

HUNDRED RESEARCH REPORT #021

Spotlight: Parental Engagement

Report

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SPOTLIGHT: PARENTAL ENGAGEMENT

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Foreword by Gregg Behr,
The Grable Foundation

Harnessing the power of human connection

When the pandemic shuttered schools around the world in early 2020, educators and families had a choice: Find a way to connect and communicate or allow education to screech to a halt, with weeks or months -- perhaps even a full year -- of learning lost. In overwhelming numbers, they chose to connect. And with the traditional approach of gathering in school buildings suddenly unavailable, they got creative. Families and educators reached out using any means available. In some places, that meant daily use of landline phones or frequent text messaging. In other parts of the world, teachers made personal visits to students' homes or used email to share not just lessons but also encouragement and a sense of community. And for millions of people around the globe, wifi and video calling became the lifeline for learning, communicating and supporting one another through the unprecedented health crisis our world continues to face.

But while it's clear that technology has played a vital role in connecting parents

and caregivers with teachers and school administrators, it was human beings who forged real bonds. Even as the pandemic has brought tremendous challenge, caring adults rallied around students and built stronger pipelines of personal communication than ever before. We looked. We listened. Educators got a literal window into many students' needs and experiences and complex home lives. At the same time, caregivers pushed themselves to really know what and how their children are learning. Instead of having less communication and less connection while schools were closed, the engagement between schools and families actually increased.

Seeds were planted at that most difficult moment. Today, more than 18 months after the pandemic began reshaping our lives, those seeds continue growing in cities and towns and villages around the world. As we look ahead toward our post-pandemic tomorrow, we have a valuable opportunity to help that increased parental engagement to thrive and multiply.

You hold in your hands a fascinating testament to the power of those connections. The pages ahead are full of data and ideas that can ripple out around the world. And they can serve as sparks for new and different ideas around parental engagement. The innovations you'll find in this report were chosen because they are impactful, scalable, and can be adapted to the specific needs of each community. And they have been gathered at an especially important moment, when a post-pandemic

future has yet to be determined and there is tremendous will to create something better than what came before.

Together, these ideas point toward an encouraging reality: We can work together as “learning allies” in constant communication with one another about the personal development and learning journeys of our children. Resoundingly, we are hearing that educators, parents and other caregivers are ready for that future. That’s incredibly heartening -- but from our experience, not surprising.

More than a decade ago in the region of the United States where The Grable Foundation is based, we began building a media project called Kidsburgh.org. Through this news source and its outreach, we talk with and support parents and caregivers throughout our community who are deeply committed to their children. We have met countless people who are keen to unite in order to give all children the best possible start in life with the most meaningful web of support and love. Each year during another initiative born in our region -- the Remake Learning Days Across America festival -- we see a huge range of K-12 and out-of-school-time educators eager to communicate meaningfully with families in ways that further forge their connection. And this year, a series of Great Learning Conversations will bring together families and educators from communities throughout our region to brainstorm about the continued building of these connections.

This call for deeper relationships and more consistent collaboration isn’t just emerging in our region of the planet, of course. HundrED, the Brookings Institution, and IDEO are discovering this same sentiment throughout the world as they partner with Kidsburgh on the vital work of the Parents As Allies project. As you explore this report, which plays a key role in the Parents As Allies initiative, we invite you to draw inspiration from the ideas that are chronicled in these pages and to imagine the ways you might adapt these concepts in the best possible ways for your community.

We plan to do just that in our corner of the world.



Gregg Behr

executive director, The Grable Foundation
co-chair, Remake Learning



Foreword by
Lasse Leponiemi, HundrED

Parents as allies

When we look back at this past year, especially taking into account the pandemic, the old saying that it takes a village to raise a child is more pertinent than it has been for a long time. The education system is in many contexts providing numerous supportive factors in raising children, with these efforts being highlighted when overnight many schools moved to distance learning and shut down completely during the heights of the pandemic. Simultaneously, the expectations of parents and guardians rose, with many finding themselves supporting their children's education more than ever before.

We began to witness these pandemic related changes in education systems world-wide, noticing that those school communities with stronger relationships with students' families were managing better. The schools where communication channels between home and school were already in use, resulted in parents and guardians who were more familiar with their child's teachers and it was evident that collaboration between school and homes was contributing to positive learning outcomes.

However, it must be noted that no one was finding the situation easy – anything but! Students who were already facing barriers to their education; those with learning difficulties, or who came from vulnerable families, were hit the hardest despite the best efforts of the school communities. Many teachers were finding themselves powerless when questioning how to engage in these challenging situations.

Looking at this situation with our long-term partners we wanted to take a deep-dive into the different factors of how parental engagement can be supported and the barriers currently being faced. **We are using the term parental engagement as shorthand and, with it, we take a wide definition. We borrow from the Center for Universal Education at Brookings' definition, which includes not only parents, but family engagement, guardians and other family members supporting children to grow and learn.**

This Spotlight is also just one part of the ongoing work happening in this area. This would not have been possible without the collaborative input of the Grable Foundation and Grantmakers of Western Pennsylvania; Brookings who have been leading extensive research on parental engagement in multiple countries, IDEO who have been setting up design teams to test different solutions and practices with multiple school districts in the US, Kidsburgh who have been rallying parents and educators, and we at HundrED who have been identifying parental engagement innovations across the world. You will find references to these parts of the collaboration throughout this report; read through the background chapter to find references to Brookings' study, and examine a collection of voices to hear from those participating in the work done by IDEO and Kidsburgh.

Parents are important allies in children's education. However, not all families are the same, and different kinds of engagement methods are needed to **help every child flourish in life, no matter what happens.** During the pandemic we have seen wonderful examples of how the village came together to do their best to achieve this. We hope that you will find the solutions and practices selected for this Spotlight thought-provoking – maybe one or two of these innovations could support parental engagement within your context as well.



Lasse Leponiemi

Co-Founder & Executive Director,
HundrED

Introduction

The COVID-19 pandemic has caused significant disruptions to schooling around the world, impacting learning for more than 1.5 billion students. These changes have forced policymakers, school administrators and teachers to reconceptualize their approaches to teaching and learning for their students, and parental engagement in children's education has been thrust into the center of all school activities. In order for education systems to truly develop the broad set of competencies young people will need to thrive in the new economy, they must find ways to bring parents along in that journey.

Engaging parents* to help make education more aligned with innovative pedagogy is critical if change efforts to education are to be sustained. Therefore, building trusting relationships and confidence among parents to participate in the education process is essential. This Spotlight project aims to identify and promote impactful and scalable solutions that support the engagement of parents with their child's education. This project is a collaboration between HundrED, Kidsburgh, the Center for Universal Education (CUE) at Brookings, and IDEO with financial support provided by The Grable Foundation.

***Parent: We define the term "parent" using CUE at Brookings' Family Engagement in Education project definition. A parent is used as a shorthand for any family member, caregiver or guardian who cares for the health and well-being of the child.**

Five chapters make up this report:

CHAPTER 1 - BACKGROUND: Written by HundrED, the background chapter sets the stage on the general state of parental engagement globally.

CHAPTER 2 - COLLECTION OF VOICES: A collection of voices from students, parents, teachers, and education leaders globally is presented to showcase a diverse range of perspectives on what is needed to encourage parental engagement.

CHAPTER 3 - METHODOLOGY: An overview of the methodology for selecting and reviewing the spotlighted innovations.

CHAPTER 4 - SELECTED INNOVATIONS: Each selected innovation with a sample of their review data is presented.

CHAPTER 5 - CONCLUDING REMARKS AND RECOMMENDATIONS: Patterns that emerged across each chapter are brought together with five key recommendations for policy makers, education leaders, and teachers. Finally, we ask "What happens next?" with our proactive plans for fostering parental engagement beyond this report.

HUNDRED

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

CENTER FOR UNIVERSAL EDUCATION (CUE) AT BROOKINGS

CUE at Brookings was founded in 2002 and is one of the leading policy centers focused on universal quality education. CUE plays a critical role in informing the development of new international education policies and in translating them into actionable strategies for governments, civil society, and private enterprise. CUE's approach to achieving impact is to undertake high-quality and evidence-driven research, particularly in substance areas where a quorum of information is not available, is limited, or is a novel application; participate in processes, meetings, and policy dialogue to provide technical advice as independent experts; and use partnerships, networks, and relationships to engage and disseminate recommendations, as well as bring about new voices and opportunities. CUE's work on family engagement is highlighted in its September 2021 playbook: Collaborating to transform and improve systems: A playbook for family-school engagement.

IDEO

IDEO is a global design company committed to creating positive impact. They are a community of designers, entrepreneurs, engineers, teachers, researchers, and more. The Design Thinking for Educators Toolkit, for example, gives teachers the tools and methods they need to apply design thinking—discovery, interpretation, ideation, experimentation and evolution—in real-world scenarios. IDEO designers have been using similar processes, methods, and tools for years in tackling some dauntingly complex challenges. Design thinking keeps people at the center of every process. A human-centered designer knows to stay focused on the people they are designing for and to listen to them directly to arrive at optimal solutions that meet a team's needs.

KIDSBURGH

Kidsburgh is an established media project that brings deep experience in developing family force in the Southwestern Pennsylvania (PA) region. The project communicates news and stories in family-friendly language to a broad audience of parents and caregivers. Kidsburgh's media platforms exist to shine a positive, solutions-oriented spotlight on the issues, resources and opportunities that families care about. Working in collaboration with two media partners, Kidsburgh brings together online publishing and TV/radio to deliver news in the areas of Remake Learning, arts and culture, health and wellness and advocacy. Kidsburgh's reputation is built on respectful and positive messaging and bringing attention to what really works in our communities.

HundrED's Mission

HUNDRED'S PARENTAL ENGAGEMENT 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. Better cooperation between schools and families and engagement of parents in children's education will help develop these skills successfully. While we are advocates of a child-centric approach and personalised, passion-based learning, the relationship between an inspired teacher, an engaged parent and a motivated student will remain essential.

Assessment has to be aligned with the core purpose of helping children flourish and all of this should be reflected in the learning environments of the future. Parents play an important role in building and managing effective learning environments and for this reason, their engagement in the school community is crucial for the integral development of the child. Schools need to facilitate this engagement and therefore, we need ways to develop leadership that creates and supports a vision for parental engagement at different levels of each education system.

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

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

Theory of change

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

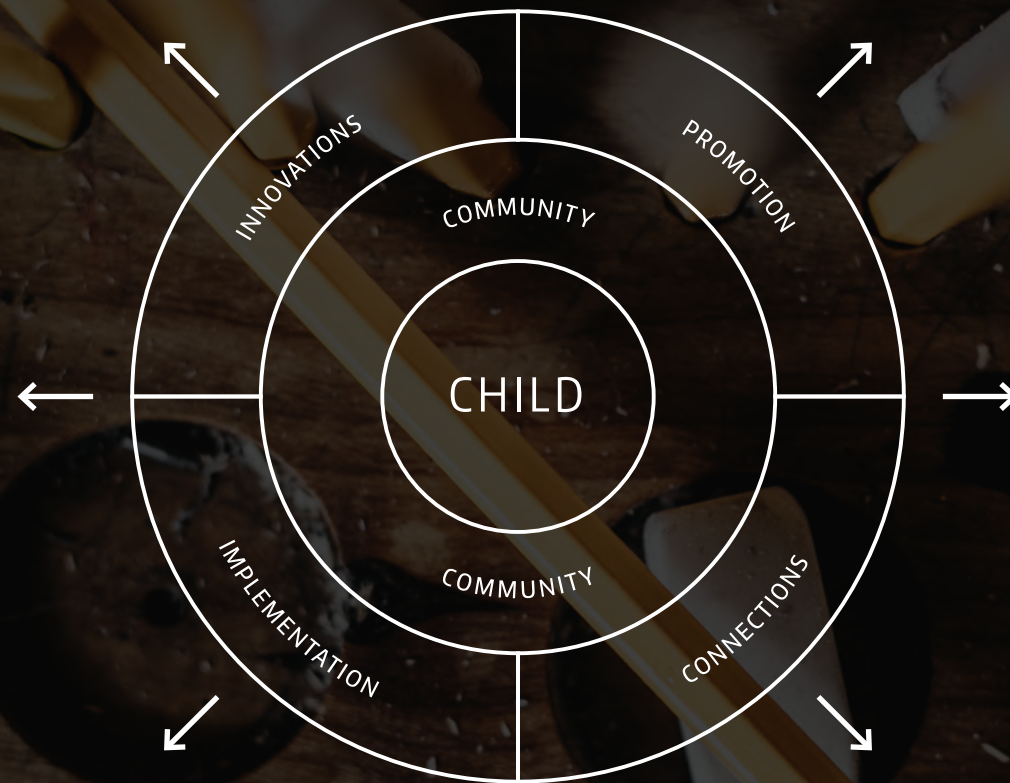
To change the global education mindset to be solution-oriented

To match practical innovations with local needs around the world

To accelerate the pace of change through impactful connections

To build an active global community of education changemakers

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



Chapter 1:

Background

What is parental engagement?

