

HUNDRED RESEARCH REPORT #011

# Spotlight: Quality education for all during Covid-19 crisis

Report

APRIL 2020

HUNDRED.ORG

**hundrED**

IN PARTNERSHIP WITH



AVOR = orristaa, olla  
 J'ai Nous avons  
 Tu as Vous avez  
 Il/Elle/on a ils/elles ont

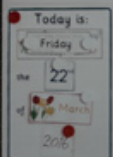
Aller menna  
 Je vais Nous allons  
 Tu vas Vous allez  
 Il/Elle/on va Ils/Elles vont

de = EIKKE  
 Je ne Vous savez  
 Tu es Vous êtes  
 Il/Elle est Ils/Elles sont

RB p. 72

Homework:  
 - RB s. 76-77 Suomenna mielessä  
 - WB s. 133 tummät sanat ristikoon

You don't  
 take  
 food



You should wear a mask. You don't sleep too much.

S. 124-125  
 - Sanatesti ma!

KURSEET:  
 SC RUOTSI 12.5.  
 APL 7-9

3A ENGLANTI 29.4.  
 UNIT 6A  
 TD s. 123-138  
 WB s. 156-179



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## SPOTLIGHT: QUALITY EDUCATION FOR ALL DURING COVID-19 CRISIS

Chris Petrie, Katija Aladin, Pukhraj Ranjan,  
Romayne Javangwe, Danny Gilliland,  
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[hundred.org/en/research](https://hundred.org/en/research)

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



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been done in collaboration  
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Economic Co-operation and  
Development (OECD)



HundrED also gratefully acknowledges the  
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## Foreword by Andreas Schleicher, Organisation for Economic Co-operation and Development (OECD)

### **Education disrupted – education rebuilt**

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As school after school shuts down in the face of the Covid-19 crisis (in now more than 150 countries), digital learning has risen from a nice-to-have extracurricular facility to become the lifeline for education. But the opportunities that digital technologies offer go well beyond a stop-gap solution during the crisis. Digital technology allows us to find entirely new answers to what people learn, how people learn, where people learn and when they learn. Technology can enable teachers and students to access specialised materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Alongside great teachers, intelligent digital learning systems cannot just teach us science, but they can simultaneously observe how we study, how we learn science, the kind of tasks and thinking that interest us, and the kind of problems that we find boring or difficult. The systems can then adapt the learning experience to suit our personal learning style with far greater granularity

and precision than any traditional classroom setting possibly can. Similarly, virtual laboratories give us the opportunity to design, conduct and learn from experiments, rather than just learning about them.

That being said, the Covid-19 crisis strikes at a point when most education systems are not ready for the world of digital learning opportunities. According to PISA, little more than two-thirds of 15-year-old students in OECD countries are enrolled in schools where digital devices have sufficient computing capacity, and even in a technologically advanced country such as Japan, just 40% of 15-year-old students are in schools with adequate software for learning. On average across OECD countries, just about half of 15-year-olds are in schools with an effective online learning support platform, and two-thirds in schools where principals consider that their teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction.

The state of technology in schools mirrors the state of mind of our school systems. Our school systems were invented in the industrial age, when the prevailing norms were standardisation and compliance, and when it was both effective and efficient to educate students in batches and to train teachers once for their entire working lives. The curricula that spelled out what students should learn were designed at the top of the pyramid, then translated into instructional material, teacher education and learning environments, often through multiple layers of government, until they reached and were implemented by individual teachers in the classroom.

This structure, inherited from the industrial model of work, makes change in a fast-moving world that is vulnerable to disruptions and crises far too slow. The changes in our societies have vastly outpaced the structural capacity of our current education systems to respond. Even the best education minister can no longer do justice to the needs of millions of students, hundreds of thousands of teachers and tens of thousands of schools. The challenge is to build on the expertise of our teachers and school leaders and enlist them in the design of superior policies and practices. This is not accomplished just by letting a thousand flowers bloom; it requires a carefully crafted enabling environment that can unleash teachers' and schools' ingenuity and build capacity for change. It requires innovators who challenge institutional structures that too often are built around the interests and habits of educators and administrators rather than learners, innovators who are sincere about social change, imaginative in policy making, and capable of using the trust they earn to deliver effective reforms.

These innovators exist, and there are many of them. And while our school systems were sleeping, organisations like HundrED have spent years to mobilise, curate

and share the world's most innovative learning environments. Their ideas are now available and ready to use in this moment of crisis. This Spotlight provides an example. It can inspire students to learn better, teachers to teach better, and school systems to embrace more innovative learning environments.

Real change often takes place in deep crisis, and this moment holds the possibility that we won't return to the status quo when things return to "normal". While this crisis has deeply disruptive implications for education, it does not have predetermined implications. We have agency, and it is the nature of our collective and systemic responses to these disruptions that will determine how we are affected by them.

The challenges that are in front of us go well beyond bridging school closures. We live in this world in which the kind of things that are easy to teach and test have also become easy to digitize and automate. The industrial age taught us how to educate second-class robots, people who are good at memorising and repeating what we tell them. In this age of accelerations, we need to think harder about what makes us first-class humans, how we complement, not substitute, the artificial intelligence we have created in our computers, and how we build a culture that facilitates learning, unlearning and re-learning throughout life.

Algorithms behind social media are sorting us into groups of like-minded individuals. They create virtual bubbles that amplify our views and leave us insulated from divergent perspectives; they homogenise opinions and polarise our societies. Tomorrow's schools need to help learners to think for themselves and join others, with empathy, in work and citizenship. They need to help learners develop a strong sense of right and wrong, a sensitivity to the claims that others make on us, and a grasp of the limits on individual and collective action. At work, at home and in the community, people will need a deep understanding of how others live, in different cultures and traditions, and how others think, whether as scientists or artists. And whatever tasks machines may be taking over from humans at work, the demands on our knowledge and skills to contribute meaningfully to social and civic life will keep rising.

Building these capabilities will necessitate very different forms of learning. Technology will be an integral part of that. Technology can build communities of learners that make learning more social and more fun. Technology can build communities of teachers to share and enrich teaching resources and practices, and also to collaborate on professional growth and the institutionalisation of professional practice. It can help system leaders and governments develop and share best practice around curriculum design, policy and pedagogy. Imagine a giant crowdsourcing platform where teachers, education researchers and policy experts collaborate to curate the

most relevant content and pedagogical practice to achieve education goals, and where students anywhere in the world have access to the best and most innovative education experiences.

The work of HundrED is a start, and its receipt is simple: It unlocks the creativity of educators by tapping into the desire of people to contribute, collaborate and be recognised for their contributions. This is how technology can extend the reach of great teaching, recognising that value is less and less created vertically, through command and control, but increasingly horizontally, by whom we connect and work with.

And with this Spotlight HundrED helps us look outward, to the next school and the next education system. This is not about copying and pasting solutions from other countries; it is about looking seriously and dispassionately at good practice in our own countries and elsewhere to become knowledgeable of what works in which contexts and applying it consciously. And it may be a key distinction between education systems that will master the crisis and move forward and those that will not. The distinction may be between those education systems that feel threatened by alternative ways of thinking and those that are open to the world and ready to learn from and with the world's education leaders.



## Andreas Schleicher

Director for the Directorate of Education and Skills  
the Organisation for Economic Co-operation and  
Development (OECD)



Foreword by Saku Tuominen  
& Lasse Leponiemi, HundrED

## **A learning experience for us all**

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We founded HundrED five years ago as a global education nonprofit. Our mission was, and still is, to help every child flourish in life by identifying impactful education innovations and helping them spread. The journey has been inspiring, encouraging and meaningful. Our team has researched thousands of impressive education initiatives in all continents and we have extended our Ambassador network to almost 100 countries.

One of the key insights so far has been that there is no lack of good solutions. Great people are doing beautiful things all over the world, impactful innovations and high quality resources are plenty. Every country has them, no matter the challenges in the education ecosystem. The key challenge is elsewhere: how to implement these innovations extremely well in different contexts and at scale while taking good care of everyone involved in the process.

We all know that right innovations that are implemented well can lead to impressive results, and help every child flourish. At HundrED, we have identified dozens of

amazing examples of this. But, at the same time, we have to be careful in making this happen. Being too fast and superficial, without committing to a genuine improvement and co-development process with everyone involved, innovations can sometimes do more harm than good.

The ongoing Covid-19 crises has been, and will continue to be, both a massive challenge and a learning experience for the global education community. Practically no one saw (or wanted to believe) something like this coming. As a result, every country in the world, all the schools, teachers and especially parents have been extremely unprepared, creating tools on the go.

At HundrED we have been following the situation all around the world. What have been our key insights so far? Practically the same things we knew already - but this time experiencing them on practice and at big scale. In short: the world is full of great resources and tools, but they struggle to spread at scale and high quality implementation is the main struggle. As we expected, some schools and teachers are flourishing in a situation like this, others less so - challenging the equity of education globally. Also, in some families, parents are coping well, being active and proving good technical tools where others are a lot more unfortunate. Their ability to cope is in turn reflected onto their children and can have far-reaching consequences on their children's lives.

A few words about global cooperation. Since we started, we have stated countless times that global education is still way too local as much of it is happening in silos. Instead of genuine cooperation, countries and states are still turning inward and the active exchange of information and best practices is practically non-existent. This crisis has not made this worry irrelevant, on the contrary. We haven't seen any examples of two or more countries doing open and active co-operation in trying to solve these educational challenges, not to mention actively co-investing in finding and creating effective solutions together.

