

HundredED Global Collection 2026

NOVEMBER 2025

HUNDRED.ORG



hundrED



Photo by Projet Jeune Leader.

Contents

Introduction.....	4
Trends in the Global Collection 2026.....	10
Hall of Fame Innovations.....	26
Global Collection 2026: Selected Innovations.....	34
Endnotes.....	88
References.....	89
Appendix A: Categories.....	90
Appendix B: Methodology.....	91
Appendix C: HundrED Academy 2026.....	93

HUNDRED GLOBAL COLLECTION 2026

Authors: Ariunkhishig Gonchigdorj

Lead Investigator: Ariunkhishig Gonchigdorj

Reviewed and Edited by: Mariah Voutilainen, Meghan Hammond, Annina Huhtala, Jamie Lee, and Alex Shapero

Graphic design & Layout: Jyri Öhman / Kilda

Cover photo: Teaching at the Right Level by Pratham Education Foundation

Cite as: Ariunkhishig Gonchigdorj. *HundrED Global Collection 2026*. HundrED, 2025.
<https://doi.org/10.58261/PGS2584>.

Global Collection 2026. HundrED Research.
<https://hundred.org/en/research>

Release date: November 11, 2025

Intended Audience: Innovators, Teachers, School Leaders, Students, Parents, Policymakers, Education Providers, Curriculum Designers.

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

Innovators featured in this report have granted HundrED consent to use certain images and written works.

This is an interactive document.

Introduction





Photo by Integrated Maths Program.

Foreword

Partnership is the New Leadership

Let's start with the obvious: the continued rise of AI, and the return of the human. AI is transforming every sector, including education. Many innovations highlighted in this Collection integrate AI tools to enhance teaching, learning, or system efficiency. Yet as education systems race to adopt sophisticated technologies, labour market needs are quietly shifting in the opposite direction—towards human and interpersonal skills. This creates a compelling tension. While education systems strive to become more tech-oriented, employers increasingly value empathy, collaboration, and adaptability—the deeply human capabilities that machines cannot replicate.

Second, we are witnessing a rapid decolonisation of education delivery, especially across low- and middle-income contexts. Financial restructuring and the sudden cuts of global aid translate to stronger local ownership of how education is organised. In our recent [HundrED Innovator Aid Survey 2025](#), locally rooted organisations reported gaining ground as several international programmes scaled down or withdrew. This shift is empowering local actors to design solutions that are culturally grounded, community-driven, and financially more resilient.

Together, these two forces are creating both potholes and possibilities. Organisations reliant on traditional global funding channels are experiencing uncertainty, while those deeply embedded in their contexts

are discovering new momentum. Both, however, are increasingly turning to AI – not to replace human capacity, but to extend reach, personalise learning, and build resilience.

Resilience does not come from technology or funding alone, but from how available resources interact with and reinforce each other. Through HundrED's [Resource Portfolio](#) framework, we can see that the most enduring education innovations are those that align multiple forms of capital – financial, material, social, value-based, and time. The organisations featured in this year's Collection show that sustainability emerges when communities, teachers, and learners become co-owners of change, not merely its recipients.

In this changing landscape, partnership becomes the new leadership. No single organisation, government, or donor can navigate these transitions alone. Collaboration, mutual learning, and shared accountability are qualities that now define the frontrunners of educational change. Also, across the philanthropic sector, there is growing recognition that good governance is no longer about managing risk, but about trust-building and empowering partners to act, learn, and adapt together.

At the HundrED Foundation, we see this as a pivotal moment to strengthen the bridge between global funders and local innovators. We invite funders, governments, and education leaders to use our platform to identify proven solutions, to co-design pathways for scaling them, and align resources to maximise their impact for learners near and far.

Finally, on behalf of the whole HundrED community, I extend warmest congratulations to all the innovators selected for the *HundrED Global Collection 2026*. Your work shows what becomes possible when creativity meets courage, and partnership truly becomes leadership.



Lasse Leponiemi

CHAIR,
THE HUNDRED FOUNDATION



Photo by Roblos del Futuro.

Overview

In 2025, against a backdrop of turbulent global politics, economic uncertainty, and shifting of financing, innovative solutions in education continue to provide hope. It is built daily through concrete solutions in classrooms, schools, communities, and systems; solutions that not only respond to the most pressing challenges, but also harness emerging opportunities to extend benefits to the learners, and ultimately to society at large.

HundrED Global Collection exists to identify and amplify such solutions. Every year, we curate and share 100 of the most impactful and scalable innovations of the year, providing recognition, visibility, and opportunities for their growth. The Global Collection 2026 continues this tradition with nearly 800 submissions from around the world, reviewed by our diverse Academy of experts, educators, and youth. The 100 selected innovations span fifty-two countries and six continents, showcasing a remarkable diversity of approaches and a collective reach of millions of learners and educators.

This report offers a window not only into the breadth of ideas, but also the efforts and determinations behind them. Innovators are navigating shrinking budgets, volatile aid, and uneven access to resources, yet they continue to push forward. **Their work reminds us that innovation in education is not a luxury, but a necessity for every child to**

flourish. They show how educators, students, and communities are reimagining learning to ensure equity, foster wellbeing, integrate technology responsibly and efficiently, and build future-ready skills. The pages that follow share their stories, highlight emerging trends, and invite policymakers, educators, and learners everywhere to join a global community committed to ensuring that every child can flourish, no matter what the future holds.

We extend our heartfelt appreciation to everyone who made this year's Global Collection possible: to every innovator who submitted their work and shared their vision; to our Academy members who devoted their time and expertise to carefully reviewing and evaluating hundreds of innovative solutions; and to the many community members around the world who represent HundrED, recommend inspiring initiatives, and introduce our mission to their own networks. Your dedication, insight, and generosity are the foundation of this Collection.

HundrED's Mission

HundrED, a Finland-based mission-driven global organisation, identifies, researches and shares inspiring innovative solutions in K12 education. Our goal is to help improve education and foster a movement through encouraging impactful and scalable innovative solutions 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 innovative education solutions 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.

HUNDRED'S THEORY OF CHANGE

We believe that through validating, resourcing, and facilitating the implementation of innovative solutions in K12 education, our global education systems can be transformed and students equipped with the skills to thrive as global citizens.

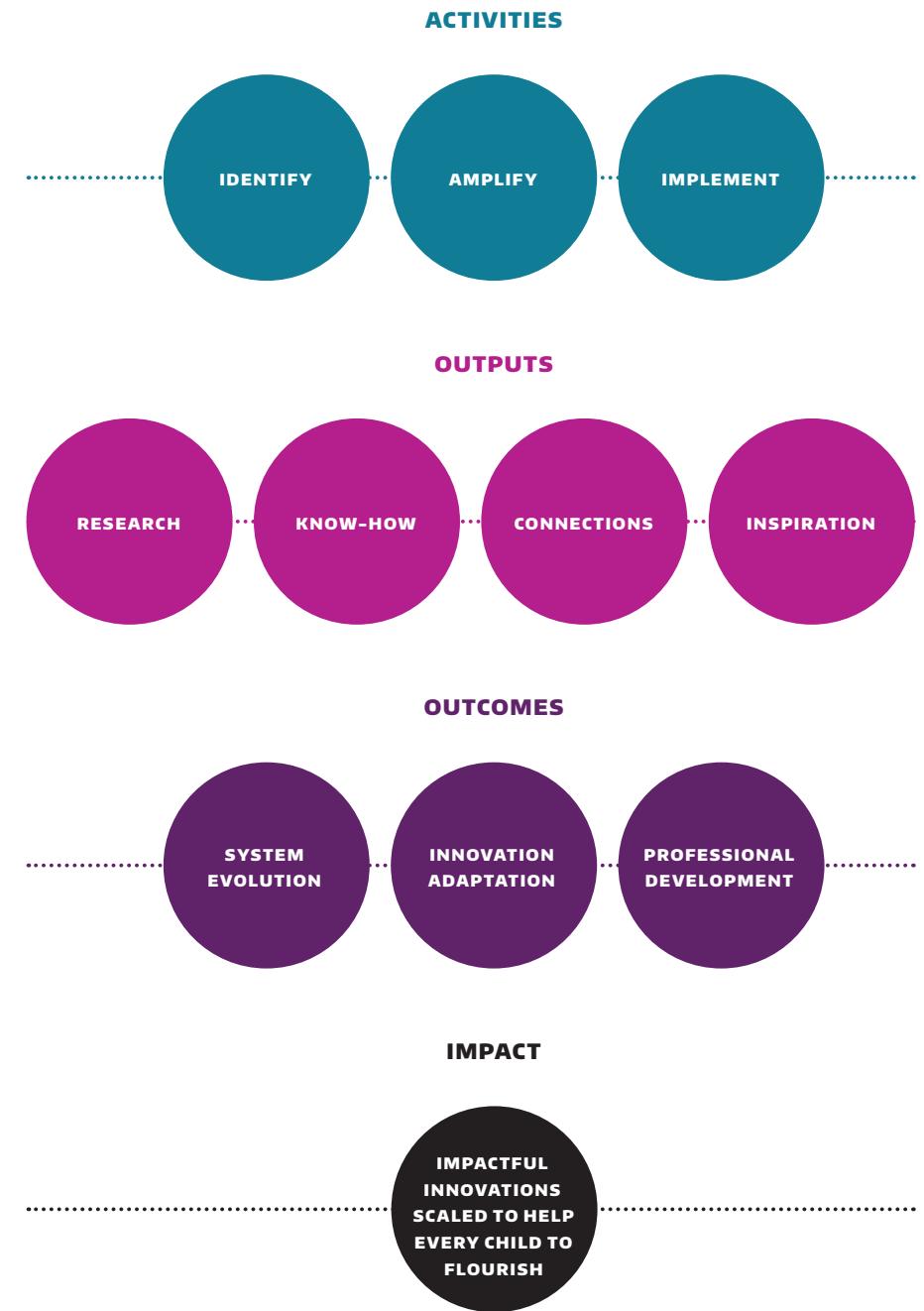


Figure 1: HundrED Theory of Change



Photo by Masters of Trivia.

HUNDRED'S APPROACH TO INNOVATION

At HundrED, we see innovation in education as meaningful improvement that helps every child to flourish. Innovation is not always about new technology and tools, but about practices and ideas that respond to real needs, create positive change, and can be shared across different contexts. Rooted in local realities and challenges, these innovative solutions hold potential to inspire and inform solutions globally.

Our approach recognises that innovation is not a fixed recipe to be repeated, but a continuous process that requires resourcing, nurturing, and sustaining. Financial support matters, but relationships, shared values, trust, and time, often left unrecognised, are the main resources that give innovators the energy to persist. In our work with innovators, we see resilience, collaboration, and determination at the heart of how they adapt and carry their goals forward, even amid disruption and uncertainty.

By identifying, amplifying, and connecting these efforts, HundrED fosters a community where innovators are heard, ideas are exchanged, and practices are strengthened. Within this community, innovative solutions are spotlighted, gaining recognition and the support to scale in all directions. In this way, every contribution, whether small or large, becomes part of a collective movement towards quality, equitable, accessible education for all children.

Trends in the Global Collection 2026



External Influences on Global Education in 2025

Education does not operate in isolation. Political decisions, economic pressures, and technological shifts continue to shape classrooms worldwide, and 2025 has been no exception.

POLITICAL AND FINANCIAL SHIFTS

The sharp contraction of international aid emerged as the year's most significant policy shock. UNESCO reported a steep drop in global education aid in 2024, with further decline projected by 2027.¹ Low- and lower-middle-income countries already face an annual 97 billion USD financing gap to meet education targets.² At the same time, the United States confirmed its withdrawal from UNESCO by 2026, heightening concerns about the stability of multilateral cooperation.³ Furthermore, the closure of USAID in early 2025 created an especially deep void. Previously the world's largest bilateral funder of education with more than 1 billion USD in annual budget, it disbursed funds to support such critical education needs as foundational learning, teacher training, and expanding access for girls and refugees at risk.⁴

This funding shift reflects not only declining budgets, but also a shifting of national priorities. Increasing defence expenditures, together with the global cost-of-living crisis, are crowding out essential investments

in education and other social services.⁵ This means fewer resources in terms of national and international funds to strengthen schools, support teachers, and reach vulnerable learners. The consequences are most severe in communities destabilised by conflict and climate-related disasters, where education is a lifeline, providing safety, continuity, and hope amid instability.⁶

EDUCATION IN CONFLICT AND CLIMATE EMERGENCIES

Crisis, both conflict-driven and climate-related, continues to be a defining force that is re-shaping global education in 2025. Education Cannot Wait reports that 234 million crisis-affected children now require urgent support to access quality education, an increase of 35 million over the last three years.⁷ Of these children, 85 million receive no schooling at all, while even those enrolled face severely disrupted learning and critically low outcomes, with just 17 percent achieving foundational skills.⁸

Safety at schools is an escalating concern. UNESCO recorded a 44 percent increase in attacks on schools in 2024, leaving students and teachers directly exposed to violence and making classrooms unsafe spaces despite the protection under international law.⁹

Climate-related disasters compound these threats: floods, droughts, and storms destroy infrastructure and displace families, interrupting education for millions more. In 2024 alone, climate disasters disrupted schooling for at least 242 million students across eighty-five countries, with 74 percent of these affected children living in low- and lower-middle-income countries, adding urgency to an already severe learning crisis.¹⁰

Taken together with financial and budgeting shifts, these trends show that the crisis is no longer a temporary disruption but a destructive force shaping education in 2025. Sustaining learning requires coordinated global action that treats education as both a humanitarian lifeline and a pathway to structural stability and resilience.

TECHNOLOGY AND ARTIFICIAL INTELLIGENCE: SECTORAL SHIFTS IN 2025

In parallel with financial and political upheavals, 2025 saw a rapid transformation in governance and investment around technology and artificial intelligence with direct implications for education. Governments and international organisations have been rapidly working towards establishing guidance on ethical and responsible use of AI, such as adoption of European Union's AI Act and implementation progress on UNESCO's Recommendation on the Ethics of Artificial Intelligence.¹¹

Private sector investment in edtech and AI applications continues to accelerate. Market research projects the global edtech market to be approximately 252.5 billion USD, a 17.3 percent increase from the previous year, with AI-enabled platforms accounting for a rapidly increasing share.¹² Companies are focusing on personalised learning systems, adaptive testing, and digital tutoring, while also expanding into teacher-support tools that promise to reduce administrative burdens.

Multilateral agencies are also positioning technology at the centre of global cooperation while cautioning that without deliberate policy measures and equity frameworks, there is a risk of deepening inequality, particularly where digital infrastructure is lacking, thereby shifting education governance away from the public sector.¹³ AI in education continues patterns long visible in the edtech sector, where private firms have been able to monetise education services while also influencing national priorities, thus, contributing to the rising concerns

about the balance between public sovereignty and private interests.¹⁴ In short, 2025 marks a turning point where the governance, regulation, and investment landscape of AI will decide whether AI becomes a tool for equity and opportunity, or another challenge leading to inequality.

Key Trends in This Year's Collection

"The innovations featured in the HundrED Global Collection 2026 are not only impactful and scalable, they also embody resilience, and adaptability. As we approach 2026, two major forces are reshaping the education landscape worldwide, both vividly reflected in this year's Collection." - **Lasse Leponiemi**,

Chair of the HundrED Foundation

Across this year's Collection, the rapid rise of technology meets a renewed focus on keeping learning human. Innovators are centring around equity and access, strengthening wellbeing, addressing learning gaps while building future-ready skills, integrating technology more meaningfully, and advancing sustainability as a core educational value. Together, these priorities reveal how education changemakers are balancing innovation with inclusion, and progress with purpose. This section unpacks these trends through a closer look at the key foci, skills, methods, and tools featured in the Global Collection 2026.

KEY FOCUS: EQUITY, ACCESS, AND FUTURE READINESS (FIGURE 1)

The 2026 Collection shows that innovators are placing the strongest emphasis on **education equity and access**. Almost one in every five selected innovations listed these as their key focus, reflecting the urgent global priority of ensuring all learners, especially those in marginalised or crisis-affected settings, can access and participate in quality education.

Wellbeing continues to be a significant focus, with selected innovations addressing mental health, resilience, and holistic development. **Sustainability** and **STEM education** were equally emphasised, reflecting the dual global imperatives of equipping children with skills, knowledge, and awareness needed to respond to long-term challenges.

KEY SKILLS: BALANCING FUTURE COMPETENCIES AND STRONG FOUNDATIONS (FIGURE 2)

The skill priorities in the Global Collection 2026 show a clear dual emphasis. Innovators strongly lean towards future-oriented competencies—such as **21st century skills**, **SEL (social and emotional learning)**, and **critical thinking**—signaling a recognition that adaptability, collaboration, and resilience are indispensable in preparing the children for a world that is increasingly described as VUCA: volatile, uncertain, complex, and ambiguous.

Innovators in the 2026 Collection did not just look ahead, they also looked back to basics. Alongside strong interest in future skills, the frequency of selections for **Literacy** and **Foundational Skills** shows a clear awareness of learning gaps. Global indicators like learning poverty (over half of children in many low- and lower-middle-income countries are unable to read a simple text by age ten), underpin this urgency.¹⁵

KEY METHODS: ACTIVE, COLLABORATIVE, AND WHOLE-SCHOOL APPROACHES (FIGURE 3)

Interactive and learner-centred methods are the preferred approach for the innovators. **Collaborative learning** and **project-based learning** lead the list for the key methods, showcasing how innovators are prioritising teamwork, problem solving, and real-world applications over

rote instructions. These approaches, along with **play-based learning**, align with wider pedagogical shifts that emphasise learner-centred and authentic learning experiences.

The prominence of **edtech** reflects its continued role in the education landscape, but a closer look into the Collection reveals that it is consistently paired with approaches like personalised learning, project-based learning, gamification, and assessment. This underscores edtech's role as an enabler that strengthens student-centered, student-led methods rather than as a stand-alone approach. **Whole-school models** highlight innovators' drive for a systemic approach, embedding innovative solutions across leadership, teaching, and community engagement to create supportive learning environments.

KEY TOOLS: BLENDING DIGITAL, SUSTAINABLE, AND PLAYFUL RESOURCES (FIGURE 4)

Among the tools most frequently cited by innovators, **digital programmes** dominate, reflecting the steady integration of technology into learning delivery and management. **Sustainable resources** follow closely, highlighting innovators' commitment to environmentally responsible practices and the use of locally sourced or renewable materials. **Games** also emerge as a core tool, showing the continued appeal of playful learning to motivate and engage learners across age groups. **Books** remain a trusted and accessible medium, while the popularity of **networks** points to the growing importance of collective learning and collaboration.

Last year, we noted that while **artificial intelligence** (AI) holds great promise for adaptive learning and personalised assessment, educators remain cautious about its risks and about the lack of instructional tools to guide students in its safe and effective use.¹⁶ Interestingly, this caution is also reflected in the Global Collection 2026: although AI is a major theme in global education debates, it does not appear among the top three tools in the 2026 Collection. This suggests that for many innovators, AI might still be at an exploratory stage rather than a widely embedded practice. Furthermore, this can be an indication that innovators are prioritising accessible, proven tools and the human relationships at the core of learning, while recognising that AI adoption will likely grow as guidance, capacity, resources and infrastructure develop.

HAS THE GLOBAL COLLECTION 2026 ADDRESSED THE NEEDS WE IDENTIFIED IN LAST YEAR'S REPORT?

In the previous year's report, we asked whether Global Collection 2026 would identify more innovative solutions addressing systemic equity, teacher wellbeing, creative learning environments, climate resilience, and education, and digital citizenship. This year's Collection gives us some answers.

Quality education for all emerged strongly, with equity and access together representing the most frequently chosen key focus areas. Many of this year's innovations are working with the marginalised learners by supporting learners in emergency contexts, rural communities, girls, and out-of-school children; thus, highlighting the shared commitment to reaching those children who are at the most risk of being left behind.

We also saw notable progress in **innovative learning environments**. Play-based and outdoor models, whole-school approaches, and digitally enabled classrooms all featured prominently, reflecting the energy innovators are putting into reimagining where and how learning happens.

Teacher wellbeing and professional growth were also visible, though less dominant than we had hoped. Selected innovations approached the needs of the teachers in different ways: through providing professional development, collaboration and peer learning, reducing workload by

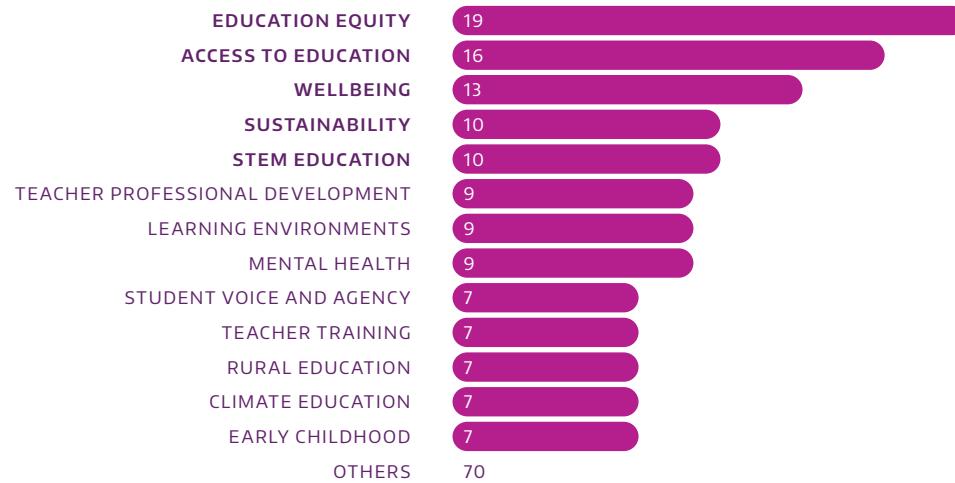


Figure 2. Global Collection 2026 selected innovations' key focus

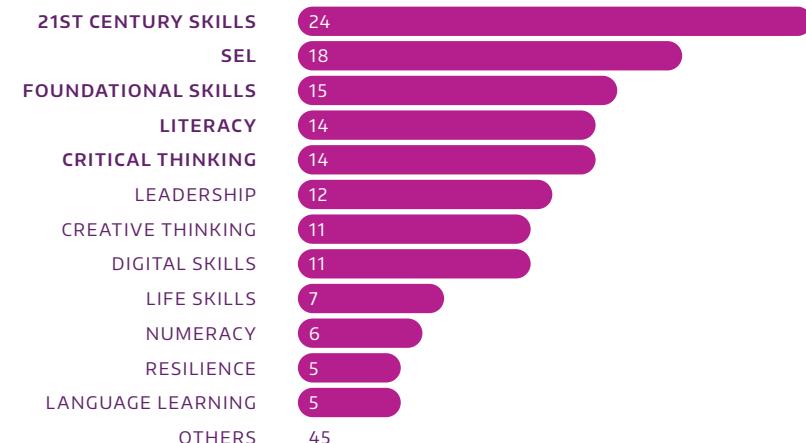


Figure 3. Global Collection 2026 selected innovations' key skills

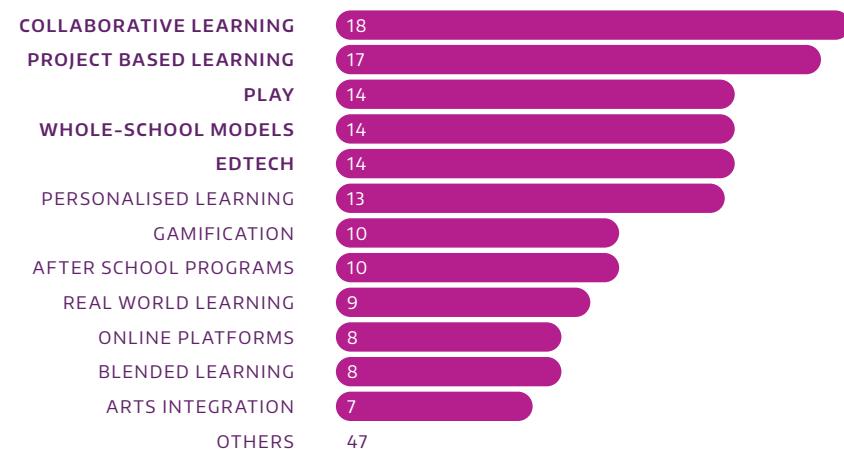


Figure 4. Global Collection 2026 selected innovations' key methods

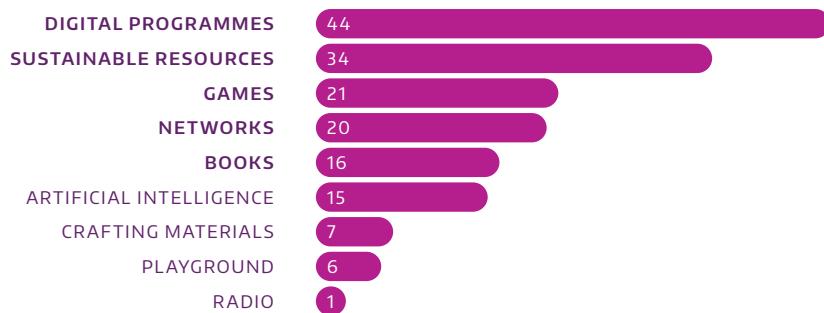


Figure 5. Global Collection 2026 selected innovations' key tools

offering teaching resources and assistance, or providing mental health support for educators. These efforts indeed are affirming the recognition that professionally- and emotionally-ready teachers are critical for achieving and sustaining learning. However, these innovations' overall share in the Collection suggests this is an area where more innovative solutions and visibility are still needed.

Sustainability was strongly present in this year's Collection, with many innovations weaving environmental awareness, responsible resource use, and ecological education into their models. However, when it comes to **climate resilience** specifically, the ability of education systems and communities to withstand and adapt to climate-related shocks, the picture is more limited. A handful of selected innovations connected learning with resilience strategies, yet overall the representation is modest compared to the scale of climate disruptions affecting education worldwide. This suggests that while sustainability is gaining ground, innovative solutions that directly address climate resilient systems remain an emerging field.

Lastly, **digital citizenship** did not feature strongly in submissions or the final selection. While edtech tools and digital programmes are now the most widely used tools across the Collection, relatively few innovators explicitly address safe, ethical, and inclusive digital participation. This mirrors global policy debates: AI and digital tools are advancing rapidly, but much-needed guidance on digital responsibility lags behind.

Looking to 2027

As we look beyond 2026 Collection, the next set of pressing priorities are coming into view. Teacher wellbeing, education in emergencies, and the equitable and ethical adoption of AI stand out as critical areas where we hope to see more innovative solutions in the coming year.

Teacher wellbeing and retention are urgent. UNESCO estimates that 44 million additional teachers will be required globally by 2030, with more

than half of these needed just to replace those leaving the profession.¹⁷ Attrition rates have been on a continuous hike. New teachers are especially vulnerable, often leaving the profession within the first five years due to limited mentoring, lack of collaborative opportunities, insufficient resources, and overwhelming workloads. Poor pay, limited career progression, classroom size, and unsustainable workloads also contribute to teacher burn-out.¹⁸ This year's Collection included promising initiatives around professional development, peer learning, and wellbeing support; however, addressing global teacher related challenges calls for systemic approaches that can be scaled across diverse contexts. Building a sustainable teaching profession requires solutions that lighten workload, elevate teacher voice, and embed wellbeing into the core of how schools operate. Unless the structural causes of stress, burnout, attrition, and inequity are addressed, even the best innovative solution can risk adding pressure rather than relieving it.

Education in emergencies stands out as a field where new solutions are urgently and continuously needed. The earlier section of this report already shows how conflict, displacement, and climate disasters are no longer temporary disruptions but destructive forces shaping global education.¹⁹ What this means for innovation is clear: education systems need approaches that ensure continuity of learning even in the most unstable conditions. Although we identified a few innovations designed to support learning in emergencies or inhospitable environments for this year's Collection, the scale and diversity of the challenge calls for more. In next year's Collection, we hope to see more solutions designed with this reality in mind – portable and low-resource solutions that reach displaced learners, trauma-informed approaches that support children and teachers under stress, and strategies that integrate crisis response into mainstream education planning.

Finally, the equitable and responsible use of AI remains a frontier. AI adoption in education is accelerating, with the global edtech market projected to surpass 700 billion USD by 2030. Still, this year's Collection, partially driven by AI-enabled educational solutions, shows that AI is not yet a mainstream tool.²⁰ For the 2027 Collection, we seek innovative solutions that experiment with AI in ways that are accessible, fair, and anchored in ethical principles and that ensures the technology becomes a lever for opportunity rather than a source of challenge, and a driver of inclusion rather than exclusion.

Voices from our Community

This section brings together voices from across the HundrED community. Innovators reflect on the resources, opportunities, and challenges shaping their work in today's changing education landscape, while our global Youth Ambassadors share how they see innovation empowering young people and reimagining learning for the future. Together, their perspectives reveal both the realities driving education innovation and the hopes that inspire it.

INNOVATORS' VOICES: NAVIGATING SHIFTING FUNDING LANDSCAPES

Across the Global Collection 2026, innovators described how volatile funding and external conditions have reshaped their opportunities and challenges. Their reflections highlight a shared reality: while aid contraction and rising competition for resources have created obstacles, these pressures have also spurred creativity, resilience, and new models of sustainability. This echoes findings from our recent *HundrED Innovator Aid Survey 2025*, which showed that in the face of funding volatility and shifting priorities, many organisations responded with collaboration, adaptive business models, and a determined focus on sustaining impact despite shrinking resources.²¹



"Cuts in international aid have created a funding vacuum that can leave innovations such as iLearnabout without support and make new backing even harder to find, as scarce resources are stretched across urgent needs. Programmes such as HundrED provide a vital opportunity for exposure to potential funders and supporters, ensuring children in Africa do not miss out on essential conservation and climate education at a time of accelerating biodiversity loss and climate change." – **Anne Tudor, iLearnabout**



"The recent global funding crisis, coupled with the growing marginalisation of immigrant and refugee communities, has made fundraising for Peace Tracks especially difficult. Yet these challenges have also created new opportunities: individual donors have stepped forward to help fill critical gaps, and I've seen the global humanitarian community come together with renewed solidarity. For me personally, these shifts have only strengthened my resolve to keep building peace through creativity and connection, no matter the obstacles." – **Sandra Rizkallah, Peace Tracks**



"As a mission-led venture that started at Stanford and now works across South Asia and the Middle East, we've had to adapt to a changing funding landscape where large checks increasingly go to highly scalable, AI-first tools, while contextually grounded innovations like ours, blending physical kits, teacher training, and low-tech AI often get overlooked. That said, this pressure has sharpened our clarity. We've doubled down on what makes us different: building tools with teachers and learners, not just for them. The constraints have made us more creative, adapting AI to work offline, simplifying data collection, and finding non-traditional partners who believe in equity-first innovation." – **Kavindya Thennakoon, Tilli**



"Shifting external conditions have opened new avenues for collaboration. Our approach now actively involves schools, organisations, and professionals in co-curating content. This has enriched the quality of our learning materials, aligned them with global health and climate priorities, and increased trust among learners. It has also positioned Smarty as not simply a content provider, but as a collaborative hub where knowledge, creativity, and professional expertise converge. These changes have taught us that innovation thrives not in isolation but through networks and partnerships. The challenge is immense, yet so is the opportunity. Together, we can ensure that young people everywhere grow up empowered with the knowledge and skills to make informed decisions for their health and future." – **Phillip Andrew Mwebaza, Smarty Health Info Hub**

YOUTH VOICES: WHAT EDUCATION SHOULD BECOME

Young people in our HundrED community shared candid reflections on what they see as education's greatest challenges, how innovative solutions might help, and what they wish innovators would focus on. Across diverse contexts, their voices converge on three themes: the need to address inequality and outdated teaching, to empower youth by connecting learning with real-world action, and to prioritise more personalised, inclusive, and meaningful education.



Photo by PadHer.

WHAT ARE THE BIGGEST CHALLENGES IN EDUCATION TODAY, AND HOW CAN INNOVATIVE SOLUTIONS HELP ADDRESS THEM?



"The biggest challenge is unequal access and a focus on rote learning. Students often miss out on critical thinking and creativity. Innovative solutions like digital platforms and project-based learning can help. They make education inclusive, personalised, and skill-focused." – **Fizza Fatima Zille Hyder**



"One of the biggest challenges in education today is that students often don't feel comfortable or confident while learning, which leads to ineffective learning and an inability to share their opinions and ideas with others. To address this problem, I believe teachers or mentors should check in with every learner to help them feel comfortable during collaborative activities and ensure that each learner feels involved. Additionally, giving constructive feedback and incorporating more group activities can act as ice breakers and support individual learners." – **Rigzen Choden**



"I believe the biggest challenge in education today is not just about access, but about relevance. Too often, students are asked to memorise knowledge that feels disconnected from the world they live in. This creates a gap between what we learn and what we truly need to navigate complex issues like climate change, inequality, or the rapid growth of AI. Innovative education solutions, such as project-based learning, AI-powered personalised tools, or STEM programs tied to real community problems, can bridge this gap by making learning meaningful, adaptive, and future-oriented." – **Anakya Danke Cetta Akhbar**

HOW CAN EDUCATION HELP YOUNG PEOPLE FEEL EMPOWERED TO ACT ON ISSUES THEY CARE ABOUT?



"Young people feel most empowered when they know their voices actually matter. Education shouldn't only be about memorising facts. It should also help these students build confidence to drive change in their community. Innovative solutions like project-based learning, youth-led programs, and platforms where students can share ideas make us feel seen and heard. When we're encouraged to connect what we learn to real-world problems, like climate change, inequality, or mental health, we start to see ourselves as leaders who can make an impact right now, not just someday."

– **Chloe Soerjanto**



"Education can empower children and youth by giving them not only knowledge, but also the confidence and tools to act on the issues they care about. Too often, education is framed as passive, students absorb information and repeat it in exams. But if schools create spaces where young people can debate, collaborate, and link what they learn to real-world challenges, they begin to see themselves as active participants in society rather than bystanders. Innovative solutions in education can accelerate this. When students are given that sense of agency, they don't just learn about the world, they begin to shape it." – **Manuela Medeiros**

IF EDUCATION INNOVATORS COULD FOCUS ON ONE THING TO IMPROVE LEARNING, WHAT SHOULD IT BE?



"If education innovators could focus on one thing, it should be making learning more personalised and practical, so every student can learn at their own pace while connecting what they study to real-world problems and opportunities. This would move us beyond memorisation and help us build skills that truly prepare us for life." – **Sarbjit Singh Bal**



"It could be a learning experience that empowers learners to pursue their interest and passion. This is to make education more motivating and meaningful. Furthermore, it will help learners to show and prove their abilities, passion, determination, and capabilities towards education." – **Naomi Chabu**



"If education innovators could focus on one thing, it should be making learning more engaging and relevant. Too often, education is about memorising facts instead of exploring ideas. I believe learning should spark curiosity, creativity, and problem-solving. When students feel connected to what they're learning—and see how it relates to real-world challenges—they feel motivated and empowered. Technology and new teaching methods can help personalise this experience, but the heart of it is making education meaningful." – **Thinlay Phuntsho**

The Collection by the Numbers

This year we selected 100 innovators from 52 countries. What follows is the story of their selection, depth, spread, and reach—told by the numbers.

The Global Collection 2026 is not only about innovative approaches and solutions, but also about their measurable impact. This year's collection spans diverse origins and global reach, touching millions of learners, educators, and communities worldwide. The numbers highlight where innovations began, how far they have spread, and the target groups they serve.

