



EDTECH MINDSET

YOUR MUST-HAVE EDTECH GUIDE TO THE FUTURE

MindCET Universe | DECEMBER 2023 |





September
22-26
2024

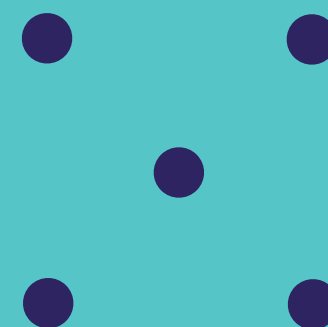
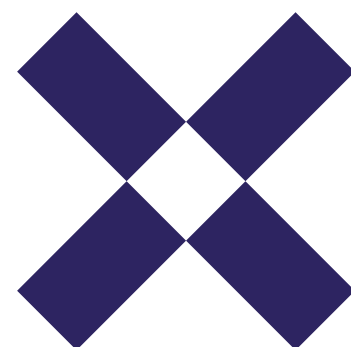


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Images: pg. 2-3 **Rotem Peleg**; Backcover **Rotem Peleg**; pictures **Sefi Shlevin** (pg. 5, 6)

THE EDITORIAL

MindCET Team dedicates this issue to our colleague Judith Weinstein Hagai, יו"ר, a good-hearted, kind, full-of-life educator who devoted her professional life to the wellbeing of students. She developed with us an app "Class Relax" so kids could exercise mindfulness every morning, together, in their classrooms. Judith and her husband were brutally kidnapped and later murdered, on Saturday, October 7th, 2023, as they enjoyed their morning walk.

2023 has been the most challenging year for MindCET EdTech Innovation Center. From one hand, it marked its 10th year of relentlessly transforming the way educational solutions are conceived and meet their users, and, on the other hand, it proceeds with resilience while overcoming a tough reality triggered by the horrific terrorist attack on its country, Israel, on October 7th.

This issue provides a snapshot into the different Edtech solutions interacting with the MindCET Universe during 2023. MindCET brings together all involved in meeting the emerging and ever-changing needs of the learner of the Digital Age, by enabling the entrepreneurial culture to lead the process. Bringing the learner as the main part of the process, connecting, innovating, sharing, exploring, developing, working with hard-fun, daring to transform, and kindly involving all interested partners from throughout the world, have marked our journey. But, most of all, MindCET Universe is about its people, who are committed to make the lives of learners, all learners, a good experience - an experience that motivates them to lead a world of respect, tolerance, community living, and kindness.

Hoping you get inspired
Dr. Cecilia Waismann
ceciliaw@cet.ac.il

JW





From a Startup Machine to an Ecosystem

The Outline of MindCET Universe

by **Avi Warshavsky (Founder and CEO of MindCET)**

This issue is dedicated to EdTech solutions that were part of the MindCET Universe in 2023, based on its wide range of activities which together produce dozens of solutions every year. But before we dive in and meet the heroes of this issue, a few words about how the “MindCET Universe” is built and the principles that guide it. To get a good picture of these principles, we need to take a step back and look at the movement that MindCET is part of - the movement of startups offering new solutions for the world of education, solutions that provide an alternative to the existing world. Zooming out even more, we can see this movement in the broader context of the information revolution. The information revolution and the profound changes that the internet and surrounding technologies have brought are a

direct continuation of the momentum that began with the outbreak of the industrial revolution. A momentum that also brought the world the perspective of mass production aimed at millions of users, as well as the mindset of innovation. Why do we admire innovation? The term “innovation” is loaded with emotional and judgmental charges. Many cultures have seen and still see innovation today as having a negative value load. Chinese cultures and certain streams in the Jewish tradition sanctified the ancient, anchored in tradition, and resisted the new; the slogan of the Federalist Party in the 19th century in the United States was “Enemies to Innovation.” A significant turn is seen in the 21st century’s western culture, when innovation has become a founding cultural value, a promise of economic growth and the vision of political, economic, and scientific leaders.

At the end of the 20th and the beginning of the 21st century, innovation is a kind of coveted stardust, and also at times a kind of tiring cliché. Like any value that becomes a cliché, we sometimes forget the importance of the core value, and only the expressions related to image and marketing remain. However, innovation embodies an important foundation and the fact that it has become a central value in our society carries great weight in the ability of society to correct itself and grow. If we try to break down what we call an “innovative solution” into its elementary components, we will see that we actually mean three complementary values: (1) Questioning existing solutions, the general approach to solving the problem we are looking at. (2) Proposing an alternative that embodies a different strategy for solving the problem we are observing. (3) Using products of technological, scientific or intellectual development that were not available to us in the past.

Entrepreneurs who develop innovative solutions in this sense are in a unique social position that combines two movements: they can question something that most of us take for granted, as a given, and they know how to identify a relevant technological opportunity that provides the basis for a solution. For example, the founders of Airbnb looked at the hotel world, a world that seemed the least likely candidate for disruptive innovation. They questioned some of the characteristics that we take for granted - for example, the assumption that a person looking for a vacation accommodation will prefer to stay in a dedicated space, where someone makes their bed, and they stay temporarily with other temporary residents in the same space. They offered an alternative - staying in “regular” homes within the regular urban context, and sometimes literally living with the hosts themselves. But the alternative they offered could not be realized without the maturity of several technologies, such as internet search capabilities, location-based applications, technological tools for privacy protection, and so on.

This combination of questioning existing reality along with harnessing current technological opportunities, has made the realm of innovative technological entrepreneurship the perfect space for what is called in Hebrew “tikun olam” (repairing the world) - an opportunity to change things in our reality, not only from economic motivations but also from a desire to solve problems and offer alternatives to general social challenges.

The Era of Methodologies

At the beginning of the second decade of the 2000s, the approach to the innovative development of disruptive solutions began to take on the characteristics of a

methodology. Entrepreneurs and management experts such as Steve Blank, Ash Maurya and Eric Ries turned these practices into a kind of doctrine, which developed and expanded accessibility to entrepreneurship to hundreds of thousands of entrepreneurs worldwide.

MindCET took its first steps in 2012, shortly after this methodological revolution began to take off. Much of the innovation processes performed by MindCET are based on adapting these theories to the world of EdTech. The methodology of creating a startup has evolved greatly since then, becoming more sophisticated, sub-specializations of different vertical and horizontal stages have been created, as well as diverse channels for disseminating this knowledge. Alongside the development of methodologies for enabling disruptive and innovative initiatives, we also witnessed the emergence of organizations specializing in supporting such ventures. These centers could be called “innovation temples”: incubators, accelerators, venture studios, research and development and innovation centers, and alike. The operation of an “innovation temple” is fundamentally different from that of a regular development center. In a regular development center there is a product being developed. This product is pre-defined, there are expectations for the quality of its performance, as well as the impact it will generate, the sales that will be based on it, and a clear action plan. This process leads to evaluations at any point in time on the degree of success of the center, towards directing the activities accordingly. “Innovation temples” manage processes over time that inherently cannot know what the outcome will be, neither what the expectations are in terms of impact, and what the infrastructure necessary for their success is. Innovative development is a messy process - difficult to measure and difficult to manage. Most of us recognize the value of such processes only when they are completed and successful. Naturally, most of the ventures that grow in such “innovation temples” do not reach the finish line. Many of the processes involve trial and error, and also include the examination of options that turn out to be unsuccessful. How do you manage such processes productively over time? What are the right conditions to produce effective outcomes in such temples? These questions have occupied MindCET since its inception, and the answers we have given to these questions have evolved over the years.

The Startup Machine

One of the early insights we had in the context of these questions is the identification of a naive strategy for these questions that could be called a “startup machine”. When setting up an “innovation temple” like this, one of



From a Startup Machine to an Ecosystem

the common misconceptions is to refer to it as a “startup machine”, a machine that puts in one side inexperienced entrepreneurs, and takes out from the other side successful startups. Inside the machine, the entrepreneur is held by arms that move her/him from station to station, the stations are defined according to the Lean Startup guidebooks, plus well-defined “chill-out” stations where the machine provides snacks and cans of beer. If the entrepreneurs simply obey the instructions at each station, they will successfully reach their goal on the other side of the machine. However, the entrepreneurial journey has characteristics that are not suited to the idea of the startup machine:

Non-linearity: The entrepreneurial process is not linear like a well-defined project development. The journey of each startup venture is a chaotic one, where mistakes, misconceptions, confusion, and a sense of no-way-out are almost a necessary condition for progress.

Uniqueness: Each entrepreneur needs assistance at a different stage and in a different area, and it is likely that in parts of the process, the knowledge, experience and talent of the entrepreneurs outdo that of the priests of the “Innovation Temple”.

Ownership: The key to the success of such a journey is the sense of ownership the entrepreneur has over the venture he/she are leading, so even when it is clear to the “priests” what needs to be done, the entrepreneur’s decision is what leads the process.

Learning by doing: An “Innovation Temple” is not a school or university, there is no curriculum everyone has to go through, the content serves the mission not the other way around.

Sacred principles: Though it is a temple, none of the methodology principles are sacred - it is commonly assumed that one should start from the need and not the solution; that a single entrepreneur has low chances; that there is nothing to look for in the B2C model, and yet we will always encounter the successful exceptions that demonstrate that what it is true in 90% of cases it is not true in theirs.

Ecosystem

From all these insights, over the years, MindCET has taken on the character of an ecosystem that contains the growth conditions for startups and moves away from the model of a managed, linear startup machine. To explain what we mean by the term “ecosystem”, we can imagine a pond. A pond with tadpoles, fish, snails, dragonflies, frogs, flies,

reeds, algae, water lilies, otters, and turtles. In the pond, all elements influence and have symbiotic relationship with each other, and the pond thrives when a balance is maintained between its different elements. If we look from the tadpole’s point of view, in order for the pond to provide the right conditions for the tadpole’s growth into a frog stage, it needs foliage in which it can hide from the sun, organisms it can eat, space in which it can swim and a dose of larger predators that will allow it not to be eaten.

What are the components needed for an ecosystem that grows groundbreaking disruptive solutions? To answer this question, we can look at one of the fascinating historical puzzles that takes us back to the industrial revolution: Why did the industrial revolution sprout specifically in Europe and not, for example, in Asia which was in many ways more advanced in many areas? Economy historians point to four key factors: **Technology** - The period preceding the industrial revolution included several technological breakthroughs that were key to subsequent developments. Francis Bacon mentions in this context the printing press, compass, and gunpowder - technologies that advanced our physical mobility, communication between us and also unfortunately the human destructive capability.

Communication between strangers - the printing revolution made the transmission and dissemination of ideas unstoppable, and greatly assisted in the integration of forces for the benefit of solving scientific problems. The commercial world of the period was linked through one language, the “lingua franca”, which greatly facilitated cooperation and the spread of ideas. **Multiculturalism** - Unlike Asia or Africa, Europe included many small, adjacent countries. Geographic proximity on the one hand and diversity on the other enabled the transfer of ideas between strangers, decentralization of power between different countries, and if necessary, the promotion in a neighboring country of projects that were blocked in the country of origin. **Mindset** - Economist Joel Mokyr demonstrates the extent to which the Enlightenment perspective, the mindset of the scientists of the period, played an important role in the industrial revolution. The Enlightenment thinkers’ perspective allowed itself to question the conclusions of the ancients, and created the idea that the world is constantly progressing, thus creating the genetic code that we identify today in every successful entrepreneur.