In a normal HundrED Spotlight we set out to identify ten impactful innovations, either regional or thematic. Typically this research process lasts around six months. However, with this special and urgent situation, we have been working hard to make all of this happen in two weeks since the need is massive. And instead of concentrating on something outside the box or extremely innovative, we decided to go for simplicity. Something that can be, at least in theory, implemented fast. We wanted to identify good solutions in three categories: high-quality resources, scalable innovations that have potential to spread during the following weeks and bold initiatives, that can be used as inspiration.

We don't think for a minute that these resources, innovations or ideas can provide a holistic solution everyone is looking for. But hopefully they can provide at least some help, encouragement and inspiration for many.

Lastly, when we are talking about the purpose of education, quite often we talk about things like growth mindset, coping with uncertainty, tolerating mistakes and love of learning. There is no better time to practice these values than now.

So, let's be bold and adventurous, try new things and accept that not everything works as expected. Let's be optimistic and cooperate across borders.

We are in this together, learning every day.

Stay safe and well.



Saku Tuominen

Founder & Creative Director,  
HundrED



Lasse Leponiemi

Co-Founder & Executive Director,  
HundrED

# HundrED Manifesto

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## 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.

Through HundrED Spotlights we 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, Costa Rica or London.

In today's unprecedented time, we've focused on discovering, researching and sharing inspiring solutions to educational challenges caused by novel Covid-19.

## HUNDRED MANIFESTO

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

In a fast changing world focusing on traditional academic skills will remain important, but that is not enough. To thrive as global citizens, children must be equipped with a breadth of skills.

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.

Assessment has to be aligned with the core purpose of helping kids flourish and all of this should be reflected in the learning environments of the future.

To make this happen, we need visionary leadership at every level of our education system with ambitious, impactful and scalable education innovations that are globally effective.

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.



# Theory of change

## 1. Identify innovations

We have researched over 5000 innovations globally over 3 years

Our academy of academics, teachers, students, and educators review every innovation that gets selected to a collection

## 3. Help innovations spread

Our connect platform gives innovators the resources they need to spread

We also act as a trusted partner between funders and innovators to make change happen faster

## 2. Change the tone

Improvements in education are shared every day on our website and social channels

We drove nearly 1M views to our innovation pages in 2019

## 4. Co-develop solutions

We work with educators to improve excellence and equity

Our approach goes in-depth with innovators and educators to implement sustainable innovations



## Covid-19 Spotlight process

At HundrED, we use the following definition of innovation in education: "Innovation in education can be defined as meaningful improvements in 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)."

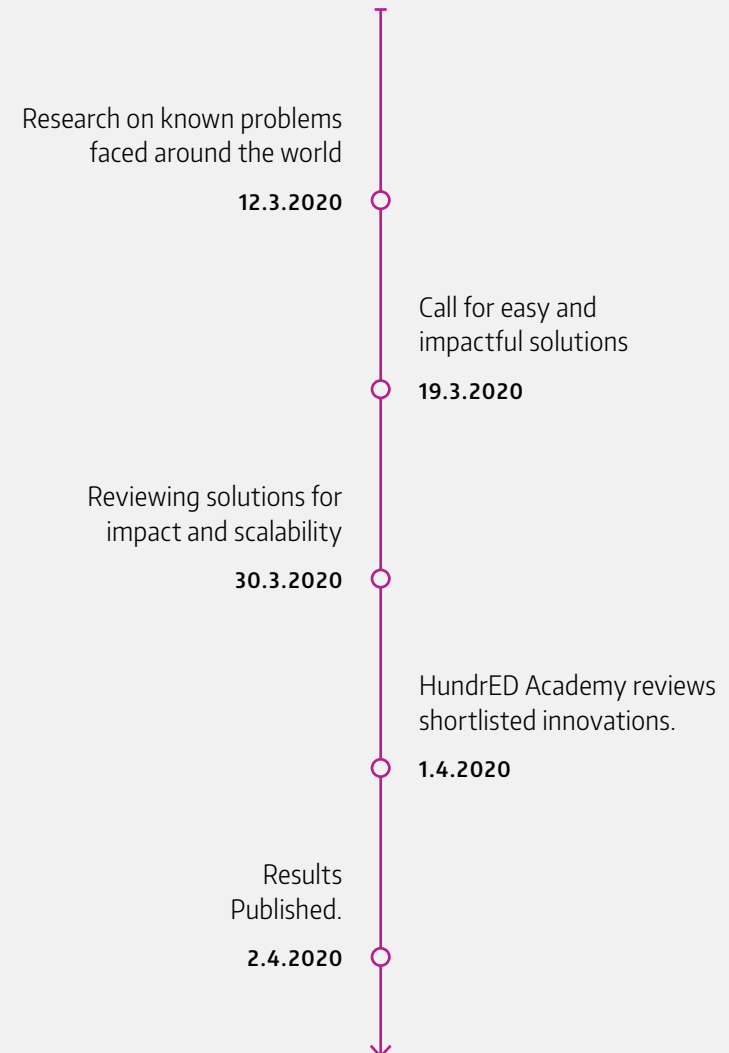
### NEED: QUALITY EDUCATION FOR ALL DURING CORONAVIRUS

Students, their parents, and educators around the world are feeling the extraordinary ripple effect of Covid-19 as schools are shutting down and quarantine methods are being ordered to cope with the global pandemic. While governments and health officials are doing their best slowing down the outbreak, education systems are trying to provide quality education for all during these difficult times. Our job, at HundrED, is to give educators insight into tools they can use to provide quality education for all even in these exceptional times.

Our innovation selection process was condensed for this Spotlight to include four stages:

- Research known problems faced around the world
- Discover easy and impactful solutions
- Reviewing innovations/solutions for Impact and Scalability
- Expert review of shortlisted innovations/solutions

## What happens and when?



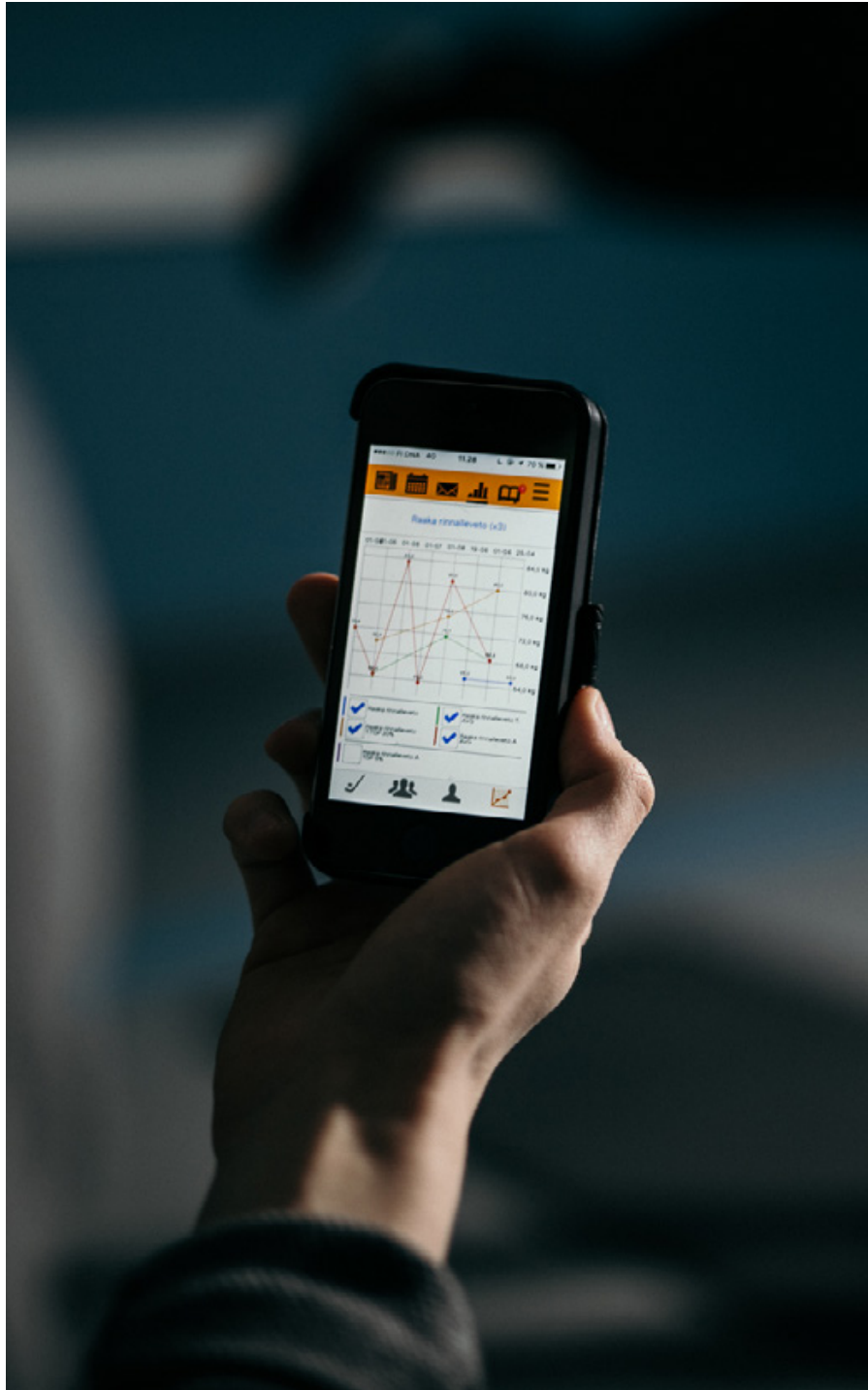


## STAGE 1: RESEARCH KNOWN PROBLEMS FACED AROUND THE WORLD

To understand the problem, we utilized diverse data sources online, including social media, academic search engines, and thought pieces from public institutions. Furthermore, we reached out to the HundrED Community of innovators, ambassadors and funders, to understand the problem from a perspective of different stakeholder groups and across diverse geographical and contextual landscapes. Input from our global community helped to identify some significant problems that global educators, parents, and students are facing amidst this crisis:

### EXAMPLES OF PROBLEMS WE WANT TO SOLVE

1. Learner is unable to focus on learning and has high levels of anxiety.
2. Learner loneliness is increasing even though digital tools are offering ways to connect.
3. Parents are overwhelmed with the plethora of resources being shared without steps on how to use them.
4. Parents are planning daily activities but are not trying innovative educational practices at home.
5. Parents are struggling trying to balance work and homeschooling.
6. Parents and teachers are lacking resources to discuss pandemics and uncertainties with their learners.
7. Students are worried about having an unnatural closure to the academic year.
8. Teachers are scrambling to go digital without much support & training.
9. Difficulties maintaining a positive student-teacher-parent relationship.
10. Collaborative play based learning is challenging online.



