



Catalysing School-Driven Holistic Learning Innovations To Achieve SDG4 by 2030

Annual Report 2022



AGA KHAN FOUNDATION

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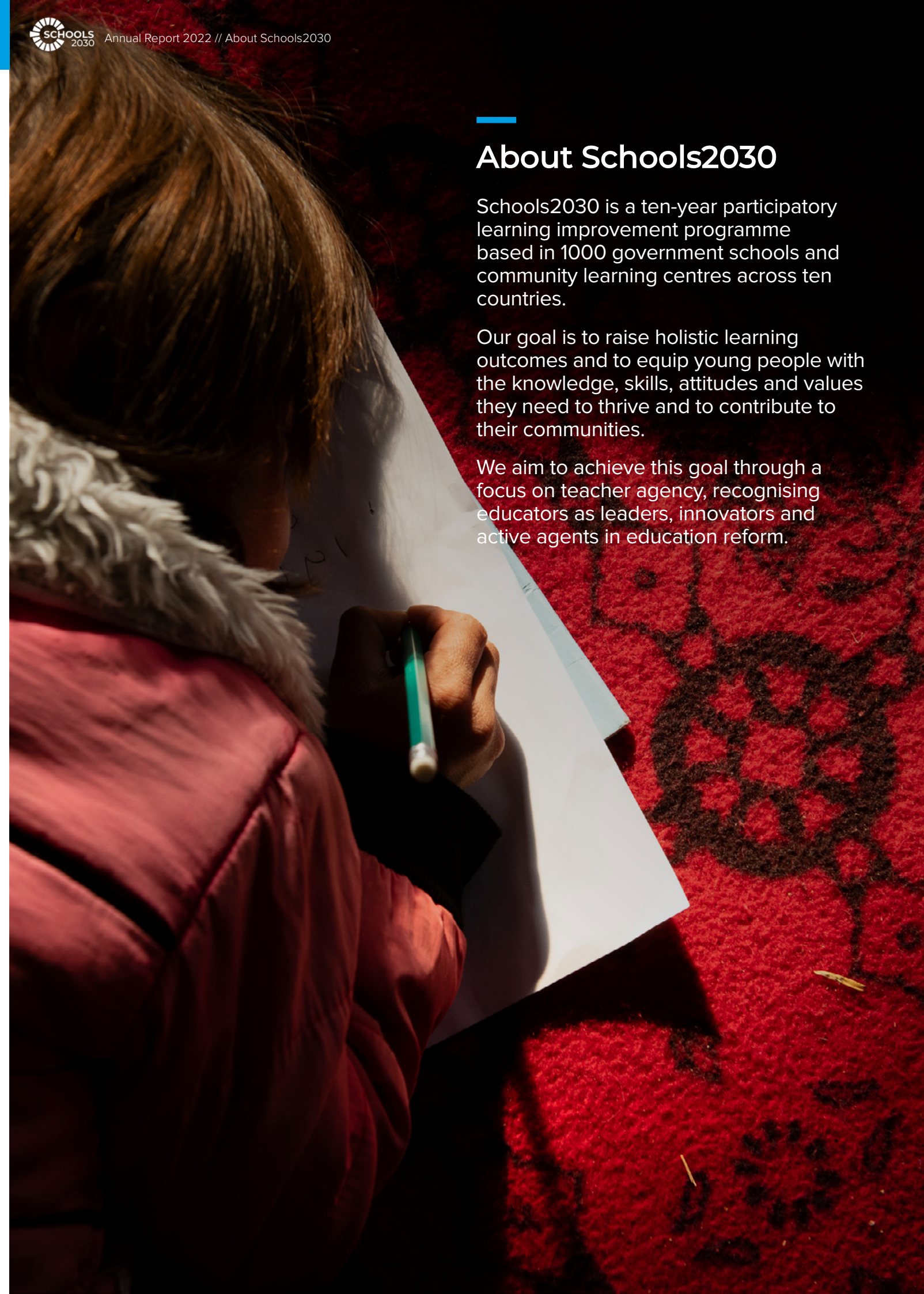
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About Schools2030

Schools2030 is a ten-year participatory learning improvement programme based in 1000 government schools and community learning centres across ten countries.

Our goal is to raise holistic learning outcomes and to equip young people with the knowledge, skills, attitudes and values they need to thrive and to contribute to their communities.

We aim to achieve this goal through a focus on teacher agency, recognising educators as leaders, innovators and active agents in education reform.



A Year of Consolidation and Growth: A Message from the Schools2030 Global Programme Manager

We are thrilled to release our second Schools2030 Annual Report, providing details of our programme progress across ten countries and reflecting on all we have learned together. This report is the culmination of twelve months of co-design and co-development with our Global Secretariat, country teams, technical and research partners, and school communities.

2022 was a year of consolidation and growth for Schools2030. We launched new rounds of Human-Centred Design workshops across our countries, engaging thousands of teachers and school leaders in design thinking and fostering peer mentorship and learning through educator communities of practice. We developed contextualised assessment tools that allow teachers to measure the skill development of their students in a range of academic and social-emotional learning domains. In many programme countries, these tools are breaking new ground as the first ever set of validated, contextual tools to assess non-academic skills. Through Schools2030's suite of freely available assessment and design resources, we have supported educators to develop, test and implement classroom innovations that are participatory, engaging and relevant for their students. And through these innovations, we are seeing measurable improvement in teaching, learning and whole-child development.

This year we have laid a strong foundation for connecting school-level innovation to system-level change through our close partnership with Ministries of Education, teacher training institutes and Schools2030's National Advisory Committees.

Our inaugural Schools2030 Global Forum in Tanzania in June set a new standard in sector

dialogue, with over 30 teachers drawn from across Schools2030 countries in discussion about the future of learning with policymakers and other education stakeholders and system leaders. You can read more about our global and national level showcasing events throughout this report to learn how Schools2030 is working to ensure the active engagement of teachers and schools in education sector dialogue and planning. We are proud that across our countries and globally, Schools2030 is increasingly recognised as a programme that is driven by and for teacher agency.

It is amazing to think of how far we have come since launching at school-level in 2021, amid COVID-19 educational and social disruption. 2022 has also been marked by tremendous challenges including devastating floods in Pakistan, drought in East Africa, political turmoil in Brazil and the ongoing humanitarian crisis in Afghanistan. Against this backdrop, our teams and partners continue to exemplify resilience as they work to support children and educators with compassion and flexibility. To them I offer my profound thanks and respect. This is truly a context-driven programme and our collective success is down to our remarkable country teams.

On behalf of the Schools2030 Global Secretariat, I would like to thank our network of schools, staff, partners, donors, supporters and friends for another great year. Together we are reimagining the future of learning and the achievement of quality, equitable education for all.

Warmly,



Dr Bronwen Magrath
Schools2030 Global Programme Manager

Who We Are

Schools2030 Global Secretariat



Dr Bronwen Magrath
Schools2030 Global Programme Manager



Sarah James
Schools2030 Global Communications
and Advocacy Manager



Scott Hamilton
Programme Finance Officer



Ellen Smith
Schools2030 Global Research Officer



Jonatane B-Budiaki
Senior Partnerships Manager



Katie Krummeck
Global Innovation and Design Advisor



Ama Peiris
Partnerships Officer



Nafisa Shekhova
Global Lead, Education and ECD



Dr Andrew Cunningham
Global Lead, Education



Members of the Global Secretariat at the closing ceremony of the Schools2030 Global Forum in Dar Es Salaam



Our Greatest Asset is our People

Our international team of staff work across thirteen countries, bringing technical expertise, experience and commitment to education and social development.

[Schools2030](#)'s Global Secretariat provides leadership on all aspects of programme design and management, including leading global workstreams on holistic assessment, Human-Centred Design (HCD), research and communications as well as finance and grant management. The Secretariat is based out of the [Aga Khan Foundation](#) (AKF) UK office, but with staff members in the Geneva and US offices

as well. We are proud to work together as a diverse but cohesive team with a shared passion for transformative educational change.

The majority of the Schools2030 team are based in our ten programme countries. National Coordinators provide technical leadership and support to a broad network of programme staff, including learning and assessment partners. More detail on these team members can be found in the country profile pages.

Schools2030 National Coordinators



Ahmad Zamir Gowara
Afghanistan



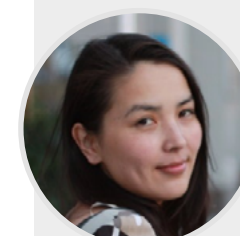
Thais Mesquita
Brazil (Ashoka)



Kuldeep Garg
India



Halima Shaaban
Kenya



Nazira Zholdosbekova
Kyrgyz Republic



Shakoor Muhammad
Pakistan



Alexandra Marques
Portugal



Shaibu Athuman
Tanzania



Sherali Saidoshurov
Tajikistan



Janat Nomatovu
Uganda

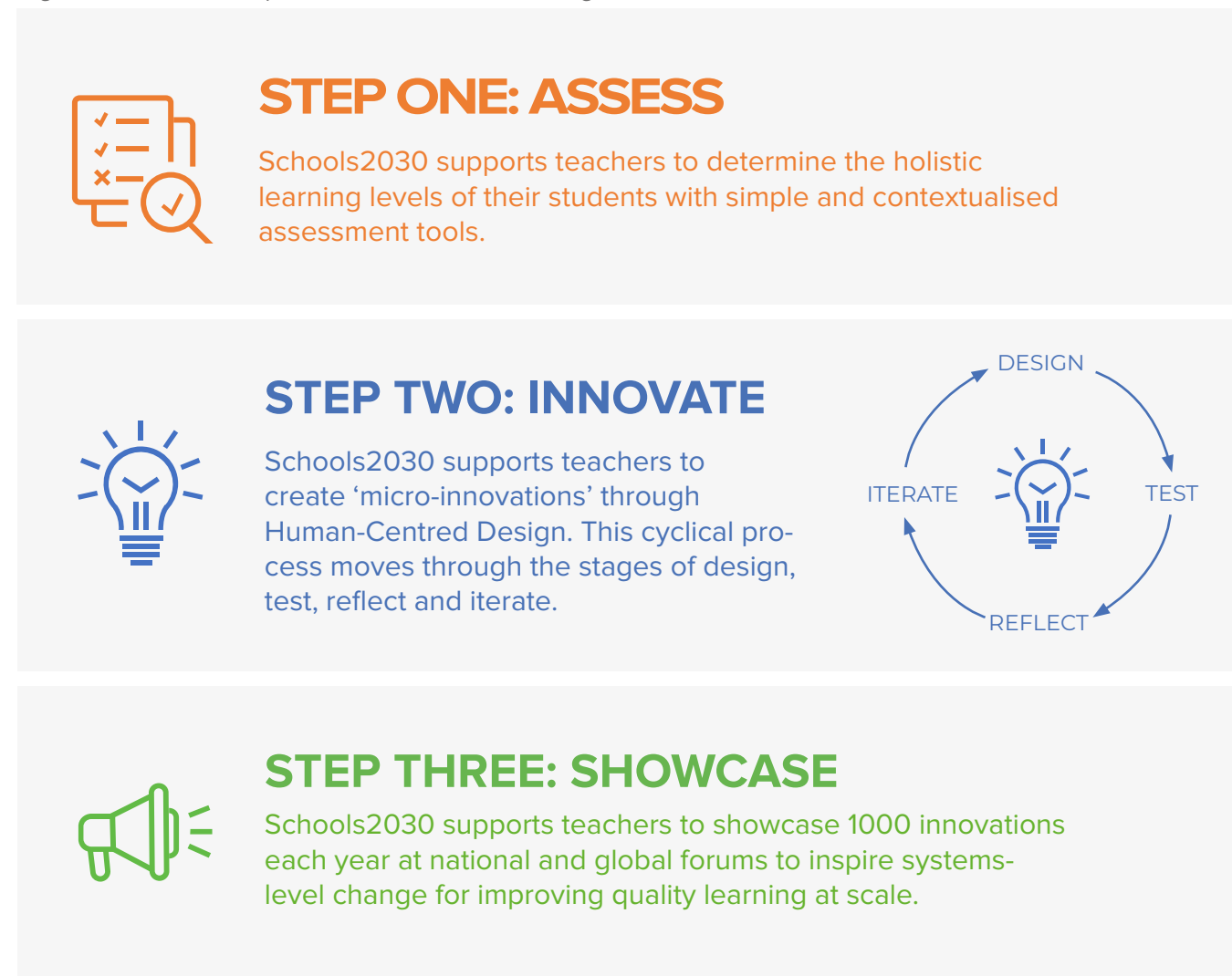
Our Three-Step Model for Educational Change

Through Schools2030's Three-Step Model for educational change – [Assess](#), [Innovate](#), [Showcase](#) – we have supported 50,000 teachers, school leaders, youth development partners and system leaders across 1000 schools in ten countries to lead school-level design thinking, action research, and evidence generation about what works to improve holistic learning outcomes for all.

carried out on a formative basis to test the ongoing efficacy of the innovations; the innovations are constantly iterated and refined based on the assessment data; and the showcasing work is an ongoing process of creating compelling communications opportunities, through events and other means, to create dialogue with education system leaders.

The three steps work as an ongoing cycle, continually feeding into one another. Assessments are

Figure 1: Our Three Step Model for Educational Change



Step One: Assess



Supporting Teachers with Simple and Contextualised Assessment Tools

During the Assess phase, Schools2030 supports teachers to measure the learning levels of their students with simple and contextualised assessment tools developed for each context by our National Assessment Partners with technical support provided at the global level by [Oxford MeasurEd](#), [Save the Children](#), [ECD Measure](#) and Dr. Sughra Choudhry Khan. Each country has a

specific set of learning domains for each age cohort, selected in partnership with Ministries of Education, local education authorities, teachers and other school stakeholders. Country-specific domains are listed in the relevant country section of this report and can also be found on our website.

Table 1: Overview of Assessment Tool Use

	Preschool cohort (age 5)	Primary cohort (age 10)	Secondary cohort (age 15+)
Holistic Learning Outcome Assessment	<p>Schools2030 Preschool Learning Outcome Assessment Tool</p> <p>Based on adapted International Development and Early Learning Assessment (IDELA)</p> <p>Adaptation led by National Assessment Partners; Global technical support and oversight from Save the Children</p>	<p>Schools2030 Holistic Learning Assessment Tools – Primary School</p> <p>Adaptation and development of new tools led by National Assessment Partners; Global technical support and validation led by Oxford MeasurEd</p>	<p>Schools2030 Holistic Learning Assessment Tools – Secondary School</p> <p>Adaptation and development of new tools led by National Assessment Partners; Global technical support and validation led by Oxford MeasurEd</p>
Quality Learning and Teaching Environment Assessment	<p>Schools2030 Preschool Learning Environment Assessment Tool</p> <p>Based on adapted Brief Early Quality Inventory (BEQI)</p> <p>Adaptation led by National Assessment Partners; Global technical support and oversight from ECD Measure</p>	<p>Schools2030 Primary School Learning Environment Assessment Tool</p> <p>Adaptation of World Bank's Teach and AKF Inclusive Classroom Guide</p> <p>Adaptation led by National Assessment Partners; Global technical support and oversight from Dr Sughra Choudhry-Khan</p>	<p>Schools2030 Secondary School Learning Environment Assessment Tool</p> <p>Adaptation of World Bank's Teach and AKF Inclusive Classroom Guide</p> <p>Adaptation led by National Assessment Partners; Global technical support and oversight from Dr Sughra Choudhry-Khan</p>

LEARNING DOMAINS SELECTED TO SUPPORT NATIONAL CURRICULAR PRIORITIES



Over the course of 2022, Schools2030 teams have adapted and piloted the International Development and Early Learning Assessment (IDELA) for use in Schools2030 preschools and have also piloted assessment tools for 23 distinct learning domains for the primary and secondary school cohorts. The National Assessment Partners work with teachers to pilot, adapt and develop learning outcome tools with technical support from Save the Children at the preschool level and Oxford MeasurEd at the primary and secondary levels.

Alongside our suite of learning outcome assessment tools, Schools2030 is also developing tools to support teachers to assess the quality of their classroom environment. This is an important element of our approach to improving inclusion and equity by ensuring our teachers are developing pedagogical skills in child-centred and responsive teaching. At the preschool level, we are working with our partner ECD Measure to adapt the [Brief Early Childhood Quality Inventory \(BEQI\)](#) for use in Schools2030 preschool classrooms. For primary and secondary school classrooms, Dr Sughra Choudhry Khan has developed an adapted form of the [World Bank's TEACH tool](#), with elements of [AKF's Inclusive Classroom Guide](#). Table 1 provides an overview of the entire suite of Schools2030 assessment tools with further updates on each provided in the following sections.

Adapting and Piloting Preschool Learning Outcome Tools

Preschool-level learning assessment teams adapted the [International Development and Early Learning Assessment \(IDELA\)](#) as well as

some additional items from the International Social and Emotional Learning Assessment (ISELA) tools. In 2022, Save the Children supported Schools2030 National Assessment Partners in India, Pakistan and Portugal to select relevant items aligned to the country-specific preschool learning domains and existing curricula (NB other countries had completed this process in 2021). IDELA training-of-trainers in January and July brought together National Assessment Partners for capacity strengthening and cross-learning. The trained trainers led the piloting of IDELA in schools with technical support from Save the Children on data analysis following the pre-pilot and pilot exercises, conducting psychometric tests for validation of the contextualised instrument.

The tested, open access IDELA tool for effective data use connects classroom findings to a global community of practitioners. Through Schools2030, Save the Children introduced IDELA to three new countries – Kyrgyzstan, Portugal, and Tajikistan – expanding the reach of the IDELA network to 78 countries and 120 partners.

Sample Schools2030 Preschool Learning Outcome Tools (adapted IDELA)

- Afghanistan ([Pashto](#), [Dari](#))
- India ([English](#))
- Kyrgyzstan ([Russian](#), [Kyrgyz](#))
- Tajikistan ([Tajik](#))
- Tanzania ([Kiswahili](#))
- Uganda ([English](#))



The Schools2030 learning outcome data will contribute to the largest collection of datasets on early childhood development in low- and middle-income countries, enabling researchers around the world to include and understand preschool learning outcomes vis-à-vis broader and more diverse country and global lenses.

Clay Westrope, Senior Advisor,
Research, Evidence and Learning, Save the Children



Teacher Said Kombo works closely with a student at Tom Mboya Primary School, Mombasa

Developing and Piloting Primary and Secondary School Learning Outcome Tools

2022 has been a busy year for the National Assessment Partners, who have been developing, adapting and piloting new instruments to measure learning outcomes in their countries. To date we have developed and piloted new holistic assessment items across all our countries, with over half of these tools now psychometrically validated and finalised for use in schools

In most cases, literacy and numeracy measures have been adapted from those already in use in each country. However, for the non-academic domains such as empathy, creativity, leadership or communication, Schools2030 National Assessment Partners are developing the first ever such tools for their country context. These have been developed in partnership with teachers to ensure they are useable and useful for classroom contexts. The development of these tools has been a tremendous and often time-consuming effort, but we believe these tools will be a long-term and sustainable public

Sample Schools2030 Holistic Learning Outcome Tools

- [Leadership](#), Kenya (Primary-level)
- [Creativity](#), Tanzania (Primary-level)
- [Civic Engagement](#), Tanzania (Secondary-level)
- [Literacy](#), Afghanistan (Primary-level)
- [Empathy](#), Portugal (Secondary-level)



good for the education sectors in each programme country.

Oxford MeasurEd, in their role as Global Assessment Partner for Schools2030, provides technical support to each National Assessment Partner as they develop holistic learning outcome assessment tools. This support includes psychometric validation of each instrument to ensure that Schools2030 assessment tools are robust, reliable and suitable for sharing as national and global resources. Oxford MeasurEd has already

been ensuring that Schools2030 assessment tools and processes are being shared on the global stage, having led and coordinated Schools2030 assessment panels at the [Comparative International Education Society \(CIES\)](#) and [UK Forum for International Education and Training \(UKFIET\)](#) conferences, as well as organising several sessions at the [Schools2030 Global Forum](#) in June 2022. As part of their role in fostering a culture of peer-to-peer learning across the assessment partners, Oxford MeasurEd has developed the Schools2030 Assessment Hub as an online platform for knowledge sharing among the Schools2030 assessment community. The Assessment Hub includes an Item Bank that allows for the sharing of country-developed

The Role of Schools2030's National Advisory Committees

Each Schools2030 country benefits from the guidance and technical support of a National Advisory Committee (NAC) – a selection of national education system leaders from a cross-section of institutions including government, civil society, business and other development organisations. They have played a critical role in selecting the priority domains for each age group and ensure continual alignment of the programme goals to national curricular priorities.



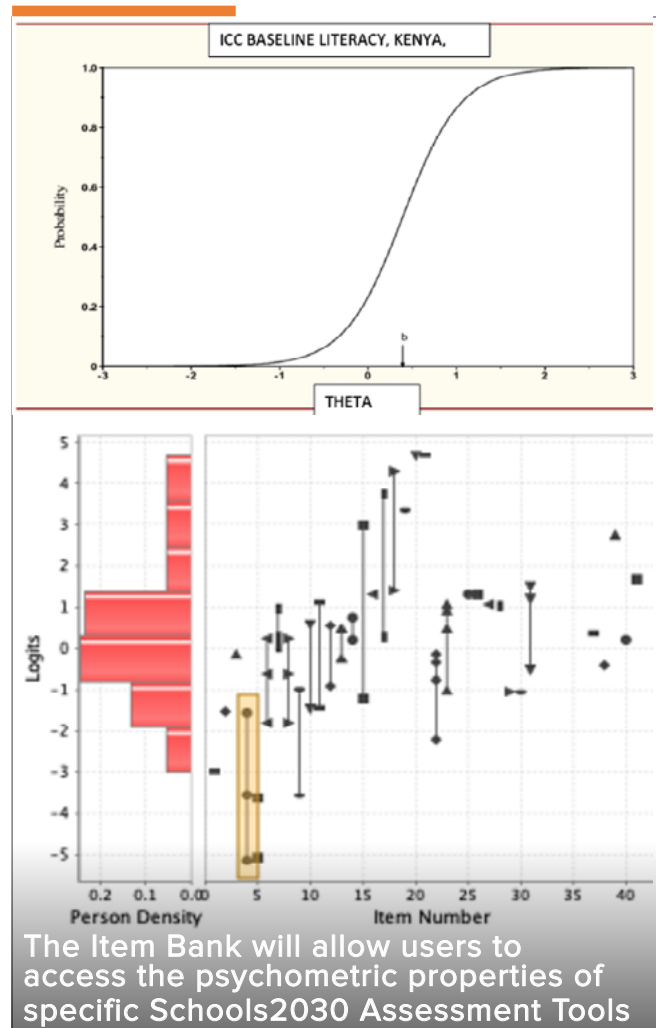
The world is increasingly expecting young people to gain 21st century and holistic learning skills, yet in the vast majority of countries, tools to assess these skills simply do not exist. Schools2030 is pioneering the process of developing contextually relevant, valid and reliable holistic assessment tools and creating a pathway for others to follow on how to measure what matters.

