

HundrED Global Collection 2025

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Photo by TAW Academy.

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HUNDRED GLOBAL COLLECTION 2025

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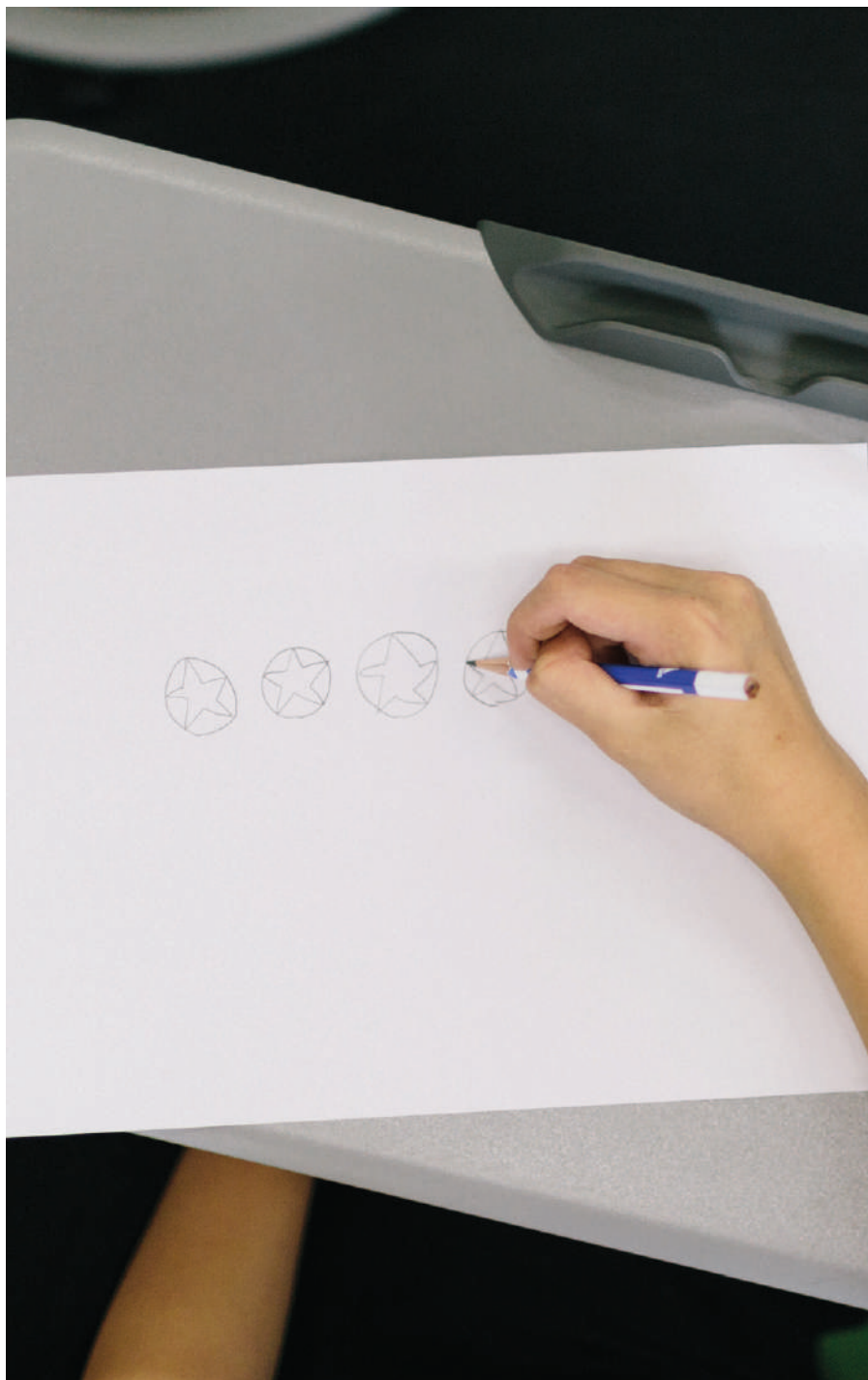
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Innovators featured in this report have granted HundrED consent for the use of images and written works.

This is an interactive document.

Introduction





Foreword

Leveraging Evidence for Education Innovation

In the ever-evolving landscape of education, the importance of grounding innovation in evidence cannot be overstated. Evidence-driven approaches not only improve educational practices but are essential in ensuring that innovations have a scalable and sustainable impact. Throughout my career, I have had the privilege of witnessing firsthand the profound effect that educational innovations can have when they are rooted in both rigorous evidence and the realities of classroom practice.

The partnership between HundrED and the Jacobs Foundation exemplifies how evidence and innovation intersect to drive systemic change. HundrED's annual Global Collection identifies and amplifies the most impactful educational innovations from around the globe, fostering a diverse ecosystem where ideas are shared, scaled, and adapted to meet both local and global challenges. By focusing on scaling innovations in sustainability, well-being, and 21st-century skills, HundrED offers a platform for innovators to reshape education, not just rethink it.

At the Jacobs Foundation, we recognize the transformative potential of this work. Our mission to advance frontier research on child learning and development aligns seamlessly with HundrED's efforts. We also aim to create systemic change by fostering innovative partnerships between public and private actors, supporting evidence-based education programs to scale in Ghana, Côte d'Ivoire, Colombia, and Switzerland as

well as providing a valuable evidence base globally. A significant step in this collaboration is HundrED's pilot of the Jacobs Foundation's evidence framework, the Evidence Navigation Journey (ENJOY). This tool guides innovators through the often-complex process of integrating evidence into their scaling journey, ensuring that impactful, pedagogically sound solutions reach as many children as possible and help them flourish in life.

This year's Global Collection report underscores just how dynamic the educational innovation space has become. With sustainability and well-being emerging as top priorities, many innovators continue to prioritize aligning their solutions with the UN Sustainable Development Goals, as well as ensuring that students' mental health and overall well-being are at the forefront of educational practices. Additionally, the rise of digital programs, the integration of AI, and the continued emphasis on collaborative learning methods reflect a growing awareness of how technology can serve as a powerful tool to enhance learning outcomes.

As we look ahead, the trends highlighted in this year's report offer a glimpse into the future of education. The continued push for innovations that address sustainability, inclusivity, and financial skills is both promising and necessary, given the global challenges we face. The work of HundrED and its partners will be vital in ensuring that these innovations not only survive but thrive, creating lasting change in education systems worldwide.

This report stands as a powerful reminder of the role collaboration and evidence play in shaping the future of education. I am confident that it will spark meaningful conversations, drive new initiatives, and most importantly, inspire action toward creating a brighter future for children worldwide.



Samuel Kembou, PhD.

GLOBAL LEAD LEARNING AND EVIDENCE
JACOBS FOUNDATION
OCTOBER 21ST, 2024



Introduction

HundrED's Global Collection Report is the careful curation of the one hundred most impactful and scalable innovations in education each year. These one hundred innovations span the globe, coming from six continents and hundreds of countries. As a whole, they impact millions of children, and their scale, whether local or worldwide, is impressive.

Within the pages of this report, the HundrED organisation presents the dedication, passion, and tireless work of education innovators. They aim to and continuously meet the expectations and challenges of providing children all over the world with excellent opportunities to grow, learn, and pursue their own dreams. This is an urgent need that highlights intersecting issues of academics, wellbeing, social justice, and the skills needed to survive and thrive as adults.

In the 2021-2024 Global Collections, these needs were magnified by the changes the COVID pandemic made to the worldwide educational landscape. Inequalities of access and materials were exacerbated by mandates to isolate; teachers and learners alike suffered. Innovators rose to this call, developing solutions aimed at alleviating the existing problems.

In the Global Collection 2025, we see the light at the end of the COVID tunnel growing brighter, although the efforts to mitigate its lingering

effects are prevalent in the number of submissions that mention wellbeing as a direct goal of their innovations. There are also solutions that maximise learners' creativity and resilience through different mediums, from edtech to good old-fashioned maker space activities. And of course, there are innovations that aim to remove barriers to basic education and make it more inclusive and equitable for all.

For this showcase of 100 inspiring innovations featured in the Global Collection 2025, we extend our gratitude to the HundrED Community of stakeholders, without whom this yearly endeavour would not be possible. To the innovators who submitted the over 700 applications, the 245 Academy Board reviewers who wrote evaluations numbering in the thousands, the HundrED Ambassadors, Community Leads, followers and supporters who champion our cause, we thank you.

The Global Collection 2025 reveal event was hosted in November 2024 during the annual HundrED Summit in Helsinki, Finland. The details about the one hundred selected innovations are found in this interactive report, but also featured on [the HundrED website](#).

HundrED's Mission

HundrED, a Finland-based mission-driven global organisation, identifies, researches and shares inspiring innovations in K12 education. Our goal is to help improve education and foster a movement through encouraging impactful and scalable innovations to spread across the world, while staying mindful of context.

The purpose of education is to help every child flourish, no matter what happens in life.

As such, 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.

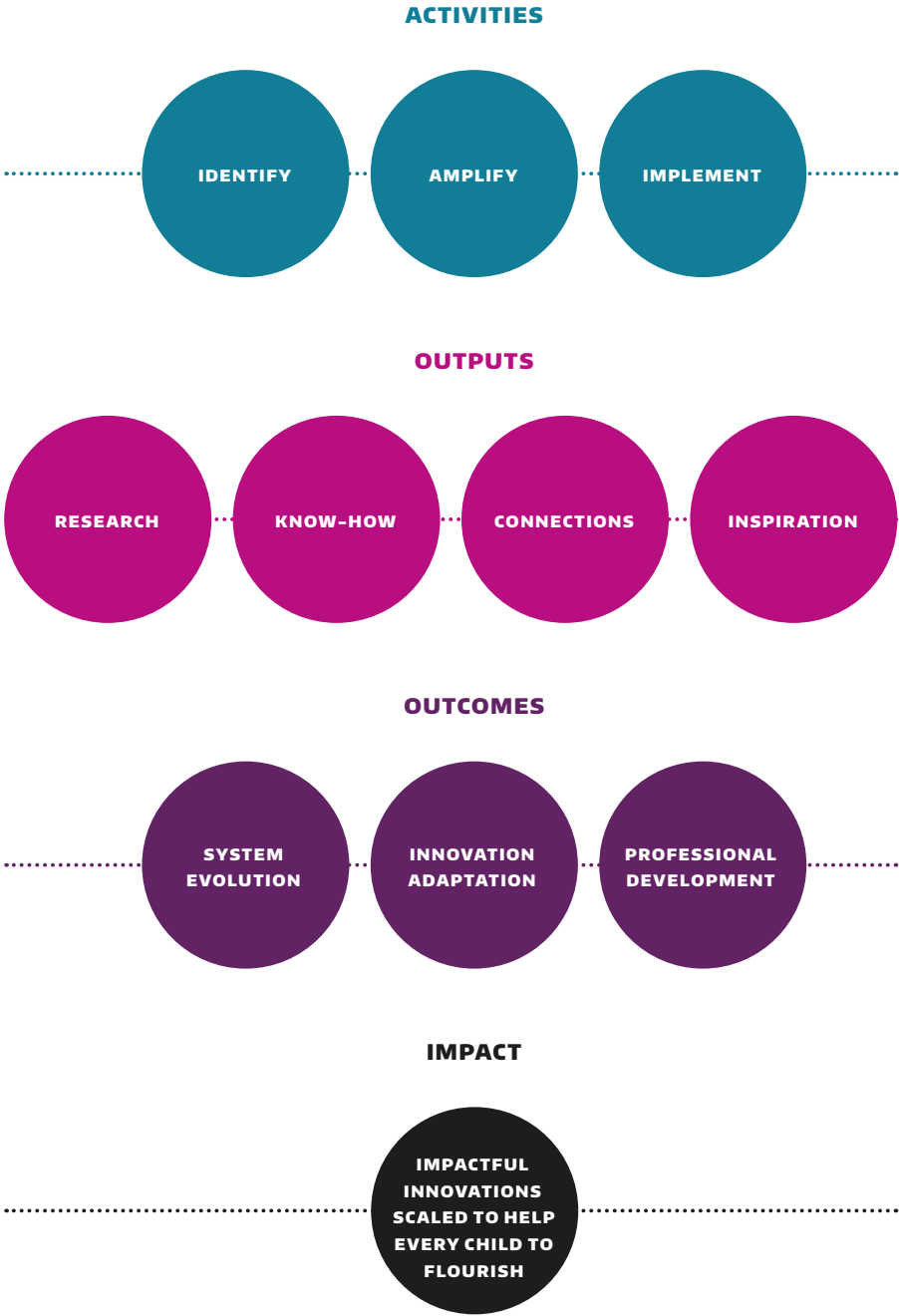
In a fast changing world, focusing on traditional academic skills will remain important, but that is not enough. To thrive as global citizens, children must be equipped with a breadth of skills. While we are advocates of a child-centric approach and personalised, passion-based learning, the relationship between an inspired teacher and a motivated student will remain essential.

To make this happen, we need visionary leadership at every level of our education system with ambitious, impactful, and scalable education innovations that are effective globally. The world of education is full of hardworking specialists who are making this happen every day.

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



Photo by EduFalcons.



HundrED’s Theory of Change

We believe that through identifying, amplifying, and facilitating the implementation of K12 education innovations, our global education systems can be transformed and students equipped with the skills to thrive as global citizens.

Figure 1: HundrED Theory of Change



HundrED's Approach to Scale

Transforming education is a years-long process, and doing so is impossible without the tireless work of education innovators, implementers, researchers and changemakers.

Continuous innovation in education is vital if we want to provide children with the necessary skills and knowledge to build a sustainable future. Fostering a global environment in which these solutions are able to spread goes beyond just identifying and sharing the work of innovators. HundrED has spent the last year considering ways in which we can think about scaling and how best to help innovators consider their scaling journey by examining the successes, challenges, and learnings that have informed their processes.

Trends in the 2025 Global Collection





Innovators Adapting to the Changing Landscape

Selecting the most impactful innovators annually provides us with an opportunity to dive into changing trends and track the long-term trajectory of the global education ecosystem.

When innovators create a HundrED page, they are asked to classify their innovation by Focus, Skills, Methods, and Tools. They can select up to two keywords in each classification. The bar graph represents how many innovations submitted to the Global Collection 2025, and how many from each category were selected. To delve deeper into the submissions and selections for this year, we explore 4 top areas that Innovators and Academy members highlighted. Refer to Appendix A for a complete list of categories.

Identifying Innovation Trends

1. INNOVATORS FOCUS ON SUSTAINABILITY AND WELLBEING

Sustainability was the most popular category of focus for innovations submitted to the collection. Many highlighted the importance of developing solutions that are also in line with the UN Development Goals. Wellbeing as a focus was the most common among selected innovations; the Academy maintained that innovations addressing the wellbeing of learners are among the most important to the current education ecosystem globally.

FOCUS	SELECTED INNOVATIONS
Wellbeing	17
Mental Health	11
Educational Equity	11
Access to Education	10
Student Voice and Agency	10
Total	158

Figure 2: Selected innovations' top categories in Focus classification

“The BIG Idea focusses on sustainability and well-being, encouraging students to tackle issues like climate change and mental health. Through collaboration and project-based learning, students connect with mentors to co-create solutions, enhancing critical thinking and empathy. By integrating technology and providing creative resources, the programme equips students to meet future challenges with innovation and resilience.”
– Siobhán Blaney, The BIG Idea

2. CREATIVE THINKING IS INVALUABLE, AS ARE 21ST CENTURY SKILLS

Preparing children for life after school and a passion for life-long learning is one way to support their flourishing. To tackle this goal, innovators submitting this year deemed Creative Thinking an essential skill. Our Academy, on the other hand, recommended innovations that developed 21st Century Skills. In 2019, the Brookings Institution published an article about the importance of 21st Century Skills, citing the lack of commitment on the part of governments that pledged to implement interventions with that focus: “...vision and aspiration are rife, but action is scarce.”¹ Five years on, our Academy still sees the need and views 21st Century Skills as of paramount importance.

SKILL	SELECTED INNOVATIONS
21st Century Skills	20
Literacy	18
SEL Social and Emotional Learning	16
Critical Thinking	14
Life Skills	12
Total	186

Figure 3: Selected innovations' top categories in Skill classification

“By frequently exposing students to cutting-edge creativity, we can train their creative and critical thinking muscles. The complex social and environmental challenges that will continue to impact future generations don't have right or wrong answers. The very skills needed to navigate these issues such as collaboration, critical and creative thinking can be developed in synergy to explore these topics.” – Tanya Wilson Chua, EYEYAH!

3. COLLABORATIVE LEARNING IS AN ESSENTIAL METHOD

Teachers know that encouraging learners to work together is a good method for discovering the world. Innovators confirmed this, as submissions in Collaborative Learning were most common this year. Interestingly the Academy highly rated those that combined collaboration with Play, EdTech, and Gamification. Their evaluations revealed that the impact and potential scalability of solutions that apply these methods is high.

METHOD	SELECTED INNOVATIONS
Play	21
EdTech	16
Gamification	15
Whole-School Models	14
Collaborative Learning	13
Total	190

Figure 4: Selected innovations' top categories in Method classification

“Gamification, Play and Edtech harness a child's natural curiosity and leverage the neuroscience of how the brain learns.” – **Creesen Naicker, Curious Learning**

4. DIGITAL PROGRAMMES ARE THE TOOL THAT GETS THE JOB DONE

It is no surprise to us that of the twelve available “Tools,” innovators overwhelmingly chose Digital Programmes and Artificial Intelligence. We acknowledge that although we engaged in a delicate process of balancing the Global Collection to reflect the complexity of needs and resources, Digital Programmes still represents 29% of selected innovations. Even as global trends emphasise the ever-present need for young learners to master basic literacy and mathematics competencies as well as 21st Century Skills, one key motivator for success in these areas is using games and gamification, as mentioned above.

TOOLS	SELECTED INNOVATIONS
Digital Programmes	29
Games	27
Networks	16
Books	15
Sustainable Resources	14
Total	130

Figure 5: Selected innovations' top categories in Tools classification

“With a focus on telling and teaching (and not involving), educational systems are reaping disappointingly low learning outcomes. Video games can serve as powerful educational tools. And the opportunity is not just in playing games. It's in MAKING games!” – **Mariam Nushrat, Breshna.io**

HAS THIS YEAR'S GLOBAL COLLECTION ADDRESSED THE NEEDS WE IDENTIFIED IN LAST YEAR'S REPORT?

In this year's Global Collection we highlight the need for innovations targeting Student Voice and Agency, Sustainability, Inclusive Education, and Financial Skills. In each of the aforementioned categories, we not only saw submissions, but we also had significant selections within each. This year, the collection has eleven innovations in Student Voice, nine in Sustainability, two in Inclusive Education, and four in Financial Skills. It is heartening to see that innovators in these spaces are joining our community and sharing their high-quality solutions to fill these needs. We asked innovators what they thought about those needs.

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Student Voice and Agency

Inspire High's innovator, Taichi Sugiura, highlights the way in which the innovation creates a safe space for learners to express themselves. "Inspire High gives students self-confidence to brighten their future. Additionally, by listening to the voices of their peers from around the world, they can alleviate feelings of loneliness and anxiety."

Sustainability

Lesson Integrated Programmes makes a unique link between sustainability and other topics, as innovator Bella Bagdi writes: "The topics that are tackled throughout the programme have a strong link to ecological human sustainability (e.g. gratitude, altruism)."

Inclusive Education

Storytelling and Digital Technology for Inclusive Education's Ian Tarimo situates the innovation in the context of the Global Collection 2025's trends: "We focus on demystifying cultural taboos that prevent marginalised groups from accessing education, using Social and Behaviour Change Communication (SBCC) to address educational inequalities in our communities."

Financial Skills

Financial skills go beyond teaching money matters to young people. Opportunity International Education Finance takes the approach of providing parents, schools and financial institutions with the knowledge and tools they need to make education accessible. Innovator Karri DeSelm describes the need this innovation fills: "EduFinance is uniquely positioned to unlock the potential of affordable non-state schools to help close the education funding gap by simply catalysing existing private sector investment into education through financial institutions."



Photo by Virtual Parent Teachers Meeting Week.

No matter how times change, education is many things simultaneously: It is a mirror of current events, a record of response to short- and long-term external forces, and a vessel for future hopes and goals. And while our aim is to be as far-reaching as possible, we acknowledge that the global education ecosystem is as complex and varied as there are communities and children served by it. Additionally, we acknowledge the influential role that HundrED and its partners play in the direction the Global Collection takes, as innovations that apply to Spotlights are automatically included in the application pool.

The trends we highlighted in this section are highly contextual, and our analysis is based on data provided by innovations selected for this collection, the innovations that have been submitted since the last collection, and what we have seen in this past year.

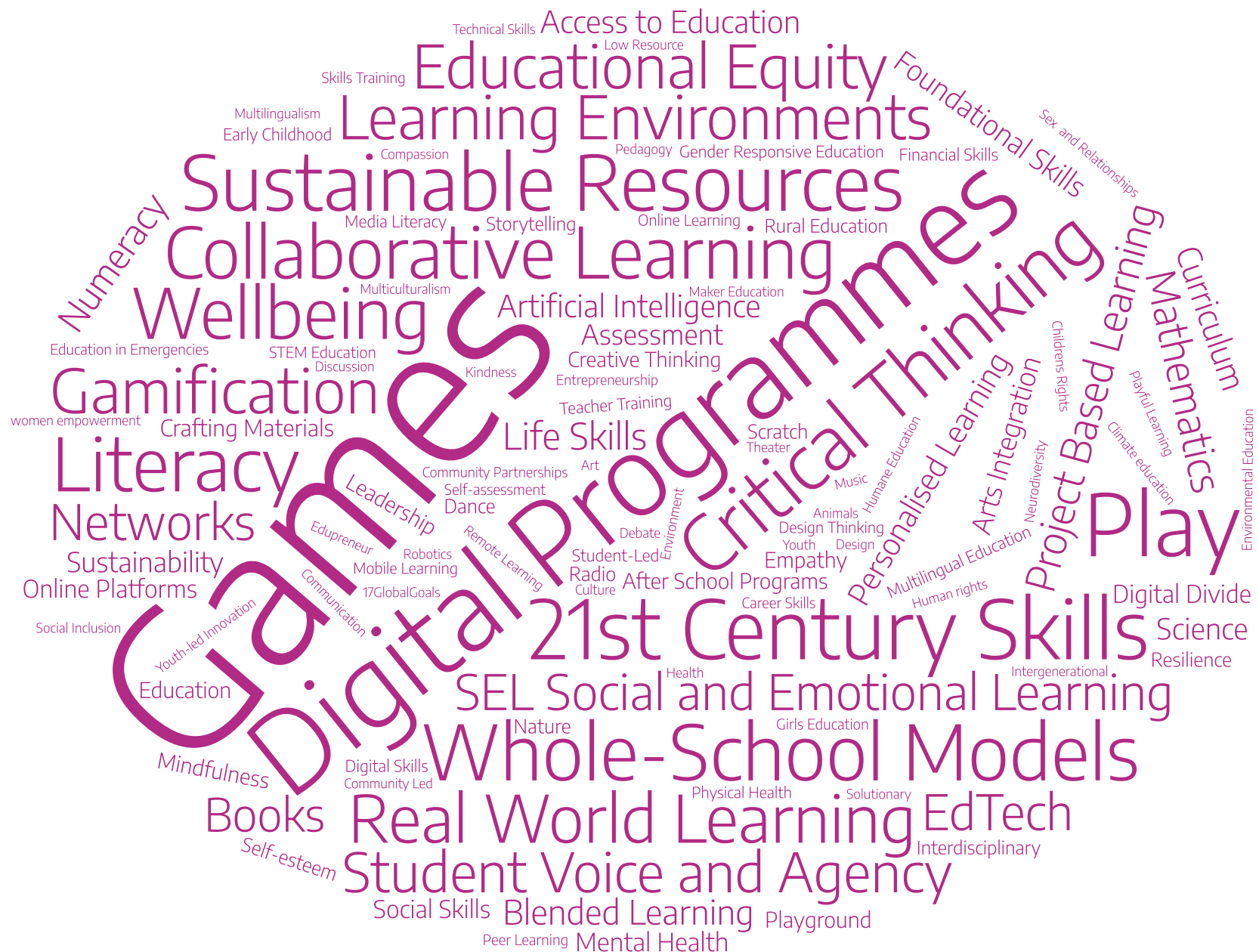
SPECIAL AWARD 2024 - RESILIENCE IN ACTION: SEENARYO

This year's Special Award goes to the playkit developed by Seenaryo. This programme represents the power of education innovation in the face of extreme challenges and emergency situations.



"Resilience in action means the ability to adapt, recover, and grow stronger in the face of adversity. It involves proactive problem-solving, maintaining mental and emotional stability during challenges, and having the flexibility to pivot when necessary. While it pains and angers our entire team that such resilience is necessary right now, we hope that through our work we can bring some light to Lebanon, Palestine and the entire region." - **Naqiya Ebrahim, Chief Operating Officer, Seenaryo Playkit**

KEY WORDS THAT INNOVATORS USED TO DESCRIBE THEIR INNOVATIONS





External Influences on Global Education This Year

Every year is history in the making. We are reminded that education does not happen in a vacuum; systems are influenced on many different levels, and 2024 has and will be full of global watershed events that will impact the face of education short- and long-term. In this section, we consider some key external influences on the education landscape.