Definitions for parental engagement vary across the literature. For the purpose of this report, HundrED will be using the Center for Universal Education (CUE) at Brookings' definition of parent as any family member.. 'Parent' will refer to any family member, caregiver or guardian who cares for the health and well-being of the child.¹

Throughout the literature on parental engagement, both engagement and involvement are often referred to interchangeably. Ferlazzo (2011), an educator and education writer defines how involving parents and engaging with parents differ:

"A school striving for parent **engagement** leads with its ears—listening to what parents think, dream, and worry about. The goal of family engagement is not to serve clients but to gain partners."

"A school striving for family **involvement** often leads with its mouth— identifying projects, needs, and goals and then telling parents how they can contribute"²



Similarly to Ferlazzo, Goodall and Montgomery (2014) note the confusion across stakeholders and research literature around parental engagement, and how there has been a “shift in emphasis, away from the relationship between parents and schools, to a focus on the relationship between parents and their children’s learning.”³

Whilst the CUE and HundrED prefer to use the term engagement, many academic articles discuss involvement. Hoover-Dempsey and Sandler (1995) discuss how parental involvement is often passed down based on the involvement their own parents had in their education.⁴ Epstein created a framework of the six types of family involvement in the early 1990s, which has had many iterations since it was first published. This framework provides an overview of how to involve parents and potential challenges/results for students, parents and teachers. Similarly to Hoover-Dempsey and Sandler, Epstein refers to parent involvement as opposed to engagement.⁵ The reference to involvement over engagement, is partly due to interchangeable terminology, as well as a previous focus on involvement opposed to engagement. Fox and Olsen (2014) attribute this to the fact that involvement often focused on within school activities, and was shown to be less effective, leading to the measures and theoretical frameworks changing over time to focus on engagement.⁶

It is also worth noting that parental engagement is often viewed as a 1:1 relationship between a parent and a teacher, with the focus on an individual child’s attainment. Despite the value in this, it is also important that we look at parental engagement as involving a group of parents who have a collaborative goal, whether this be through organized school groups, or organically established parent groups. Recognizing the cooperative aspect of parental engagement can help establish a school community that works towards improving education for all the students within, not just each child individually.⁷

Importance of parental engagement

"With involved parents at home, children are more likely to attend, complete, and do well on academic achievement."⁸

Parents are a key stakeholder often overlooked in education. In March 2020, parents around the world were suddenly active participants in their children's learning, engaging across a range of multimedia platforms; including as noted by Brookings, sms messages and phone calls in Botswana, online meeting platforms in India, to parent education hotlines in Western Pennsylvania.⁹ Despite the value of parental engagement having been a constant area of focus over the years¹⁰, it is currently at the forefront of educational priorities globally. It quickly became apparent that during the pandemic, schools who had close ties with parents were able to adjust more quickly to children being educated from home.¹¹ There is concern that all of the improvements made to parental engagement during the Covid-19 pandemic will fall by the wayside and return to pre-covid 19 ways of operating.¹²

"...effective parent engagement strategies that transform parent involvement into parent-educator partnerships have a significant positive effect on children's academic and socio-emotional development."¹³

Improving parental engagement is one of many ways to impact quality 21st century education. Evidence from the United States has shown that a healthy relationship between schools and parents is an essential foundation for future academic attainment.¹⁴ This is reiterated by Msila (2012), who led a two year study in South Africa and found that black parental involvement in education was crucial in enhancing learner success.¹⁵ As the CUE notes, parental engagement has the potential to build stronger learning ecosystems for young people, helping them to develop the 21st century skills students need.¹⁶

"Around the world, parents and families have emerged as essential education allies amid the pandemic, and developing effective ways of partnering with them that neither ask too much nor expect too little has the potential to not just improve schools but transform entire education systems."¹⁷

The Southwest Educational Development Laboratory (2002) found that positively shaping parent and school relationships can produce numerous benefits for students: better attendance, higher grades, better social skills and improved behaviour at school and home.¹⁸ Interestingly, a global survey looking at what parents prioritise as educational outcomes for their children, found that in India parents felt that education to prepare students to be good citizens was the most valuable motivation, in contrast to the most popular response, which was to develop self-knowledge and a personal sense of purpose.¹⁹ Whether the Covid-19 pandemic and learning from home has an impact on how parents view what a good education looks like, and how engaged they become, will have to be seen.²⁰

"Students placed significant importance on the emotional support and motivation that their parents provided and felt that it was more important than having their parents volunteer at the school or participate in the PTA."

Zarate (2007) in the report 'Understanding Latino Parental Involvement in Education' also looked at the benefits students see in their parents being involved in their education. Interestingly, it was found that students placed a greater emphasis on parental involvement that was not directly related to academic performance, such as taking an interest in their school day and providing discipline.²¹



State of parent engagement in K12 Education (globally)

As noted, parental engagement has been deemed a neglected area of education for a number of years. The COVID-19 pandemic quickly refocused the world's attention to the importance of education, and the number of educational experiences children were no longer accessing due to school closures.²² Parents globally were suddenly taking on an educational role in their child's lives, and this opportunity provided a taster of what parental engagement in education could look like. A Survey in the 'Learning Heroes' report (2020) carried out in the United States, found that 60 percent of parents want more engagement in their child's education since the COVID-19 pandemic began. Parents are now more heavily invested in their children's progress and value open communication with teachers.²³

A report by Save the Children (2009) looked at how families support their children's education across a number of countries. They found that parental support was one of the most significant contributions to children's educational success, and noted how the best outcomes were achieved when the whole family was involved in learning together.²⁴ This is reiterated by Mapp (2013), who argues that adults responsible for children's education, must also learn and grow with them.²⁵

The CUE offers an interesting series of insights into parental engagement in education during the Covid-19 pandemic. In Himachal Pradesh, India, for example, the government recognised the need to encourage stronger communication between parents and schools. They rolled out a new initiative, e-PTM, electronic parent teacher meetings, that received approximately 90 percent parental participation in its first year of operation, and expanded the use of the e-Samwad mobile app which enables schools to send regular updates to parents.²⁶ The innovative strategies developed globally throughout the pandemic show the potential these initiatives may have even when the pandemic subsides.

Major challenges in parental engagement

There are many barriers to parental engagement. The OECD provides a global overview of the impact of parental involvement in K12 education, noting the barriers parents may face when engaging in their child's education as: a lack of awareness in how they can become involved, a lack of communication between schools and parents, and time constraints.²⁷

PARENTS' TIME

Hoover-Dempsey and Sandler (1995) note that parents' involvement differentiates based on the skills and knowledge they can offer and the demand on their time.²⁸ As Ferlazzo (2011) and Mapp (2013) discuss, the idea that a demand on time often comes down to schools prioritising parental involvement through fundraisers and parent nights, which for working parents is not always an achievable contribution they can make to their child's education. However, focusing on engagement ensures collaboration with parents over a child's educational journey, not just specific time commitment.^{29,30}

PARENTS' EDUCATION

Parents with less educational background may find it more difficult to engage in their child's schooling, contrary to parents with higher levels of education who may have more resources and comfort in helping their child, including with their homework. Hill and Tyson (2009) researched the types of parental involvement which have the strongest correlation with academic achievement. They found that parental involvement had a positive association with academic achievement, except for parental help with homework.³¹ This may be explained by Soni's (2017) work which looked at the impact of parental maths anxiety and the effect on children's achievement.³² Sime (2014) notes that the majority of parents recognise the value of being engaged in their child's education, however, that they remain wary due to a perceived lack of resources that they could draw upon, particularly in regards to their own academic competencies.³³ Parents' resources (money, social capital,

cultural capital) and education levels are connected to a range of opportunity structures - structures that in many contexts create barriers and impediments to securing educational advantages for themselves and their children.³⁴

A LACK OF TRUSTING RELATIONSHIPS

Teachers are often viewed as the experts, leaving parents to feel uncomfortable intervening in the decisions their children's teachers make. There are certain power dynamics that may keep parents from engaging in their child's schooling, despite a desire to do so.

Ferlazzo (2011) notes how teachers often view parents as someone who they only speak to when there is an issue, and that it is a good sign if parents do not bother them. There are many reasons why teachers may think this way including a lack of time or training; however, these attitudes do not lead to raising children's achievement.³⁵ As educator and parental engagement expert Dr. Steven Constantino noted, "If we as educators could successfully teach all children by ourselves, then it seems to me we would have already done so."³⁶ A lack of trusting relationships between parents and schools has created an environment wherein there is often communication breakdown that neither party is addressing.

TEACHER TRAINING

When educators (or teachers) and parents are asked to develop effective partnerships, there is an assumption that both groups hold the requisite skills to (Mapp, 2013). Mapp (2013) found that educators receive little training for engaging with parents, and feel ill prepared to do so; with parents from low socio-economic backgrounds, and those with limited settlement country language proficiency facing many barriers to engagement.

Ferlazzo (2011) notes how many schools push for family involvement rather than engagement, partially due to the fact that it is easier to implement, however, noting that the positive impact on children's education is far less.³⁷ Saltmarsh (2014) notes how this issue would best be addressed through teacher training programmes, an under-utilised factor in creating cultural change.³⁸ This is echoed by Smith (2018) whose meta-analysis showed that teacher-training programmes had a significant positive effect on teacher family engagement outcomes.³⁹ Saltmarsh (2014), drawing upon an Australian context, argues that teacher training programmes prepare student-teachers for parental engagement, however, that

there is insufficient continuity to ensure that all newly qualified teachers have a well developed understanding of how to work effectively and in partnership with parents.⁴⁰

Enabling Environments for parental engagement

Enabling environments ensure parents have numerous opportunities to engage in their child's education. Goodall and Montgomery (2013) emphasize the necessity for open communication between educators and parents, moving away from a one way flow whereby educators speak at parents, without the opportunity for parents to engage. They note the value in creating time for parental engagement as a part of the school's daily routine, and the impact it has on developing trusting relationships. These relationships take time to develop, and each stakeholder needs to be committed and open to change.⁴¹

Trust needs to be the foundation in creating an enabling environment for parental engagement. Anecdotal reports highlight the issue of 'parent bombing' during the pandemic, whereby parents began intervening during live lessons online, and educators were placed under increasing pressure to provide 24 hour support.⁴² Clear boundaries and expectations are vital in creating an enabling environment for effective parent-teacher relationships. The Covid-19 pandemic also highlighted the positive partnerships being developed by parents and schools, with student success linked to an enabling community in which all stakeholders worked together to ensure children were still being educated.⁴³ Edurio published an impact report on how the pandemic has affected schools across England; 45,338 parents, pupils and school staff from 277 schools completed the survey.⁴⁴ The report highlighted the importance of educating a child being a shared responsibility, with 60 percent of staff reporting being satisfied with their communication with parents, and 70 percent of parents viewing their relationship with educators as positive.⁴⁵

Pushor (2018), who has been involved in over 20 years of research on parental engagement, notes how it needs to be seen as 'walking alongside':

"When parents are seen to be holders of knowledge, as capable and as possessing gifts and strengths, then this can be leveraged alongside teacher knowledge to enrich programming. Engaging parents entails assuming a new worldview in schools – in which parents are seen to be central to the work of the school, not separate or apart from it."⁴⁶

Pushor (2018) provides multiple examples of teachers who have created enabling environments that engage parents in their child's education, such as sending home a daily topic or question for parents to discuss with their children, and remarking on the numerous benefits this simple exercise had.⁴⁷ This exercise was led in the context of an indigenous classroom in Canada, and Pushor notes how engagement must always be contextual and culturally responsive, reflecting students, parents and communities.⁴⁸ This is also noted by Msila (2012), whose qualitative study with black South African families found parents asking for culturally responsive education that reflected their children's indigenous backgrounds.⁴⁹

Winthrop (2021) notes how CUE's survey findings highlight the importance of gaining a better grasp of parents' motivations, beliefs and desires for their child's education, essentially that schools and teachers need to know and understand parents as a first step for transformed school-family partnerships.⁵⁰ Ferlazzo (2011) reflects on how in his school district teachers visit students' homes to encourage communication and trust between parents and the school: "We want to learn about their hopes and dreams for their children and discuss how the school can work with them to make those dreams a reality." This initiative is a part of a wider national project in the U.S.. Independent evaluations have shown that such visits result in numerous academic benefits for students.⁵¹

Chapter 2:

