

Report 2021

FALLING  
WALLS  
FOUNDATION

# FALLING WALLS FUTURE LEARNING

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Edited by the  
**Falling Walls Foundation**

Supported by the  
**Berlin Senate**

The Governing Mayor of Berlin  
Senate Chancellery  
Higher Education and Research

**BERLIN**



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## FOREWORD

In 2020, Falling Walls established the category “Future Learning” to capture the changes in the ways we teach and learn that the SARS-CoV2 pandemic would inspire. In 2021, the need to debate these changes, to make sense of them, and to make them accessible for all learners, is greater than ever. In Falling Walls’ annual Breakthroughs of the Year competition, Future Learning received nominations from 34 countries across all continents.

The past year has underlined the need to adapt to the changes the pandemic has imposed on our educational systems. It has made clear that not everyone has equal access to the new educational solutions devised during the pandemic. This has further underlined the need for a continued discussion around inclusionary efforts, and the adoption of learning innovations into a constantly changing global health situation and educational systems.

To address these needs, we should continue to engage with institutions from across the world to learn from our experiences and jointly identify

innovative and successful models of teaching and learning. We should also work towards solutions that are more accessible to a wider public, and in particular to marginalised communities.

Falling Walls Future Learning aims to collaborate with visionary minds in learning innovation. Using cutting-edge evaluation models, Falling Walls Future Learning aims to identify the most pressing challenges and most impactful drivers of transformation. Uniquely, Falling Walls Future Learning explicitly emphasises breakthrough solutions to educational and learning challenges across education sectors, borders, and disciplines.

With Falling Walls Future Learning, Berlin once more becomes an open place for the world to meet and foster dialogue, debate, and exchange knowledge about the learning experiences of tomorrow. We believe that an inclusive and vibrant community of practitioners and visionaries from across the globe can make significant contributions to the future of learning.



**ARMAGHAN NAGHIPOUR**

*Staatssekretärin für Wissenschaft,  
Forschung und Gleichstellung*

## SCIENTIFIC ADVISORS



### **BEN JANSSEN**

*OpenEd Consult, Netherlands*



Ben Janssen is the director of the independent consultancy and research firm OpenEd Consult in the Netherlands. His work focusses on social, economic, ethical and inclusive aspects of the digitalisation of education and learning. He has advised governmental and non-governmental institutions, organizations and companies in technical vocational and higher education, nationally and internationally.

He helps design, implement and evaluate educational strategy and policy, with a focus on open education.

Ben is affiliated researcher to the UNESCO OER chair at the Dutch Fontys University of Applied Sciences ICT, and senior expert at the German Research Institute for the Economics of Education and Social Affairs FiBS.



### **DOMINIC ORR**

*atingi at GIZ, University of Nova Gorica*



Dr. Dominic Orr is adjunct professor for educational management at the University of Nova Gorica, Slovenia, team lead at GIZ for a digital learning platform called atingi.org and, until recently, research lead at the learning platform Kiron Open Higher Education.

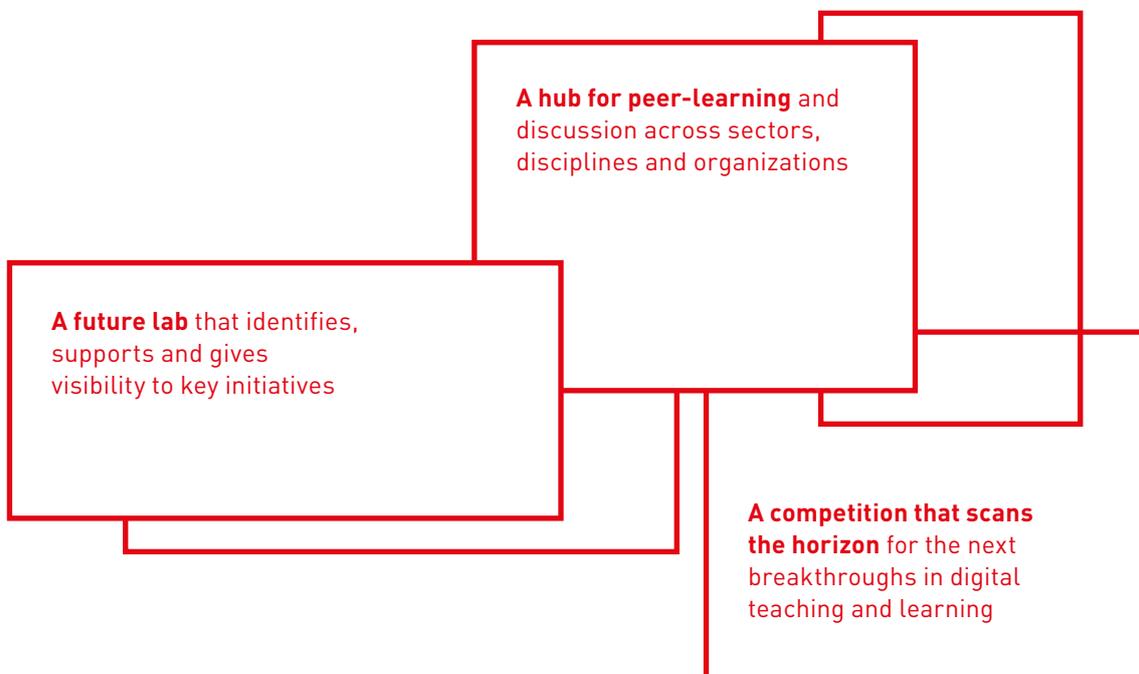
He follows and shapes educational reform through his work. In 2020 a publication he co-authored on the future of higher education in 2030 was published by Springer. He has worked as an external consultant for the OECD, UNESCO and the World Bank.