GLOBAL POLITICAL CHANGES WILL IMPACT EDUCATION POLICY

Particularly important this year is the cascade of elections: More than eighty countries, home to around half of the world's population, are holding elections, either legislative or executive (or both). Among these are eight of the ten most populous nations (Bangladesh, India, Indonesia, Iran, Mexico, Pakistan, Russia, and the United States), as well as the European Union.²

We can look at the examples of Indonesia, India, and the United States - each of which contribute significantly to the HundrED Global Collection each year - to see how elections this year will affect education. Indonesia's new president, Prabowo Subianto, committed to carrying on the "Freedom of Learning" policies instituted by his predecessor, but with increased support for student nutrition, teacher professional development, and growing the numbers of quality schools. Still, there are

concerns that a reluctance to move toward learner-centred pedagogies and forward-thinking curricula will have negative effects on Indonesia's democracy.³ India's third-term prime minister, Narendra Modi, is expected to have difficulties in pushing through his now non-majority Bharatiya Janata Party's National Education Policy 2020. However, a more politically balanced parliament can lead to a more balanced take on education reforms, even if compromise takes time.⁴ The election in the United States will have only just been decided at the time of this report's publication; its results could influence how education innovators respond to changes in policy that might occur in the US, especially with respect to learners who are already at risk (e.g., those who are LGBTQIA+, economically disadvantaged, of the global majority, or whose immigration status is tenuous).⁵

APPROACHES TO TEACHING AND LEARNING: AI AND MICRO-EDUCATION

While artificial intelligence, or machine/computer-aided adaptive learning technologies, has been a part of the education landscape since the mid-twentieth century, its current merits have been hotly debated since the introduction of Chat GPT in 2022. We see two emerging trends with Artificial Intelligence (AI): It often serves as a basis for many EdTech solutions employed by teachers and learners, and, less frequently, is to teach teachers and students how to use and interact with AI as a learning tool. This relative lack of AI instructional tools has sparked concerns about safety and appropriate usage. Educators worry about how this technology would fare in the inexperienced hands of learners, even as they are aware of the potential that AI holds for making student assessment easier and more specific. As we discussed at our own HundrED Summit in 2023, "There are certain things AI can enable, however it cannot replace the human relationship part of learning."⁶ And while current opinions lean toward the positives and potential on the horizon, education innovations focusing on the responsible teaching of AI usage are needed to support young people.

There are certain things AI can enable, however it cannot replace the human relationship part of learning.

Individualised learning has also taken front and centre stage as education systems rise to the challenge of addressing a population of learners who are well-aware of the options available to them online. Nano- and microlearning have modernised the tried-and-true classroom mini-lesson and presented it in a format designed for the current generation of learners.⁷ Platforms like TikTok and Instagram make short lessons easy to access for users with a smart device: "Naina's Inclusive Duniya" (@inclusiveduniya) is one such education innovation selected to the Global Collection this year. However, while this trend is growing, selected innovations focusing on individualised learning, such as "Jade" and "Goniter Jhuli," employ games, and use AI to personalise lessons, like "Graphogame". Many of these innovations are leveraging data collection and insights to adapt learning experiences to allow for personalised learning tailored to students' individual needs and progress.

ALTERNATIVES TO TRADITIONAL SCHOOLING

Non-traditional schooling has also been a popular feature of this year's education trends. Microschools are another solution for bridging educational gaps. They often serve those whose needs are not being met by public school systems or who are living in communities with limited or no access to quality education. Selected innovations "Cherry Creek Innovation Campus" and "Raster Master, Three Generations Learning Model (Teacher of the Streets)" serve unique populations whose needs are better met by targeted learning solutions. These initiatives provide educational access to children who are at risk of being excluded from traditional schools due to special needs, social circumstances, or economic background. Along these lines, we anticipate the growing prevalence of microschools, which have gained popularity since the COVID-19 pandemic, and expect to see more submissions from programs such as these in future collections.



Looking to 2026

The trajectory of the HundrED Collection is dependent on the wealth of education innovation submissions from our existing community and a host of eager innovators we have yet to encounter. As we prepare for the Global Collection 2026, we ask our HundrED Community of Innovators to consider the areas we hope to elevate:

QUALITY EDUCATION FOR ALL

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The call of UN Sustainable Development Goal 4 (SDG4) is a facet of HundrED’s mission of helping each child to flourish. Innovations featured in all of our Collections demonstrate this ethos, and it is in the hearts of all of our innovators. Every year, our Global Collection has a few strong examples of innovations attempting to address SDG4: Project FUEL (selected for Global Collections 2020-2022) is one such innovation that “raises awareness among education, policymakers, and potential partners, encouraging educators to embrace wisdom-based methodologies.”⁸ Can we find more community-driven or -involved models that have innovatively approached the challenge of reaching all learners? We hope that the Global Collection 2026 will encourage more innovators who are working at this level to create systems changes.

TEACHER WELLBEING, TRAINING, RETENTION, BURN-OUT

Wellbeing of learners has been a thread running through submissions to the Global Collection this year. While teacher retention and burn-out are long-standing issues, they are compounded by societal beliefs about teacher value and additional system disruptors such as natural disasters, health emergencies, and conflict.⁹ It is clear to us that innovators are anxious to provide solutions that cater to the needs of educators, that in turn will have a positive impact on students. What are some ways, beyond teacher professional development, in which innovations can uniquely address the needs of the people who make education possible? These types of solutions can be found in a more holistic approach to teacher wellbeing that can be found in innovations like S.M.I.L.E.S. in Education (selected for the Global Collection 2020), or in innovations that consider unique learning environments and the mitigating effects of climate resilient education.

INNOVATIVE LEARNING ENVIRONMENTS

Creativity in the curation of learning environments presents unique opportunities for teachers and students alike. Learning environments have shifted from solely physical classrooms to incorporate virtual locations, which allow for increased access. Alongside these virtual spaces, we see a push to prioritise outdoor learning; encouraging teachers and learners to reconnect with nature. Learning about Ecosystems and Forests (LEAF), which was selected for our last three collections, is one such example, noting that “encouraging outdoor time for children is supported by a wide range of research highlighting various physical, mental, and social benefits” and promoting “outdoor activities for holistic child development that are a critical component of quality education everywhere.”¹⁰ More such innovations are expected to submit and expand our horizons about the potential for different learning spaces.

CLIMATE RESILIENCE AND EDUCATION

Developing educational programmes that highlight nature and promote unique learning environments is important. However, physical spaces for learning are threatened all over the world, especially those regions that are impacted by climate change. We call for innovations that address the ways in which education spaces can be more sustainable with respect to keeping children in school in spite of disruptions brought about by climate change related challenges. There are many ways to think about climate resilience in education; for example, The Green Bronx Machine (selected for HundrED's Global Collection 2021) takes a food stewardship approach by educating children about how to cultivate gardens within a city environment. Keeping children nourished in a world where food insecurity is a reality for many, is one way in which education innovations can work toward climate resilience.

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DIGITAL CITIZENSHIP

Edtech and AI innovations have become all pervasive, which is no surprise given global dependence on the use of computers and smart devices for many everyday activities. We have seen over a 100% increase in selected innovations using some form of EdTech - 55 out of our 100 selected innovations this year are either fully digital or blend tech into their programs, up from 26 last year. This includes the use of tech in the early years of schooling. At the same time, a lack of focused instruction on digital citizenship can lead to a host of problems, from overuse to abuse. Whilst we have had innovation submissions that address digital citizenship, such as Digital Citizenship Student Curriculum (selected for Spotlight on Digital Wellbeing and Global Collections 2020-2022), there is a need for more of these far-reaching and holistic approaches to preparing young people to use technology safely, respectfully and ethically.

Voices from our Community

COMMUNITY LEADS, SHARING THEIR THOUGHTS ABOUT THEIR ROLE AND TRENDS IN THE GLOBAL COLLECTION:



"While I always love an emphasis on creative and critical thinking as we prepare students for an unknowable future, I'm especially excited this year to see an increase in holistic approaches to education. Well-being innovations including those designed for mental health, self-esteem, and student voice honour the whole person." – **Kendra Thornton, Founder, Neuro-Holistic Wellness, LLC**



"I think we have an impact by mapping out innovations and connecting them to where there is real need for them. Collaborative learning and the creation of learning ecosystems is every day more recognized. I think this is great because people are starting to understand that schools can't be isolated from community happenings and social problems. I see a real trend towards holistic education." – **Alejandra Ycaza, Leader of Institutional and Global Development, Fundación Reimagina**

We asked HundrED Community Leads and innovators from the selected innovations to comment on the trends in the 2025 Collection as well as share insights about education innovation globally.



"I am in constant seek and share mode with existing and emerging education innovations globally. The HundrED community gives us common reference points and allows a vibrant exchange with those making significant positive impact in learning, education and schools." – **Alex Bell, Co-founder, www.YES-fest.com**



"The HundrED Community plays a crucial role, by highlighting impactful solutions and bringing in fresh perspectives that inspire others to pursue their own ideas. This creates a powerful ripple effect, fostering a culture of continuous innovation in education. Reflecting on the trends worldwide, there is a significant focus on fostering collaborative and creative skills - on equipping students with the ability to work together effectively and think outside the box. The strong emphasis on digital programs and AI indicates a continued focus on integrating technology to improve and make learning more personalised, accessible, and engaging." – **Özgen Bağcı Cervo, Academic Program Director, Goal Testing**

INNOVATORS REFLECT ON HOW THEIR INNOVATIONS FILL UNIQUE NEEDS NOT REPRESENTED BY THE COLLECTION'S OVERALL TRENDS:



"PROYECTIVIDA solves a situation that has not been addressed in the environment in which it has been developed. It seeks to strengthen the life project of students based on information and communication technologies, with the STEAM methodology environmental friendliness. It links topics of entrepreneurship and financial education, among others. There is no similar project that links all these areas to strengthen the individual and community life project." – **Andrés Camilo Cardona Franco, PROYECTIVIDA**



"Raster Master fills a critical gap by offering a holistic, culturally sensitive, and family-centric approach to education that directly tackles the root causes of educational inequity. The 3G model is about empowering entire families to take control of their destinies. By involving mothers and grandmothers in the learning process, we're creating a ripple effect of knowledge and empowerment that spans generations. This isn't just education—it's liberation, about empowerment, creating a sustainable learning environment where children, mothers, and grandmothers learn together." – **Deep Narayan Nayak, Raster Master, 3G Learning Model**



"‘My Learning Story’ fills a unique need by offering a highly personalised, reflective, and comprehensive approach to documenting and assessing learning. It supports lifelong learning habits, facilitates learner-driven inquiry, enhances family communication, and adapts to diverse learning styles. These unique features address gaps not fully covered by current trends, providing a valuable addition to the educational landscape." – **Annette de Graaf, My Learning Story**



"By transforming teachers into edupreneurs, we fulfil the need for career growth and personal satisfaction, ensuring they stay in the industry. This approach not only aligns with trends but also tackles the critical issue of retaining skilled educators, which is essential for long-term educational success." – **Yap Yee Yee, From Educator to Edupreneur**



"We all know that children (especially in early learning) learn best through play and when the entire body and all the senses are involved. Although most in education agree with this, do they really have the tools, the training or the experience to fully deliver on this? Many teachers and schools still reach for outdated, desk-based, traditional teaching methods. We see this in places like South Africa and Africa. Being experts in the field of arts with extensive experience in schools and education, our argument is that THE EXPRESSIVE ARTS are very useful and effective tools to help teachers PLAY more in the teaching environment." – **Hanneke Mackie, Buzz Kidz**

ACADEMY MEMBERS, RELATING THEIR EXPERIENCES EVALUATING INNOVATIONS FOR THE COLLECTION:

"Growing up as the first child in my family to attend university, I have always firmly believed that education transforms lives and is the key to opening doors to a world of freedom and intellectual growth. Being part of the Academy has allowed me to fulfil my calling to give back to the community. Seeing all the innovations that serve underprivileged individuals has been incredibly inspiring. This experience has been profoundly enriching and has strengthened my commitment to fostering positive change through education and innovation." – **Christine Chang, Senior Advisor, EU Affairs, Helsinki-Uusima Region, Finland**



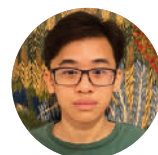
"Participating in the HundrED Academy has been an incredibly rewarding experience. I valued the detailed information provided and the chance to help select impactful initiatives. This experience has expanded my understanding of educational entrepreneurship and connected me with a community of passionate individuals dedicated to transformative education." – **Mmanti Umoh, Executive Director, PurShe Teacher Academy & Schools, Nigeria**



"One of the most significant aspects of this experience has been the validation of my own expertise in educational innovation. My background in this field has always been rooted in the belief that education must evolve to meet the needs of all learners. Participating in HundrEd's review process allowed me to apply this belief practically. Reviewing various innovative projects, I was able to assess their methodologies, outcomes, and scalability. This not only reaffirmed my understanding of what constitutes effective innovation but also highlighted the importance of context-specific solutions." – **David Vidal Lorente, Chief of Innovation, EIM Consultores, Spain**

JUNIOR ACADEMY MEMBERS, COMMENTING ON THEIR FIRST-TIME EVALUATING SHORTLISTED INNOVATIONS:

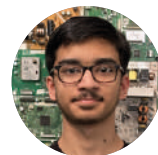
"We represent our generation's view point because eventually, we will be the ones to encounter these education innovations. I felt I was doing something for the betterment of society and the world. I'm happy to be a part of the HundrED Community, from being in the IB Ambassador programme to being a part of evaluating the meticulously built innovations that solve issues taking a toll upon our society and environment." – **Pratha Mehta, India**



"It is such a marvellous experience to review exciting tech innovations around the world! I wasn't aware of how technology could bring different professionals together and now I do! Innovations are important, no matter big or small." – **Daven Sze-Chai Chan, United Kingdom**



"It was very inspirational to see such a diverse range of innovations. I got to learn so much - it enabled me to motivate my fellows in our region to come up with their stories of solutions to education transformations. It was a wonderful opportunity to update, create, and educate myself." – **Maryam Saleem, Pakistan**



"The HundrED Junior Academy has been an excellent program for me. It has provided me with insights on different projects people are working on across the globe and the growing impact that is being created. The innovation review process was simple and easy to grasp with the guide provided allowing me to effectively review the innovations." – **Rishabh Mittal, United Arab Emirates**



By the Numbers

HundrED's curation of the Global Collection always begins with our database of over 3000 innovations, which includes those submitted for the year. Expert Academy and Junior Academy reviews were then evaluated by the HundrED Research Team to make a final selection of one hundred innovations from fifty-three countries. For a more detailed description of our research methodology, please see Appendix B.

We extend a special congratulations to the solutions evaluated most favourably by the Academy: The innovation with the highest average combined score and the highest average impact score was Protsahan Girl Champions Program. The Youth Academy rated Udhyam Shiksha highest overall. Innovations with the highest average scalability score were [Breshna.io](#) and Wisdom: The World of Emotions.

**SUBMISSIONS AND SHORTLISTING:
SUBMISSIONS DATA****700 +**innovations
submitted**244**innovations
shortlisted**230**Academy Members
(including youth, aged 16+)**15**Junior Academy Members
(aged 12–15)**4,135**total reviews
made**ACADEMY CHOICE:
PROTSAHAN GIRL CHAMPIONS PROGRAM**

"Protsahan India Foundation empowers adolescent girls who have faced severe gender-based violence, transitioning them from forced early marriage, labour, and abuse to self-reliant futures. By providing trauma-informed care in education and linking families with essential government schemes, we prevent institutionalisation and exploitation. By integrating arts-based mental health support and access to essential services, we also critically equip parents, educators, and childcare workers with the science-backed tools to nurture healthy development. Our mission focuses on unlocking care, capabilities, and capital for migrant girls (age 10-19) facing extreme adversity." – **Sonal Kapoor, Founder-CEO, Protsahan**

**YOUTH CHOICE:
UDHYAM SHIKSHA**

"Udhyam's innovation supports youth in three unique ways: Firstly, it is built on a belief that all youth have immense potential. The design hence depends on youth autonomy and agency, eg., to come up with their own ideas - based on what they believe is important! Secondly, the trust in youths' abilities is backed up with a cash grant from the government for doing real world business and social projects. Finally - the four-year scaffolded journey enables the youth to gradually build mindsets and skills that enable them to take on progressively bigger challenges in the real world." – **Mekin Maheshwari, Founder and CEO, Udhyam**

The founder of [Breshna.io](#) had this to say about their approach to enhancing learning outcomes: *“We empower students as content creators of educational games and involve them in the creation of their own learning tools.”*

Wisdom: The World of Emotions has successfully scaled *“by combining digital games and hands-on activities and addressing global education trends in a transversal way: From educational equity, wellbeing and mental health, to edtech, play and gamification, developing life skills and 21st century skills.”*

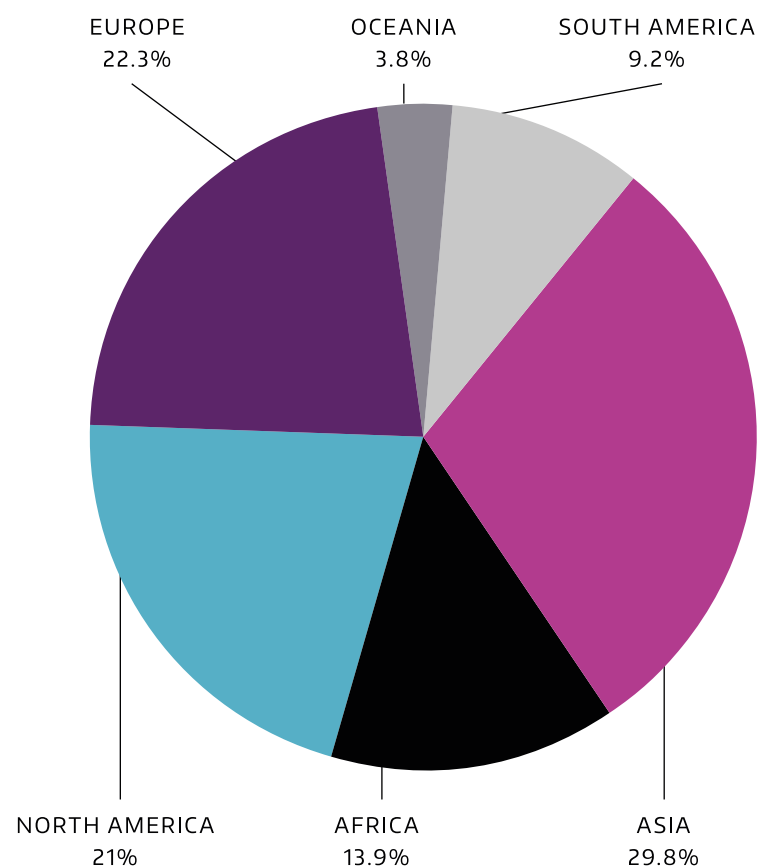


Figure 6: Submitted Innovations' Continents of Origin.



Since 2019, we have been monitoring the evolution of the HundrED Collection. As we strive to balance the composition of each year’s cohort, our stance is that selecting based on reach does not equal diversity. We want to represent a variety of origins as well. The percentage of selected innovations originating in Africa and Asia continue to trend upward, while Europe and North America show an overall decline. South American and Oceanian innovations consistently represent a smaller percentage of selected innovations; we acknowledge that the HundrED Community in these two continents is still growing, and we are committed to identifying and amplifying more excellent innovations there. In order to increase the diversity of the collection, we also believe that HundrED has a responsibility to help shift the mindset around what innovation looks like; highly contextualised innovations still have the potential to scale globally. As we aim to stay on the forefront of global education innovation, we also have to think outside of the box and continue to push at the boundaries of what innovation looks like in different places.

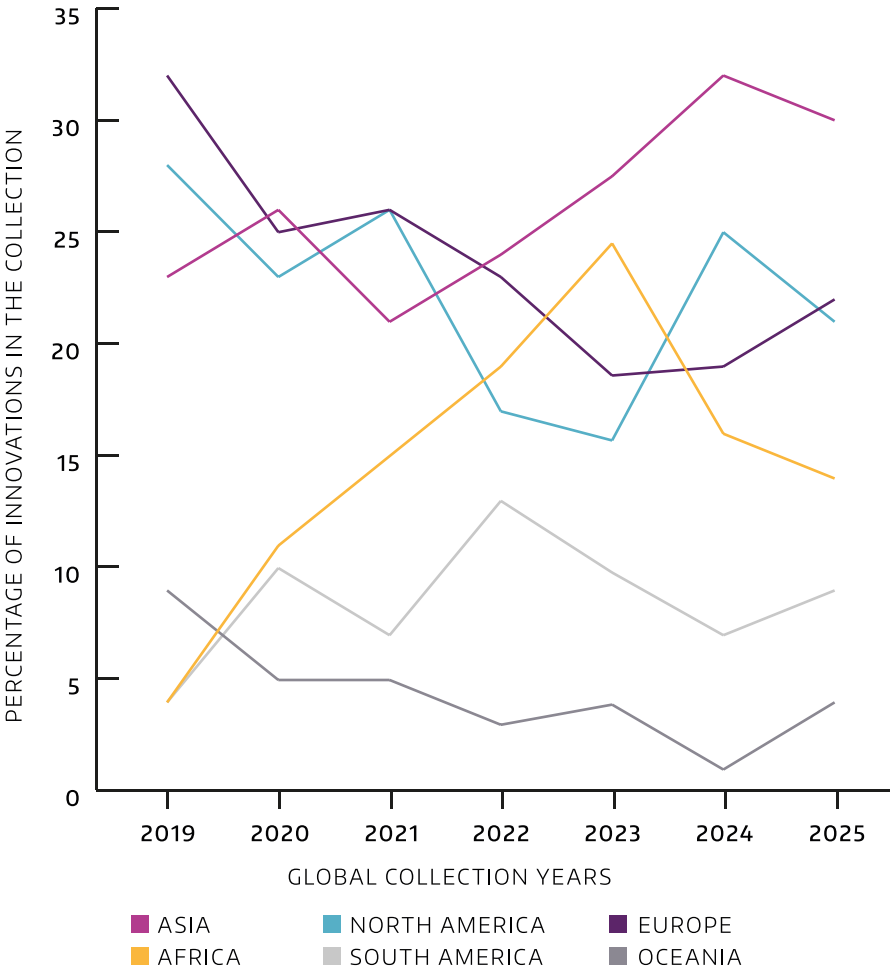


Figure 7: The Evolution of the Global Collection by Continent



HundrED Academy

Each year, in its quest to find the 100 most impactful and scalable education innovations worldwide, the HundrED Research Team looks to a global community of experts to evaluate the shortlist. In early June, veteran and newly selected Academy members volunteer their time to carefully read through innovation pages, application forms, websites and extra documentation. Their scores and comments are then synthesised by the Research Team to present a full picture of all shortlisted innovations during the final selection process. Academy members think contextually, critically evaluating whether an innovation has or could have scale and impact, and whether an innovation is speaking to current needs in education. We could not have a Global Collection without the input of these highly valued members of our HundrED community.

This year, we were happy to officially convene our first ever Junior Academy. Aged 12-15, they evaluated 10 innovations, providing their unique perspectives and giving us a window into the thoughts of our youngest stakeholders. Junior Academy members were selected from HundrED and International Baccalaureate Organisation's Spring 2024 Youth Ambassador cohort; they were among the most enthusiastic and dedicated members of our Academy! Veteran reviewer Marigold Mioc echoed the experiences of her peers: *"I was honoured to review innovations for a second time since participating as a Youth Ambassador with HundrED in 2019. I am very pleased to have ongoing opportunities to*

share my voice. I loved seeing creative solutions and answers to questions and problems in the education system."

For the second year, we will highlight members whose participation stands out on two levels: Those who reviewed over 80% of their assigned innovations will be awarded Special Mention, and Honorary Distinction will be conferred on those whose participation has continued for three or more years. Please see Appendix B for more information on the Academy's role in the selection process, and Appendix C for a list of all Academy Members.



Hall of Fame Innovations



The History and Future of the HundrED Hall of Fame

The HundrED Hall of Fame is a category within our Global Collection that gives special recognition to education innovations that have demonstrated sustained growth of impact and scalability year after year. Over time, these innovations have shown evidence of being responsive to the current needs in education worldwide.

The HundrED Hall of Fame was first instituted in 2021 for the 2022 Global Collection, and its main criteria was selection to at least three HundrED Collections (Global and/or Spotlight). As we prepared for the 2025 Collection and the selection of a new Hall of Fame inductee, we realised it was time to reconsider and revamp our Hall of Fame objectives and criteria. Given the sheer number and impressive quality of innovations selected to multiple Collections, we invited twenty-four out of the 205 eligible innovations to apply. Of these, only twelve submitted documentation. Applicants were required to demonstrate:

- Proof of significant scale and impact since their selection. This could take the form of (but was not limited to) impact reports, randomised controlled trial studies, analytics/metrics, and/or testimonials.
- Engagement in and willingness to give back to the HundrED community in a creative way per their own description; and
- Willingness to keep us updated on their progress.

The information presented in the following section was provided by Hall of Fame innovators to tell about the changes that have been happening for each innovation since last year (2023) unless otherwise indicated.

We warmly welcome our newest member of the Hall of Fame, Room to Read!



Photo by Room to Read.

HALL OF
FAME


World change starts with educated children.

[→ VISIT WEBSITE](#)



Room to Read

United States



Founded in 2000, Room to Read is creating a world free from illiteracy and gender inequality by helping children in historically low-income communities develop literacy skills and a habit of reading, and by supporting girls as they build skills to succeed in school and negotiate key life decisions. We collaborate with governments and partner organisations to deliver positive outcomes at scale.

Since our first selection, Room to Read has successfully surpassed a significant goal set in our Vision 2025 strategic plan: to benefit at least 40 million children worldwide by 2025. In fact, Room to Read was able to meet this goal one year in advance, and we have now benefited more than 45 million children in historically under-resourced communities around the globe. In our 25-year history, that's three children every minute who have reshaped their futures with access to foundational literacy and life skills that promote gender equality.

We have also been able to expand our work to more countries – highlights include joining new USAID consortiums in Rwanda and Nepal; opening new libraries in non-formal education centres in the Beqaa Valley of northeastern Lebanon; and partnering with TaRL Africa, supported by the Jacobs Foundation through the School Action Learning Exchange program, to expand evidence on Teacher Coaching in Cote d'Ivoire, Nigeria, South Africa, India and beyond.

2000

YEAR ESTABLISHED

39.9 M

CHILDREN / USERS
(+21% SINCE 2022)

23

COUNTRIES
(+9% SINCE 2022)



THE HUNDRED HALL OF FAME

ROOM TO READ

BRAC REMOTE PLAY LABS

DESIGN FOR CHANGE

ECO-SCHOOLS

EDUCATE!

FUNDACIÓN ESCUELA NUEVA

GLOBAL ONENESS PROJECT

MYMACHINE

ROOTS OF EMPATHY

SLAM OUT LOUD

SPEED SCHOOL

WORLD'S LARGEST LESSON

HALL OF
FAME

Facilitating learning, development, and healing through the transformative power of play.

→ [VISIT WEBSITE](#)

BRAC Remote Play Labs

Bangladesh

BRAC's Play Lab approach continues to expand and adapt in new contexts and geographies. It has grown to impact 497,000 children, and has expanded to a total of 5 countries. We applied to the HundrED Spotlights on EdTech: Bangladesh, Wellbeing in Schools, and Child-Centred Learning to further the reach of our innovation and connect with other partners working in the space. HundrED collections have been a great opportunity to gain exposure and networks around our areas of work. BRAC representatives have attended the HundrED Summit and continue to engage with online content and peers in the education space.

