Spotlight Switzerland

Digital Transformation at School

October 2019

hundrED · we are play lab · WISSENSCHAFT. BEWEGEN GEBERT RÜF STIFTUNG · JACOBS FOUNDATION · STIFTUNG MERCATOR SCHWEIZ · Beisheim Stiftung · digitalswitzerland | next generation · PH ZH PÄDAGOGISCHE HOCHSCHULE ZÜRICH
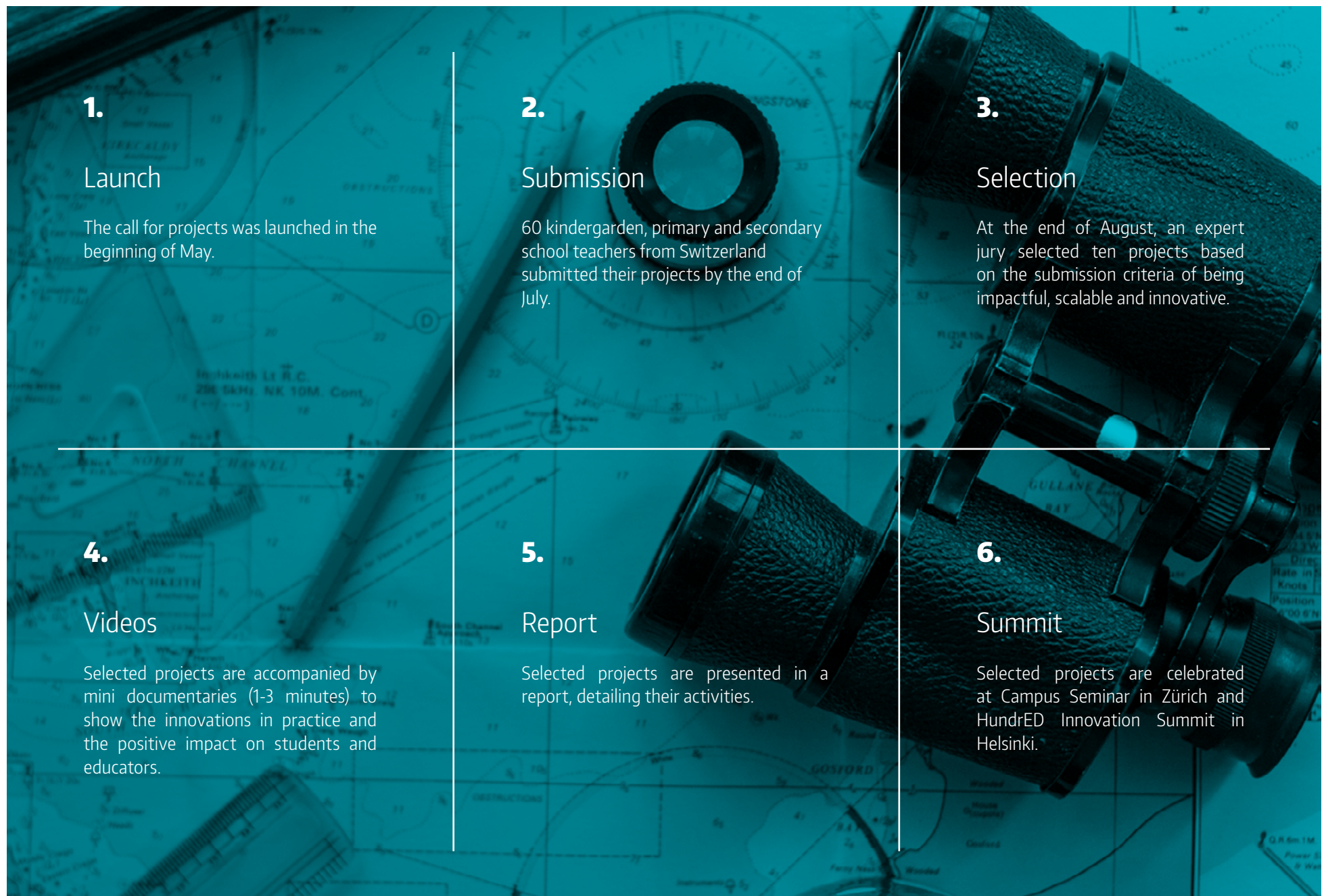
Contents

Introduction

Digital change is affecting our society and impacting our schools. These changes are fundamental in nature and bring unprecedented challenges and opportunities. Spotlight Switzerland presents ten exemplary projects that advance the extraordinary potential of digital transformation in schools.