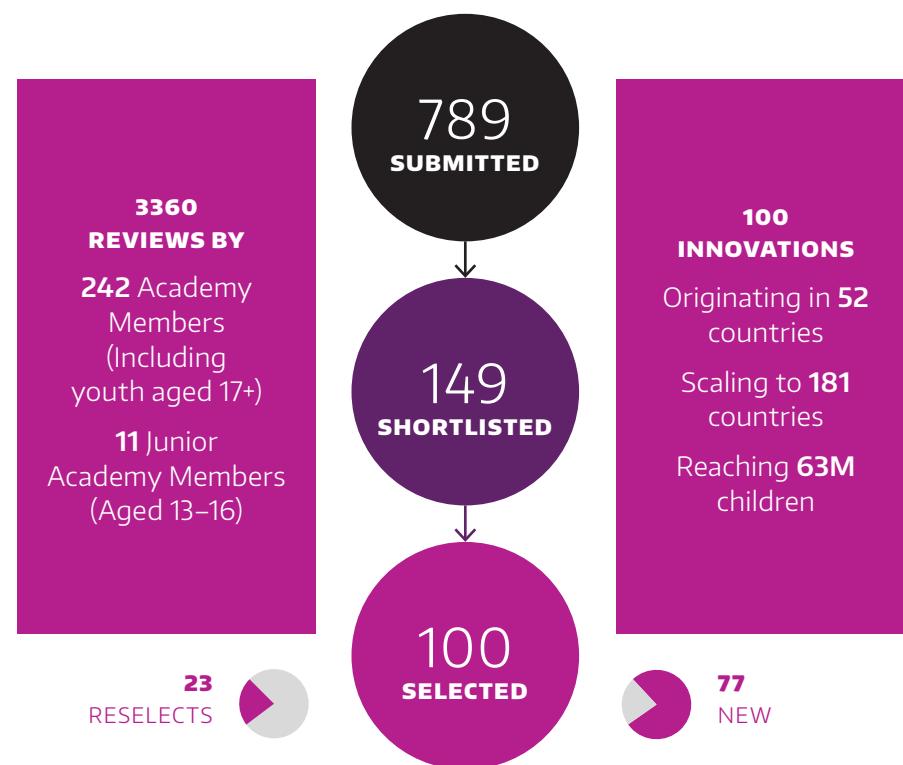


Figure 6. The HundrED Global Collection 2026 represented by the numbers

GEOGRAPHIC SPREAD

Figure 7 illustrates the percentage share of innovations from each continent at three stages of the Global Collection process—submission, shortlist, and final selection. The inset highlights countries that stood out with three or more selected innovations, showing where innovation activity is most concentrated within each continent.

- Asia continues to be the innovation hub: Almost four in ten submissions came from Asia, and even after the selection process, the region still accounts for nearly one-third of the Collection. Within the region, India stands out as a major innovation hotspot, with the highest number of submitted, shortlisted, and selected innovations.
- Africa gained ground: While Africa represented about 20 percent of submissions, its share rose to 21 percent in the final selection, a sign of strong top-quality innovative solutions.
- Oceania is small but mighty: Starting at under 3 percent of submissions, it doubled its share in the shortlist and held steady at 6 percent in final selections.
- North America and Europe slipped slightly: While both regions submitted strong innovative solutions, their shares declined from submission to final selection, an indication of tougher competition this year.

EVOLUTION OF THE COLLECTION

The line graph in Figure 8 shows how the share of selected innovations from each continent in the Global Collections has evolved since 2019. The trajectories highlight Asia's consistent dominance over the recent years, Africa's overall upward trend despite a slight dip, more fluctuating patterns in Europe and North America, and Oceania's gradual rise from a small base. The inset captures the latest year-on-year change.

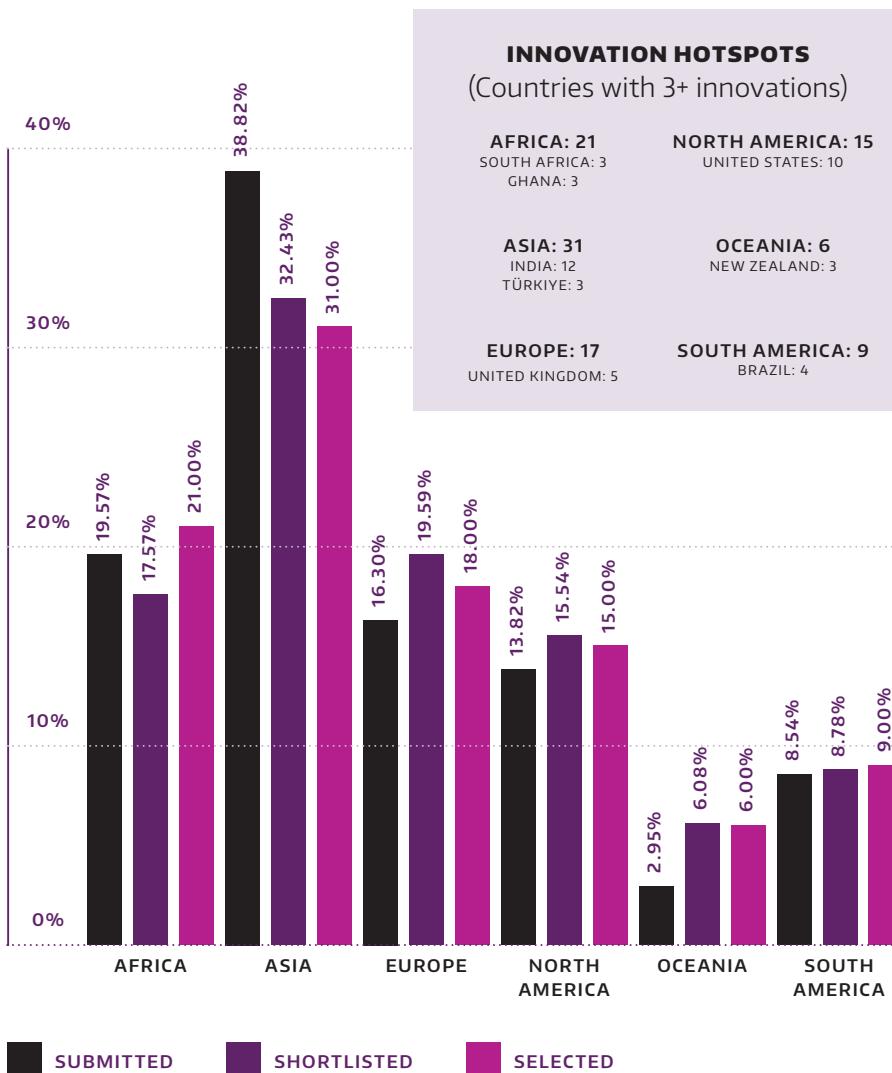


Figure 7: Geographic Spread of Submissions, Shortlist, and Selected Innovations for Global Collection 2026

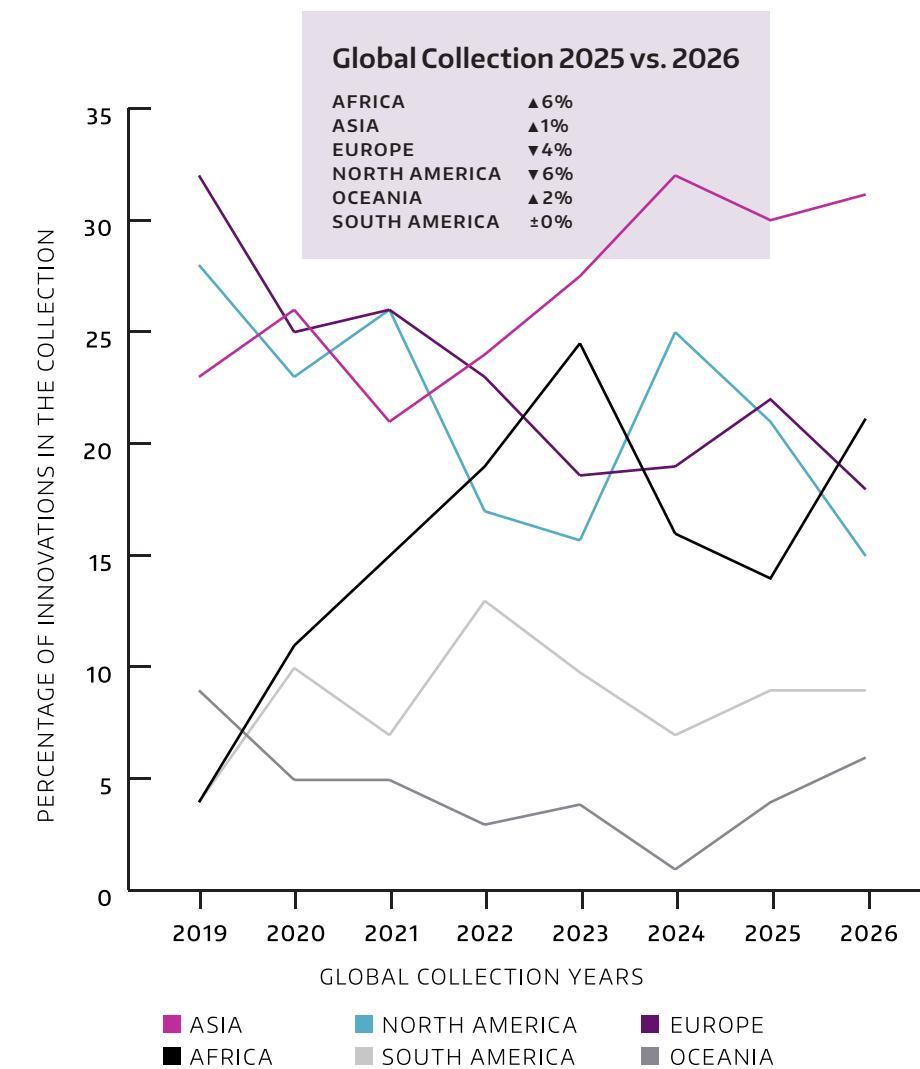


Figure 8: Trends in the Share of Selected Innovations by Continent, 2019–2026

COLLECTION SUPERLATIVES

HundrED Academy 2026

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. This year's Global Collection would not have been possible without the invaluable contributions of 253 dedicated members of the HundrED Academy 2026.

We highlight members whose participation stands out on two levels: Those who reviewed over 80 percent of their assigned innovations are awarded Special Mention, and Honorary Distinction is conferred on those reviewed three or more Global Collections. Please see [Appendix B](#) for more information on the Academy's role in the selection process, and [Appendix C](#) for a list of HundrEd Academy 2026 members.

Figure 9: Global Collection 2026 superlatives

ACADEMY VOICES**Junior Academy**

"Being part of the HundrED Academy has truly been one of the most meaningful experiences of my journey so far. It felt incredible to be trusted with the responsibility of reviewing innovations that are changing lives and shaping the future of education. Every story I read touched me, inspired me, and reminded me that small ideas, rooted in love and purpose, can create global impact. I'm so grateful to have had this opportunity – it didn't just teach me about innovative solutions, it reminded me why I care about making a difference." – **Hardik Chaudhary**



"Being a part of the HundrED Junior Academy was fantastic! I was exposed to a whole new world of inspiring innovative solutions across several areas. Some were devoted to making eating vegetables more appealing to kids, while others were prepping high schoolers for the world of work. All of them were so different, yet united by a common purpose: reimagining education for young people. Thank you so much for this opportunity, and I hope to carry forward everything I've learned into my own journey as a changemaker." – **Aanyaa Garatikar**



"Hats off to Hundred Academy for giving students and teenagers the opportunity to review and get the knowledge about projects being done worldwide. I take extreme pleasure for being a part of it."

– **Sudarshini G. S.**



"Being a part of the Academy is very interesting! It opens my mind about innovations that are unfamiliar and new to me. It's beyond description to see how wholesome all the changemakers around the globe are working together to improve the quality of our life. To add up, I find this academy as a bridge to sharpen my research skills and to voice my opinion as they facilitate us with endless information to explore." – **Zahra Faiha Askana**

Academy



"Being part of the HundrED Academy was an incredibly inspiring experience. The review process was thoughtfully designed—clear, well-structured, and intellectually engaging. It allowed me to explore groundbreaking innovations from around the world and reflect on how global ideas can be adapted to local contexts." – **Nam Ngo Thanh, School Leader, Academic Director, B. School**



"Being part of the HundrED Academy as a 19-year-old youth was a truly eye-opening experience. The review process allowed me to explore innovative educational solutions that went beyond traditional learning – touching on themes like play, gender equality, digital literacy, green skills, and more. The tools made it easy to evaluate each innovation thoughtfully, and it was inspiring to see how education is evolving to meet the diverse needs of learners worldwide."

– **Myat Pan Khit, Chemical Engineering Student, SIIT - Thammasat University**



"Being part of the HundrED Academy has been an enriching and inspiring experience. Reviewing 18 global education innovations gave me a front-row seat to the creativity, commitment, and impact educators are driving around the world. The review process was well-structured and supported by clear guidance, which made it easy to engage meaningfully with each submission. I especially appreciated the emphasis on evidence of impact and scalability—it allowed me to think critically about how these innovations could be adapted in Kenya. It's been a rare honor to contribute to shaping the top 100 innovations in the Global Collection 2026." – **Nabwire Karen Kilwake, Co-Founder, Research & Communications Lead, Digital Pastoralist Africa**



Photo by Alpha Tiles.



ACADEMY CHOICE FEATURED INNOVATION

Teaching at the Right Level (TaRL) has been named the **Academy Choice** for the HundrED Global Collection 2026, after receiving the highest overall scores for both its impact and scalability. Academy reviewers commended its proven effectiveness across diverse contexts, supported by series of rigorous Randomised Controlled Trials and successful adaptation in more than twenty countries and thirty languages. They praised its simplicity, scalability, and human-centred design, which empowers educators and volunteers to reach the most marginalised learners through low-cost, accessible methods.



"Over two decades ago in India, we realised that despite being in school for a number of years, many children still struggled with basic reading and arithmetic. A solution was urgently needed. Working closely with children,

families, teachers, schools, and governments, we evolved the "Teaching at the Right Level" approach (TaRL). This method has helped children who were eight and older "catch up" and quickly acquire foundational skills. Since then, TaRL has iterated and been adapted to be effective in a variety of contexts, both in India and globally.

Often called "CAMA," meaning "amazing" in several Indian languages, TaRL feels magical when it comes alive in classrooms worldwide. In a matter of days and weeks, children are transformed. In the years to come, we hope to continue working closely with different people and partners across the world to ensure that every child is in school and learning well." – **Dr. Rukmini Banerji, CEO, Pratham Education Foundation**



YOUTH CHOICE FEATURED INNOVATION

Selected by the HundrED Junior Academy as the **Youth Choice** for the Global Collection 2026, **Girl Boss Program** by Launch Girls was recognised for its inspiring mission to empower girls to become confident, independent, and future-ready leaders. Young reviewers praised its relevance to their generation, noting how it helps girls "find their voice" and "learn real-world skills that shape their future." Active in sixteen countries through strong partnerships, Girl Boss blends mentorship, practical training, and social change to give girls across South Asia and Africa the tools and confidence to build their own paths.

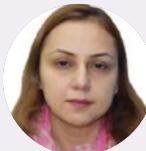


"Girls aren't just participants in Girl Boss; they are architects of its future. Our Girl Squad, comprising current participants and alumni, sits at the heart of our innovation, informing every aspect of our programming and co-creating solutions alongside us. This youth-centered approach ensures our work remains relevant, responsive, and transformative.

As we look ahead, girls will continue to guide how our programs evolve, ensuring each iteration serves their needs more powerfully. Our alumni communities will become engines of change, with graduates supporting successive generations. This intergenerational model builds a sustainable movement where young women lift each other up, creating ripples of impact beyond classrooms. When girls are trusted as leaders and innovators, they don't just imagine a more inclusive world, they build it." – **Neha Sahu, Co-founder and Co-CEO, Launch Girls**

**ACADEMY MEMBER OF THE YEAR:**

We extend our heartfelt thanks to Sheeba Ajmal for her exceptional commitment to the HundrED Academy. This year, she reviewed two full batches, or thirty-six innovations in total, continuing her long-standing record of reviewing nearly every Global Collection since 2019. As one of our distinguished Academy Members with Honorary Distinction, she has continuously demonstrated dedication to ensuring the quality and rigor of the Global Collection. We are deeply grateful for her time, energy, and expertise in supporting our effort in identifying the world's most impactful and scalable education innovations.



"As always it has been truly an honour to be part of the HundrED Academy. Reviewing the innovations extends my own understanding and knowledge about how we can provide quality education to all learners irrespective of social class, religion or ethnicity, in innovative ways. I was awe-inspired by the innovations and the amazing work educators around the globe are doing to provide quality education experiences to the under-privileged children in the community. Reviewing innovations every year is my window to the world, and every time I open this window I see fantastic ideas that are transforming education in a true sense around the globe." – **Sheeba Ajmal, Founder & CEO at Technology For A Cause - Enhancing Skills Empowering Kids**



Photo by SINA

Hall of Fame Innovations



Sustaining Impact: The HundrED Hall of Fame

The HundrED Hall of Fame is a special category within our Global Collection that recognises education innovations demonstrating sustained growth in impact and scalability over time, as well as responsiveness to the evolving needs of learners worldwide. First introduced in 2021 for the Global Collection 2022, the HundrED Hall of Fame honors those innovations who have been selected to the HundrED Collections (Global and/or Spotlight) multiple times and have continued to show significant scale with proven impact and community engagement.

While no new inductees were added this year, the Hall of Fame remains a living showcase of pioneering work that continues to inspire the global education community. In the following section, we share updates provided directly by Hall of Fame innovators, highlighting the latest developments, milestones, and lessons from their journeys since 2024. The percentage changes shown in parentheses show changes from the previous year unless otherwise noted.



THE HUNDRED HALL OF FAME

BRAC PLAY LABS

DESIGN FOR CHANGE

ECO-SCHOOLS

EDUCATE!

FUNDACIÓN ESCUELA NUEVA

GLOBAL ONENESS PROJECT

MYMACHINE

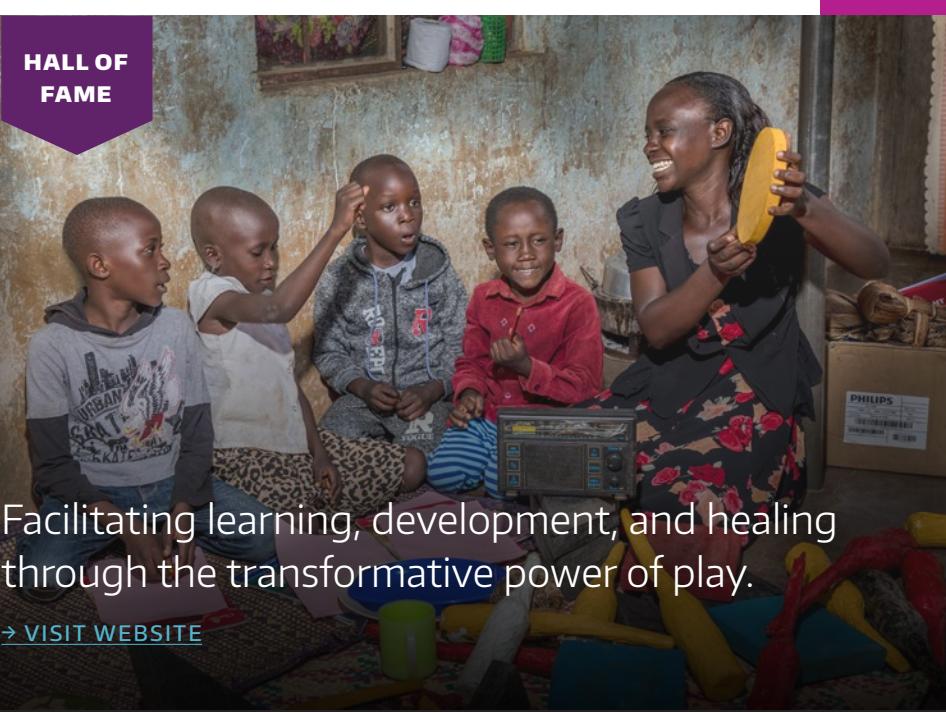
ROOM TO READ

ROOTS OF EMPATHY

SLAM OUT LOUD

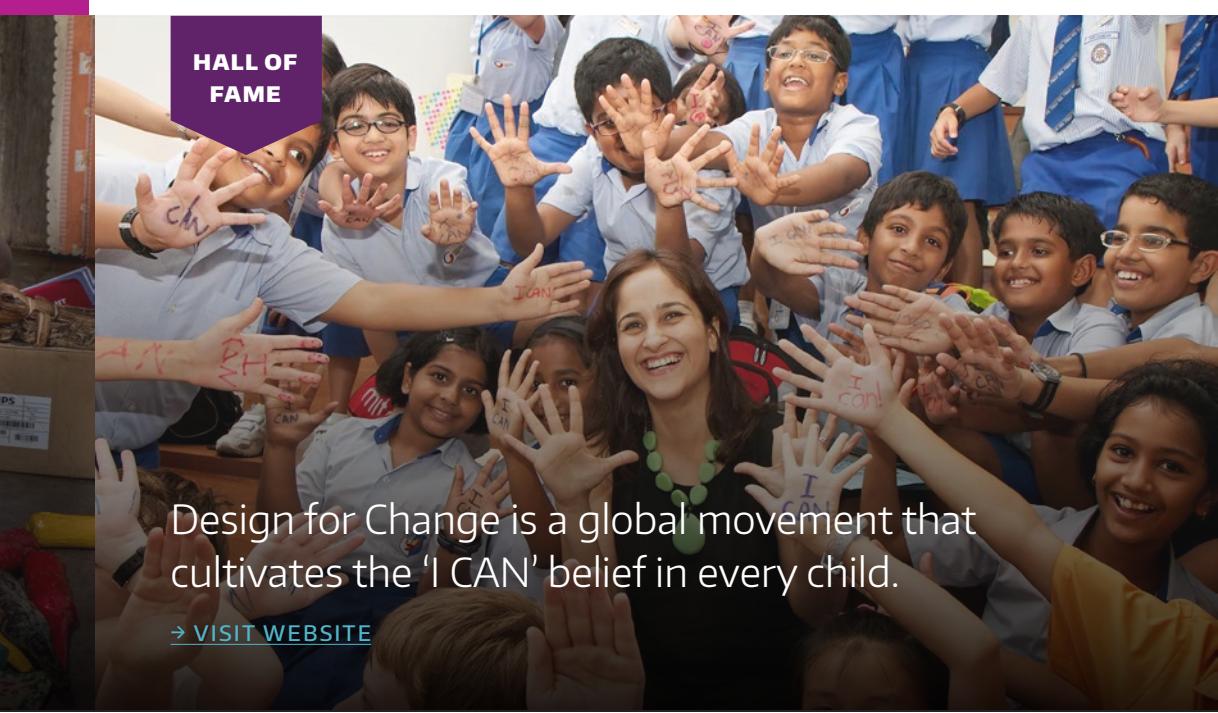
SPEED SCHOOL

WORLD'S LARGEST LESSON

**HALL
OF
FAME**


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

[→ VISIT WEBSITE](#)

**HALL
OF
FAME**


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

[→ 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 five 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.

Design for Change India

The DFC Innovation Playbook features fifteen innovations from thirteen countries, showcasing how partners apply the FIDS model through gamification, toolkits, platforms, and more. Over the past year, growth has been reflected not only in reach but also in depth of engagement, with more schools embedding the approach into curricula and students leading projects independently. Expansion into new regions and diverse school types, training more teachers, and developing new toolkits have strengthened adoption and sustainability. Key insights highlight the shift from awareness to agency, the teacher's role as enabler, and the importance of socio-emotional learning and systemic integration.

2016
YEAR ESTABLISHED

497K (AS OF 2024)
CHILDREN / USERS

5 (AS OF 2024)
COUNTRIES

2009
YEAR ESTABLISHED

2.2 M (AS OF 2024)
CHILDREN / USERS

71 (AS OF 2024)
COUNTRIES

**HALL
OF
FAME**

Eco-Schools is the largest global sustainable schools programme.

[→ VISIT WEBSITE](#)**HALL OF
FAME**

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

[→ VISIT WEBSITE](#)

Eco-Schools

Denmark

In the past year, the Eco-Schools programme has expanded its reach to 1.9 million more learners and 628,000 teachers, deepening the quality of its activities with webinars, new handbooks, and online courses to support schools, educators, and coordinators in building capacity for applying the Eco-Schools Seven-Steps framework. One of our deep insights is that Education for Sustainable Development (ESD) must go beyond knowledge transfer, connecting with learners on an emotional and practical level, transforming climate anxiety into eco-agency. ESD provides the structure; networks and peer-to-peer learning provide the power to make systemic impact, positioning Eco-Schools as a climate action programme and driver of educational transformation.

1994

YEAR ESTABLISHED

13M

CHILDREN / USERS

78

COUNTRIES

Educate!

Uganda

Recognition from HundrED has strengthened our credibility and validated Educate!'s effectiveness. In the past year, Educate! advanced two key outcomes that capture our work preparing youth for the labour market. We supported the Government of Tanzania in launching a lower secondary four-year Business Studies subject while continuing to scale our livelihood bootcamps in Kenya and Uganda. Government support is a marker of progress: the president endorsed the Business Studies subject, signaling a national commitment to tackling the youth employment challenge and advancing systematic change. Our key insight: meaningful impact in education and livelihoods requires balancing system level change with community relevance.

2009

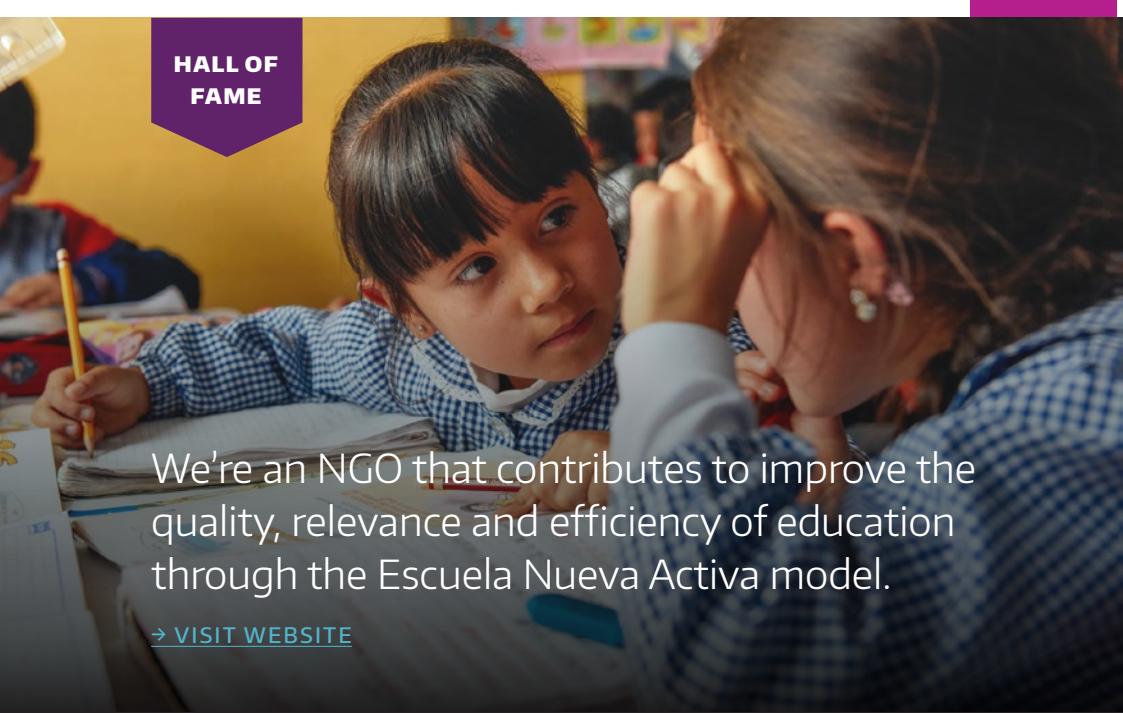
YEAR ESTABLISHED

500K (+31.6%)

CHILDREN / USERS

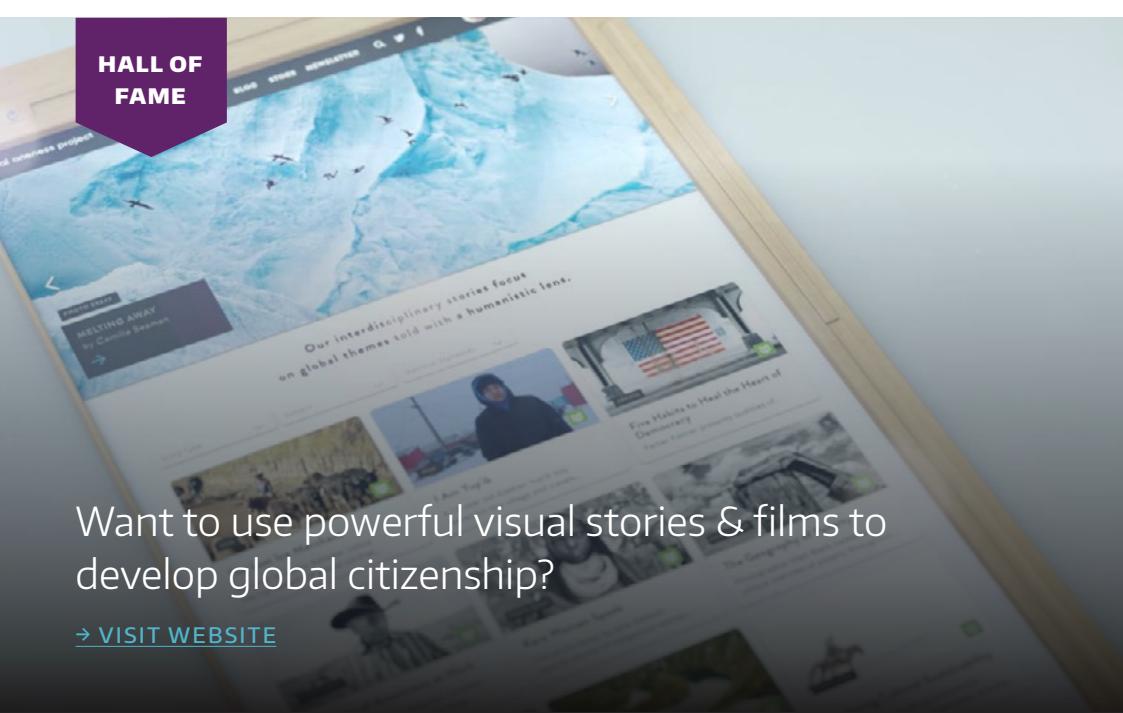
4

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](#)

**HALL OF
FAME**

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

[→ 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

2.1M (AS OF 2024)

CHILDREN / USERS

21 (AS OF 2024)

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.

Note: The Global Oneness Project has sunsetted as an organisation and is currently inactive. However, its rich library of educational resources remains freely available for educators and learners worldwide. This year marks its last recognition within the HundrED Hall of Fame.

2006

YEAR ESTABLISHED

400K

CHILDREN / USERS

80

COUNTRIES

**HALL
OF
FAME**

MyMachine is a unique collaboration of all educational levels to create dream machines invented by kids.

[→ VISIT WEBSITE](#)

**HALL
OF
FAME**

World Change Starts with Educated Children®

[→ VISIT WEBSITE](#)

MyMachine

Belgium

Since fall 2024, MyMachine has added three new chapters in Armenia, Germany, and Czechia, further expanding its global network. The organisation received four prestigious awards and recognitions, including the Global Excellence Awards, Montessori Star 2025, Corporate LiveWire Tech Education Initiative of the Year, and the HundrED Spotlight on Child-Centred Learning. It also surpassed 1.5 million student-hours of impact worldwide. In a time of accelerating attention to AI, these achievements highlight the enduring importance of human creativity, imagination, and craftsmanship—values at the heart of MyMachine's mission.

2008

YEAR ESTABLISHED

24 900 (+42%)

CHILDREN / USERS

34 (+6%)

COUNTRIES

Room to Read

United States

In 2024, Room to Read reached a milestone with 10 million books checked out from its libraries, bringing the total to 150 million since the program began. Alongside these achievements, the organisation launched a new strategic plan with bold goals: to double the number of active children reached each year to at least 20 million and to serve 100 million children by 2027. Now more than ever, strengthening education systems depends on coordinated collaboration. This spirit has shaped our role as a Hall of Fame member, where we have shared our experience and learning with others to extend the benefits to more children efficiently.

2000

YEAR ESTABLISHED

52M (+30%)

CHILDREN / USERS

29 (+39%)

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

Roots of Empathy grew classroom programmes by over 5 percent in the past year, supported by strengthened governance with new leadership in Canada, global finance and administration, and added staff in the US. The organisation launched Boys Care™ to counter toxic social media messages by increasing empathic male role models, while enhancing Seeds of Empathy for 3–5 year olds with a digital dashboard and video resources for Indigenous communities. Global thought leadership expanded through invitations to prestigious forums, reflecting rising concern about the empathy deficit and post-pandemic behavioural challenges.

1996

YEAR ESTABLISHED

1.2 M (+11%)

CHILDREN / USERS

8

COUNTRIES

Slam Out Loud

India

In 2024–25, Slam Out Loud deepened systemic integration, with the Tribal Development Department in Maharashtra now covering 60 percent of costs and enabling 534 new art teachers for over 65,000 students. In Punjab, arts-SEL was embedded into “Bagless Saturdays” for more than 570,000 learners, supported by a new advisory board and mentor cadre. Through the Jijivisha Fellowship, a branch initiative of SOL, over 270 lessons were localised, drawing on regional art forms and leading community projects on social and climate justice. These advances affirm that arts are most powerful when treated as core pedagogy, strengthening agency and classroom climate.

2017

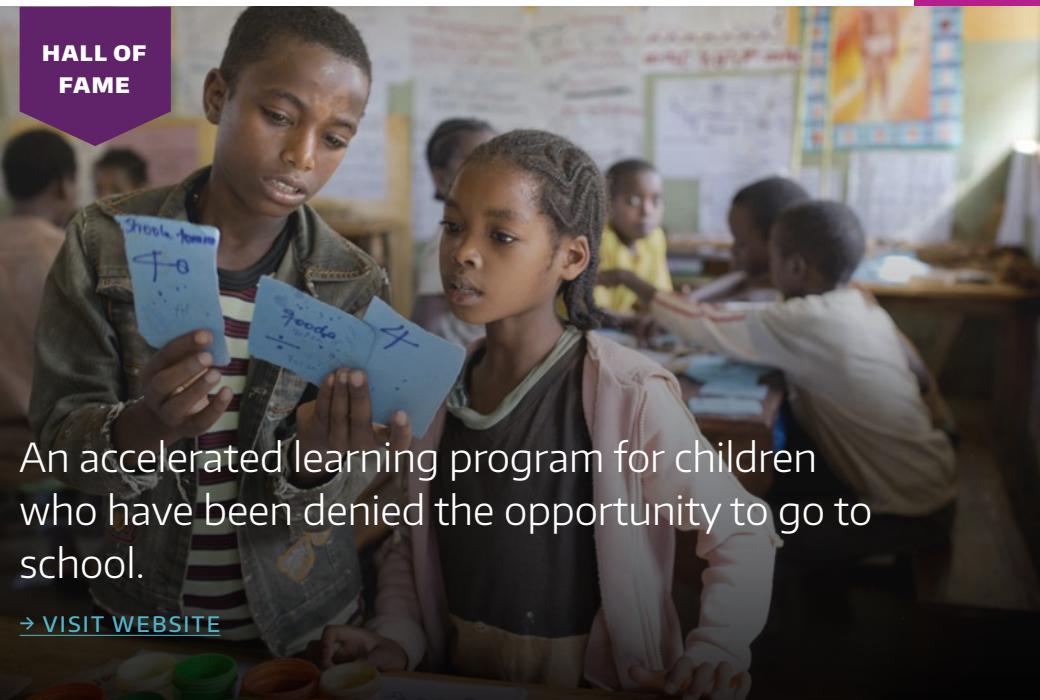
YEAR ESTABLISHED

14M

CHILDREN / USERS

17

COUNTRIES

HALL OF
FAME

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

[→ VISIT WEBSITE](#)

HALL OF
FAME

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

[→ 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 (AS OF 2024)

CHILDREN / USERS

5 (AS OF 2024)

COUNTRIES

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 thirty languages reaching 17.9 million children located in over seventy countries.