2016

YEAR ESTABLISHED

475K

CHILDREN / USERS

5

COUNTRIES

HALL OF
FAME


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

[→ VISIT WEBSITE](#)

Design for Change

India

Design for Change's selection to the HundrED Collections marks a major milestone, opening doors to partnerships, expanding our network, and showcasing the innovative work of our young changemakers globally. This recognition strengthens our commitment to nurturing children's creativity and leadership, aligning closely with global education trends. Over the past year, our engagement with the HundrED Community has focused on raising awareness of this achievement. We've proudly featured the HundrED recognition on our website and shared it within our network, underscoring its significance to our mission and stakeholders.

2009

YEAR ESTABLISHED

2.2M

CHILDREN / USERS

71

COUNTRIES

HALL OF
FAME


Eco-Schools is the largest global sustainable schools programme.

[→ VISIT WEBSITE](#)

Eco-Schools

Denmark

Eco-Schools encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school, and eventually fosters change in the community at large. Now in its thirtieth year, Eco-Schools is implemented in 101 countries by a network of Foundation of Environmental Education (FEE) member organisations and International Schools.

1994

YEAR ESTABLISHED

19M

CHILDREN / USERS

101

COUNTRIES

HALL OF
FAME

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

[→ VISIT WEBSITE](#)

Educate!

Uganda

Educate! is continuing to iterate and scale our inclusive and accessible livelihood bootcamps to expand economic opportunity for young people left out of secondary. In 2024, we're projected to serve 5,000 youth. We aim to engage in important learning to deepen our evidence base and position for scale in 2025 and beyond. Being selected for the HundrED Collections has significantly elevated our organisation's visibility, connecting us with a global network of educators and innovators. This recognition has not only validated our efforts but also inspired us to expand our impact and continue innovating in education.

2002

YEAR ESTABLISHED

380K

CHILDREN / USERS

4

COUNTRIES

HALL OF
FAME

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

[→ VISIT WEBSITE](#)

Fundación Escuela Nueva

Colombia

Escuela Nueva, meaning 'New School' in Spanish, transforms the conventional school model by rethinking the teaching and learning processes to ensure that every child, everywhere, receives high-quality, accessible and relevant education. We contribute to improve the quality, relevance and efficiency of education by rethinking the way we learn.

1987

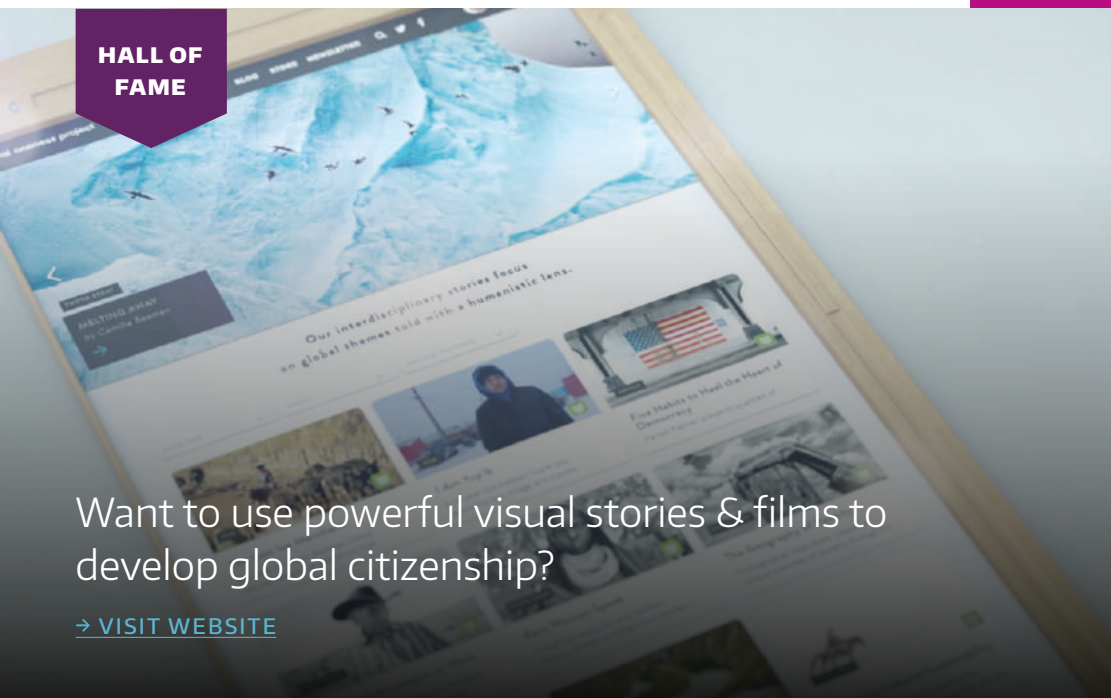
YEAR ESTABLISHED

2.06M

CHILDREN / USERS

21

COUNTRIES



Global Oneness Project

United States

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

2006

YEAR ESTABLISHED

400K

CHILDREN / USERS

80

COUNTRIES



MyMachine

Belgium

In the past year, we formed a new partnership to launch MyMachine Armenia, set to begin its first cycle in fall 2024. Our 2024 DreamsDrop Campaign has registered over 900 students from four continents, including, for the first time, Dream Machines from children in Ukraine. HundrED and its network have positively impacted our work, inspiring our global team with pride and motivation to continue. We've built worldwide connections with like-minded people, helping however we can, from presenting at events to writing articles. We closely follow HundrED Community members' work, reaching out to share expertise and ideas when needed.

2008

YEAR ESTABLISHED

17.5K

CHILDREN / USERS

32

COUNTRIES

HALL OF FAME

Helping children develop empathy for mental health, wellbeing, learning and connecting to others.

→ VISIT WEBSITE

HALL OF FAME

We run online & offline programs that use the arts to help disadvantaged children find their voice.

→ VISIT WEBSITE

Roots of Empathy

Canada

Around the world, schools are still feeling the pandemic's impact. Teachers are more stressed than ever, with children's mental health and its impact on student behavior as their biggest concern. Roots of Empathy (ROE) is honored to support them in helping students become ready to learn again. From 2022-23 to 2023-24, ROE programs in classrooms grew by 20%. Selected for the HundrED Collections from 2018 to 2022, then inducted into the HundrED Hall of Fame in 2023, this recognition has expanded our reach, helping us promote empathy and connect with supporters globally. Last fall, our Founder Mary Gordon gave the opening keynote at the HundrED Innovation Summit for the 2024 Collection.

1996

YEAR ESTABLISHED

1.2 M

CHILDREN / USERS

8

COUNTRIES

Slam Out Loud

India

Slam Out Loud (SOL) is a non-profit that uses the artforms of poetry, storytelling, theatre, and visual arts to help children from under-resourced communities find their voice through creative expression. We work with teachers & professional artists and create contextual curriculum resources to help children build Social-Emotional Learning skills and learn about gender equity and climate change.

2017

YEAR ESTABLISHED

4.7M

CHILDREN / USERS

16

COUNTRIES



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

→ VISIT WEBSITE

Speed School

Mali

Speed School consists of a condensed curriculum covering the first three years of primary education. The Speed School model is being implemented and adapted across multiple African countries to help marginalised out-of-school children catch up on education in supportive, joyful classrooms with remarkable results. Upon completion, children transfer to formal schools to continue their education.

2004

YEAR ESTABLISHED

541K

CHILDREN / USERS

5

COUNTRIES



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

→ VISIT WEBSITE

World's Largest Lesson

United Kingdom

Standing alongside partners including UNICEF and UNESCO, we produce free and creative resources for educators to teach lessons, run projects and stimulate action in support of the Sustainable Development Goals (SDGs). These resources are free, open source and translated into over 30 languages reaching 17.9 million children located in over 70 countries.

2015

YEAR ESTABLISHED

17M

CHILDREN / USERS

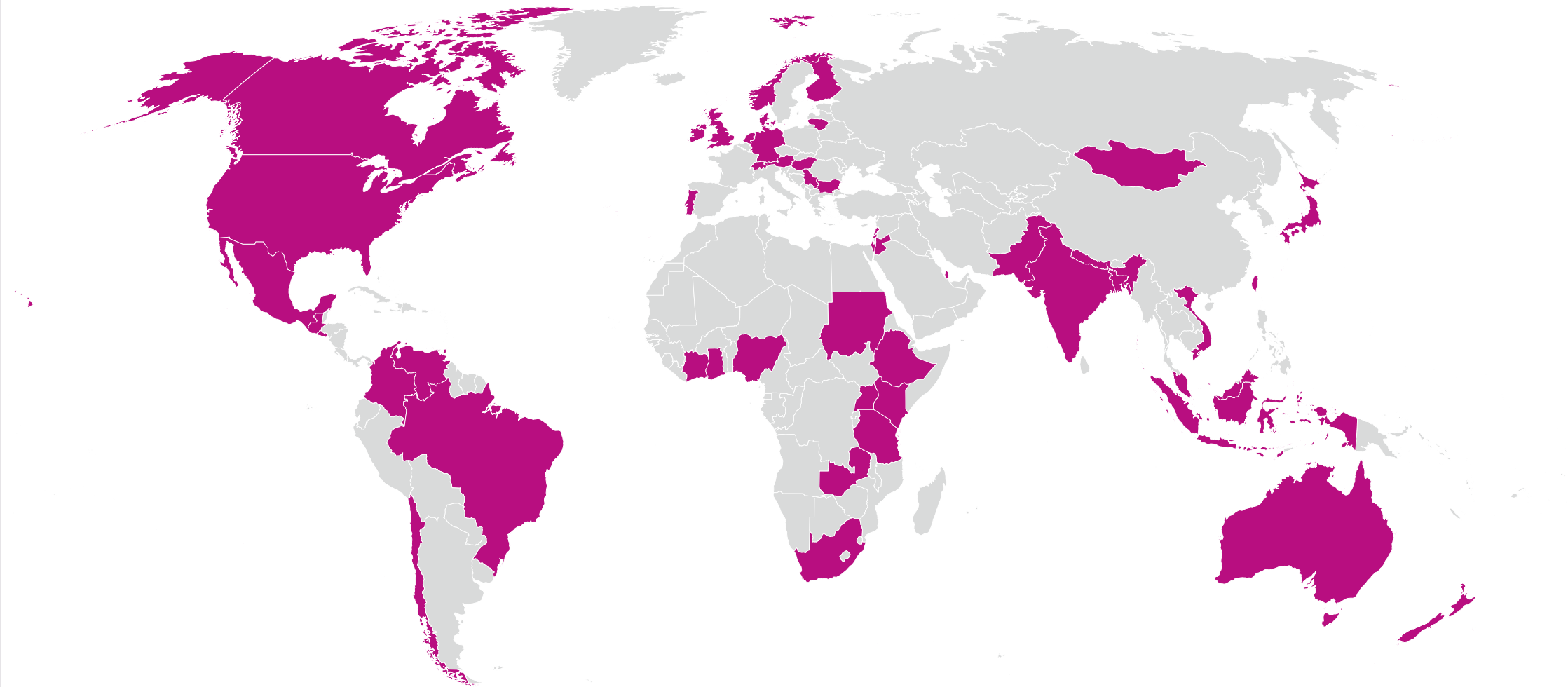
98

COUNTRIES

Global Collection 2025



HUNDRED GLOBAL COLLECTION 2025

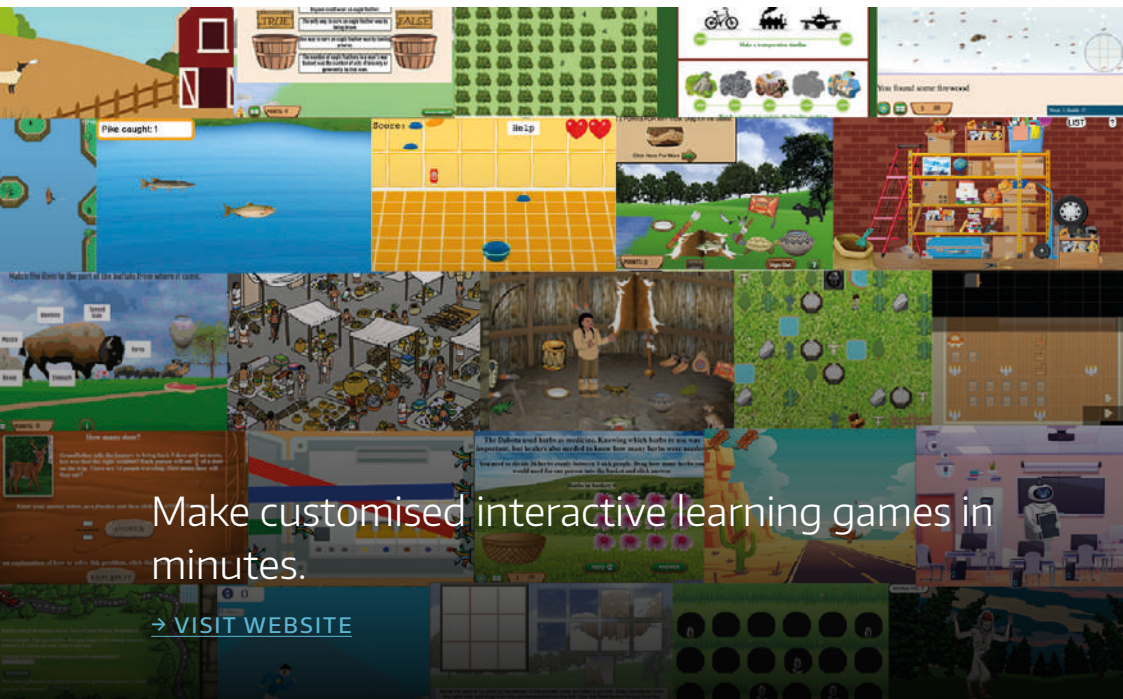


The Global Collection 2025 Innovations from A to Z

This list of innovations is presented in alphabetical order.
Click on the innovation's title to read more about it on the HundrED website.

- | | | |
|---|---|--|
| 1. <u>7 Gen Blocks</u> | 18. <u>Closegap</u> | 38. <u>Global EdTech Testbed Network</u> |
| 2. <u>50/100 Menstrual ED by With Red & Period Museum</u> | 19. <u>Colorearte</u> | 39. <u>Goniter Jhuli by Banglar Math</u> |
| 3. <u>Alpha Tiles</u> | 20. <u>Community Education Volunteers</u> | 40. <u>GraphoGame</u> |
| 4. <u>Anthill Creations</u> | 21. <u>Community Keepers</u> | 41. <u>Grassroot Soccer: MindSKILLZ</u> |
| 5. <u>ASANKA - An Offline Learning Management System</u> | 22. <u>Curious Learning</u> | 42. <u>Great Place to Study</u> |
| 6. <u>Augmented Reality Games for Children with Special Needs</u> | 23. <u>Educating the Solutionary Generation!</u> | 43. <u>Happy Schools</u> |
| 7. <u>Barabar</u> | 24. <u>EduFalcons</u> | 44. <u>HoloTracker</u> |
| 8. <u>Bebbo Parenting App</u> | 25. <u>Ei Mindspark</u> | 45. <u>Hygiène en milieu scolaire</u> |
| 9. <u>Big Ear: Learn & Make Music</u> | 26. <u>Embedding wellbeing in Ethiopian schools</u> | 46. <u>I READ ARABIC</u> |
| 10. <u>Board Games For Improved Learning Outcomes</u> | 27. <u>Engidea</u> | 47. <u>Inspire High</u> |
| 11. <u>Breshna.io</u> | 28. <u>Everyday Kindness</u> | 48. <u>Internet Free Education Resource Bank (IFERB)</u> |
| 12. <u>Bright Eyed</u> | 29. <u>EYEHYAH!</u> | 49. <u>Jade Autism</u> |
| 13. <u>Building Blocks (BB) - The Maths Learning App</u> | 30. <u>Farmpreneur</u> | 50. <u>Kialo Edu</u> |
| 14. <u>Buzz Kidz</u> | 31. <u>Flying Colors</u> | 51. <u>Kizazi</u> |
| 15. <u>Can't Wait to Learn</u> | 32. <u>From Educator to Edupreneur</u> | 52. <u>Komodo Wellbeing</u> |
| 16. <u>CatnClever</u> | 33. <u>Giddy2School Education Initiative</u> | 53. <u>League for Green Leaders</u> |
| 17. <u>Cherry Creek Innovation Campus (CCIC)</u> | 34. <u>Girl Boy Empowerment and Parent Programs</u> | 54. <u>Lecturas Arenalinas mobile application</u> |
| | 35. <u>Girl Icon Program</u> | 55. <u>Lively Minds</u> |
| | 36. <u>Gleding United - Childhood for life</u> | 56. <u>Lokopakar</u> |
| | 37. <u>Global Action Days</u> | 57. <u>Mathematics Initiatives in Nepal (MIN)</u> |

- | | | |
|--|---|---|
| 58. My Learning Story | 77. Shupavu291 SMS e-learning platform | 93. Transformative Training for Literacy Proficiency |
| 59. Naina's Inclusive Duniya | 78. Skolla Community | 94. Udhyam Shiksha |
| 60. NFTE World Series of Innovation | 79. SpinPoi | 95. Using Play to Better our World |
| 61. Nikmati | 80. Story Arts | 96. Virtual Parent Teachers Meeting Week |
| 62. Nova Escola's Lesson Plans | 81. Storytelling and Digital Technology for Inclusive Education | 97. Voto Estudiantil Colombia Student Vote Colombia |
| 63. Opportunity International Education Finance | 82. Systemic Approach: Mindful Minutes in Early Childhood Education | 98. Wisdom: The World of Emotions |
| 64. Ouro - Financial Literacy for Kids | 83. The BIG Idea | 99. WOOF |
| 65. Partners in Learning (Seekho Sikhao Saathi in Urdu) | 84. The Happiness Lesson Integrated Programmes | 100. WoW: Wheels of Wisdom |
| 66. Patio Vivo | 85. The Happiness Project | |
| 67. Protsahan Girl Champions Program | 86. The Inspired Teaching Approach | |
| 68. PROYECTIVIDA | 87. The Stephanie Alexander Kitchen Garden Program | |
| 69. Raster Master 3G Learning Model | 88. The Village That Reads! | |
| 70. Read Smart Cinyanja | 89. The Zones of Regulation, Inc. | |
| 71. RealLives Simulation Game | 90. Think-Out-of-The-Box | |
| 72. Resolute Education | 91. TicTacLearn (TTL) | |
| 73. Rising Tide | 92. TOY for Inclusion Play Hubs | |
| 74. S-Cool Days – wellbeing at school | | |
| 75. School the World's Accelerated Learning Recovery Program | | |
| 76. Seenaryo | | |



Make customised interactive learning games in minutes.

→ [VISIT WEBSITE](#)

7 Gen Blocks

United States

We turn curriculum publishers into game publishers. 7 Generation Games' 7 Gen Blocks platform is specifically built to develop customised learning games that teach, test and track. With low-code and no-code versions, 7 Gen Blocks is like an educational game developer version of toy bricks, modular code that can be customised and virtually "snapped" together to create an infinite number of games.

2022

YEAR ESTABLISHED

240K

CHILDREN / USERS

4

COUNTRIES



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

→ [VISIT WEBSITE](#)

50/100 Period education by With Red & Period Museum

Taiwan

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

2019

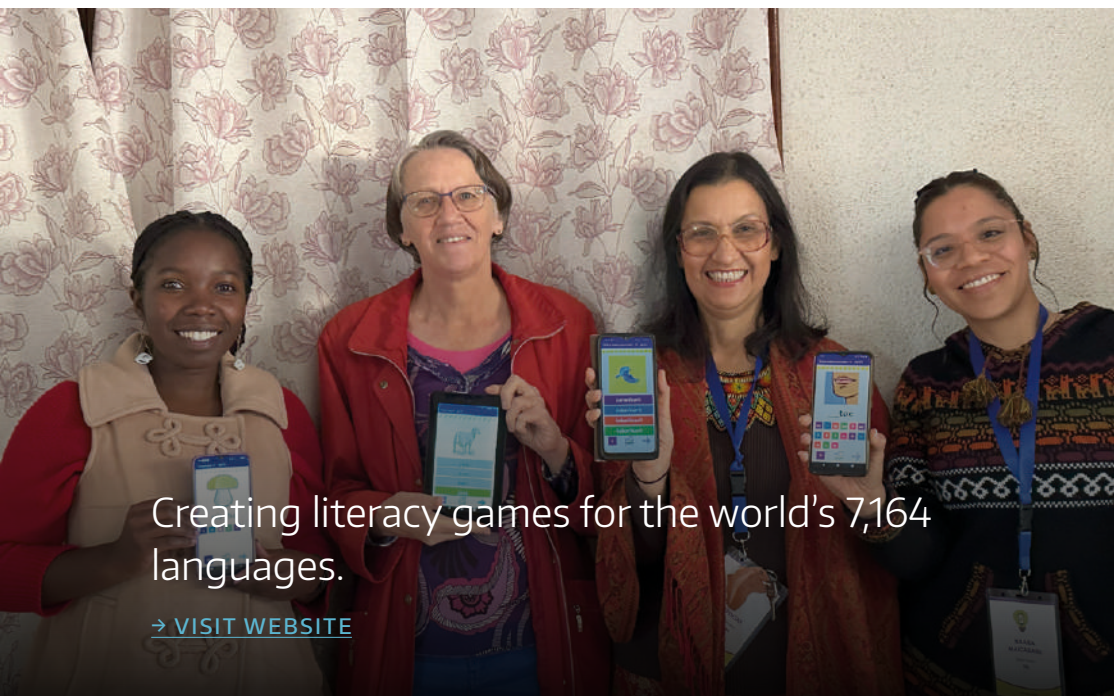
YEAR ESTABLISHED

300K

CHILDREN / USERS

6

COUNTRIES



Creating literacy games for the world's 7,164 languages.

[→ VISIT WEBSITE](#)



Making Play Accessible to All.

[→ VISIT WEBSITE](#)

Alpha Tiles

Mexico

There are no literacy game apps for 98% of the world's languages. Using our open-source platform, new apps can be created in one-week workshops or via online collaboration in a Google Drive. Around the world, hundreds of millions of children start school in an unknown language. With the Alpha Tiles app, children can begin reading in their own language before adding study of regional and national languages.

2020

YEAR ESTABLISHED

2K

CHILDREN / USERS

40

COUNTRIES

Anthill Creations

India

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

2017

YEAR ESTABLISHED

200K

CHILDREN / USERS

1

COUNTRY



Connecting the unconnected with quality education.

[→ VISIT WEBSITE](#)

ASANKA - An Offline Learning Management System

Ghana

ASANKA connects offline learners to local content for free. It is a low-cost, low-powered (5-Watts), durable system that shares any content via WiFi (without internet). You can load your own content or purchase it preloaded with local content and curriculum. ASANKA Analytics provides decision-makers with evidence-based educational tools to improve teaching and learning outcomes. One ASANKA can support up to 30 connections for best performance without incurring data or any other costs.

2011

YEAR ESTABLISHED

800K

CHILDREN / USERS

4

COUNTRIES



Reinventing Learning Experiences.

[→ VISIT WEBSITE](#)

Augmented Reality Games for Children with Special Needs

Pakistan

WonderTree is a technology company using gamification to inject joy into physical and cognitive therapy for kids through fun, interactive, augmented reality games. We are an unlikely pair of clinically trained psychologists and game developers who believe play has the power to accelerate development and recovery for kids, and recent results prove movement and cognition is enhanced through games.

2016

YEAR ESTABLISHED

12K

CHILDREN / USERS

9

COUNTRIES



Make the world a better place one game at a time.

[→ VISIT WEBSITE](#)

Barabar

Bulgaria

Barabar is innovation in human rights education. It offers lighthearted and enjoyable gamified storytelling that subtly introduces diverse notions of anti-discrimination, gender equality, and inclusion. It develops key 21st century skills alongside empathy and awareness towards vulnerability. It works for school, home, and parties, if you want to make the world a better place one game at a time!

2022

YEAR ESTABLISHED

3.5K

CHILDREN / USERS

20

COUNTRIES



Supporting the first teachers for better child outcomes.

[→ VISIT WEBSITE](#)

Bebbo Parenting App

Serbia

Bebbo, UNICEF's open-source app, provides parents with comprehensive, evidence-based guidance in their local language to develop their child's potential from birth through early childhood. Already benefiting over one million parents in 15 countries, this app equips parents with a wealth of resources, including activities, and developmental milestones, to meet the diverse needs of young learners.

2021

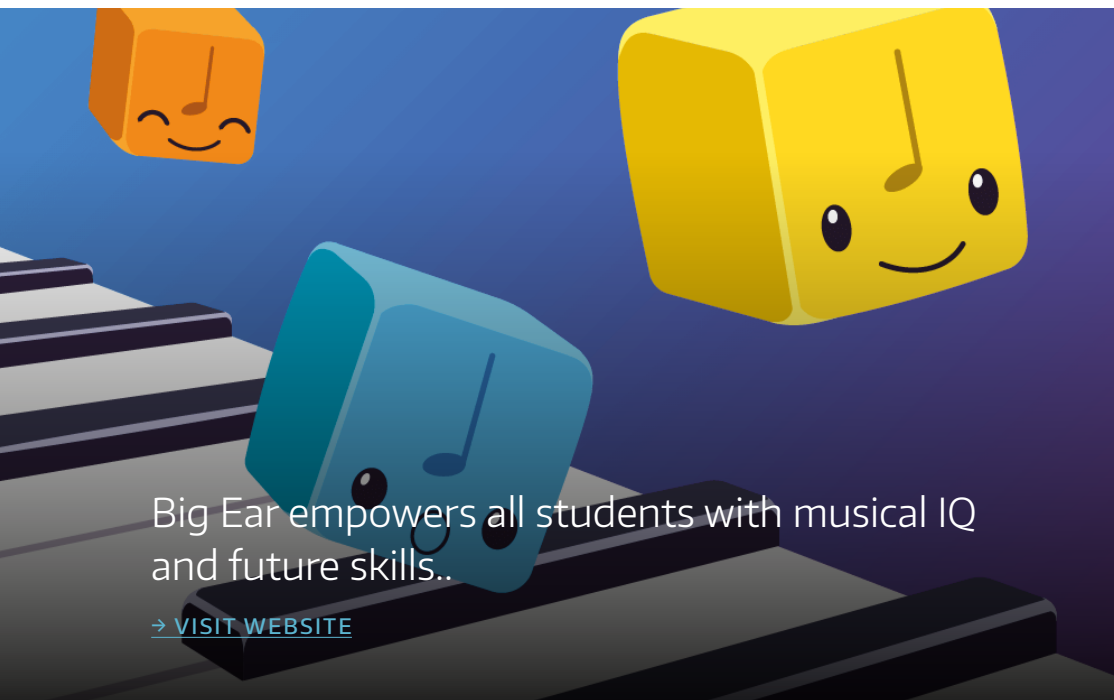
YEAR ESTABLISHED

1.17M

CHILDREN / USERS

15

COUNTRIES



Big Ear empowers all students with musical IQ and future skills..