MindCET Ecosystem

The MindCET ecosystem seeks to implement these principles. The MindCET space brings together characters who under normal circumstances would not meet - entrepreneurs and change agents from all over the world, change agents with different professional backgrounds - educators, students, developers, designers, policy-makers and businesspeople. Within this ecosystem there are many opportunities to ask questions, be exposed to new ideas, and a high accessibility to groundbreaking technologies. The ecosystem offers a fabric of factors that will provide everything needed to grow solutions for significant impact. The MindCET ecosystem can be described into five categories:

Community - MindCET starts from the assumption that, as in the years preceding the industrial revolution, one of the keys to effective solutions is unmediated encounters between entrepreneurs from different cultures and different market conditions. The central platform for this community is the GES Awards initiative, founded by MindCET in 2014 which, thanks to around 30 partner organizations from around the world, has become the world’s largest competition for EdTech startups. In addition to the startup community, MindCET leads the Israel EdTech Week which attracts participants from all over the world and includes, alongside the startups, policy makers, educators, designers, innovators, students, researchers and academics.

Product - One of MindCET’s main area of activity is the Edtech Studio, a development center specializing in exploring alternatives and creating solutions from the idea to the product stage. The studio consists of a collaborative work of a select group of programmers, designers, product managers, and educators who go through creative development processes of identifying problems, ideation, rapid development, and constant controlled pilots. This capability is available to startups and partner companies leading incubation processes of innovative solutions.

Validation - MindCET operates in close interaction with communities of teachers experimenting with innovative solutions at various stages, and partners with small groups of schools as design partners. Both groups are accompanied by a research team that supports piloting and testing.

Acceleration - MindCET runs a series of programs that accompany EdTech companies at different stages, including structured small group component (about 30% of the time) as well as a one-to-one support program tailored to each company’s needs (about 70% of the time).

Growth - MindCET runs a Venture Studio that turns some of the products sprouting in the Edtech Studio into companies, as well as an investment fund - MindCET Capital that invests in seed stage companies. The fund is a partnership with Ronnie Kenneth of the Israeli hi-tech scene and with East Wind Advisors, a body specializing in EdTech based in New York. The fund is still in its early stages but has already begun investing.

This issue of EdTech Mindset includes projects that grew in the Edtech Studio and underwent pilots with thousands of users, startup companies that joined the accelerator and are at the product-market fit stage, and companies that the Fund has invested and are at the growth stage, as well as the top winners of last year’s GES Awards competition. Some will impact millions of users worldwide, some will become small businesses providing a livelihood for their owners and impacting thousands of individual users, and some will fail to move on to the next stage of growth. In this issue we chose to capture a stage - a given time of 2023 to make all these projects accessible. We believe that their exposure can create value for researchers, educators, potential customers, and investors.

Context

Before turning to the protagonists of this issue, we must refer to the circumstances in which this issue is published. MindCET is a global innovation center in the field of education serving projects from around the world, but MindCET is physically located in Israel. Since its inception, it has played a central role in the development of the Israeli EdTech scene. This issue is being published at what are probably the most challenging days in the history of the State of Israel, and as these lines are being written, fierce battles are raging less than an hour from MindCET Headquarters in Yeruham (Negev Desert), and rockets are being fired all over the State of Israel. Inside the MindCET building, alongside entrepreneurs and developers, voices of children playing can be heard. These children study in an improvised school set up for about 100 who were displaced from their homes that were either destroyed or in areas of conflict. Despite and sometimes thanks to these challenging conditions, MindCET is undergoing unprecedented development momentum, and we believe that the products of these days will positively impact learners and teachers around the world, in times of emergency and times of peace.

MindCET companies

#Fund

NovoDia

GLOSSAi

jot
it

prickly
beardo

#EdTech Studio

Sharebook
Make the most out of the lesson

MORAi

Bloom

Chameleon.AI

DialogYM

Skills

Sprint

#GESAwards

{Parças}TM
Developers School

EDE

reamshaper

As Simple As That

Noodle
Factory

Story
BOOK

arcana
INSTRUMENTS

INSPIRELearn

#Accelerator

Neuro
mindset.

scanmarker

ozzyStory

NUMBER
HIVE

Storywizard.ai

MENTME
GET HIRED

Feel & Play

STAGA

MOI
PANDA

BLENDER

EDUCATCHY

jot
it

hiDucation

Aveksana

hiDucation

Q&A



EHS School, Marblehead MA

David Bleicher, Co-Founder and CEO, Jotit

Q What was your main motivation for building Jotit?

I've been on the road for quite a few years in technology and entrepreneurship. I sold my previous company to Nike, worked for Corporate America for five years managing its R&D and innovation in Israel.

A big part of the motivation of doing something meaningful, had to do with the combination of three things.

First, when your main KPIs and measurements are around how much money you help make to those who already have it and to the investors, it gets you out of balance, talks you

out of understanding what it is that you really want to do with your life.

Second, COVID. We all went home and stayed home and spent much more time than we ever did. Especially, those who are in kind of entrepreneurship or management roles and are on the road all the time, being closed in your house, not going to the office, not traveling, and seeing the issues that your kids go through every day in education. This experience was especially significant to me. Therefore, I decided that I wanted to devote my time in helping children interacting with technology. I strongly believe that technology can enhance any sector, and specifically education. I saw an opportunity and basically it started off as a side project, as a hobby, to build a hands-on solution for my own children. The more I explored and learned about schooling problems, I discovered larger and broader problems that almost any kid suffers these days,

and explored what our offering could bring. I also discovered that this offer, could become a much deeper and more interesting company than just solving specific problems. It had the potential to really be something transformative. I believe that history hasn't seen a lot of these changes and that we're still using the same medium as 100 years ago.

The third factor is my age. The entrepreneurial journey is one that takes 10 years, easily. Since you incept an idea, incubate it, raise funding, build a product, scale it, and maybe sell it at the end or go public - from end to end this is a journey that takes 10 years at least. And so, given that through COVID, I also crossed my 40th birthday, I realized this is the prime time of my career, and this is probably the time to do what will be the legacy project of this career. I even thought to go and become a teacher and impact a class of students. But I thought that there are more people that have the experience and capability to impact a school



class, than create something that is going to impact millions of people. This is the thought process that led to the choice to build a scalable solution that when successful will impact millions and millions of kids around the world. I may have the opportunity and privilege to change something in the trajectory of countless kids around the world, by using software that are the easiest tools today to do something at scale. Anything that is one to one is limited to the amount of people that you can meet and connect with. Technology is the enabler to reach millions of people and sometimes billions of people, within a few months and years. I wanted this to be something very positively impacting, aiming for a huge effect on a long-term plan.

The culmination of all three of these factors made it a very clear for me to choose to leave Nike and establish Jotit.

Q How far is the product today from what you imagined it would be?

D.B. We are just at the beginning but moving very fast in terms of the speed of development and all the stages of the company, including market penetration. Moreover, the experience of both of us, the founders, as entrepreneurs, provided a significant shortcut. We managed to avoid so many pitfalls that I feel that in one year we did what could be compared to five years of my previous journey.

Everything becomes much clearer and more accelerated when you come to it a second time. Now we're at the point where this has gone to the market and it is in the hands of approximately 250 children, most of them in the United States and some in Israel.

Parents share that this has not only impacted the way their children learn, but it has also impacted the self-perception of

the child. I've heard these quotes directly from principals of schools and from the parents themselves. It's super exciting to hear that at this early stage.

When purchasing Jotit, the school becomes a paperless school. Basically, including anything that are offered through books, notebooks, diaries, Xerox machines or worksheets - all that disappears. This was our premise of going into those schools. These schools have already placed an order, so they were very happy with the impact. Happiness is a little hard to measure, and I'm happy we weren't measuring it. The schools themselves had to make decisions at the end of the pilots whether they wanted to invest heavily in Jotit and expand into more grades. It was based on surveys that they passed between the teachers, the students, and parents - the triangle of users interacting with the product.

The results were great, for example, we read hundreds of quotes of the connection with handwriting, being more engaged in class.

We never anticipated the significant impact of encouraging the ability to make mistakes. The mere fact that our system allows to write and erase, and start again, makes it comfortable for students to try. Another example is the ability to zoom in to a specific part of a page and focus only on that specific part. Zoom in is something you expect from any digital system that you've been using in the past 15 years. But having that with the feeling of a paper, is like zooming in a paper. Imagine you're holding a paper and pinch - you have still the look and feel of the paper with the abilities of a digital tool.

Q What are the main attractions and frustrations in entering the EdTech ecosystem?

D.B. Entrepreneurship is not for the cynical. If you are a cynical person, you will easily find out why not go to specific markets. The outsiders' advantage is one that I am a very big believer. Coming from outside of the EdTech industry, I can be optimistic, and is one of the advantages we have. We know that this is a hard journey, yet this is one of the biggest markets in terms of funding in the world and, more importantly, one of the most important missions in the world. Almost every person who sees Jotit, connects to it emotionally immediately because they have kids in school. I would not recommend EdTech to people who are not ready for hardship and a long journey.

A lot of people will not open the door to someone who has the word EdTech on their deck. Our advantage was that we were coming from previous success, which opened doors despite having the word EdTech. We obviously take advantage of this fact. This was a relevant factor in our pre-seed round because this was the main thing we had, and we said "we come with a lot of experience and success into this very challenging market. Are you willing to bet on us?" Today, we don't even need to speak about the previous success. Because we talk about Jotit's success and present to partners and investors the amazing market, people, and opportunities in EdTech.

My success story as an entrepreneur helped Jotit a lot in the very early days and will probably go with me throughout my career. But surely this has become a much smaller part and I assume in the next funding round, when this is already a 10 million ARR company, probably not even going to mention it

Q What is your vision for Jotit and its impact?

D.B. We dream bigger now and we're more excited, more convinced. We came with a big conviction, and our experience taught us that we must hear feedback from the market. We must see whether students will like it, whether they will want to change habits and use it. I would tell other entrepreneurs that your conviction is a basic asset. You must convince yourself first and if you're convinced deep inside, the more it conveys outwards and the more it becomes easy to sell and hire the best talents. The journey is an internal journey of self-convincing and to me, this year has been an amazing one. Having real paying customers, I feel we figured out things that unleashed and made the dream become more real. I built the next funding round deck, and one slide shows how Jotit becomes a \$100M ARR company because investors want to see that they're investing in something that's going to be a category leader. Today I'm looking at the multipliers that we need to go through, and it looks like an ambitious goal, but a realistic one. This is a conviction tip I received from Guy Gumzo, one of our investors who told me to make sure I understand clearly the path to take this early-stage company into a company that is at a Unicorn status - that sells \$100M per year. I did this exercise and it got me even more excited because I saw how realistic it can be. It convinced us, the founding team and the current investors that there are just a few steps we have to climb, with struggles on the way, but we'll reach the target.

Q What were the benefits of taking part in MindCET accelerator program?

D.B. Our story is a little unique because we came with many years of experience, like the average mentor in the accelerator. We chose very explicitly to come and sit in the student seat and open our ears and listen. It was important for us to understand that although we've had our portions of success and failures and learnings in other industries, we are in the first grade when it comes to education technology, so we have to learn a whole new market: how to build a product in this market, how it behaves around the world, the pitfalls, and what expects us on this journey. It was a very good decision.

