.

2016

YEAR ESTABLISHED

30 000

CHILDREN / USERS

18

COUNTRIES



Facilitating entrepreneurial learning for students to be equipped with the knowledge, skills and abilities to thrive in the future of work.

Inspire X by Small Economy Works

Canada

Our culturally specific course curriculum & educator support platform takes a holistic ecosystem wide lens, putting students at the centre. Students learn vital technical skills through experiential process of starting an entrepreneurial venture that solves real social, economic and environmental problems. This leads to increased essential skills, community stakeholder collaboration and innovation

2015

YEAR ESTABLISHED

300

CHILDREN / USERS

1

COUNTRY



Maker learning projects, led by girls, that catalyze kindness and raise money for charitable causes.

JAM

Ohio Township, Pennsylvania, USA

When two first-grade girls came to their teacher with the idea to start a business that donates profits to charity, a maker-learning program became an incubator for young entrepreneurs. When the girls started making products to combat bullying, the business became a catalyst for kindness in the community.

2016

YEAR ESTABLISHED

18 500

CHILDREN / USERS

1

COUNTRY



Want to improve classroom engagement and results using a tool children love?

Kahoot!

Oslo, Norway

A game-based learning platform that allows educators to create fun learning games in minutes. Students take part in games at school or at home and can even create their own. Kahoot's mission is to unlock the deepest potential of every learner, regardless of age or context, by making learning fun, magical and engaging through games.

2013

YEAR ESTABLISHED

13 000 000

CHILDREN / USERS

248

COUNTRIES



Kide Science supports young children's scientific thinking through play-based learning, which predicts better learning outcomes in school.

Kide Science

Helsinki, Finland

Kide Science applies a world-class, research-based pedagogical model from Finland for early science education for 3-to-8 year-olds all over the world. The play-based STEAM learning model functions as an engaging "plug n' play" tool for teachers. The licensing model for educators is complemented with training, lesson plans, peer support and engagement for families.

2017

YEAR ESTABLISHED

3 000

CHILDREN / USERS

13

COUNTRIES



Empowering global kids to help solve global problems, one idea at a time.

KidsCan! Innovation Camp

Manila, Philippines

Kids Can! Innovation Camp provides students with the opportunity to lead their own learning as they tackle real-world problems aligned to UN SDGs through interdisciplinary project-based learning challenges. Through empathy-driven design-thinking and the use of Makerspace and ICT tools, students are empowered to create and design solutions in the form of projects and products.

2017

YEAR ESTABLISHED

4 000

CHILDREN / USERS

16

COUNTRIES



Kiwix brings internet content to people without internet access.

Kiwix

Lausanne, Switzerland

4 billion people still do not have proper access to internet, be it because of cost, infrastructure or even censorship. Kiwix is a software platform that allows organizations to distribute copies of entire websites : Wikipedia in any language, MOOCs, books from the Gutenberg Library or even TED talks: they all are available on phone, computer and hotspot.

2017

YEAR ESTABLISHED

3 000 000

CHILDREN / USERS

60

COUNTRIES



Lab4U turns smartphones into pocket labs and empowers educators to teach inspiring science classes based on inquiry and exploration.

Lab4U

Chile

Lab4U leverages smartphone technology and develops inquiry-based learning experiences to ensure ALL students have access to a hands-on science education. Lab4U's solutions--Lab4Physics, Lab4Chemistry, and Lab4Biology--include a mobile app, Teacher Portal, and professional development for educators, permanently shifting the way science is taught in Latin America and the world.

2014

YEAR ESTABLISHED

128 000

CHILDREN / USERS

3

COUNTRIES



Want a learning environment designed around students' learning needs?

Learning Space Design Lab © by Autens

Roskilde, Denmark

A powerful workshop tool for collaboratively designing and redesigning learning environments based on how children learn, while transforming the shared pedagogical practice through a playful, creative method that mimics great project-based learning.

2005

YEAR ESTABLISHED

2 400

CHILDREN / USERS

9

COUNTRIES



How can we create a strong body of teachers and create a continuous improvement culture?

leerKRACHT

Netherlands

The leerKRACHT foundation believes in the quality of all teachers, and wishes to give ownership of education back to the teachers. It aims to achieve this through helping schools to promote a continuous improvement culture, wherein teachers work together to improve their teaching, with school leadership being role models in the improvement process.

2012

YEAR ESTABLISHED

330 000

CHILDREN / USERS

1

COUNTRY



How can we create the change makers and leaders of the future?

Liger Leadership Academy

Phnom Penh, Cambodia

Liger learners are taught to become 'Change Agents', to take initiative through an inquiry process by seeking real-world problems and creating solutions through a combination of project-based, experiential and opportunity based learning.

2012

YEAR ESTABLISHED

110

CHILDREN / USERS

1

COUNTRY



A refugee- and community-led early childhood education program incorporating play-based learning, peace-building, and mindfulness.