[→ VISIT WEBSITE](#)

Big Ear: Learn & Make Music

Finland

Music education relies commonly on musical instruments and traditional notation, which create a high threshold! Big Ear makes music learning fun, accessible and sustainable. It focuses on learning “how music works”, creativity, and social interaction, and emphasises future skills, e.g. STEM and mental wellbeing. Teacher tools help any teacher to teach and evaluate their students at school or at home.

2017

YEAR ESTABLISHED

100K

CHILDREN / USERS

2

COUNTRIES



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

[→ VISIT WEBSITE](#)

Board Games for Improved Learning Outcomes

Nigeria

Every year in Nigeria, over 30M children experience education through rote learning. Rote learning makes education dry, lacking interest and void of skills and experience. At TAW ACADEMY, we design fun innovative learning tools that translate core subjects such as numeracy, literacy and STEM into fun lessons, improving learning outcomes in these subjects and developing success skills in children.

2018

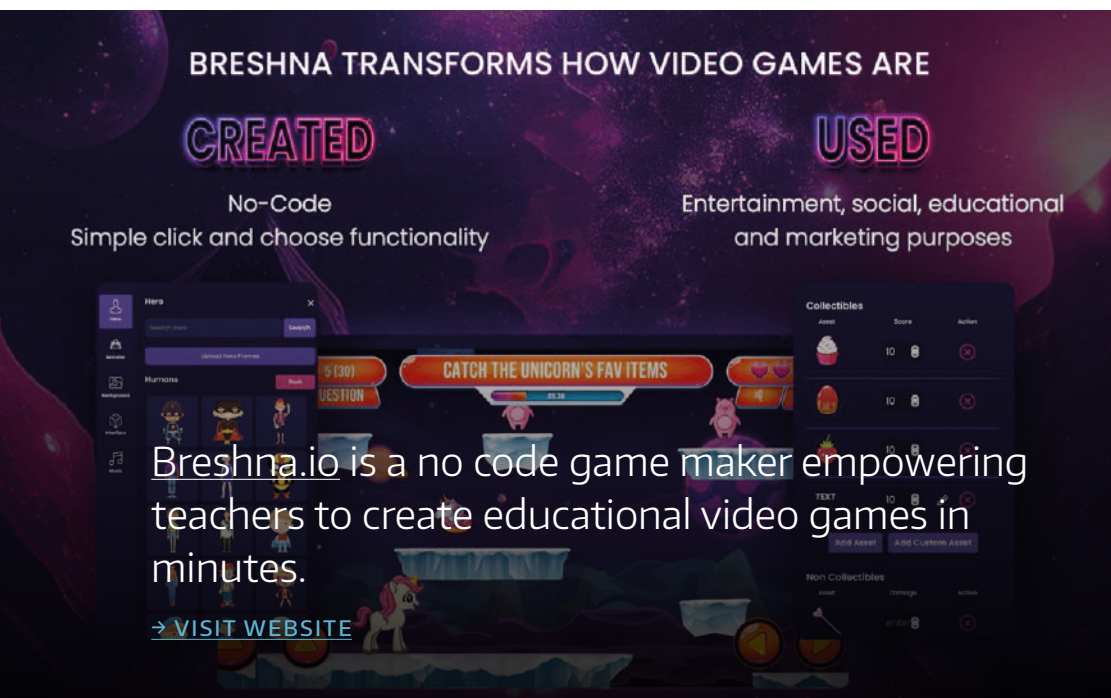
YEAR ESTABLISHED

17K

CHILDREN / USERS

1

COUNTRY



Breshna.io

United States

Video games are powerful education tools but are costly and complicated to create. [Breshna.io](#) empowers educators to make games customised to their curriculum with no cost and in minutes. Whether it's a run and catch game to catch even numbers or a tile-matching game to match flags to their countries, Breshna enables students and teachers to create their own educational games. Think Canva for games!

2021

YEAR ESTABLISHED

100K

CHILDREN / USERS

4

COUNTRIES

Bright Eyed

Trinidad and Tobago

Bright Eyed (BE) aims to empower Caribbean children using stories about us, told by us. Our mission is to make every child feel seen, heard, and valued by providing media that reflects their world and experiences. Our story pedagogy merges the arts and writing to bring educational material to life, igniting curiosity, exploring different ideas, and encouraging co-creating.

2016

YEAR ESTABLISHED

10K

CHILDREN / USERS

1

COUNTRY



Making maths fun and interactive, for joyful learning.

→ [VISIT WEBSITE](#)

Building Blocks (BB) – The Maths Learning App

India

EdTech worldwide has been limited to tools and content for those with choice and access. BB seeks to provide the 'bottom of the pyramid child' exposure to math learning at their pace. A set of over 425 interactive math learning games for children in grades 1 to 8, BB is FREE and a supplemental self-exploratory learning tool for all children, but especially focused on children from low-income families.

2019

YEAR ESTABLISHED

1M

CHILDREN / USERS

1

COUNTRY



Education and Child Development Through the Arts.

→ [VISIT WEBSITE](#)

Buzz Kidz

South Africa

Since 2012, Buzz Kidz has revolutionised education through the arts in South Africa. Our curriculum, accredited by the Education Alliance of Finland, blends drama, dance, and singing, nurturing children's creative genius and other 21st Century Skills. 300,000+ children from all walks of life have engaged in our programme. We extend our reach via our NGO, our franchise network and our pioneering TV show, our training and online resource for teachers, helping them bring everyday learning to life with music and structured play.

2012


YEAR ESTABLISHED

300K

CHILDREN / USERS

1

COUNTRY



Can't Wait To Learn is a digital game-based learning programme for education in emergencies.

[→ VISIT WEBSITE](#)

Can't Wait to Learn

Sudan

Can't Wait to Learn delivers cost-effective personalised learning opportunities through proven, evidence based gaming technology. It is currently supporting learning in Ukraine, Uganda, South Sudan, Chad, Sudan, Jordan, Lebanon and beyond. Our research drives change in the games that are co-created by children to be culturally, contextually, and national curricula appropriate.

2013

YEAR ESTABLISHED

210K

CHILDREN / USERS

7

COUNTRIES



CatnClever is a AI-powered serious game that gives preschoolers a head start at school and for life.

[→ VISIT WEBSITE](#)

CatnClever

Switzerland

CatnClever, an AI-powered play-based app for ages 3-7, fosters foundational skills. Using playful interactive stories, it teaches math, literacy, SEL, and physical education. With subject-specific competency frameworks and adaptive learning, CatnClever offers personalised lessons and encouraging feedback. A data dashboard provides parents with insights in their children's learning.

2021

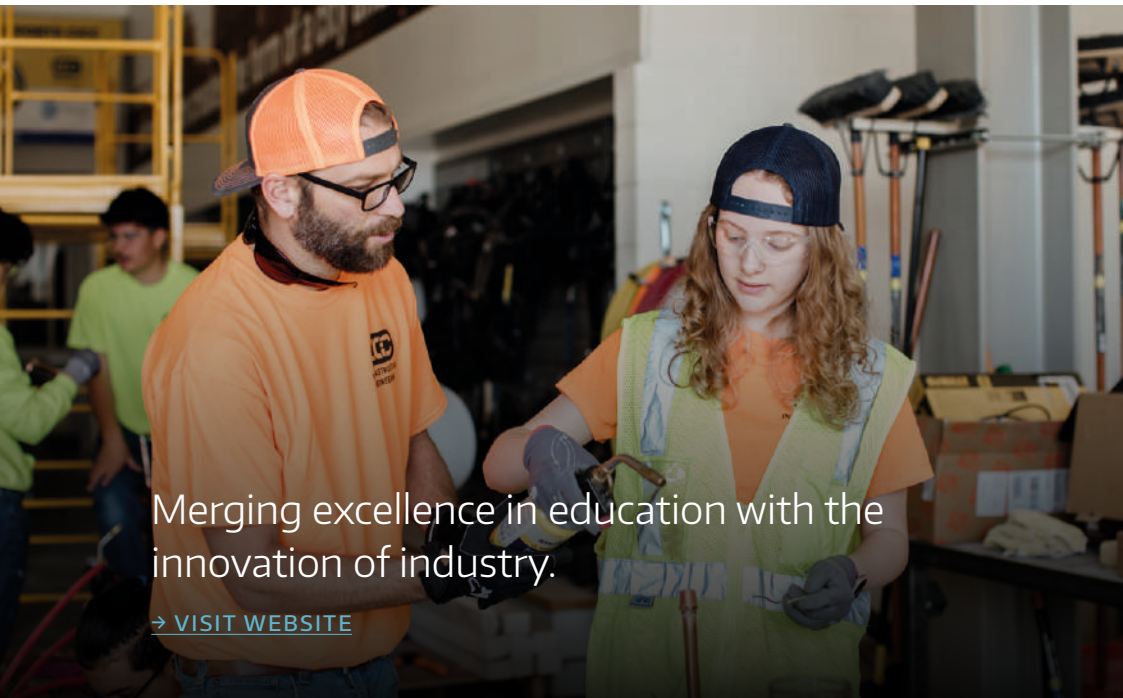
YEAR ESTABLISHED

7M

CHILDREN / USERS

18

COUNTRIES



Merging excellence in education with the innovation of industry.

[→ VISIT WEBSITE](#)

Cherry Creek Innovation Campus (CCIC)

United States

We bring a widely diverse group of students together in courses like Aviation, Automotive, Business, Hospitality, IT, Manufacturing, Construction, and Healthcare. Our classrooms are the intersection of industry credentials, college credit, professional skills, and industry-grade equipment and standards. By doing this we connect student interests with labour needs to serve our community.

2019

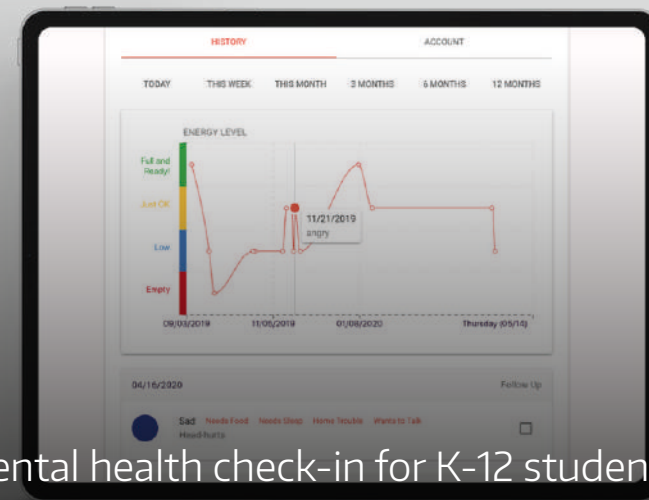
YEAR ESTABLISHED

6.35K

CHILDREN / USERS

1

COUNTRY



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

[→ VISIT WEBSITE](#)

Closegap

United States

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

2019

YEAR ESTABLISHED

200K

CHILDREN / USERS

25

COUNTRIES



We bring the magic of colour to the boys, girls and teachers of Chile and Latin America/Llevamos la magia del color a los niños, niñas y docentes de Chile y Latinoamérica.

→ [VISIT WEBSITE](#)



Building Tomorrow mobilises Community Education Volunteers to deliver foundational learning.

→ [VISIT WEBSITE](#)

Colorearte

Chile

What educational instances allow students to develop creativity and collaborative work through art? Few, if not almost none. At Colorearte we combine art and care for the environment to develop 21st century skills in boys and girls such as creativity, critical thinking, collaborative work and communication.

¿Qué instancias educativas permiten desarrollar en los estudiantes la creatividad y el trabajo colaborativo de la mano del arte? Pocas, si no casi ninguna. En Colorearte unimos el arte y el cuidado del medio ambiente para desarrollar en los niños y niñas habilidades del Siglo XXI como la creatividad, pensamiento crítico, trabajo colaborativo y comunicación.

2004

YEAR ESTABLISHED

15K

CHILDREN / USERS

5

COUNTRIES

Community Education Volunteers

Uganda

Responding to a deficit of 15 million teachers in sub-Saharan Africa, Building Tomorrow has multiplied communities' education resources by recruiting and training local leaders as Community Education Volunteers (CEVs). CEVs work to ensure all children have access to education and improve student outcomes by facilitating our Building Tomorrow's community-based Roots to Rise literacy and numeracy camps.

2015

YEAR ESTABLISHED

309K

CHILDREN / USERS

1

COUNTRY



Beautiful minds in every school.

[→ VISIT WEBSITE](#)



Curious Learning is a non-profit putting literacy apps in the hands of children giving them the opportunity to learn to read.

[→ VISIT WEBSITE](#)

Community Keepers

South Africa

Community Keepers creates safe spaces, on school premises, manned by a professional therapist and a community member, with lived experience, who is trained in mental health first aid. By investing in the social, emotional and mental well-being of learners and their caregivers, we can create an environment where everyone feels a sense of belonging and everyone can thrive.

2008

YEAR ESTABLISHED

77.5K

CHILDREN / USERS

1

COUNTRY

Curious Learning

South Africa

Curious Learning curates, localises, optimises and distributes open-source learning apps that provide a path to literacy in over 50 languages, regardless of proximity to schools. Curious Learning has more than 10 years of proven impact, harnessing a child's natural curiosity and leveraging the neuroscience of how the brain learns to read. Together with content partners, Curious Learning has reached around 5 million learners. In addition, data collection and research partners provide an objective measure of our effectiveness and facilitate a cycle of constant improvement.

2014

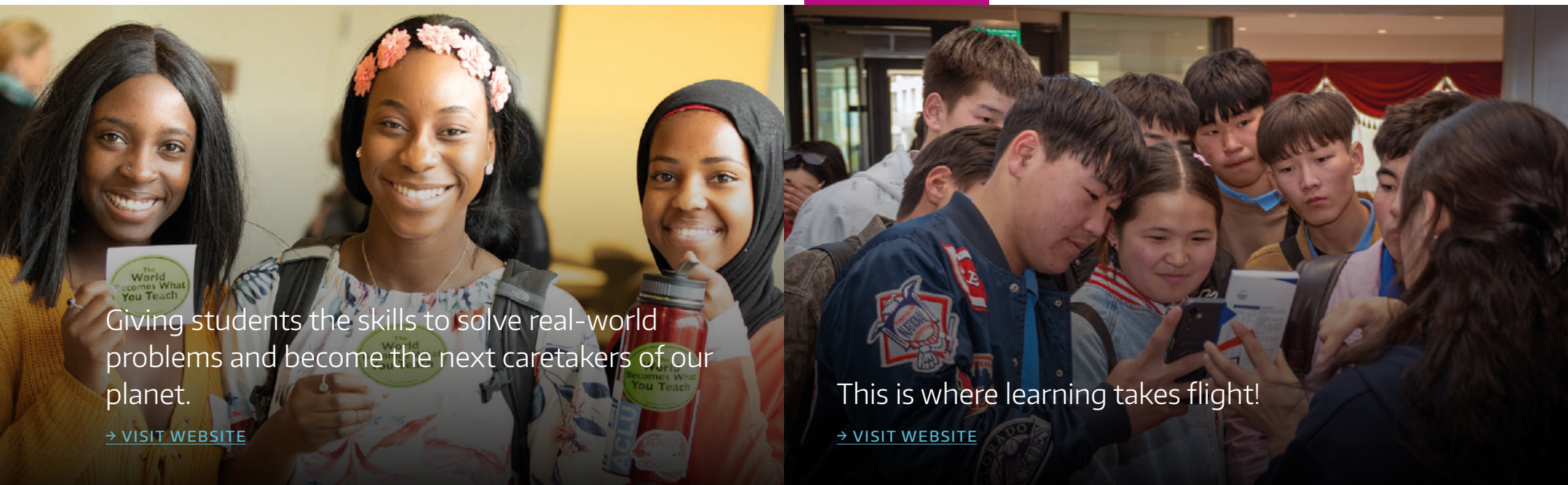
YEAR ESTABLISHED

1M

CHILDREN / USERS

120

COUNTRIES



Giving students the skills to solve real-world problems and become the next caretakers of our planet.

[→ VISIT WEBSITE](#)

This is where learning takes flight!

[→ VISIT WEBSITE](#)

Educating the Solutionary Generation!

United States

At this point in history, knowing how to solve problems in ways that produce systems-based change is fundamental to creating a future that is sustainable, just, and humane. The Solutionary Framework provides teachers with the tools they need to guide students to think systemically, act compassionately, and address global challenges at a local level. The framework provides students with agency, optimism, and skills to build a better future.

2021

YEAR ESTABLISHED

500K

CHILDREN / USERS

28

COUNTRIES

EduFalcons

Mongolia

EduFalcons, endorsed by the President of Mongolia, provides open source educational contents ranging from interactive lessons to podcasts for students, teachers and parents. Through these contents, that are accessible in every corner of Mongolia, contribute to equality in educational access and opportunity, aiming to bridge gaps and foster inclusivity.

2022

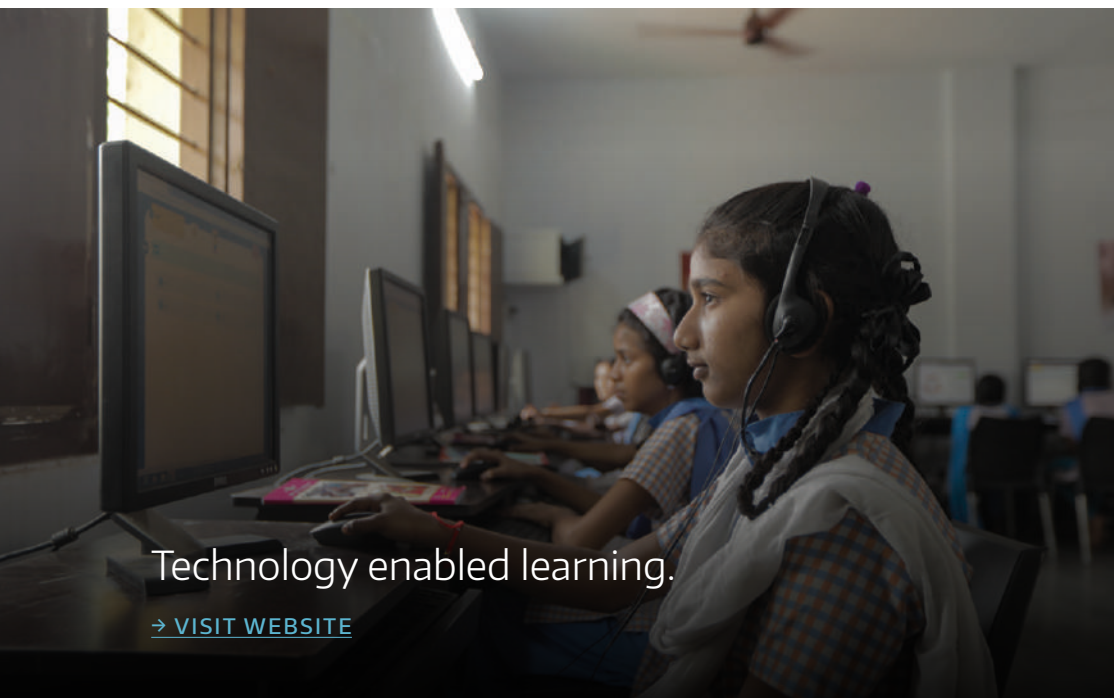
YEAR ESTABLISHED

12.5K

CHILDREN / USERS

1

COUNTRY



Technology enabled learning.

[→ VISIT WEBSITE](#)



Improving wellbeing in rural Ethiopian schools for learners and teachers.

[→ VISIT WEBSITE](#)

Ei Mindspark

India

Despite high school enrolment in India, many students do not learn effectively and fall behind their grade level. Research suggests computer-assisted learning can help. Ei Mindspark, a personalised adaptive learning tool, caters to students' individual learning needs by grasping misconceptions and making differentiated paths. It enables Teaching at Right Level, with students learning at their own pace.

2007

YEAR ESTABLISHED

500K

CHILDREN / USERS

5

COUNTRIES

Embedding wellbeing in Ethiopian schools

Ethiopia

Women and girls in rural Ethiopia face multiple barriers to reaching their potential. The link uses two approaches: train female teachers to deliver Social Emotional Learning (SEL) via Girls' Clubs to improve resilience and confidence for vulnerable girls, and themselves; and embed SEL approaches in all teacher and leader training so that wellbeing is at the core of all teaching and learning practices.

2017

YEAR ESTABLISHED

63K

CHILDREN / USERS

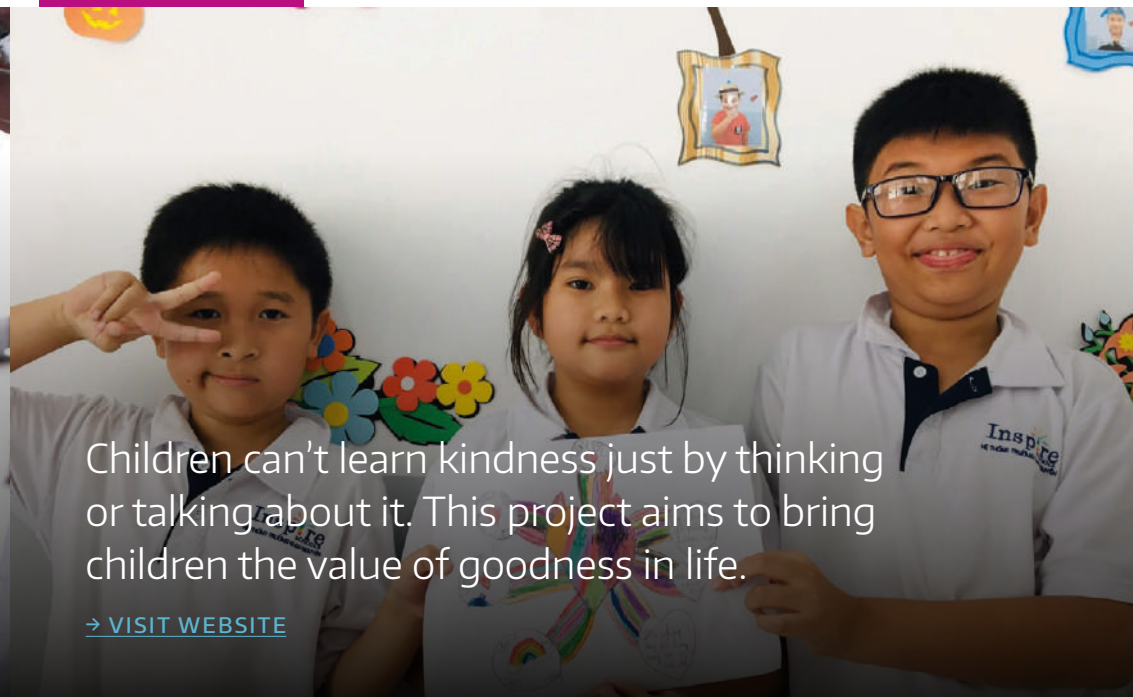
3

COUNTRIES



Design Innovation Ideas for Education.

[→ VISIT WEBSITE](#)



Children can't learn kindness just by thinking or talking about it. This project aims to bring children the value of goodness in life.

[→ VISIT WEBSITE](#)

Engidea

Venezuela

We are the 1st Makerspace in Venezuela, whose purpose is to teach all people through STEAM or MAKER education, allowing them to carry out their ideas through the creation of project-based technology.

2016

YEAR ESTABLISHED

5.5K

CHILDREN / USERS

1

COUNTRY

Everyday Kindness

Vietnam

School violence has been occurring more and more frequently. Students fighting each other is a pretty normal story every day. Students and parents attacking teachers is heartbreaking. How can we address violence around schools? Kindness is the answer. Children as well as teens can not learn kindness just by thinking or talking about it. They must understand and practise it.

2017

YEAR ESTABLISHED

27K

CHILDREN / USERS

23

COUNTRIES



• A Visual Language to See the Real World.

→ [VISIT WEBSITE](#)



Learning and growing through a School Nutrition Garden.

→ [VISIT WEBSITE](#)

EYEHYAH!

Singapore

EYEHYAH! creates visual conversations around social issues, developing social emotional learning, critical and creative thinking. We design pop-up exhibitions that tour schools, supported by classroom based discussions around hot topics such as internet safety, sustainability and mental health.

2017

YEAR ESTABLISHED

100K

CHILDREN / USERS

6

COUNTRIES

Farmpreneur

India

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

2012

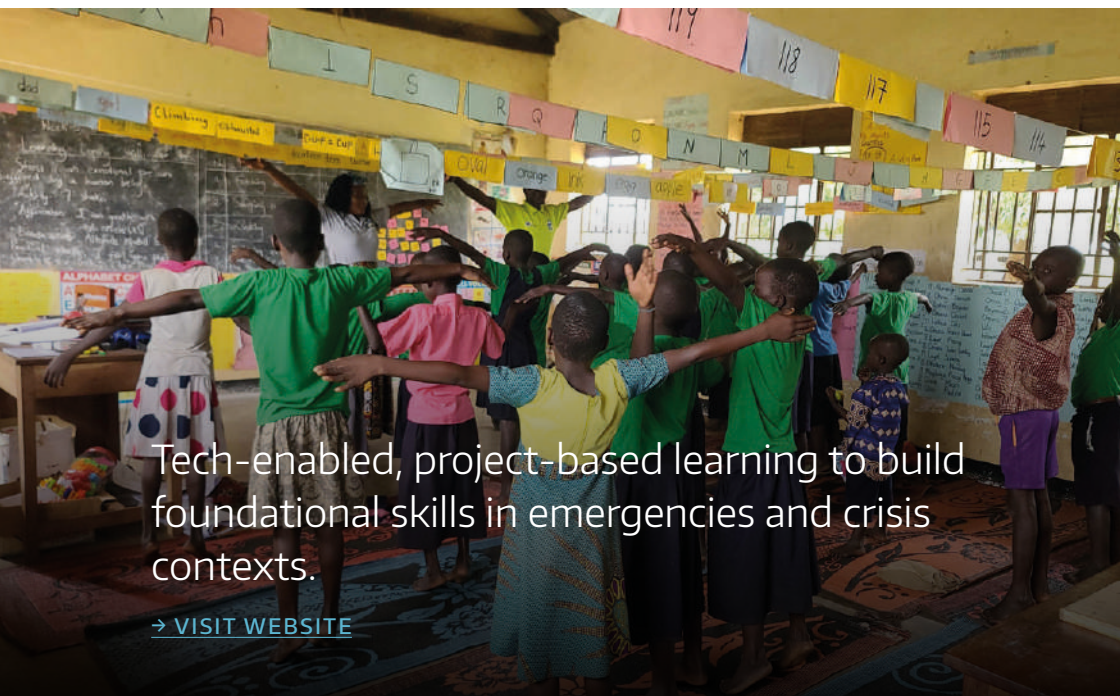
YEAR ESTABLISHED

90K

CHILDREN / USERS

1

COUNTRY



Tech-enabled, project-based learning to build foundational skills in emergencies and crisis contexts.