«Spotlight Switzerland – Digital Transformation at School» is part of the HundrED Spotlight international collection. It aims to highlight emerging best practices and supports inspiring teachers who actively tackle digital change in the classroom together with their students. The call for projects is open to all teachers working in Switzerland at kindergarten, primary and secondary level. The initiative is a collaboration between We Are Play Lab Foundation, Gebert Rüf Stiftung, Jacobs Foundation, Stiftung Mercator Schweiz, Beisheim Stiftung, digitalswitzerland next generation and the Zurich University of Teacher Education.

All applications undergo a thorough research process and screening by an expert jury. The ten selected projects adhere to strict selection criteria of being impactful, scalable and innovative. The winners, promoted locally and abroad, receive grants summing up to CHF 120,000 to further develop their activities. The insights gained through the Spotlight are shared nationally and internationally with interested education stakeholders.

Switzerland enjoys an excellent reputation as a pioneer in the fields of education, science and technology and has a national roadmap for digital transformation. It is therefore ideally placed to become a global center for digital educational innovation, not only at university level, but from kindergarten onwards.

Spotlight Switzerland Timeline 2019

1.

Launch

The call for projects was launched in the beginning of May.

2.

Submission

60 kindergarden, primary and secondary school teachers from Switzerland submitted their projects by the end of July.

3.

Selection

At the end of August, an expert jury selected ten projects based on the submission criteria of being impactful, scalable and innovative.

4.

Videos

Selected projects are accompanied by mini documentaries (1-3 minutes) to show the innovations in practice and the positive impact on students and educators.

5.

Report

Selected projects are presented in a report, detailing their activities.

6.

Summit

Selected projects are celebrated at Campus Seminar in Zürich and HundrED Innovation Summit in Helsinki.

Digital change at school

Digitalization in schools is often associated with technological innovation. School equipment is upgraded, tablets are distributed and white boards are installed. But hardware is only a means to an end. In fact, digital transformation is a cultural change that fundamentally alters the roles of learning, of schools and of teachers.

Beyond the technological innovations in classrooms, selected good practice from progressive Swiss schools and teachers shows how to see digital change as an opportunity and how to concretely implement these changes. The focus lies on digital learning environments with scaling potential.

The repositioning of schools in a digital age involves the following questions: What do we mean when we talk about teaching and learning today? What do we understand by education? Answers to these and related questions are far from obvious and cannot be dictated top-down. Rather, they depend on teachers, school principals and other education stakeholders reflecting on their values and attitudes.

It takes courage to embrace change. A positive-critical attitude towards digitalization is construed to recognize opportunities and possibilities. Digital transformation does

not entail an either-or choice of means but different innovative approaches at once. Building a team culture is essential, because only by working together can we develop the skills and attitudes necessary to deal with uncertainty and changing roles.

Spotlight Switzerland presents ten exemplary projects that approach digital change as an opportunity and make teaching and learning exciting and effective by means of innovative pedagogical concepts. On the following pages, we will introduce schools and teachers who are actively shaping the future of education together with their students.

We wish you an inspiring read.

Your Spotlight Switzerland Partners Team

Spotlight Switzerland Projects

BILDUNGSZENTRUM LIMMATTAL

The 360-degree teaching and learning room

CERCLE SCOLAIRE DE LA VAL DE RUZ

School organization and computational thinking

EDUZIS SCHULHAUS SEEHALDE

Makerspace Days

GYMNASE DU BUGNON

Learning together yet individually

LYCÉE COLLÈGE DES CREUSETS SION

Become a C.R.A.C.

LYCEUM ALPINUM ZUOZ

Digital Learning Lab

PRIMARSCHULE KNONAU

Robot Your Classroom

PRIMARSCHULE WIESENDANGEN

Reality and fiction in kindergarten

SCUOLE COMUNALI DI POSCHIAVO

The school of programming

SEKUNDARSCHULE EMBRACH, VOLKSSCHULE BADEN

Processor-controlled learning environment

Situational didactics front and center.

The 360-degree teaching and learning room

Bildungszentrum Limmattal

The abbreviation «n47e8» stands for the geographic coordinates of Dietikon and designates the teaching concept of Bildungszentrum Limmattal, which is based on orientation towards action competence, individualization and digitalization. The entire school is turned into an integral teaching and learning space.

At Bildungszentrum Limmattal, the «n47e8» project enables students to assume responsibility for their own learning and reflecting. A learning-management system guides the adolescents through so-called missions in which they acquire individualized knowledge and develop learning competence and self-competence. They create learning products that allow them to master a specific situation independently.

«It's not just about solving tasks by digital means,» says Claudia Hug, principal of Bildungszentrum Limmattal. «We have also continued to employ conventional teaching methods.» In this way and in workshops offered by teachers, students acquire transversal competences. They record their progress in a logbook in which they also assess their own performance. Gamification and the use of 360° learning rooms – the school's former auditorium was rebuilt and outfitted with furniture designed and built by students – open up new aspects of learning for young people. «We kept the concept phase short and quickly moved on to the pilot phase,» explains Denise Merz, project manager and specialist teacher at Bildungszentrum Limmattal. «It's a dynamic process. All participants contribute their experience, which leads to ongoing optimization. We started out with seven pilot classes and now we have eleven pilot classes in the second year.»