Dr Rachel Outhred, Managing Director, Oxford MeasurEd

Table 2: Primary and Secondary Assessment Tool Development: Progress by Country

Country	Domains Defined	Item Development/ Face validity	Tool Piloting	Validation/ Psychometric Analysis	Tools Finalised
Afghanistan	Complete	In Process	Planned	Planned	Planned
India	Complete	In Process	Planned	Planned	Planned
Kenya	Complete	In Process	Planned	Planned	Planned
Kyrgyzstan	Complete	In Process	Planned	Planned	Planned
Pakistan	Complete	In Process	Planned	Planned	Planned
Portugal	Complete	In Process	Planned	Planned	Planned
Tajikistan	Complete	In Process	Planned	Planned	Planned
Tanzania	Complete	In Process	Planned	Planned	Planned
Uganda	Complete	In Process	Planned	Planned	Planned
LEGEND	Complete	In Process	Planned		

*Brazil is working with existing in-country assessment tools



completed by teachers, to allow them to reflect on their teaching practices and potential areas for improvement.

Following the adaptation and translation of tools, ECD Measure conducted reliability trainings for teams in the seven countries, using local pre-primary classroom videos and photos to help contextualise the training. After the reliability training, teams collected pilot data in (on average) 10 to 12 preschool classrooms for each country. For each country, ECD Measure prepared a BEQI Pilot Report, documenting the work conducted to pilot BEQI with details on the adaptation of the tools, the training and reliability process, data collection, results, descriptive data analysis, and suggestions for next steps in using the data for improvement. In Uganda, Tanzania, and Kenya, teams moved forward with scaling up the BEQI data collection to all Schools2030 preschool classrooms. Table 3 provides a complete summary of achievements.

In 2023, ECD Measure will support teams in Pakistan and India to finalise the BEQI adaptation and pilot process. In addition, ECD Measure will work with Schools2030 teams to define the processes on how BEQI can be used on an ongoing basis as part of the formative assessment component of the Schools2030 assessment approach. Ongoing monitoring data collected from the BEQI Classroom Observation and Self-Assessment can provide useful insights into specific areas where preschool programmes and teachers need more support. Moving forward, ECD Measure plans to work with Schools2030 teams to support the scale up and ongoing use of BEQI and to provide strategic guidance on how the BEQI data can support goal setting and coaching and professional

assessment tools, items and questions that can be searched by language, subject, grade level and other characteristics. We anticipate the Item Bank will be shared publicly as global resource in early 2024.

Adapting and Piloting Preschool Learning Environment Assessment

Our global-level technical partner, ECD Measure, is working with National Assessment Partners and country teams to adapt and pilot the BEQI tool for use in Schools2030 preschools, aligned to locally and nationally relevant practices as to what preschool quality should look like. The tool provides fast and feasible measurement of the quality of early childhood education settings, addressing programme activities and materials, educator-child interactions and health and safety. The BEQI includes a Classroom Observation tool, completed by a trained observer, and a Self-Assessment,

BEQI Pilot Data and Results Reports (plus Sample Tools)

- [Afghanistan BEQI Pilot Report](#)
- [Kenya BEQI Pilot Report](#)
- [Portugal BEQI Pilot Report](#)
- [Tajikistan BEQI Pilot Report](#)
- [Tanzania BEQI Pilot Report](#)
- [Uganda BEQI Pilot Report](#)



Table 3: Preschool Assessment Tool Development: Progress by Country

Country	Preschool Learning Environment Assessment (BEQI)			Preschool Learning Outcome Assessment (IDELA)		
	Adaptation	Training	Piloting	Adaptation	Training	Piloting
Afghanistan	Complete	In Process	Planned	Complete	Complete	Complete
India	In Process	In Process	In Process	Complete	Complete	Complete
Kenya	Complete	Complete	Complete	Complete	Complete	Complete
Kyrgyzstan	Complete	Complete	In Process	Complete	Complete	Complete
Pakistan	In Process	In Process	In Process	Complete	Complete	Complete
Portugal	Complete	Complete	Complete	Complete	Complete	Complete
Tajikistan	Complete	Complete	Complete	Complete	Complete	Complete
Tanzania	Complete	Complete	Complete	Complete	Complete	Complete
Uganda	Complete	Complete	Complete	Complete	Complete	Complete
LEGEND	Complete	In Process	Planned			

*Brazil is working with existing in-country assessment tools

development for teachers as part of the broader Schools2030 HCD process.

Adapting and Piloting Primary and Secondary-Level Learning Environment Assessment

The Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit is a learning environment assessment tool for primary and secondary schools. The toolkit comprises both peer observation and self-reflection forms along with accompanying manuals and guidance. Dr Sughra Choudhry Khan, Schools2030's Senior Advisor, Education and Early Childhood Development, developed the toolkit in late 2021, and with support from Oxford MeasurEd and country-level stakeholders, refined and formally introduced it to 100 National Assessment Partners through four interactive virtual trainings in October 2022. Following the trainings, partners will complete contextualising and piloting the tools in their individual countries by Q1 2023, sharing their draft country tools for review and any overall feedback on the toolkit. After receiving feedback on the contextualised tools these can be finalised at the country level and used for the next HCD training cycle. The global toolkit will then be refined based on any generic comments and recent relevant literature and be prepared for publication as a global good in 2023.

Schools2030's Classroom Learning Environment Observation and Teacher Reflection Toolkit

- [Observation Manual Primary and Secondary-level Learning Environment](#)
- [Observer Reflective Dialogue Questions](#)
- [Primary-level Learning Environment Rubric](#)
- [Primary and Secondary-level Learning Environment Classroom Form](#)
- [Teacher Reflection Form](#)





RECOGNISING TEACHERS AS INNOVATORS AND DESIGNERS

Step Two: Innovate



Design Thinking to Drive Innovation, Professional Development and Quality Pedagogy

Over the past year, Schools2030 has supported over 5000 educators – teachers, school leaders, and youth development partners across ten countries – to co-design thousands of new education innovations and teaching practices that target specific learning domains as selected by National Advisory Committees and assessed through Schools2030’s suite of holistic assessment tools. Schools2030 educators create the innovations through [Human-Centred Design \(HCD\)](#), a cyclical process that moves through the stages of **design, test, reflect, and iterate**.

assumptions they are making about a context – even one familiar to them – and think of new and novel interventions to known problems. Using this process can also provide helpful frameworks for designing more equitable solutions for all stakeholder groups, creating a community-driven collaborative process that engages stakeholders in the process of co-creation and iterative feedback.

In 2022, Schools2030 provided the following support for the HCD process:

The HCD process is essential for Schools2030’s participatory approach to educational change as it supports all stakeholders to empathise with each other and to understand their diverse needs and motivations. This allows for creative and collaborative decision-making and the establishment of strong communities of practice. The methods and modes of HCD support school design teams to question the

[HCD workshops](#) have been held in each country to strengthen educator capacity to innovate for improved learning outcomes. These workshops are led by Schools2030 country teams with support from facilitators and “champion teachers” – those who have participated previously and are ready to move on to HCD coaching roles. [Free, open-source HCD resources](#), adapted and translated across all ten programme countries, guide educators through the HCD process. These resources



Anganwari (preschool) workers in Bihar, India, going through the Human-Centred Design process with AKF facilitators

support teachers to move through the process, and the process supports educators to reimagine their roles as creative problem-solvers and innovators in their communities.

Flexible Response Funds support the innovation process. This targeted and responsive funding model ensures that the most promising innovations have the resources needed to be fully implemented and ready for wider replication and scale. We have earmarked \$2000 per school per year as a Flexible Response Fund, although in many cases schools are requesting far less than this figure to design and implement holistic learning innovations. By keeping costs as efficient as possible, we are working to ensure the innovations developed by Schools2030 schools are low-cost and easily replicable in other settings.

Ongoing peer-to-peer learning and mentorship from Schools2030 country teams is an essential part of our HCD support in these first years of our programme's development. Through regular school visits, ongoing workshops and WhatsApp support groups, we are building a cadre of designer-educators who drive locally relevant education innovations

and showcase new mindsets about the role of teachers as innovators and designers.

At the global level, AKF Design and Innovation Advisor, Katie Krummeck, provides technical support on all aspects of Human-Centred Design. With many countries completing a design cycle in 2022, Katie spent time facilitating in-person and remote conversations to gather feedback from educators and Schools2030 team members on how to improve the HCD process. One of the early pieces of feedback was that teams needed a menu of HCD processes that allowed for different facilitation strategies over different time horizons. Using the complete HCD toolkit as the foundation, Katie created a suite of more streamlined processes called "HCD Sprints." These sprints allow educators to begin the design process with different modes to accommodate project teams who come to the process with an idea to prototype or a problem to explore. National Coordinators can also use the sprints to customise the process that fits into the time constraints of their schools' calendars and capacity to participate.

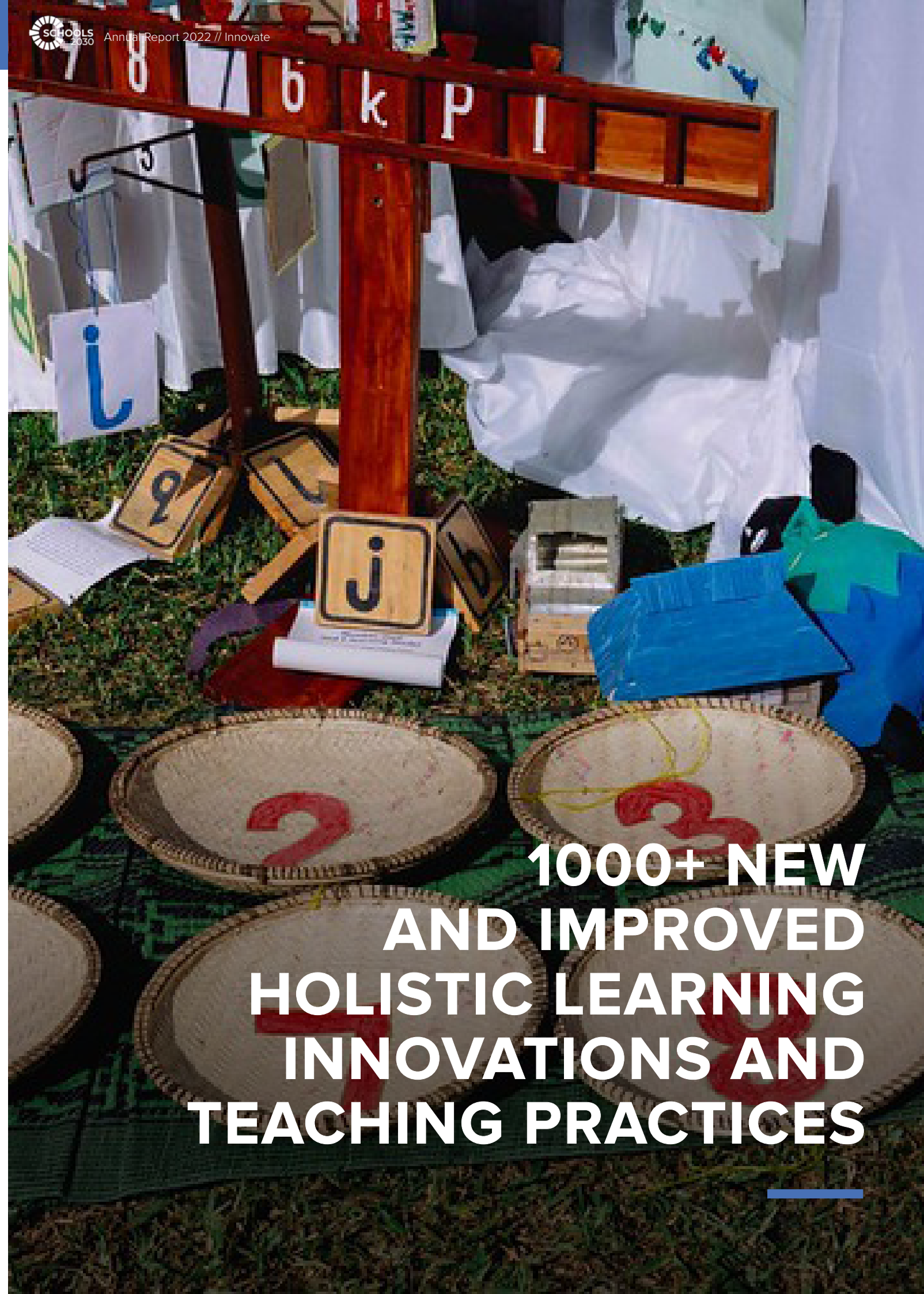


We are active during this project. In so many projects, we are not active.

Aynalishoeva Mohkhonim, Primary School Teacher, Tajikistan



Teachers in Tajikistan working through the Schools2030 Human-Centred Design Toolkit



1000+ NEW AND IMPROVED HOLISTIC LEARNING INNOVATIONS AND TEACHING PRACTICES



Spotlight on: Holistic Learning Innovations from Afghanistan, India, Portugal and Uganda



The Project-Oriented Class

An Innovation from Zarina Girls' School, Baghlan, Afghanistan

Education Stage: Primary – Grade 4 (Ages 6-10)

Learning Domains: Literacy, Numeracy, Science, Collaboration, Relationship Building

How it Works: During the assessment phase it was determined that 54% of Grade 4 students struggled with literacy, including knowledge of the alphabet, spelling, reading, comprehension, expression, grammar, punctuation, and writing. 49% of students encountered problems in numeracy, including counting of numbers, fractions, geometry, and arithmetic. The innovation aims to engage the students in creative ways.

The *Project-Oriented Class* is two-stage. The children are divided into groups and during the initial teaching stage, the teacher uses a variety of game-based methods to teach different topics, including flashcards, 'question roulette' and a question-based ticketing system. The second phase involves student groups being assigned a research project based on the topics. They present daily updates to their classmates (10 minutes) and at the end of the week give an hour-long presentation on their findings. Over four months the groups change so that the children can work with everyone.

Feedback: "The activities are contributing to student-centred learning and according to the evaluations, I can see good progress in all the students." - Shafiq, teacher



Our Classroom without a Roof

An Innovation from School Cluster Algueirão, Sintra, Portugal

Education Stage: All age groups

Learning Domains: Problem Solving, Critical Thinking, Creativity, Relationship Building, Self-efficacy

How it Works: *Our Classroom without a Roof* is an outdoor learning environment in which students accomplish tasks in a less formal way, near to nature, and with a learning/doing attitude. It responds to assessment data which confirmed that as students go through traditional schooling, their enthusiasm for learning and creativity/problemsolving often diminishes.

The innovation is intended to benefit the whole school community and seeks full participation, as well as the collaboration and advice of caregivers, to achieve sustainability. The Portuguese Profile of Students Leaving Compulsory Schooling (PASEO) serves as the foundation for the skills to be acquired, and it aims to address SDG4: personal development and autonomy; critical thinking and creative thinking; interpersonal relationships.

Initial Impact: According to the educators, the space has the potential to tackle various subjects in a unique way, and the students' joy and happiness is half the way to success since they are able to learn and play in a healthier and more liberated atmosphere.



Community Book Kiosks

An Innovation from AKF India with participation from the wider community

Education Stage: All age groups, but focus on 5-10+ years

Learning Domains: Literacy, Self-regulation, Arts and Culture

How it Works: Begun in 2020 as part of AKF India's pandemic response, these community libraries are small iron boxes ('almirahs') placed in open spaces. A volunteer, from AKF India's Volunteer Learning Activity Centre groups, is responsible for opening the box every day so that children and their parents can come to collect books. The books, which have been carefully selected to be age appropriate and engaging by the Schools2030 team in India, are changed quarterly.

The Kiosk libraries aim to enhance the exposure of and accessibility of children (including those not in any formal schooling) and their parents to a wide range of children's literature which is not only a critical indicator of future academic success but also nurtures a range of socio-emotional faculties such as creativity, imagination, cultural awareness and respect for diversity, depending on the stories that are offered. 110 Kiosk libraries were created during 2020-21 in Patna and Samastipur and currently serve about 6000 children. In 2022, 75 new kiosk libraries were established in three additional districts – Bhojpur, Saran, and Muzaffarpur.



Meteorological stars

An Innovation from Modern Secondary School – Ocoko, Arua, Uganda

Education Stage: Secondary School

Learning Domains: Literacy, Numeracy, Science, Collaboration, Relationship Building

How it Works: Students at the school have been working on a project-based activity that allows them to better understand, analyse, interact with and report on the natural environment. The project encourages the students to create mock weather stations and meteorological equipment. Items include a rain gauge, a windsock, a measuring cylinder and a Stevenson screen.

By creating the equipment through crafts, the students are encouraged to think about the equipment design and how and why they are necessary to track and analyse certain climate, environment and weather-related data. The students can then make data sets and present and explain these to their classmates. This encourages self-learning, as well as allows them to better understand their environment and improve their numeracy, science, critical thinking and problem solving skills.

Feedback: "This project has helped us to understand better what we learn in class. We are able to see and touch what we read in books, and we are able to make it for ourselves." - Efuchia Scovia, student

Faved

The [Faved.org platform](https://faved.org) lets Schools2030 teachers share and learn with their peers across our ten programme countries. The online/offline interactive repository of educator-designed holistic learning innovations, developed by Schools2030 technical partner, [HundrED](https://hundred.org), was soft-launched at the [RewirED](https://rewired.org) event in Dubai in December 2021, launching officially at the [Schools2030 Global Forum](https://schools2030.org/globalforum) in June 2022.

Faved offers simple step-by-step guidance to help Schools2030 educators share their innovations and best practices, along with photos and instructions, so that other teachers can draw inspiration and learning from their peers across the world. The Faved database is searchable by skill, learning domain, age group and country so that educators and youth development leaders can search, share,

comment and “fave” innovations, nurturing a growing community of practice among and beyond the Schools2030 network of educators.

Through this secure, accessible, fully synced mobile application and web platform, teachers can share the results of Schools2030 Human-Centred Design processes and understand how we can improve the experience of sharing the classroom innovations that happen in Schools2030 countries. Paper versions of Faved are also developed to support offline sharing. As of December 2022, Faved is available in Swahili, Russian and Portuguese on top of English to benefit the community members in East Africa, Tajikistan, Kyrgyzstan and Portugal. As the new system languages are rolled out, more will be added in early 2023 – with the aim of covering all major languages spoken in Schools2030 countries by the end of Q1 2023.



With Faved, teachers can take matters into their own hands and improve classroom outcomes using best practices that have been tried and tested around the world.

Lasse Leponiemi, Executive Director, HundrED



PROMOTING ONGOING DIALOGUE BETWEEN TEACHERS AND SYSTEM LEADERS

Step Three: Showcase



Scaling Best Practices for Improved Teaching and Learning around the World

For Schools2030, Showcase involves connecting school-level innovation to system-level change. Schools2030 supports teachers to present their innovations, practices and evidence at local, district, national and global forums. In this way, educators can provide policymakers with replicable models for classroom-level learning improvement and inspire new thinking about the role of teachers as education system leaders. The country-specific sections of this report provide more detail about these events and their impact at national level. At the global level, Schools2030 has participated in and hosted several events that have showcased our Three-Step Model for catalysing education systems change. These can be viewed on pages 31-2.

The **Schools2030 Global Forum** is our flagship event, providing an annual rhythm of connecting educators, policymakers and other education system stakeholders to showcase Schools2030 models and approaches, to engage in dialogue and to reimagine the future of learning. Our inaugural Global Forum was held in Tanzania in 2022, and will be held in Porto, Portugal in June 2023.



Schools2030 National Coordinator for Tanzania, Shaibu Athuman (left), at the International Quality Education Conference (IQEC) in Dar Es Salaam in August



GLOBAL FORUM

SCHOOLS 2030

Reimagining the Role(s) of Schools, Systems, and Societies for the Future of Learning



In June 2022, Schools2030 held its first Global Forum in Dar es Salaam co-hosted by the Aga Khan Foundation (AKF), UNICEF, the Regional Education and Learning Initiative (RELI) and the Government of Tanzania. The Forum's 200+ delegates from more than 25 countries included a range of education leaders from key educational constituencies such as youth, teachers, school networks, government leaders, donors, researchers, and civil society. They engaged in critical dialogue, generating new insights, partnerships, and action steps about how schools, systems and societies can work better together to achieve SDG4 by 2030.

Delegates led and participated in a series of moderated discussions and roundtable workshops following the format of Schools2030's Three-Step Model for Educational Change (Assess, Innovate, Showcase). Across panel sessions, Schools2030 teachers shared their knowledge with participants and policymakers, demonstrating the value in Schools2030's classroom-led approach to educational change.

Day 1: The Future of Assessment and Evidence in Education
How might we better measure holistic quality learning outcomes across Schools, Systems and Societies?

The **first day** of the Schools2030 Global Forum launched with an exploration into how we, collectively, might better measure what matters in education, including tools for teachers to measure traditional academic subjects and 'soft skills' like creativity, empathy or leadership. Several research partners (involved in Schools2030's **research** workstream) examined how they might best work with and for the schools and disseminate their evidence to policymakers in a meaningful way that ensures uptake of their recommendations.

