



World Academy of Art and Science



Implementation Partners



C2C Classroom to Communities

Advancing Human Security Education Through Schools

Human Security for All - HS4A India

Biennial Progress & Impact Report

Implemented by **SpellBee International Foundation For Human Excellence**

a Section 8 not-for-profit company

Supported by **SpellBee International Private Limited**

ACADEMIC YEARS 2024-25 AND 2025-26

8

PILLARS OF HUMAN SECURITY

FOOD SECURITY



HEALTH SECURITY



ECONOMIC SECURITY



ENVIRONMENTAL SECURITY



PERSONAL SECURITY



POLITICAL SECURITY



TECHNOLOGY SECURITY



COMMUNITY SECURITY



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1. Introduction

This Biennial Progress & Impact Report (2024–2026) presents a comprehensive account of the implementation of the Human Security for All (HS4A) initiative in India over a two-year period, reflecting how a globally envisioned framework has been translated into meaningful, large-scale educational practice.

Developed under the guidance of the World Academy of Art and Science (WAAS), the HS4A initiative represents a global effort to integrate human security principles into education systems. In India, this vision has been operationalised through structured implementation led by the SpellBee International Foundation for Human Excellence (SIFHE) a section 8 not-for-profit company.

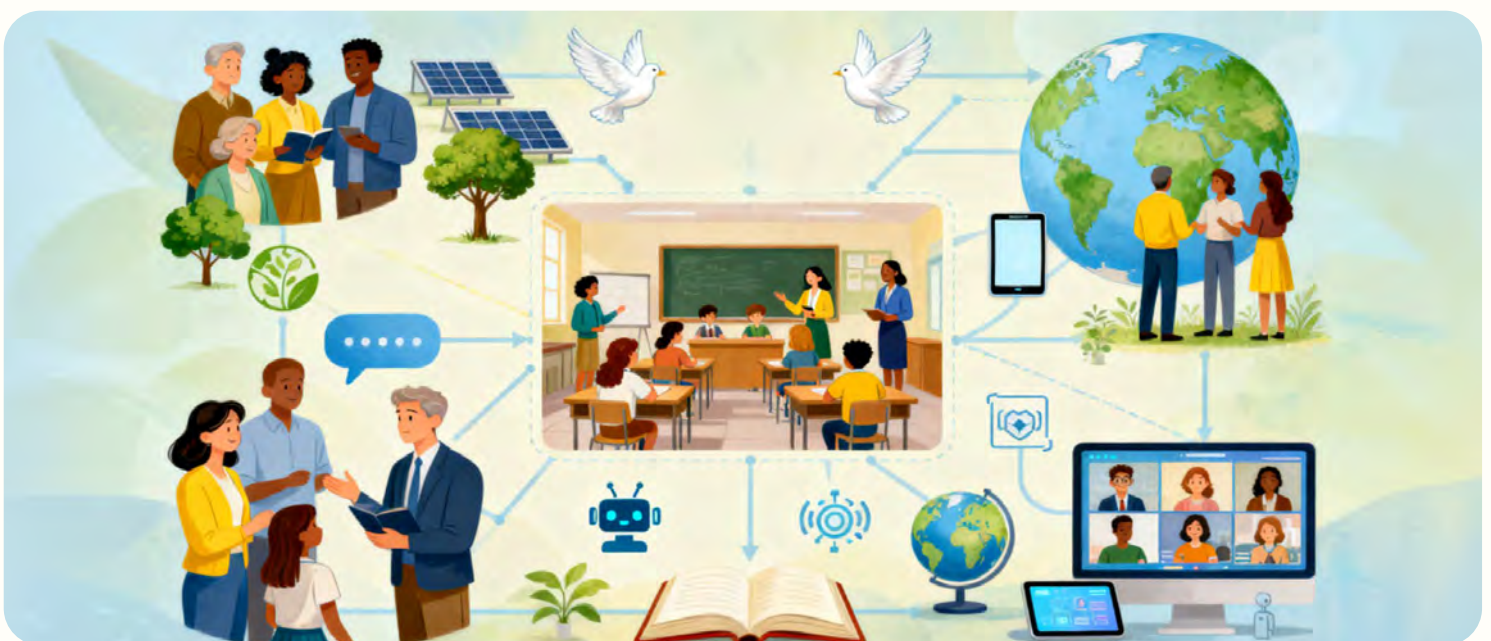
Spearheaded by SIFHE, the initiative demonstrates how a global thought framework can be effectively adapted, scaled, and embedded within classroom ecosystems—creating a strong bridge between international vision and local educational practice.