In the second year, the teachers noted progress and improvements. The students also gave positive feedback. «We learn independently, but also in teams,» says Cédric (16), a trainee logistician and student at Bildungszentrum Limmattal, and: «The role of the teaching staff has changed to some degree. In addition to their familiar role, they are now increasingly active as learning coaches and as supporters in the background.»

15-18
AGE GROUP

2017
LAUNCHED

Goals

IMPLEMENTATION OF A NEW PEDAGOGICAL CONCEPT WITH THE HELP OF DIGITALIZATION.

We started out with seven pilot classes and now we have eleven pilot classes in the second year.

– Denise Merz

Teachers no longer face their students but stand by their side.

Organization of teaching and introduction to computational thinking

Cercle scolaire de Val-de-Ruz

In order to meet the requirements of today's heterogeneous school classes and digital change, the Val-de-Ruz school district has adapted its organization and abandoned frontal teaching.

The heterogeneity of students (especially the integration of children and young people with special educational needs) and digital change are some of the major educational challenges of our time. The school district of Val-de-Ruz (NE) comprises 2,300 students and 230 teachers at 14 primary schools and one secondary school. «This organization makes it possible to develop projects coherently and across the various levels of primary school — from the 1st to the 11th year.» says Fabrice Sourget, director of the Val-de-Ruz School District.

Digital change means that knowledge is no longer focused on one person (the teacher) but can be accessed anywhere and at any time. «This leads to a change of roles. The teacher has to support the students on their way instead of imparting knowledge frontally. You no longer stand facing them, but by their side,» explains Fabrice Sourget. «When we go online, we show the children how things are connected. We ask them to be critical and to ask themselves questions like ‹Why am I being shown this?›» says primary school teacher Joanie Beljean Favre.

The integration of digital forms of learning entails a change of organization. Workshops, which divide the classes into groups, make it easier to meet the varying needs of the students. Everyone can approach and process the material according to their abilities. They also learn to understand the possibilities of digitization and how to use them correctly.

11	2014
AGE GROUP	LAUNCHED

Goals

ADAPTING TO THE NEW GENERATION OF STUDENTS.
TAKING ACCOUNT OF THE HETEROGENEITY OF STUDENTS.
INTEGRATION OF DIGITAL CHANGE IN SCHOOLS.

This organization makes it possible to develop projects coherently and across the various levels of primary school.

– Fabrice Sourget

Role change in the Makerspace.

Makerspace days

Eduzis Schulhaus Seehalde

High-school students at the Eduzis School in Mettmenhasli set up a one-day workshop for sixth-graders. In these workshops run autonomously by the adolescents, the primary school children are introduced to the Makerspace and get to realize small projects.

The high-school seniors spend six months designing a one-day workshop for the sixth-graders. In preparation for the workshop, the students learn about various possibilities offered by the Makerspace, such as programming with Scratch, 3D modelling with Tinkercad and various robotics options. Afterwards, the students decide on a topic they would like to delve into and start preparing the workshops. Under guidance, they plan the daily routine from the welcome to the concluding reflection. «Then, we invite the sixth grades and the same program is carried out on two days,» says Matthias Lang, learning coach and head of a learning house at Seehalde school, Mettmenhasli (ZH).

The role change is important to the adolescents at the high school, this mathematics and handicrafts teacher explains. During the school's project lessons on «Overcoming limits», the question arose as to how the somewhat introverted technology freaks could be involved. «They should do something they like to do, and that is how the concept of the Makerspace Days came about,» says Matthias Lang. Future students currently attending sixth grade are invited to the workshops.

After being welcomed by teachers, the adolescents are left to their own devices in the workshops. «The most exciting thing was seeing how children learn something new and knowing that we taught them that.» says Marius (16), a trainee carpenter. For 12-year-old Marisol it was a completely new experience: «The students explained it in an interesting way. It was clear, easy to implement and fun to do.» This jibes with Matthias Lang's assessment. The Makerspace Days allowed the adolescents not only to acquire various tools and skills in preparation but also to implement them successfully in the subsequent workshops.

| 11	2014
AGE GROUP	LAUNCHED

Goals

HIGH-SCHOOL STUDENTS ACQUIRE SKILLS IN APPLYING VARIOUS TECHNOLOGICAL TOOLS AND IN THE PREPARATION AND EXECUTION OF WORKSHOPS.

THE LEARNING OBJECTIVES FOR THE SIXTH-GRADERS RELATE PRIMARILY TO THE SUBJECT: IN THE WORKSHOP OF THEIR CHOICE, THEY SHOULD PROGRESS ACCORDING TO THEIR LEVEL OF KNOWLEDGE.