# FALLING WALLS FUTURE LEARNING AT A GLANCE

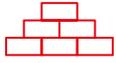
## WHAT WE DO

We work with visionary minds in learning innovation. Using state-of-the-art evaluation models, we identify the most urgent challenges and the most impactful drivers of transformation in learning and education. Together we build a shared vision of a world in which empowered learners have equal access to high-quality education and engaging learning experiences.

The future of learning can only be built collaboratively. We create events that involve inspiring actors and organisations across sectors and disciplines building supportive networks to help breakthrough initiatives grow and generate impact. Beyond this, Falling Falls Future Learning creates visibility for innovative learning solutions in order to foster dialogue and inspire others to support these initiatives and to adopt the new technologies and concepts into their own work.



## OUR NETWORK



**200+**

**LEADING LEARNING INNOVATORS & STAKEHOLDERS**

## GROWTH IN 2021



**71**

**APPLICANTS**

from 34 different nations and across all sectors



**60**

**SHORTLISTED FINALISTS**

from 16 different fields of innovation



**10**

**WINNERS**

from 8 nations and 21 fields of innovation



**1**

**BREAKTHROUGH OF THE YEAR**

selected by high-calibre peer-review and grand juries

## OUR JURY



**11**

**GRAND JURORS**

from 6 different nations



**24**

**SHORTLISTING JURORS**

from 13 different nations

# OUR IMPACT IN THE LANDSCAPE OF FUTURE LEARNING

## BROAD COVERAGE IN THE INNOVATION FIELD OF FUTURE LEARNING

In 2021, Falling Walls Future Learning curated projects in 21 distinct focus areas of focus across 9 different fields of innovation in the Global Learning Landscape. For our assessments, we make use of the critically acclaimed HolonIQ classification. Together with our scientific advisors and jurors, we thus ensure conscious scouting and curation efforts to identify the most relevant young initiatives in the international learning innovation landscape each year.

## WE MAP THE LATEST TRENDS IN FUTURE LEARNING

This year, our most recognised initiatives focused on four different themes which reflect the larger learning innovation landscape:

### Low-tech – let's focus on impact!

According to the World Bank “the best technology is the one you already have, know how to use, and can afford”. In many cases, such technologies are mobile phones (e.g., SMS-based solutions), radio, or television, that can broadcast educational content offline or with limited data. They may be approaches we would not expect to be calling “innovative” in 2021, but they are being used because of their superior scalability and their wider potential for impact. There is much to learn from such approaches for all of us (Friedman 2007). As Philippe Bihoux argues, we are entering “the age of low tech” (Bihoux 2020).

#### *Examples from our community:*

- **Rising on Air** (Rori) was determined by the jury to be the Breakthrough of the Year 2021. The core idea is a chatbot tutor harnessing artificial intelligence to deliver largely audio-

based personalised learning to any student on any phone.

- **M-Shule** combines SMS with artificial intelligence to reach offline or low-income communities with self-paced, interactive, and personalised resources, in order to help learners gain new skills and analyse data on their progress.

### How networks will help build new social relationships

Through proactively creating networks facilitating real-world interactions and learning experiences, students have the chance to learn new skills, discover passions, improve their job chances, and discover new career paths (Gross 2019). Online networks provide the chance for sharing of knowledge and experience between people who would otherwise not meet. In addition to sharing knowledge, networks can also provide support in organizing internships, career talks, or mentoring, to which students would otherwise have no access. Through this, students can build their social capital and break through social barriers.

#### *Examples from our community:*

- **ImBlaze** is “EdTech Software to Build Social Capital”. Its digital network makes it easier for schools to reduce the opportunity gaps of their students by providing access to mentors for internships, apprenticeships, and other real-world learning. The initiative’s vision is that an emergent role for schools is to cultivate long-term professional relationships for students while engaging young people with relevant real-world learning.
- **CommunityShare** recognises that not all students and schools have equitable access to community adults and resources. Young people from the top socioeconomic quartile report having nearly double the rate of non-family

adult connections compared to youth from the bottom quartile, putting lower-income youth at a disadvantage accessing mentors, internships, and other opportunities that can lead to advancement in the labour market and society. Its online platform or “human library” matches educators with community partners – parents, scientists, artists, entrepreneurs, organizations – who serve as mentors, project collaborators, internship hosts, etc. to catalyse multi-generational, real-world learning experiences in learning ecosystems.

### Learning labs - a hybrid learning experience to foster innovation

Fablabs and maker spaces create a place and fosters a community where learning can take place. The link between digital learning opportunities, hardware accessibility and a community of peers means that such spaces can be accelerators of new social and commercial ideas. Connecting such learning labs worldwide multiplies their potential. They can also simply be highly motivating, rich learning spaces, which explains a renewed interest in such spaces after many learners and educators had their first experience with distance learning during the Covid 19 pandemic.