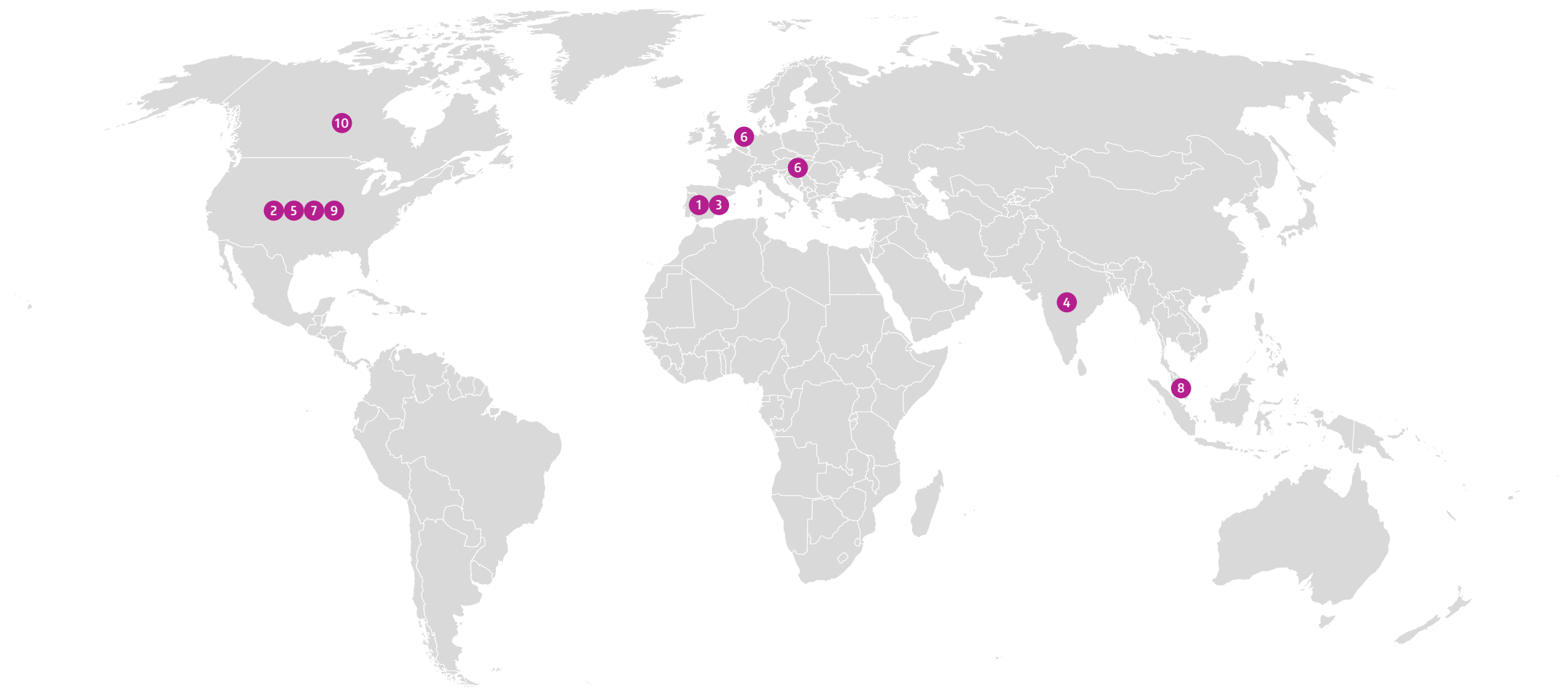
Collection of Voices

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

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

1. Why is parental engagement important and how do we continue fostering it in a post pandemic world?
2. What do you see as the biggest barrier to achieve parental engagement effectively and how can we best overcome this?

In the following pages are their answers:



Educators



1

ALEJANDRO PANIAGUA

Spain

Lecturer and Teacher Educator

Q1 Disadvantaged and vulnerable families need all the support the education system can offer. By opening windows of opportunity to foster engagement, parents and their children are able to build and access critical resources.

Q2 The mindset of schools and teachers: most of which look at those hardest-to-reach parents as the cause of educational barriers.



2

KATHERINE DZIDA CORIO

United States

Teacher / parent

Q1 Parents are the primary educators of their children. Empowering parents—especially early—leads to valuable learning, connection, and force for good in communities.

Q2 Fostering consistency in communication with parents and teachers/administrators, as well as creating structures in which parents have agency and do not just spectate from the sidelines.



3

ANIRUDH AGARWAL

Spain

Assistant Manager (Research and Training Programs)

Q1 Parents and communities are key support pillars during a child's development. A school cannot educate a child if the other pillars are not taken care of. A supportive environment at home can provide the necessary prerequisites, such as good health and support which can help a child build resilience. Post-pandemic, the ties that have been formed between the parents and teachers must continue. The low tech based interventions which are aimed at including parents, and putting some responsibility on a child's education must be kept alive and perhaps modified to make them more parents friendly.

1. Why is parental engagement important and how do we continue fostering it in a post pandemic world?

2. What do you see as the biggest barrier to achieve parental engagement effectively and how can we best overcome this?

Q2 Competing factors such as long working hours and low economic security detract the focus of families from education. A lack of literacy skills in many learner households leave the parents unable to support their child. The adoption of technology during the pandemic can be used to educate the parents on how to support their child.

Leaders



4

ABHISHEK ARVIND CHAVAN
India
School Coordinator, Partner,
The Akanksha Foundation

Q1 It is essential for us to build an efficient channel of communication in order to strengthen a parent's bond with the school. Akanksha supported parents through initiatives focused on economic resilience, health and hygiene and to build parents as co-educators. Regular sessions were conducted for parents to sensitize them about hygiene, financial planning, skill building and creating awareness about government welfare schemes.

Q2 Parents lack the time to support their children, this is the biggest problem we are facing. Many parents have lost their jobs due to the pandemic which has resulted in compounding financial issues. Given the circumstances, the primary focus of Akanksha is to ensure continuous communication with all Akanksha students and their families. The school set up a practice of conducting wellbeing calls to stay connected with students and their parents and provide an alternate support system to help them tackle issues.



5

MICHAEL STONE
United States
Vice President of Innovative
Learning

Q1 We know parental engagement is critical for student preparation and development from an academic standpoint, but after reviewing these innovations, it occurred to me that parental engagement is also essential for community development in general. In the post pandemic world, I am hopeful that the positive impact we have seen in parental engagement will continue to grow as schools, communities, and families embrace shared ownership of childhood development.

1. Why is parental engagement important and how do we continue fostering it in a post pandemic world?
2. What do you see as the biggest barrier to achieve parental engagement effectively and how can we best overcome this?

Q2 Challenges ranging from lack of access to reliable high-speed internet connectivity, transportation, nutrition, and economic mobility continue to present significant barriers. The challenge is developing scalable strategies to empower parents to overcome the existing barriers (whether familial, systemic, or otherwise) so that they can effectively engage in their child's development. To overcome this, we must continue to work as a global community where we develop novel solutions to mitigate or eliminate the barriers in a localized context, and then we share the strategies, lessons learned, and rationale with the broader community so that the initiative can be scaled and personalized across diverse contexts around the globe.



6

DR. ESZTER SALAMON

Netherlands / Hungary

Director of Parents International

Q1 First of all parents know their children best, but they are also responsible for their education, thus have a right and duty to influence the education children are receiving. On the other hand, parents also have a far deeper understanding of the world outside the school, they are the future employers, co-workers and fellow citizens of today's children. School leaders play a key role in fostering parental engagement at school level, and organisations working with or for parents play a fundamental role in making it a reality, to a large extent by helping, mentoring, coaching and training education professionals.

Q2 On the parents' side, the main barrier is that they have no role model for engagement. On the teachers' side the main barrier is the lack of trust in parents and their abilities. In many teacher training institutions parents are depicted as a problem to pre-service teachers.



7

JASON FRANCIS HALL

United States

Partner, Elementary Principal

Q1 I believe parent engagement is crucial when it comes to educating children because children are internally programmed to seek approval from their parents. If there is a division between school and home an added hurdle is placed in the way of the student. We foster this in a post-pandemic world by taking advantage of the fact that the pandemic provided us with a defining moment that we have all shared. We use this as common ground to start conversations that will help us move forward.

Q2 In my opinion low parenting confidence is the biggest barrier to parent engagement. Too many parents feel pressure to be the perfect parent who has all of the answers and never makes mistakes. The reality is that these perfect parents do not exist, but the fear of being judged in a school setting prevents parents from engaging. This can be overcome when a faculty member is able to create a positive relationship with the parent and provide simple direct ways to engage that do not require extended time or expanded responsibilities.

1. Why is parental engagement important and how do we continue fostering it in a post pandemic world?

2. What do you see as the biggest barrier to achieve parental engagement effectively and how can we best overcome this?

Students



8

SHU XIN
Malaysia
Student

Q1 Parents are important stakeholders in education as they are the ones at the grassroots level transforming students' learning experience. Parents play the role to support students' learning and development journey. They also collaborate with schools and the communities to build conducive learning environments. Parental engagement can be fostered in a post-pandemic world through regular parent-teacher conferences in each community, be it physical or virtual. Establishing parent-teacher committee groups would be another effective method to facilitate communication. Through this committee group, engagement activities such as roundtable discussions, sports day, school spring cleaning and cross-country can be held while having parents and teachers to dive deep into conversations about school affairs at the same time.



9

JOSHUA ELIAS
United States
Student

Q1 It's important because a student's development has never, and will never, stop when they leave the classroom. By including caregivers in the process we're giving them the much needed agency they want and often improving the learning outcomes of their children. We can continue fostering parental engagement in a post pandemic world by keeping the momentum and following in the footsteps of so many of these innovations which seem to be easily replicable in the US or abroad.

1. Why is parental engagement important and how do we continue fostering it in a post pandemic world?
2. What do you see as the biggest barrier to achieve parental engagement effectively and how can we best overcome this?

Q2 The biggest barrier to achieving parental engagement is simply reaching them. Caregivers spend most of their days working and return home tired and exhausted. Asking them to drive or walk somewhere each day for a 3 hour meeting or having an app that barrages them with quizzes and inaccessible information will be a sure fire way to keep them away. If there's an innovation that finds a way to involve or interact with these parents (who truly want to get involved), it'll be successful in nearly every context imaginable.

Parents



10

BRENDA KALINOVICH
Canada

Q1 Parental engagement is important to me, especially in a post-pandemic world because we have lost many connections that inform us and make us more resilient. As covid went on, my motivation to communicate with the school and check-in with my children regarding their classes diminished. It was almost like indifference or lethargy. In hearing that school will be closer to normal in the fall, I am excited to meet the teachers, attend events, volunteer and connect in-person. This energy will motivate my kids, and help them to steer their ship through the next year. Details will not be missed, and we will all feel more confident that students and educators are getting the support they need to be successful.

1. Why is parental engagement important and how do we continue fostering it in a post pandemic world?
2. What do you see as the biggest barrier to achieve parental engagement effectively and how can we best overcome this?

Q2 The biggest barrier to achieving effective parental engagement is knowing how and when to engage. Some teachers want you to email, to call, or to connect through apps...Is this only when there is a question or problem? How can I know what is going on, if those preferences are not clarified? Some parents want less information, some want more? How will the teacher know what to provide? If parents and schools do not set their intentions and expectations early on, communication suffers to the point that it could inhibit or damage a relationship. Ideally, each teacher/school needs to provide an outline for engagement, and an opportunity at the beginning of each term to connect with parents and mutually share what will work best.



Chapter 3:

Methodology

Inspired from Everett M. Rogers book Diffusion of Innovations (2003), we use the following definition for innovation in education:

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

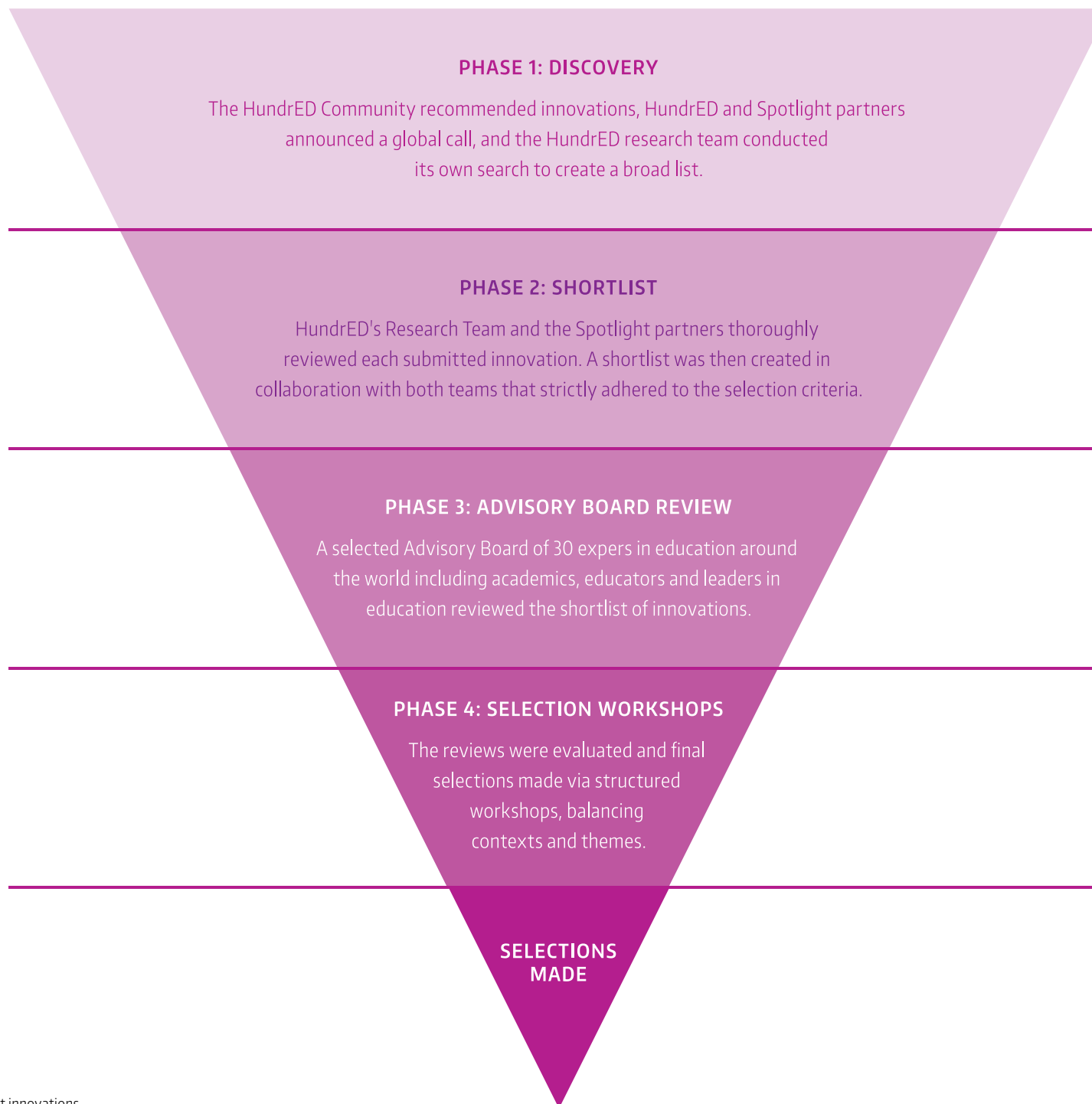


Figure 1. How we find and select innovations.