## STAGE 2: DISCOVER INNOVATIVE SOLUTIONS TO COVID19 EDUCATIONAL CHALLENGES

We discover leading research solutions with help from HundrED's global community of over 400+ ambassadors from nearly 100 countries. Throughout our search, we received 102 submissions from educators worldwide offering innovative solutions for the HundrED Spotlight on Quality Education for All during the Coronavirus. In addition, we reached out to our global network of educators to identify additional innovations that were impactful & easily scalable.

## STAGE 3: INTERNAL REVIEW SHORTLISTED INNOVATIVE SOLUTIONS FOR IMPACT AND SCALABILITY

We reviewed the submission as potential solutions for the problems that were earlier defined, and against our criteria of impact and scalability.

**Impact:** Evaluated as a valuable improvement within the innovation's context. Typically, innovations must have been implemented for at-least 1-year with its intended users. An exception was made for this Spotlight, given the unexpected and urgent nature of the pandemic as well as the need for immediate and relevant solutions.

**Scalability:** Either the innovation is actively scaling to other contexts or has a high potential to be transferable for others to adopt its practice/technology.

## STAGE 4: EXTERNAL REVIEW OF SHORTLIST BY EXPERT ADVISORY BOARD

A shortlist of innovations that are worthy of being selected were reviewed by a selected advisory board. With this help, we became more certain if an offered solution was both highly impactful and scalable to other contexts.

All Advisory Board member responses were considered to understand multiple perspectives about each innovative solution. These evaluations were discussed amongst the HundrED Research Team to make the final selections.

# Current Opportunities and Challenges on Covid-19 in Education

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The global emergency of Covid-19 is an unprecedented shift in education never seen before on a global scale. Chris Lehmann, the founding principal and CEO of the [Science Leadership Academy](#) asks a poignant question in this time - “What does it mean to be a school when work is no longer mandatory?” (Lehmann, 2020a). In most schools, students are tightly monitored within a rigid system that is set up to control most of their activities. With this idea in mind, how do the diverse range of young people at home today suddenly learn to take control of their own learning?

Fortunately, there are established quality resources available like [Khan Academy](#) that provide access to education at scale and have responded to the emergency with helpful advice. However, the mental and emotional shift for teachers, parents, and students is massive. While educators scramble to set up ‘homeschools’, it is necessary to realise that a stressed mental state is not productive to teach or learn. Educators, parents, and students need to focus first on adjusting to new healthy routines and environments, which will take time to develop. With little assurance when emergency homeschooling will end at this stage, we should take the time we need for our safety and well being first and foremost.

The following points outline major positive opportunities and significant challenges in education that have emerged since the Covid-19 pandemic started. It goes without saying that this situation is changing and evolving rapidly with new opportunities and challenges everyday contextual to different regions. However, the following points could be ideas we creatively think over in an iterative way to help us all adapt to this new situation as of early April 2020.

## MAJOR POSITIVE OPPORTUNITIES:

- This is an excellent chance for teachers to form much stronger connections with parents. The teacher to parent relationship is said to be especially important for students with disabilities in this emergency (Nadworny, 2020).
- Teachers have the chance to develop creative initiatives that help to overcome the limitations of being physically separated (e.g. play-based collaborative learning).
- There has been a lot of evidence that teachers are actively collaborating with one another and at a local level.
- There are unparalleled opportunities for cooperation, creative solutions, and willingness to learn from others and try new tools (Netolicky, Timmers, & Tuscano, 2020) because educators, parents, and students are sharing similar experiences all at the same time.
- Many education related companies are offering their tools and solutions for free to help support teachers and students.
- Our initial reaction may be to replicate the systems we are familiar with (e.g. school time-tables and routines) but digital learning provides the opportunity to learn in new ways that may rethink how we collectively think about the school system. Often the most innovative solutions come from a strong need to overcome a problem (Resnick, 2017) and constraints can fuel motivation to think of creative solutions.
- Students now have the autonomy and agency to take charge of their learning to explore new ideas and experiences like never before. New interests and passions will emerge for many students and teachers.

- Founder of Project Fuel, Deepak Ramola, which was selected for HundrED's most recent Global Collection said this time is a good chance to take pause and reflect (Ramola, 2020). Collectively, we have the time and space to imagine what we would like education to look like.

#### MAJOR EMERGING CHALLENGES:

- There are currently few impactful and scalable solutions for regions and countries that have significant problems with a reliable internet connection and access to digital devices. We also have an extremely limited understanding of how educators, students, and parents are currently coping in these places.
- There is little to no evidence of cooperation between countries when this is an excellent opportunity to do so. In China, teachers quickly adapted to a new national cloud platform to serve resources to students for free (Schleicher, 2020). This readiness in China to use new solutions by teachers enabled the impact of the new situation to be mitigated on learning in schools, which is a strategy that other countries can learn from as they face the rapid spread of the virus (OECD, 2020).
- Educators have been forced into teaching for a system that is not prepared. As a result, we are far from using best practices for 'online learning' and are scrambling for 'emergency online homeschooling' (Milligan, 2020; Lehmann, 2020b; Guzdia, 2020).
- Co-operative and collaborative forms of learning are somewhat restricted. This is especially true for hands-on learning like music, theatre, dance, woodwork etc.
- Intrinsically motivated learners may find they are relatively unaffected in their progress without needing supervision, however, vulnerable groups and those who find themselves struggling to work independently will likely spend time being lost.
- There are valid concerns about the increase of screen-time students at different levels will be now exposed to. Educators need to cater for activities that are offline.
- Whole families are often at home while parents are working. There are practical issues around physical workspaces conducive to different ways of learning.
- It is not clear the best practices for different age groups in their development in emergency online homeschooling. Moreover, how do we best cater for students with learning difficulties and special needs?

- There are a plethora of tools and resources out there, however, there is little understanding of solutions that are the most effective and how to best implement them.

#### CONCLUDING REMARKS

This new shift in education is far from business as usual and is rapidly evolving each day. In attempting to answer my question in the beginning paragraph - I think it is too early to tell how everyone will settle into these new learning environments and routines over time. There are wonderful opportunities we can utilise in this situation but there are also significant challenges that we require new innovative solutions to.

We fully admit to a major gap in our current understanding of the best solutions for this emergency in areas where there is limited or no internet and access to digital devices. The spread of mobile devices has reached a point of being almost ubiquitous in recent years, which suggests one obvious avenue for new solutions in this situation. Additionally, other older forms of communication like radio, television and SMS have been utilised in effective ways like 'Broad Class Listen and Learn' and Dost who were selected for our most recent Global Collection. However, it isn't yet clear how we can utilise these solutions in the context of this crisis within the timeframe of this report. Our hope is that in the coming months we will be able to gain some deeper understanding of this challenge with the help of our global networks and come back with the solutions that have been seen to be working effectively at scale.

For everyone right now, we need to make everyone's safety our first priority and learn what will enable each of us to establish a state of positive mental wellbeing. When we are free to go back to school, we must use this experience to positively change the way we think of education for the better. However, in the present, we should support and learn from one another in order to get through this pandemic together.



Christopher Petrie

Head of Global Research,  
HundrED



## Community Engagement

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We held a call on April 2nd, 2020 to share these innovations and discuss challenges and opportunities with our Ambassadors, Innovators and community members from around the world. The call was attended by nearly 150 people from 31 countries on every continent and represented a wide array of stakeholders and opinions in education. We conducted a survey from the call to understand the responses by governments and educators to continue education during the crisis. Some major takeaways from the survey and the call:

- 87% of the 99 respondents were very concerned (responded between 7 and 10 out of 10) that this pandemic will increase inequality in education.
- Only 6% of the respondents thought their education system was highly prepared for the pandemic.
- 17% of respondents believed their education leaders were learning from other countries' responses.
- Specific comments related to these concerns centered around unequal access to technology and thus education, teachers' ability to adapt and effectively teach all students, differences in parental involvement especially relative to socioeconomic status, and the social-emotional repercussions of this situation on students.



“People are creating amazing resources overnight, the concept of learning and school is reinventing itself.”

- Raluca Ciulei, HundrED Follower, Romania

“I think that we have an opportunity for students to do a rapid upskill in terms of their soft skills because this will be forced by the situation, I am hoping that once students prove that they can work autonomously, creatively, and communicate their learning in new ways that educators still working from a traditional mindset might be shifted to re-assess the role they play in learning.”

- Kim Powell, Education Officer, Australia

“I am hopeful this crisis will show everyone the importance of moving learning experiences beyond the traditional school building and hours, resulting in more real-world application of content and increasing frequency of authentic experiences for students.”

- Kendra Thornton, HundrED Ambassador, United States

#### COMMUNITY COMMITMENTS AMIDST COVID19 CRISIS

##### **From Gregg, USA**

“As a community, we will make sense of these great innovations and big ideas that you have elevated, and we will do so mindful of the end users – cognizant of their context, grade level, content area, etc.”

