

HUNDRED RESEARCH REPORT #022

Spotlight: Holistic Education in South and Southeast Asia



Report

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SPOTLIGHT:
HOLISTIC EDUCATION IN SOUTH AND SOUTHEAST ASIA

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



Foreword from Druk Gyalpo's Institute

Druk Gyalpo's Institute draws its vision from His Majesty the King of Bhutan and is a testament to His Majesty's recognition of the critical role of education in enriching the lives of our people and society. The learning process of the Bhutan Baccalaureate, guided by the Five Areas of Development, has been a part of HundrED's global collection since 2018.

Helping learners understand
their role in being part of,
and contributing to the creation
of a just and harmonious society.

The learning process emphasises holistic education for the teachers and the students, and helping the learners understand their role in being part of, and contributing to the creation of a just and harmonious society. The learning process will be transitioning into 22 schools under the Ministry of Education in 2021.

This spotlight gave Druk Gyalpo's Institute the opportunity to become partners with HundrED. We are excited to be able to showcase our shared vision of finding innovations that help the holistic development of learners in our communities.

Tshering Nidup

Druk Gyalpo's Institute





Foreword from HundrED

At HundrED, we have been selecting impactful and scalable education innovations for years. As our brand has grown, we have seen increasing innovations submitted from every part of the world. Some regions have been more active than others for various reasons. One part of the world we have been challenged to discover innovations from is Southeast Asia. And from our very beginning we have always believed in holistic approaches to education. 5 Areas of Development has been a selected

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innovator since 2018, and we are always searching for more great innovations in that area. Finally, with so many mental health challenges emerging in students and adults coming out of the COVID-19 pandemic, there has never been a more important time to help impactful holistic education innovations spread. We could not have picked a better partner to work with on this Spotlight than Druk Gyalpo's Institute Bhutan, and we are thrilled to be sharing these selected innovations with the world.

Danny Gilliland

Head of Growth,
HundrED





Introduction

Education is a lifelong process where a learner is constantly raising their bar. Life itself is a journey of personal growth and development and therefore the classroom curriculum should reflect the world around us. It should help the learner understand what's going on around her. Education should be about studying to learn and not learning to study. The role of a teacher is to help a learner understand the process of learning to learn. This takes more precedence now than ever before as we move into a decade that does not resemble anything that we have witnessed in the past. Education, just like us, needs to be Wholistic – one that is dynamic, responsive, and open to new ideas and change.

HundrED and Druk Gyalpo's Institute, Bhutan collaborated to identify and showcase innovations in the South and South East Asia region that focuses on holistic education.

OBJECTIVES OF THE SPOTLIGHT

- Discover and celebrate innovations that fosters holistic development of learners in South and SouthEast Asia (chapter 3 and 4)
- Enhance the dialogue around the role of education in enriching the lives of individuals and their societies (chapter 1, 2 and 4)
- Understand the implementation of holistic education in different learning contexts (Chapter 1, 3 and 4)
- Celebrate and broadcast these innovations to help them spread to new countries (Chapter 4 and 5).

FIVE CHAPTERS MAKE UP THIS REPORT

Chapter 1 – Background: Written by Druk Gyalpo's Institute, the background chapter sets the stage on the general state of holistic education in the world with a focus on South and SouthEast Asia. The Bhutan Baccalaureate learning based on the Five Areas of Development guides the holistic education framework for the spotlight.

Chapter 2 – Visions for the Future: A collection of voices from current students, teachers, and education leaders from different countries is presented to showcase a diverse range of perspectives on what is needed to foster Holistic Education

Chapter 3 – Methodology: An overview of the methodology for selecting and reviewing the spotlighted innovations.

Chapter 4 – Selected Innovations: Each selected innovation with a sample of their review data is presented. Information to find out more is also included.

Chapter 5 – Concluding Remarks: A summary of the findings of this research project is brought together in the chapter. Finally, we ask "What happens next?" with our proactive plans for fostering holistic education with the results here beyond this report.

DRUK GYALPO'S INSTITUTE

Druk Gyalpo's Institute draws its vision from His Majesty the King of Bhutan and is a testament to His Majesty's recognition of the critical role of education in enriching the lives of our people and society. Druk Gyalpo's Institute consists of three closely linked centres: The Education Research Centre, The Royal Academy and

The Teacher Development Centre. The guiding philosophy of Druk Gyalpo's Institute focuses on the holistic development of individuals to help them actualise their innate potential across all areas of development— cerebral, physical, social, emotional, and spiritual and enables each individual to become exceptional leaders and good human beings. Emphasis is placed on the development of character that fosters fundamental values such as honesty, integrity, teamwork, generosity and compassion in learners in addition to high academic achievement. Through this approach, Druk Gyalpo's Institute promotes a culture of excellence in all aspects of life.

HUNDRED

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

Education should be about studying
to learn and not learning to study.
The role of a teacher is
to help a learner understand
the process of learning to learn.

HundrED's Mission

INTRODUCTION

The world of education is full of inspiring innovations, yet they struggle to spread beyond their immediate environments. This is why we exist. Our mission is to help every child flourish in life by giving them access to the best possible education innovations.

Since 2016, HundrED has been conducting rigorous research in all continents, selecting 100 inspiring innovations annually and sharing our Global Collections with the world, for free. All of the insights and selected innovations are documented, packaged and available to global educators through our website and yearbooks.

HundrED's Holistic Education Manifesto

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

In a fast changing world, focusing on traditional academic skills will remain important, but that is not enough. The purpose of educational systems needs to become more holistic, helping learners develop as a whole, balancing cultivation of all aspects including intellectual, physical, emotional, social and spiritual dimensions. Therefore, a Holistic Education approach must equip children with a breadth of skills to thrive as global citizens.

While we are advocates of a child-centric approach and personalised, passion-based learning, the relationship between an inspired teacher, an engaged parent and a motivated student will remain essential. Holistic Education extends beyond individual development and helps children change and become trustworthy members of a community taking responsible decisions towards their environment.

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. Schools, families and communities play an important role in building and managing nurturing learning environments for all learners to explore, discover and develop their potential.

To make this happen, we need visionary leadership at every level of education systems and ambitious education innovations; innovative, impactful and scalable approaches that are effective in the development of holistic learning.

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

Theory of Change

1 Innovations

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

2 Promotion

To change the global education mindset to be solution-oriented

5 Community

To build an active global community of education changemakers

6 Child

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

4 Implementation

To match practical innovations with local needs around the world

3 Connections

To accelerate the pace of change through impactful connections



Background

“Do not confine your children to your own learning,
for they were born in another time.”

– ANCIENT HEBREW PROVERB

Education should impart social, emotional and relationship skills to students – values such as honesty and community-building need to be inculcated. Education should help learners navigate the world that is in front of them. They need to be able to sift through information and identify the useful and redundant information that is now available at the touch of a button. We are living in a world where education systems emphasise learning academic content and being able to do well in standardized tests. It is vital for education systems to reimagine their purpose to bring more aspects of holistic growth to all the learners.

Holistic education is commonly understood as an approach to developing a whole person, balancing cultivation of all aspects including the intellectual or cerebral, physical, emotional, social, and aesthetic or spiritual.

Rather than rooting in any ideology, such an approach stems from the belief that education should help people become freer and more integrated internally and within nature.

Holistic education draws its origin from the work of different education philosophers.

The Japanese educationist Yoshiharu Nakagawa work on holistic education systems and traced its philosophical roots to Buddhist, Confucian, and Islamic philosophies (see, for example, *Education for Awakening: An Eastern Approach to Holistic education*¹, and *Buddhism and Holistic Education*²). Holistic approaches to education have been developed across Asia by educationists such as the Indian philosopher Jiddu Krishnamurthi.^{3,4}

Mahatma Gandhi's scheme of "Nai Talim" (New Education) also propagates an approach to education that contributes to total personality development of body, mind and spirit. Holistic education is also inspired by educationists such as Rudolf Steiner, John Dewey, and Maria Montessori. However, holistic education has developed in diverse contexts worldwide. Lee, Hong and Niemi⁵ share that holistic education has its philosophical underpinnings more strongly influenced by Eastern value-systems.

Since 2010, the Bhutan Baccalaureate, has been implementing an approach to holistic education through the Five Areas of Development which has been a part of

Education is a lifelong process where a learner is constantly raising their bar. Education, just like us, needs to be holistic – one that is dynamic, responsive, and open to new ideas and change.

HundrED's global collection from 2018 to 2021. The Learning Process of the Bhutan Baccalaureate aspires to help the learners actualise their potential across Five Areas of Development: Cerebral, Emotional, Physical, Social and Spiritual to take ownership of their growth and make informed choices, working towards becoming a constructive, contributory citizens of a just and harmonious society. The curriculum, assessment, and reporting use content to help the learners develop Skills, Processes, and Watermarks to navigate the challenges of an ever-evolving world.