#### *Examples from our community:*

- **TakenoLAB** is an ICT Academy and Tech Hub based in Dzaleka Refugee Camp, Malawi. TakenoLAB provides the camp and its surrounding communities with access to a wide range of training opportunities and technological platforms to learn and practice software development. With enhanced digital skills, students of TakenoLAB programs can increase their employability and access a growing market of online jobs.
- **Remote Lab Lecture** consists of three parts: a remote-lab, video lectures and program code. The remote lab is a hardware system with a programmable digital circuit that can be accessed over the internet. The video lectures give learning content, information on using the lab, and suggestions for exercises. The programme code gives templates and starting points for lab usage.

### Recognising and supporting the power of learning in the wild

Technology enables us to learn anything anywhere; this is often characterised as “learning in the wild” (Learning in the wild 2010; Kumar et al. 2018). We are in a situation where there is an abundance of learning content, but there remains a lack of high-quality learning experiences. Part of the “build back better” approach as we look back to the strengths and weaknesses of online learning is to recognise that students have been partly adopting new learning pathways outside of formal settings, since access to these forum settings was severely limited. It is the task of a learning setting – whether that be the classroom, a digital learning platform or for curators of learning experiences – to support and build on this potential for growth. This approach puts students in the driver’s seat.

#### *Examples from our community:*

- **Agora schools** believe that learning goes into overdrive if you adapt to what students want to make, do or learn. They state that everything in the world that’s worthwhile to investigate, make or develop can be a personal starting point for learning.
- **Wandering Challenge** inspires young people to step out of the classroom and explore their purpose in the world. Students start at an opening ceremony for team building, then they are given a mission booklet to embark on a three-week journey of exploration, and at the end they come to a closing ceremony for guided reflection activities. The aim is that through the challenge, young people develop a sense of purpose and responsibility to make the world better.

**OUR CORE FOCUS: ACCESSIBILITY**

Themes of accessibility were present in almost all our submissions this year: Our most successful initiatives often provided access to education, educational resources and educational infrastructure, so that people can learn, from self-paced to structured. With this focus on learning innovation as inclusionary effort, we position ourselves as advocates for the enablers of education for all.

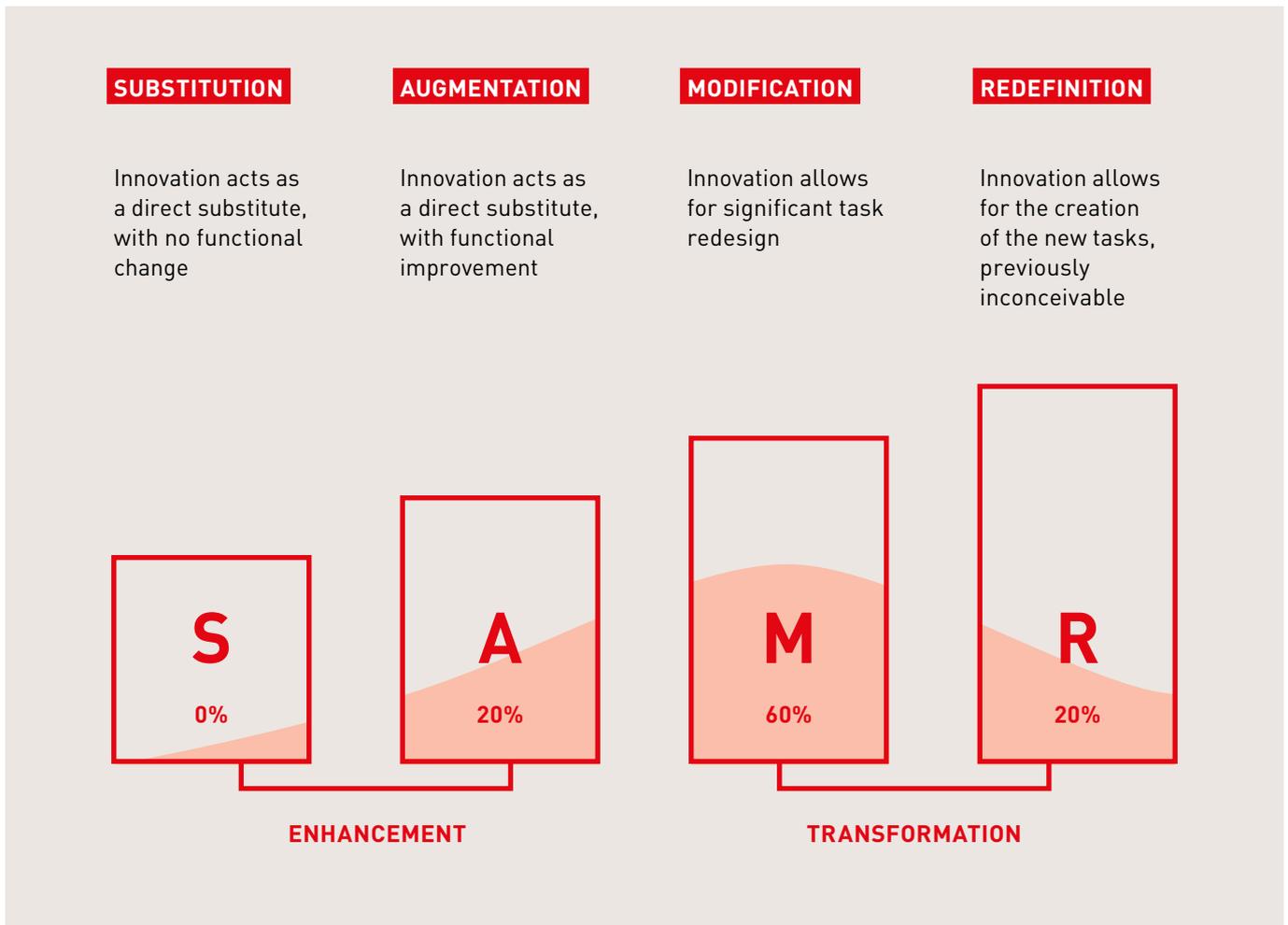


Total **71**

Distribution of all nominations according to the HolonIQ classification, an open taxonomy for the future of education.  
Source: <https://www.globallearninglandscape.org/>