##### **From Prince, Nigeria**

“As a Journalist and Communications Officer, I can enlighten people through the media and by sharing all of these best practices with education authorities and leaders in my community.”

##### **From Beena, Philippines**

“As an educator and learner, I can continue collaboration and the exchange of ideas & try out different practices. Many heads are better than one. We all have the same goals!”

##### **From Neil, Finland**

“As an educator, I am tagging PPP Funding models and Governments to notify them of innovations that are scalable nationally and internationally.”

##### **From Sanne, The Netherlands**

“As an educator I can use these resources to help local communities for equity and excellent education.”



## **Recommended resource pages**

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Over the last few weeks, and in some countries months, the global education community has opened their hearts and minds to the world as we collectively offer tools, resources and support to one another. At HundrED, we have explored many resource decks created by teachers, organisations and governments, and have decided to list 10 resource pages that we have found to be the most useful and practical to meet our community's needs. Whether you're a student, parent or teacher, the collection below provides quick and simple every day education activities, ideas, initiatives and platforms.

### **1. WIDE OPEN SCHOOL**

Wide Open School was born when a group of more than 25 organizations decided to come together and provide their educational services and insights for everyone's good during Covid19 pandemic. This free collection of the best online learning experiences for kids is curated by the editors at Common Sense and offers many resources that can be completed offline and on smartphones, as well as bilingual and English-language learner resources.

### **3. UNESCO – DISTANCE LEARNING SOLUTIONS**

This curated list of educational applications, platforms and resources aims to help parents, teachers, schools and school administrators facilitate student learning and provide psychosocial support during periods of school closure. Most of the solutions are free and many cater to multiple languages. While these solutions do not carry UNESCO's explicit endorsement, they tend to have a wide reach, a strong user-base and evidence of impact.

### **2. NAVIGATING UNCERTAIN TIMES: HOW SCHOOLS CAN COPE WITH CORONAVIRUS - EDSURGE GUIDES**

To help you navigate the current times and figure out what might work best for your community, EdSurge and ISTE, have collected news, resources and expert advice that can help educators and school leaders make informed decisions. They have also launched a website Learning Keeps Going with Tips and How To's on making the move to remote learning, examples of other schools and invitations to multiple useful webinars for parents and teachers.

### **4. THE LEARNING NETWORK'S CORONAVIRUS RESOURCE PAGE FOR STUDENTS**

As Covid-19 closes more and more schools, and affects more and more lives, NY Times' The Learning Network has put together a page that they will continue to update with helpful resources for teachers and students with updates on the outbreak, think critically about the information being shared, consider essential questions about the pandemic and what it tells us about our world today and find teaching and learning resources while schools are closed.

#### **5. DISTANCE LEARNING RESOURCE CENTER**

Education Reimagined has collected a myriad of resources for young people, parents, and educators to find grounding during this unprecedented moment and engage in rich distance learning experiences. On this page, you can find [resources for learning](#), [for parents and families](#), [for educators](#), [for communities](#), [on information and updates about Covid-19](#), [for lifting spirits](#) as well as [additional libraries of resources from other organisations](#).

#### **7. NATIONAL BOARD FOR TEACHING STANDARDS: TEACHERS HELPING TEACHERS: ARTICLES, PLATFORMS AND TOOLS**

Collated by the National Board for Teaching Standards from the United States is this open, crowd-sourced resource bank. The site has hundreds of best practices and ideas on remote learning, resources for offline classrooms as well as details about platforms one can use to connect.

#### **6. TOP REMOTE LEARNING SOLUTIONS**

To support the teachers and parents in the era of online learning, Nordic countries have opened up their e-learning solutions for the world, for free. Here you have 40+ remote learning solutions from Estonia, Finland, Denmark, Iceland, Latvia, Lithuania, Norway and Sweden that you are welcome to use.

#### **8. FREE APPS AND RESOURCES TO SUPPORT DISTANCE LEARNING IN SCHOOLS AFFECTED BY THE CORONAVIRUS OUTBREAK**

Koulu.me is a group of educational tool developers from Finland who wanted to reach out to help all the teachers and students in danger of being confined in their homes without access to daily education. They are currently offering free resources to many tools that are best suited for distance learning. Explore ideas like [3DBear](#), [Code School Finland](#), [Funzi](#), [Lyfta](#), [Mehackit](#), [Mightifier](#), [Moomin Language School](#) and more.

#### 9. EMERSON COLLECTIVE: RESOURCES FOR REMOTE LEARNING

Emerson Collective is a social change organization that uses a broad range of tools including philanthropy, impact investing, and policy solutions to create the greatest good for the greatest number of people. This collection offers at-home learning and other resources for students and families collected by multiple partner organizations, including [Online Learning Platform to Teach K-12 Students Coding and Computer Science](#), [Best Messaging Apps and Websites for Students, Teachers, and Parents](#), [Virtual Field Trips](#) and [Experiential Learning](#), etc.

#### 10. GRAMMY MUSIC EDUCATION RESOURCES

The Grammy Music Education Coalition has come together with many music organizations to help music teachers and learners make the shift to online music education. They have collected a few resources with the help of affiliates and are sharing at no cost. From Music workshops, lesson plans to webinars, you can find them all!





## Spotlight Summary

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Due to the Covid-19 pandemic, excellence and equity, cornerstones of good education systems, are being challenged in every part of the world. Our greatest concern is that differences in parental involvement and access to technology exacerbate inequality. At the same time, as in every major challenge, this is an opportunity to improve.

And as important as continuing quality education is, it is just as important to maintain mental and physical wellbeing for students and parents. Maybe you can even use this situation to connect with the rest of the world. There are areas for individuals as well as educators to reflect on how to improve.

For this unique Spotlight, over the last few weeks we have researched hundreds of examples - big & small - on how to help children learn in these extreme times. Our goal is not to provide one recommendation to solve all problems, but rather solutions for different types of challenges around education during this crisis.

Everything has happened so fast and unexpectedly. It does not seem realistic that there is a holistic solution that is easy to implement and works for everyone. However, inspiring individual solutions have been developed in every country. Perhaps we can even combine these different approaches to create a new and impactful education for students around the world.

In that spirit, we have grouped solutions in 3 ways. The first being high-quality resources that we admire such as [Khan Academy](#), [TEDed](#), & [Minecraft Education](#). These global organisations continually provide relevant and engaging resources for students, teachers & parents. And another one we want to highlight is [Wide Open School](#) that was created as a co-operation of 25 organizations for this emergency.

The second, a collection of scalable innovations that have the potential to spread. These simple and easy to implement solutions vary from real-time virtual lessons at [Outschool](#), a dynamic language app like [Duolingo](#) to learning to code with the leading organisation [Scratch](#).

Most of the education system is trying to tackle problems by themselves. However, since the crisis is truly global, how about testing something cross-cultural like for example [Stories for Solidarity](#) or [PenPal Schools](#).

There is no shortage of news coverage, if you want to stay informed about this situation globally, a relevant tool is the [NewsLit Project](#). This time is all about balance and taking care of our health as well, both physical ([Go Noodle @Home](#)) and emotional [School Day @Home](#).

The dedication of the global education community continues with the third group: Bold ideas to be inspired by ranging from [communities coming together](#) through simple yet beautiful ideas like [#frommywindow](#) and [Bear Hunt](#), [virtually connecting with the world](#) using platforms like [Link Online Learners](#) and [Love for the Elderly](#), and [reaching children and families in remote locations](#) by connecting them with teachers and lessons in other ways than online.

Additionally, we commend educators for adapting quickly to meet the needs of their students and preparing for the uncertain future. We are inspired by virtual professional development like [Learning Creative Learning](#), [Pop-Up PLNs](#), [Love letters for Computers](#), focusing on [Educating Educators for the Future](#). Along with initiatives at the grassroots level, we acknowledge governments, for example [Politicians Addressing Children](#) and large organisations [Kaikille Kone](#), a Finnish business providing [Computers for Everyone](#).

Go to [hundred.org](#) to read more - we are in this together.





**High-quality  
resources  
we like**



Providing a free, world-class education to anyone, anywhere.

# Khan Academy

California, United States

Khan Academy is a personalized learning resource for all ages tackling math, science, computer programming, history, art history, economics, and more. Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

[Read more](#)

[Visit the website](#)

Video-based lessons for teaching and learning at home.



**TEDEd**  
Lessons Worth  
Sharing

## TEDEd@Home

New York, United States

To support the millions of students, parents and teachers affected by the Covid-19 pandemic, TED-Ed is working with expert educators and TED speakers throughout the world to create and share high-quality, interactive, video-based lessons on a daily basis, for free.

[Read more](#)

[Visit the website](#)



Building Skills for the 21st Century.

# Minecraft Education Edition

Washington, United States

Minecraft Education Edition is a game-based learning platform that promotes creativity, collaboration, and problem-solving in an immersive digital environment. Educators in more than 115 countries are using Minecraft: Education Edition across the curriculum!

[Read more](#)

[Visit the website](#)

Schools are closed. Learning is open.



## National Geographic Education

Washington, United States

At National Geographic, kids are taught about the world and how it works, empowering them to succeed and to make it a better place. National Geographic are helping to support learners and educators through curated collections of learning activities to implement at home. By educators. For educators, parents, and caregivers.

[Read more](#)

[Visit the website](#)



Unlock Arts & Culture at Home.

# Google Arts & Culture

Global

Google Arts & Culture aims to be a gateway into creativity, sitting at the intersection of art and technology as a source of discovery and inspiration. Through their guided video tours, resources and at home activities you are sure to discover something new!

[Read more](#)

[Visit the website](#)



Learning doesn't have to stop when schools close. Prepare for distance learning with Newsela.