The Bhutan Baccalaureate: philosophy and operationalisation published by the Education Research Centre at Druk Gyalpo's Institute states that

"The purpose of a school is to nurture relationships which are conducive to the learning process of an individual. Thus, the schools should curate educational experiences for students and support the development of wholesome relational qualities among all learners. The rapid development of the world and its affairs do not make a person feel concerned individually unless they affect them directly. The educational system needs to make this concern for the world and humanity a necessity, and the voices of young adults need to be heard and they must be brought into perspective in the curriculum."⁶

IMPORTANCE

His Majesty the King of Bhutan, Jigme Khesar Namgyel Wangchuck in the Royal Kasho (decree) on education reform stated that:⁷

"... we must revisit our curriculum, pedagogy, learning process, and assessments to either transform or rewrite them in view of the challenges and opportunities of the twenty-first century. Otherwise, continued focus on textbooks and content without integrating technology and social learning risks perpetuating passive modes of learning. Then, whatever education our children acquire today will become obsolete when they graduate..."

Education is a lifelong process where a learner is constantly raising their bar. Education, just like us, needs to be holistic – one that is dynamic, responsive, and open to new ideas and change.

Academic achievement is only one component that contributes to the growth of an individual. Education must strive to create an environment in which the learner is able to draw from an infinite source of inner resources to engage with all facets of life.⁸

Mahmoudi et al. proposes that educational experiences should be concerned with life experiences, not with narrowly defined basic skills, so that it promotes a balanced development of an individual (intellectual, physical, spiritual, emotional, social, and Aesthetic).⁹

It is imperative that the educational journey should help the learners lead their own growth, with the schools, teachers, parents, and the community creating a conducive environment in which each learner is able to thrive.

STATE OF HOLISTIC EDUCATION IN K-12 EDUCATION

Davison, Childs & Thompson (2020) reviewed literature on various international education systems with a focus on looking at how the education systems contribute to holistic growth of the learners. They found that the examples of implementation of holistic education in K-12 education is limited to a few institutions and that there are no studies of systematic research on students' learning over time to achieve holistic learning outcomes.¹⁰

The lack of research could be attributed to the fact that performance of students in examinations are looked at as an important indicator of education. Unless we reimagine the purpose of education, the body of literature on holistic education is not going to be enriched.

Across various educational systems, there seems to be over emphasis on the academic domain. This forces the teachers to teach to the test, while other aspects of holistic development of the learners are left to chance.^{11, 12, 13, 14, 15, 16, 17, 18}

Standardised testing also impacts the learners' ability to develop holistically, hindering their learning in the long term.¹⁹ The over-emphasis on learning academic content and standardised testing does not allow individual learners to showcase their abilities beyond academics. In the current education systems, learners are made to feel that everything beyond academics is not very important for their growth. As the content becomes obsolete, the learners are not able to cope with an ever-evolving world. Unless we bring social, emotional, physical, and spiritual development into the curriculum and place equal emphasis as cerebral development, it will be difficult to inculcate holistic growth of learners through the education system.

The role of education to help learners beyond career readiness and standardised tests needs to be debated consistently by not only policy makers, but all stakeholders in education to promote holistic development of learners.

ENABLING ENVIRONMENTS

Education is not the learning of facts,
but the training of the mind to think.

– ALBERT EINSTEIN

Despite the challenges in the rigid systems in the schools, as well as the reliance on standardised testing, the need for creating an enabling environment for learners to develop holistically has become more important today.

A schooling system should enable every child to understand their emotions and the process of building healthy relationships with themselves and their community, while developing resilience and team spirit.^{20, 21, 22}

The following characteristics are important to create enabling environments for the holistic growth of learners:

- Promote development of wholesome relationships with self, peer, family, community and nature. This should make them open to ideas, with the willingness to change and become trustworthy members of a community.
- Help learners develop skills and processes to discover, explore and continuously actualise their potential
- Learning should be contextualised to the learner and their communities.
- Assessment should allow the learner to view their capabilities from an internal and external perspective, to recognise their internal resources and areas for improvement, helping learners see and understand their journey over time.

It is important to understand that holistic growth of learners can take place, not necessarily confined to the spaces of a school.



Collection of Voices

This section is a collection of opinion from different stakeholders such as policy makers, leaders, principals, teachers, and students from diverse contexts to TWO questions:

QUESTION #1

What would be at the top of your list to change education so that holistic education is cultivated effectively in schools? Why?

QUESTION #2

What do you see as the biggest barrier to this change and how can we best overcome this?



Educators



1

KYLE KING / Indonesia
Head of The Green School

Q1 More topics on sustainability, in particular around climate justice. This is a topic that was very under represented in the innovations I reviewed and has globalized widespread effect that is unavoidable.

Q2 Sluggish or nonresponsive action from those that have big influence over the big systems. There needs to be a proactive mindshift to attack mode that aligns education and the real world.



3

NAM NGO TANH / Vietnam
Principal

Q1 I'm really impressed with the nonprofit innovations that focus on helping develop STEM skills for children in disadvantaged areas. We all know the STEM field is essential for children to survive in the future world. Fortunately, children still have the opportunity to access STEM through these innovations.

Q2 The biggest barrier is the thinking of school leaders and teachers about the importance of STEM in education. We need to create more activities, more interest to change the minds of those people.



2

PEMA CHODEN / Bhutan
Senior Teacher,
Dechencholing Higher Secondary School

Q1 To have an effective and holistic education, school must focus more on emotional development of our own and then others (connection between two worlds, world inside and world outside). Knowing our own emotions, becoming our own best friend, the better we understand ourselves, the better we can use our strength to understand other people. Such support can trigger the dormant empathy within us. Empathetic communication can awaken a deep feel which can enhance our potential and make the journey beautiful.

Q2 The support from the management and the mindset of the people around. There must be firm and routine follow up if not it gets erased as a fairy tale story.



Education should focus on all aspects of a child's growth including Social, Emotional, and Physical growth.

Leaders



4

TASHI LHAMO / Bhutan
Chief Programme Officer, Ministry of Education

Q1 It must start from a formal school setting where the government is involved in the change process. When the creativity comes from NGOs, there is no sustainability of the innovation.

Q2 When any innovation is proposed for the greater benefit of the society, all the stakeholders involved in education must think alike and support each other to implement the proposed idea. Otherwise, new ideas will never be invented and we will not see the light at the end of the tunnel.



6

RABIA SAQIB / Pakistan
CEO, The Brighton Schools

Q1 Holistic Education is the need of the hour. Not only Minds on and Hands on but Hearts on approach towards education is the way forward.

Q2 Changing mindsets of educators and parents. Proper professional development is required to be designed for meeting teachers needs and then parental involvement to guide them better to foster their kids with the holistic approach.

Students



5

MICHAEL KLEMM / Singapore
CEO

Q1 Holistic education needs to be more open to technological changes and use more (but not overly rely on it) technology tools to improve teaching, accessibility and impact assessment. Tests and examinations in the current stage are not supporting children's curiosity and the ability to "think outside the box", a key ingredient to improve creativity and innovation in general.

Q2 It is easy to start with the government or teachers. But I believe that School Leaders, principals, educators need to "walk the talk" and push for greater flexibility in school curriculum and incentivise creativity and innovation in the classroom. We don't need to centralize or streamline everything thus we can move forward with a flexible pace.



7

NENDRA NAMGYEL WANGCHUK / Bhutan

Q1 Education should focus on all aspects of a child's growth including Social, Emotional, and Physical growth. All of these should be built on through the help of technology because technology is already integrated into our lives.

Q2 The biggest barrier to this change is the mindset and the effort of the collective group. If we can shift the mindset from purely academics to include all aspects of learning. And then put in the work and effort to bring about real change, it would be great.



8

KINLEY ZAM / Bhutan

Q1 Every learner must be provided with the opportunity to explore their fields of interests and formulate their own schedules and way of learning. Helping them with the access to resources will also make them motivated to move forward and learn many new things. Through the process of exploration and reflection skills and watermarks such as self-recognition, actualizing potentials, comprehension, analysis, accountability, adaptation, leadership, curiosity and problem solving skills are being inculcated in the learners from a very young age.

Q2 The biggest barrier to this change could be in instilling the mindset of self-learning and understanding what the learners are actually interested in. Finding out the interest in the college years is simpler as by then the learners are pretty exposed to various fields. Now the question that pops out is how can we know what the learners of young age are interested in. It would be pretty challenging. Moreover, we have always been adapted to others spoon feeding us, so learning in our own ways and following our own schedules will be challenging and suffocating. So, to overcome these barriers, we could start this way of educating from a very young age and discipline them to learn on their own.