Actions and recommendations from the *Day 1 Closing Reflections and Keynote: How might holistic learning assessments promote educational equity and inclusion for all?* included the following:

- Find ways to integrate continuous, formative assessment more effectively into the whole year as opposed to standard end-of-year examinations;
- Develop opportunities for students and learners to reflect and self-assess;
- Work alongside parents to support their understanding of holistic skills, the importance of these skills and how/why they can be measured;
- Develop support resources that can help teachers act on the evidence from learning assessment and particularly to understand the diverse needs of their learners.

Day 2: The Future of Design and Innovation in Education
How might we better catalyse inclusive quality learning experiences across Schools, Systems, and Societies?

On the **second day**, delegates focused on how to support teachers and schools to design innovations and practices that raise the holistic learning levels of their students. We discussed harnessing new or existing technology to support improved learning and using more child-centred and playful pedagogies.

Drawing on key learnings and recommendations from the day, the *Day 2 Closing Reflections and Keynote: How might we catalyse a new social movement for teacher-led education innovation?* concluded that individual action, active campaigning, sparking hope in others, and learning from one another play crucial roles in catalysing social movements:

- Create space for everyone to lead and leadership that unleashes leaders at all levels;
- Think about who is hardest to reach when innovating so that no one is left behind;
- Ask more questions of young people in designing learning experiences and allow them to take ownership of the innovations;
- Mindset shifts require time; work with communities to raise awareness about issues such as the value to society of educating girls.

Day 3: The Future of Policy and Practice in Education
How might we better collaborate to advance equitable quality learning journeys?

On **Day 3** of the Forum, teachers from each programme country shared stories of the

Schools2030 Global Forum: High-level Representatives from National Education Systems and Global Development Agencies

- Lela Muhamed Mussa**
Minister of Education and Vocational Training, Zanzibar, Tanzania
- Prof. Adolf Mkenda**
Minister of Education, Science and Technology, Tanzania
- Prof. João Costa**
Minister of Education, Portugal
- Ravi Prakash**
IAS, Director, Primary Education, Bihar Government, India
- Pamela O'Donnell**
High Commissioner, High Commission of Canada to Tanzania
- Eliamani Sedoyeka**
Permanent Secretary, Ministry of Education, Tanzania
- Prof. Carolyne Nombo**
Deputy Permanent Secretary Basic Education Ministry of Education, Science and Technology, Tanzania
- Maria Antonieta Ferreira**
Education Advisor, Ministry of Education, Portugal
- Baktygul Shamshidinova**
Head of Centre, National Testing Centre, Ministry of Education and Science of the Kyrgyz Republic
- Laura Kikuli**
Project Management Specialist, USAID Tanzania
- Jieun Seong**
Deputy Country Director, Korea International Cooperation Agency (KOICA)
- Kate Ross**
Education Research Team, What Works Hub, FCDO, United Kingdom
- Dorice Ndibalema**
Gender Equality Tech Specialist, PWC, FSSPTZ, GAC, Tanzania
- Gemma Todd**
Education Specialist, World Bank, Tanzania
- Innocent Mulindwa**
Specialist, World Bank, Tanzania
- Maurits Spoelder**
Specialist, Monitoring, Evaluation and Reporting, Education Cannot Wait, Switzerland
- Urmila Sarkar**
Global Head of Programmes, UNICEF Generation Unlimited, United States
- Ousmane Niang**
Tanzania Deputy Country Representative, UNICEF, Tanzania
- Nadi Albino**
Global Lead, Partnerships and Resource Mobilisation, UNICEF Generation Unlimited, United States
- Dr. Daniel Baheta**
Chief of Education, UNICEF, Tanzania

“ We need to have a complete redesigning of how we make policy, involving everyone, sitting around with each other. ”

Daniel Baheta, Chief of Education, UNICEF Tanzania, speaking at the Schools2030 Global Forum in Dar es Salaam



Students from Toangoma Primary School at the opening of the Schools2030 Global Forum



The opening plenary session on Day 2 of the Global Forum explored how we might recognise and nurture the ‘innovator’ in ourselves and in our communities

Schools2030 Global Forum: Educator Delegates from across the World

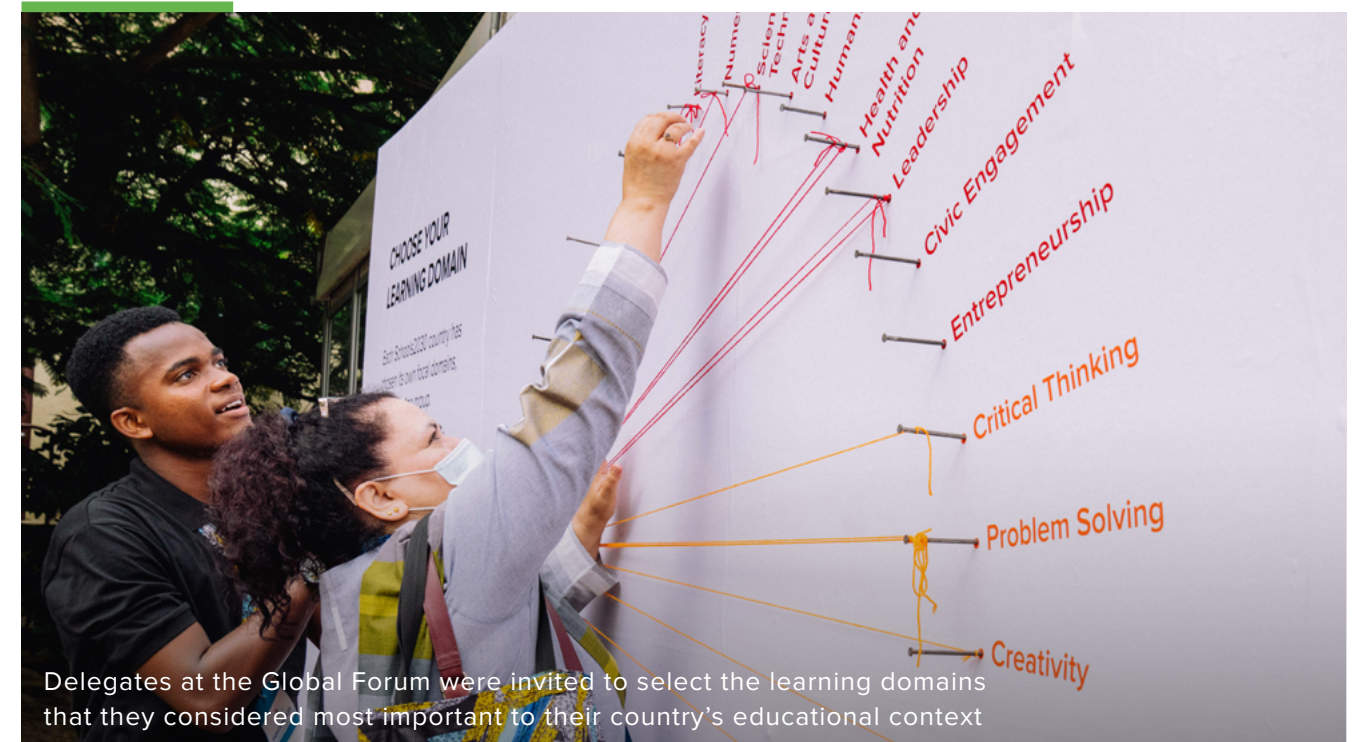
- | | |
|--|---|
| <p>Adriana Ferreira Rebouças Campelo
Escola Pluricultural Odé Kayodê, Brazil</p> <p>Ajit Prabhakar
Madhya Vidyalay Nargada, India</p> <p>Antonio Castel-Branco
Agrupamento de Escolas Ferreira de Castro, Portugal</p> <p>Anziku Debo Phanuel
Ocokwo Modern Secondary School, Uganda</p> <p>Dinah Achola
Teach for Uganda, Uganda</p> <p>Ephrain Jeremias Killaha
Mbande Primary School, Tanzania</p> <p>Francis Jackson Mlay
Mingoyo Secondary School, Tanzania</p> <p>Gulburak Akynbek Kyzy
Joogazyn Murdash Kindergarten, Kyrgyz Republic</p> <p>Jalia Nakyanzi
Mackay Memorial College Nateete, Uganda</p> <p>Joyce Andesia
Kongowea Primary School and ECD, Kenya</p> <p>Juma Ndabhagiliye Ally
Buhongwa Secondary School, Tanzania</p> <p>Juvêncio da Silva Cardoso
Escola Baniwa Eeno Hiepole, Brazil</p> | <p>Kabela Difasi
STiR Education, Uganda</p> <p>Katiiti Gladys
Wanyange Girls' School, Uganda</p> <p>Nansubuga Justine
Kiswa Primary School, Uganda</p> <p>Oliver Nambi
STiR Education, Busoga High School, Uganda</p> <p>Said Kombo
Tom Mboya Primary School, Kenya</p> <p>Sajida Baig
Karimabad Hunza Boys High School, Pakistan</p> <p>Sharon Ng'ayo
Teach for Kenya, Kenya</p> <p>Soro Saidmurodova
#5 School Khorog, Tajikistan</p> <p>Swaleh Abubakar Ahmed
Tononoka Secondary School, Kenya</p> <p>Vincent Mukalazi
STiR Education, Uganda</p> <p>Wande Mkonyi
Toangoma Primary School, Tanzania</p> |
|--|---|

innovations that they have designed and implemented in their schools and offered lessons learned to others who may be facing similar classroom challenges. Sessions demonstrated how “what works” at school level may be harnessed at policy level and ensure best practices are sustained at community and system levels. Showcase presentations included the following:

1. “We want to be happy in diversity” – transforming education from a pluralistic outlook in Brazil and Portugal
2. Supporting literacy through creative writing, communication and self-expression in Pakistan and Uganda
3. Holistic, playful approaches to foundational skill development in India and Tanzania
4. Improving literacy and parental engagement through collaborative learning platforms in Kyrgyzstan and Kenya
5. Raising science and math outcomes through creativity and collaboration in Tajikistan and Afghanistan



Notes from a Global Forum workshop on Learning in Crisis Contexts: How might we assess what matters for learners on the move and in conflict or crisis?



Delegates at the Global Forum were invited to select the learning domains that they considered most important to their country's educational context

The *Schools2030 Global Forum Closing Ceremony: How might genuine dialogue between school and policy leaders catalyse quality learning for all?* emphasised collaboration and effective partnerships with stakeholders to ensure maximum impact and quality of education:

- Innovations must be carefully monitored and used to build evidence of what works, including the effective use of data when connecting schools to systems;
- There is no quality education without inclusive education for the most vulnerable and those with the least access and opportunity (e.g. an inclusive curriculum for girls, students with learning differences, refugees, migrants and indigenous communities and ensuring pluralism in education reform policies);
- Amplifying the voice of teachers in education planning and reform is essential as education policies are too often developed without teacher engagement.



Participatory workshops took place across the three days, and included topics such as measuring holistic skills and uptake of evidence at policy level



Schools2030 National Coordinator for Tajikistan, Sherali Saidoshurov, with delegates during the third day's Teacher Showcase sessions



How Global Events can Foster Systems Change

At the RewirED Summit in December 2021, Schools2030 and the Aga Khan Foundation, with support from RewirED hosts Dubai Cares, announced a new project – Play, Pluralism and the Planet – as its response to better climate education across its programme countries. At the Schools2030 Global Forum in June 2022, which was co-hosted by the Government of Tanzania and with active participation from both the Minister of Education for Tanzania, Hon. Prof. Adolf Mkenda, and Minister for Education from Zanzibar, Hon. Lela Muhammad Musa (pictured), the initiative was formally launched as a pilot project in Zanzibar as well as mainland Tanzania. This was then presented as a workable solution at COP27 later in November.



The Transforming Education Summit (TES) at UNGA

17 September 2022 | New York

Revisiting the Schools2030 Global Forum's theme, we were invited to UNESCO's much anticipated Transforming Education Summit (TES). This education event at the United Nations General Assembly in New York convened Heads of Government, Ministers of Education and system leaders from around the world to elevate education to the top of the global political agenda and mobilise action to recover pandemic-related learning losses. The Hon. Lela Muhammad Musa, Minister of Education for Zanzibar, and Hon. Professor Costa, Minister of Education for Portugal spoke of how the Schools2030 approach has advanced the goals of Action Track 3: Teachers, teaching and the teaching profession, as laid out in the recently published [discussion paper](#). UN Member states, Tanzania and Portugal, the Aga Khan Foundation and UNICEF co-hosted the session.

[Read the Op-Ed reflecting on the importance of TES for the teaching community by Dr Bronwen Magrath and John MacIntosh from STIR Education](#)

Photo: VVOB / Tom Vanderbosch

2022 United Nations Climate Change Conference (COP27)

10 November 2022 | Cairo

As part of COP27 in November, the Aga Khan Foundation's Education Improvement Programme announced its two-pronged initiative to expand its educational response to the climate crisis. The initiative drives the pedagogical innovations of Schools2030 to support climate resilience at the school-level through 'Play, Pluralism and the Planet (PPP)' (officially launched at last year's RewirEd Summit). At COP27 it was announced that Schools2030 would be the vehicle for the PPP initiative by expanding its operations in Tanzania into Zanzibar.

Using the Schools2030 Three-Step Model, PPP will assess the current state of climate education in order to innovate play-based practices underpinned by an empathetic outlook and respect for diversity. These will then be scaled across the world through platforms like the teacher-to-teacher sharing network, Faved. The second prong of this educational response announced at COP27 was 'Teachers for the Planet' initiative, which sets out a 12-month programme to bring together experts in education and create a community of practice that can better co-create a climate-smart education ecosystem and ensure a fluid schools-to-systems link.

[Read the Press Release](#)



The importance of continuing these ongoing conversations face-to-face with system leaders cannot be overstated for the future sustainability of the programme and ensuring its methodologies are ultimately adopted by governments.

Sarah James, Schools2030 Global Communications and Advocacy Manager

Other Global Events for Schools2030 in 2022

Staff, teachers and partners showcasing innovations, evidence and approaches

Schools2030 Holistic Learning Assessment: Resources, Tools and Approaches JANUARY

The Schools2030 Holistic Learning Assessment: Resources, Tools and Approaches webinar in March marked the launch of a new suite of resources and teacher guidance developed by our Global Assessment Coordinating Partner, Oxford MeasurEd. We walked participants through this comprehensive body of resources, tools and approaches designed to support teachers to 'measure what matters' in their contexts in a robust and systematic way. [Read the article](#) by Fergal Turner, Oxford MeasurEd, on the Schools2030 Assessment Approach.

Illuminating the Power of Idea/lism: CIES 2022 MARCH

The [Comparative and International Education Society \(CIES\) Conference 2022, Illuminating the Power of Idea/lism](#), highlighted innovative and creative practices to foster cross-cultural understanding and scholarship. As part of the panel presentation exploring the concept, 'How Place Makes the Difference', Schools2030 Global Research Partners explained how they are approaching research co-creation with and for school-level stakeholders, and what they are learning from this process.

Schools2030 at BAICE SEPTEMBER

Schools2030 research partners presented at the September [British Association for International and Comparative Education \(BAICE\)](#) Conference, which explored the theme of partnerships in education. The Schools2030 Symposium brought four of our research teams together to share how their research design, methods and findings have been co-developed with school-level partners.

The International Social Innovation Research Conference (ISIRC) NOVEMBER

[The International Social Innovation Research Conference](#) is the world's leading interdisciplinary social innovation research conference. This year's theme was 'Leading Change Through Capacity Building for Social Innovation'. Academics and practitioners were welcomed into a robust conversation about different approaches to social innovation. The Schools2030 presentation by Katie Krummeck and Gray Garmon, *Putting Educators at the Center of Innovation and Students at the Center of the Innovation Process*, focused on Schools2030's approach to decolonising traditional power structures and giving educators the platform they deserve to make the changes they are best suited to make. [Read Katie Krummeck's blog](#) about the experience of presenting at ISIRC.

Inspiring Change through Our Stories - the Schools2030 mini course

In the first half of 2022, AKF's Global Innovation and Design Advisor, Katie Krummeck, led the development of an online learning experience to support educators to share their ideas in their communities, in the countries and at the Schools2030 Global Forum. Our team entitled the learning experience and resources: [Inspiring Change through Our Stories Mini Course](#). The development of this course was a collaborative effort. National Coordinators

and other AKF team members provided inspirational talks geared towards educators who are not often called upon to share their ideas. The Kenyan team organised a local teacher to create an early video of his presentation to be critiqued as a part of the course.

Teachers, including several Global Forum speakers, used the course materials to develop their presentations for the Showcase step, at the local, regional, or global level. Based on feedback from this first iteration, we will work to improve the course to support future participants.



School is a place of culture and your voice is a provocateur of curiosity – from there the construction of knowledge is formed. Your voice, enriched by your personal and professional life experience, will enrich your colleagues, society and leaders. It has to be heard!

Rita Alves, Senior Education Officer, AKF Portugal, speaking to teachers on an introductory video to the *Inspiring Change* mini-course.

Inspiring Change through Our Stories Mini Course
Overview | Learning Journey
SCHOOLS 2030

GATHER Your Materials 6-8 weeks before Presentation	CREATE Your Presentation 4-6 weeks before Presentation	REFINE Your Presentation 2-4 weeks before Presentation	GIVE Your Presentation 1-2 days before Presentation
<p>1 Learn about Storytelling Best Practices 3-4 hours</p> <ul style="list-style-type: none"> • Inspiration Videos • Best Practices Presentation & Slides <p>2 Complete Storytelling Frameworks 2-3 hours</p> <ul style="list-style-type: none"> • Storytelling Frameworks 	<p>3 Create presentation script using criteria and templates 2-3 hours</p> <ul style="list-style-type: none"> • Presentation Script Template • Presentation Rubrics • Micro-innovation Rubric <p>4 Create slide deck using criteria and templates 2-3 hours</p> <ul style="list-style-type: none"> • Example Slide Deck & Presentation • Slide Deck Template <p>5 Give presentation to students. <small>For teachers who teach children younger than 12 years old, give</small></p>	<p>6 Iterate 1-2 hours</p> <p>7 Give presentation to AKF staff 1-2 hours</p> <ul style="list-style-type: none"> • Presentation Rubrics • Micro-innovation Rubric • How to Give & Receive Good Feedback <p>8 Iterate 1-2 hours</p> <p>9 Pair with policymaker or business leader to give feedback (National Advisory Committee) 2-3 hours</p> <ul style="list-style-type: none"> • Presentation Rubrics • Micro-innovation Rubric • How to Give & Receive Good Feedback <p>10 Iterate 1-2 hours</p>	<p>11 Practice at national event or global forum 1-2 hours</p> <p>12 Present! 10 minutes</p> <p>13 CELEBRATE!</p>

Sample from one of the several resources available in the *Inspiring Change* mini-course



THREE STEPS
TEN COUNTRIES
A THOUSAND SCHOOLS

Updates from our Country Teams
on a Year of School-driven Innovation



Afghanistan

During 2022, educators participating in the Schools2030 programme designed a range of innovative practices to improve student learning outcomes in Afghanistan's Baghlan, Bامyān and Badakhshan regions. They used learning outcome and environment assessment data to develop, test, and refine prototypes, and applied for Flexible Response Funding for implementation. During the implementation phase, educators will continue assessing and adapting their innovations, and showcasing their findings at district and provincial events in April 2023.

Assess

The Schools2030 Afghanistan team was the first to develop and finalise a suite of contextualised holistic learning assessment tools which measure student learning outcomes in selected domains – literacy, numeracy and mathematics, science, art and culture, communication, relationship building, and health and nutrition. These tools were piloted with teachers in Afghanistan and then underwent external psychometric validation by Oxford MeasurEd. For preschool learners, Save the Children supported the Afghanistan team to adapt and pilot the International Development and Early Learning Assessment (IDELA) for use in pre-primary classrooms.

The Schools2030 Afghanistan Team

Ahmad Zamir Gowara
Schools2030 National Coordinator

Najibullah Montahaz
National Advisor, Education

Ahmad Rashed Hayati
Evaluation & Learning Manager

Janali Entezar
National Manager, Implementation/
Operation

Rayana Fazli
National Programme Manager, Education

With support from the Schools2030 Afghanistan team, 220 teachers across the three regions participated in training workshops on holistic learning assessment and then assessed their students in the target learning domains. A total of 1,904 students across the key transition years (ages 5, 10, 15) participated in the baseline assessment. The data has enabled teachers to identify and target underperforming domains, and measure the effectiveness of innovations to improve learning outcomes.

Afghanistan Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Health & Nutrition, Arts & Culture, Collaboration

Age 10+

Literacy, Numeracy, Arts & Culture, Science & Technology, Communication

Age 15+

Literacy, Numeracy, Science & Technology, Communication, Creativity

Knowledge

Skills

Attitudes

Values

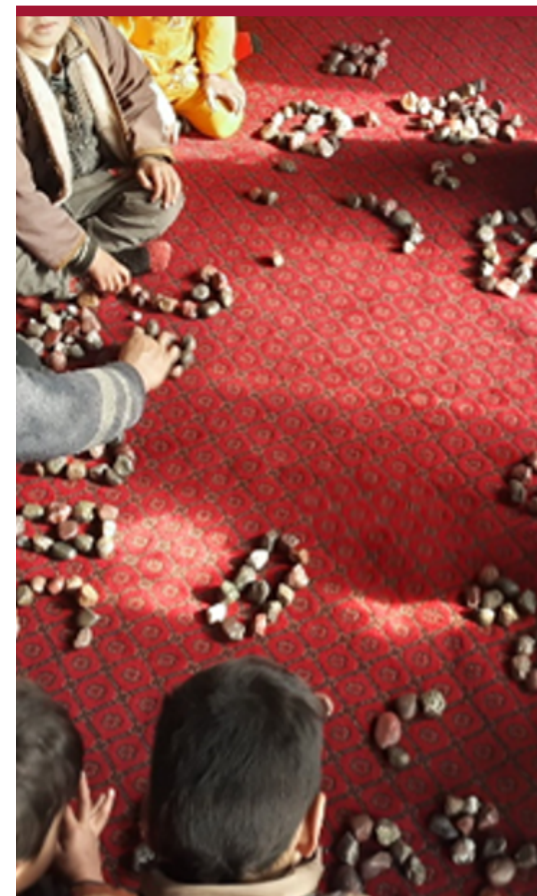
Schools2030 Afghanistan and ECD Measure have adapted the Brief Early Childhood Quality Inventory (BEQI) to assess the quality of preschool learning environments and to support improved teaching practices. The BEQI has now been piloted in various settings across the target regions and, based on the pilot results, the team will revise BEQI tools, develop

a process for ongoing data collection, share data and identify solutions to address needs, and incorporate BEQI into the Human-Centred Design (HCD) process.