HS4A in Education: From Classrooms to Communities

Human Security for All (HS4A), an initiative of the World Academy of Art and Science (WAAS), is brought into the education space by introducing human security themes into classrooms and extending learning into communities through SIFHE's C2C (Classroom to Communities) approach. The programme primarily focuses on developing students' fluency (Listening, Speaking, Reading, and Writing) by using these themes as meaningful contexts for expression. Through engagement with 60+ international observance days, students move beyond academic learning to understand real-world issues, connect with communities, and express their ideas through speaking, writing, discussions, and presentations. While specific areas are highlighted, the programme spans multiple dimensions of human security and beyond, enabling students to become confident communicators who can engage with real-life challenges meaningfully.

- ▶ Human dignity, well-being, and responsible citizenship
- ▶ Environmental sustainability, climate awareness, and conservation
- ▶ Peace, inclusion, and social harmony
- ▶ Awareness of global, national, and community-level issues
- ▶ Future-ready thinking, transdisciplinary understanding, and evolving careers
- ▶ Fluency, articulation, and confident expression as the core outcome





Collaborative Institutional Framework and Implementation Ecosystem

The implementation of the **Human Security for All (HS4A)** initiative in India is led by the SpellBee International Foundation for Human Excellence (SIFHE), a Section 8 not-for-profit organisation serving as the principal body for programme execution, outreach, and ecosystem integration. From its inception, SIFHE has translated the global vision of **HS4A** into structured and scalable interventions across schools, institutions, and communities.

Supporting this initiative, SpellBee International Private Limited has functioned as a strategic partner, bringing over **16 years** of expertise in language development and educational delivery, with a reach of more than **6,000 schools** and **1.3 million** learners across India. This effort is strengthened by a strong human network comprising **100+ core** members and an extended ecosystem of 1,000+ academic associates, education partners, and goodwill ambassadors.

SIFHE is evolving as an independent implementation institution with a clear focus on long-term sustainability through institutional collaborations and self-sustaining programme ecosystems. Apart from its work in the **K-12 segment**, it is actively expanding into higher education institutions, with a strong focus on curriculum development, employability, entrepreneurship, and future-oriented, job-ready, globally exposed learning models. Drawing on over 15 years of core team experience in higher education and **NGO ecosystems**, **SIFHE** continues to foster social entrepreneurs, edupreneurs, and infopreneurs, extending its impact from classrooms to communities.

These efforts collectively strengthen the reach and effectiveness of HS4A in the coming years, enabling wider implementation through a growing, decentralised, and impact-driven network.

2. Programme Design and Delivery Approach

The HS4A–C2C (Classroom to Communities) programme of SIFHE is a structured and scalable model that integrates academic learning with real-world application. It connects classroom concepts with community engagement, enabling students to develop fluency, critical thinking, and global awareness in a meaningful and applied manner.