The most exciting thing was seeing how children learn something new and knowing that we taught them that.

– Marius
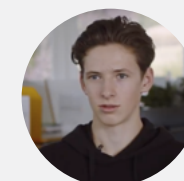
Visual, entertaining and student-centered - the Go-Lab online platform encourages students to engage in critical debate.

Learning together yet individually

Gymnase du Bugnon Lausanne

The integration of Go-Lab learning applications allows students to participate more actively and above all interactively in class and to learn independently to try things out and examine them critically.

The students of Philippe Kobel, physics teacher at the Gymnase du Bugnon in Lausanne, learn, experiment and work using Go-Lab applications and videos. Their feedback speaks volumes: Go-Lab is visual, easy to grasp, and you can work independently. This student- centered model also allows students to choose their own pace of learning and achieve success.

About six years ago, Philippe Kobel contacted Prof. Denis Gillet from EPFL, who was developing applications for the European Go-Lab platform. Kobel was initially doubtful as to whether online and interactive possibilities would actually constitute an advantage over traditional methods of imparting subject matter. Over the years, the physicist explored the possibilities of Go-Lab in depth and was even appointed national ambassador for the award-winning learning platform in 2017.

Compared to traditional frontal teaching, in which students try to keep up with the given pace and often fail, they consider the Go-Lab form «more dynamic and less sleep-inducing». «It stimulated our critical thinking. We discussed a lot in groups because we didn't always agree on what the solution should be,» student Kevin remembers of a Go-Lab lesson. This matches Philippe Kobel's idea and experience: «If you want the students to learn something and understand concepts, they must be able to participate in the lessons. Go-Lab gives them this opportunity.»