Little Ripples

Chad

Little Ripples is a replicable and sustainable early childhood education program that empowers refugees and communities affected by humanitarian crises to implement child-centered, quality, and comprehensive pre-primary education that supports the social-emotional, cognitive, and physical development of children ages three to five.

2013

YEAR ESTABLISHED

10 000

CHILDREN / USERS

5

COUNTRIES



Ghana's first interactive distance-learning project, harnessing technology to bring quality teaching to rural schools.

Making Ghanaian Girls Great! (MGCubed)

Ghana

The MGCubed Project impacts 18,000 primary, Junior High school and out of school girls and boys by equipping them with life-skills and self-confidence to pursue fulfilled lives. The MGCubed Project uses solar-powered and satellite-enabled distance learning infrastructure to deliver interactive learning sessions to students, teachers, communities and government officials.

2014

YEAR ESTABLISHED

36 000

CHILDREN / USERS

1

COUNTRY



Me & MyCity provides young people with competencies for the future.

Me & MyCity

Finland

All school children should have access to basic skills in economy and working-life. Me & MyCity -learning module helps pupils to be more prepared for further studies and working-life. It gives young people the first touch of working-life and supports their growth into functioning members of society.

2010

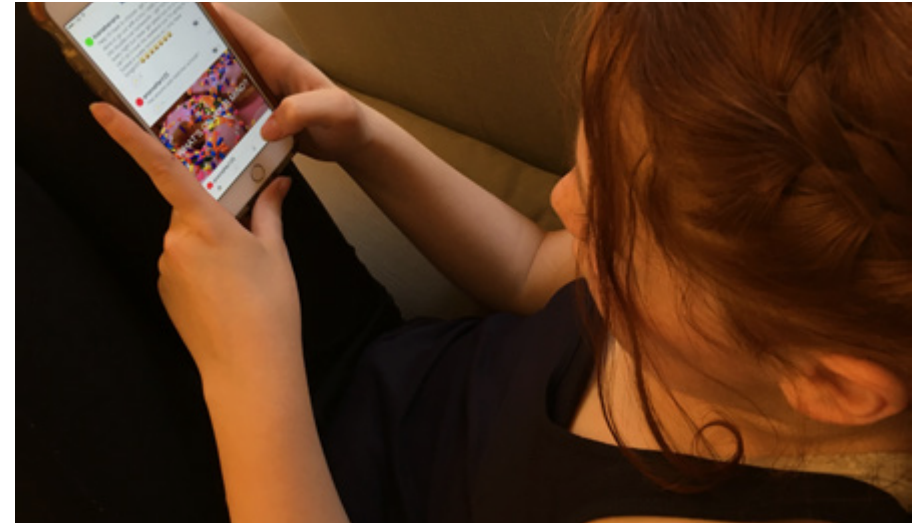
YEAR ESTABLISHED

272 000

CHILDREN / USERS

2

COUNTRIES



Want to provide young people with a safe space to tackle anxiety?

MeeTwo

United Kingdom

A unique early intervention solution to adolescent anxiety. The MeeTwo app allows young people to post their problems, share solutions, access educational resources and receive expert help.

2015

YEAR ESTABLISHED

12 000

CHILDREN / USERS

1

COUNTRY



The CASEL-accredited social-emotional learning program of The Goldie Hawn Foundation.

MindUP

United States

The MindUP curriculum is a 15-lesson series published by Scholastic and is based on the four pillars: neuroscience, social-emotional learning, positive psychology, and mindful awareness. Coupled with formal professional development in the program, MindUP allows students to build a scaffolding of awareness and self-regulation that will increase self-control, empathy, optimism, and academic goals.

2003

YEAR ESTABLISHED

300 000

CHILDREN / USERS

9

COUNTRIES



Want to implement a city-wide system for assessment and communication?

Moscow Electronic School

Moscow, Russia

The star attraction of Moscow Electronic School is its electronic library, a website where you can find all textbooks and electronic lessons in any subject freely available to anyone registered. Additionally, any teacher, expert in their field or education enthusiast can use a free simple online tool to make an e-book or design a single lesson on a particular topic. Moscow Electronic School has a panel of experts who check if the lessons and books satisfy the bespoke criteria. This means that any teacher can use other teachers' e-lessons or adjust them to their needs. As a result it takes less time to prepare for each lesson and saves time for coaching, analysis or creativity.

2017

YEAR ESTABLISHED

1 500 000

CHILDREN / USERS

1

COUNTRY



A unique collaboration of all educational levels to create dream machines invented by kids.

MyMachine

Belgium

MyMachine is a unique collaboration of 3 educational levels co-creating their own 'dream machines': 1. Primary schoolchildren invent a 'machine' (an IDEA) 2. which is developed further by university college students (a DESIGN) 3. to be finally built by pupils from technical secondary school (a WORKING PROTOTYPE).