Academic & Fluency Integration

- ▶ Grade-specific content aligned with themes such as mathematics, economics, leadership, and personality development
- ▶ Development of 60 structured booklets aligned to observance days
- ▶ Integration into public speaking, writing, blogs, vlogs, and critical thinking activities

Content, Coaching & Implementation

- ▶ Designed by a strong academic, editorial, and content development team
- ▶ Dedicated coaching team (6+ members) supporting students, teachers, and parents
- ▶ Teacher manuals and structured frameworks ensuring consistent classroom execution
- ▶ Activities designed for 100% student participation with certification and recognition



Digital Infrastructure & Learning Ecosystem



- ▶ Classes delivered through Teachable platform and Zoom (capacity up to 3,000 participants)
- ▶ Assessments conducted through manual evaluation and SpellBee's digital platform
- ▶ Access to TCS iON proctored examination centres (1,600+ centres across India)
- ▶ Apps for practice, interaction, and voice-based assessment (speeches and recordings)

- ▶ Website-enabled result publication and performance tracking
- ▶ Well-equipped online teaching infrastructure and digital tools for seamless delivery

Ecosystem & Operational Strength

- ▶ Regular teacher training programmes and video-based guidance
- ▶ Apart from the in-house trainers of SpellBee International, WAAS Fellows and experts regularly deliver sessions in their areas of human security, contributing significantly to the capacity building of teachers under the HS4A initiative.
- ▶ Monthly parent engagement sessions for alignment and awareness
- ▶ Network of educators, coaches, and goodwill ambassadors driving execution
- ▶ Dedicated logistics systems for distribution of materials, certificates, and awards
- ▶ Operational support through office infrastructure (1,000+ sq. ft.) enabling coordination and delivery



Assessment & Outcome

- ▶ Structured systems for evaluation, certification, and identification of top performers
- ▶ Continuous tracking of student participation and progress
- ▶ Outcome-driven model building confident communicators, socially aware learners, and future-ready

Core Strength

The HS4A–C2C programme brings together strong academic design, human expertise, and robust digital infrastructure, creating a seamless ecosystem where learning moves from classrooms to communities with measurable impact.

3. Leadership and Execution Team

The HS4A–C2C initiative is guided by **Garry Jacobs**, President of WAAS, who mentors **Devakanni Subramanian**, CEO of SpellBee International and Project Director, HS4A India. Devakanni leads the HS4A India division and its overall implementation.

SIFHE's C2C (Classroom to Communities) project is headed by **Kanimozhi Arasi**, who, along with **Rajesh Mishra**, has developed a structured line of 60 books aligned to 60 observance days for different grade levels. The initiative is further supported by **Ezhil Vimalathithan** (Co-Director – finance and digital platforms), with design execution led by **Lakshmana Perumal** and Farook Mohamed.

Janani Ramanathan, Secretary General of WAAS, along with **Arulmozhi Arasi**, supports the initiative by facilitating WAAS Fellows and expert speakers for teacher capacity building programmes. Arulmozhi Arasi also contributes to curriculum development and integration of human security concepts into SpellBee International's curriculum books.

A team of 30+ members from SpellBee International supports the programme across functions as needed, enabling smooth and scalable execution.