The first thing I did was to look for entrepreneurs who succeeded and who failed, and talked to both because you must hear both sides of the stories. You must hear those who were so badly burnt that they're never going to come near this field again - these are the pessimists and there are many of them. The optimists are the few who have succeeded and will say - listen, you must do that because it's the most amazing journey that you're going to have in your life. All the founders I talked to, pointed at MindCET and at the CEO, Avi Warshavsky, as the center of this ecosystem and as significant connectors within the EdTech ecosystem. I've gone through accelerators in my life, I don't need to learn how to be an entrepreneur, but I needed to learn about EdTech. Because we came with this mindset, we learned so much. I remember one example from Cecilia Waismann (VP at MindCET) when we were in Yerucham and trying to polish our story which led us to change our storytelling method. Harris Goodman, who was assigned as our mentor opened doors for me in Google Education and in NewSela. Even just recommending which events are important to attend. So mainly, connecting us with people who live and breathe EdTech all day. We're still extracting value. MindCET is the most connected EdTech organization I know, and it is uniquely positioned worldwide.

jot
it



Description






The Jotit learning system unlocks a new level of executive functioning for all students. Jotit’s paper tablet, the JotPad, has a passive zero light emitting screen resembling paper, along with state-of-the-art handwriting technology. The JotPad operates on a distinctive K-12 school operating system that integrates with the school’s existing LMS. This system substitutes all paper-based materials while giving access to interactive sites, streamlines students’ executive functioning by consolidating all their learning materials in one, always-available device.

UVP

The JotPad system seamlessly blends traditional and digital learning, offering the best of both worlds, while prioritizing handwriting. Founded by a team of experienced entrepreneurs, who successfully sold their previous venture to Nike, Jotit is rapidly expanding in the US, empowering teachers and students with authentic and digital learning experiences.

Traction

Around 25 schools in the US

	Website	jotit.io
	Target Audience	k-12
	Founders	David Bleicher, Yuval Chomski
	Year Of Foundation	2021
	Country	Israel

#Accelerator

#Fund







Description

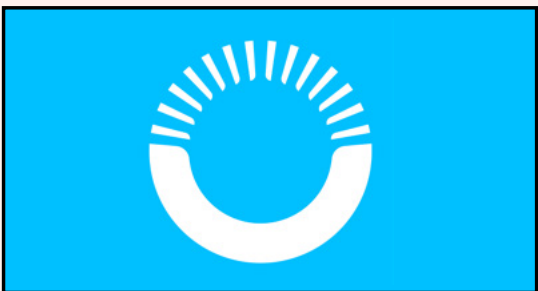
DreamShaper is an online Project Based Learning tool for the implementation of Project Based Learning and other Active Learning Methodologies in and outside the classroom. DreamShaper offers several projects methodologies with challenges, activities and pre-defined didactic content that help to ensure that the students are able to progress autonomously in their work. After defining with which themes and types of projects their students will learn, teachers have a set of tools to monitor, guide and evaluate their students’ work.

UVP

A system that supports all aspects of PBL, enabling students to become active in their learning process.

	Website	dreamshaper.com/en
	Target Audience	k-12
	Founders	Miguel Queimado, João Borges
	Year Of Foundation	2015
	Country	Portugal

#GESAwards



Description






Univus uses audio and AI to allow learners and teachers to build close-knit communities where learning takes place in real time with real data being collected on learning outcomes. Users are able to create live learning sessions on audio, create and manage real time quizzes, and share documents as well as socialize.

UVP

A community-based learning app on audio, to create global connections with fellow students.

Traction

Users: 35K in Kenya
Monthly active users: 5,700

	Website	univus.info
	Target Audience	k-12
	Founders	Ed Magera, Jonathan Gikabu
	Year Of Foundation	2021
	Country	Kenya

#Accelerator





Description

Provide BookRoll system that facilitate educational digital transformation (DX) by using e-book reading log analysis. Teacher can upload teaching materials into BookRoll in PDF files, then students can read them on their web browser. BookRoll also logs reading interactions like memo comments, bookmarks, and markers. Furthermore, BookRoll provides the reading log analysis tools to improve teaching and learning practice.

UVP

Promote and practice evidence-driven educational research with big data analysis and visualization.

	Website	ederc.jp/english
	Target Audience	k-12
	Founders	Research Council of Evidence-Driven EducationBorges
	Year Of Foundation	2021
	Country	Japan

#GESAwards

Q & A



Chris Hogbin, Founder and CEO, Number Hive

Q What was your main motivation for building NumberHive?

C.H. I'm a high school math teacher, and I saw a huge problem in the space which was first that students didn't have a strong understanding of the key foundations - so numbers sense, numeracy, arithmetic, whatever you want to call it, they were coming into high school, and they didn't have that. They also had some of those really negative attitudes associated with math anxiety, such as "I'm not a math person", "Math is

all about rules", "Math is boring". These things really combined to put a cap on the math potential for so many students and so as a teacher, this is what I was trying to do in the classroom all the time and there was one game that I used to play in the classroom, which was number hive on paper that did so much of this for so many students and I saw their success in the classroom and after spending time in the Ed Tech world in research and seeing that these problems that I saw weren't limited to the students in my classroom, they were actually across the world.

Math teachers are always trying to use different games in the classroom to try and foster concepts, but also thinking and so I used a whole bunch of different games back in the day, sometimes I think should digitize those as well. And there was one particular game that did a really great job, and it was a version of number Hive. And so, what I did was I combined it with all the things I learned in Edtech.

If you look at the Clash franchise, the all the different clash like Clash Royale and Golf Clash and they really leverage digital platforms, player versus player. I was head of education at Mathletics and so we had the world's largest online math game and it was called World Maths Day and so in one day we had a million players. So there was a couple of key features in that that were super engaging, one of them was that kids could actually see that they were playing live, people from around the world. So what I've done is take this really rich math game and tried to combine some of those super engaging features of digital platforms.

In a way that makes the magic that happens in the game, just super scalable on that digital platform and it's quite a simple idea, a simple principle but the executing that's quite challenging, but the richness is really in what happens in the game, the levels of nuance that happens. So if we can try and scale what happens with these two players sitting next to each other, we can scale that massively.

I thought to myself, you know what? I can take that game that was so successful in my classroom and scale it to have the impact for all students across the world.

It builds that that number sense, a solid foundation they need to build on because maths is so sequential and secondly it really reduces those sort of pervasive attitudes and it fosters a lot of the skills they need like reasoning, strategic thinking and problem solving which are really important in today's world. So that was the driving force for me to take this risk.

The other thing is that we saw a lot of adults who had mass anxiety or had fears or had really negative experiences with math which they can trace it back to when they spent a lot of time doing testing, when they were doing repetition to try

and build those facts. So we've always known those facts are really important, but the way we're doing it currently actually exacerbates the problem and causes a lot of trauma to people.

So we want to give an alternative to what's being done for the last 100 years, something that's fun that builds thinking rather than just rote learning. We are seeing great success and teachers reporting back. This is what they've been looking for forever in their teaching and adults reporting back that finally they can learn Math in way that's fun and engaging.

Q What are the most meaningful milestones have you reached so far?

C.H. The obvious one a quantitative like we're in more than 100 countries which is great. We can look at all those quantitative but the things that really hit me the hardest and sort of get me out of bed each day are the comments from teachers when they say kids that have never got math before are finally getting it, kids want to come to math class and adults saying I wish I had this when I was at school and their faces light up. The feedback, individual stories from people are the most encouraging for me.

When you hit, when you see sort of 15 year old kids and they play this and say to you this is the first time I've ever enjoyed math, is the first time I've ever got math. These are the stories that really hit home, and we've literally got pages and pages of these testimonies. Yes, numbers are great, but those, those personal stories and that feedback from teachers saying this is doing exactly what we set out to do.

Q How far is the product from what you imagined it would look like?

C.H. You lie awake at night and don't dream of the MVP. You dream of the final product and so I think of what number hive could be in its completion. For me it's quite frustrating because I see what it is now and I think it's only a fraction of what I dreamt of. I almost feel a bit insecure about putting it out there to the world because I think people will only see this pinky when there's a whole body that comes with. We're getting all this great feedback at just a very small fraction of what it could be.

I always thought digitally wise, where it was going to scale and that was where it will have its greatest potential. But in this sort of funny twist, we've pivoted to have the physical, printable



version to be generating a whole lot of interest as well. So we have in the 10s of thousands of teachers around the world printing these off and using them in a complementary fashion to the digital version.

That's the real pivot I did not expect, I thought the game will take it from the physical version of the classroom and it was going to become digital forever. But now we've got this funny mix, which is really cool, especially from an accessibility perspective.

Q What is your vision for your product and its impact?

C.H. I'd love for number hive to span all of numeracy from basic edition all the way through to high level multiplication and division and we've actually got pretty close to that in our printable version. But what I'd love number high to be able to do it, and this isn't that that far away either. Currently, so much damage is done and so much time is wasted in assessing students. I'd love for number hive to be not just a platform where they're building that knowledge where they're enjoying doing their math, but also platform that assesses them. So first of all, that will generate a report for her teacher, so all teachers need reporting against curriculum outcome, so it's going to do that. But the real dream for me is that number hive using AI we'll be able to then give a student some activities that we'll really speak into the personal challenges. So, there will be hives where the bot plays using those numbers that the students find challenging and those AI insights will actually be tailored. So, it'll become this sort of bespoke learning journey and not only a game that's engaging and building those strong foundations, but actually filling those gaps as well.

Q What are the main attractions and frustrations in the EdTech ecosystem?

C.H. What I love about EdTech is that it's a small corner of the corporate world in a sense, and it's altruistic. Why would you go into EdTech if you're all about making money?

These are people who are trying to do good and have an impact. Also, when talking to specific EdTech investors versus just corporate investors, the difference is that they want to actually make a difference in the world. They see that the young people are our future and that's encouraging.

For me, even though we sometimes have different ways of going about, we the same mission, the same North Star and that's improving educational outcomes for kids that brings equity, especially in places where there is a real inequity, if we can educate the kids there, it is a real pathway to future prosperity.

My goal has always been to impact the 30 students in front of me. And then my principal convinced me that, you know what you can impact more students by taking on a leadership role because you can impact teachers and then the head of education at in an EdTech space convince me that, you know, you can impact more teachers by stepping back of the teacher position, to a startup.

Your impact is far greater, maybe not as deep because you don't have those relationships with the students. But whilst I'm convinced that I can impact more students, I'll stay in this space.

The biggest frustration for me is that there is a lot of inertia in the space there is a lot of amplifiers of the negatives that are in the system, that's constraints of the system at the moment. For example, the obsession with measuring, but not necessarily measuring the good things. What we tend to measure is what is easy to measure, and that is using standardized tests that's measuring what they know, not their skills necessarily. Not everything worth counting can be counted. A lot of these things are really difficult to count or measure. So perseverance, problem solving, strategic thinking, they're really difficult to measure and it's easier to be obsessed with taking marks and standardized tests. Secondly, I think that's a bit of a frustrating space in that not all teachers are on board in terms of what good pedagogy looks like. A lot of teachers still just want standardized tests. want kids rote learning, especially in a primary space around math facts. and that's where all the problems are coming from.

Thirdly, in the edtech space there are a lot of corporate minded people, and you don't necessarily have a lot of educational minded people and sometimes there's not complete coherence or agreement between those two and

so I think the other frustrating thing is that since everyone's going to school, everyone thinks they know education.

Corporates see learning as this linear journey, when it's not. None of us will go to the dentist and tell her what to do, but everyone thinks they know education, and so that's a bit of a frustration for me when I was a teacher is that EdTech people would come and tell me what I needed to teach. half the time I feel like I can't just pitch my product knowing that the problem is clear, I have to spend half an hour actually explaining the problem first. And then I can say how it's a solution cause if I just if I just speak number have as a solution most people don't see the problem to start with, they don't see the problem that's there.

It's been a frustration for me for a while because I worked at Mathletics we had a partnership with massive AI company Geogebra as well and we were going to create this personalized learning platform that adjusted for where the kids were at, it was going to be world changing, but they didn't want that. They wanted 10 standard questions to get a nice straightforward percentage. And it's really frustrating and we got bought out by a textbook making company who just wanted to reproduce a textbook on a screen. It's frustrating to no end because the kids are the ones that miss out. We see all these kids missing out, while these huge companies are raising mega money and they're essentially reproducing a textbook on the screen and talk about efficacy measures where 72% this and that and people are captivated by these numbers.