2008

YEAR ESTABLISHED

24 500

CHILDREN / USERS

8

COUNTRIES



Want to give your students a unique language learning experience, while giving displaced people an opportunity to work?

NaTakallam

Beirut, Lebanon

NaTakallam connects displaced people – including refugees from Syria, Iraq, Iran, Venezuela, and beyond – with students around the world, to provide affordable, flexible and tailored language practice, intercultural exchange, and experiential learning opportunities over the internet.

2015

YEAR ESTABLISHED

5 000

CHILDREN / USERS

6

COUNTRIES



How can we use technology to inspire and motivate reluctant writers?

Night Zookeeper

United Kingdom

A digital learning tool that inspires children to create their own characters who live in a magical digital world. The focus is to improve writing skills through gamified learning.

2011

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

5

COUNTRIES



A comprehensive, personalised app for children to become numerate and confident readers in their own language.

onecourse

London, United Kingdom

onecourse is onebillion's response to the global education challenge: a comprehensive, personalised learning software, which enables children anywhere in the world to become literate and numerate in their own language. The software is designed to be autonomous, meaning children can progress to reading fluency and numeracy without adult supervision.

2014

YEAR ESTABLISHED

110 000

CHILDREN / USERS

10

COUNTRIES



Otsimo is democratizing access to special education & speech therapy through its leading game-based learning apps.

Otsimo

Ankara, Turkey

In the US alone, the CDC identifies one in 68 children as diagnosed on the autism spectrum disorder (ASD). Otsimo is democratizing access to special education & speech therapy through its leading game-based learning apps, teaching children core skills vital to cognitive and behavioral development. Its direct-to- family model makes it affordable, accessible and easy-to-use.

2016

YEAR ESTABLISHED

100 000

CHILDREN / USERS

12

COUNTRIES



The People's Action for Learning Network (PAL Network) is a south-south partnership of countries working across three continents.

People's Action for Learning (PAL) Network

Nairobi, Kenya

People's Action for Learning Network (PAL Network) is a south-south partnership of 15 member organizations working across three continents to assess children's basic reading and numeracy skills aimed at improving learning outcomes.

2015

YEAR ESTABLISHED

9 000 000

CHILDREN / USERS

14

COUNTRIES



Looking for high quality, reliable hardware, software and project kits built for the classroom so your students can design code and make anything?

pi-top

London, United Kingdom

An award-winning ecosystem of hardware, software and electronic components that lets any teacher, club leader or mentor, deliver an engaging computer science and STEAM lessons, regardless of their computer literacy.

2014

YEAR ESTABLISHED

500 000

CHILDREN / USERS

15

COUNTRIES



How can you build a community culture of self learning?

Project DEFY: Design Education for Yourself

Bangalore, India

At Project DEFY: Design Education for Yourself, the mission is to change the way people think and ignite individual passions so students can believe in their abilities to educate themselves, others and their communities. With a computer at hand, the community customizes a makerspace that fits their own requirements, called a Nook. At the Nook, all ideas and information are shared and can be further developed by the community, which in turn can find ways to boost their economy. There are no set roles or hierarchy. As such, this creates a pure democracy system, where each learner designs his/her own education, while within a community context and influence.

2014

YEAR ESTABLISHED

3 000

CHILDREN / USERS

4

COUNTRIES



How do we engage children with the SDGs?

Project Everyone: World's Largest Lesson

United Kingdom

We produce free and creative resources for educators to teach lessons, run projects and stimulate action in support of the Goals. At the heart of our resources sit animated films written by Sir Ken Robinson, animated by Aardman and introduced by figures students know and respect, like Emma Watson, Serena Williams, Malala Yousafzai, Kolo Touré, Neymar Jr, Hrithik Roshan and Nancy Ajram. These films establish a context for the Goals and inspire students to use their creative powers to support and take action for them. We operate under a non-commercial creative commons licence and encourage you to share it widely.

2015

YEAR ESTABLISHED

8 000 000

CHILDREN / USERS

72

COUNTRIES



Project FUEL documents life lessons of people & designs them into interactive & performance workshops, art projects & digital media.

Project FUEL

India

Project FUEL is a life lessons education initiative. FUEL stands for Forward the Understanding of Every Life Lesson. We aim to document the understanding of life through people's life lessons and pass them on for everyone to live their best life. Our efforts are based towards holistic human development through diverse human learnings.

2009

YEAR ESTABLISHED

400 000

CHILDREN / USERS

13

COUNTRIES



Online Cyber-Bullying and Leadership Workshops for Year 7-9 Students.

PROJECT ROCKIT Online

Melbourne, Australia

PROJECT ROCKIT Online is built BY young people FOR young people and encourages students to self-reflect on previous experiences while simultaneously equipping them with credible and risk-free ways to stand up to hate in the future. The program consists of three interactive online workshops that focus on the issues of bullying, online hate and social leadership.

2017

YEAR ESTABLISHED

27 706

CHILDREN / USERS

2

COUNTRIES



The HEART Principle is the foundation of Protsahan's Art Based Program to address trauma in children.