For primary and secondary school settings, the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit has been adapted to the Afghanistan context. Primary and secondary school teachers will use the toolkit alongside learning outcome assessment tools to identify areas where teaching and learning could be improved. Evidence from the assessments will inform human-centred, classroom-based practices that improve students' holistic learning outcomes. Teachers will also use the toolkit to monitor and continually improve the progress and impact of these innovations.

Innovate

During the first six months of the year, 220 teachers and principals participated in HCD workshops led by Schools2030 Afghanistan team and AKF staff in each region. The focus of these initial set of workshops was to familiarise teachers with design thinking skills



Spotlight Innovation: Learning of Letters and Numbers through Storytelling

School Designers: ECD Centre, Kundkad village, Badakhshan
Education Stage: Pre-primary school
Domains Addressed: Literacy, Numeracy, Self-efficacy

To bring words to life, teachers in this ECD centre are trying out a new method of storytelling whilst learning. To begin, the teacher puts pictures of different objects on the wall and then gathers the children in a circle. Under each picture is the relevant letter of the alphabet that the object begins with in a large and visible font. The teacher works collaboratively with the students for each letter and picture so that the child gets to know the letters and learn words related to the picture. The same method is used for identifying numbers and simple arithmetic.

The teacher then reads a story to the children, drawing on the vocabulary learned and adding new and related words to the display on the wall. Through this approach, collaboration and storytelling helps to bring the words and the numbers to life for the children. The next day, students are assigned to tell a story to their classmates in the same circle.



Rayana Fazli, AKF Afghanistan, presents on the *Girls in Science* programme at the Schools2030 Global Forum

mindsets, as many were new to Schools2030. Teachers and principals worked in teams, each facilitated by a Schools2030/AKF team member, to practice HCD steps and to receive feedback from peers and facilitators. Post-workshop evaluation forms indicated that the vast majority of educators found these initial workshops useful and practical, and reported that they felt confident launching the HCD innovation process after completing this first round of training.

From July 2022, educators began to work on their classroom innovations using the Schools2030 HCD Toolkit and skills gained in their earlier training sessions. Design teams of teachers and principals once again worked together, drawing on assessment data to design and prototype a total of 81 innovative solutions. A common theme among the innovations was to use novel teaching methods to strengthen reinforced remedial class models previously tested in private schools. For instance, teachers developed a reading and writing association where teachers and students work together on learning events and projects to enhance learning outcomes.

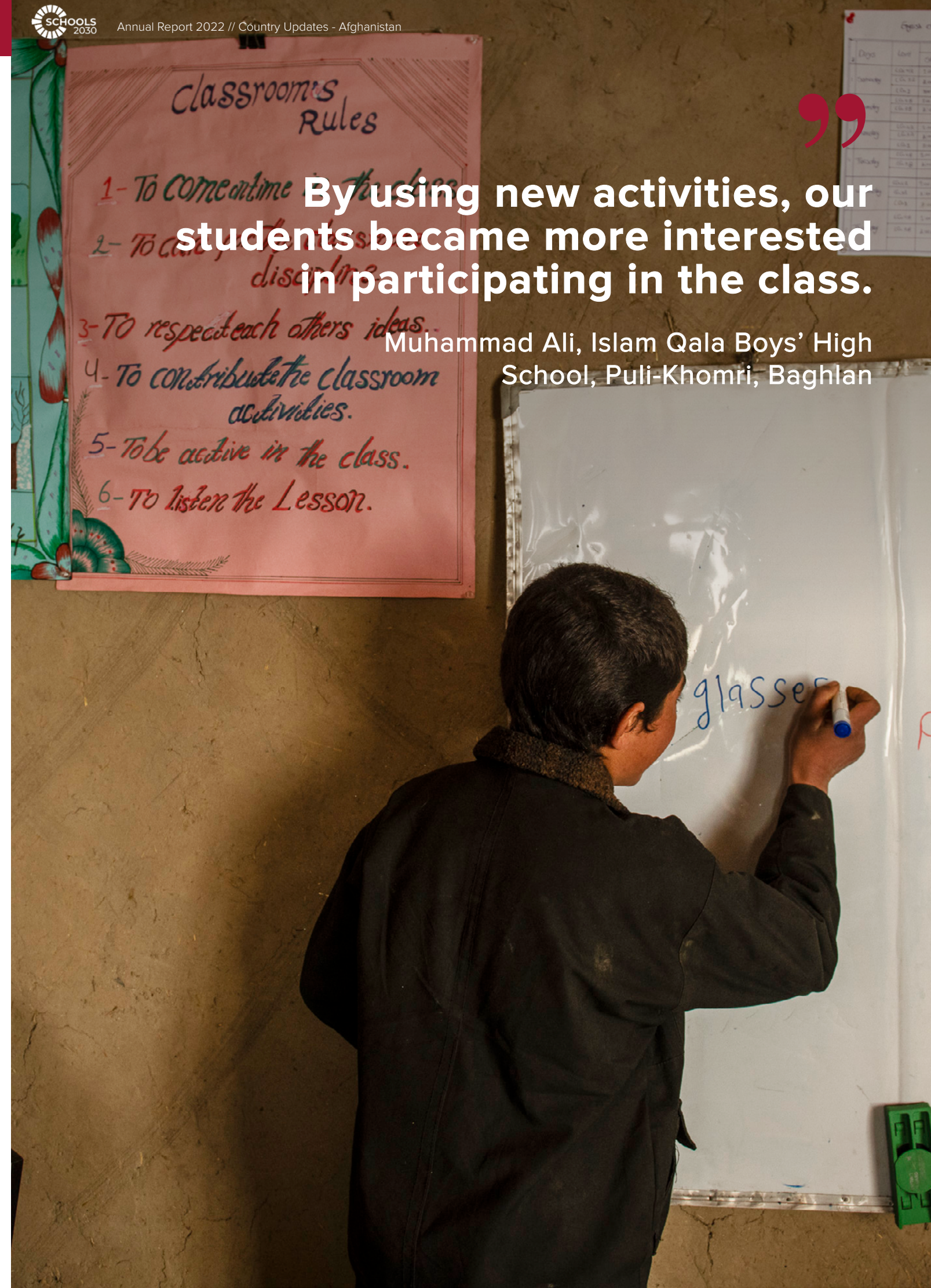
Prototype testing of the innovations demonstrated a positive difference in student learning and the design teams worked with Schools2030 Afghanistan to develop their proposals for Flexible Response Funding. The teams submitted 81 proposals describing the innovation, timeline and budget to the national technical proposal evaluation committee. 34 schools and 13 preschools received funding to implement their education innovations which will be tested and iterated over the coming

months. With procurement complete, the design teams began implementing their ideas in November 2022. Field-level technical education teams monitored the implementation process, providing regular feedback and guidance for design teams.

Showcase

During the Schools2030 Global Forum in Tanzania in June 2022, the Schools2030 Afghanistan team presented the [Girls in Science](#) programme to improve science and numeracy learning outcomes. Over 1,100 girls have directly benefited from the program, which supports girls not only to gain skills in these disciplines but to learn about different practical applications for future careers and livelihoods.

Schools2030 Afghanistan will disseminate an overview of innovation implementation progress to local and international stakeholders in 2023. Success stories and case studies are currently being collected at field level and will be published on the Schools2030 website over the coming months. These will also be disseminated appropriately to Schools2030 audiences. District and provincial level showcase events for successful innovations will follow.



By using new activities, our students became more interested in participating in the class.

Muhammad Ali, Islam Qala Boys' High School, Puli-Khomri, Baghlan





[Schools2030 Brazil](#) is implemented by [Ashoka Brazil](#) in partnership with the [Faculty of Education at the University of São Paulo](#) (FESUP). The programme currently includes 75 educational organisations (schools and youth programmes) that are working to drive holistic education innovation across all regions of the country. Of these, 18 focal schools are actively engaged in designing and implementing action-research projects that address one or more of the five target learning domains. Through Schools2030 Brazil's wider network, the team is able to disseminate best practices and innovations from these 18 focal schools, mobilising regional educational organisations to reflect on and improve their learning and teaching practices.

Assess

In 2019, Schools2030 Brazil ran a design workshop with local and national education stakeholders to reach consensus on the five learning domains on which the programme would focus. Budgetary constraints in Schools2030 Brazil prevented the team from adapting and developing assessment tools to measure these learning domains, although the team still participates actively in assessment workshops and learning events.

Instead, the Brazil team has focused on

The Schools2030 Brazil Team

Ashoka
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 General Coordination: Helena Singer
 Executive Coordination Support: Thalita Lopes
 Executive Coordination Support: Bruna Danesi

Itaú Social
 Research and Development Manager: Patrícia Mota Guedes
 Training Coordination: Carlos Garrido

FESUP
 Action Research Coordination: Elie Ghanem
 Action Research Articulation: Douglas Ladislau
 Action Research Articulation: Michelle Romeiro

Associação Cidade Escola Aprendiz
 Communications: Thais Paiva

understanding what educational assessment and evaluation data is already being collected across the country and how this can inform programme development and implementation. To this end, Schools2030 Brazil collaborated with ten researchers from different regions to survey 73 educational organisations and three Secretaries of Education to understand the impact of external evaluations on schools and education networks. The resulting [Survey on Evaluation in Educational Organisations](#) recommendations include collaborating with educational units to develop evaluative

Brazil Learning Domains by Cohort

Age 5+

Leadership, Collaboration, Creativity, Self Awareness, Empathy

Age 10+

Leadership, Collaboration, Creativity, Self Awareness, Empathy

Age 15+

Leadership, Collaboration, Creativity, Self Awareness, Empathy

Knowledge Skills Attitudes Values

instruments beyond standardised assessment. For example, external evaluations could integrate effective internal evaluations that schools use to measure learning disparities.

Thanks to secure funding in 2023, Schools2030 Brazil's teacher-led action research teams will begin to measure the impact of their innovations, selecting learning domain indicators and refining assessment tools.

Innovate

In 2022, Schools2030 Brazil worked directly with 18 reference schools located across the country. Through close partnership with these schools, the team is guiding a process of action research and holistic learning innovation that will be replicated and scaled to other school settings. Beyond these 18 reference schools, Schools2030 Brazil works with 75 educational organisations that form its wider learning community. These schools and youth programmes participate in all Schools2030 learning events and will engage directly in the action research programme starting in 2023.

Schools2030 Brazil also benefits from a wide network of education stakeholders connected to Ashoka and the University of São Paulo. For example, 300 graduates of the University of São Paulo participated in the *Schools2030 - Holistic and Changemaker Education* extension course, during which they created a Schools2030 learning community to share school-driven innovations as part of the course programme.

Additionally, Schools2030 published two reports on educational innovation and public



Spotlight Innovation: Developing Leadership and Collaboration – challenging and innovative practices in the daily routine of the Municipal School Antonio Coelho Ramalho

School Designers: Antonio Coelho Ramalho
Municipal Education Stage: Pre-primary and early primary school
Domains Addressed: Leadership, Collaboration, Relationship Building

This innovation aims to improve student leadership and community engagement through a whole-school action research project, the driving question of which is: does group work support the development of leadership and cooperation? The students involved are taking an active role in planning meetings with their peers to develop the research plans and to build their leadership skills, while school staff have organised a neighbourhood meeting to consult the whole community and drive forward the research in a way that reflects broader social needs.

The Schools2030 team is supporting the development of procedures for data collection and monitoring: students' self-assessment records and an evaluation scale to measure the level of leadership and cooperation of students.



Teachers Adriana Ferreira Rebouças Campelo and Juvêncio da Silva Cardoso alongside Schools2030 Brazil's National Coordinator Thais Mesquita at the Schools2030 Global Forum

policy recommendations for improving education quality. [How do Educational Organisations Innovate? Ideas and Visions about their own Practices](#) explores case studies of school-driven innovation and provides concrete lessons for programme development and wider education system improvement. The [Recommendations for Public Policy – Conditions for the Offer of Quality Education](#) report provides policy recommendations for developing holistic and changemaker education based on the action research findings and feedback from Schools2030 educators. Elie Ghanem, Professor of Education at the University of São Paulo and Schools2030 Brazil Action Research Coordinator, explains how the recommendations came about and their broader implications for the education system in Brazil in his article – [How can public policies improve the work of education professionals? Schools2030 community in Brazil generates policy recommendations.](#)

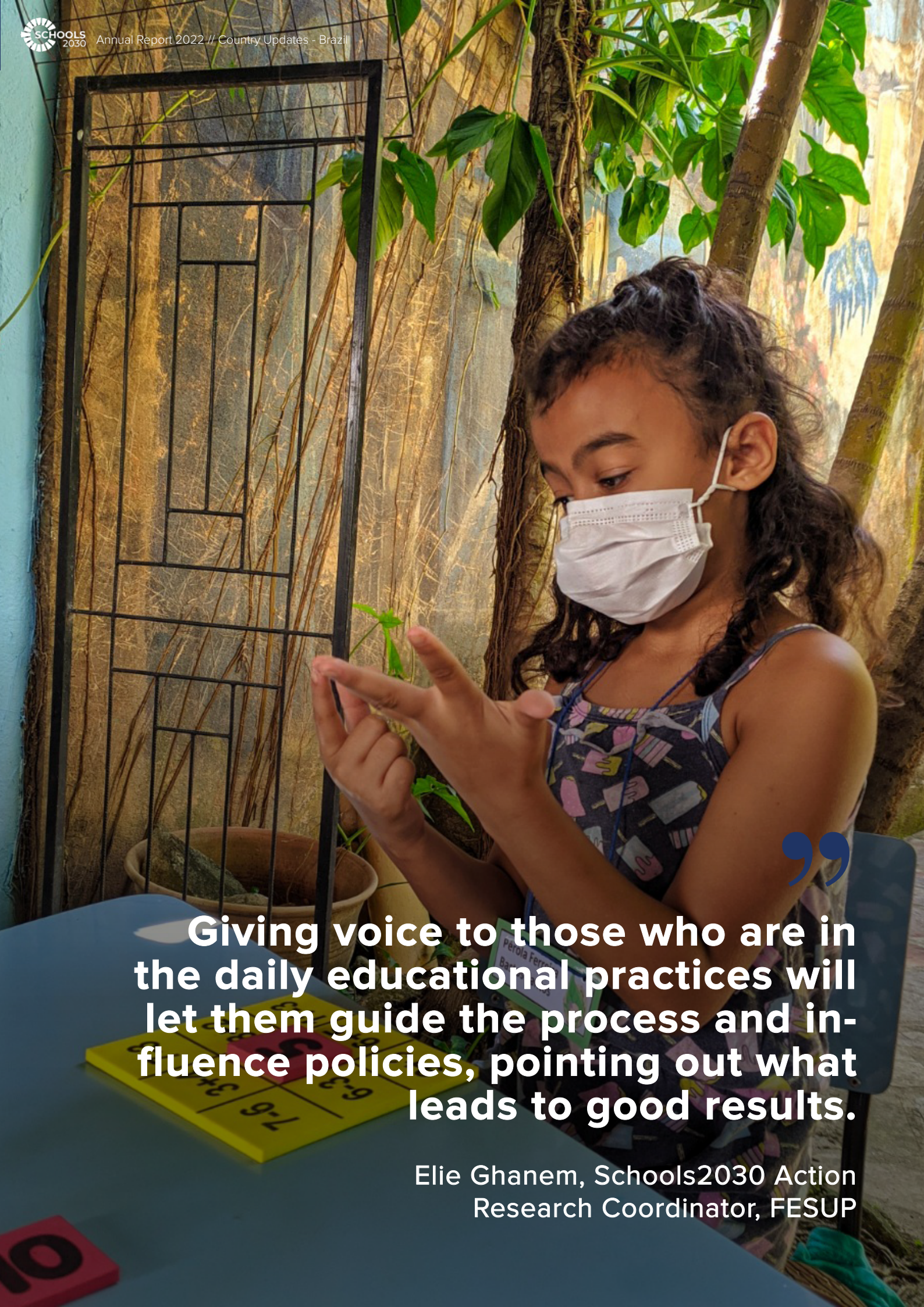
Showcase

Two teachers – Adriana Ferreira Rebouças Campelo, from Escola Pluricultural Odé Kayodé, and Juvêncio da Silva Cardoso, from Escola Baniwa Eeno Hiepole – presented at the Schools2030 Global Forum in Tanzania in June 2022. Their presentation: *We want to be happy in diversity – transforming education from a pluralistic outlook* explored pluralistic identity in Brazil and was presented alongside a teacher from Schools2030 Portugal. The two Brazilian teachers shared details of the innovations they have developed in their schools, including engaging grandparents in the classroom to build cultural understanding, using circle time to

foster holistic learning, and ensuring that assessment considers the whole child.

In July, the [Schools2030: Recommendations for Public Policy Webinar](#) marked the launch of the recently published document, *Recommendations for Public Policies - Conditions for the Offer of Quality Education*. Participants discussed the importance of having educators and youth at the centre of public policymaking. The webinar reached 910 views and featured Mario Sergio Cortella, a philosopher and thought leader on contemporary education in Brazil; Elie Ghanem, Schools2030 Brazil Action Research Coordinator and Professor of Education at the University of São Paulo; Adriana Ferreira Rebouças Campelo, teacher from Escola Pluricultural Odé Kayodé; and Marcelo Borges, Ashoka Young Changemaker.

Organised around the central theme of assessment and [broadcast live on Youtube](#) (443 views), the Schools2030 Brazil National Forum convened 254 educators, students, young changemakers, Secretaries of Education, Brazilian education experts, Advisory Committee members, programme researchers, and other stakeholders. Participants visited a cultural centre implementing anti-racist education approaches, such as integrating different ways of expressing knowledge in the classroom. They were also able to observe innovation in action at Schools2030 schools in São Paulo to get a close-up view of action research in the programme. The Forum closed with a roundtable discussion on Empathy, Holistic and Changemaker Education, and Community Living in the Digital Universe.



Giving voice to those who are in the daily educational practices will let them guide the process and influence policies, pointing out what leads to good results.

Elie Ghanem, Schools2030 Action Research Coordinator, FESUP



India

2022 has been another busy year for Schools2030 India as the team continues to work with teachers, school leaders and district officials across Bihar state to improve holistic learning outcomes. The team held its first showcasing event in May 2022 and launched a new round of Human-Centred Design (HCD) workshops in July. They have expanded and showcased successful innovations such as the Learning-At-Home Kits, originally designed as a response to COVID-related school closures but now expanded to support play-based learning and parental engagement. As part of a long-term vision for building literacy and numeracy, Schools2030 India is supporting Anganwari centres (preschools) to improve the quality of early learning environments.

Assess

In the first half of 2022, India's National Assessment Partner, [Eklavya](#), supported Schools2030 India to develop appropriate tools to measure preschool learning outcomes. The first step in this process was to select relevant International Development and Early Learning Assessment (IDELA) and International Social and Emotional Learning Assessment (ISELA) items aligned to the Schools2030 country-specific preschool learning domains and existing curricula. Save

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the Children then supported the team to align and adapt these items for use in Anganwari settings in Bihar to ensure they were contextually appropriate. Following item selection and alignment, Save the Children conducted IDELA training of trainers with the AKF Early Childhood Development team. From 2023, the adapted IDELA will be used across 30 Schools2030 Anganwari centres to support teachers to measure selected learning outcomes and to design relevant education innovations.

In Q3 and Q4 2022, Eklavya, under the supervision of Oxford MeasurEd, developed contextualised learning outcome assessment

India Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Collaboration, Creativity, Self Regulation

Age 10+

Literacy, Numeracy, Arts & Culture, Creativity, Self Awareness

Age 15+

Literacy, Numeracy, Digital Literacy, Creativity, Self Awareness

Knowledge Skills Attitudes Values

tools for the three age cohorts (5, 10, and 15), including an adapted IDELA for preschools. In late 2022, Eklavya began working with teachers across our 100 school sites in Bihar to pilot these tools and to receive feedback on their usability and efficacy. The assessment tools are currently undergoing further analysis and refinement with an expectation that they will be ready for programme roll-out by March 2023.

Starting in Q1 2023, Schools2030 India will work with ECD Measure to adapt the Brief Early Childhood Quality Inventory (BEQI) to assess the quality of preschool learning environments and to support improved teaching practices. For primary and secondary school settings, Eklavya will lead the adaptation of the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit. Primary and Secondary school teachers will use the toolkit alongside learning outcome assessment tools to identify areas where teaching and learning could be improved.

Innovate

In 2021, India suffered among the worst outbreaks of COVID-19 and schools across the country were shut for much of the year. These prolonged school closures, along with related travel restrictions, led the Schools2030 India team to realise that they needed to develop hybrid models for delivering HCD workshops. Early in 2022, the team began developing short training videos for online or blended learning workshops that can also help reinforce skills learned during in-person training. Following scripting and rounds of feedback from different stakeholders, they began shooting these

Spotlight Innovation: Growth Labs

School Designers: Teams from across 17 schools and institutions

Education Stage: Primary and secondary school

Domains Addressed: Science, creativity

Growth Labs are educational spaces that have been established in six primary schools, nine secondary schools and two DIETs (District Institutes for Education and Training). Teachers from across these institutions collaborated through Schools2030's HCD workshops to develop spaces that supported students and teachers in project-based learning in science and allied disciplines including social sciences and the arts. The spaces allow for students visualise, prepare and execute their projects as well as to exhibit and present their ideas and findings to others.

An external consultant was hired to help determine what materials and resources might be needed in these spaces, and after consultation with students and faculty members, he provided recommendations. AKF India and the teachers then worked together to develop these materials, with AKF supplying the necessary funds. Ongoing support is being provided by the consultant, who will also work to develop a plan for how the labs should be used, what their relevance is for improved learning, and how science pedagogy can be revisualised with experience and experimentation. This work will begin in April 2023.





An initiative implemented in Anganwari centres that aims to improve foundational literacy and numeracy includes educational toys and a library

videos in April. These are now finalised and in use alongside our other HCD resources.