The old world of EdTech is using indicators that don't really measure true impact.

Q What were the benefits of taking part in MindCET accelerator program?

C.H. The first benefit, which is as much personal as it is professional is that you get put together with likeminded startups in a similar space and time on their journey, with no sense of competition, but a sense of collaboration and without using it lightly, it becomes a bit of a family. That's really encouraging because as a startup founder, if you're working alone, a lot of the time you are lonely in this journey and you sort of think I'm the only one going through these problems and it's really hard. Whereas just being put alongside other people, firstly knowing that they're actually going through the same problems, but also being able to share how you are solving problems, it creates this great collaborative space.

Being part of that community that was formed, with much

collaboration and a genuine desire to see each other succeed, is really rare and unique.

Secondly, networking is super important in the Edtech space, and not just networking, but building valuable connections. The accelerator connected us with really experienced people in this space. Especially, the week in Israel which had specialists in different fields and covered a broad range of the things we needed to know as a startup, like for me my role has always been extremely specialized in companies. So I've been in company with thousands of staff and so my role is, is a specialist educator. But all of a sudden now we're thinking about marketing and pitching to investors, setting up shares, all these things and so having those people come in and speak to us gives us points of contact and gives us that understanding as well. That was fantastic and I think just opportunities for growth as well, so companies are always looking for opportunities for growth - building connections with schools with different ecosystems and again you brought in different people from around the world.

They weren't necessarily specialists like those other specialists in aspects of Edtech, but they were specialists in regions., so you spoke to South America., Latin America ,North America. All these different people which told us differences in the. In those different, those sort of subsets of the ecosystem, but it also gave us contacts in those spaces. I suppose it gives us a real specific network in in the Israeli space as well- contacts both in CET and local schools.

It's really difficult for accelerators even just to get an audience with schools, let alone these decision makers. The amount of emails I've written with nothing in return, whereas suddenly we've actually got a contact because we're part of a known accelerator to cc and it makes people answer right back, which is a huge benefit, especially for people that don't necessarily have networks in this space.





Description



Number Hive is a revolutionary educational app that employs game-based learning to deepen users’ understanding of critical numerical concepts. Designed to make math fun and intuitive, the app’s engaging gameplay requires users to strategize and think critically while solving numerical problems. By using Number Hive, users can sharpen their critical thinking skills, enhance their problem-solving abilities, and develop a deep appreciation for the fundamental concepts that underpin mathematics.

UVP

Users develop their numeracy skills without even realizing they’re learning, thanks to the app’s innovative approach to education. NumberHive engages kids in a game environment highly enjoyable problem-solving Math journey.

Traction

Number Hive is already regularly used in more than 100 countries, and has over 250,000 users

	Website	play.numberhive.org/lobby
	Target Audience	k-12
	Founders	Chris Hogbin
	Year Of Foundation	2022
	Country	U.K.

#Accelerator



Description






Scanmarker is a market leader in the field of pen scanners. They offer an assistive technology tool for students and adults with reading difficulties. Their solution can facilitate the learning process, emphasizing features that can be adapted for individual preferences. With its ultimate efficient pen scanner, Scanmarker provides data entry solutions that are both productivity boosters and affordable for end consumers and school systems.

UVP

Help kids and adults with reading difficulties read independently in over 120 languages.

Traction

Over 200,000 units sold globally

	Website	scanmarker.com
	Target Audience	k-12
	Founders	Lior Regev
	Year Of Foundation	2013
	Country	Israel

#Accelerator








Description

InspireLearn mobile platform is a simple, offline and affordable tool which contains educational content and an extensible audio library in both English and local language (Chichewa) created with the help of professional and experienced secondary school teachers in Malawi. The platform has been made accessible on low end feature phones that can be bought at less than \$30.00 to date. The InspireLearn platform is a great tool for youth in remote and underprivileged communities with challenges in accessing schools and learning materials especially during crises such as the time of a pandemic where youth in marginalized communities risk being left behind as others can afford to implement and sustain an effective learning alternative.

UVP

Offline platform for youth in remote and underprivileged communities with challenges in accessing schools and learning materials especially during crises.

	Website	inspirelearnmw.com
	Target Audience	k-12
	Founders	Sam Masikini
	Year Of Foundation	2020
	Country	Malawi

#GESAWards



Description




Ozzystory is a collaborative platform for caregivers and educators, aiding them in creating personalized social-emotional content for children within minutes. The content is based on social stories, which for kids on the spectrum are crucial for their daily routine but are hard to get. Professional caregivers take a long time to create personalized stories, and Ozzystory automates this process by easily creating small booklets illustrating unfamiliar situations.

UVP

Empowering children to overcome social and emotional challenges through having them as protagonist of stories, enabling them to experience on a safe environment, “simulate” and exercise the needed skills.

Traction

400 active users

	Website	ozzystory.com
	Target Audience	Learning Difficulties
	Founders	Ido Zaltzman
	Year Of Foundation	2020
	Country	Israel

#Accelerator



Description






What if every curriculum leader and teacher could effortlessly create educational resources aligned with district standards, addressing the diverse needs and interests of students, within minutes? Can a district become its own publisher? At NovoDia, we're developing a pedagogical framework centered on the creation, collaboration, and consumption of stimulating educational experiences to drive student engagement and progress. NovoDia aims to be the go-to platform for educational content. NovoDia was founded by Dr. Yair Shapira, an EdTech entrepreneur who previously founded Amplio Learning, and by Tomer Inbar, an accomplished SaaS executive who led product design in several unicorns.

UVP

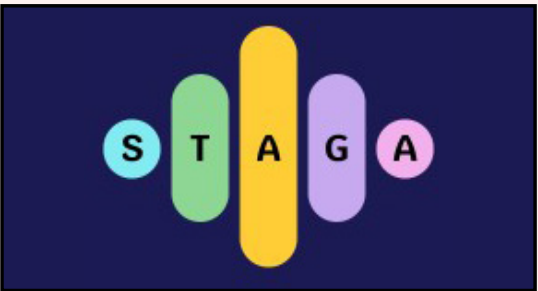
NovoDia is defining a new category, a pedagogical framework that centers on creation, collaboration and consumption of dazzling learning resources. NovoDia facilitates a transfer of control, moving it from incumbent publishers to districts and educators.

Traction

Commercial pilots towards school year 2024-25

	Website	novodia.co
	Target Audience	k-12
	Founders	Dr. Yair Shapira, Tomer Inbar
	Year Of Foundation	2023
	Country	Israel

#Fund



Description






STAGA redefines the way children create, learn, and experience music. Their creation-based learning software utilizes the power of music to drive skills development such as creativity, collaboration, and social-emotional learning while strengthening math and coding skills.

UVP

STAGA Game-based software uses music to develop 21st century skills.

Traction

Paid pilots with dozens of schools in Israel

	Website	staga.art
	Target Audience	k-12
	Founders	Shirley Winner
	Year Of Foundation	2021
	Country	Israel

#Accelerator



Description

Make every lesson active and immersive with the help of guided insight writing in the lesson. The students enter the application and there they write notes containing insights and interesting information that came up in the lesson, the process focuses the students and gives them motivation to listen to the lesson and adding another layer of information. The teacher sees the students' notes and can adapt the pedagogy to the students' understanding in real time.

UVP

Transform note taking into a collaborative learning process on real time.

Traction

Pilots in Israel

	Website	
	Target Audience	k-12
	Founders	MindCET and Pierre Antoine Ullmo
	Year Of Foundation	2021
	Country	Israel

#EdTech Studio








Description

Chameleon provides meaningful & interactive lessons evolving from the students' world. Teachers who use ChameleonAI, create effective practice lessons in minutes, which engage the students. Chameleon.AI is an innovative platform for learning and practicing English. It revolutionizes the learning process by integrating it into the students' world of content and empowers the teacher with the ability to develop lesson plans tailored to the class level, curriculum content, and students' interests.

UVP

Chameleon.AI is a revolutionary platform designed for English teachers. It provides a personalized English learning experience that heightens student engagement by aligning content with individual interests and educators' objectives.

	Website	
	Target Audience	Middle - High School
	Founders	Yulia Bobowitz, Sharon Bernstein Sheral Kaminsky, Itamar Ketan
	Year Of Foundation	2023
	Country	Israel

#EdTech Studio

Q & A



Haim Kairi & Boaz Rienshrieber, Co-Founders, ARCANA

Q Tell us about how Arcana started?

H.K. A few years ago, Boaz, our co-founder, told me about when a student came into his music classroom and wanted to learn to play the guitar - Gil had cerebral palsy with very limited movement in her hands and fingers. Boaz looked at her fingers and hands and told her that playing the guitar is complex for everyone and would be especially hard for her. But Gil, who was very motivated, bright, and talented, told Boaz "You said that everyone could learn how to play, so you

have to teach me how to play". Boaz took the challenge and thought that he would walk into a music store and find an appropriate music instrument for this 11 years old girl. Most of her classmates were learning piano, guitar, flute, or other instruments, and he was pretty sure that he would find something for her. However, all he found were toys and musical instruments for infants like rattles and shakers, mostly for percussion, but not a real musical instrument suited for Gil to play. It was very frustrating for him and for Gil.

But then, Boaz observed her highly accurate control over her motorized wheelchair, with the enhancement of a few basic controls like buttons and a joystick which provided her with total independence. He, then, had this "Eureka moment" - why don't we create a musical instrument based on these basic controls?

Boaz formed a team of engineers and designers, and we started working on a prototype. As we progressed, we

happily saw how Gil started to learn how to play songs. However, unfortunately, Gil had a twin sister, also with cerebral palsy but more limited in movement, who could not play with the prototype we built.

This is when we understood that we needed to take it to the next level and do deeper research of all kinds of abilities and disabilities out there, including 5 to 95 years of age. We went through a year of research in different institutions. We worked with people with physical, cognitive, and learning disabilities, autism, and different cases of people who cannot participate in regular music education. We were very touched, felt in our hearts that our experience was very uplifting - music activities can develop very important parts of our brain, especially at a young age.

The research, the experience, and the strong belief that we could provide to everyone an opportunity to play music, took us to build this accessible music instrument, Arcana.

Q Which was Arcana's most significant milestone?

H.K. I think the biggest milestone and achievement was reaching out to investors to raise money, so we could establish the company, hire people, get relevant people involved, and ultimately getting into industrial manufacturing of the instrument's hardware. Building a "one off" prototype is interesting and fun, while very hard when you take it to industrial manufacturing. Therefore, raising funds became essential - from government and investors.

B.R. I want to add that for us, every day is a climax, a highlight of our process. Today, for example, we had a highlight with a band that played with children and adults up to 90 years of age - to see them playing, learning, when they didn't think that they could learn or play was just amazing. When I see everyone who uses this instrument (Arcana) and enjoy making music - it is the climax, the highlight of what we do.

Q How far is Arcana today from what you imagined it would be?