Protsahan's HEART Program

New Delhi, India

The HEART Program is a unique arts & technology based model of working with adolescent girls from underserved communities who are at risk or are survivors of abuse. Elements of the program work cohesively to break the inter-generational cycle of childhood abuse and poverty with Holistic Healing (of Abuse & Trauma), Education, Art interventions for Life Skills training, Recovery, and Technology.

2010

YEAR ESTABLISHED

28 000

CHILDREN / USERS

1

COUNTRY



The Reach and Match Learning Kit is a double-sided sensory play mat that promotes social inclusion of children with special needs.

Reach & Match Learning Kit

Melbourne, Australia

Reach & Match Learning Kit was developed from postgraduate research to combat the global decline of braille. It empowers children with special needs and facilitates an inclusive learning environment. It includes braille and print forms for both vision impaired and sighted children to develop literacy as well as essential childhood skills such as cognitive, motor, social and communication skills.

2011

YEAR ESTABLISHED

8 000

CHILDREN / USERS

6

COUNTRIES



Activating young citizens to solve local civic and environmental problems.

Reap Benefit

India

Reap Benefit is building a tribe of problem-solving citizens who drive change in their local communities by solving everyday issues using local data, local solutions and local campaigns.

2013

YEAR ESTABLISHED

33 610

CHILDREN / USERS

1

COUNTRY



An educational movement to build networks of learning based on personalised dialogue, reflection, and community presentations.

Redes de Tutoría

Mexico City, Mexico

Over the past 20 years, Redes de Tutoría has sought to transform students and teachers by developing tutorial relationships and harnessing the power of one to one dialogue. The Redes de Tutoría approach moves away from the traditional classroom where a teacher delivers standard content for all students to work through at exactly the same pace. Instead, tutees enjoy greater autonomy and choose what interests them most from a selection of inquiry-based projects called 'Temas'. Supported by individualised guidance from the teacher, students build on their prior knowledge with self-directed study.

1997

YEAR ESTABLISHED

15 100

CHILDREN / USERS

5

COUNTRIES



Remake Learning is a network that ignites engaging, relevant, and equitable learning practices in support of young people.

Remake Learning

Pittsburgh, United States

Since 2007, Remake Learning members have been working together to ignite more engaging, relevant, and equitable learning opportunities for young people navigating rapid social and technological changes.

2007

YEAR ESTABLISHED

53 100

CHILDREN / USERS

1

COUNTRY



Looking to teach empathy and reduce aggression in the classroom?

Roots of Empathy

Canada

Roots of Empathy is an evidence-based classroom program for primary school children that decreases aggression, including bullying, and increases prosocial behaviours such as caring, sharing and inclusion. At the heart of the program are a neighbourhood parent and baby who visit a classroom over the course of a school year. Using an age-appropriate curriculum, a certified Roots of Empathy Instructor coaches the students to observe the baby's intentions and to label the baby's feelings. Children learn that we share the same feelings and our feelings are at the core of our humanity.

2006

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

11

COUNTRIES



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

Self-Sustaining Agricultural School

Benjamín Aceval, Paraguay

Fundación Paraguaya's Self-sustaining school model, connects underprivileged young people with quality education. Through this learning experience, students thrive personally and professionally, and open an array of opportunities. The “learning by doing” model allows them to break the circle of poverty by guiding them to become employable, pursue higher education, or start their own business.

2002

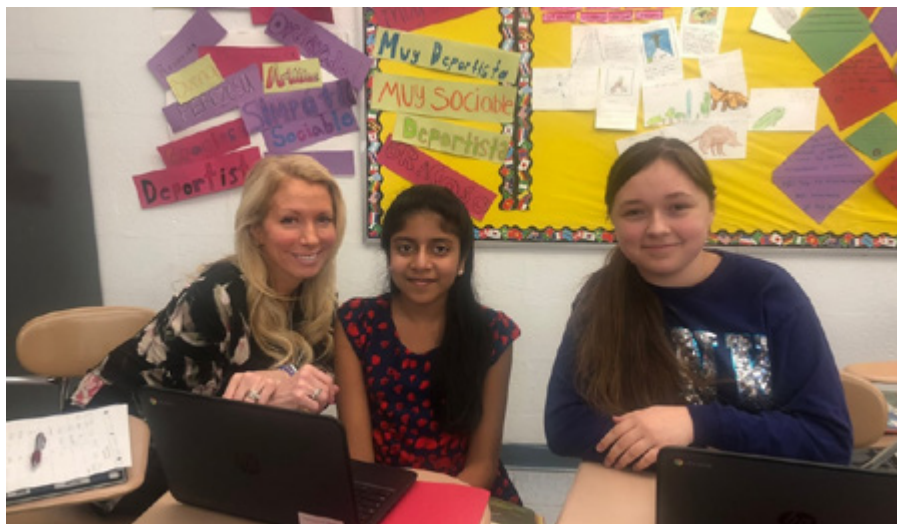
YEAR ESTABLISHED

3 000

CHILDREN / USERS

18

COUNTRIES



What can we learn from a day in the life of a student?