In the first half of 2022, Schools2030 India conducted a new round of HCD training with youth partners and with the District Institute of Education & Training (DIET) in Samastipur, Patna, Bhojpur and Saran districts. This kicked off in May with a three-day workshop for 64 youth and trainee teachers at DIETs in Patna, and was followed by additional workshops reaching youth and students of the DIETs in all other regions. These workshops were an important means for testing out the HCD process with trainee teachers, for supporting their professional journeys and helping them develop design thinking skills that they can bring to their future teaching careers. Additionally, our partnership with the DIETs helps us build a foundation for future programme sustainability by integrating Schools2030 tools and methods into initial teacher training institutes.

This year, 171 teachers and school leaders completed HCD workshops organised with Anganwari centres, elementary and secondary schools across the Bhojpur, Saran and Patna districts. Participants worked in teams to develop a shared understanding of challenges in education and to identify and prototype potential solutions.

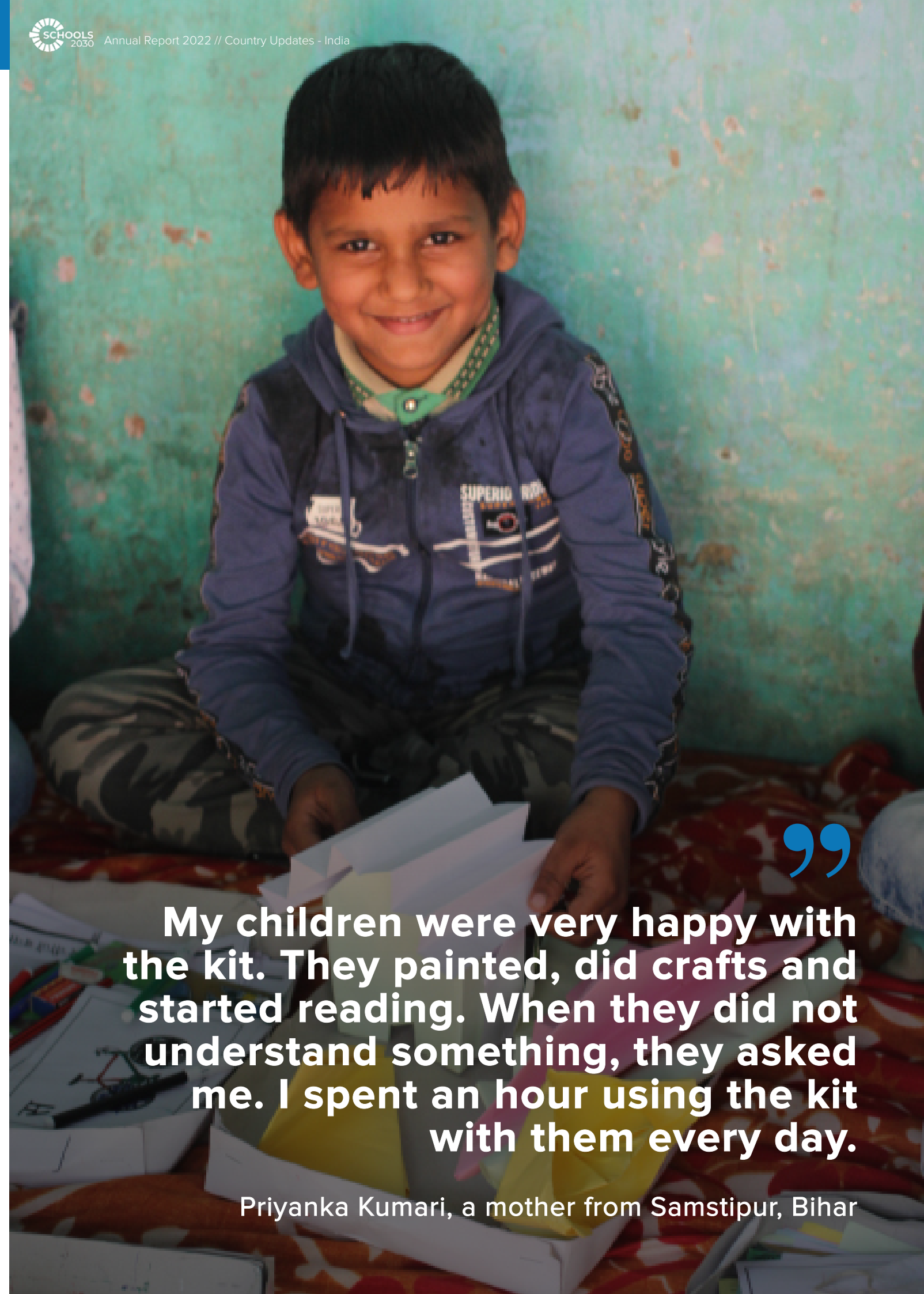
Preschool design teams have chosen to work together on creating print-rich and intellectually stimulating preschool learning environments. Through Flexible Response Funds from Schools2030 India, the preschools will purchase and develop age-appropriate, play-based learning resources and reading

materials in mother-tongue languages. 15 elementary school design teams have also chosen to work together to design “smart classes” that encourage self-directed learning, experimentation and teamwork.

Showcase

Schools2030 India held its first showcase event in Patna, the capital of Bihar state, in May 2022. At this event, teachers and local government stakeholders had the opportunity to connect with peers from other districts and deepen their understanding of the Schools2030 programme. Additionally, three district-level events for teachers and stakeholders, co-facilitated by district officials, oriented participants to Schools2030 and its community of practice. This included an event in September 2022 that brought together 70 teachers, principals, and headmasters at the Bhojpur District Institute of Education and Training.

At the Schools2030 Global Forum in June 2022, Ajit Prabhakar presented the Learning-At-Home Kit innovation on behalf of the Madhya Vidyalay Nargada Elementary School design team as part of *Showcase 3: Holistic, playful approaches to foundational skill development in India and Tanzania*. He demonstrated how the team’s Human-Centred Design journey led to the innovation, which increased and improved parent engagement, leading to enhanced student learning outcomes.



“
My children were very happy with the kit. They painted, did crafts and started reading. When they did not understand something, they asked me. I spent an hour using the kit with them every day.

Priyanka Kumari, a mother from Samstipur, Bihar



Kenya

Schools2030 Kenya had a very busy year in 2022, launching a further round of Human-Centred Design (HCD) workshops, supporting 75 new learning innovations across schools in Mombasa and Lamu, and supporting teachers to present evidence on the effectiveness of their innovations at county, district, national, and global levels. Schools2030 Kenya's Learning Partner, ThinkPlace, produced another excellent [annual report](#) with clear recommendations for programme improvement across Kenya and globally.

Assess

The team developed and launched learning assessment tools in 61 schools (30 primary and 31 secondary) in Mombasa and Lamu counties through co-creation workshops, pilots, and Oxford MeasurEd's psychometric analysis to determine item reliability and discrimination ability.

At the pre-primary level, the team adapted and piloted the International Development and Early Learning Assessment (IDELA) in 30 pre-primary schools in November 2022. Save the Children completed a second psychometric report and the tool is now being finalised for use across Schools2030 preschools.

Schools2030 Kenya adapted and piloted the

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Brief Early Childhood Quality Inventory (BEQI) in 2021. With support from ECD Measure, the BEQI was finalised and is in use in Schools2030 preschools to support preschool teachers to assess the quality of the teaching and learning environment in their classrooms. The Schools2030 Kenya team is currently adapting the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit to support the holistic learning and teaching environment for primary

Kenya Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Health & Nutrition, Communication, Problem-Solving

Age 10+

Literacy, Numeracy, Health & Nutrition, Science & Technology, Leadership

Age 15+

Literacy, Numeracy, Digital Literacy, Taking Responsibility, Reconciling Tensions

Knowledge Skills Attitudes Values

and secondary cohorts. They will pilot the tool in the first quarter of 2023. Since September 2022, the team has been developing holistic learning assessment tools for the out-of-school cohort with a co-creation workshop held with the youth development partners on 13th and 14th December 2022. The tools will incorporate the feedback provided by the teams during the sessions in readiness for the pre-pilot in the first quarter of 2023.

Innovate

In March 2022, Schools2030 Kenya launched a

new round of the HCD process. Participants identified learning challenges they wished to address, drawing on assessment evidence, teachers' observations and reflections, as well as through consultation with students, parents and the wider school community. A total of 172 participants from 77 pre-primary, primary, and secondary schools and youth development partners in Mombasa and Lamu participated in the design sessions from March to July, during which they developed, prototyped and launched their innovations with Flexible Response Funding. The items procured included learning materials, electronics, furniture, and playground equipment. These materials are supporting classroom-level innovations and practices that aim to improve holistic learning outcomes as well as the quality of the classroom environment. Across all Schools2030 schools, we can see examples of how educators have developed innovations that address both foundational academic skills such as literacy and numeracy as well as psychosocial skills such as problem solving, leadership and reconciling tensions.

In September 2022, an HCD Orientation session was held for seven (four male, three female) and ten (four male, six female) Quality Assurance Officers (QASO) and Curriculum Support Officers (CSOs) in Lamu and Mombasa Counties respectively. The session sought to enable the officers to understand the concept of design thinking as part of their preparation



Spotlight Innovation: Learning with Learners

School Designers: Frere Town Secondary School, Mombasa

Education Stage: Primary and secondary school

Domains Addressed: Taking Responsibility, Collaboration, Communication

To deal with the issue of student absenteeism, the school team decided they would aim to improve the classroom environment in a few key ways. The classroom seating will be rearranged to encourage a more collaborative approach to learning. 'Talking walls' will also be established for more engaging learning areas and some lessons will also be conducted outside. The teachers are also looking at forming small mentorship 'families' of four learners to offer more focused support as well as easy follow ups.

During the prototyping phase, the learners were seen to actively participate in learning activities with the changes in classroom arrangements.



Said Baya Kombo from Tom Mboya Primary School presenting his TECOP innovation at the Schools2030 Global Forum

for the school visits they conducted. Another session is planned for 2023 to further their understanding of design thinking and to enable their support in advocating for Schools2030 models and approaches to be more widely adopted in education policy and practice.

Showcase

Schools2030 educators showcased their innovations and received feedback from peers and policymakers at county, district, national and global events. At district and county events, committees including representatives from the Ministry of Education, county government, and Schools2030 Kenya chose six pre-primary schools, seven primary schools, four secondary schools and two youth development partners to present at the national showcase in May 2022. At this showcase, panelists selected four innovations to represent Kenya at the Schools2030 Global Forum in June 2022:

Nurturing a Reading Culture for Children

Establishing an in-class reading corner for preschool learners and co-developing learning material and reading exercises with parents, teachers and learners to enhance collaboration between these stakeholders.

Technology, team teaching, and education community of practice (TECOP) Learning approach for Reading and Comprehension

A collaborative and interactive learning platform aimed at primary-level to enhance learner intonation and pronunciation through teacher and parental support.

Dynamic, themed Digital Literacy

Provision of digital resources in the library and debates on various topics to encourage a reading culture among secondary school learners.

Ustadi Clubs and Platform

Leadership, entrepreneurship, arts and STEM passion clubs in schools supported by mentors linked with club members through an online platform, to support out-of-school youth to take increased responsibility.

The Inspiring Change through our Stories Mini-Course prepared teachers to present at showcase events. As part of the course, teachers practiced their presentations with peers and curriculum support officers who advised strengthening the presentations and aligning with Ministry of Education priorities. During Mombasa and Lamu County Education Days in October and November, teachers shared their innovations and experiences implementing the Competence-Based Curriculum with colleagues and education partners, including the Ministry of Education, the Teacher Service Commission and county governments.

In December 2022, Schools2030 teachers shared their innovations with education, policy and private sector partners at two national innovation forums — [Kenya Innovation Week](#) and the ReimaginED Conference. Kenya Innovation Week, organised by the [Kenya National Innovation Agency](#), showcased how innovative Kenyans have advanced national [Vision2030](#) priorities. As part of the ReimaginED Conference (an annual education innovation summit showcasing contextualised solutions with a demonstrable impact on holistic student learning outcomes) attendees learned from evidence-backed models, explored challenges in the Kenyan education system, and forged partnerships to move solutions forward. Schools2030 Kenya facilitated a session on teacher-led innovation to promote competence-based learning, and 60 attendees signed up to learn more about the programme.



I have been challenged to become creative, to understand my learners and to start coming up with more playful ways of learning.

Joyce Andesia, ECD Teacher, Kongowea Primary School, Mombasa



Kyrgyzstan

Over the course of 2022, 440 teachers and school leaders in the Chui, Naryn, Osh and Batken regions, and Bishkek completed Human-Centred Design (HCD) and learning assessment training. Design teams participated in nine national, regional, and district level events, generating media coverage and increased support for improving learning outcomes through classroom-led innovation within the education sector.

Assess

Schools2030 Kyrgyzstan and Global Assessment Coordinating Partner, Oxford MeasurEd, worked with teachers to develop rapid assessment tools for each age cohort. The teachers used the tools to assess the learning levels of their students and design targeted innovations to address gaps. The National Testing Centre under the Ministry of Education and Science partnered with Oxford MeasurEd to develop, validate and pilot more robust quantitative and qualitative assessment tools for use in 2023. The tools were revised per the results of the psychometric analysis carried out by Oxford MeasurEd.

In January 2022, Schools2030 Kyrgyzstan completed a training-of-trainers workshop delivered by Save the Children on how to administer the International Development

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and Early Learning Assessment (IDELA) tools to support the evaluation of learning gains of children in the pre-primary cohort. The team adapted the training materials to the national context. It delivered a workshop for ten participants from the National Centre for Assessment of Learning Quality and Information Technologies, Schools2030's National Learning and Assessment Partner in Kyrgyzstan. The National Centre then conducted hands-on field training for enumerators that practiced using

Kyrgyzstan Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Collaboration, Communication, Empathy

Age 10+

Literacy, Numeracy, Science & Technology, Critical Thinking, Leadership

Age 15+

Literacy, Numeracy, Taking Responsibility, Critical Thinking, Leadership

Knowledge Skills Attitudes Values

IDELA in a controlled setting. The enumerators conducted pilot testing with the pre-primary students in the study sample and worked with the National Centre to adjust the test based on the results.

Having completed training in the Classroom Learning Environment Observation and Teacher Reflection Toolkit (for primary and secondary

schools) and the Brief Early Childhood Quality Inventory (BEQI) tool for preschool classroom observation and teacher self-assessment, the Schools2030 Kyrgyzstan team will pilot learning environment assessment tools with educators in 2023.

Innovate

Orienting school leaders and teachers has been essential for the programme's success. Prior to commencing Human-Centred Design (HCD) training sessions, Schools2030 convened 100 school directors and 15 district education department heads to develop a collective understanding of programme successes, lessons learned, and action steps to improve the HCD process. The meetings led to increased support for teachers participating in the HCD process. 340 teachers, 100 school and preschool directors were trained in HCD. School directors engaged other teachers and parental committees in the process, which boosted the quality of the innovations. Teachers are implementing Flexible Response Funding resourced HCD innovations in 100 schools with support from the Schools2030 Kyrgyzstan team and national learning partner.



Spotlight Innovation: Young Researcher

School Designers: School named after Bektashov, Osh Oblast

Education Stage: Secondary school (Grade 9)

Domains Addressed: Numeracy, Leadership, Communication, Collaboration, Self-efficacy, Digital literacy

Young researcher is a programme designed to help students develop their research skills and to use theoretical knowledge in practice by conducting research projects related to real life. During the nine months of the programme, students will lead research on a variety of topics, including managing a family budget from potato-growing income and using mathematics in the kitchen. Students will be able to conduct interviews and will work in close collaboration with their classmates, other teachers and parents. They will also be encouraged to use and improve their skills with Microsoft Excel, PowerPoint, and other computer applications for creating different charts, diagrams, presentations, and reports on research findings.

"As a parent, I was very surprised that children use complex mathematical concepts in practice with interest and without noticing it. For example, today my son counted how much of the total potato crop we harvested, what % of the family budget is, calculated all the expenses, and was able to determine the net profit that we received. It was wonderful," said Sulaimanova Aksana.



Teacher Gulbarak Akynbek Kyzy leading one of the Migrant Parent Storytelling Classes, her innovation at Zhoogazyn-Murdash Preschool

Teacher motivation and professional ownership have surged. Many teachers joined Schools2030 believing that their abilities were insufficient to reach programme goals. However, through the HCD process, engaging school leaders, accommodating schools on an individual level, and encouraging teachers to identify problems and work towards solutions, teachers have become more confident in their leadership, decision-making, and teaching strategies. They are more receptive to exploring new ideas, receiving feedback, reflecting on their work and creating better student experiences. Furthermore, by developing their innovations, teachers have bypassed larger, systemic constraints to improving student learning outcomes.

Showcase

Schools2030 Kyrgyzstan worked closely with the Zhoogazyn-Murdash preschool design team to prepare for showcasing at the Schools2030 Global Forum using the Schools2030 *Inspiring Change...* mini-course materials and developing a promotional video about their [Migrant Parent Storytelling Classes](#). Through this innovation, parents connect with their children and classmates via video to read them stories, addressing students' emergent literacy skills and social-emotional learning, as well as facilitating the bond with their parents that is fundamental to the early childhood experience. Preschool teacher Gulbarak Akynbek Kyzy presented the innovation on Day 3 of the Global Forum during *Showcase 4: Improving literacy and parental engagement through collaborative learning platforms in Kyrgyzstan and Kenya*. "Children feel connected to their parents. As a result, they've become more

active, motivated and engaged in learning. Conflicts among children have also decreased," Gulbarak shared in [this interview](#).

Kazybek Asylbekov, a design team lead from the Tugol uulu Usupbek school, presented the [Young Architects](#) idea at the Naryn Regional Teachers Conference in August 2022. This innovative practice supports ninth grade students to design and construct furniture pieces using the Pro100 software and mathematical concepts taught in the classroom. Over 200 teachers, the deputy governor, five district education department heads, and several representatives of teacher training institutes and donor agencies attended the conference, led by the Ministry of Education and Science and organised by the Naryn Oblast Centre of Methodological Support for Teachers. Participants expressed their support for the innovative approach that encourages improved maths skills through real-life applications and hands-on, active learning.

Schools2030 regional coordinators and three teachers from Schools2030 target schools from the Naryn, Osh and Chui regions joined Ministry representatives, educators, and international development partners at the sub-regional conference, *Advancing education for sustainable development: Regional perspectives and experience*. The conference, hosted by the Ministry of Education and Science, provided teachers with a platform to exchange experiences in applying best practices for implementing sustainable development in education. Participants developed action steps for the further adaptation and implementation of sustainable development initiatives in Central Asia.



Not only do teachers now recognise their ability to lead, they have also become more courageous in decision-making, are more open to reflection and change, take ownership of their actions, and are more creative in their approach

Nazira Zholdoshbekova, Schools2030 National Coordinator, Kyrgyzstan



Pakistan

2022 has been a big year for Schools2030 Pakistan, as the team has been able to deliver the programme across the target regions of Gilgit Baltistan (GB) and Chitral and support 172 educators to gain new skills in design thinking and learning assessment. Teachers and headteachers report new understanding of students' holistic learning needs and are now finalising assessment tools, testing no- and low-cost education innovations, and showcasing their ideas with district, regional, national, and global audiences.

Assess

Schools2030 Pakistan is pleased to be working with [Aga Khan University Institute for Education Development](#) (AKU IED) as the National Assessment Partner for the Schools2030 programme. AKU IED has been working through the course of 2022 to develop and adapt a suite of contextualised holistic assessment tools aligned with their learning domains. For preschool domains, Schools2030 Pakistan has adapted the the International Development and Early Learning Assessment (IDELA) to assess early learning outcomes. For primary and secondary schools, AKU IED has co-developed new tools in partnership with teachers and with support from Oxford MeasurEd.

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In total, 74 teachers have worked alongside the Schools2030 National Assessment Partner to develop and pilot learning outcome and classroom environment assessment tools. Additionally, the Schools2030 team regularly visits schools to provide technical support and mentoring to teachers on assessment. Assessing student progress and discussing findings with the Schools2030 team and their peers enabled teachers to reflect on whether their innovations have worked and then redesign their prototypes if necessary. Teachers

Pakistan Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Health & Nutrition, Self Awareness/Efficacy, Relationship Building

Age 10+

Literacy, Numeracy, Health & Nutrition, Critical Thinking, Respect for Diversity & the Environment

Age 15+

Literacy, Numeracy, Digital Literacy, Leadership, Respect for Diversity & the Environment

Knowledge Skills Attitudes Values

will implement the finalised assessment tools in January 2023 as part of the Human-Centred Design (HCD) process to test and refine their

innovations.

As in all other Schools2030 countries, the Pakistan team is also developing tools for teachers to assess the quality of their classroom environments. For preschool teachers, AKU IED is adapting the Brief Early Childhood Quality Inventory (BEQI) tool to support teachers to assess and improve the quality of the learning and teaching environment. For primary and secondary schools, the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit is being adapted and contextualised in partnership with teachers. It is expected that both toolkits will be finalised and rolled out across Schools2030 schools in Pakistan in early 2023.

Innovate

In 2022, Schools2030 Pakistan team launched a new process for HCD training by establishing a system of "hub schools" where teachers and head teachers from across a district or valley come together in a single location to participate



Spotlight Innovation: The Healthy Food Festival

School Designers: Government Girls' Primary School, Phander

Education Stage: Primarily pre-primary and primary school age but for all age groups and the wider community

Domains Addressed: Health and nutrition

To improve student and family awareness on health and nutrition, the school organised a food festival. Children and teachers brought various local food items, home-made foods, vegetables, eggs, local food made of milk, butter and cheese, baked/fried potato, and fresh and dried fruits. These items were displayed at different stalls, and posters were prepared and displayed that depicted some of the junk food and drinks that children buy from shops that are neither healthy nor nutritious. Parents were invited to the festival also to raise their awareness that they should use locally available healthy and nutritious food, and develop healthy eating habits in their children, especially as these are often much less expensive than the junk food items. The head-teacher noted that since the festival, more children have begun to bring healthier home-made food with them for lunch.