2015

YEAR ESTABLISHED

17M (AS OF 2024)

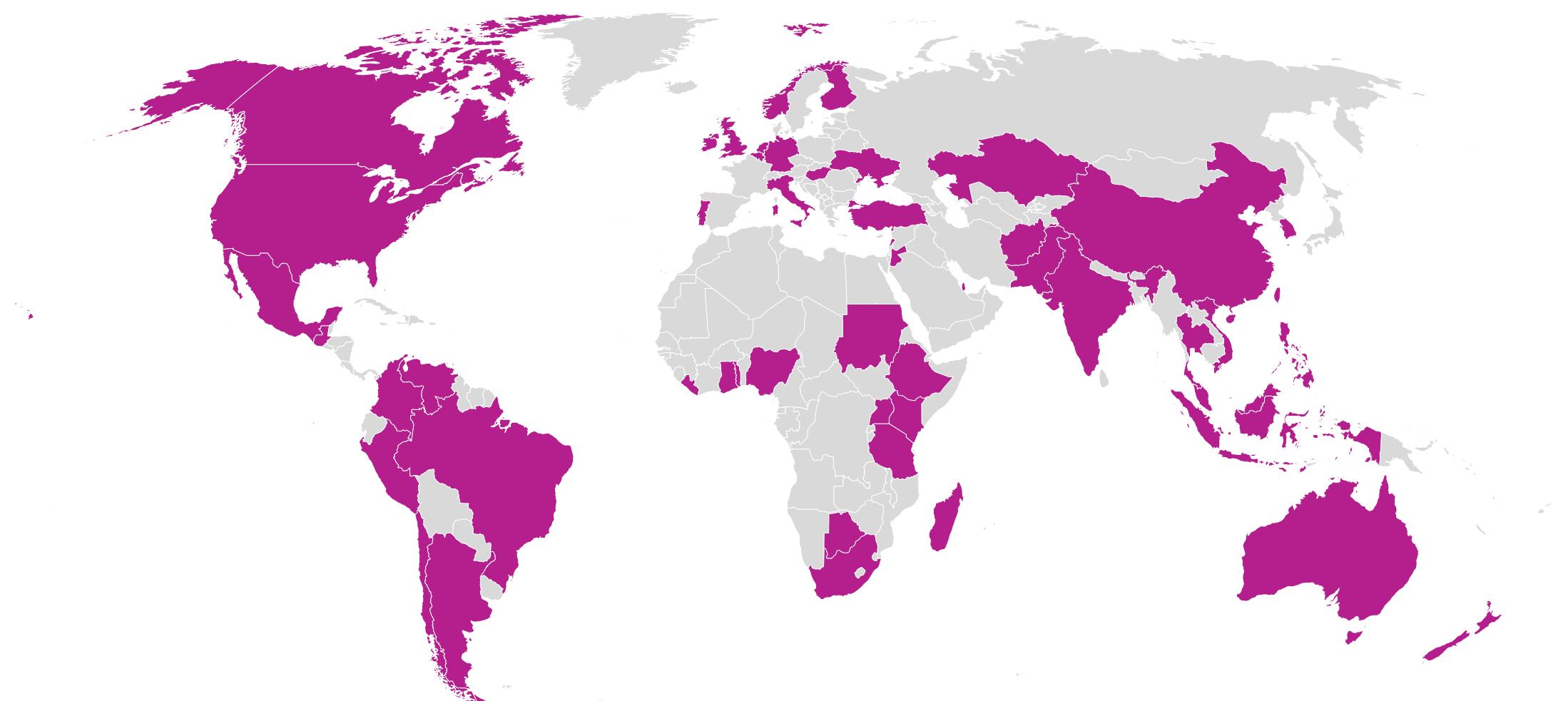
CHILDREN / USERS

98 (AS OF 2024)

COUNTRIES

Global Collection 2026: Selected Innovations



HUNDRED GLOBAL COLLECTION 2026

The Global Collection 2026 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. [AfriKids' Powerhouse Communities](#)
2. [Alpha Tiles](#)
3. [An Alternative Listening Method in Language Education](#)
4. [APPLE Schools](#)
5. [Apprendemos](#)
6. [Azima: An Online Arabic Learning Platform for Refugees](#)
7. [Bachillersitario CUNBRE](#)
8. [BambaLearn App](#)
9. [BLP Scale-Up via White Label Approach](#)
10. [Building Teacher skills, Boosting Student Outcomes](#)
11. [Can't Wait to Learn](#)
12. [Chedza Solar Backpack](#)
13. [Circle of Teachers' Learning \(CTL\)](#)
14. [Class Saathi](#)
15. [Coach by Career Village](#)
16. [Community Keepers](#)
17. [Connected North](#)
18. [CoolThink@JC](#)
19. [CyberSecurity Curricula Education](#)
20. [Early Years Play-Based Teacher Training](#)
21. [Educating for Wellbeing \(EW\)](#)
22. [Eedi](#)
23. [ELAN - Enhancing Literacy and Numeracy](#)
24. [Enabling Leadership\(EL\)-Play](#)
25. [Enhancing Rural Schools with Digital Solutions](#)
26. [Flow Start](#)
27. [Girl Boss Program](#)
28. [Girl Icon Program](#)
29. [Girls Go Circular](#)
30. [Global Schools Program](#)
31. [Good Practices in Education Conferences](#)
32. [GraphoGame](#)
33. [Guidance Programme](#)
34. [House of Science resource kit library.](#)
35. [HP Cambridge EdTech Fellowship](#)
36. [Iara](#)
37. [iLearnabout](#)
38. [Improve Liberia cooperation movement](#)
39. [Integrated Maths Program](#)
40. [InteliGente](#)
41. [International Climate Policy and Advocacy Course](#)
42. [Klimaatspeelplaats](#)
43. [L3 – Learning for Life and Livelihood](#)
44. [Learn To Play - Ithute Go Tshameka](#)
45. [Learning and Migration Program \(LAMP\)](#)
46. [leerKRACHT \(teachingFORCE\)](#)
47. [Lively Minds: bright futures for rural children](#)
48. [MAGOS](#)
49. [Manzil Mystics](#)
50. [MARIO Education](#)
51. [Masters of Trivia](#)
52. [mEducation](#)
53. [MOZA AMBASSADORS](#)
54. [Notopedia](#)
55. [OneSky for all children](#)
56. [Outdoor School Singapore](#)

- 57. [PadHer](#)
- 58. [Pandai](#)
- 59. [Patio Vivo Cultivable: Learning with Nature](#)
- 60. [Peace Tracks](#)
- 61. [Period Education - Empowering Girls at Scale](#)
- 62. [Play Based Learning Observation Tool \(P-BLOT\)](#)
- 63. [Predictors of Learning](#)
- 64. [Programa Robles del Futuro](#)
- 65. [Project "I think, therefore I write"](#)
- 66. [Projet Jeune Leader](#)
- 67. [Ripples of kaitiakitanga an Enviroschools approach](#)
- 68. [School the World's Accelerated Learning Program](#)
- 69. [SEE Learning®](#)
- 70. [See Think Wonder Challenge](#)
- 71. [SEL Kernels of Practice](#)
- 72. [SINA \(Social Innovation Academy\)](#)
- 73. [Smarty Health Info Hub](#)
- 74. [SolarSPELL offline digital libraries](#)
- 75. [Speech Spark: Teacher-led Boost to Togo's Literacy](#)
- 76. [STEMXX NIGERIA](#)
- 77. [SuperBetter](#)
- 78. [Switch4Schools](#)
- 79. [Teaching at the Right Level \(TaRL\)](#)
- 80. [TEKOM'BOE: Palliative Education](#)
- 81. [The All-Ukrainian Online School](#)
- 82. [The Happiness Lesson Integrated Programmes](#)
- 83. [The Happy Confident Schools Program](#)
- 84. [The Jijivisha Fellowship](#)
- 85. [The Rubbish Film Festival](#)
- 86. [The Starving Artist](#)
- 87. [The STEAM Design Process & Starfish Maker](#)
- 88. [The Stephanie Alexander Kitchen Garden Program](#)
- 89. [The TIEEZ Programme](#)
- 90. [The Village That Reads!](#)
- 91. [Theatre onlife](#)
- 92. [Tilli](#)
- 93. [TOY for Inclusion Play Hubs](#)
- 94. [Udhyam Shiksha](#)
- 95. [Vegemi](#)
- 96. [Wequal- Equality Through Education](#)
- 97. [XploreLab 360](#)
- 98. [Yellow Rooms -Community Based Intervention](#)
- 99. [YESfest](#)
- 100. [ZubHub](#)



Where means, motive and opportunity fuel every child's learning

[→ VISIT WEBSITE](#)

AfriKids' Powerhouse Communities

Ghana

We know today's education systems are not working for every child – and it will take all hands on deck to fix it. Powerhouse Communities unlock the transformative power of parents and communities to help increase the number of children learning, enrich learning to be rooted and relevant to local contexts, and break down social barriers that exclude the most marginalised.

2021

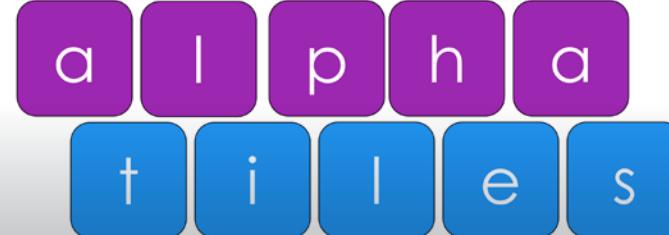
YEAR ESTABLISHED

110K

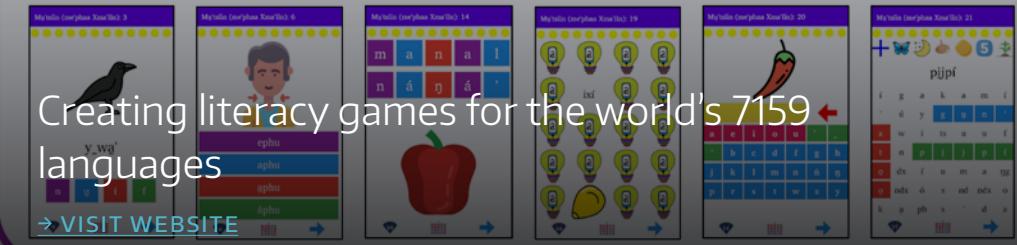
CHILDREN / USERS

1

COUNTRY



literacy games for Android devices



Creating literacy games for the world's 7159 languages

[→ VISIT WEBSITE](#)

Alpha Tiles

Mexico

There are no literacy game apps for 97 percent of the world's languages. Using its 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 continuing to a national language.

2020

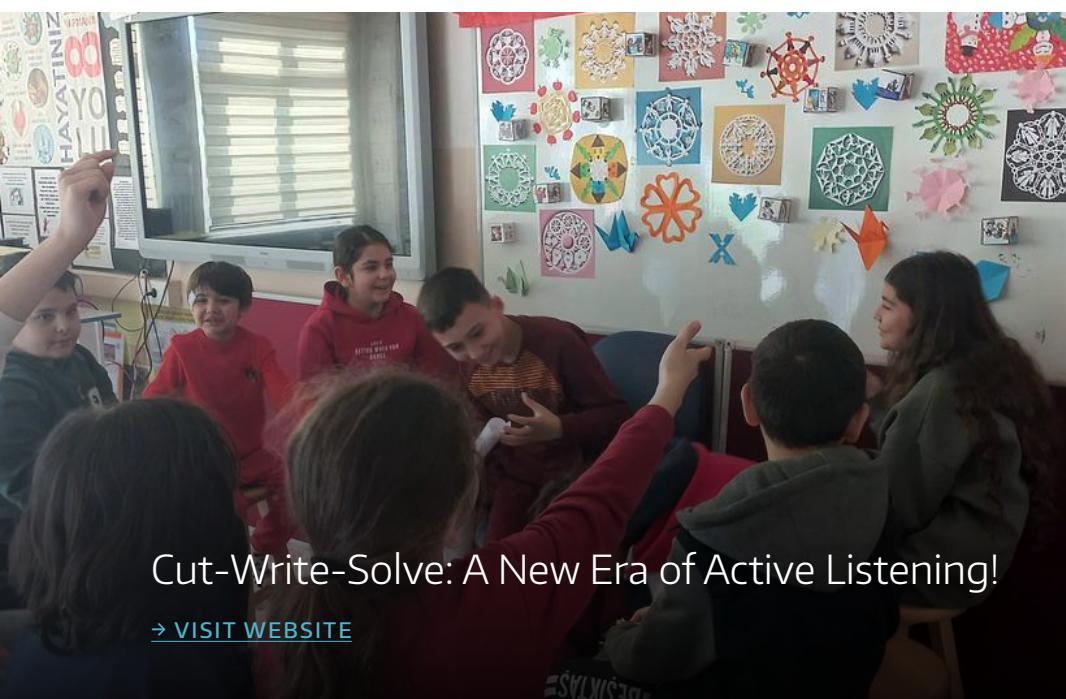
YEAR ESTABLISHED

25K

CHILDREN / USERS

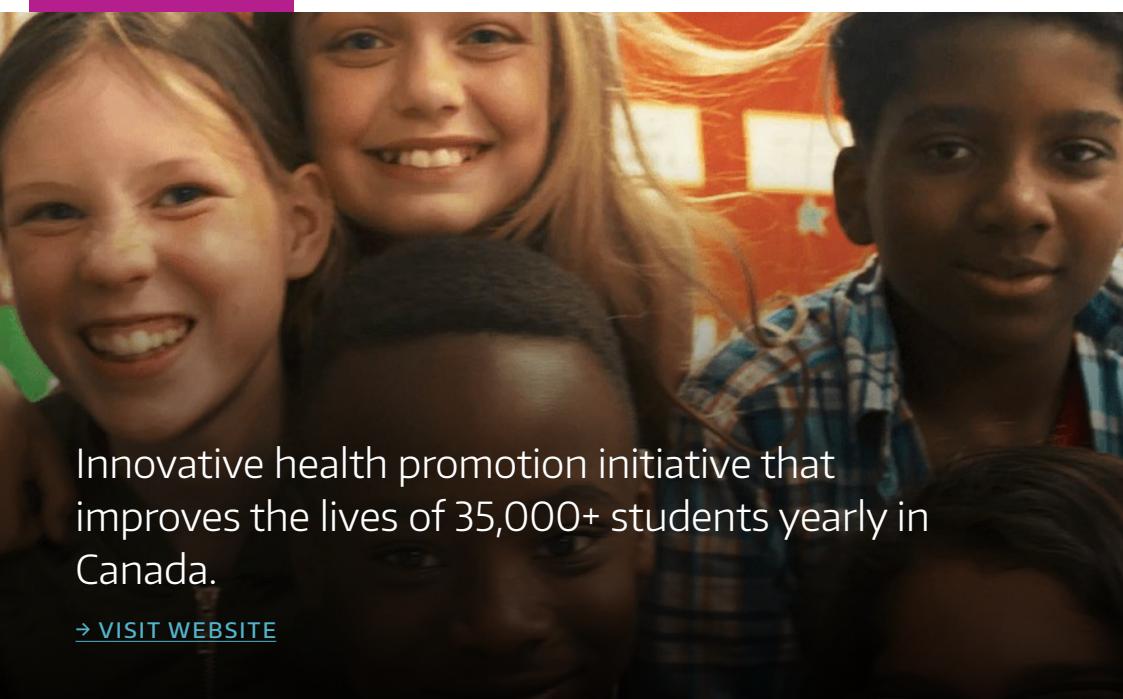
45

COUNTRIES



Cut-Write-Solve: A New Era of Active Listening!

[→ VISIT WEBSITE](#)



Innovative health promotion initiative that improves the lives of 35,000+ students yearly in Canada.

[→ VISIT WEBSITE](#)

Alternative Listening Method in Language Education

Türkiye

"Cut-Write-Solve" is an interdisciplinary method that transforms listening from a passive skill into an active process. By combining paper-cutting art, encryption, and algorithmic thinking, it makes listening creative, analytical, and engaging. The method significantly improves all listening skills, especially critical listening.

APPLE Schools Canada

APPLE Schools is a research-based, school-focused health initiative that empowers students to build lifelong healthy habits, develop critical skills, and thrive both in and out of the classroom. Students in APPLE schools take the lead in creating a healthy school environment that is proven to show better dietary choices, increased physical activity and happiness, and improved learning outcomes.

2024
YEAR ESTABLISHED

1700
CHILDREN / USERS

1
COUNTRY

2007
YEAR ESTABLISHED

35K
CHILDREN / USERS

1
COUNTRY

APPRENDemos[•]

*Fun, digital math learning
for every student!*

Digital Math Learning for Schools
[→ VISIT WEBSITE](#)

Implemented by:
GRADE
Grupo de Análisis para el Desarrollo

Apprendemos Peru

Apprendemos addresses unequal access to quality math education in Peru. It's a free digital program for students in grades 3–6, offering weekly interactive activities, offline access, and classroom tools for teachers. In 2024, over 140,000 students used the platform. Built on research, it makes learning and teaching effective and fun for all!

2020

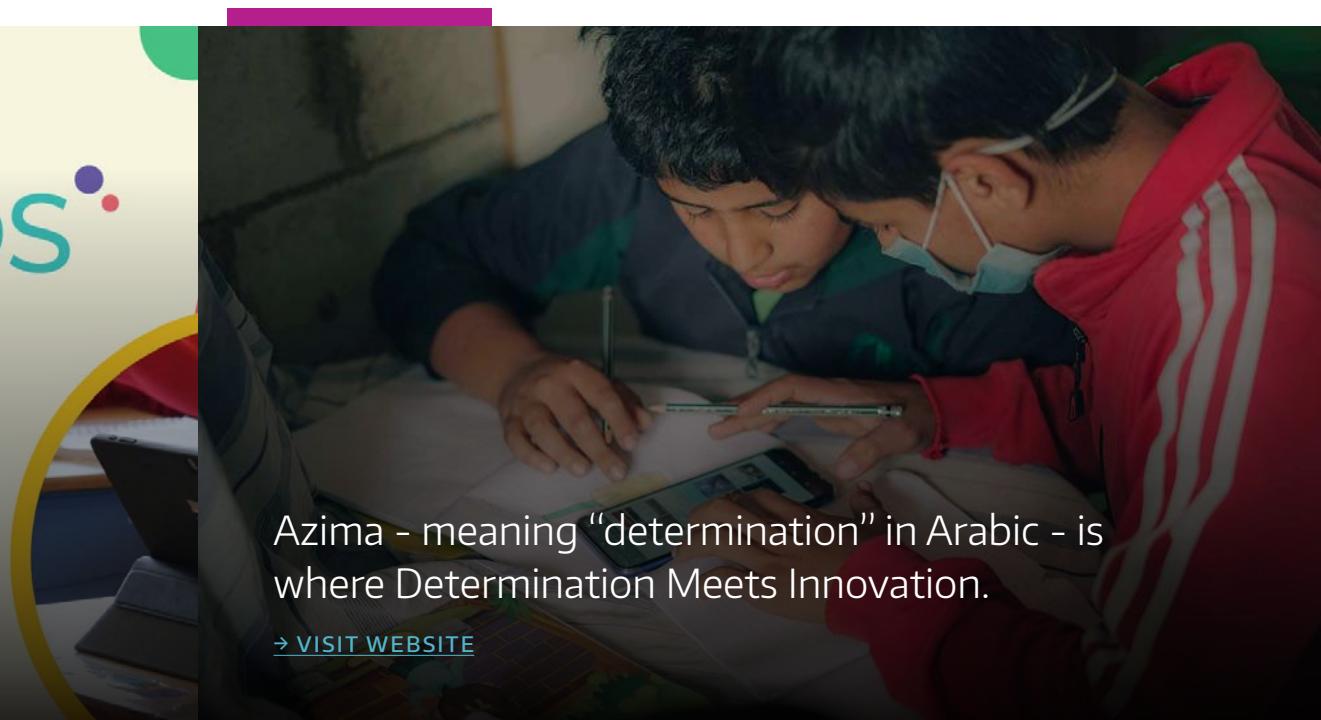
YEAR ESTABLISHED

10K

CHILDREN / USERS

1

COUNTRY



Azima - meaning “determination” in Arabic - is where Determination Meets Innovation.

[→ VISIT WEBSITE](#)

Azima: Online Education Platform for Refugees Lebanon

The closure of schools in March 2020 due to the COVID-19 pandemic threatened to disrupt learning for Syrian children in Lebanon. In response, Jusoor developed a WhatsApp-based learning program: Azima. Azima has continued to open pathways to education for students in and out of school, adapting Jusoor's evidence-backed curriculum to be accessible and impactful for students and their parents.

2020

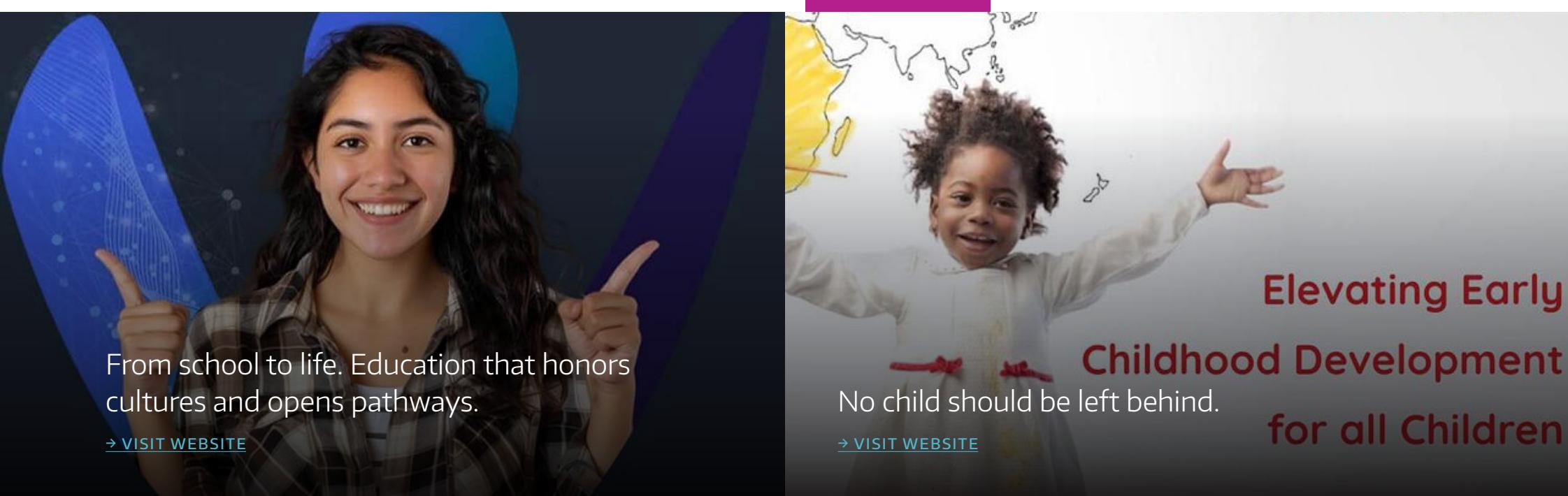
YEAR ESTABLISHED

1100

CHILDREN / USERS

1

COUNTRY



From school to life. Education that honors cultures and opens pathways.

[→ VISIT WEBSITE](#)

No child should be left behind.

[→ VISIT WEBSITE](#)

Bachillersitario CUNBRE Colombia

The CUNBRE Baccalaureate transforms secondary education into a true gateway to higher education, leadership, and purposeful entrepreneurship. With the support and mentorship of AI, young people from vulnerable communities learn about their identity, strengthen their roots, and build businesses tailored to their territory and their dreams. A degree here means transforming their future.

BambaLearn App South Africa

The BambaLearn App revolutionises early childhood education in South Africa's under-resourced communities. It offers a fun, interactive platform for children ages 2-6, blending games, storybooks, and creative tools to develop critical skills. With personalised learning and educator support, BambaLearn bridges the education gap, providing scalable, accessible and effective early learning.

2023
YEAR ESTABLISHED

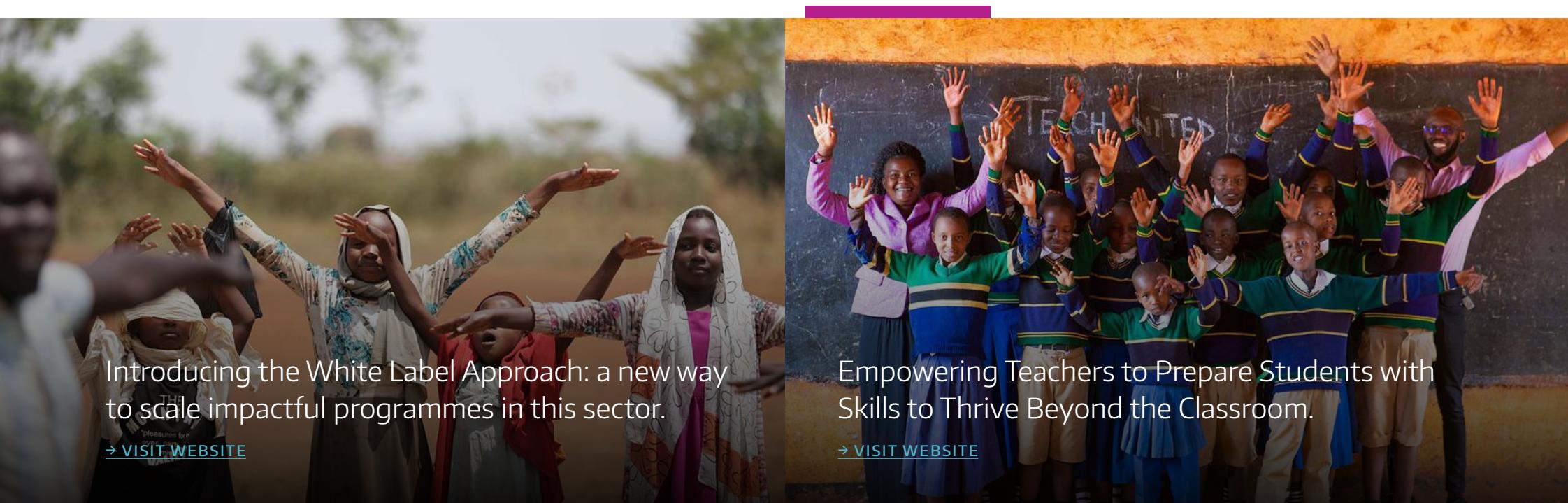
2 000
CHILDREN / USERS

1
COUNTRY

2020
YEAR ESTABLISHED

51K
CHILDREN / USERS

1
COUNTRY



Introducing the White Label Approach: a new way to scale impactful programmes in this sector.

[→ VISIT WEBSITE](#)

Empowering Teachers to Prepare Students with Skills to Thrive Beyond the Classroom.

[→ VISIT WEBSITE](#)

BLP Scale-Up via White Label Approach

Norway

The White Label Approach enables partners to integrate evidence-based psychosocial support (PSS) methods into their own education programs through NRC's signature Better Learning Programme (BLP). This innovation addresses gaps in access, capacity, and consistency, expanding quality PSS for children, youth, and teachers affected by conflict through shared ownership and contextual adaptation.

2012

YEAR ESTABLISHED

450K

CHILDREN / USERS

34

COUNTRIES

Building Teacher Skills, Boosting Student Outcomes

Tanzania

Poverty, exclusion, and gender inequity hold millions back from quality education. Effective teachers can help change that. TeachUNITED tackles the learning crisis by giving teachers the tools they need to ensure learners succeed. This cost-effective, sustainable coaching model boosts teacher confidence and retention to give the next generation of students the skills to thrive beyond the classroom.

2016

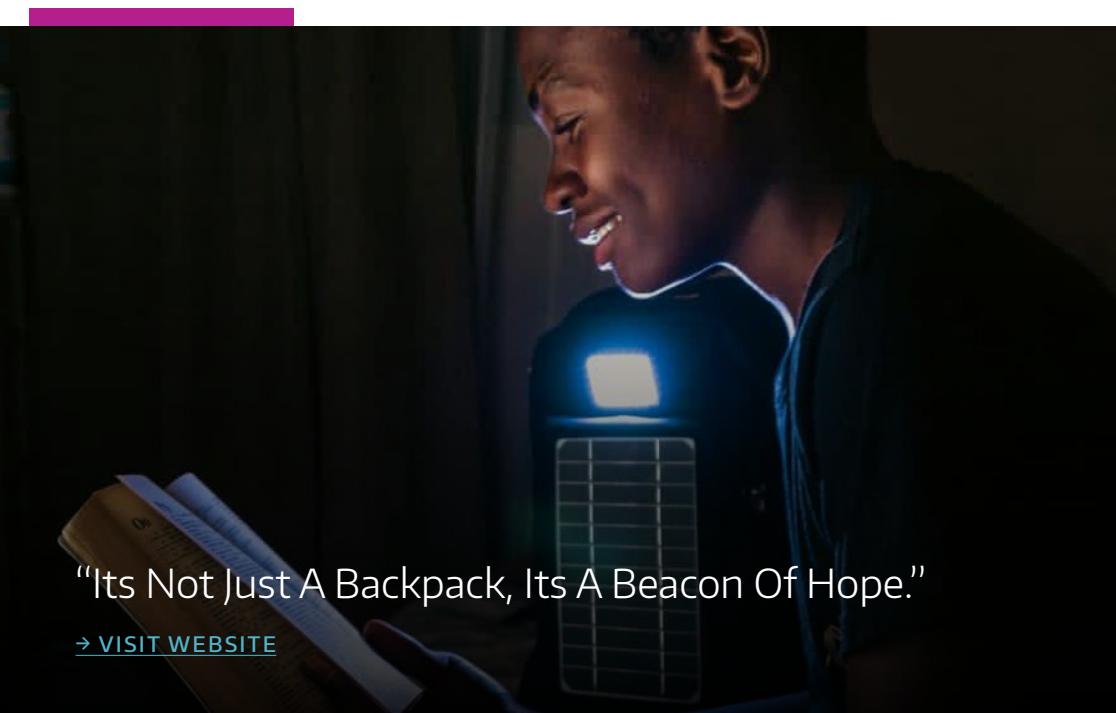
YEAR ESTABLISHED

2.3M

CHILDREN / USERS

21

COUNTRIES



Can't Wait to Learn

Sudan

Can't Wait to Learn brings the power of digital personalised learning to children in crisis. Through curriculum-aligned, game-based experiences, it builds essential reading and math skills—anytime, anywhere. Co-created with children and backed by research, it's cost-effective, scalable and designed to bridge education gaps and ensure every child can keep learning, no matter the circumstances.

2012

YEAR ESTABLISHED

300K

CHILDREN / USERS

8

COUNTRIES

Chedza Solar Backpack

Botswana

Chedza Solar Backpack is an innovative solution designed to provide clean, renewable energy to students in off-grid areas. By harnessing solar power and storing it, it enables users to charge their devices and access light, bridging the digital divide in rural communities. This sustainable, portable energy source supports education, reduces reliance on fossil fuels, and improves quality of life.

2020

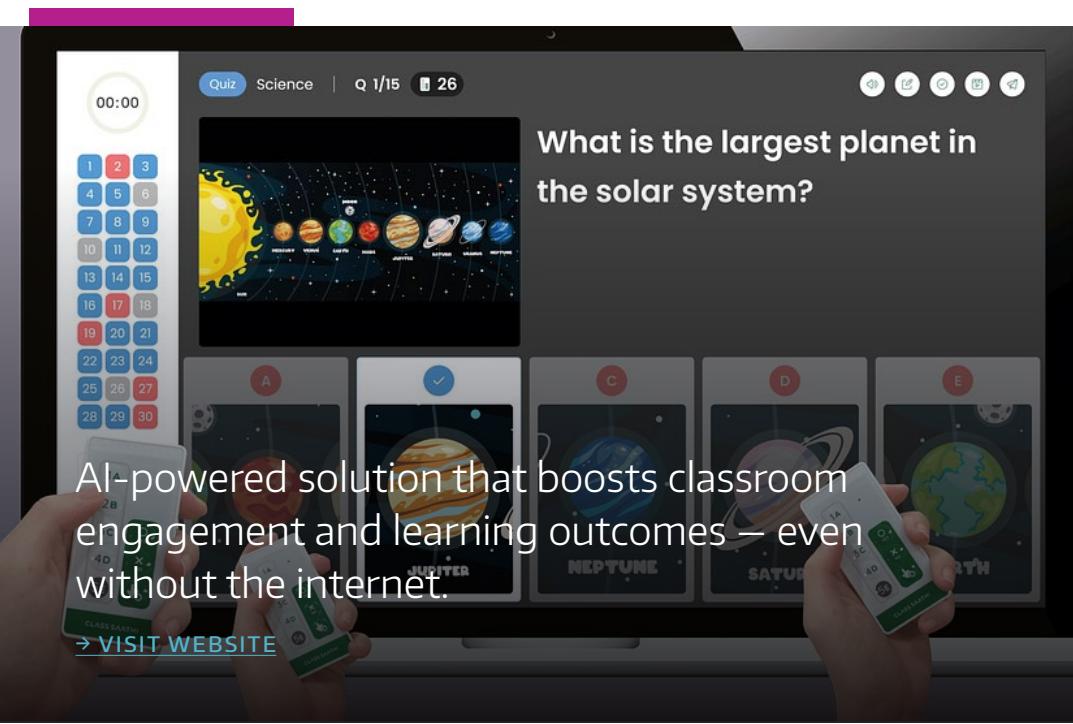
YEAR ESTABLISHED

7 000

CHILDREN / USERS

5

COUNTRIES



Circle of Teachers' Learning (CTL)

Indonesia

The 5Cs Framework in the Circle of Teachers' Learning (CTL) solves the challenge of limited, unfocused teacher development. In just 30 minutes a week, CTL guides teachers through Connect, Convey, Collect, Consider, and Commit—fostering collaboration, data-driven reflection, and emotional well-being to improve teaching and student outcomes.

2023

YEAR ESTABLISHED

1500

CHILDREN / USERS

1

COUNTRY

Class Saathi

South Korea

Class Saathi is an affordable AI-powered learning solution that makes every student an active participant in class. It is a combination of a clicker device for each student and a software application for teachers, parents and administrators. Class Saathi works without the internet and includes multi-level dashboards for seamless performance monitoring and is language, platform and device agnostic.