Methodology

The Selection Process

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

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

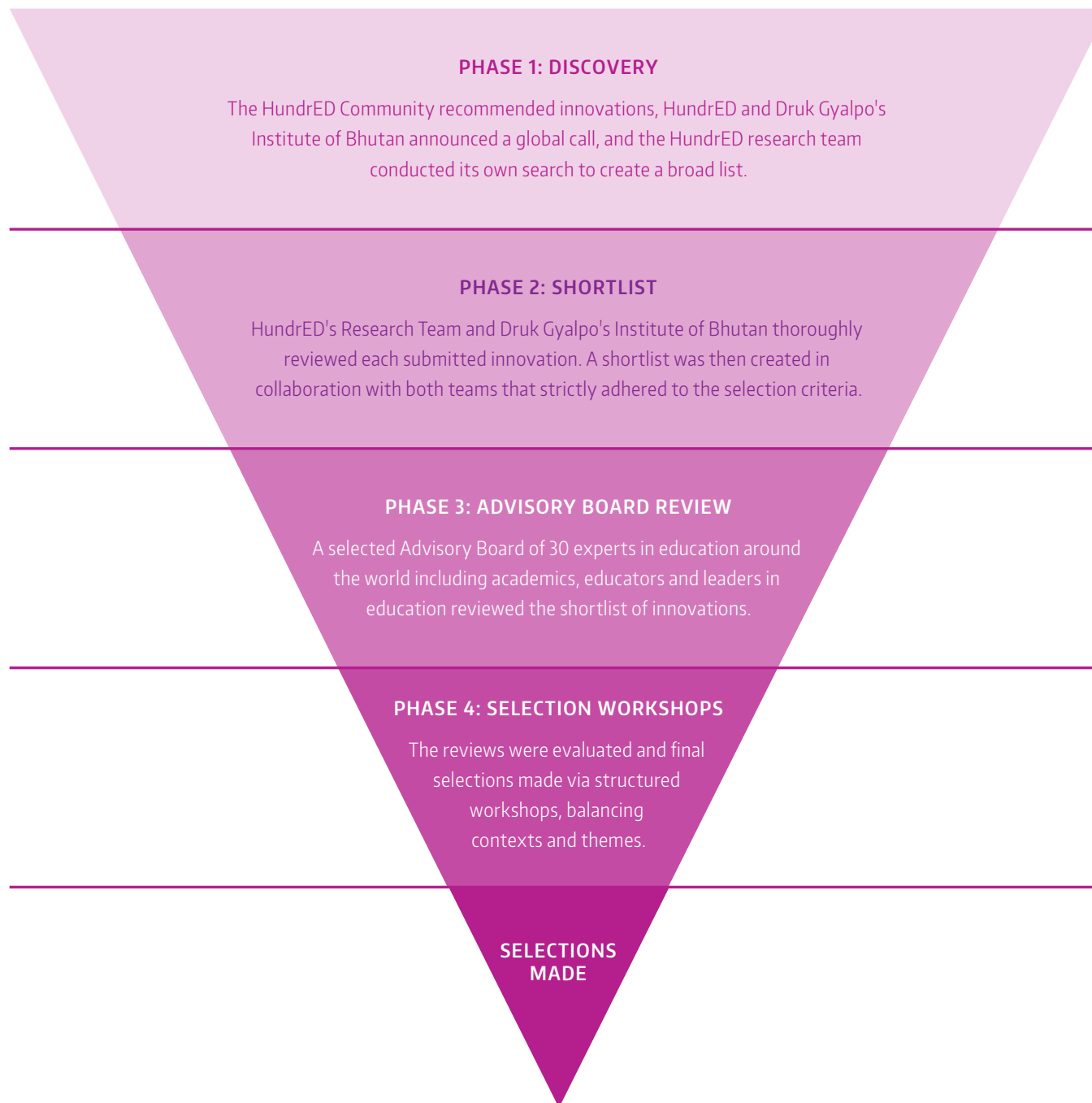
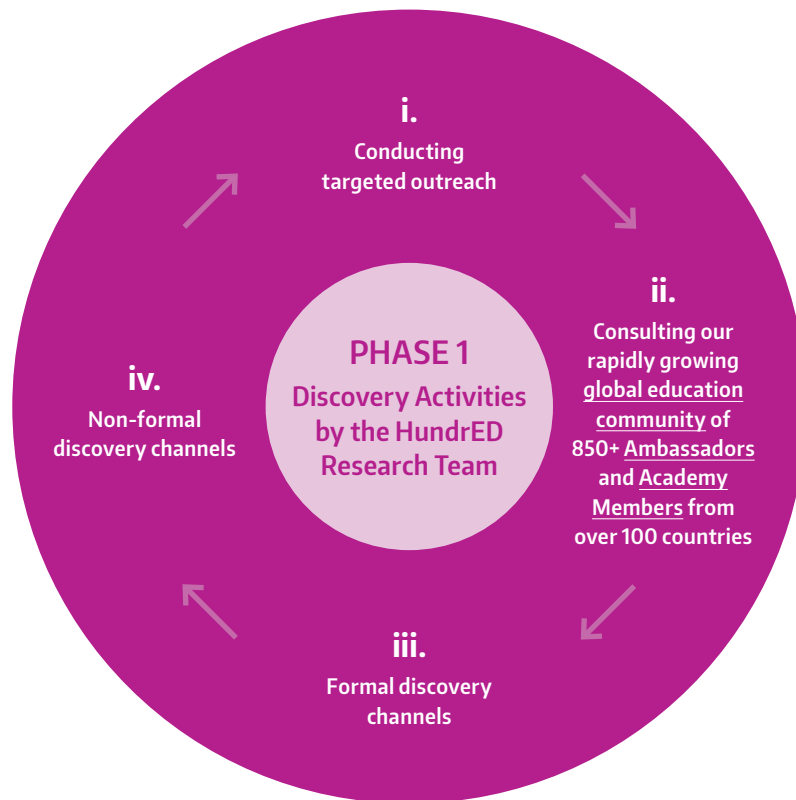


Figure 1. How we find and select innovations.

PHASE 1 – DISCOVERY

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



- i. Personalised applicant support to potential submissions
- ii. The HundrED Community are essential to be our local eyes and ears on the ground where they recommend and report about the best practices and solutions – especially in locations that are difficult to get access to (e.g. rural schools and regions with limited internet).
- iii. & iv. Activities include but are not limited to:
 - a) attending major education events and conferences
 - b) monitoring high profile innovation competitions from around the world
 - c) speaking with experts in and out of education
 - d) studying academic and non-academic texts such as peer reviewed journals and blogs

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

PHASE 2 – SHORTLIST

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

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

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process.

PHASE 3 – ADVISORY BOARD REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. The Advisory Board for this Spotlight consisted of 30 experts in education from around the world including current: academics, innovators, teachers, students and leaders in education (see Appendix A). They reviewed the shortlist of innovations over a two week period in June 2020. The selection process of the Advisory Board was conducted carefully by both HundrED and Druk Gyalpo's Institute. We ensured they supported HundrED's mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education that can offer a valuable perspective on promoting Holistic Education.

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

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

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

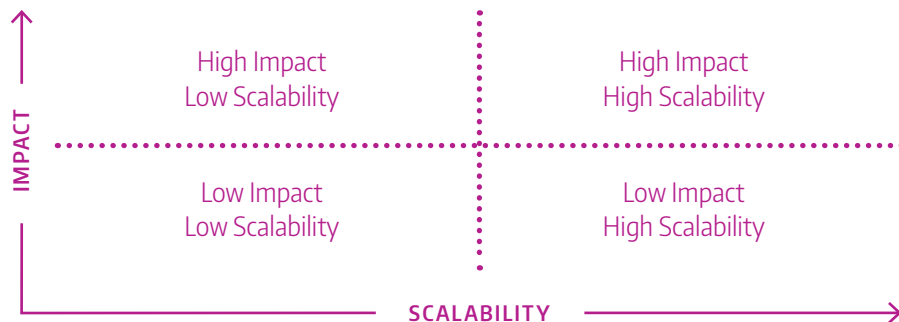


Figure 3. The Advisory Board 3-step review tool.

PHASE 4 – SELECTION WORKSHOPS

All shortlisted innovations reviewed by the Advisory Board and were ranked from most favourable responses to the least. Any critical comments were seriously considered first as to whether the innovation should be excluded from the selection process (e.g. the innovation materials may promote ineffective pedagogy). In Phase 4, the HundrED Research Team and Druk Gyalpo's Institute participated in workshops where they selected the innovations to be highlighted in this Spotlight.