### OUR WINNERS BREAK DOWN WALLS TO A BETTER FUTURE FOR ALL LEARNERS

With the help of the SAMR Model, we pay special attention to the type of impact that our submissions generate. In doing so, we strive for a coverage across all levels of impact, but particularly recognize initiatives that break down walls towards a better future for all learners. Falling Walls Future Learning unapologetically puts impact – realized or potential – first, and carefully evaluates all initiatives accordingly. The winners who we celebrate at the end of this process are sure to improve the lives of many learners significantly.



SAMR model, depicting the impact types of our 2021 Winners in Future Learning. Source: <https://www.edutopia.org/>

## 10 EXTRAORDINARY WINNER INITIATIVES



### BREAKING THE WALL TO AI-POWERED PERSONALISED LEARNING FOR ALL

**GEORGE COWELL**

*Rising Academy Network*



Education is key for economic advancement as well as social stability. However, providing quality education is especially challenging in countries that lack infrastructure, learning materials and trained teachers. UNESCO estimates that 617 million school-age children around the world finish primary school without having attained basic literacy and numeracy. These deficits have compounding effects, because without basic skill mastery, students cannot learn from books and are severely restricted in civic participation. George Cowell is the International Director at Rising Academy Network, a B Corporation that

delivers education to more than 50,000 children in Sierra Leone, Liberia, and Ghana. In addition to their low-cost private schools and government partnerships, Rising Academies are building "Rori", a chatbot tutor that harnesses AI and engages audio to deliver personalised learning to any student on any phone. At Falling Walls, George spoke about the importance of low-tech solutions in making education accessible for everyone. He told the story of how millions of students may be able to receive engaging foundational content through ubiquitous technologies like SMS and WhatsApp.

→ **BREAKING THE WALL OF UNEVEN ACCESS TO SOCIAL CAPITAL**

**DAVID BERG**

*ImBlaze (Big Picture Learning)*



ImBlaze is an EdTech platform built by Big Picture Learning, with the mission of disrupting traditional secondary education to allow for the adoption of real-world learning as a core part of school. ImBlaze makes it easier for schools to reduce the opportunity gaps of their students by providing

access to mentors for internships, apprenticeships and other real-world learning. ImBlaze enables schools to track new measures of student success around the development of their professional networks and outside-of-school learning.

→ **BREAKING THE WALL TO TECHNOLOGICAL EDUCATION FOR MARGINALIZED COMMUNITIES**

**REMY GAKWAYA**

*Technology Learning And Building Solutions (takenoLAB)*



TakenoLAB is an ICT Academy and Tech Hub, providing its communities with a wide range of technological platforms on which they can learn and practice software development. The introduction of online jobs is also allowing people to solve their problems. Their main focus is advancing the

technological status of marginalized communities. TakenoLAB helps to close the technology gap experienced by underprivileged communities by empowering both refugees and rural communities in Malawi, and in Africa as a whole.

→ **BREAKING THE WALL TO TEACHING CODING IN DEVELOPING COUNTRIES**

**JEAN GREYLING**

*Nelson Mandela University*



In South Africa - as in many other countries - there is a desperate shortage of Software Developers. 16000 of our 25000 schools do not have computer labs. Consequently, millions of learners from mainly disadvantage communities are mainly unaware of the lucrative career opportunities in the field. TANKS was a postgraduate project

conducted by Byron Batterson in the Department of Computing Sciences at Nelson Mandela University. TANKS makes use of customized tokens, a mobile app and image recognition to introduce learners to coding concepts that would be taught in a typical introductory programming module at university.

→ **BREAKING THE WALL TO DEAF STUDENTS  
DESIGNING THEIR OWN SOUNDS**

**TATSUYA HONDA**  
*Fujitsu Limited*



Tatsuya and his team developed Antenna, a user interface that can be attached to the hair, earlobe or neck to feel the characteristics of sound through vibration and light. As of June 2021, Antenna has been installed in more than 80% of schools for the deaf in Japan, and is used for speech and rhythm practice. In December 2020,

Tatsuya and his team built an environment where the colour and intensity of Antenna's light and vibration can be programmed, and made it available free of charge to schools and educational institutions for the deaf. This way, they are allowing deaf school children to program Antenna in a way that suits their daily challenges.

→ **BREAKING THE WALL OF ACCESS  
TO ART EDUCATION**

**JIGYASA LABROO**  
*Slam Out Loud*



Slam Out Loud is a non-profit that uses the power of visual and performing arts (like theatre, storytelling, spoken word poetry) to build creative confidence skills like communication, critical thinking, and empathy and awareness on social issues in children from disadvantaged communities. Their

in-person programmes that place artists in classrooms and enable teachers to bring artistic opportunities to their classrooms reach out to 50000 children in India. Additionally, their online programmes currently reach 4.7 million children, across 23 Indian States and 19 countries

→ **BREAKING THE WALL TO SKILL-BUILDING FOR  
SUB-SAHARAN AFRICA**

**CLAIRE MONGEAU**  
*M-Shule*



M-Shule is the first personalized knowledge-building platform in Africa to connect learners to tailored learning, evaluation, activation, and data tools over SMS. Meaning "mobile school" in Swahili, M-Shule combines SMS with artificial intelligence to reach offline or low-income communities

with self-paced, interactive, and personalised resources to power their success. Schools and programs leverage this award-winning approach to help learners gain new skills and analyse data on their progress.