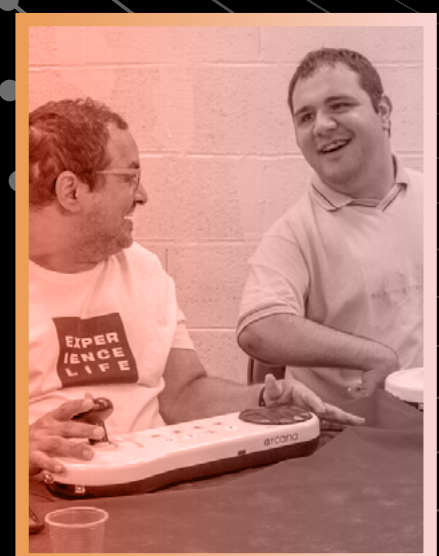
H.K. Well, we have a very creative imagination. When we started, we had a lot of features that we wanted to incorporate in the instrument. But what we've learned along the way is that we must limit the number of features, if we want to get the product out into the market. This is especially true due to the development of the hardware, as opposed to the software where you can just roll out new features and update the product. We don't want to get a product out there and then get recalls when users are let down by the promises of the product. It was very important to us to avoid bad user experience, so we mainly focused on the most important and used features.

B.R. Another challenge is that sometimes we're ideating features, we start developing them and then we see that it's too complicated for the user. We're always looking for the line between complex at the same time simple playing and between our imagination and the reality of the of the users. We always need to have the user as the deciding position.

Q Your product targets learning, music and disabilities. What is your experience with the EdTech industry?

H.K. We're quite surprised by the support we have received from the Edtech sector in Israel. When we first imagined this instrument, we imagined just like a regular music instrument that would go into a music store. As we progressed in marketing and manufacturing, we found that there is a lot of support and a lot of understanding within the EdTech sector. We were very happy to see the recognition about the importance of music education especially for special education. There's also a wide range of financing possibilities, either from the government or from institutions like NGOs that have budgets and donations for this vertical. We found out that there is a lot of support, especially for ages 5 to 21, as well as attention to help especially children in special education so they can get the best support possible. We found this to be active in many parts of the world, and specifically in Israel, Scandinavia and Western Europe, where there are a lot of programs and products like the ones we have.

B.R. When we started, I remember we all talked about the need to stop hiding people with disabilities. We are currently organizing our first Arcana Festival where we have bands of people with and without disabilities making music, enjoying, celebrating. It's amazing to see that with the instrument (Arcana), you can enable a true inclusion and get people to play together and see what music does to the brain and to our well-being.



arcana
INSTRUMENTS

Description






Music instrument designed from the ground up for people who cannot play common music instruments like a guitar or piano.

UVP

Enabling people with physical and cognitive disabilities to participate in music education as equals. Arcana makes music accessible for everyone. Arcana is an instrument that meets the special needs of those with physical and cognitive disabilities, children, elderly and other audiences, globally.

Traction

Arcana is widely used in Israel and neighboring countries, having reached hundreds of special need people

	Website	arcainstruments.com
	Target Audience	Learning Difficulties
	Founders	Boaz Rienshrieber, Haim Kairy
	Year Of Foundation	2018
	Country	Israel

#GESAwards



Description






Sprint is a self-directed, group-oriented, learning journey moderated by a teacher or any accompanying adult. The student chooses a track, from a large pool of topics ranging from new techs, cooking, art, game design, yoga, etc. The activity is distributed in 5 interactive sessions designed for students in grades 5 to 9. While fostering self-learning, it counts with co-agency between peers and with an adult figure. This pedagogical approach meets the need of socio-emotional support especially relevant to students learning under displaced social conditions, for whom Sprint was originally designed.

UVP

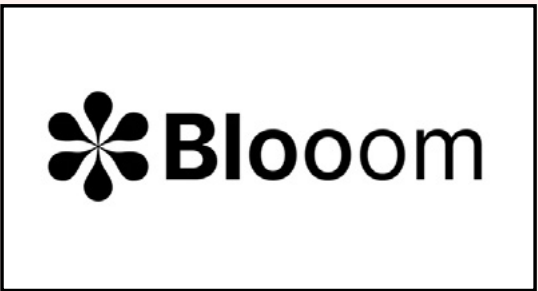
A solution adaptable to any learning context, including when regular schooling is not an option. Sprint is unique in providing an interest-driven, short learning journey, enabling engagement, support and social interaction.

Traction

Pilots for around 500 students and 200 teachers, Hebrew, Arabic and Spanish speakers.

	Website	sprint.mindcet.org
	Target Audience	Middle - High School
	Founders	MindCET
	Year Of Foundation	2023
	Country	Israel

#EdTech Studio








Description

ChatGPT Adapted to the needs of schools.

UVP

Above the powerful and revolutionary technology of the artificial intelligence tools, Blooom adds a pedagogical layer that makes the use of breakthrough technology accessible for students and teachers. The result: a revolutionary technology wrapped in a pedagogical concept that strengthens the trust of the education system in this revolutionary technology.

	Website	
	Target Audience	Middle - High School
	Founders	Jonatan Lipsky & EdTech Studio
	Year Of Foundation	2023
	Country	Israel

#EdTech Studio



Description






Feel & Play is a digital platform designed for large touch screens and tablets that helps children to be more creative, express themselves and especially their emotions freely in a safe environment. A team of professionals and researchers from education, music pedagogy, psychology and music therapy are behind the development of the music filled, highly visual and inspiringly participatory app. Feel & Play is also dedicated to the early prevention of bullying. The unique solution harnesses the power of music and creative non-verbal communication to empower K-12 children in understanding and safely expressing their authentic emotions. Feel & Play achieves this by also facilitating communication channels among children, childcare professionals and parents, utilizing research-based, AI-powered play, and pedagogical guidance.

UVP

Learn about your child – from your child! Professionals and parents can build new bridges of communication using unique, tailored, research based insights based on each child’s natural expression of emotions.

Traction

5,000 users (end users)

	Website	feelandplay.com/en/etusivu
	Target Audience	Kindergarten
	Founders	Teemu Laasanen Noora Nikka, Risto Kopperi
	Year Of Foundation	2019
	Country	Finland

#Accelerator








Description

Noodle Factory acts as an AI-powered teaching assistant, leveraging the power of AI to automate tasks like tutoring, marking, and assessment creation. This reduces the educators’ workload while engaging students with personalised and adaptive learning experiences. Experience the transformative power of Noodle Factory’s unique AI teaching assistant platform and say “hello” to enhanced productivity, increased student engagement and improved learning outcomes.

UVP

Using AI for teachers and business tasks. Educators can get started with an intelligent, automated tutor in just a few steps. Noodle Factory drives businesses by improving performance, achieving business goals, and engaging employees by providing the right resources at the right time with our unique AI-powered platform.

	Website	noodlefactory.ai
	Target Audience	Higher Ed, k-12, Workforce
	Founders	Yvonne Soh, Dr Jim Wagstaff
	Year Of Foundation	2018
	Country	Singapore

#GESAwards



Description






A platform for managing discussions based on principles of dialogic / social and emotional learning.

UVP

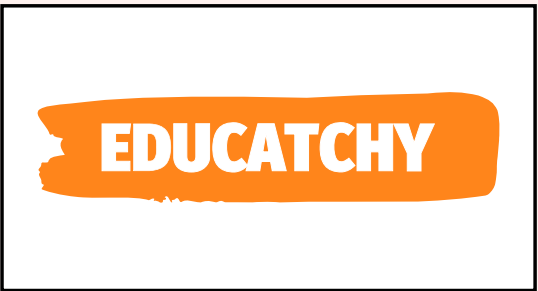
Dialogues improves and deepens the culture of discussion and learning in the classroom (personal, accessible, cooperative learning), creates an equal opportunity for expression (independent learning, skill development), facilitates the teacher in creating, managing and monitoring the classroom climate (personal and personal) and serves as a means of alternative assessment which includes personal and group feedback over time.

Traction

Pilots in Israel.

	Website	
	Target Audience	Middle - High School Higher-Ed
	Founders	Hebrew University & EdTech Studio
	Year Of Foundation	2021
	Country	Israel

#EdTech Studio



Description

Educatchy brings a brand new approach to the content creation process.

We see dialogue as the most efficient format for learning, so we created a tool for content writers to leverage this format. A simple constructor with building blocks and AI assistant easily allows to build complex interactive scenarios for learning STEM subjects in middle and high school.






Thanks to built-in methodology, created tasks provide every student with support and guidance, enabling them to solve problems at their own pace interacting with chatbot with 94% efficiency.

UVP

Educatchy allows to create high quality interactive learning content for STEM subjects for platforms, online courses and schools while optimizing costs of content creation

Traction

9,000+ users participated in pilots;
1,000+ interactive tasks created;
paid contract with publisher

	Website	educatchy.com
	Target Audience	Middle - High School
	Founders	Daria Vishlenkova, Maria Korobova, Vera ManokhinaStudio
	Year Of Foundation	2023
	Country	Israel

#Accelerator



Description






Neuromindset is a University of Granada spin-off that provides a digital platform offering cognitive and brain training curriculum for teachers to use in their classrooms. The curriculum is specifically designed to enhance self-regulation, soft skills, and socio-emotional skills in preschool-aged children. The platform includes a variety of game-based and mindfulness-based activities focused on strengthening attention, executive functions, and metacognition.

UVP

Empowering teachers with the tools they need to promote the development of essential skills in young learners, based on cognitive training, setting them up for success both in and out of the classroom.

Traction

Paid pilots with dozens of schools in LATAM and Europe, over 7,000 students

	Website	neuromindset.com
	Target Audience	Learning Difficulties, k-12
	Founders	Joan Paul Pozuelos Lina Marcela Combita
	Year Of Foundation	2021
	Country	Spain

#Accelerator



Description






Kids spend 4-6 hours a day on devices, mostly on gaming, social media and video; very little time is dedicated to learning and kids are developing poor digital habits. Prickly Bear launched the world's first Learn & Earn network: kids learn across screen time and are rewarded with gaming currency like Robux. Prickly AI encourages kids to create their own Learn & Earn games, share them with friends, and earn based on engagement!

UVP

Prickly Bear makes learning fun for kids by using rewards in their favourite games as positive reinforcement.

Traction

Over 500,000 users

	Website	pricklybear.io
	Target Audience	Outside School
	Founders	Assi Gol, Anshu Kotak
	Year Of Foundation	2022
	Country	U.K.

#Fund

Q&A



Assi Gol, CEO & Co-Founder at Prickly Bear

Q What was your main motivation for building Prickly Bear?

A.G. I look at it in two ways – one is that I have 4 kids, ages 8-12. Prickly Bear started during COVID when I was at home with my 4 kids and it was born from the continuous frustration I was feeling with their screen time. I was lucky enough to grow up with a computer at my house in the early 80s and I learned a lot of what I know today from working on a computer, and I'm still a geek - still play games,

still love tech, and so I assumed I'll be a massively supportive parent, who loves his kids screen time and while I felt I should love it, I actually got frustrated and flustered by it. That's where Prickly Bear was born. Within their screen time, very little learning is happening. It is flat and not rich, It's riddled with ads with not appropriate content. The worst is that you see them forming incredibly poor digital habits within that process. As a long term effect for their life instead of screens becoming these incredible tutors that help them find their passions and pursue them, screens seem to be dumbing down machines that kind of get kids hooked into unhealthy patterns.

Q What are the most meaningful milestones you have reached so far?