To drive the campaign forward, the school is also working on some in-depth health related case studies with certain students, as well as encouraging closer ties with the community by organising regular home visits and other health related events, such as inviting health professionals to the school for a series of talks.



The wider community of parents and family members gather for health and nutrition workshops, meetings and sensitisation

in workshops together. This model helps Schools2030 staff and facilitators reach all schools in what are very remote, mountainous areas, and helps establish stronger school networks by encouraging peer-to-peer learning among teachers who work in different schools.

In 2022 Schools2030 Pakistan established ten hub schools – five in Gilgit Baltistan (GB) and five in Chitral – with each hub supporting 4-5 schools. Using this model, 65 schools, including 134 teachers and 38 headteachers and education officials have participated in HCD workshops and completed a full cycle of Schools2030 HCD training. These workshops were held afterschool in three-hour sessions every day for a week, during which teachers were supported through exploring and defining an educational challenge faced by their students; ideating, generating and prototyping a response to this challenge; and then testing it with their peers and students. Throughout these stages, Schools2030 facilitators play an active supporting role as these design thinking skills are wholly new for these teachers. The facilitators reported that it was really valuable for teachers to have the opportunity to discuss their experiences of testing their prototypes, as they were able to reflect with other teachers whether or not their assumptions behind the solution had worked out as expected. Many teachers iterated their designs based on these reflection sessions, highlighting the importance of peer-to-peer learning.

Once teachers had tested and iterated their designs with students, Schools2030 Pakistan encouraged teachers to start implementing their innovations with low-cost or no-cost resources. Teachers from the Ghizar Phander Valley school in GB began meeting with low-income families during home visits, successfully

improving academic and co-curricular engagement and strengthening home-school relationships. Similarly, GB teachers developed a home routine for low-performing students and launched parent education programmes, changing the landscape of traditional teaching and learning. Teachers submitted 65 proposals to the Flexible Response Funding review committee of six education officers to fund implementation. Schools2030 Pakistan will distribute the materials in March 2023.

Showcase

Schools2030 Pakistan are preparing teachers to showcase their innovations at district, regional, national and global level events through one-on-one mentoring, group coaching, and simulated exercises.

In June, Sajida Baig, headteacher at the Karimabad Hunza School presented her [Mothers as Teachers](#) innovation as a part of Schools2030 Global Forum [Showcase 2: Supporting literacy through creative writing, communication and self-expression in Pakistan and Uganda](#). The innovation engaged mothers in student learning-at-home and in the classroom through the Mother-Teacher Guide, building collaboration and trust among stakeholders and improving learning outcomes.

Sanobar Syed, headteacher at Government Girls' Community Modern School in Garem Chasma, was also due to attend the Schools2030 Global Forum but was unable as a result of travel constraints. She therefore used Schools2030's *Inspiring Change...* mini-course to create a presentation and submitted [this video](#) on her innovative Word Card Game designed to help students improve reading and their comprehension of English text.



It was a wonderful experience for me to engage with Human-Centred Design in my school and to attend the Schools2030 Global Forum. The opportunity has developed my confidence.

Sajida Baig, Headteacher, Government Boys' School, Hunza



Portugal

In 2022, Schools2030 Portugal has made great headway in the co-development and finalisation of holistic assessment tools, designed in partnership with teachers, to measure selected social-emotional skills aligned to learning domains. Design teams of teachers and school leaders have participated actively in Human-Centred Design (HCD) workshops which culminated in a national showcasing event in December 2022.

Assess

Schools2030 Portugal benefits from a very strong partnership with University of Porto (FPCE), who acts as National Assessment Partner and leads on the development of assessment tools. Over the course of 2022, the National Assessment Partner has worked closely with fourth and ninth grade teachers in Schools2030 schools to pilot and refine holistic learning and education environment assessment tools through a series of focus group discussions and co-design workshops. This suite of tools have been externally validated by Oxford MeasurEd and finalised for use across our network of schools.

At the pre-primary level, FPCE has worked closely with preschool teachers on the adaptation of the Brief Early Childhood Quality

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Inventory (BEQI) Classroom Observation and Preschool Teacher Self-Assessment Tool and the International Development and Early Learning Assessment (IDELA) to assess preschool learning outcomes. They developed scenarios, reporting scales, and self-reflection to assess socio-emotional skills and utilised literacy and numeracy indicators widely used in the target schools.

The University of Porto team have also convened online discussion groups with teachers to support improved practices in holistic assessment and supporting students socio-emotional skills and wellbeing. This has included creating simple, informative [flyers](#) to disseminate the findings of the assessment

Portugal Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Problem-Solving, Relationship Building, Empathy

Age 10+

Literacy, Numeracy, Problem-Solving, Reconciling Tensions, Empathy

Age 15+

Literacy, Numeracy, Critical Thinking, Ethical Decision-Making, Empathy

Knowledge Skills Attitudes Values

pilot study to teachers and other practitioners. The team has also presented the results of their assessment pilots at two academic conferences.

Evaluation partners at the University Institute of Lisbon (ISCTE) worked closely with the Schools2030 Portugal team and with the National Assessment Partners to ensure we

are gathering and documenting programme learning and impact. In this capacity, ISCTE developed the Portuguese Schools2030 Quality in Education Observatory, an online platform to collect, analyse and disseminate data and evidence that is generated through Schools2030 assessment and evaluation as well as other research within the programme. The observatory is primarily targeted to Schools2030 stakeholders, including teachers, school leaders, students and parents as well as the Schools2030 team and partners nationally and globally. Ultimately, this platform will be a public resource as evidence will be shared with government and education stakeholders from local to national levels.

Innovate

Schools2030 Portugal has developed a demand-driven and team-based programme approach that involves school clusters working together to design, test and implement classroom innovations. In 2022, HCD workshops began in July and involved 35 educators representing five school clusters working together. These workshops resulted in



Spotlight Innovation: We and I, Words and Actions Matter

School Designers: School Cluster Ferreira de Castro
Education Stage: Primary and secondary school
Domains Addressed: Relationship Building, Collaboration, Communication, Ethical Decision-making, Critical Thinking

This innovation involves 15 year old students acting as teachers for the younger students. They manage a variety of games and activities and later monitor and evaluate how the primary students act during the activities. The young students are also asked to evaluate the activities and share how satisfied they are with lesson (pictured). The initiative grew out of the need for students from across age groups to collaborate together in a more structured way.

Through the lesson activities, students are expected to improve not only literacy and numeracy but also ethical decision-making, critical thinking, communication and relationship building, as well as improve overall student confidence. In terms of initial impact, so far the older children have felt a strong sense of significance as they have been given the responsibility of being teachers and the younger children feel empowered by being asked to give their feedback on the lessons. In this way, the school also aims to create a more democratic structure in which everyone's voice is listened to and respected.



Teachers presenting their innovations at the National Showcasing Event held at the end of the year

the prototyping of five innovations, four of which received Flexible Response Funding. Funding was awarded by the Schools2030 team based on applications comprising an application form, model budget, and memorandum of understanding consistent with the funding rules and regulations.

When the new school year began in September 2022, all participants and design teams remained stable. The teams began testing and iterating their prototype innovations with students in their classrooms through September and October, gathering feedback and working in partnership with students, parents and other members of the school community. In December, the design teams presented their solutions at a National Showcasing event.

In 2023, the programme plans to expand from eight to twelve school clusters, including 72 educators on HCD design teams and 1,800 students.

Further expanding stakeholder understanding and awareness of the HCD process Schools2030 Portugal finalised and distributed the [HCD toolkit](#) to school libraries and developed [HCD infographics](#), videos and the [curriculum matrix](#).

Showcase

To prepare for national showcasing, educators participated in the Schools2030 *Inspiring Change...* mini-course to develop their presentation skills. The culmination of this mini-course saw the teachers deliver two-minute pitches to peers and receive constructive

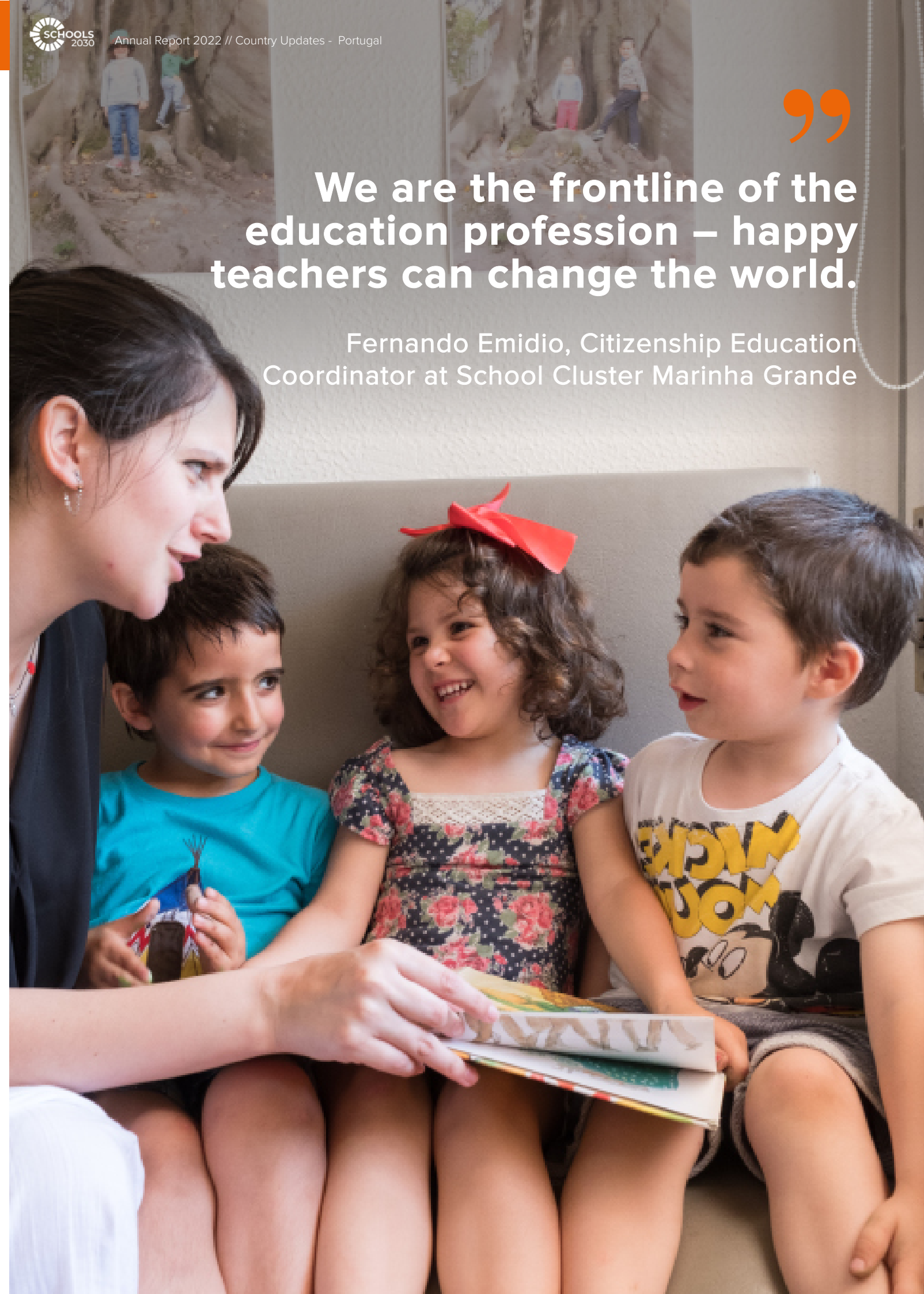
feedback on their presentations. In December 2022, Schools2030 Portugal held its first National Showcasing event, where each school spokesperson presented their prototype through a ten-minute presentation.

In June 2022, teacher António Castel-Branco from Agrupamento de Escolas Ferreira de Castro (AEFC), was selected to present at the Schools2030 Global Forum. At this event, Mr. Castel-Branco presented his school's innovation at [Showcase 1: We want to be happy in diversity – transforming education from pluralistic outlooks](#) alongside teachers from Schools2030 Brazil. Castel-Branco described how his design team began by consulting with the community to improve learning outcomes at the AEFC five-school cluster. Based on community feedback, the team successfully reorganised the cluster's centralised and rigid curriculum with new subjects and cross-learning approaches; instituted student-focused evaluation and formative assessment; and increased parent and student involvement.



We are the frontline of the education profession – happy teachers can change the world.

Fernando Emidio, Citizenship Education Coordinator at School Cluster Marinha Grande





Tajikistan

2022 has been a big year for Schools2030 Tajikistan. Assessment tools were developed to measure both learning outcomes and the quality of the classroom environment, with preschool assessment tools already finalised for use across pre-primary classrooms. In July, the team launched a further round of Human-Centred Design (HCD) workshops, with teachers reporting greater confidence in the process and notable improvements in student engagement.

Assess

Schools2030 Tajikistan made significant progress in learning assessment tool development over this past year. The team developed an adapted version of the Brief Early Childhood Quality Inventory (BEQI) to measure the quality of the teaching and learning environment in Tajikistan preschools. Following the adaptation and translation of tools, ECD Measure conducted reliability training sessions to support the collection of pilot data. The BEQI has now been piloted and finalised for use across Schools2030 preschools. For primary and secondary schools, the Schools2030 team is adapting the Schools2030 Classroom Learning Environment Observation and Teacher Reflection Toolkit for pilot in January 2023.

The Schools2030 Tajikistan Team

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- Saodat Sangova
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- Aziza Bakhtdavlatova
Assessment Officer
- Sadbarg Mirova
Senior Programme Officer, ECD

The Schools2030 team also piloted the International Development and Early Learning Assessment (IDELA) tool in 23 early childhood development centres in GBAO and Khatlon regions of Tajikistan, with technical support from Save the Children. The adapted IDELA is now being finalised for use across all regions to assess learning outcomes for preschool students. This was a significant milestone for Tajikistan and Save the Children as it was the

Tajikistan Learning Domains by Cohort

Age 5+
Literacy, Numeracy, Health & Nutrition, Creativity, Relationship Building

Age 10+
Literacy, Numeracy, Arts & Culture, Problem-Solving, Self Awareness

Age 15+
Literacy, Numeracy, Science & Technology, Digital Literacy, Communication

Knowledge Skills Attitudes Values

first time IDELA has been adapted for use in the country.

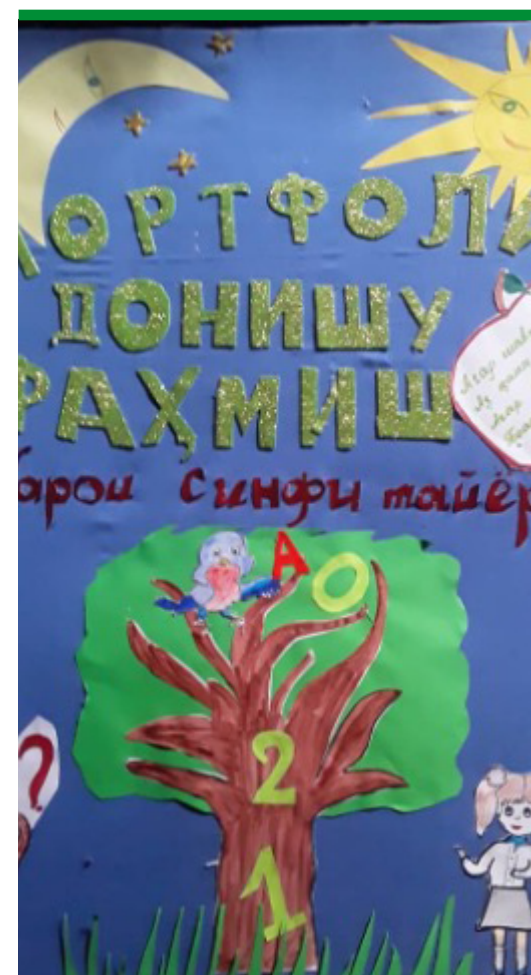
For primary and secondary school learning outcome assessment, the Schools2030 team has been working under the leadership of AKF Tajikistan's Programme Assessment Officer and in close partnership with Oxford MeasurEd.

Holistic learning assessment tools aligned to the target domains for each age cohort have been piloted in 12 Khatlon region schools and are undergoing further refinement based on these pilot results. It is expected that tools will be finalised for use across all primary and secondary schools by February 2023.

In November 2022, AKF Tajikistan signed a Memorandum of Understanding with the National Testing Centre under the President of the Republic of Tajikistan. This is a major accomplishment for the programme, as the National Testing Centre will bring expertise in assessment design, will ensure our assessment tools align to wider curricular priorities, and will help mainstream Schools2030 tools and approaches across the wider education system in Tajikistan.

Innovate

In June 2022, before initiating another round of school-level HCD trainings, Schools2030 Tajikistan conducted a 3-day Training of Trainers refresher training for its 14 Learning

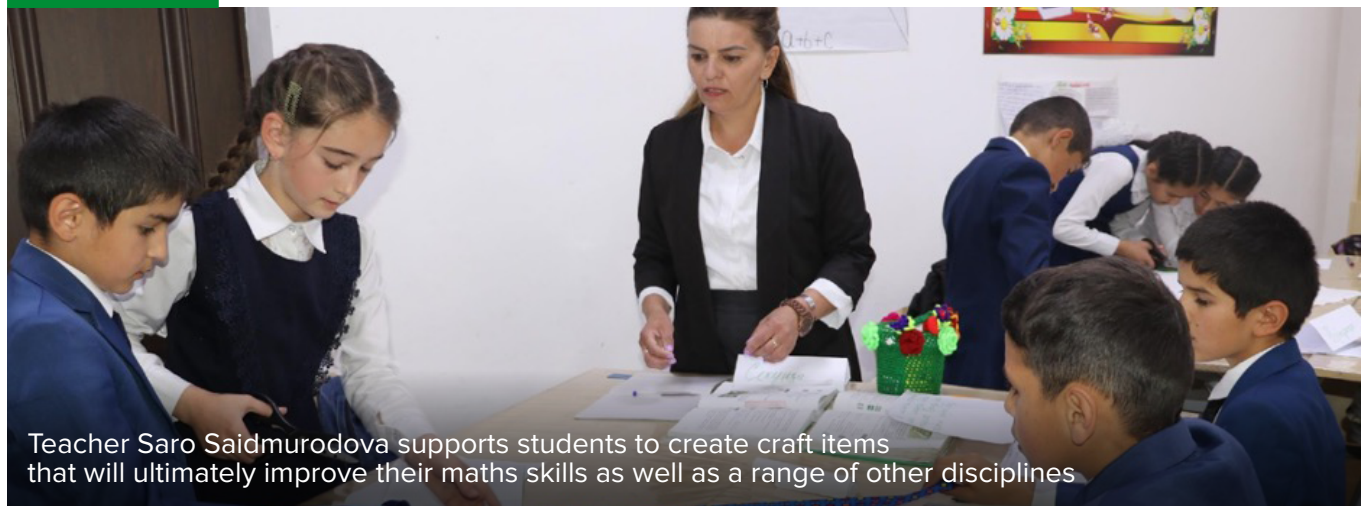


Spotlight Innovation: Big Book of Knowledge for Children

School Designers: School #9, Rushan district, GBAO region
Education Stage: Primary school
Domains Addressed: Numeracy, Literacy, Problem Solving, Relationship Building

During assessments carried out in 2022, teachers at the school, led by Mirvanjova Mevagul, identified some problems for students around not comprehending the meaning of words, forgetting new words, not being able to express their thoughts in the Tajik Language, as well as facing difficulty in arithmetic and calculations. In response, the teacher developed the *Big Book of Knowledge for Children* which contains a series of craft-based and group activities to engage children in fun and creative ways all of which involve improving their literacy and numeracy skills. The 'Big Book' also comes with a variety of supplementary workbooks.

Mevagul has commented on the initial impact of her innovation, saying: "My 'Big Book of Knowledge' not only helps students learn literacy, maths and arts, it also helps them to develop their 21st century skills, such as creativity, communication, critical thinking, collaboration and problem solving through interactive, fun and practical activities. I have also seen improved self-learning...Now students give me ideas for other activities. If I compare my students' progress with last year, there is already tremendous improvement in their learning and competencies."



Teacher Saro Saidmurodova supports students to create craft items that will ultimately improve their maths skills as well as a range of other disciplines

Partners. Schools2030 Learning Partners are all drawn from the Republican Teacher Training Institutes and other sub-ministries of the Ministry of Education. This close partnership with the Ministry has helped champion Schools2030 models, resources and tools at system level and will ensure wider programme ownership and sustainability in the long term.

In July, Schools2030 Tajikistan officially launched their second year of HCD workshops for 100 target schools, with a total of 567 teachers, school directors and District Education Department representatives participating across all four regions. As a significant proportion of educators had previously participated in HCD training in 2021, the focus in 2022 was on improving skills on assessment data collection and analysis, problem identification, and working in design teams to allow for mentorship and peer learning. Teachers presented their prototyped innovations to a Flexible Response Fund evaluation committee that awarded resources, including ICT equipment, musical instruments and books for 199 solutions across the three age cohorts and 100 schools in the four regions. Innovations included improving student learning through didactic games, visual aids, extracurricular lessons and digital laboratories.

Showcase

Schools2030 held four regional showcase events in September 2022 in Khatlon, Sughd, DRS and GBAO, where teachers presented over 100 innovations to National Advisory Committees. Additionally, the team held three high-level events on Flexible Response

Funding resource distribution with government and the Ministry of Education and Science, and regional and district education department representatives, school directors, and teachers (June-August 2022). In August 2022, Schools2030 discussed its project objectives and digital platform with the Minister and Deputy Minister at the Ministry of Education and Science and presented digital resources to the Governor of the Khatlon Region, the Minister of Education, and educators at the regional teachers forum.