[→ VISIT WEBSITE](#)

Flying Colors

Uganda

One third of the world cannot access the Internet, and for learners in these areas, there are also fewer opportunities to benefit from project-based learning approaches. Technology can be a strong enabler. Flying Colors leverages technology to implement project-based learning to build skills and knowledge acquisition facilitated through real-life experiences, all in low-resource environments.

2022

YEAR ESTABLISHED

1.4K

CHILDREN / USERS

1

COUNTRY



Empowering Teachers to Shape the Future.

[→ VISIT WEBSITE](#)

From Educator to Edupreneur

Malaysia

This program addresses educator burnout and limited career growth by transforming teachers into edupreneurs through work-based competency training. It equips educators with entrepreneurial skills to create and implement their own educational ventures, reigniting their passion and fostering innovation. Empowered as change-makers, teachers boost job satisfaction and drive educational improvements.

2005

YEAR ESTABLISHED

100K

CHILDREN / USERS

1

COUNTRY



Quality Education for All.

→ VISIT WEBSITE



Communication, Knowledge and Healthy Relationships are Key to Shifting the Culture of GBV.

→ VISIT WEBSITE

Giddy2School Education Initiative

Nigeria

Nigeria currently has 20.6 million children out of school—one of the highest numbers in the world—an endemic situation we are committed to addressing by using quality education to empower communities and reduce the illiteracy rate. We have three thematic solution approaches and the overall aim is to reduce the out-of-school index in Africa, empower youth leadership, and overall sustainable development.

2021

YEAR ESTABLISHED

6.9K

CHILDREN / USERS

2

COUNTRIES

Girl Boy Empowerment and Parent Programs

Kenya

The Girl/Boy Empowerment and Parent programs were created in response to a spike in teen pregnancies and gender-based violence during the pandemic. As a result, through consultation with community stakeholders, Kenya Connect developed a three-tiered approach with a year-long Girl/Boy Empowerment Program for students, a four week workshop for parents and a community wide advocacy program.

2021

YEAR ESTABLISHED

5K

CHILDREN / USERS

1

COUNTRY



Building a movement of grassroots Girl Leaders across rural communities of India.

[→ VISIT WEBSITE](#)

Girl Icon Program

India

Milaan launched the Girl Icon program in 2015 to address gender inequality in poor parts of India. It is an 18-month leadership program that teaches adolescent girls life skills, creating pathways for them to complete secondary education, delay early marriage, and make informed choices about their health and wellbeing.

2015

YEAR ESTABLISHED

100K

CHILDREN / USERS

1

COUNTRY



Childhood for life - unite, engage and change. Let every child find their superpower.

[→ VISIT WEBSITE](#)

Gleding United – Childhood for Life

Norway

Gleding started as a word opposite of bullying. Instead of focusing on what we do not want - Gleding gives a mindset, tools, books and digital content to build a strong community from the beginning of life. We are especially passionate about bringing parents, professionals, caretakers and children together around a shared platform to develop empathy, shared focus and human skills.

2016

YEAR ESTABLISHED

87K

CHILDREN / USERS

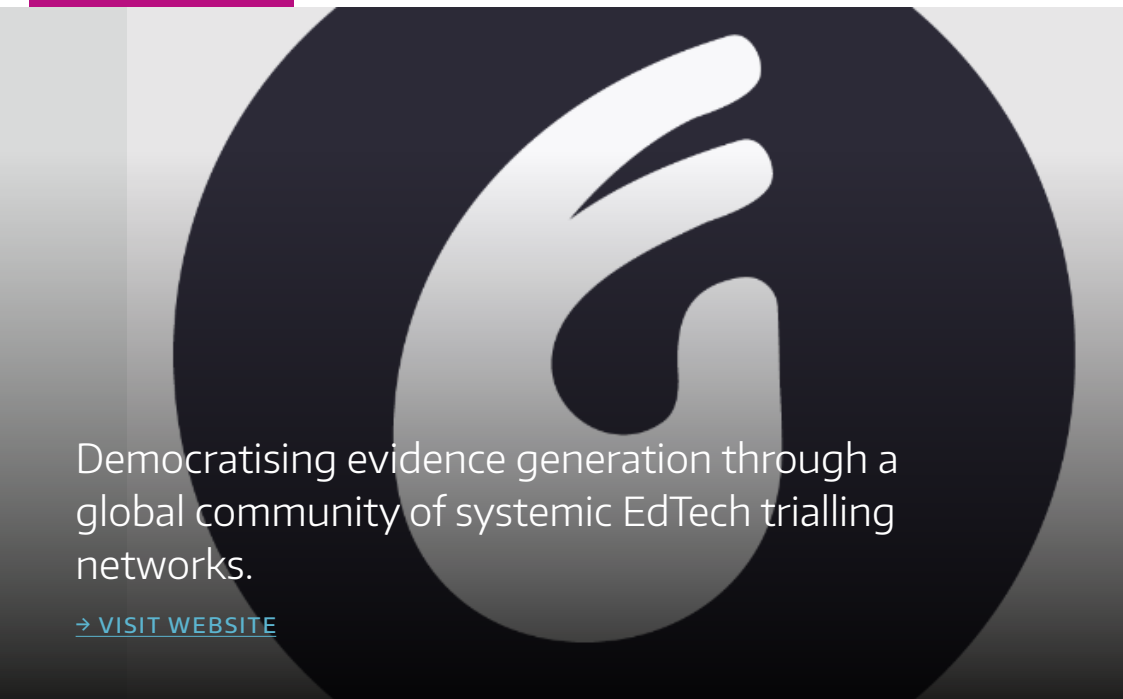
2

COUNTRIES



Coming together to show how individual actions can greatly impact our own and our Earth's well-being.

[→ VISIT WEBSITE](#)



Democratising evidence generation through a global community of systemic EdTech trialling networks.

[→ VISIT WEBSITE](#)

Global Action Days

Portugal

The annual Global Action Days campaign is a rallying cry for environmental change-makers worldwide. With a focus on sustainability and community empowerment, we are igniting a global movement to shape a better tomorrow for all. From tackling climate change to ecosystem restoration, each year hundreds of thousands of participants take action together, to build a brighter, more sustainable world.

2014

YEAR ESTABLISHED

400K

CHILDREN / USERS

114

COUNTRIES

Global EdTech Testbed Network

United Kingdom

A global saturation of EdTech solutions challenges teachers, schools, entrepreneurs, and researchers in choosing, designing, and generating accessible evidence on effective EdTech. The Global EdTech Testbed Network offers a community to trial EdTech in authentic contexts and provide access to resources and networks to improve EdTech, driving improved educational outcomes for all K-12 learners.

2022

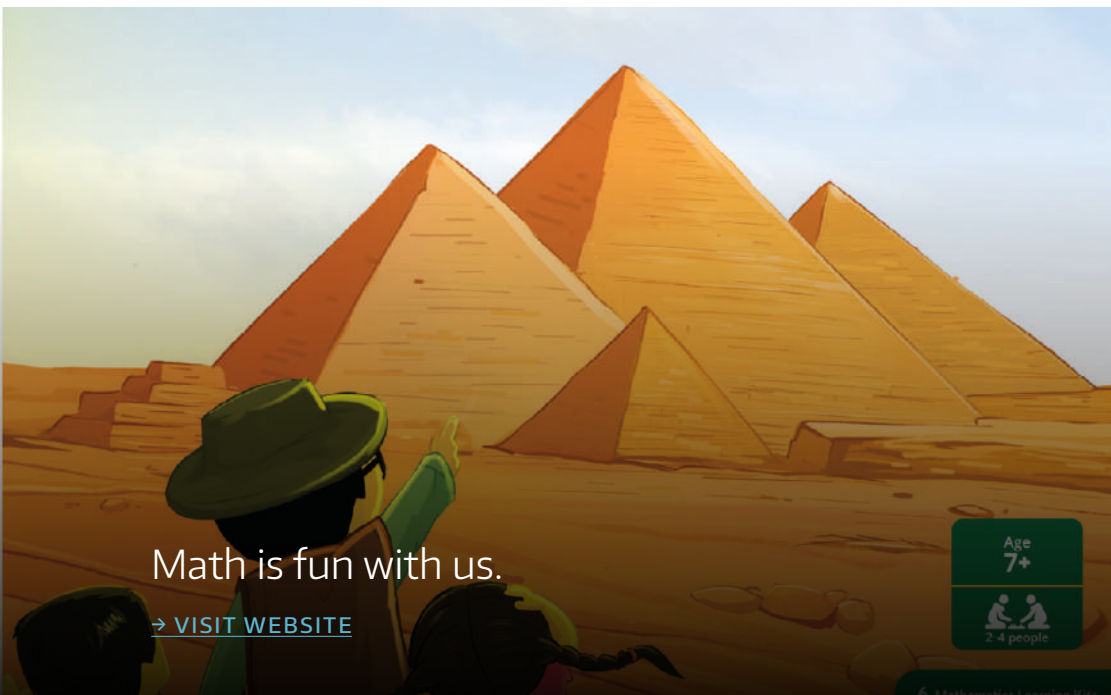
YEAR ESTABLISHED

100K

CHILDREN / USERS

10

COUNTRIES



Math is fun with us.

[→ VISIT WEBSITE](#)

Age
7+

2-4 people

Mathematics Learning Kits



The Literacy Game Made by Scientists.

[→ VISIT WEBSITE](#)

Goniter Jhuli by Banglar Math

Bangladesh

Goniter Jhuli (MathPack) by Banglar Math is a series of gamified, curriculum-focused mathematics teaching-learning kit boxes, available both physically and digitally, designed to help students learn math with fun. The incorporation of gamification into mathematics learning for students from class 3 to class 8, with localization, is an innovative approach to classroom teaching and learning, addressing the significant problem of lecture-based instruction in schools.

2021

YEAR ESTABLISHED

1K

CHILDREN / USERS

1

COUNTRY

GraphoGame

Finland

GraphoGame is an evidence-based learning app and methodology designed to teach literacy in 14 languages. It features a teacher platform with predictive data models enabling early interventions, ensuring children learn to read. GraphoGame, the 2023 UNESCO King Sejong Literacy prize-winner and recent ICEIE Efficacy certificate recipient, is a market leader in France, Finland, Brazil, and Norway with over 7 million downloads.

2018

YEAR ESTABLISHED

7M

CHILDREN / USERS

39

COUNTRIES



Empowering Youth Through Positive MindSKILLZ.

[→ VISIT WEBSITE](#)

Grassroot Soccer: MindSKILLZ

United Kingdom

MindSKILLZ is a sport-based mental health program that uses a positive approach to address sensitive topics such as substance misuse, emotional regulation, and depression. Through community-based programs, GRS reinforces positive coping skills and engages young people in conversations about mental health, breaking the stigma associated with seeking help.

2002

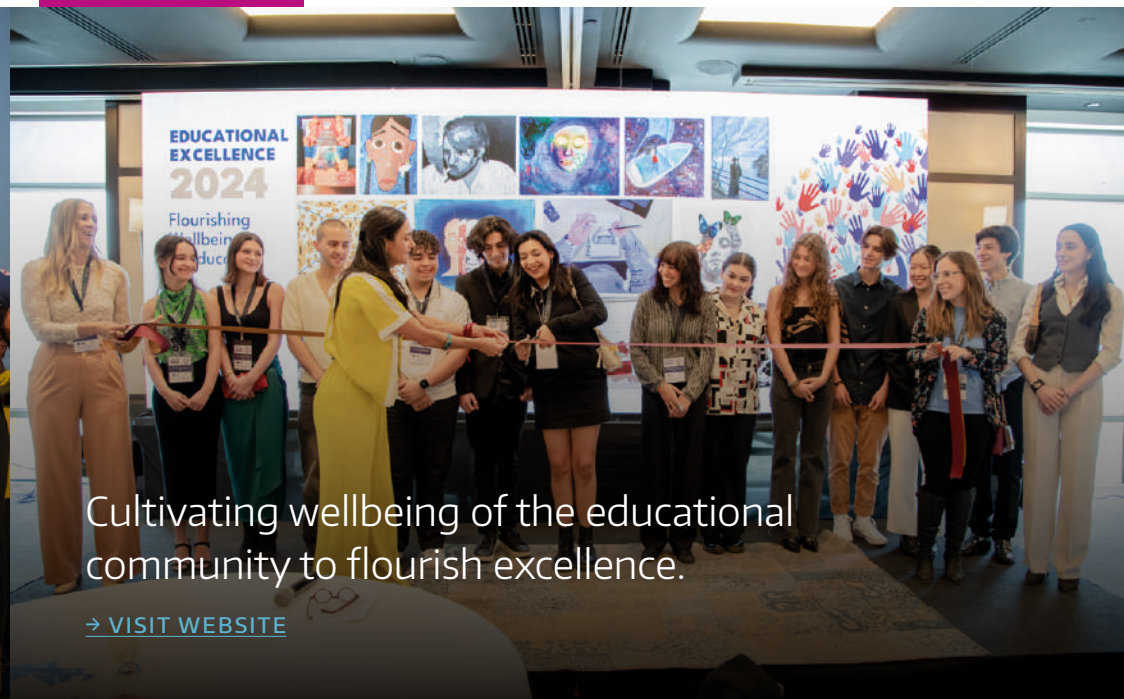
YEAR ESTABLISHED

10K

CHILDREN / USERS

6

COUNTRIES



Cultivating wellbeing of the educational community to flourish excellence.

[→ VISIT WEBSITE](#)

Great Place to Study

Mexico

Great Place to Study addresses the critical need for wellbeing (WB) in education as identified by leading global organisations as OECD, WHO, WEF, UN, etc. Our innovation is a process that measures the school WB with the School Flourishing Index (SFI), provides a detailed report with data driven action plan personalised to each community for driving annual sustainable change nurturing a WB culture.

2021

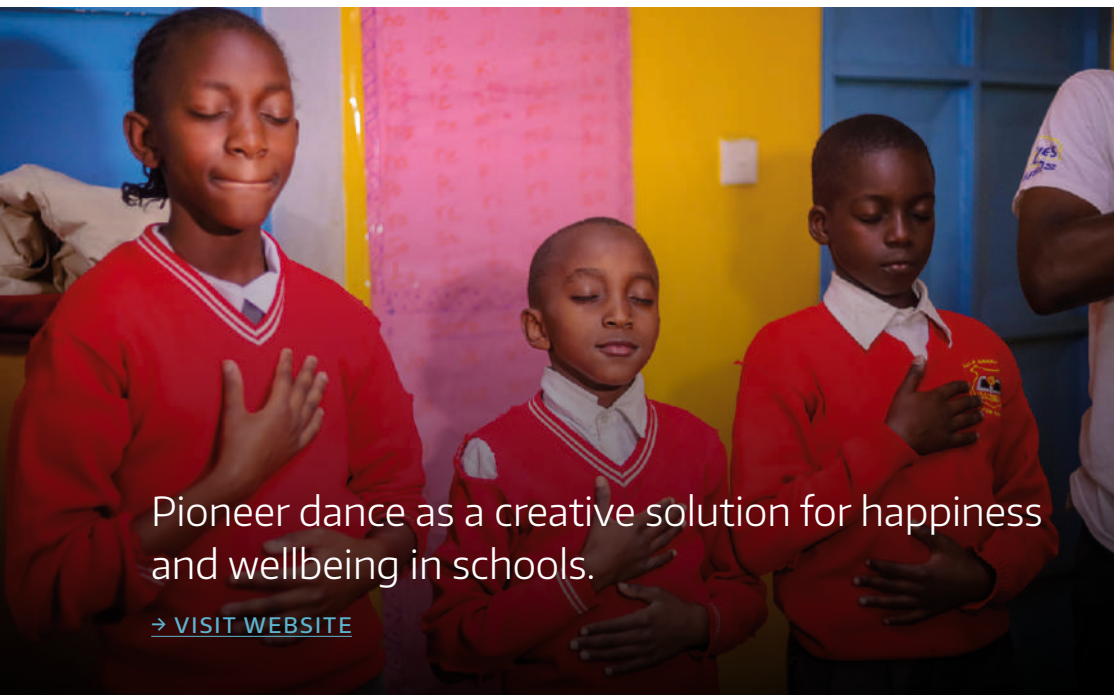
YEAR ESTABLISHED

500K

CHILDREN / USERS

9

COUNTRIES



Pioneer dance as a creative solution for happiness and wellbeing in schools.

[→ VISIT WEBSITE](#)

Happy Schools

Kenya

ChezaCheza pioneers dance as a creative solution in schools across Kenya's underserved areas by blending dance movement therapy, SEL, and mindfulness. We identify and train local dancers to facilitate dance sessions for children in schools, alleviating mental health issues, strengthening self-esteem, and fortifying life skills necessary to build resilient communities.

2018

YEAR ESTABLISHED

1.5K

CHILDREN / USERS

1

COUNTRY



HoloTracker

You can't support what you don't observe.

[→ VISIT WEBSITE](#)

HoloTracker

Singapore

HoloTracker drives connection and visibility of learners' social emotional growth and development. By empowering the capture, synthesis and communication of observational data, it enables educators to make learning explicit, adaptive and joyful. They are better positioned to mentor individual learners' character development, personalise teaching strategies, and support social-emotional wellbeing.

2019

YEAR ESTABLISHED

30K

CHILDREN / USERS

8

COUNTRIES



I'm not ashamed to talk about periods in front of boys. Je n'ai pas honte de parler des menstrues en présence des garçons.

[→ VISIT WEBSITE](#)



The No.1 Arabic Language Learning Program.

[→ VISIT WEBSITE](#)

Hygiène en milieu scolaire

Côte d'Ivoire

Our innovation breaks taboos around menstrual health. As a result, girls are able to discuss the subject of menstrual hygiene without shame and use those hygienic practices at school when the need arises. They are also provided sanitary napkins at school.

Notre innovation vient briser les tabous liés à la santé menstruelle. Comme solution, les filles aborderont le sujet de l'hygiène menstruelle sans gêne et pourront pratiquer cette hygiène à l'école en cas de déclenchement de leurs menstrues. Aussi, elles auront la possibilité d'avoir des serviettes hygiéniques à l'école.

2021

YEAR ESTABLISHED

10K

CHILDREN / USERS

1

COUNTRY

I READ ARABIC

Jordan

I Read Arabic is a scientifically proven, cutting edge literacy platform that aims to advance the quality of Arabic language learning, Arabic literacy and instruction for students in K-12. The programs offer levelled, personalised journeys enriched with over 3000 digital resources and tests, aligned with curricula to support learning outcome attainment and support teachers and students inside and outside the classroom.

2015

YEAR ESTABLISHED

450K

CHILDREN / USERS

10

COUNTRIES



Inspire High

Japan

Inspire High is an EdTech program that connects teenagers to the world's most creative minds. Guides from various fields share their passion, projects, challenges and visions in an interactive, participatory session that invites members to share their thoughts and exchange feedback. Our goal is to expand horizons and inspire teenagers to live to their fullest potential.

2020

YEAR ESTABLISHED

50K

CHILDREN / USERS

2

COUNTRIES



Internet Free Education Resource Bank (IFERB)

Qatar

The essence of IFERB is learning from and with the world around you. IFERB provides more than 500 projects, games, and activity-based learning resources that are cost-free, technology-free, interdisciplinary, and student-led. It has led to increased learning outcomes for 6.5 million users in over 14 countries through holistic, accessible, and discovery-based learning in low-resource and crisis settings.

2020

YEAR ESTABLISHED

6.5M

CHILDREN / USERS

13

COUNTRIES



Game-based platform, accelerating education for neurodivergent children.

[→ VISIT WEBSITE](#)

Jade

Brazil

Jade is a game-based platform that accelerates the education of neurodivergent children. The solution has 1,500 games that stimulate cognitively and track cognitive data during gameplay, which is converted to educational prognosis and developmental reports. We also train teachers to use this data for an individualised educational approach based on the needs of each child.

2020

YEAR ESTABLISHED

180K

CHILDREN / USERS

3

COUNTRIES



The free tool for smarter, more productive class discussions.

[→ VISIT WEBSITE](#)

Kialo Edu

Germany

Critical thinking and civil discourse are vital skills for students and society at large, but they can be challenging to teach. Kialo is designed to do just that. Starting from a central thesis, students add pro and con arguments to explore a topic in depth. This free, online discussion platform can also increase participation, boost student confidence, and lighten the teachers' workload.

2019

YEAR ESTABLISHED

950K

CHILDREN / USERS

143

COUNTRIES



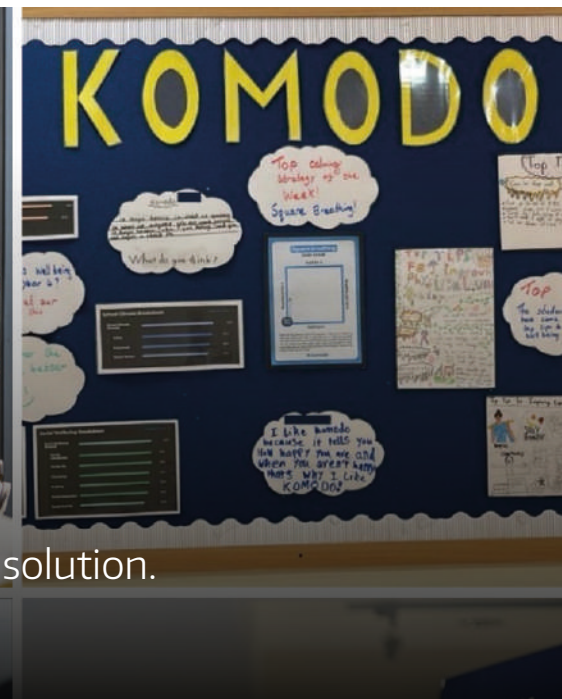
Catalysing contextual innovations in government schools around the world for the whole child.

[→ VISIT WEBSITE](#)



The school-wide wellbeing solution.

[→ VISIT WEBSITE](#)



Kizazi

India

Kizazi enables local leaders to design, implement and codify breakthrough school models. Our creative and collaborative methodology involves students, educators, families and local government officials developing a renewed purpose and philosophy of education that is contextual and responsive to their lived experience, needs and dreams. This guides us to co-create outcomes, curriculum and measurement systems for 'whole child - whole school' transformation. Our multi-year partnerships create enduring shifts in culture, practice and structures in public school systems.

2019

YEAR ESTABLISHED

40K

CHILDREN / USERS

5

COUNTRIES

Komodo Wellbeing

New Zealand

Komodo Wellbeing is an evidence-based software solution that integrates wellbeing measurement, mental health initiatives, social-emotional learning, and mindfulness practices into schools. Our custom-built surveys, intelligent check-in system, and cohort analytics empower students and enable effective interventions. Moving beyond reactive processes to proactive management of student wellbeing.

2018

YEAR ESTABLISHED

100 000

CHILDREN / USERS

22

COUNTRIES



Engage every kid in climate education through a playful, relevant and action-based approach.

[→ VISIT WEBSITE](#)



Democratizing reading to educate in the reading habit in the new school.

[→ VISIT WEBSITE](#)

League for Green Leaders

Hong Kong

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

2021

YEAR ESTABLISHED

1.4K

CHILDREN / USERS

5

COUNTRIES

Lecturas Arenalinas mobile application

Peru

Lecturas Arenalinas is a mobile app that helps students follow a weekly reading plan, encouraging reading habits and comprehension. It assesses reading speed, comprehension, time, and fluency to effectively improve reading skills. With a virtual environment, it drives student progress in a constant and motivating way, developing their reading ability in a comprehensive and efficient way.

2020

YEAR ESTABLISHED

1K

CHILDREN / USERS

1

COUNTRY



Getting quality early childhood care and education (“ECCE”) to last mile communities.

[→ VISIT WEBSITE](#)



Bringing First Gen Students together.

[→ VISIT WEBSITE](#)

Lively Minds: empowering rural parents as ECD providers

Ghana

The first 5 years of a child’s life are decisive, yet low-income countries struggle to provide quality early childhood services. Our mission is to get quality ECD to children in last-miles communities by empowering parents as ECD providers. We reach 250,000 children per year at a cost of \$14 per child in Ghana and Uganda, and in the next 5 years we will expand to all rural Ghana and a new country.

2008

YEAR ESTABLISHED

250K

CHILDREN / USERS

2

COUNTRIES

Lokopakar

Nepal

Lokopakar is working to equip first generation students with skills and resources so that they get an equal footing while representing themselves and competing in the global market. Lokopakar is gathering never before researched data of first generation students in Nepal, and providing life long skills while also creating a network of first generation students where they can come together and share their experience.