# Newsela

New York, United States

An instructional content platform that brings together engaging, accessible content with integrated assessments and insights to supercharge reading engagement and learning in every subject. We're offering free access to Newsela's entire product suite for the rest of the 2019/2020 school year.

[Read more](#)

[Visit the website](#)



**CENTURY**  
INTELLIGENT LEARNING™

CENTURY is the award-winning artificial intelligence teaching and learning platform for schools, colleges and universities.

## **CENTURY Tech**

London, United Kingdom

CENTURY is the award-winning AI teaching and learning platform for schools, colleges and universities. The platform uses artificial intelligence, neuroscience and learning science to create constantly adapting pathways for students and powerful assessment data for teachers. It learns how each student learns, adapts to their strengths and weaknesses and constantly adjusts with support or challenge.

[Read more](#)

[Visit the website](#)





Nurture mind development by introducing meditation and mindfulness at an early age.

## Headspace for Kids

Global

We want children to be healthy and happy, not just now but for the rest of their lives. And teaching them about meditation early would help them do just that. That's why we created Headspace for Kids.

[Read more](#)

[Visit the website](#)



Teaching children to read and think critically.

# ReadTheory

North Carolina, United States

Read Theory is an online reading comprehension tool designed to help students improve their reading comprehension skills in a fun way that keeps them attentive and motivated.

[Read more](#)

[Visit the website](#)



Learn Better Together Manage your classroom. Engage your students. Safe. Simple. Free.

## EDMODO - Distance Learning Toolkit

United States

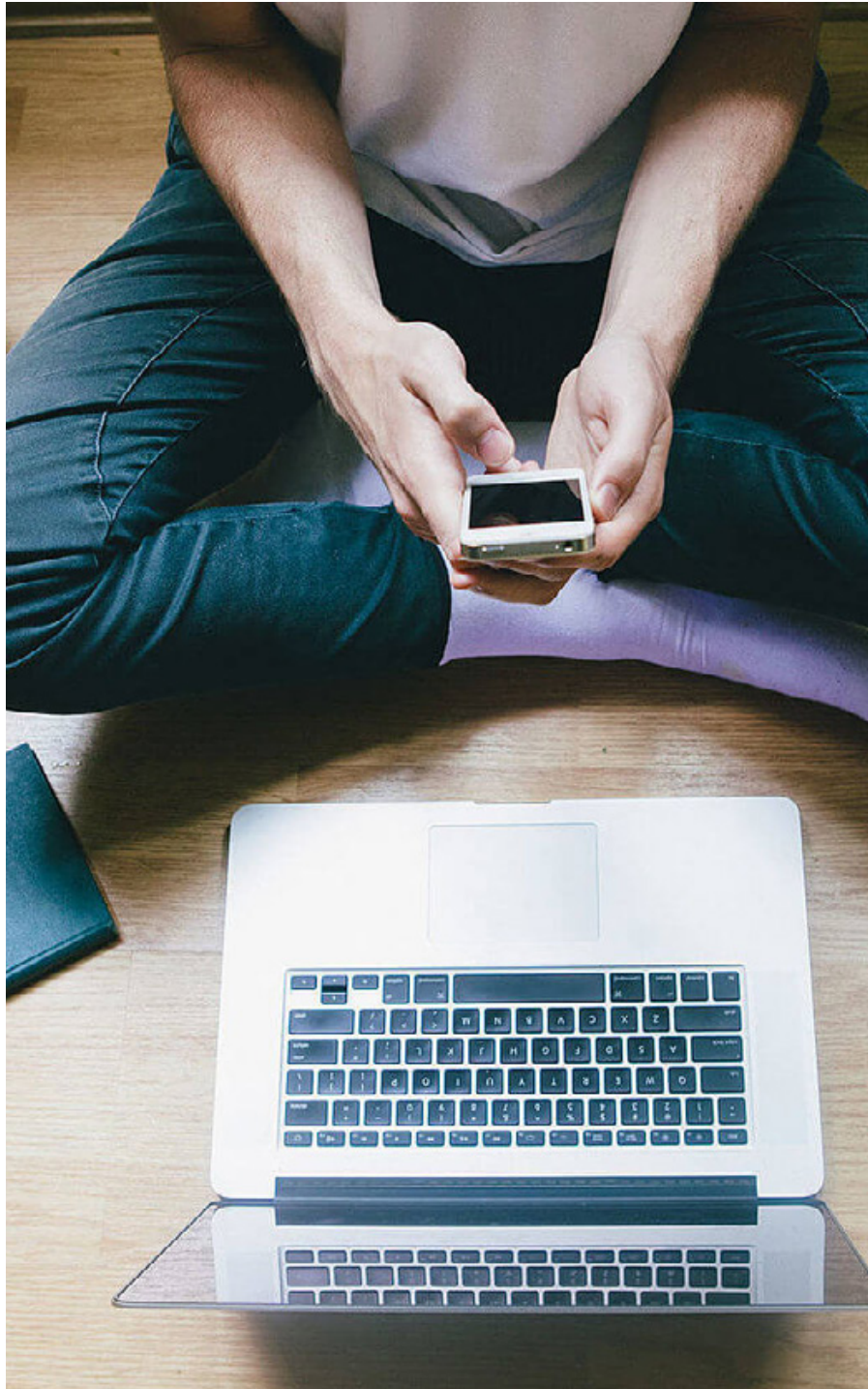
Edmodo brings everyone in the education community together to help learners succeed. As the Covid-19 virus continues to spread and impact school communities, we want to do what we can to help. Teachers, students, and parents can use Edmodo to communicate and continue education—always for free—even when in-person learning isn't possible.

[Read more](#)

[Visit the website](#)



# **Scalable innovations that have potential to spread**



Outschool is a marketplace of live online classes for kids (ages 3-18).

# Outschool

## United States

Classes meet in small groups over live video chat where students are safely connected with teachers and classmates who share their interests. These classes are offered through our marketplace and conducted on our remote learning platform, powered by Zoom. Live online group classes are more engaging and valuable than passive online content through being social.

[Read more](#)

[Visit the website](#)



Join the world's largest collaborative learning community!

## PenPal Schools

### United States

PenPal Schools connects students from around the world to learn together! Students collaborate through online projects ranging from human rights and the environment to fake news and robotics, all while practicing literacy, technology and social-emotional skills.

[Read more](#)

[Visit the website](#)



Stories have the potential to bring us closer together.

## Stories for solidarity

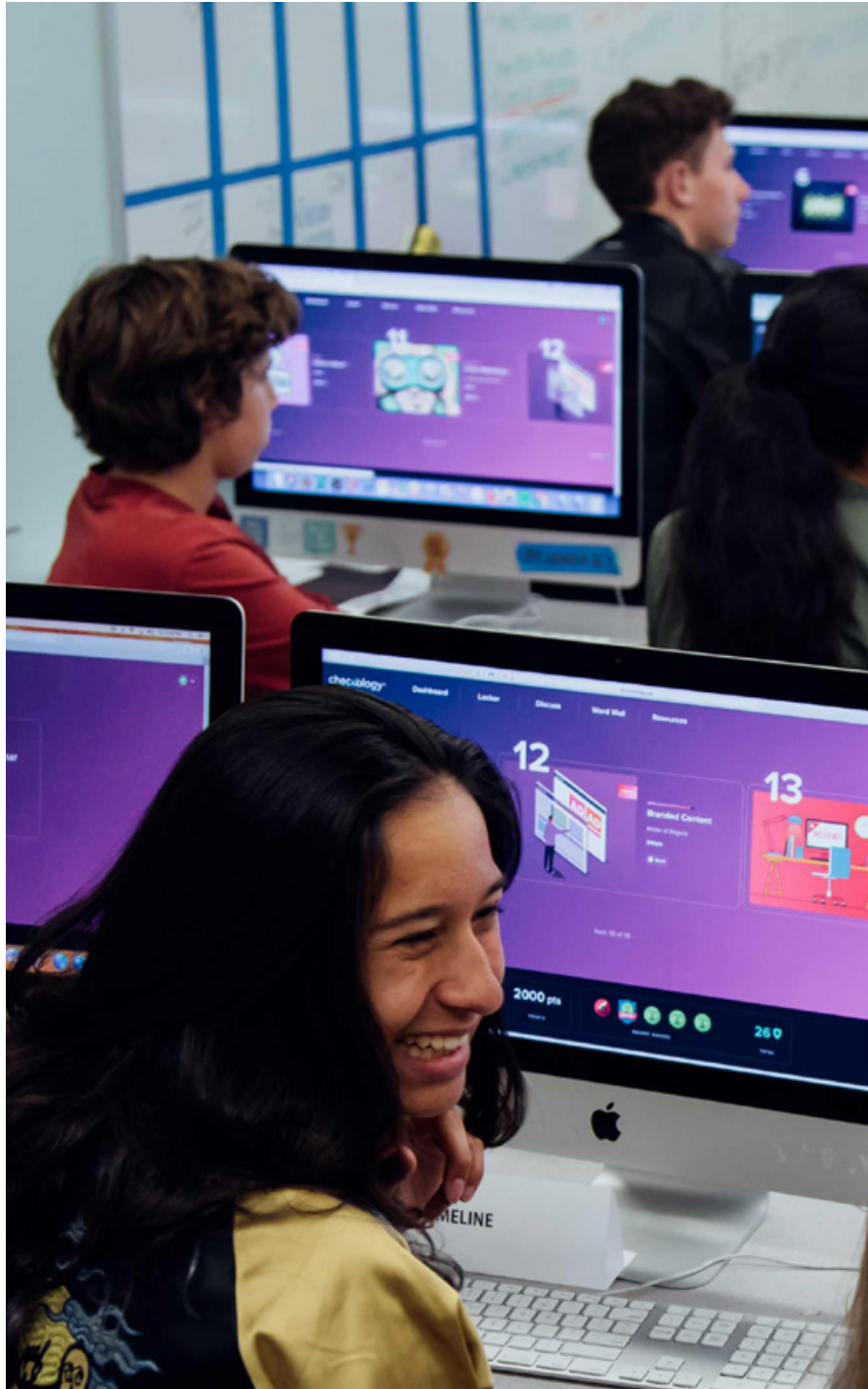
United States

Global Oneness Project is exploring how stories can meaningfully connect us to each other and ourselves through an online community event series with storytellers. Stories have the potential to bring us closer together. During our global health crisis, when many of us are working and learning from home, how can we be in solidarity & contribute to the story of humanity with attention & integrity?