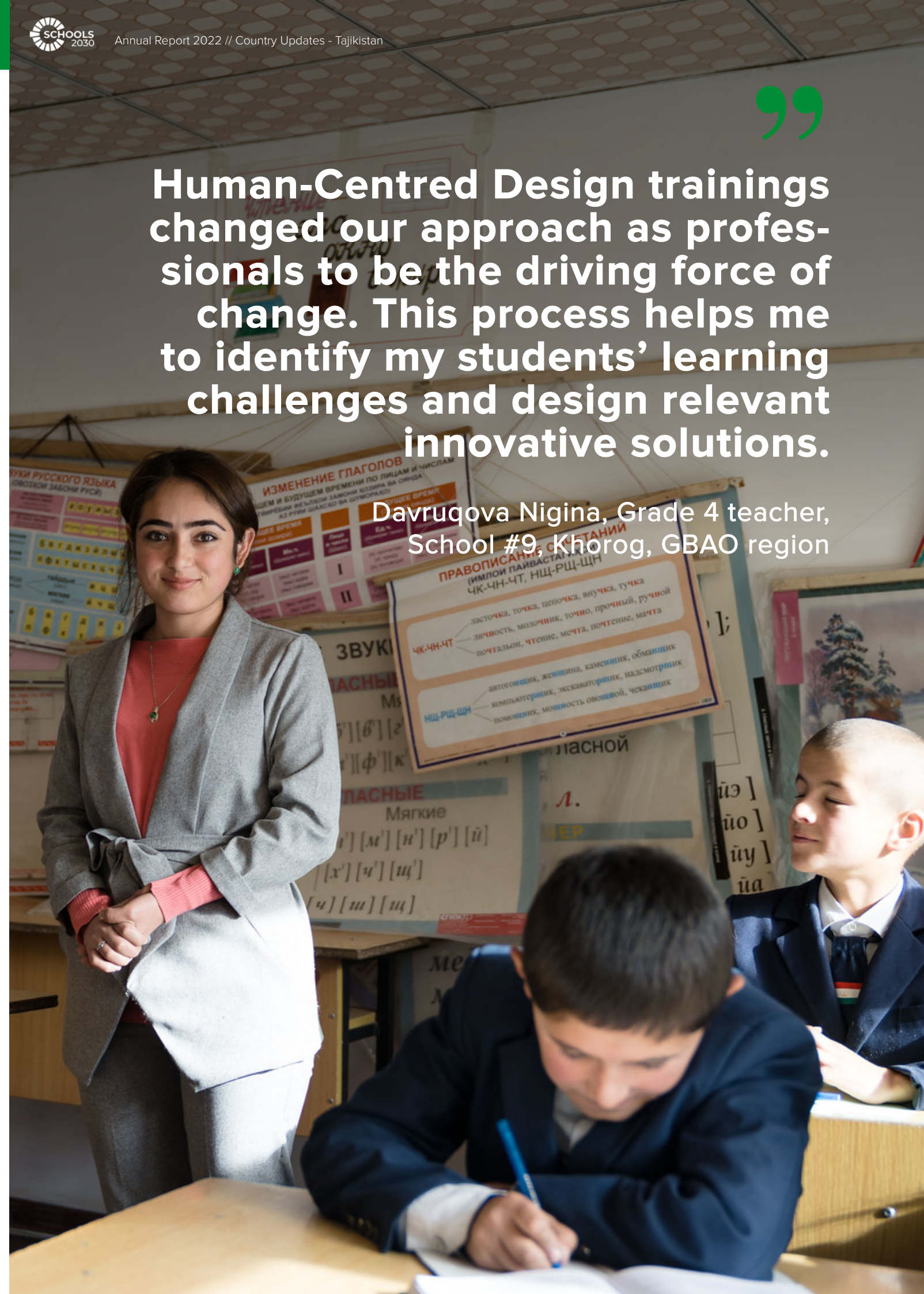
At the Schools2030 Global Forum, Saro Saidmurodova, a primary teacher from Khorog, Tajikistan presented an innovation she had developed with her students and colleagues. Saro had identified that her students were disengaged with maths as the lessons did not feel relevant or practical to them. Saro was also keen to develop the environmental awareness of her students and to champion a cleaner school environment.

Saro addressed this challenge with an interdisciplinary solution: students would design and make cloth bags, which required them working in groups to measure patterns and materials and calculate area and volume. The students then sewed the bags and included stitched designs on the front with messages related to environmental sustainability. Saro noted that her students' interest and understanding of maths increased and they also gained new skills in sewing and new awareness about their school and community environment. She plans to support the students to sell these bags in the community to further develop their math as well as entrepreneurial skills.



Human-Centred Design trainings changed our approach as professionals to be the driving force of change. This process helps me to identify my students' learning challenges and design relevant innovative solutions.

Davruqova Nigina, Grade 4 teacher, School #9, Khorog, GBAO region





Tanzania

2022 was a landmark year from Schools2030 Tanzania, as the team co-hosted the inaugural Schools2030 Global Forum in partnership with the Government of Tanzania, UNICEF and the Regional Education Learning Initiative. At school-level, the team launched another round of Human-Centred Design (HCD) workshops with pre-primary and primary school educators and out-of-school youth development partners. Educators worked in teams to develop, test and implement holistic learning innovations. Secondary school teachers in Tanzania took part in the pilot of *Play, Pluralism, and the Planet*, co-developing innovations to address climate literacy.

Assess

Under the guidance of ECD Measure, Schools2030 Tanzania piloted the Brief Early Childhood Quality Inventory (BEQI) Classroom Observation and Preschool Teacher Self-Assessment Tool in preschools. The team also worked with Save the Children to pilot and launch the International Development and Early Learning Assessment (IDELA) tool in 30 preschools, training teachers that assessed 300 learners. Both toolkits are now in use across Schools2030 preschools in Tanzania to drive improvement in learning and teaching.

The Schools2030 Tanzania Team

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For primary and secondary school cohorts, Schools2030 Tanzania team has worked in close partnership with the Regional Assessment Coordinator to develop and pilot holistic

Tanzania Learning Domains by Cohort

Age 5+
Literacy, Numeracy, Health & Nutrition, Creativity, Relationship Building

Age 10+
Literacy, Numeracy, Creativity, Problem Solving, Self Awareness

Age 15+
Literacy, Numeracy, Arts & Culture, Critical Thinking, Civic Engagement

Knowledge Skills Attitudes Values

learning assessment tools aligned to target learning domains. These tools have undergone external psychometric validation by Oxford MeasurEd.

Teachers have been actively involved in this process, working with the Schools2030 team to test the assessment items and trained other teachers on item development, scoring and

data interpretation. Teachers used these skills to refine the items and pilot assessments with learners. The data interpretation training enhanced the teachers' capacities to reflect on students' data and to make informed decisions through their HCD journey.

Innovate

Design teams comprising 107 pre-primary and primary school educators and out-of-school youth development partners completed HCD design sprints. The team-based design sprints, developed based on recommendations from the 2021 Uwezo learning partner report on the efficacy of the HCD process, enabling greater collaboration and flow in training.

Design teams developed 22 innovations to test in their schools and applied for Flexible Response Funding to resource implementation. Pre-primary innovations focused on learning environments, while primary school innovations addressed challenges such as overcrowded classrooms, lack of creativity, and low performance. Development partner innovations for out-of-school youth emphasised



Spotlight Innovation: Learning through Sports and Games

School Designers: Mtanda Primary School, Lindi
Education Stage: Primary school

Domains Addressed: Numeracy, Literacy, Problem Solving, Relationship Building, Creativity, Critical Thinking

The *Learning through Sports and Games* innovation responds to data collected from formative assessments that showed that students far preferred sports to traditional learning and were often distracted when others were playing sports during their lessons. Parents also noted that at home their children spent more time playing games than on their assignments. The teachers thus determined to bring a series of local games that supported the application of rudimentary maths and other disciplines. The games used are *Baba Kasema*, a game where children follow the instructions of an imaginary father figure; *Mdako* a game using pebbles whereby children throw the pebbles and carry out activities such as simple arithmetic or reciting poems based on where the pebbles land; *Drafti la namba*, a board game that supports numeracy (pictured); and *Visoda*, a turn-based question game that uses bottle caps.

Incorporating games into lessons has been a welcome surprise to many students, who now seem far more excited to attend their classes. "Students are now demanding to try out more local games in the lesson; it has been great seeing them so eager to learn," said Madam Komba, a teacher at Mtanda Primary School, Lindi.



Dr Bronwen Magrath, Schools2030 Global Programme Manager, introduces the first plenary at the Global Forum: (left to right) Hon. Prof. Adolf Mkenda, the Tanzanian Minister for Education; Ephrain Kilaha, headteacher at Mbande Primary School; Dr. Maryam Ismail, RELI Country Lead, Tanzania; Ousmane Niang, Tanzania Deputy Country Representative, UNICEF Tanzania; and Dr. Daniel Baheta, UNICEF Chief of Education for Tanzania

entrepreneurship, creativity, and life skills. Secondary school teachers were not part of this year's HCD design sprint because they have been implementing the *Play, Pluralism, and the Planet* component: [Micro Forest, Soil Factory and Rainwater Harvesting](#). The 15 micro forests established this year will link with innovations designed by other school teams. Other standout innovations included those from [Mtama Secondary School](#) in Lindi and [Mbande Pre-primary School](#) in Dar es Salaam.

Based on an assessment of the pre-primary cohort training requests and innovations focused on the learning environment, Schools2030 Tanzania organised a workshop – *Development of Low-Cost Teaching and Learning Materials* – for all 60 pre-primary teachers. Participants developed and applied teaching and learning materials, building material-rich learning environments, active learning methodologies, and community engagement.

Showcase

The interactive mini course, *Inspiring Change Through Our Stories*, strengthened the showcasing skills of 199 teachers, youth development partners and government officials through storytelling techniques, confidence-building exercises and audience feedback. Participants presented their innovations at district, national and global events.

District-level events in May showcased teacher innovations from 100 sites, fostering increased government engagement and a more comprehensive understanding of Schools2030's impact. Event participants comprised 298 teachers, government officials, youth development partners, NAC members and other

stakeholders. The event ended with delegates recommending 15 solutions to move to the next stage of the national showcase. The June national showcase event had 100 delegates from local and central government, schools, technical colleges, universities, NGOs and the private sector. Teachers used participatory approaches, including mock classroom demonstrations, classroom footage and slide decks to engage the audience in understanding their HCD journeys.

Tanzania also hosted the first Schools2030 Global Forum in June, a landmark event for the programme and for the Tanzanian education sector. Among many highlights of the Global Forum was the opening high-level panel presentation by headteacher Ephrain Kilaha who presented alongside the Tanzania Minister for Education and other high-level delegates. On Day 3 of the Forum, Wande Mkonyi, a teacher at Toangoma Primary School, presented the [T-learning innovation](#). Primary students improved their reading, writing and arithmetic skills by 35% with T-learning, named for the T-shape of the learning tool's base structure, which holds moveable number and alphabet blocks.

In August 2022, Schools2030 Tanzania presented at the International Quality Education Conference organised by the Tanzania Education Network. The speakers described working with teachers to design innovations, exhibiting prototypes and classroom footage of teachers testing their ideas. The audience engaged in a lively follow-on discussion, recommending that Schools2030 engage curriculum developers and teacher colleges in the programme. The [conference report](#) featured Schools2030 in a section titled: *The role of human-centred design in promoting teacher-led classroom instructions to improve the outcome of their studies.*



“
When a child enters my classroom, they learn actively, they learn by doing. The student is an active participant in their own learning.

Mwajabu Iddy, teacher,
 Maji Matitu Primary School, Dar es Salaam



Uganda

Supported by Schools2030 Uganda, 179 teachers applied their skills in developing, conducting, and analysing the results of learning outcome and environment assessments in 100 schools, enabling them to strengthen learning outcomes in their classrooms. They tested the impact of 88 innovations launched in 2022, showcasing early findings at meetings with education officials, policymakers, and colleagues. Additionally, teachers strengthened their literacy instruction skills through targeted capacity building.

Assess

Save the Children worked with the Schools2030 team to adapt the International Development and Early Learning Assessment (IDELA) tool to the Uganda context and curriculum. This involved consultative exercises with preschool teachers in ten non-project pre-primary schools, followed by piloting the adapted IDELA with these teachers in their classrooms. After the successful piloting and finalisation of the tool, Save the Children led a training of trainers workshop with seven “champion” preschool teachers, who then went on to train 62 teachers from 31 pre-primary schools. The

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Regional Grants Manager

adapted IDELA has been used to date to assess the learning levels of 620 students participating in Schools2030. Teachers have been highly positive about the experience of using the IDELA, noting that it provided them with new ways to think about their students’ learning levels.

Uganda Learning Domains by Cohort

Age 5+

Literacy, Numeracy, Arts & Culture, Creativity, Relationship Building

Age 10+

Literacy, Numeracy, Problem Solving, Self Efficacy, Empathy

Age 15+

Literacy, Numeracy, Digital Literacy, Entrepreneurship, Relationship Building

Knowledge Skills Attitudes Values

ECD Measure worked with ten enumerators to pilot and contextualise the BEQI tool in ten non-project pre-primary schools. The enumerators then administered the classroom observation tool to 31 Schools2030 pre-primary schools and 31 teachers completed the BEQI self-assessment. ECD Measure and the enumerators will use the findings of these activities to finalise and roll out the tool in 2023. The BEQI will be integrated across Schools2030 preschools to support teachers to improve the quality of their classroom settings.

For primary and secondary schools, Emily

Tusiime, AKF’s Regional Assessment Coordinator, has led the development of holistic learning assessment tools in partnership with teachers. Co-creation workshops were held with 19 teachers to ensure that Schools2030 assessment tools are useful and useable to teachers and aligned to their daily classroom practices. The tools were then piloted in 30 primary schools with 3000 learners (ages 9-10) and 27 secondary schools with 4000 learners (ages 14-15). This pilot data has been analysed by Oxford MeasurEd to inform tool finalisation. The pilot data has also informed teachers about learning challenges that need to be addressed through their HCD design work.

In late 2022, the Ugandan team, alongside the other Schools2030 East Africa teams, began developing a new suite of learning assessment tools for out of school children and youth. These are being developed in partnership with civil society organisations and youth partners, under the leadership of AKF Regional Assessment Coordinator. The tools are undergoing a round of feedback and revision and aim to be finalised in Q1 2023.

Innovate

Over the past year, Schools2030 Uganda has been working with 200 teachers and school leaders, as well as civil society partners from ten youth organisations, to support the



Spotlight Innovation: Hit, Count, Shade, Pick

School Designers: Kiswa Early Childhood Development Centre, Kampala

Education Stage: Pre-primary school (3-6 years)

Domains Addressed: Numeracy

Through the assessment process, it was noticed that learners were struggling with number recognition, addition, and subtraction and concentration on numeracy tasks. The teachers therefore worked on engaging and playful ways that they could capture the children’s attention, and as a result came up with the Hit, Count, Shade, Pick board game for number valuing, addition and subtraction and properties of basic shapes. This games involves groups of students taking turns to roll the dice, count dots, match the value to a written number, and perform simple mathematical tasks using the numbers shown on the dice. There are many variations of play-based skill level and focus, and there are opportunities for students to vary the game as they grow and develop.



Teachers in Uganda in consultation about the Schools2030 Assessment Tools

development of design thinking skills among educators and to drive education innovation and classroom level. At the start of the year, teachers were in the midst of their first cycle of HCD workshops and were beginning to prototype and test the solutions they had designed in late 2021. From February through to April, the Schools2030 teams made frequent visits to school to support them in testing, iterating and implementing their solutions. In May 2022, a further round of workshops was held focussing on effective teaching and learning methodologies.

Through these workshops, school visits as well as surveys of teachers, the Schools2030 Uganda team and [Uwezo](#), the Schools2030 Learning Partner, uncovered a startling statistic: 77% of the teachers in Schools2030 schools struggle with teaching literacy in pre-primary, primary, and secondary school. To address this gap, Schools2030 Uganda has committed to use some of the Flexible Response Fund for professional development sessions on literacy instruction. Drawing on AKF's own resources as well as approaches developed by external partners in Uganda, we will be supporting teachers to gain skills in teaching literacy through phonics, play as pedagogy, and reading to learn.

During Human-Centred Design (HCD) workshops, teachers reflected on their data to identify and develop innovations to address learning challenges. They specified the resources (e.g. materials, trainings) necessary to implement their solutions and submitted Flexible Resource Funding proposal forms to Schools2030 Uganda. The innovations selected for funding at 88 learning institutions received scholastic materials, equipment and tools. Additionally, all Schools2030 schools received basic English

and Mathematics textbooks. The programme team visited each school to support teachers as they tested and iterated their resourced innovations with sample groups of 5-10 learners per classroom. The learning materials have transformed previously bare classrooms into material-rich learning environments.

Showcase

This past year, Schools2030 Uganda hosted several high-level meetings with the Ministry of Education, the Basic Education Department, ECD Department, education commissioners and other key stakeholders to discuss educational challenges, such as retention and low literacy levels and to share how Schools2030's tools and approaches have been used to address these challenges. Schools2030 Uganda will hold its first National Showcasing event in May 2023.

Schools2030 Uganda was actively involved in the inaugural Schools2030 Global Forum in June, which featured Jalia Nakyanzi, a secondary teacher from Mackay Memorial College in Kampala City. Nakyanzi presented to delegates about the [Writing Treasure Trove](#) innovation to improve descriptive writing skills through a series of fun, learner-driven activities, including: storyboard corner – descriptive excerpts from novels, stories, and classwork are shared aloud to inspire learners; magazine pictures – students practice describing people and objects from magazines and anonymously exchange scripts for feedback; the tree of compatibility – the group chooses a word, and learners write synonyms of the word on the leaves of a tree. She presented initial evidence about how these activities have improved students' vocabularies, public speaking abilities, confidence and assertiveness.



“
My pupils were recognised to have been the best in reading and writing because of the practices I gained during the Schools2030 trainings.

Rashida, primary grade teacher, Biina Islamic School, Kampala



PARTICIPATORY RESEARCH METHODS WITH EQUITABLE STAKEHOLDER PARTNERSHIPS

Research, Evidence, Evaluation



Research and Evidence Generated with and for Schools

Global Research Partners

Through the generous support of the [Jacobs Foundation](#), Schools2030 continues to work with a diverse set of independent global research partners to increase our understanding of how holistic skills are taught and learned at classroom level; what factors can explain variability in holistic learning outcomes; and how school-driven innovations in holistic learning can lead to wider systems and policy change. Their research provides an opportunity for rigorous exploration across the three steps of the Schools2030 model and serves as a critical avenue for learning at all levels of the education system.

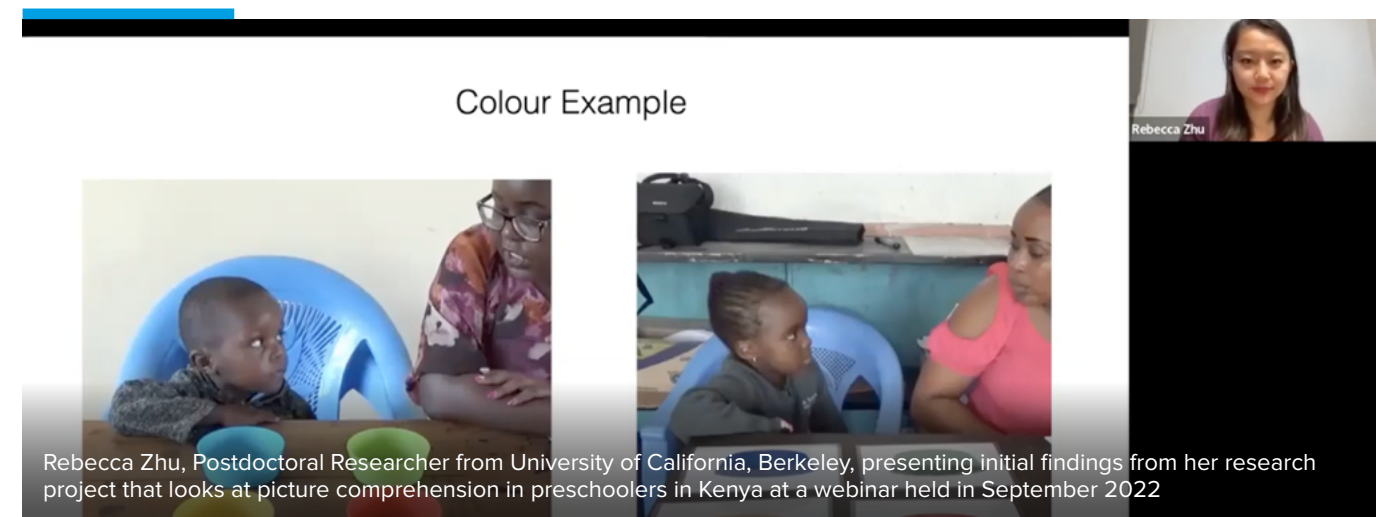
Our research partners are committed to using participatory research methods and involving stakeholders in equitable partnerships. Their efforts to engage in meaningful evidence co-creation is an important way of delivering on Schools2030's aim to elevate the voices of school-level stakeholders, whilst producing actionable research outputs that are relevant at both the school and system levels.

Schools2030's Research Projects

The Schools2030 Global Research Partners have convened on several occasions throughout 2022 at internal and external events, both online and in-person including at CIES, BAICE and the Schools2030 Global Forum. These have allowed Schools2030 network of research partners to showcase their emerging evidence as well as their participatory and school-driven research methodologies. Further details on our individual [research projects](#) can be found on our website.

Global Call for Research 2022

Schools2030 launched its second Global Call for Research in February 2022 to appoint three new research partners, extending our research footprint to seven of the ten programme countries. The 2022 cohort of Schools2030 Global Research Partners has been selected to generate new evidence about advancing educational equity through the Schools2030 programme. Specifically, the research partners will investigate the nature of the relationship



Rebecca Zhu, Postdoctoral Researcher from University of California, Berkeley, presenting initial findings from her research project that looks at picture comprehension in preschoolers in Kenya at a webinar held in September 2022

Table 4: Global Research Partners – 2022 Cohort

Lead researchers	Project
Elie Ghanem, Douglas Ladislau, Fernando Tavares – University of São Paulo	Action research and equity: effects on innovative school environments
Björn Haßler, Nariman Moustafa, Alejandra Vijil – Open Development & Education	Holistic learning for SEND students in Ugandan primary schools
David Yeager – University of Texas Shwetlena Sabarwal – World Bank	Mixed-Methods Research to Develop a Values-Alignment Approach for Holistic, Growth-Oriented Teaching Practices in Pakistan

between two key aspects of the Schools2030 programme – 1) HCD/action research approaches, and 2) pedagogical approaches targeting holistic learning outcomes, and education equity. With equity at the heart of our ambitious programme, these research projects will inform our understanding of how to harness the principles of action research and our focus on the holistic learning needs of the whole child to improve learning outcomes for all students.