Core Implementation Team

Lead Architect



CEO – SIFHE
SpellBee International Foundation For
Human Excellence

**Devakanni
Subramanian**

The Guiding Force of the Programme



Project Director,
HS4A-India

**Kanimozhi
Arasi**

The Programme Navigator



Project Manager,
HS4A-India

Rajesh Mishra

The Communication Catalyst



Academic Director
SpellBee International

**Arulmozhi
Arasi**

Finance and Digital Platforms



Co-Director
SIFHE

**Ezhil
Vimalathithan**

The Visual Storyteller



Chief,
Visual Designer

**Lakshmana
Perumal**

**Academic team
In-house speakers**

The Confidence Coach



**Pinaze
Dubash**

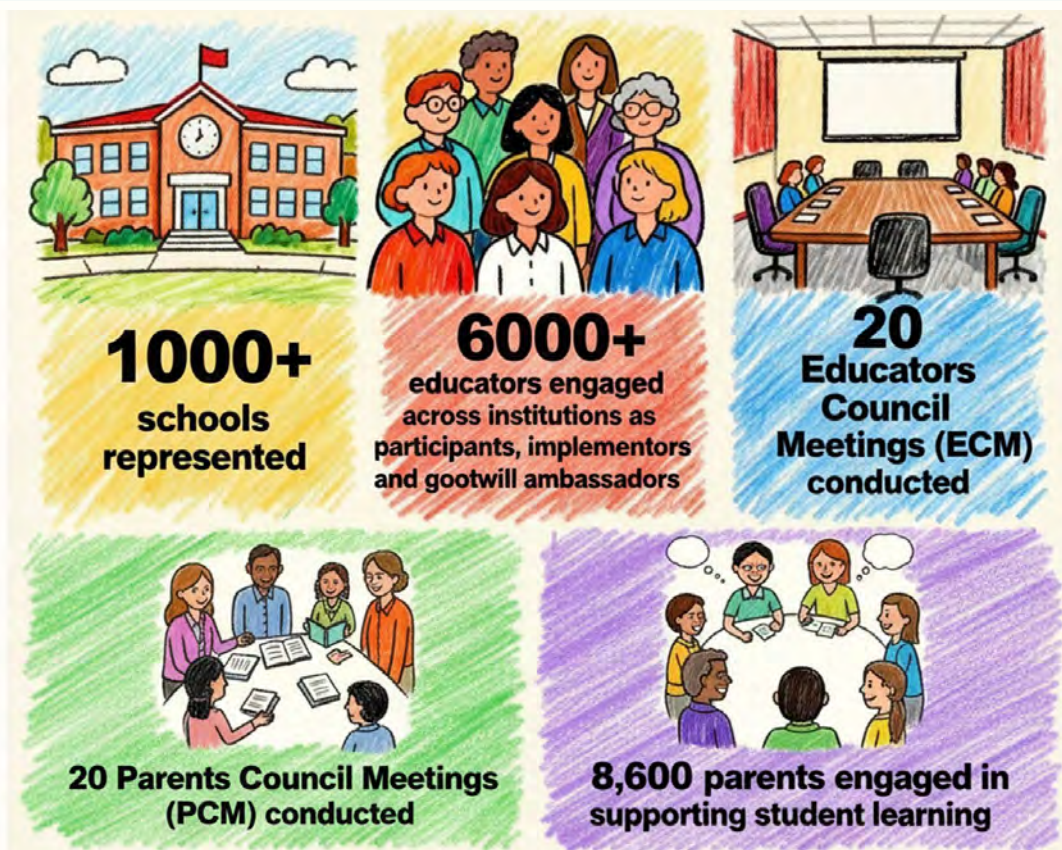
The Communication Catalyst



**Arundhati
Chatterjee**

4. Integrated Ecosystem for Student, Educator, and Parent Engagement

The HS4A–C2C initiative is implemented through a holistic learning ecosystem that goes beyond student training to actively engage educators and parents as co-participants in the learning process. Through structured Educators Council Meetings (ECM) and Parents Council Meetings (PCM), the programme builds capacity across all stakeholders—enabling teachers to effectively deliver the model and parents to support children in meaningful ways. This includes guiding students in discussions, interviews, surveys, content creation, and recording expressions through videos and presentations. By connecting classrooms with homes and communities, the initiative ensures that learning is continuous, supported, and experiential, creating a strong ecosystem where students not only learn, but are guided, encouraged, and empowered to express and engage with real-world contexts.



Ecosystem Reach and Engagement

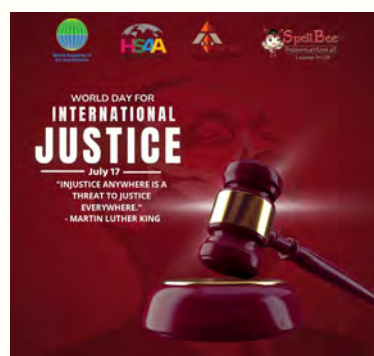
- ▶ 20 Educators Council Meetings (ECM) conducted
- ▶ 6000+ educators engaged across institutions as participants, implementors and goodwill ambassadors
- ▶ 1000+ schools represented
- ▶ 20 Parents Council Meetings (PCM) conducted
- ▶ 8,600 parents engaged in supporting student learning