[Read more](#)

[Visit the website](#)





Giving facts a fighting chance.

# News Literacy Project

United States

As part of a comprehensive effort to combat misinformation about Covid-19 and the new strain of coronavirus that causes it, NLP created a resource page to provide accurate information about the pandemic and free resources to educators and the general public.

[Read more](#)

[Visit the website](#)



A student wellbeing and emotional check for teachers worldwide.

## School Day @Home

Helsinki, Finland

School Day @Home covers four wellbeing areas that are relevant when students study from home. It provides a tool for teachers for emotional check and online dialogue. Students answer to a few research-based questions about their wellbeing and emotions daily. It takes 30 seconds. School Day App can be used to share information about wellbeing-related topics.

[Read more](#)

[Visit the website](#)



Good Energy At Home.

## GoNoodle @Home

### United States

GoNoodle: Good Energy at Home offers free: movement, yoga, and mindfulness videos, downloadable curricular activities, recommended off-screen home activities. Activities will be updated weekly, and parents can sign up to receive updates via email. We also include links out to other resources from other companies in an effort to share the best available resources with parents.

[Read more](#)

[Visit the website](#)



Otsimo is democratizing access to special education & speech therapy through its leading game-based learning apps.

## Otsimo

Ankara, Turkey

In the US alone, the CDC identifies one in 68 children as diagnosed on the autism spectrum disorder (ASD). Otsimo is democratizing access to special education & speech therapy through its leading game-based learning apps, teaching children core skills vital to cognitive and behavioral development. Its direct-to-family model makes it affordable, accessible and easy-to-use.

[Read more](#)

[Visit the website](#)



Want to improve classroom engagement and results using a tool children love?

# Kahoot!

Oslo, Norway

A game-based learning platform that allows educators to create fun learning games in minutes. Students take part in games at school or at home and can even create their own. Kahoot's mission is to unlock the deepest potential of every learner, regardless of age or context, by making learning fun, magical and engaging through games.

[Read more](#)

[Visit the website](#)



Scratch engages millions of children around the world in coding and sharing projects to express their ideas and develop their creativity.

# Scratch

## United States

Scratch is a free creative coding platform and online community that allows children of all ages to code, share, and remix their own stories, games, and animations. Scratch is translated into 50+ languages and available both online and offline. There are hundreds of thousands of educators around the world who are using Scratch in and out of classrooms and across the curriculum.

[Read more](#)

[Visit the website](#)



Learn a language for free. Forever.

# Duolingo

## United States

As we all scramble to cope with the rapidly-changing Covid-19 situation, many of us are suddenly taking on roles as full-time caregivers and stand-in teachers. With schools and universities worldwide switching to online learning, you might be asking yourself how you can make the best of your favorite language learners' time at home. We can help!

[Read more](#)

[Visit the website](#)





**Bold initiatives  
that can be used  
as inspiration**



Ensuring Quality Education for All at Scale.

## Broadcasting Nationwide

Global

Countries and organisations around the world are using their resources and reach to ensure that quality education for all is being met while taking into account the different needs and resources accessible to each child & young person. The following solutions have partnered with a nationwide organisation to share educational resources accessible to all students.

[Read more](#)



A computer for everyone (Kaikille Kone) is donating computers to students in need.

## Businesses Helping Meet Education Needs

Helsinki, Finland

The aim of the campaign is to provide equal possibility for every student to access online and distance learning solutions by providing donated computers for students in need.

[Read more](#)



Borders may have closed, but hearts are still open.

## Virtually Connecting With The World

### Online

Social distancing doesn't have to mean socially disconnecting. Educators, families and students around the world are using the medium of online meeting platforms to connect, share and learn about each other's lives, cultures and desires. Easy to use ideas by Love for Elderly and Link Online Learners!

[Read more](#)



Professional development for educators navigating the current state and future of education.

## Educating Educators for the Future

### Global

The change from in-school to online and remote learning has been quick, drastic and unprecedented in the world of education. We have seen the educator community come together by sharing resources, expertise and tips to make this transition as simple and easy as possible. The following practices engage educators to learn, connect & adapt to the current and future needs of their students.

[Read more](#)



Governments hold press conferences on Coronavirus exclusively for children.

## Politicians Addressing Students

### Norway & New Zealand

Press conferences for children were held by Prime Minister of Norway, Erna Solberg and Prime Minister of New Zealand, Jacinda Ardern to answer the questions and concerns of children during this uncertain time.

[Read more](#)



Community movements that have captured our hearts and uplifted our spirit!

## Bringing Communities Together

Global

Kindness and community spirit prevails! The following movements show that despite the circumstances, morale remains high and students, teachers and parents alike are coming together to support one another regardless of physical distance. From art displays in windows to no contact scavenger hunts, these activities highlight that we are in this together & keep up the good spirit.

[Read more](#)



Solutions & ideas for helping access children with limited resources.

## Reaching Children & Students in Remote Locations

Norway & New Zealand

During this educational shift from school to home, how are we addressing the needs of students in remote locations with little to no access to connectivity? From providing educational content through Whatsapp, Facebook messenger to accessing online content offline, these innovative ideas are helping children and families connect with teachers and lessons in other ways than online.

[Read more](#)





# Andreas Schleicher Calls For International Collaboration & Entrepreneurial Teachers Amidst Covid19

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THE FOLLOWING PIECE IS EDITED FROM A DISCUSSION BETWEEN ANDREAS SCHLEICHER & SAKU TUOMINEN.

**BASED ON YOUR GLOBAL RESEARCH & PERSONAL EXPERIENCE IN EDUCATION, WHAT DO YOU SEE AS WORKING OR NOT WORKING AMIDST THE COVID19 CRISIS?**

In this unprecedented time of school closures, there is definitely a growing reliance on technology-based solutions and they do work for those children who have access and for teachers who know how to use them. For many children and teachers, I believe this period can be liberating and exciting. However, based on some of our recent studies, one in ten young people don't even have a desk to study at home, let alone access to computers or the internet. Additionally, only about 50% of teachers worldwide feel comfortable or have experience in digital teaching & learning. Many teachers are often seen replicating a traditional lesson on a computer, which showcases their lack of familiarity or comfort with digital pedagogies.

Despite the global education communities creating amazing solutions, my major concern is around not reaching all children, especially ones in low-resourced settings or at homes that lack support and commitment. In my experience, the most impressive example of an at-scale solution to remote learning comes from the heart of the outbreak, China, where the local authorities have succeeded to put 50 million learners online within a month. What makes it special is that they didn't rely on broadcasting technologies but focused on building strong relationships between teachers and students within their system. They combined social and

digital environments in a way that reaches every learner. Ones they couldn't reach to digitally, they got school books delivered to the learners' homes. In this time of social distancing, social relationships need to be at the crux of everything.

**HOW CAN STRUGGLING COUNTRIES MANAGE LEARNING FOR ALL STUDENTS?**

It truly goes back to the teachers. If we again take the example of China, despite the infrastructure and resources flowing top-down, the teachers in the country are highly entrepreneurial in spirit. They are familiar with the digital world and most of the K12 content is generated locally. Similar to Japan, Chinese teachers have a strong culture of research where they spend many hours planning & collaborating with each other. They are not used to curriculum raining down on them but instead, are habitual about co-creating instruction and learning environments using a great enabler, technology.

For other countries to come out of this period successfully, one will have to focus on a culture where teachers are encouraged to be leaders, designers of innovative learning environments, co-creators, facilitators, and coaches for students learning remotely. Global educators who have these qualities, they find a way to work with technology and overall, with the pandemic. In fact, if we don't see systems encouraging an entrepreneurial spirit in their teachers, many countries will be seen to fail miserably.

**HOW DO WE TACKLE MASSIVE CHALLENGES AROUND THE LACK OF SUPPORT AND RESOURCES THAT SUPPORT LEARNING?**

It is too soon to share what is the best practice that is globally relevant, but one thing is certain - our teachers will have to take the lead. Teachers who have a tradition and culture of relating to individual students in and beyond their classroom will showcase best practices that we can all learn from. I believe they will take the responsibility to reach out to their students and support them in this uncertain time.

You might have well-minded parents but they don't always have the capacity to support their children's learning. Like many Japanese teachers who spend time building relationships with their students outside of classrooms, globally, teachers will have to extend their reach through digital tools to students' homes. In my view, teachers might be the only possible solution to massive inequalities that this crisis brings in our students' lives.

To offer a different perspective, though the pandemic has brought many challenges in education, it has also reduced inequalities. Not everyone in a classroom learns, at least not in the same way.

This situation has made one thing very clear – we won't be going back.

What is clear is that learners will become more demanding when they get back to school. They will tell their teachers how they learn best, from what they want to learn to how they like to learn, and teachers won't be able to deliver their teaching in a way they always have done in the past. Through this situation, we might be able to learn how to cater to much more diverse learner needs and be able to reduce the inequality that exists in regular schooling.