→ **BREAKING THE WALL TO A LEARNING-ECOSYSTEM FOR MIGRANTS**

**CHRIS RICHMOND NZI**

*Mygrants*



Migrants represent 3,5% of the world population and produce more than 10% of the GDP. Lack of evidence (identity, background, work experiences, languages mastery, credit history) leads to a lack of access to key services. Chris and his team believe that data is crucial for designing, implementing and evaluating policies that can generate substantial economic, social and humanitarian

benefits for both host countries and immigrants. Mygrants is the first web-app based on micro-learning specifically designed and developed to provide migrants through 8,500 thematic quiz modules in 3 languages with fundamental services including information, training, access to credit, and career placement.

→ **BREAKING THE WALL OF IMPEDING READING BARRIERS**

**BRAD TURNER**

*Benetech (Beneficent Technology Inc)*



Brad and his team have developed Bookshare, a non-profit global eBook service for people with reading barriers. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for

school, work, or the joy of reading. Members can access over a million titles, spanning 50+ different languages, and read their way with specialized formats, including Braille, large font, audio, audio + highlighted text, and more.

→ **BREAKING THE WALL TO CHALLENGE-BASED EDUCATION**

**SUNNY YANG**

*M-Shule*



Sunny and her team designed the Wandering Challenge. This innovative programme encourages students to step out of school, make the city their classroom and create meaningful learning and growth through interactions with the real world. The missions that students go on

encourage them to step out of their comfort zone, challenge themselves emotionally and mentally, ask themselves soul-searching questions, and listen to marginalized groups to comprehend the needs in the society.

# FUTURE LEARNING FINALISTS 2021

**Alfred Senesie**

*Sierra World Of Experience*

**Alina Loth**

*University of Cambridge /  
Berlin School of Public Engagement  
and Open Science*