2017

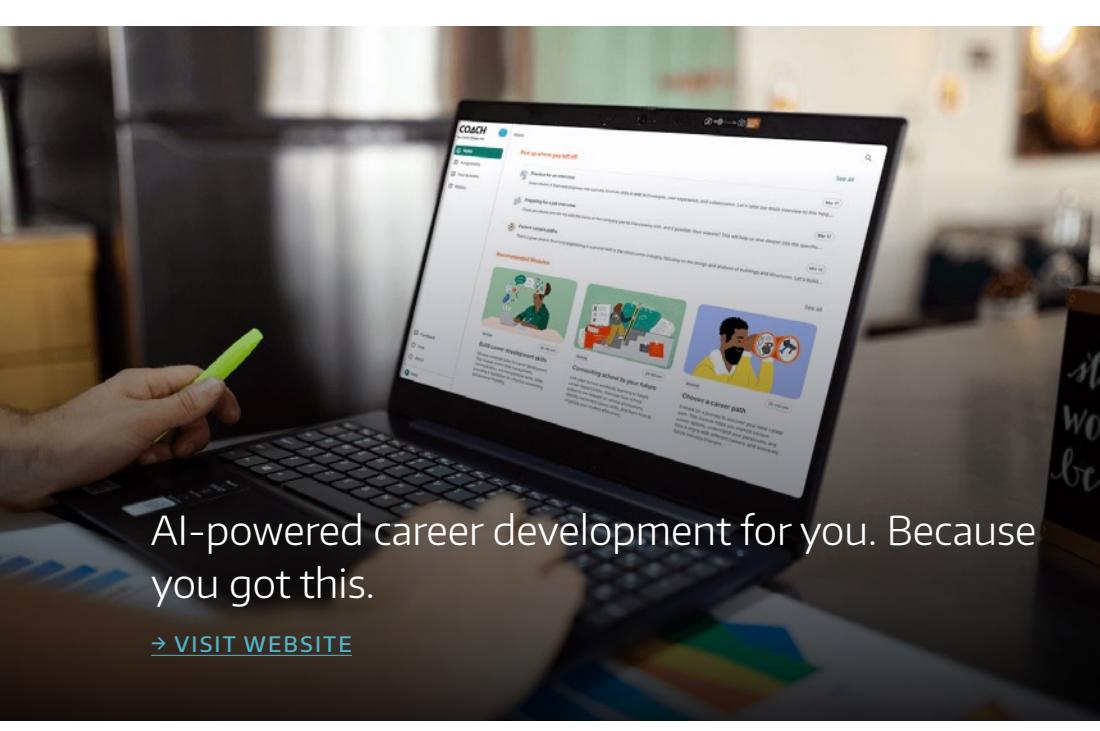
YEAR ESTABLISHED

500K

CHILDREN / USERS

6

COUNTRIES



AI-powered career development for you. Because you got this.

[→ VISIT WEBSITE](#)

Coach by CareerVillage.org

United States

The job market and the future of work are constantly evolving, but traditional career guidance services are often inaccessible due to limited availability, high costs, or geographic limitations. There's a pressing need for scalable, cost-effective, high-quality career support. Coach empowers learners at every stage in their career with personalised, quality, and bias-free career support.

2023

YEAR ESTABLISHED

10K

CHILDREN / USERS

121

COUNTRIES



Beautiful minds in every school

[→ VISIT WEBSITE](#)

Community Keepers

South Africa

CK 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, educators and parents/guardians, it is possible to create an environment where everyone feels a sense of belonging and everyone can thrive - ready for learning.

2008

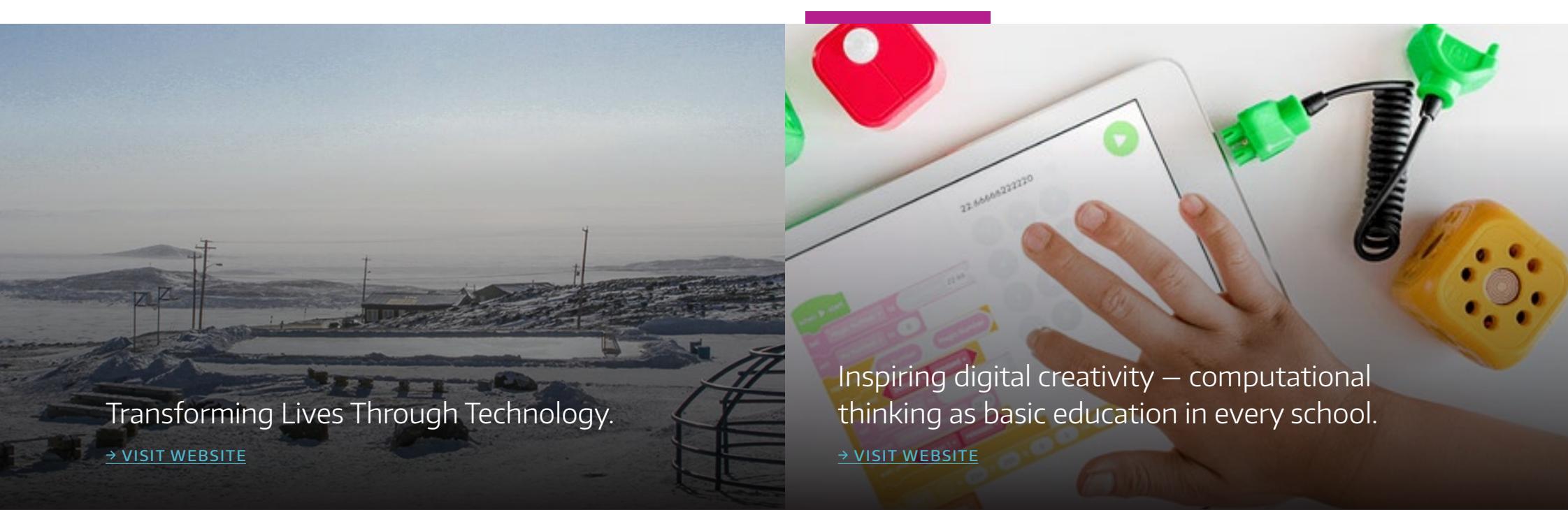
YEAR ESTABLISHED

79K

CHILDREN / USERS

1

COUNTRY



Transforming Lives Through Technology.

[→ VISIT WEBSITE](#)

Connected North Canada

Connected North fosters student engagement and enhanced education outcomes in remote Indigenous communities. This leading edge program delivers immersive and interactive education services, through high definition, two-way video conference technology. The program is made possible through a strong ecosystem of supporters with program delivery managed by Canadian charity TakingITGlobal.

2014

YEAR ESTABLISHED

36K

CHILDREN / USERS

1

COUNTRY

CoolThink@JC China

CoolThink@JC is a Computational Thinking education programme donated and created by The Hong Kong Jockey Club Charities Trust, co-created by MIT, EdUHK and CityU. Its mission is to inspire digital creativity, nurture students' proactive use of technologies for social good from a young age, mainstream CT education in schools and serve as a basic education for everyone.

2016

YEAR ESTABLISHED

120K

CHILDREN / USERS

9

COUNTRIES



Creating a generation that is aware and understands cyber security and digital concepts.

[→ VISIT WEBSITE](#)



Empowering teachers to help every child learn through play.

[→ VISIT WEBSITE](#)

CyberSecurity Curricula Education

Qatar

The aim of the project is to educate children and adolescents in the State of Qatar about the various concepts and foundations related to digital safety and cyber security. This project, sponsored by the National Cyber Security Agency, is the first project of its kind in the region and aims to raise digital awareness among all age groups of schools.

2023

YEAR ESTABLISHED

140K

CHILDREN / USERS

2

COUNTRIES

Early Years Play-Based Teacher Training

Ghana

Nearly 80 percent of children in Ghana lack basic literacy and numeracy by the end of primary school (UNESCO, 2022). Yet play-based learning—proven to boost learning outcomes—remains underused. 85 percent of KG teachers are not trained in play-based approaches. Sabre is supporting the government to change this, scaling a national KG teacher training model—to transform classrooms for 1.2 million children through play.

2004

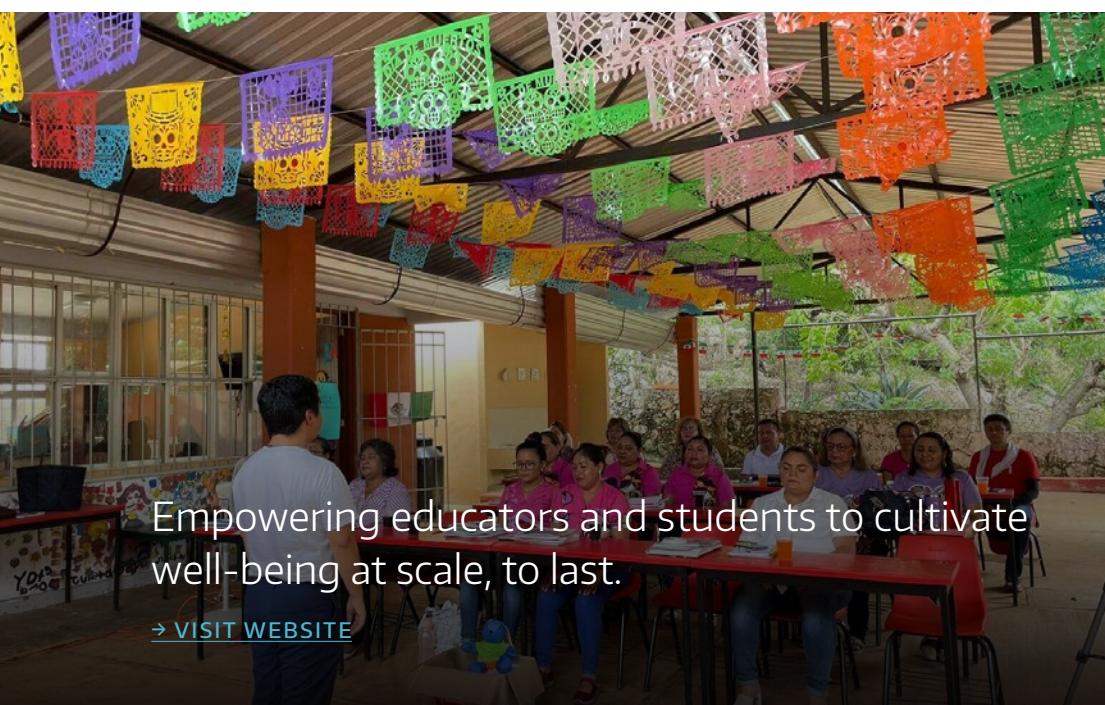
YEAR ESTABLISHED

620K

CHILDREN / USERS

1

COUNTRY



Educating for Wellbeing (EW)

Mexico

In Mexico, 1 in 2 children lives in poverty and 60 percent are behind in school by grade six. Gaps in educational outcomes across socioeconomic status fuel cycles of inequality and violence. EW aims to break these cycles by fostering learning environments that act as protective barriers. EW trains educators to improve their own SEC and well-being, foster SEL in students and implement systemic change.

2018
YEAR ESTABLISHED

50K
CHILDREN / USERS

1
COUNTRY

Eedi

United Kingdom

Eedi School is an evidence-based math learning solution, proven by a large-scale randomised controlled trial to double the rate of learning in math. The platform moves beyond traditional methods by combining a vast library of diagnostic questions with AI and human support. This unique human-in-the-loop AI model strengthens the learning process by providing students with timely, personalised help.

I= Eedi School

Help all your students succeed in math

A Learning Solution Built on Evidence.

[→ VISIT WEBSITE](#)

Parallelograms

Question 2

The shape on the right is a parallelogram.
What are the coordinates of the 4th vertex?

(7,7) (4,5) (6,7)

A (2,6) B (2,7) C (3,6) D (3,7)

A B C D Check

2015
YEAR ESTABLISHED

71K
CHILDREN / USERS

56
COUNTRIES



We provide functional literacy/21st century skills in marginalised contexts via digital technology.

[→ VISIT WEBSITE](#)

ELAN – Enhancing Literacy and Numeracy

Pakistan

The education crisis affects 1 in 10 people who cannot read or write. Millions of children in developing countries are out of school. Traditional education can't solve the problem quickly, but ELAN's digital learning solution using eLearning, tablets, and gamification, is a proven game changer, providing access to quality education to underserved populations.

2016

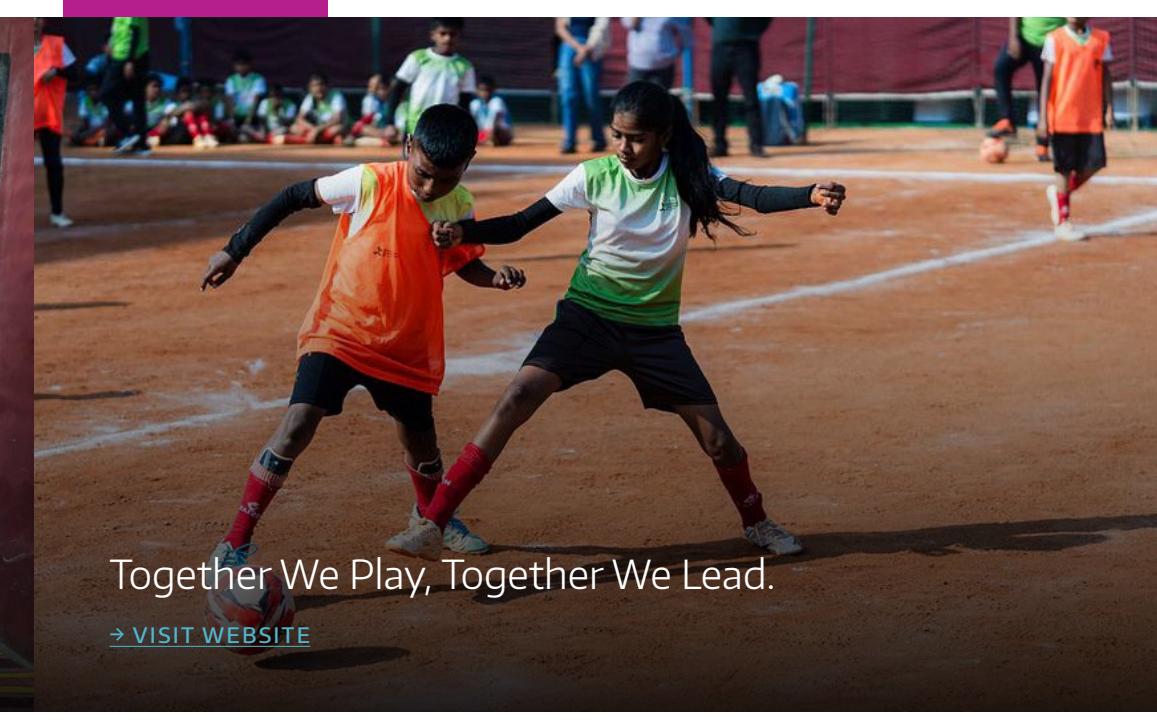
YEAR ESTABLISHED

15K

CHILDREN / USERS

3

COUNTRIES



Together We Play, Together We Lead.

[→ VISIT WEBSITE](#)

Enabling Leadership(EL)-Play India

Children, more so girls, from under-resourced backgrounds lack access to essential life skills education, leaving them ill-equipped for work and life. "EL-Play" is a mixed-gender football program with unique rules and a unique life skills curriculum that empowers girls, shifts boys' mindsets, and helps them to "defy the impossible" and break out poverty and take care of themselves and the world.

2013

YEAR ESTABLISHED

10K

CHILDREN / USERS

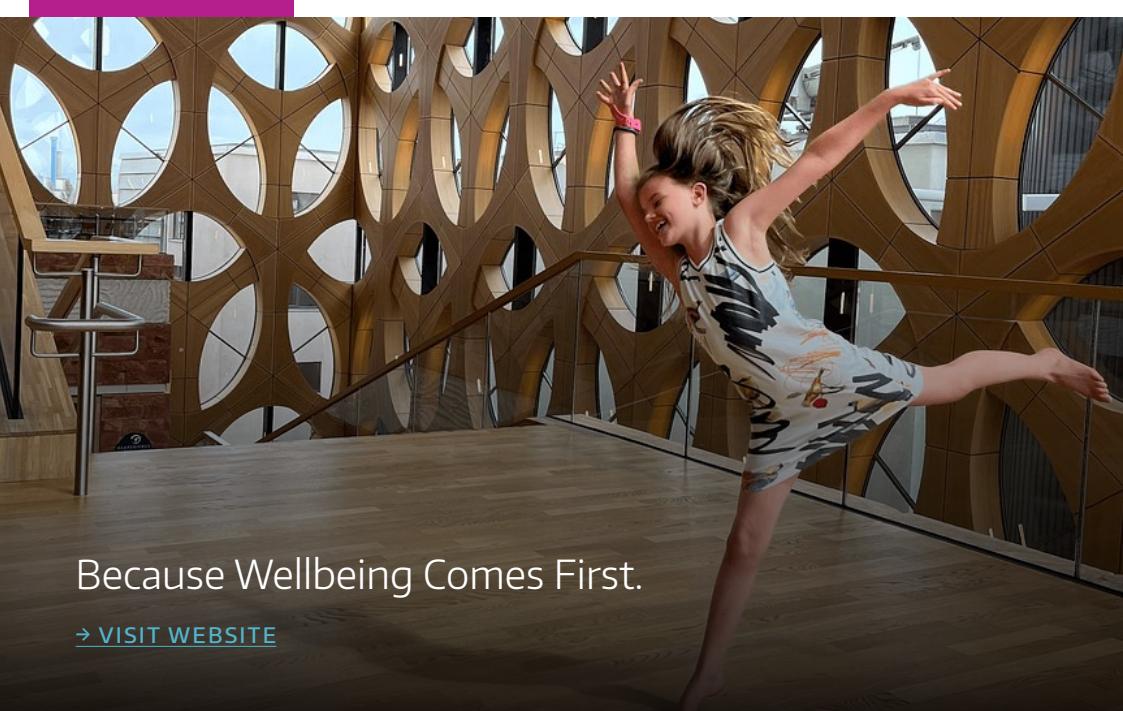
4

COUNTRIES



Transforming Small Rural Schools Through Digital Innovation.

[→ VISIT WEBSITE](#)



Because Wellbeing Comes First.

[→ VISIT WEBSITE](#)

Enhancing Rural Schools with Digital Solutions

Kazakhstan

This innovation is designed to unlock the potential of small rural schools through the integration of digital technologies and modern educational resources. The project addresses the disparities in education quality between rural and urban areas by equipping schools with contemporary digital tools, improving internet connectivity, and providing teacher training.

2023

YEAR ESTABLISHED

14K

CHILDREN / USERS

1

COUNTRY

Flow Start

Norway

Traditional school days often overlook learners' mental and emotional readiness, which impacts focus and engagement. Flow Start prioritises well-being with activities that promote joy, connection and agency. It is easily scalable and can be implemented immediately in any school worldwide and improves focus, creativity and collaboration. Because well-being comes first.

2021

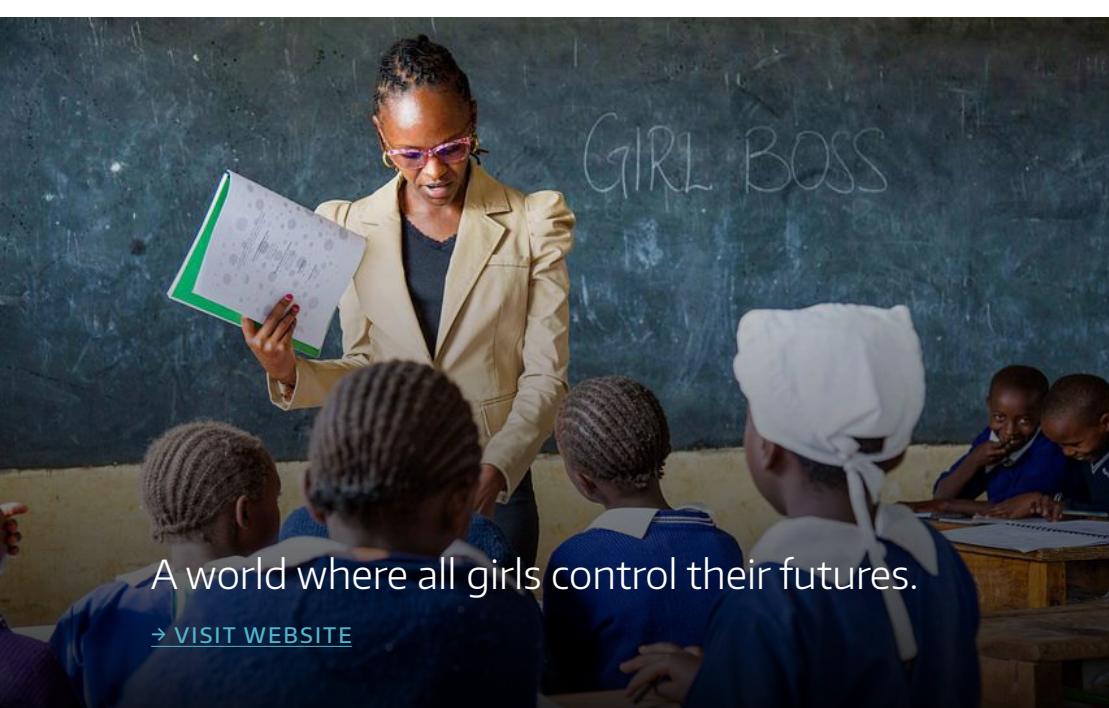
YEAR ESTABLISHED

1200

CHILDREN / USERS

3

COUNTRIES



A world where all girls control their futures.

[→ VISIT WEBSITE](#)



Unleashing a million girl leaders by 2030 – daring to create a more equal, just rural India.

[→ VISIT WEBSITE](#)

Girl Boss Program India

Launch Girls builds inclusive economies by preparing under-served girls (ages of 14–24) in South Asia and Africa to thrive in the world of work. Through the Girl Boss programs, entrepreneurial education is utilised to grow their skills, agency, and support systems. Since 2020, the program has reached over 20,000 girls in sixteen countries, helping them pursue entrepreneurship, employment, or higher education with thirty-two partners.

2020
YEAR ESTABLISHED

8 200
CHILDREN / USERS

6
COUNTRIES

Girl Icon Program India

Milaan Foundation is building a movement of 1 million adolescent girl leaders across rural India by 2030 through its flagship, evidence-based, girl-centric Girl Icon Program. By investing in girls' education, leadership, and life skills, cycles of inequality are broken and lasting change is driven. Together, a future can be powered where every girl leads, thrives, and transforms her world.

2015
YEAR ESTABLISHED

54K
CHILDREN / USERS

2
COUNTRIES



Girls Go Circular

Germany

Girls Go Circular provides a free online platform engaging girls aged 14–19 in digital, entrepreneurial, and sustainability learning through hands-on courses on diverse topics, from Circular Fashion to AI. Available in twenty-five languages, it connects learning to real-world challenges, promotes gender equality in STEM and supports teachers with classroom integration guidelines and tools.

2020

YEAR ESTABLISHED

28K

CHILDREN / USERS

35

COUNTRIES



Global Schools Program

United States

Global Schools (GS) is a flagship program of the Sustainable Development Solutions Network, in support of UNESCO's Roadmap for Education for Sustainable Development (ESD). The mission of Global Schools is to create a world where every primary and secondary student is equipped with the knowledge, skills, and values to tackle the problems of the 21st century.

2018

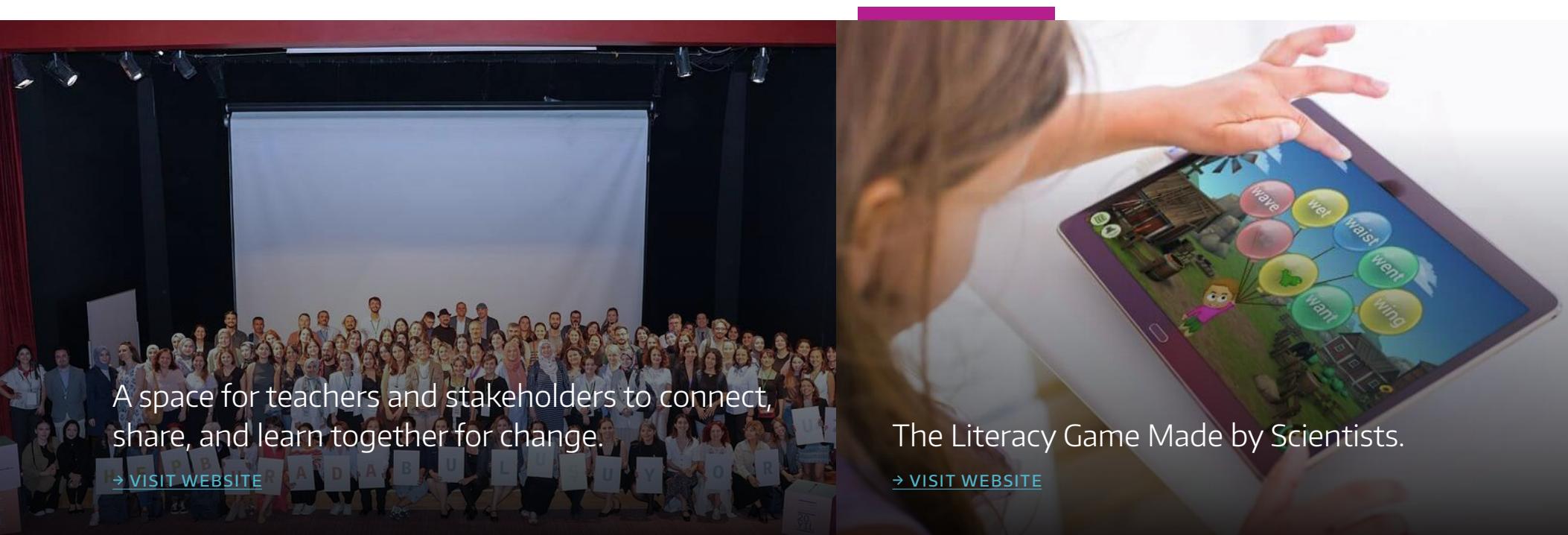
YEAR ESTABLISHED

300K

CHILDREN / USERS

89

COUNTRIES



A space for teachers and stakeholders to connect, share, and learn together for change.

[→ VISIT WEBSITE](#)

The Literacy Game Made by Scientists.

[→ VISIT WEBSITE](#)

Good Practices in Education Conferences

Türkiye

Since 2004, Good Practices in Education Conferences have created an alternative space for teachers and other education stakeholders to share innovative solution-oriented projects to real educational challenges. From classroom-based efforts to cross-regional collaborations, over 2,000 peer-reviewed examples now foster shared learning, dialogue, and change across the education community in Türkiye.

2004

YEAR ESTABLISHED

3 100

CHILDREN / USERS

1

COUNTRY

GraphoGame Finland

GraphoGame is an evidence-based learning app and methodology designed to teach literacy in fourteen languages. It features a teacher platform with predictive data models enabling early interventions, ensuring children learn to read. GraphoGame is a market leader in France, Finland, Brazil, and Norway, and it has been downloaded over 7 million times. The UNESCO Literacy and ICEIE Efficacy Prize winner.

2018

YEAR ESTABLISHED

10M

CHILDREN / USERS

39

COUNTRIES



Supporting refugee youth to navigate and access tertiary-level education.

[→ VISIT WEBSITE](#)



Empowering primary school teachers to raise scientific literacy.

[→ VISIT WEBSITE](#)

Guidance Programme Jordan

The Guidance Programme supports refugee youth to navigate and access tertiary-level education and training. Students gain essential skills and knowledge, improved confidence, and enhance mental wellbeing for continuing learning after secondary school. The programme is delivered through digital materials, peer-led workshops, and mentorship. The programme has reached 5,900 students in MENA and East Africa.

2019
YEAR ESTABLISHED

2 600
CHILDREN / USERS

5
COUNTRIES

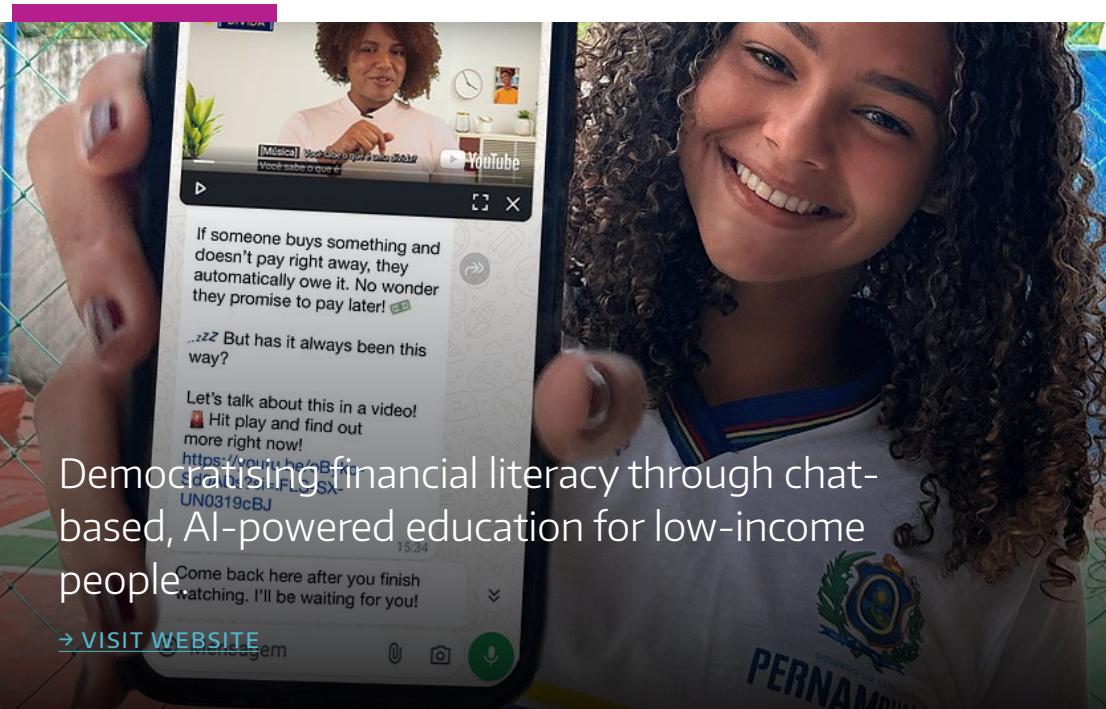
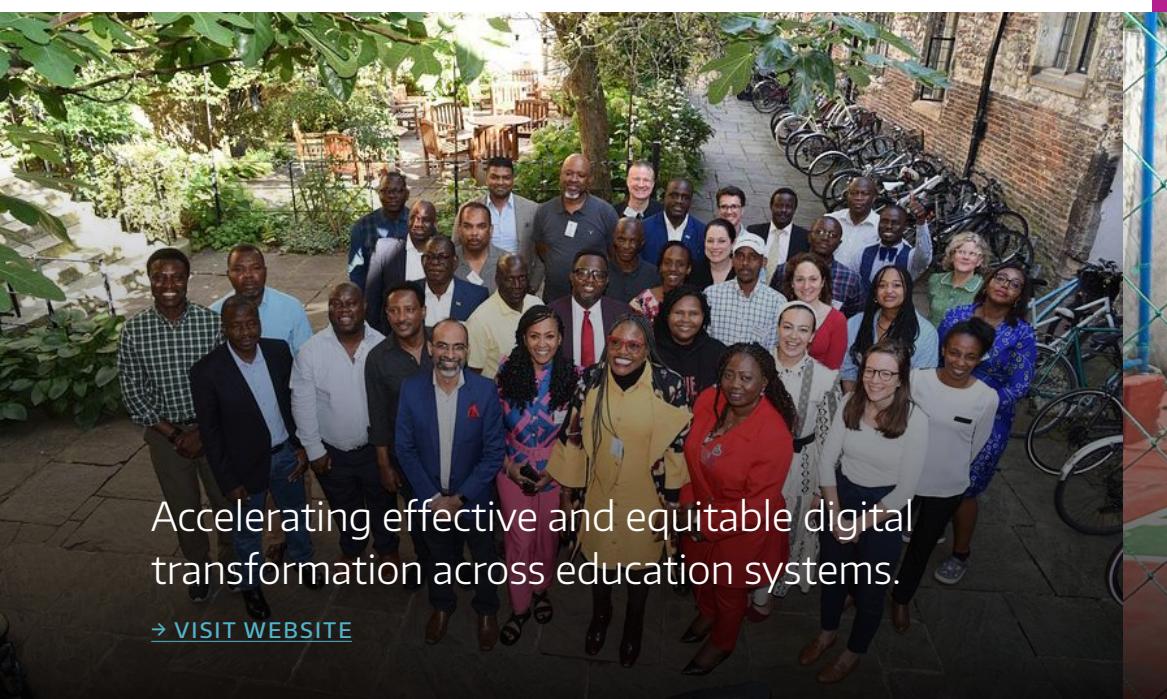
House of Science resource kit library New Zealand

The House of Science resource kit library delivers hands-on, bilingual science resource kits to primary schools, making science fun, accessible, and easy to teach. Each kit is packed with engaging experiments and all materials needed, empowering teachers and inspiring young scientists across New Zealand.

2014
YEAR ESTABLISHED

180K
CHILDREN / USERS

1
COUNTRY



HP Cambridge EdTech Fellowship

United Kingdom

Leaders driving digital transformation across entire education systems must navigate a huge array of possibilities and contexts, all while handling multiple pressures. This Fellowship brings those leaders together to foster the knowledge, skills and network to drive positive change through EdTech on a large scale. It bridges gaps between research, policy, and practice.

2023

YEAR ESTABLISHED

5M

CHILDREN / USERS

38

COUNTRIES

lara

Brazil

lara is an AI-powered chatbot that delivers financial education through WhatsApp, reaching low-income populations where traditional methods fail. It uses conversational design, gamification, and behavioral insights to teach essential financial skills in a friendly, accessible way - at scale, and with measurable results.