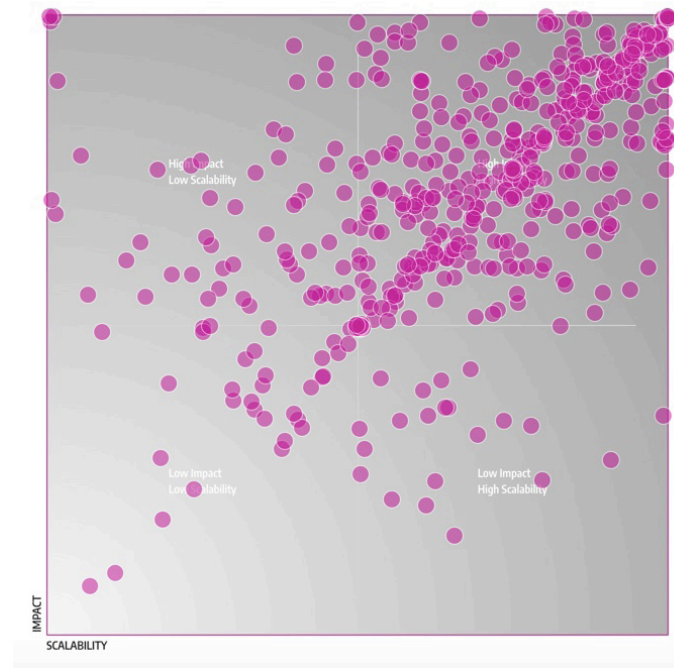


Figure 4. The 555 reviews of the 30 Advisory Board Members

Selected Innovations

Findings

OVERVIEW OF SUBMITTED INNOVATIONS

183 innovations from different regions in South and Southeast Asia were submitted for this spotlight. The following framework for holistic education was used to analyse and shortlist innovations for this spotlight:

Holistic education should help learners become dynamic, responsive, and open to new ideas and change by:

- Helping learners develop the process of learning and the acquisition of skills and abilities in order to interpret and critically analyse pre-existing and new knowledge and its application in real-life.
- Focusing on the emotional well-being of learners, offering opportunities to help build the learners ability to recognise their own emotions, understand the external and internal factors that influence them and regulate emotions positively.
- Creating a nurturing environment and the essential skills for all learners to discover, explore and continuously develop their potential.
- Focusing on the health, hygiene, and physical well being of all learners. Learners will be provided with experiences to enhance their interactions with the community and environment. The experiences should help learners value the spirit of collaboration, leadership, and communication.



- Helping learners develop wholesome relationships with peers, adults, community, and the environment. This makes them open to ideas, with the willingness to change and become a trustworthy member of a community, always conducting themselves with integrity.
- Helping learners develop mindfulness and interconnectedness; with themselves, their communities and nature. Finding joy in every experience and understanding the essence of compassion and empathy will guide the experiences and learning.

OVERVIEW OF SELECTED INNOVATIONS

The final selection of innovations have:

- Been established from 2008 to 2021
- Spread from 1 to 16 countries
- A range from 100 to 1200000 users

1. Chili Padi Academy, Singapore
2. Colors of Kindness, Bangladesh
3. Cung hoc project, Vietnam
4. Magical U, Thailand
5. Project Rangeet, India
6. Reap Benefit, India
7. Ritinjali's Second Chance School /
Pallavanjali Institute for Actualisation of Individual Potential, India
8. Saturday Art Class, India
9. Slam Out Loud, India



183 innovations founded in different regions of South and Southeast Asia were submitted for this spotlight.



Figure 5. Selected innovations by countries of origin.

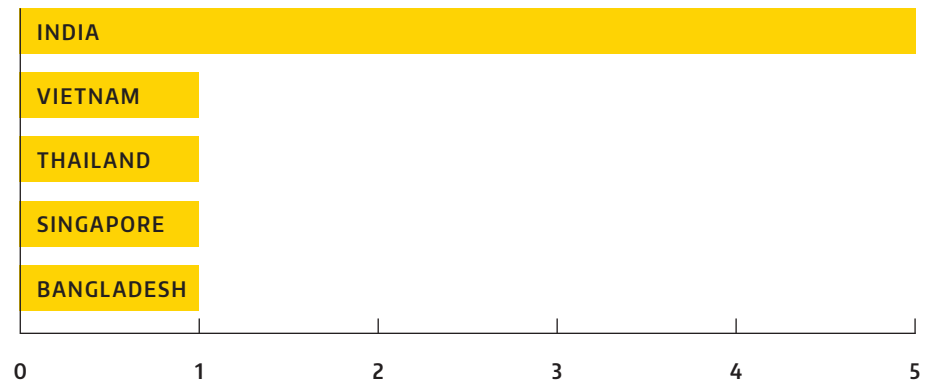


Figure 6. Selected innovations by organization type.

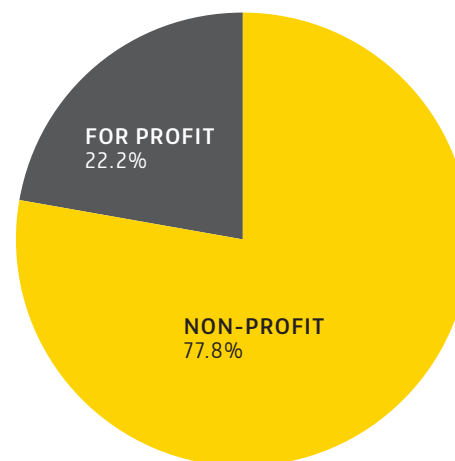
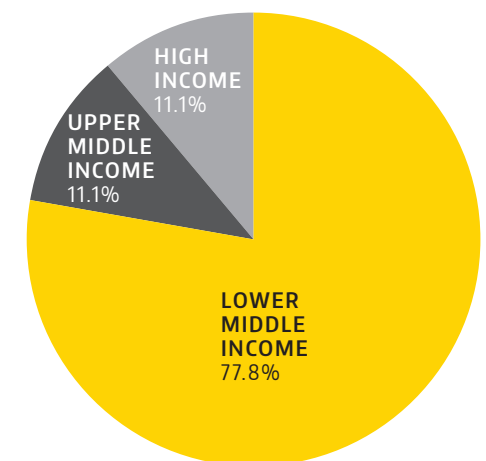


Figure 7. Selected innovations grouped by income level according to The World Bank's Income Classification.



VISIT THE WEBSITE



Community building to enable individuals to solve complex environmental and social problems of today

Chili Padi Academy

Indonesia

Increasingly, there is an urgent need to build transboundary collaboration to solve complex environmental and social challenges. Chili Padi Academy aims to facilitate this via an environmental leadership and accelerator programme for senior high school students in Southeast Asia that nurtures a community of environmental leaders invested in collaboration and the healthy development of the region.

Students

TARGET GROUP

100

CHILDREN/USERS

4

COUNTRIES

WHY DID YOU CREATE THIS INNOVATION?

The current approach to the climate crisis is one that is focused strongly on coming up with “solutions”– neglecting the social and emotional aspect of change, such as changing people and the way that we relate to each other. Presently lacking in the conversation is a focus on how to build up collective capacity for mutual care and support, which then enables individuals to make meaningful change.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

We use the head-heart-hand methodology, via a month-long accelerator where participants acquire practical skills like theories and critical thinking (head). We emphasise the need to pair knowledge with Social Emotional Learning (heart), which is worked into every part of the process. This manifests in our uniquely curated curriculum where we facilitate challenging conversations relating to personal identity, environmental justice and privilege. We intentionally hold space for vulnerability, enabling participants to build relationships with each other, and come to a deeper ontological understanding. Finally, this culminates in an action-oriented approach (hand) as participants kickstart a self-designed environmental project in their local communities. This allows them to take ownership of their learning, and embark on transformative personal journeys. The continuity of projects post-CPA and alumni returning as organisers reflects the value that CPA has given to its participants.

HOW HAS IT BEEN SPREADING?

As a Southeast-Asia community, we evolved from initially 3 to now 4 countries. Over 5 cycles, we have reached out to more than 100 youths, with around 10–16 senior high school participants and 7–12 youth organisers each cycle. Although our numbers remain modest, we strongly believe in the intimacy of a small community. Additionally, we believe our impact scales outwards–participants educate their local communities on environmental issues, and many former participants and organisers continue to work on environmental and social issues even after CPA. Our goals for the next 2–3 years is to improve our organisational structure and plan for longer-term sustainability. We will continually improve on the accelerator programme, and consider adding more SEA countries to the mix.

RESEARCH

Academy review sample scalability

This innovation gives practical hands-on practices to understand and be part of the community in identifying the problems and solving the issues which would work well in any context.

Academy review sample impact

Their experiential approach focusing on the head-heart-hand of the participants to build collective capacity is very appealing and is definitely the missing link in effecting change in behavior for climate action.

HundrED & RAB Review

This innovation brings the role of community at the centre of the learning for the students through the head-heart-hand approach. It allows the learners to get a holistic view of the concept and the process could be replicated in any other settings without being resource intensive.



Contact

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VISIT THE WEBSITE



Holistic Social Emotional Learning (SEL)
Hybrid Program

Colors of Kindness

Bangladesh

Colors of Kindness is an education-in-emergencies adaptation for the Rainbow of Education. Using social and emotional learning materials delivered via podcast, this EdTech solution seeks to address the disruption of education due to global crises. The program aims to enhance the wellbeing of teachers and children, social inclusion, and equitable access to holistic education for all children.