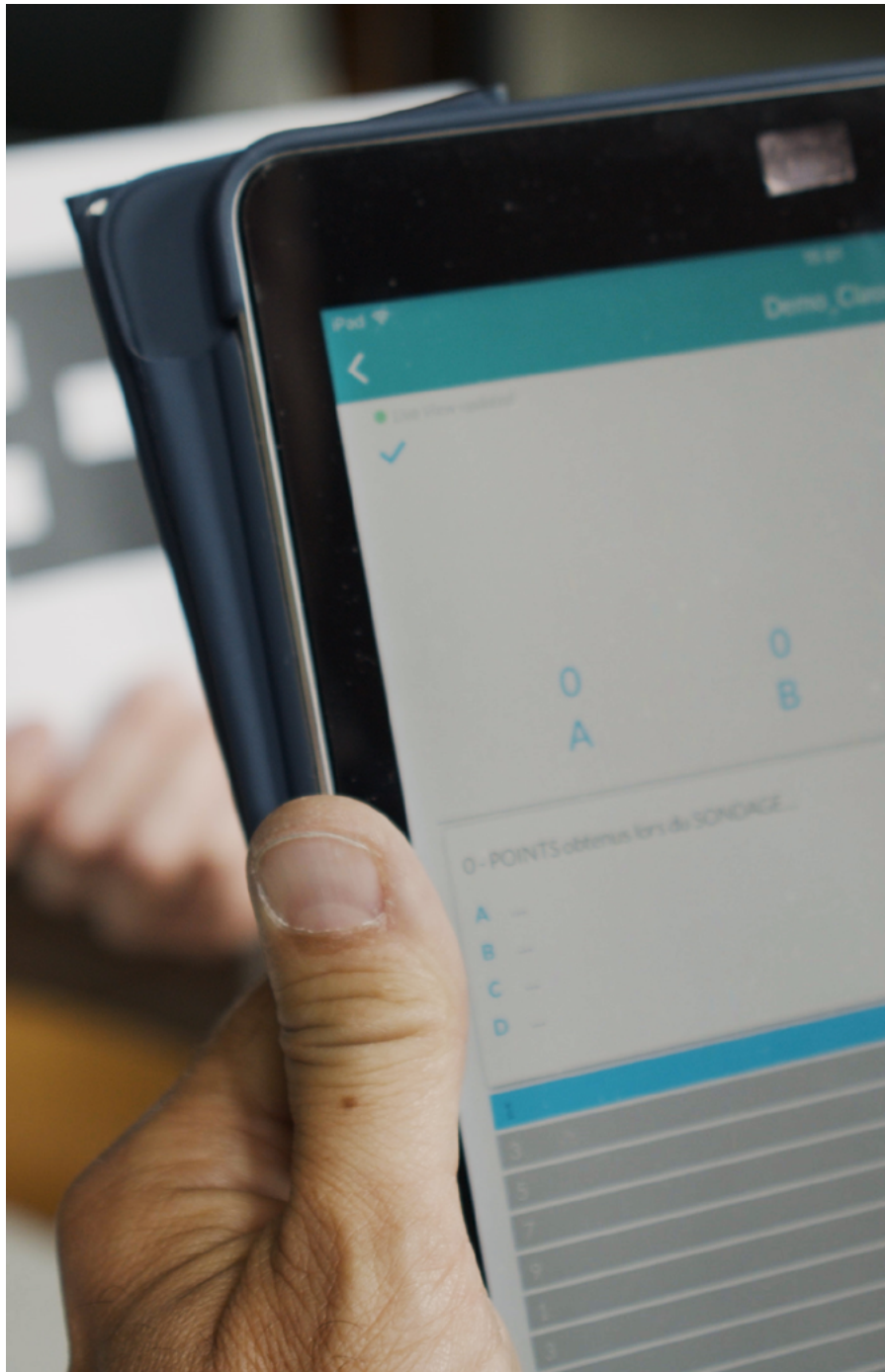| 16-18	2016
AGE GROUP	LAUNCHED

Goals

**CREATING AND USING ONLINE ACTIVITIES.
SCIENTIFIC & CRITICAL THINKING BY EXPERIMENTING
WITH ONLINE DATA & SIMULATIONS.
INCREASING THE STUDENTS' AUTONOMY.**

If you want the students to learn something and understand concepts, they must be able to participate in the lessons. Go-Lab gives them this opportunity.

– Philippe Kobel

Learning to learn.

Become a C.R.A.C.

Lycée-Collège des Creusets Sion

The C.R.A.C. method (derived from the French terms Comprendre, se Rappeler, Appliquer, Consolider) aims to enable students to acquire and develop four skills essential to all learning: understanding, remembering, applying and consolidating what they have learned.

Experience has shown that students rarely manage to recall content over a longer period of time. They cram knowledge up to the day of their exam and then forget it again. «That is why many teachers often have to repeat the same thing over and over again. That hardly qualifies as teaching,» says Patrick Poscio, physics teacher at the Collège des Creusets in Sion (Valais). Based on this insight, he began to develop the C.R.A.C. method in 2015, in cooperation with EPFL. It consists of the following elements:

1. a series of questionnaires are used to raise awareness of studying habits. The analysis of the results allows individual feedback as well as responses for the whole class.

2. training of students and teachers by means of a pedagogical MOOC which primarily presents video reports on the latest findings in neuroscience.

3. systematic application of reflexive and metacognitive activities and tools.

The goal of the C.R.A.C. method is for students to learn how to study. It focuses on four main points, says Patrick Poscio: «1.) Understanding. 2.) Remembering. 3.) Being able to apply what one has learned and 4.) Consolidating what needs to be consolidated.»

The starting point was physics, but Patrick Poscio went on to develop other C.R.A.C. modules at the request of the school's management. «They help students who have certain difficulties improving their working methods and show them, for example, how better to manage their time,» says Christian Wicky, principal of the Collège des Creusets.

The C.R.A.C. method is having an effect: The recall of learned content has been strengthened, the learning methods have improved along with the students'; performance. The students are well on their way to becoming cracks.

15-20	2015
AGE GROUP	**LAUNCHED**

Goals

UNDERSTANDING.
REMEMBERING.
BEING ABLE TO APPLY WHAT THEY HAVE LEARNED.
CONSOLIDATING KNOWLEDGE.

Many teachers often have to repeat the same thing over and over again. That hardly qualifies as teaching.

– Patrick Poscio

Understanding learning as a laboratory situation.

Digital Learning Lab

Lyceum Alpinum Zuoz

At the Digital Learning Lab, students and teachers meet external experts such as programmers, designers and start-up entrepreneurs. In just under two days, this creates a basis for a wide variety of projects.

The reputation of being an innovative school brought the Lyceum Alpinum in Zuoz (GR) into contact with Kickstart Innovation and Opendata.ch. Together, they implemented the prototype of a Digital Learning Lab (DLL) in March of this year.

30 students and 15 teachers from the Engadine school and 30 programmers, designers and entrepreneurs collaborated for two days in a Design Sprint on eleven projects under the motto: «How can digital technologies simplify learning?» The small teams were very mixed. «Developing the lessons and uploading them to the video platform together with the teachers was a great experience,» says Timofey, whose group is working on a Flipped Class Room project.

Daisy and Shennan used the Personal Learning Data Logbook to improve communication between students and teachers on a digital level. «Our app enables a quicker exchange,» explains Shennan. The «Digital Balance» project by Jessica, Daniela and Gioia playfully challenges users to question and moderate their media habits.