**Ana Maria Londoño**

*Rivera EAFIT Children's University*

**Andrea Giovanni**

*OKPROF*

**Andrea Carolina Castillo Piedra**

*Amarkai*

**Antonio Canchola**

*Repositorio Latinoamericano de  
Convocatorias Educativas*

**Apurva Ashok**

*The Rebus Foundation*

**Armen Kroyan**

*intelino*

**Aurea Bonitez**

*San Mateo National High School*

**Beatriz Burg Viana**

*Independent*

**Bill Thompson**

*Young Storytellers*

**Catherine Gladwell**

*Jigsaw Consult*

**Chinaza Nwanekezie**

*Mater Amabilis Secondary School*

*Umuoji, Anambra*

**Christian Franck**

*Swiss Federal Institute of  
Technology Zurich (ETH Zurich)*

**David Blair**

*University of Western Australia*

**Despoina Korentini**

*Hellenic Mensa*

**Eric Vondee**

*My Home Teacher*

**Gabriella Holm**

*Kognity*

**Gilson Schwartz**

*University of São Paulo*

**Ginie Servant-Miklos**

*Erasmus University College*

**Heike Wendt**

*Institute of Education Research  
and Teacher Education*

**Hussam Elbehiery**

*Vanrige University*

**Iris Grze**

*Technische Universität Wien*

**Jaap Versfelt**

*Stichting leerKRACHT*

**Janine Geijzen**

*SpaceBuzz Foundation*

**Jigyasa Labroo**

*Slam Out Loud*

**Jim Stigler**

*CourseKata / UCLA*

**Jimmy Masagca**

*PACIFICTECH RTIC CESSE, Inc./ BIOME*

**Josh Schachter**

*CommunityShare*

**Jovanna Nathalie Cervantes Guzman**

*Universidad de Guadalajara /*

*Atelier Organic*

**Kari Jordan**

*The Carpentries*

**Karl Rectanus**

*Learn Platform*

**Katanga Lidaou Ambroise**

*PEA 3.0*

**Kenji Suzuki**

*University of Tsukuba*

**Kgomotso Phatsima**

*Dare to Dream Foundation*

**Lee Chazen**

*Glider Cell*

**Lennart Moheit**

*Technical University Munich /*

*Deutsche Bahn AG*

**Lindsey Hendricks-Franco**

*Newton Room gmbH*

**Luciano Zickler Paz**

*SaveDopamine*

**Marco Winzker**

*Hochschule Bonn-Rhein-Sieg*

**Mariia Plotkina**

*Geek Teachers*

**Max Louwerse**

*Tilburg University*

**Maxie Großmann, Andreas Vogl,**
**Waya Shirkan**

*Freie Universität Berlin*

**Melanie van Halteren**

*CoVince Innovations B.V.*

**Mohammed Abagissa**

*Jimma University Institute of Technology*

**Moses Osabutey**

*Ghana Communications Technology*

*University*

**Nuru Luhindi**

*Little Innovators School*

**Pierre Dillenbourg**

*EPFL*

**Pihla Meskanen**

*Arkki International Ltd*

**Ravi Sreenath**

*Accelerated Learning*

**Rob Houben**

*Agora Roermond*

**Rosakebia Liliana Estela Mendoza**

*Nona 911*

**Sabrina Konzok**

*Kiron Digital Learning Solutions GmbH*

**Shahid Rehman**

*Gojri Language and Culture Society*

**Shogo Fukushima**

*The University of Tokyo*

**Tariq Fancy**

*The Rumie Initiative*

**Trace Pickering**

*Iowa BIG*

**Tshering Nidup**

*The Royal Academy*

**Vaishali Sharma**

*Young Tinker Academy*

**Vanessa Domingues Silva**

*Johannes Gutenberg Universität*

*Mainz*

**Wayne Mackintosh**

*OER Foundation*