5. Thematic Learning Days Toolkit for Schools

To support effective implementation, SIFHE, in collaboration with SpellBee International, has developed a series of 60 observance-based academic booklets for schools. These enable teachers to easily introduce and engage students in themes such as environmental conservation (mountains, water bodies), equality, poverty alleviation, peace, human rights, health, and responsible citizenship, among others. Each booklet includes ready-to-use tools like quiz questions, debate topics, activity sheets, and discussion prompts, along with assessment criteria, submission formats, and certificates, allowing teachers to conduct age-appropriate, structured, organised, activity-oriented, and joyful learning experiences with ease

Structure of the Booklets

- ▶ Introduction explaining the importance of the observance day
- ▶ Overview of global context and relevance
- ▶ Alignment with one or more human security themes
- ▶ Key facts, statistics, and background information
- ▶ Thought-provoking quotes and reflection prompts
- ▶ Structured pledge or commitment activity
- ▶ Multiple grade-appropriate activities and exercises
- ▶ Quiz questions, debate topics, and discussion frameworks
- ▶ Ready-to-use worksheets and creative templates
- ▶ Submission guidelines and assessment criteria
- ▶ Certificates and reporting formats for schools



6. Educator Engagement and Capacity Building

As part of strengthening the school ecosystem, educator capacity was built through Educators Council Meetings, where dedicated sessions on HS4A concepts were conducted. With the guidance of **Garry Jacobs**, President, WAAS, and the support of **Janani Ramanathan**, Secretary General, WAAS, eminent WAAS Fellows and experts engaged with educators, helping bring human security and future education concepts into classroom practice.

In the next phase, a specialised programme for educators was conducted in collaboration with IIM Calcutta, designed by **Devakanni Subramanian** (alumna) along with the academic team of IIM, for educators within the SpellBee International ecosystem. 20 Heads of Institutions were supported with 75%–90% sponsorship, and the programme covered areas such as future education, sustainability, entrepreneurship, and AI, aligned with HS4A concepts.



Dr. Garry Jacobs
President & CEO, WAAS

Human Security and Education:
Preparing Students for a Turbulent
and Transforming World



Dr. Janani Ramanathan
Secretary General, WAAS

Empowering Students for a
Sustainable Future: HS4A's Role in
Advancing SDG Goals



Mr. Grant Schreiber
General Manager, World
Academy of Art & Science

Empowering Educators and Students
for Social Transformation through
Human Security For All (HS4A)



Mr. Jonathan Granoff
President, Global Security Institute

Clean Energy and Climate Change:
Educators Empowering the Future
Generation



Mr. Ketan Patel
Founder & Chairman,
Force for Good

Empowering Educators to Inspire
Students as Forces for Good



Ms. Mila Popovic
Founder
Evolving Leadership

Culture of Peace:
Educators as Custodians of Human
Security and Inclusivity for All



Mr. Giulio Ammannato
Psychotherapist & Trauma Expert

From Reaction to Regulation:
Using Mindful Awareness to Identify
and Support Children Experiencing
Trauma-Triggered Stress Responses



Ms. Kehkashan Basu
Founder-President,
Green Hope Foundation

Voices of Change:
Empowering Young Minds to
Shape a Sustainable Future



Dr. Ash Pachauri
Co Founder and Senior Mentor, POP
(Protect Our Planet) Movement and WSDF

Preparing Future Leaders:
Nurturing Environmental Awareness
and Responsibility for a Better World



Dr. Marta Nešković
Research Fellow
Institute for Political Studies

Reimagining Learning:
Education as a Pathway to Human
Flourishing



Mr. Yul Anderson
African American
Future Society

Teaching for Justice:
Embedding Equity, Voice, and Action
to Empower Learners for a Fairer
World



7. Scale, Reach, and Impact

During the academic years 2024–25 and 2025–26, the HS4A–C2C initiative has created significant awareness, participation, and outcomes across multiple stakeholders. The following represents the reach and impact of the programme:

- ▶ 1.5 million+ brochures distributed with HS4A logos and human security concepts, creating awareness among 1.5 million individuals, with an estimated 4.5 million+ readership reach
- ▶ 100,000+ students reached through structured programme activities using observance-based thematic content
- ▶ 28,600+ student participations in weekly fluency and HS4A engagement sessions
- ▶ 1,601 student submissions recognised through theme-based activities
- ▶ 218 top-performing students awarded with gifts for outstanding articulation in speaking and writing on areas of national and international importance
- ▶ 1,000+ schools engaged across 17 states in India
- ▶ 6,000+ educators engaged as participants, coordinators, implementers, and goodwill ambassadors, actively supporting programme delivery within schools
- ▶ 8,600 parents engaged and trained to support their children through interviews, recordings, discussions, and implementation of human security concepts
- ▶ 21,000+ direct man-hours contributed towards programme design, delivery, and implementation

Digital Engagement

- ▶ 250+ digital posts published
- ▶ 25,000+ Facebook impressions
- ▶ 113 Instagram posts



These efforts have contributed to expanding awareness of human security concepts beyond direct participants to the wider community.

HS4A India – Scale, Reach, and Impact (2024–2026)



1.5 million+
Brochures Distributed
with HS4A logos and
human security concepts



100,000+
Students Reached
through structured programme
activities with
observance day content



60
Global Modules
26
Observance Cycles



28,600+
Student
Participations
in Weekly Fluency
Sessions



1,601
Student
Submissions
Recognised



218
Top-Performing Students
Awarded with Gifts
for outstanding articulation
in speaking and writing on
areas of national and
international importance.



1,000+
Schools Engaged
Across 17 States in India



17 States
Covered



6,000
Educators Engaged
as participants, coordinators,
implementers, and goodwill
ambassadors in schools.



8,600
Parents Engaged
and Trained
to support children through
interviews, recordings,
and implementation of
human security concepts.



21,000+
Direct Man-Hours
contributed towards
programme design,
delivery, and
implementation.



5,000
Educators Engaged
as participants, coordinators,
implementers, and
goodwill ambassadors
in schools.



1.5 million+
Brochures Distributed
with HS4A logos and
human security concepts.



8,600
Parents Engaged
and Trained
to support children through
interviews, recordings, and
implementation.

Empowering Schools • Inspiring Students • Engaging Communities



21,000+ Man Hours Involved
in program planning, design, and implementation.



Sample Videos

<https://www.youtube.com/@spellbeechannel/shorts>

<p>WORLD INTERFAITH HARMONY WEEK "Two Homes. One Value."</p> <p>World Interfaith Harmony Week</p> <p>Their tradition strengthens the faith.</p>	<p>WORLD INTERFAITH HARMONY WEEK "Two Homes. One Value."</p> <p>lightening diyas.</p>	<p>WORLD INTERFAITH HARMONY WEEK "Two Homes. One Value."</p> <p>Christianity celebrates the victory of Jesus</p>	<p>WORLD INTERFAITH HARMONY WEEK "Two Homes. One Value."</p> <p>Families illuminate their homes, exchange sweets,</p>	<p>WORLD INTERFAITH HARMONY WEEK "Two Homes. One Value."</p> <p>especially in the Sikh tradition,</p>	<p>WORLD DAY OF SOCIAL JUSTICE "The Rule I Would Change"</p> <p>The rule I would replace it with is simple.</p>
<p>Vihaan V (Grade 4) Sri Kumarans Public ... 43 views</p>	<p>Shriya (Grade - 2) RPS International ... 37 views</p>	<p>Nagatushita Appari (Grade - 7) Omkar ... 29 views</p>	<p>Anaisha Bassi (Grade - 5) The Bishops Co E... 28 views</p>	<p>Aarav Varanasi (Grade - 5A) Podar ... 23 views</p>	<p>Shachi Gupta (Grade - 7C) Euro School HS... 32 views</p>
<p>WORLD DAY OF SOCIAL JUSTICE "The Rule I Would Change"</p> <p>and judged by just 3 hours of writing.</p>	<p>WORLD DAY OF SOCIAL JUSTICE "The Rule I Would Change"</p> <p>helping hand or a polite word</p>	<p>WORLD DAY OF SOCIAL JUSTICE "The Rule I Would Change"</p> <p>traffic police is putting a fine and ...</p>	<p>WORLD DAY OF SOCIAL JUSTICE "The Rule I Would Change"</p> <p>society loses bright minds and great potential.</p>	<p>NATIONAL TOURISM DAY "A Hidden Treasure of My Hometown"</p> <p>It is a mix of patriotism and</p>	<p>NATIONAL TOURISM DAY "A Hidden Treasure of My Hometown"</p> <p>lake.</p>