In the course of the DLL, the school opened up and got in touch with its environment. Principal Christoph Wittmer is interested in this exchange: «Three things are important to us: 1) That we have a discussion about values. 2) That the students understand ‹learning› as a laboratory situation that requires reflection. And 3) that they build up a network with the outside world.» The positive reactions to the DLL have also shown that change is easier to cope with if students become the drivers of their own learning.
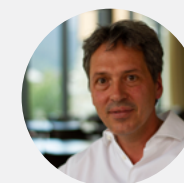
15-18	2019
AGE GROUP	LAUNCHED

Goals

**DEVELOPMENT OF A PLAYFUL LEARNING CULTURE.
REFLECTION ON VALUES.
EXCHANGE OF NEW INSIGHTS, METHODS
AND INNOVATIONS.**

The students understand ‹learning› as a laboratory situation that requires reflection.

– Christoph Wittmer

Getting students excited about programming.

Robot Your Classroom

Primarschule Knonau

Teachers at Knonau Primary School have developed a course of lessons on programming and robotics for the different school levels. Students gain access to digital worlds by means of level-appropriate teaching materials and interaction with programmable robots.

Enthusiasm sparkles in Ladina's and Oliver's eyes as they talk about their experience with the Ozobots. They attend the 5th/6th grade taught by Laura Hess at the primary school in Knonau (ZH). Laura Hess was part of the project group that started, in the summer of 2017, to develop a course of lessons on «Programming and Robotics» that would provide materials across all school levels.

The project group searched teaching aids, websites and other sources for suitable and attractive content that would support the digital shift at their school and advance the subject «computer science». «The compilation of existing ideas also gave rise to new, creative approaches that were incorporated into our own teaching materials,» says headmaster Jörg Berger. The process resulted in a card-index box providing content for each level and the mixed-age classes. The goal was to make programming a hands-on experience, from kindergarten level to sixth grade. The focus was not on technical skills, but on cooperation at the level of the teachers and, of course, that of the students, as well as on creative approaches to problem solving.

All teachers were familiarized with the «Robot Your Classroom» project as part of an internal school training program. Initial skepticism gave way to curiosity once the teachers themselves had worked through the various tasks, which may be accomplished alone or in groups. Bee-Bots, which are very easy to program, are used in kindergarten and on the lower levels. At the intermediate level, the more complex Ozobots are used.

Laura Hess has been working with her students for about a year now, and she says they were «really enthralled». «The fact that we were able to incorporate programming into our teaching in a simple way is a great thing», Laura Hess concludes. «At first, it may take some courage to pick up a robot. But you also need good teaching materials. You should put together the materials which appeal to you and permit creative solutions, such as the Ozobots.»
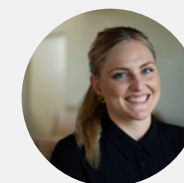
4-13	2018
AGE GROUP	LAUNCHED

Goals

**IMPROVED KNOWLEDGE OF COMPUTER SCIENCE.
PLAYFUL APPROACH TO PROGRAMMING.
RECOGNIZING PROGRAMMING PATTERNS.
LEVEL-APPROPRIATE EXPERIENCE OF «ROBOTICS».**

The fact that we were able to incorporate programming into our teaching in a simple way is a great thing.

– Laura Hess

A creative way to discover the tricks of the media world.

Reality and fiction in kindergarten

Primarschule Wiesendangen

The topics «fear» and «reality and fiction» are discussed on the basis of a children's book and the children are introduced to special-effects technology.

Franziska Kläui, primary school teacher and responsible for educational ICT support at the Wiesendangen primary school (ZH), chose the children's book «Peter und der Traum» by Eveline Hipeli as the basis for her certificate of achievement in CAS PICTS. The book was already available at the school. It tells the story of Peter, who saw something on his iPad that haunts him in his dreams.

Based on this story, Franziska Kläui developed lessons for kindergarten teachers and worked up the topic «reality and fiction» in child-appropriate form. Children are introduced to the topic by means of a selection of pictures from which they pick out the motifs that frighten them. Once they have done that, they get to know the story of «Peter and the Dream».

Following a video tutorial on the iPad, they then autonomously craft a «magic disc» that matches Peter's story. «The advantage of the tutorial is that the children can stop at any time or repeat something if they want to look at it again,» says Franziska Kläui. Working with the Green Screen is the final step. Here, the children learn to «do magic» and, thanks to special-effects technology, to insert themselves into a picture they previously selected.

«The kindergarten teachers were open to the project and the children also liked what we showed them,» says Franziska Kläui, summing up the impressions. For the kindergarten teachers, the project does not entail any additional work. Everything is «ready to play» in a box that the Wiesendangen kindergarten teachers can loan. If they want support, Franziska Kläui is there to help.