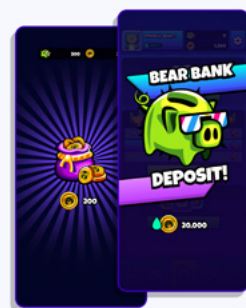
A.G. It's not a formal milestone, but a very happy moment is when someone approached my wife and asked her if she is involved in prickly bear somehow and she answered that her husband is. This person said it's the best thing that has ever happened in our household. Our kids do it every day and It's the first time we've been able to instill positive screen time, without having to fight over it. That unprompted approach of a parent, stating that we made a real impact on their lives. We have the numbers, we've taught an immense amount of kids, but somehow when it goes personal, it was unusually wonderful. It can only happen because we've reached within our test market, which is the UK. Actual real scaled impact. So, we've had over, 4,000,000 minutes learned we had 400,000 kids installing and playing. When you touch enough lives, deep enough, the trickle derivative at the end

Introducing Prickly Bear



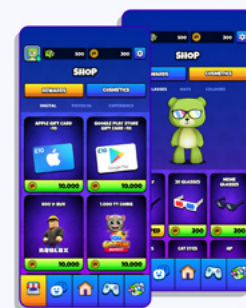
Learn

Choose from 7 games to learn and earn from



Earn

The more you learn the more you earn



Redeem

Choose from popular rewards in our shop

is when someone approaches and says “wow”, it moves more than seeing all the numbers.

Q How far is the product from what you imagined it would look like?

The sky is the limit when it comes to embedding learning content across all kids’ screen time, and we are thrilled with the great strides we have already made towards this ambitious goal. With the launch of Prickly AI, we are now positioned to exponentially scale up our content offerings and further enhance children’s learning experiences on digital platforms. Let me walk you through our approach:

First is by creating our own games and letting kids adapt and publish versions of those games. We built 6 games and we’ve now opened one of them to allow kids to create user-generated-content supported by Prickly AI.

Second, we embed a motivation layer on top of existing pedagogical products. We partnered with Drops, one of the leading language learning games. It’s a Kahoot company with over 400M users, teaching 45 languages. Kids will be able to get a combined subscription for Prickly Bear drops and through that, continue to learn and earn as they learn the language they want.

Thirdly, we replace ads throughout the kids screen time with learning Nuggets that we call eds. We’ve built ed modules, and tested them within our own games, eds versus ads. We’ve signed with exciting game publishers, such as OUTfit7, who have over 20 billion downloads for their games. This is really a huge deal, being able to replace content in kids existing screen time for the better.

Q We saw many companies trying to execute a game based learning product in EdTech, and failing to make an impact. Why do you think gaming is a good way for kids to learn?

A.G. The way we think of teaching kids with screens in general is that up to a certain age, 7-8, parents have significant influence over kids screen time, and so a parent can download a wonderful learning app and tell the kids this is what screens look like. When kids become teenagers, they have external commitments that make them want to study and EdTech products flourish again in their screens’ time. I’ve noticed that my kids are in the Ed tech “No man’s land”, which thrives in ages 8-14. During those ages, kids control their own screen time while Parents can only influence some of the boundaries. Kids optimize for myopic fun rather than long term development, because their kids. For those ages, we felt that the classic route of “let me sell something to parents who will then give it to a kid” doesn’t work. Other products out there that are not educational at their core, do work. Roblox is successful not because it tries to entertain the parents, but because it tries to entertain the kids. Edtech is really tough and then it is unusually tough in 8-14. It is because of that that we are incredibly excited to build for those ages, because there could be immense impact.

We don’t think that game-based learning is sufficient for learning. If kids are stuck at school and you can either teach them math questions on paper or they can play a learning game, the kids will take a learning game. But by and large,

when a kid goes home and can choose their own screen time, which is what happens when a kid is 10, they will choose Fortnite. They will not choose a learning game. So we think learning games is a good step towards better engagement. The competition is too harsh. You cannot beat Fortnite and Roblox at their own game, and that is why we take a slightly different take to things, which is we accept that we cannot build a cooler fortnight that also teaches you an immense amount. Not that Fortnite doesn’t teach, but it doesn’t teach you the classical types of learning material. We rely on the motivations that kids already have, the passions that kids already have for those games to give them rewards in those games, if they learn and that is our unique take in a in a market which seems extremely hard.

Q What are the main attractions and frustrations in the EdTech ecosystem?

A.G. The thing that we love in the EdTech market is impact. We care about kids deeply. We care about the world deeply. My mom was an educator - teacher and a school principal. I always admired teachers and I knew that I wouldn’t become a teacher myself. I feel that through building a good EdTech product, one can teach an immense amount of people and create significant impact even if you’re less fit for classrooms.

I think the challenges in EdTech is that it is a hard market, either path you choose. If you try B2B and sell to schools, then schools are hard to convert, they are not wealthy, not early adopters of technology, et cetera. And going B2C, which is hard for every startup, is especially hard. In the ages we’re targeting, parents are the ones paying for it, and parents have been burned with negative experiences where they got edtech products for their kids and their kids never persisted. The starting point is one of suspicions. Parents have a concern about spending in this space where they would, feel very easy to pay money for a tutor, they’re quite hesitant to pay money for Edtech product. That is, by the way, a very Western Europe, North America view of the world. China, India, Korea, Japan behave differently and there is a more developed, and less cynical parental view.

Q What is your vision for your product and its impact?

A.G. We see infinite opportunities for impact. As we scale, we become the normal way to help motivate kids and screen time. As a society, we stumbled our way through

technology where we made every adult a product by using products for free everywhere and then just adopted that model and threw it at 10-year-old kids. Many kids today has access to screens and very little is paid. They play games, use social media, most of this usage has no money transfer from parents to the corporates, which means the corporates have immense influence on the kids, and they don’t necessarily have the kids best interests at heart.

We design a complete shift of that modality, where parents invest in their kids screen time and the kid is continuously motivated to learn. Kids will develop healthier habits because they now learn every day and develop topics that they’re passionate about. The potential impact we see of this is creating a generation of more knowledgeable, more fulfilled and more engaged individuals.

We had nearly half a million kids in our target, you know ages engaging with learning content. One thing that we don’t need to prove is that when kids spend time learning, learn. And therefore, our biggest impact is having driven hundreds of thousands of kids to spend real parts of their screen time engaging with learning content out of their own choice and having fun through it.

The true impact comes from these little moments when you talk to a kid - one of our modalities is journeys - videos followed by questions. We tackle painful, difficult topics. When techno blade, a famous YouTuber passed away from cancer, within a day, we had a journey about Technoblade him and thousands of kids have gone through it. We spoke to psychologists and experts before we went to it, because you’re going to talk to young children about death in an unmediated way. But what we realized. Very, very quickly is that kids were mourning someone important in their lives. Technoblade passed away. They were mourning and their parents did not know what they were talking about, and their teachers did not know what they were talking about. Seeing kids, being there for them in moments that are tough and important, leads to impact.





Description






A social and educational app to help children truly become global digital citizens providing a safe social and educational space with competitive multilingual, multicultural and multisubject skills for children of all ages through peer support and learning by practicing with parental engagement.

UVP

We have never been so connected and we have never been more alone. 281 millions of migrant families around the world are facing similar problems. Moi Panda supports adapting to new cultures while staying connected to the parents’ own root.

Traction

Over 1000 users

	Website	moipanda.com
	Target Audience	Kindergarten
	Founders	Feiya Long
	Year Of Foundation	2022
	Country	Finland

#Accelerator



Description

children create and refine their own fully illustrated and editable stories – while building key literacy skills, and engaging with fun and educational exercises.

UVP

Engaging personalized learning experiences, powered by AI.

Storywizard.ai is creating a direct link between imagination and academic achievement by empowering students to shape their own educational experiences.

Traction

Tens of thousands of users in 167 countries, from +2000 schools

	Website	storywizard.ai
	Target Audience	k-12
	Founders	Ofir Kerker (CTO) Nadav Yaron (CPO)
	Year Of Foundation	2022
	Country	Israel

#Accelerator








Description

Storybook is a parent-child wellness and sleep app. By combining narrated bedtime stories, music, and relaxation techniques like meditation and infant massage, Storybook helps parents share high-quality time with their children before bedtime to improve emotional health and sleep.

UVP

Parent-child connection, help child feel safe and loved, using StoryBook’s massages, affirmations and meditations.

	Website	storybook-app.com/en
	Target Audience	Outside School
	Founders	Francisco Cornejo, Daniella
	Year Of Foundation	2020
	Country	Ecuador

#GESAWards







Description

Audemic, curates and simplifies research papers to be read by not only researchers, but executives and the intellectually curious in multiple languages, and via audio. To help them keep up to date, discover and understand the world’s most important advancements in research.

UVP

Curation of research papers in audio and multiple languages.

	Website	audemic.io
	Target Audience	Higher Ed
	Founders	Joshua Mitcham
	Year Of Foundation	2022
	Country	U.K.

#GESAWards

Q&A



Katrin Ann Orbeta, Co-Founder and Art Director, Mash&Co

Q What was your main motivation for building Mash&Co?

K.A. My entrepreneurial journey started at the university, the Academy of Fine Arts in Catania, in Sicily. During this school year, I had the chance to go to an exchange program in Budapest in an animation studio. I wanted to take my creations somewhere more than as a project of my thesis. I then met my co-founder, Vincenzo and decided to dedicate it as a project of an educational application for kids. I was

born in the Philippines and immigrate to Italy when I was 10 years old. At a young age, I was already aware of the different cultures, different societies, and most of all, the different opportunities. My family moved to Italy because of better opportunities for their kids.

For me the hope for new change for the future is kids. That's why we started to create educational apps for kids to enhance their emotional and social skills because they are the future adults and can be change-makers for a better world.

Super Sophia, is a product of Mash&Co. We tried to see what opportunities are in relation to video games, because we saw that more and more kids nowadays are engaged with this platform and cultural heritage isn't present in any of these games. This is why Super Sophia came out because Super Sophia is a game that wants to tell kids of their culture, history, and myths, by using the new media they're using today.

Q What are the most meaningful milestones you have reached so far?

K.A. When we started, we didn't have any clue about publishing an application and how to market it. There was one supporter that gave us the chance to learn about all this, which was a program of Microsoft. This was a big change maker for us because as a designer we got the chance to switch the mindset of being not just designers and, but also marketers. We gained half a million downloads. The mission first, to plant little seeds of positive values towards culture and history in kids, we reached it.

Q How far is the product from what you imagined it would look like?

K.A. When we started testing the product in schools, one of the main topics that we portrayed in that test was the effects of video games for educational purposes. Video games are not a popular mean to use at school to learn emotional skills. There is a lot of criticism towards it. While producing and developing, we talked to kids and tested the product with them, and we feel that there is a space for video games to learn certain kind of topics like emotional skills or cultural heritage. We need to convince the decision makers.

For me, the goal was to see video games as a tool to teach emotional skills while entertaining. One of the biggest challenges in schools nowadays is to entertain. How do you engage kids when you don't have engaging enough tools? All video games are based on playing. All species in the world, including humans, learn through play. And when you like. From all the time now that you're operating in. Speaker 2

Q What are the main attractions and frustrations in the EdTech ecosystem?

K.A. Everything is based on this deep belief that video games can really help enhance certain skills. Even with a lot of studies supporting the benefits of video games in the learning environment, the decision makers are not brave enough. It's a challenge for us, the entrepreneurs, to overcome that kind of bias that stops them to really deepen the knowledge about this product. When I explain our mission to an EdTech audience, they understand and relate to it, you feel a shared cause, but in terms of adoption, it's a challenge.

Q What is your vision for your product and its impact?

K.A. We want Mash&co to be something that people perceive as entertainment with purpose. We want to create entertaining video games, with a mission.

Q What were the benefits of taking part in MindCET accelerator program?

K.A. Participating in the program helped me explain and gain more knowledge in a way that I could explain a video game for educational purposes. MindCET gave us the chance to understand better how to explain it and what the educational pedagogical value is. We had assumptions before, but MindCET helped us to verify them. Speaking with experts in this field, was a real opportunity for us in the projection of the of the video game and how to enhance it, what are the features that we to emphasis in the game since we are in the stage of development. The network effect was and still is a big thing, many changes in our path, has been done, thanks to the network and the people that we met during the accelerator programs.