PHASE 1: DISCOVERY

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

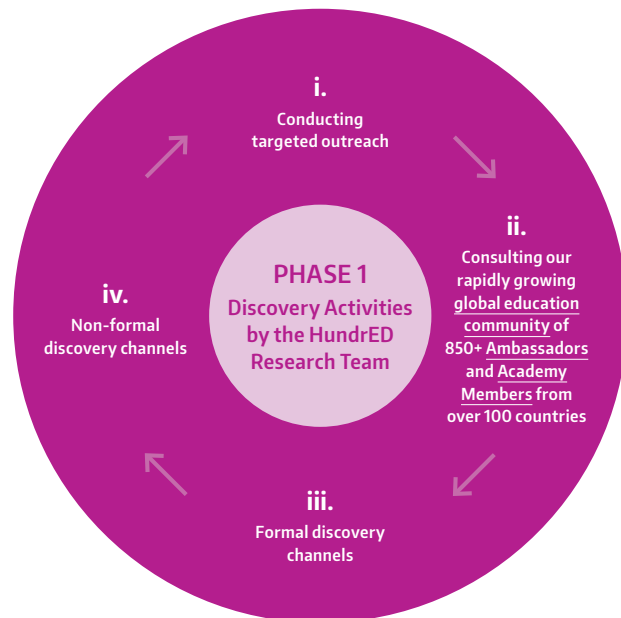


Figure 2. Phase 1: Discovery activities by the HundrEd Research Team.

PHASE 2: SHORTLIST

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

- **Impact:** Evaluated as a valuable improvement within the innovation's context. All innovations must have at-least 1-year of being implemented with its intended users.
- **Scalability:** Either the innovation is actively expanding to other contexts or has a high degree of transferability for others to adopt its practice/technology.

- i. Conducting targeted outreach and applicant support to potential submissions
- ii. Formal and non-formal discovery channels, such as:
 - a) attending major education events and conferences
 - b) monitoring high profile innovation 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.
- iii. Talking to our growing global education community of 850+ Ambassadors (teachers, leaders, academics and more) and Youth Ambassadors (current students) all from 100+ countries. These people are essential as our local eyes and ears on the ground - especially in locations that are difficult to get access to (e.g. rural schools and regions with limited internet). They also recommend and report about the best practices and technologies emerging from their region.

PHASE 3: ADVISORY BOARD REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. The Advisory Board for this Spotlight consisted of 30 experts in education from around the world including current: academics, innovators, teachers, students and leaders (see Appendix A). They reviewed the shortlist of innovations over a two week period in June 2021.

The selection process of the Advisory Board was conducted carefully by both HundrED and partners. We ensured they supported HundrED's mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education that can offer a valuable perspective on parental engagement across the world. Please see Appendix A to see who was in the Advisory Board.

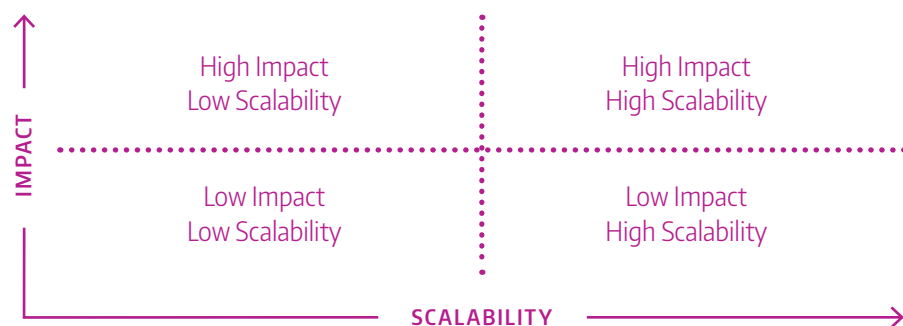


Figure 3. HundrED's evaluation tool.

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

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

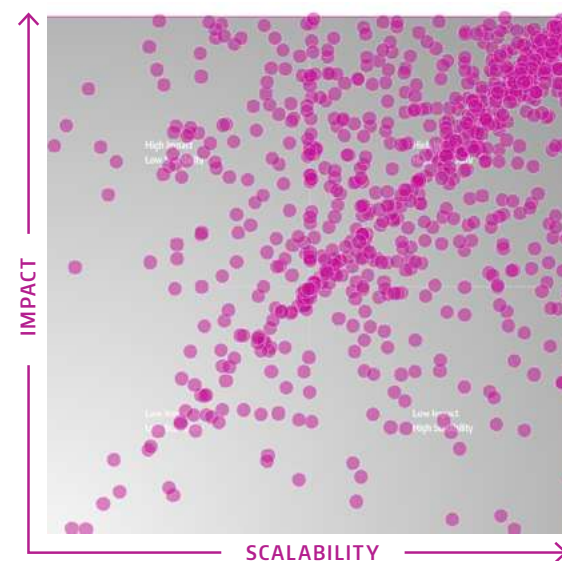


Figure 4. The 815 reviews the 30 Advisory Board Members

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

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

PHASE 4 - SELECTION WORKSHOPS

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

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

In these workshops, we considered the Advisory Board reviews while aiming to cover a diverse range of: (a) effective approaches to promoting parental engagement, (b) age levels, (c) educational contexts and geographical spread.

Chapter 4: **Selected Innovations**

Findings

OVERVIEW OF SUBMITTED INNOVATIONS

187 innovations founded in 49 different countries were submitted to this Spotlight.

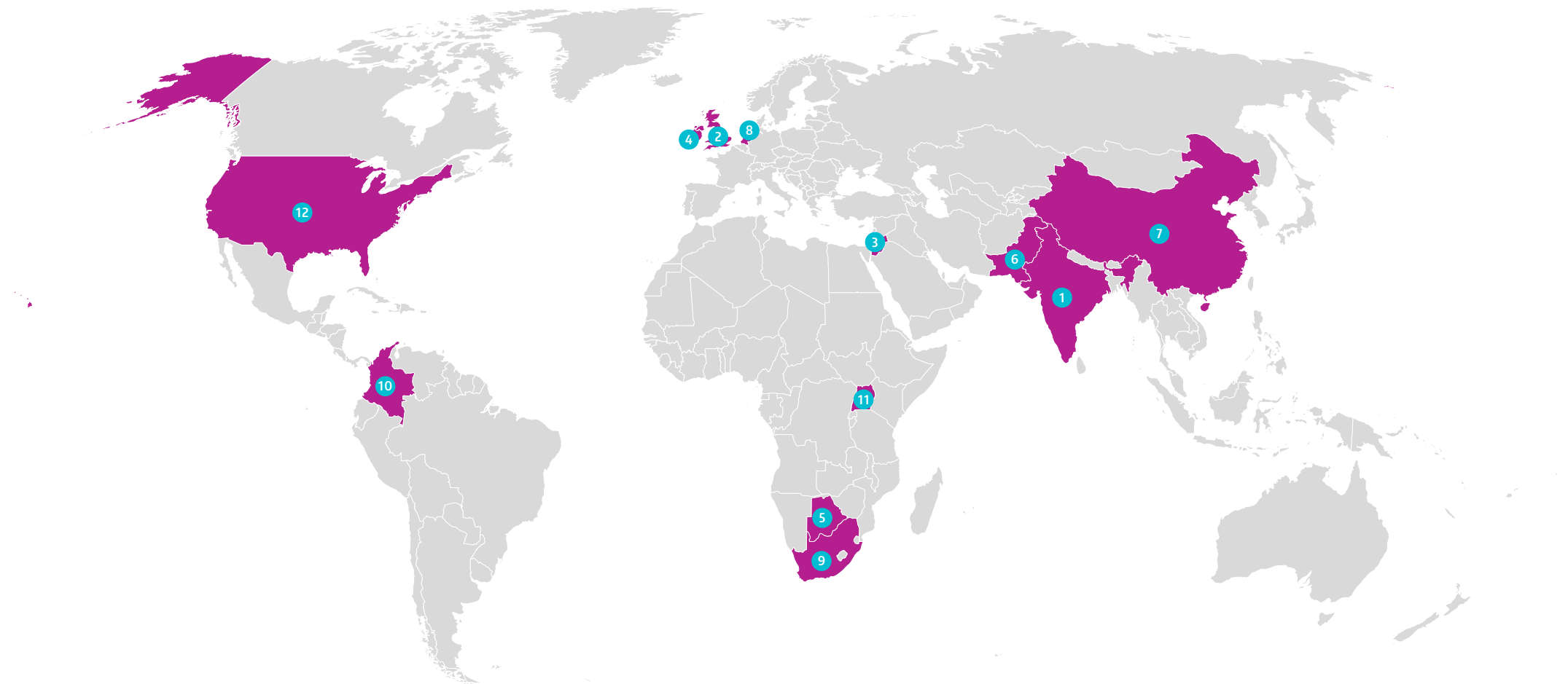
Parents are a key stakeholder often overlooked in education. In March 2020, parents around the world were suddenly active participants in their children's learning, engaging across a range of multimedia platforms; from sms messages and phone calls in Botswana, online meeting platforms in India, to parent education hotlines in Western Pennsylvania.⁵² HundrED sought innovations that: improve communication between schools and families, engage parents in the daily activities of their children and their learning processes, as well as innovations that offer spaces for parents to discuss and learn from each other, sharing their knowledge and impacting their communities.

OVERVIEW OF SELECTED INNOVATIONS

- HundrED selected 12 innovations across 12 countries spanning almost all the continents. These innovations highlight the focus currently being placed on parental engagement as an essential aspect of child development globally.
- The innovations predominantly focus on children's early development, with the majority of the innovations targeting children from birth to 6 years. Parental engagement is needed throughout all levels of education; however, there is a trend for programs to focus on early years.
- Another relevant topic that emerged from this selection is the importance of parental engagement in the area of inclusive education and diversity. For instance, 'language explorers' is a program that focuses on raising awareness of linguistic diversity in the classroom and in the community by encouraging parents to use their mother tongues in school activities. Another example is 'habaybna.net', which focuses on providing training and resources to parents with children with different abilities to help them thrive in life.
- Education innovations focusing on parental engagement tend to be new programs, established between 2015 and 2020. Only one of the innovations, 'OneSky for all children', has been running since 1998.



INNOVATIONS ON A MAP



- 1 DOST EDUCATION
- 2 EASYPEASY
- 3 HABAYBNA.NET
- 4 LANGUAGE EXPLORERS

- 5 LEARN TO PLAY
- 6 LESSONUP
- 7 ONESKY FOR ALL CHILDREN
- 8 PARENT'R'US

- 9 SAKHA ESETHU – PARENT SUPPORT PROGRAMME
- 10 SEMILLAS DE APEGO
- 11 VILLAGE TEACH
- 12 VROOM

FIGURE 2.
SELECTED INNOVATIONS BY CONTINENT OF ORIGIN

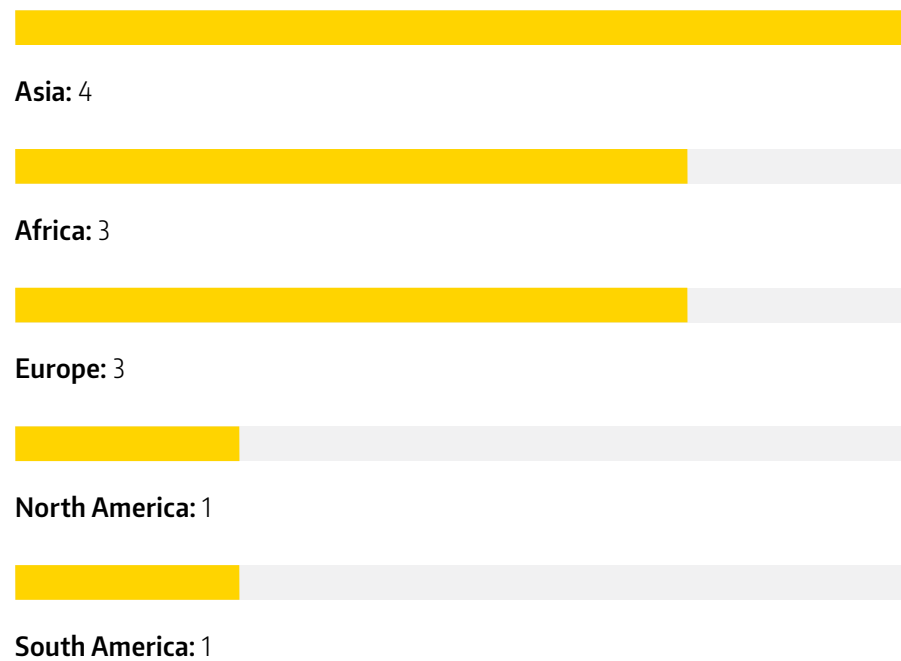


FIGURE 3.
SELECTED INNOVATIONS GROUPED BY INCOME LEVEL
ACCORDING TO THE WORLD BANK'S INCOME CLASSIFICATION.

