| **IP STATUS**  Reflexive Education is a brand name of the Founders, managing Classroom Coordinator not-for-profit.  **SERVICE STATUS**  Reflexive Education provide Double-Teams as supply solution to schools to derive social validation Classroom Coordinators (CC) role whose job is to create social cohesion within a class.  **FUNDING SOUGHT**  £400k for 5-10 CC’s to begin September 2025. Objective: with \*(5-10) annual organic growth, every school has a handful of CC’s (£1.7b) within 7 years.  **INVESTMENT PLAN**  Equity negotiable for £400,000 investment which funds:  • £30k Classroom Coordinators  • £60k Business Development  • £40k  **FINANCIAL READINESS**  SEIS Advanced Assurance pending. Enterprise Innovation and Investor Readiness Grant pending  **CONTACT**  **Julie Jackson**  julie@reflexiveeducation.com  +44 7958 272 293  [reflexiveeducation.com](http://reflexiveeducation.com)  **KEY PEOPLE**  Julie Jackson, Founder  David Pinto, Founder  **PARTICIPANTS** | **OPPORTUNITY**  The Classroom Coordinators (CC) initiative is a revolutionary program designed to transform education by prioritizing social cohesion, self-organized learning, and the development of essential human skills. In an era of rapid technological advancement (AI), this initiative prepares students for a future where social intelligence and collaborative abilities are as crucial as academic knowledge. Classroom Coordinators integrate decades of validated learning practices with current mental health programs, offering a cost-effective alternative to individual interventions.  **AIM**  The program will initially place 5-10 fully funded Classroom Coordinators in pilot schools for one year, implementing the innovative "ABC State" system which cultivates self-discipline through social-responsibility. Following the initial year, each Coordinator will transition to a new school, collaborating with 5-10 new CCs, organically growing until CCs are in every school nationwide within seven years.  **MARKET**  **Social Learning**. Mental health programmes cost £4.5b for UK schools, with 120,000 mental health officers providing first-aid mental health to 300,000 students. The estimated cost for providing personalised mental health coaches is £3.4t, while the market for online mental health web-apps (including AI) is £1.2t.  **TA’s & SEN**. 52,000 TA’s in secondary schools costing £1.3b have proven to have a detrimental effect on learning (by fostering student dependency). £10b is allocated to 1.2m SEN students, another 0.5m identified but not funded.  **AI-Human Interface**. AI predicts 40% job losses globally with expected educational impact as personalised tutors. To complement investment in AI ethics boards, CCs usecase engagement with self-organised students, facilitating the professional shift from curriculum delivery to learning facilitators (an educational ideal).  **FUNDING MODEL (per school)**   1. Restructured 2-4 TA budgets towards 1-2 CCs (£30k-£60k) 2. Education innovation grants for 1-3 CCs (£30k-£90k) 3. Mental health initiative funding for 1-3 CCs (£30k-£90k) 4. Private corporate sponsorship programs for 1-2 CCs (£30k-£60k) 5. AI and tech readiness partnerships for 1-3 CCs (£30k-£90k)   Additional sources of funding include: Philanthropic educational foundations (£1m-£5m), Future workforce development subscriptions (£50k-£250k per company), Research access to A-state classrooms (£100k-£500k per study), Social Impact Bonds with outcome-based funding from investors (£10m-£50m over 5 years), Professional Development Services including Teacher Training programs (£1k-£5k per teacher) and School district consultancy (£50k-£250k per district annually). We may also pursue certification and accreditation models.  **FUNDING FOR GLOBAL CULTURE SHIFT**  The initiative's funding model combines restructured teaching assistant roles, government grants, private sponsorship (companies who wish to engage A-state classes), and employer investment. This diverse funding approach ensures sustainability and scalability. By accessing an A-state class, companies can leverage this high-quality social capital to gain unparalleled insights into youth culture, behavior, and preferences; providing a unique opportunity for companies to co-create products, services, and experiences that truly resonate with the next generation of consumers and workers. The authentic feedback and creative input from these students could significantly reduce market risks and accelerate innovation across multiple industries. Significantly, AI companies and forward-thinking tech firms will invest in the program to ensure a socially skilled future workforce capable of effective human-AI collaboration.  **TEAM**  Julie Jackson is former head of department, international oracy specialist, and an exemplary teacher. David Pinto is a mathematician and anthropologist who developed ABC Classes system in education, previously founded Sqale Ltd (trust-metric economic).  **OUR FUTURE**  By addressing multiple educational challenges simultaneously, including the integration of AI and the rising need for social-emotional learning, the Classroom Coordinators initiative represents a significant leap forward in education. Schools adopting this program early are positioned to become global leaders in educational innovation, producing resilient, socially adept graduates prepared for the complex challenges of the future. As the program grows, it has the potential to fundamentally reshape the structure of education, prioritizing the uniquely human skills that will remain invaluable in an increasingly automated world. |
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