Q Do you have an example of an impact in your local market?

K.A. We had a million downloads and good feedback from parents that see the potential and benefits to their kids. For us, this is already an impact. Many decision makers, like MindCET and others allowed us to see the impact that we are trying to portray through what we do in our project. The universe of Mash&co and Super Sophia, we firmly believe that we create an impact. That is why we continue with it, facing the struggles and challenges.



Description






Mash&Co creates edutainment digital content (video games, apps, cartoons), empowering kids' emotional skills through storytelling and new media. Over 80% of children aged 2 to 7 use their parents' devices to play. 70% of parents use the devices as a tool to "calm their children". These data confirm that new technologies are at the center of the life of young families. The main problem is related to the contents to which children are exposed. Our Super Sofia mobile / web platform aims to help bridge the gap, giving parents and educators a series of tools with which children can interact, guided in a playful and safe way in the development of their own emotional intelligence.

UVP

At Mash&Co we help enhance kids' emotional skills with story-driven digital edutainment solutions inspired by the SDG Goals.

Traction

Over 500,000 users

	Website	mashandco.tv/en/home-en
	Target Audience	Outside School
	Founders	Katrin Ann Orbeta Vincenzo Merenda
	Year Of Foundation	2020
	Country	France & Italy

#Accelerator








Description

ASAT technology simplifies content for people who struggle to understand the complexities of language. ASAT is designed to provide automatic and instantaneous linguistic simplification of any digital content, making it accessible and comprehensible for a wider range of individuals. People with limited language proficiency, learning difficulties or disabilities, and those who may require simplified language for cultural or linguistic reasons. In today's fast-paced digital world, everyone must be able to understand and engage with digital content.

UVP

simplifies content for people who struggle to understand the complexities of language and makes it easier for everyone to understand content.

	Website	asattec.com
	Target Audience	Longlife Learning
	Founders	Tammy Margalit, Ravit Dadon
	Year Of Foundation	2021
	Country	Israel

#GESAwards



Description






Increase higher-ed students engagement with the material by performing game based tasks via mobile.

UVP

hiDucation offers a new approach to deliver serious educational content using mobile apps. Instead of quizzes, presentations, videos and static forms we create interactive and game based learning material backed by online analytics and AI. hiDucation cloud platform invites educators, institutes and organizations to build custom mobile applications with interactive educational content.

Traction

Over 3,000 monthly active users globally (updated to 2023)

	Website	hiducation.org
	Target Audience	Higher Ed
	Founders	Gabi Karasin
	Year Of Foundation	2022
	Country	Israel

#Accelerator



Description






Aveksana is a platform where users can build a profile to find relevant research topics and identify gaps. Aveksana's advanced machine learning algorithms and natural language processing provide personalized recommendations, empowering individuals to create impactful research and contribute to their field.

UVP

Assist academic students in improving their research writing skills.

Traction

3,000 users globally.

	Website	aveksana.com/home
	Target Audience	Higher Ed
	Founders	Maci Mechiche
	Year Of Foundation	2023
	Country	Finland

#Accelerator



Description





Parcas is a Social Impact EdTech that provides professional development to the periphery and to marginalized individuals to enable them to enter the labor market. Parcas includes the connection with the industry, and have grown exponentially not only in the numbers of learners, but in the number of main organizations of the Brazilian industry as well as significant investments.

UVP

A unique business model that guarantees to all learners, a job. A system that enables youth and adults who have been in jail, to have a chance to learn technology-related content, develop skills, and enter the labor market.

Traction

Over 52,000 paid learners in Brazil and Portugal

	Website	parcas.com.br
	Target Audience	Workforce
	Founders	Alan Almeida
	Year Of Foundation	2018
	Country	Brazil

#GESAwards

Q&A



Alan Almeida, Founder of {Parças} Developers School

In 2016, Alan Almeida left Casa Foundation (Correctional Center for Socio-Educational Assistance for Adolescents) willing to change his and the other inmates' future. With strong initiative skills, and an impressive ability to learn and make the most of the opportunities that life offers, he founded PARÇAS with two other partners (Parças is a Brazilian slang meaning partner), in order to open employment doors for young people leaving correctional centers. In just a few years and an intelligent business strategy, it has already changed the lives of thousands of young people and became an example of an EdTech company provoking a significant social impact.

Q Tell us about your journey towards entrepreneurship and how the idea for Parças was born.

A.A. We come from a context of what we call in Brazil a single-parent structure. I am the first in my family to graduate in higher education and no one finished elementary school, in both my father's and mother's sides. My mother is a seamstress, and my father (who has been absent from our lives) is a bricklayer. My three brothers and I were raised on the periphery of Sao Paulo State, a low-income, precarious neighborhood with open sewage, irregular electricity, illegal properties (invaded land), etc. Within this context, I managed to break the bubble with great difficulty, lots of challenges, and I went to work in a law firm as what is called "a boy" (a typical labor figure in Brazil, someone who does any job asked of him), despite constantly receiving

invitations to enter drug trafficking, or things like that. You constantly hear about a friend or relative who is no longer alive because of violence or is either stealing or trafficking, and you live with it - you study, play football, do everything with them because they are your neighbors, your friends, constitute what your home is.

An event in my teens, took me to this law firm - I received a proposal at a time when we were in a very difficult situation. I was 16 years old, and the owner of the bakery where I worked had been robbed several times, and asked me if I knew anyone to buy a gun. I was surprised, but I was really in need and so I told him yes, picked up the gun and took it to the bakery. But my mother is a seamstress who knew a lot of people and someone told her. She caught me receiving the money, counting the money and the owner of the bakery with the gun in his hand. My mother is from Bahia, as we say here in Brazil, they are "hot-blooded" - she beat me a

lot, made me return everything, and accompanied me to “the mouth” to return the gun. She told me “I’m not going to visit you in prison! You will not become a criminal.” She is a single mother, supporting 4 children. At that time, my uncle, my mother’s brother, had already died in the old Carandiru, a very famous prison in Brazil, gigantic with more than 6000 inmates. She was afraid of me getting lost in this and asked a lawyer who was her client to give me an opportunity. At that moment, my life changed, because I saw a lawyer at a trial and I said, wow, I think knowledge is the weapon. We didn’t know, we had never been encouraged to study, speak English, connect with people outside the country. I spent 6 years at that law office, I went to law school, and then I joined Citibank. When I think about it, what I achieved is crazy. Only thanks to God. It was a close call.

It was a very difficult path, but I joined Citibank and my career began. I started preparing to become a trader, took several financial market certifications and my career was growing when another significant event happened - I had a cousin who ended up in the Casa Foundation Correctional for drug trafficking. That really affected me. I was having a great professional career, I even received prizes because of a financial product that gained visibility at the CVM, which would be the SEC in the United States. Suddenly I came across my cousin being arrested and realized that what saved me was my mother being very strict - she even burned my hand on the stove to teach me which left a mark. But I had been lucky because I could be like my cousin or even not be alive. Today I am married, I have 2 children, and when my son also ended up at Casa Foundation, I decided to leave the bank, and started attending the Foundation to be able to change reality and provide opportunities for these people. So, I discovered that Brazil was the third country with the largest prison population in the world, behind the United States and China. I started to discover a lot of things that I didn’t know existed. I discovered that in São Paulo, which is one of the most developed states in Brazil, there is half of Brazil’s prison population. All these successions of events made me click and understand many things.

I started exploring my professional possibilities to change my future. At Citibank I discovered that the technology area was exploding and that there was a huge employment hole - an extraordinary market and that the bank itself was struggling to hire professionals. This was mid-2015, approximately. Brazil had just come out of the 2013 crisis due to the Confederation Cups - a lot of people were unemployed. I was at a high-income neighborhood and met a guy in a white t-shirt with a permit in his hand, wearing flip-flops and shorts asking for help because he had just gotten out of the prison

system. I was affected and thought that if this guy doesn’t eat, if this guy doesn’t have an opportunity to make money, become a professional, he will end up in prison again.

The birth of Parças

So, I put these events together and that gave me the final push. I thought maybe it was crazy, but I was going to leave Citibank and try something of my own. People thought I was crazy, but young people have the desire to make their dreams come true - they have strength, energy and believe in what they are saying. I convinced two other people to join me, which is Francisco and Carla Cristina. They came from the same reality as I, they had family members who had also been through the incarceration system. I said, look, let’s do this, let’s teach programming, let’s help people qualify for the labor market. In 2018 we formalized the idea. We started attending the Casa Foundation units and other prison systems, without any experience, without ever having started or managed a business, without having business family members or being prepared for this. Unfortunately, we started out unprepared, we were not even clear about the product or how to sell it. We just wanted to teach programming, break the cycle of incarceration incidences to this population. So, we started teaching programming at these units.

It took us sometime to gain the confidence of the incarceration places, that started skeptical about our true intentions. They did not pay us anything, but slowly they opened the doors for us to enter. We didn’t have any economic help and we used our own capital. Carla, Francisco and I were determined.

The accelerator

In March 2019, resources were running out, and we didn’t know how to sell, or how we could support ourselves. We managed to get into an acceleration program that provided a very small check, but it was something. That saved our lives because we managed, with that 33100 BRL, to have more energy to walk a little further and improve a program that we believed in. Moreover, the program was significant in guiding us. It was a program made for people on the periphery, so they helped us understand the language of business unknown to us. The program was three times a week, going physically. We began to understand how a product is created. They provoked us to think “you need to interview your target audience, those who might want to buy your product” “Who suffers from this pain?”. We contacted 50 people on LinkedIn and scheduled coffees to talk. They thought I was looking for work but at the meeting I explained that it was for people who had been deprived of their liberty

which is a very delicate topic because people are very afraid to offer these people jobs.

The first sale

Little by little I managed to discover what was needed to make this audience attractive to the market. We also understood that to be hired, we had to customize our pedagogical projects. Among the three founders, Francisco has a degree in pedagogy, taught at colleges; I have a law degree in cybersecurity; and Carla in the technology area, also focused on the health area. Together, we create the pedagogical project looking at what the market wants to get hired. In 2019 we started training and we managed to make the first sale to a single company and to place 73 people as test automation analysts. This first sale was almost like a commissioned bootcamp, a training job for us to understand the real possibilities for Parças. Furthermore, this experience made a lot of noise in the market.

The company’s growth

With many challenges, the pandemic and everything else, today we have 33 full-time employees, dedicated to the company, as salaried employees. At first, we used a legal contracting model that Brazilian labor law allows - service contracts, because it was cheaper and had less risk. In the last 2 years, we managed to make more permanent contracts as the company gained more structure.

We received two investments from NuBank and BossaNova with a 13% equity stake. We opened a branch in Portugal. We have more than 52,000 students today in Brazil serving several units for people who are deprived of liberty, or who have already completed their sentence or in semi-liberty. We have 14 offices spread across different Brazilian states either the person who has already completed the sentence comes to the office, or we set up islands within the incarceration units to teach classes with computer, notebook, projector, etc. This is part of an agreement that we normally sign with state prison councils.

In terms of who runs Parças, today, we are the three founders and five other employees who have shares or quotas in the company and two shareholders with a seat on the board. It’s been 8 months since we set up a legal counsel.