Global Evaluation

In 2022 we marked an important step in measuring the success of Schools2030. We welcomed [Khulisa Management Services](#) as our Global Evaluation Partner to focus on developing our global evaluation strategy and conducting a baseline study. The first step consisted of reviewing our existing Theory of Change (ToC) and indicator framework to explicitly map change pathways, write up the assumptions nested in the ToC, and finally

look at the enablers, drivers and barriers to the change. Therefore, the ToC was expanded and refined with the AKF and country teams to ensure alignment in understanding programme outcomes and impact. A shared understanding of the outcomes we are trying to achieve leads to better implementation and understanding of how monitoring data collected at the country level will contribute to measuring our outcomes. This initial process resulted in a more detailed graphic depiction and narrative of the ToC and a detailed indicator framework containing all evaluation questions and data sources that would provide insights into each outcome in the ToC.

The second step was to develop the evaluation strategy that would guide the measurement of the Schools2030 over the next 8 years. For this, the evaluation team built on an existing evaluation strategy drafted by our Global Assessment Partner (Oxford MeasurEd) and engaged with individual country teams and AKF team to understand

Figure 2: Our Theory of Change



We are thrilled to bring on board three new research partners who will be getting right to the heart of what we anticipate are key mechanisms for delivering more equitable outcomes for all students. Understanding the programme’s pathways for impacting on equity is crucial to our ambition to bring about more inclusive education systems – we are greatly looking forward to discussing this at the next Schools2030 Global Forum.

Ellen Smith, Schools2030 Global Research Officer

the programme, what data was being collected by the programme and what other opportunities for data collected there were to answer the following evaluation questions:

1. How well are programme activities being implemented as intended, and to what extent are they cost-effective? What can be done better?
2. To what extent have the objectives and expected outcomes of Schools2030 been achieved? What have been the major factors influencing the achievement of Schools2030 objectives? Have any unintended outcomes been observed?
3. To what extent is Schools2030 relevant to the needs of learners, teachers and schools? To what extent is Schools2030 relevant to the priorities of education actors across Schools2030 contexts?
4. To what extent do Schools2030 activities synergise and fit together?
5. What impact is the Schools2030 programme having on the learning eco system (learners, teachers, schools, communities and national policy environment)?
6. To what extent is the Schools2030 model integrated into the wider education system in Schools2030 countries?
7. To what extent can Schools2030 be implemented in new contexts (Is it replicable and scalable)?
8. To what extent is Schools2030 supporting those most left behind?

The evaluation will occur over three key phases: baseline (2023-2024), two midlines (2024-2028) and endline (2029-2030).

The next step is to collect data for the baseline study in 2023, which will provide initial insights into the status quo prior to programme implementation; identify any risks to the programme model that need to be addressed throughout the programme implementation; and provide a baseline to determine change over time, specifically for the impact evaluation. The Global Evaluation Partner will work with country teams to collect data from teachers and principals in Schools2030 schools and a sample of schools where Schools2030 is not operating (what we call a counterfactual). In addition, data will be

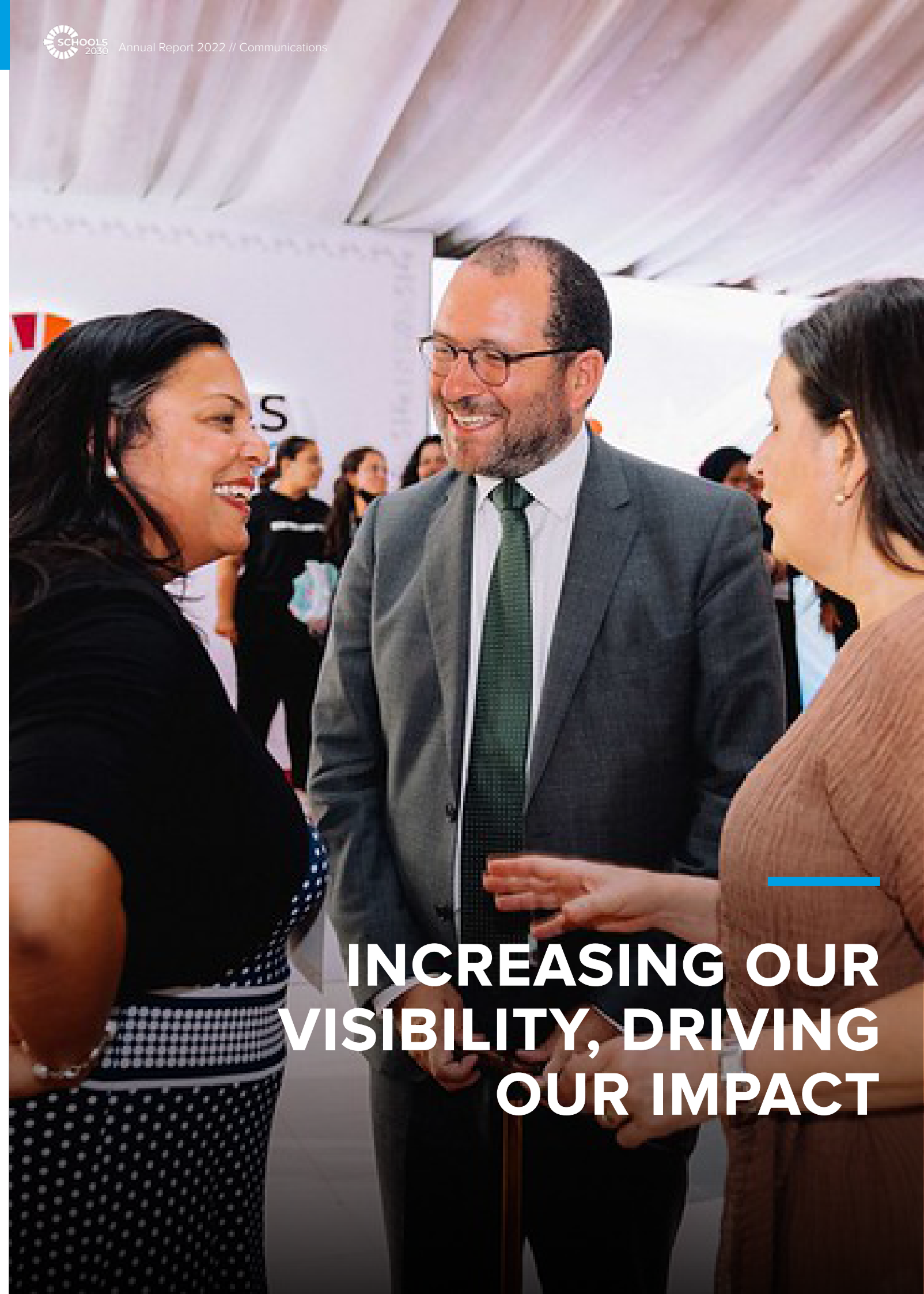
Schools2030's Evaluation Strategy Goals

- Document and test the Theory of Change throughout the programme life-cycle
- Use evidence to continuously improve and strengthen the programme design, delivery and achievement of results
- Learn and extract lessons to share with similar programmes and contribute to national education system strengthening
- Inform and guide the replication and scale of the Schools2030 programme model, resources and approaches

collected from a network of relevant education stakeholders (e.g. multilateral and bilateral donors, regional ministries of education) identified by the country teams to ascertain the influence of the Schools2030 programme.

Beyond the data collected through evaluations, research will form an integral and important element of the evidence base to inform action and build the knowledge base. The research will furthermore provide evidence of the causal pathways, test the assumptions and provide deep insights into key elements and contexts of the programme. Numerous research activities are being undertaken which will add deep insights and learning for the Schools2030 programmes nationally and globally.

A key element of generating evidence is disseminating it to maximise learning. The National Evaluation Partners coordinated by the Global Evaluation Partner will actively work to disseminate learning from the evaluation through a multi-faceted approach, including, for example, producing publications, presenting at conferences and events, hosting country-specific learning events, hosting webinars and producing multi-media materials. We look forward to the baseline study results and the evaluations to measure our impact.



**INCREASING OUR
VISIBILITY, DRIVING
OUR IMPACT**

Communications



Amplifying the Voices of our Teams and our Teachers to Strengthen Schools-to-Systems Links

Communications and visibility for the Schools2030 programme moved forward apace in 2022, as the programme took on a more concrete shape and strong direction forward after its initial year or so of operation in 2021.

Inaugural Annual Report

We were excited to have published the very first [Schools2030 Annual Report](#) for 2021, which detailed all of our many workstreams, alongside updates from each country on the operationalising of the Three-Step Model. The Annual Report was shared initially with 150 members of the Schools2030 community but since more widely with other stakeholders, including an executive summary that was sent to all delegates of the Schools2030 Global Forum. It marked an important moment for the programme to be able to share widely its learnings from the year. Iterating from the previous year's process in order to make our materials even more accessible and useful, the Annual Report this year will also be released alongside separate pull-out sections for each country that can be translated and distributed easily to in-country stakeholders and the NACs.

Website

We also have continued to expand and refine our website, which serves as the main hub for all our ongoing news, work stream updates and resources. Some of the biggest additions this year included an overhaul of the homepage, with a short video to explain the programme in a simple and dynamic way, as well as information about each country's learning domain priorities for the three age groups. We have also refreshed our [Global Coalition](#) page, ensuring our wider ecosystem is represented here, and we have

added a page detailing our research workstream. We will now be expanding to this to promote the 2022 cohort and provide information on their projects. We have also used our [news platform](#) on the website to add over 30 unique articles during the past year, covering all aspects of the programme such as new partnership announcements, event press releases, spotlights on innovations and interviews with our teachers.

One of the largest new additions to the website was the Showcase section. Within these pages can be found comprehensive information on our first Global Forum, including videos and photo galleries for each of the three days, as well as the Forum programme. This was updated after the event with delegate presentations, as well as documents for each session that showed the learnings and action steps that arose from the discussions. Within the Showcase pages you can also find links to the Faved platform, as well as a wealth of important information, guides and resources on our mini-course for teachers, Inspiring Change through our Stories.

Under creation at the moment are pages for each country which will not only give an overview of the work being undertaken at this level but will also house all country reports, news and videos, and will link to the contextualised assessment and HCD tools. It is our aim to have these pages translated into the national language for each country, expected by Q3 of 2023.

Social Media

We have been delighted to see a huge climb in the number of followers across our platforms, from circa 1000 at the end of 2021 to now over 3250. The Global Forum played a huge part in



A still from *What is Schools2030?* – one of Schools2030's 18 unique videos created during 2022 which included spotlights on innovations, the stories of our teachers, the dreams of our learners, webinars, the Global Forum and more

increasing these numbers as many delegates took to their own LinkedIn and other social media to comment on their experience, which created a huge buzz around the event and helped catalyse what we now believe is becoming a social movement. During the Global Forum in June, our social media posts on [Twitter](#) received around 92,900 impressions (individual views on a feed) which resulted in some 30,000 visits to our Twitter profile. This number was around 20,000 during the live-tweeting of our panel at the Transforming Education Summit.

Our [LinkedIn](#) profile has also seen a very encouraging climb in visits, with a 3000% increase in unique page visits and a nearly 10,000% increase in people clicking through to read our stories. Some 1160 of our 2258 followers joined over the course of the last year. We continue to use these platforms often to share our news, videos, updates and other content, and to direct people to our website.

Monthly Newsletter Launch

We were very pleased to have released our monthly newsletter in September last year. These updates provide our community and other supporters with a snapshot of the many and varied work streams and news that is being generated both at country and global level all the time. The newsletters showcase our latest school-driven innovations, provide links to our new tools, resources or reports and offer insights into our ongoing partnerships. We have shared some 18 unique videos so far through these newsletters as well as a wealth of articles, photographs and additional updates. We have a strong open rate

that averages about 45% from our highly engaged community.

Country Support and Advocacy Work

The Global Communications and Advocacy Manager continues to provide one-to-one support for each country, ensuring they are replete with the materials they may need to more effectively tell their story to in-country stakeholders and beyond. This year, a more strategic approach has been adopted to support the school-to-systems link and uptake of Schools2030's evidence, recommendations and methodology. The country teams have begun to develop advocacy frameworks that align to a communications workplan for the year. This plan in turn aligns to their yearly Gantt charts, and in this way we aim to make clear the opportunities for effective communications and advocacy inherent in the many existing programme activities, from teacher workshops, to NAC meetings, to local/regional/national showcase events, and ensure the teams are adequately prepared for those moments, not only with materials but with a strong message and call to action for the target audiences.

To this end, some materials have already been created, including country-level Schools2030 fact sheets, event banners, videos, posters and notebooks. We will continue to work throughout the year to ensure that we are well prepared for each advocacy opportunity as they arise, and later in 2023 we will be looking to develop a country-by-country vision of what meaningful and successful systems change looks like from smaller scale to larger scale.

Looking Back, Moving Forward: What we have learned in 2022 and where we are headed in 2023

2022 was a hugely successful year for the Schools2030 programme across all our schools, communities and countries. Reading through our Annual Report allows us the opportunity to reflect not just on what we have accomplished, but also on what we have learned along the way and how these lessons will shape our programme in the coming year. In the words of Paulo Freire and Myles Horton, “we make the road by walking”. In these final pages, we would like to take the opportunity to look back at the path we have travelled and ahead to the road before us.

The experience of developing **holistic learning assessments** has reinforced the pioneering role Schools2030 teams and partners are taking globally on measuring non-academic skills and on supporting teachers’ assessment capabilities. We were heartened by the words of a teacher from Uganda who told us, “previously I was just scoring my students, now I am assessing their learning.” Educators are requesting additional time, training and support on holistic skill assessment, including support with continuous and formative assessment to improve the quality of learning and the teaching environment. With the leadership of Oxford MeasurEd and our National Assessment Partners, through 2023 we will be developing new resources to support teachers to measure what matters for improved learning, quality and equity in their classrooms.

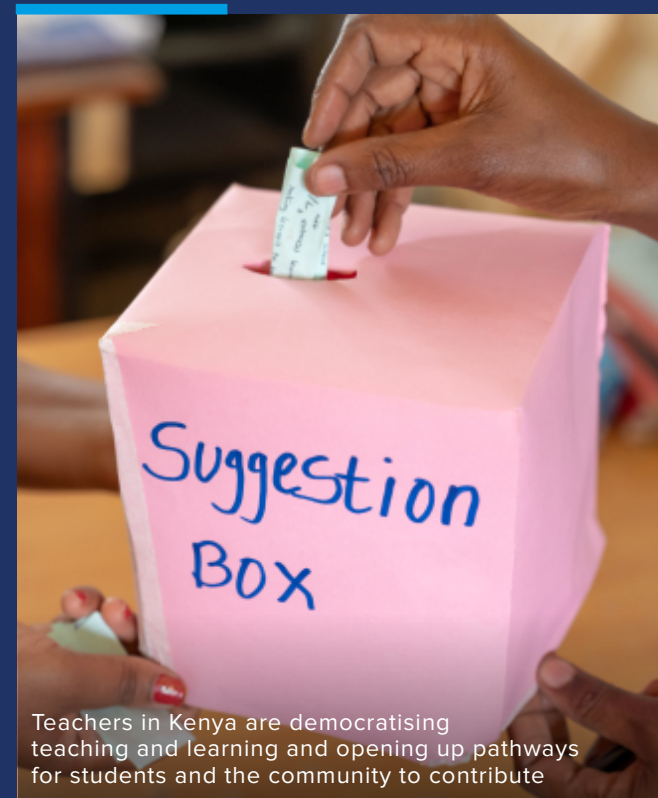
Human-centred design is the cornerstone of the Schools2030 programme, and as our programme develops, so too must our HCD tools and resources. When our programme launched, HCD was so new for all of us – from school to global levels – as it represented a different way of thinking about teaching, learning and education improvement. Two years in, we are in a better position to reflect

on how our HCD toolkit can be enhanced and revised so it aligns better with our assessment tools and other programme offerings like the Faved portal. Over the coming six months, Katie Krummeck will be leading a revision process in consultation with all country teams and technical partners from Oxford MeasurEd, ECD Measure and HundrED to produce an updated Schools2030 Human Centred Design toolkit by mid-2023.

We have also learned that there is a need for more differentiation in how **design thinking** is supported at school-level and in different contexts. Through consultation with school-level stakeholders, we have started developing a suite of shorter HCD modules, based on the full Schools2030 HCD toolkit but offering a slimmer set of activities and resources. These “HCD Sprints” will allow educators to begin the design process at different starting points to accommodate project teams who come to the process with an idea to prototype or a problem to explore. The “sprints” will be translated into our 11 programme languages and stored on our website alongside our revised HCD Toolkit.



India's Learning at Home Kit now has nine variations and continues to be distributed to children to support play-based learning and parental engagement



Teachers in Kenya are democratising teaching and learning and opening up pathways for students and the community to contribute

We held our first **global showcasing event**, the Schools2030 Global Forum, in June of 2022 and we learned so much from our diverse group of delegates about the future of educational assessment, design and innovation. Participants at the forum have praised the active role played by teachers and school leaders across the three-day event, which saw educators presenting in high-level plenaries and panels as well as joining workshops and discussion groups. We also brought the voices of learners from across our ten programme countries to the Global Forum through pre-recorded videos and had a large contingent of youth volunteers providing logistical support. In 2023, we will do much more to ensure the active engagement of young people across all aspects of the Schools2030 Global Forum, which will be held in Porto this June. We will have thirty youth delegates join the entire event to speak on panels and to facilitate workshops and discussions. We will also provide space for youth to connect before and during the Global Forum to exchange perspectives and dreams on the future of education and learning.

Through our **showcasing events** at global

and national levels, we have learned that innovations must be carefully monitored in order to build school-level evidence on what works to improve learning outcomes and the quality of classroom environments. We are generating significant data at school-level and need to harness this data effectively to connect it to system-level change. We are working with the AKF Global Data and Insights Team to develop a robust data management system, including developing data entry templates on digital tools that will support easier and more standardised data input. These applications will also allow simple visualisation to support teachers and school-level stakeholders to quickly understand what assessment data is “telling us”, and to make data-informed decisions about their teaching practices. We recognise that this is a very new area for most of our schools and will be working in close partnership with teachers and school leaders to ensure we are supporting improved teacher practices in a way that is useful and aligned to classroom needs.

Across many Schools2030 countries, teachers and partners have shared feedback that one academic year is not long enough to meaningfully implement our **Three-Step Model** of Assess, Innovate and Showcase. From 2023, we will begin trialling a 2+ year programme cycle: during year 1, teachers will engage in assessment and HCD workshops and will develop and test a prototype innovation that is robust and ready for use by the end of the first academic year. In the following year, they will implement the innovation at classroom level over the course of the entire school year, iterating its design and gathering evidence on its impact. In this way, by the end of a two-year cycle, teachers will be able to present evidence-based education solutions that are ready for replication and scale.

In recognition that there are huge gaps in our understanding of inclusive education in many of our country contexts, Schools2030 Research Officer, Ellen Smith, conducted a review of policies and practices on inclusive education to understand how learning differences are understood and supported in each of our ten programme countries. This report, which will be published at the end of February on our

website, highlights many recommendations that Schools2030 will be taking forward in future programming, including developing assessment tools that are more equity-sensitive and providing additional training for teachers on recognising and supporting students with learning differences. Our 2023 Global Forum will further develop our focus on equity and inclusion, bringing 200+ delegates together to discuss the question: **How might we foster more inclusive schools, equitable education systems and pluralistic learning societies for all?**

Meanwhile, **Schools2030 Research Partners** have been working closely with schools, teachers, learners and Ministry officials to co-create evidence on holistic learning. Research in Kenya led by [UC Berkeley](#) indicates that results from assessments involving pictures may not accurately capture a child's cognitive performance. These findings are changing the way we think about assessment in the early

years and how to best develop measurement tools that are contextually relevant and fair. Even if policies and curricula reinforce the importance of holistic skills, work conducted by [ITA](#) and [Zizi Afrique](#) points to the need to focus on parental engagement and teacher behaviour change. These are key findings for our programme and we are working to ensure they are reflected in new programme approaches and further investigated in future Schools2030 Research.

Schools2030 is proud to be a programme that learns by doing. Together, we are all learning how we can more effectively catalyse school and classroom-driven innovation to drive education systems change. As one of our colleagues reminded us at the Global Forum, "alone we go fast; together we go far". Once again, we thank our network of staff, partners, donors and supporters for joining us on this journey and we look forward to another year of growth and learning in 2023.



Staff and teachers from across Schools2030's programme countries during the closing ceremony of Schools2030's inaugural Global Forum in June 2022

Thank You



Acknowledgements

Schools2030 is delighted to work alongside an incredible array of partners at the global, national and local levels, without whom this work would not be possible. This includes, in addition to those listed below, the Ministry of Education and government bodies in each of our programme countries. In the coming years we will continue to expand our partnerships and grow the Schools2030 community and sphere of influence.

[Aga Khan Foundation](#)

[Aga Khan University Institute for Education Development](#)

[Ajah](#)

[Ashoka](#)

[Atlassian](#)

[Broderick Haight Consultants](#)

[Dubai Cares](#)

[ECD Measure](#)

[Education Cannot Wait](#)

[Eklavya](#)

[Global Centre for the Development of the Whole Child](#)

[HundrED](#)

[IKEA Foundation](#)

[InspirArt](#)

[ITA Pakistan](#)

[ITAU Social](#)

[Jacobs Foundation](#)

[Khulisa](#)

[LEGO Foundation](#)

[MAGENTA Consulting](#)

[Nazarbayev University Graduate School of Education](#)

[National Center for Evaluation of the Quality of Education and Information Technologies, Kyrgyz Republic](#)

[National Testing Center under the Office of the President, Republic of Tajikistan](#)

[Oak Foundation](#)

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[PZG](#)

[Regional Education Learning Initiative](#)

[Right to Play International](#)

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[Social Sciences Research Center from ISCTE, University Institute of Lisbon](#)

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[World Bank](#)

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