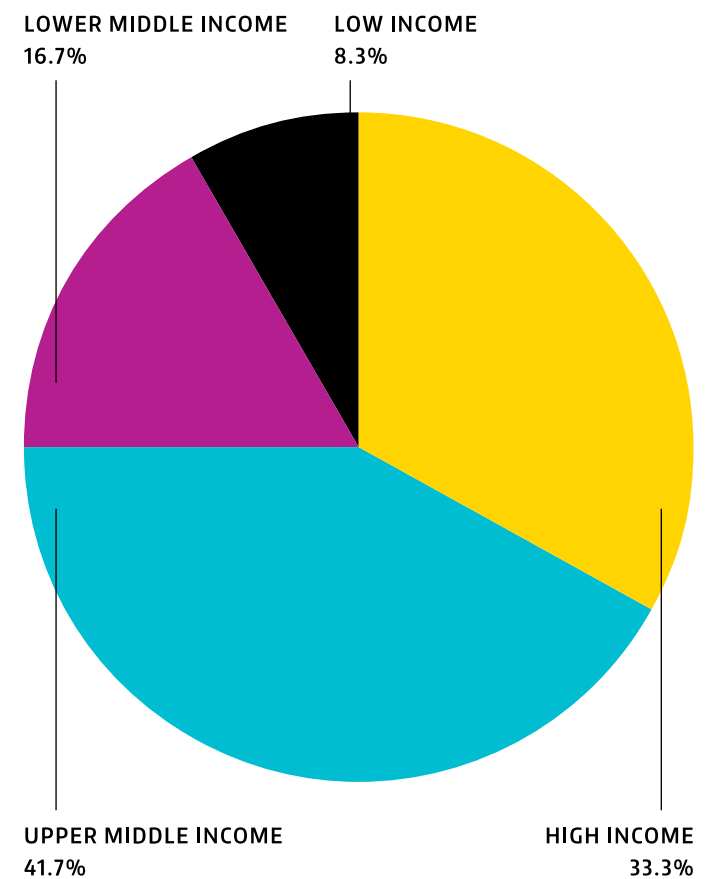


FIGURE 4.
SELECTED INNOVATIONS BY ORGANIZATION TYPE.

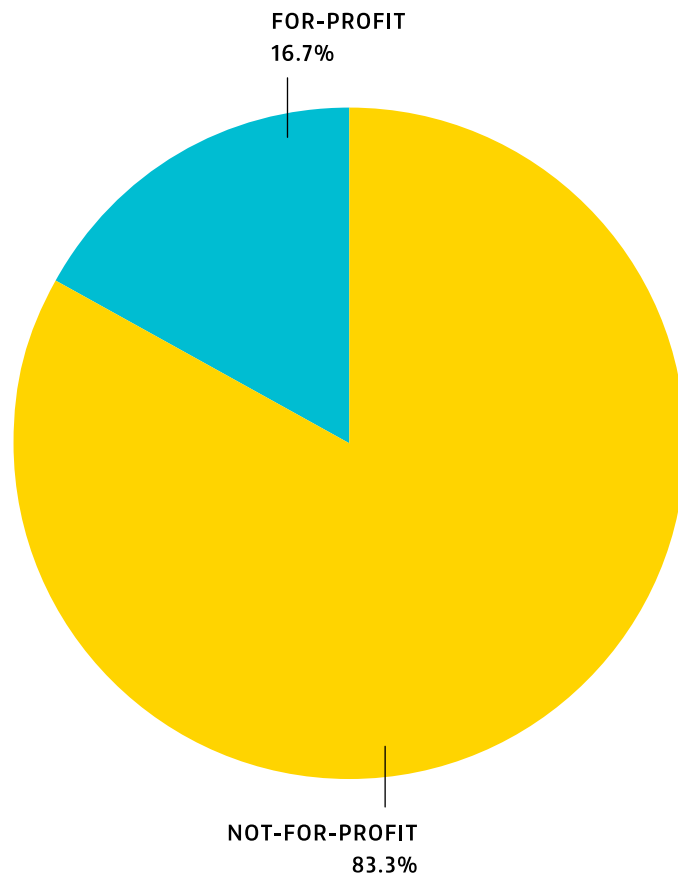
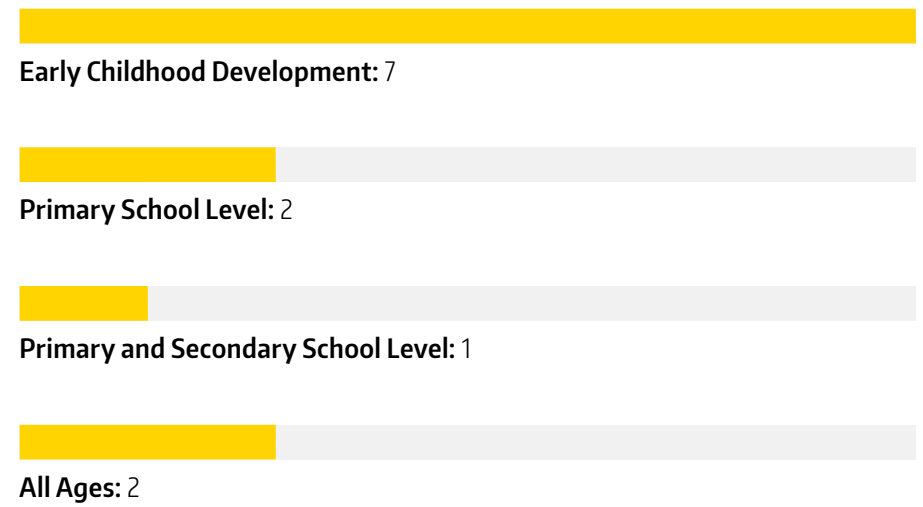


FIGURE 5.
SELECTED INNOVATIONS BY EDUCATIONAL LEVEL





Selected innovations

HundrED evaluated 187 innovations across 49 countries, selecting 12 that highlight the amazing work taking place globally in engaging parents in education. Over the next few pages, you will find more information on the innovations we chose, as well as:

- Why these innovations were created
- How the innovation works in practice
- How it has been spreading

Please remember to check out [HundrED's website](#) for further information on all of our selected innovations.

Definitions for parental engagement vary across the literature. For the purpose of this report, HundrED will be using the Centre for Universal Education (CUE) definition of 'Parent', which will refer to any family member, caregiver or guardian who cares for the health and well-being of the child.⁵³ The innovations chosen by HundrED, use a variety of different terms to describe or explain their work, we have therefore honored the language that they use to talk about their innovations.

VISIT THE WEBSITE



Empowering parents to be leaders.

Dost Education

India

Dost Education is an EdTech nonprofit focusing on early learning and responsive caregiving. Through simple 1-minute audio messages delivered via phone calls, Dost supports parents and caregivers in creating a stimulating and loving home environment where a child can learn, develop and thrive.

Parents
TARGET GROUP

75 000
CHILDREN / USERS

1
COUNTRY

WHY WAS THIS INNOVATION CREATED?

Low-income parents are motivated to provide their children with a great education but struggle to do so, particularly during the early years. Their children enter primary school behind their peers and never have the opportunity to catch up. The scale of the problem is enormous, especially in India, where there are 150 million illiterate women, and by 5th grade, only half of the children can read at a 2nd-grade level.

Dost means “friend” in Hindi. Dost is a friendly voice of reason to help parents of any literacy level boost their child’s early learning and development at home.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Through 1-minute podcasts delivered via phone calls four times a week (“phonecasts”), Dost solves the everyday problems parents face, and nudges parents to turn regular moments into learning opportunities. The current content is aimed at parents with children aged 0-6, covering cognitive development, socio-emotional skills, and school preparedness. Dost creators are currently working with researchers to refine the model for deeper impact.

HOW HAS IT BEEN SPREADING?

Dost users are typically mothers who have attained a high school education or less and have household earnings of \$1-10 a day. Since the beta launch in 2017 with 300 users, Dost has grown to 75,000+ users through a network of Dost Champions and strategic partnerships. Dost has partnered with UNICEF India to co-design and scale the program across three States in India, as well as directly collaborating with one State government to pilot the program in two districts. In 2021, the aim is to reach 50,000 families with Dost early learning content.

RESEARCH

Academy review sample scalability

Nearly perfect scalability since the proliferation of cellphones is so high throughout India. This model can find itself in more developed countries as well. Adoptability is also great because it requires just a one minute daily time commitment.

Academy review sample impact

Dost provides a compelling and promising strategy to equip parents to support their child’s literacy development. The potential for impact is significant, especially considering how the strategy simultaneously addresses adult and child literacy rates.

HundrED Review

Dost Education empowers parents of any literacy level to take charge of their child’s early education. This innovation has great potential to spread to other low income countries who struggle with access to modern digital devices, as well as offering both parents and their children a way of improving their confidence in literacy.





VISIT THE WEBSITE

Inspiring thriving families.

EasyPeasy

United Kingdom

Parents can find it hard to be the parent they want to be. Being busy, tired and short of activity ideas brings a sense of worry around their child having the best start in life. EasyPeasy's solution; a proven child development app, brings together the best tips and advice from a global community of parents, experts and brands to support parents and their 0-5 year olds during the crucial early years.

Parents

TARGET GROUP

100 000

CHILDREN / USERS

3

COUNTRIES

WHY WAS THIS INNOVATION CREATED?

A significant level of children aged up to five, finish the school year without a 'Good Level of Development' in communication/language, impacting their future outcomes. With young children spending most of their time at home, it is vital to support parents in the home-learning environment, so as to have a positive long-term impact on their attainment. The platform allows EasyPeasy to reach parents at scale, overcoming engagement barriers.

HOW DOES THE INNOVATION WORK IN PRACTICE?

A University of Oxford study showed parents who engaged with EasyPeasy (EP) over 10-18 weeks made five months additional progress against their peers in 'Cognitive self-regulation' (CSR); the ability to sit and focus on a task, described to be crucial for school readiness. The Education Endowment Foundation (EEF) randomised control trial also presented the impact on CSR with a larger sample size. Parents reported a statistically significant impact on factors improving the quality of their Home Environments; generating more Language and Academic Stimulation; helping parents become more responsive and interactive with their children. Children improved their ability to understand Concepts and Follow Directions as well as understanding 'word structure', putting them one month ahead of their peers in the control group. The native app's content feed is underpinned by a unique algorithm growing with each age/stage of a child's development as well as the parent's evolving needs and challenges.

HOW HAS IT BEEN SPREADING?

To date over 100,000 parents and 3000 early years practitioners have registered to the EasyPeasy app. Independent studies show a positive impact on parent's wellbeing, as well as children's cognitive, social and emotional development. The goal over the next 2-3 years is to reach more parents through international markets to grow EasyPeasy's global parenting community. The app has been distributed as part of community strategies through partnerships including with the UK Department of Education, LEGO Foundation, Wellcome Trust, and over one thousand early years settings across England, and has just opened to the Australian market.

RESEARCH

Academy review sample scalability

Using a free, downloadable app means that this is practically accessible and will work in many societies as a smartphone and internet connection are commonly available.

Academy review sample impact

The extensive research done by Oxford University and other independent third parties has consistently shown that the EasyPeasy app is an effective tool for educating and engaging parents in their children's development.

HundrED Review

EasyPeasy has been shown to be an innovation that is positively impacting children, parents and educators. This app has the potential to scale widely and impact children in many countries.



VISIT THE WEBSITE



An online resource on intellectual and developmental disabilities in Arabic to improve the lives of children living in MENA region.

habaybna.net

Jordan

Habaybna.net brings together hundreds of resources in special education and rehabilitation for parents and caregivers to help children with intellectual or developmental disabilities have a meaningful life when they grow up. Habaybna.net is dedicated to helping children with different abilities thrive at home, at school and at work. They provide: specialized content, a directory and a tele-coaching service.

Parents
TARGET GROUP

514 238
CHILDREN / USERS

8
COUNTRIES

WHY WAS THIS INNOVATION CREATED?

Habaybna.net came out of the founders own experience with their two sons who have a developmental disability. After being on this journey with them for the last 10 years and meeting so many other parents like themselves from several countries in the Middle East and North Africa (MENA) region, they realized that being a parent of a child with a disability requires a lifelong adjustment that needs continuous learning, guidance and support.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Habaybna.net is a digital platform in Arabic, that aims to empower Arab parents and caregivers of children with developmental disability with the skills and knowledge that they need, aiming to help them have a meaningful life.

Habaybna.net offers three main things to parents:

1. A video library with +800 videos by specialists in special education and rehabilitation.
2. Specialized online courses based on a microlearning approach, to teach parents how they can teach specific skills to their child (the first five online courses are in Edit and will be published by May 2021)
3. Online consultations so parents can easily connect with specialists in special education and rehabilitation to have 1:1 guidance.

HOW HAS IT BEEN SPREADING?