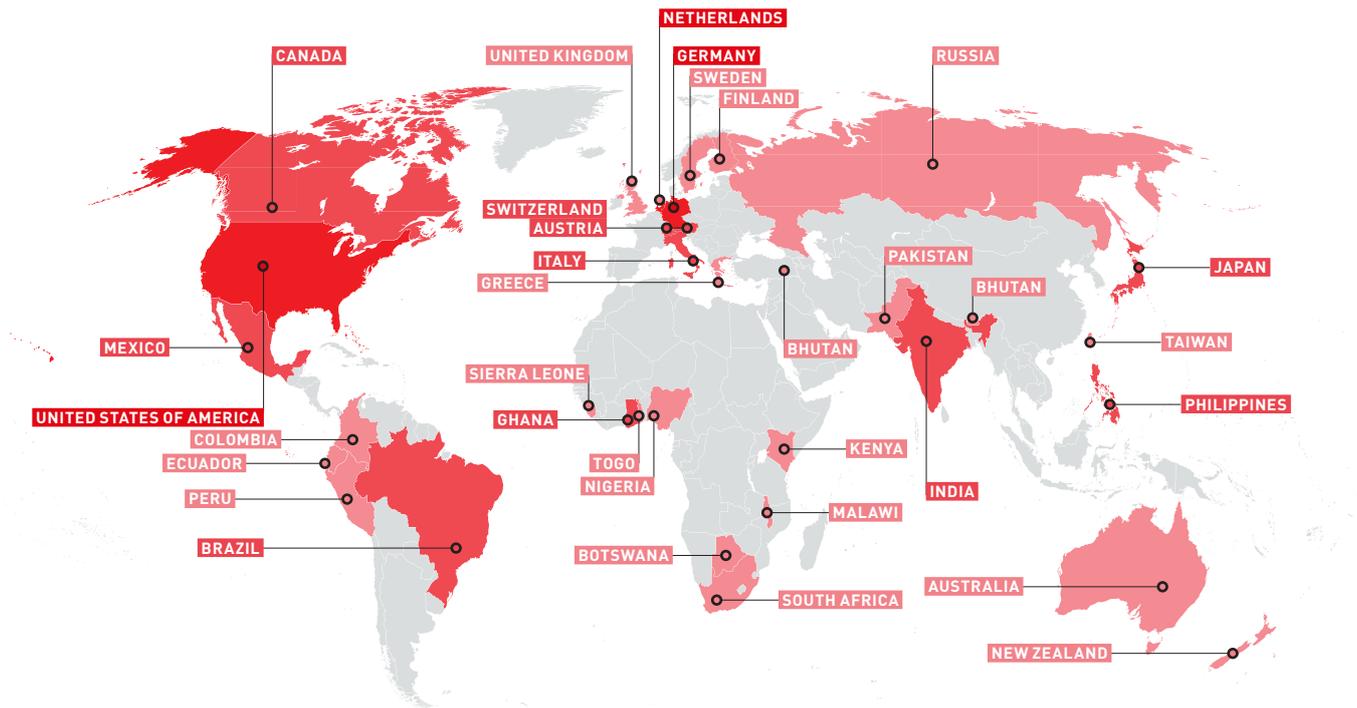
**Willy Dumaz**

*Büro für Sinn und Unsinn GbR*

# HOW WE FIND VISIONARIES AND SELECT THE BREAKTHROUGHS

## THE GLOBAL CALL FOR NOMINATIONS: FUTURE LEARNING SUBMISSIONS IN 2021

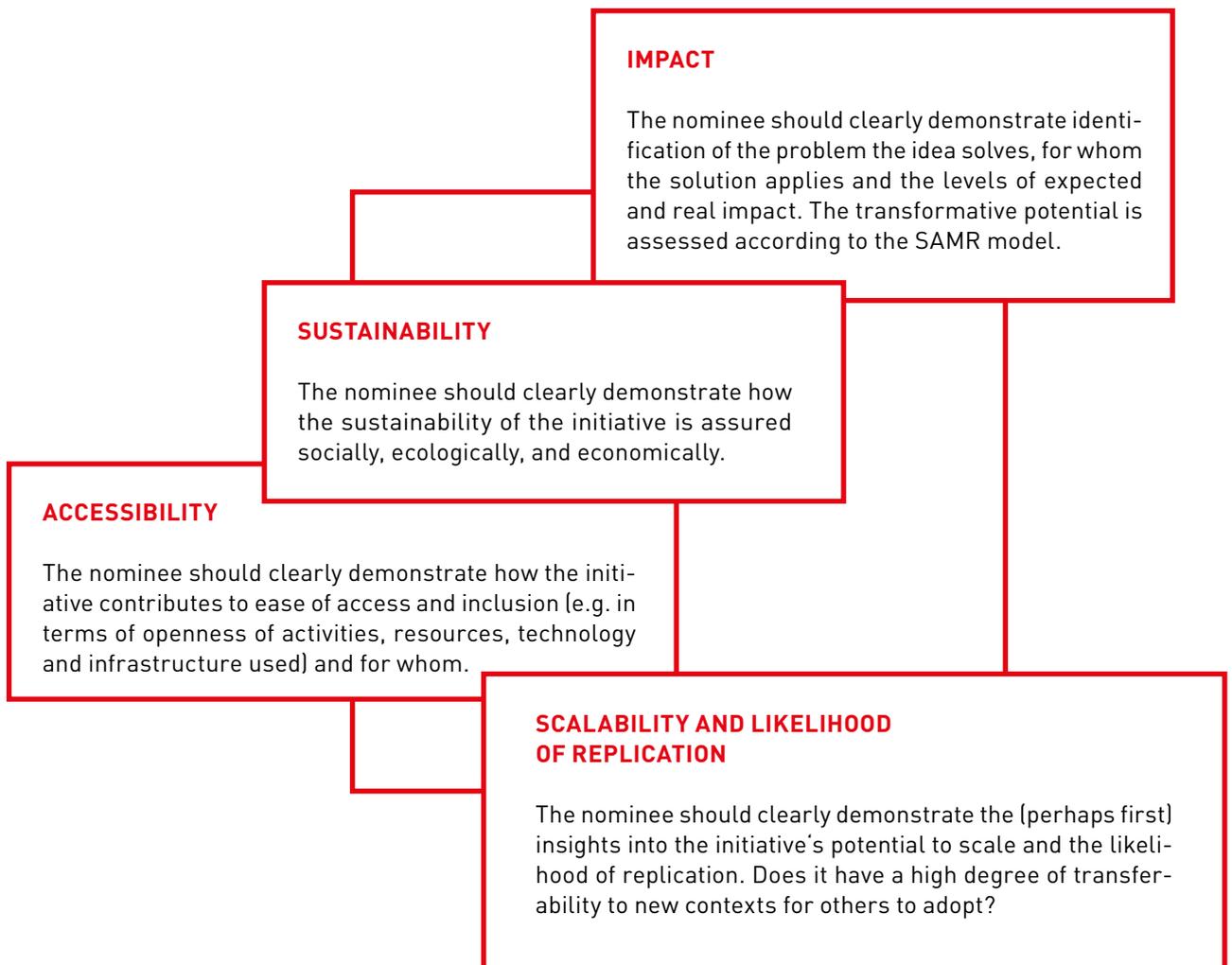
Every year, Falling Walls spreads a global call for nominations to find the most promising and innovative initiatives in the field of Future Learning. The global call is supported and shared by the many academic and corporate institutions that form the Falling Walls network and reach out to nominating organizations all around the globe. In 2021, submissions for Falling Walls Future Learning came from 34 different countries across all continents. We pay particular attention to draw in submissions from diverse cultural backgrounds, from underrepresented stakeholders in the so-called Global South and from marginalized communities.



●	>5	●	2-5	●	1
	Germany		Austria		Australia
	United States of America		Brazil		Nigeria
	Netherlands		Canada		Bhutan
			Ghana		Peru
			India		Colombia
			Italy		Russia
			Japan		Ecuador
			Mexico		Sierra Leone
			Philippines		Finland
			Switzerland		South Africa
					Greece
					Sweden
					Kenya
					Taiwan
					Malawi
					Togo
					New Zealand
					United Kingdom

### HOW WE SELECT OUR WINNERS

Our winners are selected through a sophisticated peer-review process and subsequent selection by our high-calibre jury. We evaluate according to the following criteria:



## OUR INTERNATIONAL HIGH-CALIBRE JURY

### WE SET HIGH STANDARDS IN OUR EVALUATIONS

Our Grand Jury is comprised of representatives from both the private and public sector. They bring a multitude of perspectives to the table, in order to scrutinize and painstakingly evaluate our submissions. As a result, the projects our jurors ultimately choose as Winners and Breakthroughs will not only depict a high level of social value, but also strong potentials to scale and to thrive economically.



**DEBORAH QUAZZO**

*Jury Chair  
Managing Partner,  
GSV Ventures*

**“THE BREADTH  
OF WHAT WE  
WERE LOOKING  
AT WAS TERRIFIC!”**

**BROR SAXBERG**

*Vice President, Learning Science,  
Chan Zuckerberg Initiative*

**JOY CHEN**

*US Chief Investment Officer,  
TAL Education Group*

**PHILIP REGIER**

*University Dean for  
Educational Initiatives and  
CEO of EdPlus,  
Arizona State University*

**MARIETTE  
DICHRESTINA-GEROSA**

*Dean,  
College of Communication  
at Boston University*

**BROR SAXBERG**

*Vice President,  
Learning Science,  
Chan Zuckerberg Initiative*

**MONIKA GROSS**

*Vice President for  
Digitalisation and Acade-  
mic Continuing Education,  
German Rector's Conference*

**PRAMATH SINHA**

*Founder & Chairman,  
Harappa Foundation*

**JULIAN OEI**

*CEO,  
Holtzbrinck Digital*

**MIKE SMITH**

*John H. Finley,  
Jr. Professor of Engineering  
and Applied Sciences,  
Harvard University*