2020

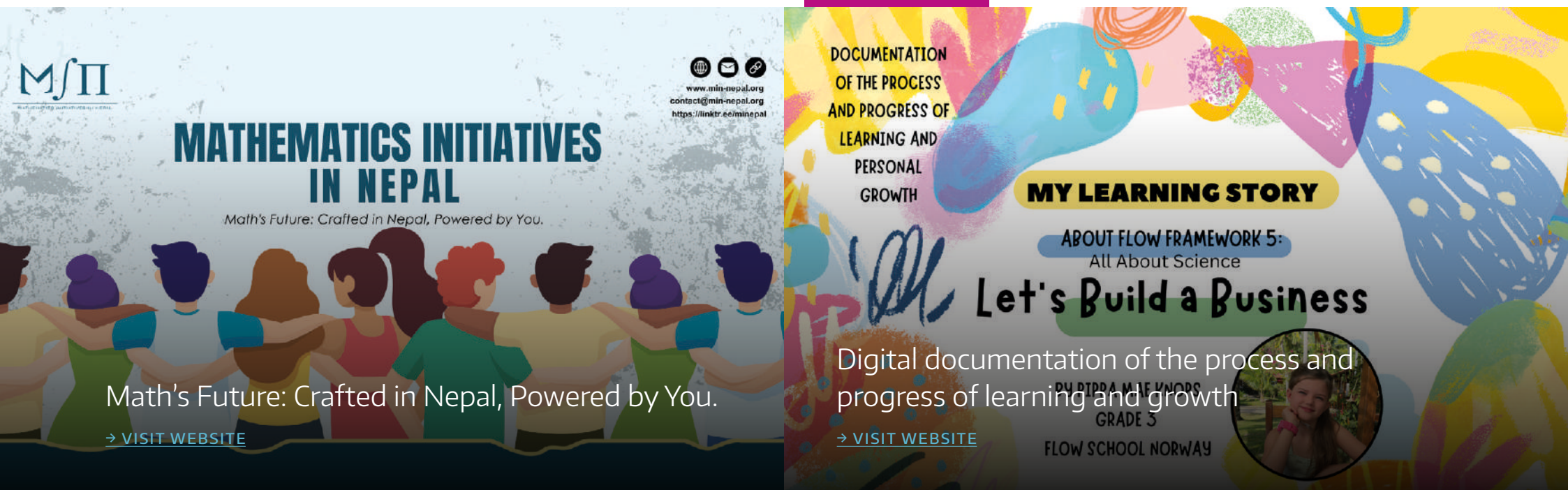
YEAR ESTABLISHED

4.5K

CHILDREN / USERS

2

COUNTRIES



Mathematics Initiatives in Nepal (MIN)

Nepal

Mathematics Initiatives in Nepal(MIN) is transforming math education by making it engaging and accessible for all students. Through innovative programs like Junior Mathematics Olympiad Camps and Olymprep, outside typical coursework, MIN nurtures young talent with a focus on eradicating rote learning and making math fun. By bridging the quality gap between schools, MIN empowers the next generation.

2020

YEAR ESTABLISHED

18K

CHILDREN / USERS

1

COUNTRY

My Learning Story

Netherlands

My Learning Story is a dynamic tool for learners to document evidence of their growth and curiosity. From pre-assessments to reflections, it guides learners through a structured yet flexible journey. Learners organise prior knowledge, explore questions, and showcase milestones—all culminating in a compelling video story of personal growth.

2018

YEAR ESTABLISHED

1K

CHILDREN / USERS

2

COUNTRIES



Naina's Inclusive Duniya

India

Naina's Inclusive Duniya (i.e. World) is a comic series building awareness about intellectual & developmental disabilities (IDDs). The comic illustrates lived experiences of a group of neurodiverse friends and showcases simple, meaningful acts of allyship. As reflective conversations based on the comic, Inclusive Duniya Circles sensitise children and inspire them to become allies for inclusion.

2021

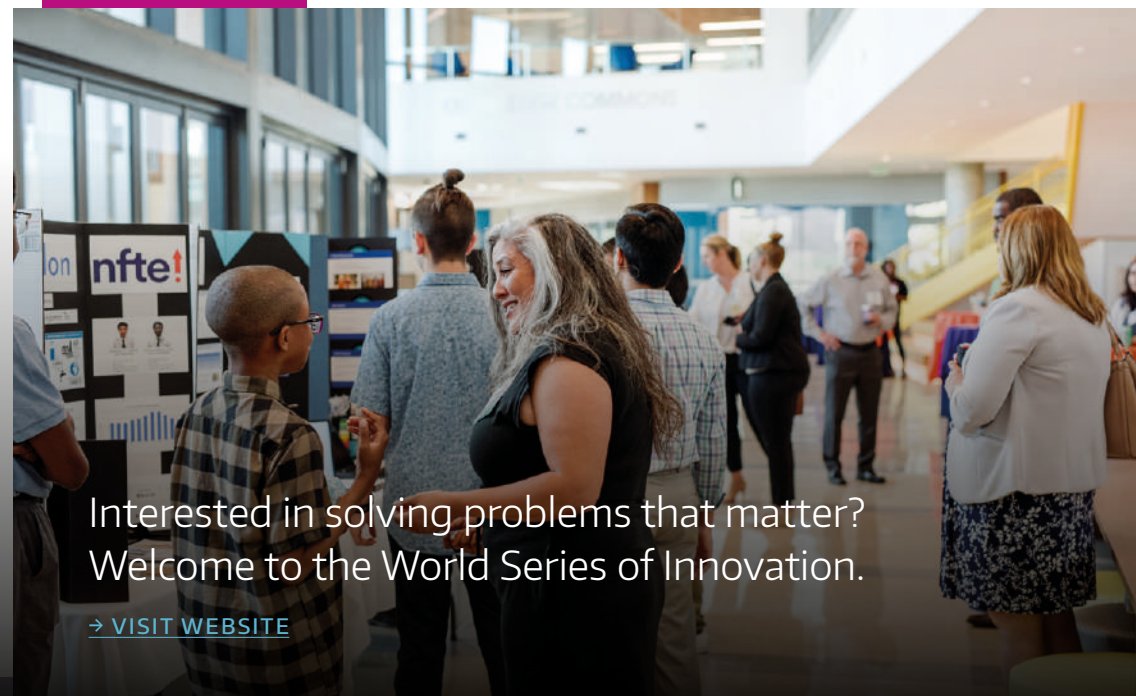
YEAR ESTABLISHED

25K

CHILDREN / USERS

3

COUNTRIES



NFTE World Series of Innovation

United States

NFTE's World Series of Innovation is a project-based, online business idea competition that challenges young people ages 5 to 24 from around the world to create solutions to the U.N. Sustainable Development Goals. Corporate Social Responsibility teams act as sponsors to craft the challenges in collaboration with the NFTE team and then support student implementation by acting as volunteer coaches and judges.

2009

YEAR ESTABLISHED

45K

CHILDREN / USERS

77

COUNTRIES



All children deserve to have good teachers.

[→ VISIT WEBSITE](#)



Lesson Plans from teachers to teachers. A simple, but novel way to transform public education.

[→ VISIT WEBSITE](#)

Nikmati

El Salvador

Nikmati: All children deserve to have good teachers. We offer free, customised professional development for teachers in El Salvador's underserved areas with the use of professional teacher volunteers. By enhancing their skills, we amplify the impact of the quality of education and benefit thousands of students, catalysing positive change in their lives and the region.

2020

YEAR ESTABLISHED

2.6K

CHILDREN / USERS

1

COUNTRY

NovaEscola's Lesson Plans

Brazil

In 2017, the new National Common Core Curriculum (BNCC) was approved, bringing a new way to organise and follow students' learning. We worked to offer the teachers a faster, free, and high quality solution to understand how to apply it in the classroom, by creating over 6,000 lesson plans, developed with the teachers. In 3 years, the plans were being accessed by almost 1M teachers monthly.

2018

YEAR ESTABLISHED

15.7M

CHILDREN / USERS

1

COUNTRY



Getting more children into better schools with social finance.

[→ VISIT WEBSITE](#)

Opportunity International Education Finance

Ghana

Opportunity EduFinance mobilises capital for school owners and parents, and boosts the capacity of school leaders and teachers. To do this, the EduFinance Technical Assistance team works with socially-focused financial institutions to develop, launch and grow sustainable education lending portfolios. We also offer affordable non-state schools a holistic three-year school development program.

2012

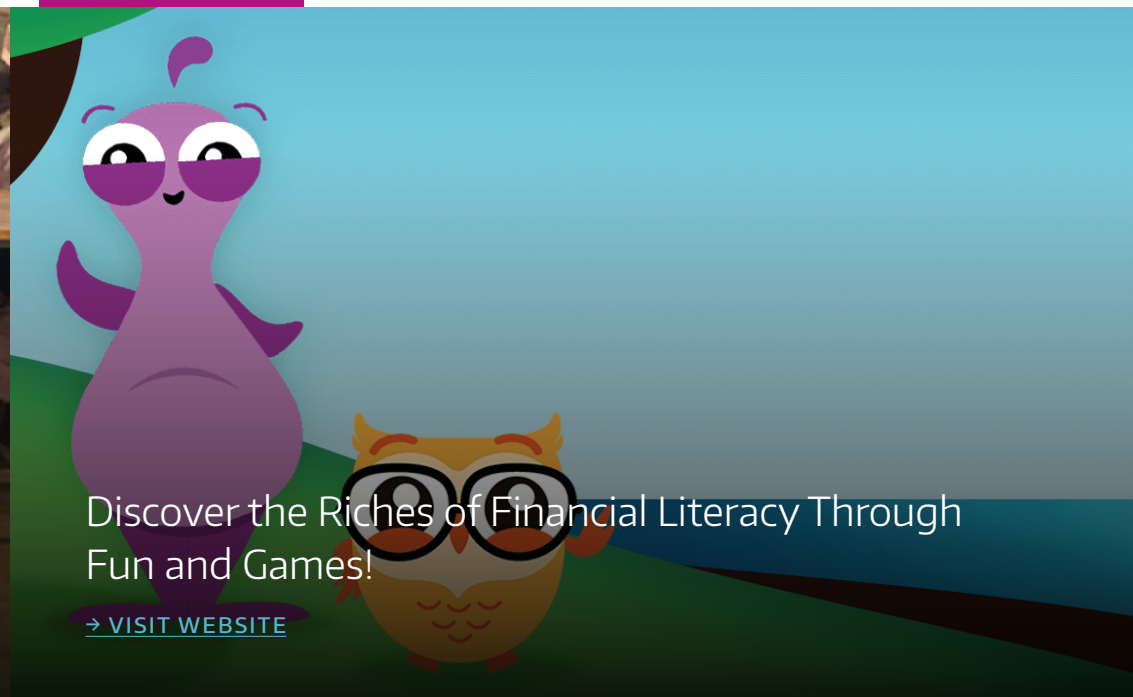
YEAR ESTABLISHED

14.6M

CHILDREN / USERS

32

COUNTRIES



Discover the Riches of Financial Literacy Through Fun and Games!

[→ VISIT WEBSITE](#)

Ouro – Financial Literacy for Kids

Israel

In an unstable financial climate, Zbenko's game redefines financial education for 10-16 year-olds. Empowering financial literacy in students, we merge interactive gameplay with real-life scenarios to foster a strong foundation in money management and decision-making. Experience our unique, engaging game-based approach for a secure financial future.

2022

YEAR ESTABLISHED

10K

CHILDREN / USERS

1

COUNTRY



Happy memories build resilience for children to keep coping, hoping and learning.

[→ VISIT WEBSITE](#)

Partners in Learning (Seekho Sikhao Saathi in Urdu)

Pakistan

Partners in Learning, a programme by Cities for Children, is a unique solution for vulnerable children at risk of dropout, motivating them to enter, stay in, and thrive in school. This participatory programme involves training older children as champions of education, delivering playful early learning sessions for younger children. It is designed to build key socioemotional skills, promote wellbeing and associate learning with joy.

2021

YEAR ESTABLISHED

4.2K

CHILDREN / USERS

2

COUNTRIES



We transform school grounds, so they promote play, outdoor learning and contact with nature.

[→ VISIT WEBSITE](#)

Patio Vivo

Chile

At Patio Vivo, we transform school grounds into Learning Landscapes. For learners to acquire 21st century skills, educational spaces in contact with nature that promote the development of physical, cognitive and socio-emotional capabilities, are required. We visualise the schoolground as a pedagogical tool, to promote the development of socio-emotional skills, such as resilience, dialogue and perseverance, through play. And thus make the spaces more inclusive, improving the well-being of children. These school grounds also encourage outdoor learning and climate resilience in cities, regenerating biodiversity through schools. In 2019, UNICEF highlighted us as one of the 7 innovative initiatives in early childhood in Latin America and the Caribbean.

2014

YEAR ESTABLISHED

53.5K

CHILDREN / USERS

1

COUNTRY



Educate, Elevate, Excel.

[→ VISIT WEBSITE](#)

Protsahan Girl Champions Program

India

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

2010

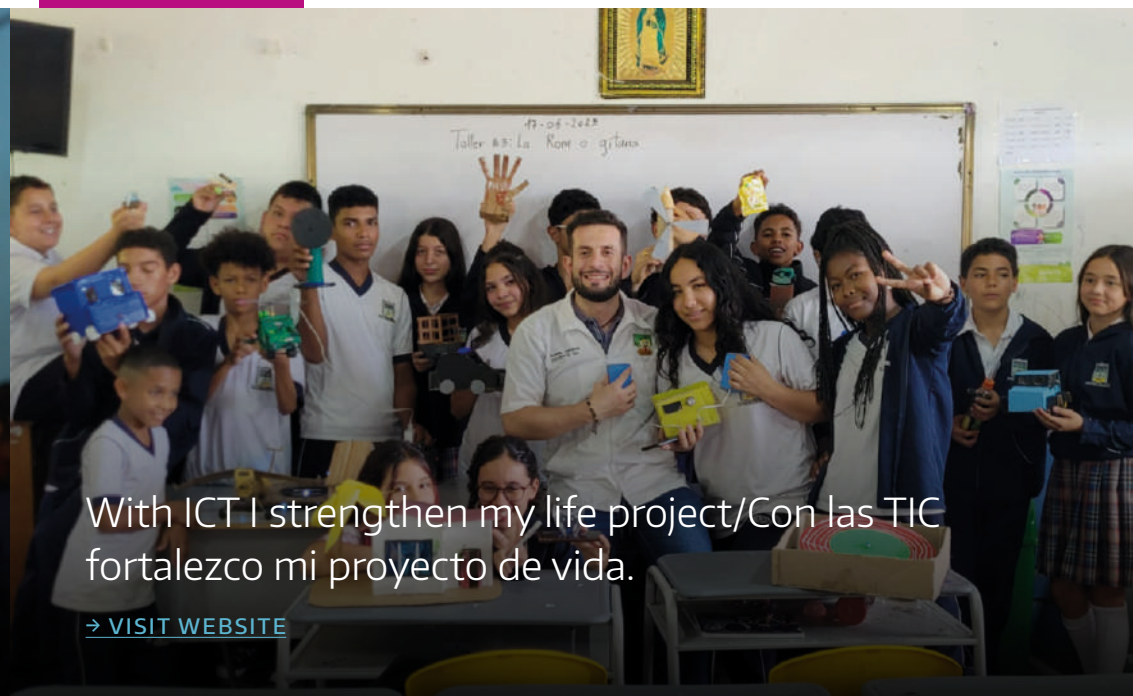
YEAR ESTABLISHED

90K

CHILDREN / USERS

1

COUNTRY



With ICT I strengthen my life project/Con las TIC fortalezcó mi proyecto de vida.

[→ VISIT WEBSITE](#)

PROYECTIVIDA

Colombia

PROYECTIVIDA is a significant experience that seeks to strengthen the life project of students from the Area of Technology and Computing and ICT in general, as well as the STEAM Methodology and innovation that so that Students can leave school with a life plan according to their tastes and aptitudes.

PROYECTIVIDA es una experiencia significativa que busca fortalecer el proyecto de vida de los estudiantes a partir del Área de Tecnología e Informática y las TIC en general, así como la Metodología STEAM y la innovación que para que los estudiantes puedan salir del colegio con un plan de vida acorde a sus gustos y aptitudes.

2017

YEAR ESTABLISHED

1.7K

CHILDREN / USERS

1

COUNTRY



'Where there is a Wall there is a Way' and '\$1 can change 100 lives'.

[→ VISIT WEBSITE](#)



Read Smart Cinyanja: A Mouth-Chart Phonics Program to Teach Early Literacy.

[→ VISIT WEBSITE](#)

Raster Master 3G Learning Model

India

The '3G learning model,' (\$1 changes 100 lives), educates first-generation learners who in turn educate their parents and grandparents. It breaks the cycle of illiteracy and poverty, bridges learning gaps, promoting gender equality, empowers women and fosters holistic development. It addresses education of underprivileged children and marginalised communities, fosters new gen skills and sustainable development, transforming walls into blackboards and roads into classrooms.

2010

YEAR ESTABLISHED

12K

CHILDREN / USERS

2

COUNTRIES

Read Smart Cinyanja

Zambia

Read Smart is an innovative project to improve early literacy outcomes based on the use of phonetic charts, illustrating the mouth positions associated with each sound. External literacy assessment data from a USAID-funded Let's Read Zambia project showed that after two years, the proportion of our third grade students below minimum literacy standards was 3% compared to 30% nationwide.

2021

YEAR ESTABLISHED

1K

CHILDREN / USERS

1

COUNTRY



RealLives Simulation brings global stats to life, depicting the experiences and challenges of people.

[→ VISIT WEBSITE](#)

RealLives Simulation Game

United States

RL immerses players in global life scenarios using authentic data to foster empathy and understanding. This game equips players with future-ready skills by educating them on diverse human experiences and global challenges, aligned with the Sustainable Development Goals (SDGs). It encourages global citizenship by allowing players to experience and understand the realities faced by people and families.

2005

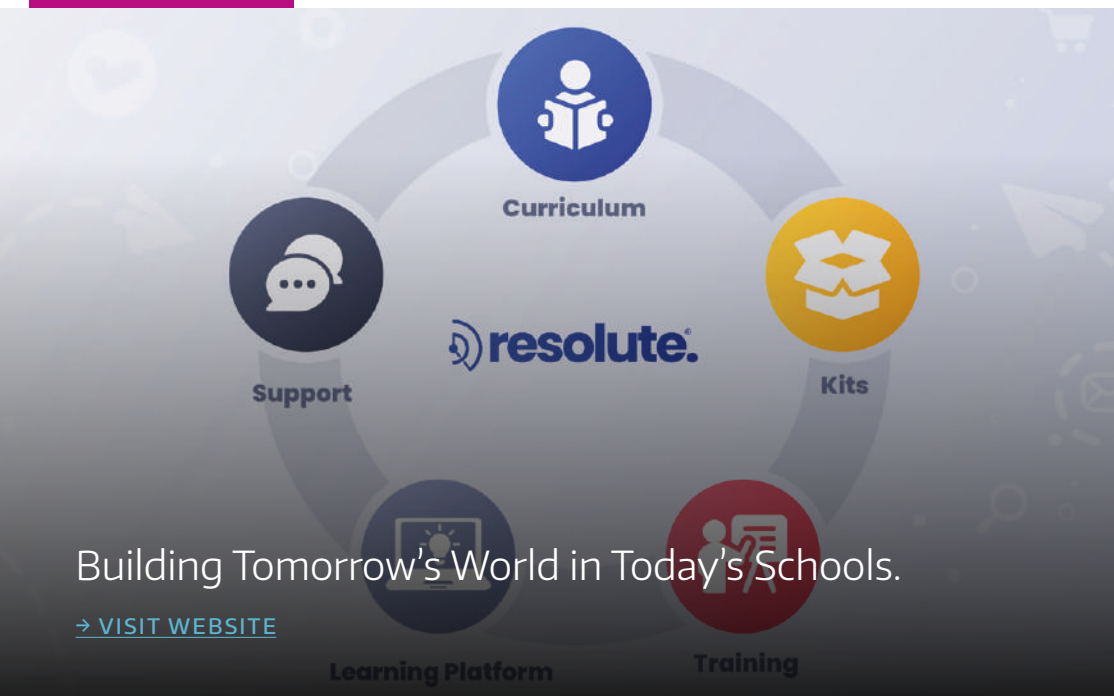
YEAR ESTABLISHED

1M

CHILDREN / USERS

8

COUNTRIES



Building Tomorrow's World in Today's Schools.

[→ VISIT WEBSITE](#)

Resolute Education

South Africa

In an era where technology is redefining human potential, education systems are failing to equip our youth with crucial skills for the future, such as resilience, creativity, and problem-solving. We equip educational institutions to prepare young minds for an unpredictable future through future-focused subjects like Coding and Robotics.

2018

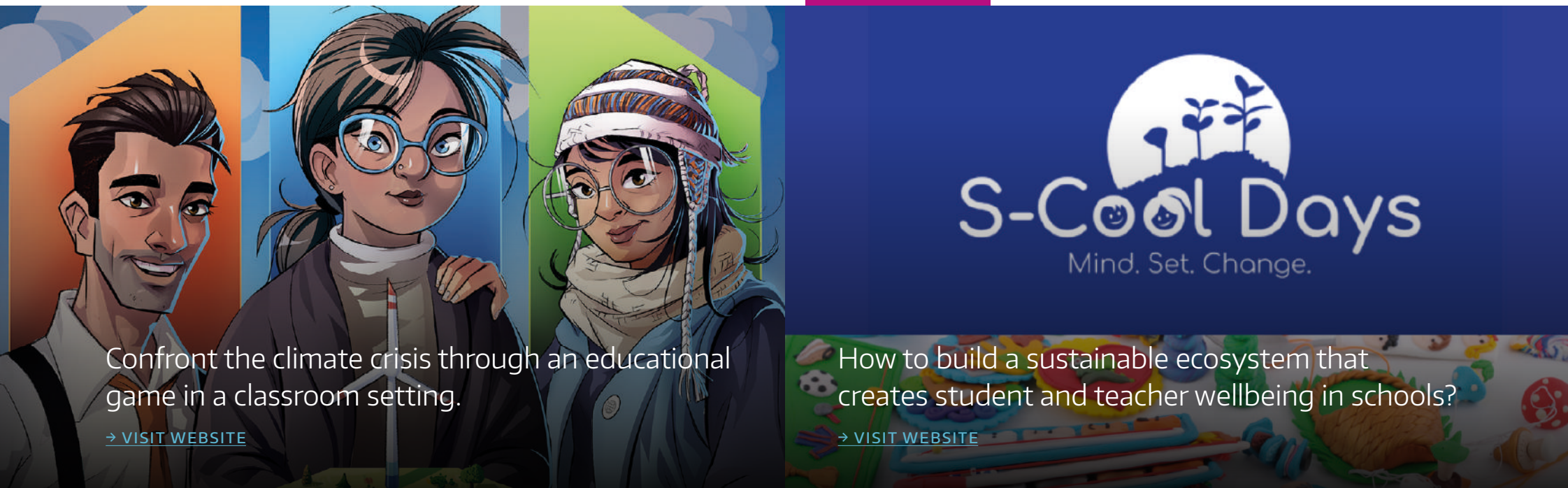
YEAR ESTABLISHED

150K

CHILDREN / USERS

10

COUNTRIES



Rising Tide

Austria

Global warming persists amidst a lack of awareness and engaging educational materials. Existing resources fail to captivate, leaving a gap in understanding and action on climate change. Through playing Rising Tide in three groups, the students learn about the short- and long-term consequences of climate change in just one to two class periods, with minimal preparation for teachers necessary.

2020

YEAR ESTABLISHED

10K

CHILDREN / USERS

2

COUNTRIES

S-Cool Days – wellbeing at school

Hungary

The tangible, colourful tools of the S-Cool Days program make hidden, yet present emotions visible and literally tangible for kids and educators as well. Using them regularly in the classroom creates an ecosystem where supportive behaviour and student wellbeing become the new norm. Behavioural problems almost completely disappear. The remaining become easily manageable for both children and teachers.

2016

YEAR ESTABLISHED

5K

CHILDREN / USERS

6

COUNTRIES



School the World Tackling Learning Poverty with Playful Small Group Tutoring in Central America.

→ [VISIT WEBSITE](#)



Unleashing the power of play in classrooms to develop the whole child.

→ [VISIT WEBSITE](#)

School the World's Accelerated Learning Recovery Program

Guatemala

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

2022

YEAR ESTABLISHED

7.9K

CHILDREN / USERS

3

COUNTRIES

Seenaryo

Lebanon

The Seenaryo Playkit is a phone app and training which allows teachers of 3 - 8 year-olds to deliver their curriculum through play. It contains hundreds of games, songs and stories, all linked to curriculum topics. Originally developed for Syrian refugee settings, the Playkit has reached 4293 teachers and 97,454 children in Lebanon and Jordan, with funds to expand to Palestine this summer.

2017

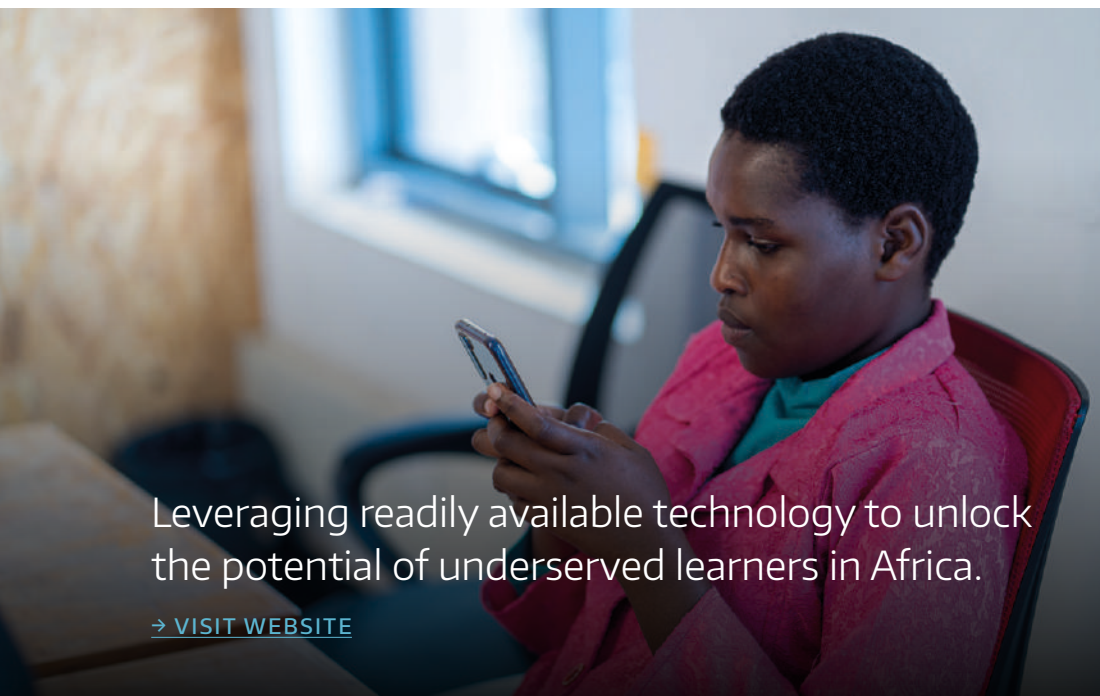
YEAR ESTABLISHED

97.5K

CHILDREN / USERS

3

COUNTRIES



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

[→ VISIT WEBSITE](#)

Shupavu291 SMS e-learning platform

Kenya

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

2011

YEAR ESTABLISHED

1.22M

CHILDREN / USERS

3

COUNTRIES



No. 1 Omni Learning Platform.