4-6	2019
AGE GROUP	LAUNCHED

Goals

**MEANINGFUL AND CREATIVE USE OF MEDIA.
DISCUSSING THE CONSEQUENCES OF INAPPROPRIATE MEDIA CONSUMPTION.
FOLLOWING A VIDEO TUTORIAL AUTONOMOUSLY.
EXPERIMENTING WITH GREEN SCREEN.**

The kindergarten teachers were open to the project and the children also liked what we showed them.

– Franziska Kläui

Robotics and programming at every level.

The school of programming

Scuole Comunali di Poschiavo

The school of programming is in charge of promoting and coordinating the teaching of robotics and programming at all levels of the Poschiavo municipality's schools. Central to this is the involvement of a group of facilitators, who train and support the local teachers.

Pierluigi Crameri is certain: «Programming ought to become Switzerland's fifth national language.» He is a teacher at the Poschiavo primary school and responsible for IT at schools in the municipality of Poschiavo (Grisons). Robotics may have been taught at these schools before, but only sporadically and there was no coordination with the different school levels.

In tackling this challenge, Pierluigi Crameri has also adopted the courses organized by Polo Poschiavo and the support of Supsi Ticino: They help to familiarize the local teachers with the issues of digital change. First, the teachers get to know different types of robot, such as Bee-Bot, Ozobot, Thymio and Lego Mindstorms, in three course units. Programming is learned on the basis of Scratch and Logo and subsequently taught to the students. In order to make it easier for teachers to teach robotics and programming, the facilitators have also produced documentation and materials for the various school levels.

Secondary school teacher Alberto Crameri, who also teaches media and computer science, has found: «The students love to experiment. It's a world they already know from their private lives.» Corina, a 6th-grader at the Poschiavo community school, fully agrees with this assessment: «I found it very interesting to program robots and to understand how they work. They do things even though they don't have a brain.» But simply programming the robots is not enough. On an open day, the students pass on their newly acquired knowledge to parents and older people, because they, too, need to be prepared for digital change.

4-15	2019
AGE GROUP	LAUNCHED

Goals

**FORMATION & TRAINING OF FACILITATORS
IN THE FIELD OF INFORMATICS.
PREPARATION OF DOCUMENTATION FOR
ALL SCHOOL LEVELS.
PRESENTATION OF WHAT HAS BEEN LEARNED
BY THE STUDENTS AT OPEN DAY.**

Programming ought to become Switzerland's fifth national language.

– Pierluigi Crameri

Bridging the gap between analog and digital worlds.

Processor-controlled learning environment

Sekundarschule Embrach, Volksschule Baden

The processor-controlled learning environment PGLU makes it easy to forge links between handicrafts, mathematics and computer science.

The abbreviation PGLU seems unwieldy at first glance, but the acronym stands for «Prozessor gesteuerte Lernumgebung», and the processor-controlled learning environment developed by Rolf Beck, handicrafts teacher at the Volksschule Baden (AG), is very user-friendly. It was designed for use in the technical design course of the senior high school. «The PGLU board allows you to connect things and operate them,» says Rolf Beck. «This is how we bring digitalization into the technical design course.» The students learn the basic principles of hardware informatics and how to use sensors. PGLU is set up to work well with machines. Each project always has an analog and a digital part. The learners themselves decide how much analog and how much digital they want to do.

Bruno Rutishauser, handicrafts teacher and responsible for media and computer science at the Embrach secondary school (ZH), can already look back on two years of experience with PGLU: «The students can learn the ropes by themselves without the teacher having to understand everything.» He recommends starting with a vehicle: «It's important to know what it should look like and how it should work.» At the same time, learners are introduced to programming. Roman, a student, noticed that you do not need to write out everything when programming, you can also put blocks together. As soon as the vehicle is finished, the students can start programming for it.

Beck and Rutishauser recommend to their fellow teachers: «Just do it. Put a circuit board down in front of a student and say: ‹Do you want to do something with this?›» The two teachers think that the ideas that emerge from this approach are the most exciting anyway.

12-16	2016
AGE GROUP	LAUNCHED

Goals

PLANNING & IMPLEMENTING PROJECTS WITH HARDWARE
& SOFTWARE COMPONENTS.
UNDERSTANDING COMPUTER PROGRAMS
AS DESIGN ELEMENTS.
USING COMPUTER PROGRAMS FOR ONE'S OWN GOALS.
ESTABLISHING RELATIONSHIPS BETWEEN
ANALOG AND DIGITAL COMPONENTS.

This is how we bring digitalization into the technical design course.