All
TARGET GROUP

137
CHILDREN/USERS

2
COUNTRIES

COVID-19 disrupted the lives of children around the world, interrupting optimal child development. Given the uncertainty of the world due to these disruptions in education, Colors of Kindness empowers children in low-resource settings through holistic SEL. Our programming provides access to a healthy, stable environment that improves a child's ability to stay engaged and process information.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Aiming to improve children's 1) social and emotional skills, 2) wellbeing, and 3) academic outputs, teachers are trained on SEL fundamentals and implementation of this hybrid model. The program provides SEL curriculum via audio podcasts that are embedded within an interactive digital workbook with visual aids that feature our culturally sensitive, gender neutral blobs. Within the 10-weeks, the 5 CASEL SEL skills are broken down into two-week segments. The intersection of these themes and activities reflects the growing need for childhood pedagogies to include human-centered approaches integrating social, emotional, cognitive, and physical aspects of learning. Each week, activities include an opening exercise, breathwork, a main activity (i.e., Emotions Charades or Dream Mapping), a yoga pose, a check-in using our emotions thermometer, and a closing gratitude practice. Children are also prompted to complete a challenge, which aims to give them a task to focus on throughout the week.

HOW HAS IT BEEN SPREADING?

Colors of Kindness was born from UNHCR's HEA COVID 19 Challenge, and was piloted in Bangladesh in Bangla & Rohingya with 10 virtually trained teachers and 137 children, including a high percentage of girls and Rohingya refugees. Our findings indicated that there was a 16.5% increase in SEL competency, and 99% increase in mood and positive outlook amongst the children. The 0 infection rate amongst participants and families, showed in-person instruction can be safe. It is being translated into Spanish, French, and Arabic, and adapted for early childhood [specifically 3–6 year olds]. It has also been adapted into a Learning Workbook with Education Above All for 50,000 offline learners in India, Kenya, Palestine, etc. In the fall, a CoK program will begin in the Nakivale Camp in Uganda.

RESEARCH

Academy review sample scalability

This innovation could be adopted and adapted in contexts I am familiar with to a high standard and sustained for the foreseeable future. Is suitable for all age levels.

Academy review sample impact

The program breaks down CASEL competencies over 10 weeks, and uses a variety of techniques such as group work, stretching and creativity making it an effective SEL program after COVID.

HundrED & RAB Review

The focus on Social and Emotional skills through a use of a variety of approaches makes this innovation highly scalable as well as impactful for the learners who have access to the programme.

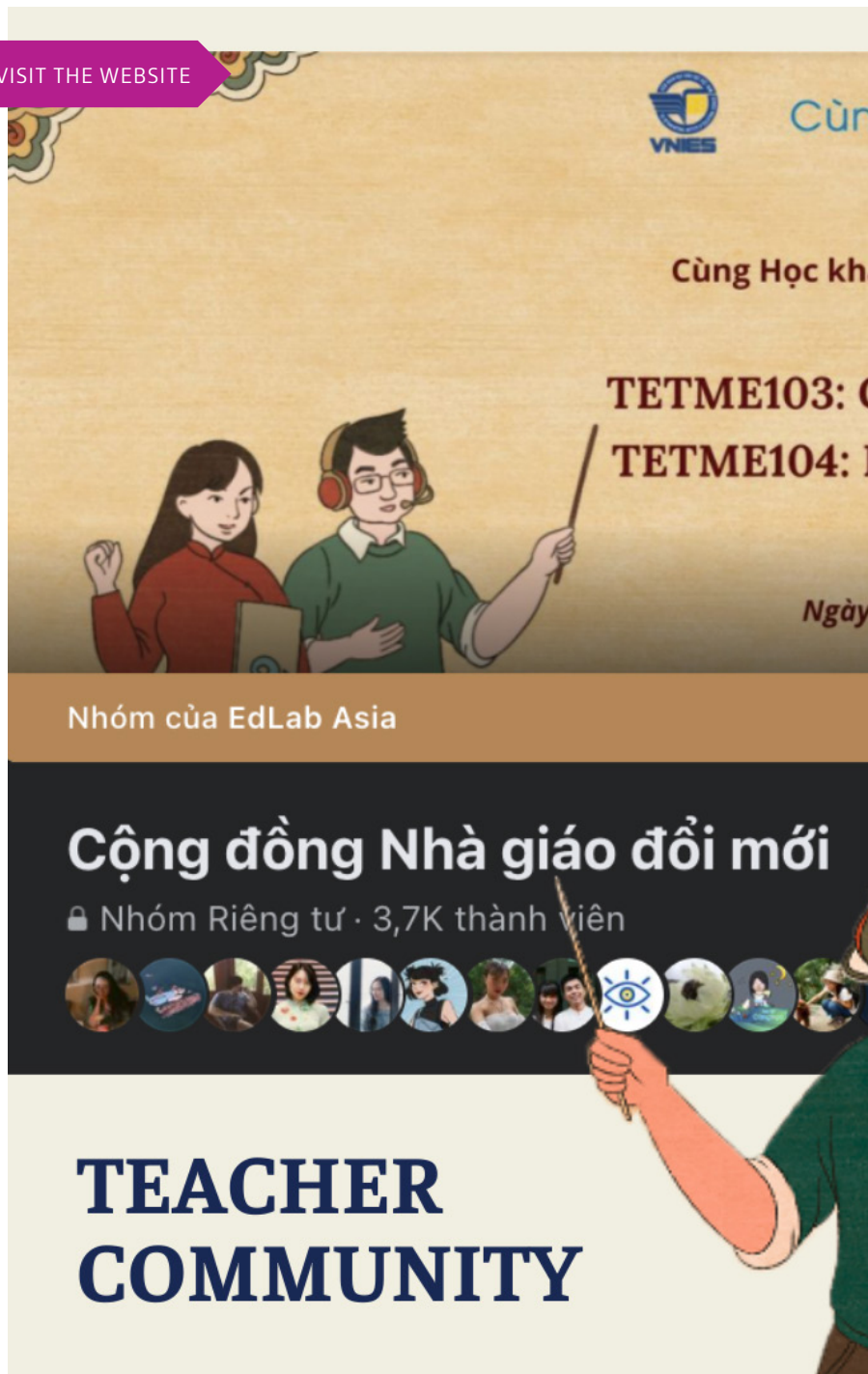


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VISIT THE WEBSITE



The image shows a Facebook post from the EdLab Asia group. At the top left, there is a purple button that says "VISIT THE WEBSITE". The post features a header with the VNIES logo and the text "Cùng Học kh...". Below this, there are two lines of text: "TETME103: C..." and "TETME104: I...". An illustration of a woman and a man with a headset is shown. The text "Ngày" is partially visible. Below the illustration, it says "Nhóm của EdLab Asia". The main content of the post is a dark banner with the text "Cộng đồng Nhà giáo đổi mới" and "Nhóm Riêng tư · 3,7K thành viên". Below this banner is a row of circular profile pictures of various people. At the bottom of the post, the text "TEACHER COMMUNITY" is written in large, bold, blue letters. A hand holding a pointer is visible on the right side of the post, pointing towards the profile pictures.

Study together, change forever

Cung Hoc Project

Vietnam

“Cung hoc” is the nucleus of a community of 1.2 million Vietnamese passionate, dynamic and creative teachers. This project aims to improve education in Vietnam through capacity building for Vietnamese teachers across the country. We focus on 3 main values: Enthusiastic, Dynamic and Creative.

WHY DID YOU CREATE THIS INNOVATION?

Teachers play a crucial role and are the foundation of the economic and educational revolution in the new era. A group of teachers can have a lasting positive impact on future generations. However, the educational curriculum is changing, making it difficult for teachers to keep up with that change. “Cung hoc” is meant to accompany teachers to solve these difficulties.

Teachers

TARGET GROUP

1200 000

CHILDREN/USERS

1

COUNTRY

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Step 1: We create an online learning platform that contains at least 150 video lessons (Massive open online courses) under 3 pillars: How to teach? How to learn? How to design?

Step 2: The project recruited 84 ambassadors who are teachers from all over Vietnam to participate in the trial of the courses and provide feedback to improve the quality of the courses.

Step 3: We build “Cong dong Nha giao doi moi” – a closed group on Facebook to exchange knowledge and information.

Step 4: Launching Cunghoc.edu.vn portal with free courses for teachers nationwide.

Teachers were able to access scientific knowledge all over the world translated into Vietnamese. At any time, teachers can study with just one electronic device such as a laptop, tablet, or smartphone. Since then, forming daily learning habits for teachers. We aim to eliminate all limitations on time, geography, and costs for the teachers in Vietnam and accompany them on the path of developing a sustainable education.

HOW HAS IT BEEN SPREADING?