Habaybna.net was launched in December 2017 with content only, and 140 videos in the video library. In October 2018, and after the frequent demand they had from users, they started connecting parents with specialists for consultations via a simple system they developed to schedule and monitor the calls (this was separate from the website). In 2019 and with a prize from Expo 2020 Dubai, they developed the technology infrastructure of habaybna.net to offer Arabic specialized content, online consultations & e-learning system all in one place. A mobile App has since been launched. Currently habaybna.net has +5000 visitors a month with +7000 registered users and has provided +1000 calls for parents in Jordan.

RESEARCH

Academy review sample scalability

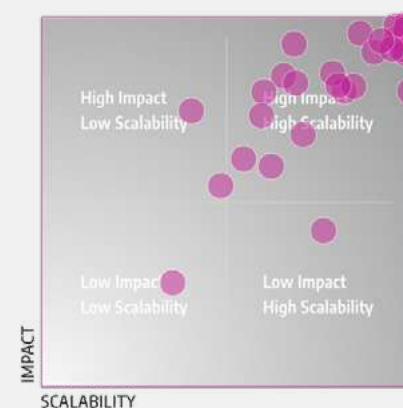
Habaybna is scalable across with its adroit use of technology and continuing innovation to meet unmet needs and perhaps will help to build a parent-led movement to improve services for all children with learning disabilities across MENA.

Academy review sample impact

Parents with children with special education very much need this kind of digital platform combining video libraries (excellent resources!), online training and online consultation. These three assets combined make this innovation really powerful.

HundrED Review

There is a great need for resources to guide parents on intellectual and developmental disabilities of their children, especially in developing nations. This platform is a brilliant way of enabling more parents to boldly take the journey and succeed in the company of others and professionals.



VISIT THE WEBSITE



Every language matters.

Language Explorers

Ireland

Language Explorers is Mother Tongues' award-winning language awareness initiative for primary schools. Language Explorers activities are designed to raise awareness of linguistic diversity in the classroom and in the community and to promote an interest in language learning. They promote parental involvement in the celebration of the diversity of linguistic and cultural expression in school life.

Students

TARGET GROUP

1 600

CHILDREN / USERS

1

COUNTRY

WHY WAS THIS INNOVATION CREATED?

Language Explorers is Mother Tongues' award-winning language awareness initiative for primary schools. Language Explorers activities are designed to raise awareness of linguistic diversity in the classroom and in the community and to promote an interest in language learning.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Language Explorers has been designed to: encourage children to embrace all languages positively, nurture children's understanding of linguistic diversity in the classroom and in the community they live in, enable children to build on prior knowledge and experience of language and language learning, encourage children of different languages and cultures to be proud and to share their heritage. Parents are encouraged to act as language ambassadors. They are then invited to be part of a storytelling project, where they tell a story in their mother tongue, teaching keywords and expressions in their language and involving all children and teachers in the process of linguistic and cultural discovery. During school closures Language Explorers collaborated with the national broadcast on a podcast involving parents and children talking about their mother tongues.

HOW HAS IT BEEN SPREADING?

The project was initially started in Dublin schools in 2018, but has since trained teachers around Ireland in implementing this approach. Since 2020, they have been delivering webinars for teachers and built a database of lesson plans on their website 'Language Explorers' and on the Mother Tongues database.

RESEARCH

Academy review sample scalability

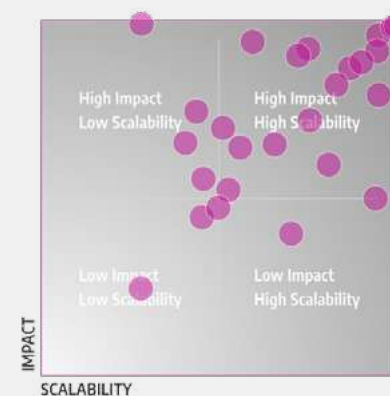
This pedagogical approach with an inclusive lens can be used in any community and every country. It can be used with languages as well as local dialects that often do not have a script and therefore potential for scalability is very high.

Academy review sample impact

In my context of Miami, Florida, this innovation would be very useful as newer generations of Hispanics are becoming less and less fluent in Spanish. Involving parents in language learning will be fun for them and the students alike.

HundrED Review

Language Explorers encourages parental engagement, as well as diversity and inclusion. It is a fantastic innovation that opens up the classroom and creates a community.



VISIT THE WEBSITE



A sustainable playgroup model transforming childhoods & uplifting communities, giving every child the opportunity to play, learn & thrive.

Learn to Play

Botswana

Learn to Play harnesses the power of play to provide high-quality and culturally-relevant early childhood education. Training and equipping motivated Mamapreneurs to lead playgroups in their communities. Easily scalable and replicable in a variety of contexts, the Learn to Play model leads to improved school readiness and holistic wellbeing for the entire family, enabling every child to reach their potential.

All
TARGET GROUP

615
CHILDREN / USERS

3
COUNTRIES

WHY WAS THIS INNOVATION CREATED?

In Botswana, 93 percent of children under the age of five do not have access to early learning and fail to reach their potential in cognitive development. Poverty, poor health and nutrition, as well as the lack of early stimulation holds these children back. In 2017, Priyanka founded Learn To Play with the vision to ensure that access to high-quality early childhood education was a right and not a luxury.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Learn To Play is a social enterprise that provides high-impact, scalable and sustainable early childhood solutions for children aged birth to five years and uplifts women's economic opportunities to create Vibrant Villages.

Learn to Play approached Early Childhood Development (ECD) at a child, caregiver and community level to provide holistic solutions for children. Their programme utilises an untapped resource as the key change-agent: Mothers. Mamapreneurs are trained to establish community playgroups and deliver parenting programmes, improving children's education and development using natural & local materials. This means the resources and people-power are readily available and the model can be delivered, scaled and sustained at low-cost.

Through this unique model (a play and learn curriculum, Rainbow Play training, and a specially-designed playgroup in a box), communities build the resources they need for sustainable ECD.

HOW HAS IT BEEN SPREADING?

Since 2017, Learn to Play have opened operations in four communities and they have seen how education and nurturing care are intrinsically linked. They have learnt how important a dedicated, child-centered play area is and how working in strong partnerships can do more for a community than any single organisation. They have recently been allocated a plot of land by the village leadership to build their own playgroup structure. Learn to Play provides healthy snacks for each child in their playgroup and parenting programmes are being launched in all their communities to help build vibrant villages. They are contextualising the Learn To Play programme to incorporate mindfulness and peace-building to support families and children in Dukwi, a refugee camp in northern Botswana with UNHCR.

RESEARCH

Academy review sample scalability

This organization has a strong board member presence and is very connected to the people and resources they need to grow this program. It is owned by the community and is low cost, which opens opportunities for all caregivers.

Academy review sample impact

The innovation recognises the pivotal role that mother's play in a child's development. It provides simple materials/toolkit that is used to kickstart these learning centres that otherwise do not exist free of charge, reaching the most marginalised.

HundrED Review

Learn to Play is empowering communities by equipping mothers with the knowledge and skills to lead early childhood education lessons and help facilitate enriching play environments. This scalable model changes mindsets on education in lower income communities and empowers women in the community.



VISIT THE WEBSITE



Leaning on each other to achieve the unreachable.

LessonUp

Pakistan

Amidst the pandemic, only virtual learning is not a practical solution for equitable education in low-income communities. Learning centers complement digital learning by providing space for students to take ownership of their learning, provide access to parents to participate in their children's learning, and opportunities to collaborate with their peers to master their literacy skills.

All
TARGET GROUP

140
CHILDREN / USERS

1
COUNTRY

WHY WAS THIS INNOVATION CREATED?

Assessment data showed that students who were disconnected (or had no access to technology) performed poorly compared to those who were contacting each other and were able to reach out for help, demonstrating that collective learning accelerates student's progress. Unable to utilize the school space for revision and remediation, LessonUp partnered with leaders in their community to create an alternative learning opportunity.

HOW DOES THE INNOVATION WORK IN PRACTICE?

With the collaboration of parents, LessonUp established two informal parent-led learning spaces within a five-kilometer radius of the school. Students come at 3:00 pm on days they go to school or at 10:00 am on their off days to engage in day-to-day learning, access the internet to research the content, find subject-specific answers, and solve worksheets. A repository of video lectures is also available to help revisit the content they learned or missed.

LessonUp divides their time between the centers. When teachers are engaged in the other center, students arrive at the appointed time, mark their attendance, and share the list in the WhatsApp group. Students then go through the days' pre-planned learning outcomes and share the test scores they have achieved in a specific learning outcome. If they score less than 70% in a specific lesson, they revise those lessons or ask peers to help them with that lesson. Students retake the tests and track their progress.

HOW HAS IT BEEN SPREADING?

Results from mid-term exams (conducted in February) showed that students who were coming to these informal learning spaces performed 40% better than those who were studying on their own, and were 20% less likely to fail in a subject than the students who had no access to technology or assistance during school closures. Students who accessed the learning spaces are also becoming more independent learners and have higher intrinsic motivation in regular daily classes. Their parents are more involved in the day-to-day learning and have been offering their spaces for further centers.

LessonUp started two projects to work on Social Emotional Learning (SEL) of students along with establishing the first library in the area with open access. In the coming year, it is going to also have a Montessori program catering to the community.

RESEARCH

Academy review sample scalability

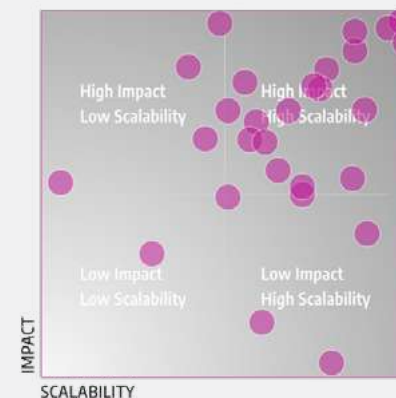
I like the ability for students to learn about these sessions through WhatsApp, which is a commonly used platform throughout the world.

Academy review sample impact

LessonUp defeats the isolation, and subsequent declining educational outcomes, of students in remote learning environments by involving parents and the community in children's educational development through creating parent-led education centers.

HundrED Review

With so many schools relying heavily on work being done outside of school hours, LessonUp has addressed a serious gap by providing safe spaces for children to extend their learning outside of school.



VISIT THE WEBSITE



Unlocking the potential of our world's vulnerable children.

OneSky for all children

China

OneSky trains communities and caregivers through an innovative blended learning approach to provide nurturing responsive care and quality early education, unlocking the potential in vulnerable young children across China, Vietnam, and Mongolia.

All
TARGET GROUP

225 643
CHILDREN / USERS

3
COUNTRIES

WHY WAS THIS INNOVATION CREATED?

Neuroscience has shown that during the formative early years, the brain is developing at lightning speed – and the quality of care and education in that critical period shapes the trajectory of a child's future. Yet across Asia, an estimated 58 million children under five are at risk of not reaching their full developmental potential.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Over the last two decades, OneSky has developed an evidence-based approach to train the adult caregivers in a vulnerable child's life (early educators, child welfare workers, childcare providers, parents, family members, and more) to provide high-quality early childhood care and education. The OneSky approach is inspired by Reggio Emilia's child-centered principles, globally informed by developmental science, and locally adapted for low-resource settings. OneSky's curriculum empowers caregivers to establish a responsive relationship to the child, create safe and nurturing learning environments, promote play and discovery, and cultivate holistic child development as a lifelong foundation to thrive. The blended learning approach includes classroom training, hands-on mentoring by early childhood specialists, and continuing education through 1BigFamily, a mobile-friendly online learning community platform which has been especially valuable during the COVID-19 pandemic.

HOW HAS IT BEEN SPREADING?

OneSky was founded in 1998 to improve the lives of vulnerable children in China's welfare institutions. In 2011, China's Ministry of Civil Affairs and OneSky launched a groundbreaking partnership to train every child welfare worker in the country. OneSky's approach has since become the national standard of care across institutions and has reached every province in China. OneSky has learned from over two decades of work that the needs of young children are universal. Today, OneSky's programs have expanded to train caregivers of marginalized children across China's rural villages, Vietnam's industrial zones, and Mongolia's urban informal settlements. To date, we have trained 62,843 caregivers to transform the lives of 225,643 children across Asia.

RESEARCH

Academy review sample scalability

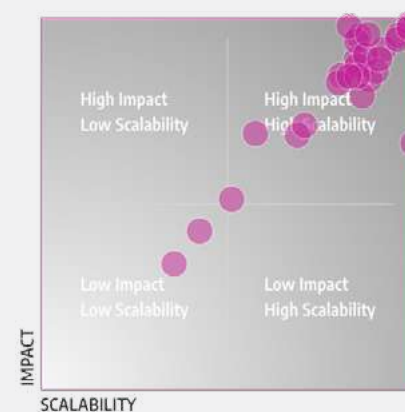
By engaging multilaterally and the use of training of trainers enables this innovation to be scaled very easily. By empowering other trainers it will have a ripple effect in effectively adapting the innovation to any other context.

Academy review sample impact

OneSkys uses a holistic approach when it comes to a child's education and well-being. Its greatest impacts are seen in how the innovation influences change at the systems level which will have long-term impact on overall development of children.

HundrED Review

The importance of community involvement in Early Childhood Education is crucial. OneSky facilitates this by training caregivers from the community who can provide quality education to the children. This model ensures sustainability and a positive mindset on ECE in the community.