– Rolf Beck

	1	2	3	4	5
INNOVATIVENESS	No difference from the status quo	Slight difference from the status quo	Moderate difference from the status quo	Significant difference from the status quo	Vast difference from the status quo
IMPACT	No improvement	Slight positive improvement from status quo	Moderate positive improvement from the status quo	Significant positive improvement from the status quo	Vast positive improvement from the status quo
SCALABILITY	Not implemented with real users yet	Implemented with the innovator only	Mild spread of innovation independent of the innovator to a narrow range of contexts	Moderate spread of innovation independent of the innovator to a somewhat diverse range of contexts	Significant spread of innovation independent of the innovator to a diverse range of contexts

Spotlight Switzerland Partners

We are on a mission to empower children with the skills they need to thrive in life. Member of Fondation des Fondateurs and the Swiss Edtech Collider, we are a nonprofit startup gathering an interdisciplinary community of educators, researchers, designers and entrepreneurs. Informed by research and through participatory interventions with our partners, we create effective, inclusive and affordable learning opportunities for the 21st century.

More information: wap.rocks

The Jacobs Foundation is active worldwide in promoting child and youth development. It was founded in Zurich by entrepreneur Klaus J. Jacobs in 1989. The Jacobs Foundation allocates a budget of approximately 40 million Swiss francs per year to fund research projects, intervention programs and scientific institutions. It is committed to scientific excellence and evidence-based research.

More information: https://jacobsfoundation.org/en/

Gebert Rüf Stiftung promotes innovation for the benefit of Switzerland's economy and society. It finances, supports and networks transfer-oriented research and educational projects with pioneering potential. In order to help new, potentially scalable digital learning and teaching arrangements get off the ground, Gebert Rüf Stiftung supports teachers with exemplary projects who serve as role models. The «Digital Education Pioneers» program rewards pioneering projects in the sense of «laboratories» that provide relevant impulses for the «school of the future».

More information: grstiftung.ch

The Mercator Foundation Switzerland is committed to an open-minded and dedicated society which treats the environment with respect and offers all young people the possibility to make the most of their potential. For this purpose, it initiates and funds projects in four fields: education, international exchange, participation and environmental responsibility. The Mercator Foundation Switzerland facilitates scientific and practice-oriented projects, strengthens organizations in their development and contributes to the dissemination of knowledge and experience.

More information: stiftung-mercator.ch

Spotlight Switzerland Partners

Digitalisation is bringing major changes to all aspects of life, including education and work. digitalswitzerland is focusing on enabling people of all ages to access digital skills. With "nextgeneration" we support digital education offerings for both children and adolescents, and adults. Our part is connecting these already existing platforms and providing reach and exposure.

More information: digitalswitzerland.com/nextgeneration

The Zurich University of Teacher Education (PH Zurich) is the largest educational institution for teachers in Switzerland. It provides training, further education, research activities and services, and plays an active role in shaping education, schools and lessons. Around 3,600 trainee teachers study at PH Zurich and around 12,000 participants take part in the university's further education programmes every year. PH Zurich employs around 600 lecturers, academic staff and assistants, as well as 230 members of administrative and technical staff.

More information: phzh.ch

Beisheim Stiftung

The Beisheim Foundation continues Otto Beisheim's philanthropic legacy. Together with its partners, the Beisheim Foundation develops and supports projects to resolve major societal challenges. In addition, it makes its knowledge and resources available to promising concepts that aim to strengthen social coexistence and create societal added value. The foundation's work focuses on education, health, culture and sport.

More information: beisheim-stiftung.com

Finnish 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 valuable, impactful & scalable innovations to spread, mindful of context, across the world. Since 2016, HundrED has been conducting rigorous research to seek and select 100 inspiring innovations of that year, annually. All of the insights and selected innovations are documented, packaged and shared with educators around the world to easily implement, with free support.

More information: hundred.org

HundrED in Brief

HundrED Global is a collection of 100 inspiring innovations in K12 education that are researched, interviewed and recognized by our research team as innovative, impactful and scalable.

HundrED Spotlights create partnerships between HundrED and local partner organizations to focus on a location or theme to research, understand and share ten impactful & scalable innovations.

HundrED Open is our open resource platform where anyone can share their innovative work in education for free and enter to be considered for the annual HundrED collection's selection process.

HundrED's Community comprises of our innovators, educators, ambassadors, youth and soon, funders. They support our work in discovering inspiring K12 education innovations and help us in spreading our annual innovation collections with local education innovations communities.

HundrED's Media team creates news items, articles and community blogs, and maintains HundrED's digital platforms to help our global audience discover innovations from around the world easily.

HundrED's Research team discovers and analyzes leading innovations in K12 education globally to select 100 that are innovative, impactful and scalable. We conduct original research to understand the enablers and barriers that lead to the spread of effective educational innovations. Moreover, we work with many partners on highlighting leading educational innovations based on thematic and regional spotlights.

To celebrate the release of our global innovation collection we annually organize the **HundrED Innovation Summit** for the world's most inspiring education innovators, educators, youth and other engaged stakeholders, in Helsinki (Finland).

Impressum

SPOTLIGHT SWITZERLAND JURY

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