2020

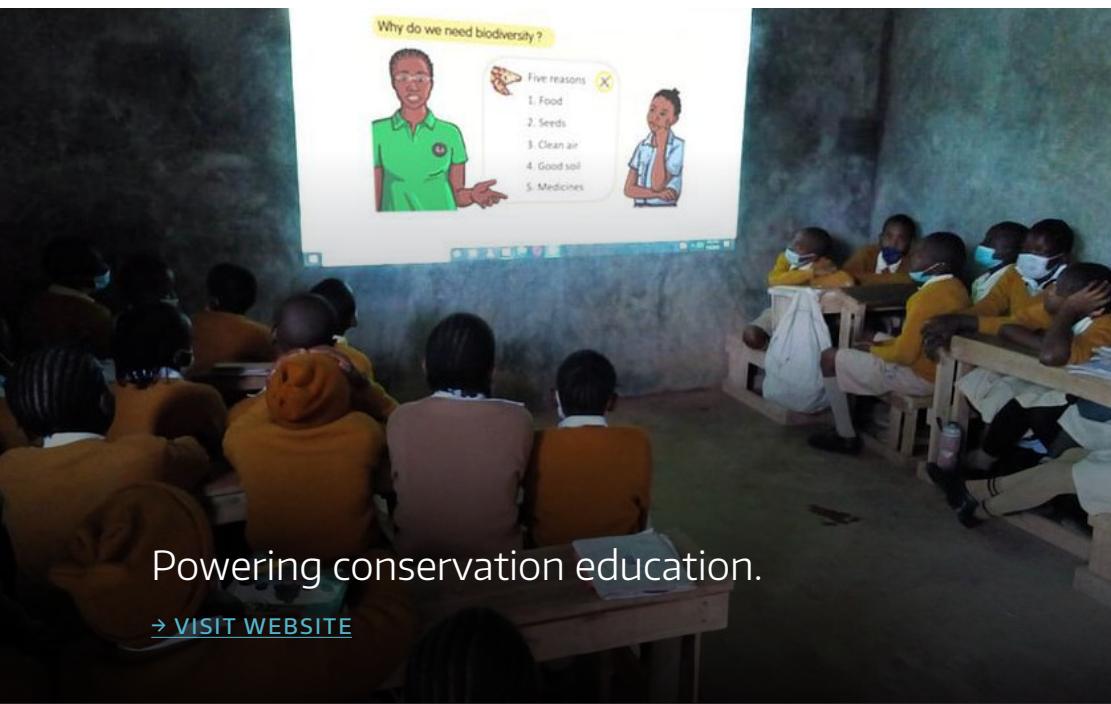
YEAR ESTABLISHED

50K

CHILDREN / USERS

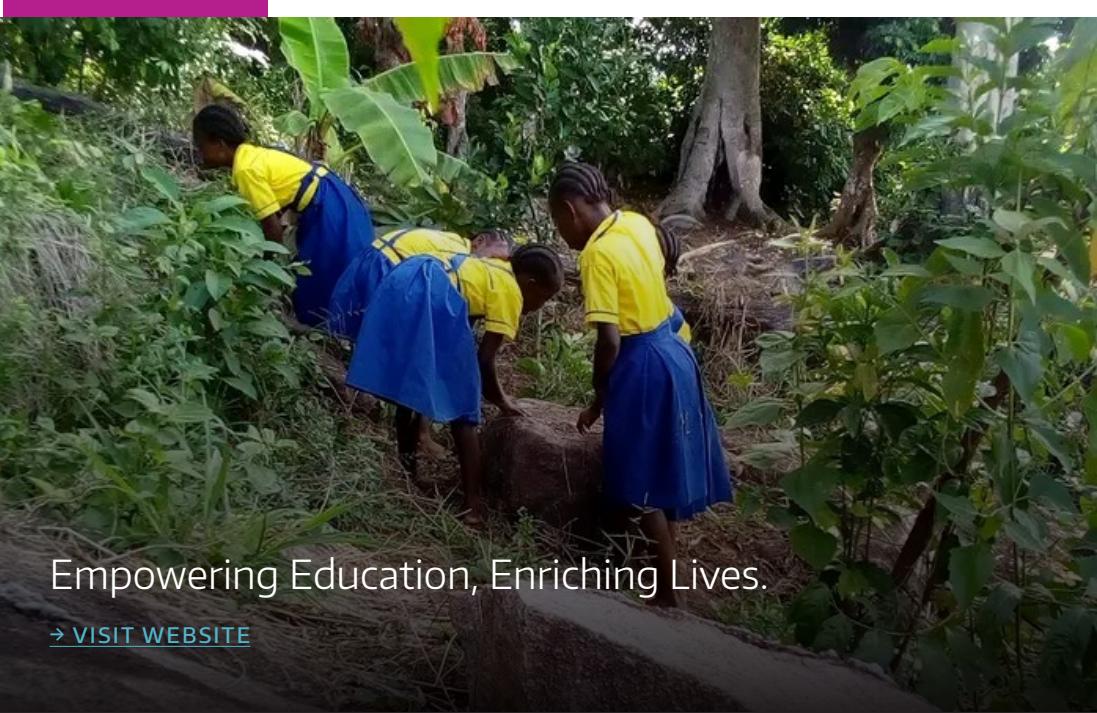
1

COUNTRY



Powering conservation education.

[→ VISIT WEBSITE](#)



Empowering Education, Enriching Lives.

[→ VISIT WEBSITE](#)

iLearnabout Kenya

iLearnabout is filling a critical gap in children's education by providing teachers and learners across Sub-Saharan Africa with a range of freely available digital resources to help develop a better understanding of local and global environmental conservation challenges and solutions. Currently, there is no widely available comprehensive digital resource that brings together all the vital topics of environmental, climate, and conservation education in one place.

2019
YEAR ESTABLISHED

45K
CHILDREN / USERS

5
COUNTRIES

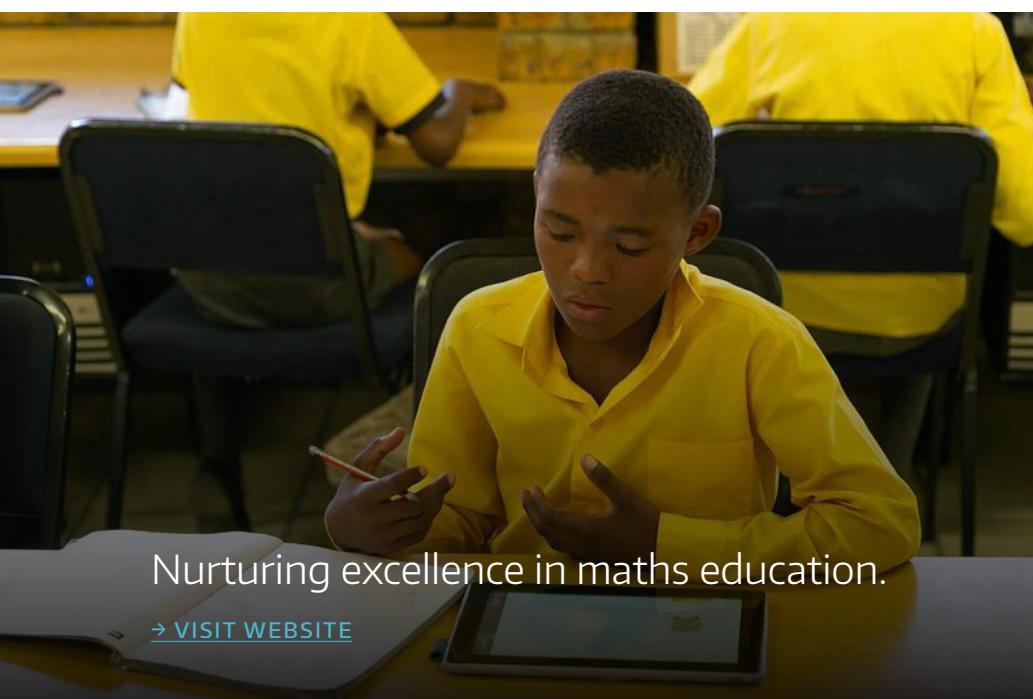
Improve Liberia cooperation movement Liberia

Improve Liberia Cooperation Movement transforms education in rural Liberia by prioritising learner agency through personalised learning plans, project based learning community driven initiative. This project tackles the lack of educational resources / generational illiteracy, fostering a love for learning, empowering students and breaking the cycle of limited understanding and missed opportunity.

2022
YEAR ESTABLISHED

9 000
CHILDREN / USERS

1
COUNTRY



Nurturing excellence in maths education.

[→ VISIT WEBSITE](#)

Integrated Maths Program

South Africa

Green Shoots is transforming South African education with its Integrated Maths Program, empowering teachers, learners, parents, and the education department. Through real-time data analytics, it delivers personalised learning for grades 3-7, enabling informed decisions and equitable access to quality Maths education. This bridges socio-economic gaps and supports systemic improvement for future success.

2012

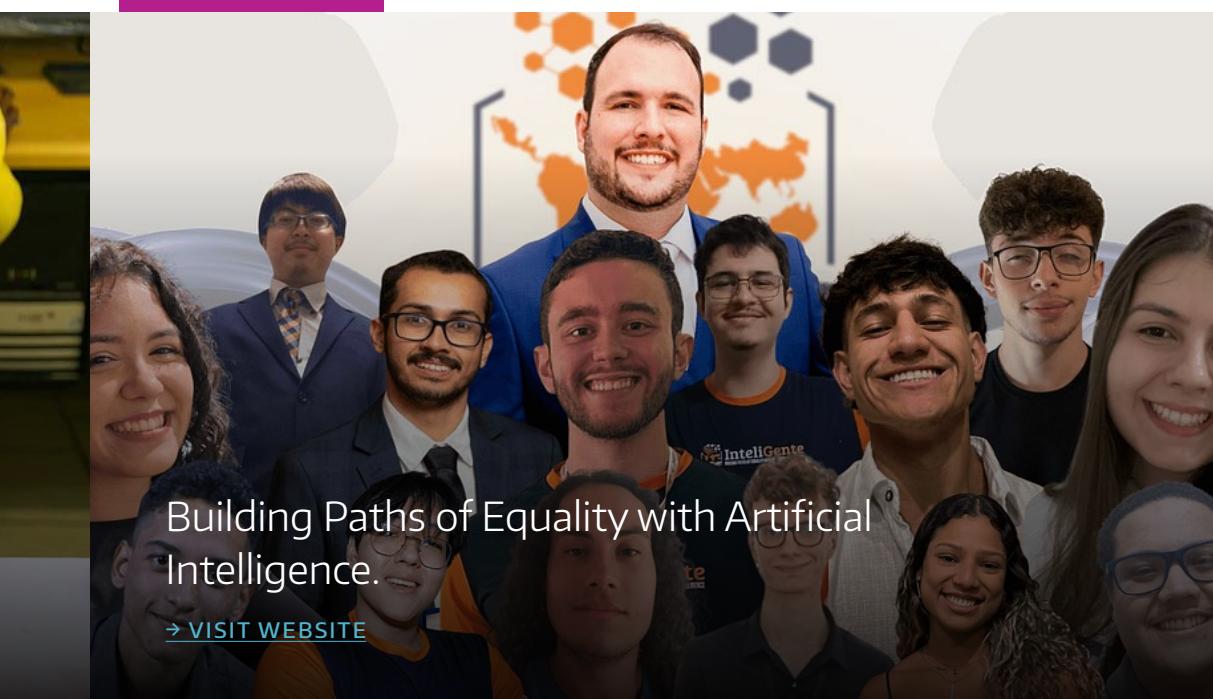
YEAR ESTABLISHED

430K

CHILDREN / USERS

1

COUNTRY



Building Paths of Equality with Artificial Intelligence.

[→ VISIT WEBSITE](#)

InteliGente

Brazil

InteliGente is a groundbreaking initiative dedicated to integrating AI in education, fostering equity, and customising learning experiences for diverse student needs. By empowering students to develop AI solutions for societal good, it is advancing education, democratising AI, and addressing disparities in technology access, particularly in regions like the Global South.

2021

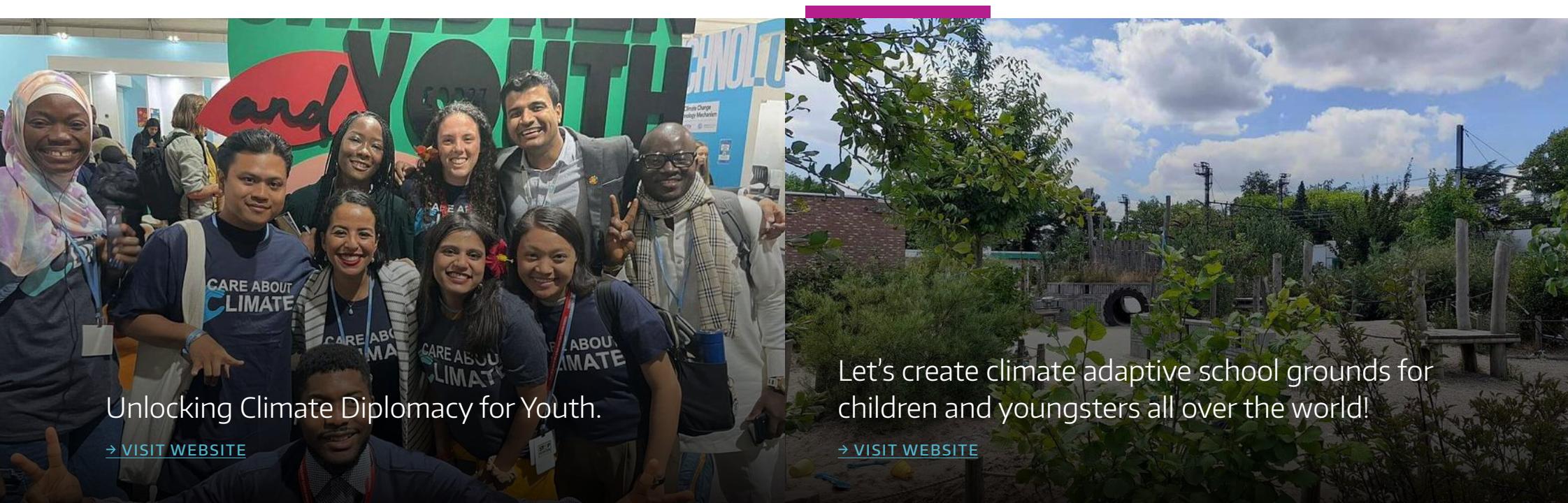
YEAR ESTABLISHED

300K

CHILDREN / USERS

1

COUNTRY



Unlocking Climate Diplomacy for Youth.

[→ VISIT WEBSITE](#)

Let's create climate adaptive school grounds for children and youngsters all over the world!

[→ VISIT WEBSITE](#)

International Climate Policy and Advocacy Course

United States

Climate change is the defining challenge of our time, yet 94 percent of young people feel unprepared to engage in the spaces where decisions are made. The International Climate Policy and Advocacy Course is the first and only youth-led, multilingual, offline-accessible course that demystifies climate diplomacy and empowers youth all over the world to influence negotiations with confidence and courage.

2022

YEAR ESTABLISHED

4 000

CHILDREN / USERS

93

COUNTRIES

Klimaatspeelplaats Belgium

The award winning school ground project 'Klimaatspeelplaats' in Sint-Paulus Kortrijk, Belgium, has set the benchmark for greening school grounds all over Belgium and is inspiring schools all over the world to rethink their school grounds. By getting rid of concrete and finding solutions for water issues, heat stress and decreasing biodiversity, it has become an incredible example for many schools.

2020

YEAR ESTABLISHED

1M

CHILDREN / USERS

7

COUNTRIES



L³ – Learning for Life and Livelihood

[→ VISIT WEBSITE](#)



Weaving mindful play into the fabric of African early learning.

[→ VISIT WEBSITE](#)

L³ – Learning for Life and Livelihood

Ethiopia

Student-centered learning is widely taught to teachers but rarely used. L³ provides a framework and methods that enable and motivate teachers to enrich and enliven students' learning by linking lessons to the local context and joining together to learn in many ways. L³ also engages teachers in joint reflective practice to design and deliver lessons that elevate student agency in their studies.

2016

YEAR ESTABLISHED

500K

CHILDREN / USERS

2

COUNTRIES

Learn To Play – Ithute Go Tshameka

Botswana

Botswana faces a crisis in early learning and wellbeing - only 15 percent of 2–5 year-olds access ECE, deepening inequality. Foundational gaps persist, especially for the poor. Learn To Play partners with the government to train women as facilitators of play-based learning, boosting school readiness, resilience, and agency. Its two-generational model improves outcomes, creates jobs, and strengthens public systems.

2017

YEAR ESTABLISHED

13K

CHILDREN / USERS

7

COUNTRIES



Ensuring migrant children stay in school with quality education to end intergenerational poverty.

[→ VISIT WEBSITE](#)

Learning and Migration Program (LAMP) India

One in five children in India is a migrant. Each year, over 140 million Indians migrate seasonally for work, disrupting children's education and pushing many into labor. LAMP addresses this by providing quality education, collaborating with communities and the government to ensure uninterrupted learning for migrant children, and thus breaking the cycle of intergenerational poverty.

2004

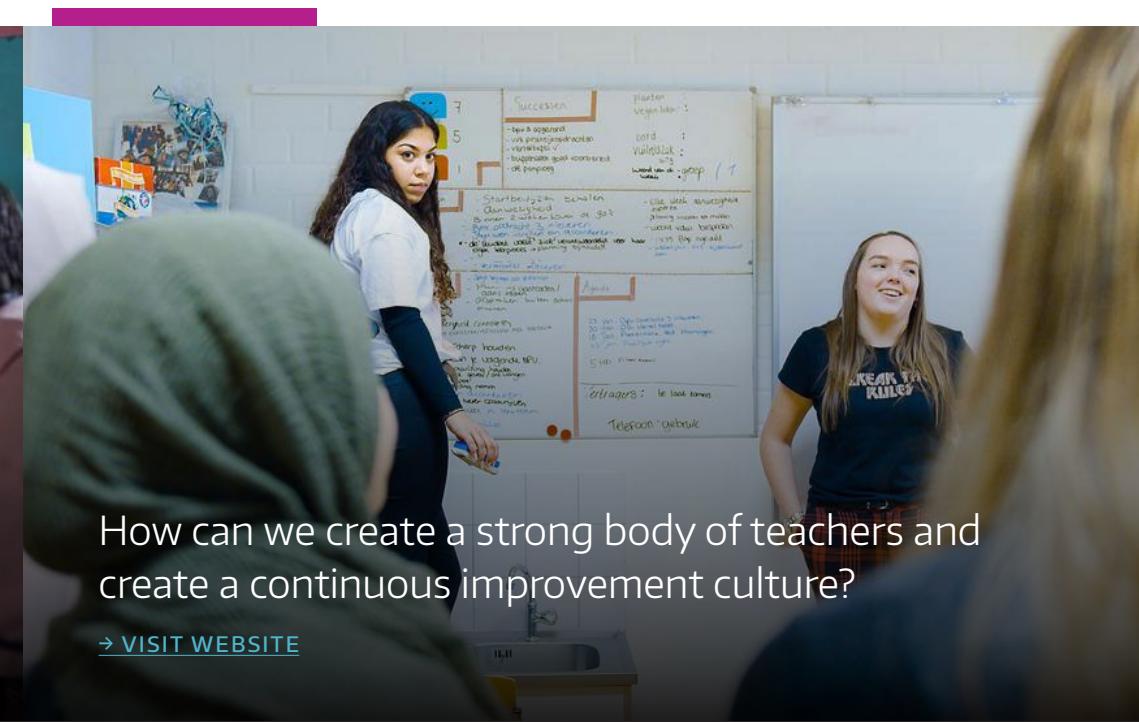
YEAR ESTABLISHED

1.6M

CILDREN / USERS

1

COUNTRY



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

[→ VISIT WEBSITE](#)

leerKRACHT (teachingFORCE) Netherlands

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

2012

YEAR ESTABLISHED

40K

CILDREN / USERS

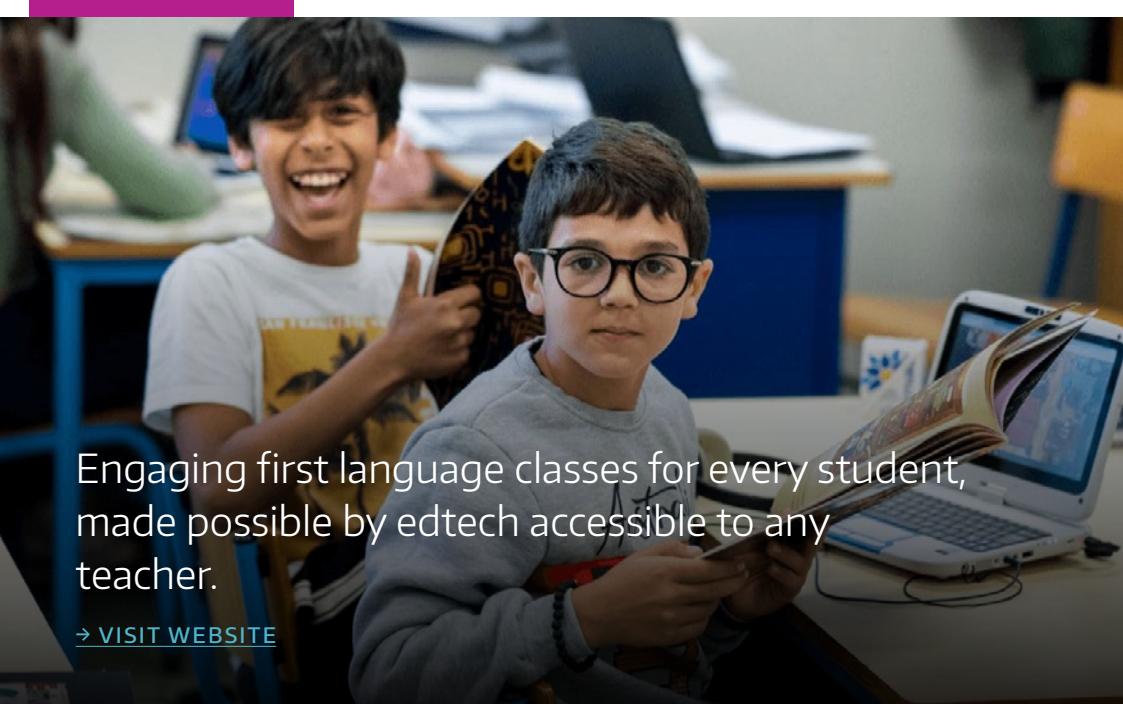
11

COUNTRIES



Get quality early childhood development to millions of rural pre-schoolers by activating parents.

[→ VISIT WEBSITE](#)



Engaging first language classes for every student, made possible by edtech accessible to any teacher.

[→ VISIT WEBSITE](#)

Lively Minds: bright futures for rural children

Ghana

There's no debate: the early childhood years are critical for a child's lifelong success and well-being. Yet 250 million children-mostly in rural communities in the Global South-are missing out. Existing solutions lack the urgency, quality, and scale required. Parents are the sleeping giants: by equipping them as ECD providers, we reach 295,000 children yearly at a cost of just 3 USD per child, with plans to scale to two more countries.

2008

YEAR ESTABLISHED

300K

CHILDREN / USERS

2

COUNTRIES

MAGOS

Portugal

With MAGOS, it is ensured that no first language class is wasted for any child. MAGOS is an innovative educational resource that transforms the primary first language classroom into a more motivating, personalised and collaborative learning experience for each child, enabled by a hybrid technology that is useful and easy for any teacher to use.

2022

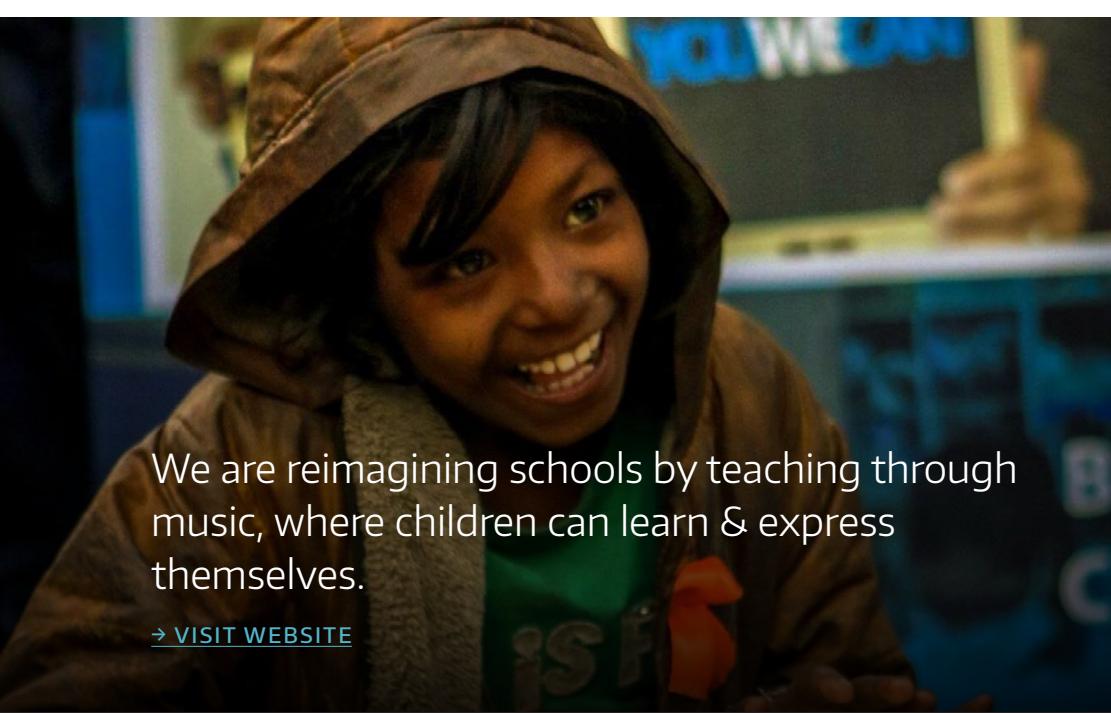
YEAR ESTABLISHED

22K

CHILDREN / USERS

4

COUNTRIES



We are reimagining schools by teaching through music, where children can learn & express themselves.

[→ VISIT WEBSITE](#)

Manzil Mystics

India

Learning Through Music is the flagship program of Manzil Mystics, designed to create safe and happy spaces, bring happiness, inculcate confidence and creativity, and ignite the true potential of children. They learn to sing, write, compose a song, and express their feelings and aspirations through music. It acts as a magnet for them to attend school while triggering other essential elements.

2017

YEAR ESTABLISHED

170K

CHILDREN / USERS

1

COUNTRY



MARIO[®]
EDUCATION

Ensuring all students are safe, ready to learn, and thriving.

[→ VISIT WEBSITE](#)

MARIO Education

United States

MARIO Education equips schools with the first evidence-based system that uses well-being data to strengthen school relationships. With the MARIO for Me platform, schools maximise their counseling resources, enhance advisory and pastoral care systems, prioritise targeted interventions, foster a positive school culture and climate, and ensure that no child falls through the cracks.

2020

YEAR ESTABLISHED

35K

CHILDREN / USERS

31

COUNTRIES

MASTERS OF TRIVIA

KNOWLEDGE GAMIFIED

Download on the
App Store

GET IT ON
Google Play



Masters of Trivia – Knowledge Gamified.

[→ VISIT WEBSITE](#)

Masters of Trivia

United States

With 250 million youth out of school and 69 percent of teachers citing low motivation, education urgently needs bold and engaging formats. Masters of Trivia delivers bite-sized and multilingual online quizzes based on gamified learning and active recall methodologies that are proven to boost retention on a platform that aims for global reach, low-barrier access, and joyful learning.

2024

YEAR ESTABLISHED

75K

CHILDREN / USERS

4

COUNTRIES



Improving foundational numeracy skills through phone-based targeted tutoring.

[→ VISIT WEBSITE](#)

mEducation

Philippines

mEducation, globally known as ConnectEd, is a phone-based program delivering weekly SMS exercises and phone tutorials to improve numeracy for Grades 3–5 students in the Philippines. Accessible on basic phones, it is a cost-effective, scalable solution. With proven impact and support from the Department Education, it seeks to expand nationwide and ensure continuous learning.

2021

YEAR ESTABLISHED

150K

CHILDREN / USERS

18

COUNTRIES

MOZA AMBASSADORS

[EXPLORE OUR PROJECT](#)

MOZA

M: MARINE CONSERVATION
O: ORGANIC AGRICULTURE
Z: ZERO WASTE
A: ACCESS TO CLEAN WATER
[→ VISIT WEBSITE](#)



Empowering Dreams, Equalising Opportunity –
Free Education for the Nation.

[→ VISIT WEBSITE](#)

MOZA AMBASSADORS

Qatar

In 'MOZA AMBASSADORS,' inquiry, project-based learning, and STEM are integrated to tackle environmental challenges like waste reduction and marine conservation. Aligned with UN SDGs, the programme empowers students to drive change and create a sustainable future. Through hands-on projects, it fosters critical thinking, problem-solving, and collaboration skills, preparing students to become future leaders.

2022

YEAR ESTABLISHED

10K

CHILDREN / USERS

1

COUNTRY

Notopedia

India

Notopedia exists because dreams should not be denied by poverty. In India, a nation with over half a billion learners and millions impoverished, students face intense academic pressure and rising education costs. With Notopedia, we strive to make knowledge free again. It is India's largest free, multilingual learning platform, empowering learners from school to careers and removing financial and systemic barriers.

2022

YEAR ESTABLISHED

3M

CHILDREN / USERS

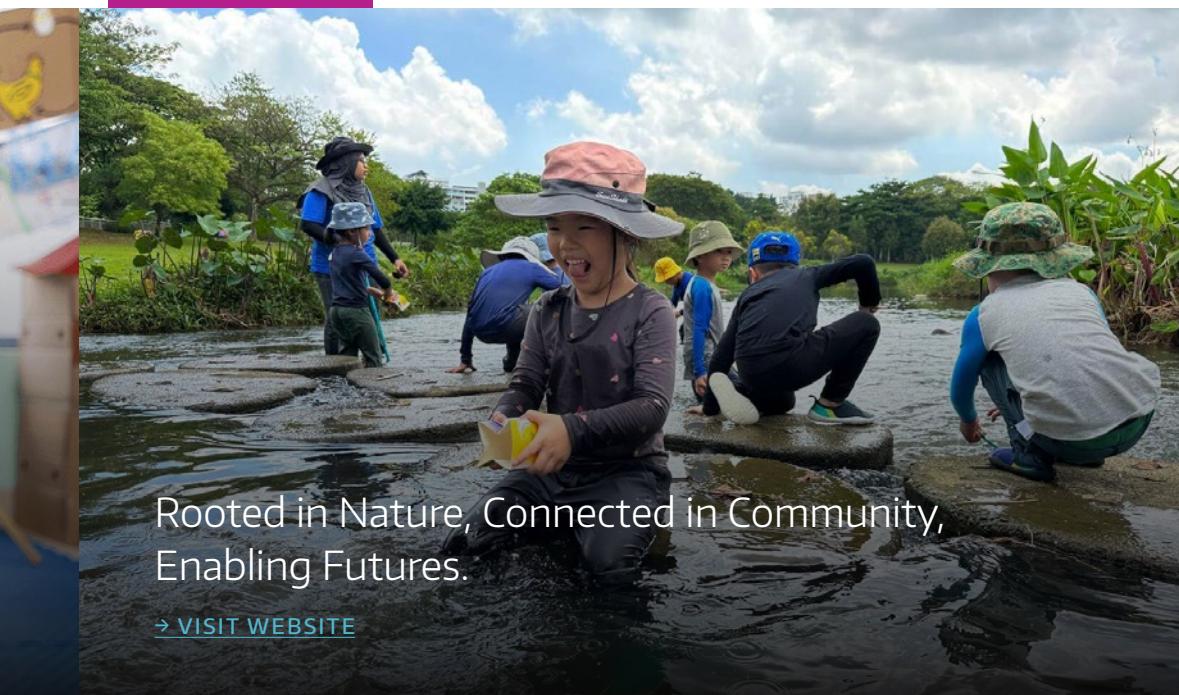
1

COUNTRY



Seeing the potential in every child.

[→ VISIT WEBSITE](#)



Rooted in Nature, Connected in Community,
Enabling Futures.

[→ VISIT WEBSITE](#)

OneSky for all children

Vietnam

OneSky hires local staff and partners with marginalised communities in Asia to provide high-quality, responsive early childhood care and education training so vulnerable young children can thrive well into the future. For more than two decades, OneSky has collaborated with and supported governments to sustainably transform systems of early care and education in low-resource settings across Asia.

1998

YEAR ESTABLISHED

390K

CHILDREN / USERS

3

COUNTRIES

Outdoor School Singapore

Singapore

Outdoor School Singapore advocates for outdoor, nature-based, and community-centred experiences tailored for young children. These programs empower the children to reconnect with nature and their community, fostering appreciation and empathy for the world around them. This mission is particularly crucial in urban Singapore, where children have less opportunities to connect with the great outdoors and nature.

2019

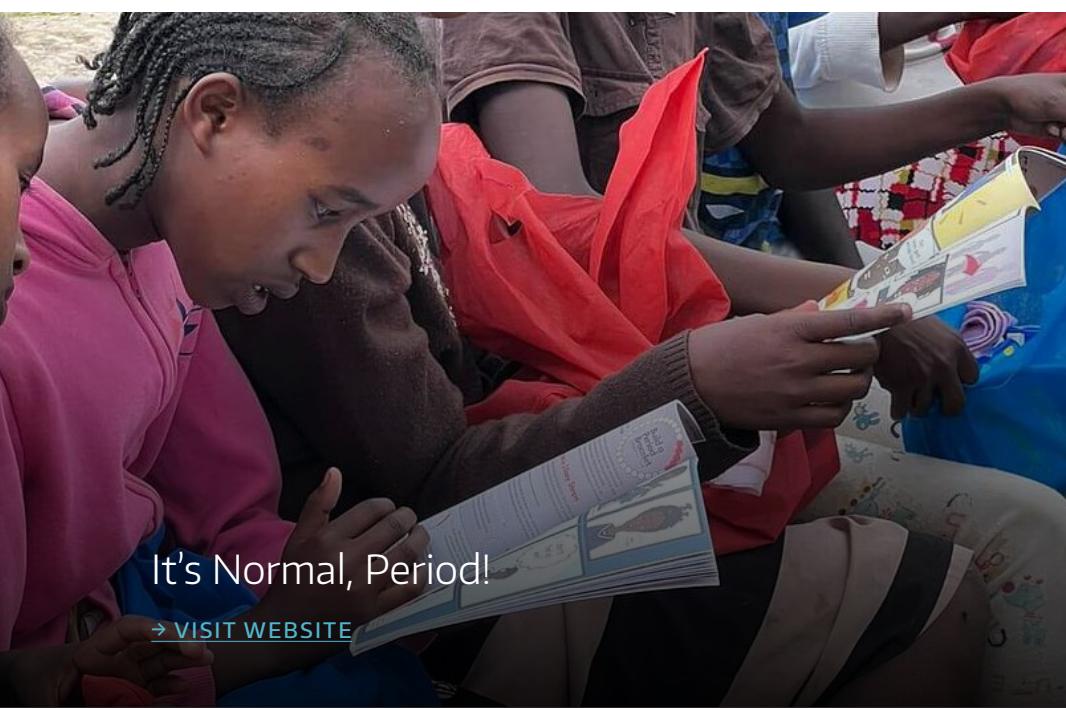
YEAR ESTABLISHED

18K

CHILDREN / USERS

1

COUNTRY



It's Normal, Period!

[→ VISIT WEBSITE](#)

PadHer

Nigeria

PadHer educates and mentors young African schoolgirls from underserved communities on periods, puberty, and SRHR through comics and animations – helping them manage their periods effectively and build the confidence they need to shape their future. Each comic book includes free pads and is available in fifteen major African languages, including English, French, and Swahili.

2021

YEAR ESTABLISHED

100K

CHILDREN / USERS

39

COUNTRIES



Empowering Students:
Supporting Every Learning
Styles for Success

Flexible, quality learning for every student.

[→ VISIT WEBSITE](#)



Pandai

Malaysia

Many students in Southeast Asia struggle with unequal access to quality education, falling behind due to gaps in understanding, lack of motivation, and limited support at home or school. Pandai helps bridge these gaps by identifying each student's learning needs and providing targeted, engaging support, so no learner is left behind, regardless of their background.

2020

YEAR ESTABLISHED

850K

CHILDREN / USERS

2

COUNTRIES



Students Shaping a Sustainable Future: Learning from territory, culture, and food.

[→ VISIT WEBSITE](#)

Patio Vivo Cultivable: Learning with Nature Chile

We face a crisis of meaning in education—over half of Latin American students are dissatisfied with school (UNESCO). Patio Vivo Cultivable reconnects youth with school through their genuine interests, such as environmental caring. Forming change agents who contribute to build a sustainable future by growing food and cooking while linking to the curriculum and building 21st century skills.

2022

YEAR ESTABLISHED

3 100

CHILDREN / USERS

1

COUNTRY



Amplifying global youth voices for peace through music, empathy and creative collaboration.

[→ VISIT WEBSITE](#)

Peace Tracks United States

Young people are living in a world full of conflict with few options to voice their vision for the future. Through collaboration with global peers on an original song, music video and livestream concert, Peace Tracks provides youth the opportunity to be exposed to diverse perspectives, build empathy, learn effective communication and share their collective voice for peace with the world.