**DOMINIC ORR**

*Adjunct Professor,  
University of Nova Gorica*

**NORIHISA WADA**

*Executive Vice President &  
Co-Chief Operating Officer,  
EduLab*

## OUR INTERNATIONAL SHORTLISTING JURY

### **Lene Rachel Andersen**

*Co-founder  
Nordic Bildung*

### **Eduardo Arechaga**

*Head of International Affairs  
Youth Council of Spain*

### **Sophia Bazile**

*Community Manager  
Futures Space*

### **Anastasia Chuneva**

*Co-founder  
Edtest Estonia*

### **Stephane Coillet-Matillon**

*CEO & Co-founder  
Kiwix*

### **Lynn Fiellin**

*Co-founder  
Playbl, Inc.*

### **Torunn Gjelsvik**

*Secretary General  
International Council  
for Open and Distance  
Education - ICDE*

### **Michael Holländer**

*Head of Section, Education,  
Vocational Education, and  
Labour Markets  
Deutsche Gesellschaft für  
Internationale Zusammen-  
arbeit IGIZ)*

### **Ben Janssen**

*Director  
OpenEd Consult*

### **Peter Kwasi Kodjie**

*Secretary General  
All-African Students Union  
(AASU)*

### **Thomas Kramer**

*Founder  
Ruimte Kunstenaars*

### **Anne Leiser**

*Scientific Adviser  
Global Learning Council*

### **Sean Michael Morris**

*Director  
Digital Pedagogy Lab*

### **Sarah Peers**

*Associate Professor  
NMITE*

### **Deepak Ramola**

*Founder & Artistic Director  
Project FUEL*

### **Simone Ravaioli**

*Director, Strategic  
Partnerships  
Digitary*

### **Chrystina Russell**

*Senior Vice President &  
Executive Director  
Global Education  
Movement*

### **Beatriz Soler**

*Head of Secretariat  
European Students' Union*

### **Kees Spijker**

*Director  
The New School for Infor-  
mation Services*

### **Paul Stacey**

*Executive Director  
Open Education Global*

### **Danielle Thibodeau**

*Education and Learning Adviser  
Queen Mary University of  
London*

### **Tanja Urbancic**

*Dean of the School of Engineer-  
ing and Management  
University of Nova Gorica*

### **Alexandra Whittington**

*Futurist  
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# OUR CONTRIBUTION TO THE FUTURE OF LEARNING

## **HORIZON-SCANNING: WE IDENTIFY TRENDS IN THE LEARNING LANDSCAPE**

In our research and scouting efforts, we constantly scan the landscape of Future Learning for new trends, developments, and initiatives. Specifically, we identify drivers of change, which makes the urgency of some problems stronger than others and some future solutions more likely than others. Our evaluations and analyses of the initiatives we curate are fed back into our community through presentations, reports, and various communication efforts.

## **FUTURE LAB: WE INSPIRE SYNERGIES BETWEEN PROJECTS**

Falling Walls Future Learning not only curates high-impact initiatives but facilitates exchange between them. Through our annual Global Call for Nominations, we build an ever-growing alumni community that supports and inspires each other. We specifically look for breakthrough projects across the whole spectrum of education and learning, from formal to informal, so as to allow for a diversity of perspectives on shared problems. This results in unexpected synergies and partnerships that would otherwise not have happened.

## **PEER-LEARNING AND DISCUSSION: WE FACILITATE CHANGE**

Falling Walls holds a large transdisciplinary network of scientists, industry leaders, political stakeholders, and academic institutions. At Future Learning, we inspire and facilitate exchange between these actors and our curated initiatives. This creates debates about the future of education and learning, and the catalyst role that, for example, digital technologies can play in this. We open up these debates as much as possible in order to involve learners, teachers, and the wider public. This way, we not only create synergies between actors at the periphery of the mainstream but also feed these debates back into, for example, the formal education systems. We allow for debates around constraints, regulations, routines, and resources, and we advocate for change through the best practices we curate in our network.

**“THERE IS NOT ONLY A NEED FOR NEW TECHNOLOGIES, BUT ALSO FOR NEW IDEAS ON HOW WE LEARN, AND TEACH THE JOY OF LEARNING – AND FALLING WALLS HAS THE CAPACITY TO DO THAT.”**

**HILLIGJE VAN'T LAND  
SECRETARY GENERAL, INTERNATIONAL ASSOCIATION OF UNIVERSITIES**



**WHICH ARE THE NEXT WALLS TO FALL?**



## YOUR CONTRIBUTION TO THE FUTURE OF LEARNING

Falling Walls believes that open-mindedness, international exchange, strong networks, and mutually synergetic connections are prerequisites for breaking down the walls of global challenges. We invite you to work with us on enhancing academic excellence through worldwide, interdisciplinary cooperation and building the future of learning.

Share our Global Call for Nominations, take part in our events and conversations, support our selection processes, nominate your innovators to present on our stages, and help us find the visionaries of learning innovation all around the globe. We would be delighted to curate your initiatives, and to create visibility and positive impact for you along the way. We invite you to become a partner, supporter, and member of the Falling Walls Future Learning network.

**Let us build a better future for learners and educators all around the globe and enable the breakthrough problem-solvers of tomorrow!**



**JÜRGEN MLYNEK**

*Chairman*

*Former President,*

*Helmholtz Association*

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This report excerpts findings of a larger  
study that can be found **here**.