Shadow a Student

United States

The Shadow a Student Challenge provides methods and a network to help school leaders take the time to build student empathy, especially for those students who may be at the margins, and translate insights gained into immediate action. Shadowing a student embodies the idea of 'walking in another's shoes' and can push leaders to challenge assumptions and establish deeper insights. It is an immersive experience in observation. While school leaders spend much time in classrooms throughout their school day, it's often for just a few minutes at a time, or at most, one class period.

2017

YEAR ESTABLISHED

6 540

CHILDREN / USERS

1

COUNTRY



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

Sistema Global

Global

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.

2011

YEAR ESTABLISHED

1 000 000

CHILDREN / USERS

41

COUNTRIES



Transformational learning for refugee youth.

Sky School

London, United Kingdom

Sky School has developed the first international high school diploma for young people who are displaced. We also provide individual courses in areas such as "Social Entrepreneurship" and "Peace-building." Our programmes enable youth to develop agency, create opportunities and inspire change. Our partnership-based implementation model enables our programme to scale in a wide range of contexts.

2017

YEAR ESTABLISHED

250

CHILDREN / USERS

7

COUNTRIES



Every individual will have a voice that empowers them to change lives.

Slam Out Loud

New Delhi, India

Slam Out Loud uses performance and visual arts to enable children from disadvantaged communities to find their voice through creative expression. We work with professional artists and e-learning resources to help children build the creative confidence needed for them to dream bigger and create their future.

2017

YEAR ESTABLISHED

49 987

CHILDREN / USERS

1

COUNTRY



How can children in small and remote schools be given access to a new generation of education?

Smart School Alliance

Taiwan

An online and offline community creating equal learning rights for the next generation in small and remote schools around the world. Smart School Alliance, founded by the Ministry of Economic Affairs and executed by the Innovation Learning Center, Digital Education Institute and Institute for Information Industry in Taiwan, consists of many small schools who become part of one big online and offline (O&O) school. The aim is let students study locally but learn globally. Smart School Alliance invites top teachers from metropolitan areas to instruct students of outlying islands online, in order to build up their abilities.

2013

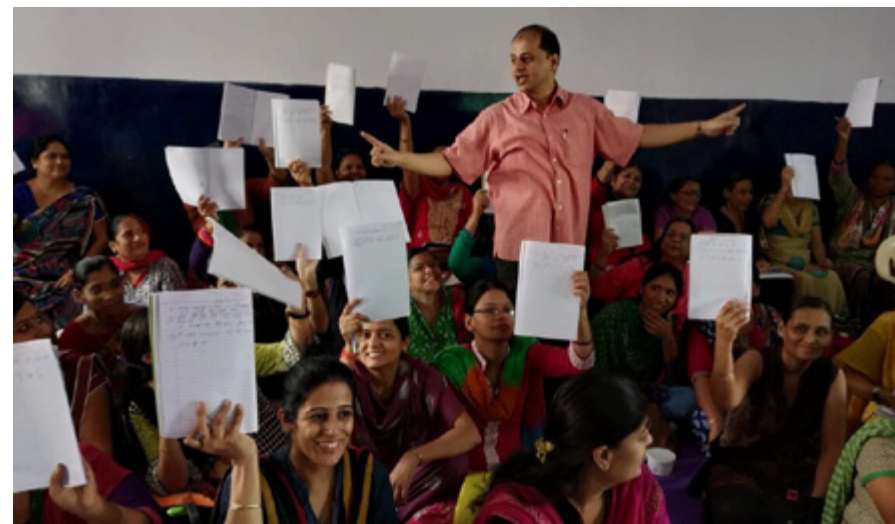
YEAR ESTABLISHED

40 000

CHILDREN / USERS

7

COUNTRIES



SMILES is “Stress-Free, Motivating, Inquisitive Learning Eco-System” integrating life-skills for well-being in pedagogy using mindfulness.

SMILES in Education

Ahmedabad, India

SMILES integrates mindfulness & positive psychology based short and easy techniques in lesson plan for inculcating life-skills like resilience, empathy, discernment & will-power. These tools also improve concentration & recall power resulting in better academic and cognitive outcomes. We bring out the inherent creativity in teachers and students for better motivation & passion for learning.

2017

YEAR ESTABLISHED

5 100

CHILDREN / USERS

5

COUNTRIES



We provide a second chance at education to children who have been denied the opportunity to go to school.

Speed School

Ethiopia

Since 2011, Speed School has worked in partnership with Ethiopian NGOs to enable 113,000 children to get a second chance at education. Over 90% of the children who start our program transition successfully to their local village school. Graduates of our program complete primary school at twice the rate of their peers.