[→ VISIT WEBSITE](#)

Skoll EdTech

Indonesia

Skolla EdTech is a leading educational technology company partnering with the Indonesian government to revolutionise learning. We offer comprehensive learning solutions, hard, soft, and life skills development for students, teachers, and parents. Powered by advanced technologies like AI, VR, and blockchain, our Omni Learning System delivers an integrated online and offline learning experience.

2020

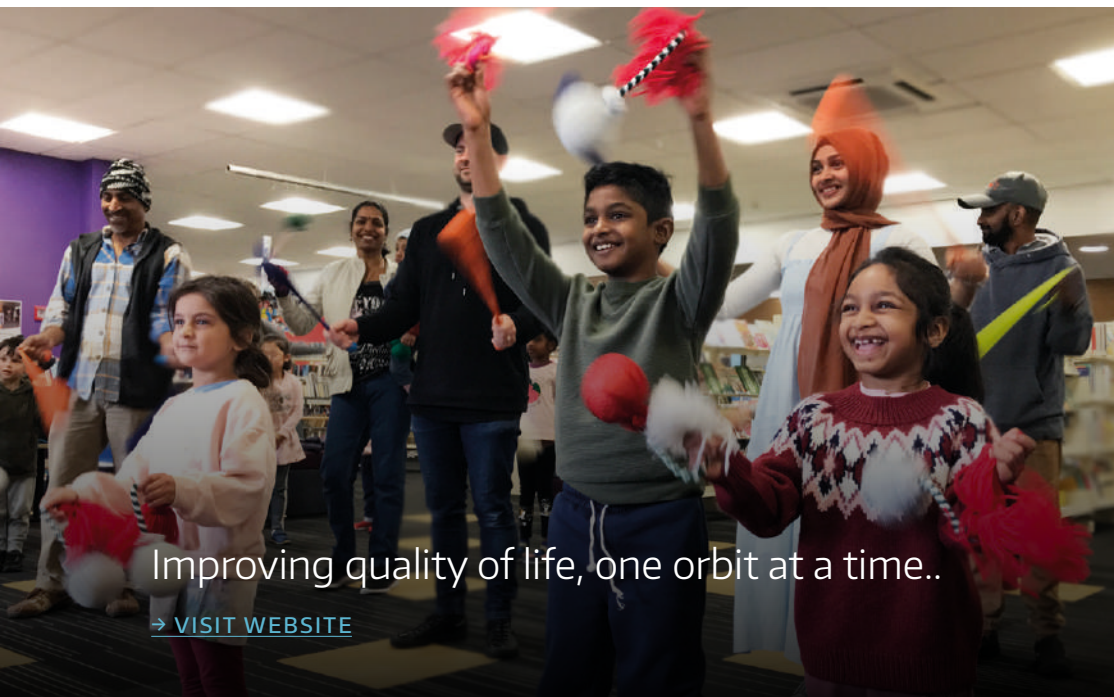
YEAR ESTABLISHED

349K

CHILDREN / USERS

9

COUNTRIES



Improving quality of life, one orbit at a time..

→ [VISIT WEBSITE](#)

SpinPoi

New Zealand

SpinPoi is dedicated to improving health and wellbeing through an indigenous art called poi, a ball on a cord that is swung in circular patterns around your body. SpinPoi is fun, affordable, accessible, and scientifically proven to be good for your brain and body.

2018

YEAR ESTABLISHED

10K

CHILDREN / USERS

15

COUNTRY

Shaping minds, cultures, and generations.

Empowering the Next Generation of Storytellers.

→ [VISIT WEBSITE](#)

Story Arts

United States

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

2021

YEAR ESTABLISHED

25K

CHILDREN / USERS

9

COUNTRIES



Empowering Students, Strengthening Democracy.

[→ VISIT WEBSITE](#)

Student Vote Colombia | Voto Estudiantil

Canada

Imagine a classroom where elections are not just events in textbooks, but dynamic experiences shaping future citizens. That is the power of Voto Estudiantil. We are revolutionising civic education by turning real-world political events into immersive learning opportunities. In our program, students engage in democracy, learning firsthand about elections, politics, and civic responsibilities.

2018

YEAR ESTABLISHED

567K

CHILDREN / USERS

3

COUNTRIES



Tai leverages the power of storytelling and digital technology to achieve inclusive education.

[→ VISIT WEBSITE](#)

Storytelling and Digital Technology for Inclusive Education

Tanzania

In Tanzania, where just 2% attain tertiary education, our content—animations, comics, and radio stories—promotes behaviour change to bridge education gaps. Tai engages communities, providing relatable digital/print content. Through community dialogues, we empower youth, fostering positive change & challenging norms. By striving for community-led solutions, we contribute to reshaping our future. Our areas of focus are health and wellness, digital literacy, terrablue, and inclusive society.

2013

YEAR ESTABLISHED

51K

CHILDREN / USERS

2

COUNTRIES



Social-emotional preschool education: raising a generation of courageous and empathic individuals.

[→ VISIT WEBSITE](#)

Systemic Approach: Mindful Minutes in Early Childhood Education

Lithuania

We stand at the forefront of social-emotional development in early childhood. By implementing our unique curriculum in practice for 14 years, we trace its effectiveness: our students know how to navigate their emotional world, set clear boundaries, and communicate confidently and effectively. It lays foundations for better academic performance and fosters harmonious living within society.

2013


YEAR ESTABLISHED

6K

CHILDREN / USERS

1

COUNTRY



Because one B!G Idea can change our world!.

[→ VISIT WEBSITE](#)

The B!G Idea

Ireland

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

2020

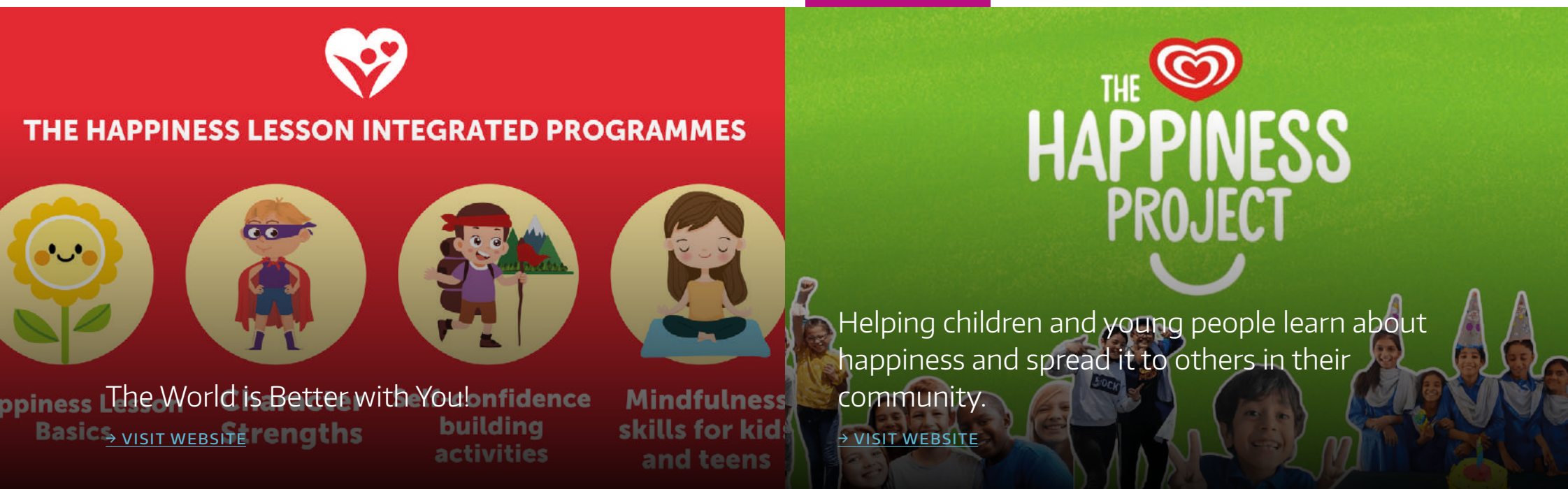
YEAR ESTABLISHED

10K

CHILDREN / USERS

2

COUNTRIES



The Happiness Lesson Integrated Programmes

Hungary

The Happiness Lessons introduce mental health and positive psychology, especially strategies for increasing the subjective wellbeing in school education through teacher training and a strategically developed 10-month annual programme. More than 7500 educators and over 1500 institutions have incorporated the Happiness Lessons into their work engaging over 150,000 children and teens between 3 and 20 years olds.

2014

YEAR ESTABLISHED

150K

CHILDREN / USERS

8

COUNTRIES

The Happiness Project

Pakistan

The Happiness Project (THP) is a social and emotional learning programme designed to help children (aged 6-14) to understand their emotions and develop strong social connections with others. The programme is made up of five different learning modules, focused on connections, kindness, gratitude, creativity and movement. THP is delivered in partnership with Wall's Ice Cream and Project Everyone.

2021

YEAR ESTABLISHED

250K

CHILDREN / USERS

8

COUNTRIES



The Inspired Teaching Approach

United States

With the Inspired Teaching Approach, teachers take on the role of Instigators of Thought, rather than merely “deliverers of information.” Through our improvisation-based professional development, they learn to center their instruction on our 4 I’s and 5 Core Elements, creating classrooms where students are authentically engaged, joyfully motivated, and active participants in their learning.

1995

YEAR ESTABLISHED

1.25M

CHILDREN / USERS

32

COUNTRIES

The Stephanie Alexander Kitchen Garden Program

Australia

A positive, preventative health and education program supporting cross-curriculum learning and development outcomes including STEM, literacy, cultural studies, health, PE and the arts. The program improves school engagement and social connection for children, young people, their families and communities, enabling them to form positive food, health, sustainability, and wellbeing habits for life.

2001

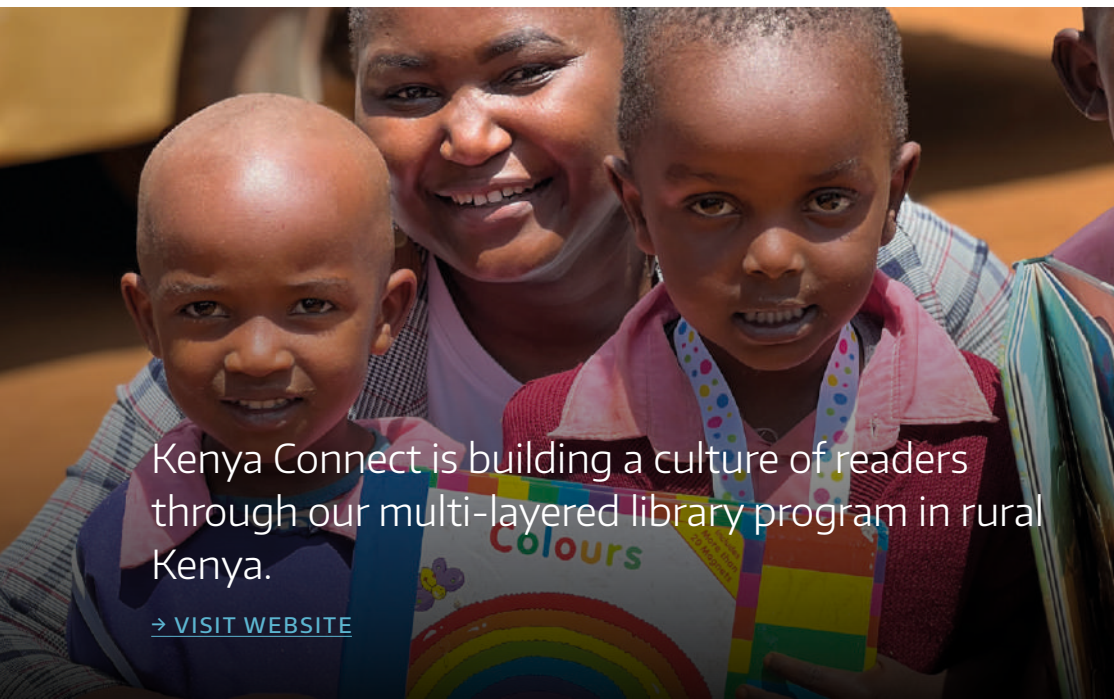
YEAR ESTABLISHED

1M

CHILDREN / USERS

1

COUNTRY



The Village That Reads!

Kenya

It's not enough to have books. Kenya Connect's library program incorporates various strategies to build a culture of reading. Our "Magic School Bus" and "Reading Rover Truck" roll into school yards bringing books for library check-out. Fun Book Enrichment Days, LitClubs, The Reading Challenge, Literacy Teacher professional development, and LitMoms are components of our comprehensive program.

2018

YEAR ESTABLISHED

6K

CHILDREN / USERS

1

COUNTRY



The Zones of Regulation, Inc.

United States

Feelings come in different intensities and are unique within our brains and bodies. To make them easier to understand, The Zones of Regulation organises feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. This simple, common language and visual structure helps make the complex skill of regulation more concrete for learners.

2010

YEAR ESTABLISHED

500K

CHILDREN / USERS

19

COUNTRIES



A Creative Computing Tool For All.

[→ VISIT WEBSITE](#)

Think-Out-of-The-Box

India

In regions like India, K-12 computing education faces barriers like cost, device scarcity, and inaccessible labs, limiting future skill development. Think-Out-of-The-Box is a \$10 creative maker box facilitating PS and creativity, making it the most affordable computing kit globally. It strives to democratise 21st-century skills, ensuring access for every child irrespective of socioeconomic status.

2022

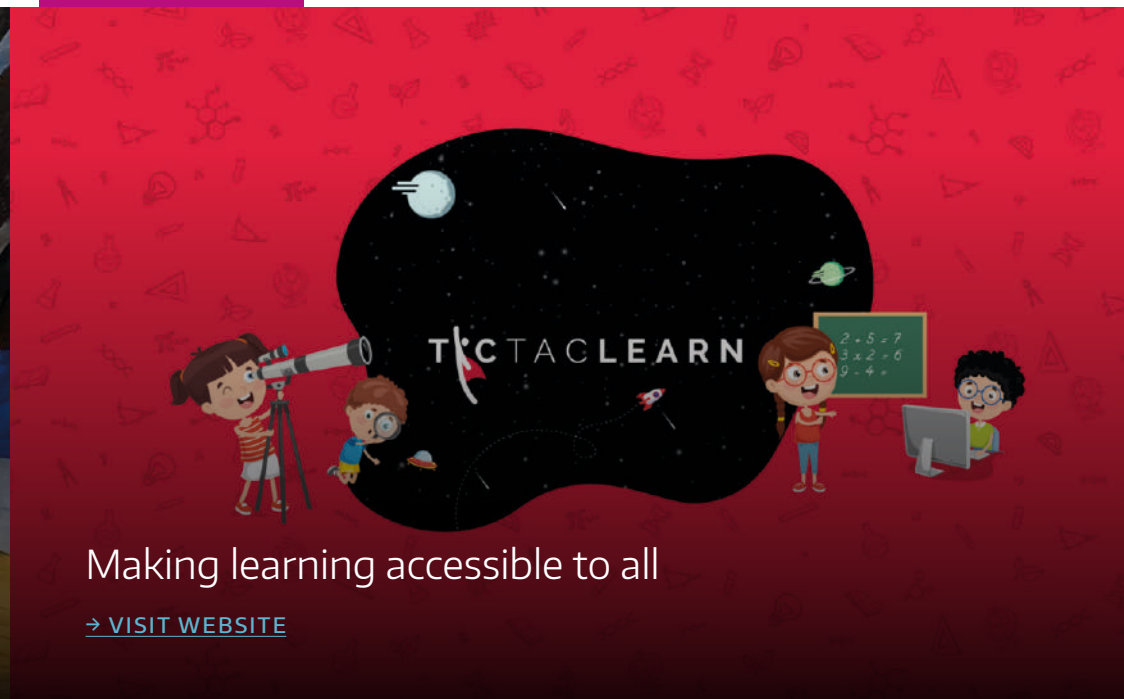
YEAR ESTABLISHED

10.4K

CHILDREN / USERS

2

COUNTRY



Making learning accessible to all

[→ VISIT WEBSITE](#)

TicTacLearn (TTL)

India

India's linguistic and socio-economic diversity poses challenges in ensuring equitable access to quality education. Our innovation, TicTacLearn, attempts to bridge this gap, by offering access to high-quality learning resources in six Indian languages at no cost. With 14,000 meticulously crafted videos and aligned assessments in Hindi, English, Marathi, Gujarati, Odia, Telugu and Tamil, TicTacLearn caters to the medium of instruction of over 200 million school students in India. Since its inception, TicTacLearn has reached 50 million students and gained 300 million views via YouTube and Government of India's DIKSHA platform.

2019

YEAR ESTABLISHED

50M

CHILDREN / USERS

1

COUNTRY



Social inclusion begins with young children's eagerness to play together.

[→ VISIT WEBSITE](#)

TOY for Inclusion Play Hubs

Netherlands

TOY for Inclusion aims to improve the transition experience of vulnerable children, especially those with a Roma, minority or migrant background, to schools. It does so by creating community-based ECEC Play Hubs, where relationships between young children and families from different backgrounds are built. There are 37 Play Hubs and 3 Mobile Play Hubs in 9 European countries.

2017

YEAR ESTABLISHED

40K

CHILDREN / USERS

9

COUNTRIES



Skilling children, youths and adults for better educational and life outcomes.

[→ VISIT WEBSITE](#)

Transformative Training for Literacy Proficiency

Zambia

The innovation empowers disadvantaged, vulnerable and marginalised children (aged 11-14), youths and adults to access technologically enhanced quality education for improved educational (e.g. academic performance) and life (e.g. success, wellbeing and social life) outcomes. Using discovery based learning and guided instructions, beneficiaries acquire essential knowledge and skills.

2019

YEAR ESTABLISHED

1.5K

CHILDREN / USERS

1

COUNTRY



Unlocking student agency and human potential.

[→ VISIT WEBSITE](#)



For every child to achieve their full potential.

[→ VISIT WEBSITE](#)

Udhyam Shiksha

India

As the youngest country with just 10% formal employment, a radical shift in mindsets is needed to realise youth potential. Our programme develops entrepreneurial mindsets using experiential pedagogy and real-world projects, facilitated by government school teachers in resource-constrained environments. Through this journey, students build transformative agency and learn to thrive in complexities.

2017

YEAR ESTABLISHED

2.5M

CHILDREN / USERS

1

COUNTRY

Using Play to Better our World

India

Many children in India lack access to safe and stimulating play opportunities, hindering their development. Research shows that lack of playfulness and joyfulness in childhood ecosystems, disrupts developmental milestones for children and risks maladjusted adulthood. The Opentree Foundation is committed to building critical life skills in at-risk children through our Conscious Play™ approach.

2004

YEAR ESTABLISHED

77K

CHILDREN / USERS

1

COUNTRY



Parent voices guiding the state.

→ VISIT WEBSITE

Virtual Parent Teachers Meeting Week

India

Globally, 1.6 billion children are at risk of dropping out of school. Students from public schools face this adversely due to low-income backgrounds. Parents and teachers do not know how to support children. Virtual PTMs is a state-led initiative aimed at setting up a recurring space for parents, teachers and students to develop strong partnerships towards improving student outcomes.

2017

YEAR ESTABLISHED

2.4M

CHILDREN / USERS

1

COUNTRY



Social Emotional Learning through Play.

→ VISIT WEBSITE

Wisdom: The World of Emotions

United States

Children struggle daily with difficult emotions like anxiety, anger, and sadness. That is why we created Wisdom: The World of Emotions, the world's first game-based social emotional learning app for kids ages 4 to 8. Through interactive games, Augmented Reality exercises, and real life practice activities, kids have fun learning how to identify their feelings and use healthy coping strategies.

2016

YEAR ESTABLISHED

250K

CHILDREN / USERS

20

COUNTRIES



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

[→ VISIT WEBSITE](#)



Bridging the Gap: Mobile Library and Internet Hotspot Empowering Underserved Children in Bangladesh.

[→ VISIT WEBSITE](#)

WOOF

Denmark

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

2018

YEAR ESTABLISHED

50K

CHILDREN / USERS

4

COUNTRIES

WoW: Wheels of Wisdom

Bangladesh

Introducing 'WoW - Wheels of Wisdom': A mobile library and internet hotspot initiative empowering underprivileged children in Bangladesh. Bridging the digital and educational divide, we bring books and connectivity directly to their doorstep, ensuring access to knowledge and learning opportunities for a brighter future. Join us in driving positive change, one page and one connection at a time.

2021

YEAR ESTABLISHED

16K

CHILDREN / USERS

1

COUNTRY

Endnotes

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Appendix A: Categories

In previous years, HundrED has encouraged innovators to create their own or select from a list of featured or predefined categories. To streamline information for our trend analysis, we have requested for the 2025 Collection submission period that all innovations select up to eight categories, or “Keywords” within four classifications: Focus, Skills, Methods, and Tools. Below we list all the Keywords available, noting that innovations for which pages were created prior to our revision process may have selected more than eight keywords and/or created custom categories. **Subcategories in bold text indicate the ones that were selected by Global Collection 2025 innovators.**

FOCUS			
Access to Education	Bilingual Education	Boys Education	Bullying prevention
Child Protection	Children's rights	Climate education	Curriculum
Digital Divide	Displaced Children	Diversity Inclusion	Early Childhood
Education in Emergencies	Educational Equity	Environmental Education	Gender Responsive Education
Girls Education	Global Citizenship	Health	Inclusive Education
Learning environment	LGBTQIA+	Low Resource	Mental Health
Migrants	Multiculturalism	Multilingual Education	Nature
Neurodiversity	Nutrition	Out of School Children	Peace Education
Physical Education	Physical Health	Poverty	Racial Equality
Refugees	Respectful relationships	Rural Education	School Leadership
Science	Sex and Relationships	Social Justice	Special educational needs and disabilities
STEM Education	Student Voice and Agency	Sustainability	Sustainable Development Goals SDGs
Teacher Agency	Teacher Professional Development	Teacher Training	Vocational Education
Wellbeing	Youth-led Innovation		

METHOD			
After School Programs	Arts Integration	Assessment	Blended Learning
CLIL (Content Language Integrated Learning)	Collaborative Learning	Community Partnerships	Dramatic Arts
EdTech	Flipped Classroom	Formative Assessment	Gamification
Homeschooling	Inquiry-based learning	Maker Education	Medium of Instruction
Mobile Learning	Multi-disciplinary learning	Online platforms	Open resource platforms
Peer Learning	Personalised Learning	Play	Project Based Learning
Real World Learning	Remote Learning	Role-Play	Self-assessment
Storytelling	Student Mentoring	Student-Led	Tech-Based Learning
Theater	Whole-School Models		

SKILL			
21st Century Skills	Architecture	Career Skills	Civics
Coding	Communication	Compassion	Computer programming
Creative Thinking	Critical Thinking	Dance	Design Thinking
Digital Skills	Drama	Electronics	Empathy
Entrepreneurship	Financial skills	Foundational Skills	Interdisciplinary
Interpersonal Skills	Language Learning	Leadership	Life Skills
Literacy	Mathematics	Media Literacy	Mindfulness
Multilingualism	Music	Numeracy	Poetry
Public Speaking	Resilience	Robotics	SEL (Social and Emotional Learning)
Self-esteem	Skills Training	Social Skills	Technical Skills
Visual Arts	Workplace Skills	Written and Spoken Arts	

TOOL			
Artificial Intelligence	Augmented Reality	Books	Crafting Materials
Digital Programmes	Games	Networks	Playground
Radio	Scratch	Sustainable Resources	Virtual Reality

Appendix B: Methodology

THE SELECTION PROCESS

Inspired by Everett M. Rogers' classic book *Diffusion of Innovations*, we use the following definition for innovation in education:

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

To progress through each phase, all innovations must have shown evidence of impact and scalability by the reviewers using the following definitions:

- **IMPACT:** Evaluated as a valuable improvement within the innovation's context; measured by innovators via different forms of evidence, including numbers of children reached and data reflecting the innovation's effect on its target group. All innovations must have at least one year of being implemented with their intended users.
- **SCALABILITY:** Either the innovation is actively expanding to other contexts (regionally or globally) or has the potential for a high degree of transferability for others to adopt its practice/technology.
- **EVIDENCE BASED:** Supportive evidence could include submitted internal or external impact and research reports, external media, awards, internal videos, reviews, and anecdotal evidence. All forms of evidence will be triangulated and a holistic view of the evidence is considered in relation to the resource capability and size of the innovation. Additionally, HundrED's Ambassador community of over 1000 stakeholders in education in more than 100 countries (and growing) may provide first hand perspectives to confirm or refute the claims being made.