VISIT THE WEBSITE



Supporting vulnerable parents and teachers of their children for better partnership.

Parent'R'Us

Netherlands

Strong and equal partnerships between parents and schools is essential for student success, but it is often not successfully established and maintained in the case of families with low socio-economic status. The main aim of Parent'r'us is to change this by peer mentoring parents and supporting teachers in the necessary mindset change through a unique and innovative mentoring model.

Parents

TARGET GROUP

500

CHILDREN / USERS

5

COUNTRIES

WHY WAS THIS INNOVATION CREATED?

While parents are the most impacting educators of their children and this impact for school success is largely dependent on parent-teacher partnerships, disadvantaged parents are often not treated as equal partners, or lack the skills and confidence to become that. Parent'R'Us have started this initiative to support both parents and teachers in building these necessary partnerships.

HOW DOES THE INNOVATION WORK IN PRACTICE?

This research-based initiative builds on evidence regarding parental engagement as well as successful mentoring practices. Based on research, two main goals have been identified. For the disadvantaged parents, a unique peer mentoring programme is developed, so that their mentors are parents coming from similar backgrounds and thus more trusted. The mentors are trained according to a unique training programme with a pre and post self-assessment tool. In the programme, mentor managers, mostly professional educators, are also trained. Mentor managers are responsible for matching mentors and mentees, and for supporting the mentoring process. Mentor managers' training includes an element that helps them come to terms with their view on the target group and change their mindsets. Mentors also act as coaches/mentors for the teacher of their children for the necessary change of mindset and approach. Successful mentoring reports have proven effectiveness.

HOW HAS IT BEEN SPREADING?

The approach was developed and first implemented by a consortium of NGO's and schools from five European countries, one of them being international. The programme has been implemented in these countries for a growing number of people, and the international organisation has been spreading the programme beyond these countries by offering training for mentor managers and trainers internationally.

The methodology is available for anybody who wishes to implement the programme, and Parent'R'Us are also offering to train multipliers anywhere to support implementation.

RESEARCH

Academy review sample scalability

Availability in multiple languages makes this accessible across multiple contexts and supports scalability. Using mentors and a train-the-trainer model signifies that this innovation can be easily adapted for different communities with participants.

Academy review sample impact

Mentoring programs are well researched as one of the best approaches for empowering people. This innovation, in addition, is further improved by tailoring mentors to fit the needs of parents from diverse backgrounds.

HundrED Review

The grass-roots method of Parent'R'Us ensures that parents do not feel like they are being spoken down to, but are empowered and collaborating with their peers to reach a common goal. This train the trainer model means this innovation can scale and impact widely.



VISIT THE WEBSITE



Community based parent support using ECD principals as facilitators.

Sakha Esethu – Parent Support Programme

South Africa

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

All
TARGET GROUP

268
CHILDREN / USERS

1
COUNTRY

WHY WAS THIS INNOVATION CREATED?

Community conversations encourage dialogue and active engagement for new and old parents to gain valuable knowledge. Conversations using pamphlets promote sharing and an opportunity to support parents. Benefits include: support through knowledge regarding children's health and parenting, safe spaces for sharing and encouragement, decreased stigma and anti-bias towards HIV/AIDS and illness, promotion of exclusive breastfeeding, increased belonging and social relationships, improved community unity, improved confidence as a parent, new leadership and role models in communities, the creation of a supportive community culture and active participation in building a community.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Sakha Esethu can be best described as a gathering which provides mutual support for caregivers of children on burning health issues through dialogue and conversation. It is a 6 – 8 month programme which encourages training and mentorship by a trained facilitator. Sakha Esethu means "It starts with us, we're building our own". This active phrase emphasises the active role that community members, mothers, fathers, teachers or grandparents - anyone interacting with children can assist in the development of a child. Sakha Esethu has developed resources to host small discussions with parents and community members. Sakha Esethu includes all genders and seeks to promote community participation by utilising the energy of trained community mentors and competent caregivers.

Free online resources have been developed to host short discussions with parents and community members. The interactive website has been created as a platform to access resources and training materials to host conversations and gatherings. As a result of the skills development initiative, mentoring and support there are mentors in Nelson Mandela Bay who have shown outstanding commitment to developing their communities.

HOW HAS IT BEEN SPREADING?

As a collaborative project between UNICEF, Nelson Mandela University, The Department of Health & Early Inspiration, Sakha Esethu has established parent support groups across Nelson Mandela Bay.

RESEARCH

Academy review sample scalability

This is a scalable model, usually supplementing a structured centre or school. The focus on building local community anchors, and discussing child development issues in small groups can work well and be supported by Government teachers and principals.

Academy review sample impact

Building parental confidence in the ability to educate their children is the best starting point for assertive communication with formal education later on, a strong enabler of parental engagement

HundrED Review

This innovation's strong focus on community, helps parents to create a network of peers that encourages confidence and open communication about the barriers many parents face in raising a child and educating them.



VISIT THE WEBSITE



A group-based psychosocial program for caregivers that protects children affected by violence in their early childhood.

Semillas de Apego

Colombia

Semillas de Apego is a group-based psychosocial program for caregivers with children in their early childhood, that promotes healthy child-parent attachments as a pathway for a proper development among children exposed to violence. The program helps children reach their full potential, by fostering caregivers' mental health and their capacity to become a source of emotional protection.

Parents
TARGET GROUP

710
CHILDREN / USERS

1
COUNTRY

WHY WAS THIS INNOVATION CREATED?

In Colombia, over half a million children between 0 and 5 years of age have been affected by a civil conflict that has spanned over six decades, and globally more than 86 million have spent their lives in conflict zones. Research shows that exposure to violence, extreme trauma and toxic stress during early childhood, may weaken cognitive, physical and socio-emotional development. Semillas de Apego's goal is to educate youth to be resilient and prepared to thrive in a constantly changing global economy, seeking to protect children from the potentially devastating effects of violence and other adverse circumstances, by building relationships with supportive caregivers, who safeguard their physical and mental health, social emotional well-being and ability to learn.

HOW DOES THE INNOVATION WORK IN PRACTICE?

The University of Los Andes developed the Semillas de Apego program to tackle the challenges young Colombian children face in the midst of violence and to provide them with better opportunities to thrive in the future. The curriculum of the program spans for 15 weeks and it first provides tools so that victimized caregivers can start processing their own trauma. Then, the model focuses on allowing a proper understanding of the child's development trajectories and how they are affected by the experience of adversities, such as violence exposure. Finally, the program works towards fostering positive child-rearing practices, to support the availability of sensitive and responsive caregiving.

The goal of Semillas de Apego is to foster healthy child-parent attachments. Early interventions which build enabling environments for children's brain architecture to develop appropriately have the potential to yield enormous benefits for societies. These nurturing and protective environments strengthen brain cell connections, which support the development of transversal 21st century skills that children and youth need to deal with an uncertain future and a rapidly changing world.

HOW HAS IT BEEN SPREADING?

From 2015-2016 Semillas de Apego began a pilot project, which in 2018 led to them starting their programme with one town Tumaco, Colombia. Semillas de Apego's aim is to scale to all of Colombia. They are currently working on an at-scale pilot of the program in five Colombian municipalities.

RESEARCH

Academy review sample scalability

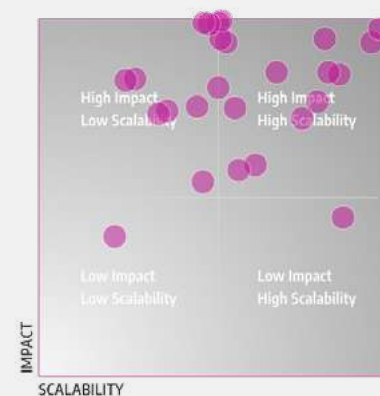
This program can be scaled in both in-conflict and post-conflict societies as part of parenting classes and post-conflict reconstruction. The curriculum can be contextualized for different environments, while the underlying practices are consistent.

Academy review sample impact

For children to thrive they need to have psychological safety, this solution promotes this recognizing that a parents level of psychological safety and resilience to stress affects their child. It aims to promote mental health for all.

HundrED Review

Semillas de Apego provides children who have faced conflict and trauma, with the tools they need to participate in education and succeed, promoting mental well-being and fostering healthy child-parent relationships.



VISIT THE WEBSITE



Empowering parents to improve school quality.

Village TEACH

Uganda

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

Parents

TARGET GROUP

63 635

CHILDREN / USERS

1

COUNTRY

WHY WAS THIS INNOVATION CREATED?

Parental involvement in education makes children more likely to thrive academically, socially and economically. In many communities across Uganda however, there is a disconnect between schools and parents. Half of Ugandan parents do not know the name of their child's teacher, and only 23 percent visit their child's school each year. This lack of parent engagement contributes to poor learning outcomes.

HOW DOES THE INNOVATION WORK IN PRACTICE?

From the inception of Village TEACH, the focus was to develop an intervention that was evidence-based, systems-focused, and scalable. We started the design process by researching what has already worked to strengthen collaboration between schools and parents and discovered a Randomized Control Trial that had taken place in 100 Ugandan primary schools in 2011. The researchers found a participatory school scorecard program created an effective mechanism for parent engagement and significantly improved test scores as well as pupil and teacher absenteeism.

Village TEACH unites this participatory scorecard approach with Uganda's traditional School Improvement Planning (SIP) process. First, communities identify their shared school improvement goals, and develop scorecards to track progress on those goals over the course of the year. Elevate-trained facilitators then work with a representative group of community leaders to develop and implement SIPs in alignment with community priorities.

HOW HAS IT BEEN SPREADING?

Two rigorous evaluations show that Village TEACH significantly improves student learning by 0.19 SD (Barr, 2012) and reduces dropout by 40 percent (Kabay, 2019). Along with the fact that systemic parental disengagement is a well-recognized root cause of education systems failure in Uganda, these significant impacts have allowed Elevate to broker partnerships with six district governments to implement the program in 143 schools, benefitting more than 60,000 children. Through this district scaling model, Village TEACH is working to reach 5,000 schools and more than 2 million children by 2025. Simultaneously, regularly engaging in dialogue with the national Ministry of Education & Sports regarding the role of parents in school governance, and how Village TEACH might be adopted into national education policy.

RESEARCH

Academy review sample scalability

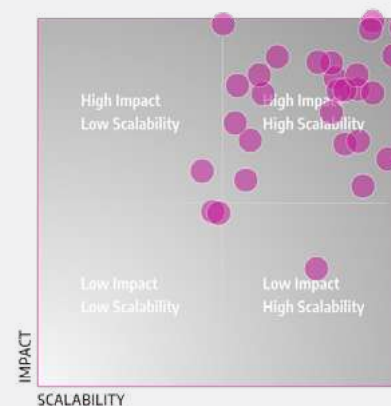
The community-based approach is critical to sustainability and will allow the implementation to adjust to suit the needs and resources of different communities in my context - Nigeria.

ACADEMY REVIEW SAMPLE IMPACT

Significant impact on parent engagement & education. Sustainable model ensures communities develop ownership over public services & keep service providers accountable, building a long term discussion on improvement not just current challenges.

HundrED Review

Village TEACH has ensured parental engagement remains its key focus, and impact in Ugandan schools has been proven to be extremely effective.



VISIT THE WEBSITE



Vroom uses the science of early learning to help parents turn everyday moments into brain-building moments.

Vroom

United States

Science shows our children's first five years of life are when they develop the foundation for lifelong learning. Every time we connect with young children, it's not just their eyes that light up--it's their brains, too. Built with insights from researchers and parents, Vroom provides science-based tools and materials that inspire families to turn everyday moments into brain-building moments.

Parents

TARGET GROUP

1 500 000

CHILDREN / USERS

11

COUNTRIES

WHY WAS THIS INNOVATION CREATED?

The science of early childhood development is clear: the earliest years of a child's life offer an incredible time of learning and development. During this time, the architecture of a child's brain is rapidly forming—at a rate of one million neural connections every single second. What fosters these connections and makes them strong? Positive interactions with the adults in a children's lives. Because parents today are overwhelmed and stressed, how can they make extra time for “brain-building”? That's where Vroom comes in! Vroom was developed in collaboration with leaders in neuroscience, psychology, behavioral economics, parenting, and early childhood development. Their collective goal: to share the proven science of early brain development in new ways so parents and other caregivers have the tools they need to help all children become thriving adults.

HOW DOES THE INNOVATION WORK IN PRACTICE?

To do this, Vroom translates complex early learning and development research discoveries into free tips and activities that are simple enough to fit into the daily routines of parents and are right at their fingertips. With over 1,000 tips written in clear, accessible language, Vroom celebrates the work parents are already doing to support their children's growing brains and shows it does not take extra toys or time to help boost their child's learning. All 1,000 tips are available in both English and Spanish. There are tons of tips to explore and caregivers have the assurance that each Vroom Tip is based on early childhood pedagogy and research. Tips are available to parents and caregivers across many channels: on the Vroom website, the Vroom app for mobile devices, the Vroom by Text program in the US, and in free download print materials. Every Vroom tip is age-appropriate, so a one-year-old and a five-year-old will not get the same tips. Additionally, Vroom partners with trusted brands and organizations to meet parents where they are and inspire a brain-building interaction. Rather than expecting parents to make time for extra activities in their busy lives, Vroom identifies overlooked moments, like bath time, mealtime, or visits to places like the doctor's office, as underutilized opportunities to engage in learning and brain-building.