2011

YEAR ESTABLISHED

113 000

CHILDREN / USERS

2

COUNTRIES



Reigniting intrinsic motivation in teachers and education systems.

STiR Education

India

We aim to develop autonomy, mastery and purpose within individuals at all levels of education systems, through government system learning partnerships. In 2019 STiR Education impacted more than 200,000 teachers and 6 million children across 4 Indian states and one quarter of all districts in Uganda.

2012

YEAR ESTABLISHED

6 200 000

CHILDREN / USERS

2

COUNTRIES



Tagtiv8 games & ideas activate learning in Mathematics & English - crucial when we all face the increasing problem of sedentary lifestyles.

Tagtiv8 Active Learning

United Kingdom

As teachers & leaders, we need to look at ways we can increase and embed creative opportunities for learning. Tagtiv8's physically active learning (PAL) approaches & ideas help develop innovative ways to combine English and Mathematics with physical activity. Research by Leeds Beckett University proves that our PAL solutions tackle inactivity & obesity & impact on standards.

2013

YEAR ESTABLISHED

65 000

CHILDREN / USERS

7

COUNTRIES



A safe out-of-school learning environment where young people from underserved communities work with adult mentors.

The Clubhouse Network

Global

The Clubhouse Network is an international community of more than 100 Clubhouses located in 19 countries, providing youth with life-changing opportunities for 25 years. Each Clubhouse provides a creative, safe, and free out-of-school learning environment where young people from underserved communities work with adult mentors to explore their own ideas, develop new skills, and build confidence.

1993

YEAR ESTABLISHED

25 000

CHILDREN / USERS

19

COUNTRIES



An independent charity that combines the journalistic expertise of The Economist newspaper with teaching know-how.

The Economist Educational Foundation

United Kingdom

We enable inspiring discussions about the news in schools by providing educational news content, teacher training and resources. We also bring together schools from different communities and countries for global conversations. www.EconomistFoundation.org www.BurnetNewsClub.com

2012

YEAR ESTABLISHED

5 000

CHILDREN / USERS

8

COUNTRIES



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

The Educate! Model

Uganda, Rwanda, and Kenya

Educate! prepares youth in Africa with the skills to succeed in today's economy. We tackle youth unemployment by partnering with schools and governments to reform what schools teach and how they teach it so that students in Africa have the skills to attain further education, overcome gender inequities, start businesses, get jobs, and drive development in their communities.

2002

YEAR ESTABLISHED

46 000

CHILDREN / USERS

3

COUNTRIES



Photo Credit: Larry Corio

Teachers are the innovators education has been waiting for.

The Teachers Guild

San Francisco, United States

To catalyze creative leadership, The Teachers Guild builds off the methods and mindsets from the Design Thinking for Educators Toolkit. It's a learner-centered approach to problem-solving that builds teachers' skills and confidence to design for the evolving needs of their students and schools.

2016

YEAR ESTABLISHED

100 000

CHILDREN / USERS

1

COUNTRY



How can learning be transformed by taking students into the world?

THINK Global School

New York City, United States

THINK Global School is a travelling high school where students live and learn in four countries a year, making unforgettable connections between their education and the world around them.

2010

YEAR ESTABLISHED

60

CHILDREN / USERS

13

COUNTRIES



Want to learn life skills through passion fuelled events, the Superhero Talent program and social media?

Trix and Trax

Caracas, Venezuela

Trix and Trax help students discover and develop talents in arts, music, dance, sports...Who they are? and what is their passion? through "peer learning". In and out of the classroom the student is always the STAR. We combine Values, Live events, Superhero TP, Digital tool, and Technology. recorded performances are shared in a controlled social media platform to be recognized amongst their peers!

2012

YEAR ESTABLISHED

15 000

CHILDREN / USERS

2

COUNTRIES



We partner with local communities and supporters around the world to teach the unreachable.

United World Schools

London, United Kingdom

We work in remote and marginalised communities in some of the world's poorest regions to give every child access to free education. Our sustainable approach is changing the face of primary education in remote areas of South Asia, where children cannot access even basic education. To date, we have worked with more than 150 communities across Cambodia, Myanmar and Nepal to give children free school.

2009

YEAR ESTABLISHED

26 000

CHILDREN / USERS

3

COUNTRIES



In Helsinki, learning escapes the walls of the classroom and expands outside to all areas of the city.

Whole City as a Learning Environment

Finland

The whole City of Helsinki can be regarded as a large learning environment in which learners work actively. Instead of learning taking place only at school and in the classroom during the school day, learning is now viewed as something tied neither to time or place. Because the Helsinki Regional Transport Authority offers free transport to basic education groups and their teachers during school hours, no costs are involved in travelling to the sources of authentic phenomena.

2016*

YEAR ESTABLISHED

* Based on the current curriculum

100 000

CHILDREN / USERS



Helping All Students Find Their Place In The World of Work.