So far, we have:

- Produced 15 e-learning courses on a wide variety of skills for teachers;
- Completed construction of the online platform <https://cunghoc.edu.vn/>;
- Established a team of 84 K-12 education ambassadors from 34 provinces and cities of Vietnam;
- Built a community of 1300 teachers on Facebook in 2 weeks with a very high article – engagement volume, the number of members continues to increase over time;

In the next 2 to 3 years, “Cung hoc” project wants to spread core values through our courses and become a reliable companion of the community of 1.2 million Vietnamese teachers.

RESEARCH

Academy review sample scalability

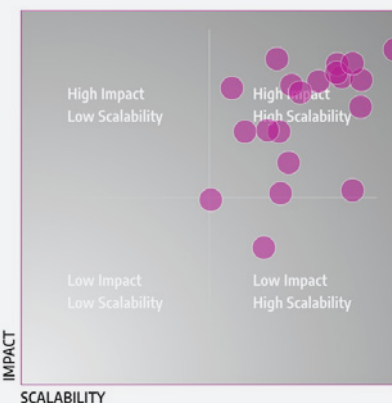
This project is accessible, interesting and effective. It uplifts their daily learning habits. Holding hands with one can bring smiles, joining hands together with the world could leave a milestone.

Academy review sample impact

This innovation provides avenues for the teacher’s autonomy to accept dynamics and to become creative through online courses and social networks. This innovation could motivate the teachers and help develop their confidence.

HundrED & RAB Review

This innovation brings together teachers using technology to learn from each other so that they can always be in a growing mindset. Growth of teachers is crucial for the growth of the students. Technology also makes it easier to scale and increase its impact.



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VISIT THE WEBSITE



Emotional intelligence is a key factory to build a happy, health and wealth life

Magical U: Emotional Intelligence game to develop 21st Century Skills

Thailand

Magical U is a simple yet powerful system that allows a child to release negative emotions and memories from their subconscious. It enables them to connect with their feelings through pictures, express themselves through play and choose how they want to feel. In a world full of challenges and problems, nothing more important than EQ, empowerment and inspiration based on subconscious reprogramming.

All
TARGET GROUP

1000
CHILDREN/USERS

16
COUNTRIES

WHY DID YOU CREATE THIS INNOVATION?

Our subconscious reprogramming is pretty well formed before the age of 7 and our way of being stems from the perception of those early years. Children take in messages either literal or perceived and if painful, they then see the world this way. As they grow up they relate to the world based on these painful experiences. What Magical U does is to help children release these negative experiences.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Magical U addresses holistic education by creating a safe time and place where kids can share their emotions. The online course gives parents, teachers, and professionals a tool kit to understand the interconnection of feelings and events at the same time it gives the opportunity to heal and choose how to feel.

We see and remember in pictures, emotions become attached to those pictures and many of those pictures are then remembered subconsciously as traumas.

Playing Magical U allows kids to understand their feelings and empower them to choose how to feel. They can now choose what to do with this feeling, release it and replace it with how they prefer to feel. A Magical U game takes only 20 minutes and changes the emotion of the child instantly.

Magical U is based on several different tried and tested modalities. We combine NLP, Meridian Therapy, Visualization, EFT, and more, taking the best of each and creating a unique game that is powerful, effective, simple, easy, and fun.

HOW HAS IT BEEN SPREADING?

Currently we are working with self-reported change that is part of the Magical U process. We have worked with hundreds of children, individually and in groups, ages 2–16. Individual responses vary from very dramatic positive changes in the child's feelings and behaviour to smaller changes, with 95% of children experiencing feeling better, more relaxed, open and happy.

To date we have trained over 250 Magical U Practitioners in several countries around the world. This includes teachers, counsellors, psychologists, kindergarten owners and teachers, Health Care Professionals, Medical Doctors as well as business owners and parents.

RESEARCH

Academy review sample scalability

The innovation could work in any context and therefore measuring the impact and benefit seems to be easier.

Academy review sample impact

The concept is simple and easy to implement. Pupils are able to practice their emotional understanding and develop the skills needed to be aware and conscious about how their emotions can be harnessed.

HundrED & RAB Review

This innovation combines understanding of emotions with games, which is more appealing to the learners of different age groups. The process is also easy to replicate in any other context.



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<https://journey.institute/product/partner-detail/P2025/view>

VISIT THE WEBSITE



Supporting Educators To Connect
The Brain With The Heart

Project Rangeet

India

Mobile app for facilitators to deliver Social Emotional & Ecological Knowledge (SEEK) to children aged 7-16, developed around the UN SDGs. Core element of education. Multiple intelligence & play-based methods ensure every child benefits. Develops the whole child & builds strong communities. Includes tools to measure impact. Works in any geographic or socioeconomic context, school or community.

WHY DID YOU CREATE THIS INNOVATION?

Many government/low fee schools are overburdened & lack resources, teaching by rote, ignoring individual needs/the future/creativity, not teaching vital skills. Inequity exists due to differences in income/gender/race/religion/geography. Research

All
TARGET GROUP

18 000
CHILDREN/USERS

3
COUNTRIES

shows play & socioemotional skills bridge such issues. SEL programs must be holistic, scalable, sustainable, adaptable, educationally sound & measurable.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

We equip facilitators (teachers/parents/community) with an app to deliver proprietary content adaptable to any language/culture, taught anywhere by anyone. Only facilitators require the app to teach in person/remotely. In app videos address last mile issues. Via a breadth of skills approach every child shines & socio-emotional skills are developed. Activities or full lessons can be taught from Self, Society or Ecology Umbrellas or Pandemic Recovery Activities. Classes are active, experiential, engaging, iterative & play-based. Kids feel included, schools & educators win, society strengthens.

- Research basis: <https://bit.ly/3vOSLON>
- Impact: <https://bit.ly/3yvzyDY>
- Theory of Change: <https://bit.ly/3usXBQy>

Facilitators measure impact, collect participant feedback, are rewarded with tokens for positive action via the app; they're pedagogically upskilled across subjects, improve their social emotional competencies whilst teaching, achieve greater job satisfaction & are less likely to burnout.

HOW HAS IT BEEN SPREADING?

- Completed 75x50 minute lessons, teacher resources, Pandemic Recovery Activities
- Reached 800 teachers, 18k+ kids
- Tested in many settings
- Documented framework to close digital divides on the lines of income, race, gender, geography to include the most disconnected communities. Report submitted to WEF Davos Labs 2021 to enable replication globally: <https://bit.ly/3e4HcNS>
- Cited by Brookings Institution as playful learning model: <https://bit.ly/3nWslXd>
- Featured as UN Best Practice in SDG 4&5: <https://bit.ly/3hk77AI>
- Winner: 2021 Jacobs Foundation/MIT Solve Most Promising Innovation, Equitable Classrooms Challenge: <https://bit.ly/3us69YP>
- Member of Global Happiness Council Working Group, Columbia University
- Articles: <https://bit.ly/3fClRul>
- Goals: Implement globally; influence policy & curricula.

RESEARCH

Academy review sample scalability

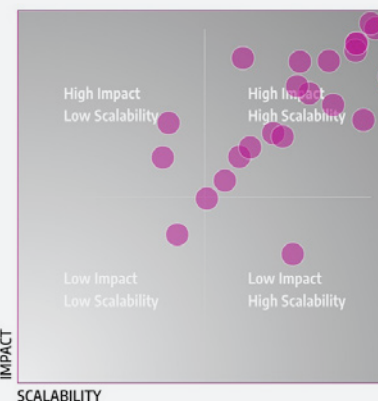
The idea of an app for facilitators only makes this viable for scale as providing digital technologies for fewer people is easier in low resource or remote settings.

Academy review sample impact

Project Randeet is clearly impacting schools, educators & students in a wide context of settings. Students speak of their understandings with passion & the lessons aim for social impact within communities. The app is content rich, real world issues.

HundrED & RAB Review

The use of apps to reach educators and students to share their views on diverse topics makes it easily accessible and impactful. The focus on social and emotional areas are important aspects of development that need to be discussed more often.



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VISIT THE WEBSITE



Activating young citizens to solve local civic and environmental problems

Reap Benefit

India

Reap Benefit is building a tribe of problem-solving citizens who drive change in their local communities by solving everyday issues using local data, local solutions and local campaigns. The experiential learning is amplified by hands-on activities, Do-It-Yourself Solution kits, civic games and Reap Benefit's technology platforms, which includes a Web App, a WhatsApp Chatbot, and a Civic Forum.

10-18
AGE GROUP

45 000
CHILDREN/USERS

1
COUNTRY

Reap Benefit has activated 45000+ young people who have taken 94,821 civic actions in their communities that include reporting issues to local governance, initiating community campaigns and have built 500+ civic innovations that solve local problems in waste, water, sanitation and pollution.

Reap Benefit strives to be a platform that inspires and nurtures young people to flex their civic muscle by taking civic actions. The vision of the platform is to measurably increase the civic muscle of 10 million youth and create a network of 10,000 young civic leaders across India.