2021

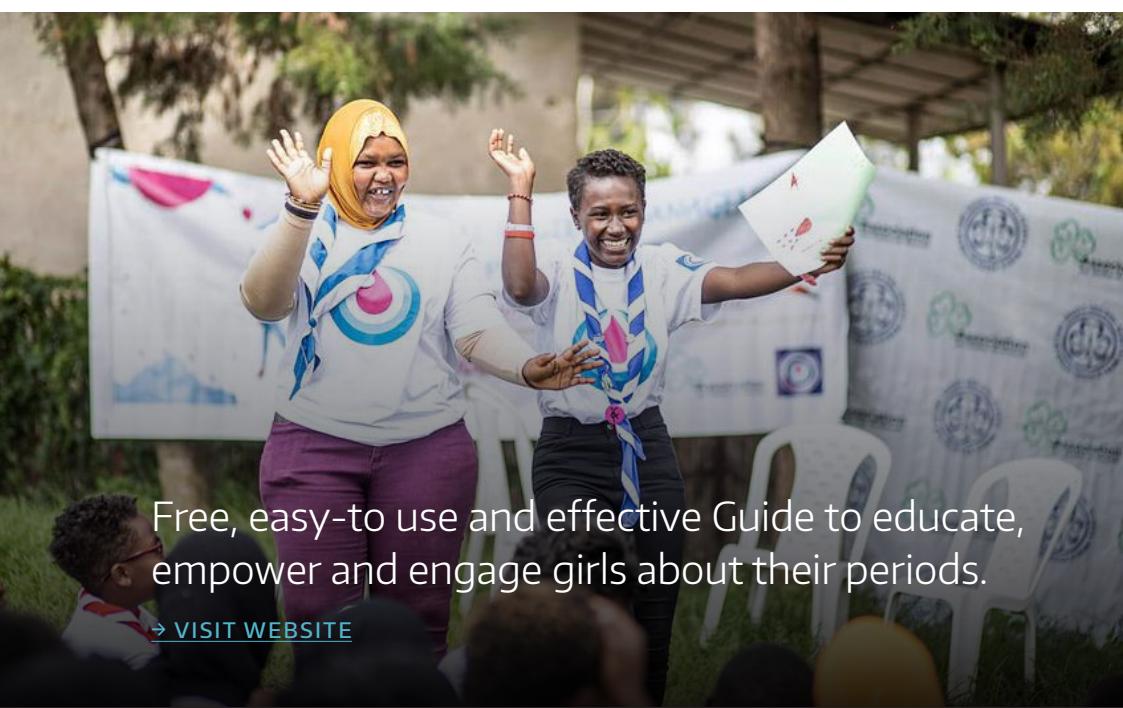
YEAR ESTABLISHED

1 900

CHILDREN / USERS

6

COUNTRIES



Free, easy-to-use and effective Guide to educate, empower and engage girls about their periods.

[→ VISIT WEBSITE](#)

Period Education – Empowering Girls at Scale

India

Every girl deserves period education to live a healthy, self-determined life and fully participate in society. WASH United's free and impactful Period Education Guide equips partners across the world to run workshops for girls aged 9–15. With over thirty ready-to-use language versions for four world regions and support for local adaptation, getting started on period education is easy!

2021
YEAR ESTABLISHED

420K
CHILDREN / USERS

76
COUNTRIES



Bridging the gap between knowledge and practice in child-led learning environments

[→ VISIT WEBSITE](#)

Play Based Learning Observation Tool (P-BLOT)

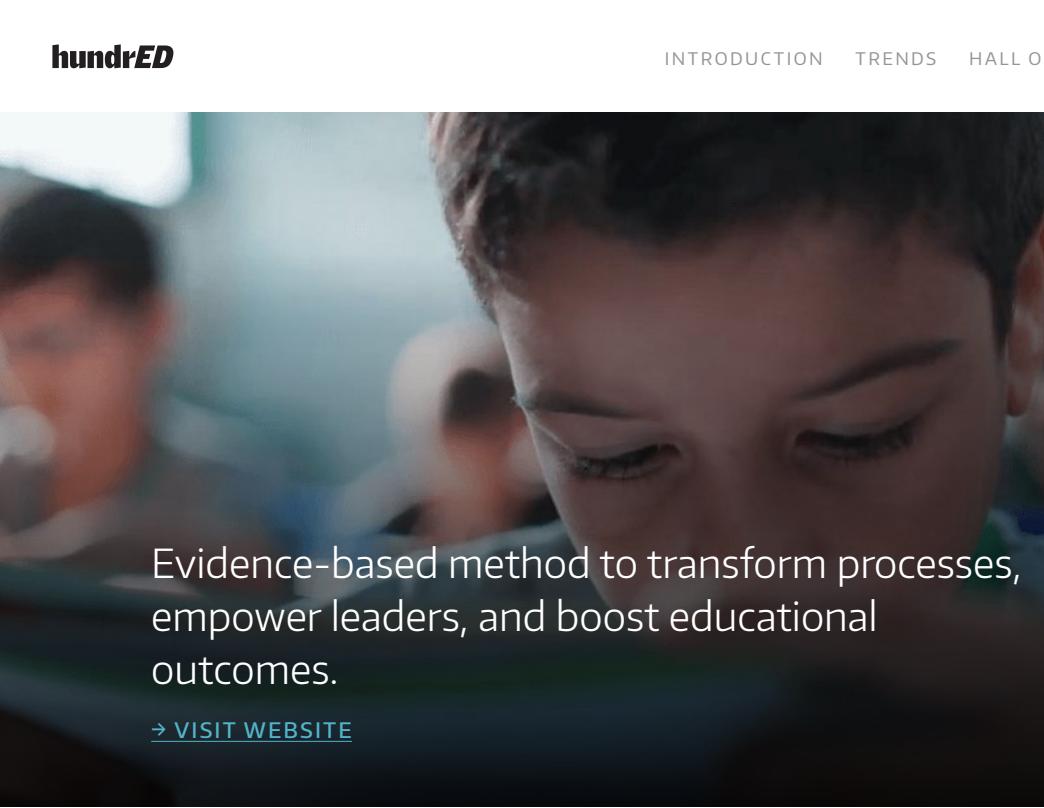
New Zealand

The Play-Based Learning Observation Tool (P-BLOT) is designed to bridge the gap between the belief of child-centred learning and the practical implementation of these principles in everyday classrooms. The P-BLOT empowers school leaders and coaches to support teachers, ensuring classroom practices align with evidence-based child-centered learning, enhancing student engagement and outcomes.

2018
YEAR ESTABLISHED

8 000
CHILDREN / USERS

4
COUNTRIES



Evidence-based method to transform processes, empower leaders, and boost educational outcomes.

[→ VISIT WEBSITE](#)



Young leaders with high executive, socio-emotional and civic skills.

[→ VISIT WEBSITE](#)
ALPHA

Predictors of Learning

Brazil

While standardised evaluations show whether students are learning, the Predictors of Learning reveal why. This evidence-based tool maps key educational policies, processes, and practices, helping school districts identify gaps and make informed decisions. By guiding leaders toward targeted solutions, it strengthens educational systems and improves literacy outcomes at scale.

2017

YEAR ESTABLISHED

2M

CHILDREN / USERS

2

COUNTRIES

Programa Robles del Futuro

Venezuela

Robles del Futuro is a program of the Grupo Alpha Civil Association, dedicated to providing free training for young people aged 13 to 18. It focuses on developing executive, socio-emotional, and civic competencies through three core components: curricular content, the creation of a Goal Plan across three areas of personal development, and the implementation of a social impact project.

2011

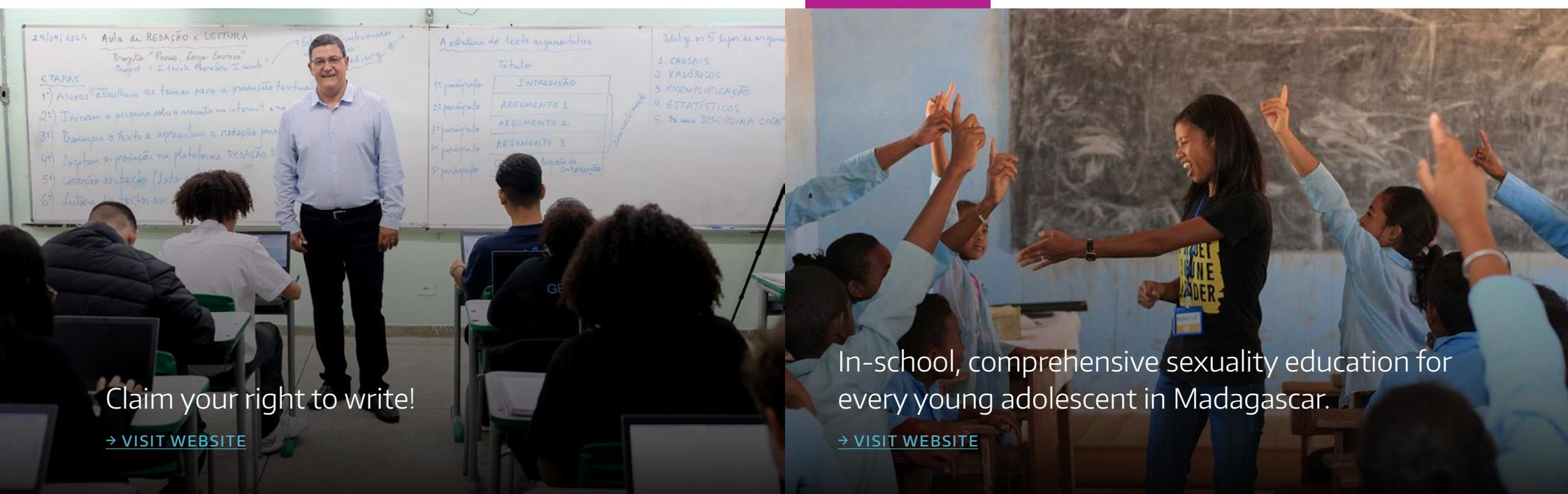
YEAR ESTABLISHED

1100

CHILDREN / USERS

1

COUNTRIES



Project “I think, therefore I write” Brazil

“I don't know how to write a composition.” When I read this sentence written by several of my high school students in their evaluation forms, I knew I had to look for a way to bring writing closer to their lives. Since then, I have pursued strategies to improve writing production at schools. The initiative contributes to teachers and schools in addressing writing, making it meaningful.

Projet Jeune Leader Madagascar

Early adolescence involves major emotional, physical, and social changes. It is one of the most formative periods in a person's life, yet young people rarely get the support they need. That is why Projet Jeune Leader is integrating comprehensive sex education in middle schools in Madagascar so that every young person has the knowledge, support, and confidence to thrive through adolescence.

2004
YEAR ESTABLISHED

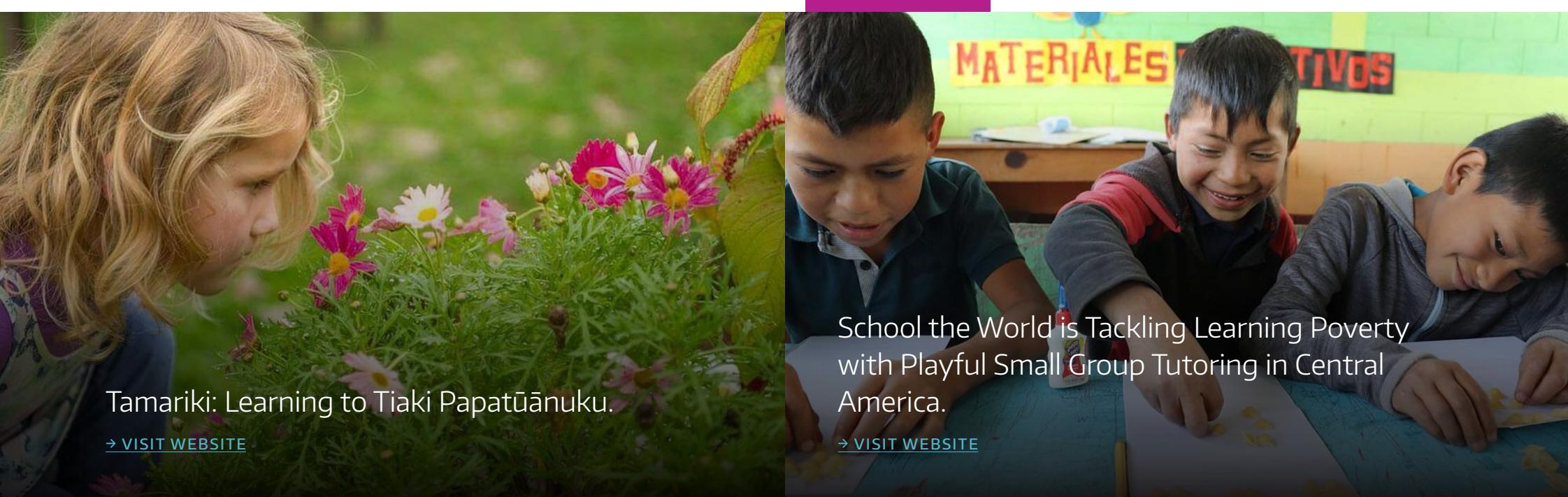
4 000
CHILDREN / USERS

1
COUNTRY

2013
YEAR ESTABLISHED

56K
CHILDREN / USERS

1
COUNTRY



Tamariki: Learning to Tiaki Papatūānuku.

[→ VISIT WEBSITE](#)

Ripples of kaitiakitanga – an Enviroschools approach New Zealand

Across the organisation, tamariki are empowered to tiaki, to care for and protect te taiao (the environment). Through Enviroschools, children develop lifelong habits and take meaningful action that supports environmental sustainability and social betterment. The actions of our children inspire true transformational change. Think globally, act locally!

2019

YEAR ESTABLISHED

3 800

CHILDREN / USERS

1

COUNTRY

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

[→ VISIT WEBSITE](#)

School the World's Accelerated Learning Program Guatemala

Accelerated Learning Recovery is a small group tutoring program adapted to extremely poor rural and indigenous communities in Central America to tackle learning poverty. It works with students according to their learning level to build numerical and reading-writing skills with the goal of reaching functional literacy after 2 years of programming, and also train local teachers in the methodology.

2022

YEAR ESTABLISHED

12 000

CHILDREN / USERS

3

COUNTRIES



Educating the Heart and Mind

[→ VISIT WEBSITE](#)

SEE Learning®

United States

SEE Learning® (Social, Emotional, and Ethical Learning) is a comprehensive curriculum for students ages 3-19, developed at Emory University, that advances the field of social and emotional learning through the science of compassion. SEE Learning provides students and educators worldwide with an evidence-based program that cultivates compassionate and ethical individuals, schools, and communities.

2019

YEAR ESTABLISHED

17M

CHILDREN / USERS

41

COUNTRIES

See Think Wonder Challenge

You don't have to be great to start. You have to start to be great.

[→ VISIT WEBSITE](#)

See Think Wonder Challenge

Taiwan

Young people aspire to make positive change, but often lack practical tools to take action. This innovation integrates See Think Wonder, a Harvard Project Zero thinking routine, into challenges and workshops. It empowers students to develop critical thinking, tackle real-world problems creatively, and drive meaningful societal change, fostering a generation of impactful, self-directed learners.

2021

YEAR ESTABLISHED

1600

CHILDREN / USERS

9

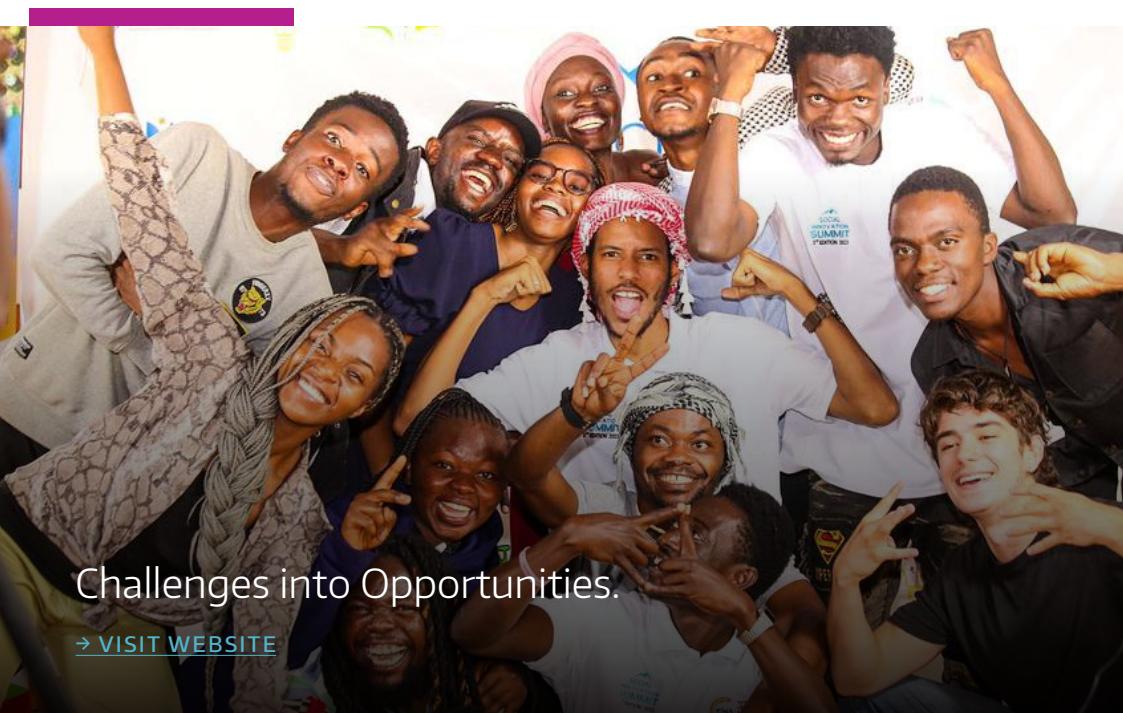
COUNTRIES



SEL KERNELS

Flexible easy-to-use, targeted strategies to support children's social emotional learning in school.

[→ VISIT WEBSITE](#)



Challenges into Opportunities.

[→ VISIT WEBSITE](#)

SEL Kernels of Practice

United States

SEL Kernels are a low-cost and flexible way to integrate SEL into the daily routines and activities of schooling. Grounded in a content analysis of more than fifty evidence-based SEL programs, Kernels are an alternative to traditional comprehensive programs, which can be expensive and difficult to implement. Kernels are easy to adapt and localise to fit different educational contexts around the world.

2015

YEAR ESTABLISHED

1M

CHILDREN / USERS

20

COUNTRIES

SINA (Social Innovation Academy)

Uganda

SINA (Social Innovation Academy) creates "freesponsible" learning ecosystems where freedom and responsibility are inseparable. Disadvantaged youth and refugees co-own and co-run their education, discovering their personal purpose and designing their own curriculum. Through leadership roles and community responsibilities, participants transform lived experiences and graduate with social enterprises.

2015

YEAR ESTABLISHED

1 200

CHILDREN / USERS

9

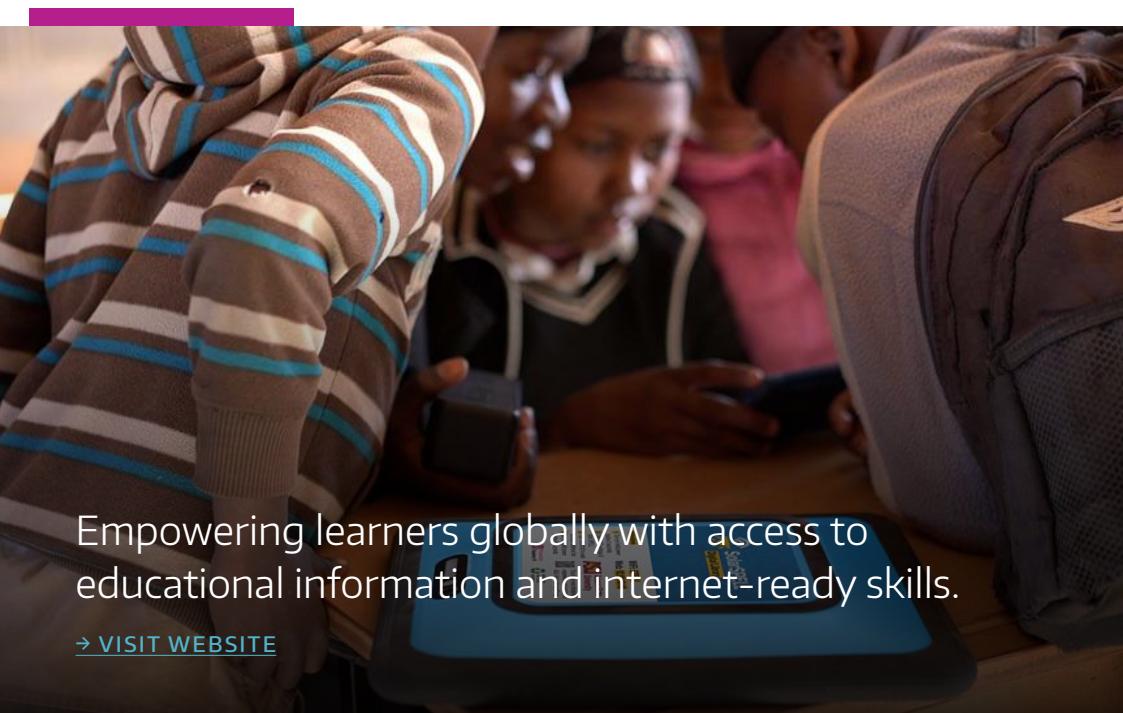
COUNTRIES



SMARTY

Building a health-literate community.

[→ VISIT WEBSITE](#)



Empowering learners globally with access to educational information and internet-ready skills.

[→ VISIT WEBSITE](#)

Smarty Health Info Hub

Uganda

In an era plagued by misinformation, the health of young people is at risk due to a lack of reliable health education. Smarty Health Info Hub, an innovative digital platform developed by AFHEG Foundation, addresses this critical issue by offering accurate and engaging health and climate education. Through interactive features such as podcasts, games, animations, and courses, Smarty empowers youth to make informed decisions, engage in peer-to-peer dialogue, and take action for community health and climate resilience.

2021

YEAR ESTABLISHED

1000

CHILDREN / USERS

1

COUNTRY

SolarSPELL offline digital libraries

Micronesia

Arizona State University's SolarSPELL Initiative empowers offline schools globally by providing digital libraries and building the 21st century skills students need to make informed decisions, increase their self-reliance and improve their quality of life. SolarSPELL (Solar Powered Educational Learning Library) is offline, solar-powered and contains tens of thousands of localised, open access resources.

2015

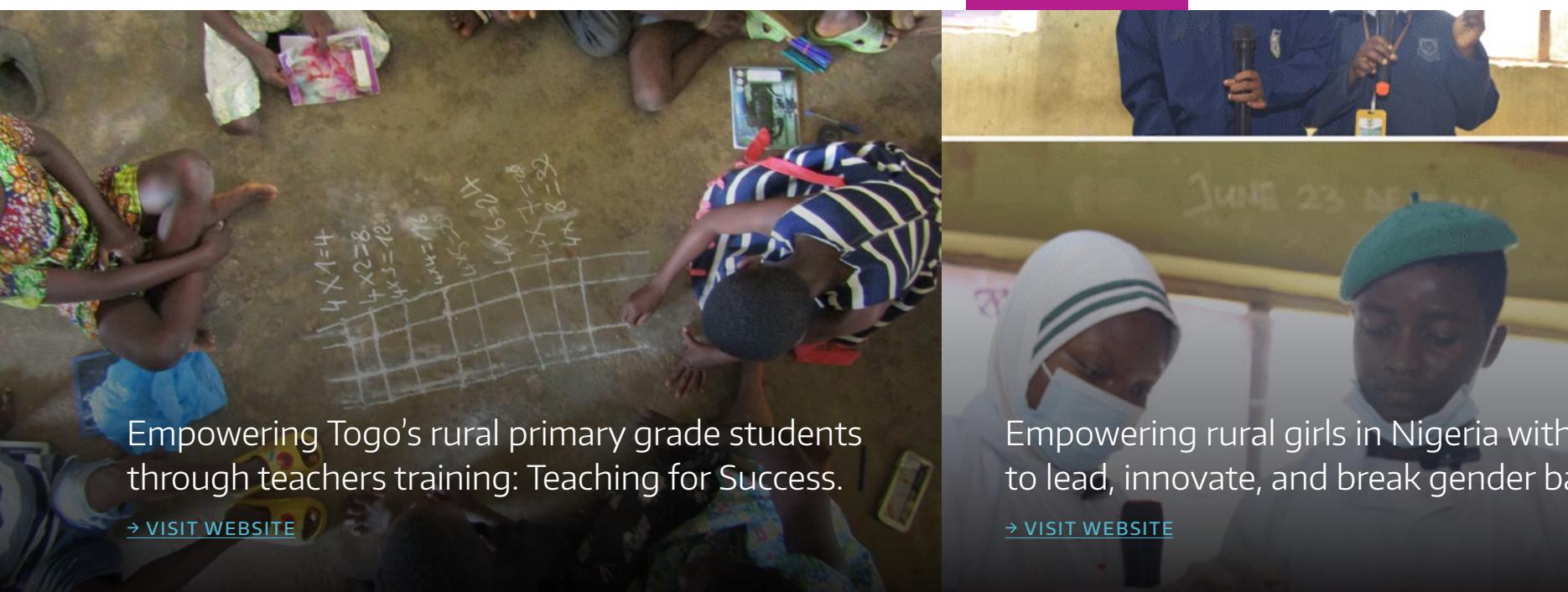
YEAR ESTABLISHED

320K

CHILDREN / USERS

14

COUNTRIES



Empowering Togo's rural primary grade students through teachers training: Teaching for Success.

[→ VISIT WEBSITE](#)

Speech Spark: Teacher-led Boost to Togo's Literacy

Togo

The initiative addresses the lack of foundational literacy and numeracy skills among primary-grade students in rural areas by training teachers Social-and-Emotional-Learning strategies embedded within a structured pedagogy. This approach offers a unique solution to improve student proficiency in reading and math reaching thousands of teachers and students to break the learning poverty cycle and improve learning outcomes.

Empowering rural girls in Nigeria with STEM skills to lead, innovate, and break gender barriers.

[→ VISIT WEBSITE](#)

STEMXX Nigeria Nigeria

STEMXX Nigeria is bridging the gender gap in STEM by equipping underserved schoolgirls with knowledge, skills, and confidence in STEM, mental health, and the Sustainable Development Goals (SDGs). Through a locally developed curriculum and hands-on training, girls not only learn but also lead by designing and implementing mini community projects that solve real problems.

2018

YEAR ESTABLISHED

24K

CHILDREN / USERS

1

COUNTRY

2022

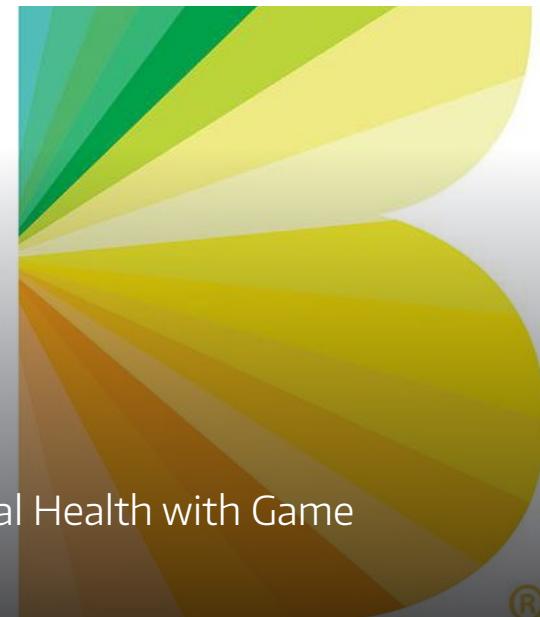
YEAR ESTABLISHED

1500

CHILDREN / USERS

1

COUNTRY



Level Up Student Mental Health with Game Psychology.

[→ VISIT WEBSITE](#)

SuperBetter

United States

SuperBetter empowers mental health, resilience and student success. The SuperBetter Mindset is an easy-to-teach mental framework that uses the psychology of game play to achieve epic wins in all of life. Five published studies show SuperBetter improves resilience and self-efficacy and reduces anxiety and depression. The World Economic Forum named SuperBetter a Top Innovator in Youth Mental Health.

2015

YEAR ESTABLISHED

55K

CHILDREN / USERS

14

COUNTRIES

A turn key, evidence-based, whole-school digital solution to build emotional health and wellbeing.

[→ VISIT WEBSITE](#)

Switch4Schools

Australia

A turnkey digital platform enhancing wellbeing and emotional intelligence using real-time data and actionable insights to boost academic performance, resilience, and school culture. Through regular check-ins, AI-driven suggestions, proven psychological tools, and teacher resources, this comprehensive and powerful solution reduces teacher workload while flexibly supporting individual and school needs.

2022

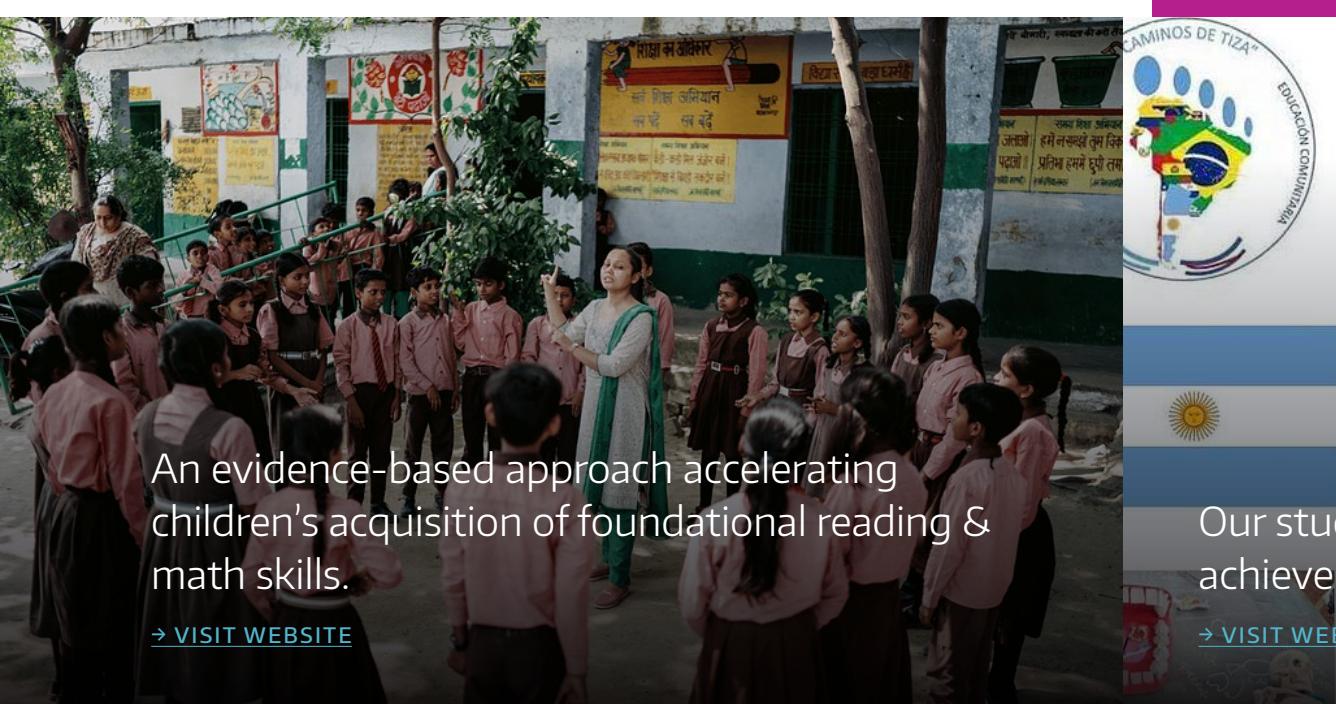
YEAR ESTABLISHED

500K

CHILDREN / USERS

9

COUNTRIES



An evidence-based approach accelerating children's acquisition of foundational reading & math skills.

[→ VISIT WEBSITE](#)

Teaching at the Right Level (TaRL)

India

Low foundational skills are a global education challenge. The TaRL approach, pioneered by Pratham in India and rigorously evaluated, helps children learn faster by meeting them where they are. Instead of teaching by age or grade, TaRL focuses on each child's current learning level to help them build skills and catch up. TaRL has been adapted in over twenty countries with promising results across contexts.

2003

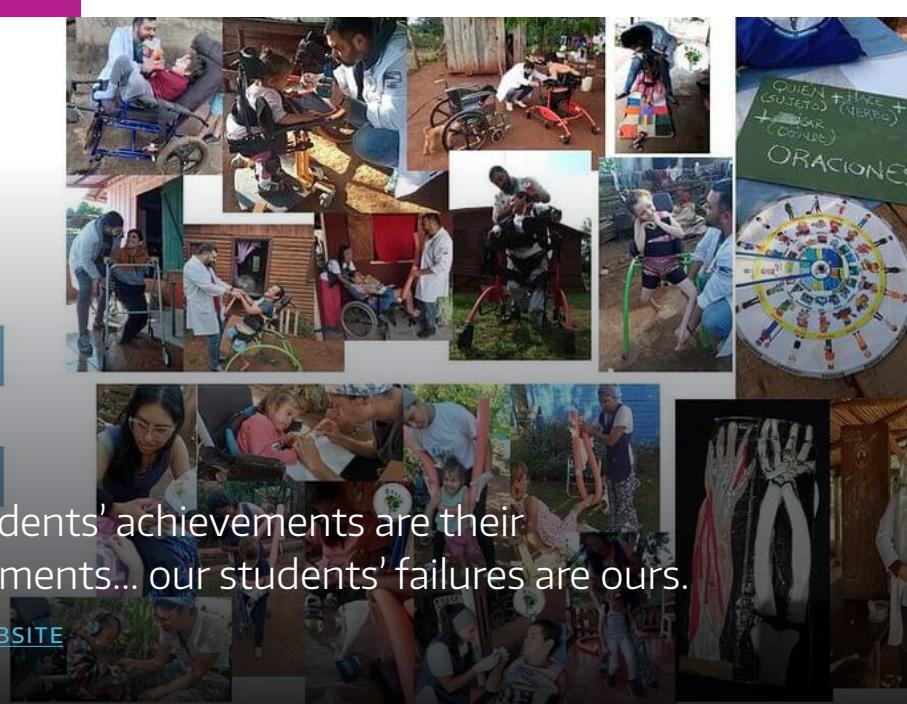
YEAR ESTABLISHED

7M

CHILDREN / USERS

28

COUNTRIES



Our students' achievements are their achievements... our students' failures are ours.

[→ VISIT WEBSITE](#)

TEKOM'BOE: Palliative Education

Argentina

Hybrid therapeutic-pedagogical format (artisanal-technological) guarantees the Right to Education and access to therapies for people with disabilities in contexts of refugees, displacement, transhumant communities, and post-disasters situations, and is adaptable even to war contexts.