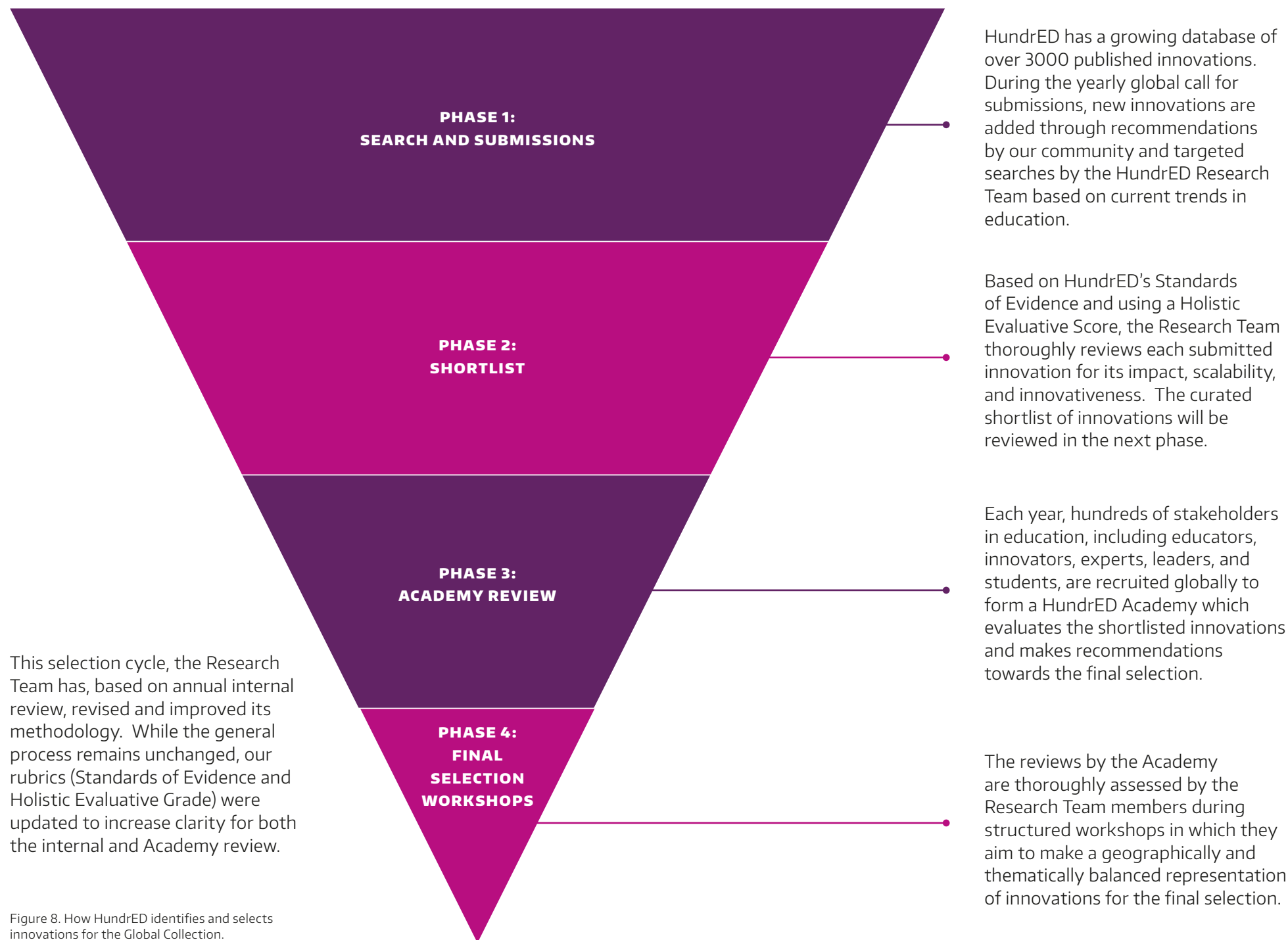


Figure 8. How HundrED identifies and selects innovations for the Global Collection.

PHASE 1: DISCOVERY

The first phase involves the Research Team's search for leading innovations which is supported by HundrED's Global Community. The main areas of activity for HundrED's Research Team are outlined in Figure 9.

Discovery activities by the HundrED Research Team include:

- conducting targeted outreach and personalised applicant support to potential submissions;
- mobilisation of the HundrED Community, who serve as our local eyes and ears on the ground. They recommend and report education best practices and solutions, especially in locations that are difficult to access, such as rural schools and regions with limited connectivity;
- attending major education events and conferences, monitoring high profile innovation competitions from around the world, speaking with experts in and out of education, and studying academic and non-academic texts such as peer-reviewed journals and blogs; and
- highlighting innovations from previous years' Global Collections and Spotlights that are thematically relevant and regionally balancing. Some of these previously selected innovations are added to the pool to be reviewed along with the new applications.

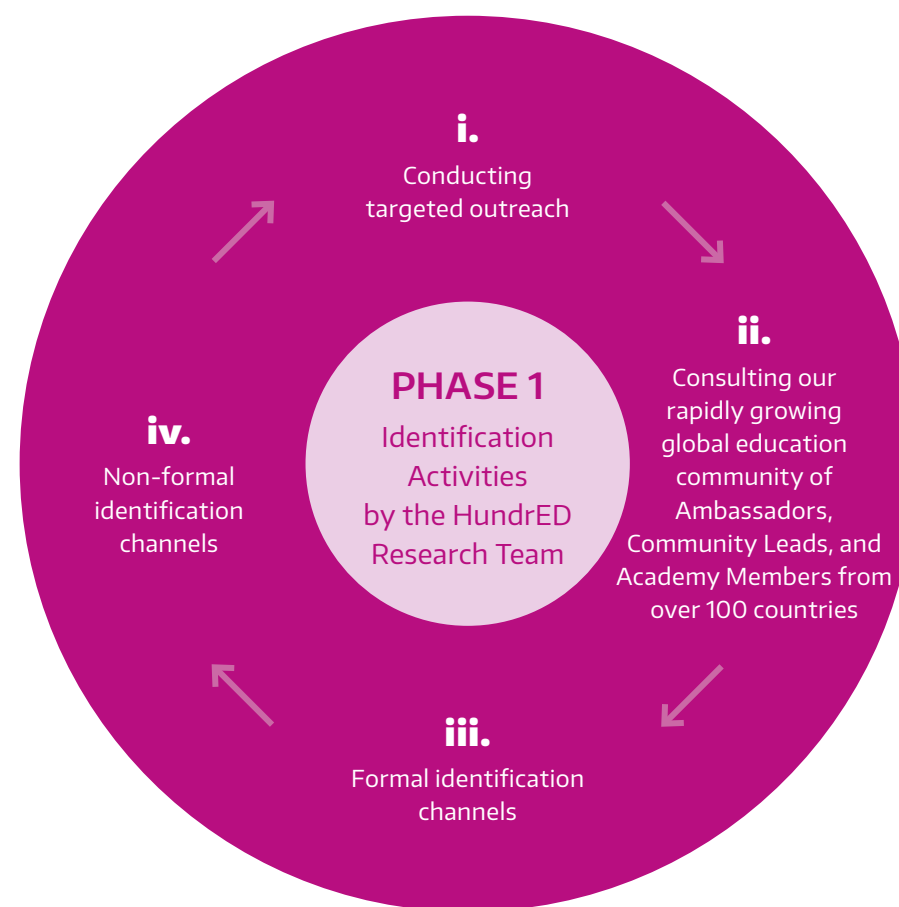


Figure 9: Identification Activities by the HundrEd Research Team.

Impact

Measurable change/improvement within the context for at least 1-year.

Scalability

Actively expanding to other contexts or high potential of transferability.

STRENGTH OF EVIDENCE

LEVEL 5

VERY HIGH – An independent source verifies the demonstrated measurable improvement.

Example: They provide data from independent research evaluations in collaboration with Universities, Research Institutes or organisations that conduct external impact evaluations.

LARGER SCALE IMPLEMENTATION – An independent source or sources verify the initiative has been implemented by others on a larger scale.

Example: They provide data from independent research evaluations in collaboration with Universities, Research Institutes or organisations that conduct external impact evaluations in several contexts.

LEVEL 4

HIGH – An internal study provides evidence of the large measurable improvement.

Example: They can demonstrate research analysis of the data and evidence they have collected in the form of Innovations' Impact reports, annual reports, presentations, and powerpoints.

IMPLEMENTED ELSEWHERE – The initiative can be implemented in more than one setting and/or with different groups with at least the same impact. Documentation supports implementation.

Example: The innovation has been implemented in more than one school, district, region or country and it provides documentation that supports implementation (user manuals, curriculum materials, replication models, teacher training materials).

LEVEL 3

MODERATE – A reasonable explanation describes the initiative and supports attribution of a measurable change, but they cannot prove they have caused it.

Example: Innovation page includes data that shows improvement (social media posts, video content, testimonials), but they cannot prove they have caused it.

WELL DOCUMENTED – Documentation exists about how the initiative is implemented and is comprehensive enough to enable implementation with different groups or in other settings.

Example: The innovation provides documentation on how this innovation has been implemented in one context. It includes user manuals, curriculum materials and replication models, as well as it integrates teacher training as a process for consistent replication.

LEVEL 2

LOW – A logical plan describes the initiative and its objectives, target and outcomes.

Example: Innovation page and website convincingly describes what the initiative does and why it matters.

COULD WORK – Documentation describing the implementation of the initiative in one setting exists.

Example: A reasonable explanation describes how the innovation is implemented in practice.

LEVEL 1

UNKNOWN – The design of the initiative or the quality of the data is not sufficient to measure impact.

Example: Innovation page or website does not include enough information to measure impact.

UNKNOWN – Insufficient documentation exists on the initiative.

Example: Innovation page or website does not include enough information of how the initiative is implemented in practice.

PHASE 2: SHORTLIST

In this phase, the HundrED Research Team thoroughly reviews each innovation’s application for impact, scalability, and innovativeness using the following standards of evidence: This year 244 were shortlisted for the next phase of the review process.

To be selected for the shortlist, each innovation must have shown evidence for impact and scalability using the aforementioned definitions. The Research Team’s Phase 2 evaluations are based on the existence of the above types of evidence, not the quality of evidence presented on the HundrED Innovation Page.

HUNDRED’S HOLISTIC EVALUATIVE GRADE:

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

IMPACT, SCORE 1-100 (40% WEIGHTING):

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

SCALABILITY, SCORE 1-100 (40% WEIGHTING):

The innovation clearly articulates how the innovation is scaling and could be scaled to more contexts. “Contexts” are defined as countries, regions, cities, or areas, as well as types of users, backgrounds, and ages.

INNOVATIVENESS, SCORE 1-100 (20% WEIGHTING):

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

PHASE 3: ACADEMY REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally vital to our selection process. HundrED’s crowdsourcing method of finding Academy members is refined by a vetting and selection process that ensures potential members support HundrED’s mission to help every child flourish in life. HundrED Research Team also tries to maintain a range of experienced stakeholders in education who can offer valuable perspectives on education innovation across the world.

This year, the Academy consisted of 246 members from over 60 countries and included educators, academics, innovators, experts, students and leaders in education. They reviewed the innovations over a two-week period in June 2024 and extended their wealth of knowledge and expertise on a global and local scale to identify the most impactful and scalable innovations featured in the collection. Refer to Appendix C for the full list of the Academy and Junior Academy Members.

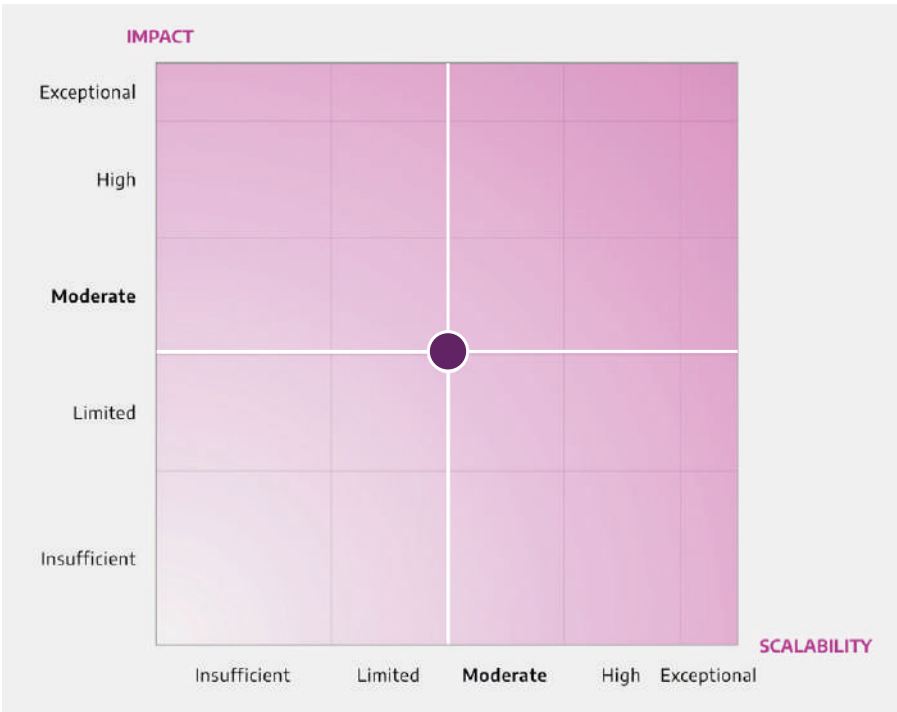


Figure 10: HundrED’s review tool.

STEP 1: During an innovation review, the factors of impact and scalability, scored 1-100, are plotted on a graph by each Academy member using HundrED's review tool. Innovations that have a majority of scores in the top right of the plot tool are considered as highly impactful and highly scalable. This step provides quantitative data to measure the average score of impact and scalability for every innovation.

STEP 2: Each reviewer also provides specific comments about each innovation that explain their quantitative score. This qualitative data helps us to understand how impactful and scalable an innovation would be if implemented in each Academy member's context, as well as to make sense of their evaluation.



Figure 11: Academy Member review plots for the Global Collection shortlisted innovations.

This year, shortlisted innovations were divided into fourteen batches with balanced representation of themes and geographic locations and were evaluated by at least fourteen Academy members. The plots diagrams represent the total of 4,136 reviews made by the Academy.

PHASE 4 - SELECTION WORKSHOPS

In Phase 4, the HundrED Research Team participates in a structured workshop to select the innovations to be highlighted in this collection. In the workshop, we consider the Academy reviews while aiming to cover a diverse range of: (a) effective pedagogies in education, (b) age levels, (c) target groups, and (d) educational contexts and geographical spread. The main challenge in this phase is achieving a balance of approaches and contexts for a comprehensive final collection.

LIMITATIONS

The methodology of this study has several limitations, but this year, we focus on two key factors.

One factor is the automatic inclusion of innovations that have applied to the Spotlights that HundrED has conducted this year. Of course, this does not lessen the impressive impact or scalability of the collection, but it could skew the focus of the submissions pool, and potentially the overall trends within the collection. Readers might also question the influence of HundrED itself on the trends it reports. Similarly, each year in this report HundrED calls for submissions from particular areas of the education ecosystem based on global indicators. Still, these solicitations are necessary, and positive response indicates that innovators agree.

The second limiting factor requiring attention is the nature of the HundrED platform itself. Requiring applications for the Global Collection in the form of online innovation pages excludes some of those regions and populations whose work could be really transformative if given more visibility. While the HundrED pages are a free service, creating one and applying to the collections requires access to a device and internet connection. In some cases, although an innovator may have access to a mobile device, creating a page and updating it can be challenging without the use of a laptop with a larger screen and keyboard.

HundrED Research Team continues to be mindful of its own influence as well as the barriers that prevent innovators from submitting, and is working towards finding solutions that will remove these limitations.



Appendix B:

Academy Member List

The expertise of our 2024 Global Collection Academy members was essential to curating this set of 100 outstanding educational innovations. We are grateful for their time, effort, and volunteerism. Academy Members who have reviewed for three or more Global Collections are conferred the special status of Distinguished Academy member, and are highlighted at the end of this section.

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

Name	Country	Position	Organisation
A.J. Ernst*	United States	Director	Social Impact Education
Aaron Kirunda*			
Aishworya Shrestha*	Nepal	Founder	Antardhoni Nepal
Albus D. Hoang*	Vietnam	Director General	Sky-Line Education
Alejandra Ycaza*	Ecuador	Leader of Institutional Development	Fundación Reimagina
Alessia Zucchetti*	Uruguay	Research and Cooperation Projects Coordinator	LACNIC
Ali Mansour*	Iran	EdTech Founder/Researcher	LiveBook
Allan Kjaer Andersen*	India	Director	Chaman Bhartiya School
Alvi Ahmed*	Bangladesh	Co-founder	MathTronics
Ana Luisa Vázquez Bórquez*	México	Head of Academics, English Faculty	Instituto Simón Bolívar de Popocatepetel
Anaggha Nethra	India		
Anagha Krishna Prasad*	Denmark	HundrED Youth Ambassador, 2023	
Anamaria Sukhitashvili*	Georgia	Learning Experience Designer	Learning Lab
Anastasiia Bashmachenkova*	Ukraine	Student	
Andrea Buffara*	Brazil	COO Gamut Education, Co-Founder Rio Learning Studio	Gamut Education
Andrea Campaña Guevara	Ecuador	Educational Consultant	APCconsulting
Andrew Reeve*	United Kingdom	Director of Studies	Winchester College
Andy McLaughlin*	Scotland, United Kingdom	Lecturer in Education	University of Aberdeen
Angel Georgiev*	Bulgaria	Founder and CEO	Sindeo Academy
Angel Jesús Tello Vargas*	Peru	Content creator	COAR
Anoop Erakkil*	India	Founder	BeyondEdu Ventures
Anoushka Gupta*	India	Research Lead	Project DEFY
Anthony M. Yadao*	Philippines	SHS Math Teacher	Pinili National High School
Anuja Kadam*	India	Consultant	The Bridgespan Group

Anupam Sharma*	India	Senior Incharge	Indirapuram Public School Indirapuram
Argy Nestor*	USA	Educator, Connector, Blogger	
Arun Kapur*	Bhutan	Director	Druk Gyalpo's Institute
Ben Gross*	USA	History Teacher	Oak Mountain Academy
Ben Johnson*	Canada	Teaching/Research Assistant and Graduate Student	Brock University
Benedicta Neysa Nathania			
Bhavani Arumugham*	India	Educationist	
Bianca Peel*	Scotland	Learning Designer/ Creative Therapist	Bianca Peel Consultancy and Education/ NitA
Bushra Yousaf	Pakistan	Assistant Manager Academics	The Educators - A project of Beaconhouse
Canan Kaçar*	Türkiye	Educator Architect	TURMEPA
Carl Kervin M Sapungan*	Philippines	School Head	Deped Panluan Hagan Mangyan High School
Carlos Eduardo Atalluz Ganoza	Peru	Advisor	
Carrie Lau*	United Kingdom		
Carolina Gutierrez Arrieta*	Argentina	Instructional Designer, Early childhood Educator, Teacher, Educational Manager	REDES NGO
Celia Gueto Melo*	Spain	Education Program Manager	Nous Cims Foundation
Ceren Çağlıyurt*	Türkiye		
Chaea Lee*	United Arab Emirates		
Chandra Bilash Bhurtel*	Nepal	Chief Executive Officer	Goldmine Business Group
Chieh Yu Shen*	Taiwan	Founder	To Be Educational Catalyst
Christopher Bush*	Australia	Head of Student Voice	University High School
Christine Chang*	Finland	Senior Advisor	Helsinki-Uusimaa Regional Council
Christopher Klune			
Clare Sadd*	Kenya	Education in Emergencies Advisor	People in Need
Dana Robb*	Canada	Retired Principal	Northern Lights Public Schools
Daniel Orievweruvwe*			
Danjuma Shehu Ibrahim*	Nigeria	Teaching at Public Service	Gombe State University
Darcy Bakkegard*	United States	Change Consultant, Co-Founder	The Educators' Lab
David Secomb*	Japan	Elementary Principal	Yokohama International School
David Vidal*	Spain	Chief of innovation	EIM Consultores
Dhivya Gayathri U*	India	Academic Expertise	
Dinesh Kumar K*	India	Mentor and Advisor	BigBodhi Academy
Dr. Abhilasha Singh Panwar*	Qatar	Senior Education Specialist	Ministry of Education and Higher Education-Qatar
Dr. Eglė Pranckūnienė*	Lithuania	CEO	Centre for School Improvement, Lithuania
Dr. Nicole Ivarsson-Keng*	Finland	University Lecturer	Aalto University, Finland
Dr. Ryan Burgess*	United States	Managing Principal	Whole Child Advisors
Dr. Samia Kazi	United States		
Dr. Selçuk Yusuf Arslan*	Türkiye	Teacher/Teacher Trainer	Atatürk MTAL
Ebenezer S. Thomas*	France	Founder	African Children and Youth Development Network (ACYDN)
Edmond Lam*	Various countries		
Eevamaija Vuollo*	Chile	Coordinator	Finnish Embassy in Chile

Eleanor Sykes*	United Kingdom	International education consultant	Eleanor Sykes Consultancy
Elena del Valle	Spain	Pedagogical Director	ASM Formación On Line
Elena Karpilova*	Portugal	Founder	Architectural Thinking School for Children
Elizabeth Lopez*	Malaysia		
Elizaveta Belkina*	United Kingdom	Impact Education Coordinator	Skoll Centre, Saïd Business School, University of Oxford
Enung Hasanah*	Indonesia	Lecturer	Universitas Ahmad Dahlan
Eray Hayrettin Özer	Türkiye	Student	
Esther Omoye*			
Euan Wilmshurst*	Denmark	Founder	KW Strategy
Evan Trinh*	United Arab Emirates	Student Researcher	EVAN TRINH
Ezequiel Chavez Colli*	Mexico	Director General	RIEMX
Felix Wong*			
Fetiye Erbil*	Türkiye	Researcher/Lecturer	Bogazici University
Francisco José Martínez Navarro*	Slovakia	Foreign Languages Coordinator	English International School of Bratislava
Freddie Schneider*	Germany	Student	
Gabrielle Bello	United States	Director	Oasis Foundation
Gamze Damgacı*	Türkiye		
Gaye Koçer*	Türkiye	High School English Teacher, Level Coordinator and IB-CAS Advisor	The Koç School
Gena Rabinowitz*			
Gisela Zipp*	South Africa		
Gizem Kendik Önduygu*	Türkiye	Founder	İhtimam
Greg Russak*	United States	Principal Consultant	Conscientious Capitalists LLC
Gustavo Calderón De Anda*	México	Director of Educational Innovation	Fundación Azteca
Hanan Mostafa Kamal Syed*	Bangladesh	Program Assistant	Asian University for Women Laboratory School
Hanna Dudich*	Ukraine		
Hanyun Cui*			
Hemant Somasekharan*	Bhutan		
Huidrom Boicha*	India	Senior Learning Space Designer	Project DEFY
Huyen Nguyen	Vietnam		
Ivonne Blanco de Martínez*	Venezuela	Education Consultant	INSU, MEDIAX
Izabel Rego de Andrade*	Switzerland	Researcher	
Janaína Fernandes Pessoa*	Brazil	Teacher	Língua Portuguesa Divertida
Jennifer Lim*	Singapore	Design Educator and ESports Club Teacher	XCL World Academy
Jephthah Adelowo*	Nigeria	Assessment Officer	Quest Schools
Jobert Ngwenya*	Finland	Master of Arts (Learning Education and Technology) Student	University of Oulu
Johathan Nalder, the Edunaut*	Australia	Director	Edunauts.net
Kader Adjout*	United States	Director of Teaching, Learning, and Innovation	Beaver Country Day School
Kaisu Pallaskallio*	Finland	Chair	Edtech Finland
Kim Flintoff*	Australia	Facilitator/Special Projects	Innovation Design Entrepreneurship Academy (IDEA)

Krishna Agarwal*	India	Student	Sanskriti the Gurkul
Kudzai Bingisai*	Zimbabwe	Social Researcher	
Leah Van der Sluis*	USA	Director of Teaching and Learning	EXPLO
Lene Jensby Lange*	Denmark	CEO and education entrepreneur	Autens
Lina Marcela Gómez Quintero*	Colombia	Founder	Tejido STEM Colombia
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Mahmut Akcan*	Türkiye		
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Manthoula Bountri*	Finland		
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Ms. Shruthi Venkatesh Reddy*	India	Curriculum designer	Wise consulting Finland

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Perrin Laxa*			
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Priscilla Silveira*	Brazil	Quality and Innovation Manager	Senac RN, Brazil
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Ratul Chowdhury*	India	Senior Manager, Learning and Innovation	Room to Read
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Sally Ng			
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Sandeep Rai*			

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Shwetabh S. Verma*	India		
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Sophie Poisel			
Srikrishna Paritala*	Canada		
Stephen Whitaker*	Mexico	CTO	Cherish Learning
Styliani Giota*			
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Temuulen Munkhbaatar*	Mongolia		
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Vaishak Raj*			
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Vivian Lai Dini*			
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Yelyzaveta Shelestova*	Ukraine	Student Leader Advisory Council Alumna	Teach For All
Yvette Larsson*	Sweden	Co-founder of AHA! and Podcast Host at unboxED	AHA! and unboxED
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Zunaira Khan*	Bangladesh		Aspire to Innovate (a2i) Programme, ICT Division

Junior Academy Members

Name	Country	Position	Organisation
Anastasiia Khrapko*	Ukraine	Youth Ambassador	HundrED
Arnav Khandelwal*	India	Youth Ambassador	HundrED
Arta Mirmohammadrezaei*		Youth Ambassador	HundrED
Aubakir Zhanabil*	Kazakhstan	Youth Ambassador	HundrED
Ayaan Bhimwal*	India	Youth Ambassador	HundrED
Daven Sze-Chai Chan*	United Kingdom	Youth Ambassador	HundrED
Ecem Aydin*	Georgia	Youth Ambassador	HundrED
Hemani Gollapalli*	India	Youth Ambassador	HundrED
Lyon Maximo*	Mozambique	Youth Ambassador	HundrED
Marigold Mioc*	Canada	Youth Ambassador	HundrED
Maryam Saleem*	Pakistan	Youth Ambassador	HundrED
Minseo Cha*		Youth Ambassador	HundrED
Myesha Rizwan*	Pakistan	Youth Ambassador	HundrED
Pratha Mehta*	India	Youth Ambassador	HundrED
Rishabh Mittal*	United Arab Emirates	Youth Ambassador	HundrED
Taroub Mounla*	Lebanon	Youth Ambassador	HundrED



Distinguished Academy Members

Academy members who completed reviews
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Aaron Kirunda	Daniel Orievweruvwe	Marta Figueiredo	Sally Ng
Aditi Pathak	Elizabeth Lopez	Meghna Singh	Segun Ogundairo
Albus D. Hoang	Magaga Enos	Mirela Tanc	Selçuk Yusuf Arslan
Andrea Buffara	Ezequiel Chávez Collí	Oyigoga Onuh	Stephen Whitaker
Annina Mattsson	Gisela Zipp	Parvani Dawar	Suchita Ohri
Apoorva Singh	Ivonne Blanco	Patricia Rigueira	Tito Ferraz
Argy Nestor	Janice (JD) Williams	Perrin Laxa	U. Nurhadi Hafman
Camile Clarke	Jephthah Adelowo	Priyanka Handa Ram	Vanessa Tenório
Canan Kaçar	Kudzai Cathrine Bingisai	Rakhi Iyer	Vivian Lai Dini
Carl Kervin Sapungan	Lene Jensby Lange	Renee Rainville	Wendy Ng
Dana Robb	Lisette del Carmen	Salisu Isah Ahmed	



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