HOW HAS IT BEEN SPREADING?

Since launch, Vroom has reached nearly 1.5 million families across the U.S, and the globe. Vroom helps parents, caregivers and others nurture a child's learning while strengthening the adult-child relationship. Every Vroom activity helps teach your child the life skills they need to thrive today—and in the future.

RESEARCH

Academy review sample scalability

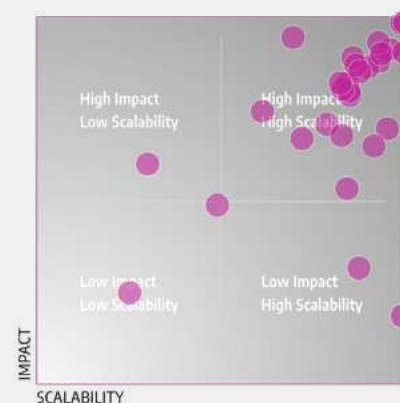
The program is available via different platforms (including text for places with minimal internet access) that are available in various contexts. Accessibility in two languages means that this can be scaled wider than the English speaking world.

Academy review sample impact

Developmental-research based, accessible, age-graded, free tips and resources, research suggesting Vroom has positive parent engagement outcomes, an evaluation tool-kit in the works, and substantial reach, Vroom has impact!

HundrED Review

Positive, supportive experiences with parents and other adults are important to children's brain development. These foundational interactions build brain architecture and help ensure that children will have strong and resilient brains. Vroom Tips give parents effective, easy ways to promote learning and bond with their child. It's ideal for the brain to build from birth, but it's never too late to start.

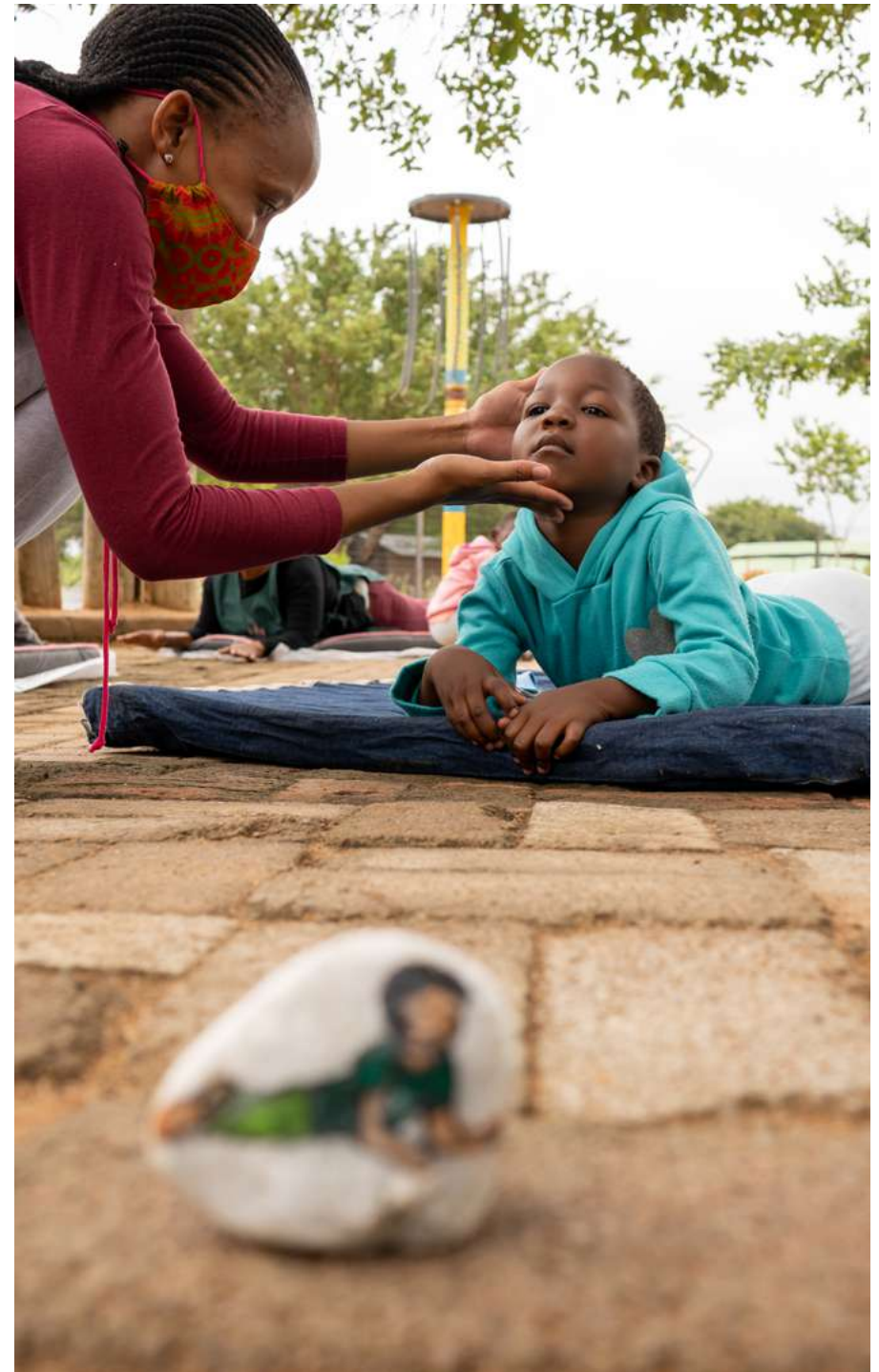


Chapter 5: **Concluding Remarks and Recommendations**

This Spotlight aimed to identify and promote impactful and scalable solutions that support the engagement of parents in education. The results show that there are a plethora of innovations targeting parental engagement globally. The pandemic has brought with it many changes, and despite the negative experiences globally, we must also foster the positives that have come from this global change. The background section of this report has explored the barriers to an enabling environment for parental engagement, with the collection of voices adding an insight into how educators, leaders, parents and students feel globally about parents becoming more engaged. The innovations carefully selected by our academy embody the proverb - it takes a village to raise a child. These innovations ensure that no parent feels alone in their child's educational journey, and they can trust that these innovations will aid the development of their community.

In summary, there are 12 selected innovations from 12 countries. Seven out of 12 of the innovations target children from birth to 6 years old, indicating a strong focus on engaging parents in children's early development. It is worth noting that parental engagement in this age range is far more likely due to children still heavily relying on their parents at this stage of development. The question we need to ask is what are the most meaningful ways for parents to engage with their child's education journey as they grow older, and how it can be facilitated to be a positive experience for all stakeholders. There is still a gap in innovations that effectively address engaging parents in the entirety of their child's educational journey, particularly

in the later years of education. These innovations are creating infrastructures for parents to build communities and be more engaged with their children's education by creating systems and processes for parental engagement. Drawing on parents as resources for their cultural knowledge, organizing parent peer-mentoring, and engaging parents in dialogue about community decision making. Working with governments, NGOs, school systems and communities, these innovations have been successful in organizing times and places for parents to meet regularly and become increasingly (and or meaningfully) engaged in their child's educational journey.



KEY TAKEAWAYS:

These innovations demonstrate some successful strategies for parental engagement

1. commitment to the connection between education and care
2. using technology to reach parents where they are
3. commitment to parents' learning and growth
4. creating processes and infrastructures for dialogue with parents and parent groups
5. valuing parents as a resource with diverse perspectives and social capital

All of the 12 selected Innovations see parents as a key resource for their children's learning, highlighting that parents can play a huge role, but also that parents need support in fulfilling their potential. These innovations support parents' own learning and growth, recognizing parents as a resource, meeting parents where they are and providing opportunities for parents to learn more about how they can support their child's educational journey with encouragement and tools. By facilitating parents' own learning and supporting parents' positive potential and their role in their children's education with parental education, these innovations meet individual parents' needs and support them with on-demand content. These

innovations also create processes and infrastructures to organize parents within a community, encouraging parents to learn together and participate more actively in their children's schooling.

As the background chapter highlighted, parental involvement is easier to implement than parental engagement, and we must remain attuned to the variations of involvement we are working towards. We believe that innovations that improve communication between parents and schools, encouraging parents to attend school meetings, help with fundraising and follow the activities children are participating in are important, but we would like to encourage educational systems to continue building stronger school-family and teacher-parent partnerships worldwide. We need to continue investing in education innovations that engage parents in the daily activities of their children and their learning processes. Innovations that offer spaces for parents to engage in peer discussions and learn from each other, sharing their knowledge and finding ways to impact their communities, that welcome parents into the schools developing trusting relationships and creating comfortable spaces of co-creation and collective learning.

It is important to state here that we believe our selected innovations have the potential to be scaled and to consequently increase their impact globally, as well as at the very least, be an effective example others can be inspired from. However, we remain aware that context and cultural responsiveness must always be taken into account, so that innovations reflect the students, parents, teachers and communities within which they are working.

We strongly recommend taking the time to read Brookings' report: Collaborating to transform and improve systems: A playbook for family-school engagement, as



well as IDEO's and Kidsburgh's articles on the same topic. Please also take the time to check out our website and the innovation pages listed in this report, where you will be able to find out how to use these innovations in your area.

At HundrED, we have been thinking about how to continue fostering parental engagement. Moving forward, we encourage innovators to focus on educator training; developing how educators engage with parents and providing them with the confidence and skills to facilitate developing these connections and environments, whilst creating educational communities. Therefore, we would like to explore this area in greater detail in the future.

We do not foresee these changes happening overnight, but with concerted and consistent commitment to improving parental engagement we believe that cultural change will happen. We look forward to following the amazing work of our selected innovations as they scale and impact children world-wide.

An important contextual note to add here is that some of the selected innovations emerged as a response to the education-in-emergencies situation due to the Covid-19 crisis. The majority of the innovators were already operating before the pandemic started and they found it crucial to adapt their program to continue supporting parents during the school closures. It is clear then, that these innovations have played an important role in fostering parental engagement during the pandemic. But the question remains, how do we continue fostering parental engagement in a post-pandemic world?

"We're at a unique moment," says Kidsburgh director Lyn Krynski. "The pandemic has sparked new levels of engagement between parents and schools, and we can't let this moment pass without identifying and sharing the best strategies for growing this connection. Through rigorous research and impactful conversations with families and educators around the world, we can make the most of this historic time."

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Appendix A: The HundrED Advisory Board for this Spotlight

Anna-Mari Jaatinen	Finland	Principal	Helsinki City
Eszter Salamon	France	Director	Parents International
Nikos Pylarinos	Greece	Co Founder	The Study Rooms
Gizem Kendik Öndüygü	Turkey	Communications and Advocacy Director	Toyi
Michael Stone	USA	Vice President of Innovative Learning	Public Education Foundation (Chattanooga, TN)
Sana Jafri	USA	Executive Director	Chicago Learning Exchange
Jennifer Ehehalt	USA	Senior Regional Manager	Common Sense Media (national org)
Erin English	USA	Executive Director of Innovation	San Diego Office of Education
Dorie Taylor	USA	Producer	Remake Learning Days Across America
Heather Weiss	USA	Founder, Researcher	Global Family Research Project
Scott Miller	USA	Principal	Avonworth Primary Center
Himani Jain	USA	Founder	SchoolPinnd
Ashish Badjatia	USA	Chief Executive Officer	Ystrategies Corp
Cristina Ruggiero	USA	Director of Behavioral Health Innovation and Learning	Allegheny Health Choices
Alejandro Paniagua	Spain	Education Consultant	Departament d'Educació
Samyukta Subramanian	India	ECD Lead	Pratham
Foluyinka Fakoya	Nigeria	Global Advocacy Team Consultant	Global Partnership for Education
Joshua Elias	USA	Undergraduate student	Columbia University
Janhvi Kanoria	Qatar	Director of Innovation Development	Education Above All
Rachel Heavner	USA	Associate Director of Insights	Worldreader
Ritika Sebastian	India	Research Manager	Leadership for Equity
Obioma Okogbue	Nigeria	Senior Technical Assistance Analyst	Child Trends
Anirudh Agarwal	India	Research Consultant	Leadership for Equity
Efua Bortsie	Botswana	Program Manager	Young 1ove
Walid Hedidar	Tunisia	Masters student	University of Pennsylvania
Katherine Dzida	USA	Tutor	Independent Consultant
Gaynor Brown	USA	Program and Operations Specialist	The Teachers Guild x School Retool



Do you want to organize a HundrED Spotlight?

HundrED Spotlights are an opportunity to gain a thorough insight into the education innovations taking place in either a specific area of education, like literacy or sustainability, or within a certain geographic location, for example, India or London.

HundrED Spotlights are organized by HundrED and a Spotlight Partner. Together we select the location or theme of focus and the partner will encourage applications from innovators for this Spotlight. In-depth research will be conducted together into these innovations and 10 will be selected by HundrED and an advisory board. Spotlit innovations will be filmed, packaged and shared on the HundrED platform.

HundrED Spotlights are non-profit but rely on funding from Spotlight Partners. If you are interested in becoming a HundrED Spotlight Partner please contact us.

We believe that these selected innovations deserve to be spread across the world. And there is a lot more good innovations just like them waiting to be discovered.

If you want to support further research in education, please contact us.

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