CLICK HERE

World Food Day
"Food for the Future" Innovation Pitch!

OCT 16

CLICK HERE

Aadi Nitin Relekar Grade 6
Euro school Wakad HSE

International Day of Clean Air for Blue Skies

CLICK HERE

Gauri Maheshwari Grade 11
Modern Delhi International School - Faridabad

8. Financial Overview and Investment Rationale

The above expenditure represents the consolidated costs incurred over a two-year period (2024–2026) towards the design, development, and implementation of the Human Security for All (HS4A) initiative in India.

A significant portion of the expenditure has been directed towards human resource deployment, including academic leadership, content development, programme coordination, and mentoring support, ensuring the quality and consistency of programme delivery across participating schools.

Additional costs have been incurred towards student engagement and recognition, digital platforms for structured submissions, communication systems, educator and parent engagement mechanisms, and large-scale awareness and outreach activities.

Community outreach initiatives, including targeted interventions in underserved regions such as Gamru Village School, have been undertaken to ensure inclusivity and equitable access to learning opportunities.

The financial investment required for the development and execution of the initiative over the past two years has been supported by SpellBee International Private Limited, reflecting its continued commitment to advancing the objectives of SIFHE and the HS4A framework.



Year 3 Focus

Printing & Large-Scale
Dissemination of
Academic Booklets



Parent Engagement

Goodwill
Ambassadors

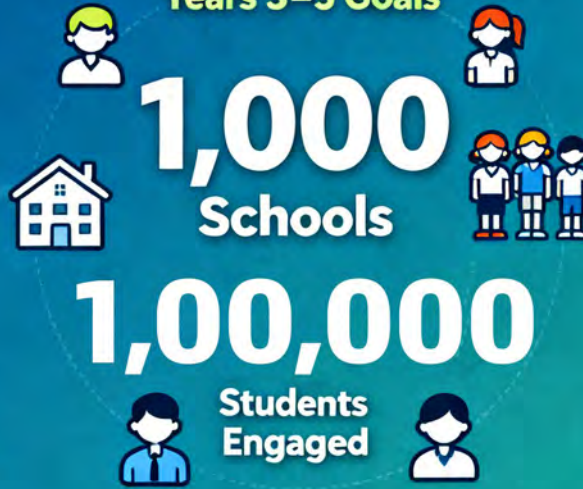


Home/Community Influence

Self-Sustaining Model

Institutional Participation
+ External Sponsorships

Years 3–5 Goals



International Expansion

- Bolivia
- Argentina
- Egypt
- Qatar
- Dubai
- Singapore
- Malaysia



2–3 Year Timeline

10. Gratitude and Closing Note

The initiative has now reached a strong and meaningful stage of development, supported by a committed ecosystem across institutions. With the collective efforts of teams from WAAS, HS4A, SpellBee International, and SIFHE, and the continued engagement of educators, parents, and partners, we express our sincere gratitude to all those who have contributed to this journey so far.

We look forward to progressive growth, deeper collaboration, and wider impact in the coming years, as the initiative continues to expand its reach across schools, communities, and geographies.