Reap Benefit works with youth through grassroots mentorship in schools and civic technology platforms that follow a simple 4-step experiential process:

- a Discover – Identifying local civic and environmental problems
- b Investigate – Collect quantitative and qualitative data to understand the problem better
- c Solve – Ideate, innovate and prototype solutions and campaigns
- d Share – Communicate data and solutions with local stakeholders and governance

Reap Benefit's work has been acknowledged by Barack Obama and has received national recognition and awards by the Ministry of Drinking Water and Sanitation, MIT GSW, Forbes, Times of India, CNN IBN and Unilever.

RESEARCH

Academy review sample scalability

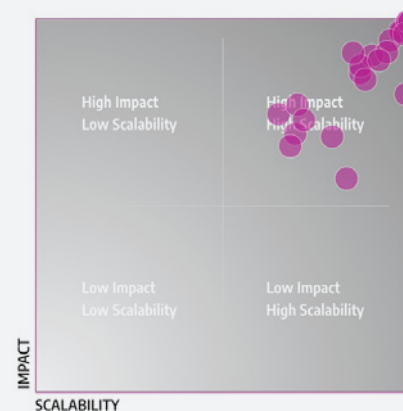
The scalability for the Reap Benefit innovation to be implemented in other parts of the world is possible anywhere in any context. The essence of the cause is about stewardship and action! An excellent model for any organisation, school or community.

Academy review sample impact

Involving and empowering the youths in solving the local civic problems from a very young age is a wise approach. This innovation could provide immediate and evident solutions to the change-makers in any locality.

HundrED & RAB Review

This innovation allows the learners to engage in real world challenges and opportunities in their own communities which helps them understand their role in the community. The use of technology enriches its impact and scalability.



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VISIT THE WEBSITE



Providing a second chance in life
for youth to actualise their potential

Ritinjali's Second Chance School

India

The Second Chance School is a transformational programme that nurtures young minds in an environment that is unbiased and helps them identify their individual potential. We empower the youth to integrate socially and excel professionally by offering them wide spectrum of high quality training for work-readiness (Soft-skills, life skills, computer skills & Industry based apprenticeships).

Students

TARGET GROUP

270

CHILDREN/USERS

1

COUNTRY

WHY DID YOU CREATE THIS INNOVATION?

Youth in India often drop out of the formal education system due to do the lack of resources or life circumstances, leaving them with no skills or educational qualification. The Programme addresses to bridge this gap and provide these disadvantaged youth with skills & education through internships in their areas of choice, to help them actualize their potential and have access to a better life.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

The Second Chance School provides a secure and stimulating environment to the boys through a range of learning experiences designed and implemented by Pallavanjali Institute of Actualisation of Individual Potential, an inclusive school providing education and life/vocational training to young adults from diverse backgrounds and different abilities. The two-year programme runs on a rolling admission basis, wherein 15–20 students enrol every year.

Year One of the programme at Pallvanjali Institute of Actualisation of Individual Potential – includes Orientation, Assessment, Individual Career Action plan, Soft-skills training, English language training and Computer Education. Year Two focuses on an Internship, Technical education and Work placement. At the end of the programme the students are skilled to negotiate key life decisions and gain meaningful employment. Students move on to Independent Living once employed and financially independent.

HOW HAS IT BEEN SPREADING?

Our alumni are key stakeholders connecting us with disadvantaged youth from their hometowns and villages. This has helped scale the program, students trust the program based on the success of our alumni. Despite the challenges of the pandemic, we have been able to pivot, adapt and continue our curriculum through our virtual classroom. Our curriculum is now tailored for efficiency implemented via our 'virtual classroom' initiative. We have worked hard to continually diversify employment opportunities for our students in new industries – Finance, Healthcare, Mobile Technology, Culinary Arts, IT. Energized by our success over the past few years we are working to expand the program for a larger audience. We are also working towards opening up the program to include young women.

RESEARCH

Academy review sample scalability

The world is bleeding in this Pandemic situation. The right healing hand is taking an initiative to change someone's life to pursue their dreams. This innovation can reach out to the world.

Academy review sample impact

The impact is very high as students get a chance to completely change their career path and obtain a certification/ vocational training after starting to work full-time. A potential to substantially increase their income and support their family.

HundrED & RAB Review

This innovation has the potential to change the way education systems look at the purpose of education. The focus on helping learners pursue their passion and learn about choices and consequences would have a positive impact on the learners.



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VISIT THE WEBSITE



We deliver Social & Emotional Learning to children from low income communities in India, through the process of Art

Saturday Art Classes

Mumbai, India

Saturday Art Class is a not-for-profit social organization operating in the education sector. It is a school-based intervention, working towards socially and emotionally empowering children from low-income communities; by taking them through a process of creative exploration and expression as a means to facilitate Social and Emotional Learning (SEL) integrated with Art.

115 million of 380 million children around the world live in extreme poverty, 30% of them live in India. These children are 'at risk' due to the intersectional effects of poverty that act as a deterrent in the child's ability to thrive.

All
TARGET GROUP

121150
CHILDREN/USERS

6
COUNTRIES

Schools that cater to these communities teach basic academic knowledge, but do not address their creative, social and emotional learning needs. These children struggle for access to basic necessities including an education that prepares them for a life beyond basic survival. There exists a lack of emphasis on building critical, Social Emotional skills in the formative years of schooling.

This is where Saturday Art Class steps in, fostering a growth mindset and related skills that can equip children to help lift their families and communities out of this vicious cycle and contribute towards the progress of the nation.

OUR SOLUTION

We provide spaces to these children to nurture their childhood, their dreams, their expressions and build critical life long skills.

- We provide vulnerable children with Social Emotional skills that can help them understand and manage their emotions and stressors.
- We create safe spaces for creative exploration and expression through the medium of art.
- We embed Social Emotional Learning within the school system

HOW DO WE ENSURE SATURDAY ART CLASS STUDENTS RECEIVE HOLISTIC EDUCATION?

Saturday Art Class aims to fill this void by providing safe-spaces to children to nurture their childhood, their dreams, their expressions and build critical lifelong skills while they learn about global artists and art forms. This can help them understand and manage their emotions and stressors. We embed Social Emotional learning within the low-income school systems in India with help of arts integration.

RESEARCH

Academy review sample scalability

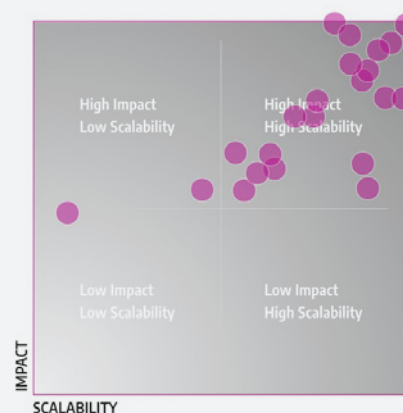
The idea has already been widely received. It can be scaled to even more regions across south and south-east Asia. Many schools will welcome this initiative with an open mindset as this can add a lot of value and contribute to holistic development.

Academy review sample impact

This innovation could allow for the students to develop greater socio-emotional health in their learning environment. Making the learner more secure and confident which in turn boosts academic learning and physical development as well.

HundrED & RAB Review

The role of art and aesthetics in the learning is very important and this innovation allows the learners to engage with real world issues through art. The process of implementation is also easy to replicate in other contexts.



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<https://www.saturdayartclass.com/>

VISIT THE WEBSITE



We leverage the power of visual and performing arts to build Creative Confidence (SEL, 21st century skills) in disadvantaged children

Slam Out Loud

New Delhi, India

Slam Out Loud is a for-mission, non-profit that places professional artists in classrooms for a 5-year program and through lived experience create scalable, contextualised learning products. SOL enables children from the most vulnerable communities to find their voice through creative expression, build socio-emotional learning and 21st-century skills to dream bigger and create their future.

6-17
AGE GROUP

79 988
CHILDREN/USERS

16
COUNTRIES

CHANGING LIVES THROUGH THE ARTS

"I imagine a future where there will be no boundaries, no borders but one land, one religion, humanity, and love. It'll be a world where everyone understands the real meaning of arts and education."

– SUPRIYA, A SLAM OUT LOUD STUDENT

Children from disadvantaged backgrounds face a lack of engaging opportunities to build creative confidence and are thereby dis-empowered to harness their voices to break the cycle of negative outcomes.

Art education has globally proved to build in children skills that help them be more employable and have better life outcomes, yet the average Art teacher: student ratio in India is 1:1400 (according to an RTI filed by Slam Out Loud), giving children less than 20 hours of art education every year.

Slam Out Loud uses the transformative power of performance and visual arts to help build creative confidence (SEL, 21st-century skills) skills like communication, critical thinking and empathy in children from disadvantaged communities. We work with professional artists and e-learning resources to help children build the skills needed for them to dream bigger and create their future.