World of Work

United States

The World of Work is a comprehensive PreK-12 curriculum solution aimed at early exposure for children to both self and career exploration in the ever-changing landscape of the global economy. Creating relevance to the real world and enabling students to map their educational goals to their possible future selves will maximize their investments in post-secondary education.

2016

YEAR ESTABLISHED

20 000

CHILDREN / USERS

1

COUNTRY



Coaching programme & global platform for young people without reliable online connectivity but a voice & message the world needs to hear.

XtalksWORLDlistens

Mzuzu, Malawi

Global platform and coaching programme for young people with poor online connectivity, but unique first-hand experiences the world could learn from. We find and showcase the untapped wisdom of teens in digitally harder to reach places. We coach them to hone their skills of communicating to a global audience with confidence and authenticity to supporters in 50+ countries.

2017

YEAR ESTABLISHED

1 650

CHILDREN / USERS

8

COUNTRIES



Photo Credit: Ben Filio

Live and on-demand broadcast of original writing, music, roundtable discussions, and journalism from area teens.

Youth Express

Pittsburgh, United States

When youth realize that their voice matters, they realize that they matter. Since 2013, Youth Express has used tools of radio to create and distribute commentaries, discussions, documentaries, and other youth-generated content through a 24/7 radio station available on standard radio apps for smartphones and connected cars, a custom mobile app, social media, and on the web at youthexpress.org.

2013

YEAR ESTABLISHED

18 000

CHILDREN / USERS

1

COUNTRY

Part 3:
**Get
Involved!**

Join the HundrED Community

DISCOVER INNOVATIONS

Every year we select 100 Inspiring Innovations from around the world that are improving education. Browse the [whole collection](#) in this book now or simply search for an area that you particularly want to improve.

Don't know where to start? No problem. Check out our [articles](#), [interviews](#) and [videos](#) on [HundrED.org](#) to explore the world of education innovation and to find one that suits you.

IMPLEMENT INNOVATIONS

If you've found an innovation you would like to try, we want to make sure you receive the advice and support you need to give it a go! That's why we include the innovator's contact details on each innovation page. You can also ask questions using the Helpdesk to receive answers from our community or the innovator themselves.

Additionally, if you have an innovative idea you want to share with us for our global community of educators to try, head to HundrED Open to submit one: <https://hundred.org/en/collections/hundred-open>.



CREATE & ENGAGE WITH THE COMMUNITY

Education is a team effort. We need your help in identifying and sharing innovations. So once you have explored our site, why not build a formal relationship with us?

HundrED Ambassadors help us to discover innovations from around the world by letting us know what's going on from where they are. They also help us to spread our selected innovations by trying them out in their educational setting or letting others know about them. Find out more about becoming an Ambassador at <https://hundred.org/en/ambassadors>

If you are a young person in school, you can join the **HundrED Youth Ambassadors** community to meet and interact with an active community of students from around the world who are passionate about education's potential and want to be a part of its change together. Find out more about becoming a Youth Ambassador at <https://hundred.org/en/youth-ambassadors>

We'd also love to hear about your experience if you are trying an innovation to include in our Teacher Testimonial articles. Simply reach out to our Media Team! Read our previous Teacher Testimonial articles with [Nam Ngo Thanh from Global Learning](#) and [Katelyn Patterson & Randi Kearney from MUSE School](#).

SHARE AND SPREAD THE MESSAGE

If and when ready, you can also curate your own projects through connections made with global educators and innovators around the world or simply share about some of the HundrED innovations! For example, check out these articles by Henrietta Cook on [The Age](#), Vinay Singh on [ScoopNews](#) and Cleary Vaughan-Lee on [Education Week](#). We welcome everyone to write articles and blog posts on HundrED Innovations or HundrED events, workshops and conferences as a member of the HundrED Community!

You can also become more engaged in our community by participating in our WEBday series of interactive FB lives, Twitter Chats, local meetups and events. You can find playlists for our [WEBnesday lives](#), [Thematic Talks](#) and more than hundrED videos by our experts on our [Youtube Channel](#)!

We invite all passionate, forward-thinking individuals working in education to be HundrED Ambassadors and join our Facebook Community Group at <http://www.facebook.com/groups/HundrEDCommunity/>

Lastly, as you grow to engage and enjoy the various features of HundrED, you can spread the word to others and get them to start the process. We would LOVE for others passionate about education to join HundrED.





Partner With Us

HundrED's mission is to help every child flourish in life no matter what happens. We believe this can be reached by encouraging pedagogically sound, ambitious innovations to spread across the world through our community of excited educators and innovators. Our goal is to give every child access to the best possible education innovations by 2030. HundrED partners help us to achieve this goal.