Once this is over, I believe and hope there will be more demands placed on education by students and their families.

#### **HOW DO WE BREAK DOWN SCHOOL BARRIERS AND CREATE BIGGER COMMUNITIES OF LEARNING?**

Absolutely! This is the time to break down old barriers.

This is the time when as a student you can choose your teacher, at least in the digital world.

You don't have to learn from the teacher who stands in front of you but you can learn from the teacher who is exactly adapted to your learning style. I think many young people will use this opportunity to get a much wider view of pedagogical strategies. This of course also requires local governments to play the role of an enabler and build platforms where children can access true learning opportunities. Right now, this is why the digital world works, as it is a platform that connects everybody.

One can also learn from countries like Singapore and Japan that have very strong professional learning communities within and across schools that are helping them to collaborate and engage in research, design, and evaluation of their offering in the current crisis. In Europe, it is not that easy to find similar at-scale best practices, but Belgium & Netherlands have found ways to beautifully balance professional autonomy & collaborative culture that is now allowing teachers and education communities to co-create and co-facilitate learning for their students.

#### **HOW DOES ONE OR SHOULD ONE APPROACH ASSESSMENTS AT THIS TIME?**

This is a good question. At OECD, we have discussed whether we want to focus our energy on this question and came to the conclusion that as of this moment, it is not our priority, especially in comparison to many other urgencies. However, if the crisis is to extend for a few more months, this will become a key question to ponder upon. We will have to reflect on how the digital world provides us the possibility to integrate assessment and learning. There is a lot of potential for not separating the two into two different activities, but to move to a state where good assessments become good learning. There is a possibility to capitalise on this but at this moment, I don't think we need to prioritise it.

#### **OVER THE COMING WEEKS, WHAT IS THE ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) LOOKING TO DO AND SHARE WITH THE GLOBAL EDUCATION COMMUNITY?**

Amidst this crisis, we have been working on multiple projects and resources to share with the global education community. Currently, we are compiling data from students & teachers worldwide to study what kind of pedagogies are prevalent in current environments and what enables digital learning. I have also published a blog on how teachers and school systems can respond to the Covid19 pandemic, which also revealed the need to focus on student-teacher relationships and teacher preparedness as even in western countries, the majority of teachers are not skilled at either.

Soon we will be putting out students' experiences in digital learning and insights from school principals on their own and their teachers' preparedness for this pandemic. We will be sharing which countries have been well prepared and which haven't. What has been surprising to me is that no country has been seriously engaging in collaboration internationally. This is why I think HundrED's work and long history of mobilising innovation is so important. Not many public-private partnerships have come out of this situation. Instead, there is a lot more public versus private divide.

I think this is the best time for innovative solutions to scale, maybe even across borders. At OECD, we hope to encourage sharing key learnings and resources across borders and look forward to collaborating with HundrED on their Spotlight on Quality Education for All During Coronavirus and find multiple ways to collaborate, share our learnings and act collectively.



## Amplifying Student Voice in Time of Disruption

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BY HUNDRED YOUTH AMBASSADORS FROM USA & FINLAND

Most deeply impacted are the world's children and young adults whose daily educational and social lives have been disrupted by the novel Coronavirus. While educators and parents around the world are actively collaborating, connecting and sharing their grievances on online and offline platforms, not many young people's voices have been amplified in these discussions. We asked our HundrED Youth Ambassadors how the Coronavirus has affected education provided in their local communities, how they are coping with this new normal and what suggestions or advice do they have for their schools and even parents or families to make them feel more supported.

Note: All responses are taken on 17th March 2020. Some of the school updates may have changed in the last few weeks of March.



**Ishani Ashok**  
16, USA

Schools in the Bay Area have closed since last week. And as of this week, all schools in the United States will be closing. At first, students seemed to be 'happy' about it, thinking it would be a nice break to regain our sleep schedule and mental health. But this was not the case. Many students are bored

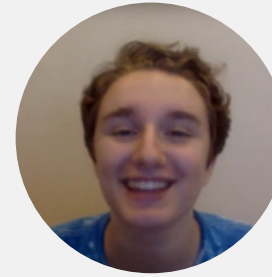
at home, not being able to see their friends, and overloaded with assignments. This is putting a major halt on everyone's education. Personally, my school is one of the last schools to start the school year, already putting us behind most other high schools. Due to the coronavirus pandemic, we have less school time this year than we normally do.

Currently, most of my teachers are assigning homework to turn in online instead, to keep fueling our learning. Though I have many resources to do assignments (such as a printer, laptop, and phone) I know many of my peers do not. They are having a hard time keeping up with the lessons and homework assigned. In addition to this, many students rely on the school to get lunch provided. Because of the school closure, they are not able to have a meal. Fortunately, many restaurants and fast-food chains such as Subway have stepped up to provide free meals to these students.

Through these hard times, it is refreshing to see the good in humanity.

Some practices that I wish my school would do include not assigning us with an overload of homework. All the teachers are currently assuming that we are on break and we don't have a lot going on. But personally, this is a very difficult time for me because of all the uncertainty and it would be nice for our teachers not to give us homework thinking that we are on break. Since all the teachers are individually thinking the other teachers aren't assigning us homework they are assigning us more homework than we usually get. For example, in my History and English classes, we used to never get homework but now I'm getting more homework from these classes than my Math and Science classes.

The little things that teachers can do would be to talk to us about what's happening and reassure us that we are not alone.



**Liam Davis-Bosch**  
17, USA

I live in New York but go to school internationally. The coronavirus has impacted my life in both of these areas. I was supposed to finish my year and graduate in Greece which is currently being postponed and possibly canceled.

The thought that I might not see my friends again, who live all around the world, devastates me and is something that I am having a hard time grappling with.

This virus has altered my and so many other school age kids lives and it is anything but fair though is something that we will have to get through regardless of how difficult it may be. In New York City the coronavirus has impacted things drastically. Despite the high number of cases and lack of testing available, public schools have still not closed. People are understandably very angry about this. One argument that I believe is valid and we need to take into account is that we are putting at risk children without a place to go in the day and a lack of breakfast and lunch. I believe we need to follow the example of parts in North Carolina and other places who decided to close the school but have a drive through which supplies meals for children.

I would say that right now we need to band together and take all precautionary measures to make sure that we don't go past the limit that hospitals and health care workers can handle and these precautions need to happen sooner than later. I think that it is easy for able bodied and not vulnerable populations to say that it will be fine but they are not those who will be impacted hardest. We need to look out for the elderly and young, people with chronic illnesses, and those that have underlying conditions. This means staying home and stopping the spread of this virus while we can.

We need New York City and the Department of Education to support us in this by following the lead of so many other countries and cities and close to protect our children and citizens.



**Ruhan Anjan Kartik**  
16, Finland

Finland has declared emergency, schools are closed until the 13th of April, a pandemic has struck the whole world. Let's break this down to find out what is actually going on, for the situation is neither desperately lost or decisively won.

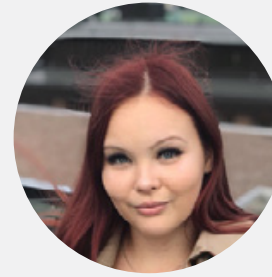
I always believe in going day by day, which is a rule many can attest I have lived by, because whether Coronavirus or not, life will move on, and one has to look positively at every opportunity and discussion, because the crux of this issue is reducing fear and taming oneself to become domestic for a while, even though the lions may not fancy it.

The current situation stands with learning moving online on the academic side, and with seniors being demanded to give their matriculation exam within a week and many technical difficulties as well as moral ones for the other students, many may claim that we stand poorly.

I have always looked at squeezing the good out of the bad, and many might feel I am squeezing a dry towel, but in reality, it is damp.

From this, I learn how countries and leaders, be it developed, under-developed or whatever, react to such a situation in order to ensure the safety of their citizens. I learn the art of having a meaningful conversation or discussion without physical nearness. I learn how to become more flexible to be able to better adapt to the situation at hand, and how collaboration need not be done holding hands together, yet also by holding hearts.

Many suffer the impending reality of not being able to travel, in order to be with their parents or aging family, and this is in fact more than unfortunate, however the closer we look at such issues, we realize it springs from an innate fear, not from viruses and germs. Now, fear is like electricity, we can tame it, but never should we play with it. There are small ways to do this, by making sure you and your kin take care of hygiene, eat healthily, and breathe the fresh air, when one is allowed to, to circulate positivity and thoughts that bring back joyful memories. It may not work for everyone, but as time goes by, we will find our method of mental healing, to tame this fear.



**Wilma Engström**  
18, Finland

All schools in the country are or are being shut down and education is now supposed to be provided online even for 1st-6th graders. Daycares/kindergartens are not being shut down but all kids that have the option to be home should stay with their families.

In Finland, matriculation examinations for the third-year highschoolers is what gets us into a university, which means they are the most important exams in our life so far. Due to corona we were first left in the dark as to whether we would get to write the exams and was last minute determined that they will be held a week in advance.

This completely ruined any kind of study plan that we had created for ourselves. Some students are even being forced to write six-hour long exams every day this week, which is extremely mentally challenging. Everyone is stressed and some of my friends are taking the decision to not write the exams at all as they need more time to focus on what's the most important.

Furthermore, we've received no kind of help or counseling from the school, though some schools have sent out an article on how to cope with stress.

I understand that the options are this or not to graduate (exams are compulsory so if you haven't taken them you don't graduate in the spring) and we all have to choose the better option among two bad ones.

Most of us are kind of disappointed to not get any kind of help or support from our schools in this awfully stressful situation.