2014

YEAR ESTABLISHED

7 000

CHILDREN / USERS

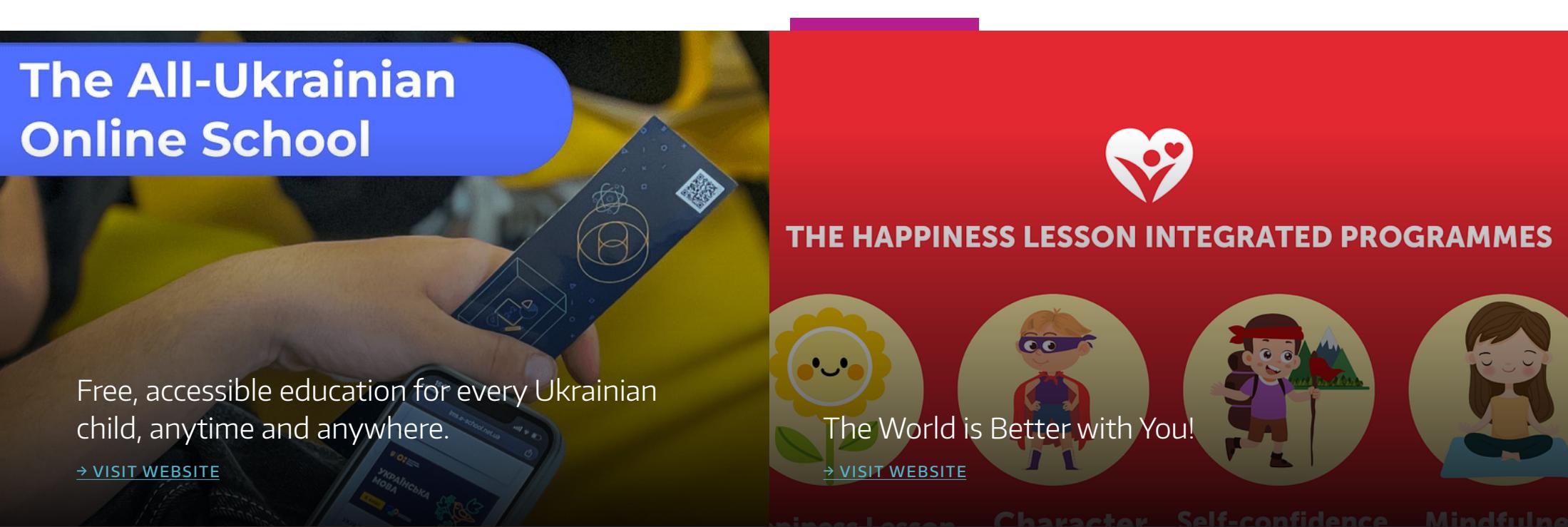
5

COUNTRIES

The All-Ukrainian Online School

Free, accessible education for every Ukrainian child, anytime and anywhere.

[→ VISIT WEBSITE](#)



The All-Ukrainian Online School

Ukraine

The All-Ukrainian Online School ensures uninterrupted learning for millions of Ukrainian students affected by war and displacement. This national digital platform delivers free, curriculum-aligned content created by expert teachers, offering a scalable and inclusive solution for hybrid and remote education.

2020

YEAR ESTABLISHED

78K

CHILDREN / USERS

11

COUNTRIES



THE HAPPINESS LESSON INTEGRATED PROGRAMMES



The World is Better with You!

[→ VISIT WEBSITE](#)



Character



Self-confidence



Mindfulness

The Happiness Lesson Integrated Programmes

Hungary

The Happiness Lessons introduce mental health and positive psychology, with a focus on strategies for increasing the subjective wellbeing in school education through teacher training and a strategically developed 10-month annual programme. More than 7,500 educators and 1,500 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

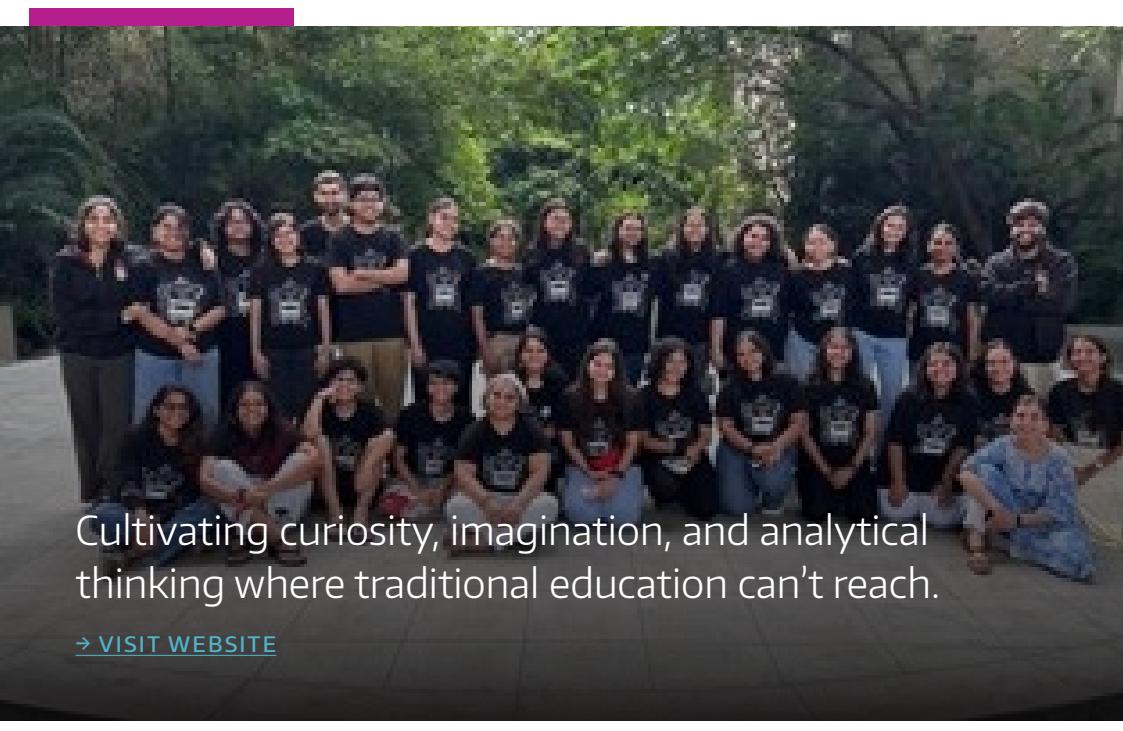
8

COUNTRIES



Helping every child develop a deep sense of self and belonging and fulfil their full potential.

[→ VISIT WEBSITE](#)



Cultivating curiosity, imagination, and analytical thinking where traditional education can't reach.

[→ VISIT WEBSITE](#)

The Happy Confident Schools Program

United Kingdom

Innovative emotional intelligence and character skills program for students aged 3-14 that can be delivered in 5-10 minutes a day with no need for teacher training. With over 1000 pieces of videos and activities tailored by age/ability, evidence shows that more than 80 percent of children using the program feel safer, happier, kinder, more confident and more able to regulate their feelings in just 8 weeks.

The Jijivisha Fellowship India

The Jijivisha Fellowship is a whole-child program that engages students, parents, teachers, and the community in a child's learning journey. It transforms how children from marginalised communities develop measurable and transferable SEL skills (curiosity, imagination, analytical thinking) by using arts (visual arts, storytelling, poetry, theater) as a powerful educational tool.

2018

YEAR ESTABLISHED

140K

CHILDREN / USERS

17

COUNTRIES

2023

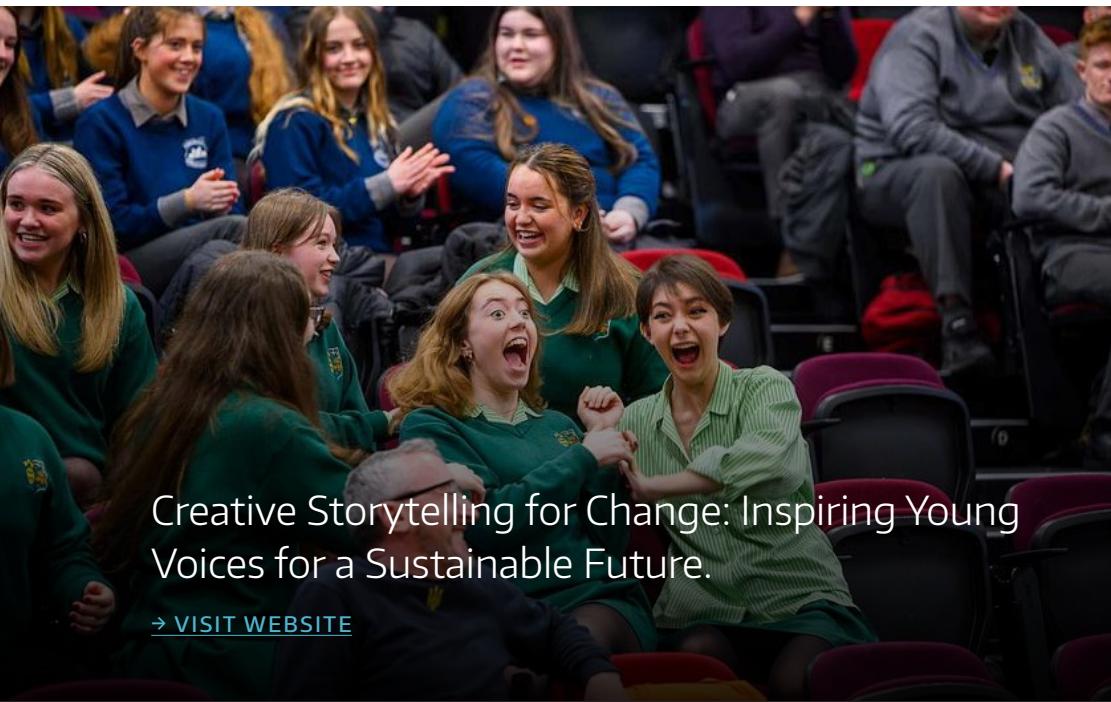
YEAR ESTABLISHED

4 800

CHILDREN / USERS

1

COUNTRY



Creative Storytelling for Change: Inspiring Young Voices for a Sustainable Future.

[→ VISIT WEBSITE](#)

The Rubbish Film Festival

Ireland

The Rubbish Film Festival empowers young people to become creative changemakers through the power of storytelling. Addressing the urgent need for environmental awareness among youth, the festival challenges students to create powerful one-minute films on sustainability, waste, and climate action. By combining peer-to-peer learning with hands-on media skills, it offers a unique platform for young voices to inspire action, amplify awareness, and reimagine a more sustainable future.

2016

YEAR ESTABLISHED

2 000

CHILDREN / USERS

2

COUNTRIES



the starving artist

'Art is not just an accessory on gallery walls but, it can be at the forefront of change-making.'

[→ VISIT WEBSITE](#)

The Starving Artist

United Kingdom

The Starving Artist initiative empowers people through creative arts, putting lived-in experiences at the forefront. It aims to promote authentic and vulnerable engagement discourse and bring about change within current systems. The focus of the initiative is on championing emerging voices with creative arts-education teaching individuals to explore their experiences and impact change-making.

2017

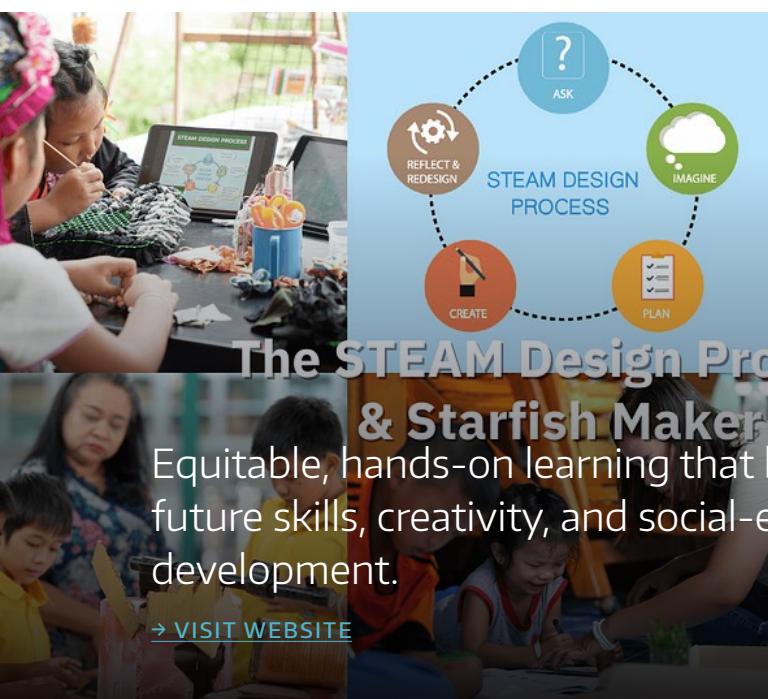
YEAR ESTABLISHED

30K

CHILDREN / USERS

10

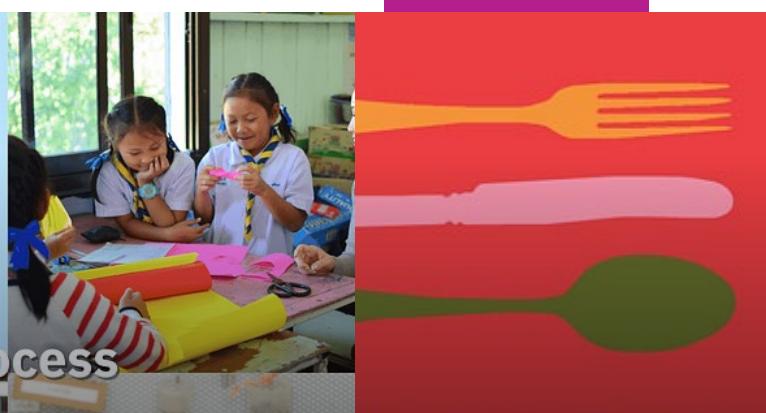
COUNTRIES



The STEAM Design Process & Starfish Maker

Equitable, hands-on learning that builds future skills, creativity, and social-emotional development.

[→ VISIT WEBSITE](#)



We aim to see children form positive food habits for life, through supporting educators to deliver pleasurable food education.

[→ VISIT WEBSITE](#)

The STEAM Design Process & Starfish Maker

Thailand

The STEAM Design Process equips students with future-ready skills through low-resource, hands-on maker education in over 400 schools across Thailand. It fosters critical thinking, creativity, problem-solving, innovation, and social-emotional learning, ensuring accessibility, equity, and meaningful learning opportunities for every child, everywhere.

2017

YEAR ESTABLISHED

58K

CHILDREN / USERS

1

COUNTRY

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

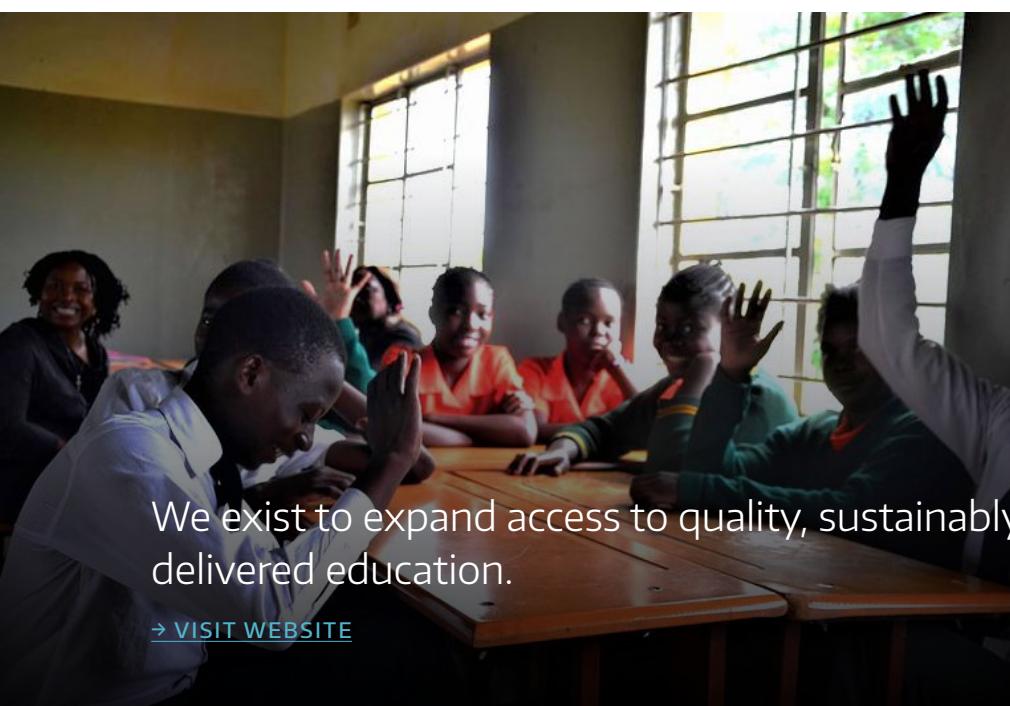
YEAR ESTABLISHED

1M

CHILDREN / USERS

1

COUNTRY

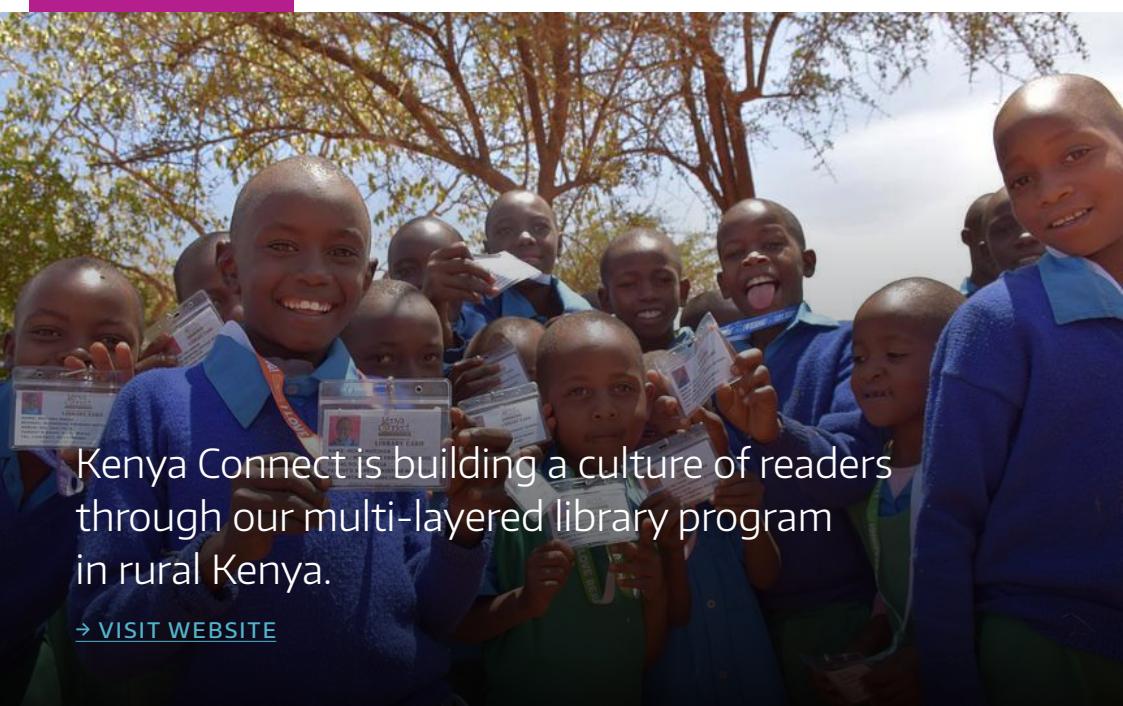


We exist to expand access to quality, sustainably-delivered education.

[→ VISIT WEBSITE](#)

The TIEEZ Programme Zambia

Across Sub-Saharan Africa, many young people still lack access to quality education. TIEEZ is a collaborative effort with the Zambian Ministry of Education, which takes the highly effective and innovative elements from PEAS-run schools into government partner schools. The aim is to help government schools achieve better outcomes without increasing costs.



Kenya Connect is building a culture of readers through our multi-layered library program in rural Kenya.

[→ VISIT WEBSITE](#)

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. The "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.

2021
YEAR ESTABLISHED

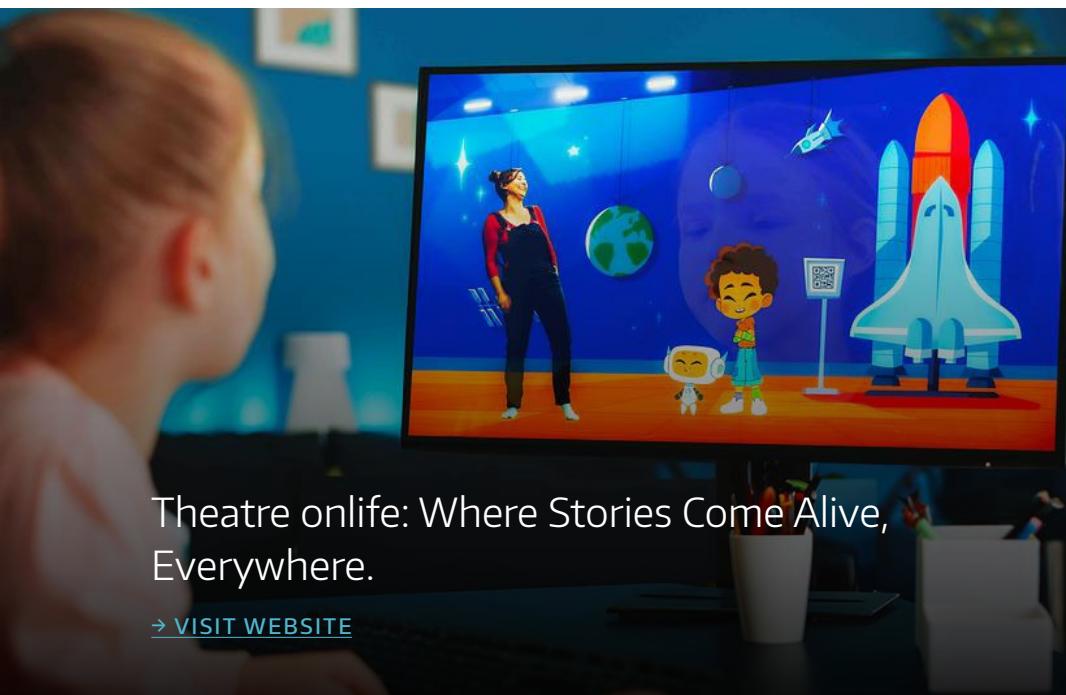
40K
CHILDREN / USERS

1
COUNTRY

2018
YEAR ESTABLISHED

12K
CHILDREN / USERS

1
COUNTRY



Theatre onlife: Where Stories Come Alive,
Everywhere.

[→ VISIT WEBSITE](#)

Theatre onlife

Italy

In a world where digital and physical experiences merge, traditional theatre faces challenges in accessibility and engagement. Theatre onlife transforms performance by blending live productions with immersive digital interactions, making theatre available anytime, anywhere. Breaking geographical barriers, it fosters real-time artist-audience connection, creating a borderless, interactive experience.

2020

YEAR ESTABLISHED

1800

CHILDREN / USERS

1

COUNTRY



Helping kids stay safe, healthy and happy.

[→ VISIT WEBSITE](#)

Tilli

United States

Tilli is an AI-powered learning tool that builds and measures eight foundational cognitive skills (from self-awareness to metacognition) by a child's tenth birthday. Incubated at Stanford and powered by the UNICEF Innovation Fund, this tool has helped over 30,000 learners build foundational cognitive skills and be developmentally on track.

2020

YEAR ESTABLISHED

12K

CHILDREN / USERS

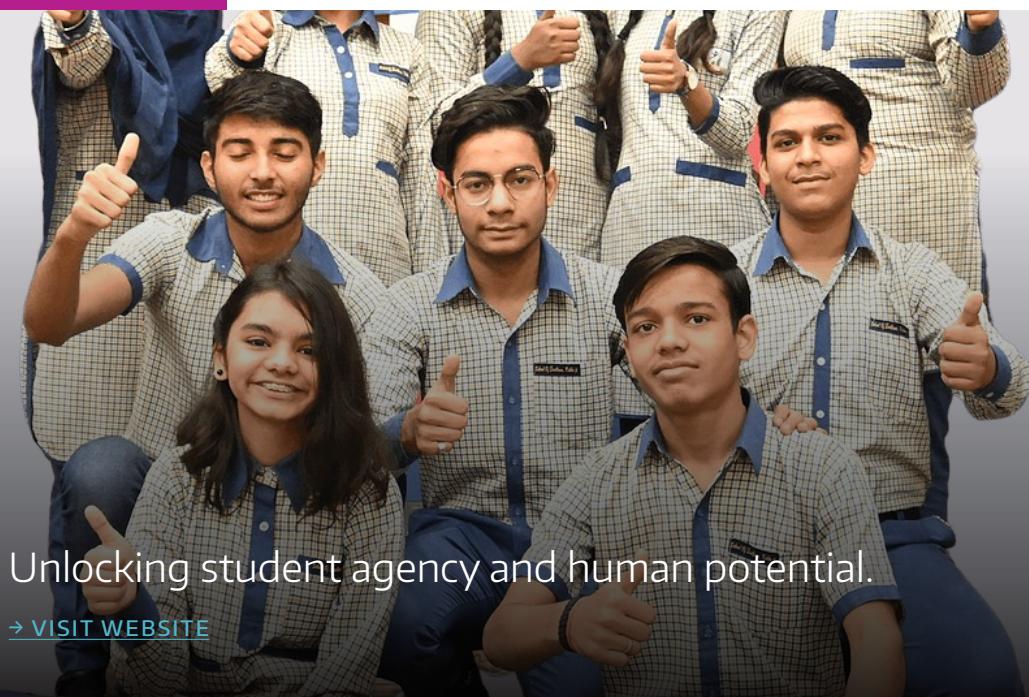
4

COUNTRIES



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

[→ VISIT WEBSITE](#)



Unlocking student agency and human potential.

[→ 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 thirty-seven Play Hubs and three Mobile Play Hubs in nine European countries.

2017

YEAR ESTABLISHED

40K

CHILDREN / USERS

9

COUNTRIES

Udyam Shiksha

India

As the youngest country with just ten percent formal employment, a radical shift in mindsets is needed to realise youth potential. This 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

3.7M

CHILDREN / USERS

1

COUNTRY

Gamified Food Education with Impact – From Microbiome to Mind.

[→ VISIT WEBSITE](#)



Vegemi Finland

Vegemi delivers evidence-based food and nutrition education to EYFS and KS1, creating understanding about microbiome, health and food choices. By integrating engaging tools and pedagogy, it empowers families to make informed dietary decisions—supporting long-term health and sustainability. With proven impact, children are encouraged to “feed their Vegemis” whilst creating new understanding.

2023
YEAR ESTABLISHED

15K
CHILDREN / USERS

4
COUNTRIES

Wequal – Equality Through Education Türkiye

Wequal- Supporting Social Development in Early Childhood and Primary Education Programs equip early childhood and primary school teachers in Türkiye to challenge gender stereotypes in classrooms through training and mentoring. By fostering inclusive attitudes and peaceful communication, the program creates long-term social change for students and families.

2022
YEAR ESTABLISHED

1100
CHILDREN / USERS

1
COUNTRY



XploreLab³⁶⁰

XploreLab 360: Explore, Experiment, and Master Math & Science Like Never Before!

*Your virtual lab,
Anytime, Anywhere.*

[→ VISIT WEBSITE](#)

XploreLab 360

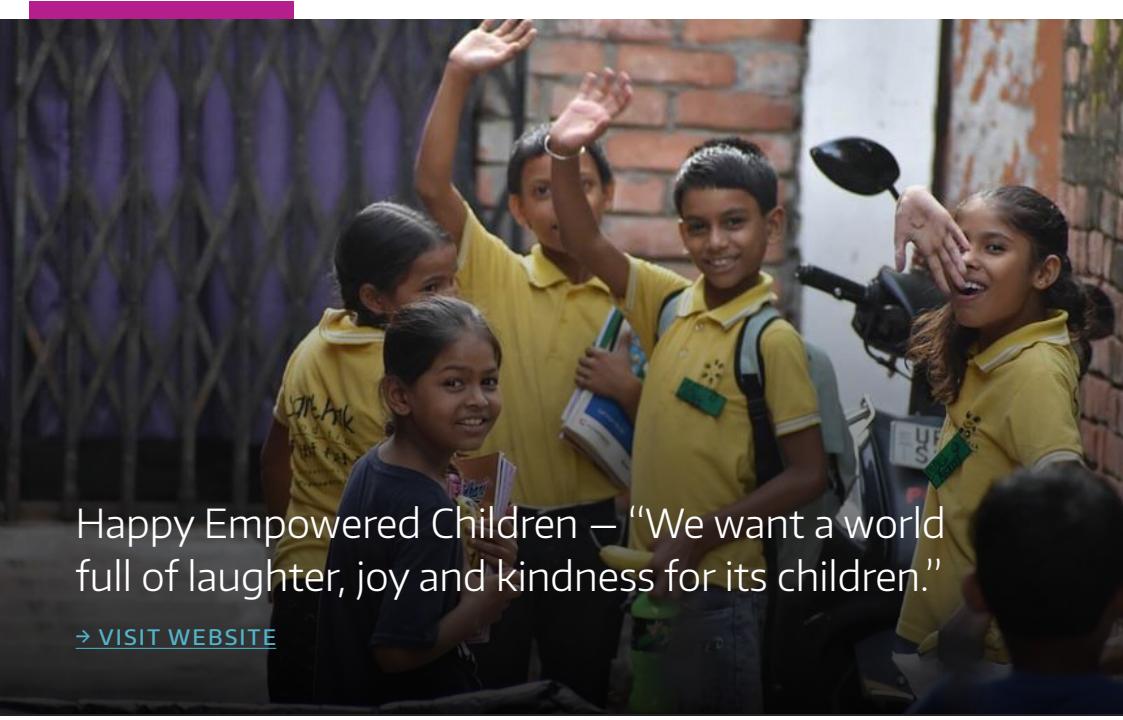
Afghanistan

Understanding math and science can be tough without hands-on experience. That's where XploreLab 360 comes in. It gives students the chance to dive into interactive simulations that make complex ideas much easier to grasp. Whether it's physics, chemistry, biology, or math, our platform brings those subjects to life in a way that's engaging and fun.

2022
YEAR ESTABLISHED

20K
CHILDREN / USERS

4
COUNTRIES



Happy Empowered Children – “We want a world full of laughter, joy and kindness for its children.”

[→ VISIT WEBSITE](#)

Yellow Rooms – Community Based Intervention

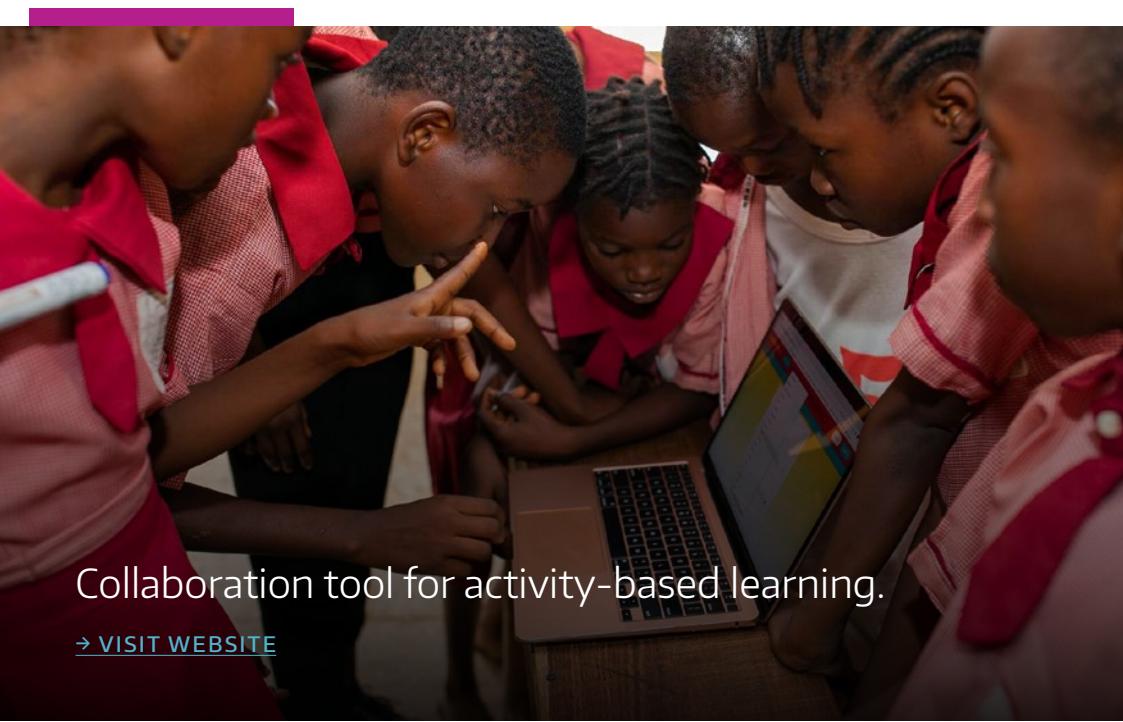
India

Intergenerational poverty is tackled by Yellow Rooms – a two-room safe spaces in the heart of India's slum communities. These spaces offer digitally aided STEM and SEL sessions, support for school enrolment, pathways to higher education and skilling, and continuous year-round programming to bring about lasting change in the lives of impoverished children, especially girls.

2013
YEAR ESTABLISHED

11K
CHILDREN / USERS

1
COUNTRY



YESfest

United Kingdom

The climate emergency will have the greatest negative impact on the youngest in our society. Yet research shows that this generation of young people have the greatest disconnect with nature. YESfest is a series of youth festivals designed to deepen children's connection to nature and give them the knowledge, skills, enthusiasm and network to become climate activists in their own community.

2023

YEAR ESTABLISHED

1 500

CHILDREN / USERS

6

COUNTRIES

ZubHub

India

ZubHub is an open-source, documentation and collaboration tool for activity-based learning. It is available for custom-use in local libraries, schools, hackerspaces, educational organisations etc. Imagine your own community built around your education activities!

2021

YEAR ESTABLISHED

5 000

CHILDREN / USERS

3

COUNTRIES

Endnotes

1. UNESCO Global Education Monitoring Report, *Aid to Education: Time for Tough Decisions*, Policy Paper 50 (June 2025), 1, <https://doi.org/10.54676/UYML4245>.
2. UNESCO and International Task Force on Teachers for Education 2030, *Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession* (UNESCO, 2023), 2, <https://doi.org/10.18356/9789231006555>.
3. OECD, *Trends Shaping Education 2025*, (OECD Publishing, 2025), 12–18, <https://doi.org/10.1787/ee6587fd-en>.
4. European Training Foundation, *Impact of USAID Withdrawal on Global Education and Skills Development* (European Training Foundation, 2025), 7–8.
5. OECD, *Trends Shaping Education 2025*, 22–28.
6. Christian Stoff and Matteo Valenza, *State of Education for Crisis-Affected Children and Adolescents: Global Estimates 2025 Update* (Education Cannot Wait, 2025), 3–6, <https://www.educationcannotwait.org/resource-library/new-global-estimates-study>.
7. Stoff and Valenza, *State of Education for Crisis-Affected Children and Adolescents*, 3.
8. Stoff and Valenza, *State of Education for Crisis-Affected Children and Adolescents*, 4.
9. UNESCO, "UNESCO Warns of Dramatic Increase in Attacks against Schools in 2024," Press Release, September 9, 2025, <https://www.unesco.org/en/articles/unesco-warns-dramatic-increase-attacks-against-schools-2024>.
10. Gerald Imray, "Nearly 250 million children missed school last year because of extreme weather, UNICEF says," Associated Press News, January 24, 2025, <https://apnews.com/article/climate-weather-children-school-unicef-eb93150ca5c1f79a663f7c6755be3196>.
11. "Artificial Intelligence Act," European Artificial Intelligence Act Portal, Accessed October 8, 2025, <https://artificialintelligenceact.eu>; UNESCO, *Recommendation on the Ethics of Artificial Intelligence* (UNESCO, 2021), <https://unesdoc.unesco.org/ark:/48223/pf0000381137>.
12. Business Research Insights, *Education Technology (Ed Tech) Market Report*, (Business Research Insights, 2025), <https://www.businessresearchinsights.com/market-reports/education-technology-ed-tech-market-118565>.
13. UNESCO, *Global Education Monitoring Report 2023: Technology in Education – A Tool on Whose Terms?* (UNESCO, 2023), <https://doi.org/10.54676/UZQV85Q1>.
14. David Lundie, Andrej Zwitter, and Dipayan Ghosh. "Corporatized Education and State Sovereignty." Brookings Institution, January 31, 2022, <https://www.brookings.edu/articles/corporatized-education-and-state-sovereignty>.
15. World Bank, *Learning Poverty: What Is Learning Poverty?* (World Bank, 2021), <https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty>.
16. M. Mariah Voutilainen, Ariunkhishig Gonchigdorj, Crystal Green, and Frederika Warren, *HundrED Global Collection 2025*, (HundrED, 2024), <https://doi.org/10.58261/NPZB4474>.
17. UNESCO and Teacher Task Force on Teachers for Education 2030, *Global Report on Teachers: Addressing Teacher Shortages* (UNESCO, 2024), 2, <https://doi.org/10.54675/FIGU8035>.
18. Laura Taylor, Weizhen Zhou, Lucy Boyle, Sophie Funk, and Jan-Emmanuel De Neve, *Wellbeing for Schoolteachers (Report No. 2)*, (International Baccalaureate Organization, 2024), 18–20, 45–48, <https://www.ibo.org/research/wellbeing-research/well-being-for-schoolteachers-2024>.
19. Stoff and Valenza, *State of Education for Crisis-Affected Children and Adolescents*, 3–4.
20. Business Research Insights, *Education Technology (EdTech) Market Report*.
21. Lasse Leponiemi, Sean Slade, and M. Mariah Voutilainen, *Leading Through Uncertainty: Education Innovation in Times of Global Funding Volatility*, (HundrED, 2025), <https://doi.org/10.58261/WPBZ9522>.