With some 826 million (82.6 crore) students kept out of the classroom by the Covid-19 pandemic without access to a household computer, the past few weeks have made our privilege so visual and for us as educators, highlighted the divide of access in digital engagements and learning. At Slam Out Loud, our shifted reality has strengthened our commitment to making children's voices heard everywhere.

We've adapted our interventions to prioritize children's well being, leveraging the power of art and low tech platforms. All resources keep children's well being and socio-emotional learning at the centre because this is what children need at this time. The idea is to enable children to form deeper connections with themselves while engaging with their families too during these uncertain times and use art as a medium for a creative outlet.

RESEARCH

Academy review sample scalability

This model is proven and successful internationally. The fellowship aspect of the program is substantiating and makes it sustainable with the potential for further growth.

Academy review sample impact

Everybody has a story to tell, stories of tears, rejection... let the child hold the story of victory through their creativity. Art is a gateway to paint smiles on innocent souls, which leads to color the whole world and the impact is lifelong.

HundrED & RAB Review

The platform for learners to share their stories has a positive impact on the social, emotional, spiritual areas of the growth of a learner. This also allows the learners to develop connections among the different aspects of their growth. The programme seems to be showing impact in the lives of the learners.



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Concluding Remarks

The spotlight on Holistic Education aimed at identifying and celebrating innovations that caters to all round development of individuals and the communities. There are a lot of individuals and organisations who focus on the development of the learners' social, emotional, spiritual, physical, and cerebral development, but most of these works do not find space in the mainstream curriculum in the schools. There is a need to reimagine the way we define the purpose of education so that the education systems are able to create a conducive environment for the learners to actualise their potential.

We hope that the success stories of the selected innovations for this spotlight can be examples to inspire the educational policy makers, thought leaders, principals, teachers, parents, and students to enrich the discourse on education.

1



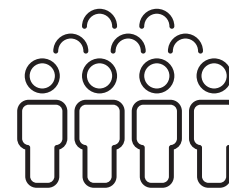
SOCIAL, EMOTIONAL, PHYSICAL AND SPIRITUAL GROWTH IS AS IMPORTANT AS CEREBRAL GROWTH

The process of learning, curriculum, and assessment must have space for the learners to develop and showcase their social, emotional, physical, and spiritual strengths as much as they have the space for cerebral strengths.

Selected innovations that exemplify the recommendation

- Magical U
- Colors of Kindness
- Slam Out Loud
- Saturday Art Classes
- Project Rangeet

2



COMMUNITY PLAYS AN INTEGRAL ROLE IN THE HOLISTIC GROWTH OF LEARNERS

Working with and learning from the community that the learners are part of helps them understand their role in the society. The gap between the education systems and the home from which the learners come is widening. The responsibility of the development of the child should be shared between the community and the education system, each drawing upon the strengths of the other.

Selected innovations that exemplify the recommendation

- Cung Hoc Project
- Chili Padi Academy
- Project Rangeet
- Reap Benefit
- Ritinjali's Second Chance School / Pallavanjali Institute for Actualisation of Individual Potential

3



TEACHERS MUST BE CONSTANTLY LEARNING AND GROWING TO INSPIRE STUDENTS TO LEARN

Teachers must lead their own growth to inspire the students to take ownership of their growth. Institutions must create opportunities for the teachers to be on a learning journey.

Selected innovations that exemplify the recommendation

- Cung Hoc Project
- Reap Benefit
- Project Rangeet

4



LEARNERS MUST BE INVOLVED IN THE DESIGN AND IMPLEMENTATION OF HOLISTIC EDUCATION

The success stories of most of the innovations for this spotlight is attributed to the role of individuals in their learning journey. Individuals must play an integral role in designing their learning journey and assessing their growth. This would require the adults to give up control of the learning journey of the children and allow them to take ownership and responsibility for the learning process.

Selected innovations that exemplify the recommendation

- Ritinjali's Second Chance School / Pallavanjali Institute for Actualisation of Individual Potential
- Magical U
- Slam Out Loud
- Cun Hoc Project

5



ASSESSMENT MUST CAPTURE AND CELEBRATE HOLISTIC GROWTH OF LEARNERS

Assessment must be used to celebrate the growth in Social, Emotional, Physical, Spiritual, and Cerebral areas. Shifting focus of assessment will also help shift the mindset of all stakeholders in education towards holistic growth of learners.

Selected innovations that exemplify the recommendation

- Ritinjali's Second Chance School / Pallavanjali Institute for Actualisation of Individual Potential
- Colors of kindness
- Chili Padi Academy
- Project Rangeet

Icons: The Noun Project / 1 IconMark,
2 Maxim Kulikov, 3 Fauzan Adiima,
4 Milinda Courey, 5 Justin Blake

What happens next?

This spotlight is not about just identifying and reporting innovations that focus on holistic education. The findings from this spotlight will be used to promote holistic education in the following ways:

CONNECT

Through platforms such as HundrED connect and the social media platforms of Druk Gyalpo's Institute, we will be connecting the innovators who share a common passion for holistic education to learn from each other. This would help enrich the discussions on the impact of holistic education on the development of learners.

EVOLVE THE LEARNING PROCESS OF THE BHUTAN BACCALAUREATE

Druk Gyalpo's Institute hopes to learn from the selected innovations and the others who have applied for the spotlight to enrich the Learning Process in the Five Areas of Development. We would like to get in touch with individuals and organisations who are also promoting holistic education to work towards creating enabling environments for the learners to actualise their potential.

SHARE

We want to keep the momentum of dialogue going across borders between governments, leaders, and teachers to share learnings and inspiring successes through the HundrED community on fostering holistic education resulting from releasing this project. We implore everyone to tune in to this dialogue and participate from anywhere around the globe: please visit <https://hundred.org/en/community> to find out more. Moreover, following this report, we will be publishing a variety of articles about the selected innovators on their successes and learnings. Stay up to date with our media by subscribing to our newsletter and following us on social media: <https://hundred.org/en/media>.

References

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Appendix

Appendix A: List of AB members

Full Name	Country	Job Title	Organization
Hafsa Alvi	Pakistan	Consultant Education Global Practice	World Bank
Kathija Yasmin Shaik	India	Founder	Skill Theatre
Rabia Saqib	Pakistan	Chief Executive Officer	The Brighton Schools
Nam Ngo Thanh	Vietnam	Principal	Inspire Schools
Kyle King	Indonesia	Head of High School	Green School
Alex Battison	UK	Senior Deputy Head at a secondary school	Lord Wandsworth College
Aly Trezise	Hong Kong	Leader for Making & Innovation, Canadian International School of Hong Kong, Founder of Makerspaces for Innovation Ltd., Founding Director of Global Innovative Schools Network, Director of Creativity & Innovation, Bloom Academy, Hong Kong	Global Innovative Schools Network
John Hullock	Germany	Primary School Headteacher	St. George's the British International School Duisburg-Dusseldorf
James MacDiarmid	Australia	Educator, Developer	EcoCentric.Space
Terry White	UK	Chair of the Association for Learning Environments, Europe	Association for Learning Environments.Europe
Dr. Vrajesh Parikh	India	Founder	EASE-Environment And Sustainable Ecosystems
Shwetabh S Verma	India	Founder & CEO	ADISYAM
Michael Klemm	Singapore	Founder – Singapore Education Network	Singapore Education Network
Ugyen Thinley	Bhutan	Vice Principal	Wangbama Central School
Amrita Bahl, Ed. D	India	Researcher	Druk Gyalpo's Institute
Ram Dahal	Bhutan	Head of Life Science	Druk Gyalpo's Institute
Nagwang Delma	Bhutan	student	Druk Gyalpo's Institute
Thupten Tsewang	India	Researcher	Pallavan Learning Systems
Saroj Thapa	India	Researcher	Pallavan Learning Systems
Sonam Palden	Bhutan	Emotional Coordinator	Druk Gyalpo's Institute
Deki Pem	Bhutan	Physical Coordinator	Druk Gyalpo's Institute
Tsheltrim Lhendup	Bhutan	Educator	Druk Gyalpo's Institute
Pema Choden	Bhutan	Teacher	Dechencholing HSS
Tashi Lhamo	Bhutan	Chief of Teacher Professional Support Division	Ministry of Education
Richa Agnihotri	India	Principal	Sanskriti School
Monash Monger	Bhutan		Druk Gyalpo's Institute, Bhutan
Nendra N	Bhutan	Student	Student at Druk Gyalpo's Institute



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A high-angle photograph of two young girls sitting on a wooden floor, focused on painting a large tree on a white sheet of paper. The girl on the left is wearing a yellow shirt and a black apron, while the girl on the right is wearing a blue shirt and a black apron. They are using paintbrushes and small containers of paint. The tree they are painting has a brown trunk and green foliage. The background shows the wooden floor and the lower legs of other people.

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