# “Social Distancing” is the Wrong Phrase

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BY MICHELLE COVE, FOUNDER AND EXECUTIVE DIRECTOR OF MEDIAGIRLS, USA

It's an unsettling time, obviously. In addition to the actual virus, we are struggling to figure out how to adapt to many complicated situations in real-time. At MEDIAGIRLS, like a whole lot of places, we had to shut down our spring semester of programming. Our college Mentors are trying to figure out what to do and where to go with their campuses closing. As a parent, I'm waiting to hear each day if my child's school is still open. I'm thinking about my mother-in-law and stepdad, both in their 80s and hoping they are being safe.

Every person is dealing with stresses around this virus and trying to make challenging decisions. All of us. And I very much am thinking about millions of people, far more vulnerable than me, making choices far more difficult. Perhaps they're not getting to make choices at all.

When life goes into chaos, one of the most important decisions we can make is how we treat each other. Do we give dirty looks to the person at the grocery store who sneezes or coughs? Do we admonish someone we love for hugging a friend without thinking about the virus? Do we try to calm our anxiety by judging the way others are handling their own anxiety?

The media keeps throwing out the phrase “social distancing,” which makes me cringe. Physical distancing is necessary to avoid spreading the germs; I know that by “social distancing,” experts mean not getting too physically close to one another, especially in crowded places. But what we desperately need is social connecting. We need to take care of each other – and I mean on a global scope.

Let's use our media to care for ourselves and each other.

How? For one, we have to slip out of fear-mode and come back to the present so we can stay grounded. Here is something I posted yesterday on my private Facebook page, which you may or may not find helpful. It is based on words of wisdom I heard from Martha Beck, a best-selling author, life coach, and speaker:

PSA: Very important that we all try to stay present right now. All of fear is based on the future, and therefore impossible to cope with. It's not here. We are only equipped to cope with NOW. Look around you right now. You okay at this moment? Great. Take a few deep breaths. Rinse, lather, repeat and don't re-freak yourself out with the headlines. The world needs connection, empathy, and calm. And so do each of us.

At MEDIAGIRLS, we are all about teaching girls and young women how to harness the power of social media to lift one another up. When you think about what you've posted in the last few days, is the content helping your followers? Is it inspirational? Empowering? Positive? Kind?

It's possible you have gotten caught in the sticky web of fear, and been posting scary headlines or unleashing your anxiety with angry and/or judgmental posts. If that's true, you're far from alone. You can also correct it. I ask that moving forward, you – we – all take some deep breaths and really consider what media content we are putting into the world. Let's post with open hearts and clear intentions. This is a good time to check in with our kids – girls and boys – to ask them what type of content they are posting and whether it's nourishing or stressing others.

Let's get back to social connecting. For all we can't control right now, this is something we absolutely can.





# Changing the Script in the Time of Covid-19

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BY VISHAL TALREJA, CO-FOUNDER AND TRUSTEE, DREAM A DREAM, INDIA

Life has thrown an interesting curve ball at us with the CoronaVirus Pandemic and the subsequent lockdown of the country. I am sure each one of us is processing this unprecedented time differently and trying to understand what is happening to each of us and to the world around us. My partner recently shared [this interesting article](#) which can help each one of us understand how we are feeling –. Naming the feeling helps us understand and deal with it better.

As for me, I am currently at [Acceptance](#) and here are some of my reflections...

## THE POWER OF ART AND PLAY

In this time of the lockdown, as families are forced to spend more time together and learn to be with each other again, we are beginning to see the power of art and play in engagement, healing, connection and belonging. Let's not forget that Art and Play are helping millions of families get through each day with joy and love and the power of Art and Play in our lives is further validated. Books, Movies, Board Games, Cooking, Gardening, Music, etc are all forms of Art/Play that are helping us get through our days.

## IS ESSENTIAL ALSO VALUED

A lot of announcements from the government have been around assuring all of us, citizens, that essential services will continue to operate. These include departmental stores, hospitals, pharmacies, groceries, milk and other dairy products, delivery services, domestic help, basic public transport, water supply, electricity supply, garbage collection, etc. People working to provide these essential services are also at high-risk of contracting the virus and yet we find them work day and night to ensure regular life is not disrupted for us. I wonder if these are the valuable, critical and essential services then why are they not given the same importance during regular life. Why are they not paid higher salaries, accorded the dignity

that they deserve for the critical role they play in our lives. Isn't there something fundamentally wrong in the way our pay and income structures are designed? Can the new normal be that we learn to value providers of essential services and provide them the income that they truly deserve?

## NATURE HEALS

This worldwide lockdown has also been a blessing in disguise for Nature. Over the last few weeks we have learnt that Nature is resilient and has the ability to quickly heal itself. The number of people who are sharing that the air quality in our cities has improved, we can now see the bright blue sky, we can smell and feel the fresh air, we can hear the chirping of hundreds of birds and we can see the night sky with its million stars. We are learning that when we, as humans, can slow down, be still, rest for a while – nature gets an opportunity to also rest and heal. Isn't this the most amazing realization? Imagine, if all of us work only 4-days a week and the remaining 3-days we stay at home (like a lockdown) and give that time for Nature to bloom again, to rest, to heal. Or, what if all of us work only for 11-months and then for 1-month, we all become still. We go under a self-imposed lockdown. No holidays, no vacations, no malls, no buying – just learning to be still!

## I CAN HEAL TOO

As it is with Nature healing during this time. Can we see this time as healing for ourselves too? I personally am finding this time deeply valuable. My body has been abused with extensive travel and has become an always-on anxiety driven mode. Now, it is really enjoying this time of rest and healing for itself. I am getting a lot more restful sleep, I am waking up early and getting some quiet time to myself. I am cooking healthy breakfast and meals for myself and my family. I am reading books. Calling family and friends that I haven't called in years. Watching movies and catching my afternoon sleep without feeling guilty. I am beginning to understand and value life – To Be, To Live. I am learning to express deep gratitude for having a beautiful home, food on my plate, family and friends to share my life with and my healthy body that has endured all the abuse I have subjected to it over the years. This time of stillness and slowing down has also helped me manage my depression, my anxiety and my palpitations. I know and understand I speak here from a deeply privileged place. I hope the new normal, as we come out of this period, can be that each of us learn to value this for ourselves and for everyone else, irrespective of backgrounds of class, creed, caste, religion, etc. Nature is teaching us to slow down

and be still. Are we ready to accept this as the new normal in our world which will help each of us heal and also help nature heal?

### **CAN KIDS BE STILL TOO**

Another interesting observation has been how communities, well-wishers, educators, NGOs have responded to ensure kids don't lose out on learning during this period of the lockdown. Every day, I receive emails of resources that are now available online for parents and kids to continue learning, teachers who are running online classes, volunteers offering their time for online sessions. Tremendous resources to help parents schedule learning and playtime for kids, toolkits, pedagogies, etc. I have been deeply inspired by the generosity and resourcefulness that we all have shown to support our kids at this time. However, I see this differently. How about this becomes a time for kids to also learn to be still. How about embracing unstructured play, embracing boredom, embracing our children's ability to find their own creativity, invite imagination into their lives and learn to be with themselves, their thoughts, their dreams, and their imagination. When our kids learn to let go of busyness and embrace stillness, they will learn to also be still with Nature.

### **WE CHOSE LOVE**

It has also been amazing to watch how individuals and community groups have come forward to support each other in these difficult times. Neighbours reaching out to support each other, local volunteer groups supporting the vulnerable – elderly, children, those living alone – through grocery, medicine supplies, helping out with cleaning at home, emergencies, to connect with their children and loved ones, to spend time with them and to listen to their stories, etc. It has been amazing to see that the majority of the people have chosen not to hoard supplies and really ensure that all of us survive and thrive together. Also, observing people feeding stray dogs and cats on their streets has been deeply heartening and offering to foster animals. It continues to show that we have tremendous power for kindness and love and we can always, always choose love over hatred. Nothing like a good crisis to bring out the best of being human in us.

As I am having these reflections, I am also thinking about what newer and fresher narratives can we bring into the world so that we come back different from this crisis. How do we ensure that we don't go back to the old world, old us when this crisis is over. It will be an absolute disaster if we choose to go back to our

busyness, our apathy, our self-centered lives, our stresses and anxieties. It would be such a waste of this amazing deeply transformative experience that life has thrown our way.

Can the Newer, Fresher Narratives be...

*Around Care, Belonging and Community*

*Around Stillness*

*Around Slowing Down*

*Around Being*

*Around Kindness and Love*

*Around Lockdown as a cool thing to do to help us and nature to heal*

*Around the power of Art and Play in our lives, in learning, in connections*

*Around Regeneration beyond growth and sustainability*

# How to cooperate with us

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## 01 INNOVATORS

We offer visibility, encouragement and credibility innovators deserve and try to create meaningful connections with educators. Go here to submit your innovation today.

## 02 EDUCATORS

We identify thoroughly researched and impactful solutions to various problems, challenges or needs that educators have and help co-develop and implement innovations. Let us know how we can help by emailing us here.

## 03 PARTNERS

We partner with innovative corporations and foundations that are aligned with our mission of helping every child flourish through impactful innovations. If you are interested in sponsoring HundrED, a Spotlight project, or other potential partnerships, email us here.

## 04 FUNDERS

We have relationships with hundreds of highly impactful and scalable innovations, and we are happy to provide in-depth perspectives and introductions to any of them. Email us to share more about your funding priorities.

## 05 ACADEMY

The HundrED Academy consists of leading education stakeholders around the world who have expertise from a range of contexts and perspectives in education. Visit our Academy page to learn more.

## 06 AMBASSADORS

HundrED ambassadors is our thriving global community that helps identify innovations, help them spread while inspiring a local movement that collaborates, acts together and is ready to initiate change. Visit our ambassador page to apply.



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## **Do you want to organize a HundrED Spotlight?**

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

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

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

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

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

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