We partner with foundations, CSR teams, governments, and local NGOs to spread K12 education innovation globally. Our partners work closely with us to ensure we accomplish our mutual long term and short term goals. As we continue to develop new ways to spread innovations globally, such as HundrED Connect, we are always searching for new partners that align with our vision and believe in our mission to help every child flourish. Here are what a few of our current partners have to say about working with us:



Teresa Lin, CEO,
**Sayling Wen Cultural &
Educational Foundation**

"One of the foundation's focus, employability, has become an index for sustainable development. In collaborating with HundrED, we will call for innovations

to join TalentNXT programme which will develop and foster education innovation and talent development in the greater Chinese community and lead into the era of K12 education innovation."



Leena Pöntynen,
**the director of education at
Technology Industries of Finland**

"This HundrED Spotlight report confirmed our assumptions that co-operation with employers and work-based learning are the most important aspects

that promote the attractiveness of TVET and the development of knowledge. Similarly, students' social skills and giving and receiving feedback are emphasized as well as reflection skills. These results also follow the future funding criteria of vocational education and training."



Cristina Riesen,
**Spotlight Switzerland Project
Lead and Founder of We Are Play
Lab Foundation**

"The HundrED Spotlight will shed light on Swiss education changemakers who are embracing digital transformation in the classroom and are dedicated to engaging their students in meaningful, pedagogically sound learning experiences. These emerging good practices deserve to be highlighted and shared."

GLOBAL MAIN PARTNERS

General support for HundrED, the annual Global Collection, and optionally one Spotlight per year.

REGIONAL & SPOTLIGHT PARTNERS

Sponsor a specific project to identify and highlight innovations in a specific region or theme.

If you are interested in learning more about partnership opportunities, please reach out to:

Danny Gilliland

Head of Growth and Impact

danny@hundred.org

References

Ansaldo, A. I., Marcotte, K., Scherer, L., & Raboyeau, G. (2008). Language therapy and bilingual aphasia: Clinical implications of psycholinguistic and neuroimaging research. *Journal of Neurolinguistics*, 21(6), 539-557.

CECP. (2017). Giving in Numbers - 2017 edition. New York: CECP. Retrieved from: <https://cecp.co/wp-content/uploads/2017/10/Giving-in-Numbers-2017.pdf>

Dirks, N. (2019). Why Speaking Only English Is Not Enough. Retrieved from: <https://www.amacad.org/news/why-speaking-only-english-not-enough>

Economy and youth TAT. (2018). Nuorten talousosaaminen – Tutkimus suomalaisnuorten talousosaamiseen liittyvistä asenteista ja toiveista. T-Media Oy. Retrieved from <https://www.tat.fi/wp-content/uploads/2018/11/Nuorten-talousosaaminen-raportti.pdf>

Karzunina, D., West, J., Mora, J. & Philippou, G. (2017). EdTech Investment and Venture Capital. San Francisco: Reimagine Education, QS Intelligence Unit. Retrieved from: https://www.reimagine-education.com/wp-content/uploads/2018/01/RE_White-Paper_EdTech-Investment-Venture-Capital-2.pdf

Metaari. (2018). The 2017 Global Learning Technology Investment Patterns. Monroe: Metaari. Retrieved from: <http://ir.westcliff.edu/wp-content/uploads/2018/08/Metaaris-Analysis-of-the-2017-Global-Learning-Technology-Investment-Patterns.pdf>

OECD. (2015). Schooling Redesigned: Towards Innovative Learning Systems, Educational Research and Innovation. OECD Publishing, Paris. DOI: <https://doi.org/10.1787/9789264245914-en>.

OECD. (2018). The Future of Education and Skills: Education 2030. Retrieved from: [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

Resnick, M. (2017). Lifelong Kindergarten: Cultivating Creativity Through Projects, Passion, Peers and Play. Cambridge, Massachusetts: The MIT Press.

Sahlberg, P. (2016). The Global Educational Reform Movement and Its Impact on Schooling. In *The Handbook of Global Education Policy* (eds K. Mundy, A. Green, B. Lingard and A. Verger). doi:10.1002/9781118468005.ch7

Sarason, S. (1996). *Revisiting – The Culture of The School and The Problem of Change*. New York: Teachers College Press.

Statistics Finland. (2017). Statistics. Retrieved from: https://www.stat.fi/til/vrm_en.html

The Education Commission. (2016). *The Learning Generation: Investing in Education for a Changing World*. Retrieved from: <http://report.educationcommission.org/report>.

U.S. Census Bureau. (2010). Decennial Census Datasets. Retrieved from: <https://www.census.gov/programs-surveys/decennial-census/data/datasets.2010.html>



Contact information

HUNDRED HEADQUARTERS

Pursimiehenkatu 26 C
Helsinki 00150
Finland

info@hundred.org

hundred.org

facebook.com/hundredorg

twitter.com/hundredorg

A photograph of two young girls sitting on a grey floor, focused on a project. The girl on the left has blonde hair and is wearing a grey hoodie. The girl on the right has dark curly hair and is wearing a pink and blue striped tank top. They are both looking down at a clipboard on the floor, which has a piece of paper with red paper scraps attached to it. A third person's legs are visible in the background, standing near a white wall.

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