Customers

Many of our customers are private initiatives. We have a B2B business model for large corporations that need technology professionals. Examples of current clients are Nubank itself, Siemens, SAP, Google, Amazon, Cabral Foundation, Banks Itaú, Bradesco and Santander. Parças offers three products for its software house, that

provides development for clients that do not want to develop in-house. It counts with 33 employees plus all the people we trained and hired. First option is when the client does not want to directly hire the people that we trained (usually due to being people who have been incarcerated), then Parças hires and deals with all labor issues and the development is done within our Software House, under our responsibility. Another option is a Talent Pool, currently including more than 50,000 people, in cases where the client wants to hire directly from people trained by Parças. The third option is when the client wants to sponsor the training, without contract obligations, and in those cases that hiring does not occur, Parças itself offers work in the Software House which has a lot of work demand, as well as in the Talent Bank which is in great demand.

Q What do you think is your biggest challenge these days?

A.A. I think the biggest challenge we face today is the growth of the company, which has become very complex and with a very large operation. We have a very serious problem. The operation is now so complex and large, and we lack experience in managing a company like this. And we understand that the current accelerated growth can take us to either be very successful or to break. Napoleon, for example, lost the war because he broke his supply chain. During the war, winter arrived, and he had expanded to a very large territory, breaking the supply chain, resulting in a very large part of the army without food, weapons, and basic care.

We live in this moment. We have to be careful with governance issues, legal issues, contractual issues with clients and everything else, because we are now at the stage of moving away from the pre-scale stage.

We are very aware that we can break the supply chain if we are not careful. We need to pay attention, be careful since it is very difficult to carry out advanced management of a company that is moving towards large scalability.

{Parças}™
Developers School



Description






Unlocking the Power of Data-Driven Teaching: Introducing an innovative learning insights engine that empowers K-12 and Higher Ed educators with the superpowers of our insights and pedagogical recommendations. Blender simplifies the complexities of Blended Learning environments, saving valuable time and effort, and allows educators to easily and efficiently manage, personalize, and support learning processes in the classroom.

UVP

The teacher’s essential app for data-driven online and blended learning, without the complexity of a dashboard.

Traction

Working with ministry of education in Israel, with thousands of end users (students)

	Website	
	Target Audience	Middle - High School
	Founders	MindCET, Adi Barhoom
	Year Of Foundation	2021
	Country	Israel

#Accelerator

#EdTech Studio








Description

Skills is a platform that allows teachers to integrate social-emotional learning (SEL) into the content of the lesson. As an educator, finding the time, knowledge, and tools to integrate SEL into lessons can be challenging. Skills offers a practical and effective solution to strengthen the emotional and social abilities of students.

UVP

Skills enables teachers to design lessons that blend academic subjects with selected cross-curricular skills in a manner tailored to the teacher’s and class’s unique personalities and requirements. The tool provides pedagogical guidance on creating suitable connections between subject matter content and chosen skills for integrated learning.

	Website	
	Target Audience	Middle - High School
	Founders	MindCET
	Year Of Foundation	2023
	Country	Israel

#EdTech Studio



Description






We help job seekers in tech get hired. The tech job search has become a complex journey. With 88% of resumes facing rejection and sophisticated screening methods in play, many good candidates are left behind. We are here to change that. Through the synergy of AI, industry-insider mentors, and engaging micro-learning career-readiness content, we provide job seekers with the opportunity to maximize their career potential. Our team consists of tech hiring experts who are committed to empowering individuals to achieve success in the ever-evolving job market.

UVP

Accessing a wide range of resources for enhancing “getting hired” skills.

Traction

working with leading academic institutions in Israel as paying customers. Since we started selling 4 months ago / End of 2023, we’ve closed 4 B2B deals with tech bootcamps and colleges, providing MentMe to 2,000 students.

	Website	mentme.co
	Target Audience	Workforce, Higher Ed
	Founders	David Chesterman Reem Ben-David
	Year Of Foundation	2023
	Country	Israel

#Accelerator



Description






GLOSSAi trained their AI to analyze thousands of parameters, including text, tone, facial expressions, audience engagement, and much more to create smart, shareworthy content that maximize the use of existing content. By providing a broad content repurposing platform, organizations repurpose all their content from any format to any format thus increasing their reach and making content more relevant and personalized. This ranges from turning webinars into short form snippets for social media, training materials to automatic eBooks and white papers, website into endless synthesized ads or localizing podcast with automatic translation and dubbing.

UVP

Social impact - very interesting modelGLOSSAi provides a broad content repurposing platform allowing organizations to repurpose all their content from any format to any format thus increasing their reach and making content more relevant and personalized.

Traction

Over 3,500 companies

	Website	glossai.co
	Target Audience	Workforce
	Founders	Ofer Familier
	Year Of Foundation	2022
	Country	Israel

#Fund

Q&A



Ofer Familier, Co-Founder and CEO at GlossAi

Q. What was your main motivation for building GlossAi?

O.F. During COVID huge amounts of content was being transferred into video formats. Today, it seems obvious, but it is quite amazing the significant change triggered at that time - we are now setting video calls for most of our meetings, and there is much less need to take a flight to meet customers or renting spaces to run tutorials for employees. We believed that video formats are convenient and easy to use, as well as very efficient. However, video format for long sessions can be challenging in keeping people interested and engaged.

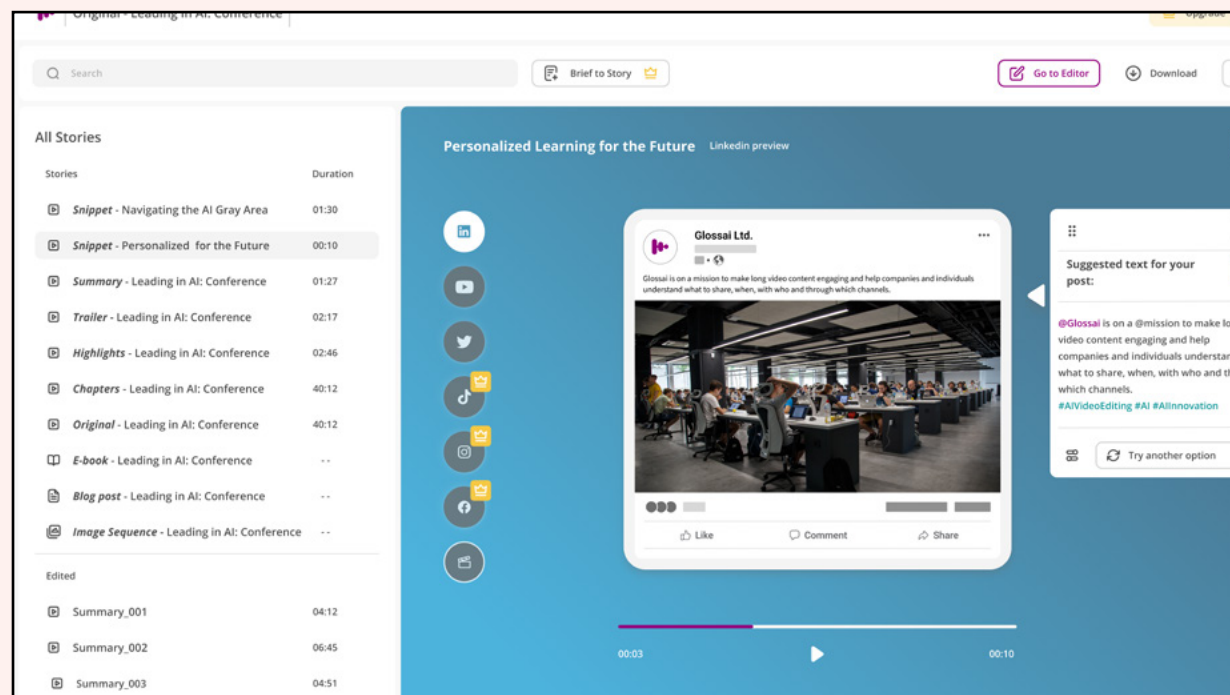
The sweet spot is that gap. The goal was to make video more accessible for more people. Videos are good, but when they are too long, they are hard to consume, especially when they are not “live”. We wanted to help people consume long and complicated videos. Moreover, the ability to understand what you saw, to summarize it, to follow up, is extremely important and this is what we wanted to achieve – help people consume long videos in an efficient manner. We have been using generative AI before it came out as a tool for the general public. However, this fact and this revolution helped us transform the product to support more functions.

Q. What are the most meaningful milestones GlossAi reached so far?

O.F. Product-wise, fully automating GlossAi was an important milestone. Because as a startup, you start with a lot of manual actions. We have more than 3500 companies using our product, fully automated.

Q. How far is GlossAi from what you imagined it would be?

O.F. Dramatically much wider than I ever imagined, in all areas. The goal at first was to have the user upload a video and create a summary. Then we learned that it isn't enough because organizations want to change things in the summary, and each organization needs a slightly different summary – maybe an e-book even, for universities



with online courses, newsletters for corporates, blog posts, etc. We thought it'd take years to automate these types of content. We never thought this would be the case, the demand to summarize all these types of content. We also support localization mostly via translations and dubbing - we are trying to do real time dubbing, so in every video call between people, one can speak in Hebrew, and the other one will hear it in English, it is invaluable for all sorts of limitations - blindless for example.

It isn't always a good thing to expand to so many directions, but with what was happening in the market with generative AI, we thought we must take advantage of the momentum. Many small companies were focusing on one-purpose products, and the fact that we were able to expand a lot and fast gives us a strong differentiation.

Q. What are the main attractions and frustrations in the EdTech ecosystem?

O.F. We sell mostly to the EdTech world through partnerships with big companies. There is a very clear split between EdTech as in L&D, meaning enterprise, and "pure" EdTech like universities and K-12. It shows in the willingness to pay. That is the reason we don't sell directly to universities. The price sensitivity is very high, in the level that for very few companies is even possible to consider innovation, since they know that no one will pay for it, so the heavy systems and

infrastructures stay behind. Corporates are getting better at being innovative because they invest in innovation. Since there is hardly any willingness to pay in EdTech, even the biggest vendors in the field do not prioritize developing breakthrough products for universities. It is very frustrating. I think our product gives the most value for the higher education vertical - for students, teachers, and the institutions themselves. However, enterprise companies are our key customers and drive our focus, since they are willing to pay.

It is frustrating to see that a new era in education has begun, education is not the same, and still, most of this industry do not understand it, and some are still treating Gen-AI as an anecdote.

Q. What is your vision for your product and its impact?

O.F. The big vision is to detach from how someone makes content and how someone consumes it. The main problem with content is that it is created one way, and the audience wants to consume it differently. There is a gap, and we want to make them independent from each other. Universities can keep creating content of hours-long lectures - they aren't going to get amazing in constantly creating engaging, short video bites, all the time. It's not their skills

set; they know how to record lectures. And if a student wants to consume it as a social media feed, or read through what was said in a text, they can. We are trying to make content repurposing automatically - whether one created a textbook, audio file, podcast, or a class, it can turn into any other formats of content. The idea is that people will know there is a content piece somewhere, and if they want it differently, they can get it. And when an organization wants to reach people where they are, they can repurpose their content. Universities are looking for the best researchers, more than the best teachers - you don't have to combine the two.

You can be the best teacher, but still have people who prefer consuming your content differently, and everyone should be catered. If the process of content production is automatic then everyone can focus on what they are good at, and not worry about creating content around what they want to focus on - universities don't need to build video departments to make their content engaging, they can use the automation.

Q. What is the impact of GlossAI in the current different target markets?

O.F. We target the global market, but here in Israel we work with the hearing-impaired sector. Part of making content available for everyone is to make it accessible. We create e-books from transcripts. For hearing-impaired people to read through a transcript and understand what is happening is a nightmare, so that caters for them. In addition, we work on an automatic avatar-based sign language moderator. A person can talk, and an avatar that does sign language is there as well. Sign language moderators are very expensive and only when the regulator forces, then organizations do it. We are trying to automate it so people can communicate through their own language, one of them being sign language.



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