References

- "Artificial Intelligence Act." European Artificial Intelligence Act Portal. Accessed October 8, 2025. <https://artificialintelligenceact.eu>.
- Business Research Insights. *Education Technology (Ed Tech) Market Report*. Business Research Insights, 2025. <https://www.businessresearchinsights.com/market-reports/education-technology-ed-tech-market-118565>.
- European Training Foundation. *Impact of USAID Withdrawal on Global Education and Skills Development*. European Training Foundation, 2025. <https://data.europa.eu/doi/10.2816/9354807>.
- Imray, Gerald. "Nearly 250 million children missed school last year because of extreme weather, UNICEF says." *Associated Press News*, January 24, 2025. <https://apnews.com/article/climate-weather-children-school-unicef-eb93150ca5c1f79a663f7c6755be3196>.
- Leponiemi, Lasse, Sean Slade, and M. Mariah Voutilainen. *Leading Through Uncertainty: Education Innovation in Times of Global Funding Volatility*. HundrED, 2025. <https://doi.org/10.58261/WPBZ9522>.
- Lundie, David, Andrej Zwitter, and Dipayan Ghosh. "Corporatized Education and State Sovereignty." Brookings Institution, January 31, 2022. <https://www.brookings.edu/articles/corporatized-education-and-state-sovereignty>.
- OECD. *Trends Shaping Education 2025*. OECD Publishing, 2025. <https://doi.org/10.1787/ee6587fd-en>.
- Stoff, Christian, and Matteo Valenza. *State of Education for Crisis-Affected Children and Adolescents: Global Estimates 2025 Update*. Education Cannot Wait, January 2025. <https://www.educationcannotwait.org/resource-library/new-global-estimates-study>.
- Taylor, Laura, Weizhen Zhou, Lucy Boyle, Sophie Funk, and Jan-Emmanuel De Neve. *Wellbeing for Schoolteachers (Report No. 2)*. International Baccalaureate Organization, 2024. <https://www.ibo.org/research/wellbeing-research/well-being-for-schoolteachers-2024>.
- UNESCO. *Global Education Monitoring Report 2023: Technology in Education – A Tool on Whose Terms?* UNESCO, 2023. <https://doi.org/10.54676/UZQV8501>.
- UNESCO. *Recommendation on the Ethics of Artificial Intelligence*. UNESCO, 2021. <https://unesdoc.unesco.org/ark:/48223/pf0000381137>.
- UNESCO. "UNESCO Warns of Dramatic Increase in Attacks against Schools in 2024." Press Release, September 9, 2025. <https://www.unesco.org/en/articles/unesco-warns-dramatic-increase-attacks-against-schools-2024>.
- UNESCO and International Task Force on Teachers for Education 2030. *Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession*. UNESCO, 2023. <https://doi.org/10.18356/9789231006555>.
- UNESCO and Teacher Task Force on Teachers for Education 2030. *Global Report on Teachers: Addressing Teacher Shortages*. UNESCO, 2024. <https://doi.org/10.54675/FIGU8035>.
- UNESCO Global Education Monitoring Report. *Aid to Education: Time for Tough Decisions*. Policy Paper 50, June 2025. <https://doi.org/10.54676/UYML4245>.
- Voutilainen, M. Mariah, Ariunkhishig Gonchigdorj, Crystal Green, and Frederika Warren. *HundrED Global Collection 2025*. HundrED, 2024. <https://doi.org/10.58261/NPZB4474>.
- World Bank. *Learning Poverty: What Is Learning Poverty?* World Bank, 2021. <https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty>.

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 2026 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 2026 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 Environments	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 follows [HundrED's methodology and definitions](#) of innovation, impact, scalability, and evidence base, all of which innovations must demonstrate to progress through each phase.

PHASE 1: SEARCH AND SUBMISSIONS

During the annual call for Global Collection submissions, new innovations are added as innovators create their own pages—either independently or after being invited based on community recommendations or targeted searches by the HundrED Research Team. In addition, innovators who already have existing pages on the HundrED platform can choose to submit their innovation to the Global Collection. These may include innovations previously selected or shortlisted for past Global or Spotlight Collections. This year, total of 789 innovations were submitted.

PHASE 2: SHORTLIST

Based on HundrED's [Standards of Evidence](#) and using a [Holistic Evaluative Score](#), the Research Team thoroughly reviews each submitted innovation for its impact, scalability, and innovativeness. The curated shortlist of innovations is reviewed in the next phase. This year 148 were shortlisted for the next phase of the review process.

PHASE 3: ACADEMY REVIEW

Each year, hundreds of stakeholders in education, including educators, innovators, experts, leaders, and students, are recruited globally to form a HundrED Academy which evaluates the shortlisted innovations and makes recommendations towards the final selection.

This year, the Academy of 253 members from over 70 countries reviewed the innovations over a two-week period in June 2025. Shortlisted innovations were divided into eight batches with balanced representation of themes and geographic locations and were evaluated by at least sixteen Academy members. One separate batch was reviewed by the Junior Academy, involving 11 members. The plot diagrams in Figure 10 represent the total of 3,360 reviews made by the HundrED Academy 2026 ([Appendix C](#))

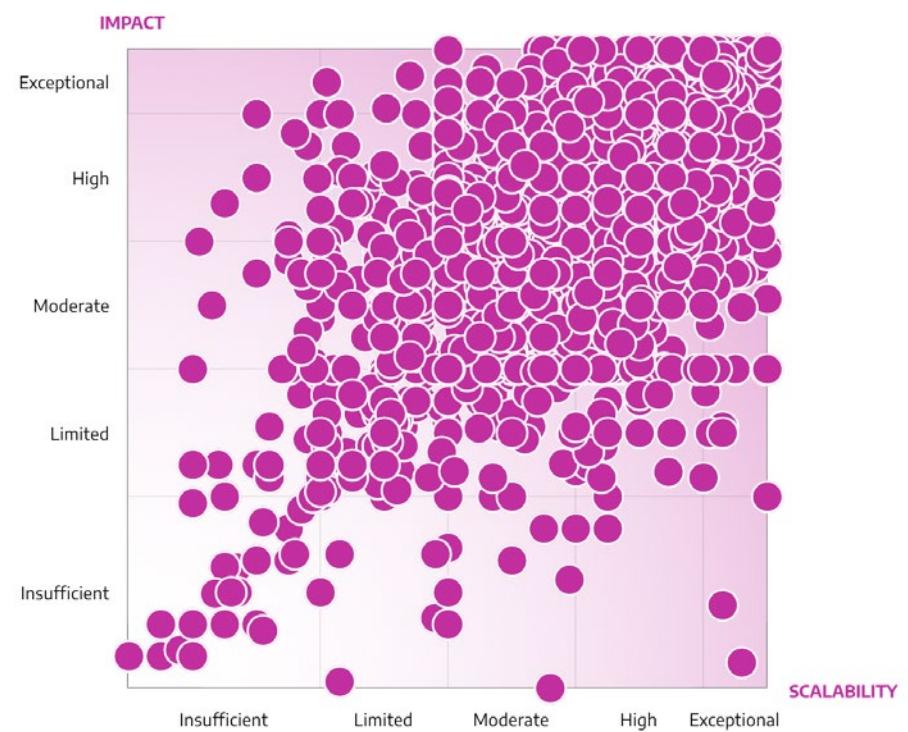


Figure 10: 3,360 Academy Reviews for the 2026 Collection

PHASE 4: FINAL SELECTION

The reviews by the Academy, both quantitative and qualitative, are thoroughly assessed by the Research Team during structured workshops, with innovations receiving the strongest evaluations prioritised for inclusion, while also ensuring a geographically and thematically balanced representation in the final selection of 100 innovations.

LIMITATIONS

The methodology of this year's study also carries certain limitations, two of which called for particular attention.

The first relates to geographic representation. While HundrED's reach grows each year, some regions/countries remain underrepresented, and we continue to face challenges in securing submissions from these areas. This inevitably shapes the pool of innovations available for review and may limit the diversity of perspectives and practices highlighted in the Collection.

The second factor concerns language accessibility. Accepting submissions in multiple languages has opened opportunities for innovators who might otherwise have been excluded due to language barriers. At the same time, this has introduced a new challenge: Academy reviewers often rely on AI-generated translations to evaluate these innovations. Although machine translation is rapidly improving, there is still a risk of mistranslation or loss of nuance, which can affect the accuracy and fairness of the evaluation process.

The HundrED Research Team remains mindful of these limitations and is actively exploring ways to broaden outreach, strengthen linguistic accessibility, and ensure that all innovations are evaluated with rigor and equity.

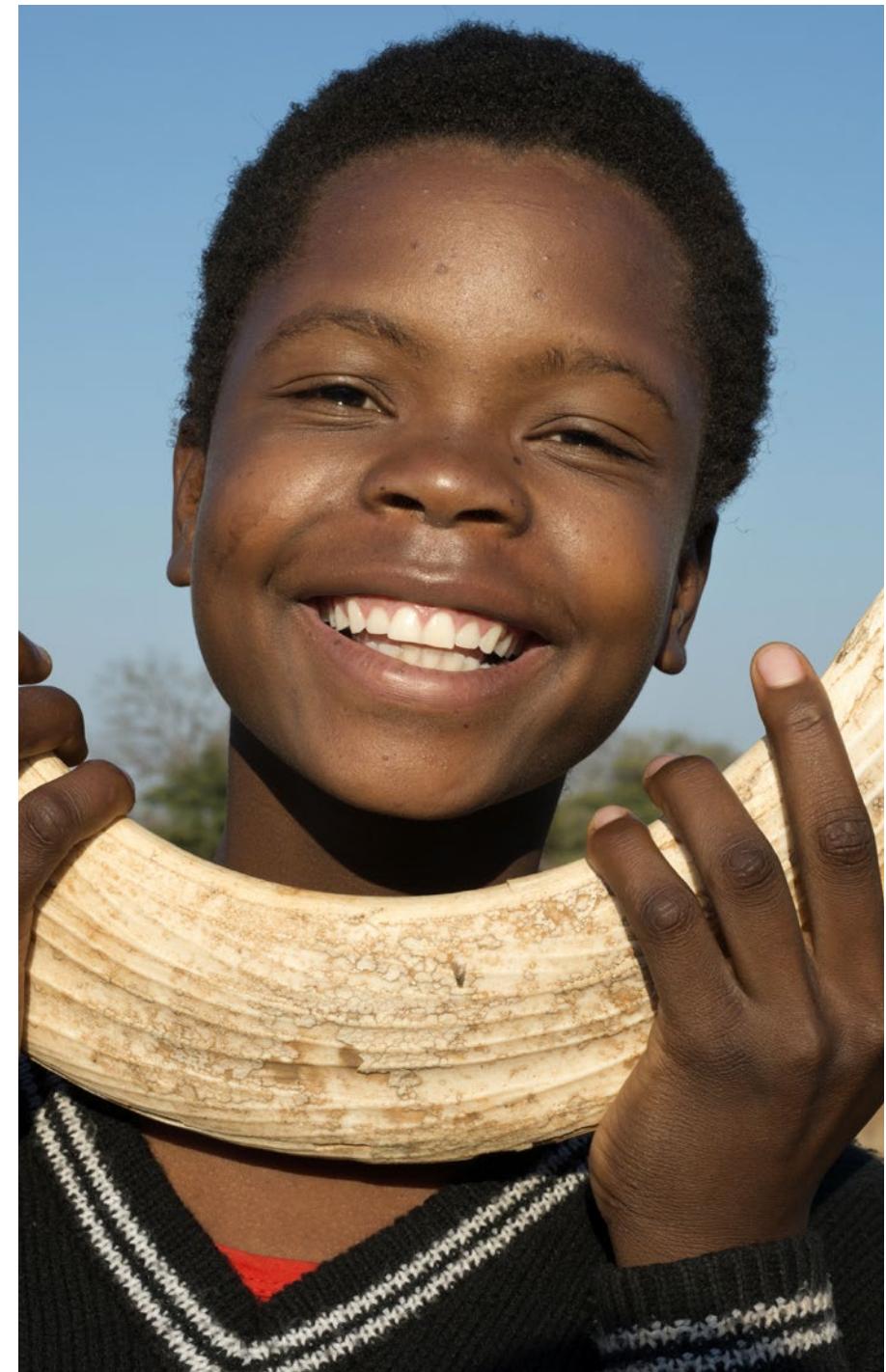


Photo by Francois d'Elbee (iLearnabout).

Appendix C: HundrED Academy 2026

ACADEMY MEMBERS

The expertise of our Global Collection 2026 Academy members was essential in curating this set of 100 outstanding educational innovations. We are deeply grateful for their time, effort, and volunteerism. Academy Members who have reviewed three or more Global Collections are recognized with Honorary Distinction. At the end of this section, we highlight those with **Honorary Distinction** who also served as reviewers for the 2026 Collection. Members who completed 80 percent or more of their assigned reviews this year receive a **Special Mention** (indicated with an asterisk*).

Name	Country	Position	Organisation
A.J. Ernst*	United States	Adjunct Professor	Rowan University
Abhilasha Singh Panwar*	Qatar	Senior Education Specialist	Ministry of Education and Higher Education
Abigael Anaza-Mark	Nigeria	Programmes Manager	FIT Africa
Aishwarya Manjunath Shetty*	Qatar	Education Specialist, Innovations Development Programme	Education Above All Foundation
Alessia Zucchetti*	Uruguay	Research and Cooperation Projects Coordinator	LACNIC
Alfredo Dondé*	Mexico	Psychologist	Fundación Azteca UADY
Alvi Ahmed*	Bangladesh	Co-founder	MathTronics
Amit Saxena*	United States	Chief Executive Officer- Education	Sparsh Group
Ana Luisa Vázquez Bórquez*	Mexico	Head of School	Instituto Simón Bolívar de Popocatépetl
Ana Maria Raad	Chile	Founder Reimagina	
Anagha Krishna Prasad*	Denmark	Student	
Anastasia P*	Greece		
Andrew Reeve*	United Kingdom	Deputy Head	
Andy McLaughlin*	Scotland	Lecturer in Education	University of Aberdeen
Anne Rodgers*	United Kingdom	Early Years Consultant	ATR Consultancy
Anoop Suri*	China	Consultant	
Anthony Cavallario*	United States		
Anupam Sharma*	India	Senior Incharge	
Ariadna Villavicencio Gamarra*	United States	Student at Whitman College	
Arkana Andriadi Budiarko*	Qatar/Indonesia	Student	Swiss International School Qatar
Ashwathi Muraleedharan*	India	Doctoral Candidate	Rajagiri College of Social Sciences

Aya Altuhl*	UAE	Math/STEAM Teacher	Uopeople/Taaleem
Babita Bisht*	India	School Counsellor	Scottish High International, Gurugram
Baseerat Noor*	Pakistan	Ambassador	HundrED
Bela Verma*	India	Instructional Coach - Service Learning	Pathways School Gurgaon
Benedicta Jeanne Louise Neysa Nathania Vieira de Mello DiCaprio - Jang	Indonesia	Under-Secretary-General and Coordinator of Adaptation Academy	UNFCCC and UNOG
Betul Büşra Yılmaz*	Türkiye	IB Coordinator	iSTEK Antalya Lara Schools
Camile Clarke	Jamaica	Lecturer	Church Teachers College
Canan Kaçar*	Türkiye	Educator - Architect	TURMEPA
Carolina Chambel*	Portugal	International Cooperation Officer - Research and Innovation	Techo International
Carrie Lau*	United Kingdom	Community Engagement Specialist	Walbrook Institute London
Charis Charalambous*	Cyprus	Psychologist, Trainer/Facilitator, SEL Expert	
Chieh Yu Shen*	Taiwan	Educational Catalyst	
Cláudia Maria Guedes da Costa*	Portugal	Psychologist	Agrupamento de Escolas Garcia de Orta
Dana Robb*	Canada	Retired Principal	Northern Lights Public Schools
Daniel Orievweruvwe*	Nigeria	Education and Social Development Practitioner	
Darcy Bakkegard*	United States	Co-founder	The Educators' Lab
Deki Pem*	Bhutan	Teacher & Head of Sports Department	The Royal Academy
Dincer Demir*	Türkiye	Senior Trainer	Teachers Academy Foundation
Duncan Osoro*	KENYA	Lead Consultant	Solanki Education Consultants
Eleanor Sykes*	United Kingdom	Advocacy and Stakeholder Engagement Lead	Lively Minds
Elias Mbanze	Namibia	Teacher	Berg-Op Academy
Elizaveta Belkina*	United Kingdom	Senior Impact Education Coordinator	Skoll Centre
Era Dogra*	India	IBEN Programme and Workshop Leader; IB educator and SEL Coordinator	Genesis Global School
Eske van Liempt*	Sweden	Student	
Eszter Salamon*	Netherlands/Hungary	Director	Parents International
Euan Wilmshurst*	Austria	Fellow	Salzburg Global
Fardin Kamal Jeet*	Bangladesh	Assistant MYP Coordinator	Pledge Harbor International School
Fatima Y. Alqawasmeh*	Qatar	Teacher	Ministry of Education
Gabriela I. Romero Ch.*	Panama	TEFL Teacher	
Gaye Juliana Gabrielle Delos Santos*	Philippines	Student	University of the Philippines - Diliman
Gena Rabinowitz*	Czech Republic	Changemaker and Community Service Coordinator	International School of Prague
Gui Brotto*	Thailand	Founder	Able to Regenerate Co. LTD.
Hanan Mostafa Kamal Syed*	Bangladesh	Program Assitant	Asian University for Women Laboratory School
Hanna Dudich*	Ukraine	Educator	
Hanyun Cui*	United States	PhD Student	Boston University
Harshith B Nair	India	Scholar	Department of Education, Regional Institute of Education (NCERT), Mysuru
Hatice Kirmaci*	Türkiye	Founder	Women Science Teachers

Hicham Filali Zehri*	Morocco	Teacher	Morocco Ministry of National Education, Preschool and Sports
Hira Naz	Pakistan	Educator	The Educators (Beaconhouse)
Huyen Nguyen	Vietnam	Board of Members	Teach For Viet Nam
Ishita Bagchi	India	Social Impact Consultant	
Islam Amraoui*	Algeria	Teacher and Researcher	
Iván Gándara*	Spain		
Ivonne Blanco de Martínez*	Spain		
James Grace			
Jaohar Nusrat Bina*	Bangladesh	Junior Consultant	Aspire to Innovate
Jeffrey C. Beltran	Philippines	Faculty	School of Teacher Education, National Teachers College
Jeremie Kasongo*	Congo-DRC	Member	UNESCO Global Youth Community
Jessica González Salgado*	Mexico	Head of Education	
Jessica Ventura Tupinamba de Carvalho	Brazil	Head of Primary / PYP Coordinator	Escola Internacional de Alphaville
Joaquim Forgas Anaya*	Sweden	Alumni	Stockholm University
Jobert Ngwenya*	Finland	Doctoral Researcher	University of Jyväskylä
Joe Caruso*	Australia	Executive Manager: Pedagogy	ISA International Education Group
John Hullock*	Germany	Primary School Headteacher	St. George's British International School
José Ramón Espejo de la O	Mexico	EdTech Coordinator & Teacher	Espejo Asesores Educativos
Joshua James*	Vietnam	Co-Founder	8-Bit Content
Julie Meltzer*	United States	Director of K-12 and Teacher Education	Institute for Humane Education
Kaori Hakone*	Japan	Associate Professor	Osaka Jogakuin University
Karabo Sharon Mawele*	South Africa	Senior Play and Learning Facilitator	Play Africa NPC
Karen Chetwynd*	United Kingdom	CEO	Montessori Global Education
Kathy Edersheim*	United States	President	Impactrics, LLC
Katja Simola*	Finland	Student counsellor	Pöytyä
Kelly Esmeralda Quispe Flores*	Peru	Service Learning Coordinator	San Silvestre School
Kelly Michelle Wu*	Panama	Youth Ambassador Alumni	HundrED
Kirti Lohani*	India	Assistant MYP coordinator	Pathways School Noida
Kudzai Cathrine Bingisai*	Zimbabwe	Research Analyst	
Kutlwano Phumudi	South Africa	Student	University of Pretoria
Kyle Morin*	United States	Administrative Consultant (Charter Schools)	Iowa Department of Education
Lim Wui Ling Jennifer*	Singapore	Personal Project and Service Learning Coordinator, MYP Design and eSports teacher	XCL World Academy
Lina Marcela Gómez Quintero*	Colombia	STEM Educator and Consultant	Tejido STEM Colombia
Lolwa Abduljabbar Al-Saigh*	Qatar	Innovation Officer	Education Above All Foundation
Louise Nicolson*	United Kingdom	Research Assistant	University of Oxford
Lucía de Gregorio Gimeno*	Spain		
Maja Mačinko*	Croatia	Elementary school Ivan Cankar - science teacher	
Mansi Kapoor*	India	Well-being and Service Lead	
Mansi Talwar	India	Founder and Chief Coach	Happy Mee

Manushri Khanderao Gaikwad*	Philippines	High School Student	International School Manila
Maria de los Angeles Delgado Alvarez*	Spain	Co-founder & COO	ThinkingBeyond Education
Maria F. Cordova*	Venezuela	Coordinator	Twist Studio Creativo
Maria Volynchuk*	United Kingdom	Student	Leeds Beckett University
Mark Ledesma*	Mexico	Fundador	GENIALES
Marta Alicia Libedinsky*	Argentina	Director of the Master's Degree in Educational Technology	Interamerican Open University
Marta Figueiredo*	Portugal		
Marvin Reyes*	Germany	Manager	
Mary Angeline Santhosam*	India	Principal & Head Department of Social Work	Nazareth College of Arts and Science
Maryam Bham*	United Kingdom	PhD Candidate	University of Cambridge
Maya Paliath Divakar*	India	Academic Advisor (K-12 schools)	Learn with Maya
Md. Tanvir Rahman*	Bangladesh	Teacher/Facilitator - Pledge Harbor International School	
Melina Maghazehi*	United Kingdom	Founder	Schools for Purpose
Michael Ukwuma*	Nigeria	Executive Director	SEVICS
Milena Dimitrova Savova*	Bulgaria	IB DP Coordinator	Private Profiled High School Educational Technologies
Milla Lupton*	England	Head of Maths	London Screen Academy
Mitch Ulacco	Australia	Head of College (Prep-12 Learning and Teaching)	Good Samaritan Catholic College Bli Bli
Mohd Suhail*	India/United States	Educator & Independent Researcher	
Mradula Singh	India	Founder NexSchools and Founder President -Happier and Safer Internet	
Mugerwa Khuzaifa Ssali*	Uganda	Impact Officer	Watoto Wasoka
Muniratu Muna Iddrisu	Kenya Nairobi	Founder . Menstrual Empowerment Initiative	
Musa Usman Babagari*	Nigeria	Youth Advocate	Better Youth Association
Myat Pan Khit*	Myanmar	Chemical Engineering Student	SIIT - Thammasat University
Myriam Khadija Ben Jedd*	Switzerland	Special Projects & Partnerships Manager	
Mzwandile Msimanga*	Kenya		Trevor Noah Foundation
Nabwire Karen Kilwake*	Kenya	Co-founder, Research & Communications Lead	Digital Pastoralist Africa
Nadia Hussain*	Qatar	IB Coordinator	Qatar Foundation
Nadine Smith*	South Africa	Director Of Educational Technology - King David	
Nam Ngo Thanh*	Vietnam	School Leader, Academic Director	B.SCHOOL
Namya Joshi*	India	Minecraft Student Ambassador	
Natalija Budinski	Serbia	Head Teacher	Petro Kuzmjak School
Neelam Jayendra Shah*	United Kingdom	Researcher	Civil Society Consultancy
Neeru Mittal*	India	PGT Computer Science	STEM educator
Netanya Liro	Ethiopia	Founder at Education4all	
Ngozi Edeagu*	Nigeria	Lecturer	Institute of African Studies, Leipzig University, Germany
Nicole Ivarsson-Keng*	Finland/Taiwan	University Lecturer	Aalto University
Nigel Ngiam*	Malaysia		

Niketa Suri*	China	Homeroom and Mathematics Teacher	ISA Wuhan International School
Nilanjana Bera Dasmajumder*	India	Head of Inclusion and Learning Support	Pathways School Noida
Noburo Hagiwara*	Japan	Freelance educational consultant	
Noreen Kassam*	United Kingdom	Education Programme Manager	Project Everyone
Olanike Ariyo	Nigeria	Teacher/Teens Coach	Global Teens for Christ
Olorunfemi Omotayo*	Nigeria	Head of Training and Learning	Teachers Academy Africa
Özge Karakaya*	Netherlands	Designer, Co-founder	Mendix, Fellows InCommon
Pallavi Sharma*	Mauritius	Pedagogical Leader & Researcher	
Payal Singh*	India	Field Executive with Civic Pride Organisation	
Pero Sardjoski*	Macedonia	Director of Studies	Pegasus English Language School
Pooja Gollapalli*	India		
Prashant Muley*	India	Principal	J M Rathi School Roha, Raigad
Prashant Sharma	India	Principal	Jindal Vidya Mandir, Vasind
Priscilla Silveira*	Brazil	Quality and Innovation Manager	Senac RN
Purvi Hasmukh Parekh*	India	Homeroom Teacher	JBCN International School, Chembur
Rabia Saqib	Pakistan	Principal The Elevate School	
Randall Fujimoto*	United States	Game-Based Learning Designer	GameTrain Learning
Ravi Srinivasan*	India	CoFounder and Managing Trustee	Pramiti School, Bangalore
Richard Downs*	Thailand	Head of Senior School	
Rima Singh*	India	Head of School	
Rizki Zakaria*	Indonesia	Teacher	SMAN 1 Kibin
S M Mahtab Hossain	Bangladesh	Co-founder	Banglar Math
Sabrina McCartney*	United States	IB Middle Years Programme Coordinator	Carrollwood Day School
Sahil Siddique	India	Senior Business Development Manager	
Salma Waly*	UAE	Assistant Professor	
Samira Ahmadi*	Afghanistan	Co-founder	Etrat Elm Educational Center
Sanad Abu Alya*	Jordan	Student	English Talents School
Sandra C. Ospina	Saudi Arabia	Head of School	SEK International School Riyadh
Sarah Kreckel*	Germany	Teacher	JHW Realschule
Sarah Tucker*	United kingdom	Novelist	
Selena Lucero Heredia Yaros*	Peru	Co-founder	Green Generation
Seohee Park*	South Korea	Master's Student in International and Comparative Education	Stockholm University
Şerife Durna*	Türkiye	English Lecturer	Kahramanmaraş Sütçü İmam University
Shaden Al Masri*	France	Content coordinator	
Shalini Rawat*	Doha	Vice Principal.Operations	
Sheeba Ajmal*	Pakistan	CEO/Founder	Technology For A Cause - Enhancing Skills Empowering Kids
Sheeba Ajmal*	Pakistan	CEO / Founder Technology For A Cause - Enhancing Skills Empowering Kids	
Shien Victoria Zutshi	Canada	Founder	Equilibrium By Design
Shruti Chitrajeet Ghosh	India	Youth leader	EmpowHER

Shubhangi Arya*	India	German Language Teacher, Teacher Trainer, Curriculum Developer, Reviewer & Author	Kunskapsskolan, Lucknow
Stephen G.J.E. Whitaker*	Mexico	Technology Advisor	
Susan Oreski*	Canada	English Language Assessor and Interview Panelist for Edmonton Catholic Schools	
Suzanne Joyal*	United States	Board of Directors	Youths in Arts
Swati Sharma*	India	PYP Counsellor	Prometheus School
Tania Swift*	United Kingdom	Early Years Specialist	B Inspired / Minmoov
Tejasvini Kumar*	India	Behavioural Science Consultant	Fold Labs
Tito Ferraz Ribeiro*	Brazil	Project Manager	FGV DGPE
Tomy Cherian*	Finland	Middle school teacher	
Tsam Wa Tou*	China	IBDP Student	Escola Kao Yip
Vanessa Tenório*	Brazil	International Education Consultant	
Varnessa Kayen Varlyngton*	Nigeria	Founder and Executive Director	Egalitarianism For Earth
Vivian Ka Yee Lai*	Hong Kong	Education Consultant	
Vrajesh Parikh*	India	General Manager	Gujarat Council of Science City, Department of Science and Technology, Government of Gujarat
Wendy Ng*	Singapore	Education Specialist	
Winnie Cherop Maritim*	Kenya		
Yaroslav Kolomytsev*	Kazakhstan	Student	KazGASA School-College in Almaty
Yi-An Su*	Taiwan		
Yohana John Rupia*	Tanzania	Teacher	Muungano Pre - Primary School
Yvette Larsson*	Sweden	Co-founder, Learning Guide	AHA! and the unboxED podcast
Zubeda Shaaban Maloba*	Kenya	Youth Ambassador Alumni	HundrED

Junior Academy Members

Name	Country	Position	Organisation
Aanyaa Garatikar*	India	Youth Ambassador	HundrED
Anvi Tiwari*	India	Youth Ambassador	HundrED
Hardik Chaudhary*	India	Youth Ambassador	HundrED
Haseeh Lakhani*		Youth Ambassador	HundrED
Yein (Josephine) Lee*	South Korea	Youth Ambassador	HundrED
Kenisha Rajora*	UAE	Youth Ambassador	HundrED
Rashmi Nair*	India	Youth Ambassador	HundrED
Sarra Damak*	Tunisia	Youth Ambassador	HundrED
Sudarshini G. S.*		Youth Ambassador	HundrED
Vivaan Mathur*		Youth Ambassador	HundrED
Zahra Faiha Askana*	Indonesia	Youth Ambassador	HundrED



Academy Members with Honorary Distinction

HundrED Academy 2026 members who completed reviews for three or more Global Collections.

*Members who have completed **six** reviews. **Members who have completed **seven** reviews.

Anagha Krishna Prasad

Hanyun Cui

Namya Joshi

Stephen Whitaker**

Angele Law

Ivonne Blanco

Nigel Ngiam

Suchita Ohri Aggarwal

Baseerat Noor

Joaquim Forgas Anaya

Noburo Hagiwara

Susan Oreski

Camile Clarke

Kudzai Catherine Bingisai

Prashant Muley

Tito Ferraz

Canan Kaçar

Lindsay Stewart

Purvi Parekh

Vanessa Tenório**

Charis Charalambous

Maja Mačinko

Sahil Siddique

Vivaan Mathur

Dana Robb

Marta Figueiredo

Sandra C. Ospina

Wendy Ng*

Daniel Orievweruvwe

Md. Abdul Malek

Sarah Kreckel

Yogesh Kumar

Gizem Kendik Önduygu

Meghna Singh

Şerife Durna

Yvette Larsson

Goretti Kat

Mradula Singh

Sheeba Ajmal*

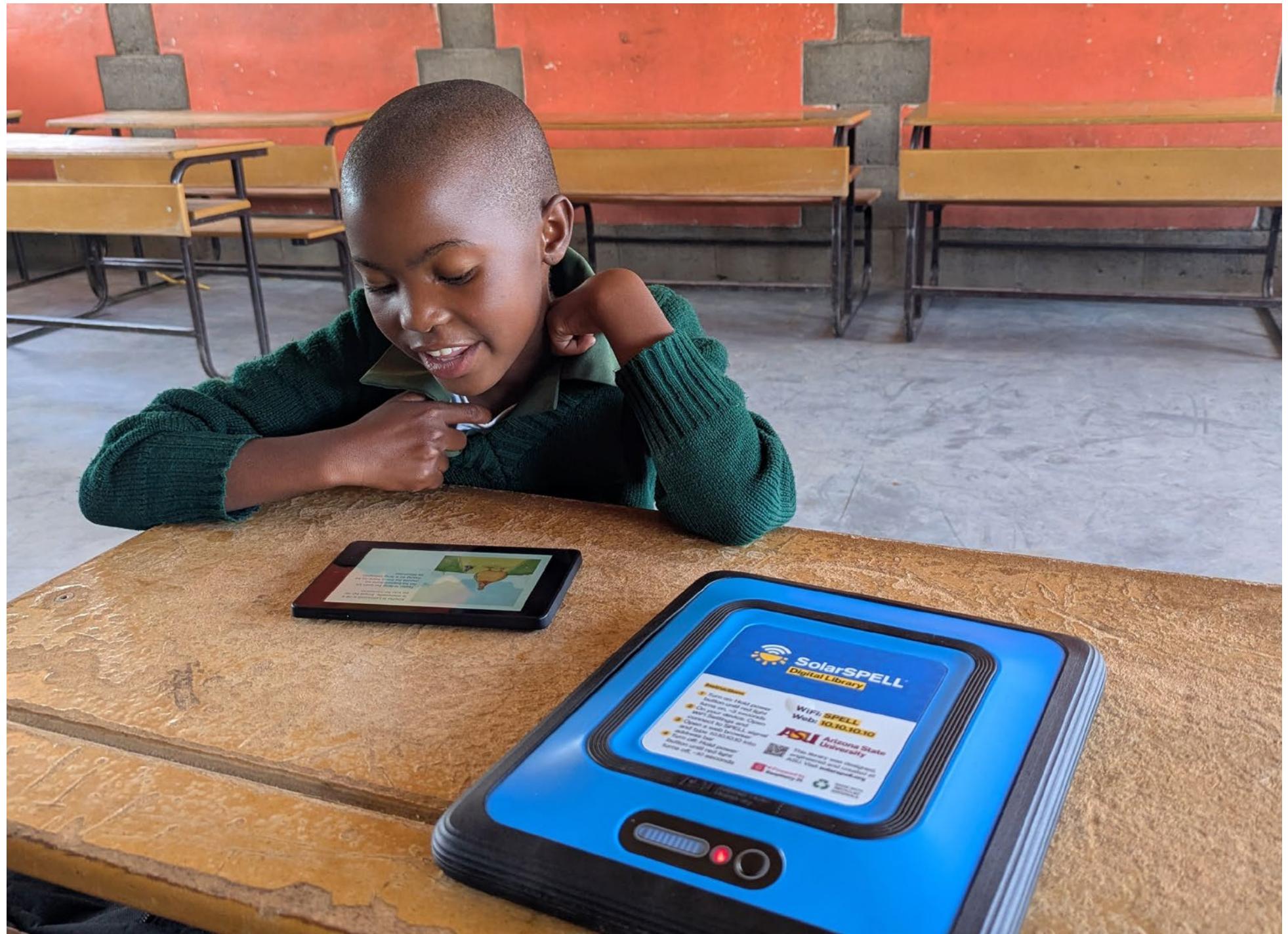


Photo by Solar Spell.

hundrED

hundred.org

info@hundred.org

